CHAPTER 2
REVIEW OF LITERATURE

2.1 Changing Paradigms of Business, Management and Education

Gordon, R. A. & Howell, J. E. (1960) “The research work makes a very interesting and suggestive pair: the education which the American Business School provides, and the implication that the Business leaders of tomorrow require a higher education. As the practitioners grow and mature, which is to some extent related to education, the time may come when Business, as an entity, will have to change its point of view, its practices, policies and procedures; for the Business Man is not only a practitioner, he is also an investor, a customer, a taxpayer, and a member of the larger society. However, it is to be realized that in spite of what the
authors suggest, the determinants of the educational requirements of the American Business Man, in the long run, are set by the larger community which is served by Business rather than by Business Schools.”

Porter, Lyman W. & McKibbin, Lawrence E. (1988) “A 3-year study on the future of management education and development is reported. The study, commissioned by the American Assembly of Collegiate Schools of Business (AACSB), was supported by a variety of corporations and foundations, and is an evaluation of management education generated internally by the profession. It surveys management education as traditionally provided by colleges and universities and also as delivered by other systems such as corporations and third-party providers. Several hundred university based interviews were conducted along with a questionnaire survey of 400 deans from AACSB member schools. The report consists of: an introductory section on the design and focuses on relevant economic, demographic, and societal variables and including a commentary on change in the profession; a section on university-based degree programs in management education, including discussions of the evolution of the curriculum, students and graduates, faculty, teaching, scholarship and research, business school relations, and accreditation in the last 25 years; and a review of executive education and management development, including a discussion of the lifelong learning needs of managers and reviews of education programs provided by corporations, university business schools, and other providers. The conclusions offered concern: (1) the need for strategic planning in business education (supply/demand patterns, societal expectations); (2) business school missions and niches; (3) curriculum (breadth, external environment, international dimension, information/service society, etc.); (4) faculty preparation and development; (5) AACSB accreditation; (6) managerial
lifelong learning; and (7) the future (the corporate community, the AACSB, the business school). (MSE)”

**Conway T.; Mackay S. & Yorke D. (1994)** “The Education Reform Act 1988 brought about a number of radical changes in the structure and funding of UK higher education institutions particularly within the "new university" and college sector. As a result, they now operate within a much greater competitive context and need therefore to incorporate a greater market orientation into their strategic planning process in order to acquire a competitive advantage over their rivals. Reports on exploratory research undertaken to assess the degree to which these higher education institutions are aware of the complexity of the student's role and whether this complexity is considered in the development of an institutions mission statement. Assesses the degree to which institutions display an awareness of the various types of customer that need to be taken into consideration when formulating their strategic plans.”

**Munitz, Barry (1995)** “the research work observes Radical changes are occurring in higher education that will alter fundamentally the nature of the university and transform the shared governance model used since the 1950s. These changes will require that colleges and universities restructure their management processes and modify their traditional notions about academic leadership.”

**Green, Diana (ed.) (1994)** “The book reflects some of the debate following publication of the 1991 Further and Higher Education Bill, and it also draws on preliminary findings of a national research project funded by a partnership of government, business, and higher education that was designed to develop and test quality assessment methods. The chapter
throws light in three sections: "What Is Quality in Higher Education?"; "Models from Within British Higher Education"; and "Models from Beyond British Higher Education." The titles are: (1) "What Is Quality in Higher Education? Concepts, Policy and Practice" (Diana Green); (2) "Quality in Higher Education: A Funding Council Perspective" (William H. Stubbs); (3) "Defining and Measuring the Quality of Teaching" (Baroness Pauline Perry); (4) "Inspecting Quality in the Classroom: An HMI Perspective" (Terry Melia); (5) "Quality Audit in the Universities" (Carole Webb); (6) "Quality and its Measurement: A Business Perspective" (Jim Finch); (7) "Royal Mail: Developing a Total Quality Organization" (Ian Raisbeck); (8) "Quality in Higher Education: An International Perspective" (Malcolm Frazer); and (9) "Looking Ahead" (Diana Green).

Clark, Burton R. (1998) “The book examines issues related to the entrepreneurial transformation of universities using a study of five European universities which have been working to become more enterprising and entrepreneurial for eight or more years. The five institutions were: the University of Warwick (England); the University of Twente (the Netherlands); the University of Strathclyde (Scotland); Chambers University of Technology (Sweden); and the University of Joensuu (Finland). Each institution was visited twice for one- to two-week visits during late 1994 and in 1995 and 1996. It identifies the five common elements of successful institutional transformation: (1) a strengthened steering core; (2) an expanded developmental periphery; (3) a diversified funding base; (4) a stimulated academic heartland; and (5) an integrated entrepreneurial culture. These elements are then used as a basis for five institutional case studies which comprise the following five chapters. The final chapter places these organizing concepts into a larger
framework of university transformation and suggests that the university-environment relationship is characterized by a deepening asymmetry between environmental demand and institutional capacity to respond, resulting in a need for an overall capacity to respond flexibly and selectively to change.“.

Bensimon, Estela Mara & Neumann, Anna (1992) “ The report examines the usefulness of leadership teams in higher education based on study results involving 15 institutions of higher education located throughout the United States. The concept of the "leadership team" is introduced by means of: (1) a discussion of the advantages and disadvantages of teamwork; and (2) a comparison of the conventional view of leadership as a "one-person act" with the idea that leadership is a shared, interactive, culturally framed activity. Moreover, the study explores how a team works when it is thought of in cultural terms, including what leaders may hope to derive from team functioning, how team members think together, and how teams that work like complex social brains are designed. A variety of examples are presented, drawn from the study, to make the point that what the team and their members do, and especially how they think, makes a difference between real teamwork, and teamwork that is illusory. Further the research is directed to issues of team building, including how to develop teams that are inclusive and responsive to complex campus changes. The study concludes with a review of the principles of good teamwork and recommendations for team building “.

Hanna, Donald E. (1998) elucidated “Growing demand among learners for improved accessibility and convenience, lower costs, and direct application of content to work settings is radically changing the
environment for higher education in the United States and globally. In this rapidly changing environment, which is increasingly based within the context of a global, knowledge-based economy, traditional universities are attempting to adapt purposes, structures, and programs, and new organizations are emerging in response. Organizational changes and new developments are being fueled by accelerating advances in digital communications and learning technologies that are sweeping the world. Growing demand for learning combined with these technical advances is in fact a critical pressure point for challenging the dominant assumptions and characteristics of existing traditionally organized universities in the 21st century. This combination of demand, costs, application of content and new technologies is opening the door to emerging competitors and new organizations that will compete directly with traditional universities and with each other for students and learners. The research study describes and analyzes seven models of higher education organization that are challenging the future preeminence of the traditional model of residential higher education. These models are emerging to meet the new conditions and to take advantage of the new environment that has created both opportunity and risk for all organizations, and which demands experimentation of structure, form, and process. Each of the seven models discussed offers an alternative to traditional residential higher education. Several models are in their infancy. Several others operate at the margin of organizations with other core businesses or priorities. At least one of the models depends upon extensive collaborations. All of the models incorporate features that are designed to enable universities to better respond to new educational demands and opportunities at a national and international level. Taken together, these organizational models are emerging as significant forces in providing education and training, and as powerful competitors to traditional universities. They
offer the prospect of rapidly changing where, when, how and for what purpose education is organized within both the corporate and the higher education communities in the United States and throughout the world. The result is a dynamic competitive environment among traditional universities that are adapting learning processes and administrative procedures, alternative nontraditional universities that are adapting technologies to better serve their existing constituencies, and new universities that are being formed around the promise of virtual environments. The thesis of this paper is that growth in worldwide demand for learning is combining with improved learning technologies to force existing universities to rethink their basic assumptions and marketing strategies. This new digital environment is further encouraging and enabling the creation of new and innovative organizational models of that are challenging traditional residential universities to change more quickly and dynamically “.

2.2 Panoramas of Branding

Bastos Wilson, Levy J. Sidney (2012) in the research inquiry “aims to contribute to the literature on the historical developments that have influenced the origin, uses, and meanings of branding. Moreover, this study draws on three important perspectives – that of the practitioner, the scholar, and the consumer – in order to offer a thorough view of the relevant issues concerning the evolution of branding. The investigation suggests that various forces (e.g., the media, economic developments during the Second World War, marketing research and theorizing) have enacted a comprehensive transformation in the concept of branding. First, the study offers evidence of the link between fire/burning and the origin of branding. Second, it shows that, in its early days, branding was
characterized as a phenomenon with limited applicability. Third, the research demonstrates how that phenomenon was transformed into a multidimensional, multifunctional, and malleable entity. Last, it presents recent evidence from both business and academia that shows the current, complex status of the concept of branding “.

Academic research work done by Simões Cláudia, Dibb Sally (2001) has introduced “a series of innovative concepts to the branding debate. In particular, the concept of brands that are embedded throughout the organization has come to the fore. The study explores the issues in the branding debate and to illustrate how brand management is changing in response to market and environmental changes “.

Jevons Colin (2005) through a research work aims to stimulate discussion of what “branding actually is, does and maybe should do. The study briefly outlines the history of meanings of branding leading to speculation about future meanings. Further the research finds that the term “brand” is now used extensively in previously unimaginable areas, yet the common examples and textbooks seem to be inexorably linked to little beyond the brand management of products or for-profit consumer services. The investigative study aims to bring discussion beyond products brand management – taking thinking about brands beyond the current conventions “.

Davis J. Charlene (2007) through a research elucidated “one of the most valuable resources a business has is the reputation of its brands. While a significant body of research exists to guide marketers of physically tangible products in their branding efforts, little study has been given to branding in the services area. Given the significance of services to the
global economy, this absence is noteworthy and worthy of further investigation. This paper provides justification for incorporating branding strategies in a services setting and services inclusion in branding research, along with a conceptual overview of how branding may be viewed in a services context “.

Pinar Musa, Trapp Paul, Girard Tulay, Boyt E. Thomas (2011) have explored “universities and colleges in today's complex and highly competitive marketplace, realizing a need to develop sustainable strategies, have turned to branding as a solution. However, because of their unique service characteristics, universities' branding attempts may not always result in success. The research study presents a brand ecosystem framework in order to develop branding strategies for colleges and universities. The framework suggests that both core and supporting value-creating activities are dynamically inter-related and work jointly in creating student learning experiences, and ultimately, a strong university brand “.

The future of higher education for business and management as discussed by Elsaid H. Hussein, Schermerhorn R. John Jr. (1991) “against the framework provided by the 1959 Gordon-Howell and Pierson reports, and the 1988 Porter and McKibbin report. In light of the concern for rapid and uncertain environmental change, a model of business school roles in contemporary society - passive provider, participating provider, and path finding provider - is presented. Implications for business curricula and faculty are examined. Further attention is given to the needs for greater vertical and horizontal integration of business schools with their external environments. A final caution advises that business schools should seek to respond to future challenges without sacrificing their own
identities which are essential to the emergence of true institutional excellence “.

**Zimmerman, Jerold L. (2001)** found that “U.S. business schools are locked in a dysfunctional competition for media rankings. This ratings race has caused schools to divert resources from investment in knowledge creation, including doctoral education and research, to short-term strategies aimed at improving rankings, such as placement offices and public relations campaigns. Curriculums are narrowing and training students for their first jobs, not their entire careers. Faced with a prisoner's dilemma, deans select short-run strategies that reduce research and doctoral education. The result is a looming critical faculty shortage and ultimately the demise of the pre-eminence of American management education. The worldwide preeminence of American business schools is on the decline, and Internet-based distance learning is not the threat. Rather, leading U.S. business schools, institutions once dedicated to generating new knowledge and disseminating it to the next generation of managers via their MBA programs, are locked in a dysfunctional competition for rankings - notably the Business Week surveys. This ratings race has caused schools to divert resources from investment in knowledge creation, including doctoral education and research, to short-term strategies aimed at improving rankings. The resulting decline in business doctorates is creating a severe shortage of quality faculty. American business schools are mortgaging their future; they are consuming their seed corn “.

**Bunzel L. David (2007)** discusses the current trend of “universities to engage in marketing and branding programs. The motivation is often to enhance the university's reputation and to have a positive influence on
university ranking. It is unclear whether branding has been successful with little evidence in rankings to support these programs. Moreover the study reviews some of the branding and image programs at universities. It looks at university rankings to determine if there has been a significant change in any of the schools that would suggest branding might be a factor influencing rankings. The study finds that there is no clear indication that the top brands change ranking significantly from year-to-year. Unlike products, a leading university brand may not find significant benefits from a marketing or branding program. While it is inconclusive whether the leading universities can cause significant changes in their rankings through branding programs, lesser known universities may have some opportunities. The rankings often rely on reputation assessment which can be enhanced by marketing, promotion, and branding programs “.

Valtere Laura (2012). In the research work Valtere has tried to “identify the concept of brand and further try to examine the key stake holders that influence the process of branding in higher education. This research work reveals a comparison of two years survey for 2009 and 2012 and proves that the views of the society are changing hence educational institutions should respond to the same. The researcher also states that it is not an easy task to create an educational brand. Every institution has its own aims strategy, strength and weakness. Branding is unique and developed with a help of mental process. Branding and its influence on the higher education institution is vital. Strong brand ensures successful development as per the researcher. The recommendations of the research works are that the mangers are told to pay weightage to the value of the organization and existing brand of the education “.
**Jevons Colin (2006)** The purpose of this study was to present “a call to action for universities to practice what they preach in developing and communicating differentiated brands. For the benefit not just of intending students, but also for the benefit of potential and existing staff as well as research clients and graduate employers, universities should develop meaningfully differentiated brands to communicate their strengths. University brand managers should seek to clearly differentiate their offerings from the competition. Aspects of a university's brand attract students, staff, and industry seeking staff or consultancy“.

**Chapleo Chris, (2010)** identifies “university branding as an increasingly topical issue among practitioners, with some institutions committing substantial financial resources to branding activities. Although it is receiving increased academic investigation, to date this has been limited. The particular characteristics of the sector present challenges for those seeking to build brands and it therefore seems timely and appropriate to investigate the common properties of those universities perceived as having successful brands. The study examines the institutions perceived to be “successful” in terms of brand management, and seeking to explore any commonalities of approach or circumstance. It identifies issues surrounding university branding activity and founded that even among those brands considered “successful”, challenges such as lack of internal brand engagement and limited international resonance may be apparent. Certain common positive success factors are also suggested, however. In other words; it is hard to measure how successful university brands are when there is little empirical literature on the aims of branding in universities“.
Heaney, J.G., Ryan, P. and Heaney, M.F. (2011). In this research work the researchers discussed “the branding of private education institutions in the international market. The researchers have focused more on the education system of Australia in this work. There are smaller institutions, and yet they compete at the international, state and institutional level for international students. This research work contributes to the understanding of branding education, in particular to private higher education institutions marketing to international students through a conceptual matrix of the three levels of branding, utilizing three aspects of a corporate brand. There are a number of factors which naturally draw students to a university: a) a historically established brand based on how long a university has been established, which includes the prior generations of a prospective student having graduated from that university; b) attractive campuses in good locations, with lush grass-filled lawns and historical buildings or contemporary buildings which boast state of the art facilities; c) internationally known faculty and researchers as well as well known products which can be attributed to the university or a faculty member, and d) public perception that large, established universities are best suited to educate the young “.

The study conducted by Beneke J.H. (2011) considers an overview of “brand (reputation) management in higher education, with a focus on South Africa. The literature paints a picture necessitating a proactive stance on maximizing the appeal of the institutional brand so as to recruit desirable students and ensure that the institution’s strategic goals are achieved. Inherent in this approach is embracing the competitive challenge, effecting internal remedies and thereafter ensuring that all branding elements are cohesively aligned. Findings suggests that just like any other brand, an institutional brand has the effect of reducing
perceived risk for consumers (the students) and allowing the institution a degree of stability in the market place. However, marketers of institutional brands are cautioned against the multiplicity effect, whereby the multifaceted brand can prove challenging to manage. Lastly, a South African framework is reviewed as a means to achieve the above “

Balmer M.T. John T, Liao Mei-Na (2007) investigated “student corporate brand identification towards three closely-linked corporate brands: a UK university, a leading UK business school and an overseas collaborative partner institute in Asia. The strength of student identification with a corporate brand is predicated on awareness, knowledge and experience of a brand. The data revealed three types of corporate brand identification. This reflected different modes of student affiliation with the three institutional brands. These student relationships were categorized as follows: brand member (a contractual/legal corporate brand relationship); brand supporter (a trusting corporate brand relationship); and brand owner (a proprietorial corporate brand relationship). In explaining the above, the above states are viewed in terms of a corporate brand identification management hierarchy which reflects different approaches to the management of corporate brands. These are categorized as legalization, realization and, finally, (brand) actualization. Senior managers should strive for brand actualisation. The study conceptualizes that a bureaucratic/product approach to corporate brand management is more likely to result in low brand identification (legalization); that a diplomatic/communications management approach is more likely to result in moderate brand identification (realization) and, finally, that a custodial/brand values and promise management approach is more likely to result in high brand identification (brand actualization).
These categorizations can have a utility in ascertaining the effectiveness and philosophical underpinnings of corporate brand management “.

Curtis Tamilla, Abratt Russell, Minor William (2009) evidently proved by their literature that “organizations struggle to formulate and implement their corporate branding strategies. The study provides an overview of the corporate brand building process in higher education. The corporate brand building process addressed three key areas; web administration, program marketing and corporate brand positioning. The corporate brand building process was conducted in four phases and a description of these phases is provided “.

Naidoo, R. (2011). The paper concludes by “outlining important consequences of branding for academic and managerial practices and the wider contributions of higher education to society. The findings reveal that responses to the promotional work associated with the brand are shaped by both individual agency and the organizational structure and culture of higher education. There are multiple, ambiguous and contradictory voices involved in the construction of brands, even within a faculty in the university that was expected to be most open to branding. The research work also revealed that branding was also a bottom-up process which was influenced by academics who maintained, embraced, consumed and resisted branding constructions on a daily basis. Branding simultaneously paved the way for new ambitions, introduced conflict and attempted to provide discursive closure as per the researcher. This research work shows younger academics were more adept at self-branding and made explicit use of brand-related materials in order to leverage their own profile. Most importantly, however, debates on
branding functioned as a locus for discussions and conflicts relating to the responsibilities of business schools in society “.

**Palmer, T.** The researcher tries to explain various aspects of “branding and positioning to the readers. He also very well brings in examples for the best understanding of the same. As per the researcher Brand Positioning is the Perception of any program, school, or degree in the minds of the prospect customers and stakeholders. The Attributes they associate with the program. The Words they use to describe what the organization is. What they believe to be true not always what is true. Brand positioning in context of the "market space" a brand is perceived to occupy; the part of the brand identity that is to be actively communicated in a way that meaningfully sets it apart from the competition. The researcher also suggests to look into the overall marketing goals and objectives before one goes for selecting a particular strategy for the organization”. The researcher says that it’s imperative to have an understanding of one’s own mission before plunging into bigger issues like strategic map building etc. he adds that if one wants to make a mark he needs to do the following:

- Be recognized as the leading business program for people with strong foreign language skills and a keen interest in global business.
- Graduates are able to work anywhere in the world effectively.

**Kizilbash, Z. (2011).** This research work is based on “the Canadian education system. The researcher says that the creation of a brand is not necessarily a negative development for Canadian higher education, rather, it is undoubtedly important to maintain a steady influx of international students and branding plays a role in this. This research
work has undertaken a historical descriptive analysis of how Canada recently came to brand its higher education system with the determined goal of increasing its market share of international students. This is followed by a critical analysis of serious considerations that need to be examined concerning the long-term effects of branding higher education as a way to draw in more international students. This research work also suggests some implications for policy in the hopes of combating potentially detrimental effects the creation of a brand can have on Canadian higher education. The researcher says that creating a national brand is a sensible and necessary action on the part of the federal and provincial/territorial governments, particularly in light of the fact that universities and colleges are at the centre of the marketplace of higher education. Researcher also says that it is clear that government and university initiatives are, for the most part, more concerned with bringing in international students because of the profits to be gained, and are paying less attention to sending home students abroad because of the money that must be spent “.

2.3 The State of B-Schools & Education System

Pfeffer, Jeffrey & Fong, Christina T. (2004) has thrown light on “US business schools dominating the business school landscape, particularly for the MBA degree. This fact has caused schools in other countries to imitate the US schools as a model for business education. But US business schools face a number of problems, many of them a result of offering a value proposition that primarily emphasizes the career-enhancing, salary-increasing aspects of business education as contrasted with the idea of organizational management as a profession to be pursued out of a sense of intrinsic interest or even service. We document some of
the problems confronting US business schools and show how many of these arise from a combination of a market-like orientation to education coupled with an absence of a professional ethos. In this tale, there are some lessons for educational organizations both in the US and elsewhere that are interested in learning from the US experience “.

**Bennis, Warren G.; O'Toole & James (2005)** the research article looks at “business schools and the failures in their curriculum that contributes to a lack of management skills among graduates. Business schools are on the wrong track. For many years, MBA programs enjoyed rising respectability in academia and growing prestige in the business world. Their admissions were ever more selective, the pay packages of graduates ever more dazzling. Today, however, MBA programs face intense criticism for failing to impart useful skills, failing to prepare leaders, failing to instill norms of ethical behavior -- and even failing to lead graduates to good corporate jobs. The actual cause of today's crisis in management education is far broader in scope and can be traced to a dramatic shift in the culture of business schools. Before asking how business education should change, we need to examine its evolution. Why have business schools embraced the scientific model of physicists and economists rather than the professional model of doctors and lawyers? Although few B school faculty members would admit it, professors like it that way. This model gives scientific respectability to the research they enjoy doing and eliminates the vocational stigma that business school professors once bore. Most issues facing business leaders are, in the final analysis, questions of judgment. What looks like a straightforward financial decision -- say, to cut costs by relocating a service center -- often has implications for marketing, sales, manufacturing, and morale that can't be shoe-horned into an equation. By
allowing the scientific research model to drive out all others, business schools are institutionalizing their own irrelevance. What professor’s study, and the way they study it, directly affects the education of MBA candidates “.

**Nigavekar, A.(2003).** This report throws light on “the various aspects of education scenario in india and attempts to make certain recommendations pertaining to the same”. Nigavekar recommends that Accessibility and quality upgradation are inseparable dimensions of higher education. Over-emphasis on one at the cost of the other would be counterproductive. Along with the necessary and inevitable quantitative expansion of higher education, it is equally important to improve the quality of higher education. The need is to identify effective ways and strategies to expedite the completion of assessment and accreditation by NAAC within a stipulated time frame. While restructuring the syllabi and courses, efforts should be made to develop an optimal combination of acquisition of theoretical and practical skills. Quality of higher education can improve considerably through an extensive and optimal use of audio-visual technologies and Internet. The courses should be so designed to make good use of these modern developments;

**Tooley, J. (2000).** This research work is done on in India. The researcher says that “it has become difficult to find a sound answer to the question: Why should government intervene in education? The assumption that only government intervention will help ensure educational equality, in particular, seems most untenable given the Indian experience. The researcher says that highly significantly, it seems that Indian private entrepreneurs have found ways of reaching some of the poorest in
society, prompted by an inspiring combination of social service and business acumen. This research work also states that the activities of these entrepreneurs have led to realization that in England, there is much to learn from what is taking place India. This research work outlines three areas where India provides an example for the rest of the world of educational private enterprise. This research work highlights some features of the regulatory regime showing how these sentiments seem valid, to this outsider at least “.

Kaul, S. (2006). This research work provides “a brief description of some of the salient features of India's education system, especially in the context of higher education. Researcher points out that as one is seeking to provide quality education, the process of accreditation as it exists in the country is assessed. In this research some indications of the level of public spending on higher education are also provided. This study also provides a case to highlight the need for promoting a knowledge-based economy. It also explores the likely challenges ahead for India in deriving full advantage from the ongoing boom and the globalization of the knowledge sector. Kaul explains as public funding has its limits, the role of private sector as key to meet this challenge has been highlighted in this research work. The research work concludes with the issues likely to be encountered and offers a set of recommendations and reviews the prevailing policy environment in this context to evaluate its efficacy in ensuring that India remains ahead of the curve in the knowledge sector which has been growing exponentially in recent years.

Aggarwal, P. (2006). Researcher highlights that “higher education in India suffers from several systemic deficiencies and because of this it continues to provide graduates that are unemployable despite emerging
shortages of skilled manpower in an increasing number of sectors. This research work has found that in order to enable the formulation of policy at the central, state, and institutional levels, there is an immediate need for conducting a baseline survey of higher education and training system – both in the public and the private sector. Researcher points out that there are genuine concerns about many of them being substandard and exploitative. This research work takes a comprehensive look at the various facets of higher education in India. Though this work does not go into the nitty-gritty of each suggestion, an attempt has been made to define the options and solutions at a level of detail that underscores the practicality of the suggestions and more importantly provides a broad direction for change. In this work an empirical mapping of the growth of higher education in India since independence (1947) has been done. Researcher adds that the mapping has been carried out with an international comparative perspective with particular reference to the private initiatives. The work also notes that the higher education in India has grown fast over the last two decades. Aggarwal adds that private higher education institutions that started emerging on the scene in early 1980s now occupy centre stage. This research paper has analyzed public financing, both from the centre and the states, expenditure by households including the trends in funding of loans. Researcher says that in several cases the public funds are not optimally utilized and the mechanism promotes inefficiencies and in most cases, public higher education institutions have no incentives for internal resource generation. Researcher suggests that the funding mechanism has to change to promote efficiency “.

Zeisberger, C. (2010). The researcher says that “the education sector in India is a promising sector with huge potentials for large PE (private
Equity) investments also, regulatory restrictions have prevented a floodgate of PE investments in the regulated education market. He adds Many PE funds have invested in the non-regulated educational institutions, while some have gone further by investing in the regulated education institutions through “innovative structures” to bypass the regulatory restrictions. Researchers says deregulation will remain as the long awaited catalyst that will completely shift the Indian PE market, triggering a massive investment into the Indian education sector. Researcher suggests that as long as industry quarters perceive the products to be of superior quality, the HEI can do without cumbersome affiliations and regulations and the approach is however not possible for doctors, architects, lawyers and pharmacists who according to the constitution have to be products of accredited institutes to be able to practice professionally in India “.

Mishra, S. (2007). The researcher states that “the quality of higher education is the parameter to judge the position of the country and can be called as the back bone of the country. Mishra has also pointed out towards the recommendation and statements of the Kothari 2006 committee. The research work focuses on the core of the education as stated by the national council for accreditation and assessment in India. Researcher says that value based learning is very important and at the same time the aim of the education should be to introduce students and learners to the novel ideas and at the same time look at the already formed notion and principles and further analyse them and conclude to the best keeping in mind the information as collected later. Research is considered to be very primal. Establishment of the internal Quality assessment is also considered to be very important. The other important aspects as thrown light on are the teaching and learning evaluation,
curricular aspects, infrastructure and learning resources, student support and progression. The researcher has defined and explained the meaning of quality as something that shows the product to be consistent in performance, with no defects, meets the stated or expected performance standards etc. so in terms of higher education also the same parameters hold true and should be considered as standards for quality “.

**Farrell, G.M.(2012).** The researcher says that “the opportunities to enhance access to learning and improve the quality of the learning experience are exciting for both learners and teachers. He adds that the degree to which these opportunities are realized depends on how well ODL leaders market and brand both their institutions and the programmes and services they provide. The researcher explains a concept of Marketing and branding being separate but inextricably linked processes that are not usually given much priority by educational institutions. Researcher states that in the past, students were generally recruited through advertising tools such as institution calendars and brochures, often coupled with paid advertisements in the mass media. The alternative argument in relationship marketing includes all the actions taken by an institution to build long-term relationships based on trust and loyalty that serve to differentiate the institution and its programmes from other providers in the minds of stakeholders. This research work states that a relationship marketing strategy lets an institution know the needs of its current and prospective students and other stakeholders, and so guides it in the crafting of programmes and services that will meet those needs with consistent effectiveness and efficiency over time. This has also been compared with the transactional marketing concept, considered to be traditional and it focused more on driving the student to course but not further paving path for retaining the student “.
Chiddick, D. (2006). The main findings of this research work are based on a research methodology focused on “interviews with academics and managers in a cross-section of English HEIs. HEIs are complex organizations, performing a variety of tasks for a range of stakeholders, both of which change over time. Researcher says that space is an important input into the institution’s production process: but institutional managements have to consider it as one of a number of inputs to be blended to optimise the desired mix of outputs. He adds that Maximising space usage, as an end in itself, is not a rational objective for an HEI: space needs to be considered as part of its overall resource planning process. The researcher points out that the UK higher education system is becoming increasingly diverse and that it is almost impossible to claim that any set of policy prescriptions (whether about academic priorities, students and staff, or resource acquisition and use) can apply across the sector. The research work also says that for several reasons, no institution is likely to experience a significant reduction in overall space needs in the foreseeable future. Researcher considers that the discussions with staff in this group of institutions provided the researcher with views which reflected both the educational variation, in most key dimensions, found in UK higher education today, and the physical settings in which this education takes place “.

Harsha, P. P., Shah, S. (2011). the researcher states that “ in today’s higher education landscape, college and university leaders may well consider principles of brand management to assure their positions vis-à-vis their competitors and he also states that though considerable differences between higher education and product brands exist, there are sufficient similarities to put them into the same segment as far as
branding is considered. Researcher points out that education branding (especially universities and professional schools) is still largely at the simple stage of differentiating on the basis of self-defined sets of features and attributes. Researcher explains the fact that environmental changes, such as privatization, diversification, decentralization, internationalization and increased competition are common to most countries. The research work focuses on the fact that these changes have an effect on how higher education institutions operates now a days as Branding of education is gaining momentum with increasing number of private institutions, change in people's attitude towards education and changing scope for the different courses being offered. Researcher sates that education is a service, thus it is an experiential and intangible in nature, so, branding in education has to be based on the "experience" and employability" aspect. Research Methodology as used: Statistical tool: Questionnaire: The interviewer assisted questionnaire used here comprised four sections: Demographic questions, questions on promotional media, the questions on requirements from the institute they are applying and brand positioning statements. Sampling: The targeted sample was colleges and university faculty members of Jodhpur city of Rajasthan state. ANALYSIS The data collected by structured questionnaire was treated with ANOVA test to analyze the variance between the branding of the institutions and its impact on faculty members during their selecting of a particular institution for their profession. The researcher suggests that The higher education institutions must now emphasizes on creating value of its brand to acquire talented faculty and students at both national and international level, thus enhance the overall economy of nation “. 
Tapie, P. (2008). Researcher throws light on the fact that “in some countries communications in higher education is still in its infancy, but will continue to progress, if for no other reason than because of the constant competition and benchmarking practiced by all institutions. there are many effort made by researchers into studying the impact of new technologies. Researchers also the future of the Web, paradoxically, is video also internet users consult and view content, but they take podcasts and videos along with them always. Another fact as stated by the researcher is that mobility has become the word of the day and this is true in everyday life, and will be true in the promotion of schools. Researcher points out that today, information flows in both directions – from the "speaker" towards the receiver and vice versa and the "receiver" of the message is also a participant in the conversation. He speaks out, gives his opinions, votes, criticises – he, too, can express himself. Researcher adds that Every year, many institutions encounter situations like these, which could seriously damage their image. Another fact as pointed out by the researcher is that the universities and schools often have trouble coming up with an appropriate response in terms of communications “.

Nicolescu, L. (2009). Certain unavoidable and gradual Environmental changes, such as “privatization, diversification, decentralization, internationalization and increased competition in higher education are common to most countries. This research work focuses on applying marketing concepts to the higher education sector. This research work starts by shortly reviewing some of the main marketing concepts and continues with an overview of how such marketing concepts can be relevantly used for the higher education sector. The extent and limits in their application are identified and discussed and this research work also suggests which of the marketing ideas are already highly used in higher
education and which ones still have to be developed. The researcher tries to discuss the extent to which marketing ideas can be applied to higher education, having as a starting point the core of the marketing concept: the fact that it wants to satisfy the needs of the consumers. The research starts by shortly looking at some of the main marketing approaches and concepts as they were developed for the business sector and continues with the discussion of how they can be applied in higher education. Researcher says in order to better analyze how different marketing concepts apply to the higher education sector, this section will succinctly overview some of the main general marketing approaches and concepts.“.

2.4 Key Observations & Research Gap

After having done a thorough review of literature it has been observed that lot of work has been done on branding of products and services. Companies do a lot of research in identifying factors that lead to creation of brand image. But not much work has been done on branding of management education particularly in India. The studies which were found critical to the current research study include:

- **Gordon, R. A. & Howell, J. E. (1960) & Porter, Lyman W. & McKibbin, Lawrence E.** (1988) were instrumental reports in understanding the transformational nature of business and how business schools should in turn transform themselves in order to sustain and cater to the practices, policies and procedures of Business.

- The research undertaken by **Clark, Burton R.** (1998) in the form of a book is noteworthy and insightful in understanding the
elements of successful institutional transformation and institutional appraisal.

- The research enquiry done by **Bastos Wilson, Levy J. Sidney (2012)** was credible in understanding the evolution and various facets of Branding. The study by Jevons **Colin (2005)** was valuable in stimulating the role of branding beyond current conventions.

- The investigative studies done by **Davis J. Charlene (2007)** were fruitful in understanding the significance of Brand Reputation.

- The future of higher education for Business and Management by **Elsaid H. Hussein, Schermerhorn R. John Jr. (1991)** were decisive in understanding the B-School Integration.

- The research studies **Bunzel L. David (2007)** and **Chapleo Chris, (2010)** were notable to acquaint the researcher with various propositions of Marketing and Branding programs of University.

- The research article by Bennis, **Warren G.; O'Toole & James (2005)** was significant in figuring out the reasons of failure of many Business schools and ponders on understanding the evolution of business management.

- The research report by **Nigavekar, A.(2003)** was handy in throwing light on the educational scenario and talks about diverse teaching aids which can improve the quality of Higher Education.

- The research studies done by **Harsha, P. P., Shah, S. (2011)**. elucidates how and why branding is taking momentum with increasing number of Private Institutions.
Management education is very popular and is spreading very fast in our country. Lots of management institutes are coming up every day. Many management institutes do take up brand building activities but they are not aware of the actual parameters which help in creating brand image. This thesis tries to bridge this gap by identifying from both faculty members and students perspective factors that lead to creating brand image of management institutes.