

Chapter – 4

Service marketing of adolescence education

The emphasis on services started especially after the end of World War II, due to large-scale destruction during war. This resulted in a number of projects, which fuelled demand for financial services. The share of agriculture sector has been reducing in economies of industrial societies, and replaced by the service sector. As economy shift from developing to developed stage, it will show more shifts towards services. (Shanker, 2002), Sector wise distribution of GDP for 1999 show share of high percentage of services sector in major economies of world ranging 50% to 80%.

Table.4.0 - Sectoral distribution of GDP for 1999

Country	GDP		
	Service	Industry	Agriculture
Argentina	64%	29%	7%
Belgium	71.6%	27%	1.4%
China	50%	35%	15%
Egypt	51%	32%	17%
Germany	68.4%	30.4%	1.2%
Hungary	65%	30%	5%
Japan	63%	35%	2%
Mexico	66%	29%	5%
Russia	53.1%	38.5%	8.4%
USA	80%	18%	2%

Source: The worldfactbook (2000) www.cia.gov

Azim Premji opined, “It is imperative that our schools and educational institutes create an environment in which the required intellectual, physical, social and moral attributes can be developed, cherished and nurtured. We need to stop looking at schools as factories churning out students equipped to memorize the text. Schools must be viewed as places that have the potential to transform the future of both, the individual child and indeed the

nation”(Economic Times, 11-08-2004). Learning of life skills during adolescence is the need of the hour. School can enhance the value addition in their students for better market value as future citizens.

The traditional marketing mix of 4Ps (Product, Promotion, Price and Place) concept developed for marketing of products, by Jerome McCarthy has been conceptually extended by Booms and Bitner (Booms, 1981) to include three more Ps: People, Physical evidence and Process, to explain service marketing. Development of educational services marketing mix depends on the combination of people and process used in the design of the final delivery support system.

The core service of adolescence education is to impart opportunity for learning of life skills, to adolescent boys and girls. Proper knowledge of puberty changes taking place in their body and mind can enhance learning process. Facilitating services can be complemented by good library, collection of books, CDs, magazines, and activity hall etc. The facilitating services are tangible and play a crucial role in identifying intangible services in the competitive market. The supporting services can create opportunities to prove their excellence at various levels through participation in competitive events. It can be at school level, district level, state level, national level and international level.

Service marketing of healthcare for adolescents can be promoted through individual and community at national and international level as a part of adolescence education. The individual is responsible for the diet, personal hygiene, sanitary environment, compliance

with preventive measures, and early reporting of illness. However, adolescents have to be educated on all the above aspects by community and state. Malnutrition is an important cause of morbidity in India. 85 % children in India suffer from protein-energy malnutrition. Deficiency of Vitamin-A, leads to night blindness and poor eyesight. Nutritional anemia is common among 50 % of females in reproductive age group (Kataria, 1994). The community approach at the school level along with health authorities can be successful, for preventive and promotional health measures. Community can support manpower infrastructure facilities and organize these measures. Adolescence education is a body and mind development through understanding the changes during puberty.

4.1 Services marketing defined

American Marketing Association (1960) defined services as ‘activities, benefits or satisfaction, which are offered for sale, or provided in connection with the sale of goods’. Services offered were in connection of sale of goods only. Regan (1963) proposed that services represent either in intangibles yielding satisfaction directly or intangible yielding satisfaction jointly when purchased either with commodities or other services. Robert Judd (1964) defined services as market transaction by an enterprise or entrepreneur when the object of the market transaction is other than the transfer of ownership of tangible commodity. He recognized three broad areas of services. (Rao, 2005)

1. Right to process and use a product like rented goods.
2. The custom creation, repair and improvement of products like owned product services.
3. Without product element, only an experience of non-goods services

Rathmell in 1974 suggested to exclude three activities from the services:

1. Non-economic transactions like political, social, religious causes, which the consumer is urged to join, support or accept.
2. Voluntary contributions, where the price that is contributions decided by the buyer and it varies from buyer to buyer and the intangible purchased is difficult to identify.
3. Support services through local, state or central taxation like police, fireman, and army man (Rathmell, 1974).

Gronroos, proposed definition of services as an activity or series of activities of more or less intangible in nature that normally not necessarily, take place in interactions, between the customer and service employees and/or physical resources or goods and/or system of the service provider, which are provided as a solution to the customer problems (Gronroos, 1978).

Stanton, defined service as separately identifiable, intangible activities, which provide want satisfaction when marketed to consumers and or industrial users and which are not necessarily tied to the sale of a product or another services. Lehtinen defined services as an activity or a series of activities which take place in interactions with a contact person or a physical machine and which provides consumer satisfaction. The vending machines and ATM services were recognized (Rao, 2004).

Zeithaml and Bitner, defined services as deeds, process and performances. It has given an understanding that the consumer is interested in deed, process and performance in pricing the value of the service (Zeithaml, 2004)

A contemporary definition provided by Kotler, Armstrong, Saunders and Wong is : “A service is any activity or benefit that one party offer to another which is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product” (Kotler, 1999).

It has been recognized that, in the present state of technological development, no single company can dominate the market for a long time merely through unique and advanced product offerings. Many competitors are in a position to offer similar competing products within a short period of time. Thus the differentiation between competing products based on advanced design or features is getting progressively reduced. Increasingly, the marketers of products are relying on bundled services to stand out against competition (Apte, 2004).

All the above definitions of services marketing gradually modified and used so much that almost all product marketing managers take help of services in the form of maintenance, replacement, promotion or training. The technological innovations are helping to solve the constraints faced by earlier marketing concept. Computer and Internet have helped to overcome many difficulties of reaching remote geographical locations. The need had arisen and services were separately defined and here adolescence education need as service marketing is recognised.

4.2 Need recognition of adolescence education

A ‘need’ is reviewed as an internal physiological state of the organism and not a set of responses. Need is felt as emotions internally in the human brain. Although need sometimes

impel the organism to seek gratification. But most responses of humans are elicited not by need but by motives. Motives are acquired desires for particular goals. Adolescents learn motives for affection, power, grades, money and acceptance by one's friends. These desires or motives promote the learning of particular behaviour. Physiological needs which are biological needs such as food, water and sleep (Zeithaml, 2004). Other needs are security and safety from the environment. Adolescence education helps in cognitive development, which result into higher needs. During adolescence a child slowly moves from basic needs to higher needs. The learning and cognitive development is nurtured in the schools through its defined curriculum. School curriculum helps in intellectual growth combined with physical growth. The textbooks review was done to arrive at existing information and ways of learning in the current curriculum.

The school curriculum reviewed in earlier chapter need further updating in terms of more specific information related to age wise growth spurt. Pregnancy and infant care in standard VIII, health and physical education textbook can be taught in higher standards. Pubic hair hygiene care is not described in any school textbook. Similarly, the breast development and its relevance to reproductive health are not explained. Urinal and vaginal infections during puberty can be included in appropriate standard. The communication channel is yet to be established for such sensitive and personalized subject. Genetically transformation caused by adolescence and its impact on hygiene is important issues requiring careful dispositions. The attitude towards adolescence education of parents and teachers is to be explored. Effort of GCERT in this direction should be appreciated and recognition of absence of proper training to teachers to handle such critical and sensitive subject itself is a first step in right direction..

Development of special teachers on adolescence education through specialized training for every school as suggested by GCERT will help to identify sources of authentic information as well as relationship between the teachers and adolescents.

Persons in the age group of 11-20 years comprise about 23 percent of the country's population (Census, 2001), out of which approximately one-fourth have had no exposure to systematic education. Most of those who have gone through some formal education find themselves unable to make any use of it for the improvement of the quality of their lives. The situation in rural areas of India needs improvement in education and health sector. Environmental degradation, recurrent droughts, absence of economic revitalization, and stereotyped gender relations has led to a sense of isolation and cynicism among the people.

Adolescents feel alienated, and consider migrating to urban areas or take to abusing harmful substances. The condition of girls is much worse; they are condemned to a life of silence and arduous chores. At the same time, experience shows that discrete investment in this age group can impact practically all critical areas of social development such as education, health, women's status, child and maternal mortality, and fertility. Despite this obvious need, there have been few programmes that holistically address the developmental needs of adolescents and seek to harness their energies for purposeful action.

The cost recovery for basic social services may not generate much revenue and may affect adversely on non-utilization of education by the poor. Elementary basic education including adolescence education has to be funded through budgetary support. Cost recovery on account

of education should exempt poor. Effective use of existing resources, through involvement of community appears the better way. The social schemes need proper marketing for its awareness and implementation.

4.3 Social marketing perspective

The term social marketing was first introduced in 1971 to advance a social cause, idea or behavior. (Kotler et al, 1989) Since then, the term has come to mean a social change management technology involving the design, implementation and control of programme aimed at increasing the acceptability of a social idea or practice in one or more groups of target. It utilizes concepts of market segmentation, customer research, product concept development and testing, directed communication, facilitation, incentives and exchange theory to maximize response from the target adopters. The sponsoring agency pursues the change goals in the belief that they will contribute to the best interest of individual or society.

The target adopter group considered for adolescence education is ‘the adolescents’ studying in the schools. School dropouts will need different approach altogether and not considered in this target adopter sample. According to Philip Kotler, “the marketing concept holds that the key to achieving organizational goals consists in determining the needs and wants of target markets and delivering the desired satisfactions more effectively and efficiently than competitors” (Kotler, 1989). Adolescence education is not a new product, but it is to be designed and delivered in a better perspective to reach the adolescents. Adolescence education can be promoted as social marketing perspective. This will largely depend upon the vision of the sponsoring agencies.

In this study social product is considered as 'Adolescence Education'. The 'Idea' is to learn life skills for personality development and make aware about puberty changes to the adolescents. The 'Belief' considered is that life skills can be learned during adolescence and nutrition can supplement the growth spurt during puberty. The change in 'Attitude' sought after imparting information to adolescents on puberty changes, which will help in their body and mind development. Another change in attitude will be to impart knowledge of reproductive sexual health, which will protect adolescents from child sexual abuse. Attitudinal change among parents sought that reproductive healthcare education is not taboo. The 'Value' system to be created that 'Abstinence' is the best to avoid HIV/AIDS and unwanted pregnancies.

The need for overall personality development is felt at the time of career option and marriage. But the physical and intellectual development mainly takes place during early adolescence or say teenage period. The implementation becomes easier and effective if corporate sector take such projects under their social responsibility guidelines.

4.4 Imparting adolescence education by Corporate Social Responsibility (CSR)

The concept of CSR is not new in India. The benefits are in terms of building a positive image and encouraging social involvement of employees to develop loyalty. Majority of corporates are working for education. IT companies want to take the technology to grassroots level. TCS, Wipro, Infosys are involved in CSR. Such activities also help to give break from routine work to employees (Economic Times, 25-4-2005). "The highest paid B-school graduates were

perhaps not completely aware of their larger social responsibility and to correct this, corporate sector have to train managers on the importance of long term projects benefiting society at large, while academicians have to create sense of social responsibility among students”, as per Mr. Y C Deveshwar, Chairman of ITC at round table discussion on ‘Strengthening the industry-academia partnership to build business leaders for the nation’ (Business Standard, 18-1-2005).

The corporate sector of India can play a larger role in promoting adolescence education in India. Corporate are sponsoring or directly involving in social responsibility like ‘Shiksha’ project of Procter & Gamble –India, whereby small percentage of product price is contributed for social cause. National Institute of Information Technology (NIIT)-United Nations Development Programme (UNDP) project on HIV/AIDS creates awareness among students.

Corporate sector employs male as well as females. They also have long working hours. Such double income couples employed by the corporate sector effect the normal development of their adolescents at home.

4.5 Double Income Syndrome effect on adolescence education

Double income couple also has put stress on adolescent development due to lack of enough quality time for interactions between parents and adolescents (Rao, 2005) This has resulted into demand for various domestic services as well as demand for adolescence education from other than parents. The educator role played by parents during adolescence is likely to miss. Double income couple may not enjoy the responsibility of child rearing. Double Income

population is increasing in many economies. The couples postpone child responsibility, due to expected growth in careers of wife as well as husband. Late delivery of child may cause problem after the age of 30. Child development related services were demanded, as both the parents strive for career growth only. Crutches, play group and day care services, domestic maid and kitchen services, health and fitness services, beauty parlors, special education services are some of the services come up to prominence due to change in role of mother as earner also. Children of such couples go through stress and storm in their adolescence age.

4.6 Storm and stress of adolescence

Storm and stress of the years between childhood and nominal adulthood have been common and popular. Behavioral scientists have also tended to agree that adolescence represents a period of particular stress in our society. Particularly the more biologically oriented, have emphasized the adjustments required by the physiological changes in body structure and functions. Also culture and society norms are primarily responsible for the adolescents difficulties, emphasizing the numerous, highly concentrated, demand which our society has traditionally made upon youth at this time-demand for independence, for heterosexual and peer adjustments, for vocational preparation, for the development of a basic guiding philosophy of life.

Adolescents today are brighter and better informed than their parents, less sentimental, but more genuinely idealistic, more serious, no more promiscuous in sexual attitude and beliefs. The youth are serious about fundamental purpose of education. They have greater sense of social responsibilities and concern for welfare of others. They have their own identity and

emotionally better off. Some of the adolescents today are more rebellious, troubled emotionally more promiscuous sexually. This is supported by sit-ins on schools and college campus, use of tobacco, unwanted pregnancy among adolescent girl, suicide, vocal demonstrations etc. (Papalia, 2004). Every generation of adult has attempted to view its successors with alarm, and that there have always been differences between generation in social and political beliefs, taste and fashions and fundamental liberalism or conservatism. The genetic influence increases with age, the family environment seems to have more influence on younger children, whereas adolescents are more up to find their own niche by actively selecting environments compatible with their hereditary ability and related interest. The need is felt to impart adolescence education for better understanding of puberty changes and learning of life skills to face the challenges in the modern competitive world. The growing population in India needs better education to their next generation.

4.7 Population of India

The world population had reached to 6 billion by 2001, and with 16.87 % of world population in India is ranked 2nd in world after China (21.8 %) and before USA (4.63 %) (Census of India-2001). Indian population has crossed 1 billion mark in the year 2000. The population distribution for the age group 10-14 in India (early Adolescence), was 12.1 % of total male population and 11.8 % of total female population. While in the age group 15-19 (Late Adolescence), it was 10.45 % and 10.35 % of total Indian male and female population respectively. This shows that around 22 % of total Indian population is in the age group 10-19 (Census of India-2001). The state wise population in western part of India is as under:

Table 4.7.A Population in the states of western India.

States of western India	Population	% of total Indian Population
Maharashtra	96.75	9.42
Madhya Pradesh	60.38	5.88
Rajasthan	56.47	5.50
Gujarat	50.59	4.93
Western India	264.19	25.73

Source: Census of India – 2001

Considering the above, western India have around 58.13 millions of adolescents in the age group of 10 to 19 years, which is 5.6 % of total Indian population. If we consider Gujarat state alone, there are 11.13 millions adolescents between the age of 10 to 19 years. The literacy rate in Gujarat is 70 % (80% male and 59% female), which is around 5 % higher than the national average.

India has around 16% of world population. According to United Nations Population Fund (UNFPA) estimates, out of an annual increase of 76 million in the world, where India accounts for as much as 16 million (21%). As per the population census of India in 2001, it was 1027 million comprising of 531 million males and 496 million females. As per report by Goldman and Sachs, India would be the only economy consistently growing in excess of 5 % annually, till the year 2050. But this huge young population advantage may prove to be a curse if investments in human capital are not taken up (Times of India, 24-04-2005). The distribution of population below 15 years and above 64 years shows the large working population available in India. Also the below 15 years segment need grooming to face future challenges.

Table 4.7.B Population Projections of India (million)

Year	2000	2005	2010	2015	2020
Total	1010	1093	1175	1256	1331
Below 15	361	368	370	372	373
15-64	604	673	747	819	882
Above 64	45	51	58	65	76

Source: census of India 2001

The above population is further divided gender basis. The sex ratio is defined as “ The numbers of females per 1000 males “ In any study of population; analysis of sex composition plays a vital role. It is affected by the difference in maturity, conditions of males and females, sex selective migration and sex ratio at birth. It was generally adverse to women, 972 in 1901 and reached to 933 in 2001 in India (Park, 2002). The importance of girl child needs support from the society to stop their declining ratio and may be to balance it. The reproductive healthcare during puberty is important for girls’ physical health for future pregnancy and married life.

The ratio of females to males (933:1000), is a disturbing indicator of gender discrimination. Out of the 12 million girls born in the India each year, 25 percent or 3 million do not get to see their 15th birthday according to a UNICEF Report of 1995. The strong ‘son preference’ in India which manifests itself in the neglect and exploitation of girls and women has led to the adverse sex ratio. There is also evidence to show that there is a high level of female mortality in the age group of 15 to 19 years implying high maternal mortality amongst teenage mothers. It will therefore be essential to consider the gender dimension in any plan for adolescents.

Population stabilization needs help from education in the field of reproduction to next generation

4.8 Education: a priority sector for Indian Government

Educational and health services are priority service sector for the Indian government. The root cause of poverty often lies in illiteracy and lack of basic health. The National Common Minimum Program (NCMP) of United Progressive Alliance (UPA) at the central government, announced an increase in public spending on education, to reach at 6% of GDP, at the end of Tenth five year plan (2002-07). The public expenditure on education as % of GDP was 3.9 % in 1990 and 4.1% in 2001. Public expenditure on education as % of total government expenditure was 12.2 % in 1990 and 12.7 % in 2001. A high priority exhibited, with an allocation of Rs.43,825 crores for education in Tenth plan, as against Rs.24,908 crores in the Ninth plan, representing an increase of 76%. The total central plan allocation for education was Rs.7025 crores in 2003-04 with elementary education share at Rs.4667 crores Central Plan outlay for Human Resources Development (HRD) for the year 2004-05 was as under (indiabudget.nic.in) :

	(Rs. in Crores)
Elementary Education	- 6000
Secondary / Higher Education	- 2225
Women and Child Development	- 2400
HRD : Total	- 10,625

Such large fund allocation shows the commitment of Indian government in education sector.

Of the estimated population of 193 million in the age group of 6-14 years in 2001-02, nearly 82.2 % was enrolled in schools. Though, the drop out rate at the elementary education has declined over the years, but it is still relatively high 39.9 % at primary level and 56.9 % at upper primary level. The Pupil Teacher Ratio (PTR) remained constant at 43:1 at primary level, while there is an improvement in PTR at upper primary level to 34:1 in 2001-02. The male literacy rate is 75.85 % while female literacy rate is 54.19 %. The gender gap in literacy is high at 21.69 %. The last decade 1991-2001 was having highest literacy growth from 52.2% to 64.8 %, which is an increase of 12.6 % points. For the first time, India witnessed a faster growth in female literacy of 14.9 % points (from 39 to 54 %) compared to male literacy growth of 11.7 % points (from 64 to 75 %). This shows that result of expenditure on education result into increase in literacy rate from 18.33 % in 1951 to 64.84 % in 2001(Economic Survey-GoI, 2003-04). In 2003-04 education expenditure was 49.5 % of total social services expenditure and 9.8 % of total central and state government expenditure. The Indian government efforts resulted in improved literacy since its independence.

Table 4.8.A Decadal literacy rate of India	
<u>Census year</u>	<u>Literacy rate %</u>
1951	18.33
1961	28.30
1971	34.45
1981	43.57
1991	52.21
2001	64.84

Source : Census of India-2001

The literacy rate of 18.33 % in 1951 has improved to 64.84 in 2001 in India. The plan outlay for Health, Sector scheme in central government in 2004-05 was Rs.7481 corers with health sector at Rs.1800 crores and family welfare at Rs.5500 crores. Education sector spent Rs.209 cores in print media advertisement in 2004 according to Adex India, a division of TAM Media Research (Financial Express, 18-4-05). The education will need marketing help in years to come. School as well as higher education is becoming competitive. Adolescents are now aspiring better job prospect in the new globalize economies in the world.

Table 4.8.B Literacy rate for male and females in India			
<u>Census year</u>	<u>Literacy rate %</u> <u>Male</u>	<u>Literacy rate %</u> <u>Female</u>	<u>% Gap between</u> <u>male & female</u>
1951	27.16	08.86	18.30
1961	40.40	15.35	25.05
1971	45.96	21.97	23.98
1981	56.38	29.76	26.62
1991	64.13	39.29	24.84
2001	75.85	54.16	21.69

Source: census of India-2001

While literacy rates both for males and females have been increasing in India, the gender gap between males and females in 1991 is less than 10% as against more than 20% in earlier years. A positive trend however is that female literacy rose by 14.87 percentages between 1991 and 2001 for females compared to 11.72 % for males.

Still the poor attendance and high drop out rates in the adolescent age groups are a cause of concern. Lack of accessible middle schools in rural areas, unimaginative curricula, dysfunctional schools, disinterested teachers; early entry into the work force due to economic reasons, social attitudes and expectations are some of the factors which account for low enrolment and high drop out rates for adolescents. For adolescent girls the additional reasons are - the burden of sibling care; early assumption of domestic responsibilities; physical and sexual insecurity; early marriage; distance from schools; absence of female teachers and parental educational levels.

There is massive attrition in the education system. The drop out rates in classes I to X is around 70%, and only 40 to 60% pass class X & XII examinations. Further there is growing evidence to show that given the poor quality of schools and teaching, we have been churning out semi-literates. Among the concerns expressed by the rural and urban poor is that schooling also results in little appreciation of dignity of labour. Being out of school, boys enter the world of work and start worrying about earning. Girls suffer the double burden of entering the world of work and are also confronted with matrimony and childbearing. In the absence of educational programmes that address their employment and self-development needs, both adolescent boys and girls especially those out of school have little opportunity to grow into self-confident, aware and healthy persons. The formal school system has little to offer to the dropouts and out-of-school adolescents. Dwindling non-formal programmes, such as they are, only cater to the elementary stage. There is presently nowhere that their real life education needs are met i.e. understanding and critically reflecting on their lives, exploring opportunities for employment/self employment, skill training, confidence building etc.

Indian government efforts in education sector can achieve the target results if education is considered as one of the promising service sector and corporate sector takes active role in promoting education in India. As the services sector contribution as well as its importance is increasing in the economy of India, Education sector still lags behind.

4.9 Services sector in India

Economical growth in India depends on manufacturing sector as well as services sector. Real gross domestic products have grown by 8.1 % in 2003-04 in India with service sector contribution of 8.4 % at 1993-94 prices.

Table 4.9 Sectoral Real Growth Rates in GDP (at Factor cost)

Years	Agriculture & Allied	Industry	Services	Total GDP @ Factory Cost
03-04	9.1	6.5	8.4	8.1
02-03	-5.2	6.4	7.1	4.0
01-02	6.5	3.4	6.8	5.8
00-01	-0.1	6.5	5.5	4.4

Source: (Central Statistical organization-2004)

In Indian economy also, share of services sector is increasing It has now reached above 50 %. The total contribution of service sector reached to 54.1 % (RBI Annual report, 2000-01), in that the community, social and personal service share was 13.5 %. It is the faster growing sector steadily moving upward at above 8% per year. The growing importance of services sector in India reflected in Bombay Stock Exchange, 1996 by providing dominant place in revised 30-share index. Mahanagar Telephone Nigam Ltd (MTNL), State Bank of India (SBI), Industrial Credit and Investment Corporation of India (ICICI), Indian Hotel and GE

Shipping accounting for close to 25% of market capitalization of new index scripts from the service sector.

Service sector growth was continuous and its contribution to GDP was ever increasing, which allowed Indian government to tax this sector. Excise revenue was generated from manufacturing sector, but to increase the tax base, services were the best target. The major services for affluent people were taxed. 5 % service tax was introduced in 1994 on three specified services, namely telephone, general insurance and stock brokerage. Service Tax will become important revenue generation for central government of India. Majority of new employment opportunities have come in the service sector.

Product life cycle is decreasing in new economy. Every few month new models with added or combined features hit the market. The training and maintenance services of new products have opened new opportunity in services sector. Cultural change is continuous and it supports the development. The changed role of women due to increase in girl education have changed the mix of labour force. But it has also changed the family systems. More and more nuclear family is replacing traditional joint family system. This change demanded host of new services including change in pattern of education for girls.

Due to such growth in services sector, its marketing also has now importance. Management institutes are focusing more on services marketing than earlier. Specialization in Banking and Insurance, Telecommunication and Information Technology Enabled Services (ITeS), Retailing etc. is more sought after courses. The marketing mix for these services need specific strategies.

4.10. Marketing mix for services

Product, place, price and promotion do require some modifications when applied to the services as well as people; physical evidence and process can be included (Appendix-4.10) in extended marketing mix of services (Booms, 1981). The 'People' are very important in services marketing. People may be the service provider personnel, the consumer, and person providing the environment for service delivery system. Another attribute is 'Physical evidence', the environment in which service is delivered and interaction between provider and consumer takes place as well as any tangible components to facilitate performance or communication of the service in the environment. Lastly the 'Process' or mechanism or flow of activities through which service is delivered. The service delivery and operating system plays a very vital role at the point of exchange. Adolescence education marketing mix has to take care of all these aspects. Product and services marketing need different strategies to be effective.

4.11 Product marketing vs. services marketing

Physical product marketing is known well, but recent years have seen services importance too. The services are performances or activities, which cannot be seen or felt or tasted or touched like physical products. These intangible characteristics of services differentiate services from products. Services cannot be patented due to its heterogeneous nature, which is also the reason for its non-standardization. Services cannot be returned or resold; due to its perishable nature; even its inventory is difficult. Mass production of services is not possible, but its production and consumption is simultaneously carried out (Bitner, 2003).

The education service cannot have retail distribution network similar to consumer products to reach the target consumers: the students.. So the students, who are consumer of educational services, have more restricted and difficult choice. All these characteristics of services put tremendous challenges to marketers. Some of these constraints are now minimized with use of new technology in the field of telecommunications, computers and Internet. Adolescent education is to provide basic knowledge and training to student and their parents, which will enable them to reach a level for further decision-making. The fees, infrastructure facilities, teaching expertise will help students to make choice to enroll for the course. Positioning of adolescence education service become simple if it is included in school curriculum. Otherwise special institute can be developed with specialized teachers. Puberty, which is a part of adolescence education, may be difficult to explain by all the class teachers. An adolescence educator specialized in the field can deliver better information on such sensitive and personalized issues.

The mental and palpable intangibility have implication for marketing of education services. Education cannot be seen or touched and is often difficult to evaluate. It is, therefore, imperative to build in 'Service differentiation' in the basic product to enable competitive positioning

- Prices standardization is difficult. The education packages of some level and bearing similar certification may differ, as resources, needs and objective of institutions may differ. But lack of standardization opens up marketing opportunity.

- Education as a service cannot be patented. Other institutions can offer the course design developed at one institute. This aspect put to importance on faculty selection and retention. The importance of faculty is high in the brand image of any institute /course.

Due to the above characteristics of education as service, put demand on benefits, course design and process delivery system. The adolescence education, mainly starts at school level and ends at college level. The content design includes life skills learning and generating awareness on puberty changes and its effect on adolescents' body and mind development.

4.11.1 Intangibility of adolescence education

Education as a service, fulfill the need for learning, acquiring knowledge, and which provide intangible benefit (like increment in knowledge, aptitude, professional expertise, and skill). It is produced with the help of a set of tangible (infrastructure and study material) and intangible (faculty experience and learning) means, where the consumer (student) does not get any ownership. The student may have physical evidence (certificate) to show for service exchanged transactions, but the actual benefit accrued is generally targeted towards individual or group of individuals. So adolescence education service, where adolescents are targeted.

4.11.2 Adolescence education as a Pure Service

Adolescence Education, like most “pure” service in an intangible service, impossible to touch, see or feel. Knowledge of adolescence education can only be obtained by judging its service contents; mainly the curriculum, course material, student participation, faculty credentials as well as its service delivery system including infrastructure and process. The brand image or

goodwill of the individual faculty and the institute built over a period time, which can help students to decide to source the adolescence education.

4.11.3 Heterogeneity due to high content people based service

Resource used for production of educational material and its delivery process, is primarily people based. Although lately some services delivery system do make extensive use of modern technological equipment. But still the operation of this technology is highly people based. Education in its conventional form is a high contact service. The marketers are partially successful through open and distant learning system to counter the difficulty of constant contact of teachers and students. Education can be classified as a pure service with dominant intangibility content (Shankar, 2002).

Interaction between educator and adolescents may gradually build up due to sensitive topics to personal matters. A cohesive team for discussion and participation in project work can be built. Adolescents take time to open up. The educators have to create an environment to share the thought process. Adolescents' participation is relevant in quality of education rendered.

The last point of delivery may be different and depend on teacher to teacher. Even if all the teachers have been trained under similar conditions. It is impossible to standardize the individual's capabilities to deliver educational services. Only some benchmark of basic quality norms can be ascertained. The quality of delivery of education service and mechanisms for maintenance of standards will be optimized through the market forces.

4.11.4 Training and development for adolescence

According to social encyclopedia “ Training is a process where by individual learn the skills, attitudes and orientation, congruent to a particular role. Role is the pattern of action expected of a person in the social system with its accompanying rights and obligations, power and responsibility. Thus training is learning that changes behaviour (Shankar, 2002). Development is defined as “the growth of realization of a person’s ability through conscious or unconscious learning. In this context, training and development is identifying, assuring and through planned learning, helping to develop the key competencies that enable individual to perform current or future roles.

In adolescence education, training and development modules can be designed as per the need of adolescents, parents, mothers and teachers. Identifying the training needs for these target adopters will be the first step in designing the module. The location, venue, numbers of participants, sitting arrangements, audiovisual etc. will be minutely designed by the professional educator. How much individual learn and develop depends upon their own motivation and the environment, which they operate.

4.11.5 Accessibility of adolescence education

Success of adolescence education will also depend on its easy accessibility to students and parents. The teaching schedules, location, class strength may facilitate or restrict the student to avail the services. The future differentiation of target adopters in to sub group with respect to age, gender and interaction will make delivery system more effective. The educator can go

with the depth of the subject depending on age and intellectual. Gender neutral or gender-based group for specific topics of puberty related subjects could be defined

After school next location for easy accessibility of adolescence education can be youth foundation where adolescents can develop infrastructure and carry out learning abilities. Adolescence education differs from all other education as it is related to the individual growth with respect to body and mind.. The individual requirement will differ from person to person. People however may differ in the benefits they seek from adolescence education, but it is more imperative in to developing country like India, to build and develop human resources from the young age.

4.11.6 Pricing of Adolescence Education

Education in India is not priced as per market forces. The pricing has social considerations over economic considerations. It is not the ability to pay. Only in some specialized fields of education, where demand exceeds supply, private institutes charge fees as per market forces. Adolescence education may become part of school curriculum and priced within the school's fee structure. Private institute can develop model to create a niche market and build their own brand of adolescence education. Global and national competitive environment may demand more learning of life skills along with basic formal education.

4.11.7 Branding of adolescence education

Adolescence education can be promoted, to build awareness on its benefits to consumers. Brand to be created and maintained for its reputation with adolescents. The credibility of such

sensitive education can only be maintained with high level of confidentiality, authenticity and quality of teaching. A good brand can only help to build confidence among adolescent on such personalized subject. The endorsements of physical evidence from beneficiaries are best for changing attitude and belief. Viral marketing (word of mouth) concept through word-of-mouth communication can spread due to very nature of adolescents to believe their peers. Distance learning route can be established for adolescence education, more specifically on puberty changes.

4.11.8 Perishability of adolescence education

Perishability, the characteristic of service, result to in to simultaneous production and consumption. This implies in conventional teaching institutions. Even provision of books, course material and distant learning technology adopted by few, but their percentage share is negligible. Inventions of service cannot be build-up. An hour unutilized by the faculty and students cannot be stored. The supply of knowledge and demand for learning has to be matched to maintain healthy faculty-student ratio. Constant review of course designs and creative input through use of modern technologies can arrest the loss of time. Institute orientation shift to consumer orientation in such a way that students needs are satisfied which is again based on carrier requirement of the industry. The interaction between industry, students, faculty and institute is an ongoing process of market research.

4.11.9 Production and consumption of adolescence education

Inseparability or the physical presence of education providers restricts the scale of operations. The number of adolescence educators available would define the number of simultaneous

performances possible. The delivery system is direct, without any intermediate, from teacher to student. Heterogeneity prevails due to human factor involved. The new visual interactive technology will help in future to have virtual classroom at different geographical location connected to one service provider faculty at one location. Reliance Web-world has made strategic tie up with Xavier Institute of Management, Bhubaneswar, (XIMB) for virtual classroom using video conferencing technologies. This will result into one faculty teaching at different geographical location simultaneously (Business Standard, 06-05-2005). The virtual classroom concept through video conferencing for adolescence education may prove successful.

4.11.10 Ownership of adolescence education

The ownership is not transformed in education. The student only pay fees in consideration to learn from the teacher, avail materials and use infrastructure. The main part is intangible education remains with the teacher. The transfer of ownership is not possible but at the end of the education process student knowledge is evaluated through examination. The retention and expression of knowledge received is transformed in the grades and marks to show the proficiency level in adolescence education. A tangible certificate for completion and performance is issued; so that the adolescent can show that he/she possess the knowledge.

4.11.11. Role of media communications for adolescence education

Television:

Images and information beamed by the electronic media, particularly television, strongly influence the behaviour and life-choices for adolescents. An uncertain future and lack of

gainful employment only heighten the anxiety, and make youth more dependent on such forms of media, as easy measures of escape from difficult situations of reality. The electronic media have been increasingly driven by advertising revenues and audience preferences, and despite a phenomenal rise in its reach, their role in social development has sharply diminished. The pioneering Kheda Communication Project, which received the International Programme for the Development of Communication (IPDC-UNESCO) prize for Rural Communication in 1985, using television for educational purposes needs to be revived and expanded to other areas. Involving village youth as actors, writers, and visualisers in the production of television programmes dealing with issues of relevance and concern to them, and training them in the process of evaluation through feedback would go a long way in making media respond to its true developmental agenda (isro.org)

Print media:

In fact the vernacular press must be encouraged to devote special pages for adolescents and youth, and also involve them in writing and reporting. Short-term programmes to train local youth as reporters and editors can be undertaken with the help of media houses and the local press. This will not only help engage youth in responsible activity, but also shift the focus of mass media to issues of local developmental concern. In addition, encouraging the setting up of local Media Watch Groups through youth and adolescent networks, which provide a forum to critically analyse the import of mass media on their lives and life-styles, would also help empower them to withstand its undesirable impact.

Radio media:

Radio continues to play a major role in public broadcasting in India. The last decade has witnessed an unparalleled growth in its reach, from less than 25 percent households to almost 70 percent households, and its programmes are heard in 24 languages and 146 dialects. However, its development potential is still largely untapped, and it is receiving much less attention from policy makers and programmers as compared to other broadcast media such as television and cable.

Various formats, such as soap operas, interactive talk shows and features can be used to educate and entertain audiences. A 13-episode radio series '*Jeevan Saurabh*' broadcast by AIR in 1988, addressed issues specific to the adolescent age group, including inter-generational conflicts, sexuality, career choices, etc. (planningcommission.nic.in) The programme had also employed a participatory message design strategy using the actual voices of the young audience, their parents and experts to present and explore solutions to their problems. The significance of radio, especially of local and community radio, with the possibility of close contact and specific focus on cultural and social issues needs to be further explored. The local management of community radio by youth must also be promoted. Moreover, the government needs to further promote private FM radio community stations, run by non-governmental organisations, educational institutions, citizens groups, etc.

4.11.12 Concern for special group adolescents

Adolescents in difficult circumstances are those who belong to special groups like drug addicts, adolescents with AIDS and adolescents with parents afflicted by AIDS, adolescents

prostitutes and children of the same, juvenile delinquents and adolescent victims of crime, street adolescents, neglected juveniles and adolescents who are physically and mentally challenged. Though the adolescents falling under the above said groups may not be sizeable (approximately 20% of the total adolescents) they require special attention both preventive and rehabilitative. Any intervention to address adolescents must also keep in mind the environment in which adolescents live – their families and society. It is equally essential for any intervention aimed at adolescents in difficult circumstances, to address the parents and families of these adolescents. Needless to say a holistic and integrated approach has to be adopted.

4.12. An overview :

Service marketing of adolescence education is the need of the hour. It is highly personalized and sensitive, so teacher or faculty trained in this may be required. The delivery system of this service will be a specialized one looking into the target groups: Adolescents, their parents and the teachers. The adolescence education also needs marketing channels suitable to Indian culture.

In view of the theoretical perspective of services marketing with special emphasis on education, the research methodology is planned in the second part of this study.

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