

# BRANDING OF NON FORMAL EDUCATION INSTITUTES

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**BRANDING OF  
NON FORMAL EDUCATION INSTITUTES**

by

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## *Dedication*

I dedicate my Ph.D. to my father Sh. Surendra Kumar Jain and my mother Smt. Gita Jain without whose blessings I would not have completed this work.

## **Certificate**

This is to certify that the thesis entitled “**Branding of Non Formal Education Institutes**” being submitted by **Mr. Nitin Jain** to the **Indian Institute of Technology, Delhi** for the award of the degree of **Doctor of Philosophy** is a Bonafide record of the research work carried out by him under my supervision and guidance. The thesis work, in my opinion, has reached the requisite standard, fulfilling the requirements of the said degree. The results contained in the thesis have not been submitted, in part or full, to any other University or Institute for the award of any degree or diploma.

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## **Abstract**

Education has traditionally been viewed as a not-for-profit work and on the face of it, it will always be so. But not-for-profit activities have their own flip sides too. The education system is marred by the government policies and the agendas. During the first few decades, after post-independence, there was a strong focus on higher education, as India needed a skilled manpower to drive its economic growth and development. Not enough motivation was given to the school as well as non formal education.

Moreover, owing to the huge size and diverse cultural landscape, the focus of the education has been on accessibility & inclusivity and somehow the quality of the education had taken the back seat. This is where the privately run institutions have managed to outperform government-run institutes in terms of delivering better quality of education, not only through better academic results but also by staying attuned to the evolving needs of industry and society as well. To maintain high standards of quality, the institutions can no longer be not-for-profit as to attract quality teachers and students they need to establish themselves as strong brand such that they become the most sought brand among the parents of the targeted segment. However, branding of an institute is a tricky process owing to dual nature of the offerings i.e. both tangible and intangible. It is a product as well as a service.

The study of the available literature on the branding of educational institutes indicates a lack of study on branding both globally and particularly in developing countries.

Although there is no established methodology, procedure or approach for branding or rebranding an institution but there is a general acknowledgement of the importance of understanding the key factors that influence institutional branding and their interconnectedness. This is particularly relevant given the role educational institutions play in providing quality education and also contributing to economic development and job creation.

There are three objectives of the research. The research began with a comprehensive review of the existing literature on the branding of educational institutions. Due to the dearth of literature in this segment, Focused Group Discussion was used to fulfill the first objective i.e. to identify the antecedents of branding and the items contributing to each of the total of five factors i.e. Academic Performance, Physical Infrastructure, Information Technology (IT) Infrastructure, Quality of the Faculty members & Support Staff and Marketing & Promotional Activities were identified as the factors contributing towards the branding of an institute. Further second objective was to identify the similarities and dissimilarities between how branding is perceived by the Heads of the institute and Students. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were conducted to identify the perceived importance of each of the item towards contribution to the branding. Further the framework was modified to develop the Institute's branding model using SEM.

## सारांश

शिक्षा को पारंपरिक रूप से गैर-लाभकारी कार्य के रूप में देखा जाता रहा है और पहली नज़र में ऐसा हमेशा होता रहेगा। लेकिन गैर-लाभकारी गतिविधियों के अपने नकारात्मक पहलू भी हैं। शिक्षा प्रणाली सरकारी नीतियों और एजेंडों से प्रभावित है। स्वतंत्रता के बाद के पहले कुछ दशकों में, उच्च शिक्षा पर बहुत ज़्यादा ध्यान दिया गया, क्योंकि भारत को अपनी आर्थिक वृद्धि और विकास को आगे बढ़ाने के लिए कुशल जनशक्ति की आवश्यकता थी। स्कूल के साथ-साथ गैर-औपचारिक शिक्षा को भी पर्याप्त प्रोत्साहन नहीं दिया गया। इसके अलावा, विशाल आकार और विविध सांस्कृतिक परिदृश्य के कारण, शिक्षा का ध्यान पहुंच और समावेशिता पर रहा है और किसी तरह शिक्षा की गुणवत्ता ने पीछे की सीट ले ली है। यह वह जगह है जहाँ निजी तौर पर संचालित संस्थान बेहतर शैक्षणिक परिणामों के माध्यम से ही नहीं, बल्कि उद्योग और समाज की उभरती जरूरतों के प्रति सजग रहकर, बेहतर गुणवत्ता की शिक्षा प्रदान करने के मामले में सरकारी संस्थानों से बेहतर प्रदर्शन करने में सफल रहे हैं। गुणवत्ता के उच्च मानकों को बनाए रखने के लिए, संस्थान अब गैर-लाभकारी नहीं रह सकते हैं क्योंकि गुणवत्ता वाले शिक्षकों और छात्रों को आकर्षित करने के लिए उन्हें खुद को मजबूत ब्रांड के रूप में स्थापित करने की आवश्यकता है ताकि वे लक्षित वर्ग के अभिभावकों के बीच सबसे अधिक मांग वाले ब्रांड बन सकें। हालाँकि, किसी संस्थान की ब्रांडिंग एक मुश्किल प्रक्रिया है, क्योंकि पेशकश की दोहरी प्रकृति यानी मूर्त और अमूर्त दोनों है।

शैक्षिक संस्थानों की ब्रांडिंग पर उपलब्ध साहित्य के अध्ययन से पता चलता है कि वैश्विक स्तर पर और विशेषकर विकासशील देशों में ब्रांडिंग पर अध्ययन का अभाव है।

हालाँकि किसी संस्थान की ब्रांडिंग या रीब्रांडिंग के लिए कोई स्थापित पद्धति, प्रक्रिया या दृष्टिकोण नहीं है, लेकिन संस्थागत ब्रांडिंग को प्रभावित करने वाले प्रमुख कारकों और उनके परस्पर संबंध को समझने के महत्व को आम तौर पर स्वीकार किया जाता है। यह विशेष रूप से प्रासंगिक है क्योंकि शैक्षणिक संस्थान गुणवत्तापूर्ण शिक्षा प्रदान करने और आर्थिक विकास और रोजगार सृजन में योगदान देने में महत्वपूर्ण भूमिका निभाते हैं।

शोध के तीन उद्देश्य हैं। शोध की शुरुआत शैक्षणिक संस्थानों की ब्रांडिंग पर मौजूदा साहित्य की व्यापक समीक्षा के साथ हुई। इस सेगमेंट में साहित्य की कमी के कारण, पहले उद्देश्य को पूरा करने के लिए केंद्रित समूह चर्चा का उपयोग किया गया था यानी ब्रांडिंग के पूर्ववर्तियों की पहचान करना और कुल पांच कारकों में से प्रत्येक में योगदान करने वाली वस्तुओं की पहचान करना यानी शैक्षणिक प्रदर्शन, भौतिक बुनियादी ढांचा, सूचना प्रौद्योगिकी (आईटी) बुनियादी ढांचा, संकाय सदस्यों और सहायक कर्मचारियों की गुणवत्ता और विपणन और प्रचार गतिविधियों को एक संस्थान की ब्रांडिंग में योगदान देने वाले कारकों के रूप में पहचाना गया। इसके अलावा दूसरा उद्देश्य संस्थान के प्रमुखों और छात्रों द्वारा ब्रांडिंग को कैसे माना जाता है, के बीच समानता और असमानताओं की पहचान करना था। ब्रांडिंग में योगदान के लिए प्रत्येक आइटम के कथित महत्व की पहचान करने के लिए खोजपूर्ण कारक विश्लेषण (ईएफए) और पुष्टिकरण कारक विश्लेषण (सीएफए) आयोजित किए गए

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