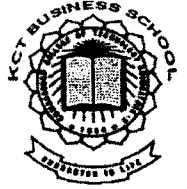
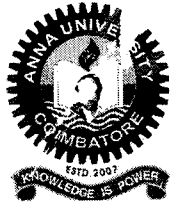


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**STRATEGIC MARKETING OF MBA ENTRANCE
COACHING INSTITUTES WITH SPECIAL REFERENCE
TO IMS LEARNING RESOURCES PVT. LTD,
COIMBATORE**

A SUMMER PROJECT REPORT (MBA703)

Submitted by

**J SHERJIN JOEL
Register No: 0920400049**

Under the Guidance of

Ms. S. SANGEETHA M.B.A; M.Phil; (PhD)

in partial fulfillment for the award of the degree

of

MASTER OF BUSINESS ADMINISTRATION

in

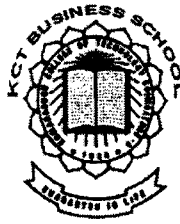
Department of Management Studies

KUMARAGURU COLLEGE OF TECHNOLOGY

(An Autonomous Institution Affiliated to Anna University of Technology, Coimbatore)

COIMBATORE – 641 049

October, 2010



KUMARAGURU COLLEGE OF TECHNOLOGY
COIMBATORE -641 049

Department of Management Studies

A SUMMER PROJECT WORK (MBA703)
OCTOBER 2010

This is to certify that the project entitled

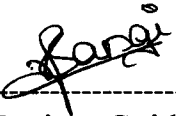
STRATEGIC MARKETING OF MBA ENTRANCE COACHING
INSTITUTES WITH SPECIAL REFERENCE TO IMS LEARNING
RESOURCES PVT. LTD, COIMBATORE

is the bonafide record of project work done by

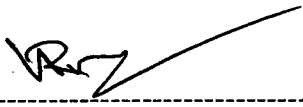
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Project Guide



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To whomsoever it may concern

This is to certify that J.Sherjin Joel of Kumaraguru College of Technology Business School, Coimbatore has undergone Project Work entitled Strategic marketing of MBA entrance coaching institutes with special reference to IMS Learning Resources Pvt. Ltd., Coimbatore in our company from July 2010 to September 2010.

During this period he has shown enormous interest towards research and learning.

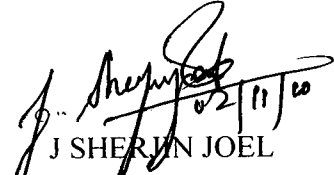
Wish him success in all his endeavours.

A handwritten signature in black ink, appearing to read 'S. Vinoth Kumar', is positioned above the printed name.

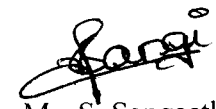
S. Vinoth Kumar,
Business Development Executive,
IMS Learning Resources Pvt. Ltd

DECLARATION

I affirm that the project work titled '**Strategic marketing of educational institutions with special reference to MBA entrance coaching institutes in Coimbatore**' being submitted in partial fulfillment for the award of Master of Business Administration is the original work carried out by me. It has not formed the part of any other project work submitted for award of any degree or diploma, either in this or any other University


J SHERIN JOEL
0920400049

I certify that the declaration made above by the candidate is true


Ms. S. Sangeetha ,
Senior Lecturer,
KCT Business School.

ACKNOWLEDGEMENT

I express my sincere gratitude to our beloved chairman **Arutchelvar Dr. N.Mahalingam and the Management** for the prime guiding spirit of Kumaraguru College of Technology.

I wish to express deep sense of obligation to **Ms. S. Sangeetha, M.B.A; M. Phil; (PhD)**, Senior Lecturer, **KCT Business School**, for her intensive guidance throughout my project.

I am greatly indebted to thank **Mr.C.Ganeshmoorthy**, Project Co-ordinator / Class Advisor and all other faculty members of **KCT Business School** for their kind support.

I express my sincere thanks to **Mr. S. Vinoth Kumar**, Business Development Executive, IMS Learning Resources, Pvt. Ltd, for his encouragement and help in carrying out this project.

I am grateful to the students in the coaching centers and colleges in Coimbatore who contributed for the success of this project.

ABSTRACT

This project, **‘Strategic marketing of MBA entrance coaching institutes with special reference to IMS learning resources Pvt. Ltd, Coimbatore.’** is a study on the marketing strategy of MBA entrance coaching centers in Coimbatore and the perception of the students towards the coaching centers. The market for the coaching centers is also found out by analyzing the career options and higher education preference of students in the colleges. For this purpose, two sets of questionnaires are designed to collect the required information and administered on 720 students in colleges and 259 students who are in the top 3 coaching centers in Coimbatore. Simple random sampling was done to select the samples.

From the analysis of information collected, it was found that the market for job placement training is more than that for MBA entrance coaching. It was also found that the career choice and higher education preference among non -engineering colleges and engineering colleges differ to a considerable extent. Further, the decision to join an institute is affected mostly by results and quality.

TABLE OF CONTENTS

CHAPTER NO	TITLE	PAGE NO
	CERTIFICATE	I
	DECLARATION	II
	ACKNOWLEDGEMENT	III
	ABSTRACT	IV
	LIST OF TABLES	VI
	LIST OF CHARTS	VIII
1	INTRODUCTION 1.1 Background 1.2 Review of Literature 1.3 Objectives of the study 1.4 Scope of the study 1.5 Limitations	 1 2 5 5 6
2	RESEARCH METHODOLOGY	6
3	SECTOR ANALYSIS	9
4	DATA ANALYSIS AND INTERPRETATION	15
5	CONCLUSION 4.1 Findings 4.2 Suggestions 4.3 Conclusion	 40 41 42 43
	APPENDIX	45
	BIBLIOGRAPHY	53

LIST OF TABLES

TABLE NO.	TITLE	PAGE NO.
3.1	TABLE SHOWING THE ENRANCE COACHING CENTERS IN COIMBATORE	12
3.2	TABLE SHOWING SWOT ANALYSIS OF THE COACHING CENTERS IN COIMBATORE	13
4.1	TABLE SHOWING THE EDUCATIONAL QUALIFICATION OF THE RESPONDENTS	15
4.2	TABLE SHOWING THE CAREER CHOICE OF THE RESPONDENTS	16
4.3	TABLE SHOWING CAREER CHOICE OF RESPONDENTS IN NON- ENGINEERING COLLEGES	17
4.4	TABLE SHOWING CAREER CHOICE OF THE RESPONCDENTS IN ENGINEERING COLLEGES	17
4.5	TABLE SHOWING CHOICE OF THE BEST COACHING CENTER BY THE RESPONDENTS	18
4.6	TABLE SHOWING THE REASON FOR CHOOSING THE BEST COACHING CENTER	19
4.7	TABLE SHOWING MEDIUM OF KNOWLEDGE ABOUT THE INSTITUTION	20
4.8	TABLE SHOWING THE REACH OF THE ADVERTISEMENTS	21
4.9	TABLE SHOWING MEDIUM OF ADVERTISEMENT	22
4.10	TABLE SHOWING TYPE OF COACHING EXPECTED	23
4.11	TABLE SHOWING TYPE OF COACHING EXPECTED BY NON	24 vi

TABLE NO.	TITLE	PAGE NO.
4.12	TABLE SHOWING THE LOCATIONAL PREFERENCE OF THE RESPONDENTS	25
4.13	TABLE SHOWING THE REASONS FOR NOT JOINING A COACHING CENTER	26
4.14	TABLE SHOWING SOURCE OF AWARENESS ABOUT THE INSTITUTION	31
4.15	TABLE SHOWING LEVEL OF SATISFACTION IN COACHING	32
4.16	TABLE SHOWING SATISFACTION LEVEL OF TIMINGS	33
4.17	TABLE SHOWING THE LEVEL OF SKILL OF FACULTIES	34
4.18	TABLE SHOWING FACTORS TO BE IMPROVED IN THE COACHING CENTERS	35
4.19	TABLE SHOWING THE SATISFACTION LEVEL AMONG IMS STUDENTS	36
4.20	TABLE SHOWING SATISFACTION LEVEL OF FACE STUDENTS	37
4.21	TABLE SHOWING THE SATISFACTION LEVEL IN TIME INSTITUTE	38
4.22	TABLE SHOWING THE COMPARISON OF SATISFACTION LEVELS	39

LIST OF CHARTS

CHART NO.	TITLE	PAGE NO.
4.1	CHART SHOWING CAREER CHOICE OF THE RESPONDENTS	16
4.2	CHART SHOWING CHOICE OF THE BEST COACHING CENTER BY THE RESPONDENTS	18
4.3	CHART SHOWING THE REASON FOR CHOOSING THE BEST COACHING CENTER	19
4.4	CHART SHOWING MEDIUM OF KNOWLEDGE ABOUT THE INSTITUTION	20
4.5	CHART SHOWING THE REACH OF THE ADVERTISEMENTS	21
4.6	CHART SHOWING MEDIUM OF ADVERTISEMENT	22
4.7	CHART SHOWING TYPE OF COACHING EXPECTED	23
4.8	TABLE SHOWING THE LOCATIONAL PREFERENCE OF THE RESPONDENTS	25
4.9	CHART SHOWING FAMILY INCOME VS CAREER CHOICE	27
4.10	CHART SHOWING CHOICE OF BEST COACHING CENTER VS REASONS	28
4.11	CHART SHOWING EDUCATION VS TYPE OF COACHING EXPECTED	29
4.12	CHART SHOWING CAREER CHOICE VS EXPECTED TYPE OF COACHING	30

INTRODUCTION

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Business dictionaries define strategic marketing as identification of one or more competitive advantages of a firm and to allocate resources so as to exploit them.

Marketing is the backbone of any industry, to make a business. When marketing is considered more of a term related to products, it is inevitable in the service sector too. But, there is not much concern given towards the marketing of educational institution. Educational institutions are considered sacred like temple of gods according to Indian tradition and culture. So right from early history, unlike other service industries, education is not marketed. There were questions that “are selling education ethical?” But, for the long time sustenance of any industry including service sectors, marketing should be done.

In the current decade, education has become a highly booming industry, and the predictions say that there is no visible turn back of the growth in near future. While the tier 1 cities and the metros are almost saturated with infinite number of coaching centers and educational institutions, Now it's the turn for the tier 2 cities. This project is done in one of the highly growing tier 2 cities, COIMBATORE on the perspective of entrance coaching centers.

1.2 REVIEW OF LITERATURE

¹ **Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy Najmuddin Shaik, PhD**

Relationship marketing has emerged as a dominant paradigm with consequences for marketing and management of a relationship-type marketing strategy. A number of researchers have advocated a move towards relationship marketing in the corporate world but application of relationship marketing strategies towards educational services has received little attention. This paper is an attempt to address the gap. The relevance of relationship marketing paradigm to student recruitment and retention in distance learning programs is described. Theory of student retention and the relationship marketing paradigm reinforce similar strategies to promote student retention and are complimentary to each other. A comparison of the roles and responsibilities of the marketing and non-marketing staff in implementing the relationship marketing strategy is discussed. Also included is a brief discussion of Service Center , an online application developed by the academic outreach staff of University of Illinois at Urbana-Champaign, and the service management strategies by departments of three online graduate degree programs to build long-term relationship with the student and other collaborating partners.

² **Using of Marketing Communication for Distance Education InstitutionsR. Ayhan YILMAZ, PhD**

Distance education (DE) has become an accepted form of education and has been gaining widespread popularity in recent years. Marketing concept has been gaining importance in

¹ Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy Najmuddin Shaik, Ph.D. Division of Academic Outreach
University of Illinois at Urbana-Champaign.

² Using of Marketing Communication for Distance Education Institutions. Ethan YILMAZ, PhD
Anadolu University, Communication Sciences Faculty
Eskisehir, TURKEY

distance education sector throughout the world. The factors responsible for this are self-support policies, increasing competitiveness in the marketplace, rising customer expectations, widening access to education etc (Gupta, 2005). More than 70 countries are offering educational programmes through distance education all over the world today.

³ **A review of research on the impact of professional learning communities on teaching practice and student learning V VESCIO.**

After an overview of the characteristics of professional learning communities (PLCs), this manuscript presents a review of 10 American studies and one English study on the impact of PLCs on teaching practices and student learning. Although, few studies move beyond self-reports of positive impact, a small number of empirical studies explore the impact on teaching practice and student learning. The collective results of these studies suggest that well-developed PLCs have positive impact on both teaching practice and student achievement.

⁴ **Business of Higher Education in Malaysia: Development and Prospects in the New Millennium by Ahmad Mahdzan Ayob (PhD)**

³ A review of research on the impact of professional learning communities on teaching practice and student learning V VESCIO, D ROSS, A ADAMS Teaching and Teacher Education (2008) Volume: 24, Issue: 1, Pages: 80-91 ISSN: 0742051X ,DOI: 10.1016/j.tate.2007.01.004

⁴ Business of Higher Education in Malaysia: Development and Prospects in the New Millennium by Ahmad Mahdzan Ayob (PhD)
School of Economics, University Utara Malaysia

Traditional roles of the business sector in higher education are to provide scholarships and educational loans to students, provide space for student internships, advise universities on the curriculum, and employ the graduates. Of late, the business sector in Malaysia has become key players in delivering higher education. This sector's involvement complements the role of public universities in producing skilled manpower. Their participation in this arena reflects a changing socioeconomic and political development in the country.

⁵Quality Dimensional Analysis: A Basis for Marketing Strategy of Higher Educational Institutions, Vesna Babic-Hodovic (Faculty of Economics, Sarajevo, BiH)
Eldin Mehic (Faculty of Economics, Sarajevo, BiH)

Higher education institutions currently face an increased number of Therefore, an appropriate marketing strategy is required to pay attention to this fact. We need to apply conquest marketing to secure a sufficient level of interest and enrollment of students on one hand, and retention marketing in order to create the satisfaction and loyalty of the already enrolled students on the other. The key role in formulating and designing the marketing strategy of an educational institution is assigned to the quality of the educational process, the quality as perceived by the students, and the level of satisfaction derived from the same. Since one specific feature of the service process, including the education services too, is the heterogeneity of the services and difficult standardization of the service process; the measured quality of services in fact represents the quality as perceived by the clients. From this follows that the precondition of a successfully created marketing strategy is the choice of an adequate quality-measuring model in the education process (service provision process). The paper uses the Kano model of service quality measuring to identify among students the factors that are used by them to measure the quality of the education process and point at them the marketing strategy of institutions. Participants in the market on the supply side, and increased level of requirements at the demand side.

⁵ Quality Dimensional Analysis: A Basis for Marketing Strategy of Higher Educational Institutions, Vesna Babic-Hodovic (Faculty of Economics, Sarajevo, BiH)
Eldin Mehic (Faculty of Economics, Sarajevo, BiH)

OBJECTIVES OF THE STUDY

PRIMARY OBJECTIVE

To explore the market potential and formulate a marketing strategy for IMS entrance coaching academy to become the market leader in Coimbatore.

SECONDARY OBJECTIVES

- To study the market in the future for MBA entrance coaching centers in Coimbatore.
- To study about the perceptions and expectation of students about the coaching centers.

1.3 SCOPE OF THE STUDY

The study can help the entrance coaching centers adopt strategies and feasible business plans to become a market leader. As education industry is booming in India, this will help the institutions take the right move in the right time.

There are more than 150 colleges around Coimbatore with a dynamic student force. The presence of many top rate colleges in the city ensures the incessant inflow of intelligent students.

The research is focused on the colleges and coaching centers in Coimbatore, Finding the perceptions of students on MBA coaching centers.

This project is also aimed on throwing some light on “how to sell education.”.

1.4 LIMITATIONS OF THE STUDY

- The study is limited to Coimbatore region.
- The colleges which are beyond 20 Kms from Gandhipuram are not included in the research

1.5 RESEARCH METHODOLOGY

RESEARCH DESIGN

- Research design can be defined as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance in research purpose with economy in procedure. It constitutes the blueprint for the collection, measurement and analysis of data.
- The project work is a descriptive research as it describes the state of affairs, of the coaching centers. The main characteristics of this method are that the researchers has to control over variables.

DATA COLLECTION

- Structured Questionnaire method is used to collect the data from the respondents.

POPULATION

SAMPLING DESIGN

- A sampling design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the research would adopt in selecting item for the sample.

The populations involved in the project are,

1. The students in the final year in the engineering and arts colleges in Coimbatore.

- The colleges within 20 Kms from Gandhipuram are taken for analysis.
- Top 20% of those selected colleges are taken for the research.
- the top 20% of the colleges are selected based on the university ranks.
- 10% of final year students in the selected colleges are taken for analysis.

2. the students in the top entrance coaching centers in Coimbatore

- 10% of students in the coaching centers are taken for analysis.

SAMPLING SIZE

- The sample size for the analysis 1 is 720 from colleges.
- the sample size for the analysis 2 is 200 from the coaching institutes

SAMPLING METHOD

- Simple random sampling method was adopted for collecting the data from the respondents.

DATA COLLECTION

The primary data was collected using interview schedules with the aid of structured questionnaires prepared with respect to the objective of the project.

Secondary data was obtained from the internet, books and coaching center personnel.

TOOLS FOR ANALYSIS

- Percentage analysis method
- Cross tabulation
- Bar diagrams
- Weighted average method.

SECTOR ANALYSIS

SECTOR ANALYSIS

EDUCATION

India holds almost 1/6th of the total world's population. This has eventually been the reason for emergence of lakhs of educational institutions throughout the country. The country has more than 3000 business schools alone. The increasing income in the middle class segment has opened the doors of higher education wider than before. The government also encourages educational loans and this ensured opportunity of higher education for every citizen.

So, Higher education choices are much broader now. Mostly preferred higher education choices are the post graduation in engineering by engineering college students, and the respective post graduation in arts and science courses by arts and science students. But the higher education option eyed by all irrespective of the under graduation is an MBA. The competitive entrance exams for MBA, like CAT, XAT, MAT, SNAP, TANCET , JMET are written by over 5 lakhs students every year.

ENTRANCE COACHING CENTERS

Due to cut throat competitions in the entrance exams, the entrance coaching centers have got a bigger playground now. There are a lot of coaching centers being started every year. Institutes like TIME and IMS have centers in almost all major cities in India. And due to emergence of more number of coaching institutes, there is a tough competition between the coaching centers in getting students into their institutes. The centers offer different packages to attract students.

The entrance coaching in these days start from the high school itself. Students are joining the coaching centers in a very early age to get through the highly competitive exams.

Commonly, the entrance coaching is done for the following exams.

1. AIEEE
2. IIT-JEE
3. CAT, MAT, XAT , TANCET etc.
4. BANK EXAMS
5. TNPCEE- UPSC
6. GRE
7. G MAT
8. TOEFL, IELTS

MBA ENTRANCE EXAM COACHING.

MBA entrance exams are gaining more and more importance these days due to the recent hype towards business courses. There are almost 3000 institutions providing MBA or an equivalent diploma in India. Every year a record number of aspirants over 300,000 throughout the country compete for almost 2000 seats in the IIMs through CAT every year. The number of aspirants is also exponentially increasing every year. There are different entrance exams for different institutions. But the coaching centers use CAT as an umbrella term, as it is termed as the hardest to crack of all entrance exams.

MICRO MACRO ANALYSIS

EDUCATION IN COIMBATORE.

Coimbatore is emerging as an educational city, more than cotton city. Education in Coimbatore has a rich and long history with the oldest private engineering college in the country. There are more than 50 engineering colleges in and around Coimbatore. The city also has more than 70 arts and science colleges and 4 universities. many colleges in Coimbatore are considered to be one of the top institutions in the country. So, there is a rich inflow of students every year into Coimbatore. most of the brilliant and top rank holding students end up in colleges in Coimbatore.

ENTRANCE COACHING CENTERS IN COIMBATORE.

The presence of many good institutions in the city ensures a brilliant and aspiring crowd of students in the city. This has fostered the growth of a number of such coaching centers all over the city. The important players are TIME and IMS, with a new promising entrant, FACE. There are more than 200 000 students in and around Coimbatore. So, there are a huge number of prospects. the increased number of students also facilitates the institutes to come out with new schemes and packages suiting different higher study preferences.

From the background study conducted, the following three centers are identified as the top three centers in Coimbatore.

- TIME
- FACE
- IMS



4-3368

TABLE 3.1

TABLE SHOWING THE ENRANCE COACHING CENTERS IN COIMBATORE

INSTITUTION	NO. OF ENROLLS(2010)	COURSES	IIM CALLS (2009)	NO. OF CENTERS IN CBE
TIME	1454	MBA, placement, IITJEE, GRE, GMAT , CA, BANK EXAMS	57	4
IMS	832	MBA, GRE, IITJEE	36	1
FACE	192	MBA, corporate training, personality development	81	2

TABLE 3.2

TABLE SHOWING SWOT ANALYSIS OF THE COACHING CENTERS IN COIMBATORE

<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none">- Large number of colleges and student force.- Presence of many top institutions.- Creamy layer of brilliant students in the Coimbatore colleges.	<p style="text-align: center;">WEAKNESS</p> <ul style="list-style-type: none">- Marketing not sufficiently effective- location of many top colleges much far from the city.
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none">- increasing number of colleges.- Gaining popularity for higher education.- Placement training.	<p style="text-align: center;">THREAT</p> <ul style="list-style-type: none">- Government policies.- Growing competition.- Online coaching.

DATA ANALYSIS AND INTERPRETATION

4. ANALYSIS AND INTERPRETATION

The data collected through questionnaire was subjected to MS excel and SPSS package.

The results are dealt in the following pages.

STUDY AMONG THE STUDENTS IN COLLEGES.

TABLE NO.4.1

TABLE SHOWING THE EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

Sl. No	EDUCATION	No. of RESPONDENTS	PERCENTAGE
1	B.E/ B.tech	358	49.7
2	ARTS	26	3.6
3	SCIENCE	133	18.5
4	COMMERECE	203	28.2
5	Total	720	100.0

SOURCE: PRIMARY DATA

INFERENCE

It is inferred that 50% of respondents are pursuing engineering. And 28% of the respondents pursue commerce education in arts colleges. It clearly shows the presence of a very large prospect group for an MBA coaching center,

4.2 CAREER CHOICE

TABLE NO. 4.2

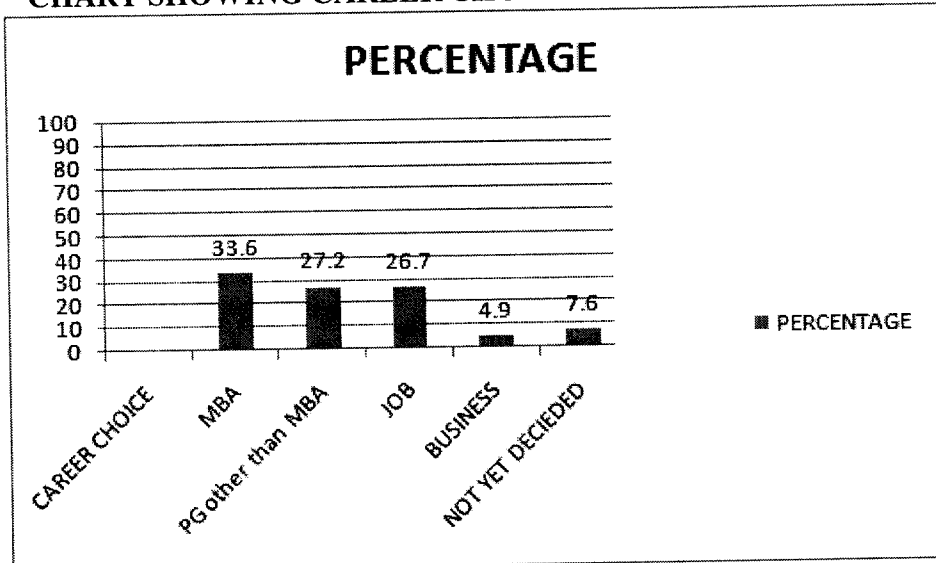
TABLE SHOWING THE CAREER CHOICE OF THE RRESPONDENTS

Sl. No	CAREER CHOICE	No. OF RESPONDENTS	PERCENTAGE	CUMULATIVE PERCENTAGE
1	MBA	242	33.6	33.6
2	PG other than MBA	196	27.2	60.8
3	JOB	192	26.7	87.5
4	BUSINESS	35	4.9	92.4
5	NOT YET DECIEDED	55	7.6	100.0
6	Total	720	100.0	

SOURCE: PRIMARY DATA

CHART 4.1

CHART SHOWING CAREER CHOICE OF THE RESPONDENTS



SOURCE: PRIMARY DATA

INFERENCE

From table 2 and chart 2, it can be inferred that 33.6% of students have career choice as MBA and 27.2 % for PG other than MBA and 26.7% for job. So effectively, more than 87% of students are in need of coaching. This shows that there are more prospects.

4.3 COMPARISON OF CAREER CHOICE IN ARTS & SCIENCE VS ENGINEERING COLLEGES

TABLE NO. 4.3

TABLE SHOWING CAREER CHOICE OF RESPONDENTS IN NON- ENGINEERING COLLEGES

SL NO	CAREER CHOICE	NO. OF RESPONDENTS	PERCENTAGE
1	MBA	190	54.8
2	PG other than MBA	80	23.1
3	JOB	44	12.7
4	BUSINESS	16	4.6
5	NOT YET DECIEDED	17	4.9
	Total	347	100.0

SOURCE: PRIMARY DATA

INFERENCE

It is inferred that, in arts colleges, majority of the students have opted for a career through MBA. This may is due to less attractive placements through arts and science courses.

TABLE NO.4.4

TABLE SHOWING CAREER CHOICE OF THE RESPONCDENTS IN ENGINEERING COLLEGES

SL NO	CAREER CHOICE	NO. OF RESPONDENTS	PERCENTAGE
1	MBA	52	13.9
2	PG other than MBA	116	31.1
3	JOB	148	39.7
4	BUSINESS	19	5.1
5	NOT YET DECIEDED	38	10.2
	Total	373	100.0

SOURCE: PRIMARY DATA

INFERENCE

It is inferred that, most of the students preferred the career option as job and hence the coaching centers should focus on placement training.

4.4 BEST COACHING CENTER IN COIMBATORE

TABLE NO. 4.5

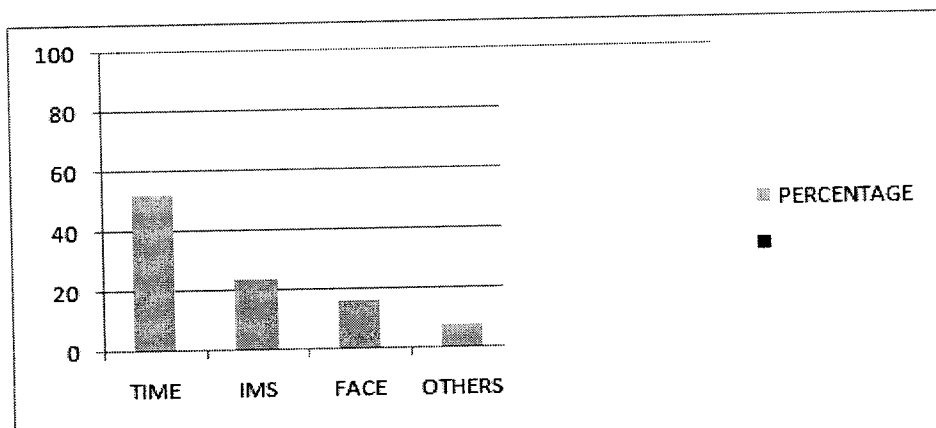
TABLE SHOWING CHOICE OF THE BEST COACHING CENTER BY THE RESPONDENTS

SL NO	COACHING CENTER	NO. OF RESPONDENTS	PERCENTAGE
1	TIME	378	52.5
2	IMS	170	23.6
3	FACE	115	16.0
4	OTHERS	57	7.9
	Total	720	100.0

SOURCE: PRIMARY DATA

CHART 4.2

CHART SHOWING CHOICE OF THE BEST COACHING CENTER BY THE RESPONDENTS



INFERENCE

From the chart, it is understood that more than 50% of the respondents feel that TIME is the best institute in Coimbatore.

4.5 CHOICE OF BEST COACHING CENTER

TABLE NO.4.6

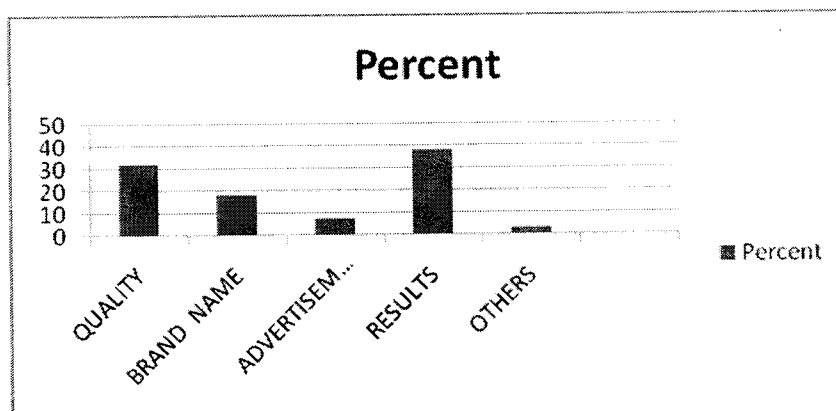
TABLE SHOWING THE REASON FOR CHOOSING THE BEST COACHING CENTER

SL NO	REASONS	NO. OF RESPONDENTS	PERCENTAGE
1	QUALITY	232	32.2
2	BRAND NAME	131	18.2
3	ADVERTISEMENT	55	7.6
4	RESULTS	276	38.3
5	OTHERS	26	3.6
	Total	720	100.0

SOURCE: PRIMARY DATA

CHART 4.3

CHART SHOWING THE REASON FOR CHOOSING THE BEST COACHING CENTER



INFERENCE

It is inferred that, The choice of best coaching center is made by the respondents based mostly on quality and results produced, rather than the brand name and advertisements. Hence the coaching centers should focus more on their marketing strategies their emphasizing quality and results.

4.6 MEDIUM OF KNOWLEDGE ABOUT THE INSTITUTION

TABLE NO.4.7

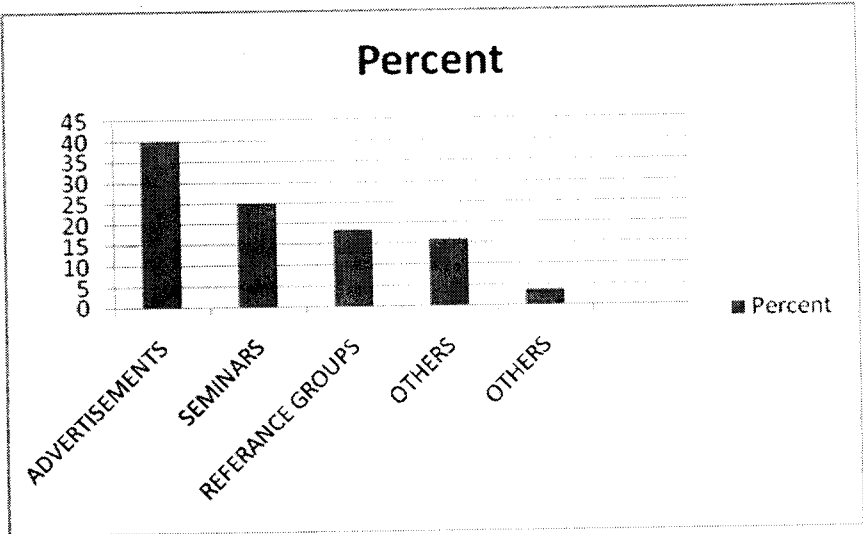
TABLE SHOWING MEDIUM OF KNOWLEDGE ABOUT THE INSTITUTION

SI NO	MEDIUM	NO. OF RESPONDENTS	PERCENTAGE
1	ADVERTISEMENTS	289	40.1
2	SEMINARS	179	24.9
3	REFERANCE GROUPS	134	18.6
4	OTHERS	117	16.2
	Total	720	100.0

SOURCE: PRIMARY DATA

CHART 4.4

CHART SHOWING MEDIUM OF KNOWLEDGE ABOUT THE INSTITUTION



INFERENCE

It is inferred that, more than 40 % of the respondents have come to know about the institution only by advertisements. 25% of the respondents came to know through seminars. So these two mediums should be used widely.

4.7 REACH OF THE ADVERTISEMENTS

TABLE NO. 4.8

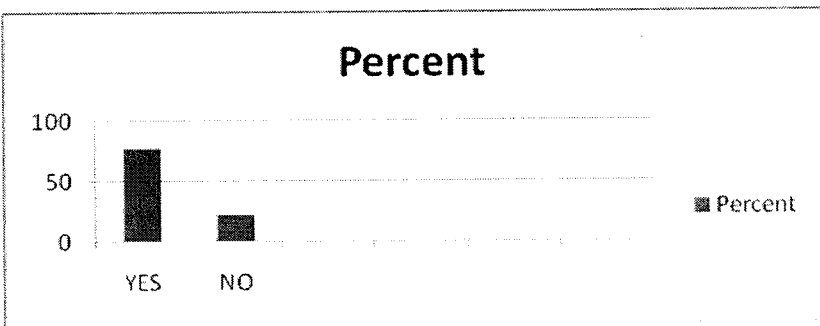
TABLE SHOWING THE REACH OF THE ADVERTISEMENTS

SL NO	RESPONSE	NO. OF RESPONDENTS	PERCENTAGE
1	YES	555	77.1
2	NO	163	22.6
	Total	720	100.0

SOURCE: PRIMARY DATA

CHART 4.5

CHART SHOWING THE REACH OF THE ADVERTISEMENTS



INFERENCE

It is inferred that 23% of the respondents have not seen the coaching center advertisements, which insist the center to go for more direct awareness creation programs in the colleges.

4.8 MEDIUM OF ADVERTISEMENT

TABLE NO.4.9

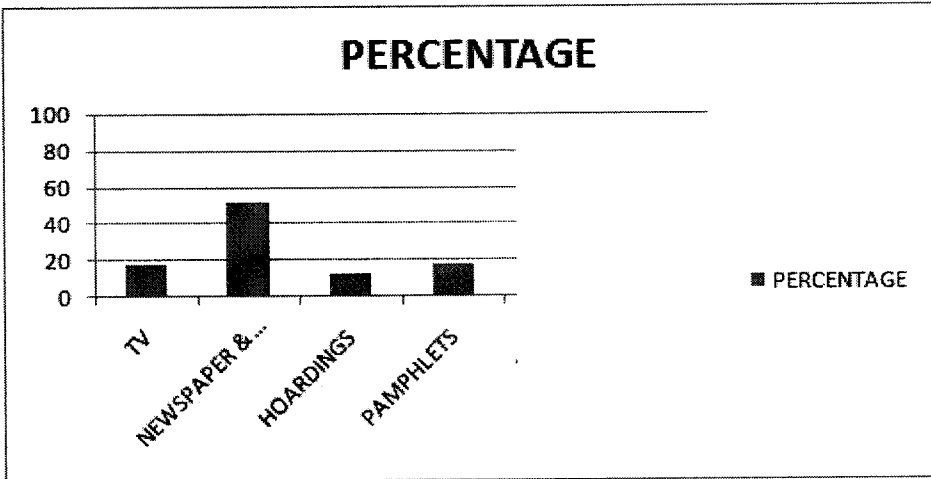
TABLE SHOWING MEDIUM OF ADVERTISEMENT

SL NO	MEDIUM	NO. OF RESPONDENTS	PERCENTAGE
1	TV	100	17.8
2	NEWSPAPER & MAGAZINES	290	51.6
3	HOARDINGS	71	12.6
4	PAMPHLETS	101	18
	Total	562	100

SOURCE: PRIMARY DATA

CHART 4.6

CHART SHOWING MEDIUM OF ADVERTISEMENT



INFERENCE

It is inferred that most of the respondents are exposed to the coaching centers through newspapers and magazines. Hence the coaching centers shall heavily promote their institute through print media

4.9 TYPE OF COACHING EXPECTED

TABLE NO.4.10

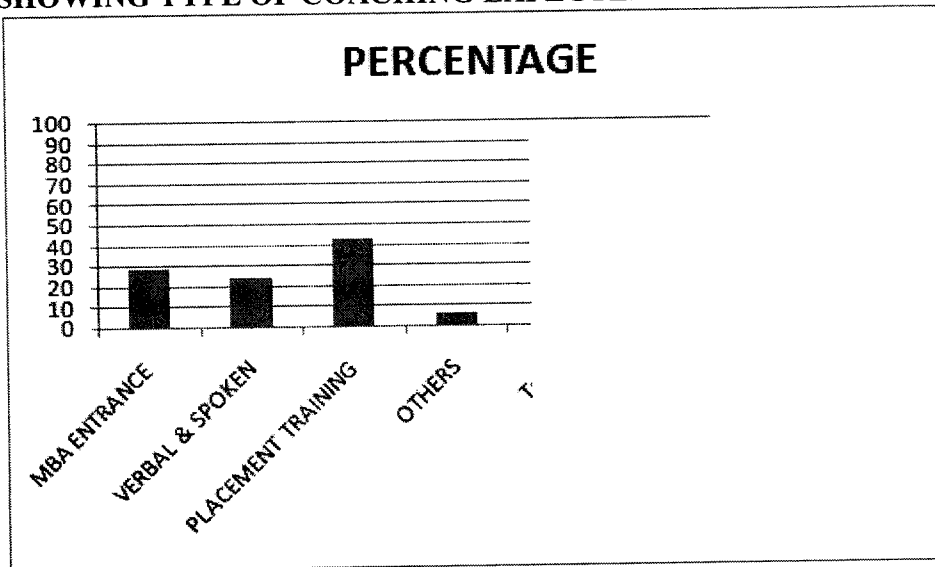
TABLE SHOWING TYPE OF COACHING EXPECTED

SL NO	COACHING TYPE	NO. OF RESPONDENTS	PERCENTAGE
1	MBA ENTRANCE	204	28.3
2	VERBAL & SPOKEN	168	23.3
3	PLACEMENT TRAINING	307	42.6
4	OTHERS	41	5.7
	Total	720	100.0

SOURCE: PRIMARY DATA

CHART 4.7

CHART SHOWING TYPE OF COACHING EXPECTED



INFERENCE

More than 42 % of the respondents expect placement training. So special packages like, placement aptitude package especially for placements shall be designed to exploit huge market.

4.10 COMPARISON OF TYPE OF COACHING EXPECTED BY NON-ENGINEERING AND ENGINEERING COLLEGE STUDENTS

TABLE NO. 4.11

TABLE SHOWING TYPE OF COACHING EXPECTED BY NON ENGINEERING & ENGINEERING RESPONDENTS

SL NO	COACHING TYPE	NON-ENGINEERING COLLEGES		ENGINEERING COLLEGES	
		NO. OF RESPONDENTS	PERCENTAGE	NO. OF RESPONDENTS	PERCENTAGE
1	MBA ENTRANCE	134	38.6	70	18.8
2	VERBAL & SPOKEN	55	15.9	113	30.3
3	PLACEMENT TRAINING	142	40.9	165	44.2
4	OTHERS	16	4.6	25	6.7
	Total	347	100.0	373	100.0

SOURCE: PRIMARY DATA

INFERENCE

It is inferred that, In arts colleges, placement training and MBA coaching are almost equally preferred. In the engineering colleges, mostly the coaching is required for placement training.30% of the respondents requires skill development programs. Hence, the coaching centers shall focus more on placement training and communication skill development which is the most aspired and required criteria by the students.

4.11 LOCATIONAL PREFERENCE FOR AN INSTITUTE

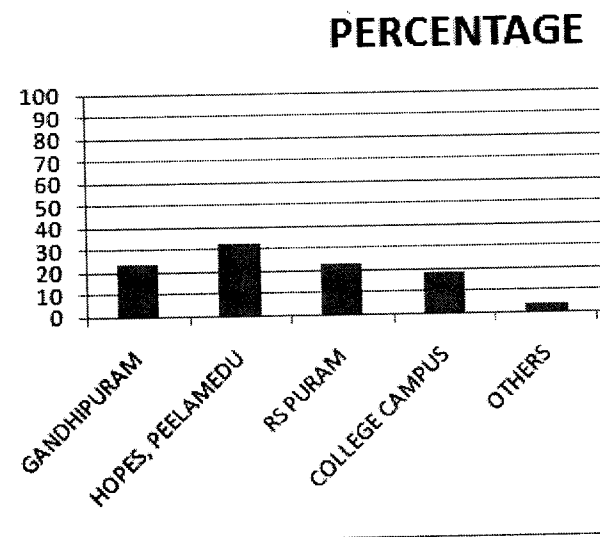
TABLE NO. 4.12

TABLE SHOWING THE LOCATIONAL PREFERENCE OF THE RESPONDENTS

SL NO	LOCATION	NO. OF RESPONDENTS	PERCENTAGE
1	GANDHIPURAM	168	23.3
2	HOPES, PEELAMEDU	230	31.9
3	RS PURAM	162	22.5
4	COLLEGE CAMPUS	134	18.6
5	OTHERS	26	3.6
	Total	720	100.0

CHART 4.8

TABLE SHOWING THE LOCATIONAL PREFERENCE OF THE RESPONDENTS



INFERENCE

The highly preferred locations are hopes and Peelamedu. But a good number of students also opt for Gandhipuram and R.S. PURAM.

4.12 REASONS FOR NOT JOINING A COACHING CENTER

TABLE NO. 4.13

TABLE SHOWING THE REASONS FOR NOT JOINING A COACHING CENTER

SL NO	REASONS	NO. OF RESPONDENTS	PERCENTAGE
1	FEEES	95	13.2
2	NO TIME	241	33.5
3	NOT INTERESTING	214	29.7
4	NOT INTERSTED	42	5.8
5	OTHERS	128	17.8
	Total	720	100.0

SOURCE: PRIMARY DATA

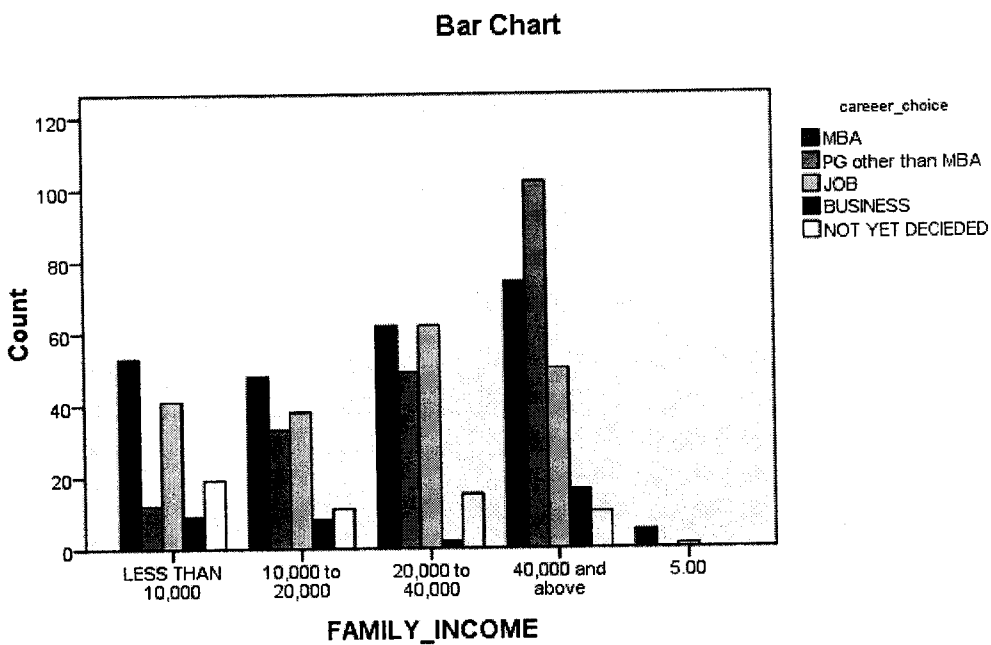
INFERENCE

From the table, it is inferred that, more than 33% of the respondents had not joined a coaching center because they had no time. And nearly 30% of the respondents felt that the course is not interesting. Only 5% of the respondents are not interested in joining a coaching center. This shows that with a flexible and accommodative time schedule, a huge number of prospects can be made customers.

4.13 FAMILY INCOME VS CAREER CHOICE

CHART 4.9

CHART SHOWING FAMILY INCOME VS CAREER CHOICE



INFERENCE

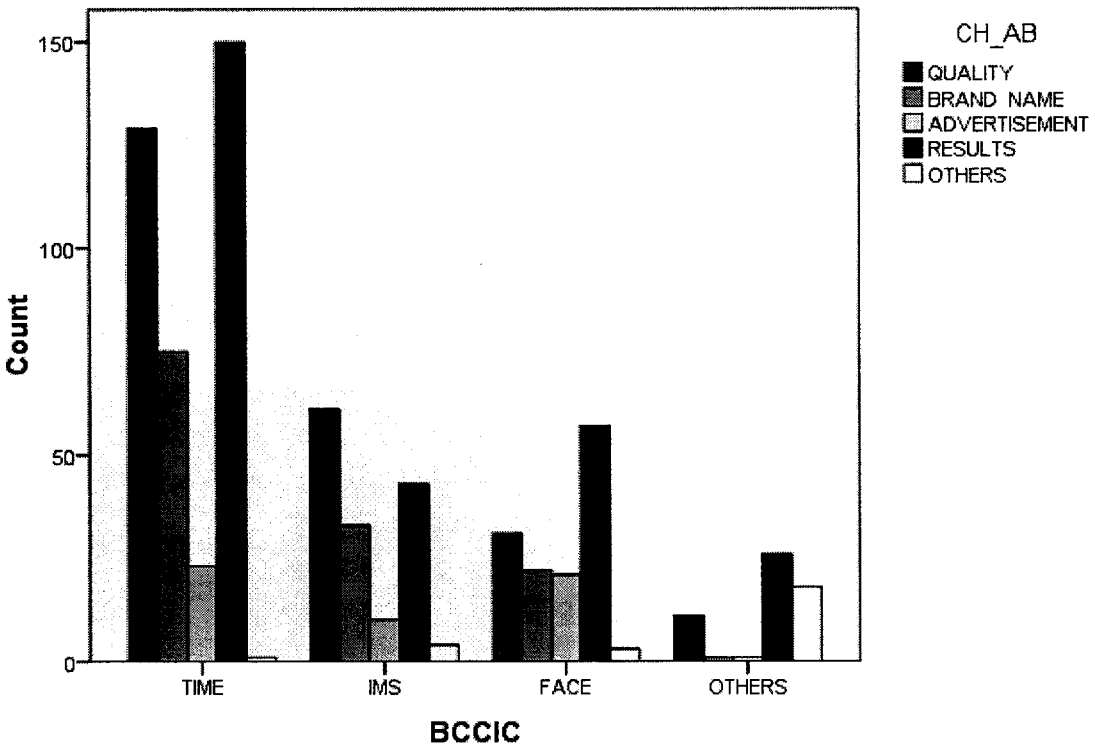
The options for PG other than MBA , like UPSC, MS, and other courses apart from MBA are found to increase as the family income increases.

4.14 CHOICE OF BEST COACHING CENTER VS REASONS

CHART 4.10

CHART SHOWING CHOICE OF BEST COACHING CENTER VS REASONS

Bar Chart



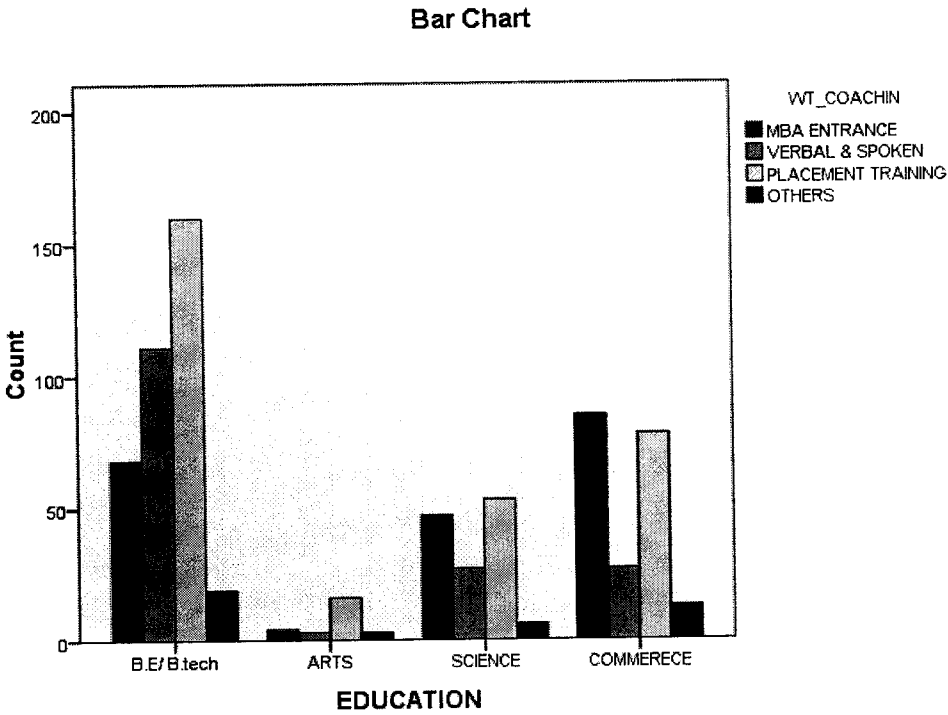
INFERENCE

TIME & FACE institutes have projected their results, but IMS has not projected its results, but has focused on projecting its overall quality.

4.15 EDUCATION VS TYPE OF COACHING EXPECTED

CHART 4.11

CHART SHOWING EDUCATION VS TYPE OF COACHING EXPECTED



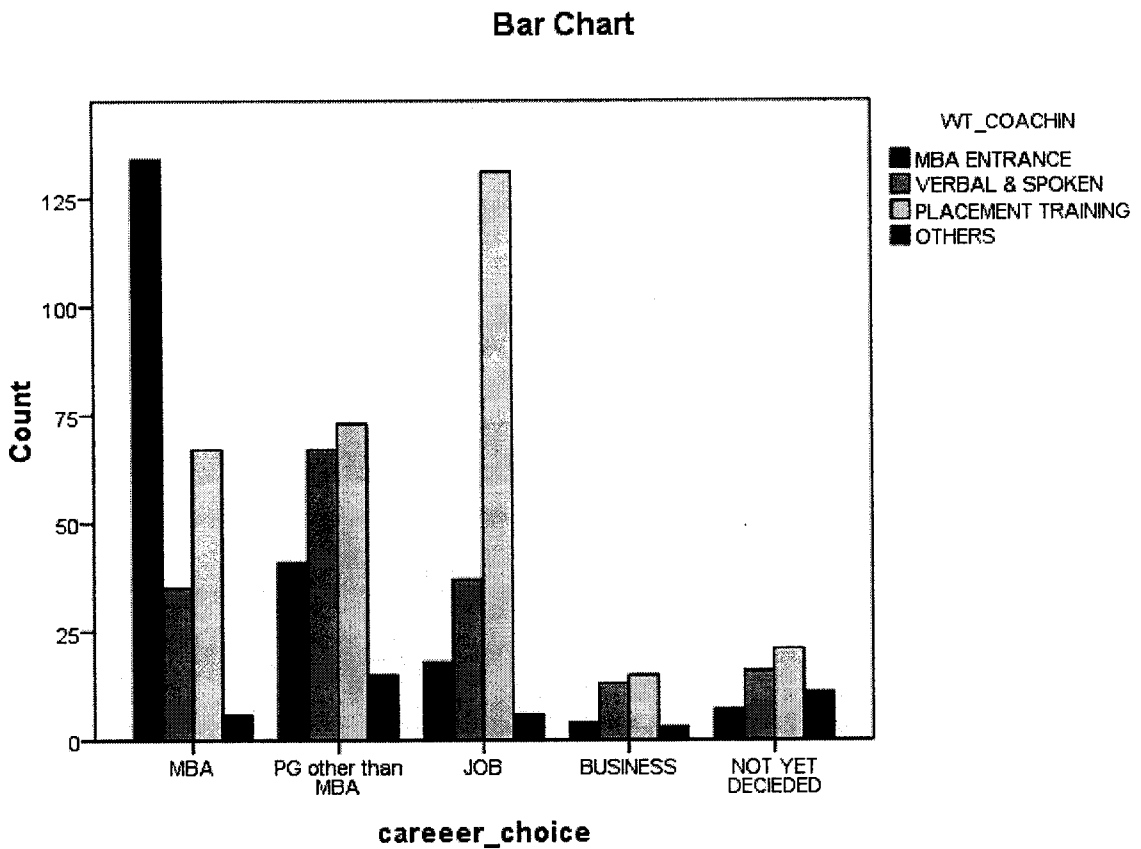
INFERENCE

Most of the engineering students have preferred for placement training and most of the commerce students have preferred MBA entrance training.

4.17 CAREER CHOICE VS EXPECTED TYPE OF COACHING

CHART 4.12

CHART SHOWING CAREER CHOICE VS EXPECTED TYPE OF COACHING



INFERENCE

There is a considerable number of respondents who took job as their career but opted for MBA entrance. This shows that there are a reasonable number of students who take up MBA coaching to prepare for their placement examinations

ANALYSIS OF RESPONSES BY THE STUDENTS IN COACHING INSTITUTES.

4.17 SOURCE OF AWARENESS ABOUT THE INSTITUTION

TABLE NO.4.14

TABLE SHOWING SOURCE OF AWARENESS ABOUT THE INSTITUTION

NO	SOURCE OF AWARENESS	IMS		FACE		TIME	
		NO. OF RESPONDENTS	PERCENTAGE	NO. OF RESPONDENTS	PERCENTAGE	NO. OF RESPONDENTS	PERCENTAGE
1	ADVERTISEMENTS	0	0	10	50	55	29.7
2	SEMINARS	9	16.7	8	40	76	41.1
3	REFERENCE GROUPS	45	83.3	2	10	54	29.2
	TOTAL	54	100.0	20	100	185	100.0

INFERENCE

It is understood that the students have come to know about the institutes where they have joined, mostly by seminars and by reference groups.

4.18 COMPARISON OF COACHING

TABLE NO.4.15

TABLE SHOWING LEVEL OF SATISFACTION IN COACHING

LEVEL OF SATISFACTION	IMS		FACE		TIME	
	NO. OF RESPONDENTS	PERCENT AGE	NO. OF RESPONDENTS	PERCENT AGE	NO. OF RESPONDENTS	PERCENT AGE
HIGHLY SATISFIED	18	33.3	1	5	36	19.5
SATISFIED	27	50	16	80	131	70.8
MODERATELY SATISFIED	9	16.7	3	15	18	9.7
TOTAL	54	100	20	100	185	100

SOURCE: PRIMARY DATA

INFERENCE

Satisfaction level is almost same in all the three institutes. Satisfaction level is a bit higher among the IMS students with respect to coaching

4.19 SATISFACTION LEVEL OF TIMINGS

TABLE NO.4.16

TABLE SHOWING SATISFACTION LEVEL OF TIMINGS

LEVEL OF SATISFACTION	IMS		FACE		TIME	
	NO. OF RESPONDENTS	PERCENT AGE	NO. OF RESPONDENTS	PERCENT AGE	NO. OF RESPONDENTS	PERCENT AGE
HIGHLY SATISFIED	27	50.0	8	40	56	30.3
SATISFIED	18	33.3	7	35	74	40.0
MODERATELY SATISFIED	9	16.7	3	15	18	9.7
TOTAL	54	100.0	2	10	37	20.0

SOURCE: PRIMARY DATA

INFERENCE

The satisfaction level with respect to timing is comparatively less in TIME when compared with IMS and FACE.

4.20 SKILL OF THE FACULTIES

TABLE NO.4.17

TABLE SHOWING THE LEVEL OF SKILL OF FACULTIES

S. NO.	LEVEL OF SATISFACTION	IMS		FACE		TIME	
		NO. OF RESPONDENTS	PERCENT AGE	NO. OF RESPONDENTS	PERCENT AGE	NO. OF RESPONDENTS	PERCENT AGE
1	EXPERT	18	33.3	16	80.0	37	20.0
2	MODERATELY EXPERTS	27	50.0	2	10.0	129	69.7
3	NEED MORE EXPERIENCE	9	16.7	2	10.0	19	10.3
	TOTAL	54	100.0	20	100.0	185	100.0

SOURCE: PRIMARY DATA

INFERENCE

The TIME students have responded that their faculties are experts .33% of respondents from IMS have responded that the faculties are experts.80% of respondents from FACE have responded that the faculties are moderately experts

4.21 FACTORS TO BE IMPROVED IN THE COACHING CENTERS

TABLE NO.4.18

TABLE SHOWING FACTORS TO BE IMPROVED IN THE COACHING CENTER

SL. NO.	FACTORS	IMS		FACE		TIME	
		NO. OF RESPONDENTS	PERCENT AGE	NO. OF RESPONDENTS	PERCENT AGE	NO. OF RESPONDENTS	PERCENT AGE
1	LOCATION	9	16.7	6	30.0	93	50.3
2	TIMINGS	27	50.0	11	55.0	55	29.7
3	COACHING	18	33.3	3	15.0	18	9.7
	TOTAL	54	100.0	20	100.0	19	10.3

SOURCE: PRIMARY DATA

INFERENCE

More than 50 % of students in both IMS & FACE have responded that timing should be improved. More than 50% of students in TIME institute feel that the location can be improved.

4.22 SATISFACTION LEVEL OF THE STUDENTS IN IMS COACHING CENTER

TABLE NO.4.19

TABLE SHOWING THE SATISFACTION LEVEL AMONG IMS STUDENTS

CRITERIA	HIGHLY SATISFIED (5)	SATISFIED (4)	MODERATELY SATISFIED (3)	DISSATISFIED (2)	HIGHLY DISSATISFIED (1)	TOTAL SCORE	WEIGHTED AVERAGE = TOTAL/N	RANK
TEACHING	18	27	9			225	4.16	4
STAFF	9	45				225	4.16	3
FEES	9		18	9		171	3.16	5
TIMING		18	9			234	4.33	1
COURSE MATERIAL	18	36				234	4.33	2

SOURCE: PRIMARY DATA

INFERENCE

From the table, it is inferred that in IMS coaching center, the satisfaction level is highest in timing and course material. The satisfaction level is less with respect to fees.

4.23 SATISFACTION LEVEL OF STUDENTS IN FACE COACHING STUDENTS

TABLE NO.4.20

TABLE SHOWING SATISFACTION LEVEL OF FACE STUDENTS

CRITERIA	HIGHLY SATISFIED (5)	SATISFIED (4)	MODERATELY SATISFIED (3)	DISSATISFIED (2)	HIGHLY DISSATISFIED (1)	TOTAL SCORE	WEIGHTED AVERAGE = TOTAL/N	RANK
TIMING	1	16	3			78	3.9	1
DATE	2	8	10			72	3.6	2
		6	9	3	2	59	2.95	5
COURSE MATERIAL		8	7	3	2	61	3.05	4
FEE		10	7	3		67	3.35	3

INFERENCE

It is inferred from the table that the satisfaction level is highest among the students with the coaching. The satisfaction is high with the timing and course material too. The satisfaction is the minimum with the fees.

4.24 SATISFACTION LEVEL OF STUDENTS IN TIME COACHING STUDENTS

TABLE NO.4.21

TABLE SHOWING THE SATISFACTION LEVEL IN TIME INSTITUTE

CRITERIA	HIGHLY SATISFIED (5)	SATISFIED (4)	MODERATELY SATISFIED (3)	DISSATISFIED (2)	HIGHLY DISSATISFIED (1)	TOTAL SCORE	WEIGHTED AVERAGE = TOTAL/N	RANK
COACHING	36	131	18			758	4.1	3
BRAND	74	111				814	4.4	1
		18	131	36		537	2.9	5
TIMING	56	74	18	37		704	3.80	4
COURSE MATERIAL	94	55	36			798	4.31	2

SOURCE: PRIMARY DATA

INFERENCE

The satisfaction level is highest with the brand image of the TIME institute. The next rank in satisfaction is for the course material. The satisfaction level is low with the timing and the lowest with respect to the fees.

4.25 COMPARISON OF SATISFACTION LEVELS AMONG THE INSTITUTES

TABLE NO.4.22

TABLE SHOWING THE COMPARISON OF SATISFACTION LEVELS

SL. NO.	CRITERIA	IMS		FACE		TIME	
		WEIGHTED AVERAGE	RANK	WEIGHTED AVERAGE	RANK	WEIGHTED AVERAGE	RANK
1	COACHING	4.16	4	3.9	1	4.1	3
2	BRAND	4.16	3	3.6	2	4.4	1
3	FEE	3.16	5	2.95	5	2.9	5
4	TIMING	4.33	1	3.05	4	3.80	4
5	COURSE MATERIAL	4.33	2	3.35	3	4.31	2

SOURCE: PRIMARY DATA

INFERENCE

The satisfaction in coaching is high among the IMS students and least among the FACE institute students. The satisfaction with the brand image is highest among the TIME institute students and least among the FACE institute students. The satisfaction in fees is considerably low in all the institutes, it is highest in IMS among all the other institutes. The satisfaction in timing is highest among the IMS students and least among the FACE institute students. The satisfaction in course material is highest among IMS institute and it is very high among the TIME institute students too.

CONCLUSION

FINDINGS

1. 33 % of the respondents have MBA as their career choice. And 27 % job and 26% PG other than MBA as career choice. So there are almost 85% of the students who need a coaching center to help reaching their career path.
2. Most of the students in arts colleges ie more than 50% have chosen to go for career through MBA. But in engineering colleges, most of the students have chosen to go for a job.
3. According to the perception of students, TIME has the name of 'the best entrance coaching institute in Coimbatore'.
4. students choose the coaching centers mostly based on the results and quality and least on advertisements.
5. The major source of information and knowledge about the coaching institutes are mostly by seminars.
6. 42% of the total respondents wanted placement training and 28 % wanted MBA entrance exams coaching. In arts and science colleges, 38% of the respondents wanted MBA entrance training. But in engineering colleges , only 18% wanted the MBA entrance coaching.
7. The preference of location for a coaching center is considerably high in Peelamedu and Hopes area.
8. The options for PG other than MBA, like UPSC, MS, and other courses apart from MBA are found to increase as the family income increases.
9. Most of the engineering students have preferred for placement training and most of the commerce students have preferred MBA entrance training.
10. There is huge number of students who are looking for the job placement trainings. So this crowd can be won by bringing up suitable placement training course packages.
11. Newspapers and print media have had the widest reach among the respondents.

SUGGESTIONS

1. The success of the coaching centers depends not only on the number of enrolls, but also on the quality of service provided and the result produced. So, the institutes should concentrate on attracting the brilliant and creamy layer of students from the top colleges.
2. From, the survey, it is clear that most of the awareness about the institutes are created by seminars. So seminars should be conducted in all top colleges in Coimbatore to attract the creamy layer of students.
3. The students choose the institutes mostly based on the results and the quality of service. So, the entrance coaching institutes should project its results and service quality.
4. The approach of marketing towards non-engineering colleges and engineering colleges should be different. Because, the career choice and coaching preference of non-engineering colleges are mainly MBA. So, the packages which are oriented to MBA entrance exams should be sold to them.
5. The engineering colleges have a bigger crowd aiming for a job placement, and only less number of students going for MBA. So the packages which are designed for job placement training or courses which are intermediate between job placement aptitude exams and the MBA entrance exams can be marketed to the engineering college students.
6. There is a considerable number of students who wish to go for PG's other than MBA, like M.E, M.S, civil services etc. so the training programs for these exams can also be introduced.
7. There is an untapped segment in colleges who aim at job placements but find it unaffordable to join an MBA entrance coaching. So an effective placement package ,with a considerably affordable pricing and sound marketing , can tap a large number of students who have not joined any institutes.
8. The students enroll should be watched carefully because, it is the results and quality that builds the brand of the institute. So, scholarship exams should be conducted to identify and get the creamy layer of students for the institution.
9. The huge advertising and publicity have had only limited impact and influence on the students joining the institutes. So, for the long term sustenance and success of the institution, it should concentrate more on quality and results.

CHAPTER 5

CONCLUSION

The survey conducted clearly shows that the market for entrance coaching centers in Coimbatore is very large and highly competitive. The entrance coaching in Coimbatore is very promising with the presence of large number of top rated educational institutions and a large inflow of the creamy layer students every year. In this scenario, the prospects can be made customers by suitable service packages. For the expansion and growth of the coaching center, it is not only necessary to satisfy the needs of the customers, but also create the need for the service, thereby improving the latent demand. The important process on the way to success is building a brand. The brand cannot be built overnight, but by ensuring consistent results and quality of service. Hence, by adopting the strategies recommended, the coaching centers can exploit the market more and not only increase their profits, but also improve the quality of education.

Coimbatore being the Manchester of south, can become a city of education with the help of the student/ customer focused coaching centers, and contribute for the development of the entire nation.

APPENDIX

QUESTIONNAIRE 1

QUESTIONNAIRE FOR STUDENTS IN THE COLLEGES

1. NAME :.....
2. GENDER : male female
3. AGE : 17- 20 21 – 23 24 and above
4. EDUCATION : a) B.E/ B. Tech b) ARTS c) SCIENCE d) COMMERCE
e) others (specify).....
5. COLLEGE :.....
6. FAMILY INCOME: a) less than 10,000 b) 10,000 to 20,000
c) 20,000 to 40,000 d) 40,000 and above
7. what is your career choice after under graduation...?
a) MBA b) PG other than MBA
c) JOB d) BUSINESS e) NOT YET DECIEDED.
8. which MBA coaching center do you think the best in Coimbatore.?
a) TIME b) IMS
c) FACE d) OTHERS (specify).....
9. How did you choose the choice above?
a) quality b) brand name c) advertisement
d) results e) others (specify).....

10. how did you come to know about this institute?

- a) advertisements b) seminars c) reference groups d) others

11. have you seen the advertisement of the institution?

- a) yes b) no

12. in which media have you seen the advertisement of the institute?

- a) television b) newspaper and magazines c) hoardings d) pamphlets

13. what kind of coaching would you need.?

- a) MBA entrance b) verbal & spoken c) placement training
d) others(specify)

14. why had you not joined a coaching center for so long?

- a) fees b) no time c) not interested d) not related
e) other reasons

15. what do you expect from a coaching center, for you to join?

- a) intensive MBA entrance coaching b) entrance + personal development
c) placement & aptitude training d) others (specify).....

16. who will be the influencing/deciding factor to make you join a coaching center?

- a) myself b) parents c) reference groups d) others(specify).....

17. how much do you expect the course fees to be?

- a) less than 2000 b) 2000 to 5000
c) 5000 to 10000 d) more than 10000

18. where do you prefer the center to be located?

- a) Gandhipuram b) Hopes, Peelamedu c) RS puram d) college campus
e) OTHER (specify)

19. what time do you feel convenient for entrance coaching?

- a) week days evenings b) weekends
c) weekdays mornings d) other (specify)

20. which material do you think the best use for you?

- a) TIME b) IMS c) AGARWAL & SAKUNTALA
d) SWITCH e) NO IDEA

21. what is your perception about FACE institute?

.....

22. what is your academic percentage upto the current semester?

- more than 90% 70 – 80% 60 – 70% less than 60%.

QUESTIONNAIRE 2

QUESTIONNAIRE FOR STUDENTS IN COACHING CENTERS

1. NAME :
2. GENDER : male female
3. AGE : 17- 20 21 – 23 24 and above
4. EDUCATION : a) B.E/ B. Tech b) ARTS c) SCIENCE d) COMMERCE
e) others (specify).....
5. COLLEGE :
6. FAMILY INCOME: a) less than Rs.10,000 c) Rs.10,000 to 20,0000
b) Rs. 20,000 to 40,000 d) Rs 40,000 and above
7. what is your career choice after under graduation?
a) MBA c) PG other than MBA
b) JOB d) BUSINESS e) NOT YET DECIEDED
8. how did you come to know about this institute?
a) advertisements b) seminars c) reference groups d) others (specify).....
9. in which media have you seen the advertisement of this institution?
a) television b) newspapers and magazines c) pamphlets
d) hoardings e) others (specify).....

10. your opinion about the following

PARTICULARS	HIGHLY SATISFIED	SATISFIED	MODERATELY SATISFIED	DISSATISFIED	HIGHLY DISSATISFIED
Coaching					
Brand Image					
Course Fee					
Timings					
Course material					

11. what do you feel about the duration of the course

- a) too long b) long c) enough d) less e) very less

12. what do you feel about the skill of the faculties?

- a) experts b) moderately expert c) needs more experience
d) average e) not fit

13. what sort of improvement is expected from the faculty members of this institution?

- a) communication skills b) content c) experience
d) regular conduct of classes e) others (specify).....

14. what are the criteria that can be improved in this institute?

- a) location b) timings c) fees d) coaching e) others(specify).....

15. your opinion about the content of the question paper.

- a) matches with the entrance exams b) matches only to an extent
c) doesn match at all.

16. your opinion about the tests.

- a) improves the aptitude skills b) time management c) analytical skills
d) verbal and communication skills

17. which area in the questions should be improved?

- a) aptitude b) analytical skills c) logical
d) verbal & communication. e) others (specify).....

18. which are the aspects you are satisfied with?

- a) test b) GD c) PI d) GK e) classes

19. rank the preferred factors

S.no.	PARTICULARS	RANK
1	location	
2	coaching	
3	timings	
4	fees	
5	faculty	
6	Course material	

20. what is the most unique feature found in your institution?

.....

21. would you suggest this institution to others?

- yes no

22. mention the things to be done to improve the quality of the institution

.....
.....
.....

23. whom do you think is the closest competitor to your institution

- TIME IMS FACE OTHERS(specify)

24. rank the institutes in Coimbatore.

S.no	INSTITUTION	RANK
1	IMS	
2	TIME	
3	FACE	
4	OTHERS(specify)	

25. what is your academic percentage upto the current semester?

- more than 90% 70 – 80% 60 – 70% less than 60%.



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