"Leveraging Schools' Competitive Position to Gain New Admissions" a Case Study done for Gowtham Model School at Pragathi Nagar, Hyderabad

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ABSTRACT

India's contribution towards the global work force is on the rise. One of the major reasons for it is the increased emphasis on education. Learning and growth are highly interdependent and education indirectly contributes to economic growth as it drives learning. Parents in India have realised the importance of quality education and this has resulted in the emergence and growth of the private players in the education sector. Lack of adequate infrastructure, experienced faculty and focus on the usage of local language for instruction at public schools operated by government resulted in the increasing popularity of private education and private schools. With the emergence of increased number of private schools, each of them faces an immense competition for student admissions. Taking this into consideration a small attempt has been made to study "Leveraging of schools Competitive Position to gain new admissions".

Introduction

Rig-Veda defines "Education as a process of making a man self-reliant and selfless". In Swami Vivekananda's words "Education is a process of drawing out the divine potential already existent in a man."

During the Vedic period that is around 1500 BC, the Guru Kula system served as South Asia's primary education model. It was one of the earliest forms of public schools which ran on donations from the public. It followed a residential format wherein the Guru (Teacher) and Shishya (Pupil) stayed in the same house irrespective of the social standing (Cheong Cheng Yin et al., 2002)

During the period of Gupta's (320 AD to 500 AD), education was highly prioritized and many educational institutions offered courses in diverse lines that attracted even international students to pursue education in India. Some of the prominent educational providers in this era were Nalanda, famous for offering variety of courses; Takshila,

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famous for specialization in medicine; Vallabi, famous for Religious learning and Law; Ujjain, famous for specialization in astronomy; Ajanta, famous for specialization in Art and Architecture and Sarnath, famous for education on Buddhist Religion (Indiansaga, Assessed 2014).

Indian educational system around early Nineteenth Century adapted the western features and English as the basic mode of teaching with the commencement of the British Raj in India. The current educational systems are based on the Formal or Modern Educational Systems established by the Britishers. The British systems were only aimed at developing personnel for administrative works by anglicising them (Stephen Evans, 2002).

At Present Education in India follows the below sequential order (Department of School Education & Literacy & studyPride, Assessed 2014)

- **Pre-School and Play school:** Education at this stage is not compulsory. Both these cater to children between the ages of 18 months and 36 months.

- **Kindergarten:** Education at this stage is divided into two steps - Lower Kindergarten to serve children from age three to four and Upper Kindergarten to serve children from age four to five.

- **Primary or Elementary School:** Serves to educate children from classes 1 to 5 and age six to ten.

- **Middle School:** Serves to educate children from classes 6 to 8 and age eleven to thirteen.

- **Secondary School:** Serves to educate children from classes 9 to 10 and age fourteen to fifteen.

- **Higher Secondary or Pre-University (Intermediate):** Serves to educate children from classes 11 to 12 and age sixteen to seventeen. In this stage the students are given a choice of choosing a specific academic domain in line with their future career prospective.

- **Undergraduate:** It is a three to four year program specifically chosen by the student in order to meet their career aspirations.

- **Postgraduate:** It is undertaken by the student for a period of one to two years in order to specialize in an area of his interest and to focus on specific career domains.

- **Doctoral Programs:** It is undertaken by the student to be qualified for teaching or working in a specialized field of interest.

- **Post-Doctoral and Fellowships:** It is undertaken by the student to pursue a long term research in their area of interest (Stephen Evans, 2002).

Different kinds of schools have cropped up in the recent decades to provide educational services pertaining to one or more of the above sequential stages of education.

Schools in India can be categorized into:

- **Public Schools or Government schools:** These schools are funded and run by the government.

- **Private Schools/Independent Schools:** The Private schools are run as a part of large organizations or a chain whereas Independent schools run by their own board of governors or trustees.

- **International Schools:** These schools run on a curriculum that emphasizes on International education and which is different from the curriculum followed in the host country in this case India.

- **Special Needs Schools:** Aim at educating children with disabilities.

- **Military Schools:** These schools entertain students who are interested in joining the military forces.

- **Religious Schools:** These schools focus on teaching the students, philosophies and practices specific to a particular religion.

- **Montessori Schools:** These schools promote self-directed learning, independence and individuality and work in line with Dr. Maria Montessori's philosophies.

Schools can be also classified based on their working hours and intake as:

- **Day Schools:** These are schools which run only during a part of the day.

- **Boarding Schools:** These schools are accommodated with boarding facilities to cater learning throughout the day.

- **Unisex Schools:** The schools intake includes only students belonging to a particular sex (boy or girl).

- **Co-educational Schools:** These schools intake includes students belonging to any sex (boy or girl).

Schools can be also classified based on their affiliation:

- **SSC Schools:** These are schools affiliated to the State Education board.

- **CBSE Schools:** These are schools affiliated to the Central Board of Secondary Education.

- **ICSE Schools:** These are schools affiliated to the Indian Council of Secondary Education.

- **Open schools:** These are schools affiliated to the National Institute of Open Schooling and provide education in a distant mode.

- **International Baccalaureate schools:** These schools are affiliated to the International Baccalaureate Organization based in Geneva, Switzerland

Table-1: Schools List in Hyderabad under Various Categories

Type of School	Number of Schools in Hyderabad
Private Schools**	1636
Public Schools	166
International Schools	36
Government Schools	18
Kendriya Vidyalaya Schools	8
State Board Schools	490
CBSE Schools	428
ICSE Schools	61
Play Schools	638
Nursery Schools	597
Primary Schools	506
Higher Secondary Schools	912
Senior Secondary Schools	164
Schools for Gifted Children	19
Schools for Physically Challenged	9
Montessori Schools	9
Schools for Blind	5
Catholic Schools	4
Deaf & Dumb Schools	4
Air Force Schools	3
Army/Military Schools	2

(Target Study, Assessed 2014)

** Overall numbers of schools will be more actual figure as some schools appear in different categories

The fee ranges are around Rs.15,000 per annum for Government recognized schools, Rs. 40,000 for regular Private Schools and Rs.1 lakh and above for the International Schools. The school fees are expected to increase by 15 to 30% due to increased expenditures and due to the implementation of Right to Education Act (Indian Express, 2013)

The Marketing activities in schools generally include video promotions, pamphlet distributions and website creations. These activities are primarily done by the school itself or by hiring external marketing agencies. Schools adopt several marketing activities apart from the above such as development of newsletters, creation of reports

on past achievements, work towards building good employer reputations, maintain good relationships with parents through efficient communication methods, involve in CSR activities, creation of attractive and dynamic websites with continuous updates, creation of focus groups, spread out engaging stories from the school campus, post vacancies on job portals, post events on social media networks (Karen Spring, 2003).

School education at state and country level has improved a lot due to a number of projects and schemes launched by the government to improve the literacy rates. As a part of this venture, number of public schools funded by the government came into existence. But, due to the lack of infrastructure, lack of experienced faculty, focus on the usage of local language for instruction, increased awareness on importance of education and due to raise in income levels many Indian parents are shifting their focus from public to private schools and aspiring to join their kids in private schools. This shift opened up doors for many private schools, thus increasing the competition among schools for getting new admissions (Gretchen Rhines Cheney et al, 2005).

Competitive Analysis is a process of collecting and analyzing information related to competitors practices, services, strengths, weaknesses and business trends in order to access the market position and work towards improvements in services and marketing strategies (nResult, Assessed 2014). A good competitive analysis enables school administrators to get knowledge on how their school admission rates in certain areas are in comparison with others, enables them to ascertain their competitive position relative to others, and also aids in defining measures and methods for improvement (McKinnon, K. R et al, 2000). An effective marketing mechanism can only be built by collecting hard quantitative data such as results, rewards, student-teacher ratios etc., and soft qualitative data such as staff morale, parental satisfaction, and reputation in the community etc. (Anthony Kelly, 2002).

School Education System in Hyderabad

During the Nizam rule (1720-1948) many institutions like Nizam College (1887) & Osmania University(1918) were set up to impart Education in Urdu, the official language of Nizams (The Guardian, 2011).

In addition to the Public educational system inherent in India since the Vedic period, many Missionary Schools like The St George's Grammar school (1834), St Ann High School (1871) & Rosary Convent (1903) sprouted in the Post-Independence years with an objective to impart disciplined and basic education to poor and needy (St. Ann's High School, Accessed 2014)

Privately funded public schools like Hyderabad Public school (1923) & Siva Sivani Public School (1961) emerged to impart education from nursery to high school with an aim to enable students to fly high emphasizing on the importance of firm rooting (Hyderabad Public School & Siva Sivani Public School, Accessed 2014)

Schools like Kendriya Vidyalaya (1965) & Bhavans (1979) emerged to impart education with an objective of adapting Indian Cultural and Spiritual values to Modern Day Requirements (Kendriya Vidyalaya & Bharatiya Vidya Bhavan, Accessed 2014).

Schools like Chirec (1989) & Meridian (1995) emerged with a concept of fun based learning (Chirec & Meridian School, Accessed 2014). In the last twenty years (1991 onwards) a sudden craze for IIT admission came in. This prompted two major groups namely Narayana (1979) and Chaitanya to look at schooling from a corporate perspective – They were the first to run schools like companies.

They started career oriented education/preparation courses for careers in Civil Services, Chartered Accountancy and for admissions into prestigious Engineering and Medical Institutions (Narayana Group, Assessed 2014).

This is the present scenario. Hyderabad has normal government schools offering very plain education free of cost, Schools exist in the private sector charging less than Rs 1,000/- rupees per month like S.P.Sampathy's Siva Sivani Public school, Pallavi model school, Johnson Grammar Schools, St Andrews etc.

Corporate schools like Chaithanya and Narayana charge around Rs 2000/- per month. At the top of the pyramid are the international schools that emerged recently to cater the needs of NRI's and who charge more than 8000/- rupees per month.

Need for the Study

The segments of schools are very clearly drawn and most parents in the middle class with high career aspirations for their children get attracted to the Chaitanyas, Narayanas, Bhasyams, the Gayatris and others. At the top of the pyramid parents aspire admissions in International schools for their wards.

Schools like Gautham Model have to attract the parents of the children who aspire that their children do well in life. This means that schools need to have the latest facilities, adapt up to date pedagogy tools and use diverse marketing techniques to attract the target group of parents. In short they are pitching for children who otherwise join the Narayanas and the Chaithanyas. Schools need to be quite aggressive and pitch themselves against the competitors just like brands compete against each other. Schools need to brand themselves and competitive analysis is a very good indicator as how to pitch and position themselves in the minds of the parents viz-a-viz the competing schools.

Gowtham Model schools, run by of Gowtham Educational Institutions aims at providing quality education for all spheres for boosting student confidence/courage and preparing the students for success in all endeavours.

The study below uses a competitive analysis model for leveraging the market position of one of the branches of Gowtham Model School at Pragathi Nagar, Kukatpally, Hyderabad (Goutham Model School, Assessed 2014). This particular school was chosen for the case study as it is located in the proximity of Kukatpally, one of the busiest locations of Hyderabad. It is a thickly populated area in central Hyderabad. It is a mosaic of Hyderabad and ideal for competitive analysis study. Thus Kukatpally has been chosen as being representative of Hyderabad. The results of this case study can be used in promoting schools in Hyderabad in particular and in other places in India in General.

The study below aims at identifying the competitive position prior to promotion and leveraging the same to gain more admissions.

Objectives

The objectives of the study include-

- **Pre Admission study:** Doing online research to know the facilities provided by different schools to find out the facilities that parents look for while admitting their wards to the preferred schools.

- **To build a priority matrix** (with Weight Assigned to the facilities provided by schools)

- To identify the schools within the proximity of Pragathi Nagar who are likely to be competitors for Gautham Model School.

- To rank the identified schools using the priority matrix.

- To identify the position of Gautham Model School in comparison with its competitors.

- To find out the conversion of the students from their existing schools to Gautham Model School after the promotional activity.

- To study the effectiveness of how competitive analysis impacted new admissions.

- To identify reasons for switching the schools based on the demographic profile of the parents.

Methodology

Secondary data with demographic attributes like student's name, father's name, class, sex, contact number and current school was provided by the Public Relations Officers of Gowtham Model Schools. The data were used to come up with a list of schools (Table 2) in the locality chosen that stand as competitors for Gowtham Model School at Pragathi Nagar, Hyderabad.

A Competitive Analysis for the selected schools was then performed based on the criteria (table 3) to judge the ranking of Gowtham Model School (GMS) at Pragathi Nagar, Hyderabad in comparison with its competitors. The criteria selected for study were based on the features studied. The data supporting each criterion were collected based on online reviews (mycity4kids, Assessed 2014), School websites (Dhyanahita, Pragathi School & Raos Group, Assessed 2014) and on telephone.

The parameters used for data collection under each criterion are as listed below (Table 3). First five criteria (Infrastructure, Faculty, Student Learning, Sports Facilities and Parent Teacher Interaction) were given a weightage of 80% and the remaining criteria (Fee-structure, History, Teacher-Student Ratio, Transportation facilities and

Involvement in CSR activities) were given a weightage of 20% in calculating the overall criteria ranking. The ranking of the different schools is given in table 4.

Road Shows were conducted to demonstrate the Unique selling proposition of Gowtham Model School and to target the audience from the schools that were rated below Gowtham Model School.

Based on the conversion details, a survey was conducted to collect the demographic profiles for the attributes namely - Class in which the student was admitted; Parental Income (Father & Mother); Parental Occupation (Father & Mother); Parental Age (Father & Mother); Parental Qualification (Father & Mother) & Details about the Sibling.

Scope & Limitations

Scope: The area of research was limited to Pragathi Nagar, Hyderabad**.**

Limitations: Competitive Analysis was based on data availability on websites, review portals and telephonic queries. Demographic profile was only limited to 70 entries as most of them were unwilling to share the data.

Table-2: List of Competing Schools

Sl.No	Name of the school
1	Abhudaya School
2	Dhyanahitha
3	Geetanjali Olympiad
4	Kids Blossom
5	Little Flower
6	Montessori
7	Pragathi Vidya Niketan
8	Rao's My Techno School
9	Rosary High School
10	Smart Techno

Table-3: Criteria and Features Considered for Competitive Analysis

Infrastructure	Faculty	Student Learning	Sports Facilities	Parent Teacher Interaction	Fee Structure	History	Teacher Student Ratio	Transportation	CSR
Science Labs	Professionally Qualified Faculty	Hands on Projects	Play Ground	Scheduled Parent Teacher Meets	Above 30K (5)	Established Before 2003 (7.5)	1:20 or below (10)	Available to cover more than 10K radius (10)	Involve in CSR activities (10)
Language Labs	Foreign Language Faculty	Workshops	Sports Equipment	Interaction through SMS	20K-30K (7.5)	Established After 2003 (2.5)	> than 1:20 and < than 1:30 (7.5)	Non-Available (0)	Does not Involve in CSR Activities (0)

Computer Labs	Personality Development Faculty	Competitions	Basket Ball Court	Interaction through website	Below 20K (10)		Above or equal to 1:30 (2.5)		
Audio-Visual Labs/Audio-Visual Teaching aids	Physical Education Faculty	E-learning	Tennis/ Badminton/ Volley Ball Courts	In-charge Faculty to respond to Parents Queries & Concerns					
Library	Dance/Yoga Faculty	Holistic Education	Swimming Pool	News & Events Posting					
Digital Class Rooms	Music Faculty	Field Study	Club-Indoor Games	Designated Visiting Hours					
Generator	Crafts Faculty		Jogging Track						
Hospital									
Multi-Purpose Hall									
Security									

Table-4: Overall Scores Based on Criteria Considered for Competitive Analysis

School	1. Infrastructure (10)	2. Faculty (7)	3.Student Learning (6)	4.Sports Facility (7)	5.Parent/Teacher Interaction (6)	Total (for 1to5) 50 extrapolated for 80	6.Fee Structure	7.History	8.Teacher-Student Ratio	9.Transportation Facility	10. CSR	Total for (6 to 10) 50 reduced to 20	Total (100)	Rank
Dhyanahitha	8	5.71	8.33	8.57	8.33	62.30	10	2.5	10	10	10	17	**79.30**	1
Rao's My Techno School	9	8.57	10	5.71	5	61.54	5	7.5	7.5	10	10	16	**77.25**	2
Gowtham Model School	**8**	**7.14**	**8.33**	**5.71**	**8.33**	**60.02**	**7.5**	**7.5**	**7.5**	**10**	**10**	**17**	**77.02**	**3**
Pragathi Vidya Niketan	9	8.57	8.33	8.57	5	63.15	5	7.5	2.5	10	0	10	**73.15**	4
Geetanjali Olympiad	6	7.14	8.33	5.71	1.66	46.14	5	7.5	2.5	10	0	10	**56.14**	5
Montessori	4	8.57	6.66	0.16	1.66	33.68	10	7.5	7.5	10	10	18	**51.68**	6
Rosary High School	4	7.14	6.66	5.71	1.66	40.27	7.5	7.5	2.5	10	0	11	**51.27**	7
Smart Techno	6	7.14	8.33	0.16	3.33	39.44	7.5	2.5	7.5	10	0	11	**50.94**	8
Abhudaya School	6	7.14	8.33	0.16	1.66	37.26	10	2.5	7.5	10	0	12	**49.26**	9
Kids Blossom	3	5.71	6.66	0.16	6.66	35.50	10	2.5	10	10	0	13	**48.50**	10
Little Flower	4	7.14	6.66	0.16	1.66	31.39	10	2.5	10	0	0	9	**40.39**	11

For example taking the criteria of "Infrastructure" - total elements considered were 10, Abhudaya School having 6 out of 10 elements got a rating of 6. Similarly 7 elements were considered for "Faculty" and Abhudaya scored 5/7. Similarly scores were calculated for criteria such as "Student Learning", "Sports Facilities" & "Parent-Teacher Interaction" and the scores for the total 5 elements were added up for a total of 50 and extrapolated to 80. Similarly scores for criteria such as "Fee Structure", "Teacher to Student Ratio", "History", "Transportation availability" and "CSR Involvement" was added up for a total of 50 and reduced to a weightage of 20.

I - Pre Admission Analysis – Part 1

Table-5: Multi Criteria Ranking of Schools

School	Infra structure (1-5)	Faculty (1-3)	Student Learning (1-3)	Sports Facility (1-3)	Parent Teacher Interaction	Fee Structure (1-3)	History (1-2)	Teacher-Student Ratio (1-3)	Transportation Facility (1-2)	CSR (1-2)	Overall Ranks 1(best)-11
Dhyanahitha	2	3	2	1	1	1	2	1	1	1	1
Rao's My Techno School	1	1	1	2	3	3	1	2	1	1	2
Gowtham Model School	**2**	**2**	**2**	**2**	**1**	**2**	**1**	**2**	**1**	**1**	**3**
Pragathi Vidya Niketan	1	1	2	1	3	3	1	3	1	2	4
Geetanjali Olympiad	3	2	2	2	5	3	1	3	1	2	5
Montessori	4	1	3	3	5	1	1	2	1	1	6
Rosary High School	4	2	3	2	5	2	1	3	1	2	7
Smart Techno	3	2	2	3	4	2	2	2	1	2	8
Abhudaya School	3	2	2	3	5	1	2	2	1	2	9
Kids Blossom	5	3	3	3	2	1	2	1	1	2	10
Little Flower	4	2	3	3	5	1	2	1	2	2	11

Criteria wise ranks vary considerably when compared to the Overall criteria ranks.

Table-6: Ranking by Infrastructure

Schools	Science Labs	Language Labs	Computer Labs	Audio-Visual Teaching aids	Library	Digital Class Rooms	Generator	Hospital	Multi Purpose Hall	Security	Total Score	Ranks (1-5)
Pragathi Vidya Niketan	A	A	A		A	A	A	A	A	A	9	1
Rao's My Techno School	A	A	A	A	A	A	A		A	A	9	1
Dhyanahitha	A		A	A	A		A	A	A	A	8	2
Gowtham Model School	A	A	A	A	A	A	A			A	8	2
Abhudaya School	A	A	A	A		A				A	6	3
Geetanjali Olympiad	A	A	A	A		A				A	6	3
Smart Techno	A	A	A	A		A				A	6	3
Little Flower	A	A	A							A	4	4
Montessori	A	A	A							A	4	4
Rossary High School	A	A	A							A	4	4
Kids Blossom			A	A						A	3	5

(A-Availability)

Gowtham Model School stands at 2nd position along with Dyanahitha while Pragathi Vidya Niketan and Rao's My Techno School got the 1st rank.

Table-7: Ranking by Faculty Availability

Schools	Professionally Qualified Faculty	Foreign Language Faculty	Personality Development Faculty	Physical Education Faculty	Dance/ Yoga Faculty	Music Faculty	Crafts Faculty	Total Score	Ranks (1-5)
Montessori	A	A		A	A	A	A	8.57	1
Pragathi Vidya Niketan	A		A	A	A	A	A	8.57	1
Rao's Techno School	A		A	A	A	A	A	8.57	1
Abhyudaya School	A			A	A	A	A	7.14	2
Geetanjali Olympiad	A			A	A	A	A	7.14	2
Little Flower	A			A	A	A	A	7.14	2
Rossary High School	A			A	A	A	A	7.14	2

Schools								Total Score	Ranks
Smart Techno	A			A	A	A	A	7.14	2
Gowtham Model School	A			A	A	A	A	7.14	2
Dhyanahitha	A			A	A		A	5.71	3
Kids Blossom	A				A	A	A	5.71	3

Gowtham Model School stands at 2nd position along with 5 other schools

Table-8: Ranking by Student Learning facilities

Schools	Hands on Projects	Workshops	Competitions	E-learning	Holistic Education	Field Study	Total Score	Ranks (1-3)
Rao's My Techno School	A	A	A	A	A	A	10	1
Abhudaya School	A		A	A	A	A	8.33	2
Dhyanahitha	A		A	A	A	A	8.33	2
Geetanjali Olympiad	A		A	A	A	A	8.33	2
Pragathi Vidya Niketan	A	A	A		A	A	8.33	2
Smart Techno	A		A	A	A	A	8.33	2
Gowtham Model School	A		A	A	A	A	8.33	2
Kids Blossom	A		A		A	A	6.66	3
Little Flower	A		A		A	A	6.66	3
Montessori	A		A		A	A	6.66	3
Rossary High School	A		A		A	A	6.66	3

Gowtham Model School stands at 2nd position along with 5 other schools

Table-9: Ranking by Sports Facilities

Schools	Play Ground	Sports Equipment	Basket Ball Court	Tennis/Volley Ball Courts	Swimming Pool	Club-Indoor Games	Total Score	Ranks (1-3)
Dhyanahitha	A	A	A	A	A	A	8.57	1
Pragathi Vidya Niketan	A	A	A	A	A	A	8.57	1
Geetanjali Olympiad	A	A		A		A	5.71	2
Rao's My Techno School	A	A		A		A	5.71	2
Rosary High School	A	A		A		A	5.71	2
Gowtham Model School	A	A		A		A	5.71	2
Abhudaya School						A	0.16	3
Kids Blossom						A	0.16	3
Little Flower						A	0.16	3
Montessori						A	0.16	3
Smart Techno						A	0.16	3

Gowtham Model School stands at 2nd position along with 3 other schools.

Table-10: Ranking by Parent - School Interaction

Schools	Scheduled Parent Teacher Meets	Interaction through SMS	Interaction through website	In charge Faculty to respond to Parents Queries & Concerns	News Events Posting	Designated Visiting Hours	Total Score	Ranks (1-5)
Dhyanahitha	A	A	A	A	A		8.33	1
Gowtham Model School	A	A	A	A	A		8.33	1
Kids Blossom	A	A		A		A	6.66	2
Pragathi Vidya Niketan	A		A		A		5	3
Rao's My Techno School	A		A		A		5	3
Smart Techno	A	A					3.33	4
Abhudaya School	A						1.66	5
Geetanjali Olympiad	A						1.66	5
Little Flower	A						1.66	5
Montessori	A						1.66	5
Rosary High School	A						1.66	5

Gowtham Model School stands at 1st along with Dyanahitha.

Table-11: Ranking by Fee Structure

Schools	Above 30K (5)	20K-30K (7.5)	Below 20K (10)	Total Score	Ranks (1-3)
Abhudaya School			A	10	1
Dhyanahitha			A	10	1
Kids Blossom			A	10	1
Little Flower			A	10	1
Montessori			A	10	1
Rosary High School		A		7.5	2
Smart Techno		A		7.5	2
Gowtham Model School		A		7.5	2
Geetanjali Olympiad	A			5	3
Pragathi Vidya Niketan	A			5	3
Rao's My Techno School	A			5	3

Gowtham Model School stands at 2nd position along with 2 other schools

Table-12: Ranking by History (Year of Establishment)

Schools	Established Before 2003 (7.5)	Established After 2003 (2.5)	Total Score	Ranks (1-2)
Geetanjali Olympiad	A		7.5	1
Montessori	A		7.5	1
Pragathi Vidya Niketan	A		7.5	1
Rao's My Techno School	A		7.5	1
Rossary High School	A		7.5	1
Gowtham Model School	A		7.5	1
Abhudaya School		A	2.5	2
Dhyanahitha		A	2.5	2
Kids Blossom		A	2.5	2
Little Flower		A	2.5	2
Smart Techno		A	2.5	2

Gowtham Model School stands at 1st position along with 5 other schools

Table-13: Ranking by Teacher-Student Ratio

Schools	1:20 or below- (10)	> than 1:20 and < than 1:30 (7.5)	Above or equal to 1:30 (2.5)	Total Score	Ranks (1-3)
Dhyanahitha	A			10	1
Kids Blossom	A			10	1
Little Flower	A			10	1
Abhudaya School		A		7.5	2
Montessori		A		7.5	2
Rao's My Techno School		A		7.5	2
Smart Techno		A		7.5	2
Gowtham Model School		A		7.5	2
Geetanjali Olympiad			A	2.5	3
Pragathi Vidya Niketan			A	2.5	3
Rosary High School			A	2.5	3

Gowtham Model School stands at 2nd position along with 4 other schools

Table-14: Ranking by Transportation Availability

Schools	Available to cover more than 10K radius (10)	Non-Available (0)	Total Score	Ranks (1-2)
Abhudaya School	A		10	1
Dhyanahitha	A		10	1
Geetanjali Olympiad	A		10	1
Kids Blossom	A		10	1
Montessori	A		10	1
Pragathi Vidya Niketan	A		10	1
Rao's My Techno School	A		10	1
Rosary High School	A		10	1
Smart Techno	A		10	1
Gowtham Model School	A		10	1
Little Flower			0	2

Gowtham Model School stands at 1st position along with 9 other schools

Table-15: Ranking by CSR Activities

Schools	Involve in CSR activities (10)	Doesn't Get involved in CSR activities (0)	Total Score	Ranks (1-2)
Dhyanahitha	A		10	1
Montessori	A		10	1
Rao's My Techno School	A		10	1
Gowtham Model School	A		10	1
Abhudaya School		A	0	2
Geetanjali Olympiad		A	0	2
Kids Blossom		A	0	2
Little Flower		A	0	2
Pragathi Vidya Niketan		A	0	2
Rosary High School		A	0	2
Smart Techno		A	0	2

Gowtham Model School stands at 1st position along with 3 other schools

II-Post Admissions Analysis– Part 2

Table-16: Total Conversions

School	Sample	Admissions
None (Directly joined without any other preschool)	55	21
Montessori	**32**	**15**
Pragathi Vidya Niketan	**28**	**12**
Dhyanahitha	**15**	**9**
Abhudaya School	13	8
Kids Blossom	14	8
Rao's My Techno School	13	8
Rosary High School	19	8
Geetanjali	22	5
Little Flower	11	5
Smart Techno	15	4
My Life School	9	3
Sri Bhargavi Public School	4	2
Creek Planet	1	1
Kothakota Public School	8	1
Power Kids	8	1
Raghavendra Bala Kutir	1	1
Roots Techna School	1	1
Teddy Kids	2	1
Total	**271**	**114**

Final Conversions were about 42% of the total sample data collected.

Table-17: Reasons for Conversions

Reasons	Number	Percentage
Comparatively better	44	38.6
Referred by teacher	10	8.8
Locational convenience	10	8.8
School got shifted	6	5.3
No response	44	38.6
Total	**114**	**100**

Out of the total sample who has responded, the prominent reason for the change was that parents felt that Gowtham Model School was **comparitively better** than other schools within the proximity of Pragathi Nagar, Hyderabad.

Table-18: Admissions & Father's Income

Income Levels (K=1000 Rupees)	Number	Percentage
10k-20k	20	17.5
20k-30k	22	19.3
>30k	28	24.6
No response	44	38.6
Total	**114**	**100**

Out of the total sample who has responded, admissions were more where Father's Income was more than 30K per month.

Table-19: Admissions & Father's Occupation

Occupation	Number	Percentage
Business	28	24.6
IT	10	10.5
Private	10	26.3
No response	44	38.6
Total	114	**100**

Out of the total sample who has responded, admissions were more where Father was employed in a Private Sector.

Table-20: Admissions & Father's Age

Age Group	Number	Percentage
21-25	0	0
26-30	16	14
31-35	39	34.2
36-40	13	11
41-45	2	1.8
No response	44	38.6
Total	**114**	**100**

Out of the total sample who has responded, admissions were more where Father's age was in between 31-35 years.

Table-21: Admissions & Father's Qualification

Qualification	Number	Percentage
High School	11	9.6
Inter	10	8.8
Diploma	2	1.8
Graduation	30	26.3
Post-Graduation	17	15
No response	44	38.6
Total	**114**	**100**

Out of the total sample who has responded, admissions were more where father was holding a Graduate Degree.

Findings & Suggestions

Number of admissions to Gowtham Model School from the School with an overall criteria ranking of one (1) "Dhyanahitha" were nine (9) but there was "No response" from this group when surveyed about the reasons for choosing Gowtham.

Number of admissions to Gowtham Model School from the School with an overall criteria ranking of two (2) "Rao's My Techno School" were eight (8) and the reason for the move was expressed as "Comparatively Better". And when a detail analysis on the criteria comparison between Gowtham Model School & Rao's My Techno School was done, **it was identified that Rao's My Techno School**

was ranked below Gowtham Model School with respect to Parent/Teacher Interaction & School History.

Number of admissions to Gowtham Model School from the Schools with an overall criteria ranking of **4, 5, 6, 7, 8, 9, 10** were **12, 5, 15, 8, 4, 8, 8, and 5** respectively. These results prove the researchers claim that parents do make comparative analysis and rank the schools and move students from a lower perceived ranking school to a higher perceived ranking school.

Parents are building out a conceptual comparative structure between the school criteria and opt for a school that meets their requirements. It can be also concluded that the researchers' efforts of performing a comparative criteria analysis turned out highly fruitful as there were admissions observed from the schools that were ranked below Gowtham Model School.

The above analysis can be adopted by all schools to leverage their market position for criteria improvements and also to design promotional activities to market their Unique Selling Proposition (USP).

Schools first need to identify what are the criteria that parents look for when selecting a school for their children. Then a detailed study has to be conducted about the various features in each criterion that is valuable from the parents' perspective. A detailed comparative analysis has to be conducted for the criteria and facts that are available with the competing schools. If possible similar criteria and features can also be provided.

If the same criteria and features are not possible or available, focus and promote the criteria and features that are available. Create a strong position in the mind of the parents. In the modern world positioning is everything. A school that can position itself effectively against the competing schools would win the race to attract the best students to its fold.

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