



An Analysis of Marketing Strategies of Blended Learning Center (BLC) at Daffodil International University

Submitted To:

Dr. Mohammad Shibli Shahriar

Professor

Department of Business Administration
Faculty of Business and Entrepreneurship
Daffodil International University

Submitted By:

Aminul Islam Rakib

ID: 211-11-1232

Program: BBA, Major in Marketing
Department of Business Administration
Faculty of Business and Entrepreneurship
Daffodil International University

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“An Analysis of Marketing Strategies of Blended Learning Center (BLC) at Daffodil International University”

Letter of Transmittal

Dr. Mohammad Shibli Shahriar

Professor

Department of Business Administration

Faculty of Business and Entrepreneurship

Daffodil International University

Subject: Submission of Internship Report on “An Analysis of Marketing Strategies of Blended Learning Center (BLC) at Daffodil International University”

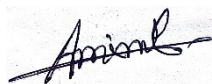
Dear Sir,

I am pleased to submit my internship report titled "**An Analysis of Marketing Strategies of Blended Learning Center (BLC) at Daffodil International University**" as part of the requirements for the BBA program. The report focuses on evaluating the marketing mix, segmentation, targeting, and positioning strategies of BLC, along with identifying challenges and proposing recommendations.

I sincerely thank you for your guidance and constructive feedback, which have been instrumental in completing this report. I also appreciate the support from the Blended Learning Center team, who provided me with practical exposure and essential resources to make this report possible. I hope this report meets your expectations and provides a meaningful analysis of the topic. I would be happy to address any questions or provide further clarification if needed.

Thank you for your continuous support and encouragement.

Sincerely yours,



Aminul Islam Rakib

ID: 211-11-1232

Program: BBA, Major in Marketing

Department of Business Administration

Faculty of Business & Entrepreneurship

Daffodil International University

Certificate of Approval

This is to certify that the internship report titled "**An Analysis of Marketing Strategies of Blended Learning Center (BLC) at Daffodil International University**" submitted by **Aminul Islam Rakib**, Student ID: **211-11-1232**, of the Department of Business Administration, Faculty of Business & Entrepreneurship, Daffodil International University, has been approved as a part of the requirement for the Bachelor of Business Administration (BBA) degree.

I hereby recommend this report for submission and acceptance.



Dr. Mohammad Shibli Shahriar
Professor
Department of Business Administration
Faculty of Business and Entrepreneurship
Daffodil International University
Email: shibli@daffodilvarsity.edu.bd

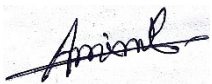
Declaration

I, **Aminul Islam Rakib**, Student ID: **211-11-1232**, a student of Bachelor of Business Administration (BBA) in the Department of Business Administration, Faculty of Business & Entrepreneurship, Daffodil International University, hereby declare that this internship report titled "**An Analysis of Marketing Strategies of Blended Learning Center (BLC) at Daffodil International University**" has been prepared based on my internship experience.

I confirm that the work is original and has not been submitted, in part or whole, to any other academic institution for any degree or qualification.

I also declare that all information used in this report has been collected ethically and that proper acknowledgment has been given for any referenced materials.

Sincerely yours,



Aminul Islam Rakib

ID: 211-11-1232

Program: BBA, Major in Marketing

Department of Business Administration

Faculty of Business & Entrepreneurship

Daffodil International University

Acknowledgment

First and foremost, I am profoundly grateful to Almighty Allah for giving me the strength, knowledge, and patience to successfully complete my internship and this report.

I would like to express my deepest gratitude to my internship supervisor, Dr. Mohammad Shibli Shahriar, Professor, Department of Business Administration, Faculty of Business & Entrepreneurship, Daffodil International University, for his continuous support, guidance, and valuable feedback throughout the preparation of this report. His encouragement and advice have been instrumental in completing this work.

I am also sincerely thankful to the Blended Learning Center (BLC) team for providing me with the opportunity to intern with them and for their cooperation during my internship. Their insights, mentorship, and resources enriched my learning experience and helped me to understand the practical applications of marketing strategies.

Lastly, I am thankful to my family and friends for their constant encouragement and support during this period. Without their motivation, this report would not have been possible.

Thank you all for being part of this journey with me.

Executive Summary

This report, titled "**An Analysis of Marketing Strategies of Blended Learning Center (BLC) at Daffodil International University**," provides a comprehensive analysis of the marketing strategies of the DIU Blended Learning Center (BLC), which is part of Daffodil International University (DIU). The BLC offers a flexible and innovative blended learning model that combines online education with in-person sessions, catering to students who seek an accessible and high-quality higher education experience. The center is positioned to attract a diverse student body, including those from rural and urban backgrounds, working professionals, and international students.

BLC faces several challenges in its marketing strategies that hinder its ability to reach its full potential. These challenges include limited brand awareness, overreliance on digital marketing channels, insufficient personal selling efforts, and a lack of clear differentiation from competitors. Additionally, BLC's marketing strategies do not effectively target niche segments, and there is underutilization of content marketing, which could help establish its thought leadership in the blended learning space. Furthermore, the promotions around scholarships and financial aid are not adequately communicated, and there is a missed opportunity to link BLC's programs to clear career advancement outcomes for prospective students.

This report outlines specific recommendations to address these issues. Key suggestions include expanding brand awareness through both traditional and digital marketing channels, enhancing personal engagement through counseling sessions and open houses, and refining messaging to emphasize BLC's unique value propositions, such as its affordability, flexibility, and career alignment. The report also recommends increasing the focus on niche groups like working professionals and improving content marketing efforts to build thought leadership. Finally, better communication of financial aid options and a stronger emphasis on career outcomes could make BLC's offerings more attractive to prospective students.

By implementing these recommendations, BLC can significantly improve its marketing effectiveness, attract a wider and more diverse student base, and strengthen its position in the competitive educational landscape. The report concludes that with a more balanced and strategic marketing approach, BLC will be well-equipped to meet the evolving needs of its students and continue to provide affordable, flexible, and high-quality education.

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Chapter-1:

Introduction of the report

1.1: Introduction

Marketing strategies play a pivotal role in shaping the success and sustainability of any organization in today's competitive environment. With the advancement of technology, educational institutions are increasingly adopting innovative approaches to enhance their offerings and better engage their target audiences. This report, titled "**An Analysis of Marketing Strategies of Blended Learning Center (BLC) at Daffodil International University**," explores the strategic marketing practices implemented by BLC to fulfill its mission of promoting blended learning.

The purpose of this report is to analyze the marketing efforts of BLC, focusing on its marketing mix, segmentation, targeting, and positioning (STP) strategies. It seeks to identify the strengths and weaknesses of their current marketing strategies and provide actionable recommendations for improvement. By doing so, this report aims to contribute to a deeper understanding of how marketing strategies can enhance the visibility and effectiveness of educational initiatives like blended learning.

The study is grounded in the practical experience gained during the internship at BLC, combined with theoretical frameworks to ensure a comprehensive analysis. It highlights the importance of aligning marketing strategies with organizational objectives to achieve long-term success.

1.2: Background of the Study

As a BBA student majoring in Marketing at Daffodil International University, I completed my mandatory internship at the Blended Learning Center (BLC), a pioneering department dedicated to integrating innovative blended learning techniques into higher education. Under the supervision of my internship advisor, Dr. Mohammad Shibli Shahriar, Professor, Department of Business Administration, I had the privilege of closely examining the marketing strategies implemented by BLC.

During my internship, I focused on analyzing the center's marketing mix, segmentation, targeting, and positioning strategies. Additionally, I evaluated the effectiveness of these strategies in creating awareness and engaging stakeholders, including students and faculty. My time at BLC allowed me to explore the unique challenges associated with promoting

educational initiatives in a competitive academic environment. It also provided me with firsthand exposure to the practical application of marketing principles in a technology-driven sector.

This internship served as a bridge between theoretical knowledge and real-world application, offering valuable insights into how marketing strategies can enhance the visibility and effectiveness of an organization like BLC. Observing their approach to branding, promotion, and audience engagement helped me understand how they strategically position themselves as leaders in blended learning.

Ultimately, my internship at BLC was not only an academic requirement but also a transformative professional experience. It deepened my understanding of the role marketing plays in the education sector and strengthened my skills in strategic analysis, creative problem-solving, and decision-making.

1.3: Objective of the Study

The objectives of my study are as follows:

1. To identify the marketing mix of Blended Learning Center (BLC).
2. To evaluate the segmentation, targeting and positioning strategies of Blended Learning Center (BLC).
3. To find out some problems in the marketing strategies of Blended Learning Center (BLC).
4. To provide recommendations for addressing the identified problems.

1.4: Scope of the Study

The study focuses on analyzing the marketing strategies of the Blended Learning Center (BLC) at Daffodil International University. It evaluates BLC's marketing mix, segmentation, targeting, and positioning (STP) strategies, aiming to assess their effectiveness in promoting blended learning. The report also explores challenges faced by BLC in implementing these strategies and provides recommendations for improvement. This study offers insights valuable for both academic and practical applications in the field of marketing within the education sector.

1.5: Methodology of the Study

This study adopts a mixed-method approach, combining qualitative and quantitative data collection. Primary data was obtained through direct observations during the internship and discussions with BLC staff. Secondary data was gathered from official reports, promotional materials, academic articles, and online resources. These data were analyzed to evaluate BLC's marketing strategies and address the research objectives effectively.

1.6: Sources of Data Collection

Primary Data

- Direct observations made during the internship.
- Discussions with BLC team members and stakeholders.
- Feedback from students and faculty involved with BLC services.

Secondary Data

- Official documents, reports, and promotional materials of BLC.
- Academic journals and articles on blended learning and marketing strategies.
- Online resources, including the BLC website and DIU publications.

1.7: Method of Data Collection

The data for this study was collected using a combination of primary and secondary data collection methods. Primary data was gathered through direct observation during the internship, informal interviews with BLC staff, and feedback from students and faculty who use BLC's services. Secondary data was obtained from official documents, marketing materials, and relevant online resources.

1.8: Target Population

The target population for this study includes stakeholders directly associated with the Blended Learning Center (BLC) at Daffodil International University. This includes students, faculty members, and administrative staff who interact with BLC's services, as well as prospective users of blended learning programs.

1.9: Sample Size

A sample size of 20 individuals was selected for this study, comprising 10 students, 5 faculty members, and 5 administrative staff. This sample size was deemed sufficient to provide a representative understanding of the effectiveness of BLC's marketing strategies.

1.10: Sampling Method

The purposive sampling method was used to select the sample for this study. This method ensured that the participants chosen were directly relevant to the research objectives, providing meaningful insights into the marketing strategies of BLC.

1.11: Limitations of the Study

While this study provides valuable insights into the marketing strategies of the Blended Learning Center (BLC), there are several limitations that may have affected its scope and depth:

1. **Limited Sample Size:** The sample size of 20 participants may not fully represent the entire target audience of BLC, which may affect the generalizability of the findings.
2. **Time Constraints:** The study was conducted over a limited internship period, which restricted the amount of data that could be collected and analyzed.
3. **Access to Data:** Some internal marketing strategies and financial data were not accessible, limiting a comprehensive analysis of all aspects of BLC's marketing efforts.
4. **Subjectivity:** As the research relies on interviews and observations, some of the data may reflect subjective views of the participants, which could introduce bias in the findings.
5. **Evolving Nature of Marketing:** The rapidly changing landscape of digital marketing and educational trends may result in BLC's strategies evolving after the study period, limiting the long-term applicability of the results.

Chapter-2

Overview of Blended Learning Center (BLC) at Daffodil International University

2.1: Introduction of the Company

The Blended Learning Center (BLC) at Daffodil International University (DIU) is a state-of-the-art initiative aimed at revolutionizing the learning experience by integrating both traditional classroom teaching and modern online learning techniques. As part of DIU's mission to provide high-quality education and foster innovation, BLC was established to promote blended learning as an effective teaching and learning model that bridges the gap between face-to-face interactions and digital learning environments.

Blended learning, by definition, combines the flexibility and convenience of online education with the interpersonal interaction and engagement found in traditional classroom settings. BLC was created to provide students and faculty with the tools, resources, and methodologies to implement this integrated approach successfully. It caters to the evolving needs of modern learners who seek more flexibility, interactivity, and engagement in their educational journey. The center is equipped with advanced digital resources, including online learning platforms, virtual classrooms, and multimedia tools that facilitate seamless interaction between students and instructors. It also provides training and support to faculty members to ensure that they can effectively deliver blended learning programs.

BLC at DIU aims to create an educational ecosystem that not only enhances the academic experience but also fosters critical thinking, creativity, and the development of skills necessary for the modern workforce. Through its innovative learning strategies, BLC seeks to make higher education more accessible, flexible, and aligned with the technological trends shaping the future of education.

In addition to supporting the university's academic departments in developing and delivering blended learning programs, the center plays a key role in creating partnerships with other educational institutions, organizations, and industry leaders to further enhance the learning opportunities for DIU students.

With the increasing reliance on technology and the demand for flexible learning options, the Blended Learning Center (BLC) is at the forefront of transforming the educational landscape at Daffodil International University, positioning it as a leader in the integration of technology and education in Bangladesh.

2.2: Mission and Vision of DIU Blended Learning Center (BLC)

2.2.1: Mission

The Mission of the Blended Learning Center (BLC) at Daffodil International University (DIU) is to provide a flexible, technology-driven educational experience that combines traditional face-to-face teaching with online learning. BLC aims to enhance educational accessibility, foster student engagement, and support faculty in delivering dynamic, innovative learning environments. The center is committed to empowering students with the skills and knowledge needed to succeed in a rapidly evolving world.

2.2.2: Vision

The Vision of BLC is to become a leader in blended education, offering high-quality, accessible, and interactive learning opportunities. It strives to break down barriers to education, integrate cutting-edge technologies, and create a culture of innovation. By building strong global partnerships and continually adapting to the needs of learners, BLC aims to shape the future of higher education and produce graduates equipped for success in the digital age.

2.3: Objectives of DIU Blended Learning Center (BLC)

The Blended Learning Center (BLC) at Daffodil International University (DIU) has several key objectives aimed at enhancing the quality of education and integrating technology effectively into the learning process. These objectives guide the center's efforts to provide a transformative learning experience for both students and faculty. The primary objectives include:

- ✓ **To Promote Blended Learning Methodology:** To implement and expand the use of blended learning across various programs at DIU, combining online education with traditional in-person teaching for more flexible and interactive learning experiences.
- ✓ **To Enhance Accessibility and Flexibility:** To provide students with greater flexibility in how they access learning materials and interact with instructors, ensuring that education is accessible regardless of time or location.

- ✓ **To Support Faculty Development:** To offer continuous professional development opportunities for faculty, helping them integrate digital tools and innovative teaching methods effectively into their curriculum.
- ✓ **To Foster Student Engagement and Collaboration:** To create an interactive and collaborative learning environment, encouraging students to actively participate in both online and offline learning activities.
- ✓ **To Facilitate Lifelong Learning:** To encourage students to engage in self-paced learning, equipping them with the skills to continue their education throughout their careers in an increasingly digital world.
- ✓ **To Improve Educational Quality:** To enhance the overall quality of education at DIU by using modern technologies, research, and evidence-based teaching strategies that align with industry needs and global educational trends.
- ✓ **To Foster Innovation and Research in Education:** To promote the development and use of innovative educational technologies and methodologies, helping DIU remain at the forefront of educational advancements.



2.4: Partners of DIU Blended Learning Center (BLC)

The Blended Learning Center (BLC) at Daffodil International University (DIU) collaborates with various national and international partners to enhance its educational offerings and expand its reach. These partnerships help BLC integrate the latest technologies, educational tools, and teaching methodologies into its programs. Some of the key partners include:

1. **Educational Technology Providers:** BLC partners with leading educational technology companies that supply online learning platforms, digital tools, and learning management systems (LMS) to facilitate blended learning. These collaborations ensure that DIU students and faculty have access to cutting-edge technologies for effective learning.
2. **International Universities and Academic Institutions:** BLC collaborates with various global universities and educational institutions to create exchange programs, joint research initiatives, and global learning opportunities. These partnerships help enhance DIU's academic reputation and provide students with access to international learning resources and exposure.
3. **Industry Partners:** BLC works closely with industry leaders to align its curricula with the latest market trends and demands. These partnerships ensure that students receive practical, industry-relevant knowledge and skills, which improves their employability upon graduation.
4. **Corporate Organizations:** The center also collaborates with corporate organizations that sponsor training programs, webinars, and workshops for students and faculty. These partnerships provide opportunities for professional development, networking, and skill-building.
5. **Government and Regulatory Bodies:** BLC collaborates with local government agencies and regulatory bodies to ensure that its programs meet national education standards and align with the broader educational goals of the country. These partnerships help DIU stay compliant with regulations while also contributing to the national educational development agenda.
6. **Non-Governmental Organizations (NGOs) and Community Partners:** The center also engages with NGOs and community-based organizations to improve access to education and provide support for marginalized groups. These partnerships focus on expanding educational opportunities and promoting lifelong learning.

2.5: Team of DIU Blended Learning Center (BLC)

The team of the Blended Learning Center (BLC) at Daffodil International University (DIU) consists of a dedicated group of professionals who work together to drive the center's mission of integrating technology into the learning process. The team is composed of academic experts, technical specialists, and administrative staff, each contributing their expertise to ensure the successful implementation and management of blended learning programs. Key members of the BLC team include:

- **Director/Head of BLC:** The Director or Head of BLC is responsible for overseeing the center's operations, ensuring the alignment of its goals with the university's vision, and managing relationships with key stakeholders. They lead the development and implementation of strategic initiatives related to blended learning and collaborate with faculty, staff, and external partners to drive innovation.
- **Faculty Members:** Faculty members at BLC are responsible for designing, delivering, and assessing blended learning courses. They integrate both online and offline components to ensure an interactive and engaging learning experience for students. Faculty members are also involved in continuous professional development to effectively utilize digital tools and resources in their teaching.
- **Instructional Designers:** Instructional designers play a crucial role in developing course materials and learning experiences that are suitable for the blended learning model. They work closely with faculty to design curricula that combine face-to-face instruction with digital content, ensuring that courses are engaging, accessible, and effective.
- **E-Learning Specialists:** E-learning specialists are responsible for managing and maintaining the digital platforms used in blended learning, such as learning management systems (LMS), video conferencing tools, and other online resources. They provide technical support to both faculty and students, ensuring that the online components of the learning process function smoothly.
- **Technical Support Team:** The technical support team ensures the smooth operation of the technological infrastructure necessary for blended learning. They assist with troubleshooting, system maintenance, and ensuring that the platforms and tools used for online learning are up-to-date and functional.
- **Administrative Staff:** The administrative team at BLC is responsible for managing day-to-day operations, including scheduling, student support, and coordination of

activities. They handle communication with students, faculty, and other departments within the university to ensure that the blended learning programs run efficiently.

- **Student Support Coordinators:** Student support coordinators assist learners by providing guidance on how to use online platforms, answering queries related to course materials, and offering academic counseling. They ensure that students have the support they need to succeed in a blended learning environment.
- **Research and Development Team:** The research and development (R&D) team is responsible for exploring new trends and innovations in education technology. They monitor developments in the field of blended learning and work to integrate the latest research, tools, and methodologies into DIU's educational programs.

2.6: Infrastructural Strength

The Blended Learning Center (BLC) at Daffodil International University (DIU) is equipped with modern, cutting-edge infrastructure designed to support the seamless integration of traditional classroom learning and digital education. The center's infrastructural strength lies in its combination of physical facilities and advanced technological resources, which collectively create an ideal learning environment for students and faculty.

Key aspects of BLC's infrastructure include:

- ✓ **State-of-the-Art Learning Management System (LMS):** BLC utilizes a robust Learning Management System (LMS) that allows faculty to deliver, track, and assess courses in an efficient and organized manner. The LMS supports both online and blended learning models, providing students with easy access to course materials, assessments, and interaction with their instructors and peers.
- ✓ **Well-Equipped Computer Labs:** The center is equipped with advanced computer labs that provide students with access to high-speed internet and specialized software for online learning. These labs are designed to facilitate both individual and group activities, allowing students to engage with digital resources and collaborate effectively.
- ✓ **Interactive Smart Classrooms:** BLC's smart classrooms are equipped with digital projectors, interactive whiteboards, and video conferencing systems to facilitate seamless communication and engagement during hybrid or blended sessions. These classrooms combine traditional face-to-face teaching with digital tools, enabling dynamic, interactive learning experiences.

- ✓ **Virtual Classrooms:** For online learning, BLC provides virtual classrooms that allow real-time interaction between students and instructors. Using video conferencing and collaborative tools, these virtual classrooms ensure that students, whether on-campus or remote, can participate in live lectures, discussions, and group work.
- ✓ **Digital Content Delivery Tools:** BLC has integrated a wide range of digital tools such as multimedia content platforms, e-books, podcasts, and online video tutorials. These resources are designed to enhance the learning experience, providing students with engaging, interactive, and diverse ways to access educational content.
- ✓ **High-Speed Internet and Network Connectivity:** Reliable, high-speed internet and network infrastructure are crucial to the smooth operation of blended learning programs. BLC ensures that all students and faculty have uninterrupted access to online resources, video streaming, and virtual classrooms, whether on-campus or off-campus.
- ✓ **Online Assessment and Evaluation Tools:** To support online assessments, BLC utilizes specialized tools that allow for the creation of quizzes, assignments, and exams. These tools enable faculty to assess student performance digitally, ensuring a seamless and effective evaluation process for both online and in-person learning.
- ✓ **Tech Support and Maintenance:** BLC has a dedicated technical support team that ensures the continuous maintenance and troubleshooting of all technological infrastructure. This team ensures that all digital platforms, tools, and systems are functioning optimally, enabling smooth operation of blended learning activities.

2.7: Strengths of DIU Blended Learning Center (BLC)

The Blended Learning Center (BLC) at Daffodil International University (DIU) possesses several key strengths that enable it to offer a high-quality, innovative educational experience. These strengths make BLC a leading hub for blended learning and contribute to the success of its programs. Here are the primary strengths of BLC:

- **Integration of Technology with Traditional Learning:** One of the main strengths of BLC is its seamless integration of online learning with traditional face-to-face education. This hybrid model allows students to enjoy the flexibility of online courses while still benefiting from the direct interaction and engagement of classroom-based teaching. This combination provides a balanced approach that caters to different learning preferences and increases student engagement.

- **State-of-the-Art Infrastructure:** BLC is equipped with modern infrastructure, including smart classrooms, interactive learning tools, and a robust Learning Management System (LMS). These resources enhance the learning experience, ensuring that both students and faculty have access to the latest technological tools to facilitate teaching, learning, and assessment. The availability of high-speed internet and advanced multimedia tools further strengthens the center's ability to deliver quality education.
- **Flexible Learning Environment:** The center's emphasis on flexible learning allows students to access educational materials at their convenience. This flexibility is especially beneficial for students with busy schedules, those working part-time, or international students who may face time zone challenges. The ability to engage in both **synchronous** (live) and **asynchronous** (self-paced) learning modes provides students with greater autonomy and control over their academic journey.
- **Continuous Faculty Training and Development:** BLC places a strong emphasis on **faculty development**, ensuring that instructors are well-trained in utilizing digital tools and blended learning methods. Regular professional development programs, workshops, and seminars help faculty stay updated with the latest trends in e-learning and instructional design. This ensures that teaching quality remains high and that faculty are equipped to meet the evolving needs of students.
- **Wide Range of Digital Resources:** BLC provides a wealth of digital learning resources, including e-books, online journals, videos, podcasts, and interactive simulations. These resources cater to various learning styles and help students grasp complex concepts more easily. The availability of these diverse materials ensures a richer, more engaging learning experience.
- **Collaboration with Industry Leaders:** The center maintains partnerships with industry leaders and academic institutions, which helps in aligning its curricula with real-world industry requirements. This connection to the job market gives students access to internships, workshops, and professional development opportunities, bridging the gap between education and career readiness.
- **Personalized Student Support:** BLC offers personalized academic and technical support to its students. From helping with course materials to resolving technical issues, the center ensures that students have the assistance they need at every step of their learning process. Dedicated student support coordinators and a responsive technical support team help enhance the overall student experience.

- **Encouragement of Lifelong Learning:** BLC fosters a **culture of lifelong learning** by offering students the tools and skills necessary to engage in self-directed learning. Through the integration of online learning platforms, students are encouraged to continue their education outside the classroom, enhancing their skills and knowledge throughout their careers.
- **Global Reach and Inclusivity:** With the advent of online learning, BLC has expanded its reach to students from different geographical locations. This global accessibility ensures that students from all around the world can take advantage of the university's quality education without being limited by geographical boundaries. BLC also works toward creating an inclusive learning environment, ensuring that all students, regardless of their background, have equal access to education.
- **Focus on Innovation and Research:** BLC is committed to staying at the forefront of educational innovation. It encourages both faculty and students to explore new technologies and research in educational methodologies. This focus on innovation helps DIU maintain its competitive edge in the ever-evolving field of higher education.

2.8: How DIU Blended Learning Center (BLC)

Maintains Quality!

The Blended Learning Center (BLC) at Daffodil International University (DIU) ensures high educational quality through several key practices:

- ✓ **Adherence to Accreditation Standards:** BLC follows national and international accreditation guidelines, ensuring its programs meet global academic benchmarks.
- ✓ **Continuous Faculty Development:** Faculty members undergo regular training on educational technologies and innovative teaching methods, ensuring high teaching standards.
- ✓ **Regular Feedback and Course Evaluation:** Student feedback is actively collected and used to refine courses, ensuring relevance and effectiveness.
- ✓ **Advanced Learning Technologies:** BLC integrates cutting-edge educational technologies such as LMS, virtual classrooms, and multimedia tools to enhance learning.

- ✓ **Personalized Student Support:** Academic advisors and technical support teams provide individualized assistance, ensuring students' needs are met.
- ✓ **Industry-Relevant Curriculum:** BLC continuously updates its course content in collaboration with industry experts, ensuring students are equipped with current and practical skills.
- ✓ **Effective Assessment Methods:** A combination of quizzes, assignments, and exams ensures comprehensive student evaluation.
- ✓ **Focus on Student Engagement:** Active learning through interactive sessions and group projects promotes student participation and deepens learning.

2.9: Students and Faculties Facilities at DIU Blended Learning Center (BLC)

The Blended Learning Center (BLC) at Daffodil International University (DIU) is committed to providing both students and faculty with the best resources and facilities to support a dynamic and effective blended learning experience. The center is equipped with a range of facilities designed to enhance the teaching and learning process.

Student Facilities:

- **Advanced Learning Platforms:** Students have access to a sophisticated Learning Management System (LMS) where they can access course materials, participate in discussions, submit assignments, and track their progress. The LMS also facilitates communication with instructors and fellow students, fostering an interactive learning environment.
- **Virtual Classrooms:** BLC offers virtual classrooms that enable students to attend live online lectures, participate in discussions, and collaborate with peers, providing a seamless experience whether they are learning on-campus or remotely.
- **Study Spaces and Collaborative Areas:** BLC provides dedicated study spaces and collaborative areas where students can engage in group discussions, collaborate on projects, and study in a conducive environment.

- **E-Resources and Digital Libraries:** Students can make use of a vast array of digital resources, including e-books, online journals, research papers, and multimedia learning materials that support their academic learning.
- **Personalized Academic Support:** BLC offers academic counseling and technical support to help students navigate online platforms and solve any academic or technological issues they may encounter.

Faculty Facilities:

- **Smart Classrooms:** Faculty members have access to **smart classrooms** equipped with digital projectors, interactive whiteboards, and video conferencing tools, enabling them to deliver engaging lectures and integrate multimedia content seamlessly.
- **Professional Development Programs:** Faculty at BLC are encouraged to participate in regular **professional development workshops** and training on e-learning tools, blended learning methodologies, and innovative teaching practices.
- **Course Design and Content Development Support:** Faculty members receive support from **instructional designers** and technology specialists to create effective and engaging course materials, blending traditional teaching with digital resources.
- **Research and Collaboration Opportunities:** BLC fosters a culture of research and collaboration by providing faculty with access to research databases, industry partnerships, and collaborative platforms that support academic growth and innovation.
- **Technical and Administrative Support:** The center ensures faculty have continuous technical assistance to handle learning technologies and administrative support to manage course schedules, assessments, and student interactions.
- **Virtual Teaching Tools:** Faculty can utilize a range of virtual teaching tools including video conferencing software, screen recording for lectures, and interactive quiz tools, helping them deliver content efficiently in both blended and fully online formats.

Chapter - 3

Marketing Strategies of Blended Learning Center (BLC) at Daffodil International University

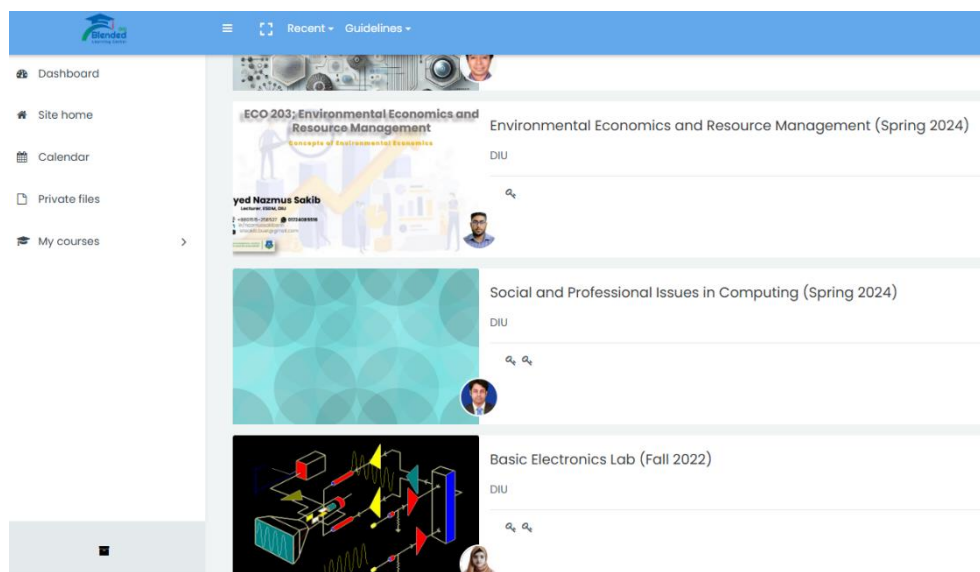
3.1: Marketing Mix of DIU Blended Learning Center (BLC)

The Marketing Mix for Blended Learning Center (BLC) at Daffodil International University (DIU) is a comprehensive combination of the 7 P's - Product, Price, Place, Promotion, People, Process, and Physical Evidence, designed to ensure that DIU offers high-quality, accessible, and affordable educational services to students through a blended learning approach. This marketing strategy is centered on delivering the best possible learning experience for both students and faculty, aligning with the non-profit, student-focused mission of DIU.

3.1.1: Product

At the heart of BLC's marketing mix is its product, the range of educational programs and services that cater to the academic needs of students through a blend of traditional and online learning. These offerings are designed to ensure that students receive a well-rounded education while embracing the flexibility of blended learning.

- **Blended Learning Programs:** BLC offers undergraduate and postgraduate programs in various disciplines, including Business Administration, Computer Science, Engineering, and Social Sciences. These programs are designed to allow flexibility, combining both face-to-face classroom teaching and online learning modules.
- **Flexible Learning Options:** The programs at BLC are structured in a way that allows students to learn at their own pace with access to recorded lectures, interactive assignments, and online discussions.



- **E-learning Tools and Resources:** The courses are equipped with a variety of digital resources like e-books, video lectures, online tutorials, and peer-to-peer interaction platforms. This helps in enhancing the learning experience and ensuring that the students are well-prepared for real-world challenges.

3.1.2: Price

As a **non-profit** educational institution, Blended Learning Center (BLC) at Daffodil International University (DIU) strives to offer affordable educational programs without the motive of profit. The university's pricing strategy is designed to cover operational costs, including staff salaries, infrastructure maintenance, and academic resources, while ensuring the programs remain accessible to students from diverse socio-economic backgrounds.

Affordable Tuition Fees:

The tuition fees at BLC are structured to ensure that education is affordable, with a focus on maintaining quality while keeping costs reasonable. The pricing is competitive in the educational sector, making it accessible to a wide range of students.

- **Undergraduate Programs** (e.g., BBA, B.Sc in Computer Science, Engineering, etc.):
 - **Tuition Fee:** BDT 20,000 – BDT 25,000 per semester
 - **Total Program Fee:**
 - **BBA (4 years):** BDT 160,000 – BDT 200,000 (8 semesters)
 - **B.Sc in Computer Science and Engineering (4 years):** BDT 200,000 – BDT 240,000 (8 semesters)
- **Postgraduate Programs** (e.g., MBA, MSc in Engineering, etc.):
 - **Tuition Fee:** BDT 30,000 – BDT 35,000 per semester
 - **Total Program Fee:**
 - **MBA (2 years):** BDT 120,000 – BDT 140,000 (4 semesters)
 - **MSc in Engineering (2 years):** BDT 120,000 – BDT 140,000 (4 semesters)

No Profit Motive:

Since DIU is a non-profit organization, the fees are structured in a way that the funds generated are used solely to support the operation of the university. The fees primarily cover:

- **Operational Costs:** Expenses related to faculty salaries, campus maintenance, utilities, and infrastructure.
- **Academic Resources:** The cost of educational materials, digital resources (e-books, online modules), and software licenses used for delivering the programs.
- **Technology Infrastructure:** Upkeep of the Learning Management System (LMS), online platforms, and digital tools that facilitate blended learning.

Flexible Payment Plans:

To ease financial strain, BLC offers flexible payment options, enabling students to manage their payments in a way that suits their individual circumstances. It also gives students to pay their payments in installments.

Government and Institutional Scholarships:

To make education more accessible, BLC provides several scholarships and financial aid programs:

- **Merit-Based Scholarships:** BLC offers up to 50% scholarship for high-performing students based on their academic achievements. For example, a top student in the BBA program can receive a BDT 10,000 discount on their semester tuition fee, bringing the tuition fee down to BDT 10,000 for that semester.
- **Need-Based Scholarships:** Scholarships are also available for students with financial difficulties. Students who demonstrate a need for financial aid can receive partial scholarships covering 25% to 50% of their tuition fees.
- **Government-Funded Scholarships:** BLC students can also apply for government scholarships that may cover up to 75% of the tuition fee for eligible students. These scholarships are awarded based on academic excellence and financial need.

3.1.3: Place

The place refers to the physical and online locations where the educational services are delivered. Since BLC operates within the framework of DIU, the place strategy is focused on ensuring accessibility for both on-campus and online learners.

- **On-Campus Facilities:** BLC offers its students the option to attend on-campus classes at DIU's campus. The campus is equipped with state-of-the-art classrooms, computer labs, and study spaces, providing a conducive environment for both in-person learning and hybrid learning.
- **Online Learning Platform:** For remote learning, BLC offers students access to a robust Learning Management System (LMS), where they can access lectures, submit assignments, engage in discussions, and take part in virtual sessions. The system ensures that learning can be done anytime and from anywhere, making education flexible and accessible.
- **Global Reach:** Since BLC offers online learning options, it enables students from different geographical locations to enroll and participate in DIU's educational programs, thus extending the reach of DIU to a global audience.

3.1.4: Promotion

Promoting educational services is vital for increasing enrollment, building brand awareness, and attracting potential students. BLC uses various promotional tactics to create awareness about its programs.

- **Digital Marketing:** BLC heavily relies on digital marketing strategies, including social media platforms (Facebook, LinkedIn, Instagram) and Google Ads, to reach potential students. Digital campaigns highlight the benefits of blended learning, flexibility, and the diverse academic programs offered.
- **Open Days and Webinars:** BLC organizes virtual open days and webinars where prospective students can learn more about the university's programs, interact with faculty, and get answers to their questions. These events also provide information about admissions and scholarships.
- **Student Testimonials:** BLC promotes positive student testimonials and success stories on its website and social media channels. These stories help build credibility and encourage new students to join based on the experiences of their peers.
- **Collaborations and Partnerships:** BLC partners with various educational institutions, industry experts, and international universities, promoting its programs through joint marketing efforts, academic conferences, and student exchange programs.

3.1.5: People

The people component refers to the interactions that students have with staff, faculty, and other students, all of which play a key role in creating a positive learning experience.

- **Qualified Faculty:** BLC's success relies heavily on the expertise of its faculty members, who are skilled in both traditional teaching methods and digital pedagogy. Faculty members are trained in the use of e-learning tools to provide a high-quality hybrid educational experience.
- **Dedicated Support Staff:** BLC has a team of academic advisors, technical support personnel, and administrative staff who assist students throughout their academic journey. This support ensures that students can focus on their studies without being overwhelmed by logistical or technical issues.
- **Student Community:** The sense of community is also an important aspect of BLC. Through online forums, group projects, and peer collaborations, students can engage with one another, share experiences, and support each other's learning.



3.1.6: Process

The **process** element refers to the steps or procedures involved in delivering the educational services at BLC.

- **Simple Enrollment Process:** The enrollment process at BLC is designed to be simple and efficient. Students can apply online through the university's portal, receive prompt responses regarding their admissions, and follow easy steps to complete registration.
- **Blended Learning Delivery:** The blended learning process involves online modules

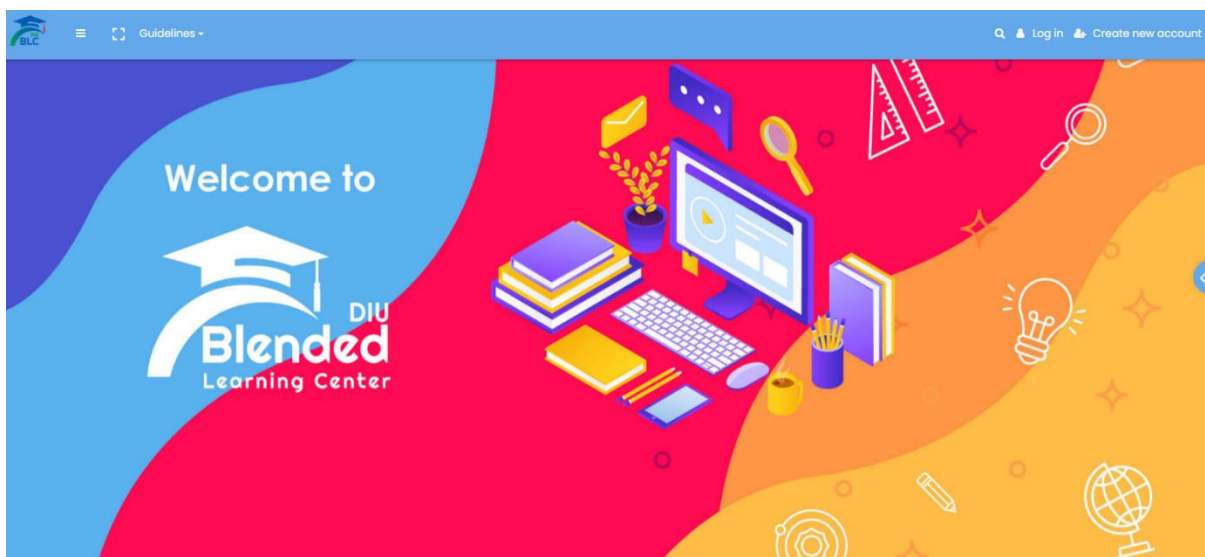
that students can complete at their own pace, combined with live virtual sessions for real-time interaction. Assessment methods include online quizzes, project-based assignments, and examinations conducted through the LMS.

- **Continuous Monitoring and Feedback:** Regular assessment and feedback ensure that students are progressing effectively. This process includes regular evaluations of student performance through assignments, quizzes, and discussions, allowing both students and faculty to monitor learning outcomes.

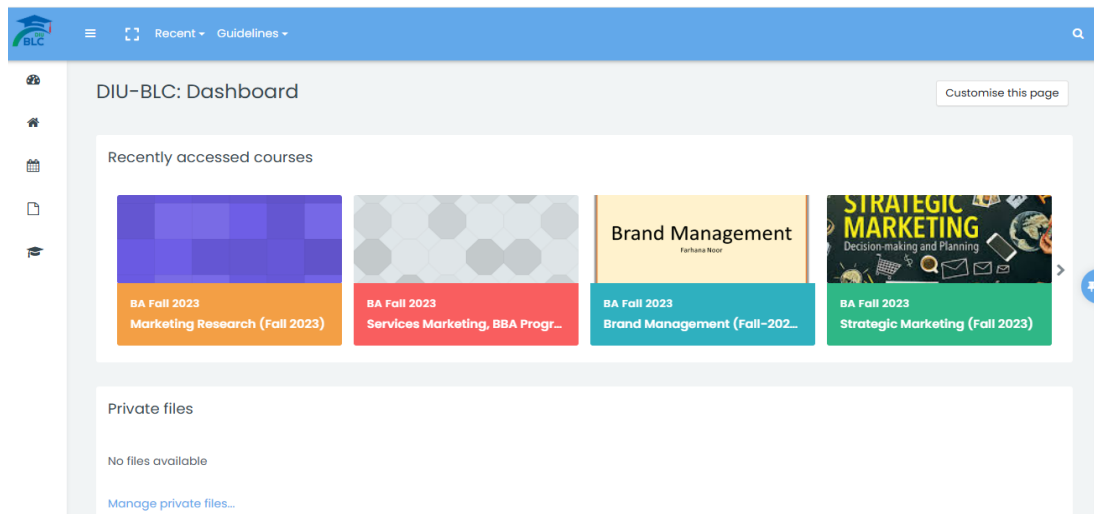
3.1.7: Physical Evidence

Physical evidence refers to the tangible elements that represent the quality and credibility of the service offered by BLC.

- **Modern Campus Facilities:** The campus infrastructure at DIU, including smart classrooms, computer labs, and interactive study spaces, provides physical evidence of the university's commitment to offering a high-quality educational experience.
- **Online Presence and Branding:** BLC's website, social media channels, and learning platforms act as physical evidence of its professionalism and digital infrastructure. These platforms provide students with easy access to information, course content, and faculty support.



- **Course Materials:** The course materials provided by BLC, including e-books, lecture notes, and interactive multimedia, further demonstrate the high standard of education students can expect.



3.2: STP Analysis of DIU Blended Learning Center (BLC)

The STP (Segmentation, Targeting, Positioning) process is a core marketing strategy that helps institutions like Blended Learning Center (BLC) at Daffodil International University (DIU) reach and communicate with their ideal students.

3.2.1 Segmentation

Segmentation involves dividing a broad student market into distinct groups based on specific characteristics, behaviors, or needs. BLC at DIU uses four primary types of segmentation to identify and categorize its target audience.

3.2.2: Demographic Segmentation

Demographic segmentation divides the market based on factors like age, gender, education level, income, and family background.

- **Age:** BLC offers programs for a wide range of students, from young adults (18-24 years old) pursuing undergraduate degrees to mid-career professionals (25-40 years old) seeking postgraduate programs.
- **Gender:** BLC maintains an inclusive approach, with courses and learning opportunities available to both male and female students, ensuring equal access to education.
- **Education Level:**
 - Undergraduate students are enrolled in degree programs such as BBA, B.Sc, and BA.
 - Postgraduate students are enrolled in MBA, MSc, and other master's programs.
- **Income:** Students from various socio-economic backgrounds are attracted to BLC due to its affordable tuition fees, flexible payment plans, and availability of scholarships.
- **Family Background:** BLC also attracts students from diverse family backgrounds, including those who come from families with limited financial means but are eligible for financial aid.

3.2.3: Geographic Segmentation

Geographic segmentation involves dividing the market based on the location of potential students.

- **Local Students:** BLC attracts students primarily from within Bangladesh, especially from Dhaka and surrounding areas, as DIU is centrally located in the capital. Local students can take advantage of both physical and online learning environments.
- **International Students:** BLC also caters to international students from neighboring countries such as India, Nepal, Bhutan, and even farther regions who are looking for quality education combined with the convenience of blended learning. These students benefit from flexible learning options that allow them to study from their home countries.

3.2.4: Behavioral Segmentation

Behavioral segmentation categorizes students based on their behaviors, including their purchase decisions, usage patterns, and loyalty.

- **Benefits Sought:**
 - Students who value flexibility and convenience in education prefer BLC's hybrid model, which combines traditional classroom learning with online coursework.
 - Students who are looking for affordable education and those who need financial assistance are particularly attracted to BLC's pricing strategy, which is designed to be affordable and accessible.
- **Usage Rate:** Full-time students who are enrolled in degree programs (BBA, B.Sc., etc.) represent a high usage rate of the educational offerings at BLC. In contrast, part-time students enrolled in professional development courses, certificate programs, or online short-term courses may engage with the institution on a less frequent basis.
- **Loyalty:** BLC has a dedicated group of loyal students, especially those enrolled in long-term degree programs. Students who have previously attended DIU and BLC are likely to continue their studies in postgraduate programs, creating brand loyalty.

3.2.5: Psychographic Segmentation

Psychographic segmentation focuses on the lifestyle, values, and interests of students.

- **Motivation for Learning:** Students seeking career advancement, professional development, or those wishing to upskill in specific areas of their profession are key targets. Many postgraduate students enroll in programs like MBA to boost their career prospects and gain industry-relevant knowledge.
- **Lifestyle Preferences:** Tech-savvy students who prefer digital learning tools and platforms, such as e-books, online lectures, and interactive assignments, are drawn to BLC's flexible and modern learning environment. Additionally, students with busy lifestyles may opt for self-paced learning.

- **Academic and Career Aspirations:** BLC targets students who are looking for a quality education that can enhance their job opportunities and career growth. Those who value work-life balance and flexibility in learning are especially attracted to its blended learning approach.

3.3: Targeting

After segmenting the market, BLC selects the most appropriate segment(s) to focus its marketing efforts on. The targeting process involves evaluating each segment's potential and deciding which group offers the best opportunities.

BLC's primary target audience consists of:

- **Undergraduate Students:** Students who are looking for a flexible, affordable, and quality education. These students are typically between the ages of 18-24 years and are pursuing degrees such as BBA, B.Sc, and B.A.
- **Postgraduate Students:** Working professionals or fresh graduates seeking advanced education in fields like business administration (MBA), engineering, and social sciences. These students are typically aged 25-40 years and are motivated by the desire to enhance their career prospects.
- **International Students:** Students from neighboring countries or global students seeking a blended learning model that allows them to study from anywhere in the world while receiving a high-quality education.
- **Working Professionals:** This includes individuals already employed in full-time roles who want to pursue postgraduate programs like MBA or MSc while managing their careers, leveraging BLC's flexible learning environment.

3.4: Positioning

Positioning refers to how BLC differentiates itself in the market and how it wants to be perceived by its target audience. The positioning strategy outlines the unique value proposition and what makes BLC stand out from competitors.

BLC's Positioning:

- **Accessible and Flexible Education:** BLC positions itself as a provider of high-quality education that offers flexibility in both learning content delivery and payment plans, which appeals to both traditional students and working professionals.
- **Affordable, Non-Profit Education:** Positioned as a non-profit educational institution, BLC provides affordable tuition fees while maintaining a strong focus on academic excellence and student support.
- **Blended Learning Model:** BLC differentiates itself by offering a blended learning model, where students can enjoy the benefits of classroom interaction while having the flexibility of online learning, making it ideal for students looking for a balanced, tech-driven learning experience.
- **Career-Oriented Programs:** By offering industry-relevant programs such as MBA, BBA, and specialized engineering programs, BLC positions itself as a career-oriented institution, providing students with the skills and knowledge needed for career advancement and professional success.

3.5: Promotional Mix of DIU Blended Learning Center (BLC)

The promotional mix refers to the various communication tools and strategies used by DIU Blended Learning Center (BLC) to promote its programs and services, ensuring effective outreach to its target audience. BLC employs a combination of traditional and modern promotional tools to connect with students, faculty, and the broader academic community.

3.5.1: Advertising

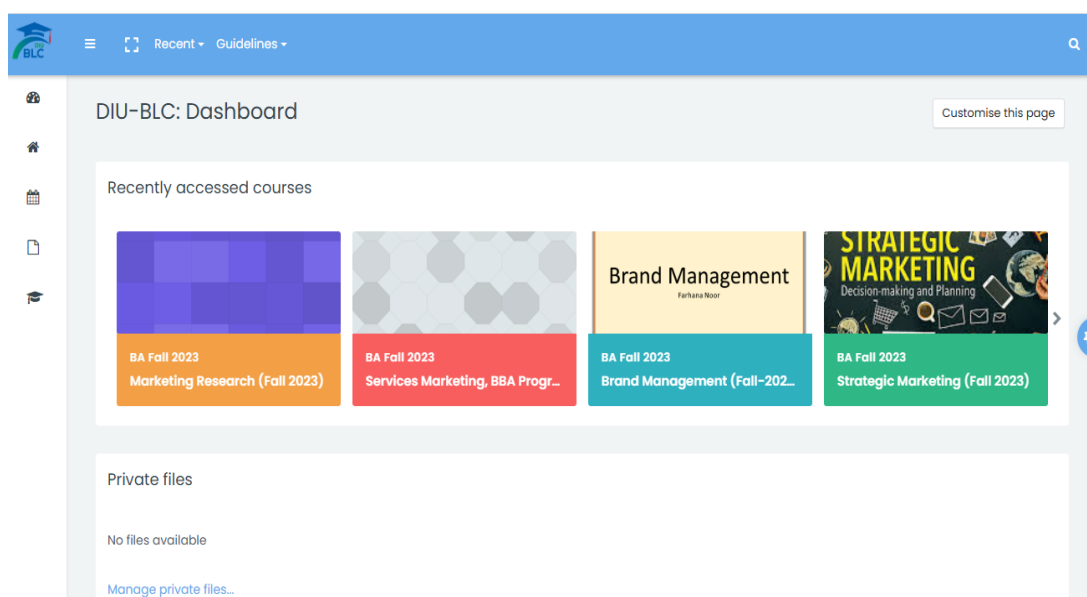
Advertising involves the use of paid media to promote BLC's programs and create awareness about its offerings. BLC's advertising efforts focus on both traditional and digital channels.

- **Digital Platforms:**
 - BLC uses Google Ads, Facebook Ads, and YouTube Ads to reach prospective students in Bangladesh and abroad.
 - Banners and targeted campaigns highlight key benefits, such as flexible learning options and affordable fees.
- **University Media:** DIU's internal communication channels, such as the official website, notice boards, and campus screens, showcase BLC programs.

3.5.2: Sales Promotions

Sales promotions are short-term incentives aimed at encouraging immediate enrollment or engagement.

- **Discounted Tuition Fees:** BLC offers discounts on tuition fees in various categories of students.
- **Scholarship Opportunities:** Merit-based scholarships and need-based financial aid are advertised to attract students from diverse socio-economic backgrounds.
- **Promotional Offers:** During special events or campaigns, BLC may provide free access to workshops or introductory courses to give prospective students a taste of the blended learning experience.



3.5.3: Public Relations

BLC actively works to maintain a positive public image and strengthen its relationships with stakeholders.

- **Media Engagement:** Press releases are issued to local and national newspapers, highlighting achievements, new programs, or events.
- **Events and Conferences:** BLC organizes and participates in seminars, educational fairs, and conferences to showcase its innovative learning model.
- **Thought Leadership:** Faculty and staff at BLC contribute to academic journals and blogs, positioning the center as a thought leader in blended education.

3.5.4: Direct Marketing

Direct marketing involves personalized communication with potential students and stakeholders.

- **Email Marketing:** BLC regularly sends out newsletters, program updates, and event invitations to prospective and current students.
- **Personalized Outreach:** BLC directly contacts prospective students who express interest in its programs through inquiry forms or registration portals.

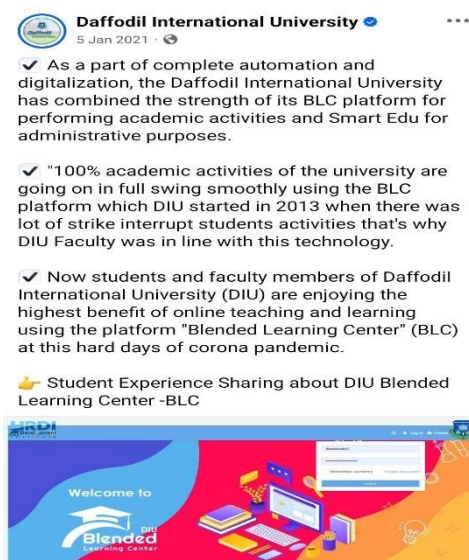
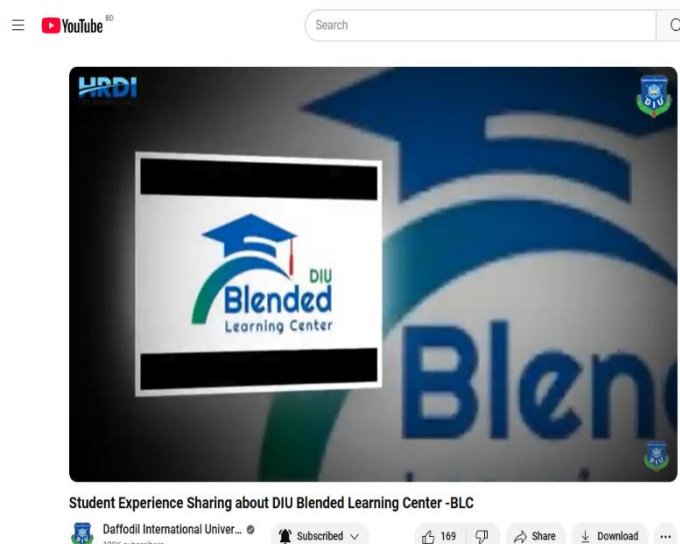
3.5.5: Personal Selling

Personal selling involves direct interaction between BLC representatives and prospective students or other stakeholders.

- **Counseling Sessions:** Dedicated student counselors guide prospective students through the application process, explain program benefits, and address queries.
- **Information Booths:** At educational fairs or university open days, BLC staff interact with visitors to promote their offerings.
- **Faculty Interaction:** Faculty members participate in webinars or Q&A sessions to engage directly with interested students and explain course details.

3.5.6: Social Media Marketing

Social media platforms are a cornerstone of BLC's promotional strategy, enabling it to reach a broad audience with engaging content.



- **Facebook and Instagram:**
 - BLC frequently posts updates, success stories, and event highlights to engage with students and alumni.
 - Paid promotions on these platforms help target specific demographics.
- **YouTube:** Videos showcasing BLC's facilities, programs, and student testimonials are shared on YouTube.
- **LinkedIn:** Posts targeting professionals and postgraduate students focus on the career advantages of pursuing education at BLC.

3.5.7: Sponsorship & Partnership

Collaborative efforts with other organizations and sponsorship of relevant events allow BLC to enhance its visibility.

- **Academic Partnerships:**
 - Collaborations with international universities and platforms like Coursera and edX help enhance BLC's offerings.
 - Partnerships with industry players ensure programs align with market demands.

- **Event Sponsorships:** Sponsorship of academic competitions, workshops, or career fairs raises awareness about BLC's initiatives.

3.6: Competitor Analysis of DIU Blended Learning Center (BLC)

Competitor analysis is a crucial component for understanding the competitive landscape in which the Blended Learning Center (BLC) operates. Since BLC provides flexible, high-quality, and innovative education that blends traditional classroom teaching with online learning, it faces competition from various institutions offering similar educational models. These competitors include both traditional universities with blended learning models as well as dedicated online education providers.

- **University of Dhaka (DU) - School of Business:** DU, the oldest and most prestigious public university in Bangladesh, offers a combination of traditional and online courses in business and other fields. Its reputation and large student body make it a key competitor in the higher education market.
- **BRAC University - Center for Blended Learning:** BRAC University offers blended learning programs through its Center for Blended Learning, with a strong focus on incorporating technology into education. It offers undergraduate and graduate programs with a mix of online and face-to-face classes.
- **Ahsanullah University of Science and Technology (AUST) - E-Learning Programs:** AUST provides e-learning and blended learning opportunities in various technical fields such as engineering, computer science, and business. It integrates online learning with traditional in-person classes, making it a competitor in the field of blended education.
- **Shikho - Digital Learning Platform:** Shikho is an online platform offering flexible and affordable learning opportunities, primarily for undergraduate students. It partners with universities to provide blended learning programs, making it a strong competitor in the digital education space.
- **Khan Academy (International):** Khan Academy is an international digital learning platform that provides free online education across various subjects. While it does not offer formal degrees, its extensive free resources make it an indirect competitor for students seeking educational materials and supplementary learning tools.

3.7: Competitive Advantage of DIU Blended Learning Center (BLC)

DIU Blended Learning Center (BLC) holds several competitive advantages that position it favorably within the educational landscape. These advantages help BLC stand out in a highly competitive market by offering distinct value propositions that appeal to students looking for flexibility, quality education, and accessibility.

- ✓ **Blended Learning Model:** Combines online learning with in-person sessions, offering flexibility for students with various schedules.
- ✓ **Affordable Pricing:** Non-profit pricing structure ensures education is accessible, with scholarships and financial aid options.
- ✓ **Advanced Digital Resources:** Utilizes e-books, recorded lectures, and interactive platforms, enhancing the learning experience.
- ✓ **Experienced Faculty:** Highly qualified faculty members provide expert guidance and personalized academic support.
- ✓ **Diverse Programs:** Offers a wide range of undergraduate and postgraduate programs across multiple disciplines.
- ✓ **Global Recognition:** International collaborations and accredited programs enhance the global value of degrees.
- ✓ **Supportive Learning Environment:** Fosters collaboration and community among students, faculty, and industry professionals.
- ✓ **Reputation of DIU:** Benefits from the strong brand reputation of Daffodil International University.

3.8: SWOT Analysis of DIU Blended Learning Center (BLC)

Strengths:

1. **Blended Learning Model:** Combines online and offline learning, offering flexibility and convenience for students.
2. **Affordable Pricing:** Non-profit pricing structure, with scholarships and financial aid, makes education accessible to a wider range of students.

3. **Experienced Faculty:** Highly qualified professors and industry experts provide academic and career guidance.
4. **Diverse Program Offerings:** Offers a wide range of programs in multiple disciplines, attracting a broad student base.
5. **Global Recognition:** Strong international collaborations and accreditation enhance the credibility and global value of degrees.
6. **Advanced E-Learning Tools:** Utilizes modern digital resources like e-books, video lectures, and interactive platforms to enhance the learning experience.

Weaknesses:

1. **Limited Brand Awareness:** Despite being part of DIU, BLC may not have as much recognition as other well-established competitors.
2. **Dependence on Technology:** As a largely online model, technical issues or limitations in internet access could impact the learning experience.
3. **Limited Face-to-Face Interaction:** While the blended model offers flexibility, it might reduce the level of personal interaction that some students prefer.
4. **Relatively New in the Market:** As a newer initiative, BLC might face challenges in gaining student trust compared to older, more established institutions.

Opportunities:

1. **Expanding Online Education:** The increasing demand for online and blended learning due to global trends presents growth opportunities.
2. **Partnerships with International Institutions:** Expanding collaborations with global universities and organizations can enhance BLC's reputation and program offerings.
3. **Technology Advancements:** Continuous improvement in educational technology can enhance learning tools and resources, further improving student engagement.
4. **Growing Education Market in Bangladesh:** As more students seek higher education opportunities, BLC can tap into the expanding market for flexible, quality education.

Threats:

1. **Intense Competition:** Other universities and online platforms (like BRAC University, Shikho, and Khan Academy) may offer similar or more established programs.
2. **Economic Factors:** Economic downturns or financial constraints could impact student enrollment or limit access to financial aid and scholarships.
3. **Technological Barriers:** Limited access to high-speed internet or technical infrastructure in some regions could hinder the effectiveness of the blended learning model.
4. **Changing Educational Regulations:** Shifts in government policies or accreditation requirements could impact BLC's operations or program offerings.

Chapter - 4

Problem Identifications, Recommendations, and Conclusion

4.1: Problem Identified

1. **Limited Brand Awareness:** Despite using digital channels, BLC's brand recognition is not strong enough to compete with larger institutions like the University of Dhaka and BRAC University.
2. **Overreliance on Digital Channels:** The heavy focus on digital marketing may exclude certain demographics, such as older or rural students, who might prefer traditional methods.
3. **Insufficient Personal Selling:** There is limited direct interaction with potential students. More face-to-face engagement could build stronger relationships and trust.
4. **Lack of Clear Differentiation:** The marketing messages around affordability and flexibility are not distinct enough to stand out in a competitive market.
5. **Underdeveloped Targeting of Niche Segments:** BLC could improve its marketing strategies to specifically target working professionals and other niche student groups who would benefit from blended learning.
6. **Inconsistent Use of Content Marketing:** BLC could further leverage thought leadership through more blog posts, articles, or academic content to build credibility in the blended learning space.
7. **Ineffective Promotion of Scholarships and Discounts:** The promotions and financial aid options are not well-communicated or integrated into campaigns, reducing their impact on potential students.
8. **Weak Career-Oriented Messaging:** BLC doesn't emphasize how its programs align with job market needs, which could deter students looking for clear career advancement opportunities.

4.2: Recommendations

1. **Enhance Brand Awareness:** To increase brand visibility, BLC should utilize both traditional and digital channels. Invest in local TV and radio advertising, sponsor educational fairs, and collaborate with influencers or media personalities in the education sector to reach a wider audience. Engaging with local communities and creating brand ambassadors could also help improve recognition.
2. **Diversify Marketing Channels:** While digital marketing is effective, BLC should explore traditional methods such as billboards, posters, and flyers, especially in rural and less tech-savvy areas. Organizing offline events like seminars or workshops will also cater to older students who may not be engaged online but are interested in flexible learning options.
3. **Increase Personal Selling Efforts:** Direct engagement plays a key role in building trust. BLC should allocate more resources to personal selling by setting up informational booths at education expos, offering one-on-one counseling sessions, and hosting open house events. A dedicated team of counselors can help prospective students navigate their options, leading to stronger conversion rates.
4. **Clarify Unique Selling Proposition:** To stand out in a competitive market, BLC should focus on clarifying its unique value propositions. Highlight its affordability, flexible learning schedule, and access to global academic resources more explicitly. Real-world testimonials and success stories from alumni or current students can be used to demonstrate how BLC has made a positive impact on their academic and career journeys.
5. **Target Niche Segments More Effectively:** BLC can improve its marketing by targeting specific groups, such as working professionals, part-time students, or learners from rural areas. Tailor the messaging to address their specific needs, such as the ability to balance work and studies, career advancements, or providing localized content for students outside major urban centers.
6. **Expand Content Marketing:** BLC should produce more in-depth academic and thought-leadership content, such as blogs, webinars, and research papers, showcasing its expertise in blended learning. By positioning itself as a knowledge leader in the field of modern education, BLC can attract more students interested in high-quality, flexible learning models.

- 7. Improve Promotion of Scholarships and Discounts:** To make financial assistance more attractive, BLC should focus on promoting its scholarships and discount programs more effectively. Highlight these offers in all marketing materials and advertisements, creating clear, easy-to-understand messaging around eligibility criteria and benefits. Special campaigns and targeted promotions can increase student engagement with these offers.
- 8. Emphasize Career-Oriented Outcomes:** BLC should place more emphasis on how its programs align with real-world career needs. Marketing messages should focus on the employability of graduates, internships, and industry partnerships. Sharing success stories, showcasing alumni working in high-demand industries, and promoting job placement support services can help students connect their education to future job prospects.

4.3: Conclusion

In conclusion, DIU Blended Learning Center (BLC) stands at the forefront of innovative education, offering flexible and accessible learning solutions through its blend of online and in-person sessions. However, despite its potential, BLC faces several challenges in enhancing its visibility and attracting a diverse student body in an increasingly competitive educational landscape.

The marketing strategies currently in place are effective in reaching digital-savvy audiences but need broader scope and improved targeting. Enhancing brand awareness, diversifying marketing channels, and focusing on niche student segments are essential steps toward achieving a more inclusive and comprehensive outreach. Additionally, a stronger emphasis on personal selling, clearer communication of unique value propositions, and better promotion of scholarships and career outcomes will help to build deeper connections with potential students and foster trust.

BLC's ability to further develop its content marketing, amplify its unique offerings, and promote career-oriented messages will enhance its position as a leading provider of blended education. By adopting a more holistic and diversified approach to marketing, BLC can strengthen its brand, drive enrollment, and continue to offer high-quality, affordable education to a wider range of students, ensuring its long-term success in a competitive market.

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