

## **UNIT-4**

# **EDUCATIONAL PLANNING**

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## **Introduction**

Education is a central preoccupation of every nation so the educational plans can be carried out with maximum success if they are based on the changing needs of the country to compete with the other countries of the world. Educational planning is mainly the work of planners, experts, authorities or the bureaucracy which administer the education services. But professionally it should be in the hands of education leaders. Planning is a process which aims at achieving specific developmental goals of life of a country. The process includes an analysis of the present situation and forecasts for future. In the say way, educational planning should aim at development of education as well as the drawing up of state, regional, district and institutional plans. These plans should be intelligently link and match the needs and resources. Similarly, the planning process should aim surveying the requirements of training manpower in the employment market as well.

Educational planning is a continuous systematic process which involves the planning of educational system, its curriculum, instruction, its expansion, improvement, the balance of its different parts and its administrative services etc.

## **Objectives**

After studying this unit you will be able:

1. To describe the concept, objectives and importance of education
2. To explain the approaches of education plan
3. To discuss the types, goals and process of educational planning
4. To understand the process of project planning

## 1.1 Definition, Aims and Objectives of Education

What is the purpose of education? What does it aim to achieve? Every Education Policy has seriously considered these questions at some stage or other. The aims of education are determined by national political, social, economic, psychological and pedagogical needs. Many of the fundamental concerns of education have persisted throughout the centuries, but in the course of time, different aspects have been stressed.

For example:

- a) Educational aims were for a long time of an essentially social, patriotic and ideological nature which, emphasized the function of education as a preserver and transmitter of the cultural heritage.
- b) Later, emphasis was laid on intellectual training (Primarily literacy, latterly scientific). Knowledge because an end in itself.
- c) A common idea now-a-days is to link education to national development, so that training can be preparation for employment for life in its broad economic aspects, for cooperation in common endeavors, and participation in the practices of democracy.
- d) Education is – increasingly being looked upon as a specific mean of changing, renewing and even of challenging the established values. The emphasis is on educability and trainability rather than on instruction as such.

In text-books as well as in government policy statements one finds elaborate lists of educational objectives formulated in different ways. They vary in both content and emphasis. Three main aims of education are, however, embodied in every list in one form or another. They are (a) the mental, emotional, spiritual and physical development of the individual and his adjustment to society; (b) the economic viability of the individual; and (c) the maintenance of the cultural identity of the society to which the individual belongs. One may classify these objectives of education into such groups as the following:-

- a) Political Objectives of education
  - National integration and internationalism.
  - Equality of educational opportunity and the creation of trained manpower.
- b) – Economic objectives of education.
  - National development and improvement of the quality of life.

- c) Social objectives of education
  - Establishing a social welfare state providing security, full employment and social justice
  - Creating a dynamic and constantly moving society
- d) Pedagogical objectives of education
  - Harmonious development of the individuals personality and capacity of his intellect, his emotions and his will.
  - Better occupation of leisure.

The Education Policy Commission of the National Education Association of the United States has examined the purposes of education and developed four set of objectives:-

- a) Objectives of Self Realization.
- b) Objectives of Human Relationships.
- c) Objectives of Economic Efficiency.
- d) Objectives of Civic Responsibility.

**a) The Objectives of Self-Realization**

The Inquiring Mind:	The educated person has an appetite for learning.
Speech:	the educated person can speak the mother tongue clearly.
Reading:	the educated person reads the mother tongue efficiently.
Writing:	the educated person writes the mother tongue effectively.
Number:	The educated person solves problems of counting and calculating.
Sight and Hearing:	The educated person is skilled in listening and observing.
Health Knowledge:	The educated person is skilled in listening and observing.
Health Habits:	The educated person protects his own health and that of his dependents.

Recreation:	The educated person is a participant and spectator in many sports and other pastimes.
Intellectual Interests:	The educated person has mental resources for the use of leisure.
Aesthetic Interests:	The educated person appreciates beauty.
Character:	The educated person gives responsible direction to his own life.

**b) The Objectives of Human Relationships**

Respect for Humanity:	The educated person puts human relationships first.
Friendships:	The educated person enjoys a rich, sincere and varied social life.
Cooperation:	The educated person can work and play with others.
Courtesy:	The educated person observes the amenities of social behaviour.
Appreciation of the Home:	The educated person appreciates the family as a social institution.
Conservation of the Home:	The educated person conserves family ideals.
Homemaking:	The educated person is skilled in homemaking.
Democracy in the home:	The educated person maintains democratic family relationships.

**c) The Objectives of Economic Efficiency**

Work:	The educated producer knows the satisfaction of good workmanship.
Occupational Information:	The educated producer understands the requirement and opportunities for various jobs.
Occupational Choice:	The educated producer has selected his occupation.

Occupational Efficiency:	The educated producer succeeds in his chosen vocation.
Occupational Adjustment:	The educated producer maintains and improves his efficiency
Occupational Appreciation:	the educated producer appreciates the social value of his work.
Personal Economics:	The educated consumer plans the economics of his own life.
Consumer Judgment:	The educated consumer develops standards for guiding his expenditures.
Efficiency in Buying:	The educated consumer is an informed and skilful buyer.
Consumer Protection:	the educated consumer takes appropriate measures to safeguard his interests.

**d) The Objectives of Civic Responsibility**

Social Justice:	The educated citizen is sensitive to the disparities of human circumstances.
Social Activity:	The educated citizen acts to correct unsatisfactory conditions.
Social Understanding:	The educated citizen seeks to understand social structures and standing processes.
Critical Judgment:	the educated citizen has defenses against propaganda.
Tolerance:	The educated citizen respects honest differences of opinion.
Conservation:	The educated citizen has a regard for the nation's resources.

Social Application of Science:	The educated citizen measures scientific advance by its contribution to the general welfare.
World Citizenship:	The educated citizen is a cooperating member of the world community.
Law Observance:	The educated citizen respects the law.
Economic Literacy:	The educated citizen is economically literate.
Political Citizenship:	The educated citizen accepts his civic duties.
Devotion to Democracy:	The Educated citizen acts with loyalty to democratic ideals.

Individual items in the tabulation will need amendment in respect of certain countries or regions. The socio-economic approaches and value systems embodied in them would be very different from those applicable to a country in the Asian Region. Each culture has its own concept of an “educated person”. Its objectives of education are founded on the concept.

One could summarize the various objectives of education in terms of three domains or areas:

- i) Cognitive: concerned with knowledge and thinking
- ii) Affective: concerned with attitudes, feelings and emotions
- iii) Psycho motor: concerned with the coordination of muscular movement.

Whatever the emphasis may be, a particular culture at a particular time lays on any of them, the principal goal in education is to achieve a balanced development of the individual in all three areas. The educators’ concern is with the development of the total personality. Hence there is need to identify, on a working basis, a comprehensive set of national objectives of education which is an important prerequisite to educational planning.

The comprehensiveness of objectives, which education is expected to achieve, has brought about three major changes in our concept of education.

- a) Education cannot be confined to one particular stage in human life. The nature and range of objectives demand that it should be a lifelong pursuit. Achievement of these goals must range from the cradle to grave.



Note: The concept of a learning society as enunciated by the UNESCO International Commission for Education in its report: “Learning to Be”.

- b) The school or other formal educational institutions are not the only means available to provide education to achieve these objectives. Infact, these institutions are not efficient enough for some of the objectives. Alternatives to schools and educational institutions have to be evolved.
- c) Studying, divorced from working, is not the only (or even the most effective) way of learning. Working is as much or even more effective as a method of learning. Education must, therefore, combine study and work at every level right through life in order to ensure optimum learning opportunities.

## **1.2 Approaches to Education Planning**

Educational planning till recently has been undertaken as a separate exercise having no substantial links with planning in other socio-economic sectors. First linkages took place in financial context since it was found necessary to reconcile expenditure on education with outlays in other sectors. Educationists found themselves forced to demonstrate that education was not only a consumption commodity rather it has presented an investment or pre-investment which is vital for economic development. The economists on their part began to take interest in education and conducted basic studies on the economic role of education. Such studies attempted to quantify the contributions of educated manpower to increases in national incomes and productivity.

The first indication of a link between education and economy was a result of attempts to match training facilities to the forecasts of manpower requirement of various sectors of economy. Later, more comprehensive approaches were evolved to adopt education to general development. Education plans were thought out and prepared in conjunction with other planning activities. Some of the most familiar approaches are briefly described. Planners have developed formal methodologies for planning. The three most common methodologies are (i) The Social Demand Approach; (ii) The Manpower Requirements Approach; and (iii) The Rate of Returns Approach.

### **i) The Social Demand Methodology**

This aims at planning education to meet the demands of the society for education. It views education as something good in itself and required by every individual. If this methodology is adopted, education institutions and facilities will be located wherever they are needed. Societies where this

approach is used are mostly; those which aim at social equality or culture or the spread of an ideology; and those (especially political leaders) who have respect for public demands. The Social Demand Approach requires a rational method of location and distribution of educational facilities so that they will respect the population distribution (by numbers, age, sex, geographical densities, etc.). Thus this methodology emphasizes equitable distribution mostly by universalization of some levels of education. The problem with this methodology is that it easily gives rise to over-expansion, poor facilities, irrelevant curricular and consequently poor quality (falling standards).

**ii) The Manpower Requirement Methodology**

This approach focuses on the objective of using education for producing the required manpower for development. This approach adopts several methods to forecast or project the numbers, types, levels and distribution of manpower so that educational plans, content and programmes should focus on those identified manpower needs. Some of the methods used include (a) The Employers' Opinion Method (by which employers furnish data on their manpower needs for the future, as these figures are used to project the manpower requirements by levels, skills, etc.) (b) the Incremental Labour Output Ratio (ILOR) Method, by this method a fixed relationship is assumed to exist between the increment of a certain category of labour (e.g. High, or Middle Level) and the growth of output of an economic sector or national income, (c) The International Comparison Method: which involves using data or equations based on other developed and developing countries to forecast the manpower requirements in another country by processes of Analogy, or the Harbison's Rule of Thumb (e.g. that an increase of 1% in normal output should be accompanied by an increase of 2% in the Senior, and 3% in the International Manpower): (d) the Density Ratio Method (an estimation of stable ratios between different categories of manpower).

**iii) The Rate of Returns Methodology**

This method attempts to determine the private and public costs of education of various types and various levels with the projected benefits or returns (using cost-benefit analysis) to such education. This methodology takes the view that education is essentially an investment, which like other investments should be capable of yielding some profits over time, after discounting or adjusting for unemployment, wastage ability variables, and labour force participation. The problem with this methodology is that most of the effects or benefits of education (e.g. changes in values, attitudes and other 'spill-over effects) are not amenable to precise computation.

In most of the developing countries, the tendency has been to adopt different methods at different times and for different levels depending on the imperative needs of society.

Thus many such countries may be said to be using synthetic approach (which implies a methodology that takes a bit of each of the above methodologies. For example, Primary and Middle School Education.

**iv) Unit Costs**

Average, total, unit costs, etc.

**v) Equality and Disparity Issues**

Access to Educational System by age, sex, geographical distribution, spatial dispersal, etc.

**vi) Organizational Structures**

Communication flows along-with distribution of power, authority and functions.

**vii) Demographic Factors**

Age, sex, geographical distribution, population dynamics, migrations.

**viii) Political Factors**

Political commitments, policy and administrative support.

**ix) External Efficiency:**

Relevance, responsiveness

**x) Occupational Needs**

Present and future which should be according to various levels of education and different sectors of economy.

### **1.3 Types and Goals of Educational Planning**

**a) What is Educational Planning?**

Educational Planning, like general Planning is a process of preparing a set of decision about the education enterprise in such a way that the goals and purposes of education will be sufficiently realized in future with the available resources. Educational planning is not a panacea for all the actual or imagined ills of the educational system. It focuses on the application of rational systematic analysis of

the educational production function (past and present) with a view to suggesting (deciding) what actions or measures would make the production of education more efficient and effective while considering the nature of the goals of the society and the students, the available resources, and the time or period in view:

“Educational Planning is a continuous process of obtaining and analyzing facts and, from empirical base, of providing information to decision makers on how well the education system is accomplishing its goals in particular, on how the cost effectiveness of education programmes and specific projects can be improved.”

The major interests of Educational Planning include the following:

**1. Preparation of Alternatives Decisions**

The decisions are primarily aimed at helping policy makers and executors (that in authority) to make rational choices and should take steps that could be more effective for education.

**2. Goals and Objectives**

This means what we desire as outputs or results from the educational process, which ultimately becomes the most fundamental area of all the subject matters.

**3. Programmes and Services**

How we can organize various patterns of learning activities and the supportive services to such activities.

**4. Human Resources**

How we can help and improve their performance, their interaction, their specialization, their behaviour, their competence, their growth and their satisfaction.

**5. Physical Resources**

How we utilize facilities available, or plan their pattern of distribution, or how extensive should we get and what utility value do the resources possess especially with relation to other physical resources.

**6. Finance**

How do we cost our expenditure and how we can plan for revenue (availability and optimal use) which shape in large measure the character of how we utilize human and physical resources of the education system?

**7. Governmental Structure**

How do we organize and manage the operation and control of educational programmes and activities in response to the political conditions, provisions and creed.

**8. The Social Context**

What sources and social elements must we consider in the educational system, which in reality is only a miniature social system that includes various elements of the entire social system of the nation or community?

Therefore, educational plans are best seen as adjuncts of the overall national plans. Planning whether national, local or institutional is an attempt to influence the future by taking logical, predetermined action in the present through designing alternative methods, strategies and approaches to assist organization in accomplishing desired objectives. Specifically, the focus of education planning include: to formulate simplicity or explicit a system-wise philosophy, goals and objectives for the system and for the requirements; to examine alternatives in the establishment of priorities, provide for communication and information retrieval, analyze the resources, evaluate the attainment of objectives and should view these in terms of the future. Contingent on adequate educational plans are the factors of time, cost and the abilities of the planners.

As we know, education is a process that take time, for a child who starts his education today can be apply for entrance into secondary education in 5-year time. After another 5-year he may want to enter college. And 14-years after starting his education he will start looking for a job. Because of the long time periods involved in the process of education, the educational planner and administrator has to be looking ahead, he has to plan so that within the appropriate time the facilities will be available to provide the child the right type of education. It can be said that education is in a crisis: quality is low, content is irrelevant, money is unavailable, graduates cannot find work. Plans and programmes have to be designed to solve their problems.

Planning is a conscious effort to influence future development, but planning is not absolutely necessary, as if there is not planning people would still ask for universities to accommodate the etc. if we left education to itself it would still expand and grow planning intends to intervene in this natural growth process and to change its speed or direction.

## **b) Types of Educational Planning**

### **1. Imperative or Centralized Planning**

The planning which is done at the federal level or by the central body like planning commission of the government is called imperative planning. The targets and resources for the completion of plans are allocating by the federal government. The implementers are the provincial authority.

### **2. Indicative Planning or Local Level Planning**

This type of planning is done at the local level or at the grass root level of the society. Local people determine priorities. They prepare projects with the help of experts. Funds are allocated for the completion of local projects by the government. Pakistan has started this type of planning with the help of district Nazims of the concerned areas.

### **3. Sect Oral Planning**

In this type of planning projects are prepared by each sector separately. Funds are allocated to the secretary of the department for the implementation of the projects. Here at a time all the departments/Ministries are busy to complete the developmental activities. There is a lesser cooperation among the departments. Every department determines its own priorities. The developmental works are scattered all over the country. This type of planning covers all areas of the country. The pace of development is slow in this type of planning.

### **4. Integrated Planning**

In this type of planning a pilot area is selected for development. All the departments concentrate on the development of that specific area. They prepare projects according to the needs of the area. All the projects have approved funds with are provided at the same time to all the agencies responsible for implementation. In this way the development of that area is ensured with all the facilities. However, there is a weakness in this type of planning, the needy areas are ignored and their turn comes after a long time.

## 1.4 The Process of Plan Formulation

**Broad Objectives and Targets Setting:** The initial step in plan formulation is that of determining broad objectives and targets. The socio-economic objectives, thus, determined, indicate the direction in which the economy is planned to move. The various objectives which a plan normally claims to achieve include: increase in per capita income, high level of employment, increase in national income, price stability, rapid industrialization, removal of inequalities, equilibrium in the balance of payments, removal of regional disparities, diversification of the economy, and the provision of social services (or basic needs) such as health, education, housing water and sanitation. Not always are these entire objectives consistent. Some of these may be mutually exclusive. The basic idea of planning is to achieve these objectives with an optimum degree of consistency.

The identification of broad goals and objectives in plan is followed by the spelling out of general physical targets for the various sectors of the economy. This ultimately becomes the basis for determining the shape and size of annual plans.

**Survey Current Economic Conditions:** The next step is to take stock of existing conditions in the context of plan perspective. Such a survey enables the identification of areas where more concentrated efforts are needed for the overall growth of the economy.

**Strategy:** The setting of broad goals and objectives/targets and the review of current economic conditions help in identifying the strategy to be adopted to ensure the successful implementation of a plan. Thus, the strategy refers to the specific method or methods to achieve the plan objectives and targets. It also reveals the crucial areas, 'which if not properly tackled as envisaged in a plan, may lead to its failure. For instance, one of the strategies of the Fifth Five Year plan is the need to focus on rapid development of agriculture based on an efficient utilization of resources in terms of (a) land, manpower and water resources, of (b) expanded and more intensive use of modern inputs, and of (c) the creation of permanent institutions in this vital sector of the economy.

**Determination of Plan Size:** Once the broad objectives targets and strategy have been identified, the next step is to fix the size of a plan so as to arrive at the total investment outlay. For this purpose, planners use the capital – output ratio or the capital coefficient as a tool. This ratio determines the capital needed to achieve a given unit of increase in the national income. For instance, if the capital-output ratio is 4:1, it will show that an investment of Rs. 4 will result in an additional income of Rs. 1.

**Financing of Plan: Public and Private Sectors:** Having determined the total size of a plan, the next step is to find ways and means of financing it through the public and private sectors. In a mixed economy, the distribution of total investment between public and private sectors is indicative of the efforts needed on the part of the Government and the private enterprise to crystallize the objective/targets in a plan. Thus in such economic system, the instruments of planning are:

- a) **Direct Public Expenditure:** This refers to the expenditure incurred by the Government for development of various sectors of the economy through Annual Development Programmes.
- b) **Direction of Resources:** The government determines the direction of resources in private sector through various policies and regulations in order to ensure the channeling of such resources in the direction indicated in a plan.
- c) **Sources of Financing:** The resources to finance a plan are of two kinds. First, there are internal resources which, are generated within a country through taxes, duties, savings, borrowing etc. Secondly, there are external resources which are obtained from outside the country in the shape of loans, grants, foreign assistance and foreign private investment.

**Sectoral Programmes:** The fixing of broad physical targets for the various sectors of the economy leads to the preparation of detailed sectoral programmes on the basis of plan priorities. With a view to evolving a sound and workable plan, a proper balance among various major parts of the plan is essential. The plan should have consistency and efficiently. There should be equilibrium between the aggregate output targets and the available resources. In other words, physical targets must match the financial resources available.

**Mobilization of Resources:** The success of any plan depends upon the mobilization of resources both in terms of man and material. Therefore, a plan should specifically identify as to how the required resources will be mobilized to implement the plan objective and targets.

**Plan Execution:** Finally, the machinery to extend the plan at different levels needs to be spelt out. This would clearly indicate the handling of different development activities emanating from the plan by number of organization/agencies, mainly in the public sector.



## 1.5 Process of Project Planning

One of the basic objectives of development planning is to make prudent use of available scarce resources to raise the standard of living of the common man. And to obtain this objective it is essential that projects are prepared meticulously. This avoids the wastage of resources and helps scheduled implementation of projects. Thus, extreme care has to be taken at the stage of project formulation so that the viability of a project from different angles (financial, economic, social, technical commercial, managerial etc.) may be determined. The project formulator should, therefore, ensure that the project prepared by him;

- i) is the best alternative to tackle a certain problem in the presence of a number of constraints;
- ii) involves least use of resources;
- iii) is sound from financial, economic, technical, commercial and managerial view points; and
- iv) has certain flexibility to adjust to any change which may take place during its implementation phase.

In the paragraphs to follow, different essential features of a project (which should be taken care of while preparing a project) have been thoroughly discussed.

- i) **Introduction:** In the first instance, a project may contain a brief introductory note/write-up indicating its scope, importance and the weightage of the Education sector in the development plan being followed currently. There might be some identical projects having been implemented previously. Problems faced in such projects should be highlighted and possible solutions may be suggested.
- ii) **Background:** A brief reference to plans and policies of the government in respect of the Education sector may be made. The idea here is to see as to how far the project is going to be an effective instrument to achieve the sectoral objectives and targets. There may be a situation when a pilot project is initiated before implementation of the actual project. Such details need to be given.
- iii) **The Project Area:** The area where project is to operate may be explored fully so as to establish its suitability. For this purpose, different surveys may be undertaken to collect technical and other data whenever necessary. Following aspects of the project area may also be looked into:-

- a) **Physical Resources:** This is very important from the land utilization point of view. A study may be required to examine the topography of the area, capability of the soil (for instance for agricultural production/irrigation projects), water availability etc.
  - b) **Population and employment:** The study of population in the project area is to identify the beneficiaries of the project. Such a study may involve analysis of the size and age structure of the population, density, its urban-rural distribution, migration trends etc.
  - c) **Physical Infrastructure:** Depending upon the nature of the project, the prevalent position with regard to the means of transport and communication will have a direct bearing on the operation of the project. Hence, the need for proper study of the physical infrastructure at the stage of project formulation is required.
  - d) **Institutions:** Presence of the supporting institutions will facilitate smooth functioning of the project. The examination of such institutions is therefore, a very crucial area of probe before the project is proposed to be located at a particular place.
- iv) **Objective and Phasing of the Project:** Objectives of the project may be spelt out in specific terms. Similarly, the physical work involved may be clearly indicated with reference to its phasing and time period. This will help identify various project activities and their completion in a more logical sequence.
- v) **Choice of Location, Production Process and Size:** At the stage of project formulation, factors such as location, production process, size etc. need to be studied in depth in accordance with the nature of the project. However sound a project may be, if it is not properly located, it will fail to give full result. Therefore, choice of a proper location for the project is of primary importance.

The choice of production process will mostly be governed by technical considerations. However, natural conditions and supply of factors of production will also make a lot of difference. Determination of the size of the project will be governed mainly by the volume of future demand for the produce of the project, the geographical extent of the market which in turn will depend on the taste and habits of the consumers.

- vi) **Project's Major Works and other Components:** In order to give physical shape to a project, major works and essential components have to be

indicated with maximum accuracy. These works and activities may be classified as under:-

- a) **Major Works:** Based on preliminary surveys and investigations (normally in case of big projects) all major works should be described in full.
  - b) **Ancillary Works and Buildings:** For some of the projects, staff-houses and drinking water supply tanks may have to be constructed, simultaneously. These works when connected with some major projects are known as ancillary works.
  - c) **Equipment:** Some equipment may also be required during the construction and operation of the project such as machinery, vehicles and other maintenance equipment which should be identified in advance for smooth running of the project.
- vii) **Phasing of Works and Activities:** A project may be spread over any length of time. For this reason, project-works are split up into different phases. Generally, projects are phased out on fiscal year basis. Nevertheless, in case of big projects which involve certain loans, proper scheduling and phasing of various activities included in the project assumes greater significance for the purpose of repayment of loans. In order to facilitate smooth and timely implementation of projects, it is necessary to visualize problems which are likely to crop up during the execution phase. This would bring in more realism in the project at the very stage of its formulation.
- viii) **Project Costs:** Different project costs are as under:-
- a) **Capital Costs:** These cover all the expenditures on physical assets. They include the costs of (1) major works (2) ancillary works and buildings (3) equipment and items of costs associated with support services and (4) contingencies.
  - b) **Recurrent Costs:** The expenditures on goods and services needed to operate and maintain a project constitute the recurrent costs. The items included in such costs are salaries and wages of project employees, costs of essential inputs needed for operating the main works of the project (fuel, electricity etc.) expenses on repair and maintenance of capital items.
  - c) **Local and Foreign Currency Costs:** In some cases a part of the capital and recurrent costs of the project is in the form of foreign currency, a very scare factor in a country like ours. For financing arrangements as well as for sound economic analysis, it is essential to show separately the local and foreign currency components of capital and recurrent costs.

- d) Phasing of Costs:** The capital and recurrent costs of the project may be phased on an annual basis. Such phasing will depend entirely on the scheduling of major construction works and on the annual rate of progress of project operation until output reaches its maximum potential. The phasing of costs is an essential aspect of project preparation as it indicates the annual financial requirement of a project to be met during its entire life.
- viii) Financing of the Project:** There could be various sources to finance a project. In brief these sources are:-
- a) Government Sources
    - i) Grant
    - ii) Loan
    - iii) Investment
    - iv) Direct Government Expenditure
  - b) Sponsoring Agency's Own Fund
  - c) Private Investment
  - d) Local Body Services
  - e) Non-Government Borrowing
- ix) Organization and Management:** For this purpose, through analysis of requirement (both at the implementation and the subsequent stages) in terms of skilled, semi-skilled and unskilled manpower is essential. Along with this, the position with regard to the availability of the requisite manpower also needs to be examined. Such an analysis will reveal as to what steps are needed to meet the project requirements in terms of different types of manpower.

## 1.6 Activities

1. Keeping in view the types and purpose of educational planning, enlist the roles of existing District Nazim.

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2. Consult anyone who knows planning and then write down at least four steps of plan formulation.

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3. Prepare a project on field trip by using the steps involved in process of project preparation and discuss it with you colleagues.

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## 1.7 Exercise

1. Discuss the educational planning and its approaches. How far these approaches are to be followed in Pakistan?
2. Explain the types of planning with examples and with reference to Pakistan.
3. Differentiate the plan and project and the process of both.

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