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# Educational Planning

## Introduction

Planning is the formal process of making decisions for the future of individuals and organizations.


Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end.

Planning implies thinking about the future and trying to assume control over future events by organizing and managing resources so that they cater to the successful completion of the objectives set forth.

Educational planning, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society.



## **Features of Educational Planning**

- ▶ The main objective of education planning is to get the most and best educational results and to maximize education's contribution to each individual and to the whole society.
  - ▶ Planning is a continuous process . Educational planning deals with the future, drawing enlightenment from the past.
  - ▶ The important function of educational planning is linking a society's educational system to its goals, whatever these goals may be.
  - ▶ An educational plan cannot be made in a vacuum it has to be integrally related to social and educational and cultural background.
  - ▶ The educational planner must first ascertain the goals of national development.
  - ▶ The investment in education should be properly planned so as to get the maximum return . social return. It's part of the community's resources
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## ▶ **Two Aspects of Planning**

- ▶ Planning of education in the underdeveloped economies has a negative as well as a positive aspect.
- ▶ On the negative side, it implies a reasonable restraint on investment in types of education the capital formed wherefrom has only a low marginal efficiency to the individual and to the society and which play only a minor role in increasing national output.
- ▶ On the positive side, planning of education implies a scientific projection of the long-term requirements of the quantum and quality of skills and, in that context, the drawing up of an educational plan and its execution. Educational planning has to proceed along with manpower planning and both these should form an integral part of the overall economic plan.



## Planning in Indian Education

Education in India is primarily a state sponsored activity. Therefore, the pattern of educational development depends, to a great extent, on the availability of governmental resources for education.


There are multiple sources of finances for education in India. These sources can be broadly classified into external and internal or domestic sources of financing.

External sources do not form a significant part of educational finances in India. The domestic sources of funding are broadly divided into public and private sources.

The public sources include contributions made by central, state and local governments.

The private or non-governmental sources include fees and other household expenditures incurred by the direct beneficiaries (students/parents) of education and endowments and donations made by individuals, trusts, etc.


Among the private sources, fees are a compulsory payments whereas others are voluntary contributions



There are three layers of control of education in India — the central, the state and the district levels.

Among these, districts are not constitutional or statutory units though they are important administrative units.

Therefore, resource allocation mechanisms are based on centre-state partnership in educational endeavours.



Education in India is financed by both central and state governments. The governments at these levels provide funds for their own institutions and to institutions set up by private individuals or societies to whom grants are made on the basis of grants-in-aid policies of the government. The state governments differ in terms of the system of grants and they also differ by levels of education





- ▶ Generally, private institutions which come under the purview of grants-in-aid code are given recurring and non-recurring grants.
- ▶ The recurring grant includes salary grant, hostel grant and maintenance grant.
- ▶ Non-recurring include building grant, equipment grant, etc.

The grants-in-aid policies also help to keep a check on and ensure certain levels of standards in terms of teacher qualifications, fees, maintenance of accounts, etc.

Moreover, all the institutions receiving grants-in-aid are subjected to governmental inspection and supervision.




The Constitution of India has categorised the government functions into three:

List 1 : list of union or central government functions;

List 2 : list of state government functions; and

List 3 : list of concurrent functions.

In 1976, through a constitutional amendment, education was shifted from **the state list to the concurrent list**. This legalised the involvement and dominance of the central government in educational development



The following sectors of education were listed as functions of the central government (List 1):

central universities


Union agencies and institutions for professional and technical education

Union agencies for co-ordination and determination of standards in institutions for higher education and any other institution declared by the Parliament to be an institution of national importance.


These provisions of the Constitution resulted in the establishment of such institutions as the Central Board of Secondary Education (**CBSE**), the University Grants Commission (**UGC**), **Deemed Universities**, the National Council of Educational Research and Training (**NCERT**) and The National University of Educational Planning and Administration (**NUEPA**).

Vocational and technical training of labour was listed in the concurrent functions.

All other areas and sectors of education were under List 2.

- ▶ The Central Government intervenes in education in three main ways:
  - ▶ the Central government has its own central sector in education, which includes, besides the sectors listed in the Union List (List 1),
  - ▶ the Central schools, the Regional Colleges of education, National scholarships, the programmes of the University Grants Commission (UGC ) such as the creation of Centres for Advanced Study, etc.
  - ▶ Administrative as well as financial functions of this sector are the total responsibility of the Central government. These activities are planned, implemented and financed exclusively by the Centre.
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- ▶ Secondly, there is a sector known as ***centrally sponsored sector*** the responsibility of which the states do not accept on their own . The central government could however persuade the state governments to accept the responsibility of their implementation.
  - ▶ They constitute part of the central plan in respect of which ***the states act as executive agencies***.
  - ▶ They are designed and developed by the centre.
  - ▶ The activities in this sector include promotion of Sanskrit, Hindi in non-Hindi speaking states, promotion of students tours, etc.
  - ▶ The central government takes care of the financial part of these activities.
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Finally there is the *centrally assisted sector* which includes activities in the promotion of which the centre is actively interested though they are embodied in the state plans. The states only partially accept the financial responsibilities of this sector.

The opening of non-formal education centres, enrolment of handicapped students in the integrated schools, etc., are some of such activities.

The financial contribution of the centre to such activities might vary between 25 per cent to 100 per cent of the total cost of these activities. (Chelliah et al: 1981).


## **The plan and non-plan expenditure in education.**

The educational budget in India contains two parts

**plan** (also called developmental) and  
**non-plan** (also called committed) expenditures.

The plan expenditure is mainly for development purposes such as the building of new schools or the introduction of a new programme in a school.

The non-plan expenditure is generally for maintenance of on-going programmes as well as of buildings, furniture and equipment




The Planning Commission and centre-state transfer of resources The Planning Commission, which deals with transfer of resources between the centre and states on account of the plan expenditure, was established in the early fifties when the five-year planning process started in India.

The level of plan expenditure of the centre and states on any sector, including education, is determined by their respective five-year plans.

- ▶ The Planning Commission and the Finance Commission have two distinct functions to perform in the development of education — the former to work for the growth of the system, and the latter for its maintenance.

## Mean Years of Schooling

- ▶ MYS is the average completed years of schooling of population in the age group of 15 years and above( Barro-Lee, 2010).
  - ▶ India's MYS at 4.67 in 2001(Census) had increased to 5.98 in 2009-10(NSS).
  - ▶ The perspective is to achieve a MYS of 8 years in 10 years and the target set for the 12th Plan is 7 years. The main challenge is bridging gender and social gaps in MYS.
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## **Gross Enrollment Ratio (GER)/Gross Enrollment Index (GEI)**

It is a **statistical measure** used in the **education** sector and by the **UN** in its **Education Index** to determine the number of students enrolled in school at several different grade levels (like elementary, middle school and high school), and use it to show the ratio of the number of students who live in that country to those who qualify for the particular grade level.


- ▶ An elementary formula used by most countries to calculate the Gross Enrollment Ratio is that, the country divides the number of individuals who are actually enrolled in schools by the number of children who are of the corresponding school enrollment age.

### **Purpose of GER**

- ▶ Gross Enrollment Ratio is widely used to show the general level of participation in a given level of education.
- ▶ It indicates the capacity of the education system to enrol students of a particular age-group.
- ▶ It is used as a substitute indicator to net enrolment ratio (NER) when data on enrolment by single years of age are not available.
- ▶ Furthermore, it can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

### **Calculation method:**

Divide the number of pupils enrolled in a given level of education regardless of age by the population of the age-group which officially corresponds to the given level of education, and multiply the result by 100.







## Gender Parity

The **Gender Parity** Index (GPI) is a socioeconomic index usually designed to measure the relative access to education of males and females.

In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education.




## **Twelfth Five Year Plan and Education**

- ▶ Learning Outcomes and Continuous Comprehensive Evaluation
  - ▶ Ensuring Residual Access & Equity– Regional, Social & Gender
  - ▶ Pre–primary Education for school preparedness
  - ▶ Teacher Education on a Mission mode
  - ▶ School Leadership Development
  - ▶ Integration of Sports & Physical Education
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## **Twelfth Plan Monitorable Targets**

- ▶ Achieve Mean Years of Schooling of 7 by 2016-17
- ▶ Eliminate social & gender gaps in enrolment by 2016-17


### **Other Targets:**

- ▶ Increase Secondary Education GER to 90%,
  - ▶ Increase Sr. Secondary GER to 65%
  - ▶ Reduce secondary drop out rate less than 25%
  - ▶ reduce gender gap in literacy to 10 percentage points.
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## ➤ **Elementary Education 12th Plan**

- Support to States for children in private schools (RTE 25% quota) and focused efforts in enhancing the access of urban poor children to elementary education.
- Improved teacher training with emphasis on effective pedagogy given the multi age, multi grade, multi level contexts.
- Governance reforms promoting school education and easing regulations that impede growth of private investments in school education.
- Increase Secondary Education GER to 90%, Sr. Secondary GER to 65%
- Common syllabi & Examination/Assessment Reforms, Quality Assurance & TET
- Revamped vocational education with new National Vocational Education Curriculum Framework– *Competency based Modules–Mobility*– and linked with sector skill councils.
- Partnership with employers who provide trainers and internships, advice on curricula, assessment and certification
- Dropout rate at secondary level to be reduced < 25%
- Strong focus on learning outcomes for good quality education.
- Ensuring all children acquire basic reading and numeracy skills by Class 2 and skills of critical thinking, expression and problem solving by Class 5.
- Teacher Eligibility Tests (TETs) institutionalized and made mandatory for teacher recruitments.
- Launch National Mission on Teachers and Teaching to deal with issues of teacher education in a holistic manner.
- Periodic review of school textbooks by NCERT/SCERT.

## **12th Plan Focus : Secondary Education**

- Ensure quality secondary education with relevant skills including basic competency in mathematics, science, languages and communication;
  - Implement common curricula and syllabi of nationally acceptable standards for Science, Maths and English in all schools in the country;
  - Develop life skills including skills of critical and constructive thinking, use of ICT, organisation and leadership, and community services;
  - Extend RMSA gradually to Higher Secondary stage and cover all Government and Aided Schools –
  - Set national norms of secondary schooling for Universalisation of Secondary Education (USE).
  - Setting up all the 6000 high quality model schools at Block level– 3500 schools in partnership with States approved and 2500 Model schools in PPP mode
  - Up gradation of 11,200 upper primary schools to Secondary Schools to meet increased demand.
  - Direct Benefit Transfer of Scholarships/ Incentives linked with Aadhar.
  - Increasing the intake capacity of 44,000 existing government secondary schools, residential schools & hostels facilities for boys and girls.
  - Strengthening of infrastructure facilities in existing schools with provision of Lab/Library/ICT in schools and 80, 500 ACRs.
  - Ensuring 100% trained teachers in all schools.
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Thank You!