

AN EMPIRICAL STUDY OF THE BRAND  
BUILDING OF ENGINEERING  
INSTITUTIONS IN KARNATAKA:  
A STRATEGIC FRAMEWORK

Thesis

Submitted in partial fulfilment of the requirements for the  
degree of

DOCTOR OF PHILOSOPHY

by

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September, 2018



## DECLARATION

I hereby *declare* that the Research Thesis entitled AN EMPIRICAL STUDY OF THE BRAND BUILDING OF ENGINEERING INSTITUTIONS IN KARNATAKA: A STRATEGIC FRAMEWORK which is being submitted to the National Institute of Technology Karnataka, Surathkal, in partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy in Management is a *bona fide report of the research work carried out by me*. The material contained in this Research Thesis has not been submitted to any University or Institution for the award of any degree.

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Date:



## CERTIFICATE

This is to certify that the Research Thesis entitled AN EMPIRICAL STUDY OF THE BRAND BUILDING OF ENGINEERING INSTITUTIONS IN KARNATAKA: A STRATEGIC FRAMEWORK submitted by Ushaprabha Kamath B (Register Number: 135006HM13P02) as the record of the research work carried out by her, *is accepted as the Research Thesis submission* in partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy.

Dr. Sheena  
Research Guide  
(Signature with date and seal)

Chairman – DRPC  
(Signature with date and seal)



Dedicated to

the Almighty who protected me,

the family who supported me,

and friends who helped me,

in the ups and downs of

this beautiful journey of learning.





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## ABSTRACT

In recent decades, the liberalisation of technical education in India and the persistent demand for engineering degrees have resulted in the rapid growth of private engineering colleges in the country. In the state of Karnataka, the state's global identity is closely associated with its technical education, and it has become the focal point for a number of private engineering institutions that grapple with limited resources in a highly competitive environment. Developing a sustainable brand, therefore, becomes extremely necessary for these institutions to achieve competitive advantage. This study takes an empirical approach to develop a brand building strategy for private engineering colleges in Karnataka.

A thorough review of literature and focus group interviews provided the basis to build the research questions and the research objectives, and identify independent variables like the 7 P's of services marketing mix (product, price, place, people, promotion, process, physical evidence) in addition to institutional performance, and dependent variables like student enrolment, student satisfaction, and student loyalty. Stratified random sampling was used to collect quantitative data in the form of a structured survey from students and the managements of 29 private engineering colleges, and the data was statistically analysed. Additionally, structured interviews with parents, employers, media persons, and academicians were conducted, and the qualitative data obtained was analysed to enhance the soundness of the research.

A gap was identified between the factors affecting students' enrolment decision and the managements' efforts in creating brand awareness. The factors responsible for student satisfaction and loyalty were also identified and a positive correlation was demonstrated between the two, with experience being a mediating factor. Qualitative analysis of the interviews showed the respondents' perceptions regarding brand performance and institutional performance, importance of branding, and how these are relevant in a competitive arena. This study has successfully led to the development of an empirical brand building model that can be strategically implemented by engineering colleges and extended to other fields of higher education.

**Keywords:** higher education, marketing mix, student choice, branding, student loyalty.



## **TABLE OF CONTENTS**

LIST OF FIGURES .....	ix
LIST OF CHARTS .....	ix
LIST OF TABLES .....	x
NOMENCLATURE .....	xv
Chapter 1 INTRODUCTION.....	1
1.1 CHAPTER OVERVIEW .....	2
1.2 MARKETING CONCEPTS IN HIGHER EDUCATION.....	2
1.3 IMPORTANCE OF BRANDING IN HIGHER EDUCATION .....	4
1.4 EDUCATION SYSTEM IN INDIA .....	5
1.4.1 Structure of Education in India.....	5
1.4.2 Higher Education in India.....	6
1.4.3 Technical Education in India .....	6
1.4.4 Technical Education in Karnataka.....	8
1.5 BACKGROUND AND SIGNIFICANCE OF THE STUDY .....	10
1.6 RESEARCH GAPS.....	12
1.7 STATEMENT OF RESEARCH PROBLEM .....	13
1.8 SCOPE OF THE STUDY .....	14
1.9 RESEARCH QUESTIONS.....	15
1.10 RESEARCH OBJECTIVES .....	15
1.11 HYPOTHESES .....	16
1.12 RESEARCH METHODOLOGY .....	18
1.13 LIMITATIONS OF THE STUDY.....	21
1.14 CHAPTERISATION.....	21
1.15 CONCLUSION .....	22
Chapter 2 REVIEW OF LITERATURE AND THEORETICAL BACKGROUND ..	23

2.1 INTRODUCTION.....	23
2.2 CHAPTER OVERVIEW .....	23
2.3 BRAND.....	23
2.4 STRUCTURE OF BRANDS .....	25
2.5 BRAND BUILDING STRATEGIES.....	26
2.6 MODELS OF BRAND BUILDING STRATEGY .....	27
2.7 BRANDING IN HIGHER EDUCATION .....	32
2.7.1 International Perspective .....	33
2.7.2 Indian Perspective.....	35
2.8 FACTORS INFLUENCING STUDENT ENROLMENT DECISIONS. ....	37
2.9 EXTERNAL INFLUENCERS IN STUDENT ENROLMENT DECISION.....	39
2.10 VARIABLES AND CONCEPTUAL FRAMEWORK .....	40
2.10.1 Conceptualisation of Variables.....	40
2.10.2 Conceptual Framework.....	43
2.11 THEORETICAL BACKGROUND .....	44
2.11.1 Services Marketing Mix .....	44
2.11.1.1 Product .....	44
2.11.1.2 Price .....	44
2.11.1.3 Place.....	45
2.11.1.4 Promotion.....	46
2.11.1.5 Process .....	48
2.11.1.6 People.....	48
2.11.1.7 Physical Evidence .....	50
2.11.2 Student Experience .....	51
2.11.3 Student Satisfaction .....	52
2.11.4 Student Loyalty.....	53

2.11.5 Brand Awareness .....	55
2.11.6 Brand Performance .....	56
2.11.7 Institutional Performance .....	58
2.11.8 Operational Definitions .....	59
2.12 CONCLUSION .....	61
Chapter 3 RESEARCH METHODOLOGY .....	63
3.1 INTRODUCTION.....	63
3.2 CHAPTER OVERVIEW .....	63
3.3 RESEARCH APPROACH.....	63
3.4 SCOPE OF THE STUDY .....	64
3.5 POPULATION UNDER EXAMINATION .....	65
3.6 DATA SOURCES.....	66
3.6.1 Primary Data.....	66
3.6.2 Secondary Data.....	66
3.7 THE SURVEY INSTRUMENT AND VALIDATION.....	67
3.7.1 Development of Survey Instrument.....	67
3.7.2 Pilot Study .....	68
3.7.3 Reliability of Questionnaire.....	68
3.7.4 Survey Administration.....	69
3.7.5 Interview .....	69
3.8 SAMPLING DESIGN.....	70
3.8.1 Sampling Design for the Survey.....	70
3.8.1.1 Sampling Unit .....	70
3.8.1.2 Sampling Frame .....	70
3.8.1.3 Sampling Method.....	70
3.8.1.4 Sample Size.....	72

3.8.2 Sampling Design for Interview.....	73
3.9 STATISTICAL TOOLS AND TECHNIQUES.....	73
3.9.1 Quantitative Data Analysis.....	73
3.9.2 Qualitative Analysis.....	76
3.10 SAMPLE CHARACTERISTICS.....	76
3.10.1 Characteristics of Institutions that Participated in the Study.....	76
3.10.2 Characteristics of Student Respondents.....	82
3.11 CONCLUSION.....	85
Chapter 4 QUALITATIVE DATA ANALYSIS AND INTERPRETATION.....	87
4.1 CHAPTER OVERVIEW.....	87
4.2 INTERVIEW DATA ANALYSIS.....	87
4.3 BRAND OF ENGINEERING COLLEGE.....	87
4.4 METHOD TO SUSTAIN AND BUILD BRAND VALUE.....	89
4.5 BRAND OF STATE UNIVERSITIES VS PRIVATE UNIVERSITIES.....	90
4.6 METHODS OF BRAND COMMUNICATION.....	92
4.7 DIFFERENTIATION FROM COMPETITORS.....	94
4.8 ROLE OF ADVERTISING AND PROMOTION.....	95
4.9 INSTITUTIONAL PERFORMANCE VS BRAND PERFORMANCE.....	96
4.10 CONCLUSION.....	98
Chapter 5 DATA ANALYSIS AND INTERPRETATION.....	99
5.1 INTRODUCTION.....	99
5.2 CHAPTER OVERVIEW.....	99
5.3 BRANDING EFFORTS BY INSTITUTIONS.....	100
5.3.1 Branding Objectives of Institutions.....	100
5.3.2 Branding Efforts by Institutions Using Marketing Mix.....	102
5.3.2.1 Product.....	102



5.3.2.2 Price .....	104
5.3.2.3 Place.....	106
5.3.2.4 People.....	108
5.3.2.5 Process .....	110
5.3.2.6 Promotion.....	111
5.3.2.7 Physical Evidence .....	114
5.3.2.8 Institutional Performance.....	116
5.3.3 Relation with Companies and Industries .....	118
5.3.4 Brand Positioning .....	119
5.3.5 Brand Builders of Educational Institutions .....	121
5.3.6 Challenges and Barriers in Growth and Building Reputation .....	123
5.4 GAP BETWEEN STUDENT AND MANAGEMENT PERCEPTIONS OF BRAND.....	127
5.4.1 Factors Affecting Student Enrolment Decision.....	127
5.4.1.1 Product.....	127
5.4.1.2 Price .....	130
5.4.1.3 Place.....	132
5.4.1.4 People.....	134
5.4.1.5 Process .....	136
5.4.1.6 Promotion.....	138
5.4.1.7 Physical Evidence .....	142
5.4.1.8 Performance .....	144
5.4.2 Analysis of Gap between Student’s Choice Factor and Management’s Branding Effort.....	147
5.5 INFLUENCERS OF STUDENT CHOICE .....	148
5.5.1 Personal Characteristics of Students.....	151

5.5.2 Compromises on College Choice by Students .....	154
5.5.3 Perception of Reputation and Brand of the Institution .....	158
5.5.3.1 Perception on Study in a Reputed College. ....	158
5.5.3.2 Indicators of Reputation of an Institution .....	159
5.6 EXPERIENCE, SATISFACTION AND BRAND LOYALTY .....	162
5.6.1 Student Experience .....	162
5.6.2 Perceived Quality of the Institution .....	164
5.6.3 Relationship of Institution with Student Fraternity .....	166
5.6.4 Overall Satisfaction .....	167
5.6.5 Correlation between Student Satisfaction and Student Loyalty .....	168
5.6.6 Brand Loyalty .....	169
5.6.6.1 Recommendation (word-of-mouth) .....	169
5.6.6.2 Responses on Post-graduation (repurchase) .....	169
5.6.7 Contribution of Marketing Mix towards Student Loyalty .....	172
5.6.7.1 Structure Matrix (Discriminant Analysis) .....	172
5.6.7.2 Logistic Regression.....	173
5.7 MODEL TESTING .....	174
5.7.1 Structural Equation Modelling from Students Perspective .....	174
5.7.2 Structural Equation Modelling from Institution’s Perspective .....	178
5.8 IMPACT OF BRAND BUILDING EFFORT .....	179
5.8.1 Brand Recall .....	181
5.8.2 Correlation of Vacant Seats and Brand Building .....	182
5.8.3 Correlation between Opening Rank and Brand Building .....	184
5.9 CONCLUSION .....	185
Chapter 6 RESULTS AND RECOMMENDATIONS .....	187
6.1 CHAPTER OVERVIEW .....	187

6.2 RESULTS AND DISCUSSION .....	187
6.2.1 Institutional Brand Building .....	187
6.2.2 Gap between Student Perspective on Branding and Management Efforts	192
6.2.3 Perceived Brand Reputation .....	193
6.2.4 Experience, Satisfaction, and Loyalty .....	195
6.3 POLICY RECOMMENDATIONS.....	198
6.4 ACADEMIC RECOMMENDATIONS.....	200
6.5 PERFORMANCE-LOYALTY BASED BRAND EQUITY MODEL FOR HIGHER EDUCATIONAL INSTITUTIONS.....	201
6.6 CONCLUSION .....	204
Chapter 7 SUMMARY AND CONCLUSION.....	205
REFERENCES .....	209
APPENDIX I QUALITATIVE INTERVIEW TRANSCRIPTS.....	237
TRANSCRIPT OF CA JAGANNATH KAMATH .....	237
TRANSCRIPT OF PRASHANTH KAMATH.....	241
TRANSCRIPT OF RAMACHANDRA MIJAR .....	247
TRANSCRIPT OF JOAN ZITA D’SOUZA .....	253
TRANSCRIPT OF JAIDEEP SHENOY .....	255
TRANSCRIPT OF USTAD RAFIQUE KHAN .....	259
TRANSCRIPT OF DR. A.P. ACHAR.....	261
TRANSCRIPT OF SUNIL KUMAR.....	263
TRANSCRIPT OF DR. N.K. VIJAYAN.....	267
TRANSCRIPT OF RANJITH KATE.....	270
TRANSCRIPT OF DR. V. RAVICHANDRAN .....	274
TRANSCRIPT OF SHRINIVAS BHAT .....	281
TRANSCRIPT OF SURESH PAI .....	285

TRANSCRIPT OF VENU SHARMA .....	288
TRANSCRIPT OF SUNDAR KUNDOOR.....	294
TRANSCRIPT OF CA YOGISH NAYAK .....	299
APPENDIX II CODING FREQUENCY TABLES FROM INTERVIEWS.....	303
APPENDIX III QUESTIONNAIRE FOR INSTITUTIONS .....	307
APPENDIX IV QUESTIONNAIRE FOR STUDENTS .....	321
List of Publications based on PhD Research Work .....	334
Biodata .....	335

## **LIST OF FIGURES**

Figure 1.1: Structure of Education in India .....	5
Figure 1.2: Hypotheses Related to Students .....	17
Figure 1.3: Hypotheses Related to Institution.....	17
Figure 1.4: Stages of Research Methodology .....	18
Figure 2.1: Aaker's Brand Equity Model (Aaker 1991b).....	28
Figure 2.2: CBBE Model (Keller 2001) .....	29
Figure 2.3: PCDL Model (Ghodeswar 2008) .....	31
Figure 2.4: Conceptual Framework .....	43
Figure 3.1: Research Approach.....	64
Figure 3.2: Sources of Data .....	66
Figure 3.3: Sampling Technique.....	71
Figure 4.1: Word Cloud Representing the Responses for Interview Question 1 .....	88
Figure 4.2: Word Cloud Representing the Responses for Interview Question 2.....	89
Figure 4.3: Word Cloud Representing the Responses for Interview Question 3.....	91
Figure 4.4: Word Cloud Representing the Responses for Interview Question 4.....	93
Figure 4.5: Word Cloud Representing the Responses for Interview Question 5.....	94
Figure 4.6: Word Cloud Representing the Responses for Interview Question 6.....	96
Figure 4.7: Word Cloud Representing the Responses for Interview Question 7.....	97
Figure 5.1: Structural Equation Modelling for Students.....	175
Figure 5.2: Structural Equation Modelling for Institution.....	178
Figure 6.1: Performance-Loyalty Based Brand Equity Model for HEIs .....	202

## **LIST OF CHARTS**

Chart 3.1: Year of Establishment.....	77
Chart 3.2: Location of the Institution.....	78
Chart 3.3: Distribution of Institutions in various Administrative Divisions.....	78
Chart 3.4: Ownership of the Institution .....	79
Chart 3.5: Vacant Seats in the Last Five Years .....	80
Chart 3.6: Gender Classification of Students.....	82
Chart 3.7: CET Rank of Students .....	83
Chart 3.8: 12th Standard Average Marks of Students .....	83

Chart 3.9: Category of Seats .....	84
Chart 3.10: Nationality Status of Students.....	84

## **LIST OF TABLES**

Table 1.1: Overview of Growth of Engineering Colleges in India.....	8
Table 1.2: Student Enrolment in Engineering Colleges.....	8
Table 1.3: Status of Enrolment to Engineering Colleges During 2015-16.....	10
Table 2.1: Conceptualisation of Variables.....	41
Table 2.2: Operational Definitions of Variables.....	59
Table 3.1: Year of Establishment.....	76
Table 3.2: Location of the Institution .....	77
Table 3.3: Distribution of Institutions in various Administrative Divisions .....	78
Table 3.4: Ownership of the Institution .....	79
Table 3.5: Type of Institution .....	80
Table 3.6: Fisher’s Test for Vacant Seats in Old and New Institutions.....	81
Table 3.7: Faculty Attrition.....	81
Table 3.8: CET Rank of Students .....	82
Table 3.9: Category of Seats .....	84
Table 3.10: Distance from Home to College .....	85
Table 5.1: Descriptive Analysis of the Objective of Branding Effort .....	100
Table 5.2: Factor Analysis of Objectives of Branding Effort.....	101
Table 5.3: Descriptive Analysis of the Factor ‘Product’ as Branding Effort.....	102
Table 5.4: Factor Analysis of ‘Product’ as Branding Effort.....	104
Table 5.5: Descriptive Analysis of the Factor ‘Price’ as Branding Effort.....	105
Table 5.6: Factor Analysis of ‘Price’ as Branding Effort .....	106
Table 5.7: Descriptive Analysis of the Factor ‘Place’ as Branding Effort .....	107
Table 5.8: Factor Analysis of ‘Place’ as Branding Effort.....	107
Table 5.9: Descriptive Analysis of the Factor ‘People’ as Branding Effort .....	108
Table 5.10: Factor Analysis of ‘People’ as Branding Effort .....	109
Table 5.11: Descriptive Analysis of the Factor ‘Process’ as Branding Effort.....	110
Table 5.12: Factor Analysis of ‘Process’ as Branding Effort .....	111
Table 5.13: Descriptive analysis of the Factor ‘Promotion’ as Branding Effort .....	112

Table 5.14: Factor Analysis of ‘Promotion’ as Branding Effort .....	114
Table 5.15: Descriptive Analysis of the Factor ‘Physical Evidence’ as Branding Effort .....	115
Table 5.16: Factor Analysis of ‘Physical Evidence’ as Branding Effort.....	116
Table 5.17: Descriptive Analysis of the Factor ‘Institutional Performance’ as Branding Effort.....	117
Table 5.18: Factor Analysis of ‘Institutional Performance’ as Branding Effort.....	118
Table 5.19: Modes of Communication with Companies and Industries.....	119
Table 5.20: Brand Positioning Statement for the Institution .....	119
Table 5.21: Descriptive Analysis of Brand Positioning Statement.....	120
Table 5.22: Descriptive Analysis of Importance of Brand Positioning Statement ...	120
Table 5.23: Fundamental Factors in Creation of Brand Name .....	120
Table 5.24: Descriptive Analysis of Institutional Brand Builders .....	121
Table 5.25: Factor Analysis of Institutional Brand Builders .....	122
Table 5.26: Descriptive Analysis of Challenges faced by the Institutions .....	124
Table 5.27: Factor Analysis of Challenges faced by the Institutions .....	125
Table 5.28: Descriptive Analysis of Barriers to Growth and Building Reputation ...	126
Table 5.29: Factor Analysis of Barriers to Growth and Building Reputation .....	127
Table 5.30: Descriptive Analysis of the Factor ‘Product’ as Student Choice .....	128
Table 5.31: Factor Analysis of ‘Product’ as Student Choice.....	129
Table 5.32: Descriptive Analysis of Factor ‘Price’ as Student Choice.....	130
Table 5.33: Factor Analysis of ‘Price’ as Student Choice .....	131
Table 5.34: Descriptive Analysis of Factor ‘Place’ as Student Choice .....	132
Table 5.35: Factor Analysis of ‘Place’ as Student Choice.....	134
Table 5.36: Descriptive Analysis of Factor ‘People’ as Student Choice.....	135
Table 5.37: Factor Analysis of ‘People’ as Student Choice .....	136
Table 5.38: Descriptive Analysis of Factor ‘Process’ as Student Choice.....	137
Table 5.39: Factor Analysis of ‘Process’ as Student Choice .....	138
Table 5.40: Descriptive Analysis of Factor ‘Promotion’ as Student Choice.....	140
Table 5.41: Factor Analysis of ‘Promotion’ as Student Choice .....	141
Table 5.42: Descriptive Analysis of Factor ‘Physical evidence’ as Student Choice .	143
Table 5.43: Factor Analysis of ‘Physical evidence’ as Student Choice .....	144

Table 5.44: Descriptive analysis of ‘Institutional Performance’ as Student Choice .	145
Table 5.45: Factor Analysis of ‘Institutional Performance’ as Student Choice .....	147
Table 5.46: Descriptive Analysis Showing Gap between Student and Management Perceptions of Brand.....	148
Table 5.47: Descriptive Analysis of Influencers of Student Choice.....	149
Table 5.48: Factor Analysis of Influencers of Student Choice .....	151
Table 5.49: Descriptive Analysis of Personal Characteristics of Students .....	152
Table 5.50: Factor Analysis of Personal Characteristics of Students .....	154
Table 5.51: Compromises made by the Students during Selection of a College.....	155
Table 5.52: Factor Analysis of Compromises made by the Students .....	157
Table 5.53: Perception of Students Regarding Branded College .....	158
Table 5.54: Descriptive Analysis of Indicators of Reputation.....	159
Table 5.55: Factor Analysis of Indicators of Reputation.....	160
Table 5.56: Descriptive analysis of Institutional Experience .....	163
Table 5.57: Factor Analysis of Institutional Experience .....	164
Table 5.58: Descriptive Analysis of Perceived Quality due to Institutional Experience .....	165
Table 5.59 : Descriptive Analysis of Relationship of Institution with Students.....	167
Table 5.60: Overall Satisfaction of Students .....	168
Table 5.61: Correlation between Student Satisfaction and Student Loyalty .....	168
Table 5.62: Student Loyalty (Recommendation).....	169
Table 5.63: Status of Post-graduation Course at College .....	169
Table 5.64: Student Loyalty (Repurchase) .....	170
Table 5.65: Descriptive Analysis of Reason for Repurchase .....	170
Table 5.66: Descriptive Analysis of not choosing for Repurchase.....	171
Table 5.67: Discriminant Analysis – Student Loyalty vs Services Marketing Mix ..	172
Table 5.68: Logistic Regression of Student Loyalty vs Services Marketing Mix. ....	173
Table 5.69: Fit Indices of Students’ Structural Models .....	175
Table 5.70: Structural Equation Modelling from Students’ perceptive.....	176
Table 5.71: Fit Indices of Institution’s Structural Models.....	177
Table 5.72: Structural Equation Modelling from Institution’s Perceptive .....	178
Table 5.73: Descriptive Analysis of Impact of Brand Building Effort.....	180



Table 5.74: Factor Analysis of impact of brand building effort .....	181
Table 5.75: Summary Brand Recall of Students.....	182
Table 5.76: Annual Budget Spent on Promotion and Publicity.....	183
Table 5.77: Correlations between Vacant Seats and Factors of Branding Efforts.....	184
Table 5.78: Correlations between Average Opening Rank and Factors of Branding Efforts .....	185



## **NOMENCLATURE**

AGFI: Adjusted goodness of fit index  
AICTE: All India Council for Technical Education  
AIIMS: All India Institute of Medical Science  
AIT: Acharya Institute of Technology  
B. E.: Bachelor of Engineering  
B. Ed.: Bachelor of Education  
B. Tech: Bachelor of Technology  
 $\beta$ : Standardised Regression Weight  
BMS: B. M. Sreenivasaiah College of Engineering  
BVB: B. V. Bhoomaraddi College of Engineering and Technology  
CEO: Chief Executive Officer  
CET: Common Entrance Test  
CFI: Comparative fit Index  
CSR: Corporate Social Responsibility  
DSCE: Dayanand Sagar College of Engineering  
ECSI: European Customer Satisfaction Index  
 $\exp(\beta)$ : Odds Ratio  
GFI: Goodness of fit index  
HEI: Higher Educational Institution  
HS: Highly significant  
IIT: Indian Institute of Technology  
IPR: Intellectual Property Rights  
KMO: Kaiser-Meyer-Olkin  
M. Tech: Master of Technology  
M.B.B.S.: Bachelor of Medicine and Bachelor of Surgery  
M.D.: Doctor of Medicine  
M.Phil.: Master of Philosophy  
M.S.: Master of Surgery  
MIT: Manipal Institute of Technology  
MITE: Mangalore Institute of Technology & Engineering

MOU: Memorandum of Understanding  
NAAC: National Assessment and Accreditation Council  
NBA: National Board of Accreditation  
NFI: Normed fit Index  
NIT: National Institute of Technology  
NITK: National Institute of Technology Karnataka  
NRI: Non-resident Indian  
NS: Non-significant  
P.U.: Pre-University  
PE: Physical Evidence  
PESIT: People's Education Society Institute of Technology  
PESU: People's Education Society University  
PG (Un.): Post-graduation from University  
PhD: Doctor of Philosophy  
PIO: Person of Indian Origin  
p-value: Probability value  
REC: Regional Engineering college  
RMSEA: Root Mean Square Error of Approximation  
RVCE: Rashtreeya Vidyalaya College of Engineering  
S.D.: Standard Deviation  
SEM: Structural Equation Modelling  
Sig.: Significant  
Sr. SEC: Senior Secondary  
TEC. SCH.: Technical Schools  
TLI: Tucker-Lewis Index  
UGC: University Grants Commission  
UVCE: University Visvesvaraya College of Engineering  
Vs: Versus  
VTU: Visvesvaraya Technological University  
WOM: Word of mouth





## **Chapter 1 INTRODUCTION**

The structure and nature of the economic development of a nation are increasingly influenced by market forces which are mainly governed by knowledge, more specifically technological knowledge. According to Drèze and Sen (1995), “Higher education is one of the most important inputs that influence the all-round development of any nation, especially in the economic, political, social, cultural, and spiritual fields. In a knowledge economy, education can lead to economic growth in both private and public domains. The private benefits of education for individuals include better employment prospects, higher salaries, and a greater ability to save and invest. These benefits may result in better health and improved quality of life, which in turn lead to life expectancy improvements, thereby enabling individuals to work more productively over a longer time boosting their lifetime earnings. Higher earnings for well-educated individuals raise tax revenues for the government and ease demands on state finances. They also translate into greater consumption, which benefits producers from all educational backgrounds.

With regard to the benefits of higher education for a country's economy, many observers attribute India's leap onto the world economic stage to its decades-long successful efforts in providing high-quality, technically oriented, tertiary education to a significant number of its citizens (Tilak 2003). In this context, intellectual property and human capital assume a lot of significance. Following the worldwide trend of liberalisation, privatisation and globalisation, international interactions and cooperation would increase along with greater competition for human resource. In the present market environment, the competitive advantage of a nation is determined mainly by the quality of human resources, which in turn is determined by the output of the educational system. Therefore, education is all set to become the main instrument for development and transformation.

Higher educational institutions in India, especially engineering colleges, are facing unprecedented challenges such as a decrease in student enrollment, shortage of qualified and experienced faculty, and limited financial resources. As a solution to these difficulties, engineering colleges are increasingly turning to branding to create a unique brand identity and a sustainable competitive advantage. A strong brand increases an institution's ability to compete for the best students, gain alumni membership, and

secure financial support from donors. Thus institutions can help in achieving the main aim of higher education- to develop human resource by enhancing the skill, knowledge and attitude of people.

## **1.1 CHAPTER OVERVIEW**

This chapter details the change and growth in the Indian education system and provides an insight into the present condition of engineering colleges in the state of Karnataka, India. The research problem, along with research questions and objectives, scope and brief methodology are presented in this chapter. It narrates marketing concepts in higher education and gives an overview of branding in higher education. The chapter describes the education system in India and elaborates on the background and significance of this study. It also highlights the research gaps and research problems. The chapter presents the scope of the study, research questions, research objectives and hypotheses of the study. The chapter gives an overview of the research methodology followed in this research and narrates limitations of the study. Finally it presents chapterisation of the entire thesis.

## **1.2 MARKETING CONCEPTS IN HIGHER EDUCATION**

Marketing plays an essential role in any business or any for-profit or non-profit organisation. Whether public or private, these organisations are benefited by the introduction of marketing concepts in the organisation. First and foremost, the concept starts with identifying who the customer is and what their needs and wants are, followed by understanding customer behaviour, satisfying their needs, and converting them into the institution's loyal brand ambassadors who will bridge the relationship between the institution and the society.

Marketing of education has been criticised as the commercialisation of education. However, even the Government of India has made heavy use of marketing concepts to universalise elementary education through the Right to Education Act (RTE), compulsory education to children of ages 6 to 14, and also to increase retention and prevent dropouts using a brand: "Sarva Shiksha Abhiyan". They used the advertising campaign- "School Chale Hum", introduced free mid-day meal and also provided transportation facilities, which increased the literacy rate (UNESCO 2015).



Kotler and Fox (Kotler and Fox 1995) say that there are different stages observed in the evolution of marketing in higher education. The focus has moved from “marketing is unnecessary” to “marketing is promotion” to “marketing is positioning” and now to the stage where in some cases marketing is seen as part of strategic planning for higher education institutions. In India, starting from primary education to higher education, all depend on marketing with different objectives. In ancient India, the education world was ruled by gurus, where they decided who could and who could not get a chance to learn from them. The students had the single aim of learning some specific skill. But with the passage of time and change in the structure of education, governance and policy changed the status of higher education and changed the environment surrounding this education industry.

In the recent years, massive reforms in policy, governance, structure and status of higher education have taken place all over the world. Environmental changes such as privatisation, diversification, decentralisation, internationalisation and increased competition in higher education are common to most countries. These changes have affected how higher education institutions operate nowadays, and they are seen as the driving forces for the growth of higher education (Maringe 2006; Nicolescu 2009). Higher education has two main features that impact the marketing ideas that can be applied to it. Firstly, higher education in several countries is considered a non-profit sector. Therefore marketing concepts applied to education do not function as in the business sector, where the primary goal is profit-making. Secondly, higher education is a service; therefore all peculiarities applicable to the marketing of services apply to higher education (Nicolescu 2009). The application of marketing concepts in higher education is handy because education has all the characteristics of a service industry. With widespread application of service marketing theory in higher education, there is also much debate about who the customers of higher education are: students can be considered either as customers (with courses as the higher education products) or as products with the employers being the customers (Conway et al. 1994; Kamath and Sheena 2015).

### **1.3 IMPORTANCE OF BRANDING IN HIGHER EDUCATION**

When we refer to the word ‘brand’, it is more than a logo or a name. It is usually a perception that the organisation wants to develop in the minds of its customers. Here the organisation can be a government body, private or public companies, or an educational institution and so on. Similarly, when we mention as customers, they can be anybody like residents of a country, consumers who consume a company’s product or service, or it can even be students of an educational institution. In all the cases mentioned above, a brand can help the customer to recognise the product which can fulfil their need and at the same time the brand will be of help to the organisations also. The organisation can have a better understanding of their product or service by understanding their brand. Brands strengthen the organisation and help in contingency situations which are created by market forces. The brand also helps in segregating the rest of the population. This, in turn, saves proliferation of money, time and effort. The brand serves as a valuable source of information, and it stimulates strong customer preference (Chan and Yuan Huang 1997). It assists in recalling product benefits (Janiszewski and Van Osselaer 2000). It reduces search cost and risk of the transaction (Biswas 1992; Davis et al. 2000).

Rosenthal (2003) indicated that branding is particularly important to higher education, as there is a high degree of overlap among competitors’ offerings, with comparable pricing among categories of institutions. The brand itself is therefore particularly important to successfully marketing an academic institution. Branding in higher education gives institutions an identity that locates them in the social world. Further, branding gives community members the ability to recognise an institution through a logo. Although branding goes beyond recognition, students may like to see themselves in that institution and to associate themselves with a history of excellence.

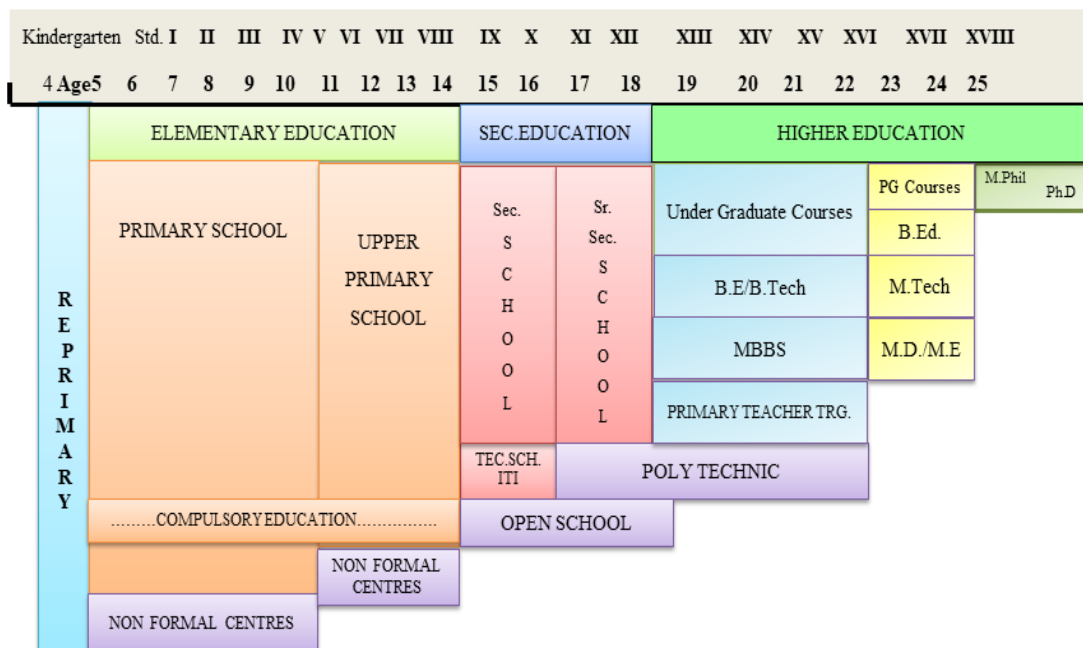
Branding is a management notion that has gained increased popularity in higher education institutions over the last few years. Due to increased national and international competition, universities and colleges in all parts of the world have begun a search for a unique definition of what they are to differentiate themselves and attract students and academic staff (Chapleo 2004; Hemsley-Brown and Goonawardana 2007). A university brand is a perception and reputation that is developed in the minds of the people. It is the reaction that appears in the minds of the people when they hear or see

a name or symbol of a university or institution (Clifton et al. 2003; Landrum et al. 1999; Marconi 2000; Miller and Muir 2004; Sevier 2001; Temple 2006).

Branding helps in promoting an institution’s reputation, as well as generating additional revenue for the institution through the sale of trademarked products. The importance of brand is that it provides value not only to the firm but also to the customers. Branding in higher education provides the community and prospective students of an institution, a more natural way to identify and distinguish them from other schools. Therefore branding can be considered one of the processes that can strengthen the universities by making them able to face the challenges in chaotic periods and also by making them able to grab the opportunities that appear. From the students’ standpoint, branding serves as a promise to meet their expectations. It also facilitates decisions relating to the selection of institution to attend (Kamath and Sheena 2015).

## 1.4 EDUCATION SYSTEM IN INDIA

### 1.4.1 Structure of Education in India



**Figure 1.1: Structure of Education in India**

Source: (Ministry of Human Resource Development 2012)

The structure of the Indian education system is graphically shown in Figure 1.1. India is the second most populated country in the world. It has a vast network of education system working with the purpose of eradicating illiteracy and of aligning tremendous

human resources with development by unleashing their potential. Historically, India had its traditional education system. However, with the introduction of the British system of education, particularly because of Macaulay's famous minute on education (Macaulay 1835), the indigenous Indian education system fell victim to a policy of neglect, marginalisation, discouragement and even deliberately induced extinction.

At present, the education system in India consists of elementary education, secondary education, higher education, and technical education as its sub-sectors.

#### **1.4.2 Higher Education in India**

The central government governs higher education in India. It provides grants to the University Grants Commission (UGC) established by an Act of Parliament in 1956 to discharge the constitutional mandate of coordination, determination, and maintenance of standards of teaching, examination, and research in the field of university and higher education (University Grants Commission 2016). There are four principal levels of qualifications within the higher education system in the country: (1) Diploma level, (2) Bachelor/ Undergraduate level, (3) Master's/Post-graduate level, and (4) Doctoral/Pre-doctoral level. Diploma courses are available at the undergraduate and postgraduate levels.

#### **1.4.3 Technical Education in India**

Technical education is a fundamental ingredient in a country's industrial, economic and social development. Technical education in India forms the core of the country's science system, contributes a significant share to the overall education system, and plays a central role in the social and economic development of the nation (Sen 1989). Technical education is taught at various levels such as craftsmanship, diploma, degree, postgraduate degree and a research degree in specific fields, catering to different aspects of technological development and economic progress.

In India, the formal technical education was created by British rulers. The industrial revolution of 18<sup>th</sup> century laid a foundation for a new system of learning process called "Technical Education". It is quite evident that in the ancient and medieval period India has seen large brick and stone houses, palaces, cities, huge temples and also the construction of long roads and also digging of canals. This shows that considerable knowledge of Civil and Materials engineering existed in India before the entry of foreign rulers. However, there were no organised schools to teach this knowledge.

Craftsmen and artisans used to pass on this knowledge from generation to generation by word of mouth, and thus technical knowledge was confined to certain religions or castes.

The urge for the foundation of formal technical training in India arose out of the necessity to train overseers for construction and maintenance of public buildings, roads, canals and ports, for the training of artisans and craftsmen in the use of instruments, and apparatus needed for the army, the navy and the survey department (Ministry of Human Resource Development 2012). The supervising engineers were mostly drafted from Britain's Cooper's Hill College. However, this could not be the case of lower grades such as craftsmen, artisans and sub-overseers who were recruited locally. As they were illiterate, to make them more efficient, British rulers established industrial schools which were attached to factories or engineering establishments.

In fulfilment of the government policy, three engineering colleges were opened in 1856, 1857 and 1858 in the three Presidencies viz., (1) Calcutta College of Civil Engineering affiliated to Calcutta University in the year 1856 (changed to Bengal Engineering College in 1857), (2) Poona College of Engineering affiliated to Mumbai University in the year 1857, and (3) Guindy College of Engineering affiliated to Madras University in the year 1858 (Sen 1989).

Due to the efforts and initiatives during successive five-year plans and specifically due to policy changes to allow participation of private and voluntary organisations in the setting up of technical institutions on self-financing basis, the growth of technical education has been phenomenal.

An overview of the growth of engineering colleges in India is presented in Table 1.1. The analysis of the growth story of engineering colleges in India reveals that up to the 1990s, engineering education was offered only by the elite, mostly government-run institutions, like IITs and RECs along with some rare private institutions like BITS Pilani. So, the number of engineering seats on offer was insufficient, and naturally, the competition for such seats was also very high.

**Table 1.1: Overview of Growth of Engineering Colleges in India**

Year	1947	1960	1970	1980	1990	2000	2006	2015	2016	2017
Govt	42	111	135	142	164	202	212	302	321	335
Private	2	3	4	15	145	467	1,299	3,061	2,970	2,890
Total	44	114	139	157	309	669	1,511	3,363	3,291	3,225

Source: (All India Council for Technical Education 2017)

During the 90s the Government, as part of its liberalisation policies, permitted many private players to open engineering colleges. Weak regulatory mechanisms and profit motives of private players resulted in the mushroom growth of private engineering colleges and deemed universities in every part of the country.

**Table 1.2: Student Enrolment in Engineering Colleges**

Year	No. Institution	Intake
2005-06	1475	4,99,687
2006-07	1,511	5,50,986
2007-08	1,668	6,53,290
2008-09	2,388	8,41,018
2009-10	2,972	10,71,896
2010-11	3,222	13,14,594
2011-12	3,393	14,85,894
2012-13	3,371	15,52,084
2013-14	3,383	16,34,298
2014-15	3,400	17,05,437
2015-16	3,363	16,30,970
2016-17	3,291	15,56,360
2017-18	3,225	14,76,818

Source: (All India Council for Technical Education 2017)

After 2000, the central government further liberalised the process of starting new engineering colleges. Due to this liberal education policy of the government, the number of technical/engineering colleges increased enormously. This exponential rise in the number of Engineering colleges resulted in an equally exponential availability of seats in engineering courses as seen in Table 1.2.

#### **1.4.4 Technical Education in Karnataka.**

The State of Karnataka is one among the most of the developed states in the country and has occupied a prominent place in technical education in India. Technical education was imparted as part of the curriculum only in the later stages of the nineteenth century

when the first institute, the School of Engineering was established in Bangalore in 1862. This technical school was affiliated to Madras University. In 1917 the Mysore government started an engineering college in Bangalore. Sri Jayachamarajendra Occupational Institute (presently Sri Jayachamarajendra Polytechnic) was established in 1943. For a long time, until 1946, this was the only engineering college in the entire state. After 1946 three more colleges were started one of which was by the government and the two were by private societies. In the year 1947, B.V. Bhoomaraddi College of Engineering and Technology was started in Hubli in the year 1947. It was started as a polytechnic college in Gadag but was later moved to Hubli in 1948 and simultaneously upgraded to an engineering college. By 1955-1956 the number of industrial and vocational schools rose to 15. The number of courses offered by the colleges also increased. Vocational institutes were started at Hassan (1948), Davanagere (1949), and Bhadravati (1950). In the year 1956, there were nine institutions in the Mysore state. The total student strength of these institutes during 1956-57 was 2924. Between 1956-57 and 1968-69, ten private engineering colleges and a government college were established. In the year 1960 KREC (Karnataka Regional Engineering College) was formed, and it is presently known as NITK (National Institute of Technology Karnataka).

In recent years, Karnataka has made a significant mark in technical education and has emerged as a hub of technical education with its large number of engineering colleges and technical institutions. Establishment of Visvesvaraya Technological University (VTU) in 1998 to bring all engineering colleges under one roof and firming up of the Directorate of Technical Education helped in the comprehensive development of technical education in the state. Today VTU has emerged as one of the most prominent technical universities in India.

Technical education in Karnataka has witnessed a phenomenal growth during the last few years. The number of engineering colleges was 35 in 1981 and it rose to 50 in the year 1985. By the end of the year 2000, the number of engineering colleges had gone up to 65. However, an unprecedented growth came in 2001 when 40 more engineering colleges were added. It is, however, important to note that the increase is mainly in the unaided private sector. At present around 192 colleges approved by AICTE are offering engineering education in Karnataka.

In recent years, massive changes in policy, governance, structure and status of higher education have taken place all over the world, including India (Kamath and Sheena 2015). Due to environmental changes, such as privatisation, diversification, decentralisation, internationalisation and increased competition, engineering colleges in Karnataka are facing challenges, such as a decrease in student enrollment, shortage of quality faculty and limited financial resources. These problems have obligated institutions of higher education to exploit marketing strategies for achieving competitive advantage and ensuring customer satisfaction (Judson et al. 2008).

### **1.5 BACKGROUND AND SIGNIFICANCE OF THE STUDY**

During the 1990s, due to Liberalisation, Privatisation and Globalisation policy of the Government, there was an unparalleled demand for good quality higher education relevant to the needs of business and industry, putting considerable stress on state resources. Also, there was a sizable increase in the population in the middle and high-income groups, who could meet the expenses of higher tuition fees. This made the non-subsidized higher education a worthwhile enterprise. The state was left with no other alternative but to allow the entry of private organisations in the area of higher education, and it also liberalised the process for starting new courses. Table 1.2 reveals that the annual intake of students increased substantially during the year 2000–2010. This was mainly due to the massive growth of jobs in IT and telecom sectors. However, after 2010, there was unemployment among engineering graduates due to lack of skills, and engineering colleges found it challenging to fill their seats. AICTE’s data (Table 1.3) points out that 8,51,106 students were admitted to state-run and private engineering institutes in 2015-16, but only 3,61,380 of them got jobs.

**Table 1.3: Status of Enrolment to Engineering Colleges During 2015-16**

No. of Engineering Colleges	Sanctioned intake	Enrolment	No. of students passed	No. of Students placed
3,363	16,30,970	8,51,106	7,80,631	3,61,380

Source: (All India Council for Technical Education 2017)

In this kind of a situation, there will undoubtedly be a decrease in demand for engineering education institutions who have invested in infrastructure to compete and attract the best of students and faculty to their campuses. They need to create a place



for themselves in the market which can give them recognition and differentiation in the market as well in the minds of people. After the 13<sup>th</sup> and 14<sup>th</sup> finance commission plan periods, the funding model has moved from funding of institutions to the funding for individuals (including faculty, students and researchers). As a result of this change in funding, even government and aided institutions can no longer rely solely on financial assistance from the government for operation and expansion (EY and FICCI 2013). Here arises the importance of branding of educational institutions as this massive change will bring a new face to the competitive engineering market. Old government and aided engineering colleges in Karnataka, notwithstanding the fact that these institutions lack infrastructure or modern facilities, would be selected by students for the sake of funding and other financial support from the government. Now there is a time where every institution has to create their own brand image and attract students funding agencies, industries and research projects.

Branding began around 5000 B.C. when the ancient Greeks marked their cattle with a distinctive symbol or 'brand'. However, branding initiatives relevant to an institutional enterprise began in 1931 (Muntean et al. 2009)). When the researcher visited the University of Arizona and witnessed an inter-university football match between University of Arizona (U of A) and University of Southern California, the stadium was packed with 60,000 people with most people in the university colour red while only a small section of people was wearing the maroon colour of the guest university. Nearly everyone in the stadium, of all ages, including the residents, were cheering U of A by displaying the logo, mascot (wildcat), etc. That is the essence of branding which is missing in India.

Branding helps not only to attract students but also to strengthen institutional existence in the society. At the same time, we find that in Karnataka the majority of engineering colleges are affiliated to a single university VTU. It is challenging for these colleges to compete with the autonomous colleges in terms of product or program. To attract investors, students, employers, funding agencies etc. colleges may need to distinguish themselves from other similar entities by using other branding techniques. The brand itself is therefore particularly important to successfully marketing an academic institution.”

## 1.6 RESEARCH GAPS

A thorough review of the literature led to the identification of the following research gaps.

- Very few empirical studies on brand building of higher education institutions exist and focus on communication of institution brands (Chauhan and Pillai 2013; Williams and Omar 2014), branding policies including identity or brand architecture (Chapleo 2015; Dean et al. 2016; Goi et al. 2014), and international branding (Knight 2013, 2015). There is a lack of empirical studies that take into consideration multiple facets of brand building in higher education.
- Existing research focuses on the construct of a university's brand equity from the students' viewpoint (Chen and Chen 2014; Koris et al. 2015; Lamboy 2011). No definitive study has been conducted examining perceptions among multiple stakeholder groups of higher education brands. Besides, no effort has been made in previous studies to analyse the gap between what students expect and what the institution's management perceives their expectations to be.
- Several studies on branding have been conducted on the branding of universities (Greenbank 2009; Wagner and Fard 2009; bin Yusof et al. 2008; Hemsley-Brown and Goonawardana 2007). However, there is insufficient understanding about brand management on the program level, i.e., engineering, medical, management, etc. Further, the studies have centred principally on the decision of whether to attend a university rather than on the specific reasons due to which students select a preferred institution or course. Existing academic literature on branding only touches the surface with regard to the process of building brands in higher education.
- Development of a marketing strategy involves coordination and combination of the marketing mix (Coney et al. 2001; Ivy 2008). As a service, higher education is different from product marketing, and it needs a different marketing mix, namely, 7 P's (Ivy 2008; Kotler and Fox 1995): Program, Price, Place, Promotion, People, Process, and Physical evidence. Institutional performance has also been suggested by some researchers as a possible addition to this marketing mix (Gray 2006; Matear et al. 2004; Selnes 1993). However, there have been no empirical studies

evaluating the role of institutional performance on branding in the Indian higher education context.

- Most studies are primarily focused on well-established and strong higher education brands in developed countries, particularly from the marketing professionals' point of view (Bélanger et al. 2014; Brennan 2014; Chapleo 2011; Chen and Zimitat 2006). Also, studies have centred on standalone universities and not on institutions within a collegiate system. Very few studies have been done in India, and particularly in Karnataka. Karnataka being the fourth largest IT hub in the world (Government of Karnataka 2012) gives immense opportunity to engineering colleges. Also, Karnataka differs from the rest of the country with respect to culture as well as the education system. This gives scope to study the branding of engineering colleges in Karnataka.

### **1.7 STATEMENT OF RESEARCH PROBLEM**

In recent years, the state of Karnataka has made a significant mark in technical education and is emerging as a hub of professional education with its large number of engineering colleges and technical institutions. The establishment of Visvesvaraya Technological University (VTU) to bring all engineering colleges under one roof and the strengthening of the Directorate of Technical Education has proved to be a major development in technical education in the state of Karnataka. Today VTU has emerged as one of biggest technological universities in India. Technical education in Karnataka has witnessed a phenomenal growth during the last ten years (Directorate of Technical Education 2016). The number of engineering colleges in 1981 was just 35 and rose to 50 in the year 1985. By the end of the year 2000, the number of engineering colleges went up to 65. However, an unprecedented growth came in 2001 when 40 more engineering colleges were added. At present around 221 colleges offer technical education in Karnataka (Directorate of Technical Education 2016), although only 192 of these are approved by AICTE (All India Council for Technical Education 2017). It is interesting to note that the increase of engineering colleges is mainly in the private unaided sector. In recent years, engineering colleges in Karnataka have been experiencing environmental changes, such as privatisation, diversification, decentralisation, internationalisation, and increased competition. Further, there have

been massive changes in policy, governance, structure and status of higher education in the state of Karnataka (Kamath and Sheena 2015). Due to these changes, private higher education institutions are facing challenges, such as a decrease in student enrollment, shortage of quality faculty, and limited financial resources. This situation has resulted in cut-throat competition among private engineering colleges. To achieve sustainable competitive advantage, and to enhance student enrollment, engineering colleges are increasingly turning to branding. Day by day the importance of branding for colleges and universities is increasing and is expected to become all the more important and vital to the survival and growth of the institution.

Many researchers argue that brands for higher education institutions are fundamentally more complex and that customary brand management practices are insufficient in the higher education market (Jevons 2006). In this context, the present research titled “An Empirical Study of the Brand Building of Engineering Institutions in Karnataka: A Strategic Framework” was undertaken to investigate the various strategies adopted by private engineering colleges to develop a brand which will be valued by their stakeholders.

### **1.8 SCOPE OF THE STUDY**

The Present study titled “An Empirical Study of the Brand Building of Engineering Institutions in Karnataka: A Strategic Framework”, covers only one segment of higher education viz., technical education. In technical education, the study covers brand building strategies adopted by Engineering Colleges in the state of Karnataka. There are two sides in brand building strategies: (1) supply side and (2) demand side. The supply side includes the role and benefits of marketing, strategic marketing models, the student as consumer, marketing practice, transactional versus relational marketing approaches, and marketing frameworks. The demand side of branding includes student expectations, student perceptions, and student satisfaction of higher education institution.

The present study covers both demand and supply side of brand building strategy adopted by engineering colleges in the study region. Important aspects of branding covered in the study are brand awareness, student choice factors satisfaction and

loyalty. This study also covers opinions of other stakeholders like Media, employers of engineers, parents and academicians.

The study covers branding strategies adopted by private colleges affiliated to VTU and autonomous colleges which offer engineering course of four years in the state of Karnataka which was established on or before the year 2009. It is to be noted that some colleges considered were given deemed-to-be university status towards the end of the study. The target audience of the study includes the second year students of the engineering institutions and the top management personnel who are involved in brand building efforts of the college. Further people from the society having a stake in private engineering colleges such as parents of engineering college students, media personnel, employers who employ engineers through campus interviews, and educationists are involved in the interviews to give insight into the study conducted.

### **1.9 RESEARCH QUESTIONS**

1. What is the impact of branding efforts on engineering institutions?
2. What are the factors which influence students' choice in selecting an engineering college?
3. Are promises based on 7 P's of services marketing enough for the branding of engineering institutions?
4. Is there any relationship between student's expectation and management perception about student's expectation?
5. Who are the influencers of student's decision on the choice of an engineering college?
6. Does the satisfaction of students lead to student loyalty towards the college?

### **1.10 RESEARCH OBJECTIVES**

On the basis of the research gaps and research questions, specific research objectives were formulated, which are:

1. To identify and assess the branding strategies adopted by institutions to create brand awareness.
2. To determine and gauge the relationship between students' choice of engineering institutions and branding strategies adopted by the institution.

3. To recognise and assess the role of various stakeholders in students' decision-making.
4. To measure the contribution of students' choice factors towards student loyalty.
5. To evaluate the role of student satisfaction in creating student loyalty.
6. To develop a conceptual model in order to help the institutions to create a customer based brand equity.

### **1.11 HYPOTHESES**

Alternate hypotheses for the study are shown below, represented by the subscript 1. The negations of these statements were considered as the null hypotheses, where no significant difference or correlation was assumed, and are denoted by the subscript 0. The hypotheses  $H_{A0}$  and  $H_{H0}$  were tested based on individual sub-hypotheses for each of the services marketing mix variables- product, price, place, people, physical evidence, process, promotion, and institutional performance.

**H<sub>A1</sub>**: There is a significant contribution of services marketing mix variables on student choice.

**H<sub>B1</sub>**: There is a significant correlation between influencers and student choice.

**H<sub>C1</sub>**: There is a significant correlation between personal character and student choice.

**H<sub>D1</sub>**: There is a significant correlation between influencers and personal character.

**H<sub>E1</sub>**: There is a significant correlation between student choice and experience.

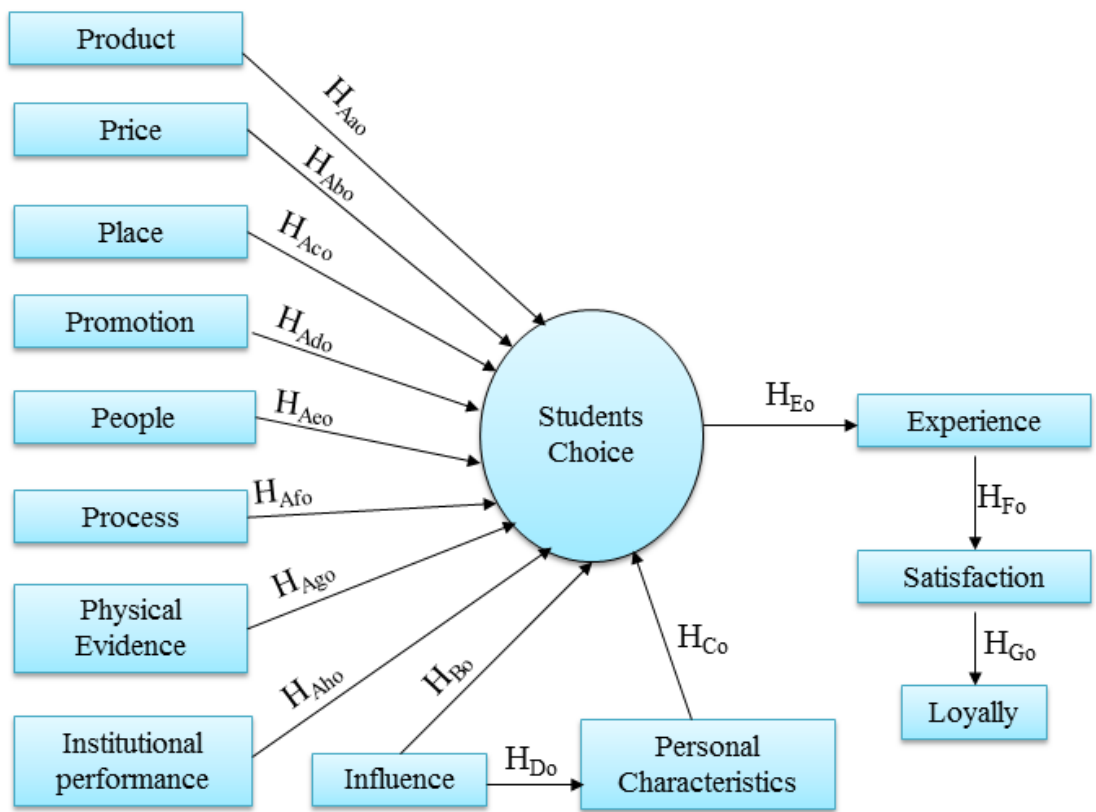
**H<sub>F1</sub>**: There is a significant correlation between experience and satisfaction.

**H<sub>G1</sub>**: There is a significant correlation between satisfaction and loyalty.

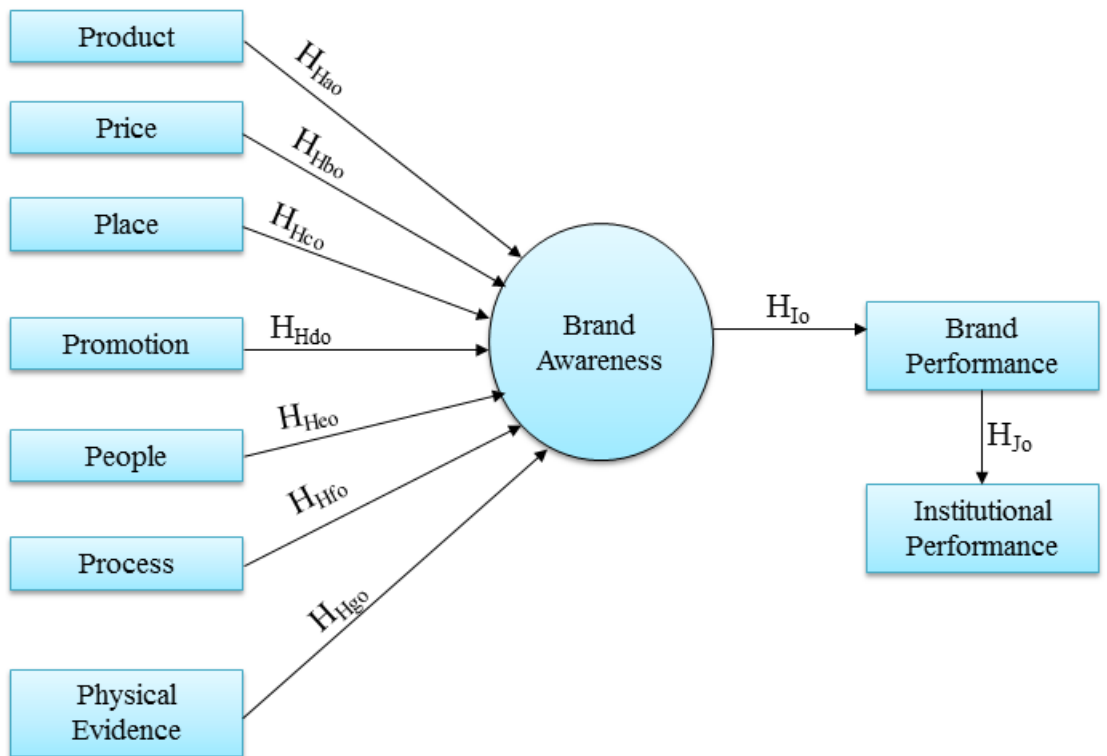
**H<sub>H1</sub>**: There is a significant contribution of services marketing mix variables on brand awareness.

**H<sub>I1</sub>**: There is a significant correlation between brand awareness and brand performance.

**H<sub>J1</sub>**: There is a significant correlation between brand performance and institutional performance.



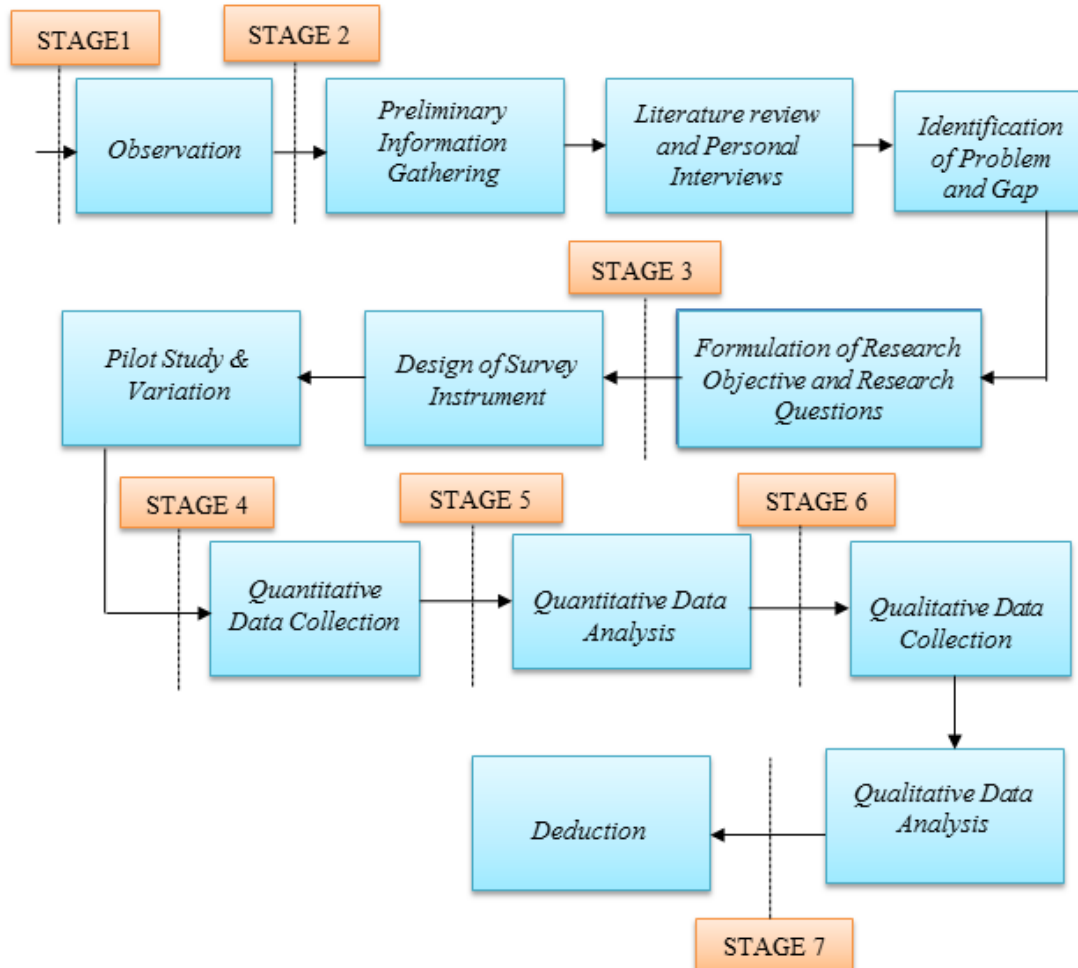
**Figure 1.2: Hypotheses Related to Students**



**Figure 1.3: Hypotheses Related to Institution**

## 1.12 RESEARCH METHODOLOGY

This is the overview of the methodology adopted to answer the research questions, achieve the research objectives and to test the hypothesis. The detailed explanation of methodology is given in Chapter 3.



**Figure 1.4: Stages of Research Methodology**

### *Stage 1 Understanding of need for study*

In the education sector, it is observed and argued that if students are consumers why do they not behave as other consumers appear to? (Brennan 2014). The FICCI Higher Education Summit report on Higher Education in India: Vision 2030 (EY and FICCI 2013) made the researcher think about the factors which can uplift the educational institution to reach higher heights and even be prepared if foreign universities enter the Indian education scene. It is all about making the foundations stable in terms of building one's brand.



### ***Stage 2 Preliminary information gathering and literature review.***

The purpose of this stage is to identify the components or the factors used by the management of the institution to build a brand, to know the factors that affect student's choice of a particular engineering college and to find the appropriate research design and methodologies followed by other researchers. A thorough and extensive review of literature and the study on existing theories were conducted. This information gathering helped in identification of the problem and the research gap in the existing literature. Thus the research questions and objectives were framed to give a path for the research.

### ***Stage 3 Design of survey instrument***

The survey instrument was prepared using the information which was gathered using existing literature and the personal interviews with people from engineering college management, media and focus group interview with students who were just in the stage of their decision-making regarding a particular engineering college gave an overview of the factors or the constructs of the study. The questionnaire was prepared and tested for validity in consultation with subject experts. A pilot study was then conducted and tested for reliability using Cronbach's alpha (Cronbach 1951) as suggested by Churchill (1979) and Nunnally (1978). The questionnaire for the management revealed Cronbach's alpha value as 0.834 and questionnaire for students got Cronbach's alpha value as 0.887.

### ***Stage 4 Data collection***

The population under examination is 128 private engineering colleges from Karnataka which offer a four-year undergraduate engineering degree, recognised by AICTE and established before 2009. The total students enrolled in these colleges are 64,324 (All India Council for Technical Education 2017). Stratified random sampling technique was used in the study. In stratified random sampling, the population is divided into non-overlapping groups (established in 1999 and before, and established after 2000). Random sampling technique was then used to select the subject units for the study (Creswell 2008). Within each of the strata, 30% of the total number of colleges were selected using lottery method but only 22.5% and 22.4% colleges responded and permitted to collect the data with the agreement that their identity would be kept confidential. The sample size of 29 was arrived at, and this number was rationalised by comparing with the work of earlier researchers in social studies and management. From

this selected sample, data was collected by providing the structured questionnaire and administering questionnaire personally by the researcher. A total number of 1992 students participated in the study. The institutions are situated in the different geographical administrative divisions of Karnataka namely Belgavi, Kalburgi, Mysore and Bangalore.

#### ***Stage 5 Data analysis and interpretation***

Data is analysed using the software IBM SPSS statistics version 20. The data were analysed using both descriptive and multivariate techniques such as mean, standard deviation, discriminant analysis and logistic regression. Factor analysis using Principal Component Analysis was done to determine how different variables contribute to underlined factors. The structural equation modelling (SEM) is a statistical approach which is used in the data analysis that combines simultaneous regression equation and factor analysis (Cuttance and Ecob 2009). Here the structural model is converted into a simultaneous statistical test to verify the relationship between students choice (latent variables), and its determinants which are a product, price, place, promotion, people, physical evidence, process, and institutional performance. Similarly, from an institutional perspective, SEM analysis has been performed to verify the relationship between brand awareness (latent variables and its determinants which are a product, price, place, people, physical evidence, process and promotion. Logistic regression and structure matrix tests are conducted to study the effect of students' choice factors on brand loyalty.

#### ***Stage 6 Qualitative data collection***

To enhance the quality of research and to give a better shape for the results, interviews with the different stakeholders of the society were initiated. The sample size selected was 15. Purposeful sampling was used to select individuals that were especially knowledgeable or had some experience with branding of engineering colleges (Creswell and Plano Clark 2011). Thus the personnel from leading news media, parents of engineering college students, academicians and employers of engineers were interviewed. The detailed transcripts of the interviews are enclosed in Appendix I. These transcripts were put into meaningful categories and coded for analysis. The coding and analysis were performed using the software Provalis Research QDA Miner Lite version 2.0.1. Coding frequencies and word clouds were obtained for each

interview question, and coding retrieval analysis was conducted to extract the critical concepts that were discussed.

### ***Stage 7 Deductions***

Using the results of quantitative and qualitative analysis and the result of structural equation modelling the researcher has presented the results, recommendations and a model to fulfil the objectives of the study and to contribute towards the world of knowledge.

## **1.13 LIMITATIONS OF THE STUDY**

The research was carried out in one segment of higher education, i.e., technical education. However, a similar approach based on the brand building strategy recommended in this study can be used for other higher education fields. Further, since quantitative data was collected only from students and management of the colleges, the conclusions that derive from this may not reflect the views of other stakeholders such as parents, media, industry, alumni, and society, but further research is possible to consider these aspects. Another limitation of the study is that some colleges were not willing to answer the questionnaire or did not allow the researcher to collect data from their students.

## **1.14 CHAPTERISATION**

### ***Chapter 1***

Chapter one is a brief discussion of the entire research. To begin with, chapter one has a detailed description of marketing concepts and branding in higher education, the education system in India followed by the significance of the study, research gap, research questions, research objectives and research hypothesis. It also gives a brief introduction to research methodology followed in the study.

### ***Chapter 2***

Chapter two presents in-depth review of the literature and theoretical background. This chapter details the structure of brands, different brand equity models and relevant literature on the topic which helped in identifying the research constructs, research gap and research hypothesis. This chapter also gives operational definitions of independent and dependent variables involved in the study.

### ***Chapter 3***

Chapter three explains the research methodology that has been designed to conduct this research. This comprises research approach, the scope of the study, population under examination and sources of data. It is followed by sample design and sample characteristics.

### ***Chapter 4***

Chapter four is analysis and interpretation of qualitative data which is collected through interview method.

### ***Chapter 5***

Chapter five is the analysis and interpretation of quantitative data which is collected using survey method. It also gives some important correlations followed by testing of hypotheses.

### ***Chapter 6***

Chapter six of the thesis will sum up the major findings followed by policy recommendation and academic recommendation.

### ***Chapter 7***

Chapter seven is the last chapter of the thesis which gives the conclusion of the research by summing up the entire research and its outcome.

## **1.15 CONCLUSION**

This chapter provides the overview of the entire research by giving a description of concepts of branding and its significance in higher education. It also offers a brief detail on evolution and growth of higher education in India and in the state of Karnataka. The chapter consists of research gap, research objective, research hypothesis and research methodology. In the next chapter, there is an in-depth review of literature which in turn helps in the identification of variables used in the study.

## **Chapter 2 REVIEW OF LITERATURE AND THEORETICAL BACKGROUND**

### **2.1 INTRODUCTION**

The enormous change in the higher education system and globalisation led to research in the field of branding mostly in developed countries and also to some extent in developing countries. The literature review critically examines previous exploratory and empirical research that discusses the topic and demonstrates the importance of the study (Lamboy 2011). It helps in understanding the functional definitions of variables involved in the study. It depicts the depth and breadth of existing knowledge on the branding of higher education. It also identifies the gap in the existing research studies and helps in formulating research questions and research objectives.

### **2.2 CHAPTER OVERVIEW**

This chapter presents an in-depth review of the literature and theoretical background on the topic of the research. The chapter reviews the brand in general and the brand of the university in particular. It details on different models suggested by different researchers on brand building and presents literature on branding in higher education in an international perspective and Indian perspective. Chapter gives insight into factors influencing student enrolment decision and details on why students choose a particular institution and external influencers on student enrolment decision. Chapter also presents the variables identified for the research, existing literature on identified variables and their operational definition.

### **2.3 BRAND**

In ancient times, branding started with marks or symbol used on livestock to indicate their ownership. Continuing this idea even artisans and sellers of different products started marking their items to indicate its source or even to guarantee the level of quality of what they sell. The story of the brand was continued by the company Procter and Gamble, branding their product with the name and symbol. Today the concept of a brand has migrated to each and everything- universities, individual educational institutions, hospitals, trade associations, government agencies, restaurants and even the individuals (VanAuken 2002).

In the year 2002, the Government of India started a branding campaign of the country under the name “Incredible India”. The campaign succeeded in bringing about 16 percent growth in the number of foreign visitors (Sharma et al. 2014). And today, many of the states brand their region independently as well. The most successful brand management was witnessed in India with the unprecedented victory by Mr. Narendra Modi, the current Prime Minister of India. However, branding of universities and educational institutions is a new concept in India. Even when this concept was viewed in the global perspective, institutional enterprise branding initiative began only in 1931 (Singh 2013). Institutional branding in India was started by a few private and deemed-to-be universities and now other institutions are trying to follow the branding trend to create a differentiating recognition in the highly crowded market of the country.

The brand is “the promise of the bundle of attributes that someone buys”. These attributes may be real or illusory, rational or emotional, tangible or invisible (Ambler and Barrow 1996). Brand involves an assortment of promises concerning the brand’s physical and emotional benefits to buyers. Often these benefits are constructed around a brand’s core values such as trustworthiness, honesty, and integrity (Balmer and Gray 2003). An examination of the existing literature suggests that brand mainly consists of a collection of promises presented to the outside world concerning the brand’s benefits, set of realities (rather than promises) that define the brand’s inherent nature and symbolic elements and external communications that describe the brand.

A University’s brands generally include its name, logo, publicity materials, advertisement designs and other visuals seen by the public, which communicates the aims, values and ‘meaning’ of the organisation. These symbols are inbuilt in the institution’s marketing communications as part of developing a brand image. These symbols are embodied in the institution’s marketing and other communications, which themselves can be an integral part of the university’s brand.

Beneke (2011) argues that the factors such as the behavior of students and staff members, the research output, the state of building and facilities on campus, the advertising efforts of different sections of the institution, events and exhibition staged by different departments, institutions’ equity and skill development policies influence brand building effort of education institution. He also states that the ability of the students to pay their fees timely will influence the brand building effort.

The intangible nature of educational services becomes important components of a university brand (Balmer and Gray 2003). Whether the university is elite and exclusive rather than comprehensive and mass market (Van Rekom and van Riel 2000), whether it places research above the teaching (Ivy 2001), and whether it offers the desired degree program (Binsardi and Ekwulugo 2003) will become the component of university brand. Bick et al. (2003) define a higher education brand as “perception or emotion upheld by a buyer or a future buyer describing the experience related to doing business with an academic.

## **2.4 STRUCTURE OF BRANDS**

Many researchers argue that brands for higher education institutions are fundamentally more complex and that customary brand management practices are insufficient in the higher education market (Jevons 2006) and (Singh 2013). Sevier (2001) states that, two components make a brand effective: awareness- do people know you exist?, and relevance- are you effectively communicating the message of your product or service to your target audience? Strong brand awareness can increase the value of the brand and help to build a strong market position (Jones 2005). Brand relevance is the next step after awareness (Sevier 2002) and can be communicated through clearly defined positive brand values (Uncles et al. 1995). Brand relevance attempts to answer the question, "Is there something for me?" These two components aim to build a relationship with the target audience by capturing their attention and help them to understand and identify with the brand (Sevier 2001, 2002).

Temple(2006) suggests three components of brand viz., (1) product, (2) identity, and (3) value. Ali-Choudhury et al. (2009) propose six higher education brand components including, ambience, location, reputation, the degree of diversity, and factors to do with visual imagery and employability. According to Black (2008), there are two major components of the higher education branding structure: (1) promotion of the brand and (2) delivering the promise of the brand. To be able to promote the brand, universities should understand students’ needs, determine highly-valued market segments, and find out which brand attributes will attract students, deploy relevant brand attributes to position the institution against competitors effectively, and finally differentiate the institution from competitors through well-built communications. As for delivering the

promise, it is necessary first to define what brand promise the institution wants to deliver, how to make students live the brand promise, put the brand promise into a program of action, and deliver the brand promise consistently.

## **2.5 BRAND BUILDING STRATEGIES**

Brand strategy is all about how, what, where, when, and to whom to communicate brand messages. It includes what you stand for, a promise you make, and the personality you convey. According to Keller (2003), branding strategy for a firm reflects the characteristics and distinctive brand elements applied to the products sold by the firm. In other words, a branding strategy comprises of deciding which brand name, logo, symbol, and other branding elements shall be applied to the products or firm which can uniquely and firmly differentiate the product or firm in the mind of the consumer.

A branding strategy for a firm can be characterised according to its breadth (i.e., in terms of brand-product relationship and brand extension strategy) and its depth (i.e., regarding the product-brand relationship and the brand portfolio or brand mix). The main aim of the brand strategy is to attract quality students to the institutions. Factors which influence student's decision to select particular institutions shall be elements of the brand. Few studies tried to evaluate students' tendency to choose one institution over the other and presented some explanation regarding the decision-making process. Ivy's (2008) study built up 25 statements that assess student attitudes and their perceptions regarding the effect of various marketing tools they faced when they tried to select a business school. The most outstanding aspects of the sequence were the program, prominence, price, prospectus, people, and premiums. Also, Price et al. (2003) carried out a similar study which tried to assess the impact of the eminence of facilities available on students' selection of a university and discovered that quality of facilities had considerable influence on student's choice.

Farquhar et al. (1990) offer three features for creating a durable brand; a definite brand evaluation, accessible brand attitude and a consistent brand image. Positive brand evaluations contain the consumer believing that the brand delivers a higher performance. Accessibility of a brand attitude is, how quickly an individual can recover something stored in memory, this is similar to what is proposed by Keller (2008) as brand recognition and recall. Finally, Farquhar et al. (1990) explain the significance of



a steady brand image, the need to integrate all marketing communications and to be consistent throughout all channels.

In another study by Warwick and Mansfield (2004), the authors found the quality of academic staff, quality of majors of interest, and overall academic reputation as being the most critical factors when prospective students and their parents engage in the process of assessing functional risk. Out of these studies, we can conclude that the quality of staff, quality of the program offered, and the overall reputation profoundly influences how the students perceived the worthiness of any institution and by that student decide whether to apply to a particular or not.

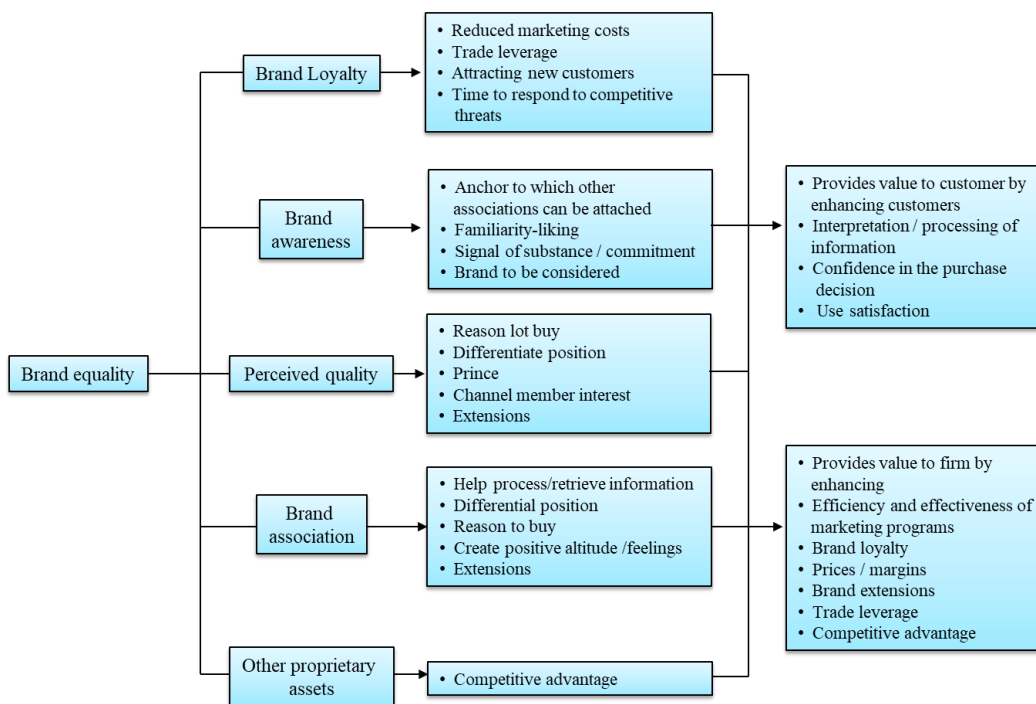
Administrators of higher education institutions are increasingly recognising the need for a well-defined strategy to build a strong brand. Making of a good brand requires consistent effort. The strength of the brand needs to be managed actively since it needs to be created by developing many social/community associations that form brand meaning. Especially more recently when the internet is involved or when there is a market downturn (Aaker 1996; Kay 2006; Stuart and Jones 2004). Merz et al. (2009) suggest that continuous communication among all stakeholders determines the brand value. Creating positive brand associations leads to positive customer brand image, if a corporate brand takes on a negative association, it cannot be leveraged until the negative associations have been changed (Aaker 1991a, 2004; Keller 1993).

## **2.6 MODELS OF BRAND BUILDING STRATEGY**

Several models of brand-building had been suggested in the existing literature. Aaker and Joachimsthaler (2000) recognized three vital brand-building tasks; create visibility which consists of recognition, unaided recall, and so-called 'top-of-mind' status, develop strong associations which differentiate the brand and develop deep a relationship with the customer where the brand becomes a meaningful part of customers life.

Aaker (2002) formed a brand identity planning model comprising of three critical stages. The first stage is strategic brand analysis (the brand strategy based on customer analysis, competitor analysis, and self-analysis). Followed by brand identity system (includes creating brand identity, value proposition, credibility, and brand–customer relationship) and the last stage is brand identity implementation system (includes brand

position, execution, and tracking). Aaker (1991b) was the first researcher to develop the customer based brand equity model. Many researchers consider this model as the basic model to understand the process of building brand equity from a customer perspective. Various attributes of Aaker brand equity model are: (1) brand loyalty, (2) brand awareness, (3) perceived quality, (4) brand associations, and (5) other proprietary brand assets. The model is depicted Figure 2.1. Aaker defines brand equity as a set of assets and liabilities linked to the brand, and gives detailed explanation to the five components dimension.

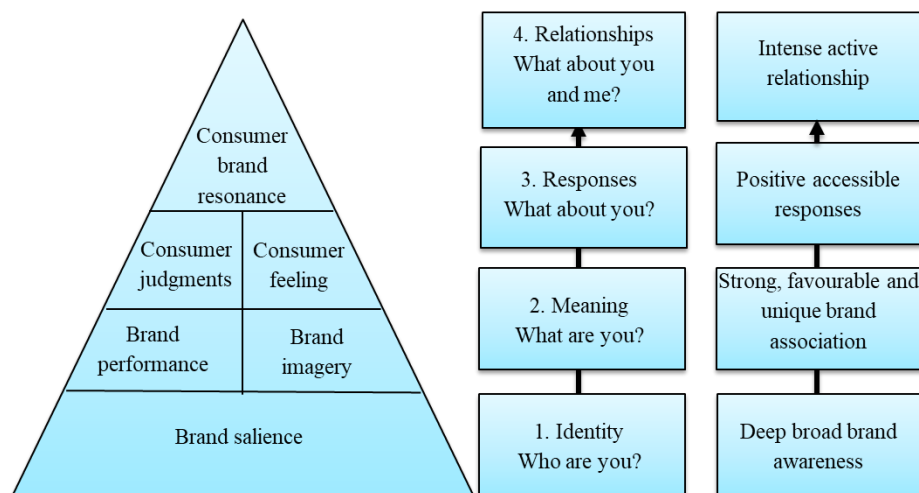


**Figure 2.1: Aaker's Brand Equity Model (Aaker 1991b)**

Similar dimensions have been identified by other researchers from time to time (Keller 1993). Keller (2001) gives four steps to brand development; each level depends on accomplishing the objectives of the previous one. The steps are: (1) ensure identification of the brand with customers and an association of the brand in their minds, (2) establish the totality of brand meaning in the minds of customers, (3) elicit the proper customer reactions to this brand identification and brand meaning, and (4) convert the brand response to create an intense, active loyalty relationship between customers and the brand. Keller's model for establishing brand equity is possibly the most comprehensive and will serve as the foundation for the discussion on establishing

customer-based brand equity in the higher education sector. The customer-based brand equity model (CBBE) proposed by Keller is presented in Figure 2.2. The first stage of Keller’s brand pyramid relates brand identity and uses brand salience as a measure of the awareness of the brand. Customer-based brand equity is said to have been achieved when the consumer has a high level of awareness and familiarity with the brand and holds some strong, favourable, and unique brand associations in memory. In case of Higher education as it could take a number of years for an Institution to create brand awareness and for a student to develop brand salience.

The second stage in the Keller’s model relates to brand meaning and uses two building blocks entitled performance (brand perspective – meeting and/or surpassing customer’s functional needs/expectations) and imagery (customer perspective- meeting the customer’s psychological or social needs).



**Figure 2.2: CBBE Model (Keller 2001)**

The third stage in the brand equity relates to brand response which involves brand judgements and brand feelings. Brand judgments relate to customers’ personal opinions and evaluations with regard to the brand and comprise four types viz., brand quality, brand credibility, brand consideration and brand superiority.

Developing intense, active loyal brand relationship with customers is the highest level in the pyramid and the most valuable brand-building block. This stage essentially addresses the intensity of the loyalty among the customer to the brand and is broken down into behavioural loyalty, attitudinal attachment, sense of community, and active engagement.

Urde (2003) proposed a brand-building model based on the premise that a brand's identity is developed as a consequence of the continuous interaction between the organisation and the customer. The model consists of ten stages: (1) describing mission, (2) representing brand vision, (3) defining organisational values, (4) identifying core values, (5) deciding brand architecture, (6) ensuring product attributes, (7) ensuring brand personality, (8) ensuring positioning, (9) forming communication strategy, ensuring that the core values of the brand identity are communicated to the stakeholders, and (10) strengthening of internal brand identity.

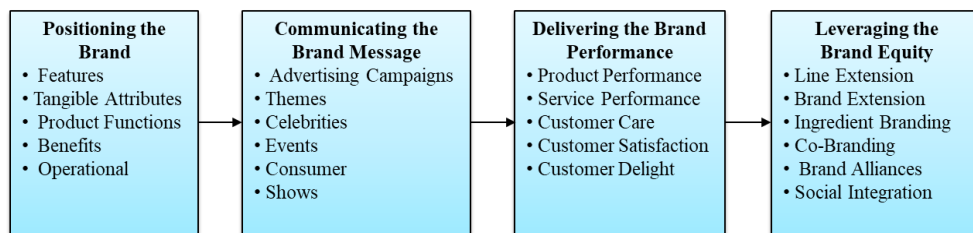
Schultz (2005) identified five phases of corporate branding: (1) stating (conveying the organisation's present identity and what it is its strategic vision), (2) organising (supporting the stated vision and identity of the brand by redesigning organisational structures and practices), (3) involving (bringing together all relevant stakeholders in the realisation of the corporate brand), (4) integrating (reducing gaps between the brand identity stakeholder images), and (5) monitoring (measuring the performance of the brand in relation to all brand elements and the relationships among them).

Grace and O'Cass (2005) had developed Service Brand Loyalty Model (SBL) to provide an insight into consumer's verdicts on service brands and the model was tested in airline service and banking service by Pillossof and Nickel (2009). The brand explains the relationship between the brand dimensions and the consumer responses like (1) brand loyalty (is the consumers ultimate response to a brand), (2) brand attitude (is the consumers overall positive or negative disposition towards the brand), (3) brand satisfaction (is the consumers positive or negative response to the perceived service performance), (4) brand evidence (refers to the customers set of association regarding the service brand dimensions directly experienced during the repurchased and consumption stage), and (5) brand hearsay (it refers to all controlled and uncontrolled communications of marketer).

Wheeler (2006) proposed a "complete guide to creating, building and maintaining strong brands". The process consists of five steps (1) conducting research: clarifying vision and values are in place, knowing stakeholders, conducting audits, and interviewing key management, (2) defining strategy: creating a learning environment, developing positioning, and accomplishing agreement, (3) designing identity: envisaging the future, brainstorming the big idea, designing brand identity and brand

architecture, (4) creating touch points: finalising identity design, developing the appearance and feel for the brand, planning program, and applying brand architecture, and (5) managing assets: building synergy around the brand and developing standards and guidelines.

Ghodeswar (2008) developed a conceptual PCDL model (Figure 2.3) for building brands in the Indian context. The model consists of four stages: (1) positioning the brand, (2) communicating the brand message, (3) delivering on brand performance, and (4) leveraging brand equity. Merrilees and Miller (2008), concentrated on corporate rebranding, rather than the newly formulated corporate brand. They identified three central themes: (1) the need to revision the brand on the basis of the consumer understanding, (2) the use of internal branding to ensure the commitment of the relevant stakeholders, and (3) the role of advertising and other marketing mix elements in the implementation phase.



**Figure 2.3: PCDL Model (Ghodeswar 2008)**

Hay and Van Gensen (2008) proposed a model for the branding of higher education. The model is based on three pillars, namely ‘experience economy’, ‘relevance’ and ‘external branding’. The first pillar presents the staff as advocates of the brand and having one’s house in order (i.e. having the right people and processes in place). The second pillar considers the institution’s relevance in the society. This relates to some factors including the core offering (e.g. the ‘entrepreneurial university’ versus the ‘research university’) and the extent to which the institution embraces corporate citizenship. The external branding pillar entails outward communicative elements such as website management, public relations exercises, etc. The authors argue that internal factors need to be optimised before the external brand can shine. This model gives a picture regarding how creating a positive experience could be made possible, one of the best ways to do so is through having a supportive well-placed academic team who are

aware of the brand value and what differentiation criteria the institution wants to stress on when dealing with customers.

King and Grace (2009) in their Employee Based Brand Equity model proposed that the differential effect that brand knowledge has on an employee's reaction to their work environment. He suggested the requirement of the translation of the brand identity in a way that is meaningful to the employee in the context of their roles and responsibilities. This brand equity model is more relevant to service brands as employees have been identified as critical assets for service organisations.

De Chernatony (2010) stated eight stages in building and sustaining a brand: (1) defining brand vision, (2) assessing organisational culture, (3) defining brand objectives, (4) audit 'brand sphere' (auditing the forces that are critical to the brand—corporation, distributors, customers, competitors and the macro-environment), (5) identifying brand essence, (6) internal implementation to deliver brand promise, (7) brand resourcing (considering the implementation in more detail, for example, selecting vehicles of communication), and (8) brand evaluation.

## **2.7 BRANDING IN HIGHER EDUCATION**

Branding is a management concept that has gained significant popularity in higher education institutions over the last few years. In the scenario of increased national and international competition, universities and colleges all over the world had begun to search for a unique definition of 'what they are', to differentiate themselves and attract students and academic staff (Chapleo 2004; Hemsley-Brown and Goonawardana 2007). In recent years a new vocabulary such as branding, corporate communication, identity, and reputation has emerged in academia, making higher education organisations more aware of the link between what they "stand for" regarding values and characteristics, and how they are perceived. (Waeraas and Solbakk 2009).

Branding simplifies the consumer (students and parents) decision process, reduces the perceived purchase risk, assists in the lessening of post-purchase cognitive dissonance, and enables the organisation to create and maintain some semblance of community with users be it real or perceived. However, organisations that decide not to actively prioritise brand building will find that their brand identity formed by others—dissatisfied customers, satisfied customers, competitors, etc. (Judson et al. 2008). For

these reasons, higher education brands are equivalent to other brands, serving the characteristic roles in organisational branding (Opoku et al. 2006). Higher educational institutions are increasingly turning to branding as a way to create an identity and to have a sustained competitive advantage to face the competition. Day by day importance of branding for the colleges and universities is growing, and it is expected to become even more vital for their growth and survival.

### **2.7.1 International Perspective**

A brand enhances an institution's visibility, rankings, reputation, and prestige (Ramsey 2006) and gives potential stakeholders important information to decide to be a consumer or not, but the brand is more than this (Brewer et al. 2002; Patterson Lorenzetti 2002). A brand can highlight a distinctive universities niche is distinguishing the university from competitors (Clifton 2010; Slaughter and Rhoades 2004) Brand also helps universities to communicate institutional values to target audience groups and increases the universities recognition (Clifton 2010; Gobé 2001). Without a brand, a university is just another product or service, in which case consumers look for the lowest price. Many brands increase their prestige and loyalty merely because they have a great football team or because they can help students develop great memories of their time at the institution through activities such as parties or campus rituals and traditions (Patterson Lorenzetti 2002).

Joseph et al. (2012) in a study on university branding presented an exploratory study of two American universities. Programs, sports, image, housing cost, and location are of primary importance to students of public universities. Private university students evaluated the image, selectivity, personal interactions, infrastructure, and cost. Universities need to customise their branding initiatives by institutional type. Many students seek a campus which is attractive, has community participation, and state-of-the-art technology, which are hallmarks of a modern university experience.

Durkin et al. (2012) described the brand repositioning exercise and explored an emotionally-driven approach to the branding of likeability within a British University. The case study approach provided a theoretical and practical on emotion acting as an enabler for the national decision-making process.

Tas and Ergin (2012) in their study on the impact of branding explored the factors and criteria that Turkish students considered for selection of a university in the United States using a structured technique called analytic hierarchy process. They analysed multi-criteria decisions. They found that postgraduate career prospect was the most prominent criteria.

Williams et al. (2012) focused on generating positive brand associations and a positive country brand image for Africa. Exhibiting nationalism is one method to develop branding for the continent apart from creating unique competitive brands for individual African countries.

Angulo-Ruiz and Pergelova (2013) developed a conceptual framework and hypothesis regarding factors affecting student retention through an empirical model using a data set of 396 students from a Canadian university. The respondents belonged to a random sample of students from a school of business, bachelor of commerce program.

Sunder (2013) discussed international education from the teacher perspective regarding the emotional labour expended. Voicing teacher experiences based on 28 research participants from an international school in Dubai, United Arab Emirates. Several themes emerged from the data such as the importance of teaching of cultural context and pressure of parental influence.

Casidy (2013) examined the association of factors such as perceived brand image, fulfilment, allegiance and behaviour after university enrolment in Australia. This study by Casidy was a pioneer in the investigation of student's perspective of brands concerning education.

Tawanda et al. (2013) evaluated the marketing strategies at the Zimbabwe open university to enrol new students. The research was descriptive, and Tawanda et al. employed survey method based on a structured questionnaire. The results indicated that current and former students were not promoting the university brand. Because the university itself was not promoting its brand, the students were vulnerable to negative information about the university.

Lidström et al. (2014) identified motives and strategies behind students' school choices in Sweden. The researchers drew on strategies used in the education market, on the career ship theory that interconnects rational career decisions, the influence of individual's resources, and the turning points in the process. Word-of-mouth was an



important medium of influence. The authors had conducted a study on the impact of branding on enrolment. Policy makers must provide sufficient information and guidance to tackle risk and uncertainty considering the capabilities and preferences of students.

Brooks and Waters (2015) provided a case study of England to project how globalisation has affected the United Kingdom Higher Education. They analysed websites, prospectuses, and other documents in the public domain of thirty elite schools in England, each from influential and high-performing private schools and high-performing state schools. The analysis revealed differences between state and private schools.

DiMartino and Jessen (2016) discussed the implications of marketing and branding practices of public education in the New York. Based on two city-based case studies of the 250 high schools opened by the New York City education department, DiMartino and Jessen provided a theoretical framework on what branding and marketing practices exist how they affect parents and student choice as well as the outcomes regarding education access and equity.

Williams and Omar (2014) took three institutions in the mid-Atlantic US region and adopted various interpretive practices. They focused on the renaming of Beaver University as Arcadia University. When repositioning and rebranding were not successful, the leaders of the university required a different brand management plan beyond the word-of-mouth range.

### **2.7.2 Indian Perspective**

Branding in India usually perceived as a corporate function. Most of the literature on branding are suggestive articles on corporate branding. Most of the Indian research papers are based on secondary data, found to cite literature from foreign journals, and revolve around either Aker or Keller's model of brand equity. However, Agarwal (2006) says that branding in education is not a new phenomenon in India, as we still recall the names of "Nalanda" and "Takshila"- the ancient Indian Universities. As the Indian economy is opening up, it is highly likely that education in India will have the challenge to cater to futuristic needs along with inclusive growth. Now institutions need to attract more and more students and increase its pool of potential applicants and

confirm greater diversity from within the population (Agarwal 2006). As a result of this change and decrease in a funding structure after 13<sup>th</sup> and 14<sup>th</sup> finance commission plan, along with private institutions, even government and aided institution can no longer rely solely on government monies for operation and expansion (FICCI 2013). The Financial Express reported in 2005 that most of the education branding has never been the subject of either advertising or marketing case studies and more is the pity (Seth 2005). It reports “If you take a look around you, then you will see that brands, like IITs and IIMs, have already created superior consumer value. As brands go, they are cherished, they are valuable and, what’s more, with every passing year, the brand benefits only gets embellished”. In the year 2009, Shahaida et al. (2009) proposed a conceptual model of brand building for business schools in India, although considerable work on university branding has already been done by Chapleo (2004, 2005, 2007, 2008).

In the exploratory qualitative study of 21 private schools in Dehradun, India, Gautam (2011) revealed that student enrolment in private schools is improved by the school’s images and publicity. Kumari (2013) suggested that in the context of India’s diverse population, sensory marketing can lead to creating subconscious triggers influencing consumers’ perception and posed the question about how to gain an edge in the context of increasing markets and products. John and Senith (2013) revealed that students select their higher education institutions based on six factors namely service, external exposure, image, price, quality and innovation. Hence the higher educational institutions who are planning to attract quality students should concentrate on the six parameters. So that the brand value of the institution will be increased, no higher educational institutions will survive in the future if they fail to brand their institution in the right way. Higher educational institutions have to brand their institutions before others brand (John and Senith 2013).

Das (2014) studied the phenomenon in Indian elementary schools that enrolment in government schools was not as good as that in private schools. Based on the time series data from 1993-94 to 2007-08, the program of Sarva Shikshan Abhiyan was analysed for student enrolment. Extant literature included comparative studies data from published government sources. Das showed a slow growth in the number of privately built schools for primary education though there was a marked preference for private

schools. Price sensitivity, entry barriers, and poor social infrastructures like roads connectivity and transport prevent the growth of schools.

Gulla and Gulla (2015) in their exploratory study of Indian business schools found that accreditations through local and global agencies are preferred to enhance the business school's brand image. Indian business schools are shifting from a practitioner to an academic orientation and seek aggressive brandings like that of the United States and European business schools. Branding is an expensive exercise and attracting customers in the context of globalisation is a challenge. Indian business schools are not globally branded. One needs to understand the branding strategies of their MBA programs to study how the brand identity can become memorable, distinct, and differentiated.

Chawla and Lenka (2015) studied the antecedents and consequences of learning organisations in India focusing on resonant leadership and strong employer branding along with total quality management, knowledge management, and entrepreneurship affecting learning organisations. Chawla and Lenka (2015) in their study on the impact of branding in Indian Higher Education Institutes discussed the scope as confined to Indian higher education institutes. Brand building is an organisation-wide function. From the highest-level chancellor to the person who answers department's telephone, Institution's brand and marketing strategy must be well understood. Branding efforts will help higher education institutions to rediscover what they are, and their primary purposes.

## **2.8 FACTORS INFLUENCING STUDENT ENROLMENT DECISIONS.**

There has been extensive research which focuses on education and factors have been identified which affect student choice. For example, cost of education (Xiaoping 2002), class size and achievements (Toth and Montagna 2002), infrastructure, branch results. Bennett et al. (2008) studied components of university brand which are relevant to students in the UK. They described ten main elements including educational identity, the institution's location, the degree of diversity of its student body, employability of its graduates, general ambience, reputation, sports, social facilities, living environment, courses offered, and community links. Cost of education, the value of education, and degree offered to influence the choice of students (Wagner and Fard 2009).

Chapman (1981) established the influence of various factors on student college choice and reported that personal aspiration, performance at school and external factors contribute more to college choice (Borus and Carpenter 1984). External factors include marketing efforts by the college (Hossler and Bean 1990), characteristics of the institute, college location (Kohn et al. 1976), and significant persons (Baharun 2002). They noted that college proximity and distance from home could also have a substantial impact on student choice to enrol in a college. Academic program offerings, its content range and quality, and duration were also found to have a significant effect on student's college selection as reported by bin Yusof et al. (2008). College reputation was found to be a powerful predictor of college choice as examined by Maguire and Lay (1981). They witnessed that college reputation has a substantial effect and persuasion on student's college selection decisions. The cost associated with college was also termed as an important factor to be discussed by various researchers (Webb 1993) as the cost has a strong influence on college choice decisions. Availability of financial aid also has a persuasive power on student college attendance (Jackson 1986).

Pushkar et al. (Pushkar et al. 2013) found that advertisement, famous and experienced faculty, good infrastructure, the location of the institution, communication facilities, fee structure, age of the institute, college hostel and its facilities, good results, good track record of the institution are given primary importance. Along with these even factors like branch result, good teaching, regular theory and laboratory classes are given priority importance while taking admission in the college. Variables like elders' suggestion for college selection, availability of choicest branch, number and quality of faculty, the proximity of college to home, and extracurricular activities in the college are of moderate priority in decision-making regarding college choice. Whereas variables like ragging history of the college, strict college administration, library facilities with the provision of e-books, maximum operation hours of the library are factors which are considered to be less significant in the decision-making by prospective students.

Zain et al. (2013) investigated factors influencing students' decisions in choosing private higher educational institutions in Malaysia. The findings revealed that student perceptions play a vital role in their choosing a particular institution. The main determinants of perception in this study were experienced lecturers, suitable syllabus,

qualified lecturers, and knowledgeable lecturers. Among these variable measures, knowledgeability of the lecturer was reported to be an important factor in changing the students' perceptions about an institution. John and Senith (2013) found that students select their higher education institutions based on six factors namely service, external exposure, image, price, quality, and innovation. Cost of the program, the reputation of the university, the location of the campus, career prospects, and opinion of parents and friends are other important factors that influence students decision to select a particular institution (Kusumawati 2013).

Mehboob et al. (2012) identified three factors which are further categorised into eleven subfactors: internal factors such as aspiration, aptitude, and career, external factors such as courses, cost, location, reputation, promotion, and facilities and also social factors like parents, friends and teachers. The factor 'career' has been found as the most preferred one for students to pursue in higher education institutions. The factor 'facility' is the most influential attribute found in determining student enrolment decisions in HEI's. Hill and Giles (2014) systematically reviewed the evidence that gender differences influence specialisation subject choice among medical students. Male students were in being interested in surgery, and female students were interested in gynaecology, paediatrics, and general practice. Though the above studies are inferences from medical education stream, it does give a thought process for its implications in engineering field too.

A study by Temizer and Turkyilmaz (2012) aimed to develop and test a Student Satisfaction Index (SSI) model for the HEIs. The SSI model which is adapted from European Customer Satisfaction Index (ECSI) is established to measure the satisfaction of students due to different aspects such as a brand image of the university, expectations, perceived quality, perceived value, overall satisfaction, and loyalty degree of students. This study inferred that the HEIs spend more effort on the concept of student satisfaction and loyalty to succeed and survive in this competitive environment.

## **2.9 EXTERNAL INFLUENCERS IN STUDENT ENROLMENT DECISION**

Pimpa and Suwannapirom (2008) revealed that students' attitude and teachers from previous schools are strongest influencing factors followed by family and senior

students enrolled in the HEI. Bin Yusof et al. (2008) emphasise that parents of prospective students consider financial assistance to students to be an essential factor that pushes them towards a specific institution.

Several studies acknowledge the influence of family and friends on students; choice of higher education (Chen and Zimitat 2006; Joseph and Joseph 1998, 2000; Pimpa 2004; Wagner and Fard 2009; bin Yusof et al. 2008). Hossler et al. (2002) and Manski and Wise (Manski and Wise 1983) suggest that people choose a college based on the level of value that each institution offers, which they term as an economic or econometric model: comparing the cost of a particular institution with the benefits, one perceives to enjoy. In the pre-search stage, factors like family income have a direct effect on which colleges are to be considered, and during the search stage, the students gather information about a specific institution (Chapman 1981).

## **2.10 VARIABLES AND CONCEPTUAL FRAMEWORK**

### **2.10.1 Conceptualisation of Variables**

Effective branding requires effective marketing because branding is an inseparable part of marketing. Lauer (2006) says effective marketing needs a higher education institution to identify their target audiences, understand them and communicate with them as directly and interactively as possible. According to Shoemaker and Lewis (Shoemaker and Lewis 1999), marketing is the proactive management of the relationship between a higher education institution and its various markets by using the tool of marketing such as service product, place, price, promotion, process, people and physical evidence. Many researchers used this marketing mix as variables in their study. They made use of these factors of marketing mix either individually or some particular combinations. The highlights of the use of these variables in the context of the current study are mentioned in Table 2.1.

**Table 2.1: Conceptualisation of Variables**

Variable	Items	Authors
Product	Uniqueness of curriculum, Add on courses, Local degrees/Foreign degrees, variety of branches, employability, Academic integrity, Co-curricular activity which support learning of core subjects	(Ali-Choudhury et al. 2009; Gajić 2012; Gibbs and Knapp 2002; Mehboob et al. 2012; Munisamy et al. 2014; Smart 2003)
Price	Differential pricing, Scholarship, Free seats, Discounts, Financial assistance, Fees structure in comparison with competitors	(Foskett 1998; John and Senith 2013; Kirp 2003; Lamb et al. 2004; Munisamy et al. 2014)
Place	Location advantage, Uniqueness of the campus, Library, laboratories, special equipment, On campus comforts, Sports and recreation center, Hostel facility, Use of IT in teaching-learning	(Ali-Choudhury et al. 2009; Enache 2011; Gajić 2012; Ivy 2008; Ivy and Naude 2004; Kotler and Fox 1995; Maringe 2006; Mehboob et al. 2012; Pushkar et al. 2013; Sidin et al. 2003; Soedijati and Pratminingsih 2011)
Promotion	Website, Email, Leaflet, brochure, events, Social media, advertisements, Press conference and News on print media, Sponsorships and CSR activity, Goodies, Sending your employees, students for recommendation, word- of- mouth, outdoor advertisement display	(Ali-Choudhury et al. 2009; Lamb et al. 2004; Mehboob et al. 2012; Pushkar et al. 2013; Rudd and Mills 2008; Soedijati and Pratminingsih 2011; Sultan and Yin Wong 2012)
Process	Pedagogy, Accreditation, Grievance handling mechanism, admission process, Specialties of teaching-learning process, IT-enabled administration process, Procedure events/ sports	(Ivy 2008; Ivy and Naude 2004; John and Senith 2013; Palmer 2012)
People	Students' diversity, Faculty profile, Visionary leader, Success story, Alumni achievement	(Alves and Raposo 2010; Enache 2011; Ivy 2001, 2008; John and Senith 2013; María Cubillo et al. 2006; Du Plessis 2005; Pushkar et al. 2013; Soedijati and Pratminingsih 2011)

\*Table Continued...

Variable	Items	Authors
Physical Evidence	Interior decoration, lobby, waiting room, parents' lounge, Attractiveness of website, Reception staff, Environmental condition, External ambience, landscape, green campus	(Gibbs and Knapp 2002; Ivy and Naude 2004; Mehboob et al. 2012; Rahayu Hussin et al. 2000; Sadiq Sohail and Shaikh 2004)
Institutional performance	Placement, Records and awards, Academic results, Ranking/rating/grading / accreditation of the college by regulatory authorities, Academic collaboration, Institute–Industry partnership, Research and publication	(Alexander 2000; Coughlin and Ereksion 1986; Frimpong and Kofi 2014; Larry R. 2005; Pushkar et al. 2013)
Influencers	Parents, friends, Career guidance counselor, coaching center/school teachers, Religion or caste of the Management, Family, Seniors	(Mehboob et al. 2012; Pushkar et al. 2013)
Personal characteristics	Consult other people, often observe what friends do, Personal image in front of others, Firmness to study in particular college/branch, Matching of lifestyle with institution	(Mehboob et al. 2012; Rahayu Hussin et al. 2000)
Students choice	Product, Price, Place, People, Process, Promotion, Physical Evidence, Institutional Performance	(Baharun 2002; Bennett et al. 2008; John and Senith 2013; Kern and State 2009; Kusumawati 2013; Mehboob et al. 2012; Munisamy et al. 2014; Pushkar et al. 2013; Zain et al. 2013)
Student experience	Highly prestigious, Well known & exceptional, Innovative, Specialised research oriented, Modern, Informal & non-traditional, Influential, Teaching by faculty, Helpful nature of faculty, Safety of campus, Extra-curricular activities, Administration of college	(Aldridge and Rowley 1998; Ali-Choudhury et al. 2009; Douglas and Douglas 2006; Harvey et al. 1993; Hennig-Thurau et al. 2001; Ng and Forbes 2009; Sultan and Yin Wong 2012)

\*Table Continued...



Variable	Items	Authors
Student satisfaction	Value for money, Level of strictness, Quality of teaching-learning, Congruence of reputation and image with reality, Ambiance, Transportation facility or ease of reaching college	(Arambewela and Hall 2009; Bennett and Ali-Choudhury 2009; Elliott and Healy 2001; Elliott and Shin 2002; Gruber et al. 2010; Mukhtar et al. 2015; Navarro et al. 2005; Sultan and Yin Wong 2012; Wang et al. 2012; Zeithaml 1988)
Student loyalty	Recommendation, Repurchase	(Helgesen 2006; Helgesen and Nettet 2007; Hennig-Thurau et al. 2001; Johnson et al. 2001; Joseph et al. 2005; MacMillan et al. 2005)
Brand awareness	Product, Price, Place, People, Process, Promotion, Physical Evidence, Institutional Performance.	(Aaker 1991b; Ali-Choudhury et al. 2009; Baldauf et al. 2003; Moingeon and Ramanantsoa 1997; Qureshi 2013)

### 2.10.2 Conceptual Framework

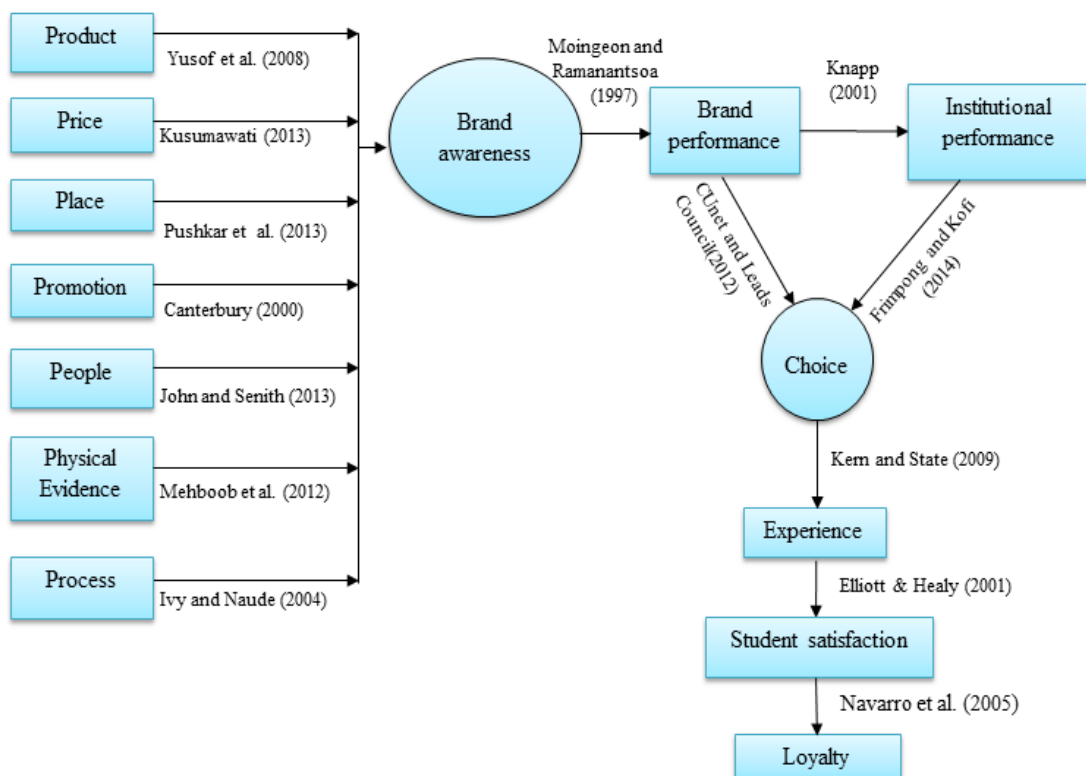


Figure 2.4: Conceptual Framework

## **2.11 THEORETICAL BACKGROUND**

### **2.11.1 Services Marketing Mix**

Educational marketing is a branch of services marketing, uses tools and instruments that were developed for services markets. Kotler and Fox (Kotler and Fox 1995) developed a version of the marketing mix which is designed specifically for educational institutions, and which seems to address the limitations set by marketing mix for products. This Marketing mix consists of 7 P's viz., product, price, place, promotion, people, process, and physical evidence. All these services mix have a special place, each of them affects the student in one or several phases of their service consumption.

#### *2.11.1.1 Product*

When it comes to educational offerings, Kotler and Fox firstly refer to curricular activities and services (Kotler and Fox 1995). Offering services involve special challenges because services are intangible, inseparable, variable and perishable. Most services do not occur until the service provider performs the service, usually in the presence of customer (Gajić 2012). The critical decision is while considering marketing mix in educational institutions is which product and services are to be offered to students. An institutional product/service mix consists of all the product and services that the institution makes available. Many universities offer different kind programs such as educational product/programs like classes, library and information services, computer laboratory, campus lectures, etc. They also provide recreational programs like athletic facilities and clubs, film series, dances, etc., and in addition to all these, there will be personal-growth programs. Gibbs and Knapp (2002) explain that such identity positions the institution in the mind of its customers and determines how well they will respond to what is being offered (Smart 2003). There is a strong relationship between the program offered and reputation of the institution, as it establishes the institution's identity.

#### *2.11.1.2 Price*

Price is the amount of money (or some other item that is exchanged or bartered) that the buyer exchanges for a service provided by the seller (Lamb et al. 2004). In higher education, the price usually is related to tuition fees offered, and any related monetary issues. Pricing has a major impact on marketing strategy as most students, and their

parents are concerned about the financial implications of attending university. According to Kotler and Fox (Kotler and Fox 1995), the price for students consists of a monetary cost as well as another cost, for example, effort cost, psychological cost and time cost. Pricing decisions should reflect the institution's mission, goals, and priorities. In the context of education, a student would pay a higher price for a more prestigious and well-known university. Pricing technique that an institution could use would be to separate or include the total cost of the package. In other words, some universities set the cost to be without any hidden extra payments or 'indirect associated cost' (such as transportation or sports facilities fees, and here the customer can select (Foskett 1998). Pricing has a major influence on marketing strategies as most students, and their parents are concerned about the financial implications of attending university (Connor et al. 1999). Universities offer financial benefits such as discounts and scholarship to attract potentially good students to enrol with them. This affects the students' choices as they may then put more consideration into institutions with the most generous offers. Kirp (2003) expresses concern of using this strategy, as it could potentially be used in an ethically problematic manner, as it could affect students' choices on what is best for them, and such a differential pricing conveys a sense of discrimination among students with different abilities.

#### *2.11.1.3 Place*

The place is often called distribution channel, is used by universities to enable its market to meet needs, wants and expectation from students (Ivy 2008). Ivy and Naude (2004) and Maringe (2006) relate place to the campus built-environment and residential facilities. In higher education, place refers to the availability of education/program to potential students in the most convenient and accessible way. A typical delivery mode for education services is for the institution to present courses at one location, with students gathering for classroom instruction (Kotler and Fox 1995). When it comes to the location of the institution firstly, it refers to the place where the institution is. For example – PES University is located in Bangalore and Manipal University is located in Manipal. Secondly, it can refer to the characteristic of the area in which institution is located. University should take into account physical building, including appearance, signage, functionality and atmosphere of service place as well as messages that the building and environment send to visitors, employees and students (Gajić 2012). But

the element place is not restricted to geographic location as the information technology developments provide alternatives in the delivery of the education service. Higher education institution may use distance learning and new technology in serving their students to enhance their competitive advantage (Soedijati and Pratminingsih 2011). El-Khawas (1999) highlights how competition between educational institutions has encouraged to offer alternative ways of delivery or to create niche e-markets. Kotler and Armstrong (2010) also suggest that the 'place' of an institution includes a website that allows customers to download information twenty-four hours a day, seven days a week. With computer facilities being more readily available, the idea of location is evolving in the field of education. Many educational institutions are making use of information technology to serve their current students as well as to attract new ones. Students no longer need to be physically on campus to learn anymore. This offers more convenience, and it probably targets some specific groups of customers such as workers seeking job skills programs or women that care for their children or other members of the family at home. 'Place' is not only restricted to an institution's way of delivery; it also relates to the proximity of an institution's location and accessibility to the students. Enache (2011) says place factor should not be underestimated as it is related to service performance and boosts the fulfilment of exceeding expectations.

#### *2.11.1.4 Promotion*

Lamb et al. (2004) state that promotional strategy is a plan for optimal use of elements in the promotion namely, advertising sales promotion publicity and personal selling. Education Institution needs to communicate its services to the target market using promotional strategy. Promotion can have a key role in the marketing of higher education. According to Kotler and Fox (Kotler and Fox 1995), communication in higher education institutions aims essentially to maintain and enhance the institutional image, build and support former student loyalty, attract donations and supply information about institutional services, attract potential students and encourage them to apply, correct incorrect and incomplete information about the institution. Whatever the format of information, honesty is, to a reasonable extent, the best solution, potential student want honesty which maximises efficient choice, regardless of how they are developed or changed in enrolment process (Canterbury 2000).

In higher education promoting the service can be done in two ways, using pull strategy and push strategy (Soedijati and Pratminingsih 2011). Promotion can enhance name recognition and provide exposure for the university (Rudd and Mills 2008). Rudd and Mills (2008) also states the combination of promotional mix of higher education as direct marketing, sales promotion, advertising, internet and sponsorship.

Promotion is a process of communication between a university and service user with an aim to create a positive attitude on products and services. Promotion can be effective only when other service mixes like the product, price, place, people and physical evidence perform efficiently in their roles (Gajić 2012). Higher education promotion policy centres on marketing communications and dissemination of information, mainly in the context of choices made by potential students. This type of activity that emphasises on the use of communication tools (such as advertising, public relations, personal selling) to attract students, it can be associated with the selling approach, if the information provided at admission about the HEI and its services, does not correspond to reality. Subsequent efforts to ensure proper student experience through valuable teaching experience and excellent support services and to prepare students for their profession are to be done to confirm congruence between reality and the presented image and to maintain promotion policy within the marketing philosophy that concentrates on the consumer. (Voss et al. 2007).

Educational Institutes needs to address and inform prospective students in such a manner that the educational product is understood. One important channel for transferring information to students is through a website (Enache 2011). However, Ivy (2008) states that to rely on the internet as a channel for communication solely is unlikely to be effective. After the student's first contact with the university, a website could inform the potential candidate, and thereof be a useful tool for an efficient enrolling process. A website should also inform the student of general information and the university's opportunities as well as demands. Besides a website that informs prospective students, Ivy (2008) states open days and exhibitions to be essential channels for HEIs. E-mail and advertising could also function as efficient tools for universities to inform and stimulate potential students for enrolment. Former students could aid the university in providing valuable experience towards prospective students.

They could thereby inform and encourage potential students to enrol, based on previous successes as a graduate from that particular higher education institution.

#### *2.11.1.5 Process*

The process is related to the logistics of service delivery Nicholls et al. (1995). The process understood as all interactions necessary to provide a service and in the case of education includes courses and program planning and structuring. The importance of these aspects comes from the fact that without adequate service design, production could hardly be efficient and error-free. Before course or a program is launched, it is necessary to undertake the appropriate planning, whether regarding production organisation, capacity management, or even regarding service standardisation versus customisation (Alves and Raposo 2010). Although this element was introduced in a relatively short and quick fashion in the various literature (Kotler and Fox 1995), there is substantial evidence of its importance and relevance, as it relates to all of the other marketing mix elements. For this reason, universities were recommended to take into consideration how their services were to be offered. For example, teaching methods and assessment system are the most evident points a prospective student enquires (Ivy and Naude 2004). Ivy (2008) relates process to the enrolment process including a request for registration, course examination and evaluation, besides giving out examination result and graduation. Process in higher education refers to the how things happen in an institution such as the process of management, enrolment, teaching, learning, social and even sports activities. Higher education institutions need to ensure that students understand the process of acquiring a service. According to Palmer (2012), the process includes the whole administrative system, procedures, mechanism and the flow of activities by which services are consumed. The process of an educational Institution includes the flow of activity to make the system more effective and efficient. The flow of institutional activity shall be customised and regulated.

#### *2.11.1.6 People*

The people element of the higher education marketing mix refers to the employees of higher education institution or the university. Thus, people refer to all the teaching and administrative staff through which the service is delivered, and customer relations has been built (Kotler and Fox 1995). The educational service being an inseparable and

variable product is strongly connected with the people involved in delivering it, both the teaching staff and the administrative staff are important in attracting students and in providing a satisfactory service. According to Alves and Raposo (2010) in education, it is possible to find three groups of people with distinct roles in education service marketing: those in direct contact with students, with teachers particularly prominent, Front desk staffs, which include individuals who, despite not having direct Contact with students, have vital roles in supporting the above contact people and the influencers. As a rule, they are external to the organisation and include parents, family, influential friends, opinion leaders and even teachers and have a role of prescription or influence over student decisions.

Rowley (1996) reinforces the importance of teachers referring to them as weighing heavily on higher education institution budgets and also as performing a significant role in achieving organisational objectives. The performance of teachers as instructors, investigators and even as managers largely determines the quality of the students' experience in higher education, having a meaningful impact on the student learning process as well as on the contribution the institution makes to society. The people element of the marketing mix includes all the staffs of the university that interacts with prospective students and indeed once they are enrolled as students of the university. However at a graduate level student perceptions of teaching staff reputations can play an important role in the choice process (Ivy 2001; María Cubillo et al. 2006).

Lovelock and Wright (2004) suggested that direct involvement in service marketing means that customers evaluate the quality of employees' appearance and social skills as well as technical skills and consequently this is reflected in the way of the offer is judged. In designing a marketing strategy, an institution is recommended on developing its staff. The personal appearance, attitudes and behaviour influence customers' perception of the service. A student's first impression of a higher education institution is often based on his/her interaction with the people of the institution (Du Plessis 2005). Even though the supportive function of teaching staff influence students perception, administrative staff connected with the enrolment process, the way in which the staff answer the request or queries of a student may create the first impression and can influence students enrolment decision (Ivy 2008; Soedijati and Pratminingsih 2011). Enache (2011) states that besides current staff, the former student is important

for higher education institutions. These former students could inform prospective students of their experiences regarding the education and other university matter.

The teaching faculty is a key component of the entire marketing mix. If a university can promote and motivate good professors, significant benefits can be obtained: better educational products, enhanced image, satisfied students and society. The people strategy is the one of the most important in services marketing mix. Starting with a correct assessment of the quality and ability of the personnel and exploiting its strengths with the market opportunities a university can start to build a powerful marketing mix (Enache 2011).

#### *2.11.1.7 Physical Evidence*

Gibbs and Knapp (2002) state that the condition of the physical location contributes greatly to the image of the institution. For example, technologies used, cleanliness of rooms, library etc. Institutions are paying attention to physical elements, such as campus location or school colours, and the prestige of the institution, which becomes intriguing and desirable benefits, ultimately attracting students toward a certain “type” of the institution.

(Ivy and Naude 2004) state the importance of physical evidence due to the intangible nature of the service offered by higher education institution. The atmosphere in which the service is provided, both tangible and intangible, help to communicate, perform and transmit the customer satisfaction to the potential customer.

Physical evidence is an essential factor in service quality evolution by students. Given that services are intangible, the nature and quality of the relationship developed during the services are encounters are to a large extent influenced by the physical environment. The layout of classrooms, lighting of classes, the appearance of buildings and grounds and the overall cleanliness can significantly contribute to a student’s concept of service quality (Sadiq Sohail and Shaikh 2004). The variety of materials used in artworks, floor coverings or personal objects displayed in the service environment can all communicates symbolic meaning and create an overall aesthetic impression. (Jordaan and Prinsloo 2004). Moore et al. (2005) found that positive perception of the atmosphere (design and ambience) lead to a positive customer-to-customer interaction and positive word-of-mouth. They suggest that changing the physical setting of a service organisation can enhance customer interaction and loyalty positively. Kotler



(2008) suggests that physical evidence would give the first impression about the university, and usually, the customers see the building and facilities. Service Environment which is part of the physical evidence of institutions gives an outside picture on what kind of service a user can expect and helps employees and users to make service transaction more easily. An institution can differentiate itself from others in comparison with the competition by using service environments and by sending out the message to the target audience and draws attention and provokes effects/reaction in users. As the educational product is intangible, the physical evidence plays a major role as an evidence of the product that is to be delivered to the students. Physical facilities refer to all of the physical, tangible items an institution makes available to customers ranging from brochures to the infrastructure (Palmer 2012).

### **2.11.2 Student Experience**

The customer experience with the firm has the most substantial influence on the brand meaning and can be affected by numerous factors. The constituents most often brought up as influencing the experience are the employees and the customers, and the relationship between the two (Balmer et al. 2001; De Chernatony and McDonald 1998; Ind 2001). Hui and Bateson (1990) say that it is the service encounter that makes up the service experience in which customer's needs and wants are satisfied. By service encounter, the authors refer to communications between employees and customers, customer-to-customer connections and the service environment. Further, Riley and De Chernatony (2000) suggest that the service brand is a complete process that starts with the connection between the firm and the employees, to later become realised in the communication between the customer and the service provider. Since the brand delivery through staff and customer participation are important parts of the customer experience. Both Berry (2000) and Wirtz and Chew (2002) argue that since the evaluation of services is harder than that of products before the actual purchase, the customer is more likely to rely on experience-based information from other customers. Grönroos (2004) continues by saying that to a potential customer, a frame of reference person who has experienced the service is viewed as a more reliable source of information. He explains that word-of-mouth can be either positive or negative and it will be negative if it is generated when the customer has had too many negative experiences.

The student experience is primarily the nature of engagement of students with teaching and learning. Students' institutional experience may also include other aspects that impact on learning some of which are the responsibility of higher education institutions (Harvey et al. 1993).

Aldridge and Rowley (1998) articulate that according to students' point of view, good quality education provides better learning opportunities and suggest that the level of satisfaction or dissatisfaction strongly affect the students' success or failure of learning. As per Oldfield and Baron (2000), higher education can be considered as "pure" service and for Hennig-Thurau et al. (2001) educational services "fall into the field of service marketing". Due to the intangible, perishable and heterogeneous characteristics of educational services, service is produced and consumed at the same time with both professor and the student being part of the education experience.

The relation between the service quality and student satisfaction/dissatisfaction in higher education is found to be quite common. Thus institutions try to provide an excellent environment, well-supported teaching faculty and appropriate services to create a great experience which can help in retaining current students and attract new students (Douglas and Douglas 2006). Ng & Forbes (2009) argue that the student experience is the students' holistic engagement with the university from early contact, through admission, their entry to the college followed by learning and everyday college experience, graduation, employment and their experience as alumni.

### **2.11.3 Student Satisfaction**

Satisfaction, as an antecedent to brand attitude, is argued to be the consumer's reaction to dimensions consisting of attributes and process, and it results from the confirmation/disconfirmation of expectations in the post-consumption stage (Grace and O'Cass 2005; Spreng et al. 1996). When a person perceives the service experienced as good, he will get satisfied. On the other hand, person will get dissatisfied when his or her perception clashes with the service expectation. Therefore, satisfaction is a perception of the pleasurable fulfilment of a service (Oliver 1997). Satisfaction has been found to have strong associations with the brand evidence and brand hearsay in the SBL model. The core service, employee service, the servicescape and feelings aroused during service consumption are all argued to affect satisfaction directly (Babin and Babin 2001; Chang 2000). Accordingly, satisfaction can be defined as an

experience of fulfillments of expected outcomes (Hom 2002). Satisfaction is the consumer's affirmative/negative response to the perceived service performance and the confirmation/disconfirmation of pre-purchase service expectations. It represents the consumer's immediate response to the brand's performance rather than their global assessment of all brand stimuli (Grace and O'Cass 2005).

Zeithaml (1988) defines student satisfaction as the result and outcome of an educational system. Elliott & Healy (2001) say students' satisfaction is a short-term attitude, resulting from an evaluation of a students' educational experiences. Again Elliot and Shin (2002) define student satisfaction as students' disposition by subjective evaluation of educational outcomes and experience. According to Navarro et al. (2005), student satisfaction is a positive antecedent of student loyalty.

Use of new measurement tools such as internet and software applications and the presence of modern and adequate computer and library facilities improves the satisfaction levels of the students (Arambewela and Hall 2009). Their satisfaction with the university is based on consistent person-environment relationship. Thus, the satisfaction of students seems to reflect quite well-perceived quality differences of offered services and the more comprehensive atmosphere. Students were predominantly satisfied with the school placements and the environment among students. Students were mostly dissatisfied with the university buildings and the quality of the lecture theatres (Gruber et al. 2010). Therefore, Mukhtar et al. (2015) infer that student satisfaction can be a function of the relative level of experiences and perceived performance about the educational service.

#### **2.11.4 Student Loyalty**

Brand loyalty has both attitudinal and behavioural dimensions. Thus it will result in future purchasing behaviour, positive word-of-mouth. Brand loyalty leads to superior brand performance outcomes like price premiums and greater market shares. It also induces users to resist situational influences and marketing efforts of the competitors, leading to high brand equity and future profitability (Aaker 1991a, 1996; Caruana 2002; Chaudhuri and Holbrook 2001; Oliver 1999; Yoo et al. 2000). Marketing staffs consider loyalty as the critical factor for the success of the businesses, through customer loyalty organisation can make a long-term relationship with their customers (Pan et al. 2012)

According to Toufaily et al. (2013), loyalty is beneficial for all types of organisations as these organisations can easily persuade more customers through positive word of mouth of their loyal customers. Loyal customers make repeat purchases and also recommends the products and services to others, (Evanschitzky et al. 2012). Milliken (2007) says loyalty is an epidemic that affects the survival of many educational institutions at all levels.

Brand loyalty is the consumer's ultimate response to a brand's evaluation in the form of a deeply held commitment to rebuy and recommend the service brand consistently in the future despite situational influences and marketing efforts of competitors which can cause switching behaviour (Grace and O'Cass 2005). Student loyalty is supposed to be positively related to student satisfaction, and it will lead to good performance of an educational institution, at least in the long run (Helgesen 2006; Kotler and Fox 1995; Zeithaml 2000).

A study was conducted in German universities using a relationship quality based student loyalty model by Hennig et al. (2001) who found that quality of teaching and students' emotional commitment to their institutions were crucial for students loyalty. Developing student loyalty is one of the primary objectives of the educational institution. Loyal student population serves as the source of competitive advantage with outcomes such as positive word-of-mouth (WOM) communication, retention and repeat purchase. The creation and the delivery of superior customer value become essential in creating a sustainable advantage in the highly competitive international education market (Kotler and Fox 1995). Students' loyalty has recently become a fundamental strategic theme for institutions offering higher education (Hennig-Thurau et al. 2001; Navarro et al. 2005 a). The recruitment of students is several times more expensive than their retention (Joseph et al. 2005). Helgesen & Nettet (2007) also stress the point that the preservation of enrolled students is now just as imperative as attracting and enrolling new students. A favourable perception of reputation is supposed to be positively related to loyalty (Johnson et al. 2001; MacMillan et al. 2005). Helgesen & Nettet (2007) proposed and validated a model linking student satisfaction, reputation and loyalty. This model had a reputation of the institution acting as a mediating variable between student satisfaction and loyalty.

### **2.11.5 Brand Awareness**

Most researchers discussed brand awareness with brand equity. Customer brand awareness variables have an intermediate relationship, and the results provide partial support for the brand equity being far more significant than the awareness-related determinant.

Brand awareness is “the ability of a potential consumer to recognise the brand as a member of a specific product category and emphasised that awareness and recognition are essential for attaching attributes to the brand” (Aaker 1991a). Brand awareness affects perceptions and taste of people, as they like the familiar product/service and are prepared to assign all sorts of good attitudes and attributes to items which are known to them (Aaker and Joachimsthaler 2000). Thus brand awareness causes a higher level of purchase and enhances the firm’s profitability and sales (Baldauf et al. 2003). According to Keller (2003), brand awareness consists of brand recognition- the “consumer’s ability to confirm prior exposure to the brand when given a brand as a cue”, and brand recall- the “customer’s ability to retrieve the brand form memory when given the product category, the needs fulfilled by the category, or a purchase or usage situation as cue”. At the same time, “brand image is created by a marketing and promotional activities that link strong, favourable, and unique association to the brand in the memory”. Lawlor (2016) recommends the uniformity through various sources of brand awareness that can lead to a better understanding of and a greater familiarity with the institution. And familiarity increases the likelihood of favorability, provides the value proposition which is worthwhile and relevant.

Keller defined brand awareness as one of the dimensions of brand equity. He states development of brand awareness, assist customers in recognising the industry in which the brand competes and the particular products of this brand (Keller 2008).

While considering customer brand awareness on higher education and professional education, the research recognises same factors that are affected to brand awareness in both educational levels. Destination and reputation and the effectiveness of communication materials, economic factors, and customer loyalty educational level are the main factors affect to consumers equity in higher education and brand awareness is the principal construct of brand equity (Keller 1993), thus quality of service rendered by higher educational institutions becomes an important trigger for brand awareness.

Brand awareness is an important strategy to encourage potential customer in making their purchasing preference based on the advertisement. Even though in the production industry promotional activities using media are very popular, however, in the education industry, more creative techniques to reach the potential customer like, encourage students to participate in educational activities like educational conferences, seminars and workshops by providing financial incentives etc., plays an important role.

A 2012 survey of higher education marketing professionals by CUnet (2012) reveals that “brand recognition” was one of the top five marketing priorities in higher education, with over 55 percent of institutions indicating this as a top priority

Other top marketing priorities for higher education included increasing enrolment yield, recruiting higher-quality students, and increasing the number of applications. An institution with a strong reputation, but weak brand awareness outside its internal community, is missing opportunities to connect with a broader-based of potential students, donors, and funding agencies (Qureshi 2013).

#### **2.11.6 Brand Performance**

Prasad and Dev (2000) investigated brand performance and brand awareness as dimensions of brand equity. According to the Wall Street Journal, “Apple draws so many shoppers that its stores single-handedly lift sales by 10% at the malls in which they operate. Apple’s ability to attract customers is a measure of its brand performance”. Selnes (1993) considers brand reputation as the performance of the brand. He suggests customer loyalty is a primary strategic objective and focus on marketing. It had been suggested that brand reputation is a major driver of customer loyalty, and hence companies seek to increase the equity of their brands. Chaudhuri & Holbrook (2001) examined two aspects of brand loyalty, purchase loyalty and attitudinal loyalty as linking variables in the chain of effects from brand trust and brand affect to brand performance.

Brand performance relates to how the product or service attempts to meet customers’ more functional needs. The performance of brand points out that how successful a brand is in the market and aims to evaluate the strategic success of a brand (Yin Wong and Merrilees 2008)

Keller and Lehman (2003) state that the price elasticity, price premium, market share, cost structure, profitability and the success in category extension as the primary

indicators of brand performance measurement. According to Baldauf et al. (2003), the leading benefit of the brand equity is its positive influence on demand. The researcher found that the brand awareness, brand quality and the brand loyalty causes the increase in brand market performance. This aspect of brand equity helps the organisations to attract the customers and keep them also believe that the studies related to the brand equity have more established conceptual logic with the brand performance in comparison with other areas that make it a viable segment for considering performance. Baldauf et al. (2003) indicate strong support for measures of perceived quality, brand loyalty, and brand awareness as antecedents of brand performance, customer value and willingness to buy. Hansen et al. (Hansen et al. 1990) identified the most frequent performance measures as profitability, sales volume, market share, the share of voice and share of mind. Similarly, in a review of measures of marketing success used in leading academic marketing journals, Ambler and Kokkinaki (1997) reported the following as key measures: sales and growth (47 percent), market share (36 percent) and profit contribution and customer preference/purchase intent (23 percent each). Despite the broad spectrum of approaches to measuring performance, they may be considered as falling into two categories: business-based measures and consumer-based measures (de Chematony et al. 1998). According to Aaker (2010), marketing attracts customers to a firm which subsequently leads to better firm performance.

According to Muhonen et al. (2017), brand positioning and brand vision have a direct positive influence on brand performance, which in turn, positively affects firm's financial performance. Chaudhuri and Holbrook (2001) have developed a link between two aspects of brand loyalty (purchase loyalty and attitudinal loyalty) to brand performance. Knapp (Knapp 1999) stated that strong brand performance leads to high-level customer satisfaction, reduced price sensitivity, fewer customer defections, a larger share of customers' wallets, more referrals and higher percentage of repeat trade. These benefits will lead to strong firm performance.

Measuring brand performance is important as a means of assessing the relevance and success of a brand's identity and associated branding activities. Not only should measures of brand performance provide feedback to guide future brand design and development but also help organisations to understand the basis of their brand's success or lack of it. One of 32 the reasons why many small businesses fail after making initially

promising starts is because they do not understand why they have been successful so are unable to repeat their success (Cokayne 1991). There is a vast body of literature on companies' performance and marketing performance; there is no definite measure of brand performance (de Chematony et al. 1998).

### **2.11.7 Institutional Performance**

Institutional performance refers to responsiveness and efficiency of any institution. Institutional performance is a matter of primary importance in democratic regimes because this is where accountability is necessary to maintain a government's legitimacy (Letki 2006). Coughlin and Erekson's (1986) study of determinants of state aid and voluntary support of higher education have included institutional performance factors as significant variables in policymakers' funding models.

According to Larry R (2005) the days have changed where soul indicator of institutional performance used to be a combination of student attitude, faculty credentials, library holdings, modernised facilities for teaching and learning, student-faculty ratio and evidence of an enriched socio-intellectual environment, He recognizes innovation as the indicators of institutional performance. Graves (2005) suggest that in improving institutional performance in higher education's is a most crucial issue. And it cannot be addressed without using technology to contain or reduce unit cost while measurably improving the targeted performance indicators.

According to Alexander (2000), government reporting and funding mechanism for higher education have gone through a significant transformation from input factors like enrolment and faculty salaries to the adaptation of more competitive outcome-based factors like graduation rates and research productivity. It has become three increasingly important for public institutions to show tangible results for the money they receive. Hence, performance-based funding has become the new accountability tool for states to compare similar types of institutions against the performance outcomes and state funding levels of peer institutions. In higher education, performance audit is a new type of audit that is gradually formed with the development of economy and society and is an important part of the modern audit. A modern audit system with high objective and broad content is built by performance research on performance audit of universities operated directly under the ministry of education.



In India in the process of bringing good governance in all realms – business, administration and politics have brought about in dramatic changes in the framework for higher education in both internal to institutions (the management and leadership structures) as well as areas external to the institutions (the regulatory framework). While much has been done towards ensuring quality, instituting accountability, promoting internationalisation and so on, there are five most important outcomes of this governance reforms. They are diminishing the role of government in governance, moving from monitoring inputs to regulatory outcomes, compulsory accreditation, enabling an environment for private and foreign participation and lastly trust towards internationalisation. This governance reform has given a new dimension to the quality standard of higher education by linking public funding to the institutional performance, making the country to be a global magnet for aspiring learners and a role model for the high-quality affordable education system (EY and FICCI 2013). Richards et al. (1996)) stated that performance measure could be used to improve business strategies by focusing on business processes that deliver value to customers. (Bititci et al. 1997; Neely et al. 2001), ultimately having significant positive link with performance (Fleming et al. 2009).

### 2.11.8 Operational Definitions

The operational definitions are the definitions of independent variables, latent variables and dependent variables involved in the study. The operational definition gives the meaning and the items which help in measuring these variables in the research.

**Table 2.2: Operational Definitions of Variables**

Variables	Operational definition
Product	An institutional product is the core enterprise for which institutions exist like the uniqueness of curriculum, add-on courses, degree by the university, a variety of branches, future employability, academic integrity which help students to build up their secure future.
Price	Price is usually related to any money associated issues such as differential pricing, scholarship, free seats, discounts on fees, financial assistance, and fee structure in comparison with competitors.

\*Table Continued...

Variables	Operational definition
Place	Place refers to the availability of education to the potential students in the most convenient and accessible way such as locational advantage of the institution, uniqueness of the campus, recreation centres, hostel facility and IT-enabled teaching-learning.
Promotion	Promotion is the communication which aims essentially to maintain and enhance institutional image using various communication tools. Some such tools or channels are college website, email, leaflet, brochure, on-campus events, advertisements on television and print media, press conference and news reports, goodies, CSR activities, outdoor advertisements or even creation of word-of-mouth.
Process	Process is related to all the interactions necessary to provide a service, and is characterised by pedagogy, accreditation to quality standards by concerned authority, IT-enabled user-friendly and quick administration process, specialities and ease of teaching-learning process, convenience of the admission process and grievance handling mechanism.
People	People refers to all the members of teaching and administrative staff, diverse students in the campus, visionary leaders and alumni through which the service is delivered/used and customer relation has been built.
Physical Evidence	Physical evidence highlights the nature and the quality of education with the help of interior decoration of the classroom, interior decoration of lobby and other common areas, attractiveness of the website, attractiveness and communication style of reception staff, environment conditions like air condition, use of bright colour, attractive and shiny floors etc., and also external ambience, landscape, green campus etc.
Student choice	Student choice refers to a student's decision to enrol in a specific college in the presence of a competitor who gives almost similar offerings. In the study, student choice is a latent variable due to the contribution from service marketing mix considered by students during the process of their decision making.
Student experience	Customer experience is the customer's perception (both conscious and subconscious) of their relationship with the brand as a result of their interactions with the brand. In higher education, student experience is generated by their engagement with teaching-learning, university / institutional experience and the pride which they feel due to the reputation of the college during their student life and as alumni.
Student Satisfaction	Customer satisfaction is a positive/negative response to the perceived service performance. In higher education, satisfaction is the outcome of the experience of students during the course period due to the life style in the campus, facilities, quality of teaching learning and the overall university / institutional experience.

\*Table Continued...

Variables	Operational definition
Student Loyalty	Student loyalty is the student behaviour which leads to continuing their education in the same institution for higher education or at least to become a brand ambassador for the institution in the form of word-of-mouth and to recommend to prospective students to enrol in the institution.
Brand awareness	Brand awareness refers to the extent to which students recognise and consider the institution in their enrolment decision. In the study brand awareness is a latent variable based on the branding effort of institution using services marketing mix.
Brand performance	Brand performance in higher education refers to the performance of an institution in terms of increase in the number of applicants, its ability to attract meritorious students, recruitment and retention of quality faculty, attract good companies, enhance community participation in the college activity, attract funds from external agencies and its ability to improve total revenue.
Institutional performance	Institutional performance refers to responsiveness and efficiency of any institution. It is measured by the increase or decrease in the placement, records and awards by institution, students and faculties, academic results, ranking/rating/grading/accreditation of the institution, academic collaboration, institute-industry partnership, research and publications.

## 2.12 CONCLUSION

The review of the literature has provided a strong foundation for this research. It helped the researcher to identify the research gaps, formulation of research questions and identification of research objectives. The review of literature also enabled the researcher in identifying the variables which will lead the study. The hypothesis of the study has been evolved from the extensive literature review. The next chapter will give a detailed explanation of research methodology followed in achieving the research objectives.



## **Chapter 3 RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

Any research study must adhere to a set of steps, described as the ‘scientific method’ in order for its results and inferences to be valid, and therefore having a clearly outlined research methodology becomes essential. All studies begin with identifying a research problem, reviewing the literature, developing research questions and objectives, and collecting, analysing and interpreting data. All these steps culminate in successful research findings that can be potentially used by the educational community (Creswell 2008). This chapter describes the research methodology used in this study in a clear and concise manner so as to lend credibility to the data and the results that follow.

### **3.2 CHAPTER OVERVIEW**

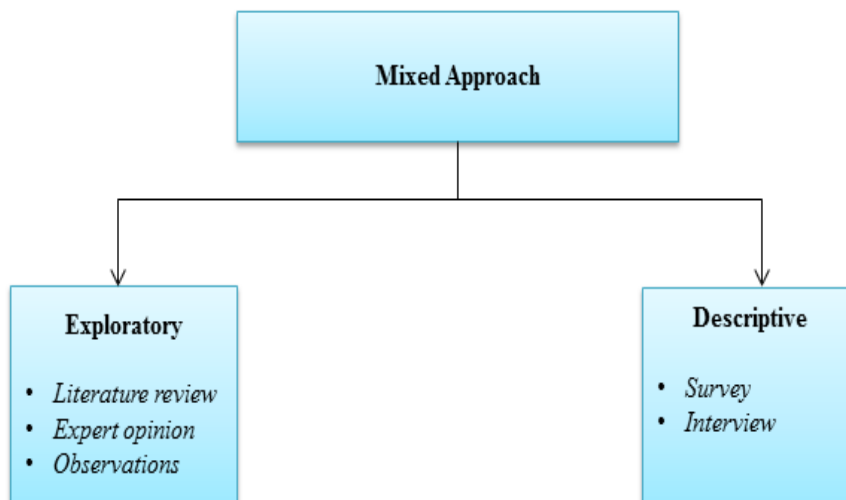
This chapter contains a description of the methodology that was followed to achieve the objectives of the research. It aims to explain the research design, sampling techniques, procedures used in data collection and the methods for data analysis which led to the results of the research. The chapter justifies the reason for the research approach adopted and gives a brief on the scope of the study. It further details the population under examination and lists the various data sources which were vital in generating the required data for the study. Further, the chapter describes the survey instruments used in the research and provides an overview of the pilot study, followed by a discussion on the reliability of the questionnaire. The chapter also describes the survey administration procedure, the sampling design used for both survey and interview, describing the sampling unit, sampling frame, sampling method, and sample size calculation. It then gives a glimpse of the statistical tools and techniques used in both quantitative and qualitative analysis. Additionally, the chapter describes the characteristics of the students and institution managements that participated in the study.

### **3.3 RESEARCH APPROACH**

This research employed a mixed methods approach: a combination of exploratory and descriptive methodologies were used in this study. The exploratory study enabled the researcher to identify factors contributing to brand awareness which also served as the student choice variables that impact enrollment decisions. A pilot study combined with

interviews with reputed academicians and educationists were instrumental in further crystallising the research questions, objectives and hypotheses.

The research was also descriptive with respect to the quantitative methods employed, which included a survey conducted on samples of students as well as the managements of private engineering colleges in Karnataka. A major strength of this study is the use of the multi-method approach to data collection, i.e., interviews and surveys. The research procedure thus adopted in this study constituted of two sequential and complementary methods: quantitative and qualitative. Such a design is also called as methodological triangulation, i.e., the use of more than one method to study the same phenomenon, and has been found to increase the credibility and validity of the results (Bekhet and Zauszniewski 2012; Denzin 2006).



**Figure 3.1: Research Approach**

Both deductive and inductive arguments were used in this research. The research is inductive in the sense that it draws heavily from existing literature on brand building models in higher education institutions to establish a link between student choice factors, external influencers, student satisfaction, student loyalty, and brand equity. Based on theoretical considerations, hypotheses were arrived at, which reflects the use of inductive argument. Embedded in the hypotheses are research concepts, and these were tested carefully, giving the research a deductive nature.

### **3.4 SCOPE OF THE STUDY**

The study covered branding strategies adopted by private colleges affiliated to VTU, autonomous colleges, and deemed universities which offer the undergraduate

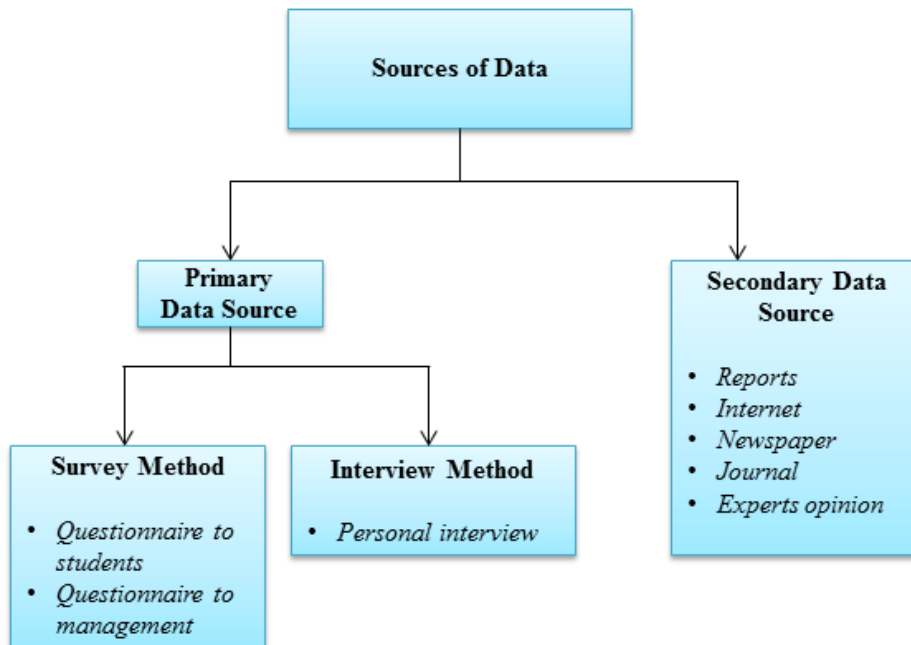
engineering course of four years in the state of Karnataka, and which were established in or before the year 2009. The rationale for choosing private engineering colleges was that there is generally a tighter competition between private colleges for both admissions as well as limited funding opportunities. Publicly funded colleges in Karnataka are mostly well-established and do not need to scout for funding in the same way that private colleges do, which translates to branding being a do-or-die exercise for the latter. The target audience of the study included the second-year students of the engineering institutions and the top management personnel who are involved in brand building efforts of the college. Students studying in the second-year were included in the study as respondents with the assumption that these students would have a fair memory of their college selection criteria, as well as that they would have had a reasonable amount of experience at the selected college for more than a year, which would get converted into satisfaction or dissatisfaction. Also, it was suggested by the principals of these engineering colleges that based on their experience in the college over a long period, second year students were more intellectually matured than first year engineering students.

Further, people from the society having a stake in private engineering colleges such as parents of engineering students, media personnel, employers who recruit engineers through campus placement, and academicians were interviewed to give a deeper insight into the study conducted.

### **3.5 POPULATION UNDER EXAMINATION**

The population consisted of engineering colleges which offer the four-year undergraduate engineering degree. At the time of collecting the data, there were 192 engineering colleges in Karnataka that offered undergraduate courses and recognised by AICTE. The total enrollment in these colleges was 76,066 (All India Council for Technical Education 2017). To fulfil the needs of the study, it was useful to exclude the colleges which came into existence from 2009 onwards as very few batches, if any, would have graduated from the college at the commencement of this research, and it would be difficult or outright impossible to objectively measure variables such as performance, reputation, and loyalty of such newly established colleges. This brought down the number of private engineering colleges to 128. The student enrollment in these colleges was 64,324 which formed the population for the study.

### 3.6 DATA SOURCES



**Figure 3.2: Sources of Data**

#### 3.6.1 Primary Data

The primary data acts as the crux of this research. In order to analyse the strategies adopted by the institutions to create brand awareness, and to identify the factors that contribute to brand awareness and their contribution towards students' decision on selecting a particular college, the structured questionnaire was given to two groups, viz., students from different branches of engineering colleges and the personnel of institution who are involved in the activities of creating brand for the institution. Also, 15 individuals, representing various stakeholders such as parents, employers, academicians, and media persons were interviewed for qualitative data collection. The data collected from this survey and personal interviews served as primary data for the study.

#### 3.6.2 Secondary Data

Secondary data was essential in giving a good shape to this research. The secondary data used for the study include research papers from both national and international journals, scholarly articles from newspapers and e-papers, annual reports from regulatory bodies like UGC, AICTE, VTU, Ministry of HRD, and websites of different engineering colleges.



### **3.7 THE SURVEY INSTRUMENT AND VALIDATION**

#### **3.7.1 Development of Survey Instrument**

The survey instrument was developed using the method described by Artino et al. (2014). They outline a systematic process for developing survey scales that consists of conducting literature review, conducting focus group interviews, synthesising the literature review and focus group interviews, developing scale items, conducting expert validation, conducting cognitive interviews, and pilot testing. After reviewing existing literature, focus groups of students who were making their decision on selection of engineering colleges during that particular period were interviewed. An expert opinion was taken from the Chairman of Sahyadri College of Engineering and Management, Mangalore, to gain knowledge about the practical aspects of brand building and brand management. The Vice President of Manipal Media Network Ltd was interviewed to understand the different aspects of branding from a media perspective. Based on the extensive literature review and interviews, scale items were developed to measure the required constructs, that made theoretical sense and was in a language that was understandable to the population under study. The questionnaire was validated by subject experts and cognitive discussions were conducted with both managements and students to improve comprehensibility of the questionnaires. The pilot study was then conducted to test for reliability. After making minor changes to the questionnaires to enhance its clarity, the final questionnaires were prepared and administered. This survey instrument consisted of two types of questionnaires: one for management of the institutions and another one for students. The questionnaire prepared for management was to be answered by those managerial level personnel who are involved in the brand building of the institution. This instrument was divided into three sections - Part-A, Part-B, and Part-C. Part-A consisted of general information about the institution, information on placement, student and faculty achievement, and annual budget spent on promotion and publicity as well as library, staff development and student enrichment programs.

Part-B probed the objectives of branding, use of services marketing mix in their branding effort, use of institutional performance as a branding tool, and also their opinion of people who play a crucial role in building a brand for the institution. Part-C was about the impact of brand building, barriers, and challenges of brand building

effort. Similarly, a survey instrument was developed separately for students which consisted of four sections – Part A, Part-B, Part-C, and Part-D. Part-A contained questions regarding demographic information of the students such as gender, religion, nationality, pre-university marks, the branch they have opted etc. Part-B consisted of factors of services marketing mix which they may have considered during their choice of the engineering college. Part-C focused on items which measure the satisfaction and loyalty of a student after experience in the engineering college. Part-D was about students' perception on effectiveness of the institution in creating relationship and emotion with student fraternity and brand recall. Most of the questions in the survey instrument were developed on a 5-point Likert scale where the participants rated the responses from 1-“Strongly disagree” to 5-“Strongly agree” or 1-“extremely unimportant” to 5-“extremely important”. Likert scales that consist of sums across many items, such as in this study, have been empirically proven to produce data on an interval scale (Carifio and Perla 2008; Norman 2010).

### **3.7.2 Pilot Study**

A pilot test was conducted to test the questionnaires and ascertain their reliability. For this study, six colleges from in and around Mangalore were selected to get a homogeneous group. The Chairmen of two colleges, the CEO of one college, and the Principals of three colleges participated in the data collection process. The data was collected using the questionnaire and personal interviews, both being administered by the researcher personally. Along with these, 100 students from the second year of one engineering college also participated in the pilot test. These 100 students were from different branches of engineering and were made to sit in a controlled environment. The researcher personally motivated the students by explaining the need and purpose of the study. Students were asked to identify any ambiguity or difficulties in understanding the questions. All the students participated in the survey willingly, and useful feedback and suggestions were obtained.

### **3.7.3 Reliability of Questionnaire**

The pilot study helped in testing the reliability of the survey instrument. Reliability is the ability of an instrument to measure data consistently (Del Greco et al. 1987). The data collected during the pilot study was analysed and the reliability was measured using Cronbach's alpha (Cronbach 1951). This parameter provides a measure of the

internal consistency of a test or scale, i.e., the extent to which all the items of a test measure the same concept or construct (Tavakol and Dennick 2011). Cronbach's alpha values range from 0 to 1, with a value of 0.7 or greater considered to be sufficiently reliable (Nunnally 1978). The questionnaire for management revealed Cronbach's alpha value as 0.834, and the questionnaire for students got Cronbach's alpha value as 0.887, which sufficiently demonstrated the reliability of the survey instrument.

#### **3.7.4 Survey Administration**

The data was collected from 29 colleges from Bangalore, Kalburgi, Mysore, and Belgaum which are the four administrative divisions of VTU in Karnataka. The names of the colleges have been withheld as many colleges did not want to be named and made the researcher sign a non-disclosure agreement regarding confidentiality of the college identity. The survey was done by taking prior appointments with the management personnel from the engineering institutions who were involved in the branding efforts of that college. Questions from Part-A of the questionnaire were answered by administrative officers, placement officers and department heads. Part-B and Part-C of the questionnaire were responded to by the personnel who were involved in the branding of the institution.

The other questionnaire, which was prepared for students, was distributed to second-year students of engineering from different branches. Students were made to sit in a conference hall in a controlled environment, and the researcher made them understand what a 'brand' is, the importance of branding, why they were participating in the survey, and also how it could help their juniors in the selection of the right college. After this, the students were made to answer the questionnaire under the supervision of the researcher and college faculty. Before collecting the filled questionnaires, the researcher, with the help of a few students, checked if the questionnaires were filled completely or not. At the same time focus group discussions with students gave insights into the expectation of students from a brand.

#### **3.7.5 Interview**

Structured face-to-face interviews were held with persons from media, parents of engineering students, employers of engineers, and academicians to understand the views of these stakeholders of engineering institutions. Seven questions encompassing various themes of this study, such as brand building, sustainability of a brand, role of

advertisement and promotion, developing competitive advantage, and the differentiation between institutional performance and brand performance were asked. Both audio and video footages were recorded using a dedicated smartphone and video camcorder, and the interviews were then transcribed to text form to facilitate analysis. The interview results aided the researcher in understanding the views of stakeholders other than students and management. It also helps in substantiating the results of quantitative data analysis.

### **3.8 SAMPLING DESIGN**

#### **3.8.1 Sampling Design for the Survey**

The sampling design for the survey consists of sampling unit, sampling frame, sampling method, and decision on sample size. The procedure for selecting samples is given below.

##### *3.8.1.1 Sampling Unit*

The sampling unit is “one of the units into which an aggregate is divided for sampling, each unit being regarded as individual and indivisible when the selection is made” (Dodge et al. 2004). In this study, the sampling unit consists of private engineering colleges which were considered as respondents for the study.

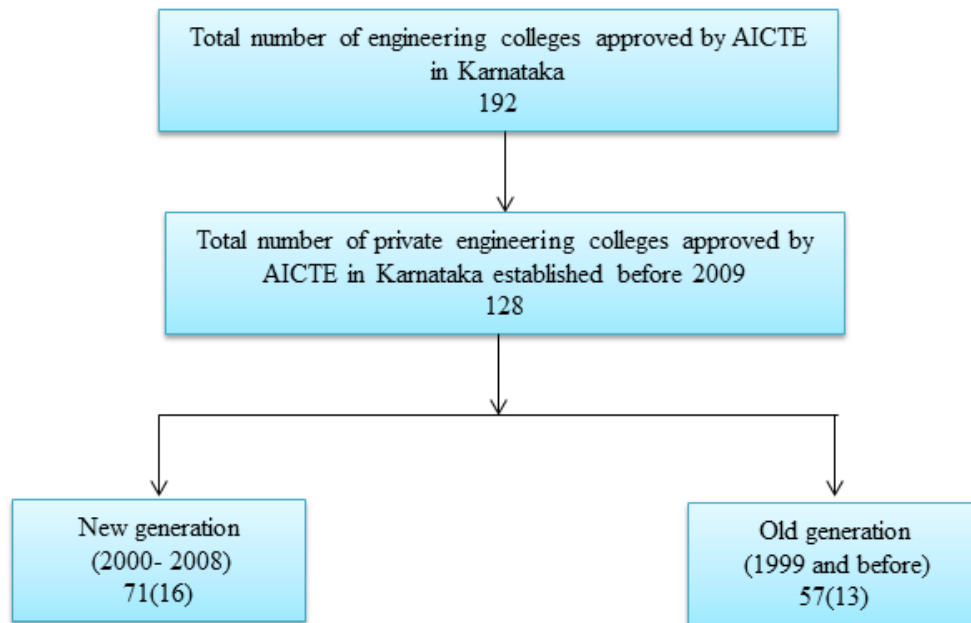
##### *3.8.1.2 Sampling Frame*

According to Creswell (2008), a sampling frame is a list or record of the sampling units that the researcher can obtain. For the purpose of this research, those private colleges approved by AICTE, established before 2009, and in the different administrative divisions of Karnataka: Belgaum, Kalburgi, Mysore and Bangalore were considered as the sampling frame.

##### *3.8.1.3 Sampling Method*

Stratified random sampling was used to select the sample in this study. In stratified random sampling, the population is divided into non-overlapping groups or ‘strata’, and then random sampling is used to select subject units (Creswell 2008). In this study, the engineering colleges established before 2009 were divided into two strata: old generation (established in or before 1999) and the new generation (established in or after 2000). Within each of these strata, 30% of the total number of colleges were selected using lottery method, with the expectation that at least 20% of the colleges

would be included in the study, considering that some colleges did not respond or denied permission citing confidentiality reasons. Therefore, it was possible to obtain data for 16 new generation colleges out of 71 (22.5%), and 13 old generation colleges out of 57 (22.8%) as shown in Figure 3.3 Students from within each of the selected colleges were selected randomly from the population of second-year engineering students.



**Figure 3.3: Sampling Technique**

Source: (All India Council for Technical Education 2017; Visvesvaraya Technological University 2014)

Stratified random sampling is a probability sampling technique (Creswell 2008). The division of the population into strata guarantees that the sample will include specific characteristics that the researcher wants to be included in the sample. Using simple random sampling might yield more responses from one section of the population more than the other (Creswell 2008). Stratification might produce a gain in precision in the estimates of characteristics of the whole population (Cochran 1977). A sample that very faithfully represents the population can be efficiently and quickly obtained without over-representing certain strata (Salkind 2010). One difficulty of stratified sampling is that every unit of the population must be correctly identified so that they can be classified into one and only one stratum or subpopulation. Finding an exhaustive and definitive list of an entire population can be challenging and time-consuming. The

population was stratified on the basis of their year of establishment as (1) 1999 and before, and (2) between the year 2000 and 2008. This method has been followed by many researchers in the social sciences and management research, especially university researchers. (Bennett et al. 2008; Chapleo 2005; Walton 2005). It was also observed that technical education in Karnataka witnessed a major growth after the year 2000. In 2001, 40 new engineering colleges were added due to liberal policies of the Directorate of Technical Education (Directorate of Technical Education 2016). The population was stratified into old and new generation colleges to examine if there was any significant difference in the use of services marketing mix in brand building efforts as well as student's decision making when they select old or new generation colleges.

#### 3.8.1.4 Sample Size

The sample size of 29 was arrived at using the literature on branding initiatives in higher education. It was found that many researchers in higher education have conveniently taken sample sizes ranging between 10 to 15 percent of the total population (Brennan 2014; Chapleo 2011; Lamboy 2011). 10 percent of the total students' intake was used as the sample for this research from each college. These students were from different branches of engineering and in their second year of the program. 1992 student responses were obtained and the sampling error was estimated by using Slovin's formula (Cochran 1977):

$$n = \frac{N}{1 + Ne^2}$$

Where,

$n$  = Total sample size (1992)

$N$  = Total Population (64324)

$e$  = error estimation

Thus, the sampling error is is:  $e = \sqrt{\frac{64324-1992}{64324 \times 1992}}$

Therefore  $e = 0.0220$  (2.2 percent). This is within the accepted limit of 10 percent.

After segregating the fully completed questionnaires, it was found that 1015 students from old generation colleges and 977 students were from new generation colleges.

### **3.8.2 Sampling Design for Interview**

To enhance the quality of research and to give a better shape for the results, interviews with the various stakeholders of the society were initiated. The sample size selected was 15. Purposeful sampling was used to select individuals that were especially knowledgeable or had some experience with branding of engineering colleges (Creswell and Plano Clark 2011). Besides, availability, willingness to participate, and the ability to communicate expressively and effectively were also considered as important criteria (Bernard 1994; Spradley 2016). Thus, using purposeful sampling method, personnel from leading news media in Karnataka, like Udayavani, The Times of India, and Vijaya Karnataka were selected for the interview. Also, employers of engineers who recruit engineers through campus placements such as Infosys, Mangalore Refinery and Petrochemicals Limited (MRPL), MFAR Constructions, Glowtouch Technologies and Diya Systems were identified. Further, as representatives from parents of engineering students, a chartered accountant, a lecturer in a pre-university college and a professor and dean at a business school were considered. Two academicians were also identified as respondents of the qualitative study. The reason for this choice was that these respondents had a fair knowledge of brand and reputation of an institution, the reasons behind this reputation, and the factors affecting the reputation of the institution. All of them had interest in the research topic because of their own experiences in their professional or personal life. All the interviewees wholeheartedly participated in face to face interviews without any restrictions on confidentiality. Therefore, the profiles and the transcripts (as spoken) of all the interviewees are presented in Appendix I.

## **3.9 STATISTICAL TOOLS AND TECHNIQUES**

### **3.9.1 Quantitative Data Analysis**

The statistical analysis software IBM SPSS Statistics Version 20 was used to perform data analysis. Collected data was analysed by both descriptive and multivariate techniques. Descriptive techniques such as mean and standard deviation were calculated to draw interpretation on various constructs and variables which are on a 5–point Likert scale. The statistical significance of the data was tested using Fisher's exact test and Chi-square test (Fisher 1922). Both these tests are statistical significance tests used in the analysis of contingency tables. While the former is employed when sample

size is small (institute management), the latter is more suited for larger samples (students). Here, the null hypothesis is that the relative proportions of one variable are independent of the second variable.

Mann-Whitney U test was used to determine if there were statistically significant differences in the opinions expressed by students and managements of old-generation colleges versus those of new-generation colleges (Mann and Whitney 1947). It is a non-parametric test based on the null hypothesis that there is no difference in the distribution of a variable between two independent samples, which are the mutually exclusive strata in this study. This test was used, because, unlike the t-test, Mann-Whitney U test does not require the assumption of a normal distribution, and is therefore more widely applicable.

Factor Analysis using Principal Component Analysis (PCA) was done to determine how the different variables contribute to underlying factors, as widely suggested in literature (Anderson and Gerbing 1988; Byrne 2005; Hair et al. 1998). Factor analysis is a data reduction technique and is used to summarise the data by analysing correlation matrices and identifying potentially latent factors. It is an interdependence technique in which all the variables are considered to be correlated with each other. In PCA, the factors are identified based on the total variance, and is used to minimise the number of variables needed to account for specific behaviours. Primarily, the data was tested for sample adequacy using KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy (Cerny and Kaiser 1977). The KMO score of 0.7 was considered as being a good sampling adequacy. Subsequently, the data was tested for statistical significance using Bartlett's test of sphericity (Bartlett 1937). Finally, factors were extracted using principal component analysis with Kaiser normalisation rotation method.

Discriminant analysis was used to determine how various marketing mix variables and institutional performance (independent interval variables) can discriminate brand loyalty (dependent categorical variable) (Cohen et al. 2003).

Logistic regression was employed as predictive analysis technique to understand how a unit increment in the marketing mix variables would affect the student loyalty (Cox 1958). Only those correlations that fell within a 0.05 level of significance (Zikmund 2003) were considered to be relevant. This significance level is used as an arbitrary rule of thumb by social science researchers (Olejnik 1984).



Pearson's correlation coefficient was used to determine the level of correlation between student satisfaction and student loyalty.

Structural equation modelling (SEM) is a statistical approach used in data analysis that combines simultaneous regression equations and factor analysis (Cuttance and Ecob 2009). It is used to analyse relationships among variables that are connected in some type of multistage causal system (Sudman and Blair 1998). It is an alternative to regression analysis when the model is increasingly complex, and it is very important if it is likely that there are latent variables.

In this study, the structural model was converted into a simultaneous statistical test to verify the relationship between students' choice (latent variables) and its determinants, which are a product, price, place, promotion, people, physical evidence, process, and institutional performance. Similarly, from an institutional perspective, SEM analysis was performed to verify the relationship between brand awareness (latent variable) and its determinants which are product, price, place, people, physical evidence, process and promotion. The direction and strength of the relationship between the independent and dependent variables was estimated by calculating the regression coefficient, beta ( $\beta$ ), associated with the independent variable. The positive value of the regression coefficient indicated a positive relationship between the variables and a negative value of regression coefficient indicated a negative relation between the variables.

In structural equation modelling, ensuring the model fit is the most crucial step. An old measure of goodness of fit is chi-square/degrees of freedom; however, owing to its severe limitations and restrictiveness, other measures of goodness of fit are generally more accepted (Hooper et al. 2008). The higher the probability level of the chi-squared test, the better is the fit. Specific indices appropriate to decide about the model fit are goodness of fit index (GFI) and adjusted goodness of fit index (AGFI). These are alternatives to the chi-squared test and calculate the proportion of variance that is accounted for by the estimated population covariance (Tabachnick and Fidell 2007). The Root Mean Square Error of Approximation (RMSEA) is one of the most informative fit indices (Diamantopoulos and Siguaw 2013). The normed fit index (NFI), comparative fit index (CFI), and Tucker-Lewis Index (TLI) assess the model by comparing it with the worst case scenario, that is if all the variables are uncorrelated (Bentler 1990; Bentler and Bonett 1980; Tucker and Lewis 1973). For the model to be

a good fit, chi square/degrees of freedom should be less than 3 (Kline 2015), GFI, AGFI, NFI, CFI, and TLI should be greater than 0.9 (Hu and Bentler 1999), and RMSEA less than 0.08 is accepted (MacCallum et al. 1996).

### 3.9.2 Qualitative Analysis

The interview data was recorded in both audio and video formats and these were transcribed into text form. These transcripts were put into meaningful categories and coded for analysis (Krippendorff 2004). Qualitative data analysis was performed using Provalis Research QDA Miner Lite version 2.0.1. Coding frequencies were obtained and word clouds were generated for each interview question which help to identify the major themes of discussion. Coding retrieval analysis was also performed to retrieve those excerpts from the interview responses that related to the codes having highest frequency.

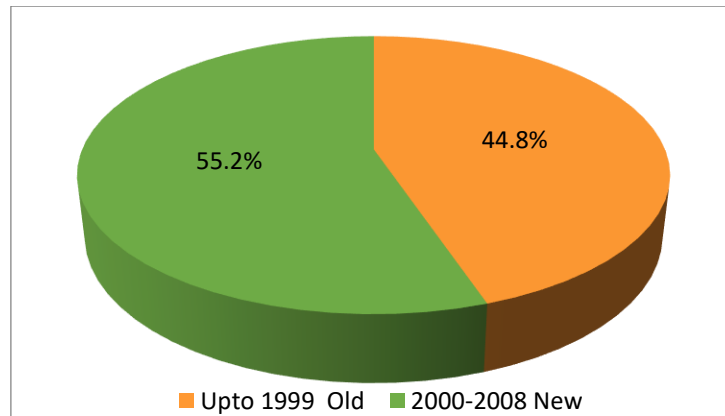
## 3.10 SAMPLE CHARACTERISTICS

### 3.10.1 Characteristics of Institutions that Participated in the Study

The sample consists of 29 colleges from the state of Karnataka which are recognized by All India Council for Technical Education (AICTE) and were established in or before 2008. The respondents were personnel from the managerial level in these engineering colleges. In some institutions there were dedicated marketing teams; in a few other engineering colleges, the top management like Chairman, CEO etc., were involved in branding activities of the institutions, and in some institutions, the Principal was involved in branding and marketing of the institution. All these institutions included in the sample offered engineering degree of four years. In the data below, Fisher's exact test was used to determine if there was any significant difference between the characteristics of old colleges and those of new colleges. All the tests were conducted using a confidence interval of 95 percent.

**Table 3.1: Year of Establishment**

<b>Year of Establishment</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Upto 1999	Old	13	44.8
2000-2008	New	16	55.2
<b>Total</b>		<b>29</b>	<b>100.0</b>



**Chart 3.1: Year of Establishment**

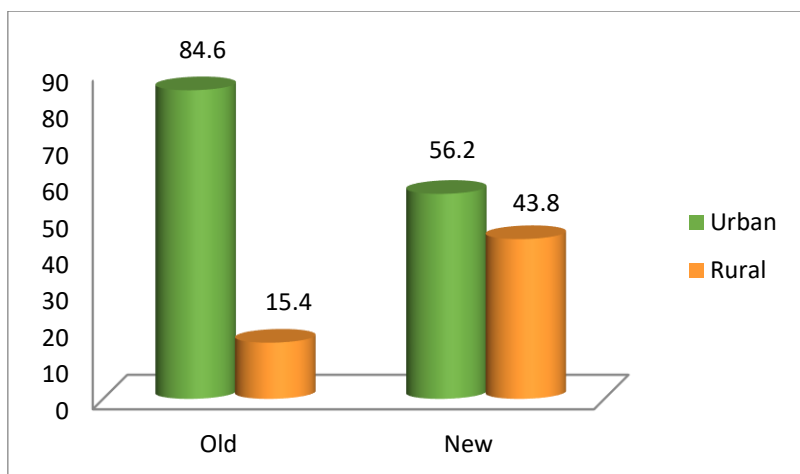
In the selected sample, 44.8 percent of the colleges were established before the year 2000 and 55.2 percent of the colleges were established between the year 2000 and 2008. The frequency of the selected sample can be seen in Table 3.1

Of the selected sample, from old generation colleges 84.6 percent were situated in the urban sector and 15.4 percent in the rural sector. In the new generation colleges 56.2 percent were situated in the urban sectors and 43.8 percent in the rural areas. As a overall 69.0 percent of colleges were located in urban areas while 31.0 percent of the colleges were located in rural areas. This is presented in Table 3.2.

There was no significant correlation between new and old generation colleges in terms of the location of the college.

**Table 3.2: Location of the Institution**

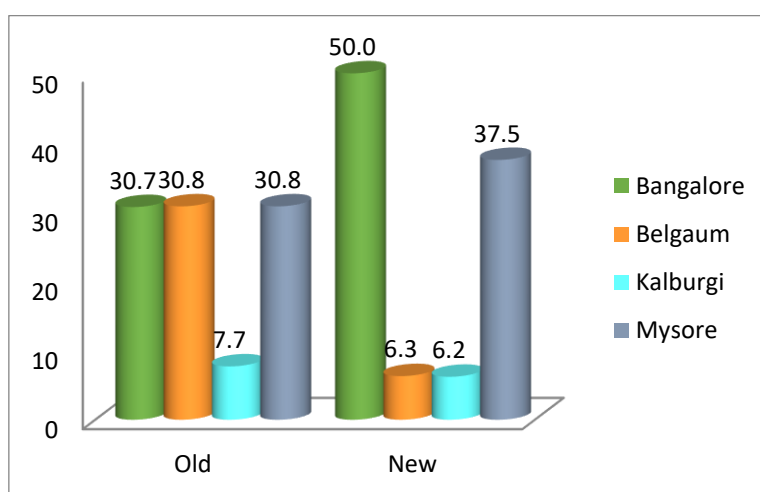
Location of the College	Category (Old)		Category (New)		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Urban	11	84.6	9	56.2	20	69.0
Rural	2	15.4	7	43.8	9	31.0
<b>Total</b>	<b>13</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>29</b>	<b>100</b>
Fisher's Exact Test				<b>p</b>	<b>Sig.</b>	
				0.107	NS	



**Chart 3.2: Location of the Institution**

**Table 3.3: Distribution of Institutions in various Administrative Divisions**

	Category (Old)		Category (New)		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Bangalore	4	30.7	8	50.0	12	41.4
Belgaum	4	30.8	1	6.3	5	17.2
Kalburgi	1	7.7	1	6.3	2	6.9
Mysore	4	30.8	6	37.5	10	34.5
<b>Total</b>	<b>13</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>
Fisher's Exact Test				<b>p</b>	<b>Sig.</b>	
				0.47	NS	



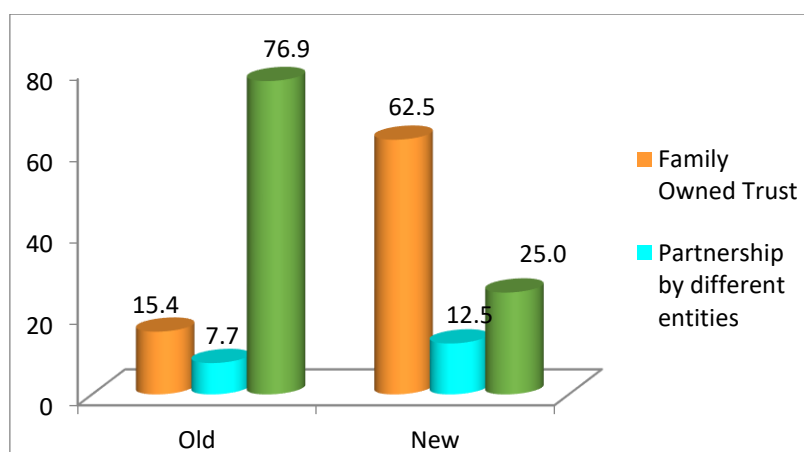
**Chart 3.3: Distribution of Institutions in various Administrative Divisions**

The colleges were selected from four different administrative divisions of Karnataka and detailed in Table 3.3 and Chart 3.3. From the selected old generation colleges, 30.7

percent were from Bangalore, 30.8 percent were from Belgaum, 7.7 percent were from Kalburgi and 30.8 percent were from Mysore Division. From the new generation colleges 50.0 percent from Bangalore, 6.3 percent from Belgaum, 6.2 percent from Kalburgi and 37.5 percent were from Mysore Division. As a overall 41.4 percent of the colleges are from Bangalore, 17.2 percent of the colleges are from Belgaum, 6.9 percent of the colleges were from Kalburgi and 34.5 percent of the colleges from the Mysore division. There was no significant correlation between new and old generation colleges in terms of the administrative division in Karnataka.

**Table 3.4: Ownership of the Institution**

	Category (Old)		Category (New)		Total		
	Freq.	Percent	Freq.	Percent	Freq.	Percent	
Family Owned Trust	2	15.4	10	62.5	12	41.4	
Partnership by different entities	1	7.7	2	12.5	3	10.3	
Association / charitable trust	10	76.9	4	25.0	14	48.3	
<b>Total</b>	<b>13</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>29</b>	<b>100</b>	
Fisher's Exact Test				<b>p</b>		<b>Sig.</b>	
				0.010		Sig.	



**Chart 3.4: Ownership of the Institution**

Table 3.4 presents the type of ownership of the institution. In the selected sample, In the old generation colleges, 15.4 percent were family owned trust, 7.7 percent were partnership by different entities, 76.9 percent were association charitable trust. Similarly in the new generation colleges 62.5 percent were family owned trust, 12.5 percent were partnership by different entities and 25.0 percent were the colleges run by

association or charitable trust. As a overall 41.4 percent of the institutions were governed by family owned trusts, 10.3 percent were owned by a partnership of different entities, and 48.3 percent were owned by an association or charitable Trust.

There was a significant correlation between new and old generation colleges in terms of ownership of the institution.

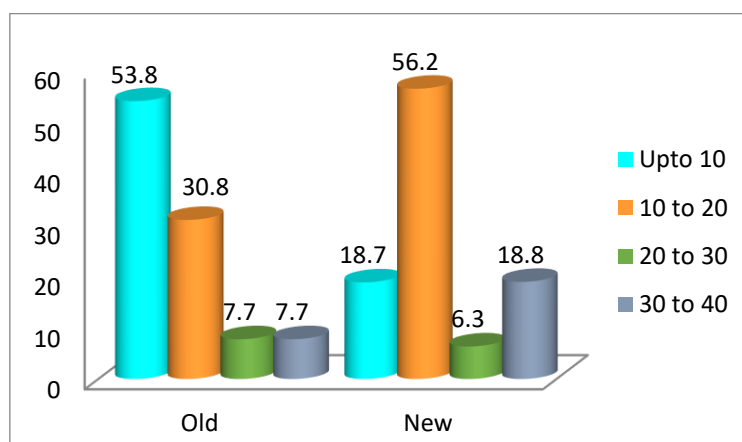
**Table 3.5: Type of Institution**

	Category (Old)		Category (New)		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Autonomous Aided/Semi Aided Institution	4	15.4	0	0.0	2	6.9
Unaided College affiliated to VTU	25	84.6	29	100	27	93.1
<b>Total</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>

Fisher's Exact Test	<b>p</b>	<b>Sig.</b>
	0.192	NS

From the old generation colleges 15.4 percent of the institutions were private autonomous aided / semi aided institution, 84.6 percent of the institutions were private unaided college affiliated to VTU. However all the new generation colleges were private unaided colleges affiliated to VTU. As a overall 6.9 percent of the institutions were private autonomous aided/semi-aided and 93.1 percent of the institutions were private unaided college affiliated to VTU. There was no significant correlation between new and old generation colleges in terms of the type of Institutions selected for the study The results are presented in Table 3.5.



**Chart 3.5: Vacant Seats in the Last Five Years**

Chart 3.5 presents the vacant seats in the engineering colleges in last five years. In the old generation colleges 53.8 percent of the institutions had on an average upto 10 percent vacant seats in the last five year, 30.8 percent of the institution had an average of 10 to 20 percent vacant seats, 7.7 percent of the institutions had 20 to 30 percent vacant seat and 7.7 percent had 30 to 40 percent vacant seat in the last year. In the new generation colleges, 18.7 percent of the institutions had on an average upto 10 percent vacant seats in the last five years, 56.2 percent of the institutions had an average of 10 to 20 percent, 6.3 percent of the institutions had 20 to 30 percent and 18.8 percent of the institutions had on an average of 30 to 40 percent vacant seats in the last five years.

**Table 3.6: Fisher’s Test for Vacant Seats in Old and New Institutions**

Fisher’s Exact Test	<b>p</b>	<b>Sig.</b>
	0.222	NS

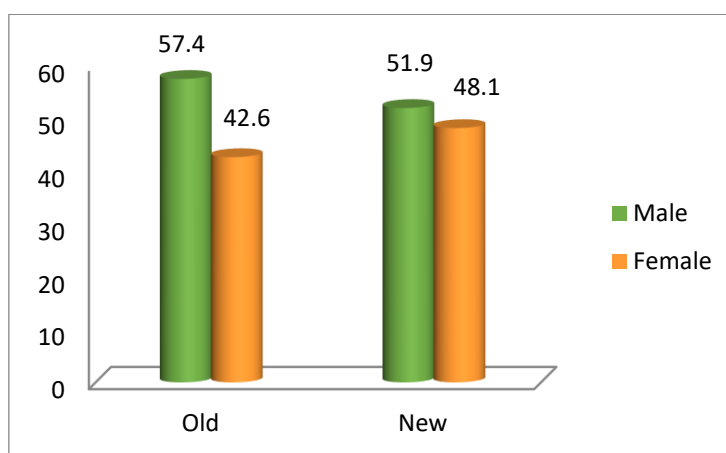
There was no significant correlation between new and old institutions in terms of vacant seats in the last five years (Table 3.6).

**Table 3.7: Faculty Attrition**

In Percentage	Category(Old)		Category (New)		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Upto 10	11	84.6	6	37.5	17	58.6
10 to 20	1	7.7	3	18.7	4	13.8
20 to 30	0	0	6	37.5	6	20.7
30 to 40	1	7.7	1	6.3	2	6.9
<b>Total</b>	<b>13</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>29</b>	<b>100</b>
Fisher’s Exact Test				<b>p</b>	<b>Sig.</b>	
				0.031	NS	

The attrition rate of institutions in the last five years is presented in Table 3.7. In the old generation colleges 84.6 percent of the old colleges had the faculty attrition rate up to 10 percent, 7.7 percent of the institution had attrition rate between 10 and 20 percent and 7.7 percent had attrition rate between 30 and 40 percent in the last five years. Similarly in the new generation colleges 37.5 percent of the institutions opined that the attrition rate of faculty in their institution was up to 10 percent. 18.7 percent of the institutions said that 10 to 20 percent of faculty left their institution. 37.5 percent of the institutions reported that the attrition rate was between 20 to 30 percent and 6.3 percent of the institutions had attrition rate between 30 to 40 percent. There was no significant correlation in the faculty attrition rate between the new and old generation institutions.

### 3.10.2 Characteristics of Student Respondents



**Chart 3.6: Gender Classification of Students**

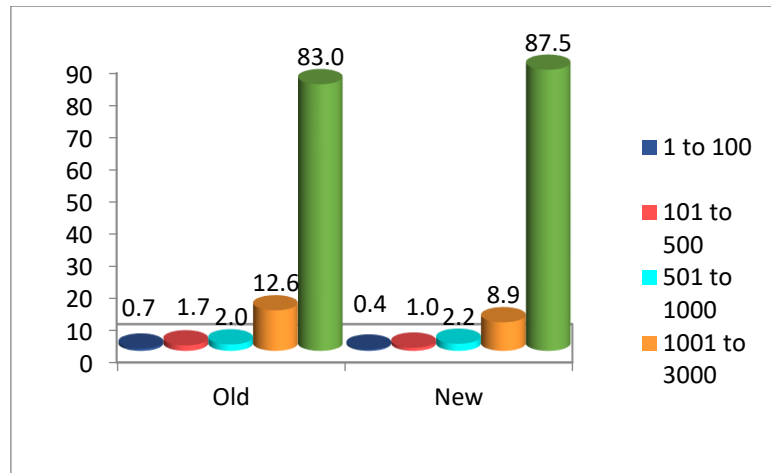
A total of 1992 students participated in this study, out of which 54.7 percent were male and 45.3 percent were female. Breaking this down in terms of the strata, in old-generation colleges 57.4 percent were male and 42.6 percent were female. In new generation colleges, 51.9 percent were male and 48.1 percent were female and the results are presented in Chart 3.6.

Table 3.8 and Chart 3.7 present the range of ranks obtained by the students in Common Entrance Tests (CET). 0.7 percent the old generation college students had a CET rank between 1 to 100, 1.7 percent of them had a rank between 101 to 500, 2.0 percent had rank between 501 to 1000, 12.6 percent of them had rank between 1001 and 3000 and 83.0 percent had a rank above 3001. Similarly 0.4 percent of the new generation college student respondents had a CET rank between 1 to 100, 1.0 percent between 101 to 500, 2.2 percent between 501 to 1000, 8.9 percent between 1001 to 3000, and 87.5 percent had a rank above 3001.

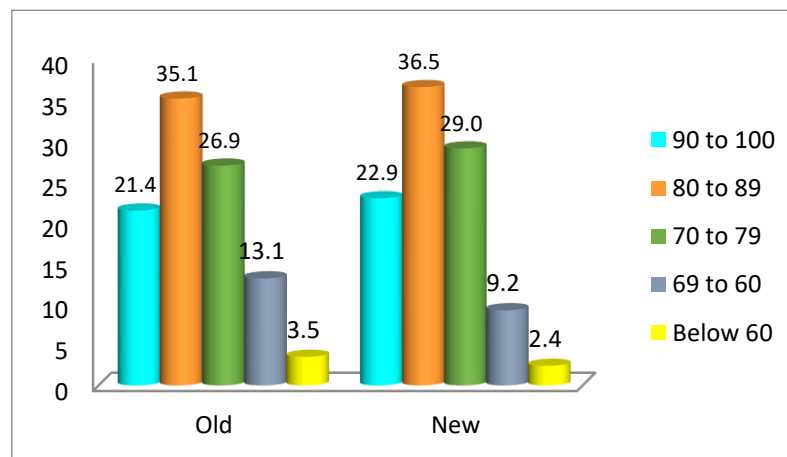
**Table 3.8: CET Rank of Students**

Which of the following categories best represents your rank in CET?	Category (in percent)		Total
	Old	New	
1 to 100	0.7	0.4	0.6
101 to 500	1.7	1.0	1.3
501 to 1000	2.0	2.2	2.1
1001 to 3000	12.6	8.9	10.7
3001 and above	83.0	87.5	85.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>





**Chart 3.7: CET Rank of Students**



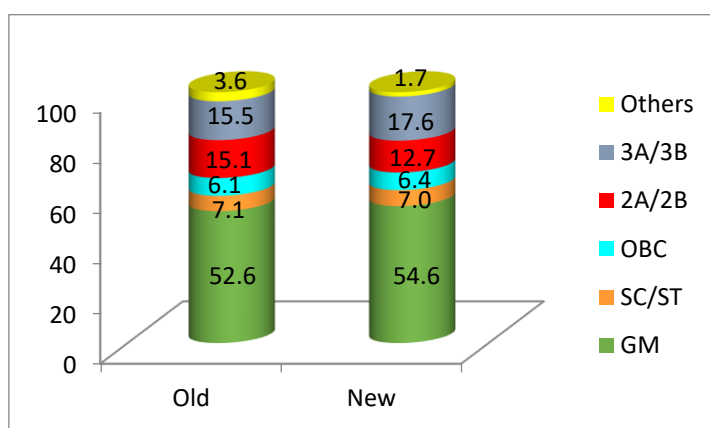
**Chart 3.8: 12th Standard Average Marks of Students**

Chart 3.8 presents the average marks obtained by students in their 12<sup>th</sup> standard. 21.4 percent the old generation of the students had an average percentage of PU college/12<sup>th</sup> standard of 90 to 100, 35.1 percent between 80 to 89, 26.9 percent between 70 to 79, 13.1 percent between 60 to 69, 3.5 percent scored below 60. 22.9 percent of the students had an average percentage of PU college/12<sup>th</sup> standard of 90 to 100, 36.5 percent between 80 to 89, 29.0 percent between 70 to 79, 9.2 percent between 60 to 69, and 2.4 percent scored below 60.

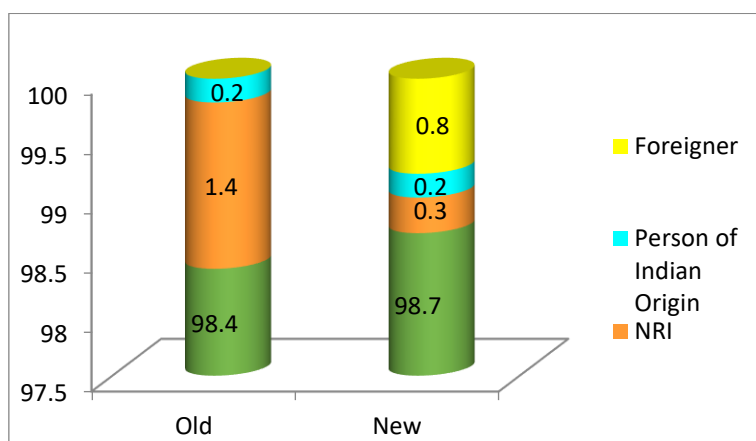
Table 3.9 and Chart 3.9 presents the category through which the students got enrolled into the institution. In the selected sample 53.6 percent were general merit students, 6.3 percent were SC/ST, 7 percent were OBC, 13.9 percent were from 2A/2B, 16.5 percent were from 3A/3B and 2.7 percent were from other categories.

**Table 3.9: Category of Seats**

		Category (in percent)		Total
		Old	New	
Under which category are you eligible for engineering seats?	GM	52.6	54.6	53.6
	SC/ST	6.1	6.4	6.3
	OBC	7.1	7.0	7.0
	2A/2B	15.1	12.7	13.9
	3A/3B	15.5	17.6	16.5
	Others	3.6	1.7	2.7
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



**Chart 3.9: Category of Seats**



**Chart 3.10: Nationality Status of Students**

Chart 3.10 presents the nationality status of students. From the old generation colleges 98.4 percent were Indians, 1.4 percent were NRI, 0.2 percent were Person of Indian Origin and there were no foreign citizens in the old generation colleges. However, there

were 98.7 percent Indians, 0.3 percent NRI, 0.2 percent Person of Indian origin and 0.8 percent were foreign citizens in new generation colleges.

**Table 3.10: Distance from Home to College**

		Category (in percent)		Total
		Old	New	
How far is your college from your home?	Less than 50 km	47.6	64.2	55.7
	50 to 100 km	12.9	7.7	10.3
	100 to 300 km	15.4	8.8	12.1
	300 to 500 km	8.5	8.1	8.4
	Above 500 km	15.6	11.2	13.6
<b>Total</b>		<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Table 3.10 shows the distance of students' home from the institution. In old generation colleges 47.6 percent students lived less than 50 Kms from their college, 12.9 percent students lived 50 to 100 kms from college, 15.4 percent students lived 100 to 300 kms away, 8.5 percent students lived 300 to 500 kms away and 15.6 percent students lived more than 500 kms away from their college. Similarly in the new generation colleges 64.2 percent students lived less than 50 km from their college, 7.7 percent lived 50 to 100 km away from college, 8.8 percent lived 100 to 300 km away, 8.1 percent lived 300 to 500 km away and 11.2 percent people lived more than 500 km away from their college.

### 3.11 CONCLUSION

A mixed research approach of exploratory and descriptive statistics were used in terms of quantitative and qualitative interview methods. The pilot study was conducted and the content validity of the research instrument was examined. The reliability test was conducted using Cronbach's alpha. The probability sampling technique, stratified random sampling was used in the study. The statistical techniques used for data analysis of survey and the interview have been clearly stated in this chapter. The research design that was adopted is capable of answering research questions and research objectives which were derived from the existing literature. The next chapter will present the analysis and interpretation of the qualitative interviews conducted for the research.



## **Chapter 4 QUALITATIVE DATA ANALYSIS AND INTERPRETATION**

### **4.1 CHAPTER OVERVIEW**

This chapter analyses the data collected from media, parents of engineering students, employers or recruiters and academicians using interview method. The chapter gives detail on interview data analysis. It presents different word clouds and interview excerpts for each of the questions asked in the interview.

### **4.2 INTERVIEW DATA ANALYSIS**

A formal, structured interview was conducted with the people from media, parents of engineering students, employers or recruiters and academicians. The detailed qualitative analysis methodology and sampling design have been described in Section 3.8.2. According to Eysenck (2004), structured interviews lend themselves to qualitative analysis. Thus, the interview results were put into text form and classified into meaningful categories or codes. Each of these categories is the terms related to the research. These terms were identified through review of the literature and the judgement of the researcher. The qualitative analysis was done with the intention of giving a better shape for the results obtained from quantitative data. The coding and analysis were performed using the software Provalis Research QDA Miner Lite version 2.0.1. Coding frequencies were obtained for each interview question and word clouds were generated using these frequencies. Coding retrieval analysis was also performed and excerpts were obtained representing the key themes of the interview responses. Full transcripts of the interview responses are given in Appendix I and the coding frequency tables are given in Appendix II.

### **4.3 BRAND OF ENGINEERING COLLEGE**

#### **Question 1: What is a ‘brand’ when it comes to engineering college?**

While interpreting the meaning of what ‘brand’ means in the context of engineering colleges, the interviewees identified specific themes that characterised an engineering college brand, as seen in the word cloud in Figure 4.1. The most commonly spoken about the idea was about process, i.e., the teaching-learning methodology that a college uses, the way it is administered, as well as the day-to-day functioning of the institution. The institutional performance was the second most used theme that was characterized by an institution’s results, placements, projects and funding from external agencies. The interviewees opined that institutional performance would provide brand value to a

college and also, a branded college was more likely to perform better. Place and People formed the third most important themes in understanding the concept of brand, as the location and infrastructure, quality of faculty and their experience, as well as retention of the faculty, was believed to play a major role in determining the brand value of a college. Student choice and perceived quality came next, as branded colleges would be perceived to have a better quality as compared to those colleges without a strong brand associated with its name. This would have an impact on the students' choice of the engineering college.



**Figure 4.1: Word Cloud Representing the Responses for Interview Question 1**

A more detailed analysis of the interview responses, through coding retrieval, gave insights into the subjective opinions voiced by the interviewees with respect to these important themes. A few excerpts are mentioned here. One interviewee (a parent) clearly outlined what she understood as a ‘brand college’:

*“A brand college is an institution which is ranked in the top 5 or 10; students get project work and good placements at the right time.” - Mrs. Zita D’Souza*

This response highlights the importance of institutional performance in perceiving the brand of a college. A few other interviewees (employers) spoke about how the process is an extremely valuable asset to an institution:

*“...to create an overall development of a person not only in just technical and in the curriculum things but, we should also be able to nurture his other interests.” -*

*Mr. Sunil Kumar*

“...branding makes a lot of innovation, improvement and recognition from the various bodies.” - Dr. V Ravichandran

An academician emphasised the advantage that geographical location provides for the branding of educational institutions whereas a media person spoke about how the quality of peer group, as well as faculty specialisation, affect how one perceives an educational brand.

“...and geography becomes very critical. Because now Bangalore and Mangalore side engineering colleges are getting high scope because of that.” - Mr. Venu Sharma

“How many toppers have chosen to go there? How many people have specialisation in terms of mechanical or some other streams?” - Mr. Sundar Kundoor

#### 4.4 METHOD TO SUSTAIN AND BUILD BRAND VALUE

**Question 2: What does an institution need to do to sustain and build up its brand value?**

When asked what an institution needs to do to build and sustain its brand value, the interviewees identified specific themes that they felt were important factors that were necessary for the brand building process, as seen in the word cloud in Figure 4.2.



**Figure 4.2: Word Cloud Representing the Responses for Interview Question 2**

The most commonly spoken about the idea was people, which encompasses the quality of students and faculty that an institution has. The second most important theme was process, i.e., the teaching-learning methodology that a college uses, the way it is administered, as well as the day-to-day functioning of the institution. The institutional

performance was the third most used theme that was characterised by an institution's results, placements, projects and funding from external agencies. The promotion was the fourth most important theme, as effective brand communication is a necessary ingredient which showcases the institution's achievements to its target audience.

A few excerpts from coding retrieval analysis, which highlight the most important responses to the question, are mentioned here. A parent emphasised that hiring experienced faculty, their retention, and developing their research capabilities were key to building and sustaining an institutional brand. Whereas, a media person was of the opinion that management of institutions should take more interest in developing a strong alumni network, which forms the crux of sustaining an institutional brand over the years.

*"...good teaching faculty; they should be recruited time and again; experienced staff should be retained, and the institution should give importance to their research capabilities."* - Mrs. Zita D'Souza

*"Most of the institutions what is happening, the management is not very actively involved in the alumni association. It is left to few students, recently passed out students, until they become busy, they will be carrying out, but I think, the management should take more interest."* - Mr. Sunil Kumar

Another parent felt that institute-industry relationships and development of placement opportunities in the college were significant, while another media person spoke about the importance of promoting the institution's performance while also building a personal relationship with the student.

*"...co-ordinate with the best of the best companies in this country so that the representatives of the companies comes very often to their colleges..."* - CA Jagannath Kamath

*"When your student has done a wonderful achievement in your college, highlight in the media, this student is created by us and more than that for the further journey we are supporting them, this creates a brand value."* - Mr. Ramachandra Mijar

#### **4.5 BRAND OF STATE UNIVERSITIES VS PRIVATE UNIVERSITIES**

**Question 3: How do you perceive the brand colleges affiliated to state universities such as VTU versus the brand of deemed/private universities?**



The important question of how the interviewees perceived the brand of colleges affiliated to state universities such as VTU versus the brand of deemed/private universities elicited interesting responses regarding the differentiating themes can be seen in the word cloud in Figure 4.3.



**Figure 4.3: Word Cloud Representing the Responses for Interview Question 3**

The most important factor, by a large margin, was process- the ease of day to day functioning and the autonomy that deemed/private universities enjoyed were seen as a positive influence on their brand image. This led to the second most important theme, i.e., perceived quality. The respondents perceived deemed and private universities to be of a higher overall quality as compared to those colleges affiliated to VTU. People was the third most important theme that differentiated these colleges, as the respondents felt that deemed/private universities could admit more students based on merit while minimising students getting admitted through the reservation. The institutional performance was considered the fourth most important theme as the results and placements of these two categories of institutions were perceived to be different.

A few excerpts from coding retrieval analysis, which highlight the most important responses to the question, are mentioned here. The researcher's notes are provided in square brackets where context was deemed necessary to interpret these excerpts. Most respondents highlighted the autonomy that these institutions enjoy as a major plus-point in how their brand is perceived.

*“The private or deemed universities will have their own authority to make their decisions faster, their own intelligence to adopt the new technology faster, their own innovation to make them you know whether they are students or professors to make the innovative thoughts implemented in a quicker and tolerant way.”* -

*Mr. Shrinivas Bhat*

*“...they [VTU affiliated colleges] don't have any direct control over everything they have to depend on the government to get any sanctions or to change the systems.”* -

*CA Jagannath Kamath*

*“...private institutions or universities have created a sort of different identities for themselves apart from saying that in the private domain they enjoy better autonomy when it comes to framing syllabus and the other aspects of education.”* -

*Mr. Jaideep Shenoy*

*“It [private/deemed university] is a status/recognition given considering various factors; one being good quality...a deemed university has full autonomy and can set its own guidelines for admission...it can minimise the number of students getting admitted through the reservation and can give more importance to students getting in through merit.”* - Mrs. Zita D'Souza

#### **4.6 METHODS OF BRAND COMMUNICATION**

##### **Question 4: What are the best ways to make the institution's name to reach out to the public?**

The important themes identified by interviewees that were the best ways to make institution's name to reach out to the public can be seen in the word cloud in Figure 4.4. The promotion was identified as the dominant theme in the interview responses. Any other factor would be quite useless if these are not communicated effectively to the target audiences. Institutions must channel their efforts into utilising the various promotion methods available to make their name known to the public. People was the second most important theme, as the respondents felt that faculty and students are the flagbearers of the college, spreading the reputation of the institution mostly through word-of-mouth. Institutional performance and process were considered the next most important themes as the results and quality of student output speak volumes about the quality of the institution.



**Figure 4.4: Word Cloud Representing the Responses for Interview Question 4**

Coding retrieval analysis led to the identification of important responses to the question, and some excerpts are presented here. A parent was of the opinion that although colleges have traditionally relied on print media, web portals and word-of-mouth advertising are more commonplace now.

*“Traditionally colleges relied on print media but at present colleges have to showcase only through web portals or by word of mouth.” - Dr. A P Achar*

A media person, however, begged to differ. He believed that although word-of-mouth might help, print media such as newspapers are a more credible source of information and people would rather believe in the newspaper as compared to social media.

A few other respondents stressed the importance of highlighting the institution’s performance and primarily focusing on this, as promotion is only an accessory to convey what actually exists.

*“...it's only through mass media. It reaches to lakhs of people across the country. Word of mouth too helps. I am not saying no, but today the print media has got a lot of credibilities. What you read in a paper, you tend to trust it more than what comes in social media.” - Mr. Sundar Kundoor*

*“The people the outside, who would look at a college, which gives the best of the best placements that is the first thing for anyone, if he looks at. The placement will make half a mile...unless there is output, nobody will value advertisement. The*

*advertisement will take only to, maybe half a yard to get that full yard.” - Mr. Prashanth Kamath*

*“Whenever the opportunity comes, they should grab that, and they should reach to the public stating that this is my strength, this is where I am good or best.”- CA Yogish Nayak*

#### **4.7 DIFFERENTIATION FROM COMPETITORS**

##### **Question 5: What should the brand building efforts of institutions be to occupy a foothold in this hugely competitive arena?**

When asked how an institution can stand out from its peers in a highly competitive environment, the interviewees identified process and institutional performance as the most important areas that institutions need to focus on, as seen in the word cloud in Figure 4.5.



**Figure 4.5: Word Cloud Representing the Responses for Interview Question 5**

The respondents were of the unanimous view that a highly-developed vision, its emphasis on innovation, results, and placements would help the colleges in gaining a competitive advantage. People was the next most important aspect which meant that a core team of an experienced management and qualified faculty would differentiate a college from its competitors. Place was also an important factor, as good infrastructure speaks volumes about the efforts the management is trying to put into making sure their students get the best academic experience. Coding retrieval analysis highlighted some opinions that reinforced the above findings, and some excerpts are provided here. A

parent and an academician felt that results and productivity were key factors in weeding out the competition.

*“If the results are good for continuous 3 or 4 years and if their placements are good, then the college automatically will come at par with the top colleges.”* -

*Mr. Rafique Khan*

*“...success - the final productivity, whether it is in terms of placement and quantitative and qualitative aspects of placement, sustenance of placement not only the rate of or the percentage of placement...”* - *Dr. N K Vijayan*

An employer believed that focus on innovation was necessary to develop a competitive edge, while also setting new benchmarks in education.

*“We should improve our benchmarks and whenever it is possible to do the innovative things.”* - *CA Yogish Nayak*

A media person highlighted the importance of being committed to a vision and a continuous contact with its alumni and the society.

*“...they should have a vision first and develop that vision and commitment to that vision...whenever a student achieves a rank, say not only my student got a rank but after ten years you should tell where is she now and also tell where she was ten years back.”* – *Mr. Ramachandra Mijar*

#### **4.8 ROLE OF ADVERTISING AND PROMOTION**

##### **Question 6: What is the role of advertising and promotion in building the brand?**

The interviewee's perception on the role of advertising and promotion in building the brand can be seen in the word cloud in Figure 4.6. The respondents believed that these would have a direct impact on the institutional performance and student choice. A greater awareness would attract companies to the college, and therefore provide better placement opportunities for students studying in these colleges. Similarly, effective advertising and promotion would also attract prospective students and parents to consider the institution during the enrollment decision process. The interviewees also believed that advertising and promotion also improve the brand performance of the college, in the sense that it can create a positive brand image in the minds of the people. It also impacts how the society perceives the brand, and establishes a connection with the community.



**Figure 4.6: Word Cloud Representing the Responses for Interview Question 6**

Coding retrieval analysis was used to extract important excerpts from the interview responses. A media person spoke about the role of advertising and promotion in student choice.

*“Any engineering college is selected by a parent or a child going through a very simple process of AIDA- Awareness, Interest, Desire, finally leading to Action which is taking admission in an Engineering College.” – Mr. Ranjith Kate*

A parent felt that institutions should not only advertise its academics and infrastructure but also highlight its social activities and community outreach.

*“Talk about the social activities, what encouraged them to do the things...”* -

*CA Jagannath Kamath*

#### **4.9 INSTITUTIONAL PERFORMANCE VS BRAND PERFORMANCE**

**Question 7: How do you differentiate between institutional performance with that of brand performance?**

When asked how the respondents differentiated between institutional performance and brand performance, the interviewee’s opinion on differentiating themes can be seen in the word cloud in Figure 4.7. The process was identified as the primary differentiating factor. The brand performance was considered as a perception based on promotion and brand image, while the institutional performance was characterised by the academic rigour, activities, teaching-learning methodology, placements, etc. Perceived quality,

reputation, people, and consistency were also considered to be important factors in this regard.



**Figure 4.7: Word Cloud Representing the Responses for Interview Question 7**

Coding retrieval analysis resulted in excerpts that provided deeper insights into this difference, and it is useful to mention some of them here. The respondents identified the efforts that an institution was willing to put into making their students well-rounded and employable assets as being crucial to an excellent institutional performance.

*“...make themselves capable of training the students, making them work anywhere, and also make the students best of their abilities.” - Mr. Rafique Khan*

*“...students coming out as a product with innovative knowledge and who are employable in the market.” - Mr. Shrinivas Bhat*

A media person spoke on the emphasis placed on developing a hands-on learning approach along with an interactive learning environment as being important to have a good institutional performance.

*“...how much emphasis there is on practical versus theory, how much of interactivities are there in education” - Mr. Ranjith Kate*

Reputation and consistency were also considered differentiating factors between brand performance and institutional performance.

*“A brand is perceived after all the calculations because when you perceive a brand, it has to deliver that... if I perceive that this institution is the best it has to be the best...If a brand says that every year one international motivational speaker will come to the*

*campus and one year you are not able to do that, whatever you have done in the past all becomes a waste.” - Mr. Ramachandra Mijar*

A media person and a parent were of the opinion that brand performance could be just a hype created due to a successful promotion campaign while the reality may be very different from what is expected.

*“... [brand performance] could be a matter of perception...a brand could also be a hype, which may not actually meet the expectation.” - Mr. Jaideep Shenoy*

*“...institution tries to impress people with its brand name which might also lead to false prestige and also lose its real value.” - Mr. Suresh Pai*

An academician opined that institutional performance is rooted in reality, and therefore a core asset to the institution, whereas brand performance is intangible and therefore volatile.

*“An institution which stands on its ground fundamentally, it is not shaken overnight...A brand built in the intangible market, the perceived market will lose its identity.” - Mr. Venu Sharma.*

#### **4.10 CONCLUSION**

This chapter details on analysis of interview response of 15 different stakeholders of higher education such as employers, media personnel, parents and academicians, With the method of coding and analysis the chapter present the result using frequency charts. Some of the important excerpts from coding retrieval analysis are also presented in this chapter. Most commonly spoken themes are process, institutional performance and people regarding the perception of the brand and on which a brand can be built or sustained. Respondents are also of the opinion that these three factors which differentiate the institution from their competitors, and these three primary themes lead the perception of a brand of state university versus private university. The detailed transcript of these interviewees can be found in Appendix I and coding frequency tables in Appendix II. The next chapter presents the analysis and interpretation of the quantitative data obtained in the research.



## **Chapter 5 DATA ANALYSIS AND INTERPRETATION**

### **5.1 INTRODUCTION**

A combination of descriptive and multivariate statistical methods is used to analyse the quantitative data obtained from the questionnaires. These methods have been discussed in Chapter 3, along with the assumptions and relevance of each method to the data being tested. Descriptive methods include mean and standard deviation, coupled with tests such as the Fisher's Exact Test and Mann-Whitney U test, while multivariate analysis used methods such as factor analysis using principal component analysis, discriminant analysis, logistic regression, and structural equation modelling to deduce the relationships between the various variables considered in the study. The data obtained and the analysis of these is elaborated in the following sections. Z-values have been provided in lieu of U-values in the results of the Mann-Whitney U-test as the distribution very closely approximates a normal distribution when the sample size is 8 or above (Bellera et al. 2010; Mann and Whitney 1947). All the hypotheses have been tested at a 95 percent confidence interval, and therefore, the results have been deemed significant (Sig) for  $p \leq 0.05$ , highly significant (HS) for  $p \leq 0.001$ , and non-significant (NS) for  $p > 0.05$ .

### **5.2 CHAPTER OVERVIEW**

This chapter gives the analysis and interpretation of branding effort by institutions using different marketing mix. It interprets the perception of institutions regarding the factors which influence the branding, people who help in building the brand, and the challenges and the barriers in building a brand for the institution. The chapter presents analysis of the gap between students' and management's perception about a brand. The chapter also analyses the students' response to the factors affecting their enrolment decision (choice). The analysis identifies the influencers of student's choice such as personal characteristics of a student, compromises made by the students during their choice of the college and also their perception regarding indicators of reputation. It presents the analysis of students' experience, satisfaction and loyalty. The structure matrix and logistic regression helps in finding the contribution of services marketing mix towards students' loyalty. The chapter presents structural equation modelling from students'

perspective and institution's perspective. It also presents the correlations of vacant seats, opening rank of CET and brand building efforts.

### 5.3 BRANDING EFFORTS BY INSTITUTIONS

*RO: To identify and assess the branding strategies adopted by institutions to create brand awareness.*

#### 5.3.1 Branding Objectives of Institutions

**Table 5.1: Descriptive Analysis of the Objective of Branding Effort**

Sl. No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Gaining popularity	Old	3.92	1.12	1.78	0.075	NS
		New	4.44	1.03			
		Total	4.21	1.08			
2	Increase demand among students	Old	4.46	0.88	1.09	0.274	NS
		New	4.69	0.79			
		Total	4.59	0.82			
3	Long-term stability	Old	4.62	0.51	0.00	1.000	NS
		New	4.44	0.96			
		Total	4.52	0.78			
4	To look better than competitors	Old	3.92	1.12	0.25	0.801	NS
		New	3.69	1.45			
		Total	3.79	1.29			
5	Enhance placement	Old	4.46	1.05	0.93	0.351	NS
		New	4.88	0.34			
		Total	4.69	0.76			
6	Brand extension	Old	2.54	1.05	0.94	0.347	NS
		New	3.06	1.57			
		Total	2.83	1.36			
7	Line extension	Old	4.08	0.64	1.11	0.266	NS
		New	4.13	1.31			
		Total	4.10	1.05			
8	To create strong favourable and unique association to the brand.	Old	4.62	0.65	0.70	0.481	NS
		New	4.75	0.58			
		Total	4.69	0.60			
	<b>Overall</b>	<b>Old</b>	<b>3.50</b>	<b>0.80</b>	<b>0.27</b>	<b>0.392</b>	NS
		<b>New</b>	<b>4.26</b>	<b>1.00</b>			
		<b>Total</b>	<b>4.18</b>	<b>0.97</b>			

\* The questions were asked on a five-point Likert scale where 1=strongly disagree, 5=strongly agree.

The results of descriptive analysis of objectives of branding are presented in Table 5.1. To identify the branding strategies adopted by an institution, it is important to know what their objectives of branding are. When the Institutional management respondents were questioned on their objectives of branding effort, they strongly agreed that, to increase demand amongst students (mean  $4.46 \pm 0.88$  for old, mean  $4.69 \pm 0.79$  for new colleges and mean  $4.59 \pm 0.82$  for both colleges combined), enhancement of placement (mean  $4.46 \pm 1.05$  for old, mean  $4.88 \pm 0.34$  for new colleges and mean  $4.69 \pm 0.76$  for both the colleges combined), to create a strong favourable and unique association to the brand (mean  $4.62 \pm 0.65$  for old, mean  $4.75 \pm 0.58$  for new colleges and mean  $4.69 \pm 0.60$  for both the colleges combined) and line extension, i.e. Venturing into other educational streams (mean  $4.08 \pm 0.64$  for old, mean  $4.13 \pm 1.31$  for new colleges, mean  $4.10 \pm 1.05$  for both the colleges combined) are the objectives of their branding efforts. They disagree regarding brand extension being their objective of branding (mean  $2.54 \pm 1.05$  for old, mean  $3.06 \pm 1.57$  for new colleges and mean  $2.83 \pm 1.36$  for both the colleges combined). They also agree that to look better than competitors is also one of the objectives (mean  $3.92 \pm 1.12$  for old, mean  $3.69 \pm 1.45$  for new colleges and mean  $3.79 \pm 1.29$  for both the colleges combined). There is no significant difference ( $p > 0.05$ ) between the opinion regarding the objective of branding by the new and old generation institutions.

**Table 5.2: Factor Analysis of Objectives of Branding Effort**

Sl. No	Variable	Component			
		1	2	3	4
1	Gaining popularity		0.934		
2	Increase demand among students			0.755	
3	Long-term stability			0.463	
4	To look better than competitors			0.623	
5	Enhance placement	0.632			
6	Brand extension				0.872
7	Line extension	0.772			
8	To create strong favourable and unique association to the brand	0.662			
<b>Percentage of Variance</b>		19.226	18.022	16.649	15.622
<b>KMO measure of sampling adequacy</b>		0.719			
<b>Bartlett's test level of significance</b>		$p < 0.001$			

The results of factor analysis of objectives of branding are presented in Table 5.2. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that line extension, to create strong favourable and unique association to the brand in the minds of students/society/industry and enhancing of placement are the primary objectives of their branding effort. Gaining popularity is the secondary objective and increasing demand among students, to look better than competitors and long-term stability is the third or the least important contributor towards branding efforts and brand extension are the last objective of their branding effort.

### 5.3.2 Branding Efforts by Institutions Using Marketing Mix

The branding is done to create awareness about the brand which can help students and parents to recognise the brand. The services marketing mix variables are used in achieving the objectives of branding.

#### 5.3.2.1 Product

**Table 5.3: Descriptive Analysis of the Factor 'Product' as Branding Effort**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Uniqueness of curriculum	Old	2.46	1.39	0.92	0.355	NS
		New	2.06	1.39			
		Total	2.24	1.38			
2	Add on courses	Old	3.08	1.50	0.40	0.687	NS
		New	3.31	1.45			
		Total	3.21	1.45			
3	Local degrees	Old	3.77	0.93	0.78	0.436	NS
		New	3.25	1.39			
		Total	3.48	1.21			
4	Foreign degrees	Old	1.54	1.20	0.80	0.424	NS
		New	1.19	0.54			
		Total	1.35	0.90			
5	Availability of variety of branches	Old	3.92	0.95	0.64	0.524	NS
		New	3.56	1.32			
		Total	3.72	1.16			

\*Continued...

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
6	Future employability	Old	4.31	0.86	0.80	0.424	NS
		New	4.06	0.85			
		Total	4.17	0.85			
7	Academic integrity	Old	4.31	0.63	0.93	0.353	NS
		New	3.75	1.34			
		Total	4.00	1.10			
8	Co-curricular activity which supports enhancement of learning of core subjects	Old	3.92	1.04	0.58	0.565	NS
		New	3.56	1.37			
		Total	3.72	1.22			
<b>Overall</b>	<b>Product</b>	<b>Old</b>	<b>3.41</b>	<b>0.47</b>	<b>1.12</b>	<b>0.262</b>	<b>NS</b>
		<b>New</b>	<b>3.09</b>	<b>0.66</b>			
		<b>Total</b>	<b>3.24</b>	<b>0.60</b>			

\*1=Strongly disagree, 5=Strongly agree.

The results of descriptive analysis of the factor 'Product' are presented in Table 5.3 which is also continued to the next page. Institutional heads agree that product offering of the educational institution is used as an effort in an institutional brand building with the Likert scale mean of  $3.41 \pm 0.47$  for old colleges,  $3.09 \pm 0.66$  for new generation colleges and mean of  $3.24 \pm 0.60$  for all colleges combined. Institutions disagree on the usage of the uniqueness of curriculum (mean of  $2.46 \pm 1.39$  for old,  $2.06 \pm 1.39$  for new and  $2.24 \pm 1.38$  for all colleges combined) and offering of foreign degrees (mean of  $1.54 \pm 1.20$  for old,  $1.19 \pm 0.54$  for new and  $1.65 \pm 0.90$  for all colleges combined) in the institutional branding effort. There is no significant difference ( $p > 0.05$ ) in the opinion among respondents belonging to old or new colleges regarding using product as their branding effort.

The factor analysis is performed for the factor 'Product' using the principle component analysis and results are presented in Table 5.4. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed. Factor analysis of data using principal component analysis indicates that co-curricular activities which support the enhancement of learning core subjects, the uniqueness of curriculum and add-on courses are the primary factors which are used by institutions in

creating brand awareness. Employability, availability of a variety of branches, universities which give degree (e.g. Degree offered by VTU/local universities) and academic integrity are the factors have lesser contribution towards the factor ‘product’ in creating brand awareness. Foreign degrees are the third or minimum contributing factor towards ‘product’.

**Table 5.4: Factor Analysis of ‘Product’ as Branding Effort**

Sl. No	Product	Component		
		1	2	3
1	Uniqueness of curriculum	0.779		
2	Add on courses	0.755		
3	Local degrees		0.649	
4	Foreign degrees			0.831
5	Availability of variety of branches		0.723	
6	Future employability		0.764	
7	Academic integrity		0.512	
8	Co-curricular activity which supports the enhancement of learning of core subjects.	0.826		
	<b>Percentage of Variance</b>	24.241	23.104	17.834
	<b>KMO measure of sampling adequacy</b>	0.717		
	<b>Bartlett’s test level of significance</b>	p<0.001		

#### 5.3.2.2 Price

Respondents from the management disagree on about using pricing strategy as a branding effort (mean 2.75±1.04 for old, mean 2.80±0.99 for new colleges and mean 2.77±1.00 for both colleges combined). But they agree that financial assistant and its arrangements like bank loans, funding from donors or funds through government agencies are used in the branding effort. New generation colleges say that free seats for economically backward students are their pricing strategy they use in the branding effort and to attract prospective students (mean 3.31±1.25) but old generation colleges disagree with this kind of strategy which is indicated by Likert scale mean of 2.62±1.76. Institution agree that giving scholarship to student is used as a strategy to attract prospective students (mean 3.69±1.03 for old, mean 3.31±1.30 for new colleges and mean 3.48±1.18 for both colleges combined). There is no significant difference (p>0.05) in the opinion on factors of price as a branding strategy to attract prospective students. The results of descriptive analysis of the factor ‘Price’ are presented in Table 5.5.

**Table 5.5: Descriptive Analysis of the Factor ‘Price’ as Branding Effort**

Sl.No.	Variable		Mean	S.D	Mann-Whitney Z-value	p	Sig.
1	Differential pricing	Old	2.62	1.33	0.57	0.571	NS
		New	2.38	1.41			
		Total	2.48	1.35			
2	Scholarship	Old	3.69	1.03	0.88	0.378	NS
		New	3.31	1.30			
		Total	3.48	1.18			
3	Free seats for top rankers	Old	2.54	1.66	0.25	0.801	NS
		New	2.31	1.30			
		Total	2.41	1.45			
4	Free seats for economically backward students	Old	2.62	1.76	1.08	0.280	NS
		New	3.31	1.25			
		Total	3.00	1.51			
5	Discount on fees	Old	2.46	1.66	0.00	1.000	NS
		New	2.38	1.41			
		Total	2.41	1.50			
6	Financial assistance and its arrangement	Old	3.23	1.54	0.20	0.840	NS
		New	3.38	1.26			
		Total	3.31	1.37			
7	Fees structure in comparison with competitors	Old	2.08	1.44	0.71	0.479	NS
		New	2.50	1.55			
		Total	2.31	1.49			
<b>Overall</b>	<b>Price</b>	<b>Old</b>	<b>2.75</b>	<b>1.04</b>	<b>0.07</b>	<b>0.947</b>	<b>NS</b>
		<b>New</b>	<b>2.80</b>	<b>0.99</b>			
		<b>Total</b>	<b>2.77</b>	<b>1.00</b>			

\*1=Strongly disagree, 5=Strongly agree

The factor analysis for ‘Price’ is performed using principal component analysis. The results of factor analysis of the factor ‘Price’ are presented in Table 5.6. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett’s test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed. Factor analysis of data using principal component analysis indicates that all the factors of price primarily influence the pricing strategy. According to factor loading values, differential pricing is the most important factor followed by free seats for economically backward students, scholarships, free seats for top rankers, discount on fees, fees structure in comparison with competitors and arrangement of finance and funding are the contributors towards the factor ‘price’ in creating brand awareness.

**Table 5.6: Factor Analysis of ‘Price’ as Branding Effort**

Sl. No	Price	Component
		1
1	Differential pricing	0.861
2	Scholarship	0.774
3	Free seats for top rankers	0.732
4	Free seats for economically backward students	0.778
5	Discount on fees	0.676
6	Financial assistance and its arrangement.	0.547
7	Fees structure in comparison with competitors	0.611
<b>Percentage of Variance</b>		51.584
<b>KMO measure of sampling adequacy</b>		0.783
<b>Bartlett’s test level of significance</b>		p<0.001

### 5.3.2.3 Place

The institution management agrees that the place of the educational institution is important factor which is used in the branding effort of college (mean of  $3.86 \pm 0.70$  for the old colleges,  $4.03 \pm 0.67$  for the new colleges and  $3.95 \pm 0.67$  for all colleges combined). Old college neutral in their opinion regarding use of uniqueness of the campus in their branding but new generation colleges agree with this factor (mean of  $2.54 \pm 1.33$  for old and mean  $3.81 \pm 1.38$  for new). The management of both old and new colleges strongly agree that use of IT in teaching-learning (mean  $4.54 \pm 0.52$  for old, mean  $4.31 \pm 1.01$  for new and mean  $4.41 \pm 0.83$  for both the colleges combined) and Library, laboratories, special instruments and equipment (mean  $4.54 \pm 0.52$  for old, mean  $4.81 \pm 0.40$  for new colleges and mean  $4.69 \pm 0.47$  for both the colleges combined) in their branding effort. They agree on all other factors of place are used as their branding strategy. There is no significant difference ( $p > 0.05$ ) in the opinion on the factor ‘place’ as a branding strategy to attract prospective students. However, there is a significant difference ( $p < 0.05$ ) between the opinion given by new and old colleges on the use of uniqueness of the campus in the branding effort. The results of descriptive analysis of the factor ‘Place’ are presented in Table 5.7.



**Table 5.7: Descriptive Analysis of the Factor ‘Place’ as Branding Effort**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Location advantage of the Institution	Old	3.69	1.38	0.46	0.649	NS
		New	3.38	1.63			
		Total	3.52	1.50			
2	Uniqueness of the campus	Old	2.54	1.33	2.33	0.020	Sig.
		New	3.81	1.38			
		Total	3.24	1.48			
3	Library, laboratories, special instruments and equipment	Old	4.54	0.52	1.56	0.119	NS
		New	4.81	0.40			
		Total	4.69	0.47			
4	On campus comforts	Old	3.77	1.09	0.07	0.945	NS
		New	3.81	1.05			
		Total	3.79	1.05			
5	Sports, recreation, food court, general store	Old	3.92	1.26	0.33	0.742	NS
		New	4.06	1.12			
		Total	4.00	1.17			
6	Hostel facility	Old	4.00	0.82	0.12	0.908	NS
		New	4.00	0.97			
		Total	4.00	0.89			
7	Use of IT in teaching-learning	Old	4.54	0.52	0.15	0.881	NS
		New	4.31	1.01			
		Total	4.41	0.83			
<b>Overall</b>	<b>Place</b>	<b>Old</b>	<b>3.86</b>	<b>0.70</b>	<b>0.55</b>	<b>0.582</b>	<b>NS</b>
		<b>New</b>	<b>4.03</b>	<b>0.67</b>			
		<b>Total</b>	<b>3.95</b>	<b>0.67</b>			

\*1=Strongly disagree, 5=Strongly agree

**Table 5.8: Factor Analysis of ‘Place’ as Branding Effort**

Sl. No	Place	Component	
		1	2
1	Location advantage of the Institution	0.733	
2	Uniqueness of the campus		0.875
3	Library, laboratories, special instruments and equipment		0.719
4	On campus comforts	0.572	
5	Sports, recreation, food court, general store	0.599	
6	Hostel facility	0.821	
7	Use of IT in teaching-learning		0.436
	<b>Percentage of Variance</b>	29.633	29.168
	<b>KMO measure of sampling adequacy</b>	0.753	
	<b>Bartlett’s test level of significance</b>	p<0.001	

The results of factor analysis of the factor ‘Place’ are presented in Table 5.8. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett’s test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that hostel facility, location advantage of the institution, sports and recreation centre, food court, general store etc., and on campus comfort are the primary factors which influence the strategy based on Place to create a brand awareness. However, uniqueness of the campus, library, laboratories, special instruments and equipment, use of IT-enabled teaching-learning are the lesser important factors which contribute towards ‘place’ in creating brand awareness for the institution.

#### 5.3.2.4 People

**Table 5.9: Descriptive Analysis of the Factor ‘People’ as Branding Effort**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Students’ diversity	Old	3.39	1.12	0.45	0.653	NS
		New	3.13	1.46			
		Total	3.24	1.30			
2	Faculty profile	Old	4.69	0.48	1.35	0.178	NS
		New	4.44	0.51			
		Total	4.55	0.51			
3	Visionary leader of the college	Old	3.77	1.09	1.65	0.100	NS
		New	4.38	0.96			
		Total	4.10	1.05			
4	Success story of the Institution	Old	4.62	0.51	0.13	0.896	NS
		New	4.56	0.73			
		Total	4.59	0.63			
5	Alumni achievement	Old	4.07	1.19	0.09	0.925	NS
		New	4.13	0.96			
		Total	4.10	1.05			
<b>Overall</b>	<b>People</b>	<b>Old</b>	<b>4.11</b>	<b>0.43</b>	<b>0.24</b>	<b>0.807</b>	<b>NS</b>
		<b>New</b>	<b>4.13</b>	<b>0.52</b>			
		<b>Total</b>	<b>4.12</b>	<b>0.47</b>			

\*1=Strongly disagree, 5=Strongly agree

The results of descriptive analysis of the factor ‘People’ are presented in Table 5.9. Respondents of the college agree that the people factors belonging to the institution are

used in their branding effort with the mean of  $4.11 \pm 0.43$  for old, mean  $4.13 \pm 0.52$  for new colleges and mean  $4.12 \pm 0.47$  for all colleges combined). They strongly agree that success story of the institution (mean  $4.62 \pm 0.51$  for old, mean  $4.56 \pm 0.73$  for new colleges and mean  $4.59 \pm 0.63$  for both the colleges combined) are the factors used in their branding effort. Faculty profile (mean  $4.69 \pm 0.48$  for old,  $4.44 \pm 0.51$  for new colleges and mean  $4.55 \pm 0.51$  for both the colleges combined) and alumni achievements (mean  $4.07 \pm 1.19$  for old, mean  $4.13 \pm 0.96$  for new colleges and mean  $4.10 \pm 1.05$  for both colleges combined) are used as in branding communications. Respondents agree that students' diversity (mean  $3.39 \pm 1.12$  for old, mean  $3.13 \pm 1.46$  for new colleges and mean  $3.24 \pm 1.30$  for both the colleges combined) and visionary leader (mean  $3.77 \pm 1.09$  for old, mean  $4.38 \pm 0.96$  for new colleges and mean  $4.10 \pm 1.05$  for both the colleges combined) are used as their branding effort. Visionary leader Likert scale mean  $4.10 \pm 1.05$  which is less than overall average mean  $4.12 \pm 0.47$ . So it is considered as agreeing to the use of people factor as their branding effort. There is no significant difference ( $p > 0.05$ ) in the opinion among respondents from old or new colleges regarding using the factor 'people' as their branding effort.

**Table 5.10: Factor Analysis of 'People' as Branding Effort**

Sl. No	People	Component	
		1	2
1	Students' diversity		0.551
2	Faculty profile		0.805
3	Visionary leader of the college	0.730	
4	Success story of the Institution	0.865	
5	Alumni achievement		0.473
	<b>Percentage of Variance</b>	30.795	27.746
	<b>KMO measure of sampling adequacy</b>	0.750	
	<b>Bartlett's test level of significance</b>	p<0.001	

The results of factor analysis of the factor 'People' are presented in Table 5.10. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that success story of the institution, visionary leader of the college are the primary factors of people as a

branding strategy. Faculty profile, student’s diversity and alumni achievement are the second important factors of ‘people’ which are used in branding effort.

### 5.3.2.5 Process

**Table 5.11: Descriptive Analysis of the Factor ‘Process’ as Branding Effort**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Pedagogy	Old	3.46	1.33	0.23	0.818	NS
		New	3.56	1.41			
		Total	3.52	1.35			
2	Accreditation to quality standard by NBA	Old	4.08	1.19	0.69	0.487	NS
		New	3.94	0.93			
		Total	4.00	1.04			
3	Grievance handling mechanism	Old	3.85	0.80	0.18	0.853	NS
		New	3.75	1.34			
		Total	3.79	1.11			
4	Convenience of admission process	Old	2.85	1.41	0.41	0.684	NS
		New	3.06	1.29			
		Total	2.97	1.32			
5	Specialties and ease of teaching-learning process	Old	3.92	0.95	1.47	0.141	NS
		New	3.31	1.30			
		Total	3.59	1.18			
6	IT-enabled user-friendly and quick administration process	Old	3.23	1.36	0.34	0.735	NS
		New	3.06	1.29			
		Total	3.14	1.30			
7	Procedure/process for participating in cultural/social events/sports	Old	3.54	1.51	0.57	0.571	NS
		New	3.13	1.67			
		Total	3.31	1.58			
<b>Overall</b>	<b>Process</b>	<b>Old</b>	<b>3.56</b>	<b>0.82</b>	<b>0.40</b>	<b>0.692</b>	<b>NS</b>
		<b>New</b>	<b>3.40</b>	<b>0.86</b>			
		<b>Total</b>	<b>3.47</b>	<b>0.83</b>			

\*1=Strongly disagree, 5=Strongly agree

The results of descriptive analysis of the factor ‘Process’ are presented in Table 5.11. Institutional heads agree that the factor process is used in their branding (mean  $3.56 \pm 0.82$  for old, mean  $3.40 \pm 0.86$  for new colleges and mean  $3.47 \pm 0.83$  for both colleges combined). They have a neutral opinion on the convenience of admission process being a factor of branding effort which can be indicated by the Likert scale mean of  $2.85 \pm 1.41$  for old, mean  $3.06 \pm 1.29$  for new and mean  $2.97 \pm 1.32$  in total for new and old colleges. They just agree to the use of other factors of the process in their branding where all other means are greater than 3 and less than 4. There is no significant

difference ( $p>0.05$ ) in the opinion among respondents belonging to old or new colleges regarding using the factor ‘process’ as their branding effort.

**Table 5.12: Factor Analysis of ‘Process’ as Branding Effort**

Sl. No	Process	Component	
		1	2
1	Pedagogy (course delivery method)		0.896
2	Accreditation to quality standard by NBA	0.501	
3	Grievance handling mechanism	0.719	
4	Convenience of admission process.	0.613	
5	Specialties and ease of teaching-learning process	0.699	
6	IT-enabled user-friendly and quick administration process	0.823	
7	Procedure/process for participating in cultural/social events/sports	0.766	
<b>Percentage of Variance</b>		41.40	20.388
<b>KMO measure of sampling adequacy</b>		0.756	
<b>Bartlett’s test level of significance</b>		p<0.001	

The results of factor analysis of the factor ‘Process’ are presented in Table 5.12. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett’s test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that IT-enabled, user-friendly, quick admission process, procedure/ process for participating in cultural and social events and sports, grievance handling mechanism, ease of teaching-learning process, convenience of admission process and accreditation to NBA are the primary factors of process as the branding effort. Pedagogy is the last important factor which influences the branding communication to the prospective students.

#### 5.3.2.6 Promotion

The institutional heads who are involved in the promotional activities of the institution opine that college website (mean  $5.00\pm 0.00$  for old,  $4.81\pm 0.54$  for new colleges), email (mean  $4.31\pm 0.75$  for old colleges, mean  $4.31\pm 0.87$  for new college and mean  $4.31\pm 0.81$  for all college combined), creation of brand within the institution and creating a word-of-mouth (mean  $4.69\pm 0.89$  for all college combined) are used always as tool of communication or promotion. College brochure (mean  $4.08\pm 0.64$ ) for old colleges, (mean  $4.13 \pm 0.89$ ) for new colleges, on-campus events(mean  $3.85 \pm 0.99$ ) for old, mean

4.00±0.82 for new colleges), social media (mean 3.62±1.04 for old colleges, mean 3.50±1.46 for new colleges), advertisements on print media (mean 4.08±0.95 for old colleges, mean 4.00±1.00 for new colleges), press conference and news on print media (mean 3.62±0.65 for old colleges, mean 3.31±0.79 for new colleges) are often used by both old and new generation colleges. And also new colleges often use leaflet as their tool of promotion (mean 3.69±1.25 all colleges combined) whereas old colleges use the leaflet sometimes (mean 2.92±1.38 all colleges combined). Sometimes colleges use CSR activity (mean 3.00±1.00 for old and mean 3.00±0.97 for new colleges), goodies (mean 2.46±1.05 for old, mean 2.50±1.21 for new colleges) and also send employees and faculties influence the prospective students (mean 2.62±1.55 for all colleges combined), Both type of institution use television advertisements rarely (mean 1.77±1.09 for old and mean 1.56±0.89 for new colleges and mean 1.66±0.97 for all colleges combined). There is no significant difference ( $p>0.05$ ) in the opinion among respondents belonging to old or new colleges regarding use of different promotional tools or channels in their branding effort. The results of descriptive analysis of the factor 'Promotion' are presented in Table 5.13 which is continued to the next page.

**Table 5.13: Descriptive analysis of the Factor 'Promotion' as Branding Effort**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	College website	Old	5.00	0.00	1.30	0.195	NS
		New	4.81	0.54			
		Total	4.90	0.41			
2	Email	Old	4.31	0.75	0.17	0.866	NS
		New	4.31	0.87			
		Total	4.31	0.81			
3	Leaflet	Old	2.92	1.38	1.51	0.132	NS
		New	3.69	1.25			
		Total	3.35	1.34			
4	College brochure	Old	4.08	0.64	0.43	0.665	NS
		New	4.13	0.89			
		Total	4.10	0.77			
5	On campus events	Old	3.85	0.99	0.58	0.563	NS
		New	4.00	0.82			
		Total	3.93	0.88			

\*Continued...

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
6	Social media	Old	3.62	1.04	0.14	0.891	NS
		New	3.50	1.46			
		Total	3.55	1.27			
7	Television advertisement	Old	1.77	1.09	0.50	0.619	NS
		New	1.56	0.89			
		Total	1.66	0.97			
8	Advertisement on print media	Old	4.08	0.95	0.30	0.764	NS
		New	3.94	1.06			
		Total	4.00	1.00			
9	Press conference and news on print media	Old	3.62	0.65	1.32	0.186	NS
		New	3.31	0.79			
		Total	3.45	0.74			
10	Sponsorships and CSR activity	Old	3.00	1.00	0.18	0.854	NS
		New	3.00	0.97			
		Total	3.00	0.96			
11	Goodies	Old	2.46	1.05	0.14	0.891	NS
		New	2.50	1.21			
		Total	2.48	1.12			
12	Sending employees, faculties and students for recommendation.	Old	2.31	1.60	1.24	0.213	NS
		New	2.88	1.50			
		Total	2.62	1.55			
13	By creating a brand within the Institution and creating a word-of-mouth	Old	4.92	0.28	0.95	0.342	NS
		New	4.50	1.16			
		Total	4.69	0.89			
14	Hoarding/outdoor advertisement display	Old	3.69	1.32	0.81	0.417	NS
		New	3.31	1.35			
		Total	3.48	1.33			
<b>Overall</b>	<b>Promotion</b>	<b>Old</b>	<b>3.54</b>	<b>0.48</b>	<b>0.33</b>	<b>0.741</b>	<b>NS</b>
		<b>New</b>	<b>3.53</b>	<b>0.42</b>			
		<b>Total</b>	<b>3.54</b>	<b>0.44</b>			

\*1=Never, 2=Rarely, 3=Sometime, 4=Often, 5=Always.

The factor analysis for the tools or the channels of 'Promotion' is performed using principal component analysis and the results of factor analysis of the factor 'Promotion' are presented in Table 5.14. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that college website, email, college brochures are most important tools used in brand communication. The advertisement on print media, goodies like T-shirt, pens etc. and

press conference and news on print media are second important and leaflet, sending faculties and students to influence PU college students and in campus events are third important factors of promotion. The fourth important factors of promotion are creating word-of-mouth and a brand within the institution, social media, hoarding / outdoor advertisements. The television advertisements and sponsorships and CSR activities are the least important factors of promotion.

**Table 5.14: Factor Analysis of ‘Promotion’ as Branding Effort**

Sl. No	Promotion	Component				
		1	2	3	4	5
1	College website	0.787				
2	Email	0.726				
3	Leaflet			0.803		
4	College brochure	0.708				
5	On campus events			0.538		
6	Social media				0.642	
7	Television advertisement					0.812
8	Advertisement on print media		0.742			
9	Press conference and news on print media		0.660			
10	Sponsorships and CSR activity					0.576
11	Goodies		0.703			
12	Sending employees, students for recommendation			0.789		
13	By creating a brand within the Institution and a word-of-mouth				0.869	
14	Hoarding/outdoor advertisement display				0.634	
	<b>Percentage of Variance</b>	16.906	14.678	14.020	13.015	10.193
	<b>KMO measure of sampling adequacy</b>	0.729				
	<b>Bartlett’s test level of significance</b>	p<0.001				

### 5.3.2.7 Physical Evidence

The results of descriptive analysis of the factor ‘Physical Evidence’ are presented in Table 5.15. Management of the engineering colleges agree that the factors such as attractiveness of the website (mean  $4.15 \pm 0.90$  for old, mean  $4.19 \pm 0.83$  for new colleges and mean  $4.17 \pm 0.85$  for both the colleges combined), external ambience (mean  $4.39 \pm 0.65$  for old,  $4.38 \pm 0.96$  for new college and  $4.38 \pm 0.82$  for both the colleges



combined) are used in their branding effort (as their mean value is greater than the overall mean  $3.49 \pm 0.90$  for old, mean  $3.72 \pm 1.01$  for new colleges and mean  $3.62 \pm 0.95$  for both the colleges combined). Colleges disagree on the use of attractiveness of reception staff (mean  $2.69 \pm 1.44$  for old,  $2.56 \pm 1.46$  for new colleges and  $2.62 \pm 1.43$  for both the colleges combined) to be used in the branding effort. Other factors of physical evidence are less than the overall mean ( $3.62 \pm 0.95$ ). There is no significant difference ( $p > 0.05$ ) in the opinion among respondents belonging to old or new colleges regarding using factor 'physical evidence' as their branding effort.

**Table 5.15: Descriptive Analysis of the Factor 'Physical Evidence' as Branding Effort**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Interior decoration of the class room	Old	3.15	1.28	1.17	0.244	NS
		New	3.69	1.54			
		Total	3.45	1.43			
2	Interior decoration of lobby, waiting room, parents' lounge	Old	3.23	1.24	1.10	0.271	NS
		New	3.75	1.44			
		Total	3.52	1.35			
3	Attractiveness of website	Old	4.15	0.90	0.02	0.981	NS
		New	4.19	0.83			
		Total	4.17	0.85			
4	Reception staff	Old	2.69	1.44	0.20	0.839	NS
		New	2.56	1.46			
		Total	2.62	1.43			
5	Environmental condition	Old	3.31	1.25	1.05	0.295	NS
		New	3.75	1.34			
		Total	3.55	1.30			
6	External ambience, landscape, green campus etc.,	Old	4.39	0.65	0.44	0.659	NS
		New	4.38	0.96			
		Total	4.38	0.82			
<b>Overall</b>	<b>Physical evidence</b>	<b>Old</b>	<b>3.49</b>	<b>0.90</b>	<b>0.57</b>	<b>0.568</b>	<b>NS</b>
		<b>New</b>	<b>3.72</b>	<b>1.01</b>			
		<b>Total</b>	<b>3.62</b>	<b>0.95</b>			

\*1=Strongly disagree, 5=Strongly agree

The factor analysis for 'Physical Evidence' is performed using principal component analysis and the results are presented in Table 5.16. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis.

Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed. Factor analysis of data using principal component analysis indicates that all the factors are major contributors towards physical evidence as the branding effort. Based on factor loading values, interior decoration of the classroom, lobby, environmental condition (use of bright colours, attractive shiny flooring etc.) are important contributors towards physical evidence to attract prospective students which are followed by other factors like the presentation of reception staff, attractive website and external ambience.

**Table 5.16: Factor Analysis of 'Physical Evidence' as Branding Effort**

<b>Sl. No</b>	<b>Physical Evidence</b>	<b>Component 1</b>
1	Interior decoration of the class room	0.892
2	Interior decoration of lobby, waiting room, parents' lounge	0.876
3	Attractiveness of website	0.673
4	Reception staff	0.706
5	Environmental condition	0.848
6	External ambience, landscape, green campus etc.,	0.673
	<b>Percentage of Variance</b>	61.466
	<b>KMO measure of sampling adequacy</b>	0.821
	<b>Bartlett's test level of significance</b>	p<0.001

### 5.3.2.8 Institutional Performance

The results of descriptive analysis of the factor 'Institutional Performance' are presented in Table 5.17. Management of engineering colleges strongly agree that placement (mean 4.62±0.77 for old, mean 4.50±0.73 for new colleges and mean 4.55±0.74 for both the colleges combined), records and awards of students/faculties (mean 4.54±0.66 for old, mean 4.44±1.03 for new colleges and mean 4.48±0.87 for both the colleges combined), and institute-industry partnership (mean 4.39±0.87 for old, mean 4.31±0.79 for new colleges and mean 4.35±0.81 for both the colleges combined) will be used in their branding effort as their mean is greater than the overall (mean of 4.33±0.52 for old, mean 4.14±0.58 for new colleges and mean 4.22±0.55 for both the colleges combined). There is no significant difference (p>0.05) in the responses given by old and new generation colleges on institutional performance. But there is a significant (p<0.05) difference in the opinion about using ranking/grading/rating/accreditation of the college in their branding effort. Old

generation college mean was found to be greater than overall mean of old colleges while new generation college mean is less than the average mean (mean  $4.77 \pm 0.44$  for old, mean  $3.94 \pm 0.85$  for new colleges and mean  $4.31 \pm 0.81$  for all colleges combined) regarding ranking, grading as their branding factor.

**Table 5.17: Descriptive Analysis of the Factor ‘Institutional Performance’ as Branding Effort**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Placement	Old	4.62	0.77	0.65	0.519	NS
		New	4.50	0.73			
		Total	4.55	0.74			
2	Records and awards	Old	4.54	0.66	0.05	0.959	NS
		New	4.44	1.03			
		Total	4.48	0.87			
3	Academic results	Old	4.46	1.20	0.86	0.390	NS
		New	4.44	0.73			
		Total	4.45	0.95			
4	On campus cultural events/sports/events/ social events	Old	4.39	0.65	0.67	0.502	NS
		New	4.25	0.58			
		Total	4.31	0.60			
5	Ranking/rating/grading/accreditation of the college by regulatory authorities	Old	4.77	0.44	2.88	0.004	Sig.
		New	3.94	0.85			
		Total	4.31	0.81			
6	Academic collaboration with reputed Institution and foreign Universities	Old	3.62	1.26	0.39	0.696	NS
		New	3.69	1.45			
		Total	3.66	1.34			
7	Institute–Industry partnership	Old	4.39	0.87	0.36	0.717	NS
		New	4.31	0.79			
		Total	4.35	0.81			
8	Research publication and	Old	3.85	1.21	0.60	0.552	NS
		New	3.56	1.26			
		Total	3.69	1.23			
Overall	Institutional Performance	Old	<b>4.33</b>	<b>0.52</b>	<b>0.99</b>	<b>0.321</b>	NS
		New	<b>4.14</b>	<b>0.58</b>			
		Total	<b>4.22</b>	<b>0.55</b>			

Factor analysis of the factor ‘Institutional Performance’ is performed using principal component analysis and the results are presented in Table 5.18. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor

analysis. Bartlett’s test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that placement, academic collaboration, institute industry partnership, records and awards by student and faculty are the major contributors towards branding of the institution based on performance. However, research and publication, ranking/grading/rating etc., academic results and in campus cultural events are the important secondary factors in branding effort by the institution. In the later part of the analysis we see that students give less importance to academic collaboration and institute industry partnership whereas management is found to give primary importance to these factors in their branding effort.

**Table 5.18: Factor Analysis of ‘Institutional Performance’ as Branding Effort**

Sl. No	Institutional Performance	Component	
		1	2
1	Placement	0.873	
2	Records and awards	0.784	
3	Academic results		0.633
4	In campus cultural events/sports events/social events		0.494
5	Ranking/rating/grading/accreditation of the college by regulatory authorities.		0.725
6	Academic collaboration with reputed Institution and foreign Universities	0.833	
7	Institute–Industry partnership	0.805	
8	Research and publication		0.818
<b>Percentage of Variance</b>		35.172	23.667
<b>KMO measure of sampling adequacy</b>		0.701	
<b>Bartlett’s test level of significance</b>		p<0.001	

### 5.3.3 Relation with Companies and Industries

Engineering colleges need to create brand awareness not only in the minds of prospective students but also amongst industry and potential recruiters. This is necessary to create a favourable brand image in the society The result of the ways to communicate with industries and/companies is shown in Table 5.19.

All the respondents from the management of the engineering college opine that they invite company and industry representatives to the campus for campus guest lectures to introduce their college to the industry. All of them also make a personal visit to the

companies, 93.1 percent of them have MOU with companies, and 89.7 percent of them publicise their college through alumni and 89.7 percent of them organise industry academy meet to communicate about the college.

**Table 5.19: Modes of Communication with Companies and Industries**

How do you communicate your college brand to the Companies and Industries?	Mode of Communication	Category (Old)	Category (New)	Total
		Percent	Percent	Percent
	Inviting them to campus as corporate guest lecturer	100.0	100.0	100.0
	Organizing industry academy meet	84.6	83.8	89.7
	Personal visit to company as representatives	100.0	100.0	100.0
	MOU with the company	92.3	93.8	93.1
	Alumni	92.3	87.5	89.7

### 5.3.4 Brand Positioning

A brand positioning statement is another method of creating brand awareness. This is usually a tagline that attracts the target audience. 51.7 percent of the respondents have brand positioning statement or tagline, and 48.3 do not have brand positioning statement or tagline. There is no significant difference ( $p>0.05$ ) between the opinion of new and old colleges.

**Table 5.20: Brand Positioning Statement for the Institution**

Do you have brand positioning statement or tagline of your college?		Category (Old)	Category (New)	Total
		Percent	Percent	Percent
	Yes	69.2	37.5	51.7
	No	30.8	62.5	48.3
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
	Fisher's Exact Test	<b>p</b>		<b>Sig.</b>
		0.842	NS	

The results of descriptive analysis of contribution of the brand positioning statement in creating a unique positioning are presented in Table 5.20. Those institutions who agreed positively on having brand positioning statements opine that the statement or tagline of the college has contributed to the institution's unique positioning with the (mean of  $3.33\pm 1.22$  for old, mean  $3.83\pm 0.98$  for new colleges and mean  $3.53\pm 1.13$  for all colleges combined), as seen in Table 5.21. There is no significant difference ( $p>0.05$ ) in the

opinion of two groups about the institutions on brand positioning statement. There is no significant difference ( $p>0.05$ ) between the opinion of new and old colleges.

**Table 5.21: Descriptive Analysis of Brand Positioning Statement**

If yes, has it contributed to the Institutions unique positioning		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
	Old	3.33	1.22	0.614	0.539	NS
	New	3.83	0.98			
	Total	3.53	1.13			

**Table 5.22: Descriptive Analysis of Importance of Brand Positioning Statement**

How much important it is to have a brand position statement?		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
	Old	3.85	1.57	1.381	0.167	NS
	New	3.25	1.34			
	Total	3.52	1.45			

The results of descriptive analysis of the importance of brand positioning statement are presented in Table 5.22. The institutions opine that it is important to have a brand position in a statement to give a unique positioning and to grab the attention of stakeholders (mean  $3.85 \pm 1.57$  for old, mean  $3.25 \pm 1.34$  for new colleges and mean  $3.52 \pm 1.45$  for both colleges combined). There is no significant difference ( $p>0.05$ ) between the opinion of old and new colleges. Certain factors of institution give unique reputation or name in the society. It helps in providing a recognition for the name or the title. The factors which help in creating a brand name and its importance are shown in Table 5.23.

**Table 5.23: Fundamental Factors in Creation of Brand Name**

	Factors	Category (Old)	Category (New)	Total
		Rank	Rank	Rank
Rank by its importance to the college in creating the brand name.	Governance	2	2	2
	Teaching and Learning	1	1	1
	Research	4	4	4
	Emotional Values	3	3	3

Respondents from both old and new colleges opine that teaching and learning ranked first in creating a brand name. Governance is ranked second, third is emotional values and ethics, and the fourth one is research.

### 5.3.5 Brand Builders of Educational Institutions

**Table 5.24: Descriptive Analysis of Institutional Brand Builders**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Students	Old	4.92	0.28	0.10	0.921	NS
		New	4.75	1.00			
		Total	4.83	0.76			
2	Parents	Old	4.31	0.86	0.65	0.518	NS
		New	4.13	0.89			
		Total	4.21	0.86			
3	Industry/corporates	Old	3.85	0.80	0.33	0.742	NS
		New	3.81	0.83			
		Total	3.83	0.81			
4	Alumni	Old	4.77	0.60	0.91	0.363	NS
		New	4.56	0.81			
		Total	4.66	0.72			
5	Regulators	Old	4.23	0.73	2.17	0.030	sig
		New	3.13	1.41			
		Total	3.62	1.27			
6	Society	Old	3.62	1.04	0.02	0.982	NS
		New	3.63	0.96			
		Total	3.62	0.98			
7	Media	Old	3.92	0.95	0.02	0.982	NS
		New	3.88	1.15			
		Total	3.90	1.05			
8	Top management of the college	Old	4.23	1.01	1.01	0.311	NS
		New	4.56	0.96			
		Total	4.41	0.98			
<b>Overall</b>	<b>Total</b>	<b>Old</b>	<b>4.23</b>	<b>0.78</b>	<b>0.65</b>	<b>0.741</b>	<b>NS</b>
		<b>New</b>	<b>4.05</b>	<b>1.00</b>			
		<b>Total</b>	<b>4.13</b>	<b>0.92</b>			

The brand building efforts of an engineering college have certain people or factors that play a positive role in building the institutional brand. These are discussed in the present section and results of descriptive analysis of institutional brand builders are presented in Table 5.24.

Engineering institution heads strongly agree that the students of the institution play significant role in brand building (mean  $4.92 \pm 0.22$  for old, mean  $4.75 \pm 1.00$  for new colleges and mean  $4.83 \pm 0.76$  for both colleges combined) followed by alumni (mean  $4.77 \pm 0.60$  for old, mean  $4.56 \pm 0.81$  for new colleges and  $4.66 \pm 0.73$  for both the colleges combined), parents (mean  $4.31 \pm 0.86$ ) and the top management of the college (mean

4.23±1.01 for old, mean 4.56±0.96 for new colleges and mean 4.41±0.98 for both the colleges combined) play a major role in building a brand for the institution. There is no significant difference in the opinion of old and new generation colleges. Institutions also agree that regulators (mean 4.23 ± 0.73 for old, mean 3.13±1.41 for new colleges and mean 3.62±1.27 for both the colleges combined) also play a vital role. However, there is a significant difference in the opinion of old and new generation colleges as old colleges agree on regulator playing the role of the brand builder (mean 4.23±0.73 which is equal to overall mean 4.23±0.78).

However new colleges are almost neutral in their opinion (mean 3.13±1.41 less than overall mean 4.05±1.00) as their mean value is either greater or equal to the overall mean of 4.23 ± 0.78. There is no significant difference ( $p>0.05$ ) in the opinion among respondents belonging to old or new colleges regarding institutional brand builders. However particularly regarding regulators, there is a significant difference ( $p<0.05$ ) between the two groups. Similarly, in the newer generation colleges, respondents opine that firstly students (mean 4.75±1.00) followed by top management and alumni (mean 4.56±0.96 and 4.46±0.81) and at the end parents (mean 4.13±0.89) also play a major role in brand building.

**Table 5.25: Factor Analysis of Institutional Brand Builders**

Sl. No	Institutional Brand Builders	Component			
		1	2	3	4
1	Students	0.823			
2	Parents	0.849			
3	Industry/corporates		0.866		
4	Alumni			0.783	
5	Regulators				0.807
6	Society			0.874	
7	Media		0.778		
8	Top management of the college				0.593
	<b>Percentage of Variance</b>	20.262	19.128	18.427	16.428
	<b>KMO measure of sampling adequacy</b>	0.701			
	<b>Bartlett's test level of significance</b>	p<0.001			

The results of factor analysis of institutional brand builders are presented in Table 5.25. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of



significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that parents and students are the major contributors towards the brand building of the institute. Industry and media are following vital contributors towards brand building. However, society and alumni are the third important and regulators and top management of the college play the least important role in the branding effort.

### **5.3.6 Challenges and Barriers in Growth and Building Reputation**

Engineering colleges also face several challenge and barriers in their brand building efforts which may negatively impact their branding strategy. Challenges are difficulties that may require a determined approach and can be converted into opportunities for branding. Barriers are those factors that impede or block the brand building process and may be beyond the institution's control. The results of descriptive analysis of challenges faced by the institutions are presented in Table 5.26.

Respondents from engineering colleges disagree or are neutral on their opinion on facing challenges due to market condition (mean  $2.48 \pm 0.66$  for old, mean  $2.51 \pm 0.53$  for new colleges and mean  $2.50 \pm 0.58$  for both colleges combined). Both old and new generation colleges disagree on difficulties in availability of qualified faculty (mean of  $2.46 \pm 1.20$  for old colleges, mean  $2.88 \pm 1.15$  for new colleges and mean  $2.69 \pm 1.17$  for both college combined), getting good speakers for guest lectures (mean  $2.54 \pm 1.13$  for old colleges and  $2.13 \pm 1.15$  for new colleges and  $2.31 \pm 1.14$  for both the college combined), conducting staff development program (mean  $2.23 \pm 0.83$  for old colleges and  $2.03 \pm 0.82$  for new colleges), conducting student enrichment program (mean  $2.38 \pm 0.96$  for old colleges and  $2.13 \pm 1.09$  for new colleges and mean  $2.24 \pm 1.02$  for the colleges combined) and creating infrastructure and facility (mean  $1.77 \pm 0.83$  for old colleges and  $1.69 \pm 0.95$  for new colleges and mean  $1.72 \pm 0.88$  for both college combined) are the challenges in their growth . Also, old generation colleges disagree that getting knowledgeable faculty (mean  $2.77 \pm 0.83$ ) is a challenge. However, new generation colleges agree that getting knowledgeable teaching faculty (mean  $3.50 \pm 1.03$ ) is a challenge in the existing market condition. Further, all the colleges agree that getting meritorious and good quality student (mean of  $3.23 \pm 1.42$  for old colleges and  $3.38 \pm 1.31$  for new colleges and  $3.31 \pm 1.34$  for both the colleges combined) is a

challenge in the present market condition. There is no significant difference ( $p>0.05$ ) between the two groups on the challenges faced by them.

**Table 5.26: Descriptive Analysis of Challenges faced by the Institutions**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Qualification of the teaching faculty due to limitations of availability	Old	2.46	1.20	1.03	0.302	NS
		New	2.88	1.15			
		Total	2.69	1.17			
2	Knowledge of the teaching faculty due to limitations of availability	Old	2.77	0.83	1.90	0.058	NS
		New	3.50	1.03			
		Total	3.17	1.00			
3	Getting meritorious and good quality students	Old	3.23	1.42	0.27	0.787	NS
		New	3.38	1.31			
		Total	3.31	1.34			
4	Getting good speaker for guest lecture	Old	2.54	1.13	1.06	0.290	NS
		New	2.13	1.15			
		Total	2.31	1.14			
5	Conducting staff development program	Old	2.23	0.83	1.08	0.281	NS
		New	1.88	0.81			
		Total	2.03	0.82			
6	Conducting student enrichment program	Old	2.38	0.96	0.73	0.465	NS
		New	2.13	1.09			
		Total	2.24	1.02			
7	Creating Infrastructure and facility	Old	1.77	0.83	0.53	0.597	NS
		New	1.69	0.95			
		Total	1.72	0.88			
<b>Overall</b>	<b>Challenges</b>	<b>Old</b>	<b>2.48</b>	<b>0.66</b>	<b>0.15</b>	<b>0.877</b>	<b>NS</b>
		<b>New</b>	<b>2.51</b>	<b>0.53</b>			
		<b>Total</b>	<b>2.50</b>	<b>0.58</b>			

\* 1=Strongly disagree and 5= Strongly agree.

The results of factor analysis of challenges faced by the institutions are presented in Table 5.27. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that getting meritorious and good quality students is the primary factor that acts as a challenge to the institution. Knowledge of the teaching faculty and qualification of the teaching

faculty due to limitations of availability are the secondary factors of challenge. Conducting staff development programs, student enrichment programs, creating infrastructure and facility, and getting good speakers for guest lecture are minor contributors to challenge.

**Table 5.27: Factor Analysis of Challenges faced by the Institutions**

Sl. No	Challenges	Component		
		1	2	3
1	Qualification of the teaching faculty due to limitations of availability		0.827	
2	Knowledge of the teaching faculty due to limitations of availability		0.851	
3	Getting meritorious and good quality students	0.623		
4	Getting good speaker for guest lecture			0.634
5	Conducting staff development program			0.882
6	Conducting student enrichment program			0.878
7	Creating Infrastructure and facility			0.874
<b>Percentage of Variance</b>		28.623	25.320	17.322
<b>KMO measure of sampling adequacy</b>		0.723		
<b>Bartlett's test level of significance</b>		p<0.001		

The results of descriptive analysis of barriers to growth and building reputation are presented in Table 5.28. Respondents found both old colleges believe that parents/relatives of students (mean  $1.54 \pm 0.88$ ) and NGOs, other community groups from society (mean  $1.69 \pm 0.85$ ), and faculty behaviour and attitude (mean  $1.85 \pm 0.90$ ) are not a barrier to growth and building reputation as their mean value is less than overall mean  $1.99 \pm 0.71$ . However, they opine that interference from regulatory bodies, government (mean  $2.08 \pm 0.86$ ), competitors and change in the culture of students are somewhat barriers as their mean is more than the overall mean  $1.99 \pm 0.71$ . Similarly, new generation colleges opine that NGO's (mean  $1.63 \pm 0.96$ ), parents and relatives (mean  $1.13 \pm 0.34$ ) are not a barrier as their mean is less than the overall mean  $1.90 \pm 0.56$ . They also opine that interference from regulatory bodies/ government ( $2.06 \pm 1.24$ ), faculty behaviour and attitude (mean  $2.13 \pm 0.89$ ), competitors (mean  $2.19 \pm 1.11$ ) and change in the culture of young students ( $2.25 \pm 0.86$ ) are somewhat a barrier in the growth and building a reputation. There is no significant difference ( $p > 0.05$ ) between the two groups on the opinion regarding barriers to growth and building reputation.

**Table 5.28: Descriptive Analysis of Barriers to Growth and Building Reputation**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Interference from regulatory bodies, government	Old	2.08	0.86	0.25	0.799	NS
		New	2.06	1.24			
		Total	2.07	1.07			
2	Parents and relatives of students	Old	1.54	0.88	1.65	0.099	NS
		New	1.13	0.34			
		Total	1.31	0.66			
3	Faculty behaviour and attitude	Old	1.85	0.90	0.96	0.337	NS
		New	2.13	0.89			
		Total	2.00	0.89			
4	Increase in number of colleges and competitors	Old	2.46	1.05	0.69	0.493	NS
		New	2.19	1.11			
		Total	2.31	1.07			
5	Changing culture and behaviour of young students	Old	2.31	1.03	0.07	0.945	NS
		New	2.25	0.86			
		Total	2.28	0.92			
6	NGO's, interested community groups from society	Old	1.69	0.85	0.51	0.607	NS
		New	1.63	0.96			
		Total	1.66	0.90			
	<b>Overall</b>	<b>Old</b>	<b>1.99</b>	<b>0.71</b>	<b>0.24</b>	<b>0.808</b>	<b>NS</b>
		<b>New</b>	<b>1.90</b>	<b>0.56</b>			
		<b>Total</b>	<b>1.94</b>	<b>0.62</b>			

\*1=Not a barrier, 2=Somewhat a barrier, 3=Moderate barrier, 4= Extreme barrier

The factor analysis of barriers to growth and building reputation is performed using principal component analysis and the results are presented in Table 5.29. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that increase in the number of colleges and competitors, interference from regulatory bodies and government, and changing culture and behaviour of young students are the primary barriers to growth and building a reputation. Faculty behaviour and attitude, NGO's and interested community groups from society, and parents and relatives of students are the secondary barriers to growth and creating reputation.

**Table 5.29: Factor Analysis of Barriers to Growth and Building Reputation**

Sl. No	Barriers	Component	
		1	2
1	Interference from regulatory bodies, government	0.786	
2	Parents and relatives of students		0.497
3	Faculty behaviour and attitude		0.839
4	Increase in number of colleges and competitors	0.875	
5	Changing culture and behaviour of young students	0.630	
6	NGO's, interested community groups from society		0.769
	<b>Percentage of Variance</b>	33.586	29.641
	<b>KMO measure of sampling adequacy</b>	0.753	
	<b>Bartlett's test level of significance</b>	p<0.001	

#### **5.4 GAP BETWEEN STUDENT AND MANAGEMENT PERCEPTIONS OF BRAND**

**RQ:** *Is there any relationship between student's expectation and management perception about student's expectation*

**RO:** *To identify and gauge the relationship between students' choice of engineering institutions and branding strategies portrayed by the intuition.*

To answer this research question first, it is required to analyse the marketing mix factors affecting student's enrolment decision. Later it is compared with branding effort of management to explain the gap.

##### **5.4.1 Factors Affecting Student Enrolment Decision**

The analysis of results from student responses regarding the factors affecting student enrolment decision is presented in the following sections.

###### *5.4.1.1 Product*

The results of descriptive analysis of the factor 'Product' are presented in Table 5.30. Students opine that product offering of the educational institution is important to the selection of an engineering college. This is indicated by the Likert scale mean of  $3.93 \pm 0.67$  for old colleges,  $4.02 \pm 0.63$  for new colleges, and  $3.98 \pm 0.65$  for all colleges combined. Students opine that future employability (mean  $4.50 \pm 0.92$  for old colleges, mean  $4.58 \pm 0.83$  for new colleges), academic integrity (mean  $4.24 \pm 0.91$  for old colleges, mean  $4.35 \pm 0.94$  for new colleges), and co-curricular activity (mean  $4.09 \pm 1.05$  for old colleges, mean  $4.21 \pm 0.99$  for new colleges) were extremely important factors during their enrolment decision. There is a significant ( $p < 0.001$ ) difference in the

opinion of the students of new and old colleges regarding the importance of product factor in their enrolment decision. There is a highly significant difference ( $p < 0.001$ ) in the opinion of students belonging to old and new colleges on whether foreign degree offerings (mean  $3.31 \pm 1.30$  for old colleges, mean  $3.52 \pm 1.29$  for new colleges) and academic integrity were important to the engineering college choice.

**Table 5.30: Descriptive Analysis of the Factor ‘Product’ as Student Choice**

Sl. No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Uniqueness of curriculum	Old	3.69	1.15	0.10	0.922	NS
		New	3.71	1.11			
		Total	3.70	1.13			
2	Add on courses	Old	3.77	1.15	0.55	0.582	NS
		New	3.82	1.06			
		Total	3.79	1.10			
3	Local degrees	Old	3.81	1.11	2.80	0.005	Sig.
		New	3.94	1.05			
		Total	3.87	1.08			
4	Foreign degrees	Old	3.31	1.30	3.68	0.000	HS
		New	3.52	1.29			
		Total	3.41	1.30			
5	Availability of variety of branches	Old	4.03	1.16	0.07	0.946	NS
		New	4.06	1.09			
		Total	4.05	1.13			
6	Future employability	Old	4.50	0.92	2.23	0.025	Sig.
		New	4.58	0.83			
		Total	4.54	0.88			
7	Academic integrity	Old	4.24	0.91	4.05	0.000	HS
		New	4.35	0.94			
		Total	4.29	0.93			
8	Co-curricular activities supporting core subjects	Old	4.09	1.05	2.59	0.009	Sig.
		New	4.21	0.99			
		Total	4.15	1.02			
Overall	Product	Old	<b>3.93</b>	<b>0.67</b>	<b>3.13</b>	<b>0.002</b>	<b>Sig.</b>
		New	<b>4.02</b>	<b>0.63</b>			
		Total	<b>3.98</b>	<b>0.65</b>			

1=Extremely unimportant, 5=Extremely important

Table 5.30 also shows that there is a significant difference ( $p < 0.05$ ) between the two groups on whether local degree offerings (mean  $3.81 \pm 1.11$  for old colleges, mean

3.94±1.05 for new colleges), future employability, and co-curricular activities were important to them in making engineering college choice.

There is no significant difference ( $p>0.05$ ) between the two groups on whether uniqueness of curriculum (mean 3.69±1.15 for old colleges, mean 3.71±1.11 for new colleges), add-on courses (mean 3.77±1.15 for old colleges, mean 3.82±1.06 for new colleges), and availability of variety of branches (mean 4.03±1.16 for old colleges, mean 4.06±1.09 for new colleges) were important to the engineering college choice.

The results of factor analysis of the factor ‘Product’ are presented in Table 5.31. The KMO measure of sampling adequacy for old, new, and all colleges, are above 0.7 which indicate the appropriateness of using factor analysis. Bartlett’s test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of the data using principal component analysis indicates that foreign degree offerings, add-on courses, the uniqueness of curriculum, local degrees, and availability of a variety of branches have the maximum or primary contribution towards product being a significant factor affecting student choice of the engineering college.

**Table 5.31: Factor Analysis of ‘Product’ as Student Choice**

Sl. No.	Product	Component				
		Old	New		Total	
		1	1	2	1	2
1	Uniqueness of curriculum	0.626	0.565		0.598	
2	Add on courses	0.653	0.604		0.712	
3	Local degrees	0.577	0.608		0.568	
4	Foreign degrees	0.527	0.738		0.720	
5	Availability of variety of Branches	0.543	0.544		0.474	
6	Future employability	0.646		0.609		0.696
7	Academic integrity	0.695		0.828		0.812
8	Co-curricular activities supporting core subjects	0.627		0.778		0.738
	<b>Percentage of Variance</b>	37.711	25.274	24.101	25.460	24.235
	<b>KMO measure of sampling adequacy</b>	0.829	0.796		0.825	
	<b>Bartlett’s test level of significance</b>	p<0.001	p<0.001		p<0.001	

Other variables such as academic integrity, co-curricular activities which enhance learning of core subjects, and future employability have lesser or secondary contribution towards the product as their choice factor for students from all colleges combined.

#### 5.4.1.2 Price

The results of descriptive analysis of the factor ‘Price’ are presented in Table 5.32. Students are of the opinion that price is an important factor in selecting an engineering college. This is indicated by the Likert scale mean of  $3.42 \pm 1.03$  for old colleges,  $3.62 \pm 0.98$  for new colleges and  $3.52 \pm 1.01$  for all colleges combined, showing that students agree on the importance of price in their enrolment decision. There is highly significant ( $p < 0.001$ ) difference in the opinion of two groups new and old colleges regarding the importance of price factor in their enrolment decision.

**Table 5.32: Descriptive Analysis of Factor ‘Price’ as Student Choice**

Sl. No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Scholarship	Old	3.44	1.35	4.65	0.000	HS
		New	3.72	1.28			
		Total	3.58	1.32			
2	Free seats for top rankers	Old	3.29	1.39	6.57	0.000	HS
		New	3.69	1.31			
		Total	3.49	1.36			
3	Free seats for economically backward students	Old	3.25	1.43	2.40	0.016	Sig.
		New	3.41	1.37			
		Total	3.32	1.40			
4	Discount on fees	Old	3.45	1.32	2.46	0.014	Sig.
		New	3.61	1.26			
		Total	3.53	1.29			
5	Financial assistance and its arrangements by the college	Old	3.63	1.31	1.28	0.201	NS
		New	3.72	1.24			
		Total	3.68	1.28			
6	Fees structure in comparison with competitors	Old	3.47	1.21	2.32	0.020	Sig.
		New	3.59	1.20			
		Total	3.53	1.20			
Overall	Price	Old	3.42	1.03	4.38	0.000	HS
		New	3.62	0.98			
		Total	3.52	1.01			

1=Extremely unimportant, 5=Extremely important



There is a highly significant difference ( $p < 0.001$ ) in the opinion of students belonging to old and new colleges, regarding whether scholarships (mean  $3.44 \pm 1.35$  for old colleges and  $3.72 \pm 1.28$  for new colleges) and free seats for top rankers (mean  $3.29 \pm 1.39$  for old colleges and  $3.69 \pm 1.31$  for new colleges) were important during their engineering college enrolment decision. There is significant difference ( $p < 0.05$ ) between the two groups, whether free seats for economically backward students (mean  $3.25 \pm 1.43$  for old colleges and  $3.41 \pm 1.37$  for new colleges), discount on fees (mean  $3.45 \pm 1.32$  for old colleges and  $3.61 \pm 1.26$  for new colleges), and fee structure in comparison with competitors (mean  $3.47 \pm 1.21$  for old colleges,  $3.59 \pm 1.20$  for new colleges) were important to them in making engineering college choice. There is no significant difference ( $p > 0.05$ ) between the two groups on whether financial assistance and its arrangements by the college (mean  $3.63 \pm 1.31$  for old colleges and  $3.72 \pm 1.24$  for new colleges) were important to the engineering college choice. Overall, there is a highly significant ( $p < 0.001$ ) difference between students of old and new colleges on whether the price is an important factor in deciding which engineering college to attend.

**Table 5.33: Factor Analysis of ‘Price’ as Student Choice**

Sl. No	Price	Component		
		Old	New	Total
		1	1	1
1	Scholarship	0.781	0.759	0.773
2	Free seats for top rankers	0.754	0.796	0.776
3	Free seats for economically backward students	0.792	0.746	0.772
4	Discount on fees	0.803	0.823	0.813
5	Financial assistance & its arrangements by the college	0.793	0.771	0.782
6	Fees structure in comparison with competitors	0.715	0.704	0.710
<b>Percentage of Variance</b>		59.841	58.916	59.526
<b>KMO measure of sampling adequacy</b>		0.864	0.865	0.869
<b>Bartlett’s test level of significance</b>		$p < 0.001$	$p < 0.001$	$p < 0.001$

The results of factor analysis of the factor ‘Price’ are presented in Table 5.33. The KMO measure of sampling adequacy for old, new, and all colleges, are above 0.7 which indicate the appropriateness of using factor analysis. Bartlett’s test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of the data using principal component analysis indicates that all the factors of price have a primary contribution towards their choice which is valid for old and new generation colleges. However, discount on fees is found to have more impact on students' choice factor as it's a factor loading is more than others (0.813). Further financial assistance and arrangements in getting bank loans, funding etc., free seats for top rankers, scholarship and fees structure in comparison with competitors will have its contribution towards choice in the descending order.

#### 5.4.1.3 Place

**Table 5.34: Descriptive Analysis of Factor 'Place' as Student Choice**

Sl. No.	Variable		Mean	S. D.	Mann-Whitney Z-value	p	Sig.
1	Location advantage of the Institution	Old	4.00	1.71	3.14	0.002	Sig.
		New	4.14	1.06			
		Total	4.07	1.43			
2	Uniqueness of the campus	Old	3.30	2.01	1.23	0.219	NS
		New	3.16	1.17			
		Total	3.23	1.65			
3	Library, laboratories, special instruments and equipment	Old	4.35	0.94	1.67	0.094	NS
		New	4.29	0.99			
		Total	4.32	0.96			
4	On campus comforts	Old	3.73	1.21	0.42	0.672	NS
		New	3.73	1.21			
		Total	3.73	1.21			
5	Sports and recreation center, food court, general store etc.,	Old	4.23	0.98	6.01	0.000	HS
		New	3.95	1.11			
		Total	4.09	1.06			
6	Hostel facility	Old	4.09	1.06	4.39	0.000	HS
		New	3.80	1.19			
		Total	3.70	1.20			
7	Use of IT in teaching-learning	Old	3.59	1.20	0.87	0.386	NS
		New	4.00	1.10			
		Total	4.03	1.09			
<b>Overall</b>	<b>Place</b>	<b>Old</b>	<b>4.05</b>	<b>1.07</b>	<b>1.24</b>	<b>0.216</b>	NS
		<b>New</b>	<b>3.92</b>	<b>0.77</b>			
		<b>Total</b>	<b>3.88</b>	<b>0.77</b>			

1=Extremely unimportant, 5=Extremely important

The results of descriptive analysis of the factor 'Place' are presented in Table 5.34. Students opine that place of the educational Institution is important to the selection of engineering college. This is indicated by the Likert scale mean of  $4.05 \pm 1.07$  for old

colleges,  $3.92 \pm 0.77$  for new colleges, and  $3.88 \pm 0.77$  for all colleges combined showing that students agree on the importance of place affecting their enrolment decision.

There is no significant ( $p > 0.05$ ) difference in the opinion of two groups new and old colleges regarding importance of place factor in their enrolment decision. There is highly significant difference ( $p < 0.001$ ) between the two groups on whether sports and recreation centre (mean  $4.23 \pm 0.98$  for old, mean  $3.95 \pm 1.11$  for new colleges and mean  $4.09 \pm 1.06$  for both colleges combined) and hostel facility (mean  $4.09 \pm 1.06$  for old, mean  $3.80 \pm 1.19$  for new colleges and mean  $3.70 \pm 1.20$  for both colleges combined) were important to the engineering college choice. There is a significant difference ( $p < 0.05$ ) between the groups on the importance of location advantage of the institution (mean  $4.00 \pm 1.71$  for old, mean  $4.14 \pm 1.06$  for new colleges and mean  $4.07 \pm 1.43$  for both colleges combined). There is no significant difference ( $p > 0.05$ ) between the two groups of old and new generation colleges on whether uniqueness of the campus (mean  $3.30 \pm 2.01$  for old colleges, mean  $3.16 \pm 1.17$  for new colleges and mean  $3.23 \pm 1.65$  for both colleges combined), Library, Laboratories, special instruments and equipment's (mean  $4.35 \pm 0.94$  for old colleges, mean  $4.29 \pm 0.99$  for new colleges and mean  $4.32 \pm 0.96$  for both colleges combined) are being very important and on-campus comforts (mean  $3.73 \pm 1.21$  for old colleges,  $3.73 \pm 1.21$  for new colleges and mean  $3.73 \pm 1.21$  for both colleges combined) are important while choosing engineering college.

The results of factor analysis of the factor 'Place' are presented in Table 5.35. The KMO Measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of the data using principal component analysis indicates that all the variables in place have the major contribution towards place being an important factor affecting students' choice of the engineering college. Factor loading indicates that sports and recreation centre, food court, general store has maximum contribution followed by the library, laboratories, special instruments and equipment, Use of IT in teaching learning and on-campus comforts.

**Table 5.35: Factor Analysis of ‘Place’ as Student Choice**

Sl. No	Place	Component			
		Old		New	Total
		1	2	1	1
1	Location advantage of the Institution		0.728	0.498	0.533
2	Uniqueness of the campus		0.700	0.572	0.571
3	Library, laboratories, special instruments and equipment	0.664		0.783	0.747
4	On campus comforts		0.763	0.758	0.699
5	Sports and recreation centre, food court, general store etc.,	0.634		0.810	0.750
6	Hostel facility	0.774		0.665	0.642
7	Use of IT in teaching-learning	0.774		0.757	0.719
	<b>Percentage of Variance</b>	30.362	25.932	49.071	44.975
	<b>KMO measure of sampling adequacy</b>	0.801		0.874	0.843
	<b>Bartlett’s test level of significance</b>	p<0.001		p<0.001	p<0.001

#### 5.4.1.4 People

The results of descriptive analysis of the factor ‘People’ are presented in Table 5.36. Students opine that people who belong to the institution are important to the selection of an engineering college. This is indicated by the Likert scale mean of  $4.04 \pm 0.72$  for old colleges,  $4.05 \pm 0.72$  for new colleges and  $4.05 \pm 0.72$  for all colleges combined showing students agree on the importance of people of the institution as the factor of their choice. There is no significant ( $p > 0.05$ ) difference in the opinion of two groups new and old colleges regarding the importance of people factor in their enrolment decision. There is a significant difference ( $p < 0.05$ ) between the opinion of two groups whether success story of the institution such as reputation, leader, core values, vision and mission etc. (mean  $4.36 \pm 0.91$  for old, mean  $4.25 \pm 0.96$  for new colleges and mean  $4.31 \pm 0.94$  for both colleges combined) and student diversity (mean  $3.68 \pm 1.12$  for old, mean  $3.80 \pm 1.07$  for new colleges and mean  $3.74 \pm 1.10$  for both colleges combined) were very important to them in making engineering college choice. There is no significant difference ( $p > 0.05$ ) between faculty profile (mean  $4.27 \pm 0.93$  for old, mean  $4.29 \pm 0.92$  for new colleges and mean  $4.28 \pm 0.93$  for both colleges combined) and alumni achievement (mean  $4.15 \pm 1.01$  for old, mean  $4.09 \pm 0.99$  for new colleges and

mean  $4.12 \pm 1.00$  for both colleges combined) were very important factors to them in making engineering college enrolment decision. Further, there is no significant difference ( $p > 0.05$ ) in the two groups whether the visionary leader of the college (mean  $3.77 \pm 1.08$  for old colleges,  $3.81 \pm 1.04$  for new colleges and mean  $3.79 \pm 1.06$  for both colleges combined) was an important factor in college selection. Faculty profile, the success story of the institution and alumni achievement mean is greater than the average mean, and therefore these were very important factors during students' enrolment decision.

The results of factor analysis of the factor 'People' are presented in Table 5.37. The KMO Measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

**Table 5.36: Descriptive Analysis of Factor 'People' as Student Choice**

Sl. No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Students' diversity	Old	3.68	1.12	2.38	0.017	Sig.
		New	3.80	1.07			
		Total	3.74	1.10			
2	Faculty profile	Old	4.27	0.93	0.78	0.434	NS
		New	4.29	0.92			
		Total	4.28	0.93			
3	Visionary leader of the college	Old	3.77	1.08	0.59	0.557	NS
		New	3.81	1.04			
		Total	3.79	1.06			
4	Success story of the Institution	Old	4.36	0.91	2.94	0.003	Sig.
		New	4.25	0.96			
		Total	4.31	0.94			
5	Alumni achievement	Old	4.15	1.01	1.94	0.052	NS
		New	4.09	0.99			
		Total	4.12	1.00			
<b>Overall</b>	<b>People</b>	<b>Old</b>	<b>4.04</b>	<b>0.72</b>	<b>0.04</b>	<b>0.968</b>	NS
		<b>New</b>	<b>4.05</b>	<b>0.72</b>			
		<b>Total</b>	<b>4.05</b>	<b>0.72</b>			

1=Extremely unimportant, 5=Extremely important

Factor analysis of data using principal component analysis indicates that visionary leader of the college has maximum factor loading followed by the success story of the institution, alumni achievement and faculty profile. Student's diversity is the last factor which contributes towards the people as student's choice

**Table 5.37: Factor Analysis of 'People' as Student Choice**

Sl. No.	People	Component		
		Old	New	Total
		1	1	1
1	Students' diversity	0.640	0.602	0.620
2	Faculty profile	0.739	0.704	0.723
3	Visionary leader of the college	0.756	0.787	0.771
4	Success story of the Institution	0.730	0.762	0.744
5	Alumni achievement	0.715	0.767	0.740
	<b>Percentage of Variance</b>	51.455	52.920	52.059
	<b>KMO measure of sampling adequacy</b>	0.790	0.772	0.782
	<b>Bartlett's test level of significance</b>	p<0.001	p<0.001	p<0.001

#### 5.4.1.5 Process

The results of descriptive analysis of the factor 'Process' are presented in Table 5.38. Students opine that process of the institution is important to the selection of an engineering college. This is indicated by the Likert scale mean of  $3.91 \pm 0.77$  for old colleges,  $3.96 \pm 0.71$  for new colleges and  $3.94 \pm 0.74$  for all colleges combined showing students agree on the importance of the process of the institution as the factor of their choice. There is no significant ( $p > 0.05$ ) difference in the opinion of two groups new and old colleges regarding the importance of process factor in their enrolment decision. There is a significant difference ( $p < 0.05$ ) in the opinion of students belonging to two groups, i.e. new and old colleges on whether accreditation to quality standard by NBA (mean  $3.79 \pm 1.17$  for old colleges,  $3.97 \pm 1.04$  for new colleges) and grievance handling mechanism (mean  $3.63 \pm 1.05$  for old colleges,  $3.75 \pm 0.94$  for new colleges) were important to them in making engineering college selection. There is no significant difference ( $p > 0.05$ ) in the opinion of two groups on whether specialities and is of the teaching-learning process (mean  $4.21 \pm 1.00$  for old colleges,  $4.21 \pm 0.96$  for new colleges) being very important to engineering college choice.

**Table 5.38: Descriptive Analysis of Factor ‘Process’ as Student Choice**

Sl. No.	Variable		Mean	S. D.	Mann-Whitney Z-value	p	Sig.
1	Pedagogy (course delivery method)	Old	3.93	1.07	0.73	0.465	NS
		New	3.99	1.00			
		Total	3.93	1.07			
2	Accreditation to quality standard by NBA	Old	3.79	1.17	2.95	0.003	Sig.
		New	3.97	1.04			
		Total	3.88	1.11			
3	Grievance handling mechanism	Old	3.63	1.05	2.34	0.019	Sig.
		New	3.75	0.94			
		Total	3.69	1.00			
4	Convenience of admission process	Old	3.83	1.05	0.12	0.906	NS
		New	3.84	1.02			
		Total	3.84	1.03			
5	Specialties and ease of teaching-learning process	Old	4.21	1.00	0.55	0.583	NS
		New	4.21	0.96			
		Total	4.21	0.98			
6	IT-enabled user-friendly and quick administration process	Old	3.95	1.07	0.46	0.644	NS
		New	3.96	1.01			
		Total	3.95	1.04			
7	Procedure to take part in cultural/social events/sports	Old	4.04	0.99	0.45	0.652	NS
		New	4.02	1.00			
		Total	4.03	0.99			
<b>Overall</b>	<b>Process</b>	<b>Old</b>	<b>3.91</b>	<b>0.77</b>	<b>1.17</b>	<b>0.241</b>	NS
		<b>New</b>	<b>3.96</b>	<b>0.71</b>			
		<b>Total</b>	<b>3.94</b>	<b>0.74</b>			

1=Extremely unimportant, 5=Extremely important

The results of factor analysis of the factor ‘Process’ are presented in Table 5.39. The KMO Measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett’s test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of the data using principal component analysis indicates that the specialties and ease of teaching-learning process has maximum factor loading, is the most contributing variable towards process as a factor for engineering college selection, followed by grievance handling mechanism, IT-enabled user-friendly and quick administration process, pedagogy, accreditation to quality standard by NBA,

convenience of admission process, and procedure/process for participating in cultural/social events/sports, in that order.

**Table 5.39: Factor Analysis of ‘Process’ as Student Choice**

Sl. No.	Process	Component		
		Old	New	Total
		1	1	1
1	Pedagogy (course delivery method)	0.746	0.691	0.715
2	Accreditation to quality standard by NBA	0.707	0.698	0.689
3	Grievance handling mechanism	0.766	0.771	0.762
4	Convenience of admission process	0.704	0.664	0.689
5	Specialties and ease of teaching-learning process	0.767	0.786	0.768
6	IT enabled user friendly and quick administration process	0.753	0.780	0.760
7	Procedure/process for participating in cultural/social events/sports	0.641	0.629	0.620
	<b>Percentage of Variance</b>	52.944	51.730	51.334
	<b>KMO measure of sampling adequacy</b>	0.871	0.868	0.869
	<b>Bartlett’s test level of significance</b>	p<0.001	p<0.001	p<0.001

#### 5.4.1.6 Promotion

The results of descriptive analysis of the factor ‘Promotion’ are presented in Table 5.40. The students opine that promotional activities of the educational institution are neither important nor unimportant to the selection of an engineering college. This is indicated by the Likert scale mean of 3.12±0.81 for old colleges, 3.09±0.80 for new colleges and 3.10±0.81 for all colleges combined.

There is no significant ( $p>0.05$ ) difference in the opinion of two groups new and old colleges regarding the importance of promotion factor in their enrolment decision.

There is highly significant difference ( $p<0.001$ ) in the opinion of students belonging to old and new colleges on whether leaflets of different colleges (mean 2.92±1.59 for old, mean 3.09±1.24 for new colleges and mean 3.00±1.43 for both colleges combined), college brochures (mean 3.22±1.29 for old, mean 3.44±1.23 for new colleges and mean 3.33±1.26 for both colleges combined), television advertisements (mean 2.51±1.37 for old, 2.33±1.36 for new colleges and mean 2.42±1.37 for both colleges combined), press conference reports, news on newspaper and television (mean 2.78±1.36 for old,



2.59±1.35 for new colleges and mean 2.69±1.36 for both colleges combined) were important in their decision of attending a specific college.

Further, there is a significant difference ( $p < 0.05$ ) in the opinion of the students belonging to two groups regarding whether on-campus events in the engineering colleges (mean 3.48±1.38 for old, mean 3.33±1.23 for new colleges and mean 3.41±1.31 for both the colleges combined), sponsorships and socially beneficial activities by the institution (mean 3.05±1.26 for old, mean 3.20±1.28 for new colleges and mean 3.12±1.27 for both colleges combined), emails sent by colleges (mean 3.03±1.83 for old, mean 3.14±1.48 for new colleges and mean 3.08±1.66 for both colleges combined), advertisement in newspaper (mean 2.73±1.40 for old, 2.56±1.36 for new colleges and mean 2.65±1.38 for both colleges combined), and classmates, students from engineering colleges friends and other people in the society (mean 4.01±1.14 for old, mean 3.86±1.21 for new colleges and mean 3.94±1.18 for both colleges combined) were important factors of choice.

There is no significant difference ( $p > 0.05$ ) concerning the opinion of two groups on whether various goodies made by the college (mean 2.51±1.31 for old, mean 2.51±1.30 for new colleges and mean 2.51±1.31 for both colleges combined) and outdoor advertisements (mean 2.78±1.36 for old, mean 2.70±1.28 for new colleges and mean 2.74±1.32 for both colleges combined), college website (mean 3.68±1.30 for old, mean 3.79±1.19 for new colleges and mean 3.73±1.25 for both colleges combined), social media (mean 3.26±1.66 for old, mean 3.21±1.40 for new colleges and mean 3.23±1.43 for both colleges combined), and employees, faculties and existing students of engineering college (mean 3.64±1.22 for old, mean 3.56±1.29 for new colleges and mean 3.60±1.26 for both colleges combined) were important to engineering college choice.

**Table 5.40: Descriptive Analysis of Factor ‘Promotion’ as Student Choice**

Sl. No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	On campus events by the engineering colleges	Old	3.48	1.38	2.42	0.015	Sig
		New	3.33	1.23			
		Total	3.41	1.31			
2	Sponsorships and socially beneficial activity by the institution	Old	3.05	1.26	2.66	0.008	Sig.
		New	3.20	1.28			
		Total	3.12	1.27			
3	Various Goodies	Old	2.51	1.31	0.01	0.991	NS
		New	2.51	1.30			
		Total	2.51	1.31			
4	College website	Old	3.68	1.30	1.33	0.183	NS
		New	3.79	1.19			
		Total	3.73	1.25			
5	Emails sent by colleges	Old	3.03	1.83	2.30	0.022	Sig.
		New	3.14	1.48			
		Total	3.08	1.66			
6	Leaflets of different colleges	Old	2.92	1.59	3.36	0.001	HS
		New	3.09	1.24			
		Total	3.00	1.43			
7	College brochures	Old	3.22	1.29	3.66	0.000	HS
		New	3.44	1.23			
		Total	3.33	1.26			
8	Social media	Old	3.26	1.66	0.84	0.400	NS
		New	3.21	1.40			
		Total	3.23	1.43			
9	Television advertisement	Old	2.51	1.37	3.31	0.001	HS
		New	2.33	1.36			
		Total	2.42	1.37			
10	Advertisement on News paper	Old	2.73	1.40	2.70	0.007	Sig.
		New	2.56	1.36			
		Total	2.65	1.38			
11	Press conference report and News on newspaper and television	Old	2.78	1.36	3.24	0.001	HS
		New	2.59	1.35			
		Total	2.69	1.36			
12	Employees, faculties and existing students of Engineering college	Old	3.64	1.22	0.97	0.332	NS
		New	3.56	1.29			
		Total	3.60	1.26			
13	Hoarding/outdoor advertisement display	Old	2.78	1.36	1.19	0.234	NS
		New	2.70	1.28			
		Total	2.74	1.32			
14	Word-of-mouth	Old	4.01	1.14	2.84	0.004	Sig.
		New	3.86	1.21			
		Total	3.94	1.18			
<b>Overall</b>	<b>Promotion</b>	<b>Old</b>	<b>3.12</b>	<b>0.81</b>	<b>0.35</b>	<b>0.727</b>	NS
		<b>New</b>	<b>3.09</b>	<b>0.80</b>			
		<b>Total</b>	<b>3.10</b>	<b>0.81</b>			

1=Extremely unimportant, 5=Extremely important.

**Table 5.41: Factor Analysis of ‘Promotion’ as Student Choice**

Sl. No	Variable	Component											
		Old				New				Total			
		1	2	3	4	1	2	3	4	1	2	3	4
1	In campus events by the engineering colleges			0.771				0.809				0.793	
2	Sponsorships and socially beneficial activity by the institution			0.766				0.828				0.797	
3	Various goodies			0.710				0.638				0.677	
4	College website		0.703				0.694				0.698		
5	Emails sent by colleges		0.665				0.544				0.620		
6	Leaflets of different colleges		0.779				0.765				0.779		
7	College brochures		0.765				0.810				0.787		
8	Social media		0.467				0.417				0.443		
9	Television advertisement	0.794				0.855				0.827			
10	Advertisement on Newspaper	0.773				0.833				0.805			
11	Press conference report and news on newspaper and television	0.772				0.799				0.786			
12	Sending employee, faculty and existing students of engineering college				0.774				0.751				0.766
13	Hoarding/outdoor advertisement display	0.655				0.654				0.652			
14	Classmates, students from engineering colleges friends and other people in the society				0.856				0.856				0.860
	<b>Percentage of Variance</b>	19.028	19.007	13.841	10.787	22.189	17.466	14.356	11.115	20.457	18.287	14.038	10.922
	<b>KMO measure of sampling adequacy</b>	0.863				0.866				0.868			
	<b>Bartlett’s test level of significance</b>	p<0.001				p<0.001				p<0.001			

The results of factor analysis of the factor 'Promotion' are presented in Table 5.41. The KMO Measure of sampling adequacy for old, new and all colleges is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that Television advertisement, Advertisement on Newspapers, Press conference report and news on newspaper and television, Outdoor Advertisement have the maximum or primary contribution towards the promotion being neither important nor unimportant towards being a just important factor affecting student choice of engineering college with the variance of 20.457. College website, Emails sent by College, Leaflets of different colleges, Social Media, will have a lesser contribution towards the promotion factor and remaining variables have a minimum contribution towards promotion factor.

#### *5.4.1.7 Physical Evidence*

The results of descriptive analysis of the factor 'Physical evidence' are presented in Table 5.42. Students opine that the physical evidence of the educational institution is important to the selection of engineering college. This is indicated by the Likert scale mean of  $3.73 \pm 0.72$  for old colleges,  $3.79 \pm 0.75$  new colleges and  $3.76 \pm 0.73$  for all colleges combined showing that students agree on the importance of physical evidence of institution as the factor of their choice. There is a significant difference ( $p < 0.05$ ) in the opinion of two groups new and old colleges regarding the importance of physical evidence factor in their enrolment decision. There is a significant difference ( $p < 0.05$ ) between the opinion of students of old and new colleges on the importance of physical evidence in their enrolment decision. There is a significant difference ( $p < 0.05$ ) in the opinion of students belonging to old and new colleges regarding whether interior decoration of the classroom (mean  $3.60 \pm 1.25$  for old, mean  $3.73 \pm 1.05$  for new colleges and mean  $3.66 \pm 1.16$  for both colleges combined), interior decoration of the lobby, waiting room, parents lounge etc. (mean  $3.45 \pm 1.11$  for old,  $3.56 \pm 1.06$  for new colleges and mean  $3.51 \pm 1.08$  for both colleges combined), and environmental condition like air condition, use of bright colours, shiny flooring, etc. (mean  $3.76 \pm 1.14$  for old, mean

3.92±1.06 for new colleges and mean 3.84±1.10 for both colleges combined) were important to the engineering college choice.

There is no significant difference ( $p>0.05$ ) between the two groups on whether attractiveness of the website (mean 3.69±1.10 for old, mean 3.67±1.07 for new colleges and mean 3.68±1.09 for both colleges combined) is an important factor to their engineering college choice. Also, there is no significant difference ( $p>0.05$ ) between two groups whether external ambience, landscape, green campus, etc., (mean 4.10±1.00 for old, 4.12±0.94 for new and 4.11±0.97 for all colleges combined) were very important to them in making engineering college choice. The students also agreed on the importance of attractiveness and personal relationship with the reception staff (mean 3.78±1.24 for old, mean 3.74±1.13 for new colleges and mean 3.76±1.18 for both colleges combined) in their enrolment decision, and there is no significant difference between the opinion of two groups.

**Table 5.42: Descriptive Analysis of Factor ‘Physical evidence’ as Student Choice**

Sl. No.	Variable		Mean	S. D.	Mann-Whitney Z-value	p	Sig.
1	Interior decoration of the class room	Old	3.60	1.25	3.08	0.002	Sig.
		New	3.73	1.05			
		Total	3.66	1.16			
2	Interior decoration of lobby, waiting room, parents’ lounge	Old	3.45	1.11	2.42	0.016	Sig
		New	3.56	1.06			
		Total	3.51	1.08			
3	Attractiveness of website	Old	3.69	1.10	0.60	0.548	NS
		New	3.67	1.07			
		Total	3.68	1.09			
4	Reception staff	Old	3.78	1.24	1.79	0.074	NS
		New	3.74	1.13			
		Total	3.76	1.18			
5	Environmental condition	Old	3.76	1.14	3.06	0.002	Sig.
		New	3.92	1.06			
		Total	3.84	1.10			
6	External ambience, landscape, green campus	Old	4.10	1.00	0.19	0.847	NS
		New	4.12	0.94			
		Total	4.11	0.97			
<b>Overall</b>	<b>Physical evidence</b>	<b>Old</b>	<b>3.73</b>	<b>0.72</b>	<b>2.39</b>	<b>0.017</b>	Sig
		<b>New</b>	<b>3.79</b>	<b>0.75</b>			
		<b>Total</b>	<b>3.76</b>	<b>0.73</b>			

1=Extremely unimportant, 5=Extremely important

The results of factor analysis of the factor ‘Physical evidence’ are presented in Table 5.43. The KMO Measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett’s test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of the data using principal component analysis indicates that interior decoration of the classroom, interior decoration of the lobby, waiting room, attractiveness of website and attractiveness of Reception Staff have the maximum or primary contribution towards physical evidence of being an important factor affecting student choice of the engineering college. Other variables such as Environmental condition, external ambience, landscape and green campus etc. have lesser or secondary contribution towards physical evidence factor.

**Table 5.43: Factor Analysis of ‘Physical evidence’ as Student Choice**

Sl. No.	Physical Evidence	Component				
		Old		New	Total	
		1	2	1	1	2
1	Interior Decoration of the classroom	0.796		0.769	0.795	
2	Interior Decoration of the lobby, waiting room, parents’ lounge	0.822		0.771	0.830	
3	Attractiveness of website	0.783		0.692	0.775	
4	Reception staff		0.538	0.725	0.510	
5	Environmental condition		0.834	0.688		0.839
6	External ambience, landscape, green campus		0.832	0.617		0.846
	<b>Percentage of Variance</b>	35.604	28.304	50.741	36.882	28.367
	<b>KMO measure of sampling adequacy</b>	0.718		0.798	0.758	
	<b>Bartlett’s test level of significance</b>	p<0.001		p<0.001	p<0.001	

#### 5.4.1.8 Performance

*RQ: Are promises based on 7 P’s of services marketing enough for the branding of engineering institutions?*

The literature gives 7 P’s of services marketing mix (Product, Price, Place, People, Process, Promotion, and Physical Evidence) for any service industry but result shows

that in higher education (engineering), students do consider institutional performance as their decision making or choice factor.

**Table 5.44: Descriptive analysis of ‘Institutional Performance’ as Student Choice**

Sl. No.	Variable		Mean	S. D.	Mann-Whitney Z-value	p	Sig.
1	Placement	Old	4.60	0.83	1.92	0.055	NS
		New	4.66	0.76			
		Total	4.63	0.80			
2	Records and awards	Old	4.20	0.98	3.68	0.000	HS
		New	4.37	0.82			
		Total	4.28	0.91			
3	Academic results	Old	4.37	0.94	2.65	0.008	Sig.
		New	4.48	0.84			
		Total	4.42	0.89			
4	On campus cultural events / sports events / social events	Old	4.11	0.93	2.14	0.033	Sig
		New	4.19	0.91			
		Total	4.15	0.92			
5	Ranking/rating/grading/ accreditation of the college by regulatory authorities	Old	4.44	0.84	1.68	0.092	NS
		New	4.48	0.85			
		Total	4.46	0.84			
6	Academic collaboration with reputed Institution and foreign Universities	Old	3.98	1.15	4.55	0.000	HS
		New	4.22	0.99			
		Total	4.10	1.08			
7	Institute–Industry partnership	Old	4.15	1.07	1.64	0.101	NS
		New	4.24	1.00			
		Total	4.20	1.04			
8	Research and publication	Old	4.16	1.04	1.92	0.055	NS
		New	4.26	0.97			
		Total	4.21	1.01			
<b>Overall</b>	<b>Institutional Performance</b>	<b>Old</b>	<b>4.25</b>	<b>0.66</b>	<b>4.76</b>	<b>0.000</b>	HS
		<b>New</b>	<b>4.36</b>	<b>0.66</b>			
		<b>Total</b>	<b>4.31</b>	<b>0.66</b>			

The results of descriptive analysis of the factor ‘Institutional performance’ are presented in Table 5.44. Students agree that performance of the college is very important to them in the selection of engineering college. This is indicated by the Likert scale mean  $4.25 \pm 0.66$  for old colleges,  $4.36 \pm 0.66$  for new colleges and  $4.31 \pm 0.66$  for

all colleges combined showing that students' opinion on the performance is a very important factor in their college choice. There is a highly significant ( $p < 0.001$ ) difference in the opinion of two groups new and old colleges regarding the importance of performance factor in their enrolment decision. There is a highly significant difference ( $p < 0.001$ ) in the opinions of the two groups on the importance of records and awards (mean  $4.20 \pm 0.98$  for old, mean  $4.37 \pm 0.82$  for new colleges and mean  $4.28 \pm 0.91$  for both colleges combined) and academic collaboration with reputed institutions (mean  $3.98 \pm 1.15$  for old, mean  $4.22 \pm 0.99$  for new colleges and mean  $4.10 \pm 1.08$  for both colleges combined) in their engineering college choice.

There is a significant difference ( $p < 0.05$ ) in the opinion between the two groups on whether academic results (mean  $4.37 \pm 0.94$  for old colleges,  $4.48 \pm 0.84$  for new colleges and  $4.42 \pm 0.89$  for both colleges combined), and in-campus cultural events, sports events and social events (mean  $4.11 \pm 0.93$  for old colleges,  $4.19 \pm 0.91$  for new colleges and  $4.15 \pm 0.92$  for both colleges combined) are important factors in their college choice. There is no significant difference ( $p > 0.05$ ) between the two groups concerning whether placement (mean  $4.60 \pm 0.83$  for old colleges,  $4.66 \pm 0.76$  for new colleges and  $4.63 \pm 0.80$  for both colleges combined), ranking and grading (mean  $4.44 \pm 0.84$  for old colleges,  $4.48 \pm 0.85$  for new colleges and  $4.46 \pm 0.84$  for both colleges combined) were important factors in their college selection decision.

The results of factor analysis of the factor 'Institutional performance' are presented in Table 5.45. The KMO Measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that placement, records and awards, academic results, in campus events and ranking/grading of the institution have the maximum and primary contribution towards performance being a very important factor affecting students' choice of the engineering college. Whereas, other variables such as academic collaboration, Institute- Industry partnership, research and publication have a lesser contribution towards the performance factor.



**Table 5.45: Factor Analysis of ‘Institutional Performance’ as Student Choice**

Sl. No.	Institutional Performance	Component				
		Old		New	Total	
		1	2	1	1	2
1	Placement	0.719		0.689	0.760	
2	Records and awards	0.805		0.769	0.796	
3	Academic results	0.799		0.788	0.808	
4	In campus cultural events/sports events/social events	0.607		0.642	0.572	
5	Ranking/rating/grading/ accreditation of the college by regulatory authorities	0.626		0.754	0.621	
6	Academic collaboration with reputed Institution and foreign Universities		0.795	0.750		0.806
7	Institute–Industry partnership		0.851	0.753		0.834
8	Research and publication		0.774	0.743		0.782
	<b>Percentage of Variance</b>	33.831	27.301	54.370	34.484	28.722
	<b>KMO measure of sampling adequacy</b>	0.839		0.886	0.870	
	<b>Bartlett’s test level of significance</b>	p<0.001		p<0.001	p<0.001	

#### 5.4.2 Analysis of Gap between Student’s Choice Factor and Management’s Branding Effort

The results obtained from the institution managements and the students were compared to analyse the gap between students’ choice factors and the institutions’ branding efforts.

From Table 5.46 we find that there is a highly significant difference ( $p<0.001$ ) between what the students expect from a college and what the institutions project in their branding efforts in terms of product, price, process, and perceived quality. There is a significant difference ( $p<0.05$ ) between the students’ choice factor and management branding efforts in terms of promotion, and there is no significant difference ( $p>0.05$ ) observed in terms of physical evidence, place, people, and institutional performance.

This gap can also be substantiated using the factor analysis results where the relative contributions of various factors affecting these 7 P's of services marketing mix differ in most cases.

**Table 5.46: Descriptive Analysis Showing Gap between Student and Management Perceptions of Brand**

Factors	Students (N=1992)		Management (N=29)		Mann Whitney Z value	p	Sig.
	Mean	Std. Deviation	Mean	Std. Deviation			
Product	3.98	0.65	3.24	0.60	6.09	0.000	HS
Price	3.52	1.01	2.77	1.00	3.94	0.000	HS
Physical evidence	3.76	0.73	3.61	0.95	1.05	0.293	NS
Place	3.88	0.77	3.95	0.67	0.48	0.633	NS
People	4.05	0.72	4.12	0.47	0.53	0.595	NS
Process	3.94	0.74	3.47	0.83	3.34	0.001	HS
Performance	4.31	0.66	4.22	0.55	0.67	0.505	NS
Promotion	3.10	0.81	3.54	0.44	2.88	0.004	Sig.
Perceived quality	3.46	0.58	4.28	0.54	7.45	0.000	HS

## 5.5 INFLUENCERS OF STUDENT CHOICE

The various choice factors and the compromises that students make while selecting an engineering college naturally leads us to ask what or who influences the students' decision regarding college choice. These are discussed in this section.

*RQ: Who are the influencers of student's decision on the choice of an engineering college?*

*RO: To recognise and assess the role of external influencers in students' decision making.*

The results of descriptive analysis of the 'Influencers' are presented in Table 5.47. Students neither agree nor disagree that someone influences them in making engineering college choice (mean  $2.92 \pm 0.74$  for old, mean  $2.82 \pm 0.77$  for new colleges and mean  $2.87 \pm 0.75$  for both colleges combined). They tend to agree that parents (mean  $3.38 \pm 1.37$  for old,  $3.43 \pm 1.32$  for new colleges and  $3.41 \pm 1.35$  for both colleges combined), family (mean  $3.31 \pm 1.25$  for old,  $3.33 \pm 1.24$  for new colleges and mean  $3.32 \pm 1.24$  for both colleges combined), and word-of-mouth (mean  $3.47 \pm 1.25$  for old,

mean  $3.11 \pm 1.29$  for new colleges and mean  $3.29 \pm 1.28$  for both colleges combined) influence the students' decision-making process.

**Table 5.47: Descriptive Analysis of Influencers of Student Choice**

Sl. No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Parents	Old	3.38	1.37	0.52	0.603	NS
		New	3.43	1.32			
		Total	3.41	1.35			
2	Classmates and friends	Old	2.84	1.29	0.48	0.633	NS
		New	2.81	1.20			
		Total	2.83	1.25			
3	Career guidance counsellor	Old	2.78	1.30	4.21	0.000	HS
		New	2.53	1.19			
		Total	2.66	1.26			
4	Religion/caste of the members of top Management of the Institute.	Old	1.97	1.11	0.19	0.852	NS
		New	1.93	1.04			
		Total	1.95	1.07			
5	Family	Old	3.31	1.25	0.20	0.840	NS
		New	3.33	1.24			
		Total	3.32	1.24			
6	School and PU college teachers, coaching centre faculties	Old	2.93	1.28	2.97	0.003	Sig.
		New	2.75	1.26			
		Total	2.84	1.28			
7	College Alumni/Seniors	Old	3.01	1.30	3.72	0.000	HS
		New	2.80	1.29			
		Total	2.91	1.30			
8	Word-of-mouth	Old	3.47	1.25	6.36	0.000	HS
		New	3.11	1.29			
		Total	3.29	1.28			
<b>Overall</b>	<b>Influence</b>	<b>Old</b>	<b>2.92</b>	<b>0.74</b>	<b>2.48</b>	<b>0.013</b>	Sig.
		<b>New</b>	<b>2.82</b>	<b>0.77</b>			
		<b>Total</b>	<b>2.87</b>	<b>0.75</b>			

\*1=Strongly disagree, 5=Strongly agree.

Students are almost neutral on the opinion about the role of classmates and friends (mean  $2.84 \pm 1.29$  for old, mean  $2.81 \pm 1.20$  for new colleges and mean  $2.83 \pm 1.25$  for both colleges combined), career guidance counsellor (mean  $2.78 \pm 1.30$  for old, mean  $2.53 \pm 1.19$  for new colleges and mean  $2.66 \pm 1.26$  for both colleges combined), religion and caste of the institute management (mean  $1.97 \pm 1.11$  for old, mean  $1.93 \pm 1.04$  for

new colleges and mean  $1.95 \pm 1.07$  for both colleges combined), school, PU college teachers and coaching centre faculties (mean  $2.93 \pm 1.28$  for old, mean  $2.75 \pm 1.26$  for new colleges and mean  $2.84 \pm 1.28$  for both colleges combined), and college alumni /seniors (mean  $3.01 \pm 1.30$  for old, mean  $2.80 \pm 1.29$  for new colleges and mean  $2.91 \pm 1.30$  for both colleges combined).

There is a highly significant difference ( $p < 0.001$ ) in the opinion of students belonging to old and new colleges regarding their opinion on the role of career guidance counsellors, college alumni/seniors, and word-of-mouth.

There is a significant difference ( $p < 0.05$ ) between the two groups regarding the role of school, coaching, and pre-university college teachers, while there is no significant difference ( $p > 0.05$ ) between the groups on the role of parents, classmates and friends, religion or caste of the institution management, and family.

The results of factor analysis of the 'Influencers' are presented in Table 5.48. The KMO measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principle component analysis indicates that career guidance counsellors, college alumni/seniors, school and PU college teachers, religion or caste of the management of the institution and appreciation and comments by the people in society are the primary influencers.

However, parents, family and classmates and friends are secondary influencing factors for students of old generation colleges. However, for new colleges college alumni/seniors, school and PU college teachers, career guidance counsellor, coaching class faculties, religion or caste of institute management and word-of-mouth by the people in the society are the primary influencers whereas parents, family, classmates and friends are the secondary influencing factors.

**Table 5.48: Factor Analysis of Influencers of Student Choice**

Sl. No	Variable	Component					
		Old		New		Total	
		1	2	1	2	1	2
1	Parents		0.842		0.866		0.853
2	Classmates and friends		0.695		0.590		0.658
3	Career guidance counsellor	0.724		0.703		0.717	
4	Religion or caste of the members of top Management of the Institute.	0.631		0.670		0.644	
5	Family		0.795		0.829		0.813
6	School and PU college teachers, coaching centre faculties	0.669		0.715		0.693	
7	College Alumni/ Seniors	0.720		0.746		0.738	
8	Word-of-mouth	0.476		0.560		0.526	
	<b>Percentage of Variance</b>	28.249	25.401	32.479	25.167	30.223	25.394
	<b>KMO measure of sampling adequacy</b>	0.796		0.824		0.816	
	<b>Bartlett's test level of significance</b>	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001

### 5.5.1 Personal Characteristics of Students

A student's environment affects the way the student behaves, thinks, and perceives his/her surroundings. These traits are called personal characteristics, and they are expected to influence the student's choice of the engineering college.

The results of descriptive analysis of the 'Personal characteristics of students' are presented in Table 5.49. There is a significant difference ( $p<0.05$ ) in the personal character of students from old and new colleges with the mean  $3.24\pm 0.68$  for old and

3.16±0.67 for new colleges and mean 3.20±0.67 for both colleges combined. There is a highly significant difference ( $p < 0.001$ ) between students of old and new colleges in the opinion that their college choice was guided by the desire to create a good impression among others (mean 3.42±1.13 for old, mean 3.25±1.13 for new colleges and mean 3.34±1.13 for both colleges combined) and wanting to study in that institution (mean 3.37±1.20 for old, mean 3.03±1.16 for new colleges and mean 3.20±1.19 for both colleges combined).

**Table 5.49: Descriptive Analysis of Personal Characteristics of Students**

Sl.No.	Variable		Mean	S.D	Mann-Whitney Z-value	p	Sig.
1	I consult other people to help me in choosing the best college	Old	3.64	1.07	1.72	0.085	NS
		New	3.73	1.00			
		Total	3.68	1.04			
2	I often observe what my classmates and friends do	Old	3.14	1.15	0.93	0.351	NS
		New	3.19	1.10			
		Total	3.16	1.12			
3	I know that by selecting this college, the impression on others about me will be good	Old	3.42	1.13	3.49	0.000	HS
		New	3.25	1.13			
		Total	3.34	1.13			
4	My parents' and family decision was important to make college choice	Old	3.71	1.07	2.05	0.040	Sig.
		New	3.60	1.13			
		Total	3.65	1.10			
5	I wanted to study in this particular institution	Old	3.37	1.20	6.43	0.000	HS
		New	3.03	1.16			
		Total	3.20	1.19			
6	This is the only college that was offering the branch which I wanted	Old	2.48	1.29	0.35	0.726	NS
		New	2.46	1.28			
		Total	2.47	1.29			
7	Lifestyle within the campus is matching with my attitude	Old	2.95	1.21	2.13	0.033	Sig.
		New	2.84	1.29			
		Total	2.90	1.25			
<b>Overall</b>	<b>Personal character</b>	<b>Old</b>	<b>3.24</b>	<b>0.68</b>	<b>2.64</b>	<b>0.008</b>	<b>Sig.</b>
		<b>New</b>	<b>3.16</b>	<b>0.67</b>			
		<b>Total</b>	<b>3.20</b>	<b>0.67</b>			

\*1=Strongly disagree, 5=Strongly agree

There is a significant difference ( $p < 0.05$ ) in the opinion of students from old and new colleges on matching lifestyle within the campus with their attitude for selecting a college (mean  $2.95 \pm 1.21$  for old, mean  $2.84 \pm 1.29$  for new colleges and mean  $2.90 \pm 1.25$  for both colleges combined) and the importance parents' and family decision to make college choice (mean  $3.71 \pm 1.07$  for old,  $3.60 \pm 1.13$  for new and mean  $3.65 \pm 1.10$  for both colleges combined).

There is no significant difference ( $p > 0.05$ ) between the two groups on whether they consult other people to help them choose the best college (mean  $3.64 \pm 1.07$  for old,  $3.73 \pm 1.00$  for new and mean  $3.68 \pm 1.04$  for both colleges combined), observe what their classmates and friends do (mean  $3.14 \pm 1.15$  for old, mean  $3.19 \pm 1.10$  for new colleges and mean  $3.16 \pm 1.12$  for both colleges combined), and if the college they chose was the only college offering the branch that they wanted (mean  $2.48 \pm 1.29$  for old, mean  $3.46 \pm 1.28$  for new colleges and mean  $3.47 \pm 1.29$  for both colleges combined).

The results of factor analysis of the 'Personal characteristics of students' are presented in Table 5.50. The KMO measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

The factor analysis of data using principal component analysis indicates that the dependent nature of student is the major contributing factor towards their personal characteristic, which is indicated by the factor loading of their behaviour to consult other people in choosing the best college (0.773) and they observe what their classmates and friends do (0.710).

This is followed by their personal image in the society (0.647), and their love and respect for the family and parents' decision (0.548) as primary contributions to a student's personal characteristics. The attitude of the students towards lifestyle of the campus (0.762) has lesser contribution to the personal characteristics

**Table 5.50: Factor Analysis of Personal Characteristics of Students**

Sl. No	Personal Characteristics	Component					
		Old		New		Total	
		1	2	1	2	1	2
1	I consult other people to help me in choosing the best college.	0.776		0.768		0.773	
2	I often observe what my classmates and friends do.	0.772		0.605		0.710	
3	I know that by selecting this college, the impression on others about me will be good.	0.629		0.685		0.647	
4	My parents' and family decision was important to make college choice	0.537		0.579		0.548	
5	I wanted to study in this particular institution		0.690		0.658		0.691
6	This is the only college that was offering the branch which I wanted		0.719		0.774		0.732
7	Lifestyle within the campus is matching with my attitude		0.768		0.740		0.762
	<b>Percentage of Variance</b>	27.526	25.175	27.269	25.174	26.906	25.497
	<b>KMO measure of sampling adequacy</b>	0.731		0.719		0.726	
	<b>Bartlett's test level of significance</b>	p<0.001		p<0.001		p<0.001	

### 5.5.2 Compromises on College Choice by Students

The marketing mix variables discussed earlier are the factors used by students to choose their enrolment in an engineering college. At the same time, they make certain



compromises during the choice process. These are discussed in the present section and the results of descriptive analysis of the ‘Compromises made by the students’ are presented in Table 5.51.

**Table 5.51: Compromises made by the Students during Selection of a College**

Sl. No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	I compromised with the choice of branch to get into a reputed college	Old	2.79	1.42	1.15	0.249	NS
		New	2.86	1.35			
		Total	2.82	1.39			
2	I compromised with the reputation of the college to get my desired branch	Old	2.94	1.34	7.14	0.000	HS
		New	3.36	1.23			
		Total	3.15	1.30			
3	I compromised with my choice of college because of my grade or rank in the competitive exam	Old	3.20	1.30	8.17	0.000	HS
		New	3.67	1.17			
		Total	3.43	1.26			
4	I compromised in choice of my dream college due to its distance from my home	Old	2.48	1.36	4.86	0.000	HS
		New	2.76	1.34			
		Total	2.62	1.36			
5	I compromised with the choice of college because of my gender	Old	1.88	1.13	0.79	0.428	NS
		New	1.92	1.15			
		Total	1.90	1.14			
6	I compromised with the choice of college due to the economic condition of my family	Old	2.53	1.37	2.49	0.013	sig
		New	2.68	1.35			
		Total	2.60	1.36			
<b>Overall</b>	<b>Compromise</b>	<b>Old</b>	<b>2.64</b>	<b>0.87</b>	<b>6.42</b>	<b>0.000</b>	HS
		<b>New</b>	<b>2.87</b>	<b>0.78</b>			
		<b>Total</b>	<b>2.75</b>	<b>0.84</b>			

\*1=Strongly disagree, 5=Strongly agree

There is highly significant difference ( $p < 0.001$ ) in the opinion of students from the old generation colleges and Students from new generation colleges with the overall mean of  $2.64 \pm 0.87$  for old,  $2.87 \pm 0.78$ , and mean  $2.75 \pm 0.84$  for all colleges combined regarding compromises made by them during institutional choice.

There is highly significant difference ( $p < 0.001$ ) in the opinion between the old and new in terms of compromises made in terms of reputation of the college to get into a desired in terms of choice of the college due to the grade and rank in their competitive exam (mean  $3.20 \pm 1.30$  for old,  $3.67 \pm 1.17$  for new colleges and mean  $3.43 \pm 1.26$  for both

colleges combined) and also in the compromises made in choosing the dream college due to its distance from their home (mean  $2.48 \pm 1.36$  for old, mean  $2.76 \pm 1.34$  for new college and mean  $2.62 \pm 1.36$  for both colleges combined). Students from old colleges are neutral in their opinion (mean  $2.94 \pm 1.34$ ), but new college students agree (mean  $3.36 \pm 1.23$ ) that they compromised with the reputed college to get the desired branch. There is a significant difference ( $p < 0.05$ ) in the compromises made by the students of old and new generation colleges regarding the choice of a college due to economic condition in the family (mean  $2.53 \pm 1.37$  for old, mean  $2.68 \pm 1.35$  for new colleges and mean  $2.60 \pm 1.36$  for both colleges combined). There is no significant difference ( $p > 0.05$ ) between these groups on the compromises with the choice of the branch to get into a reputed college and compromise with the choice of college because of gender (mean  $1.88 \pm 1.13$  for old, mean  $1.92 \pm 1.15$  for new colleges and mean  $1.90 \pm 1.14$  for both colleges combined).

The results of factor analysis of the 'Compromises made by the students' are presented in Table 5.52. The KMO measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that the gender followed by economic condition of the family, and distance of the college from home are the primary factors of compromise for students. However, descriptive analysis of these factors suggest that although these are important, they are reasons for students not to compromise on their college choice, as the mean is less than 3 for all of them.

Further their grade or rank in the competitive exam, choice of branch over a reputed college and at the end choice of a reputed college against a desired branch were the secondary factors of compromise during their selection process.

**Table 5.52: Factor Analysis of Compromises made by the Students**

Sl. No	Compromises	Component					
		Old		New		Total	
		1	2	1	2	1	2
1	I compromised with the choice of branch to get into a reputed college		0.626	0.596			0.466
2	I compromised with the reputation of the college to get my desired branch		0.773		0.756		0.776
3	I compromised with my choice of college because of my grade or rank in the competitive exam.		0.822		0.845		0.842
4	I compromised in a choice of my dream college due to its distance from my home.	0.740		0.663		0.697	
5	I compromised with my choice of college because of my gender.	0.857		0.801		0.839	
6	I compromised with the choice of college due to the economic condition of my family	0.697		0.755		0.734	
	<b>Percentage of Variance</b>	31.755	29.895	34.220	23.267	33.086	26.559
	<b>KMO measure of sampling adequacy</b>	0.767		0.736		0.758	
	<b>Bartlett's test level of significance</b>	p<0.001		p<0.001		p<0.001	

### 5.5.3 Perception of Reputation and Brand of the Institution

Students believe that studying in a reputed college enhances their academic value and builds up their career positively. The perceptions of students with respect to the reputation of a college as well as the various indicators of reputation are analysed below.

#### 5.5.3.1 Perception on Study in a Reputed College.

**Table 5.53: Perception of Students Regarding Branded College**

Sl. No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	When I study in a branded college, I enhance my personal reputation	Old	3.92	1.06	0.36	0.716	NS
		New	3.95	1.00			
		Total	3.94	1.03			
2	When I study in a reputed college, I enhance my capabilities.	Old	3.93	1.07	1.11	0.269	NS
		New	3.92	1.01			
		Total	3.92	1.04			
3	When I study in a branded college, I enhance my employability	Old	4.23	0.96	1.79	0.073	NS
		New	4.18	0.92			
		Total	4.21	0.94			
Overall	Reputation	Old	<b>4.03</b>	<b>0.79</b>	<b>0.35</b>	<b>0.725</b>	NS
		New	<b>4.02</b>	<b>0.77</b>			
		Total	<b>4.02</b>	<b>0.78</b>			

1=Strongly disagree, 5=Strongly agree

The results of descriptive analysis of the ‘Students’ perception regarding studying in a branded college’ are presented in Table 5.53. The overall mean of  $4.03 \pm 0.79$  for old colleges, mean  $4.02 \pm 0.77$  for the new college and mean  $4.02 \pm 0.78$  for both colleges combined indicates that students agree that studying in a branded/reputed college enhances their personal reputation, capability and employability. There are no significant differences in the agreement by students of old and new colleges on whether studying in a reputed college enhances their personal reputation (mean  $3.92 \pm 1.06$  for old, mean  $3.95 \pm 1.00$  for new colleges and mean  $3.94 \pm 1.03$  for both colleges combined). Importantly students strongly agree that when they study in a branded college, they enhance their employability (mean  $4.23 \pm 0.96$  for old, mean  $4.18 \pm 0.92$  for new colleges

and mean  $4.21 \pm 0.94$  for both colleges combined) because the mean of this factor is greater than overall mean.

### 5.5.3.2 Indicators of Reputation of an Institution

**Table 5.54: Descriptive Analysis of Indicators of Reputation**

Sl. No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Placement	Old	4.56	0.82	0.18	0.859	NS
		New	4.54	0.91			
		Total	4.55	0.86			
2	Academic results	Old	4.38	0.86	1.55	0.120	NS
		New	4.43	0.90			
		Total	4.40	0.88			
3	Admission rush	Old	3.81	1.14	2.34	0.019	Sig
		New	3.71	1.14			
		Total	3.76	1.14			
4	Experienced faculty	Old	4.36	0.89	0.56	0.576	NS
		New	4.36	0.98			
		Total	4.36	0.93			
5	Teaching-learning methodology	Old	4.34	0.84	0.78	0.435	NS
		New	4.32	0.87			
		Total	4.33	0.85			
6	Uniqueness and ambience of the campus	Old	4.04	0.93	0.71	0.475	NS
		New	4.01	0.96			
		Total	4.03	0.95			
7	Variety of events, fest and various festivals celebration	Old	3.98	0.97	0.53	0.595	NS
		New	3.93	1.08			
		Total	3.96	1.02			
8	Premium (high) fee structure	Old	3.29	1.24	0.50	0.618	NS
		New	3.26	1.27			
		Total	3.27	1.26			
9	Research and publication	Old	4.02	1.22	2.49	0.013	sig
		New	3.91	1.09			
		Total	3.96	1.16			
10	Number of branches	Old	3.73	1.13	1.49	0.136	NS
		New	3.80	1.14			
		Total	3.76	1.14			
11	Visibility due to advertisement and promotion	Old	3.27	1.24	1.84	0.065	NS
		New	3.18	1.22			
		Total	3.23	1.23			
Overall	Indicators of Reputation	Old	<b>3.98</b>	<b>0.56</b>	<b>0.68</b>	<b>0.494</b>	NS
		New	<b>3.95</b>	<b>0.64</b>			
		Total	<b>3.97</b>	<b>0.60</b>			

\*1=Strongly disagree, 5=Strongly agree

**Table 5.55: Factor Analysis of Indicators of Reputation**

Sl. No.	Indicators of Reputation	Component								
		Old			New			Total		
		1	2	3	1	2	3	1	2	3
1	Placement			0.802			0.839			0.826
2	Academic results			0.739			0.848			0.801
3	Admission rush	0.621				0.576			0.598	
4	Experienced faculty			0.582	0.656			0.558		
5	Teaching-learning methodology		0.624		0.788			0.728		
6	Uniqueness and ambience of the campus		0.768		0.667			0.724		
7	Variety of events, fest and various festivals celebration at the college		0.634		0.508			0.574		
8	Premium (high) fee structure	0.647				0.720			0.689	
9	Research and publication		0.568		0.689			0.623		
10	Number of branches	0.649				0.621			0.636	
11	Visibility due to advertisement and promotion	0.774				0.775			0.772	
	<b>Percentage of Variance</b>	18.846	18.572	17.033	22.009	19.982	17.548	20.320	19.324	17.186
	<b>KMO measure of sampling adequacy</b>	0.787			0.830			0.825		
	<b>Bartlett's test level of significance</b>	p<0.001			p<0.001			p<0.001		

The results of descriptive analysis of the 'Indicators of reputation' are presented in Table 5.54. Reputation being one of the major components of brand identity, students opine that placement (mean  $4.56 \pm 0.82$  for old, mean  $4.54 \pm 0.91$  for new college and mean  $4.55 \pm 0.86$  for both college combined), academic result (mean  $4.38 \pm 0.86$  for old, mean  $4.43 \pm 0.90$  for new college and mean  $4.40 \pm 0.80$  for college combined) were very important indicators of reputation.

Students opine that admission rush (mean  $3.81 \pm 1.14$  for old, mean  $3.71 \pm 1.14$  for new college and mean  $3.76 \pm 1.14$  for both the college combined), experienced faculty (mean  $4.36 \pm 0.89$  for old, mean  $4.36 \pm 0.98$  for new college and mean  $4.36 \pm 0.93$  for both the colleges combined), and teaching learning methodology (mean  $4.34 \pm 0.84$  for old, mean  $4.32 \pm 0.87$  for new college and  $4.33 \pm 0.85$  for both the colleges combined) are extremely important indicators of reputation of the college. Students agree that uniqueness and ambience of the campus (mean  $4.04 \pm 0.93$  for old, mean  $4.01 \pm 0.96$  for new colleges and mean  $4.03 \pm 0.95$  for both the colleges combined), variety of events, fest and various festivals celebration at the college (mean  $3.98 \pm 0.97$  for old, mean  $3.93 \pm 1.08$  for new college, mean  $3.96 \pm 1.02$  for both colleges combined), premium (high) fee structure (mean  $3.29 \pm 1.24$  for old, mean  $3.26 \pm 1.27$  for new colleges and mean  $3.27 \pm 1.26$  for both the college combined), more number of branches (mean  $3.73 \pm 1.13$  for old, mean  $3.80 \pm 1.14$  for new college and mean  $3.76 \pm 1.14$  for both the college combined), and visibility due to advertisement and promotion (mean  $3.27 \pm 1.24$  for old, mean  $3.18 \pm 1.22$  for new college and  $3.23 \pm 1.23$  for both the colleges combined) were important indicators of reputation.

There is a significant difference ( $p < 0.05$ ) between the opinions of students of old and new colleges on admission rush as well as research and publications being important indicators of reputation.

There is no significant difference ( $p > 0.05$ ) between the opinion of students from old and new colleges regarding other factors of indicators of reputation.

The results of factor analysis of the 'Indicators of reputation' are presented in Table 5.55. The KMO Measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

Factor analysis of data using principal component analysis indicates that teaching-learning methodology, uniqueness and ambience of the campus, research and publication, variety of events, experienced faculty, are the factors that contribute maximum towards reputation. Visibility due to advertisement and promotion, premium fee structure, admission rush, and number of branches are factors that have a lesser contribution towards reputation. Placement and academic results are the least contribution towards reputation..

## **5.6 EXPERIENCE, SATISFACTION AND BRAND LOYALTY**

It follows from literature review that the primary components that lead to brand equity are satisfaction and loyalty, and it can be developed only by creating a valuable experience for students. Thus, it becomes very important to understand the facets of students' experience which leads to satisfaction and loyalty.

*RQ: Does the satisfaction of students lead to brand loyalty towards the college?*

*RO: To evaluate the role of student satisfaction in creating brand loyalty.*

### **5.6.1 Student Experience**

The results of descriptive analysis of the 'Institutional experience' are presented in Table 5.56. Students were asked to give opinion regarding their present college in comparison with other institutions in Karnataka. There is highly significant difference ( $p < 0.001$ ) in the opinion of the two groups (old and new colleges) regarding their experience in the institution. Students agree that their college is highly prestigious (mean  $3.68 \pm 1.03$  for old, mean  $3.27 \pm 1.02$  for new colleges, mean  $3.48 \pm 1.05$  for both the colleges combined), well known and exceptional (mean  $3.89 \pm 0.91$  for old, mean  $3.46 \pm 0.99$  for new colleges and  $3.68 \pm 0.98$  for both the colleges combined), innovative and modern as their mean is greater than or equal to the overall mean ( $3.55 \pm 0.74$  for old colleges,  $3.32 \pm 0.77$  for new colleges and  $3.44 \pm 0.76$  for both the colleges combined). There is a highly significant difference ( $p < 0.001$ ) between the two groups of students when describing their college as highly prestigious, well-known and exceptional, innovative, specialised and research oriented, and influential. There is a significant difference ( $p < 0.05$ ) between the groups in describing their institutions as



modern, and there is no significant difference ( $p>0.05$ ) when calling the institution as informal and non-traditional.

**Table 5.56: Descriptive analysis of Institutional Experience**

Sl.No.	Variable		Mean	S.D	Mann-Whitney Z-value	p	Sig.
1	highly prestigious	Old	3.68	1.03	9.30	0.000	HS
		New	3.27	1.02			
		Total	3.48	1.05			
2	well known & exceptional	Old	3.89	0.91	10.02	0.000	HS
		New	3.46	0.99			
		Total	3.68	0.98			
3	innovative	Old	3.62	1.03	3.93	0.000	HS
		New	3.42	1.06			
		Total	3.52	1.05			
4	specialized research oriented	Old	3.46	1.07	3.83	0.000	HS
		New	3.26	1.09			
		Total	3.36	1.08			
5	modern	Old	3.55	1.09	1.98	0.048	Sig
		New	3.45	1.12			
		Total	3.50	1.11			
6	informal & non traditional	Old	3.13	1.13	0.79	0.429	NS
		New	3.08	1.14			
		Total	3.10	1.14			
7	influential	Old	3.53	1.06	5.57	0.000	HS
		New	3.27	1.07			
		Total	3.40	1.07			
<b>Overall</b>	<b>Experience</b>	<b>Old</b>	<b>3.55</b>	<b>0.74</b>	<b>6.81</b>	<b>0.000</b>	<b>HS</b>
		<b>New</b>	<b>3.32</b>	<b>0.77</b>			
		<b>Total</b>	<b>3.44</b>	<b>0.76</b>			

\*1=Strongly disagree, 5=Strongly agree

The results of factor analysis of the 'Institutional experience' are presented in Table 5.57. The KMO measure of sampling adequacy for old, new and all colleges, is above 0.7 which indicate the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

The factor analysis of data using principal components analysis indicates that for colleges being innovative, highly prestigious, specialised in research, well known, and modern are major factors which describe the status of their institution in comparison

with the other institutions in Karnataka. The institution being influential, informal and non-traditional are the factors having least loading.

**Table 5.57: Factor Analysis of Institutional Experience**

Sl. No	Institutional Experience	Component		
		Old	New	Total
		1	1	1
1	highly prestigious	0.779	0.783	0.786
2	well known & exceptional	0.772	0.765	0.774
3	innovative	0.825	0.797	0.811
4	specialized research oriented	0.795	0.742	0.771
5	modern	0.740	0.748	0.741
6	informal & non traditional	0.494	0.568	0.528
7	influential	0.541	0.651	0.606
	<b>Percentage of Variance</b>	51.433	52.703	52.346
	<b>KMO measure of sampling adequacy</b>	0.855	0.872	0.865
	<b>Bartlett's test level of significance</b>	p<0.001	p<0.001	p<0.001

### 5.6.2 Perceived Quality of the Institution

The results of descriptive analysis of the 'Perceived quality' are presented in Table 5.58. There is a highly significant ( $p<0.001$ ) difference in the opinion of the students belonging to new and old colleges regarding the perceived quality of the institution based on the students' experience. There is highly significant difference ( $p<0.001$ ) between the two groups regarding the quality of teaching (mean  $3.58\pm 1.00$  for old, mean  $3.75\pm 1.02$  for the new colleges and mean  $3.67\pm 1.01$  for both colleges combined), helpful nature of faculty (mean  $3.80\pm 1.04$  for old colleges, mean  $4.04\pm 1$  for new colleges and mean  $3.92\pm 1.03$  for both colleges combined), extra-curricular activities (mean  $3.71\pm 1.18$  for old colleges, mean  $3.05\pm 1.39$  for new colleges and mean  $3.39\pm 1.33$  for both colleges combined), administration of the college (mean  $3.46\pm 1.13$  for old, mean  $3.14\pm 1.25$  for new colleges and mean  $3.30\pm 1.19$  for both colleges combined), value for money (mean  $3.51\pm 1.10$  for old, mean  $3.19\pm 1.15$  for new colleges and mean  $3.35\pm 1.13$  for both colleges combined), quality of teaching-learning and amenities being at par with the reputation and image of the college (mean of  $2.94\pm 1.08$  for old, mean  $3.27\pm 1.11$  for new colleges and mean  $3.10\pm 1.11$  for both colleges

combined), and transportation facility (mean 3.35±1.09 for old, mean 3.07±1.17 for new colleges and mean 3.21±1.14 for both colleges combined).

There is no significant difference ( $p>0.05$ ) between the perceived quality by students of old and new colleges in terms of safety of the campus (mean 4.34±0.89 for old colleges, mean 4.25±1.06 for new colleges and mean 4.30 ± 0.98 for both colleges combined), strictness of the college (mean 3.03±1.10 for old, mean 2.98±1.11 for new colleges and mean 3.00±1.11 for both colleges combined), ambience of the college (mean 3.45±1.01 for old, mean 3.51±1.00 for new colleges and mean 3.47±1.01 for both the colleges combined), and exaggerated brand promises (mean 3.06±1.19 for old, mean 3.06±1.29 for new colleges and mean 3.11±1.24 for both colleges combined).

**Table 5.58: Descriptive Analysis of Perceived Quality due to Institutional Experience**

Sl. No.	Factors		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Teaching by faculty is good	Old	3.58	1.00	4.38	0.000	HS
		New	3.75	1.02			
		Total	3.67	1.01			
2	Faculties are helpful in nature	Old	3.80	1.04	5.72	0.000	HS
		New	4.04	1.00			
		Total	3.92	1.03			
3	My campus is safe	Old	4.34	0.89	0.45	0.651	NS
		New	4.25	1.06			
		Total	4.30	0.98			
4	I am happy with extracurricular activities	Old	3.71	1.18	10.80	0.000	HS
		New	3.05	1.39			
		Total	3.39	1.33			
5	Administration of college is good	Old	3.46	1.13	3.09	0.001	HS
		New	3.14	1.25			
		Total	3.30	1.19			
6	Facilities here are the value for money	Old	3.51	1.10	6.58	0.000	HS
		New	3.19	1.15			
		Total	3.35	1.13			

\*Continued...

Sl. No.	Factors		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
7	College is very strict, and I never expected it	Old	3.03	1.10	1.03	0.301	NS
		New	2.98	1.11			
		Total	3.00	1.11			
8	Quality of teaching-learning and other amenities of the college matches with its reputation and image in the society	Old	2.94	1.08	6.56	0.000	HS
		New	3.27	1.11			
		Total	3.10	1.11			
9	Beautiful ambience of the campus makes me feel good	Old	3.45	1.01	1.46	0.144	NS
		New	3.51	1.00			
		Total	3.47	1.01			
10	Due to transportation facility, my days will run smoothly	Old	3.35	1.09	5.40	0.000	HS
		New	3.07	1.17			
		Total	3.21	1.14			
11	College reputation and other facilities were exaggerated.	Old	3.16	1.19	1.68	0.093	NS
		New	3.06	1.29			
		Total	3.11	1.24			
<b>Overall</b>	<b>Perceived quality</b>	<b>Old</b>	<b>3.48</b>	<b>1.07</b>	<b>4.31</b>	<b>0.000</b>	<b>HS</b>
		<b>New</b>	<b>3.39</b>	<b>1.14</b>			
		<b>Total</b>	<b>3.41</b>	<b>1.12</b>			

\*1=Strongly disagree, 5=Strongly agree

### 5.6.3 Relationship of Institution with Student Fraternity

The results of descriptive analysis of the 'Relationship of institution with student fraternity' are presented in Table 5.59. There is highly significant ( $p < 0.001$ ) difference in the opinion of two groups new and old colleges regarding effectiveness of relationship of institution with the student fraternity. Students opine that their colleges are slightly effective in creating relationship and emotional bonding with the students (mean  $3.70 \pm 1.00$  for old, mean  $3.37 \pm 0.81$  for new colleges and mean  $3.54 \pm 0.82$  for all colleges combined). Further, students opine that colleges are slightly effective in converting service to a relationship (mean  $3.70 \pm 1.00$  for old, mean  $3.34 \pm 1.04$  for new colleges and mean  $3.52 \pm 1.04$  for both colleges combined) and also in converting delivery of education as learning experience (mean  $3.75 \pm 1.02$  for old, mean  $3.47 \pm 1.02$  for new colleges and mean  $3.62 \pm 1.03$  for both colleges combined), in converting claim of quality as student's preference (mean  $3.74 \pm 0.89$  for old, mean  $3.41 \pm 0.94$  for new colleges and  $3.58 \pm 0.93$  for both colleges combined) and also in converting identity of

college as personality of pride (mean 3.71±1.00 for old, mean 3.35±1.01 for new college and mean 3.53±1.02 for both colleges combined).

**Table 5.59 : Descriptive Analysis of Relationship of Institution with Students**

Sl.No.	Factors		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Role of your institution in making an individual “from a student to a brand ambassador”	Old	3.62	1.05	8.87	0.000	HS
		New	3.23	1.06			
		Total	3.43	1.08			
2	In converting “delivery of education” as the “learning experience”	Old	3.75	1.02	6.39	0.000	HS
		New	3.47	1.02			
		Total	3.62	1.03			
3	In converting imagery honesty of college as the trust of students	Old	3.68	0.93	6.09	0.000	HS
		New	3.42	0.99			
		Total	3.55	0.97			
4	In converting claim of quality as students’ preference	Old	3.74	0.89	7.96	0.000	HS
		New	3.41	0.94			
		Total	3.58	0.93			
5	In converting Identity of college as a personality of pride	Old	3.71	1.00	8.08	0.000	HS
		New	3.35	1.01			
		Total	3.53	1.02			
6	In converting service to a relationship	Old	3.70	1.00	8.14	0.000	HS
		New	3.34	1.04			
		Total	3.52	1.04			
<b>Overall</b>	<b>Effectiveness</b>	<b>Old</b>	<b>3.70</b>	<b>0.79</b>	<b>9.41</b>	<b>0.000</b>	<b>HS</b>
		<b>New</b>	<b>3.37</b>	<b>0.81</b>			
		<b>Total</b>	<b>3.54</b>	<b>0.82</b>			

\*1=Strongly ineffective, 5=Strongly effective

#### 5.6.4 Overall Satisfaction

The results of overall satisfaction of students are presented in Table 5.60. It is observed that 44.9 percent students from old colleges and 41.4 percent students from new generation colleges are somewhat satisfied whereas 15 percent students from old colleges and 13.2 percent from new colleges are extremely satisfied. 8.7 percent students from old colleges and 13.8 percent from new colleges have a neutral opinion on their overall satisfaction in the college. 7.5 percent students from old generation colleges and 5.8 percent students from new colleges are somewhat dissatisfied, and 23.9

percent of students from old colleges and 25.8 percent of students from new colleges are extremely dissatisfied.

It is observed that the proportion of extremely dissatisfied students is notably higher than that of extremely satisfied students. It is clear from Table 5.47 that senior students and alumni of engineering colleges are one of the major influencers affecting student choice. Therefore, dissatisfied students can influence the prospective students' college choice negatively.

**Table 5.60: Overall Satisfaction of Students**

		Category (Old)	Category (New)	Total
		Percent	Percent	Percent
Your overall satisfaction with your experience in your college?	Extremely Dissatisfied	23.9	25.8	24.8
	Somewhat dissatisfied	7.5	5.8	6.7
	Neither satisfied nor dissatisfied	8.7	13.8	11.2
	Somewhat satisfied	44.9	41.4	43.2
	Extremely satisfied	15.0	13.2	14.1
<b>Total</b>		<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

### 5.6.5 Correlation between Student Satisfaction and Student Loyalty

**Table 5.61: Correlation between Student Satisfaction and Student Loyalty**

Satisfaction	Loyalty	Pearson correlation	p	Sig.
Overall satisfaction	How likely is it that you would recommend this college to a friend, family or any of your juniors?	0.495	0.000	HS
	Do you want to continue your higher education in the same institution where you are studying now?	0.126	0.000	HS

The result of correlation between 'Student satisfaction and Student loyalty' is presented in Table 5.61. Student loyalty, as discussed in the literature review, has been measured by the students' willingness to recommend the institution to others and to continue their higher education in the same institution. As analysed by Pearson's correlation coefficient, at  $p < 0.001$ , there is a highly significant positive correlation between overall satisfaction and the likeliness of the student to recommend the college to their friends, family, and juniors. There is also a highly significant positive correlation between

overall satisfaction and the students' interest in continuing in the same college for higher education.

### 5.6.6 Brand Loyalty

#### 5.6.6.1 Recommendation (word-of-mouth)

**Table 5.62: Student Loyalty (Recommendation)**

Factors		Mean	S. D.	Mann-Whitney Z-value	p	Sig.
How likely is it that you would recommend this college to a friend, family or any of your juniors?	Old	6.17	2.62	3.725	0.000	HS
	New	5.76	2.64			
	Total	5.97	2.64			

The result of students' willingness to recommend the institution to others is presented in Table 5.62. The question was asked on a 10-point Likert scale which ranged from 1=not at all likely to 10=extremely likely. This distribution was converted into a dichotomous variable indicative of loyalty of student towards the institution. The responses greater than five on the 10-point scale indicate that the students are loyal (1), whereas responses 5 or below indicate that the student is not loyal (0). The descriptive analysis shows that students from old and new colleges both are loyal to some degree with the mean of  $6.17 \pm 2.62$  for old colleges,  $5.76 \pm 2.64$  for new colleges and  $5.97 \pm 2.64$  for all colleges combined. But it is seen that there is a highly significant difference ( $p < 0.001$ ) between the responses of the two groups, old and new.

#### 5.6.6.2 Responses on Post-graduation (repurchase)

##### a. Status of Post-graduation

**Table 5.63: Status of Post-graduation Course at College**

Does your college offer post-graduation course?		Category (in percent)		Total (in percent)
		Old	New	
Yes	Yes	92.9	94.4	93.6
	No	7.1	5.6	6.4
<b>Total</b>		100.0	100.0	100.0

The Table 5.63 shows the percentage of colleges offering post-graduation course. A majority of the colleges (92.9 percent old, 94.4 percent new, and 93.6 percent overall) offer post-graduate courses.

b. Willingness to continue in the same college

**Table 5.64: Student Loyalty (Repurchase)**

If Yes, do you want to continue your higher education in the same institution where you are studying now?	Category (in percent)		Total (in percent)
	Old	New	
	Yes	15.5	13.3
No	84.5	86.7	85.6
<b>Total</b>	100.0	100.0	100.0

Students' willingness to continue for post-graduation course in the same college is shown in Table 5.64. Out of these colleges only 15.5 percent of students from old and 13.3 percent of students from new colleges opine that they would like to continue their higher education in the same college. There is no significant difference ( $p > 0.05$ ) between the opinion of old and new colleges.

c. Reason for continuing or not continuing in the same college.

**Table 5.65: Descriptive Analysis of Reason for Repurchase**

Sl. No.	Reason for Repurchase		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	This college is very reputed, so I do not want to go anywhere else.	Old	3.85	0.90	2.59	0.010	Sig.
		New	3.59	0.88			
		Total	3.73	0.90			
2	This is the best college for my choice of branch	Old	3.78	1.10	1.83	0.067	NS
		New	3.61	0.94			
		Total	3.70	1.03			
3	I am comfortable over here so; I don't want to take any risk by going to some other college	Old	3.80	0.87	1.25	0.211	NS
		New	3.68	0.90			
		Total	3.75	0.88			
4	For post-graduation, staff and faculty in this college are really reputed	Old	3.90	0.92	3.59	0.000	HS
		New	3.51	0.97			
		Total	3.72	0.96			
	<b>Overall</b>	<b>Old</b>	<b>3.83</b>	<b>0.75</b>	<b>2.60</b>	<b>0.009</b>	<b>Sig.</b>
		<b>New</b>	<b>3.60</b>	<b>0.74</b>			
		<b>Total</b>	<b>3.73</b>	<b>0.75</b>			

\*1=Strongly disagree, 5=Strongly agree

The results of descriptive analysis of choosing to continue in the same college are presented in Table 5.65. Students who were willing to continue their higher education in the same college elucidated the reasons for their continuation as being the reputation



of the college (mean  $3.85 \pm 0.90$  for old, mean  $3.59 \pm 0.88$  for new colleges and mean  $3.73 \pm 0.9$  for both colleges combined), their present college being the best choice for their desired branch (mean  $3.78 \pm 1.10$  for old, mean  $3.61 \pm 0.94$  for new colleges and mean  $3.70 \pm 1.03$  for both colleges combined), post-graduation staff and faculty being reputed (mean  $3.90 \pm 0.92$  for old, mean  $3.51 \pm 0.97$  for new colleges and mean  $3.72 \pm 0.96$  for both colleges combined), and reluctance to leave their comfort zone (mean  $3.80 \pm 0.87$  for old, mean  $3.68 \pm 0.90$  for new colleges and mean  $3.75 \pm 0.88$  for both colleges combined), which is indicated as its mean is greater than the overall (mean  $3.83 \pm 0.75$  for old, mean  $3.60 \pm 0.74$  for new colleges and mean  $3.73 \pm 0.75$  for both colleges combined). There is a significant difference ( $p < 0.05$ ) between the students of old and new colleges in terms of reasons for re-purchase.

**Table 5.66: Descriptive Analysis of not choosing for Repurchase**

Sl. No.	Reason for not to Repurchase		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1	Non-availability of required branch or specialisation	Old	2.87	1.16	1.22	0.221	NS
		New	2.95	1.16			
		Total	2.91	1.16			
2	After experiencing under graduation course here, I do not have faith in this college	Old	2.69	1.07	4.40	0.000	HS
		New	2.90	1.13			
		Total	2.80	1.10			
3	Not happy with the reputation of the college	Old	2.78	1.11	4.04	0.000	HS
		New	2.94	1.10			
		Total	2.86	1.11			
4	Wanted to do my post-graduation in a better institution than this	Old	3.92	1.20	3.03	0.002	Sig.
		New	3.88	1.18			
		Total	3.90	1.19			
5	Don't want to see the same staff and faculty	Old	2.77	1.19	1.51	0.130	NS
		New	2.81	1.23			
		Total	2.79	1.21			
	<b>Overall</b>	<b>Old</b>	<b>3.01</b>	<b>0.77</b>	<b>1.79</b>	<b>0.073</b>	<b>NS</b>
		<b>New</b>	<b>3.10</b>	<b>0.77</b>			
		<b>Total</b>	<b>3.05</b>	<b>0.77</b>			

\*1=Strongly disagree, 5=Strongly agree

From Table 5.64, it is seen that 84.5 percent of students from old generation colleges and 86.7 percent of students from new generation colleges did not want to continue their higher education in the same college. The primary reason for this decision was that they wanted to do post-graduation in a better institution than the current one (mean  $3.92 \pm 1.20$  for old,  $3.88 \pm 1.18$  for new colleges, mean  $3.90 \pm 1.19$  for both colleges combined). Their opinion regarding the reasons being non-availability of specialization (mean of  $2.91 \pm 1.16$ ) and lack of faith on the existing college (mean of  $2.80 \pm 1.10$ ), and reputation about existing college (mean of  $2.86 \pm 1.10$ ) is neutral. No significant difference was observed between the two groups in terms of overall reason for not choosing the same college for post-graduation. The results of descriptive analysis of not choosing to continue in the same college are presented in Table 5.66.

### 5.6.7 Contribution of Marketing Mix towards Student Loyalty.

RQ: Do the students' choice factors have an effect on brand loyalty?

RO: To measure the contribution of students' choice factor towards brand loyalty

#### 5.6.7.1 Structure Matrix (Discriminant Analysis)

**Table 5.67: Discriminant Analysis – Student Loyalty vs Services Marketing Mix**

Choice variables	OLD	NEW	TOTAL
	1	1	1
People	0.753	0.592	0.727
Performance	0.727	0.316	0.534
Product	0.691	0.290	0.509
Promotion	0.605	0.823	0.779
Price	0.383	-0.005	0.178
Process	0.371	0.482	0.451
Place	0.356	0.328	0.383
Physical evidence	0.155	0.064	0.106
Box's M = 232.919, $p < 0.005$			
Wilks' Lambda = 0.943, $p < 0.005$			

The results of discriminant analysis of student loyalty and services marketing mix are represented in Table 5.67. Discriminant analysis is a statistical method used to perform a multivariate test of differences between groups. It is used to determine to what extent a set of observed variables can discriminate or differentiate between various groups of a categorical variable. Here, brand loyalty is considered as the categorical variable, with 'loyal' and 'not loyal' being two groups within this variable. By taking 7 P's in addition to institutional performance as independent (observed) variables and brand loyalty

(Student Loyalty) as dependent (categorical) variable, discriminant analysis was performed to evaluate the ability of these independent variables to discriminate between students being loyal or not loyal towards the institution brand.

The results were obtained in the form of a structure matrix. A structure matrix gives discriminant loadings which represent the correlations between the observed variables and the function that discriminates the categorical variable (loyalty). Results show that in the old colleges, loyalty was highly discriminated by the major four variables namely people (0.753), performance (0.727), product (0.691) and promotion (0.605). In the new colleges, the loyalty was highly discriminated by the major four variables namely promotion (0.823), people (0.592), process (0.482) and place (0.328). As a combined result discriminant analysis reveals that the four major components which discriminate the brand loyalty are promotion (0.779), people (0.727), performance (0.534) and product (0.509).

#### 5.6.7.2 Logistic Regression

**Table 5.68: Logistic Regression of Student Loyalty vs Services Marketing Mix.**

Category	$\beta$	p	exp( $\beta$ )	95% C.I. for exp( $\beta$ )	
				Lower	Upper
Promotion	0.433	0.000	1.542	1.350	1.762
People	0.378	0.000	1.460	1.226	1.737
Product	0.215	0.016	1.240	1.041	1.477
Price	-0.090	0.095	0.914	0.822	1.016
Physical evidence	-0.207	0.067	0.813	0.699	1.045
Place	0.012	0.882	1.012	0.868	1.180
Process	-0.066	0.459	0.936	0.785	1.115
Constant	-2.246	0.000	0.106		

Logistic regression was performed by taking the loyalty of students as dependent variable and Product, Price, Place, Physical evidence, People, Promotion, and Process as independent variables. The results of logistic regression of student loyalty and services marketing mix are represented in Table 5.68. The results of logistic regression show that promotion, people, and product are the significant factors affecting student loyalty. The odds ratio of Promotion is 1.542 followed by People (1.460), and Product (1.240). Odds Ratio, indicated by exp( $\beta$ ) in Table 5.68, is a statistical measure used to quantify how strongly the presence or absence of a property (loyalty in this study) is associated with presence or absence of another variable (one of the 7 P's). Therefore,

an odds ratio of 1.542 for Promotion signifies that in the presence of the promotion factor, students are 1.542 times more likely to be loyal as compared to if the people factor was absent, assuming all other factors are constant. Similarly, loyalty would see 1.460 times increase in the presence of the people factor, and 1.240 times increase in the presence of the product

## **5.7 MODEL TESTING**

RO: To develop a conceptual model in order to help the institutions to create a customer based brand equity.

### **5.7.1 Structural Equation Modelling from Students Perspective**

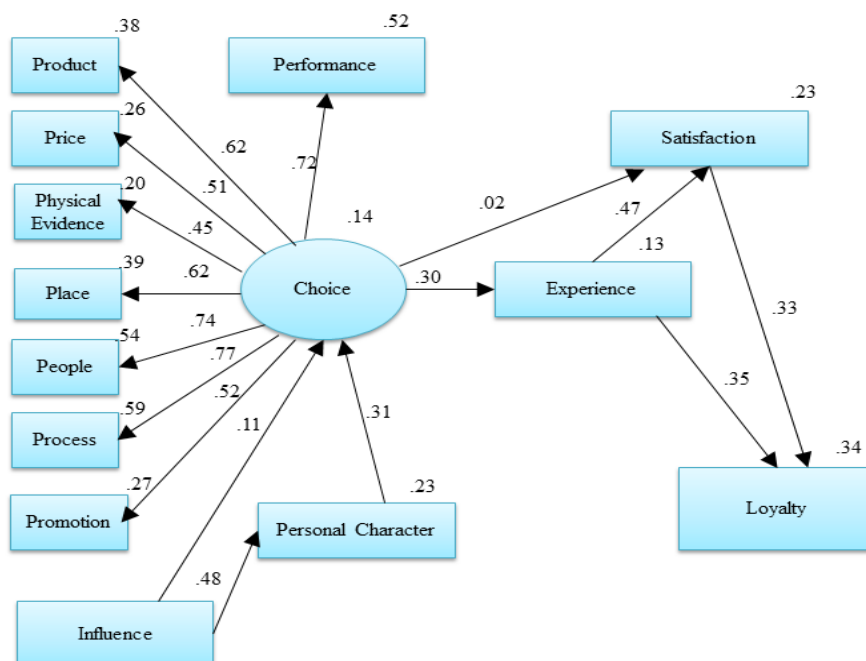
Structural Equation Modelling (SEM) is a statistical approach to data analysis that combines simultaneous regression equations and factor analysis (Cuttance and Ecob 2009). Factor analysis models are used to test hypotheses about how well sets of observed variables in an existing dataset measure latent constructs or factors. Latent constructs represent theoretical, abstract concepts or phenomena that cannot be directly measured. Regression models test hypothesis about the strength and direction of relationships between predictor variables and an outcome variable (Bowen and Guo 2011). In this study, the structural model is converted into a simultaneous statistical test to verify the relationship between students' choice (latent variable) and its determinants which are product, price, place, promotion, people, physical evidence, process, and institutional performance.

In structural equation modelling, ensuring the model fit is the most crucial step. An old measure of goodness of fit is chi-square/degrees of freedom; however, owing to its severe limitations and restrictiveness, other measures of goodness of fit are more accepted (Hooper et al. 2008). The higher the probability level of the chi-squared test, the better is the fit. Specific indices appropriate to decide about the model fit are The goodness of fit index (GFI) and adjusted goodness of fit index (AGFI) are alternatives to the chi-squared test and calculate the proportion of variance that is accounted for by the estimated population covariance (Tabachnick and Fidell 2007). The Root Mean Square Error of Approximation (RMSEA) is one of the most informative fit indices (Diamantopoulos and Siguaw 2013). The normed fit index (NFI), comparative fit index (CFI), and Tucker-Lewis Index (TLI) assess the model by comparing it with the worst

case scenario, that is if all the variables are uncorrelated (Bentler 1990; Bentler and Bonett 1980; Tucker and Lewis 1973). For the model to be a good fit chi-square/degrees of freedom should be less than 3 (Kline 2015), and GFI, AGFI, NFI, CFI, and TLI should be greater than 0.9 (Hu and Bentler 1999). RMSEA should be less than 0.08 for a good fit (MacCallum et al. 1996). The fit indices of the structural model from students' perceptives are presented in Table 5.69.

**Table 5.69: Fit Indices of Students' Structural Models**

Fit Indicators	Value	Recommended Value
Chi square/d.f	2.933	< 3.00
GFI	0.990	≥ 0.90
AGFI	0.980	≥ 0.90
RMSEA	0.031	≤ 0.06 to 0.08
NFI	0.984	≥ 0.90
CFI	0.989	≥ 0.95 or 0.90
TLI	0.981	≥ 0.95 or 0.90



**Figure 5.1: Structural Equation Modelling for Students**

**Table 5.70: Structural Equation Modelling from Students' perceptive**

Path	Standardized regression weights( $\beta$ )	R <sup>2</sup>	p-value	
Product ←—choice	0.62	0.38	0.000	HS
Price ←— choice	0.51	0.26	0.000	HS
Physical evidence ←— choice	0.45	0.20	0.000	HS
Place ←— choice	0.62	0.39	0.000	HS
People ←— choice	0.74	0.54	0.000	HS
Process ←— choice	0.77	0.59	0.000	HS
Promotion ←— choice	0.52	0.27	0.000	HS
performance ←— Choice	0.72	0.52	0.000	HS
Experience ←— choice	0.30	0.13	0.000	HS
Satisfaction ←— choice	0.02	0.23	0.375	NS
Choice ←—Influence	0.11	0.14	0.000	HS
Choice ←— Personal Character	0.31	0.14	0.000	HS
Personal character ←— influencer	0.48	0.23	0.000	HS
Satisfaction ←— experience	0.47	0.23	0.000	HS
Loyalty ←— Experience	0.35	0.34	0.000	HS
Loyalty ←— satisfaction	0.33	0.34	0.000	HS

The results of structural equation modelling from students' perceptive are presented in Table 5.70. Structural equation modelling analysis in Figure 5.1 and Table 5.70 shows that contribution of product in the students' college choice is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta = 0.62$  and  $R^2= 0.38$ . Contribution of price in students' college choice is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta =0.51$  and  $R^2 =0.26$ . Contribution of place in students' college choice is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta=0.62$  and  $R^2 = 0.39$ . Contribution of physical evidence in students' college choice is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta=0.45$  and  $R^2 = 0.20$ . Contribution of people in students' college

choice is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta=0.74$  and  $R^2 = 0.54$ . Contribution of process in students' college choice is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta=0.77$  and  $R^2 = 0.59$ . Contribution of promotion in students' college choice is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta=0.52$  and  $R^2 = 0.27$ . Contribution of performance in students' college choice is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta=0.72$  and  $R^2 = 0.52$ . Contribution of students' choice on students' experience is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta=0.30$  and  $R^2 = 0.13$ .

There is highly significant correlation ( $p=0.000$ ,  $<0.001$ ) between the Influencers and students' choice with standardized  $\beta=0.11$  and  $R^2 = 0.14$ . However,  $\beta$  value was found to be weak. Contribution of personal character in students' choice is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta=0.31$  and  $R^2 = 0.14$ . There is highly significant correlation ( $p=0.000$ ,  $<0.001$ ) between Influencers and students personal character with standardized  $\beta=0.48$  and  $R^2 = 0.23$ . There is highly significant correlation ( $p=0.000$ ,  $<0.001$ ) between experience to satisfaction with standardized  $\beta=0.47$  and  $R^2 = 0.23$ , experience to loyalty with standardized  $\beta=0.35$  and  $R^2 = 0.34$  and satisfaction to loyalty with standardized  $\beta=0.33$  and  $R^2 = 0.34$ .

The fit indices of the structural model from institution's perspective are presented in Table 5.71.

**Table 5.71: Fit Indices of Institution's Structural Models**

Fit Indicators	value	Recommended value
Chi square/d.f	1.539	$< 3.00$
GFI	0.953	$\geq 0.90$
AGFI	0.902	$\geq 0.90$
RMSEA	0.049	$\leq 0.06$ to $0.08$
NFI	0.969	$\geq 0.90$
CFI	0.959	$\geq 0.95$ or $0.90$
TLI	0.976	$\geq 0.95$ or $0.90$

### 5.7.2 Structural Equation Modelling from Institution's Perspective

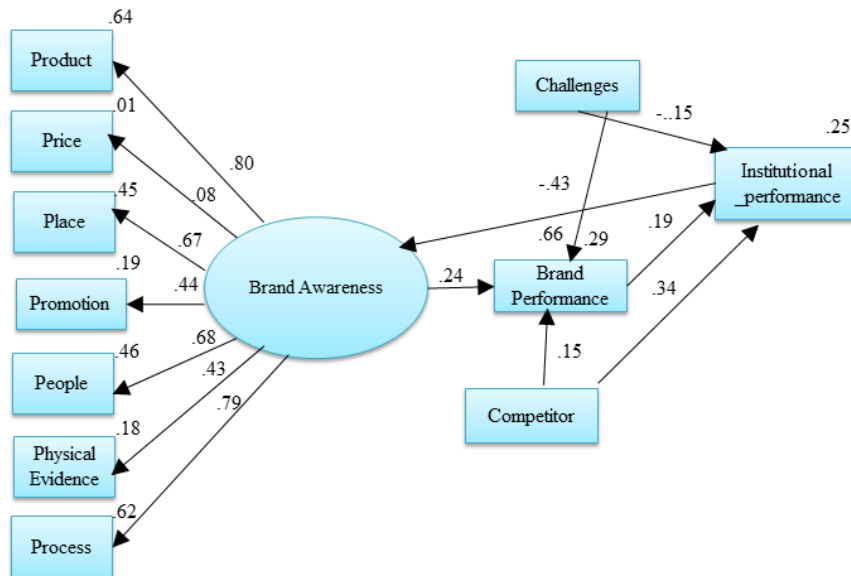


Figure 5.2: Structural Equation Modelling for Institution

Table 5.72: Structural Equation Modelling from Institution's Perspective

Path	Standardized regression weights(β)	R <sup>2</sup>	P value	Sig.
Product ← Brand awareness	0.80	0.64	0.000	HS
Price ← Brand awareness	0.08	0.01	0.678	NS
Place ← Brand awareness	0.67	0.45	0.000	HS
People ← Brand awareness	0.68	0.46	0.000	HS
Physical evidence ← Brand awareness	0.43	0.18	0.031	Sig
Process ← Brand awareness	0.79	0.62	0.000	HS
Promotion publicity ← Brand awareness	0.44	0.19	0.026	Sig
Brand awareness ← Institutional performance	0.66	0.45	0.000	HS
Brand performance ← Challenge	-0.43	0.28	0.009	Sig
Brand performance ← Brand awareness	0.24	0.29	0.047	Sig
Brand performance ← competitors	0.15	0.29	0.383	NS
Institutional performance ← Brand performance	0.29	0.25	0.046	Sig
Institutional performance ← competitor	0.34	0.25	0.046	Sig
Institutional performance ← Challenge	-0.15	0.25	0.444	NS

Structural equation modelling analysis Figure 5.2 and Table 5.72 shows that contribution of product towards brand awareness is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta = 0.80$  and  $R^2 = 0.64$ . There is no significant contribution



of price towards brand awareness ( $p=0.678$ ,  $>0.05$ ). Contribution of place towards brand awareness is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta = 0.67$  and  $R^2 = 0.45$ .

Contribution of people towards brand awareness is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta = 0.68$  and  $R^2 = 0.46$ . Contribution of physical evidence towards brand awareness is significant ( $p=0.031$ ,  $<0.05$ ) with standardized  $\beta = 0.43$  and  $R^2 = 0.18$ . Contribution of process towards brand awareness is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta = 0.79$  and  $R^2 = 0.62$ . Contribution of promotion and publicity towards brand awareness is significant ( $p=0.026$ ,  $<0.05$ ) with standardized  $\beta = 0.44$  and  $R^2 = 0.19$ . Contribution of institutional performance towards brand awareness is highly significant ( $p=0.000$ ,  $<0.001$ ) with standardized  $\beta = 0.66$  and  $R^2 = 0.45$ . There is significant impact of challenges faced by institution on brand performance ( $p=0.009$ ,  $<0.05$ ) with standardized  $\beta = -0.43$  and  $R^2 = 0.28$ .

There is significant impact of brand awareness on brand performance ( $p=0.047$ ,  $<0.05$ ) with standardized  $\beta = 0.24$  and  $R^2 = 0.29$ . There is no significant Contribution of competitors on brand performance ( $p=0.383$ ,  $>0.05$ ). There is significant impact of brand performance on institutional performance ( $p=0.046$ ,  $<0.05$ ) with standardized  $\beta = 0.29$  and  $R^2 = 0.25$ . There is significant impact of competitors on institutional performance ( $p=0.046$ ,  $<0.05$ ) with standardized  $\beta = 0.34$  and  $R^2 = 0.25$ . No significant contribution ( $p>0.05$ ) of challenges, competitors and institutional performance.

## **5.8 IMPACT OF BRAND BUILDING EFFORT**

Managements of engineering colleges shape their brand building strategy to align with their branding objectives. However, the actual impact of brand building may not completely coincide with these objectives. Therefore, the impact of brand building effort was studied and analysed as discussed here.

The results of descriptive analysis of 'impact of brand building effort' is shown in Table 5.73. Management of the institution agree that there is an overall positive impact of branding efforts (mean  $3.99\pm0.43$  for old, mean  $3.95\pm0.56$  for new colleges and mean  $3.97\pm0.50$  for both colleges combined). They strongly agree that branding attracts good companies and enhances placement (mean  $4.54\pm0.78$  for old, mean  $4.63\pm0.50$  for new colleges and mean  $4.59\pm0.63$  for both colleges combined). They strongly agree

that branding attracts meritorious students (mean  $4.31 \pm 0.75$  for old, mean  $4.19 \pm 0.91$  for new colleges and mean  $4.24 \pm 0.83$  for both colleges combined), attracts more number of applicants (mean  $4.15 \pm 0.90$  for old, mean  $4.31 \pm 0.60$  for new colleges and mean  $4.24 \pm 0.74$  for both colleges combined), and also helps in recruitment and retention of quality faculty (mean  $4.08 \pm 1.04$  for old,  $4.31 \pm 0.95$  for new colleges and mean  $4.21 \pm 0.98$  for both colleges combined). This can be observed as the mean of these factors are greater than the overall mean. There is no significant difference between the responses of old and new colleges.

**Table 5.73: Descriptive Analysis of Impact of Brand Building Effort**

Sl.No.	Variable		Mean	S.D.	Mann-Whitney Z-value	p	Sig.
1.	Attract more number of applicants	Old	4.15	0.90	0.27	0.788	NS
		New	4.31	0.60			
		Total	4.24	0.74			
2.	Attract meritorious students	Old	4.31	0.75	0.24	0.812	NS
		New	4.19	0.91			
		Total	4.24	0.83			
3.	Recruitment and retention of quality faculty	Old	4.08	1.04	0.64	0.519	NS
		New	4.31	0.95			
		Total	4.21	0.98			
4.	Attract good companies and enhance placement	Old	4.54	0.78	0.05	0.958	NS
		New	4.63	0.50			
		Total	4.59	0.63			
5.	Enhance community participation in college events and help in publicity	Old	3.00	1.58	0.31	0.754	NS
		New	3.19	1.11			
		Total	3.10	1.32			
6.	Enhance funding by external agencies	Old	3.92	0.76	0.72	0.469	NS
		New	3.69	0.87			
		Total	3.79	0.82			
7.	Enhance total revenue	Old	3.92	0.76	1.80	0.071	NS
		New	3.31	0.95			
		Total	3.59	0.91			
Overall	Impact of brand building effort	Old	<b>3.99</b>	<b>0.43</b>	<b>0.11</b>	<b>0.912</b>	NS
		New	<b>3.95</b>	<b>0.56</b>			
		Total	<b>3.97</b>	<b>0.50</b>			

The results of factor analysis of 'impact of brand building effort' is shown in Table 5.74. The KMO measure of sampling adequacy is above 0.7 which indicates the appropriateness of using factor analysis. Bartlett's test of sphericity gives a level of

significance less than 0.001, showing that the variables are correlated with each other such that factor analysis can be performed.

**Table 5.74: Factor Analysis of impact of brand building effort**

Sl. No	Brand Performance	Component		
		1	2	3
1	Attract more number of applicants			0.850
2	Attract meritorious students			0.570
3	Recruitment and retention of quality faculty	0.929		
4	Attract good companies and enhance placement	0.892		
5	Enhance community participation in college events and help in publicity		0.507	
6	Enhance funding by external agencies		0.816	
7	Enhance total revenue		0.760	
	<b>Percentage of Variance</b>	30.881	22.609	19.146
	<b>KMO measure of sampling adequacy</b>	0.723		
	<b>Bartlett's test level of significance</b>	p<0.001	p<0.001	p<0.001

Factor analysis of data using principal component analysis indicates that primarily branding effort will have its impact on recruitment and retention of quality faculty and to attract good companies and enhance placement. Secondly, branding effort has its impact on enhancing the funding by external agencies, enhance total revenue, enhance community participation in college events and help in publicity. However, branding has its tertiary impact on attracting more number of applicants and meritorious students.

### 5.8.1 Brand Recall

One of the indicators of the impact of brand building effort from a student point-of-view is the ability to associate certain traits and characteristics with specific higher education brands and recall them spontaneously. This kind of recall is called as brand recall. Students were given with certain cues and asked, which engineering college from Karnataka comes to their mind spontaneously. Some important results where a maximum number of students recalled are presented in Table 5.75.

**Table 5.75: Summary Brand Recall of Students**

Cues	Percentage of Students recalled the name of the particular institution.							
Campus beauty	AIT	12.2	RVCE	10.6	MIT	10.4	PESU	10
Infrastructure	RVCE	15.5	PESU	10.5	MIT	9.6	DSCE	8.4
Placement	RVCE	39.4	PESU	10.9	NITK	9.9	BVB	9.4
Reputation	RVCE	34.1	NITK	11.2	PESU	8.6	BMS	6.1
							BVB	6
Events	BMS	15.36	MIT	9.6	PESU	7	BVB	5.7
Advertisement	RVCE	13.2	PESU	13.1	MIT	9.2	BVB	7.4
High fees	RVCE	19.5	PESU	15.06	MIT	11.4	DSCE	6.9
Experienced faculty	RVCE	26.2	NITK	12.2	PESU	8.4	BMS	7.3

When students were asked to write the name of the college which comes to their mind when they read the given cues, their opinion was spread out with the names of different colleges. The top four colleges which are recalled by the students are shown in Table 5.75. The above result indicates that R.V College of Engineering and PES University, are recalled by the students with the each given cue like experienced faculty, placement, infrastructure, campus beauty, events and reputation. They also recalled the names of these colleges with the cue word ‘Advertisement’. That means students have noticed the communication done by these colleges and it has reached to the audience effectively and successful in keeping their name in the memory which can reviewed with given clues.

### **5.8.2 Correlation of Vacant Seats and Brand Building**

The annual budget spent by the institution on promotion and publicity in the last five years is shown in Table 5.76. The results show that 48.3 percent of the institutions spent up to 5 percent of their annual revenue on promotion and publicity in the last five years. 34.5 percent of them spent approximately 5 to 10 percent, 13.8 percent of them spent 10 to 15 percent, 3.4 percent colleges spend 15 to 20 percent of their annual revenue on promotion and publicity. During personal interviews, the institutional heads who said that they spent 0 to 5 percent on promotion and publicity revealed that until four years back they were spending only 1 percent of their annual revenue on promotional activity and advertising, but due to the increased competition they are forced to increase the budget on promotional activity. It is to be noted that 23.1 percent of the old college spend around 10 to 15 percent on promotion whereas only 6.3 percent of new colleges

come under this category. There is no significant difference between old and new colleges on the overall money spent on promotion and publicity.

**Table 5.76: Annual Budget Spent on Promotion and Publicity**

The Percentage of Annual Revenue spent on Promotion and Publicity in the last five years.	Percentage	Category (Old)	Category (New)	Total
		Percent	Percent	Percent
	Upto 5	53.8	43.8	48.3
	5 to 10	23.1	43.8	34.5
	10 to 15	23.1	6.3	13.8
	15 to 20	0.0	6.3	3.4
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
	Fisher's Exact Test		<b>p</b>	<b>Sig.</b>
			0.333	NS

The results of correlation between vacant seats in the last five years and the different factors of branding efforts of institutions are shown in the Table 5.77. As indicated by the Pearson Correlation, there is no significant correlation between the percentage of annual revenue spent on promotion and publicity in the last five years and average vacant seats in the last five years as  $p > 0.05$ . There is no significant correlation between the percentage of annual revenue spent on the library, staff development, and student enrichment in the last five years and the average vacant seats in the last five years as  $p > 0.05$ .

There is a significant negative correlation between the average vacant seats in the last five years and overall placement, highest salary package, campus facility and infrastructure, research activity and funding by external agencies, as well as specialties and ease of teaching-learning, with  $p < 0.05$ . This implies that all these factors reduce the number of vacant seats on an average.

There is a highly significant positive correlation between average vacant seats and leaflet as communication or publicity tool as  $p < 0.001$ . There is also a highly significant positive correlation between average vacant seats and sending employees, faculties and existing students for publicity or recommendation to pre-university colleges as  $p < 0.001$ . There is a significant positive correlation between vacant seats and fee structure in comparison with the competitors as  $p < 0.05$ . It is possible that such branding efforts do more damage than good as the institution may be perceived to be desperate to fill up their seats when they resort to such promotional methods.

**Table 5.77: Correlations between Vacant Seats and Factors of Branding Efforts**

Factors	Average vacant seats in the last five years		
	Pearson Correlation	p	Sig.
Annual revenue spent on promotion and publicity in the last five years.	0.170	0.378	NS
Annual revenue spent on the library, staff development and student enrichment in the last five years.	-0.069	0.722	NS
Overall placements	-0.543	0.002	Sig.
Highest salary package	-.515	0.004	Sig.
Leaflet	0.638	0.000	HS
Sending employees, faculties and existing students for recommendation	0.601	0.001	HS
Campus facility and infrastructure	-0.396	0.034	Sig.
Research activity and funding by external agencies / industry	-0.396	0.034	Sig.
Specialties and ease of teaching-learning process	-0.393	0.035	Sig.
Fees in comparison with competitors	0.431	0.019	Sig.

**5.8.3 Correlation between Opening Rank and Brand Building.**

Although filling up of seats is an important aim for all institutions, even more important is getting meritorious students to study in their college. This can be analysed by studying the correlations between average CET opening rank in the last five years and various branding efforts by the institutions. The results are presented in Table 5.78. There is no significant correlation between the average opening rank in the last five years and the percentage of annual revenue spent on promotion and publicity in the last five years, percentage of annual revenue spent on enrichment programs, as well as fees in comparison with competitors as  $p > 0.05$ . This goes to show that the brightest students are indifferent to advertising and promotion as well as competitive fee structure.

There is a significant negative correlation between average opening rank and add-on courses available in the institution, highest salary package, placement and reputation of the institution, library and lab facilities, as well as student diversity, with  $p < 0.05$ . The negative correlation coefficients imply that these factors help in decreasing the average opening rank, i.e., better and brighter students will opt for the college.

**Table 5.78: Correlations between Average Opening Rank and Factors of Branding Efforts**

Factors	Average Opening Rank in the last Five Years		
	Pearson Correlation	p	Sig.
Annual revenue spent on promotion and publicity in the last five years.	-0.056	0.774	NS
Annual revenue spent on the library, staff development and student enrichment in the last five years.	-0.155	0.422	NS
Highest salary package	-0.429*	0.020	Sig.
Placement and reputation in the society and among industries.	-0.448*	0.015	Sig.
Add on courses	-0.387*	0.038	Sig.
Fees in comparison with competitors	0.014	0.944	NS
Library, laboratories, special instruments and equipment	-0.381*	0.042	Sig.
Students' diversity	-0.470*	0.010	Sig.

## 5.9 CONCLUSION

This chapter gave a detailed statistical analysis and interpretation of the quantitative data collected using survey method. These major results are summarised and discussed in Chapter 6, along with a thorough analysis of how these results impact the brand building strategy to be followed engineering institutions, and the recommendations that follow from these results. The next chapter will give a meaningful discussion on the results which are obtained by the analysis done in chapters 4 and 5. The next chapter also presents recommendations and a model for building a brand for higher education at large and engineering institutions in particular.





## **Chapter 6 RESULTS AND RECOMMENDATIONS**

### **6.1 CHAPTER OVERVIEW**

This chapter discusses the results of qualitative and quantitative analysis presented in Chapters 4 and 5, and provides both policy and academic recommendations based on the research findings. It outlines the important results and discusses these results in the context of fulfilling the objectives of the study. The chapter deliberates on the branding strategies adopted by engineering institutions and discusses the gap between students' perception regarding branding and managements' branding efforts. It describes how an institution's reputation is perceived by various stakeholders and a discourse on student experience, satisfaction, and loyalty. The chapter provides recommendations to policymakers and academicians respectively and presents a performance- loyalty based brand equity model that was designed by the researcher which explains the interrelationships between the various constructs and variables considered in this study.

### **6.2 RESULTS AND DISCUSSION**

#### **6.2.1 Institutional Brand Building**

Engineering colleges in Karnataka are at the nascent stage in branding, which is a new requirement due to environmental and policy changes. The brand building of engineering colleges was found to be an institutional activity rather than a marketing activity. Out of the 29 colleges surveyed, only two colleges had a dedicated marketing team, while in the rest of the colleges, branding was generally handled by the principals and deans. Although these administrators were academically brilliant in the field of engineering having several technical publications to their credit, they expressed their limitation of knowledge on branding, and they were mostly working towards fulfilling NBA/UGC standards. Though stratified random sampling was used to investigate if there were any differences between the branding strategies adopted by old and new generation colleges, no significant differences were found in their branding objectives, use of services marketing mix, or the challenges faced in branding. Therefore, no distinction is being made in the discussion of results between these groups, and overall results are discussed, unless mentioned otherwise. The names of institutions have been obfuscated in order to comply with confidentiality conditions insisted on by the institutions.

It was found that line extension, creating robust, favourable and unique brand association in the minds of students and society, and enhancing placement were the primary objectives of branding. Respondents agreed that brand positioning statement is important to give a unique identity, but only about half of the colleges had a brand positioning statement or a tagline. This demonstrates the clear lack of systematic efforts by the managements of the engineering colleges in building and sustaining a brand in an active way. Qualitative analysis of interviews with parents, employers, media-persons, and academicians regarding the methods to build and sustain an institutional brand revealed that people and process were the most important variables in helping institutions achieve this goal. The role played by good teaching faculty, proactive management, and alumni relations were emphasised while industry-institute relationship and development of placement opportunities were also considered to be instrumental. With respect to the factors that the institutions believed to be the most important in creating a brand, teaching and learning was ranked at the top, followed by governance, emotional values, and research. Although academics and governance were given due importance, social responsibilities and research capabilities were often ignored or given less importance by the institutions. This contrasts with the opinion of employers in the qualitative interviews, where they stressed that since an institution is part of the local community, it is important to resonate with the problems of the community. They also suggested that technical institutions must take up projects that help the society around them. Such projects also attract companies for campus placements as they would be on the lookout for talented students with problem-solving capabilities and having experience in such activities. To enhance placement opportunities for students, all the engineering colleges preferred inviting companies and potential recruiters to deliver guest lectures as well as personally visited these companies as they believed these were the best ways to communicate the college brand to the industry. These methods help develop a more personal bond between representatives of the colleges and the companies, and this benefits students from a long-term perspective. Many such interactions have led to MOUs being signed or innovation centres being created.

The management perceived that product, process, and people were the most important choice factors used by students to make an enrollment decision and utilised these

marketing mix variables in their branding effort. Regarding product, they emphasised co-curricular activities which support the enhancement of learning of core subjects, the uniqueness of curriculum, and add-on courses. Regarding process, IT-enabled administration process, the procedure for participating in cultural/social/sports events, and grievance-handling mechanism were given primary importance. Within the people variable, success story of the institution and visionary leader of the college were highlighted by the institution when creating brand awareness.

The institutions believed that parents and students were the most important brand builders followed by industry and media, and therefore targeted the branding efforts towards these groups using a variety of promotional methods, with the college website, email communication and college brochure being the primary means. Interviews of stakeholders regarding the best ways to make an institution's name reach out to the public identified promotion as the most important theme. This was followed by people, institutional performance, and process. Emphasis was placed on the role of web portals, mass media, and word-of-mouth, while output factors such as placements were considered as core assets in creating brand awareness. On the role of advertising and promotion in building an institutional brand, the respondents of the qualitative interviews believed that institutional performance and student choice were the most affected parameters. A more significant awareness about the institution would attract companies to the college and therefore enhance placement opportunities for students. This kind of awareness regarding the institution would also have an impact on how students and parents perceive the college during the enrolment decision process.

The institutions felt that the major challenges in their brand building efforts were that of getting meritorious students as well as getting qualified and knowledgeable faculty. They also were of the opinion that the increase in number of colleges and competitors, changing culture and behaviour of students, and interference from regulatory bodies and government agencies were major barriers in growth and building a reputation. Governmental interference in private higher education institutions has been a long-standing issue, and despite several landmark Supreme Court judgements supporting deregulation of these institutions (Supreme Court of India 2002, 2005), the State has not taken up legislative reforms in this regard, and there are severe restrictions on the

autonomy of private institutions as well as bureaucratic red tape that results in a lot of wasted time and efforts for the managements of these institutions.

The principal of a College 'X' said, "Branding is successful in bringing companies, but many of these go back disappointed by giving the reason that students lack in skill."

The principal of a college 'Y' said: "irrespective of giving free classes on soft skills, students do not have the interest to learn it and make themselves employable." On a different note, the principal of a college 'Z' said, "The real challenges are not from students or parents, but the business model of the education system itself- the mindset of the society and some authorities to consider education as a non-profit enterprise. If an educational institution cannot make a surplus, who will invest? Unless you invest, how can you improve the standard of education?" They added, "If the IT industry can make profits, then why an educational institution can't?" The same principal defined the quality of an institution as: "placement with a high salary, students' experience within the institution, and academic results", and continued, "All these demand investments in high-quality faculty, good infrastructure, good laboratories, and on-campus comforts."

The research shows that the primary impact of branding is on recruitment and retention of quality faculty. It also results in attracting good companies and enhanced placement. However, all the institutions fear the entry of foreign universities in the state; they fear that it may affect their faculty retention. They add that there is no fear of losing students as a particular group of students will always stay with them because it may not be affordable for most students in terms of fees of a foreign university. However, the branding of foreign university and big salaries may attract their best faculty. Consequently, the respondents feel that this is the best time to start branding to get ready for the future.

Although filling up of vacant seats is not the sole objective of branding, it is one of the primary objectives, as each space created for a student is associated with an incremental cost to the institution. Vacant seats increase the running cost of the institution per student. This translates to either a burden on existing students in terms of increase in fees or a burden on the institution. A significant negative correlation was found between average vacant seats and branding efforts on the basis of overall placement and highest salary package whereas a highly significant positive correlation was found between

average vacant seats and promotion using leaflets and the practice of sending employees, faculties and existing students to schools as a means of promotion. This implies that students are attracted towards a college when they see good placements and big salary packages on the branding materials but students may perceive the increased use of leaflets and sending employees and faculties to influence pre-university colleges or equivalent schools as a desperate behavior of the institutions to fill vacancies, which negatively affects their impression about the college. In the study it was found that new generation colleges often use leaflets and both old and new generation colleges sometimes send their faculty and students to pre-university colleges for recommending prospective students. Therefore, care has to be taken before using these two brand communication strategies. It was also observed that there is a significant negative correlation between vacant seats and branding efforts made with the use of campus infrastructure, research activities, and external funding, as well as specialties and ease of teaching learning process. There is a significant positive correlation between the vacant seats and fee structure in comparison with competitors. This is probably due to students perceiving such a reduced-pricing strategy as helpless behaviour to fill large number of no-demand seats. If filling vacant seats is one of the objectives of branding, attracting meritorious students is another primary objective since entry of meritorious students helps in achieving other goals such as improving institutional performance, attracting companies, and even attracting good faculties. A decrease in opening rank of the Common Entrance Test (CET) indicates the entry of meritorious students. There is no correlation found between opening rank and money spent on advertisement, promotion, or on staff and student enrichment programs, which means that spending money on branding is not the ultimate strategy; institutions need to do a little more than that. Average salary package offer also has no significant correlation with the opening rank, but the brand communication done by college regarding highest salary package drawn by their students, add-on courses, library, laboratory, special equipment, specialties and ease of teaching learning have a significant negative correlation with the opening rank, which means that time, money, and efforts spent on these aspects are successful in fetching meritorious students. In structural equation modelling, there is a high correlation between institutional performance and students' enrolment decision. This indicates that institutional

performance should be a key factor in creating brand awareness regarding the institution. The interview respondents differentiated brand performance from institutional performance, identifying the process, perceived quality, people, and consistency as the most important differentiating themes. Ideally there should not be any gap or difference between the institutional performance and the brand performance but the autonomy in the process like teaching-learning will have its influence on stakeholder's perceived quality of a brand of the institution. This will automatically lead to differentiating between brand performance from institutional performance. The interviewees also perceived that institutional performance, process, people, and place were the most important brand-building efforts that were needed to occupy a foothold in the hugely competitive arena.

### **6.2.2 Gap between Student Perspective on Branding and Management Efforts**

A majority of the institutions spent up to ten percent of their annual revenue on advertising and promotion. The impact of branding was found to be primarily to help the institution in attracting and retaining faculty as well as attracting new companies and enhancing placement. The least impact of branding was on attracting meritorious students and increasing the number of applicants. Therefore, to attract meritorious students, one needs to have a better understanding of what students think or need. It was found that when students were given certain cues, they recalled very specific institutions as being associated with those cues. For example, R V College of Engineering was most associated with infrastructure, placement, reputation, advertisements, high fees, and experienced faculty. Acharya Institute of Technology was associated with campus beauty, and BMS College of Engineering was associated with events. Therefore, it becomes imperative to assess what factors are given importance by students when deciding to enrol in an institution. The intangible nature of service makes it difficult for students to evaluate the service before they have received it. It is therefore important in services marketing to offer tangible evidence of the service product. Intrinsic brand cues are very important, especially for highly intangible services (Brady et al. 2005).

The choice factors that were the most important for students to make an enrollment decision were process, people, and institutional performance. Regarding process,

students gave utmost importance to specialities and ease of teaching-learning process, followed by grievance handling mechanism, and IT-enabled administration process. Regarding people, students looked for a visionary leader of the college, followed by the success story of the institution, and alumni achievement. Records and awards, academic results, and placement were the indicators of institutional performance that the students looked the most for.

The colleges gave far less importance to institutional performance in their branding effort and highlighted their academic curriculum, i.e., product, while students were not as much interested in the uniqueness and variety of the curriculum as the institution's performance. Factor analysis showed that individual components within these broad categories were also given different priorities by the students and the management. For example, under the process category, institutions stressed on the procedure for participating in extra-curricular activities while this was of least importance to students. Ease of teaching-learning process was of utmost importance to students whereas institutions overlooked this in favour of other indicators of the process. Concerning the factor people, institutions gave the least importance to highlighting alumni achievement whereas students deemed this to be a necessary factor while rating an institution. This reveals a glaring gap between what the students expect while making an enrollment decision and the branding efforts of the engineering institutions.

### **6.2.3 Perceived Brand Reputation**

Once this gap is analysed, it is necessary to understand how students perceive an institutional brand. Students perceive that teaching-learning methodology, uniqueness and ambience of the campus, research and publication are indicators of the reputation of any institution. The qualitative research supports this argument with its result that process, institutional performance, people are major themes of a 'brand' when it comes to engineering college. Students think that when they study in a 'branded' college, they enhance their personal reputation and employability. This is in agreement with the general observation that Indian students desire the 'IITian' or 'NITian' tag is fuelling the rush for the respective competitive exams for admission into these institutions, together with the expectation that if one gets into these prestigious institutions, their probability of getting a job will improve.

Qualitative analysis revealed that the interview respondents differentiated the brand of colleges affiliated to state universities from that of private/deemed universities mostly with respect to the process, followed by perceived quality, people, and institutional performance. The general perception is that since private/deemed universities enjoy better autonomy and freedom from bureaucracy, they can offer a better quality of education to the students. Adding to this, institutional heads and principals of three different colleges expressed their regret on the topic saying that the state university (VTU) itself has jeopardised them by granting autonomy to a few of the affiliated colleges. Non-autonomous colleges are facing problems in upgrading themselves in terms of academics. This is a hindrance to their academic growth, which is the core strength to attract prospective meritorious students to the institution.

The students' thinking is influenced by several internal and external factors. Internal influencers include personal characteristics such as their willingness to consult other people to help them in choosing the best college, their observation skills, and their desire to have a positive impression on peers. External influencers primarily include alumni/seniors, career guidance counsellors, School/PU college/coaching faculty, religion/caste of the institution's management, and word-of-mouth. Despite popular belief regarding the primary importance of parents, family, and peers, it was found that they play a secondary role in influencing their decision. This confirms the findings of previous research by Pushkar et al. (Pushkar et al. 2013) which proposed that suggestions of elders played a moderate role in student enrolment decision.

When institutions build their brand according to what their stakeholders value, they must also be aware of certain factors that are beyond the control of the brand builders. These are factors with which students may or may not compromise on the enrolment decision or the choice of a particular institution. It was found that the student's gender, economic condition of the family and distance of the college from the student's home were not reasons for students to compromise on their college choice. This is in contrast with the findings of Connor et al. (1999) that pricing has a major influence on marketing strategy. In the Indian context, a fast-growing middle class has been found to spend a large proportion (10-15 percent) of their annual household income on education (Isozaki et al. 2017), and providing better quality education has become a priority in most households (Beinhocker 2007). Highly significant differences were found



between male and female students concerning product, physical evidence, people, process, performance, promotion, and compromises made. No significant differences were observed between the genders for price and place.

#### **6.2.4 Experience, Satisfaction, and Loyalty**

The students' experience is crucial, as it has a direct impact on students' satisfaction or dissatisfaction. All the seven services marketing mix variables can create institutional experience: be it the subject (product) they study, the day-to-day process (academic and non-academic), or the uniqueness of the place and physical evidence. However, student satisfaction and loyalty are mostly affected by people, which in turn highlights the need to develop effective communication channels between students and the key people in the institution. A positive experience can be created by a good communication between faculty, staff, and other college authorities with students, as regular interaction with these people has a big impact on how comfortable the students feel on campus. Another method to influence students' experience is by creating a beautiful service atmosphere which allows students to achieve their dreams. A highly significant correlation was drawn between college choice and student experience in the research. For prospective students, evaluation of non-tangible service like education is extremely difficult. Since alumni are the primary influencers during student enrolment decision both in old and new generation colleges, prospective students ask alumni about their study experience in the college. Grönroos (2004) also has stated that for a potential customer, a frame of reference person will be one who has experienced the service. Qualitative analysis of interviews also adds weight to the findings that the themes consisting of people, institutional performance and process help to make the institutions' name reach out to the public. A student will come across the people of the institution, institutional performance and all the processes involved in the service delivery, and these will be remembered as institutional experience when they graduate as alumni. To add to this, Mr. Sundar Kundoor, senior vice president of a leading Indian newspaper, also supported this with the statement, "...no doubt that newspaper has its own credibility in the public, but word-of-mouth helps in reaching the public faster. So, institution has to create a good study experience." Since there is a highly significant correlation between experience and satisfaction and also a mediating effect from experience to

student loyalty, it is evident that one has to create an experience which leads to satisfaction and loyalty.

The results depict that 93.6% of the engineering colleges in the sample have post-graduation courses attached to their institution. However, only 14.4% of the students were willing to continue their education in the same college. Those who wanted to continue, albeit a minority, gave as the primary reason their comfortability with the institution that encouraged them to do so, and those who did not want to continue reasoned that they wanted a better college. The creation of a feel of 'better college' will help in retaining existing students or at least make the students recommend the college to others.

Between 2004 and 2008, Australian government policies linked students' experience measures to performance funding and even for ranking. Since then, strategies to enhance student experience have become prominent in Australia and many developed countries. Even in India, the new ranking methodology adopted by NIRF in 2015, an establishment of the Government of India, provides 10% weightage to perception of quality (National Institutional Ranking Framework 2017). Because of these changes, globally, students' opinion will gain stronger recognition in the days to come. Therefore, it is imperative to ensure that students will experience a good education along with other factors which make the students feel good.

There is a highly significant correlation between students' choice and experience. The promises made during the entry period will have an impact on the institution's perceived quality during the students' experience. So utmost care must be taken to have congruence between the promises made and what they experience to enhance the satisfaction level of students. Confirming the study of the authors Elliott and Healy (2001), there is a highly significant positive correlation between experience and student satisfaction.

The primary factors that influenced student satisfaction were good and helpful teaching faculty, the safety of the campus, and ambience of the campus. Gruber et al. (2010) found that dissatisfaction of students is due to university building and quality of lecture theatres. Comparing with the results of the present research, it is confirmed that a good, safe and a beautiful campus will have its impact on satisfaction/ dissatisfaction of the students. Also, good, helpful and courteous communication of teaching faculty will

create a better experience for students in the institution and generates a feel of satisfaction towards the institution. It is found that only 14.1 percent students are extremely satisfied and in contrast 24.8 percent of the students are extremely dissatisfied. This disparity is not a pleasant situation for any institution. The managements of the institutions must focus on the factors which can increase the proportion of extremely satisfied students.

The results confirm the findings of the study by Navarro et al. (2005) showing highly significant positive correlation between satisfaction and loyalty. Student loyalty was mostly discriminated by promotion, people, institutional performance, and product.

Literature suggests that retaining an existing student is economically more viable than searching for a new student. The study revealed that 85.6 percent of the students do not want to continue post-graduation in their college and the key reason is that they want to go to a 'better institution'. This begs the question- have the institutions failed in instilling a sense of pride of being a part of the institution? Or have they failed to give the experience that students expected during admission? These are questions that institutions must ask themselves in order to develop a better loyalty amongst their students.

Toufaily et al. (2013) proved that loyalty is beneficial for all kinds of commercial organisations as this loyalty leads to positive word-of-mouth. However, even though there is a highly significant correlation between satisfaction and loyalty, since there is a large proportion of dissatisfied students, there is hesitation among students in recommending their college to others. This gives a clear indication that institutions must start internal branding through developing a relation with the student fraternity with the help of creation of a well-designed student experience and developing student satisfaction.

This research negates the results of Bowden and Wood (2011), whose research was done in Australia and confirms the results of Annamdevula and Bellamkonda (2016) which is based on a study in Andhra Pradesh, India, regarding the correlation of gender and student loyalty. These results will help educationists to divide their target groups as well as understand and manage them in a better way.

### **6.3 POLICY RECOMMENDATIONS**

A brand is a dynamic concept where the brand builders need to work on it continuously and consistently. A brand is about making a unique place in the minds of its stakeholders. These stakeholders live in a volatile and dynamic society with the characteristic of change with respect to time. Even though branding is proposed as a long-term objective, planning, implementing and waiting for the result in the long run is not a pragmatic situation. Irrespective of whether an institution is old or new, already reputed or not, it becomes essential to understand the volatility and change in trends of stakeholders who live in the society.

The research demonstrated that the students like to experience an innovative, research-oriented and modern institution along with diversity. The brand builders must know that starting from the name and associated symbols, each factor of the marketing mix will help in developing a brand in the short-term and brand equity in the long-term. Even the centrally funded 101-year old Banaras Hindu University and 142-year old Aligarh Muslim University were recommended to remove the words ‘Hindu’ and ‘Muslim’ respectively from their names by the audit committee set up by UGC on 25<sup>th</sup> April 2017 to reflect the secular nature of these public institutions (Chopra 2017). Therefore, it is important to analyse the effect of each factor starting with the name to the institutional performance, which becomes the basis for building an institutional image in the minds of stakeholders.

A brand building model for private engineering colleges has been recommended which is a composite of two aspects: The management’s efforts in creating brand awareness that leads to good institutional performance, and student enrollment behaviour leading to loyalty which is discussed in detail in section 6.5.

The process, people, and institutional performance, place and product are the major factors that influence student enrollment behaviour as well as student loyalty. Institutions must focus on developing the following factors and promote these factors in the right proportion and combination to create brand awareness:

- The product factor is characterised primarily by add-on courses, the university offering the degree, academic curriculum, and branches offered.

- Components of the process that play a primary role are specialities of the teaching-learning process, grievance handling mechanisms, IT-enabled easy admission process, and pedagogy.
- The people factor is primarily composed of a visionary leader, the success story of the institution, alumni achievement, and faculty profile.
- Institutional performance is indicated by academic results, records/awards by students and faculty, placement, ranking/grading, and cultural events.

The above factors need to be continuously audited in terms of implementation and tested for efficiency at regular intervals. The audit should be followed by a communication strategy, both internally and externally. The good things which happen within the institution may look obvious to those who are aware of them, but many people in the institution may not be aware of the progress or the success which has been achieved by the institution. Even the positive changes that have been brought in to enhance the image of the institution may go unnoticed. Internal communication is a simple process as compared to external communication where the identity of the stakeholders is not clear. Policy makers must find out their target audience, otherwise the external communication runs the risk of being lost in the large junk of information that exists in the mass market or on social media. Too many advertisements are not appreciated by the students as they may perceive it as a desperate attempt by the institutions to market themselves. It is recommended that a minimalistic approach to advertising should be adopted, and must be straight, informative, truthful, and targeted. Along with the creation of brand awareness and a brand name, sustaining this brand is a major issue or a challenge which can be achieved through the consistency in the factors which lead to an institutional brand and its relationship with the society. In the process of identifying the target audience, organisations often fail to recognise the fact that the institution must stay for long in its immediate environment and must be loved by its local community. Irrespective of whether the society surrounding an institution consists of prospective students or not, it becomes a major contributor to the institution's survival and growth. Projects which can help the society at large become the link between the institution and the society. This can be achieved by linking research and development as well as CSR activities to the benefit of common people around the geographical location of the institution. This will create a sense of pride amongst the

locals and their involvement and trust helps the institution during times of institutional crisis, such as if someone would try to defame the institution for personal benefit or due to jealousy.

Attracting prospective students to get enrolled is one issue but more important is retaining students once they are enrolled, as those students who leave the institution within a few months after admission tend to propagate misinformation regarding the institution. As most of the colleges have research centres and postgraduate courses attached to them, strategically it is essential for the institutions to encourage students to continue their education in the same college. It is important to identify the factors responsible for student satisfaction and give due importance as this will have a direct impact on student loyalty. This can be achieved by developing an everlasting relationship with the student fraternity. The fundamental objectives of all the people belonging to the institution should be to convert 'delivery of education' into a 'learning experience', converting 'imagined honesty of the college' into 'permanent trust of the student', converting 'identity of the college' into 'the personality of pride', and converting 'an individual student' into 'a brand ambassador of the college'. This can be realised only by creating an experience which demonstrates congruence between promises made to students during enrollment and the reality. These objectives can be accomplished by being innovative, building up good reputation in the society, research-oriented approach and giving a modern outlook for the institution.

A brand-building strategy that takes into consideration the entire lifecycle of a student, beginning with pre-enrolment brand image creation to the development of brand loyalty, must be implemented to create a favourable brand equity.

#### **6.4 ACADEMIC RECOMMENDATIONS**

This study has successfully led to the development of an empirical brand building model that can be strategically implemented by private engineering colleges. A similar approach can be taken to extend the idea to other fields of higher education, and models can be developed specifically to various subject areas or geographical regions.

Studies may be conducted from the viewpoint of other stakeholders like industry, parents, media, or the public. Branding from a faculty perspective is also a promising

avenue for further research as they form a key factor in developing loyalty-based brand equity.

A report in The Financial Express (Seth 2005) stated that educational branding does not often form the subject of academic case studies or discussions. This research provides a firm footing based on empirical evidence and therefore can be the basis for developing a better academic framework for studying educational branding in the Indian context. The difference in student loyalty with respect to gender forms a basis for behavioural scientists to understand the underlying reasons as well as psychological factors.

## **6.5 PERFORMANCE-LOYALTY BASED BRAND EQUITY MODEL FOR HIGHER EDUCATIONAL INSTITUTIONS**

Structural equation modelling resulted in two separate models for students and the engineering college managements which pointed out the relationships and correlations between various factors that led to the creation of brand equity.

The brand building model recommended here for higher educational institutions is a composite of these two models. The first step involves the creation of brand awareness in the minds of all the stakeholders of the institution. The most important factors that need to be stressed while creating brand awareness are product, process, people, place, and promotion. Promotion is especially important in the sense that effective brand communication is essential so that the other factors are made known to the right stakeholders through the right channels. The figure 6.1 shows the detailed breakdown of components which contribute the most to each marketing mix variable. This brand awareness creates a familiarity with the educational institution, and attributes and attitudes get attached. This kind of familiarity increases favourability in terms of attracting and retaining faculties as well as attracting industries towards the institution. It also increases the number and quality of applicants.

Successful creation of brand awareness leads to brand performance, confirming the results of Moingeon and Ramanantsoa (1997). Brand performance refers to the value attached to a brand and the desirability of the brand.

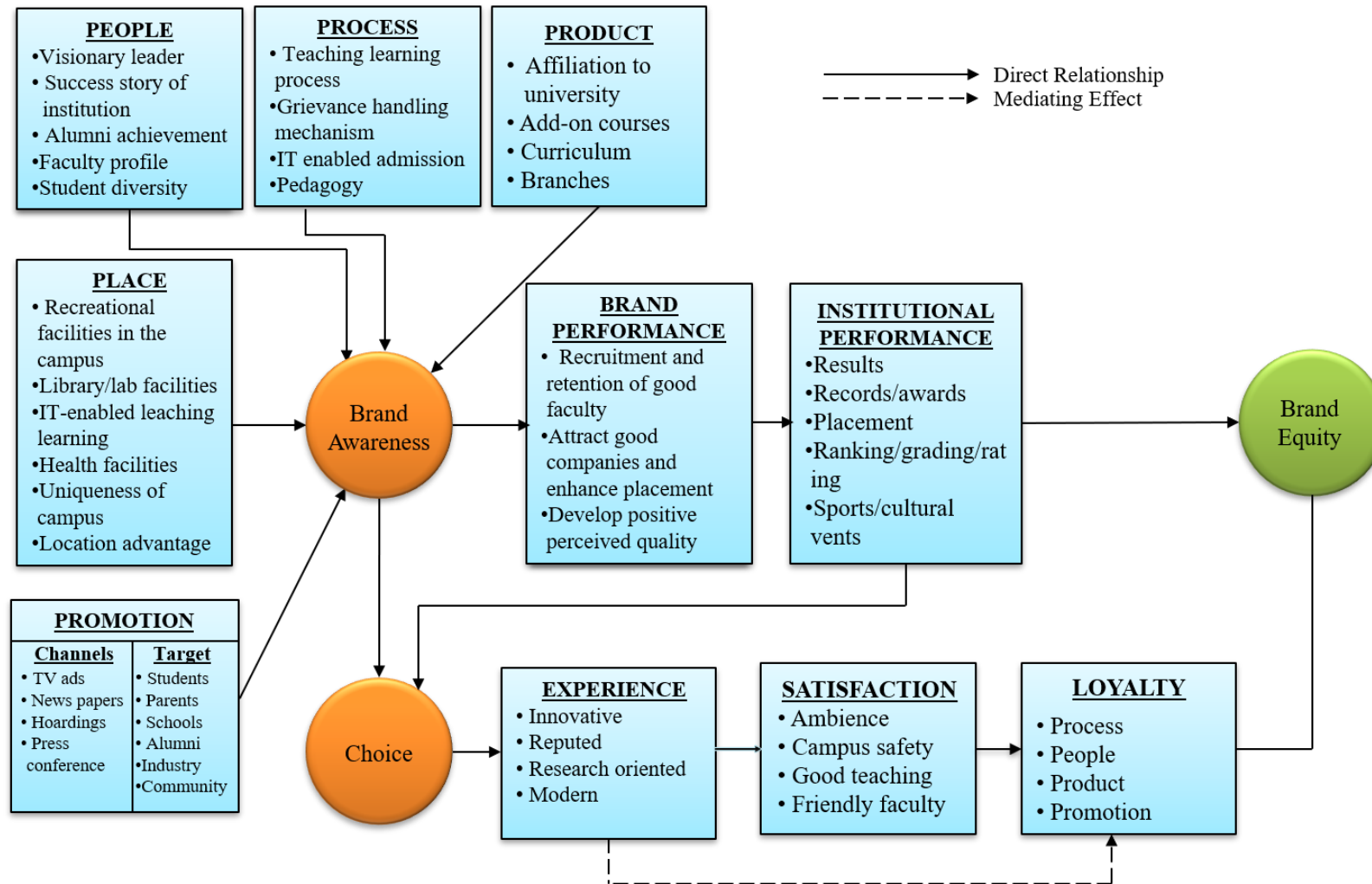


Figure 6.1: Performance-Loyalty Based Brand Equity Model for HEIs



An effective promotional strategy can be used to create extremely good brand awareness and positive brand performance. An institution whose brand may perform well does not necessarily have to show good institutional performance. For example, an institution may be able to attract students using its promotional strategies, by aggressive marketing to stand out from competitors, and with world-class infrastructure. None of these guarantees institutional performance but prospective students may still desire to study in those institutions based on the resultant brand awareness. Good brand performance helps in faculty recruitment and retention, attracting reputed companies for placement, and developing a positive perceived quality.

Ideally, good brand performance should be followed by good institutional performance. Brand performance by itself, in the absence of institutional performance, will deteriorate the institution's brand value in the long run and will be tagged as "what you see is not what you get" over the years. Institutional performance is reflected by the recognitions, awards, results, placements, and ratings that an institution can associate itself with. This, in conjunction with the brand awareness already created, are strong drivers of student choice.

Student enrollment decision to get into a college then leads to the student experience. Here the student experiences the brand that the institution has built, and can differentiate between their expectations during the enrollment decision process and the reality once the decision has been made. Factors that contribute towards student experience include innovativeness, reputation, emphasis on research, and a modern outlook. A reputation built on false promises or a brand image that is far from reality is not sustainable as students would have a negative experience, leading to dissatisfaction. A positive student experience will lead to satisfaction which is the next stage of the brand building model.

Student satisfaction is something that every educational institution strives for. Besides rankings, ratings, and awards, satisfied students form the core asset of a higher educational institution. These satisfied students convey their satisfaction to prospective students, and therefore, the institution can grow in the long run.

Brand loyalty is a measure of the attachment a student develops towards an institution brand, and it reflects how likely the student is willing to continue with the institution in

the future or recommend the institution to others. It represents a favourable attitude towards the institution resulting in a consistent relationship with the institution over time. This is a direct effect of student satisfaction as they can develop loyalty towards the institution only when they feel that the institution can satisfy their needs.

Structural equation modelling shows that there is a mediating effect of experience on the relationship between student satisfaction and loyalty. This means that the experience that a student has in the institution influences the relationship between student satisfaction and brand loyalty. A satisfied student who has a continuously positive experience in the college will be more likely to develop institutional loyalty.

## **6.6 CONCLUSION**

This chapter outlined the various results of the data collected and analysed as part of the research and elaborately discussed these results. Policy and academic recommendations were also provided, and a performance-loyalty based brand equity model was developed. The next chapter summarises the entire research and gives concluding notes regarding the branding of engineering colleges in Karnataka.

## **Chapter 7 SUMMARY AND CONCLUSION**

The study commenced with the identification of the need for the branding of engineering colleges in Karnataka. Institutions were found to be facing problems such as a decline in student enrolment, shortage of quality faculty, limited financial assistance, and competition for these limited resources due to the bourgeoned growth of several engineering colleges. To overcome these challenges, institutions need to develop competitive advantage and differentiation by implementing a branding strategy. This problem recognition created the scope for the research under the title “An Empirical Study of the Brand Building of Engineering Institutions in Karnataka: A Strategic Framework”.

The objectives were identified after a thorough review of literature. The objectives were to assess branding strategies adopted by the institutions, to determine the gap between students’ choice factors and branding strategies adopted by the institutions, to recognise the various stakeholders in students’ decision making process, to evaluate the role of student satisfaction in creating student loyalty and also to measure the contribution of student choice factors towards student loyalty. The principal objective of the study was to develop a conceptual model to help the institutions to create student-centric brand equity.

An extensive literature review helped in identifying 7 P’s of services marketing mix, viz., product, price, place, promotion, people, process, and physical evidence along with institutional performance as independent variables which contribute towards the latent variable brand awareness from an institutional perspective and the latent variable student choice from a student perspective.

The population consisted of engineering colleges in Karnataka which offer the four-year undergraduate engineering degree. Colleges which came into existence from the year 2009 onwards were excluded from the study since it was objectively challenging to measure the variables such as performance, reputation, and loyalty for new colleges. Thus, the population consisted of 128 colleges with a total enrolment of 64324. Stratified random sampling technique was used in the study and the population was stratified based on year of establishment as old- (1999 and before) and new- (between the year 2000 and 2008) generation colleges, to identify whether or not there were significant differences between them with regard to their branding strategies.

The research used survey and interview methods to collect primary data. The survey was conducted in 29 engineering colleges and data was collected from the management level personnel of these institutions and from a total of 1992 students in their second-year of engineering. Structured face-to-face interviews with various stakeholders such as parents, employers, academicians, and media persons gave a broader understanding of the relevance of the model proposed at the culmination of the study. These two techniques and the analysis of the collected data contributed towards achieving the objectives of the research and answering the research questions.

Standard regression weights ( $\beta$  values) obtained from structural equation modelling gave the relative contribution of the factors affecting students' enrolment decision which should be taken into consideration by the managements of the institutions while building a brand. Process is the most critical factor which influences student choice while product has a far lesser contribution. However, it is observed that institutions concentrate mostly on developing uniqueness of their product offering. Unlike other service industries, educational institutions (service provider) cannot compromise with the core enterprise of the institution, i.e., product. The existence of a good product has its influence on brand loyalty which is discriminated by four major variables, i.e., people, institutional performance, product and promotion. This means that the institution must focus on developing a good product and an efficient process to deliver this product to the students since an excellent academic product in conjunction with a streamlined process will transform a student into an employable citizen.

People forms the second most important factor which is perhaps the most crucial and challenging one for the institutions. Getting the right people and maintaining service quality is an essential strategic action for the institution, as students feel connected to the institution for a long time because of the faculty. This study also confirms that 'people' is one of the major factors which influence enrolment decision as well as student loyalty. The institution should therefore develop a sense of pride amongst the staff, faculty, and alumni in getting associated with the institution. An effective combination of product, process, and people results in good institutional performance, which is the third most important factor affecting student enrolment decision. Institutions must focus on developing an unshakable reputation based on performance,

primarily characterised by academic results, records and awards, placement, ranking, and grading.

Place forms the next most important factor where managements should focus on creating sports and recreation facilities, use of IT-enabled teaching and learning, library, labs, and special equipment, and on-campus comforts and external ambience which provide a beautiful and memorable institutional experience. The fifth factor is promotion, or in other words, internal and external branding and communication. The best product, institutional performance, process, or people contribute towards the brand name or reputation only when they are communicated to the right people, in the right place, and at the right time, using the right channel. While understanding the importance of students as the primary customer, it is also important to grab the attention of their influencers. Student enrolment decisions are mainly influenced by alumni/seniors, followed by career guidance counsellors, their PU college teachers, and parents.

The next area of focus should be based on the pricing strategy. Only when institutions cross the first five tiers of branding, they can have a hold on the pricing strategy. At this stage, if an institution is capable of being identified as a premier institution in terms of product, process, infrastructure (place), and performance, then the institution can charge premium fees for its first-rate quality. If the institution wants to attract meritorious students as well as a large number of students, it can also present the institution as affordable to all. Discounts and scholarships also work as part of the pricing strategy. The last factor affecting student choice is physical evidence such as having a beautiful lobby with well-dressed reception staff, a comfortable parents' lounge, well-designed classrooms, and a nicely built website which also contribute in bringing prospective students to the campus.

The optimal combination of this marketing mix starts resonating and creates a unique identity for the institution which needs to be embedded in the minds of stakeholders, viz., students, parents, industry, society surrounding the institution, and the media. Managing the perception that these stakeholders have with regard to the institutional brand is most essential. If the institution does not clearly define the meaning of the brand, these stakeholders will give their own definition or meaning to the institutional brand which can be dangerous for the growth and survival of the institution. An

emphasis must be placed on the strong foundation needed to build a brand using the marketing mix. On a continuous basis, the brand builders must work towards getting the institutional brand associated with a favourable reputation. One individual, for personal gain or out of malice, can ruin the status of an institution overnight. Therefore, a dedicated team to manage such crisis situations is a critical requirement in the competitive arena. The reputation must be associated with consistency especially when the reputation is built on the basis of institutional performance and other services marketing mix. In addition, the relationship with all the stakeholders of the institution should be maintained consistently. The best way to build a brand is by creating satisfaction and loyalty. By doing so, the institution creates permanent brand ambassadors who can spread the name of the institution beyond its geographical boundaries. Finally, the institution being an entity in the society, must contribute to the community in terms of research and innovation which will create a win-win situation by benefiting students, institution, faculty and the society at large.

This research contributes to the existing body of knowledge by enhancing the efforts of institutional brand builders and provides scope for academicians to extend the study into different fields of higher education as well as in various geographical contexts. Institutional performance has proved to be an important addition to the services marketing mix with regard to educational services. A brand built on these eight services marketing mix variables will not only benefit brand builders and academicians but will also enhance the overall quality of higher education in India.

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## APPENDIX I QUALITATIVE INTERVIEW TRANSCRIPTS

### TRANSCRIPT OF CA JAGANNATH KAMATH

**CA Jagannath Kamath** hails from Mangalore and practicing as Senior Chartered Accountant for the last 32 years. He served as President of Institute of Chartered Accountants of India, Mangalore branch. He is a leading auditor for many educational, religious organizations and industries. His elder daughter is also a Chartered Accountant and younger daughter Sanjana Kamath is pursuing her third year engineering in computer science at Sahyadri engineering college, Arkula Mangalore.

**Researcher: Ok so my question to you as a parent why because you have gone through the selection process, choosing a college, decision making all these processes you have gone through so according to you or for any parent if you are representing a parent fraternity what is a brand when it comes to engineering colleges?**

**Jagannath Kamath:** There are many engineering college in this area particularly aa... state also aa.. when we talk about engineering colleges most of the parents they see while admitting their students after plus two which is the best engineering colleges it is difficult to analyze because what is best may not be best in everything we talk about mite there are good students who go for IIT NITK but it is not that all the engineering colleges are on higher level or good or mite is good or some other college is bad it is not like that all the engineering colleges have their own name engineering colleges will get name based on the years of service they have given to the society as well as the students the more the number of in any proficient or any educational institutions the more the number of years you give the service to the society it gets a brand then how will you get a brand the best infrastructure given by the colleges the best library felicities given by the college it will be a talk of the town and most of the students always the toppers will go to the best engineering colleges it doesn't mean that they only shine in life students even from the smaller colleges will also shine in life provided they get best felicities most of the engineering colleges the management it is the responsibilities of the management to see that facilities given to the students will be the best in the form of good education good discipline and the brand value will come when the students feel that a when they study in a particular engineering college they get a

hope in the campus placement that will get jobs because now most of the students they study because that they have to go for the employment the bigger the college is the senior colleges senior means those who are in the field for the last so many years naturally the companies also will select those colleges but once the colleges get ten or twelve years of service to the society they are also selected because the students who go to that college also will be selected so the brand will be built on the number years in the field.

**Researcher: So what does an institution need to do to sustain and to build up their brand value?**

**Jagannath Kamath:** There are many engineering colleges in this particular area or in this state or in the country but it is up to the management see there is a good college but infrastructure is not there or the good library facilities are not there but in this field if the management decides anybody who wants to come up in life he has to scarifies in the initial years he has to do the provision of best facilities to the students he has to co-ordinate with the best of the best companies in this country so that the representatives of the companies comes very often to their colleges and becomes a publicity even a small engineering college which was there for the last five years most of the parents are observing who are coming there and based on that that publicity will spread there is cross section of the students going friends or relatives they are admitted to different colleges but then always they discuss which of the companies they are visiting your campus then there will be a public talk saying that today the same companies which are visiting the biggest colleges in this area it may be MITE, NITTE or Saint Joseph if they proposed to visit this smaller colleges also then the parents will get confidence when the every parents having in their mind our children should be placed very well in the society in the best of the companies so it is up to the management if management feels that we have expand all this campus because when you go for campus placement and all you have to negotiate with the most of the bigger companies and you have to look after them also because during their visit to their colleges their stay and other things should be supported if the management thinks of not spending anything nobody will come if they think of spending because whatever see when you grow a coconut tree first you have to put all the manures in their on the bottom of the tree then only it will start giving the results yields like that management in initial stages should see that

they should not compromise anything on the financials if they spend very good amount on the structure of the basic structure definitely there will not be a problem and the brand will definitely improve and it will anyhow any colleges any institution there is gestation period may be five or six years and once they build that brand nobody can challenge that brand.

**Researcher: How do you perceive the brand of a college which is affiliated to state universities like VTU versus the brand of deemed or private universities?**

**Jagannath Kamath:** See all these VTU and other affiliated to the government organization I should say that it bureaucratic controlled when you do business you can just compare with the business run by the private institution and business run by the government institutions always government institutions runs at loss because there are lot of people no decisions are taken and it is always controlled by the people always controlled by the government agencies they don't have any direct what I should say they don't have any direct control for everything they have to depend on the government to get any sanctions or to change the systems of this but when it goes to the private institutions definitely the management is very much interested in bringing up their name as well as to see that they will be the best because NITK is run by central government like that all the some of the engineering colleges are run by VTU's because they are affiliated to VTU's see you compare the Nitte college as well as you compare the NITTE college Nitte institutions or St. Joseph institutions Nitte I don't say St. Joseph because St. Joseph is affiliated to VTU and Nitte's management is very dynamic management because they want to come up in life at any cost they don't compromise on anything and they are not regulated by VTU'S and they are not regulated by VTU'S and that the environment of course for the admission and all things they may be regulated they are more interested in getting the companies to their campus they have very good influence in the society like that colleges affiliated to VTU's also they also take steps but granting always private institutions they take lot of effort to keep their brand and to increase it always.

**Researcher: Ok aaa... what should be the brand building efforts of institutions be to occupy a foot hold in the hugely competitive arena that is how can they stand out in the competition?**

**Jagannath Kamath:** According to the best of the best infrastructure rightly i have said in the beginning itself the library facilities the campus placements inviting various professionals from various fields on conferences lovely and affectionate management the best and affectionate dedicated teachers professors on various fields if the college particularly institution is having all these things at store you can compete with anybody in this world.

**Researcher: Ok what is the rule of advertising and promotion in building a brand for an institution?**

**Jagannath Kamath:** I don't think that advertisement will help a lot because our friend is there but advertisement is a business advertisement will help a lot in getting the students for this educational institutions because of course, it is a part of the thing partly it may help but word of mouth because most of the students as well as parent they interact with each other any parent if he or she wants his son or daughter to be admitted in engineering college definitely they will discuss this with their contemporaries or theirs seniors or their neighbours or their relatives so that they can form an opinion which is the best college advertisement I don't totally reject but you can see that most of the papers they bring out advertisements and in the same sheet all the engineering colleges names are there it is their business I don't think doing business is wrong but based on advertisement nobody can take a decision of going to a particular college it is only a word of mouth how are the lecturers how affectionate they are how is the management what are the facilities what are the see i have seen some colleges taking their students for industrial visit of course most of the colleges will take but advertisement I don't think that for engineering colleges it will help a lot but then there is a compulsion when you go with agencies or some papers naturally there will be a tendency to give advertisement i rightly said because in same sheet so many engineering colleges name comes and always you publish that our college has got so much percentage of result and now engineering colleges almost most of the colleges getting 90 95 percent result it will not make much difference only the thing is the word of mouth is the best way of advertisement for engineering colleges and it all depends on the management.

**Researcher: What is the difference between brand performance and institutional performance?**

**Jagannath Kamath:** Brand performance means how much admission you will get institutional performance is reflected in the results of the institution how much what is the percentage of result what is the campus placement how many students have got campus placement from that institution that is institutional performance brand performance means on the basis of the brand how many admissions they have got see some of the engineering colleges they have admission capacities of 300 and they don't get 300 they are running the colleges with 140 inmates I have seen some of the colleges there are 60 capacity in each of the branches they are running with 3, 4 students I don't say that they don't have brand but then there is no brand performance it doesn't mean that that institution performance is not there. Institution performance hundred percent result they are getting brand performance is not there if there is a brand performance they should have got 100 percent admission institution performance is something different which you can't compare with the brand performance.

**Researcher: ok sir thank you.**

#### **TRANSCRIPT OF PRASHANTH KAMATH**

**Mr. Prashanth Kamath,** working as Delivery Manager for Infosys Ltd., finished Bachelor of Engineering in Mechanical discipline from NITK, Surathkal. Started as a Graduate trainee at Bajaj Auto Ltd. Working with Infosys for 20 years. He is a certified PMP professional. He is also software quality auditor and certified software estimation specialist from IFPUG. Prashant Kamath says "At that time being an early stage of software Indian era, we could call our self as initial pioneers in the industry". He has 250 people working under him. His team works for various industries across the globe. Their key customers are from oil, gas and mining sector. His daughter is now studying in 12<sup>th</sup> standard and aspiring to join engineering college.

**Researcher: So from the outside as an employer, being in a software company, what is a brand when it comes to engineering colleges?**

**Prashanth Kamath:** See, for me the brand is the name of the college, that provides quality students, a quality output, from the thought process point of view. Not just the knowledge in their subject, what they do on regular basis. When I talk about a brand, it is how a person thinks that has as an output. That when the person is thinking, that gets him or inculcates a thought process. When I ask a problem, how he thinks, through that

how he comes out with a solution. That actually is very specific things. That gets thought, and becomes a way of life for an individual, that creates a brand for an engineer, to be able solve the problem, that he is actually facing, whether it is in a life or whether it is an IT problem, another organization is facing, or for example our own organization. How he thinks, about the problem, solving the problem, coming out of the solution pattern, so that has a difference in the way we have seen in different colleges. As we have seen the way they actually talked, while teaching makes a lot of difference, in making their thought process different. And we have seen, be It an IIT, NIT or deemed college or it is private colleges or any government colleges. Based on the type of faculties, that individual college holds. It actually builds up, so... that gives a different brand by its name. As I said the output that actually delivers is... a brand for me.

**Researcher: Ok what does an institution need to do to sustain and build up its brand value?**

**Prashanth Kamath: Ok.** so, the key thing that Institute should build from a brand point of view, from an organization point of view, is the connect that they actually build with each individual organization. When I say to build a brand, how does a brand work, is nothing but, a student that is actually learning in that college. How you get a person, or an input, to that college is, based on certain limit. Like baby did a metric, whatever it is and then through the process of teaching, the person would have come out as an engineer, and he is ready for a joining an organization, pioneer organization etc. That way the person, who comes, becomes a brand ambassador of that college. Now how an institute can actually build, that is nothing but building that career thought process, with in the each individual, within the organization, making sure that, making them ready for, taking an interview or getting them to that thought process, ensuring that, they think through that process, saying that, ya this is what I need to answer, this is what I need to do, to make sure that, I get the pioneer organization, or be part of pioneer organization, that comes with the placement organization. Within the college, the placement organization actually should build, that connect with the individual organizations. It should be the organizations which are pioneers. May be in and around the place, may be a larger in the global level, in a country level. It could be that, for



example... my own company. Its Infosys, if it builds that connect, it is not only the companies but the colleges also should reach out to the organization. But if they put an effort to identify, which are the good organizations, with in the country, outside the country and ensure to show the right path to the students. That is how you actually build a brand. And ensuring that, the theme that is coming in, or the students are actually getting in to the colleges, how do you make them ready. That becomes a one of the key reasons for a building a brand. If you don't ensure, that is ok ya, I have a brand, I have a college, but if the people don't know about your college before joining, there is no question of brand right? That brand has to be built, once they know that, ok this is a good college, where if I join, I have a good career. My career is developed here. And then automatically, the things will be in perspective of a student that, yea this is a college, that I need to build, and of course, as an organization, we look for such students, such people to be part of the team, were actually who look for, I need to learn better from this particular organization, or something that is what makes a brand I felt. So that is what an institution should actually inculcate, how do I actually build that path for each individual students. That path itself will actually become a word of mouth, for each individual, whether it is from a senior, to junior. It becomes a movement, of saying that ok; this is the college that I need to target for the kids, who was studying 12<sup>th</sup> or 10<sup>th</sup> or whatever it is.

**Researcher: Ok how do you perceive the brand of colleges which are affiliated to state universities such as VTU versus the brand of deemed or private universities?**

**Prashanth Kamath :** See, I do not want to differentiate, between a VTU versus a branded or a privet colleges, but at the same time.....

**Researcher: Private universities ?**

**Prashanth Kamath:** Universities ya private universities, private colleges or deem colleges. My thought process is, it is about the opportunity, it is about the investment that, a university or colleges or a VTU that makes in building that infrastructure building an ecosystem for the students, to learn and make sure that their potential is actually come out. Unfortunately, what I see today is... that deemed and private colleges are making really good. Because they have money power, they have to make that

investment, they actually do the best part of the investment that, they can actually do. Unfortunately, on the other side, the VTU'S are not that making, that much of investment. For making of that environment ready for the students, to learn it becomes a part of life. Ok, I am in part of VTU, but I don't get an environment, to actually learn I, keep continue to learn. Possibly a syllabus that may be not relevant for today's date. If we make that change I don't see the reason why VTU , or any government agency, or government universities, private universities are, what I mean is... government universities can give a competition, to the privet colleges. But today privet universities are actually doing the best part of the investment, and they create the brand. Because of the output, that actually comes out. It is not about the how part of it, it is not about what is actually being done. It is how it is being done, that actually makes the difference. That's why I say I don't see major differences because there are colleges in the government agencies, who make their effort to make within their constraints. But still when I give this example it is mostly 80: 20, 20 percent of the government universities do good, 80 percent of the private colleges do good.

**Researcher: Ok what are the best ways to make the institution name to reach out to the public?**

**Prashanth Kamath:** See it is as I mentioned earlier, it is a good challenge for each of the organization. To get into a public domain, unless they do well for the students, or when I mean good for students, it's a placement. The people the outside, who would look at a college, which gives the best of the best placements that is the first thing for a anyone, if he looks at. The placement will make half a mile. First one, that organisation will try to do is... an advertisement. Then a promotion, but unless there is an output, nobody will value advertisement. Advertisement will take only to maybe half a yard to get that full yard. You need to make sure, that there should be an output. And that output will actually create a vibe. That enables the organization to become public in no time. So it is a word of mouth, which actually makes a college a public, based on the placement, type of students that proved, that is actually shown by the students. Because if I look at in our organisation, we clearly make out: the employees come from, very specific colleges' verses not from specific colleges. We clearly make out, based on their attitude. And as soon as, unfortunately, today we ask on a first day, which college you

are coming from?. Because we always immediately, try to label them. With that ok this person could be of this kind, which is actually wrong. But unfortunately, in the given situation, we need to do it, I do it because, I need to know, how do I actually handle them? What makes the difference?, It is a word of mouth, whether it's a good or bad.

**Researcher: Ok, what should the brand building efforts of the institution be to occupy the foothold in this hugely competitive era that is how can institution stand out from its competitor?**

**Prashanth Kamath:** It's very challenging. It is not just for institution, for any of the organization for that matter, it is competitive world, unless you build an environment, that actually creates you saying, that ok this is the place that, I need to be, I will give an example of my own organization: it is not possible that unless, I make an effort, or organization makes an effort. It is easy to join People to join our organization. Infosys is not a great company, it's a good company. We need to make sure, that we get the input; we get the best of the people of a lot. So our effort starts from, when the person is in tenth standard, not in engineering level. How do we actually make it? We go to each school, there is a department for that, and they go to the schools. We actually get them as a castle manager, to actually say that, what the computer is all about. They might have computers, but still... how a computer actually got into the world. They go through about kind of training in our campuses, they see the campuses, and say oh ok! Wow! This is great! And some kids will actually start thinking; ok this is the place, where I need to be. That's the first point. When they get into the college again, we connect with them through campus connect. The whole point of campus connects is... to bring them to the environment of industry, from their regular education. How an industry works, what is the today's trend, we actually try to connect them. And that is what actually makes them connect with the organization. And say, ok yea this is the company, this is the organization connects. And telling us something about, what we need to be, and that is where it actually builds up. So what I feel is... even the engineering colleges, all the universities, for making sure that, to get the best of the breed of the companies, they should actually make a connect. To talk about their colleges, much before, much a head of time, and start connecting with the schools. And the universities or the pre-university schools, to make sure, they build that brand. And

talk about what they actually offer. Their process of building an engineer from a non-engineer. To become an engineer, it's a four-year process. But it has a lot of things. Step by step how would actually happen, putting that into the mind of a student, who is thinking that, he would like to be an engineer, in may be around seven eight years later. He would surely think that ok; this is the college that I need to go to. That is how you can actually build a brand.

**Researcher: Ok what is the role of advertising and promotion in building a brand for an institution?**

**Prashanth Kamath:** I have already talked about it. It just takes half a mile to reach, to what to build, a brand, advertisement don't do anything good, unless there is an output. The output has to be in the quality of life of a student when he is on the campus. Second is about, how he gets placement, and of course, how a student can be a good human, I think that is what actually defines, but not an advertisement. The promotion, yes it does build, because unless we actually do an advertisement or promotion, people may not get visibility of an organisation. But once we enter into an organisation, and create a word of mouth, no advertisement or promotion can be equal to that.

**Researcher: Ok and the last one is what is the difference between brand performance and institutional performance I am asking this because see whenever you were talking about a brand you were talking about institutions performance so is there any difference between brand performance and institutional performance?**

**Prashanth Kamath:** It has, that is why I talked about a building a brand. An advertisement can be built, a brand can be built, with that by explaining what happens, is what actually tells the brand. But how far, how a things get done, and why it gets done, is only through the institutional performance. There is a difference, but at the same time, unless there is an institutional performance, you will not be able to build a brand, brand performance, or a brand of a organization. So it is always goes hand in hand. But at the same time, the institutions performance, for me is the foremost. Not just a brand. I go to a college to hire a person, not just by brand. It is by institutional performance. And any institutional performance, it is about the quality of students. How

they actually built up their overall four years in the college. Brand actually builds, saying ya. This is a good college, good campus. How does it matter?. It gives an environment, but it doesn't give a guarantee, that a student there actually can be a great engineer. That can be looked at only through institutional performance. These are my views

**Researcher: Thank you so much.**

**Prashanth Kamath: THANK YOU**

### **TRANSCRIPT OF RAMACHANDRA MIJAR**

**Mr. Ramachandra Mijar** is Vice President, marketing at Manipal Media Network Ltd. He is also National Head Marketing Manipal Group. He has taken responsibility at different centers like Bangalore, Mangalore, and Manipal etc. and worked towards strengthening of Udayavani a leading newspaper. During his student life, he was NSS National Awardee. His son is studying in 11th standard with aspiration to join engineering college.

**Researcher: What is a brand when it comes to engineering college?**

**Ramachandra Mijar:** Brand in the sense, it may be engineering college or anything. Brand means how you perceive the things, perceive the product, either perceive the person or perceive the institution. So when the name comes in front of you of any education institution, how you perceive that institution in your eyes is the brand.

**Researcher: What does the institution need to do to sustain and build its brand value?**

**Ramachandra Mijar:** This is more important, actually what happens is, there is a huge thinking in this, sometimes what you perceive is your brand, but that cannot come so easy. The brand takes a lot of effort, to create a brand. Basically there are two parts one is what you are and the second is what you have shown to the society. So when it comes to an institution as I always say is, how old is your institution is the most important part of Branding. In the Indian context, you see any of the foreign products you can see that from 1673, from 1843, it's like that 100 years old, 200 years old, 400 years old.... This is the biggest asset of a brand. When it comes to brand or an educational institution

also, you cannot create a brand overnight, so it has to be a long journey. But, from the beginning of the journey you should have the idea that I will grow like this, it's not that if you just pass 100 years in India you become the number one brand. The very first year itself you should know that at the end of 100 years, what is my brand value? For that what should I work today? In that case what is the basic thing, we start a college in the beginning 500 students, ok 1 acre of land is enough. But if you are really brand conscious, in the beginning itself you will think that I should have 50 acres of land, and after years also I should expand my area to 100 acres because infrastructure is the basic of a brand. People will perceive how big your institution is or how vast your institution is, how beautiful your institution is but what happens is when we see the government regulation like 20 acres is enough for an engineering college then in 5 years you will be completed with your land, neither you can expand nor can you do anything. Then your brand value will start deteriorating from that point. Second is basic infrastructure for example in one of the institution I saw that for 10 years later they have laid down the wifi system and all the electric connection inside the ground so that after 10 years they need not dig once again.... So what do you want to become after 10 years..In 5 years I want to complete 10 courses after 5 to 10 years my intention is to become a P.G. centre ,after 10 years I want to affiliate with a foreign university after 25 years I want to become an independent , autonomous university, In these cases you should know which course to start in the beginning , it is not that one course I start in the beginning and after 5 years I can close down my shop. It is not like that. So to create a brand value we should have a long run vision, for that we have to create the infrastructure for that we have to create the teaching facilities for that we have to create other facilities It may be a library, it may be R&D, it may be a playground, hostel whatever may be, in the long run you have to create a infrastructure accordingly, this will slowly -slowly increase your brand value. Brand value is again how you perceive means how much you trust the people. There is a person having 10 acres of land other having 100 acres of land, your trust becomes 10 times on the person who is having 100 acres because they feel that these people are here to do something in the society. Second whatever you do should be shown to the people. It is not like advertising, advertising and brand building activities are different. Advertisement means you are giving the admission notice 3 or four column notice that admission open B.A, B.Sc. But when you invite one

of the best orators from abroad or from outside to your campus to motivate the people, highlight that, that is called a brand building activity, when your student has done a wonderful achievement in your college, highlight in the media, this student is created by us and more than that for the further journey we are supporting them, this creates a brand value. Brand value should speak what is there in your college not important, brand value speaks what infrastructure help them to get the result is the brand value. Brand value is a continuous process, today building brand value has become very easy, you can use virtual media, you can use the facebook, youtube or the internet, anywhere you can create your brand value. But when you are creating the brand value there should be a worth, like if you say someone came and inaugurated my college day, people will not read but if you say that Chetan Bhagat came and gave 30 minutes lecture on motivation to my students that becomes the brand value. So that's all whatever you do, you have to highlight to the people that how it is benefit to the students.

**Researcher: How do you perceive the brand colleges affiliated to state universities such as VTU versus the brand of deemed/private universities?**

**Ramachandra Mijar:** The state run universities and deemed universities the perceptiveness itself is different. Those who join the deemed university they have the less risk, suppose I am from middle-class family, I have a brilliant child I want to go give him good study, I always try to send him to V.T.U because somewhere I feel that V.T.U recognition will help my son in a job or doing something in the future. But if I am a big business man, I have a lot of money, I want to make my son to study something great, I will make him to join any private university because my risk factor is zero because even if the university won't give the certificate that also no problem for me, if he learns something from that university it is more than enough for us. So, who selects the university is more important like those who are in the very traditional sector, I mean, they cannot think of deemed university unless their children are so brilliant that they can do anything without a certificate but those who believe in the certificate basically go for state university

**Researcher: What are the best ways to make the institution's name reach out to the public?**

**Ramachandra Mijar:** I have gone through all the colleges, one thing is as we say , whatever you do, physical I am telling, whatever type of institution. You want to build is more important, I mean how to create is secondary. See some institution Want discipline, uniform, 9 O'clock, no 6O'clock going out I mean that is a disciplined university So in that case it goes from mouth to mouth and that section of the people only agree to that. Some students want to give liberty, they believe on the students, they say that we will provide you the opportunity how to utilise that is left to you. So, word of mouth is always dangerous. If a man who feels that I am already disciplined person, if they say that o.k. that institution does not have a uniform they can wear casual dress, for him it is negative word of mouth. Otherwise if they say that I am very casual and they say that it is very disciplined, they will say I will not send my son there because that much restriction I don't like. See that is the problem with word of mouth. So what can I do? You can have so many methodologies. First you want to know about promotive method. Everybody says you have promote your students but I say you should promote your institution Through the lecturers, they should speak in the public. When the teachers who are teaching in that institution start speaking that it is my institution, what we are doing for our students, commitment from our side. Then the parents start understanding. When you send students for counselling, it is not important to send the management to counsel with students send the lecturers for counselling Till today in Indian context public has highest regards for the lecturers, so their word becomes most important. Second is you show the result, just conducting the seminars won't make any sense. What you made out of that, for example you organise a fest what was the performance of the student before attending the fest and what is the performance after attending the fest, you show it to the public. What R&D you have, what library facilities you have and how the students develop the skill through the library, what kind of personnel development you have. All the institution hiring professionals but every institution has best lecturers share their talent with the students that is the best method to advertise to the people and create and show the motive of the institution that is more important. Is it there to make money or it is there because you have great passion about education that is cause, that cause also makes you a great institution. For every cause there are people to like it even if say for totally commercial cause there are people to like it because they want to send their children to make



commercial benefit. If you do the social cause also there are people who like that so, for the social cause also it makes a sense for them. It is not that your cause should be this particular only you have to tell the people that this is my cause there are people to like that. And the last one is media. I have been telling the people to use the media for your benefit. Media is nothing but just to show the news. Media is something where you have to create the news and show, and media has to accept that news. There is some lacking in all institution it is not a question of news we have to create news so that media comes and sees that because media also wants the news. Good news to be published in the newspaper, in the electronic media. So you have to create the news for which you should have the infrastructure, people, vision, idea so then it becomes possible.

**Researcher: What should the brand building efforts of institutions be to occupy a foot hold in this hugely competitive arena?(How can an institution stand out from its competitors)?**

**Ramachandra Mijar:** In the beginning only I told they should have a vision first and develop that vision and commitment to that vision. Whenever you achieve build a brand of that. For example, whenever a student achieves a rank, say not only my student got a rank but after 10 years you should tell where is she now and tell also where she was 10 years back. That is what brand building is, see it is not like that when Google sees you it becomes for MIT it is the biggest asset now. Because if the people did not have a record that you have studied in our college, it would have been a waste. Such a waste, but they had such a beautiful record on that he studied there in this and this year. Without paying one rupee you get an ambassador of your college. So follow up with those students, who are doing good work in the society that create a brand. Basically, one more for engineering and medical college especially creating a strong of alumni association is one of the major important factors of brand building activity. Now you know in the era of emails and others you can contact the people easily. When your old student is approached by the lecturers, it becomes very easy to contact them. Each lecturer has at least 200 alumni in their contacts you can easily get 10000 alumni. It opens a world of opportunity you can have all your problems can get a solution there so it is one the most important brand building activity. Now what happens students

themselves form an association after 40 years, if the institution would have kept a connection with them it would have been a big asset for them.

**Researcher: Advertising and promotion – What is their goal in building the brand?**

**Ramachandra Mijar:** A brand is perceived after all the calculations because when you perceive a brand it has to deliver that. So there is no compromise on the brand performance because if I perceive that this institution is the best it has to be the best. Because brand not only attracts the students it also attracts the channel partners also. Some big companies may come to your institution to connect to your R&D, some sports organisation can come and be a part of your organisation. Personality development institution and be a part, some guest lecturers will come to your college only because of your brand. If you can't deliver, your whole exercise will become a waste. Institution performance is very individual as 100 percent result, my reports are submitted on time or any other parameter of performance. Even if there is a slight difference it will not make any big difference, but if it is brand failure, it is entire failure. If brand says that every year one international motivational speaker will come to the campus and one year you are not able to do that, whatever you have done in the past all becomes a waste. So every where you sell the brand you sell the honesty, you sell the practical. For an institution, it is not like that if one year you are not able to deliver it will not get affected. Some event you are conducting every year but you are not able to conduct one year it will not affect much but for brand it is very harmful. So keeping the trust is a very big challenge for the brand.

**Researcher: How do you differentiate between institutional performance with that of brand performance?**

**Ramachandra Mijar:** Advertising and brand building activities are two faces of a coin. Whatever you do it should reach the people in the right way. Brand building activities is a very costly affair so we should know whom to target geographically which place I want to reach. Suppose if I want it to reach Bangalore and I gave an advertisement in Times of India instead of Udayvani it won't make any sense. So that much knowledge you should have about brand building your brand should reach out to the people. Those

who are perceiving my brand whether they are reading that. In an engineering college, you can conduct a classical solo singing competition but you should know whether it is helping me build my brand.

**Researcher: Ok, Thank You.**

**Ramachandra Mijar:** You are welcome.

#### **TRANSCRIPT OF JOAN ZITA D'SOUZA**

**Mrs. Joan Zita D'Souza** is working as English Lecturer at Expert PU College, Kodialbail, Mangalore from June 2011. She Completed her M.A., in English Literature from Mangalore University in 1992. She has a teaching experience of over 16 years and worked as a facilitator for Spoken English classes. Lived in Jamaica, West Indies for 7 years.

Her daughter did her engineering graduation from PESIT, Bangalore and now working as software engineer at CISCO, Bangalore. Her husband serving as Associate Dean, Kasturba Medical College, Manipal.

**Researcher: What is a 'Brand' when it comes to Engineering Colleges?**

**Zita:** For me, brand college is her college. She chose PES after choosing the brand college that was put up in the KEA website after her PUC exams. Definitely, it has to be one of the best colleges as it sit was graded number.2 in the website. Secondly word of mouth matters. Students talk to each other and tell that certain colleges have better placements. So a brand college is an institution which is ranked in the top 5 or 10; students get project work and good placements at the right time clubbed with state of the art infrastructure and excellent teaching faculty. Moreover, it is a Deemed University - a recognition given by UGC.

**Researcher: What does an institution need to do to sustain and build up its brand value?**

**Zita:** Brand value comes with various factors - good teaching faculty; they should be recruited time and again; experienced staff should be retained and the institution should give importance to their research capabilities.

- They should have good infrastructure.
- There should constant evaluation of staff and college.
- Stress should be given to continuous improvement.
- The institution should have a good marketing plan;

Probably the heads of the institution should have a good rapport with companies so that very good companies come forward and absorb more students. Moreover, the institution should keep in touch with the best students (immediate passed out students) so that the institution can launch a website narrating their success story.

**Researcher: How do you perceive the brand colleges affiliated to state universities such as VTU versus the brand of deemed/private universities?**

**Zita:** This tag ‘Deemed University’ is given by the Department of Higher Education in consultation with UGC. It is a status/recognition given considering various factors; one being good quality. The very fact that a university is deemed gives one an impression that it is a good university. A deemed university has full autonomy and can set its own guidelines for admission. It can minimize the number of students getting admitted through reservation and can give more importance to students getting in through merit.

**Researcher: What are the best ways to make the institution’s name reach out to the public?**

**Zita:** Advertisements – no doubt about that. Keep the tag lines attractive. Nowadays all the colleges make use of website/ internet. Keep in touch with the old students who do well. Highlight their accomplishments, their good results, highlight teachers research work as well.

**Researcher: What should the brand building efforts of institutions be to occupy a foot hold in this hugely competitive arena? (How can an institution stand out from its competitors?)**

**Zita:** It is a competitive world. Every year the government gives permission to start new colleges. It is definitely difficult to keep up the status. The ranking keeps changing. Competition makes it difficult to sustain the brand name. If you keep advertising about placements, results, maintain rapport with certain people linked with good companies, have excellent teachers, you can definitely stand out.

**Researcher: Advertising and promotion - what is their role in building the brand?**

**Zita:** They play a very important role. For students' level, it is word of mouth. And this comes from advertisements. Somebody has seen something somewhere – either parents, relatives or neighbours. They tell the students and each student tells the other. It is important. Promotion plays an important role as well. You can't be relaxed. It has become a part and parcel of one's life. Even the top colleges have to go for advertising and promotion.

**Researcher: How do you differentiate between institutional performance with that of brand performance?**

**Zita:** There is a difference. Some of the college students get in through capitation. They do not try their best; their performance is not good. They are there because of their parents. Teachers may not be up to the level. The company of students may not be good. When the students are mediocre, the teachers also lose interest. Any how they have to teach the same. So definitely there is a difference between an institution of a higher level probably a deemed university with those at the lower rung of colleges.

**Researcher: Ok. Thank you.**

**Zita:** You are Welcome.

#### **TRANSCRIPT OF JAIDEEP SHENOY**

**Mr. Jaideep Shenoy** is a reporter from leading newspaper Times of India. He served at different branches of Times of India across the state Karnataka. Presently he is working in Mangalore as leading journalist and senior reporter for Times of India. His key interest is on current issues on politics, education and social issues.

**Researcher: What is a brand when it comes to engineering college?**

**Jaideep Shenoy:** Brand according to me is a unique identity that characterises an institution. Since we are from this part of the state so I would like to refer to National Institute of Technology, Karnataka. Which is one of the premier engineering institutions in Karnataka, Just as an IIT we can also have an NIT. NIT is a brand, a unique identity that sets it apart from the cluster of engineering colleges we have in the state.

**Researcher: What does the institution need to do to sustain and build its brand value?**

**Jaideep Shenoy:** For any institution to sustain and build up its brand value. It needs to be innovative, it needs to come out with out of the box courses for its students. It needs to give them exposure in a variety of areas, apart from education. So that, they get a well-rounded education. It needs to focus on the core areas of students choice at the undergraduate or at the post graduate level, where the student knows what he or she is doing in terms of what they are studying. It should not be restricted to just studies alone they need vital exposure to expert training in their field of study. They need to do something so that when a student comes out from the college he/she is easily identifiable as belonging to that particular institution.

**Researcher: How do you perceive the brand colleges affiliated to state universities such as VTU versus the brand of deemed/private universities?**

**Jaideep Shenoy:** Personally I prefer that the colleges which are affiliated to VTU private universities would more of a perception that a individuals tend to have. I having observed the ways of educational institutions over the years personally feel that private institutions or universities have created sort of different identities for themselves apart from saying that in the private domain they enjoy better autonomy when it comes to framing syllabus and the other aspects of education, which even the state universities such as VTU are doing because, in the present scenario of education, no university whether private or state university has no choice but remaining static with what they offer. They need to be on par with other universities of the world. A state university cannot remain in its old glory saying that 'I have being offering these many number of courses since so many years. So, I will keep continuing that whereas the private university would like to use the autonomy they have in offering students with modern courses. So, both state and private university will have to come up with newer strategies in new areas of courses and newer ideas so that the students can get the latest and they are not put in a disadvantageous situation when it comes to the competition because the other aspect of technical education is that we see a common complaint from the industry saying that the students are not ready for the demands of the job. This could possibly be because of the outdated syllabus, normally they would face if they are in a state

university whereas the private universities would have scaled their syllabus in a manner that their student is ready for the industry. This is where the difference lies and where they both need to scale up.

**Researcher: What are the best ways to make the institution's name reach out to the public?**

**Jaideep Shenoy:** Again I would like to go back to my previous point on how a institution can make itself useful. Common referring that is happening is that there is no lack to learn approach. In the sense that whatever education is imparted it remains in the four walls of the room. What a country like India needs is the fact that whatever is learnt in the four walls in disseminated to the inducer. An institution cannot remain an institution unless it starts applying the knowledge that is generated within. It has to be reinvested. Whatever students learn in the classroom has to be transformed into something tangible for the society. It could be by way of projects, by trying out an idea that they have been taught inside the class, in the field and see if anything tangible derivative can be obtained from that or it could also be by taking up one area from within what they have learnt in a particular situation, it could be their own situation, not necessarily that helps a large number of people but were in a situation where what they have learnt and what they have tried out in the lab could be actually benefitting the masses.

**Researcher: What should the brand building efforts of institutions be to occupy a foot hold in this hugely competitive arena?(How can an institution stand out from its competitors?)**

**Jaideep Shenoy:** Every institution would like to position itself where its the best. So, what they can actually do that is by the programs that they offer for the students and how it is different from what the competitors are offering to them. It could be in terms of facilities in the institution, hostel such as a wi-fi enabled campus, the latest state of the art reference books in the library accessible 24 hrs or maybe in their own hostel rooms or in terms of better teaching that happens by using better methodology in the classes. So, these are the various areas where the institutions can focus on and see that the students who actually come out are cut above the rest.

**Researcher: Advertising and promotion – What is their goal in building the brand?**

**Jaideep Shenoy:** Brand performance could be a matter of perception. For example, lets say I have an iPhone and I have used an iPhone. The iPhone is a brand and i would like to vouch for it how I perform but at the other end an institutions performance could be like a Nokia-sturdy, reliable, it works. You can use an iPhone to call somebody, you can use Nokia also to call somebody. So, the reliability also needs to be there. A brand could also be a hype, which may not actually meet the expectation. Example you give an iPhone in the hand of a technologically illiterate person, it does not give any great results because he will be finally using it to call somebody or to text somebody. Whereas the same function can be performed by a ordinary handset also. So, that's where the difference comes in. Institution performance in my perception is there, it stays the duration, it stays the course and brand it could last, it could fade away, it could add value, for example, driving a posh car or ordinary Maruti 800. People still prefer Maruti for its reliability, for its ruggedness for its durability. So that's where the difference lies.

**Researcher: How do you differentiate between institutional performance with that of brand performance?**

**Jaideep Shenoy:** In the present day era, you need a bit of advertisement of self that needs to be done. I may be good but I need to tell others also that I am good, that is where the role of advertisement comes in. It also happens by word of mouth but that has its own limited reach. In the sense that I can tell my immediate relatives or if somebody has referred but the reach of media through which advertising happens is large. So these institutions despite their credibility, despite their achievements over so many years, they still feel the need to advertise and tell the people look we are here, we have these facilities, we are offering you the best, so please come over.

**Researcher:Ok, Thank You.**

**Jaideep Shenoy:** You are welcome.



## **TRANSCRIPT OF USTAD RAFIQUE KHAN**

**Ustad Rafique Khan** is a senior sitarist of our country who is a sixth generation sitarist from Dharwad Gharana. He is an empanelled artist of ICCR New Delhi. He served as a member of Karnataka Sangeeta Nritya Academy for 3years from 2015 /17, at present is a member of academic council at Gangubai Hangal University of Music, Mysore. He is a recipient of awards like Surmani from Sursingar Samsad Mumbai and Sandesha state level music award from Sandesha Pratishtana, Mangalore. He has performed at most of the prestigious music festivals across the world and he is working as a staff artist at All India Radio, Mangalore. His daughter is pursuing engineering graduation at Srinivas college of Engineering, Arkula, Mangalore.

**Researcher: What is a 'Brand' when it comes to Engineering Colleges?**

**Rafique Khan:** According to me a brand is the name and fame of a college in terms of faculty, infrastructure, proven results and placements. It also includes the good job the institutions do year by year, their consistency which automatically gets the college to the higher side of the list of top colleges, and this is how the college can be recognized as the best college, that's what a brand is.

**Researcher: What does an institution need to do to sustain and build up its brand value?**

**Rafique Khan:** According to me this question arises for upcoming colleges, which do not have name and fame. Already branded institutions need not go through this. All colleges in the queue to get name and fame have to work hard to build a good infrastructure, to achieve proven results and to secure good placements. These institutions have to put in many efforts and once they prove themselves then they can compete with any branded college. This might take time but with their continuous efforts, they can achieve it.

**Researcher: How do you perceive the brand colleges affiliated to state universities such as VTU versus the brand of deemed/private universities?**

**Rafique Khan:** People have more faith in colleges affiliated to VTU, as these have a government support and I feel that these have more recognition and weight age as it's a larger network. Whereas deemed universities form their own frame work and set of

rules by which they benefit their own institution. This is how I see, a college affiliated by VTU is more valuable than any deemed university.

**Researcher: What are the best ways to make the institution's name reach out to the public?**

**Rafique Khan:** One is through advertisements and another by the students studying in the college, if they feel comfortable with the total facility, staff, infrastructure, student teacher relation, then they themselves start spreading and publicizing about the college and become a major source of powerful media. I believe advertisements are definitely required to build a brand, without which it's impossible to publicize the college.

**Researcher: What should the brand building efforts of institutions be to occupy a foot hold in this hugely competitive arena? (How can an institution stand out from its competitors?)**

**Rafique Khan:** Yes, I have already mentioned that the college that are still upcoming have to prove themselves in terms of results, good infrastructure and faculty. If the results are good for continuous 3 or 4 years and if their placements are good, then the college automatically will come at par with the top colleges. Suddenly, we can see a college coming up in a few years by their hard work and efforts. Advertisements and word of mouth by the students will also help an institution grow.

**Researcher: Advertising and promotion - what is their role in building the brand?**

**Rafique Khan:** Advertisements play a very important role and are the key source of social media these days, but the content you propagate should match the institution and the student's thoughts about the college. If any tricky way of advertisement is done such as the colleges speak about them being the top college or so, and then if small letters are written to save them from legal issues, then students will get a negative remark and a wrong opinion about the college. So I think, right advertisements which match the opinion of the students and the college will automatically get prestige and uplift the institution to make it one among the top most colleges.

**Researcher: How do you differentiate between institutional performances with that of brand performance?**

**Rafique Khan:** Yes, I look at this question in a very different way, when we say brand performance; we somehow need to take care of good results and placements in order to

maintain dignity and college status. This is what branded colleges usually do. But if we see, there are a few institutions, who are not bothered about being good or bad but believe in giving quality education to students than any other branded institution and make themselves capable of training the students, making them work anywhere, and also make the students best in their abilities. This is what I feel is the difference between branded and non-branded institutions.

**Researcher: Ok. Thank you.**

**Rafique Khan:** You are Welcome.

### **TRANSCRIPT OF DR. A.P. ACHAR**

**Dr. A.P.Achar** worked as a professor at T.A Pai Management Institute, Manipal. And thereafter he served as Dean at Sahyadri college of Engineering and Management studies. At present he is working as a Dean at NMAIT, NITTE University. His daughter was in the process of selecting engineering college during the period of this interview.

**Researcher: What is a 'Brand' when it comes to Engineering College?**

**Dr. A.P.Achar:** As a parent for me 'Brand' is about the image of an institute. It is built on the basis of public perception about the particular institution. I would always go with the public view point about a particular institution. For the past one week, I was on a lookout for top engineering colleges accredited with 'A' Grade in Bengaluru. As a collective opinion, the first that came was R.V. Institute of Technology and the second was M.S. Ramaiah. I have not physically inspected any of these colleges, but I am forced to be carried away by the public opinion. Coming to Mangalore, the top rated colleges are NITK, Manipal and NITTE. I have had a look at Manipal and NITTE, but once again, the public opinion proved me wrong rating NITK as a Number.1 college in Mangalore. My opinion is also similar to what people say about a particular institution. Even though I had the capability of enquiring about the institution, the public opinion always stays at the front of mind when I choose a particular institution.

**Researcher: What does an institution need to do to sustain and build up its brand value?**

**Dr. A.P.Achar:** According to me, an institution can sustain only through providing quality education. Institutions nowadays provide high quality (5 Star) facilities. But as a parent, I am interested in knowing about the curriculum and the ethics uprooted by the college. Furthermore, I would look at the placement opportunities granted and the performance of the institution in the competitive field of education.

**Researcher: How do you perceive the brand colleges affiliated to state universities such as VTU versus the brand of deemed/private universities?**

**Dr. A.P.Achar:** It is always known that the quality of state universities such as VTU is better when compared to deemed/private universities. From my experiences in PESIT and the stories that followed up it clearly stated that state universities are much better. Being at Manipal for a long time I feel that the standards are always kept low. But I feel state universities always stand apart in terms of standards when compared to private universities.

**Researcher: What are the best ways to make the institution's name to reach out to the public?**

**Dr. A.P.Achar:** In the present world, the marketing of educational institutes happens through E-portals. As a parent, I don't prefer visiting the colleges rather log on to their websites as most institutes showcase their colleges in a better way. Going through the social media which gives a lot insight about the student quick bank account and also reviews from the alumnus of various colleges. Traditionally colleges relied on print media but at present colleges have to showcase only through web portals or by word of mouth.

**Researcher: What should the brand building efforts of the institution be to occupy a foot hole in this huge competitive arena ?**

**Dr. A.P.Achar:** According to me, an institution can stand out from the other, only through keeping up with their set standards. It is noticed that institutions promise something and they deliver something else. The institution should focus completely on what they promise only then they can stand out. A lot of colleges promise something

on their brochure whereas they deliver something else. As a parent, I look at three things in colleges.

Firstly faculty quality, secondly curriculum, thirdly the ethical standards and the value system. Students shown linearity with the attendance and the exams conducted clearly weakens the confidence of the student fraternity.

**Researcher: What is the role of advertising and promotion in building the brand?**

**Dr. A.P.Achar:** Advertising and promotion plays a vital role in building the brand image of the college. Citing an example “Fair and lovely” will never make you fair in seven days but I still use it. The type of marketing strategy implemented plays a key role in branding a product. It is a positive psychology. The repetitiveness of the advertisement makes people believe it. The same is the case of educational institutions. Even a literate person gets carried by such an advertisement. The market psychology is what makes me feel the same.

**Researcher: How do you differentiate between institutional performances with that of brand performance?**

**Dr. A.P.Achar:** For me Brand is an abstract of the institution. I find no difference between the institutions with that of brand. For example fragrance with that of a flower has no difference it is the same case of brand with that institution. When I say ITT and NITK it is not a building, it is a brand itself is an institution. Both are equally important. It is one and the same. Normally people say brand is different and Institute is different because people who have not seen the flower experience the fragrance. I clearly state an institution has a brand in itself.

**Researcher: Thank you so much, Sir.**

**Dr A.P.Achar:** You're Welcome.

#### **TRANSCRIPT OF SUNIL KUMAR**

**Mr.Sunil Kumar** is corporate head for contracts and business development for MFAR constructions. He has been working for MFAR since 1999, He is a graduate in civil engineering an alumni of NMAIT, Nitte . Originally he hails from Kerala Cochin.

Worked in Oman for 15years for MFAR constructions and presently serving as Vice President, construction and business development at Bangalore office.

**Researcher: What is the brand, when it comes to engineering colleges?**

**Sunil Kumar:** I feel it should be the quality of education that institution gives. How we mess out the confidence of people, what's happening today, people are, may be good in technical terms, but if you look at as a normal person, they're not confident of meeting many children, so the personal attributes holding them back. We look for such candidates, such engineers, who have an all round development, career vision. I can find maximum, may be 20 percent, 15 to 20 percentages only. We refined when we filter them. Others also we recruit, but they will not come up in the career ladder. That is a something probably the institution should look into, so that could be good brand value, for any, to create an overall development of a person not only in Just technical and in the curriculum things but, we should also be able to nurture his other interests. Student should grow as a complete confident person.

**Research: Ok then what is an institution needs to do, to sustain and build up its brand value?**

**Sunil Kumar:** I think, in a branding, and of course sustaining means, reach larger population. See from my own personal experience, if you look at it, our alumni are not very active or strong. Because I can take the name of my institution. Somebody asked me to come to that level, probably the alumni associations have to be more interactive. And more personalize. Most of the institutions what is happening, the management is not very actively involved in alumni association. It is left to few students, recently passed out students, until they become busy, they will be carrying out, but I think, the management should take more interest. And they should not lose the contact with good students. Whoever it is, keep that relationship, invite them, keep them in touch, word of mouth goes to people. Similarly, they should involve in more parental approach. This is what something missing. If you go to Government University, there is no proper leadership, that is the advantage, for branded or deemed university, I am looking at. There is a leadership at the top, like how perfect office is functioning, but government officers at that the top levels change frequently. Because they are there for sometimes,

there is no attachment to grow in that system. I think you know that kind of approach. What I said earlier, you know complete development of a person. Watch the students always. How and to what level they are growing outside the campus and they will be, of course, you know some universities are known for it. Some public figures were studying there. That kind of image branding, bring them into the front, make the people think, that he is from so and so, like probably you know, the CEO of Microsoft and Google, from where they have come?. I don't know even today if you ask me CEO of Google from which college? Such things are required. That shows the quality, it automatically speaks to the world about the quality of the institution.

**Researcher: Ok... now, you know that there are private universities in the state; around 400 colleges are affiliated to VTU which is a state university. So how do you perceive the brand of colleges, which are affiliated to a state university, like VTU versus the brand of deemed or private universities?**

**Sunil Kumar:** See, the government universities, just touch and go kind of things. Because of so many influences. There can't be, you know there are restrictions, in bringing development. I feel if you ask me as a person, why government colleges need to be different, because there is nobody to guide a child. If it comes on its own, it has to grow on its own. And the facilities, may be there, may not be there, facilities are not great, they're outdated. But in private and deemed universities, they try to give more value. Of course, it comes with some course that is what they collect. But in time returns, through the service that they're rendering. Development of that kind of infrastructure, what they try to give back to the students, it is totally different, that is not comparable. As I told you earlier that, leadership is lacking which affects the growth of an individual. I feel the private, independent or deemed universities have more approach. Another students Hedrick approach to some extent, which of course has to be developed further.

**Researcher: Ok..., what are the best ways, to make the institutions names to reach out the public?**

**Sunil Kumar:** Mass media, advertisements are something everybody looks up to. But I think something, which I told you earlier, that bring out the history of institution,

performance of the students, passed students. Because, through the public media, you can showcase the facilities. But the quality of education will automatically be spelt out through the alumni association and the successful people, successful alumni, more parental approach. Because as a parent, I would like to ask my colleague or somebody else, before I take a decision, where should my child go?. The parental approach, word of mouth, these are the biggest branding or the effort of branding.

**Researcher: Ok... see, you are in a field, now where there is a lot of competition; ok... similarly, the colleges are now facing a lot of competition. So what should the brand building efforts of institutions be, to occupy a foot fold in the hugely competitive arena, so how can an institution stand out from its competitors?**

**Sunil Kumar:** See... like in our case, we are not getting services. What I personally look at it. Because competition is really tough. So my aim is, when I meet a customer, through me, he should know my organization because I am the first face meeting a client. If I am not confident, he will even think that my organization is also weak. So I will try, initially may be one hour is the first opportunity, I will get. In that first opportunity, I will be as confident as possible, and I will be offering solutions, which the client really required. And I will not be shaky. I have to check back. I am projecting the confidence of the organization. So something here we need to think of it, in a different way, because an institution has to attract students. They come in as students and go out as successful people. So probably, that same way if you think, the confidence, how do you give confidence to the parents?. A new student should show; what people have gained out of this campus. Confident building is something, where in, you can stand apart. Most of the institutions today concentrate to, overall career guidance, overall career development. But it's all there in the cards. But people who are sincerely practising is quite less. The kind of approaches will definitely help everyone. As a student or after coming to the field, I used to think that, if I had a more practical approach in the campus, that I should have been taken more often to the outside world. It was done through industrial visits. But then there was restriction. If I had the chance to meet the industrial people, as a civil engineer; my interest is in construction of real estate, so If I would have got a chance, more often to go to them, today my career itself would be done. Had I known, what I am learning, what is the purpose of it, what are



the applications, I would have got closer look at it. But now we are sitting in the college room, designing the practical approach, how it is going to be implemented. It is quite away from us if that kind of approach was there in the campus, you study the theory, go to the field and see it physically; what is that your studying, that will add real value to somebody's career. So these kinds of things definitely can make difference. I have not seen from my personal experience, but I am looking at others. That is probably the reason that students are not confident in meeting many requirements. They don't know, why things happen, feeling yes," I am confident that I can handle this".

**Researcher: What is the role of advertising and promotion, in building a brand for an institution?**

**Sunil Kumar:** Yes, that is something very tricky, of course, if we want reach larger crowd, advertising has to be there like now you know the world is open for opportunities. So, if we want to take the brand to some other part of the world, definitely mass media and communication is required. I don't think, other than showcasing the strength of the organization, they can add any value. They can polish their qualities. And project it in a better way, the job they are expecting they will get.

**Researcher: What's the difference between brand performance and institutional performance?**

**Sunil Kumar:** The brand performance is probably based on... numbers or the scores. But institutional performance is based on, real quality. There should be a basic principle, what you call core value. Like we have in MFAR, we have core values, like you have to be honest; you have to be speed in action, trustworthiness and positives. Give confidence to the clients. Whoever comes new, if we talk about that, he understands,"what I should offer as an employee." So something g like that, the basic value for creation. The institution should believe in certain qualities. "This is where I have to perform." Something like that should be created, but brand performances, showcase the product of, what you can give from institutional performance.

#### **TRANSCRIPT OF DR. N.K.VIJAYAN**

**Dr. N.K.Vijayan** is a teacher, teacher-trainer, consulting Editor for Educational Magazines and a consultant Educational Psychologist. His academic preparation

includes MSc. in Applied Psychology, MA in English Language & Literature, M Ed and Ph D in Education. He has done his leadership training from Indian Institute of Management, Kozhikode and UGC Refresher Course from National Institute of Advanced Studies, Bangalore. He is the Principal of Expert Pre-University College, Valachil, Mangalore.

**Researcher : What is a ‘Brand’ when it comes to Engineering Colleges?**

**Dr. N.K.Vijayan:** A brand is nothing but the degree of agreement between purpose and productivity of the college or goals and its accomplishments. For an engineering college, there are some potentials and how far they will be able to put it in performances, that is called Brand, according to me.

**Researcher: What does an Institution need to do to sustain and build up its brand value?**

**Dr. N.K.Vijayan:** Building up brand value comes first and sustenance comes later. So an engineering college will have to do continuous and consistent effort to realise the realistic expectations of its various stakeholders. Various Stakeholders mean students, teachers and parents. So the Engineering colleges will have to try to realise the realistic expectations - not mere expectations but realistic expectations of various stakeholders such as students, teachers and parents - then they will be able to build up the Brand value and they will be able sustains with the continuous and consistent effort.

**Researcher: How do you perceive the brand of colleges affiliated to State Universities such as VTU versus the brand of deemed /private Universities?**

**Dr. N.K.Vijayan:** Irrespective of the institutions we can perceive the Brand value mainly through the assessment and accredited agency’s rankings and ratings and other rankings and ratings - general rankings and ratings. Mainly in terms of reputation, in terms of placements, in terms of in demand in the field, these are the major aspects.

**Researcher: What are the best ways to make the Institution’s name reach out to the public?**

**Dr. N.K.Vijayan:** In order to bring the name of the institutions to reach out to the public I think, there are two major approaches - one is, taking the college to the community and the second one, is Bringing the community to the college - I mean participation, we need to ensure participation from the students as well as common publics. So

participation is the best method, one is taking the college students to the community and the second one is bringing the community to the college - whichever way is possible we can be through competitions, seminars, discussions - in any ways.

**Researcher: What should the brand building efforts of Institution's be to occupy a foothold in this hugely competitive arena? (How can an Institution stand out from its competitors?)**

**Dr. N.K.Vijayan:** They will have to focus from **access to success**. When I say access enrollment, it should be affordable to the best students in terms of scholastic as well as the..... the downtrodden of the society. That's why I use the term 'access'. From access to the success - the final productivity, whether it is in terms of placement and quantitative and qualitative aspects of placement, sustenance of placement not only the rate of or the percentage of placement. So, from access to success, if they can focus, definitely they will be able to have a foothold in a..... in a competitive arena.

**Researcher: What's the role of advertising and promotion in building a brand for an Institution?**

**Dr. N.K.Vijayan:** Definitely advertisement plays a vital role in building the brand value because whatever activities, whether it is scholastic or non scholastic or co-scholastic conducting inside the engineering college, they need to have a self-presentation - otherwise, the outside world will not come to know, and a self-marketing. So advertisement does these twin roles - self-presentation of the college and the self-marketing. Only then the general public will come to know about the various activities of the college. Advertisement has a very decisive role, no doubt.

**Researcher: What is the difference between brand performance and institutional performance?**

**Dr. N.K.Vijayan:** Brand performance and institutional performances are complementary and competitive. The institution's performance on a day basis, monthly basis, yearly basis academic year basis in terms of teaching-learning.... day today teaching-learning activities, participation and excellence in co-scholastic activities, it decides the institutional performance on a day to day basis. It is definitely complementary to the Brand performance. So, I would say, when we say institutional performances and brand performance, these are complementary and competitive.

## **TRANSCRIPT OF RANJITH KATE**

**Mr. Ranjeet Kate**, currently CEO Vijay Karnataka, largest newspaper in Karnataka - part of reputed Times Group. He is a veteran in FMCG and Media sector. He is an Engineering graduate from NIT Nagpur and has Post graduation in Management from the prestigious Jamnalal Institute of Management Studies, Mumbai. Besides Times Group, Ranjeet Kate has worked with reputed companies like Asian Paints, ITC, Marico etc. He's also on the board of Times Group company and Worldwide Media (Femina/Filmfare).

**Researcher: What is a 'Brand' when it comes to Engineering Colleges?**

**Ranjith Kate:** Brand for an Engineering College or for any company basically represents a few values, brand represents credibility, brand represents delivery which is close to progress, brand represents familiarity, brand represents in today's volatile world where things are changing quickly, brand represents steadiness, continuity, so if you see these values which you find in the field of education and engineering which is professional education extensive of 4 years, branding is very very important. So parents and students and recruiters are all looking for brands in these things.

**Researcher: What does an institution need to do to sustain and build up its brand value?**

**Ranjith Kate:** Like for any organization branding is not the responsibility of the marketing department. Branding is something that the entire organization is responsible. Not only the organization, increasingly, we are seeing that in today's world, branding of an educational institution of an engineering college is influenced by not only the owners of the engineering colleges, the staff of the engineering college but also the students and the ex students who are placed in the industry and how they are performing, how they are working, how useful they are and also all the people who are trying to get admission in that. So this branding of an education institution is influenced by all these factors. So it is important to communicate holistics, focus message across all these friends and all execution and interference and experience of that engineering college brand in all these sectors needs to be consistent and obviously one needs to reach all these segments. For eg: if an advertiser doesn't know that you

are a great engineering college that he has not gone to, a company is not going to come for recruitment. So one needs to create an opposition, communicate this opposition across all segments consistently.

**Researcher: How do you perceive the brand colleges affiliated to state universities such as VTU versus the brand of deemed/private universities?**

**Ranjith Kate:** First it looks like if the Engineering College is independent whether it is like IIT or say Institution of Science or say the NIT's or for that matter some single institutions like UDCITY in Mumbai which is focused on chemical technology, some of these individual brands sometimes are seen more favourably when it comes to brand image of an engineering college, which is part of an university. I would say that engineering college would be dependent on the generic image of the university. We know if I give India's example, then we know university name is not really a great thing because the Engineering college is not able to influence the brand equity of that university and lot of universities today are state run, government run are not doing really well. So I would say that independent-autonomous independent brand would stand better.

**Researcher: What are the best ways to make the institution's name to reach out to the public?**

**Ranjith Kate:** I presume when you are saying public, it would mean primary and secondary, target group for the engineering college, otherwise public at large may not be interested in an engineering college. So presuming that there are primary and secondary targets for an engineering college and branding and communication, I would repeat that the core proposition of an engineering college - what is the college, what are the values it stands for, what are the benefits, who is the primary TG and consistently communicating that message to all different medium whether newspaper, whether television channel or any events and at the same time, experience inside the educational institution has to match the promise that is made to the external public, so that the target group comes with an experience in an engineering college. Finally, Engineering College is a service; it is not a soap or shampoo that people can use by themselves. So it is very important that the actual experience of an educational institution whether it is of studying or whether it is of admission or staying in a hostel,

as well as final placement all the experiences have to be branded and should be consistent and whatever is the promise, actual experience should be equal to or more than the promise.

**Researcher: What should the brand building efforts of institutions be to occupy a foot hold in this hugely competitive arena? (How can an institution stand out from its competitors)?**

**Ranjith Kate:** Yes, today's education market is very competitive in India as well as worldwide and engineering particularly because of over supply of engineering seats and also slight decline in the job opportunities for engineers passing out. There is today a situation where there is plenty of supply of engineering seats. So it is very important for an engineering college to stand out. And I would break the standing out into two parts. One is the actual experience at the institute and second is basically, what happens when the student passes out from that engineering college and gets into a job or entrepreneurship and so these are the two areas where it is important to perform, to be seen as a different organization. So for eg: IIT Bombay is considered as number 1 engineering institute in the country. So everyone has a good understanding of what happens in IIT Bombay and obviously it has the finest professors and the curriculum is world class and it benchmarks with the top Tech institutes in the world including those in US but at the same time, IIT Bombay is also very famous for Mood Indigo which is a cultural festival and which basically says that for an engineer it is not just arts, skills of engineering and science and maths which is important but also social skills. So besides IQ there should be emphasis on EQ as well because finally, an engineer has to go and work in an organization whether in a factory, whether in an office or tomorrow if the engineer does an MBA, may be in a corporate kind of role, it is very important for a person who is an alumnus of an engineering institution, he has to be effective in the corporate world. So I think an engineering college has to focus on ensuring that output of the engineering college is operating first class in the corporate world. And there can't be a bigger testimony for an engineering college than that. And that's how they can stand out against competition.

**Researcher: What is the role of advertising and promotion in building the brand?**

**Ranjith Kate:** As we are now discovering that the market is competitive, and in any competitive market, one has to build a brand position and brand preference. As we all know, that any product or process or any engineering college is selected by a parent or a child going through a very simple process of AIDA- Awareness, Interest, Desire finally leading to Action which is taking admission in an Engineering College. So if all these 4 steps or 3 steps preceding the admission which is awareness, interest and desire, there are various methods, different mediums can be used, different mediums have different uniqueness. So print has credibility, television has emotion and television has a bigger reach than print and digital offers interactivity, digital offers contextual atmosphere for your message in the sense for eg: if an engineering college is very famous for IT as an area, then one can always create some content around IT and place the advertisement of that engineering college in that contextual atmosphere so that people see the advertisement when they come for the content about IT and then they see the advertisement and then they are positively predisposed. So media can play a very big role because it is competitive today. However I would say that because this is not a soap or detergent, customer experience is very important and I would therefore say that if the USPs or the unique selling propositions of a college are the experience that happens at that college, some of that experience has to be, made to be, needs to be exposed to the target consumers - parents and children that this is how. It shall not be reported that it is a great engineering college only because it places the students well but they should be able to understand that the four years that they want to spend at the Engineering College, how do I get a trailer of what happens inside the Engineering College before I sign on an Engineering College. So I think that is another area of how an Engineering College can use medium to make people anticipate what kind of actual experience is there in the college.

**Researcher: How do you differentiate between institutional performance with that of brand performance?**

**Ranjith Kate:** I mean I don't say there is a lot really much difference between the two because I feel the institutions performance is part of brand performance. And as I said if you again take the example of a well known institute in India which is again IIT Bombay, there would be functional performance of IIT Bombay - how they conduct

entry, at what JEE cut off the student goes into IIT Bombay and what is the curriculum of that college and what is the professor student ratio, how much emphasis there are on practical versus theory how much of inter activities are there in education - all these are hard aspects of the institution. But finally all hard aspects of an institution finally lead to creation and enhancement of the brand value. So from media side, for us branding of an educational institution is very critical. So in the sense it is natural for an educational institution with high branding to get coverage by the media. Because you would like to inform our readers that this is a good educational institution. So this is some good news about that. We tend to carry because the brand name is good. So that does help in amplification of the message of the Engineering College. And I would say that branding is more important than the institution and the institution is substituent within branding.

**Researcher: Thank you so much Sir.**

**Ranjith Kate:** You are Welcome.

#### **TRANSCRIPT OF DR. V. RAVICHANDRAN**

**Dr. V. Ravichandran** is a successful serial entrepreneur with more than 30 years of industry experience in the technology area. He has founded and grown several technology services and technology education companies over his long career. He oversees the company's expansive state-of-the-art development center of 1000+ members in Mangalore, India, in addition to overseeing the management team. His progressive management practices make him an influential and beloved figure in the organization and the community at large. His other community involvements include organizing a large scale effort to combat poverty and hunger and delivering healthcare solutions and educational opportunities to the economically challenged people of the area. He was a Professor at St. Philomena College for 30 years and holds a Master of Science, Master of Philosophy and a PhD degree, in addition to a Fulbright fellowship at Clemson University.

**Researcher: What is brand when it comes to Engineering College?**



**Dr. V.Ravichandran:** As far as I am concerned, I am not very sure whether we follow this branding in India. But if you see in advanced countries like USA, all the colleges and universities are being branded. We call them as Ivy League colleges, we categorize them as A,B,C,D depending on so many factors, which is a very advanced system happening in USA and also in other advanced countries. Well this kind of branding in India as far as I understand and I know is happening in the last few years and this is being done, I have happened to go through by India Today magazine and few other magazines but, how they follow, how do they categorize, how do they say this is the best one, whether they follow everything in the right perspective, I am not sure. But as far as I am concerned if you really want to stand out among the various institutions, the branding is a must. Lot of people, as the technology advances, as the people understand more about the institution they always look into an institution – where do they stand; where do I want to send my kids, to what institution, why, what is the purpose, why is this institution different from the other institutions. So as far as I understand, branding makes lot of innovation, improvement and recognition from the various bodies to brand it. I think a lot of research needs to go on that, there should be total clarity, total people when they talk about a brand. So who does the branding? It is independent body which should do the branding. So what are the criteria the independent body should take into consideration for branding? So I think we need to understand more – an organization like NITK itself can take up this as a project and come out with a scheme of things that this is how we are branded as to say it is an excellent project to start with where you work on the branding itself. These are the criteria's, I am going to assign to the branding in terms of about 30, 40, 50 questions and then you fill up all the statistics on that and based on that the total marks, that we get on each of the institution, then start branding on that. Branding is very essential but we are in a very preliminary stage also – branding in our country and we need to go a long way. We should also look into other colleges and universities in other advanced countries, how the branding is done. And we may have to follow some of those important features and we have in a way take into consideration the local conditions. Once you prepare a scheme of things, then you start branding. Branding is very essential but as far as I am concerned, I do not know if branding is done properly and we have got to work a long way on that. So this is my answer to the question on branding.

**Researcher: What does the institution need to do to sustain and build up brand value?**

**Dr. V.Ravichandran:** The institution should have a passion, an institution should have a commitment, an institution wants to try by itself, so when an institution is being built with the founders, the founders must have a vision and a dream that their institution want to be something very unique in the world of education. So their vision, their ambition, their passion, what they have done to the institution, how much of efforts they have put to the institution what the society has done to the institution, who were the alma maters all these things are very important as far as I am concerned. So this is an ongoing process, see the brand name that you may get like the 1,2,3,4, 5 out of 100 it does not mean that every year, you are going to get the same numbers because there are other people also who compete with you. They are trying to do better things than what you are doing. It is an ongoing thing. So if you want to retain that number, you have got to innovate, you have got to improve, you have got to work, you have got to inculcate that branding into the system of your action and also to the students and to the teachers and to the society. Ultimately everyone should say that, yes the branding that is given, like the Expert College is number.1 in the pre- university level. I know how much of sacrifice you have done, how much of sacrifice your husband has done, how much of efforts your son is doing. So the brand value has not come so easily. So it is the hard work of the entire family and also the dedicated teachers and also the commitment from the students. That is why you stand alone. So what the principle is? What Expert is following at plus 2 level, if every engineering college follows the exact level, then definitely they can come up with certain standing. So the main thing is you have to work on it to get better result next year, so it is always an improvement. The improvement is an ongoing aspect. And if an institution- if you want to retain that number, you have to go on working on innovation, improvement. Once you are satisfied that you have got 4<sup>th</sup> rank or 5<sup>th</sup> rank and next year you are not going to do it, unless you do something better than what you have done this year. So this is how the institution should sustain and build up the brand name.

**Researcher: How do you perceive the brand colleges affiliated to state universities such as VTU versus the brand of deemed/private universities?**

**Dr. V.Ravichandran:** As far as I understand, what I visualize and my experiences as a teacher, basically the VTU has to do with lots and lots of things. I am talking about not the deemed universities, I am talking about the private institutions. See let us make a comparison between the deemed university and a private institution. So a deemed University is a university by itself as this is a very concept in the advanced countries like USA, you talk about a Harvard, you talk about a MIT, you talk about anything, these are all independent universities. So on a campus, maybe in one place or in other places which is being controlled by a central university, that the institution is under the control of a deemed university, they are able to do it. That means they can do what they want to do. So they can always improve upon the existing activities by bringing in new course and also new innovation and also bring highly qualified engineers or highly qualified professors from all over the world, bring their knowledge and make them better. So this is how it is supposed to be in deemed university. For eg. Let us consider the 3 deemed universities which are located in our place in Mangalore itself. We have got Nitte University, we have got MIT, we have got Yenepoya University. So you can make a comparison between these 3 universities. For eg: Nitte or MIT or Yenepoya which is just coming up, MIT has got foreign aid in terms of innovation, in terms of bringing the wealth of knowledge and also the professors, they go on adding more and more courses. They look into other deemed universities or independent universities working across the globe and bring those good features into the university including the faculty so that teachers are good. When teachers are good, when the management is good, ultimately even if you get a number of students they are very selective in bringing people. You can even create some of the posters of brilliant students, and also the research scholars of the institution. But let us take the colleges attached to VTU, I think VTU is probably located in its quarters at Dharwad... I think. They are all colleges attached to the VTU. So they are all assorted number of colleges working under VTU. I don't know the number of colleges attached to it.

**Researcher: 200 ?**

**Dr. V.Ravichandran:** 200 O.K. Some of them are situated in rural areas, some in cities – it is completely distributed. So how do you bring parity between colleges located in a city to colleges located in a rural area. See I am talking about a IT person. So we make

a comparison. We also hire people from a deemed university, we hire people from the colleges attached to the VTU in places like Mangalore. We also hire people from VTU attached to places like Shimoga, Theerthahalli or in Bellary. See there is a lot of difference. See when we make a comparison between students- students studying in city colleges in terms of communication, in terms of knowledge at least at the initial level-they are much much better than somebody studying from rural pockets. So why they are not good when compared to students studying in city colleges. It is not that complicated. The problem is where it is located. These kids did not have an opportunity to study in a English medium or whatever it is. They did not have proper teacher to be taught and the education is not being imparted properly. So ultimately the students do not know what exactly is being taught to them. Their understanding power is also less. So that is why there is so much of gap between the students coming out of rural colleges to those of city colleges. That means when you talk about VTU- VTU consisting of assorted number of colleges in which there is no parity of education at all. So in terms of employment, the employment in a city college even we know by experience I am able to hire, out 10 students appearing for interview, I am able to get about 5 or 6 whereas in rural colleges, even if there are about 10 people, I am not able to get 1. Why? It is only because they don't have an opportunity to learn. This is where the institution , the VTU will have to take the responsibility of improving those colleges by imparting better professors to teach them and also make the companies like us go to their places, evaluate their skills and try to tell them - what is lacking and then bring about a kind of association between the small IT, small medium and the bigger IT companies and make them go to those places and make it an employable product. So this is exactly what I feel is the difference between deemed universities and the VTU's. The deemed university has got a lot of power, independent decision, quick action. So they are able to deliver a better product when compared to the assorted colleges which are under the jurisdiction of the VTU.

**Researcher: What are the best ways to make the institution's name reach out to the public?**

**Dr. V.Ravichandran:** See we are talking about a brand. Let us take a small place, a place like Puttur. There are about 4-5 colleges in Puttur. We have St. Philomena's

College, we have Vivekananda College, some board high schools and another 4-5 colleges. So even in a small place, people are aware to talk about curriculum of the college, which is a very well established engineering institution over the years because they have the best of the teachers, the best of the results, the best of the students come, so there is a brand building. Between the students, you ask about 10 students after their SSLC, where do you want to go? The first preference they say, yes I want to go to St. Philomena's. So who has built up the brand name for St. Philomena's? And some people say I want to go to Vivekananda so this is a kind of ongoing brand-building done over the years because of the best of the results that these colleges have brought in, and the best of the teachers and also the commitment from the management that they want to try and want to be the best in that particular location. So this is basically the brand building that has to be done by the institution, by the management so that the people start appreciating ... well this is the place I want to go. So this actually is the initiation and of course the students are the word of mouth. Ultimately the passed out students of the colleges are those who go and tell their friends ... Yes you go there, it is a good college, good teachers, good ambience, good atmosphere, good infrastructure, good results and good employment. So this is basically how we have to reach face to face with the brand building by the public.

**Researcher: What should the brand building efforts of institutions be to occupy a foot hold in this hugely competitive arena?(How can an institution stand out from its competitors?)**

**Dr. V.Ravichandran:** This is a collective effort. Whatever we discussed before, if all these things are being put in all its sincerity starting from the management, starting from the professors, giving the best of infrastructure within the means and commitment and passion to one. See, if you want to work as a teacher for a limited number of hours, then you are not going to become an institution good in everything. You are a teacher and you are committed. See the institution actually depends on the teachers. So the teachers should have a passion. The main thing what I personally feel... is to take care of your teachers, take care of your professors, take care of your faculty, take care of your administrative staff. Give them the best ambience. So when it is being taken care of, then they feel they are committed for a noble cause, that we are producing world class

leaders and everything will fall in place. So the most important thing is the teaching faculty and their administration.

**Researcher: Advertising and promotion – What is their goal in building the brand?**

**Dr. V.Ravichandran:** Advertisements and promotions is also very very important. So even though we have got some best university all over the world, they spend a considerable amount on brand building because there are always new students. So the new students may not know exactly what is what. So you may have to show case your strength. To show case your strength you need to do have to advertisement, you have to spend money, go to places, talk about the institution. This is an ongoing programme. So the brand building in addition to everything, advertisements, and then propaganda, people tell about them is very very essential. So what percentage of funding you want on a kid is upto you but it is very essential as far as I am concerned.

**Researcher: How do you differentiate between institutional performance with that of brand performance?**

**Dr. V.Ravichandran:** Brand is very important. Lots of people go by brand. So the branding automatically comes from the institutional performance. Let us take the colleges in U.S. For eg: There are certain colleges which are very small, liberal arts colleges where they are specialised in certain things only and they also feel that branding is very important for them. So whether it is big or small or whatever is the size or magnitude of the institution, everybody wants to get a brand. So when you want to get a brand of a standing of 1 or 2 ranking ... we call it Ivy Leagues in the US. Even I am involved into guiding people to go to the Ivy League in the U.S. So they make a comparison of even between the Ivy Leagues. It is not that all the Ivy League between 1-9 are similar. There is always a fluctuation between the branding colleges. So as per the question, branding is important. Branding comes by performance of the institution. If the institution doesn't perform it is not branding at all. So both of them go hand in hand.

**Researcher: Thank you so much sir. It was wonderful. Very nice.**

**Dr. V.Ravichandran:** You are doing an excellent project. Good Luck.

### **TRANSCRIPT OF SHRINIVAS BHAT**

**Mr.Shrinivas Bhat** is a senior manager, HR at Diya Systems, Mangalore. He is working on bringing best talents to the company through campus recruitment. So he has close associations with engineering colleges and he says observing the functioning and growth of engineering college is major part of his profession because he is always on talent hunt. He is also working on employee benefit and creating better work life

#### **Researcher: What is a 'Brand' when it comes to Engineering Colleges?**

**Shrinivas Bhat:** The word brand basically is a value - one side. It is a goodwill created in the society – other side. It comes to either Engineering Colleges or any other institutions. It is a value, how it is created actually in the minds of the people. That is basically a brand. It may be negative, it may be neutral, it may be positive. That is a value it creates. Goodwill is the thing basically how best the people accept that, actually in the public. That is a brand if we come to the Engineering Colleges basically the family, I mean society everyone wants their kid to go to the best one. Economically I am strong, yes I can do it. Economically I am not, I can go for the middle one, economically I am not at all, then I need to go for the possible education. Engineering – yes, it is a professional course. People look into it – that my kid should get the right choice when the brand comes. If I studied in a brand college, yes I can get the brand one companies. Medium colleges trying to get the brand companies may not be the next one. So brand is very important for the Engineering colleges.

#### **Researcher: What does an institution need to do to sustain and build up its brand value?**

**Shrinivas Bhat:** Yes, how best you create the value in the society, how best you create the education system that add values to the society - that will create basically the institution to add sustainability to the things. Take the example of NITK itself, NITK products in Karnataka. They are pretty much less actually. If you take 5years or 10 years back, there were different students studying in NITK and serving actually in Karnataka or outside. They used to say 'Yeah I studied in NITK', but now in Karnataka,

particularly in Surathkal NITK there are very less students based out of Karnataka. So NITK sustainability only relating to Karnataka, the name is pretty well actually, managed from the day it became KREC or NITK but after that in my opinion it is reducing – the students attracting to NITK. There is no quality available throughout Karnataka to get into NITK, I am not sure. Yes definitely the number of quality students attracting to that institution like NITK is very less. To attract students to an institution like NITK something has to be given to make them sustainable in a particular geography, give them certain chance to the local people also, that will make them sustain in the local geography – Karnataka, may be outside India for sustaining the brand value with local presence, national presence, international presence. They have to give preference in the same way to the geography wise people. That's the brand value. The students who studied in an institution like NITK – they can talk about it all over the world. The word of mouth is very important to sustain the brand but NITK in the local presence – they are not there and that will not sustain – brand value will not sustain.

**Researcher: How do you perceive the brand colleges affiliated to state universities such as VTU versus the brand of deemed/private universities?**

**Shrinivas Bhat:** The private or deemed universities will have their own authority to make their decisions faster, their own intelligence to adopt the new technology faster, their own innovation to make them you know whether they are students or professors to make the innovative thoughts implemented in a quicker and tolerant way. That's why they can be the marketing leaders actually competitively because VTU is vast. As you said, there are 200 colleges. Each one has a certain share to pass it on. They are all covered under one umbrella - may be you can compare it to 5 fingers. Each college is different, each geographic college is different, each town college is different, each rural college is different; but all are under one - under VTU. VTU will see its presence in all these colleges. Just take the example of certain colleges in Mangalore, St. Josephs, Sahyadri, Canara they are almost you know managing pretty well and trying to do their best. But there are certain other colleges which are not getting that much name like Srinivas Institute of Technology, Shridevi.... they are still struggling to get into the competition with what they are facing with other colleges. So even if they are all under



VTU, each college has its own value, its own sustainability – they are able to establish that goodwill in the market. They are you know become the competitors to the private / deemed universities. So that's' the way. One way yeah..... Private / deemed universities are faster, quicker in decision making, focusing on innovations and trying to do their best. They need to be in the competition otherwise you know if they are not in the competition they will be back. But in the VTU. they are supported by the different legal institutions of the government. They can go, 'Ya chaltha hai'. That works you know; the control and bureaucracy works in the VTU. But individual colleges under VTU, they want to establish a 'I am this finger', 'I am this finger'. They will be a kind you know all under VTU but they are trying to work out to be I am the best. The competitions among them is different. But the VTU has no competition with the deemed universities. The private/deemed universities - they are always pushing ahead in the market.

**Researcher: What are the best ways to make the institution's name reach out to the public?**

**Shrinivas Bhat:** A good example I can give you about this. Recently I had travelled to Sahyadri College. The students of that institution were making cleaning activity on the roadside mentioning on the T shirts, 'we are from Sahyadri College'. I was passing on my vehicle. I saw them. Sahyadri is into social activities. It has to be So it makes us to feel you know how the institution's name reach out to the public. Otherwise I go in my uniform, sitting in the classroom, coming back home..... thinking my daughter/son is going to college. I know my son is going, I know my daughter is going. I reach out to the public's observation there. So it is 'Swach Bharath Andolan'. It is actively participating making them to create the value. People observe it actually. These people are doing fantastic. They are actually reaching out to the public. The common man walking on the road will also see that – they are into Swach Bharath or they are into helping the poor people actually, making them to understand – 'Yeah, there is the other world' with orphanage visiting or may be they are into any other activities which will help them to - people understand ... I can contribute something creating their minds in social activities. I represent my college. Social activities will help me build my brand, my college brand you know; which college encourages this. They can be you

know easily made public. That creates the goodwill. That adds value to the system. That's the way they carry the things.

**Researcher: What should the brand building efforts of institutions be to occupy a foot hold in this hugely competitive arena? (How can an institution stand out from its competitors?)**

**Shrinivas Bhat:** This I would vote for the placement and respect. And also to the ambience, what it creates you know in the particular infrastructure. Let's say – tomorrow your son is placed in one of the best companies – then people will ask the next question – where did you study from – I studied in IIT. People will talk 'These are IIT products' .That's how IIT name is spread across. That's their standing actually or may be certain colleges will try to attract the best companies. Last time one of the companies visited was Google to Vamanjoor Engineering College. So out of the 600 participants, only 1 got selected. So that shows – the publicity Google visited that college and students got selected. So the college is standing out. Other college will think 'That company has not visited my college'. So that will make them use certain unique activities to get placements. So that is one thing – placements. Other two – one is how best you create the infrastructure first, first appearance – your son or daughter is going to, how best you give the facilities to them and other thing – when you come to the innovation aspect – how they encourage. Recently the Sahyadri College started the information centre nearby for all finishing their graduation there actually as an engineer and coming out to start their business. They may get funds from different sources but they encourage to start their own business. As on today 7-8 companies are running there. So that will make them unique-supporting by the innovative system. So they are into the best placements best companies are coming to that college. So I can make them enter there. So that's the way they are standing out – unique activities, making them different from other colleges – that's the way they stand out.

**Researcher: Advertising and promotion - what is their role in building the brand?**

**Shrinivas Bhat:** See, when you were watching TV, you saw a company called Accenture. There is a small line below – 'performance delivered'. So when you talk about the performance delivered advertisement, it talks about only Accenture performance. Try to dig into the things – Accenture delivering performance. The audit

mind will make us to feel that how Accenture delivered that performance. Dig into the complete things how Engineering colleges will also come up. Talk about the social activities, what encouraged them to do the things – my college name is appearing in the TV that comes in the marketing place. My college name is appearing in the magazines – that college advertisement will come into picture. My college name is appearing in different hoardings – my college name is there actually. So to support this, social activities will help, people connect it. One is about social activities – CSR activities and the other is advertisements. ‘Hey’ I saw this college you know’ students are doing social activities on the roadside, cleaning the things, that college published it actually – that they were No 1 in the ranking under VTU –VTU getting the 1st rank on that is advertisement. Supporting the CSR activities will also be value based. Advertisements will help them make goodwill in the market. Supporting that activity is value based.

**Researcher: How do you differentiate between institutional performance with that of brand performance?**

**Shrinivas Bhat:** Brand Performance is supported by Institutional Performance. As you come to think how best a particular institution can give the best results, then that time you feel ‘hey, this college is good’. This is the way - one is about the particular institution, how the marks will be later, and students coming out as a product with innovative knowledge and who are employable in the market. Basically the employers are looking out on starting their business also. So there the things will happen you know, people will feel you know ‘if I go to this college, I will get a nice company, my knowledge will improve, my communication language will improve my technology will improve. So when they talk with other people, the brand performance will also improve. Institutional Performance is a basic thing for Brand Performance. So it is co related. Institutional Performance is primary that supports Brand Performance.

**Researcher: Ok. Thank you.**

**Shrinivas Bhat:** You are Welcome.

**TRANSCRIPT OF SURESH PAI**

**Mr. Surest Pai** is B.E in civil Engineering and passed out from NIE Mysore in 1987.

Currently proprietor of Nayak Pai and Associates, an Architectural firm in Mangalore. He is a service provider of architectural consultancy services, architectural designing services for residential and commercial projects. He is also a Trustee of Expert Group of Institutions. His son is studying in 12th standard and his daughter is pursuing BDS degree.

**Researcher: What is brand when it comes to engineering college?**

**Suresh Pai:** According to me an educational institution do not go by the brand. If a brand is to be thought of, I would always prefer it as a brand that has come over the years of teaching experiences. I feel that the institution should be good both in terms of education and discipline. Both of them should go complimentary. For me, discipline is more important than education and branding doesn't make any difference. When it comes to branding I feel that IITs are the kind of colleges that have brand by itself.

**Researcher: What does the institution need to do to sustain and build up brand value?**

**Suresh Pai:** The institution should basically provide good education and should also consist of good faculty. It is not only faculty and teaching as I mentioned earlier discipline is also equally important. My son has studied in an institution where lot of importance is given for good teaching, discipline and other systems, everything coming in a package. I am looking for the similar institution at the next level.

**Researcher: How do you perceive the brand colleges affiliated to State universities such as VTU versus Deemed /Private Universities?**

**Suresh Pai:** In deemed universities although the number of colleges and the competition level has reduced, I believe that education system has improved in these institutions. But I would rather go for VTUs where in you get lot of colleges to compete with. In such universities lecturers from other colleges are also involved to conduct viva. In deemed universities students are more or less prepared for the examination and I am not sure whether it is a type casted education system which they provide. I am a pass out from Mysore University, then the number of colleges in Mysore University was quite high and I enjoyed the system of education in that institution. I am not very

sure whether deemed or private universities are of any help.

**Researcher: What are the best ways to make the institutions name to reach out to the public?**

**Suresh Pai:** The best way for any institution to reach out to the public is by providing excellent education and if I can name out any institution it should be followed, then it is probably EXPERT EDUCATIONAL INSTITUTION. If any institute can be anywhere close to Expert then I think they have reached out to the public to the fullest.

**Researcher: What should the brand building efforts of Institutions be to occupy a foot hold in this hugely competitive arena ? (How can an institution stand out from its competitors?)**

**Suresh Pai:** Most of them go by the results of the institution that is how people weigh an institution. But that is not all of that . I feel that placement is important and during the placement people should be like- " ok you have come from this institution" that is the kind of reputation an institution should have. It is not about just getting a good job or good salary but should also have good reputation. That is what is expected.

**Researcher: What is the role of advertising and promotion in building a brand for an institution?**

**Suresh Pai:** For me education system should not have any advertisement. The system, results, discipline, educational quality and the faculty should speak for itself.

**Researcher: What is the difference between brand performance and institutional performance?**

**Suresh Pai:** I prefer institutional performance, where in institution performs as a whole. Where as in brand performance an institution tries to impress people with its brand name which might also lead to false prestige and also lose its real value. I feel that institution performance is the best one as it gives us quality education.

**Researcher :** Thank you.

## **TRANSCRIPT OF VENU SHARMA**

**Mr. Venu Sharma** served as management faculty at reputed management colleges. And now he is a freelance guest faculty at different Institutes. Along with this, he has also established a brand advice, brand consulting and image makeover company. He works as CEO of brand management for new projects on agreed period of time up to two years and helps these new companies to build their brand in the competitive industry.

**Researcher: What is a brand when it comes to engineering college?**

**Venu Sharma:** Basically when it comes to a brand and engineering college, basically it has many connect, viz.. ‘The Rational Connect’, ‘The Emotional Connect’ and ‘the Functional Connect’. For eg if a student basically on an admission angle, there are multiple factors like there are teachers, mother, father and his marks in CET, and his calibre decides on that connect. And geographically he fixes himself into a particular connect. So the connect is basically on one front. A course in a college is good, that’s why that connect. For eg, I would say, ‘Malnad Engineering College’. When it comes to ‘architecture’ Malnad stands first. When it comes to ‘Mechanical’, I would say, ‘Ramaiah’ stands first. Students basically do a lot of research on that, on the functional aspect. Emotional aspect comes because of the influences. People around you influence, friends.., my friend is joining there, even parents influence. Two people are joining together and they go to one college. So brand differentiation is a total institutional connect and the subject connect. So these two gets connected to each other and he goes for a decision. If I would say the students takes 40% to the functional connect which is factual, the best college, the best lecturer, best... Best etc, the next 20-30% goes with the emotional connect. So the combination of these three connects makes a brand powerful. And geography becomes very critical. Because now Bangalore and Mangalore side engineering colleges are getting high scope because of that.

**Researcher: What does an institution need to do to sustain and build up its brand value?**

**Venu Sharma:** Basically fundamentals, the institution or the owners of the institution or the trust body/ governing body of the institution, should sustain the ups and downs

of the particular categories. Engineering was not admired 15 years back. But for last 8 years, engineering is the most admired industry. Civil engineering was rejected subject 8 years back but today it is the most happening. IT probably at a particular junction, is the most rejected brand. It happens worldwide also. You can go to a data, i-e recent data of CNBC last week. In US the admission for IT in the college level is reducing, forget about 'Trump Effect' and all that thing, at that level, only it effects. Now what we are talking, usually we are one year back in India. So what happens in America a year back, it comes here later. When it comes to typewriting when it was rejected, computer came in, it took almost seven years, but today it is one year which it takes. Now question of sustenance is what to do with the governing body. For eg- an institution is not made up of its building. Best infrastructure is one of the factor. The governing body, the lecturers, the placements, so all these combinations makes the fundamentals. An institution which is started or existing is because of these five to six fundamentals, i-e the research, the projects and that kind of things, and overall atmospheres of life. But I am talking in general, these 5-6 factors make a brand fundamental. Now when it comes to quote or not to quote, let's take NITTE. NITTE is being built over 40 years. **'What is NITTE?'** NITE had one institution in Karkal. But today NITTE has three institutions. So people know whether Karkal NITTE institution is good or the Bangalore's two-year-old NITTE is good. I can connote that same in Aloysius college. Aloysius is a 130-year-old college. When it comes to MBA, Aloysius MBA is not ranked among the parallels or among 25-year-old or 15 years old institution. Students know it, they go detailed into it. When it comes on the branding of engineering college, and first and second answer, CAT and this particular government rule gives you that particular ranking. He fixes his branding into a college. So brand plays very different role, for eg- I take 10,000 rank and I know because of my last two years experience, and my friend's experience, or my teacher's influence. When I got 10,000 rank and I want in mechanical engineering, I know, I will get it only in these five colleges. So brand becomes imperative there. They are fixed. So that is a very-very important decision on that. So perceived value for eg- I would quote your example 'Believe in the Best'. BPL was number one TV with market share of 80% .That was the time when Kerala and Karnataka government had TV's uptronica electra and electron and all that. But everyone believed 'Sony' is the best, that's why SONY is there

and BPL is not there. You perceive that Lexus is the best car or Alto is the best car. But BMW is your present transition. Whenever you have Rs.60,00,000 you go for BMW. But you know that Lexus at 1.7 crores or Volvo at 23 crores or Alto at 3 crores is the best. So this is transition. I am fixed at 10,000 rank. Now all these colleges call you when you are with 1,000 rank. You know what you are getting, what you want. You have fixed first three colleges. If you take the five best colleges: first is PVS, BMS, Ramaiah, Dayanand Sagar. These are four to five colleges you can see. Earlier it was MIT, but now it is deemed. NITK is part of the national level exams. These four colleges are the most admired brand. Some places like BMS where mechanical is good; electronics and computer science is very good in PVS college Bangalore. Dayanand Sagar, generally it is a good atmosphere. Students know because they talk, their relatives are there, friends are there, there is influence. Influential factor is your teacher, your friends and your net information. These three makes a very very powerful branding or image tool before branding.

**Researcher: How do you perceive the branding of colleges affected by the state university such as VTU versus the brand of deemed or private universities?**

**Venu Sharma:** It is very tricky , basically if spoken on perception basis. If I say, for a student in Karnataka, the first admired college is NITK, the second admired is MIT. These are the only two colleges which is private driven, not part of the CET or entrance test in Karnataka. The next comes, VTU, some 46 colleges totally are under VTU. Then comes Bangalore University, Mysore University, Gulbarga University. So the entire perceived value is that the Gulbarga university is the worst rejected kind because they are first one to start cement technology engineering and mechanical engineering. If you ask, the Gulbarga or the PDA engineering college, the third college in Karnataka who started engineering concept. 70% of the faculty there are IIT's, nowhere in Karnataka, IIT engineers are teaching in a college. But perceived value is rejected. Now Bangalore is another university which is rejected, because of its malpractice and all those things. Mangalore which is again in recent days, now spoken like you know, people failed in the internet result, but when they got the result in hand they passed, and vice-versa in the internet result they passed but when they got the answer paper in hand the result was failed. There is a lot of cheating and malpractice happening. So in



Karnataka, VTU stands as a best university. During the time of Balvir Reddy, he transformed the entire university into a different level. And the word VTU i.e Vishweshwarayya technical, the word technical that is where it lands. Where as Bangalore University, Mangalore University and other eleven universities which are there has its limitations, that's why which university you are, is very important. Where as MIT viz Manipal Institute of technology is concerned, NITK is concerned, this is true and third is VTU which stands first. Others like Gulbarga may be the best but perceived value is very-very negligible. I would say VTU is the best on that angle. But MIT and NITK is very different. I would rank it 100 and VTU at 70 and other universities between 40-60.

**Researcher: What are the best ways to make the institution's name reach out to the public?**

**Venu Sharma:** It is a vague question. And I would say, "Why should the public know." The target audience is a very critical mass which basically when we talk about branding. The best values of brand means, for eg an European brand or a French brand; the gundangadi fellow should not know it. BMW should be known to that target audience. it should not be known to everyone because it gets staled. So when it comes to engineering college, who is your stake holder, who gives you perception, parents or the next two years patience. My daughter is in Xth std , I become a perspective. Target audience have to be derived, that's why it is not public. You have given me a ground to run without track, it's a wider question. 'Target audiences' mind mapping has to be done. 'What kind of mind-maping has to be done?' For eg- mother and father are middle class, they have to take loan. So there is bank manager influence, there is a teacher influence, that particular target audience should be given a good communication about the college, like NITE is the best create words. The best way I would say is to tell about its values, best classes, etc, use those offerings and build a communication model. Medium can be Press add, or TV add or internet or WhatsApp or whatever it is. Create the brand value proposition. When I tell Mahatma Gandhi, what comes to mind is the word 'Ahimsa', 'Dandy Satyagraha', 'Freedom', 'Naked man', multiple elements. But the core value of Mahatma Gandhi is 'Ahimsa', same way when it comes to NITK, create a brand value and build around that. This is how the brand value proposition will

run. Instantly you take Sulliya, one 'wanted' admission with the big board will be there. Somebody will come and stand and read the big board. Too many elements are given in the board. Website is there, link is there. Tell what you are, why one should join, who am, I why should people buy, that's part of life. A college has to derive whether target audience should accept me or consider me. So the value proposition has to be derived for a brand and it can be communicated using any medium. For eg Press was one of the medium 20 years back, TV has become a priority medium now, but again for education sector TV has never been a medium. But if you take, there are brands who associate with CNBC for years together on a particular programme because the programme is the driver for the audience and that programme is built around that institution. It's an intelligent move. For eg Vishwanthan Anand ,if he can be called and made a brand ambassador of an institution, he is a chess intelligent, it leads to that. It cannot be Amithab Bachan or Amir Khan. But Amir Khan can be considered to any one school because of his one movie. So value proposition has to be set. There I think brand can be built. Mass audience is not your audience.

**Researcher: What should the brand building efforts of the institution be to occupy a foot –hold in this hugely competitive arena i-e how can an institution stand out from its competitors?**

**Venu Sharma:** Since your project is basically on Karnataka, again I would say, a college will have seven branches, sixty intakes, around 300 students. Hypothetically let us take 300 students,160-170 students are filled by the government where management or a college doesn't have any say. Whether Abdulla comes or Sagar comes or any one else comes, you won't have a say. Then comes 40% of which it is management quota. There your take is all about. It is Rs 7lakhs to Rs 15 lakhs. Again there is a percentage there. You do your activity to that particular target audience and you mark it. Because small colleges or newly entrant colleges where there are 5-6 engineering colleges coming in. I would say for last 5 years a college from Kundapur, Mangalore rural or somewhere, there are sorts of agents who work on these particular model and they get commission. When it comes to branding it is the target audience which the placement officer or admission officer goes to a market. Basically, it is Ahmadabad, Asam, North East and they go and talk and they intake. The brand value proposition is addressing

them in that key mark with their advertising. So the fundamental of branding is again depth, not width. Please be what you are, what you will be, what is that you are offering. So the trust element is, the moment they get engineering college they are part of that gimmical approach i-e the artificial Library, artificial pictures are shown and beautiful brochures are shown. And at the end of the day there is no value proposition There is an aluminised who sells your college. For e-g, if you build a good allumanise, they only give you admission. A happy customer refers happy customer they say. So the college has to give in to that brand proposition. The word of mouth is the best. To crystallise my large answer into single answer, build word of mouth through alumanise, create communication module to reach a particular market. Where your passed admission drive is all about.

**Researcher: What is the role of advertising and promotion in building a brand for an institution?**

**Venu Sharma:** Usually what happens, an institution says with advertisements, they get sales. So basically they started advertising the same day of the PUC result. You can see a news paper, if the PUC result has come today evening, tomorrow morning all colleges of Karnataka advertise. It is a methodology which is working for years together. I don't know why. Advertisement doesn't work like that. An engineering college is decided by the students, soon after he writes the exam, this is two months earlier. There is a value proposition. I may get 8,000 rank to 9,000 rank. And the student at 15,000 and less rank is very specific. He knows that he is joining electronics in these 3 to 4 colleges. He lists out because it is the threshold level i-e jumping this side or that side. The Rational, the Emotional and the Factual, these three levels are considered, and that day the colleges stands there, but the impact or result of the advertising should happen in two months. I would say if I am an advertiser of an institution. I will build it from January till probably August, if my filling is not done, usually July it is filled. The repeat exams or rejected ones or people opted for medical and engineering, cancellations all that may matter. My activity will start from January that is the time, I am building my propositions, it can be going to exhibitions or it can be sending good posters to all the PUC colleges, or it can be inviting competition, debate or content competition or email-driven some

activities, so that I get connected from January. The mere activity or hard core advertising should start at least 10-15 days or soon after the CET or before the result.

**Researcher: What is the difference between brand performance and institutional performance?**

**Venu Sharma:** Brand performance is artificial, institutional performance is fundamental. An institution which stands on its ground fundamentally, it is not shaken overnight. A brand built in the intangible market, perceived market will lose its identity in 3 to 4 years. I will give an eg, so that you can write my answer on a right angle. Everyone said that Kerala is the best for a tourist destination and communication was built that it is God's own country and all that, 3-4 years back. But today it ranks at number seven. There are institutions which are self-claimed branches, but it gets closed. But we got a good example of BMS. It stands on trust and fundamentals. It is standing still, teachers come and go, there are some negatives on the college. But it does not matter. the fundamental is that the gimical approach of advertising and artificial approach of teachers and faculty or more of a selling factor will not be fundamental. Brands are very well built on fundamentals. 'The Coke', 'The Pepsi', all are built on fundamentals. The institution without fundamentals or institution built on person will have a diminishing effect over a period of time. Twenty years back the life of a brand was 20-30 years, today it is 3 years. If the brand is not young it gets rejected, for eg: Emami, it is not a brand for the young today. It is a young brand for a 45 years old lady today. The brand has to be young, the institution has to be young. And we are in the changing atmosphere. In the next four years, you can see a drastic change and a difference between the good, bad and the young in the engineering sector.

#### **TRANSCRIPT OF SUNDAR KUNDOOR**

**Mr. Sundar Kundoor** works for Times of India, in the response department. It is the advertising marketing department. He is a senior vice president. He hails from Bangalore. I have got 25 years of experience in the field of media, Media Company as well as in some other companies. He also worked as Brand manager for different companies.

**Sundar Kundoor:** I will give you overall perspective of, what I am saying. If you look at branding, branding is a... I am not talking about engineering college. I am not talking

what I watch or phone. I am talking of branding as a concept. What is a brand?. Brand is like a name, it's like Usha Nayak, Sundar or Dilip. It is a name. All of us are human beings, how do I know the difference between Usha, Sonal. Its because of the brand. The minute I say... Usha Nayak somebody knows expert coaching Mangalore. So how does it come automatically? Because the name is associated with so many things. The minute you ask for Abdul Kalam, the first thing that comes to is... integrity, honesty, straightforward, simple and brilliant scientist. So ten things will come to you automatically. According to me, that's what the brand stands for. If you look at any product in the market. There are hundreds of soaps in the market. How do you know which soap is better?. You can't say soap one, soap two and soap three and so and so for. Each one stands for something. The minute you look at luxs, you will say always... they portrait. Films star comes and promotes the product. Which means stars soap? If I am talking on each brand, the next three hours I need only for brand. I will not talk too much on that. So, brand is very important for anybody to differentiate between one to another. Otherwise, everything is a product. In life, product means generic product. Sugar, there is no difference in sugar. Sugar is sugar. What sugar or salt you use, you do not know. Sugar is sugar, but the minute it comes to something specific, where do you want to send your son to school, say Vidya nikethan big school, a Good school. How do you know? So, that is where the brand image makes a big difference. How does the brand image gets built? Brand image gets built... through communication, the communication can be in the form of word of mouth, advertisement in the paper, television and radio. Whatever, basically its communication, without it, brand will not get built. That's why we say... brand name belongs to the company. But brand attributes belong to the public. They're the ones, who make the brand. What it is today, not the people who own the brand. They can only own the brand name. I will give you an example and come back to the questions. Many years ago there was a company. Mulberry Company. It's a cigarette company, very famous company. Sixties, seventies and eighties somebody wanted to buy it. The owner is simple man. He said he would sell the company But he said, the man wearing that cow boy hat would not be sold. When the man who wanted to buy asked the owner, he said it costs more than the company. Its worth thousand million dollar. That's the value of brand. Any ways it's just an example. When we come back to educational institution or anything else, I

think branding is very important because, today educational institution is just like, a news paper industry. It has got social responsibility. More than of course nobody can do it for free of cost because nothing is free in this world. Everyone should have profit. Even news paper, we have social responsibility. An educational institution makes or breaks a child's future, not just a career in terms of job. It also gives moral values to students. Had we not had great teachers, great school we wouldn't have landed here. We should be eternally grateful to our teachers. Whatever we are today, because of teacher we had, we should be grateful to our teachers. An institution has a social responsibility. Everybody has to differentiate that... what do they stand for? For example... this campus is all for science, that is the uniqueness of this institution, that's what I mean by saying, special uniqueness you, have.

**Researcher: What is the brand name when it comes to engineering colleges?**

**Sundar Kundoor:** why would somebody choose to go to an engineering college? Let's say, Dayanand Sagar, BMS. Somebody decides, so even if you go to a CET, COMED-K, there is ranking. What is the ranking; ranking is based on several factors. How many toppers have chosen to go there? How many people have specialization in terms of mechanical? or some other streams. They say SV College is famous for this, this is famous for etc. How did they get that name? Because of past records of the institution, placement, research and project, culture etc. There are several factors come in the way of, how college gets that name. That sum total of it is a brand.

**Researcher: What does an institution need to do to sustain and build up its brand value?**

**Sundar Kundoor:** think all the above, in the first question, they have to improve each of the functions. For example, take a joke from the movie called three idiots. He says... "Please learn with passion". "Please understand engineering." "Don't just mug up from books". Learn more; you start becoming a scientist's. You start doing more interesting things. The minute curiosity in human mind is stopped; I don't think we would have had so many inventions and discoveries. The last 100 200 300 years, that we have had the progress, that we have made in the last 50 years is more than the progress, that we made in the last 500 years. That is because human mind is curious. It has got lot more potential. It is said; we only discovered 10% of human brain. Which means, what should the institution do... it should be able to build up the curiosity of the student, who

is there. Engage him in the activity that will keep him busy and make him learn more. Give him more stuff to improve upon itself, so if the principal, teachers and everybody in the institution is able to do that, I think it's a wonderful place to improve. And also to sustain and build up its image.

**Researchers: How do you perceive brand of colleges affiliated to state universities such as VTU verses brand of deemed private universities?**

**Sundar Kundoor:** Students think it is sheltered with government colleges. Tomorrow in terms of placement, when they go to some other colleges for placement. They think its value is more, but coming back to deemed or private institutions, I think these institutions are doing well. They will not have VTU behind them as a stamp. But, in terms of delivery of education and other than education, all-round development, the kind of education, the kind of faculties, foreign collaboration, I am not trying to criticise or tell one is the best, but at the end, both try to deliver the best to the students. It is very important to these institutions, to continue with whatever their offering in terms of educating the student and ensuring that he reaches the best in his career.

**Researcher: What are the best ways to make the institution name reach out the public?**

**Sundar Kundoor:** Somebody who works in branding, in a media company like me. The answer is obvious. We the times of India is 175 years old. We have seen several brands. Hundreds and thousands of brands being built through advertising. It works, for example somebody is doing excellent work, and lot of people will not know it. If others want to know of it, it's only through mass media. It reaches to lakhs of people across the country. Word of mouth too helps. I am not saying no, but today the print media has got a lot of credibility. What you read in a paper, you tend to trust it more than what comes in social media. Somewhere else there is no so much of trust, lot of fake news around, so even now news papers have got lot of credibility across the country. I am not talking about just times of India. I am talking in general news papers, print as media. So one of the easiest methods to build brand images, through advertisements. One more reason, why news paper is good, because it is a serious medium. It is not a entertainment medium. Somebody to join an engineering college there are two people to decide; one is student and another one is a parent. Both have to

take decision on their future, good students and the progress etc will be in the article of the news papers. These will really help in building the brand image.

**Researcher: What should be the brand building efforts of an institution is to occupy foothold in the hugely competitive arena?**

**Sundar Kundoor:** First of all in a competitive arena brand building is secondary. I would say what the institution is doing to be a different. Second thing is to communicate, build a brand. Some people say this college is extremely good for civil, that college is extremely good for computer science his college is extremely good for pure science. Different kind of things. So, everyone is known for a certain skill. One should build on that skill. If I were an owner of a college, I would say... I will try and predict what is going to happen in the next five or ten years, how is the trend going to be. For example, the next five years instrumentation engineering is going to be very big. Suppose, this is my prediction. I will make efforts to build it up now. So that people are able to look at it in a strong way and started building it up. They can build the future. If you look at the different trends like that. I will study the trend and say these are the areas, in which people are going to look for jobs or study or as a career in this. For example ten fifteen years ago, nano technology was considered to be big. Some people got into; some people did not get into. You should be smart enough to know, how to predict the future. What is the behaviour of the students, build it on, that will give you differentiation from some other institution once I make differentiation, I will start communicating with the differentiation. I will build a brand.

**Researcher: What is the role of advertising and promotion in building a brand for an institution?**

**Sundar Kundoor:** Communication is extremely important. There is joke; that says, I was winking in a dark room. Nobody can see it, so I think all the good work that you do, should communicate to people associated, yourself, to lot of learned people in the society and people who are eminent personality. Definitely, communication helps you to build a brand.

**Researcher: What's the difference between brand performance and institutional performance? I am asking because, whenever you're talking about the brand, you were talking about the performance of the institution. Is it same or different?**



**Sundar Kundoor:** I think it is same. Do you know name of my company? You are saying this is times of India. Times of India are only a brand name. Name of the company is Bennett Company. After sometimes, brand will become very strong. The brand and institution will merge. So I would say there is no much difference between brand performance and institutional performance.

**Researcher: Thank you**

### **TRANSCRIPT OF CA YOGISH NAYAK**

**CA Yogish Nayak** joined MRPL on 1<sup>st</sup> September 1995. He worked under various designations there. He started his work as a trainee in the department of Finance after his certification as Chartered Accountant. After working at different levels and taking responsibility of different departments now he is holding the post of General Manager, Finance.

**Researcher: What is a brand when it comes to an engineering college?**

**Yogish Nayak:** As a corporate employer and specially in our case, we are expanding our business from phase 1 to phase 2 phase 3 and it keeps on expanding our process capacity and also we are concentrating on Research and Development in the field of petroleum & chemicals. So what we feel is, the reputation of an engineering college to produce the quality engineers is the brand of that college. And in terms of collaboration with the colleges, suppose we are interested in Research and Development and we do some specialized testing if we collaborate with surrounding engineering colleges which can provide us better infrastructure, better technical assistance it will be very useful to the corporate as well as the engineering colleges. So in my view, "The branding should be the reputation to produce quality careers, plus improvement in infrastructure, and up-gradation in technology". So they have to maintain their standards.

**Researcher: What does an institution need to do to sustain and build up brand value?**

**Yogish Nayak:** First of all whatever standards they have set that should be maintained and it should not compromise on their core values. Standards should be maintained and nowadays infrastructure is very crucial. So they have to keep on updating their infrastructures. Then what ever bench marks they have set that should be improved from here or near. They should not be satisfied with whatever their achievements,

they should achieve better and better, they should set the targets high and high and should aim to reach that target, that is quality and campus recruitment. If suppose some reputed campuses are coming for campus recruitment, they should invite more corporates. They should invite and attract more corporates and maintain the standards.

**Researcher: How do you perceive the brand of a college which is affiliated to State University like VTU versus the brand of deemed or private universities?**

**Yogish Nayak:** As per our understanding colleges affiliated to VTU and all, they have a third party surveillance. Suppose some examinations conducted by VTU it is not internal, it is some third party monitoring. So quality is maintained there. But it does not matter when it comes to deemed university. Deemed university can also have better standards, better systems, but they should maintain that they should not compromise to build up their image like percentage of passes of engineers. They should not concentrate on that. They should see the quality of engineers. When one engineer comes out of that deemed university, the corporate should not feel that he is from this university. It is irrespective of the status they should maintain the quality of the engineers.

**Researcher: What are the best ways to make your institution's name reach out to the public?**

**Yogish Nayak:** Most of the public may not be aware about the uniqueness of the institution. Each institution may have some unique qualities or uniqueness. They will try to do something different from their competitors. Those may not be in the public awareness. Whenever the opportunity comes they should grab that and they should reach to the public stating that this is my strength, this is where I am good or best. With that, they can build up the image, plus whenever opportunity comes..., like contribution to the society, some government institutions will be there or collaborating with corporate clients like MRPL. They should collaborate with us and fuel consumption or better source of fuel. In that 'Research and Development', if we join together and do something better to the nation or the environment they should do that and they should highlight to the public so that their image is build up.

**Researcher: What should the brand building efforts of institution be to occupy the foot hold in this largely competitive arena, that is how can an institution stand from its competitors?**

**Yogish Nayak:** Competition in a sense it is good because when we compete with other institutions we will have to try to achieve something better than the competitors. So always healthy competition is a good sign. But one thing is there, we should not go to certain extent that competition is our main goal. We should improve ourselves, we should set a target. As I said earlier, “ We should improve our bench marks” and whenever it is possible to do the innovative things or if you have some uniqueness of your institution that should be highlighted, that should be given more importance. And with competitors, if you compare whatever your strengths are there, that you should be able to highlight. With that, you will be able to compete with other institutions.

**Researcher: What is the role of advertising and promotion in building a brand for an institution?**

**Yogish Nayak:** As you are aware, in India, most of the people are not well educated, still many of the people are under poverty line, they may not be aware of the infrastructure what major institutions are having. So by advertising, we can reach to the public, that we have this infrastructure and anybody can come to our institution and take benefit of that. So advertisement in away it is helpful to communicate to the mass, that look we have this infrastructure and it is not that only elite group is entitled for availing these facilities even common man with minimum educational qualification or something like that or people from poor family backgrounds also can reach to the top institutions and know what ever facilities are there, infrastructures are there, about the faculty and about the placement. Ultimately aim of the student will be to get better job. So these things if you can highlight which people may not be aware of the facts, they will come to know about this. So advertisement will help in this regard.

**Researcher: What is the difference between brand performance and institutional performance?**

**Yogish Nayak:** Brand performance may be, let us suppose some institution from the past they are in the field of education. But they have not come upto the engineering stream, may be XII th or II PUC level. But they have a reputation of so many years. So if they start up with an engineering college, their brand which is already created may help for a little time. But performance of the institution can only maintain and sustain the brand image. So suppose one institution from the last 100 years, they are working in the field of education if they start suddenly an engineering college with their

background of that brand they can sustain for 2-3 years. But unless they perform and do well institution wise it will not benefit in a long term.

## APPENDIX II CODING FREQUENCY TABLES FROM INTERVIEWS

### Coding Frequency Table for Interview Question 1

Code	Frequency	Percentage
Process	21	17.50%
Institutional Performance	15	12.50%
People	9	7.50%
Place	9	7.50%
Student choice	8	6.70%
Perceived quality	8	6.70%
Reputation	7	5.80%
Society	7	5.80%
Parents	6	5.00%
Uniqueness	4	3.30%
Promotion	4	3.30%
Product	3	2.50%
Industry	3	2.50%
Consistency	3	2.50%
Regulatory bodies	3	2.50%
Brand	2	1.70%
Satisfaction	2	1.70%
Brand Performance	2	1.70%
Competition	2	1.70%
Loyalty	1	0.80%
Price	1	0.80%

### Coding Frequency Table for Interview Question 2

Code	Frequency	Percentage
People	24	13.70%
Process	23	13.10%
Institutional Performance	14	8.00%
Promotion	12	6.90%
Reputation	10	5.70%
Consistency	10	5.70%
Place	10	5.70%
Society	8	4.60%
Product	7	4.00%
Perceived quality	7	4.00%
Alumni	7	4.00%
Industry	6	3.40%

<b>Code</b>	<b>Frequency</b>	<b>Percentage</b>
Brand	6	3.40%
Parents	5	2.90%
Brand Performance	4	2.30%
Physical evidence	4	2.30%
Student choice	4	2.30%
Loyalty	4	2.30%
Regulatory bodies	3	1.70%
Competition	3	1.70%
Uniqueness	3	1.70%
Price	1	0.60%

**Coding Frequency Table for Interview Question 3**

<b>Code</b>	<b>Frequency</b>	<b>Percentage</b>
Process	27	20.80%
Perceived quality	18	13.80%
People	15	11.50%
Institutional Performance	14	10.80%
Competition	9	6.90%
Product	8	6.20%
Regulatory bodies	7	5.40%
Brand Performance	7	5.40%
Price	7	5.40%
Reputation	6	4.60%
Place	5	3.80%
Society	1	0.80%
Parents	1	0.80%
Industry	1	0.80%
Promotion	1	0.80%
Loyalty	1	0.80%
Consistency	1	0.80%
Uniqueness	1	0.80%

**Coding Frequency Table for Interview Question 4**

<b>Code</b>	<b>Frequency</b>	<b>Percentage</b>
Promotion	26	21.80%
People	17	14.30%
Process	14	11.80%
Institutional Performance	14	11.80%
Society	7	5.90%
Brand Performance	6	5.00%
Parents	5	4.20%
Alumni	4	3.40%
Place	4	3.40%
Reputation	4	3.40%
Media	3	2.50%
Product	2	1.70%
Brand	2	1.70%
Satisfaction	2	1.70%
Perceived quality	2	1.70%
Physical evidence	2	1.70%
Loyalty	1	0.80%
Consistency	1	0.80%
Competition	1	0.80%
Uniqueness	1	0.80%
Industry	1	0.80%

**Coding Frequency Table for Interview Question 5**

<b>Code</b>	<b>Frequency</b>	<b>Percentage</b>
Institutional Performance	18	17.50%
Process	18	17.50%
People	11	10.70%
Place	9	8.70%
Uniqueness	7	6.80%
Promotion	6	5.80%
Industry	6	5.80%
Alumni	6	5.80%
Reputation	5	4.90%
Product	4	3.90%
Brand Performance	3	2.90%
Physical evidence	2	1.90%
Perceived quality	2	1.90%
Loyalty	2	1.90%
Price	2	1.90%
Parents	1	1.00%
Consistency	1	1.00%

**Coding Frequency Table for Interview Question 6**

<b>Code</b>	<b>Frequency</b>	<b>Percentage</b>
Institutional Performance	9	13.20%
Student choice	9	13.20%
Society	7	10.30%
Brand Performance	7	10.30%
Place	6	8.80%
Perceived quality	6	8.80%
People	5	7.40%
Parents	3	4.40%
Process	3	4.40%
Price	3	4.40%
Reputation	3	4.40%
Product	2	2.90%
Industry	1	1.50%
Competition	1	1.50%
Satisfaction	1	1.50%
Loyalty	1	1.50%
Uniqueness	1	1.50%

**Coding Frequency Table for Interview Question 7**

<b>Code</b>	<b>Frequency</b>	<b>Percentage</b>
Process	9	14.10%
Reputation	8	12.50%
Perceived quality	8	12.50%
People	8	12.50%
Consistency	8	12.50%
Results	6	9.40%
Student choice	3	4.70%
Industry	3	4.70%
Placement	2	3.10%
Promotion	2	3.10%
Product	2	3.10%
Place	2	3.10%
Parents	1	1.60%
Media	1	1.60%
Uniqueness	1	1.60%



## APPENDIX III QUESTIONNAIRE FOR INSTITUTIONS



SCHOOL OF MANAGEMENT   
NATIONAL INSTITUTE OF TECHNOLOGY KARNATAKA,  
SURATHKAL, INDIA

*Dear Sir/Madam,*

I am doing research in brand building strategies of Engineering Institutions in Karnataka. As we all know that branding initiative is a major aspect of marketing, it is extremely important to create the image and reputation of the institution. The branding of the college helps the students in recognizing the right place to invest their time and parents' money. This survey will be solely used for academic purposes and I will assure you that your responses will be kept confidential. So, I request you to give me your valuable time in filling this questionnaire about your esteemed institution. Your information is highly valuable and I appreciate your kind response.

Thank you

Yours sincerely

**Ushaprabha Kamath B.**

Research Scholar,

Department of Humanities, Social Sciences and Management,

NITK – Surathkal, India

**Contact:**

Mob: +91 9448253568

Email: [ushapn@gmail.com](mailto:ushapn@gmail.com)

**Postal Address:**

EXPERT GROUP OF INSTITUTIONS

Kalakunj Road, Kodialbail

Mangaluru – 575 003

**SCHOOL OF MANAGEMENT  
NATIONAL INSTITUTE OF TECHNOLOGY KARNATAKA  
SURATHKAL, INDIA**

College Name (mandatory): \_\_\_\_\_

**QUESTIONNAIRE**

*Instructions for filling the questionnaire*

Kindly fill all the questions given in the Questionnaire. Please note that you can fill Part A by using data available in your administrative office. But Part B should be filled by those who are involved in the branding effort of the college.

**PART – A**

Q.1 – Year of Establishment \_\_\_\_\_

Q.2 – Location of the college:      Urban       Rural

Q.3 – Ownership of the Institution:

Family owned trust       Partnership by different entities   
Government       Association charitable trust

Q.4 – Type of Institution:

Private University   
Private Autonomous AIDED/ Semi AIDED Institution   
Private Autonomous UNAIDED Institution   
Private AIDED / Semi AIDED College affiliated to VTU   
Private UNAIDED College affiliated to VTU   
Government College

Q.5 – Your College is in which administrative division in Karnataka?

Bangalore urban       Bangalore rural       Belgaum   
Kalburgi       Mysore

Q.6 – What is your on and average vacant seats in the last five years?

0 – 10%       10% – 20%       20% – 30%   
 30% and 40%       40% and above

Q.7– (A) What is the on and average percentage of faculty who leave the institution?

0 – 10%       10% – 20%       20% – 30%   
 30% and       40% and above

Q. 8 Opening and closing rank CET

Year	Opening CET rank of the student	Closing CET rank of the student	Average opening	Average Closing
2011-12				
2012-13				
2013-14				
2014-15				

Q. 9 - (A) On an average what is the percentage of students who successfully get into Final year in the last 5 years

<i>Students</i>	100-90%	90-80%	80-70%	70-60%	60% and below
<b>Boys</b>					
<b>Girls</b>					
<b>Total</b>					

Q.9 - (B) The approximate on an average percentage of passing in final year engineering with its comparison to the intake of first year.

100 – 90%       90% – 80%       80% – 70%   
 70% – 60%       60% and below

Q.10 – Number of patent’s registered by students and faculty

Student       Faculty

Q.11 - Information on placement:

Sl. No.	Placement	Highly decreased	Decreased	Steady	Increased	Highly increased
1	In the last five years overall placement is					
2	In the last five years the highest salary package of a student is					
3	In the last five years the lowest salary package of a student is					
4	Average salary of students in the last five years is					
5	The number of companies visiting the Institution is					
6	The total number of core companies visiting the Institution is					

Q.12 – Answer the following on student’s achievement.

Sl. No	Particulars	Highly decreased	Decreased	Steady	Increased	Highly increased
1	No. of Students participated in fest and conferences					
2	No. of projects by students					
3	No. of best paper awards to Students					
4	No. of students participated in exchange programs					
5	Research publication by students					

Q.13 – Answer the following on staff development program.

Sl. No	Particulars	Highly decreased	Decreased	Steady	Increased	Highly increased
1	No. of publications in peer reviewed journals					
2	No. of staff members presented paper at conference					
3	Best paper awards					
4	Teacher awards					
5	No. of research projects to the Institute / faculty					
6	No. of faculty development programe attended by faculty					
7	No. of faculty development programe arranged within the college					
8	No. of memberships of professional bodies					
9	No. of subject related books published					

Q.14- Annual budget spent on promotion and publicity (advertisement, sponsorship, events etc.,) and also on Library, staff development and student enrichment programs.

(A)

What is the Percentage of Annual Revenue spent on Promotion and Publicity in the last five years					
<i>UPTO 5%</i>	<i>5 –10%</i>	<i>10 –15%</i>	<i>15 –20%</i>	<i>20 –25%</i>	<i>25%&amp; above</i>

(B)

What is the Percentage of Annual Revenue spent on Library, staff development, student enrichment etc. in the last five years					
<i>UPTO 5%</i>	<i>5 –10%</i>	<i>10 –15%</i>	<i>15 –20%</i>	<i>20 –25%</i>	<i>25%&amp; above</i>

**PART – B**

Q. 15 – What is your objective of branding effort? Please tick (✓) on the level of agreement

Sl. No .	Objectives	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Gaining popularity					
2	Increase demand among students					
3	Long term stability					
4	To look better than competitors					
5	Enhance placement					
6	Brand extension (Eg., venturing into other fields using same brand name)					
7	Line extension (Eg., venture into other educational streams)					
8	To create strong favorable and unique association to the brand in the minds of students/society/ industry					

Q.16 - Do you have Alumni Association? Yes  No

If Yes,

How frequently do you interact with the Alumni association?

Monthly  Quarterly  Half yearly  yearly

Q.17 - Do you have a Trade mark? Yes  No

If Yes,

Trade Mark has contributed in the creation of brand identity to the Institution.

Strongly Disagree  Disagree  Don't know

Agree  Strongly Agree

Q. 18 – What is the primary reason, using which you can claim the quality of your college to prospective students?

Sl. No	Factors	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Teaching learning					
2	Campus facility and infrastructure					
3	Faculty efficiency					
4	Placement and reputation in the society and among industries					
5	Research activity and funding by external agencies / industry					

Q.19 – Which of the following unique products of your institution, you use as an effort in institutional brand building? Please tick (✓) on the level of agreement.

Sl. No	Product	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Uniqueness of curriculum					
2	Add on courses					
3	Local degrees (Eg., Degree offered by VTU / local universities)					
4	Foreign degrees					
5	Availability of variety of branches					
6	Future employability					
7	Academic integrity (Genuineness of the course / degree)					
8	Co-curricular activity which support enhancement of learning of core subjects					

Q.20 – Which of the following factors of pricing do you use in your branding effort?  
Please tick (✓) on the level of agreement.

Sl. No	Price	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Differential pricing					
2	Scholarship					
3	Free seats for top rankers					
4	Free seats for economically backward students					
5	Discount on fees					
6	Financial assistance and its arrangement (bank loans, funding from donors or funds through government agencies etc.,)					
7	Fees structure in comparison with competitors (like at par, below the fees structure of market or competitor)					

Q.21 – Which of the following factors of place do you use in your branding effort?  
Please (✓) on the level of agreement.

Sl. No	Place	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Location advantage of the Institution (like near to city, connectivity by bus, train, on highways etc.,)					
2	Uniqueness of the campus (like hill station, valley, beach side, river side etc.,)					
3	Library, laboratories, special instruments and equipment					
4	On campus comforts (health care center, doctor visit, swimming pool etc.,)					
5	Sports and recreation center, food court, general store etc.,					
6	Hostel facility (luxurious hostel stay, lavish buffet food, film theatres and other facilities)					
7	Use of IT in teaching-learning (LCD, Digital class room, web base class room, learning management system etc.,)					



Q.22 – Which of the following factors of people given below do you use in your branding effort? Please (✓) on the level of agreement.

Sl.No	People	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Students' diversity					
2	Faculty profile (qualification, background, research experience etc.,)					
3	Visionary leader of the college					
4	Success story of the Institution (Reputation, leader, growth, core values, vision and mission)					
5	Alumni achievement					

Q.23 – Which of the following factors of process given below do you use in your branding effort?

Please tick (✓) on the level of agreement.

Sl. No	Process	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Pedagogy (course delivery method)					
2	Accreditation to quality standard by NBA					
3	Grievance handling mechanism					
4	Convenience of admission process					
5	Specialties and ease of teaching learning process					
6	IT-enabled user-friendly and quick administration process					
7	Procedure / process for participating in cultural / social events / sports					

Q. 24 – To what extent do you use the following tools in communicating or publicizing your college to the students? Please tick (✓) on the level of agreement.

Sl.No	Promotion	Never	Rarely	Sometimes	Often	Always
1	College website					
2	Email					
3	Leaflet					
4	College brochure					
5	On campus events					
6	Social media (facebook, Twitter, Blogs etc.,)					
7	Television advertisement					
8	Advertisement on Print Media					
9	Press conference and News on print media					
10	Sponsorships and CSR activity					
11	Goodies (T-shirts, pens, wall clock, mugs, student accessories etc.,)					
12	Sending your employees, faculties and existing students for recommendation and to influence PU college students					
13	By creating a brand within the Institution and creating a word –of-mouth					
14	Hoarding / outdoor advertisement display					

Q.25 - Which of the following factors of physical evidence given below do you use in your branding effort? Please tick (✓) on the level of agreement.

Sl. No	Physical Evidence	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Interior decoration of the class room (class room setting, class room furniture, smart board, lightings etc.,)					
2	Interior decoration of lobby, waiting room, parents' lounge, etc.					
3	Attractiveness of website (design, content, user interphase etc.,)					
4	Reception staff (attractive personality, dressing, communication style, personal relation etc.,)					
5	Environmental condition (air condition, use of bright colors, use of attractive shiny flooring etc.)					
6	External ambience, landscape, green campus etc.,					

Q.26 - Which of the following factors of performance given below do you use in your branding effort?

Please tick (✓) on the level of agreement.

Sl. No	Institutional Performance	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Placement					
2	Records and awards (records made by students, faculty and patent right etc.,)					
3	Academic results					
4	On campus cultural events / sports events / social events					
5	Ranking/rating/grading/ accreditation of the college by regulatory authorities (VTU, AICTE, NAAC etc.,)					
6	Academic collaboration with reputed Institution and foreign Universities					
7	Institute – Industry partnership					
8	Research and publication					

Q.27- In your opinion who plays important role in brand building of the college?

Sl. No	Brand Builders	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Students					
2	Parents					
3	Industry/corporates					
4	Alumni					
5	Regulators					
6	Society					
7	Media					
8	Top management of the college					

Q.28 - How do you communicate your college brand to the companies and industries?

(You can tick (✓) more than one answer)

Inviting them to campus as corporate guest lecturer

Organizing industry academy meet

Personal visit to company as representatives

MOU with the company

Alumni

Any other (Specify) \_\_\_\_\_

**PART – C**

Q. 29 – Whether your brand building efforts have their impact on the following factors?

Sl. No	Brand Performance	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Attract more number of applicants					
2	Attract meritorious students					
3	Recruitment and retention of quality faculty					
4	Attract good companies and enhance placement					
5	Enhance community participation in college events and help in publicity					
6	Enhance funding by external agencies					
7	Enhance total revenue					

Q.30. Do you face challenges in the following due to the limitations of market condition or availability of resources?

Sl. No	Challengers	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Qualification of the teaching faculty due to limitations of availability					
2	Knowledge of the teaching faculty due to limitations of availability					
3	Getting meritorious and good quality students					
4	Getting good speaker for guest lecture					
5	Conducting staff development program					
6	Conducting student enrichment program					
7	Creating Infrastructure and facility					

Q. 31 – The following are the barriers in growth and building reputation.

Sl No	Barriers	Not a barrier	Somewhat a barrier	Moderate barrier	Extreme barrier
1	Interference from regulatory bodies, Government				
2	Parents and relatives of students				
3	Faculty behaviour and attitude				
4	Increase in number of colleges and competitors				
5	Changing culture and behaviour of young students				
6	NGO's, interested community groups from society				

Q.32 – Rank the following on the basis of its importance to your college in creating the brand name. Rank 1 if it is more important rank 2 if it is less important and so on.

1. Governance
2. Teaching and learning
3. Research
4. Emotional values (social responsibilities, ethics etc..)

Q.33 – Do you have brand positioning statement or tagline for your college? (A statement which can position your college in unique place?)

Yes  No

If Yes, has it contributed to your Institutions' unique positioning

Strongly Disagree  Disagree  Neither Agree or Disagree   
 Agree  Strongly Agree

Q.34 – How much important it is to have brand position in statement?

- Extremely important
- Somewhat important
- Neither important nor unimportant
- Somewhat unimportant
- Extremely unimportant

Thank you very much for completing this questionnaire

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**Ushaprabha Kamath B.**

*Research Scholar, NITK – Surathkal, India*

**APPENDIX IV QUESTIONNAIRE FOR STUDENTS**

**SCHOOL OF MANAGEMENT  
NATIONAL INSTITUTE OF TECHNOLOGY KARNATAKA,  
SURATHKAL, INDIA**



College Name (mandatory): \_\_\_\_\_

Branch:

\_\_\_\_\_

**QUESTIONNAIRE**

*Dear Students,*

This questionnaire is a part of research study undertaken by me in at NITK, Surathkal on the topic “Brand building strategies of Engineering Institutions in Karnataka”. All the information collected through this survey will be kept confidential and used only for academic purpose. Your response is very valuable for my research. So, I request you to kindly fill up this Questionnaire.

Thank you,

**Ushaprabha Kamath B.**

*Instructions for filling the questionnaire*

Kindly fill all the questions given in the Questionnaire. Please do not leave any items unmarked.

**PART - A**

*About the student:*

Q.1 – Name (optional) \_\_\_\_\_

Q.2 – Gender?      Male                   Female

Q.3 - Which of the following categories best represents your average percentage in PU College/12<sup>th</sup> Standard?

90-100  80-89  70-79  69 – 60  Below 60

Q.4 – What was your rank category in the following competitive exam? Tick . ✓ on appropriate category.

Exam	1 to 100	101 to 500	501 to 1000	1001 to 3000	3001 and above
CET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.5 - How did you get the engineering seat?

CET Quota/Merit seat  Management Seat/Payment seat

Q.6 – Under which category are you eligible for engineering seats?

GM  SC/ST  OBC  2A/2B  3A/3B  Others

Q.7 – Religion Hindu  Muslim  Christian  Others

Q.8 – Nationality Status.

Indian  NRI  Person of Indian Origin  Foreigner

Q.9 – If you are an Indian resident what is the category of the place where you pursued your PU/12th education?

Rural  Semi-urban  Urban City  Metro City

Q.10 – How far is your college from your home (where your parents reside)?

Less than 50 km  50 -100 km  100 – 300 km   
300 -500 km  Above 500 km



**PART – B**

Q.11 – Which of the following factors given below were important to you in making engineering college choice decision? Please tick (✓) on the level of their importance.

Sl. No	Product	Extremely unimportant	Unimportant	Neither important nor unimportant	Just Important	Extremely important
1	Uniqueness of curriculum					
2	Add on courses					
3	Local degrees (Eg., Degree offered by VTU / local universities)					
4	Foreign degrees					
5	Availability of variety of branches					
6	Future employability					
7	Academic integrity (Genuineness of the course / degree)					
8	Co-curricular activity which support enhancement of learning of core subjects					

Q.12 – Which of the following factors regarding pricing were important to you in making engineering college choice decision? Please tick (✓) on the level of their importance

Sl. No	Price	Extremely unimportant	Unimportant	Neither important nor unimportant	Just Important	Extremely important
1	Scholarship					
2	Free seats for top rankers					
3	Free seats for economically backward students					
4	Discount on fees					
5	Financial assistance and its arrangements by the college (bank loans or funding from donors, funds through government agencies etc.,)					
6	Fees structure in comparison with competitors (like at par, below the fees structure of market or competitor)					

Q.13 – Which of the following factors regarding physical evidences were important to you in making engineering college choice decision? Please tick (✓) on the level of their importance.

1 – Extremely unimportant; 2 – Unimportant; 3 – Neither important nor unimportant;  
4 – Just Important; 5 – Extremely important

Sl. No	Physical Evidence	1	2	3	4	5
1	Interior decoration of the class room (class room setting, class room furniture, smart board, lightings etc.,)					
2	Interior decoration of lobby, waiting room, parents' lounge, etc.					
3	Attractiveness of website (design, content, user interphase etc.,)					
4	Reception staff (attractive personality, dressing, communication style, personal relation etc.,)					
5	Environmental condition (air condition, use of bright colors, use of attractive shiny flooring etc.					
6	External ambience, landscape, green campus etc.,)					

Q.14 - Which of the following factors regarding place or location of a college given below were important to you in making engineering college choice decision? Please tick (✓) on the level of their importance.

1 – Extremely unimportant; 2 – Unimportant; 3 – Neither important nor unimportant;  
4 – Just Important; 5 – Extremely important

Sl. No	Place	1	2	3	4	5
1	Location advantage of the Institution (like near to city, connectivity by bus, train, on highways etc.,)					
2	Uniqueness of the campus (like hill station, valley, beach side, river side etc.,)					
3	Library, laboratories, special instruments and equipment					
4	On campus comforts (health care center, doctor visit, swimming pool etc.)					
5	Sports and recreation center, food court, general store etc.,					
6	Hostel facility (luxurious hostel stay, lavish buffet food, film theatres and other facilities)					
7	Use of IT in teaching -learning (LCD, Digital class room, web base class room, learning management system etc.,)					

Q.15 – Which of the following factors regarding people were important to you in making engineering college choice decision? Please tick (✓) on the level of their importance.

1 – Extremely unimportant; 2 – Unimportant; 3 – Neither important nor unimportant;  
4 – Just Important; 5 – Extremely important

Sl No	People	1	2	3	4	5
1	Students' diversity					
2	Faculty profile (qualification, their background, research experience etc.,)					
3	Visionary leader of the college					
4	Success story of the Institution (Reputation, leader, growth, core values, vision and mission)					
5	Alumni achievement					

Q.16 – Which of the following factors regarding process were important to you in making engineering college choice decision? Please tick (✓) on the level of their importance.

1 – Extremely unimportant; 2 – Unimportant; 3 – Neither important nor unimportant;  
4 – Just Important; 5 – Extremely important

Sl. No	Proces	1	2	3	4	5
1	Pedagogy (course delivery method)					
2	Accreditation to quality standard by NBA					
3	Grievance handling mechanism					
4	Convenience of admission process					
5	Specialties and ease of teaching learning process					
6	IT- enabled user -friendly and quick administration process					
7	Procedure / process for participating in cultural / social events / sports					

Q.17 – Which of the following factors regarding performance of a college given below were important to you in making engineering college choice decision? Please tick (✓) on the level of their importance.

1 – Extremely unimportant; 2 – Unimportant; 3 – Neither important nor unimportant;  
4 – Just Important; 5 – Extremely important

Sl. No	Performance	1	2	3	4	5
1	Placement					
2	Records and awards (records made by students, faculty and patent right etc.,)					
3	Academic results					
4	On campus cultural events / sports events / social events					
5	Ranking/rating/grading / accreditation of the college by regulatory authorities (VTU, AICTE, NAAC etc.,)					
6	Academic collaboration with reputed Institution and foreign Universities					
7	Institute–Industry partnership					
8	Research and publication					

Q. 18 – Which of the following factors were important to you during the choice of a college? Please tick (✓) on the level of its importance.

1 – Extremely unimportant; 2 – Unimportant; 3 – Neither important nor unimportant;  
4 – Just Important; 5 – Extremely important

Sl. No	Promotion	1	2	3	4	5
1	On campus events by the Engineering colleges'					
2	Sponsorships and society beneficial activity by the Institution					
3	Various Goodies (T-shirts, pens, wall clock, mugs, student accessories etc., by the college)					

Q.19 – To what extent the following factors were important to you in collecting information regarding Engineering colleges? Please tick (✓) on the level of its importance.

1 – Extremely unimportant; 2 – Unimportant; 3 – Neither important nor unimportant; 4 – Just Important; 5 – Extremely important

Sl. No	Tool of Promotion	1	2	3	4	5
1	College website					
2	Emails sent by colleges					
3	Leaflets of different colleges					
4	College brochures					
5	Social media (face book, Twitter, Blogs etc.,)					
6	Television advertisement					
7	Advertisement on News paper					
8	Press conference report and News on newspaper and television					
9	Employees, faculties and existing students of Engineering college					
10	Hoarding / outdoor advertisement display					
11	Classmates, students from engineering colleges friends and other people in the society					

Q. 20 – According to you which of the factors below are indicators of reputation of the college?

Sl. No	Indicators of Reputation	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Placement					
2	Academic Results					
3	Admission rush (students demand for seat in a particular institution)					
4	Experienced faculty					
5	Teaching -learning methodology					
6	Uniqueness and ambience of the campus					
7	Variety of events, fest and various festivals celebration at the college					
8	Premium (high) fee structure					
9	Research and publication					
10	More number of branches					
11	Visibility due to advertisement and promotion					

Q. 21– What is your opinion about the college brand name and reputation in the society, with reference to the following statement?

Sl. No	Reputation	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	When I study in a branded college, I enhance my personal reputation					
2	When I study in a reputed college, I enhance my capabilities.					
3	When I study in a branded college I enhance my employability					

Q. 22 – What is your opinion regarding the following statement?

Sl. No	Compromises	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	I compromised with the choice of branch to get into a reputed college					
2	I compromised with the reputation of the college to get my desired branch					
3	I compromised with my choice of college because of my grade or rank in the competitive exam					
4	I compromised in choice of my dream college due to its distance from my home					
5	I compromised with the choice of college because of my gender					
6	I compromised with the choice of college due to the economic condition of my family					

***Influence:***

Q.23 – Who influenced you in making the Engineering college choice and decision?

Please tick (✓) the level of agreement.

Sl. No	Influencers	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Parents					
2	Classmates and friends					
3	Career guidance counselor, coaching center faculties					
4	Religion or caste of the members of top Management of the Institute (Example college is reflected as Muslim or Christian management or may be reflecting certain community such as Lingayath or Konkani etc.,)					
5	Family					
6	School and PU college teachers					
7	College Alumni/Seniors					
8	Word-of-mouth (Appreciation and comments by the people in the society)					

Q.24 – What is your opinion with reference to the following statement?

Sl. No	Personal Characteristics	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	I consult other people to help me in choosing the best college					
2	I often observe what my classmates and friends do					
3	I know that by selecting this college, the impression on others about me will be good					
4	My parents' and family decision was important to make college choice					
5	I wanted to study in this particular institution					
6	This is the only college that was offering the branch which I wanted					
7	Life style within the campus is matching with my attitude					

### PART – C

Q. 25 – What is your opinion about the status of your present institution in comparison with other institution in Karnataka?

Sl. No	Experience	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Highly prestigious					
2	Well known & exceptional					
3	Innovative					
4	Specialized research oriented					
5	modern					
6	Informal & non traditional					
7	influential					

Q. 26 – Please provide some details of teaching learning process in the college where you are presently studying?

Sl. No	Experience	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Teaching by faculty is good					
2	Faculties are helpful in nature					
3	My campus is safe					
4	I am happy with Extracurricular activities					
5	Administration of college is good					

Q. 27 – What is your level of agreement in the following statements?

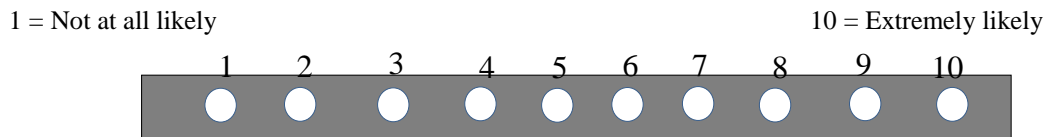
Sl. No	Experience	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Facilities here are the value for money					
2	College is very strict and I never expected it					
3	Quality of teaching learning and other amenities of the college matches with its reputation and image in the society					
4	Beautiful ambiance of the campus makes me feel good.					
5	Due to transportation facility, my days will run smoothly.					
6	College reputation and other facilities were exaggerated.					



Q. 28 - Your overall satisfaction with your experience in your college?

- 1) Extremely dissatisfied
- 2) Somewhat dissatisfied
- 3) Neither satisfied nor dissatisfied
- 4) Somewhat Satisfied
- 5) Extremely Satisfied

Q. 29 - How likely is it that you would recommend this college to a friend, family or any of your juniors?



Q. 30 – Does your college offer post-graduation course? Yes  No

If yes, answer the following

Do you want to continue your higher education in the same institution where you are studying now?

Yes  No

If 'Yes' then answer (A), If 'No' then answer (B)

(A)

Sl. No	Reason	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	This college is very reputed, so I do not want to go anywhere else					
2	This is the best college for my choice of branch					
3	I am comfortable over here so, I don't want to take any risk by going to some other college					
4	For post-graduation staff and faculty in this college are really reputed					
5	If any other reason specify:					

**(B) What are the reasons for not choosing this institution for your post-graduation?**

Sl. No	Reason	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	Non-availability of required branch or specialisation					
2	After experiencing under graduation course here, I do not have faith on this college					
3	Not happy with the reputation of the college					
4	Wanted to do my post-graduation in a better institution than this					
5	Don't want to see the same staff and faculty					
6	If any other reason please specify:					

**PART – D**

Q. 31 – How effective is your college in creating relationship and emotions with student fraternity?

Sl. No	Relationship	Strongly ineffective	Slightly Ineffective	Neither ineffective Nor effective	Slightly Effective	Strongly effective
1	Role of your institution in making an individual “from a student to a brand ambassador”					
2	In converting “delivery of education” as the “learning experience”					
3	In converting imagery honesty of college as the trust of students					
4	In converting claim of quality as students’ preference					
5	In converting Identity of college as a personality of pride					
6	In converting service to a relationship					

Q. 32 - When you read the following features which engineering college from Karnataka comes to your memory spontaneously?

Sl. No.	Features	College Name
1	Campus beauty	
2	Infrastructure	
3	Placement	
4	Reputation	
5	Events	
6	Advertisements	
7	High fees	
8	Experience faculty	

Thank you very much for completing this questionnaire

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**Ushaprabha Kamath B.**

*Research Scholar, NITK – Surathkal, India*

**List of Publications based on PhD Research Work**

<b>Sl.No.</b>	<b>Title of the paper</b>	<b>Authors</b>	<b>Name of the Journal/ Conference/ Symposium, Vol., No., Pages</b>	<b>Month &amp; Year of Publication</b>	<b>Category *</b>
1	Implication of Brand Communication Strategies in Private Engineering Colleges	Kamath, U., and Sheena	International Journal of Economic Research, 14 (17), 1-13, ISSN: 0972-9380.	November 2017	1
2	The Role of P's on Brand Building of Engineering Institutions – A Conceptual Framework	Kamath, U., and Sheena	Proceedings of Conference on Brand Management (CBM-2016), Emerald Group of Publishing (India) Pvt. Ltd., ISBN 978-1-78635-411- 2.	April 2016	4
3	Implication of Branding Initiatives in Engineering Colleges -An Empirical Study	Kamath, U., and Sheena	International Conference on Research and Business Sustainability, Indian Institute of Technology - Roorkee and Sheffield Business School, UK, December 4-6, Greater Noida, India	December 2015	3
4	Implication of Branding Initiatives in Engineering Colleges -An Empirical Study	Kamath, U., and Sheena	IOSR Journal of Business and Management, 17(11), 4–11, ISSN: 2319-7668.	November 2015	1

5	A study of the Brand Building of Engineering Institutions in Karnataka: Impact of 'Performance' as 8th 'P' of Services Marketing Mix	Kamath, U., and Sheena	International Conference on Emerging Trends in Business, December 11-12, Christ University, Bengaluru, India.	December 2014	3
5	The Impact of Instructional Technology on Teaching Learning in Higher Education – An Empirical Study	Kamath, U., and Achar, A. P.	ITIHAS - The Journal of Indian Management, 3(4), 6-14, ISSN: 2249-7803.	December 2013	1

- \* Category: 1 : Journal paper, full paper reviewed  
2 : Journal paper, Abstract reviewed  
3 : Conference/Symposium paper, full paper reviewed  
4 : Conference/Symposium paper, abstract reviewed  
5 : others (including papers in Workshops, NITK Research Bulletins, Short notes etc.)

**Research Scholar**

Name & Signature, with Date

**Research Guide**

Name & Signature, with Date

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