CHAPTER 1

INTRODUCTION

1. INTRODUCTION

Navigating the higher education sphere can be a challenge. Educational institutions are presently encountering the need to adopt the ideas that they have educated. Expanded rivalry, globalization, innovation and asset limitations are influencing education institutions to reevaluate their procedures. Higher Education Institutions (HEIs) are recognized as a critical element for modernization and development since these are responsible for producing skilled human capital for the society through teaching, building a knowledge base through research and knowledge development, use and dissemination of knowledge by interacting with the knowledge users (Okwakol, 2009). Higher education plays a significant role in creating leaders, wealth creators and feature real value to human resources. The nation is seeing a perspective change in higher education in all areas, i.e., from national to the worldwide education system, state-controlled economy to an open market economy, from faculty/teacher focused to student-focused (Venkatasubramanian, 2002). These changes have created contemporary challenges for the established education systems and practices prevailing in the market.

Indian higher education currently the third largest in the world, is likely to surpass the US in the next five years and China in the next 15 years to be the most extensive system of higher education in the world. By 2030, India will be amongst the youngest nations in the world. With almost million individuals in the school going age aggregate class, one in every four graduates on the planet will be a result of the Indian education framework. Since independence higher education in India has recorded impressive growth. In the last few years, it has been seen that the student enrollment rate has been increasing at a CAGR of 10.8%. The governing body for higher education, University Grants Commission (India) (UGC), that enforces its standards advises the government and helps coordinate between the center and state (Obadya Ray Shaguri, 2013).
1.1 EDUCATION SYSTEM IN INDIA

The Education sector in India is poised at an essential stage in its growth. India’s demographic advantage of having a large population of youth, coupled with low gross enrolment ratios, presents a massive opportunity to education sector players. India is a developing nation, and in the education industry, it holds an essential place in the world. Since freedom, India has been efficiently working on advancing education and has seen an apparent surge in reaching to all the categories of society. In the field of higher education, India has a long and respected history. At the time of independent where the country had very less high educational institute in terms of colleges as well as universities (only 20 university and 500 colleges and 2.1 lakhs students) (UGC 2017-18), today it has grown exponentially and presently there are 850 universities (State Universities 384 Deemed to be Universities 123 Central Universities 47 Private Universities 296) and colleges has grown up to 42338. (Source-Annual Report 2016-2017, UGC).

1.1.1 Ancient Period

Before we discuss the current higher education system in India, a brief historical background will be helpful to understand its institutional context. India has a vibrant history dating back several millennia. Through an oral subculture, knowledge turned up into preserved and propagated culture where the teachers have set up schools in their houses and these schools are also known as residential schools. Students have been to stay with the instructor and his circle of relatives and were predicted to share the everyday chores of the own family. Sanskrit turned into the language of the knowledgeable, and the texts have been composed on this language. Most of the current predominant languages in India are derived from Sanskrit. In the 5 century BC, under the regulations of Buddhist kings belonging to the Mauryan dynasty, India flourished with the establishment number of learning institutions. Taxila has become the place of learning where the student's journey to study and to be knowledgeable. Nalanda in eastern India became famous for the Buddhist University where several religious conferences were held. Persian became the language that is used in court, and the educated became conversant in Farsi and Arabic. British kept the dual traditions of Sanskrit and Farsi education alive till the colonization of India. (Pradeep Kumar Mallick, 2013).
1.1.2 Medieval period

In the medieval period, Muslims rulers began another arrangement of instruction and education which is famously known as Maktab-Madarsha Muslim arrangement of training. The point of instruction was to pick up information, the spread of Islamic culture and Islamic religion and advancement of character and ethical quality, administration, training of expressions, abilities, and livelihood. The central time frame likewise observed the ascent of private educational cost in India. In the Muslim instruction distinctive techniques were received to educate diverse subjects at various levels. At larger amount discourse, address and clarification technique were received. To show subjects like reasoning rationale strategy was utilized. The self-investigation technique was likewise received for the abnormal state to instruct the action situated subjects, expressions, abilities and different occupations showings.

1.1.3 Pre- Independence

The British period was a breakthrough in the development of education in India. During this period science and literature made good progress through English medium. The Indian education system faced some difficulties during this era. The government was not responsible for running educational affairs in India. In the beginning, the East India Company felt no responsibility for educating the Indians. Only some English intellectuals felt its need and pleaded with the court of Directors. The British established schools to teach English and science. In 1857 in three metropolitan urban areas, i.e., Bombay (now Mumbai), Calcutta (now Kolkata) and Madras (now Chennai) three colleges were set up following the model of Oxford or Cambridge. Later on, in 1887, another college was built in Allahabad. These colleges granted training in the human sciences and sciences. The principal objective was to get ready individuals for professions in the standard service, legal profession, and medicine. The British, who established the first industrial school attached to the Gun Carriage Factory in Guindy, Chennai, in 1842, also felt the need for technical education.

A beginning was made by Warren He strings who set up a “Madarsha” at Calcutta in 1781. The British did not think of introducing English education in India at that time. The Calcutta Madarsa, therefore, arranged for the study of Persian and Arabic. The British resident Jonathan Duncan, at Banaras in 1792, started a Sanskrit college. In 1800, Lord Wellesley established the Fort In 1800, Lord Wellesley established the Fort
William College for the training of the Civil Servants of the Company in the languages and Customs of India. However, these efforts were only personal initiatives of individuals.

1.1.4 Post-Independence

We achieved our long cherished independence in 1947. This gave a tremendous impetus and fullest opportunity to mold the educational policy according to the needs of the nation in the fast-changing times. The post-war period had seen an impressive advance in the circle of higher education in India. The extension of optional training consequently prompted the development of college instruction. At the season of parcel of the nation in 1947, Indian association had 19 colleges taking all things together. For realizing certain renewals in the arrangement of college training a Commission was delegated in the year 1948, under the chairmanship of Dr. Radhakrishnan. The commission gave important suggestions seeing the requirements of the free India. The report of the commission is an extremely significant archive which has affected the whole improvement of higher education in the post autonomy period. The foundation of U.G.C., the reception of three year degree course, the improvement of research is a portion of the vital proposals which have affected our instructive advancement. To such an extent that after this Commission, the interest for higher learning started to increment at an expanding rate. University Grants Commission was built up (1953) on the lines prescribed by Radhakrishnan commission. Measures were taken to redirect an expansive part of students to beneficial occupations previously they achieve the college arrange. There were 27 colleges toward the start of the first arrangement and the number expanded to 32 before the finish of the arrangement and in excess of 7.20 lakhs students were accepting college instruction in 772 universities. The foundation of three year degree courses, association of instructional exercises and workshops, change of structures, labs, libraries, arrangement of lodging offices, stipends for praiseworthy students, grants for research and increment in compensations of college educators. The quantity of schools expanded impressively and the foundation of new colleges wound up unavoidable. With the growing base at the rudimentary and auxiliary level, the interest for higher education had significantly expanded. The quantity of colleges expanded to 46 by 1960-61. The quantity of schools other than middle of the road universities had expanded from 772 to 1050. In the third arrangement huge offices were accommodated occupying students to professional and mechanical instruction.
Notwithstanding the arrangement for development of offices for higher education, recommendations for night universities, correspondence courses and so on were considered. Plans presented in the second arrangement for expanded for ladies training, advancement of rustic organizations and presentation of the three year degree course were proceeded. In the year 1964, Indian Education Commission was named under the chairmanship of Dr. D.S. Kothari. In the chronicles of education in India the significance of Kothari Commission involves an exceptionally remarkable position in the instructive history.

1.2 HIGHER EDUCATION IN INDIA

1.2.1 Number of institution and enrollment rate

Over the past few years, India’s higher education sector has witnessed tremendous growth. After independence, there has been a phenomenal growth in universities and colleges number and students enrollments. Now, it is a recorded fact that there is an increase of 44.75 times in the number of Degrees awarding Universities/Institutions, 84.68 times increase in the number of colleges, and the students enrolment has gone up by over 140.1 times in the formal system of higher education as compared to the figures of Independence Year of India. There is need to match the student expectations with the institutional delivery as the exponential growth in the admission rate cannot be met without increasing the capacity of the higher educational institutions and universities. The Indian higher education system consists of multiple types of institutions with distinct objectives such as research-focused institutions, teaching institutions and vocational/employment-focused institutions. The vital feature of Indian higher education system is distance learning and open education. All over the world Indira Gandhi National Open University is credited to be the world's biggest college with more than 3.5 million students. While India has shown impressive growth in the number of institutes and enrollment in the country as indicated in Table 1, it still faces challenges on several fronts including low and inequitable access to higher education, shortage of faculty, deficient infrastructure as well as low-quality and inadequate research. Today, the country requires an education system that can create quality in terms of a professionally skilled and industry-ready workforce, without diluting the focus on world-class research and innovation.
Table 1.2.1: Growth of Higher Education Institutions and Enrollment in India

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of University</th>
<th>No. of Colleges</th>
<th>Student Enrollment in Higher Education (million)</th>
<th>GER in Higher Education (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td>103</td>
<td>3604</td>
<td>1953700</td>
<td>----</td>
</tr>
<tr>
<td>1980-81</td>
<td>133</td>
<td>4722</td>
<td>2752427</td>
<td>40.88</td>
</tr>
<tr>
<td>1990-91</td>
<td>190</td>
<td>7346</td>
<td>4924868</td>
<td>78.93</td>
</tr>
<tr>
<td>2000-01</td>
<td>256</td>
<td>12805</td>
<td>8399443</td>
<td>70.55</td>
</tr>
<tr>
<td>2006-07</td>
<td>387</td>
<td>21170</td>
<td>13163054</td>
<td>56.71</td>
</tr>
<tr>
<td>2010-11</td>
<td>564</td>
<td>32964</td>
<td>18670050</td>
<td>41.84</td>
</tr>
<tr>
<td>2011-12</td>
<td>659</td>
<td>35,539</td>
<td>20327478</td>
<td>8.88</td>
</tr>
<tr>
<td>2012-13</td>
<td>700</td>
<td>37204</td>
<td>22302938</td>
<td>9.72</td>
</tr>
<tr>
<td>2013-14</td>
<td>712</td>
<td>39613</td>
<td>23764960</td>
<td>6.56</td>
</tr>
<tr>
<td>2014-2015</td>
<td>740</td>
<td>40760</td>
<td>26585437</td>
<td>11.87</td>
</tr>
<tr>
<td>2015-2016</td>
<td>847</td>
<td>41435</td>
<td>28485000</td>
<td>24.50</td>
</tr>
<tr>
<td>2016-2017</td>
<td>895</td>
<td>42338</td>
<td>29427000</td>
<td>25.2</td>
</tr>
</tbody>
</table>


1.2.2 Challenges of Present Higher Educational System in India

Since the time independence, the whole country has witnessed and seen many government parties have changed over time, but the challenge of developing of large and strong education system still exist. New education policies designed but these policies were not sufficient to meet the needs of an education system. After so many
changes, still, our education system is facing a lot of problems and challenges. The changing global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has expressed adequately that an entire scope of aptitudes will be requested from the alumni of humanities, basic sciences and trade, and also from the different expert teaches, for example, horticulture, law, administration, solution or designing. To make human resource productive significant investment is required for different disciplines of humanities, natural sciences, social sciences, and commerce to make their applications in the new economy and to enhance knowledge based on experience with skills and appropriate attitude. Responding as per to emerging needs, the UGC stated, in promoting social changes university has played a crucial role. To retain its legitimacy and gain public support and it must make an impact on the community.

For effective management, the management of higher education and the total networking of the system has become an important issue. The shift can occur only through a systemic approach to change as also the development of its human resource, and networking the system through information and communication technology. The shift can happen just through a systematic way to deal with change as additionally the development of its human resource, and networking the system through information and communication technology. Many fundamental issues are confronting higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, old teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from concerns relating to standards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from low-income families is a significant challenge. Due to the biases towards urban elite and wealthy students, students from poor background have a disadvantage since they are not academically prepared to crack competitive examinations as they are not able to access to private tuitions and coaching.

Research in higher education institutions is at its lowest ebb. In rural areas, there are still many colleges which are non-viable, under-enrolled and have the weak infrastructure and facilities with just a few teachers and all due to inadequate and diminishing financial support for higher education from the government and society.
Without a proper understanding of the emerging market structure of higher education in India, a series of judicial interventions over the last two decades and knee-jerk reaction of the government – both at the center and state level and the regulatory bodies has further added confusion to the higher education landscape in the country. In our country, well-informed reform agenda for higher education is missing. A few efforts made now and then are not rooted in the new global realities based on competition and increased the mobility of students and workforce. With the changing time, the education system is experiencing new challenges and government has taken a significant role to build the system. But there are many challenges always faced by the government.

With rapid growth of science and technology there is a continuous upgradation of curriculum which is among the leading challenges before the higher education system; globalization and the challenges from the international universities: grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various pioneering programs; developing a significant and purposeful interface between the universities, National Research Laboratories, industries, government and society, etc. There are so many people in various parts of the country, which are still out of reach. This is when we have emphasized more on our education programs and made our system reachable to all areas. The government has to rethink on these areas to implement more on the policies. Money plays a vital role in the education system to create unique globally recognized syllabus and curriculum.

Higher education is hugely diverse, and thus the challenges and issues faced by higher education institutions are diverse too. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. In India, facilities for the same are lacking and are not easily accessible. Even where facilities exist, there is a lack of information about the same. There is a lack of universities and institutes for education, but one most important fact is that the quality of education is absent in higher education. There are very few teachers, and their knowledge is insufficient. Most of the teachers are making money with tuitions. The teachers are not having proper knowledge of subject even, and resources to student community are inferior. Students lack in student-ship ethics, and they acquire knowledge to gain marks in the subject and for grabbing jobs. There has been some research performed within the subject of
promotional activities in higher education, although the areas explored are quite numerous.

The concept of college students as knowledgeable consumers influences on pupil choice of institution. The function of institutional image and reputation creates loyalty among students. In 1998 Mazzarol conducted relevant research for higher education marketing which helped in recognizing the factors essential for the success in international education marketing. Along with success factor, some challenges were also identified for the industry. The most significant challenge nowadays faced by education sector is lack of marketing research with precisely, i.e., branding and brand equity. According to (Mazzarol & Soutar, 1999) there is the absence of learning as a particular marketing area from service research. In 2006 research on education marketing was conducted by and concluded that promotion and marketing are incoherent and lacks theoretical models that replicate precisely in the relation of higher education. Recruitment of students is the most significant challenge for higher education institutions to survive in the rapidly growing competition. In 2006 Hensley-Brown & Oplatka has recognized that it is essential for the universities to market themselves to attract more students for enrollment. As the higher education system is operating in a climate of limited resources, therefore it is essential to consider and keep a note that the marketing budget should not exceed. Therefore, with the aid of spotting the market institutions are facing scarcity of required resources. Some questions arise as:

- Does the higher educational institution vision is set as per the student's expectation in meeting the higher community requirement?
- If the visions of higher education institutions are clear then what the higher educational institutes are doing to achieve these visions.
- Are the present higher educational institutes can provide services as per the international norms
- Does the present recruitment are as per the international standard?
- Does there is any mechanism in place to monitor strategy and planning process?

Answering these questions will help the university and HEIS to bring qualitative changes and to create the brand values across the globe.
1.2.3 Prospects of Present Higher Educational System in India.

Higher education means different things to different people. Higher education regarding level, it means to gain a higher educational qualification by the teaching-learning process in the higher educational institutes such as colleges and universities. Moreover higher education imparts knowledge, develops the student’s ability and also gives him/her a broader perspective of the world around. Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode. India has the third largest higher education system regarding size and its diversity and largest in the world regarding some educational institutions. After independence Indian higher education attains a massive growth. In the Indian system, higher (tertiary) education starts after the 10+2 (i.e., ten years of primary and secondary education flowered by two years of senior secondary education). The framework of higher education in India is very complicated. It includes various type of institutions like universities, colleges, institutes of national importance, polytechnics, etc. Universities are also of different types like central universities which are formed by the government of India, by an act of parliament which are responsible for arranging and distributing resources required by university grant commission(UGC), State universities, Deemed universities (aided and unaided). India has a federal set-up, and the Indian constitution places education as a concurrent responsibility of both the center and state. While the center coordinates and fixed standards in higher and technical education, school education is the responsibility of the state. Under the department of higher education, there are several regulatory bodies and research councils, which are responsible for the higher education in India.

1.3 Current scenario of higher education in Uttarakhand

Uttarakhand state became the 27th state of the Republic of India on 9 November 2000. Uttarakhand formerly known as Uttaranchal, it is situated in the northern part of India. Due to numerous Hindu temples and pilgrimage centers throughout the state, it is well known as Devbhumi (Land of Gods). The state is divided into two divisions Garhwal and Kumaon, with a total of 13 districts. Dehradun, the capital of Uttarakhand, is the largest city in the state, which is a railhead.

Higher education can only convert Uttarakhand into a model state to guarantee the all-round improvement of youth for the acknowledgment of their maximum capacity to
reduce poverty and joblessness through proper preparing of youth for the employable abilities, to make favorable atmosphere and framework for the development. As per UGC annual report of the year 2016-17, there were 795 Universities (47 Central, 123 Deemed, 360 State Public, 262 State Private and 3 Institutions under Special State Legislature Act) and 42338 Colleges, thus registering an increase of 38.74% in the number of universities and 19.13% increase in colleges.

Directorate of higher education was established in Uttarakhand in July 2001. At the time of the establishment of Directorate, there were only 34 government degree colleges. In Uttarakhand at present for higher education, there are two Universities- Kumaon University and H.N.B. Garhwal University. All total they have five university campuses and 113 affiliated degree and post-graduate colleges (including aided and un-aided colleges). Out of 113, 71 colleges are affiliated with Sridev Suman University and 42 colleges with Kumaon University. Besides, the number of self-financed degree colleges and institutions are continually increasing which increased the administrative and supervisory work of the directorate.

Table. No.1.3 List of Universities in Uttarakhand

<table>
<thead>
<tr>
<th>Type of Universities</th>
<th>No. of universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central universities</td>
<td>1</td>
</tr>
<tr>
<td>State universities</td>
<td>11</td>
</tr>
<tr>
<td>Private universities</td>
<td>11</td>
</tr>
<tr>
<td>Deemed universities</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
</tr>
</tbody>
</table>


According to UGC annual report 2016-2017, there are one central university and 11 state public universities, 11 private universities and three deemed universities running in Uttarakhand.
Table No.1.3.1 List of colleges in Uttarakhand during 2012-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>413</td>
</tr>
<tr>
<td>2013-2014</td>
<td>424</td>
</tr>
<tr>
<td>2014-2015</td>
<td>429</td>
</tr>
<tr>
<td>2015-2016</td>
<td>463</td>
</tr>
<tr>
<td>2016-2017</td>
<td>487</td>
</tr>
<tr>
<td>Increase during 2012-2017</td>
<td>74</td>
</tr>
</tbody>
</table>

(Source: Annual Report 2016-2017, UGC)

In India, youth population is the largest. Therefore changes are required in the higher education sector so that the educated young brains can be utilized for the nation building.

Student enrollment in Uttarakhand (2016-2017) was 3,42,927 and out of which 1,69,800 women enrolled for higher studies. It is clear from the figures that the ratio of women enrollment is 49.51% of the total student enrollment in Uttarakhand.

Higher education has seen significant development in Uttarakhand in the most recent couple of years, particularly after the state formed. A personal change does not coordinate the quantitative extension in education that we have seen in the state, in the present century. Some news magazines intermittently distribute rankings of higher education institutions in India. Uttarakhand-based foundations do not figure in these arrangements of best establishments in the nation in different fields. Here it is important to underscore that the fundamental point of foundations of higher learning, particular colleges, is learning creation and information dispersal. Learning is to be recognized for either expertise or data. Learning, in the genuine feeling of the term, includes engagement with thoughts in an imaginative way and imaginativeness in considering and utilization of thoughts.
1.4 MARKETING IN HIGHER EDUCATION

In the present competitive situation, the marketing of higher educational institutes have become essential to attract students from the variable region at national as well as international level. The very interest of promoting higher education institution is to create a brand image, and brand values inline the market needs and meeting the long-term vision of the nation as well as the community in the broader scope. Since education is the state subject and state intervention is strongly needed to design the marketing strategy by combining the capabilities and other strategies of an educational institution, Therefore, in order for the organization to be able to meet contemporary requirements of the ever-changing business environment, it is necessary that it becomes subject to the change and initiate them on its own.

The marketing strategies of higher education institutes must include the following:

- The viability of the course and institution’s current programs must be evaluated
- Upcoming market opportunities and new programs.
- Analyzing competitors in the existing market.
- The various marketing practices are initiated for effective positioning of the institution concerning its competitor.
- Marketing mix must be designed as per the target market.

The strategies for selecting marketing mix should provide synergy between marketing, process management, and human resources management.

1.4.1 Importance of marketing in higher education

Marketing regarded as so necessary because most HEIs develop corporate strategies; some linked to a vision as to where they want to go and what sort of an institution they want to be. These are typically translated into plans and actions and may be broken down further into departmental strategies and plans and so on, and so the academic year starts. However, the glue that is often missing in this process is the marketing contribution. Consider the following questions:

- Does the vision or strategy set out how institution want to look and feel to students, prospective students, and the broader community?
- If so, what are institution is doing to achieve this and how is success measured?
• Are institution is providing services people want now and how do it is known what they will want in the future?
• How well are recruitment activities working and how do institutions capitalize on its successes and learn from the failures?
• Is there a mechanism in place for feeding this information back into the strategy and planning process?

If an institution can readily answer all of these questions, then it is doing better than most. All of these questions are aspects of marketing and should be considered to efficiently meet the aims and objectives that have set by the higher education institutions. Indeed, it could be argued that they are some of the fundamental building blocks for developing your corporate strategies and plans in the first place. A fundamental change is required in comparison to the traditional system of studies, and furthermore, changes the relations between the students and the teaching staff. In addition to that, the emerging of private faculties and the introduction of accreditation system in order to establish a system of quality has caused the need for marketing activities among faculties and universities. Marketing in higher education institutions should be viewed as an active process, through which these institutions respond to the needs of the present environment, or use various channels in order to attract their users’ attention to the educational service they offer, the way this service is distributed, as well as the price of the service. In such pursuit, higher education institutions should utilize marketing mix instruments.

1.5 BRANDING OF HIGHER EDUCATION INSTITUTIONS

Brand and Branding are complicated terms that encapsulate many alternatives. In short, the brand is the way consumers perceive and expects from the product and services. It is vital to be aware of the brand and have a plan to become complete expertise in the field. A great brand does not just happen it’s a well thought out and strategic plan that makes a brand of educational institute.

The concept of Branding and its application in the marketing of higher educational institute and its product is not a new phenomenon. In the ancient history, the name of "Nalanda" and "Takshila" are an example of the branding of higher educational institutions as they have made its presence all across the globe. With the opening of the indicant economy, the competition among the higher educational institutes has
increased significantly, and branding has become one of the critical challenges to cater to futuristic needs with inclusive growth. Today the HEI are adapting branding tools to create their presence, trying to attract more and more students, and struggling hard to manage and increase its pool of potential entrants. Further, the branding practices are being used by HEI to ensure greater diversity from within the population (Agarwal, 2006). As the business activities are increasing and becoming more couples and most of the corporate organization are expanding their business and reaching out to new markets beyond in small and medium cities. The demand for trained workforce has increased significantly. This has created for the need of better educational organization, and here the concept of branding has become more and more critical.

Though the concept of branding is initially related to product or services, presently it has gained importance in higher educational institutes. The concept branding that is being implemented in higher education is different from branding in the products. Branding of higher education is concerned with creating all about who we are and is not about the product being branded in the market. At the same time, an education brand is often symbolic of creating an academic reputation of HEI and what benefit it brings to an institution. At the same time, Branding helps the higher educational institution to guide responses to stakeholder's needs and expectations, and the brand becomes the filter through which everything is vetted. In conclusion, we see that education brand serves as a guiding force to strategically focus the institution in the midst of dynamic internal and external pressures and opportunities. In the last few years, many analysts have investigated various diverse brand-related issues, explored many books paper articles on the same, but the main issue is how the educational component of higher education observed by the stakeholders. Market analysts often use higher education as an instance of warranty or assurance decent whose utility effect is tough to determine from customer ahead of time of utilization and stays hard to determine even after utilization. In higher education, information exists portraying and the advantages that the customer gets from that learning.

1.6 NEED OF BRANDING OF HIGHER EDUCATION INSTITUTIONS

The brand is considered to be a significant factor in higher education as it connects the students with an institution. Brand of a university consists of with it a promise of a particular degree of service and students outcome. In 2008 Ivy stated that in the
education sector, service is through a simple, tangible feature, but it is a motley bunch of advantages that are obtained by fulfilling customers need. The degree of delight in a purchaser will have an impact on the level of brand fairness. Brand image and brand reputation play a critical role in developing loyalty between students and university. In 2001 Nguyen & LeBlanc stated that loyalty influences students decide to stay in the same university for further studies after completion of graduation or diploma degree.

Branding is all important when it comes to attracting and retaining students to a particular higher education institution. There are some factors which naturally draw students to a university:

- A historically established brand based on how long a university has been established, which includes the prior generations of a prospective student having graduated from that university.
- Attractive campuses in suitable locations, with lush grass-filled lawns and historical buildings or contemporary buildings which boast state of the art facilities.
- Internationally known faculty and researchers as well as well known products which can be attributed to the university or a faculty member.
- Public perception that large, established universities are best suited to educate the young.

When institutions utilize the term 'branding,' they signify 'advancement' – pamphlets, mail, publicizing, advertising endeavors, and so on. Ziegler contends that "promoting is more than advertisements and leaflets. Branding is a state of mind whose core interest is incomprehension and addressing customer needs. What makes marketing so intense is the statistical surveying, arranging, and procedure that is done before getting to the advancement organize." (Ziegler, 2002). It is not an extraordinary impression of educational institutions that promoting likens to minimal more than two components – "numerous individuals thinks that branding implies offering or advertising. Since the last decade, it has been found that among all the intangible assets brand is the first and essential intangible asset for all the organizations. Therefore branding is a top management priority. When referring to intangibles assets all those elements are referred that are especially significant in HEIs since the main inputs and outputs intangibles assets of universities is basic knowledge and human resources. Due to the
rizing demands public institutions, universities, and research center have to be more clear regarding the information which is necessary for all the stakeholders that include students, universities, and society as a whole. Due to lacking budget, many HEIs are suffering whereas others are suffering from frequent leadership changes. Most of HEIs always try to attract more enrollments by creating an image of the institution and this process of creating an image is known as branding. The brand is built much more than results and research status. Brand helps in determining the effectiveness of the marketing efforts hence the marketing activities and brand of the higher educational institutes are somehow interrelated to each other. Prospective students and other stakeholders will build a view of the institution from many sources with official publications being just one. Everything from signage, location, how the phone is answered and building condition to web blogs and conversations with friends will be factors. Managing the messages relayed by these different channels is the role of marketing and in particular, brand management. Despite this vital role, marketing is little understood in (HEI) in India and often perceived as a function by which the latest prospectus is published and is rarely part of the development of the organizational strategy. It appears that marketing in the HEI sector has failed to market its value and promote its potential contribution. Hence this research work addresses that situation and present thoughts about where marketing sits within an HEI and what its role could or should be to meet the challenges faced by the Higher Education sector. Branding plays a significant role in the overall marketing efforts of Higher education institutions.

A reliable brand emerges in a thickly swarmed commercial center. Individuals experience passionate feelings for brands, believe them, and have faith in their predominance. How a brand is seen influences its prosperity, paying little mind to whether it's a start-up, a philanthropic, or an item. Branding is turned out to be a standout amongst the most imperative parts of any business. Organizations that successfully center around their image can better separate themselves from the opposition, and have better showcasing. Thus, our technique for judging items by different highlights and advantages never again works. To construct and maintain image or reputation of the educational institutes it is essential to define the need of the consumer (student) as well as the customer (guardians, society) understand it well and use various factors of marketing for creating the brand. Some other factors that are helpful in strengthening reputation and image of HEIs are as follows:
Investments in modern and design rich facilities.

- Manage smooth enrollment phase.
- Supporting staff members.
- Publications and research records.
- Significant use of digital media.
- High admissions.
- Quality teaching.
- Good academic results.

As the competition arises among the HEIs in last few years, the government has introduced ambitious initiatives and reforms throughout the whole HE system aiming at widening participation, improving quality, and most importantly alleviating financial burdens. HEIs are struggling to locate and maintain their positions within the market. One of the challenges has been recruiting and ‘selling’ enough students to the different programmes offered. Private universities design, prepare and advertise their programmes, yet, in some situations, they do not attract enough students to run their programmes.

1.7. THE BENEFITS OF UNDERSTANDING BRAND OF EDUCATIONAL INSTITUTIONS

Understanding brand and mapping brand architecture is essential and can bring tangible improvements, such as:

- Strengthening the brand experience for the audience and ensuring it reinforces and builds the parent brand;
- Providing a framework for the sub-brands and products to adapt their offerings and positioning to their markets;
- Providing a strategic framework for assessing the product portfolio and informing decisions on the relevance and benefits of sub-brands and products to the overall organizational offering;
- Identifying gaps or missed opportunities in the organizational offering;
- Identifying core brands throughout the organization that should be high profile due to their potential to deliver on the primary organizational objective; and
• Supporting the organization in providing a bright offering to its different markets and avoid misperceptions or confusion amongst audience that can lead to lost business.

1.8 SIGNIFICANCE OF THE STUDY

Higher education providers have grown in numbers drastically over past decades to become indispensable players in the education industry. Branding is all important when it comes to attracting and retaining students to a particular higher education institution. There are some factors which naturally draw students to a university with the help of this research all these factors will be identified and bridges the gap between institution and students. The results of this study serve as the groundwork for additional research being conducted in the area of branding initiatives specifically in higher education while the researcher provides detailed recommendations for additional research. The branding phenomena are becoming increasingly more recognized in corporations, and its debut in educational institutions is also becoming more prevalent. This study will provide essential information for institutions to consider regarding the implications the trend has to offer. Additionally, the study will provide essential information for institutions to consider regarding the implications the trend has to offer. Additionally, the findings from this study, which examine the effects of branding identity in higher education, promise to be significant for several reasons.

1.9 THESIS OUTLINES

This research thesis focuses on studying the effects of marketing activities in creating a brand of higher educational institutes. The entire research study has been organized into five chapters. A summary of the various chapters is as follows.

**Chapter 1** introduces the concept of marketing, branding, strategies and marketing tools adopted by the educational institutes in recent years. It is a preface to the thesis. In this chapter, Need of the Study, Significance of the Study and Structure of the Thesis is covered.

**Chapter 2** proceeds through a detailed literature review on the topic. The exhaustive review of the research literature helps identify niche areas for the perusal of further research. The chapter also discusses the previously established research work which has
been conducted in the domain of various Marketing activities in creating the brand value of higher educational institutes.

Chapter 3: discusses the theoretical framework and methodology adopted in the study. It outlines the various dimensions of the study and research objectives and the set of methodologies adapted to accomplish those objectives. The descriptive research design was appropriate to meet the objectives of this study. The study is based on primary as well as secondary data. Primary data is the data which is new; we use primary data to collect information. The primary data will be collected through questionnaire. The data which is already in existences is known as secondary data. Secondary data is collected from online articles and various papers.

Chapter 4: Analysis and Finding is done in this chapter showing the work which being is carried out during the entire research study. It will also help to know that the hypothesis set is being accepted or rejected.

Chapter 5: summarizes the conclusions and findings of the study and research instruments which have been formulated for the research study.