

Incentives and Marketing of Higher Education

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Abstract—With the growing competition in higher education and the changes enforced by international, political, economic, cultural and societal expansions, which unavoidably lead to varying expectations of students' inflowing advanced education, the educational institutions are paying more attention to the marketing strategies. The purpose of this paper is to develop a conceptual framework and to explore by the means of existing literature and theories the various incentives used to attract the potential students and for the marketing of higher education (HE) at different institutions. Increase extreme competition in the area of higher education makes it obligatory for higher education establishments to pierce into the high-class marketing of their chief components in terms of faculties, infrastructure facilities, placements, management policies, incentives for students etc. It is acknowledged that educational establishments have many customers: students, staff, faculty, alumni, donors, and others. This paper emphasizes on students the foremost customer of educational institutions and the incentives which are used to attract them. Different lucrative benefits are being used to increase the number of enrollments. All the Institutes want a big number of students with them and to sustain in this highly competitive environment they use various incentives in order to attract the potential students and to get higher number of enrollments. Higher education institutions are becoming increasingly aggressive in their marketing activities to convey an image that is favorable to the prospective students. The article is based on secondary data and shows that the various incentives which are used by the educational organizations in order to attract the potential students consist of rebate in fees for meritorious students, distribution of laptops or net books, scholarships, good infrastructure etc.

Index Terms— Incentives, Marketing, Higher Education.

I. INTRODUCTION

Highlight With a middle age of 25 years, India has more than 550 million individuals underneath the age of 25 years. As indicated by Census figures, more than 32 every penny of the 1.1 billion populace is between the age gather 0- 14. This implies that the quantity of individuals in India requiring essential and optional instruction alone surpasses the whole populace of the USA. Since these understudies will be looking for advanced education in India through the following decade it outlines the sheer size of the Indian training business. In the blink of an eye around 11 million understudies are in the Higher Education framework.

This speaks to only 11% of the of the 17-23 year old populace. The administration plans to build this to no less than 21% by 2017- a target which still misses the mark concerning the world normal. With the rise of India as a learning based economy, human capital has now turned into its significant quality. This has put the focus on serious

insufficiencies of India's foundation for conveyance of instruction, especially higher and professional training.

A. Central subject of Regulators and Courts:

"Instruction ought to be a not revenue driven action"

India has a government set-up and the Indian Constitution places "Instruction" as a simultaneous obligation of both the Center and the State. While the Center co-ordinates and decides measures in higher and specialized instruction, school training is the obligation of the State. The key arrangement making offices for advanced education are:

- Ministry of Human Resource Development (Higher Education Department) - sets out the National Policy on Education
- Central Advisory Board of Education (CABE) - coordination and participation between the Union and the States in the field of instruction
- State Councils for Higher Education – coordination of parts of Government, Universities and peak administrative offices in advanced education inside the State.

Despite the fact that a noteworthy piece of the Indian advanced education framework is managed, there are sure territories that are definitely not. Subsequently, the open doors for the private players can be separated into two fragments as indicated on the accompanying page.

II. LITERATURE REVIEW

*Ravi F. H., (1960)*¹ had inspected the example of consumption on advanced education against the scenery of monetary improvement and opined that the extent for aggregate use distributed to advanced education was much beneath the normal level of speculation and inferred that under financing make weight to the legislature and advanced education recipient bunches.

*Pillai and Nair (1962)*² made an endeavor to study the history and issues of instructive fund in Kerala state. The study recommended that extra open assets ought to be produced on extensive scale keeping in mind the end goal to back the ceaselessly rising requests for the instruction in the state at all levels. Indeed, the Education Commission (1964-66) had emphatically contended for committing 6 every penny of GNP to the instruction part by considering the various parameters like expense of training, instructor understudy proportion, instructive prerequisites of the nation and financing strategies received in different nations.

*Panchamukhi's (1965)*³ studies assessed the aggregate pence of training for the period 1950-51 to 1959-60 and presumed that aggregate expense of instruction constituted 6.2 every penny of GNP in 1959-60. The study likewise ascertained the different parts of private and institutional expenses of training, inescapable profit for guys and females, town and town student independently. The study assessed that inescapable income constituted real extent of aggregate variable expense of instruction.

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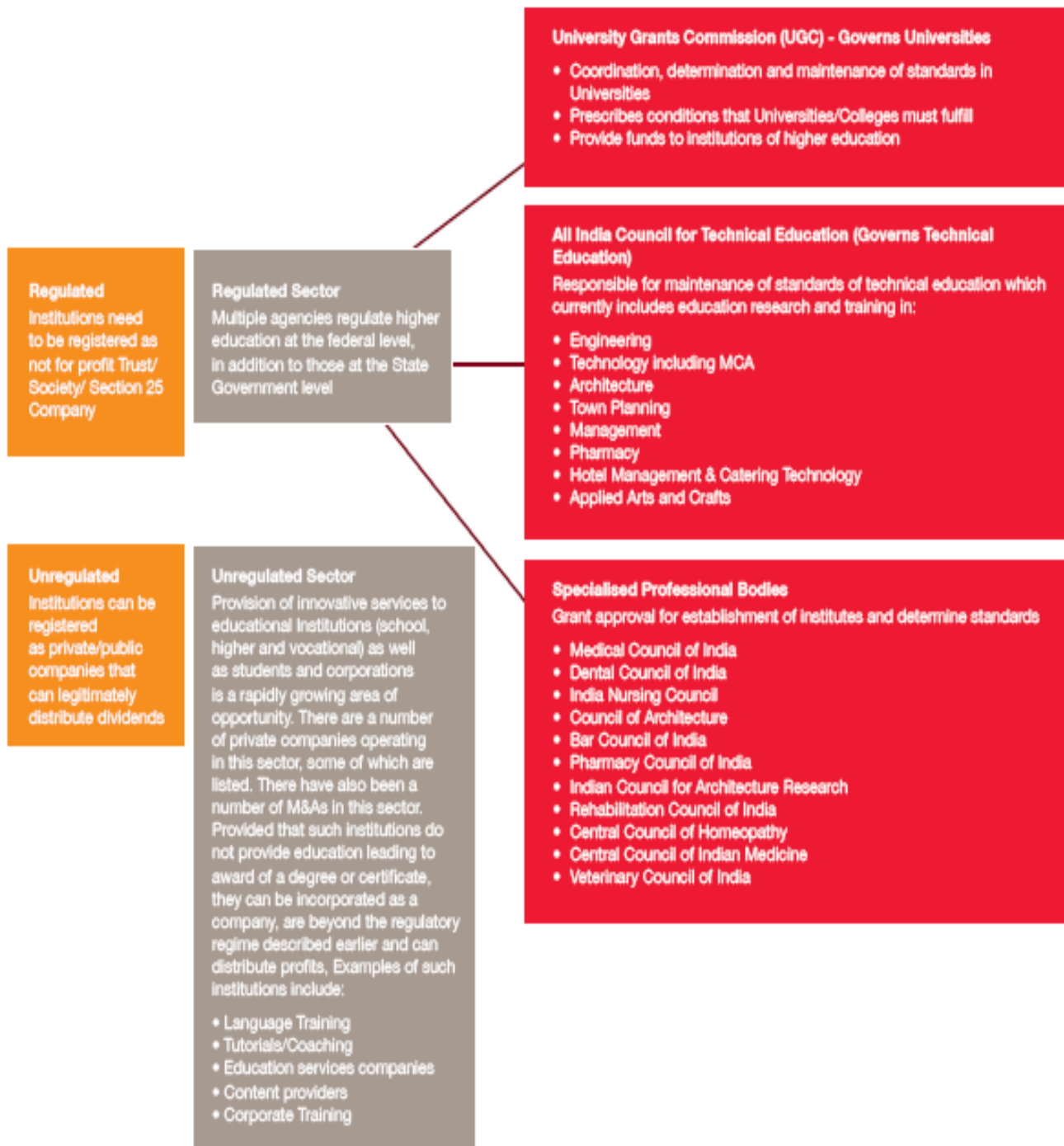


Figure 1 Regulations of Indian Higher Education system

The aggregate expense of training was discovered to be between 5 every penny and 6.5 every penny of national pay in 1960-61.

Pandit (1969)⁴ deliberate the unit expense of instruction and proficiency of instructive consumption. The study delineated the aggregate expense of instruction into three classes, for example, institutional expense, understudies' expense and opportunity cost.

In the study directed by Shah (1969)⁵ dissected the unit expense of advanced education. The study has isolated the expense of instruction into two fundamental parts: (a) social expense, (b) opportunity cost. Social expense is again

partitioned into understudy expense and institutional expense. In understudy cost, there is a plausibility of twofold including in expense and grant on the grounds that at one time it is the salary of the establishment and in the meantime it is likewise the piece of institutional expense. Further, it is likewise discovered that there is diverse unit expense of training of hostellers and day-researchers. Institutional expense can be partitioned into two sections, repeating expense and non-repeating expense. In non-repeating cost, the principle parts of expense are capital (arrive on rent and building) and gear and in repeating expense they are distinguishable and non-detachable. The study additionally

proposes that the repeating expense and consumption ought to be carried out painstakingly.

Rao (1969)⁶ talked about the financial part of the training. To study the expense of training, he embraced a few methodologies. In one approach, the primary segment was the expense borne by the understudies. In other methodology, it has isolated into three sections: (i) institutional expense, (ii) understudy's expense and (iii) opportunity cost.

The report of National Knowledge Commission (2006)⁷ additionally prescribed the different open and private wellsprings of financing of advanced education furthermore feels that it ought to be the aggregate obligation of both people in general and private segments. The different conceivable wellspring of financing distinguished by the study are: government bolster; better resource administration; justification of expenses; magnanimous commitments; private speculation; open private organizations and global understudies have been prescribed.

P.N. Nair and P.R. Gopinathan Nair (2008)⁸ has examined the expense of advanced education between self-financing Institution and open government Institution in Kerala and focused on that the expense of advanced education is far high in selffinancing establishment than open subsidizing organization. He additionally advocates that the financing toward oneself establishments ought to suit the understudy from low pay gathers by masterminding advance sand grants from outside orgs.

Indeed, the **Yash Pal Committee (2009)** prescribed state subsidizing as a noteworthy wellspring of financing of advanced education, on the other hand, understudy advance at low investment rates and free training for poor understudies will likewise move side by side.

III. OBJECTIVES OF STUDY

The current review study is been formulated to study following objectives by focusing on main objective **"Incentives and Marketing of Higher Education"**,

- a) To study the regulatory aspects of higher education in India
- b) To study various funding sources available for scholars to pursue higher education in India
- c) To study various fellowships/scholarships, Awards and other education initiatives for higher education in India.
- d) To study the impact of these incentives on marketing of higher education.

IV. INCENTIVES / SCHOLARSHIPS FOR HIGHER EDUCATION

The major source of financing of higher education in India, excluding foreign aid, can be classified as follows:

- (a) Government sector that includes the central, state and local governments;
- (b) Non-government sector that comprises of private trusts/societies/entrepreneurs and student/parents (families), for example, through fee and other maintenance expenditure; and
- (c) Community participation at large, for example, through the charity/donations and endowments.

Further, in India, it is the state government that met more than one half of the total expenditure on higher education and central government hardly met more than one-fifth of the total allocations.

A. SCHEMES FOR HIGHER EDUCATION

Advanced education is the imparted obligation of both the Center as well as the States. The harmonization and fortitude of measures in establishments is the established commitment of the Central Government. The Central Government gives awards to UGC and creates Central Universities in the nation. Worthy understudies, from families with or without fundamental means, require a motivator or support to continue buckling down in their studies and go to the following level of instruction in their scholarly profession. This is the place the grants and instruction credits assume a critical part.

Following are various noteworthy fellowship systems/scholarships rewarded by the different educational establishments:

- National Scholarships
- DST's Scholarship Scheme for Women Scientists and Technologists
- Junior Research Fellowships for biomedical sciences
- All India Council for Technical Education Scholarships
- JC Bose National Fellowships
- Sports Authority of India promotional schemes
- Scholarship Schemes for ST Students by Ministry of Tribal Affairs
- Post-matric Scholarships for SC /ST students
- Scholarships for Minority Students
- Rajiv Gandhi National Fellowship for SC students to pursue higher education such as M.Phil. and Ph.D.
- Online Minority Students Welfare Scholarships System Department of Science and Technology grants and fellowships
- Biotechnology fellowships for doctoral and postdoctoral studies by DBT
- Empowerment of Persons with Disabilities - Schemes/Programmes
- Scholarships /Awards at Undergraduate & Postgraduate level in various science courses at the University of Delhi
- Fellowships/Scholarships/Awards by the Jawaharlal Nehru University
- Post Doctoral Research Fellow (Scheme)
- Ramanujan Fellowships for brilliant scientists and engineers from all over the world

B. INTERNATIONAL SCHOLARSHIPS/FELLOWSHIPS

There are various scholarships present for students to practice advanced education abroad. The GOI, other countries & private organizations offer the international scholarships to academically exceptional scholars. The HRD Ministry, Department of Higher Education manages only those fellowships which are being presented by the other countries under Cultural Exchange Programs. The theme areas are in the main preferred for those subject fields, amenities for which are present there in the donor country and in addition keeping in view the requirements of the country

- External Scholarships supporting advanced education
- Projects in Technical Education which are Aided Externally
- UNESCO International Fellowships/Awards/
- Technical Education collaborated Internationally.

C. STUDENT LOANS

The legislature tries to give essential training to one and all on a widespread premise, advanced education is logically moving into the space of private part. The advanced education is getting more excessive and henceforth the requirement for institutional financing is important here. Accordingly, instructive credits are a venture for financial advancement and flourishing. Administration of India has confined a Comprehensive Educational Loan Scheme after a discussion with the central bank of India (RBI) and Indian Banker's Association (IBA) - External site that opens in another window to guarantee that no meriting understudy in the Country is denied of advanced education for need of accounts. The new plan covers all sort of courses incorporating proficient courses in schools and universities in India and abroad.

□ Focal proposals/schemes for Educational advances

The Indian Government has propelled a plan to give full premium sponsorship on credits taken by understudies having a place with monetarily weaker segments from booked banks under the Educational Loan plan - External site that opens in another window of the Indian Banks' Association, for seeking after any of the sanction courses of studies in specialized and expert streams, from perceived organizations in the nation.

The National Handicap Finance and Development Corporations - additionally recompenses instructive credits to debilitated understudies to seek after advanced education in India and abroad.

Additionally, the National Scheduled Tribes Finance and Development Corporation (NSTFDC) and National Scheduled Castes Finance and Development Corporation are likewise running separate credit plans for Scheduled Tribes - External site that opens in another window and Scheduled Castes - External site that opens in another window understudies.

D. AWARDS AND OLYMPIADS

Academic rewards are extremely imperative to recognize the exceptional efforts shown by students. The private and government academic organizations grant rewards to brilliant students, as a result of which they are further motivated to execute well. In the same way as scholarships, awards are also classified according to a variety of streams. If a student perform astonishing in any area of studies then he turns out to be entitled for an award, in this way the student further encouraged to perform extremely well in other particular subjects or field.

□ Several significant awards and Olympiads are as follows:

- Olympiad for Mathematics
- The Indian Science Congress Association Awards for Scientists
- Indian National Science Academy awards for Young Scientists
- The Council of Scientific and Industrial Research awards
- Physics Olympiad programme of India
- Mathematics Olympiad by National Board for Higher Mathematics

- C.V. Raman Birth Centenary Award
- Jawaharlal Nehru Birth Centenary Awards
- Excellence in Science and Technology Awards

V. CONCLUSION

The main purpose of financial support in advance studies is to increase the number of admissions in colleges by dropping tuition costs. A large amount of studies suggest that academic grants make higher education extra easy to get by growing the families' ability to pay for college.. When faced with lesser amount of academic expenses, parents are probably to have inferior expectations in relation to their ward's educational accomplishment. This paper studies the potential disincentive incentives, schemes, scholarships, awards etc available in India for higher education. The consequences shows that the existence of potentially imperative deterrent aspects that adversely aspect human capital accumulation. The article is in light of auxiliary information and demonstrates that the different motivators which are utilized by the instructive associations as a part of request to draw in the potential understudies comprise of discount in charges for praiseworthy understudies, dispersion of laptops or net books, grants, great framework and so on.

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