

**Study Materials**  
**Semester-I**  
**Course 1.1.2 (2nd Half) – Unit-V: Educational Planning and Management**

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## 1. Educational Planning (শিক্ষা পরিকল্পনা)

### Meaning (অর্থ):

Educational planning refers to the systematic and scientific process of determining educational needs and developing strategies, policies, and programmes to achieve specific educational goals within available resources.

### Characteristics (বৈশিষ্ট্য):

- Goal-oriented and future-oriented
- Based on needs assessment
- Systematic, scientific and continuous
- Optimal use of resources (human, physical, financial)
- Flexible and adjustable
- Time-bound

### Objectives (উদ্দেশ্য):

- Ensuring universal access and equity
- Improving quality of education
- Ensuring adequate infrastructure
- Teacher training and professional development
- Proper budget allocation
- Promoting educational research and innovation

### Types of Planning:

- |  |                 |                       |                   |
|--|-----------------|-----------------------|-------------------|
| • <b>Long-term</b><br>e.g., 10–20 years (Perspective planning) | <b>Planning</b> | <b>(দীর্ঘমেয়াদি</b>  | <b>পরিকল্পনা)</b> |
| • <b>Medium-term</b><br>e.g., 5-year plans                     | <b>Planning</b> | <b>(মধ্যমেয়াদি</b>   | <b>পরিকল্পনা)</b> |
| • <b>Short-term</b><br>e.g., annual plans                      | <b>Planning</b> | <b>(স্বল্পমেয়াদি</b> | <b>পরিকল্পনা)</b> |

## 2. Institutional Planning (প্রাতিষ্ঠানিক পরিকল্পনা):

### Meaning:

Institutional planning refers to the planning done **by the school itself** based on its local needs, resources, and priorities to improve teaching-learning and administration.

### Characteristics:

- School-based and need-based
- Democratic participation of teachers, students, parents
- Realistic, practical and achievable
- Continuous and flexible
- Aims at optimum use of school resources

### Components of Institutional Planning:

1. Identification of school needs
2. Goal setting
3. Resource mapping
4. Action plans for academic, co-curricular, and administrative work
5. Budget preparation
6. Monitoring and evaluation

### Importance:

- Improves school efficiency
- Encourages community participation
- Ensures transparency and accountability
- Enhances quality of education

### 3. Leadership in Education (শিক্ষা নেতৃত্ব)

#### Meaning:

Educational leadership refers to the ability to influence, guide, and motivate teachers, students, and stakeholders to achieve educational goals.

#### Types of Leadership:

1. **Autocratic Leadership** – centralised decision-making
2. **Democratic Leadership** – participatory, encourages teamwork
3. **Laissez-faire Leadership** – minimal interference, complete freedom
4. **Transformational Leadership** – motivates through vision
5. **Instructional Leadership** – focuses on academic improvement
6. **Transactional Leadership** – based on rewards and punishment

#### Qualities of an Educational Leader:

- Visionary and motivating
- Good communicator
- Decision-maker
- Empathetic
- Ethical
- Problem-solver

### **Role of School Leader/Headmaster:**

- Academic supervision
  - Ensuring discipline
  - School-community relationship
  - Managing resources
  - Improving teacher performance
  - Implementation of educational policies
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## **4. Administrative Structure of Secondary Education in West Bengal**

### **Major Administrative Bodies:**

- (i) **Department of School Education (West Bengal)**
  - Overall policy-making
  - Budget allocation
  - Monitoring and implementation
- (ii) **West Bengal Board of Secondary Education (WBBSE)**
  - Curriculum development (Class IX–X)
  - Conducting Madhyamik examination
  - Textbook preparation
  - Teacher appointment norms (with the Govt.)
- (iii) **West Bengal Council of Higher Secondary Education (WBCHSE)**
  - Curriculum development (Class XI–XII)
  - Conducting Higher Secondary examination
- (iv) **District Level Administration**
  - District Inspector (DI) of Schools
  - Ensures smooth functioning of secondary schools
  - Approval of school programmes, leaves, infrastructure
- (v) **School Level Management**
  - Headmaster/Teacher-in-Charge
  - School Management Committee (SMC) for Govt. and aided schools

### **Functions of the System:**

- Policy formulation
- Implementation of programmes
- Monitoring teacher performance
- Ensuring school infrastructure
- Conducting examinations
- Evaluating educational quality

## **5. Quality Management in Education (শিক্ষার গুণগত ব্যবস্থাপনা)**

### **Meaning:**

Quality management refers to continuous efforts to improve teaching-learning processes, infrastructure, administration, and student outcomes.

### Components:

1. **Quality Planning** – identifying goals, indicators
2. **Quality Assurance** – ensuring standards are maintained
3. **Quality Control** – evaluating processes through inspection, monitoring
4. **Quality Improvement** – ongoing professional development

### Indicators of Quality Education:

- Trained teachers
- Updated curriculum
- Effective teaching-learning materials
- Proper assessment practices
- Good infrastructure
- Student satisfaction and performance

### Techniques of Quality Improvement:

- Continuous teacher training
- ICT integration
- Remedial classes
- Regular feedback from students
- Academic supervision
- School-based assessment

## 6. Supervision in Education (শিক্ষা তত্ত্বাবধান)

### Meaning:

Supervision is the process of guiding, evaluating, and improving the teaching-learning process to enhance school performance.

### Nature:

- Democratic, cooperative and supportive
- Not fault-finding but improvement-oriented

### Types of Supervision:

1. **Administrative Supervision** – records, attendance, discipline
2. **Instructional Supervision** – lesson planning, teaching quality
3. **Clinical Supervision** – observation + feedback
4. **Developmental Supervision** – professional development

### Functions of Supervision:

- Classroom observation
- Teacher guidance and support

- Monitoring lesson plans and assessment
- Evaluating school activities
- Ensuring academic standards
- Maintaining school discipline

**Qualities of a Good Supervisor:**

- Helpful and democratic
- Skilled observer
- Knowledgeable
- Good communicator
- Objective and fair

