

- (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

implementation of planning is provided to the institution and the teachers and they have their own jurisdiction.

Definition of Institutional Planning

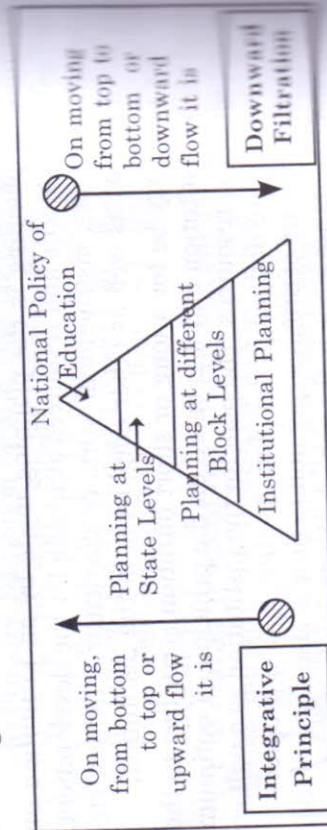
"Institutional Planning is a direct off short of educational planning. It is a programme of development, new achievements, instructional work, co-curricular activities etc. prepared by an educational institution on the basis of its felt needs and the resources available or likely to be available with a view to bringing improvement in the school and its practices. The plan may be for a long or short duration according to need. It is based on the principle of option utilization of resources".—(M B Buch)

According to **E W Frankli**, "Institutional planning is a milestone in the journey towards the improvement of education". According to **Dr. V K R Rao**, "Each institution will have to learn to plan its development on its own individual lines within the broad framework of National Policy on Education".

Institutional Planning is the plan for the institution as a unit so that its targets are defined in the plan, its time bound progress is determined, the rate of progress per unit of time is properly evaluated and recorded. It is a scheme for the efficient running, steady growth, balanced expansion and priority wise progress of an institution.

Origin of Institutional Planning

The origin of institutional planning is shown in the following figure



The success of a particular level of planning of the institution depends on integration or proper coordination at the lower level of that institution.

Institutional Planning and Educational Planning

Institutional planning is a part of educational planning. It is a plan prepared by an educational institution for its overall development on the consideration of its present available resources and felt needs (i.e. as per the needs and available resources of the institution).

Though the institution has freedom to make its own plan on its own line but it should be within the broad framework of National Policy of Education. (i.e. an institute makes its plans as per its needs. This varies from institute to institute but it has a common purpose as it should be under the National Policy of Education).

So institutional planning is a direct off short of broad educational planning to fulfill our national objectives of education.

Characteristics of Institutional Planning

- It is need-based and not expenditure-based.
- It attaches more importance to the existing material and human resources and instead of going on with demands for more, it endeavours to make optimum utilization of the resources in hand.
- It is prepared by the local talent, i.e. by the joint efforts of the headmaster, teachers, students and interested citizens. It is a cooperative venture of the community, management, school staff and the students.
- It is result-oriented.
- It is specific for an institution. There cannot be a single plan for all the institutions.
- Apart from involvement, it results into motivation for students, teachers, management and the community.
- The institutional planning eliminates wastage. Grants received if not utilized are surrendered rather than wasted through hasty purchases of useless materials. The school authorities exercise greater responsibility and control when they are the architects of their own plan.
- The plan is prospective-i.e., spotlight not only the present needs but also the future needs of the institution. It can be prepared as an annual and five year plan.
- It is continuously developing. An institutional plan cannot be rigid and static.
- It forms the basis for the District, State and National plans.

Need and Importance of Institutional Planning

It is essential to involve administrators, teachers, parents, students, educationists and social reformers in the process of educational planning, because democratic planning presupposes popular participation.

Sh. J P Naik says, "A major reform, I propose, therefore, is that the planning that resembles an inverted pyramid should be broad-based and decentralised by introducing the system of institutional plans."

He strongly pleads to have a fine blend of the centralised and decentralised systems of educational planning in our country and says, "The two processes are not exclusive and one needs both of them in combination." The IEC has also laid emphasis on institutional planning by saying, "This implies that educational planning has to be decentralised to the district level and still further down to the level of institution."

By recognising each institution as a unit, it is quite easy to develop District and State Educational Plans. In this way the individuality of an institution is not only preserved but promoted and becomes the centre of planning. There should be revolution and complete overhaul in education starting from below. The institutions will enjoy academic freedom in this arrangement.

The teachers, administrative officers, and even students will assume their rightful leadership role in the process of educational reconstruction.

In our present day planning we have unfortunately lost sight of the individual institution and of its uniqueness. It is to correct this mistake that it is proposed to develop the programme of institutional planning.

Dr. S K Mitra says, "the whole notion of institutional planning is based on this idea that at every stage right from the school to the topmost level in the field of education constant effort has to be made in order that we do not have new ideas for the sake of new ideas but in order that we can do a better job with whatever resources we have at our command."

Dr. B D Nag Chaudhari says, "Since the implementation of the plans and programmes is as important and vital as plan formulation, institutional planning has a special contribution to make in national development. Planning for each school and college has an advantage that it brings to the plan formulation

Educational Planning and Management
process a realism, an appreciation of the felt needs of the community and an awareness of the difficulties and the problems at the operational level."

There is some institutional planning already in existence; for example the headmaster anticipates the rush of admission and the need for expansion, he makes a request for more posts, prepares a time table of the school well in time, prepares a calendar for the year long programmes, sends requisition for more grants and makes demands for additional equipment, building, etc. The germs of planning are already there. But this planning is not scientific and systematic. Institutional planning will introduce a system, formalism, intensity, purposefulness and scientific approach in the school planning processes.

Necessity or Advantages of Institutional Planning

Planning is of vital importance in any walk of life. It is needed in teaching; in organization, in administration and in business. Educational institution needs thus planning in order to run the administration smoothly and in order to utilize various resources available in a proper fruitful manner. The advantages of institutional planning are as follows :

- (i) To develop the administrative structure of the institution.
- (ii) Proper co-ordination between school and the society.
- (iii) To establish the good relation among headmaster and the assistant teachers.
- (iv) Good relation among students and teachers.
- (v) Beautiful understanding among the students.
- (vi) To develop proper discipline and a good code of conduct within the institution.
- (vii) To create democratic environment in the school.
- (viii) To organize co-curricular activities regarding characterisation of the students.
- (ix) To develop proper teaching-learning processes in the school.
- (x) To establish a good library in the school.
- (xi) To help the proper utilization of the resources like, class room, teaching aids and other materials related to school.
- (xii) To help the development of evaluation system of the institution.
- (xiii) To help the proper utilization of the finance of the institution.
- (xiv) To help the implementation of the aims of planning.
- (xv) To help the activation of programme with due weightage.

Different Aspects of Institutional Planning

Administrative Aspects

- (i) Developing procedures to increase the effectiveness of staff meeting.
- (ii) Arranging teachers' meetings.
- (iii) Taking steps to implement the decisions of staff meeting.
- (iv) Improving supervision of different activities.
- (v) Improving headmaster-faculty relation.
- (vi) Constructing an effective time-table.
- (vii) Improving relation among staff members.
- (viii) Improving the school and community relation.
- (ix) Improving the school discipline.

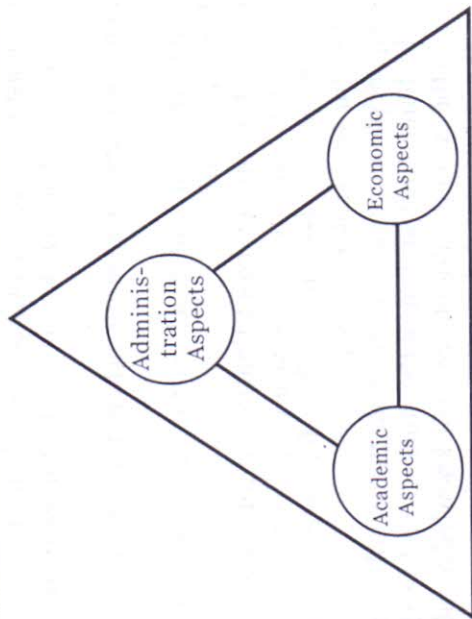
Academic Aspects

- (i) To reduce stagnation and wastage.
- (ii) To improve teaching methods.
- (iii) To improve reading habits of both the teachers and the students through a planned use of literacy.
- (iv) To improve internal examinations.
- (v) To assist retarded students.
- (vi) To provide a better education for the gifted/advanced students.
- (vii) To try out ways of organising different co-curricular activities.
- (viii) To publish school magazine or bulletin board.

Economic Aspects

- (i) To survey the available economic resources of the institution.
- (ii) To distribute money among different projects to satisfy the felt needs of the school according to priority.
- (iii) To plan the way of collecting money from several sources like mobilising donation, raising fees at the higher level of education, education effecting some saving by the efficient use of facilities.

All the three aspects mentioned earlier are not isolated but interrelated. Though the main aspect of institutional planning is the educational aspect but without a proper administrative planning, it is not possible to implement it effectively. Again implementation of administrative planning is closely related to the economic aspect. Hence equal importance of these three aspects should be provided while making an institutional plan.



Responsibilities of Different Individuals in Institutional Planning

Role of Head Teacher of the Institution

Each school is headed by one Headmaster. The head of an institution is solely responsible for institutional planning and management. He or she decides how to use the available resources and how to initiate steps to mobilize the resources. He or she involves the teachers, parents, other associations etc. towards the achievement of qualitative education for younger generations.

It is his duty to provide superior leadership to involve students' faculty and the community in the preparation and implementation of an institutional plan. As planning is invented to introduce change, the headmaster might have to face opposition by the teachers & hence he must move very cautiously. He should access the strengths and weaknesses of the staff members and carefully create the feeling of readiness for the change among teachers.

Then he should arrange a staff meeting where he will discuss the purpose of preparing the institutional plan. In that staff meeting he will also have to discuss the way of implementation of the plan and the way of distribution of responsibilities among the staff. He will also have to inform the concerned govt. authorities regarding this.

Then the action will be taken regarding the survey of available resources, preparation, implementation and evaluation of the plan successively. Regarding the implementation of the plan, he will have to consider the individual differences of the teaching staff and should not expect the same level of improvement in every corner.

The headmaster has to perform a vital role to the development of the institution. He/she may be played the following roles in the institution:

- (i) To encourage the assistant teachers for smooth running of the institution.
- (ii) To help the assistant teachers for their development of subject knowledge.
- (iii) To help the proper co-ordination among the assistant teachers for better teaching-learning processes.
- (iv) To reinforce the assistant teachers for their good job and suggest for the weakness areas.
- (v) To help for proper co-ordination among the school environment and the home environment of the students and teachers.
- (vi) To help the curious students for their knowledge fulfillment as well as understand the matter.
- (vii) To help the active participation of the students in the teaching-learning processes.
- (viii) To help the students for the encouragement of problem-solving method of learning.
- (ix) To create the socialization process among the student with the help of various cultural programmes as well as other co-curricular activities.
- (x) To establish a code of conduct among the assistant teacher for their self practice.
- (xi) To give the equal opportunities to assistant teachers for the transparency of their work.
- (xii) To identify the weakness areas of the students and its proper solution.
- (xiii) To standardize the examination system as well as activating continues evaluation system.
- (xiv) To help the creative students for the creations.
- (xv) To help the students for create the soberness of their behaviour.

Role of Assistant Teachers

Assistant teachers may play a very important role for the better institutional planning. Their role may be as follows:

- (i) To help the head master of the institution to implement the plan.
- (ii) Active participation of the teachers among the school and the society for the improvement of administration of the school, development of teaching-learning process, organize proper discipline, organize co-curricular activities, etc.

- (iii) To encourage the students for the participation of the various school activities.
- (iv) To encourage the colleague for the participation of the various school activities other than teaching-learning process.
- (v) To encourage the guardians for the participation of the teaching-learning process as well as various school activities.

Role of Students

Students are the main components of the school. So without participation of the students proper institutional planning can not be successful. Because this planning totally depends on students. The students may be played the following roles:

- (i) To co-operate with the teachers as well as head of the institution regarding the improvement of the institution.
- (ii) To encourage the guardians for understanding the plan.
- (iii) To make a code of conduct for the implementation of the plan.
- (iv) To give extra time of the teachers for the fulfillment of the institutional plan other than teaching-learning process.

Role of Parents/Guardians

Parents/guardians have to play a vital role for successful fulfillment of the institutional plan. They should be played the following roles:

- (i) To co-operate with the head and other teachers of the institution for implementation and evaluation of the plan successfully.
- (ii) To encourage their children.
- (iii) Active participation of various school activities for the successful implementation of the plan.
- (iv) To provide financial support for the plan, if possible.
- (v) To give social and moral support for the implementation of the plan.

Department of Education

It is a great responsibility to the Department of Education to assist the educational institutional. The Education Department may be played the following roles :

- (i) To assist the financial support and manpower resources for the institution.
- (ii) To provide the educational grant for the institution.

- (iii) To communicate the school authority for the improvement of the school.
- (iv) To verify the proper utilization of finance and manpower resources.
- (v) To communicate among this type of institution for identify of their lacking.

Wastage and Stagnation in Institutional Planning

Meaning of Wastage and Stagnation

In the education system there is investment by the society. If the education system fails to give something in return to the society wastage is said to occur. This is wastage in a broad sense. In a narrow sense, **wastage means dropouts**—when students do not continue their education. This indicates that the students are subjects of non-productive system which involves wastage of labour by the teacher and wastage of money by the guardians.

Stagnation means adversities to the process of development. When there is wastage, then there is no progress of the system. Stagnation is adverse to progress.

By institutional planning these two evils of society can be removed. For this it is necessary to investigate the causes behind stagnation and wastage.

Causes of Wastage and Stagnation

There are so many causes of wastage and stagnation in our school. We have discussed them briefly:

1. **Socio-economic System:** Most students in the rural areas are poor and their guardians tell them to help in farm-work instead of going to school. This is the primary cause of stagnation and wastage.
2. **Defective Curriculum:** The school curriculum is far away from life situations, so students are not interested to study.
3. **Faulty Examination System:** The students have to answer a definite number of questions in a very short period of time. There is no proper evaluation for students development.
4. **Lack of facilities Provided to School:** There is a lack of teaching aids or audio-visual aids that will help the teachers to arouse curiosity of students and make them interested.
5. **Lack of Inspiration:** In most cases the teachers go to the class and complete teaching by lecture method or by using only the usual classroom aids. They hardly inspire the students to come forward and participate actively in class.

Remedies of Wastage and Stagnation

The first drawback can be removed if the communication gap between the guardians and the school can be removed. The teachers after definite periods can contact the guardians and make them understand the purpose of education. On being convinced by the teacher, the guardian sends their children to school. So in institutional planning provisions should be there for guardian-teacher interactions. Also in rural schools, the vacation is enjoyed by the students in the rainy seasons as it is the local need. So vacation should be given on considering the local needs.

Thus institutional planning is required the followings regarding wastage and stagnation:

- (i) To remove the communication gap between the guardians and the schools.
- (ii) To arrange guardians meeting.
- (iii) To arrange vacations according to the local needs.
- (iv) To use some incentives (school arrange Free Tiffin for the children and thus will attract them to attend school).
- (v) Institutional plan can arrange for some large centric activity so that the curriculum is attractive. In actual situation the teacher uses a number of examples on a particular topic related to life as the teacher has no power to change the curriculum.
- (vi) An examination is time bound programme where it is difficult to judge the overall development of the student. So there should be a continuous evaluation process.
- (vii) The school should arrange for a number of teaching aids or utilize those aids which are already available to the school. This can be arranged with suitable planning.
- (viii) The teachers should be trained properly. Refresher courses should be arranged for them. This will minimize wastage and stagnation.

Essentials of Institutional Planning

Different levels of improvement programmes

We can neither accept nor insist on the same level of progress in different improvement approaches. Some programmes will progress at a faster rate than others depending upon their degree of simplicity or complexity and upon the ability of the teachers concerned.

Each school has its own individuality

As emphasized earlier, institutional planning respects the individuality of each institution. No two schools are alike. Therefore any two schools cannot be given the same plan to follow. A school should not borrow or import institutional plan for its improvement. It should evolve its own plan keeping in view its needs, priorities, problems and resources.

Involvement of all the teachers of the school

In the process of preparing the school plan, the headmaster should take care to involve himself, as well as all the teachers of the school. Rather every member of the school population should be involved in the task of preparation and implementation of the school plan. Conscious efforts should be made to involve the community groups as well as the students. Committees consisting of teachers, parents and students may be formed to prepare and carry out different aspects of the plan.

Forward looking plan

While planning for the current session, the experience of the past should be taken into consideration. At the same time the plan should be forward looking, aiming at excellence in the near future. The local plan should not be taken up in isolation of the national plan, state plan and district plan. Planning at all levels must be directed to the same targets and there should be no conflict or confusion in the matter of universal targets for the nation as a whole.

Relation Between Institutional Planning and School Education

The global concern with the improvement of quality of education is of unique importance. To improve the quality of education from its very base, it is essential to improve the quality of the institution where education is imparted and everything that relates to an institution is an area of institutional planning. Thus, a good institutional plan may promote better school education in the following manner:

Improving the school plant

- (i) Providing better facilities of drinking water, sanitation, transport, uniforms, medical aid etc.
- (ii) Providing better equipments in school library, laboratory, staffroom etc.
- (iii) Better maintenance of the school building.
- (iv) Providing more spacious classrooms, playground, portico etc.

Improvement of instruction

- (i) Proper scope for pre-service and in-service training for the teachers.
- (ii) Proper supervisory facility should be provided to help the teachers to develop better techniques of teaching.
- (iii) Special tutorial classes can be arranged to help weaker students.

Co-curricular activities for students

Various activities can be arranged for the students for their physical & mental nourishment like:

- (i) School service projects (boy's scout, Red Cross society etc).
- (ii) Sports and games including athletics.
- (iii) Literacy programmes.
- (iv) Cultural programmes.
- (v) Inter-school festivals.
- (vi) Different work experiences through group participation for any community programme.

Academic Programmes

This includes :

- (i) Enrichment of curriculum.
- (ii) Improving reading habits through planned use of library.
- (iii) Improving internal & external examination standards.
- (iv) Improving attendance ratio.
- (v) Providing special education for gifted students as well as slow or backward learners.

Discipline

- (i) Plan can also be done to solve specific disciplinary problems like truancy, stealing etc.
- (ii) Students can be trained better to bear more responsibilities so that they can go for self discipline.

Areas of the Institutional Planning

In fact, every area is the area of institutional plan. Every area linked with the school is an appropriate area to be covered in the plan. It is very difficult to make a selection of these areas by leaving out some of them. We can discuss here some the most describe areas:

1. Academic

It is the most prominent area for the operation of institutional plan. The plan will try to enrich the curricula and improve the

instructional programmes. The immediate purpose may be to improve the school results both in the house examinations and the external examination. The efforts will be focused on reducing the wastage, stagnation, improving attendance, ensuring regularity in home work assignments, etc.

2. Co-curricular

The school plan will cover the areas like beautification of the campus, physical education, literary activities, inter-house competitions etc. The school environment will be made attractive and stimulating for the students through the plan proposals.

3 Maximum Utilisation of Available Resources

This is one of the basic features of institutional planning. In many schools available material and human resources remain unused and unharnessed for want of any specific plans and programmes. There are schools which have surplus teachers and teachers not fitting into the school curriculum offerings. In some schools, rare and useful equipments just remain locked up in the almirahs. The planning would aim at utilizing the unutilized facilities so that the investment made in them does not go waste. A good institutional plan makes a thorough study of the physical and human resources available in the school and the cooperating community and will see to it that they are put to maximum use in the interest of the school and students.

4. School Services

The school provides a large number of services. The plan has to make the best use of the available services like library service, guidance service, clinical service, laboratory service, etc. The services lacking in the school may have to be provided and expanded through the medium of plan by making year to year efforts. The services like sanitation, drinking water, hygiene, etc. need special attention

5. Discipline

The plan will also be used as a medium of establishing and maintaining discipline in the institution. The specific causes of indiscipline in relation to the institution concerned will be discovered from the past experience and the specific efforts to be made for their removal may be incorporated in the plan programmes.

6. Teaching-learning Aids

This area relates to the supply of teachers' guide books, reference books, library stock, maps, mathematical instruments, papers, boards, chalk pieces, charts, models, film strips, projectors, tape recorders, and the like. The plan should regularly enrich the material resources of the school and ensure that they are not stocked as show pieces only but put to regular use.

7. Professional Growth of Teachers

A chapter of the plan should cover this area of professional growth and in-service training of each individual teacher. Adequate stress should be laid on the in-service training of each individual teacher according to his need. Programmes for the reorientation of teachers, refresher courses, and meetings etc. for the in-service education of the entire school faculty should be planned in order to improve the instructional work through them.

Steps or Preparation and Implementation of Institutional Plan

The procedure and technique of preparation and implementation of institutional plan is illustrated as follows along with its steps:

Analysis of the Present Situation

This will naturally be the first step towards an institutional plan. The headmaster may constitute a planning council for the purpose. This council may be asked to prepare the blue print of the plan which may be finalised later on after discussion in the general house. But before the plan proposal is drawn up, the authorities have to analyse the existing situation and present position. It should be determined, whether—

- (i) The school building is adequate for existing needs.
- (ii) The furniture and equipment are adequate.
- (iii) The available staff is adequate.
- (iv) The laboratory facilities are adequate.
- (v) The library facilities are adequate.
- (vi) The existing institutional programmes need reshuffling and change.
- (vii) The admission procedure needs any change.
- (viii) The institution needs additional facilities and provisions like play grounds, hostel, staff quarters, canteen, boundary wall, etc.
- (ix) The examination system needs reform.
- (x) The last year's institutional plan should continue.

Survey of the Resources

After analysing the existing situation a survey of the existing resources has to be made. Facts and figures regarding student enrolment, staff, building equipment, books, examination results etc. should be tabulated for ready reference. There are three categories of resources to be surveyed and examined—

- (i) Resources available in the school.
- (ii) Resources easily available through the Govt. management and School Education Board.
- (iii) Resources available in the community, e.g., public library, museum, health centre, play ground, gymnasium, swimming pool, assembly hall, auditorium, workshops, technical institutions, children's part, local doctors, engineers, educationists and other useful persons residing in the locality.

The survey of the resources gives the institution an idea of the resources, their utilisation in the past and their better utilisation in the present situation. Places of educational, scientific, geographical, historical, social and general interest in the locality must invariably be visited by the teachers and students, doctors, retired teachers, military personnel may be requested to deliver lectures to the students and parent-teacher association. Appeal may be made to well-to-do parents to give help to the school in various ways. It is well known that parent-teacher association have helped in school improvement in the form of providing conveyance to the pupils, adding to school accommodation, providing fans in the classrooms, providing reading material in the library, etc.

Preparation of Improvement Programmes

In the light of survey of the existing situation, survey of the felt needs, and survey of the resources available, the school community may draw a priority-wise list of improvement programmes. Thorough, prolonged and sufficient discussions may be held before the plan is finalised. The programmes may be planned at two levels, viz.

- (i) Short-term programmes.
- (ii) Long-term programmes.

Each improvement programme needs to be defined in terms of—

- (i) Justification for the school,
- (ii) Difficulties, limitations and delimitations,
- (iii) The involvement of school population-total or partial

- (iv) Procedures to be adopted,
- (v) Financial implications and
- (vi) Evaluation and follow up.

The improvement programmes will take the form of projects and action research activities. From the point of view of urgency of the problem and the availability of resources, some of the improvement programmes, projects, and action research investigations can be started immediately and others can be taken up in due course of time when circumstances favour. For example, the project of constructing open-air theatre can wait.

Each project and action research investigation must have some broad objectives and some specific objectives. The objective must be stated in clear terms. The projects and investigation should further be resolved into specific tasks and each task must be elaborated in respect of the resources, time factor, procedure, output, utility and evaluation.

A schedule like this can be drawn up to fulfill the requirements of institutional planning—

- (i) Name of the project
- (ii) Annual grant available
- (iii) Objectives
- (iv) Specific tasks
- (v) Teachers in-charge
- (vi) Sample involved
- (vii) Time schedule
- (viii) Methods and techniques
- (ix) Conclusions (Results)
- (x) Evaluation
- (xi) Follow up.

In this way, a school can build a task-oriented plan for actual execution and implementation to meet the actual needs and solve the actual problems of the school. The entire school population must become plan-minded and plan-conscious and all the programmes for the year must be preplanned utilizing the existing material and human resources to the maximum.

A number of school projects are suggested below which can form the basis for school improvement programmes—

- (i) Additional accommodation,
- (ii) Petty repairs,
- (iii) Electrification and sound system,

- (iv) Provision of drinking water facilities,
- (v) Toilet, sewerage, sanitary and drainage facilities,
- (vi) Laying out playgrounds, lawns,
- (vii) Beautification of the campus,
- (viii) Black boards and illustrative-aids,
- (ix) School magazine and news bulletins,
- (x) Cooperative store,
- (xi) Cooperative bank,
- (xii) Cleanliness campaign,
- (xiii) School calendar,
- (xiv) School functions,
- (xv) Improvement of handwriting,
- (xvi) Improvement of study habits,
- (xvii) Introducing healthy literature to students,
- (xviii) Scientific hobbies and
- (xix) Students' self-government.

A number of action research investigations are also suggested below for the guidance of institutional planners—

- (i) Bad handwriting,
- (ii) Bad spellings,
- (iii) Irregular home work,
- (iv) Bad pronunciation,
- (v) Bad computational skill,
- (vi) Truancy,
- (vii) Indiscipline,
- (viii) Poor participation in games,
- (ix) Popularising co-curricular activities,
- (x) Stagnation and wastage,
- (xi) Improvement in learning by various techniques,
- (xii) Improvement of human relations in the school,
- (xiii) Grammatical mistakes and their correction,
- (xiv) Special programme for slow learners and
- (xv) Special programme for the gifted.

Implementation of the Project

At the stage of preparation of the plan, full length outlines will be prepared. After that the plans have to be executed according to the resources available and the procedures outlined. The execution will be done through the cooperation of all. The responsibility will be shared by the headmaster, teachers, students and members of the

community. There will be a division of labour according to the suitability and choice of the individuals. Committees of the staff members will be formed to carry out various projects under the plan. A time schedule for the progress of the plans and projects will also be prepared to ensure time bound improvement. Completion of the stage will enable the group to launch upon the next stage.

Evaluation of the Plan

At the end of the session or after the completion of a plan segment, the group will sit down to take stock of the improved situation and the improvement made as a result of the plan. The end products, the outputs or the results will be assessed quantitatively and qualitatively. It will have to be seen whether the objectives envisaged in the beginning of the plan have been achieved or not. If achieved, to what extent achieved. Some of the unachieved or partially achieved objectives will overflow to the next institutional plan. Anything left undone will form the basis for follow up and future plans.

The school community will have self evaluation in respect of targets achieved, efficacy of procedures, and difficulties experienced. It will be done frequently leading to modifications to make the plan more practicable and useful.

The supervisors and subject specialists at the district headquarters will evaluate the programme at least once in a year or more frequently if possible.

The evaluation will be made in terms of the extent of contribution of creative ideas in planning, resourcefulness shown in implementation, the number of people involved, full and partial achievements and difficulties experienced.

At the stage of evaluation there should be recognition of good work done by different individuals at different levels towards the success of a plan.

Institutional Planning is the New Trends in Planning

Institutional Planning is the plan for the institution as a unit so that its targets are defined in the plan, its time-bound progress is determined, the rate of progress per unit of time is also determined, and the commitments are made in the plan which regulate and accelerate its working. It is a scheme for the efficient running, steady growth, balanced expansion, and priority-wise progress of an institution.

Institutional Planning is the product of new trends in planning which advocate making the process of planning a two-way process. The planning has been mostly coming from above, but new planning should commence mostly from below. Institutional Planning starts the process of planning from grass roots. The achievements of plans introduced from above have not been very encouraging, hence there is a radical change and a movement to shift major emphasis towards planning at the base.

Our Educational Planning in the Past Had the Following Characteristics

- (i) It had been a centralised affair, being prepared by a central agency and then sent down to sub-agencies for implementation.
- (ii) It had been carried out as a high level planning ; rather top heavy affair resembling an inverted pyramid.
- (iii) It had been purely expenditure-oriented and not task-oriented or result-oriented.
- (iv) It did not involve the teachers in its preparation or even in implementation.
- (v) It did not emphasize the implementation part and the full utilization of the already existing material and human resources.
- (vi) It did not attempt any planning at the level of institutions.

The New Trend in the Planning Process Involves the Following

- (i) Progressive measures of decentralisation of educational planning.
- (ii) Emphasis on implementation, administrative and methodology sides.
- (iii) Preparing plan from the institutional point of view.
- (iv) Associating actively the local community.

Motto of Institutional Planning

Sh. J P Naik observes, "I want to give a motto to institutional planning, which is different from what we use at present. Our usual motto is : not failure but low aim is crime. This is a good idea. But we use this idea in a wrong way. We choose a high aim and when we fail, we justify it philosophically as inherent in the high aim itself. This is a bad policy in all matters and especially in institutional planning. For institutional plan, therefore, our motto should be 'Not high aim but failure is a crime. I do not mind how small a plan a teacher prepares. But once you decide to do something, I will not

accept any excuse for a failure. This is what we have to insist upon, doing things with dignity, with pride in oneself and with success."

Planning is always a systematic approach in order to solve many administrative problems and it is always helpful for all the individuals associated with this plan and it often acts as a tool in the hands of the educational administrator to go for further development in his institution.

CONCEPT OF LEADERSHIP

Leadership has been described as the "process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task". A definition more inclusive of followers comes from Alan Keith of Genentech who said "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen."

Leadership is one of the most salient aspects of the organizational context. However, defining leadership has been challenging. The following sections discuss several important aspects of leadership including a description of what leadership is and a description of several popular styles of leadership. Finally, this chapter discusses leadership in different contexts, how it may differ from related concepts (i.e., management), and some critiques that have been raised about leadership.

According to the late **Jules Masserman**, American psychoanalyst and former member of the faculty of Northwestern University medical school, leaders must fulfill three functions :

- (i) The leader must provide for the well-being of the led,
- (ii) Provide a social organization in which people feel relatively secure, and
- (iii) Provide a set of beliefs.

Leadership is the most crucial factor for any institution from the point of view of organisational behaviour. Effective leadership depends on the interaction of the following three factors:

- (i) The traits and behaviours of the leaders.
- (ii) The characteristics of the followers.
- (iii) The nature of the situation in which leadership occurs.

A leader can be of authoritarian type where he takes all the decisions and tells followers what to do, or he can be of Democratic type where he discusses problems with the followers and takes decisions jointly.