CHAPTER 2

LITERATURE REVIEW

The literature review critically examines previous empirical research that discusses the topic and demonstrates the importance of the research. As Creswell (2008) suggested, the review of the literature exposes a gap in knowledge for the audience. Especially for this study, the literature review describes branding, brand image, equity, and marketing strategies in higher education to provide a clear justification as to the importance of branding in increasing organizations or institution’s image and reputation.

In spite of the fact that there is constrained research on branding in higher education, in this research work literature review is given to add value through experiences and correlations that are not generally accessible from past research. In particular, literature regarding branding and the effects it can potentially have on business organizations can have similar implications for higher education. With an inadequate amount of research on branding in higher education, the research explores branding primarily in businesses. Even if the business aspect of branding may not be parallel to the issues in education, it may be used as a model that higher education can use to determine the effects branding may have. Today, the necessary capital of numerous organizations is their brands. For quite a long time, the estimation of an organization was estimated as far as its land, at that point substantial resources, plants, and supplies. In any case, it has as of late been perceived that an organization's genuine esteem lies outside business itself, in the psyches of potential buyers and consumers. A brand is a name given to an item or potentially administration with the end goal that it goes up against a personality without anyone else.

Higher education is a useful tool to develop science and technological capabilities that are required for a standard of living in a global knowledge economy. In recent years, admissions and job market numbers are becoming increasingly sophisticated due to structural problems in the governance system, incentives to bureaucrats, and political influence. The unforeseen point is that local institutes often thrive from admissions, central government grants, pay scales and increments, and national accreditation. Further, government and private universities are not able to focus on global university
rankings because of institutional problems, which include financial assistance, research infrastructure, research skills, and teaching emphasis. Drawing on institutional theory, higher education institutions are often referred to as professional organizations driven by values and norms associated with academia. Hence, the accomplishment of strategic objectives by higher educational institutions depends on contextual factors such as the regulatory framework of the country, decision-making power, financial support, culture, communication, and assessment (Stensaker et al., 2014).

Indian higher education has long been criticized for several reasons, including the poor quality in course content, shortage of skilled teaching faculty, lack of research interest, inadequate infrastructure facilities, scarce financial support, uneven industry-centric skills, poor international collaborations, lack of motivation to compete internationally, meager research output and number of citations, reluctance to establish global universities, and so forth (Gupta, 2010; ). This is because governments (central and state/province) have supreme power over administration, admissions, examinations, recruitment, and assessment, particularly in the public university system (central and state universities). Hence, some systems and practices in higher education have been redefined, redesigned, and transformed since the entry of the private university degree system and economic reforms in 1991 (Umashankar and Dutta, 2007). It can be inferred that economic deregulation and integration policies not only influence the economic performance of the country but also affect the human capital sector of higher education. Thus far, the government of India has mainly targeted some areas in higher education such as setting up Institutes of National Importance (e.g. Indian Institute of Technology (IIT), National Institute of Technology (NIT), Indian Institute of Management (IIM)), financial assistance to public universities, teacher training institutes, quality measures in admissions, job market assistance, and producing PhDs for teaching requirements, among others. While economic reforms affect higher educational performance metrics, Indian institutes hardly focus on industry collaboration, high-impact research, and world university rankings. They are assessed by independent organizations such as the National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA). Based on experiences and facts, India’s newly elected government aims to establish the best practices of excellence and inclusiveness, and highest standards of ethics and accountability across university and work towards placing local universities in the world university league tables. This line supports the objectives of the
12th Five-Year Plan (2012–2017), which emphasizes some key areas to improve the standards in university education such as enhancing skills and employment, technology and innovation, and improved access to quality education.

### 2.1 ROLE OF MARKETING IN HIGHER EDUCATION

The concept of marketing has grown in importance for universities across the world from the 1990s onward (Durkin & Mckenna, 2011). Competition among academic institutions for students, faculty and financial support is increasing. Advertising is playing in higher education establishments' endeavors to pull in new students (Beneke, 2011). In any case, they found that there was an expansive absence of understanding in the matter of what showcasing implied. Be that as it may, because of the worldwide rivalry and the weight towards showing one of a kind instructive esteem, handiness and potential focal points of utilizing advertising ideas and models which have been currently working in the business world, are progressively being connected to numerous colleges inside a mission to procure a focused edge.

Marketing is a business action, which is ending up more intrinsic to non-benefit associations, such as foundations of higher education. The necessity for marketing is caused by the acceleration of market contention between resources. By routinely directing reviews and surveys faculty can gain insights into students opinion with the workforce and the elements that affected them to select on specific personnel.

Promoting is perceived by a system of people inside the University who are basic to understudy enrollment as opposed to fundamentally individuals who are senior inside the progressive system. As a discipline area, education marketing, particularly as this relates to the value/service proposition, has stimulated much debate within the higher education sector and popular press. Research into the ‘new’ area of education marketing is limited and often incoherent due to a lack of academic focus. Such thinking and approaches that do exist have been largely based on models developed for use in the business sector which was implemented without any significant contextual adaptation. At a practical level, there is a lack of clarity regarding what extent, if any, a business-oriented marketing approach, which places the ‘student customer’ at the center of all activity, is appropriate within the higher education proposition. In any case, promoting in higher education should center around the generous improvement of the college to guarantee the nature of training to announce fringe parts of the college (Yang et al.,
As a reaction to worldwide changes inside the higher education commercial center the esteem, viability and potential advantages of utilizing advertising hypotheses and ideas which have been influential in the business world are bit by bit now being connected to numerous colleges to picking up an aggressive edge (Hemsley-Brown and Oplatka, 2007).

The elements of a brand are brilliant and fluctuated as they do not only represent the services yet also shows the relationship that customer has with the services. Higher education advertising specialist Robert Sevier, Ph.D., offers knowledge into positioning the Ps. An indisputable accomplishment of a brand is evaluated using the use (or non-use) through customers (Keller and Lehmann, 2006).

Powerful advertising and marketing events, credits can be introduced to a brand that spans more remote than merely the usefulness of the product. All matters are taken into consideration, and there may be a time when advertising exercises can impeding the brand in line with the customer. Reputation covers both inner and outer partners’ recognition and depends on the encounters of different partner gatherings (Suomi, 2011). It creates the impression that school checking is an issue of key essentialness and universities are utilizing broad measures of benefit on denoting their foundations (Rolfe, 2003). This lack of clarity evidenced through the views expressed among commentators as to whether students are in fact ‘customers’ in the conventional sense (Brookes, 2003). It is mentioned that showing inappropriate information besides the point may be counterproductive in the decision-making process (Meyvis & Janiszewski, 2002).

As a reaction to worldwide changes inside the higher education commercial center the esteem, viability and potential advantages of utilizing promoting hypotheses and ideas which have been viable in the business world are step by step now being connected to numerous colleges to picking up an aggressive edge.

The part of advertising is gotten and seen inside associations is identified explicitly with its execution and cooperation with inward partners. When promoting is undoubtedly knew and seen to bring direct advantages, it is invited, and levels of an advertising-focused culture rise. Where there is a hole incomprehension, and particularly so among scholastic associates and the understudy companion, these partners consider advertising be less valuable or deliberate. Higher education Institutions will battle in the commercial center unless they emerge from contenders and bode well to partners. In
depending so intensely on advertising practices and drawing from promoting rationale, branding of colleges additionally removes itself from the particularities of the division of higher education or the uniqueness of specific colleges. For instance, a 2011 branding workshop for higher education expressly separates itself from the conventional wellsprings of authenticity for colleges, by promoting itself with the claim that regardless of how high the understudy involvement, research or general profile, Higher Education Institutions will battle in the commercial center unless they emerge from contenders and bode well to partners.” Indeed, the rundown of advantages of going to this workshop is added without any fitting to the uniqueness of instruction, research, science or some other component of colleges. The coordinators set the objectives to be "comprehend key highlights of branding specific to higher education; investigate how partners see peculiarity; pick up understanding into the connection amongst uniqueness and market situating; learn methodologies for creating partner engagement with mark administration; and, talk about best rehearse for building up your plan of action” – none of which are particular to the center undertakings, practices or conventions of colleges. It is considered that brands are at first limitation in enhancing the capacity that needs to be updated through working out on promoting the institutions.

The part of promoting is gotten and seen inside associations is straightforwardly identified with its execution and connection with interior partners. When advertising is undoubtedly known and seen to bring direct advantages, it is invited, and levels of a promoting focused culture rise. Where there is a hole incomprehension, and particularly so among scholarly partners and the understudy companion, these partners consider advertising be less useful or intentional. Additionally, there is a contemporary discourse about the idea of the instruction "item/benefit" and the obligation of the understudy customer in the trade procedure however regardless of this students progressively see colleges as specialist co-ops from which they are making to buy. While former workplaces of promoting correspondence concentrated principally on advertising endeavors, promoting and satisfying solicitations from the enlistment office for print insurance pieces, most colleges today have put promoting and marking endeavors up front. As the college promoting capacity turns out to be more centered around standard practices, for example, creating and actualizing formal promoting plans, building up measurements to quantify responsibility and including new strategies for correspondence in the promoting blend, it is proper likewise to audit how advertising
spending plans are dispensed among institutional activities counting scholastic projects — what might as well be called product offerings in a corporate condition.

2.2 NEED OF MARKETING APPROACH IN THE MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS

Higher education goes worldwide through a method portrayed by fundamental changes both in informational demand and in the enlightening offer. Higher education foundations are set in a place to discover answers for issues emerging from the interior and outside customer attributes. The changes in higher education from Govt. and private sectors were exhibited by authors like Maringe and Gibbs (2009), Levy (2008), Kinser and Levy (2005).

The requirement for colleges in humans in popular and personal divisions to cope with this marketplace of better education concerning advertising became due to the extension of the private region and the upward thrust of performing colleges, which triggered extended competition inside the schooling marketplace. Maringe and Gibbs (2009) observed that in Europe, advanced training precise to learning - primarily based society has turned into a decent and course of action to the utilization of advertising contraptions. Levy (2006) believes that competition functions range from region to region and country to country as advertising and marketing gear implementation are extraordinary as compared with the received market they revel. The main utility if educational services are called educational marketing, a thing of social advertising and marketing. Branding introduction ought to be created as a plan of action. In higher education foundations, an ultimate objective of business ought to be outer consumer loyalty (students, managers, society, and so forth.) and inside customers (instructing and nonteaching staff) as an assurance of supportability of a market establishment continually evolving. The approach of promoting education administrations imagines the introduction to fulfilling the customers' needs and utilizing the branding procedures to the level of college establishments which the training shoppers will recognize, who are keen on the instructive offer for which they have capacities and will enable adjustment to make it more alluring. The approach of advertising instructional services envisages the orientation to satisfying the customers’ desires and the usage of the marketing strategies to the extent of university establishments which the schooling consumers will recognize, who are desirous about the instructional offer for which they
have got capacities and could permit adjustment to make it more attractive. The principle goal is determination of needs, needs, the schooling customers’ hobbies, the version of educational and studies technique to provide programmes that keep or enhance lengthy-time period satisfaction in there and the society’s interests. The manner of education, the special desires of supplier services and people of the purchasers ought to be cautiously explored as essential elements of the training gadget. The schooling services are directly represented within the dating with the students with the aid of the lecturers who are in rate or the generation and transmission of expertise and getting to know.

The instructional method is also maintained using the vital infrastructure, by the cultural employer, with the aid of management that does not always accept speedy an alternate and for this reason, the expectations of educational provider customers are secondary. (Sirvanci 2004).

In general, the higher training marketplace is characterized through exchanges, transactions between gadgets imparting instructional services and businesses inside the countrywide economy that benefits of human resource organized in a selected place based on a curriculum and among schools and customers of educational services to collect knowledge, form their talents and competencies to fill a process

2.3 STRATEGIES FOR THE MARKETING OF HIGHER EDUCATION

The promoting of education is a dubious issue. Educating has been progressively created as a student-focused model, the procedure as a deep-rooted students experience to coordinate their current learning and aptitudes is critical. At removing training level being market arranged means adjusting a customer-focused point of view and dealing with the school in a way that matches the requirements of essential and auxiliary customers. This understudy based model isn't entirely different than the customer based use of promoting technique. In the promoting approach, the necessities and wants of the customers are given an essential and significant significance, so they are dealt with as "lords." At the point when this system is utilized in far-off training the course projects and materials are seen to be molded as per the necessities and want of the students and interactive media utilize are likewise seen to be extremely normal with these are exhibited inside the most appropriate channels to the students. The customer "lord" changes into the understudy "ruler." Promoting is tied in with accomplishing hierarchical objectives, and these are dictated by the estimations of the association (its
"way of life") and shape its central leadership. Advertising influences them to accomplish to be related to those customers for whom they offer a fitting scope of learning openings. (Nagy, 2007) using contextual analysis that understudy results could be drastically enhanced by particularly perceiving the necessities of the partner and fitting evaluation assignments to suit the companion. This style of customization is a response to advertising needs proactively to guarantee that understudy achievement is accomplished without variety in the quality or substance obviously plans. To make this investigation one stride further, for a picked unit of study where it is realized that the understudy populace consolidates variable instructive establishments inside the understudy populace, a college could perceive this variety and give two floods of figuring out how to a similar material utilizing elective instructional methods to accomplish results. One option could grasp understudy focused learning, and the other educator focused learning. Every one of the choices may then utilize the best practice teaching methods fitting to the recognized style of learning, and use unique evaluation techniques. Students are sans then to pick which elective learning condition best suits their learning establishments and inclinations, at the initiation of the subject. This approach can advance a more sure state of mind to taking in with less estrangement from the learning condition, more noteworthy understudy confidence and enhanced learning results. The term learning styles are utilized as a portrayal of the states of mind and practices which decide a person's favored method of learning. A few students tend to center around certainties. Some react emphatically to visual types of data; others can gain more from verbal structures - composed and talked clarifications. Some want to learn efficiently and intelligently; others work all the more reflectively and exclusively. Nobody learning style is superior to another; it is just that individuals learn variously. It is the acknowledgment of the pressures amongst old and new learning styles which our paper tries to feature as the reason for achieving a promoting advantage. To enable students to learn in styles that begin with an acknowledgment of various establishments gives a situation where students are given more noteworthy open door for scholastic achievement.

Redding (2005) highlights though students have many choices and claims that in most education systems, students can express their preferences through their choice of universities, choice of courses within the university or perhaps even their combination of modules within a degree. The bone of dispute, notwithstanding, is the presumption
that having settled on that decision, the students should concede to the ability of the deliverer (Redding 2005).

The view that all students can be mixed into one learning condition as if one adapted sort of teaching method would be reasonable for all students in a blended companion presumes that an institutionalized way to deal with learning is without a doubt proper. The idea of 'one size fits all' training may have been fitting in old economies where students spoke to a homogenous gathering from the same social gathering with a known section level range of abilities. Where students do not fit this stereotyping it bodes well to approach the assignment of planning a fitting learning condition, which suits the dominant part of students. Eisner likewise asserts that communication and different knowledge writing propose that viable educating includes achieving students and that achieving students includes considering their casings of reference. To be sure, the landing of innovations to supplement, empower, advance and intercede learning encounters challenges conventional training teaching methods. To react efficiently to such weights in a way that is sure can add to scholastic results. Organizations and governments have raised doubt about the importance and nature of the training that has been given by post-optional foundations, and additionally, they proceed with the capacity to convey instruction in a way that the new powers of the globalizing commercial center would regard productive (Montgomery and Canaan, 2004). Knowing where our students are originating from and meeting them there may build the possibility that students will assimilate the data we look to educate (Eisner 2003). One alternative could embrace student-centered learning and the other teacher-centered learning. The best learning style is the one that works for an individual in a particular situation. Those universities with sufficiently large and diverse student cohorts may be able to refine a process of variable pedagogies further. Expenses would not be essentially extraordinary, but then the arrangement of elective learning knowledge can be utilized for both on grounds and different education organizations speaking to a method for promoting subjects that may allure specific students to specific universities. The marketing strategy we have suggested is another form of product differentiation in the very active market for higher education. These decisions influenced accessible to students would be able to be viewed as a feature of a suite of advertising that colleges can make utilization. The brand is a method for separating one item from another; the more prominent the apparent similitude of items, the more critical the brand in building
up the distinctions. Some schools will feel that they are different from others, or that the market perceives differences, which makes it less critical for them to establish their corporate identity (Pardey, 1991).

Generally, action must be taken to develop a complete marketing program to reach consumers (life-long learners) by using a combination of factors which can be referred to as the 4P’s. The 4 P approach to marketing includes product, price, place, and promotion are illustrated as follows:

- **Product:** It is an excellent, service or idea is the consumer’s needs satisfying. The physical product can be described regarding its physical characteristics and is what most people think of as the product (Pardey, 1991). According to some authors, education is a product. For example; Kaye suggests distance education as a product instead of a tool for distributing education. Authors say that to most efficiently use our resources, the needs of the student/consumer should be assessed. By doing as such, gain from the students and after that apply that information to pull in future students while addressing the necessities and enhancing the administrations offered to the present students. The products have a different name, brand, color and physical attributes. The items have an alternate name, brand, shading and physical traits.

- **Price:** This concept embodies more than a value that someone will pay for it. The meaning associated with price changes is contextual. Institutions have different pricing policies, and all institutions compete against each other to increase their application and enrollment rates. Pricing policies will impact student choice between institutions.

- **Place:** It is a means of getting the product into the consumer’s hands. The personality of the place sends messages to the target audience. The vehicle which is used to reach the students can be a physical location or a virtual space where the connection speed of internet use, e-mail, can serve as a differentiating mechanism.

- **Promotion:** Promotion is a means of communication between the seller and buyer. It includes advertising, public relations, personal selling, publicity, and sales promotions. If one higher education institution wants to enroll more students than other, it will need to use corporate advertising or engage in activities that create a liaison between the students and the institutions. Publicity
gives media scope to the organizations and makes certainty around an establishment’s notoriety and quality observations. Today, the quantity of private colleges is 25 with all colleges routinely occupied with the utilization of branding correspondence to enlist new students. Branding activities incorporate print based items and web-based notices, handouts, and verbal (WOM) correspondence. WOM has been appeared to impact an assortment of conditions: mindfulness, desires, observations, dispositions, behavioral goals and conduct. In light of these variables, positive WOM may influence the familiarity with the private college, and this mindfulness can turn the behavioral expectations of students. Fairs are additionally profited to speak with the students. Consistently instruction fairs are sorted out, and all colleges are spoken. In Australia, it is additionally necessary for higher education establishments to routinely take part in publicizing and advancement of specific colleges by going to limited time occasions the world over, and by having a solid web nearness. Where the cost of enrollment is same between colleges, the picture of the college assumes an essential part of the time spent choosing that college. The picture comprises of two criteria. One of it is unmistakable criteria like the scholastic staff, the profile of the graduated, office of the college, educational modules, and open door for an entry-level position and so forth. Elusive criteria are tremendous or awful encounters about college, negative or positive WOM.

### 2.4 CONCEPT OF BRANDING IN HIGHER EDUCATION

Branding has become a valuable tool to leverage a university’s position in the in the market, increase the number of student applications, step up its position in rankings, improve graduate career prospects, or gain the institutional support of the authorities. In today's competitive academic environment where students have many options available to them, factors that enable educational institutions to attract and retain students should be seriously studied. Universities now maintain various products and services with their brand, and they serve various stakeholder categories to which these brands mean something (Mainardes, Alves, and Raposo, 2013). Finally, Mainardes, Alves and Raposo’s study (2013) concluded that the university’s environment, motivating lessons, and easy university bureaucracy were the critical expectations of university students. Based on these studies, it can be concluded that both performance-related factors
(including service given, the process, and physical evidence) of a university and its imagery affect the perception of the students. The performance-related factors can be listed as education, teaching staff, course variety, graduate employment opportunities, general social environment, fellow student compatibility, general physical environment. The imagery factors, on the other hand, include general image and reputation of the universities.

A brand is something that is exceptional and applicable. The brand brings genuine refinement and separation (Roper and Fill, 2012). To be more particular, the underlying meaning of a fruitful college mark is viewed as having a reasonable and reliable union of situating, reason and observation that separates an association and manufacturers trust with partners by imparting normal and passionate esteems consistent with their requirements (Chapleo, 2011).

According to Chapleo (2011), corporate branding in the higher education sector can be pursued through two lanes, it is suggested; firstly through the promotion of internal values, culture, and vision, or externally focused on the marketing of the brand. But it is logical to comprehend that the two are not reciprocally exclusive and a brand could and should include and depend on both of these approaches.

Similarly, in their study, Duarte, Alves, and Raposo (2010) found out that university social life atmosphere was a significant predictor of the positive image towards a university along with employment opportunities. Ali-Choudhury, Bennett, and Savani (2009) established a 10-component list of a university brand as educational identity, institution’s location. Graduate employment opportunities, visual imagery, general ambiance, reputation, sport and social facilities, learning environment, course choices availability and community links. This field of research is very interesting but as Hemsley-Brown and Goonawardana (2007) stated that in spite of the growing importance of this subject, empirical research specifically related to the branding of higher education is relatively insufficient. In the late 1990s, schools and colleges have started to grasp the significant standards of incorporated advertising and branding but what precisely a university brand means. University brand is the result of consumers perception towards the quality of the product and services. It reflects the quality of the courses offered by the universities, academic staff, and faculty, infrastructure, etc.
Promises might be given about the student’s following social and educational experiences at the institution, for example, career prospects on graduation or improved network of contacts. Perhaps, the intangible texture of educational services instigates promises to represent major and essential components of a university brand due to the necessity to emphasize clear indicators associated with physical verification of the brand’s values. This being clarified, the first step towards a stronger brand is to minimize the gap between what is promised and reality. But to do so, we have to understand that a university brand is a special form of branding. Also, the concept by itself is quite newly introduced to the continuum of higher education marketing. The recent increase in the demand for higher education across the world, the globalization of the job market, and ease of international movement brought about a higher education market based on competition and the requirement for overseeing colleges as brands. Universities had to position themselves as different and desirable brands and increase their image in the eyes of their stakeholders because of this rivalry. As such, Cornell University built up another brand program with students and the administration when they weren't set in the best ten arrangements of US News and World Report Beaver University near Philadelphia conducted a questionnaire to students and found out that 30% of the students hadn’t preferred it because of its name. Then the university changed its brand name to Arcadia University in 2001 (Bunzel, 2007).

'Branding” an organization as per its social esteems and standards can enable a college to separate itself in an officially swarmed and focused commercial center, regardless of whether that opposition is for students, givers or open help (Blanton 2007). However, differentiation without depending on a solid value that meets the needs and wants of the student, creating a positive experience became impossible and received comparably limited academic attention (Chapleo, 2007). To support this argument, Temple (2006) stated that the brand of higher education institutions plays a vital role in fulfilling the customer need and is therefore necessary for building their reputation.

According to Melewar and Akel (2006, p. 41), universities are supposed to have ideal features to gain a competitive advantage in the market. Therefore the higher education institutions, universities and colleges need to convey these essential and effective features to all relevant stakeholders who would help them in maximizing benefits. This could be achieved through consistent, effective brand management. The possibility of separation is fundamental to a "fruitful" brand is upheld by Aaker (2003). This
definition puts the weight on the student’s experience on the decision-making scale. But creating a positive, enjoyable experience in higher education is a bit of a challenge. Brand management in higher education is an area that has been on the agenda of practitioners for some time (Llanes, Gray, and Fam 2003). On the other hand, McNally and Speak (2002, p. 4) characterize a higher education brand as "observation or feeling kept up by a purchaser or a planned purchaser portraying the experience identified with working with a scholastic organization with its item and administration."

This is a reflection of what universities and colleges are doing to differentiate themselves, universities and colleges are hunting for unique ways for their existence and draw more students and higher quality academic staff. As per Doyle (2001), the making of fruitful brands required three things: a viable item, a particular personality and included esteems. Universities, which want to gain a competitive edge in the future, should begin searching for effective and creative ways to attract, retain and foster stronger relationships with students. For this end, based on the theory of reasoned action, a model is proposed and tested to understand the factors that lead to positive brand attitude and then to brand loyalty towards universities. The study is novel in the sense that it is one of few studies in the Turkish context to test the university students’ perspectives on what creates loyalty to their universities. The outcomes are believed to shed light on future university brand management practices. On the other hand, a study by Smith and Ennew (2001) put forward that there were peripheral aspects and the university facilities, which students consumed such as cafeterias and residential areas which had a significant impact on the evaluation of universities. LeBlanc and Nguyen (1999) conducted a study on university students and identified six different values that students obtained from universities. These were functional values related to future career development and a good value obtained compared to tuition fees, reputation-related symbolic values, social values associated with fellow students, epistemic values related to gaining knowledge and education, and finally emotional values related to self-fulfillment. Studies on university branding have identified many different factors that drive of all these values, functional values and epistemic values had a higher influence on the overall evaluation of students. Positive brand image, student satisfaction, and success for universities. Some of these studies and their results are as follows. Studies by Cuthbert (1996) and Palmer (2004) showed that the driver of student satisfaction of a university was the process of education (course delivery mechanisms, quality of courses
and teaching, interpersonal relationships, etc.), and the students mostly cared about knowledge and assurance of the educators as well as the warm relationship and empathy provided by them. Kotler and Fox (1995) claimed in the 1990s that universities were faced with the challenge of acting like businesses, managing themselves as brands and that their image and reputation influenced choices made by prospective students. Since then, many universities started to apply brand management strategies in their institutions. The main impetus behind branding universities is to attract attention and retain the loyalty of the students, business world, and society in general. Then the question is which particular issues foster or challenge branding activities of universities. The physical appearance of the university (architecture, campus) was also one of the factors that students considered, but comparably it was less critical for satisfaction.

2.5 BRANDING AND MARKETING STRATEGIES OF HIGHER EDUCATIONAL INSTITUTIONS

Branding is a representational approach that needs to be taken carefully so that institution can create its image among the stakeholder. Highlighting this, Bangari & Chaubey (2017) highlighted some approach and delegating the system including internal and external activities to create a strong brand identity of HEI. Hence, branding is about image control, emotional attachment and great in the carrier. From this attitude, brands and pix are associated with the interactions among internal and their external surroundings, while the idea of identification ought to as a substitute be situated inside the internal context of the educational group.

Branding might be a shorthand measure for the entire scope of standards that go to make up the character of the university (Bennett, Ali-Choudhury, and Savani, 2007). And universities require sturdy brands to decorate focus in their life and route services, to distinguish themselves from rivals and to advantage market proportion Jevons, 2006).

A right institutional brand wishes to face out, convey the brand message adequately, and to build purchaser consider. Brand and customer trust serve to lessen the danger of making incorrect choices in the selection of a particular institution. It is through the introduction of brand that an academic group, through promotion, seeks to convey identification and picture of itself to capacity students. Educational establishments have to be therefore capable of meet those essential branding requirements in their advertising and marketing attempts to target the scholars. The university sector has
traditionally led research into the marketing of education products, exemplified by numerous articles on how to brand education at the school and university level, including articles by Arenson (2004), amongst others. These articles portray how colleges can separate themselves using branding procedures, for instance by making a feeling of group between the instructive item and its customers (Arenson, 2004), and through various commonsense exercises on the most proficient method to make a brand, trailed by reasons on why a brand is imperative (Chapleo, 2003; Gifford, 2004; Holmes, 2003).

Many educational executives are cognizant of the need for “marketization”—the marketing of their education institutions (see, e.g., Hanson, 1996). The marketing of education is needed for successful recruitment and increasing market share of resources and students (Davis and Ellison, 1997; Grace, 1995; Oplatka, Hemsley-Brown, and Foskett, 2002). One particularly important marketing concept that has not been addressed adequately in the marketing of services is that of branding, particularly in the context of branding education.

2.6 SERVICE BRANDING IN HIGHER EDUCATION

Education is considered to be a service more than a product because of the nature of delivery and the value gained out of the process. Accordingly, it is possible to consider investigating service branding models in general, but this is only to gain more insight and understanding of the previously built service branding models. This does not mean that these models can be directly applied to higher education, but they can help in articulating some new models that suit the nature of higher education branding. Up to date, there has been quite limited research handling the concept behind what service brand value is, how it can be formed and offered to the customers, and there is almost no accord regarding what creates value and how it can be delivered (O’Cass, 2010; Ngo, 2010). On a similar note, Shahaida et al. (2009) developed a conceptual model of brand building for Indian management schools. In this market, branding universities is inherently a most challenging task with poor brand management techniques. In fact, a review of the previous stream of research on branding universities reveals that there are limited studies in this field, especially at international level. In a 2009 study, Ali-Choudry et al. explored the university brand components based on the views of university marketing directors. One of the prominent researchers in the university
branding literature is Chapleo (2008, 2007, 2005, 2004), whose works centered on successful university branding as well as perception issues. Some other recent works include Hemsley-Brown, and Goonawardana, (2007) where they focused on the concept of brand harmonization of universities in the international market. Vrontis et al. (2007) worked on a choice-model of college students in developed countries. This includes internal marketing and personalization of the brand to help overcome the inherent problems of intangibility and complexity, particularly in the case of professional and business services, as well as investment in skills development (Gray, 2006).

In fact, top-of-mind responses from service organizations suggest that managers perceive branding as significant sources of advantage for their organizations (Gray, 2006). In relationship to educational institutions, the importance of employees in shaping and giving an organization its “soul” and “purpose” cannot be underestimated. An institution is only as good as the people it hires; employees belong to an institution, and the institution communicates through its employees. Since an organization's notoriety is shaped by a connection between the organization's aggregate remaining with its workers and outside partners. Gray et al. (2003) studied the positioning of univarsity brands in Asian countries. This studies especially specializes in readability in advertising, undertaken to enhance the brand value of the educational establishments. Further to the attention of college students’ wishes, higher education establishments need to additionally consider needs of different companies consisting of a body of workers, alumni, parents. The difficult errand for an instructive repute quo is to synchronize pursuits of numerous gatherings and to hold up alters with a selected end purpose to meet pursuits of the general public and administration customers in the intervening time. However, earlier than venturing a bet as to exactly how branding might also affect accepting as true within a college, it'd seem beneficial to mirror a touch on the things for which universities may want to and should be relied on, ideally speaking.

Service branding assumes a pivotal part in deciding customer esteem and goes about as a guarantee of future fulfillment (Berry, 2000), alongside expanding customer's trust and faithfulness (Berry, 2000; O'Cass and Grace, 2004). The success of a firm’s differentiation strategy to create value for a customer depends on the extent of the firm’s ability to identify what value customers are looking for in their value offering.
(DeSarbo et al., 2001). Also, an essential requirement of successful services branding is an investment in people.

In addressing this gap, this research provides an additional contribution to the theory and practice about branding for services: how educational institutions can use “corporate branding” to unite their various customer or stakeholders in strategically branding their organization. Also, McDonald, de Chernatony, and Harris (2001) stated that more research is expected to create a custom fit model for education branding.

There is a significant level-headed discussion on whether the fruitful qualities of administration branding could be similar with regards to higher education branding. Moreover, a big question mark circles around whether service branding models could be applied in branding programs in higher education markets. There are a few established service branding models that could be of value to this research. Berry’s (2000) service-branding model is used as a fundamental base given that it is the first brand equity model created to clarify how brand equity can be formed exclusively from the perspective of customers in a service-based environment. De Chernatony and Dall’Olmo Riley (1999) has commented on the lack of research into identifying best practices in services branding. There also exists a number of marketing articles dealing with branding in schools, such as those by Oplatka and Helmsley-Brown (2004), brand valuation (Roberts, 1998), positioning schools using marketing plans (e.g. Harvey, 1996), communicating with its customers and educational institutions can use branding strategically and conceptually.

Another definition of social marketing was given by Andreasen (1994), which argues that social marketing involves the application of commercial marketing techniques to analyze, plan, execute and evaluate marketing programs designed to influence the voluntary behavior of target audiences to improve their welfare and society to which they belong. University branding is relatively a new area for research.

In the 70s the concept of social marketing was outlined, which was first introduced by Kotler and Zaltman (1971), who considered that social marketing involves the use of techniques and marketing principles to promote a social cause, ideas and behaviors.
2.7 BRAND BUILDING

Brand building is a procedure of making an incentive to purchasers. It includes everything that buyers know, feels, and experience about business completely. There are few steps which help in developing and creating a brand strategy. Steps engaged in brand building.

- The first and the foremost stage is defining the brand that is essential in brand building. This Step elucidates what brand truly stands for. Brand plays an essential role while defining business as it helps in determining those characteristics that serve as the core strength of the organization. Also, if defining a personal brand, one must examine the capabilities and understanding that own especially the ones which stand out. On the similar token, need to understand what brand stands for and what’s essential for brand values. The values ought to in one manner or another display which can be contributing to the environmental, social, and financial well-being of customers.

- Differentiate brand: The main function of embarking on brand constructing- one should take time to distinguish it so which can appeal to interest and stick out from the competition. To separate picture, make a compelling favorable function in the thoughts of purchasers not just getting attention by brand constructing colors. Corporation ought to provide you with a unique fee proposition, precise branding strategy to put the brand in a way to assist customers to see and admire the greater price of the brand in comparison to the existing brands.

- Construct and reveal brand as stated earlier, constructing is not a one of the element. Creating a unique and compelling brand lot of time consistency is required. To construct a picture, retain strengthening traits and aptitudes by taking on new components and assignments on the way to give a greater presentation. Implementation of different promotional channels, i.e., through social media blogs and boards, helps in creating a voice for non-public or enterprise brand. While assembling picture, create mark identification (what individuals realize, think, and say in regards to brand) that is the thing that drives or inspires people to relate to and attract with the brand definitely; on the off chance that execute image building strategies reliably, at that point will effortlessly installation an example with the intention to continually be related
with picture. This is what drives or motivates humans to perceive with and have interaction with the brand.

- **Customize brand**: Brand building marketing campaign or brand to be successful, then to customize it. It's far critical to offer identification. Maximum customers see and enjoy the character of the brand to the fullest. Study brand as something that a customer wants to discover with pretty a lot as they would with their favorite cars, mobile phones, or computers, as of taking part in brand constructing, have likewise to involve customers so that they can relate it with themselves. Top manufacturers encourage patron-brand interplay using personalized merchandise to satisfy the desires and choices of purchasers.

- **Assessment of brand is not static**; it's going to go through a number motion in its lifetime. Contingent upon image systems, the brand picture will either expand in first-class, or stay dormant, or recede with time, new activities, modifications, and instances deliver demanding situations and opportunities to decorate the price emblem or re-establish it. This kind of attainable consequences must supply the stimulus to assume the duty of image building sports, and name grows, so do the obligations and expectations to retain with brand constructing. The maximum ideal approach for ensuring brand development is investigating physical games and assessing victories via measurements, for example, stages of brand mindfulness and stages of engagements. Normal reviews will help to seize and make the newest opportunities at the same time as upholding your dedication to remaining real to imaginative and prescient, and strategy will likewise permit to guide image the right way and keep it critical as flow into the destiny. Brand constructing isn't always a one-off thing. To represent brand image separate, exhibit it, and audit brand image stays for, now and then. It's miles very crucial to be clear approximately branding strategies that will increase the value of purchasers and enable them to build up the correct impression of the organization.

### 2.8 STEPS FOR IMPROVING ACADEMIC REPUTATION OF INSTITUTIONS

- **Invest in research**: Research is essential if a college or business college need to enhance their reputation, strength, and weakness. Based on these insights, refine brand message in an attempt to differentiate competitors. To be a reputable institution in every field and have no flaws is impossible, so channel unique
qualities and niche areas through extensive research and utilization of critical data.

- **Listen to the students:** It is vital to get understudy feeling to enhance notoriety. Reviews are an awesome choice. To ask plentiful questions that offer a wealth of useful data. It would help to have respondents rate other institutions they are considering the same attributes for a meta-analysis. The rehash usefulness of reviews speak to a simple and effective approach to assemble understudy sentiment and encourage the change of your foundation's reputation.

- **Have an adaptable brand strategy:** Priorities student experience and academic offerings. To fulfill a higher educational ‘brand promise.’ Keep educational module refreshed to mirror the changing commercial center and progression in higher education. It is worth considering the growing impact of globalization. Not only has this brought about new academic subjects but institutions must accommodate for non-traditional students and an older student population. To strengthen brand positioning and reputation, business school or university must attempt to manage these changes successfully.

- **Engagement:** Brand strategy should also include improving engagement levels. In higher education, creating a sense of belonging is vital for students. Try not to disregard the need that is creating associations with staff and directors – not merely with their companions.

Within the field of education in general and HEIs in particular, services marketing (Mazzarol, 1998; Nicholls et al., 1995; Enache, 2011; Zeithaml et al., 1985) has been stressed on several occasions. Services marketing consist of four dimensions that describe the product (service) as perishable, heterogenic, inseparable and intangible. A service is perishable since it could not be saved for later use. Service is also heterogenic and therefore hard to standardize which could affect the quality. It is also inseparable since the sender (seller) and the receiver (buyer) is involved in the production of the service. Finally, as services are intangible, it could not be stored or patented and therefore difficult to communicate. Since services marketing consists of several components, the study has been delimited within the field of 7Ps of educational marketing (Enache, 2011; Ivy, 2008) in combination with previous research. The previous research has been integrated with parts from the 7Ps of educational marketing to construct the conceptual framework. The conceptual framework has been created
about academic needs and wants of a marketing approach that was more education based and linked to how HEIs attract and enroll students, in comparison to traditional business based methods (Oplatka, 2009). The theoretical framework is therefore relevant to the study’s area of marketing within higher education. The 4 Ps model is traditionally used closer to bodily merchandise. However, the educational service sector calls for a one of a kind method. To outline green marketing of services the 7Ps technique have been introduced - including humans, physical evidence, and system to the traditional mix. (Ivy, 2008).

Taking these dimensions into consideration within HEIs, they serve different purposes. Since education is inseparable, there is an importance of a mutual understanding between the HEI and the student. Linked to perishability, a seminar lecture cannot be sold for later use or stored. Heterogeneity, on the other hand, makes it difficult to standardize and repeat the service. The quality of a lecture can fluctuate on a daily basis, making it difficult actually to measure the quality. Furthermore, intangibility possesses differences regarding the how the service is equipment-based or people-based. Courses within HEIs are often conducted by people, meaning that the staff is connected to the product itself. (Nicholls et al., 1995) Mazzarol (1998) states services marketing as an essential theoretical part of the marketing of HEIs. Universities need to conduct a marketing approach that overcomes obstacles related to the specific characteristics of a service. HEIs also need to manage problems related to over or lack of capacity. (Mazzarol, 1998).

Higher Education is different from advertising associated with bodily merchandise and consequently requires also adjustments within the advertising mix. The classical advertising mix consists of 4 distinctive Ps; product, fee, place, and advertising. About instructional service, this mixture may be adapted and relevant to a certain degree. (Nicholls et al., 1995) However, speculations exhibit that this advertising mix is beside the point for advertising and marketing of services (Ibid, 1995). Additional Ps has been delivered and Nicholls et al., (1995) strain that the Ps people and system provide higher performance regarding services.
2.9 KEY ELEMENT OF SUCCESS FOR HIGHER EDUCATION INSTITUTIONS

2.9.1 Brand Image

Earlier than the brand can be efficiently promoted, the popular identity should be defined, a brand intent, brand attributes, and brand advantages need to articulated and continuously reflect the company’s ethics and values even as aligning with constituent expectations. As formerly it was recommended, that brand lives inside the hearts and minds of the customers. And as a result, it is logical to define the brand identification with an assessment of the existing brand for diverse constituent companies valued with the aid of the institution even though the evaluation can take much paperwork, and the desired very last effects is to advantage insight into the modern-day reality. As they would like to think, mark value is a psychological brand that incorporates the psychological relationship of the customers is impacted by six deciding elements: the nature of the item, the administration quality for customers, the brand separation, the satisfaction of guarantees contained by the brand, mark trust, and validity. In a market that has become competitive, higher education institutions must increasingly consider the problem to build a successful image both among prospective students and among employers to maintain an advantageous position on the market. The image must be joined by the right data, a great limited time correspondence, college administration in light of showcasing standards .So far, most universities were not concerned enough to know the size of their own images in the minds of stakeholders. For the universities, the value is given by the favorable image that will benefit on the educational market. For the colleges, the esteem is given by the good picture that will profit on the instructive market. University’s mission, the pursued purposes, organizational structure functionality represent aspects that contribute to shaping the concept of the desired image, image that the university would like to have among the stakeholders. It is useful to determine this by positioning the university in relationship with other competing institutions. Building a positive picture is helpful to begin with an exact correspondence, finish about the capacities, assets and qualities of the college, which regarding picture it implies the picture frequently transmitted or communicate through partners . Contingent upon the capacity to comprehend and esteem arrangement of every individual having a place with the objective gathering, it must be achieved the picture transmitted to the approaching picture that has a solid subjective character. The most important aspect in
terms of marketing approach is to study the actual image that represents the synthesis of the subjective images received at an individual level and considered at a social level. American Marketing Association characterizes a brand as a "name, term, outline, image or whatever other component that recognizes a decent or administration as particular from those of different dealers". It is an abstract concept associated with a company, product, service, and the customers, staff, partners, investors; reflect that in a certain manner. This unique idea is related with considerations, sentiments, observations, pictures, encounters, convictions, mentalities coming about because of stakeholders involvement with the brand and which is emerged in data and desires related with an organization, item or administration. A strong brand is one of the most valuable intangible goods for any company (Clark, 2002; Keller, 2008; Keller and Lehmann, 2003). Berry (2000) presents the expression "mark value benefit" which is dictated by the brand's organization, outside correspondence and the administration utilization encounter.

2.9.2 Brand Awareness

Brand awareness relates to the strength of which the consumer is aware of the brand. Research has shown that a familiar brand is more likely to receive a more positive response than that of an unknown brand even though there is little or no knowledge of the quality, or even when it is believed that the quality of the unknown brand is perceived as higher (McInnis, Shapiro & Mani1999). Aaker (1996, p.vii) says that brand identity is inspirational, thus how the brand wants to be perceived, whilst brand image is how the brand actually is perceived by the customer. The values of the organization and the brand should be in agreement with each other otherwise they will not be effective. The extended identity aids the core identity in filling out the gaps that the core identity cannot communicate by itself; it provides texture and completeness (Aaker, 1996).

2.9.3 Brand Identity

The purpose for universities to venture into branding is not to try and sell a product or service but to communicate an identity (Bulotaite 2003) describes the main components of the brand identity as brand positioning and strategic personality. This identity will give the university a platform in which it can compete with other universities by differentiating themselves, and according to Bulotaite this is particularly important in changing time; the identity will aid in pushing the university forward. In India, the
university these days, originated approximately a century and with the establishment of universities at Calcutta, Madras, Bombay, Allahabad and Lahore between 1857 and 1902. These had been modeled after the British universities of that period. Central Advisory Board of Education's (CABE) Committee on Autonomy of Higher Education Institutions (2005) in its report expresses that right now the Indian higher education framework contains 343 university degree groups and round 16,885 faculties and that there are numerous traumatic concerns approximately its part and execution. A large range of our presumed faculties and universities have lost their pre-distinguished positions, just a couple of figure out how to preserve up their status and poise in a state of affairs of complicated financial weights and overall adjustments in approaches to deal with the instructive method. Beneath the hastily increasing scenario with a multiplicity of expectancies from the higher schooling device, it has come to be necessary to discover the one's attributes, which distinguish an exquisite group from a mediocre one.

In order to stand out of competitors it is essential to focus on content marketing, making use of both traditional and digital strategies. Here are some guidelines that higher education marketers can use to strengthen their brand awareness and reputation.

- **Clear Brand Focus:** A brand should really signify what that institution stands for. “The best institutions treat their brand as something more – an ethos – something that represents what they inherently believe. To them the brand represents an ideal, something the world needs more of.” Abiding by branding principles to create a strong brand with a clear focus will help in building the long-term reputation of the brand.

- **Quality Website:** Website design, architecture and structure should focus on making it easy to find information. The more users have to hunt for the information they want, the more frustrated they will get and the higher the likelihood for them to leave without taking any action. An effective website should also focus on having prominent calls to action. This will make it even easier for searchers to get more information and move to the next step of the process.

- **Top Search Rankings:** Assuming brand and website are strong, achieving high search rankings is the next step to gaining success in higher education marketing. It has been proven time and time again that top rankings yield higher traffic results. Multiple studies have shown that the first search engine result
receives the most traffic, compared with each of the other nine results on that first page, and the traffic drops off even more on subsequent pages. But, with frequent algorithm changes a search results page has many elements vying for a searcher’s attention. It could be an image; it could be a map listing, etc. Therefore, along with focusing on top rankings, the focus now also needs to be on distinguishing the ranking from all the results on that page.

- **Distinguishable Search Ranking:** A good quality search snippet will draw people in. First of all, the title and description that describes a search listing should be an accurate representation of the content that it’s leading to. Secondly, with the introduction of rich snippets, it is important to present as much information as you can in that snippet. If you have a blog, you can leverage blogger’s authority by connecting their images with the content they create. It gives a different view of the institution that will set them apart from their peers. Any interesting content that will draw searchers in and create familiarity and comfort with the brand will help to build a strong connection with the searcher.

- **Content & Social Marketing:** No matter what type of content is used to get a prospect’s attention, it’s essential to make sure it all has a purpose. The first step is to create the content and then get the content in front of prospects and users. Blog posts, social media posts, press releases and other public relations activities will all help in generating the type of content that will build overall awareness and reputation efforts. The next step is then to engage users in a dialog and encourage conversations and user engagement.

2.10 **CONCEPT OF BRAND EQUITY IN HIGHER EDUCATION**

Marketing practices and advertising research have created interest among the researcher to design the strategies associated with constructing a strong relationship amongst brand and consumer. Keller (2008), in his work stated that brand is the most precious asset for any company. Consumer-based brand equity is stated where consumers have a high level of awareness and familiarity with the brand and which helps them in developing favorable and establishments with the brand in memory. One of the issues that arise is the discussion about the customers; who are the customers of a University? The Oxford English dictionary defines a customer as “a person who buys goods or services from a shop or business” In many other countries worldwide tuition fees has to be paid by the students, thus making them customers in definition. The fees for higher education can
vary from very high, to very low, for example in the U.S. community colleges which are preparatory for studying at a university are much cheaper. Another example is in the UK, here education is largely funded by governments, however there has been a increase in the fees paid by the students which according to Eagle and Brennan (2007) has also increased the tendency to view students as customers. In Sweden there are no fees for studies at university or college, and only one institution that can count as private: Chalmers, which is run by a foundation, however operates in the same way as the others. Still the competition amongst the universities in Sweden has also increased due to for example overcapacity and recession. Sari Kalin (2006) Brands are the aggregate of all the imagery that people have in their heads about a particular company or a program. Therefore, branding is seated in the psycho-sociology aspects of the target group. The focus on customer orientation ignores the fact that there are multiple stakeholders of higher education (Clayson & Haley, 2005). As Schmidt states; “In higher education, almost any group can be identified as a stakeholder”. In improvement potentialities, human capital is the most full-size capital of countries. Therefore, making people astute and enable is any such task. Meanwhile, since the better training is answerable for generating technological know-how, selling expertise and instructing human sources that are had to distinctive sectors of society, so has a special function in sustainable improvement of groups. On the other hand, the prevailing aggressive surroundings in higher education has brought about achieve success in attracting the elites that offer the desired criteria of college students. Furthermore, information the perceived role of college as compared to competition can assist to higher planning of university advertising. Hence, brand positioning and figuring out its competitive function on this surroundings are needful and unavoidable. The introduction of research and clinical poles, acquiring permission and publishing the specialized medical or research guides are a number of the essential elements that with right funding and cautious planning will result in the medical strengthening and the university brand promoting; The attempt of universities to hold the clinical national and international conferences and meetings is critical in this context; Another difficulty that with specified instructional planning of university and obtaining funding and status quo of infrastructure and with scientific and financial justification may be powerful refers to the advent of several specialised disciplines and inclinations at university that definitely brings excessive equity. - It is proposed that college has the educational nature. So, the perceived offerings exceptional of university by using students are evaluated through its
educational offerings and facilities. Due to the impact of this issue on emblem fairness, it is recommended to universities to emphasizes on signs of the educational facilities and offerings. The creation of accessibility of the net assets of data to universities, the establishment of suitable academic and laboratory device and growing the appropriate facts generation contexts are some essential signs that make a contribution to the reinforcement of university's servicing. However, these elements are reinforced with adequate and suitable academic area. - The facilities and physical environment of university can also be taken into consideration as facilitator of tutorial offerings.

The brand equity from a financial perspective is a focus on the brand as the name which represents an asset that is of the fee to the company because of its capacity to create destiny earnings/cash drift (Kim et al., 2003). From a customer's perspective, brand equity is the image along with higher overall performance, lower statistics expenses and a fine image of the product. From the purchasing perspective, brand equity is the amount of premium paid by the customer in the name of the brand. From a company’s point of view, brand fairness represents attributes which include lower financial danger, and incremental coins drift, better rent, better entry obstacles, decrease advertising and distribution cost for extensions and protection from imitation via trademarking.

For most of the customers, a college degree and diploma is a one-time purchase. In the HE context, there should be less prominence in creating brand loyalty whereas more emphasis should be on building brand equity based on customers to promote positive word of mouth. Keller’s (2001), loyalty assumes top priority and alludes to the significance of this in generating repeat purchases. It is described because the ‘final relationship’ among brand and customer and want to be the underlying cause in advertising and marketing decision-making.

In essence, emblem fairness measures the fairness of the brand, each to the organization and the purchaser. For the consumer, this delivered equity arises from the brand’s function as an indicator of appropriate attributes and as the basis for constructing an emotional bond (Teas and Grapentine 1996).

However, repeat purchase in HE may not be the critical aspect driving force, but as an alternative, it could be student delight, come across including the usage of the item because the critical thing diploma in growing purchaser based fairness. Customer-based brand price is the differential impact of emblem studying on customer response to the
advertising and marketing of the emblem (Keller 1993). It takes area while the patron holds a few wonderful, stable and top notches are courting with the product and offerings. Keller’s (2001) version for putting in emblem equity is probably the most entire and could function the muse for the dialogue on setting up customer-based brand fairness inside the HE area. It happens when the customer holds some favorable, sturdy and particular brand institutions of their memory. A brand is said to have a positive customer-based brand value when purchasers respond all the more positively to a component of the promoting blend for the brand than they do to similar advertising. When placed into context, branding is much more than putting a fancy name on a product. Brands represent grouped combinations of attributes, communicated through carefully selected names or symbols, which influence the perceptions of targeted groups to create value. The value of a brand resides in its effectiveness and its ability to deliver the required message of the promise that the product or service will deliver to the target audience.

2.11 CONCEPT OF BRAND LOYALTY IN HIGHER EDUCATIONAL INSTITUTIONS

The idea of brand dependability has been perceived as an imperative develop in literature writing for no less than four decades, and most specialists concur that brand steadfastness can make firm advantages, for example, decreasing advertising costs. These advantages reveals the positive effect mark faithfulness can have on a firm, and thusly, Khan and Mahmood (2012, p. 33) proposed a definition that effectively mirrored these advantages, by expressing that "brand reliability can be characterized as the customer's unrestricted duty and a solid association with the brand, which isn't probably going to be influenced under ordinary conditions". Disregarding the way that there is an agreement between analysts concerning the advantages that takes after brand devotion, promoting experts and researchers presently can't seem to concede to a meaning of the idea. However, the literature still reveals some common denominators, as most researchers agree that brand loyalty can be either true or spurious. While situational conditions drive deceptive reliability, for example, cost and comfort (Iglesias et al., 2011), genuine brand devotion holds some marker of past mental and full of feeling a connection to the brand (Lin, 2010). In addition to true and spurious loyalty, other scholars have suggested that brand loyalty holds several other dimensions. However, in recent marketing literature, true and spurious brand loyalty holds a few different
measurements and still the most recognized dimensions. This disagreement, especially regarding the lack of a common brand loyalty measure, can be the cause of great confusion, and evidently, invalid data. However, Newman and Werbel (1973; cited in Kabiraj and Shanmugan, 2011, p. 289) argued that in order for brand loyalty measures to be valuable for marketers, the measures should contain the consumer’s unwillingness to switch brands. Presuming that this statement is correct, brand commitment is a valid brand loyalty measure. As reflected in the literature, brand commitment is conceptualized as the consumer’s desire to maintain a relationship with the brand, which has a direct influence on their reluctance to switch brands. Based on the literature, the authors, therefore, expect to find that both effective and continuance commitment has an impact on brand loyalty. Based on Newman and Werbel’s statement, it is also presumed that brand experience is a valid measure of brand loyalty, as it is more likely that consumer’s who encounters a superior brand experience will prefer this brand in the future (Brakus et al., 2009), which will evidently cause a reluctance to switch brands. The literature also revealed that brand experience could be viewed as having both a direct and indirect impact on loyalty, brand commitment as a mediator between experience and loyalty. However, there is not sufficient evidence in the literature to suggest which of these views are correct, as brand experience is still an under-researched concept, and commitment as a mediator of the relationship has yet to be validated. The authors, therefore, expects to validate this relationship between experience and loyalty both with and without commitment as a mediator. Brand loyalty is a state where the consumer will continue in purchasing the same brand even if other brands serve similar and superior product. Considering customers loyalty cut down the marketing cost strategies can be adopted by the organization which reduces the threats from the rival and develops a healthy relationship between organizations sales channels. Brand loyalty is the source of profits. For managing brand equity, brand loyalty is an effective and important method. Thus, concern about brand loyalty is an effective method to manage brand equity. For universities, students are their customers and with high quality and satisfied customers universities can gain maximum profit. According to Richins (1983), Word-of-mouth marketing can be positive as well as negative. Students with the positive word of mouth help the universities and colleges in gaining a place in the market. This study states that only a satisfied customer delivers a positive word of mouth and recommends to others. Students satisfaction increases when they are familiar with the campus, including academic knowledge, services, and facilities. Based on the
satisfaction students will reconsider the service content of the schools. Helgesen and Nesset (2007) studied the drivers of student loyalty in a Norwegian University College and focused on the image of the study program, the image of the University College and student satisfaction as antecedents of student loyalty. Different investigations may have analyzed understudy dedication after graduation and effectively found that such faithfulness includes long-haul connections. It is not clear how post-graduation loyalty is generated unless it is backtracked to the school years to understand its sources and antecedents. The notion of brand loyalty as a two-component structure is still considered as being highly appropriate among researchers. Late investigations have seen brand faithfulness as a multi-dimensional develop, and accordingly, it need multivariate estimations .This new prospect creates room for several measurements and interpretations, and as of this moment researchers are not yet in agreement regarding which measurements to use.

2.12 STUDENTS EXPECTATIONS AND PERCEPTIONS OF HIGHER EDUCATION

Students have a favorable impression of higher education, yet also clear desires as a top priority of what organizations should give to help and empower their learning and improve their vocation prospects. Students wanted to be challenged in their learning but also supported by the institution. Students almost exclusively spoke of their educational learning experience regarding their course. This raises the requirement for solid course level administration of the educational programs, quality, and norms, with an unmistakable structure of scholastic administration reflecting undergraduate student facing angles, including neighborhood input and assessment, module and course review. There needs to be institutional level support and management of quality enhancement and quality assurance of student engagement, individually and collectively, which can be coordinated through dedicated offices or senior appointments. Together this would take into account assessment and criticism procedures to be overseen at the course level and composed at the institutional level, remembering to look for, ask and write about the input to and from students. The learning of thought processes and their merging is imperative for arrangement producer identified with the extension of education in the nation. These motives act as change agents in transforming the students. It describes needs of effectiveness and new kinds of programmes and courses to deal with increasing student aspirations. New demands are described as having been placed on
teachers, students, and leadership, including an expanded role for student choices of and in higher education. (Bangari & Chaubey 2018).

In many ways, ‘the student experience’ is fused with the commoditization of education—the turning of higher education into another business with a financial bottom line— arguably more diverse perspectives on both ‘students’ and ‘experience’ (Sabri 2011). This research study aims to understand from students’ perspectives their experiences as students, highlighting the individual expectations of each student’s own experience and raising awareness of what matters to students in higher education. Further, this work provides examples of issues affecting quality and standards of higher education from students, in context of their experience and from the voice of individual students. There was a feeling that substance was esteemed because it prompted employability. Students talked about needing to get a ‘great job,’ with a substantially more grounded center around a fascinating and deliberate profession than on the budgetary advantages. The transformative parts of higher education might be troublesome for students to distinguish amid their higher education encounter; it might be a feeling that creates after higher education. Students expected institutions to link study and employment and expected activities beyond traditional formal degree requirements. The topic of employability was solid across students from all subjects and institutional composes, yet was more centered around a particular track for students on professional courses, for example, law or medicine and guidance also came up in connection with careers services, with students commenting that the advisors usually had no experience of the industries they were providing guidance about themselves. This features the difficulties for quality with the mixing of the working environment and the academy(Gibbs 2009). The overwhelming perspective of the reason for education was as a pathway to ‘propel your profession,’ however this subsumed thoughts of higher education as professional preparing, personally transformative experience and getting a job. Employability can be considered as a process and product of learning in higher education (Aamodt & Havnes 2008). Although much is composed about what students need and anticipate from higher education, ‘reality, as experienced by the understudy,’ has a critical extra incentive in understanding students’ learning and endeavors to enhance the nature of higher education.

Getting sufficient value for the investment of time and money students were making was a significant concern, with extensive discussion of economic value and the recent
changes in higher education funding. This sense was heightened by awareness of changes to tuition fees and the media and political discourse around higher education funding. Tangible measures of value, such as contact time and new buildings, were often used as proxies to inform a judgment about ‘value for money,’ although for some the outcome measure of graduate employment or enduring usefulness of the degree was more important.

Students had expectations of curricular content and delivery. An area in which minimum benchmarks appeared consistent across students was the need for departments with academics with sufficient content knowledge to effectively teach subjects. Circumstances in which students’ apparent guides to be relegated to show modules for which they were inadequately proficient pulled in extreme feedback from students. Understanding the subject being taught was perceived to be a minimum benchmark of competence for an academic and, while students had differing stances toward self-directed learning, there was general dissatisfaction when tutors were unable to provide subject content support, and students felt that they were learning the topic alongside the staff members teaching them. A less often discussed expectation was the content of the course itself and the degree to which this content measured up to students’ perception of the appropriate level, or type, of content within the academic programme. As may be normal, students' points of view were isolated on the substance of their courses, which may reflect varying desires of specific students or contrasts between the degrees programs considered.

The transition into higher education involved a trajectory from where students had come and into a new environment, academically, intellectually, socially and often physically as well. Many students spoke of moving into higher education as a ‘transformational’ experience, individually and regarding social positioning and career prospects. Students’ expectations stemmed from family and friends, secondary schooling and further education and the general media and political discourse. Students’ experiences of transition typically related the difference between previous college, sixth form, or employment settings and the higher education institution. Returners to education, mature students entering higher education after a substantial period in employment, noted that the transition was rarely seamless. A key feature of transition for students was balancing the various demands of higher education, and what support the institution provided for them. However, there needs to be a balance between what the institution
can offer and with a ‘marketing’ approach. A group of students at one institution felt they had been advertised a traditional campus university experience, but in reality, they had a small college experience with little interaction with other colleges. Students also noted the need to balance experiences with others and to develop autonomy and independent study. Students also struggled with adapting to new spaces, regarding learning spaces and living away from home, lifestyle changes, including balancing study and social time and how to fit into a new community. This features the trouble in examining students’ desires and discernment, to a great extent because of the severely participatory nature of higher education, which is both molded and impacted by students themselves (James 2002).

2.13 PRINCIPLES OF SERVICE AND QUALITY IN HIGHER EDUCATION

Unlike tangible products, a service is a complex phenomenon, and many fragmented definitions have emerged (Hirvonen, 2007; Jallat & Wood, 2005). Jallat and Wood (2005) defined service as a simultaneous process, a social interaction, a relationship and an intangible result. Zeithaml et al. (2006), describe services as deeds, processes, and performances. As indicated by Kotler and Keller (2006), services is a demonstration or execution that one gathering can offer another that is intangible and does not result in the ownership of anything. The fact that various people have diverse opinions when it comes to issues relating to services. However, the various definitions recognize that services are intangible, interactive, experiential and do not involve the transfer of ownership (Kotler & Armstrong, 2006).

Researchers have identified various critical success factors that will guide the implementation of quality management in an organization. Antony et al. (2002) also revealed 11 factors of quality practices in their study noted that there are 11 constructs of quality implementation. Suresh Chandra et al. (2002) in their research came out with 12 significant practices comprising of top management commitment and visionary leadership, human resource management, technical system, information and analysis system, benchmarking, continuous improvement, customer focus, employee satisfaction, union intervention, social responsibility and service culture.
2.14 SERVICE QUALITY IN HIGHER EDUCATION

Most of the published research works have focused on the quality of academic services such as courses and teaching (Athiyaman, 1997; Souter & McNeil, 1996; Oldfield & Baron, 2000). Aldridge and Rowley (1998) argue that management of higher education must not only focus on academic services but must emphasize on the overall students experience of an institution as a useful dimension of measuring students satisfaction. Hirvonen (2007) posits that the concept of quality in (higher) education is based on considering the needs of the student. The problem however is, who is the customer in education? There is no clear description of who is the customer in higher education. Some researchers in the field of service quality consider the student as a customer (Helakorpi, 1995; Hirvonen, 2007). Owlia and Aspinwall (1997) argue that the definition of a customer of tertiary education is entirely different from that in manufacturing or general services since groups such as students, employers, academic staff, government, and families are all customers of the education system with a diversity of requirements. To each of these groups of people, the definition may mean different things, and so the indicators used to define service quality may be different (Porter & Fuller, 1986; Hughes, 1988; Cheng & Tam, 1997). Cheng and Tam (1997) define education quality as the character of the set of elements in the input, process, and output of the education system that provides services that fulfill both interior and outside vital voting public by living up to their express and understood desires. This definition includes the essential characteristics of quality espoused in the management literature: inputs, process, output and multiple constituencies of an educational institution whose expectations may vary.

The higher education qualification is an essential starting point. It is crucial to get in touch with what students are looking for and how they want to be educated. For segmenting and understanding the motives of student aspiring for higher education.
### Table 2.14 Summary of Review of Literature related to Brand Building Indicators of Educational Institutions

<table>
<thead>
<tr>
<th>Brand Building Indicators of Educational Institutions</th>
<th>Derived from Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brand identity</strong></td>
<td>Communicate brand identity stated by Bulotaite 2003. Upshaw (1995) describes the main components of the brand identity as brand positioning and strategic personality.</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td>Concept of marketing by (Kotler &amp; Fox, 1995, quoted in Durkin &amp; Mckenna, 2011). Marketing role in consumer decision-making by (Meyvis &amp; Janiszewski, 2002). Marketing and advertising of educational institution by Beneke, 2011. Brands and images are related to the interactions between internal and their external environment (Bangari &amp; Chaubey 2017)</td>
</tr>
<tr>
<td><strong>Brand Equity</strong></td>
<td>The brand as a name which represents an asset which is of value to the organization because of its ability to create future earnings/cash flow (Shocker and Weitz, 1988).</td>
</tr>
<tr>
<td>Brand Building Indicators of Educational Institutions</td>
<td>Derived from Literature</td>
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</tbody>
</table>
|                                                   | Consumer-based brand equity represents the added value of the brand to the consumer (Farquhar, 1989)  
Value of a brand resides in its effectiveness by Sari Kalin (2006) |
| Brand loyalty                                     | Brand trust by (Garbarino and Johnson, 1999) and satisfaction (Wang et al, 2004)  
| Brand awareness                                   | Brand awareness relates to the strength of which the consumer is aware of the brand by (McInnis, Shapiro & Mani1999) |

2.15 RESEARCH GAP

The marketing of education is needed for successful recruitment and increasing market share of resources and students (Hemsley-Brown and Foskett, 2002). Keller’s (2001) stated that brand loyalty assumes top priority in generating repeat purchases. It is described as the ‘ultimate relationship’ between brand and consumer and should be the underlying goal in marketing decision-making. The exponential growth in higher education institutions in Uttarakhand has built a huge opportunity for education sector payers to position their services appropriately. However, the previous studies have explored various aspects regarding brand loyalty, brand awareness, brand equity and marketing activities on different segments but very few studies have focused on the role of marketing activities of HEIs in Uttarakhand in improving brand loyalty brand awareness and brand equity. Hence the present study has been undertaken from the perspective of creating brand loyalty, brand awareness, brand equity and brand image through the different marketing activities of higher education in Uttarakhand.
2.16 RESEARCH QUESTIONS
From the review of literature, following research questions arised.

Question 1: Is there any impact of various marketing activities in creating brand of higher educational institutes in Uttarakhand?

Question 2: Which source of brand loyalty and brand equity is affected by various marketing activities?.

Question 3: How these marketing activities do helps in reducing the gap between student’s expectations and institution delivery?