

INSTITUTIONAL PLANNING

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INSTITUTIONAL PLANNING

Introduction

“Institutional planning is a programme of development and improvement prepared by an educational institution on the basis of felt needs and the resources available or likely to be available, with a view to improving the school programme and school practices. It is based on the principle of optimum utilisation of the resources available in the school and the community.” –M.B.Buch.

Institutional planning is a base for development and Improvement. It is prepared by any educational institution, based on the resources available or likely to be available with a view to improving the school practices, the major steps in the procedure of institutional planning are as follows. It involves analysis of survey Improvement, implementation, and evaluation. Analysis is the first and most step of any institutional planning. The types of planning are. Administrative planning academic planning, co-curricular planning, instructional, planning, and institutional, planning in education. It involves lots of discussions based on the future direction and goals. Without planning any Institution cannot prosper. Hence, it is a major and important step before execution. Institutional planning is a part of educational planning and it plays an important role in welfare and development.

Education, Progress and Prosperity of a country have close links. It is upon education that the development of a country rests. In the present times, no country can think of social or economic development without any proper planning in education. This fact has now been fully recognized. It is a fact that an educationally advanced country is socially and economically advanced. This is possible only through proper planning. To enable a nation to ascend on the ladder of progress planning in education is the primary condition which enables progress and prosperity.

Planning is purposeful action. The country plans for the good of the country as a whole. It has certain objectives and ends to achieve. All the objectives are directed towards the provision of opportunities to the Indian masses to lead a good life. There is democratic planning in India. It is centralised no doubt but its emphasis is on

decentralised units at the village level. The same principle is also found in the field of education.

The goals of planning and education in a democratic country are similar. Both aim for a better life for all citizens. Planning is the determinant and the determiner of education. Better education leads to better planning and better planning leads to tremendous development in education. The Planning Commission has drawn a number of Five-Year Plans for this country which has great significance to our educationists.

The educator has objectives before him and he has to plan his own work, so that these objectives may be fulfilled. This is all about the plans at the national level. The plans at the national level provide direction and resources to the educationist. This planning helps him to bring qualitative and quantitative improvement to education.

Meaning and Definition

In India, the experts are now favouring both the upwards and downward approach. New planning should commence mostly from below. Some planning, of course, is needed from above also. Thus, planning should be a two-way process. We should start with planning from below, from the very grassroots, what we call, "Institutional Planning".

Each secondary school must have its own plan. Institutional planning has been treated as the basic unit or grass-root level of the larger educational planning. When a plan is prepared by a particular institution on the basis of its own development and improvement, we call it institutional planning.

The Indian Education Commission, 1964-66 opines that every educational institution can do a great deal more through better planning and hard work to improve the quality of education within its existing resources. As explained above, most of the planning needs to be done in the school itself. The institutional plans should be drawn by the institution concerned with the active cooperation of the teacher. To achieve this end, it is necessary that each institution should have a Planning Board. On this Board teachers have some training in drawing out a plan, should be represented. It must be possible to involve the staff, parents, students, inspecting officers and other educationists in the locality.

Objectives of Institutional Planning

The various aspects of education require a planned approach towards their development. The educational planner has to fix the targets or objectives to be achieved within a given period of time, so that the national objectives set forward, can be achieved.

The different objectives of Institutional Planning are mentioned below

1. To provide equality of opportunities to all pupils to get an education.
2. To bring an accord between the development of an institution and national-level planning.
3. To have all-around development and improvement of the school.
4. To make education productive, so that with education may come economic riches.
5. To make provision for the utilisation of adequate available manpower of the institution.
6. To make education available to even the poorest of citizens.
7. To provide an opportunity for the local community, school staff, students and teachers to join hands in improving the institution.
8. To provide realistic and concrete ideas for institutional planning.

Hence institutional planning should be based on certain pre-determined objectives and all activities planned should help directly or indirectly to achieve these ends. The objectives of institutional planning should be in consonance with the district educational plan. It can be short-term or long-term depending upon the circumstances and needs of the school.

Scope of Institutional Planning

The institutional plan seeks improvement in all directions. Institutional planning envisages a programme of development in its own sphere.

(a) Improvement of the school campus:

- (i) Provision of more facilities to the pupils like the supply of drinking water, sanitary facilities, mid-day meals, medical facilities etc.

(ii) Collection of library books, magazines, journals; instructional materials and audio-visual aids for the school.

(iii) Construction, maintenance, and repair of the school building.

(b) Improvement of Academic Facilities

(i) Dividing the curriculum in each subject into monthly and weekly units and sub-units.

(ii) Organisation of remedial teaching for slow learners.

(iii) Organisation of seminars, conferences etc. in the institution.

(iv) Support to teacher-improvement programmes like in-service training, refresher courses, orientation courses etc. for teachers.

(c) Improvement of Co-curricular activities

(i) Organisation of physical activities in the school.

(ii) Organisation of literary activities like preparation of bulletin boards, wall magazines, and improved teaching aids and equipment.

(iii) Organisation of social service projects.

(d) School Improvement Projects

(i) Functional Literacy programmes.

(ii) Adult education programme.

(iii) Organisation of S.U.P.W.

(iv) Maintenance of and love for ecological equilibrium.

The institutional planning must include investigation and research in the form of Action Research and Evaluation, conducted by the teacher in actual classroom situations on matters concerning the teaching-learning process. The headmaster or the principal of the school should be the chairman of this Planning Board. Teachers who have some training in drawing out a plan should be represented on this Board. There should be a separate sub-committee formed by the head of the Institution. In the case of every sub-committee, the senior teacher should remain in charge. The Planning Board must assess the needs of the school and prepare long-term and short-term plans for the development. The institutional plan seeks improvement in all directions. For this purpose, the planning should be systematic and scientific. It should, therefore, be a working plan, based on the capacity of teachers and the needs of the pupils and the local

community. If it is followed intensively, the teaching, organisation and administration become systematic and effective.

Approaches of Institutional Planning

(i) A plan may be drawn at the central level on the basis of the resources available and the needs of the country. In other words, in planning; a top-based approach may be followed.

(ii) Planning may begin at the level of an institution. First, a plan is drawn by each institution, second, a consolidated plan is drawn at the Block level or District level on the basis of the plan drawn at the institutional level. Third, a consolidated plan is drawn at the state level integrating the district-level plans. Fourth, the final plan at the national level is drawn for the whole of the country incorporating the state plans. The core of such planning is Institutional Planning.

Over the years and across many different countries, various approaches to educational planning have been developed. These can all be subsumed under the following models or approaches: (1) Intra-Educational extrapolation model. (2) Demographic project model or school mapping. (3) Manpower or human resource development approaches or model. (4) Social demand approach or model. (5) Rate of Return approach or model. (6) Social justice approach or model. Each of these models has its own premises, procedural logic, and methodology.

1. INTRA-EDUCATIONAL EXTRAPOLATION MODEL Conceptually, the task of intra-education extrapolations“ consists of estimating the quantitative implications for the system as a whole. It means setting targets for one particular characteristic of the educational system. Thus, if the targets were to be the achievement of universal primary education up to a certain grade level by a certain year the education planners would extrapolate from the supply of teachers, the construction of new buildings, the production of new textbooks, and like would need to be scheduled to ensure that the target will be reached. Flow statistics of various kinds become an important tool for this kind of analysis. This can become particularly involved and complicated when an attempt is made to take subnational (regional district) variations into account.

2. DEMOGRAPHIC PROJECTION MODEL Demographic projections from a part of virtually all approaches to educational planning. They provide the most basic

parameters for estimating the population that a future educational system is to serve. Even the most limited intra-educational projection is dependent on, some rough indication of the size and the age composition of a given population at a future point in time. However, the estimation of demographic developments has become a source of planning criteria in its own right. Estimations of the size of the age cohort to be served by a certain level of the educational system at a specific future point in time lead to some future projections of an intra-educational kind. In most societies, the size of the age cohort is rather reliably known at least five or six years before it enters the first year of formal schooling and many more years before secondary and tertiary institutions are attended. The major sources of errors in this approach to educational planning have to do with points in the educational system where members of an age group can and do make choices between different educational options (e.g., between the more vocational or more academic form of schooling).

3. **MANPOWER APPROACH** Also known as the human resource development approach, this implies that the social system needs to be educated and trained people with certain well-defined knowledge, attitudes, and skills. The demand for manpower is variable and changes with technical, economic, and social developments. Educational, training and development of such people is the human resources development for maintaining and improving the social system and also for the socio-economic and political modernization of a country. The educational system should be as designed or changed in the educational system should be so planned that it should fulfil the country's manpower requirement. It should produce as many educated and trained people of different categories such as doctors" engineers" teachers, graduates, postgraduates etc. as are required by the country for its various services. Short production or overproduction of these will be a defect of planning or failure of planning technology. The human resource development approach to planning in education assumes a greater importance of education being regarded as a factor in the economic development of a country. New ideas, new techniques and new knowledge of production determine the rate at which the economy of a country as a whole can advance. This is the contribution which education makes to country's economic development as it is from higher education and research establishments that the new

ideas and technique flow skills, which individuals acquire through education and training are a result of formal education. Every country, therefore, builds up a system of education to fulfil these needs for trained, skilled and efficient manpower. Educational planning in most countries focuses on this perspective.

4. SOCIAL DEMAND APPROACH The number of students trying to enter schools or trying to stay in and go further reflects society's social demand for education. Social demand for education has a way of growing faster than manpower requirement, leading, to unemployment of education. Mounting educational aspirations of parents and children and the population explosion account for the rapidly rising social demand for education in most countries of the world since the end of the world war. The crucial relationship between social demand and the educational system's capacity to satisfy it a key point in planning for education.

5. THE RATE OF RETURN APPROACH Also known as the cost-benefit or cost-effectiveness approach to educational planning it emphasizes that the investment in education should be based on the benefits or return occurring from that investment. The expenditure on education should be thought of as a form of national investment justified by higher productivity and greater earning for the educated. UNESCO has been very strongly advocating educating education as an investment. Education as an investment means two things. As a result of training imparted by institutions, the pupil must acquire productive capacity, add to the sum-total of production, should do much more than what he was doing without education. The difference between the two should be called productivity ascribed to education. The earning levels of educated people must be higher than those of those who are not educated. If this is so, it may be said that the return on education is positive. Theoretically investment in education both at the level of an individual as well as at the level of the nation is bound to be positive as long as there is no unemployment among the educated. Positive investment depends upon a closer relationship between the education and manpower requirements of a country. Education is expected to be beneficial to both the individual and the nation as a whole. Education and higher earnings are positively related. Hence people want more education.

6. **SOCIAL JUSTICE APPROACH** or social planning or planning for social development. It shapes education by the social or national goals of a country. The national policies and the constitution broadly describe these goals and social development. Many of these goals large expected to be achieved through education. Hence, it becomes essential for the educational system to contribute to the achievement of these goals. Hence educational planning inevitably takes these expected goals of social development into consideration to be achieved through education. Social justice is an important goal of social development. Making provision for achieving this goal would amount to the social justice approach to educational planning. Social justice means providing facilities and equal opportunities for development to all the people of a country. For example, Article 45 of the Indian constitution urges the state to provide free and compulsory education for all children up to the age of fourteen. Similarly making special provisions for the education of children from economically and socially backward communities is an attempt on rendering needed justice to this section of society. Weaker sections of society need special support from the government for their social and economic development. For the balanced development of the whole society, it is essential to make such special provisions so while planning programmes in the field of education. Making such considerations at the time of educational planning means adopting social justice approach to educational planning.

WORKING PRINCIPLES OF EDUCATIONAL PLANNING

1. **PROPER FORMULATION:** Planning procedure and process should be carefully formulated, unified, and systematically carried out. Its objective must be clear. There should be coordination and integration among various components, activities, and teams of people involved in the planning. All the activities of planning finally should be carried out systematically.

2. **NATIONAL PLANNING:** Education planning should be recognized and carried out as an integral aspect of national planning. Education should lead to social and national development. Its activities and programmed must take into account the overall national development. Education should be essentially linked with national development. Hence, educational planning should be an integral part of total national

planning. The objectives, activities, programmes, and procedures of educational planning, therefore are determined in the larger context of national planning.

3. **BASED ON RESEARCH:** Educational planning should be based on organized research and the decisions involved in the plan should not be arbitrary or intuitional. The final choice of the alternatives should be warranted by factual information and results of objective research. Research-based on the study of trends, factual relations, surveys, hips, new developments, etc., should provide a sound basis for taking decisions incorporated into the plan.

4. **CONTINUOUS PROCESS:** Educational planning should be a continuous process requiring constant adaptation of plans to meet emergency needs. No plan should be considered final, rigid, and perfect. It may change at any time in future depending upon new situations, conditions and circumstances and other exigencies, The plan once prepared must be flexible and adaptable to meet emergency needs.

5. **REALISTIC AND PRACTICAL:** Educational planning should not be limited to existing situations only. It should be workable. It must be such as it can be implemented. If it requires certain ideal conditions and circumstances which cannot be obtained, it would be an ideal good plan, but not a workable plan. It should be a realistic and feasible plan. It should be conformed to the situational realities. It should achieve the objectives in the circumstances and conditions which are obtained there.

6. **PARTICIPATION OF ORGANIZATIONS** In all educational organizations, there are many people and several groups involved in the implementation of the plans at different stages. The involvement of these people in the planning is significant with long experience and expert knowledge, they may contribute significantly to more functional and practical decision-making. They may have a greater sense of identification with the plan so prepared. They may be better motivated to implement the decisions contained in the plan. This participation of interested groups and person should be continuous at all stages so that these persons and groups may feel that it is their plan, prepared by them and not a plan imposed on them by someone at the top.

7. **SPECIFIC RECOMMENDATIONS** The plan recommendations should be clear and descriptive of what is to be done, why is it to be done, and how is it to be done. It should be, self-explanatory so that people who are involved in its implementation may

understand what they are required to do. If there is something in the plan which is not acceptable to the people who have to implement that, it may alienate them and they will not have their heart in the work related to its implementation.

8. CONTINUOUS EVALUATION The process of planning implies analysis of the validity of assumptions, the relevance of data used, the quality of procedures employed and the soundness of interpretation. These elements are important even after the plan is ready Frequent assessment of these enables future adaptation of the plan according to changing conditions.

9. MEETING THE NEEDS OF THE PEOPLE All planning for development is made for meeting the needs of the people. Educational planning meets the needs of the students and all those who are engaged in teaching, research, and other related work. It is the pupils for whom provisions of education are made and plans are prepared. Hence their needs have to be the centre of all considerations. If the plans are being prepared for teachers, administrators their needs should form the central basis for preparing them.

10. PREPARED IN A COMPREHENSIVE MANNER The plans prepared should describe everything about every aspect. It should be detailed and well-integrated. All its components and stages should be incorporated into the plan in sequential and related order.

11. PROJECTED IN TERMS OF THE AIMS AND GOALS OF EDUCATION OF SOCIETY CONCERNED It stresses the need for identifying and keeping societal goals in mind while preparing educational plans. Education is meant to achieve social goals. Education being a subsystem of the larger social system planning in education has to synchronize with the goals of the larger society.

12. NEEDS- BASED AND SITUATION- ORIENTED There cannot be a single best plan for all purposes and at all times. Each plan should have a unique character which should be determined by the needs of the situation. Specific and unitary plans can be prepared to solve immediate problems. Similarly, short-term, and long-term plans may be prepared.

Steps for effective institutional planning

Planning is a manmade process. It is necessary for running the programmes properly. Therefore, before planning programme, some steps are to be followed for the effective utilisation of the programmes.

The following are some of the steps to be kept in mind while planning in an institution. Find out an area or the aspects or the contents, on the basis of which the planning procedure will be developed.

- After finding out an area or the contents in an educational institution, the functionaries have to go through the phase survey. Through surveys, it becomes easier to find out the felt needs and the availability of resources in the institution.
- Preparation is the next phase after the survey. In this phase, the plans and projects are prepared considering the needs and availability of resources at the local, district, state and national levels.
- All the plans should be linked to fulfilling the long-term objectives of a particular institution. A short-term plan may focus more on the immediate objectives of an institution but these objectives must be derived from the long-term objectives of the organisation. For example, monthly unit tests or half-yearly examinations are held in a school as short-term evaluations of the students. It is a short-term objective. The long-term objective of holding such tests is to ensure the improvement of the students in the summative evaluation at the end of the session. This is considered an attempt to achieve long-term objectives.
- The direction of a plan must be specific and the course of action should be clear.
- The plan must be consistent in terms of organisational factors such as human and physical resources, organisational structure and various other organisational plans.
- Simplicity and flexibility are other conditions that should be taken care of while framing the plan in an organisation. Institutional Planning
- Sharing the results and evaluating the feedback is an essential consideration in order to improve and develop the plan from time to time in an institution These

help in knowing about the felt needs and aspirations of the functioning of the institution.

Benefits of Institutional Planning

- Since Teachers are also involved in the planning process, therefore makes the process more democratic in nature.
- It is more realistic in nature because it involves data collected from the actual stakeholders – students, teachers, and parents.
- It avoids wastage as it is founded on knowledge about the actual needs of the students and the community.

Since this process involves an all-round approach where first-hand knowledge is available from the teachers and students on the strengths, weaknesses and problems that arise in different situations and also in the classrooms. Institutional Planning, therefore, should be a working plan, based on the capacity of teachers and the needs of the pupils and the local community. If it is followed intensively, the teaching, organization and administration become systematic and effective.

Challenges in Institutional Planning

The free and compulsory Universal Basic Education scheme, though aimed at eliminating or reducing illiteracy in the country has compounded the problem of increasing demand for education. The scheme provides that all children of school-going age should enrol in the basic education programme. But not enough secondary schools are provided for the graduates of this programme. Similarly, a large number of students graduate from secondary schools, but there are not enough tertiary institutions to admit those who want to further their education. Parents want their children to be educated, but not all these children can avail themselves of the available educational opportunities. Thus, there is a gap between the increasing demands for education at all levels. This is a teething problem of educational planning. Despite the large-scale expansion in the education sub-sector of the national economy, the demand for education continues to rise faster than educational services.

Financial problem:

One of the limitations to effective educational planning is finance. No organization or system can work effectively without adequate provision of funds. Funds are needed to procure, train and maintain personnel

The dynamic nature of society:

We are living in a dynamic society in which changes occur nearly every day. Educational planners are unable to plan the future of our education bearing in mind the dynamism of society.

Frequent changes in educational policies and plans:

Educational policies and plans are changed even by the leaders in power. Our educational plans have not been given enough time as pacified in the plan to mature before they are terminated. The success of any plan or policy cannot be ascertained until its implementation and evaluation. The most serious problem in the educational system is the premature termination of plans and policies and this affects educational planning.

Faulty planning:

Sometimes educational planners in the country produce faulty educational plans with ambiguous goals and objectives. This makes it difficult for implementers to effectively execute the plan. Sometimes there are deviations from the original plan implementers as a result of faulty planning. This can happen if the implementers did not participate in the planning process.

Ineffective communication:

Educational policies and plans are not effectively and appropriately communicated to those who need the information for the implementation of the plans. Information needed for planning and implementation of the plan is not well managed and this gives rise to lapses in planning and implementation. There is ineffective management of information systems (MIS) in the educational planning process.

Lack of effective monitoring and evaluation system:

The implementation of educational plans and policies is not appropriately monitored, supervised and evaluated. Whenever this is done, it is not painstaking it is haphazardly carried out. Sometimes no written report is sent to the appropriate authority for study which can help in the review of the plan if necessary. The success of any plan

implementation depends on the effectiveness of the supervision and evaluation system put in place.

Lack of adequate statistical data for planning:

This is a major problem in educational planning. In this country, no one really knows the exact population of the citizens. The population is based on assumptions. Educational planners do not have accurate demographic data and statistics for educational planning.

Lack of planning tools and facilities:

Both educational planners nor implementers do not have adequate tools and facilities to carry out their functions. Some of these tools and facilities may include computers, office space, writing material etc. The lack of these things makes them to be handicapped in the discharge of their duties.

Poor forecasting:

Educational planners sometimes underestimate the cost of education as a result of poor forecasting of students' enrolment. This gives rise to poor implementation of the scheme.

Lack of qualified planning personnel:

There is a lack of trained educational planners to plan the educational system. The technical officers in the planning units of the ministry of education are just civil servants who may not have the requisite skills for the planning of education. Education is a vast industry that requires vast investment. Therefore, qualified personnel with skills, knowledge and capacity for planning should be provided

Characteristics of Effective Planning

Good and effective educational planning should have the following features:

It should be dynamic:

We are living in a society and environment that are not static and changes occur daily. Educational planning should be dynamic in order to keep pace with changes in society.

It should be comprehensive:

Planning should take the overall view of the entire educational system. If planning concerns the national educational system, the overall view of the national educational system must be done to have adequate information for planning. If the planning is for

one level of education, for example, secondary education, an overall assessment of the secondary educational system must be carried out.

Educational planning should be integrated:

This implies that educational planning should aim at maximizing output through the use of limited resources. Efforts should be made to link the various planning operations and the focus should be to improve the outcome of the educational services provided.

Educational planning should be iterative:

Planning should require redefining educational goals and objectives because of serendipity and unforeseen obstacles. The planning should be flexible to give room for adjustment.

Planning should provide for the exploration of alternatives:

This would enhance the choice of possible alternatives, in terms of methods, strategies, and approaches for effectiveness and efficiency.

Educational planning should be goal-oriented:

It should focus on the achievement of set educational goals and objectives. Planning should be based on clearly defined goals that are simple and easy to understand.

Educational planning should be future-oriented:

It should focus on the improvement of future educational development.⁸

Educational planning should be pragmatic:

This means that the plan should be good and effective. The pragmatic nature of educational planning can be evaluated by how good the plan is and how well it is implemented. Planning education should be a continuous process that takes into consideration current changes in society. Educational planning is a deliberate action It does not happen by accident. Educational planning is a formal activity. It has a structured plan and some procedures in written form to follow.

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