

Evaluating Educational Strategies and Marketing Models in Nursing Institutes: A Case Study from Madhya Pradesh, India

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Abstract: *This study delves into the challenges faced by nursing institutes in Madhya Pradesh, India, focusing on student dropout rates and the effectiveness of current educational and marketing strategies. Through a comprehensive audit, including Kotler's marketing models, we identify key factors influencing student retention and graduation rates. The report suggests tailored strategies for enhancing educational outcomes and marketing performance, aiming to improve the financial viability and educational efficacy of these institutes.*

Keywords: Nursing Education, Marketing Strategies, Student Retention, Dropout Rates, Educational Audit

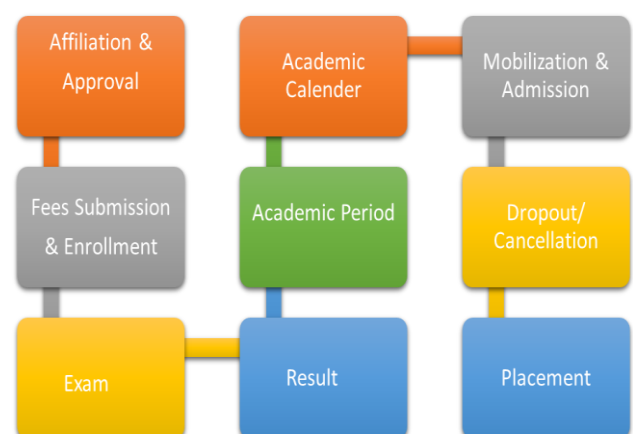
1. Introduction

The production of nurses in the 4-year program at universities and public nursing colleges in Madhya Pradesh (M.P.) India decreases due to dropout. The concerns are critical considering the dire shortage of nurses and the ever-demanding workload of the nurses in providing quality care for health in the M.P. This research regarding attrition and models for retention-to-graduation of nursing students in M.P. (Deb, 2018). The purpose of this report is to review and evaluate emerging themes related to the factors associated with nursing student's dropout, retention, success, completion and graduation rates in M.P. to identify student characteristics, research strategies and interventions that prevent future student's departure from the undergraduate nursing program and undertake a review of the marketing performance Model of Nursing Institute, which the Non-profit organisation manages (N.G.O.) is located at Madhya Pradesh, India. N.G.O., which was established in the year 2011 in India. The scope of the audit is improving financial profitability and performance in the areas of promotion, pricing, fee structure, and other parameters related to enhancing the organisation's overall performance. The organisation is mainly facing the problem of the high rate of dropouts with less academic performance. Over the last two years, the Nurse's training unit of the organisation has experienced a reduction in the number of parameters, financial profitability, and performance compared to the financial result of another institute (Lin, 2021). This reduction in different areas affects overall profitability and could be due to several factors that will be audited. The fusion of a marketing audit of Kotler's objectives has been developed, which will be addressed by using audit models that will ideally assist in assessing the downward trend in function profitability and performance (Kotler, 2001). Here, we are using a fusion of classic and modern audit models because India is a country where people follow their traditions compared to their Profit. This review is also using a P.Kotler, Marketing Management Analysis Planning and Control.

- 1) Traditional and Modern Analysis- a combination of old and new marketing behaviour with audit

- 2) Competitor Analysis- to understand market status.
- 3) Leads Process- Develop a leads process on how a beneficiary finds out about the Institute and why they don't choose it.
- 4) Beneficiaries Feedback- Evaluate beneficiaries' feedback about the marketing, promotional and performance.
- 5) Training Types and Financial Profitability- Assess different training programs to improve profitability to determine where capacity exists and where attention is best spent.
- 6) Training Types and Performance Profitability- Assess the performance of beneficiaries during the tenure of the program.

Flow Chart of the Institute working (Fig.1)



A short introduction of each step of the Institute

Affiliation & Approval -To run a nursing institute, mainly a Bachelor of Science in Nursing (B.Sc. Nursing) in India, the Institute should be approved by the State Nursing Council. Conducting an exam also needs an affiliation with a state government university. The affiliating university schedules an academic calendar every academic year, and each year, the university publishes a complete academic calendar. **Mobilisation & Admission**- In India, most students get their admission through state government counselling and

consulting firms. The Institute may directly contact some of the students. Fees Submission & Enrolment- A student must deposit their fees for further enrollment after successful registration and admission. Academic Period- As per the academic calendar and syllabus of the university, the duration, of course, is 4 years and 6 months of internship. Dropout & Cancellation- Many of the students fail to survive or understand the syllabus, and another issue is financial problems and Homesickness; they do not continue their studies. After completion of the examination, the result will be declared within one month. Placement-After successful completion, of course, the governments hold an open campus drive from time to time for the requirement of trainees in the private and government sectors. The students got jobs in the field of health science and hospitals. The points mentioned above clearly describe the functioning of the organisation. To understand the selection of the audit model and execution of the audit shown in (Fig.1) (Shah *et al.*, 2012)(Kotler, 2001).

Audit Objectives

The main aim and objectives of the audit to find and observe the long-term solution for an identified problem are based on an assessment of the marketing environment, profitability, and salesforce performance. According to Craven's Audit theory, corporate mission and objectives are vital in attaining profit sustainability. For Model Institute, the only way of realising improved sales is by understanding the organisation's purpose. The approach used qualitative and quantitative data collection methods per the study of the following objectives (Philip, 1973). a) **Dropout Studies**, many researchers have alluded to the dropout of nursing students in the undergraduate program (Cameron, Roxburgh, Taylor & Lauder, 2011). citing several reasons ranging from involuntary (academic factors) to voluntary (personal factors). Previous studies have maintained that dropout rates are associated with academic and personal factors (Fowler & Norrie, 2009). b) **Involuntary (Academic Factors)** Involuntary academic factors associated with dropout are academic difficulty coupled with lack of or inadequate support, under-preparedness, lack of commitment to the learning process, inappropriate study skills and habits, inadequate academic services, frequent absenteeism from class or clinical settings, lack of effective academic incorporation, financial constraints and language barrier (Prymachuk, Easton & Littlewood, 2008). c) **Voluntary (Personal Factors)**, Student characteristics like age, gender and ethnicity were also essential predictors or fundamental factors of success or dropout in this audit review. d) **Involuntary**, the first-year experience has shown the need for urgent interventions targeted at first-year undergraduate nursing students on admission if the dropout rate is to be reduced and increased retention and graduation rates achieved. Factors associated with involuntary first-semester academic dropout were perceived lack of support, financial constraints, environmental factors and challenging transition and integration into the tertiary environment (Jeffreys, 2007; Jeffreys, 2012). e) **Retention Studies** found that the mentorship program tended to be a facilitator of success for undergraduate nursing students. Researchers believe that a well-planned and well-managed mentorship program can reduce dropout and enhance undergraduate nursing students' retention, success, and graduation. Besides mentorship

programs, other factors pivotal between dropout and retention were support, academic preparedness and social (Baker, 2010; Nkutu & Seekoe, 2013). f) **Completion and Graduation Studies**, studies reviewed reported students with higher entry qualifications and above 80% class, and clinical attendance obtained better marks or were more likely to succeed in nursing programs. Conversely, students with lower entry qualifications and who frequently absented themselves from class or clinical settings were more likely to have lower marks or drop out of the program (Veal, Bull & Miller, 2012; Williams, 2010).

2. Methodology

Rational for Model Selection

Based on the marketing audit objectives outlined above, a marketing audit model has been developed for each. The audit models are primarily based on marketing audit models by Caravans audit theory, Berry, Conant and Parasuranman (1991) and Kotler and Keller (2015) & They also use their own practical audit models and existing traditional audit models not available in the guidelines of the audit. Our selection of audit processes is based on the COMPONENTS OF THE MARKETING AUDIT like Marketing Environment Audit, Marketing Strategy Audit, Marketing Organization Audit, Marketing Systems Audit, Marketing Productivity Audit, Marketing Function Audit,

Traditional and Modern Analysis

The Competitor organisation in India uses traditional audit methods to find a long-term solution to identify the main obstacles to unbalanced organisations in India. This standard audit model is because most of India's chairmen, presidents and business owners are only qualified up to the school education level, and some business owners are qualified up to the graduation level or considered as unknown education level. No guidelines are available for the qualification of business owners. And set up their own business and audit models for marketing or institute development efficiency. Business owners have experience in the existing business, and they set up their own business model for the organisation's internal development. We divide those models into First-generation and Second-generation (Kotler and Lee, 2004). First-generation represent the founder of the organisation, who started and developed the business and second-generation mean son and grandson or nominee of the founder, who will carry the business after the founders. The modern audit analysis of financial statement analysis has long been a part of how Non-profit organisation's financial health. it can help spot potential problems, allow for better financial predictions, and support a company in comparing its financial standing and performance to industry competitors. Business financial analysis is essential to helping create better business plans and allow for more data-driven, insightful decision-making for future prosperity (Kotler and Gertner, 2002).

Most financial accounting experts agree that the traditional approach to business financial analysis is comprised of several primary things. The first is the management of resources. Most financial statement analysis is done to understand the company's strengths and weaknesses and make decisions that will increase overall profitability and

create additional revenue for owners and shareholders. This is typically achieved by studying the profit and loss statement. Another part of the traditional financial analysis perspective is limiting the amount of risk that a company is exposed to; what constitutes risk varies from business to business (Deb, 2018). One of the tremendous technological advancements that have diversified the modern financial analysis approach is an abundance of accessible data, with more publicly traded companies and the internet enabling companies to reach customers all over the globe. The available data gives companies a benchmark to measure against and allows them to conduct a more competitive analysis when looking at financial statements. Many things can measure the financial health of the business. Still, the overall financial position can be crucial to the overall future of the business and foundational in making modifications or decisions that will grow or change the business (Grimaldi and Grandi, 2005).

Models of Analysis

- 1) Competitor Analysis Kotel and Keller explain that there are seven key areas to consider under the task environment of the marketing environment audit. Competitors are vital elements that have been used to understand who the major competitors are for the Institute. Specifically, we want to understand their offerings in comparison and where there are potential strengths.
- 2) Leads Process, Berry, Conant Parasuraman and Kotler and Keller both refer to marketing system audit as a key marketing information system. Model institute-1 does not understand the marketplace developments concerning

customers enough, explicitly asking for enough marketing research and subsequently using the results for future customer targeting.

- 3) Beneficiaries Feedback Berry, Conant, Parasuraman, Kotler, and Keller discuss rating the product and service quality and how different customer segments make their buying decisions. The Institute has used the data from previous surveys with students; however, it is very different from other feedback processes. A mechanism for feedback will be required stepwise because the Institute has a long-duration course and needs a continuous process of feedback.
- 4) Financial and Performance Profitability: The Model Institute follows the financial and performance profitability ratio to improve their future Profit. The organisation follow the audit guidelines of the Institute of Marketing accountant of India. The Institute ideally want to secure the most profitable and crucial period between Jan to April (Kotler and Gertner, 2002).

Audit Model Development

1) Competitor Analysis

As shown in Figure 1 below, a competitor analysis using secondary data will be used by identifying major competitors to the Institute, researching and analysing their key features and fee structures through different employees of the competitor institute and with their websites. And making enquiries through their enquiry portals and via email and call. We also study the old reviews of the competitors on various online websites and Google reviews.

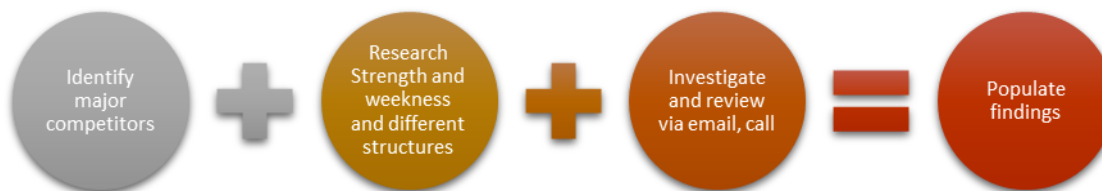


Figure 2: Analysis of competitors

2) Leads Process

The sales team of the Institute used the data available through data providers of the market of a specific area,

primarily the data of qualified higher secondary students within the last two years, specifically with targeted age group customers.



Figure 3: Process flow for identifying leads.

3) Beneficiaries Feedback

Firstly, by observing customers' behavioural patterns and considering the staff's inputs, we made decisions about the approach to follow, contact methods, sampling plans and data sources. We also study the old reviews of the competitors on various online websites and Google reviews. Those reviews help the Institute understand the basic

requirements of beneficiaries. And we also analysed the pass-out student data of Model Institute.



Figure 4: Flow chart of the feedback process

4) Financial and Performance Profitability

The profitability is directly proportional to the ratio of enrolment, and the enrolment ratio depends on the satisfaction of beneficiaries. The primary source of income of the Institute is the students' tuition fees and the scholarship provided by the state government to the students. Moreover, the highest ratio of enrolments directly increases profitability.

3. Findings

The dropout, retention, and graduation rates of undergraduate nursing programs in Model institute-1 are fraught with complex problems. There is a need for retention models. Retention-to-graduation models should be proposed to serve as recommendations.

1) Competitor Analysis

Major Competitors to Model Institute.

- Model Institute-2. (Est. 2011)
- Model Institute-3. (Est. 2015)
- Model Institute-4. (Est. 2010)
- Model Institute-5. (Est. 2010)

Refer to data Appendix One, Competitor Analysis Features and Appendix Two, Competitor Analysis of Fees Structures, which outlines summary tables of the competitor features and fee structure. These competitors have been identified based on being comparable in size, location, facilities available and overall offering.

Competitor features of location and view are similar for all major competitors. They are located near the industrial area, but the Institute is in the city of Raisen, with many hospitals and healthcare centres and several small villages like Polha Gajjupiplia, Goherganj, and Gairtganj. Other competitor's institutes are located in the city area like Raisen Road, Hosangabad Road and Gandhinagar. That area only covers local surroundings. The built-up area of competitors is higher than Model Institute-1. The Competitor Institute has a built-up area of about 25500 sq—ft, including the

Instructional, amenities, and circulation areas. The second competitor institute has a built-up area of about 22900 sq. ft., including an Instructional area, amenities area and circulation areas. Third competitors have a built-up area of about 23000 sq. ft., including the Instructional, amenities, and circulation areas. The fourth competitor has a built area of about 18000 sq. Ft., including an Instructional area, amenities area, and circulation areas exclusive for the Bachelor of Science in Nursing Program. The intake capacity is also found to be higher than Model Institute-1. According to the appendix, one Model Institute-1 have an admission capacity of 30 seats per year or 120 seats at the time of the final batch (i.e., the graduation cycle is complete); another competitor institute has 30, 30, 30,30,60 and 50 admission capacity and 120,120,120, 240 and 200 at the time of final batch respectively. Many competitors have hospitals to provide a clinical facility, and many others have a Memorandum of understanding (M.O.U.) with government hospitals. As per the chart, competitor one has a multispecialty hospital for the trainee students' practical and clinical training. The second competitor has an M.O.U. (Clinical Permission or Practical training agreement with outsource or another hospital). M.O.U. Competitors have one issue with timing and slots available with clinical Practice and another problem because so many other institutes also have M.O.U. with Government hospitals. In the case of Model Institute-1, they have they're on multispecialty hospitals, and all training slots are exclusively available for Model Institute-1. All the Competitor Institute have clinical permission for community health nursing and Primary health nursing and also have practical permission from mental hospitals approved by the government of M.P. As per the findings, some of the competitor institutes have their own placement cells for job support after completion of the course, and two competitors do not have placement cells. All the Institute with competitors has outsourced hostel facilities for girls and boys. Competitor Institutes fees structure of B.Sc. The nursing course is higher than the Model Institute-1. Competitors tuition fees Rs. 53000.00, Rs. 60000.00, Rs. 53000.00 and Rs. 72000.00 per year respectively. It may be a good advantage for Model Institute-1. The Model Institute-1 provide the same facilities in a significantly lower fee structure compared to others.

2) Lead Process

As per the findings during the study, all Madhya Pradesh Model Institute-1 and competitor institutes belong to the city and districts of Bhopal and Raisen and adopt the same process to attract the students. The significant data provides companies providing students' data per the Right to Information Act,2005 (R.T.I.). They obtained the data from all state students who appeared in the Higher secondary school certification examination last year, and each Institute worked only the radius of their institutes; data like City Bhopal Covers an area like Vidhisha, Sehore, Ashta, and City Raisen covers area Vidhisha, Mandideep. With the help of this data, they directly contact their proposed or prospective students. Refer to Appendix three to see primary data in the way of the leads process captured over June 2019 since being introduced by the mobilisation Head. Only a small sample of data from more than 6500 students completed their higher secondary school exam with the biology group. Their response to the enquiries shows that

most students hear about Model Institute-1 via Agent or social media. Of the 30 Enquiries received over June 2019, 14 were received via Google advert, 3 were received from social Webpages, and the remaining were received from consultants and agents. From the 30 Enquiries, only 4 students had confirmed their status with registration, and 23 students want to require a more time to decide, figures is shown in appendix three as a status "pending" and 3 students have changed their mind about taking admission to General Nursing Midwifery (G.N.M.). As per detailed study and deep analysis of most of the enquires regarding admission in nursing received from rural areas, most of the students belong to the different reserved categories as per the government of India like Scheduled Caste (S.C.), Scheduled Tribe (S.T.), and other backward classes (O.B.C.) one 2-5 % of students belongs from General category. As per the central government and state government of India Scheduled Caste, Scheduled tribes are eligible to receive a scholarship of approximately Rs. 30000.00 to 33000.00 per year with living expenses of Rs. 2000.00 per month and as per the state government policy, the students of Other backward classes are eligible to receive a scholarship of approximately Rs. 28000.00 to 29000.00 per month with living expenses of Rs. 1000.00 per month. However, as per the study of norms, to apply for the scholarship, the total source of income of the student's parents should be below Rs. 600000.00 per year is fixed. As per the findings, most of the students of the above-mentioned areas are belong to those categories; as per data received from various authorities, it is evident that most of the institutes received a fund from the central and state governments to run their organisations.

3) Customer Feedback

Refer to Appendix 4; per the datasheet, 30 students were enrolled in the session 2018-19 B.Sc. During the nursing Program session, some students faced the disadvantages mentioned in the appendix and wanted to leave their studies in the middle of the first year. As per the table, 07 students left their studies in mid-semester, and 23 students attended their lectures regularly. As per Appendix 5 feedback received by the dropout students, 2 faced a syllabus relegated issue, 2 faced Homesickness, 3 were facing transportation problems during their studies. As per Appendix 6, a survey was directly conducted telephonically; Appendix 7 clearly shows the comments of the existing Batch 2018-19 students and the improvement needed in different working segments like teaching, transportation and clinical Practice. As per the findings, the main issue that mostly affected the financials of the Institute is the high dropout ratio. As per the financials of Model institute-1, in the year 2018-19, 07 students left the Institute, and the sum of the tuition fees of dropout students is about Rs. 3710000.00. It is less the profitability of the organisation approximately 30%. Appendix Eight also states some feedback from the management people and staff. As per the interaction with the director of the Institute of AINR, the basic findings are dropouts due to a lack of knowledge about the course, syllabus and financial background. As per the directors' experience in the past few years, some of the student's parents do not support their children and do not allow them to study outside of their town. The Institute is facing a problem with the delay in releasing scholarships by the government of the state.

4) Financial and Performance Profitability

Appendix nine provides data, which is a summary overview of the total fees received for the financial 2018-19 and 2019-20, total Profit and average profit, by enrolments and scholarship receivable, every year over the last year.

- Total fees received in terms of tuition fees = Rs 2404000.00
- Total Transportation fees received: Rs 552000.00
- Total Caution money received: Rs 300000.00
- Total Hostel Fees received Rs 552000.00

A higher ratio of Profit is seen due to a higher ratio of enrolments.

- Total Profit in terms of tuition fees = Rs 1065000.00
- Total Profit in term Transportation = Rs 125000.00
- Total Profit in terms of Caution money = Rs 00
- Total Profit in term Hostel Fees = Rs 104000.00

As per the findings, the dropout ratio decreases portability by about 25-30% each financial year. As per the financial figure for the financial year of 2018-19, the total dropout ratio is 25%, out of an intake of 30; despite 07 students leaving the Institute in the middle of the academic year, that dropout ratio directly decreases the rise of Profit about to be Rs. 371000.00.

4. Recommendations

There are many actions that can be prioritised for Model Institute-1. However, consideration must be given to the budget as it is a non-profit organisation. The recommendations have been categorised based on the audit study and appendix data as mentioned below-

As per the study and findings and interaction with students and staff, the basic problem in academics is that the Institute only works on government syllabus and guidelines and as per the affiliating university, most of the students do not have a base to start their studies in graduate level, my best recommendation to Model Institute-1 is start a pre-syllabus preparation session, at least one month, to prepare the student to understand the base of nursing. As per the discussion with 07 dropout students of the Model Institute-1, data revealed that most of the students are facing problems with the language of teachers, my suggestion to the Institute is to conduct a staff training program. As per the attendance data of staff provided by Model Institute-1, the staff holiday and casual leave ratio is higher than the competitor institute, and the other competitor institute has a contractual Reader/Associate professor/professor to engage the vacant classes. Our suggestion to the Institute is to improve the system of staff leave monitoring. My recommendation is that they apply for casual leave one week after the date of leave. The Institute needs to organise a special training program, including personality development, to encourage students to participate in the campus as well as off-campus interviews and professional organisations to provide the training. These special training programs improve students' personality, communication, soft skills performance in aptitude test, group discussions, etc. However, special care will also be taken to improve the academic performance of

average and below-average students by organising extra classes.

Key points to Improve in academics

- a) As per the state government's policy and another competitor's audit statement, the Institute is receiving a grant for working and improving practical knowledge in the nursing field. Model Institute-1 needs to improve resources and apply for research grants through U.G.C.
- b) According to data from other organisations with higher intake capacity than Model Institute-1, the Institute needs to increase its intake capacity.
- c) For most students facing a teaching and syllabus-related issue, Model Institute-1 sends their staff to the Indian Nursing Council for training in the Academic staff program.

Services

As per the interaction with students who are studying in the batch 2018-19 and observation, we find that students are facing a problem finding their housing and transportation to reach the Institute. While studying the norms of the state government offer a living expense scholarship for students, but they directly pay the rent to the landlord. As per the policy of the state government, a group of five students need to live together in a rented property for Rs. 5000.00 monthly rent, I highly recommend that Model Institute-1 provide this facility to the proposed students to improve the housing. On the other hand, the super corridor transportation service is provided by the Municipal corporation of the cities of Bhopal and Raisen and as per the guideline of the district administrator, 50% is waived in monthly transportation charges for students. Top priority will be given to the strict conduct of class work by following the practices mentioned below. Whenever the teaching staff goes on leave on duty, their classes are adjusted to their colleagues, which facilitates the concerned Head of the department (H.O.D.) to conduct the class without cancellation.

Key points to improve

- a) Provide a student a government-approved transportation facilities like Super corridor passes.
- b) After comparing competitors, Model Institute-1 needs to Increase its built-up area to provide a better teaching space on the campus.
- c) And need to improve the clinical practice period from a month to 6 months.

Fees Structure

According to the competitor data analysis, the Tuition fees of Model Institute-1 are less than the other Institutes. As per the norms studied, to increase a fee structure, the Institute must apply for an increase in their fee structure. According to the Admission and Fees Regulatory Committee of Madhya Pradesh website data, most of the Institute's fees are higher than the Model Institute-1.

Key points to improve

- a) The Model Institute-1 need to increase its tuition fees to increase profitability, and the high ratio of Profit also helps to maintain a good academic record and help appoint Experience teachers.

Approval & Affiliation

After a deep study, most of the other institutes of nursing face big financial failure due to non-compliance with the Approval and affiliation guidelines. As per the norms, every Institute must renew their hospitals every three years and renew their approval from the Directorate of Medical Education each year. As per the approved list of institutes on the government portal, most of the institutes fail to comply with the norms laid down by the different government bodies of Madhya Pradesh.

Key points to improve

- a) Based on the insight from the introduction of the lead process documents, it is recommended that Approval and Affiliation is a continuous process to improve the quality of nursing education. This insight will provide a continuous process of follow-up.
- b) As per the data and interaction with staff, it is highly recommended that they need proper training to improve the efficiency of completing the tasks as per the government guidelines.

Place

As per the topography of the state of Madhya Pradesh and District Raisen, the Institute AINR is located in a rural area of Mandideep. Industrial areas of many multinational companies surround the Institute. As per the findings, the high ratio of pollution found there and the distance of the Institute from public transport to Institute is about to 1 K.M. I recommend that the Institute provide an economical transport service for the students to reach the campus. And, at the point of admission, the Institute need to set up a regional office near a remote area or authorise some locals to guide students.

The location of the Institute is rural, and as per the insight of introduction, it is highly recommended they set up a new corporate office near the city area to speed up the process of working.

Promotion

As per the findings during the study, all Madhya Pradesh Model Institute-1 and competitor institutes belong to the city and districts of Bhopal and Raisen, following the same process to attract the students. The major data-providing companies were getting a student's data from the Right to Information Act of 2005 (R.T.I.). They obtained the data for all state students who appeared in the Higher secondary school certification examination. As per the location of the Institute, to improve the promotional activity, we should authorise the local teachers of rural areas to promote nursing education. After observing the competitor's data, another recommendation is that other institutes conduct awareness camps in rural areas from March to July. That directly increases their number of enquiries. As per the insight of the data, Model Institute-1 only works on the data received by the data provider to enhance the total number of enrolments; it is recommended that Model Institute-1 is also involved in other social activities conducted by the state government to improve nursing education and organise an education fair in the regional areas as well in the city area to increase enrolments.

Recommendation for Good Governance

The following procedures will be adopted to provide good governance in the Institute.

- The student's information database will be maintained in the office and used as and when required.
- The attendance particulars will be made transparent to the students and their parents from time to time.
- The student's performance in internal assessment will be informed to the student within one week after the exam.
- Academically average and below-average students will be provided with extra guidance and counselling.
- All students will be encouraged to participate in various Co-curricular activities like 'Japer presentations, debates and extra-curricular activities.
- Transport facilities will be provided to students on a payment basis.
- Free transport facilities will be provided to faculty by the college management.
- The faculty will be encouraged to participate in various symposiums/workshops/seminars/research and projects etc.
- Industrial visits and industrial training programs will be given equal importance to impart practical knowledge to the students.
- Placement opportunities will be provided to the students through a campus selection drive of corporate and govt. Organisations. Additional training programs will be organised for the students from time to time.
- Ragging will be strictly prohibited, and Anti-ragging measures will be strictly implemented.
- A grievance-redressed cell shall be established with five members to solve the grievances of the faculty, supporting staff and students.

Student feedback on Institutional Governance/faculty performance will be taken particularly.

The students of each branch will have group email IDs. The students will be asked to give feedback regarding faculty performance and institutional governance through email.

The performance of faculty will be evaluated by asserting information from students and their parents at the end of each semester. This feedback will be highly useful to the management in organising faculty development programs.

Grievance Redresser Mechanism for faculty, staff and students

The Teaching faculty, supporting staff, and students shall express their problems to the respective heads of the department. If it is not solved at that level, they will be encouraged to express their grievance to the \ principal. If the aggrieved party is not satisfied, he/ she can approach the chairman of the Institutional/ governing body. However, a separate grievance redressal cell shall be established to settle the grievances of teaching faculty, supporting staff and students. For this purpose a committee will be constituted with five members. The principal will act as the convener of the grievance redressal committee. The other members include one H.O.D. and three senior professors. Usually, the committee will meet once in every month to review the overall situation. However, the committee will also meet as and when the situation demands. A grievance box will be fixed on the wall in the main building with proper lock and guard. One of the committee members will open the box every day, collect the letters, and place them before the committee for necessary action.

5. Conclusion

The study underscores the critical need for nursing institutes in Madhya Pradesh to adopt integrated educational and marketing strategies. By addressing key factors such as student engagement, curriculum design, and effective communication, these institutions can significantly reduce dropout rates and enhance overall educational quality. Implementing the recommended strategies will pave the way for a more robust and effective nursing education system, contributing positively to healthcare in the region.

Appendix 1- Competitive Analysis features

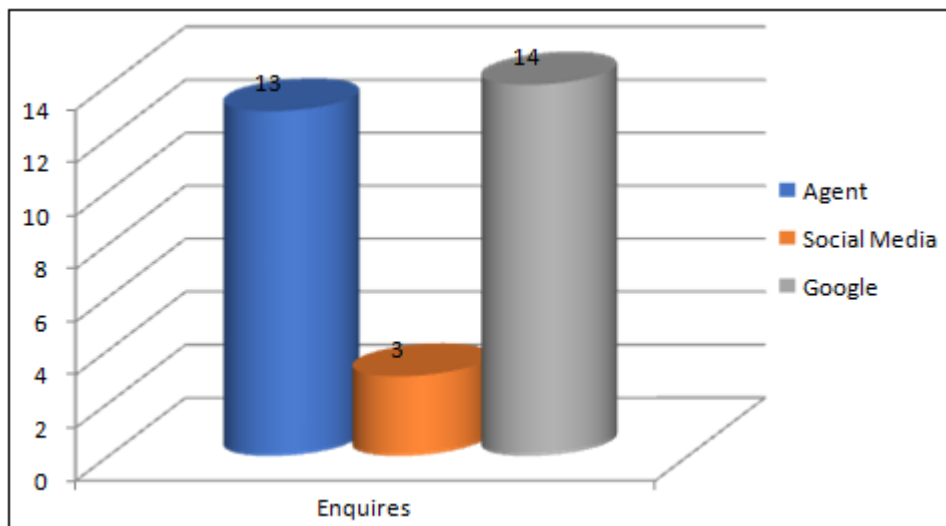
	Model Institute-1	Model Institute-2	Model Institute-3	Model Institute-4	Model Institute-5
Course	B.Sc. Nursing	B.Sc. Nursing	B.Sc. Nursing	B.Sc. Nursing	B.Sc. Nursing
Location	Madhya Pradesh, India	Madhya Pradesh, India	Madhya Pradesh, India	Madhya Pradesh, India	Madhya Pradesh, India
Admission Intake	30	30	30	60	50
Session	2018-19	2018-19	2018-19	2018-19	2018-19
Enrolment	30	30	30	60	50
Dropout	8	9	8	12	13
Approved by	Nursing Council	Nursing Council	Nursing Council	Nursing Council	Nursing Council
Facilities	Own Hospital	Own Hospital	MOU	MOU	MOU
	Clinical Permission with C.H.C., P.H.C., District –Hospital, Mental Hospital	Clinical Permission with C.H.C., P.H.C., District –Hospital, Mental Hospital	Clinical Permission with C.H.C., P.H.C., District –Hospital, Mental Hospital	Clinical Permission with C.H.C., P.H.C., District –Hospital, Mental Hospital	Clinical Permission with C.H.C., P.H.C., District –Hospital, Mental Hospital
	Placement Cell	Placement Cell	Placement Cell	Not Available	Not Available
	Hostel Girls & Boys	Hostel Girls & Boys	Hostel Girls & Boys	Hostel Girls & Boys	Hostel Girls & Boys
Built Up Area SQM	17500	25500	22900	23000	18000
	Model Institute-1	Competitor -1	Competitor -2	Competitor -3	Competitor -4

Appendix 2- Competitive Analysis of Fees Structure

	Model Institute-1	Model Institute-2	Model Institute-3	Model Institute-4	Model Institute-5
Course	B.Sc. Nursing	B.Sc. Nursing	B.Sc. Nursing	B.Sc. Nursing	B.Sc. Nursing
Duration	4.6 Year	4.6 Year	4.6 Year	4.6 Year	4.6 Year
Fees Structure					
Tuition Fees P/A	53000.00	60000.00	53000.00	65000.00	72000.00
Caution Money (One-time Refundable)	5000.00	5000.00	5000.00	5000.00	5000.00
Transportation Yearly	12000.00	12000.00	12000.00	12000.00	12000.00
Hostel Per Semester	6000.00	9000.00	6000.00	9000.00	12000.00
Training Placement (In the final year only)	1000.00	10000.00	1000.00	10000.00	10000.00
Internship (In the final year only)	20000.00	22000.00	22000.00	20000.00	22000.00

Appendix 3: Leads Process (please note personal details including name, organisation, email have been removed)

Enquiry Type (Phone/Online)	Name	Contact	How Did They Hear About Us	Enquired for	Course	Category	Current status	If no, Reason
Call	Student-1		Agent	B.Sc. N,	B.Sc. N	O.B.C.	Confirm	
Call	Student-2		Google	G.N.M.	B.Sc. N	SC	pending	
Call	Student-3		Google	B.Sc. N	B.Sc. N	SC	pending	
online	Student-4		social Media	B.Sc. N	B.Sc. N	O.B.C.	pending	
Call	Student-5		Google	B.Sc. N	B.Sc. N	S.C.	pending	
Call	Student-6		Agent	G.N.M.	B.Sc. N	SC	Not Interested	go for G.N.M.
Call	Student-7		Agent	B.Sc. N	B.Sc. N	SC	pending	
Call	Student-8		Agent	B.Sc. N	B.Sc. N	S.C.	pending	
Call	Student-9		Google	B.Sc. N	B.Sc. N	O.B.C.	pending	
Call	Student -10		Google	B.Sc. N	B.Sc. N	S.C.	confirm	
Call	Student -11		Google	B.Sc. N	B.Sc. N	S.C.	pending	
Call	Student-12		Agent	B.Sc. N	B.Sc. N	S.C.	pending	
online	Student-13		Social Media	B.Sc. N	B.Sc. N	S.C.	pending	
Email	Student-14		Google	B.Sc. N	B.Sc. N	O.B.C.	pending	
Call	Student-15		Agent	B.Sc. N	B.Sc. N	O.B.C.	pending	
Call	Student-16		Agent	B.Sc. N	B.Sc. N	O.B.C.	pending	
Call	Student-17		Agent	G.N.M.	B.Sc. N	O.B.C.	Not Interested	go for G.N.M.
Call	Student-18		Google	B.Sc. N	B.Sc. N	O.B.C.	confirm	
Call	Student-19		Google	B.Sc. N	B.Sc. N	O.B.C.	pending	
Call	Student-20		Agent	B.Sc. N	B.Sc. N	S.C.	pending	
Call	Student-21		Google	B.Sc. N	B.Sc. N	O.B.C.	pending	
Call	Student-22		Agent	G.N.M.	B.Sc. N	O.B.C.	pending	
Email	Student-23		Social Media	B.Sc. N	B.Sc. N	O.B.C.	confirmed	
Call	Student-24		Google	B.Sc. N	B.Sc. N	O.B.C.	pending	
Call	Student-25		Agent	B.Sc. N	B.Sc. N	O.B.C.	pending	
Call	Student-26		Google	B.Sc. N	B.Sc. N	General	pending	
online	Student-27		Google	G.N.M.	B.Sc. N	O.B.C.	Not Interested	go for G.N.M.
Call	Student-28		Agent	B.Sc. N	B.Sc. N	General	pending	
Call	Student-29		Agent	B.Sc. N	B.Sc. N	General	pending	
Call	Student-30		Google	B.Sc. N	B.Sc. N	O.B.C.	pending	



Appendix 4- List of the student admitted for the session 2018-19 with current status (Data Source Model Institute-1, affiliating university)

sr.	Name	gender	dob	category	Current Status
1	Student-1	Female	18-Jul-99	OBC	REGULAR
2	Student	Female	20-Jul-97	OBC	REGULAR
3	Student	Female	18-Oct-01	OBC	REGULAR
4	Student	Female	29-Aug-00	OBC	REGULAR
5	Student	Female	22-May-00	UR	REGULAR
6	Student	Female	28-May-99	UR	REGULAR
7	Student	Female	04-Jul-95	SC	REGULAR
8	Student	Female	22-Jun-90	SC	REGULAR
9	Student	Female	06-Aug-00	OBC	REGULAR
10	Student	Female	18-Jun-99	O.B.C.	Dropout
11	Student	Female	16-Jul-92	O.B.C.	Dropout
12	Student	Female	20-Sep-95	SC	REGULAR
13	Student	Female	01-Jan-97	OBC	REGULAR
14	Student	Female	24-Apr-94	OBC	REGULAR
15	Student	Female	12-May-99	UR	REGULAR
16	Student	Female	13-Mar-01	OBC	REGULAR
17	Student	Female	08-Feb-00	O.B.C.	Dropout
18	Student	Male	30-Jun-86	OBC	REGULAR
19	Student	Male	18-Jun-96	O.B.C.	Dropout
20	Student	Female	15-Jun-99	OBC	REGULAR
21	Student	Female	03-Mar-97	SC	REGULAR
22	Student	Female	21-Jun-94	SC	REGULAR
23	Student	Female	26-Oct-94	SC	REGULAR
24	Student	Female	25-Feb-97	SC	Dropout
25	Student	Female	10-Mar-96	S.T.	Dropout
26	Student	Female	22-Oct-98	SC	REGULAR
27	Student	Female	15-May-92	SC	Dropout
28	Student	Female	25-Sep-95	UR	REGULAR
29	Student	Female	02-Jun-98	SC	REGULAR
30	Student	Female	20-Jul-96	SC	REGULAR

Appendix 5- List of the student with reason of dropout.(Data Provide by the Institute)

S.	Name	Locked Status	Reason
1	Student	Drop out	Homesickness, unable to live alone from home
2	Student	Drop out	Syllabus & unable to understand the pattern of study
3	Student	Drop out	Institute distance, Homesickness, unable to live alone from home
4	Student	Drop out	financial problem (living expense)
5	Student	Drop out	Syllabus & unable to understand the pattern of study
6	Student	Drop out	Teacher's language /pronunciation
7	Student	Drop out	Teacher's language /pronunciation

Appendix 6- Feedback of Admitted Students 2018-19 (Marking Survey out 10 Marks){ 1-3 Not Satisfied, 4-6 Satisfied, 7-8 Very Satisfied, 9-10 Excellent}

sr.	Name	gender	Teaching	Hostel	Infrastructure	Clinical Practice	Recom./not	Status
1	Student	Female	6	6	6	6	Yes	REGULAR
2	Student	Female	8	5	8	6	Yes	REGULAR
3	Student	Female	7	5	9	7	Yes	REGULAR
4	Student	Female	5	5	8	5	Yes	REGULAR
5	Student	Female	7	7	7	6	Yes	REGULAR
6	Student	Female	6	6	9	6	Yes	REGULAR
7	Student	Female	5	5	5	5	Yes	REGULAR
8	Student	Female	9	7	9	6	Yes	REGULAR
9	Student	Female	8	8	8	8	Yes	REGULAR
10	Student	Female	3	0	2	0	May be	Dropout
11	Student	Female	4	4	2	3	No	Dropout
12	Student	Female	7	9	7	8	Yes	REGULAR
13	Student	Female	8	8	8	8	Yes	REGULAR
14	Student	Female	7	4	7	8	Yes	REGULAR
15	Student	Female	6	8	5	7	Yes	REGULAR
16	Student	Female	9	9	9	9	Yes	REGULAR
17	Student	Female	2	2	2	2	No	Dropout
18	Student	Male	6	6	6	6	Yes	REGULAR
19	Student	Male	3	0	2	3	No	Dropout
20	Student	Female	6	6	6	6	Yes	REGULAR
21	Student	Female	7	7	7	7	Yes	REGULAR
22	Student	Female	6	6	6	6	Yes	REGULAR
23	Student	Female	8	8	8	8	Yes	REGULAR
24	Student	Female	5	3	0	2	No	Dropout
25	Student	Female	5	3	5	4	No	Dropout
26	Student	Female	7	9	8	9	Yes	REGULAR
27	Student	Female	3	2	0	0	May be	Dropout
28	Student	Female	7	8	8	6	Yes	REGULAR
29	Student	Female	9	9	9	9	Yes	REGULAR
30	Student	Female	10	7	6	3	Yes	REGULAR

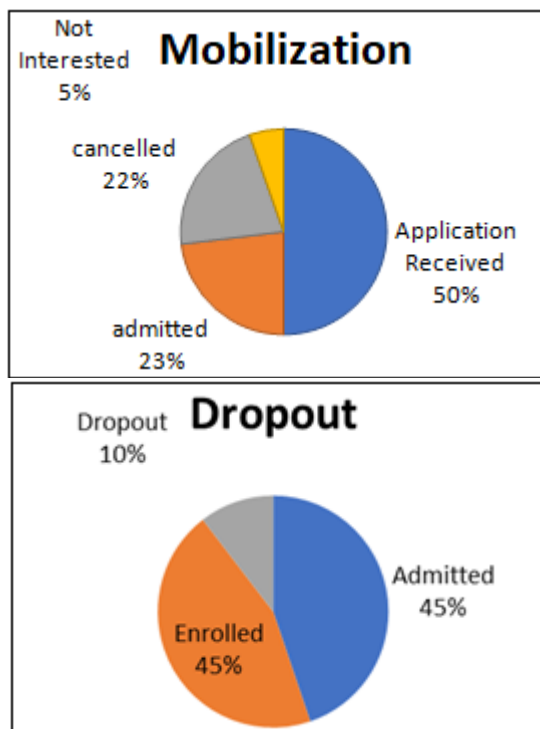
Appendix 7- Comments of Admitted Students 2018-19 (Comment and feedback received in hindi or regional language translate by me)

no.	Name	gender		Status
1	Student	Female	Teaching faculty need to improve	REGULAR
2	Student	Female	Teaching faculty need to improve	REGULAR
3	Student	Female	Teaching faculty need to improve	REGULAR
4	Student	Female	Teaching faculty need to improve	REGULAR
5	Student	Female	Transportation is very costly	REGULAR
6	Student	Female	Transportation is very costly	REGULAR
7	Student	Female	Transportation is very costly	REGULAR
8	Student	Female	clinical Practice not yet started	REGULAR
9	Student	Female	clinical Practice not yet started	REGULAR
10	Student	Female	Not satisfy with the teachers	Dropout
11	Student	Female	Institute is very far from the city area and I feel very bad during travel	Dropout
12	Student	Female	clinical Practice not yet started	REGULAR
13	Student	Female	clinical Practice not yet started	REGULAR
14	Student	Female	Transportation is very costly	REGULAR
15	Student	Female	clinical Practice not yet started	REGULAR
16	Student	Female	clinical Practice not yet started	REGULAR
17	Student	Female	The Institute is good but I am not selected for govt. scholarship	Dropout
18	Student	Male	clinical Practice not yet started	REGULAR
19	Student	Male	Institute is good, but feel bad,Homesickness, unable to live alone from home	Dropout
20	Student	Female	clinical Practice not yet started	REGULAR
21	Student	Female	Transportation is very costly	REGULAR
22	Student	Female	clinical Practice not yet started	REGULAR
23	Student	Female	clinical Practice not yet started	REGULAR
24	Student	Female	Syllabus problem	Dropout
25	Student	Female	teacher's language only explains in English	Dropout
26	Student	Female	clinical Practice not yet started	REGULAR
27	Student	Female	teacher's language only explains in English	Dropout
28	Student	Female	clinical Practice not yet started	REGULAR

29	Student	Female	clinical Practice not yet started	REGULAR
30	Student	Female	clinical Practice not yet started	REGULAR

Appendix 8- Comments some of Staffs about institute

S. No.	Name of Staff	Designation	Edu. Qualification	Comments	Department
1	Staff	Director	M.B.A.	Supporting Management / Infrastructure is good	Admin
2	Staff	Admin Officer	UG	Supporting Management	Admin
3	Staff	Principal	M.Sc. Nursing	having a good experience of running educational Institute	Academic
4	Staff	Tutor	B.Sc. Nursing	well-equipped labs with manuals available	Academic
5	Staff	Tutor	B.Sc. Nursing	library need to improve	Academic
6	Staff	Tutor	B.Sc. Nursing	management is good, good working environment in the campus	Academic
7	Staff	Admission Cell	Diploma C.S.E.	I am working with this organisation from last 3 years having a good experience	Academic
				6 year working I never face anything wrong yet	Mobilisation

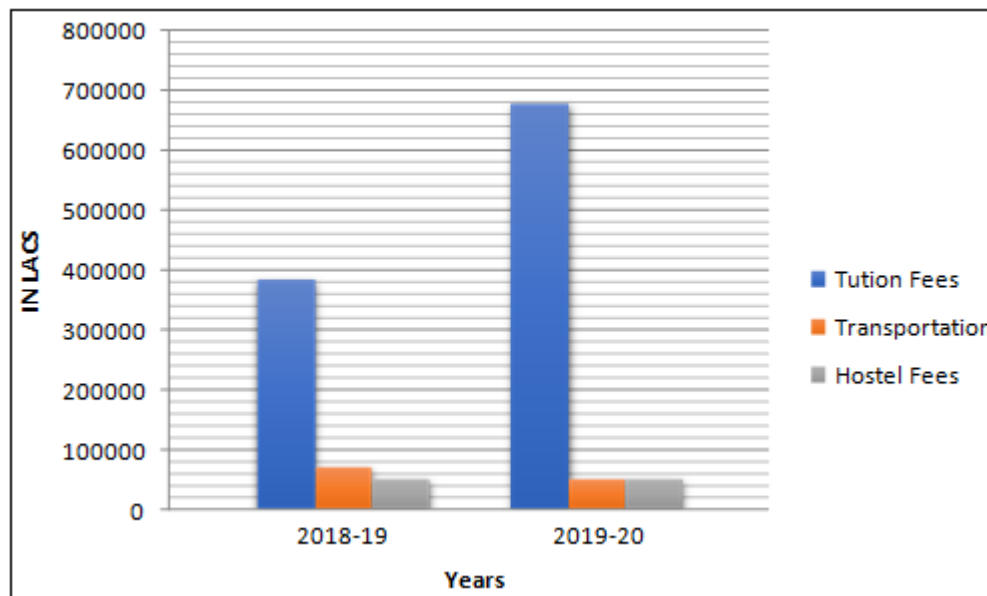


Session	Application Received	Admitted	cancelled	Not Interested
2018-19	65	30	25	10

Session	Admitted	Enrolled	Dropout	Not Interested
2018-19	30	30	07	0

Appendix 9: Financial Profitability

Course	Particular /Head of the Fees		FY 18/19 (audited)	FY 19/20 (Provisional)	Profit			
	18/19	19/20	23 students	28 Student	18/19	19/20	Total	
B.Sc. Nursing	Fees Structure							
	Tuition Fees	40000.00	53000.00	920000.00	1484000.00	385000.00	680000.00	1065000.00
Intake 30	Caution Money	5000.00	5000.00	150000.00	150000.00	00.00	00.00	00.00
	Transportation	12000.00	12000.00	276000.00	276000.00	73000.00	52000.00	125000.00
	Hostel Fees	12000.00	12000.00	276000.00	276000.00	52000.00	52000.00	104000.00
	Training Placement	00.00	00.00	00.00	00.00	00.00	00.00	00.00
	Internship	00.00	00.00	00.00	00.00	00.00	00.00	00.00



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