

# GUJARAT TECHNOLOGICAL UNIVERSITY

## Planning Theory - II SUBJECT CODE: 1045501 B.PLAN 4<sup>th</sup> SEMESTER

### Objectives:

- To understand Rational Planning, Advocacy, collaborative and communicative theories
- To understand people sensitive & equity planning

### Teaching and Examination Scheme:

Teaching Scheme			Credits C	Examination Marks				Total Marks
L	Field work(T)	P		Theory Marks		Practical Marks		
				ESE(E)	PA (M)	PA (V)	PA(I)	
4	0	0	4	50	50	--	--	100

L- Lectures; T- Tutorial/Teacher Guided Student Activity/Field work; P- Practical; C- Credit; ESE- End Semester Examination; PA- Progressive Assessment.

### Content:

Sr. No.	Content	Total Hrs	% Weightage
<b>Unit -1</b>	<b>Unit 1: Scientific Rationalism and Planning</b> Defining instrumental rationality; Systems view of planning with a focus on contributions of J.B. McLoughlin and others; Chief characteristics of Comprehensive Rational Planning Model and implications for planning practice; Systemic change	18	25%
<b>Unit -2</b>	<b>Unit 2: Advocacy Planning, Pluralism and Equity Planning</b> Meaning, historical background and purposes of Advocacy Planning Model; Main features of Advocacy Planning Model; Relevance for planning practice; Equity and its various definitions; Major components of the Equity Planning Model; Implications on the role of planners in planning practice	18	25%
<b>Unit -3</b>	<b>Unit 3: Political Economy Theories and the City</b> Defining the term political economy; Role of the state in planning; Contributions of David Harvey, Manuel Castells and others; Richard Foglesong and the property contradiction	14	20%
<b>Unit -4</b>	<b>Unit 4: Collaborative and Communicative Planning</b> Various components of Collaborative Planning Model; Contributions of Patsy Healey and Judith Innes and others; Deliberative policy analysis; Role of trust in planning; Planning as persuasive storytelling	14	20%
<b>Unit -5</b>	<b>Unit 5: Capabilities, Race, Gender, Religion and Caste</b> Defining functionings and capabilities; Exploring relevance of Sen and Nussbaum's capabilities to planning; Role of planning and planners in enhancing capabilities of the poor; Capabilities perspective on slums and squatters; Feminist planning theory; Planning, caste and religion; Planning rights and responsibilities	8	10%
	<b>Total no. of hours</b>	72	100%

### Assessment /Evaluation Criteria:

Attendance: 10%

Assignment 1: 10%  
 Assignment 2: 10%  
 Midterm Exam: 20%  
 Final Exam: 50 %

Lecture Hours per Week 3  
 Total Marks 100  
 Internal Assessment 50  
 Examination 50

**Reference Books:**

S. No.	Name of Authors	Titles of the Book	Edition	Name of the Publisher
1.	Jonathan Metzger, edited by Professor Jean Hillier, Dr Jonathan Metzger	The planning development nexus- How places are developed and changed, Connections: Exploring Contemporary Planning Theory and Practice with Patsy, pg 131-141	2015	Ashgate publishing limited
2.	edited by Professor Jean Hillier, Dr Jonathan Metzger	Chapter 2: Towards a people sensitive planning, Connections: Exploring Contemporary Planning Theory and Practice with Patsy, pg 47-59	2015	Ashgate publishing limited
3.	Innes, Judith E; Booher, David E	Planning with complexity : an introduction to collaborative rationality for public policy	2010	London & New York Routledge
4.	P Healey	Planning through debate: the communicative turn in planning theory online.liverpooluniversitypress.co.uk	1992	Town planning review
5.	Allmendinger, P.	Planning Theory	Second	Palgrave Macmillan, London.
6	Finche, R. and Iveson, K.	Planning for Diversity	First	Palgrave Macmillan, London.
7	Fainstein, S.S. and Campbell, S. (eds.)	Readings in Planning Theory	Second	Blackwell, London.
8	Brooks, M.P.	Planning Theory for Practitioners	--	American Planning Association, Washington.

**Course Outcome:**

<b>List of Exercises / Practicals:</b>
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1	Deliverables in terms of term paper/ article review/ synopsis/ posters/presentations etc
<b>List of Assignments/Tests:</b>	
1	Test
2	Assignments

**ACTIVE LEARNING ASSIGNMENTS:** Preparation of power-point slides, which include videos, animations, pictures, graphics for better understanding theory and practical work – The faculty will allocate chapters/ parts of chapters to groups of students so that the entire syllabus to be covered. The power-point slides should be put up on the web-site of the College/ Institute, along with the names of the students of the group, the name of the faculty, Department and College on the first slide. The best three works should submit to GTU.