

EDUCATIONAL PLANNING: MEANINGFUL APPROACH

Harkanwaldeep Singh

Research scholar Department of community Education and Disability Studies

Punjab University, Chandigarh

harkanwaldeeps@gmail.com**ABSTRACT**

A plan is a basis for action but it does not in itself produce action. Planning in education is a continuous and a dynamic process and has to be closely monitored, updated, with respect to planning for equitable access such as infrastructure and expanding reach through ICT, related recruitment and deployment of teachers and other human resources; for quality such as training and continuous professional development of teachers, curriculum reforms, use of ICT, standardisation of pedagogy, examination etc. In addition, areas of planning like professional development, optimum utilization and rationalization of time, enhancing creative pursuits through research, interactivity etc. The overall task of the educational planning includes reviewing the educational program, determining the number and kinds of teaching stations and other facilities provided are sufficient in number and will meet the requirements of the school's program, and planning for the occupancy of the new structure. This paper will discuss about meaning of educational planning, its types, phase and all. Research paper is subjective in nature.

Keywords:

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**INTRODUCTION
EDUCATIONAL PLANNING**

The need to adopt planning as the basic framework for economic development arose from the specific situation existing in India in the 1950s. Compulsions of rapid economic growth and powerful national aspirations prompted the new developing nations to adopt planning as the basic framework for national development policies. The existence of a vast expanse of poverty among the mass of the people and the limited public resources necessitated rational prioritization and optimal use of resources. In the earlier stage, the scope and time horizon of a plan were experimental. For example, the first flights of plans were narrowly focused on the economic parameters and they varied in their time horizon from four years or five years to eight years. This phase was replaced quite soon by plans of broader approach encompassing both economic and social goals. Moreover, five-year plans became the standard framework and annual plans became the operating instruments for budgetary and other operational purposes in all developing countries of Asia. (Singh, 1990)

There is general agreement among secondary school administrators that the planning of any building program must be a cooperative venture. The history of schoolhouse construction, however, has shown us that the team approach to educational planning has been used only in recent years. The only planners, in the past, who are considered to be qualified participants in any school construction planning, were the superintendent, his administrative staff, the board of education, and the architect. As a result, the school campus seldom represented the views of faculty.

A prerequisite to educational planning in school housing process is the realization that it is an ongoing process. Seldom should the staff suddenly be faced with the need to orient its thinking in terms of necessary additional school housing facilities. It is much better for the faculty to recognize the need of the school to improve its educational facilities will be required. In such an atmosphere the principal act as the coordinator of the school building program at the school level under the direction of the superintendent and the board of education.

A study by Arthur Wohlers on the need for proper educational planning indicated that before final completion a building that is well planned educationally and architectural will be built three times once by educators, once by architects, and once by skilled craftsman. The role of the principal then becomes one of organizing his staff for participation in the various activities either as one school unit or as part of a district wide group; coordinating the activities of the various personnel; and securing the necessary assistance from other agencies and consultants.

Educational planning as a field of practice with a body of literature has been a central component of comparative and international education over 3 decades. A large portion of educational planning literature is comparative education literature. Conversely, a major share of comparative education is either directly or closely related to educational planning (Farrell, 1997)

A "national educational plan" is no more than a rough thumbnail sketch until it is broken down into well conceived specific programmes, fitting specific activities and geographic areas, and until the programmes are in turn translated into specific well-designed projects consistent with the general plan. Then the overall plan can be implemented, if it was realistic to begin with, if the administrative capabilities are there, and if no unforeseen difficulties arise. Both the building of a general plan in the first place, and its subsequent translation into action, are a more complex affair in a federal system than in a centralized system of education compared to a purely public one. But in any case there must be a constant interplay and communication between levels. Ideally perhaps, an overall plan should be built from the bottom up, within a general "framework" of prescribed resource limitations, objectives and priorities. Even when this is not fully feasible, central planners must none the less keep the local scene and capabilities, and above all local differences, very much in mind, if their overall plan is to be implementable.

A plan could be a premise for activity but it does not in itself deliver activity. A "national educational plan" is no more than a harsh thumbnail sketch until it is broken down into well conceived particular programs, fitting particular exercises and geographic regions, and until the programs are in turn interpreted into particular well-designed ventures steady with the common arrange. At that point, in the generals arranges can be executed, in case it was practical to start with, on the off chance that the authoritative capabilities are there, and in the event that no unforeseen troubles emerge. Both the building of a common arrange within the to begin with put, and its consequent interpretation into activity, are a more complex undertaking in a government framework than in a centralized framework of instruction compared to a absolutely open one. But in any case there must be a steady transaction and communication between levels. In a perfect world maybe, an overall arrange ought to be built from the foot up, inside a common "system" of endorsed asset impediments, destinations and earlier.

In pursuing the long-term objectives, an educational planning process – whatever its own state of development requires a clear strategy to guide it, a strategy which inspires the whole of educational development and fits it to the special circumstances of the particular country. There is no standardized strategy, prefabricated to fit all countries; each must fashion its own. A country's stage of development, and its rate of development, will have a strong bearing on what its strategy should be. A nation or an area within a nation at an early stage of development, and with limited resources for example, might find it necessary to adopt a strategy which, for the time being, places heavier emphasis on work-oriented adult education as against general cultural education for adults; on secondary education as against primary (for example in order to bring the two into better balance); and greater emphasis on science teaching in secondary education and on engineering training in the universities to favour scientific and technological development. The appropriate emphasis for a more developed country on these matters might be quite the reverse. But a well conceived strategy is a more comprehensive guide-line as it will involve new approaches to achieve long-term objectives. However, their strategies may differ in other respects, there is one objective which the educational strategies of nations must emphasize in the years immediately ahead and productivity of their educational systems. They must all give major attention to improving the efficiency. These matters are closely linked. The performance of an educational system, looked at from the inside, is directly related to its internal efficiency - that is, to the relationship between the resources it is using and the educational results it is getting Educational planners, who thus far have been more often preoccupied with making the old educational system bigger than with improving its internal functioning and content, will hereafter need to give urgent remedial attention to these matters. The reason is that, in the circumstances, nations require perforce to use scarce resources efficiently and productively. The day of reckoning on this issue is close at hand. Educational planning must sharpen its concepts and analytical instruments for examining efficiency and productivity - and ways to improve both - in every aspect of the educational system. In this respect, planners may find the techniques of unit cost analysis, operations research, systems analysis and programmed budgeting valuable. What has just been said about efficiency and productivity is another way of saying that to a considerable extent, though not entirely, it is up to educators themselves to ensure that "education is a good investment" in economic growth and social development. This simplistic generalization - now widely accepted, and endorsed by eminent economists, needs to be looked at harder. There can be no doubt that education - in developing human resources - is a necessary pre-investment for enabling all other sectors to make their full contribution to national development. But it does not follow that any and every expenditure on education is a "good investment". Some are and some are not. By improving its efficiency and

productivity at every opportunity, education can be made not merely a good investment (taken overall), but a progressively better investment.

MEANING OF EDUCATIONAL PLANNING

Planning is basic within the field of education entitled as “Educational Planning” which may be a major necessity within the modern society. The complexities of the display logically created and mechanically progressed society have given special position to the need for planning in education. Like arranging in any field, educational planning has got to investigate the most excellent conceivable implies of making the most prominent utilize of accessible assets driving to the most extreme realization of the instructive points and targets, both person and social. So educational planning may be characterized as a precise plan of activity for realization of instructive points and goals for person and social advancement through greatest utilization of accessible assets. In viable viewpoint, instructive arranging is characterized as a handle utilized by an director whereas performing the part of a leader, decision-maker, alter specialist and so on.

LEVELS OF PLANNING

Planning is applied at three basic levels (Herschbach & Davis, 2000). Macro planning is conducted at the national level usually through ministries of planning or labour and is used to establish nationwide priorities for the use of education and training resources. In the decades following the Second World War, macro-level planning also came into prominence among international development agencies, such as the World Bank, the Organization of American States (OAS), the Organisation for Economic Co-operation and Development (OECD), the International Labour Organization (ILO) and UNESCO, among others. Development economists were enamoured with the prospect of linking ‘objective’ data with education and training investment decisions. Macro-level planning is used to make decisions, for example, about the relative investment in elementary in relation to investments in secondary, vocational or tertiary education; or planners examine the comparative advantages of investment in one type of TVET over another.

Planning in education may be a continuous and a energetic handle and needs to be closely observed, overhauled, with regard to arranging for equitable access such as infrastructure and extending reach through ICT, related recruitment and sending of instructors and other human assets; for quality such as preparing and persistent proficient advancement of instructors, educational programs changes, utilize of ICT, institutionalization of instructional method, examination etc. In expansion, ranges of arranging like proficient improvement, ideal utilization and rationalization of time, improving imaginative interests through investigate, interactivity etc. too are vital and ought to be bolstered by arranging for reasonable framework, opportunities and monetary necessities. In expansion, the arranging device ought to steadily and in the long run gotten to be a device for self-monitoring, self-appraisal and self-reflection.(GOI, 2014)

Planning projections tend to be long term and economic criteria figure large in decision-making. Manpower forecasting cost/benefit and cost-effectiveness studies are the methodologies most commonly applied. Social demand data also are commonly used for macro-level planning, especially in countries with less centralized economies. In this case, planning decisions are primarily political rather than economic in order to support the demands of specific groups or to address national priorities. Increasingly, combinations of data are used by planners, and there is less overall reliance on a single data source or planning methodology in the search for better results. The acceleration of economic globalization accompanied by technological change, moreover, makes it increasingly difficult to engage in meaningful macro-level planning regardless of the methodology employed. Established national plans projected into the future become increasingly irrelevant. Today, there is considerably more focus on micro-level planning applied at the local or regional level, incorporating the use of qualitative methodologies and participatory approaches to planning. In contrast to macro-level planning, there is a shift in emphasis from examining the optimal potential use of educational resources across the total national educational and training sector to making regional or local implementation decisions. One focus is on the relative value of one kind of TVET investment over another given local capacity to implement programmes. Planners want to gauge the probability of successfully implementing programmes given available local resources, specific labour-market needs, potential student groups to be served, the capacity of facilities, local employer relations and placement opportunities, among a number of factors conditioning the capacity to develop and maintain. Issues (Herschbach, 2000).

TYPES OF PLANNING

There are three major types of planning, they types will be discussed in detail in coming sessions of the manual.

- Strategic Planning
- Tactical Planning
- Operational Planning

Strategic Planning

It is also known as long term planning. Strategic planning is a process to establish priorities on what you will accomplish in future and forces you to make choices on what you will do and what you will not do. Strategic plan also gives a broad outline on where resources will get allocated. For example, five years educational plans developed by planning commission of India.

Tactical Planning

It is also known as medium term planning. The tactical plan focuses on programmes rather than projects; such a plan shows a detailed breakdown of the relationships between the major components. Subsequent sub-program/project level tactical plans are based on it.

Operational Planning

Operational plan, also known as short term plan, focuses on the lowest level of details. It defines the mechanism to operate in practice, and the way to implement action and monitoring plans – what are the capacity needs, how to engage resources, how to deal with risks, and how to ensure sustainability of the project's achievements.(Malik,Irfan,Amin, 2011).

STRENGTHENING EDUCATIONAL PLANNING

Within the broad framework of educational management there is the need to strengthen training and research in educational planning itself - for educational planning is the fundamental component of modern educational management. Good progress has been made in recent years, especially at the international and regional levels; but much more progress is needed here and especially at the national level. Unesco-sponsored Centres, presently representing a large portion of total training capacity in this field, have not the capacity to handle world requirements for training in educational planning over the next ten years, in fact they should focus on the training of high-level personnel, which means that initial training must be undertaken more and more within each country. Training in Educational planning will be needed for more than the full-time technicians of planning; an understanding of it must become an integral part of the professional training of all who will play a role in the management of educational systems, including teachers. As for research, international and regional centres will have to give continued attention to research topics of wide interest which extend beyond the borders of a single country, and to helping individual nations to equip themselves for more effective research into their particular local problems.

SIGNIFICANCE OF EDUCATIONAL PLANNING

- To make every programme of an educational institution or organisation grand success.
- Proper educational planning saves time, effort and money as planning in every field is a time-saving, an effort-saving and a money-saving activity.
- Educational planning is a sound method of solving educational problems by avoiding the trial and error method of doing things.
- Educational planning is essential for the best utilization of available resources.
- Educational planning checks wastage and failure and contributes to the smoothness, ease and efficiency of the administrative process in the field of education.
- Through proper planning in education, education can be the best means by which society will preserve and develop its future value system, way of life of an individual, knowledge, skills and applications, and culture of the country.
- Through proper educational planning, the means and ends of the society can be properly interacted through educational system. It implies that the educational system utilizes a large proportion of the country's educated talents and a major part of public expenditure.
- Educational planning is highly essential for preparing a blueprint or plan of action for every programme of an educational institution or organisation.
- Planning in education is necessary for making one's educational journey goal-oriented and purposeful.

- It is essential to maintain, sustain and enhance the thinking process of an individual, institution or organisation.
- Planning in education is necessary to highlight the universal aims of education required for every nation for its development in every respect.
- To bring total development of a nation in time, in which educational development is one among its various aspects.
- To reflect the modern developments like explosion of knowledge, advancement of science and technology, development of research and innovation while reformulating the aims and objectives of education in the light of the particular situation a country is facing.
- It explores and provides the best possible means of making the wide use of available resources leading to maximum realization of the educational goals.
- Educational planning facilitates gathering of educational experts, teachers, supervisors and administrators for taking decision in relation to the realisation of purposes of educational programme.
- Educational planning gives equal importance to the purposes of different classes of experts such as sociologists, economists, scientists, politicians, educationists etc.

TWO ASPECTS OF PLANNING

Planning of education in the underdeveloped economies has a negative as well as a positive aspect. On the negative side, it implies a reasonable restraint on investment in types of education the capital formed wherefrom has only a low marginal efficiency to the individual and to the society and which play only a minor role in increasing national output. The existing educational system in the underdeveloped countries, or at least in a majority of them, is not such as can create the right type of skills and talents needed for development. Yet, there may exist powerful pressure against a change in the system, which has evolved through a historical process of inheritance. In a planned economy we accept regulation of investment in consumption goods; it is no less rational to curtail investment in education which contributes little or nothing to the growth of national income. On the positive side, planning of education implies a scientific projection of the long-term requirements of the quantum and quality of skills and, in that context, the drawing up of an educational plan and its execution. What should be the pattern of investment in education? The gestation between input and output in education is necessarily long and so the investment plan must have a long-term perspective. Educational planning has to proceed along with manpower planning and both these should form an integral part of the overall economic plan. (Subrahmanian, 1964).

CONCLUSION

Organizational arrangements of one kind or another were set up for educational planning in almost all countries. However, the role and functions of educational planning were very narrowly defined. The objectives of the initial educational plans included both quantitative expansion and qualitative change. In effect, however, quantitative expansion dominated all other efforts. Even significant educational reforms perceived to be desirable by the policy-makers and indeed necessitated by the quantitative changes themselves did not make much headway in many countries.

The concept of democratic planning is an integrating, progressive, dynamic concept and is not based on any belief in dogmas or any absolutes. It purports to adopt a kind of pragmatic approach. It faces problems and tries to evolve solutions to those problems on a rational basis. Reason inspires all efforts of planners and all planning cheerfully submits to the test of experience. Trial and error is the watchword of planners irrespective of whether planning relates to education or any other socio-economic field. Planning in this sense is not inflexible; it is flexible. Provisional character of the Conclusions is always writ large on every consensus that is evolved as a result of the discussion on planning. There is one postulate in which all planning believes and that is, that it has before its eye some kind of dedication to a goal. To be effective and purposeful planning must be goal or ideal oriented. (Tilak, 1977).

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