CHAPTER I

BRANDING IN HIGHER EDUCATIONAL INSTITUTIONS;

CONCEPTUAL FRAMEWORK

1.1. Higher Education

Man is the supreme Talisman. Lack of a proper education hath; however, deprive him of that which he doth inherently posses. The Great Being saith: Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom. Man is like steel, the essence of which is hidden: through admonition and good counsel and education (CYRUS, 2008) Learning gives Creativity, Creativity leads to Thinking, Thinking provides knowledge, and Knowledge makes a nation great. This oft-cited dictum of our great leader Dr.A.P.J. Abdul Kalam, corroborates the fact that Education is the transmission of civilization and it is the fundamental enabler of the Knowledge economy. Twenty first century will be the century of knowledge. Only those nations will survive and succeed, which will build themselves by understanding the dynamics of knowledge and create true knowledge societies (Task force report, 2001). Education in its real sense is the pursuit of truth. It transforms a human being into a wholesome whole, a noble soul and an asset to the universe. In summary, the 21st century university education is about developing enlightened citizenship for a knowledge society for peace and prosperity of nations and the world. 21st century University has to be the incubator of world knowledge powerhouse.

Good education is seen as a stepping stone to a high flying career. A good educational system is the need of the hour to ensure that the students grow to contribute towards the economic growth of a nation. Normally, research, technology
and performance in the three sectors namely agriculture, manufacturing and services lead to economic growth and prosperity of the nation. The spread of education in society is the foundation of success in countries that are latecomers to development. In the quest for development, primary education is absolutely essential because it creates the base. But higher education is just as important, for it provides the cutting edge. And universities are the life-blood of higher education. Tomorrow’s world will be driven by superiority of intellectual assets, and not merely by superiority in military arms, natural resources, or any of the other traditional areas of power.

In more recent times, especially during the last two decades, there has been an increasing awareness about the role and responsibility of education, and with it, a growing concern in many countries about the manner in which educational systems were organized and administered. The beginning of this concern was, perhaps, the transformation of education from an elitist pursuit to a mass activity. With elementary and secondary education becoming universal in most developed countries, higher education also got transformed into a mass education initiative (FICCI Report, 2006).

Higher education fulfils significant functions in our society. It values learning throughout life. It promotes the pursuit, preservation and transmission of knowledge. It extols the value of research, both ‘curiosity-driven’ and ‘use-inspired’. It enables personal intellectual autonomy and development. It provides skills formation and educational qualifications to prepare individuals for the workforce. It helps position India internationally. Higher education institutions are expected to be responsive to the diverse needs of students and the demands of other stakeholders including staff, employers of graduates, clients of consulting services, industry, venture partners and regional communities. They need to meet the expectations of the community, government and the
changing needs of the economy. **Flexible** Student demand is increasingly unpredictable. The higher education system needs resilient absorptive capacity for accommodating unforeseen changes in demand. Higher education institutions need to have organisational flexibility. National priorities develop over time. Student expectations change. Institutions need to be able to operate in different ways at different times. They need to be able to re-deploy resources and adjust staffing to meet opportunities as they arise. Flexibility in relation to learning calls for the creation of effective pathways for learning – through admissions procedures, through entry and exit points, through modes of learning, delivery methods, assessment, and availability of learning resources. **Diverse** and changing student expectations require a system that is able to accommodate varied choices and interests. Higher education institutions should not aspire to the same purpose, goals or organisational structure. Institutions need to evaluate their strengths, challenges and opportunities to forge their distinct and apposite mission within the higher education system. Universities need not have a monopolistic position or favoured status as service providers. There is room in the system for a range of providers that can cater for the needs of an increasingly diverse student population. **Innovative**—Higher education institutions need to generate new ideas, solve problems, improve products or processes and adapt to new and changing environments. The need to be innovative relates not only to improvements in teaching and learning but also to the direction and commercialisation of research, and engagement with industry, research institutions and other education providers. **Socially responsible** - All higher education institutions have a broad public responsibility. They must act ethically in all their activities, including their research and commercial undertakings. They must ensure they operate in ways that meet public health and safety requirements and are environmentally responsible.
1.1.1 Remarkable Specifics of Indian Higher Education

From ancient Bharat to modern India, higher education has always occupied a place of prominence in Indian history. India has a tradition of learning. A view of the impressive achievements of the Indian civilization over three millennia reinforces the belief that India was a leading knowledge society in the millennia gone by. There was a continuous process of intellectual renaissance through some awe inspiring contributions by our saints, poets, philosophers, scientists, astronomers and mathematicians to new thoughts, principles and practices (Task force report, 2001). Although the present Republic of India is a young developing nation, our people have a rich and illustrious history as one of the longest living civilizations in the world. In 1835, even the British historian and politician, Lord Macaulay, admitted before the British Parliament: "I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such caliber… the very backbone of this nation, which is her Spiritual and cultural heritage….."

From time immemorial, this country has attached importance to the hunt for higher knowledge and its dispersion and is having a very rich history dating back to several millenniums. One can trace the ancient India education to the 3rd century BC. Research shows that in the ancient days, sages and scholars imparted education orally, but after the development of letters, it took the form of writing. Palm leaves and barks of trees were used for education, and this in turn helped spread the written literature. Knowledge was preserved and propagated through an oral tradition. In this context, the teachers set up ‘residential schools’ in their own homes. Students were to live with the teacher and his family and were expected to share the daily chores of the family. During the rules of Buddhist kings belonging to the Mauryan dynasty in the third and second
century BC, India flourished with the establishment of institutions of learning. When there was no university anywhere in Europe, Takshasila, Vikramasila, Pallavi and Nalanda vishavidyalayas in India were radiating the rays of higher learning and were able to attract learners students not only from all over the country but from far off countries like Korea, China, Burma (now Myanmar), Ceylon (now Sri Lanka), Tibet and Nepal. The World's first university, Taxila, now in Pakistan, became the seat of learning where scholars journeyed to learn and to be educated. More than 10,500 students from all over the world studied more than 60 subjects. The University of Nalanda built in the 4th century BC was one of the greatest achievements of ancient India in the field of education. According to Heuan Tsang, Nalanda University alone had 12,000 students. It was in the 11th century that the Muslims established elementary and secondary schools. This led to the forming of few universities too at cities like Delhi, Lucknow and Allahabad. Medieval period saw excellent interaction between Indian and Islamic traditions in all fields of knowledge like theology, religion, philosophy, fine arts, painting, architecture, mathematics, medicine and astronomy. During the British rule, they established schools to teach English and the sciences. Later, when the British arrived in India, English education came into being with the help of the European missionaries. Since then, Western education has made steady advances in the country. With hundreds of universities and thousands of colleges affiliated to them, in fact scores of colleges in every discipline, India has positioned itself comfortably as a country that provides quality higher education to its people in specific and to the world in general. In 1857 three universities were established in three metropolitan cities, Bombay (now Mumbai), Calcutta (now Kolkata) and Madras (now Chennai) following Oxford or Cambridge as models. Another university was established in 1887 in Allahabad. The system of higher education in India has seen an
impressive growth since independence. The total enrollment increased from a meagre 0.1 Million in 1947 to phenomenal 10.5 Million in 2005-06. The education system in the country saw a revolution with the emergence of a whole new class of education providers, including private institutes, distance education providers, self-financing courses in public institutions, foreign education providers etc. (The market research report "Education Services Market in India, 2007).

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavours: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications etc. The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the University (both government-aided and unaided).

The present Education System in India currently very remarkable indeed. In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive. There are 416 Universities at present - 251 State Universities, 24
Central Universities, 103 Deemed Universities, 5 Institutions established under State legislations and 33 Institutes of National Importance established by Central legislation. In addition, there are 20,677 Colleges including around 2,166 Women’s Colleges. At the beginning of the academic year 2007-08, the total number of students enrolled in the Universities and Colleges has been reported to be 116.13 lakhs – 15.03 lakhs (12.94%) in University Departments and 101.10 lakhs (87.06%) in affiliated colleges (Annual Report 2007-2008, MHRD).

India is well placed at the dawn of the Knowledge era. India has been lucky, more by accident than by design, that it was able to offer to the world a pool of skilled, scientific, English speaking manpower immediately after the communication boom through development of internet and satellite communications. The 21st century university education is about developing enlightened citizenship for a knowledge society for peace and prosperity of nations and the world. 21st century University has to be the incubator of world knowledge powerhouse. Higher Education in India has evolved in distinct and divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development. The engineering education and business schools are monitored and accredited by the All India Council for Technical Education (AICTE) while medical education is monitored and accredited by the Medical Council of India (MCI). Like-wise, agriculture education and research is monitored by the Indian Council for Agriculture Research.

The institutional framework of higher education in India is complex. There are several types of institutions: universities, colleges, institutions of national importance, post-graduate institutions and polytechnics. Only the universities are generally authorized to grant degrees. By special acts of Parliament, the institutions of national
importance have been authorized to grant degrees. Post-graduate institutions and polytechnics can grant diplomas which are to be recognized by the All India Council of Technical Education. Universities are of four types: state universities, central universities, deemed universities, and private universities.

**Central Universities**

Usually, a university is established under the act of a State legislature. The State Government maintains the control of the universities in many respects, although a central agency, the University Grants Commission provides bulk of the funding. Central Government has established 24 universities that are funded and controlled by it.

**State Universities**

The number of universities in a state depends on the population as well as resources available to the states. Most of the state universities have colleges affiliated to them. Colleges provide undergraduate education. Universities manage and conduct the undergraduate qualifying examinations and the granting of degrees. Universities conduct courses at post-graduate level awarding Masters Degrees.

**Deemed Universities**

Deemed universities are unique in India. Prior to independence, several private autonomous institutions of higher education and learning were developed in India. The Education Commission headed by Dr Radhakrishnan (a noted philosopher and the second President of India) recommended in 1948 that these institutions should be recognized appropriately. Accordingly, the Government of India made a provision under the UGC Act of 1956, Section 3, to recognize some deemed institutions to be universities. The objective was as follows: “If institutions which for historical or other reasons were not universities, yet were doing the work of high standard in specialized
academic fields comparable to that done at a university then the granting to these institutions the status of universities would enable them to further contribute to the cause of higher education thereby mutually enriching the institution and the university system.”

**Institutes of National Importance**

Institutes of national importance are the crown jewels of higher education and research in India. These are autonomous bodies outside the control of the University Grants Commission that controls the governance of universities. These institutions have different funding structures, and their own curricula, academic calendar and compensation system for the faculty. Admission to these institutions is highly competitive. All the IITs (Indian Institute of Technology) are categorized in this group.

### 1.1.2. Engineering Education – A glimpse

Engineering education, unlike other types of professional education, has not had a long history. Though the ancients and medieval had built large brick and stone houses, castles, cities and huge temples, bad constructed long highways and aqueducts and dug canals, which show considerable knowledge of what are now earned civil and hydraulic engineering and of properties of building materials, this knowledge must have been derived empirically. Beginnings of mechanical engineering are to be found in the manufacture and use, of tools, means of transport, simple machinery like lathes, and weapons of offence and defense. Rudiments of chemical engineering are to be seen in the old metallurgical practices. But there were no organized schools for teaching apprentices the use of machinery or knowledge of processes; knowledge passed from generation to generation of craftsmen and artificers, by word of mouth, and was thus confined to castes and guilds. The Industrial Revolution With the advent of the Industrial Age, which was ushered in by the discovery of the steam engine by James Watt about 1780, and the
ability to, generate and to handle large amounts of power rendered possible by the invention of the steam engine, men passed from dependence on human labour and hand tools to large and complicated machinery; production of commodities passed from cottage workshops to factories. Transportation by bullock-carts, horse-driven carriages, and wind or man driven boats, gave way to railroads and steamships. All this necessitated the construction of large machines, engines, ships and carriages. The oldest surviving technical institute in the U.S.A is the Rensselaer Polytechnic Institute at Troy (New York State), which was founded in 1823, and started giving degrees in civil engineering in 1835. Germany started late, but it built up, after the Franco-Prussian war a chain of technological institutes (culminating in the Technische Hochschules) which provided for the teaching of all grades of men from craftsmen to researchers, and this was mainly responsible for the great technical and industrial superiority of Germany which was noticed during the first world war. The great Technische Hochschule at Charlottenburg, Berlin was founded in 1879, as part of the university, but was later separated from it for the sake of administrative convenience. The success of this institution led to the foundation of the Imperial College of Science and Technology in London by the amalgamation of a number of smaller institutes in 1907. "By the terms of its Charter the Imperial College stands alone in being specially charged to develop postgraduate studies in their application to industries." (Universities Quarterly, Vol. 2, 1948).

The nineteenth century has witnessed the birth of many branches of engineering and technology in addition to the classical ones of civil and mechanical. The range of development in engineering and technology is illustrated by the following lists of separate engineering fields which are recognized and in which four or five years of under-graduate courses leading to a degree are offered in American universities and colleges. Within each one of the fields, there are further sub-divisions
and specializations, each being the subject of special postgraduate study and research. Electrical engineering which now claims as many as, or more professionals and students than the older branches of civil or mechanical, started actually from the year 1882, when Edison built the first central electric power house to supply electrical power to factories, and light and power for domestic use to dwellers of a city. The discovery of the law of electromagnetic induction was made by Faraday in 1831, but it required work of a half a century to put the discovery to practical use.

**Engineering and Technological Education in India**

The impulse for creation of centres of technical training came from the British rulers of India, and it arose out of the necessity for the training of overseers for construction and maintenance of public buildings, roads, canals, and ports, and for the training of artisans and craftsmen for the use of instruments, and apparatus needed for the army, the navy, and the survey department. The superintending engineers were mostly recruited from Britain from the Cooper's Hill College, and this applied as well to foremen and artificers; but this could not be done in the case of lower grades—craftsmen, artisans and sub-overseers who were recruited locally. As they were mostly illiterate, efficiency was low. The necessity to make them more efficient by giving them elementary lessons in reading, writing, arithmetic, geometry, and mechanics, led to the establishment of industrial schools attached to Ordnance Factories and other engineering establishments.

While it is stated that such schools existed in Calcutta and Bombay as early as 1825, the first authentic account we have is that of an industrial school established at Guindy, Madras, in 1842, attached to the Gun Carriage Factory there. A school for the training of overseers was known to exist in Poona in 1854.
The first engineering college was established in the U.P. in 1847 for the training of Civil Engineers at Roorkee, which made use of the large workshops and public buildings there that were erected for the Upper Ganges Canal. The Roorkee College (or to give it its official name, the Thomason Engineering College) was never affiliated to any university, but has been giving diplomas which are considered to be equivalent to degrees. In pursuance of the Government policy, three Engineering Colleges were opened by about 1856 in the three Presidencies. In Bengal, a College called the Calcutta College of Civil Engineering was opened at the Writers' Buildings in November 1856; the name was changed to Bengal Engineering College in 1857, and it, was affiliated to the Calcutta University. It gave a licentiate course in Civil Engineering. In 1865 it was amalgamated with the Presidency College. Later, in 1880, it was detached from the Presidency College and shifted to its present quarters at Sibpur, occupy in the premises and buildings belonging to the Bishop's College. Proposals for having an Engineering College at Bombay city having failed for some reasons, the overseers' school at Poona eventually became the Poona College of Engineering and affiliated to the Bombay University in 1858. For a long time, this was the only College of Engineering in the Western Presidency.

In the Madras Presidency, the industrial school attached to the Gun Carriage Factory became ultimately the Guindy College of Engineering and affiliated to the Madras University (1858). The educational work in the three Colleges of Sibpur, Poona, and Guindy has been more or less similar. They all had licentiate courses in civil engineering up to 1880, when they organized degree classes in this branch alone. After 1880, the demand for mechanical and electrical engineering was felt, but the three Engineering Colleges started only apprenticeship classes in these subjects. The Victoria Jubilee Technical Institute, which was started at Bombay in 1887, had as
its objective the training of licentiates in Electrical, Mechanical and Textile Engineering. In 1915, the Indian Institute of Science, Bangalore, opened Electrical Engineering classes under Dr. Alfred Hay, and began to give certificates and associateships, the latter being regarded equivalent to a degree. In Bengal, the leaders of the Swadeshi Movement organized in 1907 a National Council of Education which tried to organize a truly National University. Out of the many institutions it started, only the College of Engineering and Technology at Jadavpur had survived. It started granting diplomas in a mechanical and engineering course in 1908 and in chemical engineering in 1921. The credit of first starting degree classes in mechanical and electrical engineering and in metallurgy belong to the University of Banaras, thanks to the foresight of its great founder, Pt. Madan Mohan Malaviya (1917). About fifteen years later in 1931-32, the Bengal Engineering College at Sibpur started mechanical engineering courses, electrical engineering courses in 1935-36, and courses in metallurgy in 1939-40. Courses in these subjects were also introduced at Guindy and Pune about the same time.

Quite a number of engineering colleges have been started since August 15, 1947. It is due to the realization that India has to become a great industrial country, and would require a far larger number of engineers than could be supplied by the older institutions. In some cases, existing lower type institutions have been raised to the status of degree-giving colleges. The importance of engineering education to the growth of economy has dawned upon Indian consciousness in greater measure in the beginning of the 21st century. This consciousness has been strengthened by the circumstances of globalization that has breathed new life into the Indian economy. The Government of India encouraged the spread of engineering education.
1.1.3. Tamilnadu Higher Education System

Tamilnadu gets its pride from the fact that the first of the engineering institutions to come into being in the country was the Survey School established in 1794 at Madras by the East India Company. Having made great strides in the field of Technical Education, Tamilnadu is a frontline State in India imparting Technical Education. For the year 2006-2007, for the purpose of admission through Single Window System, the State Government has conducted a Common Entrance Test. Apart from the Government and Government Aided Engineering Colleges, admission in respect of 65% of the seats in unaided non-minority Engineering Colleges and 50% of the seats in unaided minority Engineering Colleges will be made through the Single Window System of the Government. The State Government has enacted a suitable comprehensive legislation for sharing of seats in Engineering Colleges between Government and unaided Engineering College managements and also with reference to fee structure, which would come into force from the year 2007-2008. After the Enactment of Anna University Amendment Act 2001, all the Engineering Colleges in the State have been affiliated to the Anna University. This has become quite unmanageable for the Anna University to handle all the matters relating to the large number of Engineering Colleges across the state. Hence it has been proposed to establish Technical Universities at Tiruchirappalli and Coimbatore. With 263 engineering colleges and more than 300 arts, science and commerce colleges, the annual turnout of engineering graduates is over 79,000, the largest in India. The World Bank, in its latest report, says that the state has an educated, hard working and disciplined workforce and a capable civil service. Through road shows, conferences, and high profile visits of overseas investors, Tamil Nadu gained significant mindshare in 2005 among the people who matter, says Chandrasekaran managing director, Cognizant.
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* * Annamalai University is a Unitary & residential University & hence there is no affiliated colleges under its control

Source: Tamilnadu Statistics, Director of technical education, Chennai.
Table – 1.2 Type of Universities

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Source: Director of Technical Education, Chennai-25

1.1.4. “Brand” & “Branding” – A conceptual Background

It is said "you can't judge a book by its cover." But people do. It is the packaging that sells it. The title and design of the cover will make all the difference in its appeal. Same can be done to develop a big booming business with something called BRANDING. Branding is the immediately recognizable "ah-ha there it is!" That is what everyone wants in their products and services. People may see it in a picture, or hear it in a phrase that identifies the product or service as the one that focuses on them and their desires. Upon entering the brain through the eyes, ears, or
both, good feelings are triggered and drug-like chemical reactions in the body flood all nerve receptors with desire for the product. Branding is a form of mesmerism by easy memorization to your prospects - who then become customers. In short a “brand” is the sum total of all associations that are made with an organization or product.

Branding and the role of brands, as traditionally understood, were subject to constant review and redefinition. A traditional definition of a brand was: “the name, associated with one or more items in the product line, which is used to identify the source of character of the item(s)” (Kotler 2000, p. 396). The American Marketing Association (AMA) definition of a brand is “a name, term, sign, symbol, or design, or a combination of them, intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of competitors” (p. 404). Within this view, as Keller (2003a) says, “technically speaking, then, whenever a marketer creates a new name, logo, or symbol for a new product, he or she has created a brand” (p. 3). He recognizes, however, that brands today are much more than that. As can be seen, according to these definitions brands had a simple and clear function as identifiers. Branding strategy has generated significant streams of research. It is recognized one of the most effective means of building value for a product or service that can result in a sustained competitive advantage.

Before the shift in focus towards brands and the brand building process, brands were just another step in the whole process of marketing to sell products. “For a long time, the brand has been treated in an off-hand fashion as a part of the product” (Urde 1999, p. 119). Kotler (2000) mentions branding as “a major issue in product strategy” (p.404). As the brand was only part of the product, the communication strategy worked towards exposing the brand and creating brand
image. Aaker and Joachimsthaler (2000) mention that within the traditional branding model the goal was to build brand image; a tactical element that drives short-term results. Kapferer (1997) mentioned that “the brand is a sign -therefore external- whose function is to disclose the hidden qualities of the product which are inaccessible to contact” (p. 28). The brand served to identify a product and to distinguish it from the competition. “The challenge today is to create a strong and distinctive image” (Kohli and Thakor 1997, p. 208).

What is branding all about anyway? First of all we can tell you what it is not: it is definitely not about stirring people into irrational buying decisions. Being such an intangible concept, branding is quite often misunderstood or even disregarded as creating the illusion that a product or service is better than it really is (Hague and Jackson, 1994). There is an old saying among marketers: “Nothing kills a bad product faster than good advertising” (de Legge, 2002). Without great products or services and an organization that can sustain them, there can be no successful brand. Now you may wonder what branding really is all about. Scott Bedbury, author of the book A New Brand World puts it as follows:

*Branding is about taking something common and improving upon it in ways that make it more valuable and meaningful* (Bedbury, 2002, p. 14).

Brands serve exactly the same general purpose in education markets as they do in consumer markets: they facilitate the identification of products, services and businesses as well as differentiate them from the competition (Anderson and Narus, 2004). They are an effective and compelling means to communicate the benefits and value a product or service can provide (Morrison, 2001). They are a guarantee of quality, origin, and performance, thereby increasing the perceived value to the customer and reducing the risk and complexity involved in the buying decision.
(Blackett, 1998). A brand is an intangible concept. To simplify it and make it easier to grasp is quite often equated with the more tangible marketing communications elements that are used to support it – advertising, logos, taglines, jingles, etc. – but a brand is so much more than that (Dunn and Davis, 2004; Knapp, 2000):

- a brand is a promise;
- a brand is the totality of perceptions – everything you see, hear, read, know, feel, think, etc. – about a product, service, or business;
- a brand holds a distinctive position in customers’ minds based on past experiences, associations, and future expectations; and
- a brand is a short-cut of attributes, benefits, beliefs, and values that differentiate, reduce complexity, and simplify the decision-making process.

Keeping all this in mind makes it clear that brands cannot be built by merely creating some fancy advertising. If you internalize the concept of “brand” as a promise to your customers it is quite obvious that it can only come to life if you consistently deliver on that promise. Of course, your brand promise needs to be clearly defined, relevant and meaningful, not to be mistaken with exaggerated marketing promises. A further misconception of branding is that it is seen as a small subset of marketing management. Wrong again! Since a brand is reflected in everything the company does, a holistic branding approach requires a strategic perspective. This simply means that branding should always start from the top level of the institution. If your branding efforts are to be successful, it is not enough to assign a brand manager with a typically short-term job horizon within the institution (Aaker and Joachimsthaler, 2000).

To build a successful and winning brand, a sound and relevant Integrated Brand Marketing Strategy is of utmost importance. Building, championing, supporting and
protecting strong brands is everyone’s job, starting with the CEO (Bedbury, 2002). Active participation of leaders is indispensable because they are the ones who ultimately will be driving the branding effort. Brands and brand equity need to be recognized as the strategic assets they really are, the basis of competitive advantage and long-term profitability. It is crucial to align brand and business strategy, something that can only effectively be done if the brand is monitored and championed closely by the top management of an organization (Aaker and Joachimsthaler, 2000, p. 19). To appoint a Vice President of Branding, someone who is responsible solely for brand management, would be an important step. No matter what the actual title, this person should be the one person taking the required actions for keeping the brand in line.

A strong and positive brand creates improved perceptions of product performance, greater loyalty, less vulnerability to marketing crises, larger profit margins, more inelastic consumer response to price increases, greater trade cooperation and support, increased marketing communication effectiveness, licensing opportunities, and additional brand extensions (Keller, 1988)
1.1.5. Branding In Higher Educational Institutions

One of the most undisputed achievements of marketing has been the extent of which brands have become the indelible part of the landscape of consumption. Twentieth century will be remembered in many ways but from a marketing perspective it will be known as the century of the brand. The president of Coca-Cola once said you could knock down all the company’s machinery and bottling plants, destroy all its trucks, and take away all its property, and Coca-Cola would be back on its feet in no time - as long as the *brand* survived (Leitch 2005). Coca-Cola’s brand is worth $67 billion – one of the most valuable brands on Earth (Kiley 2006). But what does Coca-Cola and “branding” have to do with a university? The power of branding is all around us. Car and cosmetic companies do it, as do lawyers and banks. Everyone’s into brand management, so it’s not surprising to hear the ‘B’ word spoken in education marketing circles these days. The benefits of solid branding are as apparent in the educational arena as they are in business, and brand management has rapidly become an imperative in higher education (Tan 2001). It’s no wonder that higher education has become a highly competitive industry. To be successful, universities are challenged to recruit and retain the best and brightest students, faculty, and staff. They must build and maintain widespread public and legislative support, and create and keep a loyal and close connection with alumni and donors.

Universities need to re-position themselves in order to attract successive generations of students (Bakewell and Gibson-Sweet, 1998) which may involve carrying out a situation analysis to ensure that market positioning is established and strategies are put in place to effectively present the institutional image and develop their position in the minds of the public (Ivy, 2001).
A brand that captures mind gains behaviour

A brand that captures heart gains commitment.

A strong **brand** that captures heart is the **Heart & soul** of any Institution.

- Scott Talgo, Brand Strategist

Brand has become the latest buzzword in Higher education in recent years. The increased competition in higher education has triggered a renewed interest in branding themselves. Brand is not solely what a campus is or wants to be – it lives in the minds of the market. “The brand is the lasting impression created by any form of contact with an organisation, whether through people, the media or any form of transaction”. As a Result of Implementation of WTO, most of the foreign Universities wants to set up their study centre in Asia; also their focus on India is very high due to high Literacy ratio in English. Higher Educational Institutions are under mounting pressure to recruit new students, increase their endowments, and advance the institution’s reputation regionally, nationally and internationally. Gone are those days when students were at the mercy of universities and colleges. At present students are progressively savvy. Higher Educational applicants are faced by a multitude of choice in terms of both institutions and range of courses. In reaction to this, the need arises for all the Higher Educational Institutions to focus on branding their Institutions as a route to differentiate themselves from their competitors to achieve Competitive Advantage.

**Branding is a skirmish of perceptions, not products. In other words, having a good product is important, but what matters most is how your prospective stakeholders perceive its value.** As branding is typically an activity that is undertaken in a competitive environment, the aim is also to convince people to prefer the brand to competition. The image or Brand a given higher education Institution have in its surrounding seems to be considered as more important than before, and to an
increasing extent, a strategic and managerial issue. The reason is that the positive image or brand is expected to have concerning recruitment of students and academic staff, for attracting resources and to create goodwill. Academic Ranking is no longer the only measure of an Institution’s Quality of Education. A university is judged in terms of its overall offering. From the Curriculum and the quality of faculty to the personality of student body and financial aid, today’s perspective students evaluate universities on the total experience.

A brand is not just a slogan or an ad campaign. It is actually intellectual property; the totality of the thoughts, feelings, associations and expectations that come to mind when a prospect or customer is exposed to an entity’s name, logo, products, services, events, or any design or symbol representing them. These thoughts and expectations affect preferences and behaviors. The most successful brands “hold a strong, favorable and unique position in every mind.” But how do they become pervasive? The best brands succeed because they excel at each stage in their lifecycle. They don’t skip steps.

In a market place where university brands face the threat of being devalued with increased competition and reduced financial resources, success lies in their ability to differentiate their offerings and build or maintain a strong brand image. For example, many institutions are looking to extend their brands with study – abroad programs; distance based learning and active alumni networks. Branding is also a phenomenon that allows the individual institution to provide information and images that combine neutral information with information intended to create emotional ties between various stakeholders and a given institution. The long-term success of developing good alumni relations is more than anything an emotional process
intended to build a personal relation between the individual and the institution. Studies have shown that emotional satisfaction is far more important than cognitive satisfaction (Clarke 2005), and that focusing on the former may be very beneficial for universities.

Branding in education context is a continuous process of communicating with a college’s relevant markets. For any major educational institution, there are four important stakeholders: faculty, students, employers and alumni. In the long run a university is known primarily for its faculty and students. Hence continuous efforts should be taken to focus on maximizing the levels of satisfaction of these stakeholders. (Brian Schubert – Case Currents – 2005) Everyone in and out the campus must know what the Institution is, what it wants to be, who its Peers are and most of all what makes it Distinct. (Stand out in a crowd by Robert Moore – 2003). Professors are increasingly expected to do Business Development roles for enrolment, placements and Management Development programmes. In colleges such as ISB, professional managers have been appointed to do Marketing roles and their salaries are comparable and sometimes even higher than regular faculty.

Branding is all about Creating Differences. As Differentiation stays in people’s memory, Repetition & Imitation are dead in new economy. At root, a brand is the promise of an experience. The main challenge for brands today is to make and keep a meaningful promise in the marketplace. The Institution has to make the promise relevant from the stakeholders’ point of view and then deliver on that promise so that the Institution stands out from competitors. You have to evaluate the market in search of opportunities for differentiation but not just for the sake of it. Relevant differentiation is key. Van Auken cites a seemingly rational definition of
brand but qualifies this when he states that “more importantly, a brand is the source of a promise for the consumer”. Understanding and communicating the validity of that experience to target audiences are parts of the branding process. When we buy a Volvo, for instance, we are promised safety. When we shop at J. Crew, the promise is preppy. When we book a room at the Ritz, we're promised luxury. But brands are attached not only to consumer goods, but also are inherent in whole categories of experiences or situations. The authenticity of the promise conveyed by a brand name is particularly important in higher education, where the college or university brand becomes part of individuals’ identities, one of the key badges that we all wear in understanding and explaining ourselves.

Brand building is an organization-wide function. From the highest-level chancellor to the person who answers department’s telephone, Institution’s brand and marketing strategy must be well understood. Branding Efforts will help higher Education Institutions to rediscover what they are, and their basic purposes. In an age with new stakeholders entering higher education, new demands being directed at universities, and more tasks than ever to handle, higher education Institutions may face a situation of capacity overload. Branding will help them in the process of trying to prioritize between all the tasks and objectives on the agenda and help institutions to remind themselves what the core activities are (Bjorn, 2005). In the UK, a 2003 survey of VCs, indicated, institutions have to embrace the fact that their brand is a business asset just like their human, capital & financial resources. Previous student experience studies also have identified that branding of education has the potential to shape the expectations of the prospective student’s university experience.
1.1.6. Need for the study

Today we see higher education at the centre of what we tend to call the society of knowledge, or the information age. It is an essential part of national development, for almost all countries in the world, whether they are already developed, are on their way there or aspire to be. Together with moving to centre stage in society, it has moved beyond individual societies, and entered the global arena. Knowledge, technological developments, services, people, are moving across national borders and globalization has become the byword of the times. University education in India today is in the early stages of a major reform. Unlike other industries such as electronics, telecommunications, energy and health care that were restructured by market forces after globalization, this knowledge-based learning industry is getting restructured by emerging technologies—particularly, the information technology. Role of governments, managements, society and most important that of teachers will decide the fate of this fragile system as also will greatly influence the students and parents aspirations. (Panjab Singh, 2008)

Most educational institutions now recognise that they need to market themselves in a climate of competition that for universities is frequently a global one, and substantial literature on the transfer of the practices and concepts of marketing from other sectors to Higher Education has been developed (Gibbs, 2002). For example, Nguyen and Le Blanc (2001) focused on the image and reputation of the institution and referred to the crucial role these factors played in the development of market positioning – they drew on the well-established concepts and theories in business sector marketing for their study. Binsardi and Ekwulugo (2003), who claimed that “a centrally important principle of marketing is that all marketing activities should be geared towards the customer”, also relied on the literature used in
business sector marketing, and applied it to the context of higher education. Literature on education marketing, which originated in the UK and US in the 1980s was theoretical-normative in nature and was based on models developed for use by the business sector (Oplatka and Hemsley-Brown, 2004).

Higher education system in the United States is generally seen, not only in India but in many other developing and developed countries, as the model that deserves emulation. It is regularly portrayed as the most dynamic, successful and attractive of all such systems in any country. In India, the queues of students lining up to join US higher education institutions seem to grow longer and longer, regardless of very high and rising costs and visa difficulties. The attraction is not simply the lure of eventual emigration to the US, but a genuine perception that that system is inherently superior.

How did this state of affairs come about? Is it really only about actual quality, or are there other forces, such as effective marketing of the American system all over the world? A book by James B. Twitchell, a professor at the University of Florida, Branded Nation: The Marketing of Megachurch, College Inc., and Museumworld suggest that it is all about successful branding.

Hence a University is no longer a place where students apply to study. Universities are now actively pursuing students, especially foreign ones using a wide variety of strategies to market their courses. The student is now the customer or client. With globalization, Universities are spreading their reach beyond geographical and political borders. The British, Australian and American Universities are setting up campuses in Singapore, China and the Gulf. Universities realise that they can examine many more students than they can teach. Hence many of them are collaborating with
other institutions or franchisees to teach their courses under their brand name without getting involved in the direct business of imparting the education.

India’s higher education policy of the 1950s, which envisaged schools of excellence, especially in technology and sciences, has finally paid off rich dividends. The creation of IITs, IIMs, Schools of Science, Schools of Law, a large number of advanced training and research institutions have now been well and widely accepted. Doctors trained in India have been the backbone of the British Medical Service for many decades. Indian scientists have found positions of importance in research laboratories of the US and other developed countries. IIT engineers have finally struck gold during the dot.com boom of the 1990s and brought the final recognition and testimony for Indian competence. Of about 140,000 graduates of IIT so far, roughly 40,000 have gone to the US. They have been given the credit of creating 150,000 jobs and $80 billion in market capitalization. It is said that when a new IT company is launched, investors inquire if there is an Indian in it. In the second meeting of IIT Alumni in the US, prominent persons like Jack Welch of GE, Larry Summers, President of Harvard University, and Tom Friedman, the globalization columnist of New York Times were present. The states of Virginia and Maryland declared the month of May 2005 as IIT – Indian American Heritage Month. Further, 55 US Members of the House of Representatives co-sponsored Resolution 227 honouring ‘the economic innovation attributable to graduates of the Indian Institute of Technology’. With so much of admiration and brand equity for Indian technology and knowledge sector, it is time for India to cash in on its advantage.

According to NASSCOM, India had a total of 650,000 IT professionals in 2002 and by February 2005, they were to rise to 813,500. According to Brainbench
Inc., India ranked behind the US in the number of certified software professionals (145,517 against 194,211) The Indian figure was 30 times larger than Europe’s top country Germany (4802) and one hundred times China’s (1325). India, therefore, does have an overwhelming lead in software. In a paper published by Richard Freeman of Harvard University quoted by Sheshabalaya, the employment at General Electric Company’s Global Research Headquarters in New York is being surpassed by their own facility, the Welch Centre at Bangalore. (see Ashutosh Sheshabalaya, ‘Rising Elephant-the Growing Clash with India over white-collar jobs and its Challenge to America and the World’, Macmillan India, 2005) Similarly, IBM cut its jobs in the US and Europe but recruited more in India. In another surprise move, in just 2 years, the Indian R&D Centres of Bell Laboratories, the world’s largest research organization, filed more patents than the US Labs. In August 2006, India announced 1312 applications for drug patents, a record second only to the US. It is 25 per cent higher than Germany which is the third in ranking, and ahead of Britain, Japan, etc. India, is therefore, not just at the lower end of the software and research business, but is now in a leading position of the scientific and financial research revolution.

From R&D and scientific research, Indian commercial research market has further widened to financial and economic research. It has been said that Wall Street is also outsourcing white-collar jobs to India as a reaction to the local scandals, which erupted in 2002 and 2003. Already McKinsey & Co. and AT Kearney Inc., have shifted bulk of their research to India. J.P.Morgan, Moran Stanley, Deutsche Bank, etc. are all considering the same.

In the health sector, the story is the same. According to McKinsey & Co’s forecast, India will earn $2 billion a year by 2012 from ‘healthcare tourism’. Peter
Dracher has noted that the Indian medical schools in New Delhi are the best in the world. Indian hospitals already treat over 150,000 foreign patients a year and India is emerging as one of the most sought after medical destinations in Asia for offshore patients. The 30 hospitals under the Apollo Group are believed to have over the period treated 60,000 foreigners. Escorts Heart Institute and Research Centre have a large number of foreigners coming in every year looking for high quality cardiac care. The biggest company in the world – GE has announced that their R&D centre at Bangalore will take up 30 projects underway in the US. Oracle, the famous software company has 7000 employees in India, mostly engineers (Business World, 21 November 2005).

India is, therefore, fast moving up the value chain in all aspects of scientific and financial research from software to medical to biomedics. There are already more software experts in Bangalore than in the Silicon Valley. As Business Week ('The other MIT' 22-29August, 2005) has concluded, ‘unlike China, India’s significant cheap labour is not a pool of factory workers, but a huge crop of scientists’. Sixty years after independence, India is again at crossroads.

India today is definitely at par with the knowledge sectors of the top economies of the world. Extensive fundamental and applied research is being undertaken here. The world's biggest multinational companies are not only opening their backroom offices, but also their R&D centres in India. This trend is apparent not just in software development but in other sectors as well such as financial sector, medical sector, biotech and others. World famous names like Citicorp, Honeywell, Motorola, Sprint, Oracle, Digital Equipment, Verizon, Hughes, Duet Technologies, Cisco Systems, Texas Instruments, Computer Associates, Pentafour, Eco Soft, British Telecom, SAP, Philips, Siemens, Yahoo, Google, Accenture, Sun Microsystems,
Ericsson, IBM, 12 Technologies, HP, Intel, Microsoft, Nortel, etc., have all set up R&D facilities in India or have tied up with Indian companies or academic or research institutions. It is the Indian minds today, which are making waves internationally in knowledge based industry (Task force report, 2001).

On the other side, the recent London Times Higher Education Supplement ranking of World’s top 200 Universities included three in China, three in Hong Kong, three in South Korea and one in India – Indian Institute of Technology, at number 41 (the specific campus was not specified). India currently has 416 universities among all these universities and colleges in India, only one technical Institute (IIT) has been awarded and ranked globally. The main reason is that IIT has become a globally recognized BRAND. A strong brand provides a university with sustainable, competitive advantage.

The world these days is referred to as a “Global Village” where students have relatively easy access to education abroad. Indeed Recent literature research shows that thousands of students from India are enrolled in various higher education institutes all over the globe; this mobility takes place in one direction only. For instance, the highest number of foreign students enrolled in various universities of the USA is from India. At the same time, around 150,000 students from the USA are mobilized and enrolled outside in various countries around the globe yet India is not even in the list of first 20 countries.

But on the other side educationalists say with its vast and developed network of 416 universities of higher learning, IT, bio-Technology, management, medicine, agriculture, pharmacy and other numerous options in almost all fields, India has an edge over other developing countries. According to statistics while India has a
potential to afford about 50,000 foreign students in next couple of years, presently only about 10,000 are studying in India. They also add, while students from Nepal, Bhutan and Middle East have been regular feature in Indian Universities, efforts should be taken to raise profile of Indian education system in countries like China, Indonesia, Malaysia, Myanmar, Mauritius, Thailand, Ethiopia, Kenya and other African countries. The main reason for this disappointing Indian Scenario is that while the developed countries were actively Branding their Higher Education wares, India was complacent. With over 200 of the 'Fortune 500' companies recruiting from campuses regularly, the Indian government now plans to establish India as a BRAND in the higher education sector and grab the attention of global education community.

While there is need to raise the profile of Indian education abroad and attract more students to India, there is also need for more quality educational institutions in India. The Brand Building process will satisfy all those requirements.

In the marketplace, a strong brand allows a company to charge higher prices, achieve higher profit margins, expand market share, attract the best employees, and maintain higher stock prices. In the world of economic development, proactive branding can transform a region’s economy by attracting employers, employees and investment capital. It can keep a region’s economy strong, even in downturns. Similarly, university’s brand impacts upon everything including:

- Ability to attract students, nationally & internationally
- Ability to attract, recruit and retain quality staff, both academic & professional
- The employability of its graduates
- Its overall ranking
- Profile/relationship within your local community