

A STUDY ON EDUCATIONAL MARKETING PREFERENCES AND STRATEGIES IN KERALA

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Abstract:

The overall function of educational research is to improve the educational process through refinement and extension of knowledge. The refinement of existing knowledge or acquisition of new knowledge is essentially and intermediate step toward improvement of educational process. The specific roles of educational research are viewed differently by the people associated with various aspects of education. Most of the colleges, which started in early 1990's, now offer world class Education. Kerala a fully literate-state thirty years ago. (back in 1970)But due to communist influence did not start sufficient professional Educational Institutions to meet the exponential increase in demand for higher Education. The study focus on Educational marketing strategies and preferences the state of Kerala, which is the biggest supplier of students in country towards all other states and will continue the status at least for another twenty-five years. The presented scenario the high competition between colleges to attract students from Kerala prevails educational exhibitions gives an opportunity for the college to present themselves effectively. The primary data collected from the participants of the educational exhibition really represent the natural market trend without additions and omissions. Any sudden change in government policies or employment opportunities, any unexpected global level economical and political changes may cause a marginal impact on the study. The outcome of the study is very much helpful to know the attitude of the students about different parameters to evaluate a college and its performance. For the management the data can be used for improving themselves in quality up gradation and imparting new courses and technologies.

Keywords: Educational Marketing, Strategies, knowledge, quality, accreditation.

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Introduction

Any nation can achieve its development through its excellence in higher education. Because, education is the most important element for growth and prosperity of a nation. India is in the process of transforming itself into a developed nation by 2020. Yet we have 350 million people who have to acquire employable skills to suit the emerging modern India and the globe. To a large extent what is done in educational research is based on common sense. To some extent the idea of typical research project is a misconception there is not typical project each has unique problems and conditions, although there may be some similarity research project is not like making a recipe. In a general sense all-educational research is oriented toward one or both of two ends the extension of knowledge and the solution of a problem, these two ends are not mutually exclusive. Especially in education and the orientation is one of emphasis. The research can be done to solve and immediate defined problem or it can be conducted primarily to extend the knowledge base regardless of immediate use of the result. The overall function of educational research is to improve the educational process through refinement and extension of knowledge. The refinement of existing knowledge or acquisition of new knowledge is essentially and intermediate step toward improvement of educational process. The specific roles of educational research are viewed differently by the people associated with various aspects of education.

Profile of the Study

Any nation can achieve its development through its excellence, which takes place through its higher education. At the time of independence the main problem India faced was educational backwardness in all levels. With consistent efforts from government and NGO's steady improvement occurred by three decades (1977). Then some state governments invited participation of private managements to meet the demand for higher education along with government sector. But majority of the state governments did not allow private sectors.

In southern India late Mr.M. G. Ramachandran (Ex: Chief Minister of Tamil Nadu) and Late Mr. Deveraj Ars (Ex. Chief Minister of Karnataka) in the early 1970's started privatization of Education. In 1985 when Late Shri Rajiv Gandhi was the prime minister Private sector got more participation. The full privatization of Education started with the liberalization of Indian Economy

in 1991, under late Mr.P.V.Narasimma Rao as prime minister & Dr. Man Mohan Singh the then finance minister. Most of the state Governments followed the same. Tamil Nadu and Karnataka topped the list. In south India in early 1990s a rapid growth in private education institutions observed. By the span often years (by 2001). A good number of colleges established in these states in all disciplines (Medical, Technical, Arts, etc.,). In 2001 the other states like Kerala and Andhra Pradesh also started self-financing colleges.

According to the Dr. A.P.J. Abdul Kalam Hon' President of India, there are three types of family in our villages, they enlighten once the importance of educating young ones in the family at any costs and guiding them at all critical stages. Then, some others families who realize the importance of :- ideation but are not aware of the opportunities in time. The procedures and ways to realize these opportunities in time for their children. The third categories are economically weak and do not aware of the value of education for generations and continue to live in poverty. Fortunately for the researcher, the third category is not at all present in Kerala due to high literacy rate before thirty year back itself.

Statement of the Problem

Most of the colleges, which started in early 1990's, now offer world class Education. Due to unavailability of students in Tamil Nadu and Karnataka due to merit, orientation and finance; the colleges are compelled to attract students from other states and other nations to fill their sanctioned in-take. Kerala a fully literate-state thirty years ago. (back in 1970)But due to communist influence did not start sufficient professional Educational Institutions to meet the exponential increase in demand for higher Education. The students from Kerala (most of them meritorious and rich) are getting educated in Tamil Nadu and Karnataka from 1991 in large numbers. Till 2001 the colleges outside Kerala experienced heavy rush for admissions from students of Kerala. When more colleges got established in Kerala by 2001, the number of students coming out of Kerala decreased considerably. But the fact is that still Kerala tops in providing students to Tamil Nadu and Karnataka comparing with other states of India. And it will be the sime for atleast say 20-25 years. The number of seats available in various disciplines in Kerala does not match with the demand there, and will not match in the near future. Now a bitter competition is prevailing among colleges in South India to get quality students to their Institute.

Thus, majority of the colleges are in Tamil Nadu and Karnataka and students are from Kerala and North East India (the number of colleges are very less in North East India). The colleges mainly concentrate to get more students from Kerala due to quality of student (merit, discipline, orientation, wealthy etc..) and geographical proximity. The researcher is employed in one of the leading college in Tamil Nadu and often being the part of this competition in recruiting students for the parent organisation through different marketing efforts and strategies. The colleges attract students through different type of advertising and campaigning methods. Educational exhibitions are the main source for getting candidates for the past 10 years. The educational exhibition gives an opportunity for the student to choose the college after comparing with other colleges. For the college it gives the opportunity to face parent and student together for counseling and record their taste and preferences. This will enable the college to improve itself in the coming years to attract more students. It will also give a chance to compare with other colleges and their advantages and disadvantages.

The Malayala Manorama, the leading daily in India (Malayalam) conducts educational exhibitions from 2002 onwards with 200 colleges from South India participating actively. HORIZON (the brand name of the exhibition) one of the world biggest exhibition in the educational marketing. The researcher and the parent organisation are the participants from 2002 themselves. There are atleast another 10 more educational fairs are in Kerala but, HORIZON is highly superior to all of them in quality and reliability in student response. So, most of the participant colleges upgrade themselves to meet the future challenges with the feedback and information from these type of educational exhibitions.

Need of the study

Every Year, around a lakh students battle it out of Kerala to get into the Best Educational Institutions in Tamil Nadu, Karnataka, and Andhra Pradesh. The difference between those who make it and those who don't lies in a deceptively simple word: Total Evaluation Means Accreditation with Placement. It is crucial to get battle-ready by short-listing the right institutions in all aspects. So far, no systematic study is made in this subject (only time-to-time decisions are taken on the basis of current information). So the researcher with the help of the parent organisation and the exhibitor decided to chart out the preferences of students in selecting the

campus for their higher studies. But in every year the choices and preferences of students are changing. The demands for courses are also changing in random. This created extreme difficulty for the management to stabilize the quality of education and complete full in-take in admissions. To measure the change of attitude and preferences of students year by year is a difficult task with changing scenarios in every field of education and employment opportunities. The imbalanced policies of the state and Central government created a difficult situation for the educational management to complete their intake capacity with meritorious, oriented and affordable students for their respective courses from local side as well as other states. The uncertainty of the employment scenario, the opportunity for higher studies, financial assistance from banks, the legal validity and status of the courses and institutions made the parents and students made "oscillation in their choices. For the management, for future investments and developments proper information on student preferences and choices are necessary.

Scope of the study

The scope of the study was restricted within the state of Kerala, which is the biggest supplier of students in country towards all other states and will continue the status at least for another twenty-five years. The presented scenario the high competition between colleges to attract students from Kerala prevails educational exhibitions gives an opportunity for the college to present themselves effectively. In front of masses, which will in turn going to be the base of market penetration? The primary data collected from the participants of the educational exhibition really represent the natural market trend without additions and omissions. Any sudden change in government policies or employment opportunities, any unexpected global level economical and political changes may cause a marginal impact on the study. The outcome of the study is very much helpful to know the attitude of the students about different parameters to evaluate a college and its performance. For the management the data can be used for improving themselves in quality up gradation and imparting new courses and technologies.

Objectives of the study

1. To classify and analyze the parameters which influences the decision making of students to

join in a particular college or campus for their higher studies

2. To critically measure how the students reaching to a final decision or conclusion by comparing various colleges of similar set ups.
3. To classify and measure the background of students with respect to different parameters and correlate with their preferences.
4. To measure the attitude of students towards different courses and their purpose of their choice.
5. To measure the brand name popularity as influencing factors in decision making of students.
6. To check the awareness about NAAC accreditation process and rating.

HYPOTHESIS

Hypothesis -A Conceptual Framework

Two of the four stages in application of scientific method in marketing research are: formulating hypothesis and testing hypothesis. This means that the hypothesis is an integral part of the scientific method. It becomes a key component in the marketing research process. It is not possible to call a formal marketing research project as scientific and complete unless it sets and tests hypothesis.

Testing of hypothesis

Statistical techniques, viz., z-tests, chi-square tests, t-tests, analysis of variance, etc., can be used to test the hypothesis whether "significant" differences do exist.

1. Null hypothesis (HO) states that the total evaluation and placement records of the college are not sufficient to access and select the Institute.

Alternate hypothesis (HI) is the total evaluation and placement records of the college are sufficient to access and select the Institute.

2. Null hypothesis (HO) states that there is no change in the yearly response pattern of students to assess and select the academic Institute.

Alternate hypothesis (HI) states that there is significant change in the yearly response pattern of students to assess and select the academic Institute.

3. Null hypothesis (HO) states that the NAAC accreditation procedure is accepted by students' to access and select an academic Institution.

Alternate hypothesis (HI) states that the NAAC accreditation procedure is not accepted by students' to access and select an academic Institution.

4. Null hypothesis (HO) - there is difference between the yearly distributions of campus selection criteria's .

Alternate hypothesis (HI) there is no significant difference between the yearly distributions of campus selection criteria's.

Methodology

Sources of Data

The data for this study can be obtained from primary and secondary sources. The primary data collected from the participants of the educational exhibition really represent the natural market trend without additions and omissions. In order to efficiently carry out the study, various procedures are used. The data used in the study is purely primary data. The interview and survey method is used for collecting primary data from respondents.

Sampling Techniques

Population

Population of this study is the students attending Malayala Manorama Horizon exhibition, the largest educational exhibition so far, for the students of Kerala who are interested to join colleges outside Kerala. A student from Kerala is MI informed through different medias and means about education and its prospects. He has already chosen his course of study to ensure a bright future. He is not oscillating. What he wants is a suitable college offering the course for him in his terms. While collecting the data we record the name, address, and telephone number of each respondent. For our research purpose we have to extract so many details from the respondent about his

qualifications, merit, choice of study subject, orientation/motivation for study, preferences and expectations in the campus, evaluation priorities of the campus, educational funding options, who and all influencing in taking decisions etc., The Study covers the following courses in which the students are interested to join in UG level and PG level respectively.

Sampling Element: The respondents who are seeking admissions Sampling Unit: Items included in a population are called Sampling Unit All the candidates who sought admissions in Tamil Nadu and Karnataka State's

Sample Size: Sample size refers to the number of items to be selected from the universe to constitute a sample. Sample Size for this study is 200. Out of these only valid responses are taken into considerations.

Sampling Methods: Probability Sampling: Under this sampling design, each and every item of the universe has an equal chance of inclusion into sample. Probability sampling is also known as Random sampling or chance sampling.

LIMITATIONS OF THE STUDY

1. The survey is conducted only inside the exhibition stalls. Though it covers most of the students and parents, it naturally misses the students of the interior Kerala.
2. A change in Policy of the State / Central Government may change the preferences of choices of students due to various factors such as Job opportunities, economy and the environment. This affects the dependency of the study partially which could not be avoided.
3. The outcome of the study and suggestions offered through this study is applicable only to Kerala state (A developed fully educated and informed state). For the managements, their constraints of running a college are not taken into account.
4. There are chances of personal interest and bias of the respondents in giving their opinion in several factors and parameters.
5. Constraints on time and resources, the researcher has continued to the period of three years. So, the validity can be of three years maximum.

Analysis on Criteria for Selecting Colleges

Now the Government of India appointed National Assessment and Accreditation committee NAAC for grading the colleges and courses. With international standards this will minimize bogus claims made by different colleges and discriminate good, standard and ordinary colleges. And now NAAC accreditation involves all round performance assessment. Thereby, the quality is assured independently. This enables the students to prefer an accredited college. So, Logically NAAC accreditation or an equivalent status is considered as total evaluation, therefore, if a candidate opts for three or more options. Equally and effectively for selecting the college means, He is favoring total evaluation or NAAC accreditation (option number 1). If the candidate opts for only two options, he will be asked to choose the best from it and marked against it. The table 1 and Table 2, Chi-Square analysis describes the criteria of selecting colleges analytically.

TABLE –.1: CRITERIA FOR SELECTING COLLEGE

Criteria for selecting college	2007	%	2008	%	2009	%
Total Evaluation and Job	38	20.11	59	30.89	89	45.41
Modern Infrastructures	62	32.80	55	28.80	61	31.12
Brand Name and Location	47	24.87	39	20.42	31	15.82
Financial	20	10.58	19	9.95	7	3.57
Other Factors	22	11.64	19	9.95	8	4.08
Valid Total	189		191		196	
Un-respondents	11		9		4	
Grand Total	200		200		200	

Source: Primary Data

During the year 2007 the total evaluation concepts or the placement reports (Job) were not preferred too much. But when year progresses it got a rapid momentum and by year 2009 it topped all other choices. This is a significant change in attitude. The infrastructural factors got a

steady response in an around 30 % all along this period. This means infrastructural facilities are reliable for many people for some more time. In the year 2007 brand Name and Locational factors were significant for one by fourth of the population. But in the year 2009 this is reduced to 15.82% a significant decrease. This means the age of the college the brand name or location is no longer going to be an advantage for an institution. So the repositioning of the organization with some restructuring is necessary.

In 2007, the financial constraints were a valid factor in deciding the campus but availability of bank loans and different other educational funding resources made the financial constraints with negligible influence by 2009. Once the government offers bank loans to all categories this constraint may vanish. The other factors like social, religious, personal, had some significant in 2007. But by 2009 people started choosing campus, ignoring all these factors. A significant decrease in percentage, But this factor will prevail forever.

TABLE 2: CHI-SQUARE ANALYSIS

Factors	Observed (O)	Expected (E)	(O-E)	(O-E) ²	(O-E) ² /E
Total Evaluation and Job	89	39.2	49.8	2480.04	63.27
Modern infrastructures	61	39.2	21.8	475.24	12.12
Brand Name and Locations	31	39.2	-8.2	67.24	1.72
Financial	7	39.2	-32.2	1036.84	26.45
Other Factors	8	39.2	-31.2	973.44	24.83
Valid Total	196				128.39
Un-respondents	4				
Grand Total	200				

Chi-Square Value	D.F	Table Value	Remarks
128.39	4	9.488	Significant at 0.05 Level.

$$\begin{aligned} \text{Expected Value} &= \text{Total respondents} / \text{No. Of Parameters} \\ &= 196/5 = 39.2 \end{aligned}$$

This is the data of year 2009 for the criteria for choosing a college for higher studies.

Null hypothesis (HO) states that the total evaluation and placement records of the college are not sufficient to access and select the Institute. Alternate hypothesis (HI) is the total evaluation and placement records of the college are sufficient to access and select the Institute. The calculated value is greater than the table value of chi-square at 5% level of significance for 4 degree of freedom. So null hypothesis is rejected. Alternate hypothesis is accepted as the total evaluation and placement records of the college are sufficient to access and select the Institute.

This is also done with the data of year 2007 and @008 for the criteria of choosing a college for higher studies.

TABLE 3: CHI- SQUARE ANALYSIS

Observed	Expected	O-E	O-E 2	(O-E) 2/E
38	61.03	-22.03	530.44	8.69
59	61.68	-2.68	7.17	0.12
89	63.29	25.71	660.92	10.44
62	58.41	3.59	12.92	0.22
55	59.02	-4.02	16.20	0.27
61	60.57	0.43	0.19	0.00
47	38.39	8.61	74.12	1.93
39	38.80	0.20	0.04	0.00
31	39.81	-8.81	77.66	1.95
19	15.25	4.91	24.07	1.59
7	15.65	-8.65	74.87	4.78

22	16.25	2.75	7.57	0.47
19	16.25	2.75	7.57	0.47
8	16.67	-8.67	75.23	4.51
				38.09

Chi-Square Value	D.F	Table Value	Remarks
87.5	8	15.507	Significant at 0.05 Level.

Null hypothesis (H₀) states that there is no change in the yearly response pattern of students to assess and select the academic Institute. Alternate hypothesis (H₁) states that there is significant change in the yearly response pattern of students to assess and select the academic Institute. Hence, Calculated value is greater than table value. Null Hypothesis is rejected. Hence the alternative hypothesis is accepted. The conclusion is, there is significant change in the yearly response pattern of students to assess and select the academic Institute

ANALYSIS OF VARIANCE

For the purpose of calculation the least value 7 has been subtracted from all the sample values so that a new table has been arrived from Table 4.1 and added together.

Null Hypothesis (H₀): There is difference between the yearly distribution of campus selection criteria.

Alternate Hypothesis (H₁): There is no difference between the yearly distribution of campus selection criteria.

Table 4: ANOVA (Two-way Classifications)

Sources of Variation	Sum of Squares	D.F	Mean Squares	F- Ratio
Between Column	5.2	5	2.6	0.01
Between Rows	6043.6	4	1510.9	7.20*
Residual	1678.8	8	209.85	
Total	7727.6	14		

* Significant at 5% level.

The calculated value is less than the table value, there fore null is accepted. Hence, There is difference between the yearly distributions of campus selection criteria.

EDUCATIONAL FUNDING OPTIONS

In earlier days traditionally parents used to finance for the educational expenses of the students. Now days, the expenses are high, Majority of the parents are not able to pump money effectively for the full duration of the course. But even today parents are one of the primary sources of educational funding. (Option number 1) For undergraduate studies, most of the students are dependent of banks. Thanks to government's current policy in this regard. Some PG students also go for bank loans (option number 2). Some postgraduate students arrange money by themselves for their continuation of higher studies. (Self) But for poor and meritorious candidates, still they are applying for scholarship and fees waiver. The PG students and some UG students go for sponsorship/contract study according to the nature of their course and sponsor. Apart from this, some students are having their own style of resourcing. (All together option number 3). The table 5 represents the educational funding options of the students and its heavy change in recent years properly.

TABLE-5: SOURCES OF FUNDING

SOURCES OF FUNDING	2007	%	2008	%	2009	%
Parent	91	48.15	60	31.41	45	22.96
Bank Loan	43	22.75	79	41.36	99	50.51
Self	55	29.10	52	27.23	52	26.53
Valid Total	189		191		196	
Un-respondents	11		9		4	
Grand Total	200		200		200	

Source: Primary Data

In the year 2007 all most half of the students (48.15%) were depending their parents for their higher educational expenses. Only one by fourth (22.75%) were depending Bank Loan. A significant 29% were arranging money by self and other means. But by 2009 a significant increase in bank loan dependencies and almost 50% of the students prefer bank loans for education. Only 23% depend on their parents for financial sources for education. But still a significant 26.53% finds money for higher education by self, scholarships, and sponsorships etc., as their resources for education. In the near future the bank loan dependency may increase and other options will decrease.

DECIDING AUTHORITY- WHO CHOOSES THE CAMPUS

After discussing all the above parameters it is very interesting to note that who is the real decision maker on selecting the campus for the welfare of the student. In earlier days, parents have their own knowledge, and experience, autocratically decided. Later, they started discussing with their wards. But today, students are given opportunity to discuss the matter and take decision independently. In addition to this, a valuable third person (a religious authority, a caste leader, a known academic person or any trust worthy personality) has also been considered. Here we give option one as student and option two as parent/advisor. The table 6 clearly distinguish between the parents and wards in decision making for the selection of colleges for students within their family.

TABLE -6: DECIDING AUTHORITY FOR CHOOSING CAMPUS

DECIDING AUTHORITY FOR CHOOSING CAMPUS	2007	%	2008	%	2009	%
Student	97	51.32	110	57.59	137	69.90
Parent	92	48.68	81	42.41	59	30.10
Valid Total	189		191		196	
Un-respondents	11		9		4	
Grand Total	200		200		200	

Source: Primary Data

In the year 2007 the decision-making was evenly distributed between the parent and their children. But years passed a visible cultural change are observed. By 2009 for 70% of the respondents the student is the final deciding authority in finalizing the campus to continue their higher education. Parents or elders of the family take the decision only in the case of 30%. This is one area, where a significant change is noted. Clearly, this is a significant social change to be observed closely and researched upon further. In no other parameter this much change is observed throughout the research. This shows both boys and girls (students) are capable of making educational decision their own independently or atleast with full consent from their parents. This is again quite appreciable.

NAAC - Total Evaluation Rating

Acceptance and appreciation of accreditation procedures: Earlier, students were looking hardly any one aspect / advantage of an Institution before joining in it. Later, they started looking different parameters explained before. The latest trend is the students are attempting to evaluate the Institutions (compare the institutions mutually) before joining the course using almost all the parameters independently. Government of India through UGC has constituted National assessment and Accreditation Council (NAAC) and specified guidelines for each and every parameter critically. Now, Arts, Science, Education, Technical, Hospitality, Institutions are getting accreditation from NAAC. Medical and paramedical soon will follow.

Many parents and students are already aware of these facts and some blindly follow, some partially. We make a genuine attempt to check the popularity and acceptance of NAAC evaluation concepts by a five-unit scale, that is, Excellent, Very Good, Good, Fair and Poor.

TABLE 7: TOTAL EVALUATION RATING NAAC OR EQUIVALENT

Year	Excellent	%	Very good	%	Good	%	Fair	%	Poor	%
2007	51	26.98	49	25.93	47	24.87	22	11.64	20	10.58
2008	59	30.89	55	28.80	39	20.42	21	10.99	17	8.90
2009	89	45.41	61	31.12	31	15.82	9	4.59	6	3.06

Source: Primary Data

CHI-SQUARE ANALYSIS

This is done with the data of year 2007-05 for the total evaluation rating NAAC. Null hypothesis (HO) states that there is no significant change in the yearly response of students to NAAC assessment and Accreditation procedures. Alternate hypothesis (HI) states that there is significant change in the yearly response of students to NAAC assessment

and Accreditation procedures.

TABLE 8: CHI SQUARE ANALYSIS

Observed	Expected	O-E	O-E 2	(O-E) 2/E
51	65.30	-14.30	204.49	3.13
49	54.10	-5.10	26.01	0.48
47	38.04	8.96	80.28	2.11
22	17.10	4.90	24.01	1.40
20	14.10	5.90	34.81	2.47
59	65.90	-6.90	47.61	0.72
55	54.70	0.30	0.09	0.00
39	38.70	0.30	0.09	0.00
21	17.20	3.80	14.44	0.84
17	14.20	2.80	7.84	0.55
89	67.70	21.30	453.69	6.70
61	56.10	4.90	24.01	0.43
31	39.70	-8.70	75.69	1.91
9	17.60	-8.60	73.96	4.20
6	14.60	-8.60	73.96	5.07
				30.02

Chi-Square Value	D.F	Table Value	Remarks
30.02	8	15.507	Significant at 0.05 Level.

Calculated value is greater than table value. Null Hypothesis is rejected. Hence the alternative hypothesis is accepted. The conclusion is, there is significant change in the yearly response of students to NAAC assessment and Accreditation procedures.

Findings

1. It was found that the demand for UG courses is steady always. Also it was found that from 2007 to 2009 the demand for PG courses is marginally increasing.
2. It was found that regarding the merit of the student the fact is that there is no significant change between the percentage of merit and non-merit candidates as competition increases there may be a very minor increase in the number of merit candidates.
3. It was found that the distribution of students among various disciplines (subjects) of studies is more or less same. No significant change is observed in the field of medicine technical paramedical, hospitality and sciences.
4. It was found that there is a no boom/doom for a particular course/subject exists with greater significance and there is no such effect was found as described by the media every year.
5. It was found that a marginal increase is observed in the field of arts (all types).
6. It was observed that the reason for joining a particular course is evenly distributed between options like higher studies, carrier development job orientation with a marginal increase.
7. It was found that the non-academic reasons for motivation: for study is still relevant to 25% but shows steady decrease.
8. It was found that the total evaluation concept, which was not so familiar in 2007, is now (2009) accepted by 45% with steady increase.
9. It was found that the infrastructural appreciation is steady around 30% without significant changes
10. It was found that the brand name and location is not preferred anymore it shows, a significant decrease from 25% to 16% in two years.
11. It was found that the financial constraints also show a significant decrease due to high availability of educational assistance through banks and other means. The financial constraints are going to affect only 3% hardly.
12. It was found that during the year 2007 the other factors such as cultural, religious, personal, etc., had significant presence of 12%, steadily decrease to 4% shows loosing its significance,

but will prevail.

13. It was found that the source of educational funding the polarization is very clear towards bank loan.
14. Also it was found that the parental funding for education is reduced from 48% to 23% when the bank loan dependence increased to 51% from 23%.
15. It was found that Self-sourcing and other means of funding prevails with a very marginal decrease from 29% to 26.5 % shows earning and learning is popular even now also.
16. It was found in 2007 the decision of choosing the campus was almost equally distributed between student and parent. But by 2009 students got an upper hand about 70%.
17. It was found that only in 30% of cases parents or advisors take a decision to select the campus.
18. Over all it was found that the student's category got their own maturity and awareness to analyze the quality benchmarks as their highest preference irrespective of their affordability.

Suggestions

1. The managements can confidently start More PG courses in all disciplines and can go for additional intakes in addition to the existing PG capacity
2. Irrespective of merit or non-merit categories, the students from Kerala are showing great interest in quality colleges and courses out side Kerala and ready to move out. So the management can invest for quality improvement.
3. It was found that as there is media propaganda every year, which supports a particular course boom or doom does not exist. So the management can continue "all the courses without hesitation. Even if there is a minor change happens in one year the following year will compensate it.
4. The management should not concentrate only in one particular subject or discipline but to diversify in maximum possible discipline effectively.
5. The management should keep in mind, not only science and technology but arts also having it's own significance in specializations like creative, conventional,

performing, professional, traditional, commerce and management faculties.

6. As the reasons for joining a course (Motivational Factors) are evenly distributed management has to consider all these factors together and try to accommodate all these choices. The management need not give importance to any one opinion.
7. As the people started accepting total evaluating concepts in different level, the management can go for serious quality improvement programs such as ISO certification, NAAC accreditation, International compatibility procedures, High-tech Industrial interaction for Placement etc
8. To achieve any goal the infrastructural requirement is the basic and before going for any quality improvement a proper infrastructural facility should be ensured.
9. The old colleges have to upgrade themselves with modern technology and trends to cope-up with the new level competition. Old brand name alone will not help them any more.
10. The students are advised to choose the right course, right college, for their future through utilizing educational loan facilities made available by the government. They are not supposed to compromise on quality pointing a financial reason.

Conclusion

The managements are advised not to give priority to Non-academic factors any more as it constitutes only a negligible percentage. Thanks to the government policy of extending bank loans schemes for all sections for people and is yielding very good results. The government is further advised to extend the bank loan facility to the poor and meritorious with easy conditions. The students are found more responsible and matured when they are under bank loan assistance so the parents can focus on quality campus leaving behind the financial constraints. It is a good indication that self- resourcing is still preferred by the students, in addition the management is requested to extend sponsorship and scholarships towards such students to improve the self respected students. The management is suggested to concentrate more, on student centric marketing strategies to attract and enroll more number of students to fill their intake capacity to avoid lapsed. The management should understand the student's need for international quality benchmarks and should provide the same at any cost. The days are gone for admit and equip, now

the market formula is equip and market, which is a quality change and vital for the national educational growth.

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