

# PLANNING IN EDUCATION



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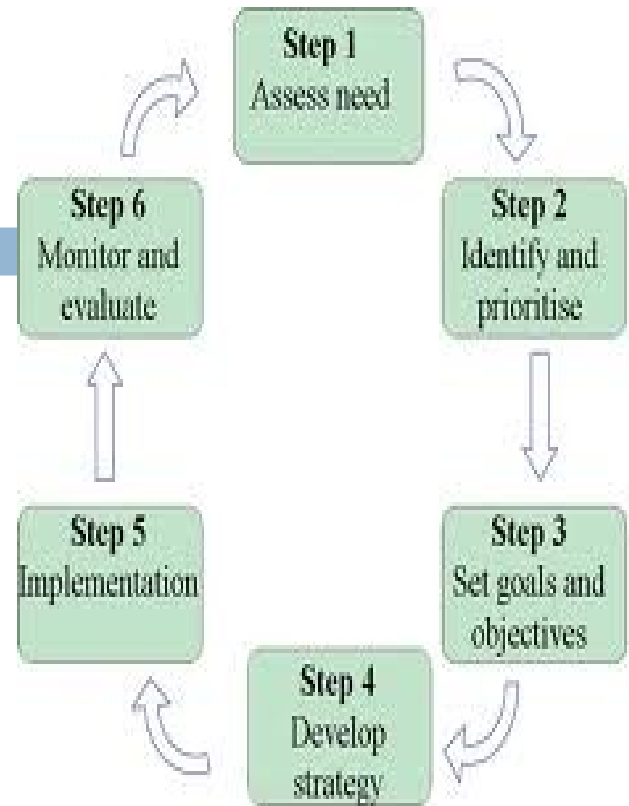
# Unit 4- Planning in Education

- 4.1 Meaning and Nature of Planning
- 4.2 Approaches to Educational Planning
- 4.3 Perspective Planning
- 4.4 Institutional planning, its importance,  
Man Power planning,  
Man power forecasting.

- Planning is a process whereby a direction is mapped and then the ways and means for following that direction are specified. There are many forms of planning with several types of activities involved in this process.
- A plan is the product of the planning process and can be defined as a set of decisions about what to do, why, and how to do it.

# Planning....

- Planning is also seen as an exercise of optimization of resources. It attempts to maximise output within the given resources and ensures that the benefits are distributed more equitably among various sections of population.... Prioritizing the activities to be undertaken



# Definition

- 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.**

## **A Plan of action implies that:**

- It has to serve as a reference for action, built on the consensus, agreed upon by all those concerned as well as by those contributing to its implementation;
- It is designed as an indicative, living framework, in such a way that allows for adjustments in light of new developments during implementation;
- It includes not only policy directions, but also information on the implementation strategies, actions and benchmarks for implementation, monitoring and evaluation, as well as the

**Any management involves four basic stages: analysis, planning, implementation and evaluation. Strategic management is a continuum of successive stages such as:**

- critical analysis of a system,
- policy formulation and appraisal,
- action planning,
- management and monitoring,
- review and evaluation.

- Experience and lessons learnt from implementation, monitoring and evaluation provide feedback for adjusting the current programme

**or**

- for the next cycle of policy formulation and action planning.



# The methodology of planning for education



- **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.**
  
- **Diagnosis of the Educational Situation**
- **Target Setting**
- **Intervention Strategies and Activities**
- **Costing and Budget Preparation**
- **Implementation and Monitoring**
- **Mechanism**
- **Negotiations, Appraisal and Approval**

# *Diagnosis of Educational Situation*

- 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
- ***Target Setting***
- Targets are translation of objectives in clearly define quantitative terms.



***Intervention Strategies and Activities*** : 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

## **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 out the average cost of recurring activities and unit cost for non-recurring activities
- (v) estimation of costs separately under the

- ***Implementation Schedule and Monitoring Mechanism***  
There are several ways of constructing implementation schedules. However, an effective implementation plan makes use of the network based techniques such Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM).
- ***Negotiations, Appraisal and Approval:*** Negotiation is a process by which one can bargain for more resources. If the proposals made in the plan document are justified and the planning team is able to convince the authorities it is very likely that they may get more resources. The soundness of the proposals which constitute a plan is an important consideration influencing the amount of resources allocated.