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BRAND MANAGEMENT OF HIGHER EDUCATION  
INSTITUTIONS IN PAKISTAN

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# BRAND MANAGEMENT OF HIGHER EDUCATION NSTITUTIONS IN PAKISTAN

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This study focuses on brand management, marketing & promotional practises which are incorporated in Higher Education Institutions, more specifically with reference to universities in Pakistan. The case organisation taken here is University of Veterinary & Animal Sciences (UVAS); a century old historic institution yet striving for familiarity in masses as a known brand. To cope with this, the prime objective of this study is to create a promotional strategy for the said institution, which ultimately leads to its brand management in the wider perspective. Thus, the literature reviewed at first hand comprises of Branding concepts I.e. Brand identity, brand personality, Identity vs. Image, brand perception etc., along with it the secondary sources like studying generic competition with the detailed analysis of course offerings, no of publications and facilities provided to students by counterpart universities are of magnificent importance, whereas the primary sources of data collection contributes to comprehensive and self-explanatory questionnaires which have been targeted at graduate and post graduate students, so as to get a better idea of their perception, expectation and beliefs about the effects of branding & promotional strategy on their selection process. These questionnaires, though close ended in nature depicts valuable observations, which are then further carried to create an effective promotional Strategy. Also, few unstructured yet informative interviews had been conducted with higher management of case company, so as get a profound picture of their view and expectations regarding branding of UVAS.

The results in the study have been graphically evaluated in detail using SPSS (statistical Package for Social Sciences), which has increased the essence of results quantitatively in a meaningful way for justifying the basis of this study that “branding has become an integral aspect for Universities to survive in hyper competitive environment.

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# 1 INTRODUCTION

Nowadays, there are many universities and colleges worldwide which are on a continuous way of applying marketing theories and principles to gain competitive advantage (Brown & Oplatka 2007). Considering this, “Pakistan”, A country in South Asia with highly geo political importance and having population of 180 million is an active education market. Despite all the misconceptions and yellow media stories, the country’s growth in education sector has been phenomenal. Whether its urban area or rural population, a sense of responsibility has been observed amongst people as far as quality education is concerned and their thirst for attaining higher education is on ever increasing rate. College graduates from little towns and cities move to metropolitan cities to quench their thirst for higher education, which directs them to University studies. In response to this demand, the competition amongst Universities to attract students has created an environment of perfect competition, as a result of which marketing practices have become part and parcel of education sector where every university is leaving no stone unturned to market itself as a top quality education provider. This red ocean has crossed the boundaries of distinction between public and private institutions and universities are becoming more like a brand, which is maintained through proper marketing techniques and brand management. This practice is surely effective in terms of monetary rewards but there exists a dark side of it as well that affects the real quality provider universities and their lack of brand management makes them less familiar in public and in job market than most of aggressively marketed institutions.

Considering this scenario, this thesis work intends to throw light on *brand management of higher education institutions in Pakistan and the view of students as do they really think marketing and familiarity of university brand is an important aspect for them to select their destined university?* In this regard, the university to be taken as case institution in this study is “UVAS”, which is the abbreviation of University of Veterinary & Animal Sciences Lahore but it is a heart-rending fact that it’s abbreviation is still unfamiliar and a 129 years old institution is still trying to renown itself in the market; particularly in an environment where other counterparts are

known by their abbreviations, logos and slogans e.g. LUMS, GCU, UMT, “The Ravens”, “Be Superior” etc. Regardless of the fact that the institution is blessed with each and everything required to meet the standard of a High rated International university; it hasn’t attained the stature in the market which it deserves.

## 1.1 Research Objectives

Despite the ever increasing importance of this subject, the empirical research regarding HE branding has been scarce and hence the topic of International marketing of HE in broad terms has been key concern in empirical and theoretical research (Mazzarol 1998; Binsardi & Ekwulugo, 2003; Gray et al., 2003) this study is objectified specifically on the importance of branding, more precisely in the education sector of Pakistan. So, the objectives of this include:

- To analyze brand management as part of universities’ marketing strategy
- Students’ take on Brand Management of HEI of Pakistan as an important aspect in their decision making process to take admission in universities
- How are other universities in Pakistan marketing their brand?
- To present marketing promotional suggestions/ strategies for the familiarity of case company (UVAS)

## 1.2 Target Beneficiaries

The **beneficiaries** of the proposed thesis are Higher Education Commission of Pakistan, the concerned owners, shareholders & marketing departments of Higher Education Institutions and UVAS, which includes the top management, the honourable Vice Chancellor, the Dean, and the Director (MBA Program).

The **secondary beneficiaries** are the students, professors and other professional individuals in association with university.

The **third beneficiaries** are the common public to have a well-recognised and renowned institution available for them.

The fourth beneficiaries include all other students and people who will read this thesis.

## **2 THERIOTICAL BACKGROUND & PREVIOUS STUDIES**

### **2.1 Definition of Essential Concepts**

#### **2.1.1 What Is Brand Management?**

To build a strong image has always been an important aspect of product and brand management. The more the stronger brand is created, the greater will be the revenue generation both in short and long term (Kapferer, 2004; Keller 2003). So, the ultimate goal for creating brand value is to come up with the brands that last for decades (Aaker, 1996). As far as consumer behavior theory is concerned, A brand is defined as a mark that differentiates a branded identity from others, which could be a symbol, slogan, mark, tag line, specific design, colorful pattern or a best possible combination of all of these (Schiffman et al, 2005). Therefore the ability to memorize and recall a brand is “brand awareness” (Einwiller, 2001), whereas the limit to which brand is valued by the customers is called brand equity which is interlinked with the brand trust and loyalty. In one liner, the grater the loyalty and trust of brand is developed in customer’s mind the more will be the brand equity. This brand equity can be achieved through quality, product perceived value and its attributes which are valuable for customers. It’s the brand value and brand perception which effects on consumer purchasing behavior, even before the consumer has prior purchase experience (Hoyer and Brown, 2001; Keller, 1993; Stephen, 1993). So the importance of creating a strong brand value can’t be put aside which have direct impact customers’ selection procedure, even if they have little or no experience with previous purchase.

### 2.1.2 Brand Awareness

Brand awareness is related to the power and familiarity of a brand about which a customer/ consumer is fully aware of. The prior research in the field of brand management has proved it that a more recognized or familiar brand gets lot more positive response than a non-familiar one, even if the unknown brand has more quality orientation (McInnis, Shapiro & Mani 1999). The brand awareness is consider as a first step towards knowledge and attitude of the brand which give an in-depth overview of what the product is all about. As Aaker (1996) believes that brand awareness can be analyzed from three different aspects I.e. recognition, recall, first recall and dominant and he further adds that consumer is simply concerned in remembering the brand name. Also, it is important to mention that creating awareness amongst masses could be an expensive task to do, the expense of which can be compensated if it is done effectively to increase the brand equity.

In more philosophical terms, brand recognition/ awareness is all about recollection of a brand or once a product is rebought. As mentioned above, the brand gives a positive feeling which makes customer realize that a product/ service coming from a particular brand would surely be of high quality as the company has spent a lot on its promotion. Brand recognition has its strong impact on product class that in some cases it proves out to be a wholly solely recognition for product category e.g. “Cola”. In this context the first word striking customer’s mind would be “Pepsi” and “Coca Cola”. This particular glimpse of recall is called “first recall”, and no wonder it’s the dream of every brand to recognize itself in the category of first recall. However, one can confirm a positive brand awareness if the product falls amongst top few brands in this first recall category.

To understand more about the relationship between brand recognition and brand recall, let’s have a look over the following chart.



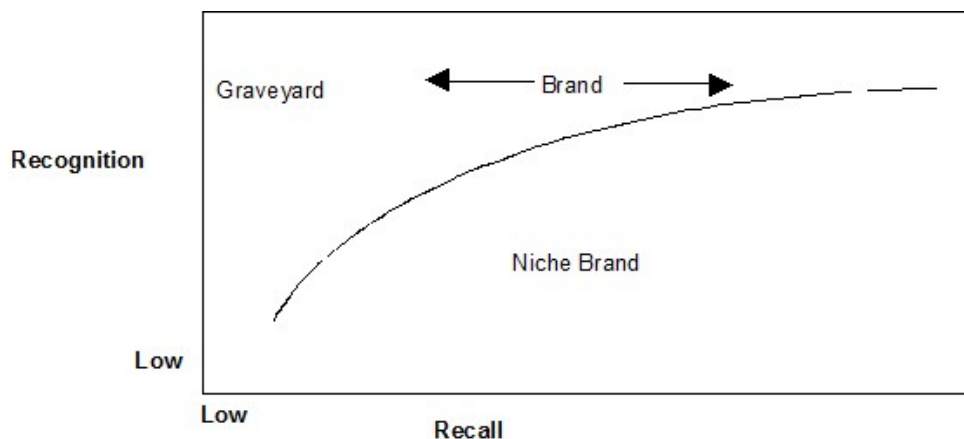


Fig 1: Brand Recognition versus Brand Recall: The Graveyard Model (Aaker 1996, p 15)

It is obvious from the chart above, if the brand falls somewhere in the graveyard portion it means people only recognize when they see it, but don't really recall it in terms of specific product line. Whereas, if the brand lies in Niche portion, it can clearly be implied that the brand may not be recognized or familiar in masses but is extremely recallable to specific niche market. The best example in this case would be of a "paint brand", which may not be recognizable by many but could be a hot cake in its specific target market for its loyal customers. However, loss of market share and sales can be identified if there observed a movement towards grave yard.

### 2.1.3 Perceived Quality

The perceived quality is the major aspect responsible for financial gains and monetary rewards of a brand (Aaker, 1996). Also, perceived quality is one of the most important drivers for brands having specific products (Huang, 2009). The more the perceived quality the greater will be the value of a brand. However, being marketer one must not forget that the claims raised in advertisement must be in line with the actual output of product, if not exactly the same, otherwise efforts for increasing perceived quality will go in vain. For example a motorbike claiming best fuel consumption may turn out to be the worst one as a result of separate independent tests. These type of heightened claims can be a direct threat to brand image.

Along with it, another tough task for R&D section could be the identification of what quality means from customer to customer. Once a consensus of majority is attained

on what quality actually is, the next step is to set standards to achieve this quality for overwhelming customer needs. There could be several challenges in generating perceived quality of a brand which entitle the customer to go for the very brand. The first issue could be reinventing the perceived quality if the previous image was based upon low perceived quality. In case of education market, an institution with a low image in past finds it a great challenge to re appear as a good perceived quality institution. It then requires a revolutionary change for institution to offer such services/courses/ facilities that student expect from any institution of high perceived value. In reinventing/ reforming the old image it can be difficult for consumers to differentiate between all the old and new offerings and hence judging quality could be an issue (Aaker, 1996). The same issue can be considered in Higher education Institutions where it will be tough for consumers to judge the quality from old offerings to new portfolios.

#### **2.1.4 Brand Association**

The association of brand is direct indicator of brand quality, discussed above. According to Keller (1993), Brand association can be sub categorized in to various forms of associations which include product attributes, attributes like price, customization, emotion attachment etc. These associations are determined by the brand identity which then makes customer a repetitive consumer. The brand association set initiatives for designing the communication message that may further result in to high perceived value of a product/ service. In Higher education, brand association can be termed as quality faculty, the offerings of programs/ courses of interest, the fee structure, industry linkages and so on. An emerging brand institution must include these association parameters in its promotional campaign so as to brand itself up to student's association.

### **2.1.5 Brand Identity**

Aaker (1996) differentiates brand Identity and brand image by simply dividing the level of perception that how brand wants to be perceived is brand identity whereas how it actually is perceived by the customers is brand image. He further adds that brand identity results in provision of “direction, purpose and meaning of the brand”. This set standards for a target market at which branding should be done in a more structured way. The brand image aim to promise the customer (Ghodeswar, 2008) and a brand identity often comes out to be an output of experiences which customer shows with it in terms of trust enhancement between the producer and customer, as a result of which brand attains the status of competitive advantage (Ghodeswar, 2008).

The overall brand identities comprise of associations which are not likely to be changed in no time, it is the actual core value of the product and is not liable o be affected for perceived value (Aaker, 1996). For an effective transformation of brand identity construction, the organizational values and brand should be in accordance with each other or else there will be a collapse in the image of the two (Ghodeswar, 2008), and there can be huge chances of losing credibility, both in form of image and identity. The aspect of “brand proposition” can’t be neglected in this identity construction phase and there should be existence of elements based upon unique and valuable characteristics, which in total adds a lot to value proposition (Aaker, 1996). This extended identity completes the core identity by filling the gaps which core identity can’t communicate itself. (Aaker, 1996).

## **2.2 The Brand Identity Planning Model**

According to Aaker (1996) a brand identity construction can be seen in four dimensions because brand is something more than just a product. These four dimensions/categories in this brand identity process are interconnected with each other. As it is evident from Fig 2 below, that brand identity model starts with the key strategic

analysis of brand which includes customers, competitors and self-analysis of the brand. At the first spot, the brand identity construction requires the brand to be considered as a product, organization, an individual person and a symbol (p, 78). The purpose of these four views is not only to assign, differentiate, organize and design a brand identity strategically but also assisting in implementation of strategic decision

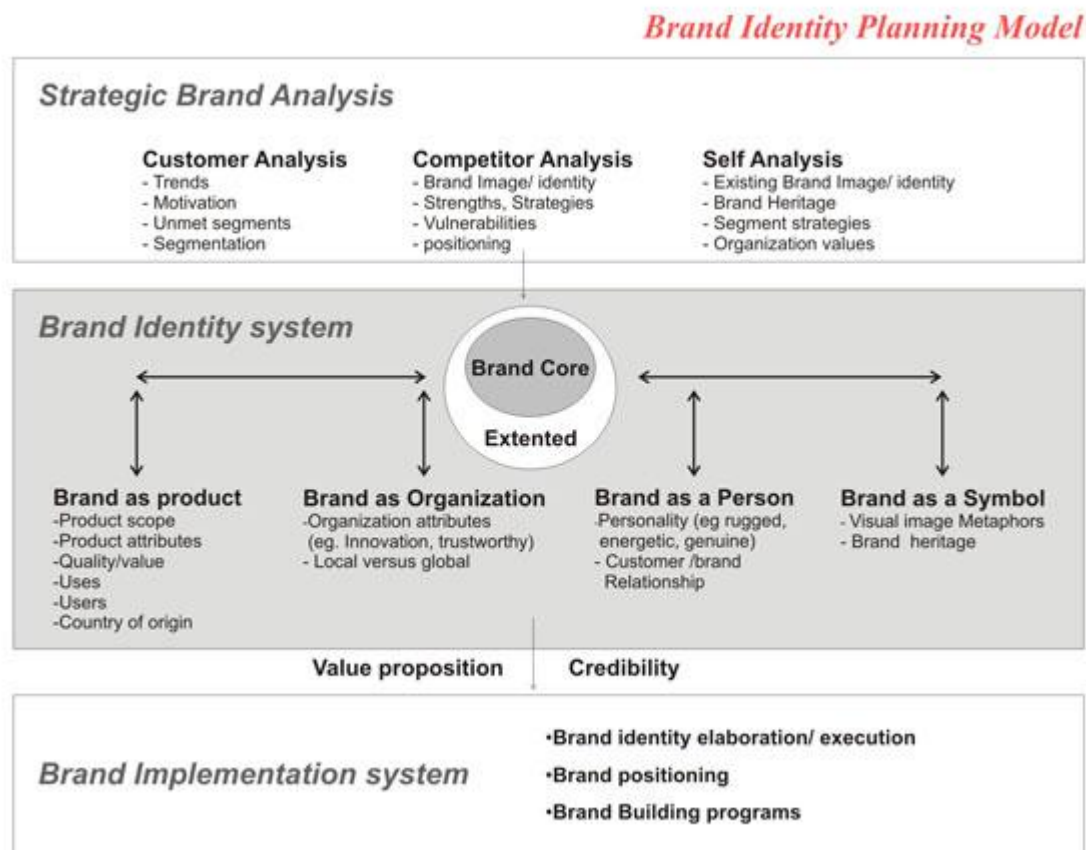


Fig 2: Brand Identity Planning Model (BIPM), Aaker 1996

making.

This established brand identity then set direction for brand implementation system followed by brand execution, brand positioning and brand building.

The brand as product includes the category with which the brand is associated. For example, Pepsi cola in the category of soft drinks, Red bull as energy drink etc. However, Aaker (1997) strongly enforces that it is more important for a brand to be recognized as a representative of category rather than it first needs to be categorized

and then recognized. This phase is considered to be extreme of brand success where the brands itself become a product and source for company's identification. This successful phase can also be related to high perceived quality of a brand that puts itself above its competitors as far as customer perception about quality is concerned (Aaker 1996, p.81). Aaker also reinforces the fact that country of origin also act as an important factor in its recognition as if the image of country is positive, technologically advanced and quality focused, the same attributes can be associated with the products in foreign markets. Talking in this domain, in some cases education institution from UK, USA and Germany naturally have an advantage over the others, regardless of providing lesser quality education, but the tag of these countries reflects positive image at first place.

Moving to the second sub heading in brand identity framework, the brand as an organization is all about attributes which can be connected to organization in total, but not necessarily with brand itself. These attributes mainly include innovation, customer relationship management and trustworthiness etc. (Aaker 1996, p.79). These attributes contribute directly to the value proposition as they are tougher and complex to be imitated as compared to product itself (Aaker, 1998). Therefore, it's obvious that the more the organization is regarded by the customers, the greater will be the popularity of brand in the market. This also gives enough justification for corporate industry to invest in private education sector and cash their established good will in this field as well. However in terms of local or global brands, it's easier for local ones to attach customers emotionally as compared to the international one, for whom the credibility, reliability and quality are must (ibid).

When it comes to brand as a person, then one must not forget its implications as personality traits of human beings. According to Aaker (1997) brand personality can be described as personality traits of individuals which gives brand more dimensions than describing the product in terms of its attributes. In comparing the two, Aaker further adds that considering brand as a personality strengthens the brand and it affects the relationship with customers the same way as the human personality affects the relationships with other humans (Aaker 1996, p. 83-84). The in-depth analyses of brand personalities are discussed in the next section.

It is important to remember that "symbol" must not be confused with "brand". Symbol is an independent attribute of product that helps in recognition and recall of a brand (Aaker, 1997). The connection of symbol along with brand requires a quick glance of customer to recognize the brand immediately (Aaker 1996, p. 84). Such is the reason that in education sector, nearly all the institutions use their symbols as an important mean of communication together with the brand name so that it increases the recognition factor.

Having discussed this Brand Identity Planning Model, It is important to remember that while making a brand identity strategy, it's not necessary to use all the discussed brand attributes as its more like a mix of one or two that can be designed as per specific target market or it depends upon the brand that how it wants to be perceived (Aaker, 1997).

### **2.2.1 Brand Personality**

Aaker (1997) defines brand personality as "the human characteristics associated with a brand". Brand personality can also be described in same way as a human can be considered in terms of demographics, personality traits, life style and habits (Aaker, 1996, p. 142). The topic of brand personality can enable us to understand different types/ kinds of brands and one can differentiate them exactly the way like different human personalities. This brand personality topic makes this research an effective piece of study as various university brands can be considered and differentiated as a unique brand in their own and their target markets, their course preferences, their critical success factors could be the key attributes for their brand management. As the initial research of Aaker was about to relate this brand personality with "the big five" model which is famous for measuring the human behavior dimensions i.e. Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness (McCare, Costa & John 1998)

As Aaker (1997) believes that brand personality framework depicts sincerity, ruggedness, excitement, competence and sophistication as an integral attribute of brand personality, this framework can surely be applied in various industries for choosing the right fit for their brand personality; however it hasn't been applied to any university study so far. Considering this, the very study creates an opportunity for future research while opening new horizons for brand personality in higher education institutions. Just like physical personality traits of individual that are attached with brand image varies from their thought process to their style of walk (Aaker, 1997), exactly the way high reputed brand of university affect student's perceived quality and their value in job market. No wonder, an A rated university has an image of producing high quality students and this is what brand personality can depict to the maximum. In this context of rising brand personality the role of symbolic identity can never be undermined. A brand needs a perfect symbol to show its personality upon target customers (Aaker, 1996. p, 148). This symbol could be a media of advertisement, a slogan, a caption or it could be a brand ambassador that deems to be a possible fit for the particular brand. From sportsmen to show biz personalities, the symbolic use of these ambassadors has been a key aspect in company's marketing strategy as well. However, the sole objective of these symbols is to create a unique brand identity that is to be perceived by customers, which further designs their attitude towards the product/ service (Aaker 1996. p. 148)

### **2.2.2 Branding Of higher Educational Institutions**

Around the world, there exist numerous universities and colleges which are applying marketing and brand management practices to gain competitive advantage (Brown & Oplatka, 2007). As higher education refers to service therefore all the marketing principles of services can be applied to Higher education institutions. In this scenario of Education services, the customers will be the students, employers and public as being beneficiary of higher education services. Further following the principle of

market segmentation and targeting, the primary consumers in this case are students (Kantanen, 2007)

The effective part of Higher education branding is its positioning statement that anchors its unique brand image in hyper competition (Chapleo, 2004). So to use positioning attributes in higher education branding portfolios need careful adaptations (Temple & Shattock 2007), so that best and accurate branding policy is adopted. In this domain an institution's brand should result in formulation of those marketing strategies that allows it to survive on long-term basis (Apte 2014). Along with it, the successful brand management of higher education institutions basis upon this (5Ms & Tactical Moves) Principal, which include

- Mission  
If the communication strategy is in line with institution's long term objectives
- Media  
Will the media used be exactly appropriate for particular branding policy?
- Message  
What message will superbly fit the desired outcome?
- Money  
What resources will be required for efficient and effective implementation?
- Measurement  
How the effectiveness of branding activities will be measured

### **2.3 Challenges in Higher Education Branding**

The branding of education services may encounter number of challenges which an ordinary commercial service provider may not because non commercialized institutions have to be more intelligent in their marketing and branding efforts (Vijender, 2007), because educational brands are used for long-term consumption purposes than a typical commercial one. Secondly, most of the education branding hasn't been the focus and center line of case studies or scholarly articles; however they can be cher-



ished as a commodity brand when the demand exceeds the supply (Yasawy, 2007). Also in case of conventional product like cola or biscuits the product differentiation is very less which increase the scope for branding whereas in educational branding the element of differentiation could be high i.e. number of degrees, courses offered etc. which ensures a limited branding scope of higher education institutions ( Gary, 2003). As far as diversity and strength of students are concerned the study ambitions, aim and involvement may vary from portion of society to certain limit, whereas lot of students may not like these offerings (warwick, 2004) which makes branding of educational institutions a little tough. The element of similarity can't be neglected irrespective of constant claims by different institutions as being 'best', "Top quality providers" etc., which ultimately make them similar at one point (Belanger, 2002). Further the chances of getting off track in this branding strategy can't be put aside as the focus totally shifts to new offerings, increasing market share which may affect teaching and learning capabilities of these institutions.

Another important challenge in Higher education branding is the difference in perception of owners and consumers. The institutional owner looks over his/her competitors who may not what exactly or is equally important for the students or guardians (Belanger, 2002). The investment of higher education institution is mostly focused towards building, infrastructures, cafeterias, sports facilities etc. This investment could be vulnerable in contrast to same investment in FMCG market because in educational sector trust and relationship may take long time to develop and are breakable in shorter span of time (Twitchell, 2002), which in the FMCG market is totally opposite.

## **2.4 List of Higher Education Institutions in Pakistan**

The status of Higher Education Institution to Universities is awarded by "Higher Education Commission" (HEC) of Pakistan. To attain the stature of degree awarded institution, all these universities have to be accredited by HEC. Thus any university, either public or private can't issue the degree certificate to any student unless it is

registered in the HEC panel of Universities. The list of HEC accredited universities to date can be found in Appendix section. However, the chart below gives the graphical picture of HEC recognized universities as per various provinces.

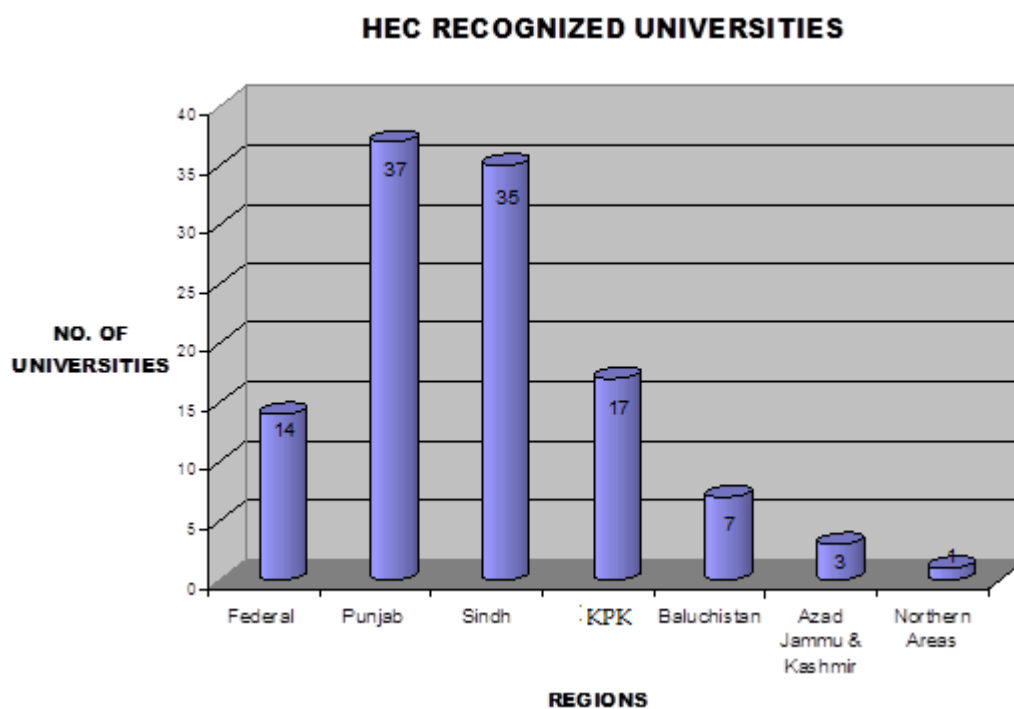


Fig 3: Bar chart mentioning Higher Education Institutions per province

### 3 INTRODUCTION OF THE CASE COMPANY

UVAS is the name of history itself. Established since 1882, the very institution has contributed a lot to animal life in Pakistan and is honored to be the pioneer in this field, undoubtedly, the only King in the ring in Pakistan as far as animal sciences are concerned.

This Institution started as Veterinary School in 1882 and was raised to the status of Punjab Veterinary College by the end of nineteenth century. Its present buildings were completed in 1921. In 1942, the College was affiliated with the Pun-

jab University, Lahore. In 1971, this College was integrated with the University of Agriculture, Faisalabad, and since then basic DVM degree is being awarded. The Up-gradation of College of Veterinary Sciences, Lahore to the status of a University in June 2002, was an obvious testimony of commitment of the Government regarding institutional arrangement for further research, higher education, human resource development and poverty alleviation.

So far, over 4500 Veterinary Graduates have qualified from /UVAS and are serving all over the World. Many graduates from this institution rose to the ranks of Major Generals in Pak Army, Ministers, Vice Chancellors, Federal and Provincial Secretaries. Many of the graduates have entered into Civil Services, Livestock Departments, teaching and the research institutions of the country and UN Agencies (FAO, UNDP, WHO), Atomic Energy, etc.

Presently, after attaining the stature of a chartered university, the institution readily took the challenges of opening the new horizons of education by entering in to the postgraduate degrees, diplomas & short courses in areas of animal production and health, in computer science, statistics, livestock extension, economics & business management, wildlife and fisheries, etc. and so far has justified to the extent of retaining its class, its mark as a quality providing institution. UVAS is just more than an ordinary institution, a complete package that enhances the efficacy of the students and assisting them to trace the way of true professionalism and experience. An ever demanding, an everlasting and an ever improvising institution that offers candidates to realize themselves as a part of true university environment. Whether it's about workshops, it's about seminars, it's about event organization, it's about sports, extracurricular activities etc., it's about UVAS because it's all about students as UVAS truly provides a platform which a student expects to meet the requirement of modern challenges.

UVAS is not far in Technology as well. The WTO lab, well equipped IT departments and the modern methods of treating with animal sciences and techniques involved in performing critical operations, are the clear evidence of this fact. It's an honor that various quality control tests regarding animal health and other milk pro-

cessing techniques are being tested in UVAS and their validity and certification is based upon the results conducted at this very historic institution. Like others UVAS doesn't speak before it delivers, it just delivers, but as per requirement of the modern competitive scenario the need of this particular thesis is smelled so that people should know that what UVAS delivered, what it is delivering and what it is capable of deliver in future as it possess the ability to deliver the best you can expect, because this is "UVAS" I.e. University of Veterinary and Animal Sciences Lahore.

Talking specifically about infrastructure the buildings, the halls, the classrooms, the green belts, the library etc., in total it provides you an excellent environment to cope with your studies and a touch of historic spacious buildings does the rest for making it a perfect class act. The story doesn't halt here as the natural habitat takes you back to pure natural environment where you can not only experience but feel the nature. In this regard, the Avery garden is more like a treat to watch where one can access to beautiful creatures like local and imported breeds of parrots, eagles etc. and not to forget the innocent charming dears reflecting the image of an awesome university. Talking in rhythm, the hostels facility for non-residential students with separate premises for both males and females and the provision of living facilities including the cafeteria, a 60 year old mosque and a fool proof security gives a sigh of relief and maximum satisfaction level to the students living away from their home. Recently an overhead is constructed which joins the hostel premises with university in order to avoid road accidents and to save student's time because UVAS is always student focused. What else one wants? What else one expects from a university when it has got a solid infrastructure like UVAS and what to talk about its location. Not much to say about the fact that UVAS exists in the best possible surroundings. Look how? In the heart of Lahore, nearby high courts, G.P.O, along with railway station the excess to local transport plus, plus and plus the blessings of Holy Datta Darbar, makes it the superb location for study.

Most of the times people raise a claim on UVAS recognition as "Ghora Hospital" while putting aside its competencies and its contribution to health and Life. To all of them, "Ghoara Hospital" is a name of history, it is truly an institution which has protected those pets that protect their homes, has saved those buffalos that nour-

ish their children, has protected those horses that they use as a transport etc. In relation, UVAS is exactly doing the same for Pakistan as being done by WWF for rest of the world. This is the true status of UVAS. That's why UVAS is truly an asset of the country, an asset of nation and we, in any form, should be proud to be the part of this National asset.

### **3.1 Mission**

The mission of the University of Veterinary and Animal Sciences (UVAS) Lahore is human resource development to evolve strategies for sustainable development and improvement of animal sector leading to poverty alleviation through food and social security in the country.

### **3.2 Vision**

Future needs of the professionals will be updated to meet national and international standards. It will endeavor to improve and modernize animal entrepreneurship from traditional to modern farming system within a period of ten years (2004-2014) through development of appropriate technologies and more focused research on applied problems. The ultimate goal shall bring prosperity mainly by reducing/alleviating poverty especially in rural areas of the country.

### **3.3 Faculties**

1. Faculty of Biosciences
2. Faculty of Veterinary Science
3. Faculty of Animal Production & Technology
4. Faculty of Fisheries & Wildlife
5. Faculty of Life Sciences Business Management
6. Institute of Pharmaceutical Sciences

### **3.4 Facilities**

- University Library
- University Hostels
- University Sports Auditorium
- University Magazine
- University Mosque

### **3.5 Library**

The main library of Former College of Veterinary Sciences (CVS) was given the status of University Library, UVAS, Lahore in 2002. The UVAS Library is situated at the first floor of the Academic block. University Library has been fully engaged in providing effective library services for the promotion of higher education, research and extension activities. Its role in uplifting the higher education system, research and extension services has been acknowledged by majority of students, researchers and other related community.

### **3.6 University Hostels**

All male and female students on the roll of the University, who are not resident of Lahore city, are provided with on campus residence. Seats in the hostels are provided on the basis of academic performance, length of stay in the hostel and good conduct of the student.

1. Fatima Hall
2. Iqbal Hall
3. Jinnah Hall
4. Tippu Hall
5. Seth Sarwar Hall
6. Sir Syed Hall

### 3.7 The SWOT Analysis of UVAS

<b>STRENGTHS</b> <ul style="list-style-type: none"> <li>• Historic Institution (1882)</li> <li>• HEC Recognized</li> <li>• Relationships/ Industry Linkages</li> <li>• Existing Competent Faculty</li> <li>• Suitable Residential Area</li> <li>• Hostel Facility for Outsiders</li> <li>• 24 hours Internet Facility</li> <li>• 19 Departments</li> <li>• 6 fields of specialization for MBA students</li> <li>• IT labs</li> <li>• Accredited Curriculum</li> <li>• Available Capital</li> <li>• Spacious Classrooms</li> <li>• Up to date Projectors &amp; multi-media Facilities</li> </ul>	<b>WEAKNESSES</b> <ul style="list-style-type: none"> <li>• Lesser Brand Recognition of UVAS</li> <li>• UVAS share in the market</li> <li>• Market positioning Of UVAS</li> <li>• UVAS Brand Management</li> <li>• Lack of trained faculty at lecture-ship level</li> <li>• Brand name limits to “Veterinary &amp; animal Sciences” and raises question to other degree programs</li> <li>• Slowness to change/ adaptability</li> <li>• Poor marketing</li> <li>• Lack of Inter Department Cohesiveness</li> <li>• Limited Domains for M-Phil Studies</li> </ul>
<b>OPPURTUNITIES</b> <ul style="list-style-type: none"> <li>• Increasing trend towards university education</li> <li>• Prospect political stability</li> <li>• Changing customer taste</li> <li>• Opportunities for mergers, joint ventures and strategic alliances among counterpart institutions</li> <li>• Niche Market</li> <li>• Room to market UVAS brand</li> <li>• Healthy Competition</li> </ul>	<b>THREATS</b> <ul style="list-style-type: none"> <li>• Blue ocean of Competitors</li> <li>• New entrants in the Market</li> <li>• Virtual Competitors</li> <li>• HEI entrance into establishing secondary schools <ul style="list-style-type: none"> <li>• Price Wars</li> <li>• Competitors’ oligopoly or Monopoly</li> <li>• Taxation on Marketing</li> </ul> </li> </ul>

**Table 1: SWOT ANALYSIS OF UVAS (CASE COMPANY)**

## 4 CONCEPTUAL FRAMEWORK

In this section, the concepts and theories that have been presented in the former part of this study will be used to provide a frame of reference in order to collect data. This practice, according to Miles & Huberman (1994) is referred as “Building a conceptual framework”. They further define it as “a written or visual presentation that explains either graphically, or in narrative form, the main things to be studied including the key factors, variables or concepts and the presumed relationship among them” (Miles and Huberman, 1994, P18). However, this study focuses on creating **process frameworks** by setting the stages through which *an action moves from imitation to conclusions*.

The following figure elaborates the process conceptual framework for this study.

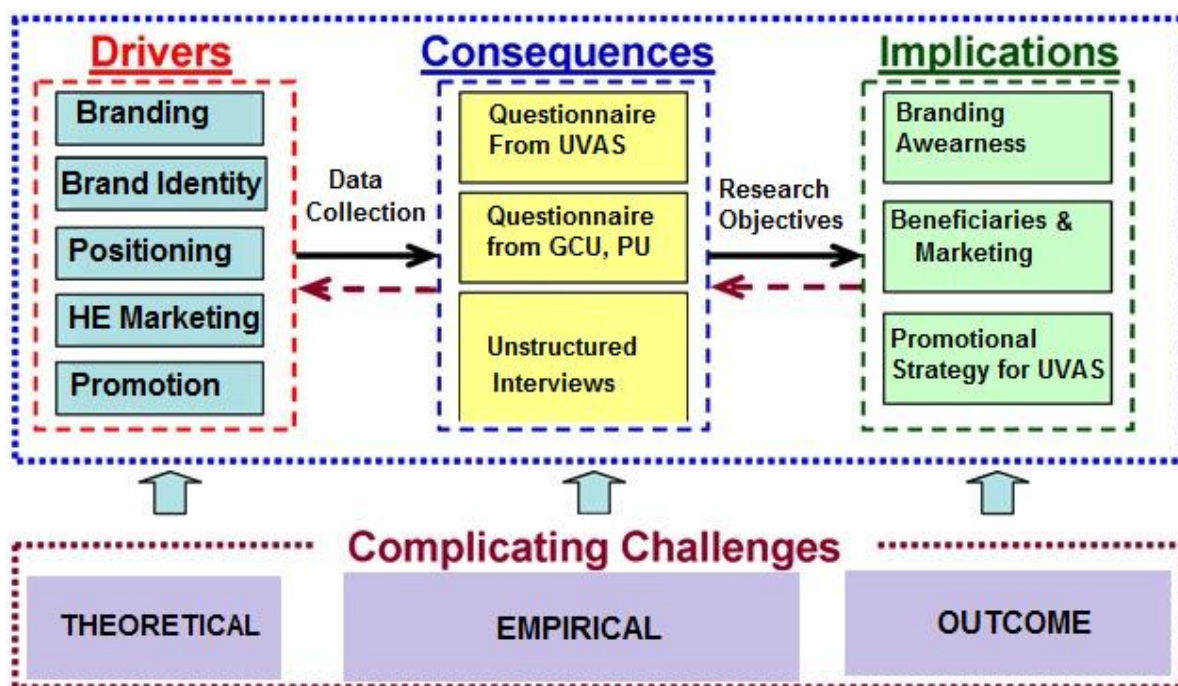


Fig 4: Conceptual Framework Chart

The literature reviewed above regarding Branding forms enough bases to act as a major driver for constructing questionnaires & interviews in a way that desired objectives are met I.e. formation of Promotional strategy. Considering this, it is evident from the literature discussed above that concept like brand identity, positioning, brand personality etc. will enable to utilize all promotional tools in questionnaires & interviews. These responses based upon comprehensive sample size of 100 different



respondents for each questionnaire will make this research reaching the outcome in desirable way.

#### 4.1 Image vs. Identity

This section throws light on initial part of questionnaire regarding brand image of case university i.e. what is the current familiarity level of UVAS? How the student body rates it and what should be the prospect ways that university should adopt to familiarize itself. Whereas the latter part of questionnaire is wholly solely concerned with prospect marketing suggestions which is one of the prime objectives of this study. So, the concepts like effects of branding, universities and marketing, brand awareness & communication of identity etc. will devise a clear way for connecting theoretical research with the empirical data.

**Table 2: Conceptual Framework Explanation**

<b>CONCEPT DEFINITION</b>	
<b>Brand Image</b>	Where the brand actually is, opposed to where it wants to be
<b>Brand Personality</b>	Human Characteristics associated with a brand: helps with understanding people's perception and attitude towards the brand (Aaker 1997)
<b>Brand Recognition</b>	<p>As defined by Aaker</p> <p>It's a recollection of brand without time, place or context. Can be a difference between choosing a familiar brand versus an unfamiliar.</p>
<b>Brand Identity System</b> <ul style="list-style-type: none"> <li>➤ Brand as Product</li> <li>➤ Brand as Organization</li> <li>➤ Brand as a Person</li> </ul>	<p>As defined by Aaker (1996)</p> <ul style="list-style-type: none"> <li>➤ Extended product attributes and brand associations. Extra features offered that others fail to deliver.</li> <li>➤ Overviews if the organization is strongly regarded by its customers as a strong liking for organization surely enhances its brand commitment.</li> </ul>

<p>➤ <b>Brand as A Symbol</b></p>	<ul style="list-style-type: none"> <li>➤ The way human personality affects relationships, exactly the way various dimensions of brand affect its marketing campaign.</li> <li>➤ The symbols with the brand enhance its recall, even if the organization is not that familiar sometimes its symbol or slogan does the job for it.</li> </ul>
<p><b>Universities &amp; Marketing</b></p>	<p><b>Single visual identity</b> includes positive image having distinct image for target audiences that is easy to communicate to all types of audiences. (Anctil, 2008)</p> <p><b>Communication of Identity</b> provides platform to universities in which it competes with its counterparts by differentiating themselves (Anctil, 2008)</p> <p><b>Value and Identity</b> deals with the fact whether awards, distinctions and achievements by other departments aid the overall university brand or not (Jevons, 2006)</p> <p><b>Surrounding Environment</b> focuses not only the student but also on the surrounding environment i.e. parents, guardians because of having their impact on decision making.</p>

Since, this conceptual framework table explicitly analyses the key contents required to inline the questionnaires, there exists a great coherence with the output of empirical data, which will be displayed in the research section. Also, these branding concepts discussed above plays a vital role in meeting the desired objectives of this research which can be viewed in suggestion and recommendation section, especially the "university and marketing" & "effects of branding" portion in the table enables to create on spot questions at respondents for effective brand management of HEI's.

## 5 RESEARCH INTO ACTION

- SPSS – 16 (software for data analysis)

“Statistical Package for Social Sciences” is renowned software for data analysis and presents the meaningful data into graphical format to the next level as compared to Excel. Along with my personal liking for it, the reason for using this software is my existing skills and the capability of software to analyze, generate, evaluate and interpret data in a more advanced format, which can assist me in future research.

However, the chart pasted below further briefs the methodology , in which this research is being carried out.

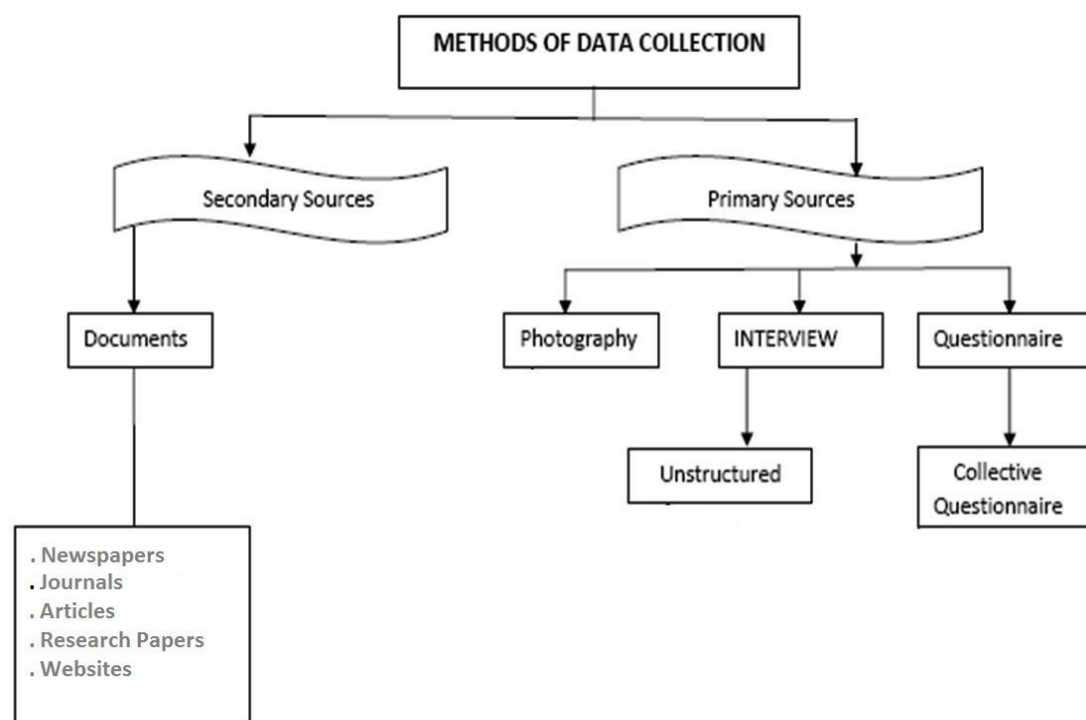


Fig 5, showing research methodology carried out in this study

## 5.1 Research Problem

- Developing a promotional strategy for UVAS
- Getting customer (student) responses about important tools of promotional strategy

## **5.2 Research Methods**

Research is a way to differentiate, interpret and analyze data into two different domains i.e. qualitative or quantitative (Bryman & Bell 2007)

Methods of Data Collection in the thesis includes

### **5.2.1 Primary Research**

#### **5.2.1.1 Qualitative Research**

The purpose of qualitative research is to understand the research objective. The qualitative approach is often more suitable for the suggested topic because it deals with the knowledge, behavior, attitude, values and concepts of promotional strategy, and also subjective in nature (Bryman, 2004). The nature of research questions forms basis for research strategy (yin, 2003). This leads us to these four prominent research strategies which are used for further carrying out qualitative research I.e. Interviews, Experiment, History and Case study.

#### **5.2.1.2 Case Study**

Case study research strategy is carried out to understand the complexities of research in better way, which can add the overall quality to already known problem from previous research. It's even productive and beneficial in studying already established events/ conditions and their relationships. There are found quite a few alternative opinions about single or multiple case studies. Some researcher believe that any number between 1 to 5 can generate better results whereas most are of the opinion that a detailed single and in-depth case study can bring accurate results than multiple

cases under observation (Eisenhardt, 1989; Dyer & Wilkins, 1991). However, the most important aspect of research is to sufficiently cover the topic (Merriam, 1998). Considering this, taking UVAS as single case while keeping in view few other competitive institutions, can surely answer the research question in best possible accurate way.

### **5.2.1.3 Empirical Research**

Normally, the research starts from secondary data and if there is no such availability of secondary data, then the best option left is to go for primary data (Ghauri & Gronhaug, 2005). I am lucky enough to have fine amount of considerable secondary data on promotional strategy in form of web and newspapers, yet lacking of this data to the extent of matching my case company forces me to initiate primary data I.e. Through questionnaires, where the responses from respondents will be key determinants in answering the research objectives, which surely enhances the quality of this research.

#### **5.2.1.3.1 Quantitative Research**

The quantitative methods are best suitable for figures, measurement and numerical data and these are objective in nature (Dezin & Lincoln, 2005). The quantitative research in this thesis is being conducted in the following way.

##### **○ Close ended questionnaires**

The two types of closed ended questionnaires are tailored to analyze students' responses about the research question i.e. the impact of brand management on their decision making". Also, the targeted questionnaires will give us in-depth about their perception, ideas and views about marketing of higher Education institutions in Pakistan.

### **Target Audience for Questionnaire 1:**

This questionnaire will be asked from the existing graduates and post graduates students of few renowned universities of Pakistan with the sample size of 100 each. The size of questionnaire is limited to 10 – 12 questions. As mentioned above, the objective of this questionnaire is to evaluate student responses about the role of brand management & marketing done by universities that attracts them to be a part of these institutions. In addition, this questionnaire will throw light upon other factors as well, which student community considers an integral aspects for HEI success. The proposed questionnaire is given below

### **QUESTIONNAIRE 2:**

This questionnaire gathers the responses from students of UVAS i.e. (the case organization in this thesis), with the objective of figuring their opinion about brand management of their own institution and what further developments they expect/ suggest for its effective branding.

## **5.3 Observation and Experiment as Part of Secondary Research**

- Websites
- Prospectus
- Graphical analysis
- Marketing & Promotional strategy by Darren Gelder & Paul woodcock

Through this format, secondary research i.e. “Already published data” which along with literature review on brand management will further include the analysis of universities’ websites, their course offerings, the presentation of their prospects, the claims made by them and the graphical analysis of each and every minor aspect that enables them to be recognized as a strong and influential brand. This practice will be

extremely supporting in understanding the promotional practices by these institutions in Pakistan while fulfilling straight away the purpose of this thesis. Also, the above mentioned book has been extremely beneficial in recommendation part of this study, while emphasizing clearly upon the tools to be helpful in promotional strategy.

### 5.3.1 DEALING WITH COMPETITION

This section includes the over view of UVAS comparison in the major domain of Generic competition.

*The GENERIC COMPETITION* includes those competitor universities having similar nature of courses and field of study. The list includes:

1. University of Agriculture, Faisalabad
2. Arid Agriculture University, Rawalpindi
3. Sindh Agriculture University, Tandojam
4. KPK Agricultural University, Peshawar

### 5.3.2 Programs Offered Comparison

PROGRAMS OFFERED			
<b>University of Agriculture, Faisalabad</b>	B.Sc (Hons) Agriculture B.Sc (Hons) Food Science & Technology B.Sc. Food Science & Nutrition B.Sc (Hons) Poultry Science B.Sc (Hons) Agriculture Science DVM / B.Sc (Hons) Animal Science M.Sc. (Hons.) Horticulture M.Sc. (Hons.) Food Technology M.Sc. (Hons.) Dairy Technology M. Sc. (Hons.) Animal Nutrition Ph. D. Animal Nutrition	<b>Arid Agriculture University, Rawalpindi</b>	B.Sc. (Hons.) Agriculture BBA (Hons.) BS (CS) BS (IT) B.Ed . M.Sc. (Hons.) Agriuculture M.Sc. (Hons.) Poultry Husbandry MBA MBA Executive MBA (Agri Business) MBA (Urban Management)

	Ph.D. Food Technology		MCS, MIT MS (CS) M.Ed. M.Sc. (Education) M.Phils (Education) Ph.D P.G.D (Poultry Sciences)
<b>Sindh Agriculture University, Tandojam</b>	D.V.M in Animal Husbandry and Veterinary Sciences B.E (Agri) BSIT (Hons.) B.Sc. (Agri.) Hons. In Agricultural Education and Extension B.Sc. (Agri.) Hons. In Rural Sociology B.Sc. (Agri.) Hons. In Applied Statistics B.Sc (Hons.) in Plant Breeding and Genetics B.Sc. (Agri.) Hons. in Agricultural Economics Ph.D in Soil Science & Soil Water Conservation B.Sc (Hons.) in Plant Pathology M.E (Agri) M.Sc. (Agri.) Hons MSIT (Hons.) M.Sc (Hons.) in Soil Science & Soil Water Conservation M.Sc (Hons.) in Plant Pathology M.Sc (Hons.) in Plant Breeding and Genetics Ph.D Ph.D in Plant Breeding and Genetics Ph.D in Plant Pathology B.Sc (Hons.) in Soil Science & Soil Water Conservation	<b>KPK Agricultural University, Peshawar</b>	B.Sc (Hons.) in Horticulture B.Sc (Hons.) in Agronomy B.Sc (Hons.) in Soil and Environmental Sciences B.Sc (Hons.) in Plant breeding and Genetics B.Sc (Hons.) in Water management B.Sc (Hons.) in Agricultural Mechanization B.Sc (Hons.) in Entomology B.Sc (Hons.) in Plant Pathology B.Sc (Hons.) in Plant Protection B.Sc (Hons.) in Weed Science B.Sc (Hons.) in Rural Sociology & Rural Development B.Sc (Hons.) in Business and Management Sciences DVM in Animal Health & Animal Nutrition DVM in Poultry Science M.Sc (Hons.) in Horticulture M.Sc (Hons.) in Agronomy M.Sc (Hons.) in Soil and Environmental Sciences M.Sc (Hons.) in Plant breeding and Genetics M.Sc (Hons.) in Water management M.Sc (Hons.) in Agricultural Mechanization M.Sc (Hons.) in Entomology M.Sc (Hons.) in Plant Pathology & Plant Protection M.Sc (Hons.) in Weed Science & Agricultural economics M.Sc (Hons.) in Extension education and communication M.Sc (Hons.) in Rural Sociology M.Sc. (Hons) Rural Development M.A./M.Sc. Economics M.A. Rural Sociology MSc in Animal Nutrition M.Sc (Hons.) in Livestock Management M.Sc (Hons.) in Poultry Science M.Sc (Hons.) in Animal breeding and Genetics M.Sc (Hons.) in Business and Management Sciences Ph.D in Horticulture & Agronomy Ph.D in Soil and Environmental Sciences Ph.D in Plant breeding and Genetics Ph.D in Water management Ph.D in Agricultural Mechanization Ph.D in Entomology Ph.D in Plant Pathology Ph.D in Business and Management Sciences Ph.D in Weed Science & Plant Protection
<b>University of Veterinary and Animal Sciences, Lahore</b>	D.V.M in Livestock Production D.V.M in Anatomy & Histology D.V.M in Physiology & Bio-chemistry B.S. (Hons) in Dairy Technology B.S. (Hons) in fisheries and aquaculture MBA (Life Sciences) M.Sc (Hons.) in Physiology & Bio-chemistry M.Sc. (Hons.) in Parasitology M.Sc. (Hons.) in Theriogenology M.Sc. in Food & Nutrition M.Sc. in Molecular Biology and Biotechnology M.Phil in Parasitology M. Phil in Microbiology M.Phil in Theriogenology M.Phil in Livestock Production M.Phil In Food & Nutrition M.Phil in Dairy Technology M.Phil. In Pharmacology & Toxicology Mphil in Physiology & Bio-chemistry M Phil. in fisheries and aquaculture Ph.D. in Parasitology & Microbiology Ph.D in Livestock Production		



Ph.D In Pharmacology & Toxicology Ph.D in Physiology & Bio-chemistry Ph.D in fisheries and aquaculture Ph.D. in Dairy Technology Ph.D. In Molecular Biology and Biotechnology	Ph.D in Rural Sociolog Ph.D. Economics & Rural Developmentt PhD in Animal Nutrition Ph.D in Livestock Management & Poultry Science Ph.D in Animal breeding and Genetics
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The following chart displays a comparison of various degree programs offered in universities taken into consideration as generic competition in this study.

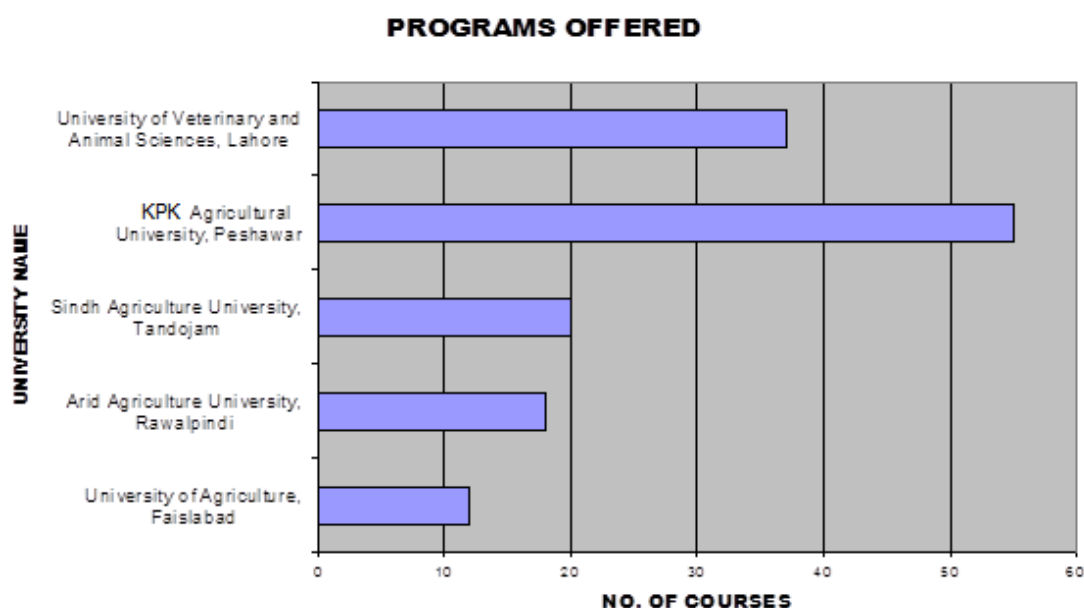


Fig 6: Chart mentioning comparison of Programs offered in Generic Competition

The above graph indicates that in KPK Agricultural University, there is more number of courses offered, i.e. 55, in comparison to the rest of the universities mentioned. Whilst UVAS struck the chart by showing the digit of 37 and Sindh Agriculture University achieved the third position in this category by offering 20 degree programs. Later than, Arid Agriculture University acquired 4<sup>th</sup> place and University of Agriculture got 5<sup>th</sup> by offering 18 and 12 numbers of courses respectively.

An interesting fact from the above calculation is that although KPK Agricultural University is offering more courses compared to UVAS, yet it is not offering MBA program. While, on the other side, Arid Agriculture has less number of courses offered than UVAS, so far it is offering MBA of three types i.e.; MBA Executive, MBA (Agri Business) and MBA (Urban Management).

### 5.3.3 Student Services and Facilities

The provision of student services and facilities surely act as an important aspect for attracting students towards universities. Especially in fierce competitive environment, this factor can play a pivot role if it is marketed properly. The table below gives a brief comparison of these services provided by universities in generic competition with UVAS.

STUDENT SERVICES AND FACILITIES		
<ul style="list-style-type: none"> <li>• Student handbook</li> <li>• Scholarship</li> <li>• Sports</li> <li>• Library</li> <li>• Language laboratory</li> </ul>	<p><b>Arid Agriculture University, Rawalpindi</b></p>	<ul style="list-style-type: none"> <li>▪ Book fair</li> <li>▪ Convocation</li> <li>▪ Sports</li> </ul>
<ul style="list-style-type: none"> <li>• Dispensary</li> <li>• Central library</li> <li>• Residential accommodation</li> <li>• Laboratories</li> <li>• Auditorium</li> <li>• Gymkhana</li> <li>• Intranet and Internet</li> <li>• Experimental farms</li> </ul>	<p><b>University of Veteri- nary and Animal Sci- ences, La- hore</b></p>	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Residential Accommodation</li> <li>• Auditorium</li> <li>• Internet</li> <li>• Café/ Canteen</li> <li>• Autoclave</li> <li>• Hot air oven</li> <li>• Refrigerated Centrifuge</li> <li>• Fluorescent Microscope</li> <li>• Inverted Microscope</li> <li>• Fluoro Spectrophotometer</li> <li>• Class I and II Safety cabinet</li> <li>• -70 C Freezer</li> <li>• -20 C Freezer</li> <li>• Water distillation plant</li> <li>• Vertical Electrophoresis</li> <li>• Horizontal Electrophoresis</li> <li>• Molecular based diagnostic lab</li> <li>• Automatic Tissue Processor, Cryostat, Auto staining unit</li> <li>• Hematology Analyzer</li> <li>• Library</li> <li>• Image Analysis System</li> <li>• Fluorescent Microscope</li> <li>• pH meter, Spectrophotometer</li> <li>• Gas Anesthesia Machines (02 Nos.)</li> <li>• Micrometer, McMaster Counting Chamber</li> <li>• Baermann Apparatus</li> <li>• Culture Techniques</li> <li>• Flotation and Sedimentation Techniques</li> </ul>

		<ul style="list-style-type: none"> <li>• Thin &amp; Thick Blood Film, Stereo Microscope</li> <li>• Centrifuge Machine, Incubator, Oven</li> <li>• Florescent Microscope</li> <li>• Phase contrast Microscope with camera &amp; Monitor</li> <li>• Artificial Insemination Kit</li> <li>• X-Ray Machine</li> <li>• Advanced microscopes attached with cameras and multimedia</li> <li>• Ultrasound machine</li> <li>• Autoclaves</li> <li>• Centrifuge Machine</li> <li>• Hot air oven</li> <li>• Centrifuge Machine</li> <li>• Incubator</li> <li>• Hot plate with Magnetic stirrer</li> <li>• Digital pH meter V</li> <li>• Flame Photometer</li> <li>• Spectrophotometer</li> <li>• Microwave Oven</li> <li>• Binocular Lab Microscope</li> <li>• Ion Analyzer</li> <li>• Biohazard safety cabinet class-II</li> <li>• Electronic Balance</li> <li>• Microscope with built in digital camera, model M9, swift Japan with computer and printer.</li> <li>• Hot Air Oven</li> <li>• Bench top centrifuge machine</li> <li>• Incubator</li> <li>• Gel Apparatus</li> <li>• Water Distillation apparatus</li> <li>• Compound Microscope</li> <li>• 2 Incubators at Main Campus</li> <li>• Digital Balance</li> <li>• Laboratory Facilities</li> </ul>
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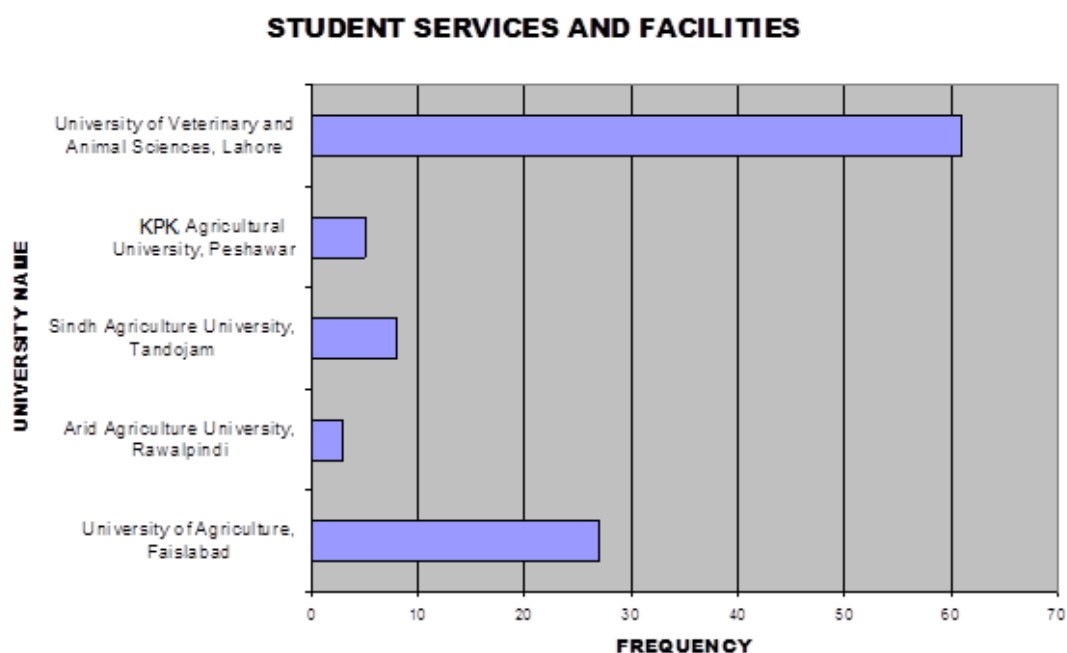


Fig 7: Chart displaying comparison of student services and facilities

Same is the case with student services and facilities as mentioned above. Here again, UVAS draws attention by showing 61 services and facilities for students. On second number there stands University of Agriculture by showing 27 services and facilities and the rest of the universities, KPK Agricultural University, Sindh Agriculture University and Arid Agriculture University shows 5, 8 and 3 numbers in total, respectively.

### 5.3.4 Research & Development Projects Comparison

RESEARCH & DEVELOPMENT, PROJECTS AND PUBLICATIONS			
<ul style="list-style-type: none"> <li>• Campus News</li> <li>• Newsletter</li> <li>• Annual report</li> <li>• Pakistan Agricultural Research Council = 31</li> <li>• Pakistan Science Foundation = 03</li> <li>• Higher Education Commission = 34</li> <li>• Endowment Fund = 34</li> <li>• Cholistan Development Authority = 01</li> <li>• Punjab Agricultural Research Board = 44</li> <li>• Govt. of Punjab = 27</li> <li>• Other Submitted Research = 08</li> <li>• Management Aspects of Surface and Groundwater</li> </ul>		<ul style="list-style-type: none"> <li>• Screening of rapeseed genotypes for drought stress and, breeding and agronomic evaluation of oilseed crops</li> <li>• Evaluation and breeding of drought resistant/tolerant canola varieties</li> <li>• Screening of local wheat (<i>T. aestivum</i>) lines/cultivars for their response to Double Haploid Production by another culture techniques</li> <li>• Development of High Yielding Rust Tolerant Wheat Genotypes by Using Molecular Markers</li> <li>• Screening of Drought Tolerant Wheat Genotypes and Estimation of the Genetic basis.</li> </ul>	
	<p style="text-align: center;"><b>Arid Agriculture University, Rawalpindi</b></p>		

<p>Resources in Irrigated Areas of Pakistan</p> <ul style="list-style-type: none"> <li>• Rice-Wheat Consortium Project</li> <li>• Testing &amp; Adoption of Improved Raised Bed Technology to Enhance Crop and Water Productivity</li> <li>• Dissemination of Raised Bed Technology to address Water Shortage in Irrigated Areas</li> <li>• On-Farm Research &amp; Development Component of Rehabilitating Lower Chenab Canal System</li> <li>• Optimizing Canal and Ground Water Management to Assist Water User Association in Maximizing Crop Production and Managing Salinisation</li> </ul>		<ul style="list-style-type: none"> <li>• Optimization of tissue culture techniques and Agro bacterium mediated transformation in wheat</li> </ul>
<ul style="list-style-type: none"> <li>• Effect of Mulch methods and Irrigation frequencies on growth and yield of Sunflower</li> <li>• Heredity of important characters of Bread Wheat (<i>Triticum aestivum</i> L)</li> <li>• Growth and yield of Sunflower under influence of Mungbean intercropping.</li> <li>• Occurrence and Severity of decline disease complex on different Mango varieties in Sindh, Pakistan</li> <li>• Repeatability estimates of some performance traits of Kamori goat</li> <li>• Organophosphate Intoxication: A serious problem in agriculture farmers and its Biochemical investigation</li> <li>• Predatory efficiency of <i>Chrysoperla carnea</i> (Stephens) on Mustard and Wheat aphid</li> <li>• Response of newly developed High yielding and early maturing Cotton strains against population of Jassid, <i>Amrasca devastans</i> Dist.</li> <li>• Isolation of Essential elements and Inhibition activity of Medicinal plant <i>Rhazya stricta</i> Dcne against Dermatophytic Fungi</li> <li>• Assessment of the Impact of Farm advisory services in Sanghar and Mirpurkhas districts of Sindh Province of Pakistan</li> <li>• Biosaline Agriculture: Potential and Prospects in Pakistan with special reference to Sindh</li> <li>• Effect of Water quality and methods of Water application on the leaching efficiency of a Saline soil</li> </ul>	<p><b>KPK</b> <b>Agricultural University,</b> <b>Peshawar</b></p>	<ul style="list-style-type: none"> <li>• Sarhad journal of agriculture</li> <li>• Increasing wheat germination, stand establishment and yield under rainfed conditions using priming techniques. Funded by Higher Education Commission.</li> <li>• Seed technology management for higher production of Bajra. Funded by Higher Education Commission.</li> <li>• Enhancing yield and nitrogen use efficiency in cereal under conventional and no tillage system.</li> <li>• Improving yield and nitrogen use efficiency in cereal based cropping system.</li> <li>• Potential species identification and evaluation as efficient resource capture and utilization for forage in remote sectors of KPK.</li> <li>• Radiation interception and use efficiency of spring and summer maize under N application and plant population.</li> <li>• Impact of agronomic practices in WUE of rainfed wheat.</li> <li>• Evaluating fodder and grain yield of clovers under harvest management. Agronomic characterization of land races of sweet corn and optimizing its yield through planting dates, plant population and nitrogen levels.</li> <li>• Integrated effect of natural (allelochemicals) and synthetic herbicides on wheat and its weeds under agro-ecological conditions of KPK.</li> <li>• Managing tillage, organic and inorganic N in wheat</li> <li>• Growth dynamics and nitrogen use efficiency of wheat varieties under different nitrogen levels.</li> <li>• Response of canola to nitrogen and sulfur levels, time and methods of application</li> <li>• Insect Pest Management by Professor Dr. Muhammad Shahid.</li> <li>• Predatory Birdbeetles (Coccinellids) of Pakistan by Professor Dr. Mian Inayatullah in collaboration with NARC, Islamabad .</li> <li>• Biological and Ecological Studies on "Typhlodromus pyri" as an efficient predator of European Red mite "Panonychus ulmi" by Dr. Imtiaz Ali Khan</li> </ul>
<ul style="list-style-type: none"> <li>• Molecular characterization and Pathogenicity of Fowl adenoviruses causing hydropericardium</li> <li>• Detection of <i>Toxoplasma gondii</i> infection in butchers and buffaloes by polymerase chain reaction and latex agglutination test.</li> <li>• Effects of Polyether Ionophores on the Protective</li> </ul>	<p><b>University</b> <b>of Veteri-</b></p>	<ul style="list-style-type: none"> <li>• Single nucleotide polymorphism (SNP) detection of Prion protein gene in five Goat breeds of Punjab.</li> <li>• Developed SOFTBOS-a Management Information System for cattle and buffalo</li> <li>• Developed SOFTGEEP-a Management Information System for sheep and goat</li> </ul>



<ul style="list-style-type: none"> <li>• Study of theileriosis in sheep at LPRI Bahadurnagar, Dist. Okara</li> <li>• Detection and chemotherapy of balantidium coli and its effect on hemoglobin in buffaloes around Lahore.</li> <li>• Diagnosis and therapeutic trials on cryptosporidium parvum in dairy calves.</li> <li>• Therapeutic trials in helminthic diarrhea of sheep and goats.</li> <li>• Study on detection and chemotherapy of ascariasis in paddock horses, donkeys and mules</li> <li>• Effects of Polyether Ionophores on the Protective Immune Responses of Broiler Chickens against An-gara Disease and Newcastle Disease Viruses.</li> <li>• Some epidemiological aspects of foot &amp; mouth disease outbreak in Lahore</li> <li>• Prevalence and effect of helminthiasis on hematological parameters in the migratory sparrows (Al-an-da arvensis) and treatment with anthelmintic fen-bendazole.</li> <li>• Sero prevalence of selected leptospirae in a healthy equine population in Minnesota</li> <li>• Prevalence of Salmonella species in poultry eggs in Lahore through polymerase chain reaction</li> <li>• Establishment of Small Ruminants Training and Research Center</li> <li>• Biotechnology Institute for Research and Development (BIRD)</li> <li>• Collection of blood samples and DNA Extraction from Sheep breeds of the Punjab.</li> </ul>	<b>erinary and An- imal Sci- ences, Lahore</b>	<ul style="list-style-type: none"> <li>• Improvement of Culturable Fish Species in Pakistan</li> <li>• Upgradation of the Department of Fisheries &amp; Aquaculture</li> <li>• Strengthening/Upgradation of Department Laboratories and Library</li> <li>• Developing sustainable Livelihoods for Communities in a Ramsar Site</li> <li>• HEC-BC-JHELP between Department of Wildlife and Ecology, UVAS, and Centre for Environment and Society</li> <li>• DNA BioDiv (Preserving Biodiversity): A Project of the France Government</li> <li>• Establishment of Geographic Information System (GIS) and Remote Sensing Laboratory</li> <li>• Establishment of Research and Training Facilities for Wildlife and Ecology</li> <li>• Biodiversity and conservation biology of bats in some selected protected areas of Pakistan.</li> <li>• Collection of blood samples and DNA Extraction from Goat breeds of the Punjab.</li> <li>• Detection of Polymorphism of Prion Protein gene in nine breeds of sheep of Pakistan.</li> </ul>
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### RESEARCH & DEVELOPMENT, PROJECTS AND PUBLICATIONS

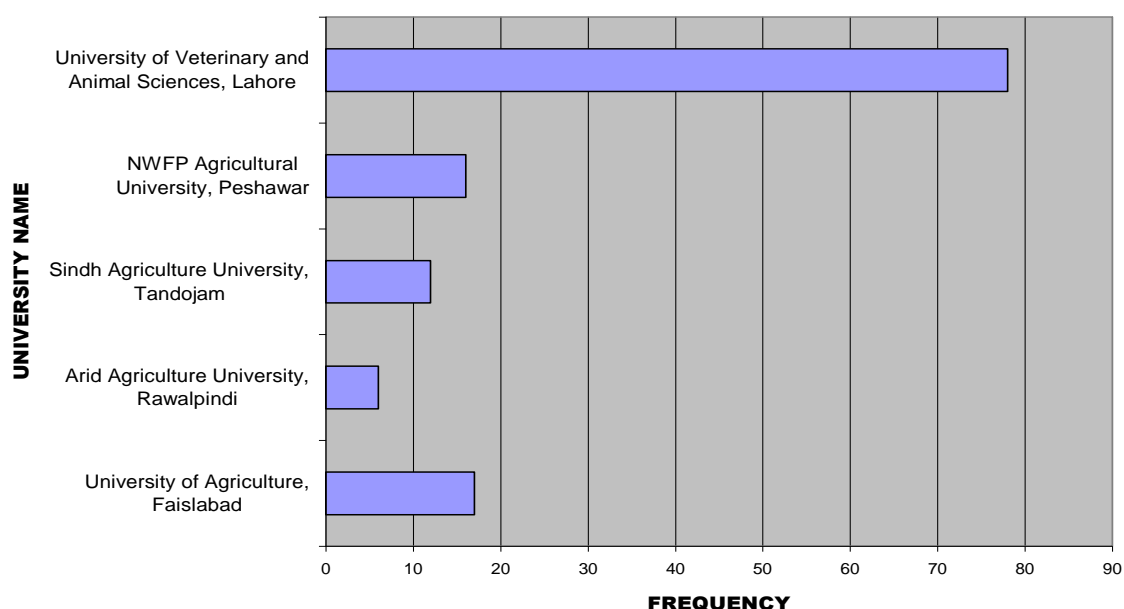


Fig 8: Chart showing comparison of R&D, Projects and Publications amongst generic competitive universities

#### 5.4 The Unstructured Interviews and Findings

An unstructured interview is the one in which questions are not prepared in advance or not predetermined (Minichiello, 1990) and originates spontaneously during the time of interview, thus bringing the sudden responses which further give rise to ignition of relevant questions. This method is quite useful in qualitative research and surely ensures the validity of study (Patton, 1990). As, the usage of these types of interviews is widely practiced in social sciences research, A 15 - 20 minute interaction with faculty members of various departments of UVAS leads me to following conclusion. The name and references of the interviewee are kept hidden for maintaining confidentiality.

1. UVAS REASON FOR NON FAMILIARITY is its long & specific name which limits it to veterinarians specifically.
2. Majority of the interviewee purposed or agree to its name as “University of Veterinary Sciences” or “University of Sciences”.
3. Logo of UVAS should be changed.
4. Prospectus should be on based on equal and justified representation of various heads.
5. MBA program can be an asset in future for UVAS.
6. University lacks a true institutional culture, no dress code is followed or if fashionable clothing is to be practiced by students then it should be a well or true looked fashion.
7. Departments are not satisfied by budget allocation except few.
8. According to few it is doing ok and targeting its segment well. As it is related with animal sciences, it is renowned in that field as any other university as medical universities amongst common public.
9. Definite Job placement issues for business graduates due to its name.
10. Grading criteria is not in line with HEC code of grading with other business schools.
11. Needs to work on generating more research publications.



12. Marketing through billboards and even Gorilla marketing should be adopted.

13. Marketing of UVAS is the need of the hour.

## **5.5 THE QUESTIONNAIRES, PRESENTATION OF RESULTS & GRAPHICAL INTERPRETATIONS**

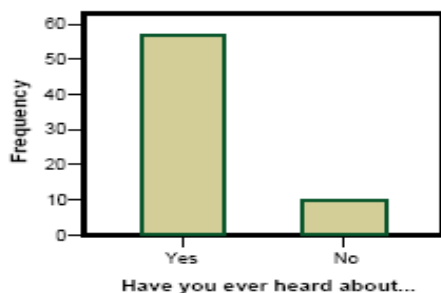
As discussed in the research methodology section, this questionnaire has been conducted for the students of three renowned universities, having a sample of 100 each so as to know about their perception and expectations regarding brand management of HEI, which is the core objective of this study. The questionnaire along with results, graphical analysis and conclusions is as follow:

## Responses from Government College (GC) University Lahore Students

**Q.1**

Have you ever heard about UVAS?

	F	%age	Cum%
Yes	57	85.1	85.1
No	10	14.9	100.0
Total	67	100.0	

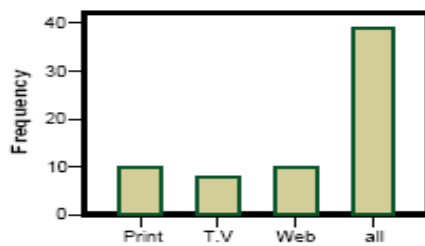


Have you ever heard about...

**Q.3**

The most important media in universities promotion is;

	F	%age	Cum%
Print	10	14.9	14.9
T.V	8	11.9	26.9
Web	10	14.9	41.8
all	39	58.2	100.0
Total	67	100.0	

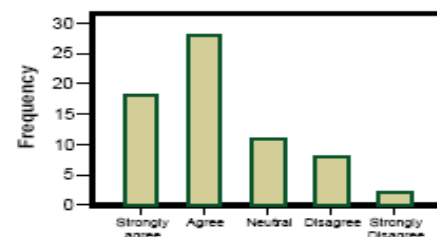


The most important media in universities promotion is;

**Q.5**

The quality of prospectus play a greater role in your decision making about selection of university

	F	%age	Cum%
Strongly agree	18	26.9	26.9
Agree	28	41.8	68.7
Neutral	11	16.4	85.1
Disagree	8	11.9	97.0
Strongly Disagree	2	3.0	100.0
Total	67	100.0	

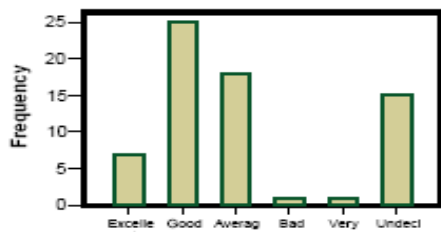


The quality of prospectus play a greater role in your decision...

**Q.2**

In response to question no 1 if yes then how do you rate it

	F	%age	Cum%
Excellent	7	10.4	10.4
Good	25	37.3	47.8
Average	18	26.9	74.6
Bad	1	1.5	76.1
Very Bad	1	1.5	77.6
Undecided	15	22.4	100.0
Total	67	100.0	

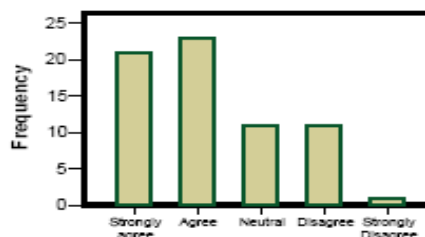


In response to question no 1 if yes then how do you rate it

**Q.4**

The greatest promotion of the university the more will be the recognition;

	F	%age	Cum%
Strongly agree	21	31.3	31.3
Agree	23	34.3	65.7
Neutral	11	16.4	82.1
Disagree	11	16.4	98.5
Strongly Disagree	1	1.5	100.0
Total	67	100.0	

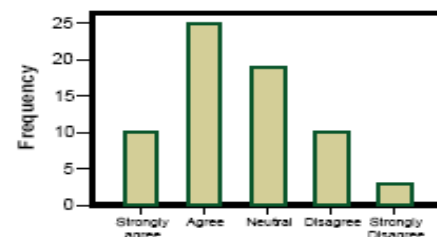


The greatest promotion of the university the more will be the...

**Q.6**

Now a days universities have heavy marketing for its recognition

	F	%age	Cum%
Strongly agree	10	14.9	14.9
Agree	25	37.3	52.2
Neutral	19	28.4	80.6
Disagree	10	14.9	95.5
Strongly Disagree	3	4.5	100.0
Total	67	100.0	

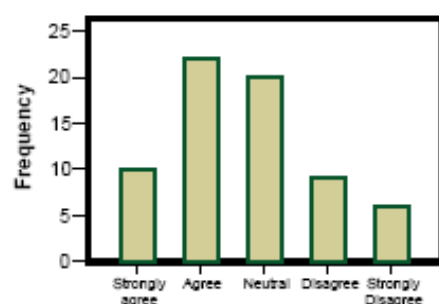


Now a days universities have heavy marketing for its...

**Q.7**

Sign boards or bill boards of universities catch eye to take admission in that university

	F	%age	Cum%
Strongly agree	10	14.9	14.9
Agree	22	32.8	47.8
Neutral	20	29.9	77.6
Disagree	9	13.4	91.0
Strongly Disagree	6	9.0	100.0
Total	67	100.0	

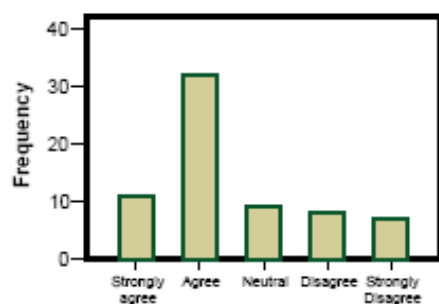


Sign boards or bill boards of universities catch eye to take...

**Q.9**

Entry test system promotes the healthy competition and comparison among the institutions

	F	%age	Cum%
Strongly agree	11	16.4	16.4
Agree	32	47.8	64.2
Neutral	9	13.4	77.6
Disagree	8	11.9	89.6
Strongly Disagree	7	10.4	100.0
Total	67	100.0	

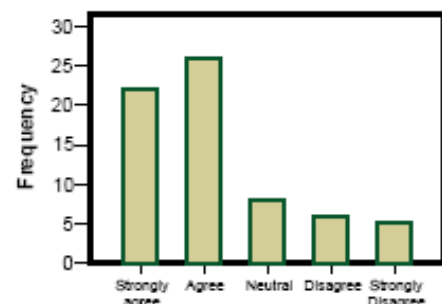


Entry test system promotes the healthy competition and...

**Q.11**

The web site should be visually appealing

	F	%age	Cum%
Strongly agree	22	32.8	32.8
Agree	26	38.8	71.6
Neutral	8	11.9	83.6
Disagree	6	9.0	92.5
Strongly Disagree	5	7.5	100.0
Total	67	100.0	

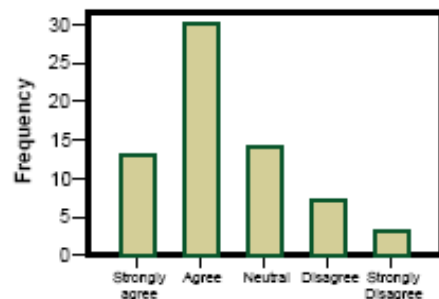


The web site should be visually appealing

**Q.8**

Extra curricular activities add a lot to university's familiarity

	F	%age	Cum%
Strongly agree	13	19.4	19.4
Agree	30	44.8	64.2
Neutral	14	20.9	85.1
Disagree	7	10.4	95.5
Strongly Disagree	3	4.5	100.0
Total	67	100.0	

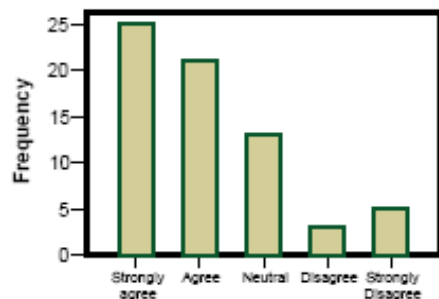


Extra curricular activities add alot to university's familiarity

**Q.10**

Web communities of the universities should be developed

	F	%age	Cum%
Strongly agree	25	37.3	37.3
Agree	21	31.3	68.7
Neutral	13	19.4	88.1
Disagree	3	4.5	92.5
Strongly Disagree	5	7.5	100.0
Total	67	100.0	

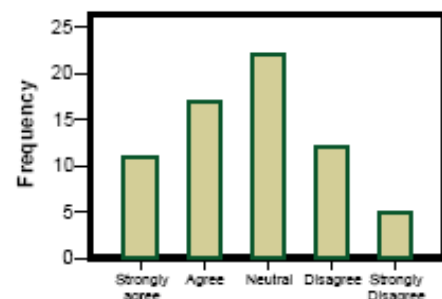


Web communities of the universities should be developed

**Q.12**

The role of slogans in universities marketing is important

	F	%age	Cum%
Strongly agree	11	16.4	16.4
Agree	17	25.4	41.8
Neutral	22	32.8	74.6
Disagree	12	17.9	92.5
Strongly Disagree	5	7.5	100.0
Total	67	100.0	

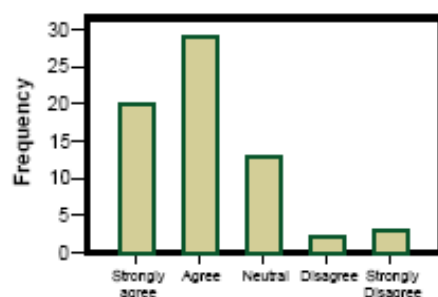


The role of slogans in universities marketing is...

**Q.13**

Seminar is an excellent way to educate the market and promotion of institution

	F	%age	Cum%
Strongly agree	20	29.9	29.9
Agree	29	43.3	73.1
Neutral	13	19.4	92.5
Disagree	2	3.0	95.5
Strongly Disagree	3	4.5	100.0
Total	67	100.0	

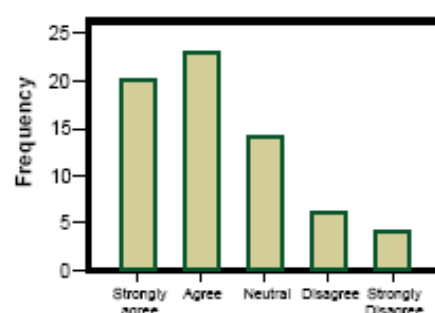


Seminar is an excellent way to...

**Q.15**

Tag of government with universities increase their worth

	F	%age	Cum%
Strongly agree	20	29.9	29.9
Agree	23	34.3	64.2
Neutral	14	20.9	85.1
Disagree	6	9.0	94.0
Strongly Disagree	4	6.0	100.0
Total	67	100.0	

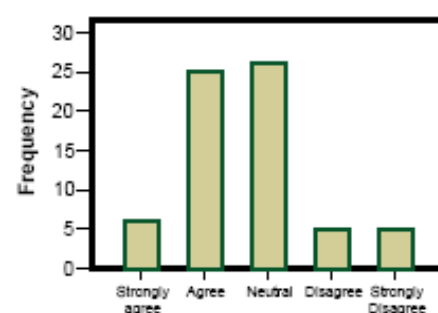


Tag of government with universities increase their worth

**Q.17**

Brochures act as secondary tool for university marketing

	F	%age	Cum%
Strongly agree	6	9.0	9.0
Agree	25	37.3	46.3
Neutral	26	38.8	85.1
Disagree	5	7.5	92.5
Strongly Disagree	5	7.5	100.0
Total	67	100.0	

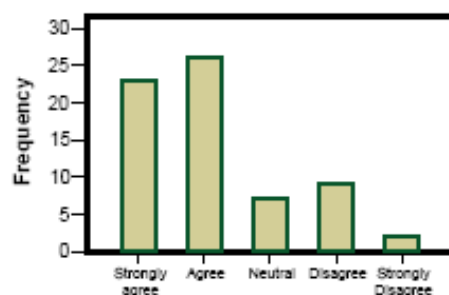


Brochures act as secondary tool for university marketing

**Q.14**

University role in social welfare regarding common welfare issues should be maximum

	F	%age	Cum%
Strongly agree	23	34.3	34.3
Agree	26	38.8	73.1
Neutral	7	10.4	83.6
Disagree	9	13.4	97.0
Strongly Disagree	2	3.0	100.0
Total	67	100.0	

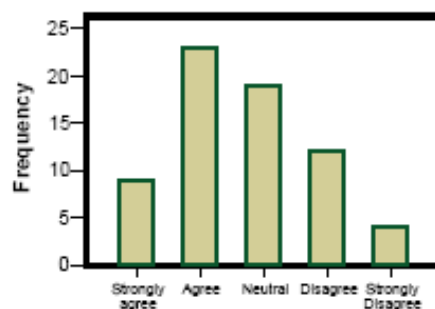


University role in social welfare...

**Q.16**

Brand name is an important factor for me to get admission

	F	%age	Cum%
Strongly agree	9	13.4	13.4
Agree	23	34.3	47.8
Neutral	19	28.4	76.1
Disagree	12	17.9	94.0
Strongly Disagree	4	6.0	100.0
Total	67	100.0	



Brand name is an important factor for me to get admission

## **FINDINGS & CONCLUSION:**

- Refer to Q1, 85.1 % students from the studied sample know about UVAS while rest of the 14.9 % is still unfamiliar with its name. The ratio of 85% sounds good but the key reason to be considered is that GCU is situated near to UVAS and is almost considered as its neighbor and that is the probable reason, we see GCU students knowing about UVAS.
- On the other hand, it is not a good sign as 14.9 % students from GCU don't know about UVAS, even it exists very near to GCU.
- Refer to Q2, out of 85.1 % students who know about UVAS, 37 % rate it as a good institute, while for 26 % it's not more than an average institute and 22% are undecided. So, overall good status of UVAS but room for improvement is always there.
- Results of Q4, purely focuses upon the importance of Marketing as 31.3% and 34.3% students are strongly agree and agree with the heavy marketing requirement for university's recognition.
- Again 68 % believes that Prospectus plays a vital role in their decision criteria about selection of university. Keeping in view this, prospectus overall quality should be increased.
- Refer to Q6, 15 % and 37% students believe and strongly believe about the fact that in today's hyper competitive environment, Universities need aggressive marketing campaigns for its recognition.
- In Q7, 48 % students believe that sign boards attract them, 22 % disagree while 30% are neutral. So, nothing wrong in adopting a soft promotion through some signboards.
- Extracurricular activities in UVAS should be increased, as in response to Q8, 45% students are agree and 19% strongly agree about the fact that extracurricular activities add a lot to University's familiarity.
- Refer to Q10, 68% of students want the web community establishment of universities and consider it as an important aspect for modern world marketing.
- Refer to Q11, again 71 cum% of students ask for visually appealing web sites of universities. Room for improvement is this section as well.
- "Slogans" of universities, in the view of 42% of students, play an important role in university marketing.

- Refer to Q13, 73% of students vote for seminars as being an important aspect of educating people about University.
- Again a huge percentage of 73 want universities to play their part in social welfare.
- Refer to Q16, for 48% brand name is an important factor, 28 % stays neutral and while for 24% it's not essential.

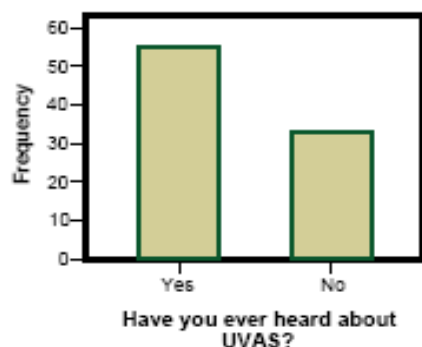
### **The Concluding Lines:**

Considering the above stats, findings and conclusions, it is further concluded that brand management is just more than an important factor for survival in today's hyper competitive scenario and UVAS truly need an effective marketing suggestions for its familiarity, if it really wants to be recognized in line with the same stature as other counterparts. Furthermore, the students of GCU with their vision have expressed their opinion openly in questionnaire about marketing as one of the most important aspect of promotion.

## Responses From Punjab University (PU) Students

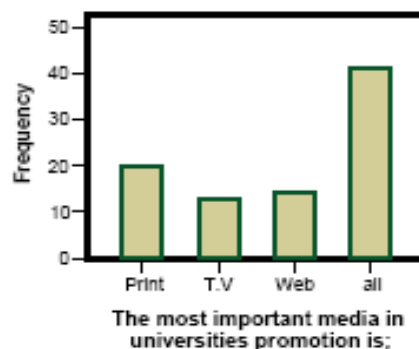
**Q.1** Have you ever heard about UVAS?

	F	%age	Cum%
Yes	55	62.5	62.5
No	33	37.5	100.0
Total	88	100.0	



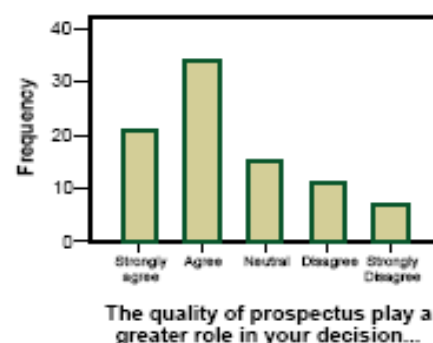
**Q.3** The most important media in universities promotion is;

	F	%age	Cum%
Print	20	22.7	22.7
T.V	13	14.8	37.5
Web	14	15.9	53.4
all	41	46.6	100.0
Total	88	100.0	



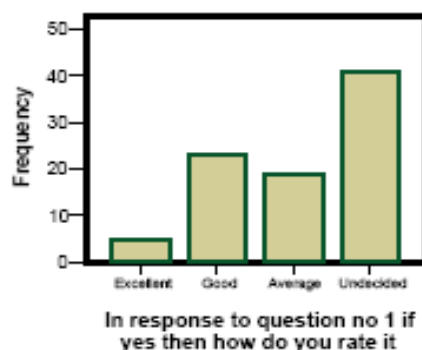
**Q.5** The quality of prospectus play a greater role in your decision making about selection of university

	F	%age	Cum%
Strongly agree	21	23.9	23.9
Agree	34	38.6	62.5
Neutral	15	17.0	79.5
Disagree	11	12.5	92.0
Strongly Disagree	7	8.0	100.0
Total	88	100.0	



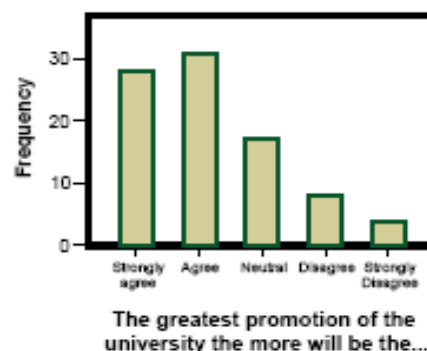
**Q.2** In response to question no 1 if yes then how do you rate it

	F	%age	Cum%
Excellent	5	5.7	5.7
Good	23	26.1	31.8
Average	19	21.6	53.4
Undecided	41	46.6	100.0
Total	88	100.0	



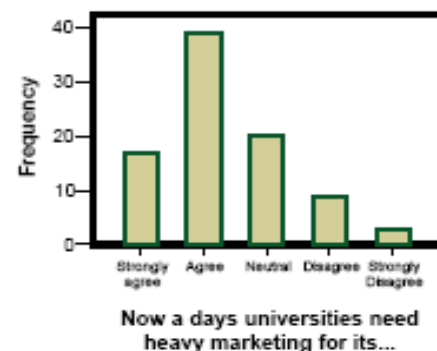
**Q.4** The greatest promotion of the university the more will be the recognition;

	F	%age	Cum%
Strongly agree	28	31.8	31.8
Agree	31	35.2	67.0
Neutral	17	19.3	86.4
Disagree	8	9.1	95.5
Strongly Disagree	4	4.5	100.0
Total	88	100.0	



**Q.6** Now a days universities need heavy marketing for its recognition

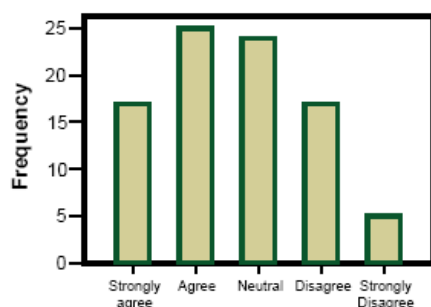
	F	%age	Cum%
Strongly agree	17	19.3	19.3
Agree	39	44.3	63.6
Neutral	20	22.7	86.4
Disagree	9	10.2	96.6
Strongly Disagree	3	3.4	100.0
Total	88	100.0	



**Q.7**

**Sign boards or bill boards of universities catch eye to take admission in that university**

	F	%age	Cum%
Strongly agree	17	19.3	19.3
Agree	25	28.4	47.7
Neutral	24	27.3	75.0
Disagree	17	19.3	94.3
Strongly Disagree	5	5.7	100.0
Total	88	100.0	

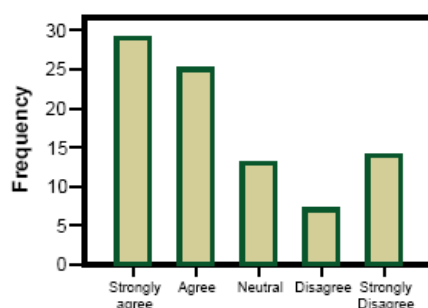


**Sign boards or bill boards of universities catch eye to take...**

**Q.9**

**Entry test system promotes the healthy competition and comparison among the institutions**

	F	%age	Cum%
Strongly agree	29	33.0	33.0
Agree	25	28.4	61.4
Neutral	13	14.8	76.1
Disagree	7	8.0	84.1
Strongly Disagree	14	15.9	100.0
Total	88	100.0	

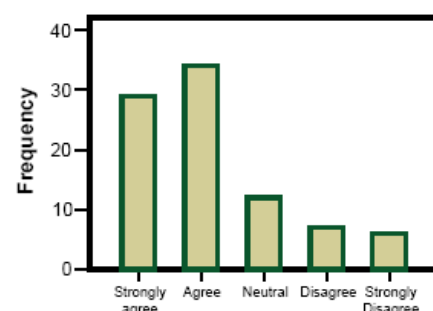


**Entry test system promotes the healthy competition and...**

**Q.11**

**The web site should be visually appealing**

	F	%age	Cum%
Strongly agree	29	33.0	33.0
Agree	34	38.6	71.6
Neutral	12	13.6	85.2
Disagree	7	8.0	93.2
Strongly Disagree	6	6.8	100.0
Total	88	100.0	

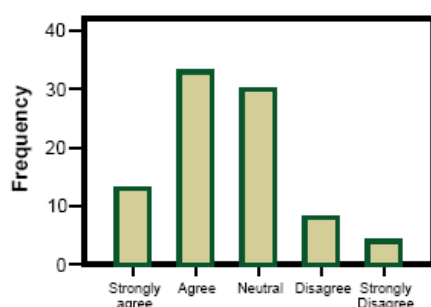


**The web site should be visually appealing**

**Q.8**

**Extra curricular activities add a lot to university's familiarity**

	F	%age	Cum%
Strongly agree	13	14.8	14.8
Agree	33	37.5	52.3
Neutral	30	34.1	86.4
Disagree	8	9.1	95.5
Strongly Disagree	4	4.5	100.0
Total	88	100.0	

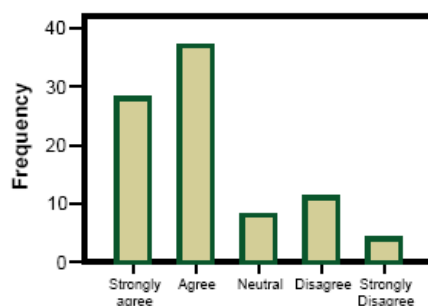


**Extra curricular activities add alot to university's familiarity**

**Q.10**

**Web communities of the universities should be developed**

	F	%age	Cum%
Strongly agree	28	31.8	31.8
Agree	37	42.0	73.9
Neutral	8	9.1	83.0
Disagree	11	12.5	95.5
Strongly Disagree	4	4.5	100.0
Total	88	100.0	

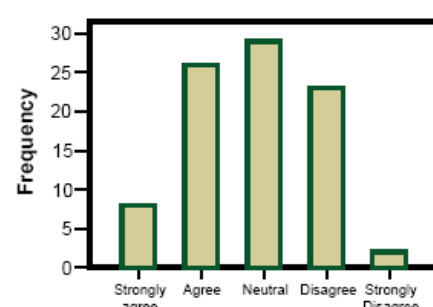


**Web communities of the universities should be developed**

**Q.12**

**The role of slogans in universities marketing is important**

	F	%age	Cum%
Strongly agree	8	9.1	9.1
Agree	26	29.5	38.6
Neutral	29	33.0	71.6
Disagree	23	26.1	97.7
Strongly Disagree	2	2.3	100.0
Total	88	100.0	



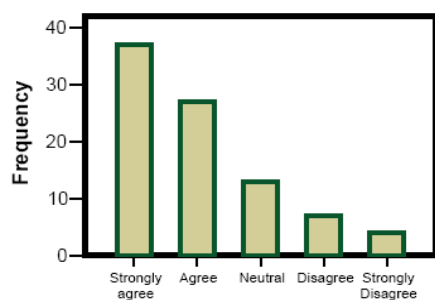
**The role of slogans in universities marketing is...**



**Q.13**

**Seminar is an excellent way to educate the market and promotion of institution**

	F	%age	Cum%
Strongly agree	37	42.0	42.0
Agree	27	30.7	72.7
Neutral	13	14.8	87.5
Disagree	7	8.0	95.5
Strongly Disagree	4	4.5	100.0
Total	88	100.0	

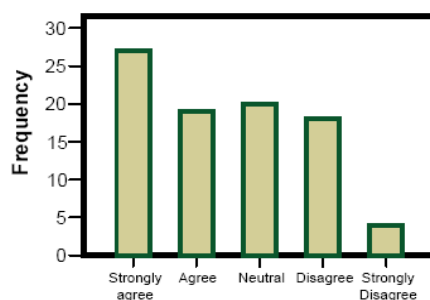


**Seminar is an excellent way to educate the market and...**

**Q.15**

**Tag of government with universities increase their worth**

	F	%age	Cum%
Strongly agree	27	30.7	30.7
Agree	19	21.6	52.3
Neutral	20	22.7	75.0
Disagree	18	20.5	95.5
Strongly Disagree	4	4.5	100.0
Total	88	100.0	

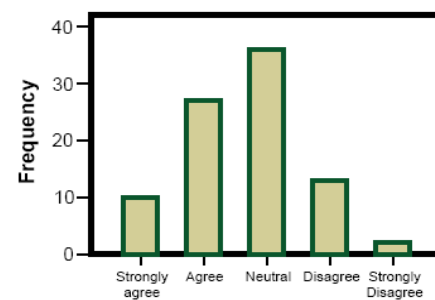


**Tag of government with universities increase their worth**

**Q.17**

**Brochures act as secondary tool for university marketing**

	F	%age	Cum%
Strongly agree	10	11.4	11.4
Agree	27	30.7	42.0
Neutral	36	40.9	83.0
Disagree	13	14.8	97.7
Strongly Disagree	2	2.3	100.0
Total	88	100.0	

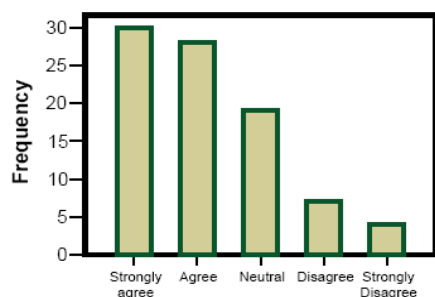


**Brochures act as secondary tool for university marketing**

**Q.14**

**University role in social welfare regarding common welfare issues should be maximum**

	F	%age	Cum%
Strongly agree	30	34.1	34.1
Agree	28	31.8	65.9
Neutral	19	21.6	87.5
Disagree	7	8.0	95.5
Strongly Disagree	4	4.5	100.0
Total	88	100.0	

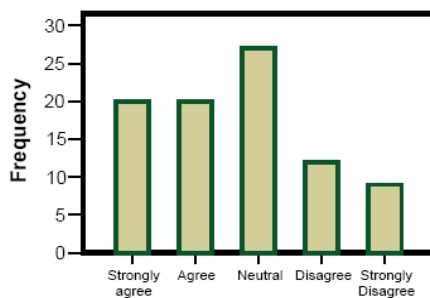


**University role in social welfare regarding common welfare...**

**Q.16**

**Brand name is an important factor for me to get admission**

	F	%age	Cum%
Strongly agree	20	22.7	22.7
Agree	20	22.7	45.5
Neutral	27	30.7	76.1
Disagree	12	13.6	89.8
Strongly Disagree	9	10.2	100.0
Total	88	100.0	



**Brand name is an important factor for me to get admission**

## **FINDINGS & CONCLUSION:**

- Refer to Q1, 62.5 % students from the studied sample know about UVAS while rest of the 37.5 % is still unfamiliar with its name. The ratio of 37.5% should be a concern for UVAS management because the historic institution is still unknown by this large amount of percentage.
- Refer to Q2, out of 62.5 % students who know about UVAS, 26.1 % rate it as a good institute, while for 21.6 % it's not more than an average institute and 46.6% are undecided. So, over all good status of UVAS but room for improvement is always there.
- Results of Q4, purely focuses upon the importance of Marketing as 31.8% and 35.2% students are strongly agree and agree with the heavy marketing requirement for university's recognition.
- Again 65.5 % believes that Prospectus plays a vital role in their decision criteria about selection of university. Keeping in view this, prospectus overall quality should be increased.
- Refer to Q6, 44 % and 19% students believe and strongly believe about the fact that in today's hyper competitive environment, Universities need aggressive marketing campaigns for its recognition.
- In Q7, 48 % students believe that sign boards attract them, 19 % disagree while 27% are neutral. So, nothing wrong in adopting a soft promotion through some sign boards.
- Extracurricular activities in UVAS should be increased, as in response to Q8, 37% students are agree and 15% strongly agree about the fact that extracurricular activities add a lot to University's familiarity.
- Refer to Q10, 74% of students want the web community establishment of universities and consider it as an important aspect for modern world marketing.
- Refer to Q11, again 72 cum% of students ask for visually appealing web sites of universities. Room for improvement is this section as well.
- "Slogans" of universities, in the view of 39% of students, play an important role in university marketing.
- Refer to Q13, 72.7% of students vote for seminars as being an important aspect of educating people about University.
- Again a huge percentage of 66 want universities to play their part in social welfare.

- Refer to Q16, for 45.5% brand name is an important factor, 31 % stays neutral and while for 24% it's not essential.

### **The Concluding Lines:**

Considering the above stats, findings and conclusions, it is further concluded that marketing is just more than an important factor for survival in today's hyper competitive scenario and UVAS truly need an effective marketing suggestions for its familiarity and brand management, if it really wants to be recognized in line with the same stature as other counterparts. Furthermore, the intellectual students of Punjab University in majority prefer the modern methods of marketing for educational institutions. Majority of them have no complaints if universities use tools like billboards, newspaper ads etc. for its recognition.

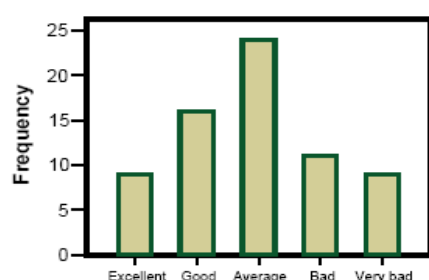
Overall, the results extracted from both universities i.e. GCU and PU are nearly the same, clearly emphasizing upon the importance of marketing.

## Responses from University of Veterinary and Animal Sciences (UVAS)# Questionnaire 2

### Q.1

#### Quality and availability of library resources

	F	%age	Cum%
Excellent	9	13.0	13.0
Good	16	23.2	36.2
Average	24	34.8	71.0
Bad	11	15.9	87.0
Very bad	9	13.0	100.0
Total	69	100.0	

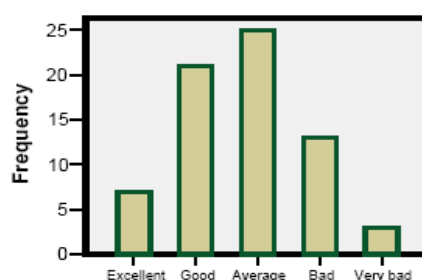


**Quality and availability of library resources**

### Q.2

#### Professionalism of my lectures and tutors

	F	%age	Cum%
Excellent	7	10.1	10.1
Good	21	30.4	40.6
Average	25	36.2	76.8
Bad	13	18.8	95.7
Very bad	3	4.3	100.0
Total	69	100.0	

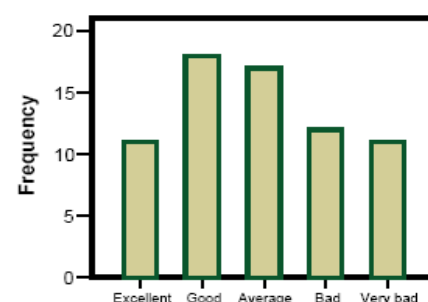


**Professionalism of my lectures and tutors**

### Q.3

#### The university website

	F	%age	Cum%
Excellent	11	15.9	15.9
Good	18	26.1	42.0
Average	17	24.6	66.7
Bad	12	17.4	84.1
Very bad	11	15.9	100.0
Total	69	100.0	

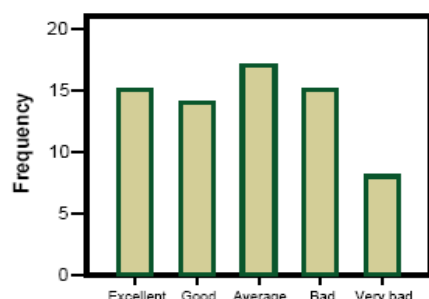


**The university website**

### Q.4

#### Opportunities to make friends

	F	%age	Cum%
Excellent	15	21.7	21.7
Good	14	20.3	42.0
Average	17	24.6	66.7
Bad	15	21.7	88.4
Very bad	8	11.6	100.0
Total	69	100.0	

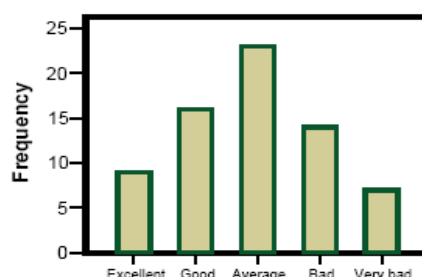


**Opportunities to make friends**

### Q.5

#### Teaching facilities(lecture theatres, tutorial rooms etc)

	F	%age	Cum%
Excellent	9	13.0	13.0
Good	16	23.2	36.2
Average	23	33.3	69.6
Bad	14	20.3	89.9
Very bad	7	10.1	100.0
Total	69	100.0	

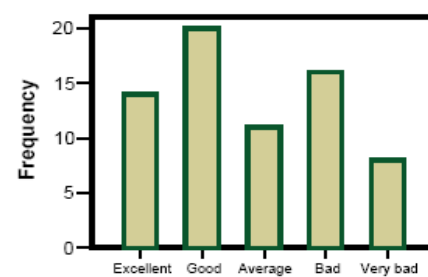


**Teaching facilities(lecture theatres, tutorial rooms etc)**

### Q.6

#### Availability of computers as technology services (e.g. the internet)

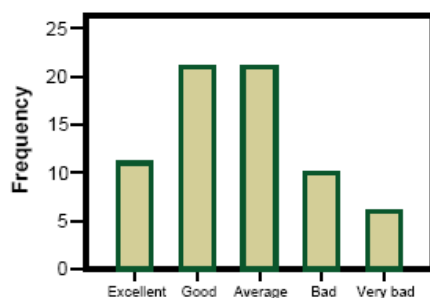
	F	%age	Cum%
Excellent	14	20.3	20.3
Good	20	29.0	49.3
Average	11	15.9	65.2
Bad	16	23.2	88.4
Very bad	8	11.6	100.0
Total	69	100.0	



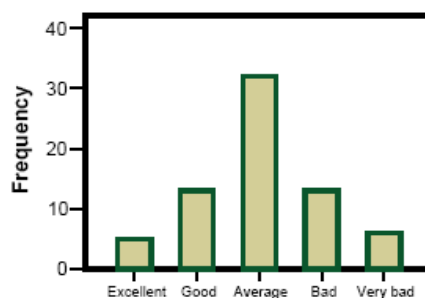
**Availability of computers as technology services (e.g. the internet)**

**Q.7****Quality of the education I am receiving**

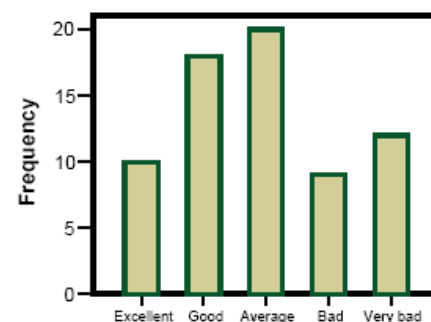
	F	%age	Cum%
Excellent	11	15.9	15.9
Good	21	30.4	46.4
Average	21	30.4	76.8
Bad	10	14.5	91.3
Very bad	6	8.7	100.0
Total	69	100.0	

**Quality of the education I am receiving****Q.8****Chances to pursue my social interests**

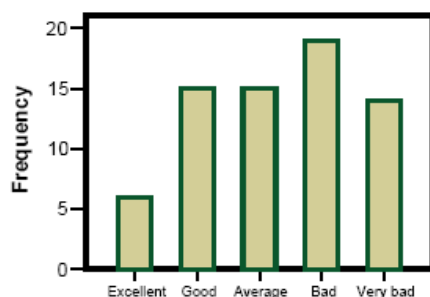
	F	%age	Cum%
Excellent	5	7.2	7.2
Good	13	18.8	26.1
Average	32	46.4	72.5
Bad	13	18.8	91.3
Very bad	6	8.7	100.0
Total	69	100.0	

**Chances to pursue my social interests****Q.9****Parking security**

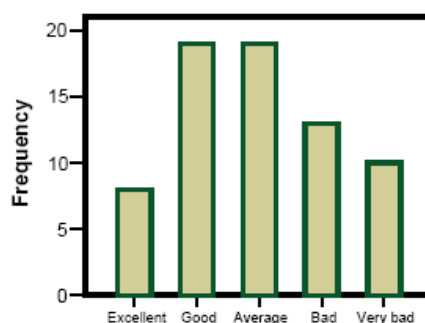
	F	%age	Cum%
Excellent	10	14.5	14.5
Good	18	26.1	40.6
Average	20	29.0	69.6
Bad	9	13.0	82.6
Very bad	12	17.4	100.0
Total	69	100.0	

**Parking security****Q.10****Extra campus facilities(e.g. banks, cafes, book shop etc)**

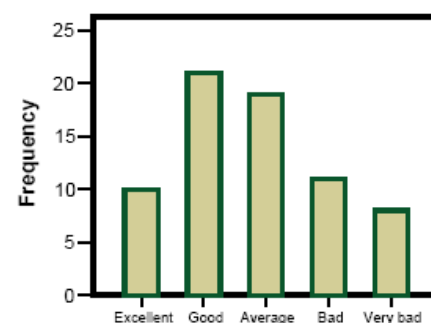
	F	%age	Cum%
Excellent	6	8.7	8.7
Good	15	21.7	30.4
Average	15	21.7	52.2
Bad	19	27.5	79.7
Very bad	14	20.3	100.0
Total	69	100.0	

**Extra campus facilities(e.g banks, cafes,book shop etc)****Q.11****Places to study on campus**

	F	%age	Cum%
Excellent	8	11.6	11.6
Good	19	27.5	39.1
Average	19	27.5	66.7
Bad	13	18.8	85.5
Very bad	10	14.5	100.0
Total	69	100.0	

**Places to study on campus****Q.12****The student e-mail service**

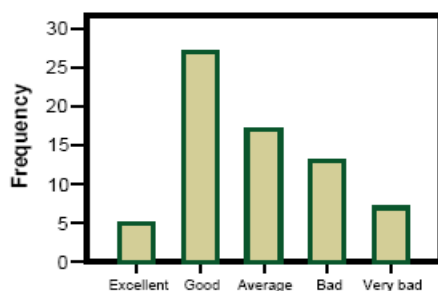
	F	%age	Cum%
Excellent	10	14.5	14.5
Good	21	30.4	44.9
Average	19	27.5	72.5
Bad	11	15.9	88.4
Very bad	8	11.6	100.0
Total	69	100.0	

**The student e-mail service**

**Q.13**

Interest that teaching staff takes in my progress

	F	%age	Cum%
Excellent	5	7.2	7.2
Good	27	39.1	46.4
Average	17	24.6	71.0
Bad	13	18.8	89.9
Very bad	7	10.1	100.0
Total	69	100.0	

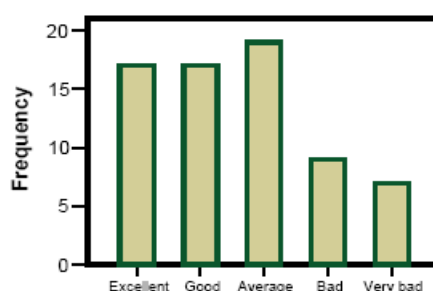


Interest that teaching staff take in my progress

**Q.14**

Value of this university's education for my career

	F	%age	Cum%
Excellent	17	24.6	24.6
Good	17	24.6	49.3
Average	19	27.5	76.8
Bad	9	13.0	89.9
Very bad	7	10.1	100.0
Total	69	100.0	

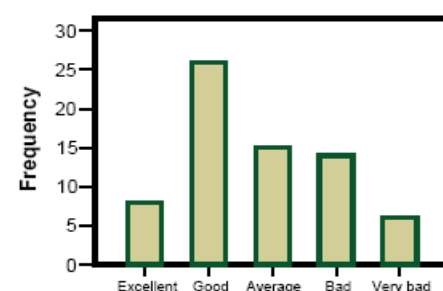


Value of this university's education for my career

**Q.15**

Chances to study subjects that fulfill my personal goals

	F	%age	Cum%
Excellent	8	11.6	11.6
Good	26	37.7	49.3
Average	15	21.7	71.0
Bad	14	20.3	91.3
Very bad	6	8.7	100.0
Total	69	100.0	

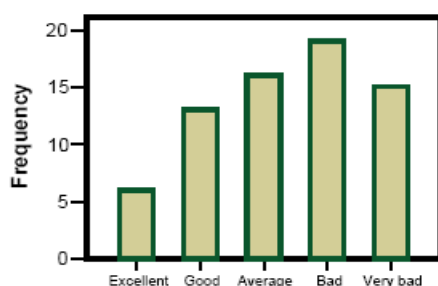


Chances to study subjects that fulfill my personal goals

**Q.16**

Student supports services (e.g. student union, academic assistance, counseling etc)

	F	%age	Cum%
Excellent	6	8.7	8.7
Good	13	18.8	27.5
Average	16	23.2	50.7
Bad	19	27.5	78.3
Very bad	15	21.7	100.0
Total	69	100.0	

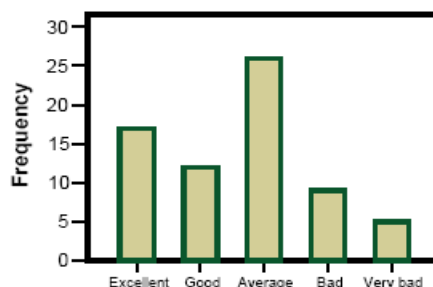


Student supports services (e.g student union, academic...

**Q.17**

Pleasantness of the campus environment

	F	%age	Cum%
Excellent	17	24.6	24.6
Good	12	17.4	42.0
Average	26	37.7	79.7
Bad	9	13.0	92.8
Very bad	5	7.2	100.0
Total	69	100.0	

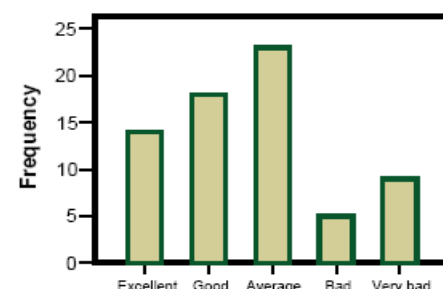


Pleasantness of the campus environment

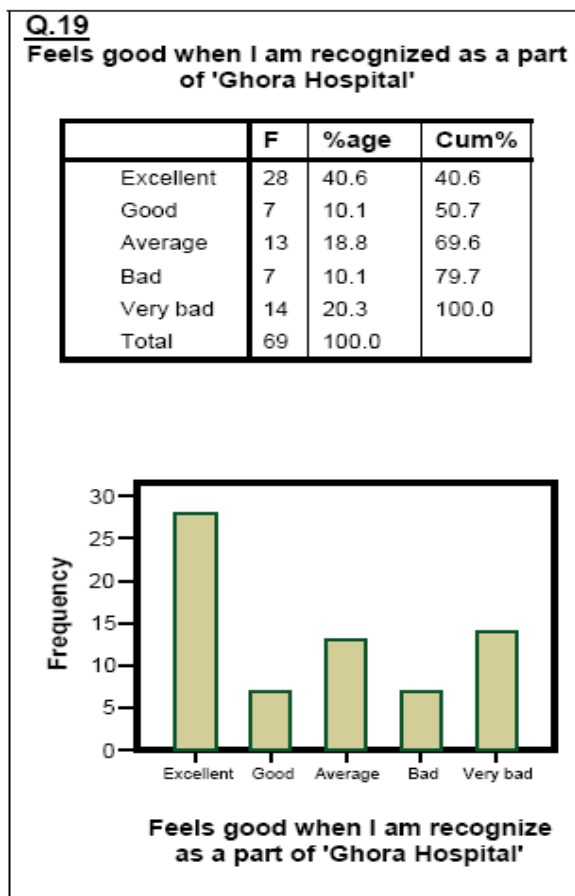
**Q.18**

Opportunities I get to develop my professional skills

	F	%age	Cum%
Excellent	14	20.3	20.3
Good	18	26.1	46.4
Average	23	33.3	79.7
Bad	5	7.2	87.0
Very bad	9	13.0	100.0
Total	69	100.0	



Opportunities I get to develop my professional skills



### The Concluding Lines:

According to the results extracted from the above questionnaire, majority of students from UVAS seem satisfy with the quality of education and technological facilities available here. Yet, again we see the same amount of students rating UVAS an average grade about the issues like library, teaching and on campus facilities. A little portion of population also exists who seem disagree with both the quality of education and facilities provided but this population can be considered as those people who are always dissatisfied.

A good sign for UVAS Management as 50 % of the population feels good to be recognized as a part of “Ghora Hospital” while 30 % feels it bad to the same extent whereas 19 % stays in the middle. It can be stated as 50% represent that population who have professional attachment with this name and may be those who feel proud on what

they are, may have an emotional attachment. While 30% are those who find it tough for them in a practical and corporate environment.

In total, students find it good to be here and satisfy as well but areas of concern, highlighted in questionnaire need to be focused as room for improvement is always there.

## **6 DATA CREADBILTY & RELIABILITY**

Reliability, validity and credibility are the three aspects; the existence of any of the three in study makes the research worthy. According to Patton (2002) reliability and validity are the key elements that a qualitative researcher must be looking at during research and its findings. Reliability measures and assesses the outcome of research with that of stated objectives, whereas validity is all about estimating the reproducibility of results. As this validity criterion is considered to be more like suitable for quantitative analysis, that's why the questionnaires designed in this study are tried to ensure validity in future also, with the chances of little or small variations. However, according to Golafshani (2003) the credibility of a research work depends upon the ability and commitment of the researcher. Therefore, to ensure the credibility and reliability of study, the researcher's motivation and his/ her background becomes important as well, however background specifically is not a must yet an added advantage for quality research. So, Thanks to knowledge gained through my 1<sup>st</sup> MBA degree till the end of this second one, which has been utilized to its maximum to make this research valid and reliable in professional marketing for Higher Education Institutions.

Considering the arguments mentioned above, the research work for this study was designed in a perfect way to ensure data credibility and validity to maximum, especially when the diverse topic of branding had to be related with developing a promotional strategy. That's why both quantitative and qualitative research methods were



followed to make this thesis meeting academic requirements along with being sellable in market as well. Not to confuse the terminology with “reliability” and “validity”, Sellable here means its ability to employ its findings in reality which the case company is aiming to do in near future.

Continuing with the research methods discussed above, the short unstructured interviews were conducted from various faculty members and senior members of UVAS’ Management (total 5 in number), so as to get their idea if they really believe the existence of grey areas in UVAS marketing strategy or what betterments they expect to be done in this branding thing. However, it was extremely tough to engage them for so long while considering their protocol, yet myself being a little famed and an X-student of UVAS, made it a little easy to bind them for few precious minutes. Their blunt ideas and specific opinions made me to research branding in rather more practical way, the implications of which are quite reflective and can be observed in recommendations part. However, being an unbiased researcher and emotionally attached with this research, it is assured to readers that the questions were asked in totally neutral spirit and there wasn’t done any effort or intention to influence the respondents. Also, big thanks to my x classmate Malja Siddiqui, who is currently having a job in UVAS and she made it even more facilitating to make the interviews extremely reliable and confidential.

The questionnaire part was even tougher but unquestionably quite entertaining. The sample size based upon (300 respondents in total) and the quality of questions straightaway about branding and mode of promotional strategies are clear evidence of this research’s quality and credibility. Let me thank my Facebook colleagues from GCU and PU, who made it easy for me to access their campuses with the assurance of getting maximum number of respondents. Along with it, the best part was the qualification of students who were business graduates and existing bachelor & MBA students of the said universities. That’s why their opinion regarding concepts like branding and marketing and factors affecting their decision making criteria about selecting institutions were extremely helpful in linking the empirical part with that of the research objectives, while having their direct impact upon outcome becomes rather more obvious. The package which have been used for data analysis is SPSS 16.0

(Statistical Package for Social Sciences), which has been very helpful in converting data from raw to meaningful. However, as Branding is quite a huge topic to cover, the focus in this research was to extract promotional tools with the concepts of branding at the back end and their alignment with that of objectives. Also, the element of generalizability can't be neglected in this study to the extent that any other higher education institution may utilize this rare study as a reference or for establishing benchmarks in developing an effective promotional strategy.

## **7 RECOMMENDATIONS AND SUGGESTIONS**

### **7.1 THE MARKETING PROMOTION RECOMMENDATIONS / SUGGESTIONS/ STRATEGIES FOR BRAND MANAGEMENT OF UVAS**

After having a brief analytical research, now is the need to give some recommendations and suggestions in terms of marketing promotional tools which can help UVAS in making its mark amongst the rest. In this regard, the pull strategy is of magnificent importance which is all about focusing the customers and consumers to purchase the product (services in this case) (Baines et al. 2008, 511). These strategies are required to reposition the brand and its awareness in general. However, an important factor which must not be neglected is to increase market's interest and understanding of the brand (Baines et al. 2008, 511). In this context, the recommendations to be considered are:

#### ***INTERNAL MARKETING:***

1. The "WE" Culture:
2. Inter department Cohesiveness:
3. Creative Department Formation:
4. Creation of Information Desk:

### ***EXTERNAL MARKETING:***

5. Souvenirs (file covers, ball point, clocks etc.):
6. News Paper adds:
7. Billboard:
8. Buses:
9. Web marketing (web communities, up to date web sites):
10. Event Organization:
11. Cricket team formation:
12. SMS Marketing:
13. Sponsor hoardings:
14. Visiting faculty:
15. University magazine:
16. Contacts with professionals:
17. UVAS Slogan:
18. Transparent stickers (for vehicles etc...):
19. Class room interior:
20. Old student union:
21. CRM (Eid cards, invitations):
22. Faculty conversion into departments or schools:
23. Cable/TV adds, if possible:
24. Better looked prospectus:
25. Initiation of complementary short courses:
26. Corporate social responsibility (CSR):
27. Prospect student free visits:
28. CD's as prospectus:
29. Broachers provision at public places:
30. Workshops:
31. Seminars:
32. Scholarship:
33. Publishing of intra newsletters

### **1. The “WE” Culture:**

An institutional culture acts as a key determinant for its prospect future and is a true representative of its identity. Efforts must be done to create such a culture which makes everyone responsible to create unity and harmony amongst every person associated with this university, in such a way that it changes from “I” to “WE”. It should be all about identifying individual’s responsibilities and to coordinate with others by considering it as their own. This wave of “We” amongst everyone, in any form, will initiate affection towards this institution



and students, teachers, management and lower operatives would love to compete with every other institution in any form of competition. It will help to hide and to recover the weaknesses and the malice for better institutional image in contrast with others; will definitely lead to a healthy environment of UVAS.

Formation of 'WE' culture aims to create a sense of responsibility, loyalty, emotions and individual attachment of every entity related with this university, whether it's a department, teachers or students, ultimately leading towards synergies of departments and the feelings of 'WE' make it a united and progressing organization.

*"It's all about we, It's all About UVAS"*

## **2. Inter department Cohesiveness:**

Various departments and faculties should be inter linked with each other in such a way that each department must have at least the minimum information about the faculty's programs offered and the events taking place in the university. The departments should be interlinked in a chain form and ready to help each other in all aspects like Training & Development, Research oriented collaboration, Formal departmental visits, Funds support and invitations to have their presence in events and celebrations. This will result in healthy and friendly environment formation; directly increasing the efficacy and promotion of the institution.

## **3. Creative Department Formation:**

In order to sustain in the aggressive marketing scenario, there must be a creative department which actually designs and formulates the new and unique marketing strategies regarding publicity, promotional aspect, prospectus design, event organization, etc. In addition creative departments have become an integral part of corporate culture and its presence is scene a lot in Government sector and educational institutions as well.



#### 4. Creation of Information Desk:

To fetch the right information, there should be a right place. But unluckily in UVAS there doesn't exist anything like information desk which guides the customers or new entrants about how and from where the information is to be gathered and rest of the procedures regarding admission, etc.

#### 5. Souvenirs (file covers, ball point, clocks etc.):

Of course the most important and widely used instrument for marketing but still not practiced in UVAS. File covers, ball points, clocks, key chains, etc. with the tag of UVAS can definitely recognize it amongst the public.

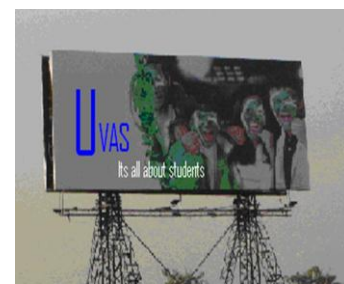
Now-a-days, the above mentioned souvenirs act as promotional vehicles e.g. where ever a printed (tag marked) ball point, file cover travels, the brand name on that instrument also travels side by side.

#### 6. News Paper ads: (ref # Q3)

Newspaper reading is one of the most common hobbies amongst people, especially of medium and old age. Newspapers are equally read by all the classes. Thus, it is the best way to market any product or any institution. These days universities furnish their advertisement on the newspapers throughout the year, but regarding UVAS it is an awful fact that they give their ads only in admission season (2-4 weeks) which are not up to the mark though, and for the rest of the year there is no, or very few, reminders from UVAS.

#### 7. Billboard: (ref # Q7)

Presently, billboards are being used by every other institution, so why shouldn't UVAS join the race and recognize itself by using this tool as well. Billboards have the ability to catch the viewer's eyes to



the maximum as compared to other tools. The purposed locations for placing UVAS billboard are:

Kalma Chowk and Firdaus Market as both the locations mainly act as a central location of the city and leads to various parts of the Lahore. Furthermore, the traffic passage ratio from these locations is immense and targets the educated and population from middle to upper higher class.

### **UVAS OVERHEAD AS BEST TOOL:**

While talking about placing sign boards and banners, the effectiveness and benefits of newly constructed UVAS overhead can't be neglected. Yes, we are talking about the very new overhead which links University hostels to the University. This very bridge can bridge the gap between UVAS recognition and the public. We would love to see the Mighty logo of UVAS in the middle of the bridge and rest of the sides are covered with various other programs offered by the departments.

### **8. Buses: (ref @ interview, IV)**

Intra city bus service should be started. Especially by keeping in view the growth of MBA program. This will not only promote UVAS brand name throughout Lahore but also increase the Revenue in form of a monthly travel charges.

### **9. Web marketing (web communities): (ref # Q10)**

Living in 21<sup>st</sup> century and marketing without using internet is no more acceptable by the modern generation. In the era where Google or Hotmail has acquired the status of internet dictionary, web marketing cannot be neglected. Adds regarding current happenings in UVAS, Student's communities, Admission information etc. with daily or weekly bases web up to date services, must be practiced in order to have a perfect promotion.



### **10. Event Organization: (ref # Q8)**

Various cultural, national and regional events or extracurricular activities should be organized in a way that it leaves a moderate and positive impression upon the people. And they consider UVAS as a true event celebrator organization. The events include:

Debates Competition, Inter University quiz, kirat and naat competitions, Eid Carnivals, Bone fire, Concerts etc.

### **11. Cricket team formation:**

Cricket is undoubtedly the most famous sport of all times in Pakistan. UVAS ought to have a cricket team for a head on competition with other universities team which indirectly enables UVAS to stand in the same line with other universities. Once the Cricket team will compete with PU, Or GCU cricket teams then people will start considering it in competition in other spheres as well. This can again be a great source of recognition.

### **12. SMS Marketing:**

It will be an awesome scene by seeing UVAS marketing through SMS in a cheap and effective way. Students use Mob more than anything now, even more than their pens, that's why a great opportunity to use SMS as a communication source with them. The SMS software cost Rs. 10, 000 enables the holder to have unlimited access to every connection holder through which University news, admission up to dates, events etc. can all be easily publicized amongst the people. Truly a very effective and unique way of marketing; hasn't been utilized by any one and UVAS can be pioneer in it.



### 13. University magazine

An institutional magazine is truly a best reflector of institutional image. Previously, Mr. Rana has justified with his services provided for ‘Vision’ and now more efforts are required to make it compatible with modern demands and in line with modern generation thoughts. Furthermore, A team comprises of MBA students should be established which not only market the magazine but also find the prospect sponsors as well.

### 14. Contacts with professionals

Job placement is another essential aspect to be considered. UVAS or specially MBA higher management should definitely establish or to utilize their contacts with industry for guaranteed job placements to its graduates. This can be done by contacting them, or by inviting them to participate in different seminars, workshops and events organized by UVAS, on the basis of which relations can be built and contracts can be signed for definite job placements.

In SMEDA conference, I (Ali Abbas) raised a question to HBL HR manager about this issue and she replied openly that “ask your university to contact us and we are ready to decide further”.



### 15. UVAS Slogan (ref # Q12)

The excellent way to initiate emotional attachment is the use of slogans and tag lines. On the other hand they act as a primary tool for promotion and image building as well. Once you convey people as what you want to say, the next step is their listening and then believing to the extent as what you said. Tag lines like “Be superior”, Punjabians”, The Ravians etc. This not only promotes the institutions to great extent but also establishes their identity.

A list of proposed slogans or taglines for UVAS is:



- a. “We, the students”
- b. “It’s all about us, It’s all about students”
- c. “UVAS”! A knowledge explorer
- d. Investing in knowledge
- e. Inspiring Minds
- f. Forward thinking
- g. Grasp the forces, bring the change
- h. The first, which is second to none...it’s UVAS
- i. “UVAS”, V make it happen
- j. Your revolution starts here
- k. Deep learning, growing faith , reality
- l. Because students are special
- m. Where science is reading
- n. “UVAS”! V da professionals
- o. The true Professionals/ The Professionals

#### **16. Transparent stickers (for vehicles etc...)**

While talking about tag lines in the above section, the stickers using UVAS logos or tag lines on the Cars back screen and on motor-bikes etc. can work wonder for its common familiarity.

#### **17. Class room interior**

Class rooms internal look along with the institutions outlook act as a 1st impression of quality and standard. The class room internal look should be changed to somewhat like a student study room, where student loves to study by choice not by chance. The walls can be dual colored and a locker cupboard should also be there for student’s convenience. This can help in building the institution image as a unique trend setter.

#### **18. Old student union**

“Recognizing past, grasping present and eye on future” make a perfect script for a success story. UVAS need to organize an old student federation which not only retains the student loyalty and relation to the institution but also make it a matter of pride and expressing element that UVAS graduates are working and serving the esteem organizations of the country and contributing the maximum they have.



In other words UVAS can Cash the fame of its past students for its future strength, who may be serving the country on high ranks and at the same time acting as a member of old student federation.

### **19. CRM (Eid cards, invitations)**

Customer Relationship management, being a well acclaimed marketing concept is yet another undisputed element for retaining student loyalty. UVAS should also keep track the records of its passed students and should remember them on the events like Eids, Christmas, seminars and current university happenings. This way UVAS can target the new individuals while keeping in touch with its one time user.

### **20. Faculty conversion into departments or schools**

This can just act as a suggestion that the conversion of faculties in to Schools or by replacing the words faculty in to school may have a great psychological impact on its image and can affect the functionality in positive way.

e.g.

Faculty of Biosciences	Institute of Biosciences
Faculty of Veterinary Science	School of Veterinary Sciences
Faculty of Fisheries & Wildlife	School of Fisheries & Wildlife
Faculty of Animal Production & Technology	Animal Production & Technology School
Faculty of Life Sciences Business Management	School of Life Sciences Business Management
Institute of Pharmaceutical Sciences	Institute of Pharmaceutical Sciences

### 21. Cable/TV adds if possible (Ref # Q3)

“This news up to date is brought to you by UVAS”  
This statement if heard on TV will definitely strike the listeners in millions. So, not much too write about that. By the way, UCP, Superior and other colleges are utilizing this option.



### 22. Better looked prospectus (Ref # Q5)

Commonly observed and by considering the results extracted from questionnaire, Prospectus play a vital role in customer's decision making process and it adds a lot for image building as well. In this regard, the prospectus should be better looked and reflect the image of a modern, student friendly and A rated university. (See interview, point 4) The prospectus should also include sponsored ads in it so that the cost of publishing is compensated with it as well.

The key elements a modern prospectus should have:

- Graphics, layout, color schemes should be improved in order to make it more attractive for students.
- Scope of every program and its comparison with modern life should be written in prospectus
- Research assessment should be there
- Success stories of university old students should be there
- Focus on position holders and their message to other students
- Events, convocations, society activities and functions organized by university should be there by using innovative ways
- Should be up dated every year
- Parents and careers guide should be there
- Mention other campus of university as well
- There should be common prospectus for all degree programs
- Give facility to download prospectus via net
- Also provide an audio recording of prospectus in form of CDs

### 23. Initiation of complementary short courses

Offering short courses like, English/ French languages, computer courses, Statistical or other related courses enable the institution to remain in the public mind. It's also useful for generating future pro-



spect students in advance. It can not only increase revenue but can also act as a competitive advantage over others.

#### **24. Corporate Social Responsibility (CSR) (ref # Q14)**

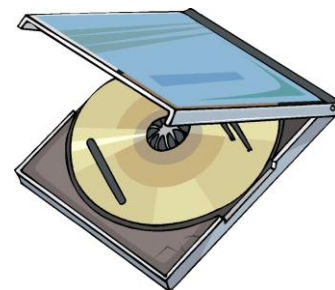
CSR is a commonly used practiced by organizations but now educational institutions are also using it as their primary marketing tool. UVAS, on a bit big scale should involve itself in CSR practices e.g. open fund raising campaigns for refugees, active participation in campaigns against smoking, Walks for issues like violence against women etc. This will not only add our contribution to the society but also build UVAS image as a caring and concerned organization.

#### **25. Prospect student free visits**

UVAS should warmly welcome well organized college student visits to its premises, to introduce themselves with UVAS and its environment.

#### **26. CD's as prospectus (ref # Q5)**

Technology should be utilized to maximum especially when computers become part and parcel for education. So, it will be better off both in terms of cost and ease, if CDs or DVDS are utilized as Prospectus. It will also help to present the full fledged and graphical, 3D based format information about University and admission processes.



**Other promotional strategies may include:**

#### **27. Brochures provision at public places**

#### **28. Workshops (ref # Q7)**

#### **29. Seminars**

#### **30. Scholarship**

#### **31. Publishing of intra newsletters:**

## 8 CONCLUSION

At the end of this detailed, comprehensive and productive research, especially after reviving the immense literature about branding, it shouldn't be a surprise anymore that branding has become a must for Higher Education Institutions. And as the case organization has been taken from Pakistan, the responses from students of top universities are the clear evidence for signifying the fact that the modern scholars value branding to some good extent. They like and want universities to be promoted and they want people to know that their institution is a renowned and familiar one. Also, the respondents' liking for conventional promotional strategies like gorilla marketing, distribution of souvenirs, social media marketing etc. proves a point that practicing basic marketing principles can make a difference and this is something which represents the voice of students I.e. customers and consumers as well. So, it won't be wrong to comment that time has gone when quality education was the only thing, as how aggressively universities sell their name is another important factor which catch students' eye.

Since, UVAS has been unable to make its mark in branding in contrast to other institutions, the responses of its existing graduates raising their voice for proper promotional strategy with things like periodic newspaper advertisements, workshops, campaigns etc., as have been extracted from questionnaires, enforce the concerned management that steps should be taken to market UVAS & measures should be brought into action where UVAS reaches public recognition. And this is just not the voice of students, as part of their interviewed faculty feels nevertheless the same, which reflects some serious concern.

It also leads us to one more conclusion that marketing has become such a practical and vibrant subject/ field that even novel sectors like education need it for their survival. At least, being a business graduate this ensures to all marketing scholars that their study is equally practical and influential as any other field like medical or engineering, and this makes Social Sciences or business studies an even more valuable

field. However, there is also a dark side of it that needs to be considered that this progression of marketing may result in demotivating quality as well.

With final remarks, UVAS Marketing department, if exists any should recall Mark Twain's quote according to which "*Many a small thing has been made large by right kind of advertisement*" otherwise this historic institution despite providing the best lot of veterinarians to this country will live another 100 years, but with an unfamiliar slogan, with unfamiliar name & with less known brand. And this is nearly same for every other HE institution especially in the populous continent like Asia where the shifts between demand & supply show considerable variations in general.

## 8.1 Implications For future Research

As discussed above, research in branding as far as HEI's are concerned has been scarce. Therefore, this study forms some genuine basis for conducting research to next level in the following ways:

- Branding phenomenon as a must for Universities in Competitive Markets
- To identify the factors affecting branding of HEIs
- Developing concepts require to meet international brand setting
- Customer (student) response to education branding
- Moral and ethics in branding for novel sectors
- Scope and limitations of promotional strategy in HEIs
- Proportionality of branding with conventional marketing tools

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## 11 APPENDIX

### List of HEC Recognized Universities

PUBLIC SECTOR UNIVERSITIES/DEGREE AWARDING INSTITUTES			
Universities/DAI's chartered by the Government of Pakistan			
S. No	University/DAI Name	Main Campus Location	Website Address
1	Air University, Islamabad	Islamabad	<a href="http://www.au.edu.pk">www.au.edu.pk</a>
2	Allama Iqbal Open University, Islamabad (AIU)	Islamabad	<a href="http://www.aiou.edu.pk">www.aiou.edu.pk</a>
3	Bahria University, Islamabad	Islamabad	<a href="http://www.bci.edu.pk">www.bci.edu.pk</a>
4	COMSATS Institute of Information Technology, Islamabad	Islamabad	<a href="http://www.ciit.edu.pk">www.ciit.edu.pk</a>
5	Dawood College of Engineering & Technology, Karachi	Karachi	<a href="http://www.dcet.edu.pk">www.dcet.edu.pk</a>
6	Federal Urdu University of Arts, Sciences & Technology, Islamabad	Islamabad	<a href="http://www.fuuast.edu.pk">www.fuuast.edu.pk</a>
7	Institute of Space Technology, Islamabad (IST)	Islamabad	<a href="http://www.ist.edu.pk">www.ist.edu.pk</a>
8	International Islamic University, Islamabad	Islamabad	<a href="http://www.iiu.edu.pk">www.iiu.edu.pk</a>
9	Karakorum International University, Gilgit, Gilgit Baltistan	Gilgit	<a href="http://www.kiu.edu.pk">www.kiu.edu.pk</a>
10	National College of Arts, Lahore (NCA)	Lahore	<a href="http://www.nca.edu.pk">www.nca.edu.pk</a>
11	National Defense University, Islamabad (NDU)	Islamabad	<a href="http://www.ndu.edu.pk">www.ndu.edu.pk</a>
12	National Textile University, Faisalabad	Faisalabad	<a href="http://www.ntu.edu.pk">www.ntu.edu.pk</a>
13	National University of Modern Languages, Islamabad (NUML)	Islamabad	<a href="http://www.numl.edu.pk">www.numl.edu.pk</a>
14	National University of Sciences & Technology, Rawalpindi (NUST)	Islamabad	<a href="http://www.nust.edu.pk">www.nust.edu.pk</a>
15	Pakistan Institute of Development Economics (PIDE), Islamabad	Islamabad	<a href="http://www.pide.org.pk">www.pide.org.pk</a>
16	Pakistan Institute of Engineering & Applied Sciences, Islamabad (PIEAS)	Islamabad	<a href="http://www.pieas.edu.pk">www.pieas.edu.pk</a>
17	Pakistan Institute of Fashion and Design, Lahore	Lahore	<a href="http://www.pifd.edu.pk">www.pifd.edu.pk</a>
18	Pakistan Military Academy, Abbottabad (PMA)	Abbottabad	Not Available
19	Pakistan Naval Academy, Karachi	Karachi	<a href="http://www.paknavy.gov.pk">www.paknavy.gov.pk</a>
20	Quaid-i-Azam University, Islamabad	Islamabad	<a href="http://www.qau.edu.pk">www.qau.edu.pk</a>
21	Virtual University of Pakistan, Lahore	Lahore	<a href="http://www.vu.edu.pk">www.vu.edu.pk</a>
22	NFC Institute of Engineering and Technology, Multan	Multan	<a href="http://www.nfciet.edu.pk">www.nfciet.edu.pk</a>

Universities/DAI's chartered by Government of the Punjab			
S. No	University/DAI Name	Main Campus Location	Website Address
1	Bahauddin Zakariya University, Multan	Multan	www.bzu.edu.pk
2	Fatima Jinnah Women University, Rawalpindi	Rawalpindi	www.fjwu.edu.pk
3	Government College University, Faisalabad	Faisalabad	www.gcuf.edu.pk
4	Government College University, Lahore	Lahore	www.gcu.edu.pk
5	Islamia University, Bahawalpur	Bahawalpur	www.iub.edu.pk
6	King Edward Medical University, Lahore	Lahore	www.kemu.edu.pk
7	Kinnaird College for Women, Lahore	Lahore	www.kinnaird.edu.pk
8	Lahore College for Women University, Lahore	Lahore	www.lcwu.edu.pk
9	University of Agriculture, Faisalabad	Faisalabad	www.uaf.edu.pk
10	Pir Mehr Ali Shah Arid Agriculture, University Rawalpindi	Rawalpindi	www.uaar.edu.pk
11	University of Education, Lahore	Lahore	www.ue.edu.pk
12	University of Engineering & Technology, Lahore	Lahore	www.uet.edu.pk
13	University of Engineering & Technology, Taxila	Taxila	www.uettaxila.edu.pk
14	University of Gujrat, Gujrat	Gujrat	www.uog.edu.pk
15	University of Health Sciences, Lahore	Lahore	www.uhs.edu.pk
16	University of Sargodha, Sargodha	Sargodha	www.uos.edu.pk
17	University of the Punjab, Lahore	Lahore	www.pu.edu.pk
18	University of Veterinary & Animal Sciences, Lahore	Lahore	www.uvas.edu.pk
Universities/DAI's chartered by Government of Sindh			

S. No	University/DAI Name	Main Campus Location	Website Address
1	DOW University of Health Sciences, Karachi	Karachi	www.duhs.edu.pk
2	Institute of Business Administration, Karachi	Karachi	www.iba.edu.pk
3	Liaquat University of Medical and Health Sciences, Jamshoro Sindh.	Jamshoro	www.lumhs.edu.pk
4	Mehran University of Engineering & Technology, Jamshoro	Jamshoro	www.muets.edu.pk
5	NED University of Engineering & Technology, Karachi	Karachi	www.neduet.edu.pk
6	Peoples University of Medical and Health Sciences for Women, Na-	Nawabshah	www.pumhs.edu.pk

wabshah (Shaheed Benazirabad)

7	Quaid-e-Awam University of Engineering, Sciences & Technology, Nawabshah	Nawabshah	www.quest.edu.pk
8	Shah Abdul Latif University, Khairpur	Khairpur	www.salu.edu.pk
9	Shahaeed Mohtarma Benazir Bhutto Medical University, Larkana	Larkana	www.smbbm.edu.pk
10	Sindh Agriculture University, Tandojam	Tandojam	www.sau.edu.pk
11	Sukkur Institute of Business Administration, Sukkur	Sukkur	www.iba-suk.edu.pk
12	University of Karachi, Karachi	Karachi	www.uok.edu.pk
13	University of Sindh, Jamshoro	Jamshoro	www.usindh.edu.pk
14	Sindh Madresatul Islam University, Karachi	Karachi	www.smiu.edu.pk
15	Benazir Bhutto Shaheed University Lyari, Karachi	Karachi	www.bbsul.edu.pk
16	Shaheed Benazir Bhutto University Shaheed Benazirabad	Nawabshah	www.sbbusba.edu.pk

#### Universities/DAI's chartered by Government of Khyber Pakhtoonkhwa

S. No	University/DAI Name	Main Campus Location	Website Address
1	Abdul Wali Khan University, Mardan	Mardan	www.awkum.edu.pk
2	Frontier Women University, Peshawar	Peshawar	www.fwu.edu.pk
3	Gomal University, D.I. Khan	D.I. Khan	www.gu.edu.pk/
4	Hazara University, Dodhial, Mansehra	Manshera	www.hu.edu.pk/
5	Institute of Management Science, Peshawar (IMS)	Peshawar	www.imsciences.edu.pk
6	Islamia College University, Peshawar	Peshawar	www.icp.edu.pk
7	Khyber Medical University, Peshawar	Peshawar	www.kmu.edu.pk
8	Kohat University of Science and Technology, Kohat	Kohat	www.kust.edu.pk
9	Khyber Pakhtunkhwa Agricultural University, Peshawar	Peshawar	www.aup.edu.pk
10	KPK University of Engineering & Technology, Peshawar	Peshawar	www.KPKuet.edu.pk

11	Shaheed Benazir Bhutto University, Sheringal, Dir	Dir	<a href="http://www.sbbu.edu.pk">www.sbbu.edu.pk</a>
12	University of Malakand, Chakdara, Dir, Malakand	Malakand	<a href="http://www.uom.edu.pk">www.uom.edu.pk</a>
13	University of Peshawar, Peshawar	Peshawar	<a href="http://www.upesh.edu.pk">www.upesh.edu.pk</a>
14	University of Science & Technology, Bannu	Bannu	<a href="http://www.ustb.edu.pk">www.ustb.edu.pk</a>
15	University of Swat, Swat	Swat	<a href="http://www.swatuniversity.edu.pk">www.swatuniversity.edu.pk</a>
16	University of Haripur	Haripur	
<b>Universities/DAI's chartered by Government of Balochistan</b>			

S. No	University/DAI Name	Main Campus Location	Website Address
1	Balochistan University of Engineering & Technology, Khuzdar	Khuzdar	<a href="http://buatk.edu.pk">buatk.edu.pk</a>
2	Balochistan University of Information Technology & Management Sciences, Quetta	Quetta	<a href="http://www.buitms.edu.pk">www.buitms.edu.pk</a>
3	Lasbela University of Agriculture, Water and Marine Sciences	Lasbela	<a href="http://www.luawms.edu.pk">www.luawms.edu.pk</a>
4	Sardar Bahadur Khan Women University, Quetta	Quetta	<a href="http://www.sbkwu.edu.pk">www.sbkwu.edu.pk</a>
5	University of Balochistan, Quetta	Quetta	<a href="http://www.uob.edu.pk">www.uob.edu.pk</a>

#### Universities/DAI's chartered by Government of Azad Jammu & Kashmir

S. No	University/DAI Name	Main Campus Location	Website Address
1	Mirpur University of Science and Technology (MUST), AJ&K	Mirpur	<a href="http://www.must.edu.pk">www.must.edu.pk</a>
2	University of Azad Jammu & Kashmir, Muzaffarabad, Azad Kashmir, Muzaffarabad	Muzaffarabad	<a href="http://www.ajku.edu.pk">www.ajku.edu.pk</a>
3	University of Poonch, Rawalakot	Rawalakot	<a href="http://www.upr.edu.pk">www.upr.edu.pk</a>
4	Women University of Azad Jammu and Kashmir Bagh	Bagh	

#### PRIVATE SECTOR UNIVERSITIES/DEGREE AWARDING INSTITUTES

#### Universities/DAI's chartered by the Government of Pakistan

S. No	University/DAI Name	Main Campus Location	Website Address
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1	Aga Khan University, Karachi	Karachi	www.aku.edu
2	Foundation University, Islamabad	Islamabad	www.fui.edu.pk
3	Lahore University of Management Sciences (LUMS), Lahore	Lahore	www.lums.edu.pk
4	National University of Computer and Emerging Sciences, Islamabad	Islamabad	www.nu.edu.pk
5	Riphah International University, Islamabad	Islamabad	www.riphah.edu.pk
6	Shifa Tameer-e-Millat University, Islamabad	Islamabad	www.stmu.edu.pk

#### Universities/DAI's chartered by Government of the Punjab

University/DAI Name		Main Campus Location	Website Address
Beaconhouse National University, Lahore		Lahore	www.bnu.edu.pk
Forman Christian College, Lahore (university status)		Lahore	www.fccollege.edu.pk
Global Institute, Lahore		Lahore	www.global.edu.pk
Hajvery University, Lahore		Lahore	www.hajvery.edu.pk
HITEC University, Taxila		Taxila	www.hitecuni.edu.pk
Imperial College of Business Studies, Lahore		Lahore	www.imperial.edu.pk
Institute of Management Sciences, Lahore		Lahore	www.pakaims.edu.pk
Institute of Southern Punjab, Multan		Multan	www.usp.edu.pk
Lahore Leads University, Lahore		Lahore	www.leads.edu.pk
Lahore School of Economics, Lahore		Lahore	www.lahoreschoolofeconomics.edu.pk
Minhaj University, Lahore		Lahore	www.mul.edu.pk
National College of Business Administration & Economics, Lahore		Lahore	www.ncbae.edu.pk
The GIFT University, Gujranwala		Gujranwala	www.gift.edu.pk
The Superior College, Lahore		Lahore	www.superior.edu.pk
The University of Faisalabad, Faisalabad		Faisalabad	www.tuf.edu.pk
University of Central Punjab, Lahore		Lahore	www.ucp.edu.pk
University of Lahore, Lahore		Lahore	www.uol.edu.pk
University of Management & Technology, Lahore		Lahore	www.umat.edu.pk
University of South Asia, Lahore		Lahore	www.usa.edu.pk
University of Wah, Wah		Wah	www.uw.edu.pk



Qarshi University	Lahore	www.qu.edu.pk
Ali Institute of Education	Lahore	www.aie.edu.pk

#### Universities/DAI's chartered by Government of Sindh

University/DAI Name	Main Campus Location	Website Address
Baqai Medical University, Karachi	Karachi	www.baqai.edu.pk
Commeces Institute of Business & Emerging Sciences, Karachi	Karachi	www.commeccsinstitute.edu.pk
Dadabhoy Institute of Higher Education, Karachi	Karachi	www.dadabhoy.edu.pk
Greenwich University, Karachi	Karachi	www.greenwichuniversity.edu.pk
Hamdard University, Karachi	Karachi	www.hamdard.edu.pk
Indus University, Karachi	Karachi	www.indus.edu.pk
Indus Valley School of Art and Architecture, Karachi	Karachi	www.indusvalley.edu.pk
Institute of Business Management, Karachi	Karachi	www.iobm.edu.pk
Institute of Business and Technology, Karachi	Karachi	www.biztek.edu.pk
Iqra University, Karachi	Karachi	www.iqra.edu.pk
Isra University, Hyderabad	Hyderabad	www.isra.edu.pk
Jinnah University for Women, Karachi	Karachi	www.juw.edu.pk
<b>13</b> Karachi Institute of Economics & Technology, Karachi	Karachi	www.pafkiet.edu.pk
<b>14</b> KASB Institute of Technology, Karachi	Karachi	www.kasbit.edu.pk
<b>15</b> Muhammad Ali Jinnah University, Karachi	Karachi	www.jinnah.edu
<b>16</b> Newport Institute of Communications & Economics, Karachi	Karachi	www.newports.edu.pk
<b>17</b> Preston Institute of Management, Science and Technology, Karachi	Karachi	pimsat-khi.edu.pk
<b>18</b> Preston University, Karachi	Karachi	www.preston.edu.pk
<b>19</b> Shaheed Zulfikar Ali Bhutto Institute of Sc. & Technology (SZABIST), Karachi	Karachi	www.szabist.edu.pk
<b>20</b> Sir Syed University of Engg. & Technology, Karachi	Karachi	www.ssuet.edu.pk
<b>21</b> Sindh Institute of Medical Sciences, Karachi	Karachi	www.siut.org
<b>22</b> Textile Institute of Pakistan, Karachi	Karachi	www.tip.edu.pk
<b>23</b> Zia-ud-Din University, Karachi	Karachi	www.zu.edu.pk

24	DHA Suffa University, Karachi	Karachi	www.dsu.edu.pk
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**Universities/DAI's chartered by Government of Khyber Pakhtoonkhwa**

S. No	University/DAI Name	Main Campus Location	Website Address
1	Abasyn University, Peshawar	Peshawar	www.abasyn.edu.pk
2	CECOS University of Information Technology and Emerging Sciences, Peshawar	Peshawar	www.cecos.edu.pk
3	City University of Science and Information Technology, Peshawar	Peshawar	www.cityuniversity.edu.pk
4	Gandhara University, Peshawar	Peshawar	www.gandhara.edu.pk
5	Ghulam Ishaq Khan Institute of Engineering Sciences & Technology, Topi	Topi	www.giki.edu.pk
6	Iqra National University, Peshawar	Peshawar	www.iqrapsh.edu.pk
7	Northern University, Nowshera	Nowshera	www.northern.edu.pk
8	Preston University, Kohat	Kohat	www.preston.edu.pk
9	Qurtaba University of Science and Information Technology, D.I. Khan	D.I. Khan	www.qurtuba.edu.pk
10	Sarhad University of Science and Information Technology, Peshawar	Peshawar	www.suit.edu.pk

**Universities/DAI's chartered by Government of Balochistan**

S. No	University/DAI Name	Main Campus Location	Website Address
1	Al-Hamd Islamic University, Quetta	Quetta	http://www.aiu.edu.pk

**Universities/DAI's chartered by Government of Azad Jammu & Kashmir**

S. No	University/DAI Name	Main Campus Location	Website Address
1	Al-Khair University, AJ&K	Bhimber	www.alkhair.edu.pk
2	Mohi-ud-Din Islamic University, AJK	Nerain Sharif	http://www.miu.edu.pk/

S. No	Universities Name	Main Campus Location	Website Address	Status
	University of East, Hyderabad	Hyderabad	http://www.uoe.edu.pk/	

### Questionnaire 1:

#### **OBJECTIVE:**

- To complete Master thesis work being conducted in SAMK, on brand management of Higher Education Institutions in Pakistan, Focusing University of Veterinary and Animal Sciences (UVAS) Lahore by keeping in view the necessary indicators involved in promotion of educational institutions.

**Note:** The personal information provided by respondents will be kept confidential and extracted results from this instrument will only be used for above mentioned objective.

Name:	
Name of university/ institution:	
Level/ type of studies:	
C.G.P.A/ Grade:	

1. Have you ever heard about University of Veterinary & Animal Sciences (UVAS), Lahore:

- a) Yes
- b) No

2. In response to question 1, if yes, then how do you rate it:

- a) Excellent
- b) Good
- c) Average
- d) Bad
- e) Very bad
- f) Undecided

3. The most important media in university's promotion is:

- a) Print
- b) T.V
- c) Web
- d) All

4. Rank the following factors (e.g. 1,2,3 ...) as their importance in university's recognition as:

Lowest ⑤ ④ ③ ② ① Highest

\_\_\_\_\_ Historic institution  
 \_\_\_\_\_ No of courses offered  
 \_\_\_\_\_ Its brand  
 \_\_\_\_\_ Area of university  
 \_\_\_\_\_ Quality education  
 \_\_\_\_\_ Faculty  
 \_\_\_\_\_ Environment

5. Encircle the following factors as:

⑤ Strongly Disagree, ④ Disagree, ③ Neutral, ② Agree, ① Strongly Agree

a) The greater the promotion of a university, the more will be the recognition:	1	2	3	4	5
b) The quality of prospectus plays a vital role in your decision making about selection of university:	1	2	3	4	5
c) Now-a-days, universities need heavy marketing for its recognition:	1	2	3	4	5
d) Sign boards/ bill boards of universities catch eyes to take admission in that very university:	1	2	3	4	5
e) Extracurricular activities add a lot to university's familiarity:	1	2	3	4	5
f) Entry test system promotes the healthy competition and comparison among the institutions:	1	2	3	4	5
g) Web communities of universities should be developed:	1	2	3	4	5
h) The website should be visually appealing:	1	2	3	4	5
i) The role of slogans/ taglines in university's marketing is important:	1	2	3	4	5
j) Seminar is an excellent way to educate the market and promote your institution:	1	2	3	4	5

k) University's role in social welfare (e.g. campaign against smoking issue, funding for swat or Malakand refuges etc.) regarding common welfare issues should be maximum:	1	2	3	4	5
l) Tag of "Government" with universities increases their worth:	1	2	3	4	5
m) Brand name is an important factor for me to get admission in university:	1	2	3	4	5
n) Broachers act as secondary tool for university marketing:	1	2	3	4	5

## QUESTIONNAIRE 2:

**OBJECTIVE:** To complete Master thesis work being conducted in SAMK, on brand management of Higher Education Institutions in Pakistan, Focusing University of Veterinary and Animal Sciences (UVAS) Lahore by keeping in view the necessary indicators involved in promotion of educational institutions.

**Note:** The personal information provided by respondents will be kept confidential and extracted results from this instrument will only be used for above mentioned objective i.e. *marketing suggestions for UVAS*.

Name:	
Level/ type of studies:	
C.G.P.A/ Grade:	

1. Consider each of the statements below and encircle them as:

⑤ Very Bad	④ Bad	③ Average	② Good	① Excellent
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Quality and availability of library resources:	1	2	3	4	5
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Opportunities to make friends:	1	2	3	4	5
Professionalism of my lecturers & tutors:	1	2	3	4	5
Teaching facilities (lecture theatres, tutorial rooms, etc.):	1	2	3	4	5
The university website:	1	2	3	4	5
Availability of computers & technology services (e.g., the internet):	1	2	3	4	5
Quality of the education I am receiving:	1	2	3	4	5
Extra campus facilities (e.g., banks, cafes, bookshop, etc.):	1	2	3	4	5
Chances to pursue my social interests:	1	2	3	4	5
Places to study on campus:	1	2	3	4	5
Parking security:	1	2	3	4	5
The student email service:	1	2	3	4	5
Interest that teaching staff take in my progress:	1	2	3	4	5
Student support services (e.g. student union, academic assistance, counseling, etc.):	1	2	3	4	5
Value of this university's education for my career:	1	2	3	4	5
Pleasantness of the campus environment:	1	2	3	4	5
Chance to study subjects that fulfill my personal goals:	1	2	3	4	5
Opportunities I get to develop my professional skills:	1	2	3	4	5

## 2. FACULTY UNSTRUCTURED INTERVIEW QUESTIONS:

Since, the format of the interview was unstructured; therefore the questions were not prepared in advance. However, on spot responses from interviewees resulted in asking the kind of questions mentioned below. So, the following Interview was conducted for developing a promotional strategy for University of Veterinary & Animal Sciences. The observations taken from the replies of experienced faculty have been utilized in reaching the research objective stated above, with the full assurance of maintaining confidentiality, as far as name, rank and place of interviews is concerned.

Respondent Name:

Respondent Rank: Various Faculty Members at UVAS

Respondent Organization: UVAS

Respondent Qualification: M. Phil, MS, Ph.D. (Business, Marketing, Mgt.), DVM

- I. What do you think is the main reason behind non familiarity of UVAS?
- II. You agree with the logo of UVAS or you think it should be changed to increase its brand value?
- III. Your views about recent started MBA program by UVAS, as far as its overall image is concerned.
- IV. Are you happy with the way prospectus of UVAS is projecting the institution?
- V. Your views about UVAS branding and job placements for existing business graduates.
- VI. Do you suggest any measures for UVAS promotion?
- VII. How branding can make a difference in overall image building?

## 12 GLOSSARY OF TERMS

UVAS = University of Veterinary & Animal Sciences

GCU = Government College University

LUMS = Lahore University of Management Sciences

PCBA = Punjab College of Business Administration

UMT = University of Management & Technology

Be Superior = Slogan of Superior University

The Ravians = Slogan of GC

HEC = Higher Education Commission of Pakistan (A government body authorized to license universities as “Degree Awarding Institutions”. Without the accreditation of HEC, the degree awarding institutions are not considered original, reliable and trust worthy in job market.

EID = A holy Festival in which Muslims greet each other, share hugs and exchange gifts after fasting for whole month.

Ghora Hospital= “Ghora” is an Urdu word meaning “horse” in English. As, part of the university premises was used for treatment of wounded horses and veterinary pets in early 19<sup>th</sup> century to date, the university is also known as Ghora Hospital. This title for university though spoken in public, is less likely to be appreciated for a proper image of university.