**Course Title: Fundamentals of Educational Planning**

**Course No: Ed. PM 428 Full Marks: 100**

**Level: B. Ed. Pass Mars: 35**

**Nature of the Course: Theoretical Period per Week: 6 Year: Second Total periods: 150**

1. **Course Description**

This course provides the learners with an understanding of the principles of educational planning for ensuring quality education. It deals with the fundamental principles of institutional planning which helps the learners to run the school effectively and efficiently. It further gives basic knowledge and hands-on experience to the learners on educational planning.

**2. General Objectives**

On the completion of this course the students will be able to:

* Familiar the concept related to planning in general and educational planning in particular,
* Discuss the changing orientation in educational planning
* Equip with the concept of school mapping and geographical information system can be used in district level educational planning
* Prepare and use of calendar of operation and school budget
* Make school improvement plan for a school
* Provide clear concept pertaining approaches and major problems to educational planning
* Explain basic processes and elements ofeducational policies and planning with reference to Nepal
* Describe educational planning for changing diversity relevant to education
* Discuss the concept and use ofIndigenous and recent trends of educational planning.

**3. Contents**

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| **Specific Objectives** | **Contents** |
| * Define planning * Explain the nature of planning * Elucidate the concepts: policy and strategy * State the ways of developing policies and strategies * State planning mechanism * Enumerate strategic analysis, formulation, implementation, control and feedback process of planning. | **Unit I: Introduction to Planning (15)**   * 1. Meaning and concept of plan   2. Nature of planning   3. Policies and strategies as basic concept of planning   4. Developing policies and strategies   5. Planning mechanism   1.6 Planning process: Strategic analysis, formulation, implementation, control and feedback process |
| * Define the concept and evolution of educational planning * State chronology and milestones of educational planning * State need for educational planning * Explain propositions and key questions of educational planning * Describe salient features of modern education planning * List down the steps of educational planning * State the needs of planning for expansion of education * Write down the importance of planning for school infrastructure development * State educational planning of market orientation, provision to process, national to external funding and role of the state and public obligation. | **Unit II: Educational Planning (25)**   * 1. Meaning and concept of educational plan   2. Evolution of educational plan   3. Chronology and milestones of educational planning   4. Need for educational planning   5. Propositions of educational planning   6. Key planning questions   7. Salient features of modern educational planning   8. Steps in educational planning   9. Educational planning for expansion of education   2.10 Planning for school infrastructure development  2.11 Educational planning: Market orientation  2.12 Educational planning: From provision to process  2.13 Educational planning: From national to external funding  2.14 Educational planning: Role of the state and public obligation |
| * State development and implementation of school mapping * Elucidate the concept of GIS and describe its use in educational planning * State GIS as micro level educational planning * Find out the trends and issues of GIS * Conduct school mapping exercise in a small scale * Define information system for educational planning | **Unit III: School Mapping and Geographical Information System (GIS) in Education: Micro Planning (20)**   * 1. Development and implementation of school mapping   2. Brief history of GIS   3. GIS more than a tool   4. GIS for micro level education planning   5. Trends and issues of GIS   6. Exercises in preparing school mapping with relation GIS   7. Information system for educational planning |
| * Identify school improvement and development plan * Exercise on preparing school improvement * Prepare SIP of a school * Identify the importance of action plans for implementation * Define the key roles of stakeholders in planning process on the basis of resources allocation, time frame, monitoring and review * Prepare calendar of operation of a school * Prepare construction techniques, allocation process of budget as a plan | **Unit IV: School Plans (30)**   * 1. School improvement/ development plan      1. Rationale of school improvement plan      2. Elements of school improvement      3. Vision and mission      4. Analysis of current situation      5. Major areas of school improvement plan      6. Action plans for implementation   4.1.7 Role of key stakeholders in the planning process  4.1.8 Resources and timeframe  4.1.9 Monitoring and review  4.2 Exercises in preparing school improvement plan.  4.3 Preparation of calendar of operation.  4.4 Budget construction techniques and its allocation process.  4.5 Preparation of school budget as a plan. |
| * Define different approaches of educational planning * Identify and state the different major problems in educational planning | **Unit V: Approaches and Problems of Educational Planning (10)**  5.1 Approaches:  5.1.1 Social demand  5.1.2 The human resource requirement  5.1.3 The cost benefit analysis  5.2 Major problems in educational planning  5.2.1 Rising demand,  5.2.2 Financial constraints  5.2.3 Human resource imbalance  5.2.4 Educational productivity and innovation  5.2.5 Social consequences and implications for educational planning |
| * State concept of education policy * Explain the formulation and implementation process of educational policies of Nepal * Discuss policy into practice model of planning policies in Nepal * Analyze the reforms of educational policies in the context Nepal * Show the ways of micro and macro planning practices in education of Nepal | **Unit VI: Review of Educational Policies and Planning in Nepal (15)**  6.1 Concept of education policy  6.2 Policy formulation and implementation  6.3 Policy into practice model  6.4 Reforms of educational policies  6.5 Micro and macro planning practices in education |
| * Define meaning and concept of diversity planning. * Elucidate diversity planning for ensuring access, equity and quality of education * Define planning diversity and perspective * Identify the linking process of diversity plan to strategic plan. * Find out the main thrusts and role of planning information in institutional diversity planning * Identify the application system approach to higher education * State macro, meso and micro levels of planning information. * Enumerate performance measures, indicators, benchmarks, targets and trends of diversity planning. | **Unit VII: Educational Planning for Changing Diversity (20)**  7.1 Meaning and concept of diversity planning  7.2 Diversity planning as an instrument to promote access, equity and quality of education  7.3 Planning diversity and perspective  7.31 Link of diversity plan to strategic plan  7.3.2 Main thrusts of the strategic plan  7.3.3 Role of planning information in institutional diversity planning  7.4 Application of system approach to higher education  7.4.1 Levels of planning information at macro, meso and micro levels  7.5 Diversity planning for identifying performance measures  7.5.1 Performance indicators  7.5.2 Benchmarks  7.5.3 Targets  7.5.4 Trends |
| * Define concept and use of indigenous planning * Relate the importance and role of indigenous planning with education * Identify the affecting factors of indigenous education planning * Indicate the issues and challenges to indigenous planning in education * Find out the ways of access of indigenous planning to recent trends of educational planning * List out the key challenges of recent educational planning | **Unit VIII: Indigenous and Recent Trends in Educational Planning (15)**  8.1 Concept and use of Indigenous planning  8.2 Importance and role of Indigenous planning in education  8.3 Affecting factors of indigenous education planning  8.4 Issues and challenges of indigenous planning in education  8.5 Access of indigenous educational planning to recent trends of educational planning  8.6 Key challenges of recent educational planning |

***Note: The figures within the parenthesis indicate the appropriate periods for respective units.***

**4. Instructional Techniques**

Two groups of instructional techniques have been recommended. The first group comprises common techniques applicable to most of the context. The second group includes such instructional techniques which should be applied to teach specific content. Both groups of instructional techniques, however, need to encourage the participation of students.

**Common Instructional Techniques**

The teacher gives a short lecture on the topic s/he teaches every day. It may be followed by a detail lecture. Or the teacher may use question answer and discussion methods to ensure students' participation.

As per the nature of lesson, brain storming exercises and group work followed by presentation may be applied. Presentation of student s individually or in group can also be common instructional techniques

**Specific Instructional Techniques**

For Unit III: School mapping and GIS in education: Micro planning

* 1. Involving of the students preparing school mapping with relation GIS exercises in group. Its reports should be presented in the class.

For unit IV: school plans

Involving the students in preparing the following plans:

SIP of a school, Calendar of operation and School budget

For Unit V: Approaches to Educational Planning

Involving the students in the following activities:

Study and critical analysis the approaches to educational planning related documents published by national and international agencies. Visit to a community managed schools and make a report indicating its strengths and weaknesses.

For unit VIII:Indigenous and Recent Trends in Educational Planning

Involving the students in the following activities:

Prepare the concept and use of indigenous planning from observation of near ethnic peoples. The students should be participated to find out the role and affecting factors of indigenous planning of education, facing challenges and their access in making educational planning with respect to recent trends. The participants should be prepared brief report, discuss in group and submitted to the concerned department.

1. **Evaluation Scheme**

Both formative evaluation and summative will be used to evaluate the learning of the students formative evaluation includes written includes written tests, class participation, preparation and presentation of reports and practical exercises. This evaluation needs to be undertaken at least twice in an academic session. The scores of formative evaluation will be used for providing feedback for improving their learning and will not be included in the final examination.

Final examination as a part of summative evaluation will be conducted by the Office of the Controller of Examinations. The types and number of questions to be included in the final examination paper are as follows:

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| Types of questions | Total questions to be included in the paper | Number of questions to be answered and marks to be allocated | Weightage |
| Group A: multiple choice items | 20 | 20x1 mark | 20 Marks |
| Group B: short answer questions | 8 with three choice questions | 8x7 marks | 56 Marks |
| Group C: Long answer questions | 2with one choice question | 2x12 Marks | 24 marks |
|  |  | Total | 100 Marks |

**References**

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Victoria, L. T. (UD). *ICT in Education*. New York: UNDP. (Unit III)