



Munich Personal RePEc Archive

Investigation of Business Strategies in Higher Education Service Model of Selected Private Universities in India

Aithal, Sreeramana and Kumar, Anil and M, Madhushree
and R, Revathi

Srinivas Institute of Management Studies, Srinivas University,
Mangalore – 575 001, INDIA, Srinivas Institute of Management
Studies, Srinivas University, Mangalore – 575 001, INDIA, Srinivas
Institute of Management Studies, Srinivas University, Mangalore –
575 001, INDIA, Srinivas Institute of Management Studies, Srinivas
University, Mangalore – 575 001, INDIA

3 March 2018

Online at <https://mpra.ub.uni-muenchen.de/85726/>
MPRA Paper No. 85726, posted 08 Apr 2018 07:03 UTC

Investigation of Business Strategies in Higher Education Service Model of Selected Private Universities in India

P. S. Aithal^{*}, Anil Kumar^{*}, Madhushree^{**}, & Revathi R.^{**}

^{*}Srinivas Institute of Management Studies, Srinivas University, Mangalore – 575 001, INDIA

^{**}Research Scholar, Srinivas Institute of Management Studies, Srinivas University,
Mangalore – 575001, INDIA

E-mail: psaithal@gmail.com

ABSTRACT

Many Countries in the globe have adopted private University system as a part of their higher education offering strategy. India, being second in the number of private universities in the World, has given exactly 50 % shares to privately governed Universities (Private & Deemed to be universities together) and remaining 50% are Govt. Funded universities (Central & State Govt. together). Presently in India, there are 264 private universities spread over 22 states. Due to non-availability of any financial support from the state and central governments, private universities are trying to sustain through their only strategy of service differentiation through 21st century curriculum and industry integrated programme design. In this paper, we have studied the business strategies of some of the private universities in India which include Admission Strategies, Growth strategies, Innovative strategies, Research Strategies, Collaboration Strategies, Placement Strategies, and Technology adoption strategies to add competitive values to services provided to the stakeholders. The paper also suggests some recommendations based on the observations and intuition to contribute to the business strategies to improve the performance and brand image of private universities.

Keywords: Private universities, Business strategies, Admission strategies, Growth strategies, Research strategies, Collaboration strategies, Placement strategies, Technology adoption strategies.

1. INTRODUCTION :

After considering higher education system as a business system where the quality of services decides sustainability, there is an emphasis to continuously improve the quality of higher education by organizations. Such service-oriented systems can sustain only if, through proper strategy, creates greater demand at a premier price for their services. During recent years the demand for higher education is increasing throughout the world due to the fact of the improved economy and enhanced awareness to improve the quality of life. As demand for higher education increased new organizations entered the system either through government promoted universities or privately invested and managed universities to provide the higher education services to balance the demand. Many countries permitted and encouraged the concept of Private universities. But the private universities started recently throughout the world have invested a huge amount of money as infrastructure investment and as maintenance expenditure. To get a return on investment they have to plan their strategy which should be different from public financed Government universities due to the fact that the later is supported by the huge amount of public funds and had the monopoly in their service model so that they need not do innovations. However, the recently started private universities have to change their strategy to attract more students at premier course fee for sustainability. This made them to think seriously about new innovative strategies in higher education service model. Such innovation strategies for higher education quality model explores new approaches to equip everybody with the skills required to solve problems of the society towards the improving the quality of life through supporting radical innovation and continuous improvement in education systems. Various strategies

used in the strategic management of organizations are becoming popular in now a day and depending on the situation, organizations adopt one or more strategies like service differentiation strategy, monopoly strategy, sustainability strategy, survival strategy, mixed strategies, and sometimes alternative strategies for continued business. In higher education system model, however, the organizations and universities which are struggling to sustain without government subsidies are forced to adopt various strategies to be continued in their service business. In this paper, we have studied the availability of Private Universities in various countries around the world, Private Universities State-wise distribution in India and various higher educational service strategies followed by Private Universities in India under the headings of competitive strategies, monopoly strategies, sustainability strategies, and survival strategies. The paper also classifies the higher education strategies of Private Universities under the headings Admission strategies, Growth strategies, Course & Curriculum strategies, Research Strategies, Collaboration Strategies, Placement Strategies, and Technology adoption strategies to add competitive values to services provided to the stakeholders. It is found that identifying and adopting such innovative strategies in higher education, Private Universities are trying to establish themselves as a new and attractive model in offering higher education services. Such strategies of Private Universities also lead to the creation of a new niche in the higher education arena. Many papers have been published in related to the innovative strategies of private universities and institutions in Higher education during last few years [1-15]. Many private universities started during the 20th century in the United States could able to differentiate themselves compared to publicly funded universities due to the quality of education and higher education service we provided to the stakeholders.

The Times Higher Education World University Rankings 2016-2017 list the 980 top universities in the world, making it as a biggest international league table to date [16]. It is the only global university performance table to judge world class universities across all of their core missions – teaching, research, knowledge transfer, and international outlook. Table 1 lists the World Top 20 Universities from the Times Higher Education ranking list. From the Table 1, it is noted that out of Top 20 universities, 13 universities privately managed and out of 16 American Top universities 13 Top universities are private universities. This shows that private universities have better opportunities and autonomy innovate and grow through identifying and implementing the proper strategy. This result motivated us to study more about Private universities and their business strategies towards improving quality, courses, facilities, evaluation, and research contributions in selected cases.

Table 1 :World Top 20 Universities of 2016-17

S. No.	University	Country	World Rank	Public/ Private
1	University of Oxford	U.K.	1	Public
2	California Institute of Technology	USA	2	Private
3	Stanford University	USA	3	Private
4	University of Cambridge	U.K.	3	Public
5	Massachusetts Institute of Technology	USA	3	Private
6	Harvard University	USA	6	Private
7	Princeton University	USA	7	Private
8	Imperial College, London	U.K.	8	Public
9	ETH Zurich – Swiss Federal Institute of Technology Zurich	Switzerland	9	Public
10	University of California, Berkeley	USA	10	Public
11	University of Chicago	USA	10	Private
12	Yale University	USA	12	Private
13	University of Pennsylvania	USA	13	Private
14	University of California, Los Angeles	USA	14	Public
15	UCL	UK	15	Public
16	Columbia University	USA	16	Private
17	Johns Hopkins University	USA	17	Private

18	Duke University	USA	18	Private
19	Cornell University	USA	19	Private
20	Northwestern University	USA	20	Private

2. OBJECTIVE OF PRESENT STUDY:

The objective of the present paper is to study and compare various business strategies and innovations developed in higher education service model of selected private universities in India. This includes (but not limited to) the followings:

- To study about Private Universities in the major countries of the world.
- To study Private Universities in India and their State-wise distribution.
- To study various higher educational service strategies of Private Universities in India.
- To identify and analyse Admission based strategies, Growth oriented strategies, Academic excellence strategies, Research Oriented Strategies, Collaboration Strategies, Placement Oriented Strategies, Expansion & Foreign Collaboration Strategies, and Technology adoption strategies of some selected Indian Private Universities. Finally, some new strategies are suggested based on comparative observation.

The above objectives are achieved by studying Private universities in terms of their strategies. Only UGC recognized private universities which are the members of AIU (Association of Indian Universities) in India are considered for web-data collection [17] and analysis. The information provided in the respective university websites and selected as data are considered as primary data for the classification, comparison, and analysis.

3. PRIVATE UNIVERSITIES WORLD OVER:

Private universities are finding importance in all over the world due to many reasons including providing opportunities as well as quality education to needy people irrespective of their high score performance in qualifying examinations for admissions so that students get an opportunity based on their re-defined education goal. Due to the shortage of higher education institutions in a given country especially in developing countries compared to the country population, private universities are thriving in their number, this is also due to the reason that the Country governments are failed to promote the new universities as well as to subsidise the existing universities to cater the ever increasing the demand for higher education. Many countries promoted the private universities by attracting private investors to share the responsibilities of providing private universities [18].

Private universities are typically operated by non-governmental non-profit organizations like Trust, or Societies, and many receive tax breaks from the government for that purpose, receives student loans and scholarship offers, and sometimes developmental and research grants. Depending on the country, private universities may be subject to government rules, regulations and policies. Still, in many countries, most of the private universities are non-profit organizations contributing heavily to research and innovations. Table 2 lists a rough idea on the number of Private Universities in the major countries/continents of the world. From the table, it is noticed that Japan, being smallest country has 597 private universities which is the highest number and hence ranked first. Another small country Poland located in European continent has 321 private universities and hence ranked second. India is ranked third in terms of the number of private universities has currently 296 private universities as per University Grant Commission (UGC) a quality controlling and regulatory body of Government of India.

Table 2 : Private Universities in the major countries of the world

S. No.	Country	Continent	Number of Private Universities
1	Nigeria	Africa	60
2	Bangladesh	Asia	91
3	India	Asia	296
4	Japan	Asia	597

5	Malaysia	Asia	66
6	Pakistan	Asia	83
7	Thailand	Asia	37
8	Germany	Europe	83
9	Poland	Europe	321
10	Turkey	Europe	66
11	Chile	America	31
12	United States	America	More than 100

4. ADVANTAGES OF PRIVATE UNIVERSITIES COMPARED TO PUBLIC FUNDED UNIVERSITIES :

Even though private universities contribute to the higher education system and hence the economy of the country, they face lots of challenges during initial stage till they establish and reach a sustainable level. There are many advantages of higher education system due to the establishment of private universities and are listed in Table 3 under two parts as real advantages and imaginary advantages. Real advantages are the actual advantages due to the presence of private universities in a country and imaginary advantages are predicted advantages and which need be true every time.

Table 3 :Real and Imaginary advantages of Private universities in higher education system

S. No.	Real Advantages	Imaginary Advantages
1	Satisfying higher education demand	Reduced Govt. responsibility
2	More courses and Specializations	Decreased institute-industry gap
3	Investment in Education & Training	Industry oriented courses & curriculum
4	Autonomy and speed in decisions	Rapid changes and customized education
5	Effective utilization of technology	Efficient education delivery
5	Enhanced Research & Publications	Quality research & contribution
6	Better Education Service	Quality service to the stakeholders
7	Profit motivated performance	Innovations and Best practices
8	Employment creation for faculty and staff	Better employability for students

5. PRIVATE UNIVERSITIES IN INDIA:

India, being developing country and ranked second in population, has taken right step to enhance the higher educational facilities in the country without financial burden to the government by permitting to establish Private Universities in the country. Accordingly, based on section 22 of UGC act, the Indian government has allowed the state governments to establish private universities in the respective states. About 22 states in the country have utilized this opportunities to promote and permit private universities and as per UGC website information, presently 296 private universities are functioning in the country and are given the power to award degrees with nomenclature as specified by UGC with prior approvals designated statutory councils. However, all the Private Universities shall provide information relating to the undergraduate degree programmes, post-graduate degree/diploma programme(s), and research degree programmes including the eligibility criteria for admission of students, curriculum structure, contents, teaching and learning process, examination and evaluation system, and placement data to the UGC every year. As per such UGC regulations, private universities in different states of the country have started their higher educational service and formulating their strategies to provide quality and innovative education to attract many students in the areas of high demand in the industry and society. A good number of research studies have been carried out on challenges and opportunities for private universities in India [19-38], quality improvement in higher education [39-50], innovations and best practices in higher education [51-59], and research performance studies in higher education institutions [60-68]. In this paper, we have studied the activities of private universities in India which include number of Private universities in different states of the country, strategies of private universities in terms of their infrastructure, variety of courses, innovative curriculum, quality education through quality faculty, research investments,

research promotions, and research output, industry collaborations & knowledge transfer, foreign university & institutes collaboration, internationalization, placement services, and student involvement in the research.

Table 4 : Composition of various types of functioning Universities in India as on 05/06/2017 [69]

S. No.	University Type	Number	Percentage
1	Central Universities	46	5.8%
2	State Universities	359	45.3%
3	Deemed Universities	123	15.5%
4	Private Universities	264	33.3%
	Total	792	100 %

Out of 296 UGC listed private universities presently only 264 private universities started operation by developing required infrastructure and admitting students to various courses. As per the survey and the data depicted in table 5, out of 264 active private universities established by the year 2017, 90 of them are started before 2010 and remaining are started after 2010. Except few, most of the private universities are now in developing stage and due to heavy competition between public and private universities, are struggling to establish mainly due to financial constraints. Since the investments required on land, infrastructure, and faculty is very high and return on investment is very slow.

Table 5 : State-wise picture of the number of active Private universities started before and after 2010 [69].

S. No	State	No. of Private Universities	Started before 2010	Started after 2010
1	Arunachal Pradesh	7	0	7
2	Assam	5	2	3
3	Chhattisgarh	9	1	8
4	Gujarat	27	10	17
5	Haryana	19	4	15
6	Himachal Pradesh	17	9	8
7	Jharkhand	8	1	7
8	Karnataka	12	2	10
9	Madhya Pradesh	23	4	19
10	Maharashtra	6	0	6
11	Manipur	1	0	1
12	Meghalaya	8	6	2
13	Mizoram	1	1	0
14	Nagaland	2	2	0
15	Orissa	6	2	4
16	Punjab	14	3	11
17	Rajasthan	30	18	12
18	Sikkim	5	4	1
19	Uttarakhand	11	5	6
20	Uttar Pradesh	28	15	13
21	Tripura	1	1	0
22	West Bengal	8	0	8
Total			90	158

6. BUSINESS STRATEGIES OF INDIAN PRIVATE UNIVERSITIES:

Doing anything with profit motivation constitutes the business. Private universities have invested a huge amount of money and time for establishing the institution, naturally, they expect a return on investment and usually in such service business the return on investment is very slow. In addition, all

private universities face competition within the industry by other private, deemed to be private, state and central universities. In order to attract more students at premier annual course fee for sustainability and accelerated growth, private universities adopted various strategies as per the principles of strategic management. This include the elements of Michel Porter’s competitive or red ocean strategies [70], Han Kim’s monopoly or blue ocean strategies [71], Hou, Shengtian’s sustainability or green ocean strategies [72], Aithal’s survival or black ocean strategies [73-75], Aithal’s white ocean mixed strategies [76], Aithal’s alternative strategies [77]. Apart from these standard strategies used in business management models, there are many more strategies used in higher education institutions for sustainability [78-91]. In this section, we have identified and discussed such business strategies developed and followed by some of the identified private universities in India.

6.1 Admission Based Strategies:

Admission to various courses is the major challenge for private universities due to the fact that the revenue of the universities majorly depends on the fee collected from the students and in order to increase the revenue universities should either increase the number of courses or increase the intake of existing courses along with charging premier fee to the courses by differentiating them in terms of quality of service. Private universities follow various admission strategies to create a brand through various marketing strategies. Advertising the courses of the university at local level, national level, and international level to attract more students by offering innovative courses, attractive infrastructure, skill and confidence building activities, to boost independent thinking ability by involving them in research activities, provides opportunity to participate national and international events, special training and offering international companies placement opportunities etc. Admission strategies of private universities can be further divided into (1) Institutional strategies, (2) Student centric strategies, (3) Quality enhancement strategies, (4) Innovative strategies, (5) Competitive strategies and (6) other strategies [92]. By successfully implementing the above mentioned admission strategies, the universities can improve their Admission Yield. Admissions Yield is the percentage of students who enrol at a university after being accepted. The most sought-after colleges in the nation have yield rates ranging from 55-75%. Yield rates have been dropping because fewer courses have entry restriction like minimum percentage of marks as a cut-off, application fee, decreased demand for some courses based on decreased job opportunities or decreased demand. However, based on the brand image, the quality of infrastructure, unique and super-specialty programmes, universities can increase the demand for their courses and attract many student aspirants [92-95]. Some of the admission based strategies used by Indian private universities are identified and listed in Table 5.

Table 5 (a) : Some of identified admission based strategies followed by Private Universities

S. No.	Admission Strategies/Marketing Strategies	Name of University
1	Alliance Management Aptitude Test, personal interview, essay writing and oral extempore presentation and active usage of virtual media.	Alliance University
2	Student securing 80%+ agg. In class XII (CBSE/ISC/state-Boards of 2017/2018) are exempted from selection process. Selection will be only on the basis of Amity Application form and live counselling.	Amity University
3	Applicants are required to appear for the REVA University Management Aptitude Test (REVA MAT) conducted by REVA University and Applicants are required to appear for a Personal interview.	Reva University
4	The candidate holding 10+3 Diploma approved by state Board of Technical Education or any other board/ university as considered equivalent by Nirma University with min 50% agg marks will also be considered as eligible. Users should register a new account to log into the online application form. The login details will be used for filling admission form and checking the	Nirma- University

	status of the application later.	
5	To qualify for admission in Sharda University in its Under Graduate programme, the applicants must complete 17 years of age on 31st December of the academic year in which they are seeking admission and The University reserves its rights to judge the capability of a candidate through GD/PI before final admission.	Sharda University
6	Admits students to any course through merit-based procedure which differs from course to course followed by counselling, UG courses require 10+2 from a recognized board, Selection process for B.Arch requires to have valid score in architecture entrance tests, PG courses across different disciplines require the candidate to hold a UG degree in relevant field, Diploma courses require certificate/graduation as per the course, Admission to MBA will include personal interview, Admission mode is both online and offline, Candidates can download admission form the university website.	Integral University
7	Admissions through entrance test, admissions based on merit and personal interview.	Jaipur National University
8	Applicants applying for BBA (Hons) or Integrated BBA (Hons) + MBA need to appear for the (JSAT- Jindal Scholastic Aptitude Test). JSAT comprises of 120 Multiple choice questions to be attempted in 2 Hours with no negative marking from (English/Quantitative Aptitude & Logical Reasoning).SAT— Students securing above 1100 marks in SAT are exempted from appearing for UGAT or JSAT exam. UGAT- Students securing above 60 percentile in UGAT 2018 are exempted from JSAT / SAT and shall be eligible for direct admission.	O. P. Jindal Global University
9	Admission for B.Tech, MBA, Law, Management, Agriculture, Medical Science, Ph.D. need to attended the entrance test conducted by LPU	Lovely Professional University
10	An online test applicable for Under Graduate courses is being conducted for the students for analyzing their basic knowledge. Admission in all Masters Courses will be offered on the base of Academic Record of candidate. Admission in Ph.D. courses will be done on the basis of Academic Record, Entrance Test and Personnel Interview.	Maharishi University

Table 5 (b): Some of identified strategies followed by Private Universities to improve the admission demand.

S. No.	Admission Strategies/Marketing Strategies	Prominent Attributes	Name of the University
1	Institutional Objectives & Core Values	(1) Not-for-Profit	Amity University, Teerthanker Mahaveer University,
		(2) Research Driven	Amity University, Azim Premji University, M.S. Ramaiah University of Applied Sciences, Teerthanker Mahaveer University, Jaypee University of Information Technology-Solan, Nirma University, Shiv Nadar University, PES University, Dr. D. Y. Patil Vidyapeeth Pune,
		(3) International	Alliance University, Amity University,

		Exposure	Chitkara University, SRM University, NIIT University,
		(4) Scholarships	Teerthanker Mahaveer University, Nirma University, Azim Premji University, Lovely Professional University, Integral University.
2	Choice of Courses	(1) Many Faculties	Amity University, SRM University, Parul University, Lovely Professional University, Teerthanker Mahaveer University, Golgotias University, Jaipur National University
		(2) Variety of Courses	Alliance University, Amity University, SRM University, Parul University, Lovely Professional University, Teerthanker Mahaveer University, Golgotias University, Jaipur National University, M.S. Ramaiah University of Applied Sciences, Reva University, Sharda University.
		(3) More electives/ specializations	Alliance University, Reva University, Sharda University. Lovely Professional University, Srinivas University.
3	Publicity Strategy	(1) Prospectus	All Private Universities
		(2) Institutional website	All Private Universities
		(3) Advertisement in regional/national news papers	Many Private Universities
		(4) Online advertisements	Manipal University, Sikkim Manipal University, Sharda University, O.P. Jindal University, Alliance University, Reva University, Amity University, Parul University, Nirma University, Bannett University, Xevier University, etc.
		(5) Consultant Network	Sharda University, O.P. Jindal University, Alliance University, Reva University, Amity University, Parul University, Nirma University, Bannett University, Xevier University, Chitkara University, SRM University, NIIT University etc.
4	Criteria Adopted for Admission	(1) Multi-location Entrance Exam	Nirma- University, Reva University, Amity University, Bannett University, Xevier University, PES University, Chitkara University, SRM University,
		(2) Institutional Online Entrance Exam	All Private Universities
		(3) Direct Admission based on Merit of Passing Exam	All Private Universities
		(4) First come first basis based on Eligibility	All Private Universities

	(5) Agent/ Consultants/ Third party bookings	Almost all Private Universities
--	---	---------------------------------

6.2 Growth oriented Strategies:

Growth strategies of some selected private universities in terms of their infrastructure, variety of courses, tie-up with other national and foreign universities for student exchange, research collaboration etc [96-98]. This also includes the strategies adopted for internationalization of their UG, PG, and research programmes. Some of the identified growth strategies followed by Indian private universities are depicted in Table 6 (a). The growth strategy of private universities can be also be viewed in terms their decisions on starting the number of faculties and departments, number of courses they offer, number of foreign university collaborations and number of industry integrated courses in super-speciality areas (Table 6(b)). Offering many courses under many faculties and departments provides an opportunity to diversify the service and supports for sustainability. Some of the private universities are implementing a new strategy of expansion by starting the university branches in different locations of same State as well as different States. This allows them to use their brand name and brand image already created in other locations for enhancing admission and speedy growth in new locations. For example, by using the brand image as first private university in India, Amity university started its branches in many States and presently it has 10 universities in the Name and brand of Amity University located in 10 different States in India. The detailed information regarding multiple location expansion strategy of Indian private universities is depicted in Table 6(c).

Table 6 (a): Some of the identified growth based strategies followed by Private Universities

S. No.	Growth Strategies	Name of University
1	A pioneering formal tie-up between a UK university and a US university promises to be much more than a “mountain that brings forward a mouse”, a vice-chancellor has pledged and collaboration with 140 universities.	Alliance University
2	To create a forum for discussion, knowledge and idea sharing among the Indian corporate world and Amitians, Amity has facilitated interaction with more international experts than any other institution.	Amity University
3	University started its Distance Education with 78 students in 2010 and within a span of 6 years the University now has over 6000 students from 113 different countries under DBU-Global.	Don Bosco University
4	Sharda University (SU) is a leading educational institution based out of Greater Noida, <u>Delhi NCR</u> . The University has a multi-discipline campus in the NCR, spread over 63 acres. Sharda University offers 180+ courses at undergraduate, postgraduate and doctorate levels. The University has tie-ups with 110 + colleges around the globe. <u>UK</u> , <u>US</u> , <u>China</u> , <u>Australia</u> , <u>Africa</u> are few countries for semester exchange program.	Sharda University
5	The University plays a significant role in contributing to the nation’s talent pool. Transparent procedures, merit-based intake criteria and efforts to provide the best of facilities have been marked features.	Sikkim Manipal University
6	REVA University is well planned and designed based on in-depth analysis and research with emphasis on knowledge assimilation, practical applications, hands-on training, global and industrial relevance and their social significance. It also provides opportunities for students to earn more credits and thereby acquired additional Proficiency Certificates and Diplomas.	Reva University
7	CMR is continuously innovating on curriculum delivery, and	CMR University

	strive to bring the best educational experience to the classroom. The students benefit tremendously from the strong cross-competencies across the group. Placement opportunities abound since students have access to a vast network of faculty, educational infrastructure and various learning tools & resources. With over 20 years of experience in delivering academic excellence, CMR is able to provide every student with a values-based, comprehensive, top-notch education.	
8	The university has a Global library which spread over 10000 square feet with more than 48000 prints volumes includes books, monographs, research reports etc. It also has international collaboration programme which includes students exchange programme- BA and MA students spend 1-2 semesters at a partner university, collaborative degree programme- students spend 1 year at a partner university. Some of the global tie ups are Bush School of Government, Texas A&M University, USA; Daemen College, USA; University of Warsaw, Poland; Balsille School of International Affairs, Canada; Leiden University, Netherlands; KoC University, Turkey; University of Basel, Switzerland; Ontario University, Canada; Long Island University, USA; National Chengchi University, Taiwan; Tsing Hua University, Taiwan; School of Public and Environmental Affairs, Indian University, USA; Pontificia Universidad Catolica de Valaparisson, Chile; Willam Paterson University, USA; Leeds University, UK ; Katholieke University, Leuven, Belgium; Tel Aviv University, Israel; and Arab International University	O.P. Jindal Global University
9	The Institute is aiming to emphasize on Outcome Based Education (OBE), Experiential Education (through Project Based Learning), research in thrust areas with translational impact, and the creation of engineers as leaders in society. For admission process the candidate should have appeared JEE (For 35% All India Seats and NRI Sponsored Category). It provides a wide platform for research and development programme Civil Engineering, Chemical engineering, Computer science, Electronic and Communication, Management etc.	Nirma University
10	Chitkara University offers programs which prepare students for the real world and offer the opportunity for practical, hands-on experience, internships and projects. Courses are being taught using the PBL approach where students apply their knowledge to solve problems they may encounter in a professional context. Summer internship in the companies and industry of their own choice to learn the practical functioning of business organization. Integrated Learning Projects are given to student. They have foreign collaboration with 127 universities and industry collaboration with 34 industry for the student development,	Chitkara University

Table 6 (b) Some of the identified growth strategies based on Courses and collaborations

S. No.	University	No. of Faculties /Dept.	No. of Courses	No. of Faculty Members	No. of foreign University Collaborations	No. of Industry collaborative courses
1	Amity University Group	24	155	4500	08	03
2	Alliance University	04	21	113	73	04

3	SRM University	03/11	36	1257	16	03
4	Lovely Professional University	59	84	3500	30	08
5	Nirma University	12	16	214	03	0
6	O.P. Jindal Global University	06	12	25	28	0
7	Azim Premji University	04	06	82	40	0
8	Assam Don Bosco University	04	23	230	06	0
9	Chitkara University	16	57	320	127	11
10	Ashoka University	-	26	75	08	0
11	Reva University	06/13	61	800+	-	05
12	NIIT University	06	20	59	06	06

Table 6 (c): Some of the identified growth strategies based on expansion to multiple locations (Both Private & Deemed)

S. No.	University	No. of Units	City/ State	Country
1	Amity University	10	Gurgaon, Haryana, Gwalior Madhya Pradesh, Jaipur Rajasthan, Jharkhand Ranchi, Kolkata West Bengal, Mumbai, Maharashtra, Noida Delhi NCR, Raipur, Chhattisgarh, Lucknow, Greater Noida, Uttar Pradesh,	India, London, Dubai, Singapore, Mauritius, Abu Dhabi, South Africa, Romania, China.
2	VIT University	04	Andhra Pradesh, Bhopal, Vellore. Chennai	India
3	SRM University	04	Chennai, AP Amaravati, Haryana, Sikkim	India
4	Manipal University	05	Manipal, Mangalore, Sikkim, Jaipur, Dubai.	India UAE
5	AISECT University	02	Jharkhand, Madhya Pradesh Bhopal,	India
6	ICFAI University	04	Chhattisgarh (Raipur), Himachal Pradesh, Jharkhand, Uttarakhand	India
7	Rai University	02	Gujarat Karnataka	India
8	Sandip University	02	Madyapadesh Maharashtra	India
9	Symbiosis University	02	Maharashtra Madyapadesh	India
10	ITM University	03	Gwalior (Madhya Pradesh), Chhattisgarh, Gujarat	India
11	Career Point University	02	Himachal Pradesh, Rajasthan	India
12	Chitkara University	02	Himachal Pradesh, Punjab	India
13	Jaypee University	04	Uttar Pradesh (Anoopshahr), Uttar Pradesh (Noida), Himachal Pradesh (Solan), Madhya Pradesh (Guna)	India
15	Maharishi Markandeshwar University	02	Haryana (Ambala), Himachal Pradesh (Kumarhatti)	India

6.3 Academic Excellence Strategies:

The primary objective of every higher education institution is achieving academic excellence by designing industry oriented, futuristic courses with related subjects and effective curriculum in a chosen area of expertise to provide professional knowledge, skills, experience, attitude and confidence to do innovation. Every university designs the pedagogy to support its innovative teaching and learning methodologies to create innovators who can contribute to the nation/ society to improve the quality of human life. Private universities have opportunities through their autonomy and ability to speed up decisions to take quick measures to achieve such objectives [99-113]. Table 7 lists some of the academic excellence strategies followed by selective private universities in India.

Table 7: Some of identified Academic excellence based strategies followed by Private Universities

S. No.	Academic Excellence Strategies	Name of University
1		
2	The Amity Corporate Resource Centre acts as an interface between the students, faculty, and the corporate world to initiate continuous interaction with the industry, sharing the industry experiences, understanding industry needs and providing the required support to the corporate world.	Amity University
3	Alliance University offers programs that it was already offering before becoming a university – the undergraduate and postgraduate degrees in business administration, programs for working professionals, and customized programs for the armed forces. In the recent years, new programs have been introduced through the colleges affiliated to the university.	Alliance University
4	Education at the university is focussed on equipping students with the critical skills they need to compete in today's globalized world. Whether they choose to be entrepreneurs or build careers with leading organizations, their time at the university gets them started on the way to their goals. That's why we call it education for the real world.	PES University
5	The university tries to provide academic excellence by providing live projects, industry immersion, interdisciplinary minors, curriculum innovations, guest lectures /workshops, assessments and evaluations, and mentoring & advising.	Lovely Professional University
6	The University has students from over 74+ countries other than India and has thus become a melting pot of diverse cultures, backgrounds and ethnicities. Other than providing us with a sense of "Global Togetherness", this cultural diversity at the campus also benefits our students in a host of different ways.	Sharda University
7	University emphasizes on continuous growth of its students through various innovative practices. This include : (1) Academic Development and Research Cell to develop, monitor and enhance all academic activities, (2) Outcome Based Education through outcome based - curriculum, teaching, learning and assessment, (3) Unique Grading System that enables systematic evaluation, (4) Different Research Centers to enhance the research skills of the students and faculty members, (5) Centre for Continuing Education, (6) Internal Quality Assurance Cell to improve the quality of all our academic processes (7) Value Added Courses, Skill- Development Courses, Modular Courses, Enrichment Courses and Humanities Courses in addition to	Nirma University

	the regular curriculum.	
8	Unique strategy of Selection and Appointment of only Ph.D. and Post Doctorate degree holders as faculty members. They claim that VIT Bhopal is first and only one private University in India which has 100 % Doctoral Faculty qualified from prestigious institutions in the country and Universities abroad.	VIT University, Bhopal
9	The first integrated Lecture and Laboratory learning platform in the country, the University launches the first integrated 'Lecture and Laboratory' learning platform in the country, through novel studio based classrooms that have no black boards and back benches.	VIT University, Bhopal
10	Mandatory course credits for Swachh Bharat initiatives have been integrated in the curriculum. This 'Clean India' drive will inspire them to take responsibility in keeping the environment clean.	VIT University, Bhopal
11	Introducing super-speciality curriculum for Post Masters one year program (M.Phil.) by adding new age subjects along with research project. For example, MPhil-Data Analytics & Cloud Computing, and MPhil-Big Data and Business Analytics.	Srinivas University, Mangalore, Karnataka
12	Semester abroad programme in B.Tech., MBA (Hotel Management), and M.Tech. courses in the form twinning / dual degree at USA, UK, Germany, Switzerland, Netherland, and Australia.	SRM University, Haryana
13	Establishing strong industry connect across the entire supply chain, that is from sourcing prospective students through curriculum design and delivery to placing the students into industry as 'interns' first and employees later. The industry collaboration is not just limited to assured internships and placements but it extends to co-creation of the curriculum, regular expert lectures and talks by industry experts, joint research and evaluations.	NIIT University, Punjab.
14	Though private university, it follows low fees and high quality strategy with 23 faculty in diverse area of higher education with high focus on Research degrees.	Teerthanker Mahaveer University, U.P.

6.4 Research Oriented Strategies:

The major objective of higher education is creating new knowledge through active participation in research and development. Higher education institutions grow only if they become research institution by involving both faculty members and students in research activities. Private universities also have similar responsibilities to involve in research and boost their research output in terms of publications and patents. Research contribution of an organization in terms of research output is an important and highly weighted parameter considered for calculation of institutional/university ranking. Private universities follow various Research Strategies in terms of their research investment, research promotion, and research output etc. to enhance their research contribution and improve their ranking in national and international level which increases their brand value and in turn improves and quality admission.

Some of the research oriented strategies followed by private universities to aggressively improve their research performance are starting research centres in new age and futuristic research areas, seeking funding for research from external agencies, orienting faculty members and students in research related activities, encouraging faculty and students in research and publications, institutional budget for research activities, institutional patent support cell, research based student projects, collaboration

with many govt. and private research institutions both at national and international level, joint research with other universities, institutional journals to speed up publications, Creating awareness and networking by arranging many conferences in different subject areas, instituting various research performance based awards to faculty members and students based on their individual research index etc [114-119]. Table 8 lists some of the research strategies followed by Indian private universities to promote research activities leading to enhanced research contribution to the society.

Table 8: Some of identified Research based strategies followed by Indian Top Private Universities.

S. No.	Research based Strategies	Name of Prominent Universities following such strategies
1	Appointment of research background faculties	Alliance University, VIT University Vellore, Manipal University, Amrita University Coimbatore, Amity University, Noida, Sharda University, Lovely Professional University, Bharati Vidyapeeth Pune, SRM University, Chennai
2	Starting Research Centres	Amrita University, Coimbatore, SASTRA University, Thanjavur, Bharati Vidyapeeth, Pune, SRM University, Chennai, Thapar University, Patiala, Amity University, Noida, Alliance University, Sharda University, Lovely Professional University.
3	Starting Research Programmes leading M.Phil., Ph.D. and Post Doctoral degrees	Amity University, Noida, Alliance University, Sharda University, Srinivas University.
4	Incentives to Research & Publications	Amity University, Noida, Alliance University, Sharda University, Manipal University, Manipal, Amrita University, Coimbatore.
5	UG & PG students involvement in research & Publications	Alliance University, Manipal University, Amity University, Noida, Sharda University, Lovely Professional University, SRM University.
6	Offering Research Fellowships	Alliance University, VIT University, Amity University, Noida, Sharda University, Lovely Professional University, SRM University, O.P. Jindal Global University, Nirma University, Bannett University, Xevier University.
7	University Research projects	VIT University Vellore, BITS, Pilani, Manipal University, Manipal, SRM University, Amity University, Noida, Alliance University, Sharda University, Lovely Professional University.
8	University Press for Journal and Books publications	Alliance University, O.P Jindal Global University, Amity University, Sharda University, Lovely Professional University, Srinivas University.
9	University Journals	Alliance University, Amity University, CMR University, Srinivas University.

6.5 Collaboration Strategies:

Collaboration Strategies in terms of industry & other institutes collaborations, foreign university & institutes collaboration, Indian private universities joined a hand with foreign universities which have a good reputation all over the world. They provide UG and PG and Research and development programs from their partner universities in India it also provides exchange programs [120-123]. Some of the identified collaboration strategies followed by Private Universities is given in table 9.

Table 9: Some of the identified collaboration strategies followed by Private Universities

S. No.	Collaboration based	Name of Prominent Universities following such
--------	---------------------	---

	Strategies	strategies
1	Placement collaboration	Assam Don Bosco University, Ganpat University, Dhirubhai Ambani Institute of communication and Technology, Amity University, Nirma University, OP Jindal Global University, Baddi University, Alliance University. Azim Premji University Sharada University, Sikkim Manipal University.
2	Student exchange program	Sharda University, Sikkim Manipal University, Alliance University, OP Jindal Global University, Amity University.
3	Faculty exchange program	OP Jindal Global University, Alliance University, Amity University, Sharada University.
4	International project collaboration	Assam Don Bosco University, Ganpat University, Dhirubhai Ambani Institute of communication and Technology, Amity University, Nirma University, OP Jindal Global University, Baddi University, Alliance University. Azim Premji University Sharada University, Sikkim Manipal University.
5	Internship collaboration	Amity University, OP Jindal Global University, Dhirubhai Ambani Institute of communication and Technology.
6	Research and development collaboration	Assam Don Bosco University, Ganpat University, Dhirubhai Ambani Institute of communication and Technology, Amity University, Nirma University, OP Jindal Global University, Baddi University, Alliance University. Azim Premji University Sharada University, Sikkim Manipal University.
7	Study abroad program	Alliance University, Amity University, Ganpat University, Nirma University, Baddi University, Dhirubhai Ambani Institute of communication and Technology, OP Jindal Global University etc.
8	Industry collaboration for course design & delivery with IBM, Oracle, iNurture, ISDC, etc.	Sharda University, Srinivas University, CMR University, DayanandSagar University, PES University, OP Jindal Global University, SRM University, Reva University, Xavier University, Teerthankar Mahaveer University, Ganpat University, J.K. Lakshmiapat University, Srinivas University, Northcap University, OP Jindal Global University, Assam Downtown University, KL University etc.

6.6 Placement Oriented Strategies:

Most of the private universities are developing the most effective job placement strategies by involving industries in programme planning, curriculum design to provide best placement to students and their involvement in research activities. Placement strategies of these universities include placement services, training students to make them industry ready, adopting online placement components, student-company focus strategies, student involvement in research, and innovation & best practices in placement services [124-130]. Some of the identified placement strategies followed by many Private Universities are listed in Table 10.

Table 10: Some of the identified placement strategies followed by Private Universities

S. No.	Placement based Strategies	Name of Prominent Universities following such strategies
1	Encouraging online placement model	Amity University, Sharada University, Nirma

	in the campus	University, Srinivas University
2	Engaging the private sector in hiring (Tie-up)	Amity University, Alliance University, Christujayanthi University, Reva University
3	Career planning and support	VIT University, Ganpat University, Nirma University, Sharada University
4	Using technology effectively	Sharada University, Amity University, Alliance University, Azim Premji University, Jaipur National University
5	Project and Internship	OP Jindal Global University, Jaypee Institute of technology, Assam Don Bosco University, Amity University
6	Infrastructure development	Azim Premji University, Amity University, Nirma University, NIMS
7	Confidence Enhancement Programme	Assam Don Bosco University, Amity University, Alliance University, O.P Jindal Global University
8	Capacity building of Students	OP Jindal Global University, Jaypee Institute of technology, Assam Don Bosco University, Amity University, Alliance University, OP Jindal Global University
9	Focus on following on-line placement model and industry based target	Srinivas University, Amity University, VIT University, SRM University
10	Preparing the students for a particular industry and providing stipend during study and absorbing to the company soon after completion of the course	Azim Premji University, VIT University, Alliance University, Amity University

6.7. Admission Expansion & Foreign Collaboration Strategies:

Academic collaboration programs between the foreign universities and Indian institutions and organizations are aimed at meeting the rapidly growing Indian educational needs by leveraging mutual capabilities. A part of the core mission of all educational institutions is to prepare their students to compete in the global economy. These collaboration programs contribute to that goal by giving students and faculty member's international experience and global perspectives [131-133]. Collaboration strategies are of four types :

(1) First type of collaboration is for increasing the admission based on having tie-up with educational institutions which supply students after their first degree for higher education in Universities. This can exist at local level, country level, and international level. These collaborations will be intended to increase the admission through promoting the unique, innovative and futuristic courses for the students studying at intermediate level of collaborative institutions. Such tie-ups can be also planned through those NGO's which sponsor scholarships for a group of students for their higher education through their Corporate Social Responsibility (CSR) or charitable activities. Universities can also follow a strategy of promoting tie-ups with governments of different countries so that government sponsored students of various countries will get admission to make the university campus truly international. Another category of admission based collaboration is industry tie-up for sponsored students with stipend and promised job offer.

(2) The second type of collaboration is providing further study or advanced study or research opportunities for the students of the university in mostly foreign developed countries. For example, some Indian private universities have established tie-up with top universities of USA, UK, Australia and some other developed European countries for further advanced studies through direct admission from the University campus.

(3) The third type of collaboration is for student exchange and faculty exchange for short term training. This may happen for outbound training or inbound training. This also includes semester

abroad programmes, dual degree programmes, and accepting the credits scored by other universities including foreign universities while awarding degrees etc.

(4) Research collaboration with national and international industries and universities. This include collaborative research, organization of collaborative conference, collaborative projects and availing Govt. and NGO funding, and any other strategy which boost joint research and publications of faculty members of different universities and research centres.

(1) Expansion within the State:

Attracting the students from different locations of the state and country is the primary challenge to any private university. Within a given state, the universities follow many strategies as listed in the Table 11 to attract local students.

Table 11: Some of the identified local expansion strategies followed by Private Universities :

S. No.	Local expansion Strategies	Name of Prominent Universities following such strategies
1	Nominal Fees	Assam Don Bosco University, Ahmadabad University, Dhirubhai Ambani Institute of Information and Communication Technology, Nirma University, Jaypee University, Lovely Professional University.
2	Quality faculties	Sharada University, Amity University, Alliance University, Azim Premji University, University of Petroleum and Energy Studies.
3	Research and development	Assam Don Bosco University, Ganpat University, Dhirubhai Ambani Institute of communication and Technology, Amity University, Nirma University, OP Jindal Global University, Baddi University, Alliance University. Azim Premji University Sharada University, Sikkim Manipal University.
4	Sports and cultural activities	Sharada University, Assam Don Bosco University, OP Jindal Global University, Azim Premji University, Baddi University, Amity University, Alliance University, Jaipur University.
5	Campus Environment	Jaypee University, VIT University, SRM University, Christ University, Alliance University, Amity University.
6	Other branches	Amity University, VIT university, Srinivas University, The Institute of Chartered Financial Analyst of India University, Assam Don Bosco University, Alliance University(City).
7	Industrial visit	Chitkara University, Sharada University, Assam Don Bosco University, OP Jindal Global University, Azim Premji University, SRM University, VIT University, Satyabhama University.
8	Innovative classroom	Assam Don Bosco University, Ganpat University, Dhirubhai Ambani Institute of communication and Technology, Amity University, Nirma University, OP Jindal Global University, Baddi University, Alliance University. Azim Premji University Sharada University.

(2) Expansion to Outside the State:

Since there are many private universities are competing each other in a given state and less universities in many neighbouring states due to imbalance in state wise availabilities of universities, many private universities forming their strategies to attract students from neighbouring states. Table

12 identifies such strategies followed by many Private Universities to admit students from other states of the country.

Table 12: Some of the identified National expansion strategies followed by Private Universities

S. No.	National expansion based Strategies	Name of Prominent Universities following such strategies
1	Marketing strategy	Dhirubhai Ambani Institute of Information and Communication Technology, Sharda University, Ganpat University, Srinivas University, Maharishi University of Management and Technology
2	Best faculties	Alliance University, Amity University, Sharda University, VIT University, SRM University, Dhirubhai Ambani Institute of Information and Communication Technology, Azim Premji University.
3	Research and development	Alliance University, Amity University, Dhirubhai Ambani Institute of Information and Communication Technology, University of Science and Technology, Lovely Professional University, NIMS, Jaipur National University.
4	Good brand name	Amity University, Azim Premji University, Dhirubhai Ambani Institute of Information and Communication Technology
5	Achievements & results	Assam Don Bosco University, Dhirubhai Ambani Institute of Information and Communication Technology, Jaipur National University
6	Innovative Teaching plan	NIMS, Alliance University, Assam Don Bosco University, Dhirubhai Ambani Institute of Information and Communication Technology, Indus International University, Jaypee University of Engineering and Technology
7	Attractive facilities (hostels and canteen)	VIT University, Alliance University, Dhirubhai Ambani Institute of Information and Communication Technology, Jodhpur National University
8	Technological support (WI-FI)	Jodhpur National University, Amity University, Srinivas University, Alliance University, Baddi University, VIT University, Dhirubhai Ambani Institute of Information and Communication Technology.
9	Library	NIMS, Alliance University, VIT University, Azim Premji University, SRM University, Jodhpur National University, Jaipur National University
10	Strong alumina	VIT University, Alliance University, Amity, Sikkim Manipal University, NIMS

(3) Expansion to Other Countries:

Three major strategies found in private universities are using agent networks to get admissions from other countries, participating education expos held in other countries, establishing collaborative tie-up with the education institutions of other countries to get higher education admissions, and offering admissions to sponsored students of the governments of various countries. Table 13 lists some of the strategies followed by Indian private universities to attract foreign student's admissions to their courses.

Table 13: Some of the identified global expansion strategies followed by Private Universities

S. No.	Global Expansion based Strategies	Name of Prominent Universities following such strategies
1	Student Exchange program	Amity University, Sharda University, VIT University, Alliance University, Azim Premji University, OP Jindal Global University
2	International projects	OP Jindal Global University, Amity University, SRM University
3	International internship	VIT University, Amity University, OP Jindal Global University, NIMS
4	International course exchange program	SRM University, Amity University, Alliance University, VIT University
5	Research and Development	VIT University, Amity University, OP Jindal Global University, NIMS, Jaipur National University
6	Strong marketing strategy	Amity University, Sharda University, VIT University, Alliance University, Azim Premji University, OP Jindal Global University
7	International Industrial Visits	SRM University, Amity University, Alliance University, VIT University, Azim Premji University
8	International Training Program	OP Jindal Global University, Amity University, Dhirubhai Ambani Institute of Information and Communication Technology.

6.8. Technology Adoption Strategy :

Adoption of latest technologies in higher education delivery model is the present strategy of many Indian private universities. Adding online components in advertisements related to the brand building, providing information through the dynamic website, using data-mining and data analytics techniques to collect information from website visitors, attracting applications through online for admission, conducting entrance exams online for admission to different courses, recruiting faculty members through online advertisement and interviews, including online components in the regular course modules, providing free high speed internet services in the campus and hostels, online industry processes demonstration, arranging webinar conferences between collaborative institutions, organizing faculty development programmes online by national or foreign experts, providing digital library facility (both books and Journals) to every stakeholder online, adoption of technology in teaching – learning processes using advanced Educational Management System, automated examination-evaluation system for the quick announcement of results, and advanced alumni relation management system through institutional website etc. Using optimum technological strategy private organizations are trying to surpass public funded universities [134-156]. The traditional delay in decision making process related to adoption of latest technologies in public funded Govt. universities made the private universities to overtake, differentiate, and stand out in terms of adding values to their services by adopting latest technologies in education services. Table 14 lists some of the above technology features and strategies adopted by private universities in India.

Table 14 : Some of the identified strategies followed by Indian Private Universities to adopt latest technologies.

S. No.	Latest Technology Adoption strategy in HE Service model	Name of Prominent Universities following such strategies
1	Adding online components in advertisements related to brand building	Amity University, Reva University, Sharda University, Alliance University, Manipal university. Integral University, Jaipur National University, O.P. Jindal Global University
2	Providing information through	Amity University, Sharda University,

	dynamic website	Alliance University, Integral University, Jaipur National University, Chitkara University O.P. Jindal Global University
3	Attracting applications through online for admission	Amity University, Integral University, Jaipur National University, Manipal university,
4	Conducting entrance exams online for admission to different courses	Amity University, PES University, Sharda university, Presidency university, Alliance university, Reva university, Manipal university, Lovely professional university
5	Recruiting faculty members through online advertisement and interviews	Amity University, Sharda university, Shiv Nadar University, Bennett university
6	Including online components in the regular course modules,	Amity University, Srinivas university, Bennett university, NIIT university
7	Providing free high speed internet services in the campus and hostels,	Amity University, Integral University, Jaipur National University, O.P. Jindal Global University
8	Arranging webinar conferences between collaborative institutions	Amity University, Lovely professional university,
9	Online industry processes demonstration	Amity University
10	Organizing faculty development programmes online by national or foreign experts	Amity University
11	Providing digital library facility (both books and Journals) to every stakeholders online	Amity University, Shiv Nadar University, Bennett university, Chitkara University
12	Adoption of technology in teaching – learning processes using advanced Educational Management System	Amity University, Jaipur National University, SRM University, Chitkara University
13	Automated examination-evaluation system for quick announcement of results	Amity University, Manipal university, Reva university, Srinivas university
14	Advanced alumni relation management system through institutional website	Amity University, Jaipur National University, Alliance University
15	High Tech classroom to enable peer learning, through interactive demonstrations, projects, case studies and debates. Courses are innovatively designed to incorporate latest developments in academic research and industrial practice to broaden employment prospects.	VIT-Bhopal, Jaipur National University, O.P. Jindal Global University, Alliance University, Presidency University, Manial University,

6.9 Other Strategies :

Other strategies like (1) Maintaining green & clean campus with green electricity, green building, green cooking, water & material recycling for self-sustainability etc.(2) Earn while learn programs to the students by providing working opportunities to the students in the campus by setting up university technology transfer corridors /business parks, etc.:(3) Setting up their own software companies to allow students to work in live projects and/or work in KPO/BPO sector during free time [157-158]. (4) Private universities also focus on providing attractive infrastructure, high tech sport and games facility, good hygienic cafeteria and games facility, Healthcare facility to the stakeholders, are also essential for attracting more students for the campus.

7. SUGRESSIONS :

Based on studying the strategies followed by Indian private universities and the resultant improvement in admission, quality improvement in service processes, internationalization of collaborations, and improved employability of students through their graduate attributes of enhanced self-confidence and independent thinking ability along with improved knowledge, skills, experience and finally positive attitude, following suggestions for improvements in strategies are postulated.

(1) An international grade infrastructure with modern ambience and high tech culture along with residential campus facility can attract many students to the university.

(2) Highly qualified and committed faculty members who can inspire the student community as role models are essential and the university should follow a strategy to identify, invite, attract, utilize and retain such faculty in the campus.

(3) Designing new innovative futuristic courses, super speciality courses, identifying related new age subjects in a new course, improving/re-defining existing courses using their autonomy and as per present and future industry requirements.

(4) Re-inventing courses, curriculum, and teaching-learning methodology to make graduates as employable, innovators, industry drivers, and much importantly change leaders.

(5) Adopting technology in every stage and process of admission, course planning & delivery, examination and evaluation process, placement support and finally to maintain alumni network for life-long support.

(6) Involving relevant industries in course planning, curriculum design, involvement in teaching, training, and evaluation and offering placement is a unique strategy so that industry integrated programs can be offered.

(7) In another strategic model, called 'Industry focused PG program' where an UG/PG program designed specifically for one industry to provide an opportunity to the students to encash all potential job opportunities and face potential challenges in that industry by providing super specialization opportunity in that industry alone.

(8) Expanding University branches within the country and outside the country to attract different students through their brand image through unique model of imparting higher education and marketing strategy.

(9) Private universities should provide student and faculty exchange programmes between States and between Countries by making it as mandatory in some programmes to provide global exposure for our students.

(10) The universities should have tie up or collaboration with industries for providing internship global exposure in the sector.

8. CONCLUSION:

Presently in India there are 264 private universities in the country spread over 22 states. Due to non-availability of any financial support from the state and central governments, private universities are trying to sustain through their only strategy of service differentiation through 21st century infrastructure, curriculum and industry integrated programme design. In this paper, we have studied the business strategies of some of the private universities in India which include number of Private universities in different states of the country, (1) Growth strategies of some selected private universities in terms of their infrastructure, variety of courses, and fee structure of various courses, (2) Admission Strategies, (3) Innovative strategies in terms of innovative curriculum, quality education through quality faculty etc., (4) Research Strategies in terms of their research investments, research promotions and research output etc., (5) Collaboration Strategies in terms of industry & other institutes collaborations, foreign university & institutes collaboration, (6) Placement Strategies in terms of placement services, (7) Technology adoption strategies to add competitive values to services provided to the stakeholders, and (8) Student involvement in research. The paper also suggests some recommendations based on observations and intuition to improve the business strategies and innovations to improve the performance and brand image of private universities.

REFERENCES :

[1] Aithal, P. S., Srinivas Rao, A. & Suresh Kumar, P. M. (2014). Quality in Higher Education. Srinivas Publishers, pp. 1-330. ISBN: 978-81-929306-5-7. DOI : <https://doi.org/10.5281/zenodo.243415>.

- [2] Rogers, D. L. (2000). A paradigm shift: Technology integration for higher education in the new millennium. *AACE Journal*, 1(13), 19-33.
- [3] Obendhain, A. M., & Johnson, W. C. (2004). Product and process innovation in service organizations: The influence of organizational culture in higher education institutions. *Journal of Applied Management and Entrepreneurship*, 9(3), 91.
- [4] Cullen, J., Joyce, J., Hassall, T., & Broadbent, M. (2003). Quality in higher education: from monitoring to management. *Quality Assurance in Education*, 11(1), 5-14.
- [5] Aithal, P. S. (2016). Creating Innovators through setting up organizational Vision, Mission and Core Values : a Strategic Model in Higher Education. *International Journal of Management, IT and Engineering (IJMIE)*, 6(1), 310-324. DOI :<http://doi.org/10.5281/zenodo.161147>.
- [6] Dodds, T. (2007). Information technology: A contributor to innovation in higher education. *New Directions for Higher Education*, 2007(137), 85-95.
- [7] Venkatraman, S. (2007). A framework for implementing TQM in higher education programs. *Quality assurance in education*, 15(1), 92-112.
- [8] Hazelkorn, E. (2015). *Rankings and the reshaping of higher education: The battle for world-class excellence*. Springer.
- [9] Shailashri, V. T. & Surekha Shenoy (2017). Indian Education - Global Relevance. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 1(2), 93-102. DOI: <http://dx.doi.org/10.5281/zenodo.1133687>.
- [10] Hornsby, D. J., & Osman, R. (2014). Massification in higher education: large classes and student learning. *Higher Education*, 67(6), 711-719.
- [11] Mäkimattila, M., Junell, T., & Rantala, T. (2015). Developing collaboration structures for university-industry interaction and innovations. *European Journal of Innovation Management*, 18(4), 451-470.
- [12] Amaral, L. P., Martins, N., & Gouveia, J. B. (2015). Quest for a sustainable university: A review. *International Journal of Sustainability in Higher Education*, 16(2), 155-172.
- [13] Aithal, P. S. & Shubhrajyotsna Aithal, (2016). Impact of On-line Education on Higher Education System. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), 225-235. DOI :<http://doi.org/10.5281/zenodo.161113>.
- [14] Aithal, P. S., Srinivas Rao, A. & Suresh Kumar, P.M. (2015). How Innovations and Best Practices can Transform Higher Education Institutions : A case study of SIMS. *International Journal of Management (IJM)*, 6(2), 83 – 98. DOI: <http://doi.org/10.5281/zenodo.61594>.
- [15] Aithal, P. S., & P. M. Suresh Kumar, (2016). Maintaining Teacher Quality in Higher Education Institutions, *International Journal of Current Research and Modern Education (IJCRME)*, 1(1), 701-711. DOI :<http://doi.org/10.5281/zenodo.160946>.
- [16] <https://www.timeshighereducation.com/world-university-rankings/2017/world-ranking#>
- [17] Umbach, P. D. (2004). Web surveys: Best practices. *New directions for institutional research*, 2004(121), 23-38.
- [18] https://en.wikipedia.org/wiki/Private_university retrieved on 10/12/2017.
- [19] Bagla, P. (1995). India proposes private universities. *Science*, 270(5237), 730-731.
- [20] Aithal, P. S. & Suresh Kumar, P. M. (2016). Opportunities and Challenges for Private Universities in India. *International Journal of Management, IT and Engineering (IJMIE)*, 6(1), 88-113. DOI :<http://doi.org/10.5281/zenodo.161157>.
- [21] Ranjan, R. (2014). Private Universities in India and Quality of Education. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 1, 140-144.

- [22] Altbach, P. G. (1999). Private higher education: Themes and variations in comparative perspective. *Prospects*, 29(3), 310-323.
- [23] Ajadi, T. O. (2010). Private universities in Nigeria—the challenges ahead. *American journal of scientific research*, 7, 15-24.
- [24] Obasi, I. N. (2007). Analysis of the emergence and development of private universities in Nigeria (1999-2006). *Journal of Higher Education in Africa*, 5(2 & 03), 39-66.
- [25] Haihua, H. (2009). Development of Indian Private Colleges and Its Inspiration for Chinese Private Universities [J]. *Private Education Research*, 9, 015.
- [26] Kumar, G. N. (2008). Role for private universities in developing higher education in India. *Current Science*, 95(8), 1003-1003.
- [27] Angom, S. (2015). Private Higher Education in India: A Study of Two Private Universities. *Higher Education for the future*, 2(1), 92-111.
- [28] Levy, D. C. (2006). The unanticipated explosion: Private higher education's global surge. *Comparative education review*, 50(2), 217-240.
- [29] Reddy, J. M., & Sujit, K. S. (2004). Higher education: The role of private universities in India. *The IUP Journal of Public Finance*, 2(4), 70-77.
- [30] Powar, K. B. (2015). India's Private Universities: Solutions or Problems?. *International Higher Education*, (81), 10-12.
- [31] Ashraf, M. A., Osman, A. Z. R., & Ratan, S. R. A. (2016). Determinants of quality education in private universities from student perspectives: a case study in Bangladesh. *Quality Assurance in Education*, 24(1), 123-138.
- [32] Pawan, A. (2015). A new direction for private higher education in India. *International Higher Education*, (58), 12-13.
- [33] Bagla, P. (1995). India proposes private universities. *Science*, 270(5237), 730-731.
- [34] Ochwa-Echel, J. R. (2016). Private Universities in Uganda: Issues and Challenges. *International Journal of Education and Social Science*, 3(3), 7-18.
- [35] Ahmed Zebal, M., & Goodwin, D. R. (2012). Market orientation and performance in private universities. *Marketing Intelligence & Planning*, 30(3), 339-357.
- [36] Buckland, R. (2009). Private and public sector models for strategies in universities. *British Journal of Management*, 20(4), 524-536.
- [37] Banya, K. (2001). Are private universities the solution to the higher education crisis in sub-Saharan Africa? *Higher Education Policy*, 14(2), 161-174.
- [38] Hegde, D. (2005). Public and private universities: unequal sources of regional innovation?. *Economic Development Quarterly*, 19(4), 373-386.
- [39] Erinosh, O. A. (2007). The quality of Nigeria's private universities. *The National Scholar*, 5(7), 4-10.
- [40] Othman, R., & Othman, R. (2014). Higher education institutions and social performance: Evidence from public and private universities. *International Journal of Business and Society*, 15(1), 1.
- [41] Marginson, S. (2007). The public/private divide in higher education: A global revision. *Higher Education*, 53(3), 307-333.
- [42] Hossain, M. A., Hossain, M. A., Hossain, M. M., Hossain, M. M., Chowdhury, T. H., & Chowdhury, T. H. (2018). Understanding the success of private universities: An empirical investigation from graduates' perspective. *International Journal of Quality & Reliability Management*, 35(1), 145-162.

- [43] Poturak, M. (2014). Private universities service quality and students satisfaction. *Global Business and Economics Research Journal*, 3(2), 33-49.
- [44] Suresh Kumar, P. M. (2017). Capacity Building for Quality Enhancement in Higher Education. *International Journal of Management, Technology and Social Sciences (IJMTS)*, 2(2), 84-92. DOI: <http://dx.doi.org/10.5281/zenodo.1042112>.
- [45] Reshma & Aithal, P. S. (2015). Quality Enhancement in Office Management of Higher Education Institutions through Innovations & Best Practices. *International Research Journal of Business & Management*, 8(5), 16 – 27. DOI: <http://doi.org/10.5281/zenodo.61638>.
- [46] Aithal, P. S., Srinivas Rao, A & Suresh Kumar, P. M. (2015). Quality Enhancement in Higher Education Institutions : A case study of SIMS. *International Journal of Multidisciplinary Research and Development*, 2(5), 18-31. DOI: <http://doi.org/10.5281/zenodo.266940>.
- [47] Aithal, P. S., (2015). How an Effective Leadership and Governance Supports to Achieve Institutional Vision, Mission, and Objectives. *International Journal of Multidisciplinary Research and Development*, 2(5), 154-161. DOI: <http://doi.org/10.5281/zenodo.266788>.
- [48] Aithal, P. S., (2015). Internal Quality Assurance Cell and its Contribution to Quality Improvement in Higher Education Institutions : A Case of SIMS. *GE International Journal of Management Research (IJMR)*, 3(5), 70-83. DOI: <http://doi.org/10.5281/zenodo.266808>.
- [49] Aithal, P. S., (2015). Development and Deployment in Higher Education Institutions. *Elixir International Journal*, 84, 33594 – 33597. DOI: <http://doi.org/10.5281/zenodo.266779>.
- [50] Aithal, P. S., and P. Harischandra, (2015). Quality Enhancement in Higher Education Institutions through Best Practices in Library: A Case of SIMS. *International Journal of Management, IT and Engineering (IJMIE)*, 5(7), 489-505. DOI: <http://doi.org/10.5281/zenodo.268518>.
- [51] Sridhar Acharya, P. & Aithal, P. S., (2017). Transformation of Knowledge in Teaching Learning Environment Adoption of Innovative Methodology in Teaching Software Engineering. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 1(2), 22-28. DOI: <http://dx.doi.org/10.5281/zenodo.846649>.
- [52] Aithal, P. S. Shailashree, V. T. & Suresh Kumar, P. M. (2016). ABCD analysis of Stage Model in Higher Education. *International Journal of Management, IT and Engineering (IJMIE)*, 6(1), 11-24. DOI :<http://doi.org/10.5281/zenodo.154233>.
- [53] Aithal, P. S. & Priti Jeevan, (2016). Strategic Rethinking of Management Education : Green MBA Model. *International Journal of Management, IT and Engineering (IJMIE)*, 6(1), 55-73. DOI :<http://doi.org/10.5281/zenodo.154278>.
- [54] Aithal, P. S. & Jeevan Pinto, (2016). Innovations in Higher Education - A new model implemented in MCA degree programme of Srinivas University. *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 275-289. DOI :<http://doi.org/10.5281/zenodo.161107>.
- [55] Aithal, P. S. & Suresh Kumar, P.M. (2016). Analysis of Choice Based Credit System in Higher Education. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), 278-284. DOI :<http://doi.org/10.5281/zenodo.161046>.
- [56] Aithal, P. S., & Suresh Kumar, P. M. (2016). Teaching - Learning Process in Higher Education Institutions. *International Journal of Multidisciplinary Research and Modern Education (IJMRME)*, 2(1), 662-676. DOI :<http://doi.org/10.5281/zenodo.160956>.
- [57] Aithal, P. S., and Suresh Kumar. P. M. (2016). Student performance and Learning Outcomes in Higher Education Institutions. *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 674 – 684. DOI :<http://doi.org/10.5281/zenodo.160944>.
- [58] Aithal, P. S. & Suresh Kumar, P. M. (2015). Enhancement of Graduate attributes in Higher Education Institutions through Stage Models. *IMPACT: International Journal of Research in Business Management*, 3(3), 121 – 130. DOI :<http://doi.org/10.5281/zenodo.61640>.

- [59] Pradeep M. D, and Aithal, P. S., (2015). Learning through Team Centric Exercise & Key Point Pedagogy - An effective Learning Model for Slow Learners in Higher Education Training. *International Journal of Multidisciplinary Research & Development*, 2(9), 265-270. DOI: <http://doi.org/10.5281/zenodo.267765>.
- [60] Aithal, P. S. (2017). Comparison of Research Output and Fee Charging Strategies of Some Top Global & Indian Business Schools. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 1(1), 53-66. DOI: <http://dx.doi.org/10.5281/zenodo.584117>.
- [61] Aithal, P. S. & Suresh Kumar, P. M. (2017). Challenges and Opportunities for Research & Publications in Higher Education. *International Journal of Scientific Research and Modern Education (IJSRME)*, 2(1), 42-49. DOI: <http://dx.doi.org/10.5281/ZENODO.400619>.
- [62] Aithal, P. S. (2016). Study of Annual Research Productivity in Indian Top Business Schools. *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 402-414. DOI: <http://doi.org/10.5281/zenodo.161041>.
- [63] Aithal, P. S. (2016). How to Increase Research Productivity in Higher Educational Institutions – SIMS Model. *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 447-458. DOI: <http://doi.org/10.5281/zenodo.161037>.
- [64] Aithal, P. S. (2016). Study of Research Productivity in World Top Business Schools. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), 629-644. DOI: <http://doi.org/10.5281/zenodo.160969>.
- [65] Aithal, P. S. & Suresh Kumar, P. M., (2016). ABC Model of Research Productivity and Higher Educational Institutional Ranking. *International Journal of Education and Management Engineering (IJEME)*, 6(6), 74-84. DOI: <http://doi.org/10.5815/ijeme.2016.06.08>.
- [66] Aithal, P. S., Shailashree, V. T. & Suresh Kumar, P.M. (2016). The Study of New National Institutional Ranking System using ABCD Framework. *International Journal of Current Research and Modern Education (IJCRME)*, 1(1), 389 – 402. DOI: <http://doi.org/10.5281/zenodo.161077>.
- [67] Aithal, P. S. & Suresh Kumar P. M. (2017). Interconnecting Theory A and ABC Model of Organizational Performance. *International Journal of Management, Technology and Social Sciences (IJMTS)*, Srinivas Publishers, 1(1), 1-13. DOI: <http://dx.doi.org/10.5281/zenodo.268598>.
- [68] Aithal, P. S. (2017). Comparative Study of Various Research Indices used to measure quality of Research Publications. *International Journal of Applied and Advanced Scientific Research (IJAASR)*, 2(1), 81-89. DOI: <http://doi.org/10.5281/zenodo.569763>.
- [69] Aithal, P. S., Madhushree, Revathi, R. (2017). Comparison of Private Universities in India based on NIRF Ranking and Fee Charging Strategies. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 1(2), 72-85. DOI: <http://dx.doi.org/10.5281/zenodo.1098373>.
- [70] Porter, M. E. (1997). Competitive strategy. *Measuring Business Excellence*, 1(2), 12-17.
- [71] Han Kim W., Renee Mauborgne, (2006). Blue Ocean Strategy, pp. 29 - 32.
- [72] Hou, Shengtian (2007) Green ocean strategy: Obtaining sustainable competitive advantage, Beijing: Tsinghua University Press, pp. 183-197.
- [73] Aithal P. S., Suresh Kumar P. M., (2015). Black Ocean Strategy - A Probe into a New type of Strategy used for Organizational Success. *GE International Journal of Management Research*, 3(8), 45 - 65. DOI: <http://doi.org/10.5281/zenodo.163423>.
- [74] Aithal, P. S., Shailashree V. T., & P.M. Suresh Kumar, (2015). Application of ABCD Analysis Model for Black Ocean Strategy. *International Journal of Applied Research (IJAR)*, 1(10), 331 - 337, DOI: <http://doi.org/10.5281/zenodo.163424>.
- [75] Aithal, P. S. & Acharya, R. K. (2016). Strategic Management Models & Indian Epics, *International Journal of Management Sciences and Business Research (IJMSBR)*, 5(4), 180-188. DOI: <http://doi.org/10.5281/zenodo.161093>.

- [76] Aithal, P. S. (2016). The concept of Ideal Strategy & its realization using White Ocean Mixed Strategy, *International Journal of Management Sciences and Business Research (IJMSBR)*, 5(4), 171-179. DOI :<http://doi.org/10.5281/zenodo.161108>.
- [77] Architha Aithal, & Aithal, P. S. (2017). Task Shifting – An Alternative Survival Strategy for Health-care Organizations. *International Journal of Scientific Research and Modern Education (IJSRME)*, 2(2), 34-48. DOI :<http://doi.org/10.5281/zenodo.995627>.
- [78] Srinivas Rao A., Suresh Kumar, & Aithal, P. S., (2015). Strategic Planning in Higher Education Institutions : A Case Study of SIMS - VISION 2025. *International Journal of Educational Science and Research*; 5(2), 29-42. DOI: <http://doi.org/10.5281/zenodo.61589>.
- [79] Aithal, P. S., Srinivas Rao, A. & Suresh Kumar, P.M. (2015). How Innovations and Best Practices can Transform Higher Education Institutions : A case study of SIMS. *International Journal of Management (IJM)*, 6(2), 83 - 98, DOI: <http://doi.org/10.5281/zenodo.61594>.
- [80] Aithal, P. S., & Shubhrajyotsna Aithal, (2015). An Innovative Education Model to realize Ideal Education System. *International Journal of Scientific Research and Management (IJSRM)*, 3(3), 2464 – 2469. DOI: <http://doi.org/10.5281/zenodo.61654>.
- [81] Aithal, P. S., A. Srinivas Rao, & P.M. Suresh Kumar, (2015). Quality Enhancement in Higher Education Institutions : A case study of SIMS. *International Journal of Multidisciplinary Research and Development*, 2(5), 18-31. DOI: <http://doi.org/10.5281/zenodo.266940>.
- [82] Aithal, P. S., (2015). How an Effective Leadership and Governance Supports to Achieve Institutional Vision, Mission, and Objectives. *International Journal of Multidisciplinary Research and Development*, 2(5), 154-161. DOI: <http://doi.org/10.5281/zenodo.266788>.
- [83] Aithal, P. S., (2015). Internal Quality Assurance Cell and its Contribution to Quality Improvement in Higher Education Institutions : A Case of SIMS. *GE International Journal of Management Research (IJMR)*, 3(5), 70-83. DOI: <http://doi.org/10.5281/zenodo.266808>.
- [84] Aithal, P. S., (2015). Development and Deployment in Higher Education Institutions. *Elixir International Journal*, 84, 33594 - 33597, DOI: <http://doi.org/10.5281/zenodo.266779>.
- [85] Licyamma, I. C. (2017). Summum Bonum of Higher Education and its Ever Expanding Horizon. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 1(1), 35-45. DOI: <http://doi.org/10.5281/zenodo.582287>.
- [86] Aithal, P. S., (2015). Strategies to be adopted in Higher Education Institutions to Enhance Admission Demand. *International Journal of Extensive Research*, 5, 9-25. DOI: <http://doi.org/10.5281/zenodo.268530>.
- [87] Aithal, P. S., (2015). Faculty Empowerment Strategies in Higher Education Institutions. *International Journal of Management, IT and Engineering (IJMIE)*, 5(7), 108-115. DOI: <http://doi.org/10.5281/zenodo.266967>.
- [88] Aithal, P. S., (2015). MBA++ as a Unique & Successful Model in Integrated Development of Business Executives. *International Journal of Management, IT and Engineering (IJMIE)*, 5(7), 124-133. DOI: <http://doi.org/10.5281/zenodo.266987>.
- [89] Aithal, P. S., and P. M. Suresh Kumar, (2015). Applying SWOC Analysis to an Institution of Higher Education. *International Journal of Management, IT and Engineering (IJMIE)*, 5(7), 231-247. DOI :<http://doi.org/10.5281/zenodo.163425>.
- [90] Institutional Aithal, P. S., Suresh Kumar, P. M. and Deekshitha, (2015). Societal Expectation and Accountability in Higher Education. *International Journal of Management, IT and Engineering (IJMIE)*, 5(7), 361-373. DOI :<http://doi.org/10.5281/zenodo.267021>.
- [91] Paul P.K., Bhuimali A., Aithal P.S., (2018). Business Information Sciences emphasizing Digital Marketing as an emerging field of Business & IT: A Study of Indian Private Universities. *IRA*

International Journal of Management & Social Sciences, 10(2), 63-73. DOI: <http://dx.doi.org/10.21013/jmss.v10.n2.p1>.

[92] Aithal, P. S., (2015). Strategies to be adopted in Higher Education Institutions to Enhance Admission Demand. *International Journal of Extensive Research*, 5, 9-25. DOI: <http://doi.org/10.5281/zenodo.268530>.

[93] Aithal, P. S., & Suresh Kumar, P. M. (2016). Catering Student Enrollment and Retaining Diversity in Higher Education Institutions. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), 565 - 577. DOI :<http://doi.org/10.5281/zenodo.160939>.

[94] Shah, M., Sid Nair, C., & Bennett, L. (2013). Factors influencing student choice to study at private higher education institutions. *Quality Assurance in Education*, 21(4), 402-416.

[95] Aithal, P. S., & Suresh Kumar, P. M. (2016). Catering Student Enrollment and Retaining Diversity in Higher Education Institutions. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), 565 - 577. DOI :<http://doi.org/10.5281/zenodo.160939>.

[96] Aithal, P. S. and Sonia D. N. (2016). Hitting Two Birds with One Stone : Srinivas University B.Com. Model in Corporate Auditing, *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 853-869. DOI :<http://doi.org/10.5281/zenodo.154602>.

[97] Aithal, P. S., and P. M. Suresh Kumar, (2015). Applying SWOC Analysis to an Institution of Higher Education. *International Journal of Management, IT and Engineering (IJMIE)*, 5, (7), 231-247. DOI :<http://doi.org/10.5281/zenodo.163425>.

[98] Aithal, P. S., Suresh Kumar, P. M. and Deekshitha, (2015). Societal Expectation and Institutional Accountability In Higher Education. *International Journal of Management, IT and Engineering (IJMIE)*, 5(7), 361-373, DOI :<http://doi.org/10.5281/zenodo.267021>.

[99] Aithal, P. S. & Suresh Kumar, P. M. (2016). Student Evaluation and Reforms in Higher Education Institutions, *International Journal of Multidisciplinary Research and Modern Education (IJMRME)*, 2(1), 652-661, DOI : <http://doi.org/10.5281/zenodo.160932>.

[100] Prithi Rao, and Aithal, P. S. (2016). Green Education Concepts & Strategies in Higher Education Model, *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 793-802. DOI :<http://doi.org/10.5281/zenodo.160877>.

[101] Aithal, P. S. & Suresh Kumar, P. M. (2015). Enhancement of Graduate attributes in Higher Education Institutions through Stage Models. *IMPACT: International Journal of Research in Business Management*, 3(3), 121 – 130. DOI :<http://doi.org/10.5281/zenodo.61640>.

[102] Aithal, P. S., (2015). Faculty Empowerment Strategies in Higher Education Institutions. *International Journal of Management, IT and Engineering (IJMIE)*, 5(7), 108-115, DOI: <http://doi.org/10.5281/zenodo.266967>.

[103] Narula, A. V. & Aithal, P. S. (2017). Employability Skill traits Management Quotient [ESMQ] - A Conceptual Model Proposal. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 2(1), 1-30. DOI: <http://dx.doi.org/10.5281/zenodo.1156138>.

[104] Aithal, P. S., Suresh Kumar, P. M., and Pavithra Kumari, (2015). Methods and Approaches for Employability Skill Generation in Higher Educational Institutions. *International Journal of Management, IT and Engineering (IJMIE)*, 5(7), 390-410. DOI: <http://doi.org/10.5281/zenodo.267044>.

[105] Pradeep M. D. & Ravindra B. K. (2017). Review on the Gender Sensitive Women Education-Legal Revolution in Higher Education. *International Journal of Management, Technology and Social Sciences (IJMITS)*, 2(1), 53-65. DOI:<http://dx.doi.org/10.5281/zenodo.821378>,

[106] Suresh Kumar, P. M. (2016). Adoption of Technology and Augmentation of Resources for Teaching-Learning in Higher Education. *International Journal of Management, Technology and Social Sciences (IJMITS)*, 1(1), 93-98. DOI : <https://doi.org/10.5281/zenodo.800707>.

- [107] Suresh Kumar, P. M. (2017). Academic Audit and Quality Assurance in Higher Education. *International Journal of Management, Technology and Social Sciences (IJMTS)*, 2(2), 61-68. DOI: <http://dx.doi.org/10.5281/zenodo.1038496>
- [108] Aithal, P. S. & Suresh Kumar, P. M. (2016). Student Evaluation and Reforms in Higher Education Institutions. *International Journal of Multidisciplinary Research and Modern Education (IJMRME)*, 2(1), 652-661. DOI: <http://doi.org/10.5281/zenodo.160932>.
- [109] Aithal, P. S. (2016). Student Centric Curriculum Design and Implementation – Challenges & Opportunities in Business Management & IT Education. *IRA International Journal of Education and Multidisciplinary Studies*, 4(3), 423-437. DOI: <http://dx.doi.org/10.21013/jems.v4.n3.p9>.
- [110] Shubrajyotsna Aithal & Aithal, P. S., (2016). Student Centric Learning Through Planned Hardwork - An Innovative Model. *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 886-898. DOI: <http://doi.org/10.5281/zenodo.61830>.
- [111] Aithal, P. S. & Shubrajyotsna Aithal (2016). Ekalavya Model of Higher Education – an Innovation of IBM’s Big Data University. *International Journal of Current Research and Modern Education (IJCRME)*, 1(2), 190-205. DOI: <http://dx.doi.org/10.5281/ZENODO.198704>.
- [112] Srinivas Rao, A., Suresh Kumar, P. M. & Aithal, P. S., (2015). Strategic Planning in Higher Education Institutions : A Case Study of SIMS - VISION 2025. *International Journal of Educational Science and Research*, 5(2), 29-42. DOI: <http://doi.org/10.5281/zenodo.61589>.
- [113] Aithal, P. S., (2015). Teaching through Entry Test & Summarization - An Effective Classroom Teaching Model in Higher Education Training. *International Journal of Scientific Research and Education*, 3(3), 3022 – 3027. DOI: <http://doi.org/10.5281/zenodo.61637>.
- [114] Aithal, P. S. & Suresh Kumar, P. M. (2017). Challenges and Opportunities for Research & Publications in Higher Education. *International Journal of Scientific Research and Modern Education (IJSRME)*, 2(1), 42-49. DOI: <http://dx.doi.org/10.5281/ZENODO.400619>.
- [115] Aithal, P. S. (2016). How to Increase Research Productivity in Higher Educational Institutions – SIMS Model. *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 447-458. DOI: <http://doi.org/10.5281/zenodo.161037>.
- [116] Aithal, P. S. (2016). Research Performance Analysis of Some Indian Top Business Schools Using ABC Model. *International Journal of Computational Research and Development*, 1(1), 70-83, DOI: <http://doi.org/10.5281/zenodo.163532>.
- [117] Aithal, P. S., (2016). Inspiring through Self-Contribution – An Analysis of How Active the Indian Top Business School Directors in Research & Publications. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(2), 137 – 154. DOI: <http://dx.doi.org/10.5281/ZENODO.164690>.
- [118] Aithal, P. S., (2016). Excellence in Individual Research & Publications : Examining the Active Role of Role models (Deans) of World Top Business Schools. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(2), 179-199. DOI: <http://dx.doi.org/10.5281/ZENODO.192881>.
- [119] Aithal, P. S. & Suresh Kumar, P. M. (2016). Application of Theory A on ABC Model to enhance Organizational Research Productivity in Higher Education. *International Journal of Advanced Trends in Engineering and Technology (IJATET)*, 1(1), 142-150. DOI: <http://doi.org/10.5281/zenodo.240646>.
- [120] Paul, P. K., Aithal, P. S., Bhuimali, A. & Kumar K. (2017). Emerging Degrees and Collaboration: The Context of Engineering Sciences in Computing & IT—An Analysis for enhanced policy formulation in India. *International Journal on Recent Researches In Science, Engineering & Technology*, 5(12), 13-27. DOI: <http://doi.org/10.5281/zenodo.1146697>.
- [121] Paul, P. K., Aithal, P. S., Bhuimali A., & Rajesh R. (2017). Bachelors Degree in Computing and allied fields in India Emphasizing Private Universities—A Study of Science Platform (BCA & BSc).

International Journal on Recent Researches In Science, Engineering & Technology, 5(12), 1-12. DOI :<http://doi.org/10.5281/zenodo.1146700>.

[122] Architha Aithal, and Aithal, P. S. (2018). How and Why Wharton Business School became World Topper – A Case Study on Organizational Quest for Excellence of First US Business School. *International Journal of Application or Innovation in Engineering & Management (IJAIEEM)*, 7(1), 15-42. DOI : <http://doi.org/10.5281/zenodo.1164718>.

[123] Feldman, M., Feller, I., Bercovitz, J., & Burton, R. (2002). Equity and the technology transfer strategies of American research universities. *Management Science*, 48(1), 105-121.

[124] Varun Shenoy, and Aithal, P. S., (2016). Changing Approaches in Campus Placements - A new futuristic Model, *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 766–776, DOI :<http://doi.org/10.5281/zenodo.160966>.

[125] Varun Shenoy and Aithal P. S., (2016). Green Placement – An Innovative Concept & Strategy in Campus Placement Model, *IRA- International Journal of Technology & Engineering*, 4(3), 151-163. DOI :<http://dx.doi.org/10.21013/jte.v4.n3.p3>.

[126] Varun Shenoy, & Aithal P. S., (2016). ABCD Analysis of On-line Campus Placement Model, *IRA-International Journal of Management & Social Sciences*, 5(2), 227-244. DOI: <http://dx.doi.org/10.21013/jmss.v5.n2.p3>.

[127] Varun Shenoy & Aithal, P. S. (2017). Placement Strategies of Top Ranked Indian Management Institutions. *International Journal of Scientific Research and Modern Education (IJSRME)*, 2(1), 59-67. DOI: <http://dx.doi.org/10.5281/ZENODO.438150>.

[128] Varun Shenoy & Aithal, P. S., (2017). Placement Strategies of World's Top Business Schools. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 2(1), 6-17. DOI: <http://dx.doi.org/10.5281/zenodo.810144>.

[129] Varun Shenoy & Aithal, P. S., (2017). A New IEDRA Model for Student Placement Realization. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 2(2), 20-27. DOI: <http://dx.doi.org/10.5281/zenodo.835611>.

[130] Varun Shenoy & Aithal, P. S., (2017). A New Box Framework for E-Campus Interview Training. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 1(2), 17-26. DOI: <http://dx.doi.org/10.5281/zenodo.887923>.

[131] Altbach, P. G. (2004). Higher education crosses borders: Can the United States remain the top destination for foreign students?. *Change: the magazine of higher learning*, 36(2), 18-25.

[132] Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, 11(3-4), 290-305.

[133] Gopinathan, S. L. M. H., & Lee, M. H. (2011). Challenging and co-opting globalisation: Singapore's strategies in higher education. *Journal of Higher Education Policy and Management*, 33(3), 287-299.

[134] Krishna Prasad, K & Aithal, P. S. (2017). A Study on Online Education Model using Location Based Adaptive Mobile Learning. *International Journal of Applied Engineering & Management Letters*, 1(1), 36-44. DOI: <http://dx.doi.org/10.5281/zenodo.820457>.

[135] Paul P. K., Aithal P. S., Bhuimali A. (2017). Computing & Information Related Degrees worldwide & India—An Analytical Policy Research. *Educational Quest: An Int. J. of Education and Applied Social Science*: 8(3), 657-666, DOI :<http://dx.doi.org/10.5281/zenodo.1064050>.

[136] Paul, P. K., Bhuimali, A., & Aithal, P. S., (2017). Indian Higher Education: *With Slant to Information Technology— A Fundamental Overview*. *International Journal on Recent Researches In Science, Engineering & Technology*, 5(11), 31-50. DOI :<http://dx.doi.org/10.5281/zenodo.1090185>.

[137] Paul P. K., Bhuimali, A., Aithal, P. S., Rajesh R. (2017). Information Science and Technology (IST): The nature and view from the Domain of Computing, Humanities, Management and

Engineering—A conceptual Techno-Educational Study. *Scientific Review*, 3(9), 77-82. DOI: <http://dx.doi.org/10.5281/zenodo.1134203>.

[138] Paul, P. K., Aithal, P. S., Bhuimali, A. (2017). Computing & Allied Engineering Domain in India with reference to Private Universities: A Case Study of Bachelors Programs. *International Journal on Recent Researches In Science, Engineering & Technology*, 5(11), 51-63. DOI : <http://dx.doi.org/10.5281/zenodo.1089937>.

[139] Paul, P. K., Aithal, P. S., Bhuimali A. (2017). MCA (Information Science and Management) : The Next Generation Interdisciplinary specialization for Social, Business, Health & Mathematical Sciences—A Step for promoting Digital Humanities. *International Journal of Scientific Research in Mathematical and Statistical Sciences*, 4(5), 27-32. DOI : <http://dx.doi.org/10.5281/zenodo.1066246>.

[140] Paul, P. K., Aithal, P. S., (2017). Bio-Informatics in private universities in India: An Emerging Study on promotion of Biological Information Sciences. *International Journal of Bioinformatics and Biological Sciences*. 5(1), 1-7. DOI : <http://dx.doi.org/10.5281/zenodo.1130818>.

[141] Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29-42.

[142] Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: what is 'enhanced' and how do we know? A critical literature review. *Learning, media and technology*, 39(1), 6-36.

[143] Alharbi, S., & Drew, S. (2014). Using the technology acceptance model in understanding academics, behavioural intention to use learning management systems. *International Journal of Advanced Computer Science and Applications*, 5(1), 143-155.

[144] Bayne, S. (2015). What's the matter with 'technology-enhanced learning?'. *Learning, Media and Technology*, 40(1), 5-20.

[145] Daniel, J. S. (1996). *Mega-universities and knowledge media: Technology strategies for higher education*. Psychology Press.

[146] Rogers, P. L. (2000). Barriers to adopting emerging technologies in education. *Journal of educational computing research*, 22(4), 455-472.

[147] Selwyn, N. (2007). The use of computer technology in university teaching and learning: a critical perspective. *Journal of computer assisted learning*, 23(2), 83-94.

[148] Cookson, P. S. (2000). Implications of Internet technologies for higher education: North American perspectives. *Open Learning*, 15(1), 71-80.

[149] Aithal, P. S. & Shubhrajyotsna Aithal, (2016). Impact of On-line Education on Higher Education System, *International Journal of Engineering Research and Modern Education (IJERME)*. 1(1), 225-235, DOI : <http://doi.org/10.5281/zenodo.161113>.

[150] Suresh Kumar, P.M. & Aithal, P. S. (2016). Working from Home - A Transition in the concept of Workplace. *International Journal of Current Research and Modern Education (IJCRME)*, 1(1), 244-249. DOI : <http://doi.org/10.5281/zenodo.161110>.

[151] Harischandra P., Shylesh S, Aithal, P. S. (2016). [Information Technology Innovations in Library Management: A Case of SIMS](#), *International Journal of Current Research and Modern Education (IJCRME)*, 1(1), 657-676, DOI : <http://doi.org/10.5281/zenodo.160959>.

[152] Aithal, P. S. (2016). [Smart Library Model for Future Generations](#). *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), 693-703. DOI : <http://doi.org/10.5281/zenodo.160904>.

[153] Prithi Rao, and Aithal, P. S. (2016). Green Education Concepts & Strategies in Higher Education Model. *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 793-802. DOI : <http://doi.org/10.5281/zenodo.160877>.

- [154] Reshma & Aithal, P. S. (2015). Quality Enhancement in Office Management of Higher Education Institutions through Innovations & Best Practices. *International Research Journal of Business & Management*, 8(5), 16 – 27. DOI: <http://doi.org/10.5281/zenodo.61638>.
- [155] Krishna Prasad & Aithal, P. S. (2017). A Study on Online Education Model using Location Based Adaptive Mobile Learning. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 1(1), 36-44. DOI: <http://dx.doi.org/10.5281/zenodo.820457>.
- [156] Aithal, P. S., & Shubhrajyotsna Aithal, (2015). An Innovative Education Model to realize Ideal Education System. *International Journal of Scientific Research and Management (IJSRM)*, 3(3), 2464 – 2469. DOI: <http://doi.org/10.5281/zenodo.61654>.
- [157] Sridhar Acharya, P. & Aithal, P. S. (2016). Environmental Consciousness in Higher Educational Institutions : A case of SIMS, *International Journal of Current Research and Modern Education (IJCRME)*, 1(1), 273-284. DOI :<http://doi.org/10.5281/zenodo.161083>.
- [158] Aithal, P. S. & Shubhrajyotsna Aithal (2016). Ekalavya Model of Higher Education – an Innovation of IBM’s Big Data University. *International Journal of Current Research and Modern Education (IJCRME)*, 1(2), 190-205. DOI: <http://dx.doi.org/10.5281/ZENODO.198704>.
