Chapter 5
Conclusions and Suggestions

5.1 CONCLUSIONS

Marketing of higher education, especially ‘International Marketing’, is a complex operation that requires the use of different strategies. Advertising is still the most important element but conventional advertising through the print media is giving way to advertising via the Internet.

Based on the analysis of primary and secondary data we reach the following conclusions pertaining to the marketing-mix required for the ‘international marketing of higher education institutions’ keeping in view the different segments of student’s, namely average Indian students, international students and the Indian students who have a positive attitude towards foreign education providers.

5.1.1 Conclusions relating to the most significant factors, in order of significance which influence an Indian student in taking the decision to enroll in a particular Indian HEI.

5.1.1.1 Significant ‘Product’ based influencing factors are:

1. Infrastructure: Learning aids, Library, Computer center, Multimedia classrooms, Accommodation, Recreational facilities.
2. Recognition by UGC, University affiliations, Accreditations.
(Source: Table no. 4.1)

5.1.1.2 Significant ‘Price’ based influencing factors are:

2. Better paying job prospects in India after graduation.
(Source: Table no. 4.2)

5.1.1.3 Significant ‘Promotion’ based influencing factors are:

1. Esteem and prestige of the HEI.
2. Good references by friends and relatives.
(Source: Table no. 4.3)

5.1.1.4 Significant ‘Place’ based influencing factors are:

1. The location of the HEI and the quality of life on offer.
2. The accessibility of the HEI through different modes of transport.
(Source: Table no. 4.4)

5.1.1.5 Significant ‘People’ based influencing factors are:
1. The merit of students enrolled in the HEI.
2. Friends opting for the same HEI.
(Source: Table no. 4.5)

5.1.1.6 Significant ‘Processes’ based influencing factors are:
1. Eligibility criteria.
2. Admission related information available on website.
(Source: Table no. 4.6)

5.1.1.7 Significant ‘Physical evidence’ based influencing factors are:
1. The prospect of attainment of knowledge or a ‘skill set’.
2. The percentage of students securing job placements.
(Source: Table no. 4.7)

5.1.1.8 For an Indian student enrolling in an Indian HEI the consideration of the following aspects are essential. The factors in order of significance are:
1. Infrastructure and learning aids: Library/ computer center and multimedia classrooms.
2. Recognition by UGC, University affiliations and accreditation by NAAC.
3. Opportunity to enhance entrepreneurial skills.
5. Industry interaction.
(Source: Title no. 4.2.1.8)

5.1.2 Conclusions relating to the most significant factors in order of significance, which influence an international student in talking a decision to enroll in a particular Indian HEI

5.1.2.1 Significant ‘Product’ based influencing factors are:
1. Affiliations with Indian/ foreign Universities.
2. The perception that the Indian HEIs offer better quality of training/ internship.
(Source: Table no. 4.9)
5.1.2.2 Significant ‘Price’ based influencing factors are:

2. Willingness and ability to pay higher fees.
(Source: Table no. 4.10)

5.1.2.3 Significant ‘Promotion’ based influencing factors are:

1. Good quality of web portal of the HEI.
2. Good references by friends/relatives.
(Source: Table no. 4.11)

5.1.2.4 Significant ‘Place’ based influencing factors are:

1. The area/quality of life/living standard on campus.
2. The city where the campus is located.
(Source: Table no. 4.12)

5.1.2.5 Significant ‘People’ based influencing factors are:

1. Friends opting for the Indian HEI.
(Source: Table no. 4.13)

5.1.2.6 Significant ‘Processes’ based influencing factors are:

1. A web portal which caters to international student.
2. An uncomplicated admission process.
(Source: Table no. 4.14)

5.1.2.7 Significant ‘Physical evidence’ based influencing factors are:

1. Attainment of knowledge or skill set.
2. The HEIs entrepreneurship track record.
(Source: Table no. 4.15)

5.1.2.8 For international students, in an Indian HEI, the consideration of the following aspects is essential. The factors in order of significance are:

1. Web/internet advertising and HEI portal user friendly website for International students.
2. Good references by friends/relatives.
3. Indian/foreign University affiliation.
4. Training/internship is of better quality in Indian HEI.
5. Area/location and a good standard of living.
(Source: Table no. 4.2.3.8)
5.1.3 Conclusions relating to the most significant factors in order of significance, which influence an Indian student having a positive attitude towards foreign education provider, to enroll in a particular Indian HEI.

5.1.3.1 Significant ‘Product’ based influencing factors are:
1. An International education experience.
2. Curricula of a global nature.
(Source: Table no. 4.17)

5.1.3.2 Significant ‘Price’ based influencing factors are:
2. Easier loan repayment opportunity through a part time job.
(Source: Table no. 4.18)

5.1.3.3 Significant ‘Promotion’ based influencing factors are:
1. Newspaper advertisements.
2. The opinion of friends and relatives.
(Source: Table no. 4.19)

5.1.3.4 Significant ‘Place’ based influencing factors are:
1. The ‘standard of living/ quality of life’ abroad.
2. Country that country that offers immediate job prospects.
(Source: Table no. 4.20)

5.1.3.5 Significant ‘People’ based influencing factors are:
1. The opportunity to gain international contacts/global networking.
2. An international level of faculty.
(Source: Table no. 4.21)

5.1.3.6 Significant ‘Processes’ based influencing factors are:
1. A student friendly and informative website
2. An easy admission process and eligibility requirements.
(Source: Table no. 4.22)

5.1.3.7 Significant ‘Physical evidence’ based influencing factors are:
1. The opportunity to procure jobs abroad.
2. Better compensation/pay packet offered after graduation.
(Source: Table no. 4.23)
5.1.3.8 For an Indian student who intends to go to a foreign education provider the consideration of the following aspect is essential:

2. Job placements abroad.
3. Opportunity to have a permanent stay overseas.
5. Opportunity to gain International contacts / global networking.

(Source: Title no. 4.2.5.8)

5.1.4 Conclusions relating to education consultants and the marketing methods adopted by them on behalf of foreign HEI.

1. Education consultants help their foreign HEI to implement their marketing strategies and marketing tools with the objective of enrolling Indian students for the education programmes of foreign HEIs.

2. Event management of education fair, is a sophisticated management tool for enrolling students and is managed and organized efficiently by education consultants for their foreign HEI partners.

3. The promotional and allied activities which the education consultant provides to the foreign HEI include market intelligence, visibility and assistance in publishing of promotional data.

4. Educational consultants give advice to the prospective Indian students about foreign HEIs which include advice on programmes, visa rules, lifestyle requirements, fees and living expenses, education loans, scholarships and availability of part time work.

(Source: Table no. 4.24 to 4.27)

5.1.5 Conclusions arising from the feedback from the ‘Administrative Heads’ and ‘HEI heads’ of the selected Indian HEI.

The feedback of the respective administrative heads and heads of the HEIs indicates that the potential marketing tools which can help in enrollments of Indian as well as foreign students are:

1. Good teaching and learning infrastructure.
2. Highly qualified faculty.
3. Active Placement Cell.
4. Adequate remuneration to the faculty.
5. Student exchange programmes.
6. Excellent quality of life at campus.
7. Teacher as a mentor and guide.
8. Updated and relevant curriculum.
9. Pan-India student profile.
10. A wide range of education programmes.
11. Recognitions and accreditations.
12. Affiliations and linkages.
15. Representation overseas.
16. Facility for education loans and scholarships.
17. HEI web portal.
18. Newspaper advertisements.
19. Education fairs.
20. A good ‘Brand’.
21. Website pages dedicated to international students.
23. International student support facility.
24. Representation at multiple locations within the country.
25. FDP and training.
26. Online information on admission procedures.
27. Concept of ‘students as brand ambassadors’.
(Source: Table 4.28 to 4.56)

**5.1.6 Conclusions relating to ‘student’s satisfaction levels’ on quality aspects.**

The conclusions are based on the feedback received from the two segments of students namely: Indian students enrolled in the selected Indian HEI and the foreign students enrolled in the selected Indian HEI.
5.1.6.1 Conclusions relating to ‘students satisfaction levels’ of an Indian student on the seven selected quality aspects of the respective selected Indian HEI

The Indian student’s response relating to factors that contribute to quality aspects are, in order of satisfaction:
1. The quality of life at campus.
2. Skills and knowledge acquired.
3. Course design and content.
4. Quality of the academic faculty.
5. Job placements.
6. Well evolved infrastructure.
7. Ease of processes.

The Indian student enrolled in the selected Indian HEIs was most satisfied with the ‘quality of life at campus’ and ‘skills and knowledge acquired’ and least satisfied with ‘ease of processes’ and ‘well evolved infrastructure’ and ‘job placements’
(Source: Table no. 4.8)

5.1.6.2 Conclusions relating to ‘students satisfaction levels’ of an international student on seven selected quality aspects of the respective selected Indian HEI

The international student’s response relating to factors that contribute to the stated quality aspects are, in order of satisfaction:
1. Skills and knowledge acquired.
2. Course design and content.
4. Quality of academic faculty.
5. Well evolved infrastructure.
6. Quality of life at campus.
7. Ease of processes.

The international student enrolled in a selected Indian HEI was most satisfied with the ‘skills and knowledge acquired’ and ‘course design and content’ and least satisfied with ‘ease of processes’ and ‘quality of life at campus’ and ‘well evolved infrastructure.
(Source: Table no. 4.16)
5.1.7 Conclusions on comparative views of the Indian and international student relating to selected quality parameters

The test of hypothesis based on the Chi-square test tells us that that there is no significant difference between the attitude of the Indian and international students towards their respective selected Indian HEIs in terms of the quality aspects of ‘Quality of the academic faculty’, ‘Course design and content’, ‘Well evolved infrastructure’ ‘Career development, skills and knowledge attained’ and ‘Job placements’ and that there is a significant difference between the attitude between the Indian and foreign students in terms of ‘Quality of life at campus’ and ‘Ease of processes’

Table 5.1: Attitude of the Indian and international students enrolled in the selected Indian HEI towards selected quality parameters

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Quality parameter</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality of the academic faculty.</td>
<td>There is no significant difference between the attitude of Indian and international students towards this quality aspect.</td>
</tr>
<tr>
<td>2</td>
<td>Course design and content.</td>
<td>There is no significant difference between the attitude of Indian and international students towards this quality aspect.</td>
</tr>
<tr>
<td>3</td>
<td>Quality of life at campus</td>
<td>There is a significant difference between the attitude of Indian and international students towards this quality aspect.</td>
</tr>
<tr>
<td>4</td>
<td>Well evolved infrastructure.</td>
<td>There is no significant difference between the attitude of Indian and international students towards this quality aspect.</td>
</tr>
<tr>
<td>5</td>
<td>Skills and knowledge acquired</td>
<td>There is no significant difference between the attitude of Indian and international students towards this quality aspect.</td>
</tr>
<tr>
<td>6</td>
<td>Job placements</td>
<td>There is no significant difference between the attitude of Indian and international students towards this quality aspect.</td>
</tr>
<tr>
<td>7</td>
<td>Ease of processes</td>
<td>There is a significant difference between the attitude of Indian and international students towards this quality aspect.</td>
</tr>
</tbody>
</table>

(Source: Title no. 4.3)
5.2 SUGGESTIONS

5.2.1 Marketing strategy for the enrollment of Indian students: Suggestions for a holistic ‘marketing strategy’ in respect of the 7 Ps of the marketing mix

5.2.1.1 Product related suggestions

1. Infrastructure: Learning aids, Library, Computer center, Multimedia classrooms, Accommodation, Recreational facilities:

   The HEI should aim at investing in its learning infrastructure and should have a regular process of review so as to ensure meeting the highest possible standards of infrastructure, safety, environment and work. The objective should be to make the campus conducive to promoting the learning experience with a high focus on the quality of life for the student. Amenities such as availability of wire-free internet, good laboratories, and well stocked libraries, convention centre, multimedia teaching aids and hostel with good living facilities should be a part of the standard infrastructure of the HEI.

   (Source: Title: 5.1.1.1)

2. Recognition by UGC, University affiliations, Accreditations:

   The HEI should make continuous efforts for recognition by the UGC, other statutory bodies and accreditation agencies like NAAC and NBA. The HEI should invest in and endeavor to secure the highest ‘A’ grading from NAAC and NBA the same can be helps to ensure larger enrollments and build up the brand value. Accreditation from the mentioned agencies should be made use of for furthering collaborations with foreign HEIs. The recognitions, affiliations, accreditations and collaborations should be communicated in a very clear and simple way to prospective students through various suitable tools of communication, such as the HEI web-portal and HEI information broachers and other print material.

   (Source: Title: 5.1.1.1)

5.2.1.2 Price related suggestions

3. Better paying job prospects in Indian and overseas after graduation:

   The management faculty of the HEI, assisted by professionals, is the most suited and should be given the responsibility of interacting with the industry to support placement through campus interviews. The core committee in charge of placements should be
given a year-round road map for contact with leaders of industry through well planned events with the aim of getting the targeted organizations to participate in the annual placement process. The placement records of an HEI should be well communicated so as to assure a student of his chances of securing a good job in terms of job growth and in salary terms. This can be done through various suitable media like HEI website, print and electronic media. The prospects of both domestic and overseas placements of Indian students can be stated separately to add clarity and visibility to the communication.

(Source: Title no. 5.1.1.2)

5.2.1.3 Promotion related suggestions

4. Esteem and prestige of the HEI:

Branding is ‘building and eventually owning a position’ so as to ensure the target audience's awareness and at the same time establish the image and brand pull of the HEI.

The following tools of branding should be used by the HEI: Print material, media, alumni as brand ambassadors, accreditations and nominations, recognitions, seminars conferences and workshops, social and environment conservation initiatives, electronic and print media advertising and the people of the HEI namely the faculty, students and alumni as brand ambassadors.

Print material
1. Brochures, booklets and inserts.
3. Scholarship and financial aid information
4. Follow-up correspondence.
5. Posters, fliers,
6. POP items-pencils, note pads, plastic bags, etc.

Accreditations and nominations
1. Communication and creation of awareness of accreditations.
2. NAAC and NBA accreditations, University affiliations and recognitions.
3. Awards and rankings.
4. Environment protection and sustainability initiatives.
5. Enrolment of foreign students.
6. Linkages and affiliations with leading Universities.

(Source: 5.1.1.3)
5. **Good references by friends and relatives:**

The HEI should recognize alumni and students as opinion leaders and these should be seen to be the leading communicators and promoters of the HEI, and they should be made visible through various events and functions.

The HEI has to take steps to give its students a good education experience in terms of a conducive and safe environment in order to generate over time ‘a good word-of-mouth’ for its HEI.

(Source: Title no: 5.1.1.3)

**5.2.1.4 Place related suggestions**

6. **The location of the HEI and the quality of life on offer:**

The location of the HEI campus even if away from the city, should have adequate infrastructure with good accommodation facilities and allow the Indian students to maintain their standard of living. The basic concept of quality of life at campus of ‘Eat-Live-Learn-Play’ should be looked as so as to cover all aspects of providing the student a good quality of life.

(Source: Title no 5.1.1.4)

7. **The accessibility through different modes of transport:**

The basic need for transportation for students and staff who travel to the HEI should be met. If, the local transportation system is not adequate the HEI should provide transport facilities.

(Source: Title no 5.1.1.4)

**5.2.1.5 People related suggestions**

8. **The merit of students enrolled in the HEI:**

The HEI should communicate the merit of students enrolled in the HEI over the years as it gives a sense of respectability. A proper communication would help in the enrollment of students.

(Source: Title no 5.1.1.5)

9. **Friends opting for the same HEI:**

The enrolled Indian students and the alumni of the HEI should be given importance in terms of being brand ambassadors of the HEI. A hospitable environment on campus can ensure a good student life experience for the enrolled students.

(Source: Title no 5.1.1.5)
5.2.1.6 Processes related suggestions

10. Eligibility criteria:

The HEI should have clarity in communication about the eligibility requirements for each of the programmes so that the prospective students having the basic eligibility can easily file applications.

(Source: Title no 5.1.1.6)

11. Admission related information available on website:

The HEI should provide downloadable forms on the portal and programme-wise admission-related information should be systematically and clearly communicated in a user friendly way.

(Source: Title no 5.1.1.6)

5.2.1.7 Physical evidence related suggestions

12. The prospect of attainment of knowledge or skill set:

The HEI should help the student achieve his goal of acquiring the specific skill set by providing a curriculum which helps the optimization of the delivery of knowledge in the most effective way. This should be done through capable faculty and a good infrastructure with state of the art learning aids and a regular review process of the learning perception and actual achievement.

(Source: Title no 5.1.1.7)

13. The percentage of students securing job placements:

The HEI should specifically communicate the number of students placed, and the number who have opted for self employment so that the prospective students have the required information for deciding on their enrollment.

(Source: Title no 5.1.1.7)

5.2.1.8 Suggestions with regard to other significant influences

14. Opportunity to enhance entrepreneurial skills:

The growing trend of the new generation of students to become entrepreneurs should be well encouraged by introducing support programmes which give knowledge about entrepreneurship and ways to enhance entrepreneurship skills. Entrepreneurs running successful business should be invited to the HEI campus to share their experiences.

(Source: Title no. 5.1.1.8)
5.2.2 Holistic marketing strategy with respect to the 7 Ps of the marketing mix for the enrollment of international students

5.2.2.1 Product related suggestions

1. Indian/ foreign University affiliation:

The HEIs should seek to have affiliations with foreign HEIs as this gives more value to the degree or diploma, and more so for the international student as it increases the validity and the International student, has an opportunity to secure a job in more than one country.
(Source: Title no. 5.1.2.1)

2. Training/ internship is of better quality in Indian HEI:

The HEIs should regularly benchmark and review their quality of education against international standards and be comparable to the set standards with the objective of having a sustained inflow of students from other developing countries such as Nepal, Bhutan and the Gulf countries where Indian education providers are seen to provide a better quality of education than the HEI in their home country.
(Source: Title no. 5.1.2.1)

5.2.2.2 Price related suggestions

3. Better job prospects overseas after graduation:

The HEIs should look to extend their industry interaction to overseas offices of recruiting multinational companies, especially recruiting organizations of countries which have been a source for enrolment of international students; this is required in order to generate interest amongst that segment of international students. These recruiting organizations should also be invited for the campus interview process.
(Source: Title no. 5.1.2.2)

4. Willingness/ ability to pay higher fees by the international student:

The HEIs should encourage to the enrolled international students by providing them a higher quality of life through high quality of accommodation facilities, sports facilities and canteen facilities as the enrolled international students show ability and willingness to pay higher fees to the HEI for its various education programmes.
(Source: Title no. 5.1.2.2)
5.2.2.3 Promotion related suggestions

5. Good quality of HEI web portal in terms of an international student:

The HEI should prioritize their communication with the ‘international student’ in view and design the web portal accordingly paying attention to aspects such as downloadable admission forms, simple admission procedures, visa support, email contact for general queries and visuals of the ‘eat-learn-live’ infrastructure.

(Source: Title no. 5.1.2.3)

6. Good references by friends/relatives from the home country:

The HEI should identify target countries and have a goodwill creation roadmap in place so that potential student source areas can be identified and a scenario for building up the brand and goodwill can be designed.

(Source: Title no. 5.1.2.3)

5.2.2.4 Place related suggestions

7. Area/quality of life/living standard at campus:

The HEI should ensure local acceptance and hospitality towards international students. This can be done by having events in which students from various nationalities can participate. This should be supported with a good quality of life with availability of related infrastructure for the international student.

(Source: Title no. 5.1.2.4)

8. Location/City proximity:

The HEI should look at having a proper mode of transportation if the HEI is located at a distance from the city area. This will help the international student to have an access to the city infrastructure and amenities. The transportation should function systematically and be of good quality.

(Source: Title no. 5.1.2.4)

5.2.2.5 People related suggestions

9. Friends of the international student opting for Indian HEI:

The HEI should identify the target segment of international student so as to build the HEI brand and develop upon the same with a focus on developing each international student into a brand ambassador of the HEI. This should be done by devising a systematic road map for goodwill and brand creation, and by organizing cultural programmes and events for international students.

(Source: Title no. 5.1.2.5)
10. National/ International networking opportunity for the international student:
The HEI should have calendar of events so that the international student gets a platform to interact with students of Indian and other nationalities.
(Source: Title no. 5.1.2.5)

5.2.2.6 Processes related suggestions

11. ‘International student’ friendly HEI website in terms of processes:
The web portal of the HEI should consist of recognition of the various nationalities and have content welcoming the international student with special care to have visuals of the infrastructure available in concern with international students.
(Source: Title no. 5.1.2.6)

12. Uncomplicated admission process:
The communication of the documentation required and entire process of enrollment of international students should be very clear and precise. This can be done mainly through the web portal of the HEI.
(Source: Title no. 5.1.2.6)

5.2.2.7 Physical evidence related suggestions

13. Attainment of knowledge or skill set:
The HEI should help the international student achieve his goal of acquiring the specific skill set by providing a curriculum which helps the optimization of the delivery of knowledge in context with the country in which the student is to work in.
(Source: Title no. 5.1.2.7)

14. Entrepreneurship track record:
The HEI should devise ways of suitable communication of their alumni as successful entrepreneurs in countries other than India and in the global context as well so that the international student would be able to relate to the same.
(Source: Title no. 5.1.2.7)

5.2.3 Marketing strategy for enrollment of Indian students who have shown interest in foreign HEI: Suggestions for a holistic ‘marketing strategy’ with respect to the 7 Ps of the marketing mix

5.2.3.1 Product related suggestions

1. International education experience:
The enrollment of international students and their being a part of the student composition will help the HEI to give an international education experience to all of its
students which majorly would comprise if Indian students and help attracting Indian students wanting an international education experience. The HEI can successfully give its students an international education experience by having collaboration with a foreign university with a part of the course to be held in a foreign HEI campus and also by having student exchange programmes.

(Source: Title no. 5.1.3.1)

2. **Curricula of a global nature:**

The HEI should be receptive to a changing work environment with Indians being a part of the global work force of multinational companies. This should be reciprocated by the teaching-learning experience being more in the multinational context with regard to a student expecting a learning experience of a multinational education provider.

(Source: Title no. 5.1.3.1)

5.2.3.2 **Price related suggestions**

3. **Better paying job prospects overseas after graduation:**

The campus recruitment at the HEI campus should involve more number of MNC organizations and recruitment by these companies for overseas companies should be highlighted and brought to the notice of the prospective student segment through a suitable channel of communication.

(Source: Title no. 5.1.3.2)

4. **Easier loan repayment through a part time job:**

The culture of providing or co-coordinating to make part time work available to its students should be followed by the HEI as this would enable concerned Indian students to repay their loans and have a better ROI on their education investment.

(Source: Title no. 5.1.3.2)

5.2.3.3 **Promotion related suggestions**

5. **Newspaper advertisement:**

Newspaper advertisements should be placed with the leading newspapers in competition with the foreign education providers highlighting the efforts of the HEI to give its enrolled students an international education experience.

(Source: Title no. 5.1.3.3)

6. **Opinion of friends and relatives:**

The HEI should have a goodwill creation roadmap in place with communication and highlighting the role of the HEI in providing and international education experience so
that the enrolled student experiences a good education experience and has a good worth of mouth for the HEI. The international education experience for the Indian student initiatives by the HEI can be in the form of faculty, student composition, curricula and exchange programmes with foreign HEIs.

(Source: Title no. 5.1.3.3)

5.2.3.4 Place related suggestions

7. Standard of living/ Quality of life:

The HEI should try to benchmark the quality of life on offer with that provided by overseas education providers. It should and also have collaboration with foreign HEIs to enable a part of the programme completion to be conducted overseas in order to give the enrolled students an exposure to foreign campuses.

(Source: Title no. 5.1.3.4)

8. Country offering immediate job prospects:

The HEI should frequently communicate and highlight the foreign postings of its students, especially in developed countries and countries of foreign education providers.

(Source: Title no. 5.1.3.4)

5.2.3.5 People related suggestions

9. Opportunity to gain International contacts / global networking:

The HEI should have a proper strategy to market its higher education internationally and subsequently to enroll international student, this will enable the Indian students to have a global perspective and give them an opportunity for ‘international networking’.

(Source: Title no. 5.1.3.5)

10. International level of faculty:

The HEI should invest in their faculty by having regular faculty development programmes and by giving priority to research and consultancy work. Research funding and faculty visits to the leading overseas HEIs should be encouraged so as to give the teachers an opportunity to imbibe on the best practices of the industry.

(Source: Title no. 5.1.3.5)

5.2.3.6 Processes related suggestions

11. A student friendly and informative website:

The HEI should prioritize the communication they need to do with the ‘Indian student with a need for international education experience’ in mind and design the web portal accordingly keeping in mind namely the aspects such as infrastructure visuals and a
glimpse of the student composition on campus. The internationalization initiatives of education by the HEI should be a part of the content of the website.

(Source: Title no. 5.1.3.6)

**12. Admission process and eligibility requirements:**

The HEI should look at customizing their education programmes on offer in such a way that more number of students can have a chance to enroll for the program. The niche education programmes as per industry, namely the hotel industry related programmes can have appropriate eligibility requirements.

(Source: Title no. 5.1.3.6)

**5.2.3.7 Physical evidence related suggestions**

**13. Opportunity to procure jobs abroad and a permanent stay overseas:**

The HEIs should look to have collaborations with foreign education providers in order to encourage organizations from the respective countries to enroll Indian students whereby the Indian students get an opportunity to work overseas.

(Source: Title no. 5.1.3.7)

**14. Better career growth prospects after graduation:**

The HEI should conduct regular alumni events in order to give visibility to successful career growth of the alumni.

(Source: Title no. 5.1.3.7)

**5.2.4 Suggestions pertaining to the marketing tools used by Education Consultants**

Educational consultants can be employed at places of limited reach and high priority to feed the HEI with demographic and market information and also to a limited extent the responsibility to give counseling to the prospective International and Indian students about the HEI. The counseling services may include counseling on education programmes, visa rules, lifestyle requirements, fees and living expenses, education loans, scholarships and availability of part time work.

A well organized and competent education consultant is a good tool to counsel with students in regard to admission procedures and course completion requirements. The education consultant can be used not only to reach out to International students but also to Indian students.

(Source: Title no 5.1.4)
5.2.5 Suggestions arising from to feed back from Administrative Heads and Heads of HEI

The tools to market the HEI which need to be incorporated in the road map to successful marketing of an HEI are as follows:

1. Good teaching and learning infrastructure: The HEI should invest in teaching aids and technology-related infrastructure and should update and review the existing infrastructure so as to remain competitive with the leading HEIs. With the student community becoming more tech savvy, the HEI should lay emphasis on aspects such as having a ‘Wi-Fi’ campus and multimedia classrooms.

2. Highly qualified faculty: The HEI should place stress on recruiting quality faculty ensuring that the faculty is academically qualified as per norms. The HEI should ensure proper communication of this particular aspect to the present and prospective students to give them a sense of confidence; and to give credibility to the education programmes run by the HEI. The HEI should make an effort to recruit the best available faculty and adequate remuneration to faculty should not be seen as a constraint.

3. Active Placement Cell: The HEI should invest in maintaining an active placement cell with a dedicated work force. ‘Job placement’ of students is one of the most important factors in which success has to be achieved and hence this aspect should be given the highest priority by the HEI. A regular review should be maintained in terms of regular industry interaction with a full year road map in place.

4. Adequate remuneration to the faculty: The HEI should ensure that the salary of the teaching staff of the HEI is as per statutory requirements and if possible on par with that of industry professionals in their respective field of specialization. ‘People’ form a very important and tangible part of the HEI and having the best faculty would make the HEI stand out to competition.

5. Student exchange programmes: The HEI should promote student-exchange programmes with foreign HEIs and use it as a tool to give the student a global exposure and give an added dimension to the education programme.

6. Excellent quality of life at campus: The emerging theme of ‘live-eat-learn-play’ should be followed and the available facilities and the quality of life on campus
should be the high priority area of the HEI marketing strategy. This is especially needed with the student composition undergoing a change with Indian students from all strata’s of the economy and with international students being a part of the student composition.

7. *Teacher as a mentor and guide:* The HEI should recognize the growing culture of informal interaction and exchange of ideas and knowledge with students.

8. *Updated and relevant curriculum:* The HEI should recognize that the curriculum has to undergo change and has to be more practical and work-centric and should encourage enhancement of job related skills.

9. *Pan-India student profile:* The HEI should encourage a pan-India composition of the student body and should understand the importance of it undergoing a change in terms of a more pan-India student representation. This should be reciprocated in the HEI vision and the branding road map.

10. *A wide range of education programmes:* The HEI should strive towards having a full range of educational programmes which include M.Phil and PhD programmes. This should be done with the intention of giving the students an opportunity to stay with the HEI for a longer time by enrolling for higher studies.

11. *Recognitions and accreditations:* The HEIs should take initiatives to get accredited with a high grade by bodies such as NAAC and NBA. The HEI should also understand that effective communication of the same enhances credibility and helps in building up of the brand.

12. *Affiliations and linkages:* The HEI should give due priority to affiliations and linkages with foreign universities and should recognize it as a tool for student enrollment.

13. *Presence of international students:* The HEIs should have a vision of having a student population that comprises of Indian and international students. The presence of a student composition comprising of international students will benefit the Indian students as they would be presented with an opportunity to learn in a globalised environment.

14. *International Students Centre with dedicated counseling cells for international students:* The HEI should make an effort to have a counseling cell for its
international students and to make the international students feel well-fed after. This in turn would translate into a ‘good word of mouth’ advertisement for the HEI in the international student’s home country.

15. **Representation overseas:** The HEI should make an effort to reach out to their targeted overseas student segment. This can be achieved by having either a direct HEI representation, through an intermediary or through participation in road shows.

16. **Facility for education loans and scholarships:** The HEIs should help its enrolled students to get education loans through financial institutions and banks. The HEI can help the student in this regard by easily making available the required documents needed by the students to get loan approvals from banks and by making necessary arrangements for the bank representatives to visit the HEI campus and interact with students. The HEI should extend need based support by providing scholarships to deserving students.

17. **Good quality of the HEI web portal:** The HEI should look to have a good website and the HEI should view it as one of the most effective tools for communication of information to its prospective students.

18. **Newspaper advertisements:** The HEI should look at newspaper advertising as a mode of communication in regard to communication of factual information and to communicate admission notices for their various education programmes.

19. **Education fairs:** The HEI should recognize ‘education fairs’ as a very important tool to gain visibility, to communicate with prospective international students and to provide reach to its student enrollment process.

20. **A good ‘Brand’:** The HEI should have a ready roadmap for its brand-building activities in the form of community service initiatives, seminars, workshops and alumni events.

21. **Website pages dedicated to International students:** The HEI web portal should be student oriented and user friendly and the HEI should design the website with regard to the concerns of the international student.

22. **Visibility of ‘welcome’ for international students:** The HEI should have a proper branding of the HEI through which it recognizes international students of various
nationalities through different modes of communication such as the vision statement, logo, brochure, etc.

23. *International student support facility*: The HEI should support its prospective overseas students by providing support facility for counseling on matters related to visa and orientation.

24. *Representation at multiple locations within the country*: The HEI should look at having a multi-state setup in the form of offices or representatives in various states of the country to initiate enrollment of students.

25. *FDP and training*: The HEI should have a training calendar for its staff and faculty which should also include training on soft skills.

26. *Online information on admission procedures*: The HEIs should have a part of the admission process for domestic and international students done through the web portal with an intention to improve on the ‘ease of processes’.

27. *Concept of ‘students as brand ambassadors’*: The HEI should appreciate that the multi-national composition of the student body of the HEI is a result of good word of mouth publicity and good references from the respective friends and relatives of the enrolled students and identify the countries or cities with a potential to be a sustainable source of student enrollment.

(Source: Title no. 5.1.5)

5.2.6 Suggestions relating to ‘student’s satisfaction levels’ on quality aspects of the education provider

As per the derived satisfaction levels based on feedback from the respective student segments, namely Indian and foreign students, a proper marketing strategy can be worked out in order to maintain and highlight the stronger aspects and to work on the identified weak areas. This should be done by devising a suitable communication channel to highlight and leverage the ‘quality aspects’ having a strong satisfaction level and at the same time plan improvements in the ‘quality aspects’ which have a low satisfaction level amongst the respective student segments.

5.2.6.1 Suggestions pertaining to conclusions derived on satisfaction levels of an Indian student for the stated quality aspects

The quality aspects which have a higher satisfaction level amongst the students namely the ‘quality of life on campus’ and the ‘skills and knowledge acquired’ should
be highlighted and communicated well by giving proper visibility of these aspects to the targeted student segment while a road map should be prepared to improve upon the aspects with a lower satisfaction level.

1. **Maintaining visibility and communication of the aspects with higher satisfaction levels:**

   The quality of life at campus should be given visibility through suitable media like the web portal and brochures by classifying and communicating various aspects of ‘quality of life’ on offer for students. This classification of quality of life aspects can be in terms of the ‘Live-Eat-Learn-Play’ theme.

   The following aspects should be highlighted in regard to the quality of life on offer:

   1. Technology infrastructure available on campus in terms of easier access to information.
   2. Recreational facilities like the health club, year round sporting events, student clubs and organizations.
   3. Safety considerations on campus.
   4. High quality of food in terms of hygiene and dining choices.
   5. Living facilities for students as per suitability and liking of students.
   6. Planned layout of the campus and esthetics.

   The resources available to attain ‘skills and knowledge’ which have been made available by the HEI should be communicated through suitable media. The aspects for which visibility needs to be provided should include:

   1. Research institutes of the HEI.
   2. Available technology-related infrastructure.
   3. Patents obtained.
   4. Sponsored programmes.

   The above can be illustrated with the help of pictures and multimedia on the web portal of the HEI.

2. **Strategy to improve the aspects with lower satisfaction levels:**

   The quality aspects with a lower level of satisfaction namely, the ‘ease of processes’, ‘well evolved infrastructure’ and ‘job placements’ should be given priority and a road map needs to be prepared and implemented with a provision to review improvements.

   Ease of processes in terms of the processes being ‘student friendly’ should be given priority by the HEI management.
The HEI should try to reinvest in its infrastructure and be up-to-date with the latest in IT and learning aids related infrastructure.

The aspect of admission processes should be highlighted and communicated well by giving proper visibility of these aspects to the target student segment. The admission-related information should emphasize:
1. Online procedures.
2. Financial aids and related information.

The aspect of job placements can be further improved by having a proper communication of factual information about the yearly placement records of the HEI. Categorizing the job placements in terms of placements in India and overseas, Indian and foreign MNCs and as per remuneration offered can enable the prospective student to plan his priorities and goals.

(Source: Title no. 5.1.6.1)

5.2.6.2 Suggestions pertaining to conclusions relating to ‘students satisfaction levels’ of an international student for the stated quality aspects

The quality aspects which have a higher satisfaction level amongst the international students are ‘Skills and knowledge acquired’ and the ‘Course design and content’.

1. **Maintaining visibility and communication of the aspects with a strong satisfaction level:**

   The quality aspect of ‘skills and knowledge acquired’ can be further strengthened in regard to the international students by encouraging activities and events in which the international students get an opportunity to interact with the Indian students, thereby making the education experience more adaptive. The ‘course design and content’ should be constructed keeping the learning capabilities of the foreign student in mind so as to enhance the learning experience.

2. **Strategy to improve aspects with lower satisfaction levels:**

   The quality aspects with a lower level of satisfaction namely ‘ease of processes’, ‘quality of life at campus’ and ‘well evolved infrastructure’ should be given priority and a road map needs to be prepared and implemented with reviewable and measurable improvements.

   The ease of processes can be improved by communicating clear and precise information in regard to admissions of international students through the HEI web portal. Other support initiatives like, providing required documentation for visas should also be extended to international students.
In regard to the ‘quality of life of the international student’, consideration should be given to meal plans, residences options and safety.

(Source: Title no. 5.1.6.2)

5.2.7 Suggestions relating to the conclusions drawn from a comparison of the attitude of Indian and international students towards their respective Indian HEIs

The attitude comparison gives the HEI a definitive go ahead to synergize its marketing strategy in the case of the five stated quality aspects, namely, ‘Quality of the academic faculty’, ‘Course design and content’, ‘Well evolved infrastructure’ ‘Career development, skills and knowledge attained’ and ‘Job placements’. There is however a need to focus and have a strategy on the two quality aspects where there is a significant difference in attitude for which a proper road map needs to be identified for the respective student segments namely the International students and Indian students for the aspects of ‘quality of life’ and ‘ease of processes’.

Strategy for quality aspects with no significant difference in satisfaction levels of Indian and international students:

The HEI can have a common strategy on aspects where there is no significant difference between the level of satisfaction between the Indian and international students and can synergize their resources for these aspects.

Strategy for quality aspects with a significant difference in satisfaction levels between Indian and international students:

i. Quality of life at campus
   a. A hostel facility specifically for International students with modern amenities for a comfortable stay as per benchmarked quality standards and support infrastructure such as on campus banking facility, communication connectivity and healthcare facilities.
   b. Provision of recreational facilities and sports infrastructure.

ii. Ease of processes
   a. Dedicated counseling centre on campus.
   b. Online component of admission process and efficient website for campus tour and information about the HEI and its education programmes.
   c. Orientation programme and support to comply with eligibility procedures.

(Source: Table no. 5.1)
5.3 SUMMARY
India has a fairly large number of higher education institutions with excellent infrastructure, competent faculty and a cosmopolitan, if not inter-cultural, environment. These are in a position to provide higher education services to the developing countries, especially those having a good number of Indian Diaspora. The ‘export of education’ could be by way of admitting international students on home campuses, establishing off-shore campuses and providing education through the distance education mode. As things stand only a few Indian institutions, mostly from the private sector, have made an effort to enter the international market.

Indian efforts at marketing their educational services have met with only limited success and this is largely because of a lack of professionalism in approach and of concerted efforts. The Prime Minister’s Office has been concerned about the welfare of foreign students in India and has issued directives to the different ministries, and to agencies like the University Grants Commission, to be helpful and pro-active in this regard. There is the need cut down on administrative procedures by encouraging a ‘single-window’ system; and create a culturally accommodative ‘home atmosphere’ for international students.

The need for providing quality education to students (both Indian and international) cannot be over-emphasized. The students must acquire not only knowledge, skills and values but also develop the competency required to work globally.

Indian higher education institutions desiring to internationalize their educational programmes, must adopt a professional approach starting with the setting up of an international centre/office with dedicated staff. Market surveys to identify niche areas and target groups must be undertaken or commissioned. Most important is the developing of a website that is not only attractive but also informative with links to different institutions and programmes. Large-scale advertising through print media is a must for pan-India and international visibility. It may also be necessary to identify an overseas partner with established credentials.