CHAPTER 1
INTRODUCTION

1. Management-A Notion
Management as a term refers to “making decisions on the basis of business realities or the business concerns, public undertakings, institutions and organization of all kinds and efficient utilization of resources for optimizing benefits to all the stakeholders”. This is a broad-based definition of ‘Management’ as we understand the term today. The term in English lexicon evolved sometime in the 16th-17th century taking cue from Latin ‘Manus’, Italian ‘Manegiare’ and French ‘Mesnagement’/ ‘Menagement’. “As stated by Mary Parker Follett (1868–1933), management is a philosophy as it is the art of getting things done through people. Management can be a noble profession only once it is performed with personal motives restrained and a sense of service to the community. It creates growth, wealth and development in society, provides jobs, fosters innovation and improves living conditions (Onzonol, 2010)”.

Although ‘Management’ is a modern construct but it “gained momentum and importance after the most impactful events occurred in the history like in the era of renaissance, reforms, scientific revolution, industrial revolution and mercantilism. The entrepreneurial upsurge also marked the advent of the management as a discipline. It was a gradual and a systematic process which lead to a formation of a body of knowledge that worked majorly on the concept of ‘Management’ although the contributions that came from diverse academic disciplines such as sociology, psychology, economics, accounting, mathematics, and law cannot be ignored as they have contributed immensely to the discipline of management”.
Significant development in Management education began in the early 20th century till then there was already a oeuvre of literature for education, training and further research. “Management education, which was originally conceived as an elite educational track dedicated exclusively to business (and more precisely to big corporations), found itself confronted with an ever growing demand from millions of individuals seduced by the promise of a better future, or forced into entrepreneurship and management by evolution of the markets (Kozminski, 2010)”.

Organizations and managers have existed for thousands of years. The evidence for this is the” Egyptian pyramids and the Great Wall of China which were projects of tremendous scope and magnitude, and required good management. Regardless of the titles given to managers throughout history, which may vary from time to time, someone has always had to plan what needs to be accomplished, organize people and materials, lead and direct workers, and impose controls to ensure that goals were attained as planned”.

There are two historical events significant to the study of management are work of Adam Smith, in his book, “ The Wealth of Nations, in which he argued brilliantly for the economic advantages of division of labor (the breakdown of jobs into narrow, repetitive tasks). The Industrial Revolution is second important pre-twentieth-century influence on management. The introduction of machine powers combined with the division of labor made large, efficient factories possible. Planning,
organizing, leading, and controlling became necessary activities “.

This was about the era when technology had no role to play unlike today. “The 21st century has brought with it a new workplace, one in which everyone must adapt to a rapidly changing society with constantly shifting demands and opportunities, this is another gift of the current techno driven era. The economy has become global and is driven by innovations and technology and organizations have to transform themselves to serve new customer expectations. Today’s economy presents challenging opportunities as well as dramatic uncertainty. The new economy has become knowledge based and it is also based on performance “.

The environment in present context area “respect, participation, empowerment, teamwork and self management. Therefore there is a requirement for managers who can manage this turbulence. Managers in organizations do this task of setting things right. When on one hand, managerial work is the lifeblood of most organizations on the other it also serves to choreograph and motivate individuals to do amazing things. Managerial work is exciting, and it is hard to imagine that there will ever be a shortage of demand for capable, energetic managers. Managerial work is necessarily fragmented and is moving at a fast pace, where managers at all levels express the opinion that they must process and work upon much more information and make more decisions than they could have ever possibly thought of doing in their real lives “.

So, just as the most successful organizations seem to have well-formed and well-executed strategies, there is also a strong need for managers to have good strategies about the way they will approach their work. This
can be considered as the demand within the organizations and broadly if we refer to them we will analyse that the managers are not born as well equipped with this immense potential of handling things, instead they are trained as one by the leading branded education institutes in most of the cases.

The clear understanding about the fact that the organizations require good managers for “proper and smooth functioning is incomplete without addressing to the fact that there is also a requirement for a proper strategic map. Management skills may ones be considered as an inherent quality of the individual but strategic management is different and is the need for the hour in today’s scenario. When an organization has a long-term purpose, articulated in clear goals and objectives, and these goals and objectives can be transformed into plans of actions, then it can be said that the organization has a strategy. These strategies are well explained to the upcoming managers by the formal training institutes for the same. Strategy then, is the central, integrated, externally-oriented concept of how an organization will achieve its objectives. Strategic management is actually the body of knowledge that answers questions about the development and implementation of good strategies”.

The omnipotent view of management says “that managers are directly responsible for the success or failure of an organization. This view of managers as being omnipotent is consistent with the stereotypical picture of the individuals who take charge for executive, who can overcome any obstacle in carrying out the organization’s objectives. When organizations perform poorly, someone must be held accountable and according to the omnipotent view, that “someone” is management. Now management is a bigger word when it comes to accountability”.
The symbolic view of management upholds the view that “much of an organization’s success or failure is due to external forces outside managers’ control, but this is still debatable. The influence that managers do have is seen mainly as a symbolic outcome. Organizational results are influenced by factors outside of the control of managers, including the economy, market changes, governmental policies, competitors’ actions, the state of the particular industry, the control of proprietary technology, and decisions made by previous managers in the organization. This are the certain factors that the managers get accustomed to handle when they get a formal training. The manager’s role is to create meaning out of randomness, confusion, and ambiguity, this they can do only if they have a good understanding of the same. According to the symbolic view, the actual part that management plays in the success or failure of an organization is minimal “.

1.1 Emergence of Management Education
Advent of Management education dates back to nearly mid 19th century. “ It is noticeable that world’s first B- School was formed in Paris (France) in the year 1819. Further adding to the list there are The Institute Superieur de Commerce d Anvers (State funded) and the Institut Saint-Ignace(Jesuits education) in Belgium. The Budapest Business School was founded in the Austrian Empire as the first business school in Central Europe. 1881 – The Wharton School of the University of Pennsylvania is the United States' first business school. Lyon Chamber of Commerce & Industry established the first B-School called EMLYON Business School in Lyon (France) in 1872. Pioneering American entrepreneur and industrialist Joseph Wharton established the world’s first collegiate school of business – Wharton School at the University of...
Pennsylvania was established in 1881. University of Chicago started Booth School of Business in 1898.

Tuck School of Business at Dartmouth College was set-up in 1900. Later, “Harvard Business School made the beginning in 1908 by Harvard University. In the very same year, North-western University started its Kellogg School of Management in Chicago which offered part-time evening programme in Management. In the proceeding years several B-Schools were established for Management education. Starting from MIT in the year 1914, Columbia Business School (1916), Stanford Graduate School of Business (1925) followed by Harvard in 1943. The University of Pennsylvania’s remarkable attempt to review the Business Education which led to noteworthy suggestions made for the Schools of Business to establish a genuine discipline which could be credible enough. In 1959, the Carnegie Foundation based on Bossard and Dewhurst report of 1931 also marked that the Schools of Business have evolved very little and have failed to establish a genuine discipline.”

India’s experience of Management Education dates back to the 1950s, this was well motivated by the American management education system, this was the primary reason due to which the country decided to give an impetus to management education by grafting it on to an existing educational system. As stated earlier the west had already made its mark in the management discipline with Europe being the first to address to the need of the society for having a well constructed discipline which could further facilitate their business working style and make them a little better with it.
The American’s “were obviously the second in the row, and then the
African’s and later India came up with its formal management education
institutes. In 1954 - The Faculty of Management Studies (FMS),
University of Delhi was established which is among one of the oldest
business schools in India. Another business program began in 1954 by
the Indian Institute of Social Welfare and Business Management in
Calcutta and the earliest school to be set up in India was IIM-Ahmedabad
(in collaboration with Harvard Business School) and IIM-Kolkata (in
collaboration with MIT Sloan school of Management) in the early 1960s.
Many other B-Schools emerged in the 60’s and 70’s. However, the real
growth was from 1991 (the year of liberalization in India. XLRI,
Jamshedpur is considered to be the number one business school in the
private sector had opened its doors to MBA in 1966. The third IIM in
Bangalore and the 4th IIM in Lucknow was inaugurated in 1984. It can
be noted that the last decade has seen a rise of schools recognized by the
All India Council for Technical Education in the Country. There were
118 B-school programs in 1989 and 744 in September 2000 (Abid
Hussain Committee) and more than 2000 B-Schools today “.

There real thrust to management education is given by “ Liberalization,
privatization, and globalization and has also managed to replace
conventional approach with a more efficient and proficient approach.
This has also introduced novel courses in harmony to industry demands
which are more financially viable in current scenario. Management
Education has gained new vista’s with this changing time. Initially
Marketing, Finance and Human Resource Management were considered
as functional areas of management, but now management education
covers much more functional area like Operations, Information
Technology, International Business, Supply Chain Management, retail
and much more to add to the list. India has undoubtedly witnessed a steady growth in this sphere of education because of the rising demand of trained management graduates “.

It cannot be ignored that “management education has gradually become one of the most sought after education today as a result of the demand for the trained management employees in the private sector. This is the major reason for the growth and establishment of the private institutes in this sphere of education “.

In India the management education courses start at “undergraduate level, as a three-year Bachelor Degree in Business Administration (BBA), offered in some colleges in the country. This course provides basic knowledge about management concepts and business structure and follows a yearly / semester -wise examination system. This is followed by two years’ Postgraduate MBA / PGDBM programme. MBA and PGDM education is currently available through residential, full-time, and distance education modes. Postgraduate full time management programme invariably requires students to undertake seven- eight weeks summer internship and final MBA project work. This time span also varies from institute to institute. Increasingly, the programmes also emphasize behavioral and soft skills. The institutions usually have strong placement cells. Admissions to post-graduate programmes in various schools are done through different entrance tests like CAT, MAT. ATMA, XAT, ICET and own tests conducted by universities “.

Most B-Schools follow a “semester or trimester examination system. The object of this course is to train the graduates to become managers in corporate sectors in different fields such as marketing, human resource,
finance, operations, foreign trade and selected sectoral areas etc. The curriculum first gives more emphasis on general subjects in various areas of management such as business law and ethics, managerial economics, finance, OB-HR, principles of management, marketing quantitative methods, IT in management etc. In the second year students can opt to specialize in selected functional areas in which they have had foundation courses in their first year. The use of case studies in management education is now universal “.

So much so, this pedagogy is now taken for granted by the B-Schools. It has also been noticed that the “availability of instructor accessories such as test banks, case teaching notes, and slides, instructors often leads to the miss out on the philosophical and scientific foundations of this important teaching pedagogy. This type of teaching pedagogy is also being compared with a do it yourself kind of a kit for the students. The main idea behind the concept looses its weightage when the faculty fails to figure out the main aim of the pedagogy which is the development of the instinct to solve the management issues “.

Apart from formal degree programmes in management / business administration, a variety of short-term postgraduate diploma and certificate programmes are being offered for aspirants unable to access the formal full time degree programmes. These “part-time programmes are mostly being offered by distance education institutes or through evening/weekends based programmes by private / autonomous institutions. Several universities are well-known autonomous institutions and offer three-five year Doctoral and equivalent Fellow programmes in management. Admission is based on performance at master’s level and Doctoral admission tests and interviews “.
1.2 Features of Management Education

It is important to understand the overall perspective of education for management “for the complete understanding of the implications of the management programme and to know the support systems involved. Considering the Management education system it can be said that it should rely majorly on three aspects for learning the proper tactics, first one is to gain knowledge and learning to use knowledge in practical sense. Second is to make a conscious attempt to introspect for tackling problems with highest order of objectivity. Third is to diagnose and analyze perfectly along with communicating effectively”.

It has been noted that “for any professional programme or formal course the purpose of education cannot be served by classroom work alone. The program has to invariably include a great number of assignments, projects, dealing with live problems and feedback to students on their performance in these areas etc. Students have to work towards developing their self-confidence by interacting with others, through opportunities for introspection, and by several other relevant planned inputs. The educational programs to prepare managers must include both theoretical and application aspects of theory as it is in medicine, architecture, law and other professional studies. It is also seen today that a great importance is given to the acknowledgement of the social responsibility as held by every individual in the business world. Therefore, It must equally be concerned with professional values and societal issues relevant from the professional point of view “.

It has to be understood that management “ draws knowledge from a large number of theoretical and applied areas of study. Theories and concepts derived from behavioral, biological, quantitative areas and applied
subjects such as engineering, technology, etc. have to be integrated. Framework provided by any one academic discipline may not address effectively too many events and issues. A marketing situation demands an interplay of economic, behavioral and technological aspects and diagnosing the situation may require integrated perspective or interdependence between several academic areas “.

Considering organizing as a management function “ one has to understand that there is a deep requirement to employ a variety of teaching methods that can encourage students to integrate knowledge. At the same time they must be taught to apply knowledge in diagnosing situations and developing competence in the decision process. Some of the teaching methods commonly employed are the case method, incidence method, role play, business games, etc. all the methods have their own benefits as far as inculcating a particular knowledge is concerned. It can be very well seen that the management organizations are the concentration of different situations that demand a timely and strategically correct decision making tactics. This is the sole reason for why these institutes should focus on the real life cases and other such techniques of teaching, as the students eventually become accustomed to handling such organizational chores without hassles “.

Teaching is not just about being the master of “the discipline by carrying bulky degrees, it is more about being efficient in understanding what the stream actually demands as per the current scenario and what best can they deliver in terms of the same. It is mostly seen that the teachers hold the masters degree of the subject they teach. But there has to be a realization in them about the fact that they have to shift their focus from
knowledge per se to its application and they also have to shift their focus from primarily subject discipline to application “.

Teachers have to develop “ appropriate teaching methodology and teaching material to impart meaningful knowledge to students. It cannot be ignored that this also involves their instinct for the subject and an in depth academic know how of the same. The education process and system also states the requirement for teaching in terms of the abilities, the knowledge, the right attitude and social responsibility as held by the profession. The associated responsibility increases more when one has to cater to the requirements of the industry. industries are the backbone for any economy and therefore it is the responsibility of the teacher to produce efficient and capable human resource for the same “.

1.3 Systemic Issues of Management Education in India
The roles of “governments in higher education and the relationships of governments with institutions in this sector vary widely from country to country. As a matter of fact government can usually play an important role in setting policies for higher education systems. Government has an interest in ensuring that public investments in higher education make a useful and cost-effective contribution to socio-economic development. It is seen that most governments also support some universities financially “.

Numbers of committees in India have been made to look in to the state of Management Education namely the “ Nanda Committee (1981), The Kurien Committee (1991), The Ishwar Dayal (2001), The Management Education Review Committee (2003) “ which have clearly suggested:
Most of the management institutions have been neglecting research.

Shortage of faculty and quality of faculty are the most critical aspects that need to remedy soon.

Management institutions did not develop interactions with industry and this acted as a vicious circle giving merely non-practical education.

Management institutions invested very little for faculty development even though most of the committees earlier identified it as a lacuna.

There has been very little attention provided for preparing course materials specific to the Indian context.

Library and Computer infrastructure has been poor, except in top management.

The most important aspect of the education is “its quality assurance and qualifications recognition. These factors have become central elements of higher education at all levels because of the higher education is increasing in diversity and the mobility of students, researchers and other professionals especially in a secular country like India. Quality assurance is primarily the responsibility of higher education institutions. Although there is a great demand for external quality assurance. Such bodies play an essential role in fostering a quality culture through the assessment of programmes and reviews of institutional quality assurance mechanisms. This can contribute a lot in development of brands. The branded institutes normally adopt strict evaluation systems for themselves. When assessing the quality of teaching, quality assurance bodies normally consider the educational resources that are produced, adapted and used by the institutions (including open education resources). These resources are
also synonymous with the brands or the specific education institute. Example IGNOU’s study material “.

1.4 Growth of Management Education in India in Last Five Years

“Every sector of economy demands good managers. India needs a huge reservoir of people who are trained in business management and this demand is to last for many more coming years. But it is matter of concern whether the demand is for what they have been taught or what they actually can contribute through their knowledge or not. In management education, quality has become a necessity. To make India an intellectual capital of the world, we have to create an environment which is dynamic and which can encourage superior quality management “.

There should be soulful efforts made from the education colleges and institutes to breathe life into management education. “Government has taken considerable initiatives in this direction by opening 7 more IIMs taking the total number of the premier management school to 14. Apart from IIMs management education is offered by university's own department in campus, affiliated colleges of universities in same place or the whole State, now technical universities have been given this role. Autonomous institutes approved by AICTE, universities running distance education program and open mode like IGNOU, Delhi University, Kurukshetra University, ICFAI and several others are also offering courses in management. Some recognized institutes and universities are also offering 3 years part time program in evening faculty for working executives “.
“Education in India seems to have come at a crossroads. There is lot to be admired in context of education scenario in India. In particular, the spirit of educational enterprise and self help found amongst the poorest communities in the slums and villages as much as in the giant education companies. The evidence about how the private education for the poor operates also strengthens the conclusion that it is not government intervention that is needed for equality of educational opportunity, but in fact a nurturing of the private education sector “.

However, on the other hand, it is at times found that “government regulation threatens to dampen the spirit of enterprise that is so evident and so valuable. Regulation impinges at all levels, and because of its all-pervasiveness and pernickety detail, it also leaves open the way to corruption and bribery which is seen as the biggest problem in India. The most disturbing feature is that those in elite institutions can simply ignore regulations that they don’t like: it is those serving the poor who are most affected by them “.

Management education is also imparted by the “foreign universities having collaboration in India and those having students exchange program with limited-time studies abroad are also imparting management education. New private universities like ICFAI which is a national brand, Amity and several others are also gaining momentum and establishing their branches world wide. According to annual report (2011-2012), published by Ministry of Human Resource Development, there were 20 Universities and 500 Colleges at the time of independence. At present, there has been phenomenal growth of higher education in India since independence the numbers have increased by 29
times (i.e. 574) in the case of the Universities and 71 times (i.e. 35539) in the case of Colleges “.

The “Harvard or MIT Sloan School of Management or Wharton sowed the seeds of management in the Indian soil in the 1960’s. Now, just one click in the largest search engine, Google, brings the entire range of institute available in front of the eyes. Despite the availability of cheap technology, quality of human resources is still priceless; this is the major demand for the developing nations. They are also making money by training the human resource and further outsourcing them. ‘Knowing, doing and being’ — these are the essential programme learning outcomes of any management education “.

“Rethinking the MBA has identified some must to attain, for reforming existing management programmes:

- Gaining a global perspective
- Working upon integration skills
- Instilling leadership skills
- Developing understanding for organizational realities and further implementing policies effectively
- Art of knowing how to Act creatively and innovatively
- Thinking critically and communicating a clear message
- Understanding the roles of the various agents in the business
- Clear understanding of the responsibilities and purpose of businesses
- Understanding limits of models, metrics and markets.
Nothing much changes when it comes to the demand for effectiveness in the performance. In India Student engagement in curricular activities comes only second, after hunting for ‘package-jobs’. The grip of those rooting for the status quo, among the faculty, continues to thwart any fundamental redesign of the MBA. It is also seen that in India A ‘you scratch my back, I will scratch yours’ attitude is a consequence of vindication and dominates the old as well as the revamped curricula. The programme development workshops though are still being conducted formally within the institutes to focus on what is demanded in the current scenario. Do whatever, as long as one’s own course or pedagogy can be kept as it is. Another concern is about ‘peer learning’ and ‘outside-the-class learning’ being perceived by students as more significant than classroom learning. On the job training and attending workshops for practical exposure is gaining momentum too. The Worst is only when the curriculum changes being introduced seem to support this view where foreign trips are conducted to expose the students to the outside world and after all the work done on them and efforts made to enhance their potential, they are outsourced by those management institutes”.

There are also challenges like “publicizing the institute to potential students in rural areas, in developing countries like India. It is important for the institutes to hold information sessions and developed good collaboration with local teachers’ and institutions. Such aspects are valid to quite an extent in India where the majority of population resides in the rural areas. These reasons are also responsible for the trend as set in higher education scenario in India. The branding issues are addressed to only after a realization for the kind of students one is addressing to. By this it means the quality of education as expected by the student. Brand often relates with the quality measures adopted by the institute “.
In countries like India “education is viewed as a very profitable business, where your cash flow is upfront before the product is delivered, and admission is driven not by quality of education but by placement and remuneration record. It is believed that higher the placement record, better the average pay offered, greater the intake of students. The institutions are structured to cater to this formula. Institutes use marketing skills and personal relationships with HR managers and somehow push placement for the students and they also go for tie up’s with certain agencies “.

India in spite of some years old in management education still “ is far behind the rest of the countries. It is therefore imperative for the educationalists and all the others involved in the system to do a good thinking on improving the same. Amendments and changes are the part and parcel of any well developed system. There is a constant requirement for change and better inputs in the field of education as well. Certain Suggestions for enhancing the effectiveness of Indian management education:

- Shift the focus of programmes from conceptual learning to skill development, attitude change value classification, environment and sustainability issues.

- Acquire a faculty having a greater practical orientation and an interdisciplinary approach. For this one needs to explain the human resource involved for teaching, the exact outcome as expected out of them.
Establish greater collaboration between the management institutions and the industry with regard to the design and contact of management education programme's and research. Research is the most important aspect of education today. With the enhancement in knowledge about global scenario people are turning towards research as a base for education. Research enables updated and well upgraded information learning.

Gradually discontinue the government financing of management institutions and encouraging these institutions to generate funds from the industry and the market. The government should act as an agent to facilitate the system but not as an interferer when it comes to introducing innovative and healthy practices “.

### Growth of Intake in AICTE approved Institutions in Last five years

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### 1.5 Growth of Management Education in Madhya Pradesh in Last Five Years

Out of three states in the central region the “ state of Madhya Pradesh has shown a significant increase in the growth of Private Management Institutes i.e. 199 with a total of 213 which is the highest amongst the states in the central region “.
1.6 Branding- A Black Art

The origin of the word brand comes from the Old Norse “brandr, meaning to burn, and from these origins made its way into Anglo-Saxon. The early man stamped ownership on his livestock through burning and with the development of trade buyers would use brands as a means of distinguishing between the cattle of one farmer and another. A farmer with a particularly good reputation for the quality of his animals would find his brand much sought after, while the brands of farmers with a lesser reputation were to be avoided or treated with caution. This clearly states the utility of the brand and this makes it way to the current era as well phenomenally well “.

This concept of “branding also later emerged in the field of art when more than 4,000 years ago, the artists and architects of ancient Akkad
started applying seals to their artwork as proof of authenticity and a mark of being genuine. The empire of Akkad, rumored to have been located on the banks of the river Tigris. This town has been perished a long way back. But still to this day, similar seals remain in use throughout the world – to validate documents, authorize transactions, and identify individuals or institutions. Such seals are the epitome of trust and acted as trademarks long before anyone had thought of corporations or even capitalism “.

Before the widespread adoption of “branding as a business practice, brands were little associated with the sale of retail goods because many products distributed for consumers' consumption were sold as staples in bulk. Commonly, the one general store in town carried commodities such as sacks of coffee beans, slabs of cheese, and barrels of pickles without naming their specific sources. The labeling, packaging and promotion of the products became common only in the late nineteenth and early twentieth century’s. The names of their producers became regarded as sources of added value. Producers such as Folger (1872), Kraft (1903), and Vlasic (1942) showed pride in their brands by putting their names on their coffee, cheese, and pickles, respectively “.

Way before the Second World War, “the major brands pioneered and conquered their product fields so strongly as to be almost generic (Carpenter and Nakamoto, 1989). When Lionel trains made miniature billboards to accompany their sets, the top brands were used such as Lifebuoy soap, Black Jack gum, Ipana toothpaste, Vitalis hair oil, Shredded Wheat, Uneeda biscuits, Sunkist, and Coca-Cola. Major forces influencing development of branding in this period, were the growth of nationwide magazines and radio, and the need for advertising agencies
were felt. It was felt important to both create advertisements and make plans and purchases of media. *Moore and Reid (2008)* highlight the importance of the media in this process by saying: This the evolution of branding is largely a phenomenon that could have only occurred starting at the end of the nineteenth century and into the twentieth century, due to the media (TV, radio, print advertising, e-marketing, etc.) *Moore and Reid, 2008* “.

In the 1930s, psychological “ theories, insights, and methods began to enrich marketing thinking and research. Marketing research as a phenomenon started to show signs of growth as managers and producers of competing brands chose to understand the increasing importance of segmentation of the mass market. In 1939, for example, Ernest Dichter performed qualitative analyses of Ivory Soap and Plymouth cars. In trying to establish segmentation, demographic information was not always sufficient or satisfying for this purpose. Sometimes, for instance, there were no noteworthy differences between two user groups in their age, sex, and income distributions, therefore those characteristics did not appear to be felt significant for their different marketing behaviors “.

People believe that it is because of the “ standardization of quality products for consumers in the middle of the 20th century, which required companies to find an innovative way to differentiate themselves from their competitors. This was stated in reference to the modern day era “.

“Procter and Gamble, General Foods and Unilever mastering in the consumer packaged goods in 1950 developed the discipline of brand management, or marketing as we know it today, when they noticed the quality levels of products being offered by competitors around them
improving realized the importance of brand management. Further the brand manager was bestowed with an important responsibility for giving a product an identity that distinguished it from nearly indistinguishable competitors and thereby making it appear better to the end users or consumers “.

Lets never forget for a moment that “branding is just a modern version of the black arts that works at the dark depths of the barely understood, sub-conscious mind, lulling the customer with the vague scent of familiarity, into a non-rational, non-questioning frame of mind that promotes mindless repetitive behavior. A slave to the brand’s commands. The primary virtue of a brand is strength; the masses would without thinking follow the strongest leader who seems most likely to make up for their own failures in life. The primary purpose of branding is to offer a social crutch to disembodied souls in search of a shared identity. Brand value is judged by the number of followers it has. Brands are the new opium of the masses. Brands are nothing but creations of business that nurtures strong brands as the only guarantee for an uncertain future. Strength can be a self-propagating truth; Only the strongest brands get the lion’s share of the feed; Strength begets strength “.

There is a notion that “ branding should be logical, clearly explained and practical. People don't have a complex brand dodecahedron, mathematical formula or over elaborate theory for creating brands, they do however have an easy to follow, step-by-step approach to creating and implementing brands that's easy to understand and above all, enjoyable for both our clients and ourselves “.

The reality is that “every client is different, that's why organizations don't have a one-size fits all approach. Its actually about understanding where
you are as a business and what you want to achieve and give you the appropriate, professional advice that works for your company and your budget “.

Organizations after several meetings discussing “ branding, logos, company acquisitions and brand structure, get in to a step by step journey to brand repositioning from board level through to a communications plan and implementation. A clear, single-minded vision, is necessary to create an identity for which organisation could launch their new brand proposition as a major global player in any industry. Whatever stage an organization is at, it will give a practical, no nonsense advice if its concerned about its stakeholders. Branding is not as complex as some believe “.

1.6.1 Branding of Services
The characteristics of the new economy are focus on “service delivery, trade in knowledge based industry and innovation. Branding of goods continues to grow very rapidly despite the fact that trade on services is growing more at the market place. The global nature of this phenomenon leads to a fact that despite this rapid move into prominence of knowledge, ideas and services, the branding of services has grown at a very slow pace. This is despite the fact that the new economy is completely based on the realization of value for the consumer “.

A brand is a “multidimensional construct involving the blending of functional and emotional values to match consumers’ performance and psychosocial needs (de Chernatony and Dall’Olmo Riley, 1998). One of the goals of branding is to make a brand unique on dimensions that are
both relevant and welcomed by consumers (de Chernatony and McDonald, 1998) “.

Many organizations today face “challenges in service branding due to several reasons like

- Services in most cases attract population segments and not the mass market.
- Services need to convince their consumers of their relevance in the market as far as customers’ needs, desires; competitor activity is concerned since services offered tend to be largely alike.
- Service firms need to focus on growing revenues earned from the market and not on growing market share.
- Most service firms are unable to engage in effective internal marketing thus overlooking their biggest brand ambassadors and being unable to effectively convince the market.

Developing a service brand can be considered as an initial step only and nothing more than that. It is a fact that the resources committed into the process are enormous and need to be monitored to ensure a return on investment which in itself is a very tedious and sensitive task for the managers. The development of a service brand must therefore guarantee increase in the value of the firm through this process. Value has to be created in the areas of: relationship building, visibility, goodwill in the brand, positioning and relevance. The major challenge is to engage in vigorous and effective service branding for the firm. This is because each time the consumer comes across the service that becomes moment of truth for the firm. As such, the firm needs to deliver at a constant pace the consistent and reliable message to its consumers. This is very important to gain their faith and develop a relationship of trust “.
1.6.2 Branding serves at least four important functions:

- Creating instant recognition of an organization’s name within target audiences:

“Recognition is the need of the hour for any organization into any business. The more recognition one gets the more expectations are generated in the minds of the target audience. The target audience is the result of a thorough research done on the population and further segmenting the same for facilitating the act of meeting their requirements. Every segment as a matter of fact has its own characteristics. Characteristics define the needs for the group and the product that best addresses to the same is the winner in the category. When one refers to the brand it’s the quality of an instant recognition that is most remarkable”.

- Differentiating an organization from its competitors:

“Competitors create a need for constant improvement and image building for any organization. Brand acts as a facilitator for bring the organisation to a position where it no longer has to throw light on the special features it has. This holds true because it is already considered different from the other competitors. The value of the brand can be analyzed only by the level of distinction it holds from the others. Also organizations that can develop brands cherish the importance for a considerable period of time “.

- Promoting an understanding of what an organization does and the value of that work

Brand if consistently provides a “quality and consistency of quality products leads to good will. It does an important task of promoting
whatever activities the organization performs. Every organization though is into some or the other business but the actual recognition provides the best value to the work. The work as performed in the boundaries of the organization is spoken of best and valued most when the product becomes a brand. It can also be stated that benefits of branding includes this feature of it to provide value to the work of the organization “.

- Establishing an emotional connection with current and prospective stakeholders that motivates them to place their trust in an organization and support it.

Stakeholders are primarily the ones that “ are most concerned about the performance of the organization. The primary reason is their expectations from the profits as they would generate through it. It obviously generates a certain degree of emotional connect therefore with the product. This normally does not hold true for all the not so well established brands. The comparatively established brands cherish the emotional connect with the prime stakeholders and this is the key reason for all the hard work that is put into the development of the brand. It is believed that if an organization intends to do consistently well in a longer course or span of time its primary objective should be to deliver the best and prompt service to its stakeholders. This in turn proves out to be useful for the organization as there then exists a strong bond between the stakeholders and the organization later. Branding also helps in attaining the same as every stakeholder would want to associate with an organization that is at least trustworthy and trust is the primary aspect for stakeholders as well “.

1.6.3 Branding in Education
To understand branding in its real sense one has to think of “IIM and IIPM (or Harvard and University of Phoenix in the US context) and think
of the image that comes in the mind and it can be said that even though one might not have been a part of either IIM or IIPM, one would have fairly consistent opinions about these institutions. This is what is known as education branding deeply set and accepted by the minds of the people who come across it. Positioning is how you differentiate yourself in the mind of your prospect users. This is primal to the education marketing. Of course, positioning is just the beginning of the branding, he talks more about what is there to offer and can be stated as the instrument for generating the will and wish to use and check.

Indian private education sector has grown rapidly in last decade and it is expected to grow at annual rate of 15-20%. This signifies that there would be more clutter, competition and challenges in differentiating. Considering the same, institutions should start focusing on strategically building their educational brands as it takes significant investment of time and resources to get the desired results “.

When we talk of the current era as the era of branding we must understand that “this concept has fairly embedded in every sphere today. Irrespective of the fact that education is far from the other trades and businesses still in the recent years, massive changes in policy, governance, structure and status of higher education have been taken place all over the world and a need for branding is felt here as well. The incorporation of Environmental changes, like privatization, diversification, decentralization, internationalization and increased competition in higher education are also common to most of the countries. These changes have an effect on how higher education institutions operate nowadays and they are seen as the driving forces for the marketization of higher education (Maringe, 2006). For instance, the
privatization of higher education and cost sharing through the introduction of tuition fees in many European countries (Voss, Gruber, Szmigin, 2007; Maringe, 2006) have increased the “consumerist” approach to higher education and the need to consider students’ expectations more. Or, the strengthening of competition at institutional, national and international level (Sizer, 2001; Baird, 1998) requires new operating modes through the adoption of more market oriented and business like forms of operation within higher education institutions “.

It is also felt that institutions need to” market themselves as never before. As fees rise sharply and business-friendly courses come up and flourish, students and their families are ever more particular in researching value for money. And with more institutions participating in the race and competing for millions of students, the stakes are high “.

In this rapidly changing marketplace, “institutional branding can be considered much more than logos. The role of branding in higher education in general and what are the factors which contribute to it and there relevance for the students is still a question. The answers are many and are unanimous on key values for institutes; among them certain most prominent answers remain to be academic integrity; future employability; and, perhaps above all, the value of the student experience. But it has to be kept in mind that institutes "customers" nowadays are not only students but their parents as well “.

It is notable and demands attention that successful branding to this “ dual audience relies on a few crucial strands: positive student testimony; the synergy between marketing and branding; and getting academics on side by linking success in the marketplace to academic freedom “.
But on an ethical note “the academics would never like to think of students as customers, but would prefer to refer to them as stakeholders. They may resist thinking of themselves as part of a commercial brand for the very same reasons. The learning process is interactive in the way that buying a commercial product is not. "The great learning experience only happens if the students play their part." This is very important lesson in this field. The stakeholders have got much to invest apart from the so called value for education in terms of money. The responsibility fixing is again to be dealt with sensibly in this particular case “.

This is the most striking change of all and that is “the art of communicating in the field of education. Considering the space of a few decades, universities and business schools have extended their boundaries and expanded themselves. Of course, they can not all compete directly with international brands like Harvard, Cambridge, or MIT. But even the most modest of them can now develop a strategy and incorporate the international dimension of providing the service into the way they operate. They are recruiting more international students now a days. They are hiring international faculty for providing the essence of an international institute. Their course contents are reflecting a more "global" view of the world. And they are being scrutinized and are open for scrutinizes by international organizations responsible for accreditation and rankings. And this scenario is true for all disciplines: management, engineering, but also medicine, humanities, law, etc “.

1.6.4 Branding of Management Institutes

“Branding is a relatively new practice among colleges, universities and other nonprofit organizations that has come into picture only in the past
20 or so years. And this has happened mainly because institutions have moved aggressively to brand themselves and their component schools and programs “.

While branding has “become part of the everyday lexicon of higher education communicators and marketers, it is still viewed differently by different people. To some, it is about a prominent logo and or a catchy tagline. But in its actual sense it’s a statement of how an institution perceives itself and how it wishes to be perceived by others “.

Management institutions have “mushroomed in India, but quality remains to be a big question. Post 2000, the acclaimed MBA programme has witness heights like never before in the form of pluralism in academics, industries and elite and intellectual class in India. Pluralism here throws light on the outreach of this programme among a great section of society. It can also be said that it is an attempt for inclusion of MBA aspirants in the programme from a larger heterogeneous mass; this population represents people from all sections of the country. Courses on management have evolved only to answer the demand within industries for talented individuals who can manage situations well at the same time. These courses are boon for the industry and answer for many managerial problems. Recruitment does address the potential of this programme by considering a pool of supply of the MBA or PGDBA or PGDM or MBM degree-holders to the organizations that are looking for them “.

It is seen these days that “a post-graduate degree in basic sciences or in engineering or in medical sciences or even in social sciences does not seem to yield as much in terms of ‘package’ and ‘fast paced promotions” as an MBA degree does. However, it is an opportune time to explore the potential of management education in India. In course of establishment of
any management institute one has to understand that there is a great competition involved and thus one has to focus on delivering what is most desired instead of concentrating on the profit figures. This is the most relevant concept as far as any business is considered “.

In the current “knowledge-driven global economy, higher education systems play major roles in social development and national economic competitiveness. A Management Institute or a Business School is a university-level institution that provides degrees in Business Administration. Several topics such as accounting, administration, finance, information systems, marketing, organizational behavior, public relations, strategy, human resource management, and quantitative method are taught in these institutes and also issues like the perpetual growth of the economy are related and concerned with the same. The importance of business schools in India has increased tremendously over the years, this popularity of the MBA degree and diplomas has increased demand for good Management Institutes or Business Schools in India and both the government of India and the private sector are actively participating and working hand in hand for increasing the number and quality of education of these management colleges in India “.

“Private education is an internationally competitive industry. Within the region of Asia Malaysia, Singapore, Hong Kong and Thailand are day by day becoming more internationally competitive in the private higher education sector. In 2009, Singapore was home to 16 distinguished foreign tertiary (comprising mostly higher education) institutions, according to INSEAD (Singapore Economic Development Board, 2009) attracted some 86,000 international students. These institutions include INSEAD, the Tisch School of the Arts, Duke University School of
Medicine and the University of Nevada Las Vegas. To exhibit its commitment in encouraging private education, Singapore is now establishing a new *Private Education Act* to enhance regulation in the private education sector. The environment for providing education to international students is so competitive that Asia is set to account for 70% of the global demand for international higher education by 2025. This is also another reason why India is also keen on developing better infrastructure to match the international standards. The Malaysian government is also providing systems and structures conducive to private education providers such as the Investment Tax Allowance (ITA) for Science and Technology programs, reductions in software license fees, and tax exemptions for online journal subscriptions and broadband services.

Top-of-mind responses from service organizations suggest that “managers perceive branding as major sources of advantage for their organizations (Gray, 2006). Research into branding education products has been led primarily by universities (see e.g. Arenson, 2004; Chapleo, 2003; Holmes, 2003; Gifford, 2004, and Reader, 2003), stressing the importance of being able to successfully build a brand for each educational institution. However, the management institutes face immense challenges in meeting rising enrolment demands worldwide. Forecasts suggest that current global enrolments of 165 million will grow by a further 98 million by 2025. The feasible solution to this is branding. In present times, pressures for massification, the requirement for performative excellence, national and global quasi-markets and the positioning of students as consumers have combined to propel
universities to engage with corporate forms of marketing practices (Naidoo, Shankar and Veer, 2011). "

Despite the fact that “private higher education is a growth industry, is internationally competitive, and at times highly profitable, this sector has not been well researched. There is little understanding of what the private higher education sector is and how it competes in the broader international higher education sector. Branding has become an indispensable tool for institutes or business schools to stay ahead of the by communicating this differentiation to students. They almost strive to put this forward as their unique selling disposition to their students. According to staffing firm Kelly Services, respondents believe brand reputation of educational institute play an important role in job placement “.

There definitely exists a significant impact of “quality of education in the career growth of an individual."It's widely seen that professionals from certain branded institutes have an edge in gaining entry to many marquee companies. Branding has become an important tool for institutes or Business schools to stay ahead of the curve by clearly communicating this differentiation to students as their USP," Kelly Services India MD Kamal Karanth said “bands are associated with promotion and if we consider the responses to the promotional work associated with the brand we will see that are shaped by both individual agency and the organizational structure and culture of higher education. There actually exist a multiple, ambiguous and contradictory statements regarding the construction of brands, even within a faculty in the university that was expected to be most open to branding. Branding is also a bottom-up process which can be considered to be influenced by academics which
maintains, embraces and consumes branding constructions on a daily basis. Branding simultaneously makes the way for new ambitions, introduces conflict and attempts to provide discursive closure.”

It is seen that “the employers perceive employees to be superior due to one's college brand, provided the expectation are fulfilled. It is therefore believed that college brand plays an important role during initial five years of one's career as it helps in exploring new opportunities and sustaining in the corporate sector because till then”.

“Brand reputation of educational institute plays an important role in job placement as well. But another important factor for the selection of an institute remains to be the price value of the education provided. Not any or everyone can afford the same. Hence the associated value for money concept plays a role here in determining their choice for the institutes “.

A significant number of students industry, people, stakeholders and parents agree that “the alumni of branded institutes have proven themselves in the corporate world throughout their career. It is also believed that the role of institutional brand and education are significant at the junior level, while at mid level domain expertise has more weight for career growth this fact cannot be ignored at all. Significantly, most of the major numbers of top-paid CEOs in India are from the branded institutes either from India or abroad. Employers do not mind offering 10-20 per cent more in terms of remuneration compared to a non-branded college pass out “.

Because of the “competition, the higher education institutes need to emphasize more on their uniqueness, which is a sole reason for the
development of the branding concept in the field of education worldwide. The branding of institutes has become a topical concept in the field of education today. But branding is although a relatively new practice among colleges, universities and other nonprofit organizations that have taken hold only in the past 20 or so years. And take hold it has, as institutions have moved aggressively to brand themselves and their component schools and programs “.

Branding can be seen as the process of “creating a distinctive and appropriate visual representation of an organization. What it stands for is ensuring that it is used consistently across all communication platforms “.

There can be a range of responses from academic faculty pointing to the fact that “ branding has penetrated in the scenario of education today completely. With the idea of promotional work there is a bigger fact that is pointed out and this essentially throws light on how the members of academics are deeply interested like their other counterparts in various other businesses, in proving their capabilities in terms of their uniqueness. Although for some the concept of branding may take on negative connotations because they may perceive it as the inappropriate influence of business ideology on academia. However, people may differ in their opinions depending on the kind of exposure they have for the subject “.

In managerial and promotional work for the institutes the brand is “ actively embraced – perhaps because of the sense of legitimacy it brings to the work. There can also be an impact of the disciplinary and age differences on the attitude towards the approach of branding. Younger academics would be more of the favour of at self-branding and may
make explicit use of brand-related materials in order to leverage their own profile. Discussions and conflicts relating to the responsibilities of business schools in society would remain to be the reason for debates on branding functions “.

In the recent years if we study the trend we will realize that “a lot of changes have come in the higher education scenario all over the world, the major reason is diversification, privatization, internationalization, and diversification. The privatization of higher education and cost sharing through the introduction of tuition fees in many European countries (Voss, Gruber, Szmigin, 2007; Maringe, 2006) have increased the “consumerist” approach to higher education and the need to consider students’ expectations more. Several of the earlier mentioned reasons are quite sufficient for the introduction of the concept of marketisation of the education “.

To understand how “the concept of marketing made its way in education one needs to understand what marketing actually means. One of the most widely accepted definitions is “The marketing concept holds that the key to achieving organizational goals consists in determining the needs and wants of target markets and delivering the desired satisfaction more effectively and efficiently than competitors” (Kotler, 1991, p.16). This in itself makes it evident that the concept will hold true whenever we have two factors acting and they are target markets satisfaction and completion. With the advent of technology and forever increasing requirement for developed and well trained people to access them, there has been a constant growth in the demand for education. This demand still remains dissatisfied for there are very few institutes and colleges that
strive to provide a balanced and effective education to its so called students or the direct stakeholders “.

The constant aspiration to “excel and achieve something is becoming more common today and most of the parents try to deliver the best possible education to their children. Another fact is the growing value for degrees among the business families as well. Then another aspect is the governments’ policies that support the access of education to the weakest section as well. There are also several factors like strong intention to deliver the best due to the available completion, innovation and use of advanced technologies etc. these factors invariably cast a strong impression on the approach of the people towards education. With the increase in demand, there has been an increase in the number of providers as well. This has lead to an intense completion in this sector”.

If we see the trend in the major nation as studied by some researchers we come to know that “In USA as compared to Europe marketing concepts in higher education have been assimilated to a higher extent, as USA has gone through the clash of cultures between the traditional academic values and the market-focused values 10 years earlier (Chapleo, 2004). Even in Europe there are differences, with UK being seen among the earliest in Europe to introduce more market-like approaches to higher education (D’Andrea, Stensaker & Allison, 2007). But still in many countries marketing related activities are at initial stages in higher education. It can also be said that communication is the first step to introduce a marketing orientation in the institution “.

However, the practicality says that “when the marketing concepts are applied to the higher education sector present a number of peculiarities
that rather would lead to a fact that for most of the education institutes, there are limitations in their application to the higher education sector which they have to take care of; there are norms as set be the government for these institutes. In other words on a broader prospect one has to understand that marketing principles and marketing ideas can be applied to the higher education sector, but not in the same way as in the business sector “.

Over the last two decades “ education institutions in India have experienced a significant change. But these changes have been accompanied by certain reforms. These reforms are majorly due to reasons like political fluctuations, economic development, financial funding through various international organizations and also because of the rise in awareness among the people for their right to education “.

There are various study possibilities offered by the “ European union and the globalization process as well and these have lead to the growth of intense competition between the major players not only nationally but also at an international level. Due to the competition the higher education institutes are trying to make their way through the concept of uniqueness. This competition has increased to an extent that education has become an exportable product today “.

Matrix of applied corporate branding at three levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Core Values</th>
<th>Internal Marketing</th>
<th>External Marketing</th>
</tr>
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<tbody>
<tr>
<td>International</td>
<td>Ideology of a country</td>
<td>Government educational</td>
<td>International marketing and</td>
</tr>
<tr>
<td>State</td>
<td>Commitment and support for students</td>
<td>Government student support services</td>
<td>Cohesive state marketing bodies</td>
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<tr>
<td>Industry/Institutional</td>
<td>Institutional culture and cohesiveness</td>
<td>Institutional governance and communication</td>
<td>Marketing to prospective students</td>
</tr>
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1.6.5 Branding to Sustain
Brand value of any B-school or education institute depends primarily on “positioning its product, the way they present the reason for existing in the business and their so called relevance in the same. This fact is not at all astounding in the context of a b-school. Considering the business, product is the MBA degree or the PGDM diploma based on affiliation of B-schools with institutes/universities. In India university grants the degree whereas AICTE-regulated institute offers the diploma. Whether a diploma or a full time programme, the commonality remains to be the extent to which the purpose is being solved, which means the actual utilization of the education imparted. MBA degree or diploma embracing
the service of imparting education to the enrolled-participants qualifies as a product for the B-school”.

In general, we can say that “quality as a parameter of sufficiency criterion justifies the existence of any product and its ability to cope with the requirements of the market. It also applies to an MBA programme. B-schools should clearly spell out in their admission/placement brochure(s) about features, advantages and benefits that the programme has delivered. A comparative analysis among existing B-schools with respect to these criteria can adequately be analyzed by intended, this is also very important in the current scenario where time is flying and people focus more on what is said than what actually exists. Participants are considered as customers “.

“Value-stream between B-schools and participants consists of the three parameters. Namely:
Cash flows (course fee): This is the life line for running the organizations. The funds are provided by the customers, and they have to be further channelized well into right direction.

Product flows (quality of programme): The quality of programmes’ is an important parameter for a long term stability of the organization and this should forever be taken very seriously, especially while referring to it for the broader purpose of branding. Today with more emphasis being given to the comparative decision making before purchase, it has become even more necessary for the institutes to put forwards the good points about their organization and at the same time deliver the best quality possible.
Information flow (feedback).
Quality of an education product is seen in terms of course pedagogy, updation of course wares, evaluation pattern like grading, number of components in grading, application of concepts taught, and feedback about the course by participants. Feedback is very important and cannot be done without, it is very important for an institute because it helps to take the next step for improving teaching and learning ambience, course pedagogy and faculty development programme. Leaving aside a few B-schools, most of them are emphasizing to maximize their revenues through additional increases in the enrolment programmes year after year.

Brand-building is an “important aspect for sustaining any product. Every product has a life cycle and is known by the same. In any management education institute, branding is done by organizing events, conclaves/annual fest, sports etc and some formal communication with print media at a regular interval. In simple words, advertising also takes care of education institutes promotion to a great extent. Good way to go for branding for any management school is that it a should mention its positive things like the list of faculties and some literature on their achievements and experiences in the admission brochure. In any product, core (brand kernel) is very important. It shows the consistency and the uniformity of a brand. Good infrastructure, computer facility, scenic beauty in and around the campus — does not enhance the excellence of the programme they still act as the kernel sometimes for selection. But the faculty strength and contribution of staff from all departments should be given more emphasis.

“Demand and supply ration is forever considered primary in all the business. The demand is the parameter forejudging the actual worth of
any product. Thus, studies can be considered and the desire to take an admission in an MBA programme can be derived from students. It can also be said that the demand from aspirants will create its own supply (expansion of courses/programmes/B-schools). Acid test about the viability and feasibility of the programme needs to be extensively carried by the designated institutes before they plunge into the launch of any course “.

Bringing the concept of “marketing to education scenario, it is the pull strategy implying that participants being customers need to choose, decide for and select their desired institutes as marketers. Since management programmes are operating in buyers or customers’ markets, it is very important to map the demand-mapping. One should not sell a programme below or above its worth. It is imperative for any organization offering management courses to see and state its worth in terms of the aspects it has got to offer. This would enable brand recognition of the programme and would further contribute to brand equity in terms of frequency of an aspirant’s recall and sales of admission brochure or any intellectual (copyright) materials like Harvard Business Publishing house”.

1.6.6 Factors affecting Branding
Various researchers have so far thought about the strategies that may prove to be effective in long term for the organization. Few of the several factors as identified are “creating a sense of community between the educational product and its customers (Arenson, 2004), and by using practical activities in creating a brand (Chapleo, 2003; Gifford, 2004; Holmes, 2003). There also exists a number of articles dealing with branding in schools, such as those by Oplatka and Helmsley-Brown.
(2004), positioning schools using marketing plans (e.g. Harvey, 1996), communicating with a school’s customers and clients (Hall, 1996), and brand valuation (Roberts, 1998). Business schools would be the most active of all faculties in rising to the branding challenge “.

Branding is very important when matters like “ attracting and retaining students to a particular higher education institution is concerned. The factors which are responsible for drawing students to an education institute are :

1) 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;

2) Attractiveness of campuses in good location, historical buildings or contemporary buildings which boast state of the art facilities;

3) Faculty base, internationally acknowledged faculty and researchers as well as well known products which can be attributed to the university or a faculty member, and

4) Public’s perception that large, established universities are best suited to educate the young.

Certain reforms like the construction of quasi-markets and global competition have transformed universities into organisational players responsible for the management of reputation of the education institutes. This fact has also led to the perception about the university brand as a valuable asset which requires construction and maintenance through various forms of promotional work. When on one hand branding is
becoming prevalent in higher education, little empirical research has been conducted on the interaction of branding practices with the organizational characteristics and culture of higher education “.

Like we have “economic priority zones (EPZ’s) to cater to the requirements of entrepreneurs and to motivate them for more innovation in the field of business and trade, certain measures should be taken to cater to the requirements of educationalists as well. Education Quality Zones is another solution to increase the quality of education in the country. Government should provide tax concessions, land and other infrastructure facilities to these zones “.

Some decision-makers in higher education see “communicating their characteristics essentially as a waste of time. Many also believe that hearing the name of their institution alone should be enough to attract students and generate enthusiasm. They believe that they are excellent and everyone knows it, so they don't need to advertise the fact. This argument may also work well for a handful of institutions in the world, but for the majority of them, this approach is simply out of the question. So when communication becomes necessary, or in the current era of education, it can be quite a challenge for those institutions that are still unprepared for the same. for more, they may have to witnessed the embarrassment, awkwardness and outright blunders which they have done in this domain. Communicating your efficiency, today is a part of responsibility that an organization has towards its focused client or customer base. What is communicated is sold as a matter of fact. The other assumption as drawn may be, the competitors efficiency to communicate better may also lead to its enhanced attraction amongst the
clients. Therefore on a broader prospect we can say that if you intend to deliver better than you should also try to communicate the same”.

There are certain very important aspects:
Universities and business schools must also strengthen their “ties with their surrounding economic environment – companies, local communities, organizations. There are many reasons for higher education to reach out to the business community. Companies are the obvious next step for graduates, of course once they are through with their education. They require a platform to learn practically and deliver. Many institutions go for the concept of tie ups with government and private agencies for the same. These agencies also provide insight to the industries and the qualifications they seek in personnel. Today, promising young students are choosing to spend part of their college years anywhere in the world: in Singapore, in California or the United Kingdom, in Australia or Brazil, this is for the simple reason that they have been given education that is globally competent. This is the major reason for fierce competition among institutions throughout the world to attract the best students. Although this change brings with it costs and risks. But it would not be smarter enough to remain dormant when others are seeking to make their marks with extremely intense branding strategies “.

The “growing power of higher education calls for bigger budgets. Universities and business schools must, among other things, improve their academic quality, which means recruiting new professors (often at a high price), invest ever more in research, provide world-class facilities, and have excellent equipment (computer networks, for example). And they have to accept more and more students. Finally, they must offer
scholarships to disadvantaged students and to those who are the most outstanding “.

But there are certain other factors that “have an impact on the scenario of education as an industry. Companies, educational institutions, students and the general populace are still experiencing aftershocks of the economic downturn as faced by the world recently. Regardless of role of an individual in society everyone is prioritizing the budgets slashed, and priorities shifted. A higher focus is now placed on measuring the impact of every amount spent, and aligning budget spend closely with the new priority set. Higher education can learn from the successes, and failure of the various marketing teams belonging to different organization and businesses. Taking an insight from the corporate world can help to infuse new methods for improving the operational aspects of the marketing organization in the education field as well, this may lead to increased effectiveness across marketing programs. Three key drivers that are considered as corporate’s marketing operations – marketing automation platforms, content marketing and resourcing – may particularly be very useful to the education market “.

Virtual labs enable “students to gain real life experience with the software, hardware and networks they need to be familiar with for career success, without requiring our clients to invest in those costly systems themselves, such innovations have continued with the use of cutting edge technologies,. Other innovations that are used include the use of web technologies, such as virtual environments, gaming simulations, and web-based tutoring “.

1.6.6 Objectives of Branding in Education
1. Delivering the message clearly
2. Confirming the credibility
3. Connecting your target prospects emotionally
4. Concreting the loyalty

1.6.7.1 Delivering the Message Clearly
“This is most important among all the other objectives. Every organization and in this case institute has a reason for existence. If this mission is communicated well it serves the purpose. Every education institute tries to convey what it can actually deliver. For this purpose it throws light on the several factors that exist with it and may not be present with the others in the market. The most important parameter to be considered is whether it can succeed in developing the feeling of trust in the minds of the so called customers and could be students. The difference between the major brands and not so familiar brands remain to be the unsuccessfulness of the poor ones to communicate clearly the message they have for the people. There is significant difference between what is delivered and what is communicated in most of the cases. Therefore it is the prime responsibility of every education institute to communicate perfectly what they are best at”.

1.6.7.2 Conforming the Credibility
The other situation is when the institute is known “ for certain characteristics specific to it but the important question is whether it would be able to confirm the same and develop trust on the them. The idea behind a proper branding is the art of confirmation. The art of confirmation speaks about how genuine is the product. This stage is otherwise attainable only at a point when the product has been used by the user and succeeds to deliver what was expected. The concept of gap
holds true in such cases. This clearly means that what was expected is equal to the perceived value of the product. This is the key feature of any brand. Normally a brand never fails to fulfill the expectations. The confirming of credibility has got a lot to do with this feature “.

1.6.7.3 Connecting the Target Prospects Emotionally
Emotions are “the feeling as held by the user for a particular product. These feelings are the net outcome of ones experience. It can also be said that experiences that fail to touch heart are the ones that are difficult to connect with. Therefore for the issue of branding we can say the entire concept revolves around the ability to connect. Thus it can be clearly determined that the emotional connect is a must for the development of the organizations that intend to build themselves as the brand in future. Now when this is discussed in the context of education institutes it is even more difficult to sustain in the parameters set in terms of emotions. But the fact that the biggest connect that most of the individuals have with for their entire life time is apparently with the educational institute or school they have been to. This clearly marks the difference between any general product and an education institute. An institute holds the responsibility of building up future which most of the individuals are most concerned about. Thus the ability to connect emotionally is the primary factor that an educational institute needs to refer to in case of branding “.

1.6.7.4 Concreting the Loyalty
Loyalty can be defined as “something that is developed for a brand after the brand or product delivers more than the expected result. This feeling leads to the fact that the user tries to identify with the brand as supreme amongst the others available. This loyalty is what most of the institutes
are striving for yet fail to attain because this is the last but most paramount point in terms of relationship with the client. The loyalty concept as considered the base for the brand development in marketing is also the key issue in education as well. The institutes that are capable of making its customers loyal work upon the next step. The next step is essentially about stabilising this feeling and making it permanent. This can be called as concreting the loyalty effect in the minds of the clients.

1.6.8 Brand Should Be Grounded In Truth
Reality is the essence for repurchase intention. The brand that “understands the fact that only by delivering whatever is communicated a brand can pave path into the hearts of the user. People have the tendency to confirm from other who have already been associated with the brand therefore its almost unavoidable to stick to norms as stated and bring out the quality as per the initial terms and conditions. Education comes under service industry and therefore its very difficult to analyse if the promises would be adhered to later. There can be major changes only because of a simple change of the movement of the faculty in or from the institute and further there can be innumerous such reasons that may affect “.

1.6.9 Put Your Best Face Forward
The best image should be created in “the minds of those who come across any information regarding the institute. The goals should be to build affinity with the institutes alumni and pride in its community, and to inform the public that prominent local business and civic leaders are associated. Posters, direct mail, radio spots, and the web are the communication methods, and parent feedback indicates that the campaign has identified the institute as offering a quality education “. 