

(ii) Educational planning is describing or determining events, conditions or needs of some future point in time. For example: Forecasting number and types of students and expansion of facilities needed for them.

(iii) Educational planning is a preparation phase in the decision making process. It helps to determine the optimal decision.

(iv) Educational planning is also perceived as a means of generating relevant present or future goals and objectives for the organisation.

(v) Educational planning is also perceived as operations optimization or performance improvement. It is for the enhancement of existing conditions rather than for those that exists in the uncertain future.

(vi) Educational planning is problem prevention i.e. minimizes the magnitude of an educational problem likely to be encountered at some future point in time. It also implies in this sense that educational planning should spell out the procedures to be followed if some crisis arise. For example: Planning for maintaining quality of teaching in case the teachers go on strike.

Thus we conclude that educational planning primarily emphasises on :

- (a) Present Goals
- (b) Future Goals
- (c) Related to Performance Enhancement

#### Principles of Modern Planning

- (i) According to **Y Dror (1963)** the economic planning is the—
  - (a) The process of preparing.
  - (b) A set of decisions.
  - (c) For action in the future.
  - (d) Directed at achieving goals.
  - (e) By optimal means.

In the context of education educational planning may be defined as the process of preparing a set of decisions for future action pertaining to education.

- (ii) **Elliot** and **Mosier** in their book Organisation of Planning for Education (E B Elliot and E Mosier 1945, Forty-fourth Year Book Chicago University Press) discussed the following principles of educational planning—

## EDUCATIONAL PLANNING AND MANAGEMENT

### EDUCATIONAL PLANNING

Planning is the process of preparing a set of decisions for action in future, directed towards realising some specific goals by the best possible means. The essence of planning is the appraisal of as many operational alternatives as possible and then selecting the best for launching action.

Planning is always done for the betterment of the organisation or better performance of all jobs. Thus planning includes those things or focuses on three things WHAT, WHY and HOW in achieving some goals.

Planning in education is an extremely important step as it forms the basis of all programmes of quantitative and qualitative improvement in education.

Planning may be defined as delineating the things that need to be done or the methods for doing them in order to accomplish the purpose set for the organisation. In educational context, planning implies :

- (i) Pre-determination of educational objectives e.g. universalisation of elementary education, development of educational technology, early childhood care and education etc.
- (ii) Decision making for the attainment of these objectives.
- (iii) Optimum use of the resources like time, talent, finance and material resources.

#### Definition of Educational Planning

- (i) According to **C E Betty**, "Educational Planning is such effort which keeping in view the economic and political conditions is done to make the educational system more effective in future, to fix up priorities for action according to needs of the students and to decided the cost and Investment of educational system."



- (a) Educational planning is a part of general planning.
- (b) Planning as a continuous process is research based.
- (c) A realistic planning should take into consideration the resources available.
- (d) Based on the needs of the individuals, it should involve participation of all interested individuals and groups.
- (e) The planning should utilize the services of the specialists.
- (f) To be effective, planning must be evaluated continuously and modified for better action.

(iii) The educational planning is nothing but preparing a blue print for the development of education of a country. According to **Beeby (1967)** educational planning is the exercise of foresight in determining the policy, priorities and cost of an educational system having due regard for economic and political realities for the system's potential for growth and for the needs of the country and of the pupils serving the system.

(iv) **Coombs (1970)** defines educational planning as the application of rational, systematic analysis to the process of educational development with the aim of making education more effective in responding to the needs and goals of its students and society.

#### Characteristics of Educational Planning

The science of educational planning has tremendously grown during the past few decades. It has developed new and more sophisticated techniques and strategies. Following are some of the most important characteristics of modern educational planning :

- (i) **Planning is a Logical, Systematic and Scientific Process:** In view of the well thought out objectives several alternatives may be specified and one, the best of them may be chosen and implemented. This choice of the best alternative is determined by a number of considerations discussed with many people at various levels in a logical and systematic manner.
- (ii) **Planning is Responsibility of All People Concerned with the Desired Changes:** A team of experts responsible people and those who are to implement the plan should determine the goals and appropriate ways of attaining them.

(iii) **Goals are related with Welfare and Progress of all People:** The expected good of the society and needs of children and young pupils in the schools and colleges should be the broad frame of reference to be used for educational planning.

(iv) **Planning Involves Representatives of most of the Concerned Sectors of Society:** Aim is to secure active participation of all members of the society and take care of their needs.

(v) **Planning Anticipates Probable Developments and Needed Changes in Future:** This is done much ahead of time so that proper facilities, supportive media and required resources for implementing the planned changes may be secured.

(vi) **Planning is Remedial and Guidance Oriented:** Appropriate planning helps to identify the causes of the educational problems and suggest relevant solution to it.

#### Steps in Educational Planning

- (i) Generally there are three steps in educational planning namely:
  - (a) Policy making.
  - (b) Plan formulation.
  - (c) Plan implementation.

Policy making regarding education is usually done at the highest level or apex level. The government of a country through legislature decides these policies. There are different agencies like Planning Commission formulates the plan. Lastly the administration and various ministries, departments undertake the responsibility of actually implementing the plan.

All these stages are not mutually exclusive rather they depend on each other and often get mixed up. It is important that the government and political parties should show strong political will and commitment in implementing the educational plan which should be based on democratic principles.

(ii) As the educational planning is a scientific approach to various educational problems and it may consist of the following steps:

- (a) Classification of educational objectives.
- (b) Diagnosis of present conditions.
- (c) Identifying alternative courses of action.



(d) Action plan.

(e) Evaluation of the whole process.

Educational Planning in India is often termed as development planning which intends to promote a rapid rise in the standard of living of the people by efficient exploitation of resources of the country, increasing production, offering opportunities to all for employment in the service of the community. It is more than putting together a number of central or state level projects. It is directed towards national objectives.

Education Planning is a complex process involving plan formulation, implementation and evaluation. Each of these stages is important for planning to be a success.

#### Importance of Educational Planning

Educational Planning is often considered as the magical formula for the social and economic development. Although it is not the panacea for all problems yet it is needed for the following reasons:

- (i) It helps to analyse and evaluate alternate policies.
- (ii) Planning is needed to attain the objectives.
- (iii) Optimum utilisation of resources is possible when education process is properly planned.
- (iv) Planning prevents wastage and solves many problems.
- (v) Effective planning saves time, effort and money.
- (vi) Planning is necessary to keep pace with time and changes.
- (vii) For coordination among the wide range of tasks and to control them, planning is necessary.

#### Objectives of Educational Planning in India

Educational plan is all about setting objectives and achieving them with the help of limited resources. As **Coombs** pointed out that educational plan is the result of rational process of setting clear objectives, and choosing the most efficient and effective means for pursuing them. In general, educational plan objectives should be based on the Universal Declaration of Human Rights. However the objectives of the plan should also reflect the educational priorities of a nation. In India the objectives of educational planning are as follows :

- (i) Universalisation of elementary education including retention.
- (ii) Development of adult education and eradication of illiteracy.
- (iii) Improvement of quality of higher education.

- (iv) Development of national integrity, international understanding, cultural development and preservation of culture heritage.
- (v) Economic upliftment and poverty eradication.
- (vi) Introducing special measures for backward classes, for handicapped and inclusive education.
- (vii) Creation of knowledge society.
- (viii) Development of technical and management education.
- (ix) Vocationalisation of education specially at secondary stage.

#### Specific Characteristics of Formal Planning

Educational planning is comprehensive, scientific and broad based it is not concerned with only one aspect of education or any single programme of education.

Both vertical and horizontal systems of education come under the purview of educational planning. Vertical system means from primary stage to the higher stage of education are taken into consideration when planning process goes on and horizontal systems imply different types of education i.e. general education, vocational education, non-formal, technical education etc. which are again issues related to educational planning.

Educational planning is a long term process spanning five years, ten years or more.

It is a complex continuous process and integrally related with total national development.

Educational planning involves many planning agencies and the national and international expertise are sought to finalise the planning process.

It can again be divided into two parts namely normative planning and operative planning. Normative planning is concerned with the aims and objectives as specified by the Constitution. The operative planning, on the other hand, has to do with the implementation of the policies determined at national level through the different educational institutions.

#### Types and Strategies for Educational Planning

The important types of educational planning are as follows:

- (i) **Micro planning:** When the planning has to do with a single unit or an individual case, it is done at the micro level. Micro planning is concerned with the development of the unit. In



this case planning begins at the institution level. The institutional planning is an example of such planning.

**(ii) Macro planning:** When things are planned at the apex level or encompassing broader areas, then it is called macro planning. Macro type of planning is a comprehensive education plan reflecting the needs, goals and aspirations of a country and is obviously a long term plan. This type of planning is integrated with the overall perspective of economic growth and human resource development.

**(iii) Long Term Planning:** In this type of planning all the objectives and its whole format is to be kept in mind. This is usually for a period of 10 to 20 years because its results are observed after implementing it. This type of planning makes a remarkable change in the organization.

**(iv) Short Term Planning:** This type of planning aims at finding the solution for immediate problems faced by the organization. The period of this plan is usually 3 to 5 years.

**(v) Management Planning:** A decision is taken to introduce the plans already prepared in this type of planning. These decision making groups are called Management planning. These plans are meant for short term as well as long term.

**(vi) Grass-root level Planning:** This type of planning is done at the local or village level and its course is from the bottom to the top. The advantage of such planning is that the solution of the problems, local resources and local people's suggestions are effectively used and incorporated in the plan. This type of planning is becoming more popular. The local or state level plans help much in making the national level plans and make them effective.

#### Approaches to Planning

At the time of the preparation of a plan various view points and frames of references are taken into consideration depending on the needs of people or different contingencies. Planning is a strategy to achieve goals, so it is all about setting targets, making choices and assumptions which again are based on some frames of reference. These view points are the foci of planning and are termed as different approaches to planning. Planning is generally based on the following approaches:

1. Social Demand approach.
2. Man power or human development approach.

3. Rate of Return approach.
4. Social Justice approach.

Apart from these in educational planning two more important models are taken into consideration, which are intra-educational extrapolation model and demographic projection model or school mapping.

#### 1. Social Demand Approach

This approach to planning, takes into accounts the needs and aspirations of the general mass. Educational planning in this case seeks to provide access to education as per popular demand. In our country education is considered to be means to social upward mobility and as such there is a great demand for secondary and tertiary stage of education specially in the fields of general education. The policy makers and planning bodies often accede to the popular demands although it may lead to unemployment and under employment problems.

This approach comes most naturally to the educator and is actually more a description of what he normally does than a theoretical formulation of how he should approach planning.

'Social demand' is an ambiguous and mischievous term (rarely used by educators) which can be defined in several quite different ways. It is most commonly used to mean the aggregate 'popular' demand for education, that is, the sum total of individual demands for education at a given place and time under prevailing cultural, political and economic circumstances. If there are fewer classrooms and places than there are serious candidates to occupy them, one can say that social demand exceeds supply. There is good evidence of a demand-supply gap when educational authorities and political leaders receive mounting complaints from irate parents whose children cannot get into school.

Two important points need to be added. One concerns the opposition by government of compulsory school attendance. When this happens the demand suddenly grows larger and is basically determined by demography; it is no longer a private, voluntary demand. The second point is that voluntary demand may be considerably influenced by what the costs of education are to the student and his parents, not only the cash costs (fees, etc.) but the 'opportunity costs' of income forgone, of work not done on the family farm while the student is attending school.



Within limits, public authorities can influence the size of social demand, though as a practical matter it is far easier to stimulate an increase than to reverse the process. For example, if a government can afford to, it can arbitrarily boost social demand by requiring school attendance and, beyond the age of compulsion, by making education free (even, in the extreme, by compensating students or their parents for the income and work forgone). Short of these measures, governments can use propaganda to stimulate the private (voluntary) demand for education. But the culture itself, the climate of attitudes and convictions about what education can do for people, is undoubtedly the most influential factor of all in determining the social demand for education, provided people can pay for it.

Measuring social demand is almost always extremely difficult and often impossible. The exception, of course, is where compulsory education exists together with good demographic data on the relevant age group (the case in most industrialized countries but not in most developing nations). To obtain even a good approximate measure of voluntary demand would virtually require a house-to-house canvass in most cases.

Three main criticisms are made of the social demand approach particularly by economists :

- (a) It ignores the larger national problem of resource allocation and implicitly assumes that no matter how many resources go to education this is their best use for national development as a whole ;
- (b) It ignores the character and pattern of manpower needed by the economy and can readily result in producing too many of some types and not enough of others ; and
- (c) It tends to over-stimulate popular demand, to underestimate costs, and to lead to a thin spreading of resources over too many students, thereby reducing quality and effectiveness to the point where education becomes a dubious investment.

**2. Manpower or Human Resource Development Approach**  
Human resource is the most important resource in the progress of a country by developing the skill. In this approach to planning, the educational policy makers take into account the types of manpower needed for the economy and accordingly educational institutes and training programmes are organised. This approach is based on sound economy and is likely to reduce the unemployment problem ensuring economic advancement. However, this approach does not

always comply with popular demands. Moreover, man power planning is a complex process requiring long term projection subject to market fluctuations.

As noted earlier, many economists preferred the 'manpower approach' to educational planning. The argument in its favour ran roughly as follows: Economic growth is the mainspring of a nation's over-all development and thus should be the prime consideration in allocating its scarce resources. Economic growth, however, requires not only physical resources and facilities but also human resources to organize and use them. Thus the development of human resources through the educational system is an important pre-requisite for economic growth and a good investment of scarce resources, provided the pattern and quality of educational output is geared to the economy's manpower needs.

While the broad logic of the manpower approach was hard to argue with, its practical application revealed a number of flaws. First, it gave the educational planners only limited guidance. It had nothing to say about primary education (which was not considered to be work-connected) though by implication it suggested curbing the expansion of primary education until the nation got richer. Most manpower studies confined their attention to 'high level' manpower needed by the 'modern sector' (that is, mostly urban employment). Thus planners were given no useful clues about the educational requirements of the people who would constitute the vast majority of the nation's future labour force, namely, semi-skilled and unskilled workers in the cities and the vast majority of workers who lived in rural areas. Second, the employment classifications and manpower ratios (e.g. the desirable ratio of engineers to technicians, doctors to nurses) used in most manpower studies in developing countries, as well as the assumed educational qualifications corresponding to each category of job, were usually borrowed from industrialized economies and did not fit the realities of less developed ones.

A third difficulty was the impossibility of making reliable forecasts of manpower requirements far enough ahead to be of real value to educational planning, because of the myriad economic, technological and other uncertainties involved.

The manpower approach could usefully call attention to extreme gaps and imbalances in education's output pattern that needed remedy, but this hardly required elaborate statistical studies. It could also give educators useful guidance on how, roughly, the



educational qualifications of the labour force ought to evolve in the future-what the relative proportions should be of people with a primary education or less, secondary education, and various amounts of post-secondary training.

This in fact was very useful for educational planners to know but it was a far cry from detailed manpower requirements.

Alert educational planners who understood the foregoing limitations soon learned to take impressive statistical tables of long-term estimates of manpower requirements, broken into fine categories, with a large fistful of salt. But, at the same time, they learned to extract useful guidance from manpower studies, even though this guidance fell far short of what the planners needed. The inadequacies of this earlier manpower approach assumed gigantic proportions when eventually the employment market pendulum began swinging hard from manpower deficits to manpower surpluses, as described earlier. This prompted such original pioneers of the manpower approach as Professor Frederick Harbison to counsel their overenthusiastic disciples (by now engaged in what Harbison called 'statistical pyrotechnics') to abandon this much too narrow view in favour of a wider-angled 'employment approach'.

### 3. Rate of Return or Cost Effective Approach

This approach considers education as an investment and the return from it should match the amount of investment. In other words investment in education must ensure higher economic productivity. As a matter of fact, rate of private return and rate of social return from investment in education are considerable and individuals and families invest in education with an eye to future earning. A World Bank study of 44 countries (1983) found that the rate of return to investment at any level of education in developing countries is about ten percent. It also showed that rate of return to investment in primary education is higher relative to investment in other levels. In our country, the apparent unsuitability of general type of university education in economic development has become quite obvious and the government is trying to pay more attention to elementary education for social as well as economic benefits.

However, it should be mentioned that rate of return in education can not be measured accurately by earning differentials. Hence, rate of return approach often ignores social and technical skill which emphasising more on economic aspect.

All these approaches have their merits and they should be judiciously applied depending on the particular stage of education or type of education and on the basis of economic consideration.

Yet another group of economists, coming out of the neo-classical tradition of economists, took hard issue with the manpower approach on grounds additional to those already mentioned. They said, in effect, that this approach was about as guilty as the social demand approach of ignoring the over-all 'allocation problem' and the key test of benefits versus costs.

The 'cost-benefit' principle is what a rational individual roughly applies when deciding how best to spend his money when his desires exceed his means. He examines his alternatives, weighs the cost of each and the corresponding satisfaction or utility he feels it will bring him, and then chooses those particular options within his means that promise the highest ratio of benefits to costs.

These economists argued that economic and educational planners should follow this same style of logic when dealing with the allocation of a nation's total resources among different major sectors, or with the allocation of the education system's total resources among its various sub-sectors. No one, least of all other economists, disagreed with this general point. Indeed, one can hardly be a good planner or decision-maker if he does not think intuitively in these cost-benefit terms.

But the practical difficulties of actually measuring these costs and benefits were even more formidable than those encountered by the social demand and manpower techniques. To be sure, some economists and engineers had made progress on similar calculations applying to such things as steel mills, irrigation dams and fertilizer plants. But measuring the likely costs and benefits of major sub-decisions of an educational system was far more complicated. Undaunted, the advocates of what came to be called the 'rate-of-return' approach made a heroic effort and emerged with some precise-looking numbers in several studies in different countries.

To sum up, it is fair to say that the rate-of-return approach at the present experimental stage of development tells us much more about the past than it does about the future. And while we can hopefully learn from history, the last thing a developing nation wants to do is to repeat it. Given the paucity of good data to work with and the need, in any event, to make a whole constellation of tenuous assumptions about the economic future, the precise-looking figures



arrived at should be treated with extreme caution by practical planners and policy-makers.

None the less, the rate-of-return approach, like the social demand and manpower approaches, has a decided relevance and utility for educational planning. At the very least it emphasizes the constant need to examine alternatives and to weigh their respective costs and benefits as best one can before leaping to a decision. As its methodologies and basic data improve it may provide more solid guidance.

But none of these approaches, it is now clear, provides an adequate basis by itself for educational planning. By now even the most partisan proponents of these different approaches concede that a new synthesis of all three is needed. Even such a synthesis, however, would leave important gaps to be filled. The towering weakness of all three is that they implicitly take the existing educational system for granted and leave it untouched except for its scale. They are essentially instruments for macro-planning, and as such can be we will come to later is that educational planning now needs to get down inside the system and change it to make it more relevant and efficient and productive. This is the main way to raise the future rate of return on educational investments.

#### 4. Social Justice Approach

In an egalitarian society, the policy planners intend to create a just and equitable society by adopting such planning approach which introduces special measures for the benefit of the backward classes of people. In educational context, this approach to planning is reflected in the educational policies like equalisation of educational opportunities, universalisation of elementary education, positive discrimination towards weaker sections of the society etc.

#### Types of Planning

It has already been mentioned that there are basically two types of planning namely micro and macro planning which are mainly concerned with the unit of planning. The other types of planning include block level planning, area planning, intra educational extrapolation planning, grass root planning. However, from the point of view of education two important strategies of planning are institutional planning and school mapping.

(i) **Institutional Planning:** According to **M.B. Buch (1966)** institutional plan is a set of programmes prepared by an

educational institution on the basis of its felt needs and the knowledge of its resources-available and likely to be available-with a view to improve school standards and practices and with a view to provide for the future development of the institution.

The institutional planning is an example of decentralised planning is concerned with the welfare of the institution. The objective is to utilise the resources at the disposal of the institution effectively and efficiently thereby eliminating wastage. Moreover, in this kind of planning teachers, parents, local people and the students are all involved which generates enthusiasm and motivation.

(ii) **School Mapping:** School mapping is an offshoot of demographic projection model. In such cases the estimate of future requirements of the population are taken into consideration. The school mapping is a process of preparing future plan for school education for a particular area. The variables in this regard consist of catchments areas, nature of the school going population, geographic location, accessibility of the schools, transport system, social characteristics of the population etc. The objective is to serve the people of that area in best possible manner.

#### Modern Trends in Educational Planning

The policy makers are now emphasising more and more on decentralised and democratisation of planning process. Decentralisation of planning implies planning at district level, institutional level should be encouraged. The Kothari Commission also suggested as early as 1964-1966 that district should be considered as a unit of educational planning. The concept of decentralisation of planning indicates that planning is a two way process. It means planning should be done at macro level and micro level in an integrated manner. At the central level, guidelines are proposed and financial allocations are made and at the local level district authorities and institutions prepare their own plans accordingly. It also requires that the teachers and educators should be involved more and more in planning process and execution of plans.

Lastly, planning tended to be expenditure oriented but at present the emphasis is on intensive utilisation of scarce resources by



plugging wastage and stagnation. The objective is to emphasise on quality improvement by incorporating programmes which are not so costly.

### Principles of Effective Planning

Planning process to be effective and to yield desirable results should be based on a few principles. An ideally constructed plan may have the following characteristics:

- (i) It should contain clearly defined objectives.
- (ii) The plan needs to be simple, pragmatic and balanced.
- (iii) It must have proper analysis and classification of actions to be taken, operations to be conducted and the standard of performance to be set.
- (iv) A good plan should be flexible and open to adjustment.
- (v) Optimum use of all the available resources is the hallmark of good plan and the allocation of resources on the basis of priority is done.

### Educational Planning in India

After independence the government of India established Planning Commission with the objective of national development. It was decided that for the development of nation the five year plans were launched in 1951 and since then development of education in India started in right earnest.

Education Planning in India is one of the essential areas of concern in all the Five year Plans in India. With the onset of globalization and modernization in recent times, education at all levels is very necessary if India is to outdo other nations.

Since the 1990s, the Indian government has been emphasising the need to develop education in India across all levels - elementary, secondary, vocational, higher level, and technical. Towards this the government has also formulated certain measures to increase adult literacy and continuing education among Indians.

\*The main thrusts of the first three Five year Plans were on economic development, industrialisation, income enhancement, reduction in income disparities and achieving self-sufficiency in food.

The Fourth Five year Plan emphasised on social justice and equality and Fifth and Sixth Plans were concerned with eradicating poverty, population control along with economic upliftment. The Eighth Plan introduced special measures for the backward classes

However, it was realised that it would not be possible to achieve all these objectives without educational development. So the Five Year Plans play significant role in educational planning of our country and these Plans have consistently increased the total outlay on educational development. As a matter of fact the Plan outlay on education has increased from Rs. 151.20 crore in First Five Year Plan to Rs. 43,825 crore in the Tenth Five Year Plan (2002-2007). The expenditure on education as a percentage of GDP also rose from 0.64% to in 1951-1952 to 3.74 % in 2003-2004.

The Eleventh Five Year Plan approach paper pointed out that some of the objectives of it are 4% growth in agriculture sector, faster employment creation, reducing disparities across regions and ensuring access to basic physical infrastructure as well as health and education services to all. At the National Development Council meeting, our Prime Minister rightly said to have an India which is prosperous and equitable, an India which is caring and inclusive. The 11th Five year Plan must fulfill that dream.

### 1. Disadvantages or Problems for Education Planning in India

Although the Five Year Plans in our country have had successfully introduced many positive changes yet there are some drawbacks in our planning. The major problems of the Education Planning in India as far as analysts opine are as under:

- (a) high drop-out rates
- (b) low levels of learning achievement
- (c) low participation of girl students
- (d) inadequate school infrastructure
- (e) teacher absenteeism rate high
- (f) large-scale teacher vacancies
- (g) inadequate teaching/learning material
- (h) lack of public involvement in provisioning of educational services
- (i) variation in the literacy rates for the Special Groups of citizens
- (j) There is an over emphasis on expenditure and it is believed that all educational problems can be solved by money. But planning procedure should prevent the wastage of resources and make sure that money is properly utilised.
- (k) For this purpose plans should be evaluated regularly and research work is not carried out in this regard.



- (l) There is also administrative weakness in implementing the plan and the strong political will in this respect is often absent.
- (m) Planning to be successful must depend on the co-ordination and integration at different levels of planning. Lack of such integration among different agencies is another drawback of our plans.
- (n) Our planning process is not decentralised. The emphasis on Central Planning has neglected micro planning at regional planning. In a democratic country there can never be a total authoritative Plan and instead Indicative Plans should be introduced.

### 2. Steps taken by Government in Accelerating Education Planning in India

The central as well as the state governments have been emphasizing on the growth of education at all levels. Moreover there are District Literacy Societies or Zilla Saksharta Samiti who also plays the most pivotal role in the pursuance of adult education. The first step taken by the Indian government is to initiate measures for universal elementary education among all. The other significant steps taken on the Education Planning in India are :

- (a) to increase the number of institutions, teachers and students at elementary level
- (b) to provide for incentives like textbooks, free uniforms and scholarships
- (c) to offer Centrally Sponsored Program of Nutritional Support to Primary Education or Mid Day Meal Scheme
- (d) to launch the Sarva Siksha Abhiyan Scheme
- (e) to initiate the District Elementary Education Plan
- (f) to launch the National Literacy Mission for providing functional literacy to the non-literates between the age group of 15 and 35
- (g) to provide free and compulsory education for children
- (h) to improve the Industrial Training Institutes, Boards of Technical Education and Engineering Colleges, and Polytechnology and Apprenticeship Schools
- (i) to upgrade the Indian Institutes of Technology and Indian Institutes of Management
- (j) to progress in new technology based areas like biotechnology, bioinformatics, and nano-technology variation in inter-state literacy rates

### 3. Suggestions for Improvement of Educational Planning System in India

Following suggestions may be given for improvement of educational planning system in India:

- (i) Long term educational plan should study how and how far traditional educational patterns have contributed to the failure of social and economic progress in the past. The study must discover whether the attitudes, hostile to economic progress, are result of specific structure of education. For example low status given to technical and vocational education in our country.
- (ii) Secondly there should be concrete idea of the size and composition of long term development of our country with clear formulation of goals and objectives. From these, the future patterns of manpower distribution can be derived and proper planning can be undertaken.
- (iii) Since technology, international policies and demands are changing rapidly the long term plan should be a 'rolling plan'. It means that the long term plan should be reviewed continually and at least annually to adjust with these changes.
- (iv) Most importantly administrative efficiency, co-ordination at all levels and strong political will are needed for educational planning to succeed.

### CONCEPT OF INSTITUTIONAL PLANNING

Institutional planning is the planning made by an institution on the basis of its needs and resources available for the development, new achievements, instructional work, co-curricular activities, etc. for the students as well as other employees in the institution.

The plan may be for a long or short duration according to the need of the institution and it is based on the principle of optimum utilization of the resources. The plan for the institution as a unit so that its targets are defined in the plan, its time-bound progress in determined, the rate of progress per unit to time is also determined, and commitments are made in the plan which regulate and accelerate its working.

Planning may be made at the national level or at the state level. Planning is not made at the national level but it is given to the institutions which have their own jurisdiction. Thus the