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EDUCATIONAL PLANNING

Planning can be defined as "a process of taking decisions for future actions in order to achieve pre-determined objectives by optimum utilization of available resources in a limited time frame":

An educational plan refers to the efforts on planned and premeditated change to be brought about in the system of education for. attaining relevant, pre-determined aims and objectives.

According to Philip (1900) "Educational planning, in its broadest generic sense, 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".

Types of Approaches in Educational Planning

As per Adesina (1982), three rival approaches are present in terms of educational planning. They are:

- (i) Social Demand Approach
- (ii) Manpower Requirement Approach
- (iii) Cost Benefit Analysis Approach

However, there are other approaches which have been proposed later by eminent people in this field. Notable among them are:

- (iv) Rate of return approach,
- (v) Social justice approach
- (vi) Intra-educational exploration approach
- (vii) Demographic projection model.

SOCIAL DEMAND APPROACH

According to the social demand approach, education is considered to be a consumer good that should be available to all students who demand admission and who are qualified to enter. Aghenta (1987) opined that this approach looks on education, as service demanded by people just like another social services. This approach was used in Robbino Committee Report on Higher education in Britain.

Steps Involved in Social Demand Approach

- a) To estimate the proportion of students completing school education and are likely enter into higher education.
- b) b) To estimate how many of these success school leaving students would actually app for admission to colleges.
- c) Determine how many of the applicant should be given admission to higher education
- d) To determine the length and duration of the study.

The underlying assumption in this approach is that expansion of education beneficial to the economy and thus, additional expenditure on education would not create burden too heavy to bear. This approach is more prevalent in those societies which favour traditional cultural values where decisions are taken on the basis of public opinion.

The approach is based on currently expressed preferences and does not take into account public expenditure on education vis-a-vis the benefits as the demand for education may far exceed the resources available in a vast country like India. Also, it sometimes leads to a mismatch between the output of higher education and the demands of the economy. This may result in unemployment among the educated youths.

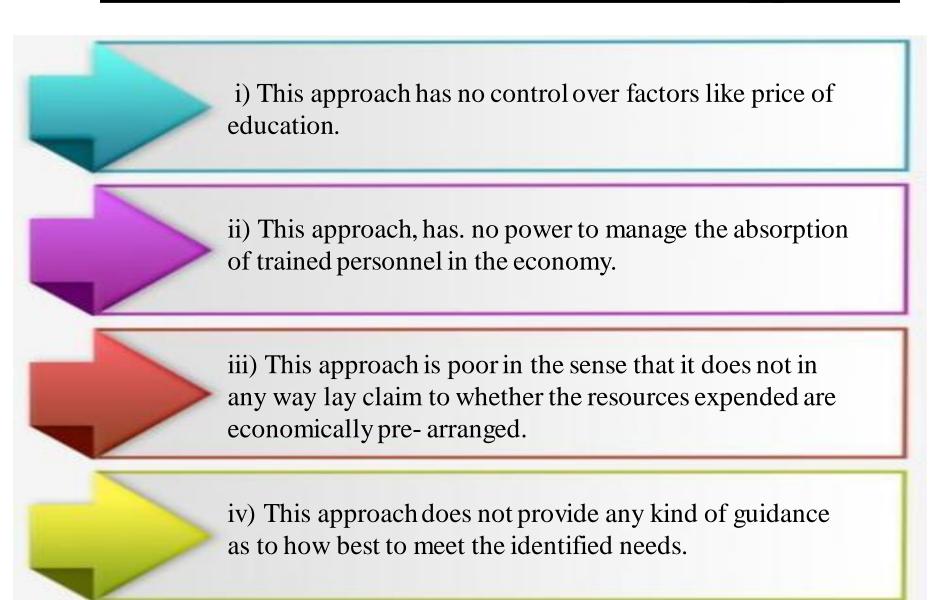
Advantages of the Social Demand Approach

i) It is a suitable supporting political tool to meet the need to satisfy the demands of the general public.

ii) The approach provides the planners with most appropriate number of places where educational facilities have to be provided.

iii) This kind of planning techniques are most suitable where resources are acutely limited and such kinds and quantities of education are planned which will offer the greatest good to the greatest number.

Limitations of the Social Demand Approach



MAN POWER APPROACH / HUMAN RESOURCE DEVELOPMENT APPROACH

The manpower approach deals with human resource development; thus the focus is to forecast the manpower needs of the economy of the particular country or at global level depending on the context. In other words, this approach is based on the conception that the education system is primarily called upon to supply the economic system with qualified personnel required at all levels.

Thereby, this approach. focusses on the vocationalization of education, and other ideas such as skill-based education and multiple educational courses, leading to the fulfillment of manpower requirements of the nation. Based on manpower needs of the country, this approach calculates the kinds and levels of education necessary to meet these requirements. Thus, in this method, the general demand for and capacity to supply human resources in different streams of and different levels of the educational sector are estimated.

Advantages of Man-Power Approach

Man-Power approach could usefully call attention to extreme gaps and imbalances in the education out-put pattern that need remedy. This does not need elaborate statistical studies.

It gives educators useful guidance on how roughly educational qualifications of the labour force ought to be developed in the future.

The unemployment and underemployment which may result from some over- emphasis on man-power approach may become a challenge to move towards the right kind of education which may be development-oriented, and thereby creating its own job.

Limitations of Man-Power Approach



COST BENEFIT APPROACH

This approach provides a method to calculate future benefits accordance to the costs that need to be mad the present. All forms of investment involve a sacrifice present consumption in order to secure future benefits in the form of higher level of output income. Here education is regarded as investment rather than as consumption.

The private and social aspects of educational investment are to be considered here. The private return is calculated on the comparison of the costs to individuals due to an increment of education and the returns of extra earnings gained by individuals as a result of investing in that incremental education. The costs of education are measured by the outlays of fees, books and other items incurred by the individuals to get education, as well as the indirect. Costs of income forgone due to getting engaged in education. Thus private returns are measured by the extra income which he can expect to earn during his lifetime, compared to what he might otherwise expect.

On the other hand, 'Social Return' calculations attempt to measure the net benefit to society as a whole from investment in education. Such costs are different from 'private costs' because education is largely if not wholly financed by the state. Cost Benefit Analysis is a method of assuring the economic values of public expenditure project

RATE OF RETURN APPROACH

Different terminology is used to define the rate of return approach, which is as follows:

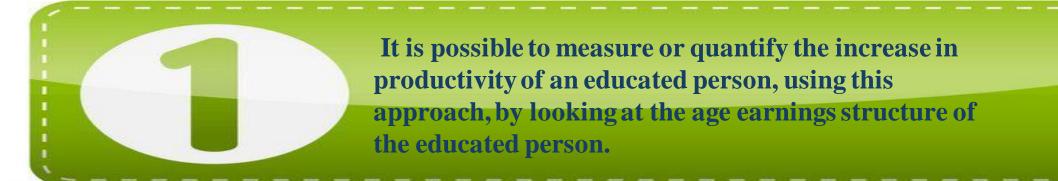
- i) Cost-Benefit approach
- ii) Cost Effectiveness approach
- iii) Rate of Return approach
- iv) Cost Benefits Analysis

The term 'return' for any investment of capital can be interpreted as 'benefits resulting from'. 'percentage of profit gained as well as 'efficiency in achieving the set objectives'. Accordingly, this approach is named as 'Cost-benefit analysis approach', 'Rate of return approach' and 'Cost- effectiveness' approach.

The rate of return approach stresses on the investment in any avenue including education should be based on the returns expected from that investment i.e. investment in education should take place in such a way that the returns from the investment are equal to the returns from other kinds of investment of capital, e.g., investment in industry. - This principle is known as 'equi-marginal returns' in economic theory and could be extended to educational sector.

This approach treats education as an investment in human capital and uses rate of returns (assessed by percentage of increase in productivity or increase in G.D.P.) as a criterion in allocation of financial resources. The approach implies that if the rate of return is low, expenditure on education should be curtailed. The rate of return approach is supported by economists. However, in reality, it is difficult to apply this approach to education due to problems associated with measuring rate of returns in education.

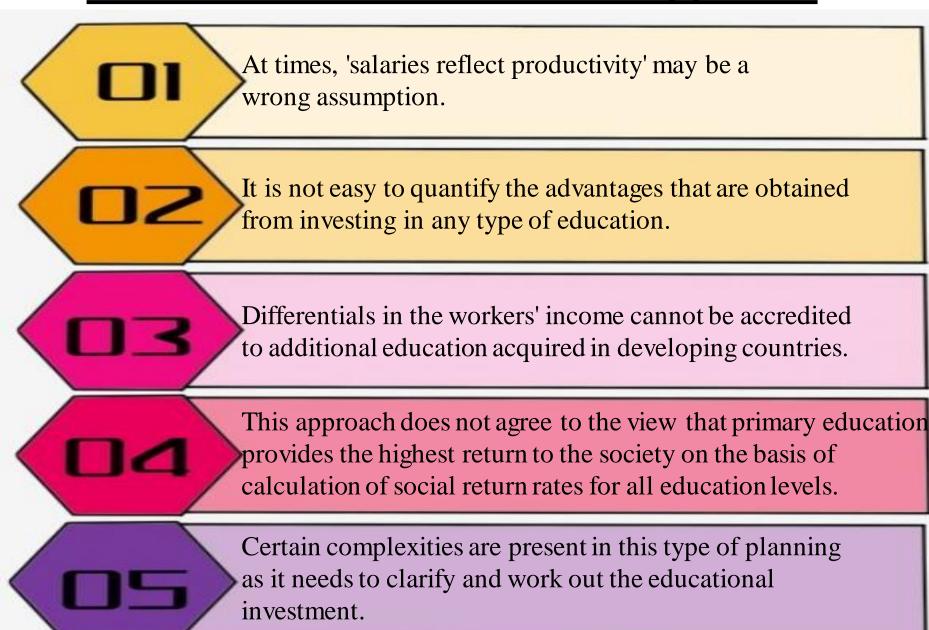
Advantages of Rate of Return Approach



It shows the connection between the cost of gaining more education and the increase in imbursement which results from additional education.

Rate of return analysis can show or proposethe directions in which education system of a society should expand so as to maximize the earning competence of its citizens.

Limitations of Rate of Return Approach



SOCIAL JUSTICE APPROACH

This approach is also known as social planning or planning for social development. This approach holds that an education system of a country can be shaped according to the social or national goals of a country. Many of the. goals, thus set, are largely dependent on education. Hence, it becomes essential that educational system should 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. To achieve the goal of social development, social justice has to be achieved first. Making provision for achieving this goal would amount to social justice approach to educational planning.

Social justice means providing facilities and equal opportunities for development to all the people of a country. For instance, Article 45 of the Indian Constitution urges the state to provide for free and compulsory education for all children up to the age of fourteen, In the same purview, special provisions for the education of children from economically and socially backward communities would be an attempt to provide justice to this section of the society. The adoption of social justice approach is evidenced by making such considerations at the time of educational planning.

INTRA-EDUCATIONAL EXTRAPOLATION APPROACH

This approach consists of estimating the quantitative implications for the system as a whole It means, setting targets for one particular characteristic or feature or aspect of the educational system. Thus, if the target was to achieve universal primary education up to certain grade level by a certain year, the education planners would 'extrapolate' from the datum the ways in which the supply of teachers, the construction of new buildings, the production of new textbooks, and the like would need to be scheduled to ensure that the target will be reached.

This kind of analysis requires flow statistics of various kinds as an important tool For example, the Indian Constitution through 86 Amendment gave free and compulsory Education to the Children of 6-14 years of age group. To realize this amendment in a time bound manner i.e. for achievement of Universalization of Elementary Education (UEE), Sarva Shiksha Abhiyan (SSA) was launched.

With the help of such programmes, the government aims to start new schools in places which are bereft of schooling facilities and strengthen existing educational structures. The government seeks to make certain provisions through maintenance grants and school improving grants. Educational planning seeks, to extend educational infrastructure and therefore facilities need to be provided to achieve that target.

DEMOGRAPHIC PROJECT MODEL

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 future point in time. However, the estimation of demographic developments has become a source of planning criteria in its own right.

Development of population in terms of events has been illustrated through demographic projection models. The process of projection is inclusive of development, production and distribution. Planning at every step cannot be done without demographic projection as it provides important information about the population for which the planning needs to be done. They provide the most basic parameters for estimating the population that a future educational system is to serve.

Estimation 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 servers as a criteria for some kind of educational planning. In most societies the size of 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 more vocational or more academic form of schooling).

MODEL QUESTIONS

- 1. Explain the concept and meaning of 'Educational Planning'.
- 2. Explain the 'social demand Approach' in management with its advantages & limitations.
- 3. Explain 'Man-Power Approach in management and state its advantages and disadvantages.
- 4. Explain the 'Cost-Benefit Approach management and point out its advantages & limitations.
- 5. Explain the 'Rate of return Approach management, pointing out its advantages & limitations.
- 6. Explain the 'Social Justice Approach educational planning.
- 7. Explain the following briefly:
 - i) Intra-educational Extrapolation Approach
 - ii) Demographic Projection Approach

