

Architectural Education in Pakistan and Problems of the Architectural Profession

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Introduction

This paper treats two related subjects, architectural education and the problems of the architectural profession in Pakistan. Although the Pakistani context has a number of distinctive features, many of the problems facing the field of architecture in Pakistan are duplicated elsewhere in the Muslim world.

As the relation between architecture and development is of crucial importance, it is imperative for architects to understand the real causes of under development. If architects accept society as it is without any critical analysis, then they become a part of the problem rather than the solution. In the case of Pakistani architects a relevant question is: how can development be carried out when most of the country's very meagre resources are diverted towards expenses that do not further development?

The Pakistani environment is undergoing a steady deterioration. We must try to understand the causes of it before we try to improve it.

Instead of confronting the causes of our problems over the last thirty-eight years, architects have been pondering the needs and requirements of a very small segment of the population at the cost of the vast majority of the people. This alienation from the masses has been further accentuated by our desire to try to play the role of the architect in the West, which is totally out of context in Pakistan. This alienation has resulted in the subservience of the architectural profession to the needs and dictates of the upper class and has made architects oblivious of the fact that they carry out the policies of the latter. Many of these policies are detrimental to the needs of the nation and its people.

Zahir-ud Deen Khwaja in his Keynote Address to the National Workshop on Architectural Education held in 1984 summed up the evolution of the role of architects in Pakistan. Giving the example of public sector agencies where the architect was still in a sub-servient position to that of the engineer, he pointed out that a large number of inconsequential and mediocre buildings had been

built since partition, which are both poor in design and equally poor in construction and implementation.

The background of this state of affairs is that "In the British colonial days, in this Sub-continent, traditionally, only the engineer was used for the purpose of carrying out various development projects. It was, therefore, natural that when, towards the latter part of the British rule, architects' services were mobilised with the object of leaving architectural monuments in the Empire, the role of the architect was clearly sub-servient to that of the engineer."

This practice has continued up to this day. Pakistan has not succeeded in creating an awareness of the role and importance of employing architects in responsible positions in independent architectural departments in the public sector. This issue is linked to the state of architectural education in the country. In Zahir-ud Deen Khwaja's opinion, a government architect should be professionally competent and sensitive to the environment as well as to the needs of the community. His architectural training should prepare him to head independent agencies:

"In formulating any future policies on architectural education in Pakistan these two aspects of the training must be given the highest priority, namely: the architect's role as a form-giver and designer, and secondly, his role as the co-ordinator both during the planning process as well as the building operation."

According to another architect-educator, Arif Hasan, the role of our architects must be related to the needs of our society. These needs demand that the formal sector in building should be made appropriate and the informal viable. To achieve this, the architect's education must help him to innovate professionally, to pressurise politically and to help the poor as enablers.

Arif Hasan believes that the transformation of perception is feasible. He suggests that "We must stress the cause rather than the effect, the sociology and economics of technology rather than its theory, climate and function rather than the form. And most im-

portant of all, it should bring the architecture student nearer to the building site and closer to the people and their culture."

It is important to understand what Arif Hasan actually means by the formal and informal sectors. The components of the formal sector are capital, client (state or the rich), architect and contractor, strengthened by colonial occupation, imported and alien educational models and present communication revolution. This all has resulted in a methodology, technical vocabulary and aesthetic grammar that needs modification, in order to render them appropriate to our climate, technological limitations and economic reality. In his opinion, the role and training of architects should be devised with regard to the following parameters:

"The most important function of an architect is to create a comfortable architecture, comfortable in the widest sense of the word, and related to the economic constraints and technological limitations of the society in which he lives ... We have failed to relate the technological revolution to our real needs, and failed to fully grasp the fact that our societies have changed overnight. As such we have failed to relate our work and thinking to growing urban needs."

The components of the informal sector are the user, organised artisanal skill and a long tradition. The last two have been lost due to major social changes, new tools and technologies, and the growth of urban settlements.

Dr Pervaiz Vandal, a renowned educator, who headed the Department of Architecture at the Engineering University, Lahore, for a long time, has perceived the conflict of interests facing the profession. In a paper presented at a workshop on architectural education, he summed up this problem:

"Because of the colonial background of the country, the sector which imitates the West has a higher status and is considered more modern, and therefore, desirable. This sector has official patronage in that almost all planning, economic and physical, has a strong bias in its favour.

“A ruling class brings forth a ruling culture embodying ruling aesthetics. In fact there is a perpetual conflict between those who want to maintain the *status quo* and those who want change.”

This change needs a concerted and co-ordinated effort in which education must play a pivotal role.

What Zahir-ud Deen Khwaja says on the question of the role of educational institutions in appropriately motivating the members of the profession and the students of architecture is significant. To quote from one of his recent lectures:

“Another area in which the architect could make a significant contribution towards the society is in the amelioration of the lot of his less fortunate fellow citizens. The treatment of Katchi Abadis and improvement of slum conditions in other parts of the city should be one of his chief concerns, if he is to be recognised as a socially responsive professional. A great deal could be achieved if teams of architects and students could work with missionary spirit to assist the dwellers of these areas to improve their living conditions on a self-help basis without regard to any questions of remuneration or profit for the architects. If we are to rebuild the image and prestige of the architect in society, this is the least we can do as a profession. Let us hope that our architectural institutions can instill this spirit of dedication in the minds of those who wish to become architects and that the experienced professionals will take up this challenge that faces our society today.”

General Issues in Architectural Education

One problem that Pakistan has had to face is defining the relation of education and religion. Soon after Independence in 1947, the most renowned academician and scholar of Pakistan, Dr I.H. Qureshi had a vision of the basic principles of a suitable education policy:

“The Muslim system of education provides a happy blending of secular and religious learn-

ing. This was possible because of the rational approach of Islam towards life. The Qur’an appeals to neither superstition nor to obscure speculation; on the contrary, it again and again lays emphasis on the rational faculty of man and his observation of Nature.”

After discussing the various aspects of the Western educational system that the British had introduced into the Subcontinent, he went on to say:

“It is now widely recognised that Pakistan requires a new educational system which may bring about a reconciliation between secular and religious knowledge and which may create a tradition of scholarship and research impregnated with the ideology of Islam. At present the Pakistani nation is trying to create a system of education which may be deeply rooted in her past and yet not be out of tune with the present world.”

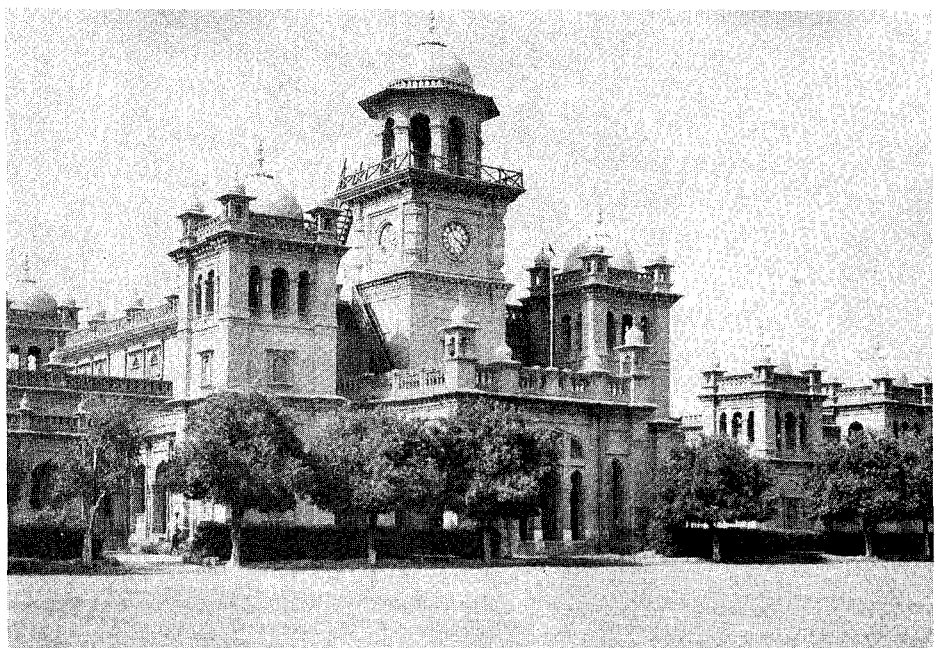
However, what followed this excellent vision was full of fallacies. Despite numerous

educational reforms, deterioration and retrogressive trends have appeared all around in the sphere of the overall academic system. Architectural education has shown some promise and potential despite the lack of supportive environment.

What modest achievements that have been realised have been mainly due to the efforts of a new breed of dedicated young architects, educated at home and abroad, who hold the cause of architectural education dear to their hearts.

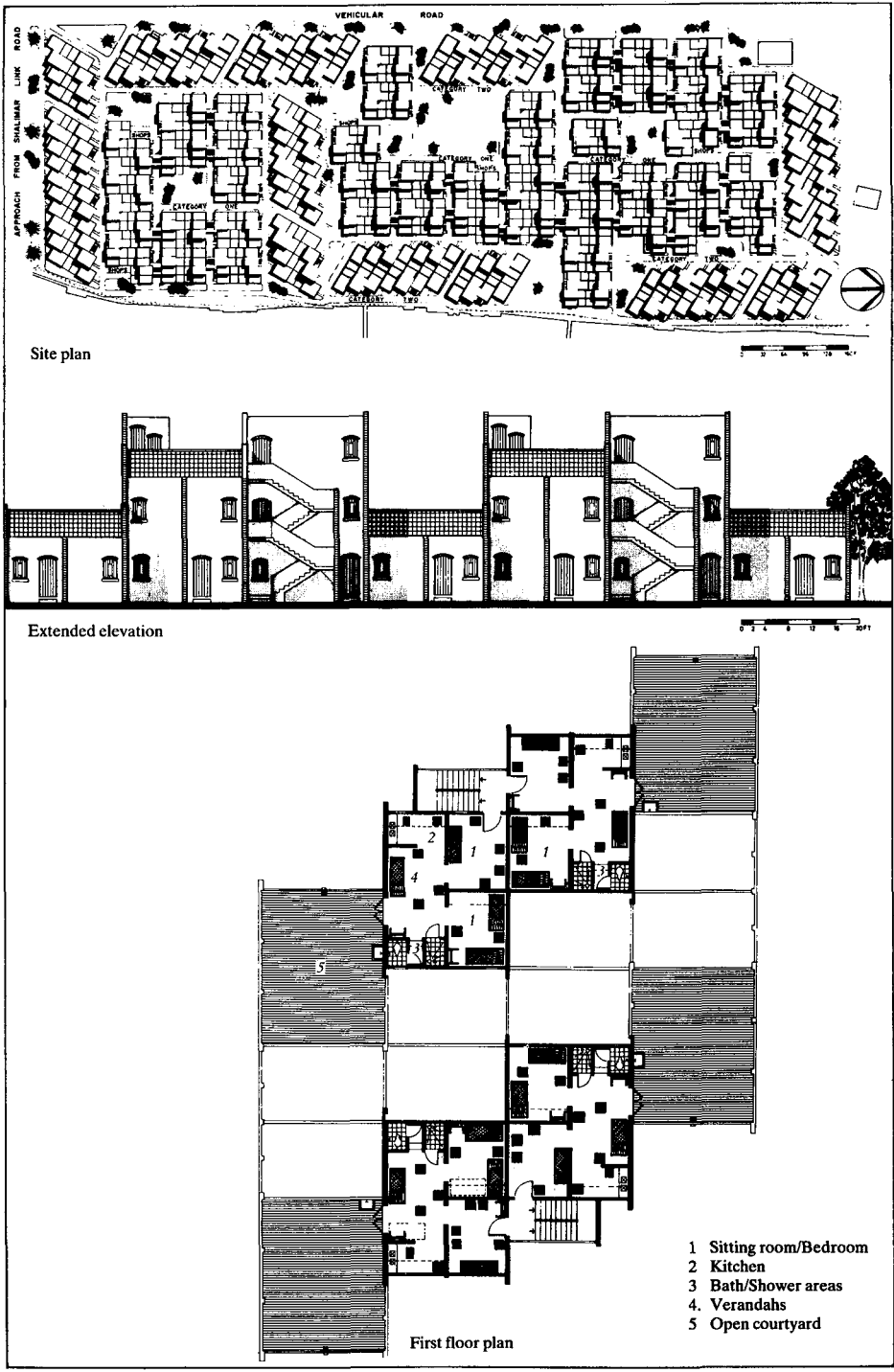
Architectural Thought and Practice

It is heartening to note that, even within the meagre resources and means available, increasingly teams of students are involved in real, live projects where they can come face-to-face with the stark realities which the masses must endure every day. For example, at



Islamia College, Peshawar, an example of the Anglo-Indian style of the British Colonial period

Photo Kamil Khan Mumtaz



Y Lari, Angoori Bagh Housing, Lahore, site plan, extended elevation, first-floor plan. Scheme realised by a foreign-trained architect.

Photo Kamil Khan Mumtaz

the Department of Architecture in Karachi faculty and voluntary student teams are now actively engaged in public participation projects with communities and settlements of the rural and urban poor. The next step that is currently planned is that of setting up building clinics run by teams of advanced students for the benefit of the low-income urban families who require information and input in all matters related to their shelter and neighbourhoods.

This essentially brings us to the question of a cross-disciplinary approach for training architects. The wisdom of pursuing a linear education pattern leading to compartmentalised professions is increasingly doubted. Today's architect needs to recognise man's relationship to the environment and the need to educate others about the nature and importance of this relationship. This is urgent, because we are falling prey to a consumption-oriented life-style which, despite the humanistic tenets of our faith, is incompatible with a responsible attitude towards the environment. In Pakistan, where we are faced with the ever-increasing dilemma of how to formulate effective resource-producing policies and planning in contrast to the resource-consuming approach favoured by our planners, we constantly need to be vigilant.

Special Problems of Admission Criteria and Selection

For the student who wishes to study architecture, the general admission criteria are set by the rules framed for admission to the various branches of engineering at our engineering schools that happen to be the host of architecture and planning faculties.

It is common practice to allow students admission to study architecture on the basis of an intermediate science qualification with a pre-engineering group of subjects (not a pre-architecture group). That means students have backgrounds in subjects such as mathematics, physics and, above all, chemistry. There is no flexibility in admissions standards which could accommodate a genuinely

talented student who might have great ability in creative arts, fine arts, sociological studies or other subjects in the humanities.

Pure sciences and subjects like chemistry demand a linear and uni-directional thinking. They do not allow any room for ambiguous or peripheral concepts, or for any sort of lateral thinking. Architecture, in terms of its teaching and training, deals with multi-dimensional issues of human habitat, ones involving social, cultural, ethnic, anthropological and economic aspects in addition to technical considerations. While we have to safeguard the technological aspects of training of architects, how can we ignore the complexity of important roles that architects are expected to master? Our admission criteria must have a new dimension to accommodate the creative student, the one gifted in humanistic and social areas, by affecting basic changes in the admission requirements and by resorting to proper aptitude tests.

The current admission system for architectural studies is highly unsuitable and unjust, and it results in admitting students who either have no background for the study of architecture or no aptitude for it.

A blueprint for admission criteria could be developed on the following lines:

- 1) A wider spectrum of courses in the intermediate or equivalent examinations should be acceptable. In addition to physics and mathematics (but not chemistry), subjects such as statistics, economics, sociology and geography may be considered for basic admission requirements.
- 2) An aptitude test in drawing, English and general knowledge should be required.
- 3) First-year programmes could be redesigned, offering, in addition to basic design, a variety of compulsory courses. Thus, science students would be required to take social sciences and humanities and students lacking a science background would study science.

In Pakistan, students who receive education in unfavourable and substandard conditions in the rural and less developed areas have to compete with urban students. Obviously, the best of them hardly manage to get through the examinations, while average urban stu-

dents manage to do fairly well. A quota system is thus required to provide the less privileged students of remote areas a fair chance for pursuing higher studies.

There is, understandably, stiff opposition to such a quota system in the urban areas. On the other hand the rural population, which, by far out-numbers the elite urban dwellers, is not willing to be denied the advantage provided through a quota system.

It must be admitted that the existing quota system based on merit also motivates students to try to gain admission into a professional college, not with the aim of acquiring knowledge but merely for the sake of obtaining a prestige degree. Thus, many students with no interest in architecture wind up being admitted into architectural schools.

Emergence of Schools of Architecture

At the time of Pakistan's independence in 1947, there were only a handful of architects, at the most half a dozen. There was not yet a proper school of architecture in the country, except for the architectural section at the Mayo School of Arts (now known as the National College of Arts, Lahore), where students were trained to assist in architectural firms. Among the handful of architects were some Britishers who were in Pakistan to serve in the government or in semi-governmental departments, and others who had migrated from India. The number of architects grew slightly by the mid-1950s with more immigrants coming from India.

In 1954 the first foundation of architectural education was laid in Karachi. The Government School of Architecture run by the Pakistan Public Works Department (P.W.D.) was pioneered by the late M.A. Mirza, then the senior architect of that department. He subsequently played an important role in advancing the profession in the country.

In the beginning of 1957 a meeting was held in Karachi to establish a professional institute under the chairmanship of M.A. Mirza. In October of 1957 the Institute of Architects,

Pakistan (IAP), came into being with Mr Mirza as its first President. Its aims were to regulate healthy conduct and practice among architects, as well as to promote and disseminate knowledge of the art and science of architecture and to improve the built environment.

Members saw it as their responsibility to maintain high standards in the practice of the architectural profession as well as in the education and training of future generations of architects. The seeds for the assertion of the profession were sown.

About six months later, in a meeting with the Secretary of the Ministry of Public Works, rules were crafted for the appointment of consultants for design work for state projects by the IAP in consultation with the Chief Engineer of P.W.D. For the first time the government was made aware of the importance of the architect in society and his role and professional duties.

The Institute of Architects endeavoured to make its presence felt in various government agencies. It played a role in setting up undergraduate programmes in architecture in engineering universities. In 1962 the two engineering universities in East and West Pakistan embarked on undergraduate programmes in architecture for the first time.

In 1963 the IAP became a member of the Commonwealth Institute and in 1965 a member of the International Union of Architects (UIA). In May of 1969 IAP was officially registered as incorporated under the Company Act VII of 1931. By this time, there were several groups of graduates, which meant a substantial increase in the membership year by year. There were also a few graduates returning from studies abroad every year. It must be mentioned here that architects were not and are still not obliged to be members of IAP, although most in fact are.

IAP in the early 1960s formulated the Code of Professional Conduct, conditions of engagement and the scale of professional charges.

Subsequently, rules and regulations for the conduct of architectural competitions were also formulated and published for the benefit of the public. It also helped to conduct archi-

tectural competitions for many important projects. By the end of 1969, the first draft of the Architect's Registration Ordinance was prepared by IAP. The National Council of IAP was headed by Mazharul Islam between 1967 and 1969 in Dhaka in what was then East Pakistan. He initiated efforts for the first time to acquire legal protection for the architect and his profession. It was this Council of IAP that had undertaken the task of preparation of the draft and of promoting its enactment.

Engineers' Lobby

While the number of architects in the country was increasing at a very slow pace, the dearth was being compensated for by civil engineers. A professional lobby of engineers lobbied strongly against the enactment of the above-mentioned ordinance. Engineers were widespread in most of the government departments, and some of them occupied very senior positions. They did not have a problem of professional assertion and identity, but the civil engineers among them, who

had a free hand to pass themselves off as "architects", realised they would lose their privileges with the enactment of the ordinance.

Towards the end of 1970, the country was plunged into a national political crisis. Nonetheless, IAP vigorously pursued the enactment, while the engineers' lobby persisted in opposition. Meanwhile, the crisis in the country between Pakistan's two wings deepened. Mazharul Islam, who was chiefly responsible for pursuing the enactment of the draft ordinance and who hailed from West Bengal, found that his pressure was no longer effective as the deepening crisis was followed by the final breakaway of East Pakistan. Thus, the draft ordinance was shelved by the Pakistani government, and nothing ever came of it.

The turbulent period was a critical moment in the country's history. It was equally crucial and critical in the history of the profession of architecture in the country, which suffered a major setback. Who exactly was responsible for the setback is hard to tell. Perhaps, if the engineers' lobby had not opposed the draft ordinance, the ordinance could have been enacted before the political crisis.

It is pertinent to mention that after the dust settled following the break-up of the two wings of Pakistan, engineers were organising themselves on the basis of the first draft of the Architect's Registration Ordinance. They formulated a draft of the Engineer's Act, submitted it to the government for approval, and with little or no difficulty it was enacted. Less than five years after the first draft of the Architect's Registration Act was shelved, the Pakistan Engineering Council came into being in 1975, by virtue of a law enacted by the parliament.

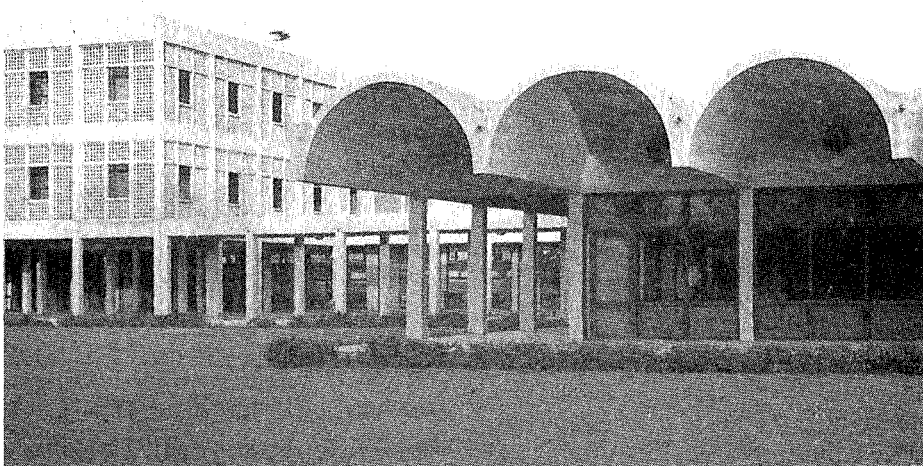
Educational Upgrading

By 1972 the Government School of Architecture in Karachi was merged into the present Dawood College of Engineering and Technology, where a Department of Architecture was established to conduct an undergraduate programme in architecture. The first batch of students graduated in 1977. Around this time the curriculum underwent a thorough revision in content, methodology of teaching and evaluation, to bring it in tune with the recent introduction of the semester system. It is pertinent to quote from the introduction to the revised course content and curriculum published by the Department of Architecture, Karachi at the time:

"Most of the important courses are research-oriented with emphasis on national development problems and solutions.

"A number of supporting courses from humanitarians (sic) and social sciences have been introduced which were previously lacking."

By the time East Pakistan broke away, there was one architect to one and a half million citizens, compared to one architect to twenty thousand or even fewer in advanced countries. It must be noted that the dearth of architects from the beginning had its effect on architectural education in that there was a serious lack of adequate teaching staff. This problem was further compounded by the government's lack of recognition of architects, as a result of which remuneration for



Doxiadis Associates, New Campus, Punjab University

Photo: Kamil Khan Mumtaz

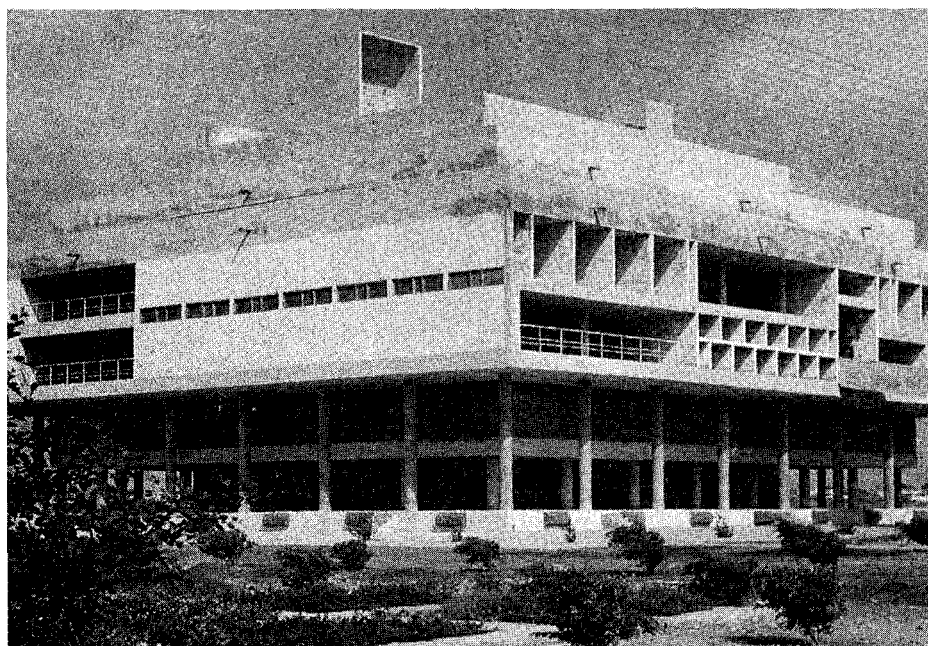
teaching architects was set at a lower grade than other teaching professionals.

Even in such an atmosphere, the few teaching architects proved to be exceptionally dedicated to the teaching profession and to establishing the level and status of architectural education as second to that of no other discipline. A number of senior architects with busy practices contributed as visiting teachers and thesis advisors, sharing their rich experiences with students, which was admirable, given the demands placed on them in architectural firms.

Today the Department of Architecture at Dawood College is highly regarded by the students and staff of other disciplines in the College and its affiliated university. Given the circumstances, the heavy odds against the profession itself, coupled with the amorphous situation of higher education in the country, the Department is singled out for its overall high standards, its administration, and the impeccable conduct of its examinations. Graduates of this Department who pursued post-graduate programmes in renowned universities in the West have done remarkably well. The credit will, of course, go to the profession at large, but the eventual victory will be for the environment.

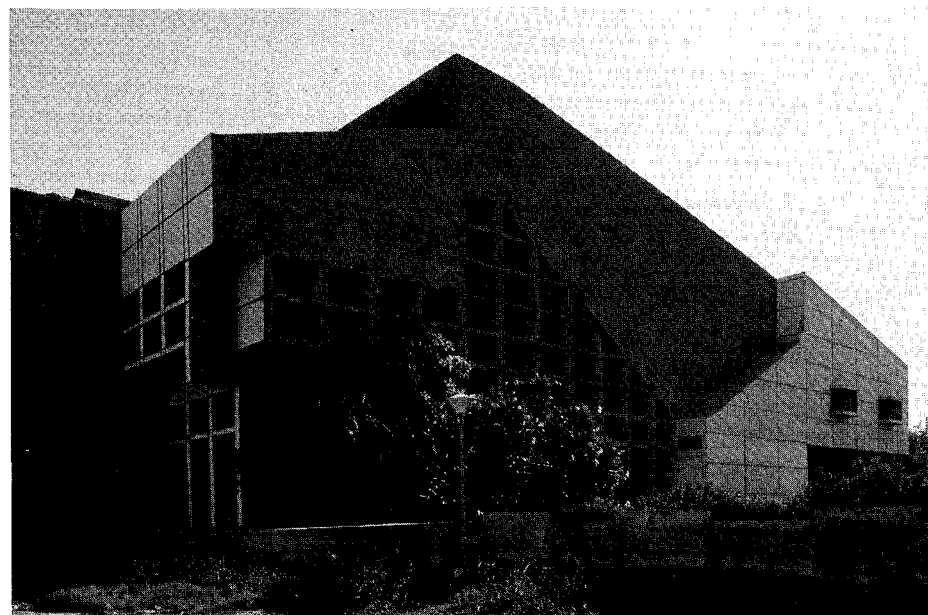
From 1977 onwards, about forty to eighty graduates were added to the profession each year from schools in the country, apart from a few graduates returning from abroad. In 1980 there were about 700 architects in practice in the country, a ratio of one to 100,000 people, a substantial improvement over the earlier figures. The increase in the number of architects produced a more vigorous climate for debate, discussion and exchange of opinions on issues affecting the profession, its members, and the physical environment.

More professional bodies emerged, representing various opinions among different groups of architects. Issues in the urban environment and in the national context relevant to architecture and town planning, the grievances of the profession and its members, their role and existing professional system came to the fore against a background of tremendous activity in the building industry throughout the country.



Ecochard, Karachi University Complex

Photo Kamil Khan Mumtaz



Unit 4, PIA Squash Complex, Karachi.

Photo H.U. Khan

Engineers versus Architects and the Building Boom

The 1970s saw an unprecedented boom of building activity in the country at large, and in its wake the gross deficiencies in building procedures and in the built environment suddenly attracted the attention of the public mind. A number of buildings collapsed, and in one case many lives were lost. There was also a sudden increase in urban population due to migration from rural areas that proceeded at an unprecedented pace, and for which urban infrastructure and services were far too inadequate.

Internationally, the focus on urban problems was increasingly sharpened, particularly in third-world countries. The Muslim world had also begun asserting itself in every sphere, even in architecture and the urban environment. Emphasis was on the positive expression of the rich cultural heritage of the past in the context of modern-day needs and civilisation. Public awareness of architecture and urban planning was finally achieved.

Architects and planners in Pakistan who were certainly in the front ranks of those safeguarding the environment, must have breathed a sigh of relief after struggling for all of their short history in this young country, and striving to assert themselves and their vital role in social development in the national context.

In this atmosphere professional bodies were pressurised with ever greater demands by their members. Grievances within the professions surfaced with regard to education, licensing, and jobs for a number of graduates, while the urban environment was at the mercy of speculators and was rapidly deteriorating. There was a deep malaise concerning all aspects of the built environment. Since the number of architects had substantially increased from the early days, now there were problems of lack of employment, particularly in the public sector. The problem was not that the supply of architects far outstripped the demand. In both the private and public sectors work that ought to have been rightfully due to them was usurped by civil en-

gineers. As mentioned earlier, civil engineers got into their profession essentially to fill a void created by a dearth of architects and town planners in the early days. Hence, engineers were now found to be in the dominant positions of the two professions. A few of them, who as a result of being long in the practise, have acquired the skills and expertise demanded of architects and planners, may deserve a license to practice the architectural profession. However a great number of civil engineers who were certainly undeserving were indiscriminately allowed to practice as architects by their senior colleagues who were in strong positions to influence the granting of such licenses. All over the country civil engineers gave themselves the titles of architects and planners.

It is the complexities of present-day civilisation that have demanded specialisation and distinguished the responsibilities of these two professions. In most countries this conflict has been resolved, but in the context of present-day needs, the longer it takes to resolve this conflict, the more the environment suffers. This is evident in Pakistan, and it is equally evident that civil engineers considerably delayed the acceptance of the vital role of the architect in the physical environment.

The amorphous condition of the built environment throughout the country is a testimony to the disastrous results. Any discerning observer could count the numerous buildings in every sector which have been designed by civil engineers. The most striking incriminating factor is the total disregard of the human element and social activity. It became imperative that professional architects, whose bid to take their rightful place had been thwarted by civil engineers almost a decade earlier, should now be called upon by the public to deal with the problems.

It is common knowledge that civil engineers far outnumber architects and town planners, perhaps by a factor of ten or more. By virtue of their long history in the Sub-continent, they have a very well established means to safeguard their interests, since they maintain close contact with all the branches of engineering, whose support is ensured for their

causes. They have been legally protected, unlike the architects, and have enjoyed their rightful status since the time of independence and even before. Many of their members have been serving in high and influential positions in federal and provincial governments and their departments, thus offering them powerful connections. They were certainly not likely to readily give up their power and lucrative positions.

All this proved a great challenge for architects seeking to establish their identity and justify their role and in their struggle for legal protection for their rights as the rightful co-ordinators of the building team.

Architecture and National Development

In June of 1979 a three-day national seminar was organised jointly by the Department of Architecture at the present Dawood College of Engineering and Technology and IAP on the theme "Architecture and National Development". This was among the major seminars on architecture held in the country. Interestingly, this happened to occur about a decade after IAP had submitted the first draft of the Architect's Registration Ordinance to the government, which was later shelved.

There certainly could not have been a more timely and more appropriate occasion than the 1979 seminar for the profession yet again to attract the public's attention and to highlight the problems of the environment facing the nation, as well as problems facing the profession in terms of recognition and legal protection. A number of presentations were made in this seminar concerning architectural education and the long way it had come despite many adversities as well as the general unresponsiveness of the government to the need to upgrade of architecture education in the only institution in Sind Province, Dawood College, to a full-fledged Faculty of Architecture, and its indifference to the lack of funding and adequate teaching staff and to the problems of graduates and diploma holders. Papers were presented concerning the

role of the architect in national development in which attention was drawn to problems of housing for the large majority of the people, inappropriate solutions to these and their consequences resulting from the lack of architects and planners at decision-making levels in governmental building and planning departments. Emphasis was placed on the deterioration of the environment, its causes and probable solutions. All of these were clearly linked to the role of architects and town planners in social organisation and development: important decisions were being taken and policies being made that fell under the purview of architecture and town planning but that were being controlled by bureaucrats in connivance with speculators. Meanwhile, the profession itself was in a deplorable state, unable even to set a code of ethics.

It was in this seminar that the first call was made publicly since the first bid of IAP a decade earlier was thwarted and relegated to history, to have the word "architect" controlled by law and to have the Architect's Registration Act passed in order to bring legality to the profession. This was essential for any improvement in the pathetic state of affairs. The seminar attracted a great deal of attention and received considerable coverage in the press, thus bringing vital issues to the attention of the public.

IAP had already begun taking steps to bring to the attention of the relevant authorities the need for controls and legislative safeguards regarding building activity, having identified the key problems. In early 1979, the then Governor of Sind promulgated the Sind Building Control Ordinance "to provide for regulation of the planning, construction, control and demolition of buildings and plots in the Province of Sind". The ordinance also included licensing regulations.

The Aga Khan Award for Architecture

In late 1976, His Highness the Aga Khan announced his intention to create the Aga

Khan Award for Architecture. Since its inception the Award has done more towards contributing to public awareness of the importance of architecture and the physical environment in the progress of civilisations than any other organisation. Its impact was felt world-wide, even though the Award is concerned with the Islamic world, its heritage and cultural traditions.

In October 1980 the first of the regular series presentations of the Aga Khan Awards for Architecture was held in Lahore, an event which was attended by distinguished architects and scholars from around the world.

The presentation of the awards was followed by a seminar in Karachi, where, among other issues, the problems of urbanisation and the role of the architect in the rapidly changing physical environment were discussed. The then Governor of Sind, who had promulgated the Sind Building Control Ordinance 1979 mentioned earlier, was the chief guest. The IAP President chaired the session on the ordinance. On this very appropriate occasion, government's attention was drawn by IAP participants to the crisis of the physical environment and other problems of the profession and architectural education. The participants pointed out the urgent need for legal safeguards for the profession. The then IAP president chairing the session stated that: "The internationally accepted role of the architect as the leader and co-ordinator of projects must be established by law; the role of architects, engineers and other related disciplines be clearly defined; and the practice of issuing architect's licenses to non-architects and unqualified persons be stopped immediately."

In Pakistan the Aga Khan Award for Architecture has made a very special contribution. It has done more than just reinforce IAP's struggle for assertion, identity, recognition and statutory safeguards for the profession of architecture. It has reminded the government and the public of the practical value of architecture in the continuum of mankind's progress. Even the engineers, particularly civil engineers, must have been impressed, while many government officials must have been embarrassed.

An Ordinance for the Profession

Following this event IAP spared no time in pursuing with the government the issue of establishing statutory control and regulation of the profession. The government was now more willing to acknowledge the vital role of architects. It formed a committee that included the IAP President to draft an ordinance.

Town planners soon expressed their desire to join the proposed Council of Architects. It was then agreed that membership in the proposed Council would be open to them for a period of ten years or until a separate council of town planners was constituted, whichever came first.

After the final vetting by the Law Ministry, the Ordinance for Pakistan Council of Architects and Town Planners was signed by the President of Pakistan and promulgated on March 7, 1983. If this proved a victory over the civil engineers, it was, above all a victory for the environment. It must be remembered that the rivalry and conflict between architects and civil engineers throughout the world is one of longstanding.

The professions of architecture and town planning now have tremendous responsibilities ahead: improving the environment through proper regulations and controls; ensuring proper facilities for architectural education and contributing to its advancement; setting up fully fledged faculties of architecture in the country; and ensuring that architects and town planners occupy their rightful positions in all agencies connected with the physical environment and planning.

New Developments

IAP, for its part, after achieving statutory protection, has moved on to the tasks of dealing with and facing up to the challenges that lie ahead. Recently, the architecture programme at the National College of Arts, Lahore has been upgraded. A Department of Architecture has been established at the Mehran University in Jamshoro. Thus, every

year from seventy-five to one hundred architectural students graduate after completing five-year degree courses.

As a result of the rapidly changing situation, IAP's activities have intensified. In the last two years, several competitions have been held, at least three seminars have been organised, a regular lecture series for the public has been instituted, building products exhibitions have been staged, and competitions have been held for students. A truly splendid idea was two brain-storming sessions that were held at Karachi and Lahore, hosted by the local chapters of IAP. Areas of concern were voiced and tabulated for the Institute to deal with in the next few years. An important workshop on architectural education was held in Lahore, organised by the Department of Architecture of the University of Engineering and Technology, while a seminar on "Architecture and Social Vision" was arranged by the National College of Arts in Lahore during 1984-85. IAP also had the honour to host in December of 1985 the UIA Region IV conference leading to the UIA World Congress in Brighton in 1987, which proved to be of great success by all standards.

The architectural and planning professions have achieved their present status against a background of adversity and great odds. This gives reason to hope that they will live up to the demands that they will face and that their victory will be vindicated by the enhancement and protection of the environment.

Educational Institutions

I Department of Architecture, Dawood College of Engineering and Technology, M.A. Jinnah Road, Karachi 0502.

Basic Facts

1) Government School of Architecture established in 1954, awarded a four-year diploma until 1972.

2) School was upgraded and merged with the then National College of Engineering and Technology (presently Dawood College of Engineering and Technology) in 1974 and was affiliated with the University of Karachi until 1978, that is until the establishment of the NED University of Engineering and Technology. Now the department is a part of Dawood College of Engineering and Technology along with four other departments (i.e. Electronics, Chemical, Metallurgical and Industrial Engineering and is affiliated with the NED University of Engineering and Technology for all academic purposes.)

3) Department of Architecture admits maximum 40 students on quota system. It offers a five-year full time course for the Bachelor of Architecture.

4) Student size is generally between 160 to 180 per semester.

5) Approved cadre strength for teaching faculty is ten while presently the Department is run by eight full-time teachers. Assistance is always sought from professional colleagues who contribute as visiting teachers and jury members, about fifteen per semester.

6) Present syllabus was devised in 1977, and is broadly based on that of the Department of Architecture, Middle East Technical University.

7) Average number of architects who qualify have been generally not more than 20 per year. With bigger intake, number is likely to increase to about 25 or 30 per year.

Improvement Imperatives

1) Need to upgrade the Department as an independent Faculty of Architecture and Town Planning with separate Departments of Architecture and Urban Planning and graduate programmes in planning, Restoration, Landscape Design, Industrial Design, etc.

2) Adequate representation of the Departments at Board of Studies for the Faculty of Architecture and Planning, separate from the

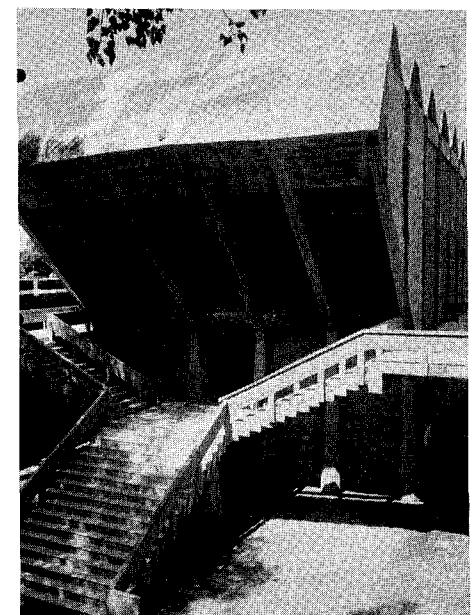
Board of Studies for the Engineering disciplines.

3) Present administrative arrangement under the Ministry of Education is not unworkable, but architecture should not be treated as another branch of engineering. Separate administrative and academic set-up is essential.

Philosophy

The starting point remains "The exploration of the artistic, social and humanistic dimensions of Technology," which has to be channelled towards the goal of national development and achievements of benefits for society at large.

While technical and professional competence remains a latent and forceful objective in the training of architects, we must also keep a long-term perspective of issues such as maxi-



N.A Dada, National College of Arts, Lahore, Auditorium.

Photo: H.U. Khan.

misation of gains but no achievement of self-reliance and economic and social independence, effective use of local potential and resources, and public participation for problem-orientated training methodology for future architects.

II Department of Architecture, National College of Arts, The Mall, Lahore.

Basic Facts

- 1) Formerly known as the Mayo School of Arts, established in 1875, with Mr Lockwood Kipling as its first Principal.
- 2) Course in Architectural Draftsmanship, first time in the sub-continent, started as early as 1904.
- 3) Upgraded in 1958 into the National College of Arts with three new main faculties, namely the Department of Architecture, Fine Arts, and Design along with a Department of Academics were created to replace the previous craft-oriented academic structure.
- 4) Transferred from the Department of Industries to the Education Department in 1963 and directly under a Board of Governors.
- 5) National Diploma course in architecture is of five years duration, with first three years for intermediate level and the last two as the final level of the course. The first year fundamental course is common to three departments.
- 6) Admissions are done on quota system with an admission test.

Philosophy

The Department believes that architecture is essentially a subject of visual arts and not of engineering, although it makes use of scientific developments and innovations in so far as it is functionally adjustable.

The formulation of the course has been governed by a cognisance of the demands of a

rapidly changing society. The increasing potential of modern man to alter the environment demands a correspondingly greater responsibility on the part of those concerned with the design of the visual environment to approach their task with a deeper understanding of human needs and resources. The increasing rapidity with which new materials and techniques are becoming available and the accelerating rate of change in our cultural patterns are continuously confronting us with unprecedented resources and needs. Nor can we expect to arrive at the optimum forms for our built environment through an empirical process of evolution. Thus the emphasis in the course is on methodology and the development of creative faculties rather than a mere knowledge of formulas and finite solutions. The curricula are conceived as an integral part of the large discipline of environmental design.

III Department of Architecture, University of Engineering and Technology, Lahore-31.

Basic Facts

- 1) In 1962, the West Pakistan University of Engineering and Technology, Lahore, along with one in East Pakistan at Dacca was created.
- 2) Under the Ordinance of 1962 two separate faculties of Engineering and Architecture and Town Planning were allowed at the University.
- 3) The initial course set-up was in line with that of the Royal Institute of British Architects.
- 4) Selection for admission on merit with allowance for quota seats.
- 5) Five-year course under semester system was begun in 1975.

Philosophy

The Department believes in a definition of architecture as "The exploiting of available resources to provide environment to serve the needs of Man."

Architectural Education must be "broad-based and deal essentially with the fundamentals whereby one could tackle problems existing and those to come."

IV Department of Architecture and Planning, Mehran University of Engineering and Technology, Jamshoro, Sind.

Note

- 1) The Department was established in 1980-81. The first group of B. Arch. degree holders should qualify later this year (1986) The Department follows entrance rules and teaching pattern modelled largely on those of the Department of Architecture Dawood College of Engineering and Technology, Karachi, in a five-year programme with an intake as per merit and general quota seats.
- 2) The Department has not as yet finally issued its teaching objectives in view of its present transition stage.