

A Study of Strategic Management of Higher Educational Institutes and its Impact on their Brand Image with Special Focus on Management Colleges in Mumbai and Pune

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**DOCTOR OF PHILOSOPHY
in
BUSINESS MANAGEMENT**

**Submitted by
Mrs.Prajakta Ganesh Mondkar**

Enrollment No: DYP-PHD-146100004



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**A Study of Strategic Management of Higher
Educational Institutes and its Impact on their
Brand Image with Special Focus on
Management Colleges in Mumbai and Pune**

DECLARATION

I hereby declare that the thesis titled “A Study of Strategic Management of Higher Educational Institutes and its Impact on their Brand Image with Special Focus on Management Colleges in Mumbai and Pune” Submitted for the Award of Doctor of Philosophy (Ph.D) in Business Management at D. Y. Patil University, Navi Mumbai School of Management is my original work and the Dissertation has not formed the basis for the award of any degree, associate ship, fellowship or any other similar titles. The material borrowed from other sources and incorporated in the thesis has been duly acknowledged. I understand that I myself could be held responsible and accountable for plagiarism, if any, detected later on. The research papers published based on the research conducted out of and in the course of the study are also based on the study and not borrowed from other sources.

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Also it is certified that the thesis represents an independent work on the part of the candidate.

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LIST OF ABBREVIATIONS

Sr.No	Abbreviation	Meaning
1	AICTE	All India Council for Technical Education
2	AIMA	All India Management Association
3	B.A	Bachelor of Arts
4	B.Arch	Bachelor of Architecture
5	BCom	Bachelor of Commerce
6	B.E	Bachelor of Engineering
7	B.Ed	Bachelor of Education
8	BSc	Bachelor of Science
9	BBA	Bachelor of Business Administration
10	BCI	Bar Council of India
11	BMS	Bachelor of Management Studies
12	B-School	Business School
13	CAT	Common Admission Test
14	CET	Common Entrance Test
15	CSIR	Council of Scientific and Industrial Research
16	D Ed	Diploma in Education
17	DTE	Directorate of Technical Education
18	D.Litt	Doctor of Literature
19	GER	Gross Enrolment Ratio
20	HEI	Higher Educational Institute
21	ICT	Information and Communications Technology
22	IGNOU	Indira Gandhi National Open University

LIST OF ABBREVIATIONS

Sr.No	Abbreviation	Meaning
23	IIT	Indian Institute of Technology
24	IIM	Indian Institute of Management
25	MBA	Master of Business Administration
26	MCA	Masters in Computer Application
27	ME/ M.Eng	Master of Engineering
28	MOE	Minister of Education
29	MCI	Medical Council of India
30	MHRD	Ministry of Human Resource Development
31	MMS	Master in Management Studies
32	M.Phil	Master of Philosophy
33	NAAC	National Assessment and Accreditation Council
34	NBA	National Board of Accreditation
35	NCERT	National Council of Educational Research and Training
36	NPE	National Policy on Education
37	PGDM	Post Graduate Diploma in Management.
38	PG	Post Graduate
39	Ph.D	Doctor of Philosophy
40	SPSS	Statistical Package for the Social Sciences
41	SCERT	State Council of Educational Research and Training
42	UG	University Graduate
43	UGC	University Grants Commission

EXECUTIVE SUMMARY

The Indian higher education system has exhibited impressive growth over the last decade to develop into the 3rd largest system of Higher education in the world. This sector has a great potential to be new engine of growth in the background of the competitive global scenario. In a rapidly globalizing world, it is a challenge for higher educational institutions to address social, political, economic and development related issues. Higher educational institutions are expected to prepare Students to be more capable and adaptive to the dynamic global challenges. There are more than 760 universities and 12,276 Stand alone institutes in the Higher education sector of India. (MHRD report: 2015-16) with these numbers, one can imagine the level of competitiveness in the field of Higher Education in India. Despite the fact there are so many universities in good numbers; not a single Indian university has been able to get a place in the top 200 world university rankings 2015 to 2016. According to many of the industry experts this is considered as matter of concern. This issue can be well taken care of if Education mangers can integrate Strategic Management with Higher Education. Understanding of this issue is one of the prime reasons for conducting research on this particular topic. Higher Education which is also known as Post Secondary education or third level education is the final optional learning that occurs after secondary education. Many a time's people get confused in understanding the real context of the term Higher Education. The misconception about the term is the education done after completing degree education whereas, the simple meaning of the term is, "An optional final stage of formal learning that occurs after secondary education. Often delivered at universities, colleges, and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications"

The Oxford dictionary defines Higher Education as, "*Education given at universities or similar educational establishments, especially to degree level.*" The Cambridge Dictionary defines Higher Education as, "*Education at a college or in a university where subjects are studied at an advanced level.*" The international

definition of **Tertiary education** divides education into two parts. **Type A** (Higher Education) and **Type B** (Further Education). A higher educational degree level takes a minimum of three to four years to complete.

Higher education is very essential for a developing country like India as it encourages in increasing human development. The Higher education sector has experienced huge expansion since independence. As stated earlier the Indian Higher Education system being the third largest education system in the whole world has got its own challenges and issues. The University Grants Commission (UGC) is the main governing body of Higher education in India. It is the highest authority as far as the Higher education is concerned, Set up by the Indian Union government in accordance to the UGC Act 1956 under Ministry of Human Resource Development (MHRD). UGC is charged with coordinating, determining and maintaining the standards of higher education in India. It is the regulatory body for Institutes of National Importance, Central Universities, State Universities, Deemed Universities, and State Private Universities in the domain of general and distance higher education in the country. Depending on the financial needs of universities, UGC allocates and disburses grants to the universities. The All India Council for Technical Education (AICTE) is another statutory body and a national-level council for technical education, under Department of Higher Education, Ministry of Human Resource Development, which responsible for proper planning and coordinated development of the technical education and management education system in India. There are nearby more than 1.4 million schools with over 227 million students enrolled and more than 36,000 higher education institutes. In spite of holding an important place in the global education industry, Indian higher education system has got its own challenges. Availability, Affordability, Quality and Employability are the main issues. Whereas inadequate infrastructure and facilities, large number of vacancies in faculty positions, low student enrollment rate, outdated teaching methods, declining research standards, regional imbalances in the growth of higher technical institutions, declining student teacher ratio, inequitable excess to quality higher education for students coming from poor families. In order to overcome these issues various initiatives are being adopted by the government

Management education is considered as aristocratic because it attracts youth of the country who are usually encouraged and motivated by the positive outcomes associated with management education. In Indian higher education especially the management stream is beholding a augmented growth in terms of number of institutes imparting management education which are usually termed as Business school; B-School. Management education plays a very important role in today's dynamic business environment as the rapid trend of globalization and technological changes have made it difficult for organizations to survive in the competitive world. This resulted for an increase in the importance of management education in multifold ways. Business executives need to update and enhance their skills due to sudden changes in the external environment. Due to the increasingly complex nature of organizations and businesses, there is a need that the business schools impart relevant, current, and cutting edge knowledge to the students. This research also identifies some of the emerging areas in the business and management education. Given the significance of management education which is essential for today's organizations, the business as well as engineering schools should play pivotal role in equipping our future managers with the emerging trends of management skills to face the challenges of dynamic business world. In this volatile and fast changing scenario when every other day new technology is emerging and rendering the older one obsolete and outdated, it is imperative that management education should be dynamic and responsive towards the new challenges that are knocking at its doorstep

A recent study conducted by ASSOCHAM shows that nearly 93 per cent of Indian MBA graduates are unemployable. This shows the problems associated with management education in India(source: India Today in Education New Delhi, July 11, 2016) Except the IIMs, only a few of these management institutes are able to boast of quality management education that can help their graduates secure employment. MBA graduates are spending lakhs of rupees on their management education, but after graduating, most of them are earning a measly 8000 to 10,000 rupees per month-that too, only when they are able to find placements. Management education not only in India but all across the globe is facing a unique

crunch of relevance in the contemporary scenario. Every aspect of Business education like the quality of MBA candidates, curriculum, research in business, quality of research publications, industry-institute participation, management development programmes, faculty development programmes, placements, Salary packages offered to B-school graduates, career development path of alumni, diversity among faculty as well as students, governance and accountability, etc. are under crucial scanner. B-schools in India are facing multiple issues such as proliferation of B-Schools, quality of education, faculty shortage, poor regulatory mechanism and governance and accountability. This study will make an attempt to analyse the issues and challenges of Management education in India in the emerging scenario and will provide remarkable insights into stimulating B-schools that may benefit all the stakeholders. Skill based education to some extent is lacking in all the fields of higher education in India and management education is not an exception to it. The focus of schools providing management education needs to shift from theoretical knowledge to skill based education with a more practical and dynamic approach. "Management education must emphasize on pedagogies like using case studies, Guest Lectures from experienced Industry professionals, Integration of course curriculum with live projects etc. while the management institutes are not following current contextual mix of innovative pedagogical tools, they are not able to create an immense association between the real and academic culture of business management.

In light of the importance of Branding in Higher education, it becomes extremely important to study the drivers for success in this sector. Thus studies of the aspects of strategic management which can help in creating or enhancing the brand image of the institutes in the education sector become most relevant. To identify the best practices in Higher Education and their impact on brand image of the institute. The objectives of the study were to understand the perception of students for a good educational brand what according to the students is a branded institute and how that brand image makes an impact on their decision for taking admission in a particular institute. The study has made an attempt to understand the core competencies of the Higher Educational Institutes and how these competencies help the institute to create a strong Brand Image. Another important issue that has

been attempted to figure out in the study was the various challenges faced by Indian Higher educational Institutes while implementing strategic management process as many of the institutes in India often find it difficult to implement the strategic management process in practical. The impact and benefits of a strong Brand Image are well established in the field of management, therefore this study also makes an attempt to understand the impact of brand image on the sustainability of the Higher Educational Institute. A strategic management process helps organizations in gaining advantage over its rivals which is known as “Competitive Advantage”. The changing environment, increased competition and the challenges faced by the field of Higher Education makes it essential to align strategic Management to Higher Education and therefore the study makes an attempt to understand the impact of Strategic Management process on the Brand Image of Higher Educational Institutes.

Ever increasing competition for the enrollment of students has created a strong need for Higher Education institutions to differentiate themselves. Today, effective strategic planning and brand management require more than traditional advertising, marketing or identity development. Institutions that craft, present and manage a unified brand message, experience and environment achieve a competitive advantage in recruiting, retaining and building loyalty amongst their stakeholders which are students, faculties, parents, staff, alumni and people from industry. Various factors are responsible in shaping an institutions brand including the academic reputation of the institute, Distinguished Alumnae, location of the institute, the courses offered, fee structure and many others. This study makes an attempt to study and understand the different attributes of an educational brand and the advantages obtained from “Creating Brand Image of these educational institutes”. Ruben (2004) says that students are affected not only by the teaching environment but also by the learning environment, which includes facilities, accommodation, physical environment, policies and procedures, and more importantly, interpersonal relations and communication and from every encounter and experience. Students’ preferences, expectations and needs have always been intricately interwoven. Student expectations are not set in stone – they can be influenced and better managed by universities. Many student experience studies

have identified that Branding of education has the potential to shape the expectations of the prospective students. Educational Brand has several signals/attributes. The major signals/ attributes of Educational brand are price, service, quality and innovation etc.

Though India has made significant progress in terms of enhancing access to and participation in all levels of education, by and large the picture of education development in the country is mixed and there are many existing concerns and challenges connecting to access to and participation in education, quality of the education imparted, fairness in education, system efficiency, governance and management, research and development, and financial commitment to education development. Therefore application of Strategic management in Higher education can be an effective tool in order to overcome the challenges of today. Strategic management is, “The process of continuous planning, monitoring, analysis and assessment of all that is necessary for an organization to meet its goals and objectives”. The spirit of the strategic management come from the word, ‘strategy’ which simply means a planned or emergent course of action that is expected to contribute to the achievement of specific goals. Increasing competition in all fields and different industries makes it mandatory for the organizations to adopt the process of Strategic Management. A well planned strategic initiative always helps the organization to improve its performance in multifold ways. It will not only allow the educational Institutes to perform better but will also help them to build a strong image of their own self. The academic literature review related to strategic management shows that creating an effective strategy aimed at organizational development is one of the primary tasks of modern managers today; effective strategic planning and brand management are required more than that of the traditional advertising, marketing or identity development. Institutions that craft, present and manage a unified brand message, experience and environment achieve a competitive advantage in recruiting, retaining and building loyalty amongst their stakeholders which are students, faculties, parents, staff, alumni and people from industry.

Various factors are responsible in shaping an institutions brand including the academic reputation of the institute, Distinguished Alumnae, location of the

institute, the courses offered, fee structure and many others. The proposed research study aims to understand the various aspects of Strategic Management and its application in the institutes of Higher education and its impact on the Brand Image of the colleges. An Institute of higher education has various stakeholders like students, alumni's, parents, the teaching and non-teaching staff, industry professionals, top level management and other governing bodies. these stakeholders have various expectations from the institutes, like students would like to have quality placements, corporate world needs industry competent professionals, parents wants a good degree with effective learning for their pupil, faculties want good working environment, therefore a an educational institute has to take care of all these stakeholders and make maximum efforts to fulfill their expectations. A good Brand Image is an effective solution for the institutes for accomplishment of their goals and objectives. Hence it can be said that a convincing Brand Strategy can help to accomplish of these endeavours. The concept of branding, when applied to higher education, is rather different from branding in the commercial sector.

Most notably, branding in higher education is not only limited to what a particular product offers in the marketplace but it is also about Who we are, what is our Unique selling proposition and How do we create a difference. An educational brand often equates to an institution's academic reputation. If we think of a college or university brand as being synonymous with the institution's personality; it is congruent with its vision, mission and is defined by its values. Possibly the most significant benefit of branding in higher education is the focus it brings to an institution to develop a distinctive image to build a competitive advantage in an increasingly competitive market.

CHAPTER-1

Introduction

- 1.1 Definition of Higher Education
- 1.2 History of Higher Education in India
- 1.3 Evolution of Higher Education Policy in India
- 1.4 Role of State in Management of Higher Educational Institutions
- 1.5 Types of Higher Education institutions in India

CHAPTER-1

Introduction

Education is a fundamental instrument that helps an individual to lead for a better future. Education is the uninterrupted process of learning things – from easy knowledge to complex information. India is home to one of the largest and complex education systems in the world. Followed by the ancient “Gurukul System”, India has made phenomenal progress since independence in the field of education. Higher education system of a country plays a significant role in the creation of skilled human resources. The Indian higher education system has exhibited impressive growth over the last decade to develop into the 3rd largest system of Higher education in the world. This education sector has a huge prospective to be new engine of growth in the background of the competitive global scenario. The Indian Education system today finds itself in a dichotomy where, on one hand, the literacy rates are a critical cause of concern whereas on the other the outstanding human resource performance rendered by many of the Indians across the globe has put some countries in awe. Plagued with the challenge of brain-drain and inadequate access to education for its population; India, however strives to be a knowledge economy, whose growth fairly is dependent on the quality, quantity and accessibility of the information available, apart from the means of product. In a rapidly globalizing world, it is a challenge for higher educational institutions to address social, political, economic and development related issues. Higher educational institutions are envisioned to prepare Students to be highly capable and make them able to adapt the dynamic global challenges. However, in modern years, the advancement of higher education is strongly associated to its restructuring. Changes in the constitution of the education system have increased competition in education market and many other factors have an imperative impact on the conditions of higher education institutions. Strategic Management is a particular form of management which involves participative, decisive, and forward-looking; leading close to institutional policies which seeks to enhance the potential for change

in an educational Institute. It is often considered as a key tool for a more rational and systematic approach to bringing about the necessary changes.

1.1 Overview of Higher Education in India

Higher education is very essential for a developing country like India as it encourages in increasing human development. The Higher education sector has experienced huge expansion since independence. As stated earlier the Indian Higher Education system being the third largest education system in the whole world has got its own challenges and issues. The University Grants Commission (UGC) is the central body, governing Higher education in India. It is the topmost authority as far as the Higher education is concerned, Set up by the Indian Union government in correspondence to the UGC Act 1956 beneath Ministry of Human Resource Development (MHRD). UGC is charged with coordinating, determining and maintaining the standards of higher education in India. It is the administrative body for Institutes of National Importance, Central Universities, State Universities, Deemed Universities, and State Private Universities in the domain of general and distance higher education in the country. Depending on the financial needs of universities, UGC allocates and disburses grants to the universities. The All India Council for Technical Education (AICTE) is one more statutory body and a national-level council for technical education, under Department of Higher Education, Ministry of Human Resource Development, which is responsible for appropriate planning and coordinated development of the technical and management education system in India. There are approximately more than 1.4 million schools covering 227 million students enrolling in and more than 36,000 higher education institutes. In spite of holding an important place in the global education industry, Indian higher education system has got its own challenges. Availability, Affordability, Quality and Employability are the main issues. Whereas inadequate infrastructure and facilities, large number of vacancies in faculty positions, low student enrollment rate, outdated teaching approach, falling research standards, regional inequalities in the growth of higher technical institutions, decreasing student teacher ratio, inequitable excess to quality higher education for students coming from

poor families these are some of the challenges. The following table indicates the total number of institutes by type, in the Indian Higher Education sector.

1.2 History of Higher Education in India

Higher education is influenced by several historical forces across the world. Therefore, even though history is not intended to be the primary focus of the research, this section discusses the historical perspectives of higher education in Indian perspective. The saga of Higher education in India has evolved through different periods. This can be primarily divided into two stages which are Pre Independence and Post Independence period. This journey commenced with an ancient education system in Vedic period wherein ‘Bramhinal’ and ‘Buddhist’ systems prevailed. The Bramhinal system was a domestic system wherein the pupils, after performing an initiation ceremony named as ‘Upanayna’ used to stay at the home of their ‘Guru’ (teacher). This home was referred as ‘Aashram’ in which the Guru used to impart them education in varied fields like religion, philosophy, arts, medicine, history, astrology and much more. The Guru was the final authority in Bramhinal education system and all the pupils had to abide by the Gurus orders and teachings, it was moreover an autocratic system this system was popularly known as the “Gurukul System”. After completing the ‘Ashrama education’ the pupil can join in the academy of higher learning it was known as ‘Parishadas’. On the other hand in the ‘The Buddhist system, the monasteries and viharas where Bhikshus were residing developed into educational institutions. Renunciation of family life was the very basis of the Buddhist system. Apart from certain exceptional situations the pupils were usually not allowed to go back to their home even after the completion of their studies, once they left their homes and joined the Viharas for seeking education. After finishing their education, they were required to go on and preach Buddhism. The very significant aspect of Buddhist education was that it was open to all people irrespective of their castes and without discrimination on the basis of gender, religion or inhabitants. Meditation was one of the best features of the Buddhist education system. The Brahminical education system of was monitored by religious standards, while the Buddhist form of education was ‘secular’ in nature. Major changes in Indian Higher

Education only took place all the way through the initiatives of British rulers which made an impact in both positive & negative ways. At that time, the earlier system of education received a rigorous setback as the British system created a new class that well served the British rulers themselves. Massification of education started from the period of French Revolution as well as Industrial Revolution. Before the revolution, education was not offered and allowed to many but by the end of the 19th Century, in most of the European countries, Government funded schooling system came into existence. Education became compulsory, secular, universal as well as Government funded. Martin Trow stated in the 1960s that higher education systems have also been moving from elite to mass to universal access. Universities lost their stature as institutions for the elite and were opened to the masses.

The 'Nalanda University' located in Bihar and the 'Taxshshila University' located at Punjab were amongst the oldest university-system of education in the world. With the formation of the British colonial rule in India the western method of education was implanted into Indian society. Initially the British rulers were not keen on developing any education system as their prime motto was trading and profit making however; later to rule India they decided to educate a small section of the Upper and middle class section. Various committees and commissions like 'Hunter commission', 'Sadler commission' were set up in order to give recommendations and bring improvements for the development of Education. Also many activists and educationist like Charles Grant, William Wilberforce, and Lord Macaulay were responsible in the development of education in India. The introduction of Western education in India was led by East India Company and Christian Missionaries.

India's university structure as it is existing today was started in 1857 with three fundamental British creations – 'the Universities of Madras, Calcutta and Bombay.' The establishment of these three Universities gave motivation for the starting of new colleges, these colleges were scattered over the different provinces which were ultimately affiliated to each of the University. After India got Independence there was notable improvement in scientific & technological education, however the rate of

illiteracy continued to remain high. The new administration adopted by India did not change the general administrative policy. Education sustained to be the main responsibility of the state government and the central government continued to take responsibility for the co-ordination of educational amenities and the safeguarding of appropriate standards in all spheres of higher education like; research, scientific and technical education. From 1947, government of India appointed three important commissions for suggesting reforms in education. The University Education Commission of 1949 made important recommendations with respect to restructuring of courses, process of evaluation, and medium of instruction, student services and appointment of teachers. The Secondary Education Commission of 1952–53 focused primarily on secondary and teacher education.

The Education Commission of 1964–66 made an extensive review of the complete field of education. The commission prepared a nationwide pattern for all the stages of education. Their report led to a resolution on the national policy for education, formally issued by the Government of India in the month of July 1968. This policy was again revised in 1986. The new policy focused on educational technology, national integration and ethics. A fundamental curriculum was introduced to offer a common scheme of studies throughout the country. The National Department of education was a division of the Ministry of Human Resource Development, lead by a ‘Cabinet minister’. A ‘Central Advisory Board’ of Education instructed the state and central governments. There were several independent organizations connected to the Department of Education.

The most significant bodies were the ‘All-India Council of Technical Education’, the ‘UGC-University Grants Commission’ and the ‘NCERT-National Council of Educational Research and Training’. The government was advised by the first body on Technical education and maintained standards for the improvement of technical education. The 2nd body motivated and co-ordinated university education and resolved and maintained principles of teaching, examinations and research work carried out in the universities. The 3rd body worked to improve the value of school

education and also assisted and advised the MHRD- Ministry of Human Resource Development in the execution of its policies and major program in the field of Higher education. The 7th five-year plan (1985–90) mentioned that one such school or vidyalaya would be built up in each district. The governments of the state were accountable for all other types like elementary and secondary education. Conditions, in general, were not satisfactory, although they differed from state to state. From the year 1950s to the 1980s, the number of educational institutions in India was increased by three times.

1.3 Evolution of Higher Education Policy in India

There have been many changes, revisions and improvements in the Higher Education Policy of India after Independence. Some of the notable commissions in the evolution of Higher Education Policy of India are as follows:

1.3.1 University Education Commission (1948)-

The very first Commission to be appointed for the independent India was the University Education Commission in 1948; it was headed under chairmanship of Dr. S. Radhakrishna. The main job of the commission was to report on Indian University Education and suggest improvements and additions that would be advantageous to suit the current and future requirements of the country. The vital task of this Commission was to align the educational system towards achieving economic independence and achievement of values to ensure an effective democracy. The Commission discussed re-orienting the higher education with respect to five basic tenets of the constitution which were Equality, Democracy, Justice, Liberty, and Fraternity.

1.3.2 Secondary Education Commission (1952)-

The recommendations given by Dr. Radhakrishnan in the University Education Commission, 1948 were reinforced by the Secondary Education Commission appointed in September 1952 with Dr. L.S. Mudliar as the Chairman. The report was submitted to the first Parliament in 1953. The com

mission reflected the needs of the ruling classes, the report in the chapter, Re-orientating the Aims and Objectives, notes that one of the India's most urgent problems was to improve prolific efficiency to increase the national wealth, and thereby raising the standard of living of the people in the country. The report went on to recommend the setting up of technical schools, polytechnics, strengthening multipurpose education, central technical institutions etc., Establishment of the multi-purpose schools was a major contribution of the Commission.

1.3.3 Education Commission (D.S. Kothari) 1964-66:

One the very most important commission in the history of Indian Higher Education is the Kothari commission. This Education Commission was appointed under the chairmanship of D.S. Kothari after the appointment of Mudiliar Commission in order to deal with all the aspects and sectors of education and for instructing Government on the evolution of a National System of Education for the country, Based on this Commission's report, the National Policy on Education 1968 was formulated. The Basic Approach used in the commission was; This Commission reviewed the development of education in India in the modern period and particularly since Independence and came to the conclusion that Indian education needs a drastic reconstruction, almost a revolution, to realize the Constitutional goals and to meet the various problems facing the country in different sectors. This comprehensive reconstruction, said the Commission, has three main aspects

1. Internal transformation
2. Qualitative improvement
3. Amplification of educational facilities

- ***Internal Transformation:***

In the notion of the Commission, no reform was more important or more urgent than to transform education to make an endeavor to relate it to the life, needs and objectives of the people". This is particularly important because it is only such a makeover that can make education a powerful instrument of social, economic and cultural transformation necessary for the realization of our national goals. It is also critical and has to be given priority over expansion because the bigger the expansion

of the traditional system of education, the more difficult and costly it becomes, to change its character. The Commission has emphasized the following ten programs to bring about this transformation:

- a) Science Education: Science Education should be made an integral part of all school education. Its teaching at the University stages should be improved and special emphasis should be laid on the development of scientific research.
- b) Work Experience: Work experience should be made an integral part of all general education. It should be oriented to technology, industrialization and the application of science to the production process including agriculture.
- c) Vocational Education: Vocational education should be emphasized, particularly at the secondary stage. At the lower secondary stage which falls in the age group 11 – 16, the vocational education should eventually be provided to about 20 percent of the students enrolled. At the higher secondary stage (age group 17-18) such enrollment should be increased to 50 percent. In higher education, about one-third of the total enrollment may be in vocational courses. In particular, it is essential to emphasize the development of education and research in agriculture.
- d) The Common School: A common school system of Public Education which would provide equality of access to children from all social strata and which would be adequate in quantity and quality was proposed.
- e) Social and National Service: Some form of Social Service should be obligatory on students of all ages.
- f) Language Policy: In the development of all modern languages as the medium of interaction and for the administration in the respective states. Hindi language was both; official and link language and English and Russian as library languages. It further said that the three language formula should be modified; only the mother tongue should be compulsory at the lower primary stage, a second language should be added at the higher primary stage either Hindi or English, at the lower secondary stage, all the three languages should be studied mother tongue, Hindi and English; any two of these languages

should be compulsory at the higher secondary stage and no language should be compulsory at the University stage.

- g) Promotion of National Unity: Curriculum should promote National Unity and consciousness and international understanding.
- h) Elasticity and Dynamics: It observed rigidity and uniformity in the existing system. It suggested change in curriculum, teaching methods and a large programme of in-service education for teachers and educational administrators. Apart from full time education, part-time and own time educational programmes should be encouraged. The education system should give emphasis to the development of fundamental; social, moral and spiritual values. There should also be some provision, in a multi-religion, democratic society like that of the India, for giving some instructions about the different religions.

- ***Qualitative Improvement:***

The Commission has emphasized the need for dynamic and evolving standards of education. For this purpose the Commission has recommended the adoption of the following measures.

- a) Utilization of Facilities: It suggested increasing the number of working days, lengthening the duration of the working day, proper use of vacations and creating a climate of sustained and dedicated work.
- b) Reorganization of Educational structure and Teachers staff and Education: It recommended the 10+2+3 pattern and recommended substantial improvement in remuneration of teachers particularly at the school stage and the gap in the remuneration of teachers at different stages of education was proposed to be abridged.
- c) The Commission recommended drastic changes in curricula, teaching methods and evaluation, with the scope for elasticity and dynamism. It proposed autonomous colleges and experimental schools which would be free from the shackles of external

d) Selective Development: In view of the scarcity of money, material and men it was advised for the selective development of institutions. At the university level, only five or six universities should be selected for intensive development, by locating clusters of centers of advanced study in them, and should be helped to reach internationally comparable standards.

- ***Expansion of Educational Facilities:***

The Education Commission at all stages; has recommended expansion of education facilities, but more priority was given for internal transformation and qualitative improvement. The following programmes were recommended:

- a) Adult Literacy: A part-time course of about one year's duration should be conducted for all children in the age group of 1-14 who have not attended school or left it before attaining literacy.
- b) Primary Education: Good and effective primary education should be provided to all children. The intention of the educational policy should be to provide five years of such education by 1975 and seven years of such education by 1985
- c) Secondary and Higher Education: This should be expanded on a selective basis and the output of educational institutions should be broadly related to manpower needs or employment opportunities. It was criticized that the Commission did not give a clear picture of "development", that is, of the future society we should strive to create in the country, and the steps to be taken to create it. It was further argued that while the Commission did prepare a fairly good blueprint of the national system of education, its report did not highlight the close links between education and society. Nor did it clarify how the dialectical process of education leads, to a strengthening and perpetuation of status quo, and to social change and development. The report in fact was a reflection of the social and political appearance of the economic crisis of that period. On the one hand it gave suggestions that reflected the democratic aspirations of the Indian masses regarding free and compulsory education, increasing financial out-lays for education etc., and on the other

recommendations leading to the restriction of higher education. In 1968, The Policy Resolution, following the submission of the report was adopted, at the time when the economic crisis arising out of the industrialist path of development was finding sharp political face. The Education Policy Resolution of 1968 in fact has very little to do with overall recommendations, of the Kothari Commission.

The following six recommendations of the Commission were picked up by the government and intensive efforts were made to implement them:

- ✓ Usage of regional language as the medium of instruction at the university level.
- ✓ Non-formal education.
- ✓ Education for the people which is Elementary & Adult Education.
- ✓ The Common Schooling System.
- ✓ 10+2+3 Pattern of Education.
- ✓ Teacher's salaries.

The proposals like new priorities in educational development, disparity systems of grants in aid, continuation of education as a subject in state list etc., was a reason of attracting wide attention but were not implemented.

1.3.4 Banaras Hindu University Inquiry Committee 1969 Report:

In relation to governance, the government found that the Kothari Commission lacking in many aspects and appointed this Commission in 1969. The Banaras Hindu University Inquiry Committee 1969 Report was prepared under the chairmanship of Dr.P.B Gajendragadkar. This committee was appointed to inquire into the recent state of unrest and agitation in the university. Intimation about the constitution of the committee was duly communicated to the university vide Govt.Of India,Ministry of education Letter no.F.1-40/68-U2 dated December 31st 1968. The recommendations of this commission regarding the appointment of Vice Chancellors, structure and composition of university grants etc. accorded the state with a greater control over the administration of higher education, corresponded to the ruling classes interest and hence they were implemented. The increasing general drive towards dictatorship in

the country, by the ruling class and its government was even penetrated in the field of education. Also recognizing the need to effectively control education and educational institutions, one of the major developments carried, was the Constitutional amendment during the Emergency to remove education from the state list and place it in the concurrent list.

1.3.5 National Policy on Education 1968.

The first National Policy on Education was declared in 1968 by the government of Prime Minister Indiraji Gandhi. National Policy on Education 1968 is considered as a major landmark in the history of education, in the post-independence period. It became the basis of reforms in the educational system in India. A radical reconstruction of the education system is emphasized in the policy. It stressed the improvement in the quality of education at all stages and greater attention to science and technology, the cultivation of moral values, and a closer relation between education and the life of the people. It recognized the need for a revolution in education, which in turn will set in motion the much designed social, economic and Cultural Revolution.

1.3.6 Draft National Policy on Education (1979):

The Janata Party government came into power in 1977 and revised the National Policy on Education 1968. Government appointed Ishwaribhai Patel committee and Adishesiah committee to review the education policy, on the basis of the recommendations of this committee the draft of the revised National Policy of Education was released in 1979. The Draft National Policy on Education 1979 stated that an ideal system of education should enable individuals to know and develop their physical and intellectual potential at the maximum, and promote their awareness of social and human values, so that they can develop a robust character, live better life and function as responsible members of the society. It should make stronger values of democracy, secularism and socialism. Education must promote national unity, pride and cultural heritage and faith in the country's future. The effort must be to inculcate scientific and moral values and facilitate the quest of knowledge. The impact of Gandhiji's "Basic Education" was very much there on the Draft National Policy 1979.

It talked about moral education and socially useful productive work as part of education. It said that the content of education at all levels needs to be recasts so as to make the educational process functional in relation to the felt needs and potentialities of the people". It should bridge the gap between educated classes and masses and overcome feelings of superiority, inferiority and division. Regarding elementary education, the commission proposed universal elementary education till the age of 14, as laid down in the Directive Principles of the Constitution, to be achieved through formal and non-formal methods. At the elementary stage the curriculum should be capable of fulfilling to the needs of a wide range of learners and learning situations and built around local situations. Incentives such as mid-day meals free textbooks, and uniforms should be provided to poor pupils. Special attention has to be given for educating girls and children belonging to scheduled castes and tribes. It proposed the common school system.

The main feature of this commission was the neighborhood school plan to promote common interests and social integration apart from providing quality education. Much emphasis was laid on Adult Education, which the policy treated as an integral part of the Revised Minimum Needs Programme (RMNP). It is aimed at not only acquisition of literacy and numeracy, but also functional development and social awareness with a view to cultivating the habit of self-education

1.3.7 National Policy on Education (1986)

The National Policy on Education (NPE), this policy was proposed to set up India for the 21st century. The policy draw attention to the need for change; "Education in India stands at the crossroads today. Neither the normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation". with the announcement of a new policy in development finally in January, 1985; the government of Prime Minister shree Rajiv Gandhi had introduced a new National Policy on Education in May, 1986. The new policy asked for a special attention on the removal of disparity and equalizing educational opportunities, especially for the Indian women, the Scheduled Tribes (ST) and Scheduled Caste (SC) communities. To achieve such a social incorporation, the policy entailed for increasing scholarships,

adult education, recruiting more teachers from the SCs, incentives for the poor families to send their children to school on regular basis, improvement of new institutions and providing housing and services. The NPE called for a "child-centric approach" in primary education and launched "the Operation Blackboard" to enhance primary schools nationwide. The policy expanded the Open University system along with the Indira Gandhi National Open University, which was created in 1985. The policy also called for the creation of the "Rural university" model, which was based on the philosophy of Indian leader Mahatma Gandhi, for promoting economic and social development at the fundamental level in rural India.

1.3.8 National Policy on Education (1992)

The 1986 National Policy on Education was modified in the year 1992 by the government of Mr.P.V. Narasimha Rao. In 2005, Prime Minister Mr. Manmohan Singh had adopted a new policy on the basis of his United Progressive Alliance (UPA) government, "The Common Minimum Programme" below the National Policy on Education 1986. The Programme of Action (PoA) 1992 conceptualizes the conduct of a common entrance exam on all India basis for taking admission into professional and technical programmes in the country. Government of India Resolution dated 18 October 2000, lays down a Three Exam Scheme; JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE, for getting admissions to courses like Engineering and Architecture/Planning programmes, etc. This takes care of varying admission principles in these programmes and helps in maintaining the professional standards. This also solved the problems of coinciding and reduced physical, mental and financial burden on the heads of students and their parents due to multiplicity of entrance examinations.

1.3.9 National Policy on Education (2016)

The 2016 National Policy on Education is highly important as it is being formulated nearly three decades from the last Policy. During this period, considerable changes took place in Indian economy and the overall global scenario. New technologies transformed the way; how we live, work, and communicate. The amount of

knowledge has greatly stretched and become multi-disciplinary. Research has become far more collaborative. As the NPE was last reviewed in 1992, there have been significant changes in the situation in India and worldwide. These changes need to be taken into consideration while formulating the new NPE for the coming decades. NPE 2016 however recognizes the necessity of Education as the most important standard for social, economic and political makeover. It is restating the role of education in inculcating values, and providing skills and competencies for the people in India, and also enabling them to contribute for the well-being of commonwealth; it will build up the democracy by empowering citizens; and will act as a centralizing force in society, and encourage social union with national identity. The role of Education as the vital stimulus in promoting socio-economic mobility for building an impartial and fair society can't be over emphasized by anyone. It is a well-known fact that the education system built on the establishment of quality and equity is essential to sustainable success in the emerging knowledge economy. Education is the most powerful tool for preparing and developing our citizens in the knowledge society. Education will combine globalization with localization, enabling the children and youth to grow to be global citizens, with their roots deeply set in in Indian culture and traditions.

The Government of India has launched some social and development related initiatives like *Swachh Bharat Abhiyan*, Digital India, Skill India, Make in India and Smart Cities. All of these initiatives have major backward and forward linkage with the higher education sector that needs to be taken into consideration in the new NPE. For example, the introduction of ICT also underline the imperative requirement of providing electricity and connectivity, and making computer hardware, software and technical support available in each and every school, particularly in rural areas. Similarly, Skill India and Make in India require the prevalence of vocational education, realistic knowledge, hands on projects and course orientation towards meeting the requirements of industry and employment. Although India is progressing in every aspect the issues affecting the quality of Higher education like Variations in Quality, Availability of skilled teachers, Appointment of Vice-Chancellors cannot be overseen.

1.4 Role of State in Management of Higher Educational Institutions

Indian higher education system has a big size and one of the complex systems in the world therefore; it requires the state governments to play a more active role in development and coordinating the system of education. To carry out this proactive role, states must have effective State Higher Education Councils. The National Policy on Education 1986 suggested that state level planning and coordination of Higher Education has to be done through a State Council of higher education. The Council would act as a link between the universities and colleges and the state governments and work closely with the UGC in view of its statutory responsibility for the maintenance and coordination of standards of higher education at the national level. The UGC in 1988 had constituted a Committee to prepare the guidelines for the establishment of such State Councils. It suggested that the Council would consist of 10-13 members of which the chairman would be a full-time position for maximum 5 years and the majority of members would have an academic background, and with representatives from UGC, the Ministry of Education or Higher Education and the Ministry of Finance. The powers and functions of the Council would include planning and coordination, academic and advisory functions, as well as administrative functions such as administering and releasing grant-in-aid from the state government to universities and colleges in the state.

Powers and Functions of State Higher Education Councils:

a. Strategy and Planning

1. Preparing the State Higher Education Plan (Perspective, Annual and Budget Plan)
2. Providing inputs to state institutions for creating and implementing their Plans.
3. Coordination between apex bodies, regulatory institutions and government.

b. Monitoring and Evaluation

1. Monitoring the implementation of State Higher Education Plan.
2. Creating and maintaining the Management Information Systems.
3. Compiling and maintaining periodic statistics at state and institutional level.
4. Evaluating state institutions on the basis of norms and KPIs developed.

c. Quality Assurance and Academic Functions

1. Faculty quality enhancement functions.
2. Quality of examinations.
3. Maintaining quality of curriculum.
4. Promoting innovation in research.
5. Protecting autonomy of state institutions.
6. Providing approval for setting up of new institutions/colleges.
7. Promoting accreditation reforms.

d. Advisory Functions

1. Advising state government on strategic investments in higher education.
2. Advising universities on statute and ordinance formulation.

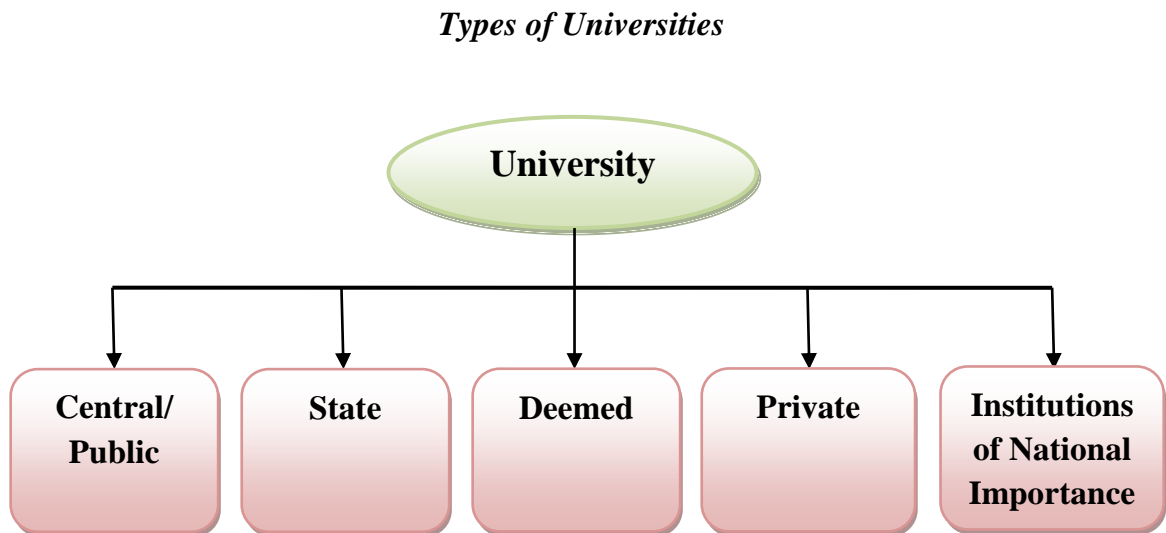
e. Funding Functions

1. Disbursing funds to state universities and colleges on the basis of the State Higher Education Plan and transparent norms.

1.5 Types of Higher Education institutions in India

There are different types of institutions of higher education across the country. These include central and state universities, private universities created under state laws, ‘deemed to be universities’, autonomous colleges, and other types of education

Figure 1.1-Types of Universities



Source: Own Analysis

1.5.1 Central University

Central universities are the ones which are established through an Act in Parliament and are funded by the Union Government. Older universities were established through individual acts like Delhi University Act. In the year 2009, the Central Government has set up a number of universities together through the Central Universities Act.

There are 20 central universities in India. The President of country is a visitor at all central universities. The University Grants Commission (UGC) is the bureau that provides financial backing for the maintenance and development of the central universities. Out of the 20 central universities, the Indira Gandhi Open University and Central Agricultural University Imphal are not funded by the UGC, these are assisted by the ministry of human resource development and the ministry of agriculture, respectively. The University of Delhi, Allahabad University, Jawaharlal Nehru University (JNU), Aligarh Muslim University (AMU) are among the central universities

1.5.2 State University

State universities are the ones which are established by the Act in the State Legislature and receive funding from the respective State Governments, and sometimes from the Central Government, usually from UGC. There are 215 state universities in the country. Three of the countrys oldest institutions of higher learning, University of Calcutta, University of Madras, and University of Mumbai are the state universities. State governments are accountable for establishment of state universities and provide plan grants for their development and non-plan grants for their maintenance.

1.5.3 Deemed-To-Be-A- University

Institutions of higher learning, which are not universities, are often in recognition of their high caliber of education granted the status of a university. Such institutions are known as deemed to be university, or deemed university. Both government and private universities can be deemed universities. Gandhi Institute of Technology and

Management and Symbiosis International University, Rashtriya Sanskrit Vidyapeetha are examples of government and private deemed universities, respectively. Deemed university status allows greater autonomy in operations, syllabus, admission, and fees, than allowed by the above types of universities. Deemed universities are also qualified to receive funding from the UGC. Jurisdiction of deemed universities is pan-India and worldwide. For example, Birla Institute of Technology and Science, Pilani has an offshore campus in Dubai. From the year 2009, no university was granted as deemed university status. Additionally, the Government of India announced that it is withdrawing deemed university status from 44 institutes in February 2010. The status of a deemed university is accorded by the UGC. Section 3 of the UGC Act, provides for the conferring of this status of autonomy granted to high performing institutes and departments of various universities in India. The status of Deemed university not only empower full independence in framing course work and syllabus of those institutes and research centres but also allows them to set their own guidelines for with respect to the admissions, fees structure and mode of instruction to the students. As in other universities students are conferred degrees on completion of their programme. There are more than 100 deemed universities in the country. National Institutes of Technology (formerly known as Regional Engineering Colleges), Manipal Academy of Higher Education, Symbiosis International Education Centre, Pune comprising Symbiosis Institute of Computer Studies and Research, Symbiosis Institute of Business Management, Symbiosis Society's Law College, Narsee Monjee Institute of Management Studies, Indian Institute of Information Technology and Management, Indian Institute of Science, Bangalore are deemed universities.

1.5.4 Private University

Private universities are the ones which are established through an Act in State Legislatures. As of now, no private university has been established at the Centre through an Act in Parliament. The Private Universities Bill was introduced in the Parliament in year 1995 for regulating the entry and operation of private universities, but it received a strong opposition. Some states had contended that the bill was

unconstitutional and challenged its constitutionality. Since Entry 32 of the State List confers the power to incorporate and regulate universities to the states. Afterwards, the bill was withdrawn by the Central Government in year 2007. The private universities too, need to obtain recognition from the UGC. They do not have the power to affiliate colleges that are run by a different trust. For an institution to be given the status of a private university, the state legislature awarding the status has to pass an act by which the institution will receive the status of an university. Private universities also have to be recognized by the UGC so that the degrees awarded by them are of considerable value.

1.5.5 Institutes of National Importance:

An Institute of National Importance, in India is defined as the one which performs as a crucial player in developing highly skilled personnel within the specified region of the country or the state. Only few institutes make it to this chosen list and are usually supported by the Government of India or even any other international institutes to develop centers of excellence in research, academics, and other such elite schools of education. In India, all of the IITs, NITs, AIIMS, NIPERs, ISI and some other institutes as Institutes of National Importance. It is also proposed to add to the list IIMs, IISERs, IESTs and the new AIIMS under PMSSY scheme of GOI once they are empowered by the Government of India by enacting an act in the Parliament. The admission to these institutes is through highly competitive examinations like the IIT-JEE/JMET/AIEEE/NIMCET etc. Institutes of National Importance are accorded power to grant degrees because of their strategic and economic importance for the country. The examples include institutes such as IITs, AIIMS' and NITs. These institutes have been established at both Central and State level.

Table 1.1- Higher Education Institutes by type.

Number of Higher Education Institutions by Type (2014-15)			
Higher Education	University	Central University	43
		State Public University	316
		Deemed University	122
		State Private University	181
		Central Open University	1
		State Open University	13
		Institution of National Importance	75
		State Private Open University	1
		Institutions under State Legislature Act	5
		Others	3
		Total	760
		Colleges	38498
	Stand alone Institution	Diploma Level Technical	3845
		PGDM	431
		Diploma Level Nursing	3114
		Diploma Level Teacher Training	4730
		Institute under Ministries	156
		Total	12276

Source: Ministry of Human Resource Development, GoI (<http://mhrd.gov.in/>)

Apart from the above mentioned institutes there are several Colleges which are not recognized by the AICTE, However over the years, they have been built as world-class institutions.

CHAPTER-2

**Review of literature
and Gap analysis**

2.1 Background of the Study

2.2 Study of Literature

2.3 Gap Analysis

CHAPTER-2

Review of Literature and Gap Analysis

Increasing interest and demand in the Higher Education sector has prompted numerous studies that focus on various aspects of Higher Educational services. This chapter provides a comprehensive evaluation of empirical studies on Strategic management of Higher Education, Branding of Higher Education and other related topics. The purpose of this literature review is to offer an overview of significant literatures published on the related study topic. This literature review surveys scholarly articles, books and other sources e.g. dissertations, conference proceedings, journals, working papers, economic portals etc. are relevant to the issues of higher education and other keywords of the study. This chapter comprises research, theories, description, summary and critical evaluation of each work in the area of higher education services.

2.1 Background of the Study.

Ever since the Indian Economy has become an open economy; the revolution of knowledge has played a stimulant role for the boom in Indian Higher Education sector. The increasing number of international and Indian multinationals has propelled the demand for skillful graduates in Indian corporate sector. This ultimately has increased students interest in courses related to Management and commerce. In spite of this lack of industry exposure and practical knowledge has resulted into the problem of un-employability for many of the young graduates. In order to find out a solution to this problem collaborative effort must be taken by the main stakeholders of the educational sector which are; Government, Industry and the academic institutions. There should be coordinated integration between all these stakeholders. Academic institutions are the ones who are in direct connect with the students and are responsible in determining the career of a student therefore these institutions should must adopt innovative methods and techniques that can help the

students to overcome the challenges of today. Strategic Management of the Higher Educational Institutes means, use of systematic and effective strategies by the institutes of Higher education which helps them to perform better in the context of creating a brand image and also allows them to get competitive advantage over their rival Institutes. The main purpose of this study is to study and understand such policies strategies and implemented by the management colleges and how do these strategies help the institutes of higher learning to build a strong Brand Image. A good brand always creates positive impression in the minds of people who are associated with it. Effective Brand Management can be done if the University leaders assure implementation of a systematic strategic management process.

2.2 Study of Literature

This chapter includes a review of literature relating to previous studies on Strategic Management of Higher Education and Branding of Higher educational Institutes. Juha Kettunen (2016) in their studies on “Integrated Higher Education Management: Summary of Management Approaches”, stated that there are great challenges faced by any of the autonomous higher educational institutions. They have to take responsibility to create and depict their own quality assurance systems, which may be based on some old traditions and different management approaches. While the present and emerging management approaches have different backgrounds. As a reason, they have to be integrated with each other so that they can support each other and ensure that higher education institutions can attain their objectives. The main purpose of a quality assurance system is to make sure that the strategic and operative objectives of the institution can be well achieved. The author further stated that quality assurance is not the only management approach in higher education institutions, which typically might have adopted many pedagogical approaches and management theories developed in private and public organizations The results of the study showed that the conceptual framework of integrated higher education management encompass the all necessary management approaches of a higher education institution. The strategic and quality maps provide a framework based on

various practical concepts and realistic tools for higher education institutions to portray their strategic plan and quality assurance system in a graphical form. They help management personnel to communicate the future plans and ways to implement them to achieve the desired objectives. They make the management documents comprehensible, which increases the commitment of personnel, students and stakeholders to these types of plans. The conceptual tools also can be used in the external evaluations of the institution.

Hanover Research Report (2016) “2016 Trends in Higher Education Marketing, Enrollment, And Technology”, the report mentioned the increasing competitiveness, as universities and colleges strive to attract and retain high-quality students. In the ‘Gallup survey’ of admissions directors 58 percent indicated that they did not fill their seats by the traditional May 1 deadline. Many of the administrators also reported that they were very concerned in order to meet the year’s enrollment goals. According to the report the universities have started recognizing the importance of students as the customers and therefore students need to be provided with an excellent customer experience across the student lifecycle.

The report mainly states that in today’s technology-centric world, student enrollment strategies should also incorporate the current trends in technology. According to a 2015 survey of college-bound high school juniors and seniors, 77 to 78 percent of respondents indicated the importance of the college websites, according to them a website make a difference in their perception about the institution. Moreover, 60 percent of senior and 55 percent of junior students stated that they were more likely to consider institutions which use digital strategies like email, text, and social media to communicate. On the other hand, 40 percent of senior and 45 percent of junior students noted that they were keener on considering institutions which use print and phone communications, suggesting the importance of a multichannel marketing and communications strategy. The key findings of the report were, today’s educational institutions dedicate much more attention to branding and marketing as compared to previous years. Many universities have hired external marketing professionals or companies, and have invested significant time and money in creating strong

institutional brands. Branding, marketing and recruitment in higher education have shifted to online and digital strategies. A survey conducted by the University of Massachusetts Dartmouth found that nearly all polled institutes use some or the other form of social media as part of their marketing strategy. Moreover, institutions are increasingly taking advantage of social media, mobile marketing, and other digital strategies not only to recruit students, but also to find out a prospective student. A promising website, which is more often the ultimate brand statement for an institution, was amongst the most important marketing tools in higher education. Hence, today's institutions need to focus on website personalization and optimization in order to enhance student enrollment. Each campus website visit can further develop a student's user profile, allowing content to become more targeted ultimately encouraging prospective students to matriculate. Strategies that are designed to attract students should include a mix of channels in order to flash engagement with students. the study also stated that it is not sufficient to use direct mail, email, website, mobile, and other strategies "if they don't work in harmony to attract and convert new students. The same potential student moves across all of these places quickly, therefore the strategy and analytics need to adapt similarly." Hence, institutions should create an integrated branding and marketing approach that ties together the digital online and offline worlds.

Dr. Chandrakant N Koligudde (2014) in his studies "Governance of higher education In India" has focused on how the governance and objectives of Indian higher education have evolved over the time, and whether changes in governance have been consistent with changes in the system's social objectives, and in turn, how the governance system, has heavily influenced by a series of historical reforms. The author has constructed the paper by the types of national government that has dominated India in various historical periods. Author states that Higher education of being vital importance for the country is a powerful tool to build knowledge-based society of the 21st Century. He states that India's higher education system being under the pressure from the State, has increasingly educated youth population to achieve multiple objectives, such as growth, quality and equitable access. In order to

reach these political targets, national and provincial policymakers have to adopt an activist approach, such as providing adequate resources, enabling private provision of higher education, and so forth. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to have governance in higher education. Government has set a target to increase the Gross Enrolment Ratio (GER) from the present level of about 12% to 15% by the end of XI Five Year Plan and to 30% by the year 2020. Various innovative initiatives are being taken by the Government to increase the GER. To manage the efforts taken by the government, it requires complete governance of higher education. The main objectives of the study were to know the growth and current status of Higher education, to understand the issues of governance of Higher education and to evaluate the governance during pre and post independent era. Author concludes his study that, the constituent colleges were largely owned by private players and lightly regulated with respect to costs, access and equity. Since colonial government jobs, the ambition of most graduates gave a relatively tiny group of college educated Indians with superior status and relatively high income, they were willing to pay for that cost. The study recommended that decentralization within the university hierarchy, including empowering university deans, shifting responsibility for course regulation, examinations and degree awards to affiliated colleges, and suggesting that universities should concentrate on postgraduate education and research programs. The study also recommended that UGC's activities to be shared with State Councils for Higher Education.

Pragya P Harsha and Smita Shah (2011) in their studies on "Creating Brand Value of Higher Education Institution" propose that environmental changes makes an impact on the functioning of Higher educational Institutions, as a result of which Branding of Higher education is gaining importance with increasing number of private and public institutions. They state that Education is a service and Branding of education is based on the the experience that customers get after using this service. In this paper the authors have attempted to examine the branding of higher education institutes, various factors associated with this type of branding, effect of branding on

acquisition of appropriate talent and the impact of branding on higher educational institutions. They found out that The technological changes and shrinking global boundaries increased the significance of marketing and branding in education. And thus the authors propose that, branding strategy in educational field should not be limited to marketing and advertising Campaigns. The challenge of building an educational brand is compounded by collegiate ranking methodologies, which make institutions' value propositions blatant. Academic quality is very important when Institutions try to build their public identity or brand. Thus, brand and talent acquisition are directly related to each other. The future potential considers while selecting a higher education institute the brand that the institute created value at the globe. The higher education institutions must now emphasizes on creating value of its brand to acquire talented faculty and students at both national and international level, thus enhance the overall economy of nation.

Yulia Stukalina(2014) in their studies “Strategic Management of Higher Education Institutions”, states that in the complicated educational environment, characterized by the internal resources integration and collaboration across the organization, managers are required to use the holistic approach in creating an inclusive long-term competitive strategy that will aim at organizational development; this strategy may include various sub strategies in the framework of an overall action plan. Multiple strategies have to be initiated at different levels and in various functional units of a higher education institution. The author also stated that in the context of strategy formation in a modern university, educationists ought to consider external and internal factors that influence the choice of strategic initiatives employed for continuous HEI improvement. She further states that, the implementation of strategic initiatives aimed at achieving academic excellence and competitive advantage requires the appropriate distribution of the internal educational environment resources and external funds. In the process, a special emphasis should be put on providing tight collaboration throughout the educational organization for attaining necessary synergy across functional areas. For this purpose, a systematic evaluation of the integrated educational environment might be used in the framework

of providing quality assurance in education. The author hopes that whatever lessons this analysis provides will be helpful to education managers responsible for developing a strategy for a higher school improvement.

Dr. Albert Schram (2014) on “Leadership, Strategic Planning and Strategic Management for Higher Education Institutions in Developing Countries” In this paper author has highlighted the need to get the strategy back in strategic planning in higher education in developing countries. For the same purpose author has described some conceptual tools which can be used as necessary preliminary steps for the creation of a Balanced Scorecard BSC performance and strategy management system. Author has modified the conventional BSC taking into account the non-profit nature of universities and their multiple stakeholders. He further found that while BSCs are being developed, the executive TOWS (Threats – Opportunities – Weaknesses - Strengths) tool provided sufficient guidance for management as to essential strategy and risk management. In his studies the author has created a Special University Balanced Scorecard that focuses on Internal Processes Result, Stakeholders result, Learning and Innovation and students results are the main four component of this Balanced Scorecard. The gap identified here in this paper is the paper mainly focuses on one of the tool or strategies in the strategic management processes, whereas there are various other techniques and tools which can also be linked with Strategic Planning of Higher educational Institutes.

C Raj Kumar (2014) in “Building world-class universities in India: institution building for nation building” has focused on the issue of deterioration of quality in academic standards in many of the Indian universities. The author states that Many Indian states suffer from a situation where there is slight correlation between academic qualifications obtained by individuals and the jobs that the candidates are seeking. The reason for this situation is poor quality of higher education and the inability of institutes to give power to students to fulfill their careers and therefore the author felt the need to understand and recommend the suggestions to build world class universities in India. This study answers the questions like what parameters to assess the quality of universities and should they vary from society to society? What

should be the internal governance structure of the universities? What should India do to build world-class universities? The author has stated few main points in his study the first point is 'Institutional vision for educational transformation' which means, world-class universities are well-built on the basis of a strong foundation which had an inspiring vision and mission to fulfill that vision. A vision should always reflect the ideals and aspirations of the university. The vision of should not only have an intuitive approach towards learning and imagination among faculty and students but also should be fully conscious of the reality of the university's existing challenges. Universities don't become world-class institutions instantly after their creation, It takes long years of work pursued by the commitment and devotion of students, faculty and staff for the universities to become world-class institutions. The second important factor that the author stated in the study is 'Funding and resources for the universities' author feels that there is not much understanding and realization about the need of funding and resources for successful building of world class universities in the Indian context. The valuable resources that need to be available for universities may not, and in fact cannot, come from the state. It is in this context that there is a need to promote private universities in India. deteriorating in the academic standards of public universities in India is due to a number of factors including poor infrastructure at the various university campuses, lack of motivation among faculties to perform, inability of to create a research environment for faculty publications, absence of multidisciplinary programs for students, lack of updating the curriculum and course designs, insufficient compensation for faculties and faculty development program initiatives, and a bureaucratic and hierarchical governance structure which doesn't motivate faculty members to perform well. And therefore there is a strong need for a paradigm shift in the availability of funding and resources. For instance, resources for pursuing research and knowledge creation leading to publications should not be given on the basis of whether a university is public or private. It should be based on the nature of faculty and research capacities which are prevailing in the university and how best to enhance those available resources with a view to advancing research agendas. The third aspect highlighted by author in the study was

‘Regulatory reforms and governmental engagement’ the author feels that the role of government in University governance and Higher Education needs a critical examination. At present the state government and higher education department play a very crucial role in formation of university with respect to granting of approvals and permissions which are required for its administration. The excessive control of the government distracts the smooth functioning of the university in different ways. The author feels that the role of the government in the functioning of the universities should that of be as a facilitator and not a regulator. Because World-class universities are not developed through government departments exercising powers over institutions but only when they nurture faculty members, students, staff and other stakeholders of a university to take decisions about the university in an independent and transparent manner. The fourth highlighted point of the study was ‘Faculty development and impactful research’ the author feels that outstanding faculties are one of the main pillars in the success of any of these universities. Faculties make great substantive contributions to teaching and research create world-class universities. We can hope to establish world-class universities in India only by hiring and retaining inspiring teachers and rigorous researchers. Even today teaching and research make up the core of pedagogy of learning and primacy of knowledge in a university. The author concludes his study by stating that, “Innovative solutions have to be found out while addressing the challenges of higher education. Corporate generosity needs to be extensively promoted as the private wealth of India has not satisfactorily contributed to the growth and development of not-for-profit higher education sector. There is a vital need in Indian universities to replicate on the crisis of leadership and its inability to look for reforms relating to institutional building. And therefore India’s aspiration to set up world-class universities is depended on our commitment to create and nurture transformational institutions which will inspire young minds with the spirit of enquiry and instill the flame of imagination in them. Jess Kamstrup Gade (2014) in his thesis on “Higher Education Branding- Attracting Brazilian Talent to Danish Higher Education”, The author in the study has made an attempt to develop an understanding of how does the Innovation Centre Denmark can

succeed in branding Danish higher education which will help in attracting Brazilian talent. The rapid globalization has intensified the competition for the best international talents across the world. The Danish higher education specifically has struggled to attract the talent outside European Union since 2006, when they required students from these outside countries to pay full tuition fees at Danish universities. The study is conducted in pragmatic research philosophy, wherein the primary data are was collected in the form of qualitative in-depth interviews with Brazilian students and Danish representatives for the Higher education sector. It was analyzed from the primary data that there are great challenges in the range of sub-theories within the fields of branding of nation and higher education branding, and concluded with 10 practical recommendations on improving the attraction of Brazilian talent. The mainly important findings from the research included the need for increased synthesis between nation branding and branding of the Danish educational sector, also the need to identify Danish fields of excellence so as to establish a supposed balance between value and price by the Brazilian students. The analysis also suggested a new view on identity-image gaps in higher education, and casts light on the Brazilians' fundamental motivation for higher education as well as for studies abroad, providing the foundation to better aim Danish higher education towards this target group.

Noor-Ul-Asrar Beg and Dr. Anil Gupta (Feb 2014) in their studies on “Strategic Planning For Governance In Higher Education System: A Conceptual Approach”, have made an attempt to study the existing practices adopted for formulating strategic planning in higher education system and to add insights into the existing knowledge of strategic planning for governance in higher education system.

According to them the strategic planning process is essentially a matching process involving an institution's internal resources and its external opportunities. They feel that strategic planning process can be helpful as a process which involves matching the institution's capabilities with its threats & opportunities within the context of an intuitional mission. The importance of good strategic planning is recognized throughout higher education sector. They further state that good progress has been made over a long period to improve the accuracy of strategic planning. But the

challenges and opportunities facing higher education are growing every year. The extensive use of strategic planning is a somewhat recent development in Indian universities. India is heading towards revolutionizing itself into a knowledge society and for that reasoning various processes are to be kept in concurrence with one another. Higher education system provides a very strong base to achieve these goals. The authors state that in order to meet the modern trends, it is necessary to critically estimate the present status of the university education in terms of strategic planning and the mode of governance. They conclude in their studies that Universities cannot succeed without adequate funds and other resources like physical infrastructure, staff, and equipment. A funding mechanism for university activities should be developed both internally and externally. Government has to set-up a mechanism of funding critical activities that are important to universities and communities yet are not in position to generate quick revenues like research, library, and infrastructure. Competitive grants should be given for those universities who meet the criteria for such grants. A culture of accountability, correct financial behavior and effective utilization of funds should be maintained. Further, there should be mechanisms for proper human resource management. Elements that ensure effective leadership, communication, staff development and communication should be devised. Remuneration incentives, promotion, workload, work environment, open and participative decision making should be essential to the governance structure. Infrastructure should be supportive in terms of adequacy of space, furniture, equipment, textbooks, and e-learning facilities among others. Arising from the established regulations by external organs, university administrators should put in place internal compliance mechanisms that administer the internal conduct among the players. These should include among others, the university charter which spells out the relationship between the university and its stakeholders, standards of service delivery, university performance procedures and commitments, quality committees and compliance groups. Further, there should be both medium and long term plans specifying the objectives to be achieved, measurable indicators and means of performance monitoring, evaluation and communication. The national council of

higher education, the department of higher education in the ministry of education should conduct regular checks to ascertain whether universities adhere to their committed standards of performance. These checks should maintain the principle of independence at the same time encouraging universities to be compliant. Incentives should be in place to reward compliant universities like scholarships, library funds, and support to general university infrastructure.

Hemant Bamoriya (2013) in his studies, “Branding an Academic Institute - A Holistic Exercise” writes that the educational experience which an institute provides to students has a price or value that is associated with it; institutional strength is highly dependent upon the revenue generated from student admissions; an institute has competitors looking for sustainable competitive advantage in terms of price (fee), quality, services & image and aspirants being exposed to so many marketing messages. An institute's branding should start with faculty members and students asking and answering simple questions like Who are we? What is our culture? How should we add value to stakeholders? An institutional brand is several a times is equal to the institute's academic reputation, which is a function of desired brand image, brand attributes and brand benefits – ultimately value of a brand is defined by those who are being served. Additionally institutional branding is meant to propel an institution from its mission to its vision by creatively conveying the powerful marketing strategies; these strategies will take it from where it is to where it wants to reach. Branding an institute is a two pronged holistic exercise; first brand development through making & delivering unique promises, and subsequent brand promotion. Author further states that Brand Development consists of Truth as foundation stone, Value addition that is a proposition works quite well for students and faculty members, Promotional language and tagline, Faculty Mentoring, promoting research and alumni relations. The second aspect author mentioned is Brand Promotion; it includes Magazine & Journal, Surveys and Ranking, Event Management, Institutional websites, you tube etc. Author concludes his study as, “at Institute level branding shouldn't be relegated to just one more marketing exercise. Firstly, it must be about systemic institutional change at both macro & micro level.

Subsequently institute must use branding as a medium for defining their Vision and Mission, If implemented properly; branding can be a means of unifying the campus around a common vision and purpose. To some, in academia branding could be an mixed concept best left by the commercial sector. So, institute could spread the branding effort in a context that is more palatable and with using some more acceptable terminologies.

Dr.S.Franklin John & Ms.S.Senith (2013), in their studies on, “Factor Branding in the Selection of Higher Educational Institutions in India”, have made an attempt to study and investigate the influence of Branding initiatives in higher Educational Institutions. For the said research the authors have given the questionnaires to 26 engineering institutions with existence of a minimum of ten years anonymity for all respondents and institution was guaranteed. After completion of the study the reports of the study were promised to each participating institution, the names of the respondents and institutions were kept confidential. The respondents to the questionnaire were only students. From 1000 students approached, 780 questionnaires were filled with the required coverage and details. The respondents of the study had completed the two sets of self-reported questionnaires, which included Background characteristics and variables chosen for the study in order to measure the influence of branding in Engineering Institutes and the factors like service rendered, Innovation, Quality, Price, Image and External Exposure. The collected data was computed and analysed with the help of multiple regressions analysis and Partial least Squares. The authors from their study found out that there was statistically significant difference in Brand rating by the different brand dimensions like Service, Innovation, Quality, Price, Image and External Exposure. It was also found that more than 89% of variance existed in the influence of dimensions of an educational brand; it authenticates the fact that the model analyzed through the study was highly accurate for implementation. It was also found out amongst all the dimensions of educational Brand, external exposure got significant influence towards branding. It reveals the truth that with an increase of one value in external exposure, the brand value of the institution was also increased by 0.880. Similarly, with an increase in Price by one

value lead to 0.223 increase in the brand value of the institutions. Likewise 1 value increased in service paved way for 0.184 increase in the institution brand value of the. Similarly increase of one value in image creates an increase of 0.162 in the brand value of the institution. It also revealed the fact that increase of one value in quality and innovation lead to increase of 0.077 and 0.043 in the institution brand value respectively. The author concluded their studies by stating the reality of a worldwide competition globally faced by Higher education. These institutions are more gradually turning to branding as way to make an identity which will give sustained competitive advantage. From the study the authors understood that students were selecting their higher educational institutions based on six main factors which were service, image, price, quality and innovation and external exposure. From the help of literature review they understood that those were the components of branding thus the higher educational institutions who would be planning to attract quality students needs to concentrate on the above six parameters then only the brand value of the institution will be increased and no higher educational institutions would survive in the future if they fail to brand their institution in the correct way. Higher educational institutions have to brand their institutions before others brand theirs.

The “Hanover Research Report” (2013) on “Best and Innovative Practices in Higher Education Assessment” explored innovative practices in higher education assessment. The primary focus of the analysis was on United States, but they also briefly introduced global trends and future directions in the global higher education market. The report profiles 12 institutions who adopted innovative approaches to assessment of student learning and institution’s assessment. The major findings of the report were that, “the trend in the US worldwide was to provide students with the suitable information to make enrollment decisions, in a clear language that stressed accountability and transparency. In the United States the literature suggested that the direction taken by accreditation were more toward government involvement and standardization across measures of quality. Few regional accrediting agencies prepared for this by providing structure and guidance to institutions while still allowing for flexibility and innovation. The future of global higher education

accreditation places additional emphasis on access and equity, though quality was also a predominant feature. The report stated that the faculty that used innovative assessment practices took care to be clear in communicating learning outcomes and expectations to students, and were deliberate in aligning learning outcomes with valid assessment tools. It was also found that an ordinary practice among best practice institutions was to use portfolios and other physical or digital compilations of student achievements to assess their learning outcomes. This type of assessment was well poised to make use of latest technologies such as badges and e-portfolios. The report stated that qualitative reviews such as mentor meetings, committee reviews, and self-assessments were also general among the institutions reviewed in the report. These were particularly relevant while evaluating non-technical student learning outcomes which were not easily measured by more traditional assessments.

Myroslava Hladchenko(2013) in his studies “Balanced Scorecard – a strategic management system of the higher education institution”, has focused on four higher educational institutions; one Austrian and three German higher education institutions – Johannes Gutenberg University Mainz, Münster University of Applied Sciences (Fachhochschule Münster), Cologne University of Applied Sciences (Fachhochschule Köln), Montan University Leoben and prepared a comparative analysis with the help of the Balanced Scorecards model. The author has made an attempt in defining the general framework of the Balanced Scorecard for the higher education institution which deals with: the structure and fundamentals of the Balanced Scorecard; development of the Balanced Scorecard with respect to different levels of the management system of the higher educational institutions; defining the main functions of the Balanced Scorecard which it performs in the strategic management process of the of the German higher education institutions. Balanced Scorecard is analyzed as a strategic management system which translates a higher educational institution’s strategy into a complete set of performance measures that provides a framework for a strategic measurement and management systems. Author has stated that the framework presented in his study can actually be used as

the basis for developing a general framework of the Balanced Scorecard for the various higher education institutions.

Myroslava Hladchenko (2013) on “Emergence of the strategic management in the higher education sector of European Union Countries” the author has analyzed the tendencies in the higher education sector which led to the disclosure of the strategic management of higher education. The author has also analyzed the reforms in the internal and external governance and the change in university-state relationships. Attention is also paid to the development of the higher education independence which contributed to the emergence of strategic management of higher education institutions. The author in his studies has studied the various tendencies in European Higher education sector, the very first such tendency was increase in the number of students in higher education and limited financial resources which resulted into intensifying worry about the development of human capital. This ultimately resulted in governments demands from the universities about the effective use of the resources and ensuring the quality of higher education. In the context of increasing competition among the various universities, there was a strong need for the creation of a long-term strategy that can effectively handle the challenges. The author concludes his studies by stating that Universities have received more autonomy and the state removed to the supervising model of governance. It demanded the increase of accountability from the higher education institutions. The emergence of New Public Management was a major factor for influencing the governance model of higher education. All of these factors including the legislative reforms of the higher education led to the emergence of strategic management of higher education **Prof.**

Karen E. Hinton(2012) in her studies on “A Practical Guide to Strategic Planning in Higher Education” submitted to Society for College and University Planning has made an attempt to provide a practical overview of what strategic planning should be at the post-secondary level and define the elements of a successful process. The study offers a brief overview of the history of strategic planning in the academy from a practitioner’s perspective and a more detailed examination of current planning practice. Author has also made an examination of the criticism that strategic planning

as a process is too linear to cross organizational silos and achieve institutional transformation; she has laid down several components of a strategic plan. author believes those who have taken the view of strategic planning as a tool of limited use need a better understanding of the process, she hopes that those who engage in all types of strategic planning activities for a post-secondary institution can use the study to educate themselves about what a strategic plan is and what its potential can be. The author feels that a huge number of individuals are not aware of the necessary components of a strategic plan and what is required to implement and sustain such a plan. According to her some of the misinformed were mainly consultants in occupations that serve the post-secondary community, and others were members of a college or university. Irrespective of their relationship to the academic enterprise, those who misunderstand or are uninformed about planning practice can be a serious disadvantage to successful planning. She further cites that the costs of engaging in a poor planning process range from disillusioned faculty, staff, and students. This in-turn leads to little use of vital resources, failed accreditation reviews which cause an institution to lose funding and prestige. She concludes that a well designed and implemented strategic planning process can provide an institution with a forum for campus-wide conversations about important decisions. The process can also be organized to make assessment, resource allocation, and accreditation easier, and be a source of information about progress and accomplishment with very real meaning to those associated with the institution.

Dr. R. Gopal (2012) in his article; “Towards an Educated India: Academia- Industry Partnership”, in the Free Press Journal, expressed that extremely dynamic business world and the rapidly developing knowledge based service economy have put in an increased demand for professionals to manage the business effectively. This is precisely the reason why amongst the various fields of knowledge, the desire for acquiring management qualifications is growing rapidly, both amongst the fresh graduates and working executives. It is in this context that the proposed corporate-academic tie up becomes crucial.

Nermin Akyel, Tulay KorkusuzPolat(2012), “Strategic Planning In Institutions Of Higher Education: A Case Study Of Sakarya University” in the study the authors have made an attempt to study the need and importance of strategic planning in Institutes of Higher Education with a case study of Sakarya University in Turkey. They found out that Sakarya University commenced its Strategic Planning activities with the application of “Total Quality Management” Concept in 2003. The Sakarya University keeps pace with the environmental changes, the existing situation has been evaluated and planning has been made for the future so as to reach the targeted point with the mission and vision established with a participatory understanding. To enhance the quality of education at the university, strategies were determined in line with the mission and the vision. The strategic plan activities launched at SAU that set the unit and individual targets to help attain the strategies determined integrated into the national developments and regulations in the process and it has now created a systematic structure. The gap identified here in this paper is that the paper focuses on strategic planning of only Sakarya University so the same can be conducted at the other universities as well.

Dr.R.Gopal (2012) in his article, “Towards an educated India: Innovations in education” published in The Free Press Journal Knowledge, on Monday, October 22, 2012, has made an attempt to understand the need for innovations in education, for the same purpose he has created a model that includes Students, Faculty, Industry as main stakeholders. The model explains the role of key players in any education scenario. He stated that, Innovations in the education sector can probably lead to an improvement in attendance levels in the classrooms and hence an increase in retention levels of the subject matter in the minds of the students. Innovations can lead the students to be more industry prone so that barring a few students who go in for higher learning; the other students would be industry fit. Some of the areas where there is considerable need for education, particularly in management education are; Development of industry specific programs, conducting a few lectures in specific areas like outsourcing management, health and hospital management, pharmaceutical industry management etc. that will help the students get an idea about the specific

sectors, Specific innovations in the areas of teaching pedagogy. Some of these areas could be conduct of one week 'appreciation' programme at the beginning of the session, involving the students in creating posters specific to social needs for instance, anti ragging poster competition, debates, etc, reverse teaching, guest lectures, case studies, live projects, industrial visits - national and international, use of select films to stimulate the mind for discussions, organising socially involved projects like blood donation camps, celebrating festivals with members of an old age homes, children's homes etc, strengthening the hands of mahila groups and self-help groups, etc. Author states that each of this innovative pedagogy in teaching has several advantages like guest lecture give students an overview of industry practices and help them relate the theory to real life applications. The training and internship method is a self feeding method. Industry also gets a firsthand feel of students in a B-school, thus increasing the placement opportunities and strengthening long term relationship between the two entities. A one-week appreciation course at the beginning of the year helps the students get a bird's eye view about the programme and its implications. Creating posters on social issues helps the students mentally prepared to solve social issues which could occur in the organisations. Live projects help students get a taste of the industry. This would, in the normal course, involve discussions with the industry personnel, a sort of MOU with them. Group presentations, team working help the students in developing better negotiating skills, understanding group dynamics, etc. Another important area that author has mentioned in the study is the involvement of industry and very senior leaders in the decision making body itself, i.e. involvement of such personnel in the Governing Council of the institution. These inclusions help in understanding the industry perspective. Additionally these personnel also help in enhancing the brand value of the institution. By involving industry in the curriculum designing, the student benefits and he becomes 'ready to use' material. The syllabus is then revised/ revisited once in three years. Joint seminars can be considered of an effective mode of not only cross-branding but also strengthening the academic relationship between business school and the industry. Live projects in association with the industry

personnel are another innovative pedagogy tool. These were some of the innovations through which institutions can aim to lift the educational bar and make the students employable.

Karen E. Hinton (2012) in her studies “A Practical Guide to Strategic Planning in Higher Education”, states that, many individuals in the field of Higher Education are unaware of the necessary components of a strategic plan and what is required to implement and sustain such a plan. The costs of engaging in a poor planning process range from disillusioned faculty, staff, and students, to poor use of vital resources, to failed accreditation reviews which, in turn, cause an institution to lose funding and prestige. Author states that her study will provide a practical overview of what strategic planning should be at the post-secondary level and define the elements of a successful process. The Strategic Plan created by author contains relevant information about issues which are, Enrollment goals and enrollment management initiatives; Student population goals, such as percent of students living on campus, shifts in student categories, etc.; New academic programs, educational initiatives, changes in pedagogy and the need for supporting facilities; The impact of changes in enrollment, programs, or student type on support services and facilities; Student Affairs programming initiatives; Changes in staffing levels and training and development needs for both academic and non-academic staff; and, Goals or initiatives from department or division plans that rise to the strategic or institutional level the author also emphasizes on Gap Analysis technique in the implementation of any of the strategic plan, according to her Gap Analysis provide an environment that encourages consensus among group members about what needs to occur to eliminate the gap between the institution’s current state and its vision. She further states that effective implementation of a strategic plan is the outcome of a process focused on action rather than description

Prof.Dr.R.Gopal(2010)in his article “Measuring effectiveness of management education in B-School”, states that, Students are the very most important factors for the survival of any of the B-School and every student has certain aims and ambitions measured in terms of placement that is salary, job satisfaction and knowledge gains.

These aims and ambitions enable the B-Schools to measure performance against some controlled parameters. These parameters include Human Resource- Quality and quantity of faculties both in terms of educational qualification and quality of lectures delivered. Infrastructure- measured in terms of adequate classrooms fitted with overhead projectors, LCDs, computers, computer labs, with 24 hour internet, libraries with access to Indian and foreign journals. Work environment as the third parameter consists of creation or simulation of work like environment which is friendly and motivating and the last parameter was Product offering which is measured in terms of specialized courses, or modification of existing courses and syllabi so as to make them compatible with the industry needs.

These above parameters help an Institute to determine their USP, and the USP ultimately help to bring or achieve competitive advantage. The study also proposed the key issues described from student's point of view are placements, Alumni network, Relevancy of curriculum, strong faculty, modern pedagogy, strong infrastructure and Overall Brand Image. It was concluded in the study that in order to attract a bevy of bright minds, B-Schools must interact with the ultimate users of their product which are the students and the corporates. Also the schools need to upgrade themselves to suit the ever-changing corporate needs which requires constant revision of the syllabi and devising specialized courses to suit the need of an ever changing industry.

Vuokko Kohtamäki (2010) in their paper on "Strategy Implementation in a Higher Education Institution: Successes and Failures", has made an attempt to provide some insights into the strategic management of Finnish polytechnics by taking into consideration their good practices and problems in strategy implementation. The strategy of a Finnish polytechnic has been characterized as a very complex phenomenon. The strategic thinking does not form a shared collective meaning structure in the polytechnic. The author states that the result of the process of strategy implementation should create value for the major stakeholders. The experiential data consists of institution's strategies and interviews with the rectors of the four polytechnics and with representatives of the middle management of two

institutions. The data analysis was guided by the planning, learning and contingency perspectives. The findings emphasized the importance of the preparation process of the strategy, a spirit of shared strategic goal, and a good sense of a common higher education community, internal and external communication.

Juha Kettunen (2010) in his studies on “Strategy Process in Higher Education”, has described the strategy process of the Turku University of Applied Sciences in Finland. It described how web-based dialogue can be used to pass surveillance, mentality and power filters and broaden the ability of management to observe the environment from different perspectives. A web-based strategy dialogue encourages presentation of ideas, enables evaluation of other’s ideas and produce topics for further development. The study also discusses on how the results of the dialogue can be used to define both strategic objectives and themes using a strategy map. The findings of the study are useful for educational administrators who have the responsibility for strategic planning of higher education institutions. The author in his studies highlights the successful use of ‘Balanced Scorecard’ that helps management to communicate and implement their strategic plans. The strategy map of the Balanced Scorecard approach makes strategic objectives visible and more understandable than they would be in longer written strategy documents. The strategy map clearly describes the strategic objectives and the causal linkages between those objectives. Quality assurance should be geared to strategic management. The quality assurance system of the institution can thus ensure that the strategic objectives of the institution are achievable.

Dil Prasad Shrestha(2009) in their studies on “Managing Higher Education Institutions” has described the significance of the application of management related functions to improve outcomes of educational institutions. The study has also tried to highlight changes in management paradigm and has traced a brief history of the increase of strategic management. Changes in management pattern and the rise of strategic management have helped educational managers to improve their organizational performances. The author has also identified several serious challenges faced by the education managers in order to achieve educational goals.

Finally, the implications of environmental context on management of higher education institutions and to education managers are also briefly discussed by the author. The author found out from his study that in many cases, faculty members' involvement in making of policies was required to make broadly-based decisions. This required these demands are a participatory process of decision-making; this process was missing in most of the educational institutions. According to author Coordination and cooperation between faculty members and college management is limited. Organization development is required in the educational institutions if they want to operate successfully in this competitive age. Finally the author concluded that the application of functions of management which are planning, organizing, staffing, leading, and controlling) to ensure the best possible educational outcomes in the higher education institutions is very crucial. The paradigm shift in Management education has changed over the years and moved from private sector to other sectors; such as government agencies, hospitals, educational institutions and not-for-profit Organizations. He also states that the rise of strategic management has helped education managers improve their organizational performance. Institutions for higher education in Nepal are facing serious challenges such as increasing financial constraints, managerial problems, and low level of quality teaching and learning to achieve multiple goals. The environmental context (internal and external) of management occupies a very significant place in determining the effectiveness of institutions

Dr. Jim Black (2008), in his studies on “The Branding of Higher Education”, mentioned the importance of Branding of the Higher education. According to author there are two main components of higher education branding; promotion of the brand and delivering on the promotion of the brand. Author states that branding in the field of higher education to some extent is different from branding in the commercial sector. Branding in higher education is all about explaining who we are and is not restricted to what a particular product offers in the marketplace. An educational brand is often equated to an institution's academic reputation. According to him the most important benefit of branding an educational institute is the attention attracted

towards the institution. An educational brand is defined by; where the institutes' values and the constituents' expectations interconnect each other. The author further stated that before the actual promotion of a Brand, the desired brand identity must be defined. Brand identity in the educational context can be explained as how one wants others to perceive the institute and a sound brand strategy yields successful promotional campaigns. The author concludes in his study that, "brand promotion without the brand promise is often counterproductive. When the expectations generated from promotional activities do not meet the reality, the institutions image is eroded in order to avoid situations like this one should adopt a two way approach which is Brand promotion and promise delivery. Branding should not be taken like just another marketing exercise; rather it must be about bringing in systematic institutional change. Branding should be used as a catalyst to define who the institute is and what does it want to be in the future. With proper implementation, branding can be a means of unifying the campus around a common purpose that will help them to achieve their Vision.

Neil Harry (2008) in his thesis, "The challenge of strategic management and strategic leadership in the case of three New Zealand secondary schools" submitted to Unitec Institute of Technology had studied three secondary schools in New Zealand to find out challenges in implementing strategic management and strategic leadership. Author indicated that the principal of the educational institute i.e. the school; is the key person in leading and coordinating the strategic direction for the institute. Each school studied by him in his studies, has attempted several aspects of strategic management displaying strengths and weaknesses in various areas. Schools dedicated a considerable amount of time consulting key stakeholders in formulating and reviewing strategic goals. The implications from his study indicated that schools are finding it more and more difficult to plan with any certainty more than three years in advance. The use of strategic intent as an approach in this area would rectify this issue. Further professional development for school leaders was recommended in order to develop and explore the opportunities for strategic thinking that exist around strategic management. The author has concluded his study with four key conclusions

Firstly; the principal is the important person in leading and determining the nature of strategic management within these schools. The responsibilities of the principal includes, creating an environment where strategy is developed and as a result, the strategic direction for that school and developing a strategic plan that will meet performance targets based on student achievement data. The principal's role is to generate discussion amongst the teaching staff first and then the Board and wider school community to identify the strategic direction. Principal of one of the school used strategic intent as a method to implement strategic management, which was proved to be very successful. Strategic intent has the potential to offer some schools an alternative to the current recommended approach. This principal was able to think about long-term desired direction and set about developing key personnel before engaging in the process of change which meant that the staff developed a shared vision for the future and were aware of what is needed on daily basis to manage the school efficiently. The second conclusion was that as part of the strategic review process, all of the schools undertook a genuine effort to consult extensively with the school community. This process took a significant amount of time and was an indication of the commitment the principals had to try and "get it right". The teaching staff had a multiple opportunities to contribute to the development of the strategic plan. Schools provided numerous meeting opportunities for the community to provide feedback based on their perceptions and to suggest new strategic directions. The third conclusion was the importance of the middle management. HoD's were clearly identified as one of the key components of strategic management. They provided a number of ideas in formulating the strategic direction which were essential for the implementation of the strategic goal to be successful. This was important as it indicated the need for middle management to be "hands-on" in all aspects of the strategic development process. The final conclusion was that the schools did not have the resources to successfully plan 3-5 years in advance. All of the principals indicated that it was getting harder to predict the future educational environment. One of the factors responsible for this was the changing nature of the family unit. This included a change in family values, the transient nature of some students and the additional

needs students brought to 120 schools. Also identified was the rapid change of ICT's and their impact it has on student learning. These factors heavily influence the nature of resourcing for schools and given the volatile nature of some of these factors there was a possibility that schools may be further under resourced. The author also stated that for strategic planning to be of use, there was a need of a predictable environment so that the various strategies that have been developed can be applied in a steady rational way.

Anton Persson,(2007) in his Master's Thesis "Strategic Management of Higher Education Enterprises" states the increasing importance of Higher Educational institutions for regional and national economies. The purpose of author study was to understand the reasons behind the success of educational institutes and to investigate strategies and external forces behind the success of one particular institute which was Massachusetts Institute of Technology (MIT). The various questions that he had asked for his research were, "How does MIT attract private and federal research funding, donations, high quality students & faculty etc." for the said research author has conducted a qualitative research. The author concludes in his study that the success of MIT depended on three main resources that were faculty and student quality, endowment, reputation and location of the campus. The author further stated that, " MIT can attract private and federal research funding because of their quality of students and faculties.MIT attracts donations and grow its endowment the main reason for attracting donations was the strong alumni body." another reason that the author stated for MIT's success was the great freedom given to the Faculties to select their research problem, the performance of the faculties was also reviewed and promoted in a systematic manner, faculties were given life time employment that motivated them to work more efficiently. The overall conclusion that can be drawn from the study is the success of MIT mainly depended on three factors which were Students, faculties and their endowments.

Dr. Nicoline Frølich Dr. Antje Klitkou.(2006) "Strategic management of higher education institutions: performance funding and research output". The authors reviewed the Norwegian funding mechanisms. they found that the main feature of

the funding system of higher education was a performance-based system. Almost half of the institutional block grants were allocated according to the number of credits, graduates and publications produced. In addition to the performance-based allocation mechanisms, slightly more than half the institutional block grants was a historic component. The model was approved and is still being developed. There had been both changes in the model originally approved as well as new performance parameters being included in the model or being under consideration. Their investigation indicates that at least in the view of the stakeholders, the funding system influences institutional strategies. The main emphasis author gave on how performance funding impacts upon research production.

Pawan Agarwal(2006) in his studies on “Higher Education In India: The Need For Change” has related the growth of higher education in India to the changing funding pattern and suggests the different ways to ensure that higher education remains affordable and accessible to all. The author emphasizes the need for greater adaptability in the higher education system so that it continues to provide the needed skills and trained workforce to the economy as it integrates with the world economy. Policy measures required to promote, sustain, and enhance world-class research are also included in the study. Considering the weaknesses in the prevailing regulatory and quality assurance environment, the paper provides a roadmap for reforms towards improved accountability of the system. The paper has analysed public financing, both from the centre and the states, expenditure by households including the trends in funding of loans. Whereas only a few public higher education institutions are reasonably funded, most of them face a severe financial constraint, which is reflected in their sloppy standards. In several cases the public funds are not optimally utilised and the mechanism promotes inefficiencies. In most cases, public higher education institutions have no incentives for internal resource generation. The funding mechanism has to change to promote efficiency. Public higher education institutions need to be supported by the central and state governments to reach the minimum standards. Competitive grants need to be provided to encourage healthy competition in higher education. Public funds would have to be used in areas and for

subjects where private sector may not venture. Demand-driven, efficient and targeted funding of students from poor background by initiating a social equity fund should be taken up on a big scale. Collaborative activities that are far and few in between require to be supported through public funding. The deficit in financing of higher education has to be met by pooling resources from all possible sources, such as the government at the centre and the states, and the households, including education loans. The possibility of attracting foreign and corporate agencies in the knowledge economy sectors through a proactive approach could be explored. To address equity issues, a social equity fund to cater to the need of students from poor background could be set up. A suitably designed affirmative action policy should also be put in place.

Karel Tavernier (2005) “Relevance of Strategic Management for Universities” The author in his studies tried to identify the important dimensions of strategic management in universities. For the study he looked at some practical cases of successful strategic decision making in European universities. He stated that, “case study approach is motivated from the conviction that in universities strategic management should be done with a permanent eye on their specific organizational environment rather than by an analysis of the applicability of yet another prescriptive model from yet another management school” he gave a special attention to the astonishing power of networking. He concluded in his studies that many institutions of higher learning have embarked upon one or other form of strategic management. Very often the results have remained below expectations. The main reason for the same were most probably lying with the temptation to thoughtlessly copy the models used for industry. He feels that universities forget that these types of models for a different world altogether. The corporate world and academic world both are different and therefore the Universities when applying the models in strategic models in strategic management should make a careful analysis of the education industry and then go for application.

Pierre Tabatoni, John Davies and Andris Barblan (2000) in their studies on, “Strategic Management and Universities’ Institutional Development”, state the

importance of Strategic management as a tool for leadership. The authors write strategic management as more specific because it aims at leading, driving and helping people, who are in the organisation as well as those who are outside, for focusing on the organisation's identity and image, to determine its worth in a new environment, to fix its long term growth while using the present capacity and by fostering its “potential” for further development. Authors state that in fast changing environments, strategic issues can mean and bring on changed identities. Strategic Leadership requires critical minds, bright vision, courage, and the ability to convince. Such a critical approach can be enhanced when institutes participate in networking, which allows them to compare between different sets of inspiration and practices. In those organizations which are considered as learning systems, strategic management becomes the educational process of change agents and the institutional actors. This actor can be anyone from organisation, or its related environment, whose behavior can radically influence change in organization and its milieu. For example, for a university, the main actors are students, faculty, staff, network members, public and private regulators, as well as the media. In the learning organisations, their education requires information, communication, and motivation through focused exchange and discussions. The authors conclude that the need for making strong simple strategies which are capable of mobilizing and committing the most active interested parties around new principles of collective action is the proper test of leadership. The choice of method of strategic management is always specific to each case. Although in all cases, policies and strategies need to be defined and well conducted. In any the complexity of the situation, a strategy acts as a expression of new vision and collection of new principles and highly significant action criteria. All strategic initiative must be as simple and clearly expressed as possible, in order to be easily communicated and also to release initiatives and give rise to new norms. In that sense then; any strategy is cultural and normative, drawing admittedly on certain existent norms that permit its inception but also carrying new norms within it.

Ashish Hattangdi and Prof. Atanu Ghosh in their studies on “Enhancing the quality and accessibility of higher education through the use of Information and

Communication Technology” highlights the benefits that ICT integration in education can provide, right from breaking time and distance barriers to facilitating collaboration and knowledge sharing among geographically distributed students. The findings of their study also reveal that ICT also facilitates sharing of best practices and knowledge across the world. ICT increases the flexibility of delivery of education so that learners can access education anytime and from anywhere. ICT can make a significant impact in the way students are taught and also how they learn as the processes are now learner driven and not by teachers. This in turn would better prepare the learners for lifelong learning as well as to commit to the industry. It can enhance the quality of learning and thus contribute to the economy. It provides several tangible and indefinite advantages for all stakeholders involved in the economic growth of the country. According to the authors ICT also allows the academic institutions to reach disadvantaged groups and new international educational markets. Thus, ICT enabled education will ultimately lead to the democratization of education. Particularly in developing country like India, effective use of ICT for the purpose of education has the ability to bridge the digital partition. The paper also explores the factors related to policy, planning, technical requirements as well as the training required for the stakeholders for the successful implementation of ICT in an education system. These steps would ensure that accountability, quality assurance, accreditation and consumer protection in ICT based education is taken care of.

Y. Olum, in his studies, “Strategic Management In Institutions of Higher Learning: The Case Of Makerere University.” has studied the strategic functioning of the Makerere University. The author in his study argues that the exponential expansion of the Makerere University required its management to constantly have an idea of optimizing resources to achieve its objectives and by following instructions while taking into consideration the institute's externalities. Without an effective strategy the university would have experienced too many difficulties while attaining its Vision, Mission, Goals and Objectives. The Makerere University had developed a 5 year Strategic plan; they also make a SWOT analysis of their university. The author

through his studies has made an attempt to find out challenges while implementing strategic management process at Makerere University. The main challenge proposed by the author was that the Faculties and the academic staff, fall short of possessing the requisite skills which are required to implement the strategic initiatives. He also states that influences from various stakeholders and authorities in the functioning of the university and failure of some of the academic and administrative staff to imbibe the Vision and Mission in their day to day business practice acts as an impediment for the effective implementation of the strategic management process in the University Business.

2.3 Gap Analysis

After conducting the literature review it was identified that there is no study conducted on the topic-“Strategic Management of Higher Education and its impact on the Brand Image of the institutes with special focus on Management Colleges”. Much of the research and studies are conducted in other countries and same studies were in other areas not in the above mentioned title or area. There is no study exactly focusing on understanding the impact of Strategic Management on the Brand image of the Institutes. So this study mainly focuses on linking Strategic Management of Higher Education and how does it make impact on Brand Image of the various institutes.

CHAPTER-3

Objectives, Hypothesis, Research Methodology and Limitations of the study

3.1 Statement of the Problem

3.2 Objectives of the study

3.3 Hypothesis of the Study

3.4 Research Design

3.5 Limitations of the study

3.6 Variables of the study

CHAPTER-3

Objectives, Hypothesis, Research Methodology and Limitations of the study

3.1 Statement of the Problem

Strategic Management of Higher education is a topic that has been well researched all across the world. Many authors across the world have highlighted the ever-increasing importance of Strategic Management in the effective functioning of Higher Educational institutions. There have been various studies focusing on the need of Branding of institutions of Higher Education. This study mainly focuses on the identification of best practices and effective strategies in the field of Higher education particularly with the management colleges and its impact on the Brand Image of the educational institutes. The study also tries to understand the perception of students about an educational institute as a 'Brand'. The study will make an attempt to identify if there is practical implementation of the Strategic Management approach in management colleges in Mumbai and Pune and meanwhile what are the challenges faced by these institutes while implementing the process of strategic management. It will try to understand the dynamics of the environment in which the institutes of Higher Education operates. And ultimately the result of effective strategic management process on the creation of Brand Image and the sustainability of the institutes of higher Education. On the basis of the data collection and analysis the study will give recommendations, inputs and suggestion to Higher Education Institutes for better implementation of Strategies initiatives which can help those institutes to create a strong and successful brand of their own.

3.2 Objectives of the Study

1. To identify the best practices in Higher Education and their impact on brand image of the institute.

2. To understand the perception of students for a good educational brand and its impact on the admissions
3. To find out the core competencies of the Higher Educational Institutes and its impact on the Brand Image.
4. To find out the challenges faced by Indian Higher educational Institutes while implementing strategic management process.
5. To study the impact of Brand Image on the sustainability of the Higher Educational Institute
6. To study the impact of Strategic Management process on the Brand Image of Higher Educational Institutes.

The study will be focused on Management Institutes especially in the Mumbai and Pune region.

3.3 Hypothesis of the Study

Hypothesis 1-

H₀₁- There is no significant impact of best practices in higher education on brand image of the institute.

H₁₁ - There is significant impact of best practices in higher education on brand image of the institute.

Hypothesis 2-

H₀₂ : There is no significant association between student's perception of a good educational brand and the admission process of the institute

H₁₂: There is a significant association between student's perception of a good educational brand and the admission process of the institute

Hypothesis 3-

H₀₃: There is no significant impact of Core Competencies on the Brand Image of Higher educational Institutes

H₁₃: There is a significant impact of Core Competencies on the Brand Image of Higher educational Institutes

Hypothesis 4-

H₀₄: There is no significant impact of Brand Image on the Sustainability of Higher educational Institutes

H₁₄: There is a significant impact of Brand Image on the Sustainability of Higher educational Institutes

Hypothesis 5-

H₀₅: There is no significant impact of Strategic Management Process on the Brand Image of Higher educational Institutes

H₁₅: There is a significant impact of Strategic Management Process on the Brand Image of Higher educational Institutes

3.4 Research Design

A research design is a detailed outline that explains how the study will take place. It is a scheduling of conditions for the collection and analysis of data in such a manner that aims at combining relevance to the research idea with economy in procedure. It typically tries to answer some important questions like; what is the study about, what is the reason for selection of the particular study topic, where the study can be carried out, what should be the sample size, How and from which sources the data is going to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected etc. Research design is required because it facilitate the smooth flow of the various research activities, thereby making research efficient and possibly yielding maximum information with minimum costs of effort, time and money. Therefore an appropriate research design must be prepared

well before starting research work, as it will help the researcher to organize his/her ideas in a form that will easily help to find out the flaws and inadequacies in the research. Such designs can also be given to others for their comments and critical assessment.

Data Collection is done in two stages in the first stage a pilot survey was conducted to ascertain the research parameters and to test validity and reliability of the instruments used in the study. In the second stage primary and secondary data was collected.

3.4.1 Understanding the issue:

This study on “Strategic Management of Higher Educational Institutes and its impact on their Brand Image with special focus on management colleges.” had to be started by understanding the concepts of Strategic Management, Branding and the past and current scenario of Higher Education in India and with special focus on the management colleges .To be more precise particularly in the area of Mumbai and Pune in Maharashtra state. The study of concepts of strategic Management and Brand Image cannot be completed without secondary data, also the various facts and figures associated with the Higher education sector can be obtained from data published by government authorities in the form of different reports hence data from secondary sources was also a very essential part of the study. and to understand the actual use and application of strategic management concept in the management institutes from the selected area of the study, Primary data was collected from Students, Faculties and Directors/ academic Heads of the institutes.

3.4.2 Sources of data collection:

- **Primary Data:** The primary survey was critical component of the study as it would give the crucial data of the impact of concepts such as strategic Management and Branding on the main components of an Higher educational institute, which are the Students, Faculties and Directors or HOD’s. Data was collected through students, faculties and Directors of various Management Institutes using a structured questionnaire. The study was conducted with a sample of 20 Institutes from Mumbai and 5 Institutes from Pune. Data analysis was done through SPSS on the basis of the data collection, a reliability test on

Cronbach Alpha as 0.935 is received which proves reliability of the questionnaire.

- **Secondary Data** The Secondary data provided details of the various state and National level policies and reports on Higher education like the National Policy on Education, various reports published By the University Grants Commission (UGC), The Ministry of Human Resources Department (MHRD) etc.

3.4.3 Sample size:

Consider $z = 1.96$ (it is standard for 95% level of confidence)

Standard deviation calculated from pilot study = 11.7

Margin of error = 1.25

$$n = \left[\frac{z_{\alpha/2} \sigma}{E} \right]^2$$

Sample size = $(1.96 * 11.7 / 1.25)^2 = 336.56$ (rounded to 337)

Minimum requirement of data is of 337 respondents

Cronbach Alpha Test: It is test of reliability of scale. For ten variables 70 questions are designed. Likert scale is used. Results of test are as follows.

Reliability Statistics

Cronbach's Alpha	N of Items
.935	70

Above results indicate that Cronbach Alpha value is 0.935. It is greater than standard required value 0.70. Therefore Test is satisfied. Conclusion is scale is reliable and correct.

Sample Distribution	Students	Faculties	Directors	Trustees
Mumbai	285	40	20	03
Pune	55	25	05	02
Total	340	65	25	05

3.4.4 Pilot Study

Pilot study is a very fundamental element of a good Research design. The conduct of a pilot study assures success in the main study. Pilot studies complete the range of important functions and provides helpful insights for other researchers. For the said study a sample of around 50 questionnaires were analyzed and the feedback obtained was incorporated in the final questionnaire.

3.4.5 Research Instruments

For the Primary Data Collection, three different questionnaires were designed for Management Students, Faculties and Directors or HOD's of the institute. The questionnaire for Students and Faculties comprised of open and close ended questions determining answers about various factors such as important factors that contribute in shaping an institution as a Brand, Rating the level of usage of ICT tools in studies, understanding important factors while taking admission in a Higher Educational Institute, important criteria's for assessing a Institute, importance of pparameters for enhancing Industry Institute Interaction etc. Some of the questions were framed on 5 point Likert Scale while some were open ended. All three questionnaires had a separate section on sharing the views of the respondents with regards to the quality of educational course, their relevance to the industry needs and the scope of improvement

3.4.6 Sampling Area

This study has been performed in the leading cities of Maharashtra i.e. Mumbai and Pune as per purposive and convenience sampling. Mumbai was chosen because apart from being the financial, commercial and entertainment capital of India is also a major center for education. Pune was chosen as a representative of the second tier commercial hubs of the countries and also it being a favourite destination for students. The targeted populations for the study were the full time management faculty and students, Directors and Trustees.

3.5 Limitations of the study

- The study is restricted to selected management colleges from Mumbai and Pune Region, which is the hub of many industrial activities and is also the hub for large number of educational institutes.
- The study is also limited to only Management stream of the Higher Education sector.
- Subjectivity is an important element of qualitative research, there is a focus on the specific situations and experiences of the interview participant. Therefore results of the study would also affect if the study were based on views of respondents who played different roles in Higher Education system, such as Industry people, alumni, or members of the Board of Trustees, government officials, parents of students etc. Furthermore, different data collection methods, such as including participant observation or a review of program catalogues, could bring about different findings.
- The data collection, which included interviews and survey responses from participants, was very subjective. Consequently, participants received a definition of each skill included in the survey instrument to limit prejudice.

3.6 Variables of study

3.6.1 Variables for student's questionnaire

1. **Preference in selection HEI:** It consist study of several factors that students prefer, while taking admission in an educational institute.
2. **Brand creation:** Factors that students feel are important for making an educational institute a good brand.
3. **Usage of ICT:** Various Information, Communication and technology enabled services that help in enhancing the quality of education.

4. **Parameters in selection of HEI:** It consist study of parameters that students give significance to while taking admission in an educational institute.
5. **Assessing Criteria:** Factors that determines the goodwill or brand image of an institute
6. **Industry Institute Interaction:** Several factors that helps at improving the quality of teaching and learning
7. **Importance of CET:** whether students consider competitive exams as important or not.
8. **Purpose of Admission:** The main reason for which students have taken admission in their current institute.
9. **Satisfaction of HEI:** Students level of satisfaction with the current institute.
10. **Teaching and Learning Practice:** Which according to students are the effective Teaching and Learning Practices

3.6.2 Variables for Faculties' questionnaire

1. **Usage of ICT:** The usage and adoption of UCT tools by faculties in their teaching and learning practices.
2. **Criteria of assessing HEI:** Understanding the factors that faculties consider effective in assessing an HEI
3. **Enhancing the Industry Institute Interaction:** The tools, techniques, strategies adopted by faculties for enhancing the Industry Institute Interaction
4. **Brand creation:** What according to faculties are the important factors for Brand creation?

5. **Teaching and learning practices:** Understanding the various existing and new, modern Teaching and learning practices.
6. **Satisfaction HEI:** Understanding the level of satisfaction with their current institute.

- The data collected with the help of questionnaires has been analysed using Statistical Package of Social Sciences 21 (SPSS) and Microsoft-Excel. Several statistical tests like Cronbatch alpha, F-Test, Chi-square have been applied to arrive at the conclusions.

CHAPTER-4

Higher Education in India

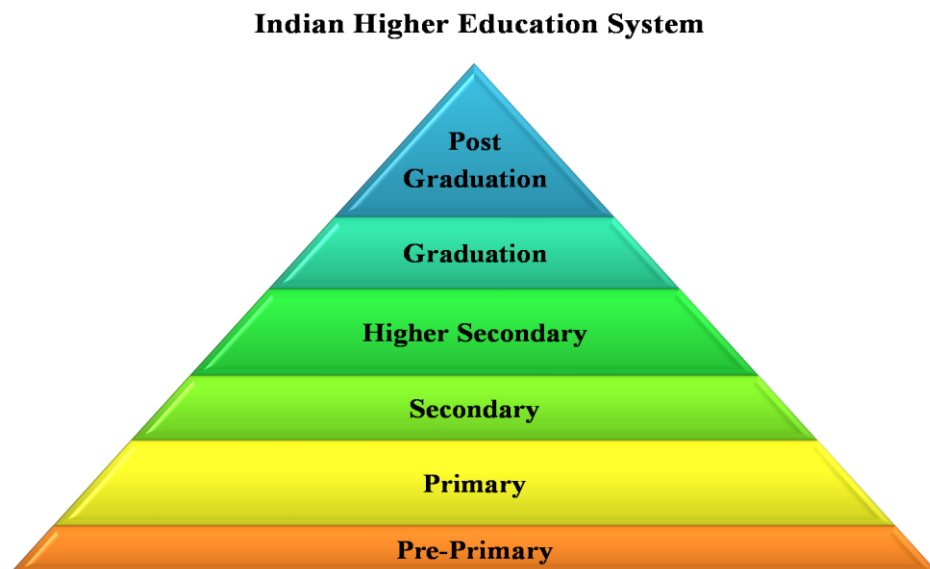
- 4.1 Structure of Higher education in India
- 4.2 Regulatory framework of Indian Higher Education
- 4.3 Important Councils in Higher Education in India
- 4.4 Management Education in India
- 4.5 Make in India and Higher Education
- 4.6 Challenges faced by Indian Higher Education.
- 4.7 Emerging Challenges

Chapter-4

Higher Education in India

4.1 Structure of Higher education in India

The Higher Education system of India is one of the largest and oldest amongst the world. With more than 760 Universities 38,498 colleges and 12,276 Stand alone institutions India is home to one of the best Higher education systems of the world. The first effort to devise a National system of education in India came in 1944, after the ‘Sargeant Report’ or the Report of the Central Advisory Board of Education on Post War Educational Development in India. It recommended the creation of a University Grants Committee, that would oversee the work of the 3 Central Universities; University of Aligarh, University of Banaras and the Delhi University. In the year 1947, this Committee was actually entrusted with the responsibility of dealing with all the then existing Universities in India. Very soon after the Independence, the University Education Commission was set-up in the year 1948 under the Chairmanship of Dr. S Radhakrishnan for reporting on Indian university education and to recommend improvements and additions that might be advantageous to suit the present and the future needs and aspirations of the country".



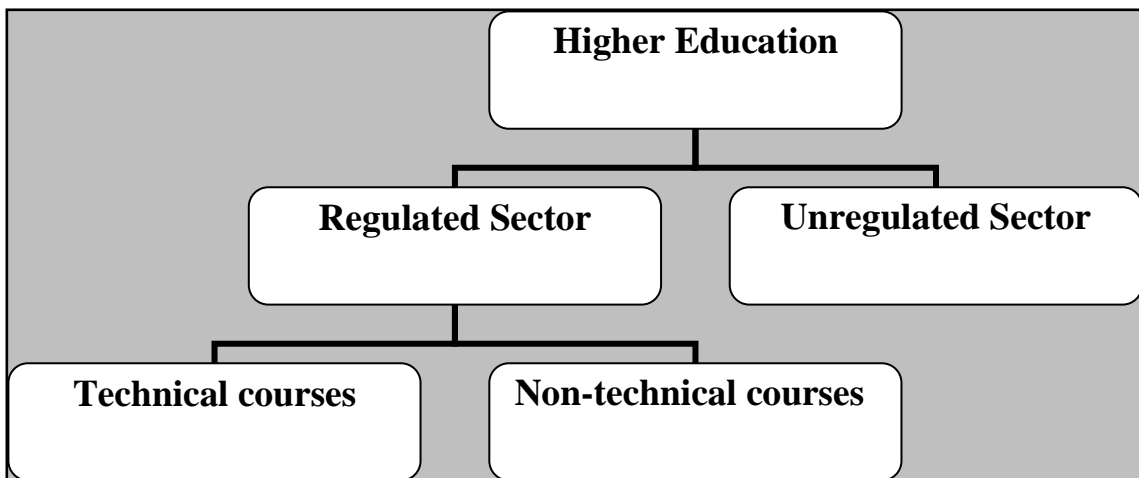
Source: Own Analysis

Figure 4.1- Indian Higher Education System

4.2 Regulatory framework of Indian Higher Education

The regulatory framework of this Higher education sector in India is multi-layered. It mainly emphasizes on the University, College, and Classroom concept. This sector has seen a fundamental change in recent times. Few years back, the sector was primarily paying attention on certain home grown institutions like the Indian Institutes of Management (IIMs) and the Indian Institutes of Technology (IITs). However, in the past few years, there has been an increase in participation of domestic and international players in this sector. There is an increase in the public private partnership in the field of higher education as well. Explicit factors that led to opening such opportunities among other things include smaller number of institutes of higher learning in the country, lack of updated curriculum and unsatisfactory infrastructure facilities. This has led to an increase in demand to pursue education programs offered by international institutions, the foreign institutions are more inclined to offer a curriculum that reflects most recent trends, and imparts new age learning, use modern teaching methods and technology in disseminating education and generally aspire to make the students easily employable. The role of regulatory bodies should be to ensure fair-play, transparency and accountability. It should be non-intrusive and Institution-friendly.

The higher education sector in India is mainly categorized as follows:



Source: Own Analysis

Figure 4.2- Categorization of Education Sector

4.2.1 The Regulated Sector:

This sector in general include diploma courses, bachelor's/undergraduate degree courses, Master's/post-graduate degrees courses, Pre-doctoral/ Doctoral programs As per the University Grants Commission Act, 1956, the right to confer or grant degrees can only be exercised by a university or an institution deemed to be a university. The UGC Act lay down the criteria for institutions to qualify as universities, deemed universities and has provisions relating to the pre-requisites or eligibility for grants of degrees. Therefore a degree or the diploma courses are offered through universities and colleges which are affiliated to universities, deemed universities and autonomous colleges. The regulated sector can be further sub-divided broadly into

- a. Technical education and
- b. Non-technical education

Technical education

The All India Council for Technical Education (AICTE) Act, 1987 defines 'Technical Education' as "research and training in engineering technology, programs of education, management, architecture, town planning, pharmacy and applied arts and crafts etc. and such other programs or areas which the Central Government can, in coordination with the AICTE, oversees technical education and the functioning of technical institutions within the country. Under the AICTE Act 'Technical Institution', refers to those institutions, other than universities, that conduct the courses or programs in the field of Technical Education.

Non-technical education

Non-technical education refers to those courses, which are other than technical courses. Till the extent they lead to the honor of a degree or a diploma, etc., these courses are regulated by the UGC. In addition, some statutory professional councils also regulate certain professional courses. They are accountable inter alia for recognition of courses, and promoting professional institutions and providing grants for programs. The Medical Council of India (MCI), for example, is empowered to set down minimum standards for medical education required for grant of recognized

medical qualification by universities or by the medical institutions in India. MCI is also responsible in giving its recommendations to the Government for establishing new medical colleges across the country. Likewise, The Bar Council of India, Dental Council of India, Indian Nursing Council, etc., are some of the important councils. These councils have been empowered to lay down standards and prepare regulations with respect to their field of involvement.

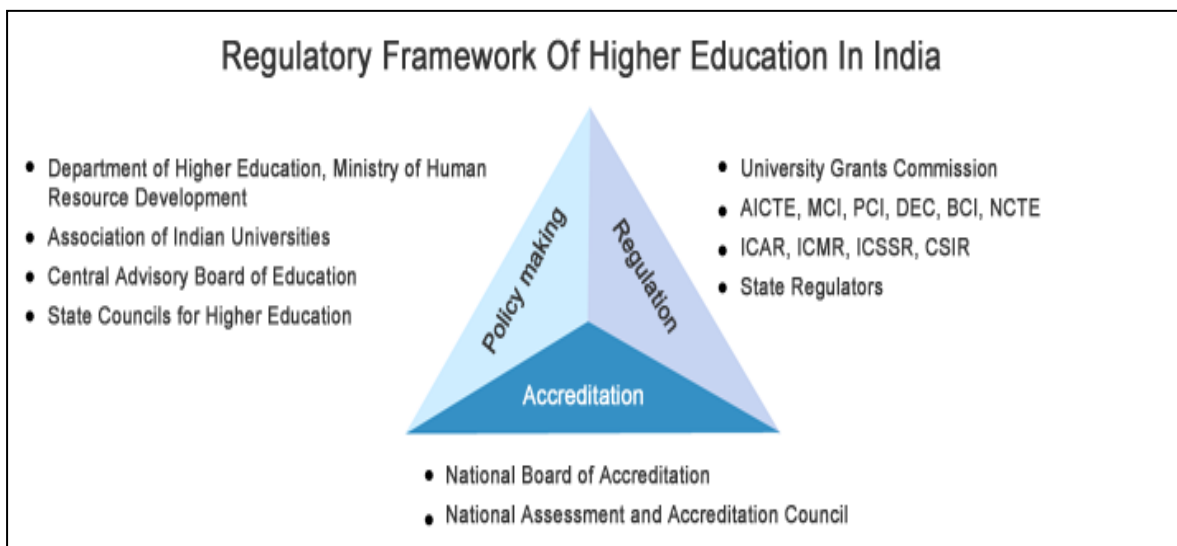
Apart from the in-person education programs offered through colleges and universities, the Distance education sector also forms a major part of the formal education system in India. It was initially governed by the Distance Education Council (“DEC”) which was set up under the Indira Gandhi National Open University Act, 1985. Thus, if a private university set up under a State Act wanted to offer programs and courses via distance education mode, it had to take approval from the UGC and the DEC and act in accordance with the various guidelines and regulations of both the UGC and the DEC. However, in May 2013, the DEC was dissolved. Subsequently, the Government, in May 2013, issued a notification transferring DEC’s responsibilities to the UGC. Thereafter, vide notification dated June 17, 2013, the UGC has adopted the Guidelines of the DEC on Minimum Requirements for recognition of Open and Distance Learning (“ODL”) institutions, till such time the UGC frames regulation for ODL institutions.⁶ Thus, institutes proposing to offer distance education need to comply with the Guidelines of the DEC on Minimum Requirements for recognition of ODL institutions.

4.2.2 The Unregulated Sector:

The unregulated higher education sector mainly consists of Certification courses which does not lead to the award of a degree or diploma, the vocational training courses, tutoring services / coaching classes, the online education programs

In recent times these types of certification courses, vocational training and tutoring programs have attracted a huge amount of interest amongst education service providers. This is because a considerable portion of students graduating from colleges were not readily employable in industries because of lack of skills. This resulted in students taking admissions in coaching classes and vocational training institutes and

seeking certification courses to increase their scope of employability. Another new area of growth is the online education sector, which has witnessed a lot of investments and entry of new players through acquisitions, new initiatives or partnerships. Government policies helps to encourage e-learning, various Massive Open Online Course (MOOC) initiatives by universities and the digitization of books are facilitating the importance of e-learning in the country. Some prominent examples of investments and initiatives in 2014 are; In the context of MOOCs, Birla Institute of Technology and Sciences (BITS) Pilani, IIT Bombay and IIM Bangalore have partnered with the MIT & Harvard’s massive open online course (MOOC) platform edX to offer MOOCs to their on campus and off-campus students. In the context of digitization of books, in April 2014, Encyclopedia Britannica tied up with Indian publisher Katha to take Indian stories to children across India and worldwide. As a government initiative, the Union Human Resource Development (HRD) Ministry had initiated its MOOC platform called SWAYAM, where professors of centrally funded institutions will offer online courses free of cost. The union cabinet also approved the signing of a declaration of intent with the U.S. Department of State for US universities to offer post-graduate academic programs with certification on the SWAYAM platform



Source: India Brand Equity Foundation, www.ibef.org, Extracted on 1st March 2017

Figure 4.3- Regulatory Framework of Higher Education in India

4.3 Important councils in Indian Higher Education

The Indian higher education system is governed and overseen by several bodies and legislative councils. Some of the prominent councils briefly explained as follows.

4.3.1 Ministry of Human Resource Development (MHRD)

The Ministry of Human Resource Development, Earlier known as Ministry of Education, is responsible for the development and growth of human resources in India. MHRD is split up into two departments one is the Department of School Education and Literacy which deals with primary, secondary and higher secondary education, adult education and literacy, and the Department of Higher Education, which deals with the university education, technical education and scholarships etc. The Ministry is headed by the cabinet-ranked Minister of Human Resources Development and a member of the Council of Ministers. The current HRD minister is Mr. Prakash Javadekar. MHRD was created on September 26, 1985, by the 174th amendment to the Government of India Rules with respect to Allocation of Business; 1961. The spirit of Human Resource Development is education, which plays an important and corrective role in balancing the socio-economic structure of the Country. The citizens of India are its most valuable resource; hence billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life. This justifies an all-round development of the citizens, which can be achieved by building robust foundations in education

Objectives: The main objectives of the Ministry are:

1. To formulate the National Policy on Education and to ensuring that it is implemented in letter and good strength.
2. Planned development, including expanding access and improving quality of the educational institutes all through the country, as well as in regions where people do not have easy access to education.

3. Paying special attention specially to disadvantaged groups like the poor, females and the minorities
4. To provide financial help to deserving students from deprived sections of the society in the form of scholarships, loan subsidy, etc.
5. To encourage global cooperation in the education field, including working closely with the UNESCO and foreign governments as well as Universities, to improve the educational opportunities in the country.

4.3.2 University Grants Commission-(UGC)

It is the prime legislative organization established by an act of Parliament in November 1956.” The main job of UGC is Coordinating determining and maintaining the standards of University education. UGC provides grants to eligible universities and colleges in India. It also gives advice to central and state government to take measures and actions which are essential for the development and progress of higher education. The head office of UGC is situated in New Delhi whereas it has decentralized its operations through 6 regional centers located at Pune, Bhopal, Kolkata, Hyderabad, Guwahati and Bangalore. Currently accreditation for higher learning and education over Universities under the protection of University Grants Commission is overseen by the following fifteen autonomous statutory institutions:

1. All India Council for Technical Education (AICTE)
2. Distance Education Council (DEC)
3. Indian Council of Agricultural Research (ICAR)
4. Bar Council of India (BCI)
5. Board of Theological Education of the Senate of Serampore College (BTESSC)
6. National Council for Teacher Education (NCTE)
7. Rehabilitation Council of India (RCI)
8. Medical Council of India (MCI)
9. Pharmacy Council of India (PCI)
10. Indian Nursing Council (INC)

11. Dental Council of India (DCI)
12. Central Council of Homoeopathy (CCH)
13. Central Council of Indian Medicine (CCIM)
14. National Council for Rural Institutes (NCRI)
15. State Councils of Higher Education (SCHE)
16. Council of Architecture

(Source: wikipedia.org)

The UGC's mandate includes:

1. Promoting and coordinating university education.
2. Determining and maintaining standards of teaching, examination and research activities in universities.
3. Framing rules and regulations on minimum standards of education.
4. Monitoring the developments in the field of collegiate and university education and disbursing grants to the universities and colleges.
5. Serving as a crucial link between the Union and state governments and institutions of higher learning.
6. Advising the Central and State governments on the measures necessary for improvement of university education

4.3.3 All India Council for Technical Education (AICTE)

It was set up in the year 1945, as an advisory body by the act of parliament. Later on in 1987, AICTE was given the statutory status. The role of AICTE is to grant approval for starting new technical institutions, for the introduction of new courses and for the variation in intake capacity of the various technical institutions. AICTE also lays down norms and standards for such institutions. It also ensures quality development of technical education through accreditation of technical institutions or programs. In addition to its regulatory role, AICTE also has a propogative role which it implements through different schemes. It promotes technical education for women, handicapped people and weaker section of the society, also promoting innovations, faculty, research and development, giving grants to technical institutions. The

technical institutions under the AICTE include post-graduate, under-graduate and diploma in the complete spectrum of technical education that covers engineering/technology, pharmacy, architecture, hotel management and catering technology, management studies computer applications and applied arts and crafts. The headquarters of AICTE is in New Delhi, it also has seven regional offices located at Kolkata, Mumbai, Chennai, Kanpur, Chandigarh, Bhopal and Bangalore.

The AICTE comprises of nine bureaus, namely:

1. Faculty Development (FD) Bureau
2. Undergraduate Education (UG) Bureau
3. Postgraduate Education and Research (PGER) Bureau
4. Quality Assurance (QA) Bureau
5. Planning and Co-ordination (PC) Bureau
6. Research and Institutional Development (RID) Bureau
7. Administration (Admin) Bureau
8. Finance (Fin) Bureau
9. Academic (Acad) Bureau

Each bureau is headed by an adviser, assisted by technical officers and other supporting staff. The interdisciplinary technical officer and staff of the council are on delegation or on contract basis from government departments, University Grant Commission, academic institutions, etc. AICTE has got the powers to give approval for starting a new B-School, AICTE advises the B-Schools to go for an accreditation of 3 years, for this purpose of accreditations AICTE has also created a special agency under section 10(u) of AICTE act, in the year 1994, known as National Board of Accreditation (NBA). Although with effect from 7th January 2010, NBA came into existence as an independent body with the main objective of Quality Assurance and Relevance of Education, specially of the programs in professional and technical disciplines which are Engineering and Technology, Management, Architecture, Pharmacy and Hospitality through the system of accreditation of programs offered by technical institutions. It has now introduced a new process, parameters and criteria for

the purpose of accreditation. These are in line with the best global practices and oriented to assess the outcomes of the program. According to order issued by Supreme court of India, dated May 9, 2014, AICTE has been granted with the final regulatory powers with respect to MBA and other management educational courses along with the technical education. This order has directed that prior approval of AICTE is compulsory and mandatory for the conduct of any technical course including the Management/MBA course.

4.3.4 National Assessment & Accreditation Council (NAAC)

NAAC is also a very important aspect of Higher education in India, it is an organization that assess and accredits institutes of higher learning in India. It is an independent body funded by University Grants Commission. The National Policy on education (1986) and the Program of Action (POA) 1992, recommended for the formation of NAAC. The policy laid special importance on maintaining and upholding of quality in Higher education in Indian educational institutes. As a result of the policy recommendations NAAC was established in 1994. Its headquarters are located in Bangalore. The NAAC functions all the way through its Executive Committee and General Council where educational managers, policy making officials and senior academicians from a various sections of system of higher education are represented. NAAC's process of assessment involves a holistic, objective, data-based, transparent, systematic and shared practice for the institutional improvement. A NAAC accreditation always helps the institutes and universities to create a positive and strong image in the eyes of all the stakeholders of that institution like the Students, parents, Faculty members, Industry people and the alumines of that institute. It also helps in many other initiatives like student exchange programs, quality placement further studies and many more. The NAAC has identified seven main criteria which serves as the basis of its assessment procedures. These criteria's are as follows-

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension

4. Infrastructure and Learning Resource
5. Student Support and Progression
6. Governance and Leadership
7. Innovative practices

On the basis of these set of parameters NAAC gives accreditations to any of the institutions or universities.

4.3.5 Directorate of Technical Education (DTE)

The role of the Directorate is to maintain and enhance the standard and the quality of the technical education of the state. This is achieved by laying various policies, establishing and developing Government run institutions. The Directorate has to play guiding and supervising role for the aided and private institutions while interacting with industry and national level institutions. It has to co-ordinate with other departments of State Government, Government of India Statutory Organizations and contribute to the development of industry society at large. The Directorate of Technical Education (DTE) in Maharashtra was established in the year 1948 by the Government of Maharashtra for taking care of technical education of the state. The institute has given first hand liability of managing and directing technical institutes - engineering colleges, polytechnics, industrial training institutes, and technical high schools of the state. Before 1948, Director of Public Instructions Industries was responsible for managing technical institute and technical education of the state. In 1983, the government has made the separate directorate for Technical Education and Vocational Education. Now, the Directorate of Technical Education (DTE), is responsible for standardizing and regularizing the technical education in the state. The Directorate conduct entrance examinations for getting admission into different professional post graduate, under graduate and other courses offered in the technical/professional colleges/institutes/universities of the state. The directorate also takes care for the interview, counseling, and other admission related procedure etc for a particular course. Issuing admission notification for a newly beginning course is one of the main tasks that directorate performs. Apart from all this the Directorate of

Technical Education, Maharashtra also ensures the quality of training provided by a professional institute. The directorate has to ensure that a candidate will get the right sort of professional training from his/her chosen discipline (which must meet modern Industry demands. The regularization of fee structure and quota structure etc and approval to upcoming professional/technical colleges is another responsibility of the directorate. The Director, Directorate of Technical Education (DTE), Mumbai; Maharashtra is supreme authority of the Institution. The institution plays a significant role in producing a large pool of technical man power of the country from the state of Maharashtra.

4.4 Management Education in India

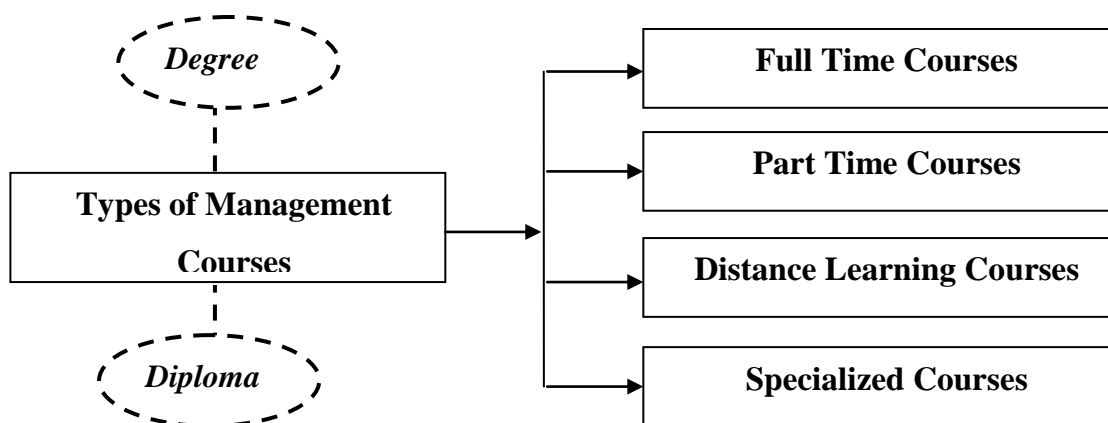
Management Education is the formal instruction in principles and techniques of management, and in related subjects, leading to a degree. It encompasses a broad range of philosophies, Management Education techniques, and topics that help managers become more effective in their job. Management Education sometimes focuses on specific skills like negotiation, budgeting, general ability i.e. communication, planning or personal development in the form leadership, handling stress etc. In a swirling comprehensive marketplace, understanding the elementary connections between business, environment and society has become essential. The roles and responsibilities of business as a global force are becoming more urgent and complex, and concepts related to societal liability and sustainability are gaining recognition as essential elements in business management. Companies require talented and ethical leaders who can not only advance organizational goal and fulfill legal and finance related obligations of shareholders but also who are prepared to deal with the broader impact and potential of business as a positive global force in society. Academic institutions help in shaping the attitudes and behavior of business leaders with the help of business education, research, management development programs and management training (Dey, 2011). Management Education is an academic discipline in which the students are taught to be business leaders, managers, entrepreneurs and successful university professors in business education.

People who earn a doctorate degree in management education can become consultants, academic deans of a business program or training specialists. Management education has always focused on training and preparing the future business leaders. The study of management practices teaches a student to how to develop the leadership capabilities necessary to run a team of workers from the theoretical as well as knowledge perspective. The main part of the curriculum focuses on assessing and evaluating teams in order to study the role as a manager. People who specialize in management education should be able to adapt to changes in legal matters, regulations changes in economic and political trends. Many institutions across different parts of the world have entire schools dedicated to management. Classes in management education prepare students to turn around sick firms, to create startup companies and place them into management positions. Management education degree holders often works for private companies, government agencies, nonprofit groups, educational institutions, consulting firms and lobbying groups etc. Management education gives a comprehensive picture of the corporate world to the students about how to manage the four “M’s” of any organization which are Money, Material, Man and Machine. The knowledge about management philosophy and concepts obtained through formal study programs at universities or internally through on-the-job training or through external seminars; it is of the highest importance; for the self-employed, entrepreneurs, presidents of countries, the richest people in life and even the lowest level of workers. People with rich experience in their fields, also, sometime during their careers, need to understand this holistic picture and hence benefit from management education. A general lack of management skills in employees can be detrimental to any organization. Lack of management skills can lead to poor decisions, disheartening of employees, lower productivity, and lower profits. Hence for the growth of any organization and the country at large, management education plays a very important role. Management education in India today is in the transformation phase of change. Post globalization, a great number of international companies started doing their business in India as a result of which the domestic companies also followed to

compete with multinational corporations. Companies found out that the graduates from commerce background fell considerably short of the needs of the executive positions in the competitive world. They had good accounting skills but felt short of required marketing, behavioral, finance & operations skills. They were also weak in written & oral communication, critical thinking & reading skills and also in Information technology. As a result, rather incurring on training cost for commerce graduates companies started offering huge premium for MBA graduates. Understanding the success of MBA programs & demands from students & employers, universities started looking at management education as an academic discipline & started offering MBA & BBA programs. Today, the name of ‘ IIM’ has become a respected brand because getting into them was a guarantee of the best job placements.

4.4.1 Types of Management Courses in India

The Management Courses offered in India diverse in nature, the different types of courses divided on the basis of their nature, required time structure and many other related factors. The broad classification is Full Time Courses, Part Time Courses, Distance Learning and Specialized Courses. These courses are offered for the award of a Degree or a Diploma



Source: Own Analysis

Figure 4.4 -Types of Management Courses

The courses are offered in the areas like Retail Management, Business Management, Hotel Management, NGO Management, Health Management, Event Management, Management in Development and Training Agencies, Hospital Management etc. Apart from that, the Courses in Travel and Tourism Management also belong to the Management Courses category. The most popular management courses in India include Bachelor of Business Administration (BBA), Bachelor of Business Studies (BBS), Bachelor of Management Studies (BMS), Bachelor of Business Management (BBM), Master of Business Administration (MBA), Masters of Management Studies(MMS) etc.

1. Bachelor's in Business Administration (BBA): A BBA course deal in Administrative studies. It is fundamentally planned to give students a basic knowledge of all the functions and departments which are there in a company like the marketing department, finance, human resources, etc. the subjects which are studied are Basics of Accounting, Business law and Ethics, Economics, Financial, Marketing & HR management, Management Information Systems, Operations management, Organizational behavior, Quantitative techniques and Strategic Management. It too has various specializations namely Accounting, Entrepreneurship, Finance, Real Estate, HR Management, International Business, IT, Design Management, Management, Management information systems, Marketing, Operations management, Logistics and Supply chain management, Aviation Management and few others.

2. Bachelors in Business Management (BBM): In a BBM course the main focus is diverted to studies at the management level. The main aim of the degree is at developing the student's managerial skills and creating well rounded individuals by teaching and educating them in a wide range of varied subject areas that provide an integrated view of managerial issues and makes them to be able to apply the knowledge imparted in actual life situations. Some of the basic specializations in BBM are Finance, Operations Management, and Management Information Systems and many others.

3. Bachelor's in Management Studies (BMS): this course concentrates primarily on analytical and logical oriented studies. It helps students to develop their analytical and logical skills which are required to work in industry. Students can specialize in Marketing, Finance, HRM, Management of Services, and Management of global Business & Tourism Management etc. The subjects that are studied are Finance & Cost Accounting, Industrial Law, Business Law, Computer Application in Business, and Quantitative Methods for Business, Business Environment, Principles of Management, Production Management, Export – Import Procedures, Managerial Economics, Econometrics, International Finance etc. but these subjects may differ from college to college and university to university.

4. Bachelor's in Business Studies (BBS): This course is although reasonably similar to the B.B.A. course but its focus is mainly in practical introduction rather than a theoretical study. In this degree various business courses are incorporated with a realistic and industry-based focus in order to build sound business ideas within the aspirant. The aspirants can specialize in management, accounting, marketing and information systems etc.

5. Masters in Business Management (MBA): A post graduate course that can be categorized into 5 different segments like, “Full-time MBA, Part-time MBA, Distance Learning MBA, Executive MBA and Online MBA.” The full-time MBA course generally consists of 4 semesters. The choice of specialization of subjects in this course include Marketing, Finance, Human Resources, Operations and Logistics, Information Technology and Systems, International Trade/ Business, Consumer Behaviour, Risk Management and several others. The part time MBA, distance learning MBA and online MBA courses offer flexibility to the students, who are unable to pursue a full-time regular course. The Executive MBA or E-MBA course is meant exclusively for the working professionals, who decide to take a break from the Professional Career and pursue an MBA degree in a short period of time.

6. Masters in Management Studies (MMS): It is a course which is only provided by Mumbai University. Similar to the MBA degree, MMS is also divided into 2 years with 4 semesters. Since 1983. This course is approved by the All India Council for Technical Education (AICTE), New Delhi. The program is conducted under the guidelines provided by the University of Mumbai

Table 4.1- India Rankings 2017- Management

<i>Top 25 Management Institutes in India</i>						
Sr.No.	Name	Est	State	City	Weighted Score	Rank
1	Indian Institute of Management Ahmedabad	1961	Gujarat	Ahmedabad	78.96	1
2	Indian Institute of Management Bangalore	1973	Karnataka	Bengaluru	78.82	2
3	Indian Institute of Management Calcutta	1961	West Bengal	Kolkata	76.60	3
4	Indian Institute of Management Lucknow	1984	Uttar Pradesh	Lucknow	71.58	4
5	Indian Institute of Management Kozhikode	1996	Kerala	Kozhikode	65.41	5
6	Indian Institute of Technology, Delhi	1961	Delhi	New Delhi	64.51	6
7	Indian Institute of Technology Kharagpur	1951	West Bengal	Kharagpur	63.12	7
8	Indian Institute of Technology Roorkee	1847	Uttarakhand	Roorkee	62.46	8
9	Xavier Labour Relations Institute (XLRI)	1949	Jharkhand	Jamshedpur	61.08	9
10	Indian Institute of Management Indore	1996	Madhya Pradesh	Indore	59.59	10

Sr.No.	Name	Est.	State	City	Weighted Score	Rank
11	Indian Institute of Technology Kanpur	1959	Uttar Pradesh	Kanpur	57.19	11
12	National Institute of Industrial Engineering, Mumbai	1963	Maharashtra	Mumbai	55.74	12
13	Indian Institute of Management Tiruchirappalli	2011	Tamil Nadu	Tiruchirappalli	55.46	13
14	Indian Institute of Management Raipur	2010	Chhattisgarh	Raipur	54.80	14
15	Indian Institute of Management Udaipur	2011	Rajasthan	Udaipur	53.77	15
16	Management Development Institute	1973	Haryana	Gurgaon	53.12	16
17	Vellore Institute of Technology	1984	Tamil Nadu	Vellore	51.83	17
18	S. P. Jain Institute of Management & Research	1981	Maharashtra	Mumbai	51.42	18
19	Indian Institute of Management Rohtak	2009	Haryana	Rohtak	51.16	19
20	Indian Institute of Management Kashipur	2011	Uttarakhand	Kashipur	51.07	20
21	Rajiv Gandhi Indian Institute of Management	2007	Meghalaya	Shillong	50.44	21
22	Kalinga Institute of Industrial Technology	2004	Orissa	Bhubaneswar	50.43	22
23	Anna University	1978	Tamil Nadu	Chennai	49.81	23
24	Institute of Management Technology	1980	Uttar Pradesh	Ghaziabad	48.77	24
25	Indian Institute of Management Ranchi	2009	Jharkhand	Ranchi	48.70	25

Source: India Rankings 2017: Management, National Institutional Ranking Framework Report, DTE, GOI.

4.5 Make in India and Higher Education.

Mr. Narendra Modi, Prime Minister of India launched "Make in India" on 25 September 2014. Make in India is a very innovative initiative taken by the Government of India. The main purpose behind Make in India is to encourage national as well as international companies to manufacture their products in India. India has emerged as one of the top destination globally for foreign direct investment (FDI) exceeding the United States of America as well as the China. India is in hope of reaching novel heights through the Make in India campaign. It is a strategy that has its impact and connectivity towards various agendas.



The Make in India showed its incredible impact in all the spheres of the economy and will continue to show in the near future too. The impact of this program is very much seen on the higher education also. The program seems to be a solution to the different issues and problems of higher education. Make in India can create following effects on the overall Higher Education Sector:

1. The objective of Make in India's Skill development will improve the employability skills of the potential job seekers which will open the doors of industries with open arms.
2. The focus on skill development will instigate and provide need based job oriented courses.
3. The endeavor of manufacturing in our own country will create and generate increase the job opportunities.
4. An emphasize on the employment creation and poverty alleviation in the make in India initiative will result in an increase in job opportunities and in turn will motivate the students to pursue higher education.
5. The objective of attracting the FDI (Foreign Direct Investment) will give the way for more and more R&D activities in India ultimately raising the

Research standards of the nation. FDI will undoubtedly also help the economic development of the country as it has the potential for job creation and increasing employment.

6. Importance given to technical knowledge and higher qualification will result in quality placements; which will bring more seriousness in the teaching - learning process.
7. Investment in R&D shall definitely create world-class quality, which will help to achieve mastery in technological advancements and develop research-oriented curriculums.
8. New initiatives will increase the need for advanced technologies which will boost up the requirement of highly qualified and technically well knowledgeable and educated talents.
9. The campaign also promotes foreign universities to collaborate with the Indian one. It launched a program to invite people from abroad at government expense which make easy for universities to invite foreign faculty.
10. The outline of the campaign to ease down the conduct of business is also playing the role of promoting higher education.
11. Launch of initiatives like “one-day procedure”, would reduce the time to start a business from 27 days to 1 day as in developed countries. This shall motivate youth towards entrepreneurship by specializing themselves in the field.

4.6 Challenges faced by Indian Higher Education today

Higher education plays a very important role in the rising knowledge economy and it is very essential and comprehensive for any country in general and India in particular. India’s massive group of young people might be considered as its main strength but Unfortunately, India still is far away from having its act together when it comes to

figuring out how to educate these young citizens. The data provided by government suggests that only 1 out of every 7 children born in India goes to study in a college. In addition, the country suffers from both issues a crippling quantity, as well as a quality challenge when it comes to higher education. For example, the QS World University Rankings, which is an annual listing of the world's top universities, has no Indian institutes in the top 200 list of institutes in its recently released global list for 2013. Also, India has one of the lowest Gross Enrolment Ratios (GER) for higher education in the world. According to 2016 data, India's GER was a meager 23.6 percent, compared with the global average of around 26 percent. Australia, Russia and the U.S., to name a few examples, have GERs upwards of 75 percent. The Ministry of Human Resources & Development had set a target of a 30 percent GER. There are many basic problems faced by higher education system in India, some of the critical issues faced by India in the context of Higher Education are as follows.

4.6.1 Lower level of teaching quality: Our education system is tortured by issues of quality and excellence in many of its institutions and universities. Many of the issues like shortage of faculty, poor quality of teaching, conventional teaching methods, outdated and rigid curriculum and pedagogy, lack of accountability and quality affirmation and segregation of research and teaching work are some basic questions raised on Indian education system.

4.6.2 Financing of higher education: The government of India needs to notice one of the most critical issues concerning higher education today which is; the issue of financial constraints. The expenditure on education in general and on higher education sector appropriately by the government, is one of the important parameters to judge the quality in education for at all nation. The State Government has already been spending 20-30 per cent of its revenue budget on education. It cannot afford to spend more. In India, higher education sector has received lower attention in terms of public expenditure as compared to the other levels. It is not feasible for India to make enormous state investments in research and development that produced research led universities in the west such as Massachusetts Institute of Technology(MIT),

University of California, Berkeley in the US or University of Cambridge in Britain. More determined on theories and rather than practical knowledge: Indian education system is paying more attention on theoretical knowledge rather than practical knowledge. In many jobs, the minimum requirement of percentage required is also very high.

4.6.3 Traditional methods of teaching: Many a Professors in India still stick to the older methods of teaching like board, marker. They don't like to make use of audio visual aids in teaching. Also they aren't up to date with the knowledge and information available and what are the requirements of the global industry.

4.6.4 Privatization: In the current scenario, privatization of higher education is apparently in a novice stage but to adopt the latest trends it is essential to maintain creativity, adaptability and quality. The economic pathway of liberalization and globalization demands it. In India both public and private institutes both function simultaneously. Roughly 50 per cent of the higher education in India is imparted through private institutions, mainly unaided concerning high cost. However, the situation is not that simple. Private providers, in the interest of maximizing profit, have every incentive to 'minimize costs' by compromising with the worth of education provided in their institutions. Last but not least, quality of teaching staff is one of the considerable issues for higher education sector to sustain in the future. Earlier, professors were committed to their students, to their subjects and to their profession. Today, high salaries are available but the dedication is less. Thus, it is the need of the time to make higher education system free from the unnecessary constraints and political intervention. **Insufficient facilities and infrastructure:** In India, many of the universities don't have enough infrastructure or facilities to teach students. Many of the private universities are also running their courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students.

4.6.5 Quota system: Bringing the reservation and quota system for different categories in education lost its quality. Even deserving candidates of general

categories are ignored and on quota we have to select other person from reserved category even though he is not suitable.

4.7 Emerging Challenges

The system of Indian Higher education is the second largest in the world which fulfills the educational requirements of millions of students who come from different sections of the society since it is the student community that can help to generate healthy academic atmosphere in institutions of higher learning. Undoubtedly India faces a number of problems today, associated with poverty, unemployment, disappearance of moral and spiritual values. But in the last few decades a countrywide problems and challenges have emerged in Higher Education system in India they are discussed as under.

4.7.1 Diverse education system: Various set ups located on geographical, rural-urban, rich-poor have posed in great challenge for the educational institutions. Different colleges, universities and technical institutions have shaped in diverse types and quality of Education. Some of them are really imparting qualitative education although a few others are doing the dirtiest job.

4.7.2 Intervention of political factors: Many of the Institutions, who impart education Aided or non-aided are owned by the powerful political leaders these political leaders are now playing key role in governing bodies of the Universities. They have established their own youth cells and support students' organization on political basis. They take advantage of the students' energy for their political purposes. The students fail to remember their own objectives and begin to develop their career in politics.

4.7.3 Economic Difficulties: An economic difficulty is one of the most troublesome changes that the present higher education system has forced on the communities. Many of the students coming from ordinary classes are unable to provide the least necessities of life for themselves. Economic miseries have grown due to the

increasing prizes, habits of wasting money on luxuries, increasing population, scarcity of food supply, corruption, self-centered etc. students take up part time jobs in order to shell out for their educational expenses and should divide their attention between a job and College/University education. Near about seventy five percent of the total students associations today, have been facing the financial problems. Schemes like, “Earn while learn” cannot effectively support student to face economic challenges.

4.7.4 Inadequate Moral values: The fast growth of science and technology and following industrialization has resulted great and danger to our old moral and values. The budding generation’s dissatisfaction and rebellion is the outcome of a moldering system of values.

4.7.5 Improving stakeholder communications, transparency: Educational elements are developing an increasingly insatiable appetite for timely, relevant and specific information, and are voting with their feet and rupees for institutions that meet those needs. On the other hand leaders are proactively disclosing financial and operational performance to demonstrate transparency and a commitment to relationships between institution and stakeholders.

4.7.6 Withholding uncertainty in strategic planning: Uncertainty does not only describe the economic reality that higher education institutions are facing, but also an emotion generated by that reality. Many a times. Educational leaders resort to short-term plans instead of important long-term strategies.

4.7.7 Holding strategic goals in focus through KPIs, scorecards: Higher education institutions today have been challenged to manifest that they are operating effectively and efficiently, and producing satisfactory outcomes. These challenges have impelled institutions to build up metrics to demonstrate steps forward toward broad goals. It’s still a new business discipline for many of the universities, and results are varied.

4.7.8 Incorporating the strategic plan with budgeting: Budgeting is getting more and more challenging, especially for those institutions facing the most acute financial

stress namely, smaller regional private and public colleges and universities. Many have improved their budgeting practices, but many more must step up to not only survive but also to become more successful.

4.7.9 Achieving, measuring social responsibility and sustainability: Colleges and universities are preparing students to work toward a just and sustainable society. They're doing so by modeling environmental and social responsibility, training students in responsible attitudes and actions, and measuring their work to assure long-term positive effects. Utilizing data analytics to improve performance To generate measurable results that also support mission achievement, colleges and universities are turning to data analytics for meaningful patterns in data — financial and nonfinancial — that can describe performance, and predict and guide improvements. Engaging faculty to improve financial performance Faculty have the most at stake in the success of their college or university. Seven lessons show how you can broaden faculty's perspective from individual to broader institutional performance and engage them to become a partner in change.

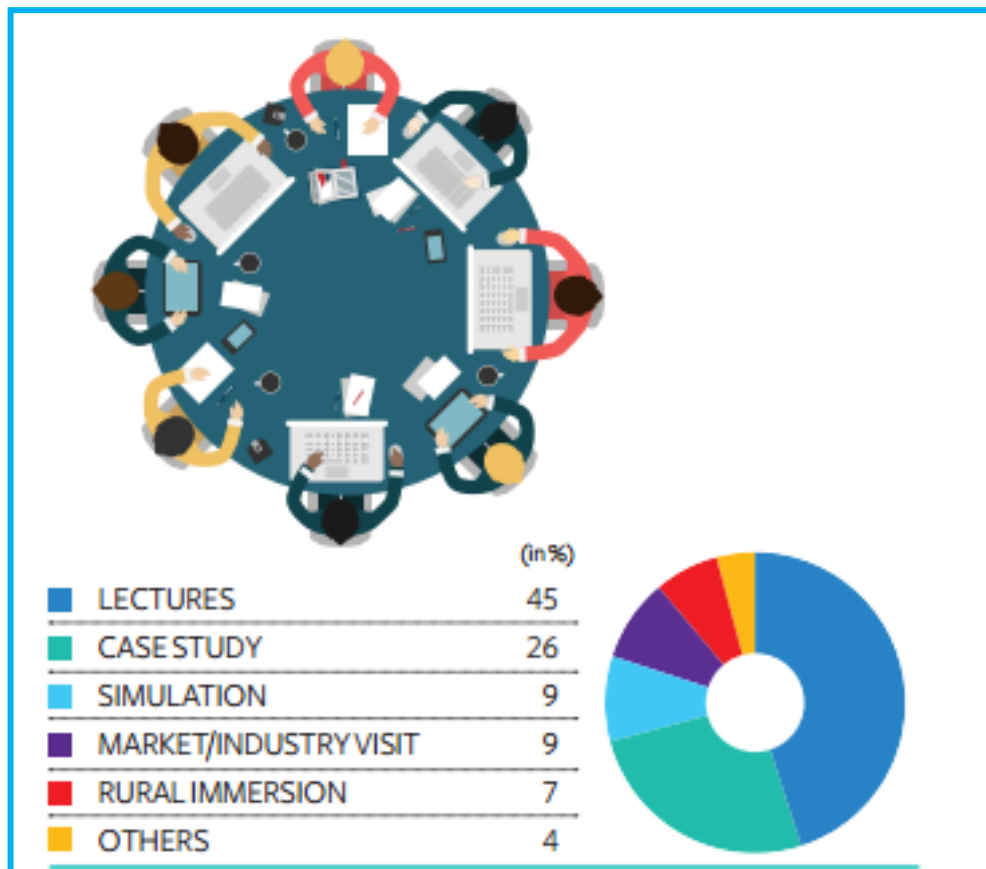
4.7.10 Recognizing, averting risk of financial failure: Institutions in a precarious financial position have been known to compromise strategic goals, reduce critical investments in infrastructure, cut the extent and quality of services, and make other spending and revenue choices that begin to significantly challenge the institution's ability to survive. Ten signals warn of risk.

4.7.11 Delivering an informed analysis of research activities: As appropriations and contributions are scrutinized — and contracted — research costs and relevance to mission are in the spotlight. To validate costs, benefits and trade-offs, institutions need business processes to provide data and technology systems to support analytics.

4.7.12 Traditional methods of teaching: Methods of teaching plays a very important role in the academic performance of a student. Unsatisfactory academic performance by the majority students is many a times linked to application of ineffective teaching methods by teachers Many of the professors across various Indian Universities still

stick to the old methods of teaching like board and marker.. Also they are not updated with the information available and what global industry demands. The following diagram explains various teaching methods used by professors in B-schools across India

Figure 4.5 Teaching methods used by B-Schools



Source: The Hindu BusinessLine-MBAUniverse.com B-school rankings 2016

CHAPTER-5

Strategic Management in Higher Education

- 5.1 Concept of Strategy
- 5.2 Hierarchies of strategy
- 5.3 Strategic Management Process
- 5.4 Competitive Advantage

CHAPTER-5

Strategic Management in Higher Education

Every organization around the globe is facing provocative and dynamic challenges in the 21st century. The globalized business demands and necessitates managers to appropriately incorporate this trend of globalization inside their strategies and therefore there is a strong need for strategic thinking and only by evolving good corporate strategies they can become strategically competitive. Strategic management can be characterized as the art and system of making effective strategies, implementing them and appraising cross-functional decisions that allow an organization to achieve its objectives. The definition indicates that strategic management focuses on integrating all functions in an organization like management, marketing, finance, accounting, production, operations, research and development, Human Resources and information systems to achieve organizational success. Strategic planning which is an important factor of strategic management, involves developing a strategy to meet competition and ensure long-term survival and growth. The term strategic management and strategic planning are close to similar, Strategic Management is often used in academics while strategic Planning is used in the real business world. Sometimes the term strategic management is used to refer to strategy establishment, application and assessment, while strategic planning only refers to strategy formulation. The principle behind strategic management is to accomplish and to create new and different opportunities for tomorrow; long term planning, in contrast, tries to optimize trends of today for things of tomorrow.

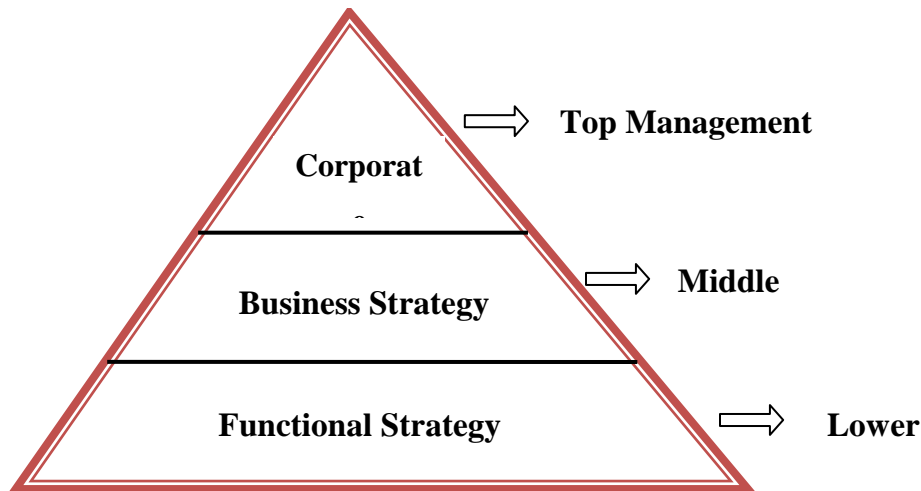
5.1 Concept of Strategy

The essence of the strategic management comes from the word strategy which simply means a planned or emergent course of action that is expected to contribute to the achievement of specific goals. It is an idea or a thought which is viewed to be productive to complete a course of action. A usual dictionary will describe the word

strategy as something that is related in the context of war and betrayal of an enemy. In the context of business organizations the term is not much different. Businesses have to face a hostile and often changing environment for pursuing their mission. Strategy seeks to relate the goals of the organization to the means of achieving them. A company's strategy works like a blueprint that the management uses to explore market position, carry on its operations, attract and delight customers, contend successfully, and accomplish organizational objectives. A strategy more precisely includes combination of different tactical moves and business approaches used to compete successfully in the competitive business world and mainly to achieve the business objectives. A strategy basically tries to answer three main aspects for any of the problem or situation which are Where, When and How. For example if an organization has plans relating to expansion, then the strategy will answer where to expand its operations, when to do it; what is the right time and how to do it. In the context of Higher Education; strategies are the innovative and effective methods used by faculties and Institutes both to improve and enhance the quality delivered in the field of academics. Adoption of various strategies in Higher Education sector enables institutions to create goodwill and to build a strong Brand. The Higher Educational Institutions in India are driven to adopt the concept of Strategy and strategic Management as one of the major step to address challenges of today. Today's higher education environment has become more and more competitive, and many colleges and universities have started to adopt market-oriented strategies; as a result Strategy is a tool for the university or the institution to find its competitive advantage and to sustain within the environment. Indian universities must bring about the needed institutional redesign by devising an effective strategic plan for developing India's human resources. In the present situation of higher education a student's demand, tuition, and costs are rising much faster than public funding. Unless significant steps are taken to address the situation, hundreds of thousands of Indian students will be declined access to higher education. Hence it is the dual responsibility of Educational managers and the Policy makers to wisely make use of various strategies for aligning the requirement of students and improving the performance of Institutions.

5.2 Hierarchies of Strategy

Figure 5.1-Hierachies of Strategy



Source: Own Analysis

5.2.1 Corporate Strategy

The crown strategy in the business world which is at the top level is a corporate strategy. A corporate strategy describes a company's overall direction towards growth by managing the businesses and product lines. It gives the overall scope and direction for a company and lays down the path for its various business operations and works together to achieve particular goals. The corporate strategy deals with the exact businesses that the company is going to engage in, and how to plan to enter and win in those markets. A corporate-level strategy addresses the entire strategic scope of the enterprise. It is the "big picture" view of the business and may include deciding in which product or service markets to compete and the geographical boundaries of the firms' operations. For multi-divisional organizations or enterprises, decisions relating to capital, staffing, and other resource allocation is generally established at the corporate level. In addition, whether to compete with other companies or to selectively set up cooperative partnering arrangements, or 'strategic alliances', is a

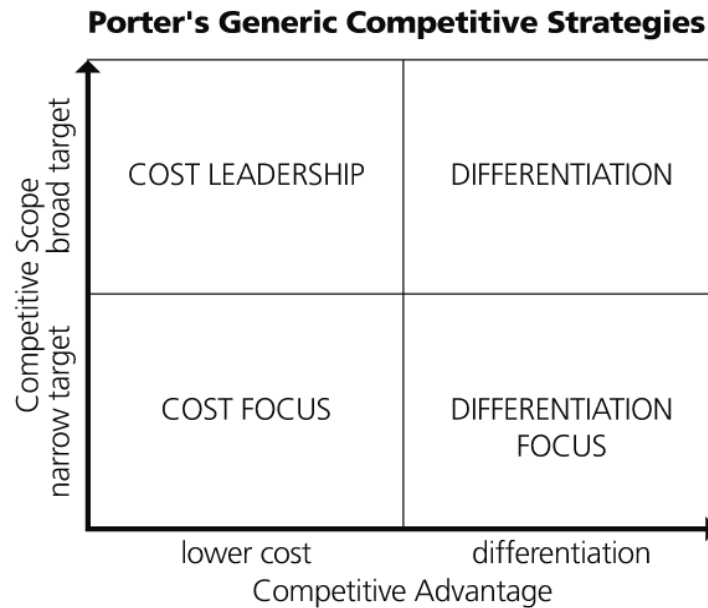
decision taken by corporate-level strategy. Top management plays a primary decision in making responsibility while developing corporate strategies. Growth strategies, stability strategies, retrenchment strategies and global strategies are some of the important aspects of a corporate level strategy. Following type of decisions are related to corporate level strategies.

1. Allocating resources among the various businesses of the firm
2. Transferring resources from one set of business to others
3. Managing and nurturing a portfolio of the business.

5.2.2 Business Strategy

Business level of strategy is concerned with developing a firm's specific business model that allows the firm to gain competitive advantage over its rivals in the industry in which it operates. The question explored in Business level strategy is: how can we best compete in the industry we are in. this is different level of interest than that explored by functional level strategies and corporate level strategies. Business level strategies are the steps followed by an organization for each of its business individually to handle identified customer groups and provide value to the customer by satisfaction of their needs. In the process, the organization uses their competencies to gain sustain and enhance its strategic or competitive advantage. At the business level the aim is to use these resources skills and synergies to enhance its competitiveness. Business-level strategy puts the customer first and makes them the centerpiece of all corporate endeavors. This is done in order to enhance consumer and the company relationships and entice customers to maintain long-term relations with specific businesses. By attracting clients back time and again, firms are able to reckon on this dedicated piece of the market and improve operational steadiness based on the reliability of funding from long-standing customers. These strategies also call for employee training and investment that support such endeavors. Generating a more positive and proactive workforce that is dedicated to shopper satisfaction is important. The concept of Business Level strategies can be best understood with understanding the Porters Generic Strategies model.

Figure 5.2- Porter's Generic Competitive Strategies



Source: Michael Porter's Competitive Advantage

- a) **Cost Leadership:** In cost leadership, a firm sets out to become the low cost producer in its industry. The sources of cost advantage are varied and depend on the structure of the industry. They may include the quest of economies of scale, proprietary technology, favored access to raw materials and other factors. A low cost producer must find and exploit all sources of cost advantage. In case a firm can attain and maintain overall cost leadership, then it can be an above ordinary performer in its industry, provided it can mandate prices at or near the industry average

- b) **Differentiation:** In a differentiation strategy a firm seeks to be unique in its industry along some dimensions that are widely valued by buyers. It prefers one or more features that a lot of buyers in an industry perceive as important,

and especially positions it to meet those needs. It is rewarded for its uniqueness with a premium price.

- c) **Cost Focus:** Here a business seeks a lower-cost advantage in just one or a small number of market segments. The product will be basic - perhaps a similar product to the higher-priced and featured market leader, but acceptable to sufficient consumers.
- d) **Differentiation Focus:** In this type of strategy, a business aims to differentiate within equitable one or a small number of target market segments. The special customer needs of the segment mean that there are opportunities to provide products that are clearly different from competitors who may be targeting a broader group of customers. The critical issue for any business taking up this strategy is to make sure that customers actually do have diverse needs and wants - in other words that there is a valid basis for differentiation - and that existing competitor products are not meeting those needs and wants. Differentiation focus is the classic niche marketing strategy. Many small businesses are able to establish themselves in a niche market segment using this strategy, achieving higher prices than un-differentiated products through specialist expertise or other ways to add value for customers.

5.2.3 Functional Strategy

The goal of this strategy is to improve the effectiveness of various functions within an organization and to enable them to obtain competitive advantage. This is the day-to-day strategy that is going to keep your organization moving in the right direction. Many a time's business organizations fail to work out at this bottom-level. This level of strategy is perhaps the most important of all, as without a daily plan one can get stuck in neutral while the competition continues to drive forward. As the firm work on putting together their functional strategies, care must be taken to keep in mind the higher level goals so that everything is coordinated and working toward the same end. It is at this bottom-level of strategy where one should start to think about the various departments within their business and how they will work together to reach goals. The

marketing, finance, operations, IT and other departments will all have responsibilities to handle, and it is the job of the strategy makers or managers to oversee them all to ensure acceptable results in the end. The success or failure of the entire organization again is likely to rest on the ability of the business to hit on its functional strategy goals regularly. As per the saying, a journey of a million miles starts with a single step; an organization should take small steps with respect to strategy on a daily basis so that the overall corporate strategy will quickly become successful.

5.3 Strategic Management Process

A system that is designed to accomplish strategic imperatives for the purpose of fulfillment of objectives and building competitive advantage is called a Strategic Management Process. It is the process of Identifying, establishing and implementing various strategies that managers can adopt for the effective performance and better growth in an organization. It is a continuous process that systematically analyzes the factors associated with the customers, the competitors and the organization itself. The essential element in the process of strategic management is a careful analysis of firm's internal strengths and weaknesses and external opportunities and threats commonly referred to as SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). A well planned strategic initiative always helps the organization in gaining advantage over its rivals which is known as "Competitive Advantage". An organization can achieve competitive advantage if its profitability is higher as compared to the average profitability for all companies in industry where it operates. The changing environment, increased competition and the challenges faced by the field of Higher Education makes it essential to align strategic Management to Higher Education. Even though India has made significant progress in terms of enhancing access to and participation in all levels of education, the overall picture of education development in the country is mixed and there are many persisting concerns and challenges relating to access to and participation in education, quality of the education

imparted, equity in education, system efficiency, governance and management, research and development, and financial commitment to education development.

Therefore application of Strategic management in Higher education can be an effective tool in order to overcome the challenges of today as it will allow the Higher Educational Institutes to gain “Competitive Advantage” which will ultimately help them to build a strong Brand Image.

A general Strategic Management Process is depicted in the following diagram-

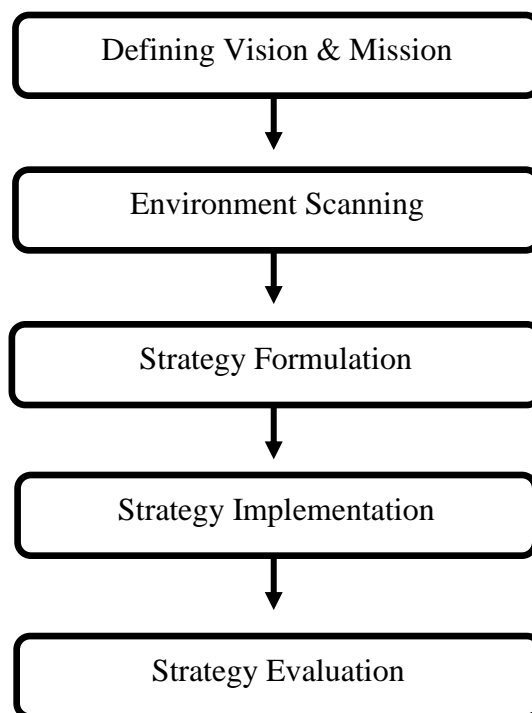


Figure 5.3- Components of Strategic Management Process

Source: Own Analysis

5.3.1 Defining Vision and Mission

A **Vision** is the picture of something that is to be achieved in the long run by the company, it is like a big dream that organization sees for its future. A vision statement is intended to inspire and motivate the company's workforce by providing a picture of where the organization wants to reach. Whereas a **Mission** states the

reason of organizations existence, it depicts the role that the organization plays in the society. A mission statement summarizes what the company does and why, it also sets out how the company conducts its business and identifies key stakeholders, such as shareholders, customers and employees. Mission and vision are statements from the organization that answer questions about who are we, what do we do, and where we're going? The process of strategic management begins with defining the Vision and mission. These statements spell out the context in which the organization operates and provides the employees with a tone that is to be followed in the organizational climate. They serve as focal points for individuals to identify themselves with the organizational processes and to give them a sense of direction while at the same time deterring those who do not wish to follow them from participating in the organization's activities.

Vision and mission helps to spell out the objectives of the organization into work structures and to assign tasks to the elements in the organization that are responsible for actualizing them in practice. To specify the core structure on which the organizational edifice stands and to help in the translation of objectives into actionable cost, performance, and time related measures. Therefore one can state that, a well articulated, coherent, and meaningful vision and mission statement go a long way in setting the base performance and actionable parameters and demonstrates the spirit of the organization. It is for this reason that organizations spend a lot of time in defining their vision and mission statements and ensure that they come up with the statements that provide meaning instead of being mere sentences that are devoid of any meaning.

5.3.2 Environment Scanning

In the process of strategic Management after the company identifies or defines its vision and mission it has to assess its current situation in the market. This includes evaluating an organization's external and internal environments. During the environment scanning, managers look into the key *external forces*: macro & micro environments and competition. PEST or PESTEL frameworks represent all the macro

environment factors that influence the organization in the global environment. Micro environment affects the company in its industry. It is analyzed using Porter's 5 Forces Framework. Competition is another irresistible external force that influences the company. Firms determine their rivals using competitors profile matrix and benchmarking to figure out their strengths, weaknesses and level of performance. *Internal analysis* includes the assessment of the company's resources, the strengths and weaknesses that the organization holds, core competencies and many other activities. Every organization has both tangible resources like capital, land, equipment, and intangible resources which are culture, brand equity, knowledge, patents, copyrights and trademarks etc. A firm's core competencies can be exceptional skills in maintaining customer rapport or resourceful supply chain management. At the time of making an analysis of the company's activities; managers must look into the value chain and the whole production process. As a result, situation analysis always identifies strengths, weaknesses, opportunities and threats for the organization and discloses a clear picture of company's situation in the market.

5.3.3 Strategy Formulation

Successful situational analysis is accompanied by creation of long-term objectives. Long term aims and goals indicate ambition that could improve the company's competitive position in the long run. They act as directions for specific strategy selection. In an organization, strategies are chosen at 3 different levels:

Corporate level strategy. At this level, executives at top parent companies choose which products to sell, which market to enter and whether to acquire a competitor or merge with it. They select between integration, intensive, diversification and defensive strategies.

Business level strategy: This type of strategy is used when strategic business units (SBU), divisions or small and medium enterprises select strategies for only one product that is sold in only one market. The example of business level strategy is well

illustrated by Royal Enfield firms. They sell their Bullet motorcycle (one product) in United Kingdom and India (different markets) but focus on different market segments and sell at very different prices (different strategies). Firms may select between Porter's 3 generic strategies: cost leadership, differentiation and focus strategies

Functional level strategy: The functional level of your organization is the level of the operating divisions and departments. It is the responsibility of the strategist to provide direction to functional managers regarding the execution of plan and strategies for the successful implementation. The role of functional strategy is very crucial for the existence of an organization. Functional strategy provides support to overall business strategy and secondly it spells out as to how functional managers will proceed to achieve the set goals and objectives. Departments like marketing, finance, production and HR are based on the functional capabilities of an organization.

Global/International strategy. The main questions to answer in this type of strategy are which new markets to develop and how to enter them? How far to diversify? Managers may choose between many strategic alternatives. That depends on a company's objectives, results of situation analysis and the level for which the strategy is selected.

5.3.4 Strategy Implementation

Even the best strategic plans must be implemented and only well executed strategies create competitive advantage for a company.

At this stage managerial skills are more important than using analysis. Communication in strategy implementation is essential as new strategies must get support all over organization for effective implementation. The example of the strategy implementation that is used here is taken from David's book, chapter 7 on implementation. It consists of the following 6 steps:

- Setting annual objectives;
- Revising policies to meet the objectives;
- Allocating resources to strategically important areas;

- Changing organizational structure to meet new strategy;
- Managing resistance to change;
- Introducing new reward system for performance results if needed.

The first point in strategy implementation is setting annual objectives for the company's functional areas. These smaller objectives are specifically designed to achieve financial, marketing, operations, human resources and other functional goals. To meet these goals managers revise existing policies and introduce new ones which act as the directions for successful objectives implementation. The other very important part of strategy implementation is changing an organizational chart. For example, a product diversification strategy may require new SBU to be incorporated into the existing organizational chart. Or market development strategy may require an additional division to be added to the company. Every new strategy changes the organizational structure and requires reallocation of resources. It also redistributes responsibilities and powers between managers. Managers may be moved from one functional area to another or asked to manage a new team. This creates resistance to change, which has to be managed in an appropriate way or it could ruin excellent strategy implementation.

5.3.5 Strategy Evaluation

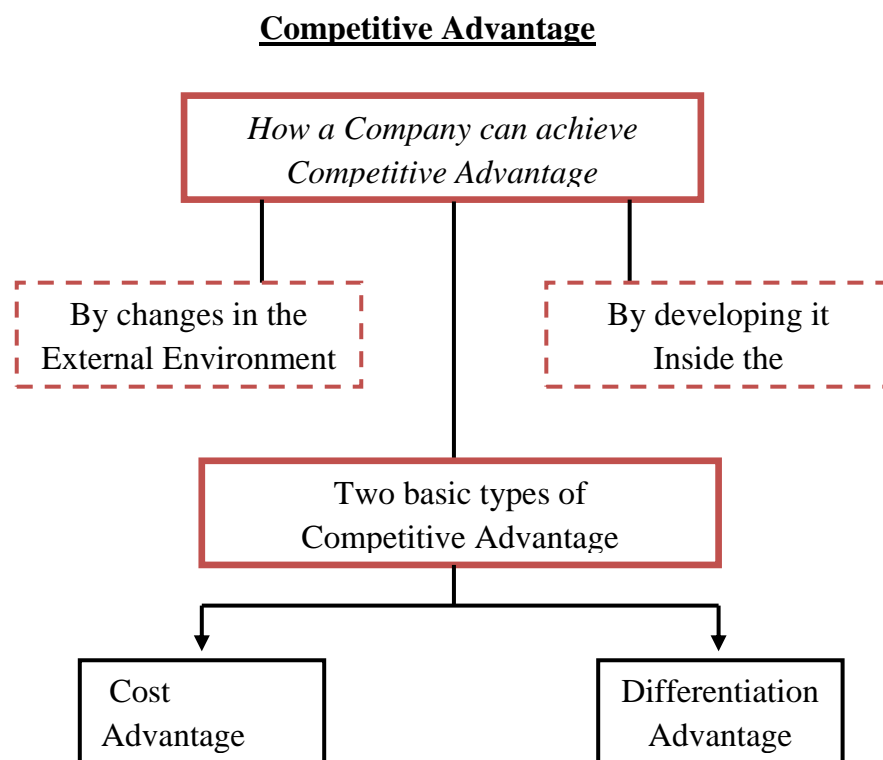
Implementation must be monitored to be successful. Due to constantly changing external and internal conditions managers must continuously review both environments as new strengths, weaknesses, opportunities and threats may arise. If new circumstances affect the company, managers must take corrective actions as soon as possible. Usually, tactics rather than strategies are changed to meet the new conditions, unless firms are faced with such severe external changes as the 2007 credit crunch. Measuring performance is another important activity in strategy monitoring. Performance has to be measurable and comparable. Managers have to compare their actual results with estimated results and see if they are successful in achieving their objectives. If objectives are not met managers should:

- Change the reward system.
- Introduce new or revise existing policies.

- The key element in strategy monitoring is to get the relevant and timely information on changing environment and the company's performance and if necessary take corrective actions.

5.4 Competitive Advantage: When a company performs exceptionally better as compared to the other company in the same industry or superior performance relative to the industry average; it is said to achieve Competitive Advantage. It is a favorable position that an organization seeks to achieve in order to be more profitable than its competitors. It involves communicating a greater perceived value to a target market than its competitors can provide. This can be achieved through many ways like offering a better-quality product or service, by reducing prices and increasing promotional and marketing efforts. Any of the activities like greater profit surplus, higher return on assets, valuable resource such as brand reputation or unique competence in producing jet engines can be considered as competitive advantage. Every company must have at least one advantage that will help the company to successfully compete in the market. If a company can't recognize one or just doesn't have it, competitors soon do better than it and force the business to leave the market.

Figure 5.4- Competitive Advantage Model



There are several ways to achieve the competitive advantage but only two basic types of it: Cost or Differentiation advantage. Companies those are ready to achieve perfection in the form of Cost of the product or differentiation in the products or service offering is able to give consumers the products at lower costs or with greater amount of differentiation and very importantly, they are able to contend with their rivals. Sustainable competitive advantage refers to maintaining a favorable position over the long term, which can help boost a company's image in the marketplace, its valuation and its future earning potential. In the field of economics, the term “competitive advantage” means one has the lowest opportunity cost of providing a good or service. Opportunity cost is simply defined as what you give up in order to complete an action. In the context of Higher education, the competitive advantage can be stated as; when one college performs exceptionally better as compared to other college on the basis of several parameters like of Years of existence, Quality teaching, Innovative pedagogy, Excellence in placements, Outstanding faculties, Infrastructure of the Institute, etc. that institute is said to have competitive advantage over the other. If colleges promote and remain in the fields wherein they have a competitive advantage, they will continue to recruit all students and maintain funding mechanism also at acceptable levels.

CHAPTER-6

Branding in Higher education

- 6.1 Elements of Brand Management
- 6.2 The need & importance of Branding in Higher Education
- 6.3 Students Perception of a good Educational Brand
- 6.4 Tools and Techniques of Higher Education Branding
- 6.5 Higher Education Branding Challenges

CHAPTER-6

Branding in Higher education

“Products are made in the factory while brands are created in the mind”

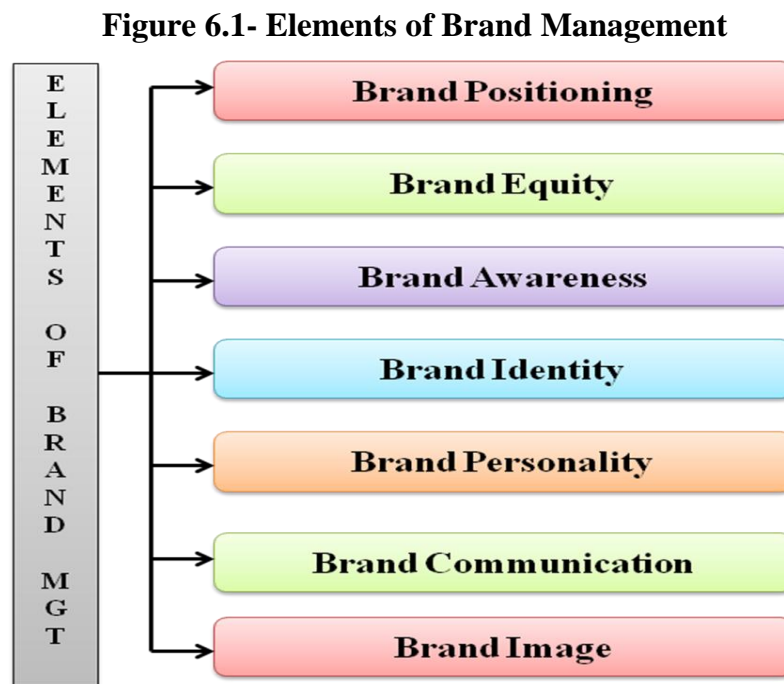
-Walter Landor

Authors, philosophers, entrepreneurs and successful Businessmen's, do not get tired while talking about the word “Brand”. There have been many concepts and thought processes established on the topic of Brand. In order to simply understand the word brand we can say that it is any name, style, design, words or picture which is used to recognize a particular thing. A Brand is the thought or picture of a specific product or service that consumers connect with, by identifying the name, logo, slogan, or design of the company who owns the idea or image. A brand is a name that influences buyers. Out of all the literature available on Branding one classic definition given by Keller in 1998 can be considered, according to him a Brand is a set of mental associations, held by the consumer, which add to the perceived value of a product or service'. These associations should be unique, strong and positive; this definition focuses on the gain in perceived value brought by the brand. The American Marketing Association defines a brand as “A name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers. The legal term for brand is trademark. A brand may identify one item, a family of items, or all items of that seller. If used for the firm as a whole, the preferred term is trade name”. Brands are shorthand marketing communications that results into creation of emotional bonds with customers. Brands are composed of intangible elements related to its specific promise, personality, and positioning and tangible components having identifiable representation including logos, graphics, colors and sounds. A brand creates perceived value for consumers through its personality

in a way that makes it stand out from other similar products. A Brand is the image people have of your company or product.

6.1 Elements of Brand Management

Branding is the art and cornerstone of marketing. Without brands, human beings would be like fish without water. Brands are unique in many ways as they are characterized by enormous amount of complexity, which results from the service attributes of the retailers as well as from the multiplicity of the brand attributes. Following diagram represents the seven main elements of Brand Management.



Source: Own Analysis

6.1.1. Brand Positioning

The most important motive of any company is to create a distinctive space in the mind of customers, generally termed as Positioning. The secondary objective is to make this positioning distinct from other brands. A strong position is always built upon consumer associations with the brand; that is a position that reflects how the brand is perceived in relation to competitors. To Kapferer, positioning is a two-step procedure in which the first step is to clarify which product category the brand should

be compared to and associated with. And the second one talks about the brand's individual characteristics which are recognized and communicated.

6.1.2. Brand Equity

Brand equity indicates to a value premium that a company generate from a product with a identifiable name, when compared to a general equivalent. Companies can construct brand equity for their products by making them unforgettable, easily recognizable, and exceptional in quality and reliability. Mass marketing campaigning also help to create brand equity. Brand equity has three basic components: consumer perception, negative or positive effects, and the resulting value. Generally, brand equity is created by perception of consumer, which includes knowledge and experience both, with a brand and its products. The perception that a customer segment holds about a brand, directly effects in either positive or negative consequences. If the brand equity is positive, the organization, its products and its financials can be in profit. If the brand equity is negative, the opposite is true. Finally, these effects can turn into either tangible or intangible value. If the effect is positive, tangible value is realized as increase in income or profits and insubstantial value is accomplished as marketing as awareness or goodwill. If the effects are negative, the tangible or intangible value is also negative.

6.1.3 Brand Awareness

Brand awareness is the likelihood that consumers recognize the existence and availability of a company's product or service. Creating brand awareness is one of the crucial steps to promote a product. Brand awareness is primarily important at the time of launching new products and services; and for a company to differentiate similar products and services apart from its competitors. Products and services that uphold a high level of brand awareness compared their competitors are more likely to generate greater sales. Brand awareness includes brand recognition as well as brand recall. 'Recognition' is the ability of consumer to distinguish previous knowledge of brand when they are asked questions about that particular brand or when they are shown that specific brand, i.e., the consumers can obviously differentiate the brand as having being earlier noticed or heard. 'Recall' is the probability of customer to pick up a

brand from his memory when given the product class/category. Building brand awareness is important to build brand equity. It includes use of various renowned channels of promotion such as advertising, word of mouth exposure, use of social media like blogs, sponsorships, launching events, etc. to create brand awareness, it is important to build reliable brand image, slogans and taglines. The brand message that is to be communicated should also be consistent. Well-built brand awareness leads to increased business and a high market share. Brand awareness can be considered as a way by which customers become aware and familiar with a brand and recognize that brand. Brand awareness is best spread with the help of inward and outward marketing efforts. When competition in an industry is high, brand awareness can be one of a business's greatest assets.

6.1.4 Brand Identity

A company's brand identity is how that business needs to be perceived by consumers. The components of the brand (name, logo, tone, tagline, and typeface) are shaped by the business to reflect the value the company is trying to bring to the market and to appeal to its customers. Brand identity should be able to set up a relationship between the brand and the customer by creating a value proposition that will involve functional, sentimental or self-expressive benefits. Brand identity consists of a core identity and an extensive identity. The core identity represents the timeless spirit of a brand .It is essential for both the meaning and success of the brand. It signifies the reasons why the brand has been brought into existence. It holds the relations that are doubtlessly to remain constant as the brand travels to new markets and products. The fundamentals of the core identity remain more resistant to change than the elements of the extensive identity. Thus the core identity is everlasting while the brand position or the communication strategies might change. It is generally the first word that people behind the brand may utter when asked what the brand stands for:

- Lux – Beauty bar for young women
- Dettol – Antiseptic, protection

6.1.5 Brand Personality

Brand personality is a set of human characteristics that are attributed to a brand name. A brand personality is something to which the consumer can relate; an effective brand increases its brand equity by having a consistent set of traits that a specific consumer segment enjoys. This personality is a qualitative value-add that a brand gains, in addition to its functional benefits. Brand personality is a framework that helps a company or organization shape the way people feel about its product, service or mission. A company's brand personality elicits an emotional response in a specific consumer segment, with the intention of inciting positive actions that benefits the firm. There are five main types of brand personalities: excitement, sincerity, ruggedness, competence and sophistication. Customers are more likely to purchase a brand if its personality is similar to their own. Examples of traits for the different types of brand personalities are as follows. Excitement is synonymous with a carefree, spirited and youthful attitude. Sincerity is highlighted by a feeling of kindness, thoughtfulness, and an orientation toward family values. Ruggedness is thought of as rough, tough, outdoorsy and athletic. Competence, in the mind of a consumer, is considered to be successful, accomplished and influential, highlighted by leadership. Finally, sophistication makes a brand seem elegant, prestigious and sometimes even pretentious. Dove, for example, chooses sincerity as its brand personality. This allows the company to attract feminine consumers. Allen Solley brand speaks the personality and makes the individual who wears it stand apart from the crowd. Infosys represents uniqueness, value, and intellectualism.

6.1.6 Brand Communication

Brand communication involves all the ways your brand come into contact with current or potential customers and how these activities influence the way they think of you and your products. People can come into contact with brands in a lot of different ways like advertising in a magazine, seeing a product in a shop etc. If a company has great brand communication; people will not only come into contact with the brand but they will also associate with the brand and this will bring about more customers. Brand communication programmes represent a part of the marketing communication

strategy of the organisation. Marketing communication is an important tool through which organizations inform, teach, persuade and remind customers about their products and brands that they sell. Marketing communications represent the “voice” of the brand and are one way to establish a dialogue and build relationships with consumers (Kotler and Keller, 2007). Marketing communication explains to customers what the company and its brand stand for, it is a way to link brands to other people, places, events, brands, experiences, feelings, and things. Thus, it is vital for companies to communicate with present and potential stakeholders and the general public. According to Kotler and Keller (2007), marketing communication is a way to build brand equity. They suggest the following marketing communications mix, which consists of six major modes of communication

6.1.7 Brand Image

Brand image is the current view of the customers about a brand. It can be defined as a unique bundle of associations within the minds of target customers. It signifies what the brand presently stands for. It is a set of beliefs held about a specific brand. In short, it is nothing but the consumers’ perception about the product. It is the manner in which a specific brand is positioned in the market. Brand image conveys emotional value and not just a mental image. Brand image is nothing but an organization’s character. It is an accumulation of contact and observation by people external to an organization. It should highlight an organization’s mission and vision to all. The main elements of positive brand image are- unique logo reflecting organization’s image, slogan describing organization’s business in brief and brand identifier supporting the key values. Brand image is the overall impression in consumers’ mind that is formed from all sources. Consumers develop various associations with the brand. Based on these associations, they form brand image. An image is formed about the brand on the basis of instinctive perceptions that the consumers have about the brand. For example Volvo is associated with safety whereas Toyota is associated with reliability. The idea after brand image is that the customer is not only purchasing the product or the service but also the image associated with that product or service. Brand images should be positive, distinctive and instant. Brand images can be enhanced using brand

communications like advertising, packaging, word of mouth publicity, other promotional tools, etc. Brand image develops and conveys the product's character in a unique manner different from its competitor's image. The brand image consists of various associations in consumers' mind - attributes, benefits and attributes. Brand attributes are the functional and mental connections with the brand that the customers have. They can be specific or conceptual. Benefits are the rationale for the purchase decision. There are three types of benefits: Functional benefits - what do you do better (than others), emotional benefits - how do you make me feel better (than others), and rational benefits/support - why do I believe you (more than others). Brand attributes are consumers overall assessment of a brand. Brand image has not to be created, but is automatically formed. The brand image includes products' appeal, ease of use, functionality, fame, and overall value. Brand image is actually brand content. When the consumers purchase the product, they are also purchasing its image. Brand image is the objective and mental feedback of the consumers when they purchase a product. Positive brand image is exceeding the customers' expectations. An optimistic brand image enhances the reputation and brand value of an organization.

6.2 The Need & Importance of Branding in Higher Education

There are more than 760 universities and 12,276 Stand alone institutes in the Higher education sector of India. (MHRD report: 2015-16) with these numbers, one can imagine the level of competitiveness in the field of Higher Education in India. Despite the fact there are so many universities in good numbers; not a single Indian university has been able to get a place in the top 200 world university rankings 2015 to 2016. Many of the industry experts have voiced this issue as matter of concern. India aced the rankings as far as South Asia was concerned, but only two universities from the country – the Indian Institute of Science-Bangalore (201-250 group) and the Indian Institute of Technology-Bombay (351-400 group) – could be seen in the top 400 of the 980-institution list. While the premier Bangalore institute moved up significantly in the list (it was in the 251-300 group last year), other establishments like IIT-Delhi,

IIT-Kanpur and IIT-Madras figured somewhere between ranks 401 and 500. IIT-Kharagpur and IIT-Roorkee, for their part, appeared in the 501-600 band.

India has 19 institutes in the top 800, two more than last year, and 12 others between 801 and 980. Though we may pat ourselves on the back because a record 31 Indian educational institutions – including 14 new names – have made it to the list, the picture does not look as rosy when we take the total area and population of India into consideration. Therefore in order to overcome this challenge one can take help of an effective Brand Equity model for the effective functioning of the higher educational institutes. An Institute of higher education has various stakeholders like students, alumni's, parents, the teaching and non-teaching staff, industry professionals, top level management and other governing bodies. these stakeholders have various expectations from the institutes, like students would like to have quality placements, corporate world needs industry competent professionals, parents wants a good degree with effective learning for their pupil, faculties want good working environment, therefore a an educational institute has to take care of all these stakeholders and make maximum efforts to fulfill their expectations. A good Brand Image is an effective solution for the institutes for accomplishment of their goals and objectives. Hence it can be said that a convincing Brand Strategy can help to accomplish of these endeavors. The concept of branding, when applied to higher education, is rather different from branding in the commercial sector. Most notably, branding in higher education is about who we are, and is not limited to what a particular product offers the marketplace. An educational brand often equates to an institution's academic reputation. But, that explanation is far too limiting. If we think of a college or university brand as being synonymous with the institution's personality; it is congruent with its mission, defined by its values. Possibly the most significant benefit of branding in higher education is the focus it brings to an institution. For example, a student-centered college or university will respond to changing student needs and expectations, but, in an attempt to be all things to all people, often it becomes vulnerable to mission drift or a gradual dilution of effectiveness as the institution becomes increasingly thin, first on the margins and then in the core enterprise which

is teaching and learning. The values-centric approach inbuilt in branding provides an institution with an anchor to guide responses to constituent needs and expectations. The brand is defined by where the institution's values and the constituents' expectations intersect. In this paradigm, the brand becomes a filter through which everything is vetted for e.g., strategic directions, resource allocations, hiring decisions, and curriculum development etc. It serves as a lens to strategically focus the institution in the midst of fluid internal and external pressures as well as opportunities. The higher education branding concept is based on the two major components: (1) promotion of the brand and (2) delivering on the promise of the brand

6.2.1 Promotion of the Brand

Before the brand can be effectively promoted, the desired brand identity (how you want others to perceive the institution) must be defined. A brand rationale, brand attributes, and brand benefits should be clearly articulated and consistently reflect the institution's values while aligning with constituent expectations. Being aware of the fact that the brand lives in the hearts and minds of those we serve. Consequently, the logical place to begin defining the brand identity is with an assessment of the existing brand image for various constituent groups valued by the institution. Though the assessment can take many forms, the desired outcome is to gain insight into the current reality. This reality is then compared against the institution's vision for its brand identity to determine where gaps between the two exist. Recognized gaps enable marketers to target a brand strategy that is increasing the probability of achieving related institutional objectives. A targeted brand strategy fosters effective positioning of a school's brand among competitors along with the management of brand assets such as institutional image, brand equity, the brand message, and the promise inherent in the brand message. Too often, the brand strategy is devoid of any assessment data and thus, positioning and messaging are not grounded in the current reality or a gap analysis linked to institutional aspirations. The end result is typically a failed promotional campaign defined by empty or unfulfilled promises.

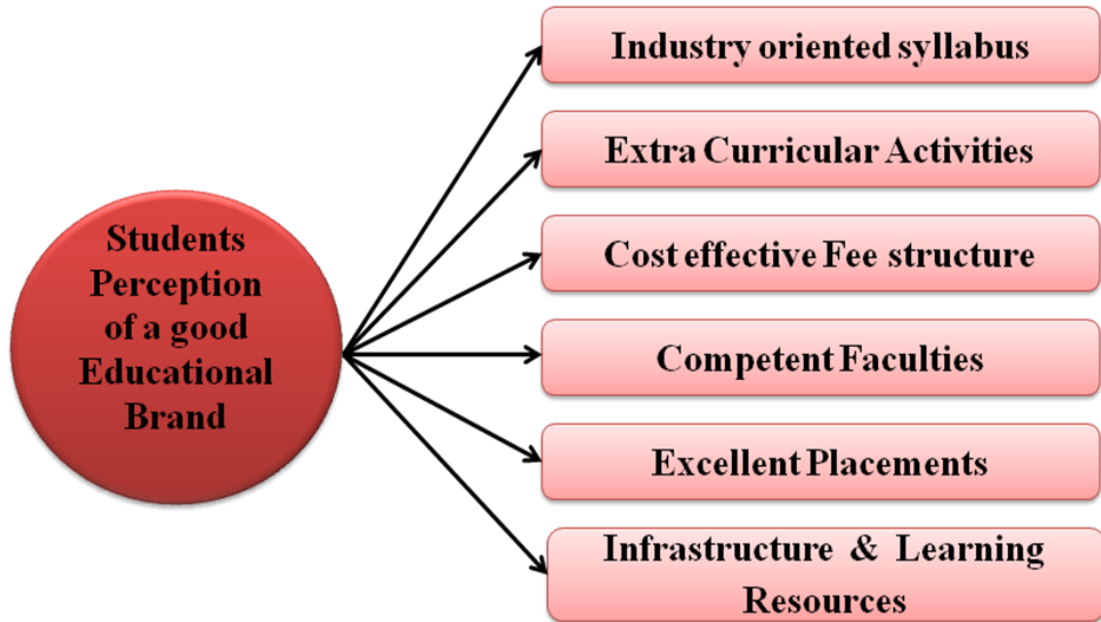
6.2.2 Delivering on the Promise of the Brand

Many higher education marketing professionals believe their institution does not have a brand. Nothing could be further from the truth. A more accurate assessment would be that their institutions have failed to manage their brand. At colleges and universities where positive constituent experiences occur by chance or randomly rather than through a tightly integrated, promise-driven, and planned approach, a brand exists, but it suffers from benign neglect. To effectively shape how constituents view an institution, you must begin first by understanding the promise inherent in the existing brand or the brand the school aspires to have. Such promises are often subtle and always symbolic. The power of symbolism should not be underestimated. In simple words, there must be congruence between what an institution claims to be and what its constituents actually experience when they interact with any individual or unit affiliated with the campus.

6.3 Students Perception of a good Educational Brand

A student can be considered as the most important stakeholders for any of the educational institute, may it be at a primary level, secondary level or at the Higher Education level. Students have become more wise and conscious while selecting an institute. They have their own set of perceptions which impacts their selection process of an educational institute. All the information which is required for taking decision to select a particular college or an institute is available at the student's fingertips due to technological advancements. Some of the important factors that make up a student's mind of a good educational brand are explained in the following diagram.

Figure 6.2- Features of good educational brand



Source: Own Analysis

6.3.1 Industry oriented syllabus

Today majority of the young graduates fail to apply even basic logic to applications and programs when they actually start working in the industry. There is a huge disconnect between what this industry wants and what the university trains the students for. The main reason for this is many of academic institutions have still not revamped themselves to suit contemporary needs of the ever changing industry. A good number of faculties do not have sufficient corporate experience which is required to be proficient while teaching the specialized courses. For example those teaching computer science and scripting languages have never worked in the industry, and those who are actually in the industry, rarely indulge them for training students. An industry- oriented syllabus can provide one of the best ways forward for the students who have enrolled themselves in various specialized courses. Considering this need to make higher education relevant to requirements of industry, the state government of Maharashtra and the Confederation of Indian Industry (CII) has

decided to work on an industry-oriented syllabus. This will help the students for employment who would pass out from the institutions with the knowledge of industrial requirement. The new syllabus for higher education in the state will focus on being relevant to requirements of industry, which will ultimately employ students who pass out from the academic institutions.

6.3.2 Excellent Placements

Placements have the potential to contribute more effectively to the quality of higher education. From the student perspective, high quality placements can bring a range of benefits and positive impacts. Placements and work experience are extremely valuable to students, both in terms of their academic performance and their employability skills. Placements give students the opportunity to gain skills specific to their subject or industry of choice as well as the employability skills required for real-life work. It also increases their knowledge of an industry or sector, allowing them to make better informed decisions about future career choices. Placements provide the opportunity to be involved in team-based working, which provides a welcome contrast to the typically more individual-centric approach taken to academic study. This kind of experience is beneficial, and builds on the self-management and problem solving skills typically gained at university, with the ability to work collaboratively.

6.3.3 Cost effective Fee structure

Once the student decides upon the dream school out of many others, who are offering the admission at the same time, one also has to think the various financial options available to them and whether they will be able to bear the burden of fee and expenses to pursue their dream. Fee structure for any of the academic course is one the very important factor in determining the future of that particular course or the institute. Pursuing a course from a top rated school has always been expensive and making financial arrangement a matter of concern for the students and their parents. therefore the colleges or the universities must take careful and proper steps while determining

the fee structure for the various courses, as this fee structure will directly make an impact on the students admissions in that particular institute.

6.3.4 Competent Faculties

Many factors contribute to shaping an institution's brand, including its academic reputation, athletics, location and distinguished alumnae. Amongst all other factors Teachers or faculties are the most important. they are key agents in determining the student's success, they are the stepping stones to the successful careers of their students, they have a strong influence on their pupils, they nurture budding talents, they can bring out the best in their students, they push students to achieve success, they turn dreams to reality, they do not give up on their students and they are care-givers and helpers. And hence they play a very important role in creating a positive Brand Image of any of the educational Institute. They are the like the foundation on which the entire structure of the institute is based. In today's world a teacher's role is a multifaceted profession. They are not only responsible for teaching but also for developing the skills of their students counseling and mentoring them. A teacher needs to create a nurturing and challenging environment that will compliment the learning potential of their students. Ultimately the teacher not only is the teacher but a Role Model for their students. The increasing use of technology the rise of the internet over the past decade, have specifically resulted in shaping the way teachers approach their roles in the classroom.

6.3.5 Extra Curricular Activities

The importance of extracurricular activities on college campuses is well established. The primary goals of extracurricular activities focus on the individual student level, the institutional level, and the broader community level. These activities exist to complement the university's academic curriculum and to augment the student's educational experience. Extracurricular activities provide a setting to become involved and to interact with other students, thus leading to increased learning and enhanced development. Specifically, a student's peer group is the most important source of influence on a student's academic and personal development. By identifying

with a peer group, that group may influence a student's affective and cognitive development as well as his or her behavior. The development of the well-rounded individual is a principal goal of extracurricular activities on college and university campuses, the numerous experiences these activities afford positively impact students' emotional, intellectual, social, and inter-personal development. By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others. Taking part in these out-of-the-classroom activities helps students to understand the importance of critical thinking skills, time management, and academic and intellectual competence. Involvement in activities helps students mature socially by providing a setting for student interaction, relationship formation, and discussion. Working outside of the classroom with diverse groups of individuals allows for students to gain more self-confidence, autonomy, and appreciation for others' differences and similarities.

6.3.6 Infrastructure & Learning Resources

An educational institution is like a second home for the students as students spend majority of their time there, away from their homes. The college premise, Classrooms, library, Computer Labs, canteen, washrooms and the playgrounds these are the main elements that composes the physical Infrastructure of the Institute. Therefore if a college succeeds in offering a safe and sound infrastructure to the students, chances are more that it can attract more students. The power of the learning environment to influence and promote learning is significant and the learning spaces and learning resources provide important opportunities for students to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills

Figure 6.3- Major Drivers of B-School Image

Size, Visibility and Industry B-Schools interactions are the major DRIVERS of the image of a B-School

Importance from customer's point of view

WHAT DRIVES OF THE IMAGE OF A B-SCHOOL

➤ SIZE	++++
➤ VISIBILITY	++++
➤ PLACEMENT	++++
➤ INDUSTRY- B SCHOOL LINKS	++++
➤ INFRASTRUCTURE	+++
➤ RECOGNITIONS	+++
➤ TEACHING PEDAGOGY/ Quality of Faculty	+++

Improvement in image is a SLOW process

Improvement of Image takes a minimum of 3 to 4 years

++++ = **Very Important** + = **Least Important**

Source: Speech Delivered by Prof.Dr.R.Gopal Jan 2014 in Higher Education Forum

6.4 Tools and Techniques of Higher Education Branding

Within the higher education branding construct, there are three major branding tools:

- * Making the Brand Promise
- * Enabling the Brand Promise
- * Delivering the Brand Promise

6.4.1 Making the Brand Promise:

To make a sound brand promise, brand tactics, brand strategy must be in line with institute's mission and value and we must also clearly define how the institution wants to be seen by others (desired brand identity), that can be defined with the assessment of the existing brand image for various stakeholder valued by the institution with the outcome to gain insight into current reality. Thereafter current reality is matched against the institution's vision for its brand identity to determine if there is any gap exists between the two, this gap helps institution to strategically target and formulate brand strategy which in turn fosters effective positioning of institution's brand among competitors. Brand tactics resulting from a sound brand strategy yield successful promotional campaigns. In our Endeavour to decide the tactical moves, we first need to clearly understand the stated and unstated needs of stakeholders, based on this we must identify the most profitable and valuable segment then we must determine the brand attributes and also to use important and relevant attributes for competitive positioning and then we must be able to differentiate by employing relevant communication. Once we are clear about the above tactical decisions, we must then focus on 5M's of branding and positioning i.e. mission, media, message, money and measurement which are described as under:

Mission: Whether the intended communication matches with the institution broad range objectives?

Media: What communication media would be most effective in delivering the message?

Message: What message would create the desired influence?

Money: What resources are needed to ensure successful implementation?

Measurement: How will be the effectiveness of brand promotional efforts is measured? Success of the education branding depends on the degree to which above mentioned practical aspects (5M's and tactical moves) were strictly adhered. Even with careful planning and execution, all the efforts in making the brand promise may go in vein if stakeholder's experience with the institution is not in line with the brand message, so the golden mantra for education branding is "promise less and deliver more".

6.4.2 Enabling the brand Promise:

Enabling the brand promise is all about the internal marketing programme which is targeted to internal customers (faculty, administrative staff, support staff etc) to enable them to fulfill what was promised to external customers/constituents. The internal marketing starts with attracting and selecting the best and most suitable resources for the organization. Institutions need to attract qualified and talented faculty so that they offer quality services to the students. They should also have the right attitude and mindset to work in a service organization, more so for recruiting faculty, as lot of emotional labour is involved. The next step is to motivate them through effective job design and reward system. There should be cooperation and coordination among employees to ensure satisfaction and better productivity. This can be achieved by encouraging teamwork in the organization. Employees also need to be empowered to play a more important role in organizational decision making as this enhances their self esteem and they feel valued by the company. The next important step is proper education and training i.e. letting the employee understand the role he has to play in the organization, the importance of his role. The process of imparting training and education must be continuous to update the knowledge, skills and attitude of employees with respect to changing business needs. Employee empowerment is another prerequisite; colleges and universities should give their faculty and staff enough freedom to take important decisions as and when required. This not only helps them render better service to constituents, but also enhances their own self esteem thus creating a multiplier effect in terms of productivity.

6.4.3 Delivering the brand Promise.

To deliver the brand promise effectively, there must be an analogy between what an institution claims to be and what its stakeholders actually experience in all the service encounters (moments of truth) with any individual or unit associated with the institution in order to effectively shape how stakeholders view an institution. Once the brand promise is broadly understood, the brand promise can be effectively delivered by first defining it clearly that must be based on the institution's personality that should be congruent with what the institution espouses to be and also in line with institutional behaviour and once the definition of brand promise is clearly understood, an institution must also live the brand promise i.e. the faculty, staff and administrators must act as "institutional trust agent". In delivering the brand promise, especially in services, moments of truth i.e. service encounter plays an important role. There are many moments of truth in a day whether it is occurred in the classroom, administrative office, and examination, in canteen, through a campus event, online, in person, or on the phone. Each experience either makes or breaks institutional trust. The next challenging task is to implement and execute what was promised to the stakeholder that means the brand promise must be executed and personified through services, business transactions, human interactions, teaching learning process, information delivery and learning experiences (Jim Black, 2008). To be effective, brand promise must be embedded in a culture and must become a part of institutional DNA. It also requires a consistent focus on identifying and eradicating promise gaps by meticulously using all important inputs i.e. people, processes, pedagogy and technology and other supportive resources. To achieve consistency, institute must clearly define the desired stakeholder experience and also ensure that the employee experience is in line with desired experience of the stakeholder. When an educational institution effectively communicates the brand promise to its stakeholders, it helps in correcting the negative impressions of the stakeholders of the institution that might have formed in information vacuum-usually based on anecdotes, media coverage, and the negative experiences of the few. Thus it can be proposed that, effective delivery of brand promise requires managing stakeholders' experiences and expectations

carefully, promotion of promise delivery successes, as well as planned and intentional efforts to build institutional loyalty over time. So, we can conclude that brand is not build through creative logos or other symbolic features rather it is built through the experience people have with the institution. This shows that building a brand is a joint process that is not managed only by marketing and advertising experts. It also suggest that branding in higher education is very much a strategic process in which fundamental questions such as; who are we, what are our values, what do we want to become etc are needs to carefully addressed.

6.5 Higher Education Branding Challenges

As opposed to the conventional branding for the commercial products, there are many challenges that are faced in the branding of education services:

- * Being mostly nonprofit, educational institutes have to be much more careful about the perceived commercialization and commoditization of their marketing and branding efforts (Vijender, 2007).
- * Education brands are heavily influenced by deeper/longer consumption experiences than for many commercial products, so that experiential considerations loom larger in their marketing efforts in general.
- * Today we see that, many educational institutes are interested in attracting a diverse student base that creates difficulty in propagating a unified message.
- * As the most premium institutes generally rely on gifts, endowments, consultancy income and not as much on tuition and having more faculties per student and smaller class sizes are being reckoned as stronger brands in the higher education domain while the opposite is true for business, where the focus is generally on the bottom line

i.e. ensuring maximum profitability and also to become more and more efficient by getting more production out of fewer people (Joshi, 1998).

* Most of education branding has never been the subject of either advertising or marketing case studies and more is the pity. If you take a look around you, then you will see that brands, like the 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 benefit only gets embroidered. Obviously, most of these brands began as commodities, which is what education brands can easily fall into, more so when there is greater demand than supply (Yasawy, 2007).

* In a typical consumer brand like shampoo or soap, as the product differentiation is very minimal thus there is a increased scope of branding, but in higher education branding, the person who is approaching us is a graduate with a certain degree of maturity and sophistication. And, while this customer type attaches some importance to the brand, they actually more inclined towards the inherent quality of the offering. So, in the conventional sense, branding in higher education has a limited scope (Gary, 2003).

* On account of diverse student population in the higher education sector, objectives, study ambitions and involvement may vary considerably. Establishing a strong brand may as a consequence mean that some students are attracted by it, while other does not really impressed by it (Warwick, 2004).

* Some institutions in the process of branding, portray themselves as 'the best', 'world class', 'leading' etc. While trying to be unique, the institutions rather become more similar (Belanger, 2002).

* In their branding efforts, educational institutions in attempt to offer all things to all people they might gets off track and becomes vulnerable to mission drift or a gradual

dilution of effectiveness as the institution becomes increasingly lean- first in the margin and then in the core enterprise- teaching and learning.

* Sometimes the branding game itself carries the potential risk of becoming more important than the purpose of the game, as often in branding game, universities and colleges trying to emulate those perceived as successful universities and colleges may look more at what their competitors are doing than what students, parents or other stakeholders consider what is really important. (Belanger, 2002).

* It is generally seen that, prestige seeking colleges and universities tend to invest in areas such as canteen, auditorium etc. and Investing in buildings, canteens, labs etc may easily turn students into the role of a customer, who turned out to be very demanding and unstable group, and also there is a risk involved if reality is perceived as different from the image sought and created resulting in to very poor retention of students as students are leaving colleges as fast as new students are enrolled, as we know, trust and relationship may take long time to make but it take a very short time to break (Twitchell, 2002).

* There are many other failings with the current higher education brand construct that some of these education brands follow. The post-purchase scenario is woefully bleak. Alumni are created only for reunions or, what's worse, for secured or guaranteed admission to alumni children. Also, since most of these education brands still promise only the basic benefit of the degree or diploma, at times couched in silly testimonials, the credibility factor as well as clutter-breaking potential suffers. And this is where these brands must begin the process of introspection.

CHAPTER-7

Data Analysis and Interpretation

7.1 Analysis of Students Data

7.2 Analysis of Faculties Data

7.3 Analysis of Directors Data

Chapter-7

Data Analysis and Interpretation

7.1 Analysis of Data of Students

For the said study information is collected through structured questionnaire. Information collected from 360 Students is classified and presented as follows. The analysis has been done on the basis of demographic factors such as gender, age and city of the students

GENDER: Information about gender of respondents is collected. It is classified and presented in the following table.

Table 7.1: Gender of Students

Gender	Number of student	Percent	Valid Percent	Cumulative Percent
Male	195	57.4	57.4	57.4
Female	145	42.6	42.6	100.0
Total	340	100.0	100.0	

The Above table indicate that out of total 340 respondents, 195 are male and remaining 145 are female.

AGE GROUP: Information about age of students is recorded. Students are classified into only two age groups as shown in the following table.

Table 7.2: Age Group

Age group	Frequency	Percent	Valid Percent	Cumulative Percent
Up to 20 years	206	60.6	60.6	60.6
Above 20 years	134	39.4	39.4	100.0
Total	340	100.0	100.0	

The above table indicate that out of total 340 respondents, 206 are Up to 20 years and remaining 134 are Above 20 years.

CITY: Area of respondent is also one of the important factors under the study. Students under the study are only from two cities namely Mumbai and Pune. Table of classification is as follows.

Table 7.3: City Of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Mumbai	285	83.8	83.8	83.8
Pune	55	16.2	16.2	100.0
Total	340	100.0	100.0	

The above table indicate that out of total 340 respondents, 285 are from Mumbai and remaining 55 are from Pune.

COUSE DURATION: Students are considered of different duration of courses. They are classified in to four different groups. Information of classification is presented in the following table.

Table 7.4: Course Duration

Course duration	Frequency	Percent	Valid Percent	Cumulative Percent
Full time course	245	72.1	72.1	72.1
Part time course	55	16.2	16.2	88.2
On-line or distance learning	32	9.4	9.4	97.6
Others	8	2.4	2.4	100.0
Total	340	100.0	100.0	

The above table indicates that out of total 340 respondents, 245 were from Full time course, 55 were from Part time course, 32 from Online and Distance learning course and 8 were into other types.

(1) PREFERENCE IN SELECTION HEI

To study this variable information is collected from five different questions related to the variable. Responses given to each of these questions are recorded. Classification of responses is presented in the following table.

Sr No	Factor	Not at all Preferred	Little Preferred	Somewhat Preferred	Quite Preferred	Extremely Preferred
1	State University	44	50	66	81	99
2	Deemed University	49	85	97	60	49
3	Private University	32	59	140	68	41
4	Central University	31	43	123	82	61
5	Institutes of Excellence. (IIM, ISB, JBIMS, XLRI, etc.)	29	26	29	55	201

Above responses are rated as follows.

- Not at all Preferred = 1**
- Little Preferred = 2**
- Somewhat Preferred = 3**
- Quite Preferred = 4**
- Extremely Preferred = 5**

Using above responses mean score for each respondent is obtained using below formula.

$$\text{Mean score of Preference} = \frac{\text{Sum of scores of all five questions}}{\text{Maximum score of five questions (25)}} \times 100$$

Using above formula mean score for all 340 respondents is obtained as follows.

Table 7.5 Descriptive Statistics- Preference in selection HEI

	N	Minimum	Maximum	Mean	Std. Deviation
Preference in selection HEI	340	36.00	100.00	67.2353	13.56131
Valid N (listwise)	340				

Above table indicate that mean preference score is 67.23 with standard deviation 13.56. Lowest score is 36.00 and highest score is 100.

(2) BRAND CREATION: To study and understand Brand Creation information is collected from five different parameters. Responses given to each of these questions are recorded. Classification of responses is presented in the following table.

Sr No	Factor	Not Important	Little Important	Somewhat Important	Quite Important	Extremely Important
1	Academic Reputation	13	22	35	127	143
2	Distinguished Alumni	22	38	78	122	80
3	Placements	7	8	30	89	206
4	Curriculum Offered	5	29	51	121	132
5	Advertisements	39	76	82	96	47

Above responses are rated as follows.

Not at all important = 1

Little important = 2

Somewhat important = 3

Quite important = 4

Extremely important = 5

Using above responses mean score for each respondent is obtained using formula given below.

$$\text{Mean score of Brand creation} = \frac{\text{Sum of scores of all five questions}}{\text{Maximum score of five questions}} \times 100$$

Using above formula mean score for all 340 respondents is obtained as follows.

Table 7.6 Descriptive Statistics for Brand creation

	N	Minimum	Maximum	Mean	Std. Deviation
Brand_creation	340	32.00	100.00	76.776	13.26328
Valid N (listwise)	340			5	

Above table indicate that mean score of brand creation is 76.77 with standard deviation 13.25. Lowest score is 32.00 and highest score is 100.

(3)USAGE OF ICT: To study and understand Usage of ICT information is collected from five different parameters. Responses given to each of these questions are recorded. Classification of responses is presented in the following table.

Sr No	ICT Tools	1 Not Used	2 Somewhat Used	3 Usually Used	4 Used Most of the time	5 Always Used
1	M-Learning (Mobile Learning)	42	81	56	39	122
2	LMS- Learning Management Systems	14	85	69	112	60
3	E-Books/Journals	26	86	77	81	70
4	Blogs	42	142	58	40	58
5	Websites	8	50	75	79	128
6	Virtual Classrooms	42	66	40	86	106
7	Training Portals	16	77	73	85	89

Above responses are rated as follows.

- Not at all Used** = **1**
Little Used = **2**
Somewhat Used = **3**
Quite Used = **4**
Extremely Used = **5**

Using above responses mean score for each respondent is obtained using formula given below.

$$\text{Mean score of Usage of ICT} = \frac{\text{Sum of scores of all seven questions}}{\text{Maximum score of seven questions}} \times 100$$

Using above formula mean score for all 340 respondents is obtained as follows.

Table 7.7 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Usage_of_ICT	340	20.00	100.00	66.8992	14.85874
Valid N (listwise)	340				

Above table indicate that mean score of brand creation is 66.89 with standard deviation 14.85. Lowest score is 20.00 and highest score is 100.

(4)PARAMETERS IN SELECTION OF HEI: To study and understand various parameters that students consider important while taking admission in a Higher Educational Institute, information is collected on the basis of 9 points. Responses given to each of these questions are recorded. Classification of responses is presented in the following table.

Sr No	Parameter	1 Not at all Important	2 Little Important	3 Somewhat Important	4 Quite Important	5 Extremely Important
1	Years of existence	19	32	96	96	97
2	Infrastructure	7	25	61	137	110
3	Accessibility	9	41	88	112	90
4	Courses Offered	4	18	23	114	181
5	Recognitions &Accreditations	1	24	84	102	129
6	Students Word of Mouth	17	27	78	120	98
7	Extra Curricular Activities	7	25	50	126	132
8	Faculty	7	1	17	76	239
9	Curriculum	2	7	47	78	206

Above responses are rated as follows.

- Not at all important** = **1**
Little important = **2**
Somewhat important = **3**
Quite important = **4**
Extremely important = **5**

Using above responses mean score for each respondent is obtained using formula given below.

$$\text{Mean score of Parameters of HEI} = \frac{\text{Sum of scores of all nine questions}}{\text{Maximum score of nine questions}} \times 100$$

Table 7.8: Descriptive Statistics Parameters in HEI

	N	Minimum	Maximum	Mean	Std. Deviation
Parameters_in_HEI	340	35.56	100.00	80.7778	11.81904

Above table indicate that mean score of brand creation is 80.77 with standard deviation 11.81. Lowest score is 35.56 and highest score is 100.

(5)HEI ASSESSING CRITERIA: Information is collected from students to understand how important the following criteria's for assessing a higher educational Institute are. Responses given to each of these questions are recorded. Classification of responses is presented in the following table

Sr. No.	Criteria	1 Not at all Important	2 Little Important	3 Somewhat Important	4 Quite Important	5 Extremely Important
1	Curriculum Aspects	13	20	69	140	98
2	Teaching, Learning and Evaluation	2	8	27	82	221
3	Research, Consultancy & Extension	1	23	54	113	149
4	Infrastructure & Learning Resources	3	19	59	98	161
5	Student Support and Progression	3	10	47	91	189
6	Governance, Leadership & Management	3	24	38	119	156
7	Innovations and Best Practices	4	11	30	90	205

Above responses are rated as follows.

Not at all important	=	1
Little important	=	2
Somewhat important	=	3
Quite important	=	4
Extremely important	=	5

Using above responses mean score for each respondent is obtained using formula given below.

$$\text{Mean score of Parameters of HEI} = \frac{\text{Sum of scores of all seven questions}}{\text{Maximum score of seven questions}} \times 100$$

Table 7.9: Descriptive Statistics for Assessing Criteria

	N	Minimum	Maximum	Mean	Std. Deviation
Assesing_Criteria	340	37.14	100.00	84.5210	12.47881
Valid N (listwise)	340				

Above table indicate that mean score of brand creation is 84.52 with standard deviation 12.47. Lowest score is 37.14 and highest score is 100.

(6) INDUSTRY INSTITUTE INTERACTION:

Information is collected from students to understand which parameters are important in enhancing Industry Institute Interaction the responses are recorded in the following table.

Sr. No	Activity	1 Not at all Significant	2 Little Significant	3 Somewhat Significant	4 Quite Significant	5 Extremely Significant
1	Guest Lectures	7	24	71	131	107
2	Conferences	5	22	85	135	93
3	Live Projects	7	14	37	112	170
4	Summer/Winter Internships	7	23	37	99	174
5	Seminars, Webinars	9	34	57	119	121
6	Symposia	6	34	115	128	57
7	Industrial Visits	2	15	37	77	209
8	Mock Interviews by Industry Professionals	7	5	28	87	213

Above responses are rated as follows.

- Not at all Significant = 1
- Little Significant = 2**
- Somewhat Significant = 3**
- Quite Significant = 4**
- Extremely Significant = 5**

Using above responses mean score for each respondent is obtained using formula given below.

$$\text{Mean score of Enhancing of HEI} = \frac{\text{Sum of scores of all eight questions}}{\text{Maximum score of eight questions}} \times 100$$

Table 7.10 Descriptive Statistics for Parameters of enhancing HEI

	N	Minimum	Maximum	Mean	Std. Deviation
Parameters of enhancing HEI	340	30.00	100.00	81.3603	13.28462
Valid N (listwise)	340				

Above table indicate that mean score of brand creation is 81.36 with standard deviation 13.28. Lowest score is 30.00 and highest score is 100.00

(7) IMPORTANCE OF CET:

Information is collected from the students to understand the importance of CET in creation of Brand Image. The responses obtained are entered in the following table.

Importance of CET

	Frequency	Percent	Valid Percent	Cumulative Percent
Not important	7	2.1	2.1	2.1
Little important	27	7.9	7.9	10.0
Somewhat important	59	17.4	17.4	27.4
Quite important	109	32.1	32.1	59.4
Extremely important	138	40.6	40.6	100.0
Total	340	100.0	100.0	

Above responses are rated as follows.

- Not at all important = 1**
- Little important = 2**
- Somewhat important = 3**
- Quite important = 4**
- Extremely important = 5**

Using above responses mean score for each respondent is obtained using formula given below.

$$\text{Mean score of importance of CET} = \frac{\text{Rating given by respondent}}{\text{Highest rating for the question}} \times 100$$

(8) PURPOSE OF ADMISSION:

Data was collected from students to understand the purpose for which they have taken admission in their current college. The responses obtained are entered in the following table.

Sr. No	Purpose	1 Not at all Important	2 Little Important	3 Somewhat Important	4 Quite Important	5 Extremely Important
1	Strong Brand	15	27	56	116	126
2	Affiliated to a strong Brand	7	23	85	131	94
3	Course Curriculum	5	32	39	120	144
4	Quality of Education	13	26	53	66	182
5	Location (Easily Accessible)	27	37	79	92	105
6	Good Infrastructure	11	27	56	113	133
7	Fine Placements	12	32	48	71	177
8	Moderate Fee structure	22	49	101	81	87
9	Academic quality of incoming students	18	25	47	130	120
10	Extensive student extracurricular activities	12	27	52	139	110

Above responses are rated as follows.

- Not at all important** = **1**
Little important = **2**
Somewhat important = **3**
Quite important = **4**
Extremely important = **5**

Using above responses mean score for each respondent is obtained using formula given below

$$\text{Mean score of Enhancing of HEI} = \frac{\text{Sum of scores of all ten questions}}{\text{Maximum score of ten questions}} \times 100$$

Table 7.11: Descriptive Statistics for Purpose of Admission

	N	Minimum	Maximum	Mean	Std. Deviation
Purpose of Admission	340	20.00	100.00	77.8000	15.26119
Valid N (list wise)	340				

Above table indicate that mean score of brand creation is 77.80 with standard deviation 15.26. Lowest score is 20.00 and highest score is 100.

(9) SATISFACTION OF HEI: Data was collected from students to understand the satisfaction level of students with their current college. The responses obtained are entered in the following table.

Sr. No	Parameter	1 Very Dissatisfied	2 Dissatisfied	3 Neither	4 Satisfied	5 Extremely Satisfied
1	Curricular Aspects	10	14	38	187	91
2	Teaching, Learning & Evaluation	7	16	38	164	115
3	Research, Consultancy and Publication	5	17	82	165	71
4	Infrastructure and Learning Resources (Library& IT Lab)	9	18	32	144	137
5	Student Support and Progression	11	33	41	144	111
6	Organization& Management	11	28	41	123	137

Above responses are rated as follows.

- Very Dissatisfied** = **1**
- Dissatisfied** = **2**
- Neither Dissatisfied nor satisfied** = **3**
- Satisfied** = **4**
- Very Satisfied** = **5**

Using above responses mean score for each respondent is obtained using formula given below.

$$\text{Mean score of Enhancing of HEI} = \frac{\text{Sum of scores of all eight questions}}{\text{Maximum score of eight questions}} \times 100$$

Table 7.12: Descriptive Statistics Satisfaction_score

	N	Minimum	Maximum	Mean	Std. Deviation
Satisfaction_score	340	20.00	100.00	79.7941	14.03010
Valid N (listwise)	340				

Above table indicate that mean score of satisfaction of HEI is 79.79 with standard deviation 14.03. Lowest score is 20.00 and highest score is 100.

(10) TEACHING AND LEARNING PRACTICES: Data was collected from students to understand the best practices in Teaching and learning those helps to create good Brand Image. The responses obtained are entered in the following table.

Sr. No	Practice	1 Not at all Necessary	2 Little Necessary	3 Somewhat Necessary	4 Quite Necessary	5 Extremely Necessary
1	Lecture Method	10	21	39	108	162
2	Group Discussion	15	26	47	139	113
3	Case Study	14	22	63	131	110
4	Earn while you learn	25	52	82	79	102
5	On the Job Training	8	41	53	107	131
6	Student Exchange Program	14	31	78	123	94
7	Apprenticeship and Internship	9	42	62	98	129
8	Visual Studies	12	47	57	98	126
9	Conferences and Seminars	9	38	57	127	109
10	Industrial Visits	2	42	38	75	183
11	Pen and Paperless Classroom	41	40	83	109	67
12	Peer Teaching	14	33	112	101	80
13	Role Play, Simulations & Games	9	15	64	109	143

Above responses are rated as follows.

- Not at all important** = **1**
Little important = **2**
Somewhat important = **3**
Quite important = **4**
Extremely important = **5**

Using above responses mean score for each respondent is obtained using formula given below

$$\text{Teaching and Learning Practices} = \frac{\text{Sum of scores of all ten questions}}{\text{Maximum score of ten questions}} \times 100$$

Table 7.13: Descriptive Statistics Teaching and Learning Practice

	N	Minimum	Maximum	Mean	Std. Deviation
Teaching and Learning Practice	340	20.00	100.00	76.6878	14.91923
Valid N (listwise)	340				

Above table indicate that mean score of satisfaction of HEI is 76.68 with standard deviation 14.91. Lowest score is 20.00 and highest score is 100.

TESTING OF HYPOTHESIS

(1) Preference of HEI with respect to Types of University

To understand preference of HEI mean scores of preference of each university is obtained and presented in the following table.

Table 7.14: Descriptive Statistics Types of Universities

	N	Mean (score out of 5)
State University	340	3.4147
Deemed University	340	2.9265
Private University	340	3.0794
Central University	340	3.2912
Institutes of Excellence. (IIM,ISB,JBIMS, XLRI, etc.)	340	4.0971

Above table indicate that Highest mean score is 4.09 it is for “Institutes of Excellence. (IIM,ISB,JBIMS, XLRI, etc.)”. This indicates that topmost preference is Institute of Excellence. Second preference is for “Central University” it is 3.29. Least preference is for “Deemed University”. It is recorded as 2.92

Null Hypothesis-1a: There is no significant difference in preference of HEI between male and female respondents.

Alternate Hypothesis-1a: There is significant difference in preference of HEI between male and female respondents.

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows

ANOVA

Table 7.15.a: Preference in selection HEI

	Sum of Squares	df	Mean Square	F	p-value	Result
Between Groups	2030.071	1	2030.071	11.376	.001	Rejected
Within Groups	60315.105	338	178.447			
Total	62345.176	339				

Above results indicate that calculated p-value is 0.001. It is less than standard p-value 0.05. Therefore F-test is rejected.

Hence null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is significant difference in preference of HEI between male and female respondents.

(2) **GENDER:** To understand findings of hypothesis mean preference scores of male and female respondents are obtained and presented in the following table.

REPORT

Table 7.15.b: Preference in selection of HEI

Gender	N	Mean	Std. Deviation
Male	195	65.1282	12.73193
Female	145	70.0690	14.15865
Total	340	67.2353	13.56131

Findings of Hypothesis: Above table indicate that mean score of preference of male respondents is 65.12 and for female respondents is 70.06. This indicate that mean score of females is significantly greater than male respondents.

Null Hypothesis-1b: There is no significant difference in preference of HEI according to age group of respondents

Alternate Hypothesis-1b: There is significant difference in preference of HEI according to age group of respondents

ANOVA						
Table 7.16a Preference in selection of HEI						
	Sum of Squares	df	Mean Square	F	p-value	Result
Between Groups	3070.269	12	255.856	1.337	.197	Accepted
Within Groups	54145.244	283	191.326			
Total	57215.514	295				

Above results indicate that calculated p-value is 0.197. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in preference of HEI according to age group of respondents

To understand findings of hypothesis mean preference scores age of respondents are obtained and presented in the following table.

REPORT

Table 7.16.b: Preference in selection HEI

Age Group	N	Mean	Std. Deviation
Up to 20 years	206	66.2330	14.70039
Above 20 years	134	68.7761	11.47710
Total	340	67.2353	13.56131

Findings of Hypothesis: Above table indicate that mean score of preference of respondents up to 20 years is 66.23 and for respondents above 20 years it is 68.77. This indicates that mean score of respondents above 20 years is significantly greater as compared to the respondents below 20 years and it can be stated that students above the age of 20 years are more conscious while selecting a higher educational institute.

Null Hypothesis-1c: There is no significant difference in preference of HEI according to city of respondents

Alternate Hypothesis-1c: There is significant difference in preference of HEI according to city of respondents

ANOVA

Table 7.17.a : Preference in selection HEI

	Sum of Squares	df	Mean Square	F	p-value	Result
Between Groups	782.546	1	782.546	4.296	.039	Rejected
Within Groups	61562.631	338	182.138			
Total	62345.176	339				

Above results indicate that calculated p-value is 0.039. It is less than standard p-value 0.05. Therefore F-test is rejected.

Hence null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is significant difference in preference of HEI according to city of respondents

To understand findings of hypothesis mean preference scores for Mumbai and Pune respondents is obtained respondents are obtained and presented in the following table.

REPORT

Table 7.17.b: Preference in selection HEI

city	N	Mean	Std. Deviation
Mumbai	285	67.9018	13.93916
PUNE	55	63.7818	10.87077
Total	340	67.2353	13.56131

Findings of Hypothesis: Above table indicates that the mean score of respondents from Mumbai is 67.90. This is greater as compared to the mean score of respondents from Pune of 63.78. Therefore it can be said that students from Mumbai are more conscious while making a selection of a Higher Educational Institute.

Null Hypothesis-2a: There is no significant difference in perception of brand creation between male and female respondents.

Alternate Hypothesis-2a: There is significant difference in perception of brand creation between male and female respondents.

ANOVA

Table 7.18.a: Factors of brand creation

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	537.446	1	537.446	3.074	.080	Accepted
Within Groups	59097.566	338	174.845			
Total	59635.012	339				

Above results indicate that calculated p-value is 0.080. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence null hypothesis is accepted and alternate is rejected

Conclusion is there is no significant difference in perception of brand creation between male and female respondents.

To understand findings of hypothesis mean preference scores for male and female respondents are obtained and presented in the following table.

REPORT

Table 7.18.b: Factors of brand creation

Gender	N	Mean	Std. Deviation
Male	195	75.6923	14.07446
Female	145	78.2345	11.98032
Total	340	76.7765	13.26328

Findings of Hypothesis: The perception towards brand creation of male and female respondents is approximately similar.

Null Hypothesis-2b: There is no significant difference in perception of brand creation according to age group of respondents

Alternate Hypothesis-2b: There is significant difference in perception of brand creation according to age group of respondents

ANOVA

Table 7.19.a: Factors of brand creation

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	15.921	1	15.921	.090	.764	Accepted
Within Groups	59619.091	338	176.388			
Total	59635.012	339				

Above results indicate that calculated p-value is 0.764. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence null hypothesis is accepted and alternate is rejected

Conclusion: There is no significant difference in perception of brand creation according to age group of respondents

REPORT

Table 7.19.b: Factors of brand creation

Age group	N	Mean	Std. Deviation
Up to 20 years	206	76.6019	14.08638
Above 20 years	134	77.0448	11.93394
Total	340	76.7765	13.26328

Findings of hypothesis: Brand creation score for age group up to 20 years is 76.60 and for age group above 20 years it is 77.04. Therefore brand creation is more at the age group above 20 years.

Null Hypothesis-2c: There is no significant difference in perception of brand creation according to city of respondents

Alternate Hypothesis-2c: There is significant difference in perception of brand creation according to city of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.20.a: Factors of brand creation

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	.608	1	.608	.003	.953	Accepted
Within Groups	59634.404	338	176.433			
Total	59635.012	339				

Above table indicate that calculated p-value is 0.953. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence null hypothesis is accepted and alternate is rejected.

Conclusion: There is no significant difference in perception of brand creation according to city of respondents

REPORT

Table 7.20.b: Factors of brand creation

city	N	Mean	Std. Deviation
Mumbai	285	76.7579	14.13370
PUNE	55	76.8727	7.33095
Total	340	76.7765	13.26328

Findings of Hypothesis: Brand creation score for Mumbai is 76.75 and for Pune is 76.87. Therefore brand creation is similar in both cities.

Null Hypothesis-3a: There is no significant difference in perception of usage of ICT between male and female respondents.

Alternate Hypothesis-3a: There is significant difference in of usage of ICT between male and female respondents.

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.21.a: Usage of ICT for Gender

	Sum of Squares	df	Mean Square	F	p-value	Result
Between Groups	328.709	1	328.709	1.491	.223	Accepted
Within Groups	74516.405	338	220.463			
Total	74845.114	339				

Above table indicate that calculated p-value is 1.491. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence null hypothesis is accepted and alternate is rejected.

Conclusion: There is no significant difference in perception of usage of ICT between male and female respondents

REPORT

Table 7.21.b: Usage of ICT

Gender	N	Mean	Std. Deviation
Male	195	66.0513	15.50644
Female	145	68.0394	13.91172
Total	340	66.8992	14.85874

Findings of Hypothesis: Usage of ICT score for Male students is 66.05 and for Female students it is 68.03. Therefore perception for the usage of ICT for brand creation is greater in females as compared to males.

Null Hypothesis-3b: There is no significant difference in perception of usage of ICT according to age group of respondents

Alternate Hypothesis-2b: There is significant difference in perception of usage of ICT according to age group of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.22.a: Usage of ICT

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	5207.186	1	5207.186	25.274	.000	Rejected
Within Groups	69637.928	338	206.029			
Total	74845.114	339				

Above table indicate that calculated p-value is 0.000. It is less than standard p-value 0.05. Therefore F-test is rejected.

Hence null hypothesis is rejected and alternate is accepted

Conclusion: There is significant difference in perception of usage of ICT according to age group of respondents

REPORT

Table 7.22.b: Usage of ICT

Age group	N	Mean	Std. Deviation
Up to 20 years	206	70.0555	14.95095
Above 20 years	134	62.0469	13.38108
Total	340	66.8992	14.85874

Findings of Hypothesis: : Usage of ICT for students up to age 20 years is 70.05 and for students above 20 years of age it is 62.04. Therefore perception for the usage of ICT for brand creation is greater in students of age group up to 20 years as compared to students above 20 years.

Null Hypothesis-3c: There is no significant difference in perception of usage of ICT according to city of respondents

Alternate Hypothesis-3c: There is significant difference in perception of usage of ICT according to city of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows

ANOVA

Table 7.23.a Usage of ICT

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	13.740	1	13.740	.062	.803	Accepted
Within Groups	74831.375	338	221.395			
Total	74845.114	339				

The above table indicate that calculated p-value is 0.803. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate is rejected

Conclusion: There is no significant difference in perception of usage of ICT according to city of respondents

REPORT

Table 7.23.b: Usage of ICT

City of respondents	N	Mean	Std. Deviation
Mumbai	285	66.9875	14.96034
Pune	55	66.4416	14.44586
Total	340	66.8992	14.85874

Findings of Hypothesis: Usage of ICT score for students in Mumbai is 66.98 and for students in Pune it is 68.44. Therefore perception for the usage of ICT for brand creation is more or less same in both the cities.

Null Hypothesis-4a: There is no significant difference in perception of parameters of HEI between male and female respondents.

Alternate Hypothesis-4a: There is significant difference in perception of parameters of HEI between male and female respondents.

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.24.a: Importance of Parameters in Selection of HEI

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	401.720	1	401.720	2.892	.090	Accepted
Within Groups	46953.095	338	138.914			
Total	47354.815	339				

The above table indicate that calculated p-value is 0.090. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate is rejected

Conclusion: There is no significant difference in perception of parameters of HEI between male and female respondents.

REPORT

Table 7.24.b: Importance of Parameters in Selection of HEI

Gender	N	Mean	Std. Deviation
Male	195	79.8405	11.99571
Female	145	82.0383	11.49791
Total	340	80.7778	11.81904

Findings of Hypothesis: Usage of ICT score for students in Mumbai is 66.98 and for students in Pune it is 68.44. Therefore perception for the usage of ICT for brand creation is more or less same in both the cities.

Null Hypothesis-4b: There is no significant difference in perception of parameters of HEI according to age group of respondents

Alternate Hypothesis-4b: There is significant difference in perception of parameters of HEI according to age group of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.25.a: Importance of Parameters in Selection of HEI

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	74.937	1	74.937	.536	.465	Accepted
Within Groups	47279.878	338	139.881			
Total	47354.815	339				

The above table indicate that calculated p-value is 0.465. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate is rejected

Conclusion: There is no significant difference in perception of parameters of HEI according to age group of respondents.

REPORT

Table 7.25.b: Importance of Parameters in Selection of HEI

Age group	N	Mean	Std. Deviation
Up to 20 years	206	80.3991	12.20951
Above 20 years	134	81.3599	11.21227
Total	340	80.7778	11.81904

Findings of Hypothesis: the above table indicates that the mean score of student's up to 20 years is 80.39. This is lesser than the score of students above 20 years i.e.81.35. this indicates that students above the age of 20 years pay more attention while selecting a higher educational institute.

Null Hypothesis-4c: There is no significant difference in perception of parameters of HEI according to city of respondents

Alternate Hypothesis-4c: There is significant difference in perception parameters of HEI according to city of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.26.a: Importance of Parameters in Selection of HEI

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	244.227	1	244.227	1.752	.186	Accepted
Within Groups	47110.588	338	139.380			
Total	47354.815	339				

The above table indicate that calculated p-value is 0.186. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in perception of parameters of HEI according to city of respondents

Report

Table 7.26.b: Importance of Parameters in Selection of HEI

City of respondents	N	Mean	Std. Deviation
Mumbai	285	80.4055	12.50874
Pune	55	82.7071	7.03627
Total	340	80.7778	11.81904

Findings of Hypothesis: The above table indicates that the mean score of students from Mumbai is 80.40. This is lesser than the score of students from Pune i.e. 82.70. This indicates that students from Pune pay more attention while selecting a higher educational institute as compared to students in Mumbai.

Null Hypothesis-5a: There is no significant difference in assessing criteria of HEI between male and female respondents.

Alternate Hypothesis-5a: There is significant difference in assessing criteria of HEI between male and female respondents.

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.27.a: Assessing Criteria

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	2822.156	1	2822.156	19.090	.000	Rejected
Within Groups	49967.184	338	147.832			
Total	52789.340	339				

The above table indicate that calculated p-value is 0.000. It is less than standard p-value 0.05. Therefore F-test is rejected.

Hence Null hypothesis is Rejected and Alternate is Accepted

Conclusion: There is significant difference in assessing criteria of HEI between male and female respondents.

Report

Table 7.27.b: Assessing Criteria

Gender	N	Mean	Std. Deviation
Male	195	82.0366	12.82998
Female	145	87.8621	11.19063
Total	340	84.5210	12.47881

Findings of Hypothesis: The above table indicates that the mean score of Male students is 82.03. This is lesser than the score of Female students i.e. 87.86. This indicates that Female students give more importance in assessing a higher educational institute.

Null Hypothesis-5b: There is no significant difference in assessing criteria of HEI according to age group of respondents

Alternate Hypothesis-5b: There is significant in assessing criteria of parameters of HEI according to age group of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.28.a: Assessing Criteria

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	1.580	1	1.580	.010	.920	Accepted
Within Groups	52787.759	338	156.177			
Total	52789.340	339				

The above table indicates that calculated p-value is 0.920. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in assessing criteria of HEI according to age group of respondents

Report

Table 7.28.b: Assessing Criteria

Age group	N	Mean	Std. Deviation
Up to 20 years	206	84.4660	12.08017
Above 20 years	134	84.6055	13.11373
Total	340	84.5210	12.47881

Findings of Hypothesis: The above table indicates that the mean score of students up to age of 20years is 84.46. And the score of students above 20years is i.e.84.60. This indicates that there is no significant difference in assessing criteria amongst the students up to 20 years and above 20 years both.

Null Hypothesis-5c: There is no significant difference in assessing criteria of hei according to city of respondents

Alternate Hypothesis-5c: There is significant difference assessing criteria of hei according to city of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.29.a: Assessing Criteria

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	14.436	1	14.436	0.092	0.761	Accepted
Within Groups	52774.903	338	156.139			
Total	52789.340	339				

The above table indicates that calculated p-value is 0.761. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in assessing criteria of HEI according to city of respondents

Report

Table 7.29.b: Assessing Criteria

City of respondents	N	Mean	Std. Deviation
Mumbai	285	84.6115	13.30383
Pune	55	84.0519	6.81670
Total	340	84.5210	12.47881

Findings of Hypothesis: The above table indicates that the mean score of students from Mumbai is 84.61. And the score of students from Pune is 84.05. This indicates that there is no significant difference between the students of Mumbai and Pune in with respect to the assessing criteria.

Null Hypothesis-6a: There is no significant difference in enhancing HEI between male and female respondents.

Alternate Hypothesis-6a: There is significant difference in enhancing HEI between male and female respondents.

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.30.a: Parameters of enhancing HEI

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	458.449	1	458.449	2.610	0.107	Accepted
Within Groups	59368.665	338	175.647			
Total	59827.114	339				

The above table indicates that calculated p-value is 0.107. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in enhancing HEI between male and female respondents.

Report

Table 7.30.b: Parameters of enhancing HEI

Gender	N	Mean	Std. Deviation
Male	195	80.3590	13.34753
Female	145	82.7069	13.12501
Total	340	81.3603	13.28462

Findings of Hypothesis: The above table indicates that the mean score of Male students is 80.35. This is lesser than the score of Female students i.e. 82.70. This indicates that Female students give more importance to selected parameters of enhancing higher educational institute.

Null Hypothesis-6b: There is no significant difference in enhancing of HEI according to age group of respondents

Alternate Hypothesis-6b: There is significant in enhancing HEI according to age group of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.31.a: Parameters of enhancing HEI

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	2.853	1	2.853	.016	0.899	Accepted
Within Groups	59824.261	338	176.995			
Total	59827.114	339				

The above table indicates that calculated p-value is 0.899. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in enhancing of HEI according to age group of respondents

Report

Table 7.31.b: Parameters of enhancing HEI

Age group	N	Mean	Std. Deviation
Up to 20 years	206	81.2864	12.69657
Above 20 years	134	81.4739	14.18928
Total	340	81.3603	13.28462

Findings of Hypothesis: The above table indicates that the mean score of students up to age of 20years is 81.28. And the score of students above 20years is i.e.81.47. This indicates that there is no significant difference in importance given to selected parameters of enhancing higher educational institute.

Null Hypothesis-6c: There is no significant difference in enhancing HEI according to city of respondents

Alternate Hypothesis-6c: There is significant difference enhancing HEI according to city of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.32.a: Parameters of enhancing HEI

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	826.340	1	826.340	4.734	.030	Accepted
Within Groups	59000.774	338	174.559			
Total	59827.114	339				

The above table indicate that calculated p-value is 0.030. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in enhancing HEI according to city of respondents

Report

Table 7.32.b: Parameters of enhancing HEI

City of respondents	N	Mean	Std. Deviation
Mumbai	285	80.6754	14.04548
Pune	55	84.9091	7.42187
Total	340	81.3603	13.28462

Findings of Hypothesis: The above table indicates that the mean score of students from Mumbai is 80.67 and the score of students from Pune is 84.90. This indicates the students of Pune give more importance to selected set of parameters for enhancing higher educational institute.

Null Hypothesis-7a: There is no significant difference in importance of CET between male and female respondents.

Alternate Hypothesis-7a: There is significant difference in importance of CET between male and female respondents.

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.33.a: Importance of CET

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	2.397	1	2.397	0.006	0.941	Accepted
Within Groups	147178.780	338	435.440			
Total	147181.176	339				

The above table indicates that the calculated p-value is 0.94. It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in importance of CET between male and female respondents.

Report

Table 7.33.b Importance of CET

Gender	N	Mean	Std. Deviation
Male	195	80.3077	22.19658
Female	145	80.1379	18.92919
Total	340	80.2353	20.83657

Findings of Hypothesis: The above table indicates that the mean score of Male students is 80.30. This is lesser than the score of Female students i.e. 80.13. This indicates that there is no significance difference between male and female students for importance to selected parameters of enhancing higher educational institute

Null Hypothesis-7b: There is no significant difference in importance of CET according to age group of respondents

Alternate Hypothesis-7b: There is significant in importance of CET according to age group of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.34.a Importance of CET

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	2085.973	1	2085.973	4.859	0.028	Rejected
Within Groups	145095.204	338	429.276			
Total	147181.176	339				

The above table indicates that the calculated p-value is 0.028. It is less than standard p-value 0.05. Therefore F-test is rejected

Hence Null hypothesis is rejected and Alternate is accepted

Conclusion: There is significant in importance of CET according to age group of respondents

Report

Table 7.34.b Importance of CET

Age group	N	Mean	Std. Deviation
Up to 20 years	206	82.2330	19.57759
Above 20 years	134	77.1642	22.36444
Total	340	80.2353	20.83657

Findings of Hypothesis: The above table indicates that the mean score of students up to age of 20years is 82.23 and the score of students above 20years is i.e.77.16. This indicates that students up to age of 20 years give more importance to CET as compared to students above 20 years while taking admission in a higher educational institute.

Null Hypothesis-7c: There is no significant difference in importance of CET according to city of respondents

Alternate Hypothesis-7c: There is significant difference importance of CET according to city of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.35.a: Importance of CET

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	1546.982	1	1546.982	3.590	0.059	Accepted
Within Groups	145634.195	338	430.870			
Total	147181.176	339				

The above table indicates that the calculated p-value is 0.059. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence Null hypothesis is accepted and Alternate is rejected.

Conclusion: There is no significant difference importance of CET according to city of respondents

Report

Table 7.35.b: Importance of CET

City of respondents	N	Mean	Std. Deviation
Mumbai	285	79.2982	21.48203
Pune	55	85.0909	16.42860
Total	340	80.2353	20.83657

Findings of Hypothesis: The above table indicates that the mean score of students from Mumbai is 79.29 and the score of students from Pune is 85.09. This indicates the students of Pune give more importance CET while taking admission in higher educational institute

Null Hypothesis-8a: There is no significant difference in purpose of admission between male and female respondents.

Alternate Hypothesis-8a: There is significant difference in purpose of admission between male and female respondents.

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.36.a: Purpose of Admission

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	857.233	1	857.233	3.710	0.055	Accepted
Within Groups	78097.167	338	231.057			
Total	78954.400	339				

The above table indicates that the calculated p-value is 0.055. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in purpose of admission between male and female respondents.

Report

Table 7.36.b: Purpose of Admission

Gender	N	Mean	Std. Deviation
Male	195	76.4308	16.04951
Female	145	79.6414	13.97551
Total	340	77.8000	15.26119

Findings of Hypothesis: The above table indicates that the mean score of Male students is 76.43. This is lesser than the score of Female students i.e.79.64. This indicates that female students are more conscious with respect to the purpose of admission in a higher educational institute

Null Hypothesis-8b: There is no significant difference in purpose of admission according to age group of respondents

Alternate Hypothesis-8b: There is significant difference in purpose of admission according to age group of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.37.a: Purpose of Admission

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	5191.154	1	5191.154	23.787	.000	Rejected
Within Groups	73763.246	338	218.234			
Total	78954.400	339				

The above table indicates that the calculated p-value is 0.000. It is less than standard p-value 0.05. Therefore F-test is rejected

Hence Null hypothesis is rejected and Alternate is Accepted

Conclusion: There is significant difference in purpose of admission according to age group of respondents

Report

Table 7.37.b: Purpose of Admission

Age group	N	Mean	Std. Deviation
Up to 20 years	206	80.9515	14.68989
Above 20 years	134	72.9552	14.89960
Total	340	77.8000	15.26119

Findings of Hypothesis: The above table indicates that the mean score of students up to age of 20 years is 80.95 and the score of students above 20 years is i.e.72.95. This indicates that students up to age of 20 years give more importance to the specific purpose for while taking admission in a particular higher educational institute.

Null Hypothesis-8c: There is no significant difference in purpose of admission according to city of respondents

Alternate Hypothesis-8c: There is significant difference in purpose of admission according to city of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.38.a: Purpose of Admission

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	52.079	1	52.079	.223	0.637	Accepted
Within Groups	78902.321	338	233.439			
Total	78954.400	339				

The above table indicates that the calculated p-value is 0.637. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in purpose of admission according to city of respondents

Report

Table 7.38.b: Purpose of Admission

City of respondents	N	Mean	Std. Deviation
Mumbai	285	77.6281	15.65524
Pune	55	78.6909	13.12176
Total	340	77.8000	15.26119

Findings of Hypothesis: The above table indicates that the mean score of students from Mumbai is 77.62 and the score of students from Pune is 78.69. This indicates there is no such significant difference in purpose of admission amongst students of both the cities.

Null Hypothesis-9a: There is no significant difference in satisfaction of HEI between male and female respondents.

Alternate Hypothesis-9a: There is significant difference in satisfaction of HEI between male and female respondents.

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.39.a: Satisfaction score

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	388.966	1	388.966	1.982	0.160	Accepted
Within Groups	66341.067	338	196.275			
Total	66730.033	339				

The above table indicates that the calculated p-value is 0.160. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in satisfaction of HEI between male and female respondents.

Report

Table 7.39.b: Satisfaction score

Gender	N	Mean	Std. Deviation
Male	195	78.8718	15.42016
Female	145	81.0345	11.84726
Total	340	79.7941	14.03010

Findings of Hypothesis: The above table indicates that the mean score of Male students is 78.87. This is less than the score of Female student's i.e.81.03. This indicates that female students are more satisfied with their current higher educational institute

Null Hypothesis-9b: There is no significant difference in satisfaction of HEI according to age group of respondents

Alternate Hypothesis-9b: There is significant in satisfaction of HEI according to age group of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.40.a: Satisfaction score

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	3758.657	1	3758.657	20.175	.000	Rejected
Within Groups	62971.375	338	186.306			
Total	66730.033	339				

The above table indicates that the calculated p-value is 0.000. It is less than standard p-value 0.05. Therefore F-test is rejected

Hence Null hypothesis is rejected and Alternate is accepted

Conclusion: There is significant in satisfaction of HEI according to age group of respondents

Report

Table 7.40.b: Satisfaction score

Age group	N	Mean	Std. Deviation
Up to 20 years	206	82.4757	12.06883
Above 20 years	134	75.6716	15.77849
Total	340	79.7941	14.03010

Findings of Hypothesis: The above table indicates that the mean score of students up to age of 20years is 82.47 and the score of students above 20years is i.e.75.67. This indicates that students up to age of 20 years are more satisfied with their current higher educational institute

Null Hypothesis-9c: There is no significant difference in satisfaction of HEI according to city of respondents

Alternate Hypothesis-9c: There is significant difference in satisfaction of HEI according to city of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.41.a: Satisfaction score

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	26.053	1	26.053	.132	0.717	Accepted
Within Groups	66703.980	338	197.349			
Total	66730.033	339				

The above table indicates that the calculated p-value is 0.717. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in satisfaction of HEI according to city of respondents

Report

Table 7.41.b: Satisfaction score

City of respondents	N	Mean	Std. Deviation
Mumbai	285	79.6725	14.77697
Pune	55	80.4242	9.31953
Total	340	79.7941	14.03010

Findings of Hypothesis: The above table indicates that the mean score of students from Mumbai is 79.67 and the score of students from Pune is 80.42. This indicates there is no such significant difference in satisfaction score for their current institute amongst students of both the cities.

Null Hypothesis-10a: There is no significant difference in teaching learning practices between male and female respondents.

Alternate Hypothesis-10a: There is significant difference teaching learning practices between male and female respondents.

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.42.a: Teaching and Learning Practice

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	1129.082	1	1129.082	5.134	.024	Rejected
Within Groups	74326.650	338	219.901			
Total	75455.733	339				

The above table indicates that the calculated p-value is 0.024. It is less than standard p-value 0.05. Therefore F-test is rejected

Hence Null hypothesis is rejected and Alternate is accepted

Conclusion: There is significant difference teaching learning practices between male and female respondents.

Report

Table 7.42.b: Teaching and Learning Practice

Gender	N	Mean	Std. Deviation
Male	195	75.1164	16.11133
Female	145	78.8011	12.90163
Total	340	76.6878	14.91923

Findings of Hypothesis: The above table indicates that the mean score of Male students is 75.12. This is less than the score of Female student's i.e.78.80. This indicates that female students give more preference to effective teaching and learning practices as compared to the male students.

Null Hypothesis-10b: There is no significant difference in teaching learning practices according to age group of respondents

Alternate Hypothesis-10b: There is significant in teaching learning practices according to age group of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.43.a: Teaching and Learning Practice

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	68.558	1	68.558	.307	.580	Accepted
Within Groups	75387.175	338	223.039			
Total	75455.733	339				

The above table indicates that the calculated p-value is 0.580. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in teaching learning practices according to age group of respondents

Report

Table 7.43.b: Teaching and Learning Practice

Age group	N	Mean	Std. Deviation
Up to 20 years	206	76.3256	15.51648
Above 20 years	134	77.2445	13.99009
Total	340	76.6878	14.91923

Findings of Hypothesis: The above table indicates that the mean score of students up to age of 20years is 76.32 and the score of students above 20years is i.e.77.24. This indicates that there is no significant difference in both the age groups for Teaching and Learning Practice

Null Hypothesis-10c: There is no significant difference in teaching learning practices according to city of respondents

Alternate Hypothesis-10c: There is significant difference in teaching learning practices according to city of respondents

To test above null hypothesis ANOVA is obtained and F-test is applied. Results are as follows.

ANOVA

Table 7.44.a: Teaching and Learning Practice

	Sum of Squares	df	Mean Square	F	Significance	Result
Between Groups	270.506	1	270.506	1.216	0.271	
Within Groups	75185.227	338	222.441			
Total	75455.733	339				

The above table indicates that the calculated p-value is 0.271. It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence Null hypothesis is accepted and Alternate is rejected

Conclusion: There is no significant difference in teaching learning practices according to city of respondents

Report

Table 7.44.b: Teaching and Learning Practice

City of respondents	N	Mean	Std. Deviation
Mumbai	285	77.0796	15.61049
Pune	55	74.6573	10.52159
Total	340	76.6878	14.91923

Findings of Hypothesis: The above table indicates that the mean score of students from Mumbai is 77.07 and the score of students from Pune is 74.65. This indicates that students of Mumbai give more importance to effective Teaching and Learning Practices

7.2 Analysis of Data of Faculties

For the said study information is collected through structured questionnaire. Information collected from 65 faculties of selected management colleges is classified and presented as follows. The analysis has been done on the basis of demographic factors such as gender, age and city of the students.

GENDER: Information about gender of faculties is collected. It is classified and presented in the following table.

Table 7.45: Gender of Faculties

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	30	46.2	46.2	46.2
FEMALE	35	53.8	53.8	100.0
Total	65	100.0	100.0	

The Above table indicate that out of total 65 respondents, 30 are male and remaining 35 are female.

AGE GROUP: Information about age of faculties is recorded. Faculties are classified into three age groups as shown in the following table.

Table 7.46: Age Group of Faculties

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Up to 30 yrs	12	18.5	18.5	18.5
31 to 45 yrs	41	63.1	63.1	81.5
Above 45 yrs	12	18.5	18.5	100.0
Total	65	100.0	100.0	

The above table indicate that out of total 65 respondents, 12 are Up to 30 years, 41 are in the age group of 31 to 45 years and the remaining 12 are Above 45 years.

CITY: Area of respondents is also one of the important factors under the study. The faculties under the study are only from two cities namely Mumbai and Pune. Table of classification is as follows

Table 7.47: City of Respondents (Faculties)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Mumbai	40	61.5	61.5	61.5
Pune	25	38.5	38.5	100.0
Total	65	100.0	100.0	

The above table indicate that out of total 65 respondents, 40 faculties are from Mumbai and remaining 25 are from Pune.

INDUSTRY EXPERIENCE: Information about the Industry experience of the faculties is also collected as this experience is closely associated with the quality of teaching of the faculties. The information is presented in the following table.

Table 7.48: Industry Experience of Faculties

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No experience	13	20.0	20.0	20.0
Upto 1 yr	10	15.4	15.4	35.4
1 to 3 yrs	21	32.3	32.3	67.7
3 to 5 yrs	6	9.2	9.2	76.9
5 to 10 yrs	13	20.0	20.0	96.9
more than 10 yrs	2	3.1	3.1	100.0
Total	65	100.0	100.0	

The above table indicates that out of total 65 faculties 13 faculties don't have any work experience, 10 faculties have experience of up to 1 year, 21 faculties are in the 1to3 years industry experience group, 6 faculties are in the 3to5 years industry experience group, 13 faculties are in the 5to10 years industry experience group and only 2 faculties had more than 10 years of Industry experience.

TEACHING EXPERIENCE: The teaching experience is an extremely important factor in the field of education; therefore information about the teaching experience of faculties is must and collected from questionnaire. The information is presented in the following table.

Table 7.49: Teaching Experience of Faculties

	Frequency	Percent	Valid Percent	Cumulative Percent
Upto 1 yr	3	4.6	4.6	4.6
1 to 3 yrs	12	18.5	18.5	23.1
3 to 5 yrs	13	20.0	20.0	43.1
5 to 10 yrs	27	41.5	41.5	84.6
More than 10 yrs	10	15.4	15.4	100.0
Total	65	100.0	100.0	

The above table indicates that out of total 65 faculties; **3** faculties have experience below 1 year, **12** faculties have experience of 1 to 3years, **13** faculties are in the 3to5 years teaching experience group, **27** faculties are in the 5to10 years experience group, 10 faculties have more than 10 years of teaching experience.

WORKLOAD (Number of hrs per week): The workload of faculties has a profound effect on the value of teaching and the productivity of the faculties. Therefore information is collected to measure the workload of faculties and it is represented in the following table.

Table 7.50: Workload- Number of hrs per week

	Frequency	Percent	Valid Percent	Cumulative Percent
1 TO 5 Hours	8	12.3	12.3	12.3
6 TO 10 Hours	14	21.5	21.5	33.8
11 TO 15 Hours	7	10.8	10.8	44.6
More than 15 Hours	36	55.4	55.4	100.0
Total	65	100.0	100.0	

The above table indicates that 8 faculties had workload of 1 to 5 Hours, 14 faculties had workload of 6 to 10 Hours, 7 faculties had workload of 11 to 15 Hours, and 36 faculties had workload of more than 15 Hours.

(1) USAGE OF ICT:

To study and understand Usage of ICT information is collected from Seven different parameters. Responses given to each of these questions are recorded. Classification of responses is presented in the following table.

Sr · N o	ICT tools	1 No Usage	2 Somewhat Used	3 Usually Used	4 Used Most of the time	5 Always Used
1	M-Learning (Mobile Learning)	10	14	25	10	6
2	LMS- Learning Management Systems	3	11	16	15	20
3	E-Books/Journals	0	11	17	17	20
4	Blogs	7	18	17	9	14
5	Websites	0	4	15	22	24
6	Virtual Classrooms	10	12	17	21	5
7	Training Portals	6	8	16	13	22

Using above responses mean score for each respondent is obtained using formula given below.

$$\text{Mean score of Usage of ICT} = \frac{\text{Sum of scores of all seven questions}}{\text{Maximum score of seven questions}} \times 100$$

Using above formula mean score for all 65 respondents is obtained as follows.

Table 7.51: Descriptive Statistics for usage of ICT

	N	Minimum	Maximum	Mean	Std. Deviation
Usage of ICT	65	31.43	97.14	67.8681	14.88074
Valid N (listwise)	65				

Above table indicate that mean score of Usage of ICT is 67.86 with standard deviation 14.88. Lowest score is 31.43 and highest score is 97.14.

(2) HEI ASSESSING CRITERIA:

Information is collected from faculties to understand how important the following criteria's for assessing a higher educational Institute are. Responses given to each of these questions are recorded. Classification of responses is presented in the following table

Sr . No	Criteria	1 Not at all Important	2 Little Important	3 Somewhat Important	4 Quite Important	5 Extremely Important
1	Curricular Aspects	0	0	5	29	31
2	Teaching, Learning and Evaluation	0	0	0	23	42
3	Research, Consultancy & Extension	0	2	3	26	34
4	Infrastructure & Learning Resources	0	1	12	35	17
5	Student Support and Progression	0	1	7	29	28
6	Governance, Leadership & Management	0	0	11	18	36
7	Innovations and Best Practices	0	0	1	17	47

Above responses are rated as follows.

- Not at all important = 1**
- Little important = 2**
- Somewhat important = 3**
- Quite important = 4**
- Extremely important = 5**

Using above responses mean score for each respondent is obtained. And the mean score for all 65 respondents is presented as follows.

Table 7.52: Descriptive Statistics for Criteria of assessing of HEI

	N	Minimum	Maximum	Mean	Std. Deviation
Criteria of assessing of HEI	65	68.57	100.00	88.2637	7.21611
Valid N (listwise)	65				

Above table indicate that mean score of HEI Assessing Criteria is 88.26 with standard deviation 7.21, lowest score is 68.57 and highest score is 100.00

(3) ENHANCING INDUSTRY INSTITUTE INTERACTION:

Information is collected from faculties to understand which parameters are important in enhancing Industry Institute Interaction the responses are recorded in the following table.

Sr. No.	Activity	1 Not at all Significant	2 Little Significant	3 Somewhat Significant	4 Quite Significant	5 Extremely Significant
1	Guest Lectures.	0	0	10	32	23
2	Conferences	0	4	5	19	37
3	Live Projects	0	1	5	23	36
4	Summer/Winter Internships	0	1	10	17	37
5	Seminars, Webinars	0	0	5	36	24
6	Symposium	0	3	11	34	17
7	Industrial Visits	0	2	9	31	23
8	Mock Interviews by Industry Professionals	0	0	2	34	29

Above responses are rated as follows.

Not at all significant = **1**
Little significant = **2**
Somewhat significant = **3**
Quite significant = **4**
Extremely significant = **5**

Using above responses mean score for each respondent is obtained. And the mean score for all 65 respondents is presented as follows.

Table 7.53: Descriptive Statistics for Enhancing Industry Interaction

	N	Minimum	Maximum	Mean	Std. Deviation
Enhancing Industry Interaction	65	60.00	100.00	85.5769	8.54411
Valid N (listwise)	65				

Above table indicate that mean score of Enhancing Industry Institute Interaction is 85.57 with standard deviation 8.54, lowest score is 60.00 and highest score is 100.00

(4) BRAND CREATION:

To study and understand Brand Creation information is collected on ten different parameters. Responses given to each of these questions are recorded. Classification of responses is presented in the following table.

Sr. No	Parameter	1 Not at all Significant	2 Little Significant	3 Somewhat Significant	4 Quite Significant	5 Extremely Significant
1	Advertising	2	2	13	26	22
2	Word of Mouth	0	0	1	31	33
3	Quality Placements	0	1	1	12	51
4	Effective Curriculum	0	0	8	23	34
5	Strong Alumni	0	0	7	25	33
6	Extra Curricular Activities	0	0	12	23	30
7	Celebrity Endorsements	2	10	21	27	5
8	Fee Structure	0	1	19	25	20
9	Admission Process	0	2	10	20	33
10	New approaches and Technologies	0	0	3	26	36

Above responses are rated as follows.

Not at all significant = 1

Little significant = 2

Somewhat significant = 3

Quite significant = 4

Extremely significant = 5

Using above responses mean score for each respondent is obtained. And the mean score for all 65 respondents is presented as follows.

Table 7.54: Descriptive Statistics Important factors of brand value

	N	Minimum	Maximum	Mean	Std. Deviation
Important factors of brand value	65	64.00	96.00	84.8615	7.92125
Valid N (listwise)	65				

Above table indicate that mean score of Brand Creation is 84.86 with standard deviation 7.92, lowest score is 64.00 and highest score is 96.00

(5) TEACHING LEARNING PRACTICES:

Data was collected from faculties to understand the best practices in Teaching and learning those helps to create good Brand Image. The responses obtained are entered in the following table.

Sr No	Practice	1 Not at all Significant	2 Little Significant	3 Somewhat Significant	4 Quite Significant	5 Extremely Significant
1	Lecture Method	0	2	3	18	42
2	Group Discussion	0	2	5	22	36
3	Case Study	0	1	5	19	40
4	Earn while you learn	0	9	22	16	18
5	On the Job Training	0	5	11	33	16
6	Student Exchange Prog.	1	5	18	29	12
7	Apprenticeship& Internship	2	5	13	19	26
8	Visual Studies	0	5	10	32	18
9	Conferences, Seminars	0	3	7	33	22
10	Industrial Visits	0	3	17	22	23
11	PenPaperless Classroom	5	9	12	23	16
12	Peer Teaching	1	6	14	39	5
13	Role Play, Simulations and Games	0	0	14	23	28

Above responses are rated as follows.

Using above responses mean score for each respondent is obtained. And the mean score for all 65 respondents is presented as follows.

Table 7.55: Descriptive Statistics Teaching Learning Practices

	N	Minimum	Maximum	Mean	Std. Deviation
Teaching Learning Practices	65	50.77	95.38	80.3314	11.24134
Valid N (listwise)	65				

Above table indicate that mean score of Teaching Learning Practices is 84.86 with standard deviation 7.92, lowest score is 64.00 and highest score is 96.00

(6) SATISFACTION OF HEI:

Data was collected from students to understand the satisfaction level of students with their current college. The responses obtained are entered in the following table.

Sr. No	Parameter	1 Very Dissatisfied	2 Dissatisfied	3 Neither	4 Satisfied	5 Extremely Satisfied
1	Curricular Aspects	0	0	7	44	14
2	Teaching, Learning & Evaluation	0	0	4	34	27
3	Research, Consultancy and Extension	0	1	12	26	24
4	Infrastructure and Learning Resources	0	0	1	46	18
5	Student Support and Progression	0	0	5	34	26
6	Organization & Management	1	4	2	43	15

Using above responses mean score for each respondent is obtained. And the mean score for all 65 respondents is presented as follows.

Table 7.56: Descriptive Statistics Satisfaction of HEI

	N	Minimum	Maximum	Mean	Std. Deviation
Satisfaction of HEI	65	60.00	100.00	84.1026	9.78536
Valid N (listwise)	65				

Above table indicates that mean score of Teaching Learning Practices is 84.10 with standard deviation 9.78, lowest score is 60.00 and highest score is 100.00

TESTING OF HYPOTHESIS

Null Hypothesis-1a: There is no significant difference in perception of usage of ICT between male and female respondents.

Alternate Hypothesis-1a: There is significant difference in of usage of ICT between male and female respondents.

ANOVA
Table 7.57.a: Usage of ICT

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	407.150	1	407.150	1.863	.177	Accepted
Within Groups	13764.781	63	218.489			
Total	14171.931	64				

Above results indicate that calculated p-value is 0.177 It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in perception of usage of ICT between male and female respondents

Report
Table 7.57.b: Usage of ICT

Gender	N	Mean	Std. Deviation
MALE	30	70.5714	14.14015
FEMALE	35	65.5510	15.30707
Total	65	67.8681	14.88074

Findings of Hypothesis: Above table indicate that mean score of preference of male respondents is 70.57 and for female respondents is 65.55 this indicate that mean score of males is significantly greater than female respondents.

Null Hypothesis-1B: There is no significant difference in perception of usage of ICT according to age group of respondents

Alternate Hypothesis-1B: There is significant difference in perception of of usage of ICT according to age group of respondents

ANOVA

Table 7.58.a: Usage of ICT

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	211.636	2	105.818	.470	.627	Accepted
Within Groups	13960.295	62	225.166			
Total	14171.931	64				

Above results indicate that calculated p-value is .627 It is greater than standard p-value 0.05. Therefore F-test is accepted.

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in perception of usage of ICT according to age group of respondents

Report

Table 7.58.b: Usage of ICT

Age Group	N	Mean	Std. Deviation
UPTO 30 YRS	12	68.3333	12.02708
31 TO 45 YRS	41	66.6899	16.09423
ABOVE 45 YRS	12	71.4286	13.51149
Total	65	67.8681	14.88074

Findings of Hypothesis: Above table indicate that mean score of preference of respondents up to 30 years is 68.33 and for respondents in the age group of 31 to 45 years it is 66.68 and for respondents above 45 years it is 71.42 This indicates that mean score of respondents above 45 years is significantly greater as compared to the respondents of the other two age groups. Hence it can be stated that there is no significant difference in ICT usage amongst all three age groups.

Null Hypothesis-1C: There is no significant difference in perception of usage of ICT according to city of respondents

Alternate Hypothesis-1C: There is significant difference in perception of usage of ICT according to city of respondents

ANOVA
Table 7.59.a: Usage of ICT

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	2514.992	1	2514.992	13.592	.000	Rejected
Within Groups	11656.939	63	185.031			
Total	14171.931	64				

Above results indicate that calculated p-value is .00 It is less than standard p-value 0.05. Therefore F-test is rejected.

Hence null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is significant difference in perception of usage of ICT according to city of respondents

Report
Table 7.59.b: Usage of ICT

City	N	Mean	Std. Deviation
MUMBAI	40	72.7857	10.02326
PUNE	25	60.0000	17.95686
Total	65	67.8681	14.88074

Findings of Hypothesis: Above table indicates that the mean score of respondents from Mumbai is 72.78. This is greater as compared to the mean score of respondents from Pune of 60.00. Therefore it can be said that Faculties from Mumbai are more conscious while making Usage of ICT.

Null Hypothesis-2A: There is no significant difference in assessing criteria of HEI between male and female respondents.

Alternate Hypothesis-2A: There is significant difference in assessing criteria of HEI between male and female respondents.

ANOVA

Table 7.60.a: Criteria of assessing of HEI

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	362.126	1	362.126	7.680	.007	Rejected
Within Groups	2970.496	63	47.151			
Total	3332.622	64				

Above results indicate that calculated p-value is 0.007 it is greater than standard p-value 0.05. Therefore F-test is rejected

Hence null hypothesis is rejected and alternate hypothesis is accepted

Conclusion: There is significant difference in assessing criteria of HEI between male and female respondents.

Report

Table 7.60.b:Criteria of assessing of HEI

Gender	N	Mean	Std. Deviation
MALE	30	85.7143	8.84617
FEMALE	35	90.4490	4.54102
Total	65	88.2637	7.21611

Findings of Hypothesis: Above table indicate that mean score of preference of male respondents is 85.71 and for female respondents is 90.44 this indicate that mean score of males is significantly greater than female respondents

Null Hypothesis-2B: There is no significant difference in assessing criteria of HEI according to age group of respondents

Alternate Hypothesis-2B: There is significant in assessing criteria of parameters of HEI according to age group of respondents

ANOVA

Table 7.61.b: Criteria of assessing of HEI

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	2.441	2	1.220	.023	.978	Accepted
Within Groups	3330.181	62	53.713			
Total	3332.622	64				

Above results indicate that calculated p-value is 0.978 It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in assessing criteria of HEI according to age group of respondents

Report

Table 7.61.b: Criteria of assessing of HEI

Age Group	N	Mean	Std. Deviation
UPTO 30 YRS	12	87.8571	5.04157
31 TO 45 YRS	41	88.3624	8.04047
ABOVE 45 YRS	12	88.3333	6.49913
Total	65	88.2637	7.21611

Findings of Hypothesis: Above table indicate that mean score of preference of respondents up to 30 years is 87.85 and for respondents in the age group of 31 to 45 years it is 88.36 and for respondents above 45 years it is 88.33 This indicates that there is no significant difference in Criteria of assessing of HEI amongst various age groups.

Null Hypothesis-2C: There is no significant difference in assessing criteria of HEI according to city of respondents

Alternate Hypothesis-2C: There is significant difference assessing criteria of HEI according to city of respondents

ANOVA

Table 7.62.a: Criteria of assessing of HEI

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	7.234	1	7.234	.137	.712	Accepted
Within Groups	3325.388	63	52.784			
Total	3332.622	64				

Above results indicate that calculated p-value is 0.712 It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in assessing criteria of HEI according to city of respondents

Report

Table 7.62.b: Criteria of assessing of HEI

City	N	Mean	Std. Deviation
MUMBAI	40	88.0000	7.32586
PUNE	25	88.6857	7.16568
Total	65	88.2637	7.21611

Findings of Hypothesis: Above table indicates that the mean score of respondents from Mumbai is 88.00 and the mean score of respondents from Pune is 88.68 . Therefore it can be said that there is no significant difference amongst the Faculties perception towards the Criteria of assessing of HEI from Mumbai and Pune.

Null Hypothesis-3A: There is no significant difference in Enhancing Industry Institute Interaction between male and female respondents.

Alternate Hypothesis-3A: There is significant difference in Enhancing Industry Institute Interaction between male and female respondents.

ANOVA

Table 7.63.a: Enhancing Industry Institute Interaction

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	556.431	1	556.431	8.517	.005	Rejected
Within Groups	4115.685	63	65.328			
Total	4672.115	64				

Above results indicate that calculated p-value is 0.005 It is greater than standard p-value 0.05. Therefore F-test is rejected

Hence null hypothesis is rejected and alternate hypothesis is accepted

Conclusion: There is significant difference in Enhancing Industry Institute Interaction between male and female respondents

Report

Table 7.63.b: Enhancing Industry Institute Interaction

Gender	N	Mean	Std. Deviation
MALE	30	82.4167	8.05379
FEMALE	35	88.2857	8.10708
Total	65	85.5769	8.54411

Findings of Hypothesis: Above table indicate that mean score of preference of Male respondents is 82.41 and for female respondents is 88.28 this indicate that mean score of males is greater than female respondents and therefore it can be said that Male Faculties give more preference in enhancing Industry Institute interaction as compared to the female faculties.

Null Hypothesis-3B: There is no significant difference in enhancing of Industrial interaction according to age group of respondents

Alternate Hypothesis-3B: There is significant in enhancing Industrial interaction according to age group of respondents

ANOVA

Table 7.64.a: Enhancing Industry Institute Interaction

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	342.669	2	171.335	2.454	.094	Accepted
Within Groups	4329.446	62	69.830			
Total	4672.115	64				

Above results indicate that calculated p-value is 0.094 it is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in enhancing of Industrial interaction according to age group of respondents

Report

Table 7.64.b: Enhancing Industry Institute Interaction

Age Group	N	Mean	Std. Deviation
UPTO 30 YRS	12	81.4583	9.91202
31 TO 45 YRS	41	85.7927	8.22418
ABOVE 45 YRS	12	88.9583	7.02741
Total	65	85.5769	8.54411

Findings of Hypothesis: Above table indicate that mean score of preference of respondents up to 30 years is 81.45 and for respondents in the age group of 31 to 45 years it is 85.79 and for respondents above 45 years it is 88.95 This indicates that there is no significant difference in Enhancing Industry Institute Interaction amongst various age groups.

Null hypothesis-3c: There is no significant difference in Enhancing Industry Institute Interaction according to city of respondents

Alternate hypothesis-3c: There is significant difference Enhancing Industry Institute Interaction according to city of respondents

ANOVA

Table 7.65.a: Enhancing Industry Institute Interaction

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	183.115	1	183.115	2.570	.114	Accepted
Within Groups	4489.000	63	71.254			
Total	4672.115	64				

Above results indicate that calculated p-value is 0.114 It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in Enhancing Industry Institute Interaction according to city of respondents

Report

Table 7.65.b: Enhancing Industry Institute Interaction

City	N	Mean	Std. Deviation
MUMBAI	40	84.2500	8.51469
PUNE	25	87.7000	8.32041
Total	65	85.5769	8.54411

Findings of Hypothesis: Above table indicates that the mean score of respondents from Mumbai is 84.25 and the mean score of respondents from Pune is 87.70 Therefore it can be said that there is no significant difference amongst the Faculties participation from Mumbai and Pune in enhancing Industry Institute Interaction.

Null Hypothesis-4a: There is no significant difference in perception of brand creation between male and female respondents.

Alternate Hypothesis-4A: There is significant difference in perception of brand creation between male and female respondents.

ANOVA

Table 7.66.a: Important factors of brand value

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	774.401	1	774.401	15.052	.000	Rejected
Within Groups	3241.352	63	51.450			
Total	4015.754	64				

Above results indicate that calculated p-value is 0.000 it is greater than standard p-value 0.05. Therefore F-test is rejected

Hence null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is significant difference in perception of brand creation between male and female respondents

Report

Table 7.66.b: Important factors of brand value

Gender	N	Mean	Std. Deviation
MALE	30	81.1333	8.87745
FEMALE	35	88.0571	5.30229
Total	65	84.8615	7.92125

Findings of Hypothesis: Above table indicate that mean score of preference of Male respondents is 81.13 and for female respondents is 88.05 this indicate that mean score of males is greater than female respondents and therefore it can be said that Male Faculties give more preference in enhancing Industry Institute interaction as compared to the female faculties.

Null Hypothesis-4b: There is no significant difference in perception of brand creation according to age group of respondents

Alternate Hypothesis-4b: There is significant difference in perception of brand creation according to age group of respondents.

ANOVA

Table 7.67.a: Important factors of brand value

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	180.868	2	90.434	1.462	.240	Accepted
Within Groups	3834.886	62	61.853			
Total	4015.754	64				

Above results indicate that calculated p-value is 0.240 It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in perception of brand creation according to age group of respondents

Report

Table 7.67.b: Important factors of brand value

Age group	N	Mean	Std. Deviation
UPTO 30 YRS	12	86.0000	6.87552
31 TO 45 YRS	41	83.6585	8.38931
ABOVE 45 YRS	12	87.8333	6.73975
Total	65	84.8615	7.92125

Findings of Hypothesis: Above table indicate that mean score of preference of respondents up to 30 years is 86.00 and for respondents in the age group of 31 to 45 years it is 83.65 and for respondents above 45 years it is 87.83 This indicates that

there is no significant difference in Important factors of brand value amongst the various age groups.

Null Hypothesis-4C: There is no significant difference in perception of brand creation according to city of respondents

Alternate Hypothesis-4C: There is significant difference in perception of brand creation according to city of respondents

ANOVA

Table 7.68.a: Important factors of brand value

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	140.314	1	140.314	2.281	.136	Accepted
Within Groups	3875.440	63	61.515			
Total	4015.754	64				

Above results indicate that calculated p-value is 0.136 It is greater than standard p-value 0.05. Therefore F-test is Accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in perception of brand creation according to city of respondents

Report

Table 7.68.b: Important factors of brand value

City	N	Mean	Std. Deviation
MUMBAI	40	83.7000	8.47984
PUNE	25	86.7200	6.68032
Total	65	84.8615	7.92125

Findings of Hypothesis: Above table indicates that the mean score of respondents from Mumbai is 83.70 and the mean score of respondents from Pune is 86.72 Therefore it can be said that there is no significant difference amongst the Faculties for the importance given to factors of Brand value from Mumbai and Pune.

Null Hypothesis-5A: There is no significant difference in teaching learning practices between male and female respondents.

Alternate Hypothesis-5A: There is significant difference teaching learning practices between male and female respondents.

ANOVA

Table 7.69.b: Teaching Learning Practices

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	553.483	1	553.483	4.628	.035	Rejected
Within Groups	7534.055	63	119.588			
Total	8087.538	64				

Above results indicate that calculated p-value is 0.035 It is less than standard p-value 0.05. Therefore F-test is rejected

Hence null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is significant difference teaching learning practices between male and female respondents

Report

Table 7.69.b: Teaching Learning Practices

Gender	N	Mean	Std. Deviation
MALE	30	77.1795	13.95526
FEMALE	35	83.0330	7.44850
Total	65	80.3314	11.24134

Findings of Hypothesis: Above table indicate that mean score of preference of Male respondents is 77.17 and for female respondents is 83.03 this indicate that mean score of females is greater than male respondents and therefore it can be said that Female Faculties give more importance to improving Teaching Learning Practices as compared to the male faculties

Null Hypothesis-5B: There is no significant difference in teaching learning practices according to age group of respondents

Alternate Hypothesis-5B: There is significant in teaching learning practices according to age group of respondents

ANOVA

Table 7.70.a: Teaching Learning Practices

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	317.994	2	158.997	1.269	.288	Accepted
Within Groups	7769.543	62	125.315			
Total	8087.538	64				

Above results indicate that calculated p-value is 0.288 It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in teaching learning practices according to age group of respondents

Report

Table 7.70.b: Teaching Learning Practices

Age Group	N	Mean	Std. Deviation
UPTO 30 YRS	12	78.3333	11.06406
31 TO 45 YRS	41	79.5872	12.14812
ABOVE 45 YRS	12	84.8718	6.87499
Total	65	80.3314	11.24134

Findings of Hypothesis: Above table indicate that mean score of preference of respondents up to 30 years is 78.33 and for respondents in the age group of 31 to 45 years it is 79.58 and for respondents above 45 years it is 84.87 This indicates that there is no significant difference in Enhancing Teaching Learning Practices amongst various age groups

Null Hypothesis-5C: There is no significant difference in teaching learning practices according to city of respondents

Alternate Hypothesis-5C: There is significant difference in teaching learning practices according to city of respondent

ANOVA

Table 7.71.a: Teaching Learning Practices

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	134.934	1	134.934	1.069	.305	Accepted
Within Groups	7952.604	63	126.232			
Total	8087.538	64				

Above results indicate that calculated p-value is 0.305 It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in teaching learning practices according to city of respondents

Report

Table 7.71.b: Teaching Learning Practices

City	N	Mean	Std. Deviation
MUMBAI	40	79.1923	10.48071
PUNE	25	82.1538	12.36365
Total	65	80.3314	11.24134

Findings of Hypothesis: Above table indicates that the mean score of respondents from Mumbai is 79.19 and the mean score of respondents from Pune is 82.15 Therefore it can be said that there is no significant difference amongst the Faculties for the importance given to factors of Teaching Learning Practices from Mumbai and Pune.

Null Hypothesis-6A: There is no significant difference in satisfaction of HEI between male and female respondents.

Alternate Hypothesis-6A: There is significant difference in satisfaction of HEI between male and female respondents.

ANOVA

Table 7.72.a: Satisfaction of HEI

	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	536.300	1	536.300	6.042	.017	Rejected
Within Groups	5591.905	63	88.760			
Total	6128.205	64				

Above results indicate that calculated p-value is 0.017 It is lesser than standard p value 0.05. Therefore F-test is rejected

Hence null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is significant difference in satisfaction of HEI between male and female respondents.

Report

Table 7.72.b: Satisfaction of HEI

Gender	N	Mean	Std. Deviation
MALE	30	81.0000	10.65481
FEMALE	35	86.7619	8.22422
Total	65	84.1026	9.78536

Findings of Hypothesis: Above table indicate that mean score of preference of Male respondents is 81.00 and for female respondents is 86.76 this indicate that mean score of female faculties is greater than male faculties and therefore it can be said that Female Faculties are more satisfied with their existing Higher education institute as compared to the male faculties.

Null Hypothesis-6B: There is no significant difference in satisfaction of HEI according to age group of respondents

Alternate Hypothesis-6B: There is significant in satisfaction of HEI according to age group of respondents

ANOVA

Table 7.73.a: Satisfaction of HEI

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	478.702	2	239.351	2.627	.080	Accepted
Within Groups	5649.503	62	91.121			
Total	6128.205	64				

Above results indicate that calculated p-value is 0.080 It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in satisfaction of HEI according to age group of respondents

Report

Table 7.73.b Satisfaction of HEI

Age Group	N	Mean	Std. Deviation
UPTO 30 YRS	12	80.5556	10.23298
31 TO 45 YRS	41	86.1789	9.87592
ABOVE 45 YRS	12	80.5556	7.36266
Total	65	84.1026	9.78536

Findings of Hypothesis: Above table indicate that mean score of preference of respondents up to 30 years is 80.55 for respondents in the age group of 31 to 45 years it is 41 and for respondents above 45 years it is 80.55 This indicates that there is no significant difference in Satisfaction level of their current institute amongst various age groups

Null Hypothesis-6C: There is no significant difference in satisfaction of HEI according to city of respondents

Alternate Hypothesis-6C: There is significant difference in satisfaction of HEI according to city of respondents

ANOVA

Table 7.74.a: Satisfaction of HEI

	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	61.538	1	61.538	.639	.427	Accepted
Within Groups	6066.667	63	96.296			
Total	6128.205	64				

Above results indicate that calculated p-value is 0.427 It is greater than standard p-value 0.05. Therefore F-test is accepted

Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in satisfaction of HEI according to city of respondents

Report

Table 7.74.b:Satisfaction of HEI

City	N	Mean	Std. Deviation
MUMBAI	40	83.3333	9.87096
PUNE	25	85.3333	9.71825
Total	65	84.1026	9.78536

Findings of Hypothesis: Above table indicates that the mean score of respondents from Mumbai is 83.33 and the mean score of respondents from Pune is 85.33 Therefore it can be said that there is no significant difference amongst the Faculties for the importance given to factors of Teaching Learning Practices from Mumbai and Pune

7.3 Analysis of Data of Directors

The questionnaire designed for directors was an open ended questionnaire.

Their opinion about the *key challenges in Higher Education* was, “though India being the third largest in terms of Higher Education in the world, the Gross Enrolment Ratio remains a big challenge followed by quality of teaching, Shortage of faculty, Lack of research and development. Leadership and governance issue was also one of the major challenges in the opinion of directors.

When asked for the *challenges that the Directors face as the Head of the Institution*, it was found that attracting students was one of the challenge the other challenges were, meeting the expectations of the stakeholders (students, parents, faculty and Industry), providing students with appropriate and quality placement, and creating value for students. However; of all these Sustainability remains the main challenge.

On asking them about *how do they attract admissions?* There are different ways, methods or also strategies through which they attract admissions. For the colleges in Mumbai attracting admissions is a bit easier task as compared to Pune. They use various channels for promoting their brand like newspapers, websites, social media, etc. It was found that the directors of Government colleges do not have to worry much about attracting admissions as they get admissions through the government, whereas Private Institutions find it challenging to attract the students. It was also found that the type of University to which the college is affiliated makes a great impact in attracting admissions. Directors at the state universities don't have to be concerned about the number of admissions on the other hand Directors at Private and Deemed universities have to adopt effective strategies for the purpose of Attracting Students. Some of the strategies are; adoption of modern technology like the Learning management system (LMS), Launch of Mobile Applications which allows greater convenience for the access of study material and other required sources etc.

When asked about the *role of Management for enhancing the Brand image of the Institute*, it was found that a university is no longer just an institution of higher learning but also a business. Crores of rupees are spent by universities trying to polish their image and enhance their position in these rankings. If management decides to grant sufficient budget for the promotional activities then money can be utilized with an appropriate strategic plan that will yield good results. Therefore, it can be said that the management up to a greater extent is responsible for enhancing the Brand Image of the Institute.

What role do the faculties play in enhancing the Brand image of the Institute? for this question there was an unanimous answer that faculties play a major role in Brand Building because the prime reason for a student to get admission in an Higher educational Institute is to seek knowledge, and this knowledge is imparted to them by the faculties. The role of a faculty in today's world of education is not only limited up to being a Teacher, but it has extended to be a guide, a mentor, a parent, a friend, imbining good values in them and many more things. The changing pace of technology development like ICT and knowledge revolution has made the job of the teacher more demanding. Today's education system demands updated knowledge and skills from Faculties. They are the role models for the students and hence their contribution in the process of creating Brand Image is grand.

Directors' opinion about Brand Image and its impact on the Sustainability of the Institute, it was found that the more people trust a brand, the more likely they are to be inspired to it and to be loyal towards it. Educations that has strong brand Image attracts good number of students, these students later turn into Alumni- when they move out they help to enhance this Brand Image furthermore. Therefore a strong or a positive Brand Image always helps in Sustaining the Institute.

The view of Directors on other factors such *fee structure, selection process and its impact on the admissions* were- Some Directors feel that fees structure of the

various courses play a major role in attracting the students, whereas some feel that it is fee structure at present does not bother students as they have options like taking loans from banks. Similarly about selection process also some consider it a matter of prime importance while some look at it as a normal affair.

On asking about the *Government policies related to Higher Education and its Impact on the brand value of the institute* many of the Directors were reluctant to answer this question in a proper way some directors feel that when compared to the global rankings, Indian universities fair rather poorly. They stated that, Out of the top 500, it has just 1 in the Academic Ranking of World Universities (ARWU), 6 in QS World Universities Rankings (QS-WUR) and 4 in the Times Higher Education World University Rankings (THE-WUR), and none featuring in the top 200. Government policies provide a framework for the functioning and regulation of the Higher Educational Institutes, as a result all the Institutes have to abide by these rules and regulations which sometimes give advantage and sometimes results into drawbacks. The regulatory structure enables the Institutions to optimize their outcomes.

7.4 Analysis of Data of Trustees

Their opinion about the various raising of funds for the Institute/ How do you raise funds for your institute.

Today, in the complex financial times, fundraising is challenging across all the sectors. In higher education sector is also not an exception to it. University presidents and chief advancement officers, those in charge of higher education fundraising, are having to get more and more creative to not only raise awareness about the support needed by higher education institutions but also to get funding in place through effective campaigning. However, fund raising sometimes become quite easy as there are two primary advantages for higher educational institutions. First, colleges and universities benefit from consistent growth of prospective donor populations each year as students graduate and become alumni, new parents join the community, and existing alumni achieve new levels of professional success and look to give back to places of special meaning. Second, given that most institutions of higher learning involve a two to three year residential experience, the college or university becomes a “home away from home.” This built-in emotional connection to campus is unique to higher education and can be very helpful, especially when the residential and academic experiences are positive.

Fundraising in the context of the higher education sector can be challenging. The complex activities of universities can be difficult to communicate to a wide range of audiences, and some people do not perceive universities as ‘causes’ – especially in countries with a history of strong public funding for higher education. Fundraising professionals need to break down misconceptions about how universities are funded. Fundraising is an opportunity not only to raise financial resources but also to communicate both the purpose and importance of universities in the world and the impact they have on all our lives – not just the people who study and research within them. Other fundraising strategies are either guided by the president’s long-term strategic vision and plan, or by priorities identified by chief academic officers and

other members of the president's cabinet which have been reviewed and approved by the president and/or board of trustees. Strategies are generally reviewed annually.

Their opinion about the public private partnership in Higher Education

There may be two types of providers of education: public and private. Private institutions may be partly funded by the government (aided) or entirely self-funded (unaided). Public institutions are established, funded and managed by the government. Private providers of education often step in when the government has limited resources to provide universal access to education. In most markets, the private sector is characterized by a profit-motive. However, when it comes to education, the private sector is required to operate on a not for profit basis.

Some experts are of the view that certain private providers of education dilute the quality of education due to a lack of regulatory oversight and restrict access due to charging high fees from students. On the other hand, some consider private involvement to be necessary to enhance investment and quality, as a result of increased competition, in higher education.

The Standing Committee on Human Resource Development is currently examining the subject, Role of Private Sector in Higher Education.

Opinion about the issues involved in Land Availability and Land Acquisition.

Rippling through India's education system are giant waves of young people who by 2020 will swell the country's labor pool by 100 million workers. And more will be coming behind them: Half the 1.2 billion people here are younger than age 25. By contrast, China, Europe, and other major economies face shrinking workforces because of aging population. To accommodate this crush of young people, the Indian government says the country must build 1,000 universities and 50,000 colleges within the next decade. By comparison, the total number of colleges in the United States, including two-year institutions, is 4,200.

Simply put, this country needs more institutions of higher learning if it is going to be an economic powerhouse in the 21st century. It also needs better schools. Therefore there is greater need to have sufficient space of Land in order to build up these institutions. Land Acquisition needs a clear understanding of the various Laws, rules and regulations associated with it. Therefore at a times it becomes a very complicated process to understand and figure out the challenges associated with Land Availability.

Opinion about the impacts that they have faced with respect to government policies.

As India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large, educated population base and its reservoir of at least moderately well trained university graduates have aided the country in moving ahead, but the competition is fierce; from China in particular. Other countries are also upgrading higher education with the aim of building world class universities. Even the small top tier of higher education faces serious problems. Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India; perhaps half leave the country immediately upon graduation to pursue advanced studies abroad, and most do not return. A stunning 86 per cent of Indian students in the fields of science and technology who obtain degrees in the United States do not return home immediately following their graduation. A body of dedicated and able teachers work at the IITs and IIMs, but the lure of jobs abroad and in the private sector makes it increasingly difficult to lure the best and brightest to the academic profession. The present system of higher education does not serve the purpose for which it has been started. In general education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions with quota system and politicization adding fuel to the fire of spoil system, thereby increasing unemployment of graduates without quick relief to mitigate their sufferings in the job market of the country

Prime Minister Mr Narendra Modi launched the Skill India initiative – ‘Kaushal Bharat, Kushal Bharat’. Under this initiative, the government has set itself a target of training 400 million citizens by 2022 that would enable them to find jobs. The initiatives launched include various programmes like: Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Policy for Skill Development and Entrepreneurship 2015, Skill Loan scheme, and the National Skill Development Mission. PMKVY is the flagship program under the Skill India Initiative and it includes incentivising skill training by providing financial rewards on completion of training to the participants. The Union Government plans to set up skill development centres across India with an investment of Rs 12,000 crore (US\$ 1.8 billion) to create job opportunities for 10 million individuals by 2020 under PMKVY, as per Mr Bandaru Dattatreya, Minister of Labour and Employment. The Union Government plans to provide Rs 7,000 crore (US\$ 1.05 billion) to states to spend on skill development, and thereby accelerate the ambitious task of skilling 500 million Indians by 2022, and encourage creation of an ecosystem of entrepreneurs. Skill Loan Scheme is designed to disburse loans of Rs 5,000 (US\$ 75.3) to Rs 150,000 (US\$ 2,260) to 3.4 million Indians planning to develop their skills in the next five years. The National Skill Development Mission has created an elaborate skilling eco-system and imparted training to 7.6 million youth since its launch in 2015 and the government now plans to set up 1,500 Multi Skill Training Institutes across the country.

Time taken to achieve the BEP.

Many of the trustees were actually very reluctant to answer this question, as they were not willing to share their financial data and some of them said that many a times it becomes difficult to understand about the degree of uncertainty and forecasting becomes a challenging task. However from the discussions held with them it can be stated that it takes a minimum of 4 to 5 years for them to reach their BEP.

CHAPTER-8

Conclusions & Recommendations

8.1 Conclusion

8.2 Recommendation

CHAPTER-8

Conclusions & Recommendations

8.1 Conclusion

Any of the higher educational Institute in any part of the world differs in terms of various factors like ownership, its affiliation, the management structure, Location and many other aspects. There are several good and bad practices across the world in management education. India's management education is characterized by its diversity, profound cultural base, collective thinking and possession of self-respect. For Higher educational Institutes, branding helps as an investment that encourages in matriculating most of the qualified and best-suited students. The Brand Image of an educational institute is directly connected with efficient and time bound strategies implemented by that institute.

The demographic factors of the study; Gender, age group and city of respondents reflect several differences with respect to various factors like Preferences given by Students and faculties in the selection of an Higher Educational Institute, importance given to the parameters and factors like Brand creation, Usage of ICT, Teaching and learning practices, Common Entrance Test, Industry Institute Interaction etc. Variations are found in these parameters according to the age group, gender and city. It was found that the younger crowd was more gives importance to factors like extra- curricular activities, Quality infrastructure, Innovative Teaching, Learning practices. On the other hand, the elder class of students was more interested in the types of placement provided by the college or the university. The differences of opinion were also found amongst the gender of the respondents. The responses were very situational and varied in different contexts. The responses obtained from the faculties also differed according to their gender, age group, cities, their industry and teaching experience etc. some points that can be highlighted from the faculty responses are; male faculties were more keen on improving the industry institute interaction as compared to the

female faculties whereas female faculties were more concerned than male faculties about developing their skill sets and improving teaching pedagogy to teach more effectively to their students. The teaching, learning practices were also found to be significantly different in male and female faculties. The perception about Brand Image and Brand creation of faculties and students both considerably differed according to their age, gender and location. From the research conducted it can be said that the true essence and application of concepts like Strategic Management and Branding merely exists in the Indian Scenario of Higher Education. Strategic Planning is more observed in Private Institutes as compared to the Government Institutes. Many a colleges which were surveyed for the purpose of study are making efforts to implement innovative strategies for improvement in performance and ensuring suitability. It was found that many of the Educational Institutes are in the process of identifying and developing their core-competencies. Some Institutes are trying to develop these competencies by adopting the latest technology, whereas some are implementing Innovative methods of teaching while some are making strong Alumni network associations. The various rankings and accreditations received by the institutes also make a huge impact on the Brand creation of the academic Institute. Infrastructure and accessibility too, make a sound impact on the decision process of the students for the selection of the academic institute. Out all the other factors; Placements and Quality curriculum played a pivotal role in determining the Brand Image of a Higher Educational Institute. Students in today's world are more aware of the various educational institutes and the variety of courses, and they make a wise selection by analyzing several well defined parameters, that influence their decision making process. Government initiatives and policy decisions for improving the enrollment ration in Higher education has changed the overall functioning of the Higher education sector. Therefore, it can be concluded that if the Institutions of Higher Education follow the correct and systematic process of strategic planning, then it will not only help them to enhance their Brand Image but also result in Sustainability.

8.2 Recommendations

- 1.** India's education system have giant waves of young people who by 2020 will swell the country's labor pool by 100 million workers; this shows the increasing need for a strong Higher education Infrastructure in the country. Many of the students in India however are fascinated about the education overseas in order to change this scenario there is strong need for the Higher educational institutes to change the way they function. this can be best achieved with the application of Strategic Management in Higher Education, which will not improve the institutes but will help them to construct a fair Brand Image worldwide.
- 2.** The process of Strategic Planning Starts with understanding the Vision and Mission of the Institution therefore every Educational Institute must make an attempt to set convincing Vision, Mission, Objectives or Goals so that it will directions to every member or stakeholder of the Institute to follow and achieve the same.
- 3.** The HEIs should use a systematic evaluation of the integrated educational environment that might be used in the framework of providing quality assurance in education
- 4.** The implementation of strategic initiatives aimed at achieving academic excellence and competitive advantage requires the appropriate integration of the internal educational resources and external environment. In the process, a special emphasis should be put on providing tight collaboration throughout the educational organization for attaining necessary synergy across functional areas.
- 5.** Institutes must follow a systematic approach in all their functioning aspects like Strategy Formulation, Implementation, Feedback and Control.
- 6.** The Institutes must adopt a Holistic approach for the overall development of their students and must also look into the needs and demands of all the stakeholders.

CHAPTER-9
Future Scope of Research

CHAPTER-9

Future Scope of Research

Looking at various statistical reports given by various government authorities and several other sources, one can say that by the year 2030, India will have the largest population in the world, especially in the higher education age bracket with nearly 140 million people in the college-going age group. Increasing number of metropolitan cities and income levels will create demand for appropriate higher education facilities. The Government initiatives like Make in India and skill India will also encourage quality growth in the higher education sector.

This Study can be further extended across various states of India, as every state has their culture with respect to education also. The expansion and reform of the higher education system in India can be determined by the education structure in different Indian states.

The study can be conducted in other areas of Higher education like Engineering, Medical, Architecture, Law, Commerce and many others.

At present the study has focused on only 4 stakeholders who are Students, Faculties, Directors and Trustees. In future this study can include other stakeholders like Parents, Industry officials, Alumni etc.

The Study can also be done on the comparison basis between various states of India or Comparing Indian Higher education system with the Education system in other countries.

CHAPTER-10

Annexure

- 10.1 Bibliography
- 10.2 Questionnaire for Students
- 10.3 Questionnaire for Faculties
- 10.4 Questionnaire for Directors
- 10.5 Questionnaire for Trustees
- 10.6 SPSS Tables

CHAPTER-10

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You are being requested to participate in a research study about Strategic Management of Higher Education and its Impact on the Brand Value of Institutes. This study is being conducted by Mrs.Prajakta Ganesh Mondkar, Research Scholar at D.Y.Patil University, School Of Business Management. Belapur, Navi Mumbai. The purpose of this questionnaire is to seek information and opinions of students pursuing Higher Education. This survey is anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. In case of any doubts or queries feel free to contact me at prajakta.bhadkamkar@dypatil.edu

Questionnaire For Students

Name (Optional) _____

Sex: M F Age: _____

Name of your College: _____

Course that you are pursuing: _____

1. What modes of course delivery would you find most useful/accessible from higher education institutions? **(Please tick only one)**
 - a. Full-time Courses
 - b. Part-time Courses
 - c. On-line/distance learning
 - d. If Other, Please specify: _____

2. Which of the following criteria will you prefer while opting for a Higher Educational Institute? (Give Ranks: 1 as first and 5 as last rank)

Sr No	Factor	Not at all Preferred	Little Preferred	Somewhat Preferred	Quite Preferred	Extremely Preferred
1	State University					
2	Deemed University					
3	Private University					
4	Central University					
5	Institutes of Excellence. (IIM,ISB,JBIMS, XLRI, etc.)					

3. What according to you are the important factors that contribute in shaping an institution as a Brand?

Sr No	Factor	Not Important	Little Important	Somewhat Important	Quite Important	Extremely Important
1	Academic Reputation					
2	Distinguished Alumni					
3	Placements					
4	Curriculum Offered					
5	Advertisements					

4. Rate the following ICT tools on the level of their usage in your studies.

Sr. No	ICT Tools	1 No Usage	2 Somewhat Used	3 Usually Used	4 Used Most of the time	5 Always Used
1	M-Learning (Mobile Learning)					
2	LMS- Learning Management Systems					
3	E-Books/Journals					
4	Blogs					
5	Websites					
6	Virtual Classrooms					
7	Training Portals					

5. Which of the following parameters do you consider as Important while taking admission in a Higher Educational Institute? Rate on a scale of 1 to 5 (1 being the lowest and 5 being the Highest)

Sr. No	Parameter	1 Not at all Important	2 Little Important	3 Somewhat Important	4 Quite Important	5 Extremely Important
1	Years of existence					
2	Infrastructure					
3	Accessibility (Proximity to your place)					
4	Courses Offered					
5	Recognitions and Accreditations					
6	Students Word of Mouth/Alumni Views					
7	Extra Curricular Activities					
8	Faculty					
9	Curriculum					

6. According to you how important are the following criteria for Assessing a Higher educational Institute.

Sr. No	Criteria	1 Not at all Important	2 Little Important	3 Somewhat Important	4 Quite Important	5 Extremely Important
1	Curriculum Aspects					
2	Teaching, Learning and Evaluation					
3	Research, Consultancy & Extension					
4	Infrastructure & Learning Resources					
5	Student Support and Progression					
6	Governance, Leadership & Management					
7	Innovations and Best Practices					

7. Rate the significance of the following Parameters for enhancing Industry Institute Interaction?

Sr No	Activity	1 Not at all Significant	2 Little Significant	3 Somewhat Significant	4 Quite Significant	5 Extremely Significant
1	Guest Lectures					
2	Conferences					
3	Live Projects					
4	Summer/Winter Internships					
5	Seminars, Webinars					
6	Symposia					
7	Industrial Visits					
8	Mock Interviews by Industry Professionals					

8. How important is the Common Entrance Examination for creating a Brand Value? (please tick the appropriate box)

1 Not at all Important	2 Little Important	3 Somewhat Important	4 Quite Important	5 Extremely Important

9. Rate the purpose for which you have taken admission in this Institute, in which you are studying now?

Sr no	Purpose	1 Not at all Important	2 Little Important	3 Somewhat Important	4 Quite Important	5 Extremely Important
1	Strong Brand					
2	Affiliated to a strong Brand					
3	Course Curriculum					
4	Quality of Education					
5	Location (Easily Accessible)					
6	Good Infrastructure					
7	Fine Placements					
8	Moderate Fee structure					
9	Academic quality of incoming students					
10	Extensive student extracurricular activities					

10. Rate your satisfaction with this Institute on the basis of following parameters?

Sr. No.	Parameter	1 Very Dissatisfied	2 Dissatisfied	3 Neither	4 Satisfied	5 Extremely Satisfied
1	Curricular Aspects					
2	Teaching, Learning & Evaluation					
3	Research, Consultancy and Publication					
4	Infrastructure and Learning Resources (Library & IT Lab)					
5	Student Support and Progression					
6	Organization & Management					

11. What according you are the best Practices in Teaching and Learning that helps to improve Brand Image of an Educational Institution?

Sr. No	Practice	1 Not at all Necessary	2 Little Necessar y	3 Somewhat Necessary	4 Quite Necessary	5 Extremely Necessary
1	Lecture Method					
2	Group Discussion					
3	Case Study					
4	Earn while you learn					
5	On the Job Training					
6	Student Exchange Program					
7	Apprenticeship and Internship					
8	Visual Studies					
9	Conferences and Seminars					
10	Industrial Visits					
11	Pen and Paperless Classroom					
12	Peer Teaching					
13	Role Play, Simulations and Games					

12. What is the core competency/ Strength of your college? **(Tick only one)**

- a. Professional Development
- b. Technology Utilization
- c. Quality Education
- d. Discipline and Morale
- e. Excellent Placements
- f. Respect and Dignity for all the stakeholders.
- g. Transforming Student Lives
- h. Inculcating Critical Thinking ability in Students

THANK YOU FOR YOUR CO-OPERATION

You are being requested to participate in a research study about **Strategic Management of Higher Education and its Impact on the Brand Image of Institutes**. This study is being conducted by Mrs.Prajakta Ganesh Mondkar, Research Scholar at D.Y.Patil University, School Of Business Management. Belapur, Navi Mumbai. The purpose of this questionnaire is to seek information and opinions of Faculties Teaching in Higher Educational Institutes. This survey is anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. In case of any doubts or queries feel free to contact me at prajakta.bhadkamkar@dypatil.edu

Questionnaire for Faculties

Name: (Optional) _____

Sex: M

Age: _____

1. Do you have Industry Experience? Yes No
- If Yes how many Years
 - a. Below 1Year
 - b. 1 Year to 3 Years
 - c. 3.1 Years to 5 Years
 - d. 5.1 Years to 10 Years
 - e. More than 10 Years

2. How long experience do you have in teaching?
 - a. Below 1Year
 - b. 1 Year to 3 Years
 - c. 3.1 Years to 5 Years
 - d. 5.1 Years to 10 Years
 - e. More than 10 Years

3. How many hours do you teach in a week
 - a. 1 to 5 Hours
 - b. 11 to 15 Hours
 - c. 6 to 10 Hours
 - d. 16 to 20 Hours

4. What are the main challenges that you deal with?
 - a. Updating Knowledge.
 - b. Adoption of Emerging Technology
 - c. Use of Case studies
 - d. Industry Exposure
 - e. Quality of Research
 - f. Critical thinking

5. How frequently do you attend a training session/Conference/ Seminar for Self Development?

- a. Once in a year
- b. 2 to 3 times in a year
- c. 4 to 5 times in a year
- d. More than 5 times in a year

6. What do you do to update your subject knowledge?

- a. Reading (Books, Newspapers, Magazines, Journals etc...)
- b. Attending Conferences, Seminars etc..
- c. Conducting Research (Writing Research Papers or Articles)
- d. Enrolling for some courses(Part time/Online/Distance Learning)

7. Rate the following ICT tools on the level of their usage in your Teaching.

Sr · N o	ICT tools	1 No Usage	2 Somewhat Used	3 Usually Used	4 Used Most of the time	5 Always Used
1	M-Learning (Mobile Learning)					
2	LMS- Learning Management Systems					
3	E-Books/Journals					
4	Blogs					
5	Websites					
6	Virtual Classrooms					
7	Training Portals					

8. According to you how important are the following criteria for Assessing a Higher educational Institute.

Sr. No.	Criteria	1 Not at all Important	2 Little Important	3 Somewhat Important	4 Quite Important	5 Extremely Important
1	Curricular Aspects					
2	Teaching, Learning and Evaluation					
3	Research, Consultancy & Extension					
4	Infrastructure & Learning Resources					
5	Student Support and Progression					
6	Governance, Leadership & Management					
7	Innovations and Best Practices					

9. Rate the significance of the following Parameters for enhancing Industry Institute Interaction?

Sr. No.	Activity	1 Not at all Significant	2 Little Significant	3 Somewhat Significant	4 Quite Significant	5 Extremely Significant
1	Guest Lectures.					
2	Conferences					
3	Live Projects					
4	Summer/Winter Internships					
5	Seminars, Webinars					
6	Symposium					
7	Industrial Visits					
8	Mock Interviews by Industry Professionals					

10. Rate the following parameters on the basis of their importance for creating brand value of Higher educational Institutes.

Sr. No	Parameter	1 Not at all Significant	2 Little Significant	3 Somewhat Significant	4 Quite Significant	5 Extremely Significant
1	Advertising					
2	Word of Mouth					
3	Quality Placements					
4	Effective Curriculum					
5	Strong Alumni					
6	Extra Curricular Activities					
7	Celebrity Endorsements					
8	Fee Structure					
9	Admission Process					
10	New approaches and Technologies					

11. What according you are the best Practices in Teaching and Learning that helps in creating Brand Image?

Sr. No	Practice	1 Not at all Significant	2 Little Significant	3 Somewhat Significant	4 Quite Significant	5 Extremely Significant
1	Lecture Method					
2	Group Discussion					
3	Case Study					
4	Earn while you learn					
5	On the Job Training					
6	Student Exchange Program					
7	Apprenticeship and Internship					
8	Visual Studies					
9	Conferences and Seminars					
10	Industrial Visits					
11	Pen and Paperless Classroom					
12	Peer Teaching					
13	Role Play, Simulations and Games					

12. Rate your satisfaction with this Institute on the basis of following parameters?

Sr. No.	Parameter	1 Very Dissatisfied	2 Dissatisfied	3 Neither	4 Satisfied	5 Extremely Satisfied
1	Curricular Aspects					
2	Teaching, Learning & Evaluation					
3	Research, Consultancy and Extension					
4	Infrastructure and Learning Resources (Library& IT Lab)					
5	Student Support and Progression					
6	Organization& Management					

13. What is your opinion about creating Brand Image of the Higher educational Institutes?

14. What is your contribution in creating Brand Image for your Institute?

THANK YOU FOR YOUR KIND CO-OPERATION

You are being requested to participate in a research study about Strategic Management of Higher Education and its Impact on the Brand Value. This study is being conducted by Mrs.Prajakta Ganesh Mondkar, Research Scholar at D.Y.Patil University, School Of Business Management. Belapur, Navi Mumbai. The purpose of this questionnaire is to seek information and opinions of students pursuing Higher Education. This survey is anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. In case of any doubts or queries feel free to contact me at prajakta.bhadkamkar@dypatil.edu, Mobile No-8691999467

Questionnaire for Directors

1. What according to you is the key challenge in Indian Higher Education?

2. What are the challenges that you have faced as a Director/ Head of the Institution of this Institute?

3. How do you attract admissions?

4. What is the role of Management for enhancing the Brand image of the Institute?

5. What role do the faculties play in enhancing the Brand image of the Institute?

6. What steps are you taking to create a Brand image for this Institute?

7. What is your opinion about Brand Image and its impact on the Sustainability of the Institute?

8. Does the fee structure affect the Brand Image?

9. Does the Selection Process of the Students and the faculties affect the Brand Image?

10. What is your opinion about aluminies and their relation to Brand Image?

11. What is opinion about government policies related to Higher Education and its Impact on the brand value of the institute?

Thank You for your valuable responses and kind Co-operation

You are being requested to participate in a research study about Strategic Management of Higher Education and its Impact on the Brand Value. This study is being conducted by Mrs.Prajakta Ganesh Mondkar, Research Scholar at D.Y.Patil University, School Of Business Management. Belapur, Navi Mumbai. The purpose of this questionnaire is to seek information and opinions of students pursuing Higher Education. This survey is anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. In case of any doubts or queries feel free to contact me at prajakta.bhadkamkar@dypatil.edu, Mobile No-8691999467

Questionnaire for Trustees

1. What is your opinion about the various raising of funds for the Institute/ How do you raise funds for your institute.

2. What is your opinion about the public private partnership in Higher Education?

3. What were the issues involved in Land Availability and Land Acquisition.

4. What are the impacts that you have faced with respect to government policies and regulations in the past? And what do you envisage in the regulations in future.

5. How many years did you take to achieve the BEP?

6. Do you have Transparencies in your Policies and do you maintain it?

SPSS TABLES

For Students

Frequency Table

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	195	57.4	57.4	57.4
Female	145	42.6	42.6	100.0
Total	340	100.0	100.0	

Age_group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Up to 20 years	206	60.6	60.6	60.6
Above 20 years	134	39.4	39.4	100.0
Total	340	100.0	100.0	

city

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Mumbai	285	83.8	83.8	83.8
PUNE	55	16.2	16.2	100.0
Total	340	100.0	100.0	

Course

	Frequency	Percent	Valid Percent	Cumulative Percent
Full time course	245	72.1	72.1	72.1
Part time course	55	16.2	16.2	88.2
Valid On-line or distance learning	32	9.4	9.4	97.6
Others	8	2.4	2.4	100.0
Total	340	100.0	100.0	

Frequencies

Frequency Table

QUE_2#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT PREFERRED	44	12.9	12.9	12.9
LITTLE PREFERRED	50	14.7	14.7	27.6
SOMEWHAT PREFEERRED	66	19.4	19.4	47.1
Valid QUITE PREFERRED	81	23.8	23.8	70.9
EXTREMELY PREFERRED	99	29.1	29.1	100.0
Total	340	100.0	100.0	

QUE_2#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT PREFERRED	49	14.4	14.4	14.4
LITTLE PREFERRED	85	25.0	25.0	39.4
SOMEWHAT PREFEERRED	97	28.5	28.5	67.9
QUITE PREFERRED	60	17.6	17.6	85.6
EXTREMELY PREFERRED	49	14.4	14.4	100.0
Total	340	100.0	100.0	

QUE_2#3

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT PREFERRED	32	9.4	9.4	9.4
LITTLE PREFERRED	59	17.4	17.4	26.8
SOMEWHAT PREFEERRED	140	41.2	41.2	67.9
QUITE PREFERRED	68	20.0	20.0	87.9
EXTREMELY PREFERRED	41	12.1	12.1	100.0
Total	340	100.0	100.0	

QUE_2#4

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT PREFERRED	31	9.1	9.1	9.1
LITTLE PREFERRED	43	12.6	12.6	21.8
SOMEWHAT PREFEERRED	123	36.2	36.2	57.9
QUITE PREFERRED	82	24.1	24.1	82.1
EXTREMELY PREFERRED	61	17.9	17.9	100.0
Total	340	100.0	100.0	

QUE_2#5

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT PREFERRED	29	8.5	8.5	8.5
LITTLE PREFERRED	26	7.6	7.6	16.2
SOMEWHAT PREFEERRED	29	8.5	8.5	24.7
QUITE PREFERRED	55	16.2	16.2	40.9
EXTREMELY PREFERRED	201	59.1	59.1	100.0
Total	340	100.0	100.0	

QUE_3#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	13	3.8	3.8	3.8
LITTLE IMPPORTANT	22	6.5	6.5	10.3
SOMEWHAT IMPORTANT	35	10.3	10.3	20.6
QUITE IMPORTANT	127	37.4	37.4	57.9
EXTREMELY IMPORTANT	143	42.1	42.1	100.0
Total	340	100.0	100.0	

QUE_3#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	22	6.5	6.5	6.5
LITTLE IMPPORTANT	38	11.2	11.2	17.6
SOMEWHAT IMPORTANT	78	22.9	22.9	40.6
QUITE IMPORTANT	122	35.9	35.9	76.5
EXTREMELY IMPORTANT	80	23.5	23.5	100.0
Total	340	100.0	100.0	

QUE_3#3

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	7	2.1	2.1	2.1
LITTLE IMPPORTANT	8	2.4	2.4	4.4
SOMEWHAT IMPORTANT	30	8.8	8.8	13.2
QUITE IMPORTANT	89	26.2	26.2	39.4
EXTREMELY IMPORTANT	206	60.6	60.6	100.0
Total	340	100.0	100.0	

QUE_3#4

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	5	1.5	1.5	1.5
LITTLE IMPPORTANT	29	8.5	8.5	10.0
SOMEWHAT IMPORTANT	53	15.6	15.6	25.6
QUITE IMPORTANT	121	35.6	35.6	61.2
EXTREMELY IMPORTANT	132	38.8	38.8	100.0
Total	340	100.0	100.0	

QUE_3#5

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	39	11.5	11.5	11.5
LITTLE IMPPORTANT	76	22.4	22.4	33.8
SOMEWHAT IMPORTANT	82	24.1	24.1	57.9
QUITE IMPORTANT	96	28.2	28.2	86.2
EXTREMELY IMPORTANT	47	13.8	13.8	100.0
Total	340	100.0	100.0	

QUE_4#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	42	12.4	12.4	12.4
SOMEWHAT USED	81	23.8	23.8	36.2
USUALLY USED	56	16.5	16.5	52.6
MOSTLY USED	39	11.5	11.5	64.1
ALWAYS USED	122	35.9	35.9	100.0
Total	340	100.0	100.0	

QUE_4#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	14	4.1	4.1	4.1
SOMEWHAT USED	85	25.0	25.0	29.1
USUALLY USED	69	20.3	20.3	49.4
MOSTLY USED	112	32.9	32.9	82.4
ALWAYS USED	60	17.6	17.6	100.0
Total	340	100.0	100.0	

QUE_4#3

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	26	7.6	7.6	7.6
SOMEWHAT USED	86	25.3	25.3	32.9
USUALLY USED	77	22.6	22.6	55.6
MOSTLY USED	81	23.8	23.8	79.4
ALWAYS USED	70	20.6	20.6	100.0
Total	340	100.0	100.0	

QUE_4#4

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	42	12.4	12.4	12.4
SOMEWHAT USED	142	41.8	41.8	54.1
USUALLY USED	58	17.1	17.1	71.2
MOSTLY USED	40	11.8	11.8	82.9
ALWAYS USED	58	17.1	17.1	100.0
Total	340	100.0	100.0	

QUE_4#5

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	8	2.4	2.4	2.4
SOMEWHAT USED	50	14.7	14.7	17.1
USUALLY USED	75	22.1	22.1	39.1
MOSTLY USED	79	23.2	23.2	62.4
ALWAYS USED	128	37.6	37.6	100.0
Total	340	100.0	100.0	

QUE_4#6

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	42	12.4	12.4	12.4
SOMEWHAT USED	66	19.4	19.4	31.8
USUALLY USED	40	11.8	11.8	43.5
MOSTLY USED	86	25.3	25.3	68.8
ALWAYS USED	106	31.2	31.2	100.0
Total	340	100.0	100.0	

QUE_4#7

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	16	4.7	4.7	4.7
SOMEWHAT USED	77	22.6	22.6	27.4
USUALLY USED	73	21.5	21.5	48.8
MOSTLY USED	85	25.0	25.0	73.8
ALWAYS USED	89	26.2	26.2	100.0
Total	340	100.0	100.0	

QUE_5#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	19	5.6	5.6	5.6
LITTLE IMPPORTANT	32	9.4	9.4	15.0
SOMEWHAT IMPORTANT	96	28.2	28.2	43.2
QUITE IMPORTANT	96	28.2	28.2	71.5
EXTREMELY IMPORTANT	97	28.5	28.5	100.0
Total	340	100.0	100.0	

QUE_5#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	7	2.1	2.1	2.1
LITTLE IMPPORTANT	25	7.4	7.4	9.4
SOMEWHAT IMPORTANT	61	17.9	17.9	27.4
QUITE IMPORTANT	137	40.3	40.3	67.6
EXTREMELY IMPORTANT	110	32.4	32.4	100.0
Total	340	100.0	100.0	

QUE_5#3

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	9	2.6	2.6	2.6
LITTLE IMPPORTANT	41	12.1	12.1	14.7
SOMEWHAT IMPORTANT	88	25.9	25.9	40.6
Valid QUITE IMPORTANT	112	32.9	32.9	73.5
EXTREMELY IMPORTANT	90	26.5	26.5	100.0
Total	340	100.0	100.0	

QUE_5#4

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	4	1.2	1.2	1.2
LITTLE IMPPORTANT	18	5.3	5.3	6.5
SOMEWHAT IMPORTANT	23	6.8	6.8	13.2
Valid QUITE IMPORTANT	114	33.5	33.5	46.8
EXTREMELY IMPORTANT	181	53.2	53.2	100.0
Total	340	100.0	100.0	

QUE_5#5

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	1	.3	.3	.3
LITTLE IMPPORTANT	24	7.1	7.1	7.4
SOMEWHAT IMPORTANT	84	24.7	24.7	32.1
QUITE IMPORTANT	102	30.0	30.0	62.1
EXTREMELY IMPORTANT	129	37.9	37.9	100.0
Total	340	100.0	100.0	

QUE_5#6

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	17	5.0	5.0	5.0
LITTLE IMPPORTANT	27	7.9	7.9	12.9
SOMEWHAT IMPORTANT	78	22.9	22.9	35.9
QUITE IMPORTANT	120	35.3	35.3	71.2
EXTREMELY IMPORTANT	98	28.8	28.8	100.0
Total	340	100.0	100.0	

QUE_5#7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT IMPORTANT	7	2.1	2.1	2.1
LITTLE IMPPORTANT	25	7.4	7.4	9.4
SOMEWHAT IMPORTANT	50	14.7	14.7	24.1
QUITE IMPORTANT	126	37.1	37.1	61.2
EXTREMELY IMPORTANT	132	38.8	38.8	100.0
Total	340	100.0	100.0	

QUE_5#8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT IMPORTANT	7	2.1	2.1	2.1
LITTLE IMPPORTANT	1	.3	.3	2.4
SOMEWHAT IMPORTANT	17	5.0	5.0	7.4
QUITE IMPORTANT	76	22.4	22.4	29.7
EXTREMELY IMPORTANT	239	70.3	70.3	100.0
Total	340	100.0	100.0	

QUE_5#9

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	2	.6	.6	.6
LITTLE IMPPORTANT	7	2.1	2.1	2.6
SOMEWHAT IMPORTANT	47	13.8	13.8	16.5
QUITE IMPORTANT	78	22.9	22.9	39.4
EXTREMELY IMPORTANT	206	60.6	60.6	100.0
Total	340	100.0	100.0	

QUE_6#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	13	3.8	3.8	3.8
LITTLE IMPPORTANT	20	5.9	5.9	9.7
SOMEWHAT IMPORTANT	69	20.3	20.3	30.0
QUITE IMPORTANT	140	41.2	41.2	71.2
EXTREMELY IMPORTANT	98	28.8	28.8	100.0
Total	340	100.0	100.0	

QUE_6#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	2	.6	.6	.6
LITTLE IMPPORTANT	8	2.4	2.4	2.9
SOMEWHAT IMPORTANT	27	7.9	7.9	10.9
Valid QUITE IMPORTANT	82	24.1	24.1	35.0
EXTREMELY IMPORTANT	221	65.0	65.0	100.0
Total	340	100.0	100.0	

QUE_6#3

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	1	.3	.3	.3
LITTLE IMPPORTANT	23	6.8	6.8	7.1
SOMEWHAT IMPORTANT	54	15.9	15.9	22.9
Valid QUITE IMPORTANT	113	33.2	33.2	56.2
EXTREMELY IMPORTANT	149	43.8	43.8	100.0
Total	340	100.0	100.0	

QUE_6#4

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	3	.9	.9	.9
LITTLE IMPPORTANT	19	5.6	5.6	6.5
SOMEWHAT IMPORTANT	59	17.4	17.4	23.8
QUITE IMPORTANT	98	28.8	28.8	52.6
EXTREMELY IMPORTANT	161	47.4	47.4	100.0
Total	340	100.0	100.0	

QUE_6#5

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	3	.9	.9	.9
LITTLE IMPPORTANT	10	2.9	2.9	3.8
SOMEWHAT IMPORTANT	47	13.8	13.8	17.6
QUITE IMPORTANT	91	26.8	26.8	44.4
EXTREMELY IMPORTANT	189	55.6	55.6	100.0
Total	340	100.0	100.0	

QUE_6#6

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	3	.9	.9	.9
LITTLE IMPPORTANT	24	7.1	7.1	7.9
SOMEWHAT IMPORTANT	38	11.2	11.2	19.1
QUITE IMPORTANT	119	35.0	35.0	54.1
EXTREMELY IMPORTANT	156	45.9	45.9	100.0
Total	340	100.0	100.0	

QUE_6#7

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	4	1.2	1.2	1.2
LITTLE IMPPORTANT	11	3.2	3.2	4.4
SOMEWHAT IMPORTANT	30	8.8	8.8	13.2
QUITE IMPORTANT	90	26.5	26.5	39.7
EXTREMELY IMPORTANT	205	60.3	60.3	100.0
Total	340	100.0	100.0	

QUE_7#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT SIGNIFICANT	7	2.1	2.1	2.1
LITTLE SIGNIFICANT	24	7.1	7.1	9.1
SOMEWHAT SIGNIFICANT	71	20.9	20.9	30.0
QUITE SIGNIFICANT	131	38.5	38.5	68.5
EXTREMELY SIGNIFICANT	107	31.5	31.5	100.0
Total	340	100.0	100.0	

QUE_7#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT SIGNIFICANT	5	1.5	1.5	1.5
LITTLE SIGNIFICANT	22	6.5	6.5	7.9
SOMEWHAT SIGNIFICANT	85	25.0	25.0	32.9
QUITE SIGNIFICANT	135	39.7	39.7	72.6
EXTREMELY SIGNIFICANT	93	27.4	27.4	100.0
Total	340	100.0	100.0	

QUE_7#3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SIGNIFICANT	7	2.1	2.1	2.1
LITTLE SIGNIFICANT	14	4.1	4.1	6.2
SOMEWHAT SIGNIFICANT	37	10.9	10.9	17.1
QUITE SIGNIFICANT	112	32.9	32.9	50.0
EXTREMELY SIGNIFICANT	170	50.0	50.0	100.0
Total	340	100.0	100.0	

QUE_7#4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SIGNIFICANT	7	2.1	2.1	2.1
LITTLE SIGNIFICANT	23	6.8	6.8	8.8
SOMEWHAT SIGNIFICANT	37	10.9	10.9	19.7
QUITE SIGNIFICANT	99	29.1	29.1	48.8
EXTREMELY SIGNIFICANT	174	51.2	51.2	100.0
Total	340	100.0	100.0	

QUE_7#5

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT SIGNIFICANT	9	2.6	2.6	2.6
LITTLE SIGNIFICANT	34	10.0	10.0	12.6
SOMEWHAT SIGNIFICANT	57	16.8	16.8	29.4
QUITE SIGNIFICANT	119	35.0	35.0	64.4
EXTREMELY SIGNIFICANT	121	35.6	35.6	100.0
Total	340	100.0	100.0	

QUE_7#6

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT SIGNIFICANT	6	1.8	1.8	1.8
LITTLE SIGNIFICANT	34	10.0	10.0	11.8
SOMEWHAT SIGNIFICANT	115	33.8	33.8	45.6
QUITE SIGNIFICANT	128	37.6	37.6	83.2
EXTREMELY SIGNIFICANT	57	16.8	16.8	100.0
Total	340	100.0	100.0	

QUE_7#7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SIGNIFICANT	2	.6	.6	.6
LITTLE SIGNIFICANT	15	4.4	4.4	5.0
SOMEWHAT SIGNIFICANT	37	10.9	10.9	15.9
QUITE SIGNIFICANT	77	22.6	22.6	38.5
EXTREMELY SIGNIFICANT	209	61.5	61.5	100.0
Total	340	100.0	100.0	

QUE_7#8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SIGNIFICANT	7	2.1	2.1	2.1
LITTLE SIGNIFICANT	5	1.5	1.5	3.5
SOMEWHAT SIGNIFICANT	28	8.2	8.2	11.8
QUITE SIGNIFICANT	87	25.6	25.6	37.4
EXTREMELY SIGNIFICANT	213	62.6	62.6	100.0
Total	340	100.0	100.0	

QUE_8

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	7	2.1	2.1	2.1
LITTLE IMPPORTANT	27	7.9	7.9	10.0
SOMEWHAT IMPORTANT	59	17.4	17.4	27.4
Valid QUITE IMPORTANT	109	32.1	32.1	59.4
EXTREMELY IMPORTANT	138	40.6	40.6	100.0
Total	340	100.0	100.0	

QUE_9#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	15	4.4	4.4	4.4
LITTLE IMPPORTANT	27	7.9	7.9	12.4
SOMEWHAT IMPORTANT	56	16.5	16.5	28.8
Valid QUITE IMPORTANT	116	34.1	34.1	62.9
EXTREMELY IMPORTANT	126	37.1	37.1	100.0
Total	340	100.0	100.0	

QUE_9#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	7	2.1	2.1	2.1
LITTLE IMPPORTANT	23	6.8	6.8	8.8
SOMEWHAT IMPORTANT	85	25.0	25.0	33.8
QUITE IMPORTANT	131	38.5	38.5	72.4
EXTREMELY IMPORTANT	94	27.6	27.6	100.0
Total	340	100.0	100.0	

QUE_9#3

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	5	1.5	1.5	1.5
LITTLE IMPPORTANT	32	9.4	9.4	10.9
SOMEWHAT IMPORTANT	39	11.5	11.5	22.4
QUITE IMPORTANT	120	35.3	35.3	57.6
EXTREMELY IMPORTANT	144	42.4	42.4	100.0
Total	340	100.0	100.0	

QUE_9#4

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	13	3.8	3.8	3.8
LITTLE IMPPORTANT	26	7.6	7.6	11.5
SOMEWHAT IMPORTANT	53	15.6	15.6	27.1
Valid QUITE IMPORTANT	66	19.4	19.4	46.5
EXTREMELY IMPORTANT	182	53.5	53.5	100.0
Total	340	100.0	100.0	

QUE_9#5

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	27	7.9	7.9	7.9
LITTLE IMPPORTANT	37	10.9	10.9	18.8
SOMEWHAT IMPORTANT	79	23.2	23.2	42.1
Valid QUITE IMPORTANT	92	27.1	27.1	69.1
EXTREMELY IMPORTANT	105	30.9	30.9	100.0
Total	340	100.0	100.0	

QUE_9#6

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	11	3.2	3.2	3.2
LITTLE IMPPORTANT	27	7.9	7.9	11.2
SOMEWHAT IMPORTANT	56	16.5	16.5	27.6
QUITE IMPORTANT	113	33.2	33.2	60.9
EXTREMELY IMPORTANT	133	39.1	39.1	100.0
Total	340	100.0	100.0	

QUE_9#7

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	12	3.5	3.5	3.5
LITTLE IMPPORTANT	32	9.4	9.4	12.9
SOMEWHAT IMPORTANT	48	14.1	14.1	27.1
QUITE IMPORTANT	71	20.9	20.9	47.9
EXTREMELY IMPORTANT	177	52.1	52.1	100.0
Total	340	100.0	100.0	

QUE_9#8

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	22	6.5	6.5	6.5
LITTLE IMPPORTANT	49	14.4	14.4	20.9
SOMEWHAT IMPORTANT	101	29.7	29.7	50.6
QUITE IMPORTANT	81	23.8	23.8	74.4
EXTREMELY IMPORTANT	87	25.6	25.6	100.0
Total	340	100.0	100.0	

QUE_9#9

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	18	5.3	5.3	5.3
LITTLE IMPPORTANT	25	7.4	7.4	12.6
SOMEWHAT IMPORTANT	47	13.8	13.8	26.5
QUITE IMPORTANT	130	38.2	38.2	64.7
EXTREMELY IMPORTANT	120	35.3	35.3	100.0
Total	340	100.0	100.0	

QUE_9#10

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT IMPORTANT	12	3.5	3.5	3.5
LITTLE IMPPORTANT	27	7.9	7.9	11.5
SOMEWHAT IMPORTANT	52	15.3	15.3	26.8
Valid QUITE IMPORTANT	139	40.9	40.9	67.6
EXTREMELY IMPORTANT	110	32.4	32.4	100.0
Total	340	100.0	100.0	

QUE_10#1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid EXTREMELY DISSATISFIED	10	2.9	2.9	2.9
DISSATISFIED	14	4.1	4.1	7.1
NEITHER	38	11.2	11.2	18.2
SATISFIED	187	55.0	55.0	73.2
EXTREMELY SATISFIED	91	26.8	26.8	100.0
Total	340	100.0	100.0	

QUE_10#2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
EXTREMELY DISSATISFIED	7	2.1	2.1	2.1
DISSATISFIED	16	4.7	4.7	6.8
NEITHER	38	11.2	11.2	17.9
SATISFIED	164	48.2	48.2	66.2
EXTREMELY SATISFIED	115	33.8	33.8	100.0
Total	340	100.0	100.0	

QUE_10#3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
EXTREMELY DISSATISFIED	5	1.5	1.5	1.5
DISSATISFIED	17	5.0	5.0	6.5
NEITHER	82	24.1	24.1	30.6
SATISFIED	165	48.5	48.5	79.1
EXTREMELY SATISFIED	71	20.9	20.9	100.0
Total	340	100.0	100.0	

QUE_10#4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
EXTREMELY DISSATISFIED	9	2.6	2.6	2.6
DISSATISFIED	18	5.3	5.3	7.9
NEITHER	32	9.4	9.4	17.4
SATISFIED	144	42.4	42.4	59.7
EXTREMELY SATISFIED	137	40.3	40.3	100.0
Total	340	100.0	100.0	

QUE_10#5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
EXTREMELY DISSATISFIED	11	3.2	3.2	3.2
DISSATISFIED	33	9.7	9.7	12.9
NEITHER	41	12.1	12.1	25.0
SATISFIED	144	42.4	42.4	67.4
EXTREMELY SATISFIED	111	32.6	32.6	100.0
Total	340	100.0	100.0	

QUE_10#6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
EXTREMELY DISSATISFIED	11	3.2	3.2	3.2
DISSATISFIED	28	8.2	8.2	11.5
NEITHER	41	12.1	12.1	23.5
SATISFIED	123	36.2	36.2	59.7
EXTREMELY SATISFIED	137	40.3	40.3	100.0
Total	340	100.0	100.0	

QUE_11#1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
NOT NECESSARY	10	2.9	2.9	2.9
LITTLE NECESSARY	21	6.2	6.2	9.1
SOMEWHAT NECESSARY	39	11.5	11.5	20.6
QUITE NECESSARY	108	31.8	31.8	52.4
EXTREMELY NECESSARY	162	47.6	47.6	100.0
Total	340	100.0	100.0	

QUE_11#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	15	4.4	4.4	4.4
LITTLE NECESSARY	26	7.6	7.6	12.1
SOMEWHAT NECESSARY	47	13.8	13.8	25.9
QUITE NECESSARY	139	40.9	40.9	66.8
EXTREMELY NECESSARY	113	33.2	33.2	100.0
Total	340	100.0	100.0	

QUE_11#3

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	14	4.1	4.1	4.1
LITTLE NECESSARY	22	6.5	6.5	10.6
SOMEWHAT NECESSARY	63	18.5	18.5	29.1
QUITE NECESSARY	131	38.5	38.5	67.6
EXTREMELY NECESSARY	110	32.4	32.4	100.0
Total	340	100.0	100.0	

QUE_11#4

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	25	7.4	7.4	7.4
LITTLE NECESSARY	52	15.3	15.3	22.6
SOMEWHAT NECESSARY	82	24.1	24.1	46.8
QUITE NECESSARY	79	23.2	23.2	70.0
EXTREMELY NECESSARY	102	30.0	30.0	100.0
Total	340	100.0	100.0	

QUE_11#5

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	8	2.4	2.4	2.4
LITTLE NECESSARY	41	12.1	12.1	14.4
SOMEWHAT NECESSARY	53	15.6	15.6	30.0
QUITE NECESSARY	107	31.5	31.5	61.5
EXTREMELY NECESSARY	131	38.5	38.5	100.0
Total	340	100.0	100.0	

QUE_11#6

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	14	4.1	4.1	4.1
LITTLE NECESSARY	31	9.1	9.1	13.2
SOMEWHAT NECESSARY	78	22.9	22.9	36.2
QUITE NECESSARY	123	36.2	36.2	72.4
EXTREMELY NECESSARY	94	27.6	27.6	100.0
Total	340	100.0	100.0	

QUE_11#7

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	9	2.6	2.6	2.6
LITTLE NECESSARY	42	12.4	12.4	15.0
SOMEWHAT NECESSARY	62	18.2	18.2	33.2
QUITE NECESSARY	98	28.8	28.8	62.1
EXTREMELY NECESSARY	129	37.9	37.9	100.0
Total	340	100.0	100.0	

QUE_11#8

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	12	3.5	3.5	3.5
LITTLE NECESSARY	47	13.8	13.8	17.4
SOMEWHAT NECESSARY	57	16.8	16.8	34.1
QUITE NECESSARY	98	28.8	28.8	62.9
EXTREMELY NECESSARY	126	37.1	37.1	100.0
Total	340	100.0	100.0	

QUE_11#9

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	9	2.6	2.6	2.6
LITTLE NECESSARY	38	11.2	11.2	13.8
SOMEWHAT NECESSARY	57	16.8	16.8	30.6
QUITE NECESSARY	127	37.4	37.4	67.9
EXTREMELY NECESSARY	109	32.1	32.1	100.0
Total	340	100.0	100.0	

QUE_11#10

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	2	.6	.6	.6
LITTLE NECESSARY	42	12.4	12.4	12.9
SOMEWHAT NECESSARY	38	11.2	11.2	24.1
QUITE NECESSARY	75	22.1	22.1	46.2
EXTREMELY NECESSARY	183	53.8	53.8	100.0
Total	340	100.0	100.0	

QUE_11#11

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	41	12.1	12.1	12.1
LITTLE NECESSARY	40	11.8	11.8	23.8
SOMEWHAT NECESSARY	83	24.4	24.4	48.2
QUITE NECESSARY	109	32.1	32.1	80.3
EXTREMELY NECESSARY	67	19.7	19.7	100.0
Total	340	100.0	100.0	

QUE_11#12

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	14	4.1	4.1	4.1
LITTLE NECESSARY	33	9.7	9.7	13.8
SOMEWHAT NECESSARY	112	32.9	32.9	46.8
QUITE NECESSARY	101	29.7	29.7	76.5
EXTREMELY NECESSARY	80	23.5	23.5	100.0
Total	340	100.0	100.0	

QUE_11#13

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT NECESSARY	9	2.6	2.6	2.6
LITTLE NECESSARY	15	4.4	4.4	7.1
SOMEWHAT NECESSARY	64	18.8	18.8	25.9
QUITE NECESSARY	109	32.1	32.1	57.9
EXTREMELY NECESSARY	143	42.1	42.1	100.0
Total	340	100.0	100.0	

Oneway

ANOVA

		Sum of Squares	df	Mean Square	F
Preference_in_selection_HEI	Between Groups	2030.071	1	2030.071	11.376
	Within Groups	60315.105	338	178.447	
	Total	62345.176	339		
Factors_of_brand_creation	Between Groups	537.446	1	537.446	3.074
	Within Groups	59097.566	338	174.845	
	Total	59635.012	339		
Usage_of_ICT	Between Groups	328.709	1	328.709	1.491
	Within Groups	74516.405	338	220.463	
	Total	74845.114	339		
Imp_of_Parameters_in_HEI	Between Groups	401.720	1	401.720	2.892
	Within Groups	46953.095	338	138.914	
	Total	47354.815	339		
Assesing_Criteria	Between Groups	2822.156	1	2822.156	19.090
	Within Groups	49967.184	338	147.832	
	Total	52789.340	339		
Parameters_of_enhancing_HEI	Between Groups	458.449	1	458.449	2.610
	Within Groups	59368.665	338	175.647	
	Total	59827.114	339		
Improtance_of_CET	Between Groups	2.397	1	2.397	.006
	Within Groups	147178.780	338	435.440	
	Total	147181.176	339		

Purpose_of_Admission	Between Groups	857.233	1	857.233	3.710
	Within Groups	78097.167	338	231.057	
	Total	78954.400	339		
Satisfaction_score	Between Groups	388.966	1	388.966	1.982
	Within Groups	66341.067	338	196.275	
	Total	66730.033	339		
Teaching_and_Learning_Practice	Between Groups	1129.082	1	1129.082	5.134
	Within Groups	74326.650	338	219.901	
	Total	75455.733	339		

ANOVA

		Sig.
Preference_in_selection_HEI	Between Groups	.001
	Within Groups	
	Total	
Factors_of_brand_creation	Between Groups	.080
	Within Groups	
	Total	
Usage_of_ICT	Between Groups	.223
	Within Groups	
	Total	
Imp_of_Parameters_in_HEI	Between Groups	.090
	Within Groups	
	Total	

Assesing_Criteria	Between Groups	.000
	Within Groups	
	Total	
Parameters_of_enhancing_HEI	Between Groups	.107
	Within Groups	
	Total	
Improtance_of_CET	Between Groups	.941
	Within Groups	
	Total	
Purpose_of_Admission	Between Groups	.055
	Within Groups	
	Total	
Satisfaction_score	Between Groups	.160
	Within Groups	
	Total	
Teaching_and_Learning_Practice	Between Groups	.024
	Within Groups	
	Total	

ans

Report

Gender	Preference_in_sel ection_HEI	Factors_of_brand _creation	Usage_of_ICT	Imp_of_Paramete rs_in_HEI
N	195	195	195	195
Male Mean	65.1282	75.6923	66.0513	79.8405

	Std. Deviation	12.73193	14.07446	15.50644	11.99571
	N	145	145	145	145
Female	Mean	70.0690	78.2345	68.0394	82.0383
	Std. Deviation	14.15865	11.98032	13.91172	11.49791
	N	340	340	340	340
Total	Mean	67.2353	76.7765	66.8992	80.7778
	Std. Deviation	13.56131	13.26328	14.85874	11.81904

Report

Gender	Assesing_Criteria	Improtance_of_CE T	Purpose_of_Admiss ion	Satisfaction_score
	N	195	195	195
Male	Mean	82.0366	80.3077	76.4308
	Std. Deviation	12.82998	22.19658	16.04951
	N	145	145	145
Female	Mean	87.8621	80.1379	79.6414
	Std. Deviation	11.19063	18.92919	13.97551
	N	340	340	340
Total	Mean	84.5210	80.2353	77.8000
	Std. Deviation	12.47881	20.83657	15.26119

Report

Gender		Teaching_and_Learning_Practice
Male	N	195
	Mean	75.1164
	Std. Deviation	16.11133
Female	N	145
	Mean	78.8011
	Std. Deviation	12.90163
Total	N	340
	Mean	76.6878
	Std. Deviation	14.91923

Oneway

NOVA

		Sum of Squares	df	Mean Square	F
Preference_in_selection_HEI	Between Groups	525.077	1	525.077	2.871
	Within Groups	61820.099	338	182.900	
	Total	62345.176	339		
Factors_of_brand_creation	Between Groups	15.921	1	15.921	.090
	Within Groups	59619.091	338	176.388	
	Total	59635.012	339		
Usage_of_ICT	Between Groups	5207.186	1	5207.186	25.274
	Within Groups	69637.928	338	206.029	

	Total	74845.114	339		
	Between Groups	74.937	1	74.937	.536
Imp_of_Parameters_in_HEI	Within Groups	47279.878	338	139.881	
	Total	47354.815	339		
	Between Groups	1.580	1	1.580	.010
Assesing_Criteria	Within Groups	52787.759	338	156.177	
	Total	52789.340	339		
	Between Groups	2.853	1	2.853	.016
Parameters_of_enhancing_HEI	Within Groups	59824.261	338	176.995	
	Total	59827.114	339		
	Between Groups	2085.973	1	2085.973	4.859
Improtance_of_CET	Within Groups	145095.204	338	429.276	
	Total	147181.176	339		
	Between Groups	5191.154	1	5191.154	23.787
Purpose_of_Admission	Within Groups	73763.246	338	218.234	
	Total	78954.400	339		
	Between Groups	3758.657	1	3758.657	20.175
Satisfaction_score	Within Groups	62971.375	338	186.306	
	Total	66730.033	339		
	Between Groups	68.558	1	68.558	.307
Teaching_and_Learning_Practi ce	Within Groups	75387.175	338	223.039	
	Total	75455.733	339		

ANOVA

		Sig.
Preference_in_selection_HEI	Between Groups	.091
	Within Groups	
	Total	
Factors_of_brand_creation	Between Groups	.764
	Within Groups	
	Total	
Usage_of_ICT	Between Groups	.000
	Within Groups	
	Total	
Imp_of_Parameters_in_HEI	Between Groups	.465
	Within Groups	
	Total	
Assesing_Criteria	Between Groups	.920
	Within Groups	
	Total	
Parameters_of_enhancing_HEI	Between Groups	.899
	Within Groups	
	Total	
Improtance_of_CET	Between Groups	.028
	Within Groups	
	Total	
Purpose_of_Admission	Between Groups	.000

	Within Groups	
	Total	
	Between Groups	.000
Satisfaction_score	Within Groups	
	Total	
	Between Groups	.580
Teaching_and_Learning_Practice	Within Groups	
	Total	

Means

Report

Age_group		Preference_in_sel ection_HEI	Factors_of_brand _creation	Usage_of_ICT	Imp_of_Paramete rs_in_HEI
	N	206	206	206	206
Up to 20 years	Mean	66.2330	76.6019	70.0555	80.3991
	Std. Deviation	14.70039	14.08638	14.95095	12.20951
	N	134	134	134	134
Above 20 years	Mean	68.7761	77.0448	62.0469	81.3599
	Std. Deviation	11.47710	11.93394	13.38108	11.21227
	N	340	340	340	340
Total	Mean	67.2353	76.7765	66.8992	80.7778
	Std. Deviation	13.56131	13.26328	14.85874	11.81904

Report

Age_group		Assesing_Criteria	Improtance_of_C ET	Purpose_of_Admi ssion	Satisfaction_score
Up to 20 years	N	206	206	206	206
	Mean	84.4660	82.2330	80.9515	82.4757
	Std. Deviation	12.08017	19.57759	14.68989	12.06883
Above 20 years	N	134	134	134	134
	Mean	84.6055	77.1642	72.9552	75.6716
	Std. Deviation	13.11373	22.36444	14.89960	15.77849
Total	N	340	340	340	340
	Mean	84.5210	80.2353	77.8000	79.7941
	Std. Deviation	12.47881	20.83657	15.26119	14.03010

Report

Age_group		Teaching_and_Learning_Practice
Up to 20 years	N	206
	Mean	76.3256
	Std. Deviation	15.51648
Above 20 years	N	134
	Mean	77.2445
	Std. Deviation	13.99009
Total	N	340
	Mean	76.6878
	Std. Deviation	14.91923

Oneway

ANOVA

		Sum of Squares	df	Mean Square	F
Preference_in_selection_HEI	Between Groups	782.546	1	782.546	4.296
	Within Groups	61562.631	338	182.138	
	Total	62345.176	339		
Factors_of_brand_creation	Between Groups	.608	1	.608	.003
	Within Groups	59634.404	338	176.433	
	Total	59635.012	339		
Usage_of_ICT	Between Groups	13.740	1	13.740	.062
	Within Groups	74831.375	338	221.395	
	Total	74845.114	339		
Imp_of_Parameters_in_HEI	Between Groups	244.227	1	244.227	1.752
	Within Groups	47110.588	338	139.380	
	Total	47354.815	339		
Assesing_Criteria	Between Groups	14.436	1	14.436	.092
	Within Groups	52774.903	338	156.139	
	Total	52789.340	339		
Parameters_of_enhancing_HEI	Between Groups	826.340	1	826.340	4.734
	Within Groups	59000.774	338	174.559	
	Total	59827.114	339		
Improtance_of_CET	Between Groups	1546.982	1	1546.982	3.590
	Within Groups	145634.195	338	430.870	
	Total	147181.176	339		

Purpose_of_Admission	Between Groups	52.079	1	52.079	.223
	Within Groups	78902.321	338	233.439	
	Total	78954.400	339		
Satisfaction_score	Between Groups	26.053	1	26.053	.132
	Within Groups	66703.980	338	197.349	
	Total	66730.033	339		
Teaching_and_Learning_Practice	Between Groups	270.506	1	270.506	1.216
	Within Groups	75185.227	338	222.441	
	Total	75455.733	339		

ANOVA

		Sig.
Preference_in_selection_HEI	Between Groups	.039
	Within Groups	
	Total	
Factors_of_brand_creation	Between Groups	.953
	Within Groups	
	Total	
Usage_of_ICT	Between Groups	.803
	Within Groups	
	Total	
Imp_of_Parameters_in_HEI	Between Groups	.186
	Within Groups	
	Total	

Assesing_Criteria	Between Groups	.761
	Within Groups	
	Total	
Parameters_of_enhancing_HEI	Between Groups	.030
	Within Groups	
	Total	
Improtance_of_CET	Between Groups	.059
	Within Groups	
	Total	
Purpose_of_Admission	Between Groups	.637
	Within Groups	
	Total	
Satisfaction_score	Between Groups	.717
	Within Groups	
	Total	
Teaching_and_Learning_Practice	Between Groups	.271
	Within Groups	
	Total	

Means

Notes

Output Created	18-APR-2017 20:51:52
Comments	

	Data	C:\Users\AJAY\Desktop\PH D 2016\Prajakta PH D\Data of Students\Data of students.sav
	Active Dataset	DataSet1
Input	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	340
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing.
	Cases Used	Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
Syntax		<pre> MEANS TABLES=Preference_in_selection_HEI Factors_of_brand_creation Usage_of_ICT Imp_of_Parameters_in_HEI Assesing_Criteria Improtance_of_CET Purpose_of_Admission Satisfaction_score Teaching_and_Learning_Practice BY city /CELLS COUNT MEAN STDDEV. </pre>

Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Report

city		Preference_in_selection_HEI	Factors_of_brand_creation	Usage_of_ICT	Imp_of_Parameters_in_HEI
	N	285	285	285	285
Mumbai	Mean	67.9018	76.7579	66.9875	80.4055
	Std. Deviation	13.93916	14.13370	14.96034	12.50874
	N	55	55	55	55
PUNE	Mean	63.7818	76.8727	66.4416	82.7071
	Std. Deviation	10.87077	7.33095	14.44586	7.03627
	N	340	340	340	340
Total	Mean	67.2353	76.7765	66.8992	80.7778
	Std. Deviation	13.56131	13.26328	14.85874	11.81904

Report

city		Assesing_Criteria	Improtance_of_CET	Purpose_of_Admission	Satisfaction_score
	N	285	285	285	285
Mumbai	Mean	84.6115	79.2982	77.6281	79.6725
	Std. Deviation	13.30383	21.48203	15.65524	14.77697
	N	55	55	55	55
PUNE	Mean	84.0519	85.0909	78.6909	80.4242

	Std. Deviation	6.81670	16.42860	13.12176	9.31953
	N	340	340	340	340
Total	Mean	84.5210	80.2353	77.8000	79.7941
	Std. Deviation	12.47881	20.83657	15.26119	14.03010

Report

city		Teaching_and_Learning_Practice
	N	285
Mumbai	Mean	77.0796
	Std. Deviation	15.61049
	N	55
PUNE	Mean	74.6573
	Std. Deviation	10.52159
	N	340
Total	Mean	76.6878
	Std. Deviation	14.91923

FOR FACULTIES

DATASET

Frequency Table

City

	Frequency	Percent	Valid Percent	Cumulative Percent
MUMBAI	40	61.5	61.5	61.5
Valid PUNE	25	38.5	38.5	100.0
Total	65	100.0	100.0	

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	30	46.2	46.2	46.2
Valid FEMALE	35	53.8	53.8	100.0
Total	65	100.0	100.0	

Age_group

	Frequency	Percent	Valid Percent	Cumulative Percent
UPTO 30 YRS	12	18.5	18.5	18.5
Valid 31 TO 45 YRS	41	63.1	63.1	81.5
ABOVE 45 YRS	12	18.5	18.5	100.0
Total	65	100.0	100.0	

Industry_Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
NO EXPERIENCE	13	20.0	20.0	20.0
UPTO 1 YR	10	15.4	15.4	35.4
1 TO 3 YRS	21	32.3	32.3	67.7
Valid 3 TO 5 YRS	6	9.2	9.2	76.9
5 TO 10 YRS	13	20.0	20.0	96.9
MORE THAN 10 YRS	2	3.1	3.1	100.0
Total	65	100.0	100.0	

Teaching_Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
UPTO 1 YR	3	4.6	4.6	4.6
1 TO 3 YRS	12	18.5	18.5	23.1
Valid 3 TO 5 YRS	13	20.0	20.0	43.1
5 TO 10 YRS	27	41.5	41.5	84.6
MORE THAN 10 YRS	10	15.4	15.4	100.0
Total	65	100.0	100.0	

Number_of_hrs_per_week

	Frequency	Percent	Valid Percent	Cumulative Percent
1 TO 5 HRS	8	12.3	12.3	12.3
6 TO 10 YRS	14	21.5	21.5	33.8
Valid 11 TO 15 YRS	7	10.8	10.8	44.6
MORE THAN 15 YRS	36	55.4	55.4	100.0
Total	65	100.0	100.0	

QUE4_A Updating_knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
NO	46	70.8	70.8	70.8
Valid YES	19	29.2	29.2	100.0
Total	65	100.0	100.0	

QUE4_B Adoption_of_technology

	Frequency	Percent	Valid Percent	Cumulative Percent
NO	47	72.3	72.3	72.3
Valid YES	18	27.7	27.7	100.0
Total	65	100.0	100.0	

QUE4_C_Use_of_case_Study

		Frequency	Percent	Valid Percent	Cumulative Percent
	NO	55	84.6	84.6	84.6
Valid	YES	10	15.4	15.4	100.0
	Total	65	100.0	100.0	

QUE4_D_Industry_Exposure

		Frequency	Percent	Valid Percent	Cumulative Percent
	NO	33	50.8	50.8	50.8
Valid	YES	32	49.2	49.2	100.0
	Total	65	100.0	100.0	

QUE4_E_Quality_of_research

		Frequency	Percent	Valid Percent	Cumulative Percent
	NO	34	52.3	52.3	52.3
Valid	YES	31	47.7	47.7	100.0
	Total	65	100.0	100.0	

UE4_F_Critical_thinking

	Frequency	Percent	Valid Percent	Cumulative Percent
NO	52	80.0	80.0	80.0
Valid YES	13	20.0	20.0	100.0
Total	65	100.0	100.0	

QUE5

	Frequency	Percent	Valid Percent	Cumulative Percent
ONCE INA YR	36	55.4	55.4	55.4
2 TO 3 TIMES IN A YR	21	32.3	32.3	87.7
Valid 4 TO 5 TIMES IN A YR	5	7.7	7.7	95.4
MORE THAN 5 TIMES	3	4.6	4.6	100.0
Total	65	100.0	100.0	

QUE6A_Reading

	Frequency	Percent	Valid Percent	Cumulative Percent
NO	13	20.0	20.0	20.0
Valid YES	52	80.0	80.0	100.0
Total	65	100.0	100.0	

QUE6B_Attending_Conference

		Frequency	Percent	Valid Percent	Cumulative Percent
	NO	35	53.8	53.8	53.8
Valid	YES	30	46.2	46.2	100.0
	Total	65	100.0	100.0	

QUE6C_Conducting_Research

		Frequency	Percent	Valid Percent	Cumulative Percent
	NO	27	41.5	41.5	41.5
Valid	YES	38	58.5	58.5	100.0
	Total	65	100.0	100.0	

QUE6D_Enrolling_for_courses

		Frequency	Percent	Valid Percent	Cumulative Percent
	NO	39	60.0	60.0	60.0
Valid	YES	26	40.0	40.0	100.0
	Total	65	100.0	100.0	

QUE7#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	10	15.4	15.4	15.4
SOMEWHAT USED	14	21.5	21.5	36.9
USUALLY USED	25	38.5	38.5	75.4
MOSTLY USED	10	15.4	15.4	90.8
ALWAYS USED	6	9.2	9.2	100.0
Total	65	100.0	100.0	

QUE7#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	3	4.6	4.6	4.6
SOMEWHAT USED	11	16.9	16.9	21.5
USUALLY USED	16	24.6	24.6	46.2
MOSTLY USED	15	23.1	23.1	69.2
ALWAYS USED	20	30.8	30.8	100.0
Total	65	100.0	100.0	

QUE7#3

	Frequency	Percent	Valid Percent	Cumulative Percent
	SOMEWHAT USED	11	16.9	16.9
	USUALLY USED	17	26.2	43.1
Valid	MOSTLY USED	17	26.2	69.2
	ALWAYS USED	20	30.8	100.0
	Total	65	100.0	100.0

QUE7#4

	Frequency	Percent	Valid Percent	Cumulative Percent
	NO USAGE	7	10.8	10.8
	SOMEWHAT USED	18	27.7	38.5
	USUALLY USED	17	26.2	64.6
Valid	MOSTLY USED	9	13.8	78.5
	ALWAYS USED	14	21.5	100.0
	Total	65	100.0	100.0

QUE7#5

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT USED	4	6.2	6.2	6.2
USUALLY USED	15	23.1	23.1	29.2
Valid MOSTLY USED	22	33.8	33.8	63.1
ALWAYS USED	24	36.9	36.9	100.0
Total	65	100.0	100.0	

QUE7#6

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	10	15.4	15.4	15.4
SOMEWHAT USED	12	18.5	18.5	33.8
USUALLY USED	17	26.2	26.2	60.0
Valid MOSTLY USED	21	32.3	32.3	92.3
ALWAYS USED	5	7.7	7.7	100.0
Total	65	100.0	100.0	

QUE7#7

	Frequency	Percent	Valid Percent	Cumulative Percent
NO USAGE	6	9.2	9.2	9.2
SOMEWHAT USED	8	12.3	12.3	21.5
USUALLY USED	16	24.6	24.6	46.2
MOSTLY USED	13	20.0	20.0	66.2
ALWAYS USED	22	33.8	33.8	100.0
Total	65	100.0	100.0	

QUE_8#1

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT IMPORTANT	5	7.7	7.7	7.7
QUITE IMPORTANT	29	44.6	44.6	52.3
EXTREMELY IMPORTANT	31	47.7	47.7	100.0
Total	65	100.0	100.0	

QUE_8#2

	Frequency	Percent	Valid Percent	Cumulative Percent
QUITE IMPORTANT	23	35.4	35.4	35.4
EXTREMELY IMPORTANT	42	64.6	64.6	100.0
Total	65	100.0	100.0	

QUE_8#3

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE IMPPORTANT	2	3.1	3.1	3.1
SOMEWHAT IMPORTANT	3	4.6	4.6	7.7
Valid QUITE IMPORTANT	26	40.0	40.0	47.7
EXTREMELY IMPORTANT	34	52.3	52.3	100.0
Total	65	100.0	100.0	

QUE_8#4

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE IMPPORTANT	1	1.5	1.5	1.5
SOMEWHAT IMPORTANT	12	18.5	18.5	20.0
Valid QUITE IMPORTANT	35	53.8	53.8	73.8
EXTREMELY IMPORTANT	17	26.2	26.2	100.0
Total	65	100.0	100.0	

QUE_8#5

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE IMPPORTANT	1	1.5	1.5	1.5
SOMEWHAT IMPORTANT	7	10.8	10.8	12.3
Valid QUITE IMPORTANT	29	44.6	44.6	56.9
EXTREMELY IMPORTANT	28	43.1	43.1	100.0
Total	65	100.0	100.0	

QUE_8#6

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT IMPORTANT	11	16.9	16.9	16.9
QUITE IMPORTANT	18	27.7	27.7	44.6
EXTREMELY IMPORTANT	36	55.4	55.4	100.0
Total	65	100.0	100.0	

QUE_8#7

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT IMPORTANT	1	1.5	1.5	1.5
QUITE IMPORTANT	17	26.2	26.2	27.7
EXTREMELY IMPORTANT	47	72.3	72.3	100.0
Total	65	100.0	100.0	

QUE_9#1

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT SIGNIFICANT	10	15.4	15.4	15.4
QUITE SIGNIFICANT	32	49.2	49.2	64.6
EXTREMELY SIGNIFICANT	23	35.4	35.4	100.0
Total	65	100.0	100.0	

QUE_9#2

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	4	6.2	6.2	6.2
SOMEWHAT SIGNIFICANT	5	7.7	7.7	13.8
Valid QUITE SIGNIFICANT	19	29.2	29.2	43.1
EXTREMELY SIGNIFICANT	37	56.9	56.9	100.0
Total	65	100.0	100.0	

QUE_9#3

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	1	1.5	1.5	1.5
SOMEWHAT SIGNIFICANT	5	7.7	7.7	9.2
Valid QUITE SIGNIFICANT	23	35.4	35.4	44.6
EXTREMELY SIGNIFICANT	36	55.4	55.4	100.0
Total	65	100.0	100.0	

QUE_9#4

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	1	1.5	1.5	1.5
SOMEWHAT SIGNIFICANT	10	15.4	15.4	16.9
Valid QUITE SIGNIFICANT	17	26.2	26.2	43.1
EXTREMELY SIGNIFICANT	37	56.9	56.9	100.0
Total	65	100.0	100.0	

QUE_9#5

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT SIGNIFICANT	5	7.7	7.7	7.7
QUITE SIGNIFICANT	36	55.4	55.4	63.1
EXTREMELY SIGNIFICANT	24	36.9	36.9	100.0
Total	65	100.0	100.0	

QUE_9#6

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	3	4.6	4.6	4.6
SOMEWHAT SIGNIFICANT	11	16.9	16.9	21.5
QUITE SIGNIFICANT	34	52.3	52.3	73.8
EXTREMELY SIGNIFICANT	17	26.2	26.2	100.0
Total	65	100.0	100.0	

QUE_9#7

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT SIGNIFICANT	2	3.1	3.1	3.1
SOMEWHAT SIGNIFICANT	9	13.8	13.8	16.9
QUITE SIGNIFICANT	31	47.7	47.7	64.6
EXTREMELY SIGNIFICANT	23	35.4	35.4	100.0
Total	65	100.0	100.0	

QUE_9#8

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT SIGNIFICANT	2	3.1	3.1	3.1
QUITE SIGNIFICANT	34	52.3	52.3	55.4
EXTREMELY SIGNIFICANT	29	44.6	44.6	100.0
Total	65	100.0	100.0	

QUE_10#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT SIGNIFICANT	2	3.1	3.1	3.1
LITTLE SIGNIFICANT	2	3.1	3.1	6.2
SOMEWHAT SIGNIFICANT	13	20.0	20.0	26.2
QUITE SIGNIFICANT	26	40.0	40.0	66.2
EXTREMELY SIGNIFICANT	22	33.8	33.8	100.0
Total	65	100.0	100.0	

QUE_10#2

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT SIGNIFICANT	1	1.5	1.5	1.5
QUITE SIGNIFICANT	31	47.7	47.7	49.2
EXTREMELY SIGNIFICANT	33	50.8	50.8	100.0
Total	65	100.0	100.0	

QUE_10#3

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	1	1.5	1.5	1.5
SOMEWHAT SIGNIFICANT	1	1.5	1.5	3.1
QUITE SIGNIFICANT	12	18.5	18.5	21.5
EXTREMELY SIGNIFICANT	51	78.5	78.5	100.0
Total	65	100.0	100.0	

QUE_10#4

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT SIGNIFICANT	8	12.3	12.3	12.3
QUITE SIGNIFICANT	23	35.4	35.4	47.7
EXTREMELY SIGNIFICANT	34	52.3	52.3	100.0
Total	65	100.0	100.0	

UE_10#5

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT SIGNIFICANT	7	10.8	10.8	10.8
QUITE SIGNIFICANT	25	38.5	38.5	49.2
EXTREMELY SIGNIFICANT	33	50.8	50.8	100.0
Total	65	100.0	100.0	

QUE_10#6

	Frequency	Percent	Valid Percent	Cumulative Percent
SOMEWHAT SIGNIFICANT	12	18.5	18.5	18.5
QUITE SIGNIFICANT	23	35.4	35.4	53.8
EXTREMELY SIGNIFICANT	30	46.2	46.2	100.0
Total	65	100.0	100.0	

QUE_10#7

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT SIGNIFICANT	2	3.1	3.1	3.1
LITTLE SIGNIFICANT	10	15.4	15.4	18.5
SOMEWHAT SIGNIFICANT	21	32.3	32.3	50.8
QUITE SIGNIFICANT	27	41.5	41.5	92.3
EXTREMELY SIGNIFICANT	5	7.7	7.7	100.0
Total	65	100.0	100.0	

UE_10#8

	Frequency	Percent	Valid Percent	Cumulative Percent
	LITTLE SIGNIFICANT	1	1.5	1.5
	SOMEWHAT SIGNIFICANT	19	29.2	30.8
Valid	QUITE SIGNIFICANT	25	38.5	69.2
	EXTREMELY SIGNIFICANT	20	30.8	100.0
Total		65	100.0	

QUE_10#9

	Frequency	Percent	Valid Percent	Cumulative Percent
	LITTLE SIGNIFICANT	2	3.1	3.1
	SOMEWHAT SIGNIFICANT	10	15.4	18.5
Valid	QUITE SIGNIFICANT	20	30.8	49.2
	EXTREMELY SIGNIFICANT	33	50.8	100.0
Total		65	100.0	

QUE_10#10

	Frequency	Percent	Valid Percent	Cumulative Percent
	SOMEWHAT SIGNIFICANT	3	4.6	4.6
Valid	QUITE SIGNIFICANT	26	40.0	44.6
	EXTREMELY SIGNIFICANT	36	55.4	100.0
Total		65	100.0	

QUE_11#1

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	2	3.1	3.1	3.1
SOMEWHAT SIGNIFICANT	3	4.6	4.6	7.7
Valid QUITE SIGNIFICANT	18	27.7	27.7	35.4
EXTREMELY SIGNIFICANT	42	64.6	64.6	100.0
Total	65	100.0	100.0	

QUE_11#2

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	2	3.1	3.1	3.1
SOMEWHAT SIGNIFICANT	5	7.7	7.7	10.8
Valid QUITE SIGNIFICANT	22	33.8	33.8	44.6
EXTREMELY SIGNIFICANT	36	55.4	55.4	100.0
Total	65	100.0	100.0	

QUE_11#3

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	1	1.5	1.5	1.5
SOMEWHAT SIGNIFICANT	5	7.7	7.7	9.2
Valid QUITE SIGNIFICANT	19	29.2	29.2	38.5
EXTREMELY SIGNIFICANT	40	61.5	61.5	100.0
Total	65	100.0	100.0	

QUE_11#4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Total				

QUE_11#5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Total				

QUE_11#6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				

Total	65	100.0	100.0
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QUE_11#7

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT SIGNIFICANT	2	3.1	3.1	3.1
LITTLE SIGNIFICANT	5	7.7	7.7	10.8
SOMEWHAT SIGNIFICANT	13	20.0	20.0	30.8
Valid QUITE SIGNIFICANT	19	29.2	29.2	60.0
EXTREMELY SIGNIFICANT	26	40.0	40.0	100.0
Total	65	100.0	100.0	

QUE_11#8

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	5	7.7	7.7	7.7
SOMEWHAT SIGNIFICANT	10	15.4	15.4	23.1
Valid QUITE SIGNIFICANT	32	49.2	49.2	72.3
EXTREMELY SIGNIFICANT	18	27.7	27.7	100.0
Total	65	100.0	100.0	

QUE_11#9

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	3	4.6	4.6	4.6
SOMEWHAT SIGNIFICANT	7	10.8	10.8	15.4
Valid QUITE SIGNIFICANT	33	50.8	50.8	66.2
EXTREMELY SIGNIFICANT	22	33.8	33.8	100.0
Total	65	100.0	100.0	

QUE_11#10

	Frequency	Percent	Valid Percent	Cumulative Percent
LITTLE SIGNIFICANT	3	4.6	4.6	4.6
SOMEWHAT SIGNIFICANT	17	26.2	26.2	30.8
Valid QUITE SIGNIFICANT	22	33.8	33.8	64.6
EXTREMELY SIGNIFICANT	23	35.4	35.4	100.0
Total	65	100.0	100.0	

QUE_11#11

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT SIGNIFICANT	5	7.7	7.7	7.7
LITTLE SIGNIFICANT	9	13.8	13.8	21.5
Valid SOMEWHAT SIGNIFICANT	12	18.5	18.5	40.0
QUITE SIGNIFICANT	23	35.4	35.4	75.4
EXTREMELY SIGNIFICANT	16	24.6	24.6	100.0

Total	65	100.0	100.0
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QUE_11#12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
NOT SIGNIFICANT	1	1.5	1.5	1.5
LITTLE SIGNIFICANT	6	9.2	9.2	10.8
SOMEWHAT SIGNIFICANT	14	21.5	21.5	32.3
QUITE SIGNIFICANT	39	60.0	60.0	92.3
EXTREMELY SIGNIFICANT	5	7.7	7.7	100.0
Total	65	100.0	100.0	

QUE_11#13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
SOMEWHAT SIGNIFICANT	14	21.5	21.5	21.5
QUITE SIGNIFICANT	23	35.4	35.4	56.9
EXTREMELY SIGNIFICANT	28	43.1	43.1	100.0
Total	65	100.0	100.0	

QUE_12#1

	Frequency	Percent	Valid Percent	Cumulative Percent
NEITHER	7	10.8	10.8	10.8
SATISFIED	44	67.7	67.7	78.5
EXTREMELY SATISFIED	14	21.5	21.5	100.0
Total	65	100.0	100.0	

QUE_12#2

	Frequency	Percent	Valid Percent	Cumulative Percent
NEITHER	4	6.2	6.2	6.2
SATISFIED	34	52.3	52.3	58.5
EXTREMELY SATISFIED	27	41.5	41.5	100.0
Total	65	100.0	100.0	

QUE_12#3

	Frequency	Percent	Valid Percent	Cumulative Percent
DISSATISFIED	1	1.5	1.5	1.5
NEITHER	12	18.5	18.5	20.0
SATISFIED	28	43.1	43.1	63.1
EXTREMELY SATISFIED	24	36.9	36.9	100.0
Total	65	100.0	100.0	

QUE_12#4

	Frequency	Percent	Valid Percent	Cumulative Percent
NEITHER	1	1.5	1.5	1.5
SATISFIED	46	70.8	70.8	72.3
EXTREMELY SATISFIED	18	27.7	27.7	100.0
Total	65	100.0	100.0	

QUE_12#5

	Frequency	Percent	Valid Percent	Cumulative Percent
NEITHER	5	7.7	7.7	7.7
SATISFIED	34	52.3	52.3	60.0
EXTREMELY SATISFIED	26	40.0	40.0	100.0
Total	65	100.0	100.0	

QUE_12#6

	Frequency	Percent	Valid Percent	Cumulative Percent
EXTREMELY DISSATISFIED	1	1.5	1.5	1.5
DISSATISFIED	4	6.2	6.2	7.7
NEITHER	2	3.1	3.1	10.8
SATISFIED	43	66.2	66.2	76.9

EXTREMELY SATISFIED	15	23.1	23.1	100.0
Total	65	100.0	100.0	

Oneway

ANOVA

		Sum of Squares	df	Mean Square	F
Usage_of_ICT	Between Groups	2514.992	1	2514.992	13.592
	Within Groups	11656.939	63	185.031	
	Total	14171.931	64		
Criteria_of_assessing_of_HEI	Between Groups	7.234	1	7.234	.137
	Within Groups	3325.388	63	52.784	
	Total	3332.622	64		
Enhancing_Indusr Interaction	Between Groups	183.115	1	183.115	2.570
	Within Groups	4489.000	63	71.254	
	Total	4672.115	64		
Important_factors_of_brand_value	Between Groups	140.314	1	140.314	2.281
	Within Groups	3875.440	63	61.515	
	Total	4015.754	64		
Teaching_Learning_Practices	Between Groups	134.934	1	134.934	1.069
	Within Groups	7952.604	63	126.232	
	Total	8087.538	64		
Satisfaction_of_HEI	Between Groups	61.538	1	61.538	.639
	Within Groups	6066.667	63	96.296	
	Total	6128.205	64		

ANOVA

		Sig.
Usage_of_ICT	Between Groups	.000
	Within Groups	
	Total	
Criteria_of_assessing_of_HEI	Between Groups	.712
	Within Groups	
	Total	
Enhancing_Indusrt_Interaction	Between Groups	.114
	Within Groups	
	Total	
Important_factors_of_brand_value	Between Groups	.136
	Within Groups	
	Total	
Teaching_Learning_Practices	Between Groups	.305
	Within Groups	
	Total	
Satisfaction_of_HEI	Between Groups	.427
	Within Groups	
	Total	

Means

Report

City		Usage_of_ICT	Criteria_of_assessing_of_HEI	Enhancing_Industry_Interaction	Important_factors_of_brand_value
	N	40	40	40	40
MUMBAI	Mean	72.7857	88.0000	84.2500	83.7000
	Std. Deviation	10.02326	7.32586	8.51469	8.47984
	N	25	25	25	25
PUNE	Mean	60.0000	88.6857	87.7000	86.7200
	Std. Deviation	17.95686	7.16568	8.32041	6.68032
	N	65	65	65	65
Total	Mean	67.8681	88.2637	85.5769	84.8615
	Std. Deviation	14.88074	7.21611	8.54411	7.92125

Report

City		Teaching_Learning_Practices	Satisfaction_of_HEI
	N	40	40
MUMBAI	Mean	79.1923	83.3333
	Std. Deviation	10.48071	9.87096
	N	25	25
PUNE	Mean	82.1538	85.3333
	Std. Deviation	12.36365	9.71825
Total	N	65	65

Mean	80.3314	84.1026
Std. Deviation	11.24134	9.78536

Oneway

NOVA

		Sum of Squares	df	Mean Square	F
Usage_of_ICT	Between Groups	407.150	1	407.150	1.863
	Within Groups	13764.781	63	218.489	
	Total	14171.931	64		
Criteria_of_assessing_of_HEI	Between Groups	362.126	1	362.126	7.680
	Within Groups	2970.496	63	47.151	
	Total	3332.622	64		
Enhancing_Indusrt_Interaction	Between Groups	556.431	1	556.431	8.517
	Within Groups	4115.685	63	65.328	
	Total	4672.115	64		
Important_factors_of_brand_value	Between Groups	774.401	1	774.401	15.052
	Within Groups	3241.352	63	51.450	
	Total	4015.754	64		
Teaching_Learning_Practices	Between Groups	553.483	1	553.483	4.628
	Within Groups	7534.055	63	119.588	
	Total	8087.538	64		
Satisfaction_of_HEI	Between Groups	536.300	1	536.300	6.042
	Within Groups	5591.905	63	88.760	
	Total	6128.205	64		

ANOVA

		Sig.
Usage_of_ICT	Between Groups	.177
	Within Groups	
	Total	
Criteria_of_assessing_of_HEI	Between Groups	.007
	Within Groups	
	Total	
Enhancing_Indusrt_Interaction	Between Groups	.005
	Within Groups	
	Total	
Important_factors_of_brand_value	Between Groups	.000
	Within Groups	
	Total	
Teaching_Learning_Practices	Between Groups	.035
	Within Groups	
	Total	
Satisfaction_of_HEI	Between Groups	.017
	Within Groups	
	Total	

Means

Report

Gender		Usage_of_ICT	Criteria_of_assessing_of_HEI	Enhancing_Industry_Interaction	Important_factors_of_brand_value
	N	30	30	30	30
MALE	Mean	70.5714	85.7143	82.4167	81.1333
	Std. Deviation	14.14015	8.84617	8.05379	8.87745
	N	35	35	35	35
FEMALE	Mean	65.5510	90.4490	88.2857	88.0571
	Std. Deviation	15.30707	4.54102	8.10708	5.30229
	N	65	65	65	65
Total	Mean	67.8681	88.2637	85.5769	84.8615
	Std. Deviation	14.88074	7.21611	8.54411	7.92125

Report

Gender		Teaching_Learning_Practices	Satisfaction_of_HEI
	N	30	30
MALE	Mean	77.1795	81.0000
	Std. Deviation	13.95526	10.65481
	N	35	35
FEMALE	Mean	83.0330	86.7619
	Std. Deviation	7.44850	8.22422
	N	65	65
Total	Mean	80.3314	84.1026
	Std. Deviation	11.24134	9.78536

Oneway

ANOVA

		Sum of Squares	df	Mean Square	F
Usage_of_ICT	Between Groups	211.636	2	105.818	.470
	Within Groups	13960.295	62	225.166	
	Total	14171.931	64		
Criteria_of_assessing_of_HEI	Between Groups	2.441	2	1.220	.023
	Within Groups	3330.181	62	53.713	
	Total	3332.622	64		
Enhancing_Indusrt_Interaction	Between Groups	342.669	2	171.335	2.454
	Within Groups	4329.446	62	69.830	
	Total	4672.115	64		
Important_factors_of_brand_value	Between Groups	180.868	2	90.434	1.462
	Within Groups	3834.886	62	61.853	
	Total	4015.754	64		
Teaching_Learning_Practices	Between Groups	317.994	2	158.997	1.269
	Within Groups	7769.543	62	125.315	
	Total	8087.538	64		
Satisfaction_of_HEI	Between Groups	478.702	2	239.351	2.627
	Within Groups	5649.503	62	91.121	
	Total	6128.205	64		

ANOVA

		Sig.
Usage_of_ICT	Between Groups	.627
	Within Groups	
	Total	
Criteria_of_assessing_of_HEI	Between Groups	.978
	Within Groups	
	Total	
Enhancing_Indusrt_Interaction	Between Groups	.094
	Within Groups	
	Total	
Important_factors_of_brand_value	Between Groups	.240
	Within Groups	
	Total	
Teaching_Learning_Practices	Between Groups	.288
	Within Groups	
	Total	
Satisfaction_of_HEI	Between Groups	.080
	Within Groups	
	Total	

Means

Report

Age_group		Usage_of_ICT	Criteria_of_assess ing_of_HEI	Enhancing_Industr t_Interaction	Important_factors _of_brand_value
	N	12	12	12	12
UPTO 30 YRS	Mean	68.3333	87.8571	81.4583	86.0000
	Std. Deviation	12.02708	5.04157	9.91202	6.87552
	N	41	41	41	41
31 TO 45 YRS	Mean	66.6899	88.3624	85.7927	83.6585
	Std. Deviation	16.09423	8.04047	8.22418	8.38931
	N	12	12	12	12
ABOVE 45 YRS	Mean	71.4286	88.3333	88.9583	87.8333
	Std. Deviation	13.51149	6.49913	7.02741	6.73975
	N	65	65	65	65
Total	Mean	67.8681	88.2637	85.5769	84.8615
	Std. Deviation	14.88074	7.21611	8.54411	7.92125

Report

Age_group		Teaching_Learning_Practices	Satisfaction_of_HEI
UPTO 30 YRS	N	12	12
	Mean	78.3333	80.5556
	Std. Deviation	11.06406	10.23298
31 TO 45 YRS	N	41	41
	Mean	79.5872	86.1789
	Std. Deviation	12.14812	9.87592
ABOVE 45 YRS	N	12	12
	Mean	84.8718	80.5556
	Std. Deviation	6.87499	7.36266
Total	N	65	65
	Mean	80.3314	84.1026
	Std. Deviation	11.24134	9.78536