

Managing Academic Affairs in Higher Education : A Comparative Study of Public and Private Universities in Assam

Lipika Kalita,
Research Scholar, Department of Education,
University of Science and Technology, Meghalaya
Prof. (Dr.) Gayatree Goswamee,
Dean & Prof. Qoumrul Hoque School .of Education,
University of Science and Technology, Meghalaya

Abstract

The present paper seeks to identify the institutional strategies adopted for the management of academic affairs in public and private universities in Assam. Universities are essential components of societal development across all sectors. The emergence of public and private universities has brought about significant changes in the educational landscape of Assam. As Assam occupies a distinctive position in the field of higher education, its universities have contributed to meeting the growing demand for higher education. In this regard, the study also examines the contributions of public and private universities in Assam towards improving the academic environment, as well as the challenges they face in competing in the global education and labour markets.

The study is based on primary sources of data and seeks to contribute to the existing body of knowledge in the field of higher education. It highlights key suggestions to address the challenges faced by public and private universities in Assam with respect to improving the academic environment in higher education institutions. The findings are expected to assist educational stakeholders in focusing on the identified areas. The study adopts a mixed-method design, with data collected through both quantitative and qualitative approaches. A structured questionnaire containing both closed-ended and open-ended items was used as the primary tool for data collection. The findings show that both public and private universities in Assam adopt structured strategies for managing academic affairs, although the scope and flexibility vary by type of management. Private universities place greater emphasis on stakeholder engagement, student feedback mechanisms, and diversified academic collaborations at regional and global levels, whereas public universities focus more on regulatory frameworks, inclusion, and affordability. Both types of institutions play a complementary role in strengthening the higher education ecosystem in Assam. A balanced integration of quality initiatives, resource management, sustainability, and support mechanisms is essential for effective academic management.

Keywords-*Management of Academic environment, Public Universities, Private Universities, Assam, Higher education.*

Introduction

Education plays a multidimensional role in today's rapidly changing, challenging and competitive world. The magnitude of the importance of education in life is huge as well as multifold. Education is the driving force of today's modern, developed, and industrialised world. Among the various levels of education—primary, secondary, and higher, the importance of higher education is considerable, as it is regarded as a powerful force in shaping contemporary society. Therefore, it is the responsibility of educational stakeholders and society to promote and strengthen higher education in a competitive global environment. It also plays a crucial role in the development and reconstruction of a nation by creating skilled and knowledgeable human resources in order to meet the challenges. Higher education is imparted through different institutions such as- colleges, technical institutions, university etc. In India, after independence the scenario of higher education has witnessed a tremendous expansion and changes. But the institutions of higher education must be ready to meet the challenges to stay relevant. Along with the government sector institutions of higher education, the expansion of the private sector institutions brings a new hope towards access of education. It has been observed within the north-eastern states; Assam has occupied a distinct place in the field of higher education. In order to expand higher education within the region, the Government of Assam framed the Private University Act and related rules for the establishment of private universities. In this paper, the investigator tries to make an attempt to give an overview on the role of public and private universities in higher education of Assam by highlighting its potentialities and challenges.

Higher Education in Assam

Prior to independence the status of higher education in Assam was not very wealthy. During the last decade there has been a phenomenal growth in this sector. With the increasing number of students completing secondary education, the demand for higher education in Assam has risen. Although publicly funded higher education institutions attempt to meet this demand, their capacity is constrained by the state's growing population. Through the introduction of various educational policies and the establishment of higher education institutions, the Government of Assam has sought to address the needs of aspiring students across the state. The establishment of two Central Universities, seven Institutes of National Importance, two Deemed Universities, eighteen State Universities, and nine Medical Colleges, along with polytechnic institutions, engineering colleges, teacher training colleges, law colleges, research institutes, architecture institutes, hotel management institutes, arts, science and commerce colleges, and other reputed professional institutions, has enabled Assam to

develop a widespread network of high-standard institutions offering education across diverse professional fields. Despite this development, higher education in Assam is facing a big challenge while competing with the global educational market. Along with the government universities, private universities also played a significant role over the last decades in the higher education sector of Assam. Some of them are exclusively projecting themselves as universities for high quality research and innovation. Thus, the status of higher education in Assam is improving gradually.

Emergence of Private Universities in Assam

With the enactment of Assam Private University Act 2007, the state had moved towards a complete shift to privatization of higher education by reflecting the move of the government to open up the sector for private investment. The Private university sector has since grown rapidly to become one of the most prominent features of higher education in Assam. Educational policymakers and stakeholders are finally getting the opportunity for creating a framework and investing in the private sector of higher education in Assam. Assam Government had also framed the private University rules for opening up universities in the Private sector. It leads to the establishment of different private Universities in Assam. At present there are six private universities established under this act namely-Assam Don Bosco University, Azara (2008), Assam Down Town University, Panikhaiti (2010), Kaziranga University, Karaikhowa, Jorhat (2012), Mahapurusha Srimanta Sankaradeva Vishwavidyalaya (2013), Royal Global University (2013) and Krishna Guru Adhyatmik Vishwavidyalaya (2017). Therefore establishment of private universities for higher education in Assam has expanded tremendously which has contributed towards increase the Gross Enrolment Ratio. Because of the gap between demand and supply on availability of number of seats in government universities, the number of private universities are rapidly increasing in Assam. At the same time, private universities contribute several attributes that differ from the traditional public higher education system. The establishment of private universities by educational entrepreneurs has expanded the scope of higher education in Assam; however, there is an urgent need to assess their quality dimensions. If these institutions produce unemployed graduates, merely increasing the number of universities will have little value. Therefore, innovative approaches and ideas must be implemented to enhance competitiveness in the global education market. Nevertheless, the contribution of private universities in Assam remains largely unexplored and insufficiently understood.

Review of Literature

1. Institutional Strategies for Management of Academic Affairs

- Altbach (2005), Salmi (2009), and Marginson (2011) conducted a study on Higher Education Governance and strategic Management that emphasized on institutional strategies in higher education are shaped by autonomy, governance structures, and regulatory environments. Findings reveals that public universities follow rigid, hierarchical structures governed by state or central regulations, limiting their strategic flexibility.
- Studies conducted by Agarwal, (2009) & (2011), on Public vs. Private Universities in India found that, private universities tend to adopt corporate-style governance and strategic planning often focusing on market responsiveness and efficiency whereas, private universities enjoy more autonomy, enabling quicker decision-making and innovative strategies. Furthermore, public universities focus on inclusive access but struggle with capacity and quality. Private universities expand access but often at a higher cost, raising concerns of social equity.
- Studies done by Naik (2012) and Kumar (2017), on Academic Planning and Quality Assurance highlighted that, public universities in India prioritize inclusiveness and research orientation, while private universities emphasize teaching quality and employability. Quality assurance bodies also influence institutional strategies in both sectors.

2. Contribution to the Academic Environment

- Studies conducted by Bhushan (2006) and Mishra (2014) on Infrastructure and learning resources indicate that private universities often invest heavily in physical infrastructure and ICT tools to create an attractive academic environment. Private universities tend to invest in digital infrastructure and data-driven decision-making tools for managing academic affairs. In contrast, public universities often struggle with outdated facilities due to budget constraints, which often reflected in their issue of lack of resources for such systems. However, they have better-qualified faculty.
- Gupta and Gupta (2019) conducted a study on innovation in teaching and curriculum and found that private universities are noted for curriculum flexibility and industry-aligned programmes. They emphasise employability, market trends, and student satisfaction in shaping curriculum design and delivery. In contrast, public institutions often focus on long-term academic goals, including research output and academic excellence. Private universities also revise their syllabi more frequently and collaborate with industry partners to align education with employment demands.

- Findings of the research conducted by Altbach, (2009) reveals that, public universities often uphold academic rigor and research-based teaching, contributing significantly to knowledge generation. Despite having funding and administrative constraints, public universities contribute significantly to academic research, journal publications, and societal outreach.
- Studies such as Mishra, (2014) & Rani (2018) on Student Support and Faculty Development: highlight that private institutions often offer better student services and faculty incentives whereas, public universities contribute more to long-term academic capacity-building through extensive research programs, government-funded fellowships, and collaborations. Moreover, studies indicate that private universities provide modern classrooms, hostels, libraries, and counselling services to create a conducive academic environment.

3. Challenges in Managing Academic Affairs

- Research conducted by Pandey, (2016) on Administrative and Bureaucratic Challenges revealed that, public universities often face bureaucratic delays, rigid administrative structures, and funding shortages, hindering innovation in academic affairs. Frequent administrative delays, Budgetary cuts, irregular disbursement of government funds and over-regulation in public universities hamper innovation and responsiveness in academic management that limit the ability of public institutions to maintain or expand academic programs. In contrast, some studies conducted by Jain & Mukherjee, (2017). criticize private universities for prioritizing revenue over academic values, leading to concerns about quality and ethics. Private universities encounter issues related to commercialization and maintaining academic credibility.
- As studied by Sharma (2015), on Faculty Recruitment and Retention: A critical challenge for both sectors is the shortage of qualified faculty. Private universities face high attrition rates, while public institutions often face recruitment freezes and procedural delays. Both public and private universities face a serious lack of qualified faculty. Public institutions struggle due to procedural delays in recruitment, while private institutions face high turnover due to job insecurity.
- According to Tilak (2014), on Regulatory and Accreditation Constraints highlighted that, accreditation pressures also influence strategic decisions and quality benchmarks. Public institutions support students from marginalized communities through quotas, scholarships, and low fees, thereby promoting inclusive academic development. In India, the University Grants Commission (UGC) and state higher education councils influence academic strategies,

with differences between public and private institutions.

- K. M. Anwarul Islam and Umme Salma (2016) conducted a study on *The Role of Private Universities in Higher Education of Bangladesh*. The paper examines that private universities have contributed to social demand for higher education by absorbing a good number of students who otherwise could not have received university degrees. Study shows that role of private universities for the task of nation-building and reforming the education sector. The study suggested that policies must be taken in order to move forward by adapting corrective measures that lead to quality education in a vibrant environment.
- Paras Jain (2017) examines *Role of Private Universities in Higher Education in India*. The study stated that private sector is playing a significant role in addressing access to higher education. Private universities not only help the students but also help to boost our economy by adopting modern and market driven programmes.
- Rajesh, Bimal and Ashok (2013) studied *Role of Private Sector in Indian Higher Education*. The study investigated the need and challenges of privatization of higher education in India. Findings of the study revealed that, private sector has contributed significantly in gross enrollment ratio but they are not able to attract high ranking students.
- Sawsan, Mohammed, Osama, Alia (2022) researched on the role private universities play in achieving academic, research, political and economic sustainability in light of national strategy. The study shows that there is an urgent need to carefully deal with for more sustainable services to accommodate graduates.
- H. Mugabi (2012) conducted a study on the role of private universities in the provision of higher education in Uganda: *Growth and challenges*. Data reveals that excess demand for higher education was not responsible for the growth of the private universities at the same time it creates opportunities for individuals and organisations. Their diverse backgrounds and the policy environment in which they exist, undertake various roles in the provision of higher education.
- Kazi, Arman & Maquesurat (2020) examined *Facilitating the Role of Private Universities Through Entrepreneurship Development Program*. The study reveals that although very few of these universities are adopting the modern notions of tertiary education, still traditionalism prevails there as the private university culture is highly influenced by that of public university. The study concluded that every university must prepare the spirit of entrepreneurship among the graduating

students and for this, an entrepreneurship friendly curriculum is required for all programmes irrespective of science, arts, and commerce.

Significance of the study

Comparative analysis of public and private universities would elucidate the similarities and differences in their administrative as well as academic frameworks and which is crucial for actionable recommendations for educational policymakers as well as for the stakeholders. To strengthen the framework of academic management in both type of universities and to improve their academic governance present study is relevant. The study will provide a better understanding about comparative insights of public and private universities and their unique strength and areas that need to be addressed with respect to management of academic affairs, which can be utilized to enhance the management practices of these institutions. Further, the study can serve as a base for future educational research.

Research Question

1. How do private and public universities in Assam differ in terms of their institutional strategies for management of academic environment?
2. How do private and public universities in Assam contribute to the improvement of academic environment of higher education?
3. What are the major challenges faced by the private and public universities of Assam in terms of management of academic realm?

Objectives of the Study

1. To explore the differences in institutional strategies for the management of academic affairs in public and private universities of Assam.
2. To study the contribution of public and private universities of Assam in improving the academic environment of higher education.
3. To identify the challenges faced by the public and private universities of Assam and to put some recommendations to overcome such issues in the realm of managing academic affairs.

Methodology of the Study

The present study is based on mixed method design. The study is based on both quantitative and qualitative data to gain insights into the problem statement. Qualitative data has been analyzed through reflexive thematic analysis and quantitative data has been analyzed through descriptive statistics.

Sample

Study based on primary source of data. Data has been collected from the faculty members of both public and private universities of Assam. A total of 50 faculty members (25 from public and 25 from private) both from public and private university participated in the study. Through a stratified random sampling techniques from five common departments comes under the school of humanities and social science, which are commonly available across both type of universities. To understand the background of the respondents a brief profile on designation, academic qualification and teaching experience was added in the preliminary section of the tool. Only full-time teaching staff (assistant professor, associate professor and professor) were considered for the present study.

Tools

For the present study structured questionnaire consist of both qualitative and quantitative data on management of academic affairs has been used for the faculty members. The questionnaire consists of closed ended items in part -A (dichotomous responses) to collect quantitative data to deal with objective no 1 and part -B consist of open -ended items to gather qualitative insights from respondents to deal with objective no 2 and 3.

Standardization of the tool

Content validity has been used for validation of the tool. For this purpose, the questionnaire was initially distributed to three subject experts to refine the clarity and relevance of the items. In this phase of expert's review of the initial item pool by using I-CVI and S-CVI content validity was established. All items received agreement from all experts. Therefore, the I-CVI for each item was 1.00. The S-CVI of the scale (all items) was 1.00, indicated excellent content validity.

After finalizing the valid item's, the draft questionnaire was distributed to ten (10) faculty members to measure reliability of the tool. The internal consistency of the tool was assessed by using the KR-20 formula as the items were dichotomous in nature. The K20 reliability coefficient was found to be 0.89, indicating good internal consistency of the tool.

Results and Discussion

Objective 1: To explore the differences in institutional strategies for the management of academic affairs in public and private universities of Assam.

In order to know the prevailing strategies for the management of academic affairs in public and private universities of Assam, a descriptive research method was adopted. This method was considered appropriate as the objective was to identify, compare and analyze prevailing institutional multidimensional strategies with respect to management of academic affairs. Faculty members were considered as sampling unit as they are directly involved in matters of academic affairs. The use of stratified

random sampling ensured adequate representation from both type of universities.

The study employed a quantitative survey method to collect the data through questionnaire, which consist of multiple items that allows the respondents to select one or more applicable answer to enable a broader insight which is relevant to the study. The respondent included faculty members from five common department comes under the school of humanities and social science of selected public and private universities of assam through stratified random sampling techniques. The responses collected through the questionnaire have been analyzed quantitatively using statistical technique such as percentage to identify different strategies for the management of academic affairs and significant differences among the public and private universities of assam with respect to this.

Analysis: Management of academic affairs: Respondent were asked to indicate the appropriate answer associated with multidimensional strategies for management of academic affairs.

Table-1

Strategies for management of academic affairs in public and private universities

Sl No.	Strategies	Public University	Private University
		%	%
1	Stakeholders' (Academic administrators, faculty members, students, parents, alumni, Industry experts, etc.) engagement during curriculum planning	100%	100%
2	University has collaboration (academic partnership) with regional university	70%	90%
3	Provision of student feedback on academic affairs	50%	100%
4	Availability of need based multidisciplinary courses	50%	40%
5	University have collaboration with foreign university	20%	60%
6	University have linkage with centers of excellence through web-based programme	30%	50%
7	Provision of career development services	80%	90%
8	University have collaboration with research institute	50%	80%
9	Regular review of academic policies	70%	60%
10	Effective utilization of ICT tools for academic support	70%	90%

Source: Field Study (Multiple choice Table)

Analysis: From the table 1, it is revealed that an overwhelming 100% of respondent from both public and private universities marked Stakeholders' engagements during curriculum planning as key strategies of academic management system. Along with this, private universities consistently emphasized on strategies such as - collaboration with regional university (90%), collection of student feedback on academic affairs (100%), collaboration with foreign university (60%), linkage with centers of excellence through web-based programme (50%), career development services (90%), collaboration with research institute (80%), effective utilization of ICT tools for academic support (90%) which is reported by high percentage of respondents from private universities. Whereas, respondents from public universities appears to acknowledging less in terms of percentage on incorporating these aspects for management of academic affairs. However, high percentage of respondents (50%) from public universities reported the availability of need based multidisciplinary courses associated with designing of academic programmes, compared to 40% in private universities. Moreover, Regular review of academic policies was recognized by high percentage (70%) of respondents from public universities, as compared to (60%) private universities.

Interpretation: The above data indicate that the strategies adopted by public and private universities in Assam for managing academic affairs are aligned with institutional growth. The findings also suggest that private universities demonstrate greater strategic orientation in managing academic affairs compared to public universities.

Objective 2: To study the contribution of public and private universities of Assam in improving the academic environment of higher education.

To deal with the objective no 2 & 3 (Part -B & C) a structured questionnaire with open ended items was developed with key dimensions such as- access to academic growth and support, research culture, and governance mechanism. The purpose of this qualitative study was to explore the contribution and challenges of public and private universities of assam in improving the academic environment of higher education. By using open-ended questions, data has been collected from the faculty members of selected public and private universities who are directly involved with academic matters (research participants). The structured questionnaire was validated through experts review to ensure content and face validity. Necessary modification was made based on their suggestions. As the items were qualitative in nature, statistical validity were not applied. But a pilot try out was conducted with ten respondents to check its clarity and feasibility of the questions. The data analysis was conducted using Braun & Clarke's

reflexive thematic analysis (RTA) for qualitative research which consisted of six phases. This analysis of the data revealed several key themes.

When it comes to the matter of education, public and private both type of institutions should be operated on the theme of expansion, development and quality context of education. As a developing state with high percentage of population, Assam occupies a distinctive place in the field of higher education among northeastern states. Along with the government universities newly emerged private universities of Assam has taken many innovative approaches to compete with the global educational market. In this regard some of the contributions can be summarized under the following themes-

- **A new window for higher education:** Public and private sector universities of Assam is currently witnessing employer oriented higher education system towards labour market. This universities emerged as a ray of hope for the students to pursue higher education across different disciplines.
- **Increase of Gross Enrollment Ratio:** Currently public and private sector universities of Assam are playing a significant role in addressing access to higher education. As per the data collected from all India survey on higher education report, 2020-2021 gross enrollment ratio of Assam in the year 2020-2021 in higher education (18-23 years age group) is 17.5 percent. Which is very less as compared to other states but it is expected to increase in the upcoming days.
- **Diversified discipline:** A shift has been observed in public and private universities of Assam from conventional courses to market driven disciplines. Most of the universities are adopting multidimensional courses by keeping employment generation in view. Several interdisciplinary and integrated courses have been introduced in these universities. A number of short-term certificate and diploma courses are also included to enhance employability of graduates.
- **Academic autonomy:** Autonomy in private universities permits them to offer a range of choices and opportunities to improve the quality of their services and hence to reach excellence globally. Autonomy in terms of academics, research, technology-based innovations, collaboration and expansion etc. made better chance to reach excellence as compared to public universities.
- **Scope of extra-curricular activities for the students:** By creating different scope for personality development, public and private universities has contributed development of students' knowledge and skills in different

contexts. This provides a platform for student's holistic development and assists them in developing critical skills and abilities to be successful in this competitive world.

- **Technology oriented digital classroom:** Availability of digitally empowered classroom has made the university education system quite easy as well as interesting. It provides an opportunity to create a platform to establish global network of higher education. A shift has been observed from traditional classroom setting to using of artificial intelligence and virtual reality. Most of the private universities of Assam are well equipped with modern technologies for classroom transaction as compared to public universities.
- **Follow-up services:** Several initiatives have been taken by these universities to keep in touch with their alumni in order to know that passed out students are rightly placed or not. It comes under the programme of guidance and follow up services to ascertain the progress and status of students even after she or he leaves the university campus.
- **Scope of research:** Public and private universities of Assam has started research activities in their institution by collaborating with other private and public universities. Some of them are likely to make major gains in research output. Some of them have made serious efforts in promotion of good quality research.
- **Placement Opportunities:** By providing placement opportunities to their students in both public and private sectors, these institutions play an important role in employment generation. Through a practical curriculum, industry-oriented education, and the application of innovative teaching methods, they promote outcome-based and productive education.
- **Efficient management practices:** Strict management practices of both type of universities ensure the best possible educational outcomes through integration of different resources. The emergence of strategic planning and strategic implementation system of management helps in improving organizational performances.
- **Networking with global innovators:** Some of the public and private universities of Assam have taken initiatives to create a platform of work with global innovators and industries in terms of research, exchange programmes, workshop, conferences, projects etc.
- **Reducing the Financial Burden on the Government:** Among the North-Eastern states, Assam has faced challenges arising from population growth, which have placed financial pressure on the higher education sector. In this

context, the expansion of private universities has provided support for the development of higher education by reducing the financial burden on the government.

Objective 3 : To identify the challenges faced by the public and private universities of Assam and to put some recommendations to overcome such issues in the realm of managing academic affairs.

Challenges were identified basically through structured questionnaire (Part-C) consist of open-ended items where responses were collected from key academic stakeholders- faculty members of selected public and private universities of Assam. The key dimensions include- accreditation and quality issues, resource and financial constraints, issues related to human resource management and challenges with respect to research support.

Despite the increasing demand for higher education and contributions made by both types of universities, public and private universities of Assam still face several challenges. Some of them are -

- **Accreditation status:** Most of the public and private universities of Assam not accredited by the concern accredited agencies. Initiative must be taken to invite accreditation agency for assessing the performance of the university education system. To measure the quality of university education and to identify strength, weakness and areas that needed to be improved, accreditation is must. Currently both public and private universities are suffered from this backlog.
- **“Differences in Fee Structure:** The high course and admission fees charged by private universities, along with the fees for self-financed courses in public universities, constitute a major barrier to access to university education in Assam. Fee structures should be reasonable and aligned with the actual cost of running the programmes, so that students can afford higher education at lower cost. Clear norms should therefore be established to regulate the fee structures of both public and private universities.
- **Quality Issues:** Public and private universities of assam have to increase attention towards the matter of quality. Because qualification without quality will create unemployment problems among the young generation. Steps must be taken to motivate educational stakeholders to uplift the quality of university education.
- **Financial management:** Some of the private universities have received

financial support from the government. But most of the time they have to depend on tuition fees, bank loans and donations etc. all of which poorly match their capital needs. Insufficient funding sometimes leads to underfunding for essential educational inputs and facilities.

- **Problem of retaining teaching staff:** The faculty structures, their stability, job satisfaction always seems to be not satisfactory in the private universities of Assam. Most of the qualified faculties are not attracted towards these institutions due to its low amount of salary. After working for a few years, they are trying to shift to the institutions where they can draw high amount of salary. Most of the faculty members are facing challenges in terms of financial insecurity, promotion, wages and benefits etc. This has a greater impact on the entire education system.
- **Research output:** Research opportunities are limited in both public and private universities because of insufficient research guide to conduct quality research. Considerable increase in the number of research during the past few years could not be considered as attempts to satisfy the inquisitive and scientific thirst for knowledge.

Suggestions to overcome the challenges

- Inclusion of variety of interdisciplinary courses to attract high ranking students.
- Focus on quality research.
- Invite accrediting agencies to measure quality aspects of university education.
- Affordable fee's structure to establish equality of educational opportunity.
- Hire qualified and experienced faculties.
- Setting up of quality management parameters.
- Transform the curriculum into something dynamic and relevant.
- Academic tie up with world class universities.
- Provision of experiential learning.
- Skill based courses should be introduced.
- Universities should have a quality control mechanism

Conclusion

The growing demand for higher education continues to exceed the capacity of public universities. By addressing the above-mentioned challenges, the sector can expand and strengthen its contribution to the provision of higher education. Strategic initiatives are required to ensure sustainable development and improved service delivery. Owing to limitations in systematic educational planning, the quality of higher education at the university level remains inadequate. Measures should be adopted to

promote modern, market-driven programmes that can contribute to economic growth. Efforts should also be made to encourage capable private universities to contribute to the development of a highly skilled and professional workforce able to compete in the global market. An analysis of the private university sector in Assam reveals differences in missions, backgrounds, and approaches to delivering quality higher education. To enhance their contribution, the government should strengthen funding and regulatory frameworks, while private universities must ensure greater accountability to their stakeholders.

Bibliographies

- Agarwal, Pawan. 2009. *Indian Higher Education: Envisioning the Future*. New Delhi: SAGE Publications.
- Agarwal, Pawan. 2011. "Trends in Private Higher Education in India." *International Higher Education* 63: 11–13.
- Altbach, Philip G. 2005. "Patterns of Higher Education Development." In *International Handbook of Higher Education*, eds. James Forest and Philip Altbach. Dordrecht: Springer.
- Altbach, Philip G. 2009. "Peripheries and Centers: Research Universities in Developing Countries." *Asia Pacific Education Review* 10(1): 15–27.
- Bhushan, Sudhanshu. 2006. *Reservations in Higher Education: Equalizing Access or Perpetuating Inequality?* New Delhi: NIEPA.
- Datta Lusika & Kundu Usashi, (2021) *Privatization of Education in India: A Critical view*.
- Gupta, Asha, and Neha Gupta. 2019. "Curriculum Design and Employability: A Study of Private Universities in India." *Journal of Education and Practice* 10(4): 87–94.
- Islam, Salma, (2016) *The Role of Private Universities in Higher Education of Bangladesh. An Empirical Investigation*
- Jain Paras, (2017) *Role of Private Universities in Higher Education in India*. Aithal P.S & Kumar Suresh, (2016) *Opportunities and Challenges for Private Universities in India*
- Jain, Pankaj, and Richa Mukherjee. 2017. "Commercialization of Higher Education in India: A Legal and Ethical Perspective." *Indian Journal of Ethics, Logic and Philosophy* 1(3): 21–28.
- Kumar, Krishna. 2017. "Academic Research and University Governance in India." *Economic and Political Weekly* 52(10): 43–50.
- Mili Uttam, (2021) *Problems and Challenges of Higher Education Scenario of Assam*
- Mishra, Sanjay. 2014. *Higher Education in India: Issues, Concerns and New Directions*.

New Delhi: University Grants Commission.

- Mugabi, (2012) The role of private universities in the provision of higher education in Uganda: Growth and challenges
- Naik, J.P. 2012. The Education Commission and After. New Delhi: Allied Publishers.
- Padmasri Pratisha, (2017) Issues in Higher Education and Ways Ahead: A Study in Kamrup District of Assam.
- Pandey, Sushil. 2016. "Challenges in Public University Administration: An Indian Perspective." *University News* 54(22): 3–7.
- Rajesh, Bimal and Ashok, (2013) Role of Private Sector in Indian Higher Education
- Rani, Geetha. 2018. "Student Support Services in Indian Higher Education." *Journal of Student Affairs Research and Practice* 55(1): 12–22.
- Salmi, Jamil. 2009. The Challenge of Establishing World-Class Universities. Washington, DC: World Bank Publications.
- Sawsan, Mohammed, Osama, Alia, (2022) The role private universities play in achieving academic, research, political, and economic sustainability in light of national strategy "Jordan's vision 2025" from the perspective of academicians.
- Sharma, Rashmi. 2015. "Faculty Shortages in Higher Education Institutions in India." *Current Science* 108(11): 1898–1900.
- Tilak, Jandhyala B.G. 2013. "Higher Education in India: In Search of Equality, Quality and Quantity." *Economic and Political Weekly* 48(38): 46–52.
- Tilak, Jandhyala B.G. 2014. "Private Higher Education in India." *Economic and Political Weekly* 49(40): 32–38.
