CHAPTER- 1
Conceptual Framework

Current education system in India is centralized, politicized and is not producing general intellectual virtues. India’s Higher education system is lacking governance for proper evaluation and assessment of higher education in the country. "College" means any College or any institution maintained or approved by, or affiliated to the University and providing courses of study for admission to the examination of the University. Policy makers should pay more regards to uniform assessment system for higher education in India. The prevailing political system in India is creating ideological climate in which best institutions are seen as being anti-democratic, finds its usual response in political power which influences the admissions policies, internal organization, structure of courses and funding of the Institutions.

Table1. 1: Enrolment by Levels and Major Disciplines

<table>
<thead>
<tr>
<th>Year</th>
<th>PhD</th>
<th>PG</th>
<th>General Graduate (Art, Science &amp; Commerce)</th>
<th>Technical Graduate (Engg., Medical, B.Ed)</th>
<th>Total Higher Education (Degree) (2+3+4+5)</th>
<th>Diploma</th>
<th>Total Higher Education (Degree, Diploma) (6-7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-81</td>
<td>25417</td>
<td>291341</td>
<td>1886428</td>
<td>239267</td>
<td>2442453</td>
<td>430126</td>
<td>2872579</td>
</tr>
<tr>
<td>1990-91</td>
<td>32468</td>
<td>354216</td>
<td>3285776</td>
<td>416828</td>
<td>4089288</td>
<td>796686</td>
<td>4885974</td>
</tr>
<tr>
<td>2000-01</td>
<td>45004</td>
<td>647338</td>
<td>724415</td>
<td>688625</td>
<td>8625882</td>
<td>987279</td>
<td>9613161</td>
</tr>
<tr>
<td>2001-02</td>
<td>53119</td>
<td>647016</td>
<td>7139497</td>
<td>790050</td>
<td>8629682</td>
<td>1104594</td>
<td>9734276</td>
</tr>
<tr>
<td>2002-03</td>
<td>65357</td>
<td>782590</td>
<td>7633125</td>
<td>1035701</td>
<td>9516773</td>
<td>1199785</td>
<td>10716558</td>
</tr>
<tr>
<td>2003-04</td>
<td>65525</td>
<td>806636</td>
<td>8026147</td>
<td>1110840</td>
<td>10091948</td>
<td>1191447</td>
<td>11200595</td>
</tr>
</tbody>
</table>

Table 1.2: Classification of higher education institutions on the basis of management

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>Government</td>
<td>245</td>
<td>268</td>
<td>4097</td>
<td>4225</td>
<td>4342</td>
<td>4493</td>
<td>3443</td>
</tr>
<tr>
<td></td>
<td>Private Aided</td>
<td>#</td>
<td>10</td>
<td>5507</td>
<td>5750</td>
<td>5507</td>
<td>5760</td>
<td>3134</td>
</tr>
<tr>
<td>Private</td>
<td>Private Unaided</td>
<td>21</td>
<td>70</td>
<td>3202</td>
<td>7650</td>
<td>3223</td>
<td>7720</td>
<td>1822</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>266</td>
<td>348</td>
<td>12806</td>
<td>17625</td>
<td>13072</td>
<td>17973</td>
<td>8399</td>
</tr>
</tbody>
</table>

Source: University Grants Commission (India) and Agarwal (2006)

Table 1.3: Enrolment in different discipline in 2014-2015

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Educational Degree stage</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ph.D./D.Sc./D.Phil.</td>
<td>32526</td>
<td>22826</td>
<td>55352</td>
</tr>
<tr>
<td>2.</td>
<td>M.A</td>
<td>250546</td>
<td>218745</td>
<td>469291</td>
</tr>
<tr>
<td>3.</td>
<td>M.Sc</td>
<td>107841</td>
<td>90878</td>
<td>198719</td>
</tr>
<tr>
<td>4.</td>
<td>M.Com</td>
<td>80616</td>
<td>41641</td>
<td>122257</td>
</tr>
<tr>
<td>5.</td>
<td>B.A./B.A. Hons.</td>
<td>211763</td>
<td>1654579</td>
<td>3772216</td>
</tr>
<tr>
<td>6.</td>
<td>B.Sc./B.Sc. Hons.)</td>
<td>910440</td>
<td>580345</td>
<td>1490785</td>
</tr>
<tr>
<td>7.</td>
<td>B.Com/B.Com. Hons.</td>
<td>928181</td>
<td>536847</td>
<td>1465028</td>
</tr>
<tr>
<td>8.</td>
<td>B.E/B.ScEngg./B.Arch</td>
<td>531207</td>
<td>165402</td>
<td>696609</td>
</tr>
<tr>
<td>9.</td>
<td>Medicine/Dentistry/Pharmacy /Nursing/Ayurvedic/Homeopathy</td>
<td>167696</td>
<td>89052</td>
<td>256748</td>
</tr>
<tr>
<td>10.</td>
<td>B.Ed/B.T</td>
<td>87143</td>
<td>68049</td>
<td>155192</td>
</tr>
<tr>
<td>11.</td>
<td>Others*</td>
<td>1921887</td>
<td>1173212</td>
<td>3095099</td>
</tr>
</tbody>
</table>

Source: Selected Educational Statistics 2004-05, MHRD200
1.1 Meaning & Definition of Professional Institutions

"Professional College" means a College established or maintained by the University or affiliated to the University and providing courses of study leading up to the professional degrees of the University. The roles of these professional Institution have been variously defined: "A group of people in a learned occupation who are entrusted with maintaining control or oversight of the legitimate practice of the occupation;"also a body acting "to safeguard the public interest; organizations which "represent the interest of the professional practitioners," and so "act to maintain their own privileged and powerful position as a controlling body.

Many professional bodies are involved in the development and monitoring of professional educational programs, and the updating of skills, and thus perform professional Institution to indicate that a person possesses qualifications in the subject area. The formal system of education to a large extent undermined the strengths of the social and corporate life of the tribal’s. The creative thinking shown by students in the outdoor programmes, physical exercises, entertainment and other socio cultural activities of life is not sufficiently recognized. In general, what the schools offer has failed to enthuse students to freely and actively participate in the process of learning. Crowded classrooms, heavy syllabus, the method of teaching, lack of appropriate learning materials and other aids and amenities tended to make education, to the otherwise active, energetic and creative tribal adolescent, a psychological burden rather than a joyous experience.

Table 1.4: List of Universities in Gwalior

<table>
<thead>
<tr>
<th>University</th>
<th>Type</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jiwaji University</td>
<td>Government</td>
<td>Gwipindouri, Gwalior</td>
</tr>
<tr>
<td>Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya</td>
<td>Government</td>
<td>Racecourse Road</td>
</tr>
<tr>
<td>Raja Mansingh Tomar Music &amp; Arts University</td>
<td>Government</td>
<td>Naka Chandrvadani,</td>
</tr>
<tr>
<td>Lakshmibai National University of Physical Education.</td>
<td>Government</td>
<td>Racecourse Road</td>
</tr>
<tr>
<td>Amity University</td>
<td>Private</td>
<td>Maharajpura</td>
</tr>
<tr>
<td>ITM University</td>
<td>Private</td>
<td>Sithouli, Gwalior</td>
</tr>
</tbody>
</table>

Table 1.5: Prominent institutes of Gwalior
1.2 Types of Professional Institutions

There are various types of colleges, here some is as follows

1.2.1 Inter Professional Institutes

Inter-professional associations have been defined as private organizations, recognized by the State, that group together participants from all stages of the same agricultural commodity chain, with the objectives of elaborating policies, guaranteeing equity among the members, facilitating the improvement of the performance of the chain and defending the interests of the members. There are around sixty such associations in France.
and several in Francophone countries of Africa. A particular feature of inter-professional associations is that the membership is made up of associations that represent the individual chain professions. This is in contrast, for example, to commodity associations in the United States where membership is largely of individuals and companies. Many developing countries have few or no associations that cover an entire commodity chain and there would appear scope for the development of such organizations to promote improved liaison with governments.

1.2.2 Legal Professional Institutes

In countries where the law entitles defendants to a jury by their peers, the general public may not be considered sufficiently knowledgeable in a field of practice to act as a peer in some legal cases. For example, the professional associations do not always concern themselves with licensure or the equivalent or government regulations. In the United States, journalists seek to avoid government involvement in their work or "official" definitions.

1.2.3 Public and private professional institutes

Public institutes are funded by local and state governments and usually offer lower tuition rates than private colleges, especially for students who are residents of the state where a college is located.

Private institutes rely mainly on tuition, fees and private sources of funding. Private donations can sometimes provide generous financial aid packages for students.

1.2.4 For-profit Institutes

These are businesses that offer a variety of degree programs which typically prepare students for a specific career. They tend to have higher costs, which could mean graduating with more debt. Credits earned may not transfer to other colleges, so be sure to check with the admission office at each college.

1.2.5 Four-year and two-year professional institutes

Four-year institutes offer four-year programs that lead to a bachelor's degree. These include universities and liberal arts colleges.
Two-year institutes offer programs that last up to two years that lead to a certificate or an associate degree. These include community colleges, vocational-technical colleges and career colleges.

1.2.6 Liberal arts institutes

These colleges offer a broad base of courses in the liberal arts, which includes areas such as literature, history, languages, mathematics and life sciences. Most are private and offer four-year programs that lead to a bachelor's degree. These colleges can prepare you for a variety of careers or for graduate study.

1.2.7 Universities

Universities often are larger and offer more majors and degree options—bachelor's, master's and doctoral degrees—than colleges. Most universities contain several smaller colleges, such as colleges of liberal arts, engineering or health sciences. These colleges can prepare you for a variety of careers or for graduate study.

1.2.8 Community institutes

Community colleges offer two-year associate degrees that prepare you to transfer to a four-year college to earn a bachelor's degree. They also offer other associate degrees and certificates that focus on preparing you for a certain career. Community colleges are often an affordable option with relatively low tuition.

1.2.9 Institutes with a special focus

Some colleges focus on a specific interest or student population. These include:
- Arts colleges
- Single-sex colleges
- Religiously affiliated colleges
1.2.9.1 Arts colleges

Art colleges and conservatories focus on the arts. In addition to regular course work, these colleges provide training in areas such as photography, music, theater or fashion design. Most of these colleges offer associate or bachelor's degrees in the fine arts or a specialized field.

1.2.9.2 Single-sex colleges

All four-year public colleges, and most private colleges, are coed. But there are some private colleges that are specifically for men or for women.

1.2.9.3 Religiously affiliated colleges

Some private colleges are connected to a religious faith. The connection may be historic only, or it may affect day-to-day student life.

1.3 Features of professional Institutions

The following Features of institution may be described here:

1. Institutions are the means of controlling individuals. It regulates the conduct of people in society.

2. Institutions depend upon the collective activities of the people.

3. Every institution has got a symbol, which may be material or non-material.

4. Every institution has some rules which must be compulsory obeyed by individuals. Institutions like religion, law, legislation etc., control the behavior of people.

5. The institution has definite procedures, which are formed on the basis of customs and dogmas. They prescribe the way of doing things. A marriage as an institution governs the relations between the husband and wife.
6. Institutions are more stable than other means of social control. They do not undergo rapid changes. Many institutions are rigid. So, institutions are relatively permanent. It lasts a generation or more.

7. Institutions are formed to satisfy the primary needs of men. They have one or more clear-cut aim and objectives.

8. Institutions are abstract. They are not external, visible or tangible things.

9. Institutions are universal; they exist in all societies and existed at all the stages of social development.

1.4 Facilities available in professional Institutions

1.4.1 Innovation

Innovation is becoming a more critical element of competitiveness. This puts a great deal of Pressure on firm’s technological capabilities. Moreover, innovation is not just a matter of new products or new processes and ways to produce them, but also better organization and management techniques, and better business models which facilitate doing business.

1.4.2 Education and skills

Technological advance is very complementary with higher skills and more education. As a result, education and skills are becoming more important in international competitiveness.

1.4.3 Logistics, transportation and distribution

In this new context of increased globalization, rapid technical change, and shorter product life cycles, modular production and outsourcing, and the need to get components and products to the customer quickly, logistics, which connects manufacturing and retailing, is becoming another critical factor for competitiveness.
1.4.4 Modern Building
The environment of the Institute - a cluster of minimalistic structures in the midst of the trees, shrubs and well-laid out lawns - provides a serene ambience to the campus. The campus has three air-cooled lecture theatres, two with a seating capacity of more than three hundred and one with a seating capacity of about two hundred and fifty, with modern audio and video presentation systems. The classrooms and tutorial rooms are equipped with audio-visual aids and have Internet connectivity.

1.4.5 High Technology Laboratory
High Technology Library' means holdings good number of books, periodicals, microforms, music scores, sound recordings, videocassettes, maps, and CD-ROMs. It also houses an important collection of federal and international documents. The special collections include letters, manuscripts, and rare books; the archives contain materials documenting the history of the college.

1.4.6 Health Centre
A health centre has been setup for the instant service of the students. Doctor visits everyday and attend the needy in the campus. A separate vehicle is available to take the sick to the hospitals outside in case of emergency.

1.4.7 Bank Facility
United Bank of India ATM facility is available within the college premises for the benefit of students & staff members. It is also beneficial for the people who are residing in the nearby areas.

1.4.8 Hostel Facility
Hostels provide budget-oriented, sociable accommodation where guests can rent a bed, usually a bunk bed, in a dormitory and share a bathroom, lounge and sometimes a kitchen. Rooms can be mixed or single-sex, although private rooms may also be available. Hostels are generally cheaper for both the operator and the occupants; many hostels have long-term
residents whom they employ as desk clerks or housekeeping staff in exchange for free accommodation

1.4.9 Wi-Fi campus

Technology can be a boon to the learning community with new technology making an inroad to the teaching and research domain. Wi-Fi for instance has a tremendous contribution in the way students connect and access information. Wi-Fi campus helps in student development.

1.5 Programs and Degrees of professional institutions

Various programs are their which leads to the award of Bachelor Degrees in arts, science, commerce and social sciences are nearly always three years in length. The degrees for passing in the arts, sciences or commerce are awarded if the student has cleared the exam in English or any of the Indian language. In Honors programs, students focus on an area of specialization in the last year of their bachelor degree completion. Honors programs are not offered by all the universities and institutions. There are Professional Bachelor Degrees running in India which require longer periods of study than the standard arts, science or commerce degrees.

Table 1.6: Various Bachelor Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Level</th>
<th>Length</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>First degree</td>
<td>4 or 5 years</td>
<td>Bachelor (BArch)</td>
</tr>
<tr>
<td>Dentistry</td>
<td>First degree</td>
<td>4 years</td>
<td>Bachelor (BDH, BDM, BDS)</td>
</tr>
<tr>
<td>Education</td>
<td>Second degree</td>
<td>1 year</td>
<td>Bachelor (BEd Hons)</td>
</tr>
<tr>
<td>Engineering/Technology</td>
<td>First degree</td>
<td>4 years</td>
<td>Bachelor (BSc – Eng/TEch, BE, BTech)</td>
</tr>
<tr>
<td>Law</td>
<td>First/Second degree</td>
<td>5 years/3 years</td>
<td>Bachelor (BL/LLB)</td>
</tr>
<tr>
<td>Library science</td>
<td>Second degree</td>
<td>1 year</td>
<td>Bachelor (BLSc/BLib/BLibSc/BLISc)</td>
</tr>
<tr>
<td>Medicine</td>
<td>First degree</td>
<td>5.5 years</td>
<td>Bachelor (MBBS, BAMS, BUMS, BHMS)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>First degree</td>
<td>4 or 5 years</td>
<td>Bachelor (B. Pharm)</td>
</tr>
<tr>
<td>Veterinary science</td>
<td>First degree</td>
<td>4 or 5 years</td>
<td>Bachelor (BSc – Vet.)</td>
</tr>
<tr>
<td>Agriculture</td>
<td>First degree</td>
<td>4 years</td>
<td>Bachelor (BSc+specialization)</td>
</tr>
</tbody>
</table>

Source: www.education.nic.in/htmlweb/ugc_degrees.htm
Various master degrees are awarded by the Indian institutions and universities after the completion of bachelors program of the concerned field. Master Degrees in arts, science and commerce require two years of full-time study. Master of Engineering and Master of Technology programs are one and one-half years in length and require a bachelor’s degree in engineering for admission.

Master of Laws, Master of Computer Science and Applications, Master of Education, Master of Agriculture, Doctor of Medicine and Master of Surgery degrees are normally two or three years in length.

Doctor of Philosophy (Ph.D.) programs are a minimum of two to three years in length and require a master’s degree or M. Phil in a related field for admission. Doctor of Letters and Doctor of Science two to three years.

**Table 1.7: Various master and doctorate degrees**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Level</th>
<th>Length</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>First /second degree</td>
<td>2 year</td>
<td>Master of law</td>
</tr>
<tr>
<td>Computer</td>
<td>First degree</td>
<td>2 year</td>
<td>Master of computer application (M.C.A)</td>
</tr>
<tr>
<td>Education</td>
<td>Second degree</td>
<td>2 year</td>
<td>Master (M.ed.)</td>
</tr>
<tr>
<td>Commerce</td>
<td>First degree</td>
<td>2 years</td>
<td>Master (M.com.)</td>
</tr>
<tr>
<td>Management</td>
<td>First degree</td>
<td>2 years</td>
<td>Master (M.B.A)</td>
</tr>
<tr>
<td>Engineering</td>
<td>First degree</td>
<td>2 years</td>
<td>Master (M.E.)</td>
</tr>
<tr>
<td>Doctorate</td>
<td>Second degree</td>
<td>2 to 5 year</td>
<td>Doctorate of philosophy(P.hd)</td>
</tr>
</tbody>
</table>

**1.6 Meaning & Concept of Strategies**

Strategy is a high level plan to achieve one or more goals under conditions of uncertainty. In the sense of the "art of the general", which included several subsets of skills including "tactics", siege craft, logistics etc. The concept of strategy has been adopted from the military and adapted for use in business. A review of what noted writers have to say about business strategy suggests that the adoption was easy because the adaptation was modest. Strategy is all these—it is perspective, position, plan, and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the
other. The word "strategy" came to denote "a comprehensive way to try to pursue political ends, including the threat or actual use of force, in a dialectic of wills" in a military conflict, in which both adversaries interact.

The concept of strategy which is useful in institute purpose arises out of cognitive psychology and has become increasingly used by student of interaction data. A second way in which the notion of strategy is employed arises out of cognitive psychology and has become increasingly used by student of interaction data.

Meaning of certain strategy is that the way to get clear about the concept of language, or about the concept of conventional meaning, is to start with a genus meaning and then proceed through the differentia convention to the species conventional meaning.

The term "strategy" derives from the Greek "strategos," which means, literally, "general of the army." Each of the ten ancient Greek tribes annually elected a strategos to head its regiment.

At the battle of Marathon (490 BC), the strategoi advised the political ruler as a council. They gave "strategic" advice about managing battles to win wars, rather than "tactical" advice about managing troops to win battles. In time, the job of the strategoi grew to include civil magisterial duties as well, largely because of their status as elected officials. From these military roots, strategic planning has always aimed at the "big picture." The focus is on results or outcomes, rather than products or outputs. Strategic planning is less concerned with how to achieve outcomes than with defining what those outcomes should be.

### 1.7 phases of strategies in education sector

The different phases have been briefly presented at the end of Education Sector

1. Diagnosis

2. Policy formulation

3. Selection of objectives and priority areas
4. Design of priority program

5. Preparation of cost and financing framework

6. Design of monitoring system

7. Writing up of draft plan

8. Revision of draft and official plan approval

1.7.1 Diagnosis

It is the first step of the strategic planning process. It consists of the critical analysis of the status, functioning and results of the education system, with a view to identifying strengths and weaknesses. The diagnosis should cover the whole sector of education, not just education services that depend on the ministry of education. In principle, the perspective should be holistic, because all levels (from pre-school to higher) and forms of education (formal and non-formal) are interrelated. In certain instances, separate sub-sector plans will be prepared (e.g. for pre-higher and higher education); yet even in such cases the various sub-sector plans have to be closely coordinated in order to be useful.

Context analysis

a. Macro-economic context

With a particular emphasis on: past and future economic growth trends, government revenues and budget, and employment trends.

b. Demographic context

With a particular emphasis on: population growth by specific age groups (school age population), issues of geographical distribution and population density, and issues of internal and external migration.

c. Socio-cultural context
With a particular emphasis on: distribution of wealth, linguistic and cultural differences, and minority groups.

**d. Politico-institutional context**

With a particular emphasis on: the role of the state and the private sector, the territorial organization of the government administration and issues of decentralization, the public service situation.

A comprehensive sector diagnosis can turn out to be a major undertaking. Much will depend on the information available. In general, one does not start from scratch and can rely on a number of existing studies and reports. Furthermore, the idea is not to transform the sector diagnosis into a research program. The objective is much more pragmatic and down to earth. It is to identify and document – mainly on the basis of the statistical and other information available and in a relatively short period of time (a few months) – the main achievements and problems of the education system, as a basis for fixing plan objectives and selecting priority programmes.

**1.7.2. Policy formulation**

Policy formulation has to do with defining broad, long-term policy orientations and goals (which might well extend beyond the medium-term plan) and with selecting major strategies for reaching those goals. The education policy will be, by definition, closely linked to the overall development policy of the country. The policy formulation will be based partly on a review of existing policies and partly on the results of the sector diagnosis. The review of existing policies should be carried out at the same time as sector diagnosis. It can be done in parallel with the sector diagnosis or be combined with it. The latter option (which is the one taken in this working paper) will facilitate the mutual enrichment of both activities. A better understanding of policies should help with interpreting the results of the education system performance, while the results should help in assessing the value of specific policy options that have been taken.
1.7.3. **Selection of key plan objectives and priority areas**

This phase is intimately linked to Phases 1 and 2. The identification of the main strengths and weaknesses resulting from the sector diagnosis, together with the broad policy orientations retained during the policy formulation, will serve as the basis for setting the main medium-term plan objectives and for selecting the priority programmes.

1.7.4. **Design of priority programmes**

Once the plan objectives and priority action areas have been fixed, specific priority programmes should be designed for reaching the objectives, with indication of precise targets to be achieved and outputs expected, key activities to be completed, corresponding timelines, indicators, the units responsible for each activity, and so on.

This phase is generally the most time-consuming, including the time needed to brief and train the Technical Working Group members in programme design techniques. Before initiating this phase, some reshuffling of Working Groups might be required, in order to adapt their number and composition to the list of priority programme areas that have been selected, some of which will be level-specific, while others will be cross-cutting, and possibly along different lines from those retained for the diagnosis.

1.7.5. **Preparation of the cost and financing framework**

To be credible and useful, a plan needs to be accompanied by a proper cost and financing framework. The cost estimates should cover all expenditures (both capital and recurrent) required for achieving the expected plan results, while the estimation of financial resources expected to be available should cover all resources (both internal and external). The education simulation model will be used for making the cost estimates of the regular functioning of the education system by level or sub-sector of education, in line with the different targets that have been set. The cost of the priority programmes, aimed at responding to particular reform and development needs, will be calculated separately and then included in the final cost tables. The medium-term spectral budget ceilings are then fixed for the years to come. This is normally the responsibility of the ministry of finance (in cooperation with the different sector ministries) and is actually done in an increasing number of countries in the form of the
preparation of a medium-term expenditure framework (MTEF). However, in countries in which such a framework is not yet available, the education ministry (ideally, in close consultation with the ministry of finance) might have to make its own rough estimates about the funds that will be available, both internal and external. Although, in the absence of an official endorsement by the ministry of finance, the financial framework will of course have less credibility, it is still preferable to no framework at all.

1.7.6. Design of the monitoring and review system

Once the preparation of the priority programmes is already well advanced (Phase 4), the monitoring system for ensuring an efficient plan implementation can be designed. The concept of monitoring and its central role within the strategic planning approach have already been presented in Education Sector Planning Working Paper 1, Strategic Planning: Concept and rationale. The purpose of this section is to give some further information about what a monitoring system should entail, without entering into the technicalities of the specific tools and instruments that can be used. Basically, when designing and writing down the monitoring system, three decisions will need to be taken: the organizational structure that will be set up, the monitoring procedures that will be adopted, and finally the key indicators that will be used.

1.7.7. Writing of the draft plan

There is no standardized format for writing a plan document. As can easily be seen from looking at some examples of actual plans (see the Contents tables of five different plans, presented in Annex 1), plans have different structures, different lengths, and different ways of presenting things. However behind this great variety, certain common key components can be identified, as follows.

1. Situation analysis: A situation analysis, which includes the identification of the main challenges ahead by level and type of education, is the result of the Diagnostic Phase. It can be presented in a specific chapter (or even occasionally in a separate document) but is often scattered over different sections. In some cases, part might be presented upfront while other parts are integrated in the detailed presentation of priority programmes. The
five national plan examples, used as reference material for this Working Paper, illustrate these different ways of proceeding.

2. Presentation of the education policy: This is not always a very explicit presentation. It is sometimes mixed with a presentation of the sector plan goals and the specific programme objectives.

3. Detailed presentation of the priority programmes: This section is often entitled the ‘strategic framework’ section and generally contains a detailed presentation of the different priority programmes in a matrix format, with additional written information about the main problems to be addressed and the main strategies that will be followed.

4. Information about plan implementation and monitoring: This section is sometimes extremely succinct without clear indication of structures and procedures.

5. Information about the cost and financing framework: This section often includes detailed annexes and in the best of cases is integrated within a more global medium-term expenditure framework (MTEF).

1.7.8. Revision of the draft plan and official approval of the final plan document

The revision of the draft plan should take into account the comments and suggestions collected from the different stakeholders. The revised plan document will then be transmitted to the Steering Committee for its appraisal and recommendation to the Minister for its official approval. Once the plan has been officially approved, it is recommended to organize a launching event in order to inform the public at large about the plan and to mobilize the different stakeholders for its successful implementation.

1.8 Types of Strategies in Education Sector

Strategy, then, has no existence apart from the ends sought. It is a general framework that provides guidance for actions to be taken and, at the same time, is shaped by the actions taken. This means that the necessary precondition for formulating strategy is a clear understanding of the ends to be obtained. Without these ends in view, action is purely tactical and can quickly degenerate into nothing more than a flailing about.
Strategy is concerned with how you will achieve your aims, not with what those aims are or ought to be, or how they are established. If strategy has any meaning at all, it is only in relation to some aim or end in view.

1.8.1 Traditional Strategies (Old)

Significant changes have occurred in human societies across the world, including in India, over the 20th century. The changes have been in terms of demographic patterns, material conditions, social institutions and social dynamics, quality of life, longevity and health. These changes have affected the elderly as well.

In today’s era people are now expected to know how to develop traditional strategies and modern strategies, but there are crucial differences between both. Traditional strategies and planning module provides you with the know-how to effectively plan, budget and resource campaigns. Our programme will equip you with the skills to develop a strategy that will stand up to the rigour and scrutiny of board-level decision making. Everything from budgeting, personnel selection and analytics, to reputation management and social customer service is covered in this module; arming you with the vital knowledge you need to develop comprehensive, effective digital marketing strategies of your own.

1.8.2. Modern Strategies (New)

Modern strategy is about the theory and practice of the use, and threat of use, of organized force for political purpose in the twentieth century. My concern to advance the understanding of strategy by exploring the relationship between the ever growing complexity of modern war and general theory of war and strategy is that when properly formulated is indifference to the specific history.

Developing Strategies for the Modern profession Institute is identifies and analyses the primary issues facing the modern Institute and their role in a global economy. Based on the premise that the education sector has a primary and decisive role in the economic and social development of the modern international economy,

Such pioneering developments are indicative of this region and bring with them a host of new issues and challenges for economic development. While international projections of the
growth in demand for education sector suggest that the key region for future expansion will be the best of our countries, there are marked differences between countries in their overall plans for viable economic development. As a result, the essential raising of funding required for international airport development must compete against other potential development projects all trying to attract the attention of national policy makers.

1.9 Scope of Strategies

Porter wrote in 1980 that strategy target either cost leadership, differentiation, or focus. These are known as Porter's three generic strategies and can be applied to any size or form of business. Porter claimed that a company must only choose one of the three or risk that the business would waste precious resources. A focused strategy should target market segments that are less vulnerable to substitutes or where a competition is weakest to earn above-average return on investment. The argument is based on the fundamental that differentiation will incur costs to the firm which clearly contradicts with the basis of low cost strategy and on the other hand relatively standardized products with features acceptable to many customers will not carry any differentiation hence, cost leadership and differentiation strategy will be mutually exclusive. A popular post-Porter model was presented by W. Chan Kim and Renée Mauborgne in their 1999 Harvard Business Review article "Creating New Market Space". In this article they described a "value innovation" model in which companies must look outside their present paradigms to find new value propositions.

Hypothetical model

Figure 1.1: hypothetical Model
1.10 Challenges

To study the elderly an in-depth and holistic methodology is needed. They should be seen in a comprehensive perspective in their surroundings.

A fundamental rationalization in his concept about the invalidity of hybrid business strategy, the highly volatile and turbulent market conditions will not permit survival of rigid business strategies since long term establishment will depend on the agility and the quick responsiveness towards market and environmental conditions. Their role may be seen in terms of their economic, domestic and social activities. It was seen that still 61% elderly were doing economic activities of which 55% elderly were doing manual work in the farms as agricultural laborers and nearly 16% were doing non-physical labor in the farms of supervising the work, petty shop keeping, vending, etc.

There are some attitudinal misconceptions also. It is general attitude of the young people or the researchers that the elderly are facing a lot of problems and their problems are very severe, even more severe than the other age groups.

1.11 Rationale

Strategies adopted by the professional institutes for enrolling students of the fastest growing education sector from the perspective of their marketing tactics which are making it more difficult for educational institutes to replicate the fast growth.

Current study also evaluates the impact of these strategies on student enrolment. The main argument of this study is that enrolment of students is an increasingly important element of educational institute and of competitiveness and that the acceleration in the rate of technological change and the pre-requisites necessary to participate effectively in globalization are making it more difficult for many institutions. Educational institutes must develop more technological capability and greater flexibility to succeed in the more demanding and asymmetric educational need environment. The world as a whole will be better off if educational institutes focus on increasing their flexibility to adjust to changing comparative advantage resulting from rapid technical change and should focus on increasing their education, infrastructure, and technological capability.