

ASHE 2020

Annual status of higher education in
states and UTs in India

December 2020

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Foreword



Mr Chandrajit Banerjee
Director General, CII

The ninth edition of the ASHE report is unusual for many reasons. This year was unlike any that we have seen so far. Life changed in the spring of 2020. Thereafter it's been a new paradigm, a new way of working, a new way of communicating, a new way of collaborating and a new way of teaching and learning. Virtual distances have disappeared, and physical distances have become unsurmountable, at least for the time being.

It is in this backdrop that we have brought out this year's ASHE report which continues to be of great use and relevance for policy makers. This report makes use of government's own data from the All India Survey of Higher Education (AISHE) but does significant value addition in the form of analysis and contextualization.

This year, CII Education Council also made its work more granular. There were 11 task forces which were set up on school and higher education issues and some of them came up with great sets of recommendations on the implementation of the National Education Policy (NEP) which was announced this year. In fact, from the NEP perspective, this year has been more significant than any in the past few years. A great policy can only become effective with a good implementation plan and this is what the task forces set up under the aegis of CII Education Council deliberated over this year – how to implement NEP in different areas.

I am happy that recommendations of two of the task forces on higher education – on Autonomy of Higher Education Institutions and on Industry-Academic Collaborations – are part of the first section of this ASHE 2020 report.

I thank the Deloitte team for bringing out this report in such difficult times and for not letting the chain of publications break since 2013 when they joined hands with CII for this very important policy document.

Foreword



Anindya Mallick

Partner, Deloitte Touche Tohmatsu India LLP

It has been a difficult year with the ongoing pandemic disrupting lives across the globe. The education sector too was impacted as institutions were forced to close to prevent the virus from spreading.

To keep students engaged in academic activities and complete courses per the academic calendar during the pandemic-induced disruption, many Indian educational institutions have started to conduct online classes using virtual meeting platforms. Higher education institutes and their faculty have used innovative mechanisms to engage virtually with their students and continue their academic activities. However, the digital divide continues to be a challenge with access to devices and internet quality impacting teachers' and students' experience as they operate from the safety of their homes. Many higher education institutes, with the support of the government and their alumni, are attempting to address these challenges.

A key announcement during the year was the National Education Policy, 2020. The policy seeks to transform the Indian education system and align it with contemporary international standards, keeping in mind accessibility for all social, economic, and geographic backgrounds. The policy states that higher education institutes should offer multidisciplinary courses, which will give students the flexibility to study combinations of subjects based on their interest, which may differ from the typical combination of subjects we are familiar with. Such choice and flexibility will help youth match their aspirations and enable innovations expected in the workplace of the future. Another key highlight is providing students with the flexibility of multiple points of entry and exit during their higher education courses. Key features of the policy have been discussed in part I of the report.

In part II of the report, an analysis of the status of higher education in India, along with those in states and union territories, provides useful insights.

We would like to express our sincere thanks to CII for collaborating with us in preparing this report.

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
MHRD	Ministry of Human Resource Development
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 Center
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	Uchatar Avishkar Yojana
UGC	University Grants Commission

Part I - Focus on key themes and developments

Introduction

India has the third-largest higher education system in the world, with an estimated 36.1 million students (51.4 percent male and 48.6 percent female) enrolled across 993 universities, 38,179 colleges, and 10,725 standalone institutions during 2018-19.¹ The country's Gross Enrollment Ratio (GER) in higher education has registered a marginal increase from 25.2 percent in 2016-17 to 26.3 percent in 2018-19, as compared to the target of 30 percent by 2020.²

To achieve this target and enable transformational changes in the Indian higher education system, a number of initiatives have been proposed in the National Education Policy approved in July 2020. The policy defines measures for an outcome-based approach to the education sector, as well as providing students the requisite flexibilities in charting their careers. The intent of the policy is to align India's education system to contemporary practices followed globally.

The education budget allocation increased by around 5 percent from INR 94,854 crore in 2019-2020 to INR 99,311 crore in 2020-21³. The allocation for higher education is 40 percent⁴ of the budget amount. A key highlight of the budget was the acknowledgement that the education system needed a greater inflow of finance to attract talented teachers and innovate and build better laboratories. Higher education institutions have been allowed to avail external commercial borrowings for funding facility modernisation. To improve reach and access of quality education across the country, providing online degree courses from the top 100 Indian institutes is a key budget announcement. This maintains the quality of such online courses as well as the acceptability of degrees. To better the employability of students in the general stream, 150⁵ higher education institutions have been proposed to embed vocational courses to increase their expertise in targeting jobs of the future. Embedding vocational training courses in the general stream is also recommended in the National Education Policy, 2020.

Transforming the Indian higher education system is expected to improve the quality of learning outcomes for India's youth and make them ready for the workplace of the future. Requisite investments in the education system in facilities, teaching talent, and improving quality of education is the need of the hour for India's continued recognition as the talent pool for the world.

¹ All India Survey of Higher Education, MHRD 2018-19

² Government of India targets as set in the 12th Plan Document

³ <https://www.moneycontrol.com/news/business/economy/budget-2020-education-sector-allocation-up-5-4892771.html>

⁴ <https://www.moneycontrol.com/news/business/economy/budget-2020-education-sector-allocation-up-5-4892771.html>

⁵ <https://www.moneycontrol.com/news/business/economy/budget-2020-education-sector-allocation-up-5-4892771.html>

1. National Education Policy 2020 – Enabling transformation of the Indian higher education system

The National Education Policy (NEP) announced by the Government of India on 29 July 2020 comes nearly three decades after the previous policy was notified. A lot has changed in the interim. The advent of the fourth industrial revolution places us in the midst of continuous disruption by digital technologies. This revolution is expected to transform economies, jobs, and as well as society through new technologies and processes. With education being the key component in shaping the future workforce, transforming the current education system through the adoption of innovative and contemporary teaching and learning methodologies is the need of the hour.

NEP seems to have been primarily developed based on the above premise and provides direction and guidance on a child's academic journey—from pre-school through higher education. The policy aims to bring the Indian education system at par with contemporary international standards, keeping in mind the accessibility for all social, economic, and geographic backgrounds.

The policy's primary focus is on standardising the quality of education across the country, providing requisite flexibilities to students in charting their careers and aligning with workplace needs of the future.

In higher education, one of the key features in the policy is to make undergraduate education broad based through multi-disciplinary offerings with flexible curricula, integration of vocational education, and students having the option to choose a creative combination of subjects. This measure gives students the flexibility to study a combination of subjects based on their interest, which may differ from the typical combination of subjects we are familiar with. Such choice and flexibility will help match youth aspirations and enable innovations expected in the workplace of the future.

A student's option to make choices and flexibility has been addressed in the policy through multiple points of entry and exit. A student can enrol in a four-year undergraduate programme with the option to exit with a certificate at the end of the first year, a diploma at the end of second year, or a degree at the end of the third year. Even on exiting before completion of the full programme, students will have the option to re-enter the programme where they had left off, at the same or a different institution. A system of credits will enable tracking the student's higher education journey, for which, an academic credit bank database is proposed to be set up, which will maintain credits digitally. This flexibility gives students adequate options in planning their careers, while taking care of life events that may require them to discontinue their studies temporarily at any juncture.

The policy also promotes internationalisation of education through both institution to institution collaborations and student and faculty mobility. These measures are likely to improve the quality of education and align with the needs for India's economic development.

While the transformational changes stated in the policy are the need of the hour to revamp the educational system, transforming this to reality is likely to be challenging. Significant investments will be required in infrastructure, technology, teachers' training to implement the policy measures. For example, the shift in school education to the new format will require teachers to be trained in the new pedagogy as learning methodology will transition from rote to conceptual learning. In case of higher education, the move to offer multi-disciplinary courses will require investments to expand infrastructure and facilities, as well as recruitment of teaching staff for new subjects to be introduced. Effective implementation of the new policy is likely to play a critical role in helping India achieve its economic and development aspirations.

2. Autonomy in Higher Education

Inputs and recommendations of autonomy in the higher education taskforce for implementation of the National Education Policy

The NEP-2020 was approved by the government a few months ago. The policy made several recommendations to transform the education system in India. There is a general agreement that the policy is forward-looking and if implemented correctly, can enhance the standard of education in the country. The important aspect, however, is its implementation. In this chapter, the issues related to autonomy in HE have been discussed.

The Education Council of CII, chaired by **Dr BVR Mohan Reddy**, constituted the following committee, this year in July, to consolidate the issues related to autonomy in the NEP-2020.

1. **Prof. K.K. Aggarwal**, Chairman, NBA
2. **Dr (Mrs) Pankaj Mittal**, Secretary General, AIU
3. **Prof. Raghunath K Shevgaonkar**, VC, Bennett University (Chairman)

The committee deliberated on the NEP-2020 in general and the “Autonomy of the Higher Education Institutions (HEI)” in particular. The committee also noticed that about two-thirds of higher education in India is in the private domain. The policy therefore has to take note of the issues related to private players and facilitate them in HE.

HE institutions require autonomy on three fronts, namely, academic, administrative, and financial.

Academic autonomy:

Assumptions:

1. Only universities have been considered in this report. Autonomous colleges or other affiliated colleges are not included in this study.
2. At the outset, it may be noted that all universities (central, state, deemed, degree awarding institutions, such as IITs and AIIMS) are autonomous, in principle at least. Also, this applies to both public as well as private universities. So, it is not a question of granting autonomy, but of using autonomy and being allowed to exercise their autonomy.
3. Academic autonomy is the essence of the functioning of a university, which in some cases, may have a bearing on administrative and financial governance structures and hence on autonomy in many cases. However, in several cases, even the proper utilisation of those aspects of academic autonomy (which do not impact administrative or financial aspects significantly) can lead to a large improvement in the functioning of the university.

Some decisions that must be completely delegated to the head of the institution and/ or the academic council/senate chaired by him can be listed as:

1. Designing the curriculum of all courses offered, which implies complete structure of the scheme of studies, classification of subjects as compulsory/optional/elective., assigning of credits for each course, time (offline as well as online, wherever applicable) allocation for each course, syllabus of each course (whether to divide the same into units and the number of units, if applicable).

Also deciding the components of every course, such as lectures, practical work, team projects, case studies, seminars, and innovative inputs, and then working out the details of each component applicable (in terms of time proportion and the proportion of academic weightages, etc.).

***The Regulatory Bodies may only decide on very basic fundamentals, such as guidelines regarding definition of credits, total number of credits to be earned for a certificate, diploma, three-year degree, four-year degree, masters, etc. It may also be necessary to classify each course by a suitable index, which will be required for multiple entry/exit, credit transfer, academic bank of credits, etc.*

2. Method of conducting examination under each course to be specified by the university alone by taking decisions such as: hours for theory exam, practical exam, evaluation by the number of examiners (internal or external, academic or professional), when to conduct examinations, and when to declare results.

***The regulatory body may only indicate a calendar specifying a “range of dates” for facilitating the movement of students, etc.*

3. Admission of students should be the prerogative of the university, subject to:

***Minimum entry qualification to be fixed by regulatory bodies (to go higher than that is university prerogative by any mechanism they like: test/interview/group discussions, etc.).*

***Wherever a centralised system of admissions is in force for the applicable programmes in a university, it will be followed up to a date and thereafter, the universities will take admissions up to the date fixed by them in a transparent manner, which will be decided and notified by the university.*

4. Appointment of teachers should be purely the prerogative of the university. Details of degree/specialisation should be decided by the university. This is all the more necessary in the context of emphasis on multidisciplinary and interdisciplinary courses in NEP 2020. The procedure for advertisement, selection, as well as constitution of selection committee, should also be the prerogative of the university.

*** The regulatory body may only issue guidelines on:*

- a) Minimum qualification needed for each level.
- b) Minimum number of teachers needed for a programme (teacher-student ratio).
- c) Indicative cadre ratio (within an acceptable range).

For example, it might say that there must be at least 10 percent professors in a department. However, more numbers at a senior level and also the quality of staff at every level (in terms of academic qualifications and professional experience) will be an advantage for accreditation and ranking, etc.

5. University should have full freedom to organise classrooms/laboratories/multi-functional rooms, etc. Regulatory body need not go with the details of such space management exercises.

However, to ensure some minimum space availability, regulation may just specify minimum carpet area for a particular programme of specified duration as “X” sqm per student enrolled.

6. Quantity and quality of equipment, etc., should also be left to the university.

Again, it should have a significant bearing on accreditation and ranking for the university.

7. Management of research degrees, Ph.D. should also be left to the university. The decision to take admissions by test and/or interview should be left to the university.

Again, the regulation should only specify basic stipulations, such as:

- a) Number of Ph.D. students in any department at any point of time will not exceed four times the number of Ph. D faculty..
- b) Minimum academic standards for admission to Ph. D.

Administrative autonomy:

The NEP 2020 has advocated for autonomy of HEIs to a great extent. Apart from restructuring of Higher Education architecture in terms of the establishment of Higher Education Commission of India (HECI), which will work in transparent, public disclosure, the NEP 2020 has recommended to provide complete administrative autonomy to HEIs through the constitution of a board of governors that brings together individuals who are knowledgeable, eminent, resourceful, diverse, and care for the institution concerned. The policy also talks about strong self-governance and outstanding merit-based appointments of institutional leaders. This means that the Board shall appoint the Vice Chancellor/Director.

It is felt that the governance of the higher education system will include two components (a) Sectoral governance by the governments and the regulating agencies and (b) internal governance of the universities.

Sectoral governance by the government and the regulatory bodies

The issues concerning sectoral governance are a lack of autonomy to the Higher Education Institutions, weak quality-assurance mechanisms, funding not linked to the performance of the institutions, absence of robust mechanism for appointment of vice chancellors, establishment of universities for populist reasons, over centralisation and micro-management of universities by

government and regulatory bodies, minimal role of state councils of higher education as a buffer institution and overlapping role of UGC, AICTE, and various statutory professional councils.

The specific recommendations are as follows:

a. Model Act for state public universities

It is proposed that all issues of university governance can be addressed through a model Act, which can indicate the governance structure of a university, composition of various bodies, qualification, and appointment of various officers of the university, composition, qualification, and other selection norms for members of search committees for appointment of Vice Chancellors, tenure of VC, selection process for VCs, etc. The model Act may act as a guiding principle for the universities to revise their existing acts to make them more progressive.

b. Greater participation of State Councils for Higher Education in managing state higher education institutions

At present about 30 states have constituted State Councils for Higher Education to manage state higher education institutions but many of these councils are not functioning to act as a buffer institution between the central government, state government, state universities, and colleges in the state. The government may issue guidelines for greater participation of State Councils of Higher Education to enable them to act like an effective body and ensure quality of higher education in the concerned state and assess states' fund requirements, keeping in view the considerations of merit as well as inclusivity. They should play an effective role in HEI and its four verticals.

c. Structural reforms

- The NEP has already recommended the establishment of HEI with four verticals. The government has to bring out a bill on the HEI and its four agencies, i.e., NHERC, NAC, HEGC, and GEC. The bill shall clearly define the role and purpose of each organisation to ensure that there is no overlap between them, as well as it is not affecting the constitutionally provided concurrent powers of state governments/universities. While configuring the HEI, it is recommended that there needs to be a statutory legal provision that HEI would evolve as a federal body of academicians, incorporating the present state higher education councils as statutory bodies of state governments in all the states with powers to coordinate with HEI and act as the state-level implementation council, in accordance with the HEI norms. HEI, the overarching body, shall be managed by academicians with administrative experience, with nominees of all the state higher education councils, instituted by the state governments. This should be done in a time-bound manner to ensure that there is a smooth transition from existing organisations such as UGC, AICTE, and NCTE to the newly constituted bodies.

d. Establishing new universities

It has been seen that universities are announced and created for various reasons. The creation of universities should be based on the need and justification. Therefore, the government may bring out guidelines to establish new universities for the use of central and the state governments to ensure that they are established on the basis of felt needs only.

Phasing out the system of affiliated colleges over 15 years through graded autonomy:

The following phase-wise de-affiliation plan is proposed:

1. Upgradation of Colleges with a Potential for Excellence (CPE), autonomous colleges with a track-record of quality performance justified by their accreditation profile and colleges accredited at an 'A'-grade level by NAAC, as unitary universities; Till such time they are elevated to the university status, the UGC may consider taking appropriate steps to empower such colleges to become "degree-awarding institutions."
2. Division of the existing state universities with a large number of affiliated colleges into smaller universities, as separate non-affiliating multidisciplinary universities, and as exclusive affiliating universities with limited number of colleges affiliated to them;
3. All categories of upgradation as universities need to be provided only after due academic and administrative assessment processes with a "catch-up grant from the centre for a period of five years";
4. To make amendments in the Acts of the central universities.

e. Graded autonomy to colleges

As recommended in NEP 2020, colleges shall be given graded autonomy in a phased manner with the power to award degrees. The Implementation plan has to be worked out in this regard.

f. Mentoring colleges

UGC recently launched a scheme called PRAMARSH, whereby colleges ranked highly by NAAC shall be mentoring colleges who are not yet accredited. The UGC is also in the process of preparing a mentor-mentee list to put it into operation. This may be further expedited so that more and more colleges come under the fold of accreditation.

Internal governance

As far as the internal governance of the universities is concerned, it needs to be more transparent, decentralised, autonomous, and accountable. A flexible pattern of governance, which is responsive to the changing needs of society, global trends, and knowledge, can be a powerful factor in accelerating progress. In the wake of internationalisation of education, coupled with globalisation and competition, the higher educational institutes need to be managed more professionally. The traditional university administration being run with 19th century tools have to be replaced with modern management techniques with qualified, professionally trained, and pro-active administrators suited for the fast-changing world.

Suitable adoption of model Act

All the universities should suitably adopt the model Act so that the recent developments in the field of higher education are taken care of, including autonomous colleges, investment by the university, university industrial linkage, foreign collaboration, research park, and incubation centres. The powers in the university shall not remain concentrated with the Vice Chancellor and shall be decentralised to expedite the speed of work. The appointments in the universities should be transparent and based on the merit. The Vice Chancellor shall ensure that the departmental heads are also given financial, academic, and administrative powers. The appointment of vice chancellors shall be free of any political interference and be done by BOG as proposed in NEP 2020.

a. Establishment of human resource management systems

It is felt that unlike foreign universities where there is a dedicated human resource management department that looks after the recruitment, retention, and development of academic and non-academic staff, Indian universities are undertaking these activities in a fragmented manner. Therefore, to ensure professional management of higher education institutions of India, the universities may be encouraged to establish human resource management departments as a service department to take care of the most critical component of the higher education system, i.e., the human resource. Indian universities should establish “human resource department”, as a service department to take best care of human resource in the university in terms of academic planning, recruitment methodologies to be adopted including head hunting, retention strategies, staff development and training, personal and professional counselling, and gracious exit on superannuation and need-based re-employment.

b. Standard operating procedures for universities

While realising that financial discipline is not maintained in many public universities, due to the lack of trained professionals and the absence of standard operating procedures, it is felt that standard operating procedures for universities shall be laid down, which should be widely circulated for the benefit of university administrators.

c. ERP management in higher education institutions

There is an urgent and strong need to conceive and concretise the e-governance programme and develop an ERP for the universities to provide a smooth flow of information between the “university administration” and the “students, staff and public” to enhance the speed and quality of internal functioning as well as provide “user-friendly” access to outsiders. The ICT-enabled tools shall be extensively used to improve the productivity, efficiency, and customer satisfaction with measurable results, in terms of substantial reduction in use and movement of paper and time taken to provide information, leading to reduced delays, cost savings, as well as environmental conservation. All HEIs should be governed through an e-governance model through an ERP.

The Government of India may develop a generic ERP for the State Public Universities, which can be customised with the help of software experts to suit local and specific needs of a particular state university.

d. Leadership training

The MHRD launched the Leadership for Academicians Programme (LEAP) programme to train potential Vice Chancellors. However, the Indian higher education system is managed by higher education administrators including vice chancellors, registrars, deputy registrars, assistant registrars and other administrative staff, none of whom undergo any professional training. Hence, our higher education system is being managed by administrators with no formal training on academic governance. The result is a poorly managed system, which does not work to its optimal levels and is far from being a

professionally managed system. For effective management of our higher education system, we need to shift the focus from “management of higher education” to “professional management of higher education”.

The mechanism shall be created for conducting leadership training for vice chancellors and for other administrative staff of the universities to ensure effective and professional management of the higher education system.

e. Process for selection of VCs/deans/registrars/FOs

The process of selection of vice chancellors is most critical to ensure the quality of higher education being imparted in our institutions. Therefore, apart from specifying the qualifications of vice chancellors and other senior administrative staff of the university centrally by UGC or MHRD, a robust process of selection may also be enforced to ensure that only highly qualified and eminent people are part of the search committee for selection and the selected VC is an eminent personality in his or her field.

f. Grievance redressal system

A robust grievance redressal mechanism shall exist in universities to take care of grievances of the students. A similar mechanism for redressing grievances of teachers and other employees of HEIs may also be evolved.

Financial autonomy:

The NEP 2020 has made some recommendations regarding the financial aspects of HEIs, such as disbursement of research grants purely on the basis of merit, irrespective of the type of institutions, scholarships to students, etc. However, by and large, the policy lacks a robust financial model for creating and sustaining quality in HEIs. This is particularly relevant for private institutions that have hardly any revenue source other than the students’ fees. The policy categorically mentions that HE should be a philanthropic activity and there should not be any business angle in setting up HEIs. While from the societal angle this aspect is desirable, this has created a lot of abnormalities and corrupt practices in the education system. It is important to note that quality education does not come cheap. To get quality faculty and quality infrastructure, one needs to pay. Currently, in the name of affordability, the quality of education is compromised. The NEP 2020, therefore, should address the following issues from the financial viewpoint.

Robust financial model:

HE requires a robust and transparent financial model. There has to be a financial model that encourages a well-meaning person or body to establish quality HEIs. The model should be similar to a comprehensive business proposal that encompasses, capital and operational costs of HEI with reasonable earning. The proposal should have a proper growth plan that is sustainable over a long period. The infrastructure can be built from the loans borrowed from financial institutions that can be paid through regular instalments. The earnings from the HEIs may be allowed to be invested in financial schemes and the returns be used for the growth of the institutions. The current philanthropic model of HE is one-sided. While it does not permit HEIs to make profit, it has no provision to absorb any losses incurred due to low student enrollment or other unexpected situations. The financial model for HE therefore should have provisions to absorb short-term financial fluctuations.

The financial model also demands a robust monitoring mechanism. The financial auditing systems should be in place to guarantee financial transparency and punitive measures in case of any financial irregularities.

There should be ample schemes available to the students for borrowing educational loans without much collateral. Instead of putting limits on fee for revenue generation, there should be facilitation through loans and subsidies from the government for the economically backward class of the society.

Fee structure:

The fee for a programme should be decided by the management of HEIs. The fee calculation should take into account the location of HEI and the facilities they provide. The NEP 2020 emphasises multi-disciplinary and holistic education. The infrastructure to that effect must be developed, and the cost should be accounted for while calculating the fee. The fee calculation also should include, the premium in the perks offered to the meritorious and high-performing faculty. The fee calculation should not work only toward achieving the minimum expected standard of education, but towards promoting excellence in HE. A differential programme-wise fee structure may be encouraged. HEIs should be allowed to regulate their fees without much control from the regulatory bodies. Universities may be only prescribed a range of fee for each programme and let them choose within that range. For example, there may be a regulation to say that minimum fee for B.Tech per year is ‘A’ and maximum is ‘B’. The universities could fix the fee in this range at their level.

In short, HEIs should be allowed to become financially self-regulating but with full transparency and accountability.

Students' scholarships:

NEP 2020 has recommended that 25 percent of students should be provided with full tuition waiver and 25 percent students should be given a 30 percent tuition waiver. Scholarship or tuition waiver should be prerogative of the management board of HEI. It should be understood that for self-sustaining HEIs, especially in the private sector, which has revenue only through fees, cannot afford these types of tuition waivers. To sustain financially, HEIs, in turn, will have to overload the remaining 50 percent students. This will make the education economically unviable for the remaining 50 percent students.

HEIs should have scholarships but they should be created by individual HEIs with proper financial planning. Universities should be encouraged to announce some scholarships: To whom? On what basis? How much? For which programme? All this should be left to the universities.

Corporate social responsibility:

For national development, education will have to be placed at the highest level of priority. Corporates and the industry can play an important role in this mission. It may have a far-reaching impact if the mandated CSR funds are systematically invested in the HE. Corporates may be encouraged to spend CSR funds towards HE with extra tax benefits. The HEIs should be permitted to collaborate with the corporates and industry to acquire the CSR funds for institutional development and quality education and research. State of the art laboratories and training centres can be set up with CSR funding. CSR funding can also be utilised to support chair professorships, student scholarships, and extra perks to high-performing faculty, and international visits for upgrading the skills, etc.

Funding from NIRF:

NIRF is a great step forward for enhancing research in HEIs over a wide scale. However, there seem to be constraints on HEIs such as accreditation, ranking, to receive the funding through NIRF. This is a vicious circle. Good ranking comes from good research facilities that need funding. But to get funding there is a need to have high ranking. High-quality faculty is attracted to HEIs that have good facilities and research funding. Unless this circle is broken, the distribution of NIRF funding will remain confined to few premier institutions. It is therefore desirable that the research funding should be provided on pure merit of the investigator of the project with operational support from the HEIs, irrespective of the type of HEIs, *public or private*. It should also allow mobility of the project funding with the investigator.

Internationalisation of HE:

There should be a smooth mechanism for financial transactions between partnering institutions from abroad. Also, there should be facilitation for setting up extension campuses of Indian universities beyond Indian shores. The National Education Policy (NEP) announced by the Government of India on 29 July 2020 comes nearly three decades after the previous policy was notified. A lot has changed in the interim. The advent of the fourth industrial revolution places us in the midst of continuous disruption

3. Industry-Academia collaborations

Inputs and recommendations of industry-academia interaction taskforce for implementation of the National Education Policy

The Education Council of CII, chaired by **Dr. BVR Mohan Reddy**, constituted a committee in July this year with the following members to consolidate issues related to industry-academia collaborations in the NEP 2020.

- **Dr Anuradda Ganesh**; Chief Technical Advisor and Director, Cummins Technology
- **Prof M Balakrishnan**; IIT Delhi
- **Mr Arvind Pachhapur**; Business Head for IP/Sc, South Asia, Clarivate Analytics
- **Ms Shilpa Gupta**; Managing Director, PwC
- **Mr Datta Kuvalekar**; Head, R&D, Forbes Marshall Private Limited

Key features of NEP on the topic:

1. Flexibility in courses/subjects/curriculum

S No	Component	Roadmap for implementation
1.	Undergraduate programmes	
1.1	Flexible duration of internships	<p>Presently most technical Institutions have fixed-term internships—either for one summer period or for one semester (or none)</p> <ul style="list-style-type: none"> • Curriculum should provide flexible number of credits ranging from equivalent of one summer period to even up to two semesters. This would encourage some students as well as the industry to take up more serious projects through an internship. • To ensure quality and academic rigour, longer internships should be jointly assessed for grading by a joint team of faculty and industry personnel. <p><i>It is for conducting such joint assessments where on-line video conferencing tools can make a major difference in terms of time, as well as cost efficiency.</i></p>
1.2	Online UG programmes with strong internships	<ul style="list-style-type: none"> • Curriculum should permit a significant fraction to be delivered online. Ability to earn significant fraction of credits online would mean that many students would be able to combine earning through internship and learning through online courses. <p>A number of engineering and science courses that are only available in a full-time option keep away a large number of economically weak students from these programmes as they cannot afford the “opportunity cost” of studying for 3- 4 years after school. This would open up options that were once available through programmes such as AMIE and IETE.</p>
2	Postgraduate programme	
2.1	Master’s programme mainly for Industry personnel	<ul style="list-style-type: none"> • PG programmes should primarily target industry personnel for their career growth by formally being exposed to new technology as well as re-training by enabling them to move from one discipline to another.

S No	Component	Roadmap for implementation
		<ul style="list-style-type: none"> The programme should be modular with multiple entry-exit options of certificate, diploma, and degree.
2.2	PG not mandatory for PhD	<ul style="list-style-type: none"> Since PG is primarily for the industry, it need not be mandatory for admission to PhD. Prescription to take the relevant courses from PG courses may be made to have requisite credits/knowledge for PhD.

2. Research-intensive/teaching-intensive institutes

S No	Component	Roadmap for implementation
1.	Research-intensive HEIs	
1.1	Private HEIs	<ul style="list-style-type: none"> Research funding as well as PhD fellowships, etc., should be open to both public and private HEIs. To identify quality Institutions for eligibility for such schemes, metrics including NIRF ranking or the accreditation provided by the proposed NAC, that would cover both public and private Institutions together, can be used. <p>Note: US is the only country that has a large number of highly ranked private research Institutions (such as MIT, Harvard, CMU, Stanford, Ivy league Institutions) and this is possible only because these institutions receive enormous amount of research funding from government-funding agencies such as NSF, NIH, and DoD.</p>

3. NRF (National Research Funding)

S No	Component	Roadmap for implementation
1.	Research Funding to Academic Institutions	
1.1	Assessment Framework	<ul style="list-style-type: none"> Assess academic institutions on lines similar to the UK Research Excellence Framework (https://www.ref.ac.uk/). Enable funding at some level even for institutions that do not have a major track record but are just starting research. <p>It is important to expand the number of faculty and academic institutions that are active in research.</p>
1.2	Grants management platform	<ul style="list-style-type: none"> It will be critical to create a central grants management platform to keep track of all funding across all major funders. This will reduce duplication, ensure equitable use of research funds, and finer alignment with priorities.
1.3	Personnel to be deputed from academia/industry	<ul style="list-style-type: none"> NRF personnel who coordinate assessment of projects etc should be research active faculty/industry research leaders who are on deputation for short periods (say 1 to 3 years) just like editors of scientific journals.

4. Industry-academia research engagement

S No	Component	Roadmap for implementation
1.	Fellowships for faculty and joint research/development at higher TR levels	
1.1	Award of fellowships	<ul style="list-style-type: none"> Joint government-industry fellowships for faculty from universities to spend the two summer months or more (up to one year) as faculty interns in industry. If this is able to penetrate into Tier-2 and Tier-3 Institutions, one would see emergence of projects in academic institutions that would be very relevant to the industry and may even be carried out jointly.

1.2	Funding for research at various levels	<ul style="list-style-type: none"> Funding must be made available for projects to set up semi-pilot and pilot projects as HEI and industry-led respectively, with mandatory involvement of both academia and industry. Provide guidance and frameworks for IP ownership and commercialisation to facilitate more HEIs to confidently explore industry research collaborations.
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Note on CII1000:1000 initiative to promote NEP focus on industry HEI collaborations and policy recommendations

The CII 1000:1000 model comes at an appropriate time when the NEP 2020 has triggered focus on research universities and also created an impetus for greater collaboration between the industry and HEIs to make it relevant for students, the faculty, and the industry to engage in skills and practical experience-based learning models.

The CII 1000:1000 model aims to scale up the opportunities available for Higher Education across various domains in the form of templated models of collaboration.

The standard models of templates that CII offers through its aegis are:

1. Sabbaticals for faculty within industry
2. Sabbaticals (call this reverse sabbatical) for professionals within firms going to academia
3. Sponsored masters and PhD research projects
4. Internships for students within firms
5. Research collaborations under various grant schemes
6. Industry sponsored research projects
7. Industry-academia supported centres of excellence
8. Industry oriented course offerings by firms within institutions- actions for scale up

The role of CII will be to connect relevant Industries with interested institutions to create a meaningful and sustainable model of industry-academic engagement that spurs research. The main objective here is to create a scale of interaction that delivers R&D spend by industry and propels research spend in the private sector by at least 25 percent.

The main policy recommendations to enable this are:

1. UGC/AICTE to recognise the CII initiative as a national mission and recommend relevant HEIs to consider this initiative in its focus for this year.
2. Extend IMPRINT/UAY and DST/SERB schemes to partners applying under the CII 1000:1000 scheme.
3. MoE and CII to create a platform to enable easier connect of problems faced by the industry with solution providers in academia to enable visibility.

Part II – India and state profiles in higher education

India: Key statistics and trends in higher education

Key indicators

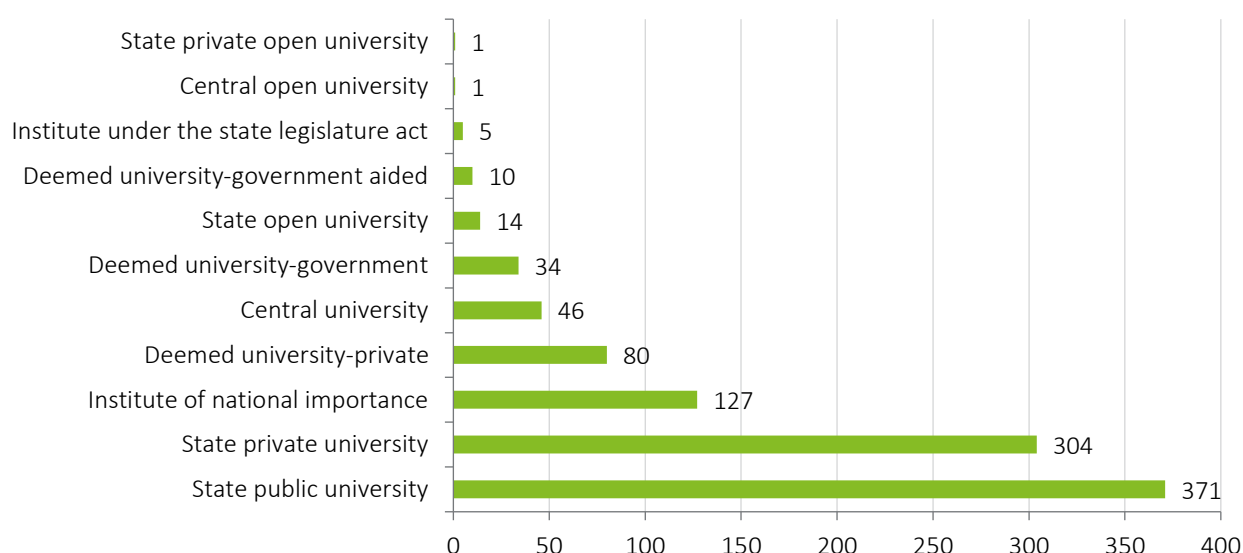
Indicator	Total	Male	Female
Total population (in crore) ¹	121.1	62.3	58.7
Literacy rate ¹	74.0%	82.1%	65.5%
Population in the 18-23 age group (in crore)	14.1	7.3	6.8
Share in the total state population (%) ¹	(11.7%)	(11.7%)	(11.6%)
Gross Enrollment Ratio ²	26.3	26.4	26.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

Universities by type: The breakdown of number of universities in the country based on the type of university is shown below. There is a total of 993 universities across the country, with state public universities constituting the highest share (37.4 percent). The top five states with the highest number of universities include Rajasthan (83, 8.36 percent of total in India), followed by Uttar Pradesh (79, 7.96 percent), Gujarat (72, 7.25 percent), Karnataka (65, 6.55 percent), and Madhya Pradesh (65, 6.55 percent).

University by type



Source: All India Survey of Higher Education, MHRD 2018-19

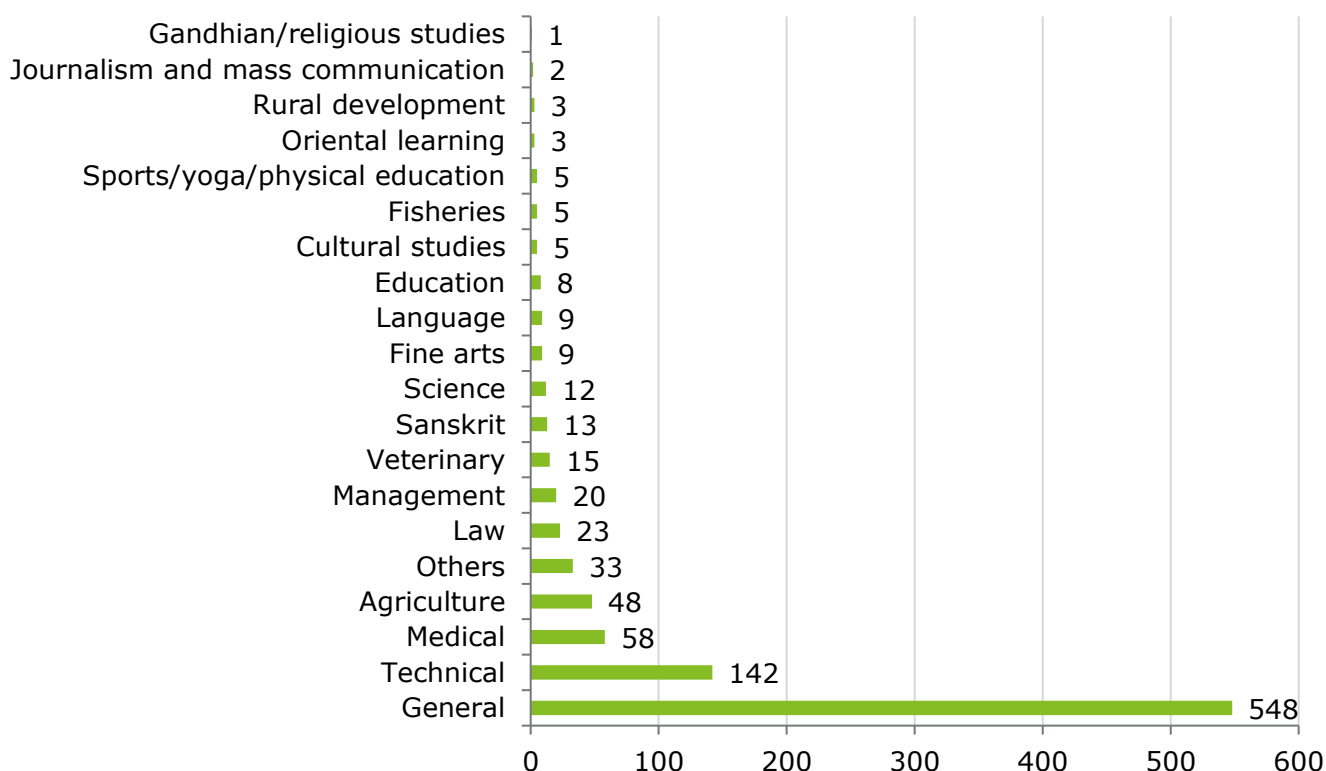
The breakdown of universities by type indicates variance between the top five states as follows:

Gujarat and Karnataka are ranked first in India in terms of the total number of state public universities, with 28 state public universities in both (7.5 percent of total state public universities), followed by Uttar Pradesh having 27 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 548 general universities (56.96 percent of the total), 142 technical universities (14.76 percent), 58 medical universities (6.03 percent), 48 agricultural universities (4.99 percent), 33 other universities (3.43 percent), 23 law universities (2.39 percent), and 20 management universities (2.08 percent), with all other universities totalling to about 9.36 percent.

University by specialisation

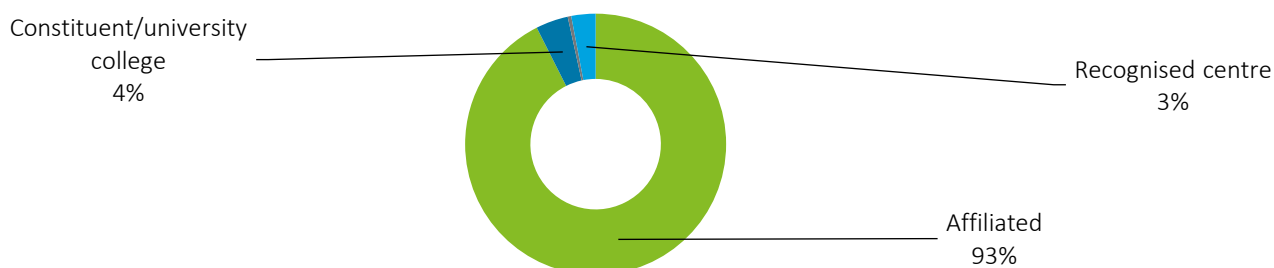


Source: All India Survey of Higher Education, MHRD 2018-19

Rajasthan has the highest number of general universities in the country with a total of 51 universities in the state. It is followed by Uttar Pradesh (48 general universities) and Gujarat (42). Punjab has the highest number of Technical Universities (32). Uttar Pradesh and Tamil Nadu have the second-highest number of technical universities in the country with a total of 10 each in both states. It is followed by Andhra Pradesh (9), Gujarat (8), and Rajasthan (8).

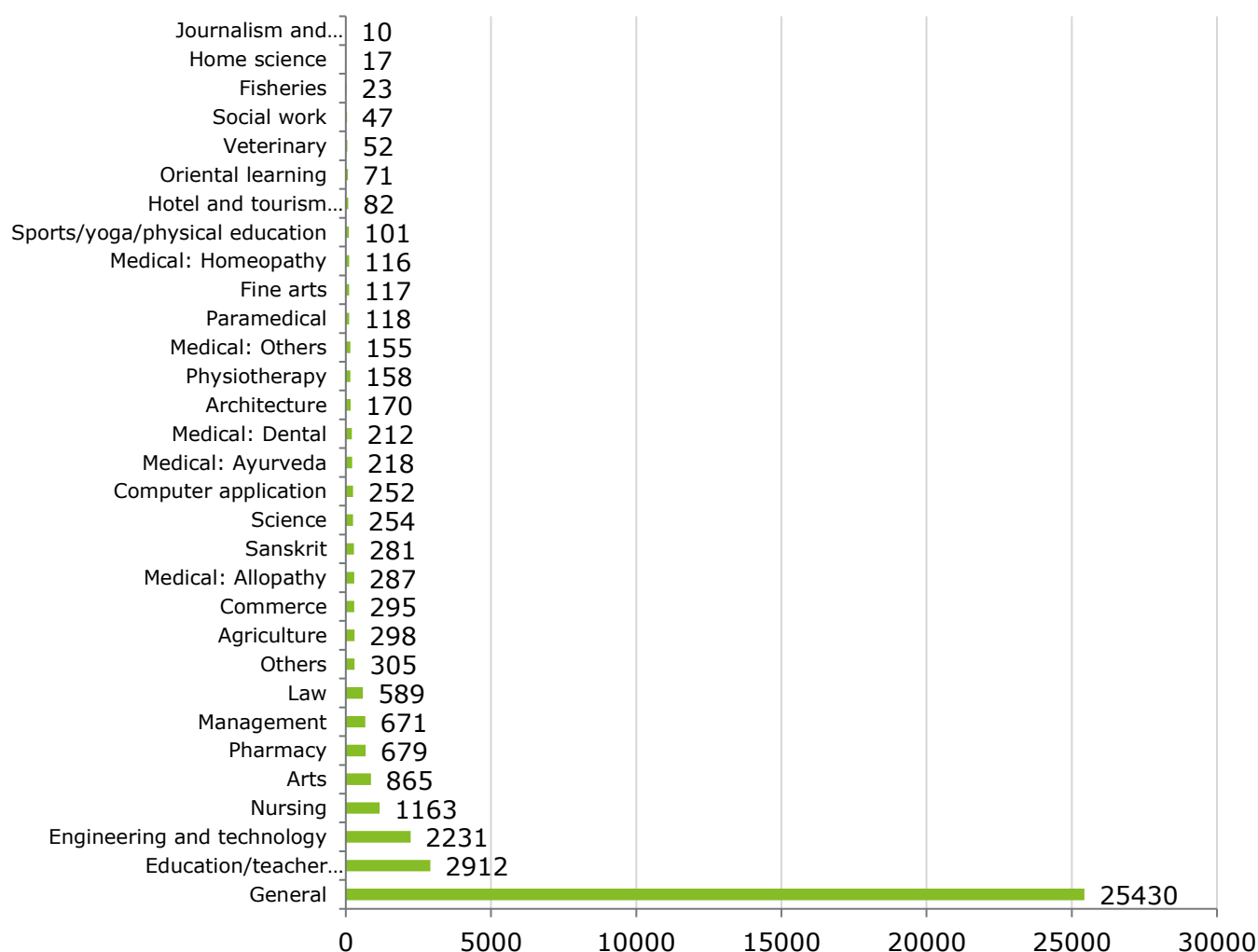
Rajasthan and Karnataka have the highest number of medical universities in the country with a total of 8 medical universities present in each of the two states. It is followed by Maharashtra (6), Gujarat (4), Punjab (3), Tamil Nadu (3), and Uttarakhand (3).

College by type



There is a total of 41,883 colleges in India, of which about 92.55 percent are affiliated, 4.01 percent are constituent/ university colleges, another 3 percent are recognised centres and around 184 colleges are PG centres/off-campus centres.

Colleges by specialisation



Source: All India Survey of Higher Education, MHRD 2018-19

Colleges by specialisation: The bar graph above reflects the breakdown of colleges in India on the basis of specialisation. There are 66.61 percent of general colleges, followed by education/teacher education (7.63 percent), engineering and technology (5.84 percent), nursing (3.05 percent), and arts (2.27 percent).⁶

College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	993	38,179	10,725
Average enrollment per institution	7,540	693	200
Total estimated enrollment (in lakh)	74.86	264.65	21.48

Source: All India Survey of Higher Education, MHRD 2018-19

Universities: India has a total of 993 universities, with Rajasthan ranking first on total universities in a state (83, 8.36 percent), followed by Uttar Pradesh (79, 7.96 percent) and Gujarat (72, 7.25 percent). The average enrollment in each university is about 7,540 students per university and the total estimated enrollment is 74.86 Lakh.

Colleges and institutions: India has a total of 38,179 colleges with Uttar Pradesh ranking first (7,078, 18.54 percent of total colleges), followed by Maharashtra (4,340, 11.37 percent), Karnataka (3,670, 9.61 percent), Rajasthan (3,156, 8.27 percent), and Andhra Pradesh (2,678, 7.01 percent). The total enrollment in colleges in the country is about 264.65 lakh, with an average of about 693 per college. Uttar Pradesh has a higher college enrollment in the country with a reported 47.92 lakh students to be enrolled in colleges in the state. This is followed by Maharashtra (29.57 lakh), Tamil Nadu (22.74 lakh) and West Bengal (16.03 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, PGDM, nursing, teacher training, CA, and CS. In India, there are 10,725 such standalone institutions and the total enrollment in these was estimated to be around 21.48 lakhs in 2018-19. Maharashtra has the highest number of such institutions in the country (2,260).

College indicators

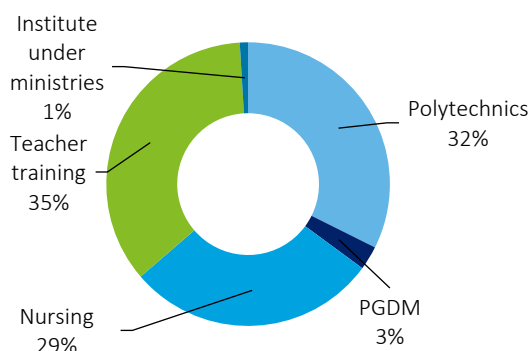
College type	India
Affiliated	38,763
Constituent/ university college	1,679
PG centre/off-campus centre	184
Recognised centre	1,257

Management of colleges

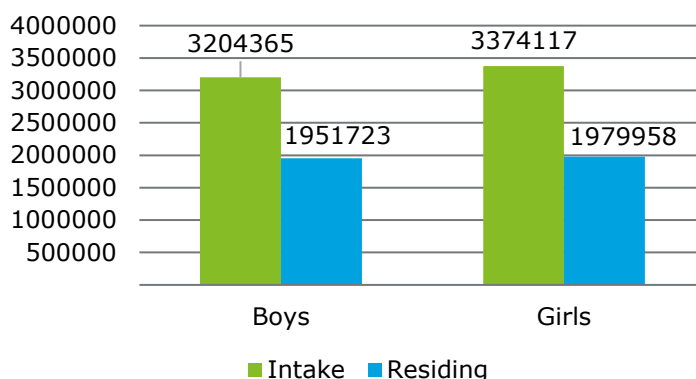
Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	64.3%	45.2%	487
Private aided	13.5%	21.21%	1,090
Government	22.2%	33.59%	1,047

⁶ Percentages calculated with respect to the total number of respondent colleges (38179) in the AISHE survey

Breakdown of standalone institutions



Hostels



Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

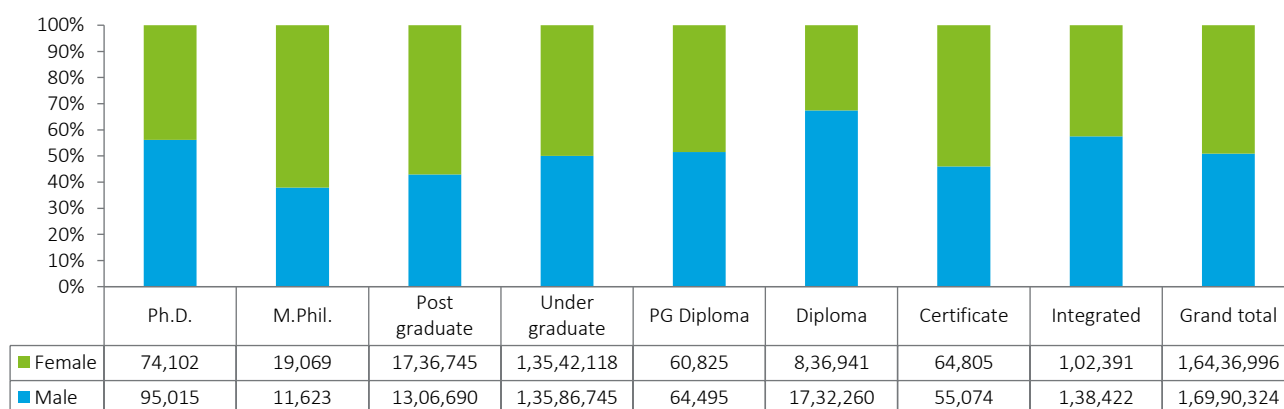
Total enrollment of students in higher education institutes in India is around 334.3 lakh, with 51 percent male and 49 percent female enrollments. Uttar Pradesh ranked first in terms of enrollment (18.74 percent of total enrollment); followed by Maharashtra (10.74 percent), Tamil Nadu (9 percent), Rajasthan (5.82 percent), Karnataka (5.77 percent), and West Bengal (5.67 percent). The five southern states of Andhra Pradesh, Telangana, Kerala, Tamil Nadu and Karnataka accounts for over one-fourth (26.13 percent) of the total enrollments across India.

Total enrollment through regular mode in the country across all higher education courses is around 334.3 lakh in 2018-19. As can be inferred from the figure below, the highest share of enrollment (81.16 percent) is at the under-graduate level, followed by post-graduate (9.10 percent) and diploma (7.69 percent), with all other levels adding up to 2 percent. Female enrollment under various education levels has been the highest in M.Phil. (62.13 percent), post graduate courses (57.07 percent) and certificate courses (54.06 percent), as compared to male.

There is significant gender disparity in Ph.D. and diploma courses enrollment with females accounting for 43.82 percent of the total Ph.D. enrollments and only 32.58 percent of the total enrollments at diploma levels.

Student enrollment

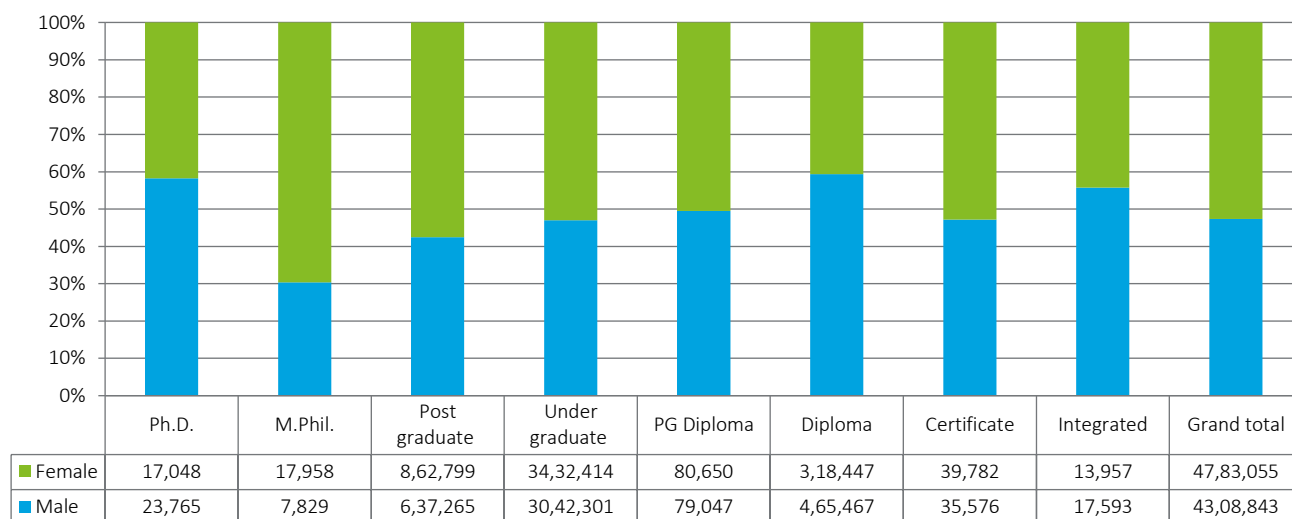
Enrollment at various levels through regular mode



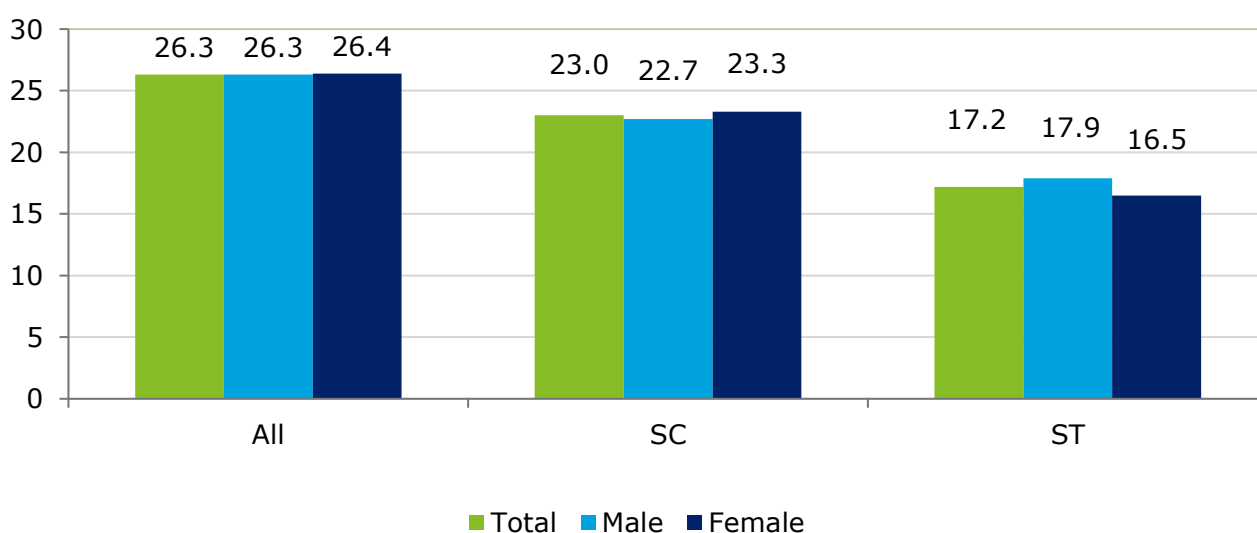
Source: All India Survey of Higher Education, MHRD 2018-19

Total out-turn at various levels in all courses in higher education in the country is around 90.92 lakh, representing 27.20 percent of the total enrollments in 2018-19. As can be inferred from the figure below, the highest share of out-turn (71.21 percent) is at the under-graduate level, followed by post-graduate (16.50 percent) and diploma (8.62 percent), with all other levels adding upto almost 4 percent. Female out-turn has been higher compared with males in M. Phil (69.64 percent), post graduate (57.52 percent), and certificate (52.79 percent) courses. The out-turn rate of females is also higher for under-graduate programmes (53 percent) and PG diplomas (50.5 percent) even though their respective enrollments are nearly the same as that of males, demonstrating better passing rates of females in the courses.

Out-turn at various levels



Gross enrollment ratio



Source: All India Survey of Higher Education, MHRD 2018-19

The Gross Enrollment Ratio (GER) for males (26.3) was nearly equal to the GER for females (26.3) in 2018-19. In terms of the overall GER, Sikkim ranks first (53.9) amongst all states with the highest male (54) and female (53.9) GER. Tamil Nadu (49.0) ranks the highest amongst larger states.

Faculty and staff

Key indicators

Key indicators	India
Pupil Teacher Ratio (PTR)	24
Teachers per college	33.8
Non-teaching staff per college	29.0

Calculation is based on the total number of responses given in the AISHE 2018-19 survey, by MoHRD

The PTR of colleges in India is 24. Amongst larger states, Bihar, Jharkhand, and Uttar Pradesh have a PTR of 56, 54, and 44, respectively. Amongst all states and UTs in India, Puducherry recorded the lowest PTR of 11, followed by Lakshwadeep at 12.

The number of teachers per college is 33.8 and non-teaching staff per college is 29 in India. Chandigarh has the highest number of teaching (141) and non-teaching staff (259) per college, followed by Delhi, with 109 teaching staff per college and 117 non-teaching staff per college.

By social group: In terms of 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 reveals that females are significantly under-represented amongst faculty and staff in higher education institutes compared with males. In case of social groups also, all groups shown in the table below indicate a deficit in terms of representation in students, faculty, and staff in higher educational institutions, as compared with their share of population in the state.

In Tamil Nadu, male staff is the highest in the country with 51.2 percent share and 48.8 percent female staff, followed by Uttar Pradesh with 95,991 male teaching staff (67.7 percent) and 32.3 percent female staff. Maharashtra comes third in this, with 94,465 male staff (59.4 percent) and 40.6 percent female staff. The average number of females per 100 male non-teaching staff is 32.

The share of student enrollment across all backward groups in India is lesser than their proportionate share in the population. OBCs had the highest share of enrollments (35.0 percent), followed by SCs (14.4 percent), STs (5.2 percent), Muslims (5.0 percent), and other minorities (2.2 percent) following the trend of respective population shares of each group in the total population.

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minorities
Share of population	50.2%	49.8%	19.8%	7.1%	48.4%	2.2%	7.7%	1.6%
Share of enrollment	52.4%	47.6%	14.4%	5.2%	35.0%	0.2%	5.0%	2.2%
Share of teaching staff	57.8%	42.2%	8.8%	2.4%	32.1%	0.3%	5.4%	9.2%
Share of non-teaching staff	67.1%	32.9%	14.0%	4.4%	27.6%	0.6%	3.3%	3.4%

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, MHRD 2018-19

State and union territory profiles

1. Andaman and Nicobar Islands

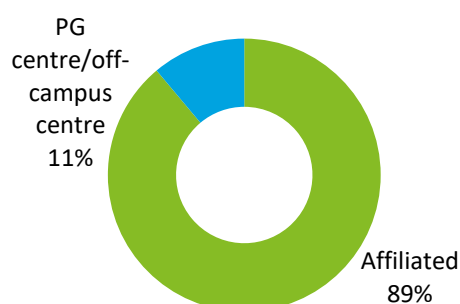
Key indicators

Indicator	Total	Male	Female
Total state 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 state population (%)	0.5 (12.3%)	0.2 (11.8%)	0.2 (12.9%)
Share of state 18-23 population to the to all-India 18-23 population ¹	0.03%	0.03%	0.03%
Gross Enrollment Ratio ²	23.2	20.3	26.1

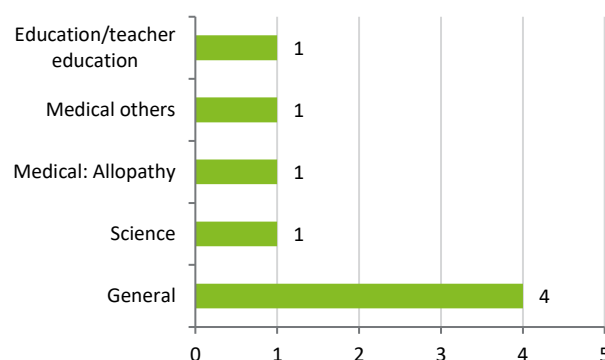
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	0	8	0
Average enrollment per institution	-	914	-
Total estimated enrollment (in lakh)	-	0.07	-

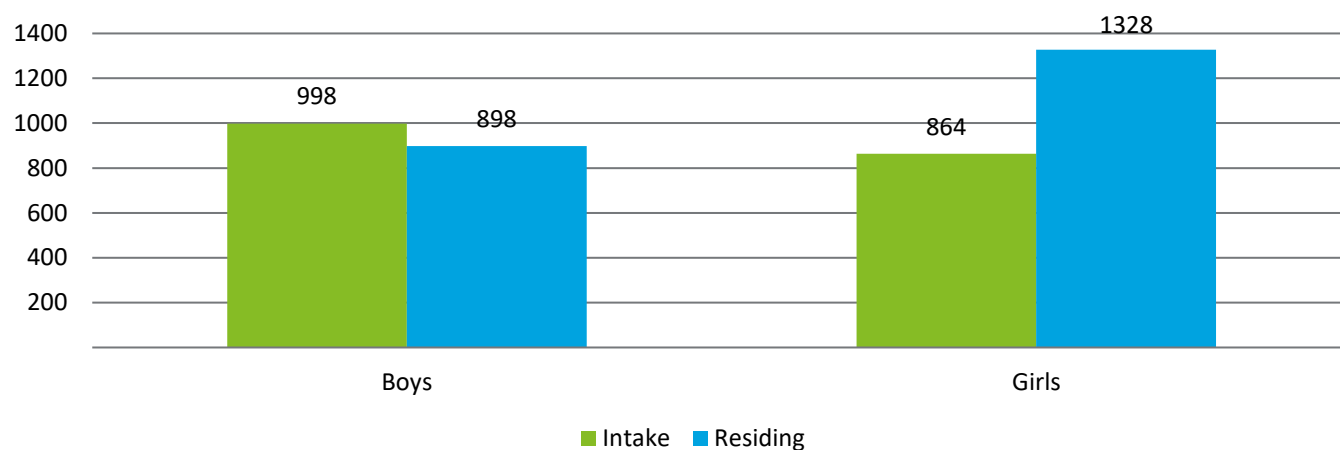
College indicators

College type	Andaman and Nicobar	Share in India
Affiliated colleges	8	0.02%
PG/Off-campus centre	1	0.5%

Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Government	100%	100%	913.5

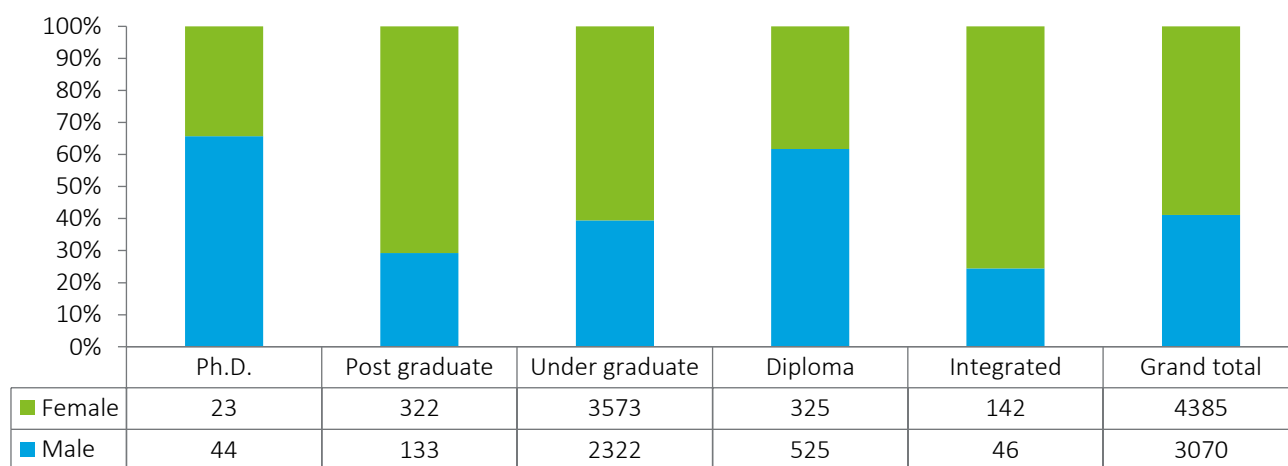
Hostel



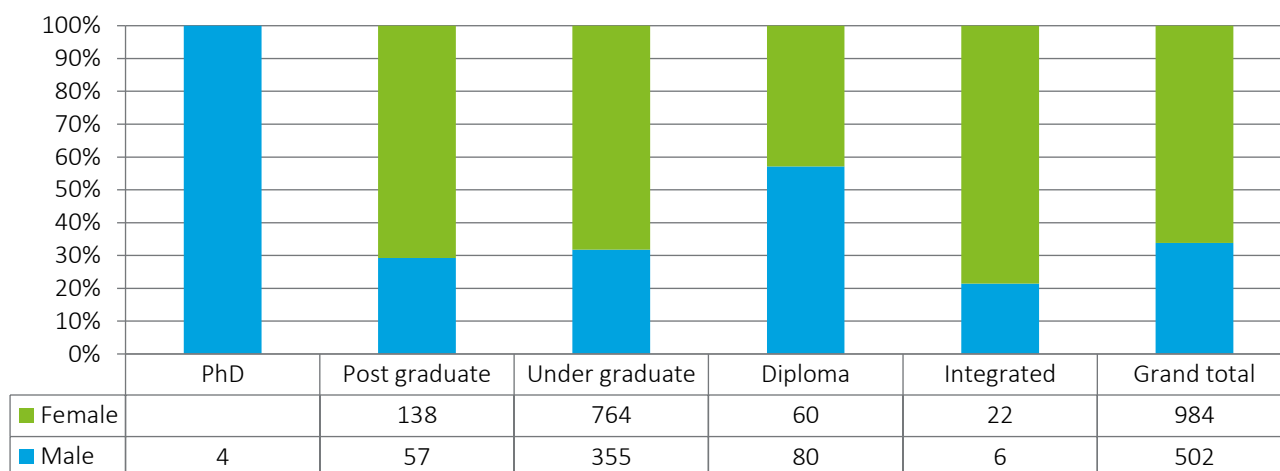
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

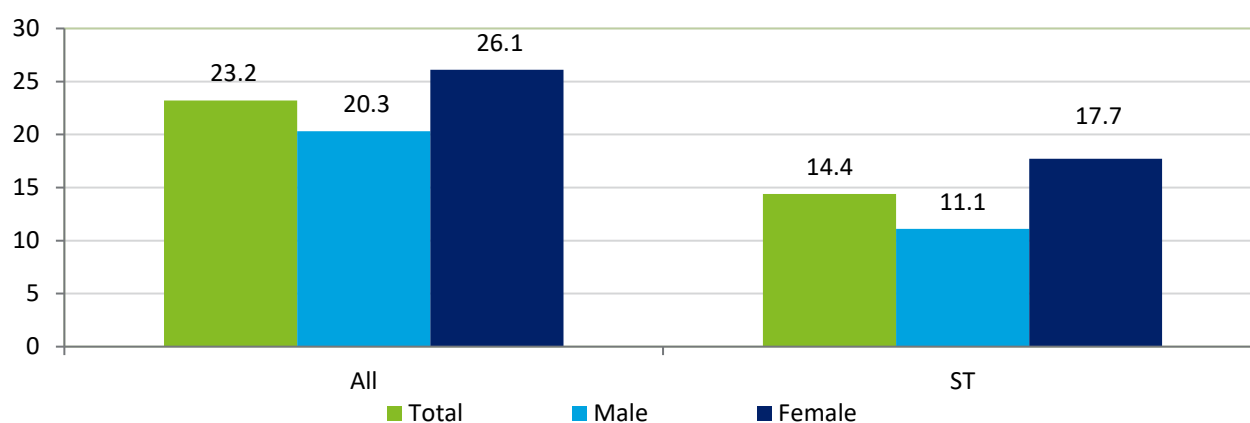
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Andaman and Nicobar	India
Pupil Teacher Ratio (PTR)	16	24
Teachers per college	50.8	33.8
Non-teaching staff per college	116.7	29

Calculation is based on the total number of responses given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	53.3%	46.7%	0.0%	7.5%	18.1%	1.7%	8.5%	21.6%
Share of enrollment	44.3%	55.7%	0.7%	4.5%	26.7%	0.3%	4.6%	9.5%
Share of teaching staff	58.0%	42.0%	2.8%	3.5%	20.6%	-	5.0%	15.5%
Share of non-teaching staff	56.9%	43.1%	0.1%	2%	2.9%	0.4%	2.4%	5.3%

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, MHRD 2018-19

2. Andhra Pradesh

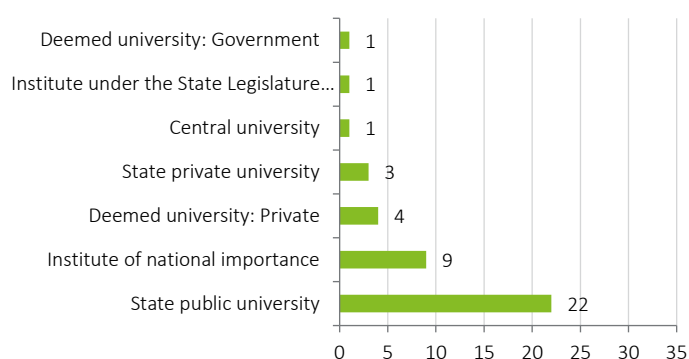
Key indicators

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	100.3	50.4	49.9
Share in the total state population (%)	(20.3%)	(11.9%)	(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 Enrollment Ratio ²	32.4	35.8	29.0

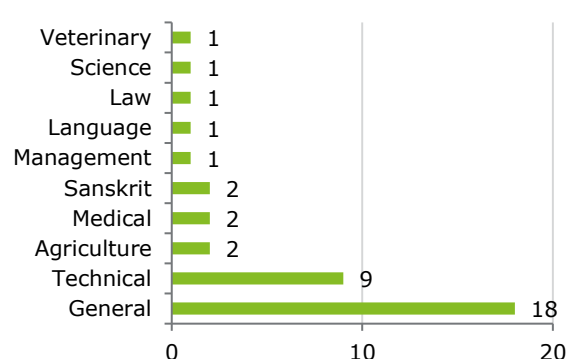
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

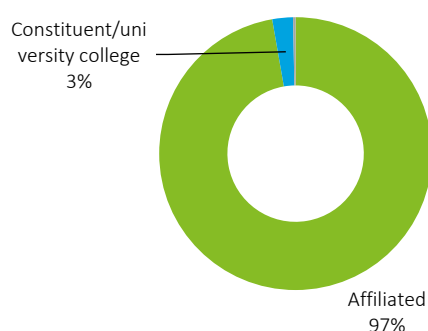
University by type



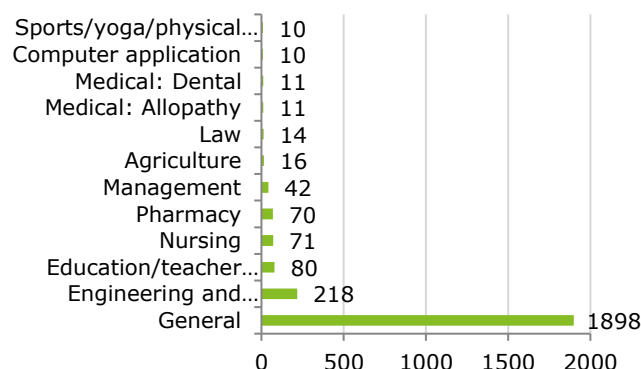
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	41	2678	821
Average enrollment per institution	7509	494	197
Total estimated enrollment (in lakh)	3.08	13.22	1.31

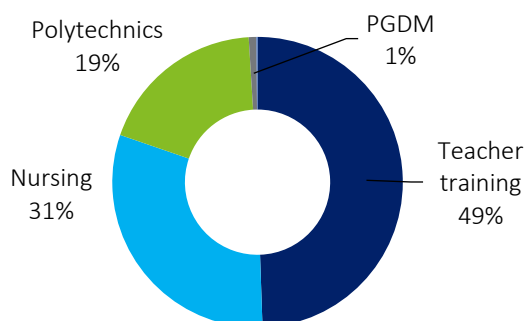
College indicators

College type	Andhra Pradesh	Share in India
Affiliated colleges	2,616	6.7%
Recognised centres	2	0.2%
Constituent/ University college	66	3.9%
PG/Off-campus centres	8	4.3%

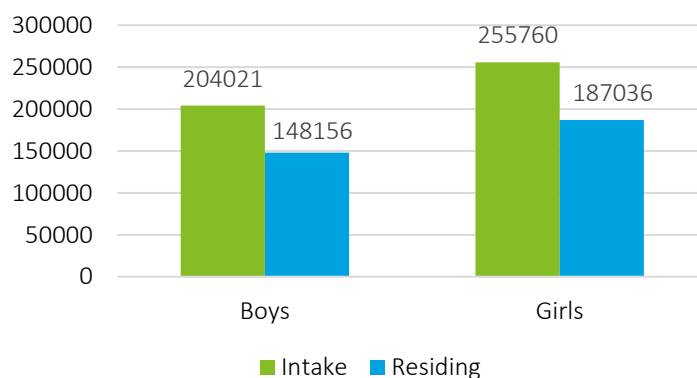
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	81.8%	77.0%	493
Private aided	6.4%	10.6	864
Government	11.8%	12.4	550

Breakdown of standalone institutions



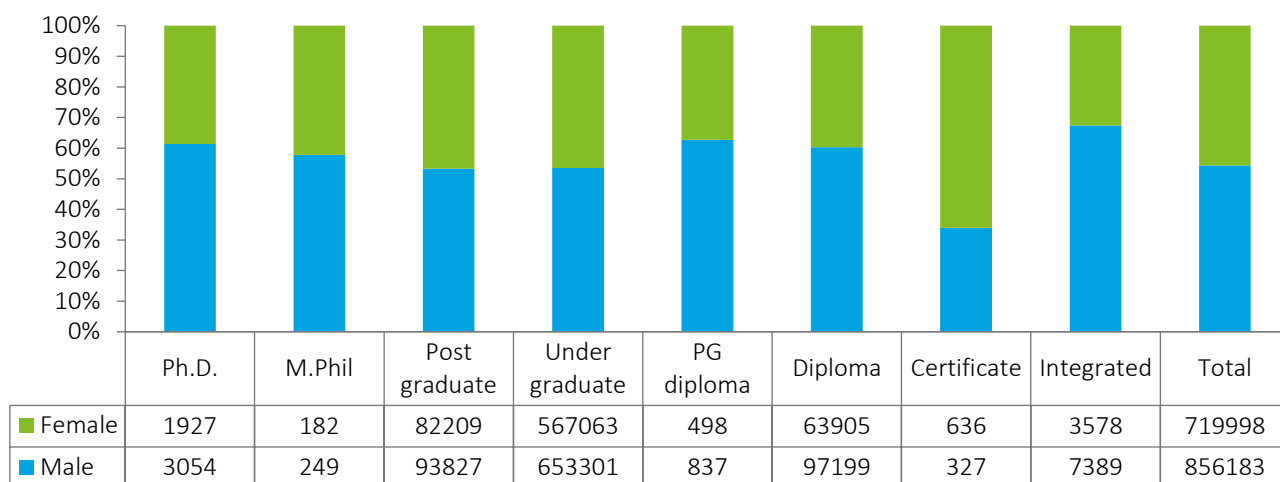
Hostel



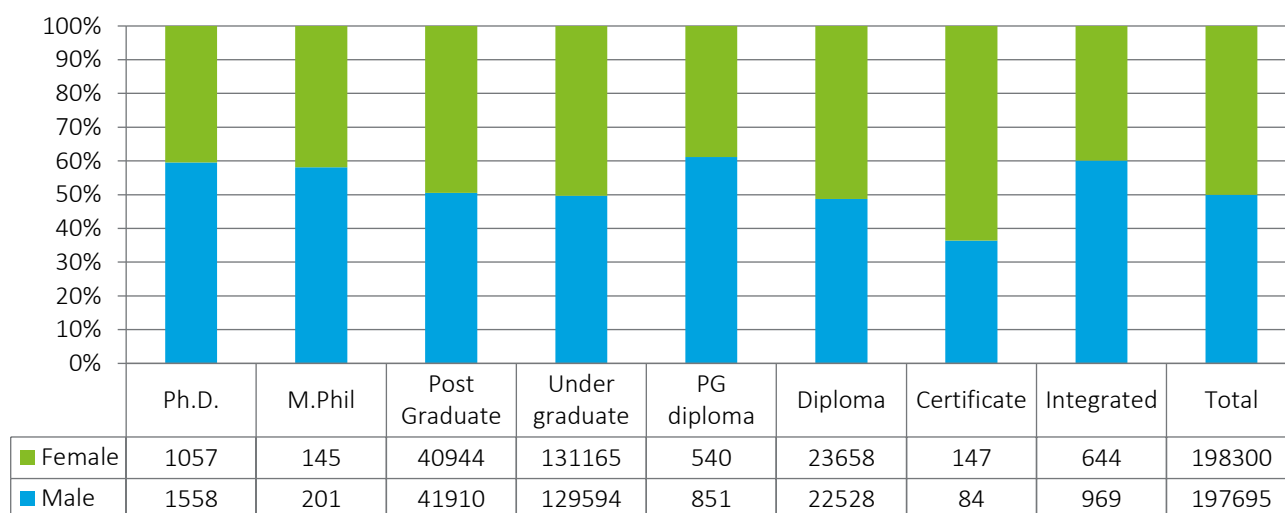
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

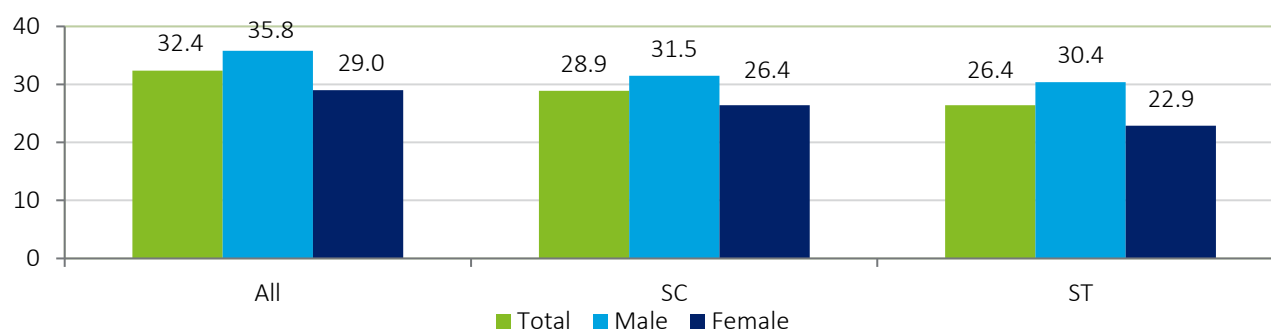
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Andhra Pradesh	India
Pupil Teacher Ratio (PTR)	16	24
Teachers per college	36.9	33.8
Non-teaching staff per college	25.0	29.0

Calculation is based on the total number of responses given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.2%	49.8%	16.4%	7.0%	50.4%	2.7%	9.56%	2.0%
Share of enrollment	54.8%	45.2%	16.5%	4.5%	43.5%	0.1%	3.2%	0.4%
Share of teaching staff	65.0%	35%	13.8%	1.6%	36.1%	0.3%	4.7%	4.2%
Share of non-teaching staff	62.8%	37.2%	19.3%	4.1%	32.3%	0.6%	2.4%	0.8%

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, MHRD 2018-19

3. Arunachal Pradesh

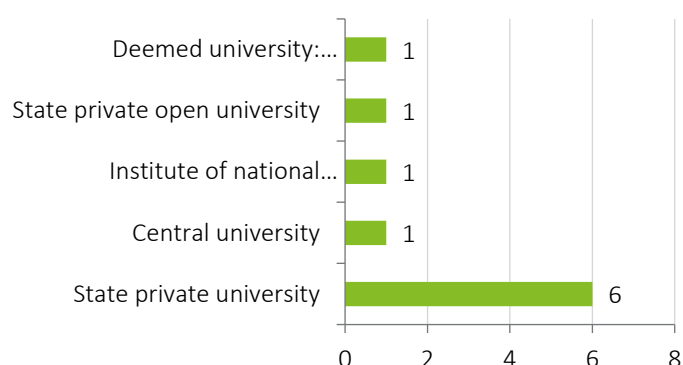
Key indicators

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	1.6	0.8	0.8
Share in the total state population (%)	(11.7%)	(11.4%)	(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 Enrollment Ratio ²	29.7	29.9	29.5

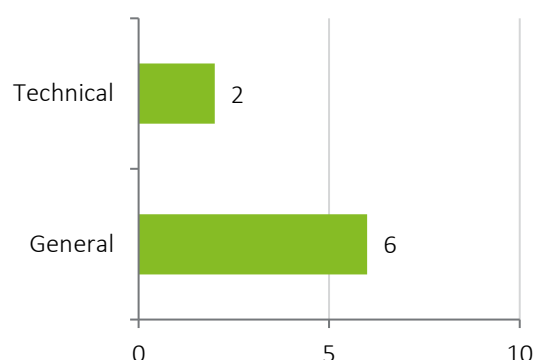
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

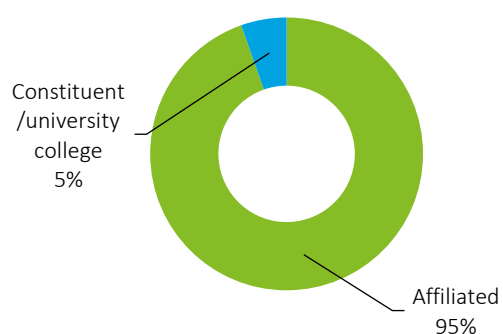
University by type



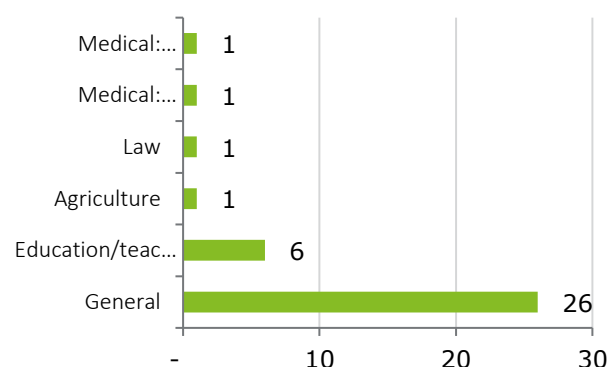
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	10	37	11
Average enrollment per institution	2,517	536	93
Total estimated enrollment (in lakh)	0.25	0.20	-

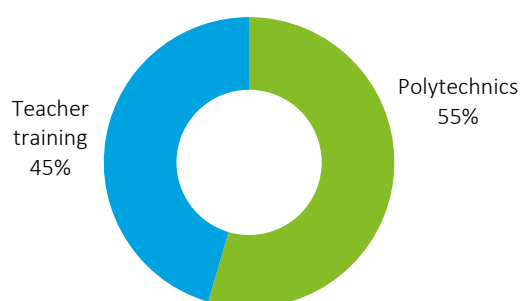
College indicators

College type	Arunachal Pradesh	Share in India
Affiliated colleges	35	0.1%
Recognised centres	-	-
Constituent/ University colleges	2	0.1%
PG/Off-campus centre	-	-

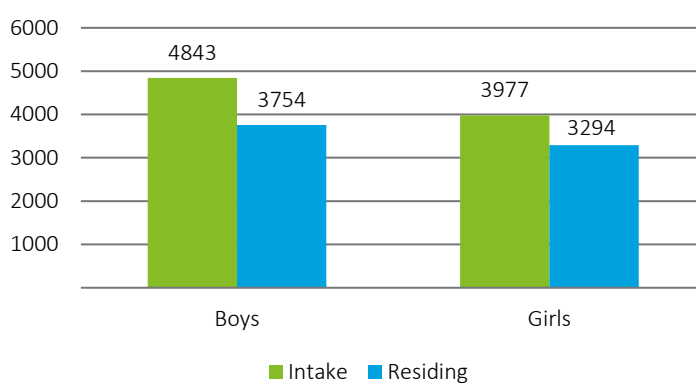
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	33.3%	20.05%	331
Private aided	5.6%	4.9%	485
Government	61.1%	75.06%	677.2

Breakdown of standalone institutions



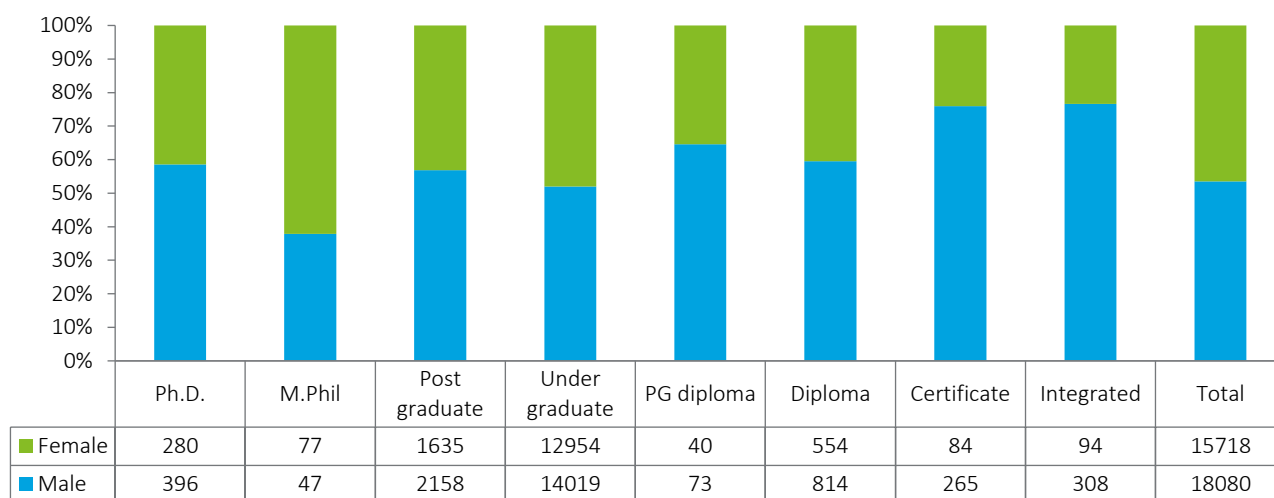
Hostel



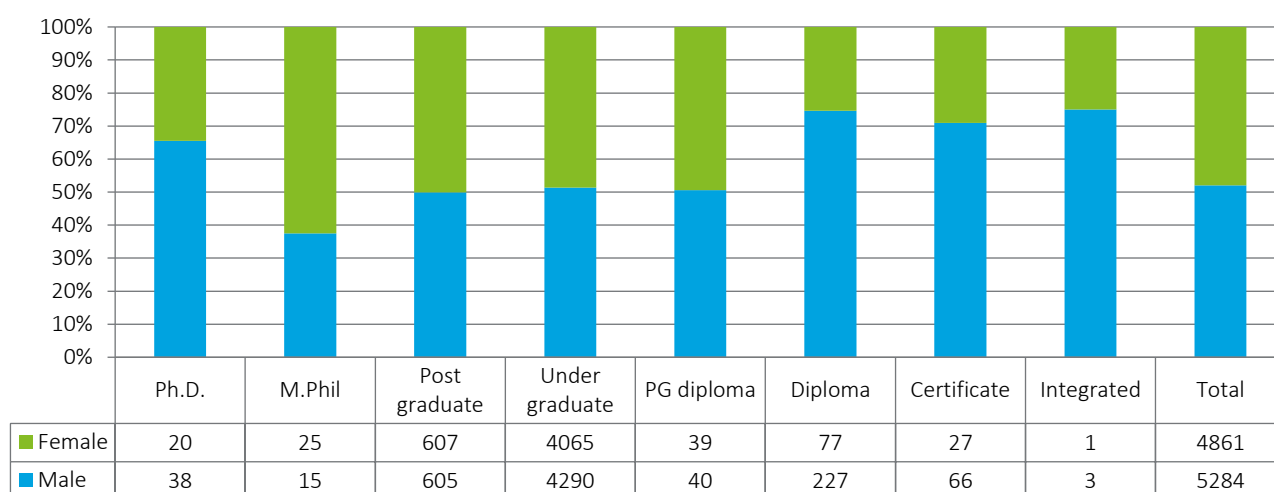
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

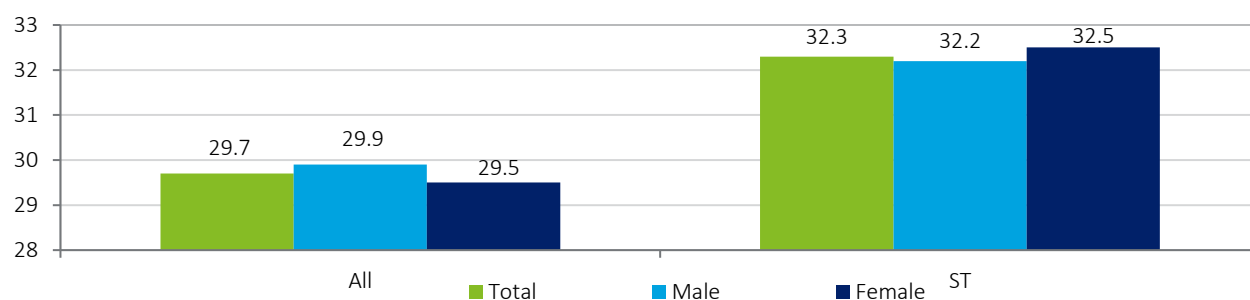
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Arunachal Pradesh	India
Pupil Teacher Ratio (PTR)	22	24
Teachers per college	40.6	33.8
Non-teaching staff per college	51.0	29.0

Calculation is based on the total number of responses given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51.4%	48.5%	-	68.8%	2.8%	1.9%	1.95%	69%
Share of enrollment	50.3%	49.7%	1.1%	74.3%	3.4%	0.1%	0.3%	5.9%
Share of teaching staff	63.8%	36.2%	3.3%	48.1%	12.3%	0.5%	2.4%	45.9%
Share of non-teaching staff	59.1%	40.9%	3.8%	60.6%	5.4%	0.2%	0.6%	5.7%

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, MHRD 2018-19

4. Assam

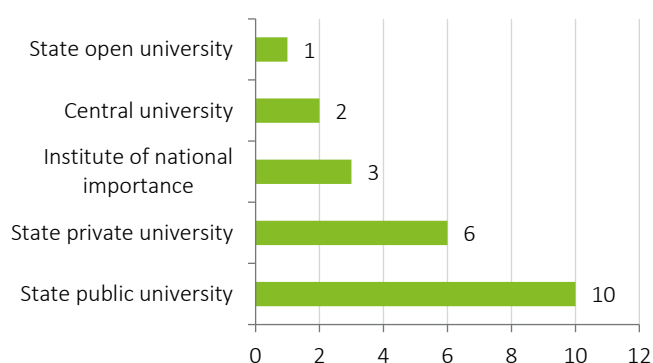
Key indicators

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	36.3	17.8	18.5
Share in the total state population (%)	(11.6%)	(11.2%)	(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 Enrollment Ratio ²	18.7	19.1	18.3

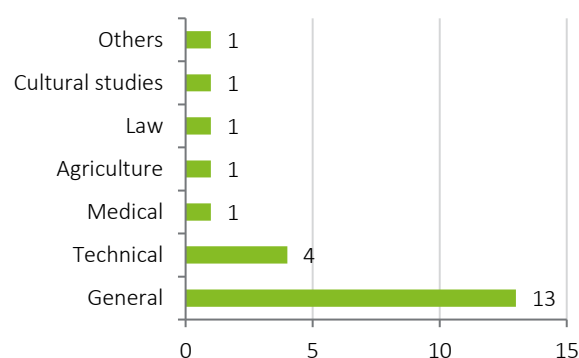
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

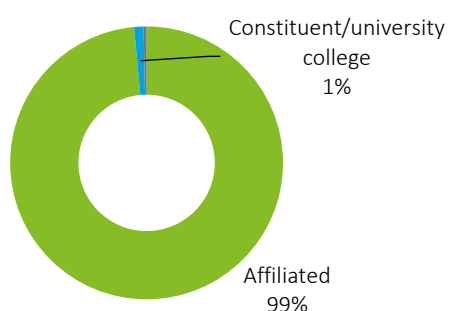
University by type



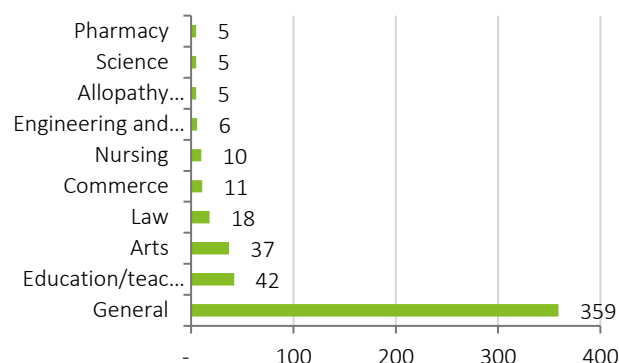
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	22	544	78
Average enrollment per institution	6313	939	389
Total estimated enrollment (in lakh)	1.39	5.11	0.23

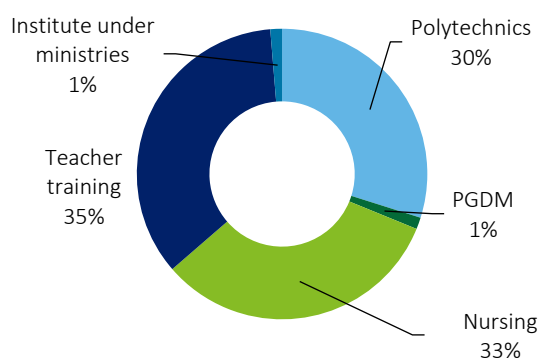
College indicators

College type	Assam	Share in India
Affiliated colleges	538	1.4%
Constituent/ University college	6	0.4%
PG/Off-campus centre	2	1.1%

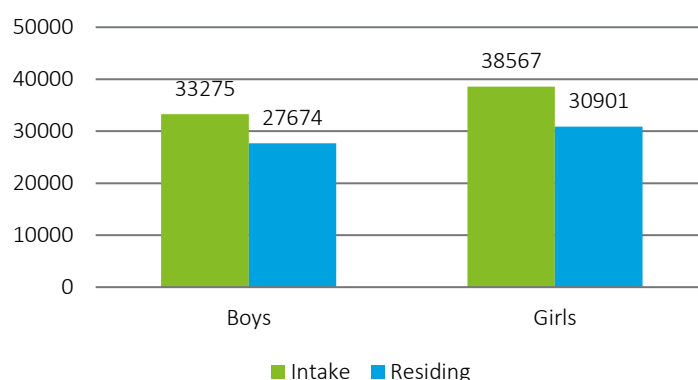
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	12.2%	3.5%	280.9
Private aided	3.6%	1.0%	266.8
Government	84.2%	95.5%	1,100

Breakdown of standalone institutions



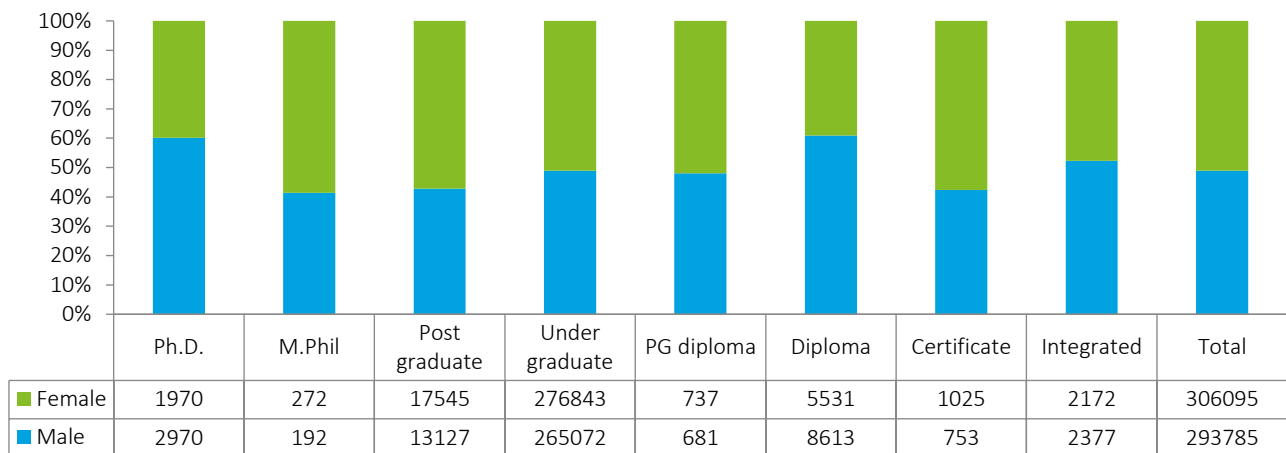
Hostel



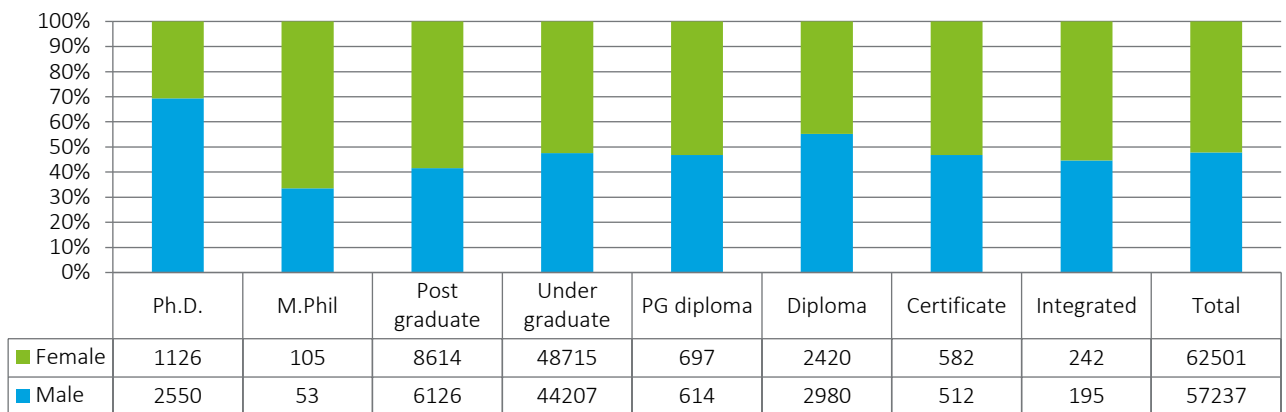
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

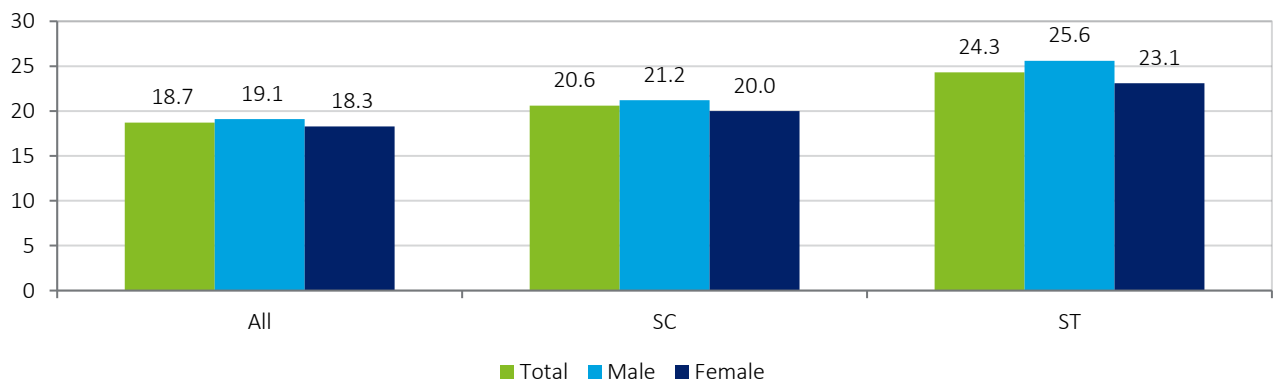
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Assam	India
Pupil Teacher Ratio (PTR)	26	24
Teachers per college	41.8	33.8
Non-teaching staff per college	41.8	29.0

Calculation is based on the total number of responses given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51%	48.9%	7.15	12.45%	25.3%	1.5%	34.22%	4%
Share of enrollment	49.6%	50.4%	8.3%	16.3%	27.2%	0.1%	34.22%	1.2%
Share of teaching staff	59.4%	40.6%	6.0%	12.2%	24.0%	0.3%	12.2%	2.7%
Share of non-teaching staff	70.6%	29.4%	5.4%	22.0%	17.1%	1.6%	4.6%	1.1%

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, MHRD 2018-19

5. Bihar

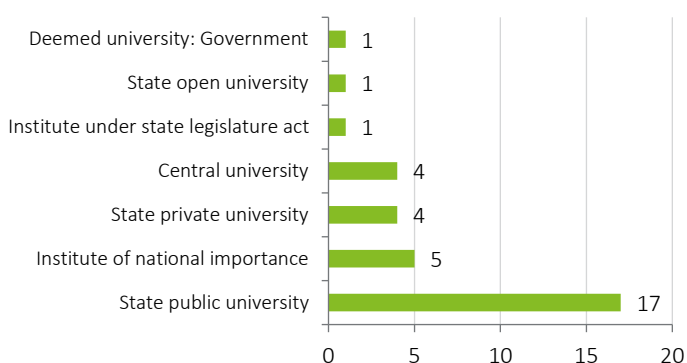
Key indicators

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	104.3	55.9	48.3
Share in the total state population (%)	(10.0%)	(10.3%)	(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 Enrollment Ratio ²	13.6	15.1	12.0

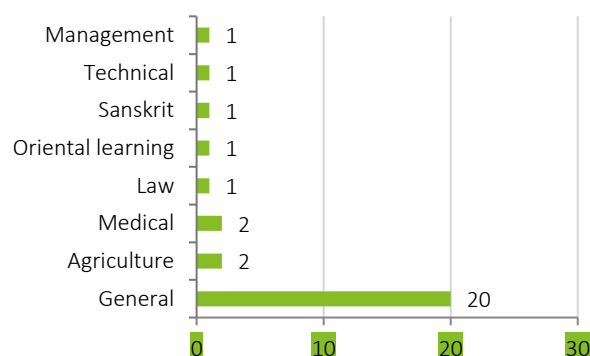
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

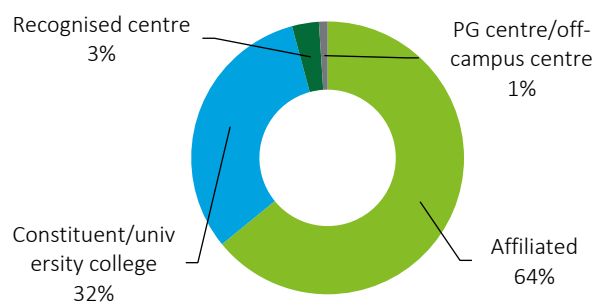
University by type



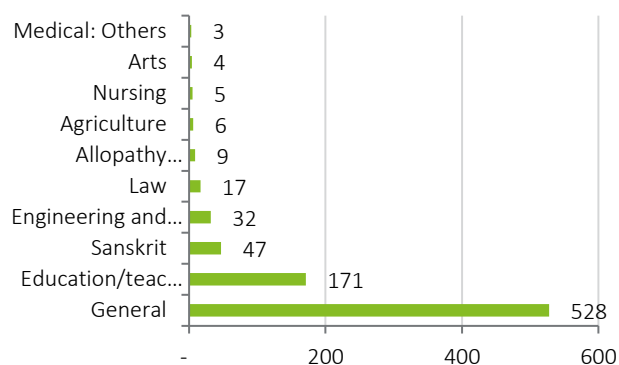
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	33	840	150
Average enrollment per institution	6250	1,616	290
Total estimated enrollment (in lakh)	2.06	13.58	0.43

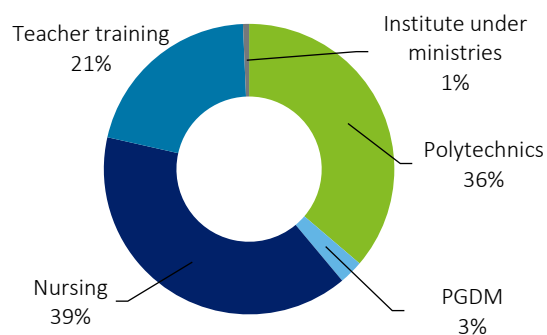
College indicators

College type	Bihar	Share in India
Affiliated colleges	564	1.5%
Recognised centre	28	2.2%
Constituent/ University college	279	16.6%
PG/Off-campus centre	9	4.9%

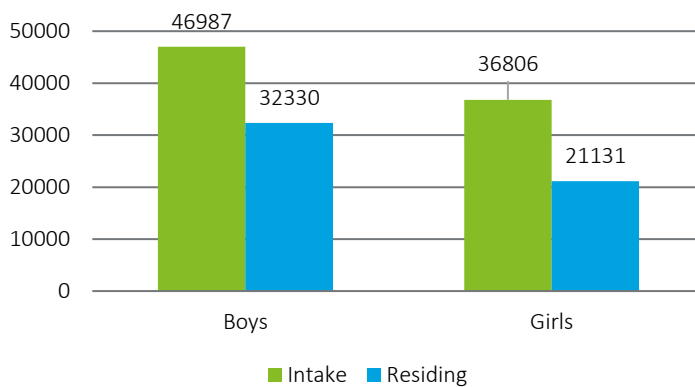
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	27%	4.8%	286.3
Private aided	11.9%	11.2%	1520
Government	61.1%	84.0%	2223

Breakdown of standalone institutions



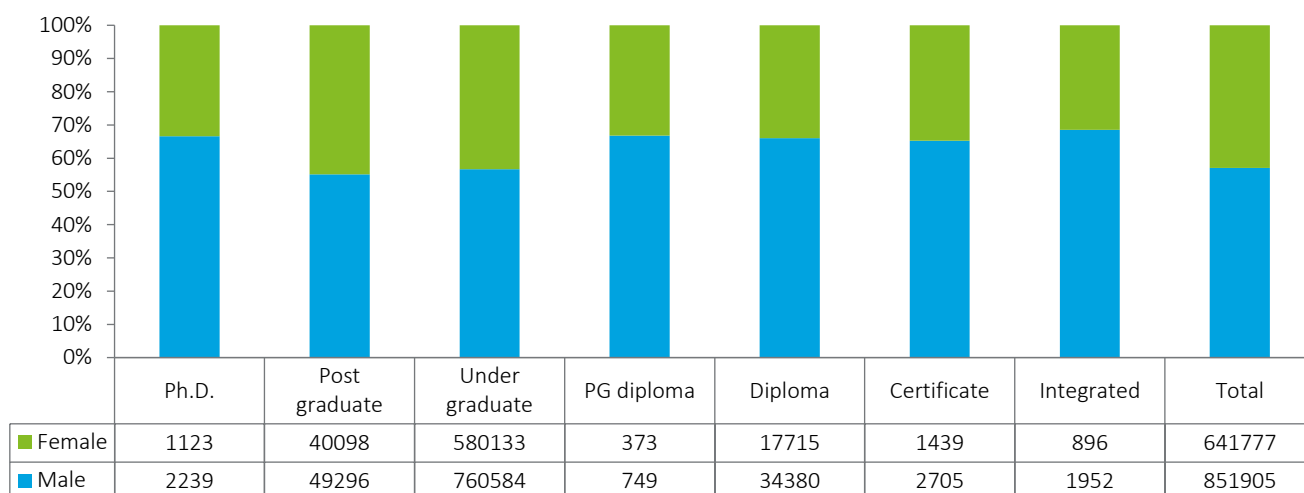
Hostel



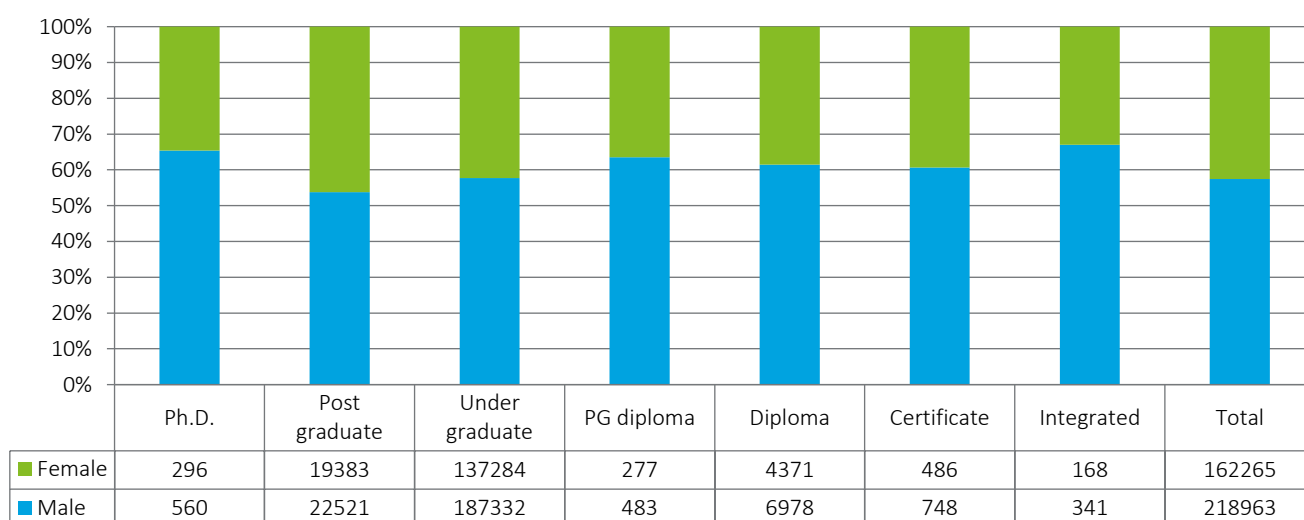
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

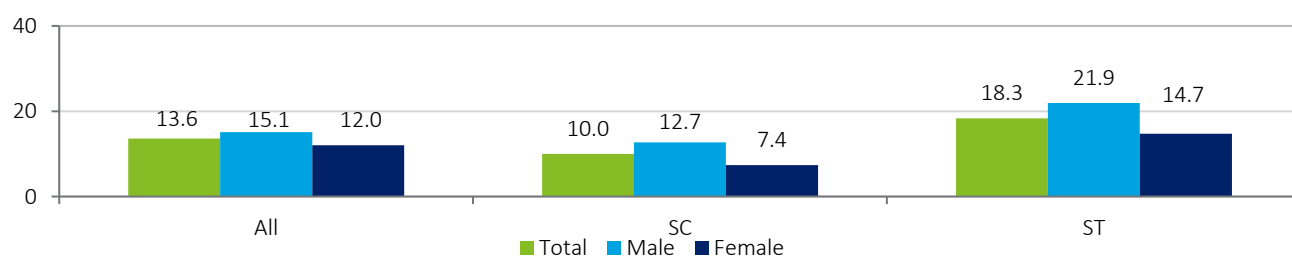
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Bihar	India
Pupil Teacher Ratio (PTR)	56	24
Teachers per college	30.1	33.8
Non-teaching staff per college	33.8	29.0

Calculation is based on the total number of responses given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	52.1%	47.8%	15.91	1.28%	62.6%	2.2%	16.87%	0.4%
Share of enrollment	57.3%	42.7%	11.1%	1.7%	44.0%	0.3%	8.9%	0.1%
Share of teaching staff	79.0%	21.0%	4.2%	0.7%	35.6%	0.4%	8.7%	1.2%
Share of non-teaching staff	84.6%	15.4%	7.8%	1.2%	35.5%	0.3%	5.3%	1.1%

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, MHRD 2018-19

6. Chandigarh

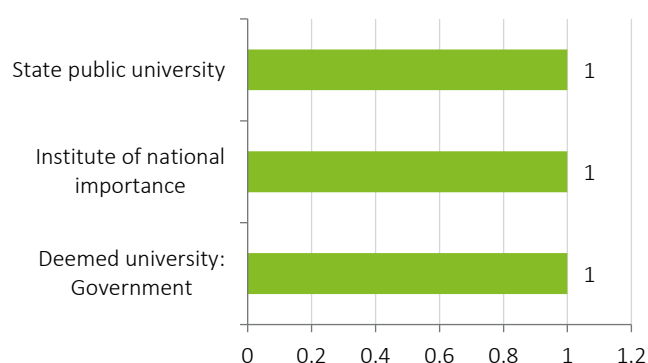
Key indicators

Indicator	Total	Male	Female
Total state 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	1.7	1	0.7
Share in the total state population (%)	(16.5%)	(17.5%)	(15.2%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	0.1%	0.1%	0.1%
Gross Enrollment Ratio ²	50.6	41.6	63.9

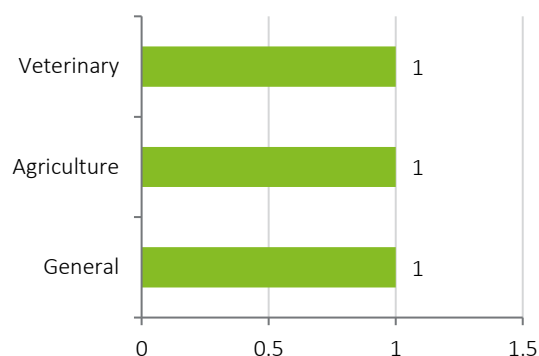
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

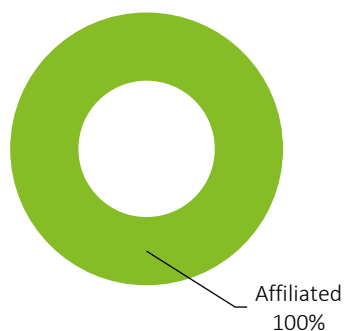
University by type



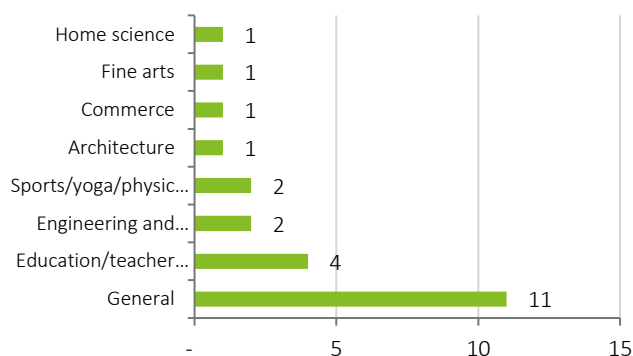
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	2	25	7
Average enrollment per institution	22939	2,034	380
Total estimated enrollment (in lakh)	0.46	0.51	0.02

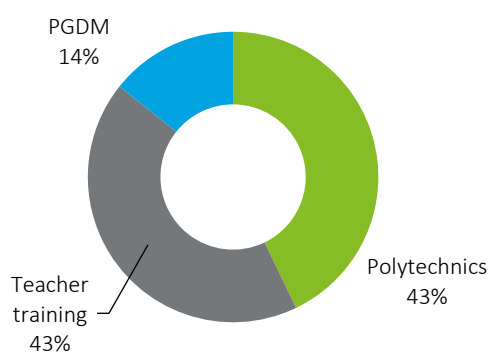
College indicators

College type	Chandigarh	Share in India
Affiliated colleges	25	0.1%

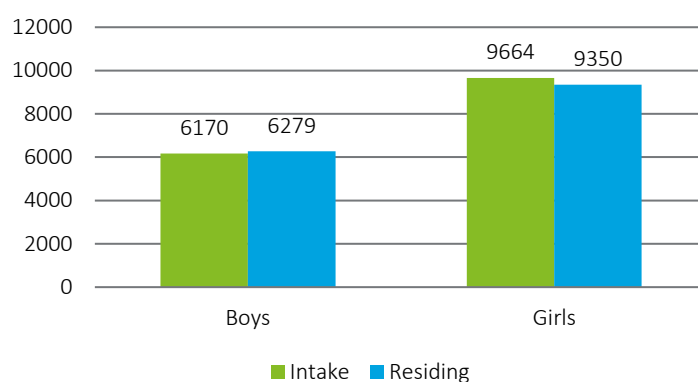
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	8.0%	0.6%	143.5
Private aided	28.0%	59.4%	4,318
Government	64.0%	40.0%	1,271

Breakdown of standalone institutions



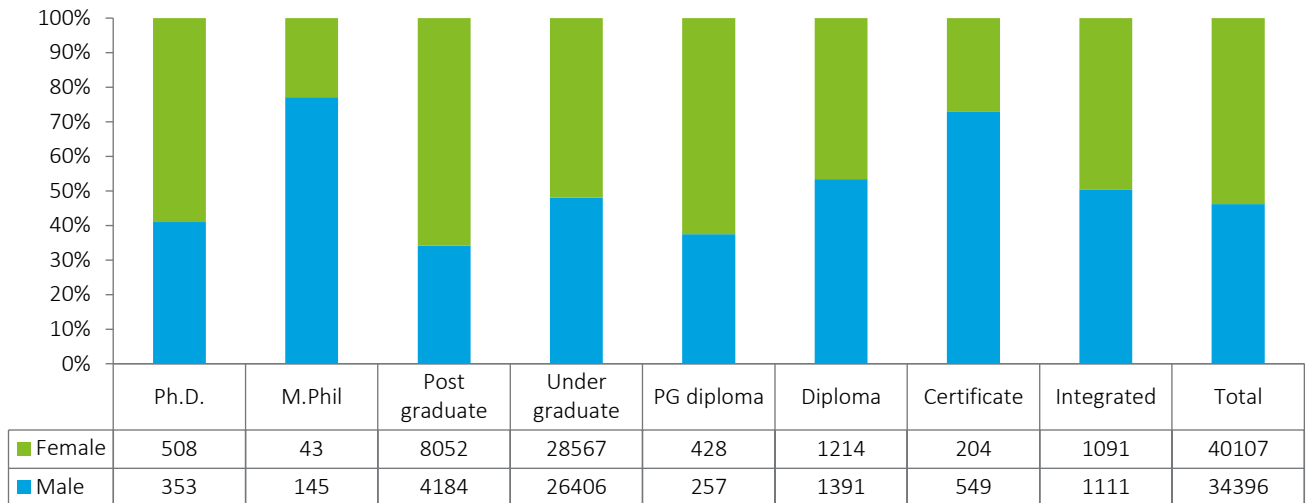
Hostel



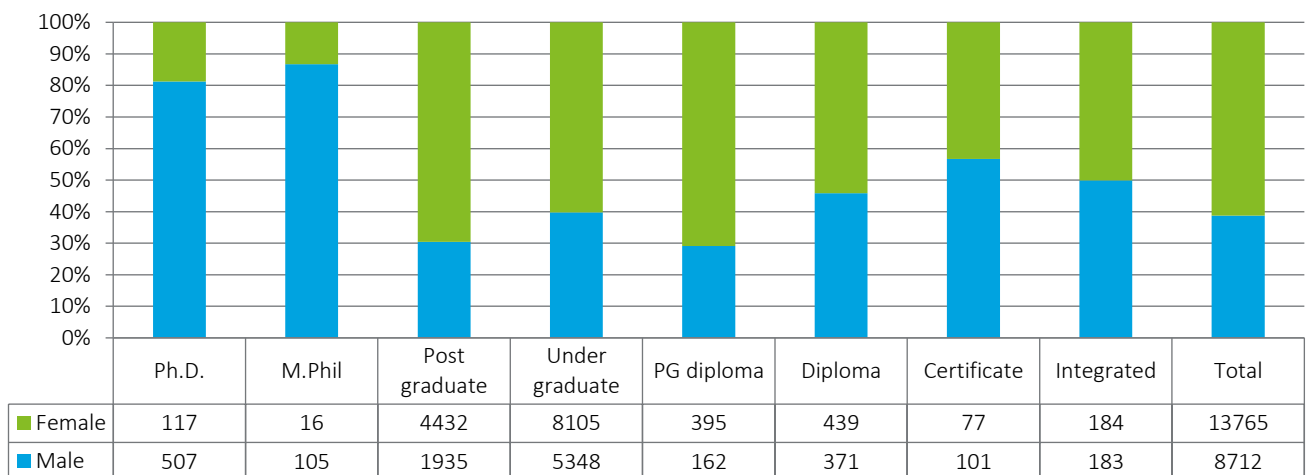
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

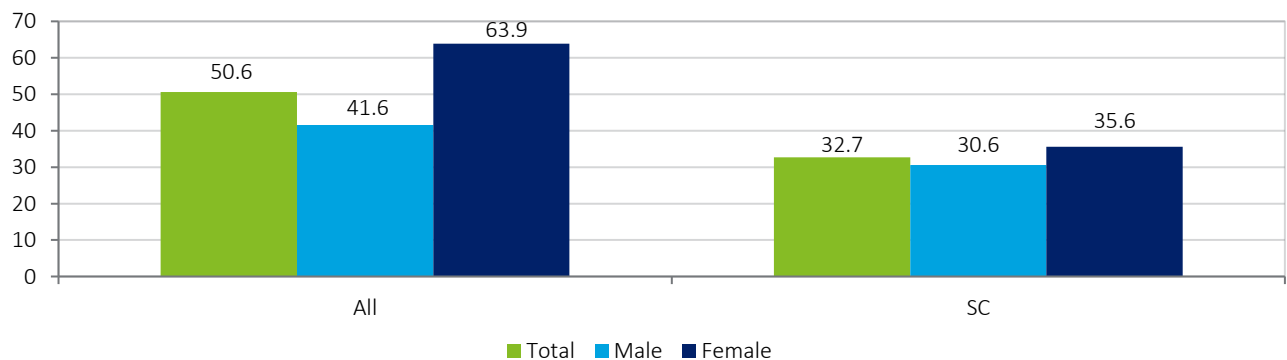
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Chandigarh	India
Pupil Teacher Ratio (PTR)	21	24
Teachers per college	141.3	33.8
Non-teaching staff per college	259.4	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	55.0%	45.0%	18.9%	0.2%	22.2%	1.4%	4.9%	13.5%
Share of enrollment	49.1%	50.9%	12.5%	1.6%	5.2%	0.2%	0.5%	5.0%
Share of teaching staff	41.1%	58.9%	7.8%	0.6%	5.1%	0.5%	0.7%	24.2%
Share of non-teaching staff	64.0%	36.0%	19.9%	0.4%	9.7%	1.0%	0.3%	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, MHRD 2018-19

7. Chhatisgarh

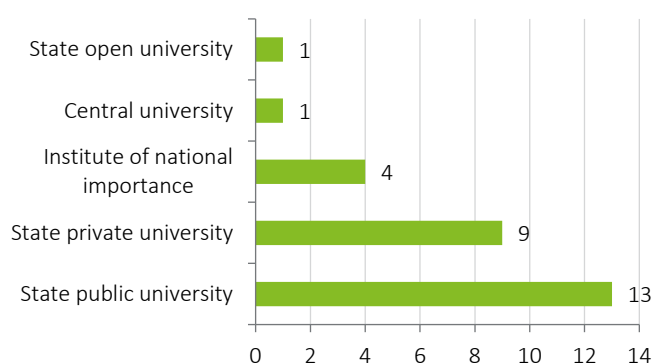
Key indicators

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	30.8	15.4	15.5
Share in the total state population (%)	(12.1%)	(12%)	(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 Enrollment Ratio ²	18.6	18.1	19.2

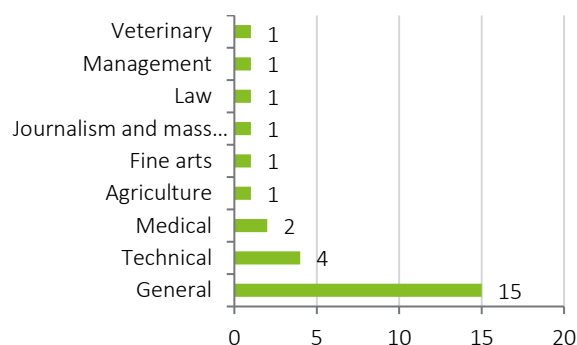
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

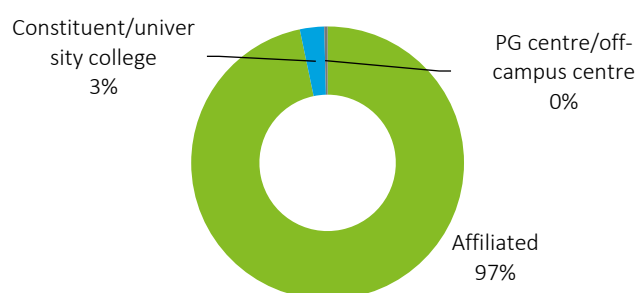
University by type



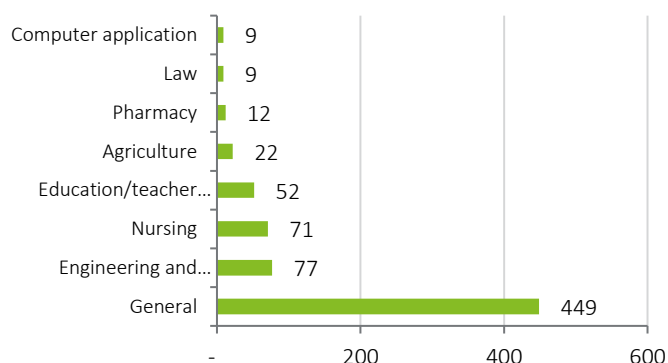
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	28	760	71
Average enrollment per institution	5432	563	100
Total estimated enrollment (in lakh)	1.52	4.28	0.07

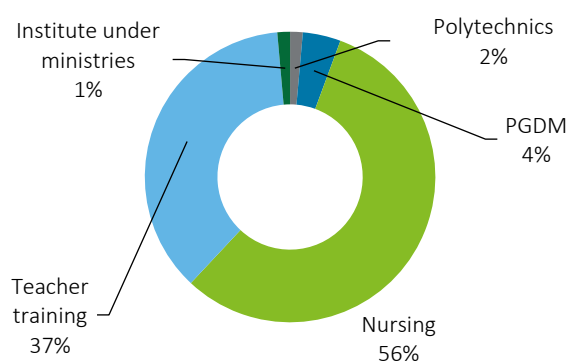
College indicators

College type	Chhatisgarh	Share in India
Affiliated colleges	738	1.9%
Recognised centre	3	0.2%
Constituent/ University college	22	1.3%

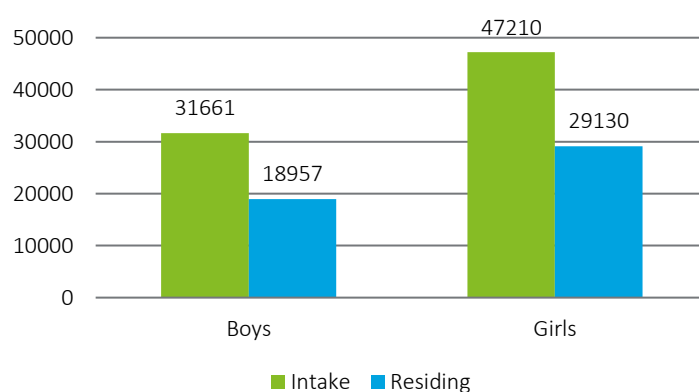
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	43.6%	28.7%	372
Private aided	9.6%	8.7%	510
Government	46.8%	62.6%	756

Breakdown of standalone institutions



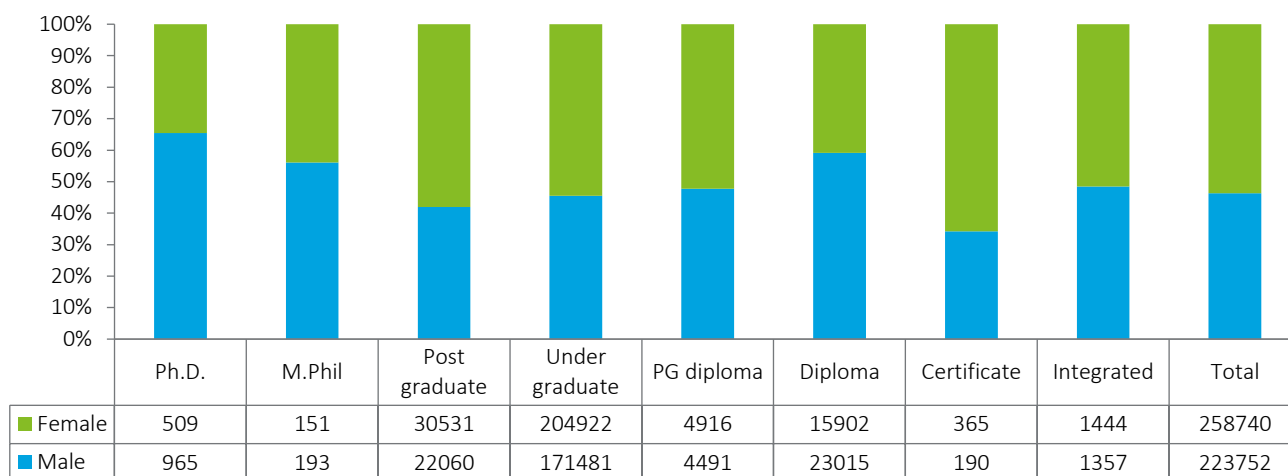
Hostel



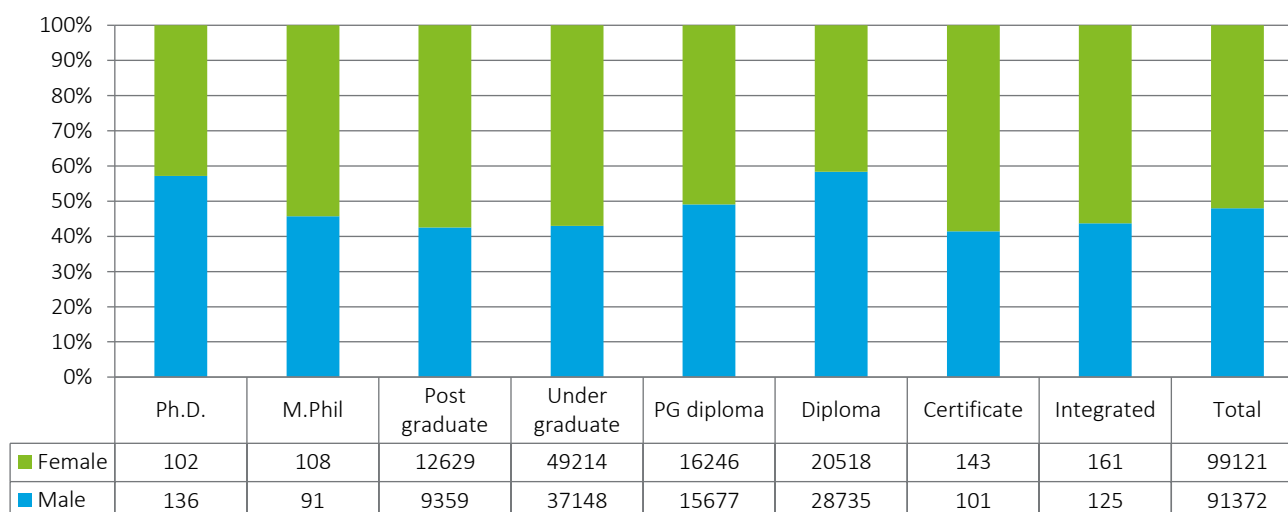
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

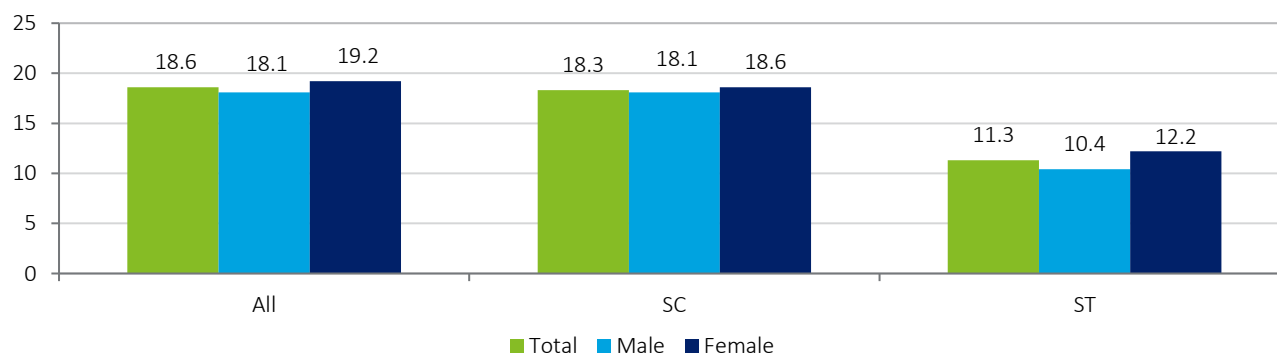
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Chhatisgarh	India
Pupil Teacher Ratio (PTR)	23	24
Teachers per college	27.0	33.8
Non-teaching staff per college	24.0	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.2%	49.8%	12.8%	30.6%	41.8%	2.4%	2%	2.5%
Share of enrollment	48.2%	51.8%	13.1%	18.0%	43.1%	0.1%	0.9%	0.8%
Share of teaching staff	52.7%	47.3%	8.5%	6.4%	27.7%	0.5%	2.8%	7.1%
Share of non-teaching staff	71.5%	28.5%	12.6%	12.6%	34.4%	0.6%	1.2%	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, MHRD 2018-19

8. Daman and Diu

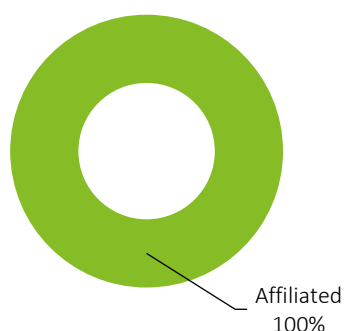
Key indicators

Indicator	Total	Male	Female
Total state population (in lakh) ¹	2.4	1.5	0.9
Literacy rate ¹	87.1%	91.5%	79.6%
Population in the 18-23 age group (in lakh) ¹ Share in the total state population (%)	0.5 (22.4%)	0.4 (27.3%)	0.1 (14.5%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	0.04%	0.05%	0.02%
Gross Enrollment Ratio ²	5.5	4.2	9.8

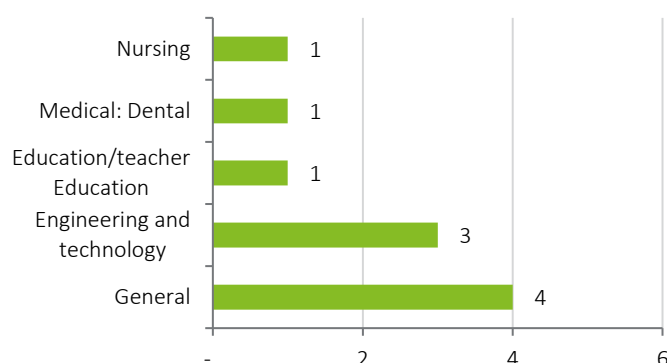
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

College by type



Colleges by specialisation



College and institution indicators

Indicator	Colleges	Standalone
Total number of institutions	10	2
Average enrollment per institution	340	0
Total estimated enrollment (in lakh)	0.03	-

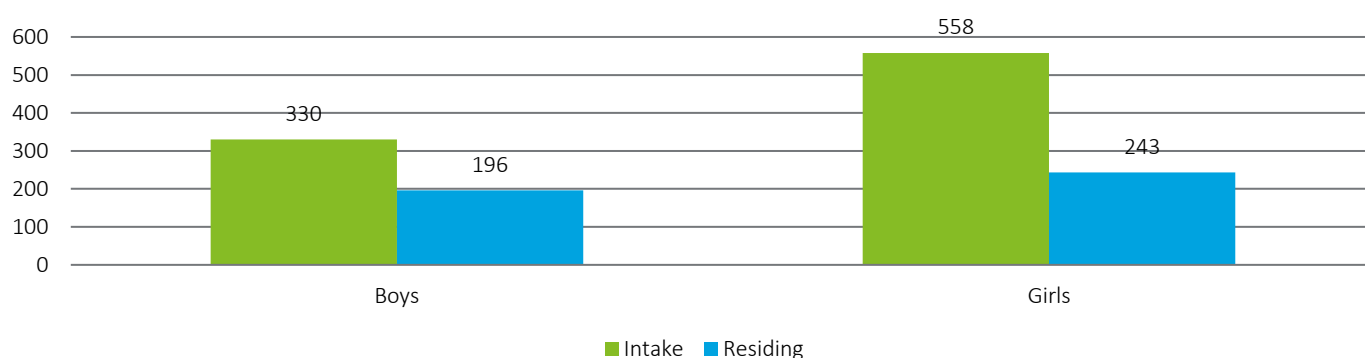
College indicators

College type	Daman and Diu	Share in India
Affiliated colleges	10	0.03%

Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	30%	11.1%	126
Private aided	10%	2.9%	100
Government	60%	86.0%	487

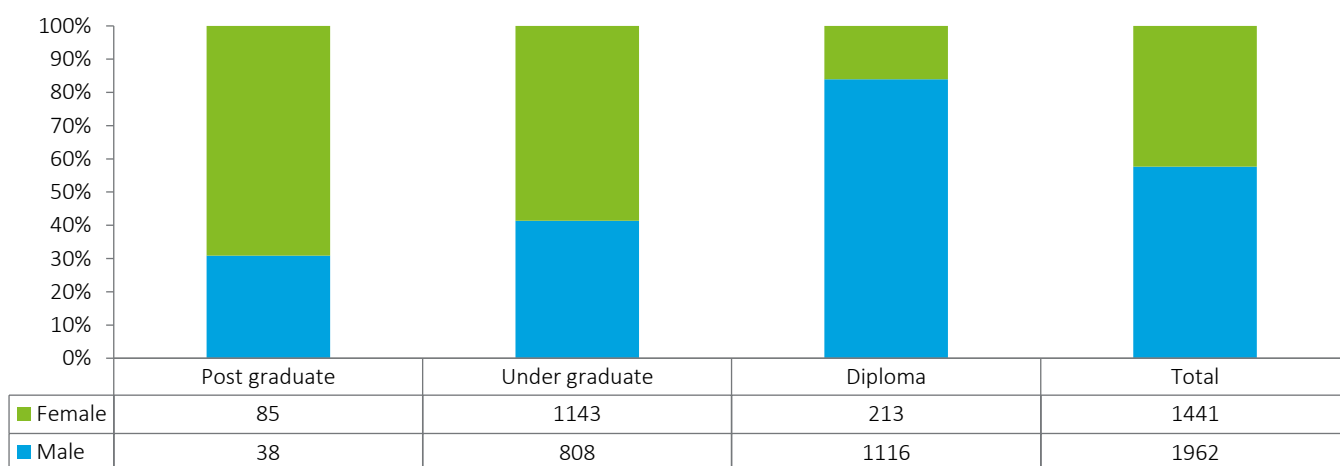
Hostel



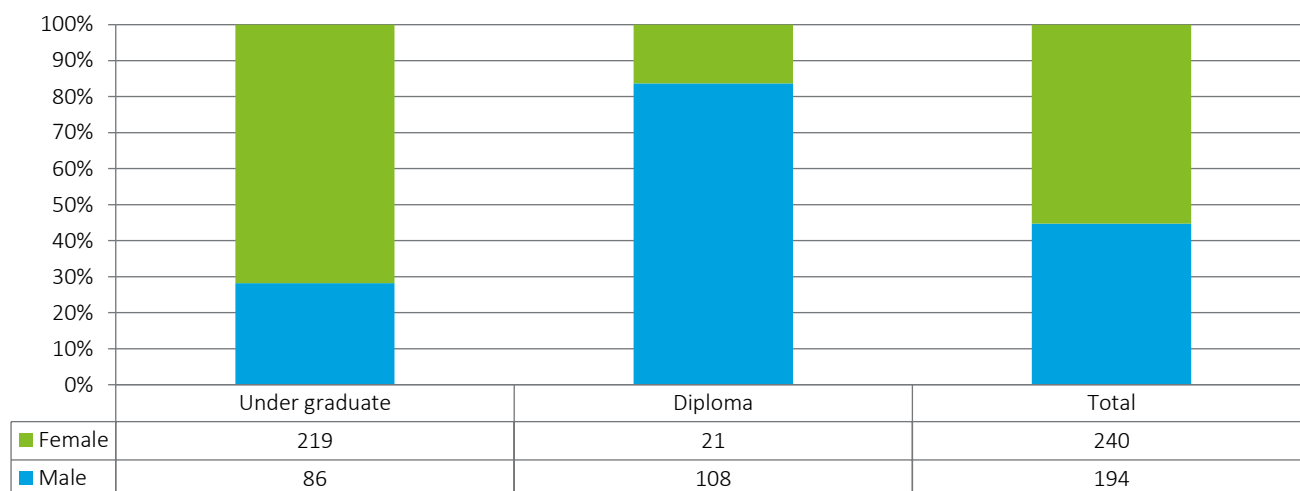
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

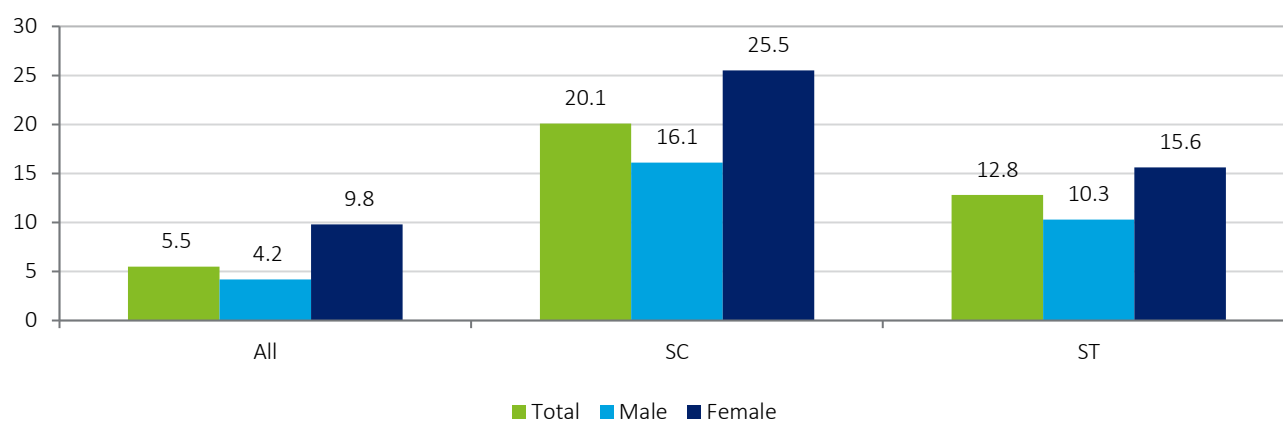
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Daman and Diu	India
Pupil Teacher Ratio (PTR)	14	24
Teachers per college	24.5	33.8
Non-teaching staff per college	20.5	29.0

Calculation is based on the total number of responses given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	61.8%	38.2%	2.5%	6.3%	37.9%	0.9%	7.9%	2.5%
Share of enrollment	57.7%	42.3%	6.1%	18.0%	43.1%	0.1%	0.9%	0.8%
Share of teaching staff	52.7%	47.3%	8.5%	6.4%	27.7%	0.5%	2.8%	7.1%
Share of non-teaching staff	71.5%	28.5%	12.6%	7.3%	14.1%	-	1.5%	3.4%

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, MHRD 2018-19

9. Dadra and Nagar Haveli

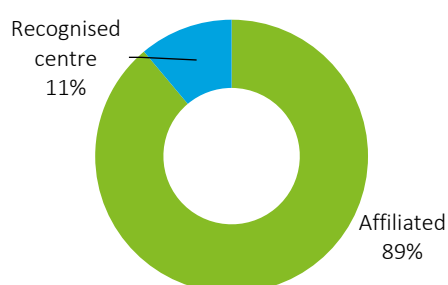
Key indicators

Indicator	Total	Male	Female
Total state population (in lakh) ¹	3.4	1.9	1.5
Literacy rate ¹	76.2%	85.2%	64.3%
Population in the 18-23 age group (in lakh) ¹	0.6	0.4	0.2
Share in the total state population (%)	(17.4%)	(19.2%)	(15%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	0.04%	0.05%	0.03%
Gross Enrollment Ratio ²	9.3	7.4	12.6

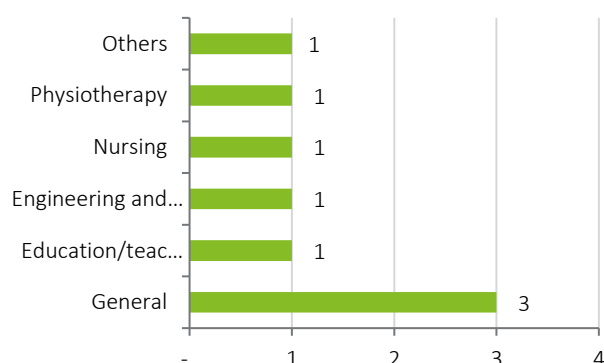
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	-	8	2
Average enrollment per institution	-	729	153
Total estimated enrollment (in lakh)	-	0.06	-

College indicators

College type	Dadra and Nagar Haveli	Share in India
Affiliated colleges	8	-
Recognised centre	1	0.1%

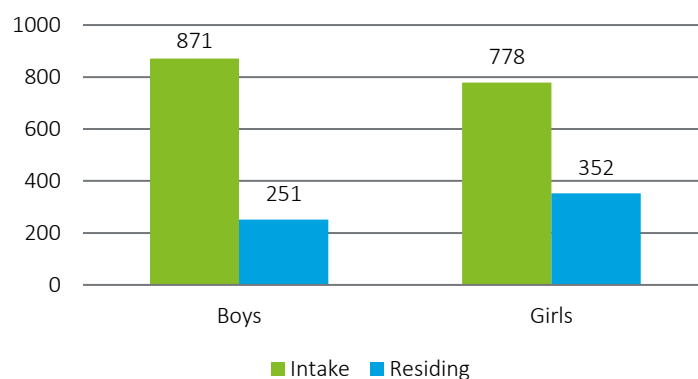
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	62.5%	52.2%	609
Government	37.5%	47.8%	928

Breakdown of standalone institution



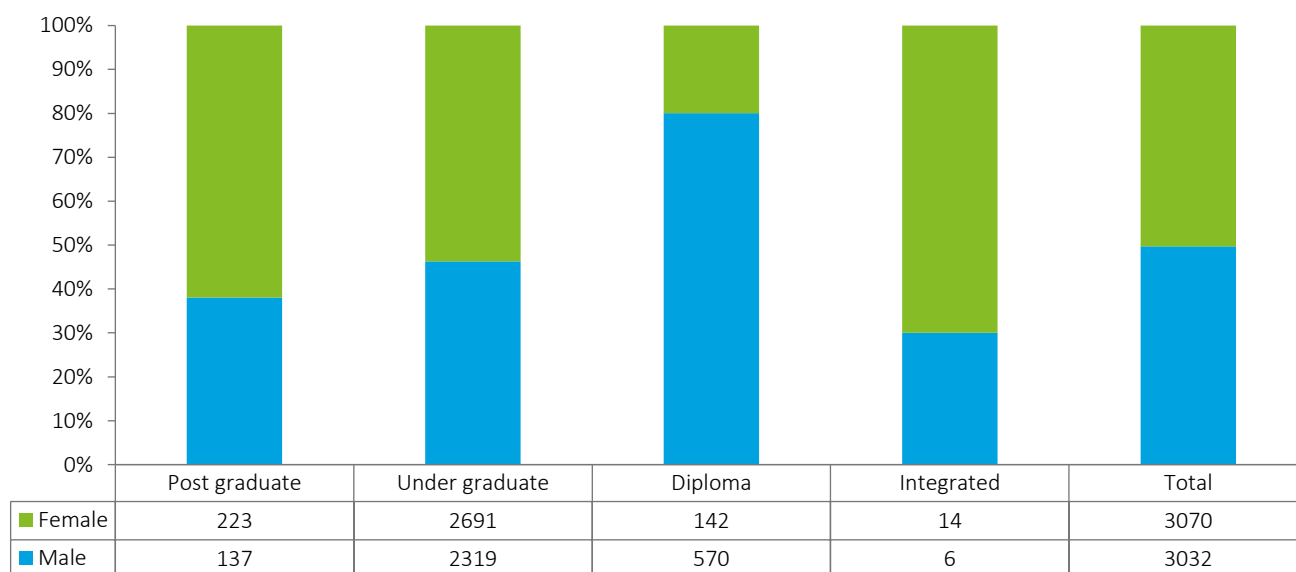
Hostel



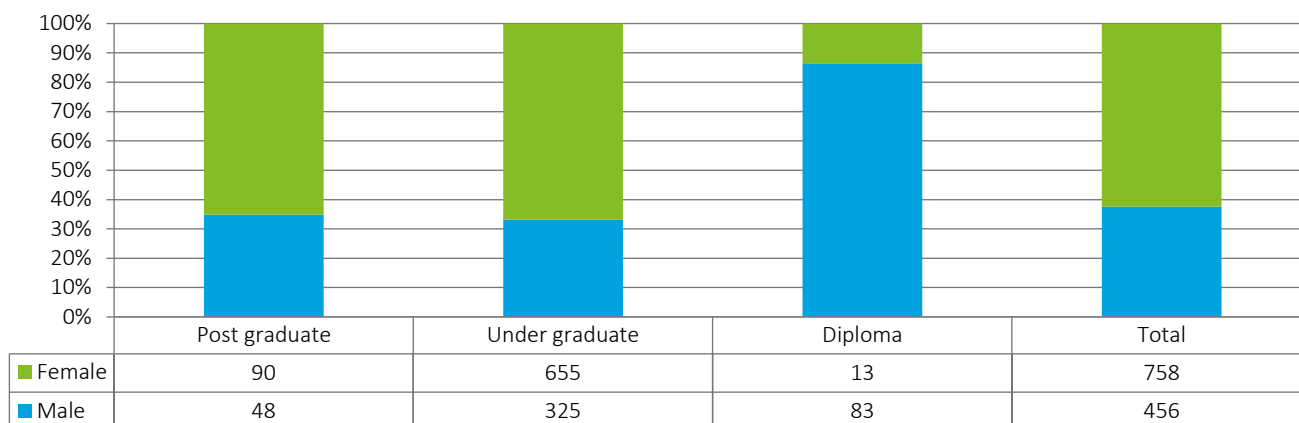
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

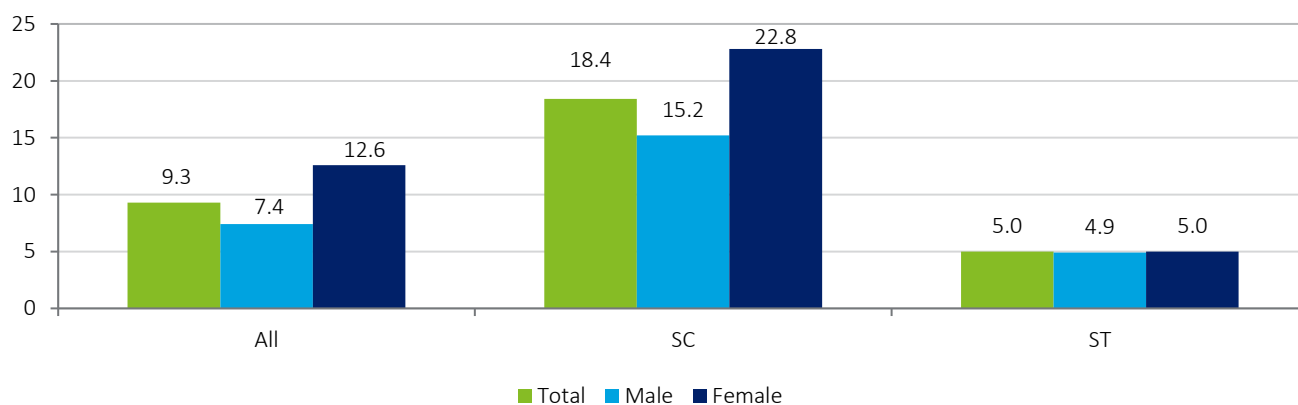
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Dadra and Nagar Haveli	India
Pupil Teacher Ratio (PTR)	29	24
Teachers per college	23.8	33.8
Non-teaching staff per college	17.2	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	56.4%	43.6%	1.8%	52%	4.3%	1.0%	3.8%	1.4%
Share of enrollment	49.7%	50.3%	3.2%	22.3%	8.4%	0.2%	1.0%	1.1%
Share of teaching staff	52.3%	47.7%	5.6%	6.1%	15.9%	0.9%	3.7%	9.3%
Share of non-teaching staff	52.9%	47.1%	11.0%	54.8%	9.0%	0.6%	1.3%	16.1%

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, MHRD 2018-19

10. Delhi

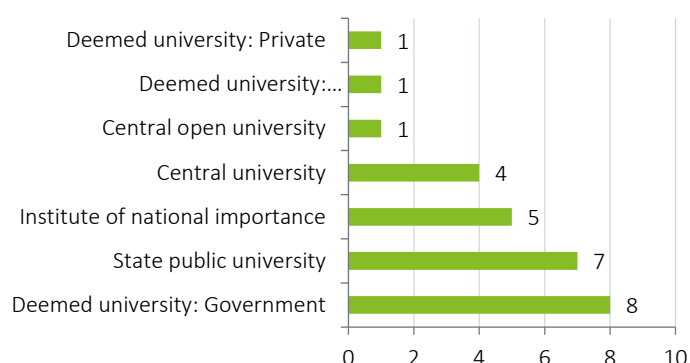
Key indicators

Indicator	Total	Male	Female
Total state 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	22.4	12.3	10.1
Share in the total state population (%)	(13.3%)	(13.6%)	(13%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	1.6%	1.7%	1.5%
Gross Enrollment Ratio ²	46.3	43.2	50.0

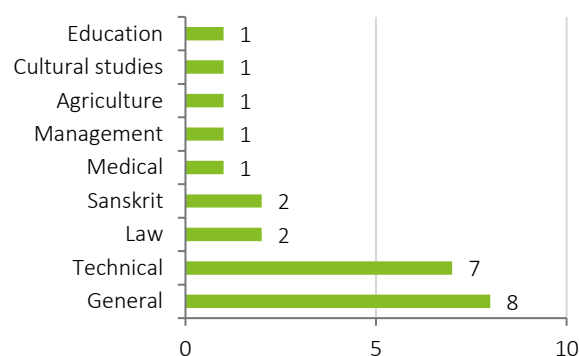
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

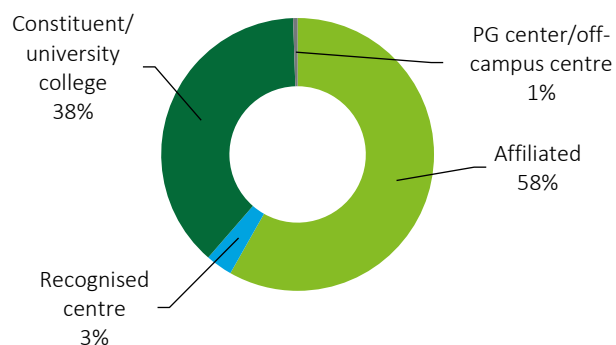
College by type



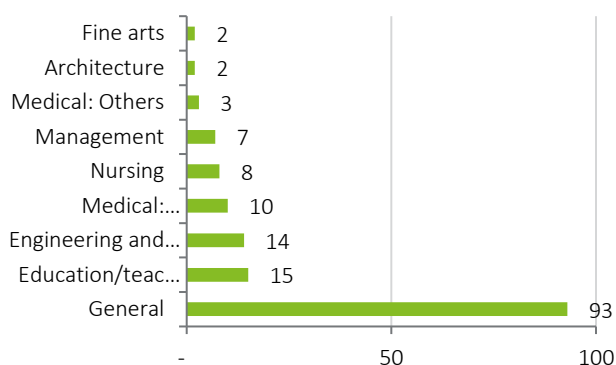
Colleges by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	27	180	110
Average enrollment per institution	28378	1,545	396
Total estimated enrollment (in lakh)	7.66	2.78	0.33

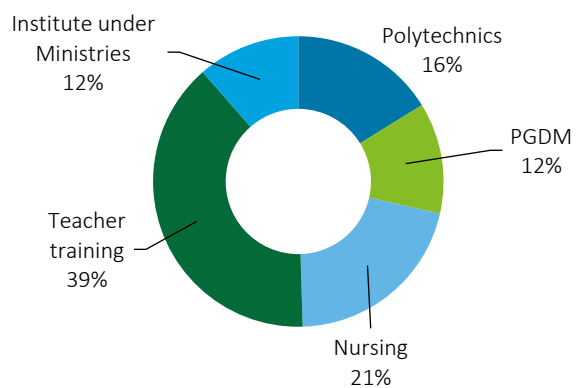
College indicators

College type	Delhi	Share in India
Affiliated colleges	110	0.3%
Recognised centre	6	0.5%
Constituent/ University college	72	4.3%
PG/Off-campus centre	1	0.5%

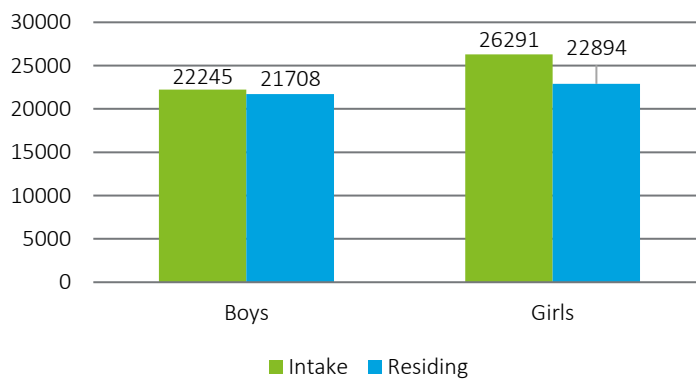
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	35.4%	22.9%	1010
Private aided	8.4%	11.3%	2,098
Government	56.2%	65.8%	1,829

Breakdown of standalone institution



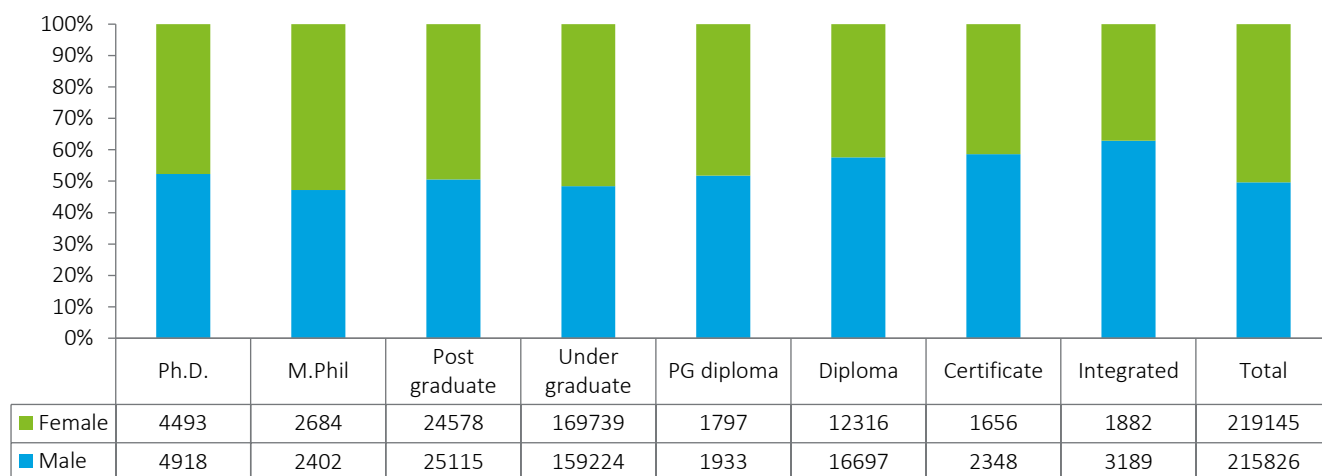
Hostel



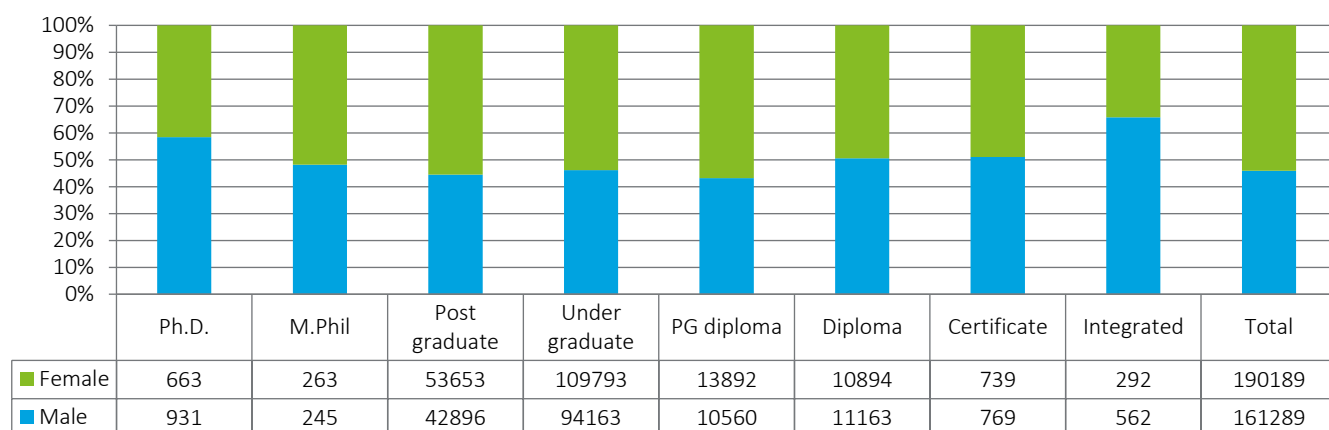
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

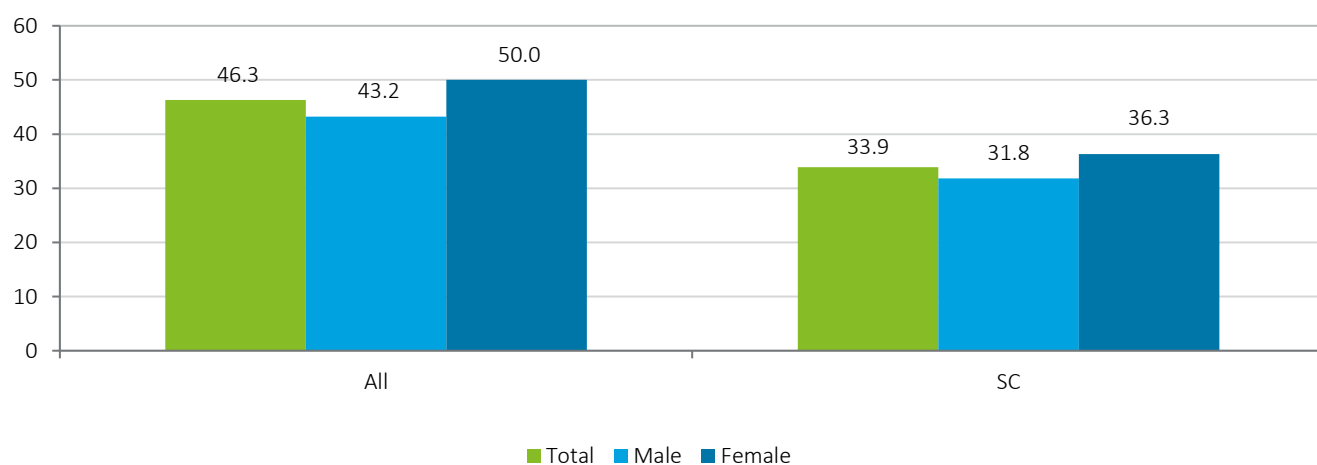
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Delhi	India
Pupil Teacher Ratio (PTR)	21	24
Teachers per college	109.2	33.8
Non-teaching staff per college	117.2	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	53.5%	46.5%	16.8%	0.6%	17.0%	1.4%	12.9%	4.3%
Share of enrollment	51.0%	49.0%	13.7%	1.9%	14.4%	0.8%	2.2%	1.0%
Share of teaching staff	45.3%	54.7%	8.7%	2.5%	9.5%	1.0%	6.6%	7.6%
Share of non-teaching staff	74.7%	25.3%	17.2%	3.6%	9.8%	2.0%	1.7%	1.8%

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, MHRD 2018-19

11. Goa

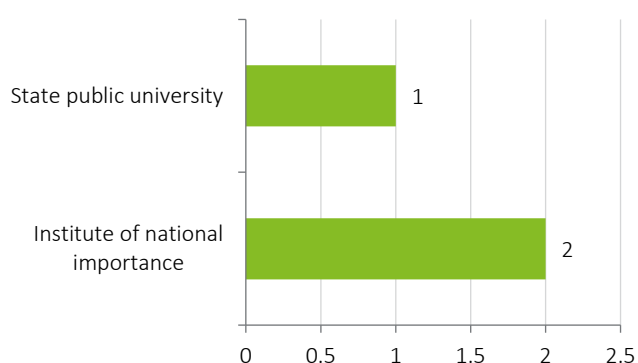
Key indicators

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	1.7	0.9	0.8
Share in the total state population (%)	(11.7%)	(12.8%)	(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 Enrollment Ratio ²	30.1	26.4	35.0

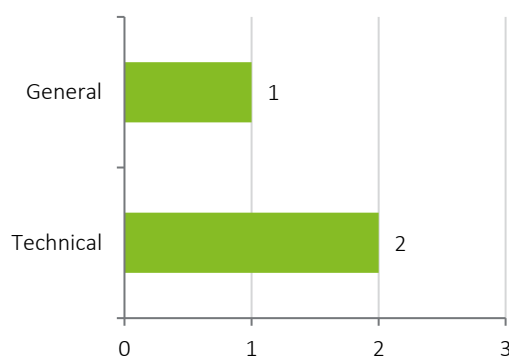
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

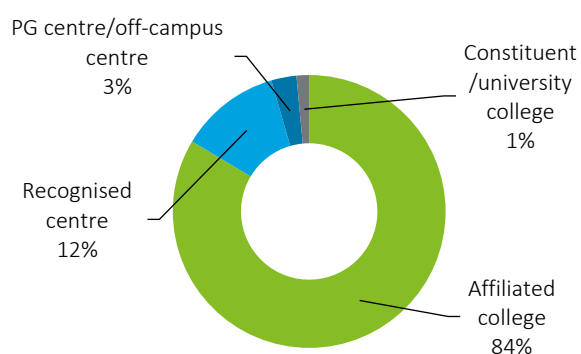
University by type



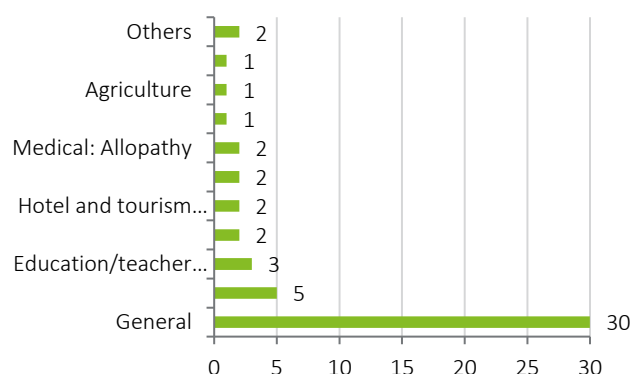
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	3	57	11
Average enrollment per institution	2661	700`	682
Total estimated enrollment (in lakh)	0.08	0.40	0.07

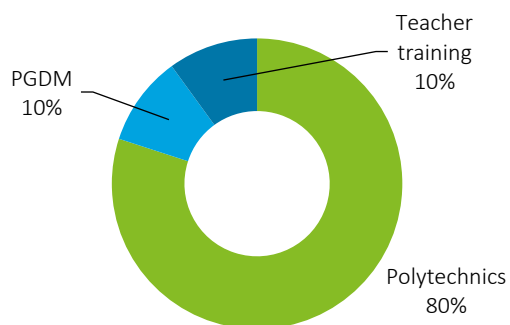
College indicators

College type	Goa	Share in India
Affiliated colleges	56	0.1%
Recognised centre	8	0.6%
Constituent/ University college	1	0.1%
PG/Off-campus centre	2	1.1%

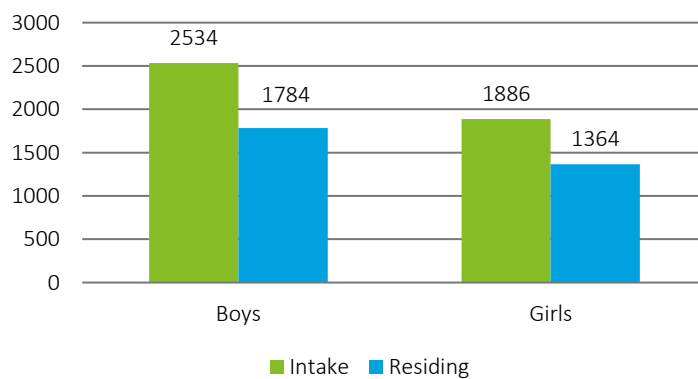
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	17.5%	8.8%	349
Private aided	42.1%	53.3%	885
Government	40.4%	38%	658

Breakdown of standalone institution



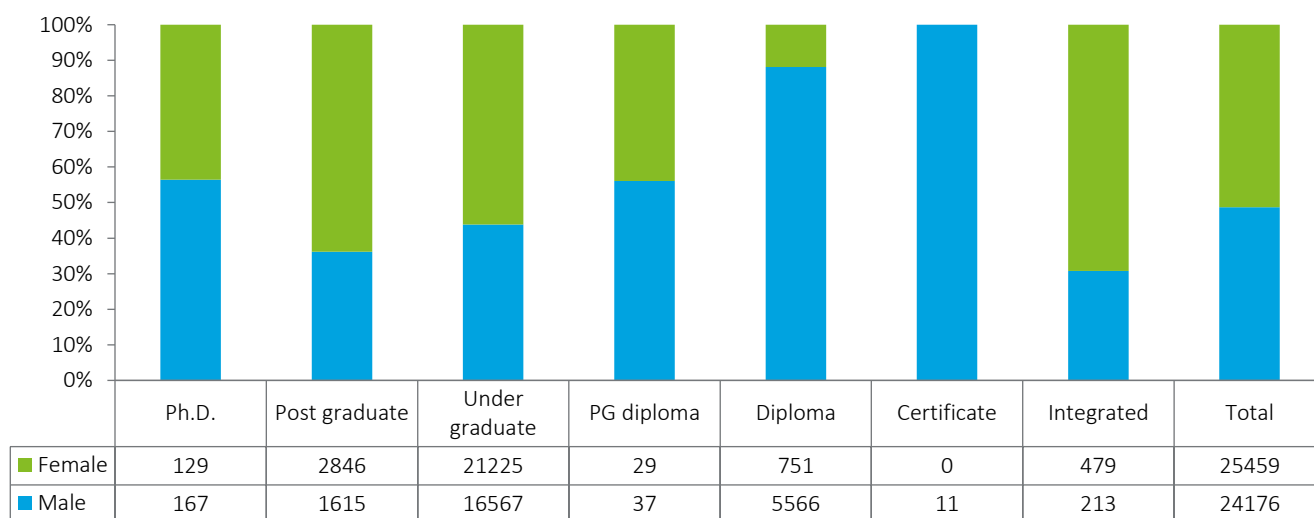
Hostel



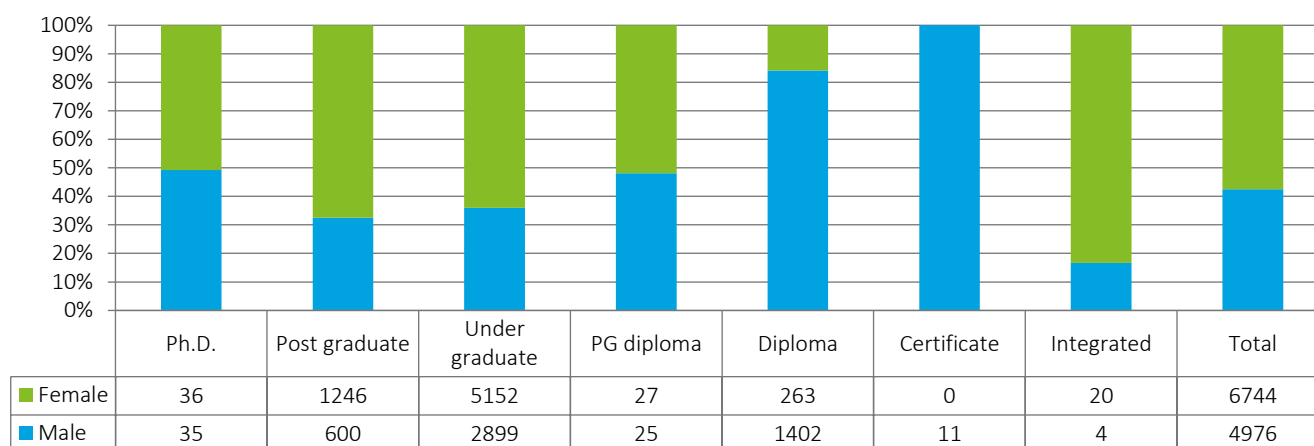
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

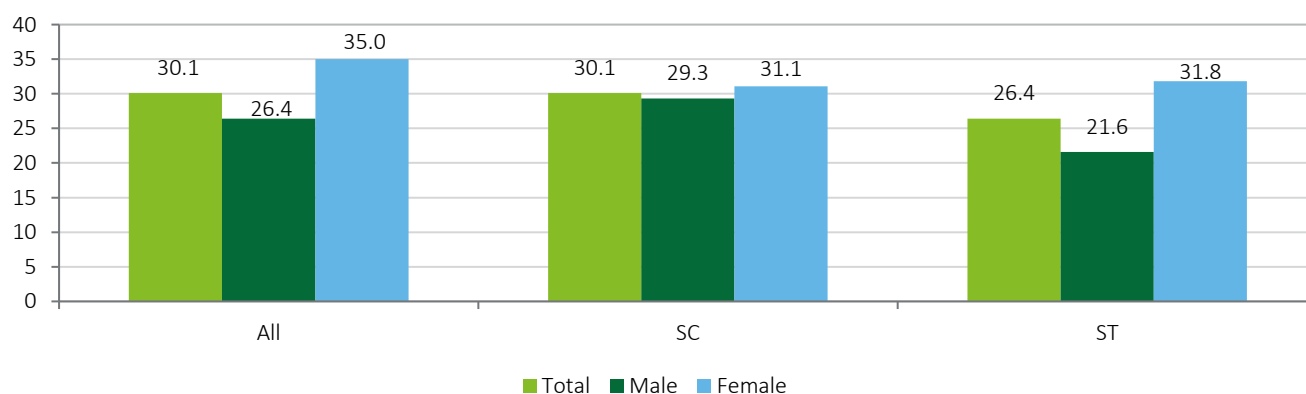
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Goa	India
Pupil Teacher Ratio (PTR)	15	24
Teachers per college	51.0	33.8
Non-teaching staff per college	75.1	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.7%	49.3%	1.7%	10.2%	19.5%	2.3%	8.3%	14.2%
Share of enrollment	49.3%	50.7%	1.9%	8.4%	17.8%	0.1%	3.9%	14.7%
Share of teaching staff	45.6%	54.4%	1.1%	2.0%	8.9%	0.2%	2.2%	25.8%
Share of non-teaching staff	54.3%	45.7%	1.3%	4.2%	4.9%	1.1%	0.6%	8.4%

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, MHRD 2018-19

12. Gujarat

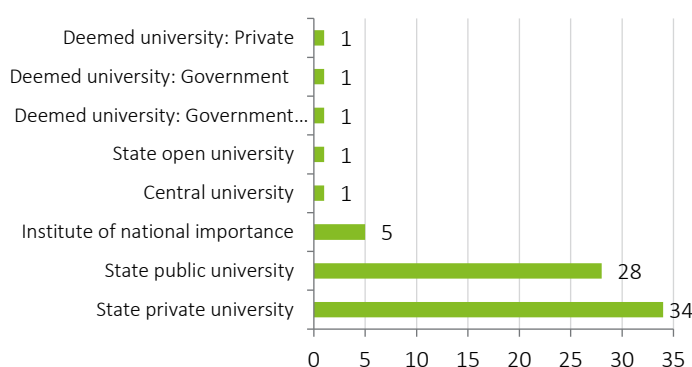
Key indicators

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	71.9	37.8	34
Share in the total state population (%)	(11.9%)	(12%)	(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 Enrollment Ratio ²	20.4	22.0	18.7

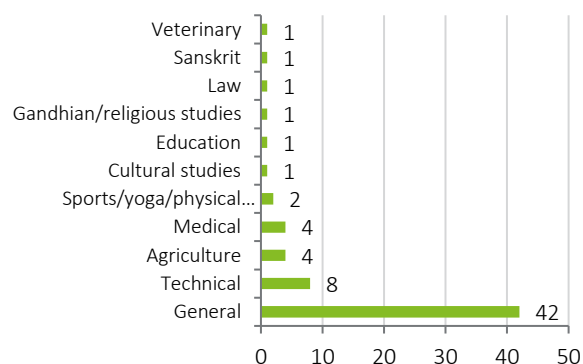
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

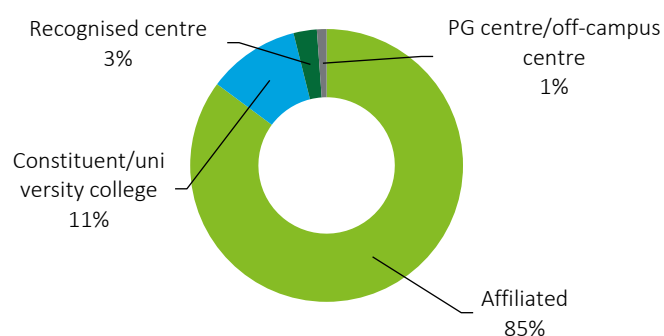
University by type



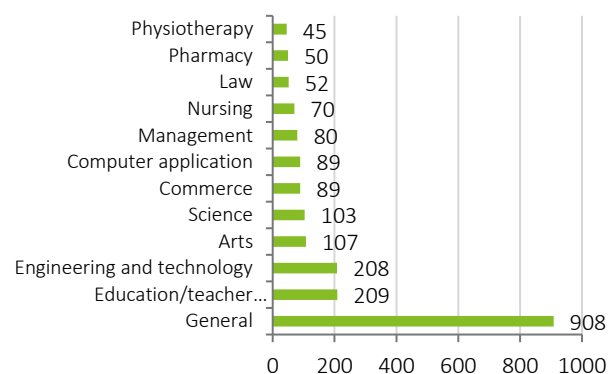
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	72	2232	330
Average enrollment per institution	4,310	509	99
Total estimated enrollment (in lakh)	3.1	11.36	0.32

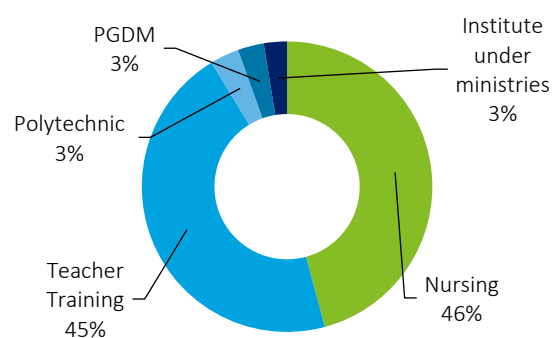
College indicators

College type	Gujarat	Share in India
Affiliated colleges	2158	5.6%
Recognised centre	70	5.6%
Constituent/ University college	277	16.5%
PG/Off-campus centre	29	15.8%

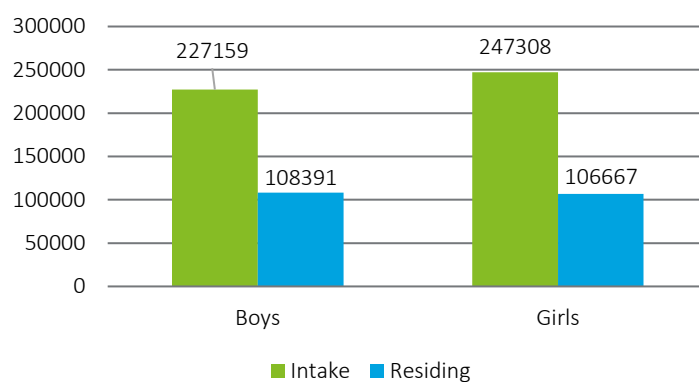
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	63.4%	41.8%	338
Private aided	22.5%	40.0 %	913
Government	14.1%	18.2%	660

Breakdown of standalone institution



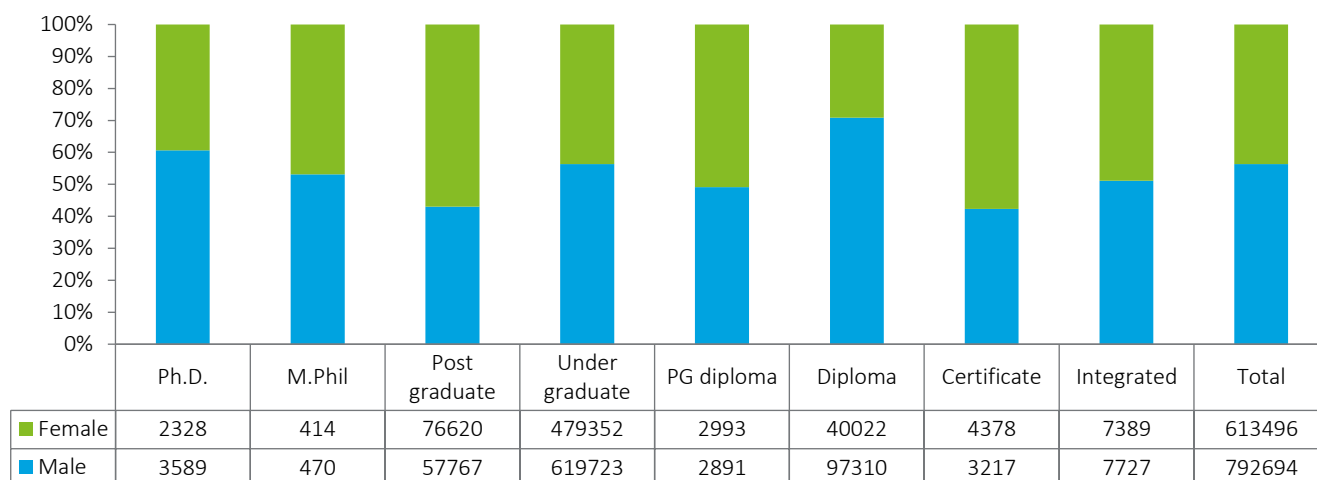
Hostel



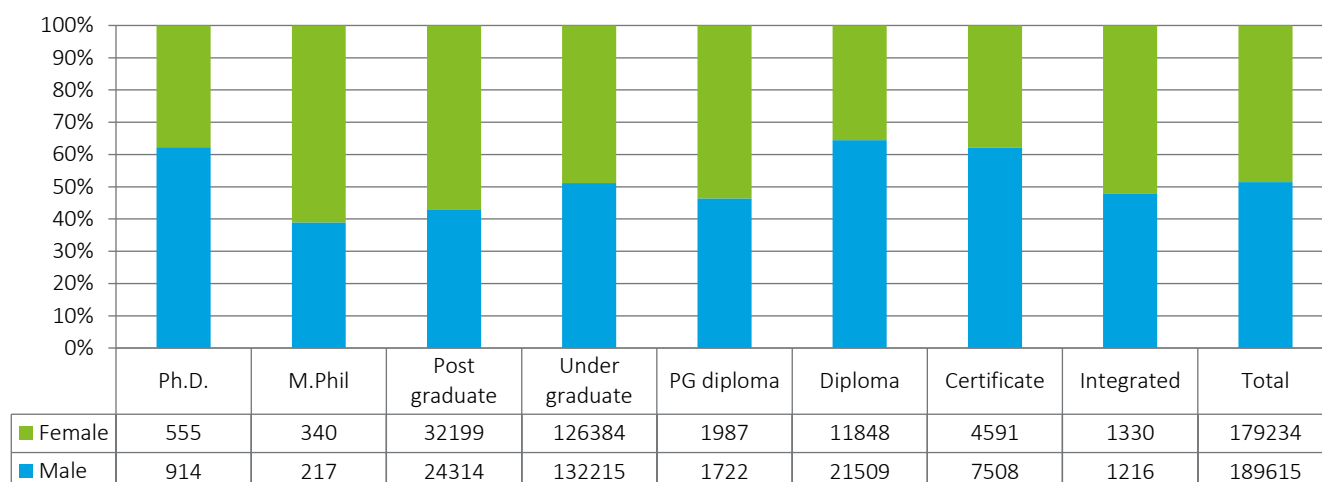
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

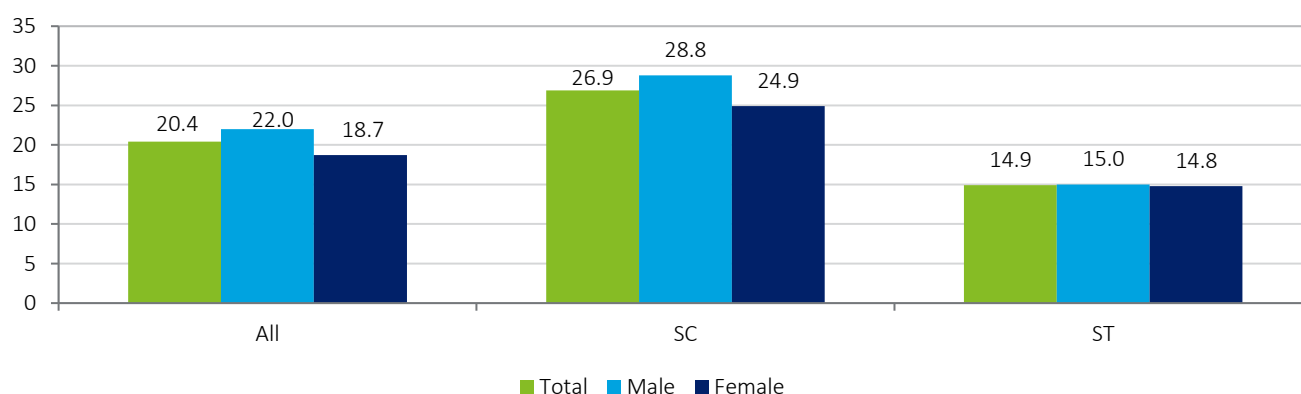
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Gujarat	India
Pupil Teacher Ratio (PTR)	24	24
Teachers per college	22.7	33.8
Non-teaching staff per college	15.4	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	52.1%	47.9%	6.7%	14.8%	40.2%	1.8%	9.7%	0.6%
Share of enrollment	56.4%	43.6%	9.4%	9.8%	30.3%	0.1%	2.4%	0.7%
Share of teaching staff	59.9%	40.1%	5.6%	4.6%	18.6%	0.4%	2.8%	3.6%
Share of non-teaching staff	70.2%	29.8%	13.1%	9.0%	21.1%	0.5%	1.3%	1.0%

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, MHRD 2018-19

13. Haryana

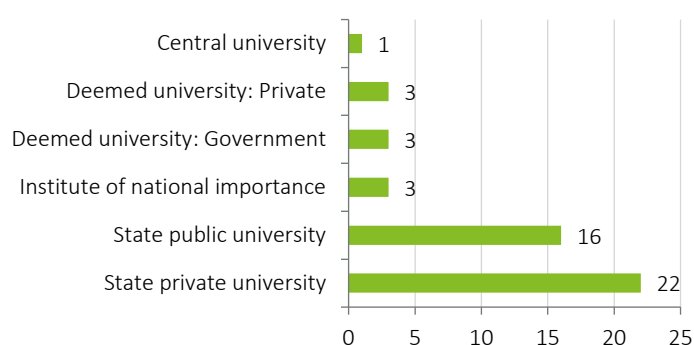
Key indicators

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	31.9	17.3	14.6
Share in the total state population (%)	(12.6%)	(12.8%)	(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 Enrollment Ratio ²	29.2	26.5	32.4

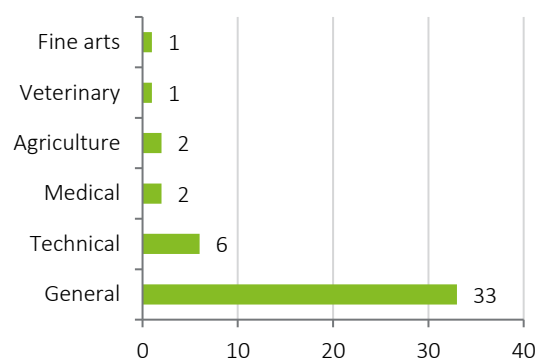
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

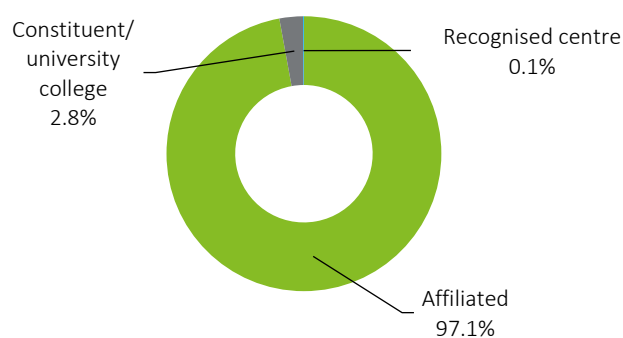
University by type



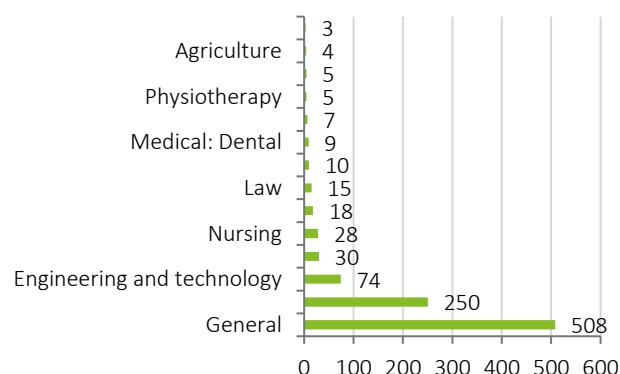
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	48	1038	225
Average enrollment per institution	4925	582	332
Total estimated enrollment (in lakh)	2.36	6.04	0.53

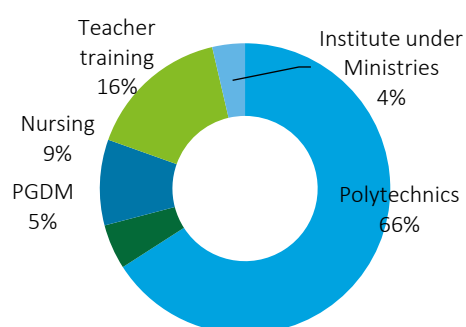
College indicators

College type	Haryana	Share in India
Affiliated colleges	1016	2.6%
Recognised centre	1	0.1%
Constituent/ University college	29	1.7%

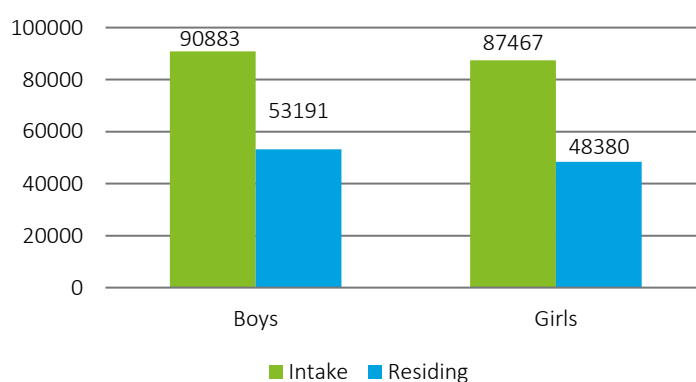
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	64.3%	33.5%	317
Private aided	12.2%	27.2%	1359
Government	23.4%	39.3%	1022

Breakdown of standalone institution



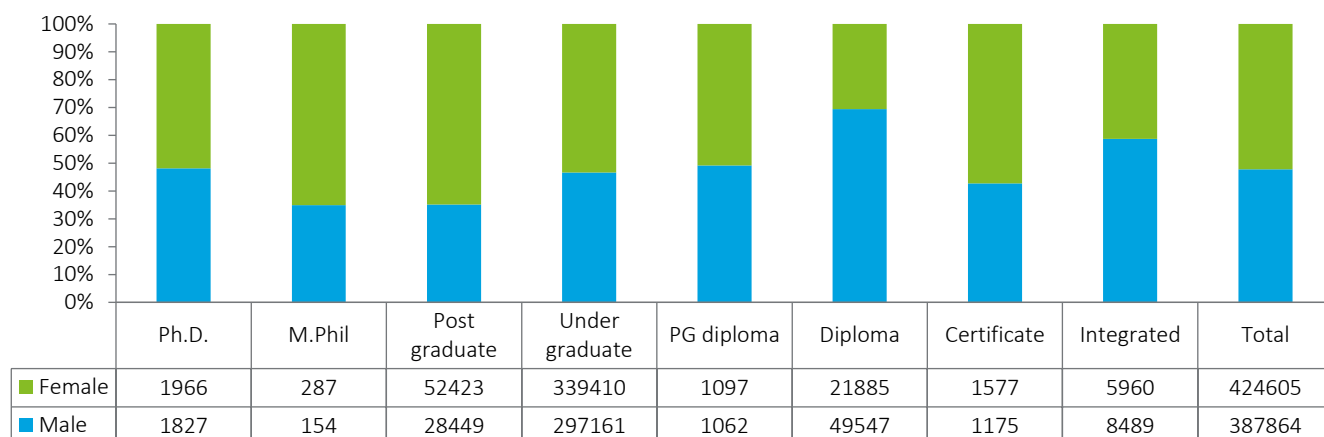
Hostel



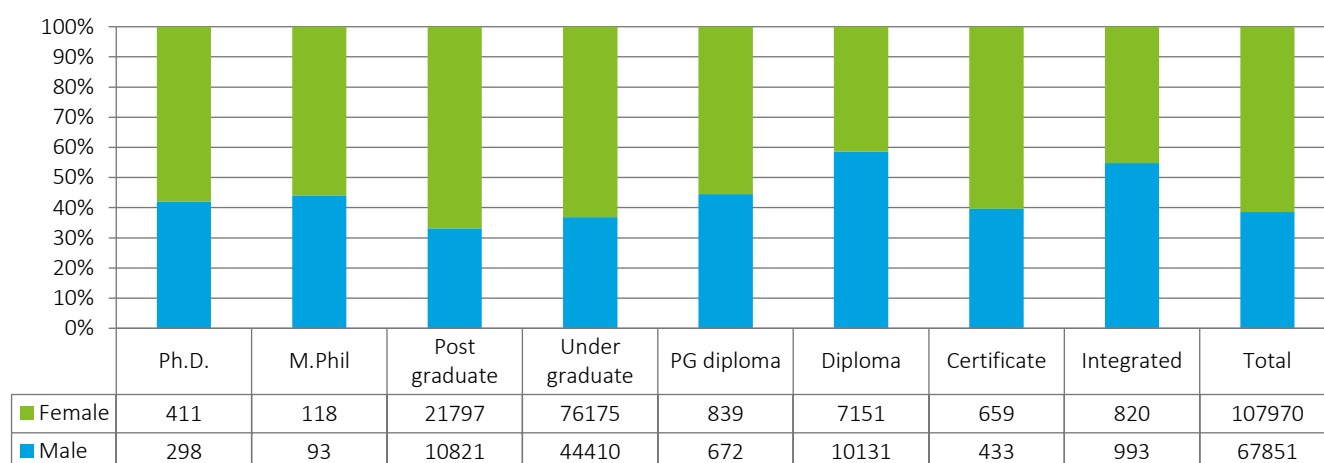
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

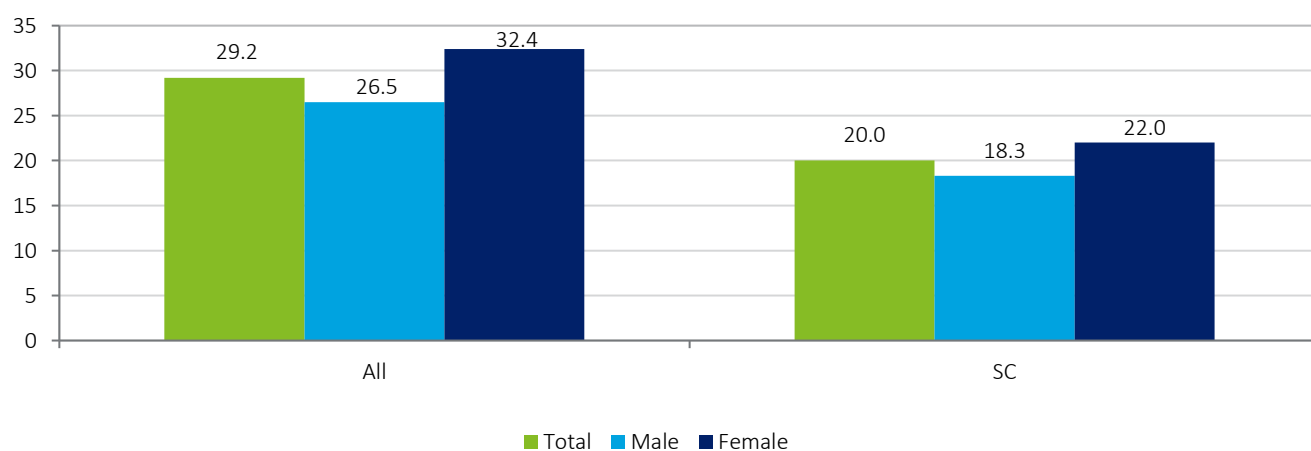
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Haryana	India
Pupil Teacher Ratio (PTR)	23	24
Teachers per college	34.1	33.8
Non-teaching staff per college	34.7	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	53.2%	46.8%	20.2%	0.1%	28.3%	2.2%	7%	6.0%
Share of enrollment	49.2%	50.8%	14.5%	0.3%	23.0%	0.1%	0.8%	1.3%
Share of teaching staff	47.8%	52.2%	6.3%	0.1%	11.1%	0.3%	18%	4.4%
Share of non-teaching staff	71.9%	28.1%	18.0%	0.5%	15.6%	0.7%	0.5%	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, MHRD 2018-19

14. Himachal Pradesh

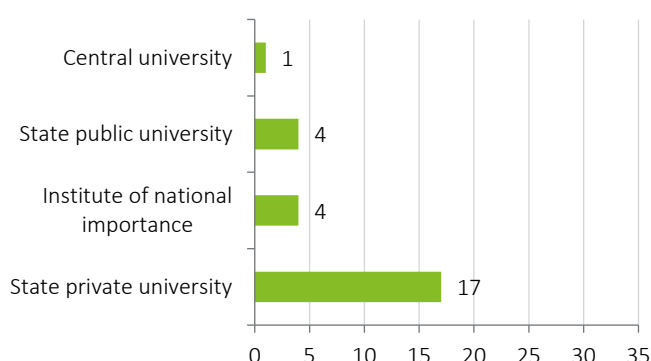
Key indicators

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	7.4	3.8	3.6
Share in the total state population (%)	(10.8%)	(11%)	(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 Enrollment Ratio ²	39.6	34.7	44.9

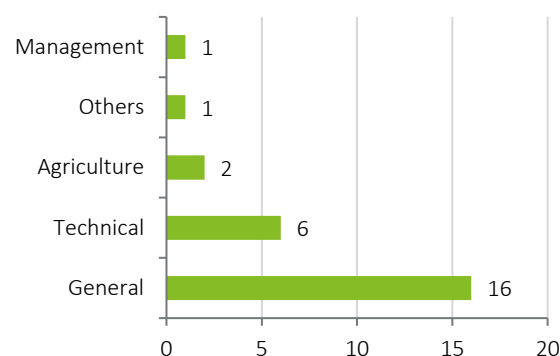
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

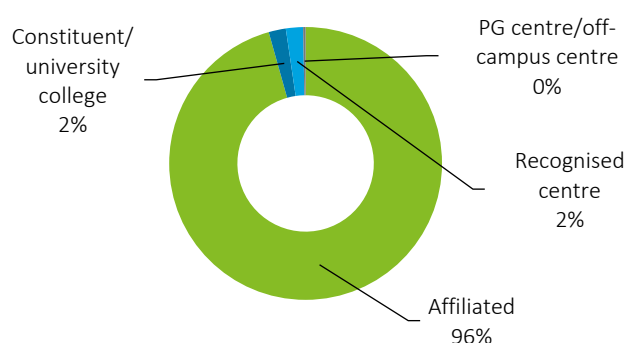
University by type



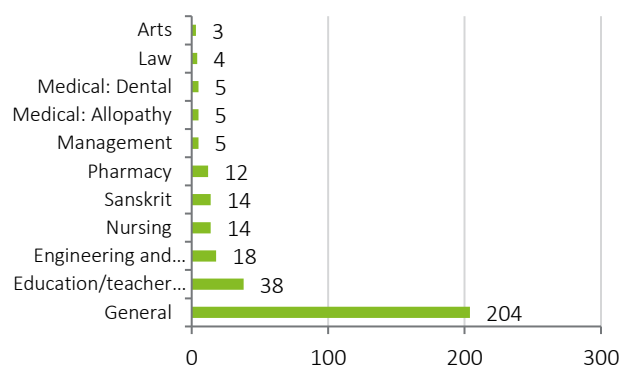
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	26	336	81
Average enrollment per institution	3,146	557	186
Total estimated enrollment (in lakh)	0.82	1.87	0.15

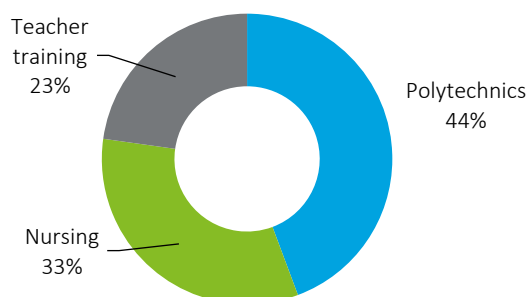
College indicators

College type	Himachal Pradesh	Share in India
Affiliated colleges	329	0.8%
Recognised centre	7	0.6%
Constituent/ University college	7	0.4%
PG/Off-campus centre	1	0.5%

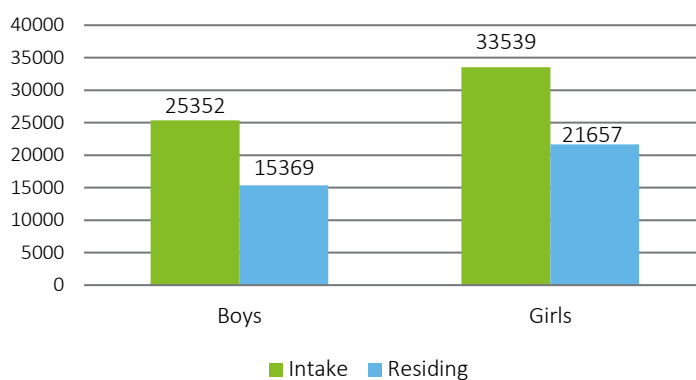
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	39.7%	15.3%	215
Private aided	5.4%	5.7%	595
Government	54.9%	79%	802

Breakdown of standalone institution



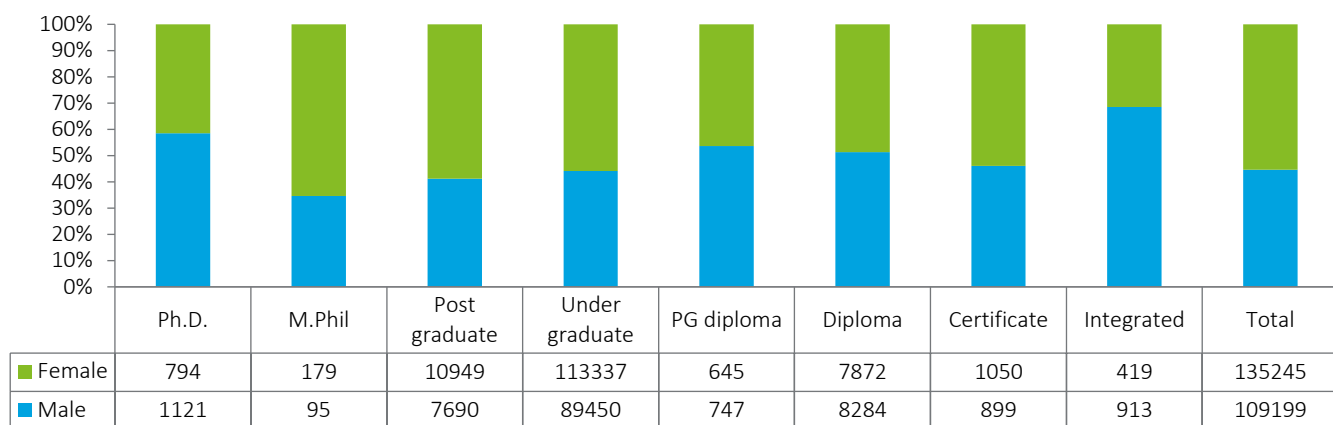
Hostel



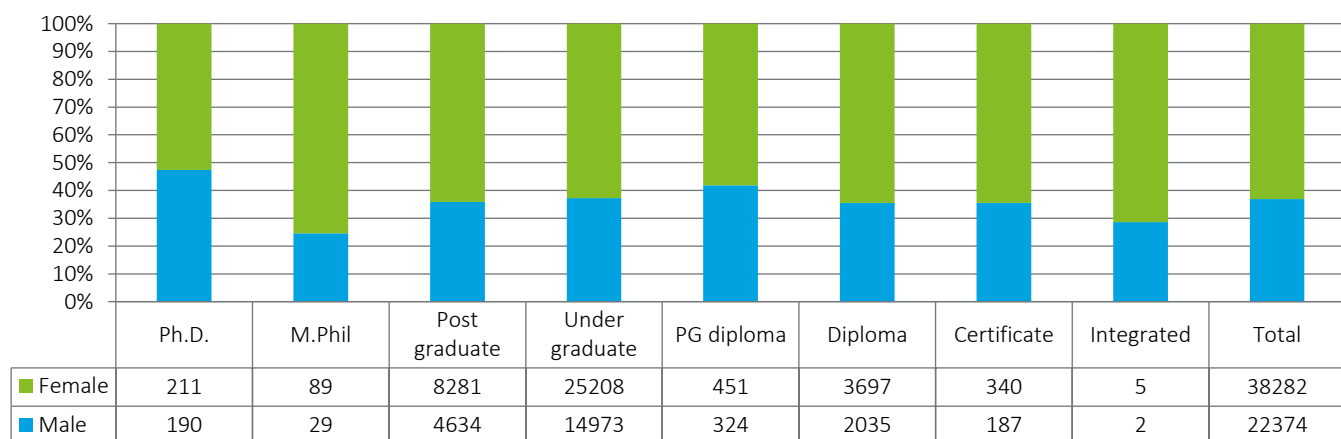
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

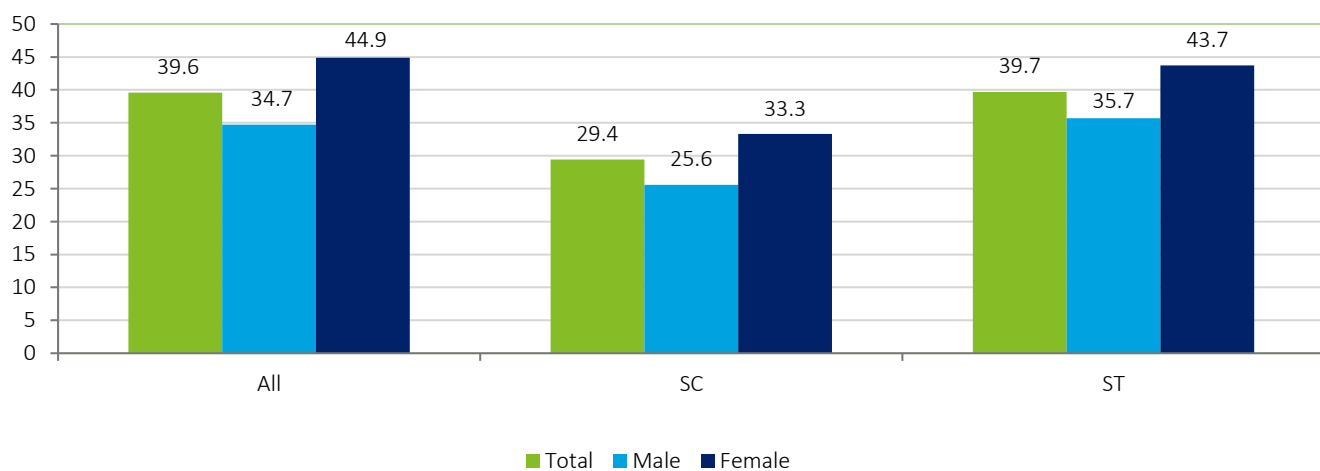
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Himachal Pradesh	India
Pupil Teacher Ratio (PTR)	23	24
Teachers per college	30.3	33.8
Non-teaching staff per college	39.2	29.0

Calculation is based on the total number of responses given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.70%	49.30%	25.2%	5.7%	17.1%	2.3%	2.20%	1.70%
Share of enrollment	45.6%	54.4%	19.4%	5.9%	13.7%	0.1%	0.5%	0.6%
Share of teaching staff	52.5%	47.5%	8.9%	3.7%	5.9%	0.4%	0.7%	3.9%
Share of non-teaching staff	66.7%	33.3%	18.0%	3.4%	8.2%	0.7%	0.4%	0.3%

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, MHRD 2018-19

15. Jammu and Kashmir

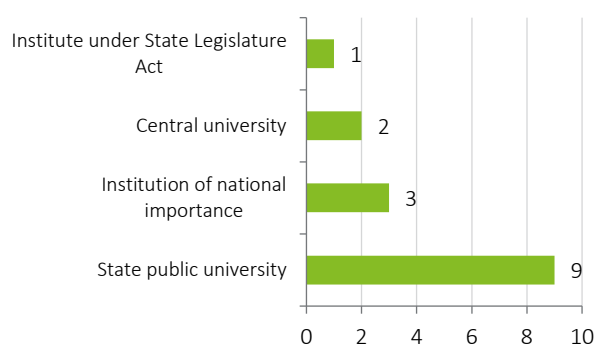
Key indicators

Indicator	Total	Male	Female
Total state 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	13.4	6.9	6.5
Share in the total state population (%)	(10.7%)	(10.4%)	(11%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	0.9%	0.9%	1%
Gross Enrollment Ratio ²	30.9	29.6	32.2

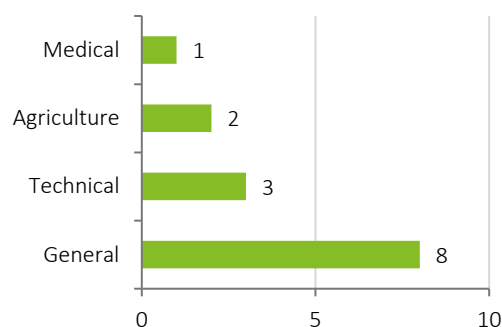
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

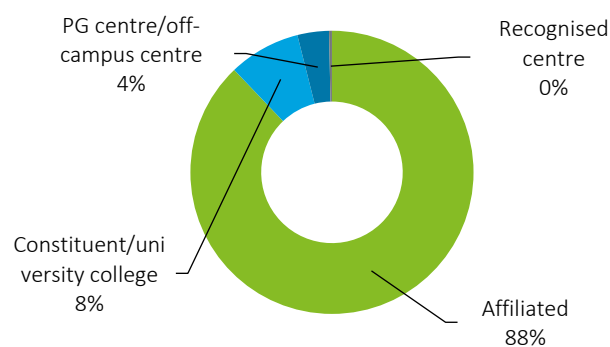
University by type



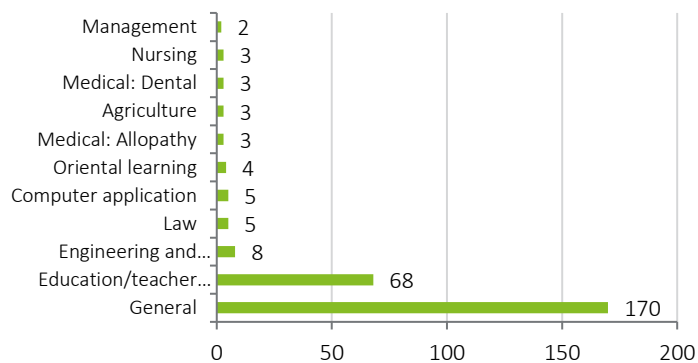
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	15	293	105
Average enrollment per institution	10052	788	143
Total estimated enrollment (in lakh)	1.51	2.31	0.12

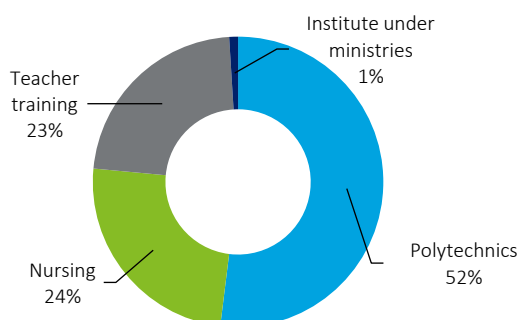
College indicators

College type	Jammu and Kashmir	Share in India
Affiliated colleges	268	0.7%
Recognised centre	1	0.1%
Constituent/ University college	25	1.5%
PG/Off-campus centre	11	6.0%

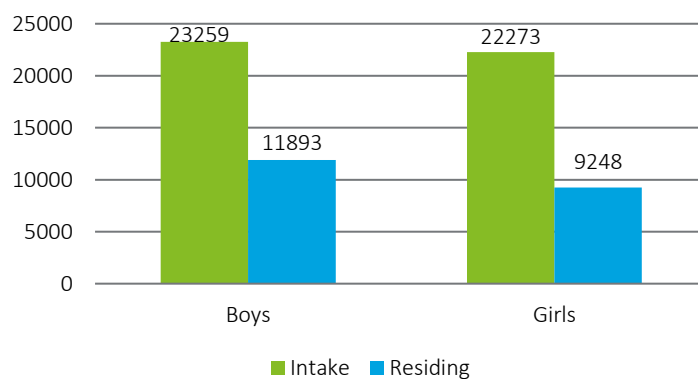
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	43.3%	11.7%	216
Private aided	7.3%	1.4%	150
Government	49.5%	86.9%	1403

Breakdown of standalone institution



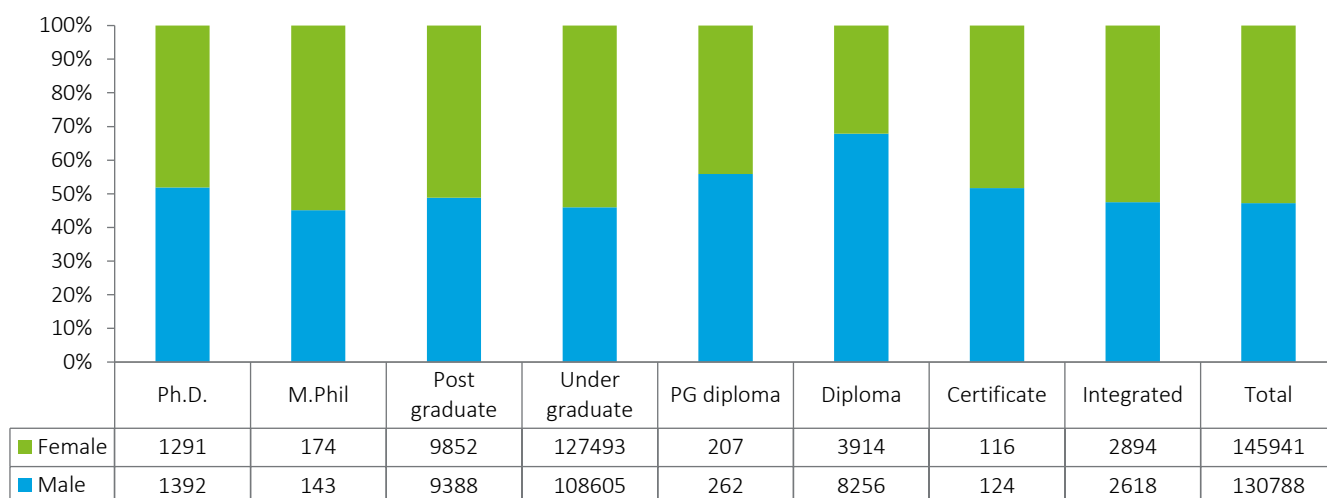
Hostel



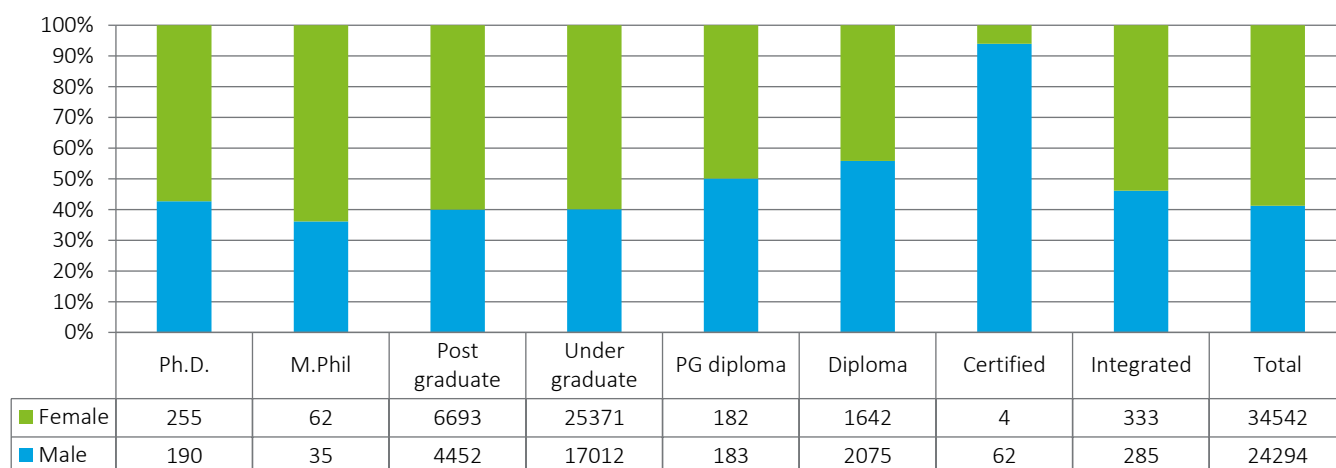
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

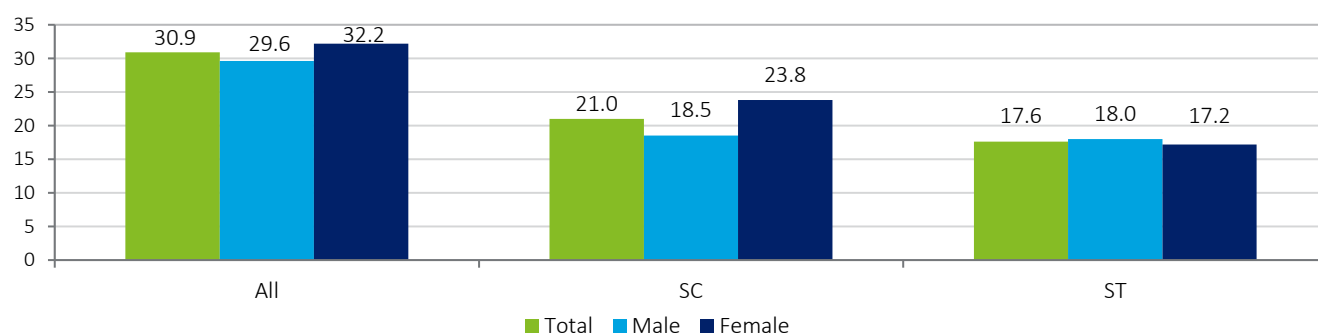
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Jammu and Kashmir	India
Pupil Teacher Ratio (PTR)	25	24
Teachers per college	36.7	33.8
Non-teaching staff per college	47.8	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	53.00%	47.00%	7.4%	11.9%	11.4%	2.9%	68.3%	2.70%
Share of enrollment	49.5%	50.5%	5.4%	6.3%	6.7%	0.6%	36.0%	1.5%
Share of teaching staff	59.0%	41.0%	3.9%	3.1%	3.2%	0.4%	59.1%	5.2%
Share of non-teaching staff	73.7%	26.3%	6.7%	3.0%	2.0%	0.3%	52.9%	3.4%

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, MHRD 2018-19

16. Jharkhand

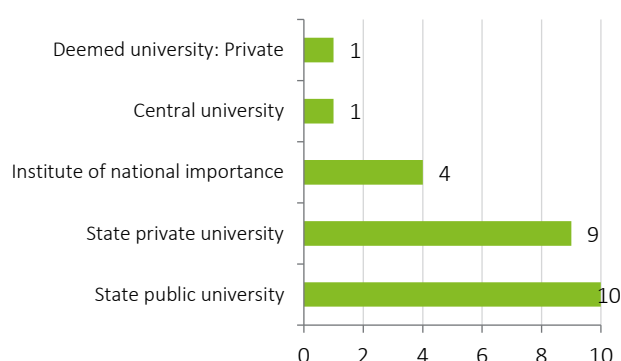
Key indicators

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	37.5	19	18.5
Share in the total state population (%)	(11.4%)	(11.2%)	(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 Enrollment Ratio ²	19.1	19.5	18.7

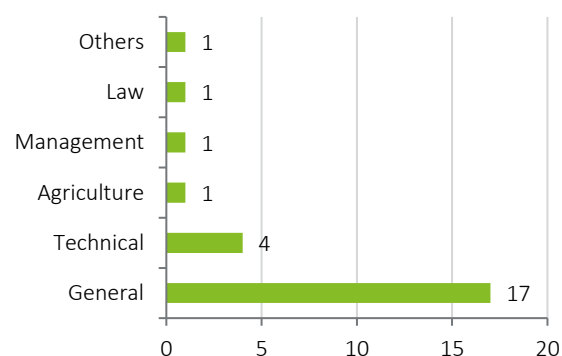
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

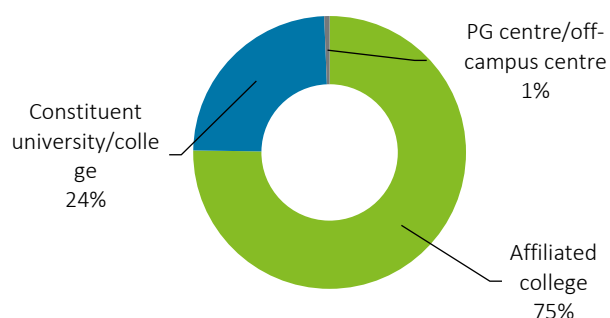
University by type



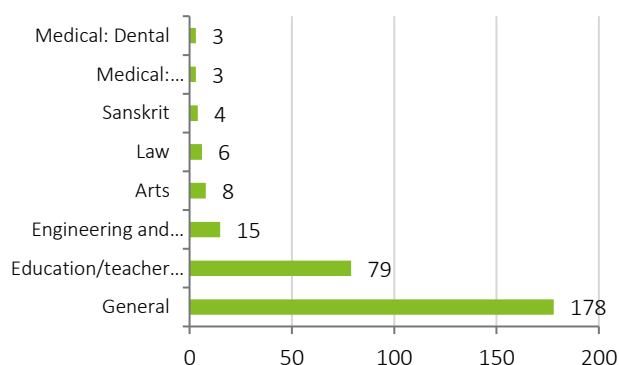
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	25	313	77
Average enrollment per institution	5322	1845	406
Total estimated enrollment (in lakh)	1.33	5.78	0.29

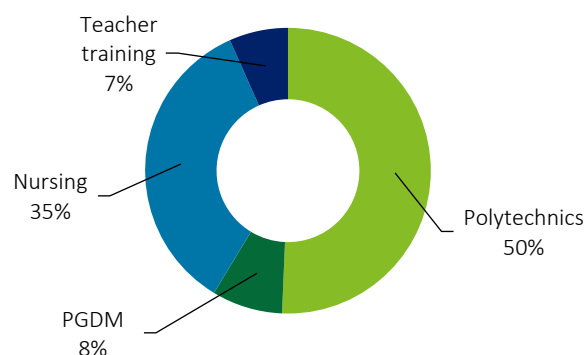
College indicators

College type	Jharkhand	Share in India
Affiliated colleges	237	0.6%
Recognised centre	-	-
Constituent/ University college	76	4.5%
PG/Off-campus centre	2	1.1%

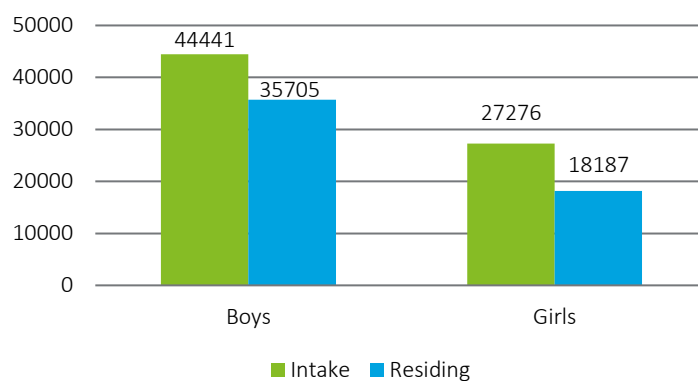
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	42.9%	9.9%	432
Private aided	8.8%	12.1%	2578
Government	48.4%	78.06%	3025

Breakdown of standalone institution



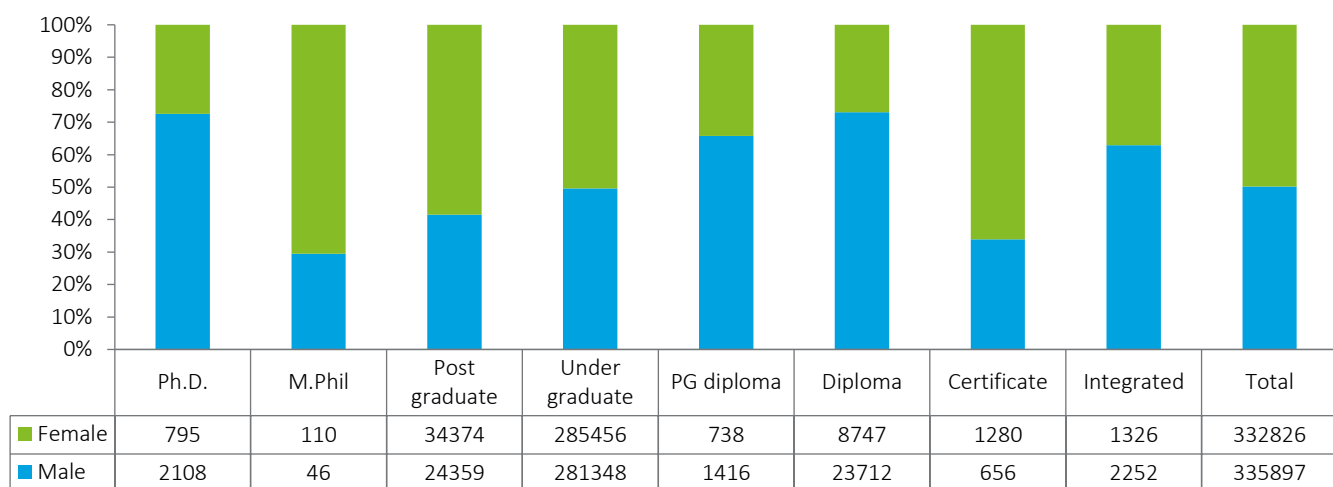
Hostel



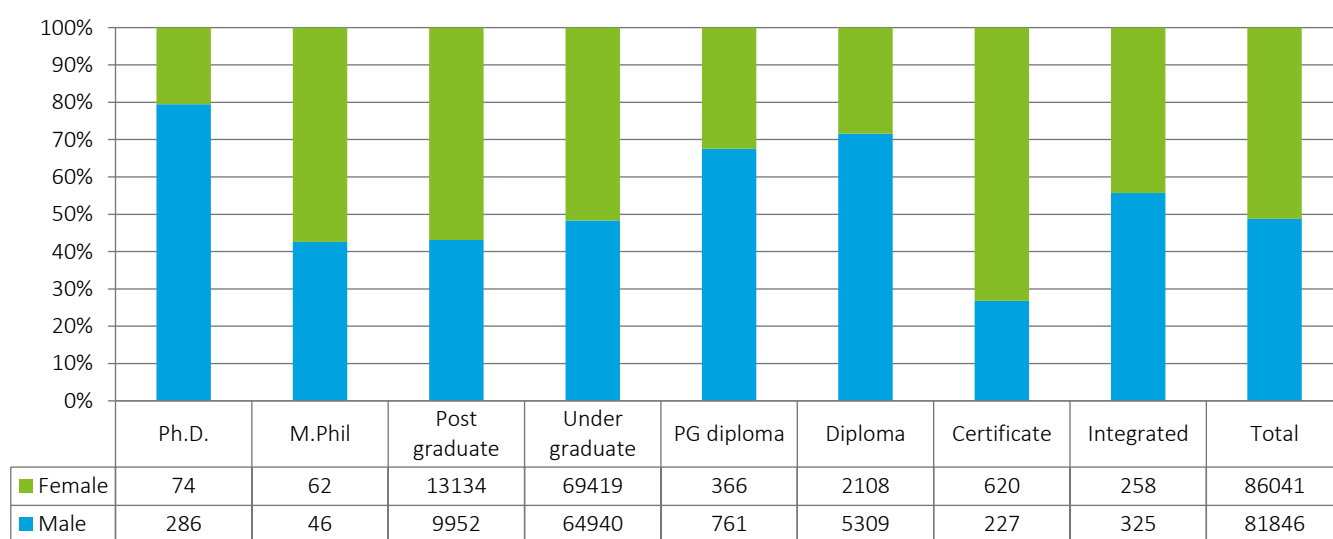
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

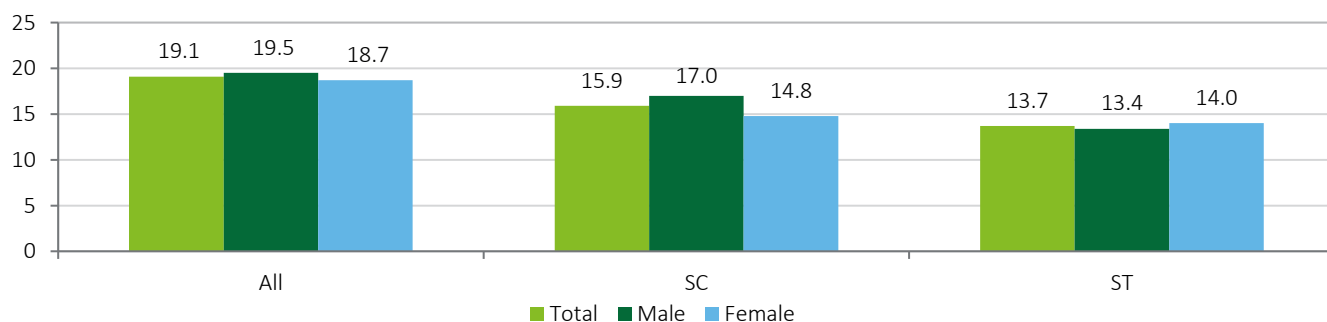
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Jharkhand	India
Pupil Teacher Ratio (PTR)	54	24
Teachers per college	39.3	33.8
Non-teaching staff per college	40.0	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51.30%	48.70%	12.1%	26.2%	46.8%	2.3%	14.5%	3.20%
Share of enrollment	51.1%	48.9%	9.9%	18.4%	39.7%	0.1%	5.0%	1.7%
Share of teaching staff	69.8%	30.2%	4.2%	9.3%	27.1%	0.4%	6.7%	8.4%
Share of non-teaching staff	74.2%	25.8%	11.3%	17.8%	33.4%	0.5%	4.8%	3.4%

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, MHRD 2018-19

17. Karnataka

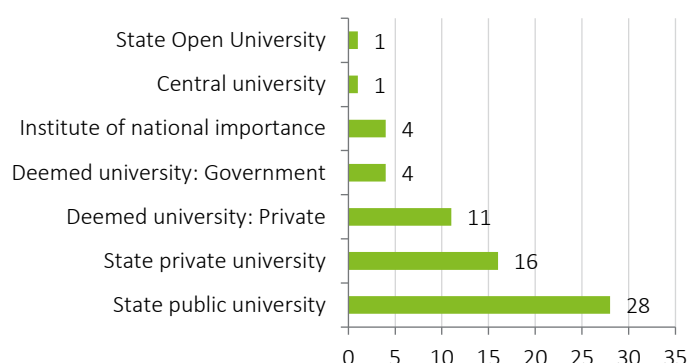
Key indicators

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	71.2	36.5	34.7
Share in the total state population (%)	(11.7%)	(11.8%)	(11.5%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	5%	5%	5.1%
Gross Enrollment Ratio ²	28.8	28.2	29.4

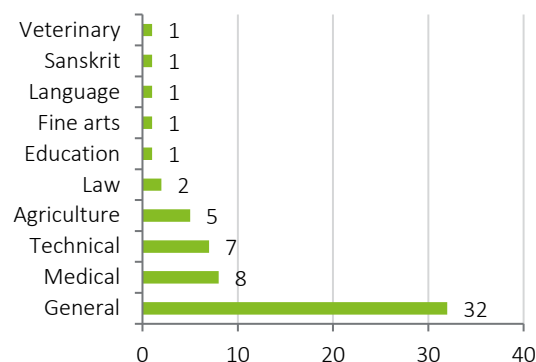
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

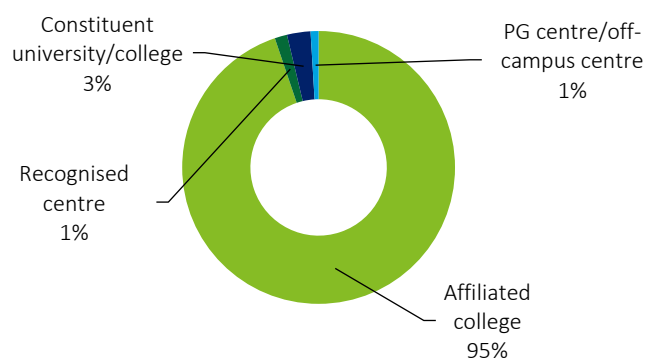
University by type



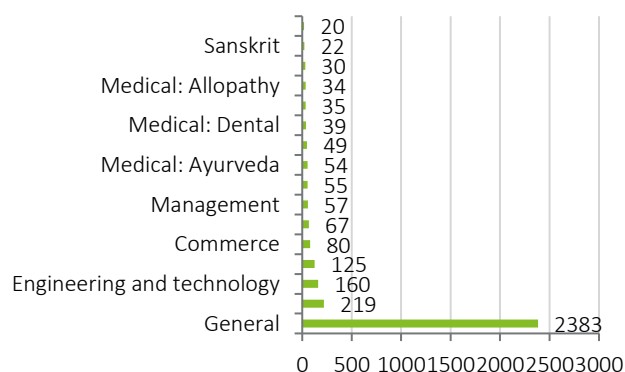
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	65	3670	1293
Average enrollment per institution	4184	418	182
Total estimated enrollment (in lakh)	2.72	15.32	1.84

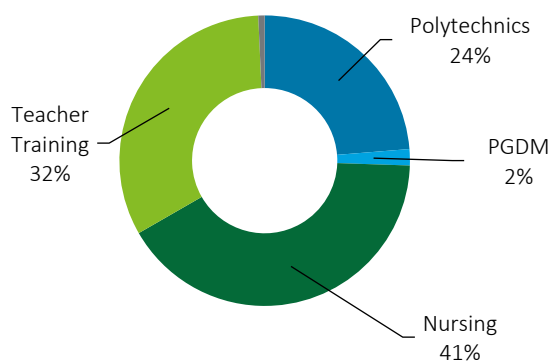
College indicators

College type	Karnataka	Share in India
Affiliated colleges	3610	9.3%
Recognised centre	56	4.5%
Constituent/ university college	106	6.3%
PG/Off-campus centre	36	19.6%

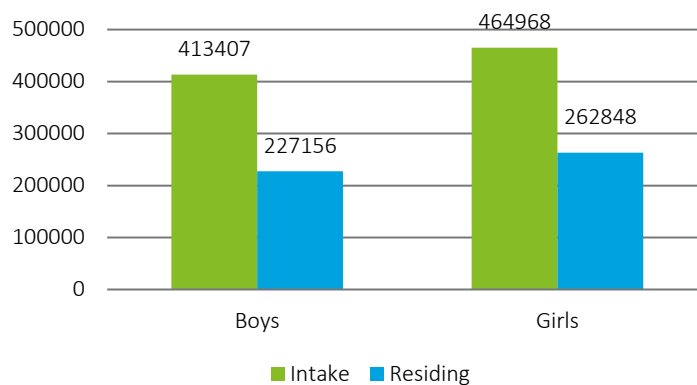
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	68.5%	50.7%	315
Private aided	12.8%	21.5%	714
Government	18.7%	27.8%	634

Breakdown of standalone institution



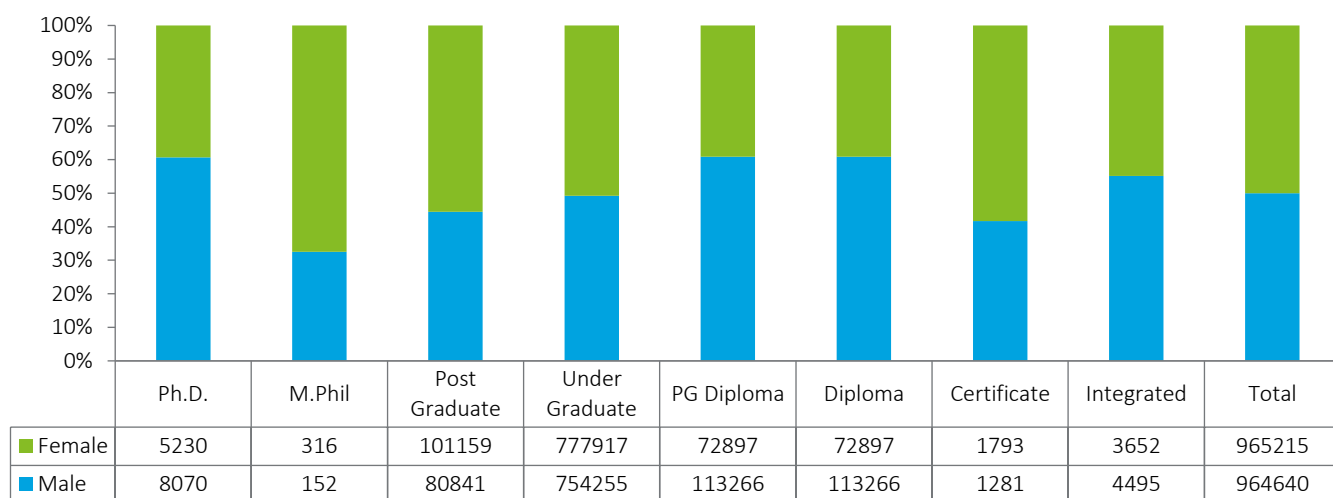
Hostel



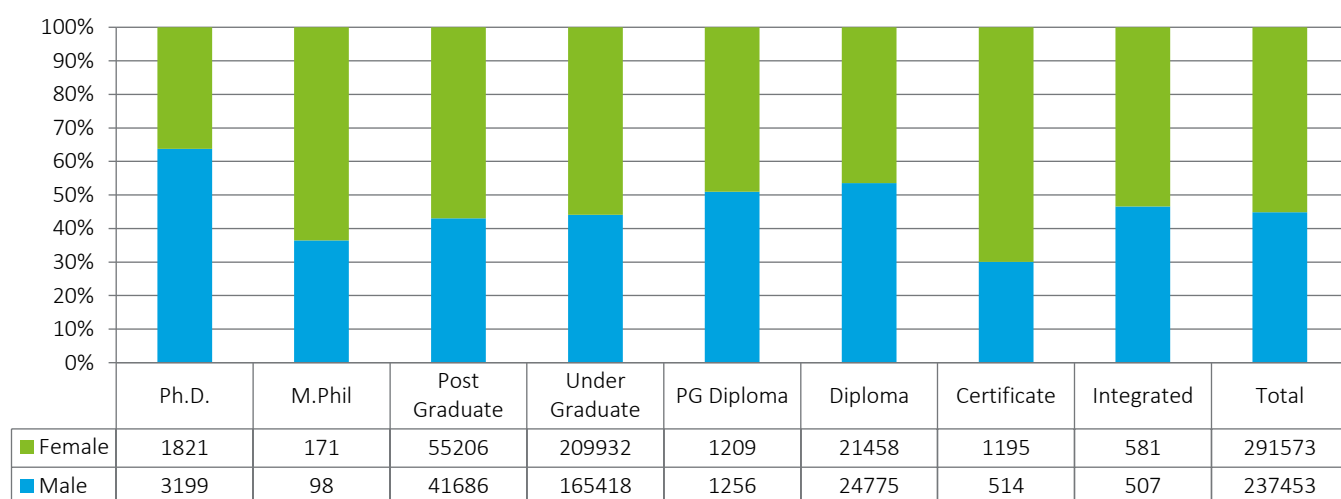
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

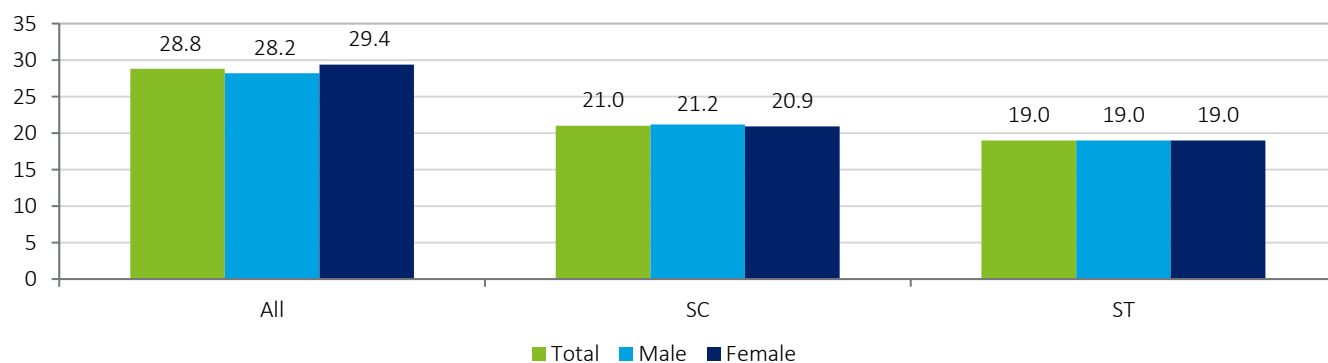
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Karnataka	India
Pupil Teacher Ratio (PTR)	14	24
Teachers per college	35.0	33.8
Non-teaching staff per college	30.1	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.7%	49.3%	17.1%	7%	55.5%	2.2%	12.9%	2.5%
Share of enrollment	50.0%	50.0%	13.1%	4.8%	49.6%	0.2%	6.0%	3.6%
Share of teaching staff	55.1%	44.9%	8.3%	2.1%	36.7%	0.3%	5.8%	8.2%
Share of non-teaching staff	58.9%	41.1%	11.5%	4.3%	36.2%	0.5%	3.4%	5.3%

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, MHRD 2018-19

18. Kerala

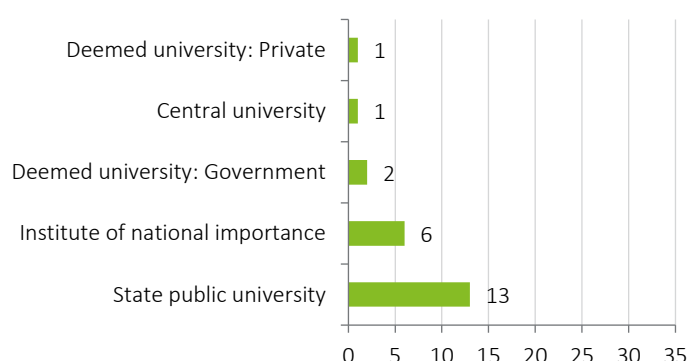
Key indicators

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	30.5	15.3	15.3
Share in the total state population (%)	(9.1%)	(9.5%)	(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 Enrollment Ratio ²	37.0	30.8	43.2

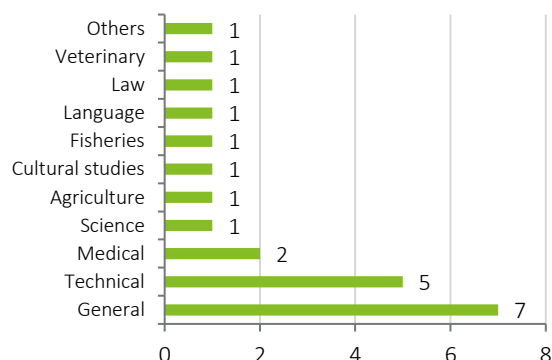
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

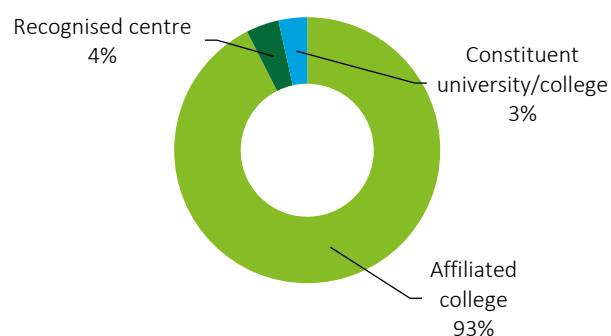
University by type



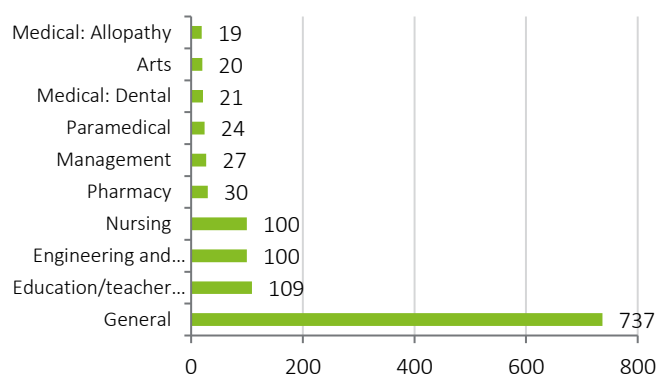
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	23	1348	438
Average enrollment per institution	13,187	539	185
Total estimated enrollment (in lakh)	3.03	7.27	0.65

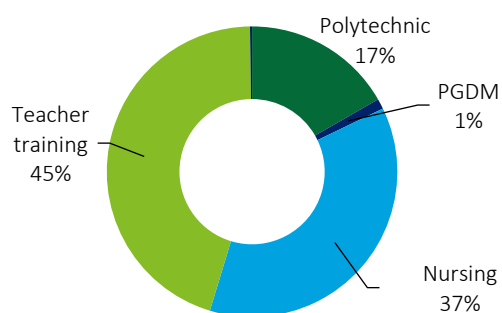
College indicators

College type	Kerala	Share in India
Affiliated colleges	1,300	3.4%
Recognised centre	56	4.5%
Constituent/ university college	49	2.9%
PG/Off-campus centre	4	2.2%

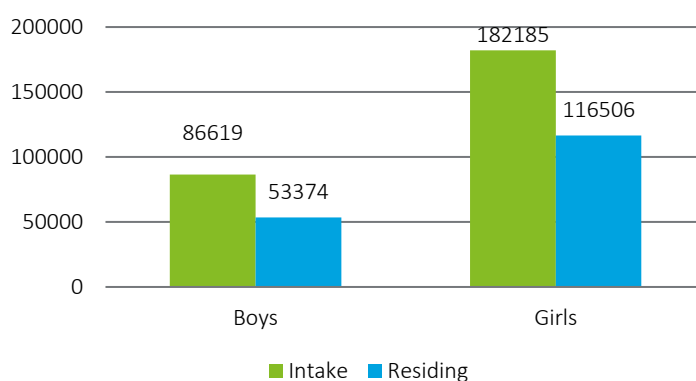
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	64.7%	47.7%	418
Private aided	15.9%	35.5%	1267
Government	19.4%	16.8%	493

Breakdown of standalone institution



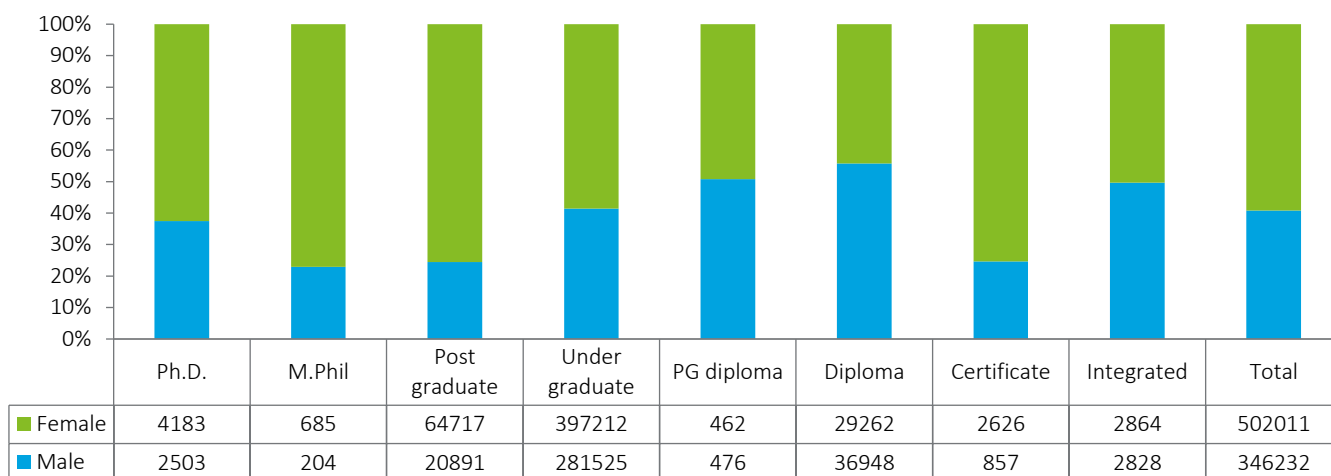
Hostel



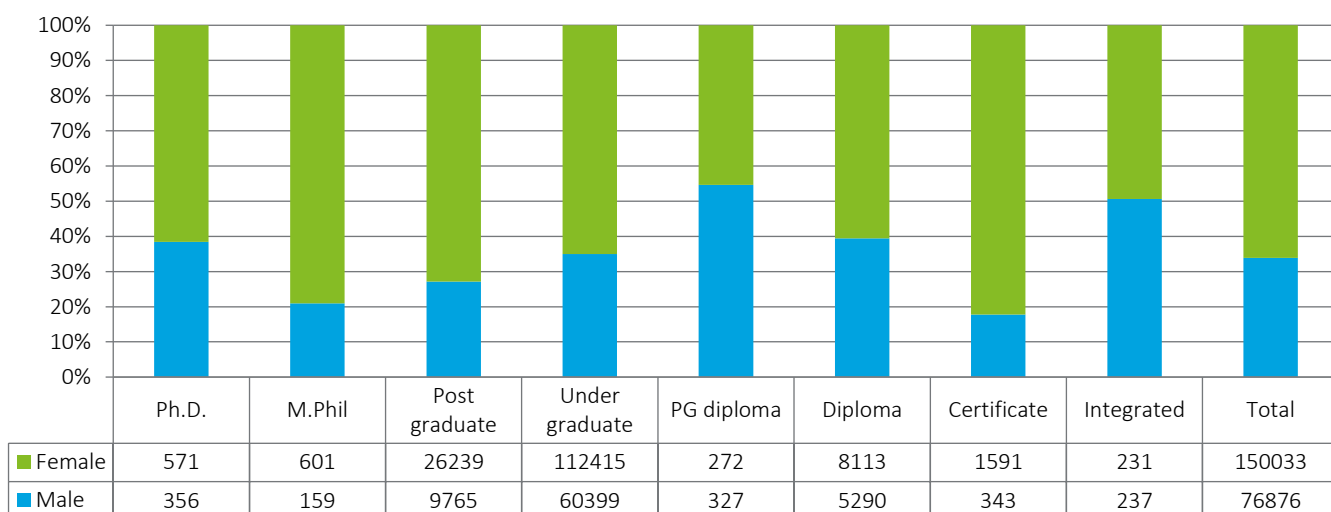
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

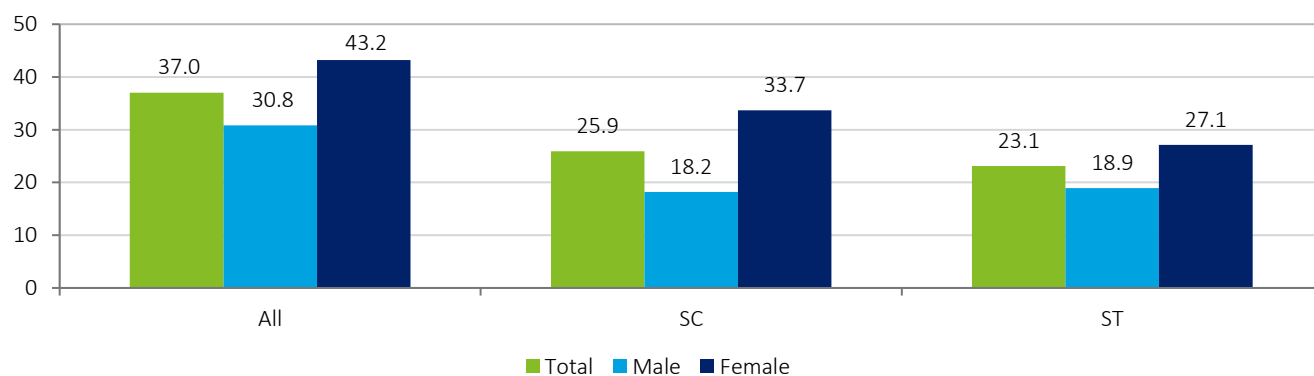
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Kerala	India
Pupil Teacher Ratio (PTR)	14	24
Teachers per college	42.0	33.8
Non-teaching staff per college	35.0	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	48%	52%	9.1%	1.5%	65.3%	2.3%	26.6%	18.6%
Share of enrollment	41.8%	58.2%	6.3%	1.0%	42.0%	0.3%	13.6%	10.7%
Share of teaching staff	38.7%	61.3%	3.7%	0.3%	38.2%	0.2%	12.5%	32.2%
Share of non-teaching staff	48.9%	51.1%	7.1%	1.0%	36.8%	0.8%	6.6%	11.8%

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, MHRD 2018-19

19. Madhya Pradesh

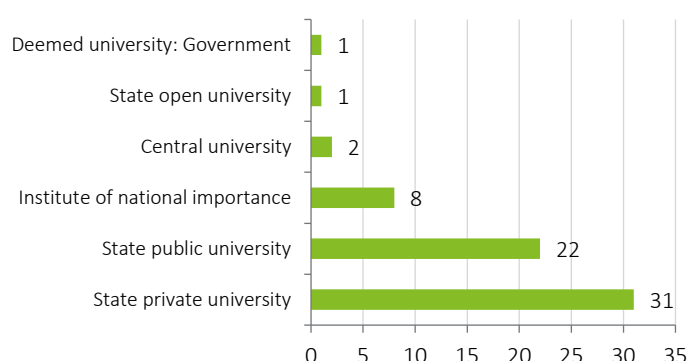
Key indicators

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	87.9	46.5	41.4
Share in the total state population (%)	(12.1%)	(12.4%)	(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 Enrollment Ratio ²	21.5	21.8	21.2

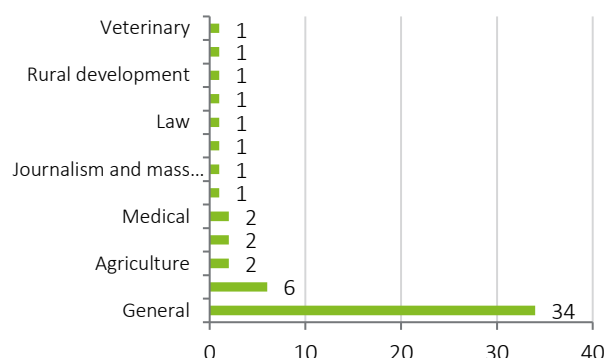
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

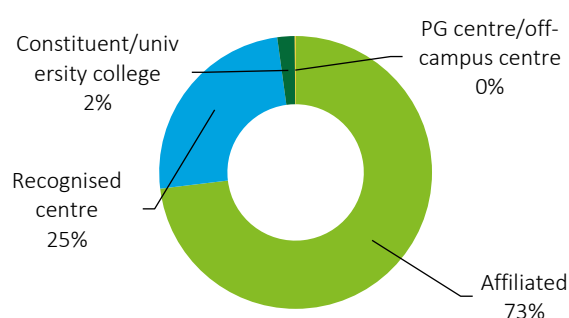
University by type



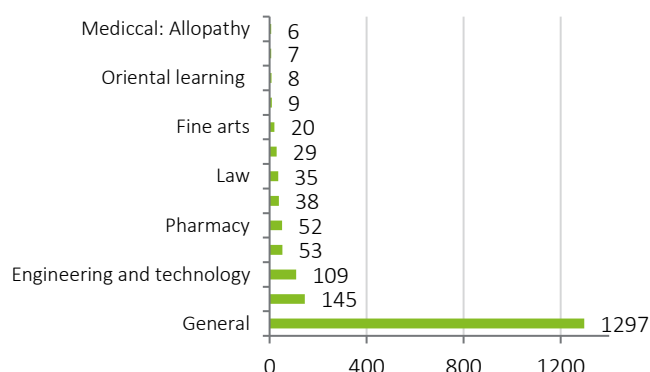
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	65	2191	339
Average enrollment per institution	7808	635	186
Total estimated enrollment (in lakh)	5.08	13.91	0.31

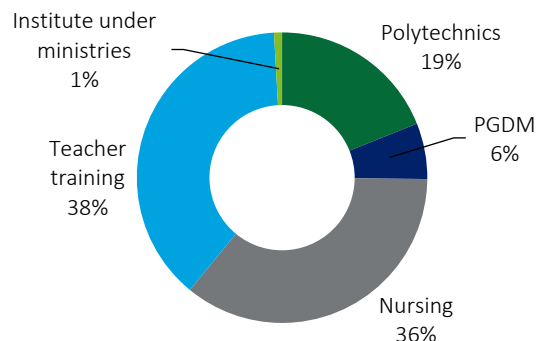
College indicators

College type	Madhya Pradesh	Share in India
Affiliated colleges	2,166	5.6%
Recognised centre	733	58.3%
Constituent/ university college	61	3.6%
PG/Off-campus centre	3	1.6%

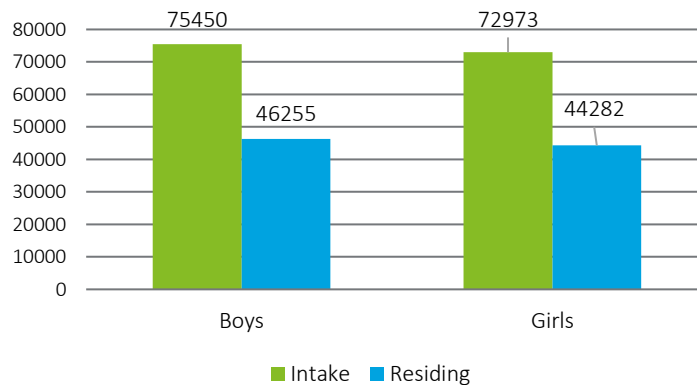
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	57.5%	35.1%	448
Private aided	10.6%	8.6%	599
Government	32.0%	56.2%	1290

Breakdown of standalone institution



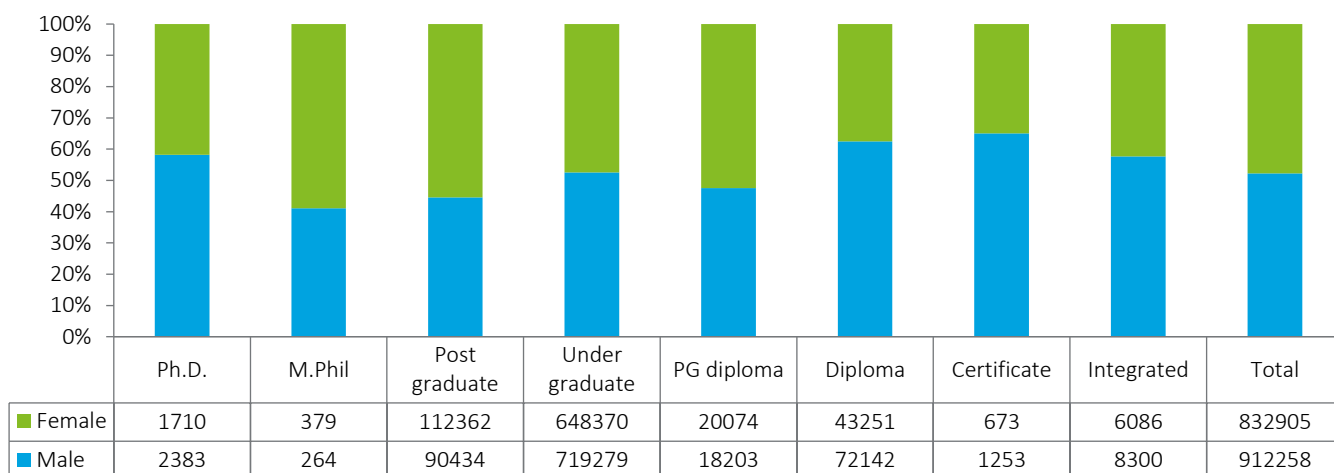
Hostel



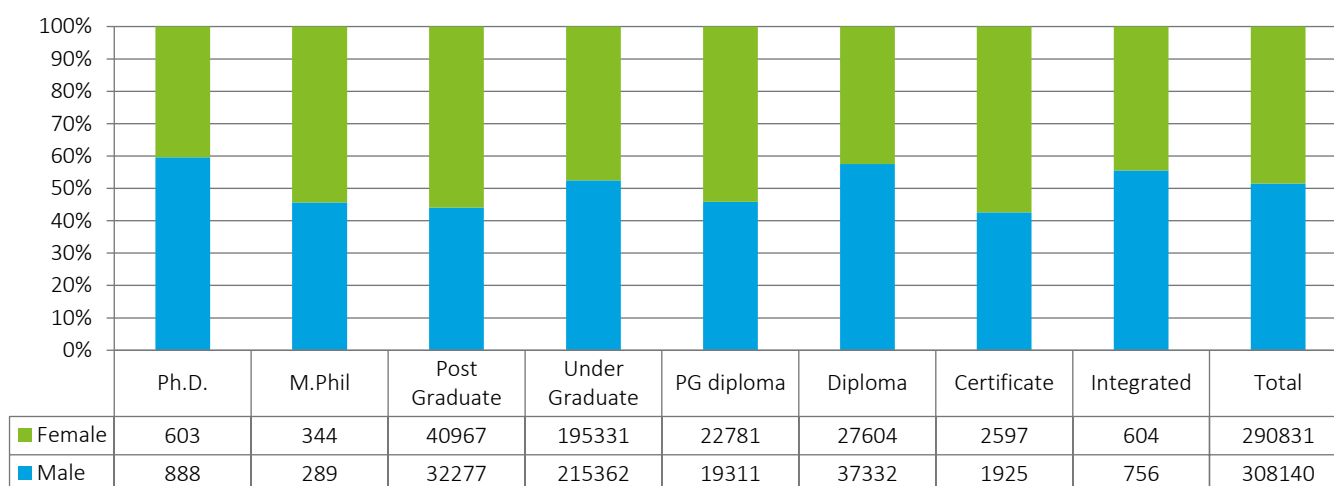
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

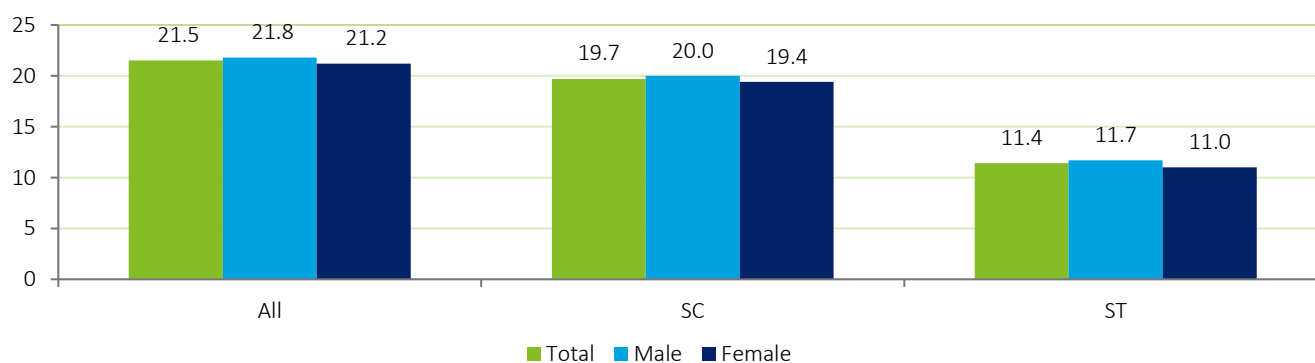
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Madhya Pradesh	India
Pupil Teacher Ratio (PTR)	29	24
Teachers per college	20.0	33.8
Non-teaching staff per college	15.3	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51.8%	48.2%	15.6%	21.1%	41.5%	2.1%	6.6%	0.6%
Share of enrollment	53.3%	46.7%	14.7%	10.3%	40.0%	0.2%	2.0%	0.8%
Share of teaching staff	58.8%	41.2%	6.5%	2.2%	22.2%	0.3%	4.2%	5.1%
Share of non-teaching staff	73.3%	26.7%	13.6%	6.1%	26.2%	0.7%	2.2%	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, MHRD 2018-19

20. Maharashtra

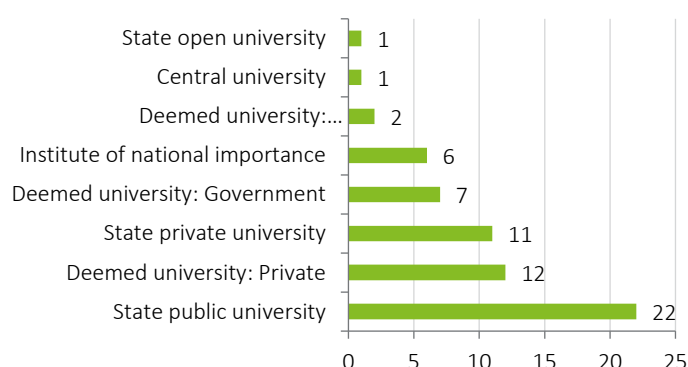
Key indicators

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	133.4	70.4	63.1
Share in the total state population (%)	(11.9%)	(12.1%)	(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 Enrollment Ratio ²	32.0	33.5	30.3

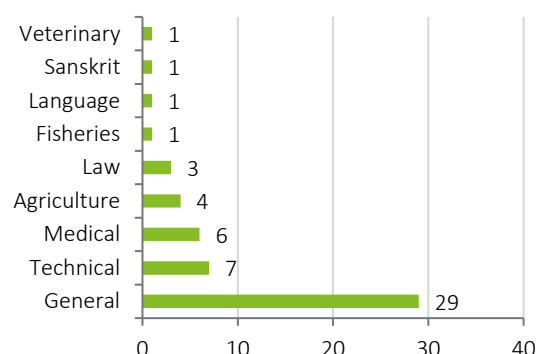
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

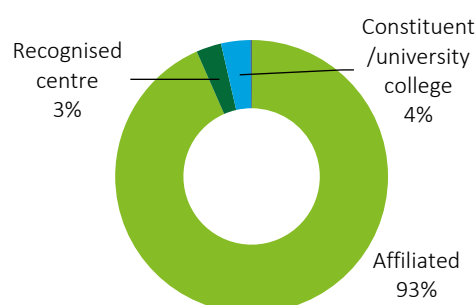
University by type



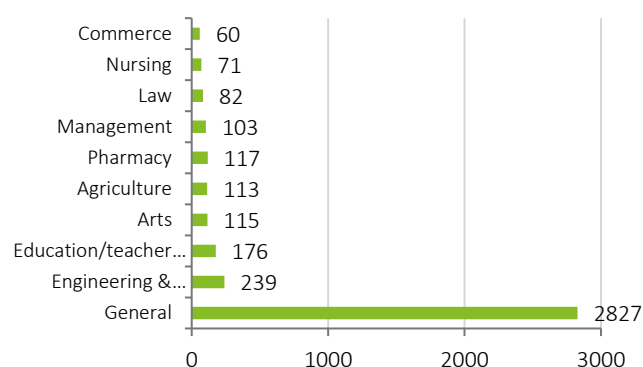
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	62	4,340	2,260
Average enrollment per institution	15306	681	160
Total estimated enrollment (in lakh)	9.49	29.57	3.24

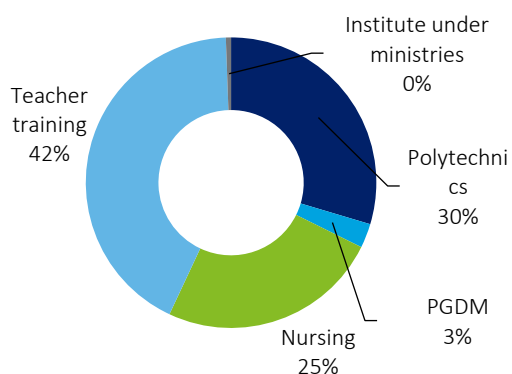
College indicators

College type	Madhya Pradesh	Share in India
Affiliated colleges	4,269	11.0%
Recognised centre	136	10.8%
Constituent/ University college	160	9.5%
PG/Off-campus centre	5	2.7%

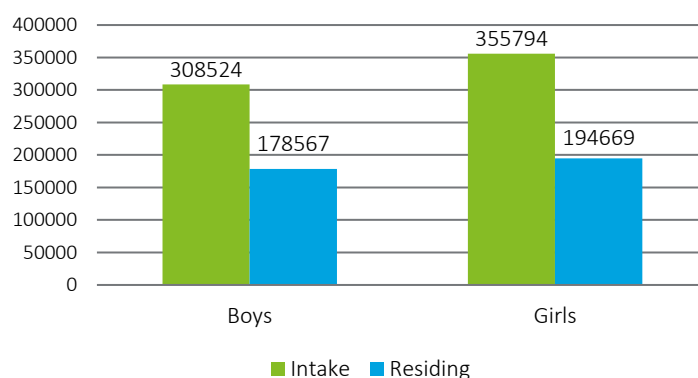
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	59.0%	38.9%	449
Private aided	23.7%	46.4%	1,336
Government	32.0%	56.2%	577

Breakdown of standalone institution



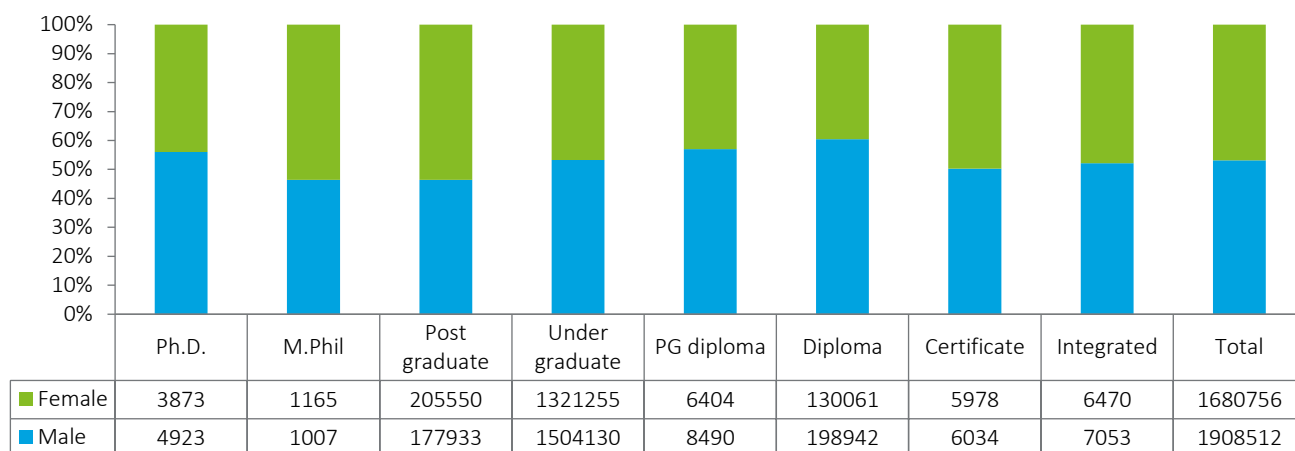
Hostel



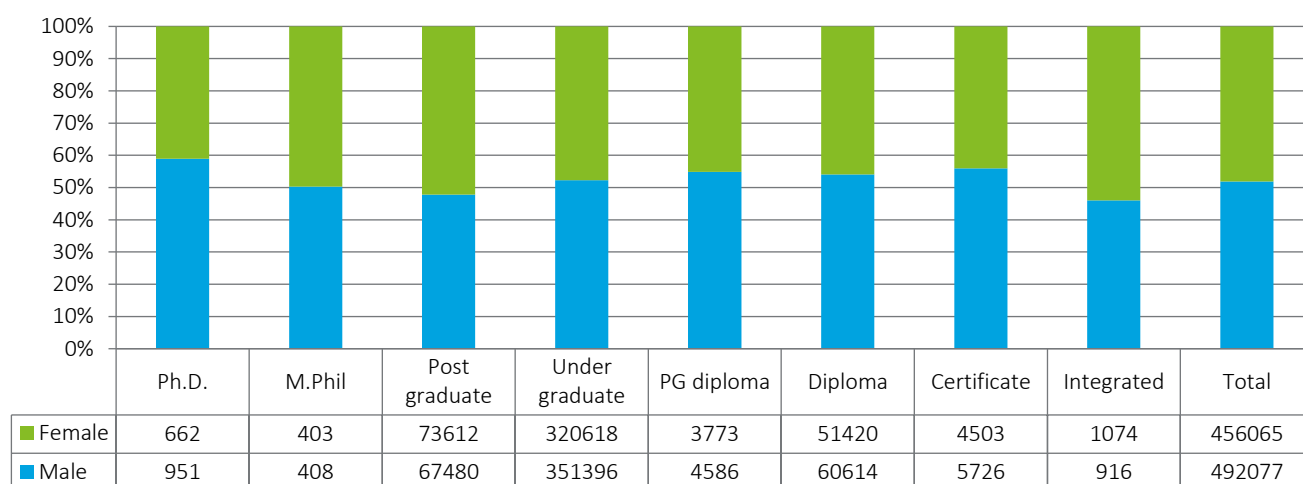
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

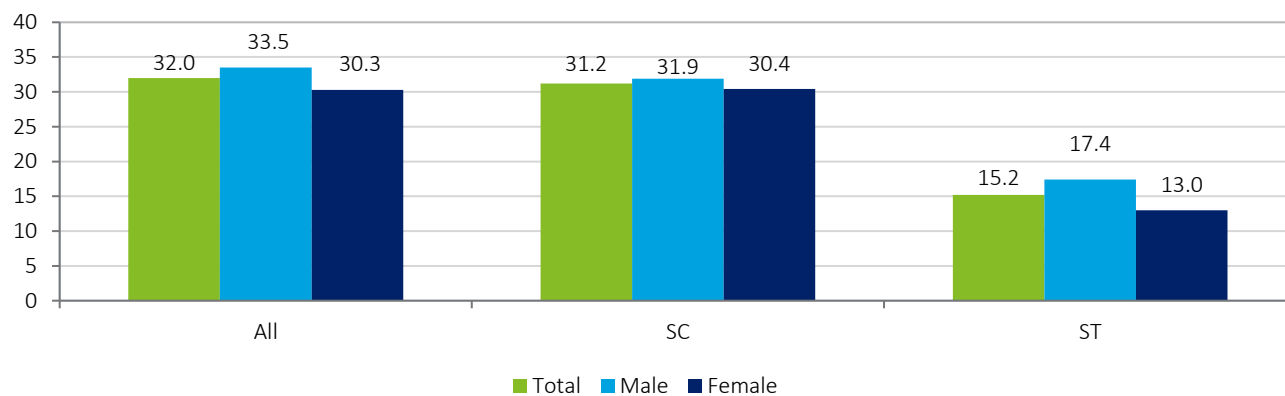
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Maharashtra	India
Pupil Teacher Ratio (PTR)	23	24
Teachers per college	34.8	33.8
Non-teaching staff per college	34.4	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51.8%	48.2%	11.8%	9.4%	33.8%	2.6%	11.5%	7.3%
Share of enrollment	54.9%	45.1%	12.1%	4.4%	29.5%	0.2%	3.6%	1.9%
Share of teaching staff	59.4%	40.6%	11.4%	1.5%	22.5%	0.3%	4.9%	7.5%
Share of non-teaching staff	74.0%	26.0%	14.1%	3.7%	22.3%	0.8%	2.9%	1.6%

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, MHRD 2018-19

21. Manipur

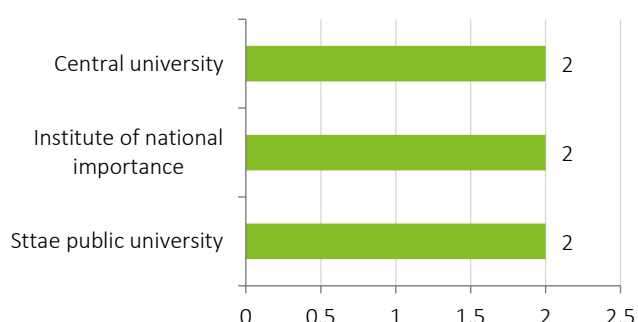
Key indicators

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	2.9	1.4	1.5
Share in the total state population (%)	(10.2%)	(9.9%)	(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 Enrollment Ratio ²	33.7	33.6	33.8

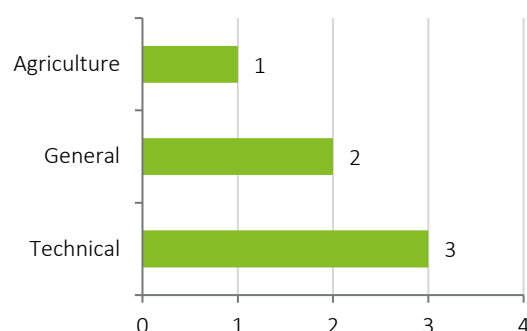
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

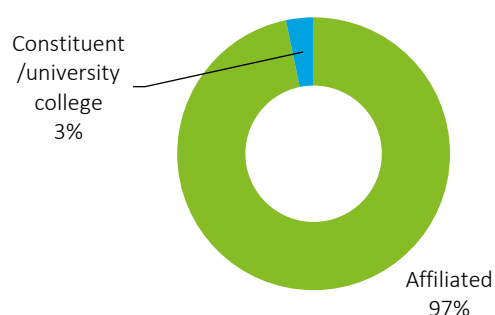
University by type



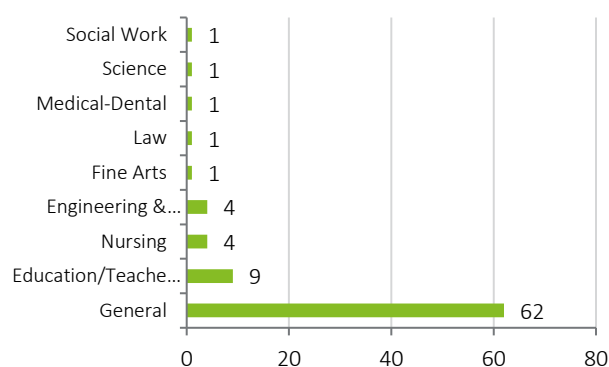
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	6	92	21
Average enrollment per institution	2,293	1,028	98
Total estimated enrollment (in lakh)	0.14	0.95	0.02

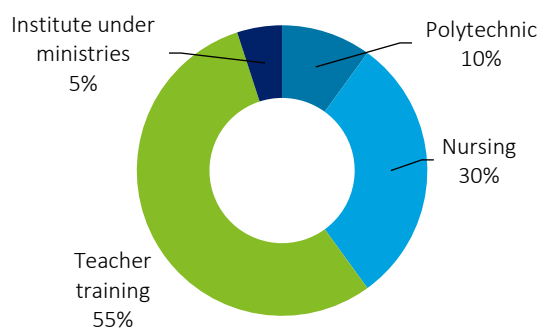
College indicators

College type	Manipur	Share in India
Affiliated colleges	89	0.2%
Constituent/ University college	3	0.2%

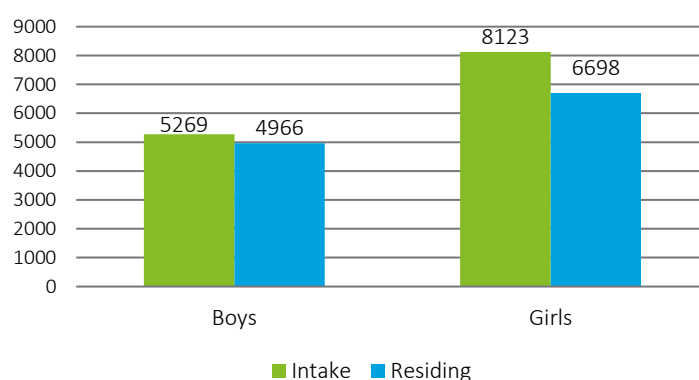
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	25.3%	7.9%	323
Private aided	13.2%	20.8%	1636
Government	61.5%	71.4%	1205

Breakdown of standalone institution



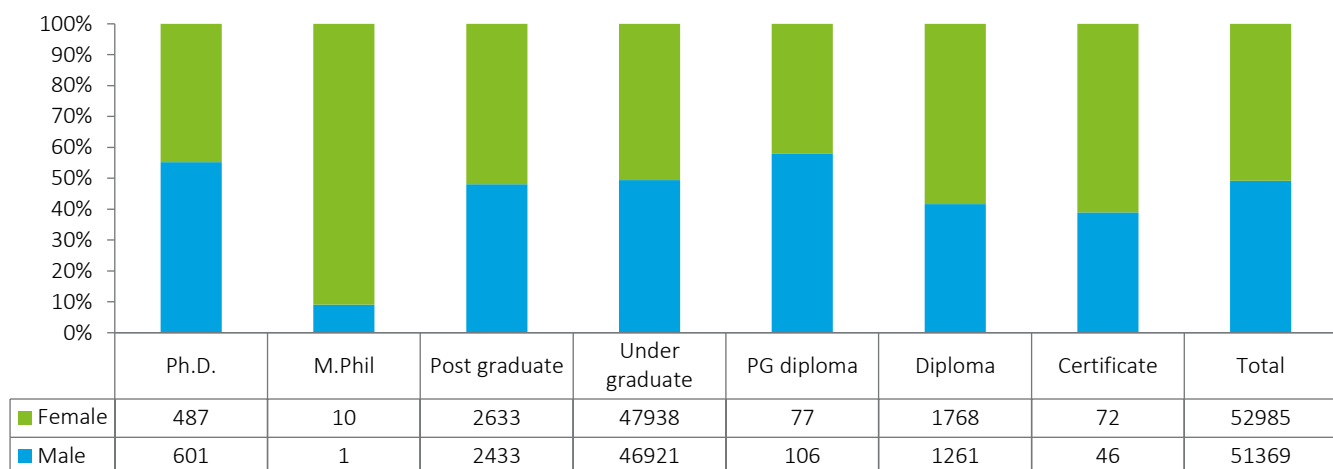
Hostel



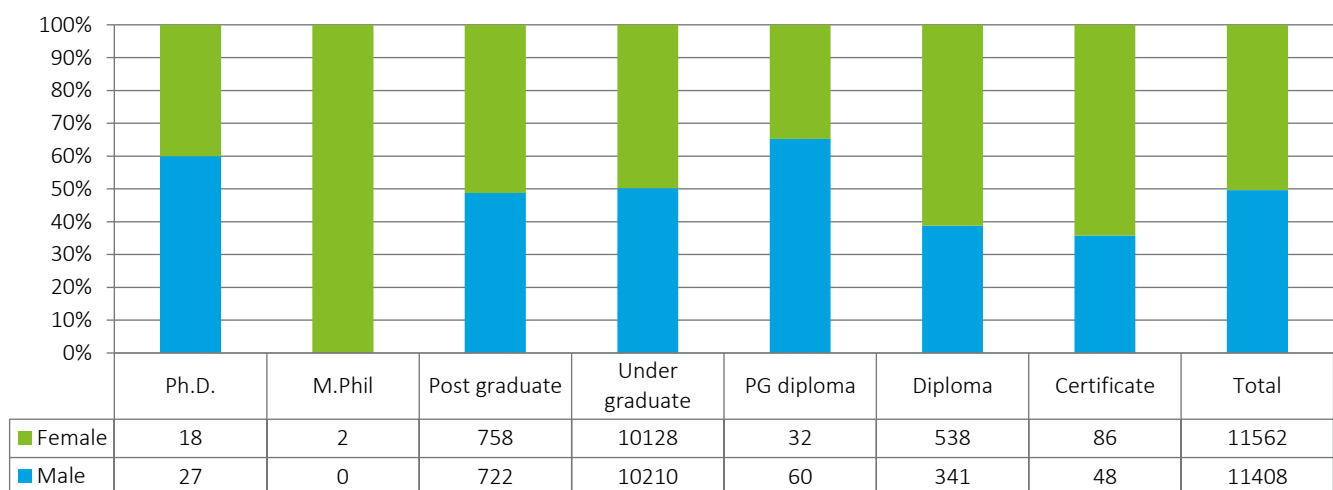
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

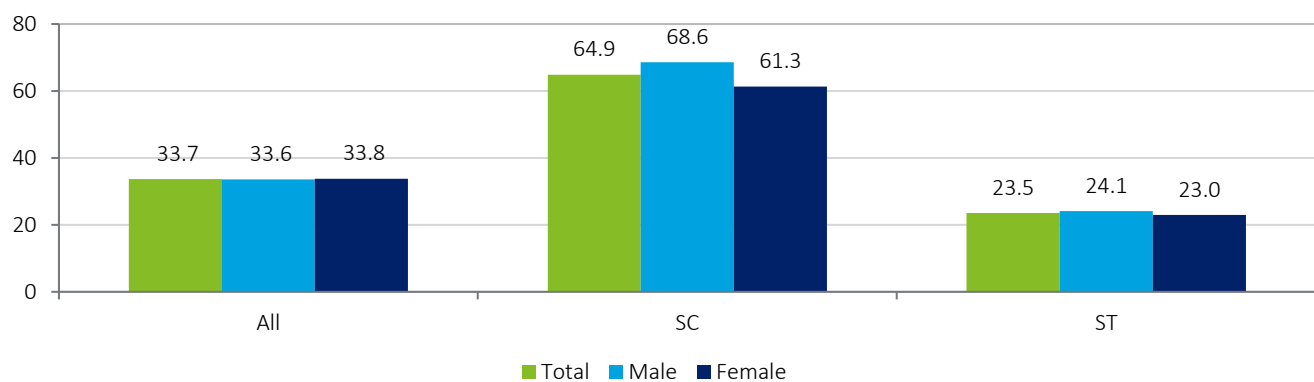
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Manipur	India
Pupil Teacher Ratio (PTR)	21	24
Teachers per college	54.7	33.8
Non-teaching staff per college	54.5	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.2%	49.8%	3.4%	40.9%	52.7%	2.1%	8.4%	37.7%
Share of enrollment	49.5%	50.5%	5.8%	32.4%	32.3%	0.1%	4.4%	5.6%
Share of teaching staff	52.0%	48.0%	5.4%	13.3%	15.3%	0.2%	2.3%	16.9%
Share of non-teaching staff	59.1%	40.9%	3.4%	20.8%	10.4%	0.4%	2.3%	5.7%

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, MHRD 2018-19

22. Meghalaya

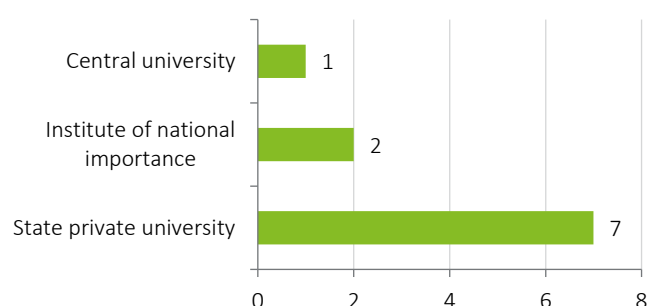
Key indicators

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	3.4	1.7	1.7
Share in the total state population (%)	(11.6%)	(11.4%)	(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 Enrollment Ratio ²	25.8	23.8	27.7

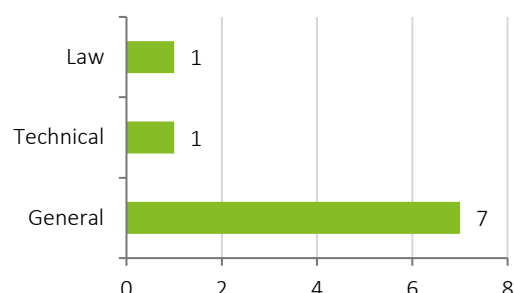
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

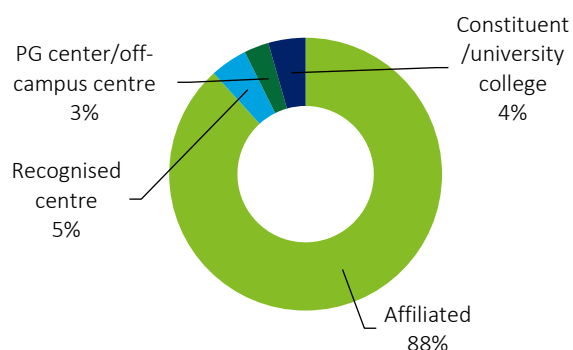
University by type



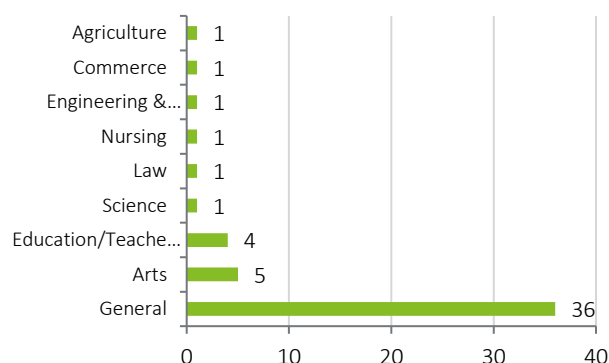
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	10	63	20
Average enrollment per institution	1956	841	176
Total estimated enrollment (in lakh)	0.20	0.53	0.03

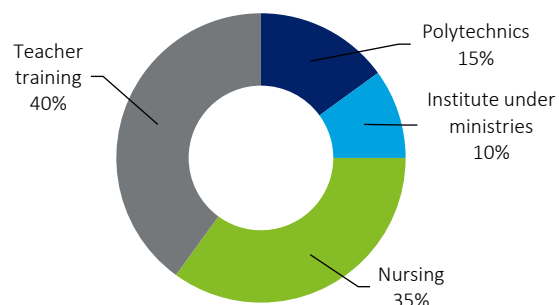
College indicators

College type	Meghalaya	Share in India
Affiliated colleges	60	0.2%
Recognised centre	3	0.2%
Constituent/ University college	3	0.2%
PG/Off-campus centre	2	1.1%

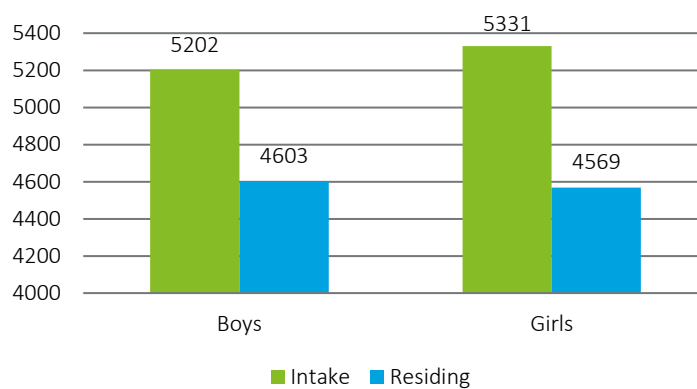
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	27.5%	17.0%	642
Private aided	27.5%	34.7%	1,314
Government	45.1%	48.3%	1,113

Breakdown of standalone institution



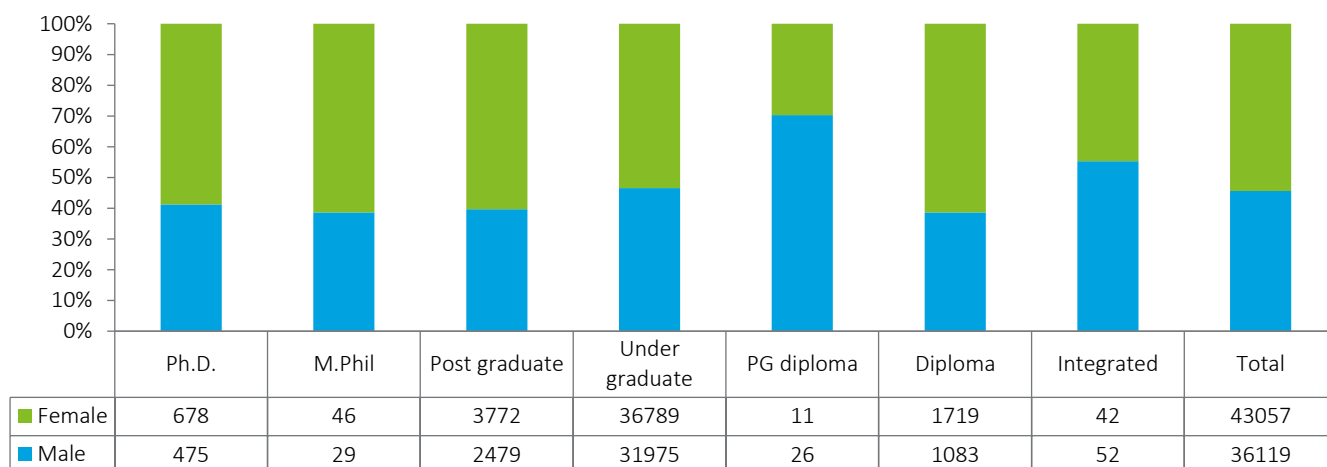
Hostel



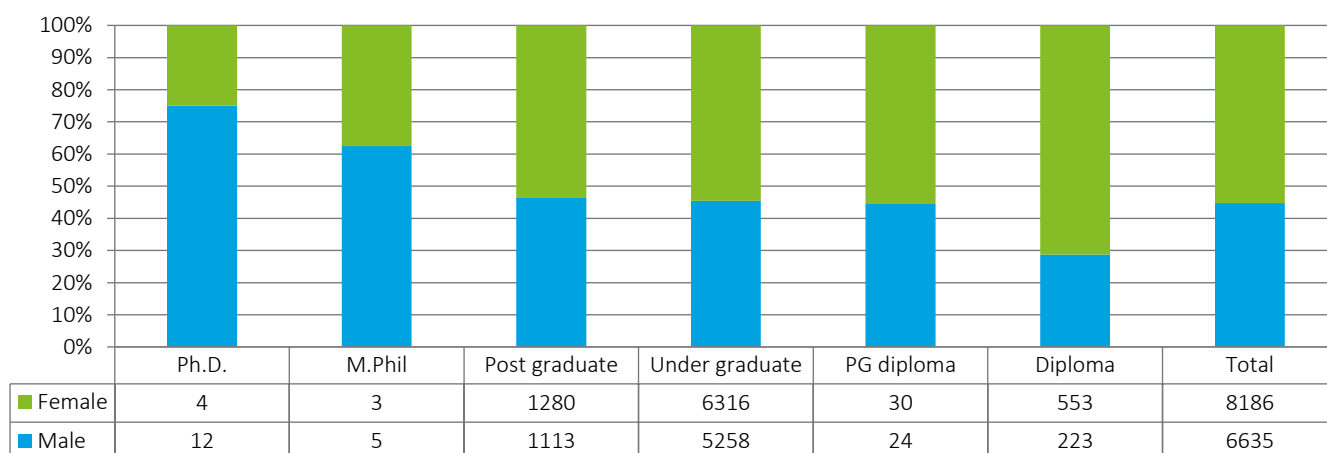
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

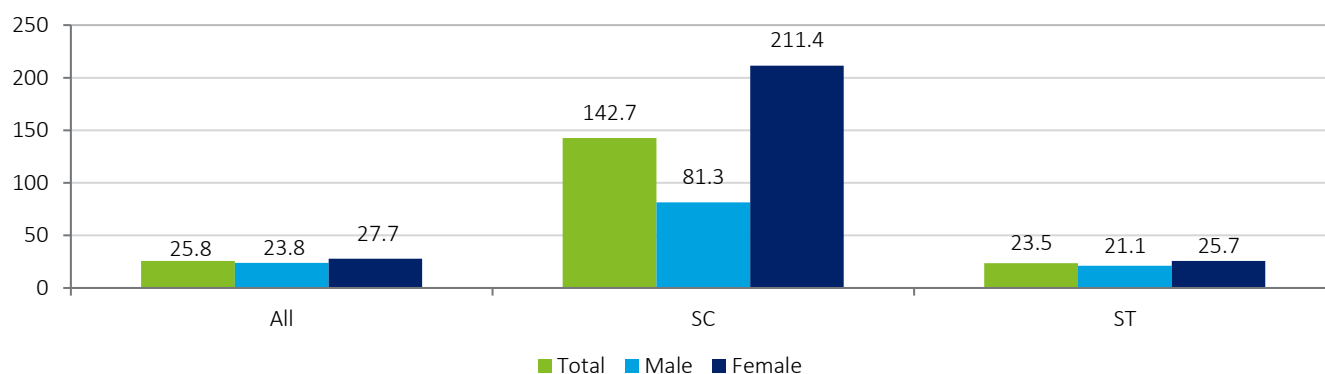
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Meghalaya	India
Pupil Teacher Ratio (PTR)	24	24
Teachers per college	48.7	33.8
Non-teaching staff per college	30.3	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.3%	49.7%	0.6%	86.1%	1.2%	2.2%	1.5%	79.8%
Share of enrollment	45.4%	54.6%	3.5%	78.3%	4.4%	0.3%	1.7%	27.0%
Share of teaching staff	44.1%	55.9%	1.9%	67.1%	3.5%	0.1%	3.4%	67.5%
Share of non-teaching staff	62.7%	37.3%	1.6%	52.0%	2.5%	0.4%	3.3%	16.9%

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, MHRD 2018-19

23. Mizoram

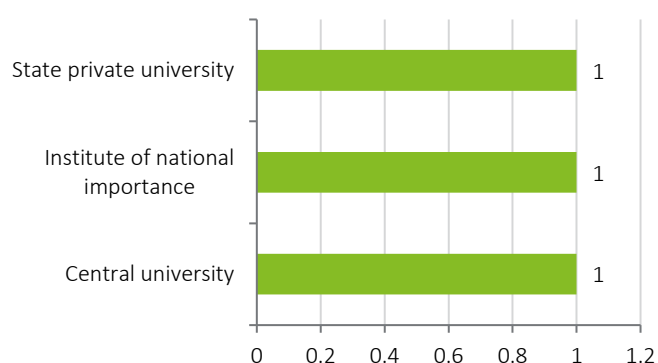
Key indicators

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	1.3	0.6	0.7
Share in the total state population (%)	(11.9%)	(11.7%)	(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 Enrollment Ratio ²	25.7	26.5	24.8

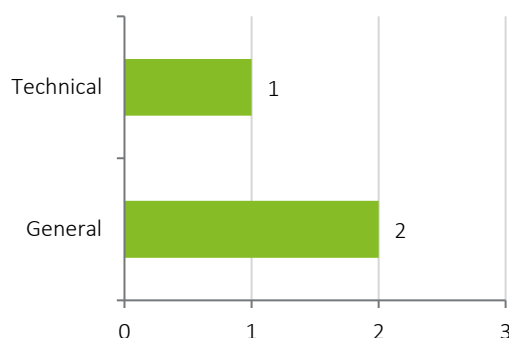
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

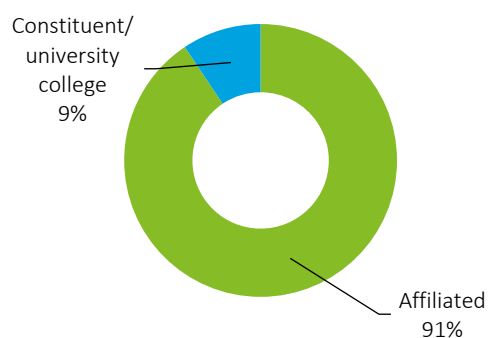
University by type



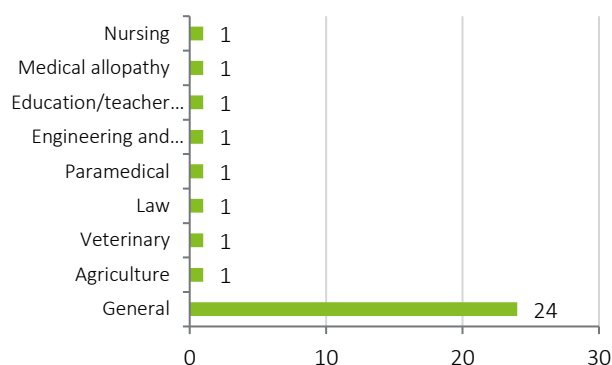
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	3	32	15
Average enrollment per institution	3,885	603	125
Total estimated enrollment (in lakh)	0.12	0.19	0.02

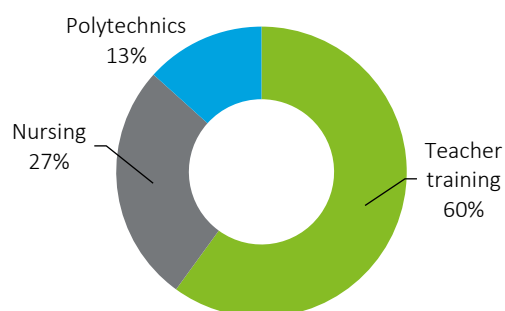
College indicators

College type	Mizoram	Share in India
Affiliated colleges	29	0.1%
Constituent/ University college	3	0.2%

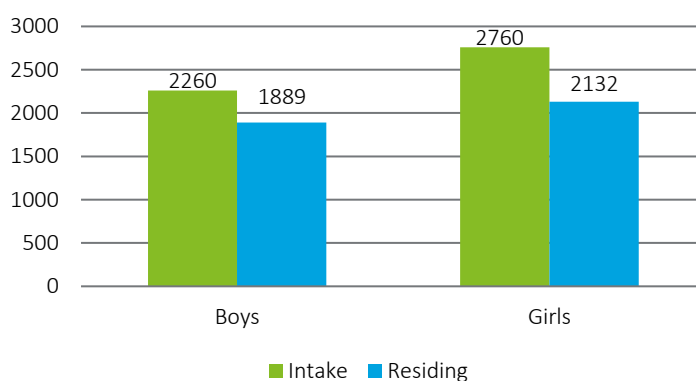
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	6.3%	1.9%	183
Government	93.8%	98.1%	631

Breakdown of standalone institution



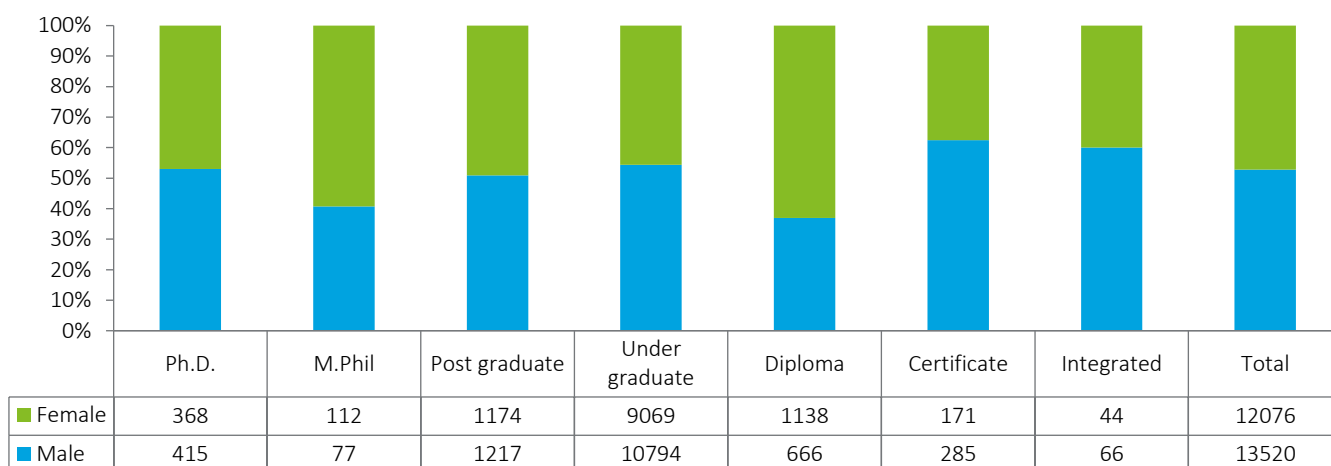
Hostel



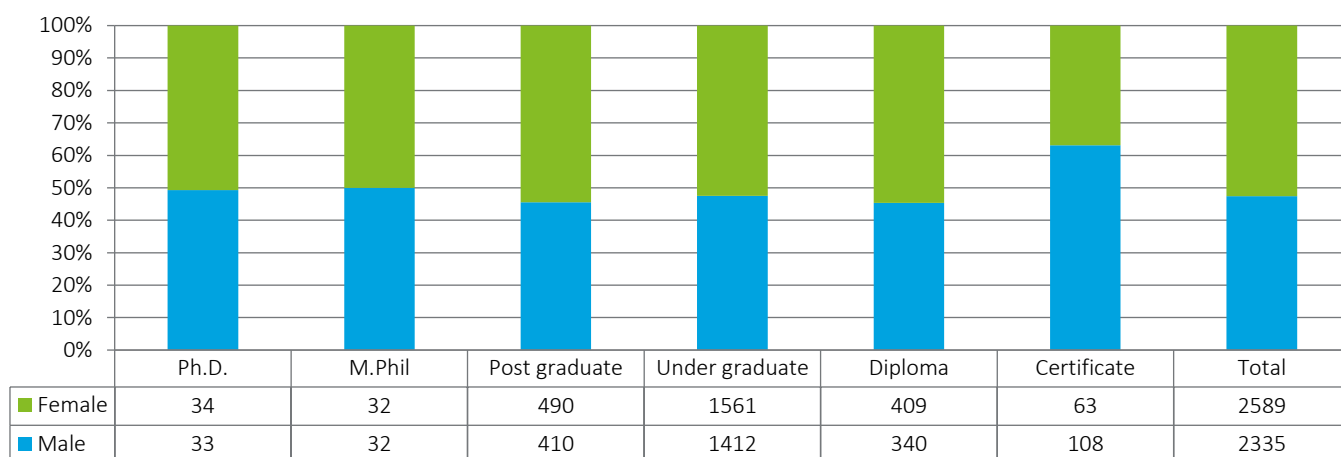
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

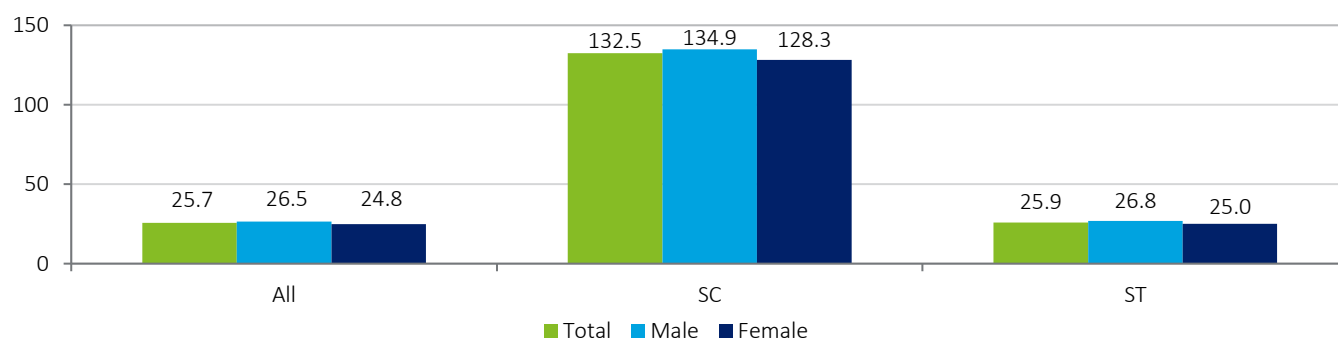
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Mizoram	India
Pupil Teacher Ratio (PTR)	14	24
Teachers per college	58.4	33.8
Non-teaching staff per college	51.8	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.6%	49.4%	0.1%	94.4%	1.6%	1.4%	1.4%	96.1%
Share of enrollment	51.3%	48.7%	0.7%	95.1%	1.7%	0.1%	0.2%	70.8%
Share of teaching staff	53.2%	46.8%	2.2%	82.4%	5.0%	0.2%	0.9%	83.4%
Share of non-teaching staff	57.4%	42.6%	0.4%	95.1%	2.2%	0.7%	0.3%	83.9%

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, MHRD 2018-19

24. Nagaland

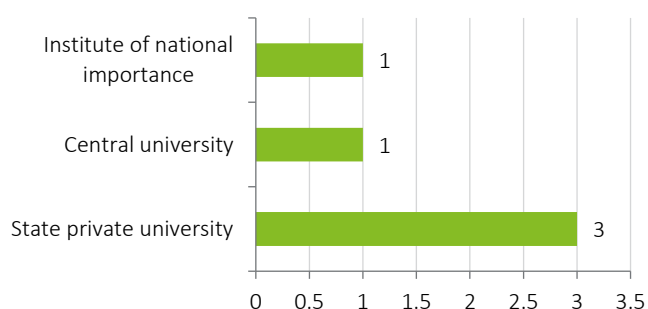
Key indicators

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	2.5	1.3	1.2
Share in the total state population (%)	(12.5%)	(12.3%)	(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 Enrollment Ratio ²	18.7	17.8	19.7

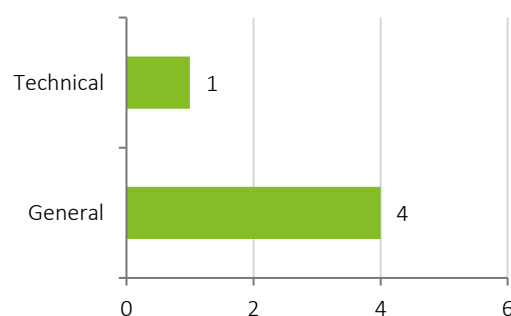
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

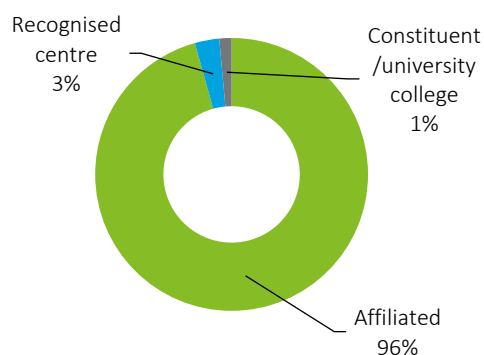
University by type



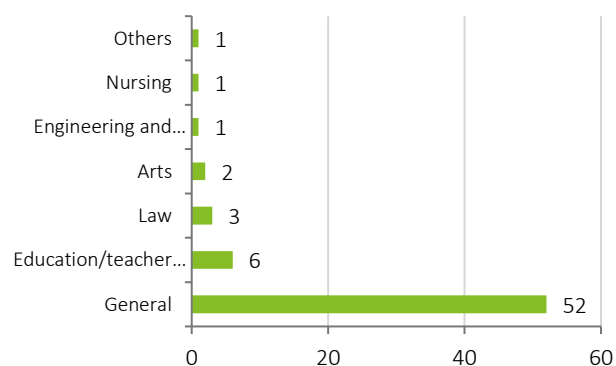
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	3	67	16
Average enrollment per institution	2109	490	132
Total estimated enrollment (in lakh)	0.11	0.33	0.02

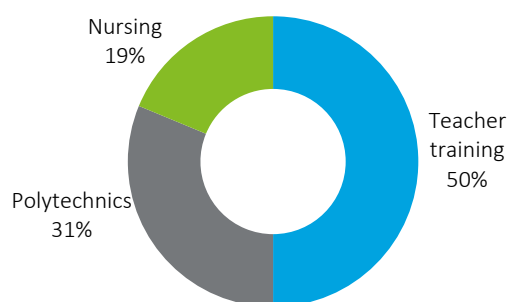
College indicators

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

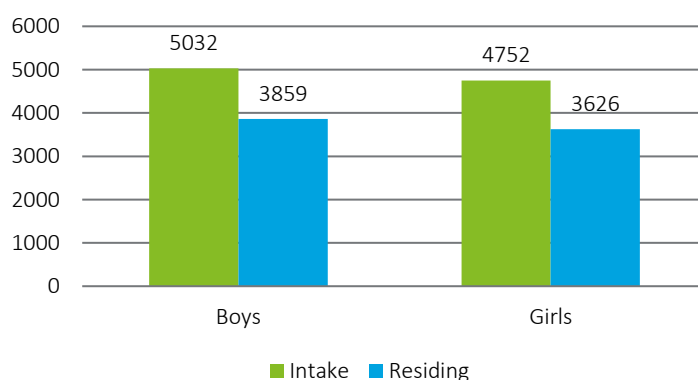
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	18.2%	10.0%	272
Private aided	51.5%	58.3%	562
Government	30.3%	31.7%	520

Breakdown of standalone institution



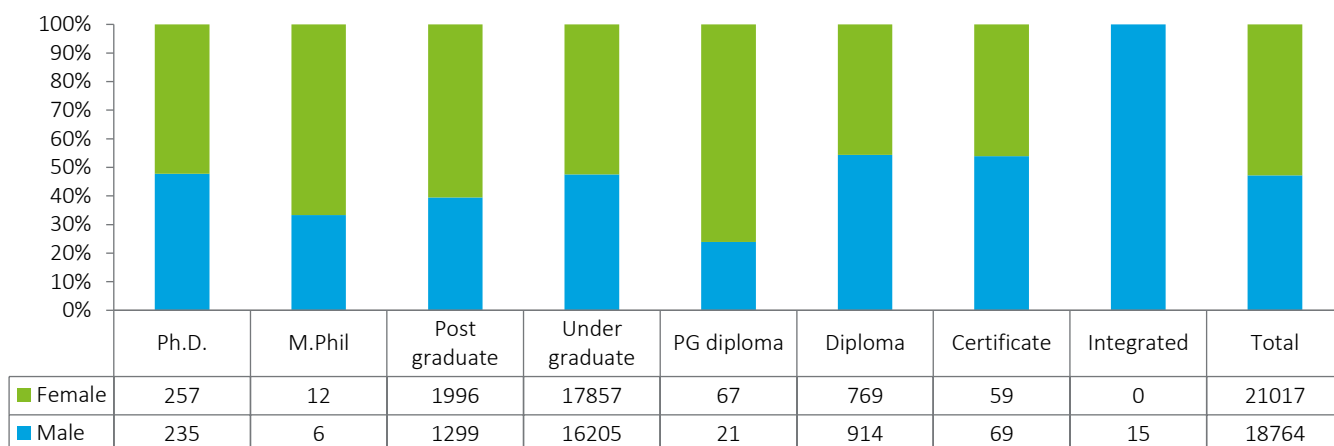
Hostel



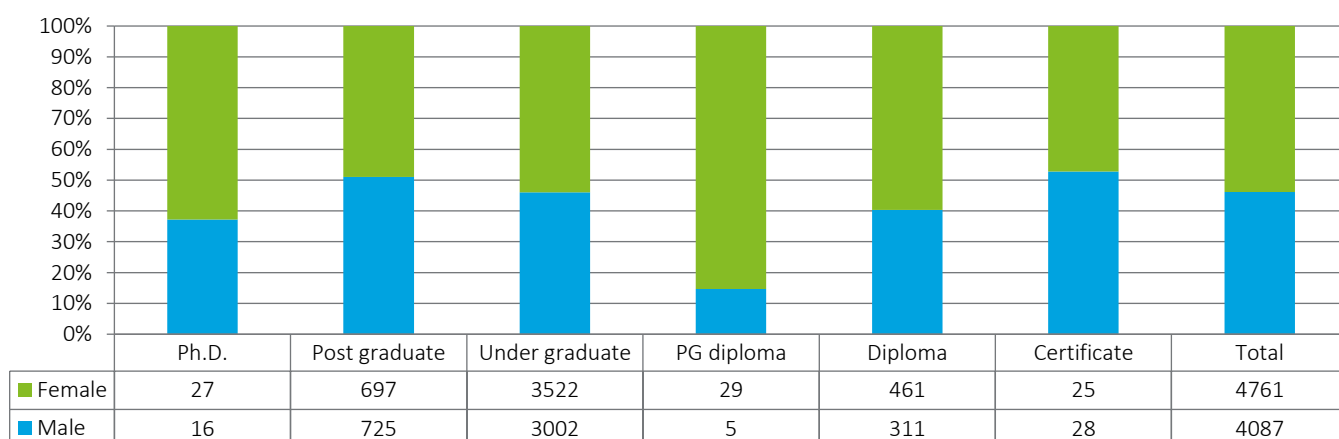
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

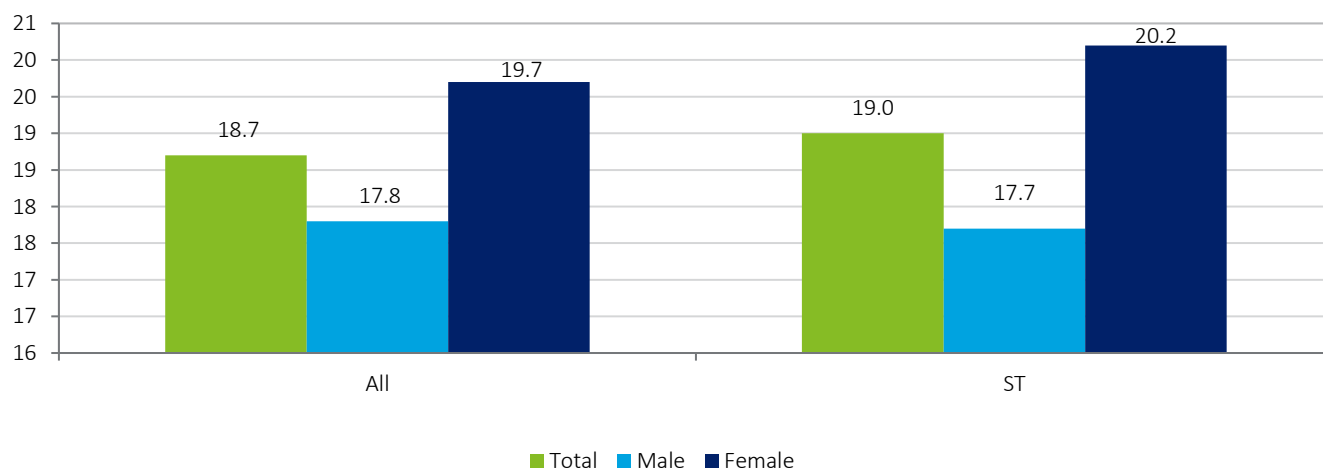
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Nagaland	India
Pupil Teacher Ratio (PTR)	17	24
Teachers per college	34.5	33.8
Non-teaching staff per college	31.8	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51.8%	48.2%	0.5%	86.5%	0.2%	1.5%	2.5%	96.7%
Share of enrollment	48.4%	51.6%	0.9%	88.2%	1.9%	0.1%	0.5%	32.0%
Share of teaching staff	44.9%	55.1%	1.8%	79.4%	5.0%	0.1%	1.2%	83.8%
Share of non-teaching staff	64.3%	35.7%	1.5%	86.5%	2.4%	0.4%	0.6%	49.6%

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, MHRD 2018-19

25. Odisha

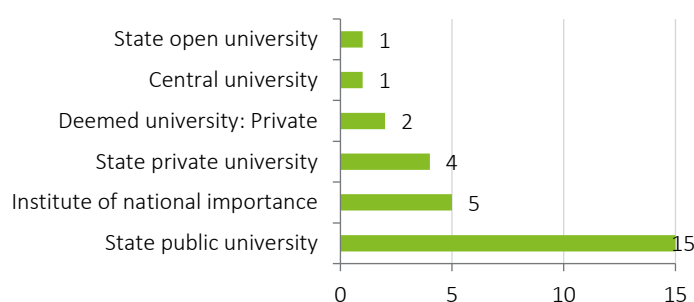
Key indicators

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	46.6	23.2	23.3
Share in the total state population (%)	(11.1%)	(10.9%)	(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 Enrollment Ratio ²	22.1	24.2	20.0

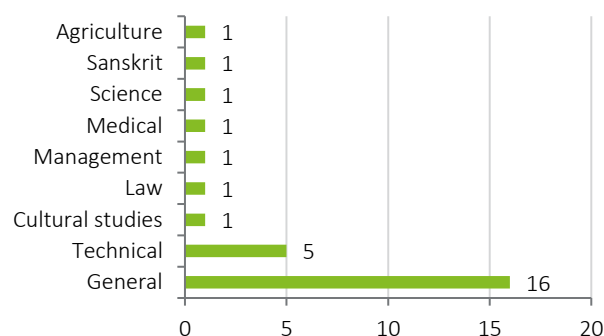
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

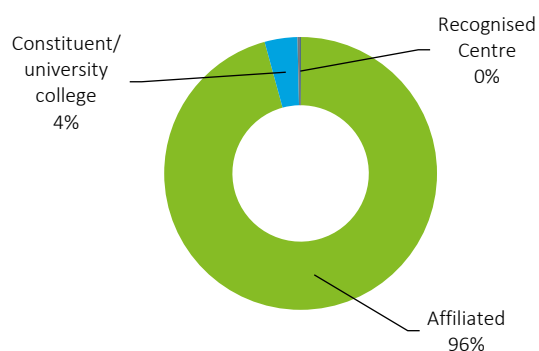
University by type



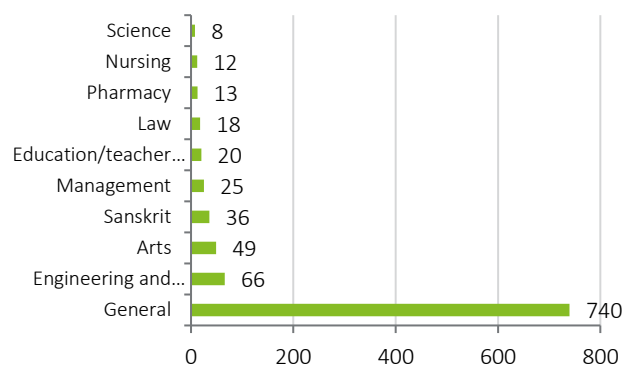
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	28	1,062	372
Average enrollment per institution	5,182	676	346
Total estimated enrollment (in lakh)	1.45	7.18	1.28

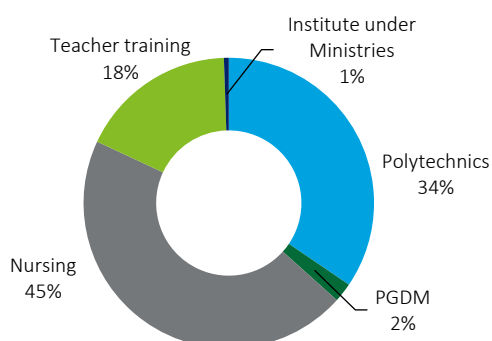
College indicators

College type	Odisha	Share in India
Affiliated colleges	1,035	2.7%
Constituent/ University college	42	2.5%
PG/Off-campus centre	3	1.6%
Recognised centre	1	0.1%

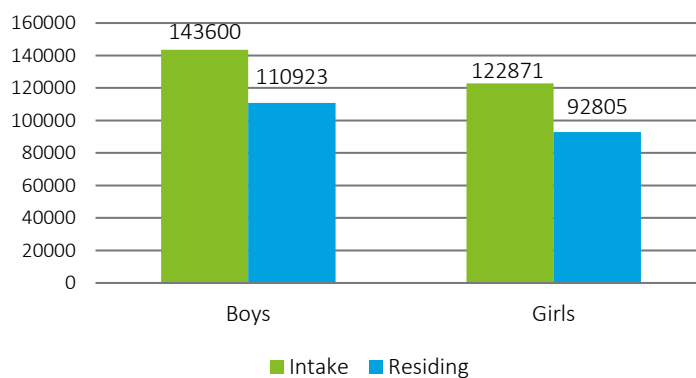
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	26.5%	19.3%	496
Private aided	40.5%	44.1%	742
Government	33.0%	36.6%	757

Breakdown of standalone institution



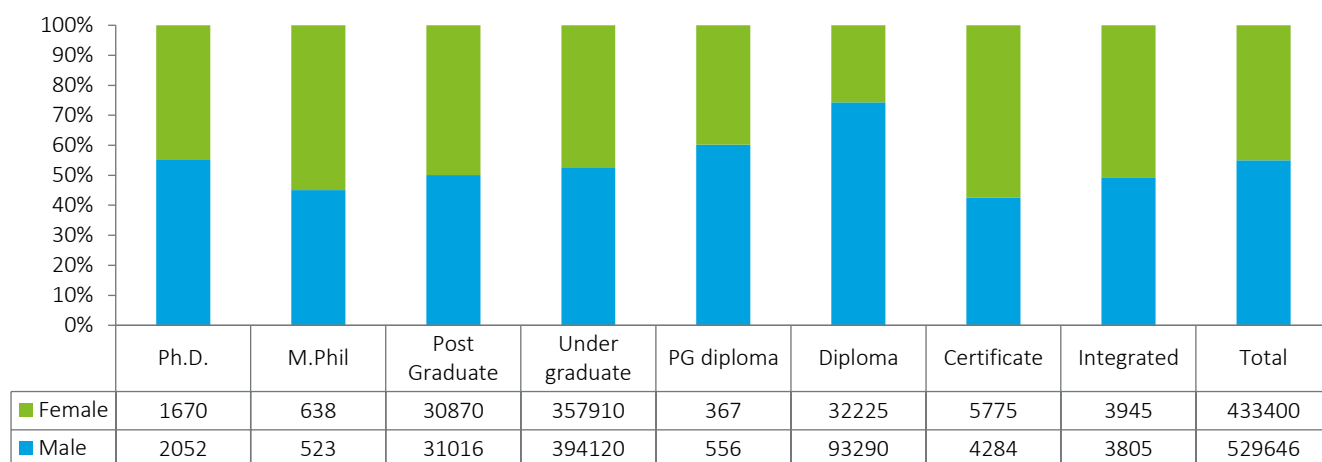
Hostel



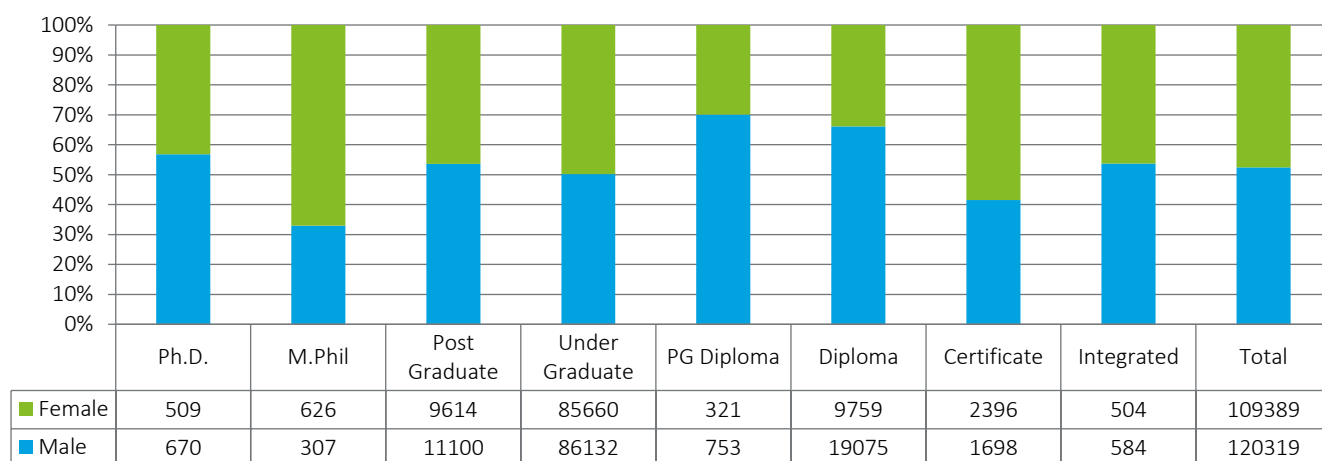
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

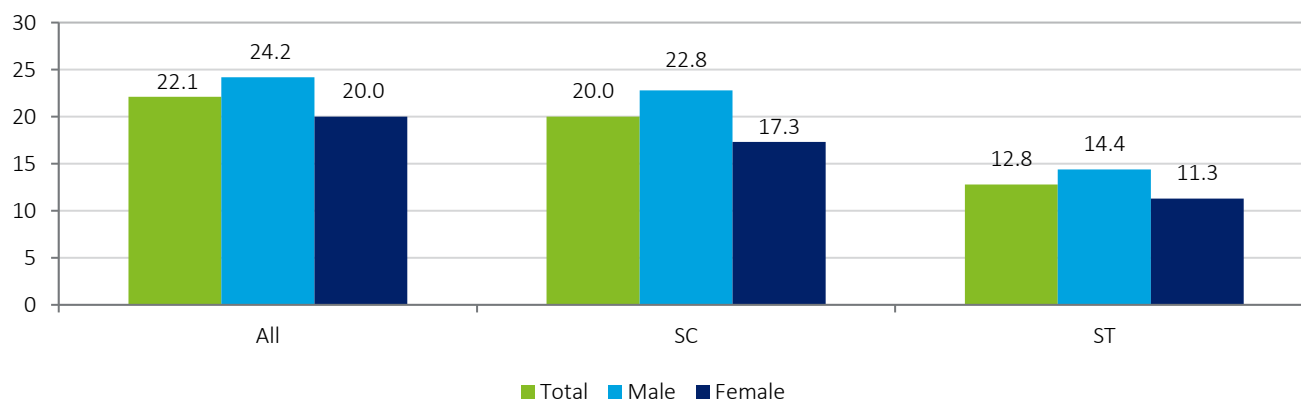
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Odisha	India
Pupil Teacher Ratio (PTR)	25	24
Teachers per college	35.2	33.8
Non-teaching staff per college	34.4	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.5%	49.5%	17.1%	22.8%	33.2%	3.0%	2.2%	1.3%
Share of enrollment	54.8%	45.2%	16.0%	12.5%	20.6%	0.2%	1.1%	0.3%
Share of teaching staff	63.5%	36.5%	4.6%	2.5%	13.6%	0.3%	1.0%	1.2%
Share of non-teaching staff	73.2%	26.8%	10.0%	4.3%	16.9%	0.3%	0.6%	0.4%

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, MHRD 2018-19

26. Puducherry

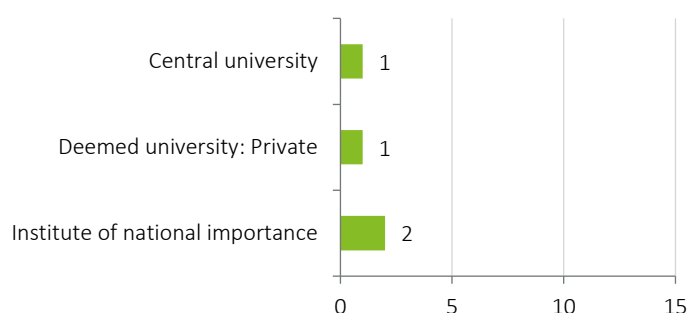
Key indicators

Indicator	Total	Male	Female
Total state 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	1.5	0.8	0.7
Share in the total state population (%)	(12.1%)	(12.6%)	(11.7%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	0.1%	0.1%	0.1%
Gross Enrollment Ratio ²	46.4	41.7	51.6

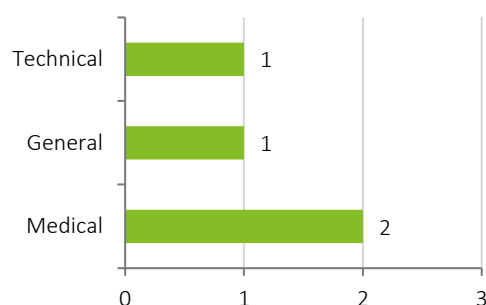
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19;

Education infrastructure

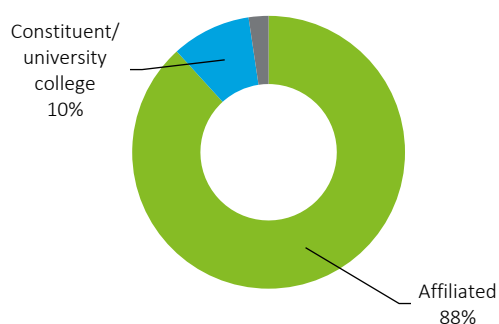
University by type



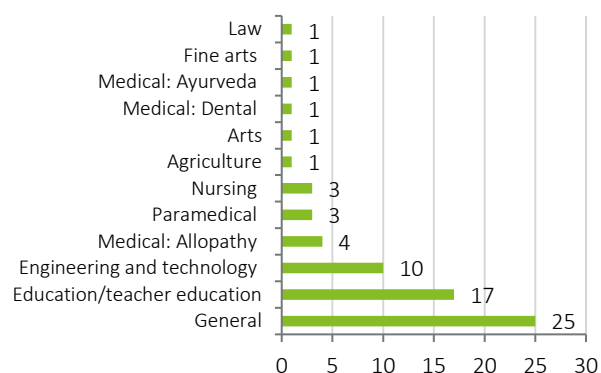
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	4	76	14
Average enrollment per institution	5971	584	285
Total estimated enrollment (in lakh)	0.24	0.44	0.04

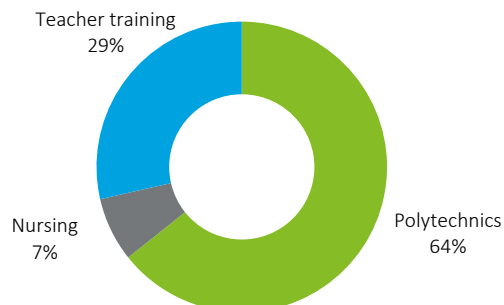
College indicators

College type	Odisha	Share in India
Affiliated colleges	75	0.2%
Constituent/ University college	8	0.5%
PG/Off-campus centre	2	1.1%

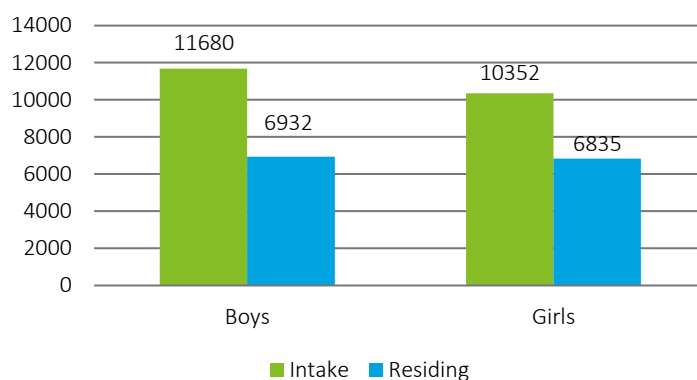
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	62.2%	52.1%	503
Private aided	1.4%	0.2%	82
Government	36.5%	47.7%	784

Breakdown of standalone institution



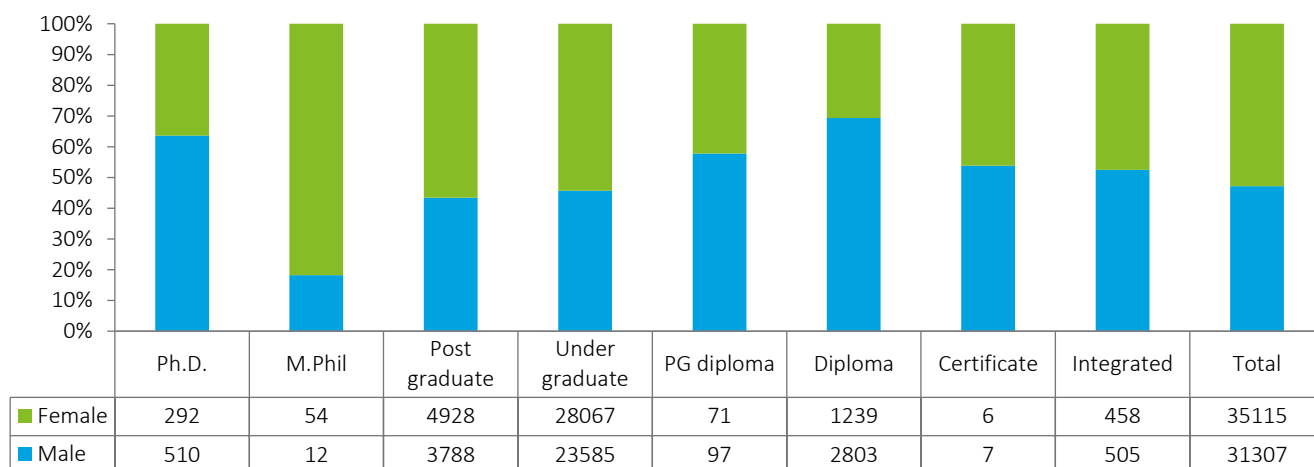
Hostel



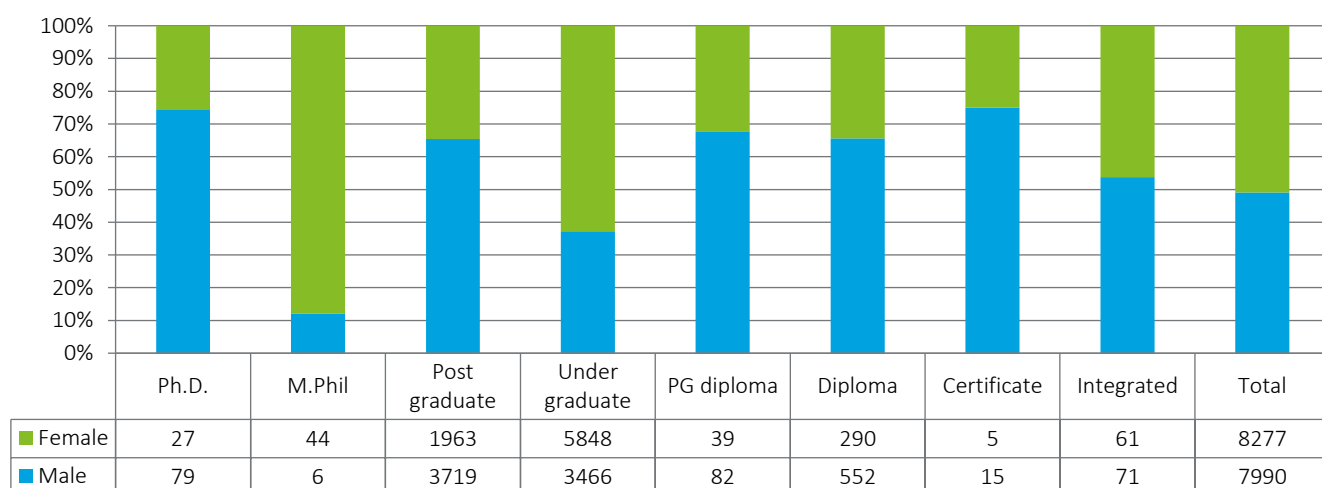
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

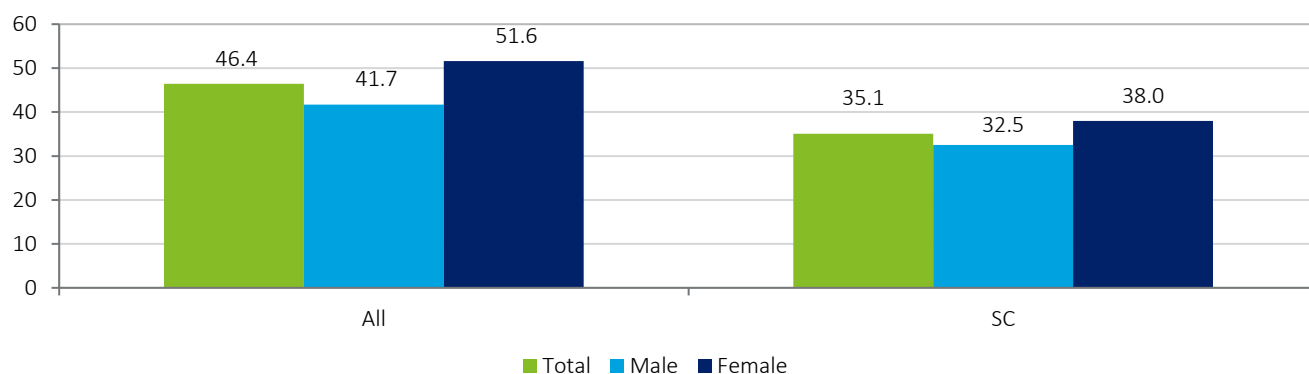
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Puducherry	India
Pupil Teacher Ratio (PTR)	11	24
Teachers per college	69.2	33.8
Non-teaching staff per college	134.2	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	49.1%	50.9%	15.7%	0.0%	77.1%	2.4%	6.1%	5.5%
Share of enrollment	47.7%	52.3%	13.3%	1.2%	60.7%	0.3%	3.2%	3.5%
Share of teaching staff	57.4%	42.6%	11.2%	0.8%	57.0%	0.6%	2.5%	10.3%
Share of non-teaching staff	47.8%	52.2%	26.1%	0.5%	54.3%	0.6%	0.5%	3.9%

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, MHRD 2018-19

27. Punjab

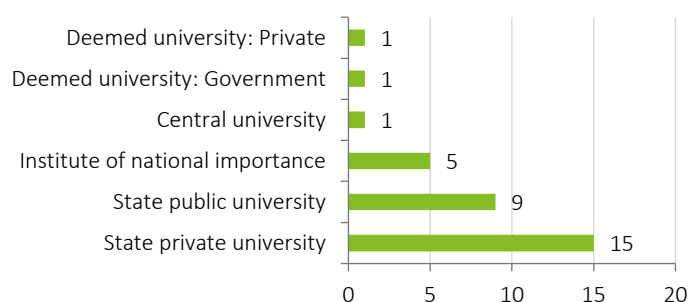
Key indicators

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	32.5	17.7	14.8
Share in the total state population (%)	(11.7%)	(12.1%)	(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 Enrollment Ratio ²	29.5	25.5	34.3

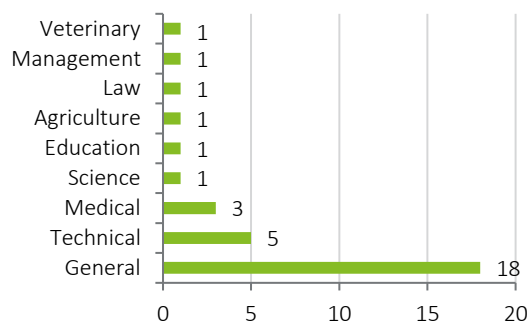
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

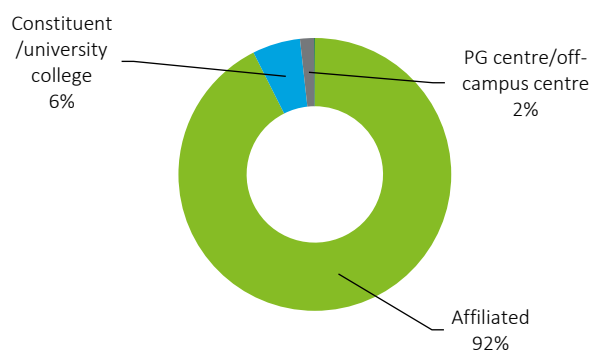
University by type



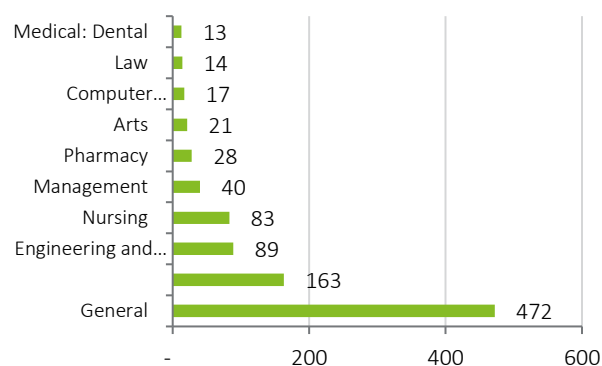
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	32	1063	398
Average enrollment per institution	6766	517	244
Total estimated enrollment (in lakh)	2.17	5.5	0.77

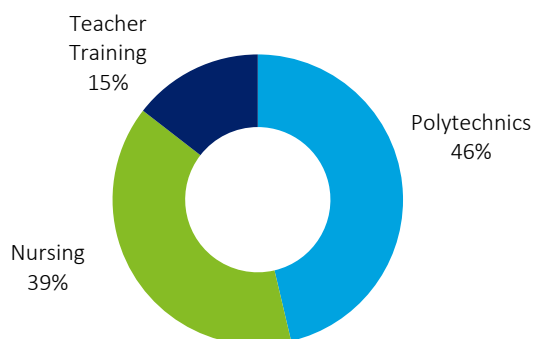
College indicators

College type	Punjab	Share in India
Affiliated colleges	1010	2.6%
Recognised centre	1	0.1%
Constituent/ University college	62	3.7%
PG/Off-campus centre	18	9.8%

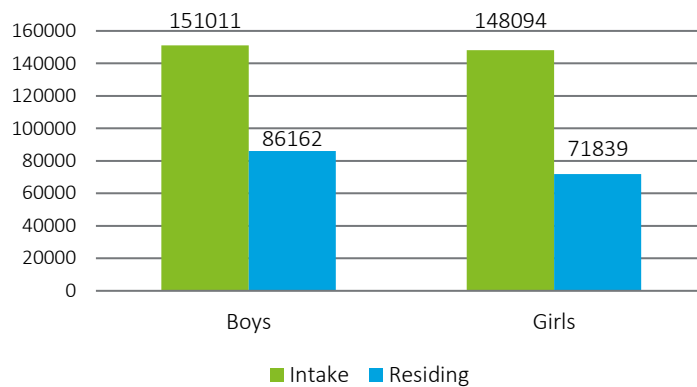
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	62.5%	39.9%	348
Private aided	17.8%	30.9%	948
Government	19.7%	29.2%	807

Breakdown of standalone institution



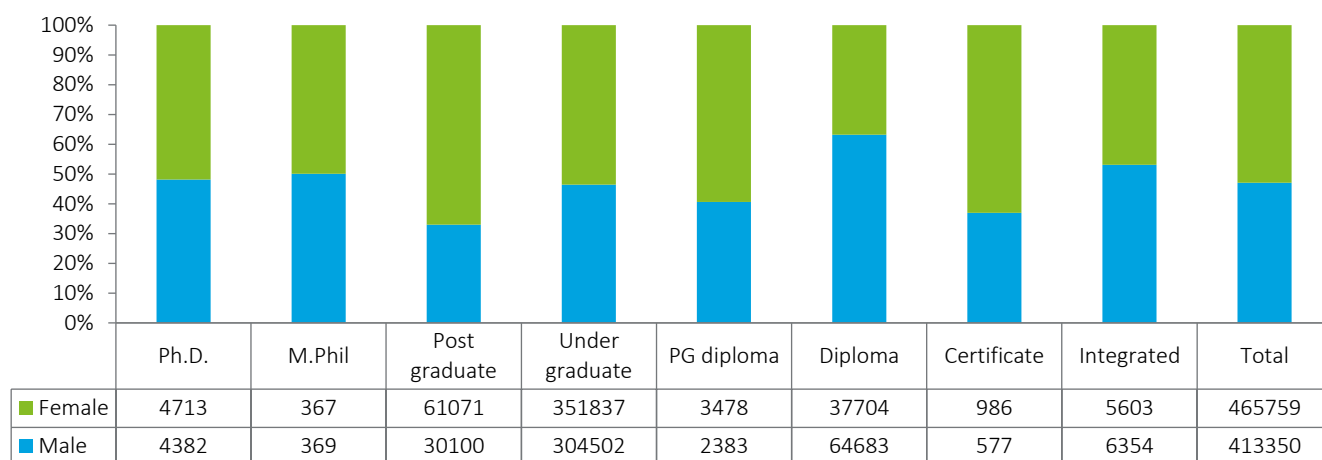
Hostel



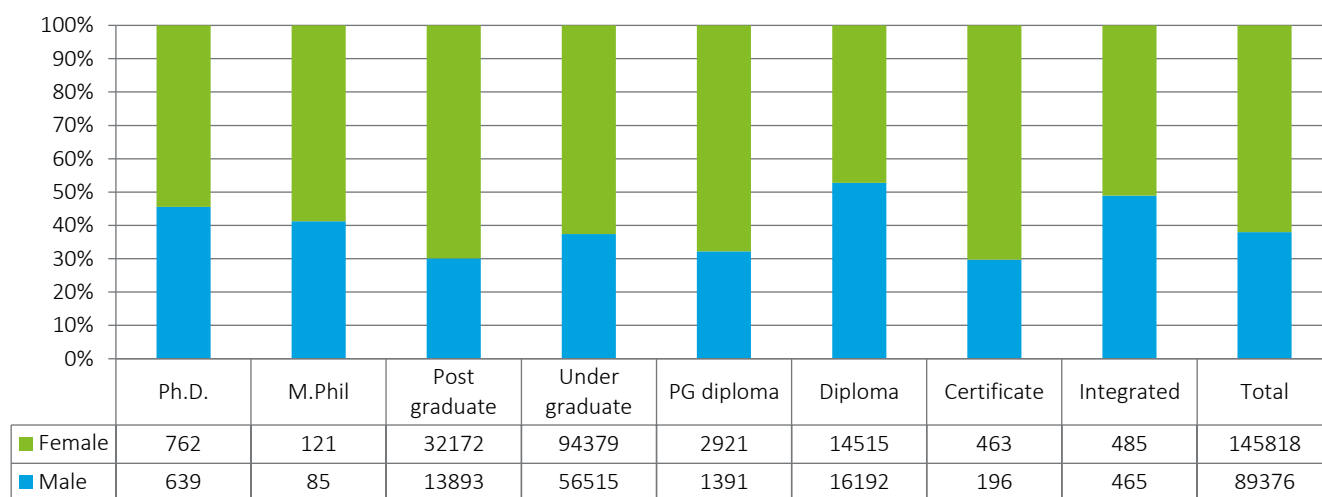
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

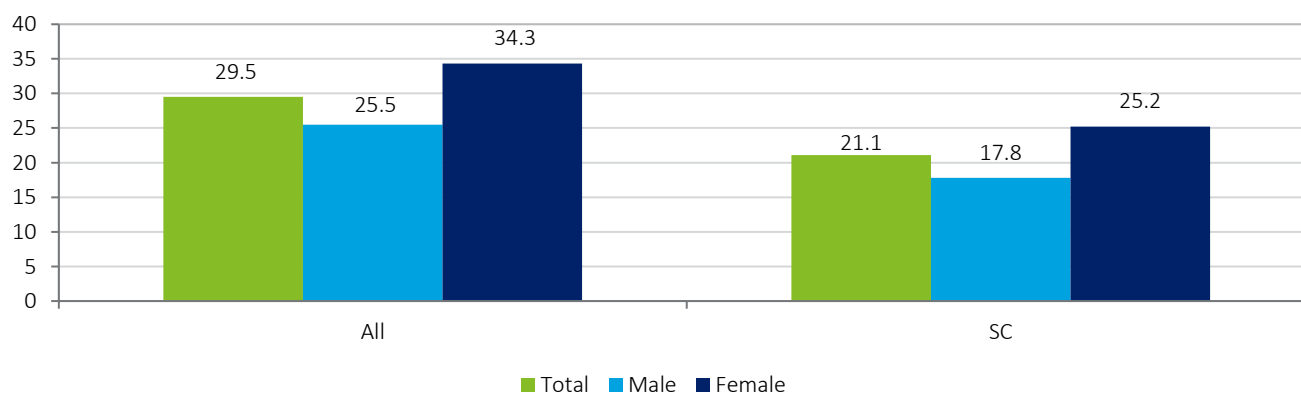
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Punjab	India
Pupil Teacher Ratio (PTR)	17	24
Teachers per college	47.3	33.8
Non-teaching staff per college	44.1	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	52.8%	47.2%	31.9%	0.1%	16.1%	2.4%	1.9%	61.3%
Share of enrollment	47.5%	52.5%	24.1%	0.6%	12.2%	0.1%	0.9%	15.8%
Share of teaching staff	40.5%	59.5%	6.9%	0.1%	5.3%	0.2%	1.0%	51.5%
Share of non-teaching staff	62.7%	37.3%	21.0%	0.5%	8.2%	0.5%	0.3%	11.7%

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, MHRD 2018-19

28. Rajasthan

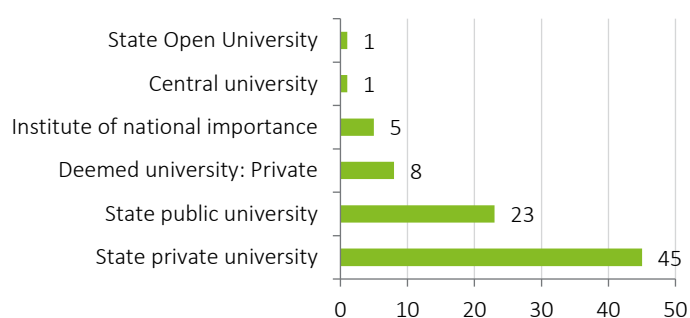
Key indicators

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	87.1	45.5	41.6
Share in the total state population (%)	(12.7%)	(12.8%)	(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 Enrollment Ratio ²	23.0	23.1	23.0

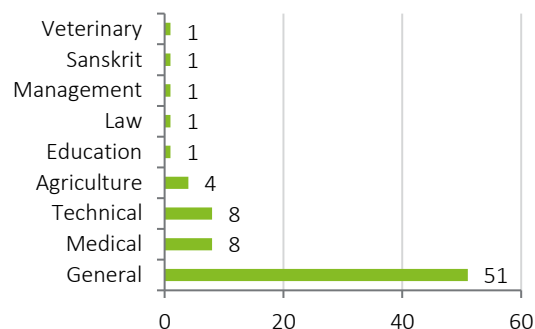
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

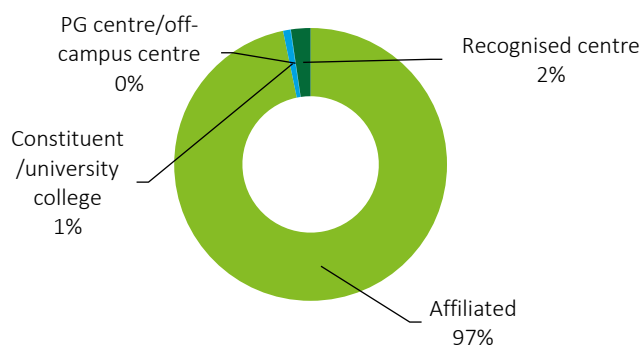
University by type



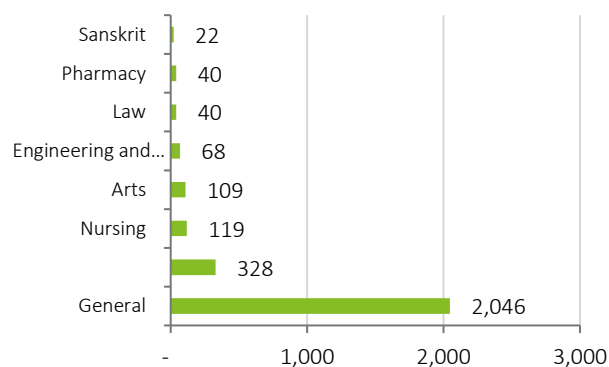
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	83	3156	484
Average enrollment per institution	4291	474	179
Total estimated enrollment (in lakh)	3.56	14.97	0.68

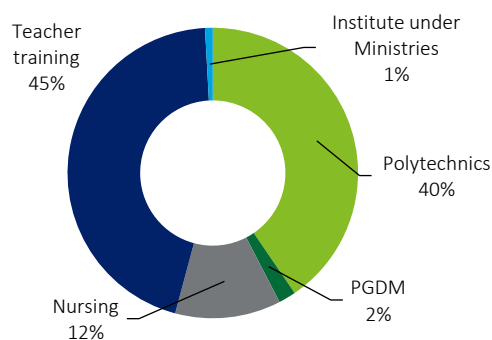
College indicators

College type	Rajasthan	Share in India
Affiliated colleges	3134	8.1%
Recognised centre	75	6.0%
Constituent/ University college	28	1.7%
PG/Off-campus centre	2	1.1%

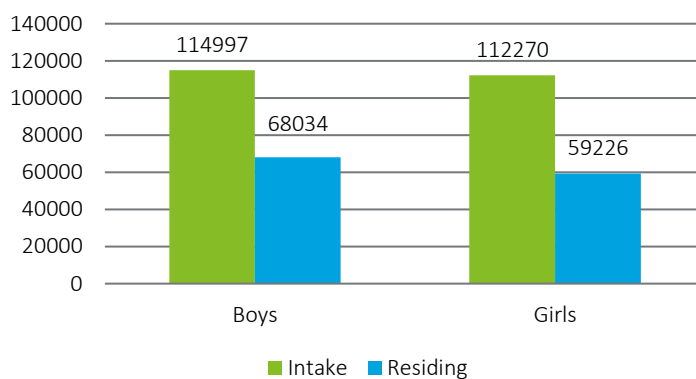
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	71.5%	52.0%	378
Private aided	7.3%	5.1%	364
Government	21.2%	42.9%	1053

Breakdown of standalone institution



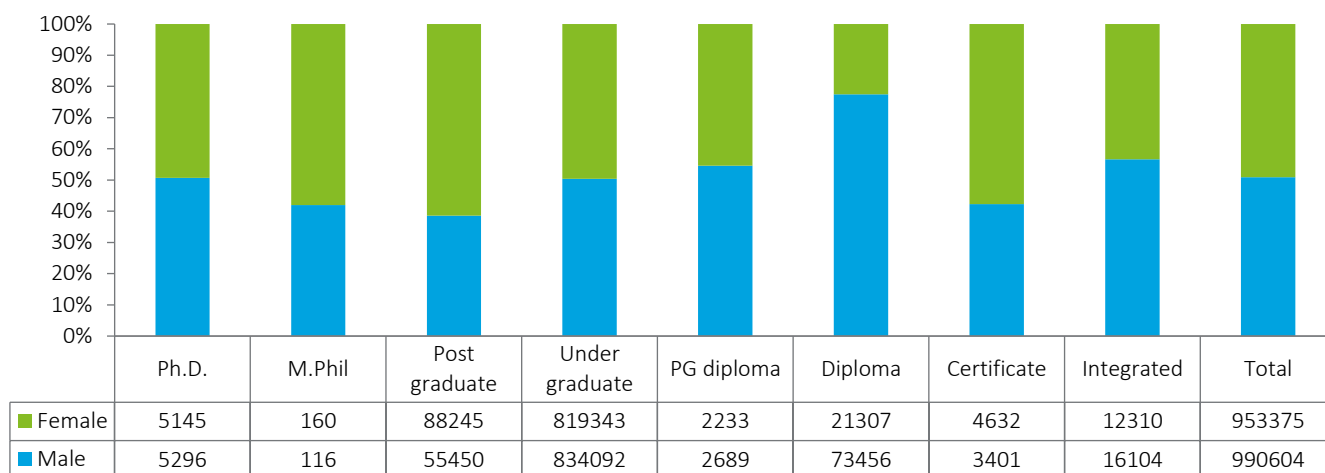
Hostel



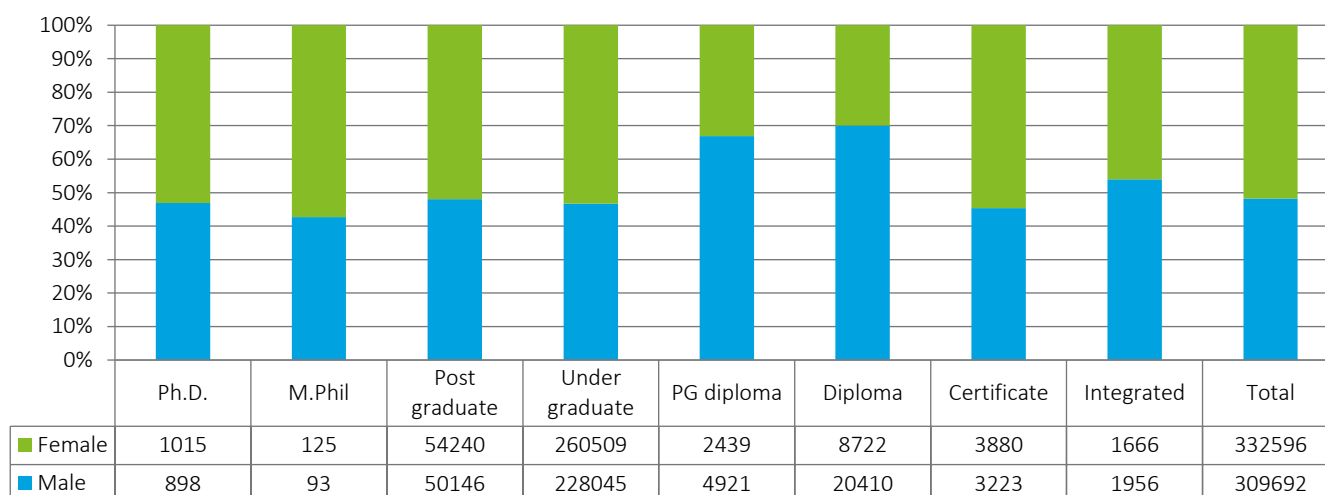
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

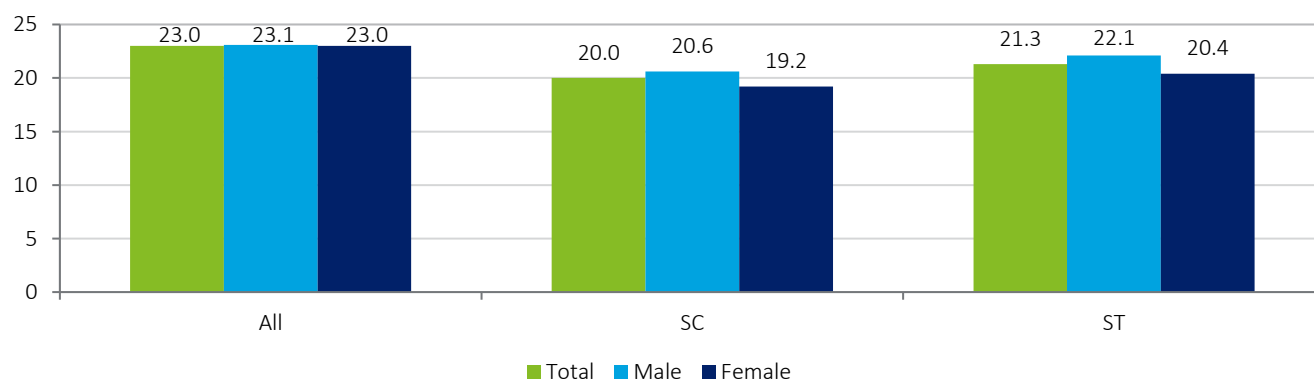
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Rajasthan	India
Pupil Teacher Ratio (PTR)	27	24
Teachers per college	21.9	33.8
Non-teaching staff per college	16.7	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51.9%	48.1%	17.8%	13.5%	47.3%	2.3%	9.1%	1.1%
Share of enrollment	51.9%	48.1%	15.9%	11.8%	41.3%	0.2%	1.8%	0.9%
Share of teaching staff	63.5%	36.5%	7.9%	3.2%	30.0%	0.3%	2.9%	3.1%
Share of non-teaching staff	76.4%	23.6%	14.2%	6.2%	29.0%	0.4%	2.0%	1.1%

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, MHRD 2018-19

29. Sikkim

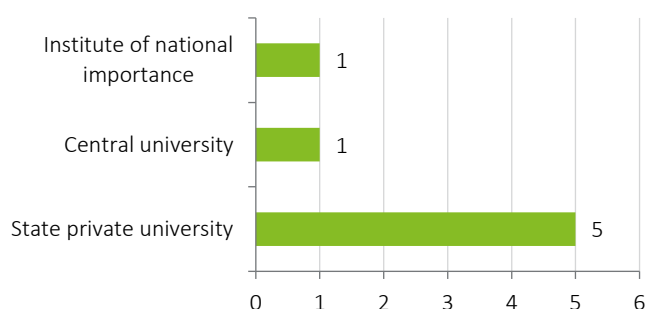
Key indicators

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	0.8	0.4	0.4
Share in the total state population (%)	(12.9%)	(12.6%)	(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 Enrollment Ratio ²	53.9	54.0	53.9

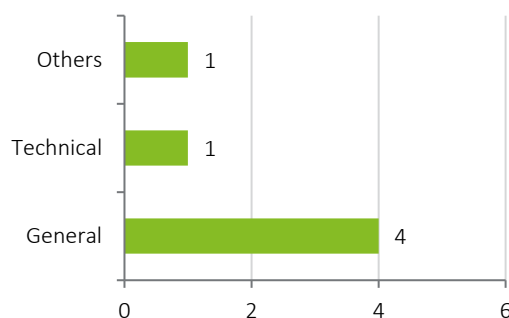
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

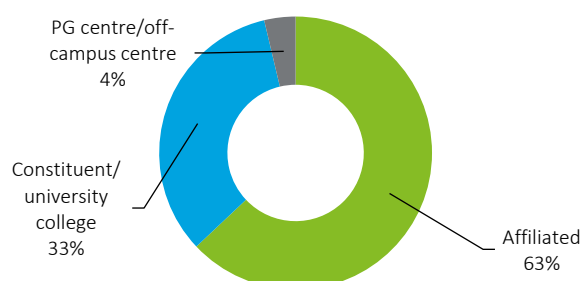
University by type



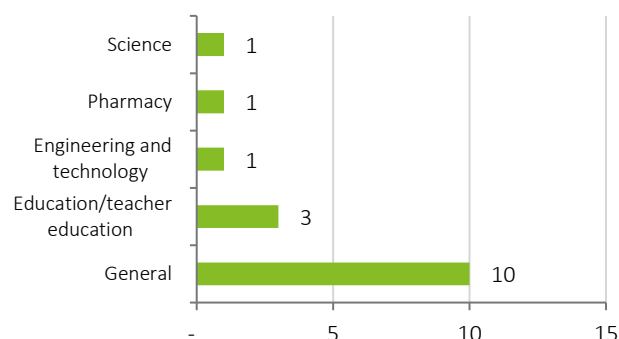
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

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

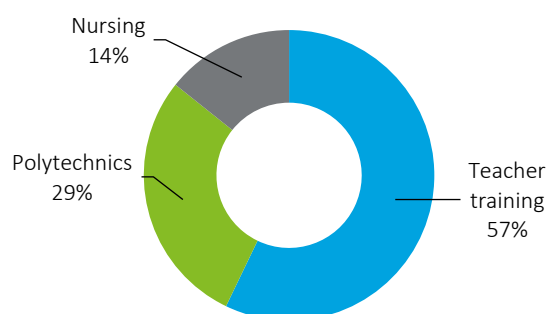
College indicators

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

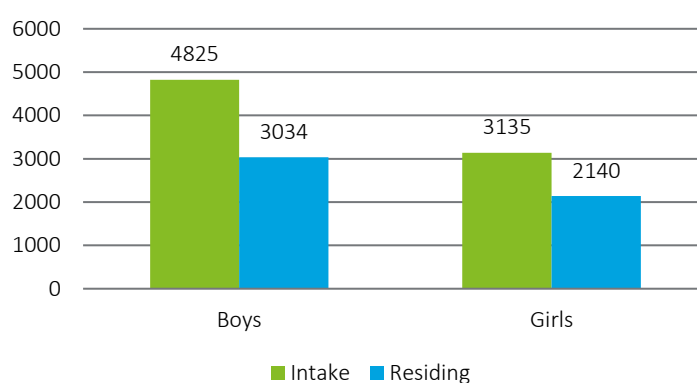
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	31.3%	9.5%	228
Government	68.8%	90.5%	989

Breakdown of standalone institution



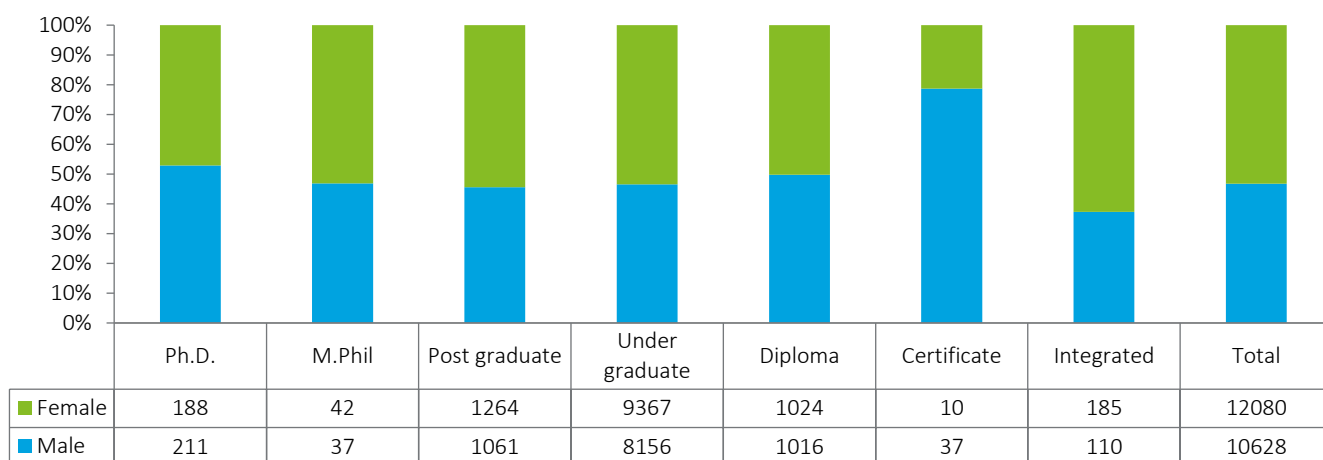
Hostel



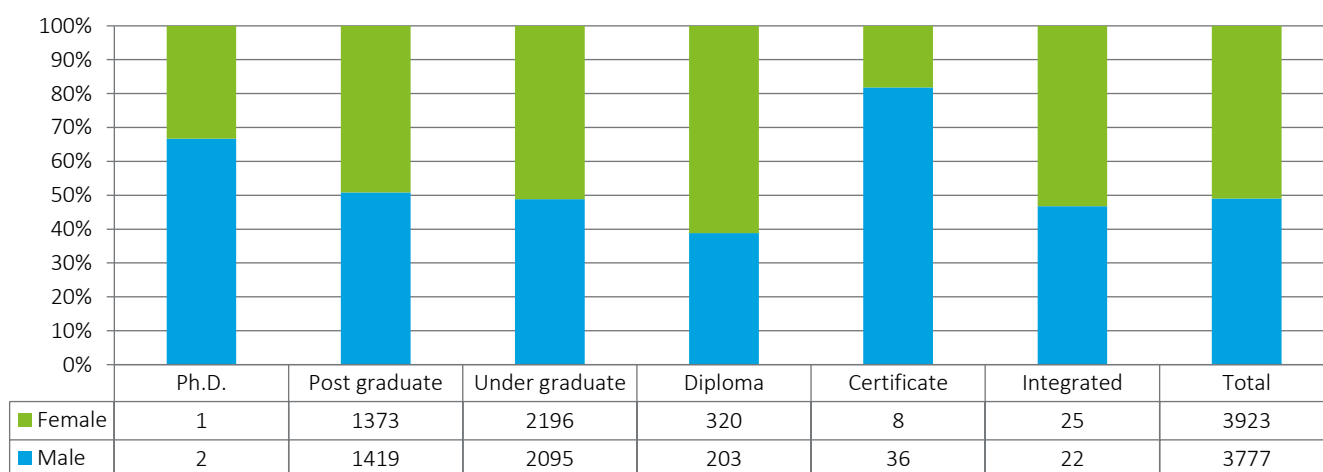
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

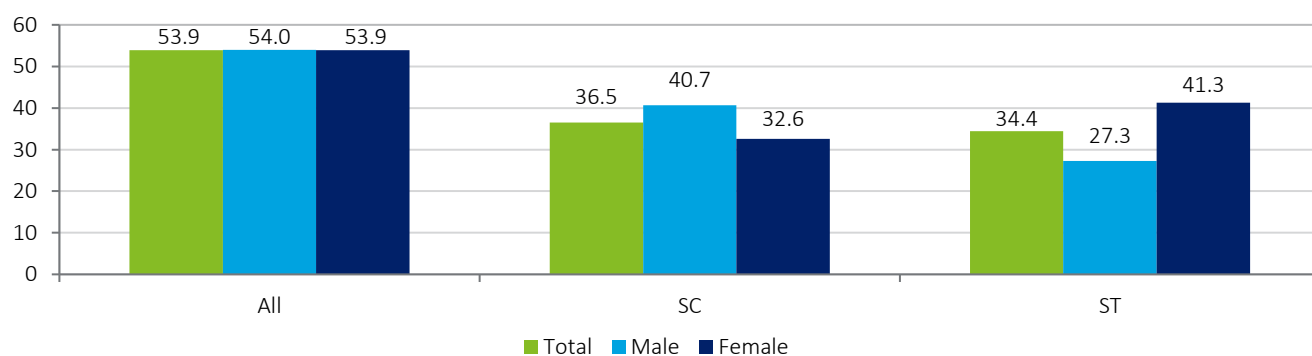
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Sikkim	India
Pupil Teacher Ratio (PTR)	15	24
Teachers per college	57.9	33.8
Non-teaching staff per college	45.0	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	52.9%	47.1%	4.6%	33.8%	50.6%	3.0%	1.6%	31.6%
Share of enrollment	51.7%	48.3%	3.3%	21.1%	16.3%	0.02%	0.3%	2.3%
Share of teaching staff	59.4%	40.6%	4.2%	22.8%	24.0%	0.1%	1.9%	24.6%
Share of non-teaching staff	60.5%	39.5%	6.3%	26.0%	28.9%	1.3%	0.2%	2.7%

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, MHRD 2018-19

30. Tamil Nadu

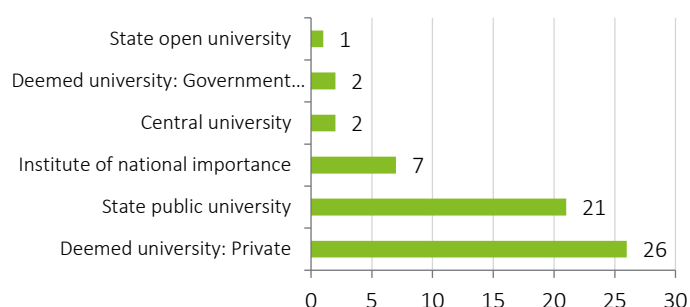
Key indicators

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	73	36.5	36.5
Share in the total state population (%)	(10.1%)	(10.1%)	(10.1%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	5.2%	5%	5.4%
Gross Enrollment Ratio ²	49.0	49.8	48.3

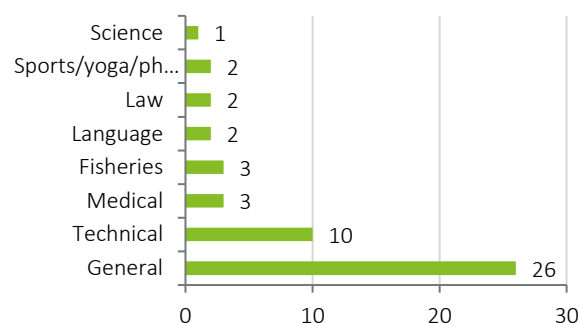
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

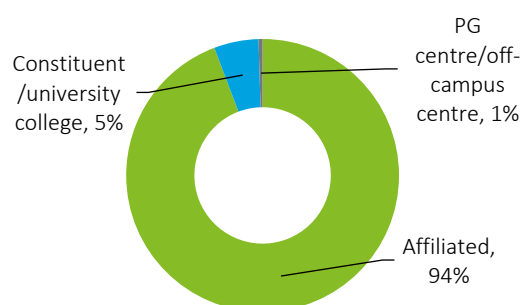
University by type



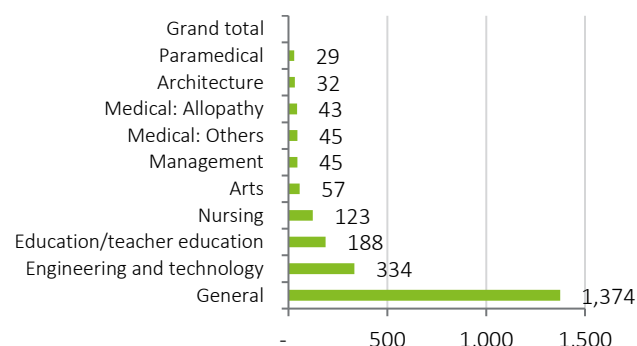
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

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

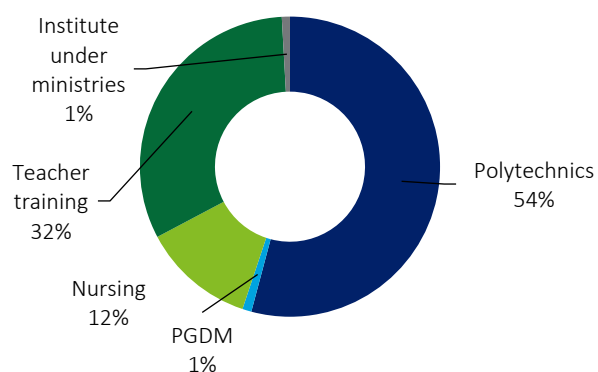
College indicators

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%

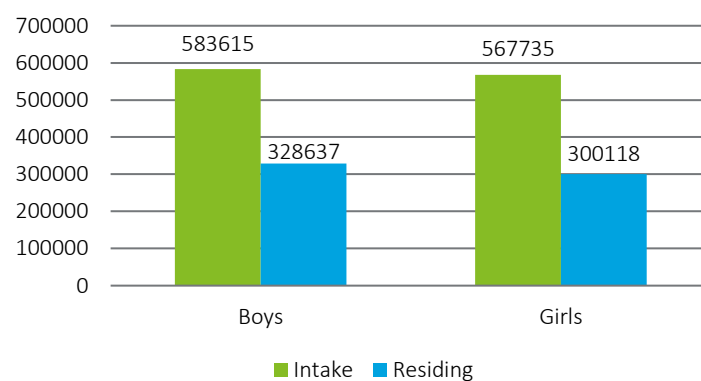
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment 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 institution



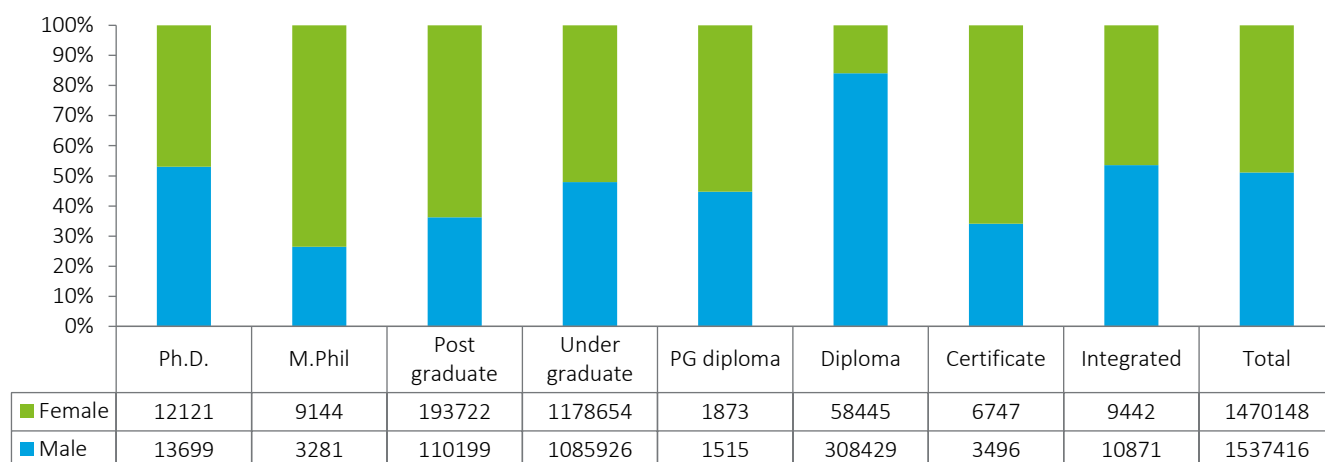
Hostel



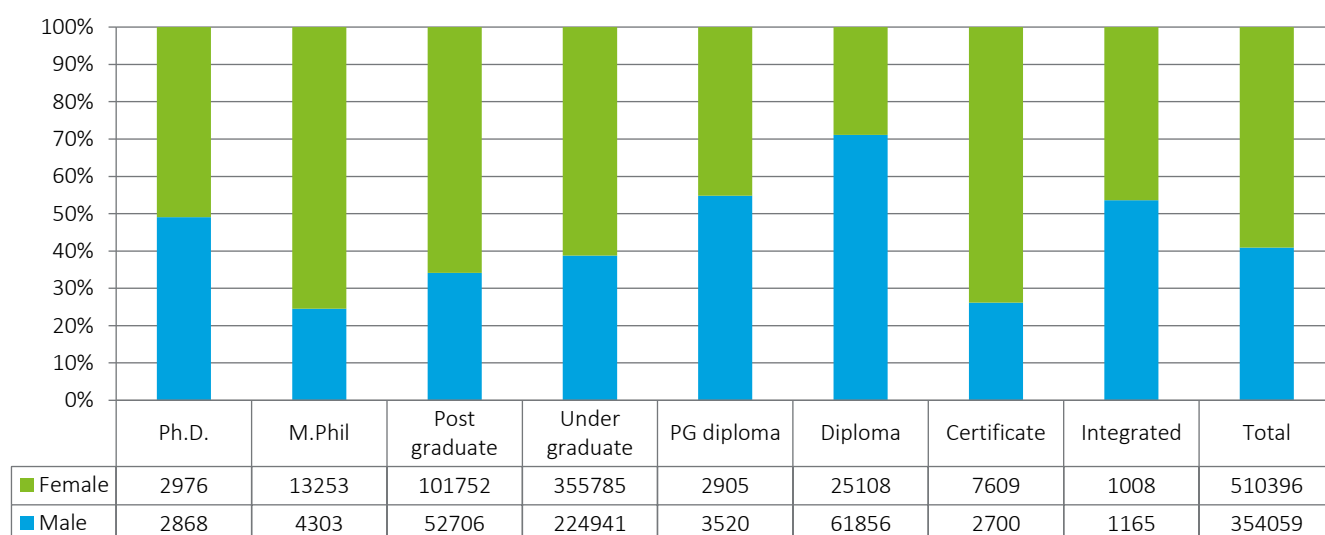
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

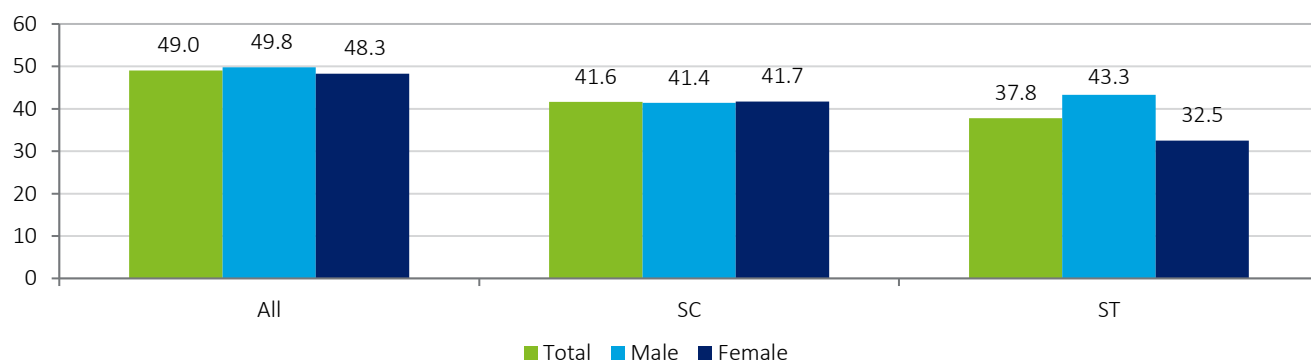
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

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 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.1%	49.9%	20%	1.1%	76.1%	1.6%	5.9%	5.4%
Share of enrollment	50.9%	49.1%	18.6%	0.9%	62.1%	0.3%	3.5%	4.3%
Share of teaching staff	51.2%	48.8%	10.8%	0.2%	71.5%	0.3%	2.9%	12.9%
Share of non-teaching staff	53.1%	46.9%	15.1%	1.1%	48.3%	0.6%	1.6%	6.1%

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, MHRD 2018-19

31. Telangana

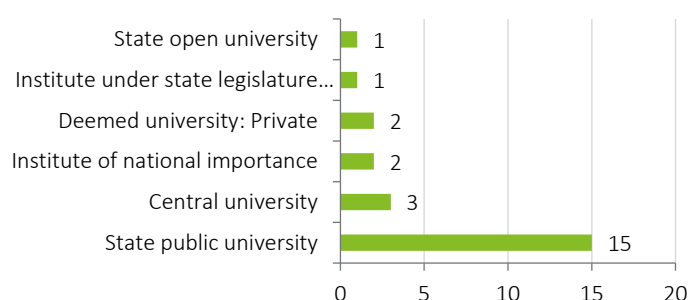
Key indicators

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	40.6	20.3	20.3
Share in the total state population (%)	(11.6%)	(11.5%)	(11.7%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	2.9%	2.8%	3%
Gross Enrollment Ratio ²	36.2	35.8	36.5

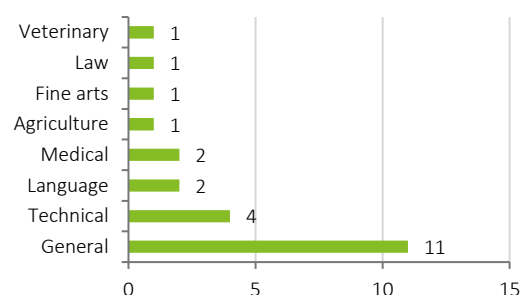
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

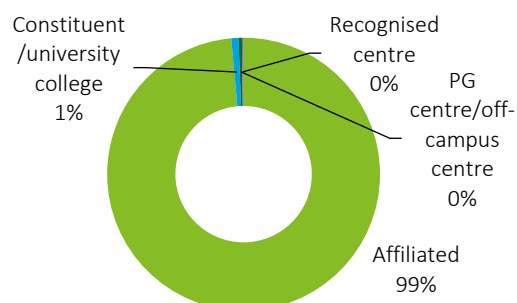
University by type



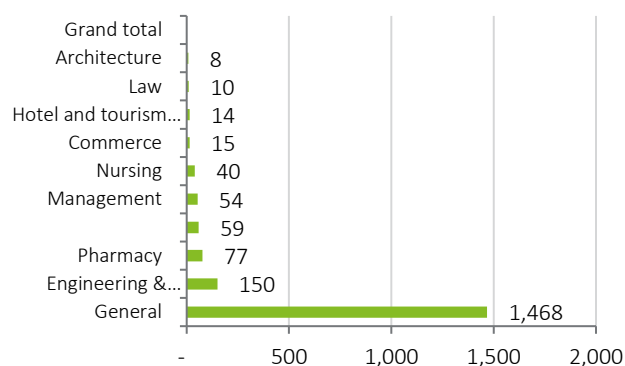
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	24	1988	503
Average enrollment per institution	5224	551	243
Total estimated enrollment (in lakh)	1.25	10.96	1.09

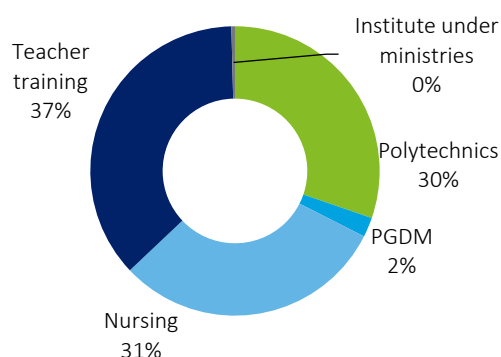
College indicators

College type	Telangana	Share in India
Affiliated colleges	1971	5.1%
Recognised centre	4	0.3%
Constituent/ University college	17	1.0%
PG/Off-campus centre	8	4.3%

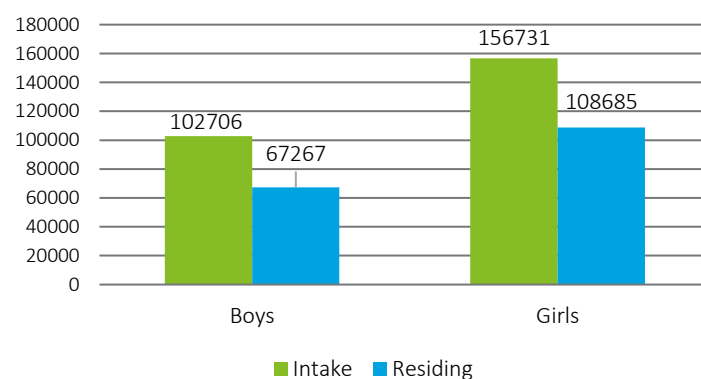
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	80.2%	78.0%	539
Private aided	5.8%	6.8%	643
Government	14.0%	15.2%	603

Breakdown of standalone institution



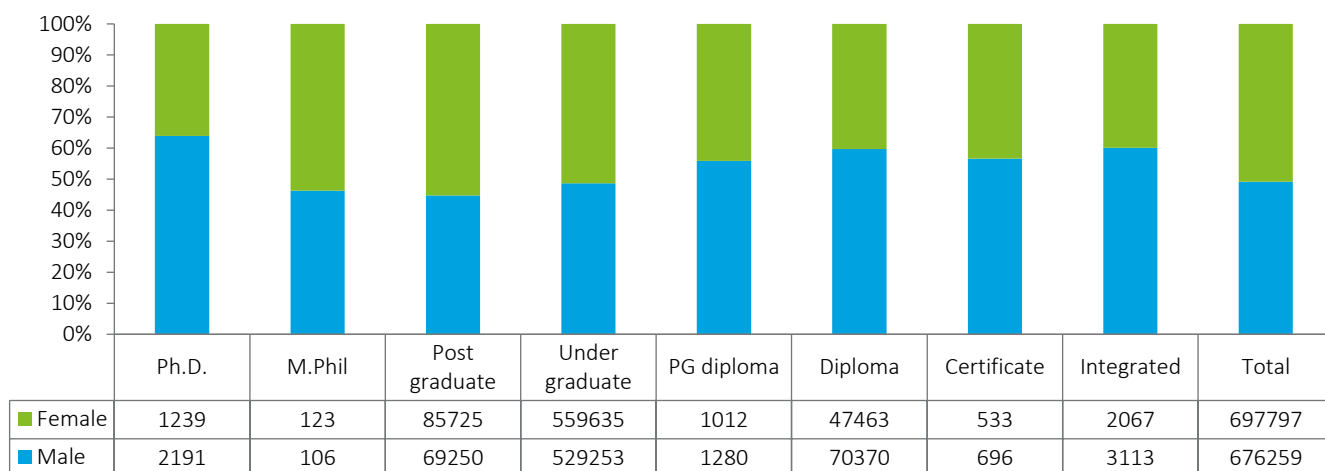
Hostel



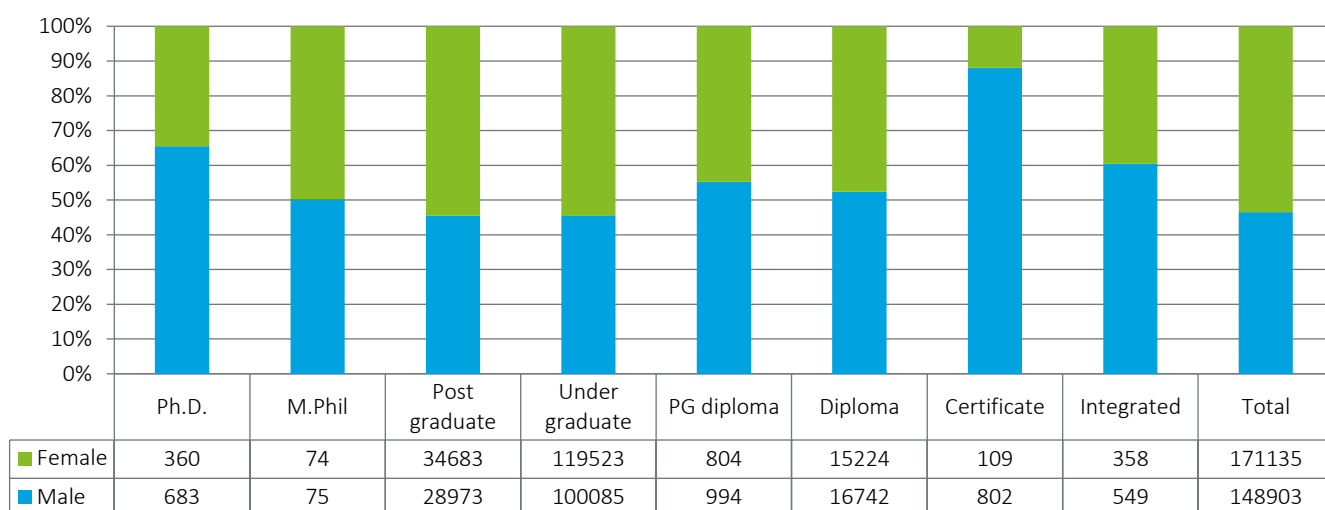
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

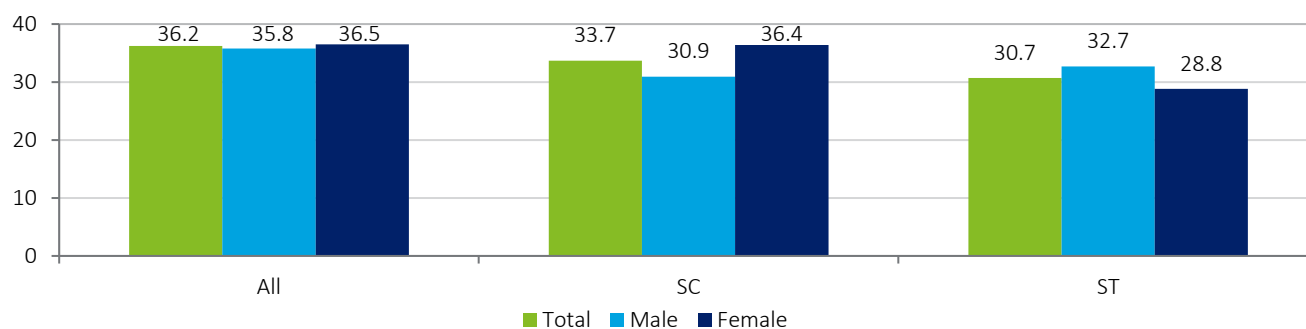
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Telangana	India
Pupil Teacher Ratio (PTR)	17	24
Teachers per college	40.2	33.8
Non-teaching staff per college	27.0	29.0

Calculation is based on the total number of responses given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	49.2%	50.8%	15.1%	7.7%	44.9%	0.2%	7.7%	0.7%
Share of enrollment	60.7%	39.3%	11.2%	3.6%	43.4%	0.2%	8.5%	3.7%
Share of non-teaching staff	60.8%	39.2%	16.3%	5.6%	35.5%	0.7%	6.5%	1.7%

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, MHRD 2018-19

32. Tripura

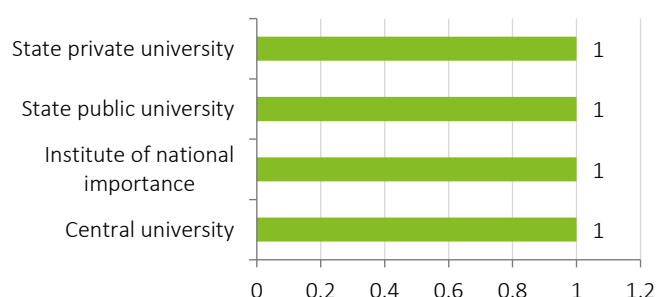
Key indicators

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	4.4	2.1	2.2
Share in the total state population (%)	(11.9%)	(11.5%)	(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 Enrollment Ratio ²	19.2	21.1	17.4

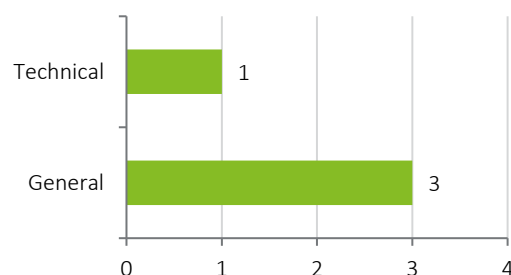
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

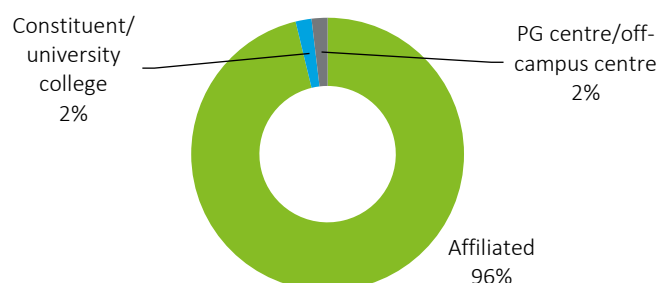
University by type



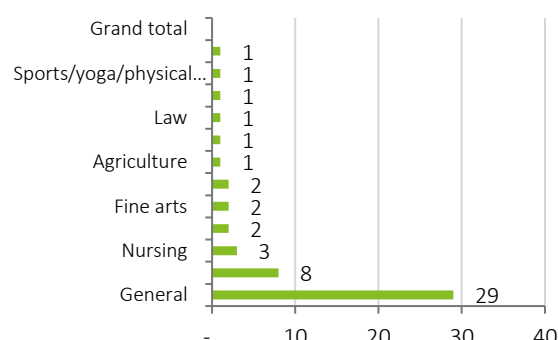
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	4	52	9
Average enrollment per institution	5375	1,153	159
Total estimated enrollment (in lakh)	0.22	0.6	0.01

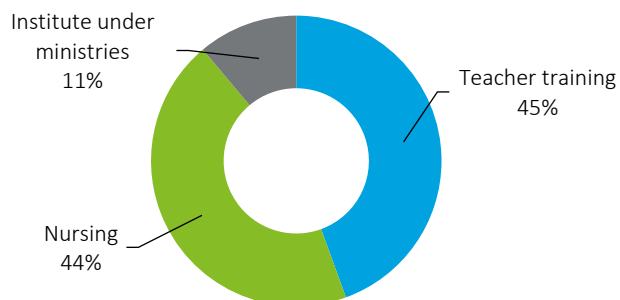
College indicators

College type	Tripura	Share in India
Affiliated colleges	51	0.1%
Constituent/ University college	1	0.1%
PG centre/Off-campus centre	1	0.5%

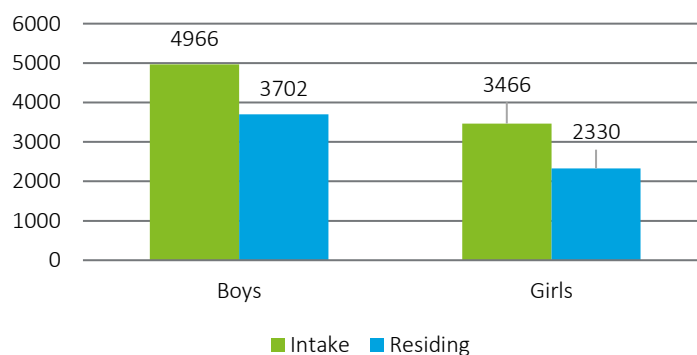
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	11.5%	4.3%	425
Private aided	3.8%	3.0%	903
Government	84.6%	92.7%	1263

Breakdown of standalone institution



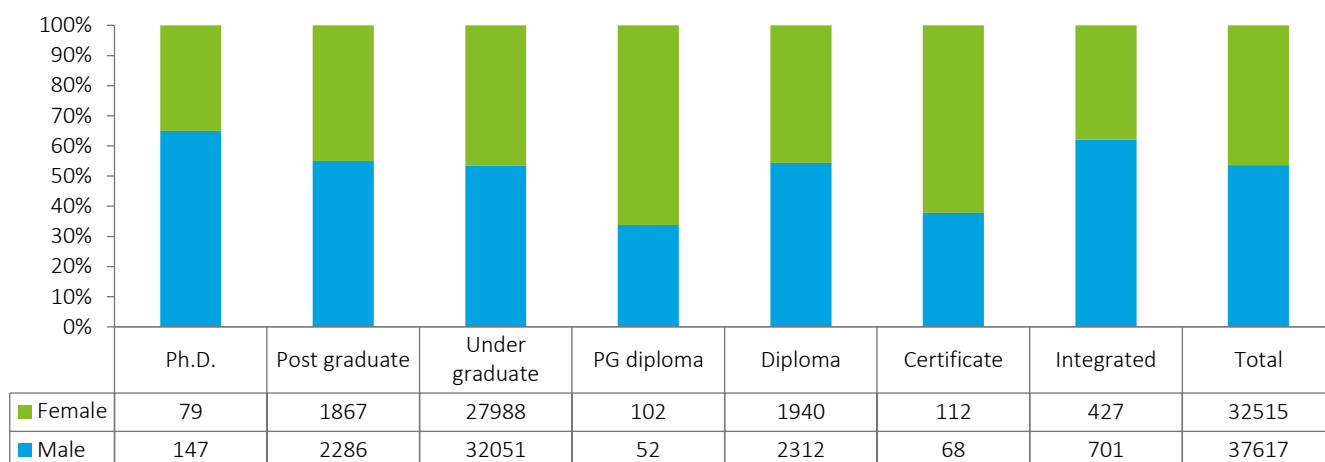
Hostel



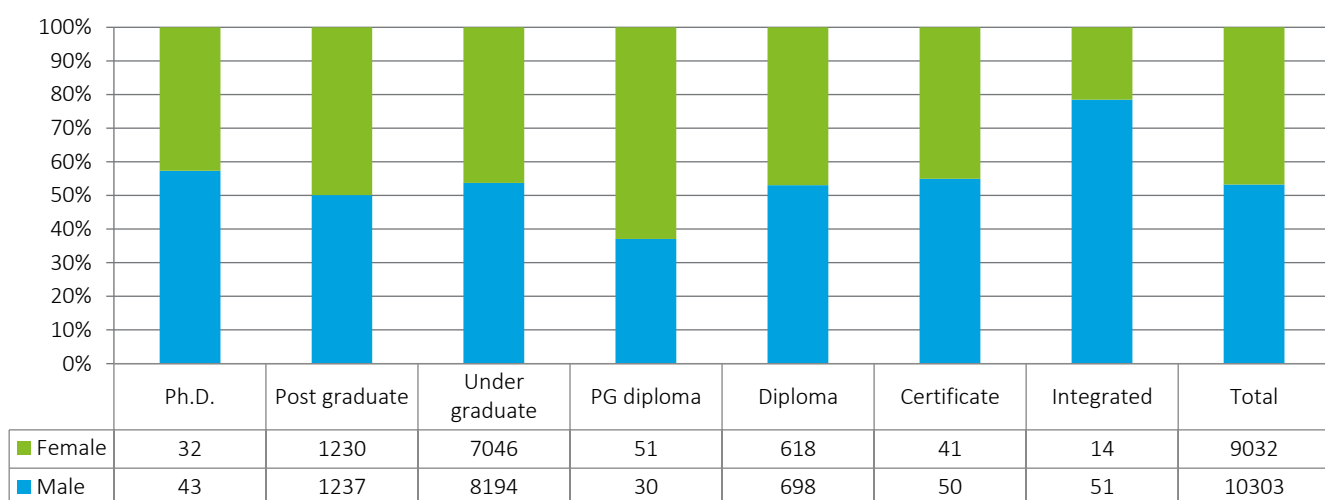
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

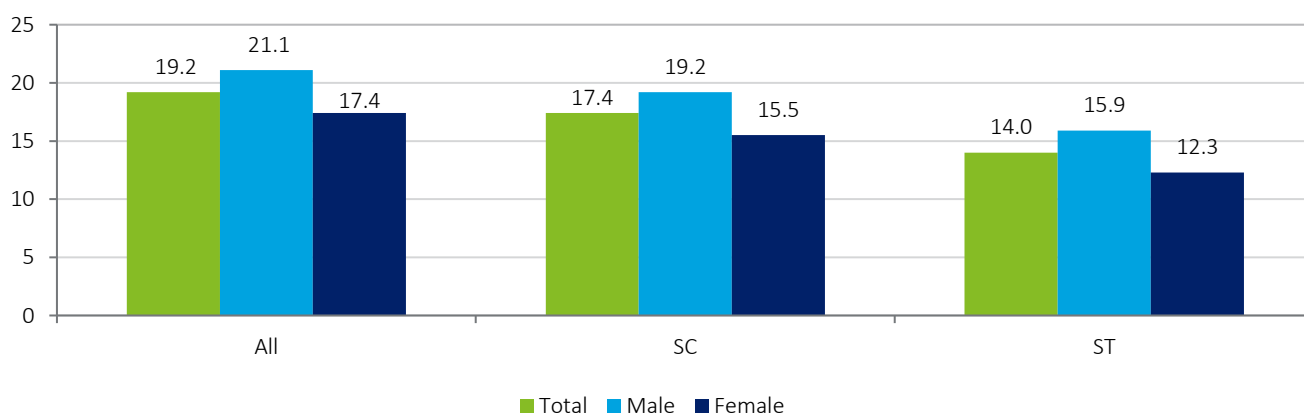
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Tripura	India
Pupil Teacher Ratio (PTR)	28	24
Teachers per college	47.1	33.8
Non-teaching staff per college	82.3	29.0

Calculation is based on the total number of responses given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	52.3%	47.7%	17.8%	31.8%	16.4%	1.8%	9.6%	3.9%
Share of enrollment	53.8%	46.2%	17.1%	23.7%	17.4%	0.3%	2.3%	1.1%
Share of teaching staff	64.1%	35.9%	14.1%	14.6%	10.6%	0.3%	1.1%	6.6%
Share of non-teaching staff	48.4%	51.6%	11.1%	14.7%	3.9%	0.9%	0.6%	0.3%

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, MHRD 2018-19

33. Uttar Pradesh

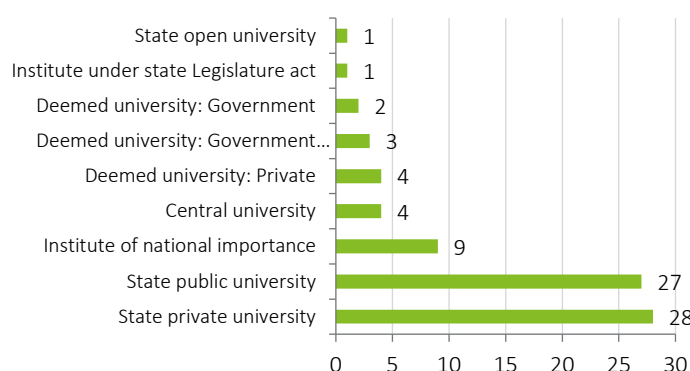
Key indicators

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	245.1	130.3	114.8
Share in the total state population (%)	(12.3%)	(12.5%)	(12%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	17.3%	17.8%	16.8%
Gross Enrollment Ratio ²	25.8	24.2	27.5

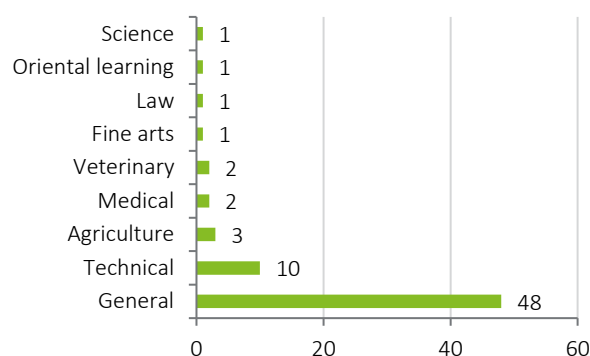
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

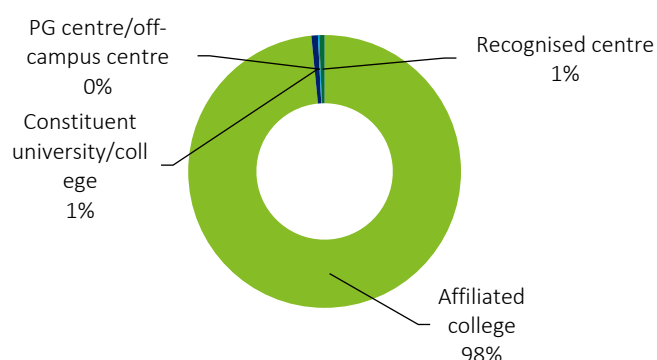
University by type



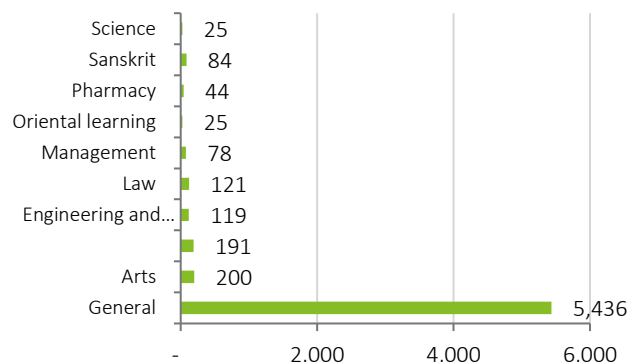
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	79	7078	920
Average enrollment per institution	7534	677	309
Total estimated enrollment (in lakh)	5.95	47.92	2.29

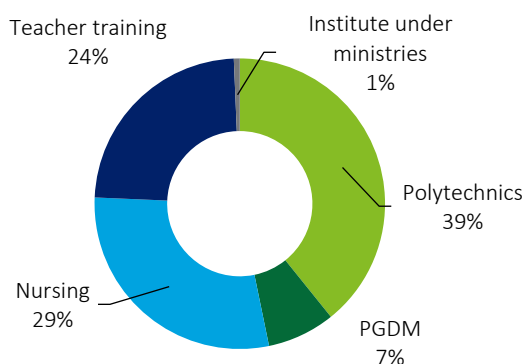
College indicators

College type	Uttar Pradesh	Share in India
Affiliated colleges	7045	18.2%
Recognised centre	45	3.6%
Constituent/ University college	55	3.3%
PG/Off-campus centre	11	6%

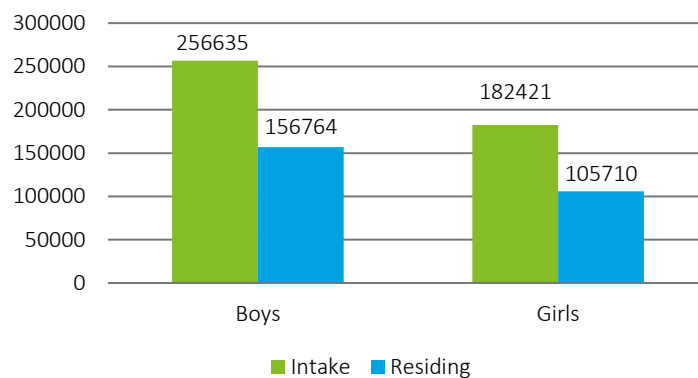
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	78.1%	70.5%	671
Private aided	9.7%	17.4%	1335
Government	12.2%	12.1%	735

Breakdown of standalone institution



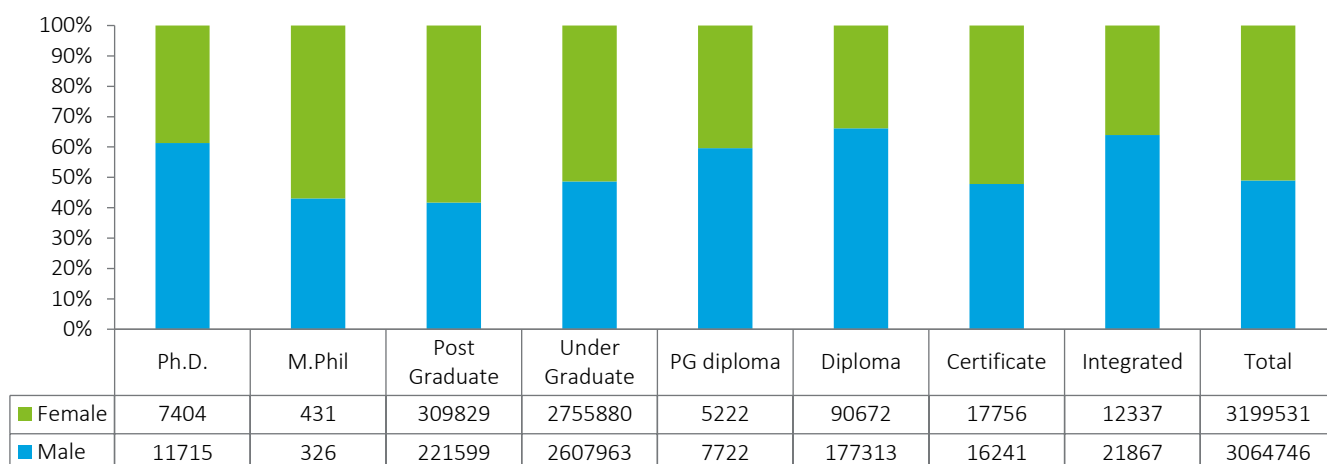
Hostel



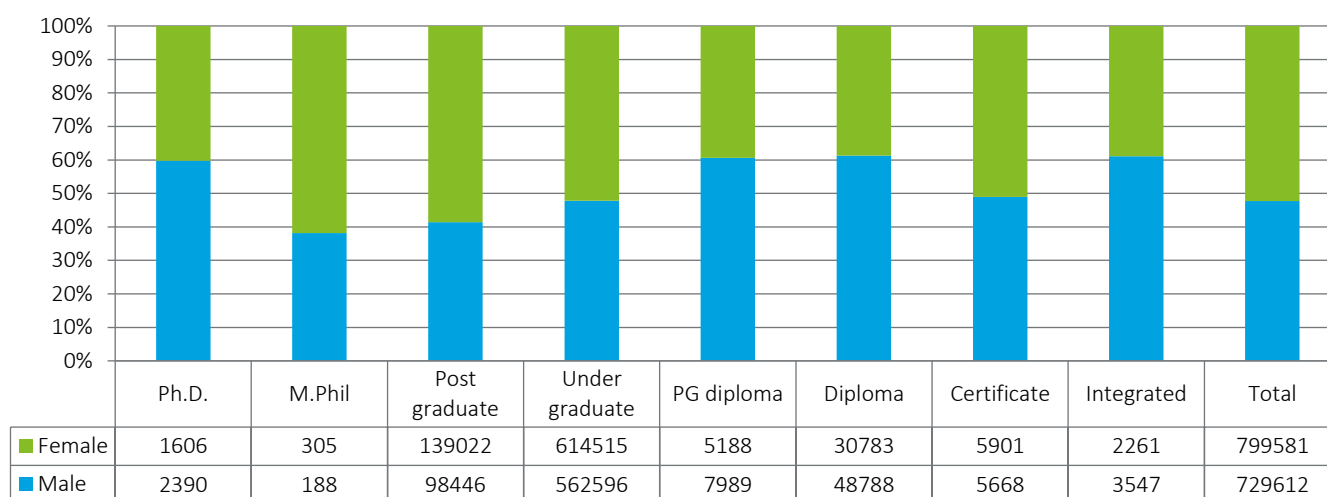
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

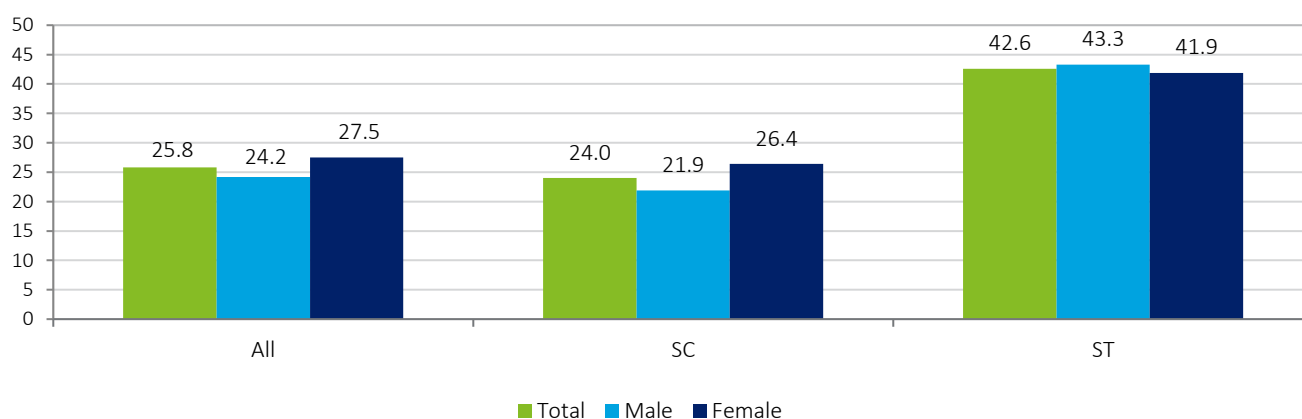
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Uttar Pradesh	India
Pupil Teacher Ratio (PTR)	44	24
Teachers per college	19.8	33.8
Non-teaching staff per college	17.0	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.9%	49.1%	20.7%	0.6%	54.5%	2.1%	19.3%	0.6%
Share of enrollment	49.3%	50.7%	18.7%	0.8%	39.6%	0.2%	4.6%	0.3%
Share of teaching staff	67.7%	32.3%	8.2%	0.2%	27.4%	0.4%	6.1%	1.9%
Share of non-teaching staff	78.5%	21.5%	16.2%	1.1%	28.0%	0.5%	3.4%	1.0%

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, MHRD 2018-19

34. Uttarakhand

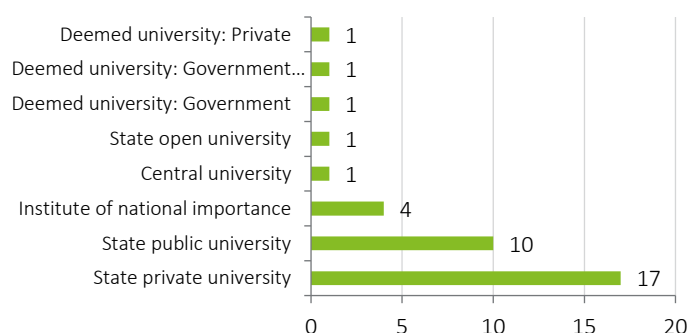
Key indicators

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	12.2	6.2	5.9
Share in the total state population (%)	(12.1%)	(12.2%)	(12%)
Share of state in the 18-23 population to the all-India 18-23 population ¹	0.9%	0.9%	0.9%
Gross Enrollment Ratio ²	39.1	39.2	39.1

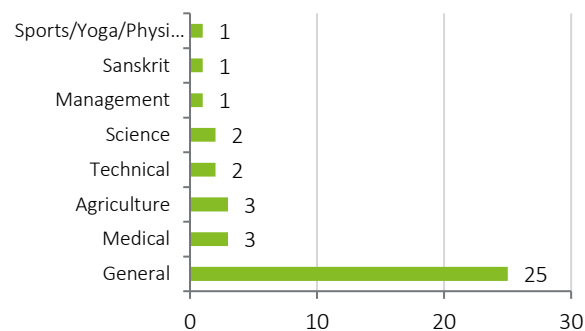
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

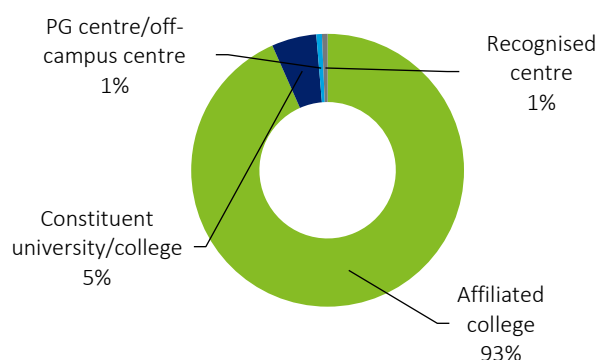
University by type



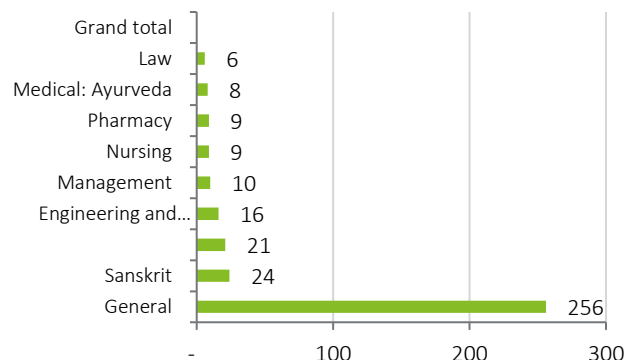
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	36	438	161
Average enrollment per institution	5274	578	168
Total estimated enrollment (in lakh)	1.9	2.53	0.25

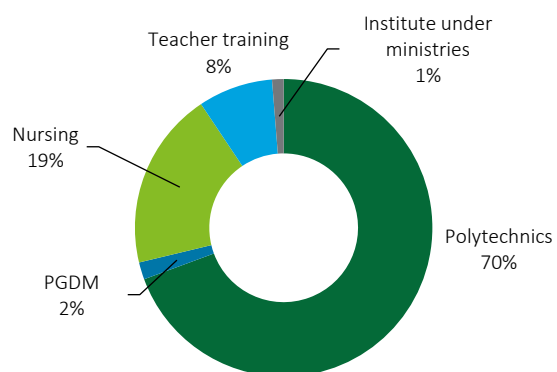
College indicators

College type	Uttarakhand	Share in India
Affiliated colleges	422	1.1%
Recognised centre	3	0.2%
Constituent/ University college	24	1.4%
PG/Off campus centre	3	1.6%

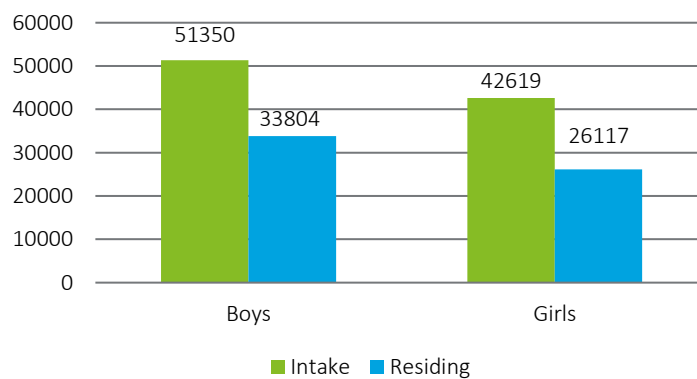
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	47.6%	30.9%	416
Private aided	14.2%	18.5%	835
Government	38.2%	50.6%	849

Breakdown of standalone institution



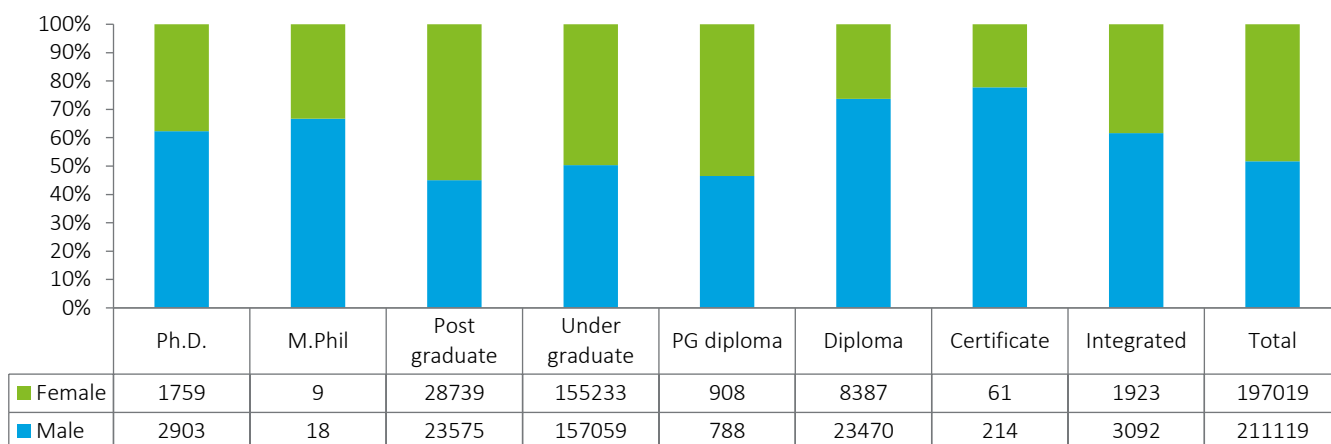
Hostel



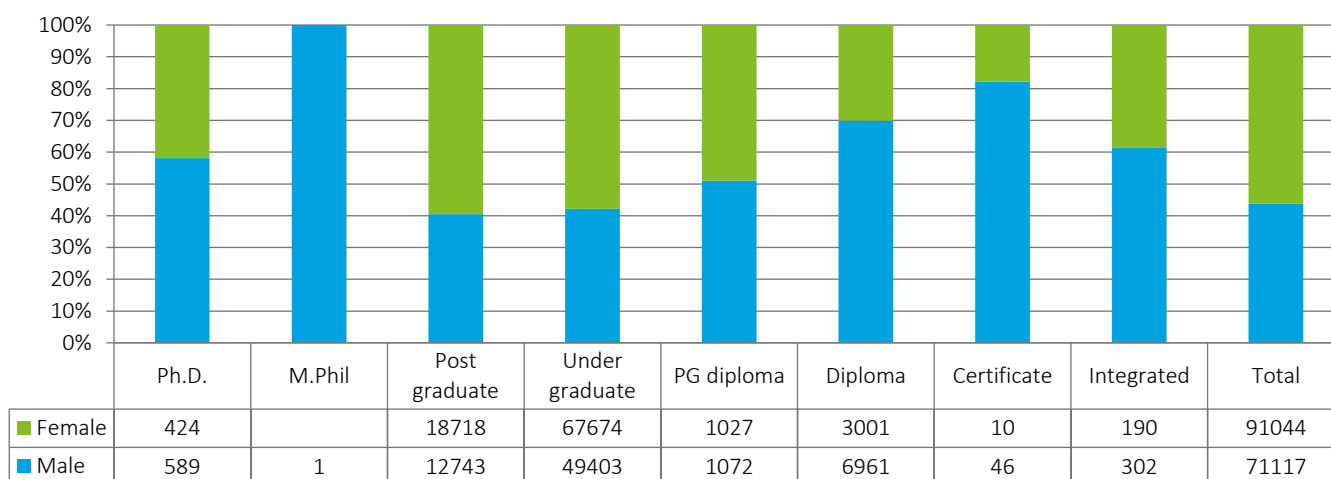
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

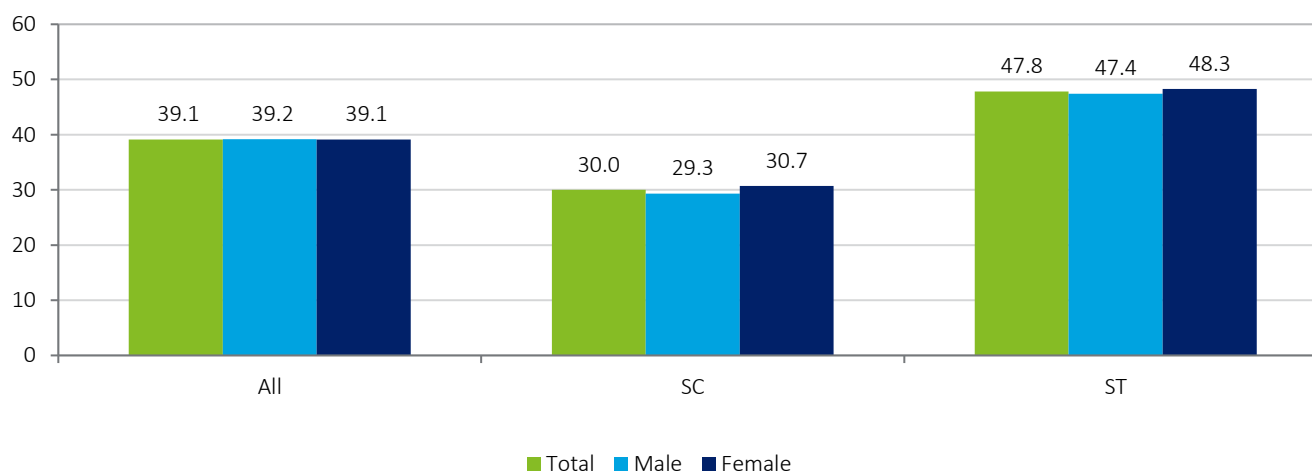
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	Uttarakhand	India
Pupil Teacher Ratio (PTR)	23	24
Teachers per college	38.7	33.8
Non-teaching staff per college	49.1	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51.3%	48.7%	18.8%	2.9%	18.3%	1.8%	13.9%	1.4%
Share of enrollment	51.5%	48.5%	14.5%	3.9%	17.5%	0.4%	2.1%	0.6%
Share of teaching staff	62.3%	37.7%	6.6%	0.8%	10.9%	0.3%	3.3%	2.4%
Share of non-teaching staff	69.1%	30.9%	12.6%	1.7%	10.3%	0.3%	1.0%	0.4%

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, MHRD 2018-19

35. West Bengal

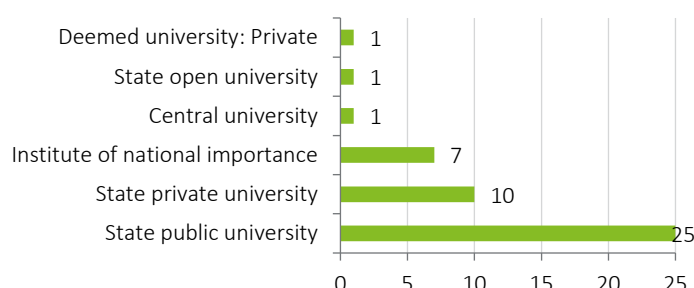
Key indicators

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	109.1	54	55.1
Share in the total state population (%)	(12%)	(11.5%)	(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 Enrollment Ratio ²	19.3	20.0	18.7

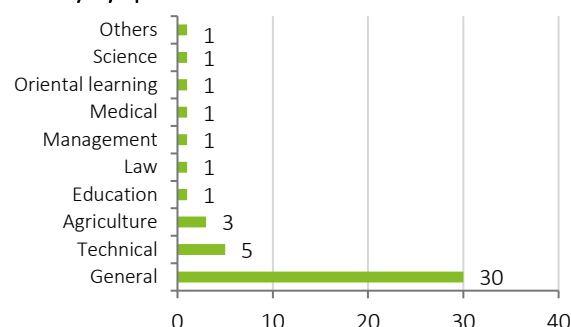
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2018-19

Education infrastructure

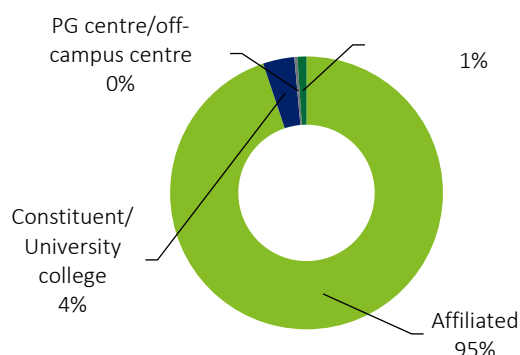
University by type



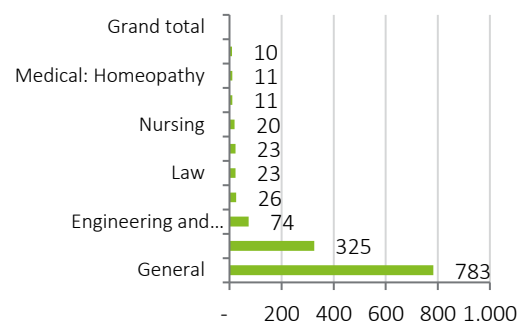
University by specialisation



College by type



Colleges by specialisation



College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	45	1,371	456
Average enrollment per institution	7,655	1,169	328
Total estimated enrollment (in lakh)	3.44	16.03	1.5

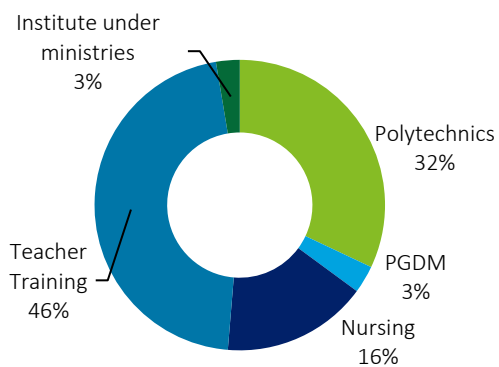
College indicators

College type	West Bengal	Share in India
Affiliated colleges	1325	3.4%
Recognised centre	15	1.2%
Constituent/ University college	52	3.1%
PG/Off-campus centre	5	2.7%

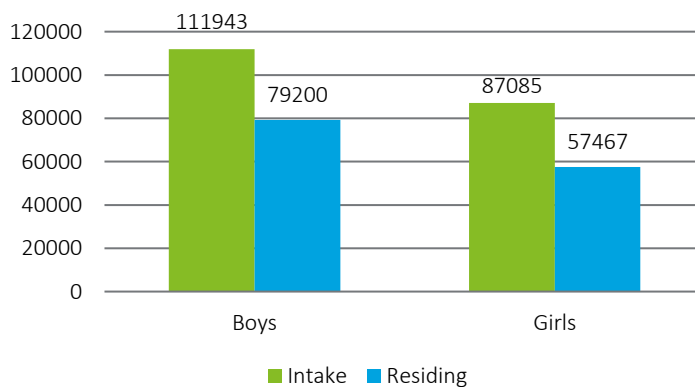
Management of colleges

Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	45.8%	15.4%	393
Private aided	18.2%	23.3%	1497
Government	36.1%	61.4%	1991

Breakdown of standalone institution

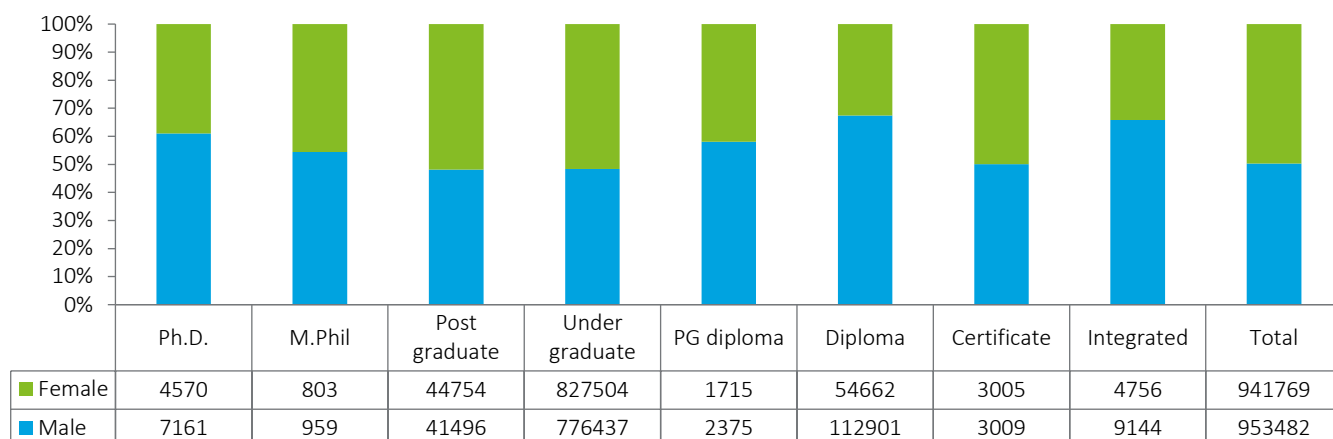


Hostel

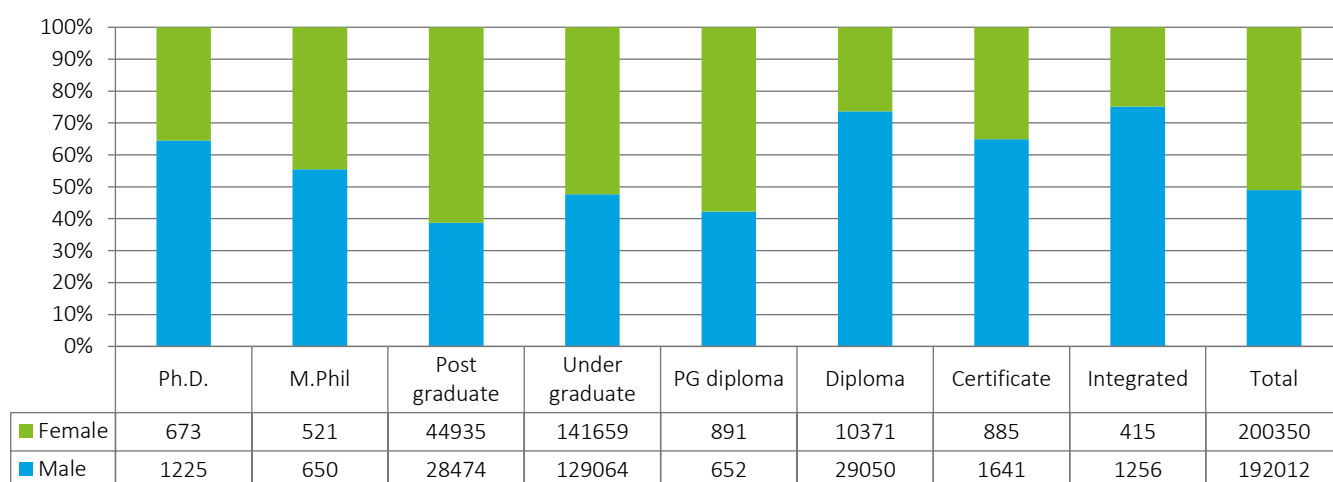


Student enrollment

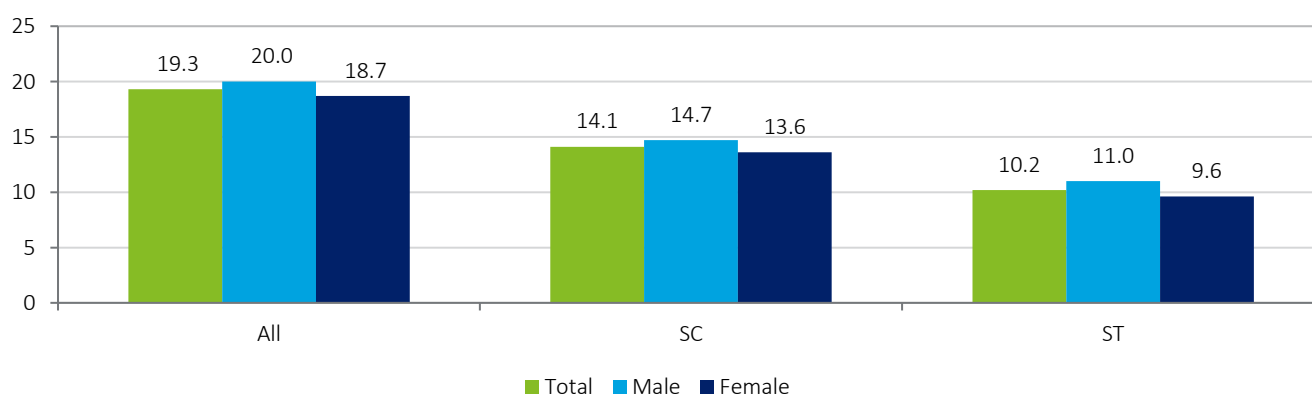
Enrollment at various levels through regular mode



Out-turn at various levels



GER



Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

Key indicators	West Bengal	India
Pupil Teacher Ratio (PTR)	32	24
Teachers per college	43.0	33.8
Non-teaching staff per college	30.6	29.0

Calculation is based on the total number of responses as given in the AISHE 2018-19 survey

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51.5%	48.5%	23.5%	5.8%	8.7%	2.2%	27%	1.0%
Share of enrollment	50.4%	49.6%	17.9%	3.2%	15.1%	0.2%	11.0%	0.6%
Share of teaching staff	65.4%	34.6%	10.6%	1.2%	9.0%	0.4%	7.7%	1.1%
Share of non-teaching staff	77.3%	22.7%	12.8%	2.8%	5.9%	0.4%	4.8%	0.8%

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, MHRD 2018-19

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About CII



Confederation of Indian Industry 125 Years - Since 1895

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Confederation of Indian Industry

The Mantosh Sondhi Centre

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Confederation of Indian Industry
125 Years - Since 1895

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