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Annual Status of Higher Education (ASHE), 2021

In states and union territories of India
October 2021

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Foreword

Chandrajit Banerjee
Director-General, Confederation of Indian Industry

The tenth edition of the ASHE report is an occasion for us to celebrate. Something which was conceptualised by CII 10 years back has come a long way and is today an important input for policy makers. It marks a milestone in perseverance, hard work and dedication. It is easy, as they say, to start something but difficult to sustain with the same level of rigour and perfection. With the annual ASHE report, CII has been able to do both.

While 2020 became the global year of the epidemic, in India it also became the year when the country got a new National Education Policy (NEP) after a gap of more than three decades. The year 2021 therefore marks the first anniversary of NEP.

The vision and the objectives that NEP lays are specially significant in the light of the disruption which has been caused by COVID-19. It is important to now ensure that the policy is implemented in right spirit and with right timelines in all the states and union territories.

As always, the second part of this year's ASHE report makes use of government's own data from the All-India Survey of Higher Education (AISHE) and a value add is available in the form of analysis and contextualisation which is done by CII and the Deloitte team.

CII Education Council this year divided its work into six task forces – three in school education and three in higher education. Since this report is specially meant for higher education, the first three chapters in Part 1 carry significant inputs from the three relevant task forces.

I thank the Deloitte team for bringing out this report, with a new set of hands this time, and for maintaining the association with CII for this important policy document for the tenth year in a row.

Foreword

Arindam Guha
Partner and Government & Public Services Leader, Deloitte Touche Tohmatsu India LLP

The higher education segment in India is evolving and continues to need reliable and comprehensive state and union territory-level data that higher education departments can work with.

Continuing on the journey that CII and Deloitte began almost a decade ago, we bring another edition of the Annual Status of Higher Education (ASHE) in India report.

We have maintained the same format as in the recent few years with a commentary and section on data that carries India-level details and state and union territory profiles. We believe that the two parts complement each other and provide educationists and leaders in education, the government, the private sector, and in development agencies with useful insights. In this year's report, we have added a comparison on key data points across the last five years from 2015-2016 onwards. It is heartening to see that most higher education parameters, such as number of universities and colleges, enrolment numbers, gender parity, and GER have improved over the last few years. The number of teachers, which declined for two years, has also increased since 2017 for two years in a row.

The current year has been unlike any other. COVID-19, while on the decline, is still a factor that affects higher education. I expect that HEIs should be able to return to complete normalcy soon and we will be able to welcome students in colleges and universities across the country, once again. In view of the effects of the pandemic, this report also includes a chapter on something we all have debated on over the last few months– online education.

Our National Education Policy, 2020 (NEP), was amongst the few things that brought us cheer in the pandemic and has the potential to bring long-lasting and substantial changes in the quality of education we can provide for our students. Quality and level of education has been a topic of debate for long. I am happy that the report includes a chapter on this important area, especially in the context of quality education being the vision of NEP 2020. Another chapter that the report carries this year is on internationalisation of Indian higher education, with a focus on what we must do to attract foreign students. Our readers will be keen to know the status of NEP a year since its launch, for which we have included a brief chapter.

I am convinced that our higher education system is undergoing major transformation with multiple and exciting initiatives expected in the coming years. I hope ASHE 2021, carries this positive sentiment to our readers.

Foreword

Dr. Kamlesh Vyas
Partner, Deloitte Touche Tohmatsu India LLP

Two major developments have defined the state of higher education in India this year (a) COVID-19 and (b) the National Education Policy 2020, which has the potential to transform the education system in the country.

The pandemic has significantly changed the world of education forever. It has led to most higher education institutes adopting virtual channels for regular classes, sharing learning content, and conducting periodic assessments. Academia-industry partnerships have also seen an upswing with guest lectures from industry subject matter experts over virtual platforms becoming much more common.

It has also been a year since the announcement of NEP 2020, and several major schemes aligned with the underlying policy have been launched. The transformation of higher education, which NEP envisions, is wide ranging. Some key initiatives include:

- Spending around 6 percent of GDP on education;
- Setting up a National Higher Education Commission and National Research Foundation;
- Introducing four-year degree programmes in science, commerce, and arts, which are presently three-year programmes, with multiple entry and exit points;
- Transforming HEIs into large multidisciplinary universities, higher education clusters, and autonomous degree awarding colleges;
- Discontinuing affiliation and standalone single discipline colleges in a phased manner;
- Operationalising the National Testing Agency to conduct a single test for admission to universities;
- Adopting a conscious focus on research, Indian knowledge systems, vocational skills, 21st century skills, entrepreneurship, technology application, and internationalisation.

With India's rapid transformation to a digital economy, the nature of in-demand skills is also evolving. According to a recent NASSCOM report on "Future skilling for the digital economy", some key emerging skills that have been identified include Big Data Analytics, Artificial Intelligence (AI), Cloud Computing, Internet of Things (IoT), Virtual Reality (VR), Cyber Security, Robotic Process Automation (RPA), Blockchain and 3D Printing. Several Indian and international organisations have identified similar sets of skills for the future. These requirements and other changes in the ecosystem are changing work, workers, and workplaces at an unprecedented pace. It is important that higher education keeps pace with the emerging context.

The education system will need to align itself to meet challenges of the future as well as aspirations of the youth entering the education system. This is what NEP 2020 seeks to achieve.

It is expected that this year's ASHE report will be able to provide leaders, decision makers, and strategists in the field of higher education the necessary information and help them in their decision making at both the centre and state levels.

List of abbreviations

AICTE	All India Council for Technical Education
AIIMS	All India Institute of Medical Sciences
BLA	Bachelor of Liberal Arts
BLE	Bachelor of Liberal Education
B. Tech	Bachelor of Technology
CII	Confederation of Indian Industry
CPE	Colleges with Potential for Excellence
CSR	Corporate Social Responsibility
DST	Department of Science and Technology
ERP	Enterprise Resource Planning
GER	Gross Enrolment Ratio
GEC	General Education Council
GPI	Gender Parity Index
HE	Higher Education
HEI	Higher Education Institutions
HECI	Higher Education Commission of India
HEGC	Higher Education Grants Council
ICT	Information and Communications Technology
IoE	Institutions of Eminence
IoT	Internet of things
IIT	Indian Institute of Technology
LEAP	Leadership for Academicians Programme
MoE D	Ministry of Education
M. Phil	Master of Philosophy
NAAC	National Assessment and Accreditation Council
NAC	National Accreditation Council
NCTE	National Council for Teacher Education
NEP	National Education Policy
NHERC	National Higher Education Resource Centre
NIRF	National Institute Ranking Framework
NRF	National Research Foundation
OBC	Other Backward Classes
ODL	Open Distance Learning
PARAMARSH	Scheme to mentor NAAC
PGDM	Post Graduate Diploma in Management
PhD	Doctor of Philosophy
PWD	Persons with Disabilities
PTR	Pupil Teacher Ratio
SERB	Science and Engineering Research Board
SC	Scheduled Caste
ST	Scheduled Tribe
UAY	Ucchatar Avishkar Yojana
UGC	University Grants Commission

Part I - Focus on key themes and developments

Introduction

Higher education the world over has been deeply impacted by the pandemic in the past two years and it has been no different in India. Therefore, the impact of COVID-19 and the National Education Policy 2020 constitute the twin focus of this year's commentary on the annual status of higher education in India.

One of the most surprising and innovative aspects of adjusting to the pandemic has been the ease and speed at which education has moved online. Virtually overnight, many HEIs were able to migrate online. Even assessments were seamlessly carried out online. Faculty have now begun using video content more frequently. Another pleasant outcome has been greater collaboration between academic institutions and the industry through increasing number of guest lectures and sessions by industry experts. In the pre-pandemic times, this was limited to a few times every semester, given the need for months of planning, scheduling, and logistical arrangements. This is now possible every other week, with sessions being delivered virtually. This trend is likely to continue and blend in with traditional in-person interactions on university campuses. Our first chapter (Online education- strengths, learnings and challenges) goes deeper and analyses important aspects of online education.

The other major development over the last year and a half has been the launch of NEP 2020. As the country enters the second year since its launch, it's a timely opportunity to analyse two of the key themes of the policy—excellence and internationalisation. The second chapter (Internationalisation of Indian higher education) analyses the implications of the policy objectives for Indian higher educational institutions. The third chapter (Pursuit of quality and excellence in higher education in NEP) analyses the broad aspects of excellence and quality in higher education in India, as envisaged in the policy. The chapter also looks closely at the relationship between excellence and regulation and analyses the "light but tight" approach to regulations envisaged in NEP 2020.

Any commentary on the status of higher education in India will not be complete without a snapshot of how the implementation of the NEP has progressed in the last year. This has been covered in chapter 4 (Status of NEP implementation.)

It is hoped that these four chapters will complement the numbers, figures, and trends of the states and union territories in part two of the report.

1. Online education - strengths, learning, and challenges

Inputs and recommendations of the online education taskforce in the context of NEP 2020 and COVID-19

This chapter discusses issues related to the delivery of online higher education.

The CII Education Council chaired by **Dr BVR Mohan Reddy, Chairman of IIT Hyderabad and Executive Chairman, Cyient**, constituted a committee this year in July with the following members to consolidate issues related to online education, especially in the context of NEP 2020.

1) Amrita Patwardhan, Head - Education, Tata Trusts

2) Ashwani Sharma, Head of Research Operations, Education and University Relations - India, Southeast Asia and Australia/New Zealand, Google

3) Dipakshi Mehandru, Director - Government Affairs & Public Policy, Dell Technologies

4) Gouri Gupta, Director, Education Technology, Central Square Foundation

5) Joyeeta Das, Lead, Education & Skilling Initiatives, CSR, IBM India

6) Dr M Poonia, Vice-Chairman, AICTE

7) Nita Aggarwal, Programme Manager, Porticus, India

8) Ramesh Loganathan, Professor of Practice, IIIT Hyderabad

9) Prof Subhasis Chaudhuri, Director, IIT Bombay

10) Dr Suresh Reddy, Director, SRF Foundation

11) Trupti Mukker, Head of Customer Experience, WhiteHat Jr

12) Dr Vinnie Jauhari, Director Education, Microsoft India

The committee deliberated on online higher education, delivery of content in general, and in the context of NEP 2020 in particular. The committee also noted that the pandemic had made the use of online modes of teaching and learning mandatory since the beginning of 2020. The analysis, therefore, had to take note of this sudden, forced, and substantial increase in the uptake of online learning globally.

The committee felt that blended learning is the way forward and while top-tier academic institutions shall continue to be in demand for on-campus programmes, other academic institutions will continuously be challenged by online education options and will be forced to adopt blended learning.

NEP has laid emphasis on both in-class and equivalent or similar-quality standard online learning /blended learning to be offered by HEIs if they are accredited for offering the same. The policy provides for the accrual of credits for such programmes at the under-graduate level under the Choice Based Credit System (CBCS) if they are not offered in the HEI that the student is studying in. The policy also seeks establishment of an Academic Bank of Credits (ABC), which will make it possible for students to bank their credits attained through different learning modes and combine them to be eligible for certificates diplomas and degrees.

The pandemic, while accelerating the pace of adoption of online learning, has also widened the digital access divide. While students with adequate connectivity and personal devices may have transitioned to virtual learning, a large segment has faced difficulties with internet connectivity and access. Similarly, several academic institutions have been faced with challenges in making a smooth and efficient transition, leaving their students with few learning opportunities. It appears that online and digital learning mechanisms are still evolving. Much work needs to be done for them to be truly effective. However, as we plan for the education sector in a post-pandemic world, alternative approaches to teaching and learning such as online learning are needed to complement traditional methods.

Educational Technology (EdTech) which is often the backbone for solutions such as online learning, has been gaining ground during the last decade and needs to occupy centre stage. Traditionally, EdTech has largely been focussed on learner-tutor networks and e-learning segments. However, several new technologies including analytics and AI/ML are emerging, which have the potential to enhance the effectiveness of learning for students. Similarly, there are other areas being targeted by EdTech, such as content curation, micro-plucking of content, and predicting learning needs on the basis of assessments. EdTech is also working on personalisation and gamification of learning on and is also being used by educators to make decisions on curriculum, pace of learning, and designing learning paths using analytics. Another area of focus for EdTech is high-integrity virtual assessments.

> Prof Pankaj Jalote, Distinguished Professor and Founding Director (2008-2018), Indraprastha Institute of Information Technology Delhi, in his blog on Higher Education in India (jalote.wordpress.com) says that universities and colleges which offer modest quality education at high cost can face challenge from online programs unless they lower the cost of education by opting for blended models, while providing a fine in-campus experience.
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> In his analysis, Prof Jalote compares the challenge of online education for two categories of HEIs- top tier research-oriented universities and other HEIs. He concludes that the overall quality of education and experience that the top tier research-oriented universities provide cannot be matched by the other universities and colleges. Hence, those who can afford, will continue to prefer these universities. Hence, universities in this category have no real threat from online education in foreseeable future.
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> In case of other category of HEIs, Prof Jalote argues that such universities can also reinvent themselves. If they reduce their costs and adopt online education methods innovatively to offer blended learning, they will be able to face the challenge from pure online programs.
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> He concludes "If universities in the second category can reinvent themselves by opting for a blended approach to education, then a student looking for a lower cost education, has to choose between doing these online courses for an online degree, or doing many of the same online courses while being in a college, where there will be some local support, and, of course, some regular in-class courses and on-campus activities. Between the two, the choice for most students will be to go for universities, provided they can, by large scale use of online courses, keep the cost of education in control. (This assumes that these universities can lower their cost by reducing their faculty costs, which will be challenging. However, if competition from online programs becomes a real threat then they may have no other choice.)"

Online learning has the potential to democratise education and learning by bringing these to everyone at a fraction of the costs of traditional delivery mechanisms. It enables part-time education, thereby bringing millions into its fold and also has the potential to personalise learning for each student.

Encouragingly, the progressive NEP 2020 addresses concerns around rigidity in the duration of programmes and selection of subjects by allowing students more flexibility in their education and by permitting the choice of subjects across disciplines.

The government has created platforms such as NPTEL (National Programme on Technology Enhanced Learning), a repository of online courses offered by leading academic institutions in the country and MOOCs platform, SWAYAM. It has also launched the PM eVIDYA programme for providing online education courses, integrating DTH channels, to support students who do not have internet access.

Further, under the policy, National Educational Technology Forum (NETF), a dedicated e-education unit to bolster digital infrastructure, digital content, and capacity, is to be created in the MHRD to look after the e-education needs of both schools and higher education institutes. NETF will work as a platform to exchange ideas on the use of technology to enhance learning, assessment, planning, and administration. The NEP also refers to the use of technology in education to create e-learning content, virtual labs, and the dissemination of learning and use of AR/VR, apps, and gamification.

Further, the policy mentions the need to develop asynchronous delivery models, while also developing synchronous learning systems that run on low or intermittent bandwidth, for students who may be in low-bandwidth zones, and solutions that need neither connectivity nor personal devices including TV, radio, and pre-loaded devices.

It is expected that these ideas will be implemented fast, at-scale and with quality, promoted effectively, and find large-scale adoption.

As educational institutes adopt online learning platforms, they will need to invest in necessary technology interventions, upgrade their IT resources, and build capacity amongst faculty and staff. They will also need to create common resources and sharing platforms to discuss learning, challenges, and solutions.

Online learning is not without challenges. It has been found that the completion rate of online programmes is abysmally low. It is hoped that this may improve as online programmes improve their quality and build more interactivity. In case of synchronous online programmes, most teachers and learners miss elements of eye-contact, peer-presence and peer-learning, body language, humour, motivation, enthusiasm, and a human touch. This may sometimes have to do with the lack of understanding of the online platform amongst teachers, who simply attempt to take their traditional mode of teaching online. It is hoped that as online systems evolve, a different approach to pedagogy and instructional design suited to this new medium will emerge.

The emergence of EdTech and new approaches to education have created tremendous possibilities for students and have the potential to provide work-ready, skilled human resources to the country-human resources that are committed to life-long learning. This is likely to contribute to enhanced productivity and economic growth.

The world needs to come together to support education in the post-pandemic world, and policy interventions and their implementation by the government will play a major role with matching endeavours from the private sector. Online learning can be a key enabler in this effort.

2. Internationalisation of Indian higher education

CII Education Council discussed the issue of internationalisation of Indian higher education in the context of NEP 2020. **Dr (Mrs.) Pankaj Mittal, Secretary General, Association of Indian Universities (AIU)**, gave active inputs on the subject and helped shape this chapter for the report.

Internationalisation of Indian higher education is the way forward and will help not just the higher education sector but also millions of youth worldwide by providing India as a study destination with significant advantages.

India's historic contribution in global education

History stands testimony to India being the fulcrum of advancement of knowledge and education. India has always believed in education for the world, starting from Nalanda, Takshashila, Vikramashila, Valabhi, Somapura, Jagaddala, Odantapuri, and Pushpagiri Vishwavidyalayas. These centres of learning had attracted scholars from around the world. India has an opportunity to return to its glorious position as the Vishwaguru in current times.

Increasing global trend of foreign education

According to UNESCO sources (UIS 2018), more than 5 million students crossed national borders in 2017 to pursue higher education. The US receives more than 20 percent of the total students, followed by the UK with 11 percent, Australia with 9 percent, France with 7 percent, Germany with 6 percent, and Japan with 4 percent. China too, despite being a late entrant, managed to attract a sizeable number of foreign students in a small-time span. As per China's Ministry of Education, five lakh foreign students studied in China in 2018, compared to India, which could attract less than 50,000 foreign students, that too, with more than half of them from neighbouring Nepal and Afghanistan. Organisation for Economic Co-operation and Development (OECD) has projected that the total number of foreign students will reach 9 million by 2025.

NEP 2020 reforms for internationalisation of education

Internationalisation of higher education has received its due importance in NEP, which strives to promote internationalisation and position India as a hub for international students. Some major initiatives under the policy are as follows:

(i) Inviting selected universities i.e., those from amongst the top 100 foreign universities to operate in India. An important initiative is to enact/create a regulatory framework for facilitating the entry of such universities on par with autonomous institutions in India.

(ii) Encouraging high-performing Indian universities to set up campuses in other countries.

(iii) Permitting the credit transfer for degrees, joint degrees and dual degrees. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts.

(iv) Setting up of international students offices at HEIs to co-ordinate matters relating to international students.

The initiatives are visionary but would need concerted and collaborative efforts by all stakeholders including the government, apex bodies including UGC, ICCR, AICTE, AIU, CII, and regulatory agencies to be set up under NEP and higher education institutions.

Challenges faced by foreign students

It is important to create necessary mechanisms at various levels to attract foreign students in India. Foreign applicants face a number of challenges in applying to Indian HEIs and during their study in India, starting from searching for relevant academic programmes till the completion of the course. These challenges affect academic achievement and social engagement of foreign students and in turn, impacts the perception of India as an academic destination. Major challenges

identified include the non-availability of centralised information; absence of a standardised admission process; uncertainty about eligibility and equivalence of the degrees acquired in the resident country; uncertainty about fees; and concerns about medical insurance and safety; mismatch in academic calendar; poor quality and speed of response from Indian host HEIs; lack of international quality hostels and sports infrastructure at HEIs; language barriers; lack of sensitisation of faculty and students about foreign students and of foreign students about the local language and culture at HEIs; and long visa processes.

Promoting the internationalisation of higher education in India

Internationalisation requires immense support from the government and embassies for visas and from the Foreigners Regional Registration Offices (FRROs) to avoid difficulties and inconvenience to students. Government of India initiatives towards promoting Indian higher education abroad through the 'Study in India' Programme needs to be enhanced through international collaborations, workshops, seminars, and social media. Promotional campaigns similar to 'Incredible India' should be launched to promote the best Indian universities/institutes abroad for higher education.

To promote India as a study destination for foreign students to and overcome the challenges faced by international students, structural and policy-level changes would be required at the national, state as well as at the HEI levels. There is a need to create synergy amongst multiple agencies such as the Ministry of Education, Ministry of External Affairs, Ministry of Home Affairs, UGC, AICTE, ICCR, and AIU to create a conducive ecosystem for attracting foreign students in India. There is also a need to leverage our diplomatic missions abroad to attract foreign students who are looking for educational opportunities in India. To make India an attractive study destination for foreign students, some other interventions required are as follows:

- Provision of reliable information about HEIs and programmes
- Strong and on-going 'Study in India' campaigns
- Addressal of structural issues related to dual/joint degrees, eligibility and equivalence, and flexibility through remedial/bridge programmes, multiple pathway options (similar to those provided by the UK and Australia HEIs), credit transfer mechanism between Indian and foreign HEIs, multiple admission cycles, and multiple entry and exit options
- Establishment of international offices in universities

Changes required at the university level

HEIs play a major role in attracting foreign students by providing them with an excellent learning experience. Universities need to prepare themselves to receive international students and address their concerns during various stages of the programme.

Restructuring the 'Study in India' programme (SIP)

The brand building of India as a study destination for quality and affordable education along with its promotion of India's rich and diverse culture is of utmost importance to attract foreign students. Presently, SIP is marketed purely as a scholarship-driven programme. The outreach to potential foreign students has to be increased multi-fold using multiple channels viz, education fairs, social media campaigns, international networks of universities, marketing campaigns throughout the year, brand building Indian higher education as a destination that has produced CEOs of big technology giants, establishing admission offices in various countries, partnerships with international bodies including International Association of Universities (IAU) and Association of Commonwealth Universities (ACU) on a reciprocal basis, and tie-ups in several countries to increase financial support for students.

Efforts of the Association of Indian Universities (AIU) in promoting internationalisation of Indian higher education

AIU has been contributing to the internationalisation of Indian higher education. An admission portal for foreign students and another portal for collaboration amongst member universities are being developed by AIU.

The AIU is also planning to establish a consortium, the Indian Network for Internationalisation of Higher Education (INIHE), dedicated to the advancement of internationalisation of higher education at universities/ institutions, similar to the National Association for Foreign Student Affairs (NAFSA). INIHE shall commit its resources to quality research, capacity building, information sharing, and advocacy to utilise the benefits of internationalisation and build a better understanding of Indian higher education internationally.

AIU has also implemented credit-based evaluation of foreign degrees, in lieu of the existing criteria of the minimum duration of academic programme and this has been approved by the Ministry of Education, Government of India. For this, a parity mapping of credit definition followed in various countries has been undertaken to enable the comparison of credits offered by universities in foreign countries with those in India.

In summary, India has a unique opportunity to become a university to the world. With its cost-effective and quality education and values that encourage learning, positions India well to undertake this role at this juncture.

3. Pursuit of quality and excellence in higher education in NEP

Inputs and recommendations of the working group on education quality and the excellence taskforce in Education in the context of NEP 2020

CII Education Council constituted a working group to consolidate the issues and opportunities related with quality and excellence-related aspects of higher education in the context of NEP 2020.

The working group deliberated on factors that impact quality and excellence in higher education in India and felt that a strong focus on quality orientation is needed in higher education in India.

Quality orientation and NEP

Quality orientation is at the very heart of NEP 2020. In fact, the stated objective of NEP 2020 is "Quality universities and colleges: a new and forward-looking vision for India's higher education system."

The policy sets transformational goals in several areas, which aim to enhance and contribute towards improving the quality of higher education, including institutional restructuring and consolidation, holistic and multidisciplinary education, learning environments and support for students, faculty matters, vocational education, research, governance and regulatory matters.

Each of these goals has several guidelines in the policy related to quality enhancement as detailed below:

Institutional restructuring and consolidation: The policy envisages HEIs evolving into large, empowered, and autonomous Multidisciplinary Education and Research Universities (MERUs), multidisciplinary universities, Degree Awarding Autonomous Colleges (ACs), and HEI clusters so that larger investments can be made in both, faculty and facilities at these large institutions, driving quality focus. The policy also envisages facility sharing, research orientation, and exchange opportunities amongst constituent departments and colleges. Discontinuation of the affiliation regime is also a stated direction of the policy as many affiliated universities are unable to contribute to the achievement of excellence in their affiliated colleges.

Holistic and multidisciplinary education: The policy is aimed at providing holistic education with elements of science, humanities, values, community service, environmental science, soft skills, life skills, and vocational skills. There is also a strong focus on a flexible curricular structure with multiple entry and exit points, increased faculty and institutional autonomy in setting curricula, use of contemporary and effective pedagogy using communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking. The policy also brings in a Choice Based Credit System (CBCS). The undergraduate (UG) programme shall have an optional fourth year, which will make students eligible for an honours degree or a degree with research. There is also a strong impetus on blended learning to complement classroom learning and on competitions, incubation centres, research centres, and partnerships with industries and research organisations. All of these interventions are intended to improve the quality of higher education.

Optimal learning environments and support for students: It is well known that optimal learning environments must include psycho-social well-being for students. Further, it has been observed that faculty members and institutions imbibe the pursuit of excellence when they have autonomy. NEP 2020 has, therefore, included psycho-social well-being and autonomy to HEIs on curriculum, pedagogy, and assessment amongst its objectives. HEIs are also expected to be on the

path of continuous development through ongoing assessment and implementation of their Institutional development Plans (IDPs). Faculty members are expected to enhance their role to being teachers, as well as mentors and guides. The policy also suggests setting up facilitation centres for students from socio-economically disadvantaged backgrounds for financial, physical, career, professional, emotional, and academic support. Indeed, the policy aims to develop India's role as a global study destination, offering premium education and encourages HEIs to attract international students, while also establishing partnerships, knowledge and research exchange mechanisms with countries and institutions globally. There is also a strong impetus on utilising the latest educational technology to enhance the quality of education. Students will be able to combine modules from different disciplines, different learning modes and different institutes using the credit system and the facilities available through Academic Bank of Credits (ABC).

Faculty matters: NEP emphasises on the need for motivated, energized and capable faculty members. Towards this end, the policy lays emphasis on autonomy for faculty and on faculty development, rewards, promotion and recognition. It also encourages movement of faculty members into institutional leadership roles while also establishing frameworks for accountability for outcomes for them. It is envisaged that PhD programs will include courses in teaching/ education/pedagogy/ writing and the scholars will be provided teaching experience with an intent to enhance the quality of faculty in the ecosystem. A National Mission for Mentoring for providing professional support to university and college teachers is also proposed.

Catalysing quality research: Under the policy, a National Research Foundation (NRF) is to be established to fund, facilitate, and recognise quality research and to facilitate links with industry, research agencies, and philanthropic organisations. Further, with an intent to broad-base research and innovation, research has been included at an undergraduate level too.

Effective governance: NEP recognises that the quality of leadership and governance in HEIs has a direct impact on the quality of education and therefore envisages that HEIs shall have a Board of Governors (BoG). Institute head appointments shall be made by Eminent Expert Committees (EECs), constituted by the BoG, with overlap in tenures for a smooth handover. It also encourages interventions for leadership development and succession planning at HEIs.

Transforming the regulatory system of higher education: The policy aims to completely transform the regulatory system by setting up distinct and empowered bodies for regulation, accreditation, funding, and academic standards under four independent verticals within one umbrella institution—the Higher Education Commission of India (HECI). It is expected that HEIs shall attain the highest level of accreditation over the next few years, and thereby eventually aim to function as self-governing institutions. The policy also includes provisions for public funding, based on HEIs achieving accreditation outcomes.

To enhance the outcome orientation in higher education, a General Education Council (GEC) shall be set up and its mandate will include the framing of learning outcomes including "graduate attributes". A National Higher Education Qualifications Framework (NHEQF) will be formulated by the GEC to be in sync with the NSQF to integrate vocational education into higher education. HEI qualifications shall be described by the NHEQF for learning outcomes. GEC shall set up facilitative norms for areas such as credit transfers and equivalence. The GEC will be mandated to identify specific skills that students must acquire during their academic programmes with the aim to prepare well-rounded learners with 21st century skills.

> **Excess Impedes Excellence: Empirical Evidence for Regulation in Higher Education**
> Prof Furqan Qamar, Former Secretary General, Association of Indian Universities, in his article 'Excess Impedes Excellence: Empirical Evidence for Regulation in Higher Education', published on www.therise.co.in says, "Performance of universities across all measures, right from the NIRF ranking to the NAAC grades, to Global and Regional rankings, clearly shows that institutions outside the purview of regulatory regimes do exceedingly better than those that are subjected to strict regulatory regimes. Discernibly, neither the absence of regulations destroys the universities nor stricter regulations necessarily promote excellence in higher education. Relaxing the regulatory environment seems imminent for promoting excellence in higher education."

Based on study of development of higher education in India across "No Regulation period" (1857-1925), "Loose Coordination period" (1925 - 1956), "Single Regulator period" (1956 - 1992) and "Multiple Regulatory Regime period" (1992 onwards) and analysis of HEIs, which do not come under the purview of UGC, AICTE, or any other regulatory bodies (for example Institutions of National Importance) and National Institutional Ranking Framework (NIRF) rankings, Prof Qamar observes that less regulated institutions perform far better than those that are regulated more intensely. He notes that, not just NIRF, this proposition holds true even when examined against other important parameters of quality and excellence such as the NAAC Grades, the Academic Ranking of World Universities (ARWU), the Quacquarelli Symonds (QS), and the Times Higher Education (THE) world and regional rankings of universities.

Prof Qamar expresses satisfaction with the approach taken by National Education Policy (NEP 2020) that prefers a "light but tight' regulation, "Taking a clue from the establishment of the National Medical Commission of India (NMCI), it proffers a single regulator for all higher education except medical and law education. The policy, thus, envisages an overarching Higher Education Commission of India (HECI) with four independent verticals – National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC), and General Education Council (GEC) with existing regulatory bodies metamorphosed as members into professional standard-setting bodies, to take care of the regulation, accreditation, funding and grants, and standards-setting. Thankfully, the five independent and separate regulatory institutions recommended in the draft NEP 2019 have, thus, been collapsed into one, albeit the existing regulatory bodies and professional councils would continue to exist and operate as standards-setting bodies."

In summary, NEP 2020, true to its vision, is focussed on transformational changes towards excellence and quality orientation in the country's higher education.

4. Status of NEP implementation

Status of NEP implementation a year later

The launch of the NEP last year was a milestone in Indian education. It is noted that the government is working in mission mode to implement the policy and has moved ahead with several initiatives envisaged in the landmark policy within a year of its launch.

The government has launched several initiatives to take the agenda of the policy forward in areas ranging from engineering education, bank of credits, internationalisation to programmes on technology education.

Bringing flexibility in higher education is one of the goals of the policy and the launch of Academic Bank of Credits (ABC) will be a key enabler for realising this goal. ABC and the policy on Multiple Entry and Exit System (MEES) are complementary. These will provide the students freedom to pursue their preferred course as per their own convenience, both in terms of timing, duration, and at an institution of their choice, thereby enabling a culture of continuous learning.

Offering engineering courses in regional languages is another proactive step to ensure that talented youth who have completed their school education in regional languages have an equal opportunity to realise their dreams of studying engineering. To address the requirements of course content in Indian languages, a technology-enabled translation mechanism is also being implemented.

India had been a university to the world centuries back. With the guidelines released to internationalise higher education, Indian institutions are expected to be able to attract students from all over the world again.

Upon the completion of a year since NEP 2020, the government has also launched Indian Sign Language as a subject. This has been a long-standing requirement and will help the hearing-impaired, while also sensitising the society on making the education system more inclusive.

Further, the NEP's first year commemoration event also witnessed the launch of National Digital Education Architecture (NDEAR) and National Education Technology Forum (NETF)- both of which are likely to play a key role in enabling technology in Indian education and enhancing its reach across geographies and time.

As part of NEP's implementation journey, at the national level, agencies such as the National Testing Agency (NTA) have been tasked with different duties to kick-start the Ministry of Education plan from 2022–23. The NTA, which conducts the Joint Entrance Exam (JEE) for engineering and the National Eligibility and Education Test (NEET) for medical courses, has been mandated to work on the modalities of a single entrance exam for all universities.

A scan of the interventions at the level of states suggests that several initiatives have been taken by the states too. Many states have created task forces and committees to implement NEP in their respective states.

States including Gujarat, Madhya Pradesh, Himachal Pradesh, and Karnataka have already implemented a number of initiatives aligned with the NEP 2020 in the current academic year, while other states including Assam, West Bengal, Kerala, Meghalaya, Tamil Nadu, Delhi, and Goa have set up committees and task forces to plan the implementation roadmap. Several states have launched state-level Institutional Rating Framework (IRFs) to improve the participation and ranking of higher education institutions from the states in the National Institutional Ranking Framework (NIRF). They have similarly established state-level centres/agencies to ensure quality assurance initiatives for assessment and accreditation. Further, State Higher Education Councils have been established. States have also started the process of identifying districts that do not have universities to meet the requirements of having at least one university in each district, as envisaged by NEP.

In the case of Delhi, the implementation of NEP from 2022–23 and the four-year undergraduate programme were approved by the Standing Committee on Academic Matters and the Academic Council recently.

These initiatives undertaken across the country within the first year since NEP, provide an expectation that NEP will be implemented with speed and scale and that the government is building necessary skills to be able to do that. All key stakeholders- central government and national agencies, state governments, and universities, and other higher education institutions- would need to continue their efforts and collaborate for effective implementation of the landmark policy. The trends so far have been quite encouraging.

Part II – India and state profiles in higher education

India: Key statistics and trends in higher education

Key indicators

Indicator	Total	Male	Female
Total population (in crore) [1]	121.1	62.3	58.7
Literacy rate [1]	74.0%	82.1%	65.5%
Population in the 18-23 age group (in crore)	14.1	7.3	6.8
Share in the total population (%) [1]	(11.7%)	(11.7%)	(11.6%)
Gross Enrolment Ratio[2]	27.1	26.9	27.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, Ministry of Education (MoE) 2019-20

Education infrastructure

Universities by type: There are a total of 1,043 universities across the country, with state public universities constituting the highest share (37 percent). The top five states with the highest number of universities include Rajasthan (89, 8.5 percent of the total in India), followed by Uttar Pradesh (81, 7.8 percent), Gujarat (76, 7.3 percent), Karnataka (69, 6.6 percent), and Madhya Pradesh (66, 6.3 percent). The breakdown of the number of universities in the country based on the type of university is shown below.

Universities by type
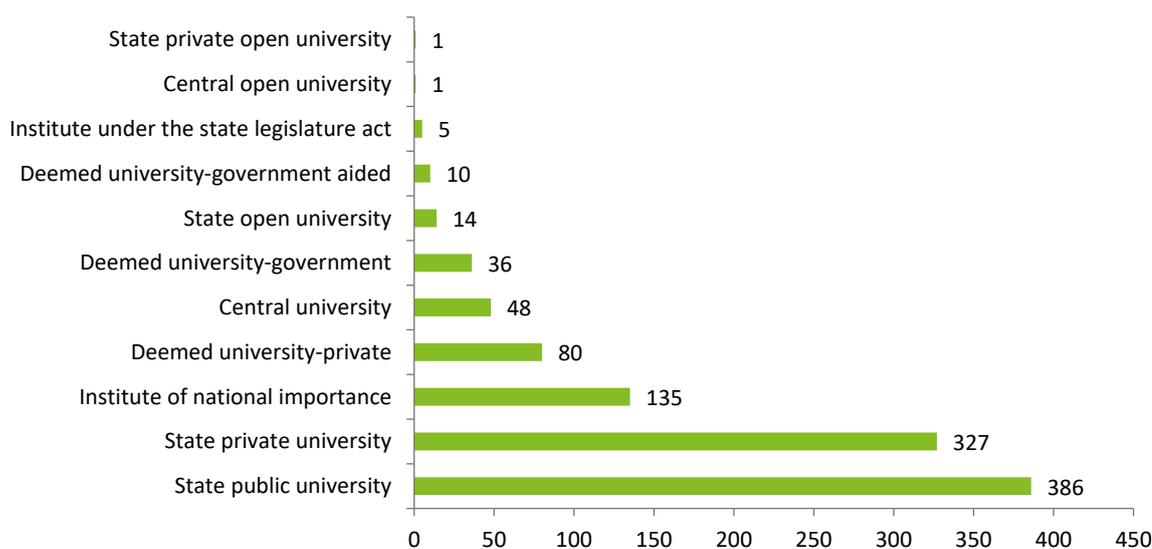
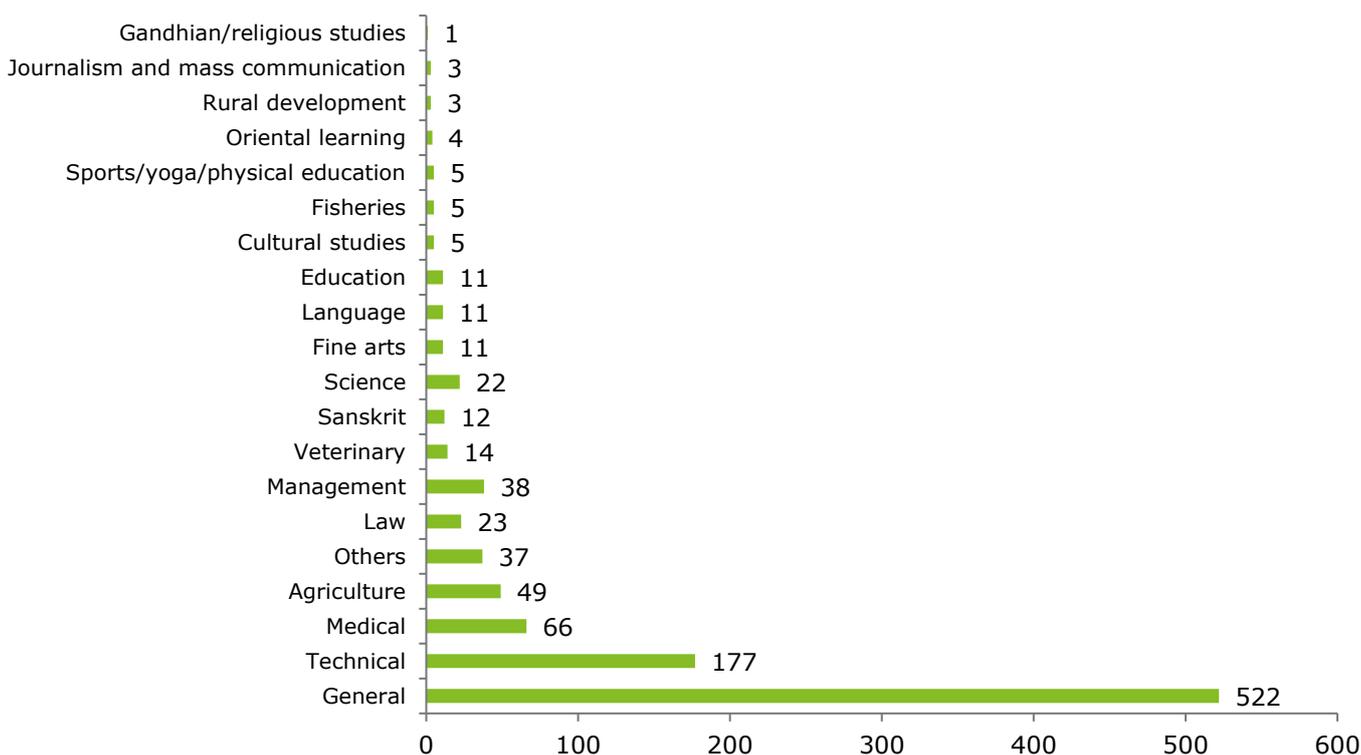**Source:** All India Survey of Higher Education, MoE 2019-20

The breakdown of universities by type indicates variance between the top five states as follows:

Karnataka ranks first in India in the total number of state public universities, with 30 state public universities (7.8 percent of total state public universities in India), followed by Gujarat and Uttar Pradesh, each having 28 state public universities (7.3 percent of total state public universities).

Tamil Nadu has the highest number of deemed universities in the country (with a total of 28 deemed universities). It is followed by Maharashtra (21 deemed universities) and Karnataka (15 deemed universities).

Universities by specialisation: The bar graph below reflects the breakdown of the number of universities in India on the basis of specialisation. The country is reported to have 522 general universities (51.23 percent of the total), 177 technical universities (17.37 percent), 66 medical universities (6.48 percent), 49 agricultural universities (4.81 percent), 37 other universities (3.63 percent), 23 law universities (2.26 percent), and 38 management universities (3.73 percent), with all other universities totalling to about 10.49 percent.

Universities by specialisation

| Specialisation	Number
Gandhian/religious studies	1
Journalism and mass communication	3
Rural development	3
Oriental learning	4
Sports/yoga/physical education	5
Fisheries	5
Cultural studies	5
Education	11
Language	11
Fine arts	11
Science	22
Sanskrit	12
Veterinary	14
Management	38
Law	23
Others	37
Agriculture	49
Medical	66
Technical	177
General	522

Source: All India Survey of Higher Education, MoE 2019-20

Rajasthan has the highest number of general universities in the country with a total of 50 universities in the state. It is followed by Uttar Pradesh (47) and Gujarat (42). Tamil Nadu has the highest number of technical universities (18). Uttar Pradesh has the second-highest number of technical universities in the country, with a total of 13, followed by Gujarat (12), Rajasthan (11), Delhi (10), and Maharashtra (10).
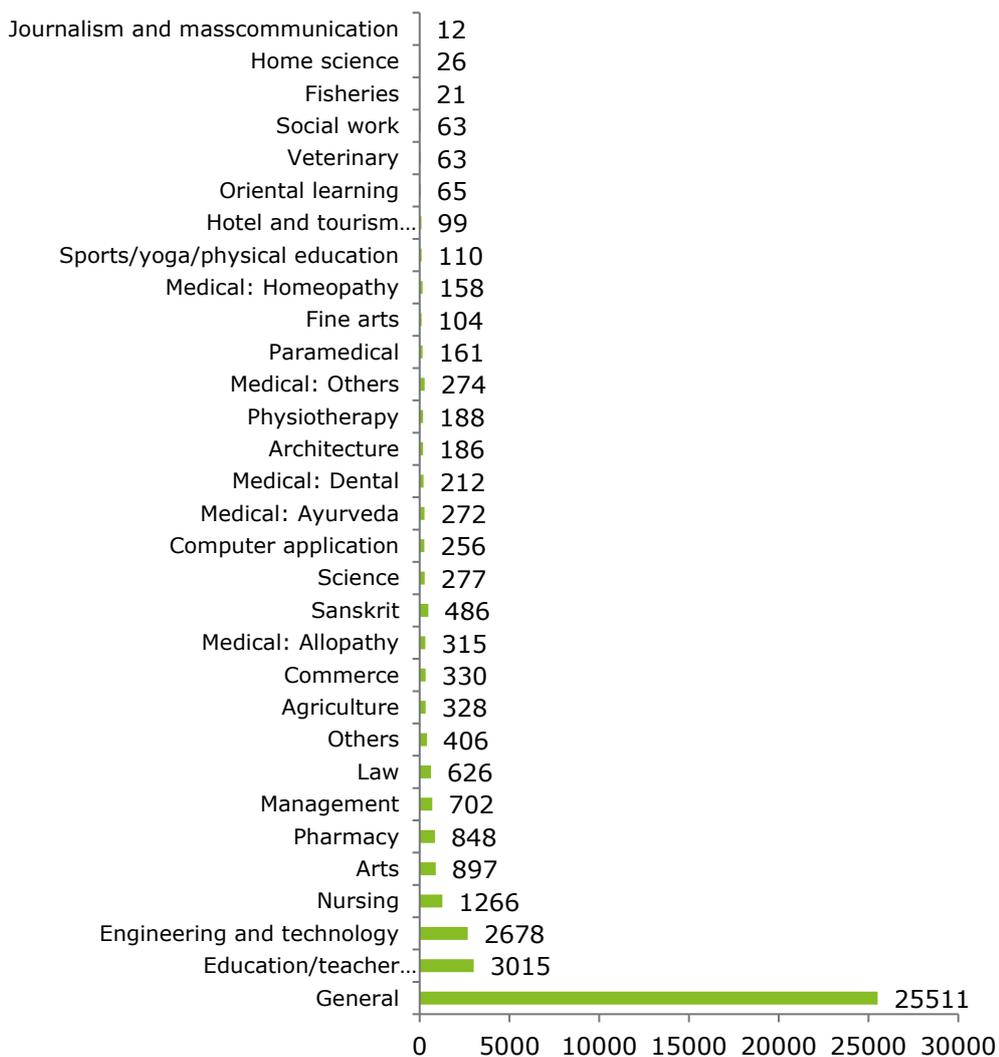
Rajasthan and Karnataka have the highest number of medical universities in the country with a total of eight medical universities present in each of the two states. It is followed by Maharashtra (seven), Gujarat (five), Punjab (four), Tamil Nadu (four), and Odisha (three).

Colleges by type

Constituent/university college
4%

Recognised centre
3%
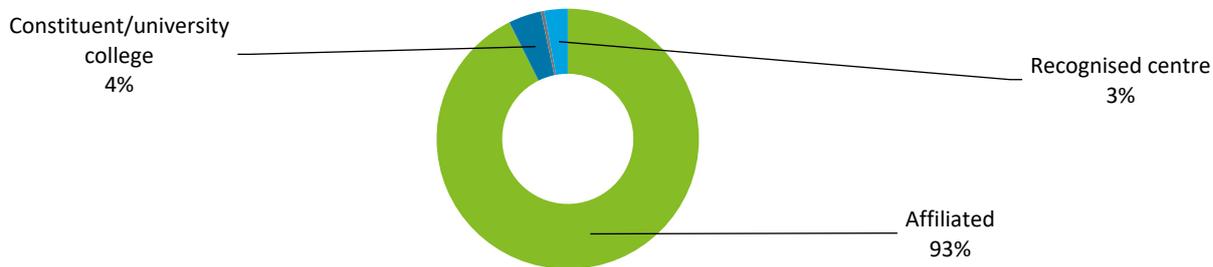
Affiliated
93%

There are a total of 44,374 colleges in India, of which about 93 percent are affiliated, four percent are constituent/university colleges, another three percent are recognised centres, and around 0.42 percent (187 colleges) are PG centres/off-campus centres.

Colleges by specialisation

Specialisation	Count
Journalism and masscommunication	12
Home science	26
Fisheries	21
Social work	63
Veterinary	63
Oriental learning	65
Hotel and tourism…	99
Sports/yoga/physical education	110
Medical: Homeopathy	158
Fine arts	104
Paramedical	161
Medical: Others	274
Physiotherapy	188
Architecture	186
Medical: Dental	212
Medical: Ayurveda	272
Computer application	256
Science	277
Sanskrit	486
Medical: Allopathy	315
Commerce	330
Agriculture	328
Others	406
Law	626
Management	702
Pharmacy	848
Arts	897
Nursing	1266
Engineering and technology	2678
Education/teacher…	3015
General	25511

Source: All India Survey of Higher Education, MoE 2019-20

Colleges by specialisation: The bar graph above reflects the breakdown of colleges in India on the basis of specialisation. There are 63.85 percent general colleges, followed by education/teacher education (7.55 percent), engineering and technology (6.70 percent), nursing (3.17 percent), and arts (2.25 percent).[1]

College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	1,043	42,343	11,779
Average enrolment per institution	7,803	641	216
Total estimated enrolment (in lakh)	81.38	271.54	20.74

Source: All India Survey of Higher Education, MoE 2019-20

Universities: India has a total of 1,043 universities with Rajasthan ranking first in the total universities in a state (89, 8.53 percent), followed by Uttar Pradesh (81, 7.77 percent), and Gujarat (76, 7.29 percent). The average enrolment in each university is about 7,803 students per university and the total estimated enrolment in universities is 81.38 lakh.

Colleges and institutions: India has a total of 42,343 colleges with Uttar Pradesh ranking first (7,788, 18.39 percent of total colleges), followed by Maharashtra (4,4940, 10.61 percent), Karnataka (4,047, 9.56 percent), Rajasthan (3,380, 7.98 percent), and Andhra Pradesh (2,750, 6.49 percent). The total enrolment in colleges in the country is about 271.54 lakh, with an average of 641 enrolments per college. Uttar Pradesh has the highest college enrolment in the country with a reported 47.66 lakh students enrolled in colleges in the state. This is followed by Maharashtra (30.09 lakh), Tamil Nadu (22.75 lakh), and West Bengal (16.62 lakh).

Standalone institutions: Standalone institutions are those that are outside the purview of universities and colleges but require recognition from one or other statutory bodies. These include polytechnics and institutes offering specialisations, PGDM, nursing, teacher training, hotel management, paramedical programmes. These also include institutes under ministries. In India, there are 11,779 standalone institutions and the total enrolment in these is estimated to be around 20.74 lakh during 2019−20. Maharashtra has the highest number of such institutions in the country (2,393).
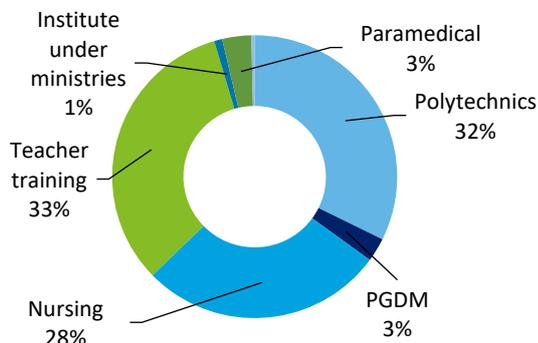
College indicators

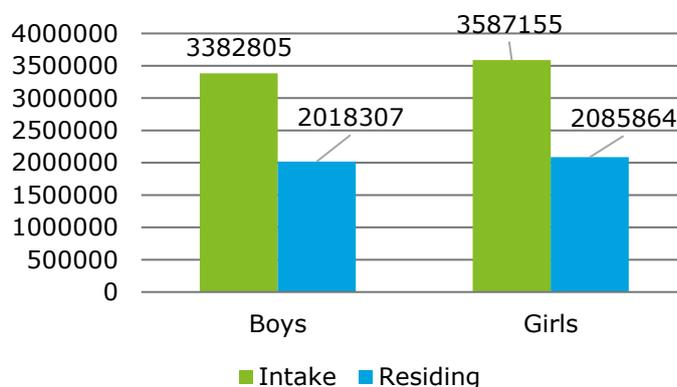| College type	India
Affiliated	41,114
Constituent/university college	1,792
PG centre/off-campus centre	187
Recognised centre	1,281

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	65.2%	44.9%	468
Private aided	13.4%	21.42%	1,090
Government	21.4%	33.65%	1,067

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[1] Percentages calculated with respect to the total number of respondent colleges (39955) in the AISHE survey

Breakdown of standalone institutions

Paramedical 3%
Polytechnics 32%
PGDM 3%
Nursing 28%
Teacher training 33%
Institute under ministries 1%

Hostels

Boys: Intake 3382805, Residing 2018307
Girls: Intake 3587155, Residing 2085864

■ Intake ■ Residing

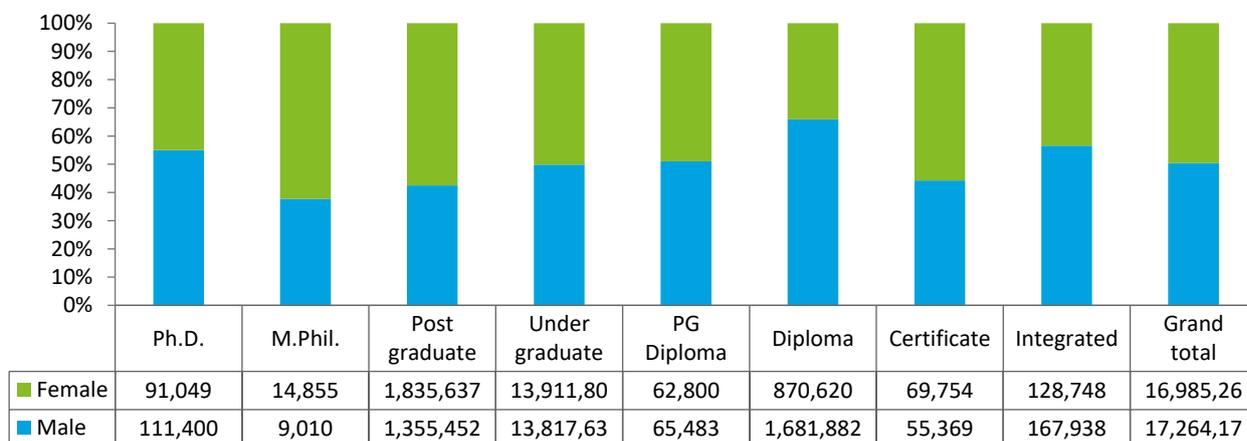**Source:** All India Survey of Higher Education, MoE 2019-20

Student enrolment

Total enrolment of students in higher education institutes in India is around 342.5 lakh, with 50.4 percent male and 49.6 percent female enrolments. Uttar Pradesh ranked first in terms of enrolment (18.28 percent of total enrolment); followed by Maharashtra (10.51 percent), Tamil Nadu (8.71 percent), Rajasthan (5.93 percent), Karnataka (5.93 percent), and Madhya Pradesh (5.92 percent). The five southern states of Andhra Pradesh, Telangana, Kerala, Tamil Nadu and Karnataka account for over one-fourth (26.08 percent) of the total enrolments across India.

Total enrolment through regular mode in the country across all higher education courses is around 342.5 lakh in 2019−20. As can be inferred from the figure below, the highest share of enrolment (80.96 percent) is at the under-graduate level, followed by post-graduate (9.32 percent), and diploma (7.45 percent), with all other levels adding up to 2.27 percent. Female enrolment under various education levels has been the highest in M.Phil. (62.25 percent), post graduate courses (57.52 percent), and certificate courses (55.75 percent), as compared with male enrolment.

In M. Phil, post-graduate, and certificates course enrolment, females account for 62.25 percent of the total M.Phil. enrolments, 57.52 percent of the total enrolments at post-graduate levels, and 55.75 percent of the total enrolments at certificate levels.

Student enrolment
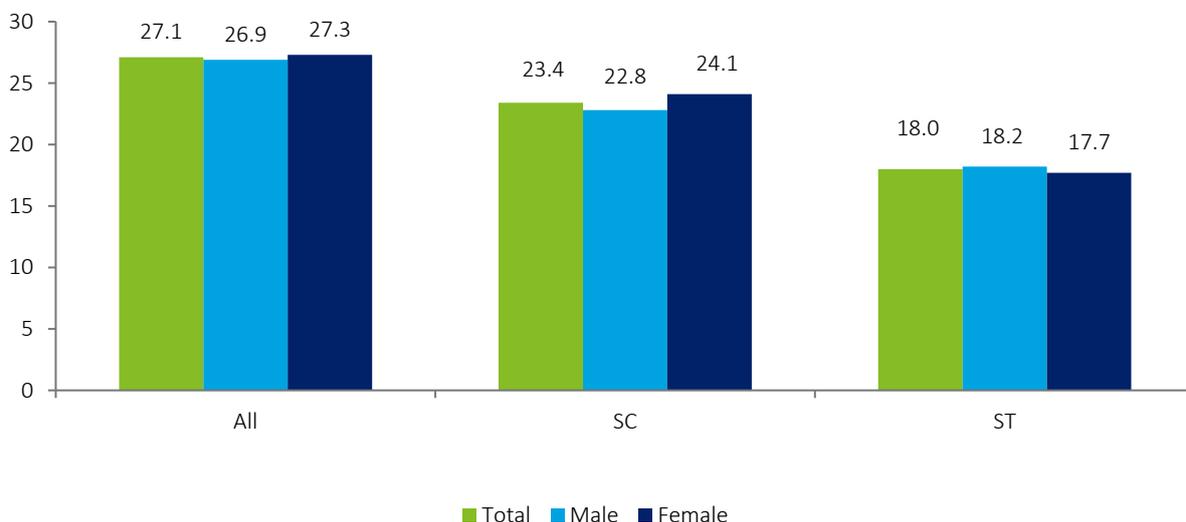
Enrolment at various levels through regular mode

	Ph.D.	M.Phil.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Grand total
■ Female	91,049	14,855	1,835,637	13,911,80	62,800	870,620	69,754	128,748	16,985,26
■ Male	111,400	9,010	1,355,452	13,817,63	65,483	1,681,882	55,369	167,938	17,264,17

Source: All India Survey of Higher Education, MoE 2019-20

Total out-turn at various levels in all courses in higher education in the country is around 94.01 lakh, representing 27.45 percent of the total enrolments in 2019-20. Female out-turn has been higher compared with males in M. Phil (66.97 percent), post-graduate (58.38 percent), and certificate (58.12 percent) courses. The out-turn rate of females is also higher for under-graduate programmes (53.40 percent) and PG diplomas (52.58 percent) even though their respective enrolments are nearly the same as that of males, demonstrating better graduation rates of females in the courses.

Out-turn at various levels

	Ph.D.	M.Phil.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Grand total
Female	17,409	12,202	921,014	3,551,020	99,689	337,399	47,032	17,479	5,003,244
Male	21,577	6,018	656,690	3,099,051	89,919	469,931	33,895	21,585	4,398,666
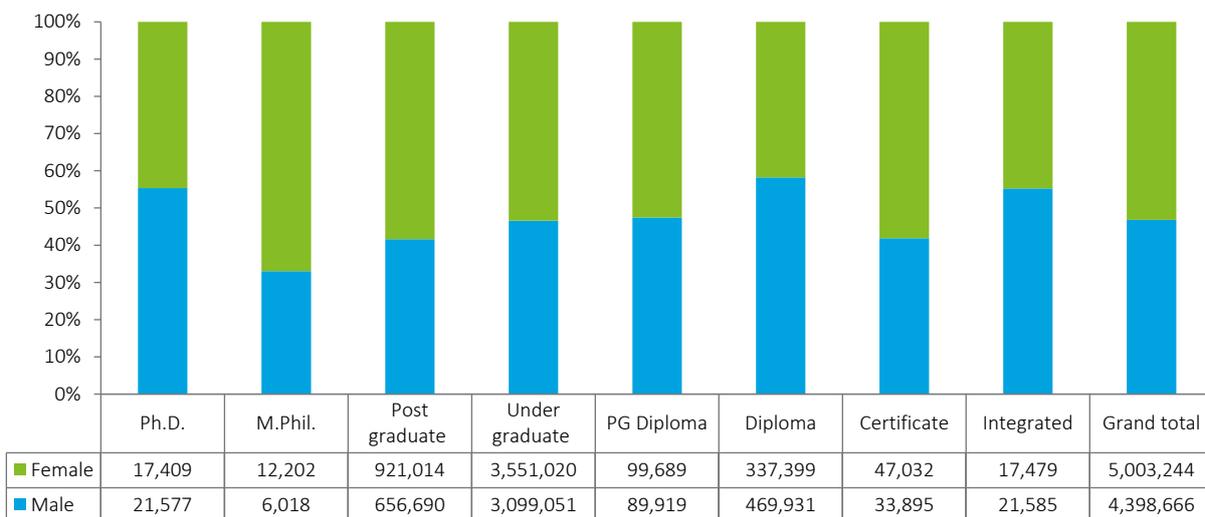
Gross enrolment ratio

Source: All India Survey of Higher Education, MoE 2019-20

The Gross Enrolment Ratio (GER) for males (26.9) was less than GER for females (27.3) in 2019−20. In terms of the overall GER, Sikkim ranks first (75.8) amongst all states with the highest male (83.6) and female (67.6) GER. Tamil Nadu (51.8) ranks the highest amongst larger states.

Faculty and staff

Key indicators

Key indicators	India
Pupil Teacher Ratio (PTR)	23
Teachers per college	29.7
Non-teaching staff per college	25.5

Calculation is based on the total number of responses given in the AISHE 2019-20 survey by MoE

The PTR of colleges in India is 23. Amongst larger states, Bihar, Jharkhand, and Uttar Pradesh have a PTR of 54, 54, and 39, respectively. Amongst all states and UTs in India, Puducherry recorded the lowest PTR of 10, followed by Lakshadweep at 12.

The number of teachers per college is 29.7 and non-teaching staff per college is 25.5 in India. Chandigarh has the highest number of teaching (102) and non-teaching staff (168) per college, followed by Delhi, which has the second-highest number of teaching staff per college (77) and Puducherry, which has the second-highest non-teaching staff per college (147) in India.

By social group: In representation of various social groups and gender in the teaching and non-teaching staff, the table below provides a relative comparison with the population. It indicates that females are significantly under-represented amongst faculty and staff in higher education institutes compared with males.

In Uttar Pradesh, male staff is the highest in the country with a 68.1 percent share, followed by Tamil Nadu with 50.7 percent male teaching staff, whereas female staff is the highest in Tamil Nadu with 49.3 percent followed by Karnataka with 45.6 percent share.

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.2%	49.8%	19.8%	7.1%	48.4%	2.2%	9.3%
Share of enrolment	51.0%	49.0%	14.7%	5.6%	37.0%	0.2%	7.8%
Share of teaching staff	57.5%	42.5%	9.0%	2.4%	32.1%	0.3%	14.6%
Share of non-teaching staff	66.3%	33.79%	14.3%	4.5%	28.3%	0.7%	6.8%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

The next section analyses the key/select parameters during the last 5 years.

Time series analysis of key/select parameters

Number of universities by type during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Deemed universities-government aided	11	10	10	10	10
■ Deemed universities-government	32	33	33	34	36
■ Central universities	43	44	45	46	48
■ Deemed universities-private	79	79	80	80	80
■ Institute of national importance	75	100	101	127	135
■ State private universities	197	233	262	304	327
■ State public universities	329	345	351	371	386
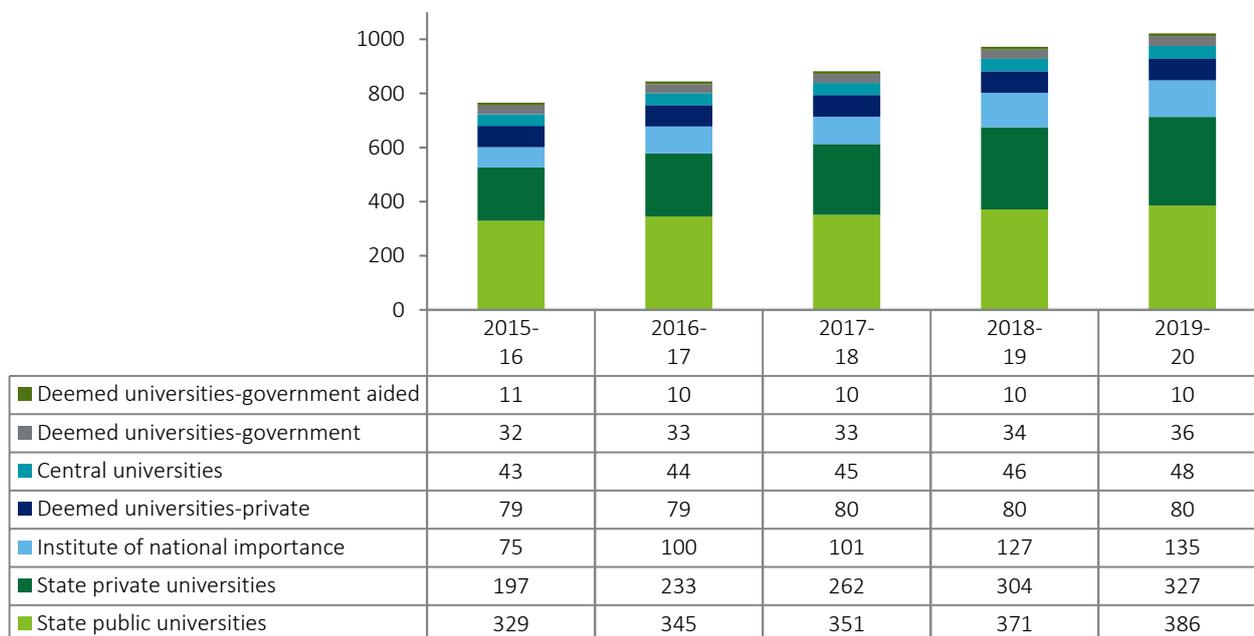
Average enrolment per college during the last five years

College per lakh population during the last five years

As can be observed from above, the categories where the maximum number of higher education institutes have been added over the last two years include private universities at the state level, followed by institutes of national importance, and state public universities. However, given the number of colleges per lakh of population (30 in 2019−20), there still exists scope to set up additional higher education institutes, as well as expand the number of seats per institution.

Source: All India Survey of Higher Education, MoE 2019-20

Number of colleges during last five years
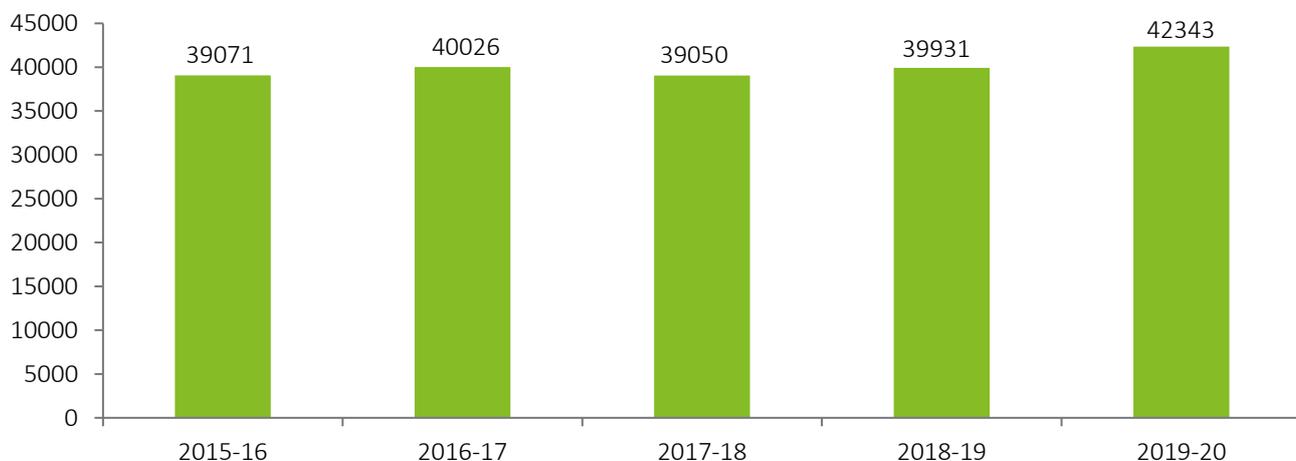
Enrolment at various levels through regular mode during the last five years

- At under-graduate, postgraduate, M.Phil., Ph.D. level

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	126315	141037	161412	169117	202449
■ M.Phil.	42523	43267	34109	30692	23865
■ Post graduate	2808794	2809122	2935803	3043435	3191089
■ Under graduate	24921060	25691572	26461939	27128863	27729440
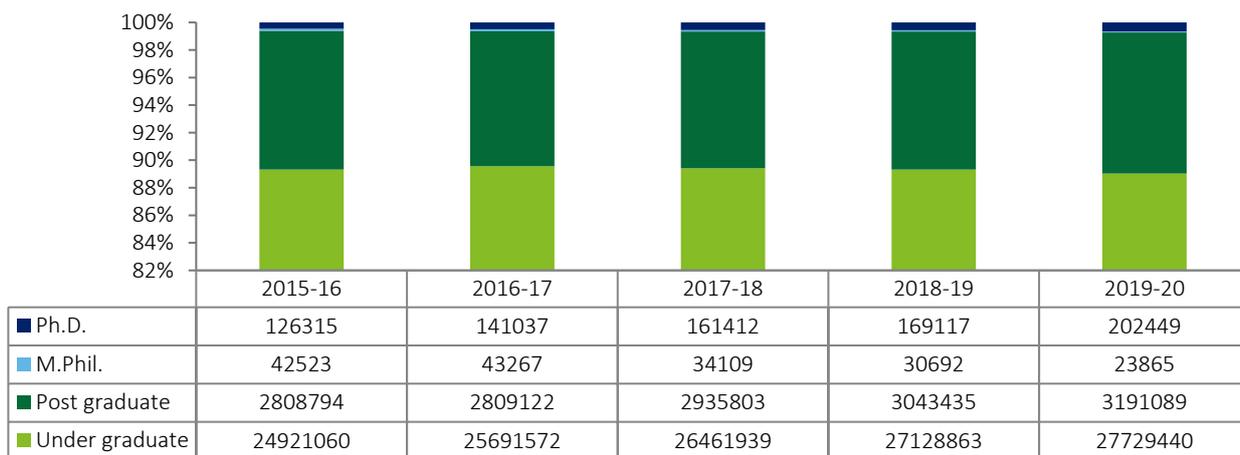
As can be observed, other than M. Phil, where there has been a decrease in the number of enrolments over the last two years, all other courses have shown an increase in enrolment levels.

Source: All India Survey of Higher Education, MoE 2019-20

- At integrated, certificate, diploma, PG Diploma level

	2015-16	2016-17	2017-18	2018-19	2019-20
■ PG diploma	160924	135269	145184	125320	128283
■ Diploma	2444932	2513093	2585190	2569201	2552502
■ Certificate	99911	109049	91621	119879	125123
■ Integrated	155421	173715	195526	240813	296686
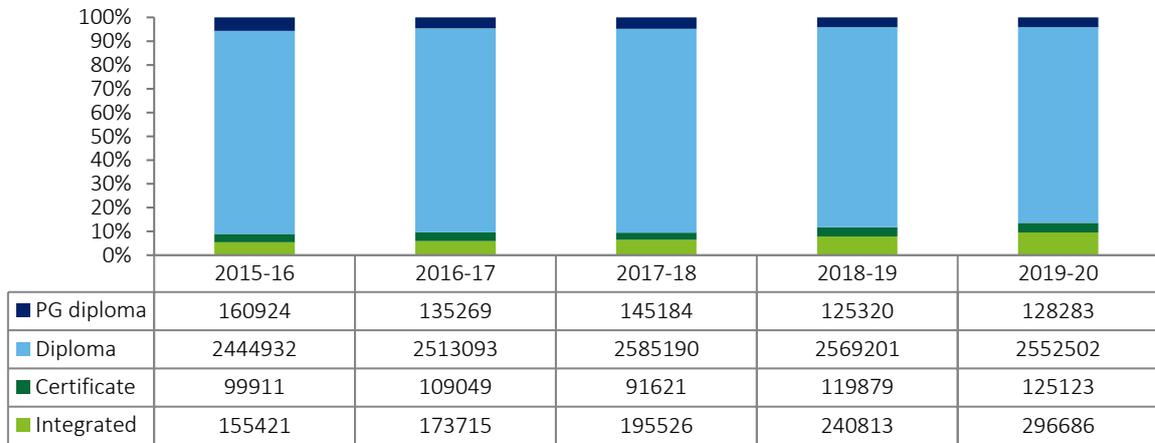
Enrolment across social groups, minorities, and PWD during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Scheduled caste	4810314	5091515	5280361	5567078	5657672
■ Scheduled tribe	1704461	1852375	1913864	2067748	2156109
■ Other backward classes	11673535	12299309	12833005	13591994	14249114
■ Minorities	2296671	2530747	2645236	2827104	2988610
■ Persons with disability	74435	70967	74317	85877	92831
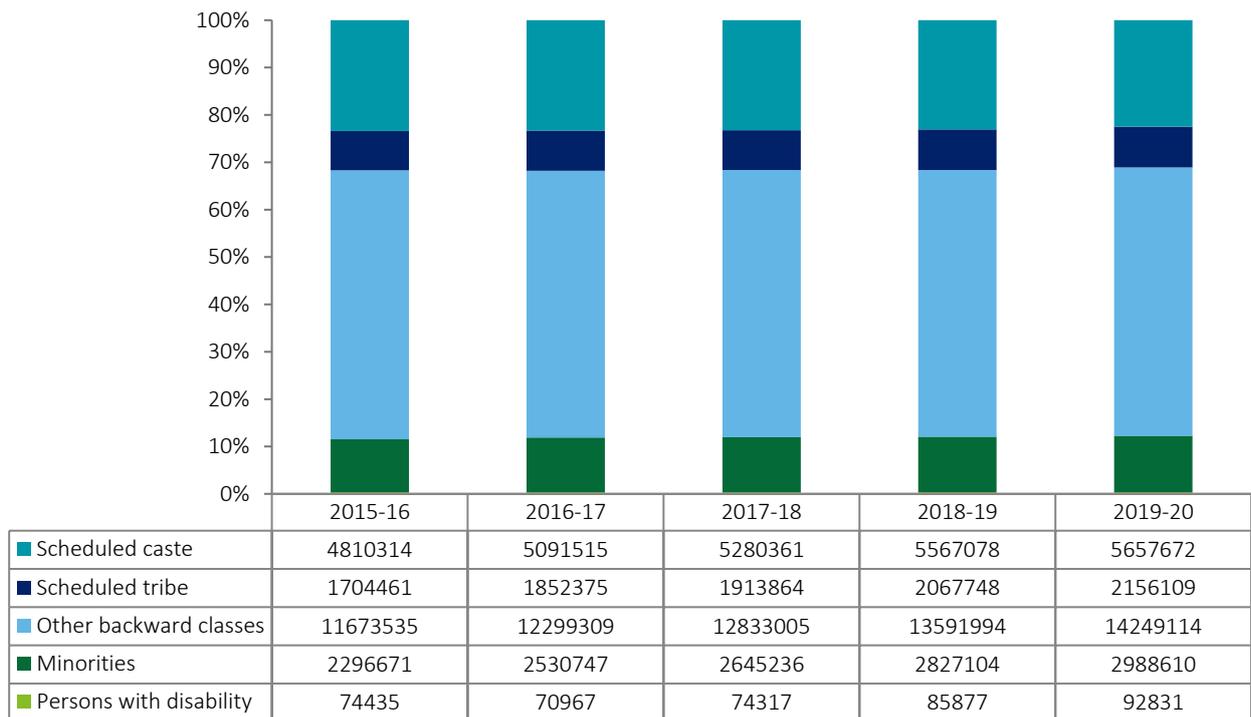
As indicated above, there has been an increase in enrolment across all social groups, minority communities and persons with disability over the last 2 years.

	2015-16	2016-17	2017-18	2018-19	2019-20
Total enrollment	55144197	57550818	59389161	61539189	63680695
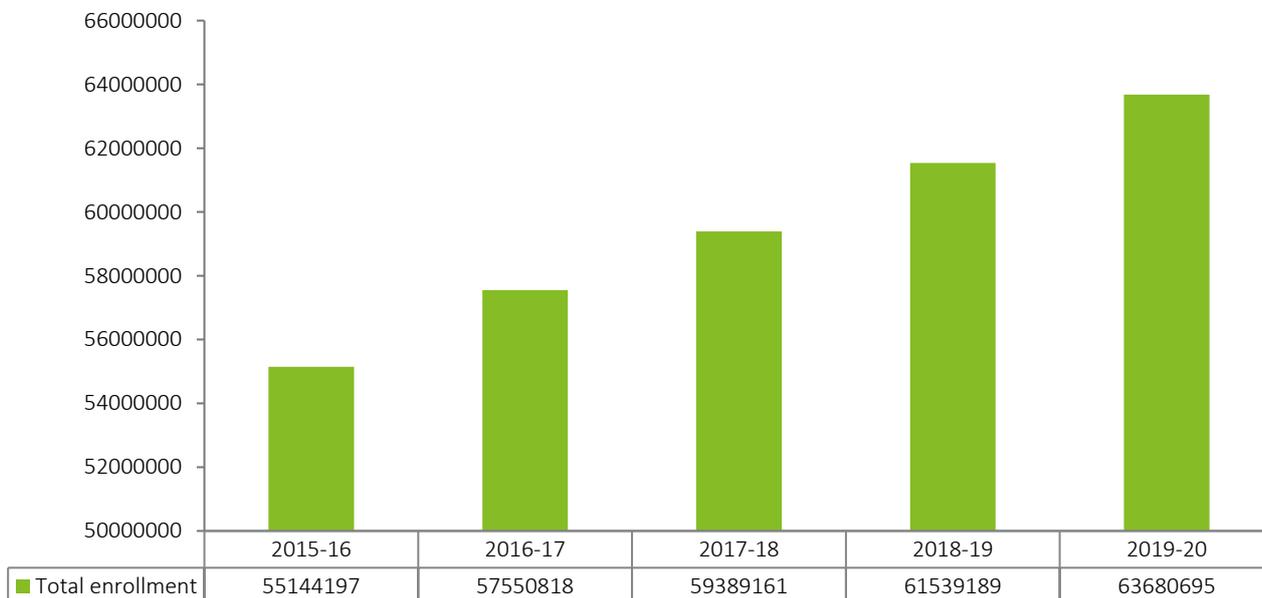
GER during the last five years
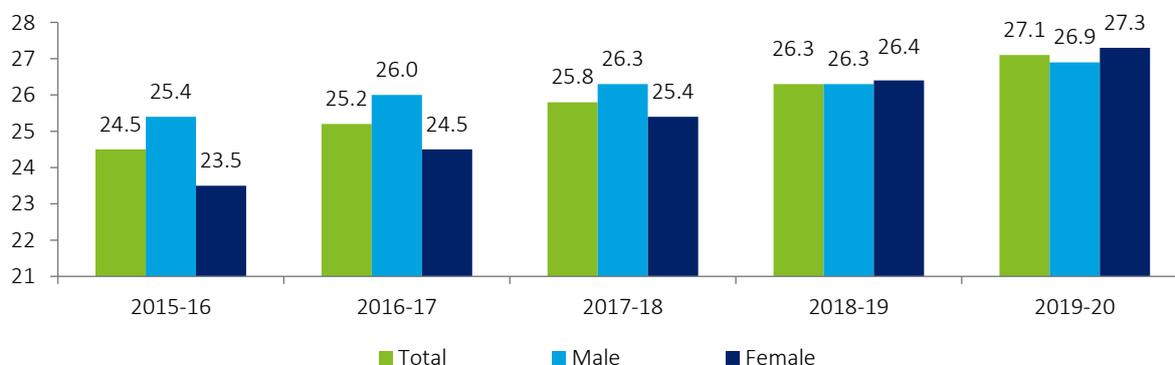
Source: All India Survey of Higher Education, MoE 2019-20

As can be seen from the above figures, while there is still significant scope to increase GER, there has been a steady rise in this ratio over the last years. The proportionate increase in GER for the female population has been higher than the male population. GER for females, which exceeded GER for males for the first time in 2018−19 has increased its lead further in 2019−20.

Gender Parity Index (GPI) during the last five years
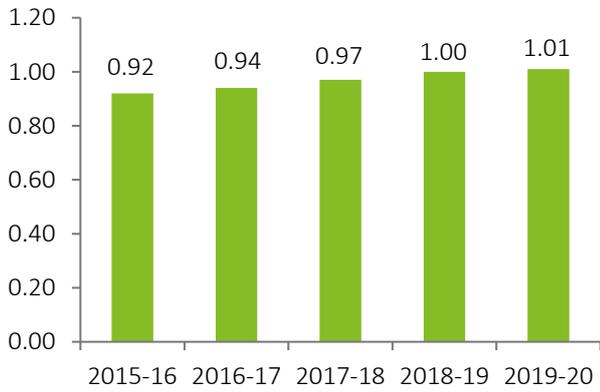
PTR during the last five years
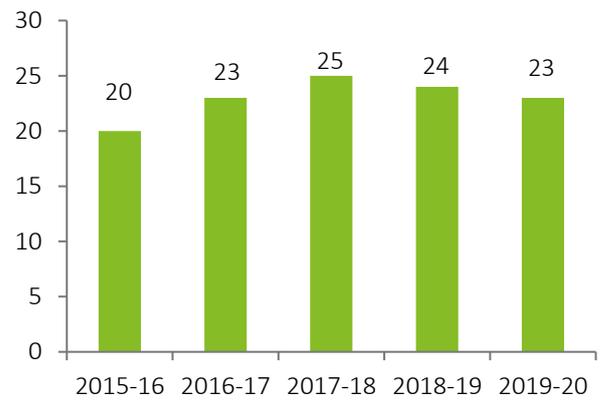
Number of teachers during the last five years
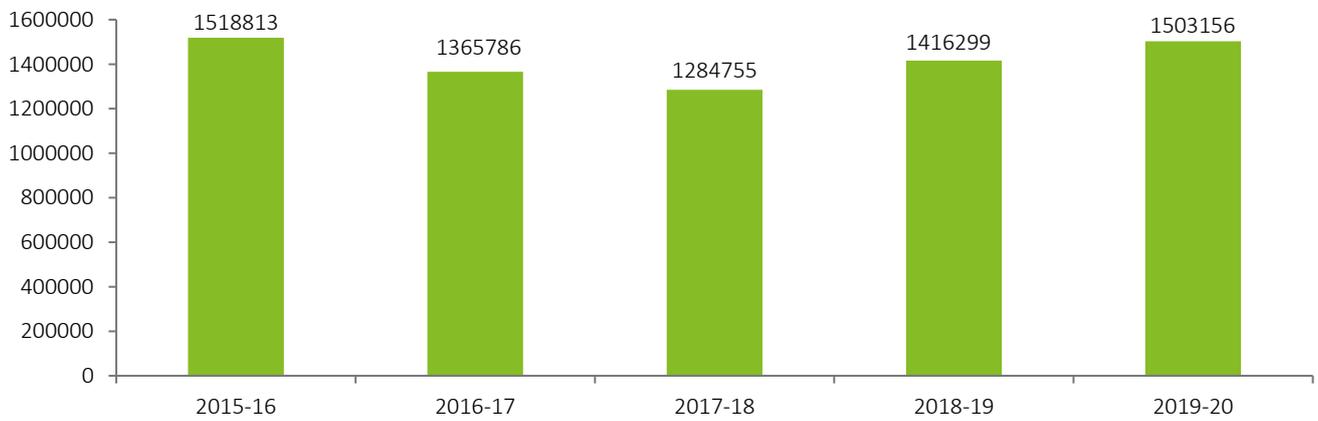
Source: All India Survey of Higher Education, MoE 2019-20

While the number of teachers has increased by around 17 percent over the last two years, there has been a marginal improvement in the pupil-to-teacher ratio due to the increase in number of enrolments.

States and Union Territories Profiles

1. Andaman and Nicobar Islands

Key indicators

Indicator	Total	Male	Female
Total UT population (in lakh)[1]	3.8	2.0	1.8
Literacy rate[1]	86.6%	90.3%	82.4%
Population in the 18-23 age group (in lakh)[1] Share in the total UT population (%)	0.5 (12.3%)	0.2 (11.8%)	0.2 (12.9%)
Share of UT 18-23 population to all-India 18-23 population[1]	0.03%	0.03%	0.03%
Gross Enrolment Ratio[2]	20.0	17.7	22.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

College by type

Affiliated
100%
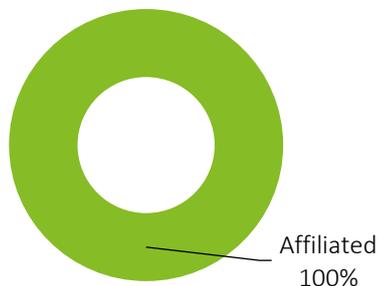
Colleges by specialisation
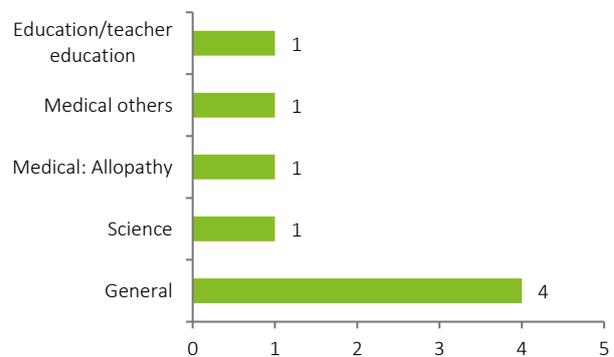
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	0	8	0
Average enrolment per institution	-	739	-
Total estimated enrolment (in lakh)	-	0.06	-

College indicators

College type	Andaman and Nicobar	Share in India
Affiliated colleges	8	0.02%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Government	100%	100%	739

Hostel
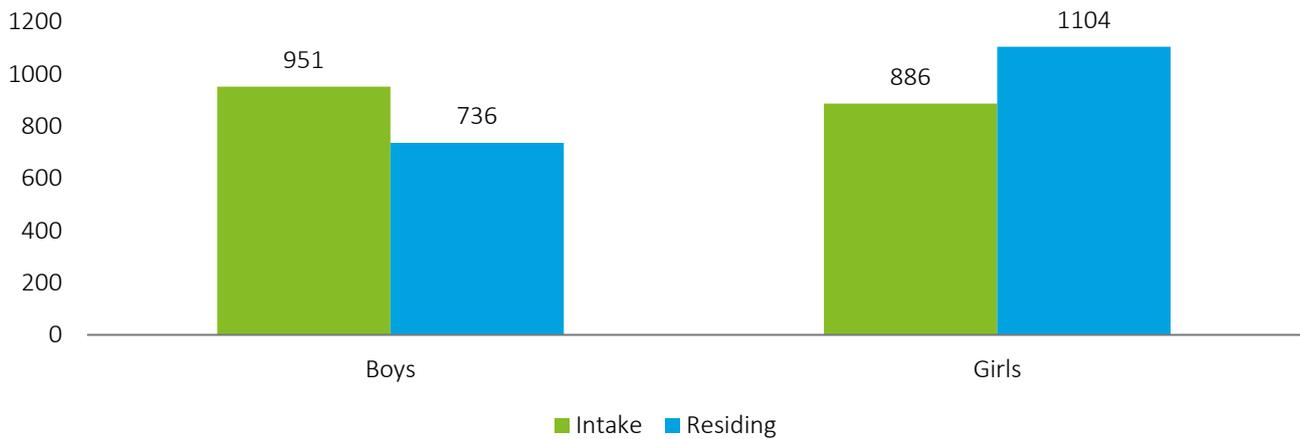
Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	Post graduate	Under graduate	Diploma	Certificate	Integrated	Grand total
Female	9	283	2757	231	36	224	3540
Male	5	69	1933	293	46	145	2491

Out-turn at various levels

	PhD	Post graduate	Under graduate	Diploma	Integrated	Grand total
■ Female	4	124	730	90	43	1027
■ Male	4	28	488	106	68	728

GER
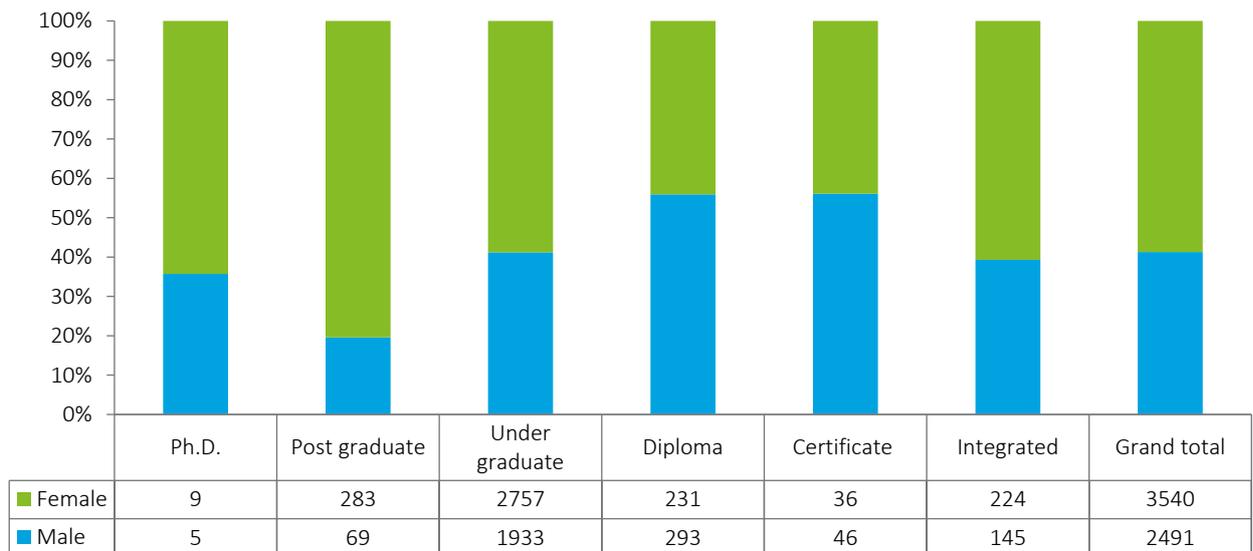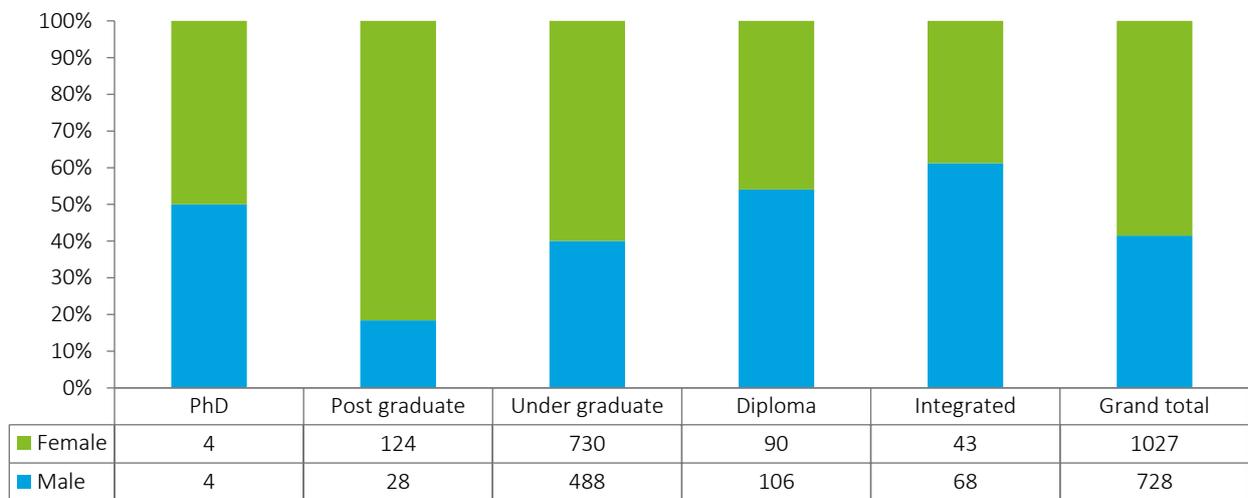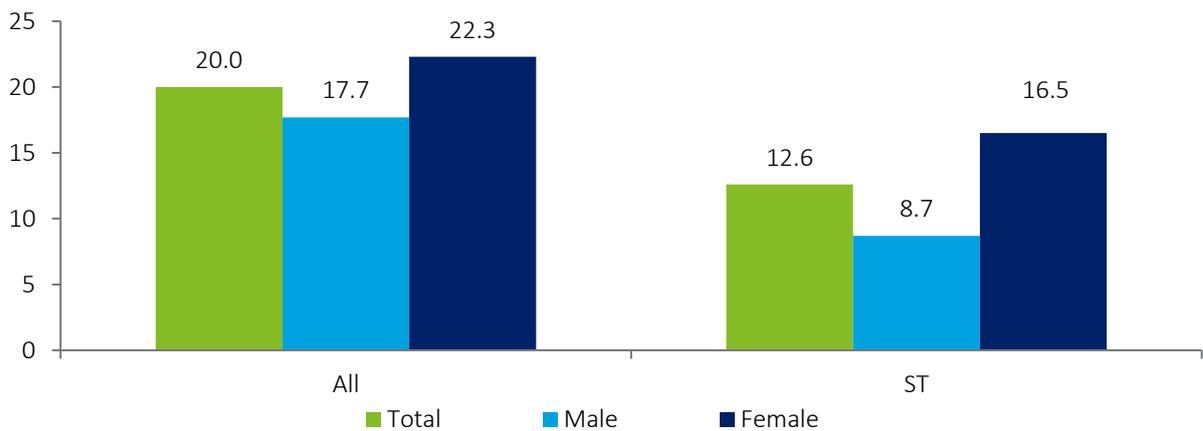
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Andaman and Nicobar	India
Pupil Teacher Ratio (PTR)	13	23
Teachers per college	51.44	29.7
Non-teaching staff per college	46.67	25.5

Calculation is based on the total number of responses given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	53.3%	46.7%	0.0%	7.5%	18.1%	1.7%	30.1%
Share of enrolment	44.7%	55.3%	0.5%	4.3%	26.3%	0.6%	13.9%
Share of teaching staff	54.9%	45.1%	3.0%	3.2%	17.7%	-	20.5%
Share of non-teaching staff	64.5%	35.5%	0.2%	3.8%	8.6%	2.9%	19.3%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	86	85	68	67	14
■ Post graduate	417	448	438	455	352
■ Under graduate	4968	5139	5323	5895	4690
■ Diploma	769	690	673	850	524
■ Certificate					82
■ Integrated	109	115	117	188	369

GER during the last five years
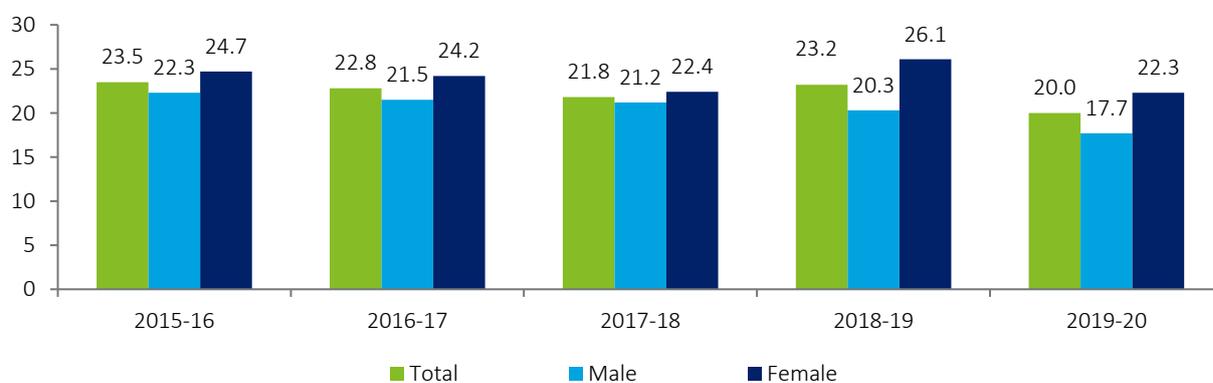
PTR during the last five years
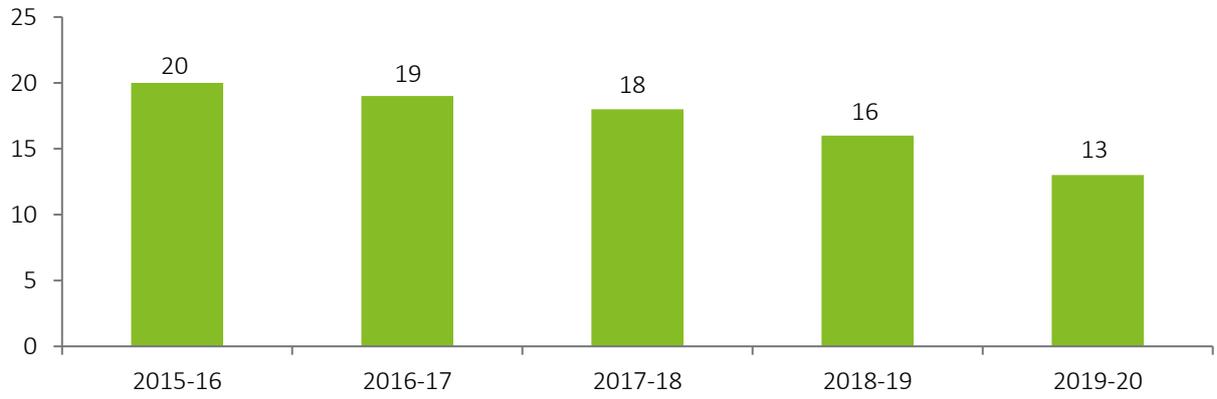
Source: All India Survey of Higher Education, MoE 2019-20

2. Andhra Pradesh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	493.86	247.36	246.5
Literacy rate[1]	67.0%	74.9%	59.2%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	100.3 (20.3%)	50.4 (11.9%)	49.9 (11.8%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	7.1%	6.9%	7.4%
Gross Enrolment Ratio[2]	35.2	38.3	32.2

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
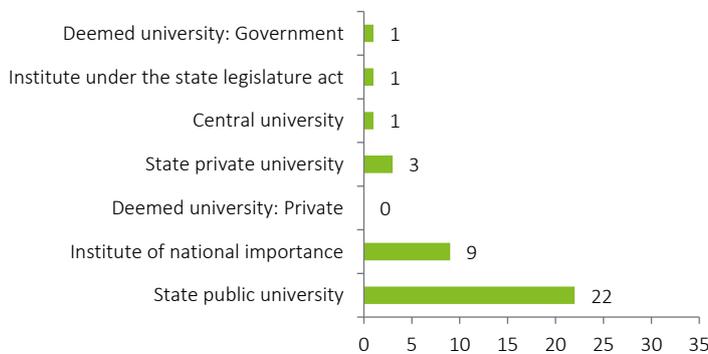
University by type

University by specialisation
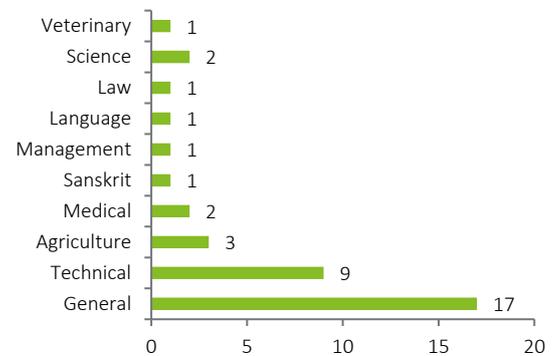
College by type
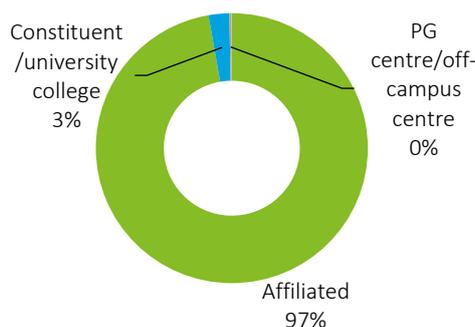
Colleges by specialisation
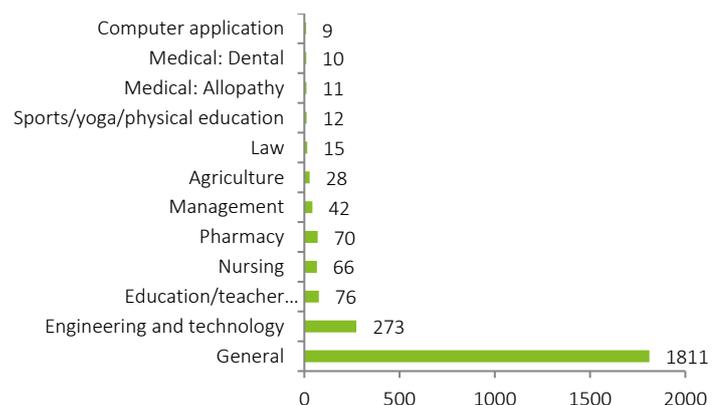
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	41	2750	843
Average enrolment per institution	9965	497	144
Total estimated enrolment (in lakh)	4.09	13.67	1.22

College indicators

College type	Andhra Pradesh	Share in India
Affiliated colleges	2,687	6.5%
Recognised centres	1	0.1%
Constituent/ University college	68	3.8%
PG/Off-campus centres	7	3.7%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	81.0%	76.5%	516
Private aided	6.6%	10.51%	866
Government	12.3%	12.95%	575

Breakdown of standalone institutions
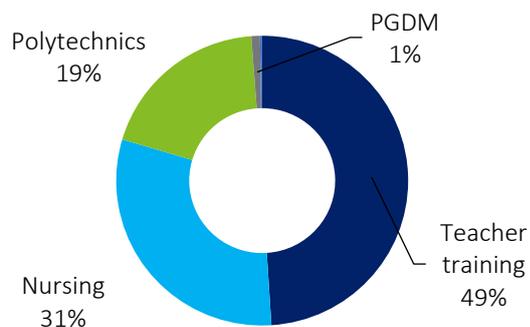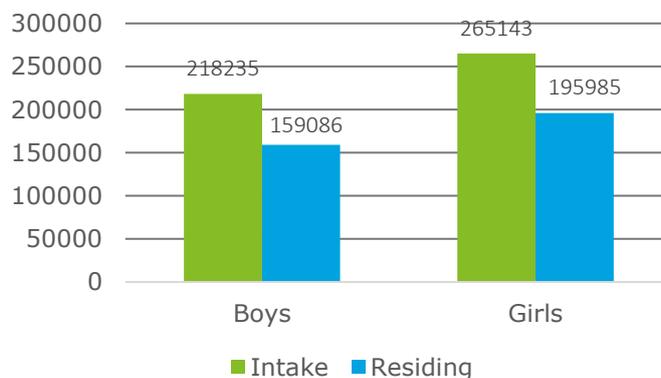
PGDM 1%
Polytechnics 19%
Teacher training 49%
Nursing 31%

Hostel

	Boys	Girls
Intake	218235	265143
Residing	159086	195985

■ Intake ■ Residing

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	797	47	44544	141968	326	22194	5059	433	215368
Male	1094	77	43615	135304	421	22321	2828	840	206500

Out-turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	797	47	44544	141968	326	22194	5059	433	215368
Male	1094	77	43615	135304	421	22321	2828	840	206500

GER

	Total	Male	Female
All	35.2	38.3	32.2
SC	31.2	33.4	29.0
ST	29.4	33.6	25.6
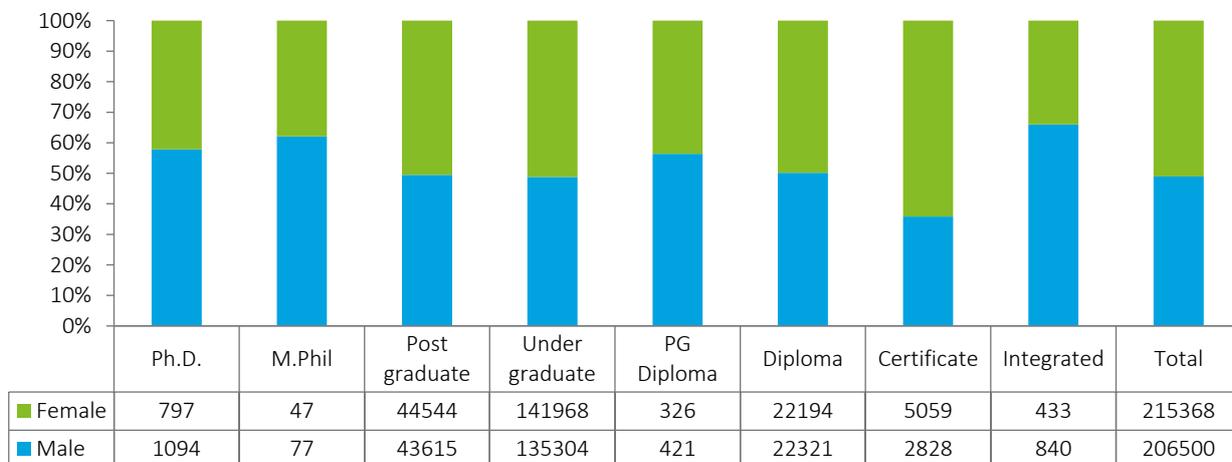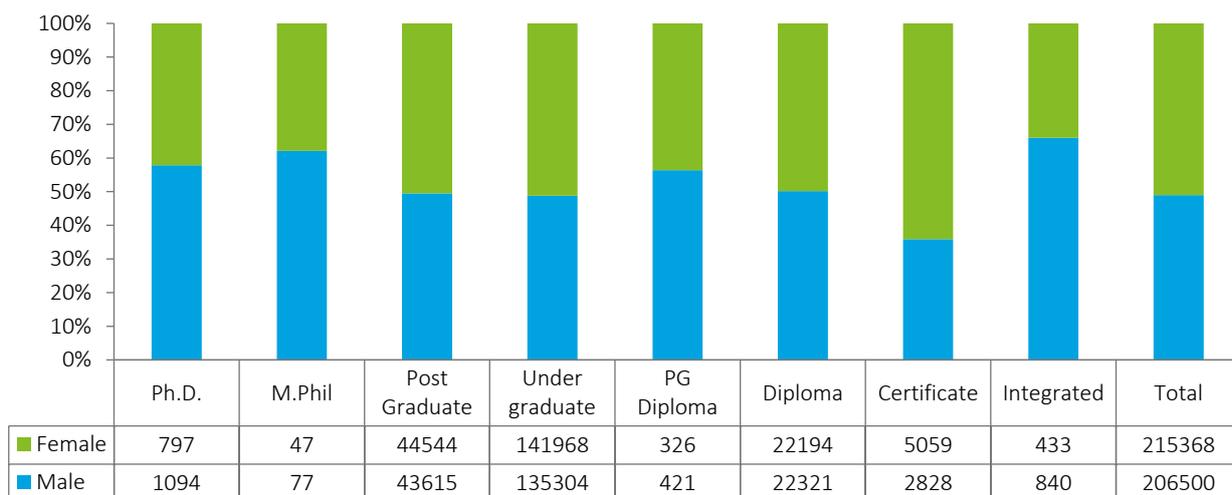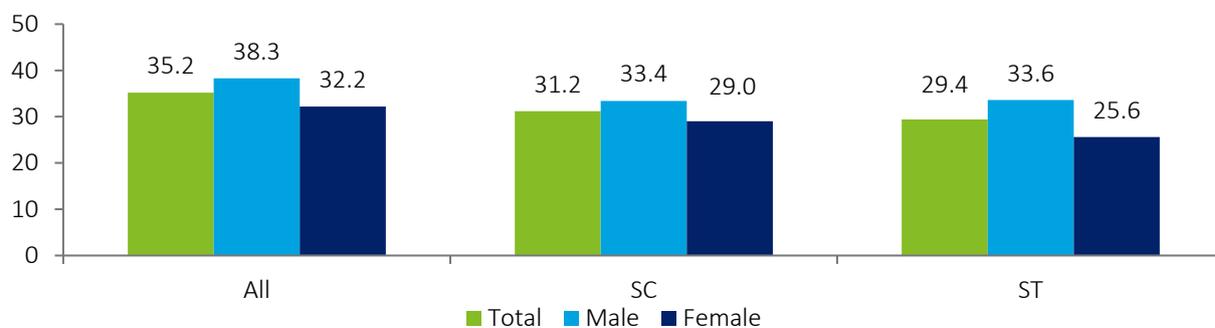
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Andhra Pradesh	India
Pupil Teacher Ratio (PTR)	16	23
Teachers per college	31.30	29.7
Non-teaching staff per college	21.81	25.5

Calculation is based on the total number of responses given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.2%	49.8%	16.4%	7.0%	50.4%	2.7%	11.56%
Share of enrolment	53.8%	46.2%	16.7%	4.7%	44.1%	0.1%	3.6%
Share of teaching staff	64.3%	35.7%	13.8%	1.6%	36.4%	0.2%	8.7%
Share of non-teaching staff	62.9%	37.1%	19.1%	3.9%	33.4%	0.5%	3.3%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	3106	4672	6289	4981	6716
■ M.Phil.	628	1262	897	431	277
■ Post graduate	181156	185672	188578	176036	174099
■ Under graduate	1082159	1128610	1210686	1220364	1273934
■ PG Diploma	1075	1422	1529	1335	1260
■ Diploma	131170	163365	166756	161104	152387
■ Certificate	582	621	787	963	10824
■ Integrated	8905	8914	10032	10967	13012
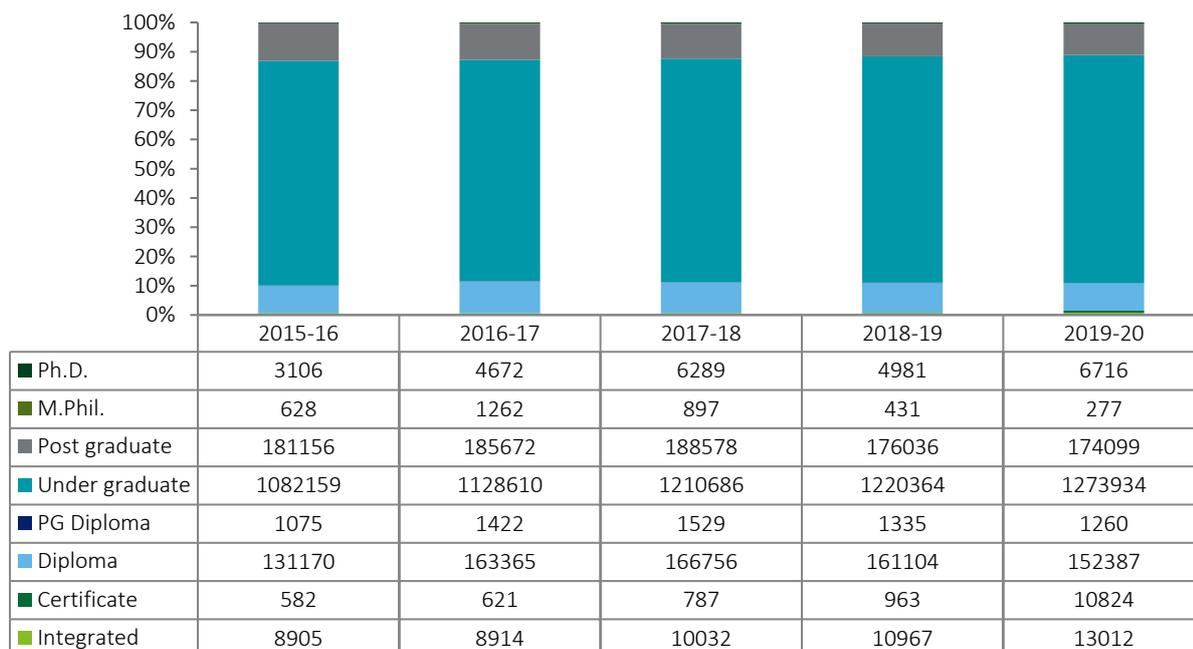
GER during the last five years
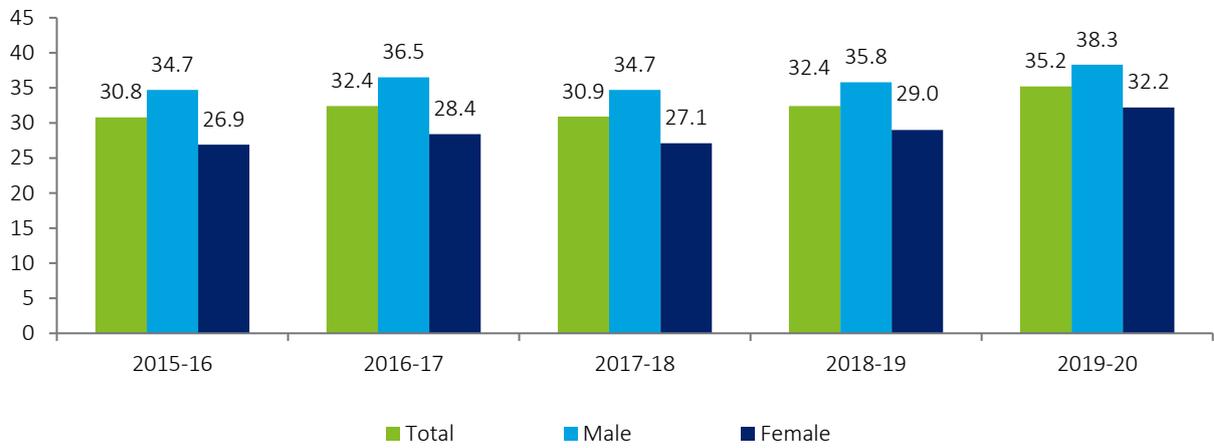
PTR during the last five years
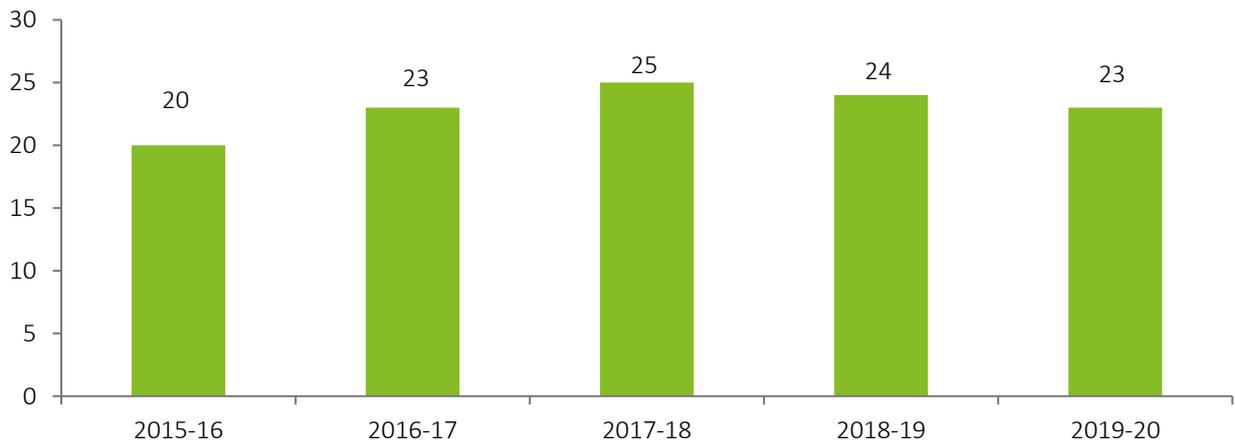
Source: All India Survey of Higher Education, MoE 2019-20

3. Arunachal Pradesh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	13.8	7.1	6.7
Literacy rate[1]	65.4%	72.6%	57.7%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	1.6 (11.7%)	0.8 (11.4%)	0.8 (12.1%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio[2]	35.4	36.5	34.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
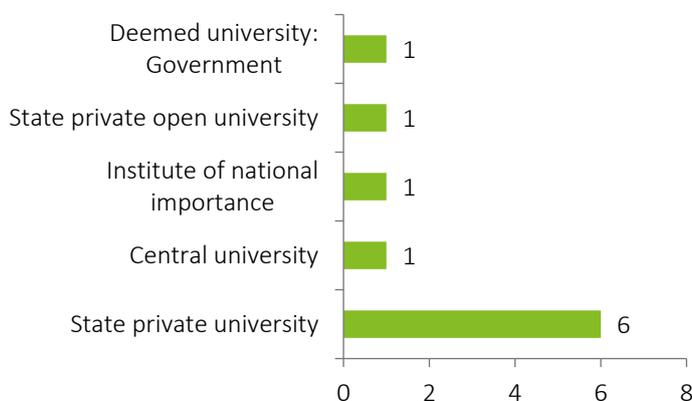
University by type

University by specialisation
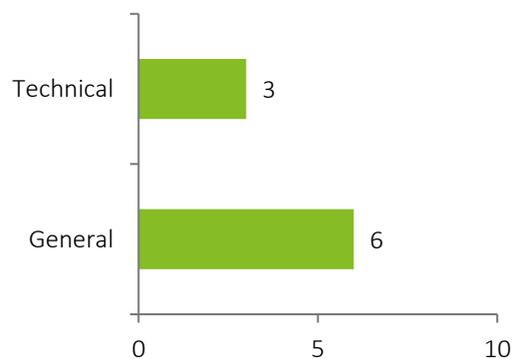
College by type
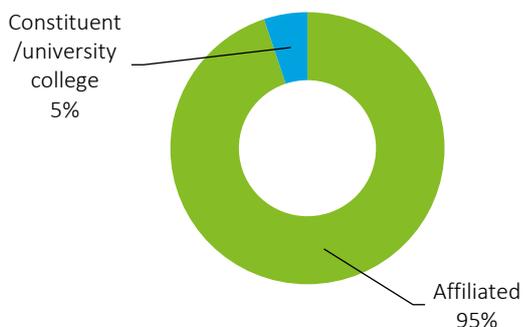
Colleges by specialisation
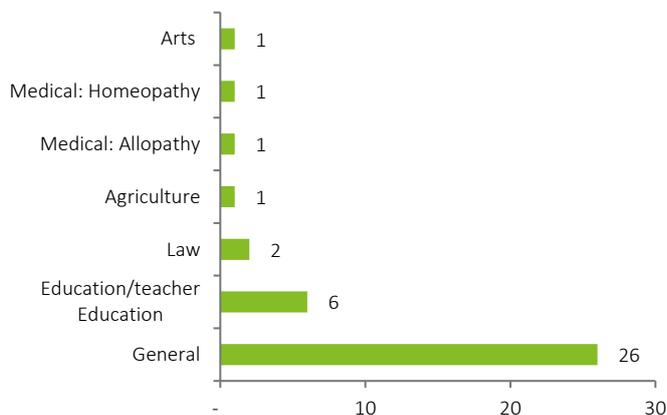
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	10	39	13
Average enrolment per institution	3,409	539	55
Total estimated enrolment (in lakh)	0.34	0.21	0.01

College indicators

College type	Arunachal Pradesh	Share in India
Affiliated colleges	37	0.1%
Recognised centres	-	-
Constituent/ University colleges	2	0.1%
PG/Off-campus centre	-	-

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	34.2%	20.3%	328
Private aided	2.6%	3.2%	673
Government	76.5%	76.5%	670

Breakdown of standalone institutions
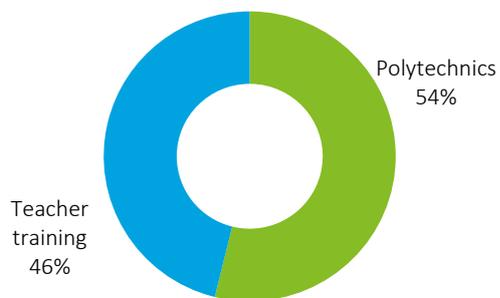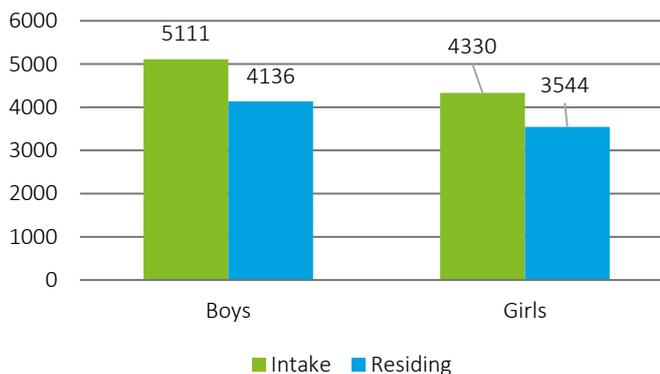
Polytechnics 54%

Teacher training 46%

Hostel

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	421	88	2296	13373	59	583	119	628	17567
Male	565	57	2874	16058	59	1263	299	1015	22190

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	49	46	1326	4639	104	149	35	16	6364
Male	56	44	1273	3946	90	325	101	67	5902

GER

All: Total 35.4, Male 36.5, Female 34.3
ST: Total 35.2, Male 37.0, Female 33.6

Legend: Total, Male, Female
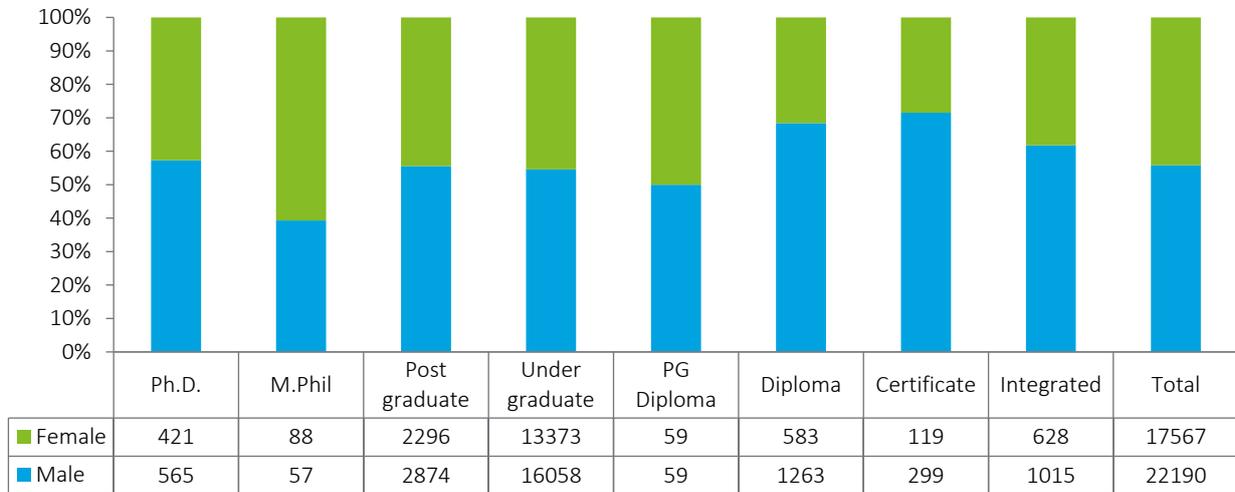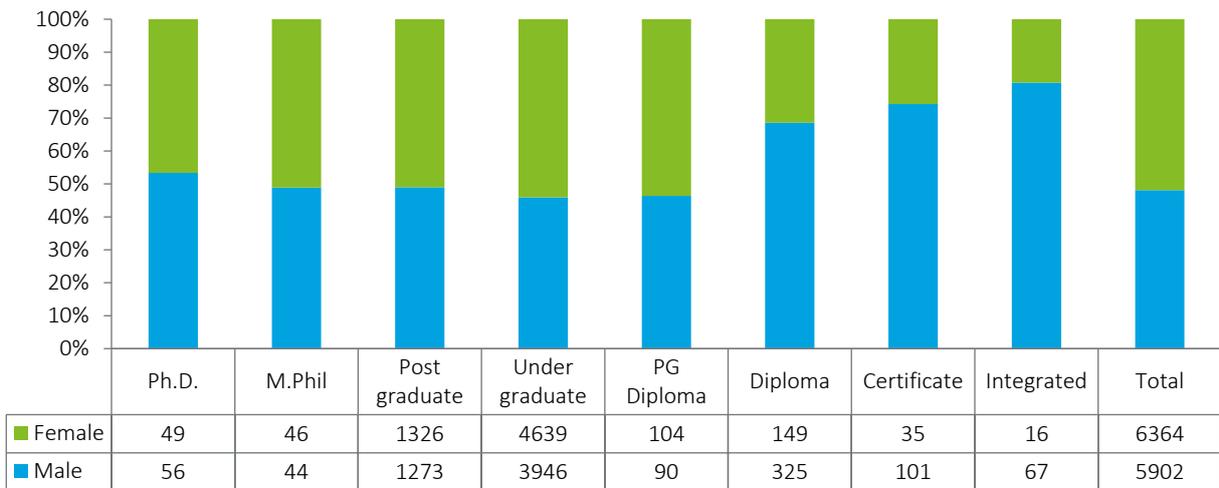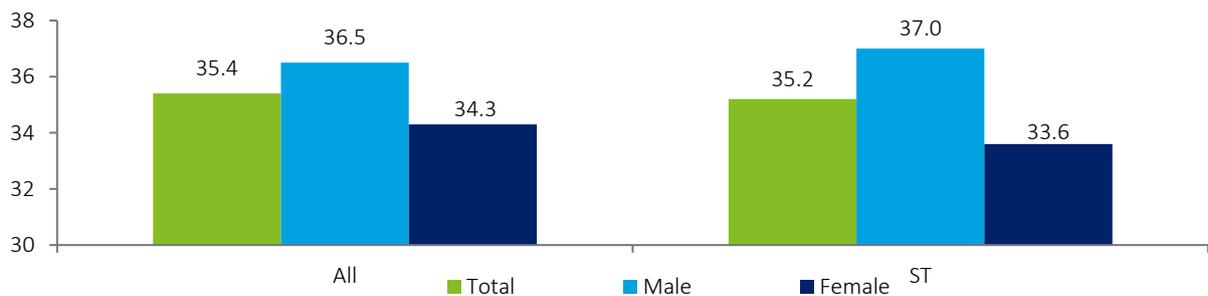
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Arunachal Pradesh	India
Pupil Teacher Ratio (PTR)	20	23
Teachers per college	37.11	29.7
Non-teaching staff per college	38.33	25.5

Calculation is based on the total number of responses given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	51.4%	48.5%	-	68.8%	2.8%	1.9%	70.95%
Share of enrolment	51.6%	48.4%	2.6%	68.7%	3.4%	-	11.5%
Share of teaching staff	60.5%	39.5%	4.1%	51.4%	11.8%	0.4%	49.7%
Share of non-teaching staff	58.8%	41.2%	3.8%	60.7%	5.0%	0.3%	11%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	498	635	644	676	986
■ M.Phil.	111	116	110	124	145
■ Post graduate	2762	2856	3180	3793	5170
■ Under graduate	28158	25032	26314	26973	29431
■ PG Diploma	142	122	75	113	118
■ Diploma	1395	1103	1836	1368	1846
■ Certificate	407	340	325	349	418
■ Integrated		69	226	402	1643
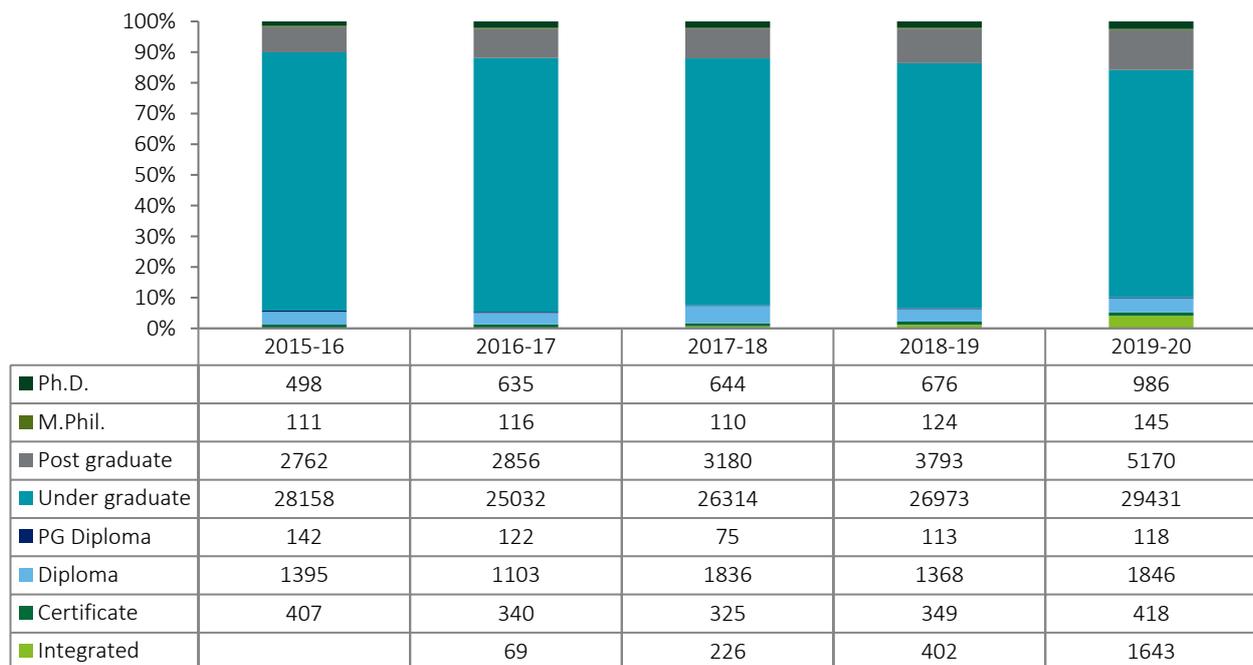
GER during the last five years
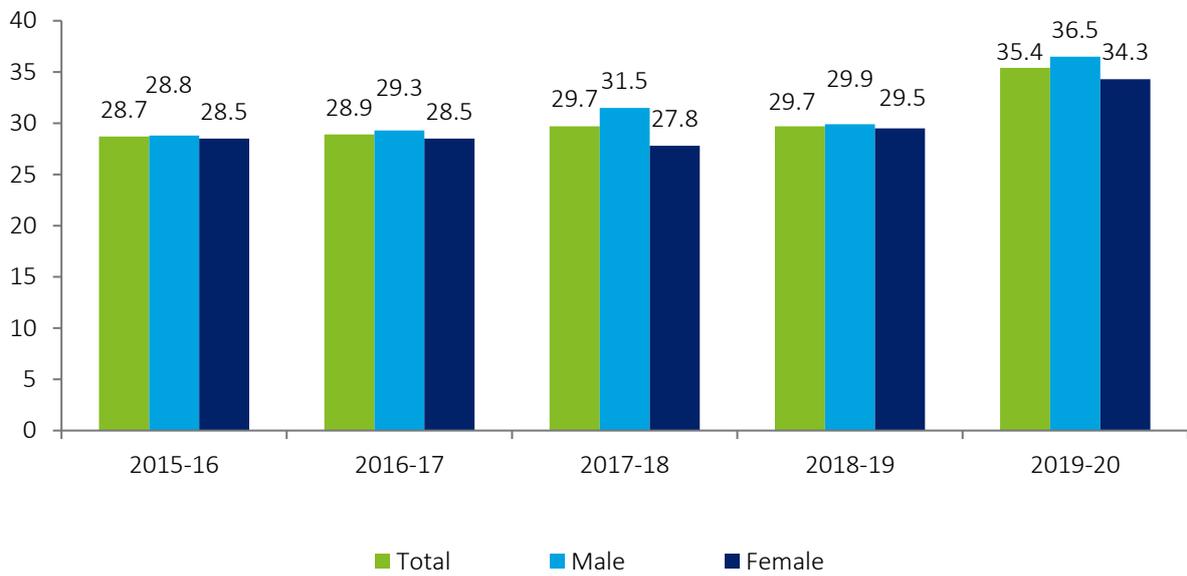
PTR during the last five years

Source: All India Survey of Higher Education, MoE 2019-20

4. Assam

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	312.0	159.4	152.7
Literacy rate[1]	72.2%	77.8%	66.3%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	36.3 (11.6%)	17.8 (11.2%)	18.5 (12.1%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.6%	2.4%	2.8%
Gross Enrolment Ratio[2]	17.3	17.4	17.2

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

University by type

University by specialisation

College by type

Colleges by specialisation

Specialisation	Value
Pharmacy	6
Science	6
Allopathy (medical)	5
Engineering and technology	6
Nursing	10
Commerce	11
Law	19
Arts	37
Education/teacher Education	43
General	364
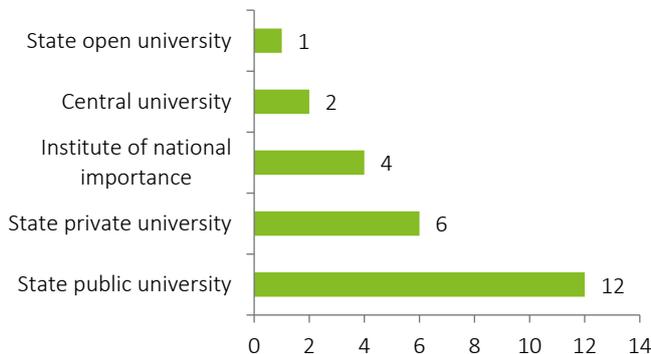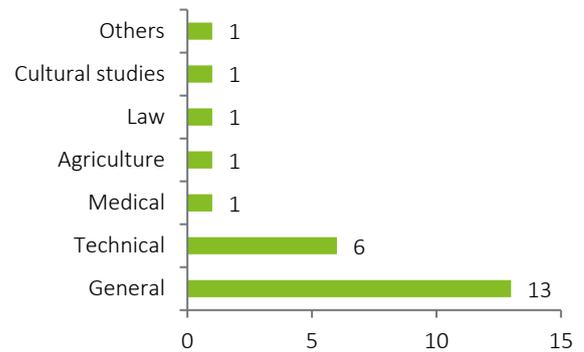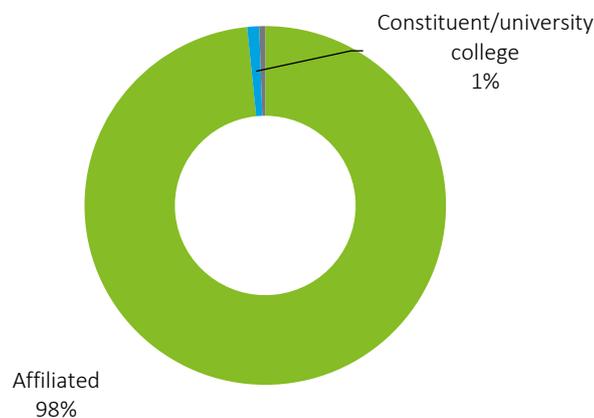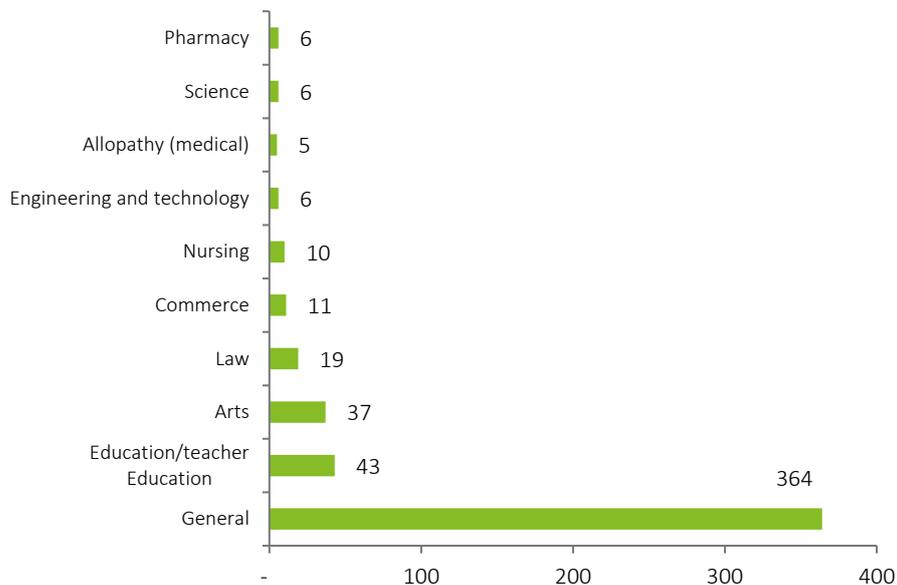
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	26	558	92
Average enrolment per institution	5,459	831	199
Total estimated enrolment (in lakh)	1.42	4.64	0.18

College indicators

College type	Assam	Share in India
Affiliated colleges	552	1.3%
Constituent/ University college	6	0.3%
PG/Off-campus centre	3	1.6%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	12.4%	4.4%	307
Private aided	4.3%	1.3%	254
Government	83.3%	94.4%	986

Breakdown of standalone institutions
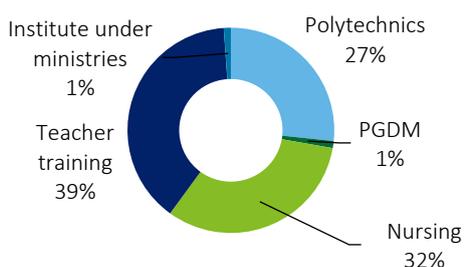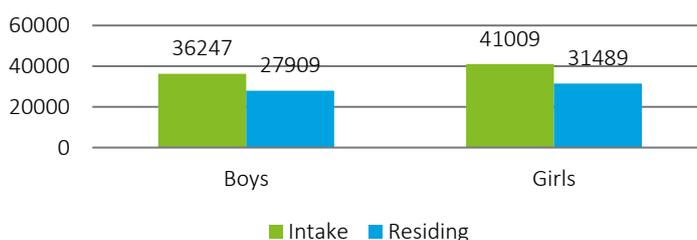
- Institute under ministries 1%
- Polytechnics 27%
- PGDM 1%
- Nursing 32%
- Teacher training 39%

Hostel

	Intake	Residing
Boys	36247	27909
Girls	41009	31489

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2413	371	17995	259643	576	7374	1165	2247	291784
Male	3214	245	12716	241521	473	10655	739	2446	272009

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1221	164	8722	48260	722	2688	605	244	62626
Male	2517	108	5932	41036	566	2405	510	219	53293
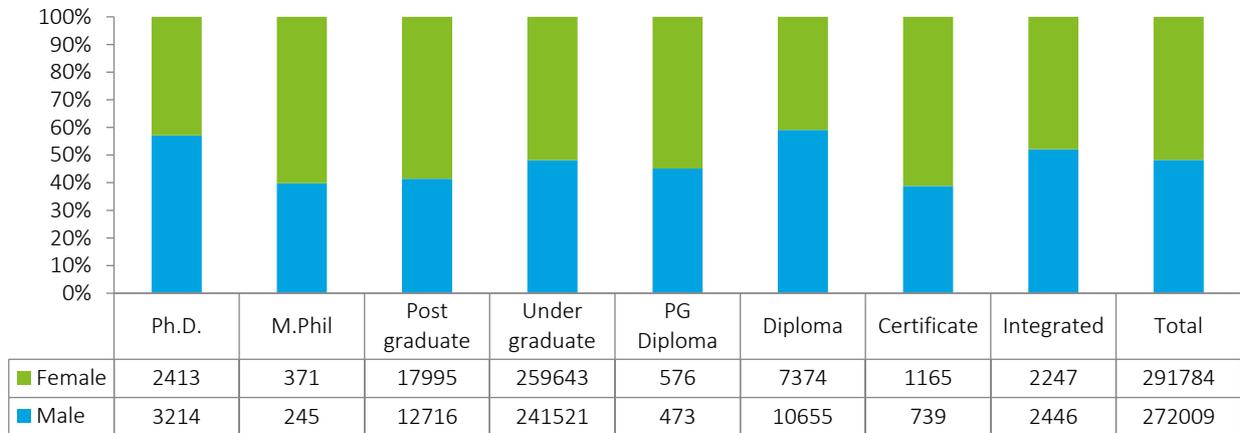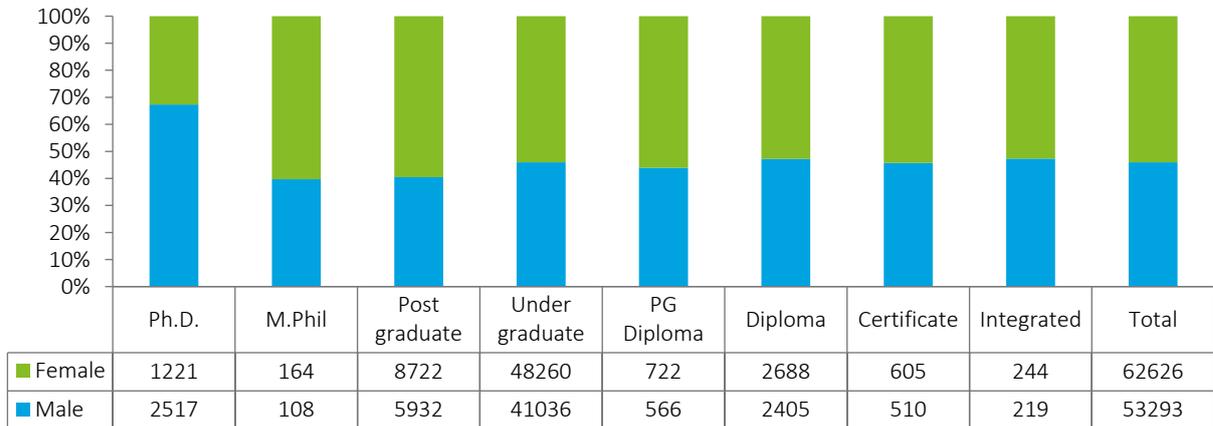
Source: All India Survey of Higher Education, MoE 2019-20

GER
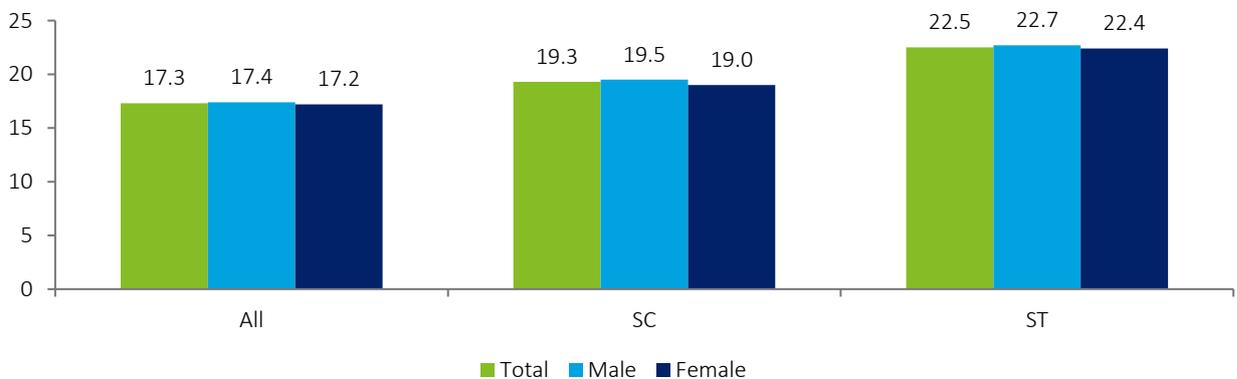
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Assam	India
Pupil Teacher Ratio (PTR)	24	23
Teachers per college	36.5	29.7
Non-teaching staff per college	33	25.5

Calculation is based on the total number of responses given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	51%	48.9%	7.15	12.45%	25.3%	1.5%	38.22%
Share of enrolment	48.7%	51.3%	8.3%	16.2%	27.2%	0.1%	16.4%
Share of teaching staff	58.8%	41.2%	6.2%	12.9%	24.3%	0.3%	15.5%
Share of non-teaching staff	71.8%	28.2%	6.6%	24.9%	20.4%	1.8%	6.8%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	3874	4118	4337	4940	5627
■ M.Phil.	214	228	353	464	616
■ Post graduate	27840	24902	28097	30672	30711
■ Under graduate	440312	496500	515720	541915	501164
■ PG Diploma	1204	1252	1419	1418	1049
■ Diploma	10542	11619	11692	14144	18029
■ Certificate	3543	2285	2429	1778	1904
■ Integrated	4474	4948	5281	4549	4693

GER during the last five years

Legend: ■ Total ■ Male ■ Female

Values by year:
- 2015-16: 15.4, 16.2, 14.7
- 2016-17: 17.2, 17.9, 16.6
- 2017-18: 18.2, 18.6, 17.8
- 2018-19: 18.7, 19.1, 18.3
- 2019-20: 17.3, 17.4, 17.2

PTR during the last five years

Values by year:
- 2015-16: 22
- 2016-17: 26
- 2017-18: 29
- 2018-19: 26
- 2019-20: 24
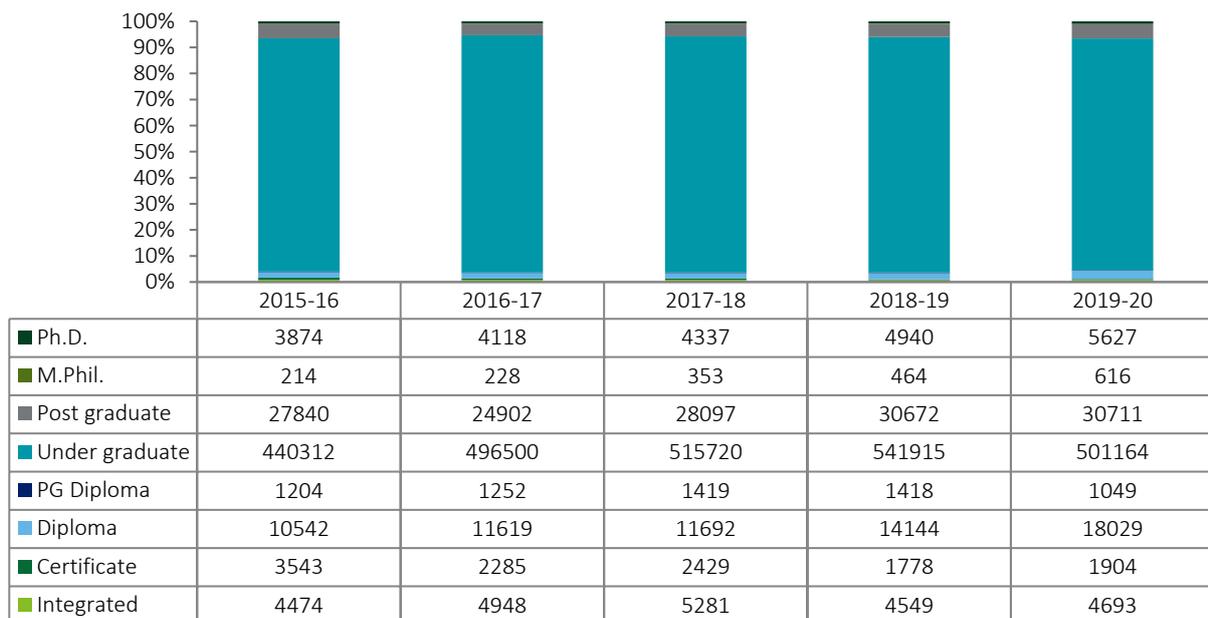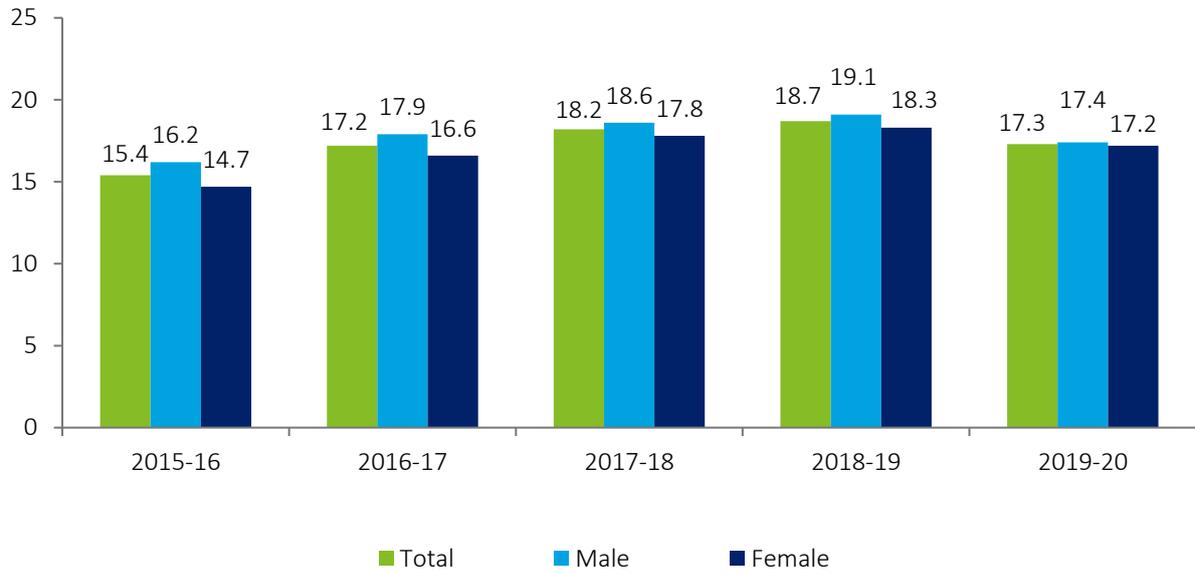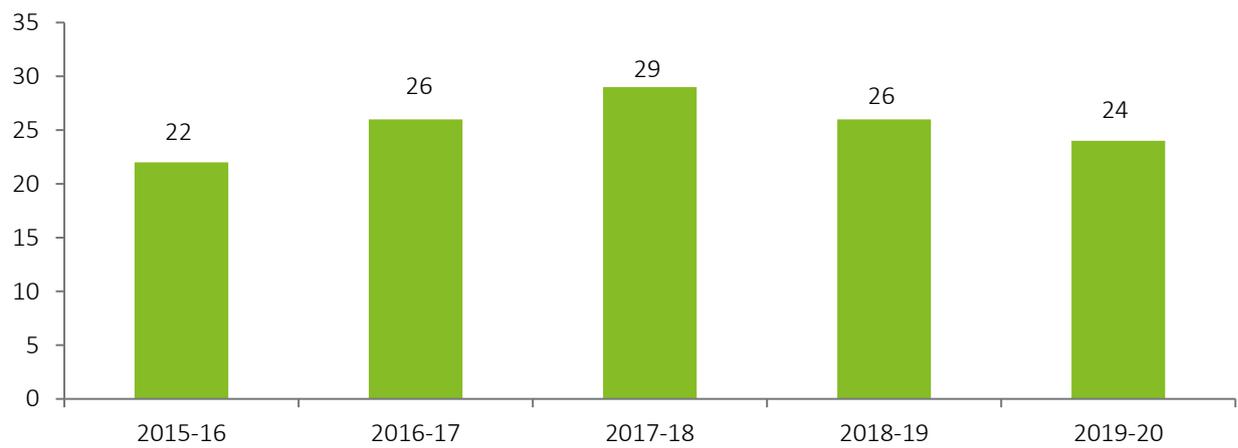
Source: All India Survey of Higher Education, MoE 2019-20

5. Bihar

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	1040.99	542.8	498.2
Literacy rate[1]	61.8%	71.2%	51.5%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	104.3 (10.0%)	55.9 (10.3%)	48.3 (9.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	7.4%	7.6%	7.2%
Gross Enrolment Ratio[2]	14.5	15.8	13.1

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

University by type

University by specialisation

College by type

Colleges by specialisation

Specialisation	Value
Medical: Others	2
Arts	4
Nursing	5
Agriculture	6
Allopathy (medical)	9
Law	16
Sanskrit	49
Engineering and technology	55
Education/teacher Education	184
General	511
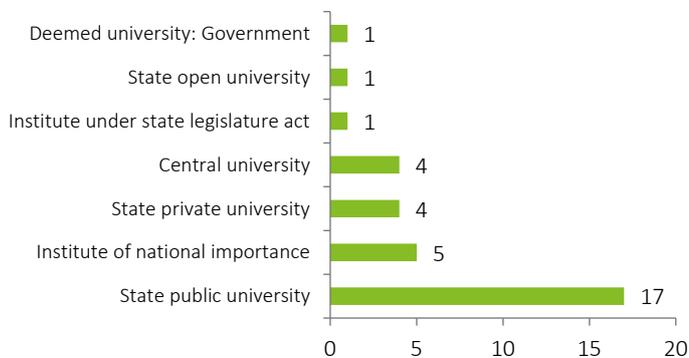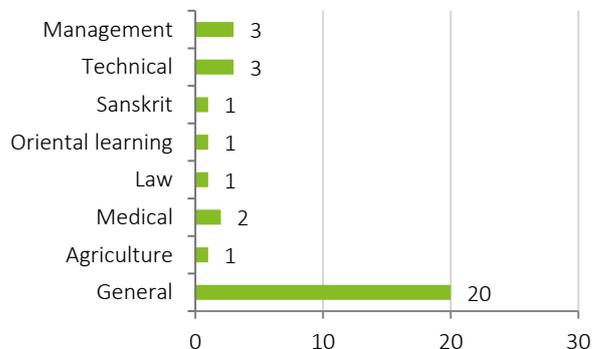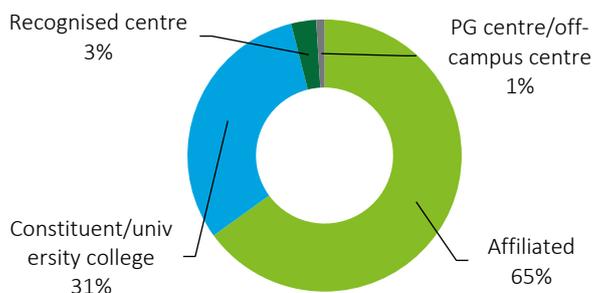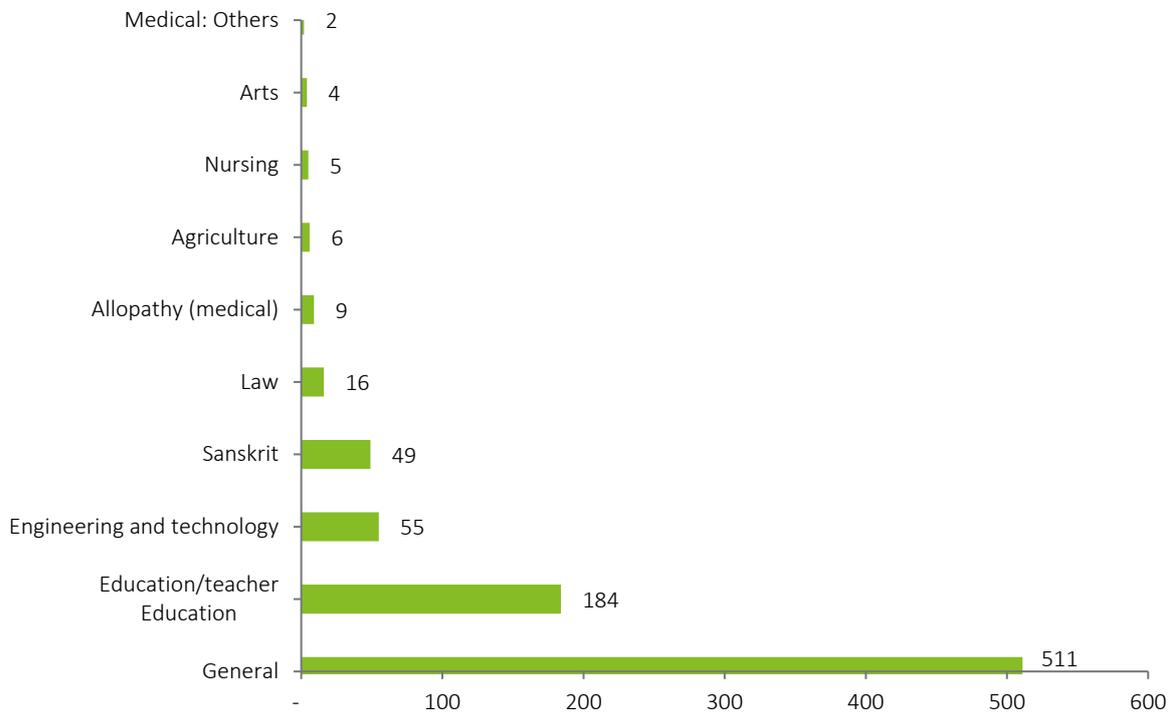
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	35	874	166
Average enrolment per institution	6,182	1,682	315
Total estimated enrolment (in lakh)	2.16	14.70	0.52

College indicators

College type	Bihar	Share in India
Affiliated colleges	596	1.4%
Recognised centre	27	2.1%
Constituent/ University college	285	15.9%
PG/Off-campus centre	9	4.8%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	28.4%	5.3%	321
Private aided	11.8%	9.9%	1427
Government	59.8%	84.8%	2414

Breakdown of standalone institutions
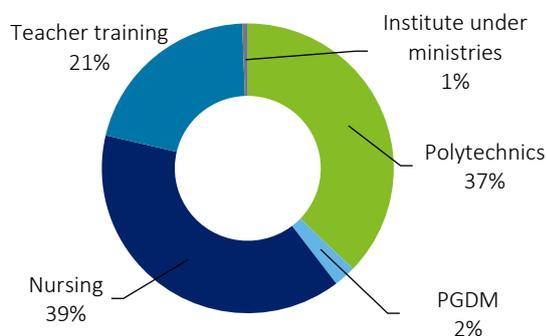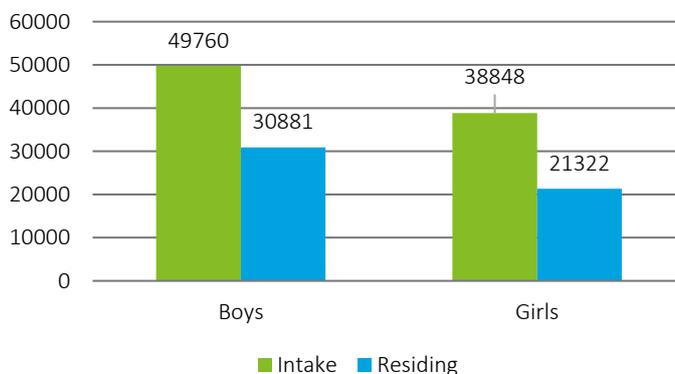
- Institute under ministries 1%
- Polytechnics 37%
- PGDM 2%
- Nursing 39%
- Teacher training 21%

Hostel

	Boys		Girls	
Intake	49760		38848	
Residing		30881		21322

Legend: Intake, Residing

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1034	15	35886	647494	401	25277	2562	1026	713695
Male	1665	55	37369	801196	788	42497	4024	2258	889852

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	217	17629	143902	244	7592	754	209	170547
Male	398	20184	195236	479	11412	1287	380	229376

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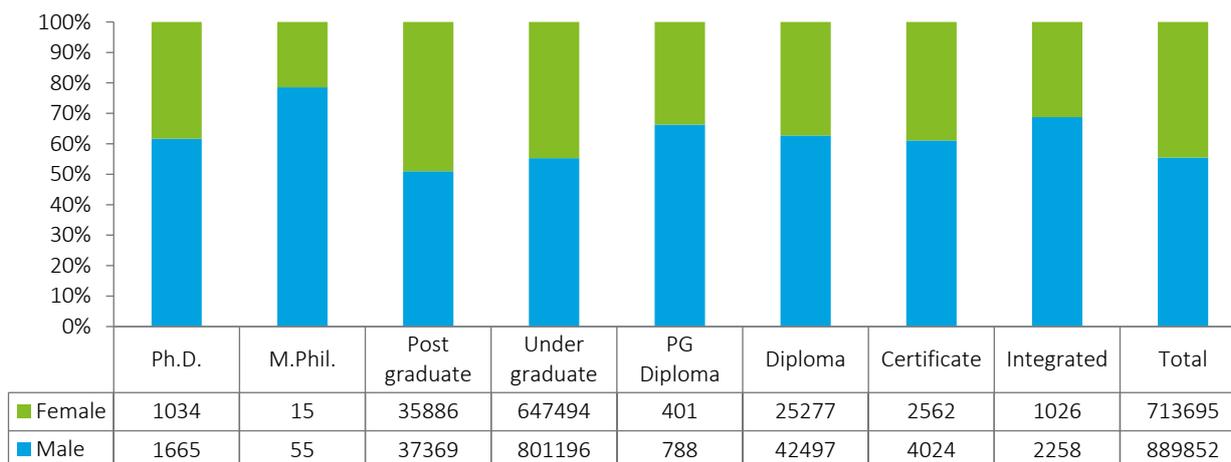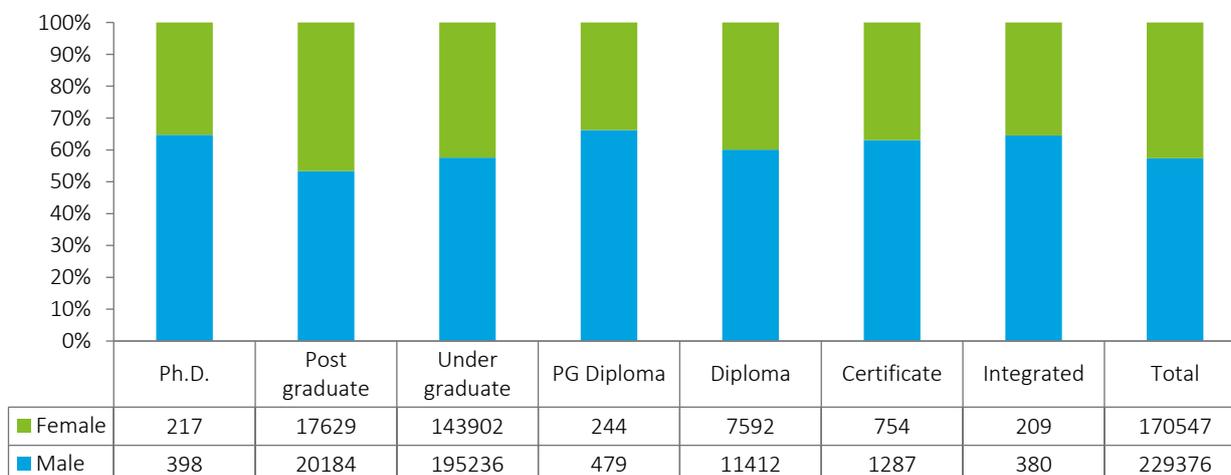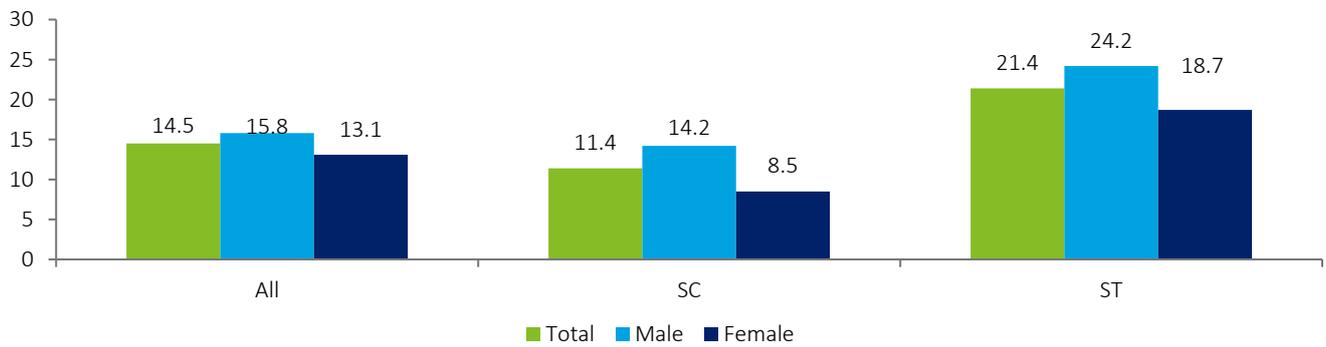
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Bihar	India
Pupil Teacher Ratio (PTR)	54	23
Teachers per college	28	29.7
Non-teaching staff per college	28.5	25.5

Calculation is based on the total number of responses given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	52.1%	47.8%	15.91	1.28%	62.6%	2.2%	17.27%
Share of enrolment	55.8%	44.2%	11.4%	1.8%	46.9%	0.2%	9.5%
Share of teaching staff	78.4%	21.6%	5.2%	0.7%	35.7%	0.5%	10%
Share of non-teaching staff	83.0%	17.0%	8.3%	1.4%	37.3%	0.4%	6.4%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	2542	2228	2856	3362	2699
■ M.Phil.	32				70
■ Post graduate	79741	77957	69461	89394	73255
■ Under graduate	1379050	1394296	1274187	1340717	1448690
■ PG Diploma	998	900	953	1122	1189
■ Diploma	25340	29019	38508	52095	67774
■ Certificate	4505	4404	3411	4144	6586
■ Integrated	2211	1852	2300	2848	3284
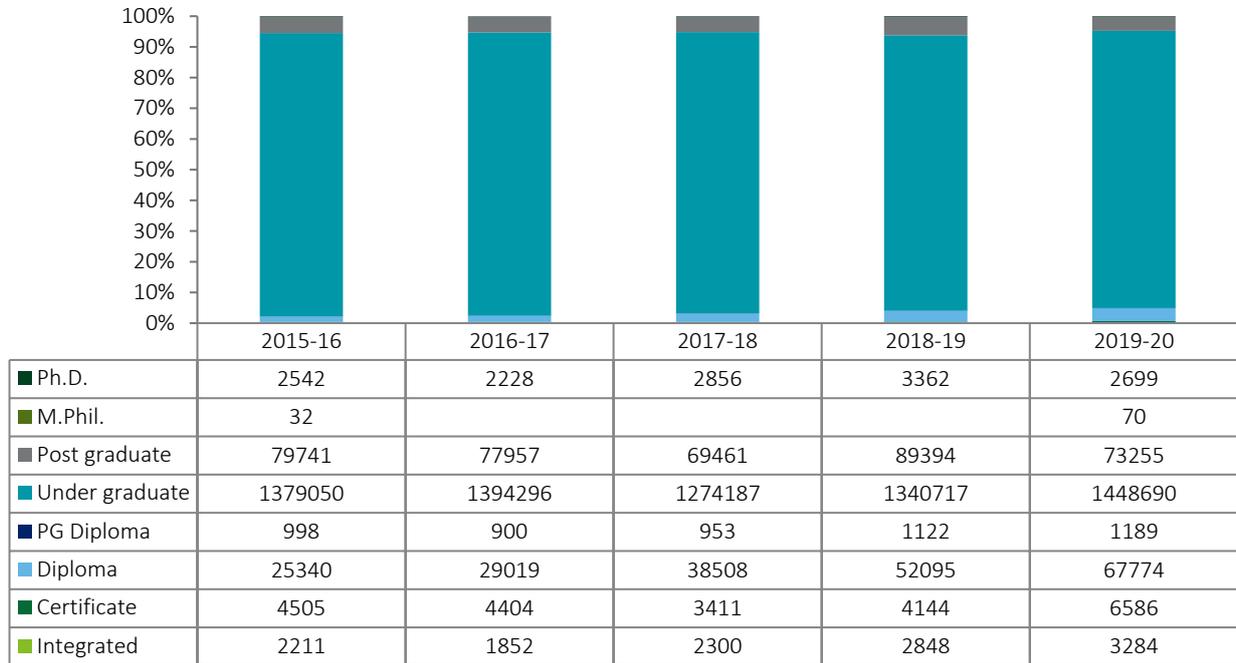
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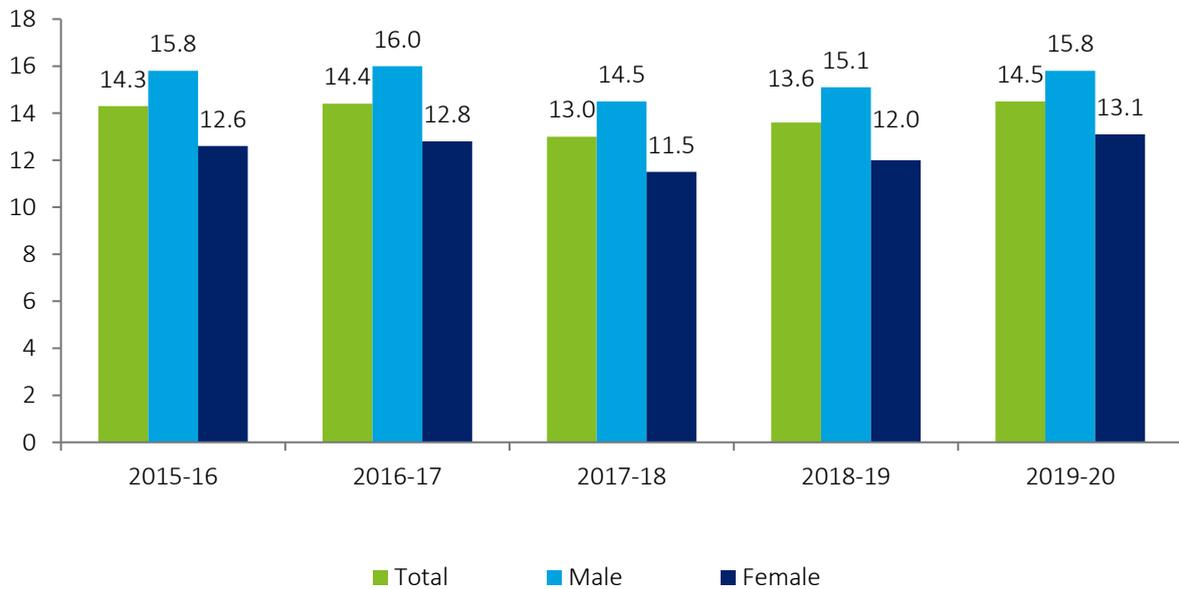
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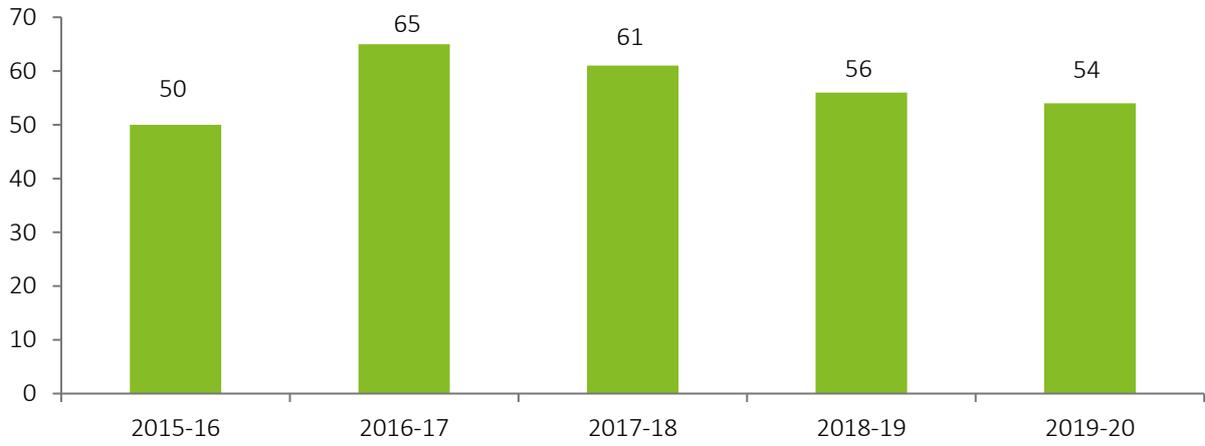
Source: All India Survey of Higher Education, MoE 2019-20

6. Chandigarh

Key indicators

Indicator	Total	Male	Female
Total UT population (in lakh)[1]	10.6	5.8	4.7
Literacy rate[1]	86.1%	90.0%	81.2%
Population in the 18-23 age group (in lakh)[1] Share in the total UT population (%)	1.7 (16.5%)	1 (17.5%)	0.7 (15.2%)
Share of UT in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio[2]	52.1	43.2	65.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
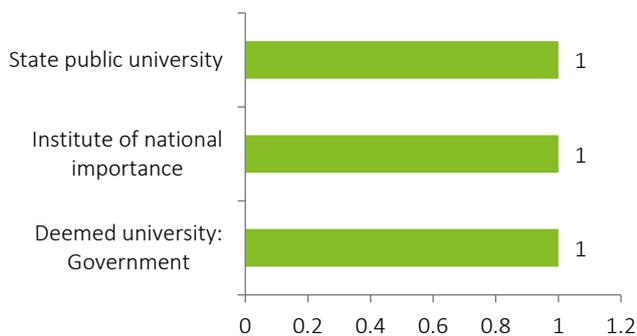
University by type

University by specialisation
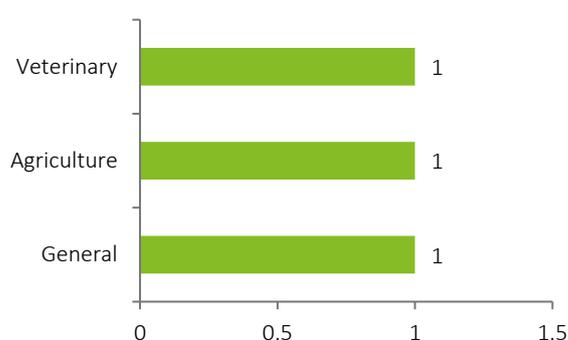
College by type

Colleges by specialisation
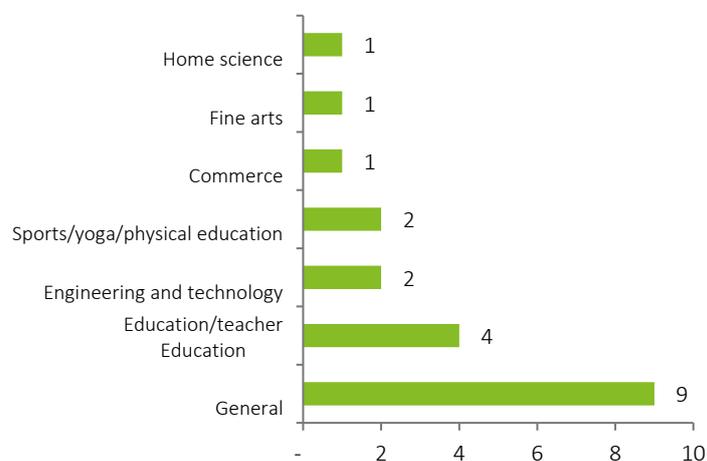
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	3	25	10
Average enrolment per institution	17,411	2022	388
Total estimated enrolment (in lakh)	0.52	0.51	0.04

College indicators

College type	Chandigarh	Share in India
Affiliated colleges	25	0.1%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	8.0%	0.6%	154
Private aided	28.0%	59.3%	4,286
Government	64.0%	40.0%	1,265

Breakdown of standalone institutions
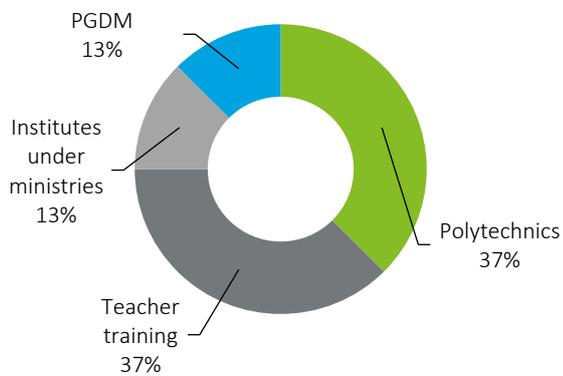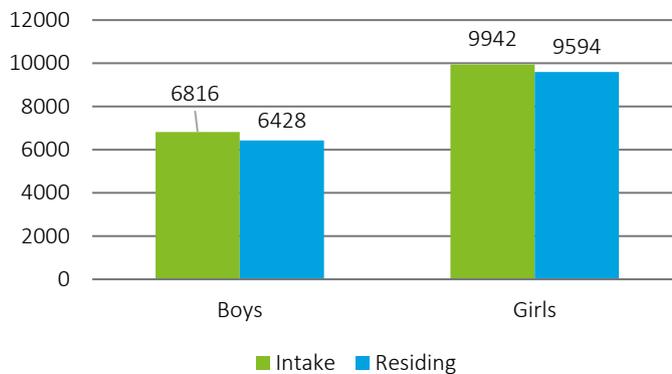
Hostel

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	550	48	8372	28722	437	1223	259	1290	40901
Male	409	140	4482	26617	264	2047	409	1139	35507

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	309	27	4613	8146	476	502	180	183	14436
Male	261	23	2071	6501	249	547	150	199	10001

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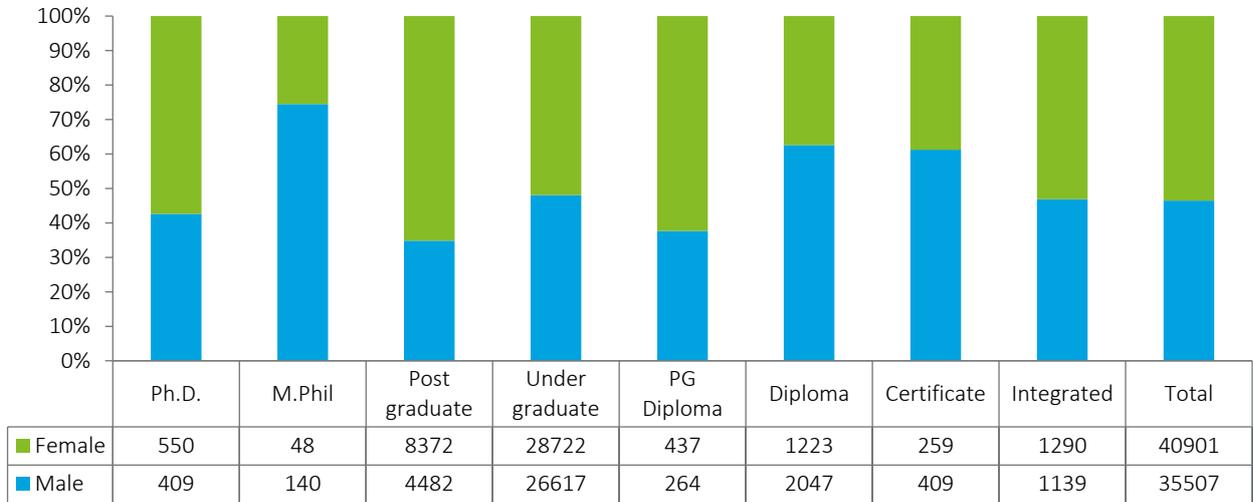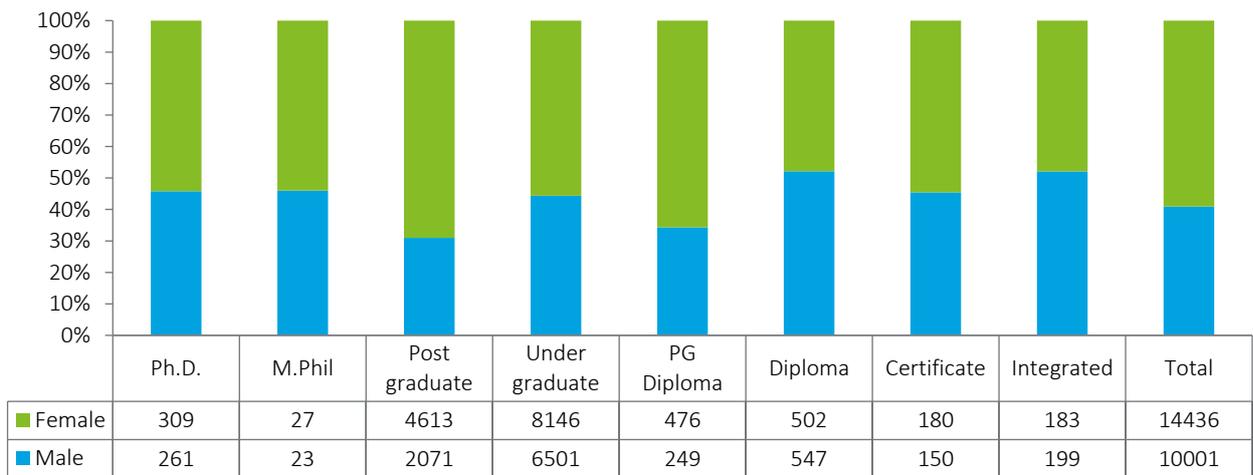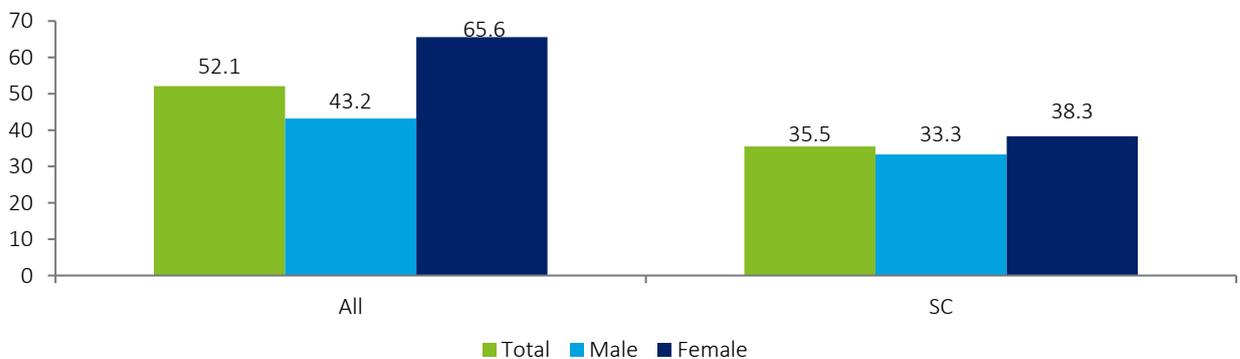
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Chandigarh	India
Pupil Teacher Ratio (PTR)	20	23
Teachers per college	101.7	29.7
Non-teaching staff per college	167.8	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	55.0%	45.0%	18.9%	0.2%	22.2%	1.4%	18.4%
Share of enrolment	49.8%	50.2%	12.1%	1.7%	5.8%	0.3%	5%
Share of teaching staff	42.4%	57.6%	8.3%	0.7%	5.5%	0.5%	24.3%
Share of non-teaching staff	64.2%	35.8%	19.2%	0.3%	9.6%	1.0%	9.1%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	1015	1254	887	861	959
■ M.Phil.	113	143	235	188	188
■ Post graduate	12927	12623	13194	12236	12854
■ Under graduate	50456	53535	55325	54973	55339
■ PG Diploma	493	541	593	685	701
■ Diploma	2738	2677	2639	2605	3270
■ Certificate	706	558	700	753	668
■ Integrated	2427	2364	2191	2202	2429
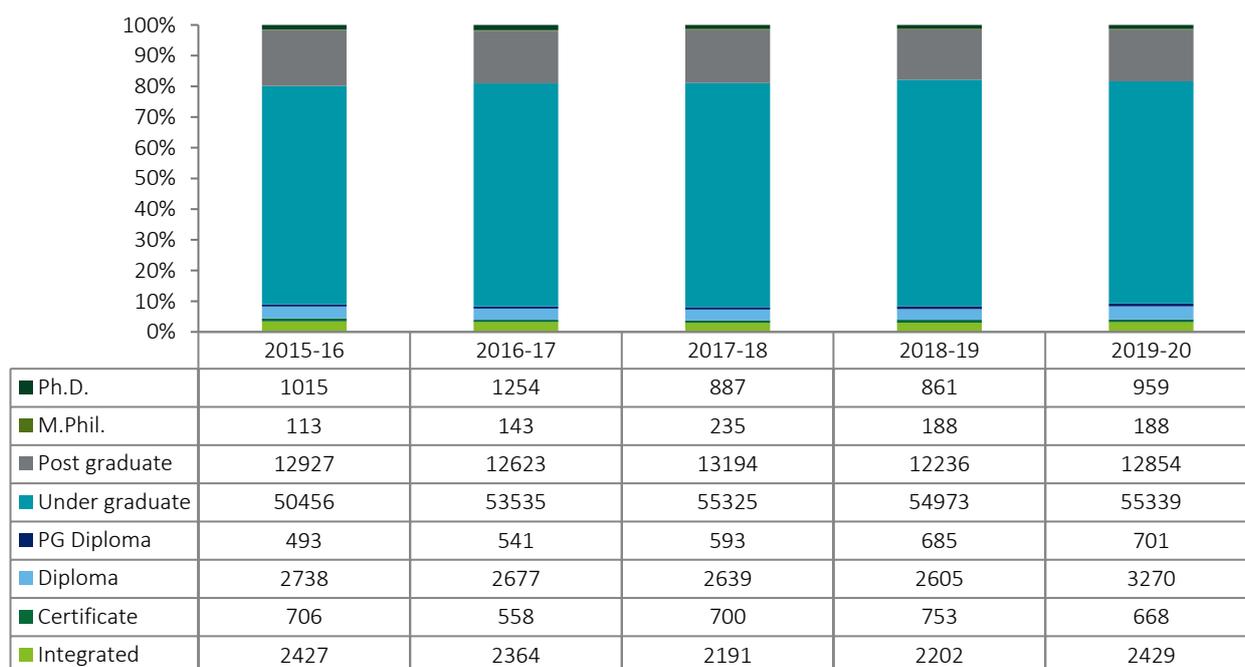
GER during the last five years
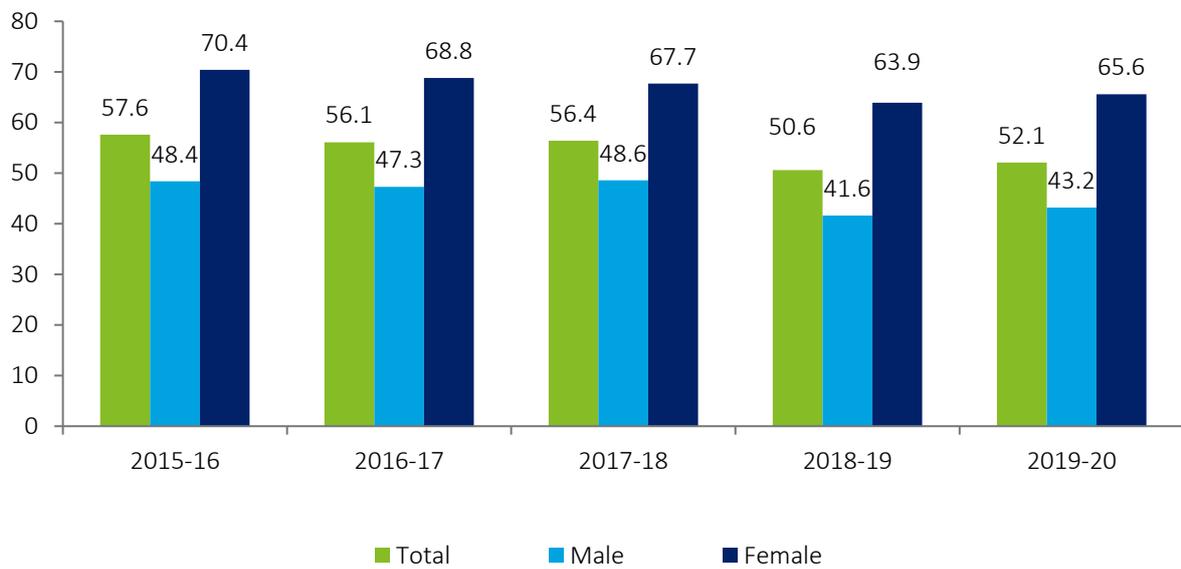
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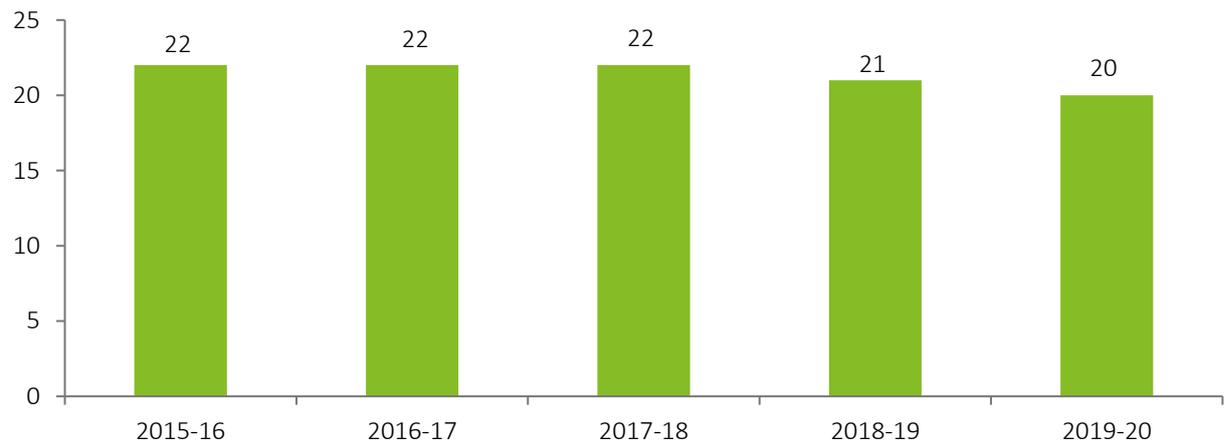
Source: All India Survey of Higher Education, MoE 2019-20

7. Chhattisgarh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	255.5	128.3	127.1
Literacy rate[1]	70.3%	80.3%	60.2%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	30.8 (12.1%)	15.4 (12%)	15.5 (12.2%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.2%	2.1%	2.3%
Gross Enrolment Ratio[2]	18.5	17.4	19.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

University by type

University by specialisation

College by type

Colleges by specialisation

Specialisation	Value
Law	9
Computer application	10
Pharmacy	19
Agriculture	25
Education/teacher Education	55
Engineering and technology	61
Nursing	83
General	481
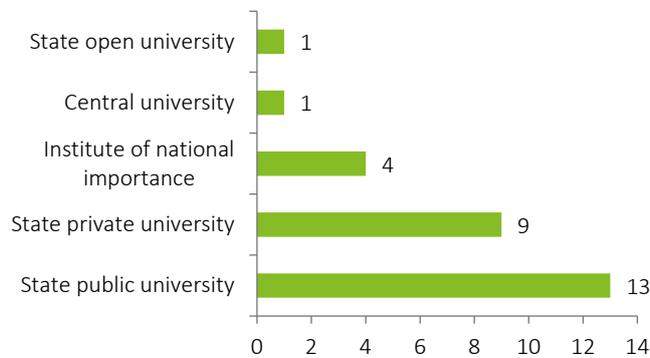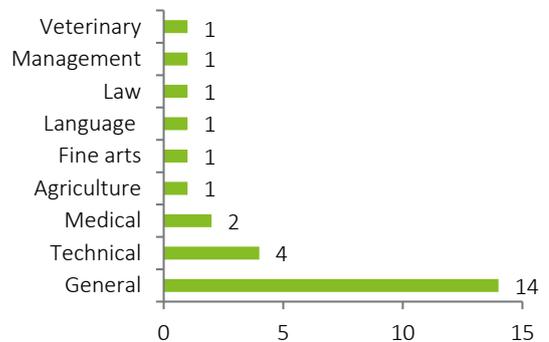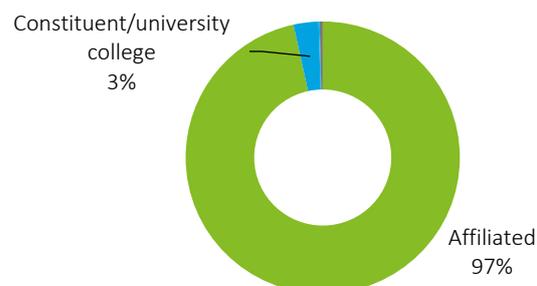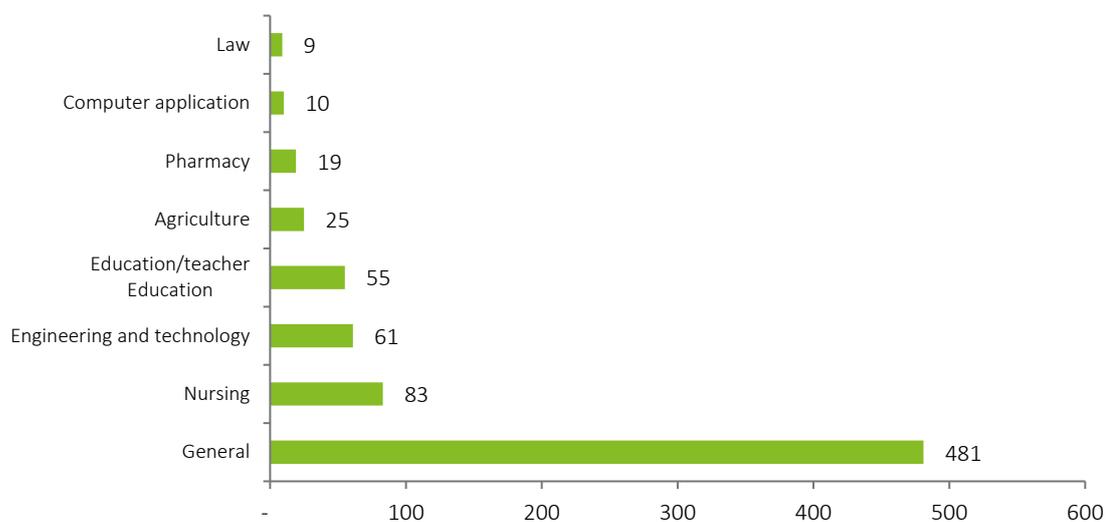
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	28	810	75
Average enrolment per institution	4,645	555	91
Total estimated enrolment (in lakh)	1.30	4.50	0.07

College indicators

College type	Chhattisgarh	Share in India
Affiliated colleges	786	1.9%
Recognised centre	3	0.2%
PG centre/Off-campus centre	1	0.5%
Constituent/ University college	24	1.3%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	43.7%	26.9%	342
Private aided	10.0%	8.6%	479
Government	46.2%	64.5%	777

Breakdown of standalone institutions
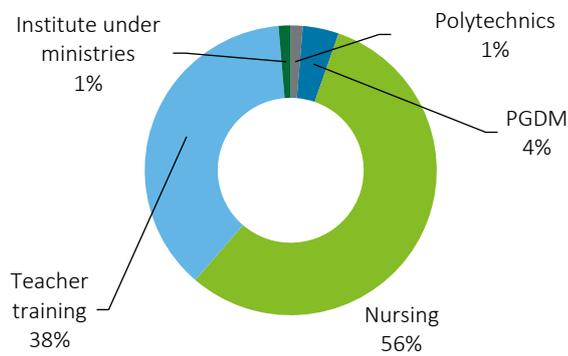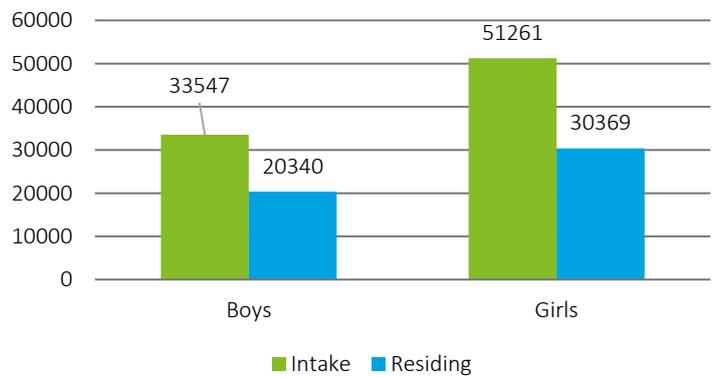
Institute under ministries 1%

Polytechnics 1%

PGDM 4%

Teacher training 38%

Nursing 56%

Hostel

	Intake	Residing
Boys	33547	20340
Girls	51261	30369

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	691	89	34523	219635	5099	15478	335	1848	277698
Male	824	109	23040	173403	4672	22197	210	1882	226337

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	155	83	14603	55997	12562	17575	160	339	101474
Male	203	119	10441	41386	11240	21060	101	323	84873

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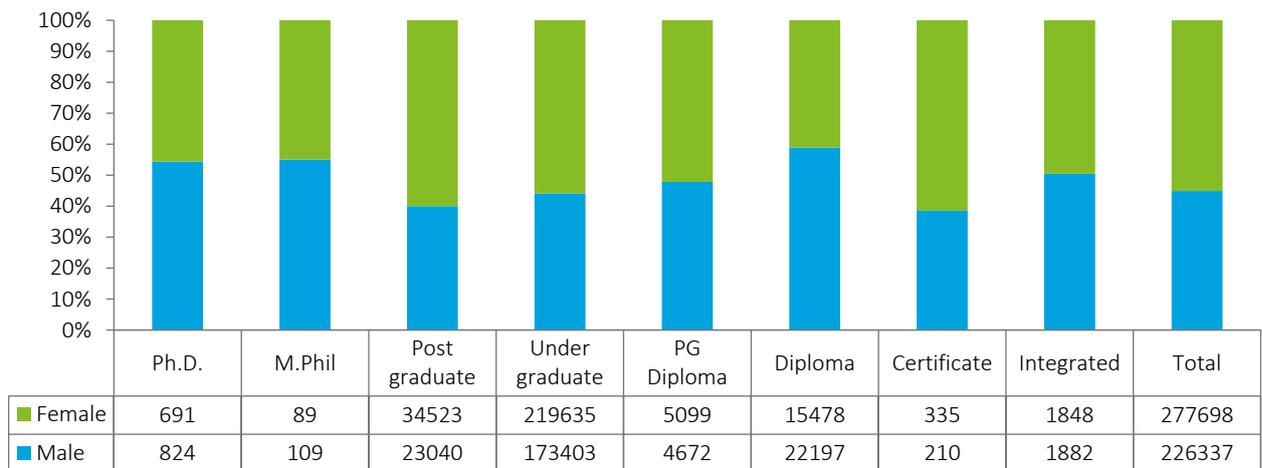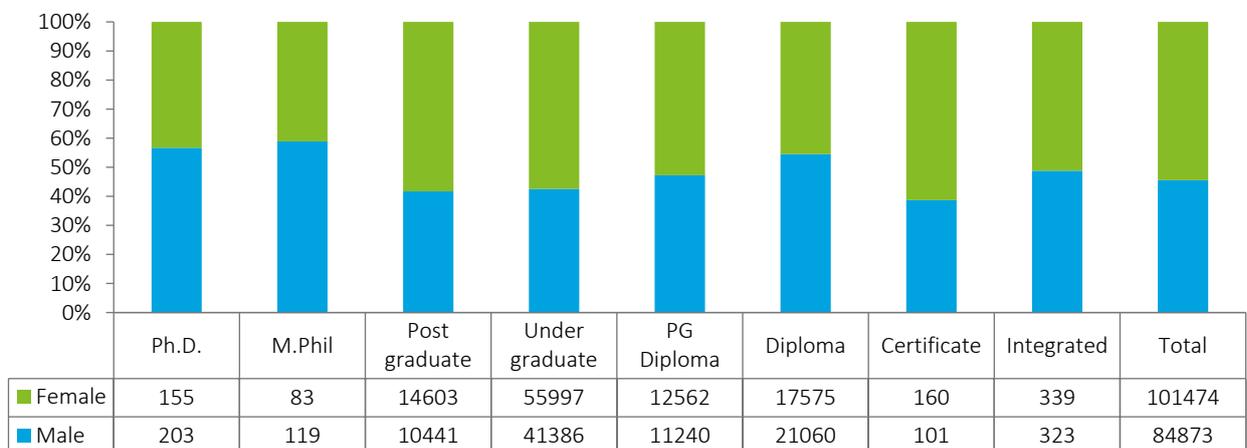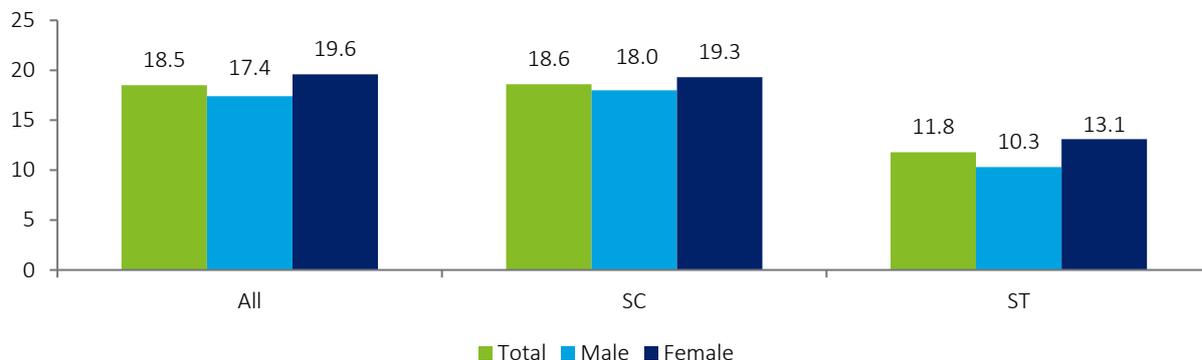
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Chhattisgarh	India
Pupil Teacher Ratio (PTR)	23	23
Teachers per college	24.6	29.7
Non-teaching staff per college	22.1	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.2%	49.8%	12.8%	30.6%	41.8%	2.4%	4.5%
Share of enrolment	46.5%	53.5%	13.2%	18.6%	44.1%	0.1%	1.09%
Share of teaching staff	51.5%	48.5%	8.4%	6.6%	28.5%	0.5%	9.6%
Share of non-teaching staff	68.7%	31.3%	12.5%	12.4%	35.0%	0.5%	3.6%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	690	1266	1165	1474	1515
■ M.Phil.	355	277	299	344	198
■ Post graduate	42087	44095	47423	52591	57563
■ Under graduate	319256	336280	354547	376403	393038
■ PG Diploma	6625	6966	8540	9407	9771
■ Diploma	35430	37372	39430	38917	37675
■ Certificate	364	604	524	555	545
■ Integrated	1596	1859	2019	2801	3730

GER during the last five years

Year	Total	Male	Female
2015-16	15.1	15.7	14.6
2016-17	16.1	16.4	15.8
2017-18	18.4	18.5	18.3
2018-19	18.6	18.1	19.2
2019-20	18.5	17.4	19.6
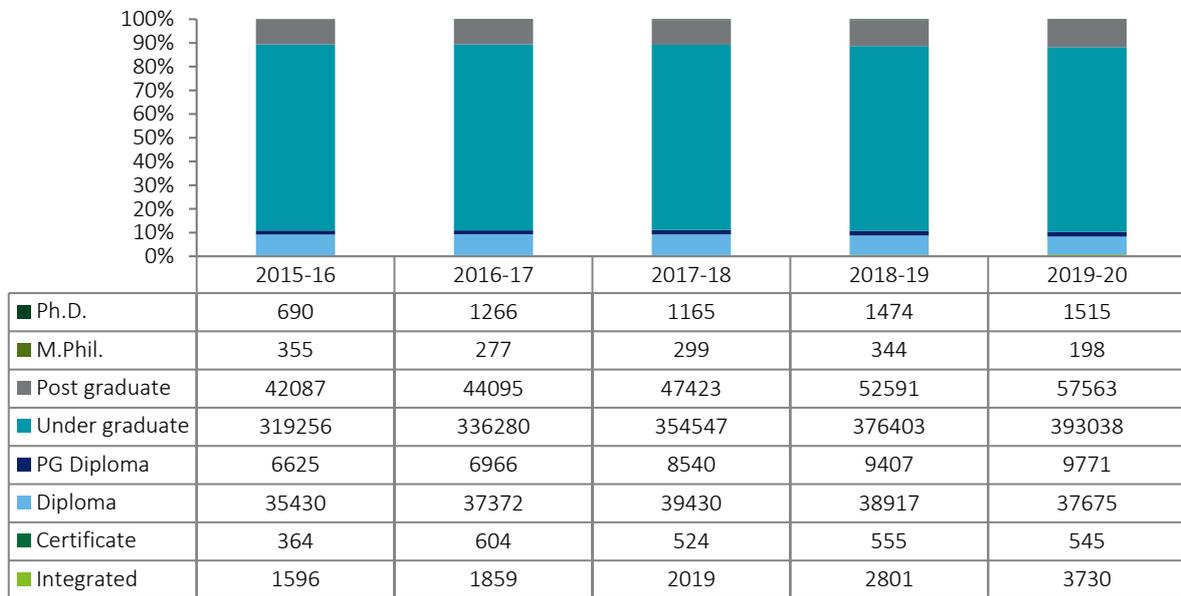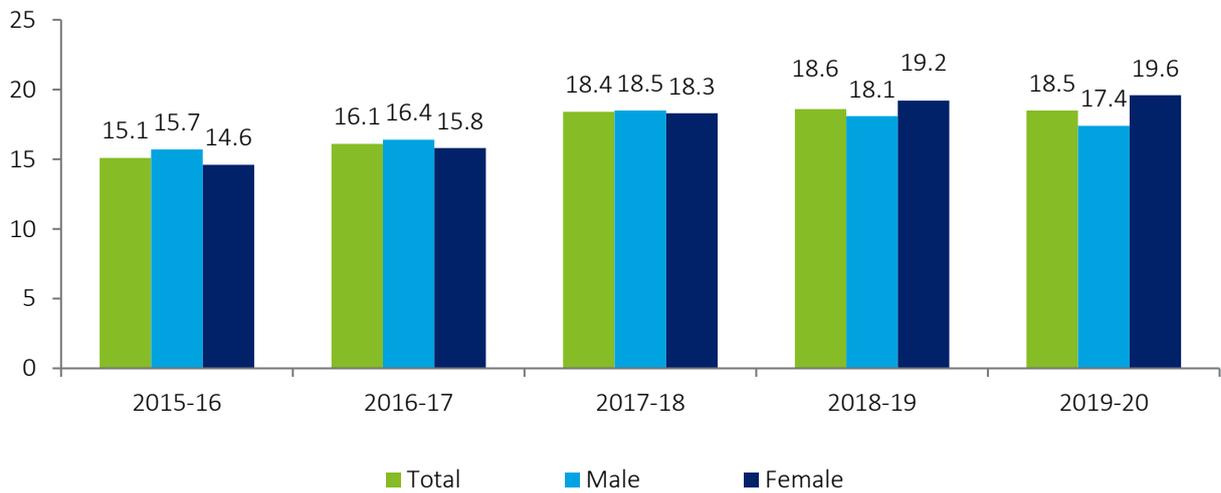
■ Total   ■ Male   ■ Female

PTR during the last five years
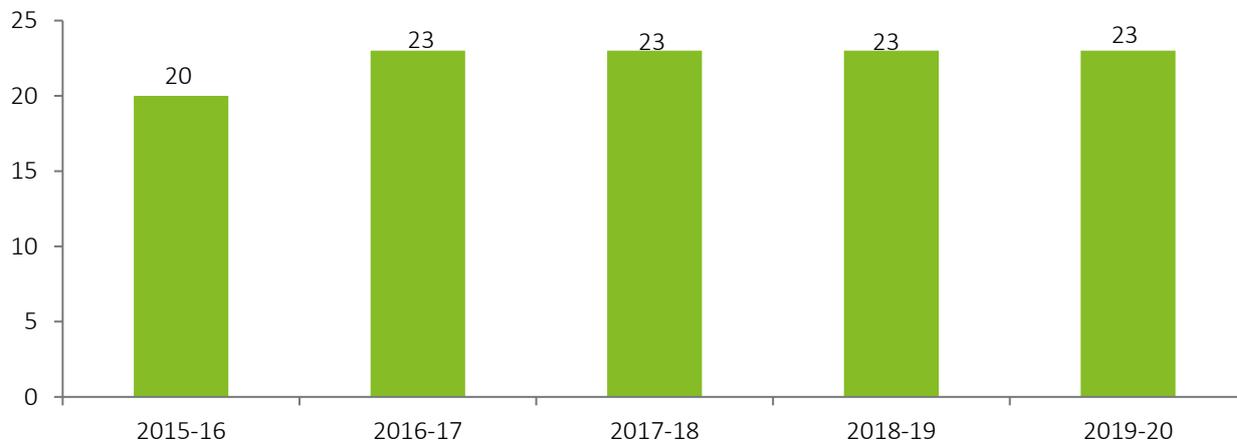
8. Dadra and Nagar Haveli and Daman and Diu

Key indicators

Indicator	Total	Male	Female
Total UT population (in lakh)[1]	5.8	3.4	2.4
Literacy rate[1]	80.71%	87.98%	70.04%
Population in the 18-23 age group (in lakh)[1] Share in the total UT population (%)	1.1 (18.97%)	0.8 (23.53%)	0.3 (12.50%)
Share of UT in the 18-23 population to the all-India 18-23 population[1]	0.08%	0.11%	0.04%
Gross Enrolment Ratio[2]	7.9	5.9	12.4

Source: 1. Census 2011(Calculation is done using weighted average); 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

College by type

Recognised centre 5%

Affiliated 95%

Colleges by specialisation

Others	1
Pharmacy	1
Nursing	2
Education/teacher education	2
Engineering and technology	4
General	6
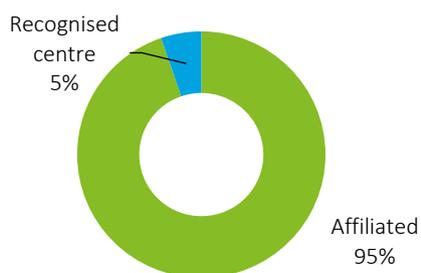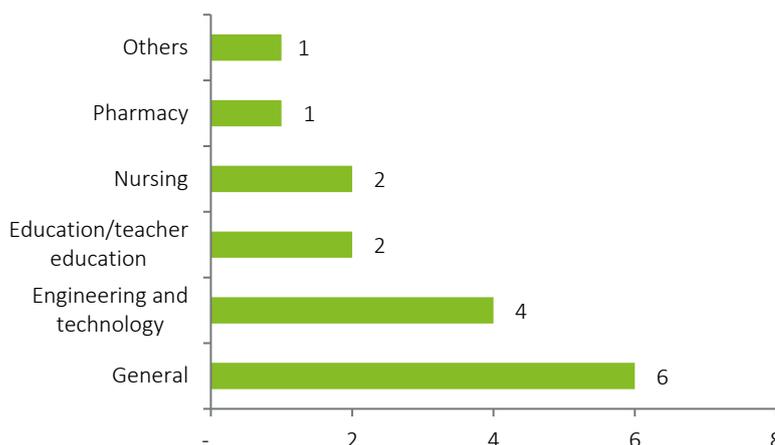
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	-	18	4
Average enrolment per institution	-	577	94
Total estimated enrolment (in lakh)	-	0.10	-

College indicators

College type	Dadra and Nagar Haveli and Daman and Diu	Share in India
Affiliated colleges	18	-
Recognised centre	1	0.1%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	44.4%	37.3%	467
Private aided	5.6%	1.04%	104
Government	50.0%	61.7%	686

Breakdown of standalone institutions
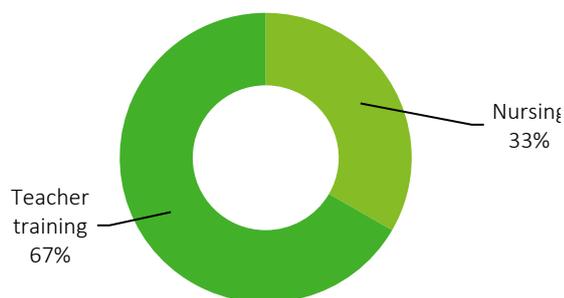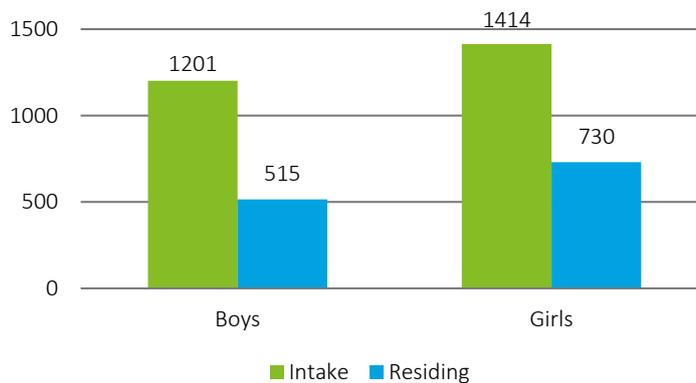
Nursing 33%

Teacher training 67%

Hostel

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Post graduate	Under graduate	Diploma	Integrated	Total
Female	433	4165	381	26	5005
Male	188	3436	1685	11	5320

Out-turn at various levels

	Post graduate	Under graduate	Diploma	Total
Female	102	810	43	955
Male	53	467	247	767

GER

	All	SC	ST
Total	7.9	21.7	5.9
Male	5.9	17.6	5.1
Female	12.4	27.2	6.6
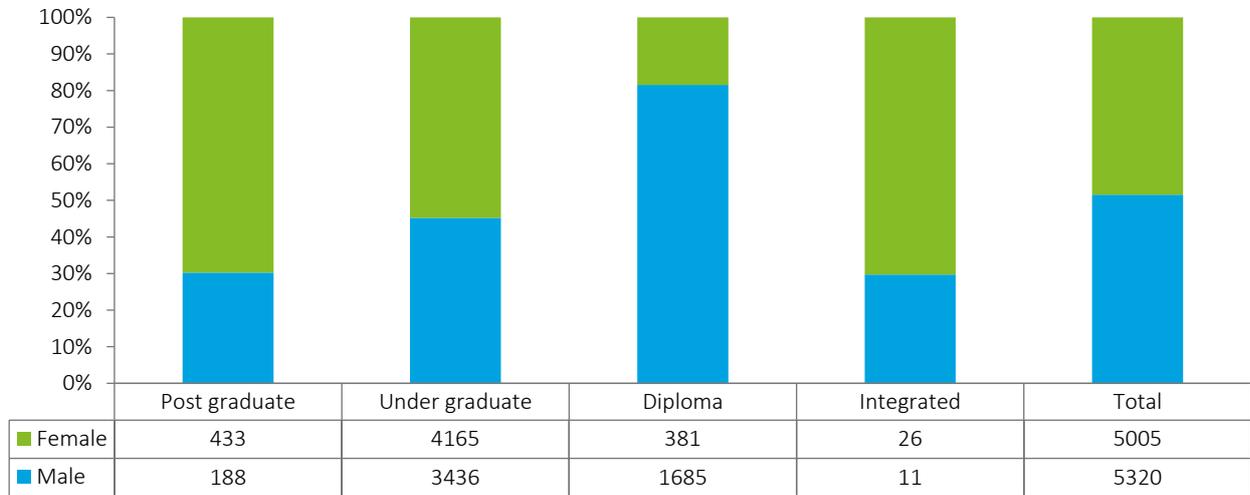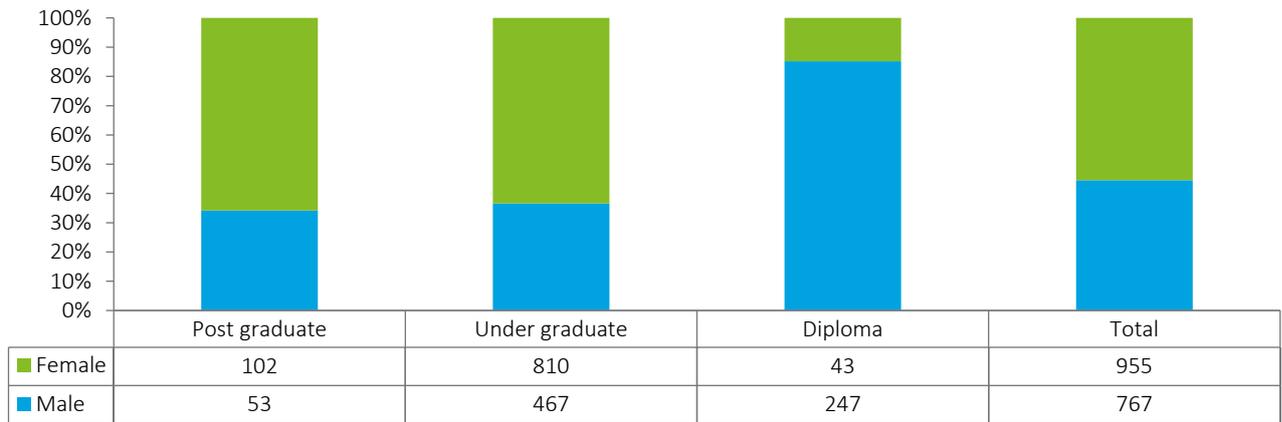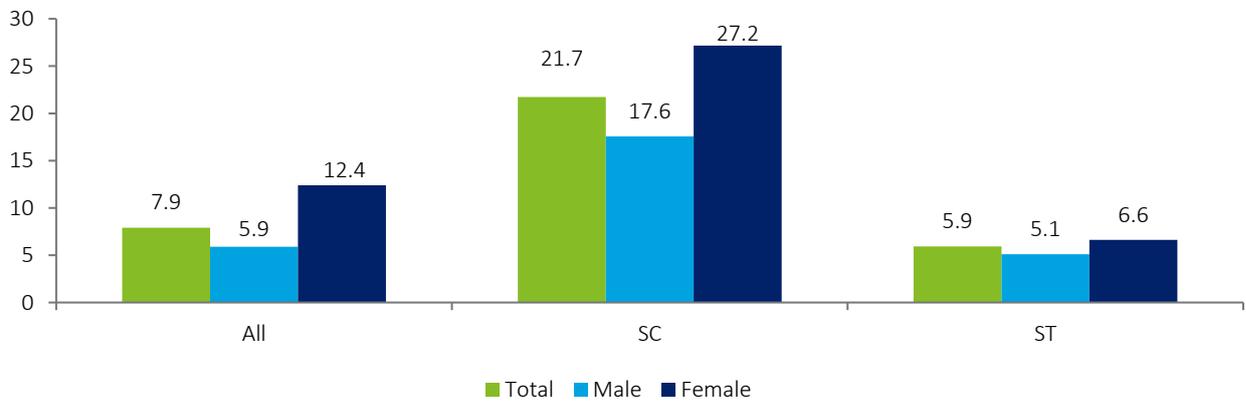
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Dadra and Nagar Haveli and Daman and Diu	India
Pupil Teacher Ratio (PTR)	20	23
Teachers per college	26.7	29.7
Non-teaching staff per college	18.5	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	58.6%	41.4%	2.1%	33.1%	18.2%	1.0%	7.4%
Share of enrolment	51.1%	48.5%	4.2%	16.6%	18.3%	0.2%	5.2%
Share of teaching staff	55.6%	44.4%	7.1%	3.6%	18.5%	1.6%	8.5%
Share of non-teaching staff	54.4%	45.6%	7.4%	31.6%	6.8%	0.3%	10.5%

Source: Share of population - Census 2011 and India Human Development Report 2011(Calculation is done using weighted average); Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
Post graduate	288	297	324	483	621
Under graduate	6241	6206	6396	6961	7601
PG Diploma	2023	2223	2140	2041	2066
Diploma	131170	163365	166756	161104	152387
Integrated			6	20	37
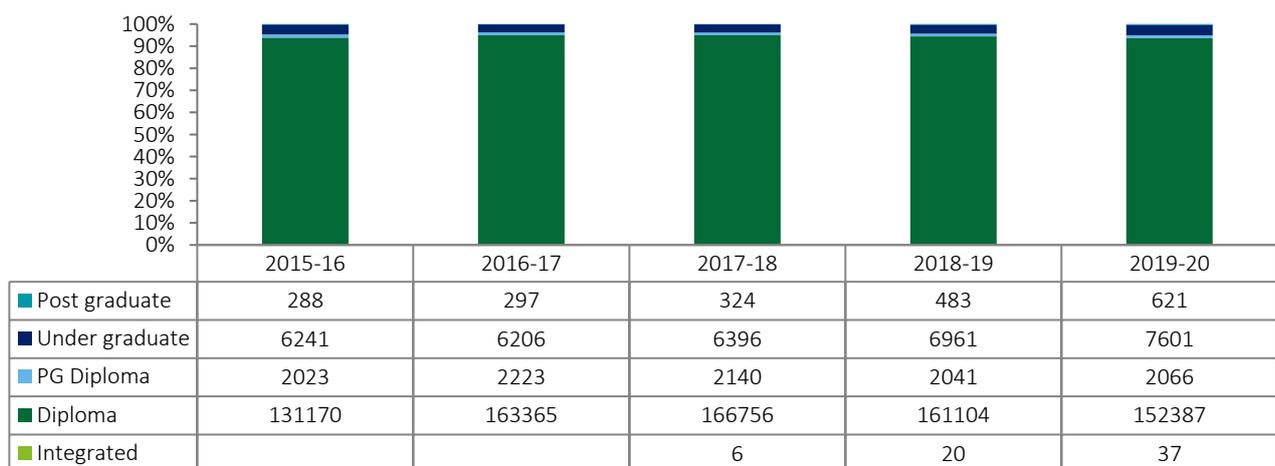
GER during the last five years
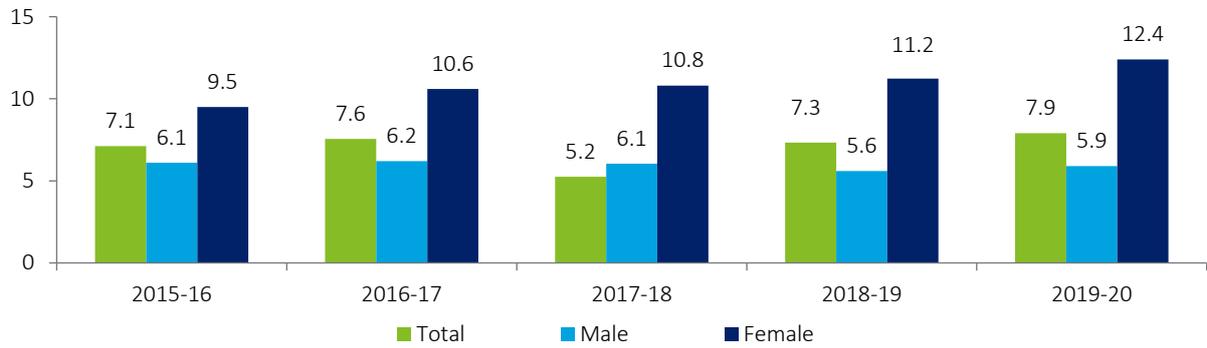
PTR during the last five years
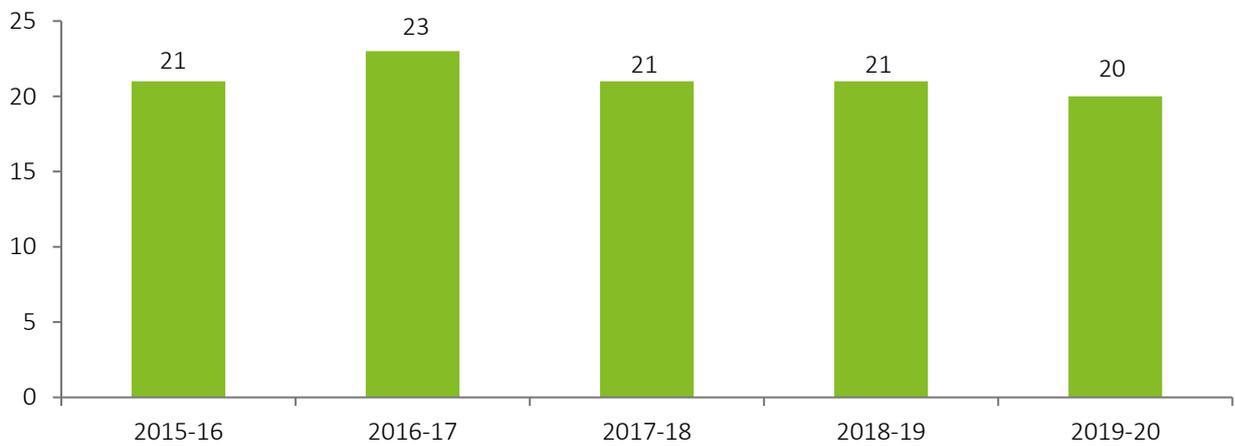
Source: All India Survey of Higher Education, MoE 2019-20 (Calculation is done using weighted average)

9. Delhi

Key indicators

Indicator	Total	Male	Female
Total population (in lakh)[1]	167.9	89.9	78.0
Literacy rate[1]	86.2%	90.9%	80.8%
Population in the 18-23 age group (in lakh)[1] Share in the total population (%)	22.4 (13.3%)	12.3 (13.6%)	10.1 (13%)
Share of Delhi in the 18-23 population to the all-India 18-23 population[1]	1.6%	1.7%	1.5%
Gross Enrolment Ratio[2]	48.0	44.9	51.8

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

University by type

University by specialisation

College by type

Colleges by specialisation

Fine arts	2
Architecture	2
Medical: Others	3
Management	8
Nursing	7
Medical: Allopathy	9
Engineering and technology	12
Education/teacher Education	15
General	91
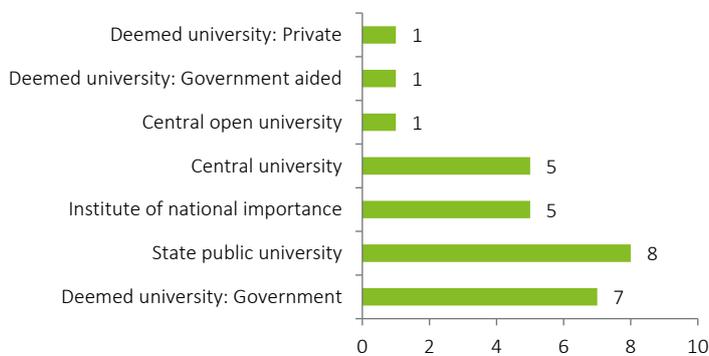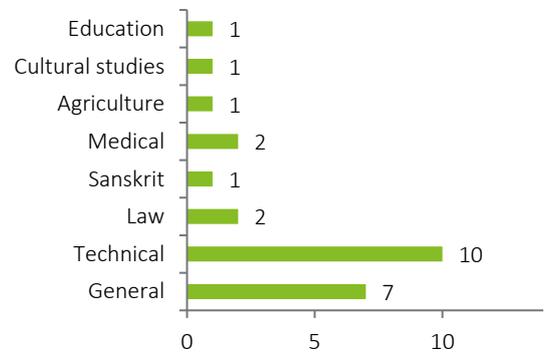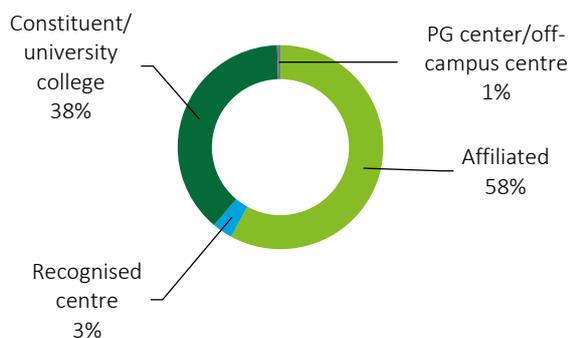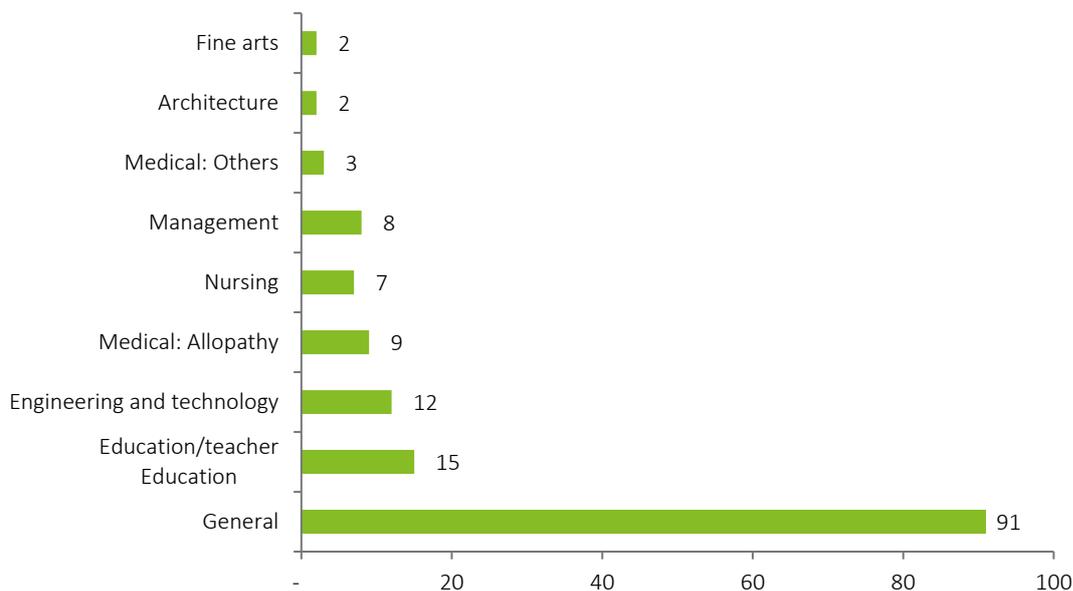
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	28	179	112
Average enrolment per institution	29,147	1,575	311
Total estimated enrolment (in lakh)	8.16	2.82	0.35

College indicators

College type	Delhi	Share in India
Affiliated colleges	109	0.3%
Recognised centre	6	0.5%
Constituent/ University college	72	4.0%
PG/Off-campus centre	1	0.5%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	36.2%	22.11%	990
Private aided	8.0%	11.25%	2,266
Government	55.7%	66.63%	1,936

Breakdown of standalone institutions
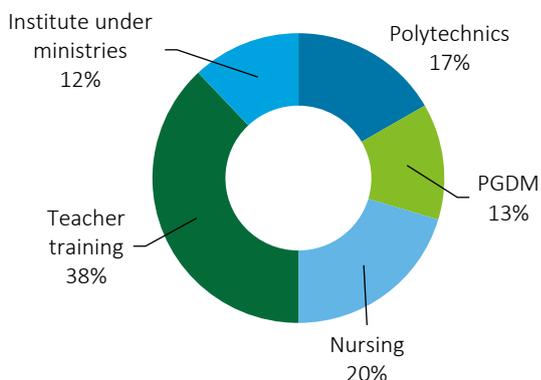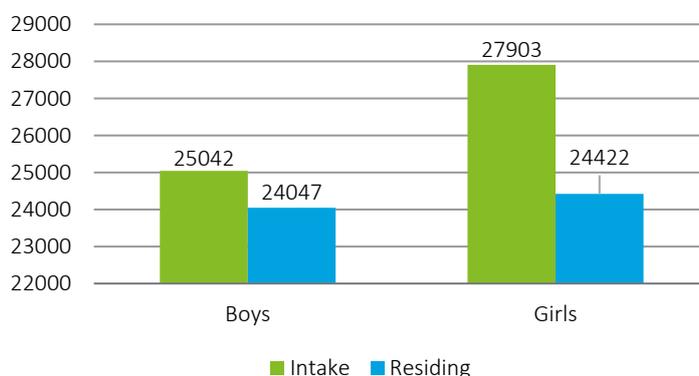
Institute under ministries 12%
Polytechnics 17%
PGDM 13%
Nursing 20%
Teacher training 38%

Hostel

	Boys	Girls
Intake	25042	27903
Residing	24047	24422

■ Intake ■ Residing

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	7458	672	24080	178598	2215	12949	1627	1627	229096
Male	8812	650	24635	162498	2692	17816	2340	2340	222442

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1134	658	67948	125691	19411	8770	919	155	224686
Male	1410	644	50474	137719	14743	9115	831	413	215349

GER
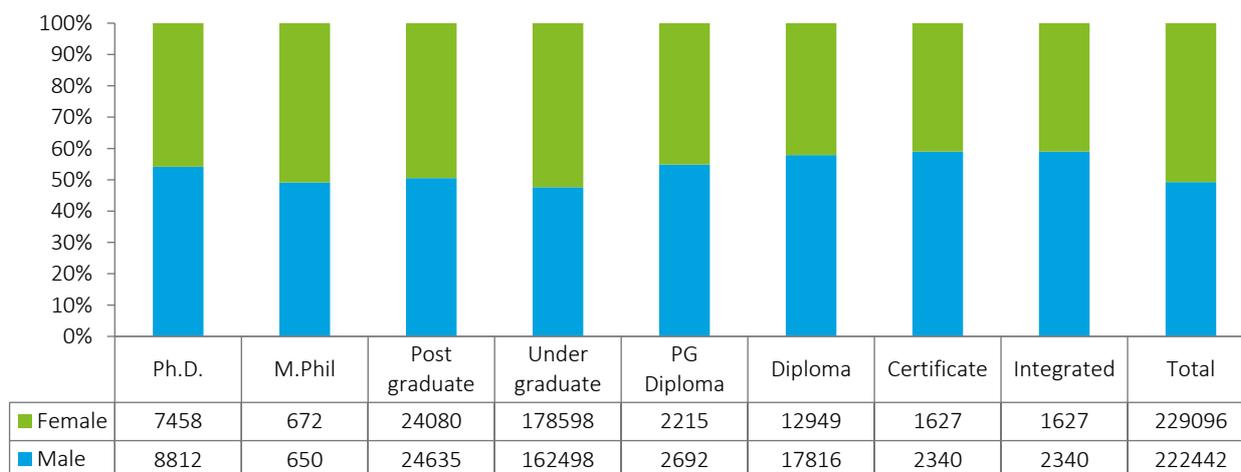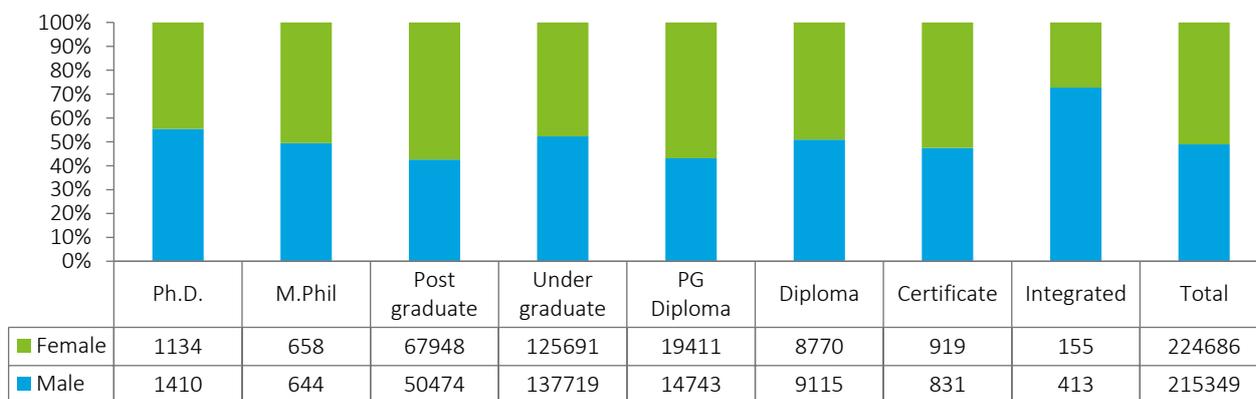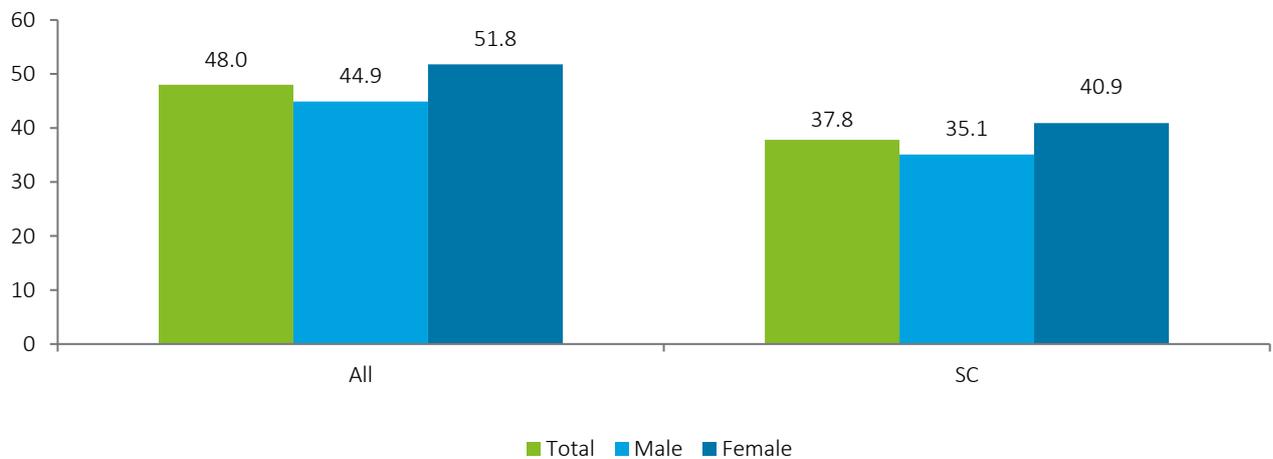
Faculty and staff

Indicators

Key indicators	Delhi	India
Pupil Teacher Ratio (PTR)	21	23
Teachers per college	76.63	29.7
Non-teaching staff per college	114.67	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	53.5%	46.5%	16.8%	0.6%	17.0%	1.4%	17.2%
Share of enrolment	51.1%	49.0%	14.0%	1%	17.0%	0.7%	3.5%
Share of teaching staff	46.0%	54.0%	8.9%	2.7%	10.3%	1.0%	13.9%
Share of non-teaching staff	70.2%	29.8%	19.0%	4.3%	14.8%	1.9%	2.4%

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	8879	9923	14712	9411	16270
■ M.Phil.	5915	6408	2623	5086	1322
■ Post graduate	43305	43249	48602	49693	48715
■ Under graduate	281167	300554	322546	328963	341096
■ PG Diploma	4641	4481	4182	3730	4907
■ Diploma	27045	28075	28656	29013	30765
■ Certificate	3225	3178	3728	4004	3967
■ Integrated	3187	2774	3145	5071	4496

GER during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
Total	30.8	32.4	30.9	32.4	35.2
Male	34.7	36.5	34.7	35.8	38.3
Female	26.9	28.4	27.1	29.0	32.2
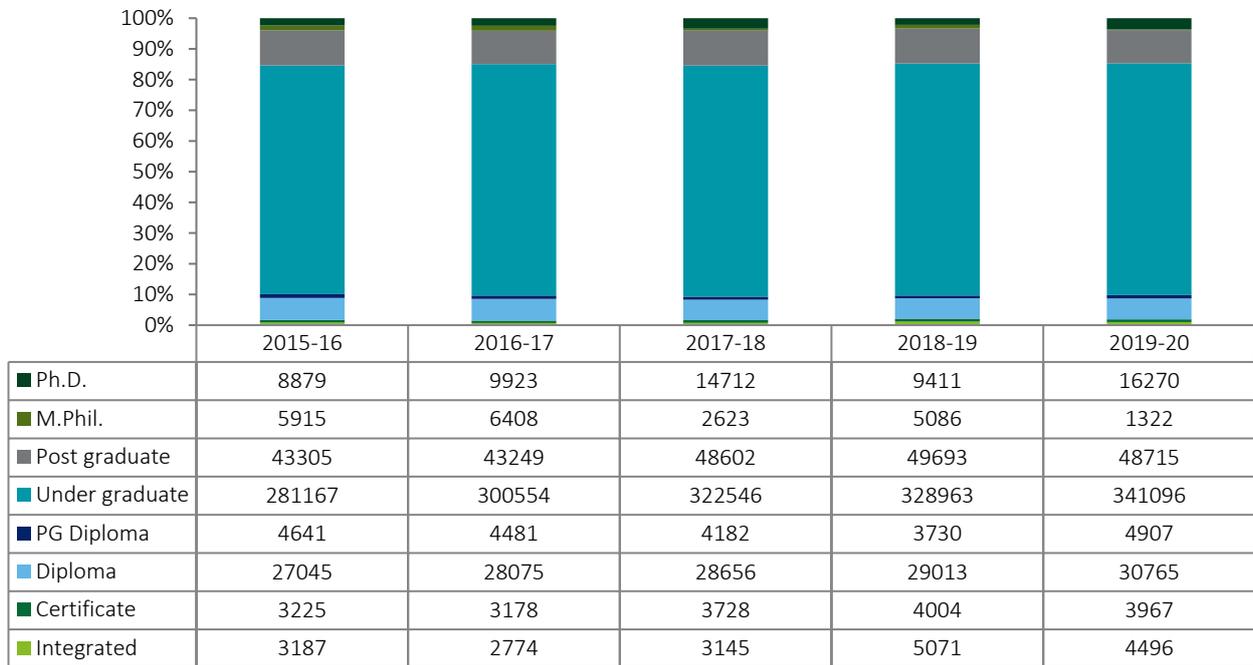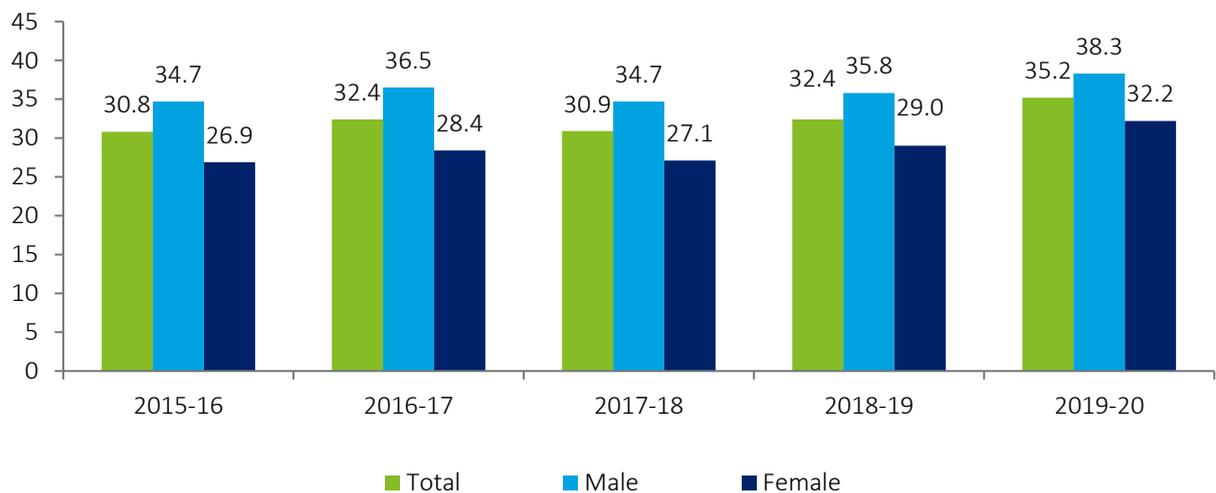
■ Total   ■ Male   ■ Female

PTR during the last five years
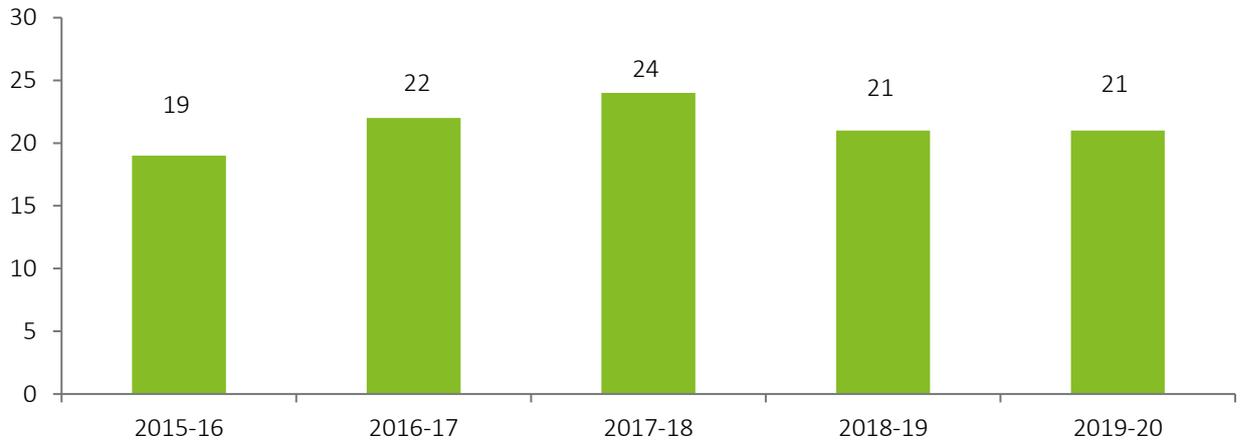
Source: All India Survey of Higher Education, MoE 2019-20

10. Goa

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	14.6	7.4	7.2
Literacy rate[1]	88.7%	92.7%	88.4%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	1.7 (11.7%)	0.9 (12.8%)	0.8 (10.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio[2]	28.4	23.8	34.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
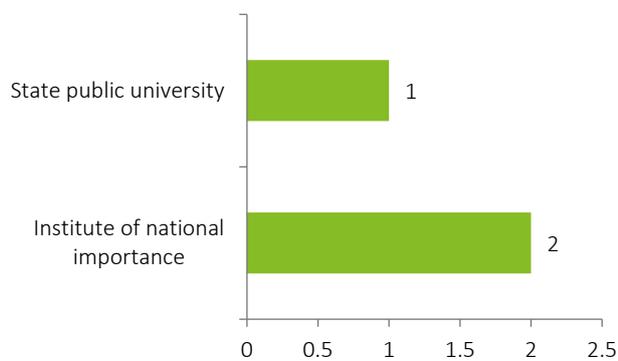
University by type

University by specialisation
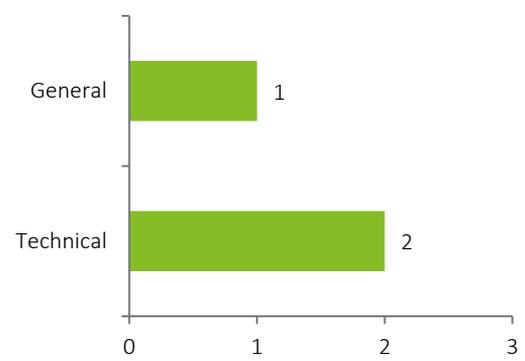
College by type
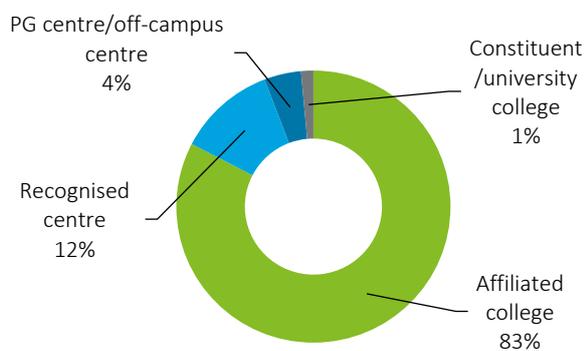
Colleges by specialisation
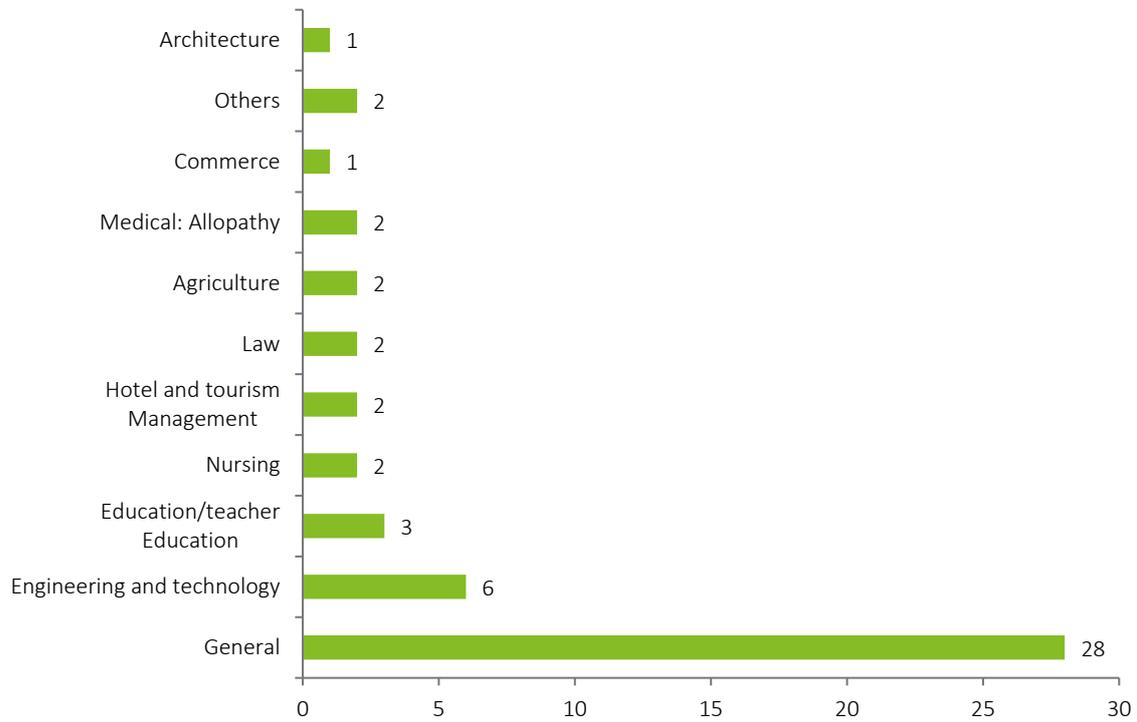
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	3	58	12
Average enrolment per institution	2687	670	487
Total estimated enrolment (in lakh)	0.08	0.39	0.06

College indicators

College type	Goa	Share in India
Affiliated colleges	57	0.1%
Recognised centre	8	0.6%
Constituent/ University college	1	0.1%
PG/Off-campus centre	3	1.%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	19.0%	9.0%	317
Private aided	43.1%	53.1%	827
Government	37.9%	37.9%	669

Breakdown of standalone institutions
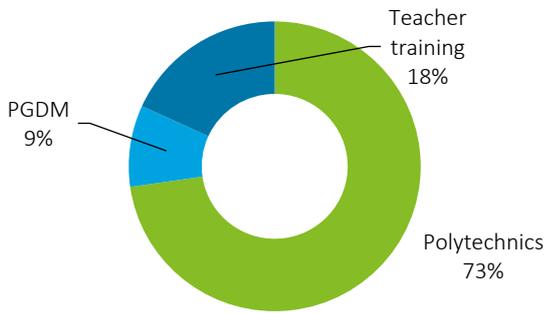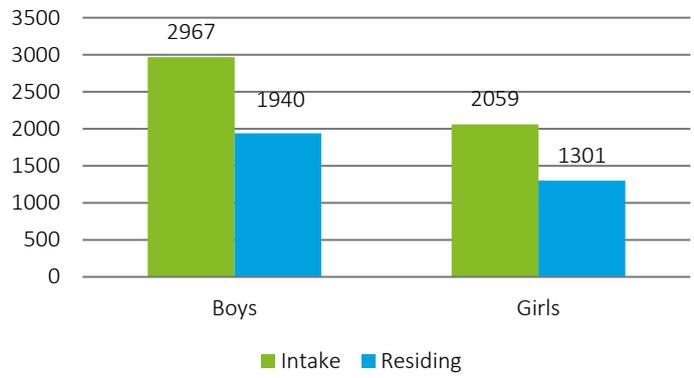
Teacher training 18%

PGDM 9%

Polytechnics 73%

Hostel

Boys — Intake 2967, Residing 1940
Girls — Intake 2059, Residing 1301

Legend: Intake (green), Residing (blue)

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	216	4	3139	20727	52	872	4	528	25542
Male	217	1	1799	15641	39	4412	20	196	22325

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	53	1066	5068	39	328	4	51	6609
Male	43	631	3291	32	1156	16	32	5201

GER

	Total	Male	Female
All	28.4	23.8	34.6
SC	31.7	30.4	33.2
ST	26.4	20.6	32.7
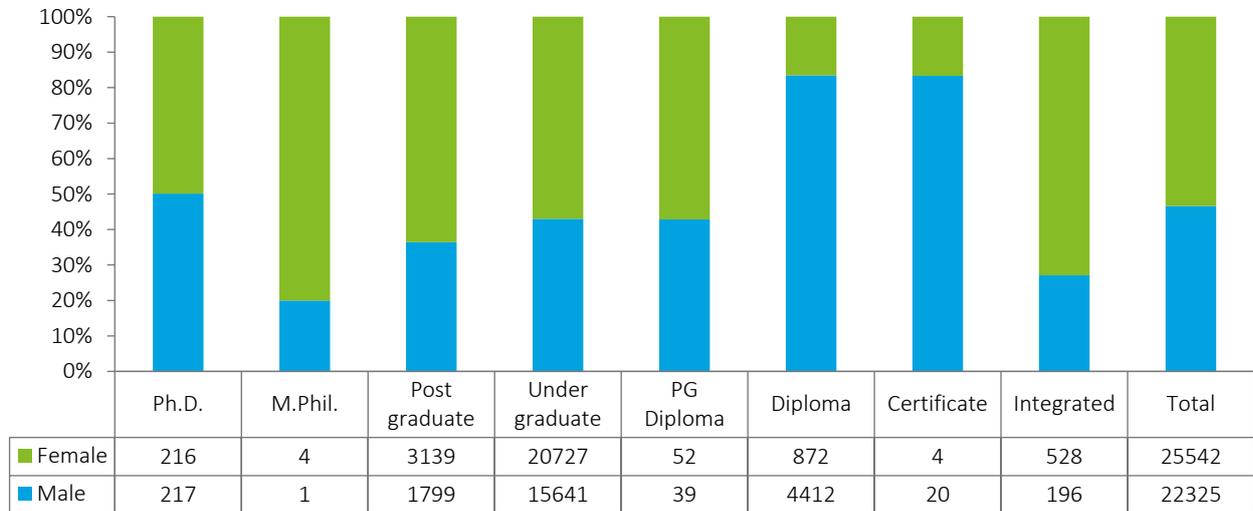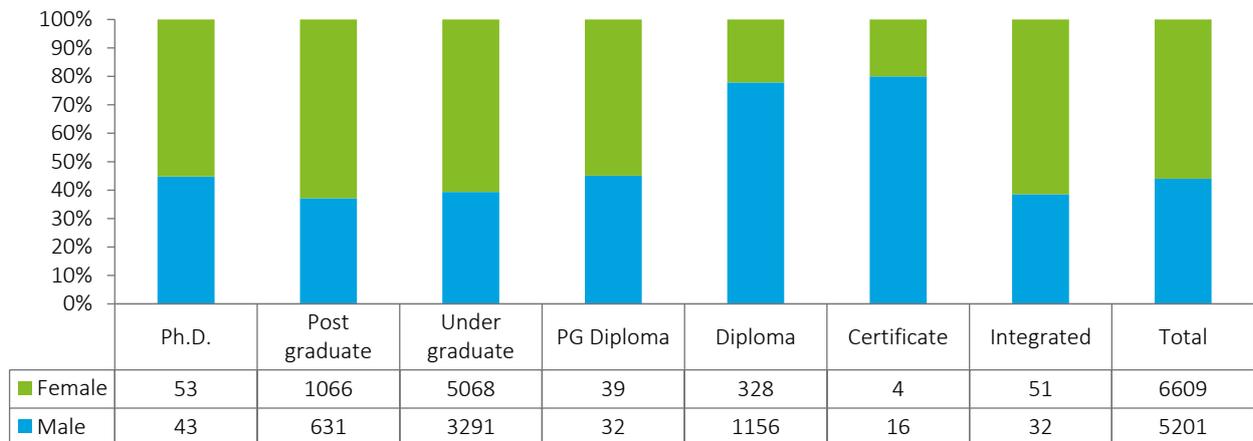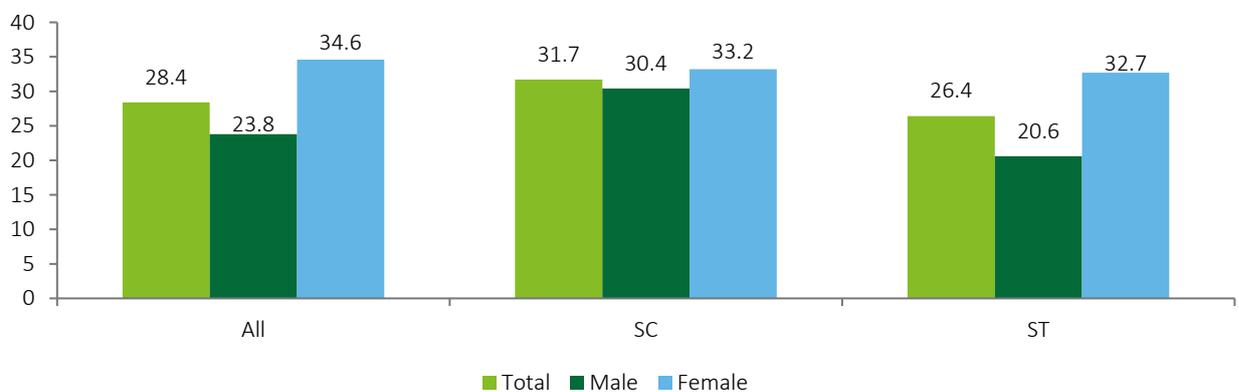
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Goa	India
Pupil Teacher Ratio (PTR)	13	23
Teachers per college	50.5	29.7
Non-teaching staff per college	79.1	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.7%	49.3%	1.7%	10.2%	19.5%	2.3%	22.5%
Share of enrolment	47.5%	52.5%	2.1%	8.5%	18.2%	0.1%	22%
Share of teaching staff	45.9%	54.1%	1.3%	2.6%	9.2%	0.2%	26.5%
Share of non-teaching staff	54.7%	45.3%	1.4%	4.7%	5.6%	1.0%	7.4%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	70	488	112	296	433
■ M.Phil.	10	3			5
■ Post graduate	4010	4268	3998	4461	4938
■ Under graduate	29045	30737	32410	37792	36368
■ PG Diploma	96	116	80	66	91
■ Diploma	6551	6644	6706	6317	5284
■ Certificate	24	13	12	11	24
■ Integrated	171	300	574	692	724
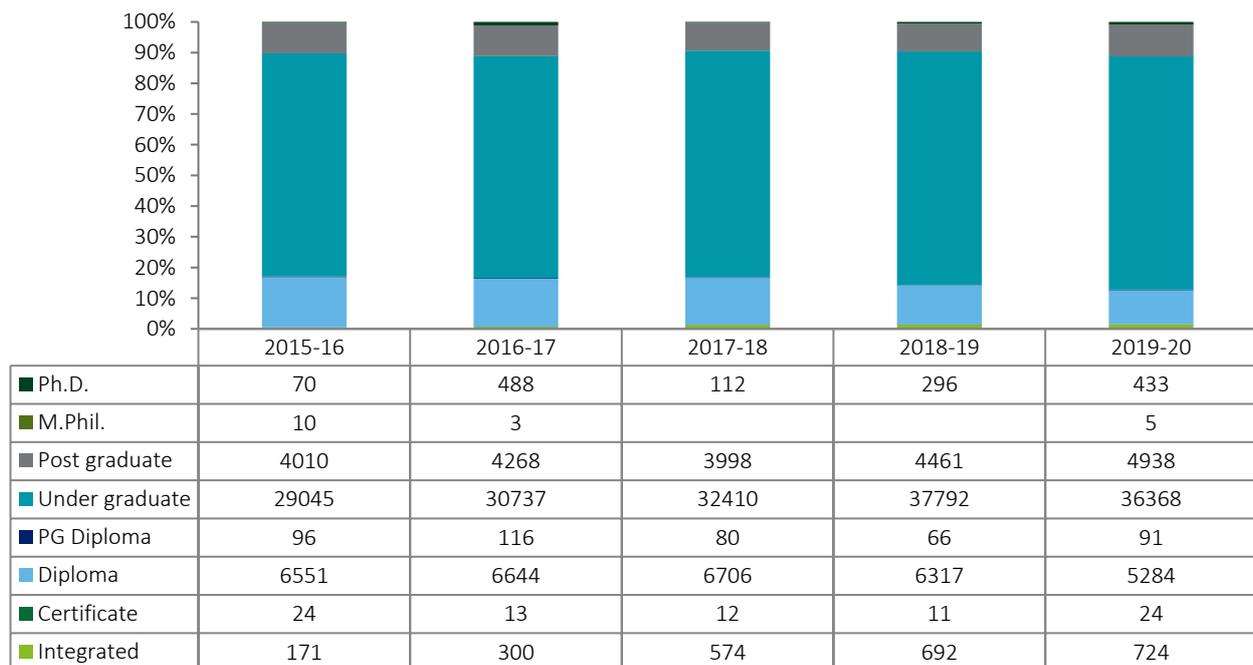
GER during the last five years
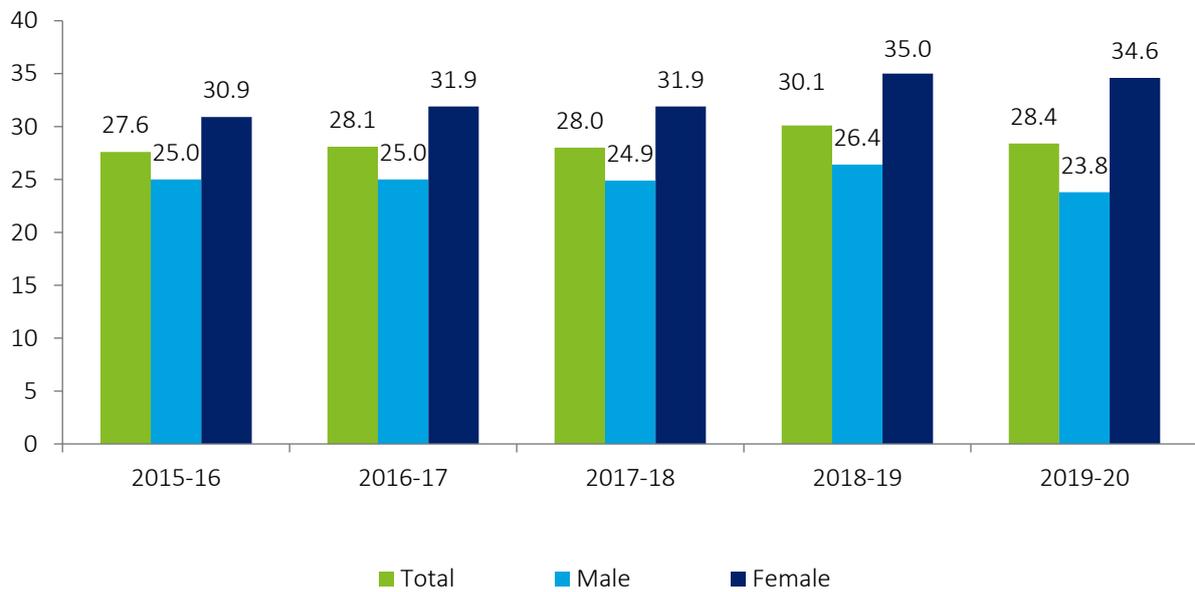
PTR during the last five years
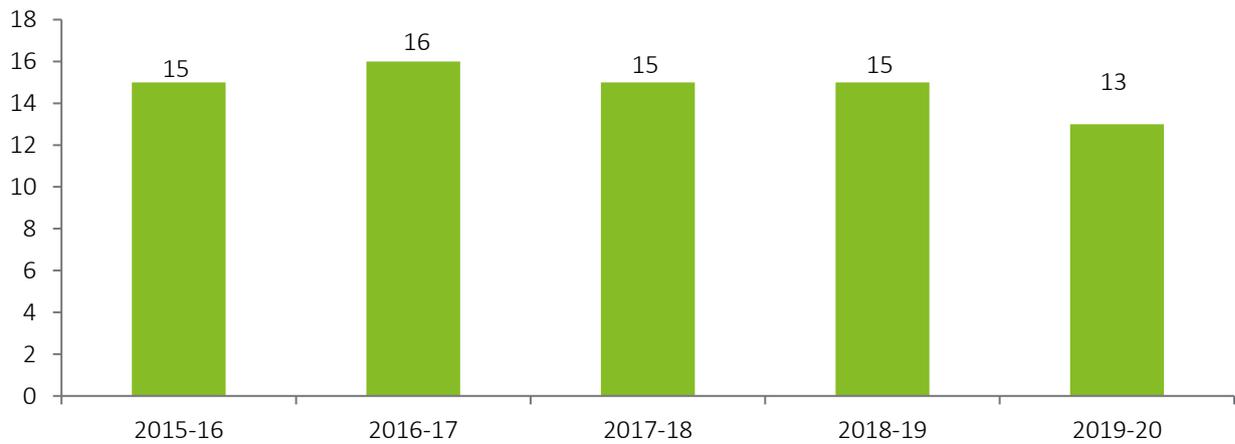
Source: All India Survey of Higher Education, MoE 2019-20

11. Gujarat

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	604.4	314.9	289.5
Literacy rate[1]	78.0%	85.8%	69.7%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	71.9 (11.9%)	37.8 (12%)	34 (11.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	5.1%	5.2%	5.0%
Gross Enrolment Ratio[2]	21.3	22.9	19.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
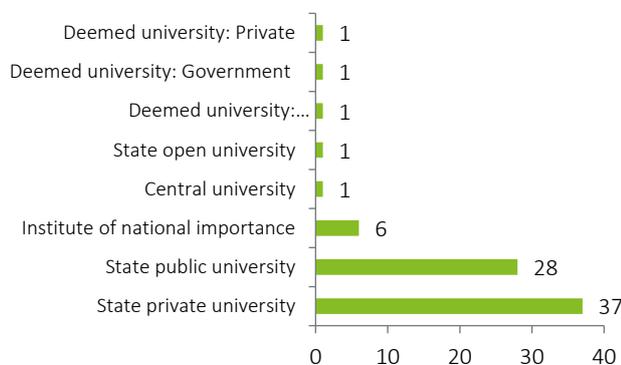
University by type

University by specialisation
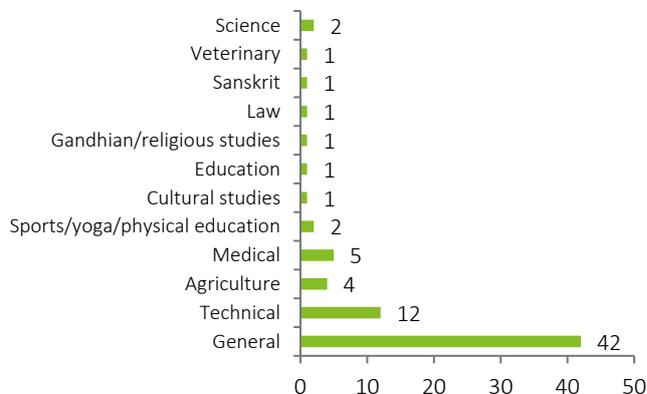
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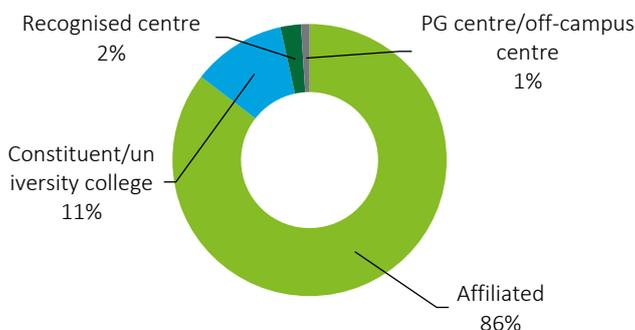
Colleges by specialisation
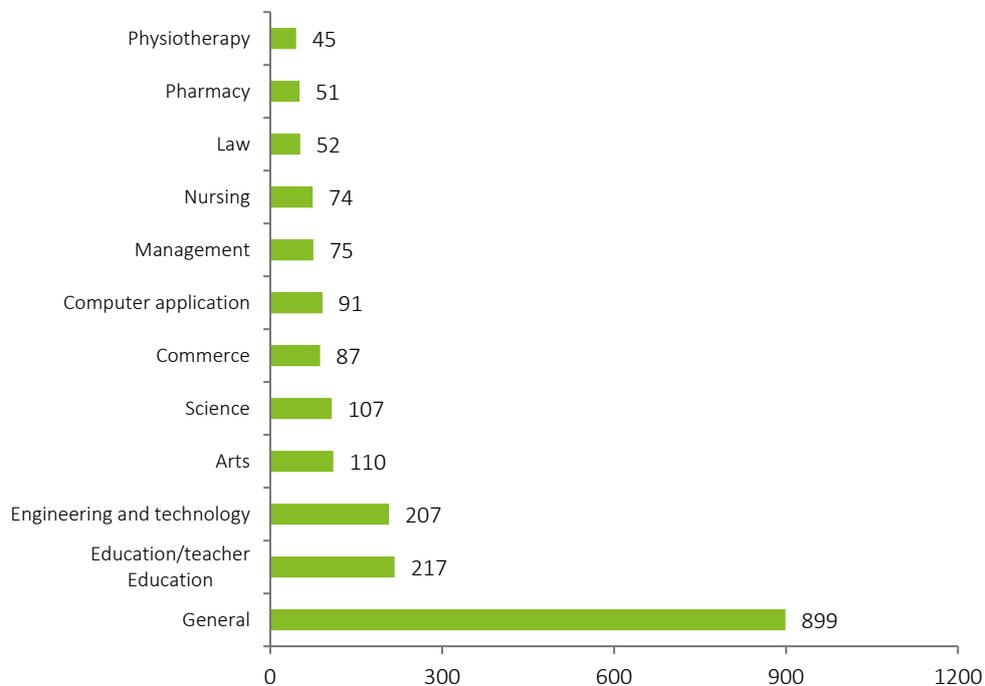
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	76	2275	308
Average enrolment per institution	4,243	524	100
Total estimated enrolment (in lakh)	3.22	11.92	0.31

College indicators

College type	Gujarat	Share in India
Affiliated colleges	2201	5.4%
Recognised centre	62	4.8%
Constituent/ University college	286	16.0%
PG/Off-campus centre	26	13.9%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	63.9%	41.6%	344
Private aided	21.5%	39.9 %	980
Government	14.6%	18.4%	663

Breakdown of standalone institutions
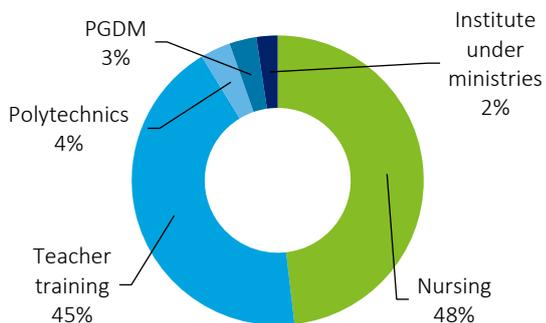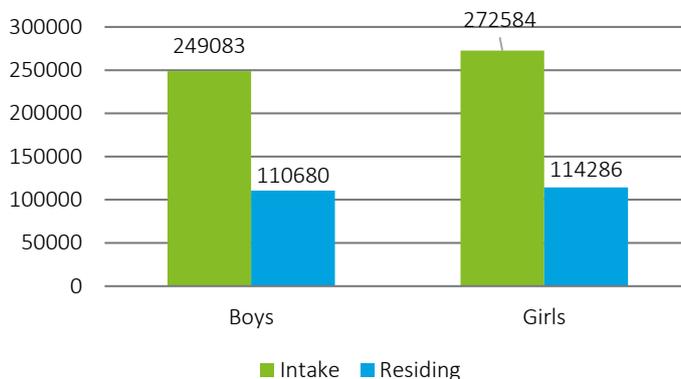
PGDM 3%
Institute under ministries 2%
Polytechnics 4%
Teacher training 45%
Nursing 48%

Hostel

	Boys		Girls	
Intake	249083		272584	
Residing		110680		114286

Intake ■ Residing

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	3050	469	81184	509260	3009	44466	4424	6880	652742
Male	4380	468	62682	652694	3055	94354	3719	7635	828987

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	529	236	33764	125538	1940	12487	5555	1365	181414
Male	838	191	22582	132665	1741	19283	3522	1260	182082

GER
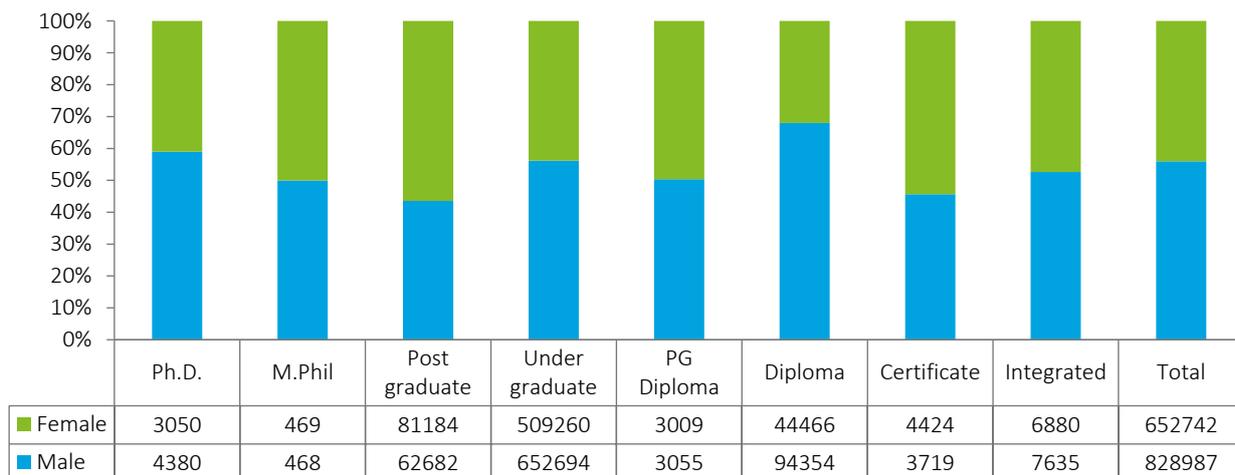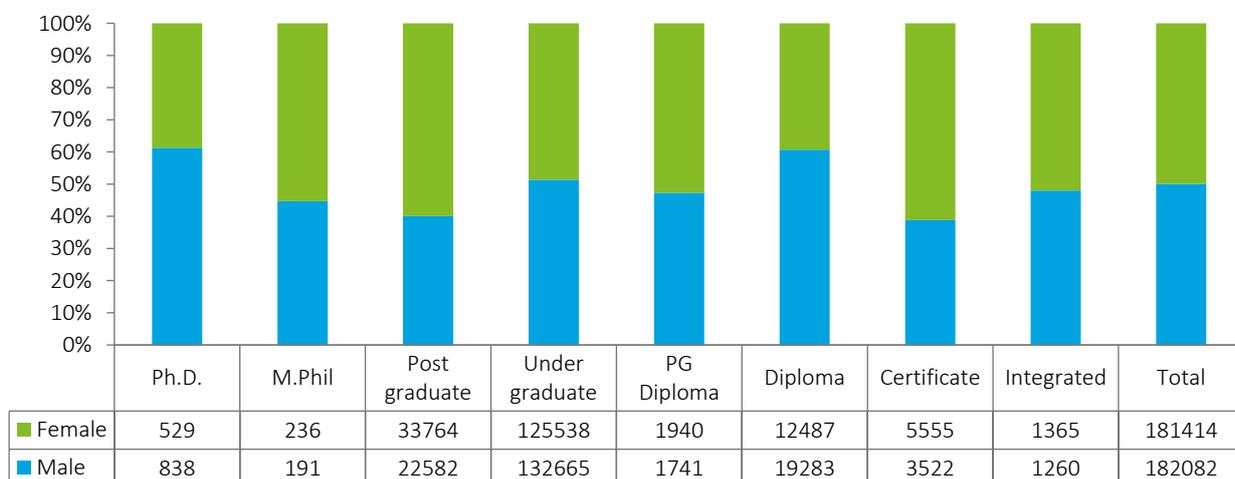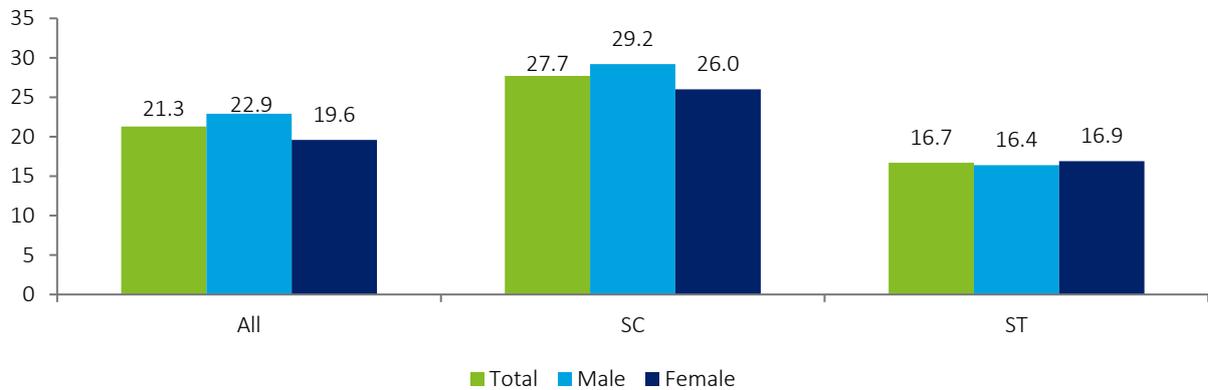
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Gujarat	India
Pupil Teacher Ratio (PTR)	25	23
Teachers per college	22.87	29.7
Non-teaching staff per college	15.78	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	52.1%	47.9%	6.7%	14.8%	40.2%	1.8%	10.3%
Share of enrolment	56.0%	44.0%	9.2%	10.4%	31.5%	0.2%	3.6%
Share of teaching staff	59.0%	41.0%	5.7%	4.6%	18.9%	0.4%	6.3%
Share of non-teaching staff	69.6%	30.4%	15.2%	9.8%	22.9%	0.5%	2.2%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
Ph.D.	5169	4988	5251	5917	7430
M.Phil.	1257	758	597	884	937
Post graduate	163792	144818	126936	134387	143866
Under graduate	1069019	1062655	1086986	1099075	1161954
PG Diploma	7334	6134	5866	5884	6064
Diploma	145285	140201	140386	137332	138820
Certificate	5235	6193	7527	7595	8143
Integrated	10749	12269	14405	15116	14515

GER during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
Total	20.7	20.2	20.1	20.4	21.3
Male	22.9	22.9	21.9	22.0	22.9
Female	18.3	17.3	18.2	18.7	19.6
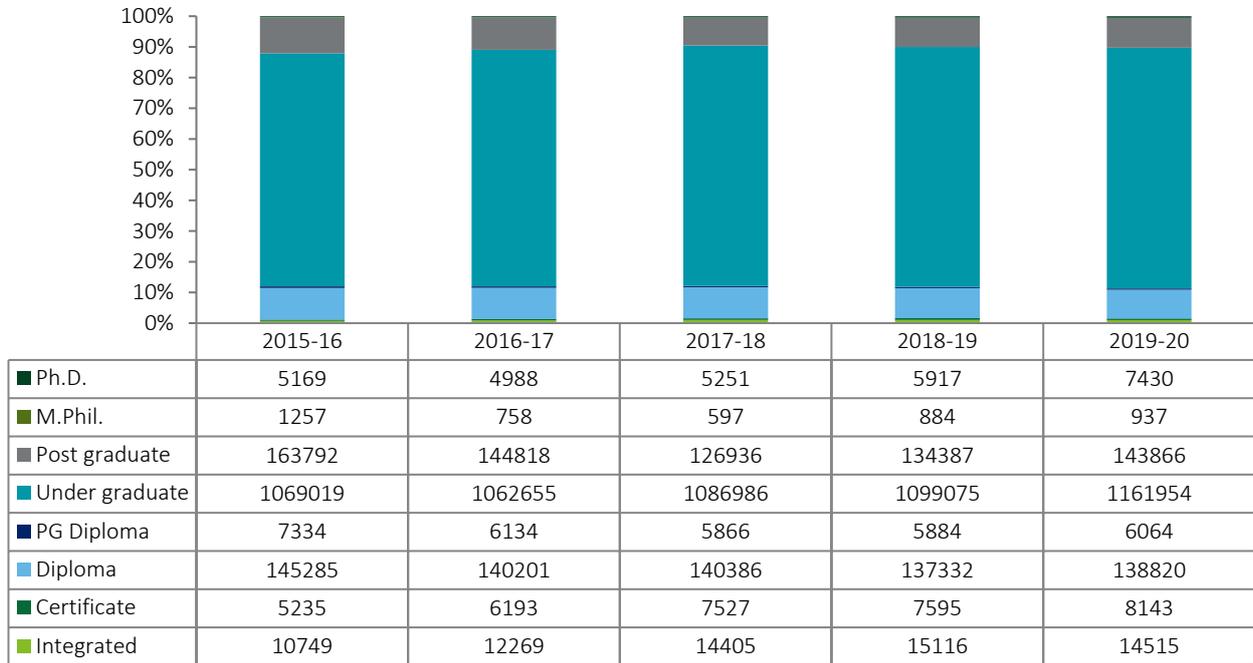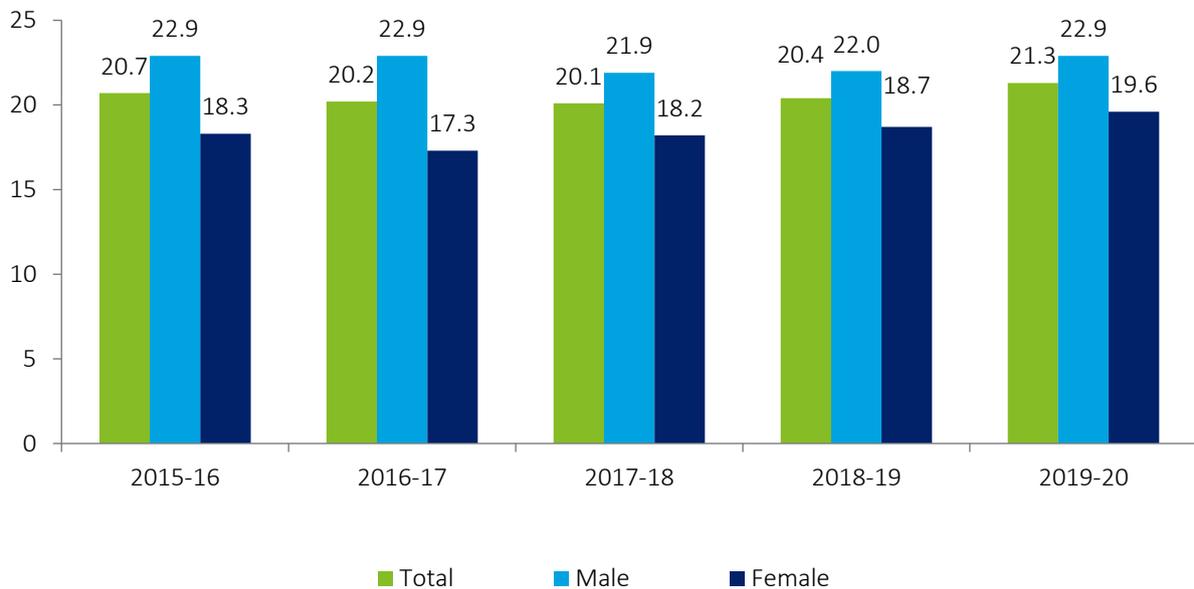
PTR during the last five years
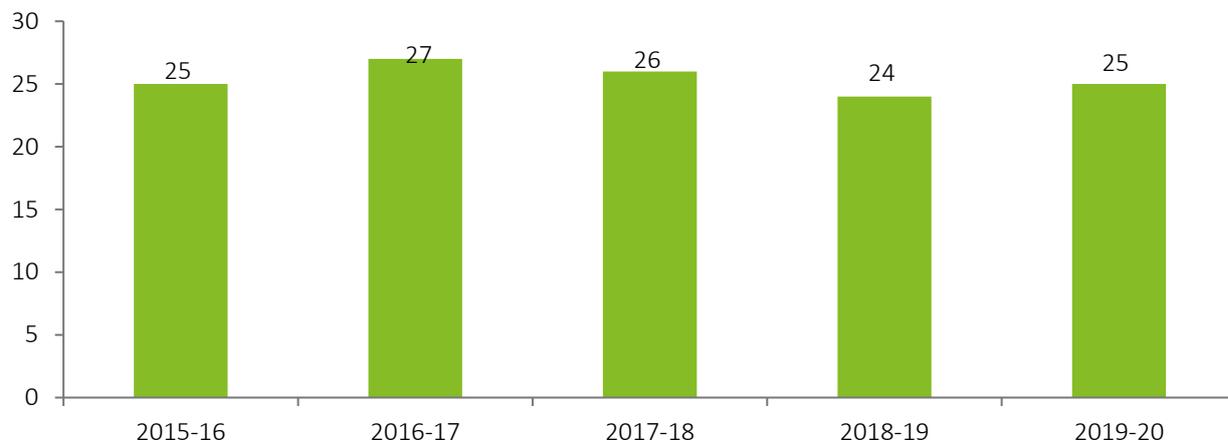
Source: All India Survey of Higher Education, MoE 2019-20

12. Haryana

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	253.5	134.9	118.6
Literacy rate[1]	75.6%	84.1%	65.9%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	31.9 (12.6%)	17.3 (12.8%)	14.6 (12.3%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.3%	2.4%	2.1%
Gross Enrolment Ratio[2]	29.3	26.6	32.5

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
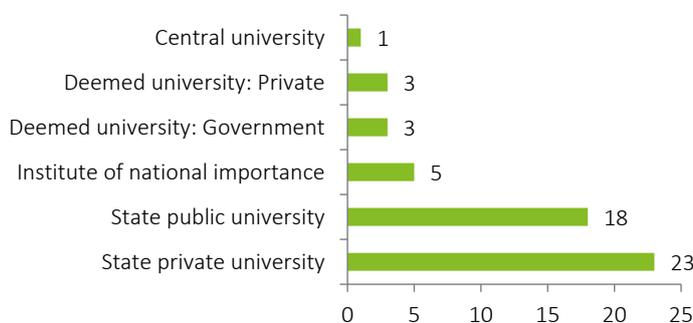
University by type

University by specialisation
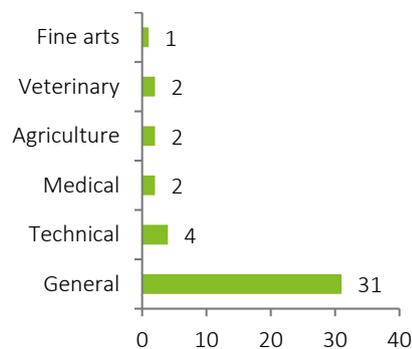
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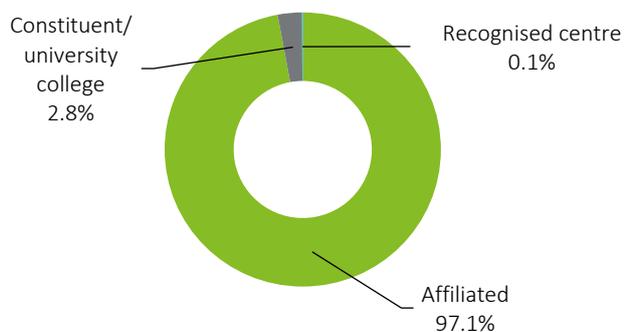
Colleges by specialisation
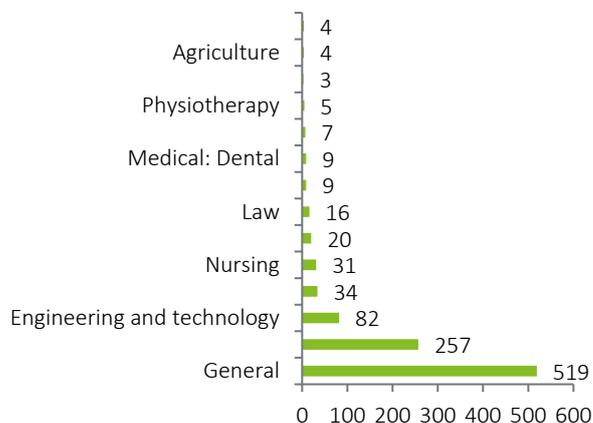
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	53	1087	252
Average enrolment per institution	5123	562	205
Total estimated enrolment (in lakh)	2.72	6.10	0.52

College indicators

College type	Haryana	Share in India
Affiliated colleges	1064	2.6%
Recognised centre	1	0.1%
Constituent/ University college	31	1.7%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	65.1%	34.5%	313
Private aided	12.3%	26.5%	1274
Government	22.6%	39.0%	1018

Breakdown of standalone institutions

Teacher training 15%
Institute under ministries 3%
Nursing 11%
PGDM 5%
Polytechnics 66%

Hostel

Boys: Intake 95472, Residing 53664
Girls: Intake 93868, Residing 50161

Intake ■ Residing

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2356	230	52669	333714	1360	21295	1778	4334	417736
Male	1810	80	28328	282926	1372	49268	1621	8715	374120

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	471	45	23386	84884	958	7621	1106	1049	119520
Male	366	96	9479	48902	781	9463	1046	994	71127

GER

All: Total 29.3, Male 26.6, Female 32.5
SC: Total 19.3, Male 17.4, Female 21.6

Total — Male — Female

Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Haryana	India
Pupil Teacher Ratio (PTR)	20	23
Teachers per college	30.8	29.7
Non-teaching staff per college	30.9	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	53.2%	46.8%	20.2%	0.1%	28.3%	2.2%	13%
Share of enrolment	49.3%	50.7%	13.9%	0.3%	22.3%	0.1%	2.7%
Share of teaching staff	47.3%	52.7%	6.5%	0.1%	11.5%	0.3%	6.1%
Share of non-teaching staff	70.2%	29.8%	19.0%	4.3%	14.8%	1.9%	2.4%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	3262	3601	3328	3793	4166
■ M.Phil.	764	468	440	441	310
■ Post graduate	79220	73773	75872	80872	80997
■ Under graduate	630950	588294	610545	636571	616640
■ PG Diploma	2247	2007	2095	2159	2732
■ Diploma	68847	68254	65991	71432	70563
■ Certificate	2483	2841	3072	2752	3399
■ Integrated	11582	10416	13152	14449	13049
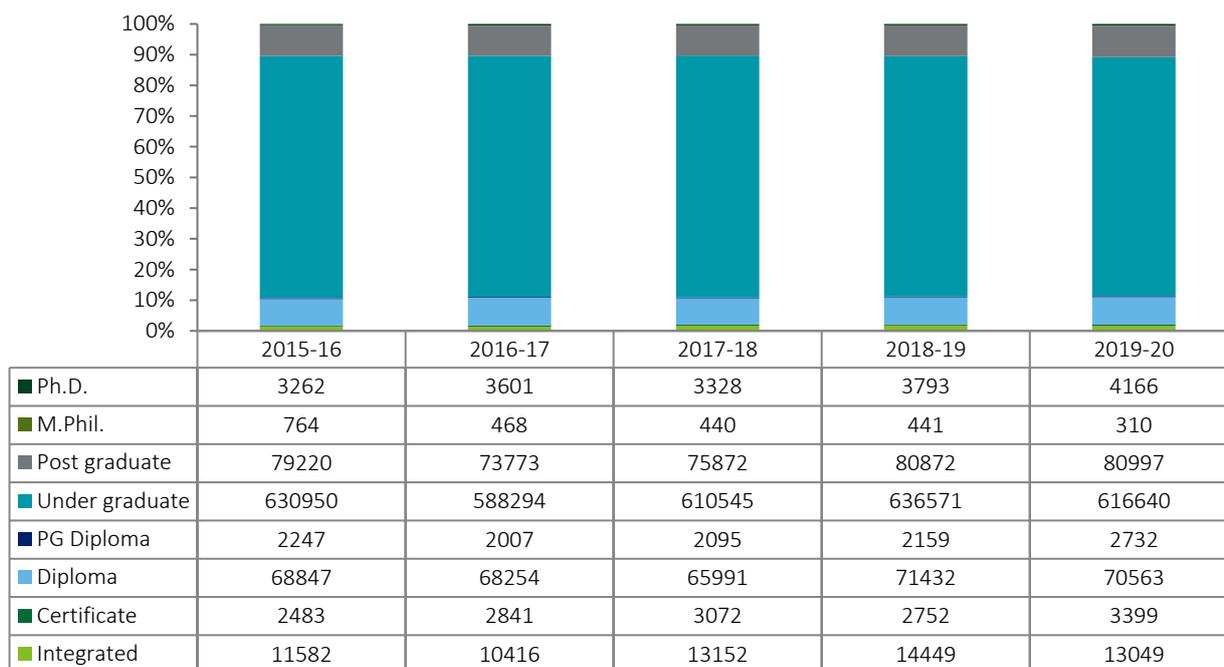
GER during the last five years
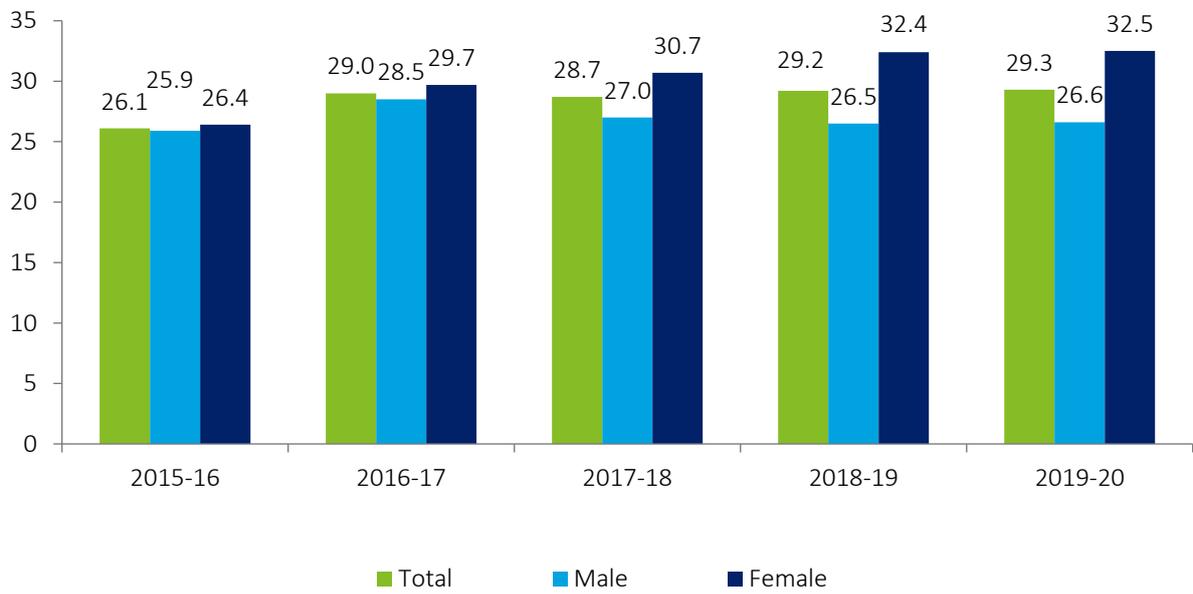
- Total
- Male
- Female

PTR during the last five years
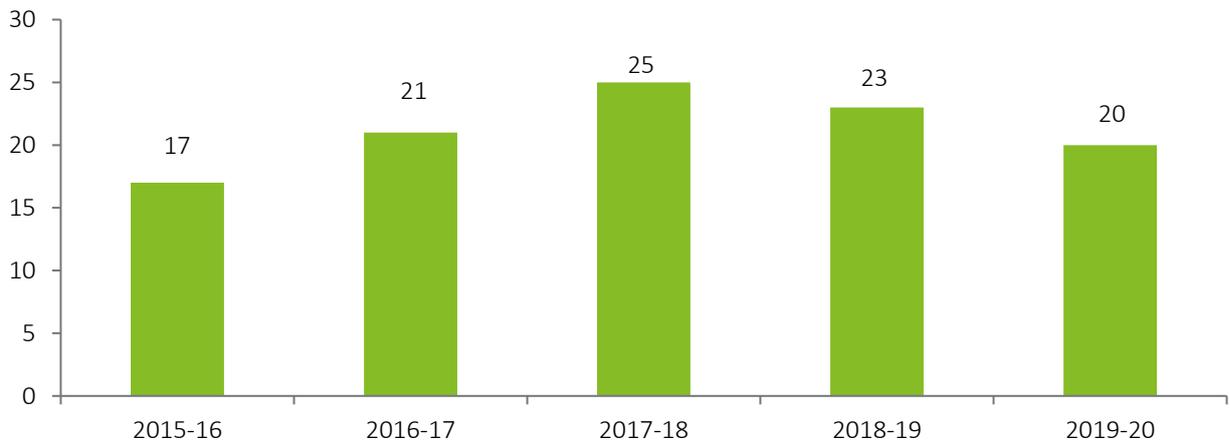
Source: All India Survey of Higher Education, MoE 2019-20

13. Himachal Pradesh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	68.6	34.8	33.8
Literacy rate[1]	82.8%	89.5%	75.9%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	7.4 (10.8%)	3.8 (11%)	3.6 (10.6%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.5%	0.5%	0.5%
Gross Enrolment Ratio[2]	40.8	35.7	46.4

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
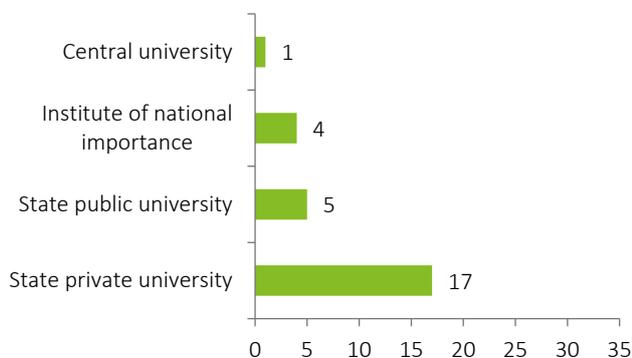
University by type

University by specialisation
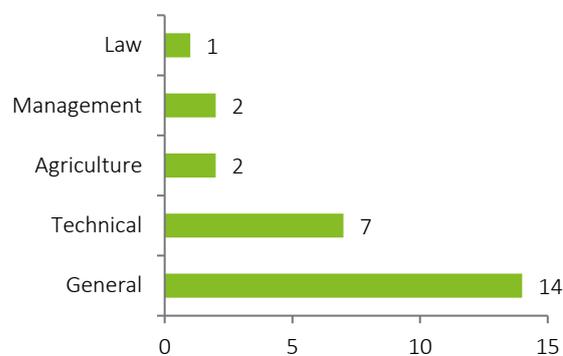
College by type
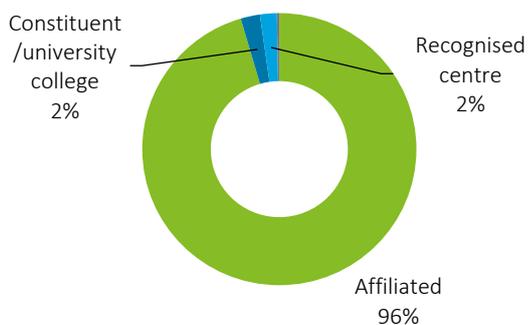
Colleges by specialisation
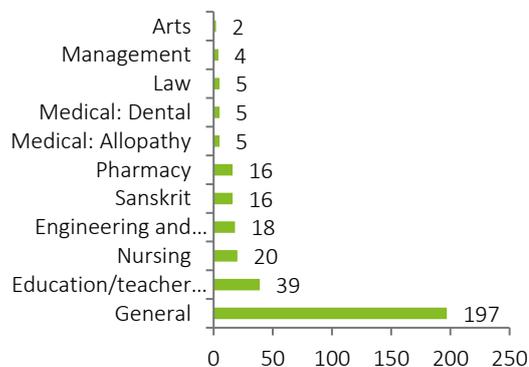
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	27	344	83
Average enrolment per institution	3,305	541	172
Total estimated enrolment (in lakh)	0.89	1.86	0.14

College indicators

College type	Himachal Pradesh	Share in India
Affiliated colleges	336	0.8%
Recognised centre	7	0.5%
Constituent/ University college	8	0.4%
PG/Off-campus centre	1	0.5%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	50.9%	18.9%	201
Private aided	2.6%	4.8%	994
Government	46.5%	76.3%	886

Breakdown of standalone institutions
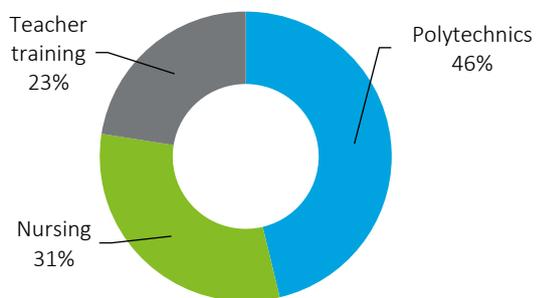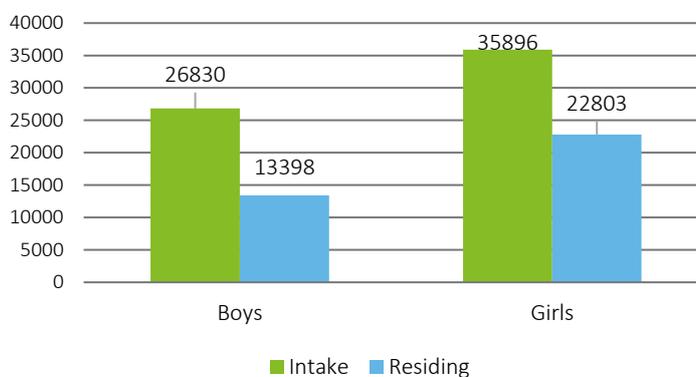
Hostel

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	897	214	10928	113683	682	7753	677	523	135357
Male	1027	118	7680	88779	354	8449	590	990	107987

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	109	57	13481	31037	459	3135	216	59	48553
Male	96	40	5798	18491	296	1791	135	102	26749

GER

Legend: Total, Male, Female

GER values:
- All: Total 40.8, Male 35.7, Female 46.4
- SC: Total 29.2, Male 25.1, Female 33.6
- ST: Total 39.5, Male 35.4, Female 43.7
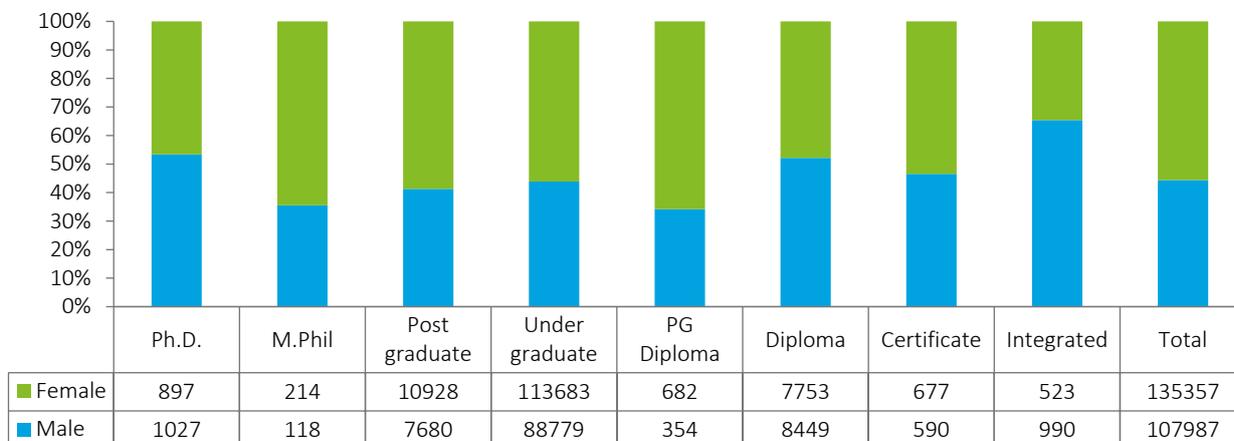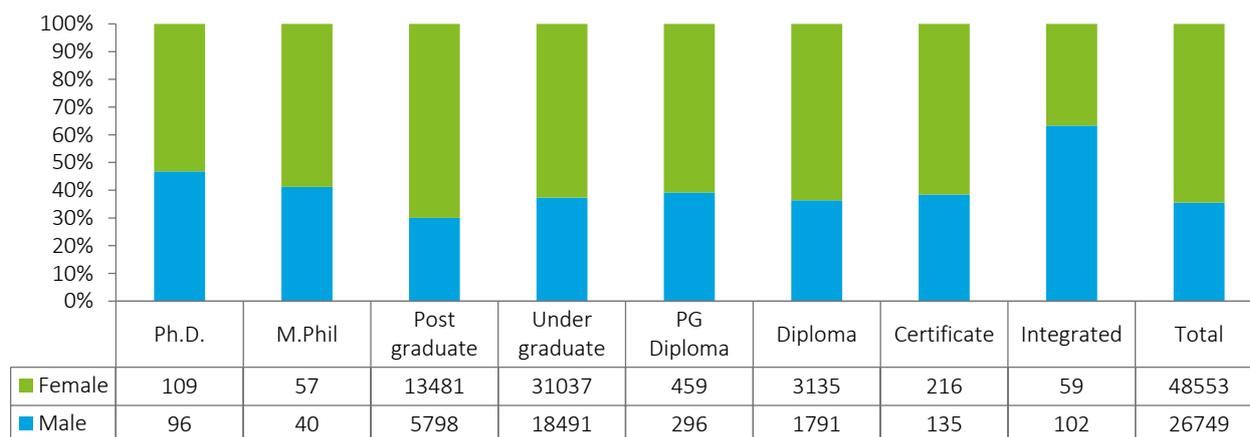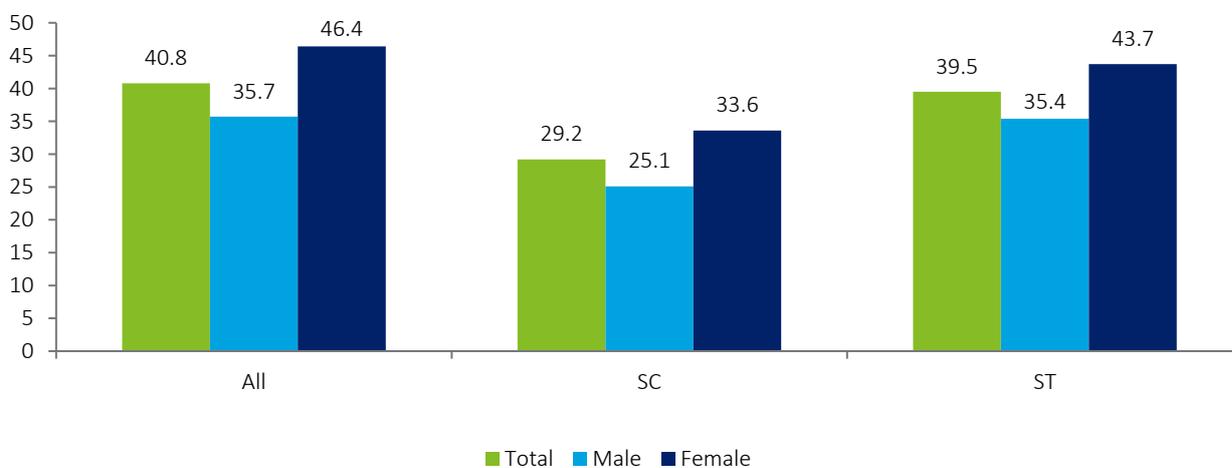
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Himachal Pradesh	India
Pupil Teacher Ratio (PTR)	23	23
Teachers per college	23.9	29.7
Non-teaching staff per college	29.3	25.5

Calculation is based on the total number of responses given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.70%	49.30%	25.2%	5.7%	17.1%	2.3%	3.9%
Share of enrolment	45.7%	54.3%	19.1%	5.8%	13.4%	0.1%	1.7%
Share of teaching staff	52.4%	47.6%	8.9%	3.6%	6.0%	0.4%	4.4%
Share of non-teaching staff	67.5%	32.5%	19.4%	4.0%	11.0%	0.9%	1.2%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	1178	1329	1700	1915	1924
■ M.Phil.	278	267	259	274	332
■ Post graduate	15795	16861	18453	18639	18608
■ Under graduate	171988	193247	196700	202787	202462
■ PG Diploma	631	861	1187	1392	1036
■ Diploma	16728	15272	16016	16156	16202
■ Certificate	1005	942	1423	1949	1267
■ Integrated	682	916	1159	1332	1513
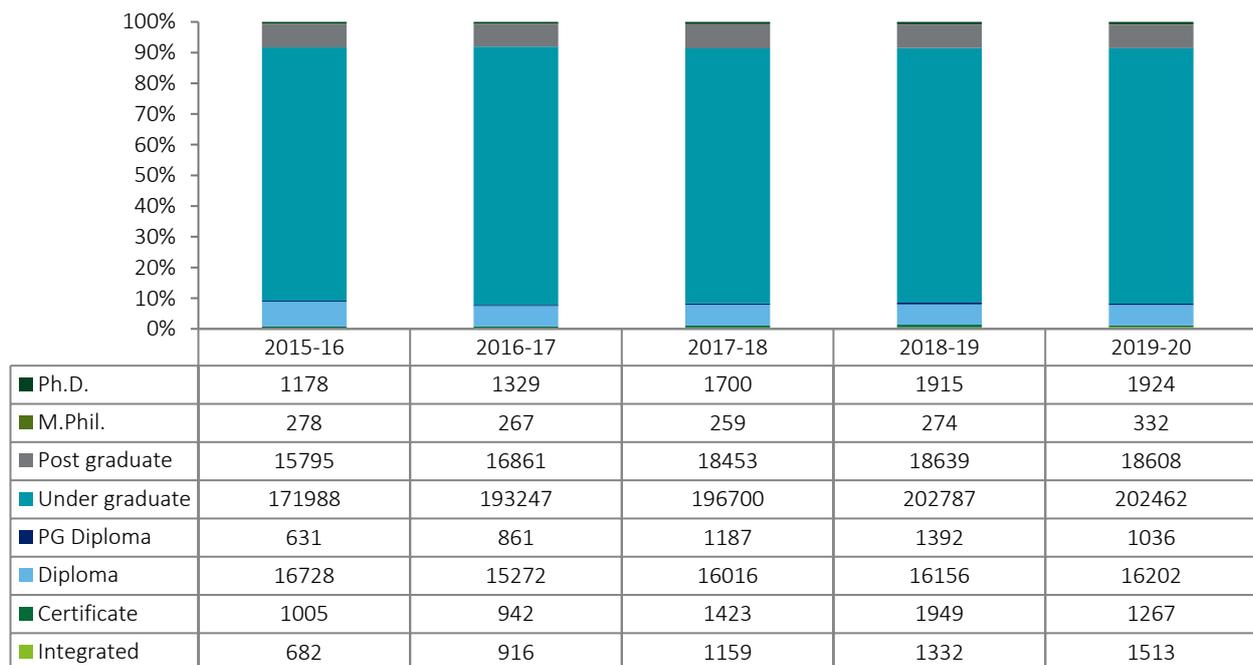
GER during the last five years
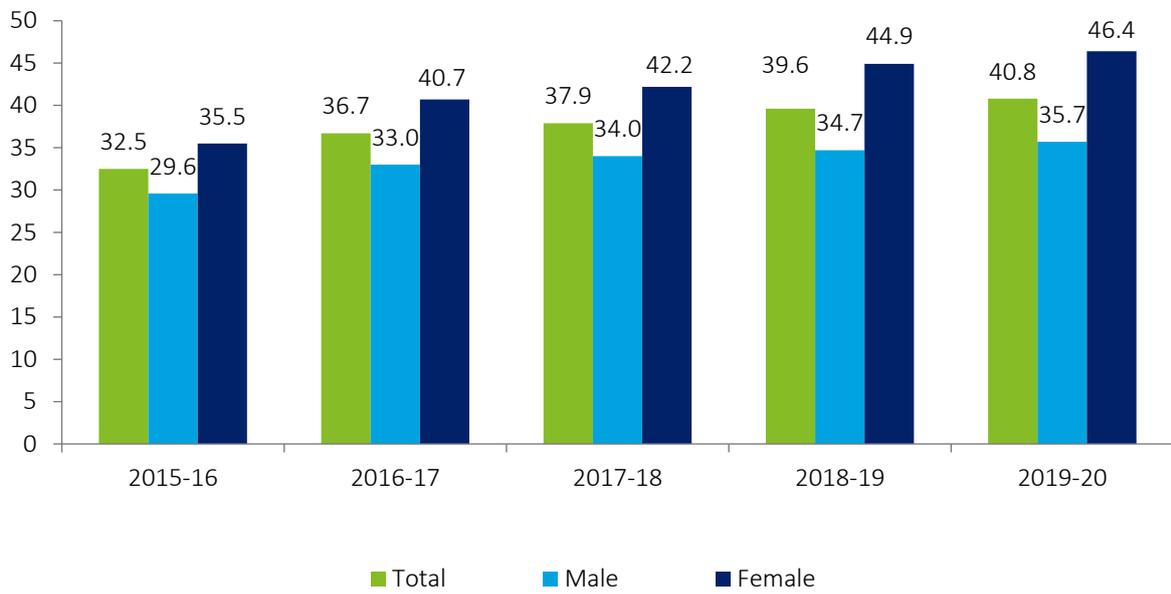
PTR during the last five years
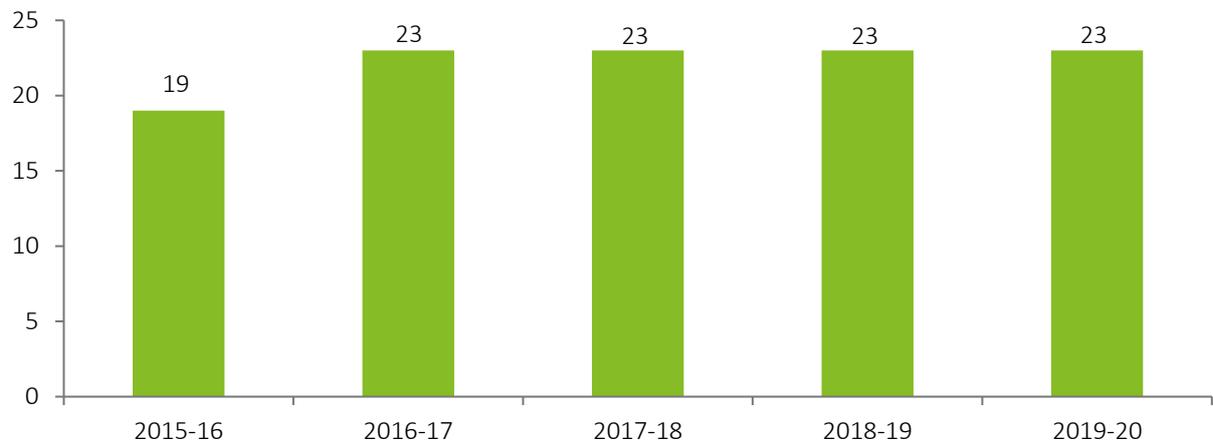
Source: All India Survey of Higher Education, MoE 2019-20

14. Jammu and Kashmir

Key indicators

Indicator	Total	Male	Female
Total UT population (in lakh)[1]	125.4	66.4	59.0
Literacy rate[1]	67.2%	76.8%	56.4%
Population in the 18-23 age group (in lakh)[1] Share in the total UT population (%)	13.4 (10.7%)	6.9 (10.4%)	6.5 (11%)
Share of UT in the 18-23 population to the all-India 18-23 population[1]	0.9%	0.9%	1%
Gross Enrolment Ratio[2]	32.4	31.7	33.2

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
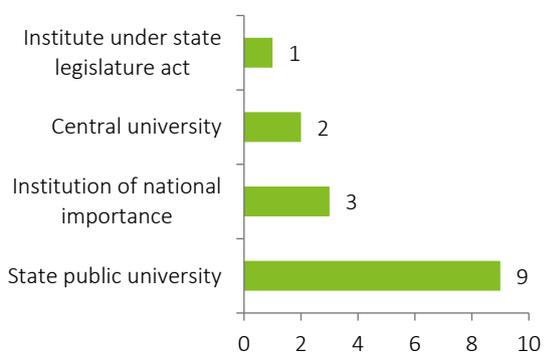
University by type

University by specialisation
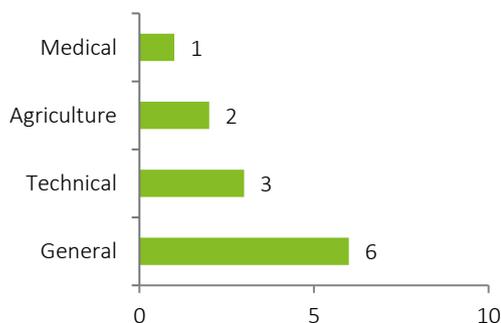
College by type
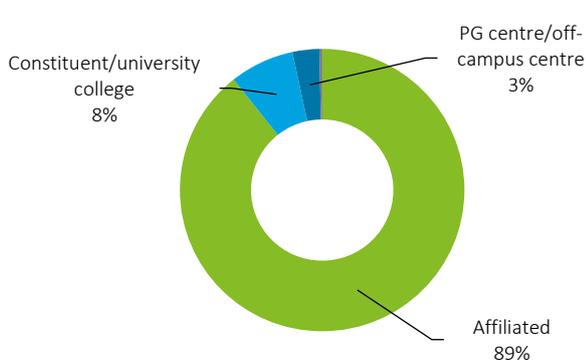
Colleges by specialisation
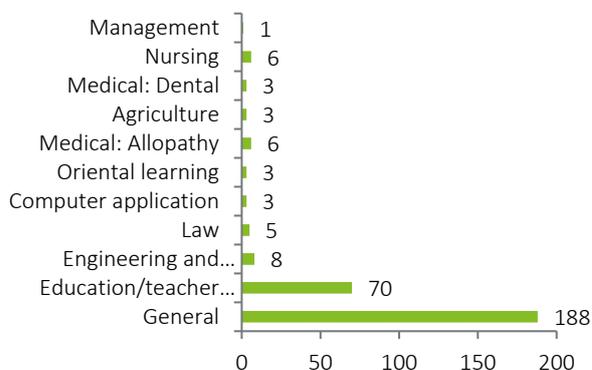
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	15	316	118
Average enrolment per institution	10119	714	151
Total estimated enrolment (in lakh)	1.52	2.26	0.18

College indicators

College type	Jammu and Kashmir	Share in India
Affiliated colleges	292	0.7%
Recognised centre	1	0.1%
Constituent/ University college	24	1.3%
PG/Off-campus centre	10	5.3%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	40.3%	12.8%	230
Private aided	6.7%	1.37%	147
Government	53.0%	85.8%	1167

Breakdown of standalone institutions
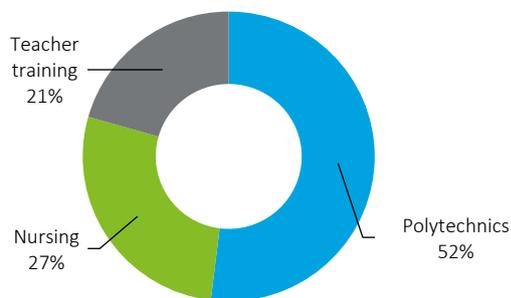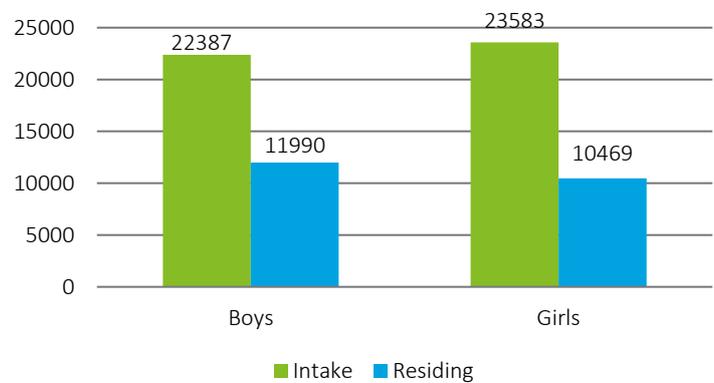
Hostel

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1909	156	9747	118427	145	6219	1119	3540	141262
Male	2080	94	9412	112144	220	8637	988	2846	136421

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certified	Integrated	Total
Female	229	61	7411	19143	119	2705	926	341	30935
Male	193	41	4582	13699	137	2948	905	247	22752

GER
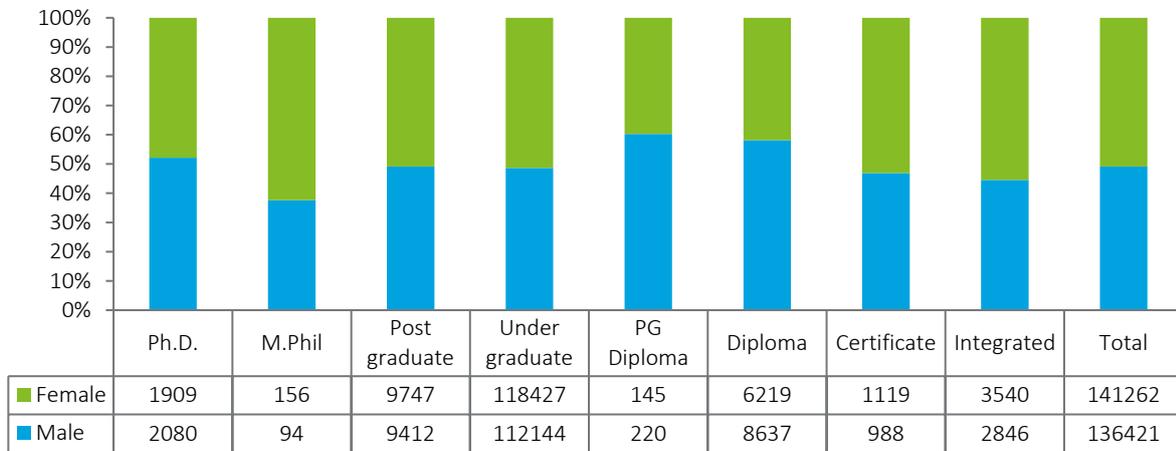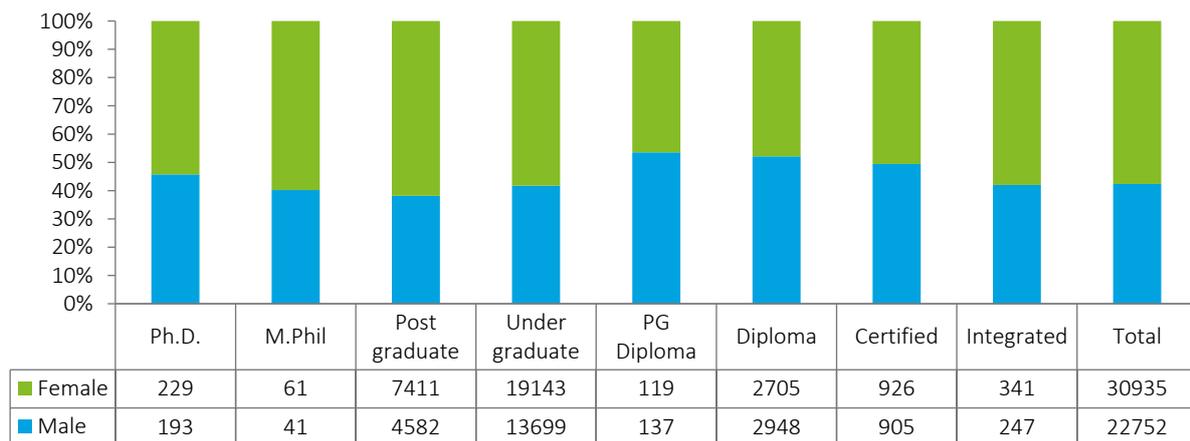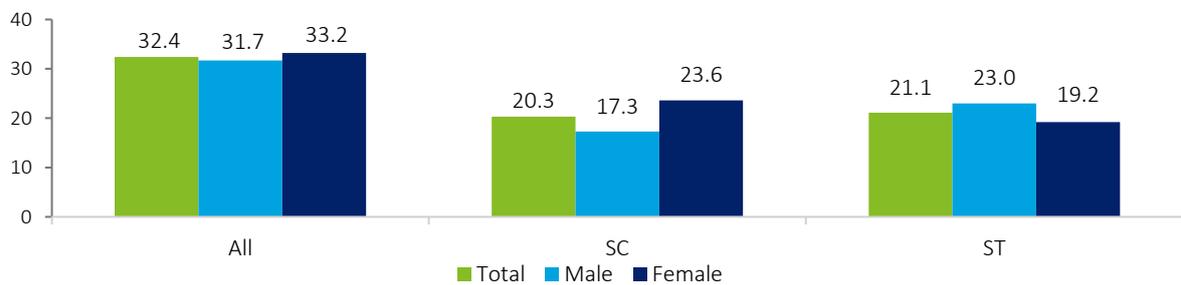
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Jammu and Kashmir	India
Pupil Teacher Ratio (PTR)	25	23
Teachers per college	26.5	29.7
Non-teaching staff per college	36.2	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	53.0%	47.0%	7.4%	11.9%	11.4%	2.9%	71%
Share of enrolment	50.4%	49.6%	5.3%	5.7%	6.6%	0.2%	46.6%
Share of teaching staff	58.1%	41.9%	4.7%	2.1%	3.4%	0.4%	62%
Share of non-teaching staff	74.3%	25.7%	7.2%	2.6%	2.6%	0.4%	55.4%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	1839	1968	2496	2683	3989
■ M.Phil.	366	252	242	317	250
■ Post graduate	15325	17299	20160	19240	19159
■ Under graduate	200536	209760	218251	236098	230571
■ PG Diploma	208	531	310	469	365
■ Diploma	9448	9976	10701	12170	14856
■ Certificate	8	15	11	240	2107
■ Integrated	2443	2486	3407	5512	6386
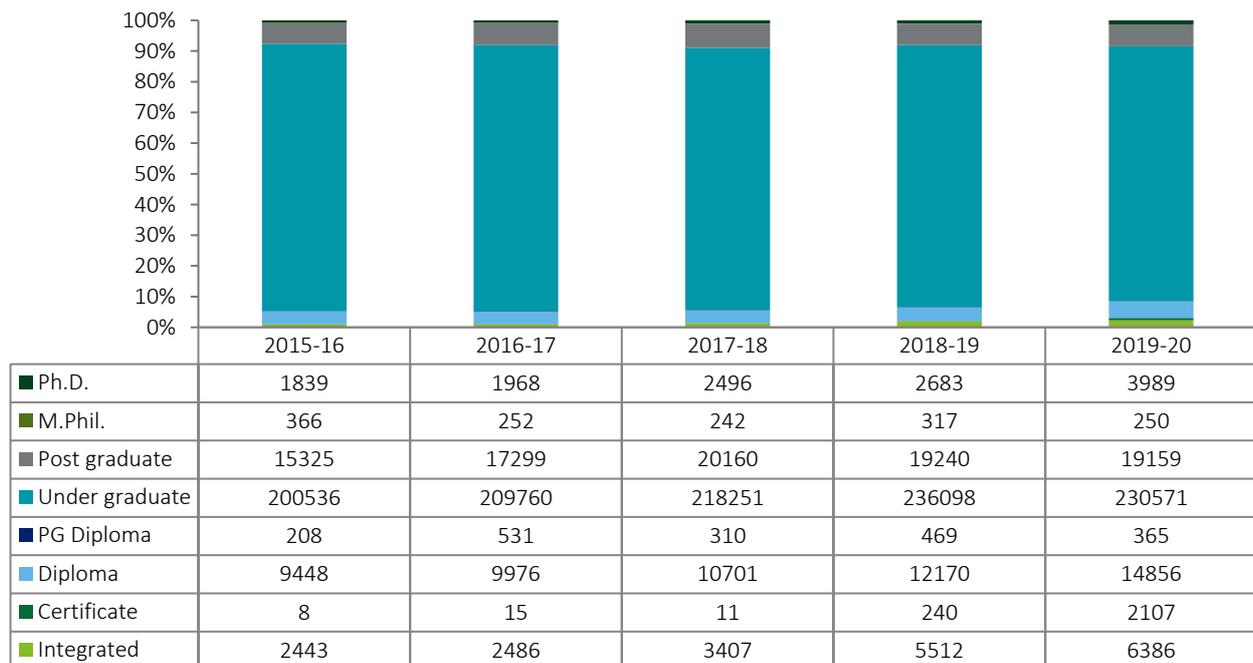
GER during the last five years
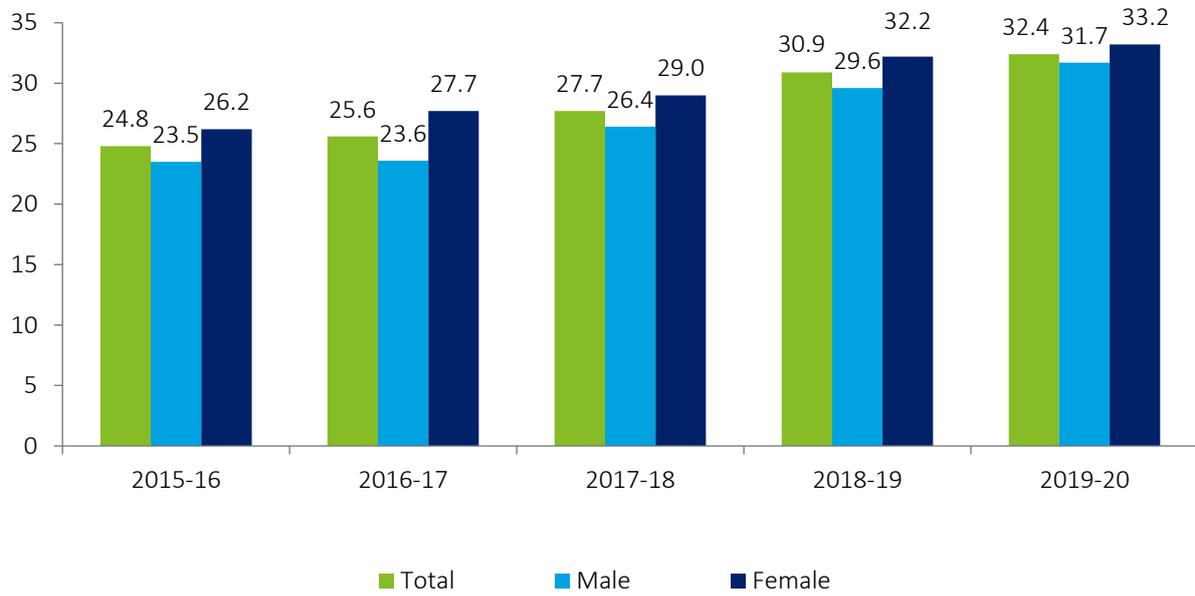
PTR during the last five years
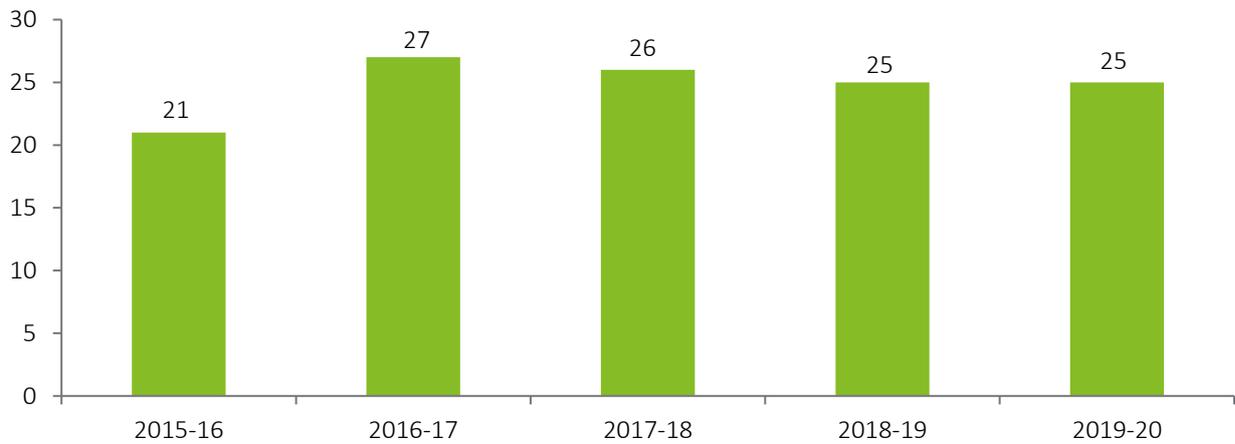
Source: All India Survey of Higher Education, MoE 2019-20

15. Jharkhand

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	329.9	169.3	160.6
Literacy rate[1]	66.4%	76.8%	55.4%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	37.5 (11.4%)	19 (11.2%)	18.5 (11.5%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.7%	2.6%	2.7%
Gross Enrolment Ratio[2]	20.9	21.0	20.9

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
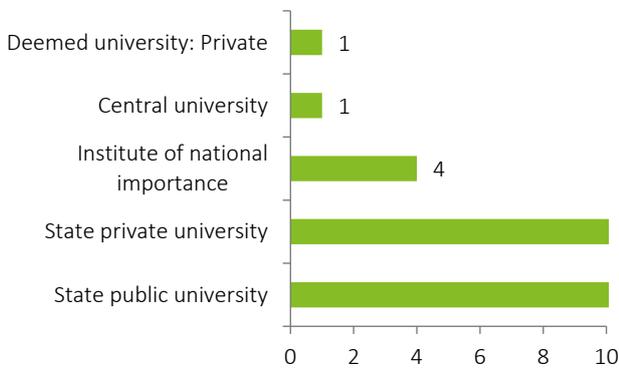
University by type

University by specialisation
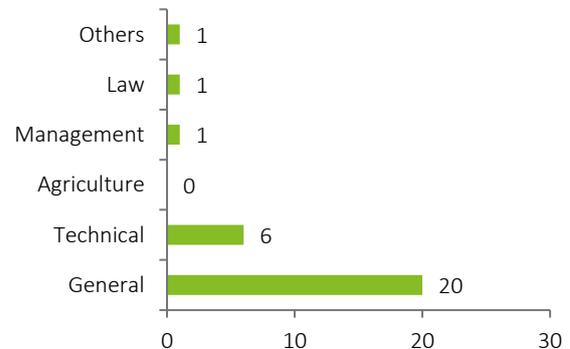
College by type
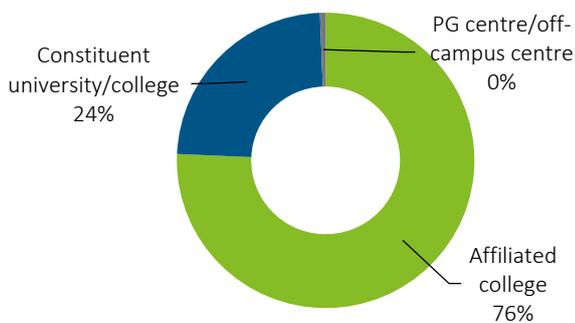
Colleges by specialisation
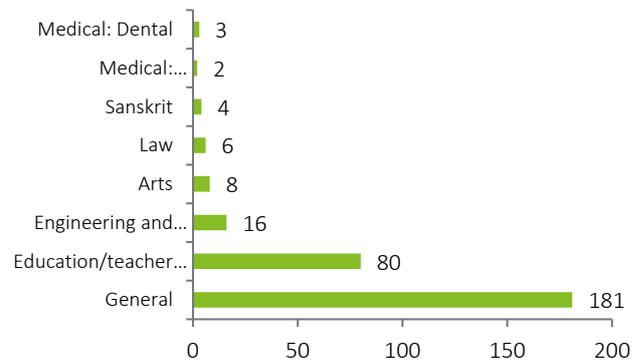
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	32	323	91
Average enrolment per institution	5396	1902	335
Total estimated enrolment (in lakh)	1.73	6.14	0.30

College indicators

College type	Jharkhand	Share in India
Affiliated colleges	246	0.6%
Recognised centre	-	-
Constituent/ University college	77	4.3%
PG/Off-campus centre	2	1.1%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	42.6%	9.1%	413
Private aided	8.8%	11.5%	2523
Government	48.6%	79.42%	3168

Breakdown of standalone institutions
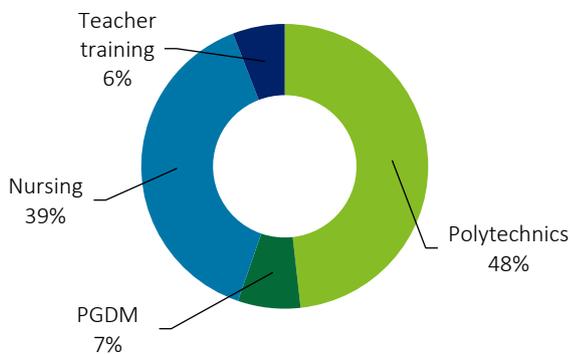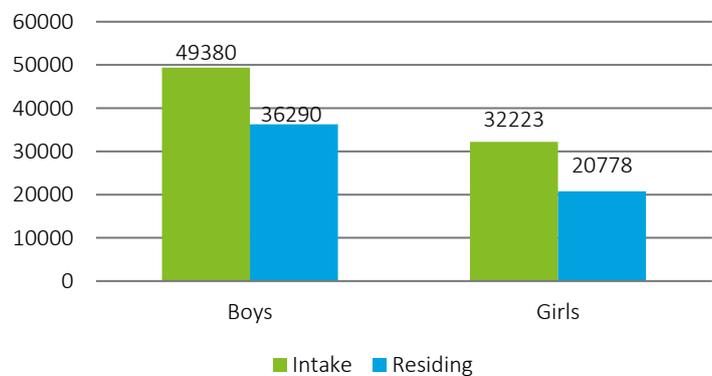
Teacher training 6%
Nursing 39%
PGDM 7%
Polytechnics 48%

Hostel

Boys: Intake 49380, Residing 36290
Girls: Intake 32223, Residing 20778

■ Intake ■ Residing

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1020	74	47381	314385	869	10714	1256	1222	376921
Male	2469	33	32122	300527	1516	26778	672	2095	366212

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	217	57	15433	75202	346	2461	628	250	94594
Male	306	39	8443	62340	724	5486	499	373	78210

GER

	All	SC	ST
Total	20.9	16.1	15.6
Male	21.0	17.0	14.7
Female	20.9	15.1	16.5
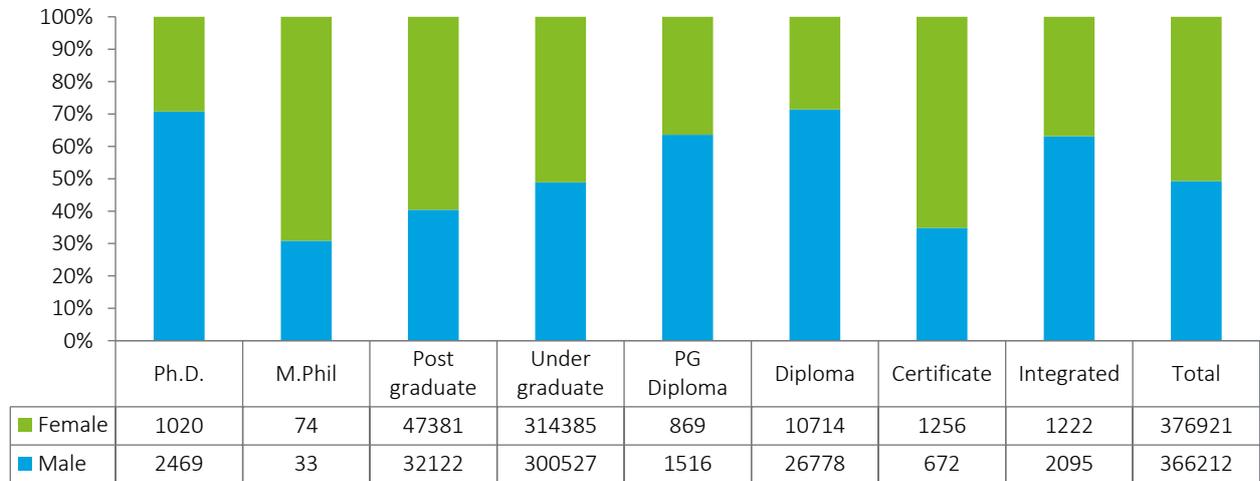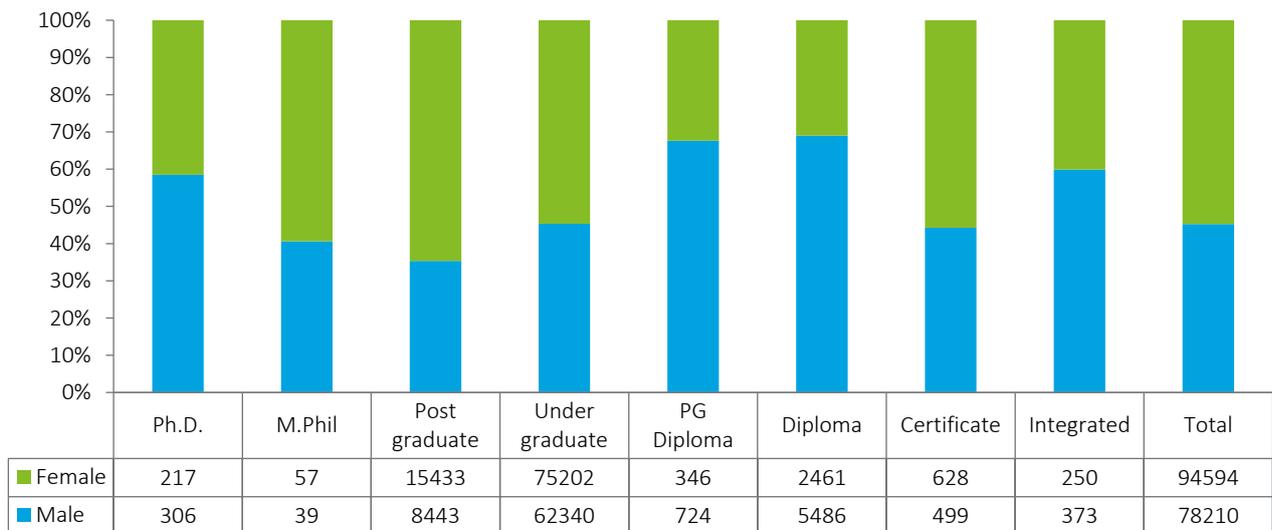
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Jharkhand	India
Pupil Teacher Ratio (PTR)	54	23
Teachers per college	31.76	29.7
Non-teaching staff per college	30.4	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	51.30%	48.70%	12.1%	26.2%	46.8%	2.3%	17.7%
Share of enrolment	50.0%	50.0%	8.9%	18.8%	40.6%	0.1%	6.9%
Share of teaching staff	69.5%	30.5%	4.2%	9.2%	27.5%	0.3%	14.9%
Share of non-teaching staff	73.4%	26.6%	11.5%	18.1%	34.0%	0.6%	8.1%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
Ph.D.	2414	1805	1798	2903	3489
M.Phil.	309	577	204	156	107
Post graduate	37603	44536	50107	58733	79503
Under graduate	471064	538071	556916	566804	614912
PG Diploma	2682	2618	2712	2154	2385
Diploma	17741	23452	28941	32459	37492
Certificate	772	1104	1541	1936	1928
Integrated	6112	3863	3645	3578	3317
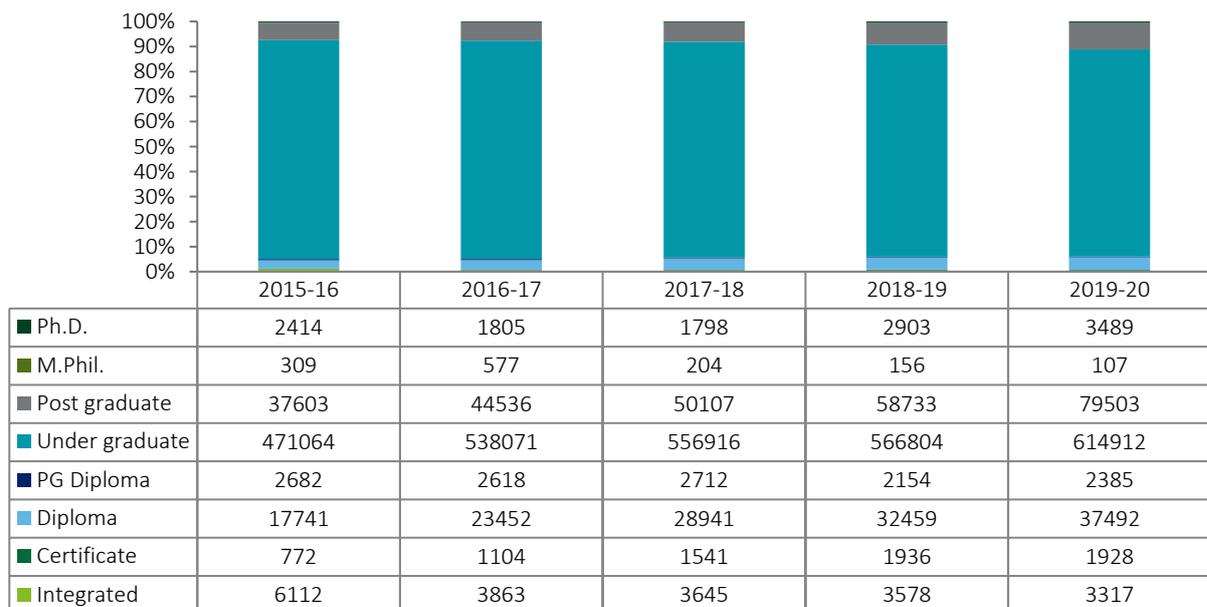
GER during the last five years
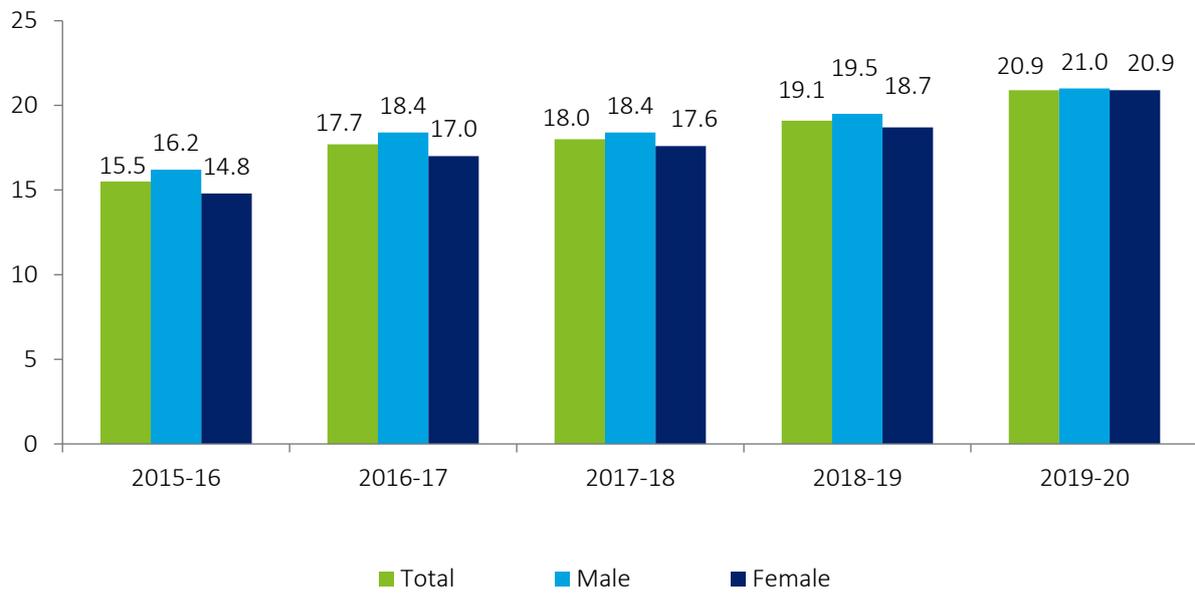
PTR during the last five years
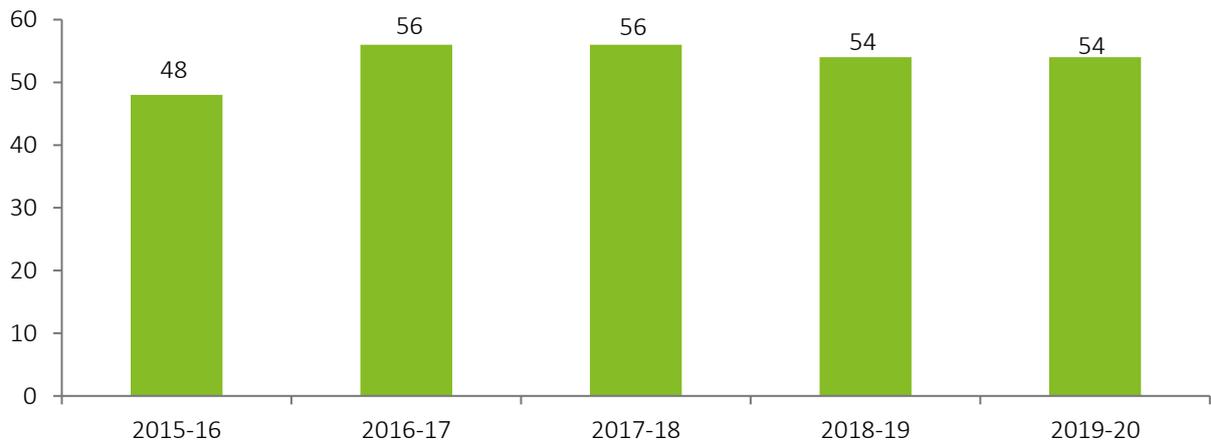
Source: All India Survey of Higher Education, MoE 2019-20

16. Karnataka

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	611.0	309.7	301.3
Literacy rate[1]	75.4%	82.5%	68.1%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	71.2 (11.7%)	36.5 (11.8%)	34.7 (11.5%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	5%	5%	5.1%
Gross Enrolment Ratio[2]	32.0	31.2	32.7

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
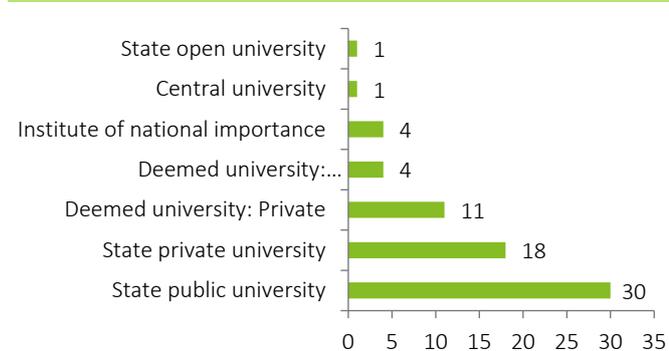
University by type

University by specialisation
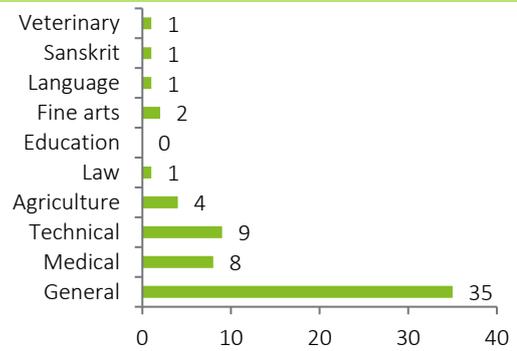
College by type
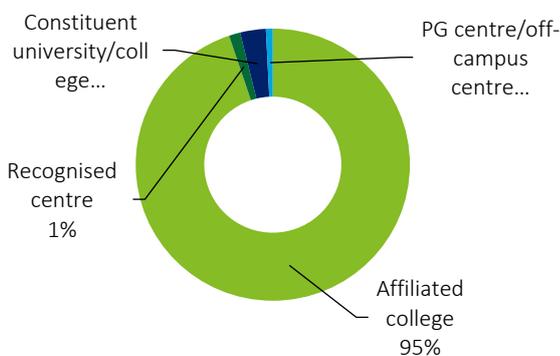
Colleges by specialisation
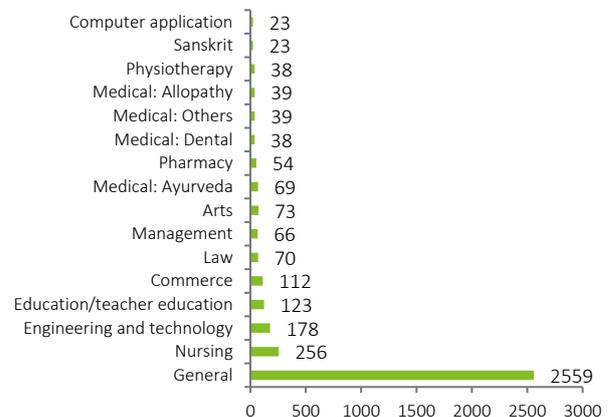
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	69	4047	1690
Average enrolment per institution	5102	407	112
Total estimated enrolment (in lakh)	3.52	16.46	1.9

College indicators

College type	Karnataka	Share in India
Affiliated colleges	3983	9.7%
Recognised centre	56	4.4%
Constituent/ university college	127	7.1%
PG/Off-campus centre	34	18.2%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	70.3%	51.1%	301
Private aided	11.9%	20.75%	725
Government	17.8%	28.11%	655

Breakdown of standalone institutions
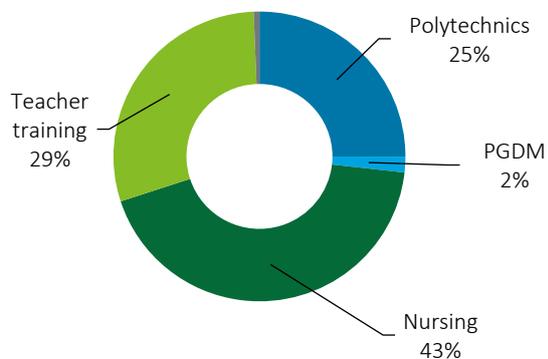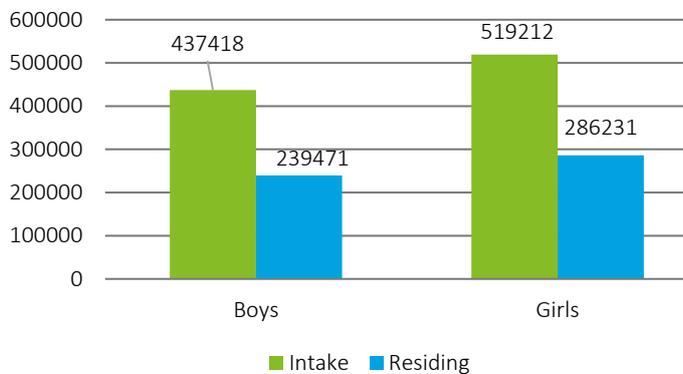
Hostel

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	6566	368	111740	847140	2790	80208	1495	5074	1055381
Male	8422	160	86081	828434	2861	113133	1148	6382	1046621

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1416	159	56093	208204	1527	22614	1040	573	291626
Male	1934	56	40556	161064	1600	24172	554	570	230506

GER

All: Total 32.0, Male 31.2, Female 32.7
SC: Total 23.2, Male 23.3, Female 23.1
ST: Total 20.9, Male 20.9, Female 21.0

Legend: Total | Male | Female
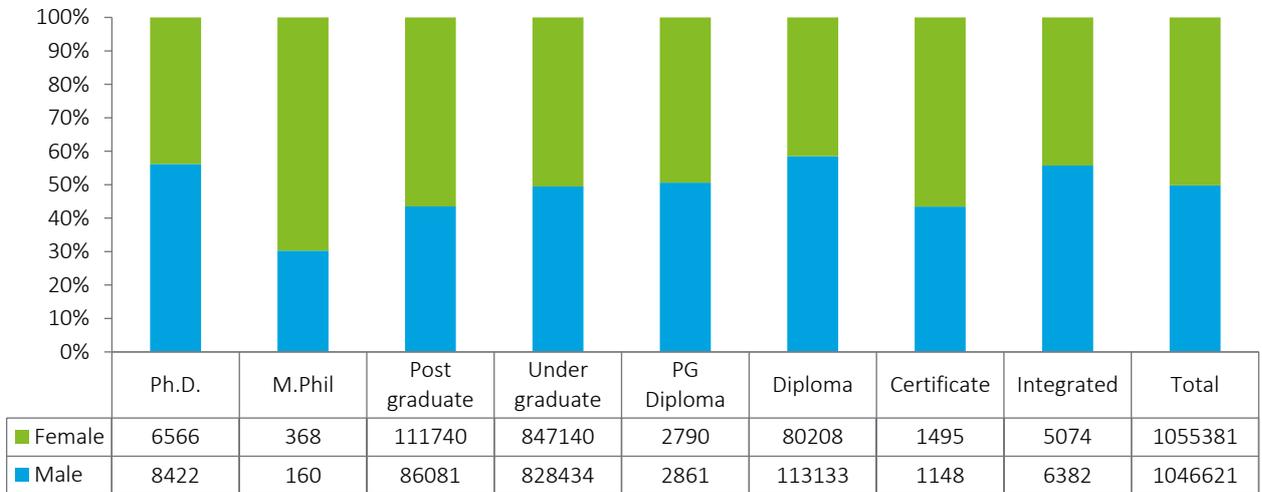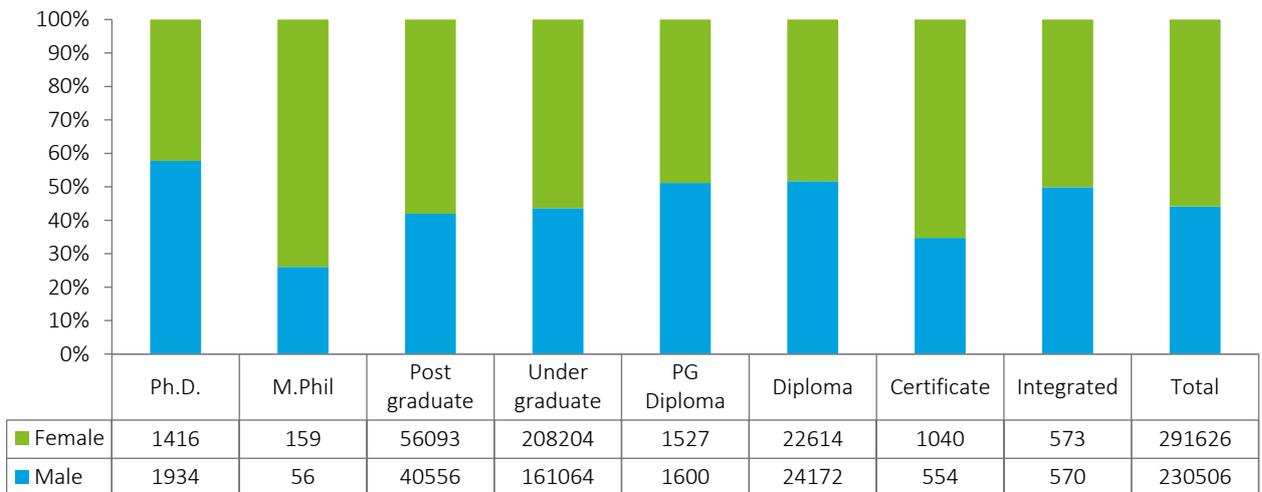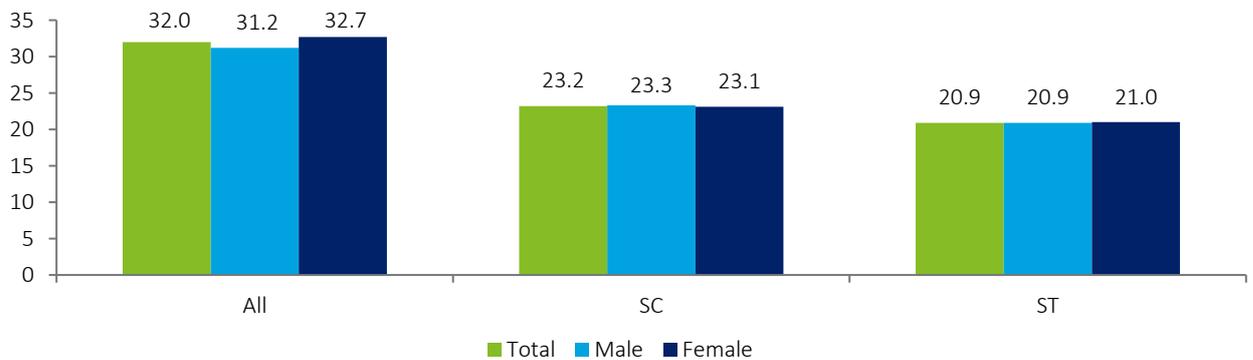
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Karnataka	India
Pupil Teacher Ratio (PTR)	14	23
Teachers per college	28.88	29.7
Non-teaching staff per college	24.08	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.7%	49.3%	17.1%	7%	55.5%	2.2%	15.4%
Share of enrolment	49.8%	50.2%	13.3%	4.8%	50.3%	0.2%	10.6%
Share of teaching staff	54.4%	45.6%	8.5%	2.2%	36.8%	0.3%	14.1%
Share of non-teaching staff	57.5%	42.5%	11.6%	4.3%	37.1%	0.5%	8.8%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	11777	10841	14190	13300	14988
■ M.Phil.	592	527	527	468	528
■ Post graduate	164523	169889	177721	182000	197821
■ Under graduate	1388806	1406742	1476679	1532172	1675574
■ PG Diploma	3929	3892	4244	4531	5651
■ Diploma	205597	204891	198469	186163	193341
■ Certificate	4325	3712	3686	3074	2643
■ Integrated	7416	8042	6991	8147	11456
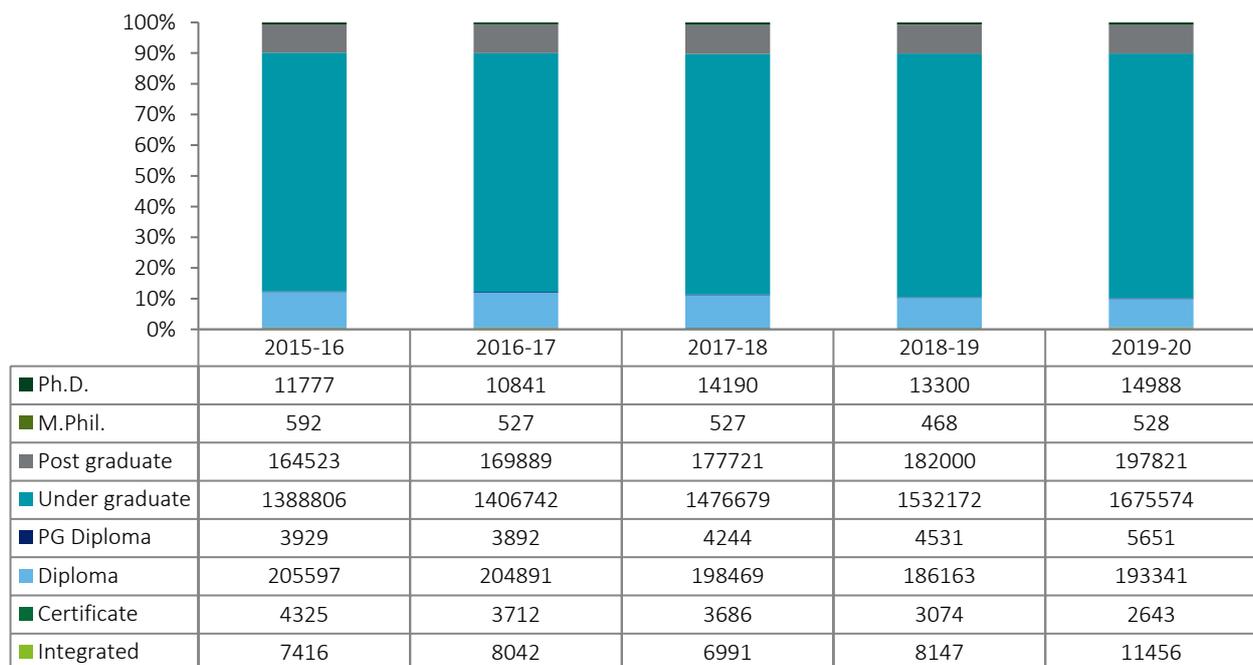
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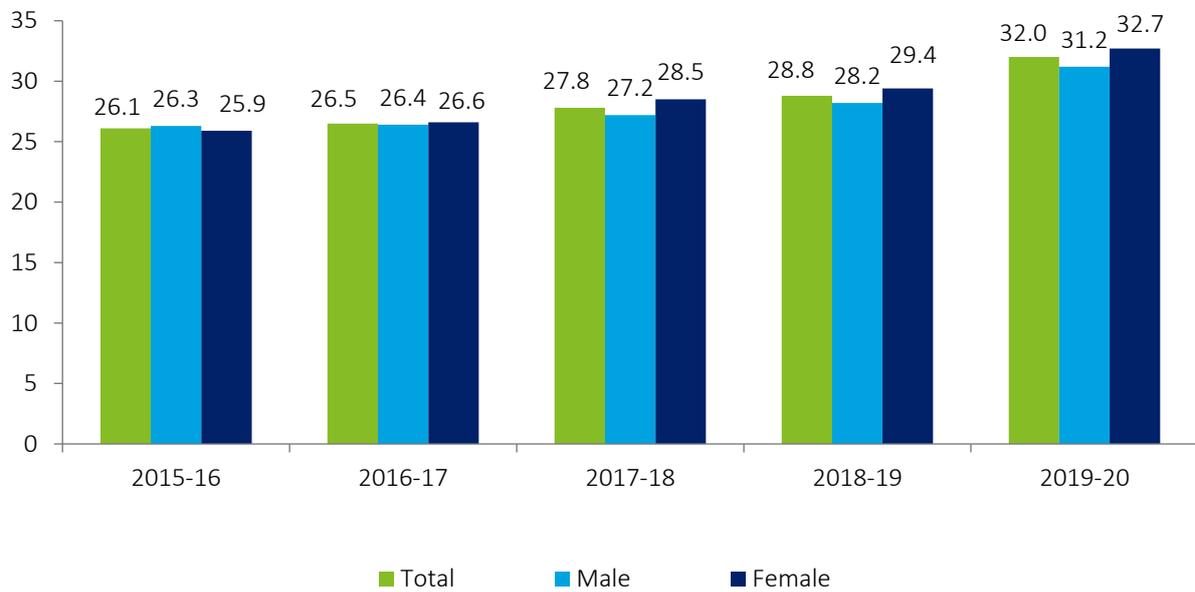
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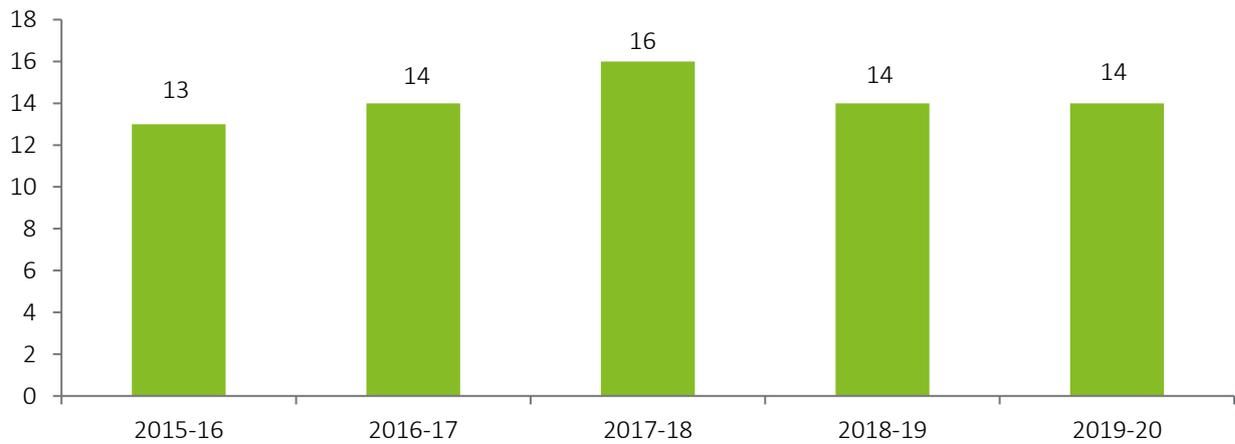
Source: All India Survey of Higher Education, MoE 2019-20

17. Kerala

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	334.1	160.3	173.8
Literacy rate[1]	94.0 %	96.1%	92.1%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	30.5 (9.1%)	15.3 (9.5%)	15.3 (8.8%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.2%	2.1%	2.2%
Gross Enrolment Ratio[2]	38.8	32.9	44.7

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

University by type

University by specialisation

College by type

Colleges by specialisation

Specialisation	Count
Medical: Allopathy	18
Arts	22
Medical: Dental	21
Paramedical	26
Management	33
Pharmacy	32
Nursing	104
Engineering and technology	119
Education/teacher education	106
General	712
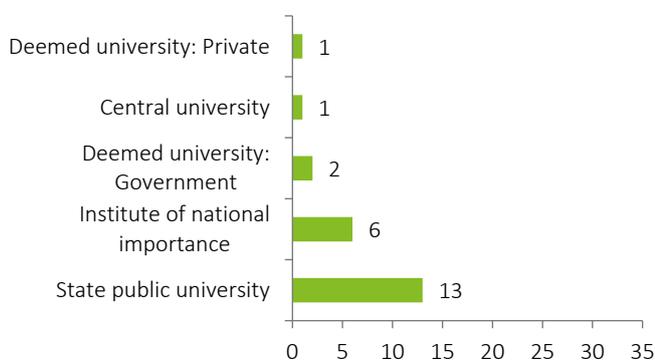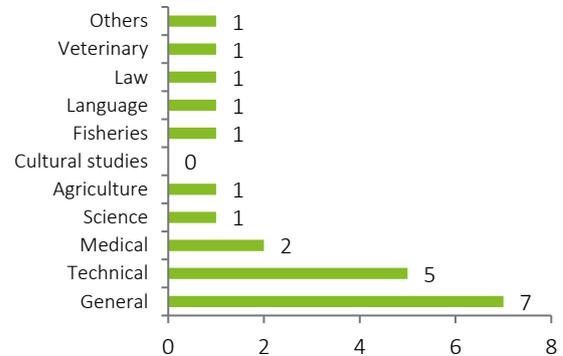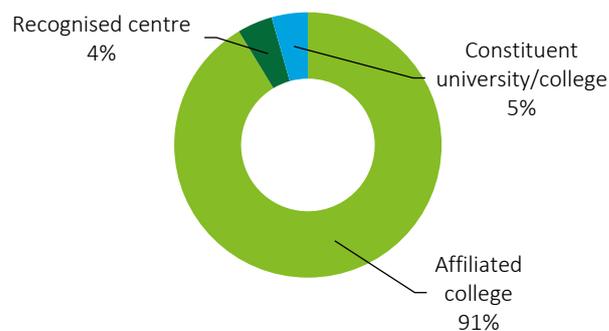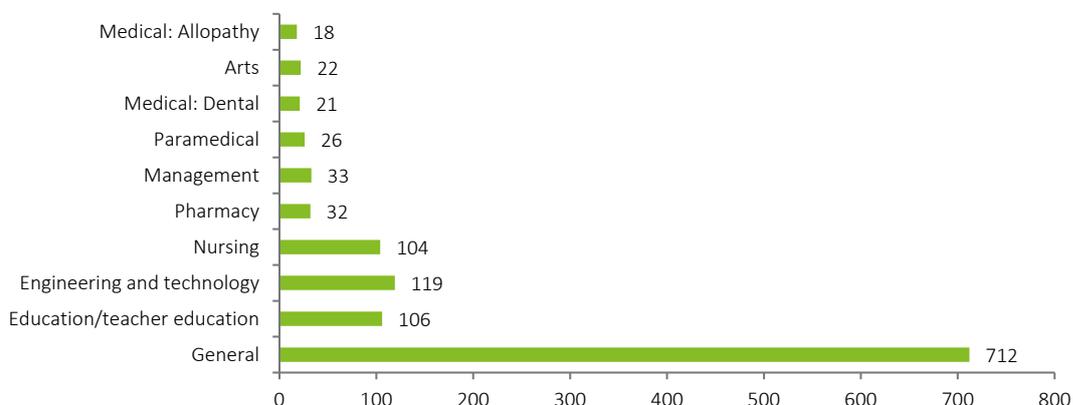
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	23	1417	452
Average enrolment per institution	13,602	533	156
Total estimated enrolment (in lakh)	3.13	7.55	0.70

College indicators

College type	Kerala	Share in India
Affiliated colleges	1,353	3.3%
Recognised centre	63	4.9%
Constituent/ university college	65	3.6%
PG/Off-campus centre	6	3.2%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	64.0%	47.5%	427
Private aided	16.1%	35.29%	1262
Government	17.23%	16.8%	496

Breakdown of standalone institutions
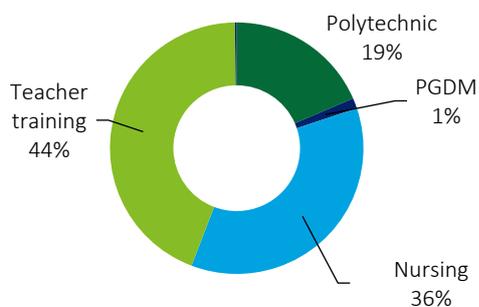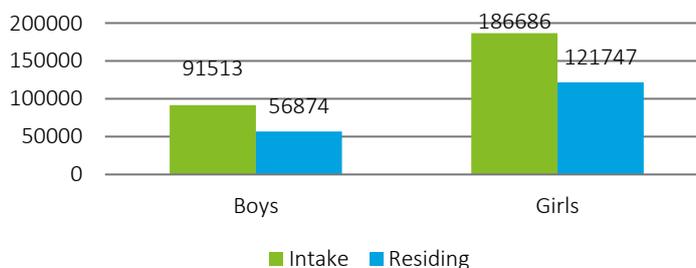
- Polytechnic 19%
- PGDM 1%
- Nursing 36%
- Teacher training 44%

Hostel

	Intake	Residing
Boys	91513	56874
Girls	186686	121747

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	4687	676	69228	410502	467	30502	2510	4094	522666
Male	2817	197	21928	287531	399	41458	780	3701	358811

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	681	493	29614	109342	253	9147	1717	366	151613
Male	415	137	9663	56012	333	5136	520	400	72616

GER

All: Total 38.8, Male 32.9, Female 44.7
SC: Total 26.7, Male 18.7, Female 34.8
ST: Total 24.0, Male 19.1, Female 28.7

Total   Male   Female
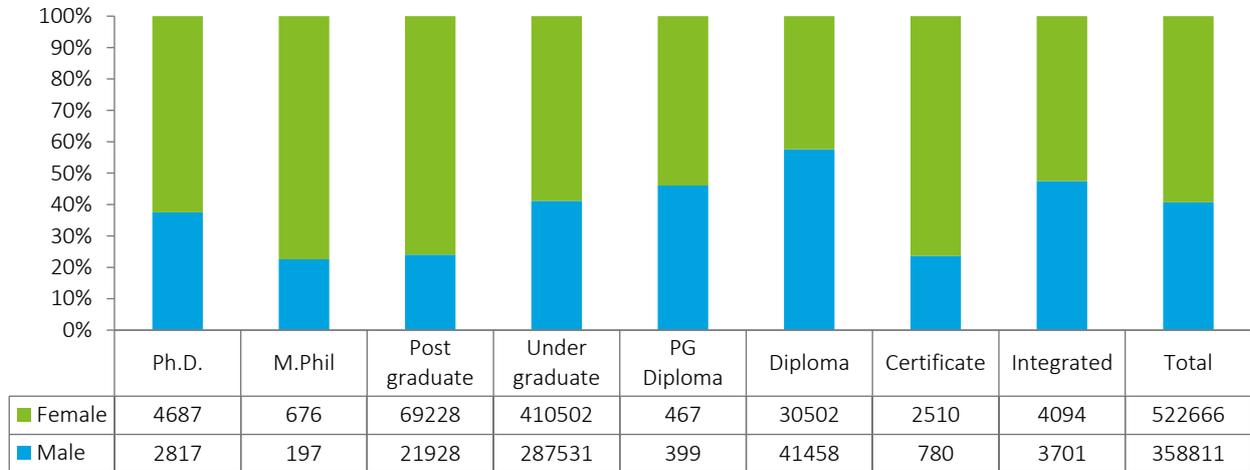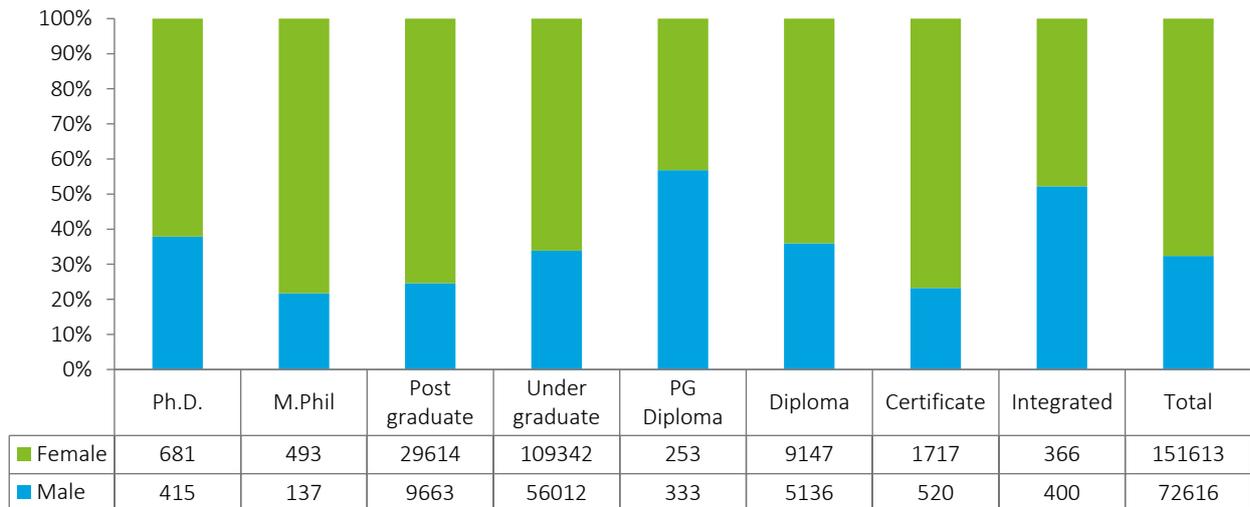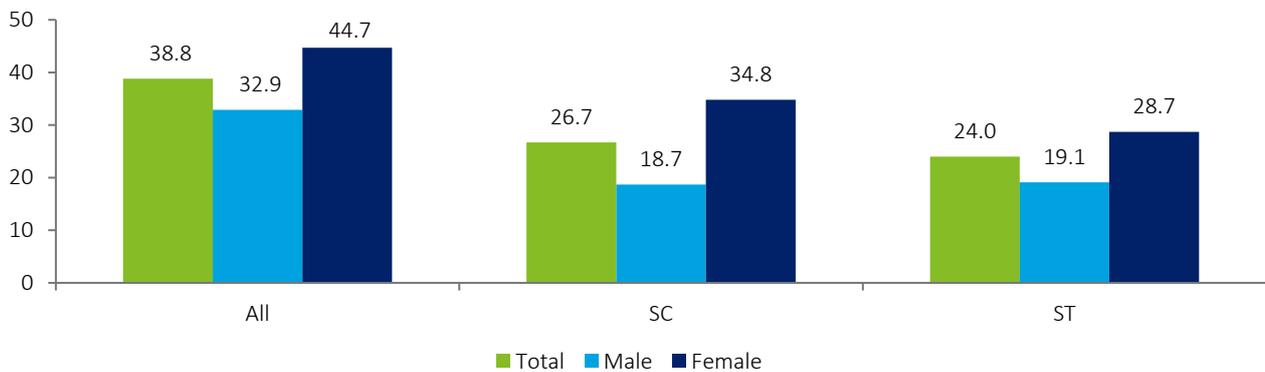
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Kerala	India
Pupil Teacher Ratio (PTR)	14	23
Teachers per college	36.32	29.7
Non-teaching staff per college	30.24	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	48%	52%	9.1%	1.5%	65.3%	2.3%	45.2%
Share of enrolment	42.6%	57.4%	6.4%	1.0%	43.0%	0.3%	25%
Share of teaching staff	38.5%	61.5%	3.7%	0.3%	38.8%	0.3%	45.1%
Share of non-teaching staff	46.7%	53.3%	6.8%	1.2%	38.3%	0.9%	21.8%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	4631	5306	5911	6686	7504
■ M.Phil.	912	734	910	889	873
■ Post graduate	80175	78612	80369	85608	91156
■ Under graduate	597878	641914	669007	678737	698033
■ PG Diploma	455	507	1061	938	866
■ Diploma	63089	63190	66873	66210	71960
■ Certificate	2859	2912	3658	3483	3290
■ Integrated	4743	4877	4411	5692	7795

GER during the last five years
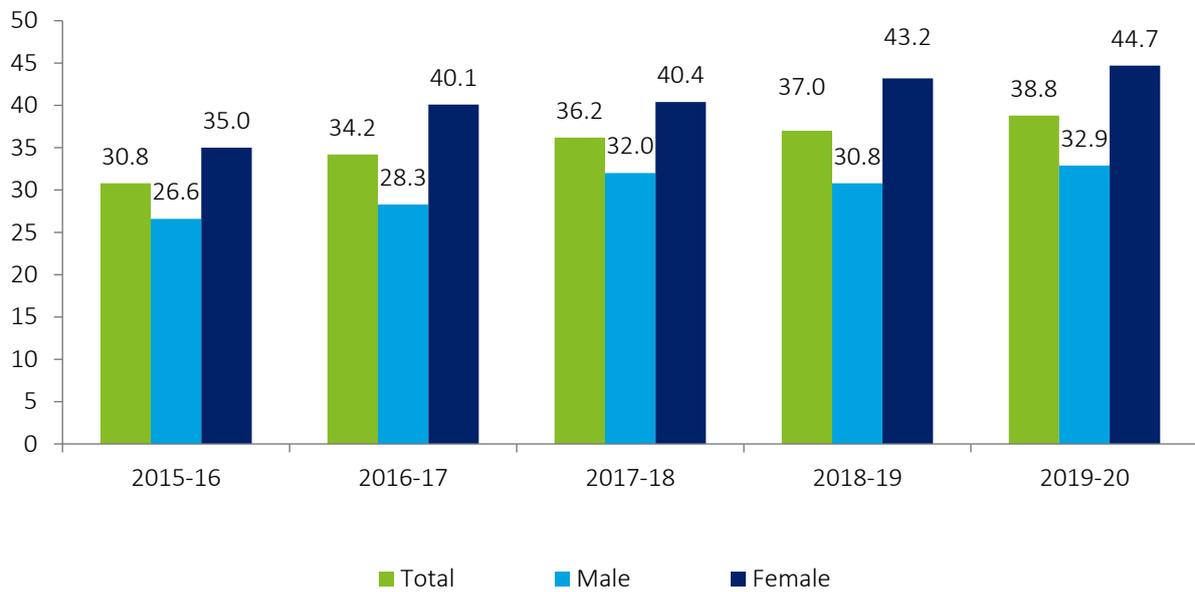
PTR during the last five years
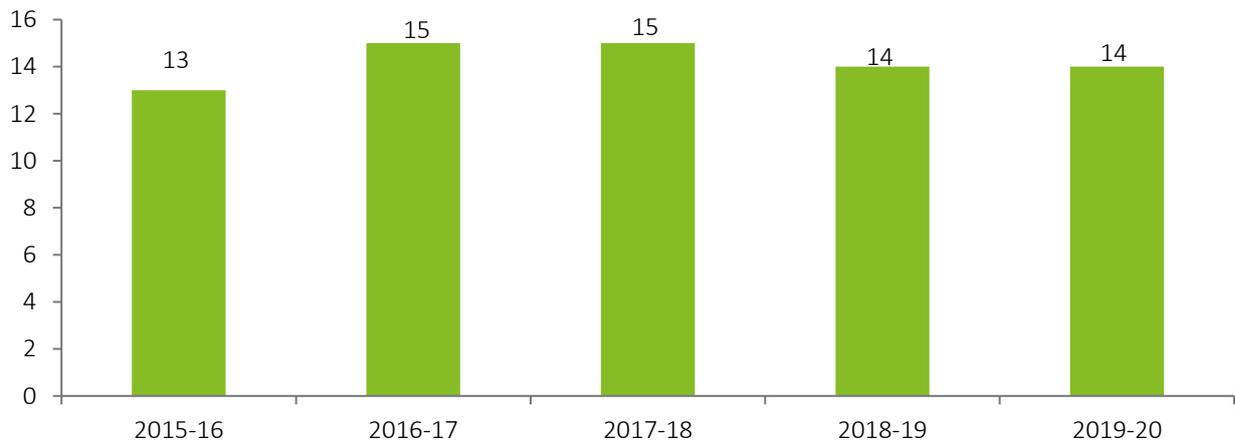
Source: All India Survey of Higher Education, MoE 2019-20

18. Ladakh

Key indicators

Indicator	Total	Male	Female
Total UT population (in lakh)[1]	-	-	-
Literacy rate[1]	-	-	-
Population in the 18-23 age group (in lakh)[1] Share in the total population (%)	-	-	-
Share of state in the 18-23 population to the all-India 18-23 population[1]	-	-	-
Gross Enrolment Ratio[2]	7.9	5.0	11.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
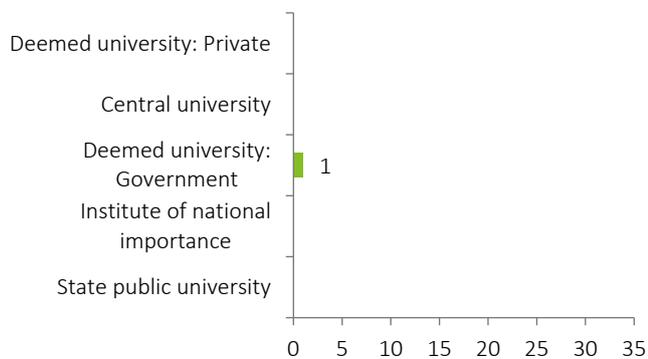
University by type

University by specialisation
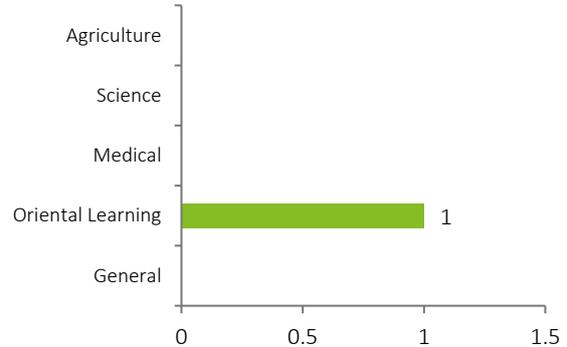
College by type
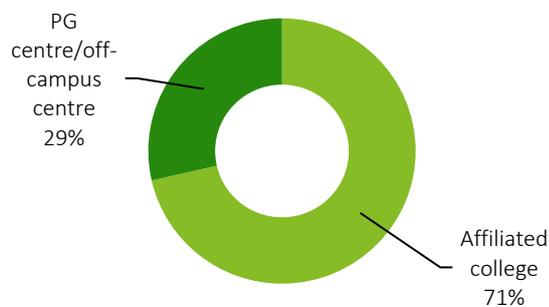
Colleges by specialisation
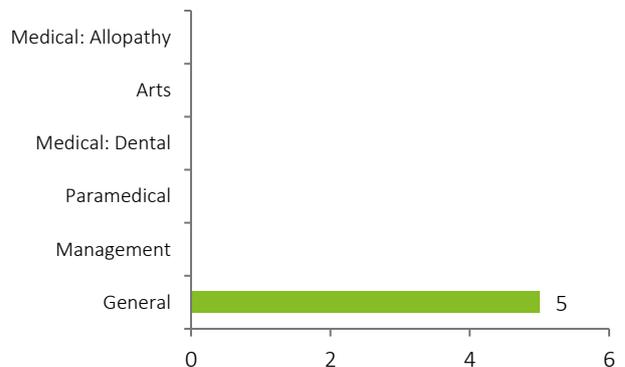
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	1	5	4
Average enrolment per institution	363	480	34
Total estimated enrolment (in lakh)	0.004	0.02	0.001

College indicators

College type	Ladakh	Share in India
Affiliated colleges	5	0.01%
PG/Off-campus centre	2	1.1%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Government	100%	100%	480

Breakdown of standalone institutions
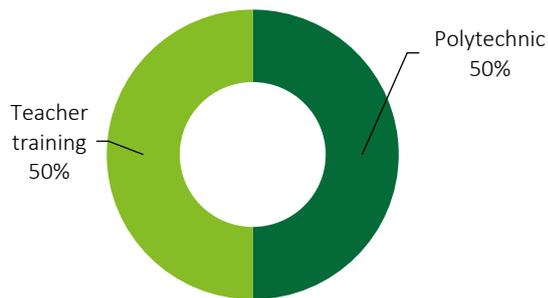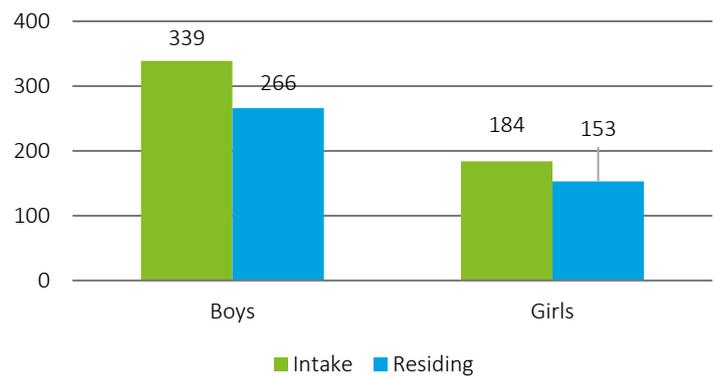
Hostel

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	Post graduate	Under graduate	Diploma	Integrated	Total
Female	2	28	1746	24	98	1898
Male	6	26	798	112	57	999

Out-turn at various levels

	Post graduate	Under graduate	Diploma	Total
Female	14	293	6	313
Male	13	150	43	206

GER

	All	ST
Total	7.9	8.5
Male	5.0	5.2
Female	11.3	12.6
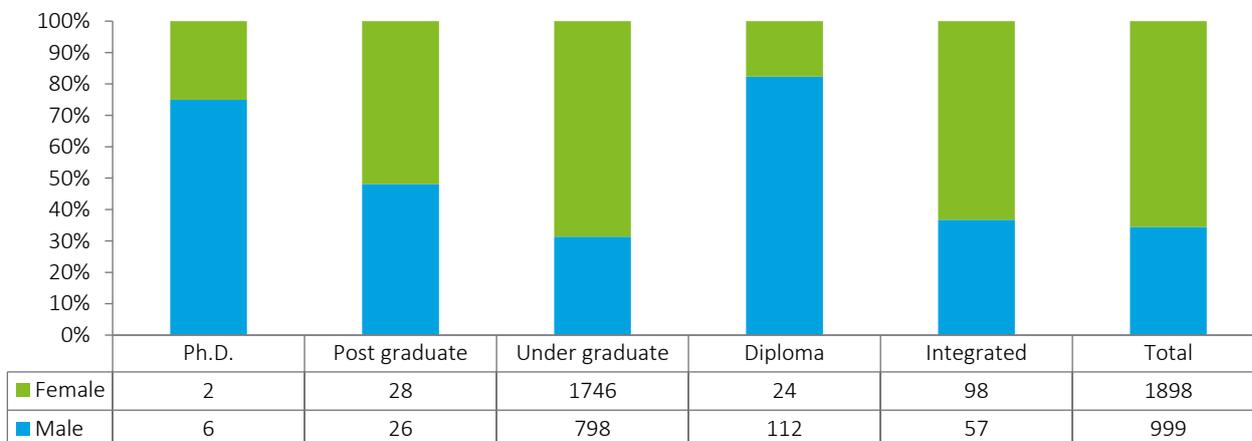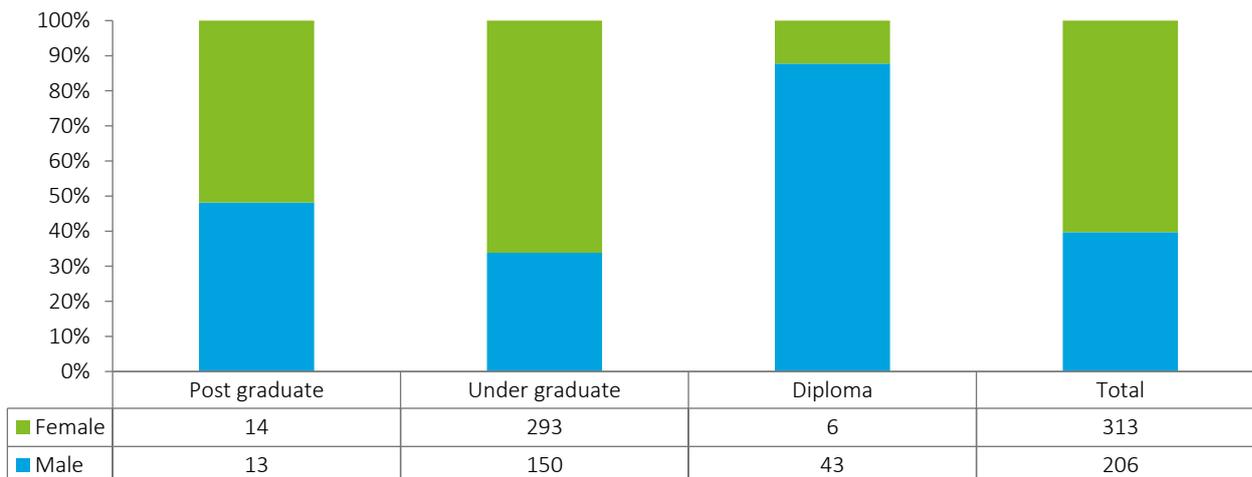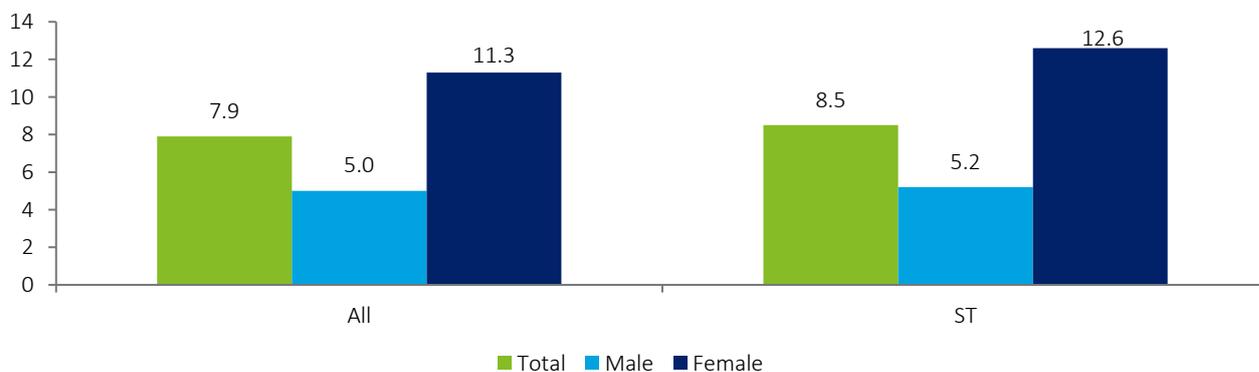
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Ladakh	India
Pupil Teacher Ratio (PTR)	15	23
Teachers per college	19.90	29.7
Non-teaching staff per college	17.30	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	-	-	-	-	-	-	-
Share of enrolment	34.5%	65.5%	-	97.2%	0.5%	-	97.4%
Share of teaching staff	67.8%	32.2%	1.0%	72.4%	1.0%	-	95%
Share of non-teaching staff	52.0%	48.0%	1.2%	92.5%	1.2%	-	83.3%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

19. Madhya Pradesh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	726.3	376.1	350.1
Literacy rate[1]	69.3%	78.7%	59.2%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	87.9 (12.1%)	46.5 (12.4%)	41.4 (11.8%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	6.2%	6.4%	6.1%
Gross Enrolment Ratio[2]	24.2	24.2	24.2

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
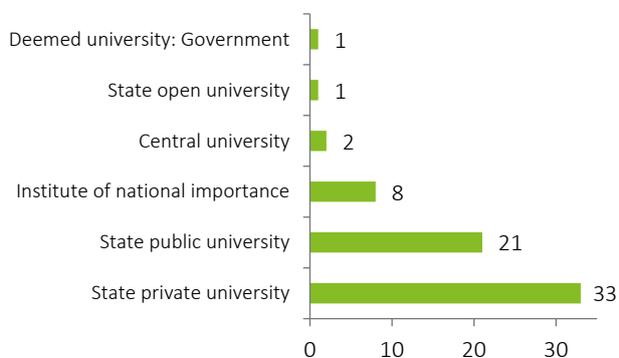
University by type

University by specialisation
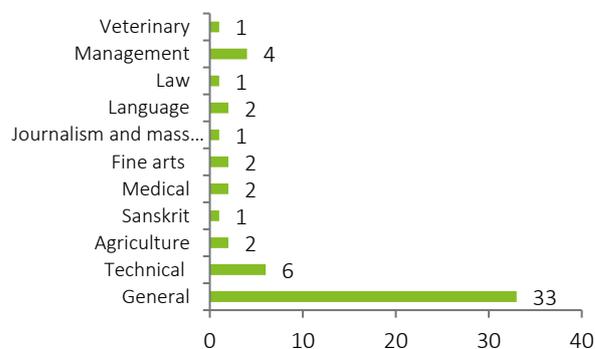
College by type
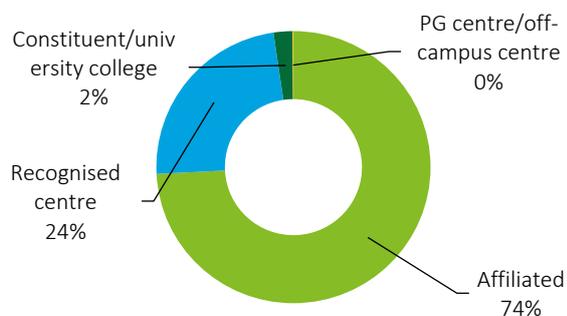
Colleges by specialisation
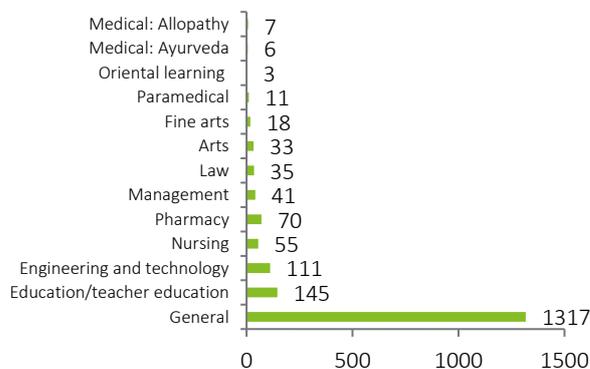
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	66	2411	379
Average enrolment per institution	7967	623	84
Total estimated enrolment (in lakh)	5.26	15.01	0.32

College indicators

College type	Madhya Pradesh	Share in India
Affiliated colleges	2,382	5.8%
Recognised centre	753	58.8%
Constituent/ university college	72	4.0%
PG/Off-campus centre	3	1.6%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	58.0%	34.1%	454
Private aided	10.2%	8.17%	620
Government	31.9%	57.74%	1398

Breakdown of standalone institutions
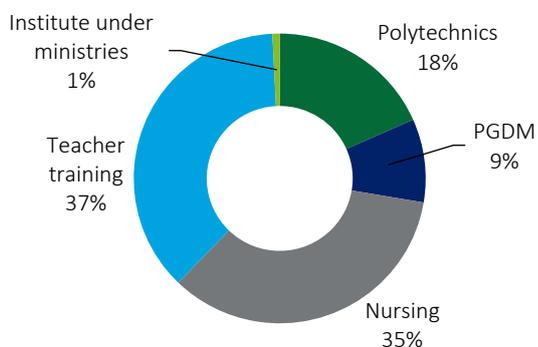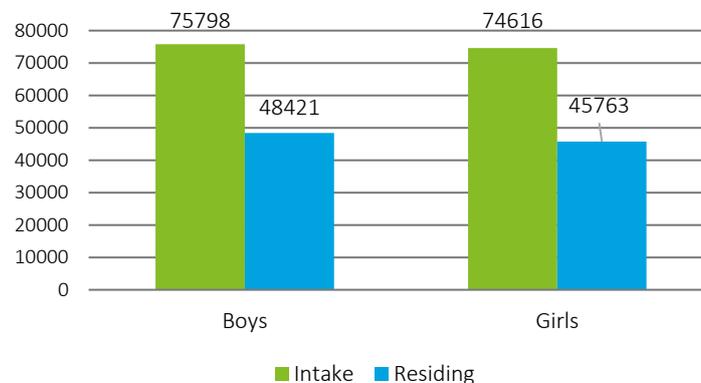
Institute under ministries 1%
Polytechnics 18%
PGDM 9%
Teacher training 37%
Nursing 35%

Hostel

Boys: Intake 75798, Residing 48421
Girls: Intake 74616, Residing 45763

■ Intake ■ Residing

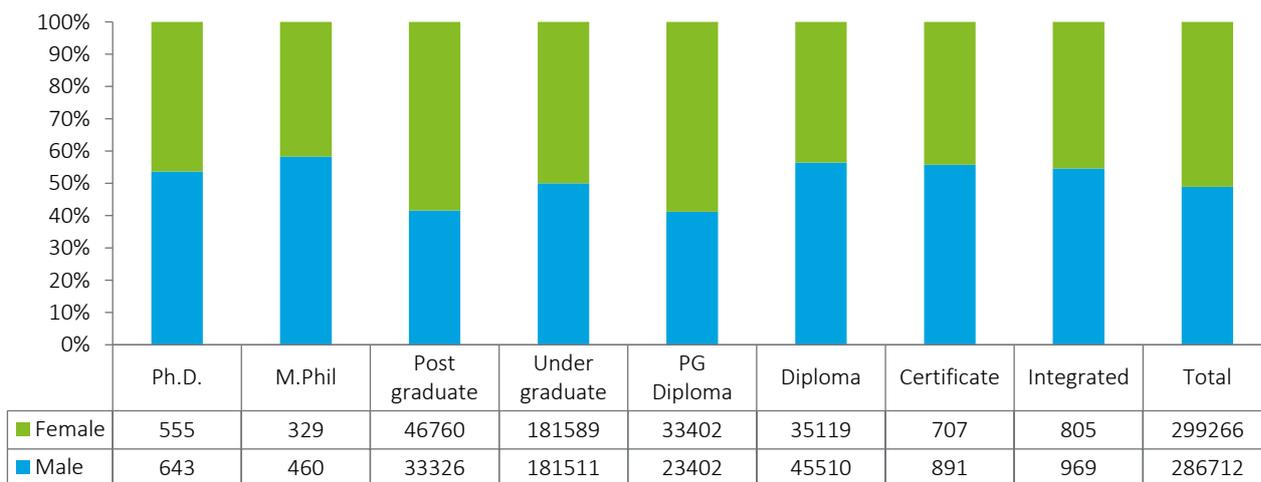**Source:** All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2441	449	150926	753608	19014	42157	837	8326	977758
Male	3006	427	116350	825452	16921	74612	845	10498	1048111

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	555	329	46760	181589	33402	35119	707	805	299266
Male	643	460	33326	181511	23402	45510	891	969	286712

GER

	All	SC	ST
Total	24.2	23.2	12.4
Male	24.2	22.9	12.6
Female	24.2	23.5	12.3
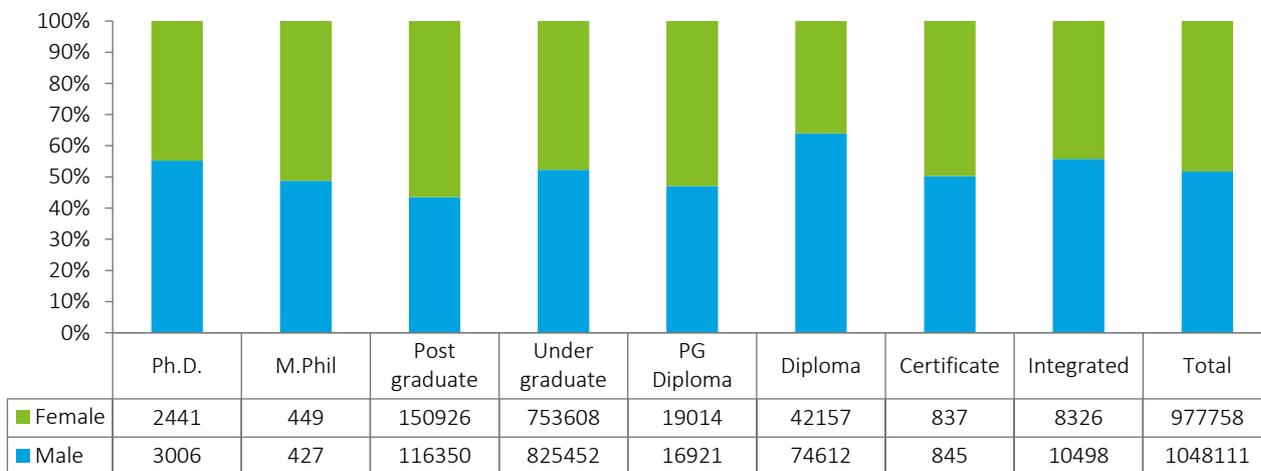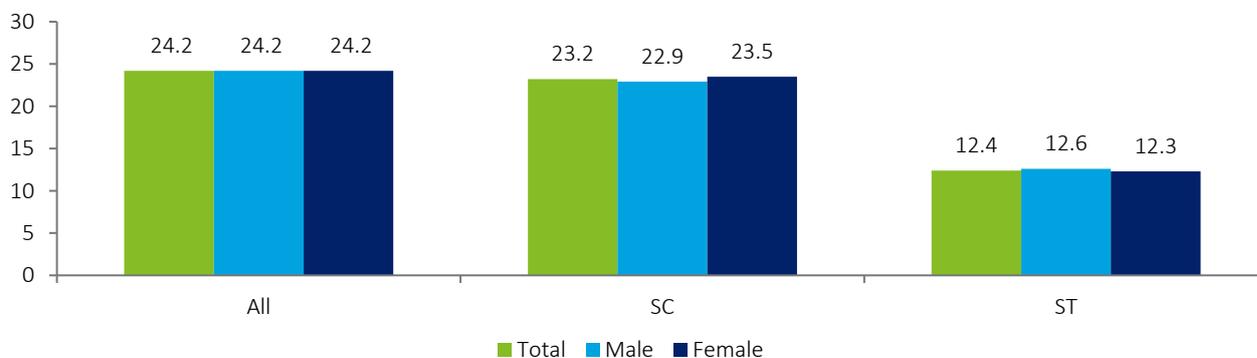
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Madhya Pradesh	India
Pupil Teacher Ratio (PTR)	32	23
Teachers per college	29.51	29.7
Non-teaching staff per college	23.15	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	51.8%	48.2%	15.6%	21.1%	41.5%	2.1%	6.6%
Share of enrolment	52.5%	47.5%	15.2%	9.9%	40.1%	0.1%	2.2%
Share of teaching staff	58.5%	41.5%	6.6%	2.3%	22.2%	0.3%	8.9%
Share of non-teaching staff	75.0%	25.0%	12.8%	6.1%	25.3%	0.6%	4.2%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	3828	3272	3985	4093	5447
■ M.Phil.	1452	883	765	643	876
■ Post graduate	177845	171801	182180	202796	267276
■ Under graduate	1100725	1240855	1304743	1367649	1579060
■ PG Diploma	79753	49844	54481	38277	35935
■ Diploma	167483	139059	146993	115393	116769
■ Certificate	2951	2195	2043	1926	1682
■ Integrated	6585	7895	9977	14386	18824
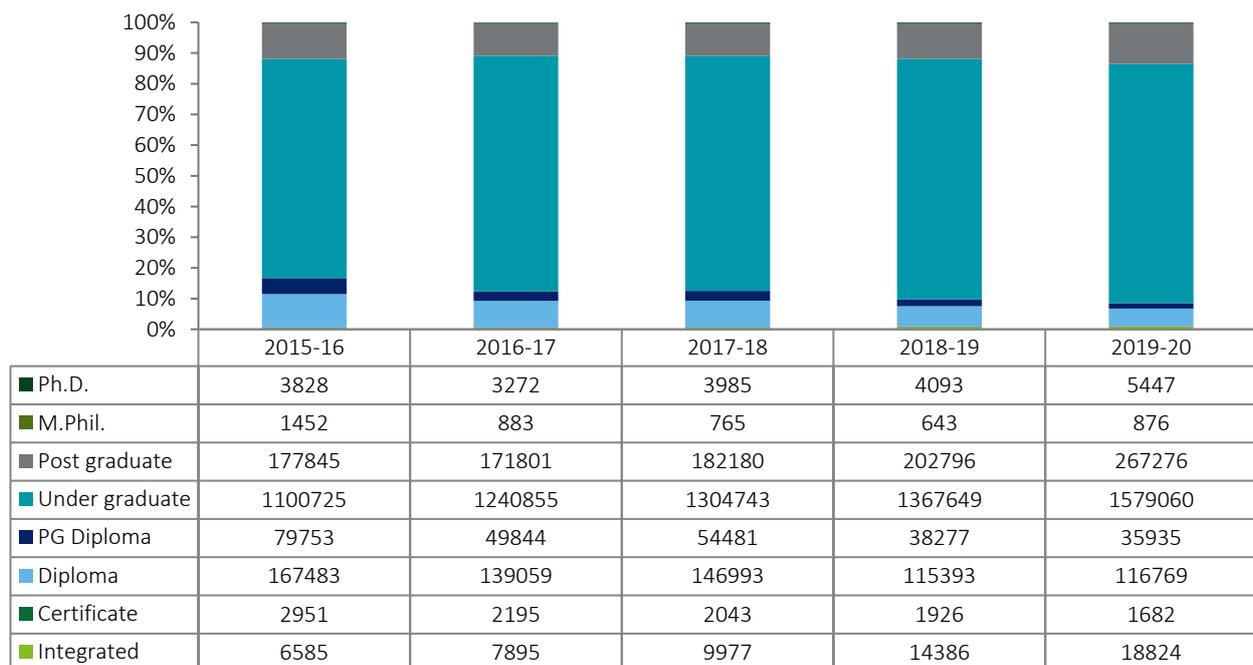
GER during the last five years
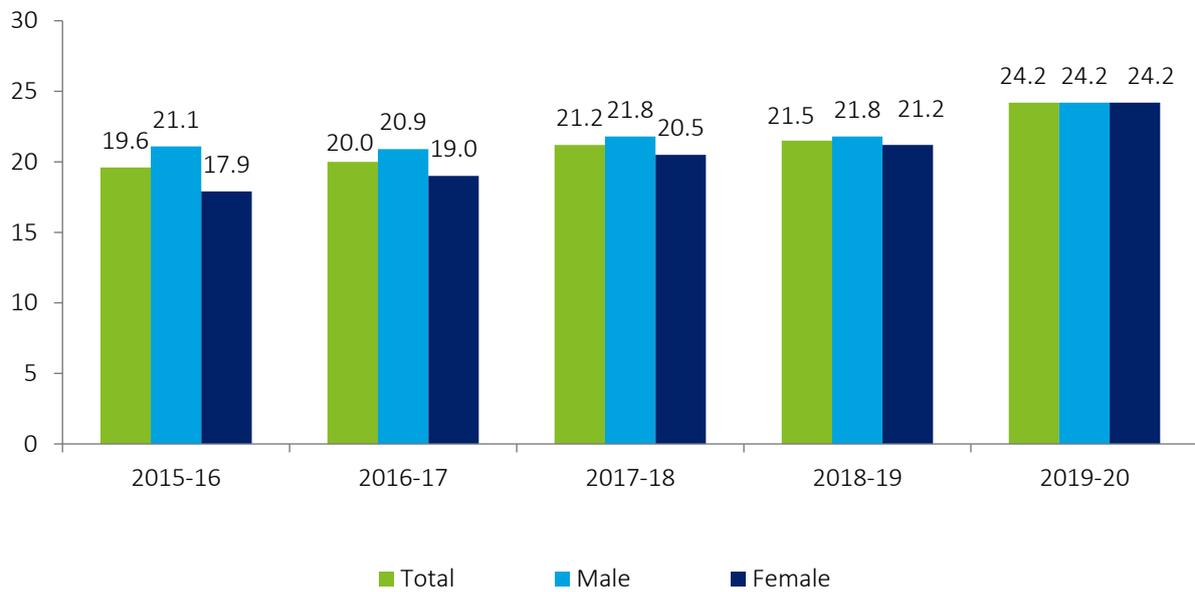
PTR during the last five years
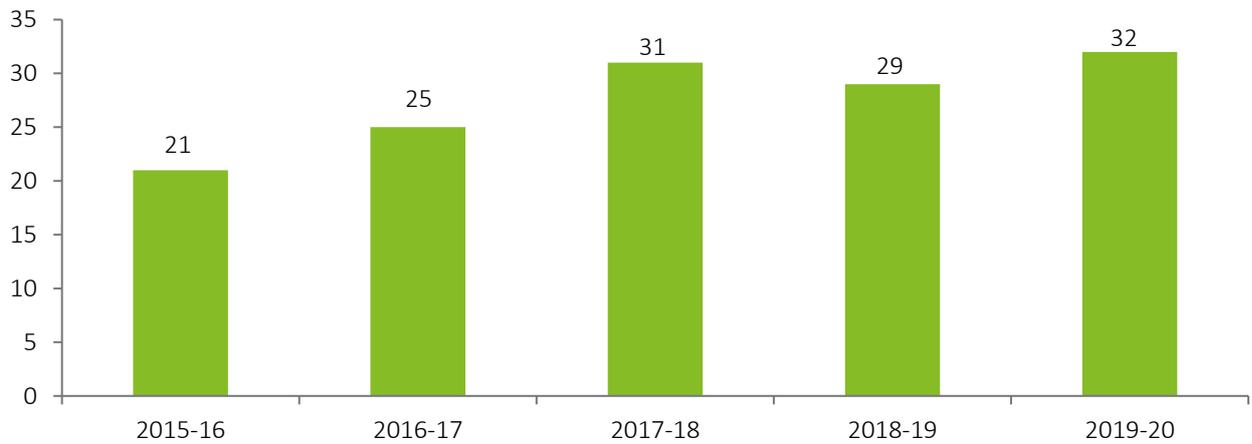
Source: All India Survey of Higher Education, MoE 2019-20

20. Maharashtra
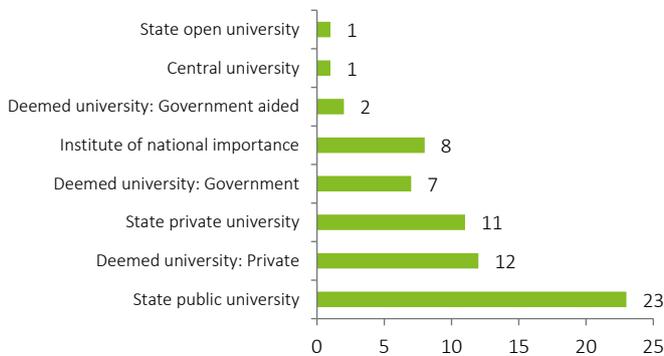
Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	1123.7	582.4	541.3
Literacy rate[1]	82.3%	88.4%	75.9%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	133.4 (11.9%)	70.4 (12.1%)	63.1 (11.6%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	9.4%	9.6%	9.3%
Gross Enrolment Ratio[2]	32.3	33.5	31.0

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

University by type

State open university — 1
Central university — 1
Deemed university: Government aided — 2
Institute of national importance — 8
Deemed university: Government — 7
State private university — 11
Deemed university: Private — 12
State public university — 23

University by specialisation

Veterinary — 0
Sanskrit — 1
Language — 1
Fisheries — 2
Law — 2
Agriculture — 5
Medical — 7
Technical — 10
General — 27

College by type

Recognised centre 3%
Constituent /university college 4%
Affiliated 93%

Colleges by specialisation

Commerce — 65
Nursing — 80
Law — 87
Management — 98
Pharmacy — 144
Agriculture — 106
Arts — 120
Education/teacher… — 172
Engineering &… — 345
General — 2744
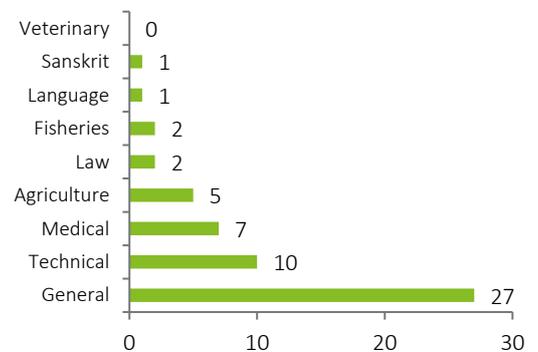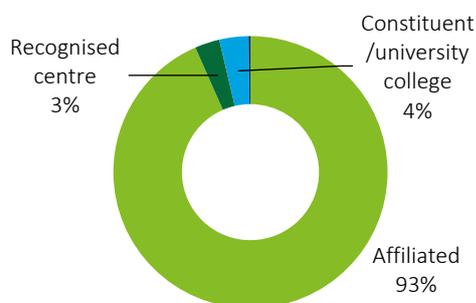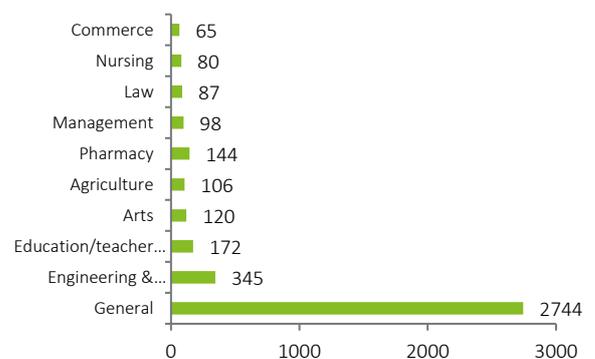
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	65	4,494	2,393
Average enrolment per institution	14877	670	121
Total estimated enrolment (in lakh)	9.67	30.09	2.89

College indicators

College type	Madhya Pradesh	Share in India
Affiliated colleges	4,421	10.8%
Recognised centre	138	10.8%
Constituent/ University college	163	9.1%
PG/Off-campus centre	10	5.3%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	62.3%	40.5%	435
Private aided	25.8%	50.99%	1,325
Government	11.9%	8.5%	478

Breakdown of standalone institutions
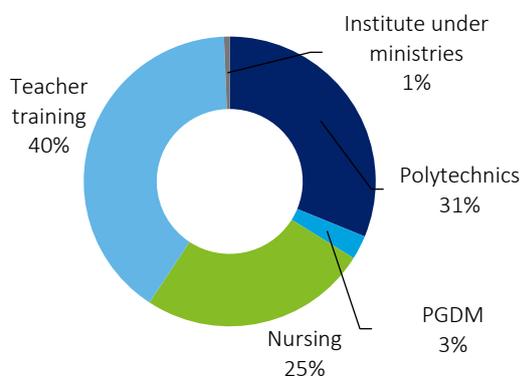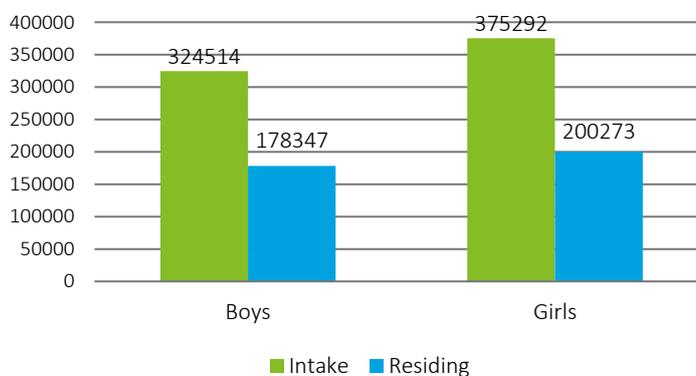
Hostel

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	4861	716	215963	1341482	7369	129520	6516	7837	1714264
Male	7122	760	184339	1504364	9129	165508	6100	8085	1885407

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1410	333	79591	325549	5435	54073	4635	1232	472258
Male	1459	266	77080	353269	7355	59872	5483	1291	506075

GER

	All	SC	ST
Total	32.3	30.7	15.4
Male	33.5	30.6	17.4
Female	31.0	30.8	13.5
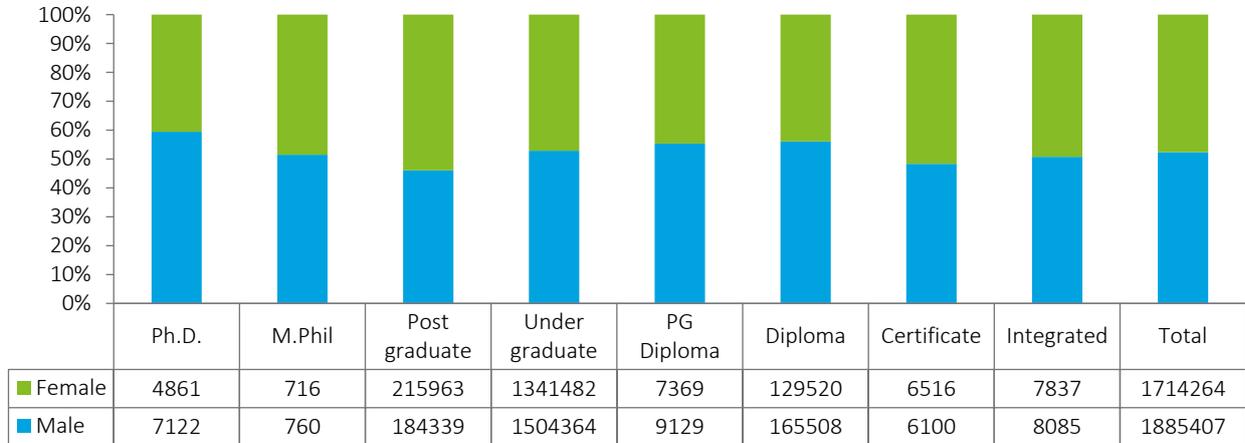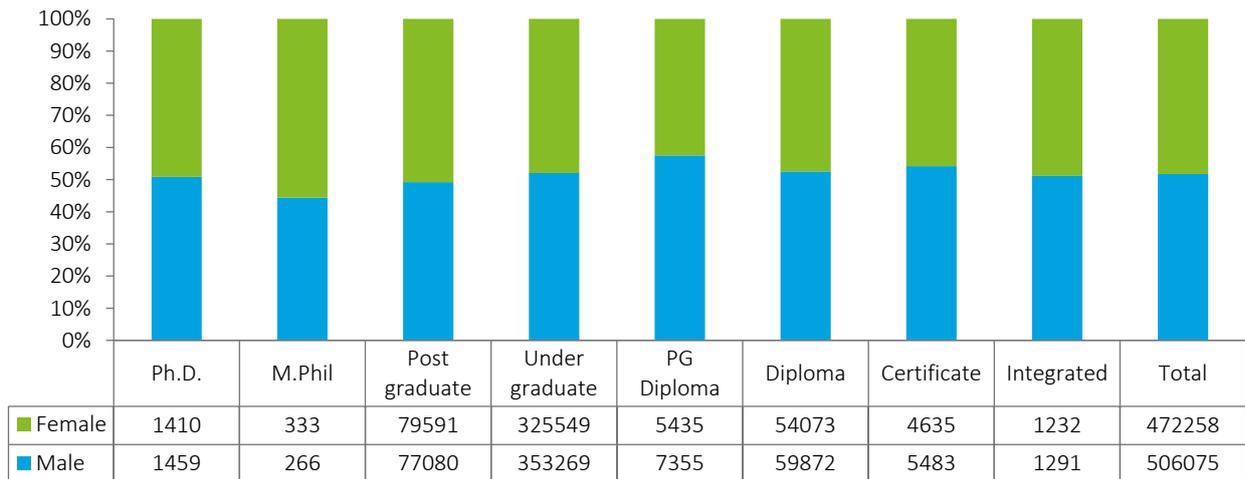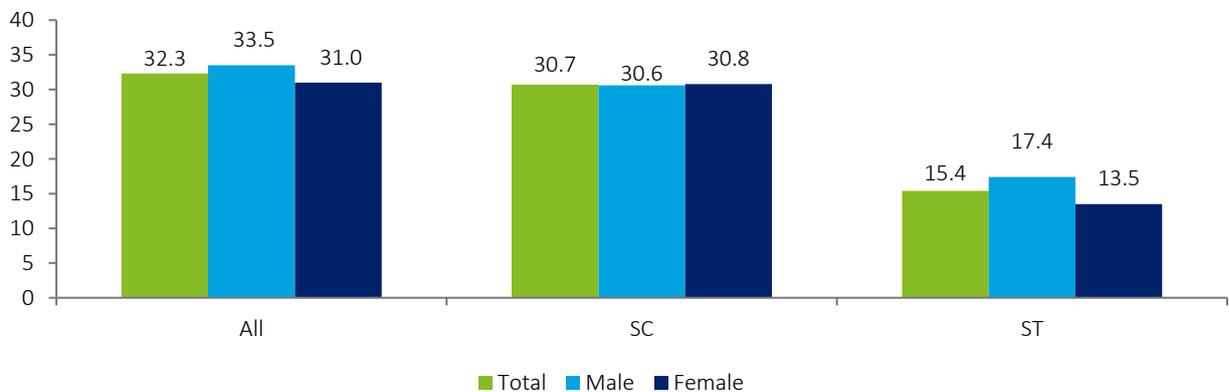
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Maharashtra	India
Pupil Teacher Ratio (PTR)	22	23
Teachers per college	24.46	29.7
Non-teaching staff per college	24.8	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	51.8%	48.2%	11.8%	9.4%	33.8%	2.6%	18.8%
Share of enrolment	54.2%	45.8%	11.8%	4.4%	29.7%	0.2%	6.2%
Share of teaching staff	58.5%	41.5%	11.6%	1.6%	22.6%	0.3%	12.7%
Share of non-teaching staff	72.5%	27.5%	14.7%	4.1%	22.6%	0.8%	4.5%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Time series analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
Ph.D.	9229	7528	9206	8796	11983
M.Phil.	2900	2660	2421	2172	1476
Post graduate	324861	318077	331703	383483	400302
Under graduate	2662880	2643126	2726229	2825385	2845846
PG Diploma	12627	14335	14637	14894	16498
Diploma	328592	311152	306170	329003	295028
Certificate	6839	9507	10110	12012	12616
Integrated	9990	10922	11944	13523	15922

GER during the last five years
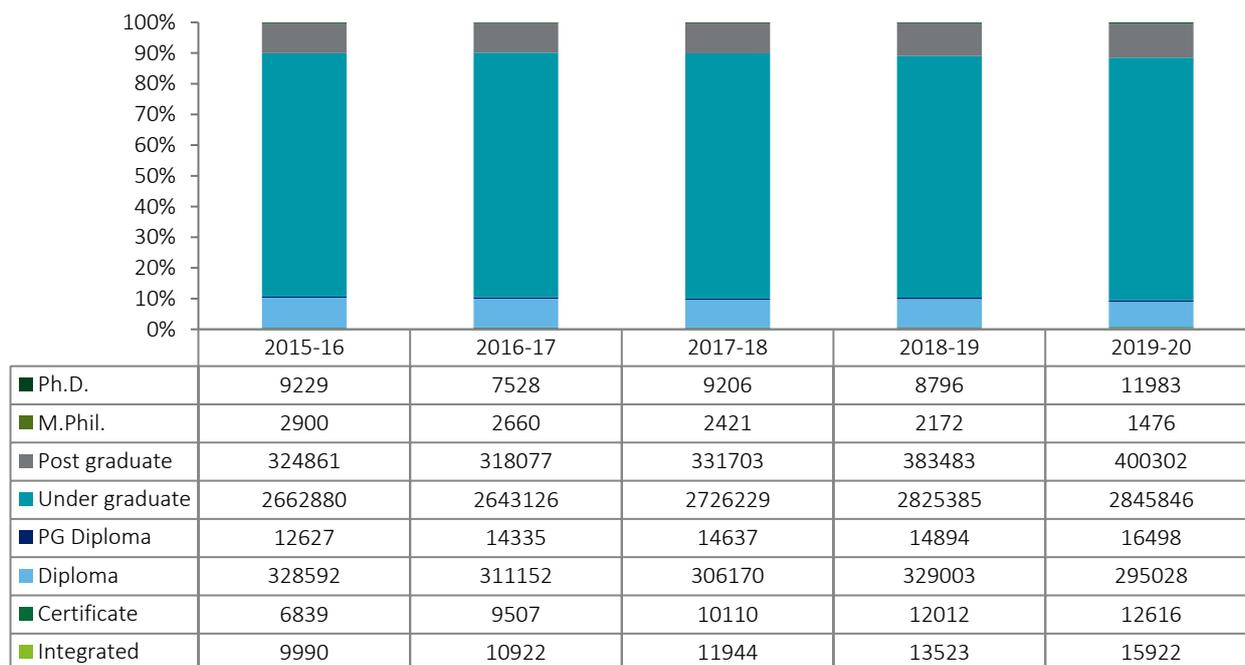
Legend: ■ Total ■ Male ■ Female
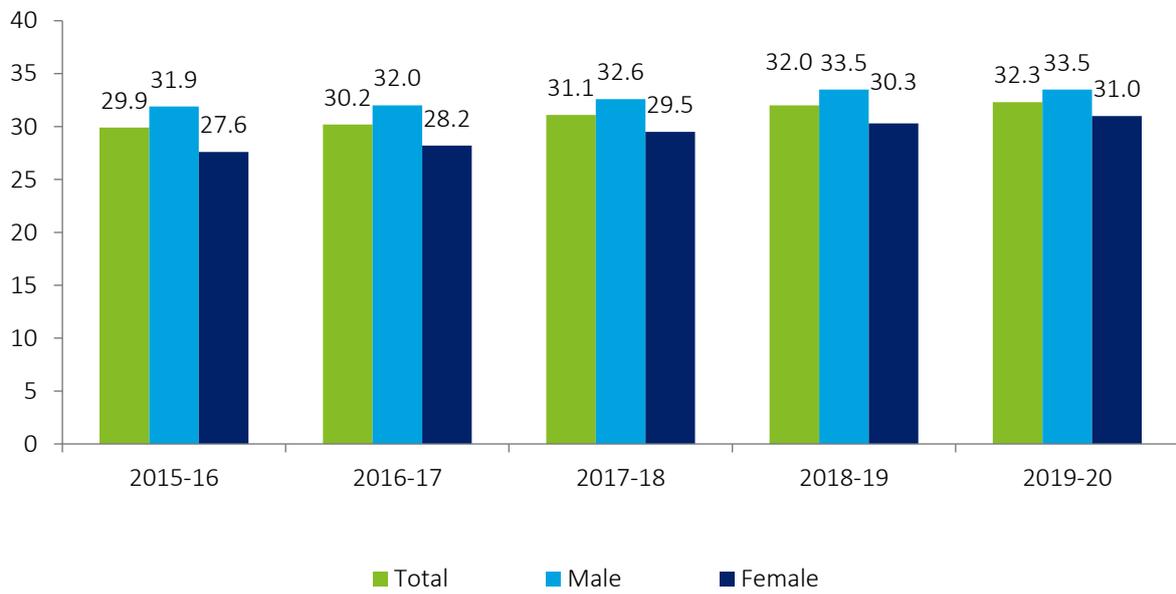
PTR during the last five years
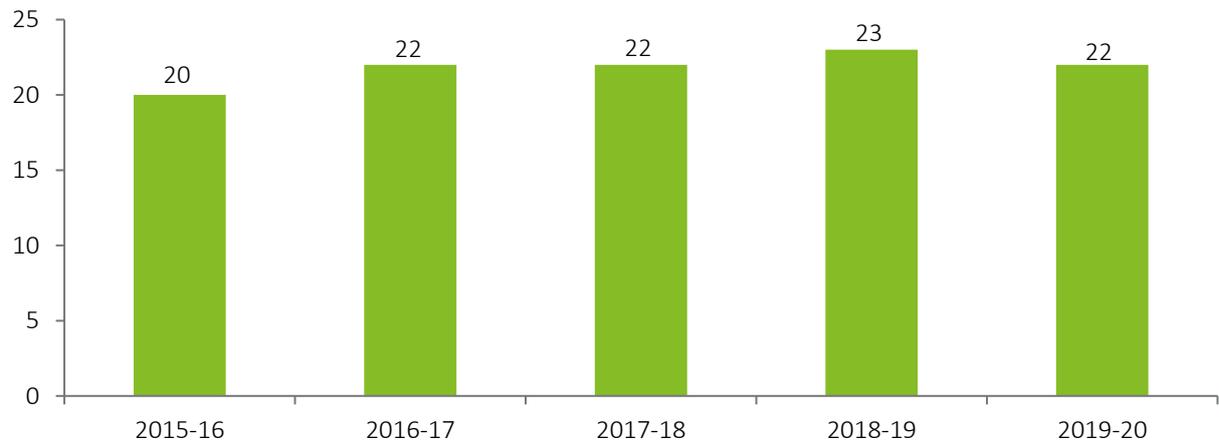
Source: All India Survey of Higher Education, MoE 2019-20

21. Manipur

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	28.6	14.4	14.2
Literacy rate[1]	79.2%	86.1%	70.3%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	2.9 (10.2%)	1.4 (9.9%)	1.5 (10.4%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.2%	0.2%	0.2%
Gross Enrolment Ratio[2]	38.3	37.7	38.9

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
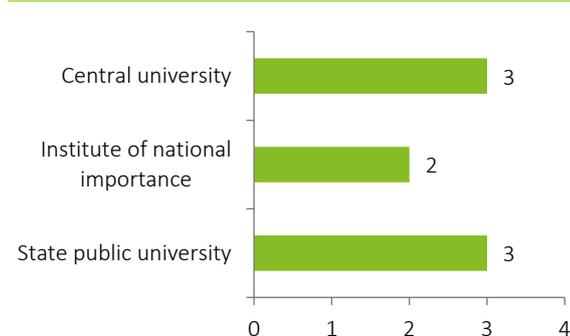
University by type

University by specialisation
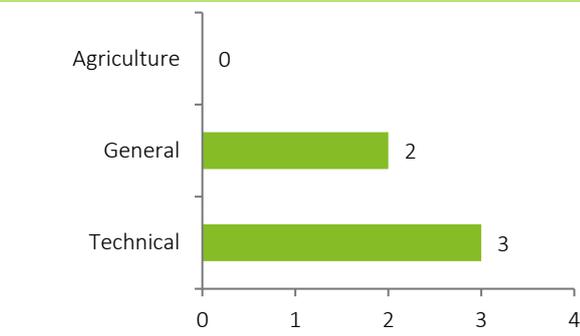
College by type
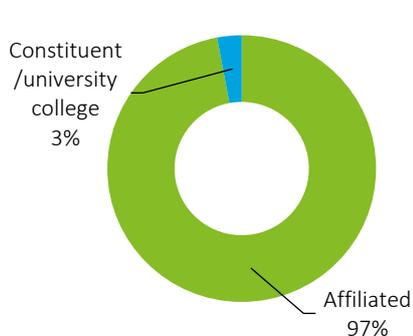
Colleges by specialisation
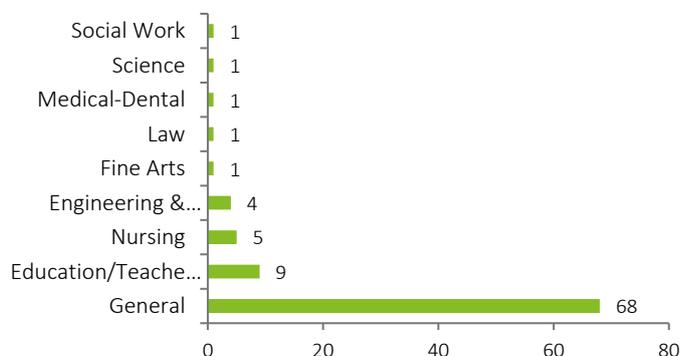
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	8	102	29
Average enrolment per institution	1909	1,046	89
Total estimated enrolment (in lakh)	0.15	1.07	0.03

College indicators

College type	Manipur	Share in India
Affiliated colleges	99	0.2%
Constituent/ University college	3	0.2%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	28.7%	8.2%	301
Private aided	11.9%	18.29%	1626
Government	59.4%	73.54%	1308

Breakdown of standalone institutions
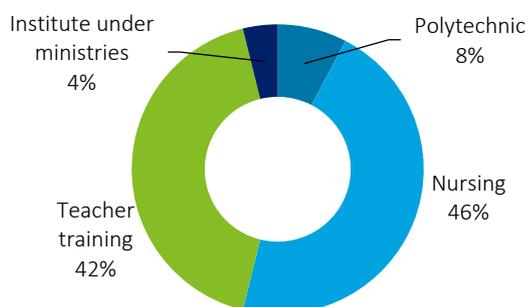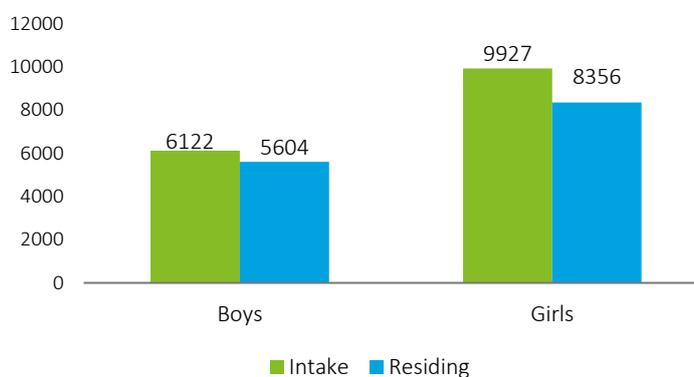
Hostel

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Total
Female	507	10	3274	54453	79	2561	90	60974
Male	538	2	2744	52759	144	1376	55	57618

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Total
Female	55	2	920	11571	108	1103	149	13908
Male	50	0	757	10817	169	451	91	12335

GER

	All	SC	ST
Total	38.3	67.3	23.5
Male	37.7	68.7	23.1
Female	38.9	65.9	24.0
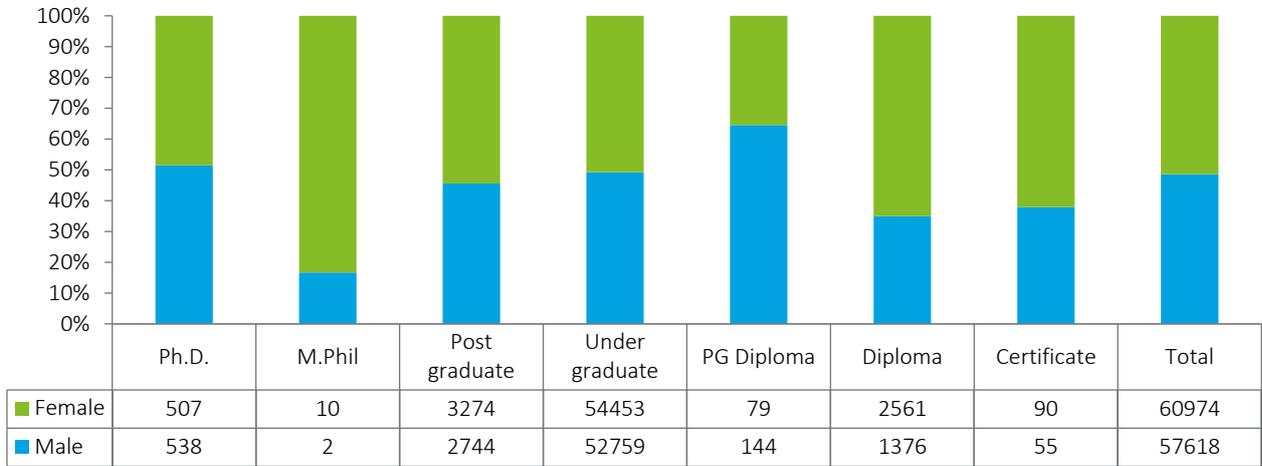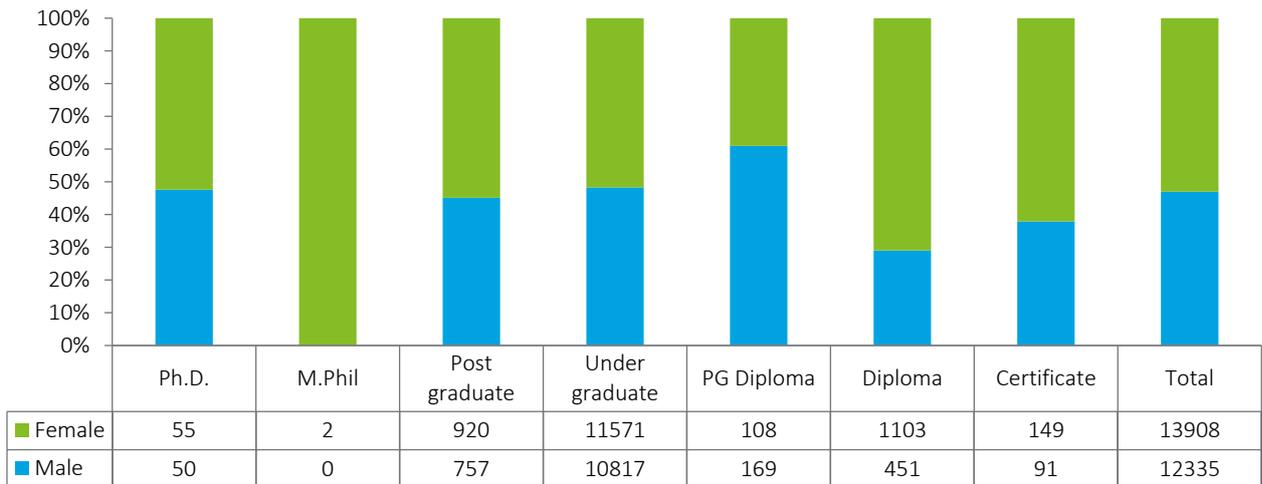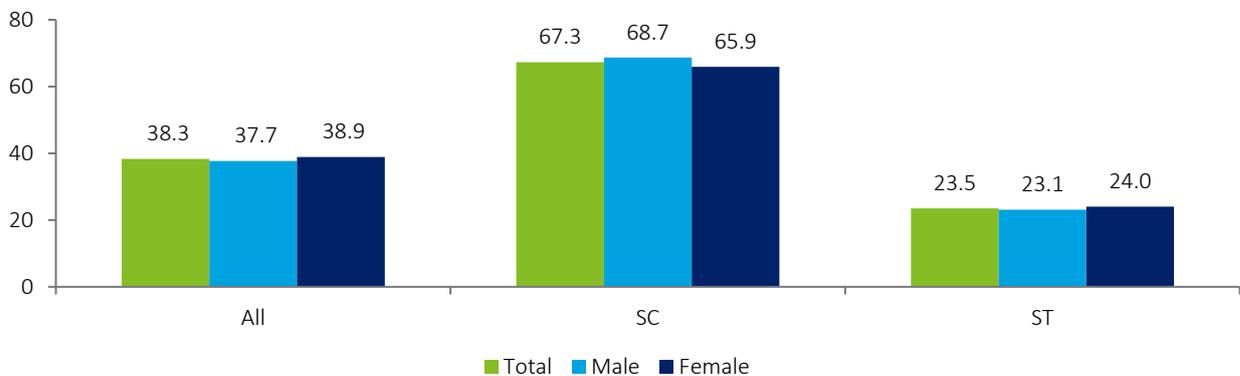
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Manipur	India
Pupil Teacher Ratio (PTR)	22	23
Teachers per college	40.4	29.7
Non-teaching staff per college	37.65	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.2%	49.8%	3.4%	40.9%	52.7%	2.1%	46.1%
Share of enrolment	48.9%	51.1%	5.3%	28.9%	32.2%	0.1%	8.7%
Share of teaching staff	50.8%	49.2%	5.4%	15.7%	16.6%	0.3%	21.7%
Share of non-teaching staff	58.8%	41.2%	3.1%	21%	10.8%	0.3%	8.3%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
Ph.D.	618	726	646	1088	1045
M.Phil.	14	3	7	11	12
Post graduate	3715	4231	4206	5066	6018
Under graduate	87621	87558	91329	94859	107212
PG Diploma	281	171	136	183	223
Diploma	892	1784	1743	3029	3937
Certificate	131	70	30	118	145
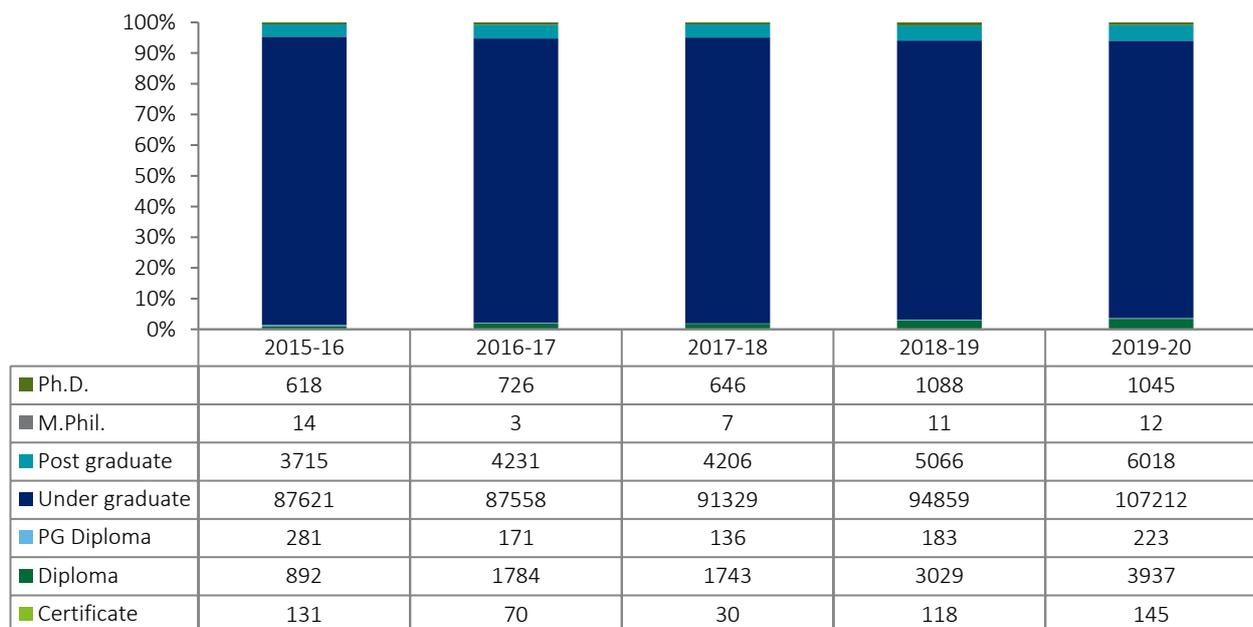
GER during the last five years
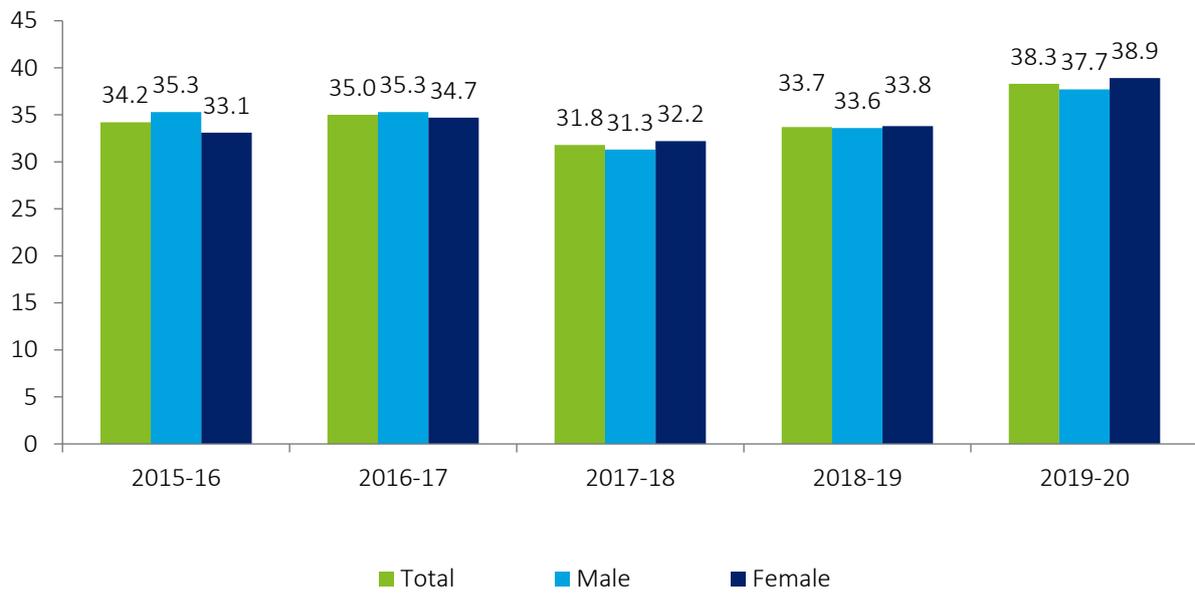
PTR during the last five years

Source: All India Survey of Higher Education, MoE 2019-20

22. Meghalaya

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	29.7	14.9	14.8
Literacy rate[1]	74.4%	76.0%	72.9%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	3.4 (11.6%)	1.7 (11.4%)	1.7 (11.9%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.2%	0.2%	0.3%
Gross Enrolment Ratio[2]	26.1	24.2	28

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
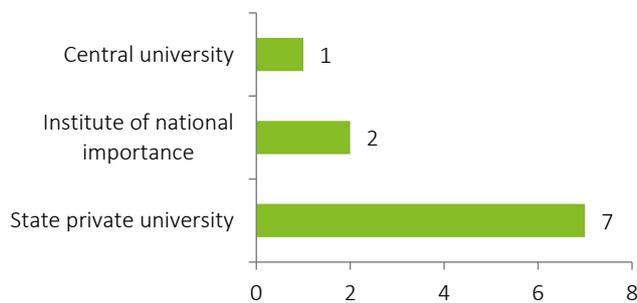
University by type

University by specialisation
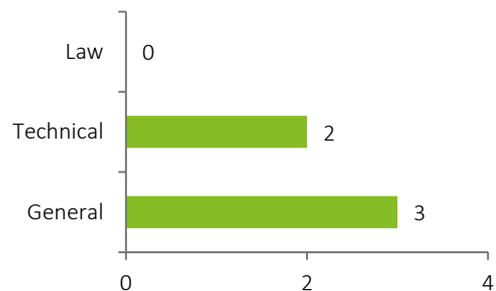
College by type
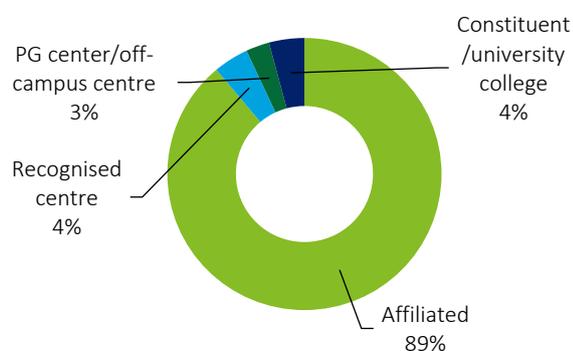
Colleges by specialisation
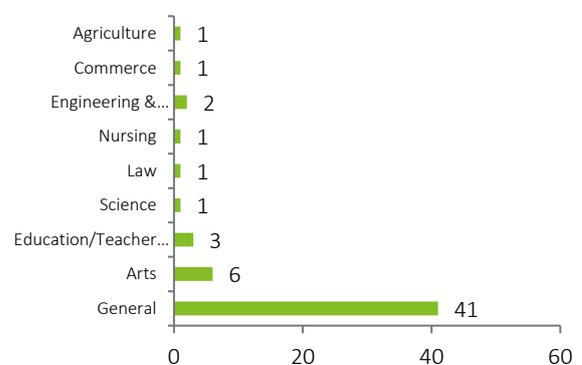
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	10	67	21
Average enrolment per institution	2111	940	163
Total estimated enrolment (in lakh)	0.21	0.63	0.03

College indicators

College type	Meghalaya	Share in India
Affiliated colleges	64	0.2%
Recognised centre	3	0.2%
Constituent/ University college	3	0.2%
PG/Off-campus centre	2	1.1%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	28.1%	15.0%	590
Private aided	26.3%	29.42%	1,236
Government	45.6%	55.59%	1,347

Breakdown of standalone institutions
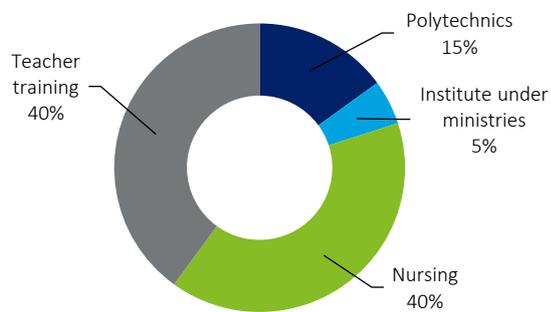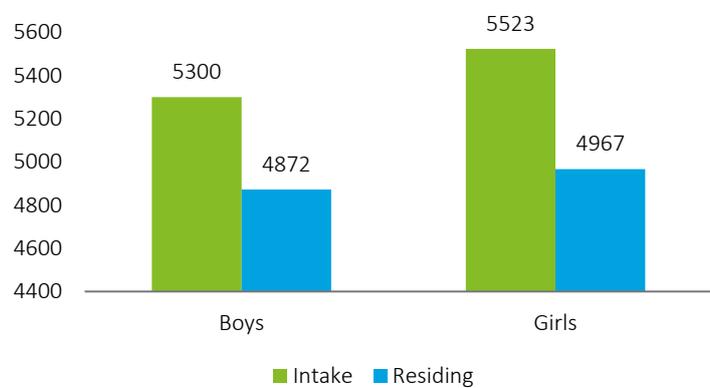
Hostel

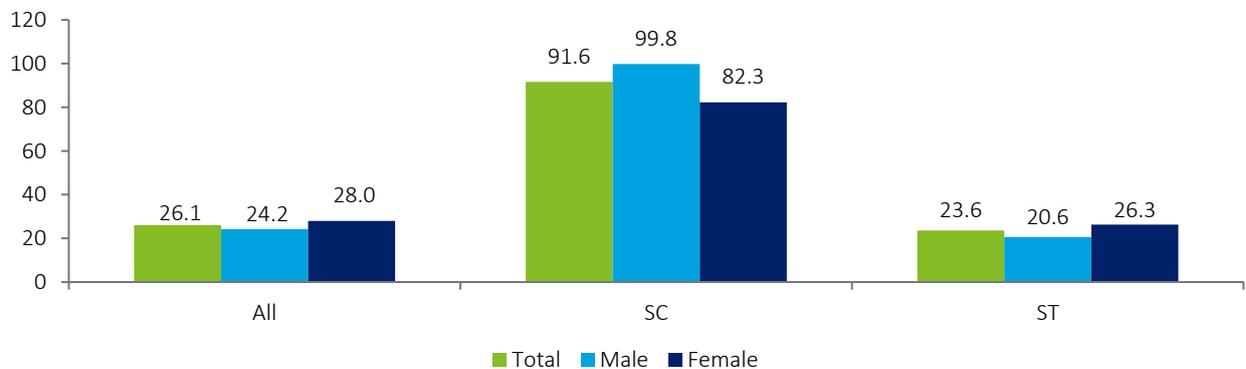Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	378	23	4304	37234	37	1637	47	52	43712
Male	492	10	2979	32135	32	1076	47	70	36841

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Total
Female	97	32	1689	5366	8	535	7727
Male	79	12	1448	4423	15	149	6126

GER

	All	SC	ST
Total	26.1	91.6	23.6
Male	24.2	99.8	20.6
Female	28.0	82.3	26.3
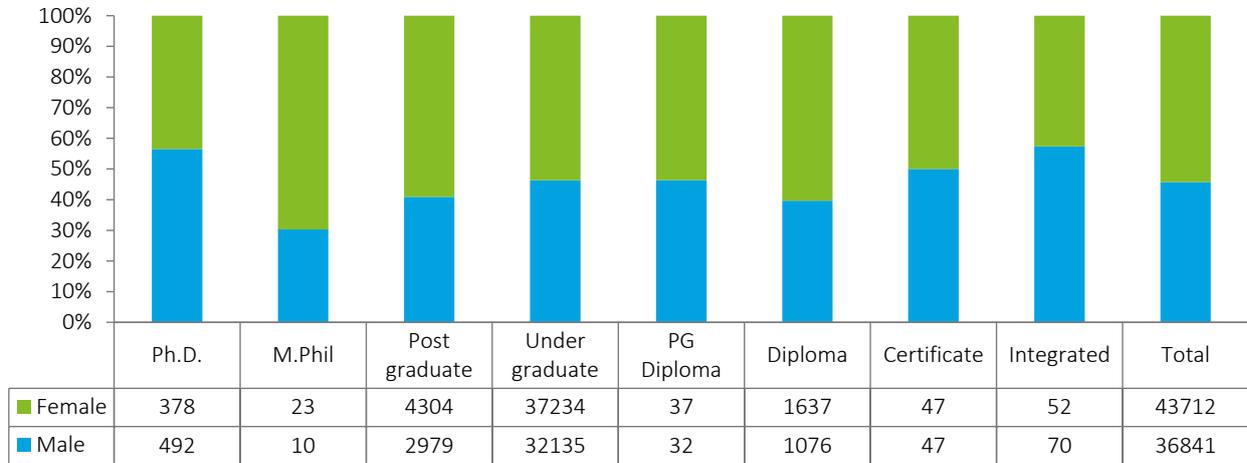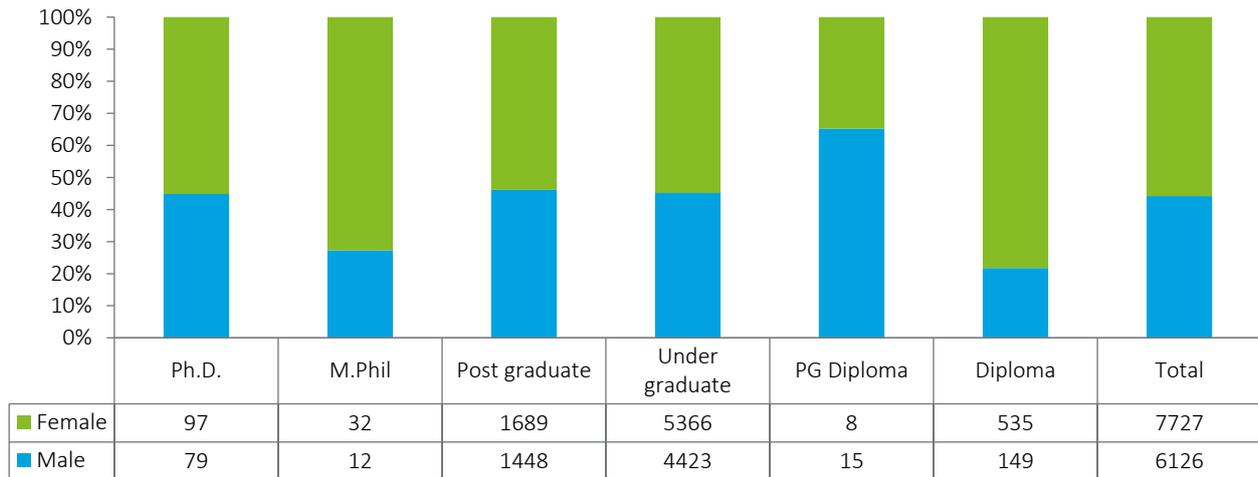
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Meghalaya	India
Pupil Teacher Ratio (PTR)	22	23
Teachers per college	42.64	29.7
Non-teaching staff per college	26.51	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.3%	49.7%	0.6%	86.1%	1.2%	2.2%	81.3%
Share of enrolment	45.5%	54.5%	2.2%	78.4%	4.5%	0.4%	30.2%
Share of teaching staff	44.1%	55.9%	2.2%	67.1%	3.8%	0.1%	71.9%
Share of non-teaching staff	62.0%	38.0%	1.8%	58.7%	1.9%	0.4%	19.7%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	810	963	979	1153	870
■ M.Phil.	203	245	86	75	33
■ Post graduate	4468	4955	5473	6251	7283
■ Under graduate	55758	63297	66167	68764	69369
■ PG Diploma	47	67	49	37	69
■ Diploma	1234	1966	2309	2802	2713
■ Certificate			78		94
■ Integrated	13	38	67	94	122
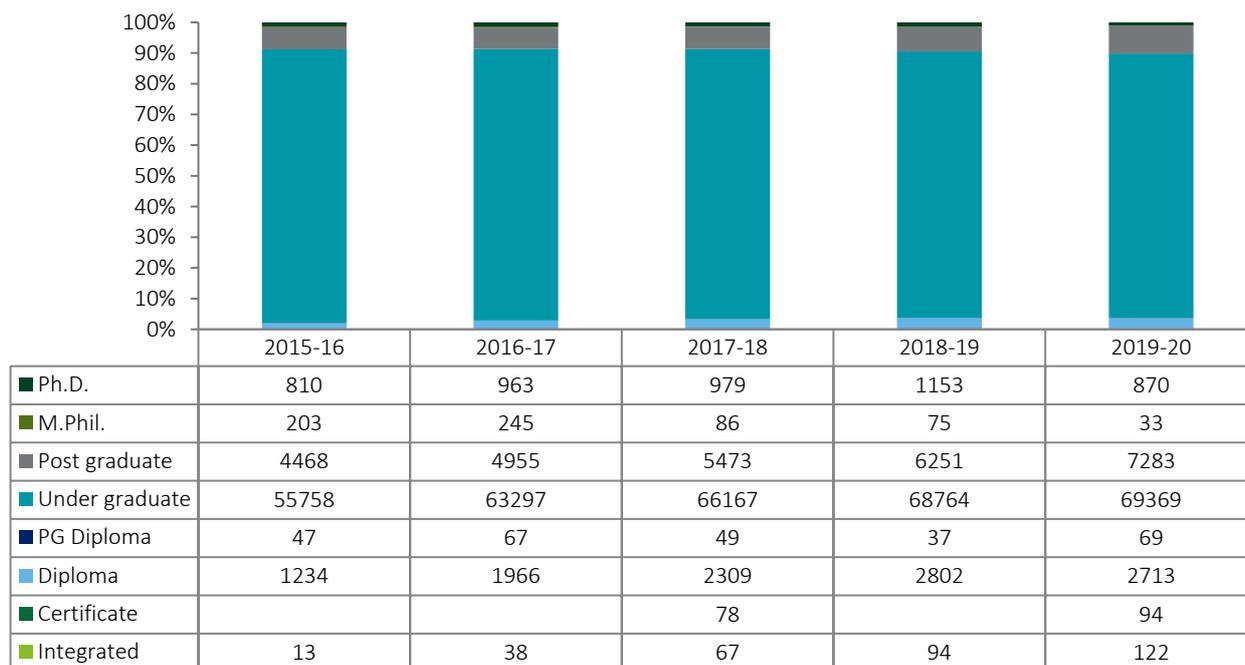
GER during the last five years
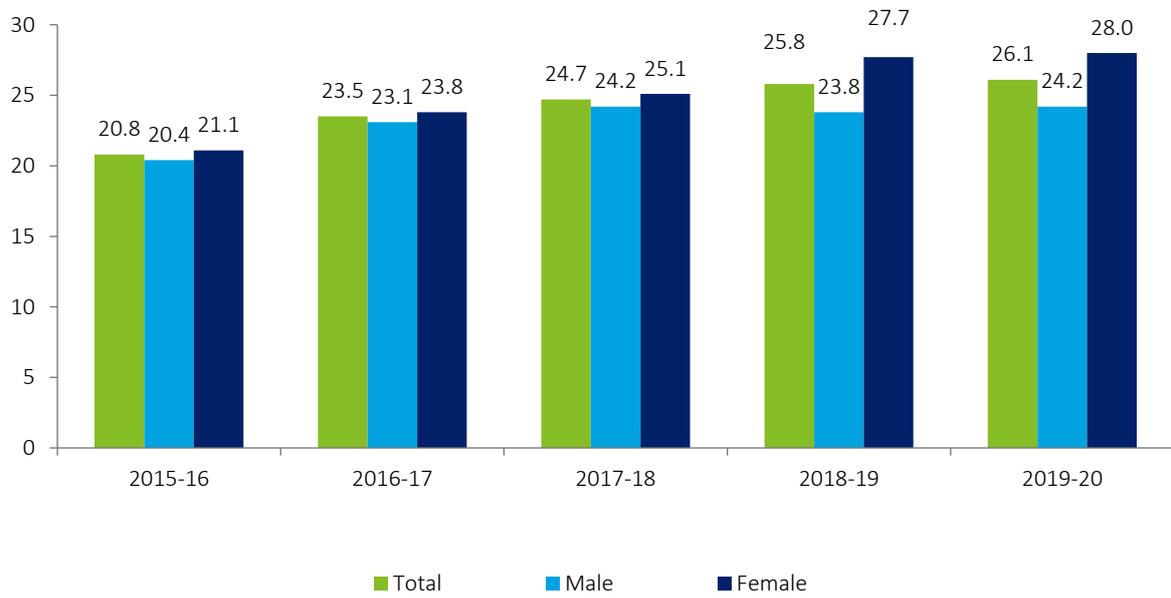
PTR during the last five years

**Source:** All India Survey of Higher Education, MoE 2019-20

23. Mizoram

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	11.0	5.6	5.4
Literacy rate[1]	91.3%	93.4%	89.3%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	1.3 (11.9%)	0.6 (11.7%)	0.7 (12.1%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio[2]	26.1	27.2	25.1

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
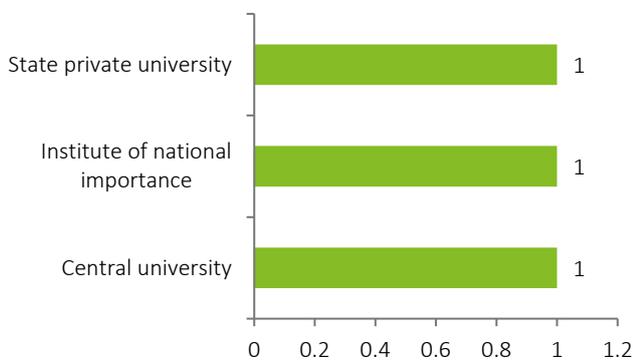
University by type

University by specialisation
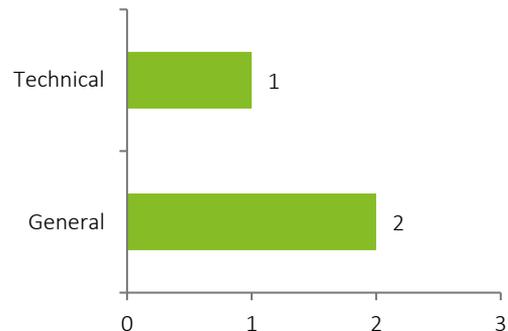
College by type
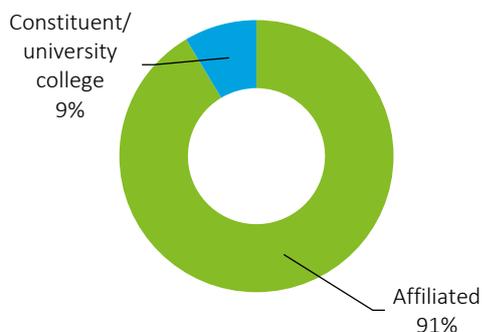
Colleges by specialisation
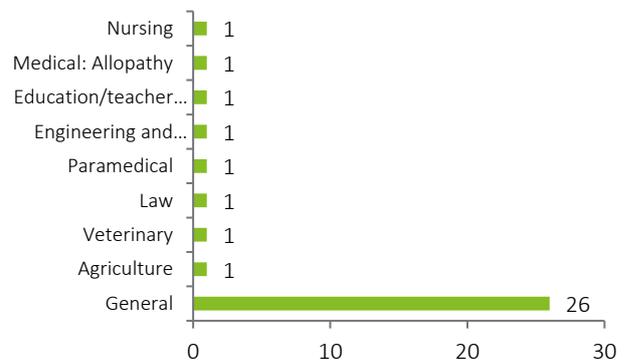
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	3	35	16
Average enrolment per institution	3,862	559	129
Total estimated enrolment (in lakh)	0.12	0.20	0.02

College indicators

College type	Mizoram	Share in India
Affiliated colleges	32	0.1%
Constituent/ University college	3	0.2%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	8.6%	2.3%	149
Private aided	2.9%	0.1%	37
Government	88.6%	97.5%	616

Breakdown of standalone institutions
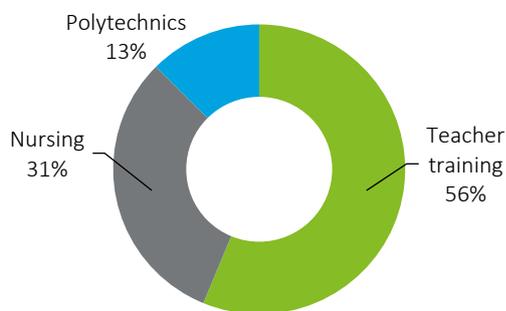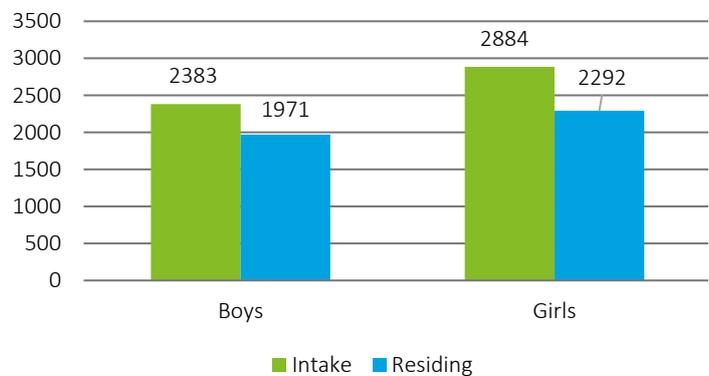
Polytechnics 13%
Nursing 31%
Teacher training 56%

Hostel

Boys: Intake 2383, Residing 1971
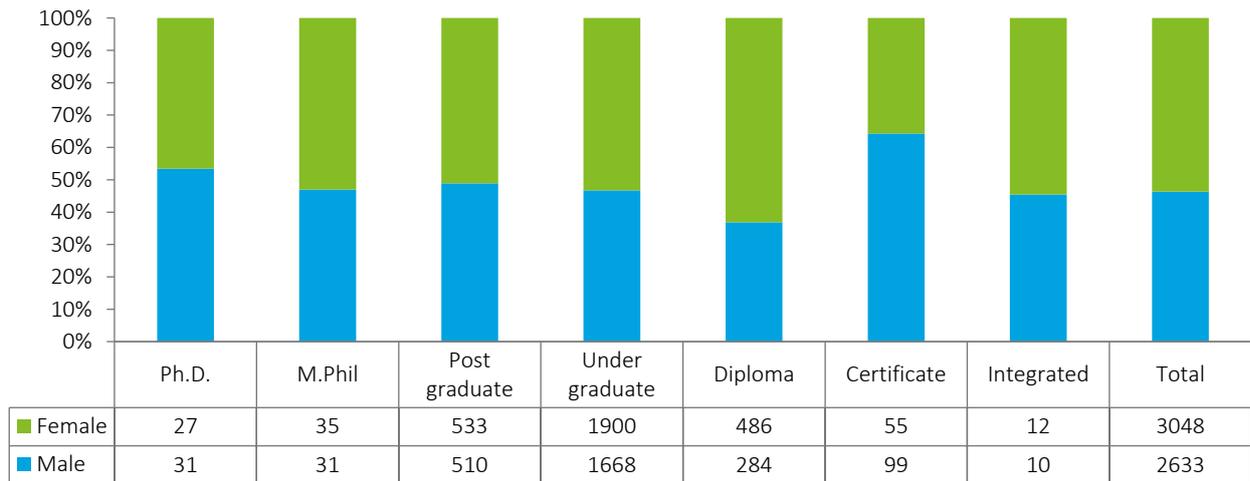Girls: Intake 2884, Residing 2292

■ Intake ■ Residing

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	Diploma	Certificate	Integrated	Total
Female	388	77	1173	9351	1213	159	26	12387
Male	479	75	1143	10938	649	304	47	13635

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	Diploma	Certificate	Integrated	Total
Female	27	35	533	1900	486	55	12	3048
Male	31	31	510	1668	284	99	10	2633

GER

	All	SC	ST
Total	26.1	132.3	26.0
Male	27.2	150.4	26.7
Female	25.1	100.4	25.4
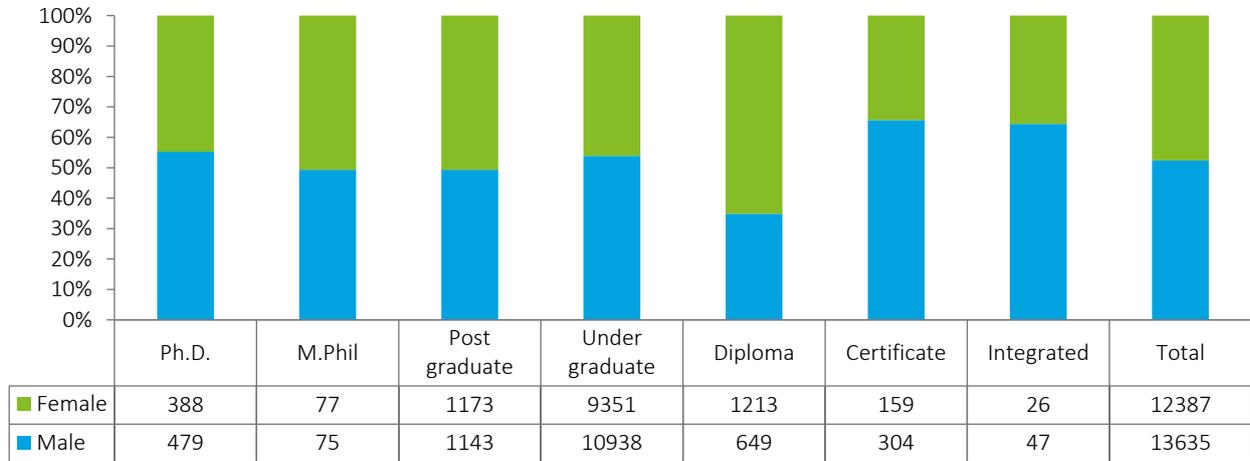
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Mizoram	India
Pupil Teacher Ratio (PTR)	14	23
Teachers per college	35.7	29.7
Non-teaching staff per college	30.8	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.6%	49.4%	0.1%	94.4%	1.6%	1.4%	97.5%
Share of enrolment	51.6%	48.4%	0.7%	95.0%	1.7%	0.1%	50.8%
Share of teaching staff	53.6%	46.4%	2.4%	82.7%	4.3%	0.2%	84%
Share of non-teaching staff	55.6%	44.4%	0.8%	95.1%	2.2%	1.0%	61.9%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	555	618	643	783	867
■ M.Phil.	124	177	146	189	152
■ Post graduate	1801	2121	2351	2391	2316
■ Under graduate	19789	20691	19142	19863	20289
■ Diploma	2678	1770	1733	1804	1862
■ Certificate	27		333	456	463
■ Integrated	62	92	103	110	73
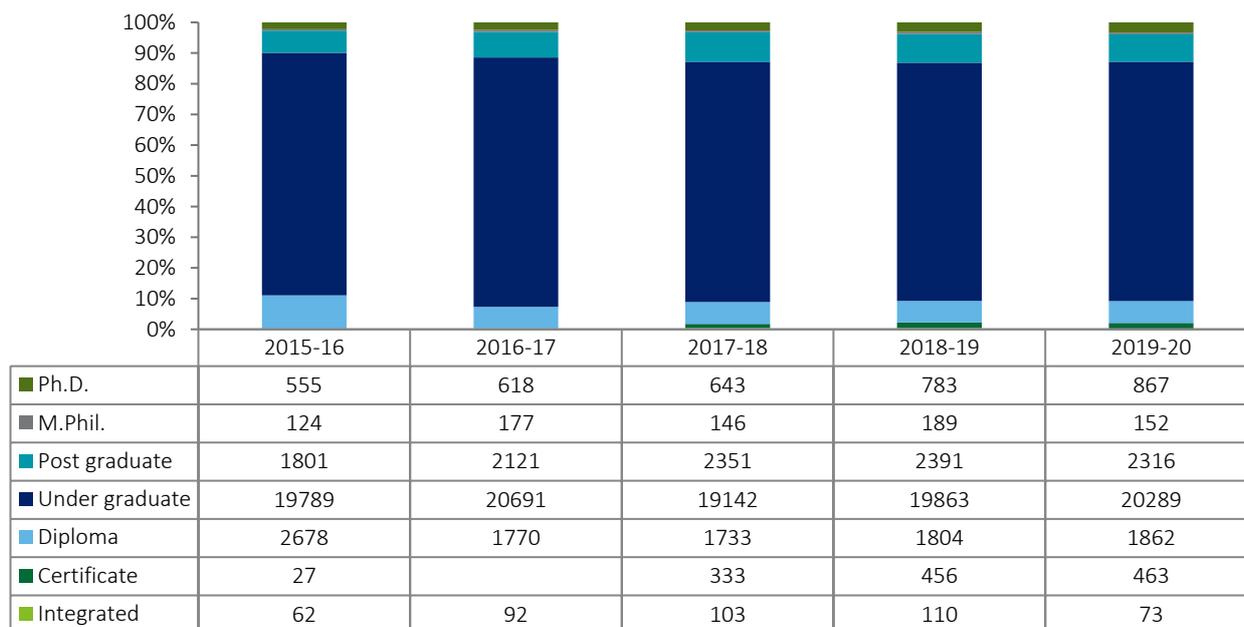
GER during the last five years
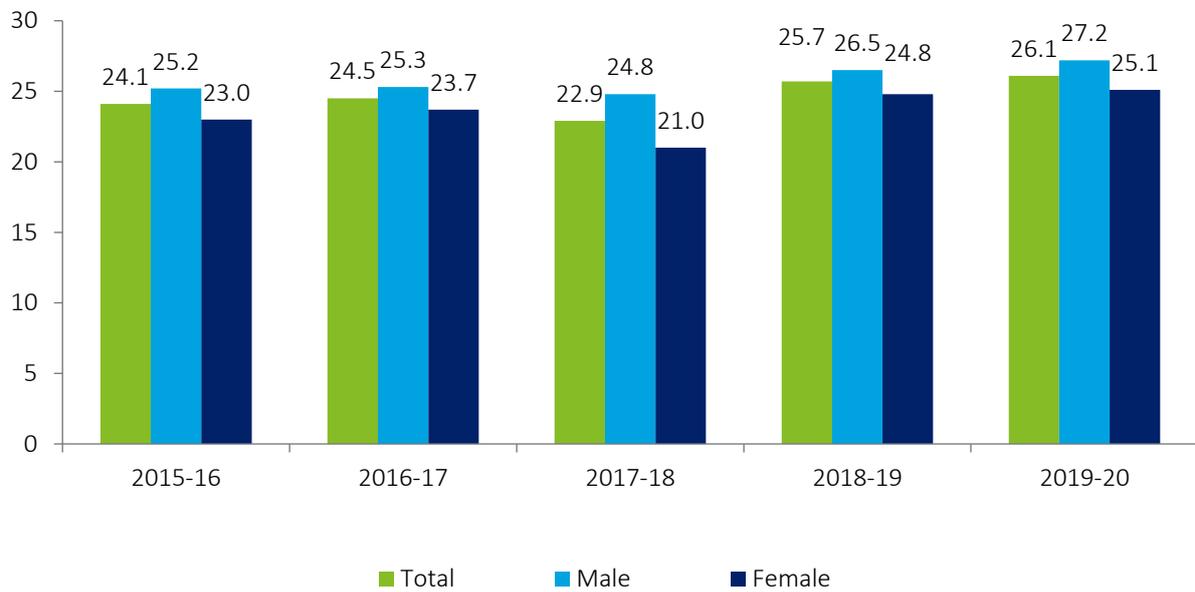
PTR during the last five years
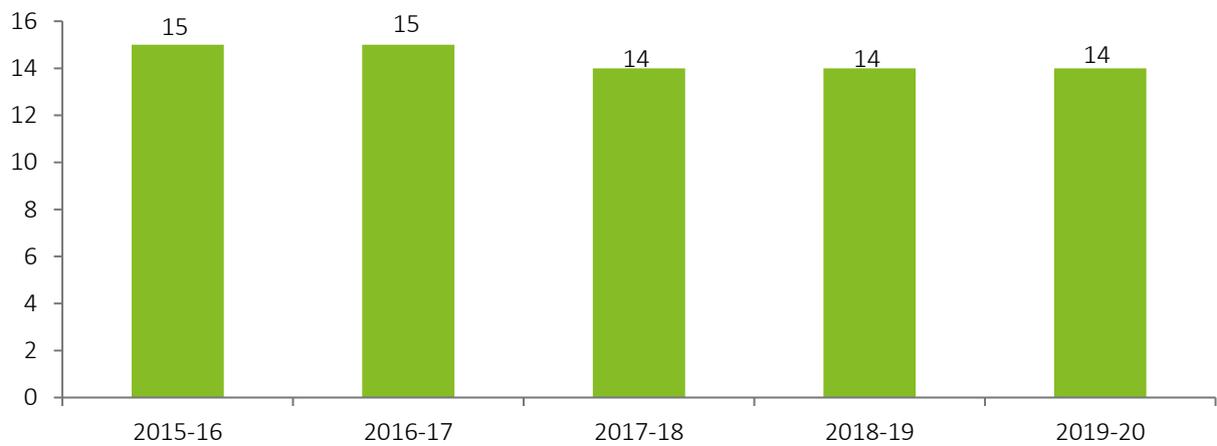
**Source:** All India Survey of Higher Education, MoE 2019-20

24. Nagaland

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	19.8	10.2	9.5
Literacy rate[1]	79.6%	82.8%	76.1%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	2.5 (12.5%)	1.3 (12.3%)	1.2 (12.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.2%	0.2%	0.2%
Gross Enrolment Ratio[2]	18.5	16.5	20.5

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
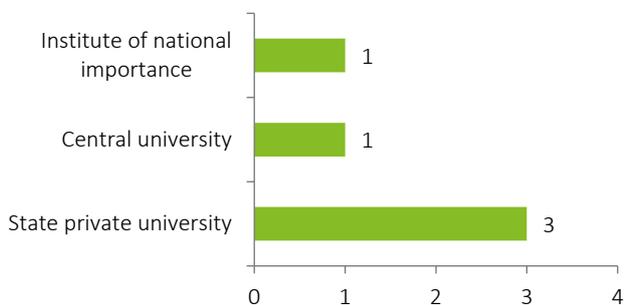
University by type

University by specialisation
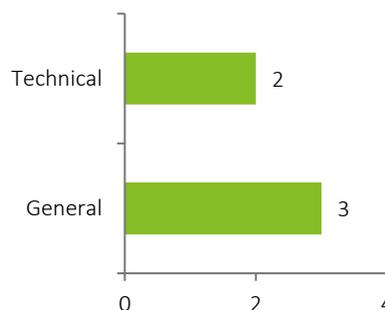
College by type
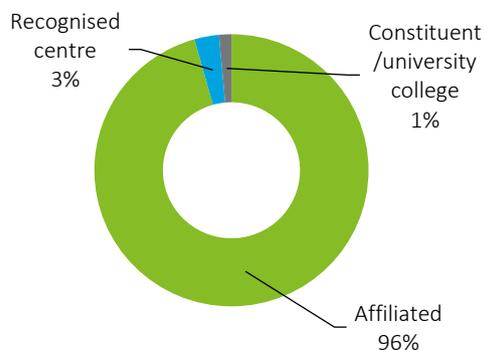
Colleges by specialisation
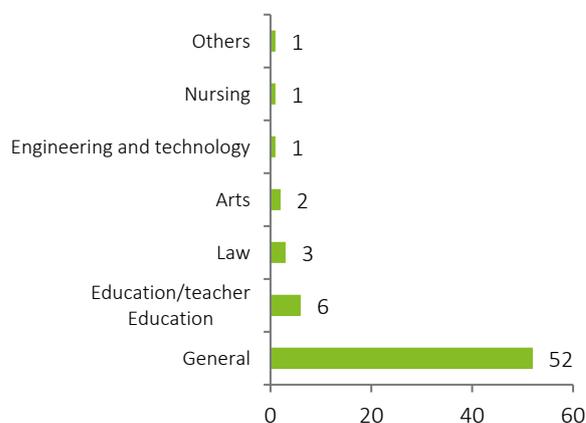
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	5	67	20
Average enrolment per institution	1875	499	86
Total estimated enrolment (in lakh)	0.09	0.33	0.02

College indicators

College type	Nagaland	Share in India
Affiliated colleges	66	0.2%
Recognised centre	2	0.2%
Constituent/ University College	1	0.1%

Management of colleges

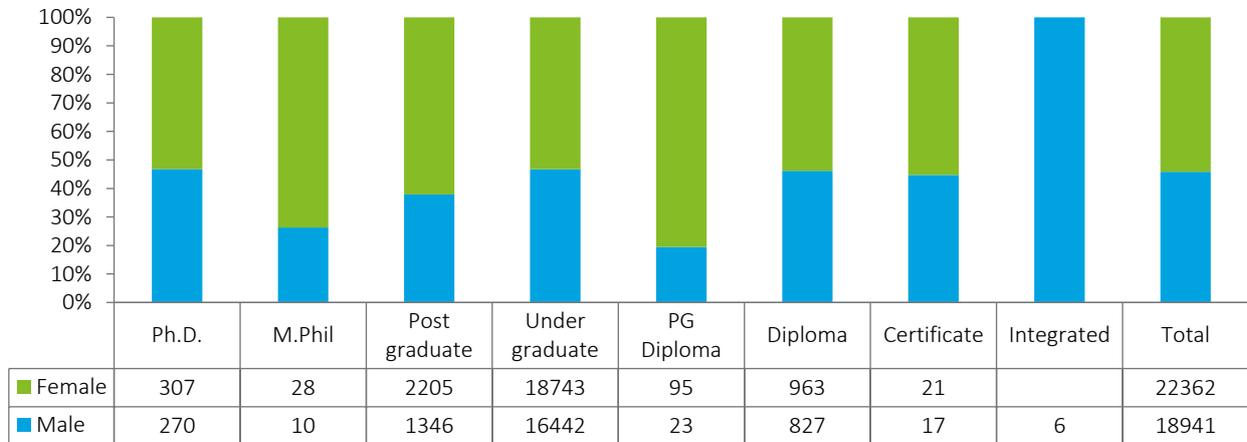| Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	18.2%	9.0%	250
Private aided	51.5%	57.82%	569
Government	30.3%	33.21%	556

Breakdown of standalone institutions
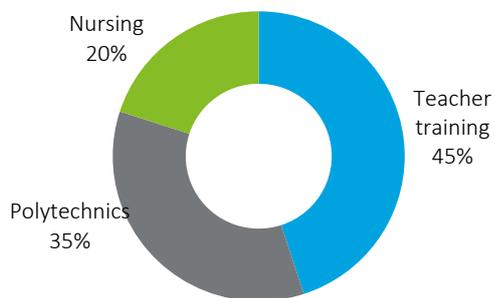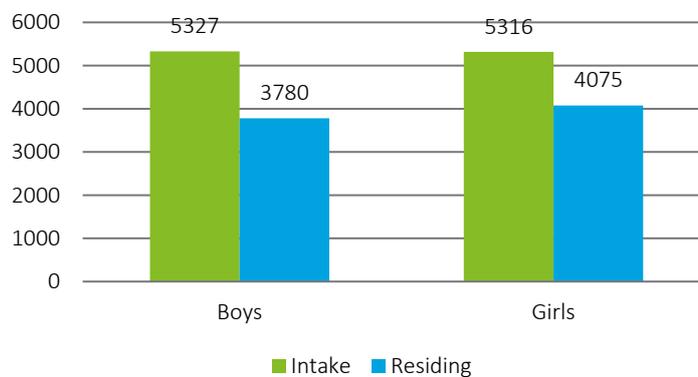
Hostel

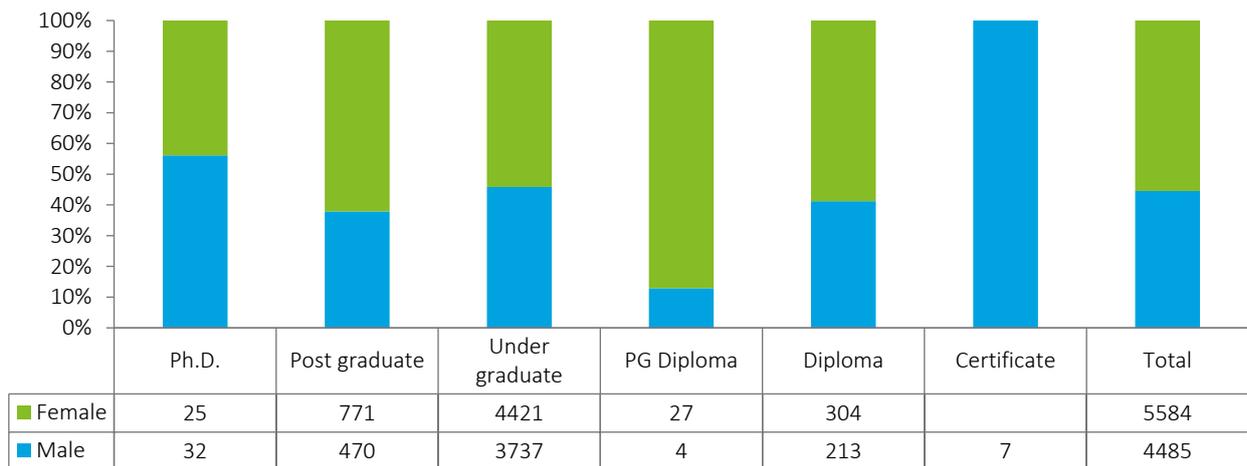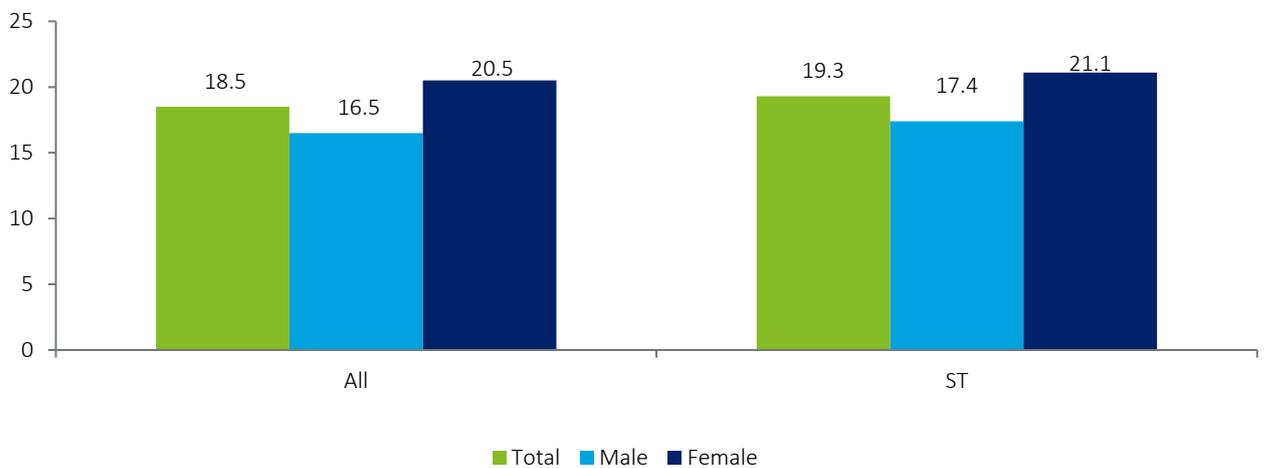**Source:** All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	307	28	2205	18743	95	963	21		22362
Male	270	10	1346	16442	23	827	17	6	18941

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Total
Female	25	771	4421	27	304		5584
Male	32	470	3737	4	213	7	4485

GER

All: Total 18.5, Male 16.5, Female 20.5
ST: Total 19.3, Male 17.4, Female 21.1

Total | Male | Female

Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Nagaland	India
Pupil Teacher Ratio (PTR)	17	23
Teachers per college	27.5	29.7
Non-teaching staff per college	25.3	25.5

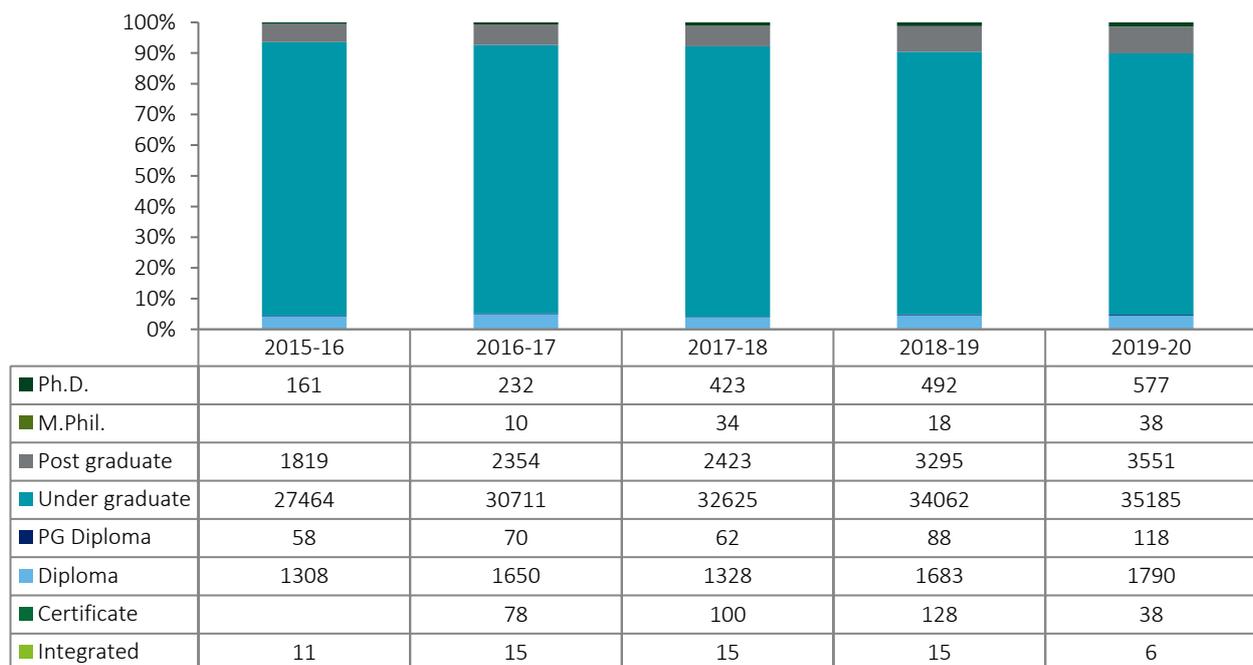Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	51.8%	48.2%	0.5%	86.5%	0.2%	1.5%	99.2%
Share of enrolment	45.5%	54.5%	0.8%	91.9%	1.9%	0.1%	36.4%
Share of teaching staff	43.7%	56.3%	2.0%	80.8%	4.6%	0.1%	85.8%
Share of non-teaching staff	64.4%	35.6%	1.3%	85.8%	2.4%	0.4%	48.7%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

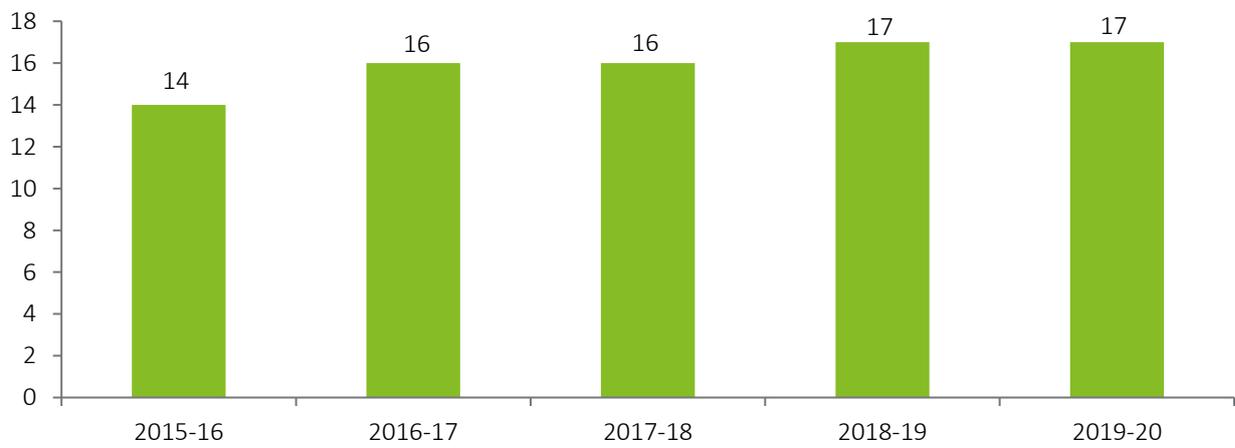## Timeseries analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	161	232	423	492	577
■ M.Phil.		10	34	18	38
■ Post graduate	1819	2354	2423	3295	3551
■ Under graduate	27464	30711	32625	34062	35185
■ PG Diploma	58	70	62	88	118
■ Diploma	1308	1650	1328	1683	1790
■ Certificate		78	100	128	38
■ Integrated	11	15	15	15	6

GER during the last five years
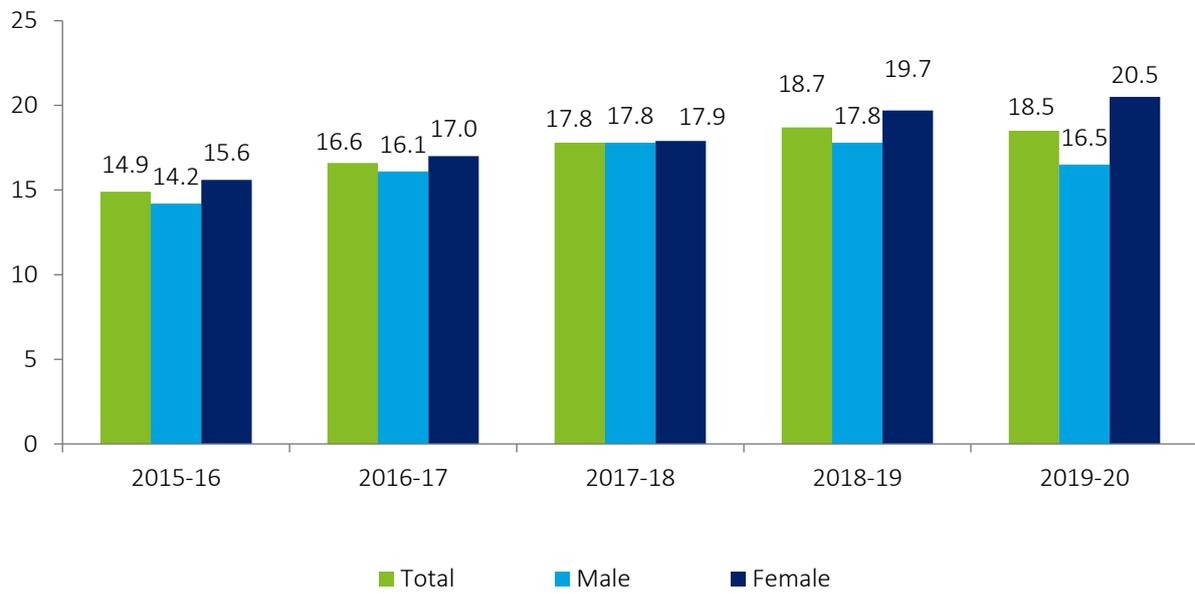
PTR during the last five years

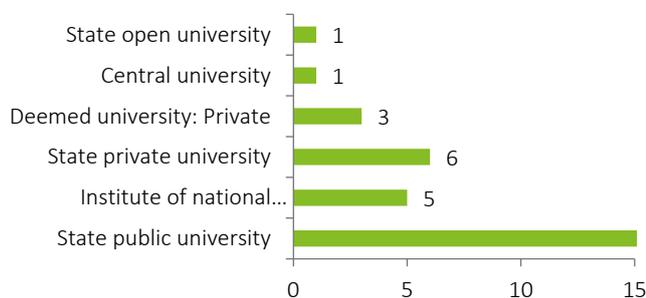**Source:** All India Survey of Higher Education, MoE 2019-20

25. Odisha

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	419.7	212.1	207.6
Literacy rate[1]	72.9%	81.6%	64.0%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	46.6 (11.1%)	23.2 (10.9%)	23.3 (11.2%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	3.3%	3.2%	3.4%
Gross Enrolment Ratio[2]	21.7	23.0	20.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

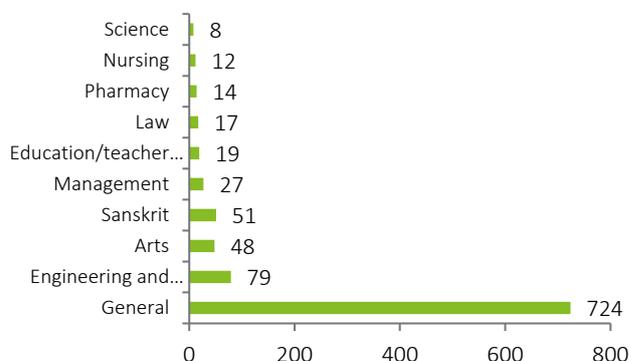## Education infrastructure

University by type

State open university	1
Central university	1
Deemed university: Private	3
State private university	6
Institute of national…	5
State public university	15

University by specialisation

Agriculture	1
Sanskrit	1
Science	2
Medical	3
Management	2
Law	1
Cultural studies	0
Technical	7
General	14

College by type

Recognised centre 0%
Constituent/ university college 4%
Affiliated 96%

Colleges by specialisation

Science	8
Nursing	12
Pharmacy	14
Law	17
Education/teacher…	19
Management	27
Sanskrit	51
Arts	48
Engineering and…	79
General	724
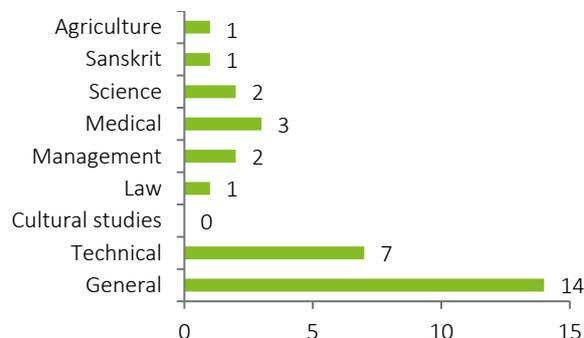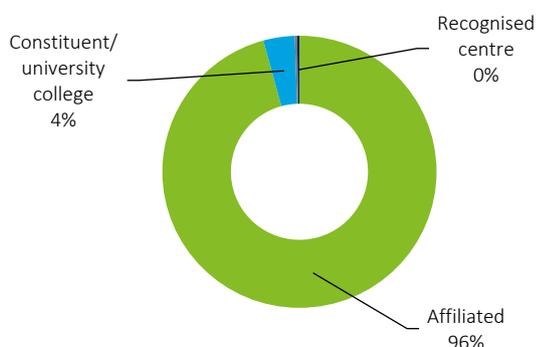
College and institution indicators

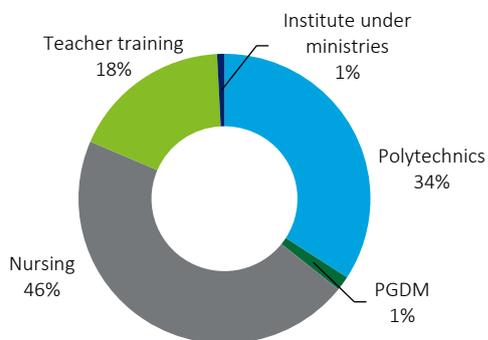| Indicator	Universities	Colleges	Standalone
Total number of institutions	32	1,087	386
Average enrolment per institution	5,099	653	317
Total estimated enrolment (in lakh)	1.63	7.09	1.22

College indicators

College type	Odisha	Share in India
Affiliated colleges	1,061	2.6%
Constituent/ University college	41	2.3%
PG/Off-campus centre	3	1.6%
Recognised centre	3	0.2%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	26.2%	19.7%	495
Private aided	40.1%	42.42%	697
Government	33.7%	37.92%	741

Breakdown of standalone institutions
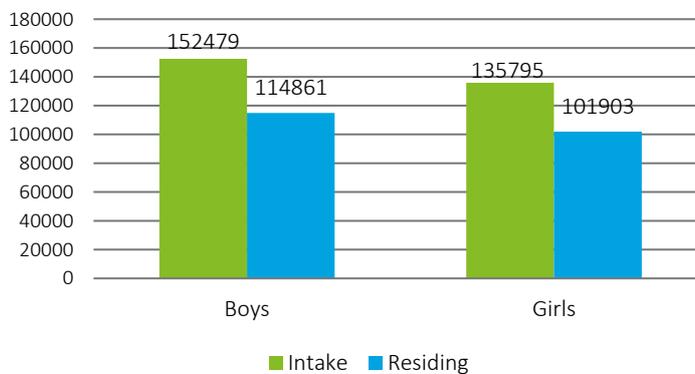
Teacher training 18%
Institute under ministries 1%
Polytechnics 34%
PGDM 1%
Nursing 46%

Hostel

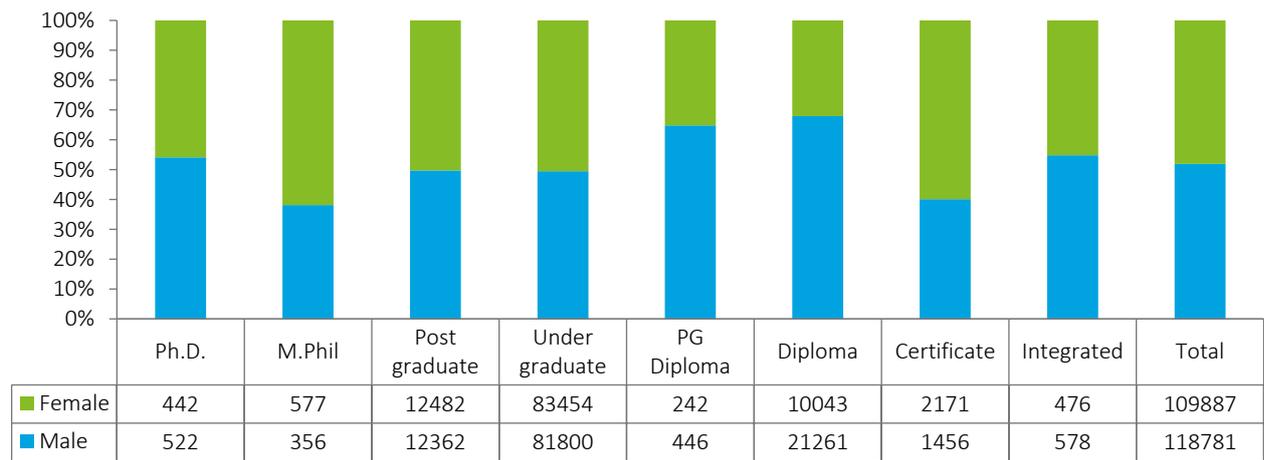|	Intake	Residing
Boys	152479	114861
Girls	135795	101903

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
■ Female	1423	584	34649	353662	435	34198	5735	4458	435144
■ Male	1923	419	35798	363971	649	88758	3383	4452	499353

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
■ Female	442	577	12482	83454	242	10043	2171	476	109887
■ Male	522	356	12362	81800	446	21261	1456	578	118781

GER

	All	SC	ST
Total	21.7	19.7	13.5
Male	23.0	21.8	14.6
Female	20.3	17.6	12.4
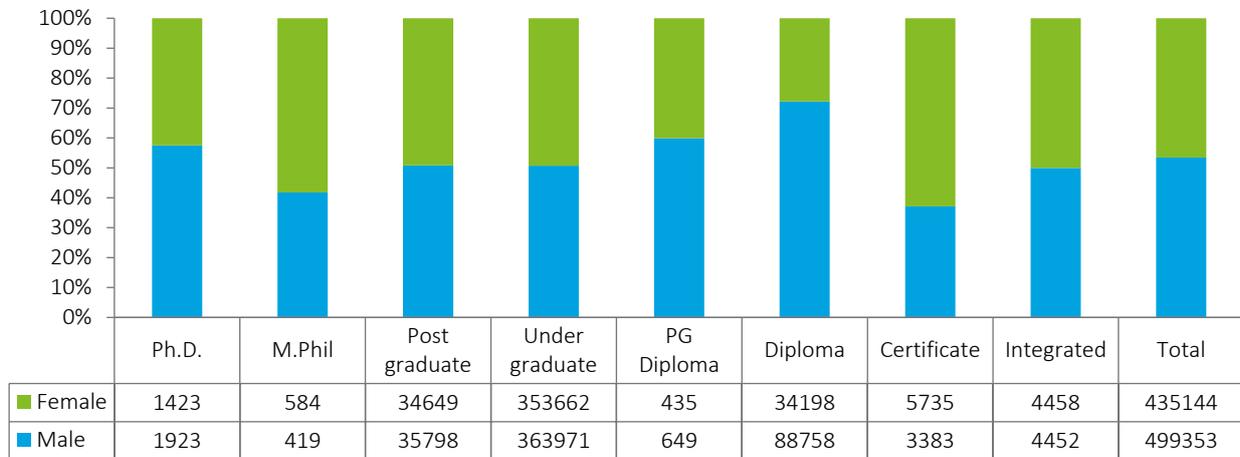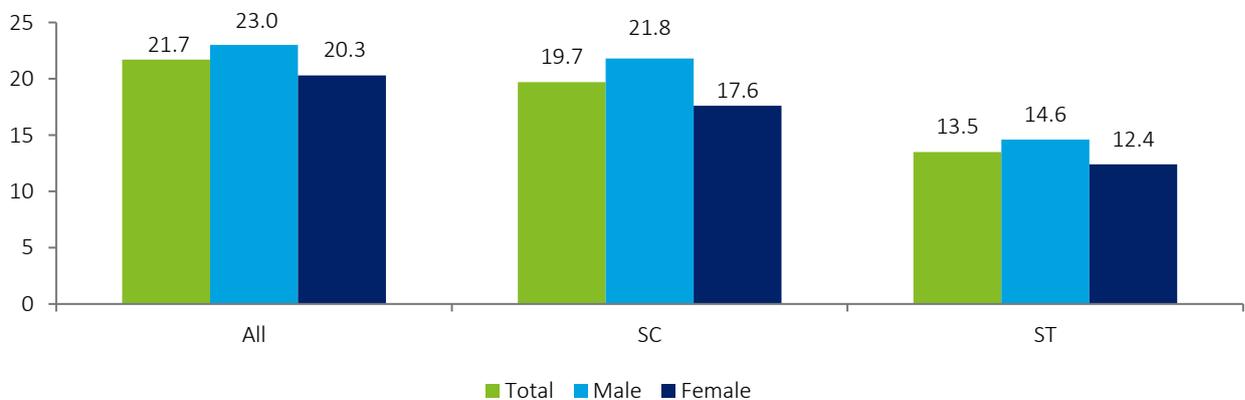
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Odisha	India
Pupil Teacher Ratio (PTR)	23	23
Teachers per college	26.88	29.7
Non-teaching staff per college	25.08	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.5%	49.5%	17.1%	22.8%	33.2%	3.0%	3.5%
Share of enrolment	53.2%	46.8%	16.1%	13.6%	21.4%	0.2%	1.4%
Share of teaching staff	62.6%	37.4%	5.0%	2.9%	14.2%	0.3%	2.2%
Share of non-teaching staff	73.3%	26.7%	9.8%	4.7%	17.9%	0.4%	1%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	2625	2474	2982	3722	3346
■ M.Phil.	1101	1248	1080	1161	1003
■ Post graduate	45428	49557	55196	61886	70447
■ Under graduate	712531	740478	765592	752030	717633
■ PG Diploma	641	598	962	923	1084
■ Diploma	100477	119348	119753	125515	122956
■ Certificate	8791	9371	7473	10059	9118
■ Integrated	3616	5326	6587	7750	8910

GER during the last five years

GER during the last five years

Year	Total	Male	Female
2015-16	19.6	21.5	17.8
2016-17	21.0	23.0	18.9
2017-18	22.0	23.8	20.1
2018-19	22.1	24.2	20.0
2019-20	21.7	23.0	20.3

PTR during the last five years

Year	PTR
2015-16	20
2016-17	25
2017-18	26
2018-19	25
2019-20	23
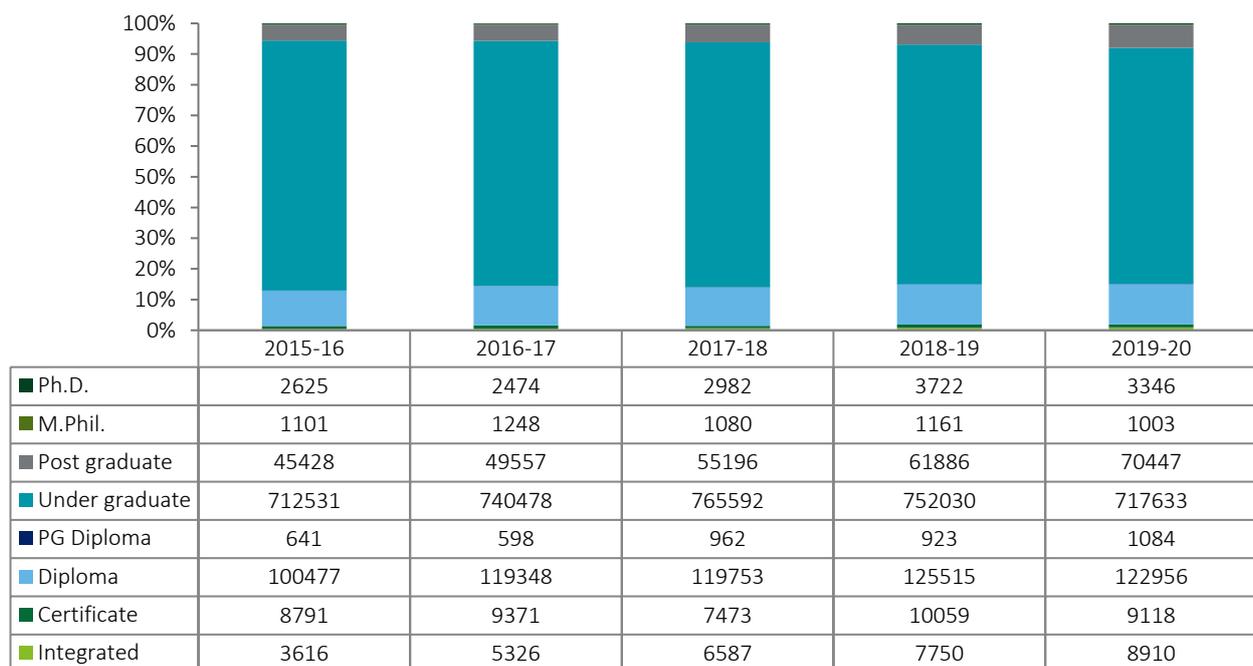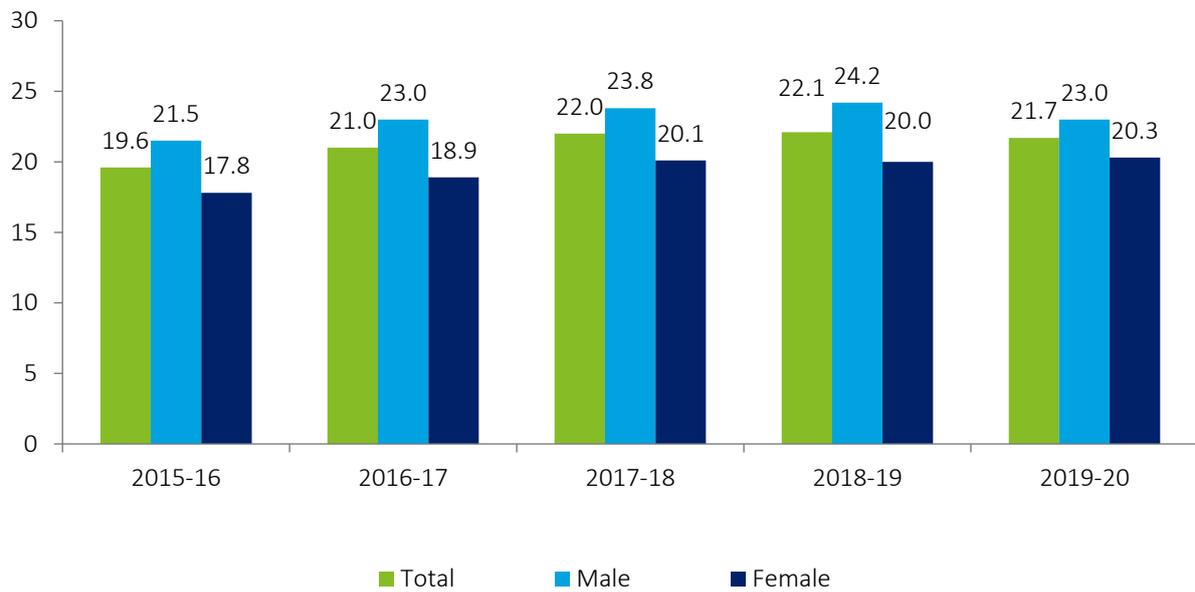
Source: All India Survey of Higher Education, MoE 2019-20

26. Puducherry

Key indicators

Indicator	Total	Male	Female
Total UT population (in lakh)[1]	12.5	6.1	6.4
Literacy rate[1]	85.9%	91.3%	79.9%
Population in the 18-23 age group (in lakh)[1] Share in the total UT population (%)	1.5 (12.1%)	0.8 (12.6%)	0.7 (11.7%)
Share of UT in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio[2]	46.3	41.0	52.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
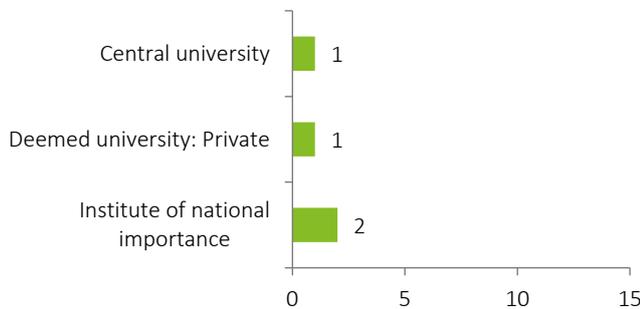
University by type

University by specialisation
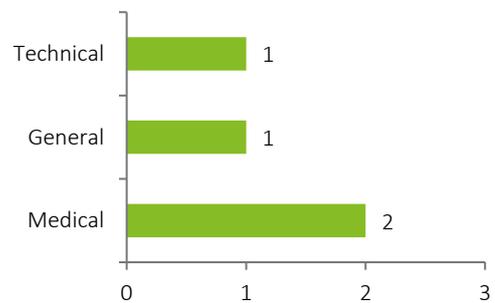
College by type
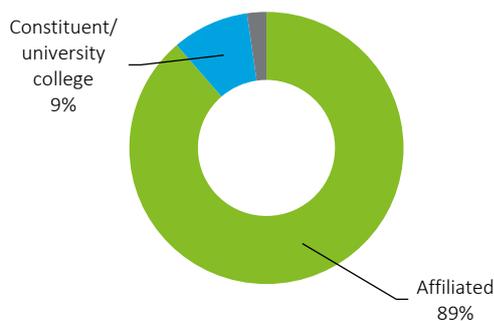
Colleges by specialisation
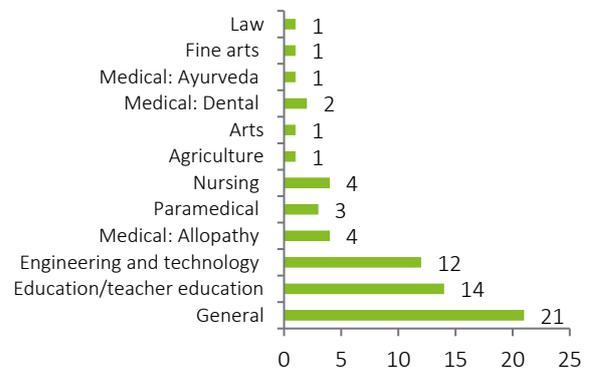
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	4	79	14
Average enrolment per institution	7524	583	283
Total estimated enrolment (in lakh)	0.3	0.46	0.04

College indicators

College type	Odisha	Share in India
Affiliated colleges	78	0.2%
Constituent/ University college	8	0.4%
PG/Off-campus centre	2	1.1%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	62.3%	49.1%	526
Private aided	1.4%	0.14%	66
Government	36.2%	50.72%	935

Breakdown of standalone institutions
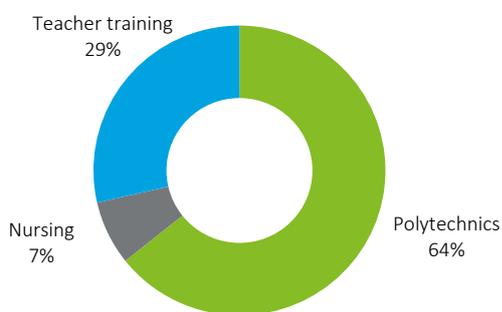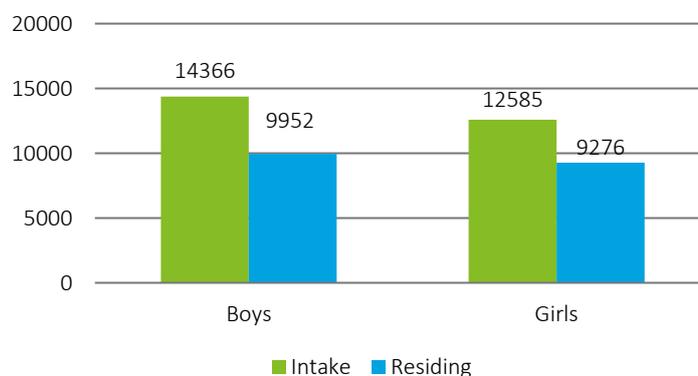
Teacher training 29%
Polytechnics 64%
Nursing 7%

Hostel

	Boys	Girls
Intake	14366	12585
Residing	9952	9276

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Integrated	Total
Female	217	46	5473	28309	54	1122	492	35713
Male	291	21	4134	22863	52	2866	532	30759

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Integrated	Total
Female	36	49	2135	6281	53	188	68	8810
Male	61	6	3936	3746	94	467	49	8359

GER

	All			SC		
	Total	Male	Female	Total	Male	Female
	46.3	41.0	52.6	35.7	33.4	38.3
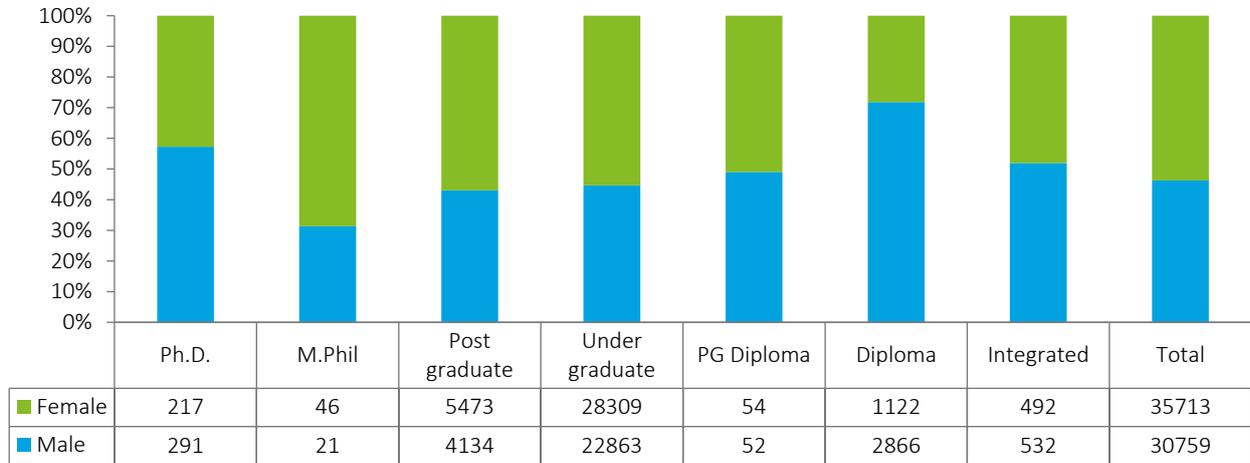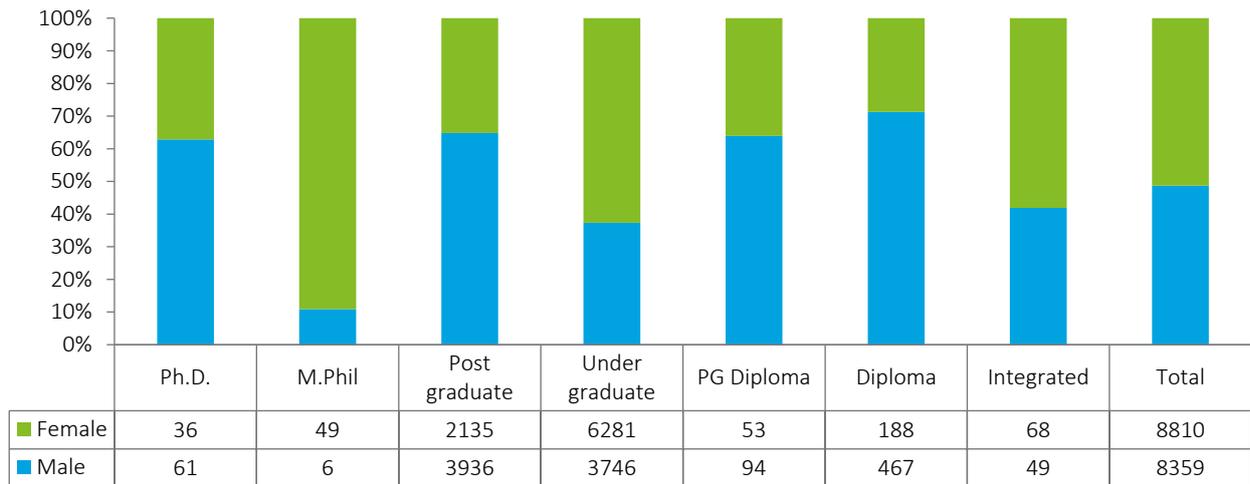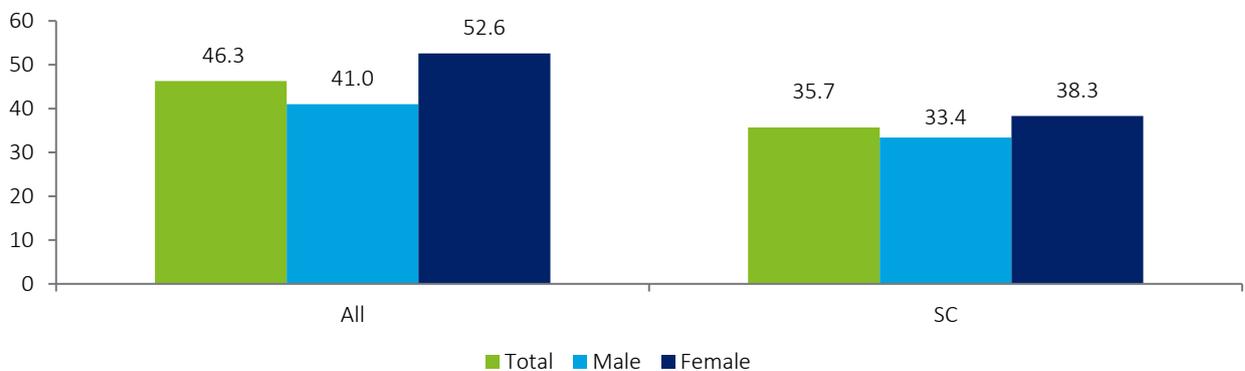
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Puducherry	India
Pupil Teacher Ratio (PTR)	10	23
Teachers per college	74.08	29.7
Non-teaching staff per college	147.44	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	49.1%	50.9%	15.7%	0.0%	77.1%	2.4%	11.6%
Share of enrolment	47.6%	52.4%	12.6%	1.3%	60.7%	0.4%	7.7%
Share of teaching staff	56.1%	43.9%	10.6%	0.7%	56.8%	0.6%	12.4%
Share of non-teaching staff	48.5%	51.5%	25.8%	0.9%	53.7%	0.5%	4.4%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
Ph.D.	932	938	776	802	508
M.Phil.	60	80	66	66	67
Post graduate	8134	7749	7990	8716	9607
Under graduate	42785	43131	45592	51652	51172
PG Diploma	310	229	121	168	106
Diploma	4812	4304	4476	4042	3988
Certificate	2	2	16	13	
Integrated	1288	1146	1237	963	1024
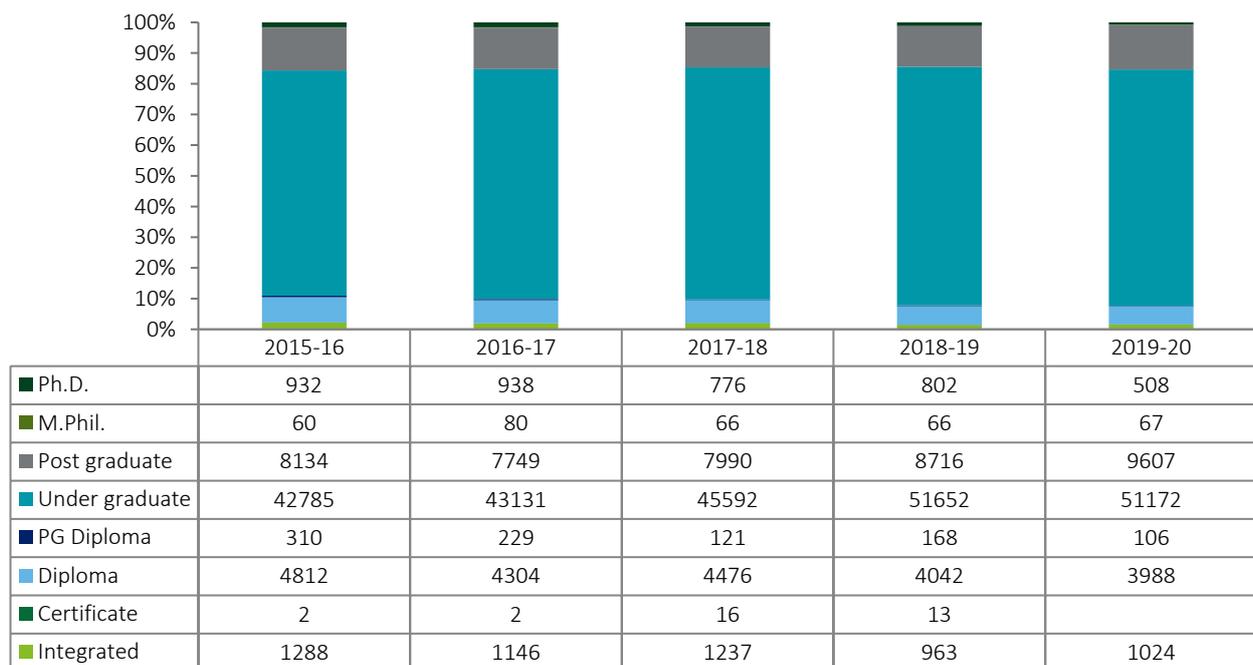
GER during the last five years
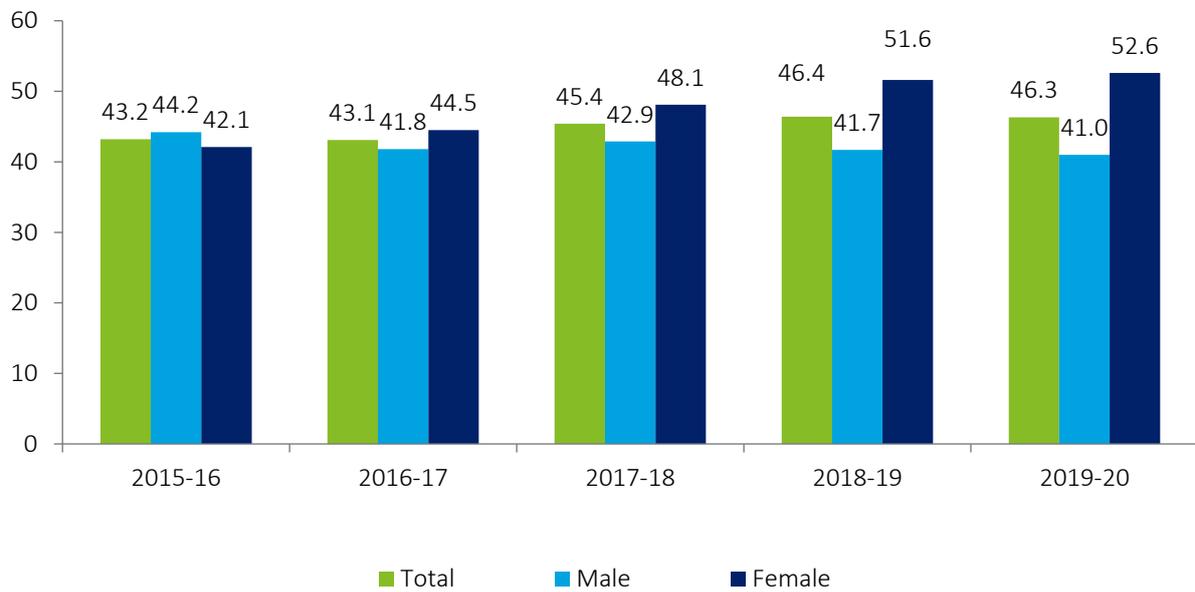
PTR during the last five years
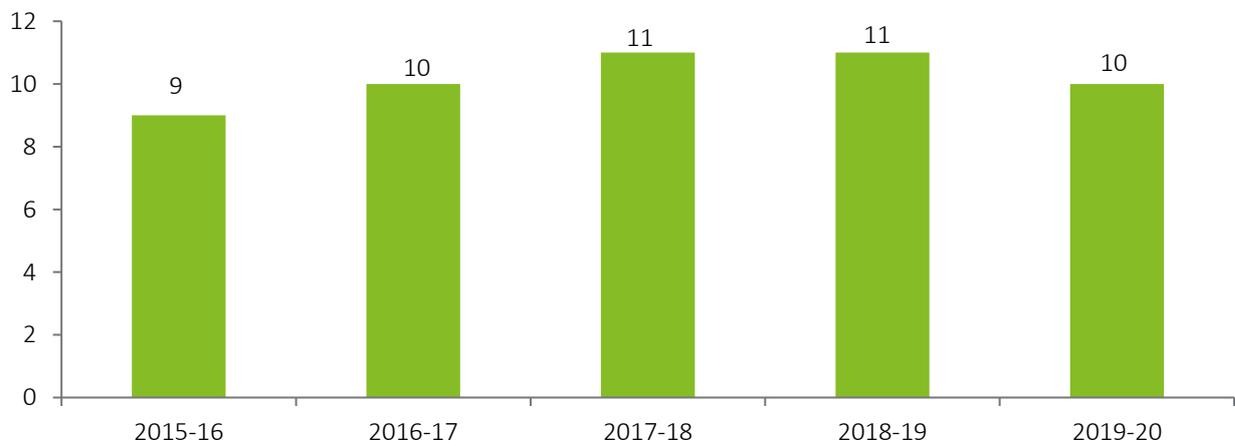
Source: All India Survey of Higher Education, MoE 2019-20

27. Punjab

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	277.4	146.4	131
Literacy rate[1]	75.8%	80.4%	70.7%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	32.5 (11.7%)	17.7 (12.1%)	14.8 (11.3%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.3%	2.4%	2.2%
Gross Enrolment Ratio[2]	28.2	25.1	32.1

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
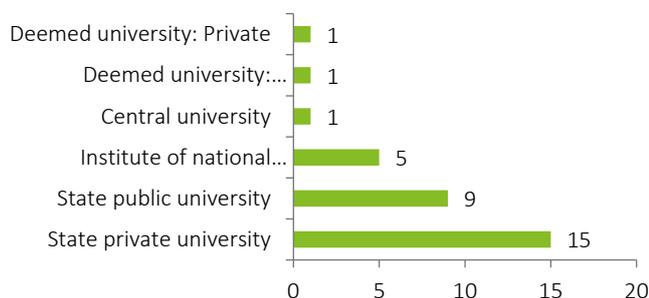
University by type

University by specialisation
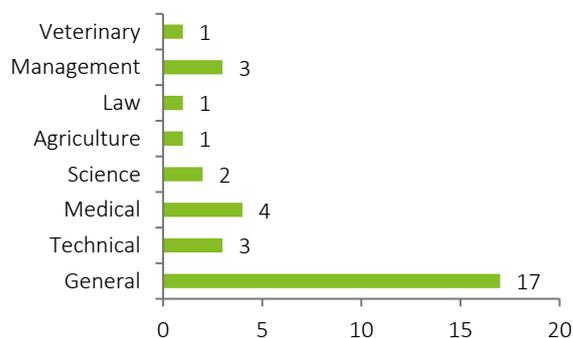
College by type
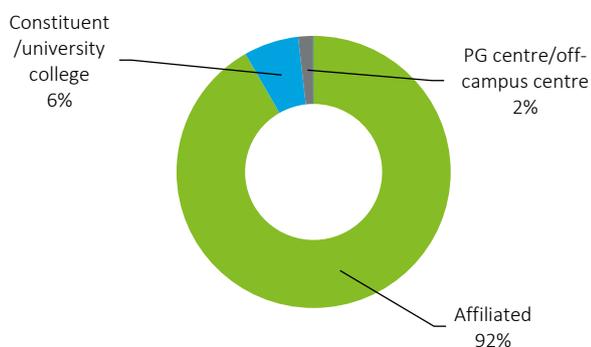
Colleges by specialisation
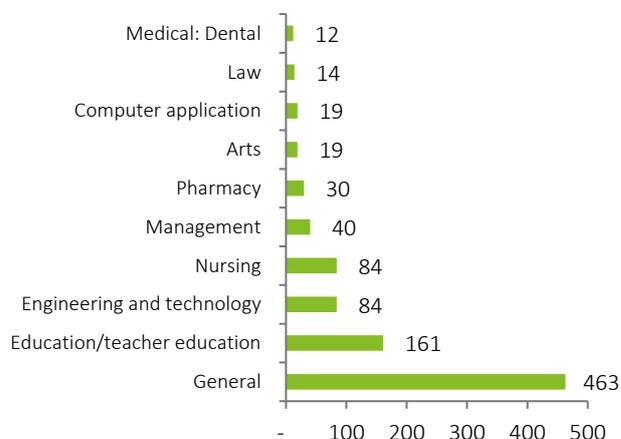
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	32	1079	421
Average enrolment per institution	7619	486	164
Total estimated enrolment (in lakh)	2.44	5.24	0.69

College indicators

College type	Punjab	Share in India
Affiliated colleges	1018	2.5%
Recognised centre	1	0.1%
Constituent/ University college	72	4.0%
PG/Off-campus centre	19	10.2%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	63.2%	39.4%	325
Private aided	17.0%	30.22%	927
Government	19.8%	30.35%	800

Breakdown of standalone institutions
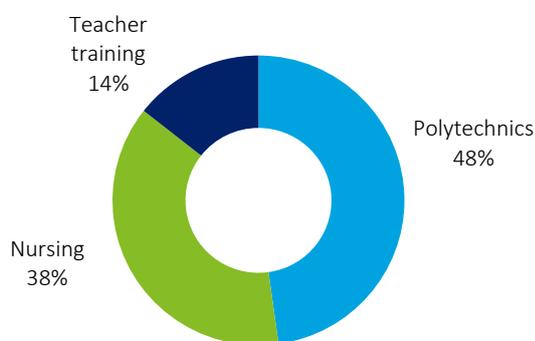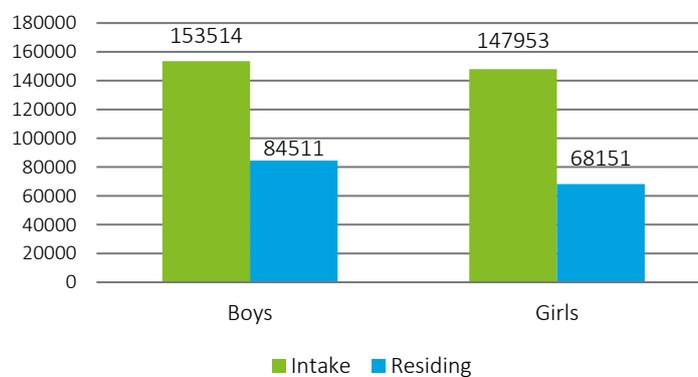
Hostel

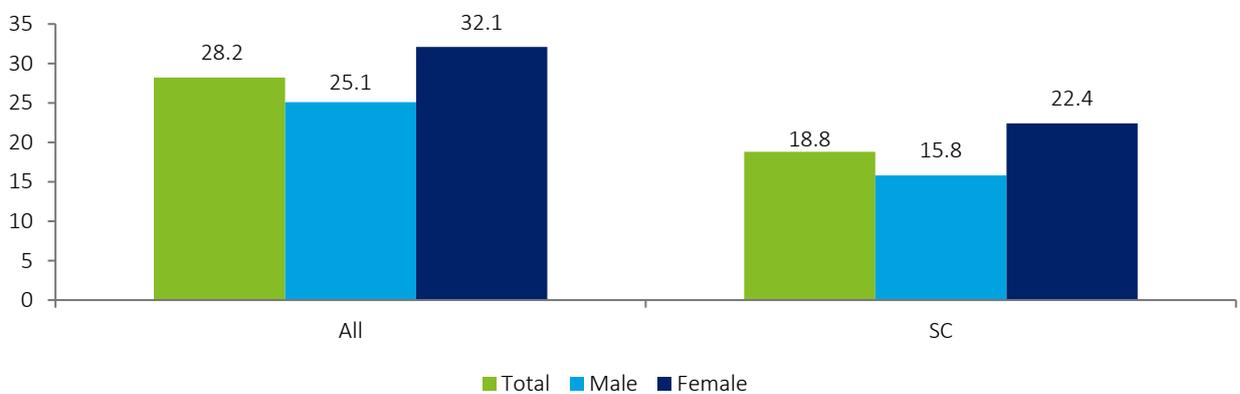**Source:** All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	4888	315	57741	302541	3195	35448	897	7025	412050
Male	4111	307	30990	289293	2144	59507	571	6459	393382

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	383	96	30157	94084	2487	14616	621	655	143099
Male	363	74	14002	57679	1149	15748	250	672	89937

GER

	All	SC
Total	28.2	18.8
Male	25.1	15.8
Female	32.1	22.4
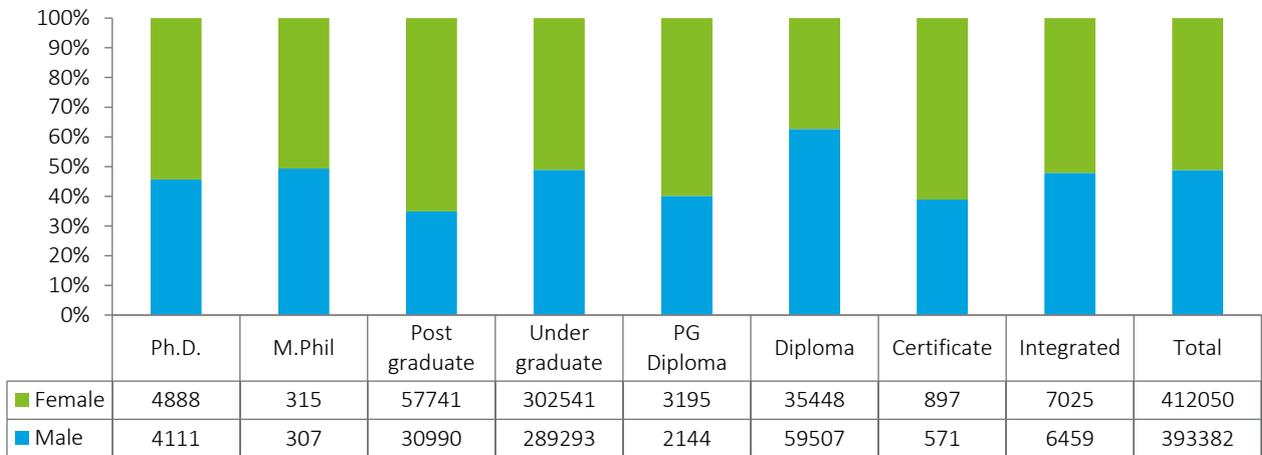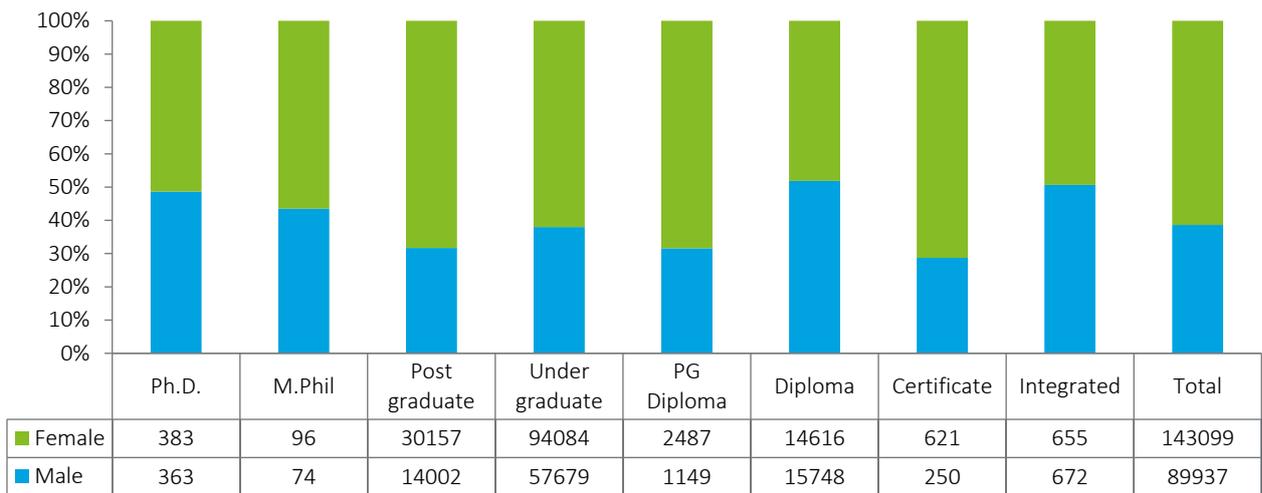
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Punjab	India
Pupil Teacher Ratio (PTR)	15	23
Teachers per college	37.68	29.7
Non-teaching staff per college	33.03	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	52.8%	47.2%	31.9%	0.1%	16.1%	2.4%	63.2%
Share of enrolment	48.9%	51.1%	22.9%	0.6%	12.8%	0.1%	18%
Share of teaching staff	40.5%	59.5%	7.1%	0.1%	5.2%	0.2%	51.5%
Share of non-teaching staff	63.2%	36.8%	22.2%	0.3%	8.0%	0.6%	11.9%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
Ph.D.	4680	6843	6877	9095	8999
M.Phil.	1226	1223	902	736	622
Post graduate	96455	96796	107232	91171	88731
Under graduate	592455	614099	674748	656339	591834
PG Diploma	6695	6284	6946	5861	5339
Diploma	130313	128612	126106	102387	94955
Certificate	1982	1876	1284	1563	1468
Integrated	6810	8311	9911	11957	13484
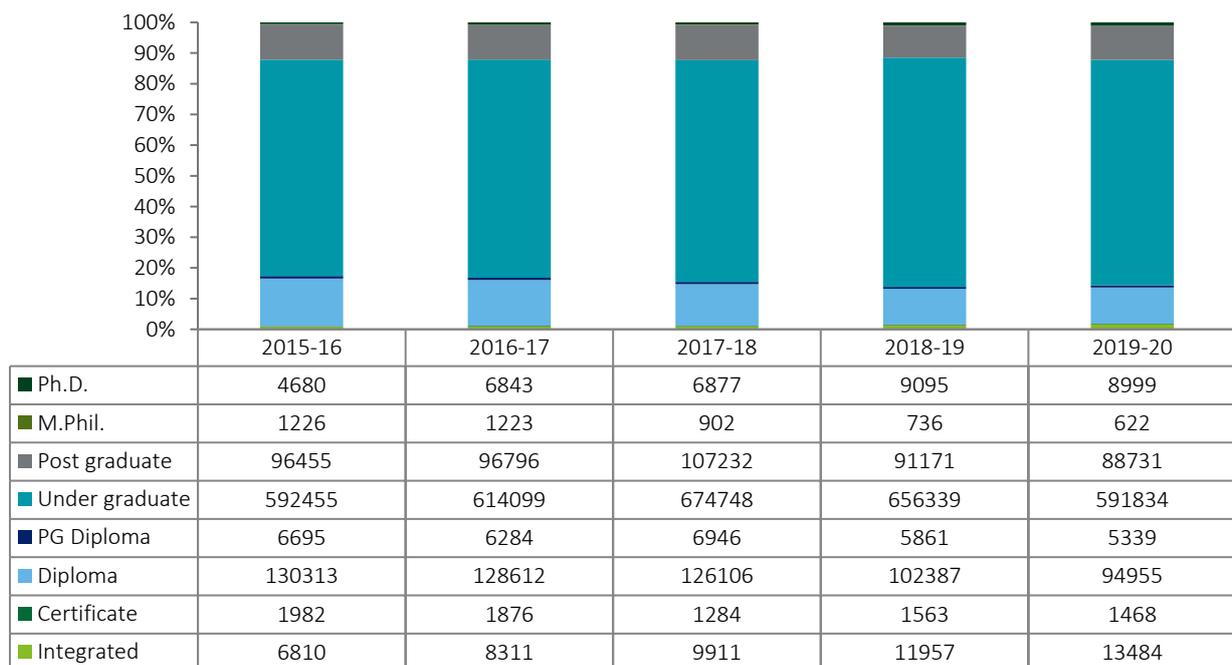
GER during the last five years
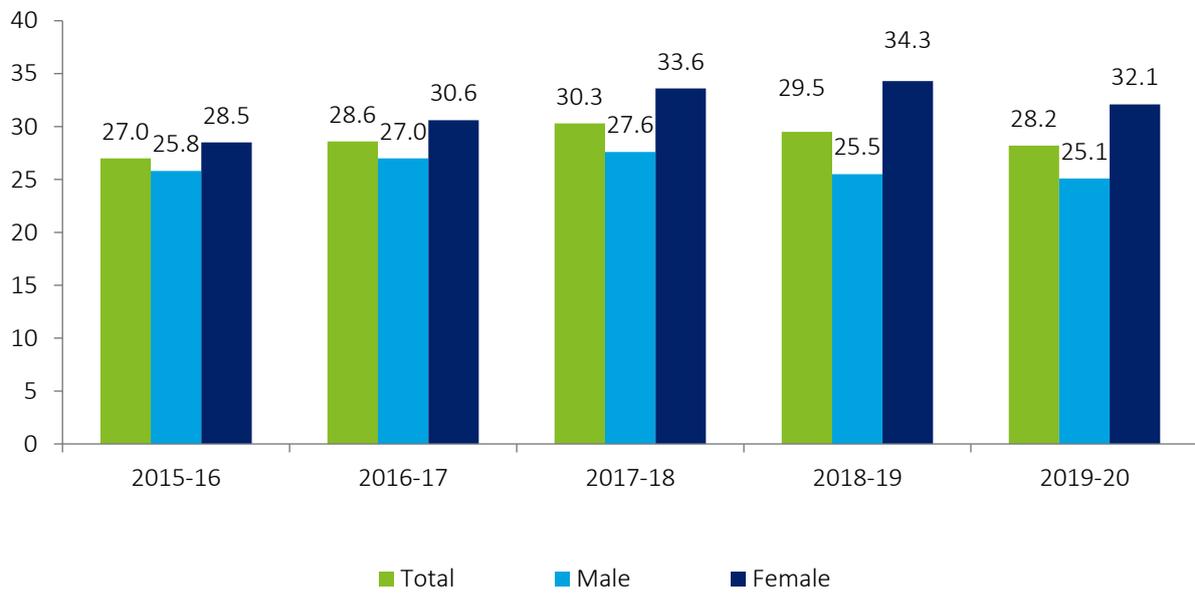
PTR during the last five years
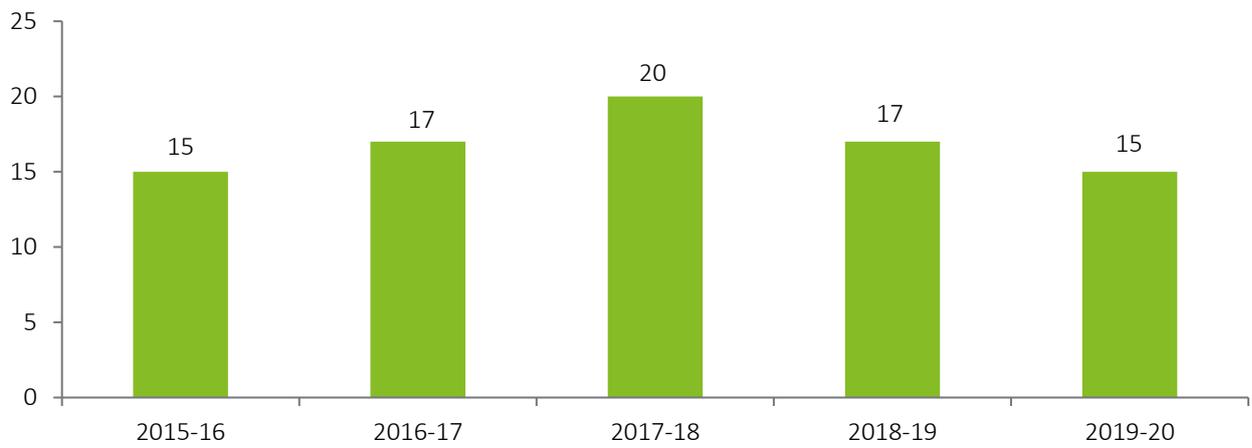
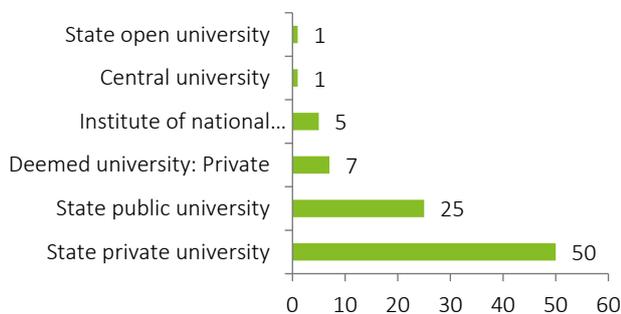**Source:** All India Survey of Higher Education, MoE 2019-20

28. Rajasthan

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	685.5	355.5	330.0
Literacy rate[1]	66.1%	79.2%	52.1%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	87.1 (12.7%)	45.5 (12.8%)	41.6 (12.6%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	6.2%	6.2%	6.1%
Gross Enrolment Ratio[2]	24.1	24.3	23.9

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

University by type

State open university 1
Central university 1
Institute of national… 5
Deemed university: Private 7
State public university 25
State private university 50

(x-axis: 0, 10, 20, 30, 40, 50, 60)

University by specialisation

Veterinary 1
Sanskrit 1
Management 1
Law 1
Education 0
Agriculture 6
Technical 11
Medical 8
General 50

(x-axis: 0, 20, 40, 60)

College by type

PG centre/off-campus centre 0%
Recognised centre 2%
Constituent /university college 1%
Affiliated 97%

Colleges by specialisation

Sanskrit 45
Pharmacy 61
Law 45
Engineering and… 79
Arts 115
Nursing 120
Education/teacher… 358
General 2,137

(x-axis: -, 1,000, 2,000, 3,000)
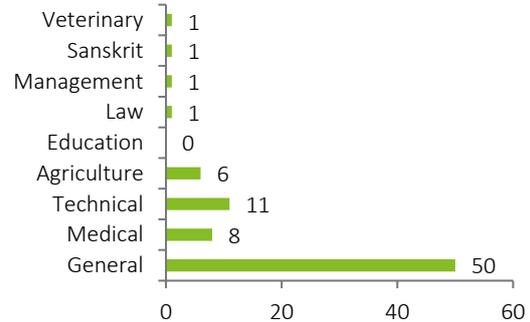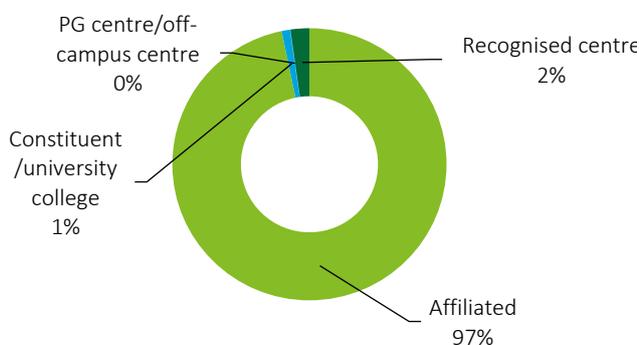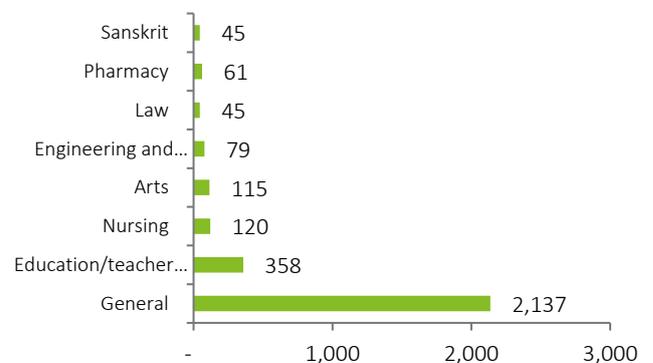
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	89	3380	567
Average enrolment per institution	4878	475	116
Total estimated enrolment (in lakh)	4.34	16.04	0.66

College indicators

College type	Rajasthan	Share in India
Affiliated colleges	3354	8.2%
Recognised centre	77	6.0%
Constituent/ University college	34	1.9%
PG/Off-campus centre	2	1.1%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	71.1%	52.7%	384
Private aided	7.4%	5.24%	367
Government	21.5%	42.03%	1009

Breakdown of standalone institutions
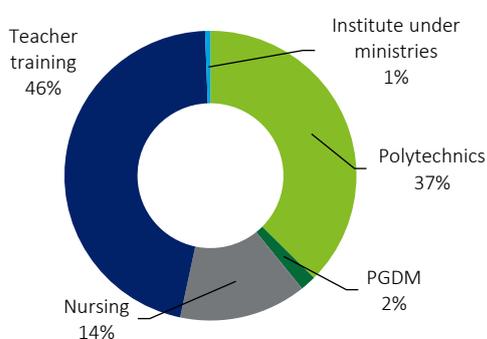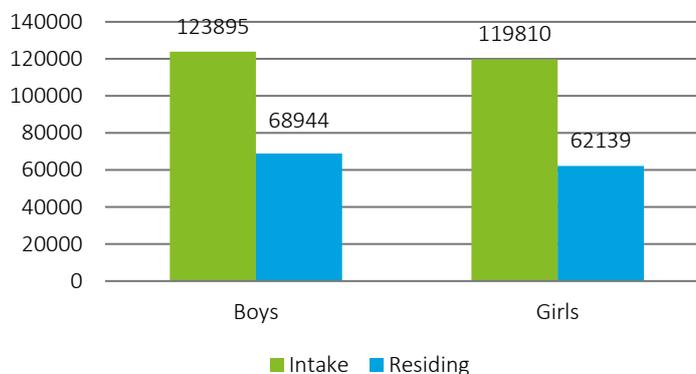
Teacher training 46%
Institute under ministries 1%
Polytechnics 37%
PGDM 2%
Nursing 14%

Hostel

Boys — Intake 123895, Residing 68944
Girls — Intake 119810, Residing 62139

■ Intake ■ Residing

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	5372	203	107686	823253	2578	26205	5390	24607	995294
Male	5478	261	79931	837759	3012	73593	4678	29964	1034676

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1087	264	52733	275271	2234	10127	3519	3733	348968
Male	1060	303	43684	233895	3051	19048	3235	3709	307985

GER
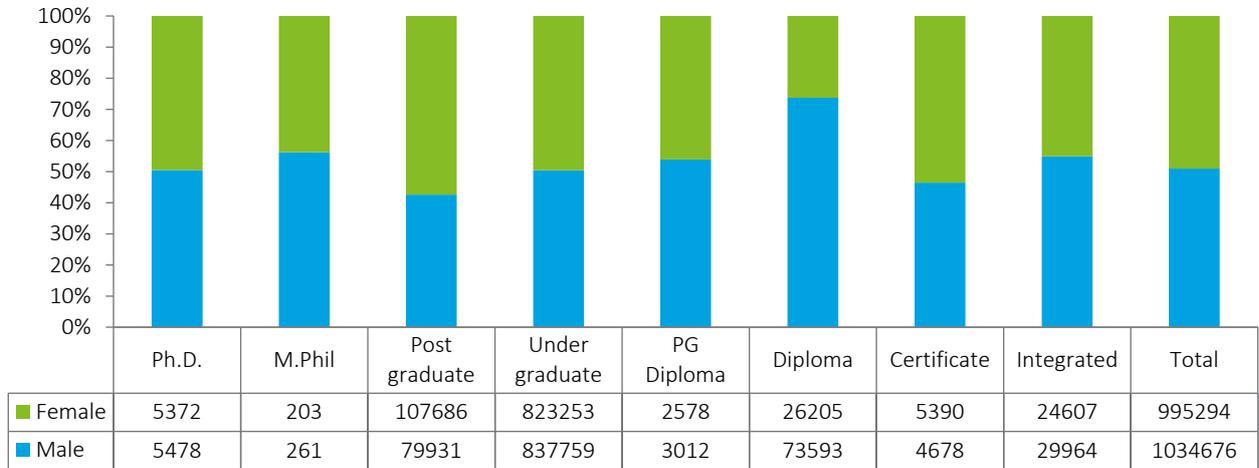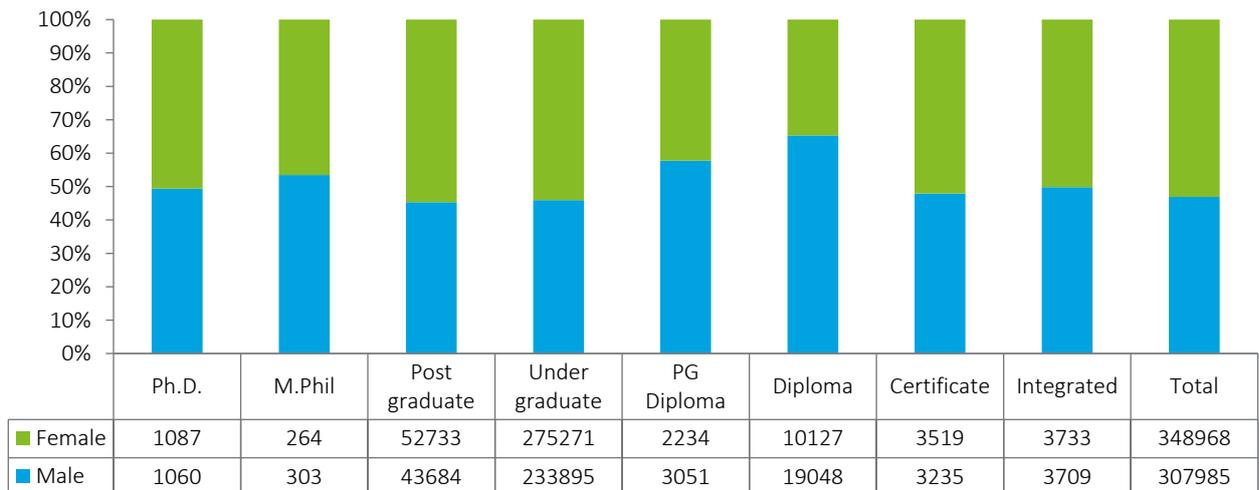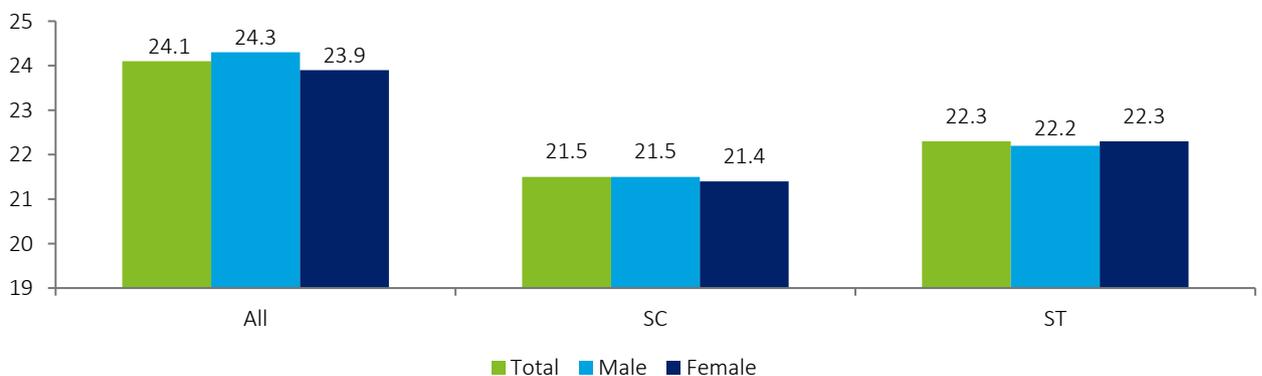
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Rajasthan	India
Pupil Teacher Ratio (PTR)	26	23
Teachers per college	21.5	27.9
Non-teaching staff per college	16	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	51.9%	48.1%	17.8%	13.5%	47.3%	2.3%	10.2%
Share of enrolment	52.2%	47.8%	15.9%	11.5%	40.8%	0.5%	2.9%
Share of teaching staff	63.4%	36.6%	7.9%	3.2%	30.8%	0.3%	6.1%
Share of non-teaching staff	75.4%	24.6%	14.6%	6.5%	30.5%	0.5%	3.3%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	4134	7010	7979	10441	10850
■ M.Phil.	609	611	355	276	464
■ Post graduate	139647	116340	141852	143695	187617
■ Under graduate	1400519	1420951	1496829	1653435	1661012
■ PG Diploma	4521	4856	5505	4922	5590
■ Diploma	98120	92127	105245	94763	99798
■ Certificate	5227	6843	7305	8033	10068
■ Integrated	8600	10113	13066	28414	54571
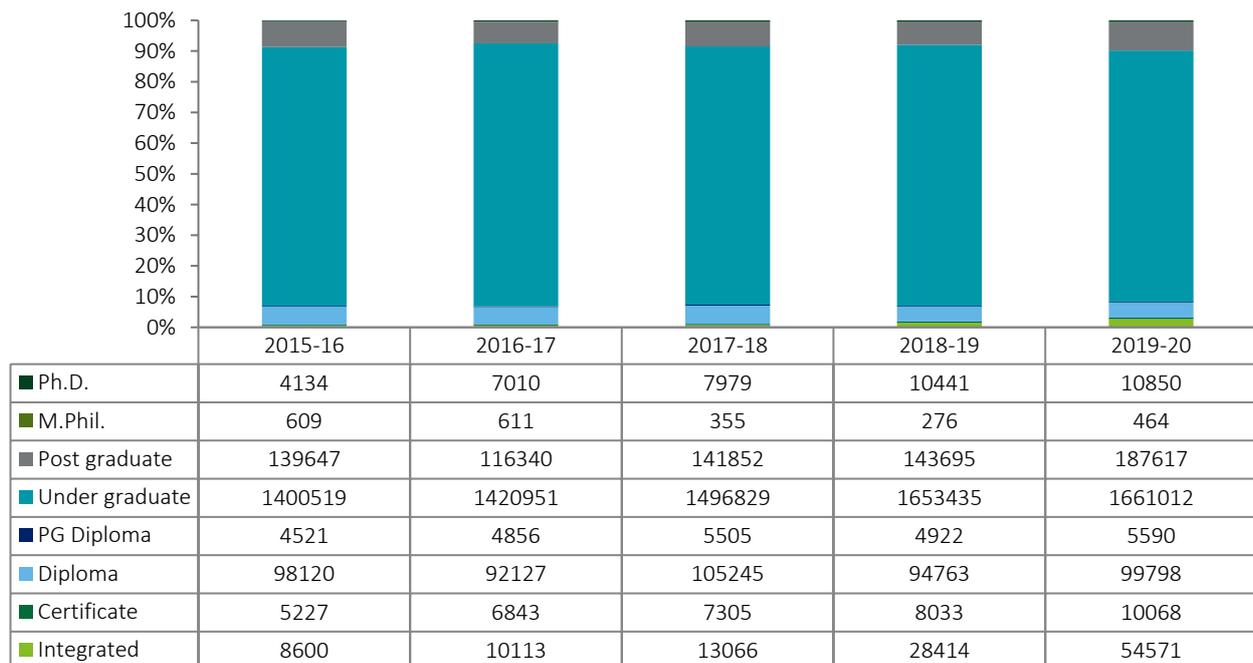
GER during the last five years
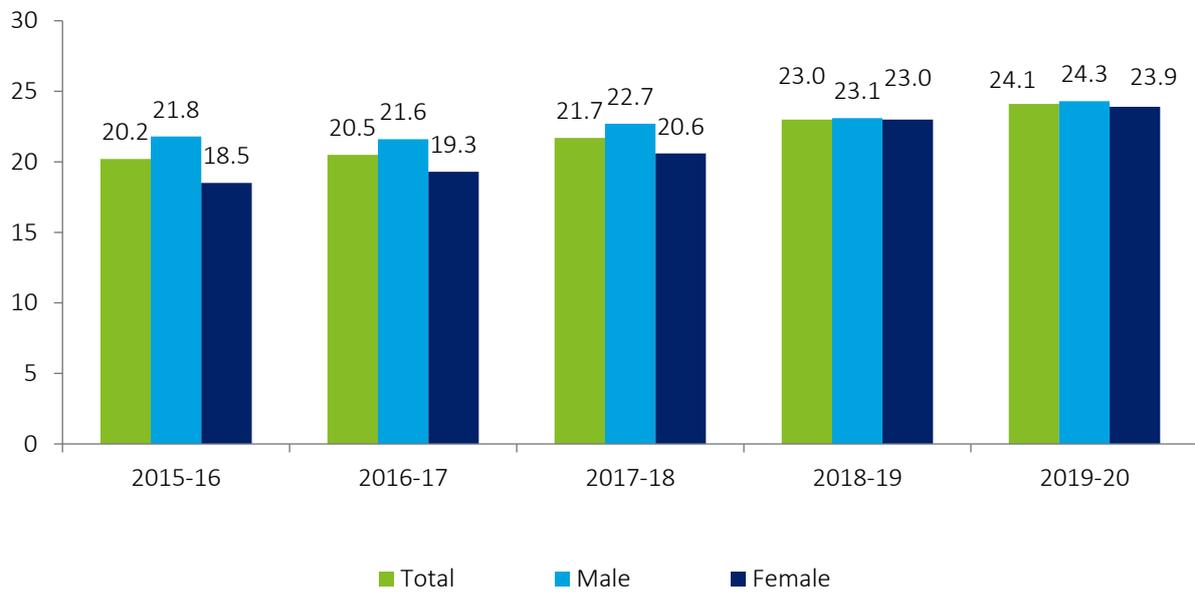
Total ■ Male ■ Female

PTR during the last five years

Source: All India Survey of Higher Education, MoE 2019-20

29. Sikkim

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	6.1%	3.2%	2.9%
Literacy rate[1]	81.4%	86.6%	75.6%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	0.8 (12.9%)	0.4 (12.6%)	0.4 (13.2%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio[2]	75.8	83.6	67.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
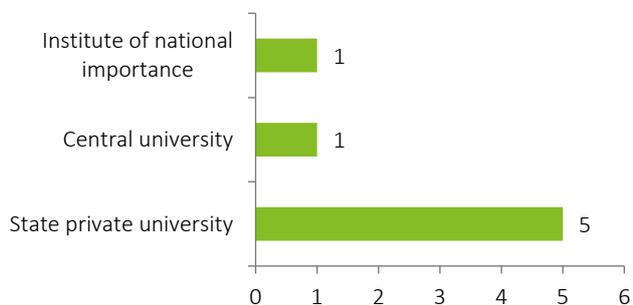
University by type

University by specialisation
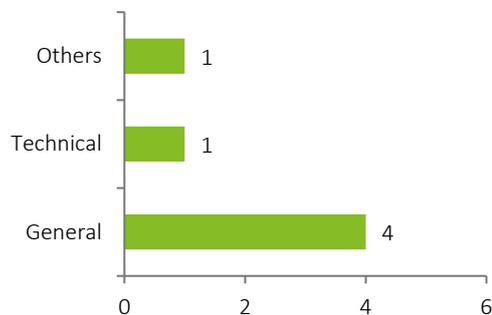
College by type
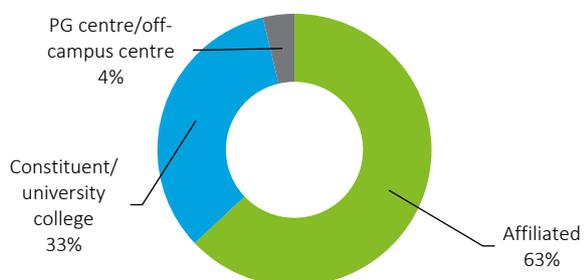
Colleges by specialisation
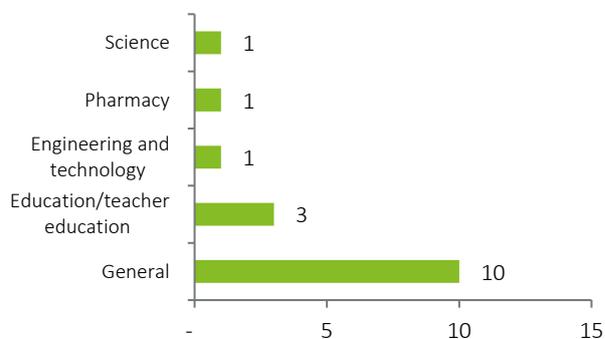
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	7	19	7
Average enrolment per institution	4014	632	208
Total estimated enrolment (in lakh)	0.28	0.12	0.01

College indicators

College type	Sikkim	Share in India
Affiliated colleges	17	0.0%
Constituent/ University college	9	0.5%
PG/Off-campus centre	1	0.50%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	26.3%	10.1%	243
Government	73.7%	89.9%	773

Breakdown of standalone institutions
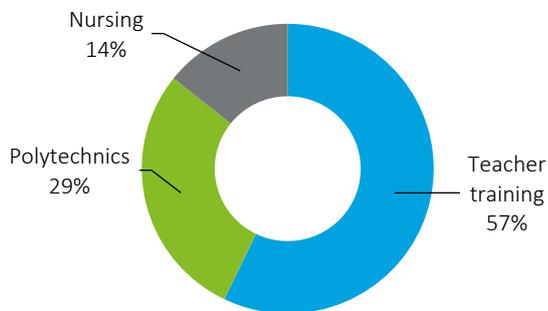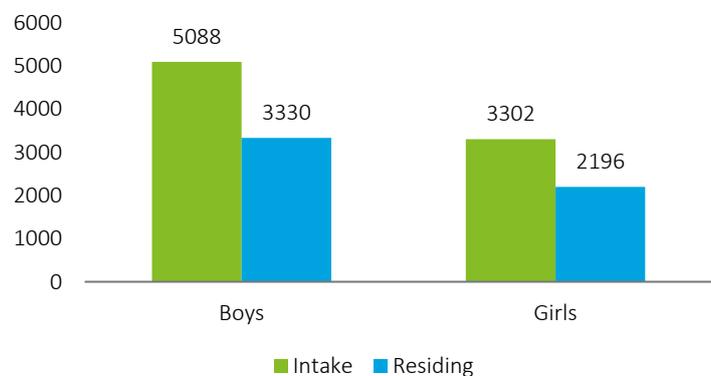
Nursing 14%
Polytechnics 29%
Teacher training 57%

Hostel

	Boys	Girls
Intake	5088	3302
Residing	3330	2196

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	Diploma	Certificate	Integrated	Total
Female	195	44	1540	9660	1053	6	198	12696
Male	215	43	1190	8412	1015	34	120	11029

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	Diploma	Certificate	Integrated	Total
Female	0	1596	2424	261	19	21	4321
Male	2	2032	2246	235	37	17	4569

GER

All: Total 75.8, Male 83.6, Female 67.6
SC: Total 34.8, Male 37.5, Female 32.2
ST: Total 35.1, Male 28.1, Female 42.0
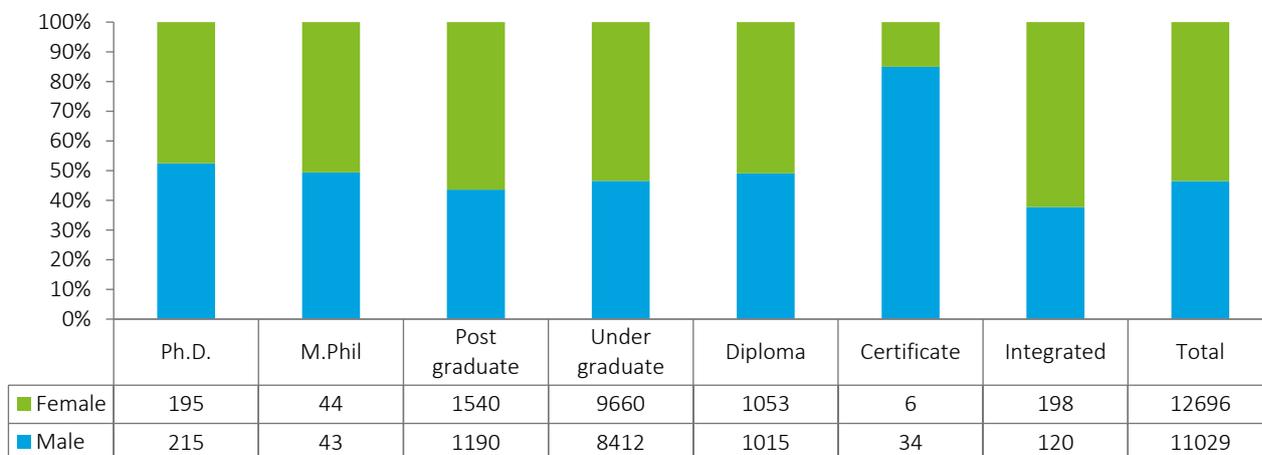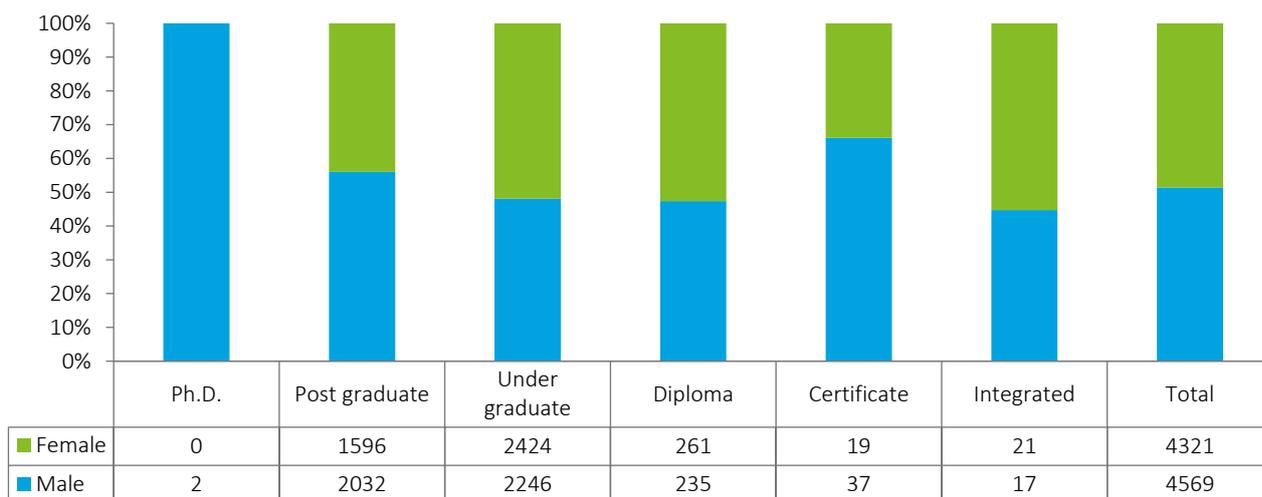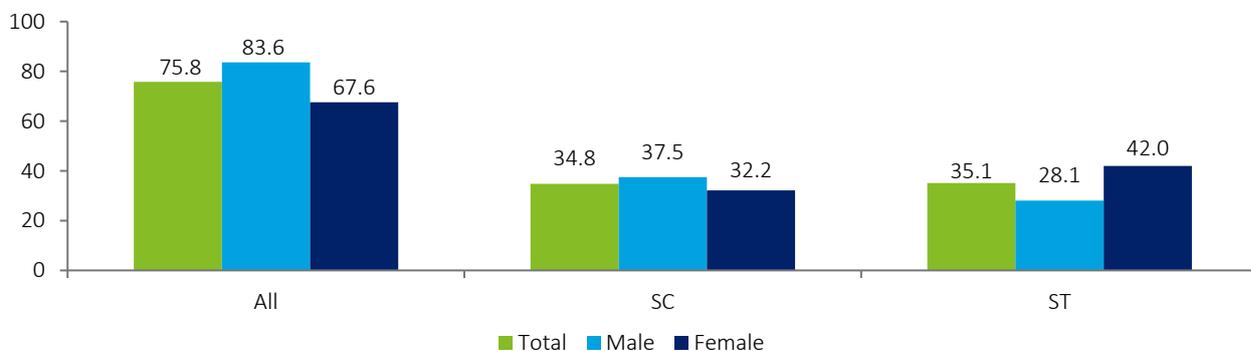
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Sikkim	India
Pupil Teacher Ratio (PTR)	14	23
Teachers per college	50.32	29.7
Non-teaching staff per college	40.21	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	52.9%	47.1%	4.6%	33.8%	50.6%	3.0%	33.2%
Share of enrolment	56.9%	43.1%	2.2%	15.5%	12.8%	0.0%	1.5%
Share of teaching staff	58.4%	41.6%	3.7%	24.1%	23.8%	0.2%	26.9%
Share of non-teaching staff	60.6%	39.4%	8.0%	29.3%	26.3%	0.8%	3.8%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	58	196	130	399	410
■ M.Phil.	142	147	26	79	87
■ Post graduate	1577	1805	2378	2325	2730
■ Under graduate	13671	14459	16027	17523	18072
■ PG Diploma	1				
■ Diploma	1198	1491	1852	2040	2068
■ Certificate	63	46	20	47	40
■ Integrated	597	337	294	295	318
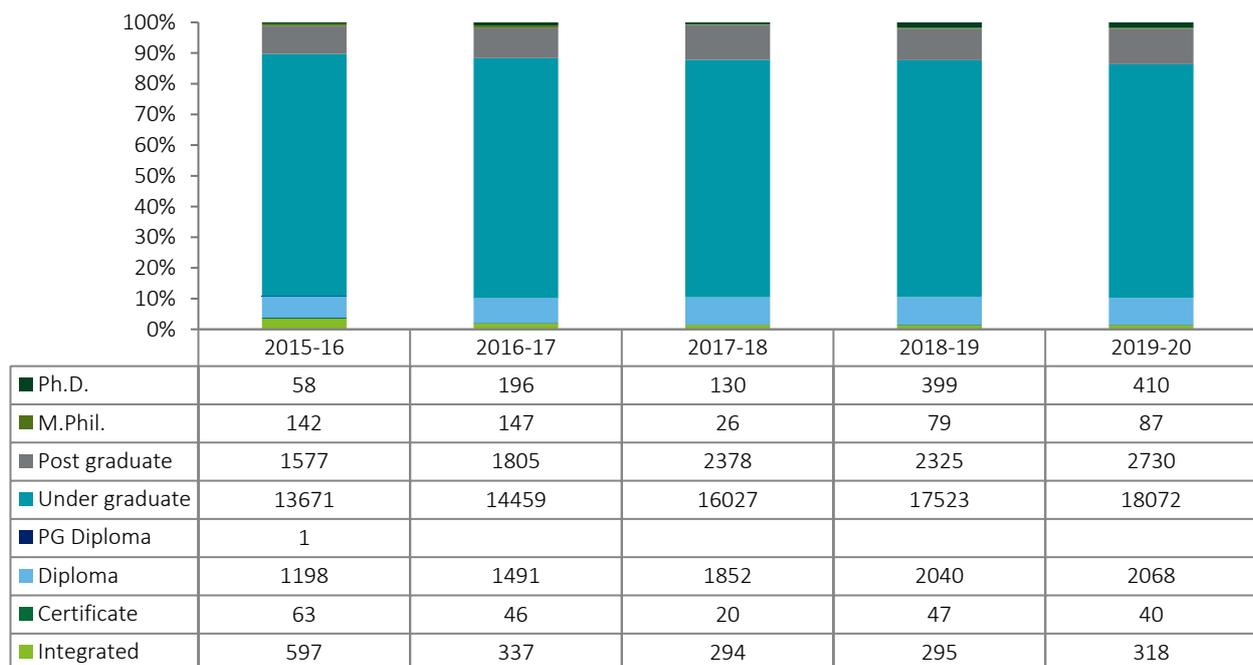
GER during the last five years
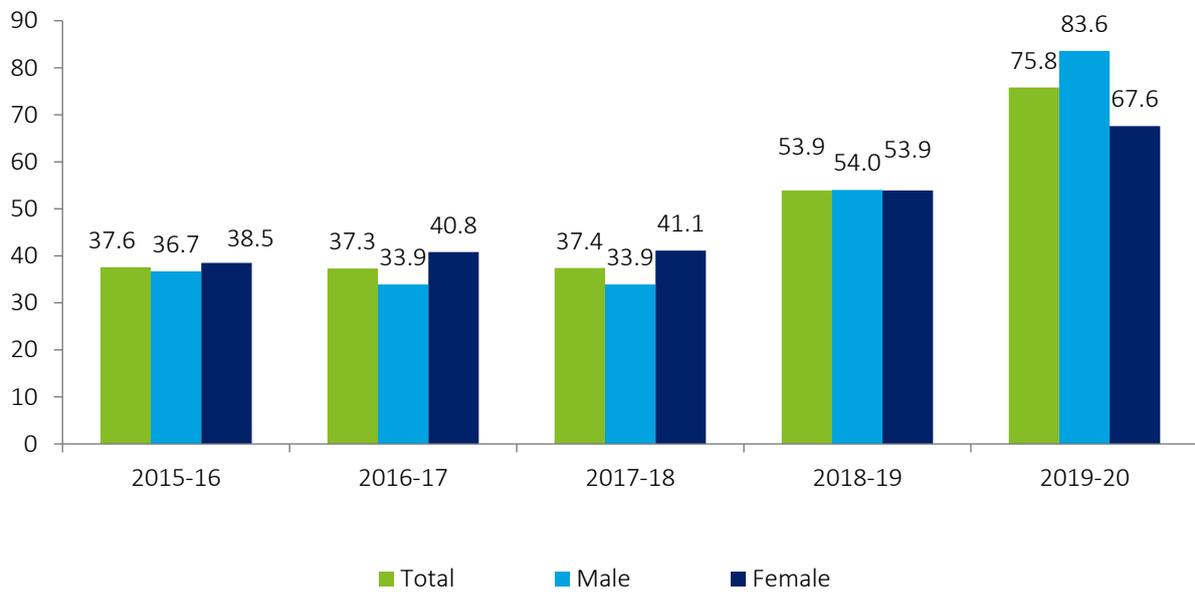
PTR during the last five years
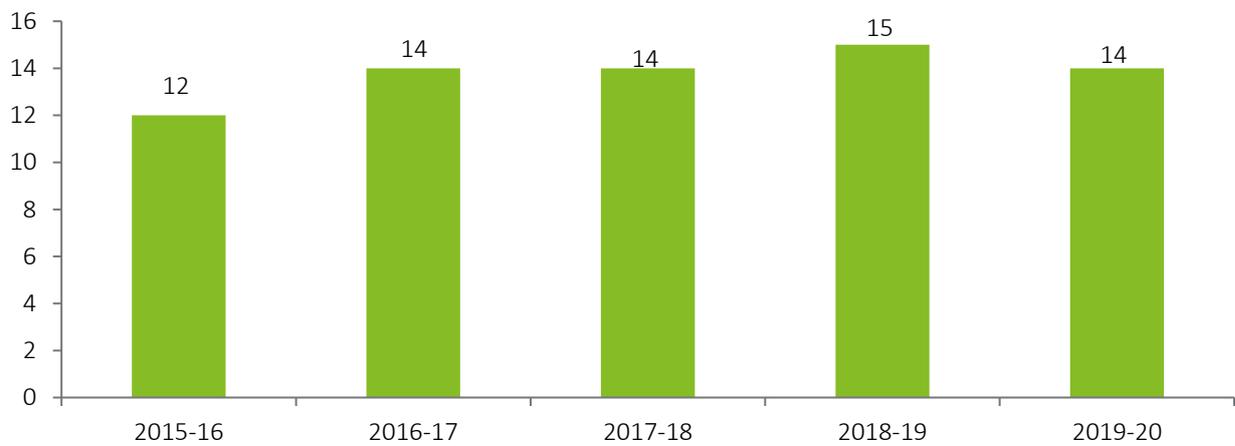
Source: All India Survey of Higher Education, MoE 2019-20

30. Tamil Nadu

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	721.5	361.4	360.1
Literacy rate[1]	80.1 %	86.8 %	73.4 %
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	73 (10.1%)	36.5 (10.1%)	36.5 (10.1%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	5.2%	5%	5.4%
Gross Enrolment Ratio[2]	49.0	49.8	48.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
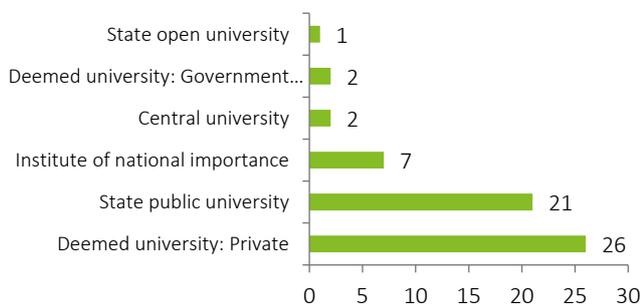
University by type

University by specialisation
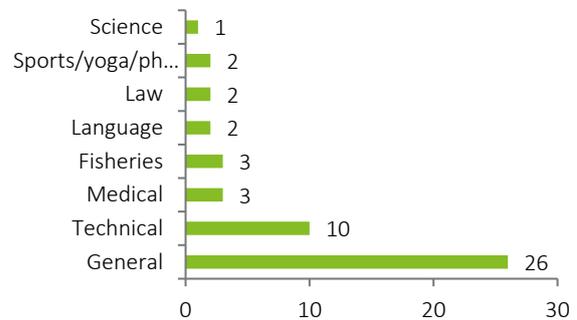
College by type
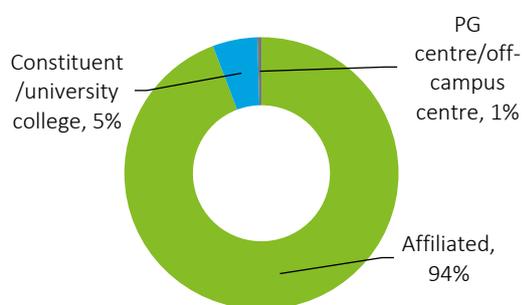
Colleges by specialisation
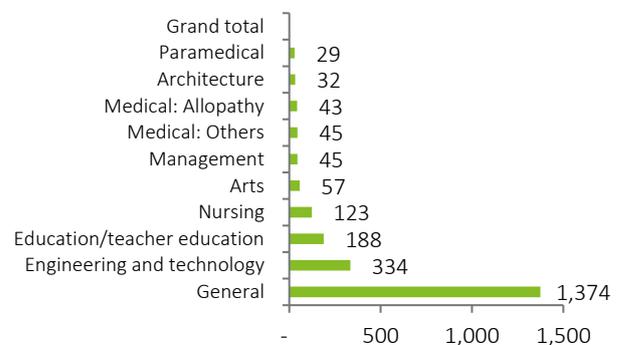
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	59	2466	918
Average enrolment per institution	13319	922	389
Total estimated enrolment (in lakh)	7.86	22.75	3.54

College indicators

College type	Tamil Nadu	Share in India
Affiliated colleges	2373	6.1%
Constituent/ University college	133	7.9%
PG/Off-campus centre	12	6.5%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	76.5%	60.1%	725
Private aided	10.0%	20.5%	1889
Government	13.4%	19.4%	1334

Breakdown of standalone institutions
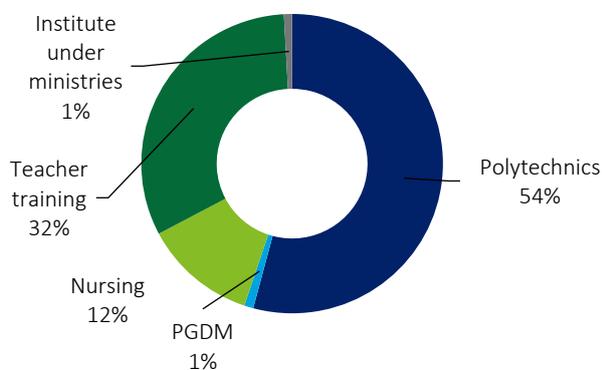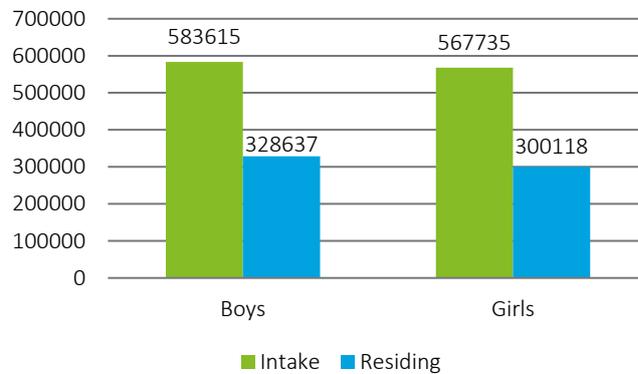
Hostel

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	12121	9144	193722	1178654	1873	58445	6747	9442	1470148
Male	13699	3281	110199	1085926	1515	308429	3496	10871	1537416

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2976	13253	101752	355785	2905	25108	7609	1008	510396
Male	2868	4303	52706	224941	3520	61856	2700	1165	354059

GER

	Total	Male	Female
All	49.0	49.8	48.3
SC	41.6	41.4	41.7
ST	37.8	43.3	32.5
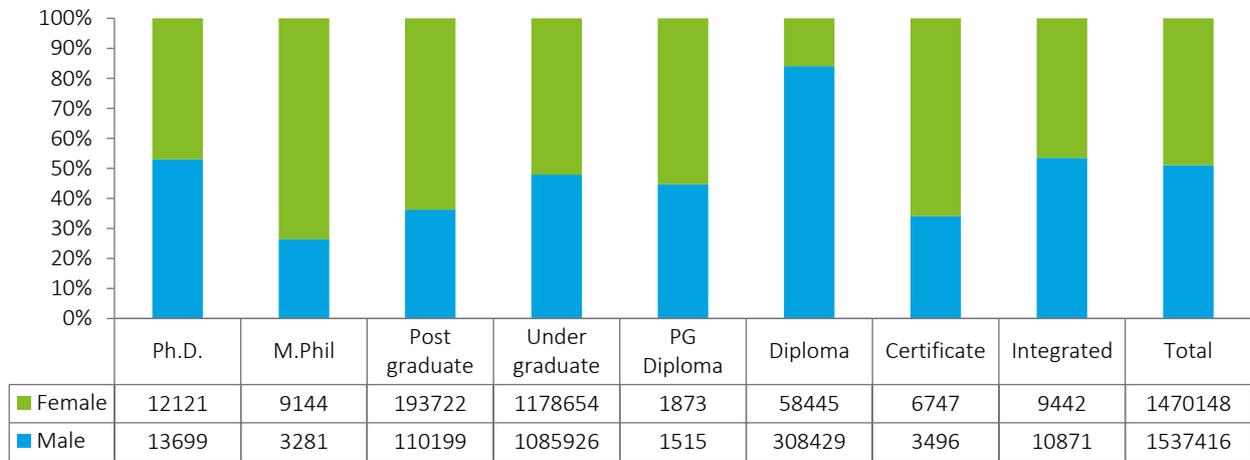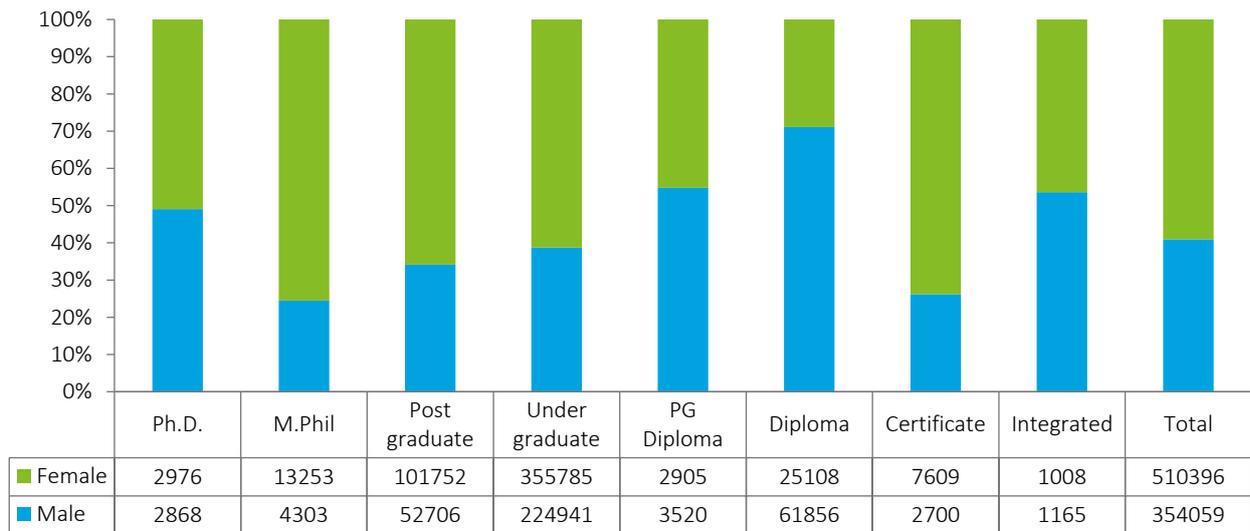
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Tamil Nadu	India
Pupil Teacher Ratio (PTR)	15	24
Teachers per college	77.8	33.8
Non-teaching staff per college	59.4	29.0

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.1%	49.9%	20%	1.1%	76.1%	1.6%	11.3%
Share of enrolment	50.9%	49.1%	18.6%	0.9%	62.1%	0.3%	8.8%
Share of teaching staff	51.2%	48.8%	10.8%	0.2%	71.5%	0.3%	15.8%
Share of non-teaching staff	**53.1%**	46.9%	15.1%	1.1%	48.3%	0.6%	7.7%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	22221	28684	29778	25820	30639
■ M.Phil.	19509	20661	17179	12425	9755
■ Post graduate	265946	263450	271571	303921	282791
■ Under graduate	2044777	2138408	2250057	2264580	2289505
■ PG Diploma	3684	3734	3518	3388	3116
■ Diploma	386233	389577	375924	366874	334449
■ Certificate	9246	11489	10062	10243	10493
■ Integrated	11840	14770	17042	20313	21741
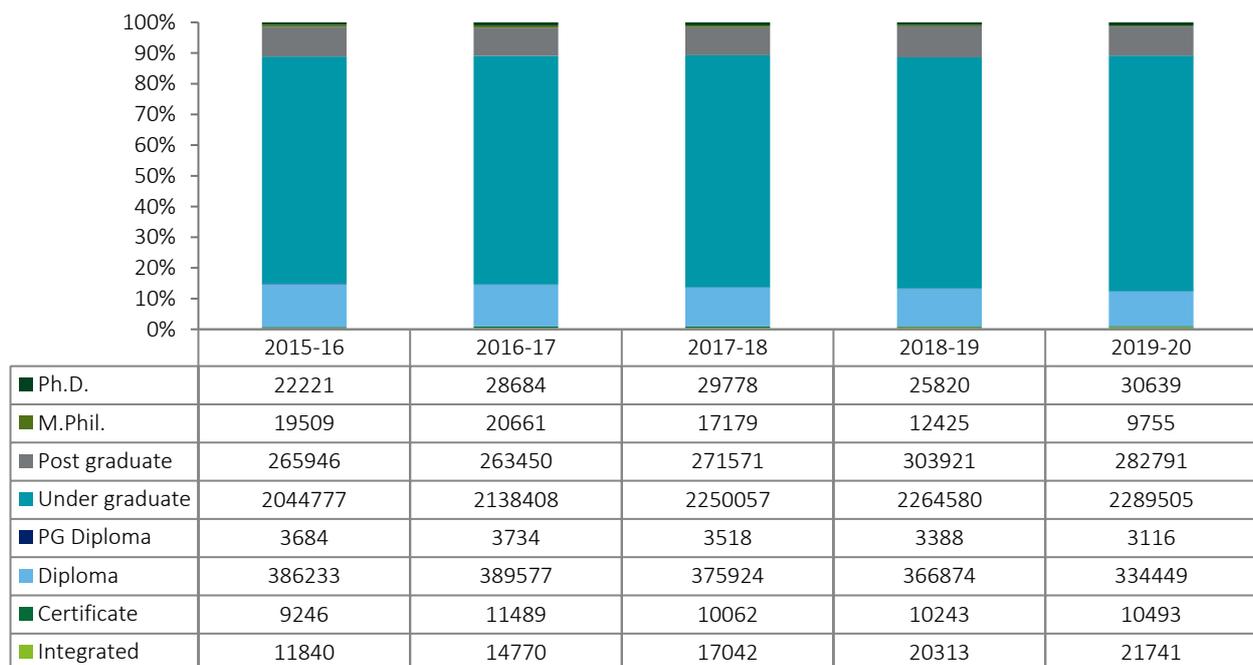
GER during the last five years
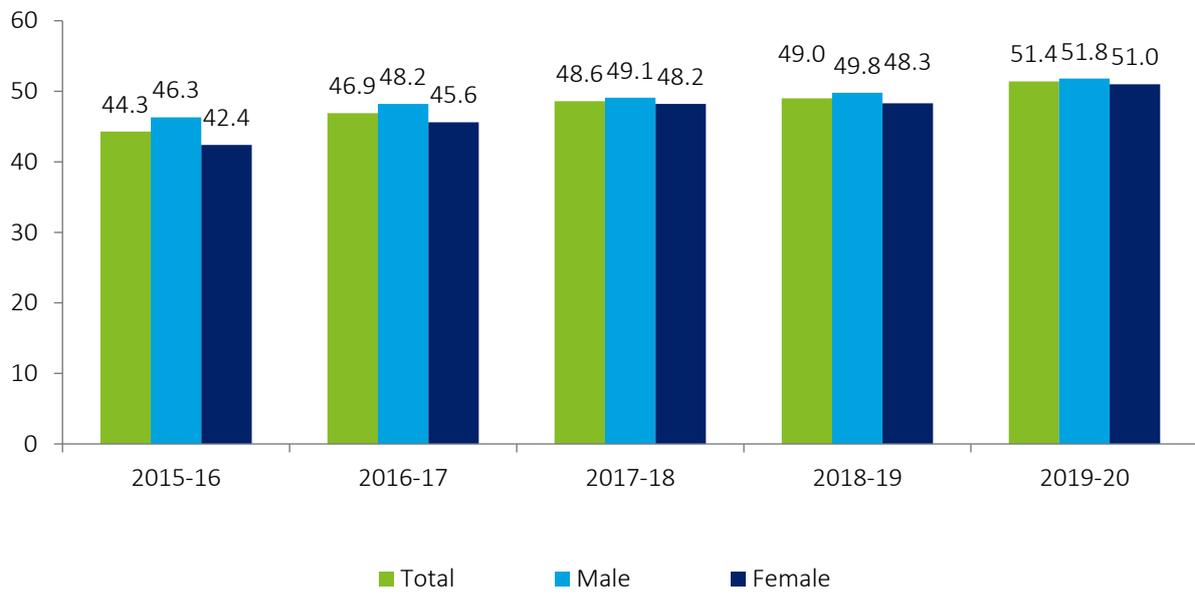
PTR during the last five years
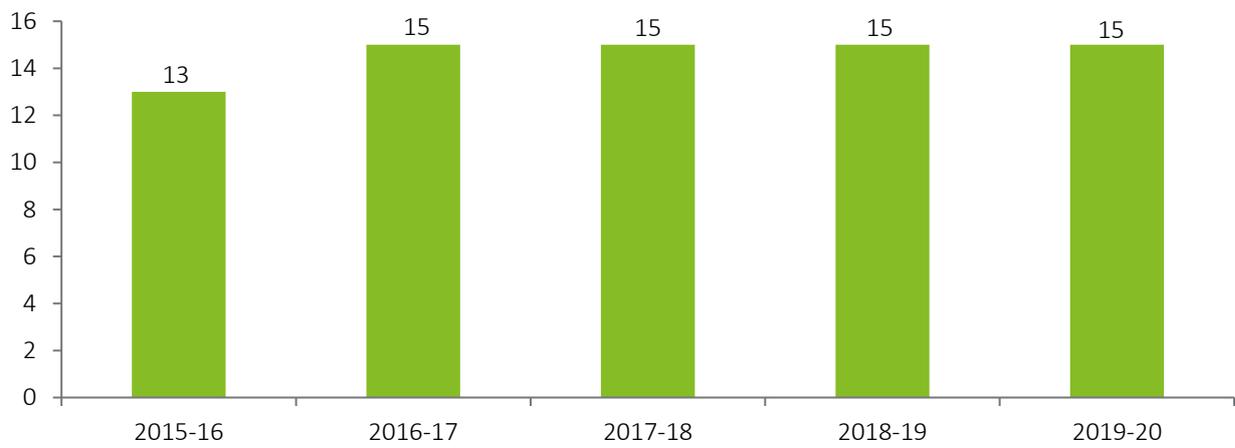
Source: All India Survey of Higher Education, MoE 2019-20

31. Telangana

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	350	176.1	173.9
Literacy rate[1]	66.46%	74.95%	57.92%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	40.6 (11.6%)	20.3 (11.5%)	20.3 (11.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.9%	2.8%	3%
Gross Enrolment Ratio[2]	35.6	34.8	36.4

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
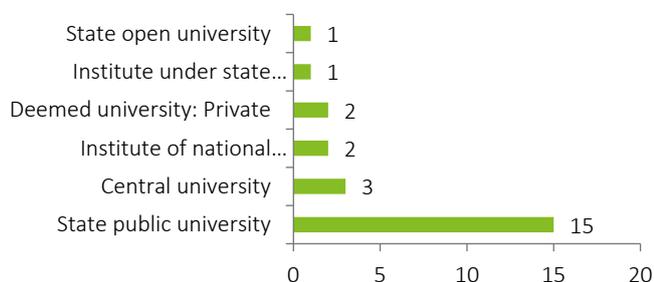
University by type

University by specialisation
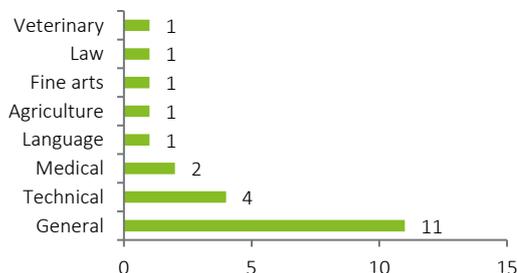
College by type
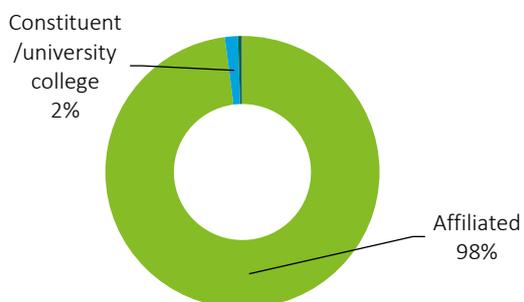
Colleges by specialisation
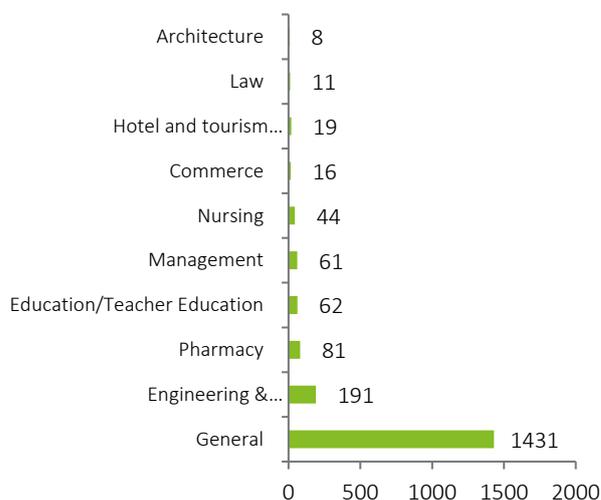
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	24	2071	514
Average enrolment per institution	4882	538	187
Total estimated enrolment (in lakh)	1.17	11.13	0.96

College indicators

College type	Telangana	Share in India
Affiliated colleges	2041	5.0%
Recognised centre	2	0.2%
Constituent/ University college	32	1.8%
PG/Off-campus centre	9	4.8%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	80.0%	76.8%	524
Private aided	5.7%	6.4%	617
Government	14.3%	16.7%	638

Breakdown of standalone institutions
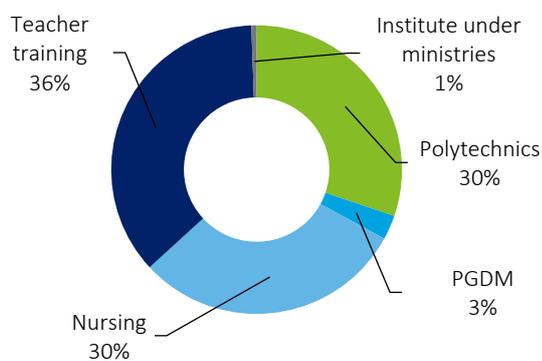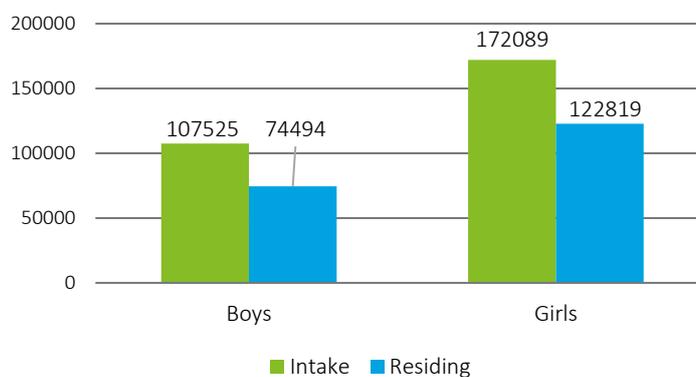
Hostel

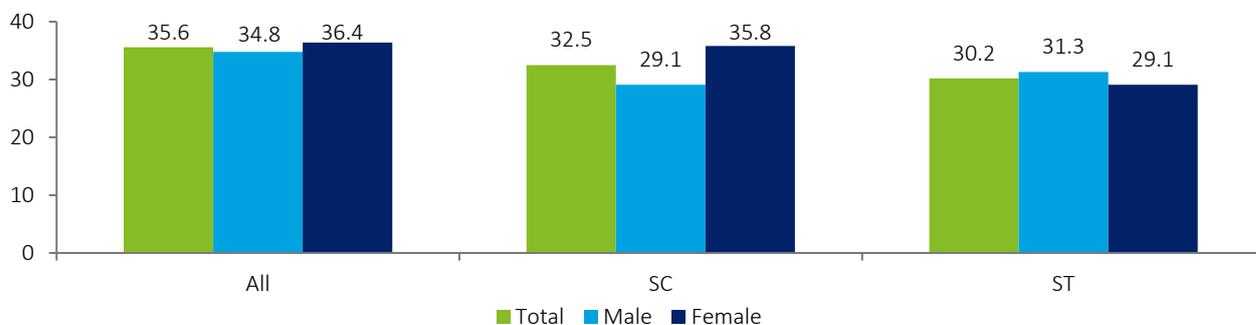**Source:** All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2001	170	82606	552425	1270	45165	825	2601	687063
Male	3507	203	65433	511433	1628	60259	686	3629	646778

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	450	75	35631	119618	1178	15867	201	324	173344
Male	895	101	26875	89065	1483	16261	807	468	135955

GER

	All	SC	ST
Total	35.6	32.5	30.2
Male	34.8	29.1	31.3
Female	36.4	35.8	29.1
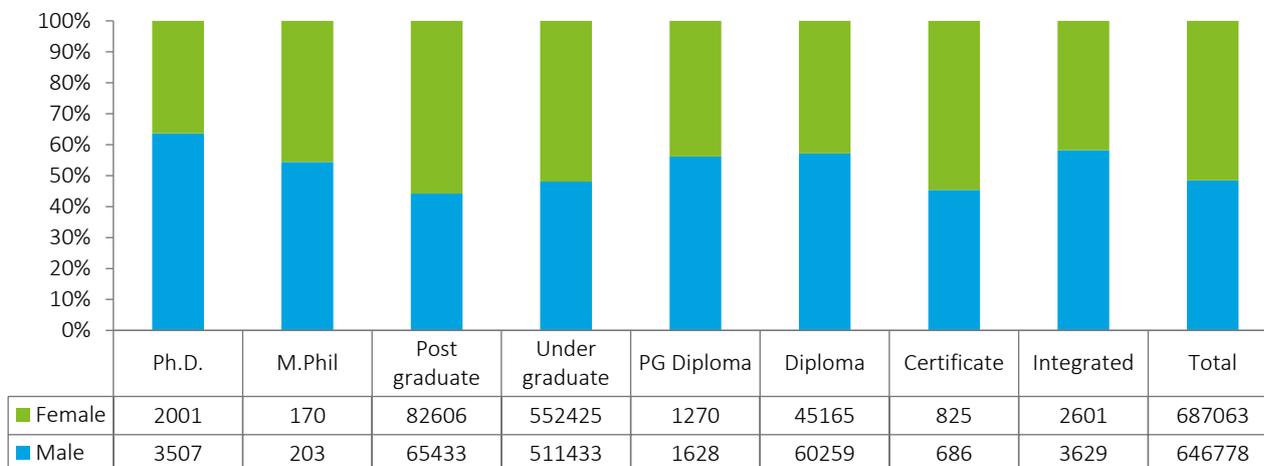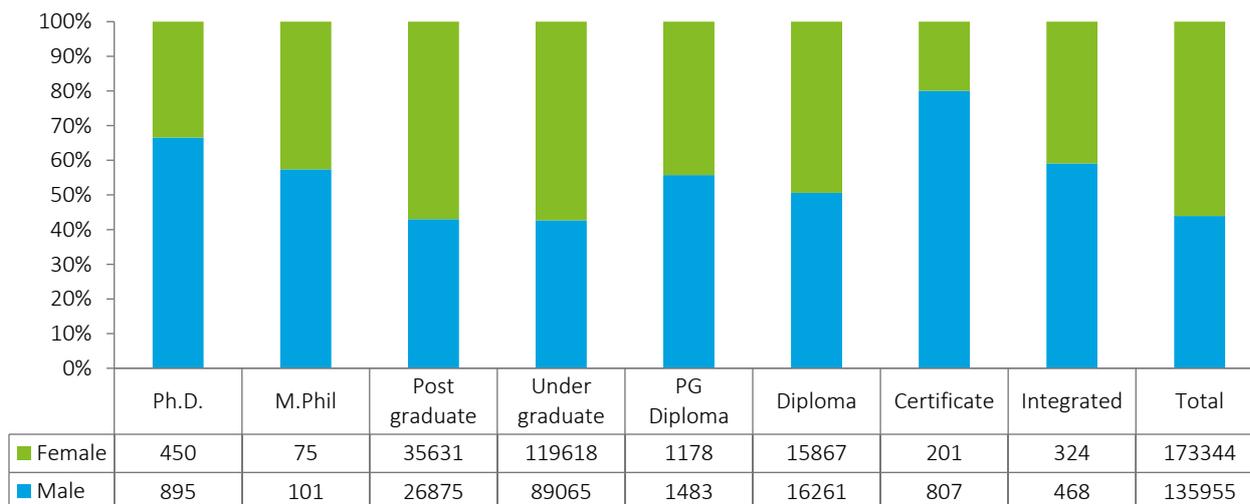
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Telangana	India
Pupil Teacher Ratio (PTR)	16	23
Teachers per college	32.9	29.7
Non-teaching staff per college	22.6	25.5

Calculation is based on the total number of responses given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	49.2%	50.8%	15.1%	7.7%	44.9%	0.2%	8.4%
Share of enrolment	48.4%	51.6%	15.1%	7.8%	45.1%	0.2%	9.4%
Share of teaching staff	59.7%	40.3%	11.3%	3.6%	42.7%	0.2%	12.5%
Share of non-teaching staff	59.7%	40.3%	16.7%	5.6%	34.8%	0.7%	9.2%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	4133	4200	4884	3430	5508
■ M.Phil.	583	614	794	229	373
■ Post graduate	163387	166186	164576	154975	148039
■ Under graduate	1018882	1087127	1068001	1088888	1063858
■ PG Diploma	1325	1396	1967	2292	2898
■ Diploma	94440	126904	126719	117833	105424
■ Certificate	734	853	528	1229	1511
■ Integrated	5164	4349	4950	5180	6230
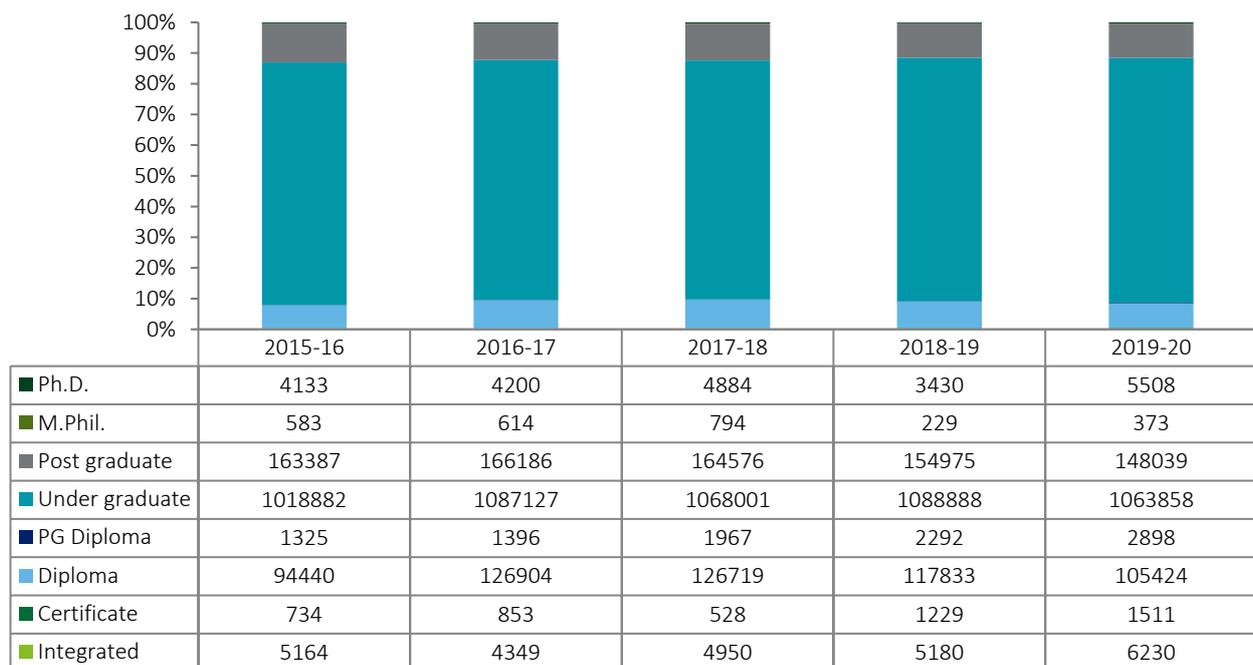
GER during the last five years
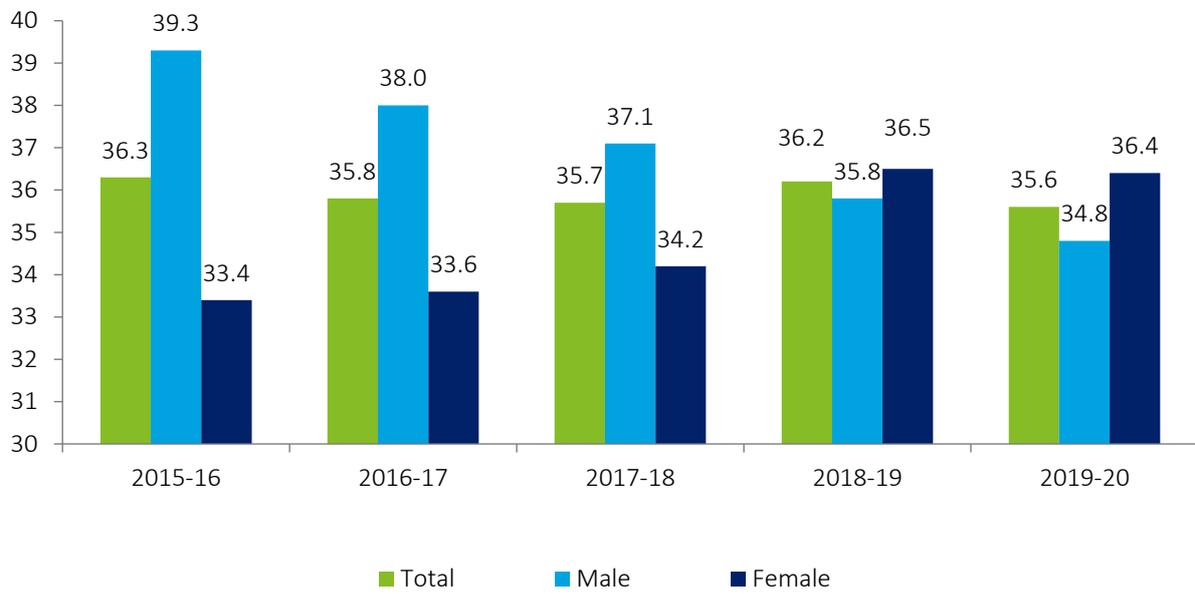
PTR during the last five years

Source: All India Survey of Higher Education, MoE 2019-20

32. Tripura

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	36.7	18.7	18.0
Literacy rate[1]	87.2%	91.5%	82.7%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	4.4 (11.9%)	2.1 (11.5%)	2.2 (12.4%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.3%	0.3%	0.3%
Gross Enrolment Ratio[2]	20.2	22.5	18.0

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
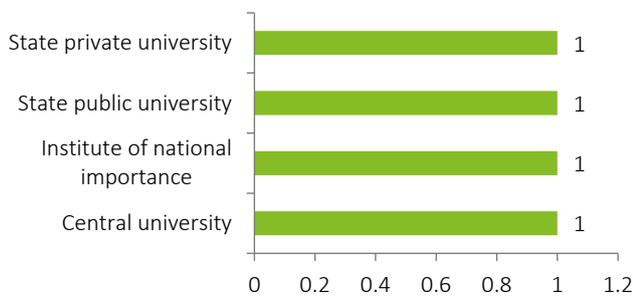
University by type

University by specialisation
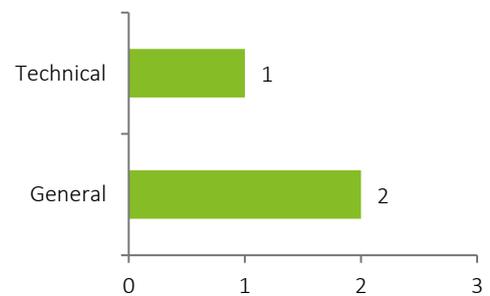
College by type
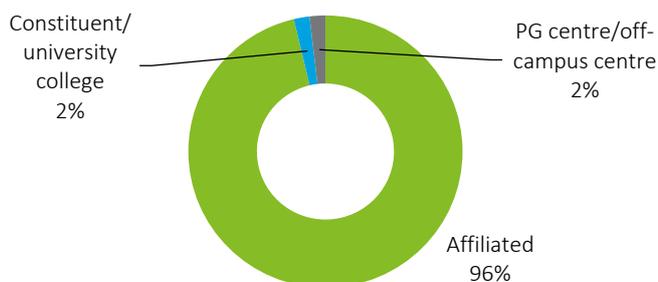
Colleges by specialisation
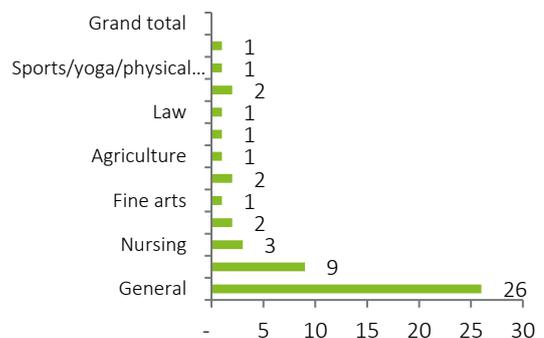
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	4	53	12
Average enrolment per institution	5,640	1,175	119
Total estimated enrolment (in lakh)	0.23	0.62	0.01

College indicators

College type	Tripura	Share in India
Affiliated colleges	52	0.1%
Constituent/ University college	1	0.1%
PG centre/Off-campus centre	1	0.5%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	13.2%	4.7%	417
Private aided	3.8%	2.95%	918
Government	83.0%	92.37%	1307

Breakdown of standalone institutions
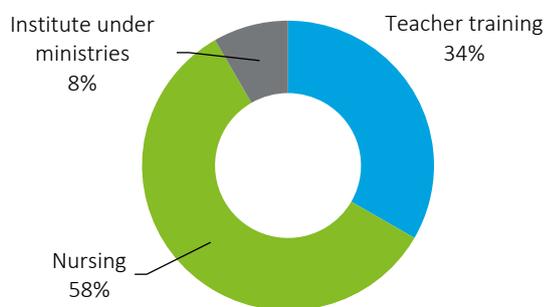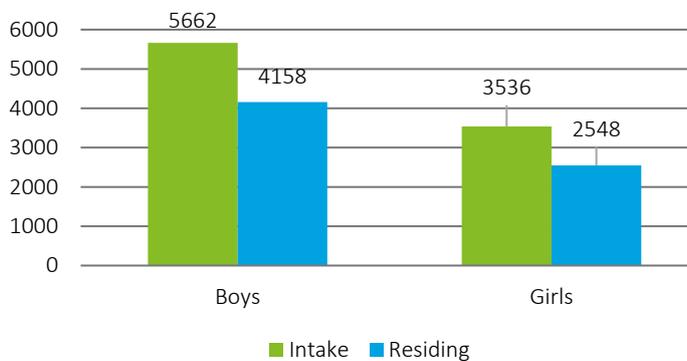
Institute under ministries 8%
Teacher training 34%
Nursing 58%

Hostel

	Boys	Girls
Intake	5662	3536
Residing	4158	2548

Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	227	1932	28462	46	2109	221	242	33239
Male	388	2136	34858	17	2256	149	396	40200

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	19	663	7838	57	631	81	27	9316
Male	28	685	8644	39	602	74	46	10118

GER
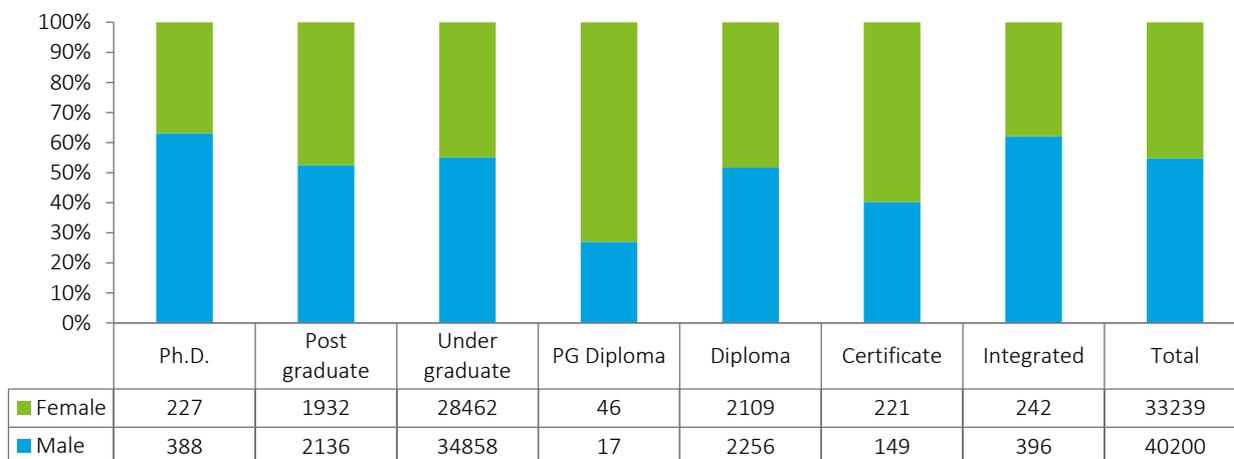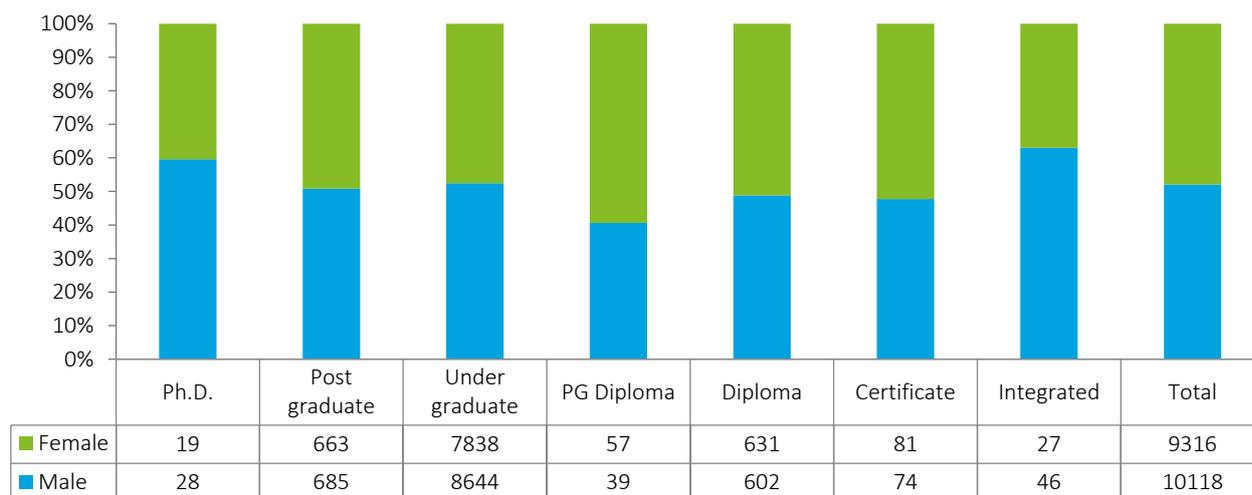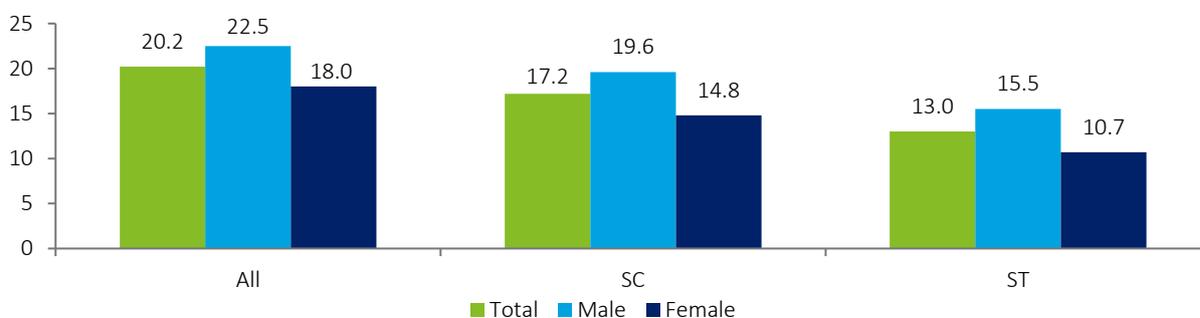
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Tripura	India
Pupil Teacher Ratio (PTR)	30	23
Teachers per college	35.99	29.7
Non-teaching staff per college	64.03	25.5

Calculation is based on the total number of responses given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	52.3%	47.7%	17.8%	31.8%	16.4%	1.8%	13.5%
Share of enrolment	54.5%	45.5%	16.4%	21.2%	17.7%	0.4%	3.1%
Share of teaching staff	62.8%	37.2%	13.6%	14.7%	11.2%	0.3%	7.7%
Share of non-teaching staff	47.1%	52.9%	12.8%	15.5%	6.1%	1.6%	1.3%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	472	82	119	226	615
■ Post graduate	3663	3244	2950	4153	4068
■ Under graduate	55347	63345	60872	60039	63320
■ PG Diploma	69	156	116	154	63
■ Diploma	3305	3844	3940	4252	4365
■ Certificate	211	222	222	180	370
■ Integrated	398	456	885	1128	638
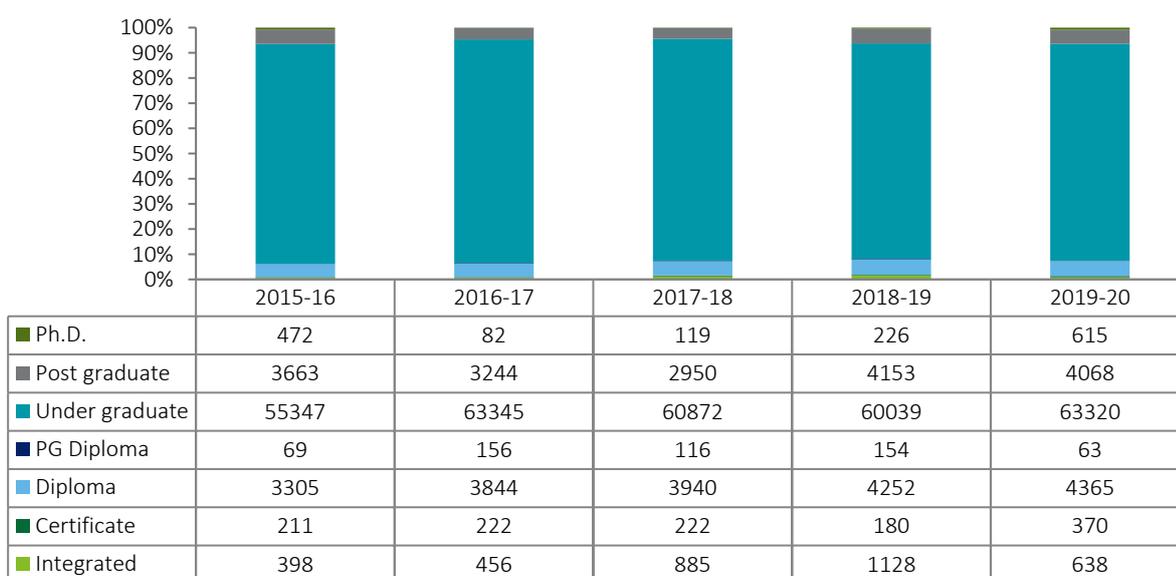
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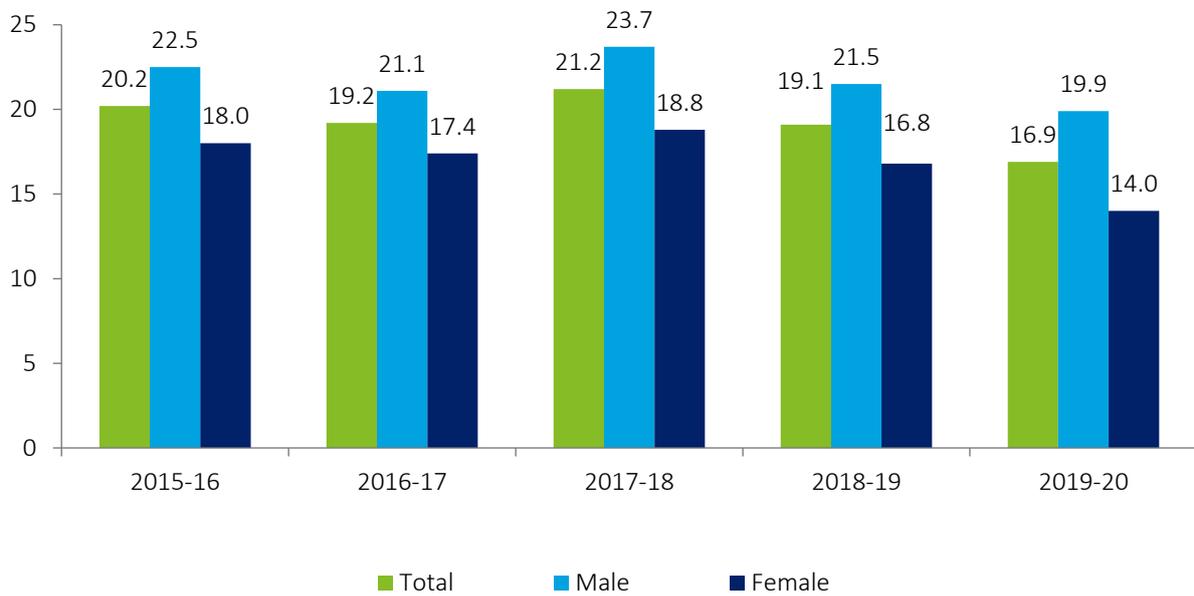
■ Total ■ Male ■ Female

PTR during the last five years

Source: All India Survey of Higher Education, MoE 2019-20

33. Uttar Pradesh

Key indicators
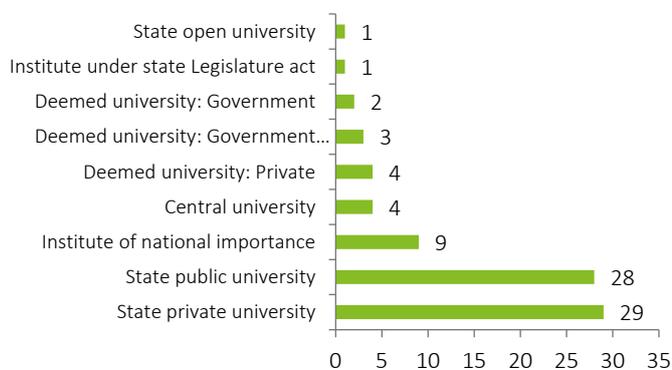
Indicator	Total	Male	Female
Total state population (in lakh)[1]	1998.1	1044.8	953.3
Literacy rate[1]	67.7%	77.3%	57.2%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	245.1 (12.3%)	130.3 (12.5%)	114.8 (12%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	17.3%	17.8%	16.8%
Gross Enrolment Ratio[2]	25.3	23.7	26.9

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

University by type

State open university	1
Institute under state Legislature act	1
Deemed university: Government	2
Deemed university: Government…	3
Deemed university: Private	4
Central university	4
Institute of national importance	9
State public university	28
State private university	29

University by specialisation

Oriental learning	1
Law	1
Fine arts	2
Veterinary	2
Medical	2
Agriculture	5
Technical	13
General	47

College by type

Recognised centre 1%
Constituent university/college 1%
Affiliated college 98%

Colleges by specialisation

Science	24
Sanskrit	225
Pharmacy	95
Oriental learning	28
Management	83
Law	134
Engineering and technology	158
Education/teacher…	198
Arts	200
General	5573
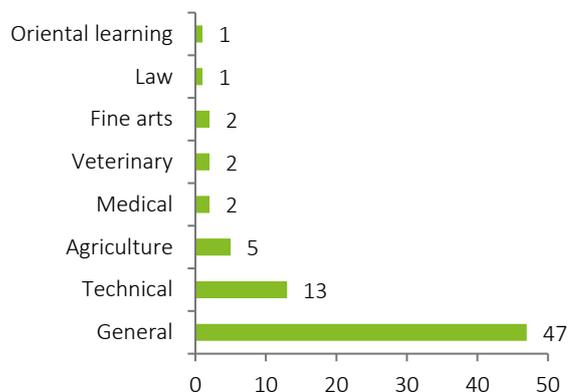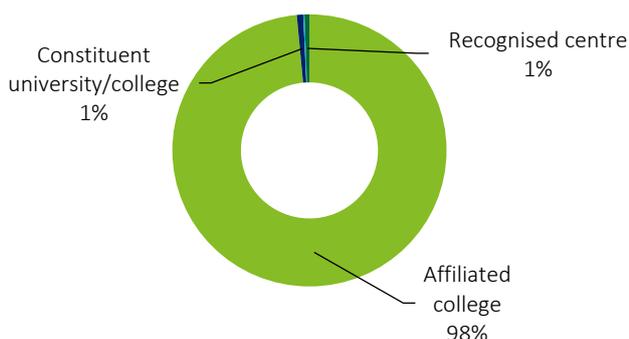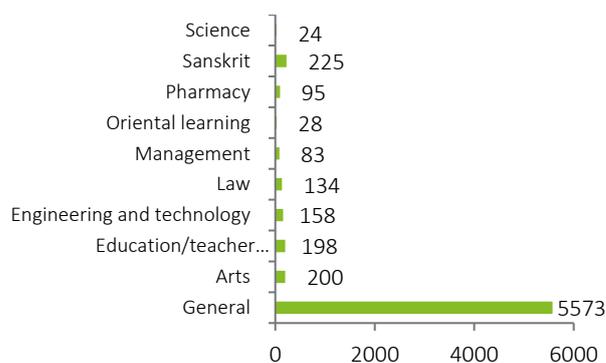
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	81	7788	1116
Average enrolment per institution	6955	612	212
Total estimated enrolment (in lakh)	5.63	47.66	2.37

College indicators

College type	Uttar Pradesh	Share in India
Affiliated colleges	7753	18.9%
Recognised centre	46	3.6%
Constituent/ University college	59	3.3%
PG/Off-campus centre	11	5.9%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	78.5%	69.6%	614
Private aided	9.5%	17.81%	1292
Government	12.0%	12.62%	727

Breakdown of standalone institutions
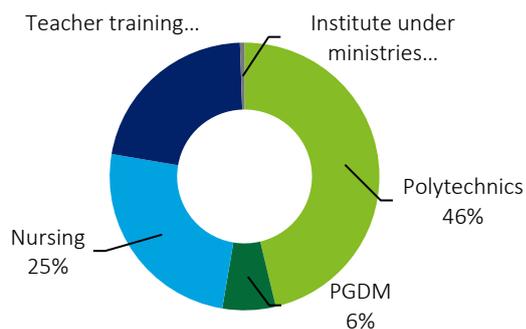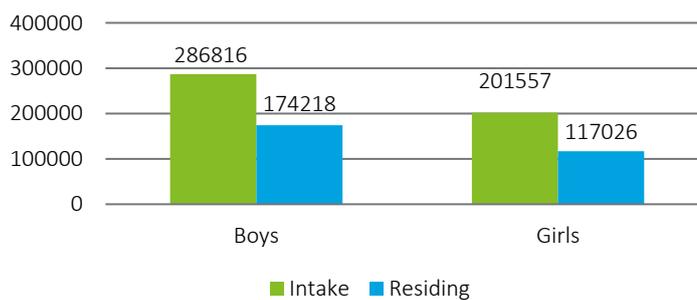
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Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	10071	320	311564	2742207	5898	101043	12891	15133	3199127
Male	13693	217	214150	2594537	7380	196971	9178	26504	3062630

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1345	145	128114	664558	8643	35353	4598	2531	845287
Male	1970	86	87683	588435	11370	55311	3296	4425	752576

GER

	All	SC	ST
Total	25.3	23.6	39.0
Male	23.7	21.4	38.1
Female	26.9	26.1	39.9
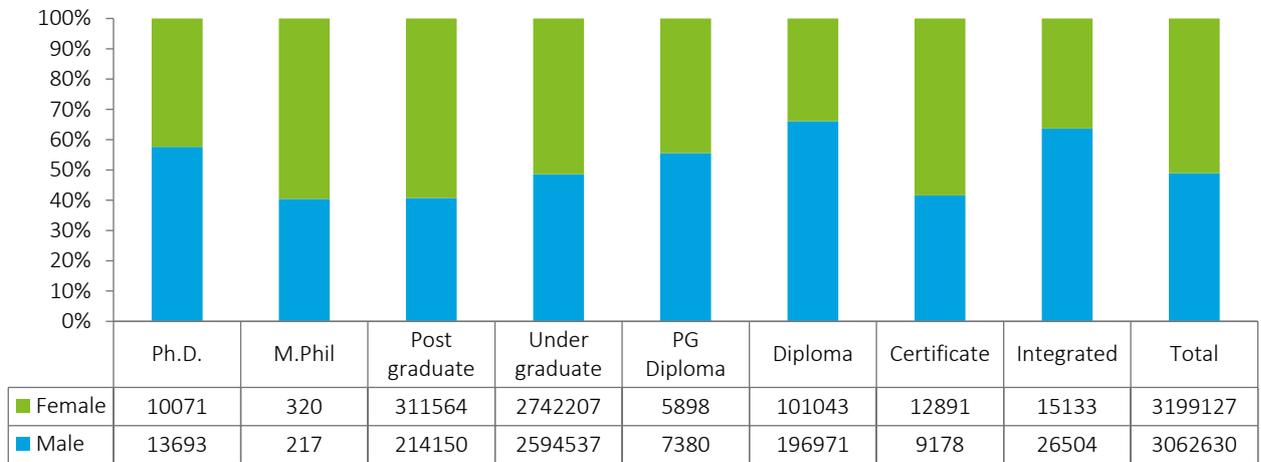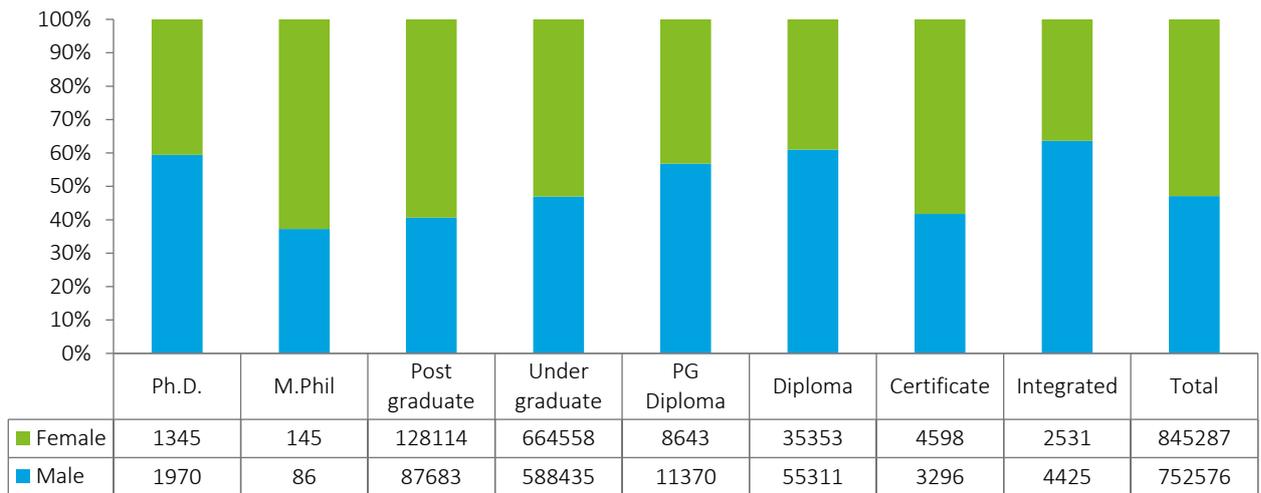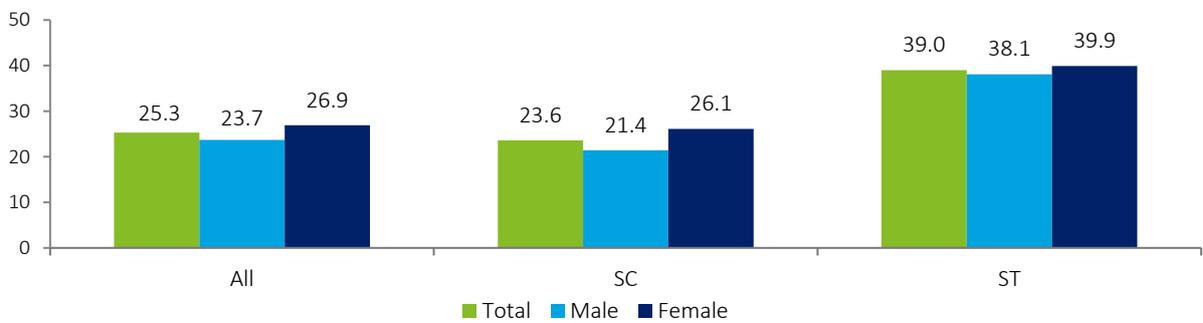
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff
Indicators

Key indicators	Uttar Pradesh	India
Pupil Teacher Ratio (PTR)	39	23
Teachers per college	20.74	29.7
Non-teaching staff per college	17.16	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	50.9%	49.1%	20.7%	0.6%	54.5%	2.1%	19.9%
Share of enrolment	49.1%	50.9%	18.5%	0.8%	40.5%	0.3%	6%
Share of teaching staff	68.1%	31.9%	8.5%	0.2%	28.2%	0.3%	8.3%
Share of non-teaching staff	77.9%	22.1%	16.4%	1.1%	29.4%	0.7%	5.2%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters
Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	11552	13227	15408	19119	23764
■ M.Phil.	1304	872	860	757	537
■ Post graduate	502225	540138	573413	531428	525714
■ Under graduate	5103850	5178320	5359022	5363843	5336744
■ PG Diploma	15016	16612	15920	12944	13278
■ Diploma	220116	231502	257369	267985	298014
■ Certificate	26586	31830	14715	33997	22069
■ Integrated	21313	30270	31880	34204	41637
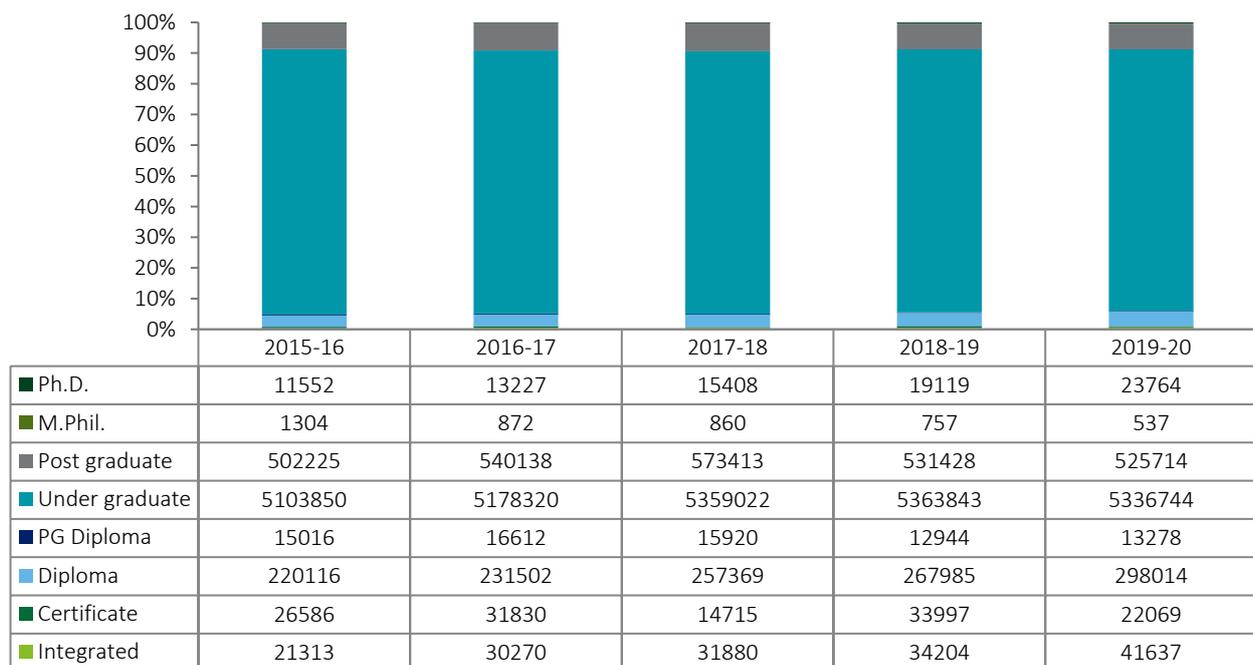
GER during the last five years
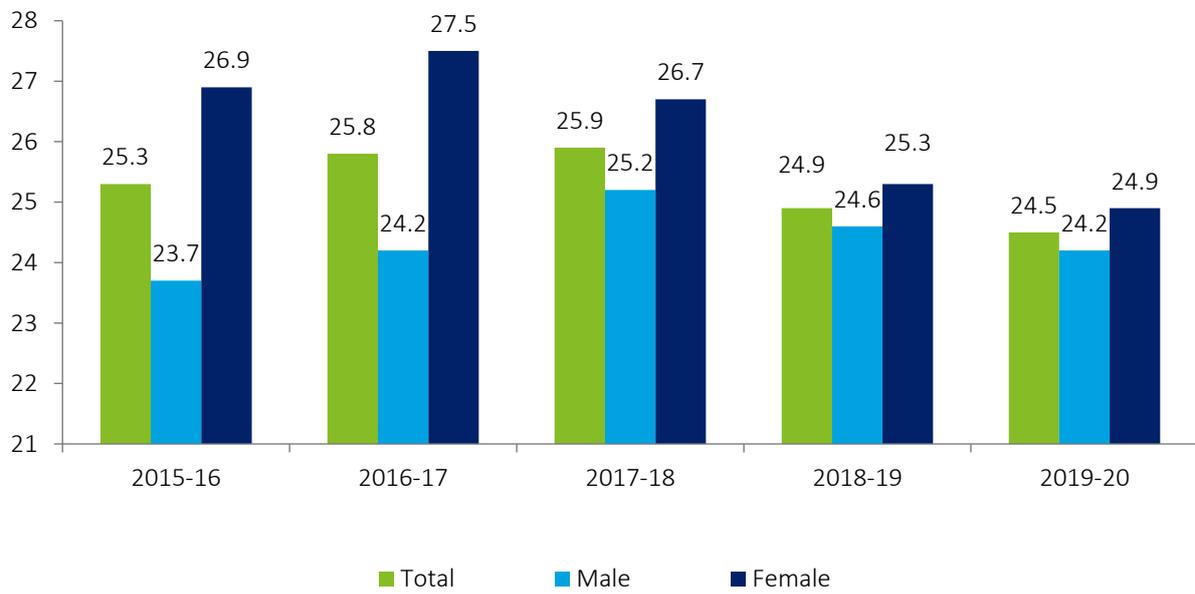
■ Total   ■ Male   ■ Female

PTR during the last five years
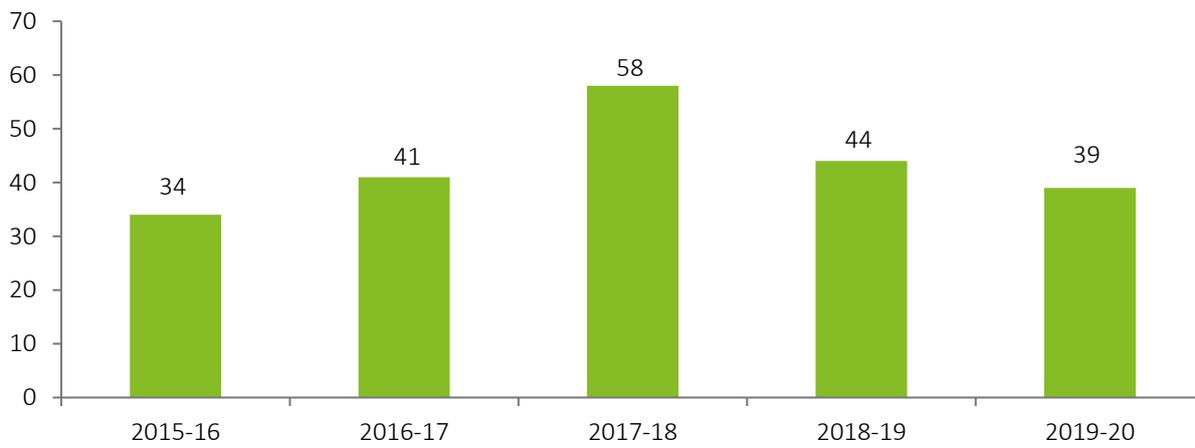
Source: All India Survey of Higher Education, MoE 2019-20

34. Uttarakhand

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	100.9	51.4	49.5
Literacy rate[1]	78.8%	87.4%	70.0%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	12.2 (12.1%)	6.2 (12.2%)	5.9 (12%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.9%	0.9%	0.9%
Gross Enrolment Ratio[2]	41.5	40.7	42.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure

University by type

Deemed university: Private	1
Deemed university: Government aided	1
Deemed university: Government	1
State open university	1
Central university	1
Institute of national importance	4
State public university	10
State private university	17

University by specialisation

Sanskrit	1
Management	1
Technical	3
Agriculture	4
Medical	2
General	21

College by type

- PG centre/off-campus centre 1%
- Recognised centre 1%
- Constituent university/college 5%
- Affiliated college 93%

Colleges by specialisation

Law	7
Medical: Ayurveda	10
Pharmacy	12
Nursing	10
Management	10
Engineering and technology	18
Education/teacher education	21
Sanskrit	28
General	245
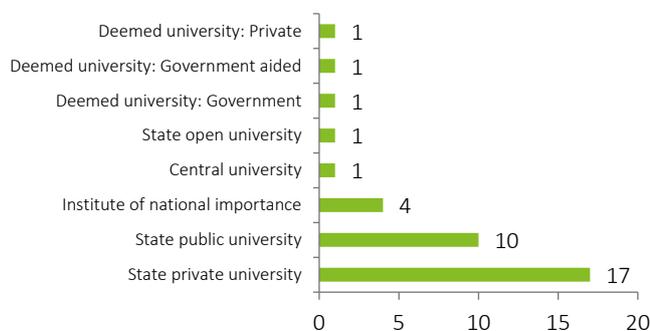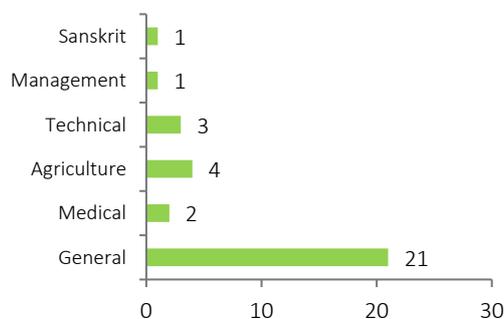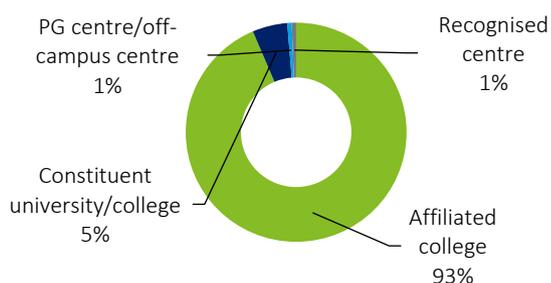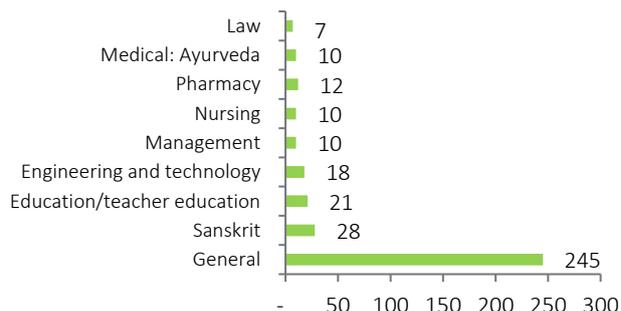
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	36	454	166
Average enrolment per institution	5963	564	136
Total estimated enrolment (in lakh)	2.15	2.56	0.23

College indicators

College type	Uttarakhand	Share in India
Affiliated colleges	438	1.1%
Recognised centre	3	0.2%
Constituent/ University college	24	1.3%
PG/Off campus centre	3	1.6%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	48.5%	32.1%	420
Private aided	13.6%	18.1%	843
Government	37.9%	49.79%	833

Breakdown of standalone institutions
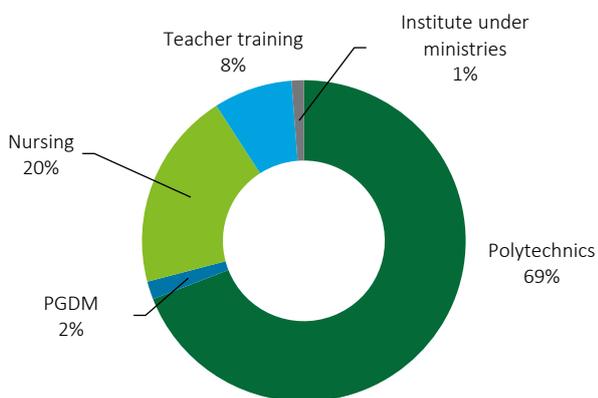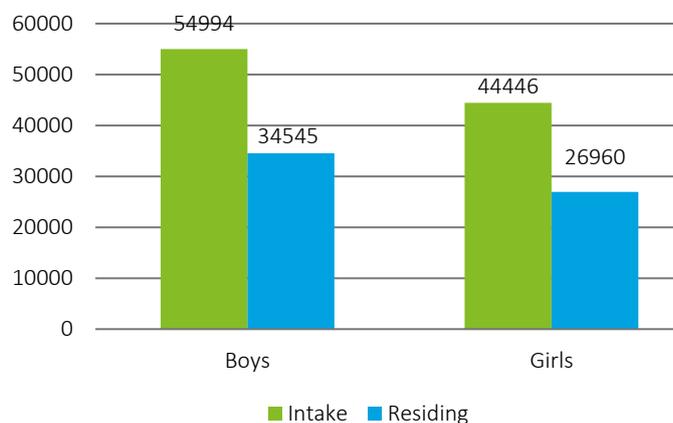
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Source: All India Survey of Higher Education, MoE 2019-20

Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
■ Female	2019	13	30380	158781	842	7576	55	2286	201952
■ Male	3449	21	22980	157586	734	21397	292	3366	209825

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
■ Female	361	0	22647	68372	602	2789	29	220	95020
■ Male	533	1	14799	46192	585	6222	66	309	68707

GER

	Total	Male	Female
All	41.5	40.7	42.3
SC	31.1	29.7	32.6
ST	45.8	45.6	46.0
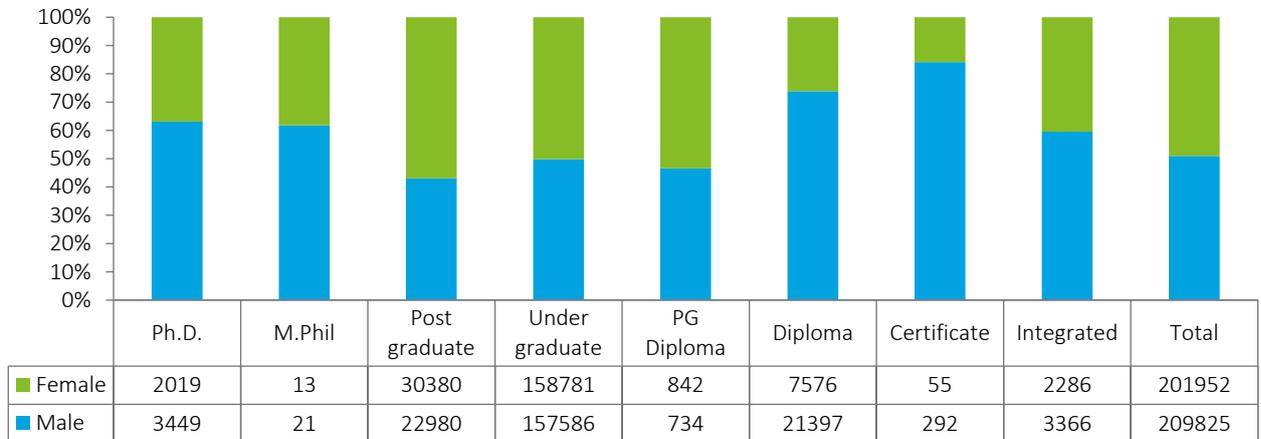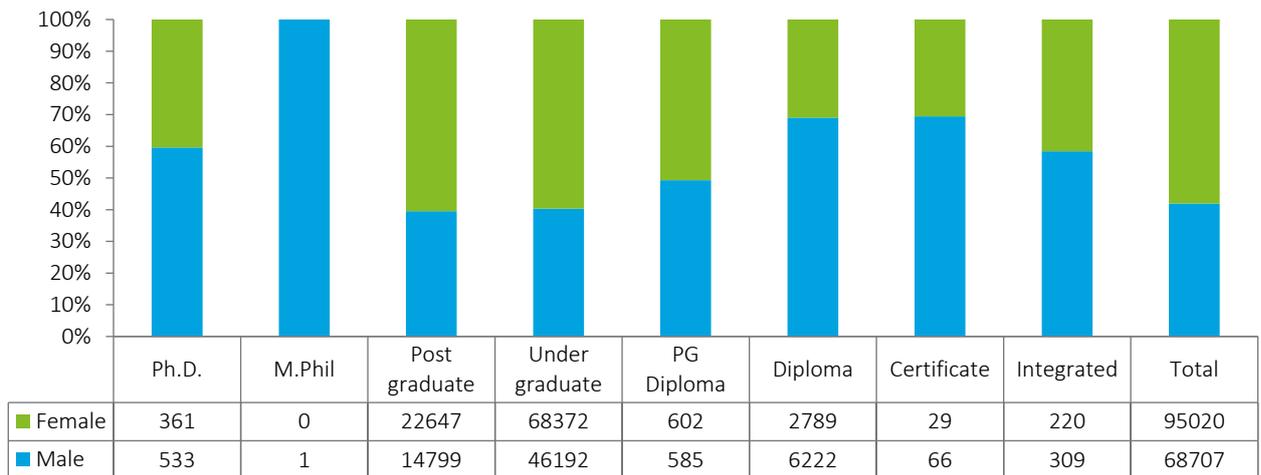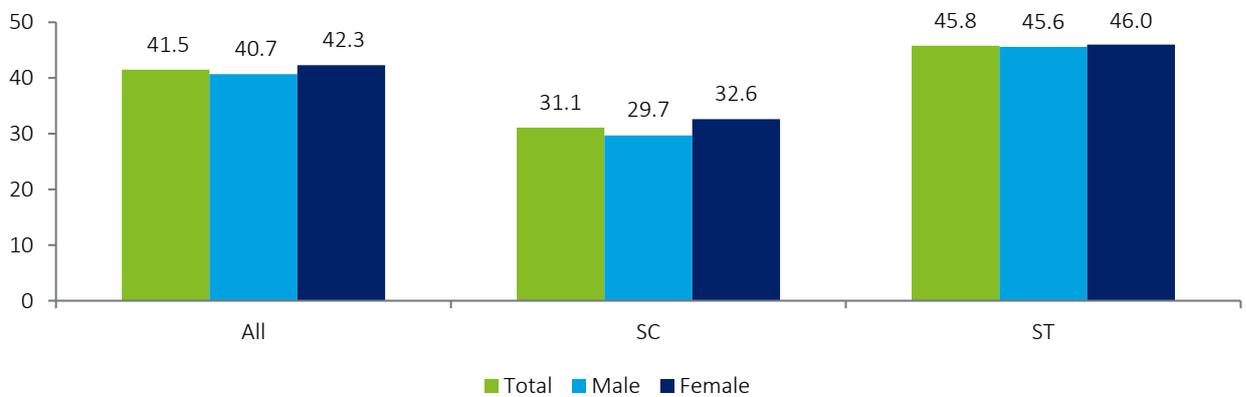
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	Uttarakhand	India
Pupil Teacher Ratio (PTR)	22	23
Teachers per college	31.04	29.7
Non-teaching staff per college	37.78	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	51.3%	48.7%	18.8%	2.9%	18.3%	1.8%	15.3%
Share of enrolment	50.5%	49.5%	14.3%	3.5%	17.3%	0.9%	3.9%
Share of teaching staff	61.2%	38.8%	6.8%	0.9%	11.1%	0.3%	5.8%
Share of non-teaching staff	69.4%	30.6%	12.9%	1.9%	10.6%	0.2%	2.3%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	3359	3175	3908	4662	5468
■ M.Phil.	21	11	16	27	34
■ Post graduate	46146	44195	48159	52314	53360
■ Under graduate	288810	279900	293762	312292	316367
■ PG Diploma	967	1028	1164	1696	1576
■ Diploma	32893	31865	32253	31857	28973
■ Certificate	156	257	317	275	347
■ Integrated	3582	4137	4293	5015	5652

GER during the last five years

	Total	Male	Female
2015-16	41.5	40.7	42.3
2016-17	39.1	39.2	39.1
2017-18	36.3	36.3	36.3
2018-19	33.4	33.8	33.0
2019-20	33.3	33.6	32.9

PTR during the last five years

	PTR
2015-16	20
2016-17	24
2017-18	24
2018-19	23
2019-20	22
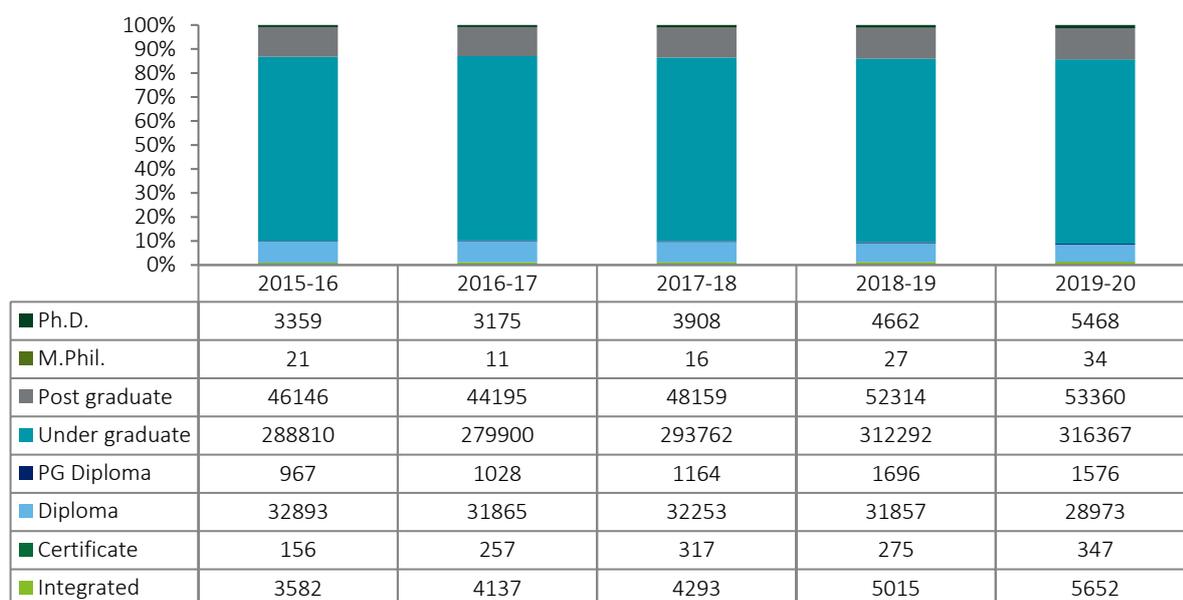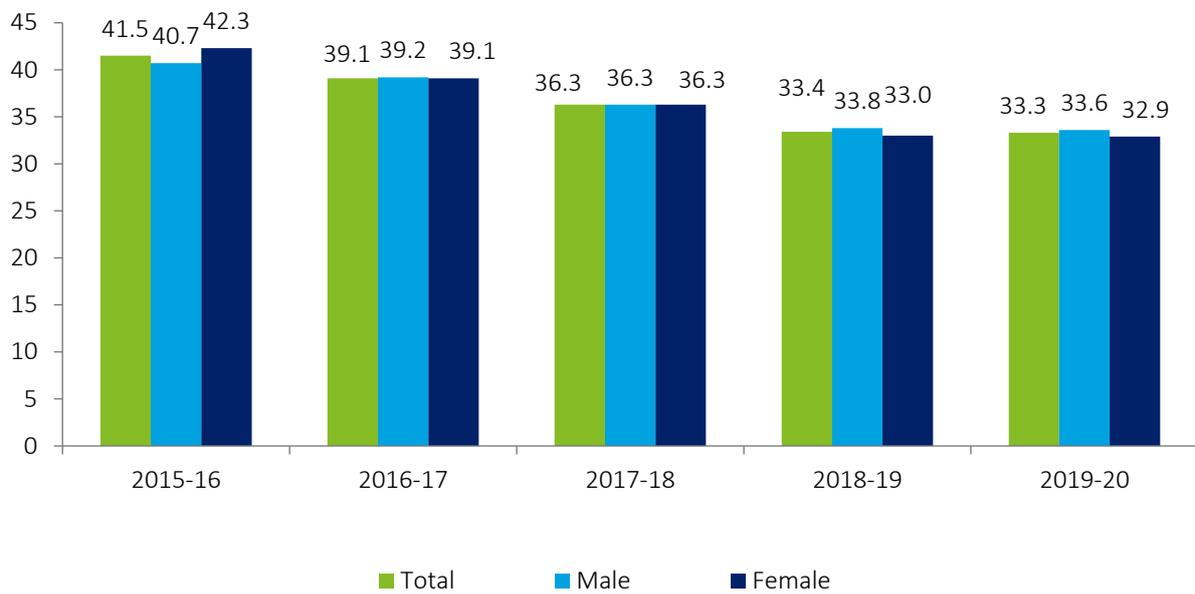
Source: All India Survey of Higher Education, MoE 2019-20

35. West Bengal

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	912.8	468.1	444.7
Literacy rate[1]	76.3%	81.7%	70.54%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	109.1 (12%)	54 (11.5%)	55.1 (12.4%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	7.7%	7.4%	8.1%
Gross Enrolment Ratio[2]	19.9	20.3	19.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education infrastructure
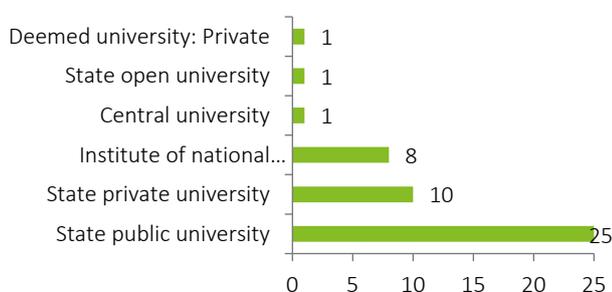
University by type

University by specialisation
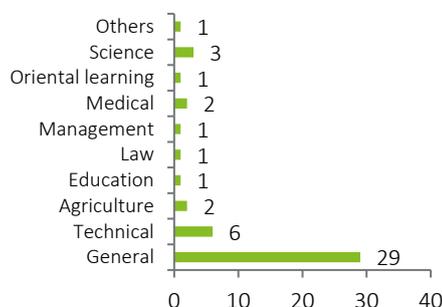
College by type
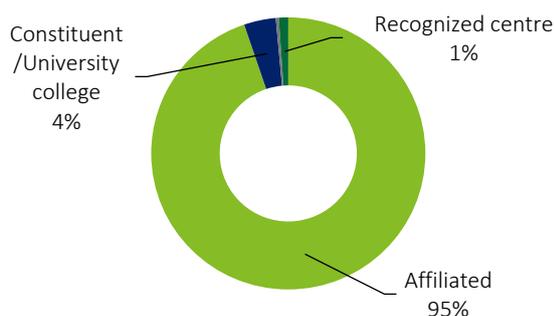
Colleges by specialisation
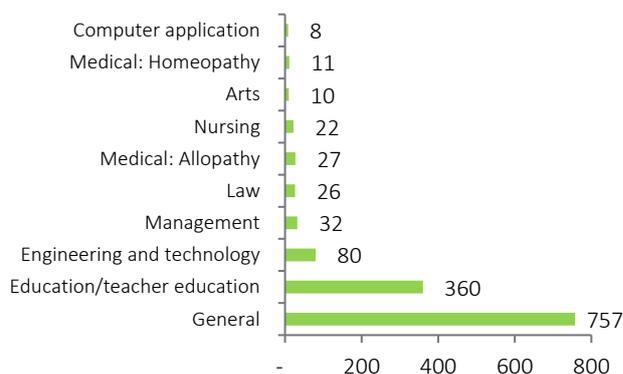
College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	47	1411	477
Average enrolment per institution	7,301	1,178	327
Total estimated enrolment (in lakh)	3.43	16.62	1.56

College indicators

College type	West Bengal	Share in India
Affiliated colleges	1364	3.3%
Recognised centre	16	1.2%
Constituent/ University college	54	3.0%
PG/Off-campus centre	5	2.7%

Management of colleges

Type of management	Share of colleges	Share of enrolments	Average enrolment per college
Private unaided	48.4%	16.7%	408
Private aided	16.4%	21.8%	1570
Government	35.2%	61.4%	2059

Breakdown of standalone institutions
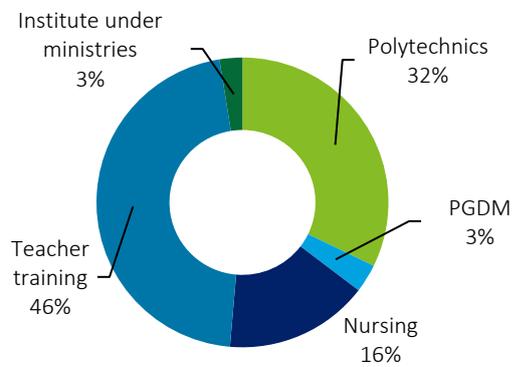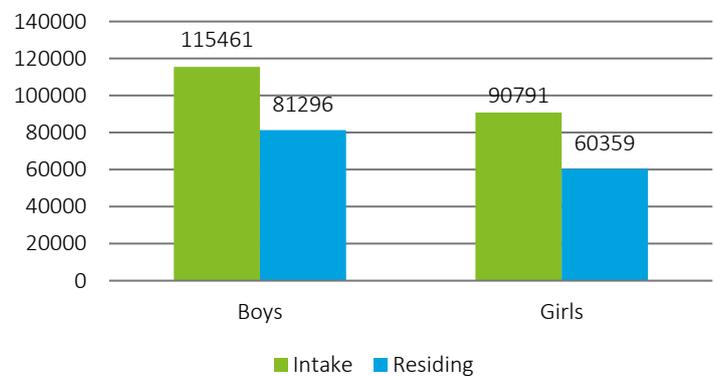
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Student enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	4773	983	48248	875822	1508	58012	3223	5595	998164
Male	8063	1195	43523	792565	2697	114411	3583	9336	975373

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	758	325	39165	157252	787	14833	1237	474	214831
Male	1159	411	25552	145201	862	32461	1515	1117	208278

GER

GER values by category:

	Total	Male	Female
All	19.9	20.3	19.6
SC	14.9	15.1	14.8
ST	11.0	11.4	10.6
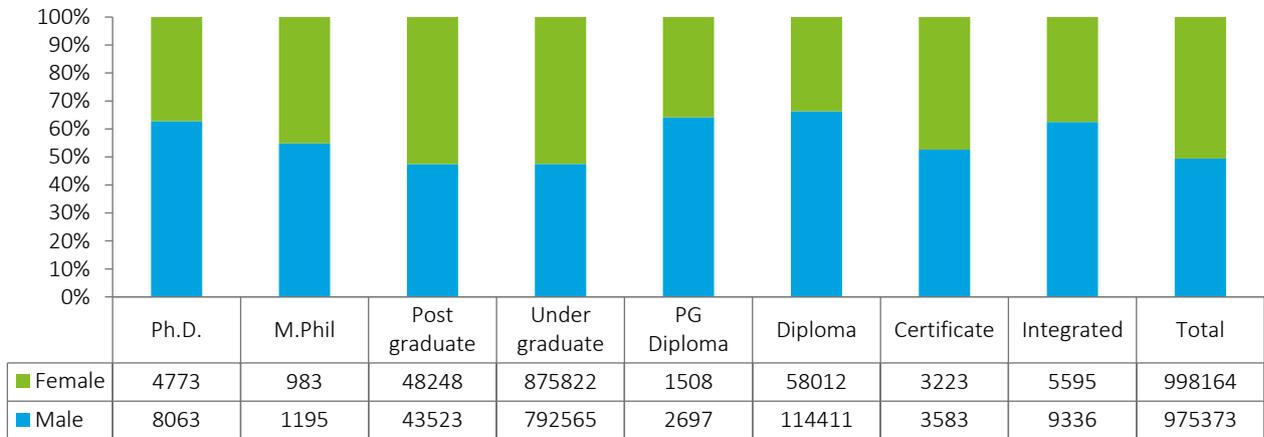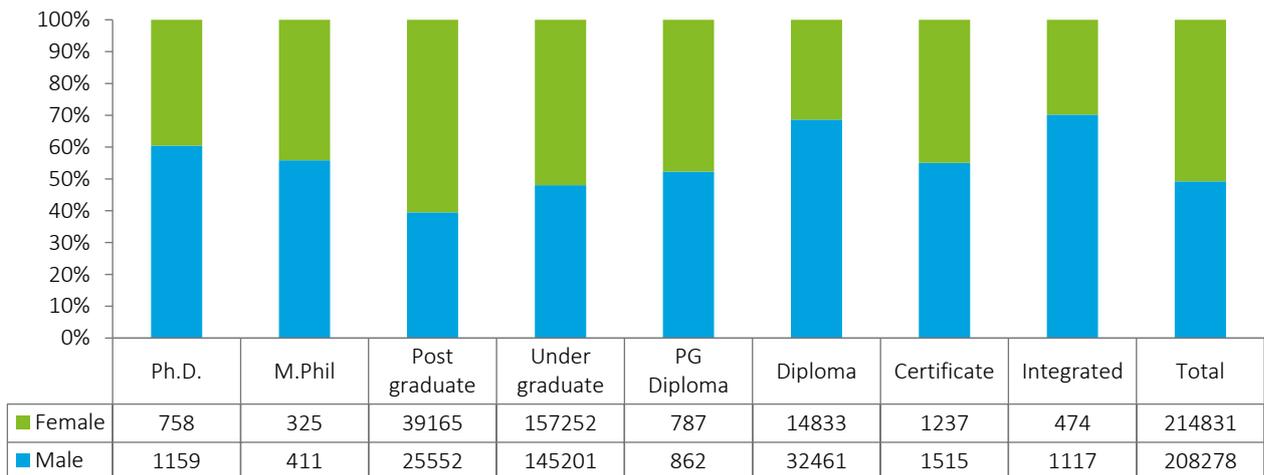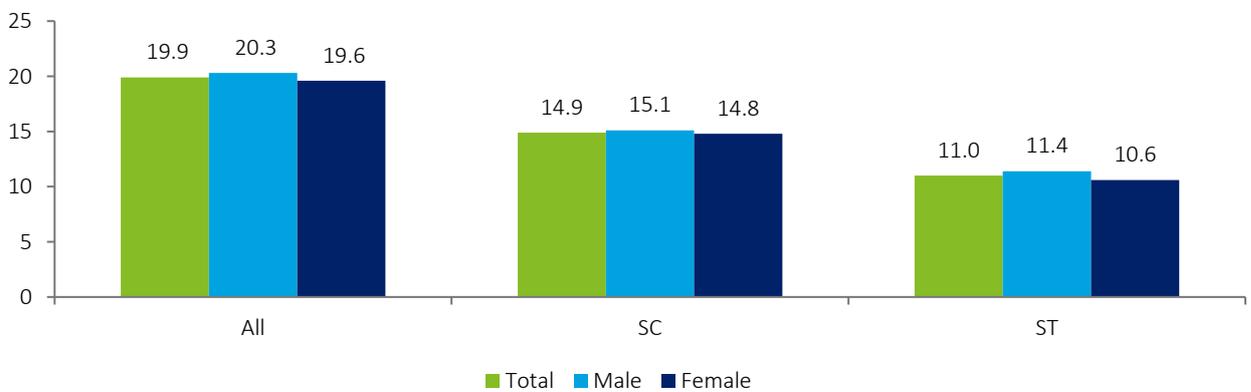
Source: All India Survey of Higher Education, MoE 2019-20

Faculty and staff

Indicators

Key indicators	West Bengal	India
Pupil Teacher Ratio (PTR)	30	23
Teachers per college	33.9	29.7
Non-teaching staff per college	22.2	25.5

Calculation is based on the total number of responses as given in the AISHE 2019-20 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Minorities
Share of population	51.5%	48.5%	23.5%	5.8%	8.7%	2.2%	28%
Share of enrolment	49.5%	50.5%	18.4%	3.3%	15.7%	0.2%	11.6%
Share of teaching staff	65.3%	34.7%	10.9%	1.5%	9.6%	0.4%	9.1%
Share of non-teaching staff	76.8%	23.2%	13.4%	3.1%	6.9%	0.4%	6%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

Timeseries analysis of key/select parameters

Enrolment at various levels through regular mode during the last five years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Ph.D.	5918	6362	6945	11731	12836
■ M.Phil.	1419	1802	1676	1762	2178
■ Post graduate	70690	73955	79201	86250	91771
■ Under graduate	1541663	1607033	1572149	1603941	1668387
■ PG Diploma	2150	3539	4754	4090	4205
■ Diploma	101100	118115	144864	167563	172423
■ Certificate	6922	4688	4181	6014	6806
■ Integrated	8745	9474	10214	13900	14931
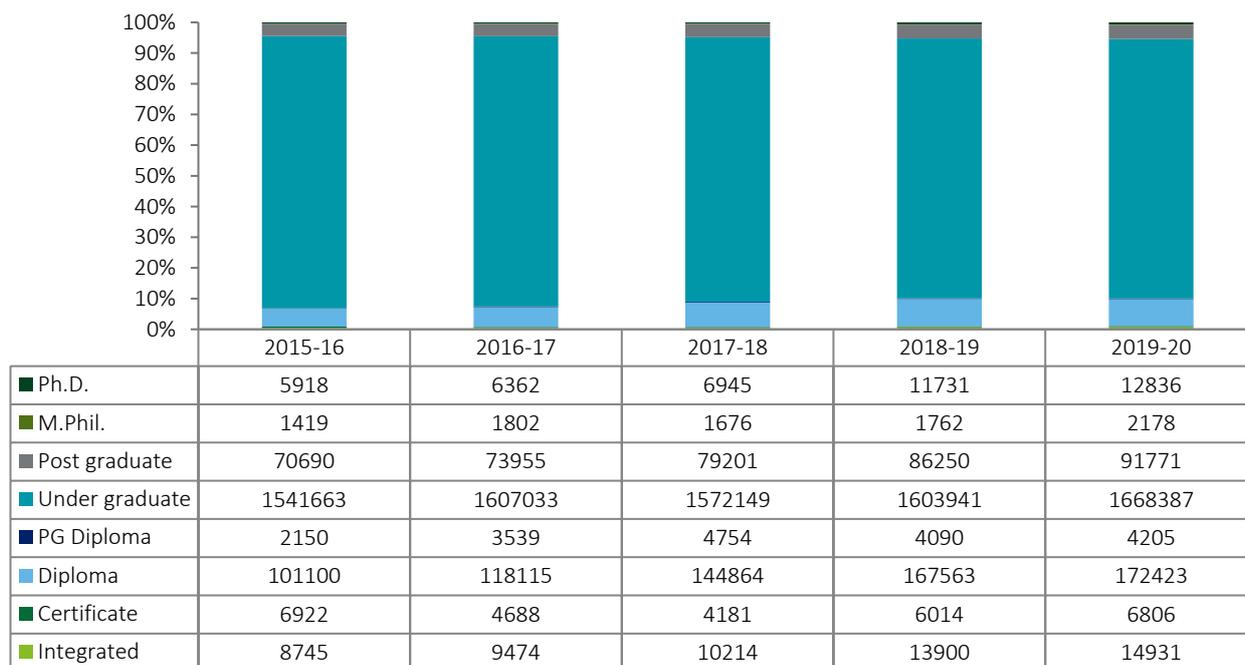
GER during the last five years
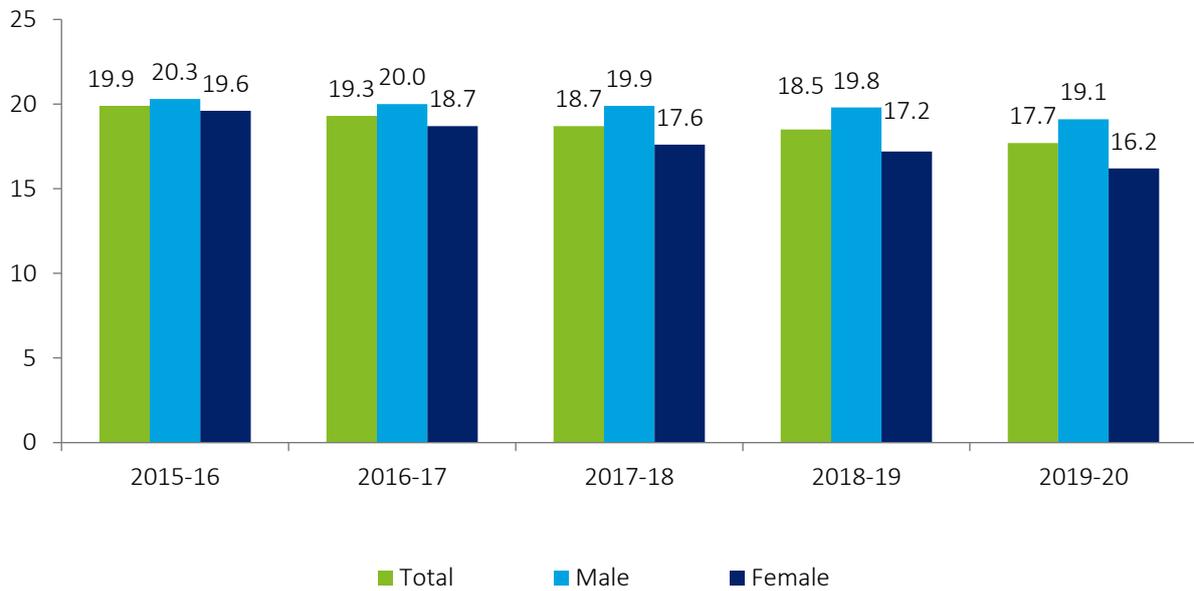
PTR during the last five years
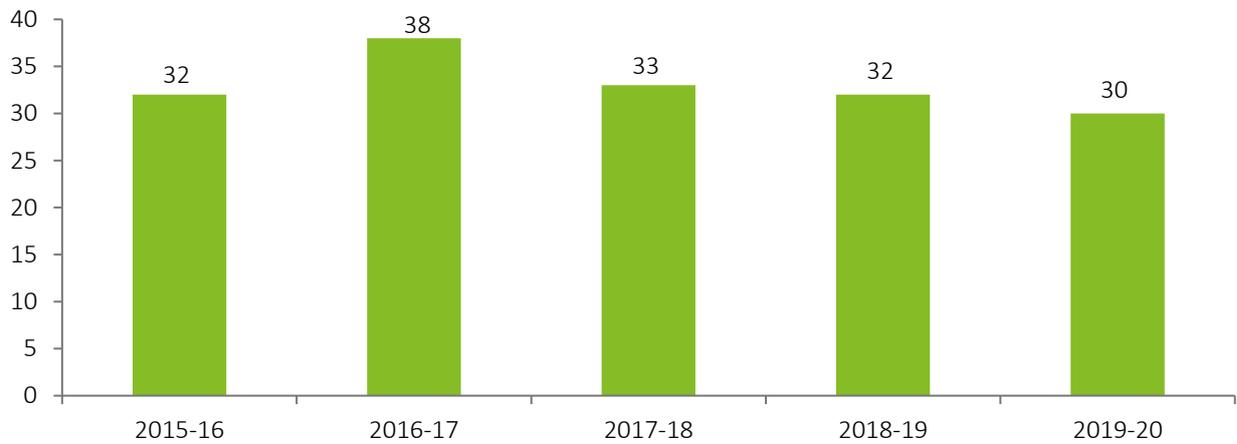
Source: All India Survey of Higher Education, MoE 2019-20

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Contributor

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About CII Education Department

https://www.ciieducation.in/

CII's work in education spans both school and higher education. The overall aim is promoting industry-academia linkages so that the output of academia improves in quality and industry benefits from a steady supply of high-calibre human resource.

CII has been driving change in Indian education and has actively contributed to the education landscape in the country. The Education Council submits policy recommendations to the Government on the subject regularly. CII had provided several inputs for the National Education Policy (NEP) 2020, most of which found place in the policy released by the ministry.

Over the years, CII has created several successful projects on ground to increase linkages between the two sides. These include **Prime Minister's Fellowship for Doctoral Research** (www.primeministerfellowshipscheme.in) which was started in 2012 with the Department of Science and Technology and is now co-implemented by the Science and Engineering Research Board, along with CII. This highest paid Fellowship in India is aimed at encouraging industry-relevant R&D at PhD level. There are now more than 225 projects under this Fellowship.

With AICTE, there has been a prestigious survey which CII has been doing since 2012, called the **AICTE-CII Survey of Industry Linked Technical Institutes** (https://www.aicte-india.org/education/collaborations/moucii/AICTE_CII_2020). The survey maps the work institutes do with industry and encourages them to forge deeper and more widespread ties with industry.

CII has created **Industrial Proficiency Aptitude Test for Engineers (iPATE)** with the aim of streamlining hiring of technical talent by industry (www.ipate.in). The test assesses to what extend the engineering graduates are able to apply concepts to industry setting i.e., how industry-ready they are.

CII has also been working extensively in the school education space, especially with regard to technology in education and early childhood education. CII launched a **'Catch-up Campaign'** to ensure that learning is continuous and to sensitise educators on the learning losses due to the pandemic,

CII has also been conducting a series of webinars and workshops for teacher capacity building with special focus on digital education. The sessions, meant for educators and academic leaders, aim to create awareness on the new age topics and technology tools.

CII will continue its work on its existing initiatives as well as several new ones this year as well with our focus on continuity and resilience in education.

Connect with us

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CII

Confederation of Indian Industry

The Confederation of Indian Industry (CII) works to create and sustain an environment conducive to the development of India, partnering Industry, Government and civil society, through advisory and consultative processes.

CII is a non-government, not-for-profit, industry-led and industry-managed organization, with over 9000 members from the private as well as public sectors, including SMEs and MNCs, and an indirect membership of over 300,000 enterprises from 294 national and regional sectoral industry bodies.

For more than 125 years, CII has been engaged in shaping India's development journey and works proactively on transforming Indian Industry's engagement in national development. CII charts change by working closely with Government on policy issues, interfacing with thought leaders, and enhancing efficiency, competitiveness and business opportunities for industry through a range of specialized services and strategic global linkages. It also provides a platform for consensus-building and networking on key issues.

Extending its agenda beyond business, CII assists industry to identify and execute corporate citizenship programmes. Partnerships with civil society organizations carry forward corporate initiatives for integrated and inclusive development across diverse domains including affirmative action, livelihoods, diversity management, skill development, empowerment of women, and sustainable development, to name a few.

As India marches towards its 75th year of Independence in 2022, CII, with the Theme for 2021-22 as Building India for a New World: Competitiveness, Growth, Sustainability, Technology, rededicates itself to meeting the aspirations of citizens for a morally, economically and technologically advanced country in partnership with the Government, Industry and all stakeholders

With 62 offices, including 10 Centres of Excellence, in India, and 8 overseas offices in Australia, Egypt, Germany, Indonesia, Singapore, UAE, UK, and USA, as well as institutional partnerships with 394 counterpart organizations in 133 countries, CII serves as a reference point for Indian industry and the international business community.

Confederation of Indian Industry

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