Chapter 1
Introduction and Research Methodology

1.1 INTRODUCTION

The early 1990s witnessed two global events that had a significant impact on the world socio-economic and political scenarios. First, there was the incoming of free-market economy that promoted trade between countries. Second, there was unprecedented development in information and communication technology (ICT) that saw a shrinking of the world in terms of exchange of information. These two events combined to usher in globalization; a response to which was internationalization of various activities, especially higher education (HE). The signing of the General Agreement of Trade in Services (GATS), in 1995, meant services, including education, became tradable commodities. Moreover, along with the signing of GATS the signatory countries accepted the concept of progressive liberalization. This has influenced the dissemination of knowledge by the higher education institutions and transformed higher education into a revenue-generating activity.

1.1.1 Terminology

Topic of the present thesis covers two fields, internationalization of education and international marketing. The terminology used, at least in the first field, is vague and liable for different interpretations. For example, globalization and internationalization are often considered to mean the same thing though they have different implications. Hence, it was thought proper to present the definitions adopted in the present study.

Globalization, originally used in economics, relates to “the process of increasing convergence and interdependence of economies and to the liberalization of trades and markets” (Van der Wende, 2001). Today it is also used to describe “the flow of people, culture, ideas, values, knowledge, technology and economy, across borders, resulting in a more interconnected and interdependent world” (Knight, 2006).

Internationalization is the response to globalization. It has been described by Hirst and Thompson (1996) as “the process by which institutions with a clear national home base extend their activities beyond their national borders thus establishing multi-national activities”.
Van der Wende (2001) explains that while “globalization relates to the process of increasing convergence and interdependence of economies, and to the liberalization of trades and markets... internationalization refers more to the process of promoting cooperation between states, or to activities across state-borders”.

Internationalization of Higher Education (IHE) is “the process of integrating an international, intercultural and global dimension into the purpose, functions (teaching, research and service) and delivery of higher education” (Knight, 2003, 2006).

Cross-Border Higher Education (CBHE) is “the higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders”. CBHE may include higher education by public/private and not-for-profit/for-profit providers. It encompasses “a wide-range of modalities, in a continuum from face-to-face (taking various forms such as students traveling abroad for ‘study abroad’ programmes) to distance learning (using a range of technologies and including e-learning)” (UNESCO-OECD, 2005).

Under GATS trade in services can be carried through four modes, namely:

- **Cross-border Supply** where the service originates in the home country and crosses national borders to the consumer in another country (distance education and e-learning).

- **Consumption Abroad** where the consumer moves to the country of the supplier (students going abroad for studies).

- **Commercial Presence** where the producer moves to the country of the consumers and establishes operations in that country (academic partnerships, off-shore or branch campuses).

- **Presence of Natural Persons** where a person moves temporarily to another country for providing service (teachers and researchers working overseas).

Marketing has been described as “a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others” Kotler (1988)

### 1.1.2 Internationalization of Higher Education

As mentioned above internationalization of higher education is a response to the process of globalization and its principal manifestation is the movement of students, faculty and programmes across national borders. It has now become a global
phenomenon and is gradually becoming an integral part of the broader strategic intention of many universities across the world (Ayoubi and Massoud, 2007). The rationale behind internationalization may be academic, socio-cultural, political or economic (Powar, 2003). Apart from being a response to the process of globalization internationalization of higher education is now also a deliberate strategy to generate funds and to raise the quality of education through collaboration and competition.

Maringe and Gibbs (2009) emphasize that the single most important force behind internationalization is globalization. Therefore, as the globalization processes accelerate so too will those of internationalization within universities. The forces responsible for the growing acceleration of internationalization include the ICT revolution, the emergence of the knowledge society, growing utilitarianism in higher education, growing demand for higher education, the need of higher education institutions to generate revenue as a result of decreasing public funding for higher education and possibly political and economic instability.

1.1.3 General Agreement on Trade in Services (GATS)

The General Agreement on Trade in Services (GATS) came into force in 1995 and it provides for progressive liberalization of trade in 12 Services or Sectors which together have 161 Sub-sectors. Educational Services has five Sub-sectors, including the Higher Education Sub-sector. Four different modes are recognized for trade in services. These are:

Mode 1- Cross Border Supply: delivery of education programmes through the distance education mode (distance education through print and multi-media, e-education, education testing services)

Mode 2- Consumption Abroad: movement of students from one country to another for higher education (Indian students in foreign universities)

Mode 3- Commercial Presence: establishment of local branch campuses or subsidiaries by foreign universities in other countries, course offerings by HEIs leading to degrees at foreign universities, twinning arrangements, franchising).

Mode 4- Movement of Natural Persons: temporary movement of teachers, lecturers, and education personnel to provide education services overseas.
With the incoming of GATS not only has education, especially higher education, become a tradable commodity but the volume of trade is continuously increasing. The developed countries are exporting their educational programmes to the least developed and developing countries in increasing quantities. India is in the unique position of being both an importer and an exporter of higher education.

It is, therefore, necessary to take note of the marketing methods which the developed countries are undertaking to promote their education in India and at the same time analyze these methods to find the most effective ways of marketing Indian higher education in the other developing countries. A proper evaluation of the marketing techniques could help Indian HEI to effectively market their educational programmes in countries with a good Indian Diaspora.

1.1.4 Changing Nature of Higher Education

Tertiary education has always been an important priority in the public agenda. It is a repository of culture, an agent of change of this culture, an engine of economic growth and an instrument of collective aspirations. The demand and generation of greater quality in a global education system would enable Indian students to adapt to a global economic environment when they venture after their education.

As late as the middle of the 20th century, education was regarded to be a largely social and governmental responsibility, and at the time the idea of ‘marketing’ education would have been considered as sacrilegious to the academics. At that time marketing of higher education was not necessary. Given their academic standard and reputation Universities in the UK and the US, like Oxford and Cambridge, Harvard, Massachusetts, Stanford, and Business Schools like Wharton, have been the dream of many students. Studying in these Universities was considered to be a privilege. Obviously there was (and still is) no need for these universities to undertake marketing of their educational programmes.

In the UK, in the 1980s, the universities started looking for foreign students who were willing to pay differential fees as a source of income. Even so the difficulties related to government funding for individual universities increased in the 1990s when polytechnics were upgraded to universities. The Universities had to compete for students and marketing strategies were drawn up. The Soviet Union, in need for hard currency started selling degrees to Third World countries. Australia joined in and education, at
least in part, assumed the form of a commercial venture. This led to an increase of what is today known as ‘cross-border higher education’ (CBHE) or ‘transnational education’ (TNE).

Significantly ‘cross border education’ is not new to India. Takshashila (7th Century B.C.) now in Pakistan and Nalanda in Bihar (4th to 7th Century A.D.), in Ancient India, are examples of centers that attracted students from countries in the neighboring regions. During the colonial rule enterprising Indian students from affluent backgrounds started going to Britain to seek higher education that would enable them, on their return, to acquire lucrative and influential positions.

The universities of the developed world have gone into the business of ‘marketing’ their educational ware in a professional manner. The Monash University in Australia is a good example. It has internalized the composition of the student body; established and enhanced its presence abroad, internationalized the learning experience, undergone quality assurance programmes and above all has communicated these facts abroad. The education providers also include non-university institutions providing specialized education to meet corporate needs. (Example: NIIT and Infosys in India.)

Given the trends for an increasingly global education it has become necessary for Indian Higher Education Institutions (HEIs) to address the international dimension of higher education, first by internationalizing its curricula and second by recruiting students from foreign countries, especially the developing ones. The primary emphasis should be on the academic and socio-economic rationales. However, the fact that the presence of a large number of international students paying differential fees, as in the case of the United Kingdom and other developed countries, helps in easing the fiscal pressures has also to be taken into account. There is a need to adjust to the fact that in a de-regulated environment academic institutions will need to market their educational wares.

1.1.5 Review of Literature

Literature on international aspects of Indian higher education is limited, more so on the aspect of its marketing. In this some of the important contributions made in the first decade of this century are briefly reviewed.

[1] The Association of Indian Universities, New Delhi undertakes systematic study and research on different aspects of international education. It has been collecting and
publishing data on international students in India since 1994. The data on international students is provided annually to the ‘Institute of International Education in Washington’ which brings out the Students Mobility Atlas. The Institute of International Education also publishes through its ‘Open Doors’ data on foreign students, including those from India, who are studying in the US. There are presently about 9 million international students worldwide. Annually about 180,000 Indian students are studying abroad, with the number of Indian students in USA during 2010-11 being about 104,000. The most important receiving countries are USA, UK, Australia, Canada New Zealand and Germany. In contrast only about 18,000 international students were studying in India during 2010. The countries contributing the largest numbers were (in order of contributions) Iran, UAE, Nepal, Ethiopia, Saudi Arabia, Kenya, US, Oman, Yemen and Bhutan. These are studying mainly in the cities of Pune, New Delhi, Manipal, Hyderabad and Bangalore. The number of international students in India is about 10 per cent of the students going abroad. The numbers of international students enrolled in Indian HEI are at a miniscule percentage as compared to Asia countries like Malaysia and hence it can be inferred that large numbers of Indian HEIs are not making an effort or are not effectively marketing for enrollment of International students.

[2] The Association of Indian Universities published the first comprehensive study on international students in India “International Students in Indian Universities” (Powar et al., 1996). It reviewed the status of international students in India, and more importantly, suggested the academic and administrative measures that need to be taken by higher education institutions, the University Grants Commission and the Government to promote the internationalization of higher education.

[3] At the beginning of the 21st century the Association of Indian Universities organized two important roundtable on internationalization of higher education, the papers presented at which are included in the volumes ‘Internationalization of Indian Higher Education’ (2001) and ‘Internationalization of Higher Education’ (2002) published by it. Policy Statements relating to internationalization of higher education were issued at the end of each roundtable in the form of ‘The Mysore Statement’ (Association of Indian Universities (2001) and the ‘Amritsar Statement’. [Association of Indian Universities, 2002].
The University Grants Commission identified, in 2003, internationalization of Indian higher education as a thrust area. It launched PIHEAD (Promotion of Indian Higher Education Abroad) as a coordinated national initiative. The UGC published, under the aegis of PIHEAD, ‘Guidelines for Recognition of Programmes offered by Indian Universities Abroad’ and Directory of Institutions and Programmes (UGC, 2004).

The problems related to internationalization of Indian Higher education, and the measures that need to be adopted have been discussed in some recent publications (Powar, 2003, Internationalization of Higher Education: Focus on India; Bhushan, 2006, Foreign Education Providers in India: Mapping the Extent and Regulation; and Agarwal, 2006, Examining the Global Competitiveness of Indian Higher Education in the Context of Internationalization of Higher Education).

More recently the University Grants Commission has prepared an Action Plan on Internationalization of Indian Higher Education [University Grants Commission (2009). The UGC Action Plan has identified the following pathways for the internationalization of Indian Higher Education:

- Pathway 1: Revamping of course curricula to include the international dimensions.
- Pathway 2: Promotion of inflow of international students.
- Pathway 3: Development of collaborative ventures.
- Pathway 4: Establishment of off-shore campuses.
- Pathway 5: Development of distance education programmes.
- Pathway 6: Promotion of research collaboration at individual and institutional levels.
- Pathway 7: Developing linkages in sports and cultural activities.

The Action Plan has suggested specific actions, covering academic, administrative and financial aspects to be undertaken by HEIs, universities, the UGC and other statutory bodies and the Government. These include academic actions like internationalization of the curriculum, establishing linkages with institutions in other countries making provision for English language courses, academic restructuring; administrative actions including Dissemination of adequate information, stream-lining of admission procedures, creating additional (supernumerary) seats, adopting open-door policy for self-financing students and creating a ‘home away from home’ for the foreign students.
The Action Plan also suggested that export of Indian higher education, especially to the countries having a significant India Diaspora, could be achieved through the promotion of off-shore initiatives, including:

- Collaborative Ventures
- Off-shore campuses/ International Branch Campuses
- Distance Education

[7] Jain, (2007) advocates collaborative ventures in the form of strategic alliances (for joint/dual degrees, academic (non-degree) partnerships and staff development programmes. He points out that academic partnership which is one component of collaborative ventures is currently a global practice. In the case of India it is best illustrated by the Indian School of Business who have partner arrangements with the Wharton School, the Kellogg Business School and the London School of Economics.

[8] Becker (2009) provides an excellent review of off-shore campuses/ International Branch Campuses are presently being established by a number of universities of the developed world, and some developing countries as well.

[9] Pawar (2010) has evaluated the efforts of Indian HEIs to set up off-shore campuses to market their educational wares and has listed 16 Indian HEIs that had set up off-shore campuses.

[10] Denham (2009) points out that distance education offers vast possibilities for the export of education and has examined the global situation in this regard. The Indian open universities have been recruiting students in the Gulf Region and East Africa. Shah et al. (2011) point out that the Indira Gandhi National Open Universities currently has more than 5000 students abroad.

[11] An Inter-Ministerial Committee on Welfare of Foreign Students (Prime Minister’s Office, 2008) set up under the directions of the Prime Minister of India, has identified the problems faced by international students in India and has made recommendations for action by the Indian Missions Abroad, the Ministry of Home Affairs, the Ministry of Human Resource Development, Ministry of Finance and the Indian Council for Cultural Relations.
[12] Ever since it was signed GATS has been a subject of debate in academic, political and social milieu. At the international level a number of critical reviews have been published. The most comprehensive and critical analyses have been made by Jane Knight. [Jane Knight, 2002, Trade in Higher Education Services: The implications of GATS, Report of The Observatory on Borderless Education, London; Jane Knight, 2006, Higher Education Crossing Borders: A Guide to the Implication of GATS for Cross Border Education, UNESCO & COL, Paris].

[13] The implications of GATS on the developing countries were discussed at a Regional UNESCO Seminar held at Seoul, Korea in 2004. The proceedings of the Seminar, published in 2006, included the Country Papers from different Asian Countries. The country paper for India (Powar, 2006) analyses the situation in the country. It is a follow-up of two earlier studies on India have been published by K.B. Powar (2002, 2003). The papers by Powar reflect India’s position regarding GATS and point out the need to treat the four modes of supply, namely cross-border supply, consumption abroad, commercial presence and presence of natural persons separately.

[14] The Times Higher Education Supplement (THES), in its issue of September 17, 1997 under the column “opinion” stated: “Higher education is an international business and universities cannot afford to become parochial... They (the universities) are par-excellence an industry in a cut-throat global market”. The opinion expressed in the most influential newspaper on higher education in the UK reflects an acceptance by at least the informed section of society that education is an international business with competition at a global level.

[15] G. McBurnie (2000) in his article ‘Pursuing Internationalization as a means to Advance the Academic Mission of the University: An Australian Case Study’ points out that the Monash University perceives international education both as an enterprise and as a profession. He stresses the fact that in planning and implementing International education activities the Monash University, business approaches like planning, financial planning, commissioned market research and risk identification techniques have been used. In order to raise its profile Monash International undertakes professional marketing including packaging information about University programmes and servicing student requirements. The example of Monash illustrates the fact that international education is indeed a serious business and shows that the higher education
institutes in Australia like the Monash University have adopted effective and sophisticated marketing principals to market their higher education.

[16] K.B. Powar (2003) published the first comprehensive book *Internationalization of Higher Education: Focus on India*” dealing with various aspect of internationalization. It contains chapters on Internationalization: Concept and Dimensions; Internationalizing Indian Higher Education; Academic Mobility; Institutional Linkages and Networks; Academic Reforms; Indian Higher Education and GATS; Quality Aspects, Transnational Education.; Marketing; and Case Studies. The chapter on Marketing signifies the importance of promotional strategies, such as web, advertising in print media and organizing education fairs. These are being implemented by foreign higher education providers to attract Indian students to their Universities.

[17] Ayoubi and Massoud (2007) have reviewed the strategy of internationalization of higher education in universities and have made a quantitative evaluation of the intent and implementation of the strategy in UK universities.

[18] The Manipal University website "http://www.manipal.edu" states that students from 51 countries study in Manipal University. This is an example of an Indian HEI successfully being able to successfully attract foreign students.

[19] A perusal of the website of the Mumbai-based S.P. Jain Institute of Management and Research (SJPIMR) indicates that it has established overseas campuses in Singapore and the Gulf Countries. These represent a leap forward in Indian efforts to internationalize Indian higher education. SP Jain’s centers for executive education offers programmes in management their Singapore and Dubai campuses with specializations in Finance and Marketing management. The Dubai and Singapore campuses have been very well highlighted on the website of this Indian institution, www.spjain.org

[20] As per first hand information from the Administration and International student recruitment cell at the Symbiosis International University, Pune, “*Symbiosis International University is a Higher education destination for International students*”.

[21] Not much has been published in India about the marketing of Indian higher education. Powar (2003) in Chapter Nine of his book on ‘Internationalization of Higher
Education’ reviews the mechanisms of marketing of higher education practiced by HEIs, and these include dissemination of information on the web, advertising, organizing educational fares and participation in educational markets.

[22] The present author (Pawar, 2010), has discussed marketing of higher education through off-shore campuses. He has also recently examined the concept of international marketing of higher education, as practiced in India, and has reviewed the scenario with respect to the use of advertisements, educational fairs and road shows, educational markets and the Web in marketing higher education internationally (Pawar, 2012; Pawar and Deshmukh, 2013)

[23] De Wit (2010) draws attention to the fact that international students are making substantial contributions to the economies of countries where they study.

[24] Bashir (2007) points out that very few countries collect and present data on import and export of education. Five of the top eight countries hosting international students do collect and make available the relevant data. These are USA, UK, Australia, Canada and New Zealand. The remaining three (Germany, France and Japan) do not collect the data but these also do not export education to any significant extent. He points out that in 2005 the United States alone accounted for US$ 14.1 billion. The share of UK was US$ 6.1 billion and of Australia US$ 5.5 million. Over the years the export earning must have gone up substantially.

[25] Green and Koch (2010) point out that developed countries market, at least partially, their educational programmes through quasi-government organizations – USA thorough Education USA which operates 450 advising centers, worldwide; UK through the British Council with more than 100 international offices; Germany through its German Academic Exchange Service (DAAD) with 64 offices; France through Campus France with 100 offices; and Australia through its governmental arm Australia Education International with 25 offices.

[26] Rebecca Smith-Murdock (http.nafsa.org) has emphasized that print materials are an essential tool for marketing and recruitment of education and educational products.

[27] Philip Kotler’s book ‘Marketing Management’ is perhaps the most definitive textbook on the subject. First published in 1967 it has been successively enlarged through
subsequent editions to include the latest developments and regional requirements. The latest versions are the 13th US edition (Kotler, P., and Keller, K.L., (2009), 5th US/European edition (Kotler, Armstrong, Wong and Saunders, 2010) and the 13th South Asian edition (Kotler, Keller, Koshi and Jha, 2009). These define the meaning of marketing and discuss the core marketing concepts, identify the marketing management tasks and delineate developing marketing strategies and plans. Further reference to the book are made later in the text.


[29] Audrey Gilmore (2003) in her book ‘Services Marketing and Management’ makes the point that services have a major intangible component because of which comparisons between different providers is difficult. She points out that consumer expectation is influenced by advertising, sales pitch and pricing, while consumer perception is based on actual or shared expectations. A mismatch between the two leads to what she calls performance gap. In service-marketing building a brand image is important and the provider must aim at developing long-term relationships and for this professionalism is necessary.

[30] Zeithaml and Bitner (2003) in their book ‘Services Marketing’ have also emphasized the need for integrating a customer focus. Discussing the customer’s expectations, perceptions and requirements they stress the need to align strategy, service design and standards keeping in focus the customer.

[31] Lovelock, Wirtz and Chatterjee (2006) in their book ‘Services Marketing’ have described the key elements in service marketing, and discussed amongst other things managing the service delivery process and implementing service marketing.

[32] Rampal and Gupta (2000) in their book ‘Service Marketing’ discuss concepts, applications and cases of services marketing. They review the 7 Ps of marketing mix, namely, product, price, promotion, place, people, physical evidence and process.

[34] Vasudeva (2010) in his book ‘International Marketing’ (4th Edition) comprehensively covers the different aspects of international marketing. He points out that new challenges that have arisen relate to cultural differences, logistics, supply chain management and the impact of technology, particularly the Internet.


[37] ICFAI (2009) in their ‘Workbook’ related to ‘International Business and International Marketing’ provide case-studies on services marketing, promotional strategies, Internet marketing and online advertising.

[38] Maringe and Gibbs (2009) in their book ‘Marketing Higher Education’ have comprehensively reviewed the theoretical underpinnings of education marketing from the ‘student as customer’ perspective. They have also discussed the mechanisms of putting marketing theory into practice. The book reiterates a suggestion made earlier by Maringe, in 2005, that currently higher education marketing lacks an appropriate contextualization, is poorly organized and coordinated, is largely responsive rather than strategic and that its application lacks formal operational guidelines. A possible solution is to be found in the CORD model (standing for Contextualization, Organization & Coordination, Research and Development) which provides a framework for raising the profile, the strategic focus and for developing a home-grown educational marketing philosophy.

countries of the world by some eminent educators. The consensus was that markets and marketization was acceptable provided it was accompanied by social responsibility.

[40] Lavakare and Powar (2012) have drawn attention to the fact that over the years there has been a steady decline in the number of students from the countries of Africa and this should be a matter of concern, the main reason for the decline is the bureaucratic admission procedures of Indian Universities, difficulties in obtaining visas, cultural differences and the development of higher education in the African countries.

[41] Powar (2013) has recently published a book ‘Understanding Internationalization of Higher Education’ in which he has discussed various aspects of internationalization of higher education including the rationales and pathways of internalization, international student mobility, academic collaboration, GATS and CBHE and new advancements including those of international branch campuses and education hubs. There are chapters on economics of cross border education and international marketing of higher education to which the present author has contributed.

[42] Lavakare (2013) has stressed the need to stress on the global aspects of higher education and has drawn attention to the need to make systemic changes in our higher education system so that we can produce what he calls as global citizens, essentially this would imply making our education globally relevant.

[43] The Planning Commission of the Government of India (2012) in the draft of the XIIth Five Year Plan has made it clear that Indian institutions should embrace the internationalization of higher education. The rationale for this would be to provide new opportunities, enhance the country’s soft power and improve standards. The Commission feels that this can be accomplished through having more innovative partnerships.

[44] Jansen and Bren-White (2011) presented a report for DAAD on ‘Overview of Current Marketing Initiatives by Higher Education Institutions (HEI) and National Agencies within the European Higher Education Area (EHEA) focusing on Marketing the EHEA’. The report based upon a survey of 37 national institutes confirmed what was already known for UK and Australia, i.e. the marketing of higher education is generally done by the HEIs themselves, though National Agencies do provide support.
The main Marketing tools are advertisements through print media and website, though education fairs and conferences were also made use of.

[45] Chen (2013) in ‘The Study of Marketing Strategies of Higher Education Institutes in Taiwan, under a competitive Marketing Environment’ suggests that in order to survive the HEI must know their markets and promote themselves, and believes that there is a need to develop a business model for this purpose.

1.1.5.1 Conclusion from the Review of Literature and identification of research gap

The review of literature of the 45 reviews of literature indicates that events and developments like the incoming of free-market economy and the growing influence of private sector have had an impact on the Indian higher education system. The advent of GATS made the commercialization of education a fact. The need to internationalize education in India prompted the University Grants Commission to promote PIHEAD, in 2003, to and draw up an action plan, in 2009, which suggested specific actions for the promotion of internationalization of Indian higher education. Realizing the need to promote the inflow of international students into India the PMO’s Office made recommendations, in 2008, for the Welfare of Foreign Students. However, not much was done to promote commercial marketing of international education concerning India. There have been stray publications on this subject like those on collaborative ventures by Jain, (2007), on off-shore campuses/ international branch campuses by Pawar (2010) and on the possibilities offered by distance education Denham (2009).

The paucity of papers on marketing of higher education is not unique to India. Even at the global level publications on the marketing of higher education are few (e.g. Maringe and Gibbs, 2009). The United States being the first choice of most international students has never felt the need to market its education. Papers giving the result of surveys and research on marketing of higher education have come out of United Kingdom and Australia (e.g. McBurnie, 2000). A preliminary survey on the marketing of education has been undertaken by DAAD for the European Higher Education Area (Jansen and Bren-White, 2011). In the case of Eastern Asia a preliminary assessment has been made by Chen (2013).

It is to be noted that many Indian higher education institutions have shown an interest in marketing their higher education and some have actually gone abroad. Pawar (2010)
lists 17 Indian HEIs that have ventured to set up international branch campuses. However, it clear that many have not been successful. This is probably because they did not undertake a scientific and thorough assessment. Even if market research had been done the results have not been published because of the confidentiality that is associated with private ventures.

Having reviewed the various studies the researcher finds that all studies carried out are from a specific perspective. The present study is, however, a holistic approach attempting to fill in the gaps identified by studying the factors in order of significance which influence a student’s decision to enroll to a particular HEI, identifying improvement areas on stated quality aspects, comparing the attitude of Indian and International students towards their respective Indian HEI in terms of satisfaction levels on various quality aspects, studying the role played by education consultants in terms of implementation of marketing plans and identifying potential marketing tools presently being employed by the selected HEI.

1.2 THE PRESENT STUDY
1.2.1 Statement of the Problem

It has become imperative for the private higher education institutions (HEIs) to compete for students and seek private funding to overcome fiscal pressures involved in the running of an HEI. The higher education institutions compete for enrolment in a scenario that demands greater quality and efficiency. Practices like ‘payment of donations’ or ‘capitation fees’ can be reduced, if not stopped, if the HEIs are allowed market, and to a restricted extent, charge higher differential fees to international students.

The Supreme Court of India has permitted HEIs to enroll 15 per cent international students (preferably NRIs and PIOs) paying ‘differential fees’. For most private institutions it has now become necessary to market these seats abroad. For this purpose new strategies need to be evolved by which the HEI can have a long term enrollment of foreign students. The strategies have to be keeping in mind the efficiency in implementation of the tools employed to market their higher education abroad to the identified countries.

The present thesis “International Marketing of Higher Education with Special Reference to Chhatrapati Shahu Institute of Business Education and Research,
Kolhapur, Dr. D.Y. Patil Vidyapeeth, Pune and Symbiosis International University, Pune” attempts to address the concerns and difficulties faced by Indian HEIs seeking to add an international dimension to their academic programmes by recruiting international (foreign) students. For this purpose they need to find ways and strategies to market and export Indian higher education. For this purpose it will first study the mindset and concerns of the various stakeholders, identify critical aspects and focus areas, evaluate the present status of marketing practices, and finally suggest the most effective, and possibly new, methods of marketing to enhance enrollment.

1.2.2 Objectives of the Study
1. To identify the attributes which have influenced an Indian student the most in the decision to enroll in the selected Indian higher education institution.

2. To study the attitude of the Indian students towards the selected Indian higher education provider by measuring their satisfaction levels on selected quality aspects.

3. To identify the attributes which have influenced an international student the most in the decision to enroll in the selected Indian higher education institution.

4. To study the attitude of the international students towards the selected Indian higher education provider by measuring their satisfaction levels on selected quality aspects.

5. To identify the attributes which influence the Indian student the most in the decision to enroll in foreign higher education institutions.

6. To compare the attitude of Indian and international students towards their respective Indian HEI in terms of satisfaction levels on various quality aspects in order to identify improvement areas in the education experience for the two respective student segments.

7. To review the marketing activities of the international education providers in order to identify marketing tools used to market their higher education programmes in India

8. To review the marketing activities of the selected Indian higher education providers in order to identify marketing tools used to market their higher education internationally.
To identify and suggest strategies to internationally market higher education programmes offered by Indian higher education institutions.

1.2.3 Hypothesis: Formal statement of the research hypothesis

1. Null hypothesis (Ho): There is no significant difference between the attitude of Indian students and international students towards their respective selected Indian HEI in terms of the satisfaction level on the quality aspect of “Quality of academic faculty” of the HEI.

2. Null hypothesis (Ho): There is no significant difference between the attitude of Indian students and international students towards their respective selected Indian HEI in terms of the satisfaction level on the quality aspect of “Course design and content” of the HEI.

3. Null hypothesis (Ho): There is no significant difference between the attitude of Indian students and international students towards their respective selected Indian HEI in terms of the satisfaction level on the quality aspect of “Quality of life at campus” of the HEI.

4. Null hypothesis (Ho): There is no significant difference between the attitude of Indian students and international students towards their respective selected Indian HEI in terms of the satisfaction level on the quality aspect of “Well evolved infrastructure” of the HEI.

5. Null hypothesis (Ho): There is no significant difference between the attitude of Indian students and international students towards their respective selected Indian HEI in terms of the satisfaction level on the quality aspect of “Career development, skills and knowledge attained” of the HEI.

6. Null hypothesis (Ho): There is no significant difference between the attitude of Indian students and international students towards their respective selected Indian HEI in terms of the satisfaction level on the quality aspect of “Job placements” of the HEI.

7. Null hypothesis (Ho): There is no significant difference between the attitude of Indian students and international students towards their respective selected Indian HEI in terms of the satisfaction level on the quality aspect of “Ease of processes” of the HEI.
1.2.3 Sample design

**HEIs with special reference:** The sampling has been distributed amongst three HEIs in the state of Maharashtra namely:

1. *Chhatrapati Shahu Institute of Business Education and Research, Kolhapur.* (*SIBER*): The HEI was selected for special reference with the intention to gain information about the practices being followed in regard to enrollment of Indian students from the home district and other districts of Maharashtra and Karnataka. This HEI has been successful in enrolling the student population of the home district and nearby areas and has established a strong connect with the local population as the most recognized management institute in the vicinity. The HEI is in a semi-urban location in the District of Kolhapur and has courses affiliated to Shivaji University Kolhapur (State University). From the time of its establishment in the mid 1970s to the mid 1990s SIBER has enjoyed a pan-India representation of students. At present apart from the successful enrollment of students from the students from other Districts of South Maharashtra and some parts of North Karnataka enroll for various education programmes.

2. *Dr. D.Y. Patil Vidyapeeth, Pimpri, Pune* (*DPU*): The HEI was selected for special reference with the intention to gain information about the practices being followed in regard to the enrollment of Pan-India and international students. This HEI has a pan-India student population with very good visibility and enrollment from the Gulf region and is widely recognized for its MBBS course. The HEI is located on the outskirts of Pune district and has deemed University status.

3. *Symbiosis International University, Lavale, Pune.* (*SIU*): The HEI was selected for special reference with the intention to gain information about the practices being followed in regard to the enrollment of Pan-India and International students. This HEI is a pioneer in enrolling students of various nationalities and is recognized for its vision of an International student composition. The HEI has implemented a number of tools and an effective and holistic strategy to market its education programmes. The HEI has campuses all over Pune district including urban areas of the district and has a deemed University status.
Students, Education Consultants, HEI Heads and Administrative Heads:

In order to achieve the objectives set for the study the researcher has made an attempt to draw the samples from various population strata. The samples drawn were the student community comprising of Indian students, international students and Indian students showing interest towards foreign education providers. Since the population is infinite the researcher has collected the data from 1,449 students in all as per the expert authorities is a representative sample of the population. However, the researcher has taken all precautionary measures while selecting the sample unit (students) to have a proper representation of the universe. The selection of sample was based on quota convenience sampling, as a sufficient quota size representative of the population was identified by consulting the authorities in the field. Convenience sampling was used because the students who were willing to take part in the study were considered as sample.

In the present case the samples included stakeholders (Students, Education Consultants, HEI Heads and Administrative Heads) of higher education institutions.

1. **Students**: To identify the attributes which have influenced an Indian student the most in the decision to enroll in the selected Indian higher education institution. Questionnaires were administered to students of the three selected HEI and Indian students at road shows in the years 2011, 2012 and 2013 using the quota convenience sampling method.

2. **Education consultants**: To identify marketing tools being implemented in support of foreign education providers. Information was gained through questionnaires administered to education consultants during the year 2011, 2012 by the convenience sampling method.

3. **HEI Heads and Administrative Heads**: To identify the potential tools to market the selected HEIs. Information was gained through questionnaires administered to the heads of HEI and administrative heads in the year 2011 and 2012 by census method.

1.2.4.1 The universe and the sample size

The universe size and the sample size of the various segments of student stakeholders of the higher education industry are as mentioned, namely:

1. **Indian students enrolled in the education programmes of the three selected HEIs.**
2. *International students enrolled in the education programme of the three selected HEIs.*

The sample sizes were determined in reference to the table of the ‘The Research Advisors’ from their website www.research-advisors.com

The sample size calculated are at 95% confidence level and 5% degree of accuracy/ margin of error.

The population size mentioned in the table is only the approximate batch size for each institute for its education programmes.

The questionnaires to students of these HEI were administered during the year 2011, 2012, and 2013.

The sampling method used was quota convenience sampling method.

**Table 1.1 List sample sizes of the enrolled students in the respective HEI**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Institution</th>
<th>Population size (Approximate yearly enrolment)</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Indian students</td>
<td>International students</td>
</tr>
<tr>
<td>1</td>
<td>SIBER</td>
<td>550</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>DPU</td>
<td>1,067</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>SIU</td>
<td>10,775</td>
<td>707</td>
</tr>
</tbody>
</table>

3. *Indian students in attendance at education fairs organized by foreign education providers*

The sample size was based on rule of thumb of having a sample size of at least 30. Questionnaires were administered to students who have visited stalls of foreign education providers during five education fairs in held in Pune.

The universe size mentioned in the table for Indian students visiting stalls of foreign education providers has been taken as infinite.

Questionnaires were administered to Education consultants during the time period 2011, 2012 and 2013.

The sampling has been done using the convenience sampling method.
Table 1.2 Sample sizes of Indian students as prospective students of foreign HEI

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Activity</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Education fairs</td>
<td>290</td>
</tr>
</tbody>
</table>

4. Education consultants representing and supporting marketing of foreign Universities

The sample size was based on good rule of thumb of determining the sample size of at least 30. The source of selection of these education consultants were newspapers advertisements/articles and their presence at education fairs.

The exact universe of the number of education consultants is not known.

Questionnaires were administered to Education consultants during the time period 2011, 2012 by the convenience sampling method.

The sampling has been done using the convenience sampling method.

Table 1.3 Sample sizes of education consultants

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Respondents</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Education consultants</td>
<td>32</td>
</tr>
</tbody>
</table>

5. The ‘administrative heads’ of the selected HEI

Questionnaires were administered to the ‘administrative heads of the HEI’ of the three selected HEIs to gain factual information, for this the census method has been used.

Questionnaires were administered to the heads of HEI and administrative heads in the time period 2011 and 2012 by census method.

6. The ‘heads’ of the selected HEI

Questionnaires were administered to the ‘head of the HEI’ of the three selected HEIs to gain factual information, for this the census method has been used.

Questionnaires were administered to the heads of HEI and administrative heads in the time period 2011 and 2012 by census method.

1.2.4.2 Sample distribution

1. The required data was collected from the above mentioned stakeholders of the three selected HEIs.
2. Selection of these HEIs was on the respective success in enrolment of local student population, pan India students and International students, on the basis of their ability to offer professional education programmes, their academic framework, curricula, supporting infrastructure and academic affiliations.

3. The HEIs are constituents of or affiliated to a State University and Deemed Universities based in two separate cities in Maharashtra located in semi urban and urban areas and having different education programmes as their flagship courses. Accessibility to the required data from a range of stakeholders was also given a though while determining the selection of the higher education institutes.

The sampling has been distributed amongst three HEIs in the state of Maharashtra namely:

*Chhatrapati Shahu Institute of Business Education and Research, Kolhapur. (SIBER)*

This HEI has been successful in enrolling the student population of the home district and nearby areas and has established a strong connect with the local population as the most recognized management institute in the vicinity. The HEI is in a semi-urban location in the District of Kolhapur and has courses affiliated to Shivaji University Kolhapur (State University). From the time of its establishment in the mid 1970s to the mid 1990s SIBER has enjoyed a pan-India representation of students. At present apart from the successful enrollment of students from the students from other Districts of South Maharashtra and some parts of North Karnataka enroll for various education programmes.

*Dr. D.Y. Patil Vidyapeeth, Pimpri, Pune (DPU)*

This HEI has a majorly pan-India student population with enrollment from the Gulf region and is widely recognized for its MBBS course. The HEI is located on the outskirts of Pune district and has deemed University status.

*Symbiosis International University, Lavale, Pune. (SIU)*

This HEI is a pioneer in enrolling students of various nationalities and is recognized for its vision of an International student composition. The HEI has implemented a number of tools and an effective and holistic strategy to market its education programmes. The HEI has campuses all over Pune district including urban areas of the district and has a deemed University status.
1.2.4.3 Sampling method to furnish data

Various sampling methods were applied to the different segments of stakeholders from whom information and feedback was to be derived as mentioned below:

- The sampling method adapted to questionnaires administered to Indian and foreign students enrolled in the selected HEIs and Indian students interested in enrolment with foreign education providers: Quota Convenience sampling
- The sampling method adopted to questionnaires administered to Education consultancy firms: Convenience sampling
- Feedback pertaining to ‘Marketing of Higher education’ was gathered after administration of questionnaires to ‘administrative heads’ and ‘HEI heads’ of the selected HEI: Census method.

1.2.5 Method of data collection

Survey method

In order to examine the relevant information relating to marketing strategies of selected Institutes of Higher education, a survey method has been adopted.

Observation method

Objective of the observations is to examine the mechanism of marketing and the impact on the student recruitment of the selected Higher education institutes.

1.2.6 Source of data collection

Two different sources would be considered in this research for collection of data, namely:

Primary data:

In this study primary data was collected using schedules which were administered to students, administrative heads and heads of the selected HEIs.

Pilot questionnaires were first administered as a primary step towards the finalization of the questionnaire. The schedules were improved after improvements indicated by the pilot study. After studying the feedback the schedules were modified by categorizing the questions as per the 7Ps so as to understand and analyze the questions in a better way.

The format of the questionnaire administered is such that simple statistical techniques can be used for analysis and interpretation. The questionnaires administered to
administrative heads and heads of HEI did not require statistical treatment as they were designed to get a factual feedback and to know the best practices of the respective HEI.

- Information about marketing tools and processes adapted by foreign education providers in India namely advertisement through print media and organization of education fairs and road shows.

- Information on the views of different stakeholders has been collected by administering questionnaires to students of various nationalities, administrators and heads of the following HEIs:

1. Chhatrapati Shahu Institute of Business Education and Research, Kolhapur.
2. Dr D.Y. Patil Vidyapeeth, Pimpri, Pune.
3. Symbiosis International University, Lavale, Pune.

The primary data was collected through the questionnaires which were designed keeping in view the 7Ps of the marketing mix in relevance to the education industry, namely:

*Product/ Services:* Education programmes, content, syllabi, soft skills etc.

*Price:* The fees for the degree diploma, Cost benefit to the student and the HEI, Cost of living for the students and job placements.

*Promotion:* Education fares, broachers, advertising in print and electronic media.

*Place:* The HEI location.

*People:* The human elements which play a part in service delivery.

*Process:* The flow of activities by which the service is delivered—the procedures which result in the delivery of all services related to providing education. Admissions, eligibility, course duration, examination policies, course duration.

*Physical Evidence:* The environment in which the service is delivered and any tangible component that facilitate perception.

This segmentation in accordance to the 7Ps of the marketing mix has also been incorporated in the analysis, conclusion and suggestions so that the research remains themed systematic and well defined.

The above objectives were examined, keeping in view the aspects mentioned under ‘hypothesis’ following the methodology delineated below. In order to gain information in regard the research hypothesis the administered schedules aimed at covering all
relevant attributes of International marketing of higher education and various tools which aid in the enrollment of Indian as well as foreign students.

The questionnaires administered to the students, academics, administrators were designed to cover all aspects and tools of marketing by segmenting the questions in the schedules as per the 7 Ps of marketing.

**Secondary data:**

The secondary data was sought from periodicals, official websites, journals and books keeping in mind the relevance to the marketing aspect of information about higher education. The focus for data generation was done keeping in mind the selected HEI.

- The information was collected from literature; especially surveys on foreign providers of higher education in India and for this purpose office document were referred to during visits to the institutions.
- Secondary data was collected from the websites of various HEIs and statutory bodies, periodicals published by the AIU and various books on the related topics.

1.2.7 **Scope of Study**

- **Geographical scope:** The study of the marketing mechanisms focuses on three HEIs located in a semi urban and an urban location in two separate districts in the state of Maharashtra.

- **Topical scope:** The study looks into aspects of internationalization of education, the opinions of stakeholders, marketing techniques, various marketing tools which influence student enrollment, etc.

The three selected higher education institutions so as to represent the following:

1. Enrollment students from the local area and a strong visibility in the home district.
2. Pan Indian student representation.
3. Enrollment of International students.

- **Analytical scope:** The data would be analyzed to fulfill the hypothesis and the objectives of the study.

- **Functional scope:** The research proposes to suggest an appropriate marketing framework to the educational programmes offered by Indian HEIs in a systematic and holistic manner so as to cover all aspects of the 7 Ps of the marketing mix.
The research proposes to suggest an appropriate marketing framework to the educational programmes offered by Indian HEIs.

1.2.8 Method of Data Analysis

Test of hypothesis using statistical tools: To fulfill the stated objectives of the present study and to test the validity of the data the researcher has applied various statistical tools.

The presentation of the analyzed data was segmented as per the 7Ps of marketing to enable a systematic presentation of data, the conclusion focused on identifying the most effective tools of marketing based on the analysis and interpretation of data segmented as per the 7Ps of marketing, the recommendation of strategy was done based on the conclusions based on analysis of primary data and interpretation of the secondary data.

1.2.9 Significance of Study

The study has a major significance for the main stakeholders in the education sectors namely, the Indian HEI organization as an education provider and the Indian student who enrolls to the education programmes offered by the HEI.

With the significant increase in the number of education providers with the advent of private and foreign education providers there is a need for Indian HEI to market their education wares to Indian as well as international students to keep their institution economically viable. This study attempts to study the existing marketing strategies of Indian and foreign HEIs and the attitude of students and relevant stakeholders to recommend an effective marketing strategy for the Indian HEIs to compete and progress.

Successful international marketing and consequent enrollment of foreign students would also give an international dimension to the HEI and would help the Indian students enrolled in the HEI to gain by becoming a part of international composition of students which would help them progress in their career which is becoming increasingly globalised and international in nature. Foreign fellow students would also give an opportunity to have an international network and to understand different cultures and work ethics. The overall experience with a more globalize education programme would enable the Indian student to have a learning experience similar to that of overseas education at a much lower expense in terms of living expenses ant tuition fees.
1.2.10 Limitation of the Study

Admittedly, the study suffers from some limitation:

All HEIs do not have a vision to enroll foreign and pan India students though they would like to a student composition consisting international students and have a limited amount of success in regard to the same.

1.2.11 Chapter Scheme

The present thesis discusses different aspects of marketing of education, presents the results of surveys conducted by the research author and makes suggestions for effective marketing of higher education abroad. The scheme of presentation is as given below:

Chapter 1: Introduction and Research Methodology.

The chapter introduces to the topic and describes the objectives of the study, methodology adopted, the hypothesis framed, and sources of data, sample design, method of data analysis, scope and limitation of the study and also contains a review of important publications.

Chapter 2: International Marketing of Higher Education

The chapter discusses the concepts of marketing, international marketing, services marketing and marketing of higher education. It also reviews marketing practices in India related to marketing of higher education.

Chapter 3: Profiles of the Selected Higher Education Institutions

The chapter provides the basic and relevant data and profile of the selected Higher Education Institutes.

Chapter 4: Data Analysis and Interpretation

In this chapter the survey data is tabulated, analyzed and interpreted with the appropriate statistical techniques.

Chapter 5: Conclusions and Suggestions

The final chapter summarizes the contents and important conclusions of the previous chapters and gives suggestion regarding marketing of Indian higher education.

The concluding chapter is followed by a list of the Appendices and Reference Cited.
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