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Confederation of Indian Industry

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Foreword

Mr. Sunil Kant Munjal
Chairman, CII Education Council

The landscape of higher education is changing rapidly and needs constant monitoring, given the multiple policy initiatives taken over the past year.

Several measures require deeper scrutiny. Consider, for example, the decision to award "Institute of Eminence" status to select institutions. Clearly, India's well-known institutions can become truly world-class only with greater flexibility, freedom and resources. This report draws a useful comparison of China, Russia, Japan, France, Germany and Korea; how they've have backed their marquee institutions and helped them move up the popular rankings.

When CII conceptualized the ASHE Report in 2012, the idea was to create an authentic data repository for higher education. Since then, several developments have occurred; the government's own All India Survey of Higher Education (AISHE) now provides basic data on the number of institutes, the number of students, the gross enrolment ratio etc.

Yet in several aspects, CII's ASHE Report has retained its distinctiveness and quality.

First, it provides a snapshot of higher education in each state and Union territory. This manner of data presentation is quite unique to our country, and is especially useful for professionals, experts and policy makers.

Second, it captures the sector's key developments and provides an analytical perspective.

Finally, it provides a ready reckoner of policy changes on a year-on-year basis.

I would especially like to thank the team at Deloitte India, which has worked assiduously with CII over a long period and, with each passing year, made this report more comprehensive and insightful.

Foreword

Mr. Anindya Mallick
Partner, Deloitte Touche Tohmatsu India LLP

India has one of the world's largest Higher Education (HE) systems with enrollments of ~35.7 Mn students in nearly 51,000 colleges & institutions, and 850+ universities. By 2020, India is expected to have the world's largest tertiary-age population & the second largest graduate talent pipeline. The Government of India has a target of increasing the Gross Enrollment Ratio (GER) in higher education from current levels of 25 to 30 by 2020, translating to 24 Mn new enrollments, requiring new colleges and universities to address this growing demand. Along with adding capacity to meet the growth in demand, there is a critical need for transformation in the quality of higher education being provided in the country.

The Government has introduced many enabling regulations and initiatives which are expected to enable the quality improvements needed in the HE system and drive our institutions to achieve greater eminence and recognition on a global platform. In September 2017, the University Grants Commission (UGC) set in motion the Institutions of Eminence (IoE) initiative to strengthen the higher education institutions. The objective for these selected institutes is to acquire global standing and credibility within the first ten years of being declared as the Institute of Eminence. Further, in March 2018, the Government also granted graded autonomy to 52 Universities and 8 colleges (autonomous status) based on their past performance and NAAC ratings under UGC Regulations on Graded Autonomy.

We have also seen other intiatives implemented in two key areas expected to strengthen the Indian HE ecosystem - Internationalisation and Technology. Besides allowing for greater international collaborations for the selected institutes under the UGC Regulations on Graded Autonomy, Government of India recently launched the "Study in India" program. For 2018, about 15,000 seats have been offered under the initiative by 160 of the top institutions in India with the focus being on students from 30 Asian, African, Middle East and Commonwealth of Independent States (CIS) countries to start with.

On the technology side, SWAYAM program provides an online platform for anyone to access all courses taught from ninth standard to post-graduation through video lectures, reading material, quizzes and tests. We expect that in the days to come, private players in the education technology space will play a major disruptive role in the way education and learning is offered to the students and the way institutes and universities operate.

In Part II of the report, a detailed analysis of the country's Higher Education sector is presented at country, state and union territory level. Along with the information we have also presented our analysis of the key indicators.

It has been a privilege for us to partner with Ministry of Human Resource Development and CII for co-authoring the previous four editions of this report.

We would like to express our sincere gratitude to CII for their cooperation in preparing this report.

List of Abbreviations

AICTE	All-India Council for Technical Education
ARWU	Academic Ranking of World Universities
CAGR	Compound Annual Growth Rate
CSIR	Council of Scientific and Industrial Research
CSR	Corporate and Social Responsibility
DBT	Department of Biotechnology
DDU-GKY	Deen Dayal Upadhyay Gram Kaushal Yojana
DST	Department of Science and Technology
DST	Department of Science and Technology
EEC	Empowered Experts Committee
EMPRI	Environment Management and Policy Research Institute
FAS	Faculty of Arts and Sciences
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
HEERA	Higher Education Empowerment Regulation Agency
HEFA	Higher Education Finance Agency
HEI	Higher Education Institutions
ICMR	Indian Council of Medical Research
ICSSR	Indian Council of Social Science Research
ICT	Information and Communication Technology
IGNOU	Indira Gandhi National Open University
IHE	Indian Higher Education
IPR	Intellectual Property Rights
ISRO	Indian Space Research Organisation
MCC	Model Career Centre
MES	Modular Employable Skills
MLA	Members of Legislative Assembly
MMA	Ministry of Minority Affairs
MoEF	Ministry of Environment & Forest
MP	Member of Parliament
MPLAD	Member of Parliament Local Area Development

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NAAC	National Assessment and Accreditation Council
NABARD	National Bank For Agriculture & Rural Development
NDLI	National Digital Library of India
NEP	National Education Policy
NIF	National Innovation Foundation
NIRF	National Institute Ranking Framework
NSQF	National Skill Qualification Framework
NTU	Nanyang Technological University
PGDM	Post Graduate Diploma in Management
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
PPP	Public Private Partnership
PSU	Public Sector Units
PTR	Pupil Teacher Ratio
RISE	Revitalising Infrastructure and Systems in Education
RUSA	Rashtriya Uchchattar Shiksha Abhiyan
SDIS	Skill Development Initiative Scheme
SWAYAM	Study Webs of Active –Learning for Young Aspiring Minds
THE	Times Higher Education
TLSU	Team Lease Skills University
UGC	University Grants Commission
VET	Vocational Education and Training
WITP	Work Integrated Training Programme

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PART I - Focus on Key Themes and Developments

Introduction

India has the third largest Higher Education (HE) system in the world, with 35.7 million students (53.2% Male and 46.8% Female) enrolled across 864 Universities, 40,026 colleges and 11,669 Stand Alone Institutions in 2016-17[1]. The country's Gross Enrolment Ratio in higher education has registered an increase from 24.5% in 2015-16 to 25.2% in 2016-17, with a target of reaching 30% by 2020[2].

In order to achieve this target, a move towards an outcome-based approach to education sector may be considered as one of the key ini tiatives to be taken by the Government. The Education Budget allocation increased by 3.84% from 2017-18 to 2018-19 (from Rs 81,869 crore in to Rs 85,010 crore). The 2018 budget announced the Revitalising Infrastructure and Systems in Education (RISE) scheme with the aim to provide low-cost funds to government higher educational institutions to expand and build new infrastructure.

While focusing on initiatives to improve enrollment in HE, the Government has also taken measures to encourage good institutes to perform better at a national and global scale by offering autonomy in many areas. In September 2017, the University Grants Commission (UGC) set in motion the Institutions of Eminence (IoE) initiative to strengthen the higher education institutions. The focus was to identify 10 public and 10 private universities that would be given significant autonomy in operations, from setting their curriculum and recruiting foreign faculty to entering into academic tie-ups. The objective for these selected institutes is to acquire global standing and credibility within the first ten years of being declared as the Institute of Eminence.

Further, in March 2018, the Government also granted graded autonomy to 52 Universities and 8 colleges (autonomous status) based on their past performance and NAAC ratings under UGC Regulations on Graded Autonomy[3]. This implies that institutions listed under category 1 will now be free to start new programmes, departments, schools, and off-campus centres without UGC approval. They will also be exempt from the regulator's regular inspections, and can collaborate with foreign educational institutions without seeking UGC's permission. This allows these institutes to chart their growth by responding to the changing environment in an effective manner and compete on a global scale.

Technology today has become an enabler in education sector. It has eased access to infrastructure, which has had a positive impact on education delivery. The Government of India aims to achieve the three basic principles of Education Policy- Equity, Access and Quality[4] with the help of technology. SWAYAM program provides an online platform for anyone to access all courses taught from ninth standard to post-graduation via video lectures, reading material, quizzes and tests. The National Digital Library of India (NDLI) is another initiative that is an integration of several national and international libraries to provide quality content to students, researchers and working professionals.

Along with the above initiatives, the government has also drafted a plan to introduce structured private participation in building the higher education sector in India. This will facilitate global collaborations, enhance quality of education and assist in creating better job opportunities for graduates. The Indian higher education system is undergoing a shift towards outcome-based approach where the government is making efforts to internationalise the system as well as make Indian institutes globally competitive.

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[1] AISHE 2016-17 (Provisional)
[2] Government of India targets as set in the 12th Plan Document
[3] http://pib.nic.in/newsite/PrintRelease.aspx?relid=177751
[4] https://www.aicte-india.org/bureaus/swayam

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1. Building Institutes of Eminence in India: Comparable International Initiatives and the Road Ahead

A key part of the nation building is knowledge building and effective dissemination of the same as it is one of the important factors in creating a competitive advantage in the global marketplace. Of the top 200 Universities in the world, about 150 are from the developed countries of Europe and North America alone[5]. Breaking into this elite group of the top universities in the world has therefore become a national agenda for many countries such as India, China, South Korea and even the likes of Japan, Russia and Germany.

In February 2016, the Hon'ble Finance Minister of India in his budget speech, announced a proposal to establish 20 Institutions of Eminence (IoE) in India. In July 2018, MHRD selected 6 Institutions - 3 Public and 3 Private Institutions as IoE, which are to be provided with complete autonomy having a mandate that they be listed among top five hundred universities in any of the global ranking frameworks within an agreed timeframe and eventually amongst the top one hundred over time. While IISC has been ranked 170 in the Quacquarelli Symonds (QS) rankings 2019[6], IIT Bombay and IIT Delhi was ranked 162 and 172 respectively.

Objective of IoE

Promote Indian higher educational institutions to become world class, top-ranked teaching and research institutes

Key Features of IoE

A transparent need-blind admissions policy with adequate provisions for scholarships and loans

Institutions allowed to determine fees for domestic and international students

Academic autonomy to determine types of programmes that are offered, curriculum and online courses

Expanding internationalization through recruitment of international faculty and students and institutional collaborations

Promotion of high-quality research and teaching

Financial and administrative autonomy

Source: MHRD notification of IoE, 2017

In this background, IoE status is expected to script a new paradigm in the areas of academic and research focus, foster new age learning to students and provide adequate freedom and autonomy to qualified faculty members to experiment and innovate. In area of academics, institutes will have flexibility in determining course structure, curriculum and freedom to offer degrees and courses in new and inter disciplinary areas. This will help universities align to the changing trends in the industry and economy and needs of the future requirements. The institutes may recruit faculty members from abroad and engage industry experts, which will foster greater collaboration. Similarly, the institutes will be able to admit full time foreign students, which will provide greater academic and cultural exchange between the nations.

While financial resources has been the major constraint for higher education institutes in India, the IoE status will provide autonomy to independently raise and spend the resources allocated. In addition, the institutes will have the freedom to determine the fees charged to domestic and international students, as well as build suitable incentive structure to attract talented faculty members.

In addition, academic institutions imparting high quality education, pursuing cutting edge research, and attracting quality talent have the potential to provide multiple benefits to the country. In this respect, the scheme of "Institute of Eminence" is the first step in providing complete autonomy to the educational institutions.

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[5] Deloitte analysis of the Times Higher Education and QS rankings 2018
[6] https://www.topuniversities.com/university-rankings/world-university-rankings/2019

Snapshot from International Experience of Initiatives similar to IoEs

Nations have made significant efforts to revamp the higher education sector and invest in high quality research and integrating academic institutions with industry. Over the last couple of decades, about 33 projects have been crystallised globally towards creating World Class Universities. The following provides a brief on some of the initiatives undertaken by different countries:

Country and Initiative	Key Features	Investment[7]	Outcomes
Russia ***5-100 Russia Academic Excellence Project***	Key objective is to improve the prestige of Russian higher education and bring at least five universities from among the project participants into the hundred best universities in the world according to the three most authoritative world rankings: Quacquarelli Symonds (QS), Times Higher Education (THE) or Academic Ranking of World Universities (ARWU)	USD 0.9 billion over 2013-2017	About 21 universities were selected to be developed to break into the top university rankings
China ***Double World Class Project***	Program to comprehensively develop a group of elite Chinese universities and individual university departments into world class universities and disciplines by the end of 2050	USD 6.04 billion (launched in 2015)	42 Institutions have been selected to develop at a world class level
Project 985	Initiated in 1998, to promote the development and reputation of the Chinese higher education system by founding world-class universities in the 21st century. The project involved both national and local governments allocating large amounts of funding to certain universities[3] in order to build new research centers, improve facilities, hold international conferences, attract world-renowned faculty and visiting scholars, and help Chinese faculty attend conferences abroad	~USD 3.96 billion over 1999 – 2007	About 39 Research Universities were selected under the program
Project 211	Project intends to raise the research standards of high-level universities and cultivating strategies for socio-economic development. Project 211 schools take on the responsibility of providing training on research to four-fifths of doctoral students, two-thirds of graduate students and one-third of undergraduates.	~ USD 5.38 billion over 1995 – 2005	China today has 116 institutions of higher education (about 6% of institutions) designated as 211 Project institutions, resulting in 44 Universities ranked among top 500 in 2015, against 16 in 2004
Japan ***Top 30 Program (Centres of Excellence for 21st Century)***	The project aims to enhance the globalization of the country's public and private universities so that graduates are trained to manage positions of global leadership.	USD 150 million/ year for 5 years (2014)	37 higher education institutions were recognised and funded to become centres of excellence in 2014
France ***Operation Campus***	Develop 10 regional centres of excellence in higher education and research. Overall, the centres aims to regroup 38 universities and research organizations, representing 340,000 students and 13,000 researchers.	USD 5.79 billion (launched in 2008)	3.5 million sq.mts of new buildings, 7 European Centres and 8 new universities were set up as part of the initiative

[7] World Bank: Challenges of Establishing World Class Universities

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Country and Initiative	Key Features	Investment[7]	Outcomes
Germany ***Exzellenz initiative (Universities of Excellence)***	The federal Ministry of Education and Research launched a national competition to identify about 10 universities with the potential of becoming elite universities. Extra funding was provided under three windows: • To entire institutions aiming to become world-class universities, • To centres of excellence with international recognition • To graduate schools with intent of strengthening the quality of their programs.	USD 2.3 billion over 4 years (2006 – 10)	11 Universities were selected as Universities of Excellence, and about 40 research schools were established for scientists and PhD students
Republic of Korea ***Brain Korea 21***	• Developing world class graduate schools and nurturing R&D manpower • Enhancing research capability through financially supporting future R&D manpower • Nurturing specialized regional universities and strengthening industry-university ties • Reforming university system to nurture creative human resources	USD 1.17 Billion over 7 years (1999 – 05)	Research capacities and competitiveness in graduate schools have increased, and participating professors published 54% of the total research papers published nationally

Source: *Deloitte secondary analysis on global initiatives in higher education sector*

Although India is a recent entrant in this transformational journey, IoE initiative is expected to bring in newer paradigms to accelerate the growth in the higher education sector. China's initiatives resulted in their institutes gaining seven positions in top 200 universities list and two of them, namely, Peking University and Tsinghua University featured in the top 30[8]. In 2004, only 16 Chinese Universities were listed among top 500 Universities, whereas in 2015, 44 Universities made it to the coveted list. This is mainly due to the impact of the initiatives of 211 and 985[9], which channelised resources to recruit internationally renowned & trained Chinese & Chinese-American scholars and to build state of the art research laboratories, particularly in science and technology. The initiatives ensured that the best faculties were surrounded by the brightest students, given adequate academic leeway, and provided competitive remuneration packages. This was complemented with financial autonomy, cost-sharing methods, efforts to enhance management expertise in the university leadership, and doubling state financing for tertiary education.

The IoE scheme designed on similar lines may act as a transformational initiative towards providing complete autonomy to educational institutions. The next decade is expected to be crucial for Indian Higher Education ecosystem, which seems to be testing new waters and scripting a new path to uplift the higher education system of the country.

Road ahead for World Class Universities

Various initiatives through coordinated efforts of the Government and HEIs have helped institutions to raise their quality and standards to match with the top universities globally. Along similar lines, the IoE is expected to bring in competitiveness in the education sector, forcing HEIs to think at a global scale. IoE's have the opportunity to play a greater role in discussions and enhancing market based research and development, which is expected to help strengthen India's soft power status. However, a key element will be a deeper understanding of some of the key characteristics of the current set of World Class Universities and of the ranking frameworks.

Dr. Jamil Salmi, global tertiary education expert in higher education, and author of "Challenge in establishing WCUs", focuses on concentration of talent, favourable governance and abundant resources as key characteristic features of a world-class university. According to him, a WCU will have adequate autonomy, engage in world-class research, through best of scholars, faculties and students[10].

In the Indian context, one of the key bottlenecks in the growth of Institutes seem to be the challenges in governance mechanism, due to limited academic freedom and undue external influence in the day to day functioning which has been seen impacting the smooth functioning of the institute. The current scheme of IoE aims to provide adequate autonomy to the institute, academic freedom to faculty members and an overall favourable governance ecosystem on lines with the World Class Universities. With respect to resources, the key sources of funding traditionally have been the government funds, fees from students and consulting income. A few young institutes have managed to raised funding from corporates and philanthropists, thereby setting up a new paradigm in the

Characteristics of WCU: Framework for alignment of key factors

Source: Jamil Salmi, World Bank Report on WCU

sector. Technology transfer, research output, and research internationalisation has been seen limited only to few leading universities of national importance. This framework is also expected to provide a path for aspiring institutions to be among the renowned global universities. A brief analysis of the global ranking frameworks shows that there are three broad areas of evaluation for a global university, which include Teaching & Learning, Research & Citations and International Outlook as given below.

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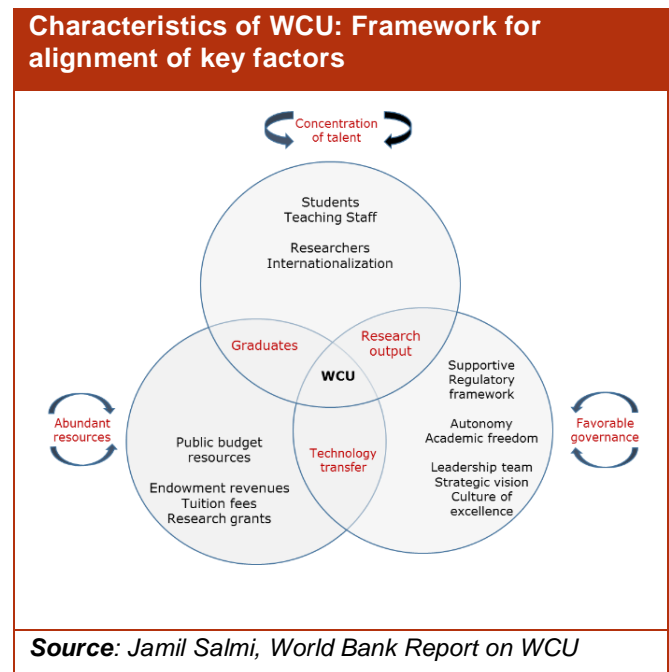
[8] https://www.topuniversities.com/university-rankings/world-university-rankings/2019
[9] https://thediplomat.com/2017/09/a-closer-look-at-chinas-world-class-universities-project/
[10] Source: Jamil Salmi, World Bank Report on WCU

Key evaluation Parameters of Global Ranking Frameworks

Sl. No.	Key Area	Key Parameters	Percentage (approx.)
1	Teaching & Learning	• Institutional Income • Doctorates awarded to Academic Staff Ratio • Doctorate to Bachelor's ratio • Staff to Student ratio • Reputation Survey	30%
2	Research & Citations	• Research Productivity • Research Income • Reputation Survey	60%
3	International Outlook	• International Collaboration • International to domestic staff Ratio • International to student ratio	10%

Source: Deloitte Analysis of Times Higher Education Rankings, Quacquarelli Symonds(QS) Rankings and Academic Ranking of World Universities

While Indian Institutes have selectively demonstrated excellence in Teaching and Learning, they have generally lagged behind in the domains of Research & Citations, and International Outlook areas in comparison with leading global universities. A dedicated research track in parallel with teaching track could facilitate engaging interested scientists to grow in research vertical. This may include creating positions of Research Associate, Research Scientist, Lead Researcher and Research Director. In addition, a support unit to manage administration activities, an office of Research Administration may be instituted to manage filing of patent application, raising funds, monetising research activities etc.

Growth of research could be augmented with greater international outlook providing opportunities for students, teaching faculty and researchers for collaboration with best opportunities. Currently the international partnerships have been limited to faculty and student exchange programmes, and joint partnership in a few of the strategic research projects. International outlook alignment could result in increased revenues to the institute in terms of higher fees charged to international students, and a platform for faculty members to work with faculty members as colleagues who are trained in global World Class Universities. Therefore, the IoE status is seen opening up new avenues and path for the institutes, however the road ahead lies in strengthening the research capabilities and building international outlook at the institutes.

Conclusion

Of the top universities listed in the global rankings, most are over 100 years old. The reputation, legacy and success of the institutes have attracted the best faculty and students from across the globe. To compete and win against such institutions requires setting up of a strong higher education ecosystem with recognition to merit and performance, thereby creating an environment of achieving excellence. Although IoE scheme is a small step, but it is expected to act as a catalyst to bring about change in the governance mechanisms and bring an overhaul in the growth trajectory of the Indian Universities. In time, we will be able to test and realize the success of the scheme and its impact on the India economic growth.

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2. Internationalisation of Higher Education – A Perspective on 'Study in India Programme'

Introduction

UNESCO defines Internationalisation of education as "Higher Education that takes place in situations where the teacher, student, program, institution or provider and course materials cross national jurisdictional borders. Cross-border education may include higher education by public or private and not-for-profit/ for-profit providers. It encompasses a wide range of modalities in a continuum from face-to-face (taking various forms from students traveling abroad and campuses abroad) to distance learning (using technologies and including e-learning).[11]"

Globalization and increased mobility of people have impacted most of the sectors at some point or the other, and higher education is seen as one of the most recent ones to be impacted. The most common forms of globalization in higher education are shown in the figure alongside.

Internationalization is now at the forefront of higher education globally. With the world increasingly becoming a 'global village', countries are looking to improve the quality of education by providing a diverse experience for students. Student mobility, both inward and outward, are being promoted by governments as means of internationalization. Programs like the Fulbright scholarship, promoted by USA sends thousands of students abroad, as well as welcomes students to the country every year; The German Academic Exchange Service offers a similar program; China and Japan have national programs to attract students to their countries.

Recognizing the importance of attracting the best of minds from around the world, Government of India recently launched a key initiative called the "Study in India" program. The programme is a joint initiative of the Ministries of HRD, External Affairs, Home Affairs and Commerce and Industry. In order to attract foreign students under this initiative, the government is facilitating by making the country's visa process easier for foreign students and has also included select fee-waiver schemes. For 2018, about 15,000 seats have been offered under the initiative by 160 of the top institutions in India with the focus being on students of 30 Asian, African, Middle East and Commonwealth of Independent States (CIS) countries to start with[12].

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[11] http://www.unesco.org/education/guidelines_E.indd.pdf
[12] http://pib.nic.in/newsite/PrintRelease.aspx?relid=178772

Understanding the Current state of International Student Mobility by Destination
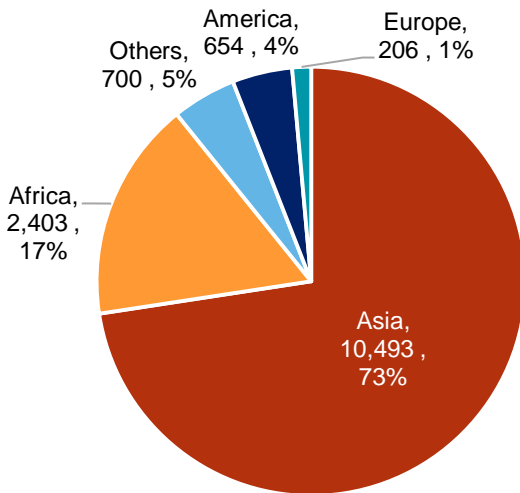
According to the Institute of International Education (IIE) Project Atlas report for 2017[13], a total of 4.2 million students travelled outside their home country for higher education. The United States of America was the most preferred destination for international students, with nearly 26% of the international students going to USA to continue their education. This was followed by other developed economies like UK (12%), China (11%), and Australia (8%). India ranked thirteenth with just about 1% of the students opting to come to India.

Host Countries

- Spain 2%
- Netherlands 2%
- NZ 1%
- India 1%
- Others 5%
- Japan 4%
- Germany 6%
- Russia 7%
- Canada 7%
- France 8%
- Australia 8%
- China 11%
- UK 12%
- US 26%
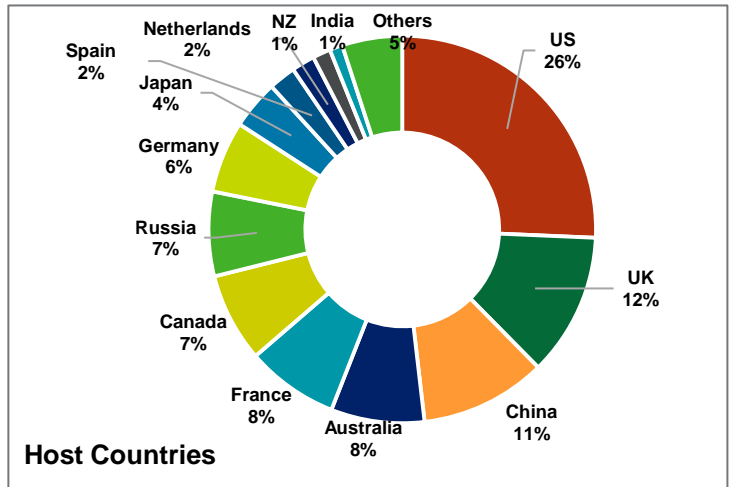
International Students in India

With a rapidly growing economy, and a large education system, the number of foreign students in India has risen steadily over the years. The number of foreign students enrolled in Indian universities has more than doubled in the ten year period from 2005 to 2015; from 14,456 in 2005 to 30,423 in 2015. The detailed break up in the growth is given in the charts below:

Foreign Students in India: 2005

- America, 654 , 4%
- Europe, 206 , 1%
- Others, 700 , 5%
- Africa, 2,403 , 17%
- Asia, 10,493 , 73%

Foreign Students in India: 2015

- Europe, 780 , 1%
- Others, 453 , 1%
- America, 2,223 , 5%
- Africa, 11,822 , 25%
- Asia, 32,297 , 68%
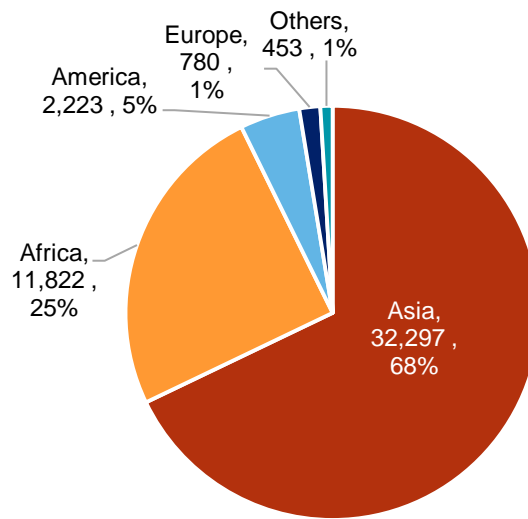
Source: AIU occasional papers/Statistical Data on International, AISHE 2017 and Institute of International Education (IIE) Project Atlas report for 2017

Of the foreign students enrolled in Indian universities in 2017, a significant portion (~68%) were from Asian countries, followed by African nations (~25%).

According to the All India Status of Higher Education statistics published by Ministry of Human Resource & Development (MHRD) for 2016-17[14], there were a total of 47,575 foreign students in the country in 2017. Out of these

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[13] https://www.iie.org/Research-and-Insights/Project-Atlas
[14] http://aishe.nic.in/aishe/viewDocument.action?documentId=239

students, about 24% of these students were from Nepal, followed by Afghanistan (9%) and Bhutan (5%). It is also interesting to note that nearly 15% of the students are from Middle East countries like UAE, Kuwait, Qatar, Lebanon, Oman, Iran and Iraq.

Share of foreign students in India's higher education has been quite low. According to the Institute of International Education's (IIE) project Atlas for 2017[15], Australia has the highest share of foreign students in its higher education system with 23% of students coming from overseas. Australia is followed by the U.K. (21.1%), Canada (15.2%) and New Zealand (15%) in hosting the largest shares of foreign students. The share of foreign students in the Indian higher education system is just about 0.1%.

With an aim of attracting more international students to India, the 'Study in India' program intends to attract students from 30 countries mainly from Asia and Africa by offering scholarships. By offering fee waivers in the range of 25% to 100% of tuition fee, the program targets students from countries like Nepal, Vietnam, Saudi Arabia, Kazakhstan, Nigeria, Malaysia, Thailand, Egypt, Iran, Kuwait, Sri Lanka, Bangladesh, Bhutan and Rwanda. The government, at present permits provision of 10% to 15% supernumerary seats for foreign students in higher education and aims to attract 1.5-2 lakh students per year by 2023[16].

Measures to further internationalise the higher education system in India

With the advent of globalization in higher education it is imperative for the government to promote education at global standards in India, thus making the country an attractive place for students to come to. Following are some of the suggested ways to improve international recognition and attract international students:

1. **Mutual recognition agreements and equivalence of degrees and professional qualifications**

   Mutual recognition and equivalence of degrees and professional qualifications is an important issue with respect to mobility of professionals, faculty, researchers, etc. The signing of the Washington Accord[17] is one example where India has successfully elevated its accreditation criteria to global standards, allowing engineering degrees accorded by Indian Tier-1 institutions to be recognized in all signatory countries. This agreement recognises that the undergrad engineering programs accredited by these signatories are equal in nature and that the graduates of signatory countries are recognised by other signatory countries as having met the academic requirements for entry to practice of engineering. India was made a provisional member in 2007, and a permanent member in 2014. This should set examples for other professional bodies in India to follow.

2. **Need for a clear regulatory framework for foreign universities to set up campuses in India:**

   The passing of a legislation would be a necessary step towards creating a regulatory framework for foreign educational institutions to operate in India. The Government under its powers of delegated legislation, has framed rules to allow Foreign Educational Institutions (FEI) to set up campuses in India as 'companies'. However, there is a need for further clarity on the role for bodies like the UGC, the AICTE and the NAAC, etc. with respect to regulation of foreign institutions.
   The Foreign Education Institution Bill, tabled in the parliament in 2010, to regulate the entry and operations of foreign educational institutions in the country, has since lapsed. Enactment of such a law can help bring higher education of international standards to India by regulating the procedures and standards for entry and operations of foreign higher education institutions desirous of setting up campuses in India.

   The National Institute for Transforming India (NITI) Aayog, in 2016, submitted a report to the government supporting the entry of foreign universities in India. In their report they have suggested one executive and two legislative routes: a new law to regulate the operation of such universities in the country; an amendment to the UGC Act of 1956 and deemed university regulations to let them in as deemed universities; and, facilitating their

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[15] https://www.iie.org/Research-and-Insights/Project-Atlas

[16] https://timesofindia.indiatimes.com/home/education/news/govt-launches-study-in-india-initiative-targets-2-lakh-foreign-students-by-2023/articleshow/63819599.cms

[17] The Washington Accord is an agreement between the national accrediting bodies of 21 countries where the undergraduate degrees conferred by accredited institutes in the field of engineering are mutually recognized by all signatories. India became a permanent member in 2014 after the National Board of Accreditation (NBA) revised its accreditation criteria for Tier-I institutes as required to become the signatory of the Washington Accord. The NBA developed nine broad criteria, the most critical among which were moving to an outcome based method of program evaluation and encouraging significant and high quality faculty contributions as well as high research orientation. The membership of Washington Accord is an international recognition of the quality of undergraduate engineering education offered by Indian institutes. It encourages and facilitates the mobility of engineering graduates and professionals at an international level.

entry by tweaking UGC and AICTE regulations on twinning arrangements between Indian and foreign institutions to permit joint ventures[18].

3. **Norms for twinning programs and internationally compatible credit system**

The UGC and AICTE have issued guidelines, in December 2016, permitting Indian institutes to offer degrees in collaboration with foreign universities. According to the guidelines, accredited Foreign Educational Institutes and AICTE approved institutes meeting prescribed norms can enter into a bipartite agreement/ Memorandum of Understanding (MoU) after getting necessary approvals from AICTE and fulfilling other conditions as laid down in the guidelines. The guidelines state the objective of such a program, the eligibility criteria, conditions for approval, however, the guidelines specifically states that a joint degree cannot be issued. Seven twinning programs have been approved by the AICTE for the academic year 2016-17[19].

S.No	Indian Institute	Foreign Institute
1.	Gandhinagar Institute of Technology, Ahmedabad	DE Montfort University, Leicester, U.K
2.	Daly College Business School, Madhya Pradesh	DE Montfort University, Leicester, U.K
3.	Universal Business School, Maharashtra	Cardiff Metropolitan University
4	Institute of Hotel Management, Maharashtra	University of Huddersfield, U.K
5	GMR School of Business, Telengana	Schulich School of Business, York University, Toronto, Canada
6	S.R. International Institute of Technology, Telegana	University of Massachusetts
7.	Ansal Technical Campus, Uttar Pradesh	Valiparaiso University, USA.

Conclusion

While the number of international students in India has seen a significant rise in the past decade, the government's announcement of the 'Study in India' program is likely to give an additional impetus to internationalization of higher education in country. However while the program focusses only on attracting foreign students to the country, allowing entry of Foreign Education Institutes in the country may attract a wider audience as well as greatly improve the higher education eco system.

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[18] https://indianexpress.com/article/india/india-news-india/allow-foreign-university-campuses-niti-aayog-2755773/
[19] MHRD press release on twinning programs; AICTE Guidelines

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3. Graded Autonomy to Leading Universities –Implications for Higher Education

Context

In March 2018, 52 Universities across Central Universities, State Universities, Deemed Universities and Private Universities were granted higher autonomy, based on their track record and performance, through a mechanism of graded autonomy. These institutions were bucketed into three categories -Grade I & II universities being the ones granted autonomy and III consisting of the rest. Further, eight colleges were granted autonomous status on the basis of NAAC ratings achieved.

The Higher Education (HE) space in India is witnessing some major changes in terms of autonomy and flexibility being provided at the level of a University and individual institutions. In the recent months there have been many announcements from the Ministry of Human Resource Development (MoHRD) and University Grants Commission (UGC) for increasing autonomy to key institutions which are providing quality education (as accredited by National Assessment and Accreditation Council (NAAC)) as well as initiatives to promote Institutes of Eminence which will be recognized globally.

One of the recent and significant changes announced by UGC is the selection of Institutions for providing Graded Autonomy. Through this initiative of providing graded autonomy to the leading universities and autonomous colleges, the Government is seen to have initiated an era of dynamism in the Indian higher education sector. This has varied implications for the concerned stakeholders. Some of the key implications have been covered in subsequent sections.

Government Policy and implications on Higher education

As part of developing the regulatory framework for providing autonomy to Higher Education Institutions (HEIs), MoHRD through UGC has come up with two key regulations:

- University Grants Commission [Categorisation Of Universities (Only) for Grant of Graded Autonomy] Regulations, 2018 and
- University Grants Commission (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2018

As per the UGC [Categorisation of Universities (Only) for Grant of Graded Autonomy] Regulations, 2018 the Universities shall be graded into three Categories viz., I, II and III based on their NAAC scores[20].
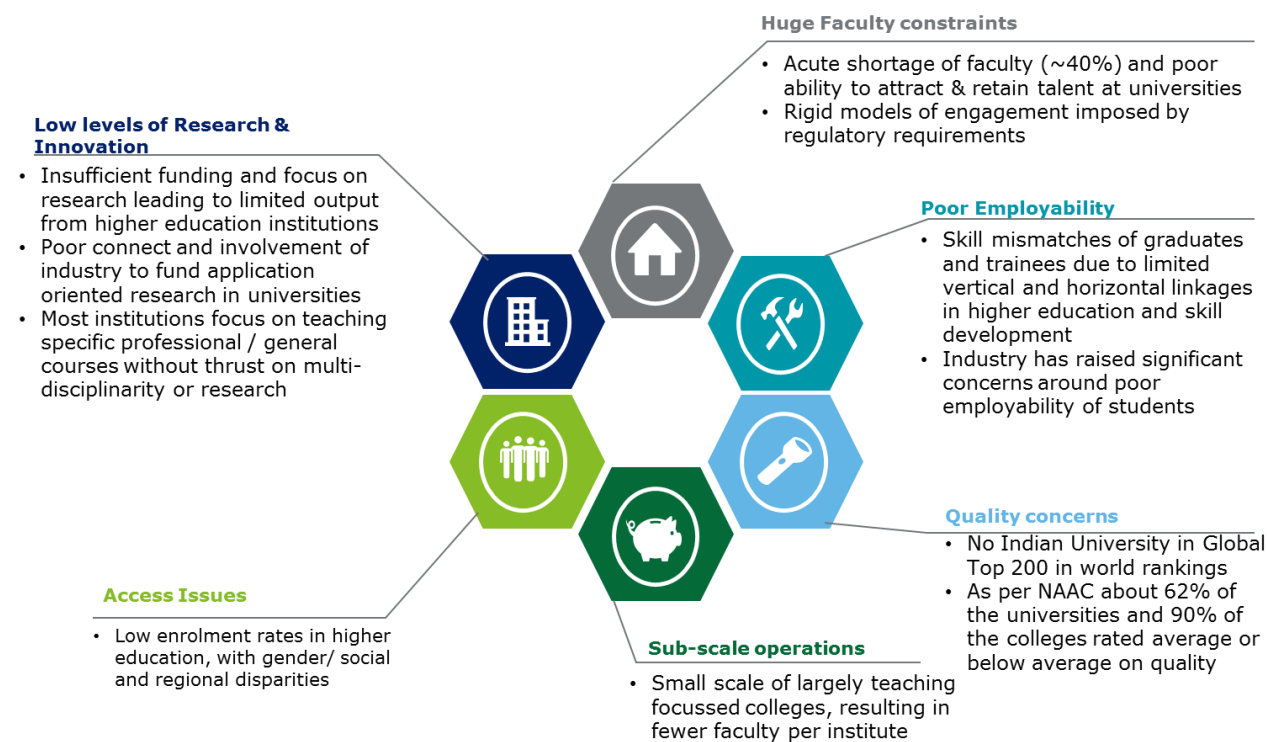
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[20] Notification: University Grants Commission [Categorisation Of Universities (Only) for Grant of Graded Autonomy] Regulations, 2018. Weblink: www.ugc.ac.in/pdfnews/1435338_182728.pdf

Category	Eligibility Requirements	Implications
Category-I	• Accredited by NAAC with score of at least 3.51 (or) • Accredited by a reputed agency empaneled by UGC (or) • Ranked among the top 500 institutions by reputed world university ranking agencies such as Times Higher Education and QS	• Institutions will be free to start new programmes, departments, schools, and off-campus centres without UGC approval • Institutions will be exempt from regulator's regular inspections • Institutions can collaborate with foreign educational institutions without UGC's permission • Institutions' performance will be reviewed basis self-reporting
Category-II	• Accredited by NAAC with score between 3.26 and 3.50 (or) • Have received corresponding score from reputed accreditation agency empaneled by the UGC.	• Similar to the institutions under category-I, Institutions will be free to start new programmes, departments, schools, and off-campus centres without UGC approval but will be subject to stricter controls • Institutions will need permission to sign MoUs with foreign universities • Institutions' performance will be reviewed by a peer group
Category-III	• All the remaining institutions fall under this category with their status quo remaining the same as before	• The institutions will have to focus on improving their NAAC scores to move into Category-I and II

Source: Deloitte secondary analysis of Graded Autonomy related regulations

Regulations for Graded Autonomy provide increased levels of autonomy to the Universities and Selected Colleges to have more flexibility in the following aspects[21]:

1. Programmes and curriculum may be introduced without needing approval from the UGC
2. Off-Campus centers can be established (within the institution's jurisdiction) without needing approval from UGC
3. Skill related courses may be introduced without needing approval from the UGC
4. Opening of research parks and incubation centres, university society linkage centres with or without the partnership with private partners can be undertaken without needing UGC approval
5. Hiring of foreign faculty (who have taught in the top 500 Universities) on "tenure/ contract" can be done without approval from UGC, which can be up to 20% over and above their sanctioned faculty strength
6. Admission to foreign students up to 20% of the sanctioned domestic student strength with freedom to charge any fee from such foreign students
7. Provision to introduce incentive structure to attract talented faculty. This would require concurrence from the statutory bodies of the university, academic council and finance committee of the Institution.
8. Engage in academic collaborations with foreign educational institutions (with top 500 institutions as per Times Higher Education World University Rankings), etc.

The chart below summarizes the key areas for which UGC approval will not be required on the basis of the gradation received[22]:

Category I Institutions	Category II Institutions
Automatically approved for Central Assistance without UGC Inspection	Same as category I
Open off-campus center without UGC approval, but must arrange funds on their own	Need UGC nod, but inspection now needed - Subject to conditions

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[21] Notification: University Grants Commission [Categorisation Of Universities (Only) for Grant of Graded Autonomy] Regulations, 2018.
[22] Indian Express - Simply Put: What 'autonomy' will bring for UGC's chosen ones – March 23 2018

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Category I Institutions	Category II Institutions
Open research parks, incubation centers, society linkage centers	Need UGC approval
Hire foreign faculty without UGC approval, with conditions	Same as category I
Admit foreign students on merit with conditions	Same as category I
Collaborate with world's Top 500 universities, without UGC approval	Will continue to need UGS permission
Can offer distance learning without UGC approval	Will have to seek UGC approval

Autonomy and implications on Quality of education:

India is the third largest HE system in the after China and USA in terms of absolute enrolments. However, it is also one that faces significant challenges and issues affecting the quality of our Institutes. The areas around which autonomy is being granted by UGC directly addresses some of the critical challenges faced by the Higher Education Institutes (HEIs) as highlighted in the chart below:

Huge Faculty constraints
- Acute shortage of faculty (~40%) and poor ability to attract & retain talent at universities
- Rigid models of engagement imposed by regulatory requirements

Low levels of Research & Innovation
- Insufficient funding and focus on research leading to limited output from higher education institutions
- Poor connect and involvement of industry to fund application oriented research in universities
- Most institutions focus on teaching specific professional / general courses without thrust on multi-disciplinarity or research

Poor Employability
- Skill mismatches of graduates and trainees due to limited vertical and horizontal linkages in higher education and skill development
- Industry has raised significant concerns around poor employability of students

Quality concerns
- No Indian University in Global Top 200 in world rankings
- As per NAAC about 62% of the universities and 90% of the colleges rated average or below average on quality

Access Issues
- Low enrolment rates in higher education, with gender/ social and regional disparities

Sub-scale operations
- Small scale of largely teaching focussed colleges, resulting in fewer faculty per institute

Source:

Deloitte secondary analysis of the Indian and global higher education sector

Some of the positive outcomes from the recent guidelines and the subsequent grant of autonomy include:

1. Accreditation centric system rather than "only regulation" based: The graded autonomy accorded to certain Universities based on their NAAC signifies a move to a more accreditation centric system of governance over the HEIs rather than just one that stems out of regulations alone. Given the size and scale of the sector, this could be the long term direction for India to oversee the sector and its ecosystem.

2. Freedom to create a needs-based customized program: Average human knowledge which is currently doubling every 13 months is expected double every 12 hours in the age of "internet of things"[23]. The impact of Industry 4.0 is expected to make about 70% of the existing workforce redundant. In a world that is changing at an exponential pace, the HEIs would be expected to respond with flexible program design, with updated market relevant curriculum. Programs would also have to allow for modes of life-long learning thus impacting the delivery of such courses.

3. Access to a global faculty pool of quality: The autonomy granted to the select universities allows for hiring of foreign faculty from the Top 500 universities in the world. Considering the constraints faced with regards to faculty both in terms of quantity and quality, this could benefit the quality of teaching and research over a period.

4. Ability to Network, improve research outputs: The universities will now be able to reach out to top global institutes to collaborate on both academic and research fronts without needing to obtain any prior permission from UGC. This is expected to force the current HEIs to look at the global platform for deeper and more meaningful collaborations.

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[23] http://www.industrytap.com/knowledge-doubling-every-12-months-soon-to-be-every-12-hours/3950

4. Innovation in Program Offerings to enable life-long learning

Context

The world is changing rapidly. The global mega trends and opportunities present new and emerging operating environment for organisations across the globe. Over the years, higher education institutions have shaped the changes observed in the society and responded to the ever-evolving operating environment. Therefore, higher education institutions need to continually evolve and adapt to the changes in order to stay relevant and contribute in creation of human resources that are equipped with knowledge and skillsets to match the needs of the 21st century. Some of the key global trends observed today, that are seen shaping the future of demand for Higher Education across the globe are highlighted alongside.

These trends have resulted in creating opportunities for universities in the 21st century to align their program offerings with specific focus on research, education and global engagement. Universities should consider working in tandem with multiple partners including governments, communities and businesses in order to achieve social and economic growth and address these trends. There is a need for higher education institutions to have interdisciplinary focus and offer teaching and research programs in emerging areas to create the next generation of dynamic leaders and thinkers.

As a result, Higher Education Institutions (HEI) and universities of the 21st century across the globe need to evolve and redefine their role in society, their modus-operendi, their structures and program offering mechanisms to provide value to their core stakeholders and to the society. These could have the following implications on the design of program offerings:

1. HEIs need to adopt student centric learning approach in order to attract the 21st century learner, catering to the millennials and enhance the overall learning outcomes

2. HEIs have an opportunity to offer programs adhering to global standards and quality, and provide support mechanisms for them

3. HEIs need to realign their program offerings to reskill and upskill today's workers, provide lifelong learning and ensure a globally relevant and competitive workforce ready to meet the dynamic demands of the global marketplace

4. HEIs need to consider digital disruption as an enabler of change, and use technology to facilitate program delivery

Therefore, the Indian educational institutions need new experiments in integrating these trends and adopt emerging technology tools. This is likely to enable access of knowledge to a much larger population of potential learners and build knowledge that will benefit the society today and in the foreseeable future. To this effect, the universities need to align themselves to offer a unique & exceptional educational experience and intense and relevant research environment at campuses.

Global Trends impacting Higher Education

- Shifting Economic Influence towards the developing economies especially India and China
- Demographic Transitions affecting countries in myriad ways
- Digital Revolution creating novel opportunities and undiscovered challenges
- Complexity and Pace of R&D & Innovation growing exponentially
- Global Marketplace resuting in fierce demand for talent
- Rise of Entrepreneurship creating need for newer skillsets

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Approach for Preparing Program Offerings

The rationale mentioned alongside could forms the bedrock of the academic program design offerings and structures at universities. This has the potential to prepare learners for life skills through an exposure to multi-disciplinary as well as inter-disciplinary experiences. The approach could provide a unique and customised academic distinction to an university and their program offerings. The five critical aspects that could be leveraged in academic program design are detailed below:

Vision, Mission, Values and Goals identified for the Institution

Global challenges, India's priority and emerging mega trends of 21st century

Regulations of Government and Professional bodies, wherver applicable

Benchmarking the current progam offering across leading universities

The demands of the potential students
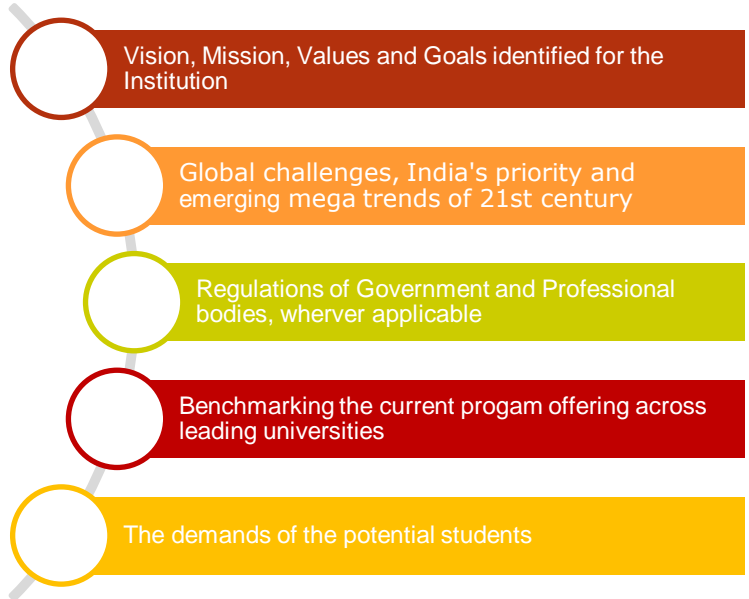
1. **Vision, Mission, Values and Goals identified for the University**: The program offering and structuring could emanate from the core ethos of the sponsoring entity to help achieve the University's identified Vision, Mission and Goals.

2. **Global challenges, India's priority and emerging mega trends of 21st century:** The global key challenges[24] of deepening income inequalities, persistent jobless growth, rising occurrence of climate change, rising geo-strategic conflicts, growing instances of health challenges– are shaping the regional dynamics, especially in the Asia-pacific region. At the same time, demographic shifts, urbanisation, changing geo-political interests and rapid economic growth – are some of the challenges and opportunities confronting India, as it grows in global prominence in the 21st century. Program offerings may need to be dynamic to address the global challenges and national priorities.

3. **Government regulations (including professional bodies) pertaining to minimum standard requirements for degree offerings:** Wherever applicable (Medical, Dental, Architecture, Law etc.), existing regulations should be considered while designing the program offerings and structure.

4. **Benchmarking the current program offering across leading universities:** India is expected to be one of the fastest growing sources of international students over the next decade. This is likely to be driven by increasing number of secondary and tertiary enrolments and rising postgraduate outbound mobility ratio (driven by strong economic growth and expanding household incomes). The program offerings could be benchmarked to programs offered by leading universities across the world. This benchmarking will try to ensure that the courses offered are not only globally recognized, but also attract the best students across the world.

5. **Demand of Potential Students**: India is expected to have 119 million people in population range 25-34 in 2024, making India home to the largest tertiary aged population group. The country is also expected to witness the highest number of tertiary enrolments in 2024 (~48 million) [25]. Therefore, the program design may also need to keep the consideration of the demand and needs of this population group.

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[24] World Economic Forum Report 2015
[25] RGI Population Projection Report 2006

Potential Innovations in Program Offerings

Largely 'Millennials' are the students at the current universities. Freedom of choice, ability to pursue individual interest and having a multi-faceted learning experience are some of the preferred choices of this target segment. Therefore, the academic program offerings could include these characteristics to enable agile, multi-dimensional and personalised learning.

The universities could aim to be an academic institute of excellence by offering high quality new-age, multi-disciplinary and relevant academic programs. This could also provide freedom and flexibility to students to choose their academic pathways. The potential innovative elements could stem from the belief that each individual is unique and the University will provide all possible means and methods to every individual to hone his/ her individuality:

> Personalize academic programs through potential innovation like:
> a. Multi-disciplinary & Inter-disciplinary degree programs
> b. Foundation Courses
> c. Flexible Pace of Learning
> d. Level Independent Open Enrolment
> e. Credit Transferability
> f. Choice Based Credit System

1. **Multi-disciplinary & Inter-disciplinary degree programs:** The universities may offer multi-disciplinary programs to encourage students to pursue courses from different disciplines, thereby exposing them to diverse fields of study and broadening their horizons. Options such as double major, dual degree, major and minor etc. could be made available to the students. In addition to this, inter-disciplinary courses/ programs could be explored as an opportunity where faculty of different disciplines may come together and offer a course/ program to the students.

2. **Flexible Pace of Learning**: Student could have the freedom to pursue their program at a pace catering to their requirements, within the boundaries identified by the universities. This will provide options to either hasten completion by increasing workload, or elongate it by reducing workload or through breaks during their study programs.

3. **Level Independent Open Enrolment**: Universities may explore that the student registered at different program levels (UG, PG or Doctoral) and academic disciplines could enroll in the same course. This may also include options for course auditing.

4. **Credit Transferability**: The universities could give benefit to students for suitable courses successfully completed through other college on campus. Clear policies on allowing recognition to credits taken from MOOCs (Massive Open Online Course) and courses taken at other institutions, or part-time courses undertaken by the student may also be created.

5. **Choice Based Credit System**: All courses could be subscribed to a well-defined, globally compliant credit system. There student may have choice to build and customize his/ her program selected from the prescribed courses (core, elective, minor or other skills).

Conclusion

Given the diversity, demographic variations, technology adoption trends and multi-cultural environment in a country like India – universities should consider aspiring to meet the contextual demand emerging out of complex challenges and priorities of 21st century. The approach for preparing program offering and potential innovations could set a guiding framework for university to meet the learning expectations for 21st century entrepreneurial learner. This might help to realign and revise the core focus areas of university on periodic basis and leverage emerging trends to enable program delivery (e.g. cloud, social network, big data, artificial intelligence, 3D printing etc.). It may further lead to collaboration with leading global/ national think tanks, other knowledge institutions or learning centers to offer best in class learning experience beyond conventional methods. This could be facilitated through potential innovation such as - choice based course credit systems and credit transferability. It will facilitate active participation of students in teaching, learning and research activities through involvement in real life problems or industry oriented project assignments, traditional courses, summer internships, field experiences, corporate trainings, courses at other empaneled/ partner universities and MOOCs. The credit equivalence and transferability mechanism could be the first step - to explore and appreciate their time investment in possible learning models or channels.

5. Emerging Areas in the era of Information to Automation Economy – A case of required convergence of Higher and Vocational Education

Vocational skill training has been on the Government's agenda to act as a major contributor to the country's economic development related goals. Various initiatives have been invigorated and launched in the last two years like Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Deen Dayal Upadhyay Grameen Kaushal Yojagna (DDUGKY), Vocationalisation of school education etc. which focus on expanding the reach of various employment specific skills to students dropping out and unemployed youth from both urban and rural areas. Today there are more than 12,000 training centres as a result of efforts of organisations like National Skill Development Corporation (NSDC), initiatives like PMKVY along with an equivalent number of Industrial Training Institutes (ITIs) across the country.

Further, recognizing the need for better quality infrastructure supported by quality faculty and upgraded curriculum, the Government also introduced a few initiatives like Pradhan Mantri Kaushal Kendra (PMKK), Upgradation of ITIs through PPP model as well as corporate inclusive schemes like Corporate Skill Excellence Centres (CSEC). The key objective of PMKK is to create benchmark institutions/ model training centres that focus on quality training infrastructure and delivery, starting with one in every district in the country.

While expanding the reach and improving quality are important, especially for a country as populous and geographically spread out as India, two other critical factors need to be addressed in the immediate term:

- **Relevance of the workforce**: The implementation of robotics and cognitive technologies, better known as Industry 4.0, is expected to affect about 70% of the working population. Jobs and processes as they exist are likely to simply be redesigned with the entry-level jobs requiring manual labour perhaps being replaced altogether through automation. The changing nature of jobs is likely to require the entry-level workforce to be able to handle more complex tasks leveraging electronic equipment, requiring significant re-skilling and up-skilling. In terms of the National Skills Qualifications Framework (NSQF), people would be expected to be increasingly trained on higher levels (such as level 3 to 5/6) to be job relevant. These (Levels 5/6) attribute to acquiring skills will be comparable to an under-graduate level degree program which is currently a domain of Higher Education.

- **Creating a career path for all workforce**: Most of the students undertaking vocational skills courses are typically school dropouts looking for the right training which can help them get a job. However, the limited duration training does not allow them to join the main stream work force (largely comprising graduates) and hence their career opportunities remain very limited. A mason or plumber in a construction company, for example, will likely not be able to break into the middle or top management irrespective of the number of years of experience. Typically, only a person finishing secondary and higher schooling, followed by under-graduate degree and in some case further studies (post graduate to PhD) are only allowed access to these kind of career opportunities. Therefore the question remains, how do you bring the trained and skilled blue collared workforce into the main stream and provide them with equivalent opportunities.

The answer perhaps lies somewhere in converging the two systems i.e. vocational and higher education together in a manner that will address the critical challenges that lie ahead of us.

Snapshot of VET-HE systems from around the world

In most countries, like Germany, USA, France, and many more, the vocational education and training system forms a part of their national education system. Their education system is a combination of theory and training implanted in a real work environment. It is driven by trade and industry unions, who constantly modify and upgrade the job roles and

training modules. After completing their basic education, students can take up two to three-year-long VET courses, along with their secondary and tertiary education. Industry (mostly small and medium size companies) provide training to students in nationally recognised occupations that are certified by either a chamber of commerce or crafts or trades. Hence, the various stakeholders (private companies, government, trade unions, employers' associations, etc.) are actively involved as social partners in designing curriculum, codifying skills and stipulating standards. The education systems of some countries are depicted in the charts below.
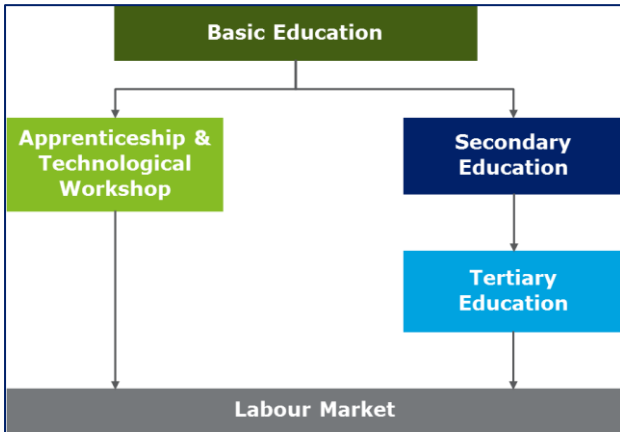
The German Education System
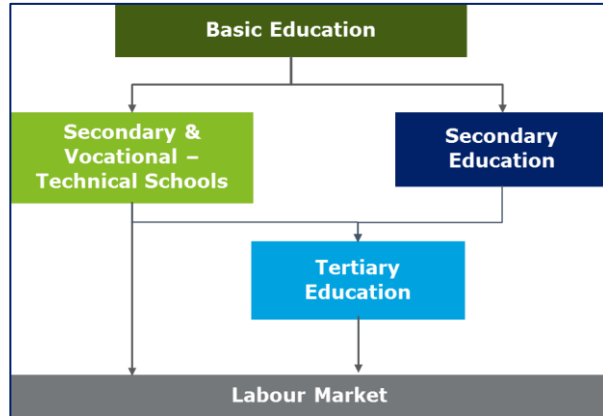
The French Education System
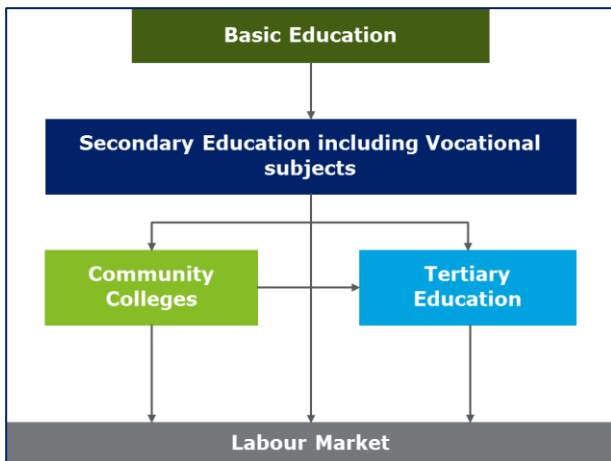
The Australian Education System

As can be observed, there exists multiple modes, especially in the French and the Australian systems which allow for students to pursue alternative means to further their careers and grow beyond the limitations of the current education irrespective of the track they may have chosen at the start.

Convergence through Vocational Skills Universities

The concept here is similar to Community Colleges in USA, Canada, Australia, etc. wherein students who have completed skills courses till a certain NSQF level (based on eligibility criteria set) can apply for a Bachelor of Vocations (B. VoC) or higher programs. The entire course is divided into six (or more) semesters, depending on the course design, levels and completion of a set of semesters, that will help the student get a certificate / diploma or associate degree and at the end of the course a Bachelor's degree recognised by relevant bodies as well as the industry.

Some of the Indian skills institutes are experimenting with similar model as highlighted below[26]:

Team Lease Skills University, Vadodara, Gujarat

Team Lease Skills University (TLSU) is co-located within the ITI Tarsali campus at Vadodara as a PPP with Department of Labor and Employment, Government of Gujarat. Established in 2002, TLSU with its industry collaborations is facilitating skill inculcation, community enrichment through traditional and non-traditional programs focusing on basic, vocational, professional, technical and life skill domains. Some of the key tie-ups of the University are with ERASMUS+ & UKIERI-Northern Ireland, Indian Institute-Vadodara, JBS Academy-Ahmedabad, Daily News Analysis (DNA) - Ahmedabad, Model Career Centre (MCC)-Vadodara among others. With client base of more than 1200 corporates in India, they have been able to provide employment to about 1.2 million people.

TLSU offers Bachelors in Business Operation (BBO) program, which is employment oriented and focuses on creating a career path for non-graduate employees

AISECT University, Raisen, Madhya Pradesh

Established by the AISECT Group in 2010, AISECT University imparts skill-based education and promote research driven advancement of knowledge for creating successful professionals. It has built partnerships with Petru Maior University, Romania, for research development, faculty and student exchange; Tribhuvan University, Nepal, for facilitating research, professional, educational, social & cultural collaboration; Reliance Jio Infocomm Limited, for training, promotion and certification program; Ignited Minds Eductech Pvt. Ltd, for maintaining universities journals and their upgradation; Bombay Stock Exchange, for investor education and student training.

AISECT University has established 7 skill academies imparting hands on training in 55 skills, introducing skills as compulsory credit in its curriculum

Symbiosis Skill and Open University, Pune, Maharashtra

Symbiosis Skills and Open University (SSOU) at Kiwale, Pune, was established through an Act passed by State Legislation in 2017. The University offers Certificates, Diplomas and Degree programs in sectors such as Automobile, Construction, Mechatronics, Architecture, Retail, Ports & Terminal Management, etc. Its key partners include ICICI Bank, Shoppers Stop, Logistics Skill Council, DAIKIN, etc.

SSOU partners with industry for joint curricula development, skill training, on the job training and joint applied research projects

The above mentioned models adopted by these institutes are seen to have been instrumental in strengthening the current skills ecosystem in line with the industrial and labor market trends as well as make skills training aspirational for the youth. Currently, the societal norms are such that even the parents of the youth aspire for them to be college graduates, who may or may not be employable while skill training is not looked upon as an attractive option. Thus in order to truly create that pull factor, as well as addressing other key issues pointed out, the need is to build such large scale vocational training infrastructure which provides youth with career progression options even if they have been school drop-outs, along with the pride factor which comes through studying at institutes of repute.

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[26] Case studies have been built based on Deloitte analysis of the Skills Universities in India

There is a need to create initiatives and allocate funds towards establishment of Vocational Training Universities (VTUs) which should be at par with higher education "Institutes of National Importance". The idea is to create centres of learning which are aspirational in nature to those who are not able to be part of what we call today as "mainstream" Higher Education. Today's youth taking up vocational training courses need not lose out on career opportunities beyond the entry to supervisory level job roles (based on years of experience) as well as exposure to newer technologies and equipment relevant in the modern day workplace. These institutes could also help candidates attain skilling and certification for NSQF levels 5/6 or higher thus placing them at par to a graduate degree.

PART II – INDIA AND STATE PROFILES IN HIGHER EDUCATION

India: Key statistics and trends in Higher Education

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	121.1	62.3	58.7
Literacy Rate [1]	74.0%	82.1%	65.5%
Pop. In 18-23 age group (lakh) [1] Share to total state pop. (%)	14.1 (11.7%)	7.3 (11.7%)	6.8 (11.6%)
Gross Enrolment Ratio [2]	25.2	26.0	24.5

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

Universities by Type: The break-up of number of universities in the country on the basis of type of university is shown below. There are a total of 864 universities across the country, with state public universities constituting the highest share (39.9%). The top five states with the highest number of universities include Rajasthan (78, 9% of total in India), followed by Uttar Pradesh (72, 8.3 %), Gujarat (62, 7.2%), Tamil Nadu (58, 6.7%), and Karnataka (55, 6.4%).
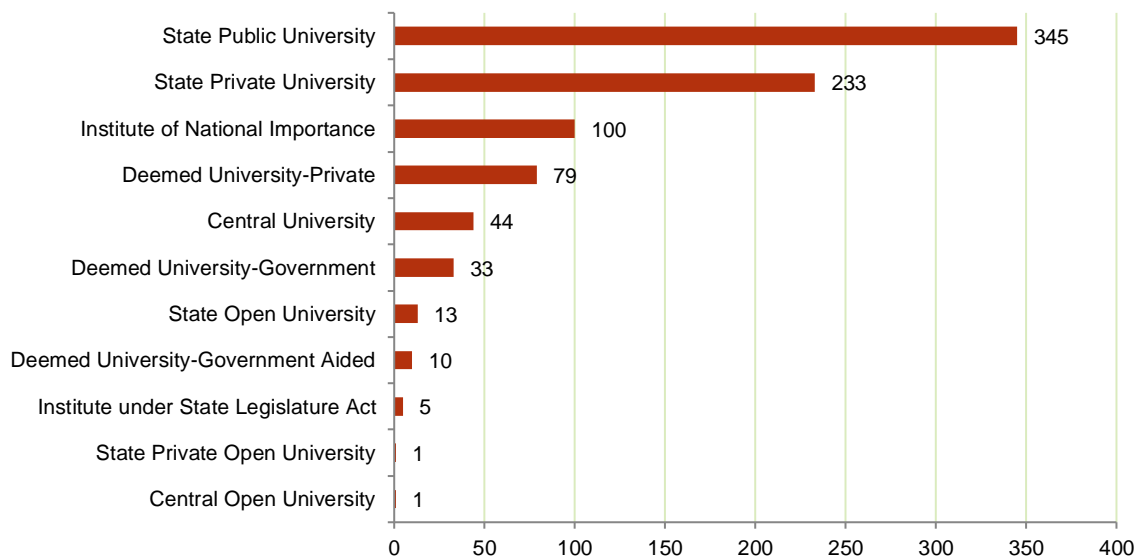
The break-up of the universities by type indicates variance between the top five states as follows:

Gujarat is ranked first in India in terms of total number of state public universities (27, 7.8% of total state public universities);

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

Universities by Specialization: The bar graph below reflects the break-up of number of universities in India on the basis of specialization. The country is reported to have 488 general universities (58.4% of total), 114 technical universities (13.7%), 52 medical universities (6.2%), 51 agricultural universities (6.1%), 37 other universities (4.4%) and 19 law universities (2.3%) with all other universities comprising about 11%.

Figure 1: Universities by Specialization - India
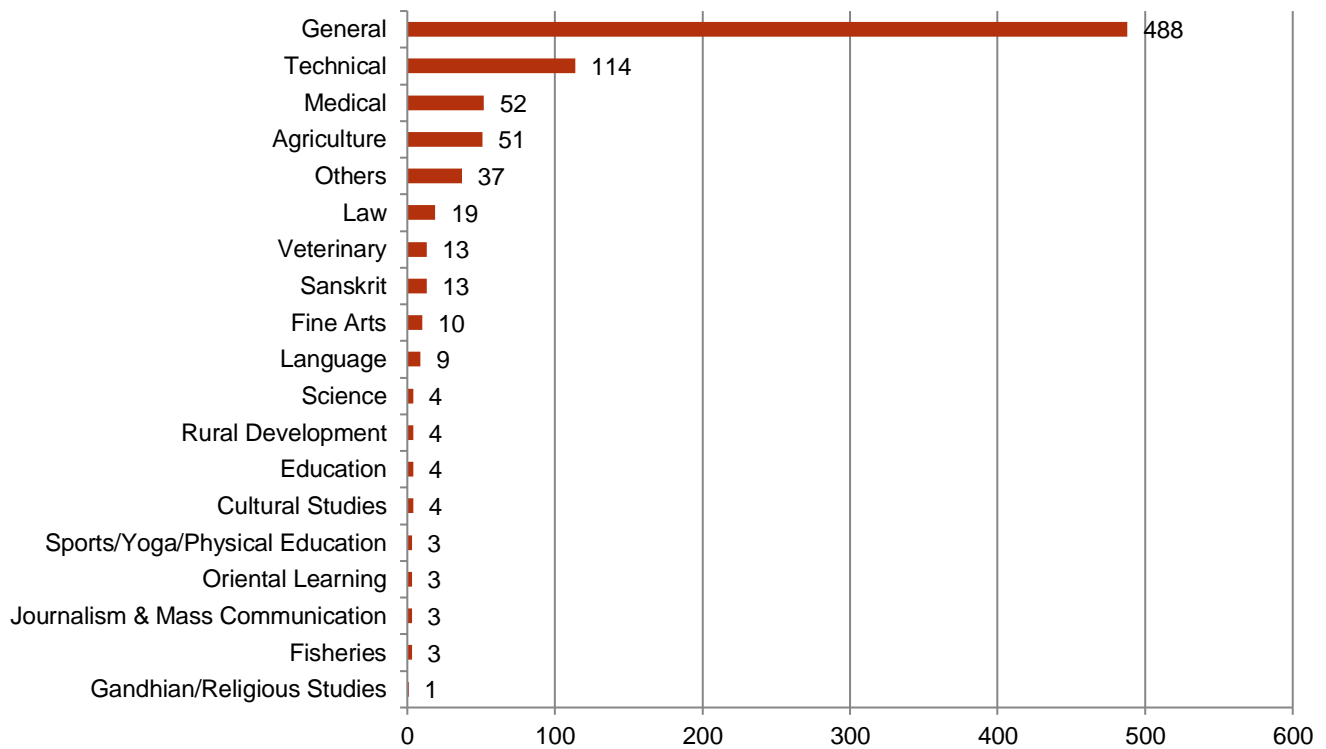
Rajasthan has the highest number of general universities in the country with a total of 48 universities in the state. It is followed by Uttar Pradesh (47 general universities) & Gujarat (37).

Tamil Nadu and Uttar Pradesh have the highest number of technical universities in the country with a total of 9 technical universities present in each state. It is followed by Delhi and Andhra Pradesh with 7 universities in each state. Punjab has the highest number of medical universities in the country with a total of 8 medical universities present in the state. It is followed by Maharashtra and Karnataka with 5 universities in each state.

College by Type
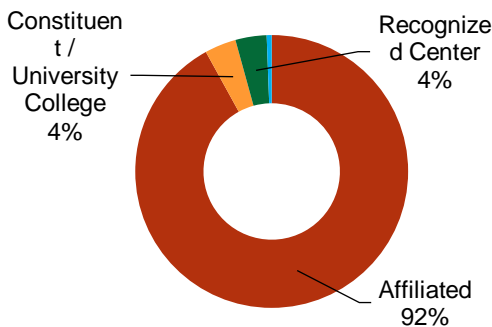
Colleges by Specialization
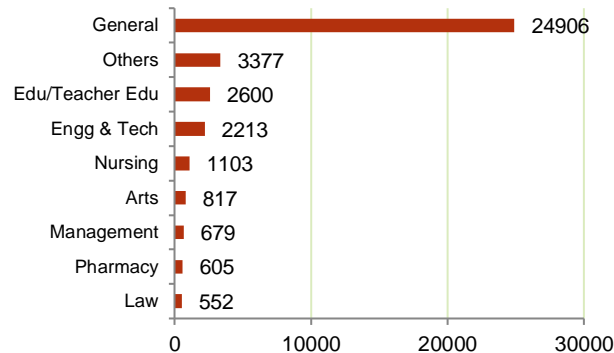
There are a total of 36,852 colleges in India, of which about 92% are affiliated, 4% are Constituent/ University College, another 4% are recognized centers and just about 250 are PG Center / Off-Campus Center.

Colleges by Specialization: The bar graph above reflects the break-up of number of colleges in India on the basis of specialization. The division by specialization is available only for 87% of all colleges in India, out of which 67.6% are general colleges, followed by Education/ Teacher Education (7.1%), Engineering & Technology (6%), Nursing (3%) and arts (2.2%).

College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	864	35,852	11,669
Average enrolment per institution	8,185	716	6,215
Total estimated enrolment (Lakh)	70.72	263.89	21.1

Universities: India has a total of 864 universities, with Rajasthan ranking (78, 9%) first on total universities in a state, followed by Uttar Pradesh (72, 8.3%) and Gujarat (62, 7.2%). The average enrolment in each university is about 8,185 students per university and the total estimated enrolment is 70.72 Lakh.

Colleges and Institutions: India has a total of 35,852 colleges with Uttar Pradesh ranking first (6,393, 17.3% of total colleges), followed by Maharashtra (4,066, 11%), Karnataka (3,429, 9.3%), Rajasthan (2,643, 7.2%) and Andhra Pradesh (2,560, 6.9%).

The total enrolment in colleges in the country is about 263.89 lakh, with an average of about 716 per college. Uttar Pradesh has the higher enrolment in colleges in the country with 54.85 lakh students reported to be enrolled in colleges in the state. This is followed by Maharashtra (27.69), Tamil Nadu (21.84) and West Bengal (15.98).

Stand-alone Institutions: Stand-alone Institutions are those that are outside the purview of the university & college but require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In India, there are 11,669 such stand-alone institutions and the total enrolment in these is estimated to be around 21.1 lakhs. Maharashtra has the highest number of such institutions in the country (1,959).

College Indicators

College Type	No. of Colleges	Share in India
Affiliated Colleges	2,606	6.7%
Recognized centre	4	0.3%
Constituent/ University College	62	3.9%
PG/ Off Campus Centre	11	4.8%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	81.4%	76.9%	461
Private Aided	6.7%	9.7%	707
Government	11.9%	13.4%	548

Break up of standalone institution

Hostel

Student Enrolment
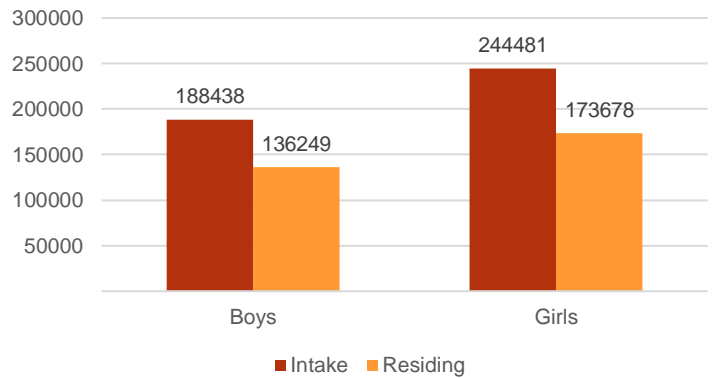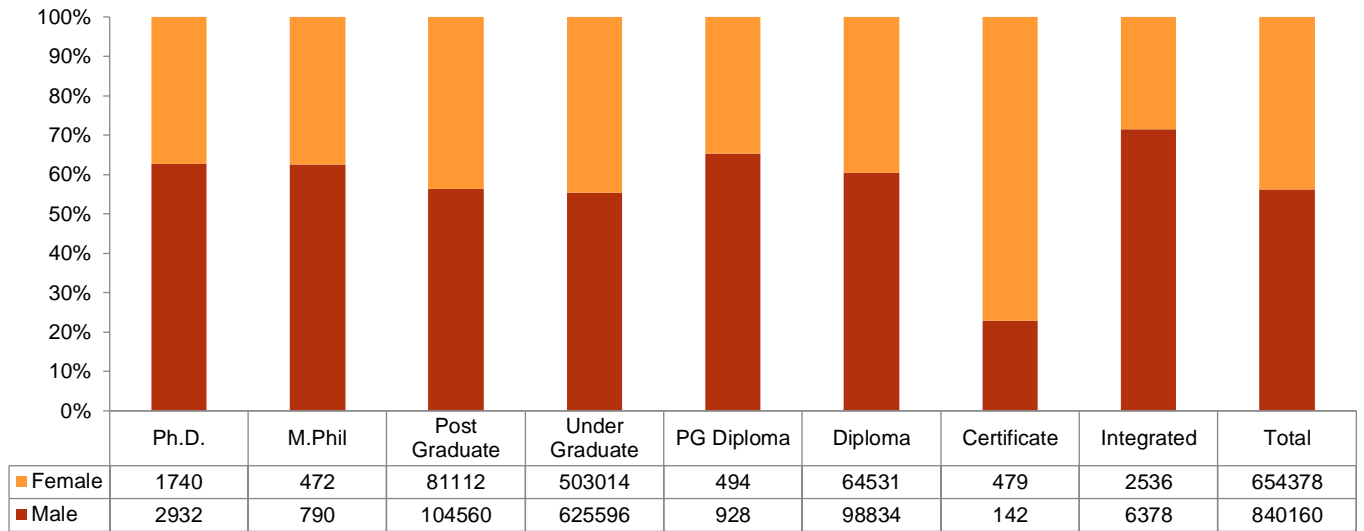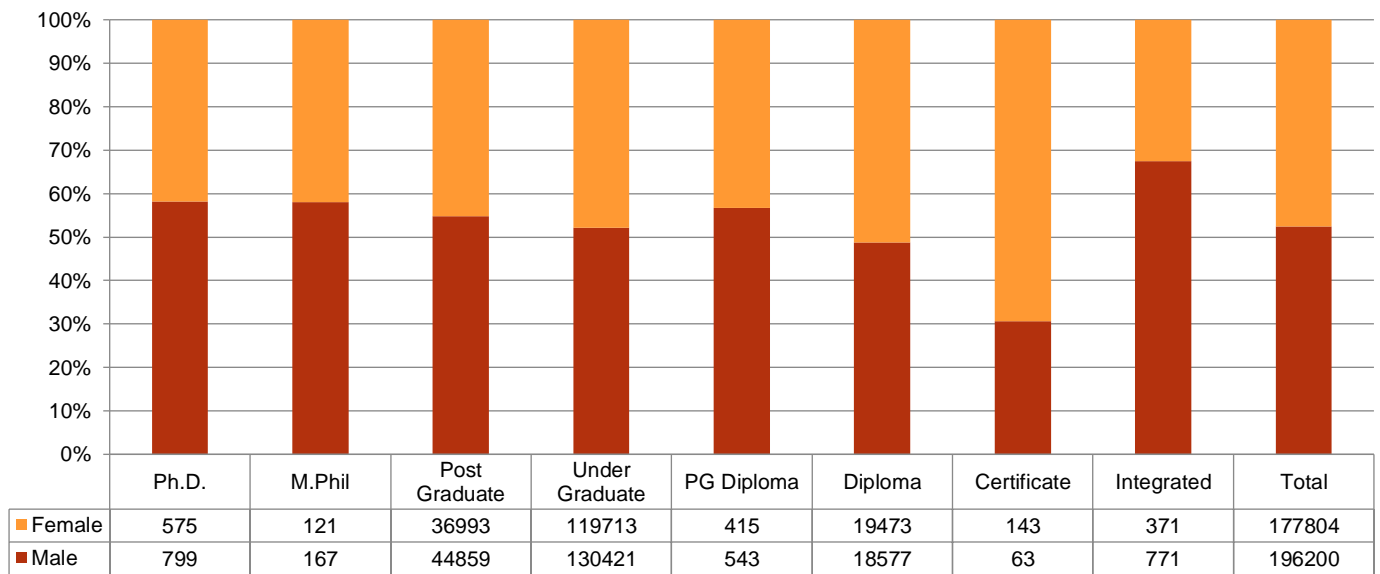
Total enrolment of students in higher education institutes in India is around 357.1 lakh, with 53% male and 47% female enrolments. Uttar Pradesh ranked first in terms of enrolment (17% of total enrolment); followed by Maharashtra (11.2%), Tamil Nadu (9.4%), West Bengal (5.6%) and Karnataka (5.2%). The five southern states of Andhra Pradesh, Telangana, Kerala, Tamil Nadu and Karnataka accounts for over one-fourth (26.6%) of the total enrolments across India.

Total enrolment through regular mode in all courses in higher education in the country is around 316.2 lakh, representing 88.5% of total enrolments in 2016-17. As can be inferred from the figure below, the highest share of enrolment (81.3%) is at under-graduate level, followed by post-graduate (8.9%) and Diploma (7.9%), with all other levels forming <2%. Female enrolment has been highest in M.Phil. (61.9%), Post Graduate courses (54.9%) and Certificate (54.6%).

There is significant gender disparity in enrolment in Ph.D. and Diploma courses with females accounting for 42% of the total enrolments in Ph.D. and only 29.3% of total enrolments in Diploma levels.

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CII

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
■ Female	59,242	26,803	15,42,745	1,23,07,90	63,047	7,54,664	59,531	71,448	1,48,85,38
■ Male	81,795	16,464	12,66,377	1,33,83,66	72,222	17,58,429	49,518	1,02,267	1,67,30,73
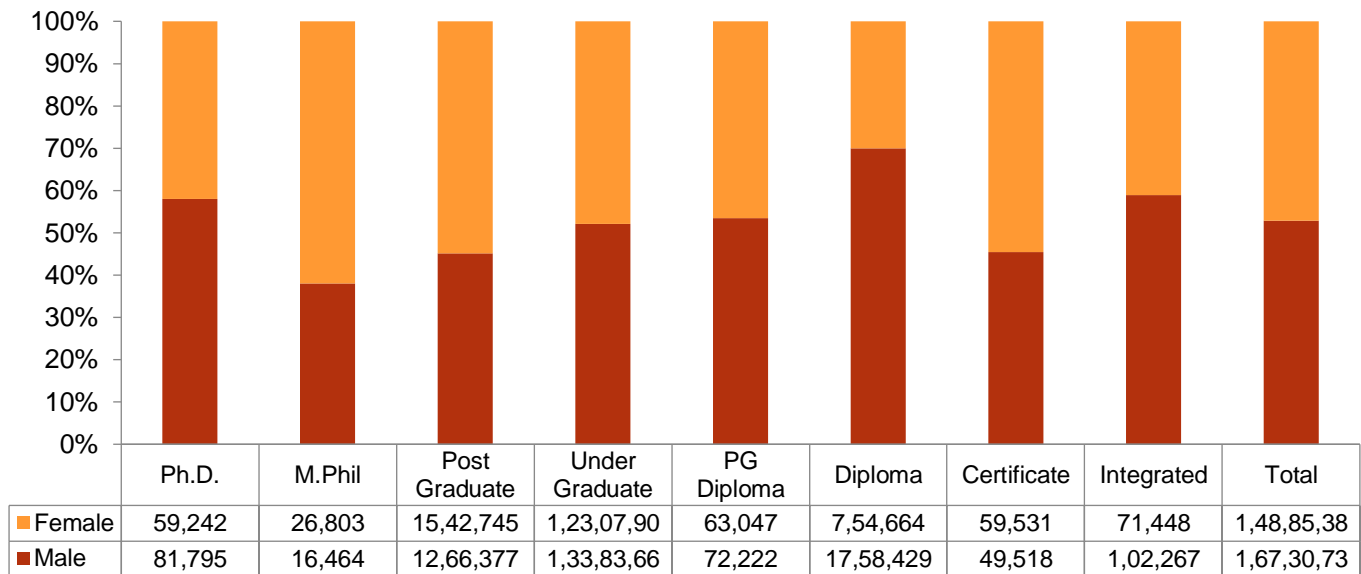
Total Out-turn at various levels in all courses in higher education in the country is around 89.5 lakh, representing 25% of total enrolments in 2016-17. As can be inferred from the figure below, the highest share of out-turn (72.1%) is at under-graduate level, followed by post-graduate (16.5%) and Diploma (8.3%), with all other levels forming <2%. Female enrolment has been highest in M.Phil. (66.6%), Post Graduate courses (54.9%) and Certificate (56.2%).

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
■ Female	12,505	17,520	8,17,170	33,13,737	65,178	2,78,955	38,146	11,706	45,54,917
■ Male	16,274	8,805	6,60,749	31,42,649	63,854	4,61,606	29,787	14,445	43,98,169

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CII
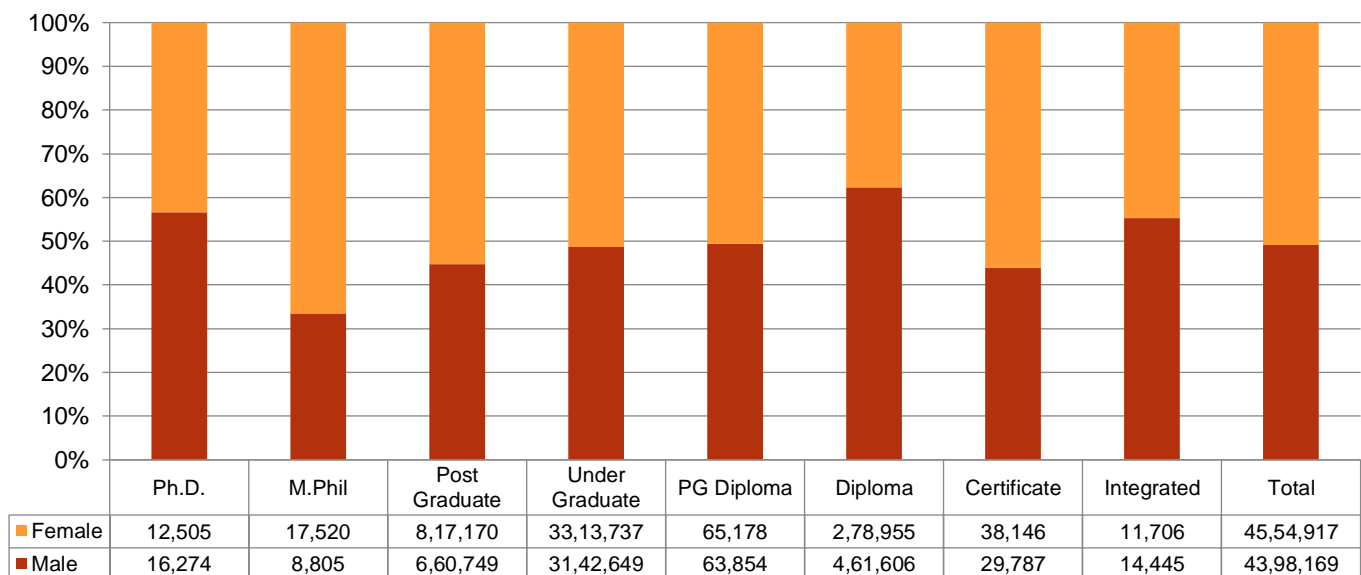
GER
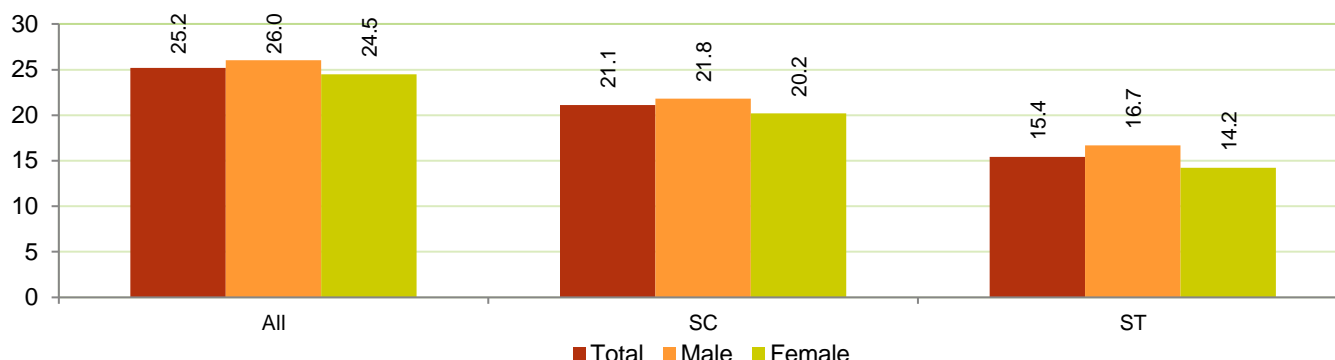
The GER for males (26.0) is higher than GER for females (24.5), resulting in the gender parity index (GPI) of 0.94 in 2015-16. **In terms of overall GER, Chandigarh ranks first (56.1) among all states with highest male (47.3) and female (68.8) GER. Among major states, Tamil Nadu (46.9) ranks the highest among all major states.**

Faculty and Staff

Indicators

Key Indicators	INDIA
Pupil Teacher Ratio (PTR)	22
Teachers per College	33.9
Non-teaching staff per College	28.1

Calculation is based on the total number of responses as given in the AISHE 2014-15 survey

The PTR of colleges in India is 22. Among major states, Andhra Pradesh, Kerala and Karnataka have the lowest PTR (13), followed by Tamil Nadu 15. Among all states and UTs in India, Puducherry and Sikkim (8) ranks first with the lowest PTR followed by Karnataka, Kerala and Tamil Nadu (13).

The number of teachers per college is 33.9 and non-teaching staff per college is 28.1 in India. Tamil Nadu has the highest absolute number of teaching staff (1.9 lakh) as well as non-teaching staff (1.48 lakhs). Among major states, Delhi has the highest number of teaching (101.5) and non-teaching staff (129.2) per college, followed by Tamil Nadu with 80.4 teaching staff per college and 62.9 Non-teaching staff per college. Among all states and UT's, Chandigarh had the highest, with 131 teachers per college and 289 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 the relative comparison with the population. It reveals that **females are significantly under-represented among the faculty and staff in higher education institutes as compared to males**. In case of social groups also, all the groups shown in the table below indicate a deficit in terms of representation in students, faculty and staff in higher educational institutions as compared to their share of population in the state.

The share of student enrolment across all backward groups in India is lesser than their proportionate share in population. OBCs had the highest share of enrolments (34.4%), followed by SCs (14.3%), STs (4.9%), Muslims (4.9%), and other minorities (2.2%) 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	Muslim	Other Minority
Share of Population	50.2%	49.8%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	53.2%	46.8%	14.3%	5.2%	34.4%	4.9%	2.2%
Share of teaching staff	59.4%	40.6%	8.3%	2.2%	31.3%	4.9%	8.9%
Share of non-teaching staff	69.4%	30.6%	13.7%	3.9%	26.2%	3.3%	3.2%

Deloitte.

CII

STATE AND UNION TERRITORY PROFILES

1. Andaman & Nicobar Islands

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	3.8	2.0	1.8
Literacy Rate [1]	86.6%	90.3%	82.4%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	0.5 (12.3%)	0.2 (11.8%)	0.2 (12.9%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.03%	0.03%	0.03%
Gross Enrolment Ratio [2]	22.8	21.5	24.2

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

College by Type

PG Center / Off-Campus Center 13%

Affiliated 87%

Colleges by Specialization

General 4
Education/Teacher Education 1
Medical 1
Science 1
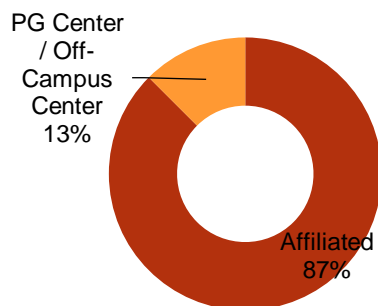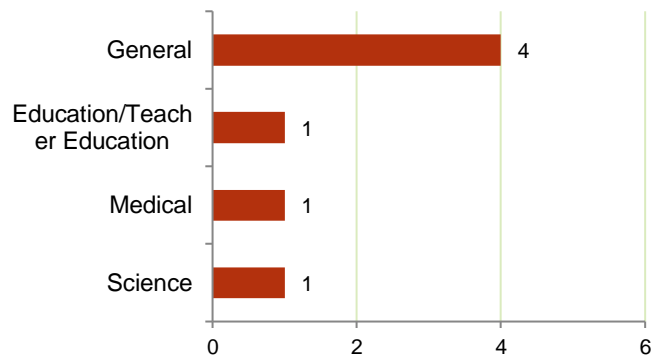
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	0	7	4
Average enrolment per institution	-	904	-
Total estimated enrolment (Lakh)	0.05	0.06	0

Deloitte.

CII

College Indicators

College Type	Andaman & Nicobar	Share in India
Affiliated Colleges	7	-
PG/ Off Campus Centre	1	0.4%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Government	100%	100%	©903

Break up of standalone institution
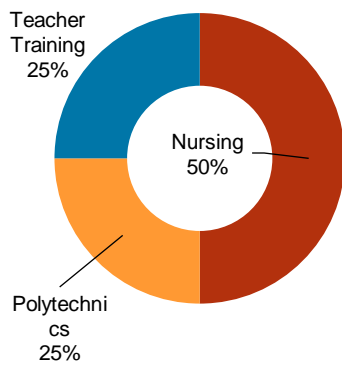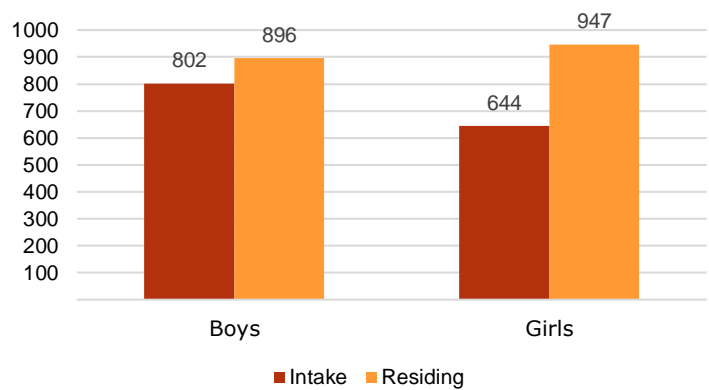
Teacher Training 25%

Nursing 50%

Polytechnics 25%

Hostel

	Boys	Girls
Intake	802	644
Residing	896	947

■ Intake ■ Residing

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	Post Graduate	Under Graduate	Diploma	Integrated	Total
Female	21	318	2974	238	91	3642
Male	64	130	2165	452	24	2835

Deloitte.

CII

Out turn at various levels

	Ph.D	Post Graduate	Under Graduate	Diploma	Integrated	Total
■ Female	0	120	633	61	13	827
■ Male	2	51	380	109	9	551

GER
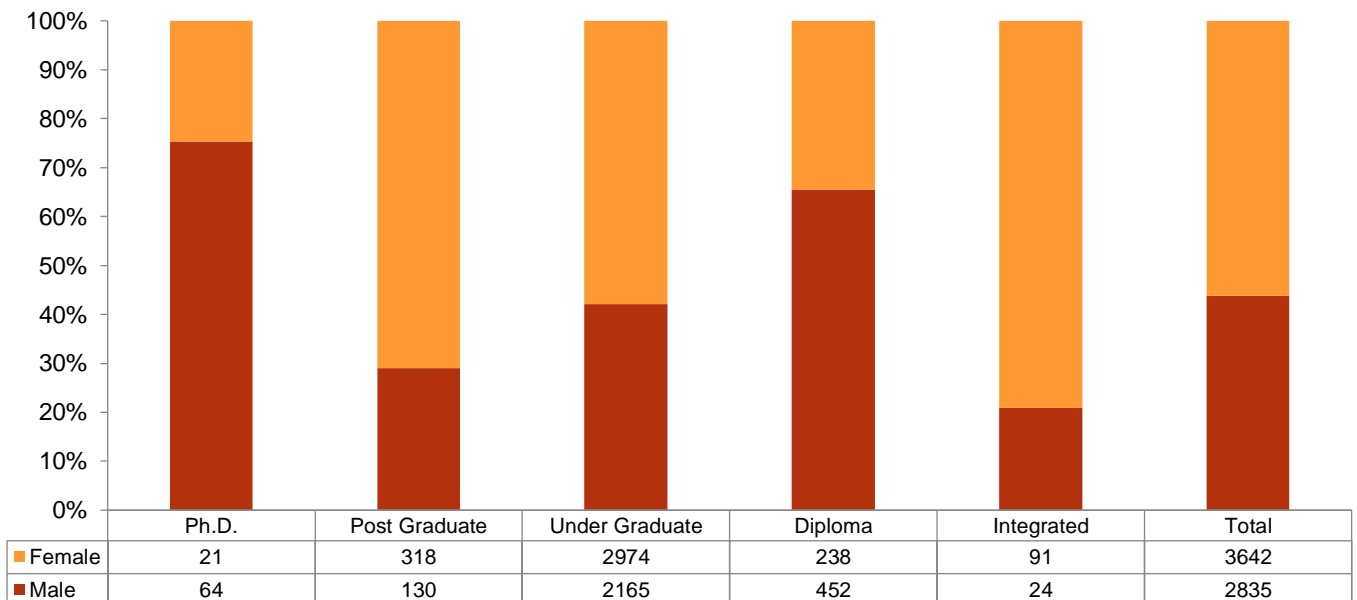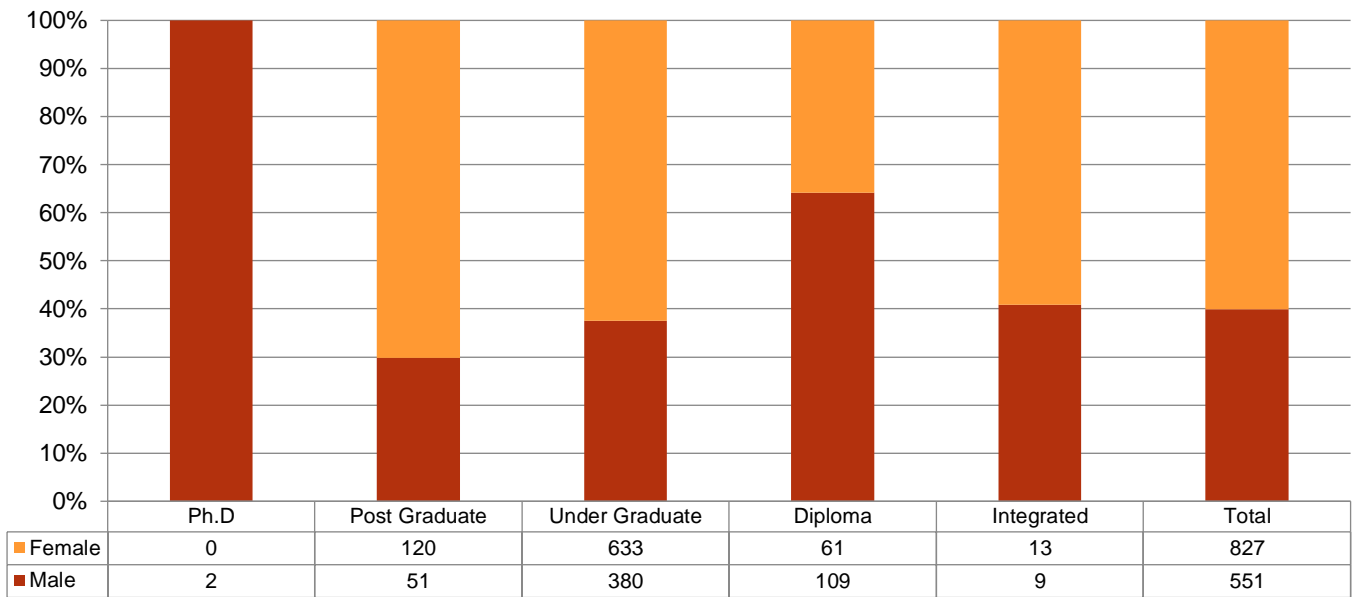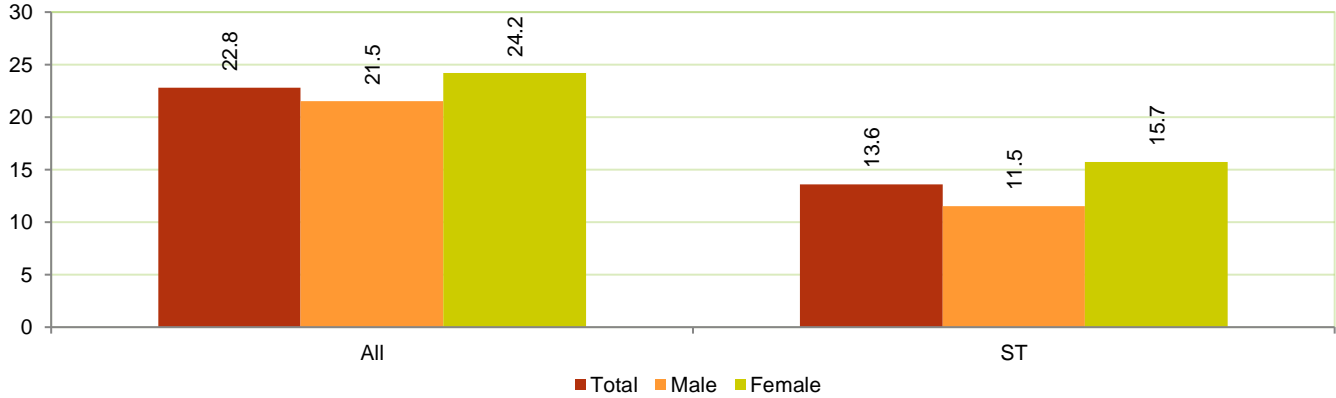
Faculty and Staff

Indicators

Key Indicators	Andaman & Nicobar	INDIA
Pupil Teacher Ratio (PTR)	20	22
Teachers per College	48.6	33.9
Non-teaching staff per College	51.3	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Deloitte.

CII

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.3%	46.7%	0.0%	7.5%	19.1%	8.5%	21.6%
Share of Enrolment	48.1%	51.9%	0.6%	4.3%	19.2%	4.5%	10.0%
Share of teaching staff	55.0%	45.0%	2.6%	3.5%	22.9%	5.3%	18.5%
Share of non-teaching staff	72.4%	27.6%	0.3%	7.0%	6.7%	11.1%	20.6%

Deloitte.

CII

2. Andhra Pradesh

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	845.8	424.4	421.4
Literacy Rate [1]	67.0%	74.9%	59.2%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	100.3 (11.9%)	50.4 (11.9%)	49.9 (11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	7.1%	6.9%	7.4%
Gross Enrolment Ratio [2]	32.4	36.5	28.4

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

Deloitte.

CII
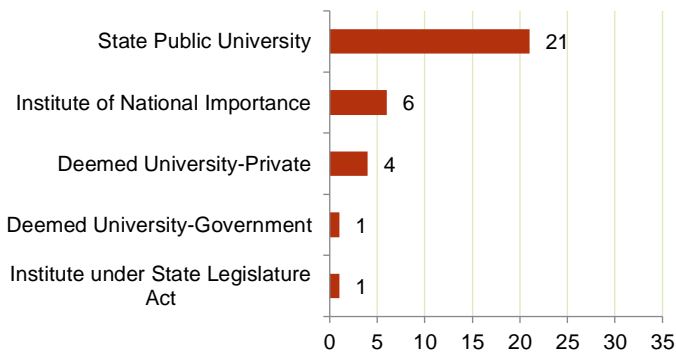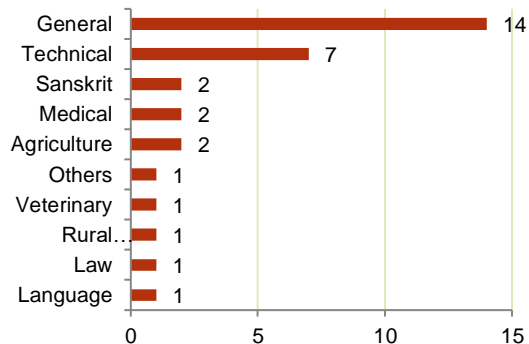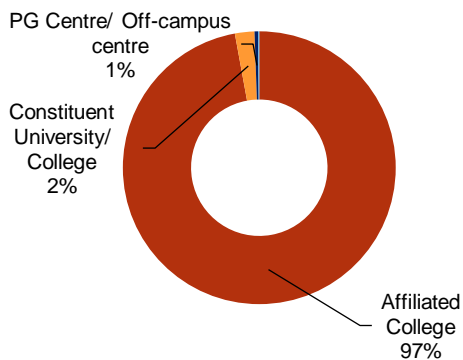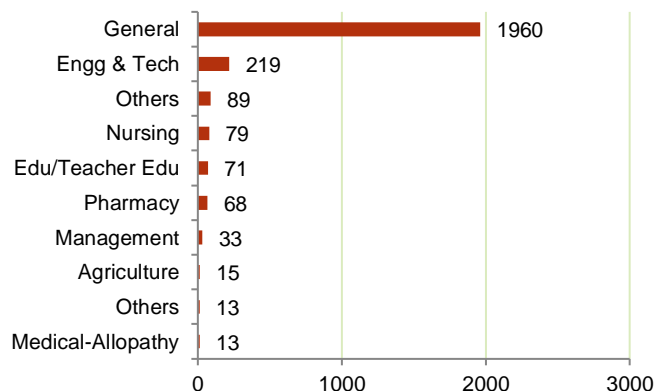
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	33	2,560	946
Average enrolment per institution	12,515	487	146
Total estimated enrolment (Lakh)	4.13	12.48	1.38

College Indicators

College Type	Andhra Pradesh	Share in India
Affiliated Colleges	2,606	6.7%
Recognized centre	4	0.3%
Constituent/ University College	62	3.9%
PG/ Off Campus Centre	11	4.8%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	81.4%	76.9%	461
Private Aided	6.7%	9.7%	707
Government	11.9%	13.4%	548

Break up of standalone institution

Polytechnics 19%
PGDM 1%
Teacher Training 48%
Nursing 32%

Hostel

Boys: Intake 188438, Residing 136249
Girls: Intake 244481, Residing 173678

Intake ■ Residing

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1740	472	81112	503014	494	64531	479	2536	654378
Male	2932	790	104560	625596	928	98834	142	6378	840160

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	575	121	36993	119713	415	19473	143	371	177804
Male	799	167	44859	130421	543	18577	63	771	196200

Deloitte.

CII

GER

Total | Male | Female

Values by category:
- All: Total 32.4, Male 36.5, Female 28.4
- SC: Total 29.3, Male 32.8, Female 25.9
- ST: Total 24.9, Male 29.0, Female 21.3

Faculty and Staff

Indicators

Key Indicators	Andhra Pradesh	INDIA
Pupil Teacher Ratio (PTR)	20	22
Teachers per College	36.5	33.9
Non-teaching staff per College	35.6	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	50.7%	49.3%	1.3%	73.5%	2.7%	0.4%	6.5%
Share of teaching staff	67.6%	32.4%	3.5%	44.5%	9.4%	2.6%	42.1%
Share of non-teaching staff	67.9%	32.1%	4.5%	46.0%	4.9%	0.9%	5.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

3. Arunachal Pradesh

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	13.8	7.1	6.7
Literacy Rate [1]	65.4%	72.6%	57.7%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	1.6 (11.7%)	0.8 (11.4%)	0.8 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	28.9	29.3	28.5

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure
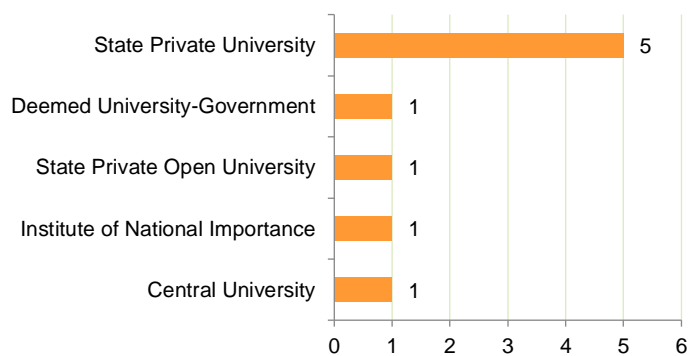
University by Type

University by specialization
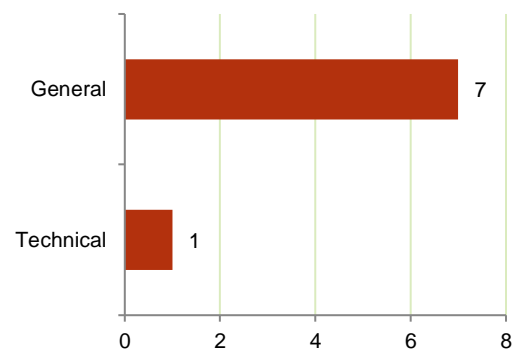
College by Type
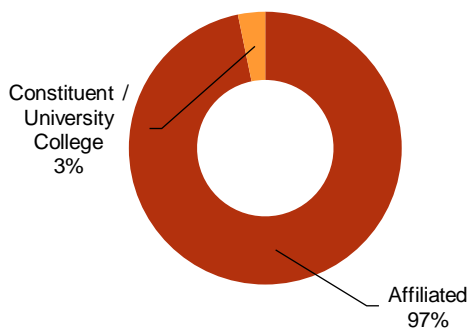
Colleges by Specialization
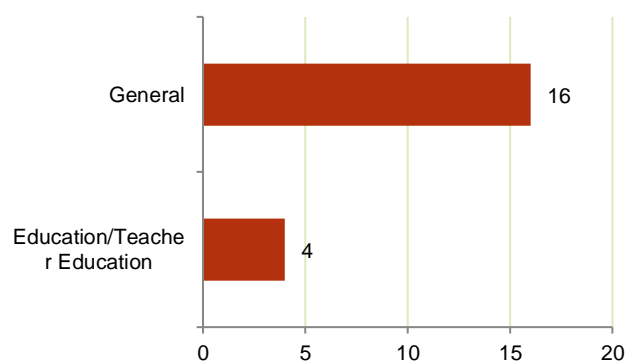
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	9	20	18
Average enrolment per institution	2,725	1,078	26
Total estimated enrolment (Lakh)	0.25	0.22	-

College Indicators

College Type	Arunachal Pradesh	Share in India
Affiliated Colleges	30	0.1%
Recognized centre	-	-
Constituent/ University College	1	0.1%
PG/ Off Campus Centre	-	-

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	25%	4.4%	191
Private Aided	5%	3.5%	758
Government	70%	92.1%	1418

Break up of standalone institution
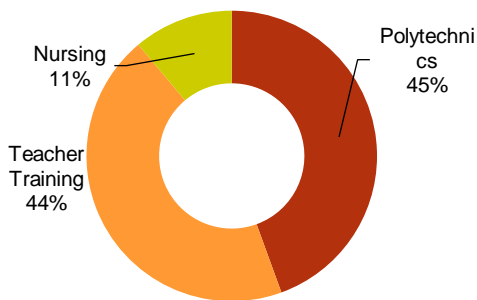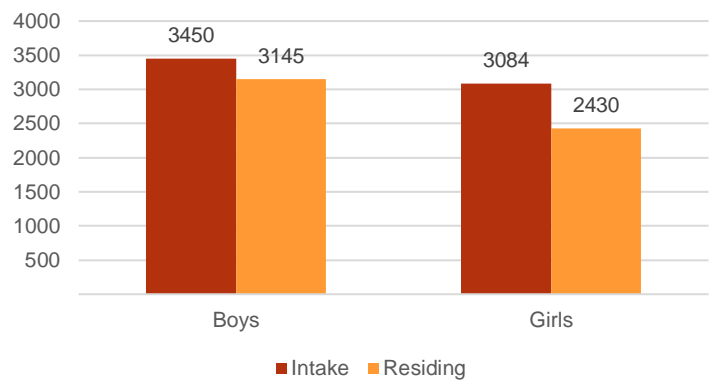
Polytechnics 45%
Nursing 11%
Teacher Training 44%

Hostel

	Boys		Girls	
Intake	3450		3084	
Residing		3145		2430

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	270	68	1417	11893	51	431	74	10	14214
Male	365	48	1439	13139	71	672	266	59	16059

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	11	33	557	1628	27	98	19	0	2373
Male	23	27	474	1896	33	171	95	0	2719

Deloitte.

CII

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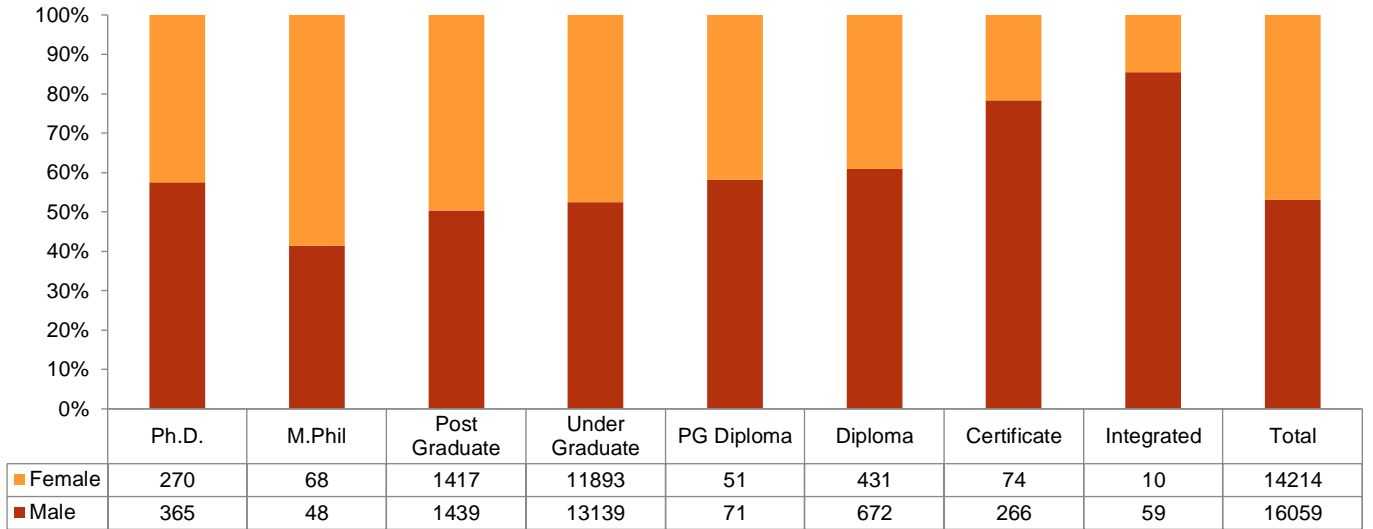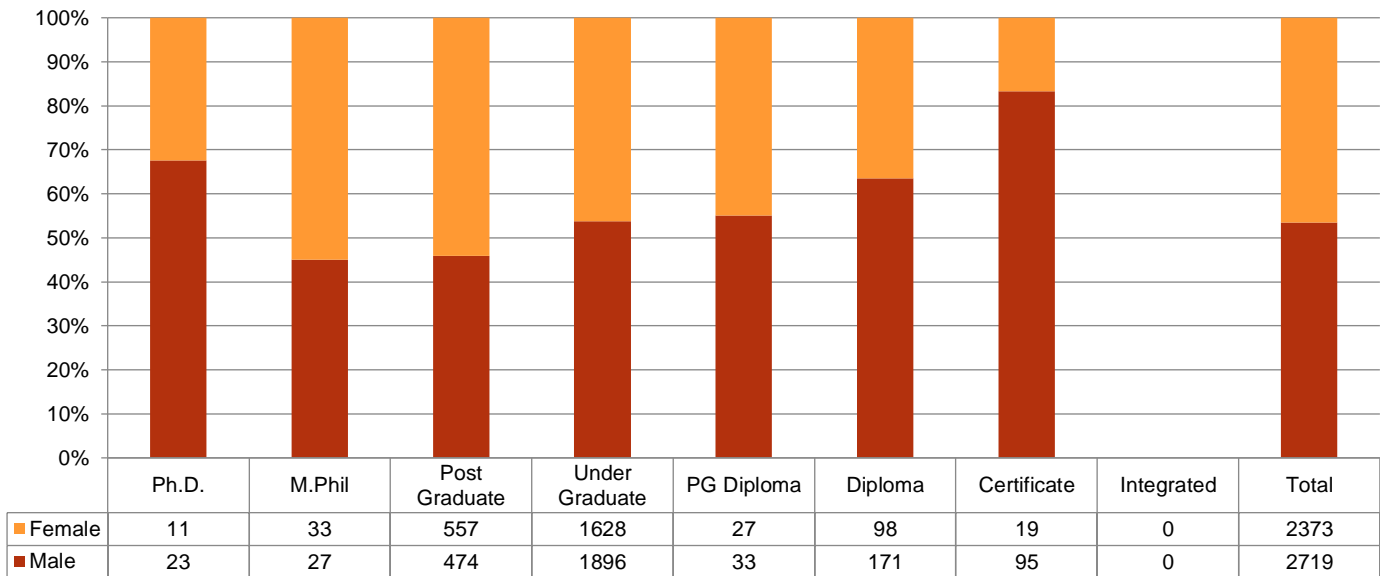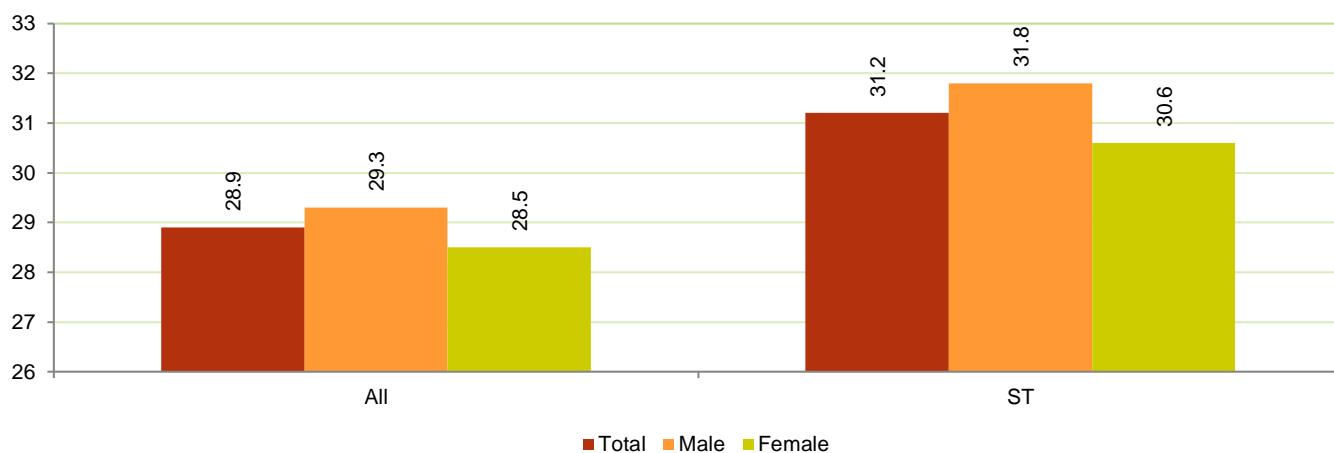
Faculty and Staff

Indicators

Key Indicators	Arunachal Pradesh	INDIA
Pupil Teacher Ratio (PTR)	20	22
Teachers per College	36.5	33.9
Non-teaching staff per College	35.6	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	50.7%	49.3%	1.3%	73.5%	2.7%	0.4%	6.5%
Share of teaching staff	67.6%	32.4%	3.5%	44.5%	9.4%	2.6%	42.1%
Share of non-teaching staff	67.9%	32.1%	4.5%	46.0%	4.9%	0.9%	5.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

Deloitte.

CII

4. Assam

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	313	159	152
Literacy Rate [1]	65.4%	72.6%	57.7%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	1.6 (11.7%)	0.8 (11.4%)	0.8 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	17.2	17.9	16.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure
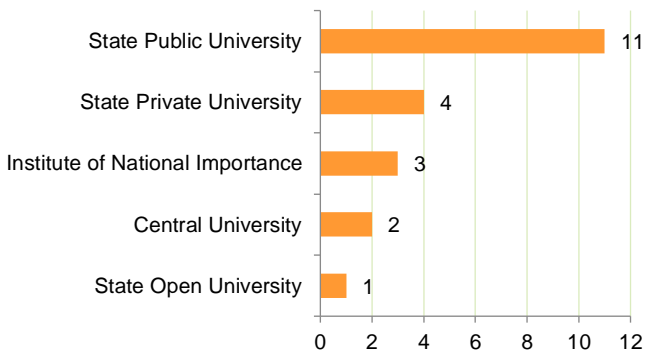
University by Type

University by specialization
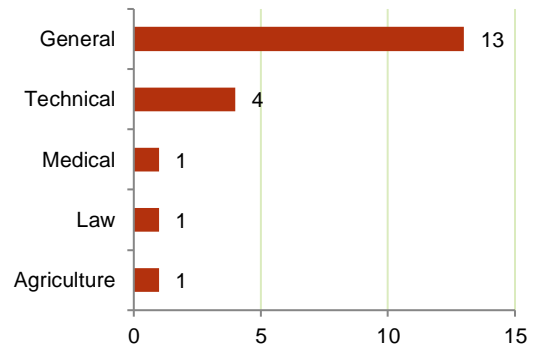
College by Type
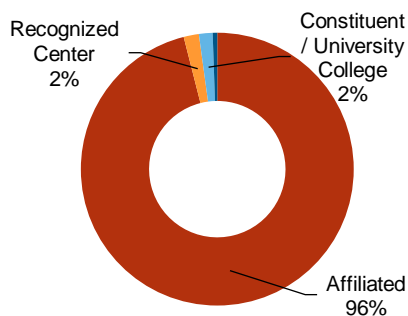
Colleges by Specialization
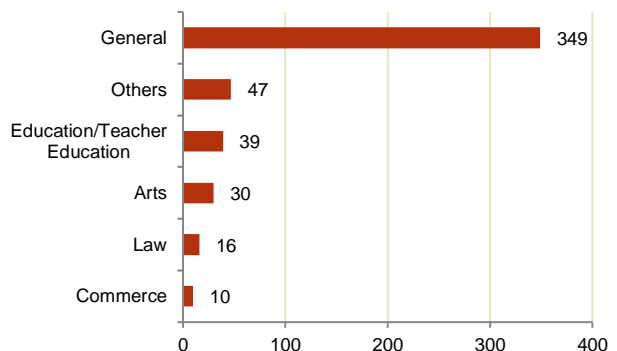
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	21	491	86
Average enrolment per institution	6,327	1,010	132
Total estimated enrolment (Lakh)	1.15	4.96	0.11

College Indicators

College Type	Assam	Share in India
Affiliated Colleges	533	1.4%
Recognized centre	10	0.6%
Constituent/ University College	9	0.6%
PG/ Off Campus Centre	2	0.9%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	10.8%	3%	278
Private Aided	2.9%	0.7%	236
Government	86.4%	96.4%	1,127

Break up of standalone institution

PGDM 1%
Nursing 52%
Institute under Ministries 2%
Polytechnics 19%
Teacher Training 26%

Hostel

	Boys	Girls
Intake	29881	30995
Residing	24657	25142

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Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1573	152	14105	248071	556	4648	1322	2476	272903
Male	2545	76	10797	248429	696	6971	963	2472	272949

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	330	114	5865	46290	336	2199	405	392	55931
Male	442	58	5176	43480	389	2159	290	312	52306

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Faculty and Staff

Indicators

Key Indicators	Assam	INDIA
Pupil Teacher Ratio (PTR)	24	22
Teachers per College	39.2	33.9
Non-teaching staff per College	0.1	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	50.7%	49.4%	8.3%	16.4%	28.1%	12.9%	1.2%
Share of teaching staff	61.1%	38.9%	6.0%	10.9%	23.6%	12.5%	2.0%
Share of non-teaching staff	80.6%	19.4%	6.3%	9.8%	21.1%	5.9%	1.0%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

5. Bihar

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	1040	542	498
Literacy Rate [1]	61.8%	71.26%	51.5%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	1.6 (11.7%)	0.8 (11.4%)	0.8 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	14.4	16.0	12.8

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure
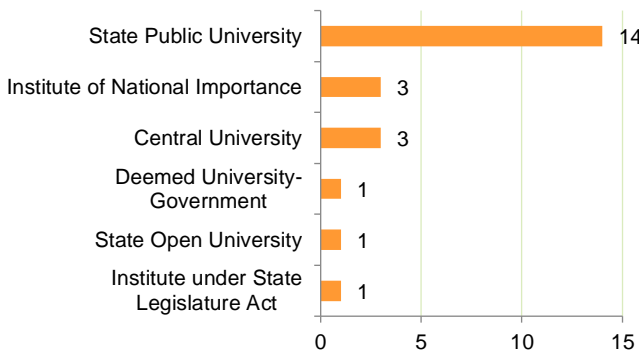
University by Type

University by specialization
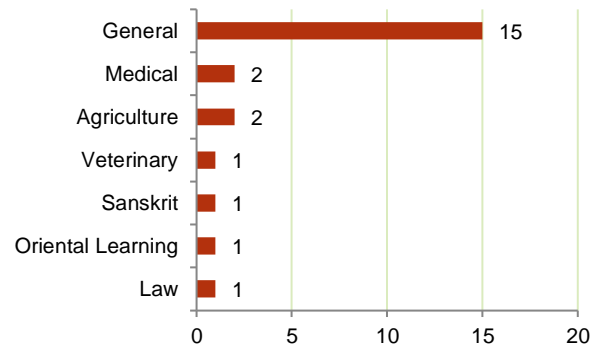
College by Type
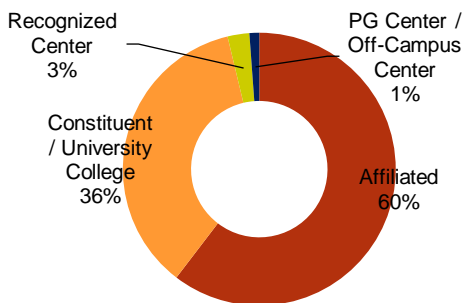
Colleges by Specialization
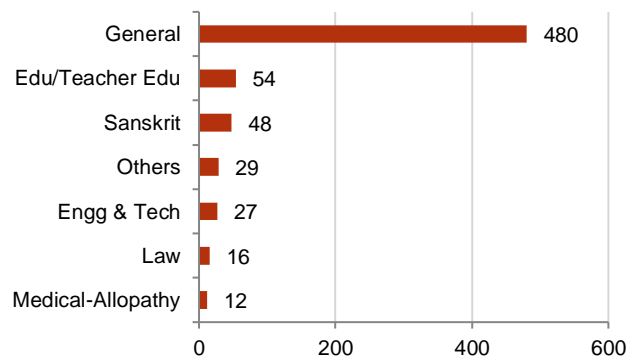
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	23	666	172
Average enrolment per institution	9,027	2,045	181
Total estimated enrolment (Lakh)	2.08	13.62	0.31

College Indicators

College Type	Bihar	Share in India
Affiliated Colleges	480	1.4%
Recognized centre	25	1.6%
Constituent/ University College	278	17.6%
PG/ Off Campus Centre	8	3.5%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	13.1%	3.8%	289
Private Aided	14.3%	15.4%	2212
Government	72.7%	80.8%	2274

Break up of standalone institution

- Nursing 47%
- Teacher Training 26%
- Polytechnics 23%
- PGDM 2%
- Institute under Ministries 2%

Hostel

	Intake	Residing
Boys	36972	23076
Girls	26947	16185

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	726	33630	597755	231	6985	1539	640	641506
Male	1502	44327	796541	669	22034	2865	1212	869150

Out turn at various levels

	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Intgrated	Total
Female	473	15884	139246	283	2372	124	76	158458
Male	716	21361	205542	384	4792	143	106	233044

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Legend: ■ Total ■ Male ■ Female

Faculty and Staff

Indicators

Key Indicators	Bihar	INDIA
Pupil Teacher Ratio (PTR)	63	22
Teachers per College	31	33.9
Non-teaching staff per College	39.3	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	57.7%	42.3%	10.0%	1.2%	41.6%	8.7%	0.1%
Share of teaching staff	80.2%	19.8%	2.7%	0.5%	29.4%	29.4%	1.0%
Share of non-teaching staff	86.1%	13.9%	6.4%	1.1%	37.7%	5.3%	0.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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6. Chandigarh

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	10.6	5.8	4.8
Literacy Rate [1]	86.1%	90.0%	81.2%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	1.7 (16.5%)	1 (17.5%)	0.7 (15.2%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	56.1	47.3	68.8

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

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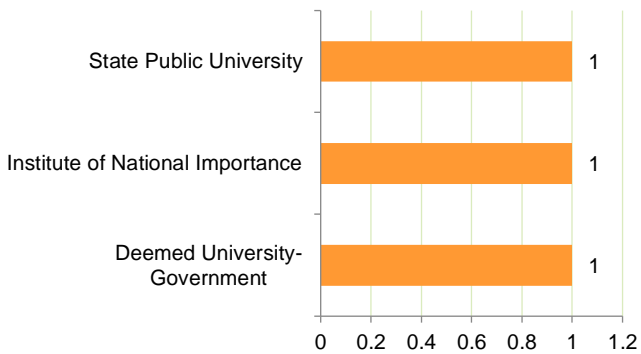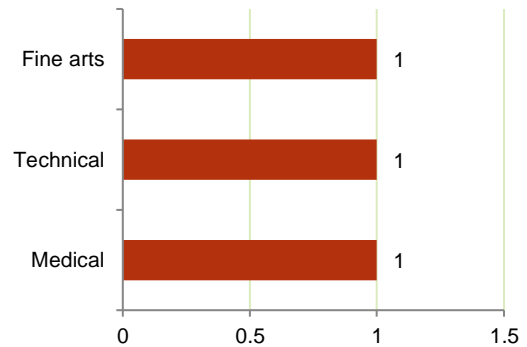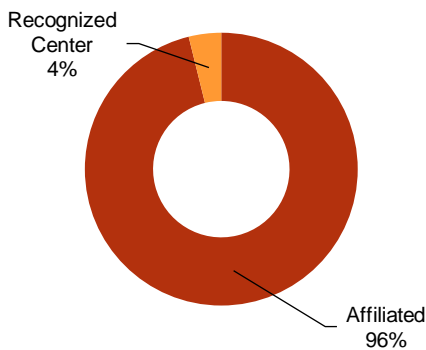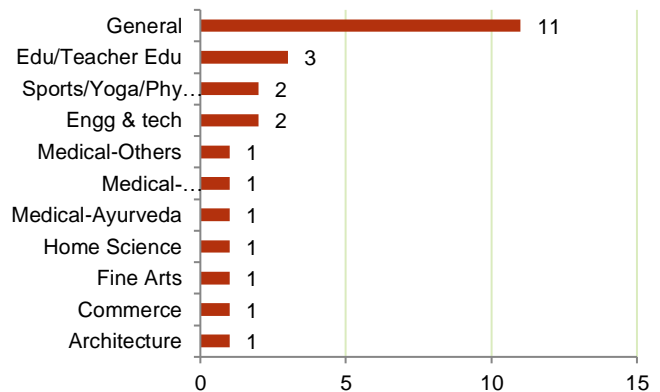
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	25	7
Average enrolment per institution	16,470	1,964	336
Total estimated enrolment (Lakh)	0.49	0.49	0.02

College Indicators

College Type	Chandigarh	Share in India
Affiliated Colleges	25	0.1%
Recognized centre	1	0.1%
Constituent/ University College	-	-
PG/ Off Campus Centre	-	-

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	8%	0.5%	133
Private Aided	28%	60%	4205
Government	64%	39.5%	1212

Break up of standalone institution
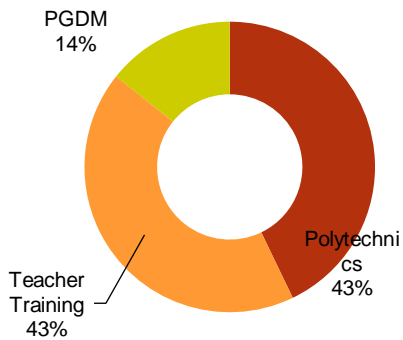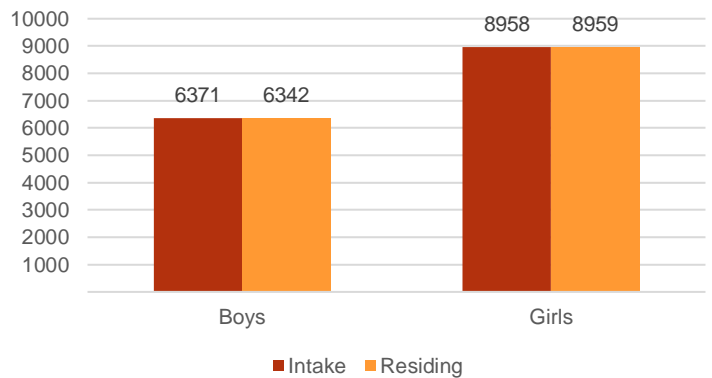
PGDM 14%
Polytechnics 43%
Teacher Training 43%

Hostel

	Intake	Residing
Boys	6371	6342
Girls	8958	8959

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Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	625	87	8091	27863	359	1230	195	1264	39714
Male	629	56	4532	25672	182	1447	363	1100	33981

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	229	18	4207	7395	356	499	103	165	12972
Male	149	20	1714	5749	113	407	98	126	8376

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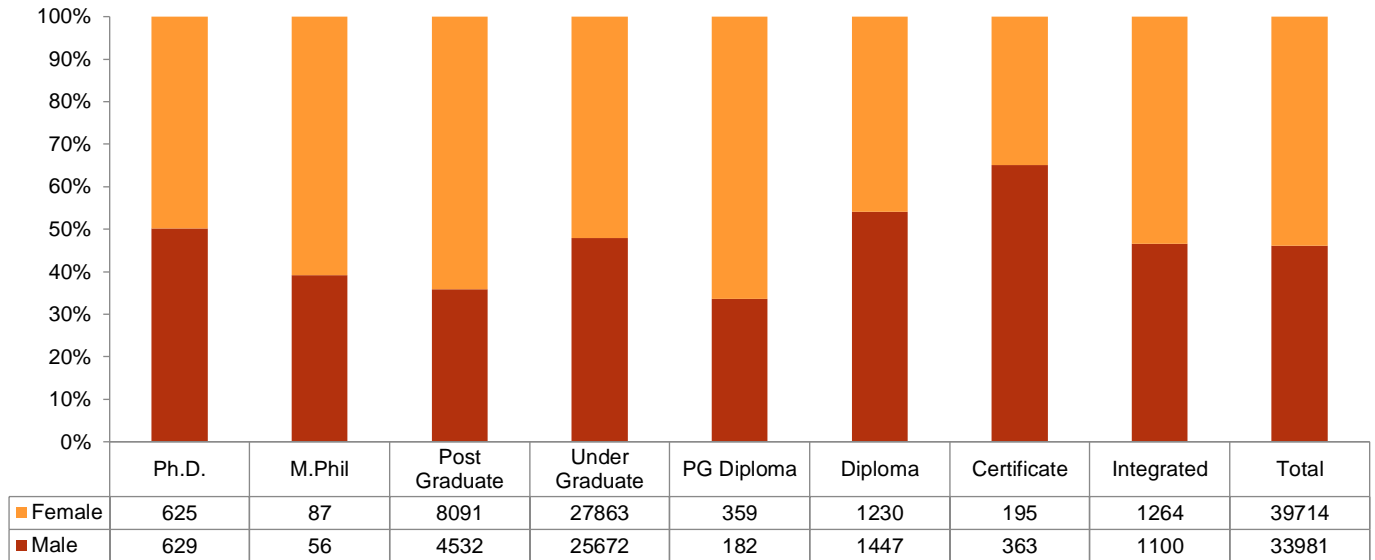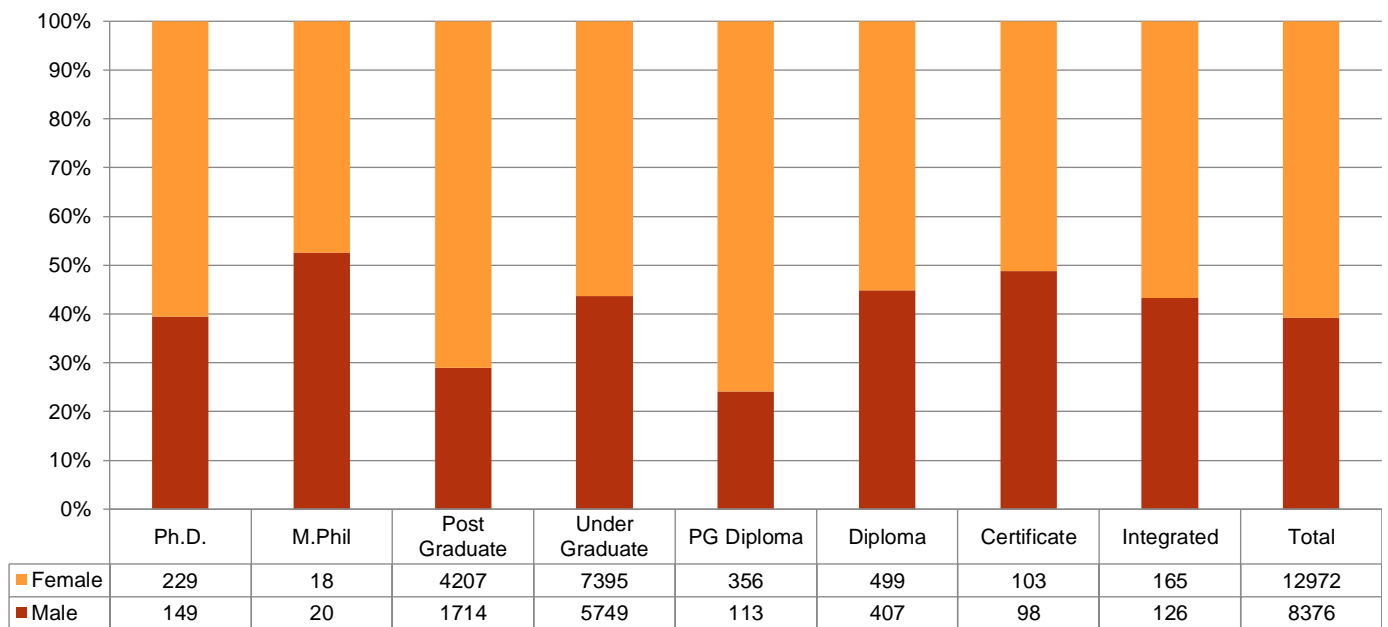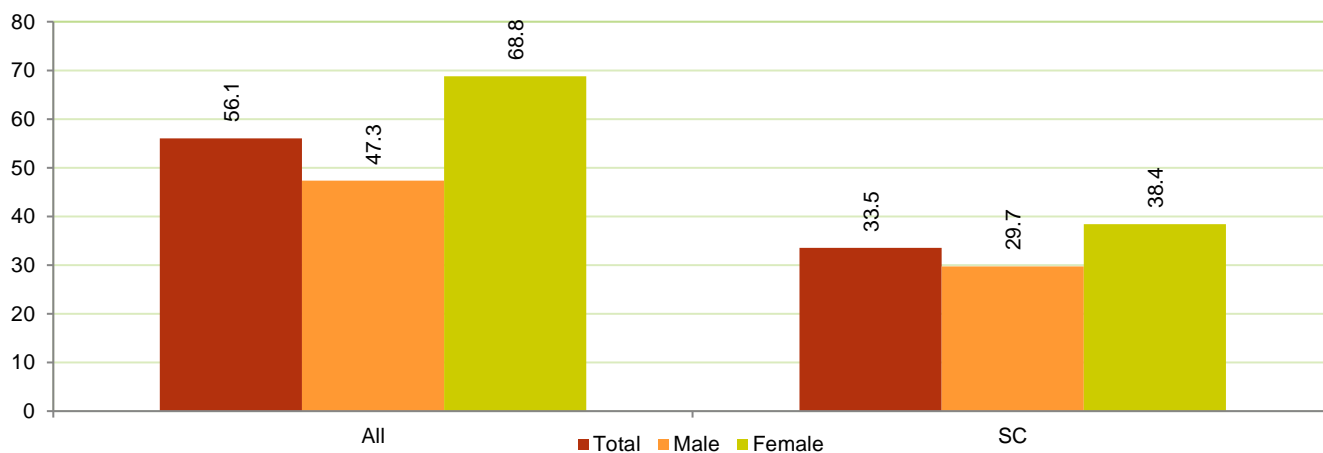
Faculty and Staff

Indicators

Key Indicators	Chandigarh	INDIA
Pupil Teacher Ratio (PTR)	16	22
Teachers per College	131.2	33.9
Non-teaching staff per College	289	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	55.0%	45.0%	18.9%	0.2%	15.2%	4.9%	13.5%
Share of Enrolment	49.6%	50.4%	11.5%	1.9%	4.8%	0.3%	5.4%
Share of teaching staff	42.3%	57.7%	7.8%	0.5%	4.5%	0.6%	24.0%
Share of non-teaching staff	65.1%	34.9%	6.4%	1.1%	37.7%	5.3%	0.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

7. Chhatisgarh

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	255.5	128.3	127.1
Literacy Rate [1]	70.3%	80.3%	60.2%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	30.8 (12.1%)	15.4 (12%)	15.5 (12.2%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.2%	2.1%	2.3%
Gross Enrolment Ratio [2]	16.1	16.4	15.8

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

State Public University	12
State Private University	8
Institute of National Importance	2
State Open University	1
Central University	1

University by specialization

General	13
Technical	3
Medical	2
Fine Arts	2
Agriculture	2
Law	1
Journalism &…	1

College by Type

- Constituent / University College 4%
- PG Center / Off-Campus Center 3%
- Affiliated 93%

Colleges by Specialization

General	452
Nursing	62
Engg & Tech	62
Others	58
Edu/Teacher Edu	48
Agriculture	21
Pharmacy	8
Law	8

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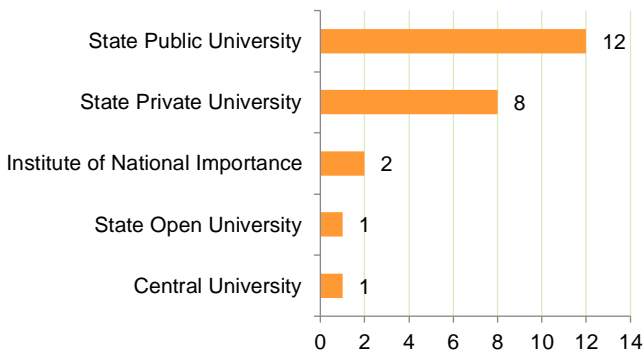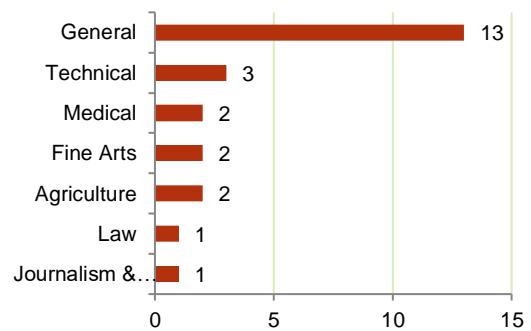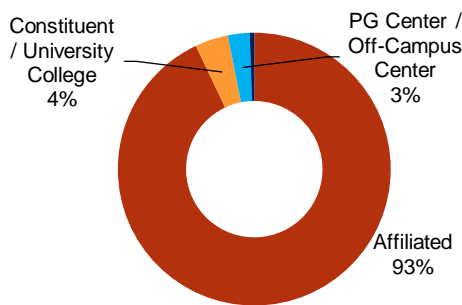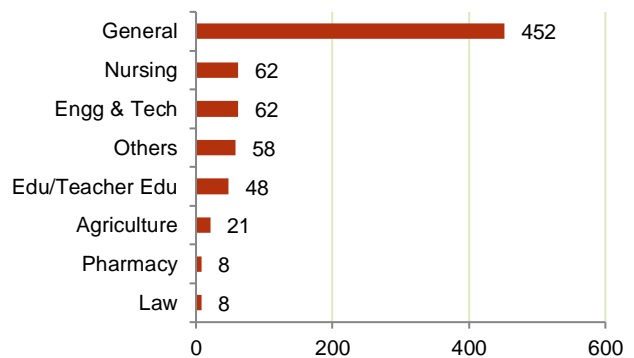
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	24	719	89
Average enrolment per institution	4,417	536	98
Total estimated enrolment (Lakh)	1.06	3.85	0.09

College Indicators

College Type	Chhatisgarh	Share in India
Affiliated Colleges	702	1.8%
Recognized centre	7	0.4%
Constituent/ University College	23	1.5%
PG/ Off Campus Centre	1	0.4%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	43.8%	31.1%	380
Private Aided	9.3%	9.7%	556
Government	46.9%	59.2%	677

Break up of standalone institution

Polytechnics 2%
PGDM 3%
Teacher Training 34%
Institute under Ministries 2%
Nursing 59%

Hostel

Boys: Intake 29066, Residing 17467
Girls: Intake 43674, Residing 28481

■ Intake ■ Residing

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	488	136	25009	172395	3575	15176	384	921	218084
Male	778	141	19086	163885	3391	22196	220	938	210635

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	115	29	12196	39723	7675	11509	177	170	71594
Male	145	49	9791	33549	8210	14201	68	95	66108

GER

Faculty and Staff

Indicators

Key Indicators	Chhatisgarh	INDIA
Pupil Teacher Ratio (PTR)	22	22
Teachers per College	25.7	33.9
Non-teaching staff per College	22.5	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	12.8%	30.6%	41.8%	2%	2.5%
Share of Enrolment	50.6%	49.4%	12.7%	18.3%	41.3%	1.0%	0.9%
Share of teaching staff	53.5%	46.5%	8.1%	5.8%	25.5%	2.8%	7.8%
Share of non-teaching staff	72.2%	27.8%	11.3%	11.7%	34.0%	1.5%	1.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

8. Daman & Diu

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	2.4	1.5	0.9
Literacy Rate [1]	87.1%	91.5%	79.6%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	0.5 (22.4%)	0.4 (27.3%)	0.1 (14.5%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.04%	0.05%	0.02%
Gross Enrolment Ratio [2]	0.5	4.5	8.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

College by Type

Affiliated
100%
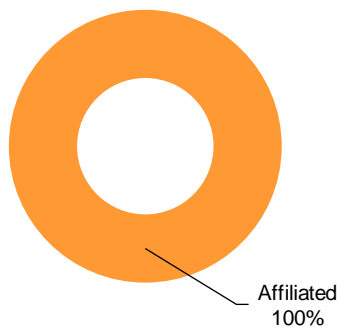
Colleges by Specialization
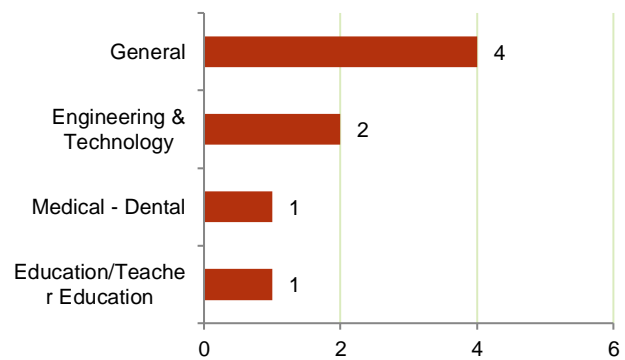
College & Institution Indicators

Indicator	Colleges	Stand-alone
Total No. of institutions	8	2
Average enrolment per institution	382	33
Total estimated enrolment (Lakh)	0.03	-

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College Indicators

College Type	Daman & Diu	Share in India
Affiliated Colleges	8	-

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	37.5%	14.1%	144
Private Aided	12.5%	3.2%	99
Government	50%	82.6%	631

Break up of standalone institution
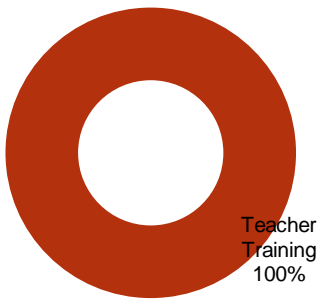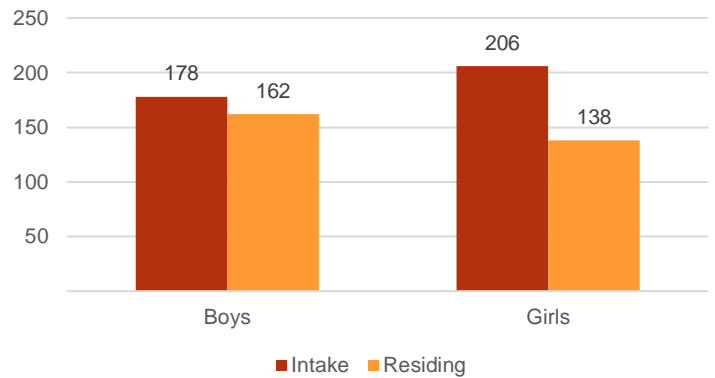
Teacher Training 100%

Hostel

Student Enrolment

Enrolment at various levels through regular mode

	Under Graduate	Diploma	Total
Female	1002	183	1185
Male	628	1306	1934

Out turn at various levels

	Under Graduate	Diploma	Total
Female	285	26	311
Male	83	111	194

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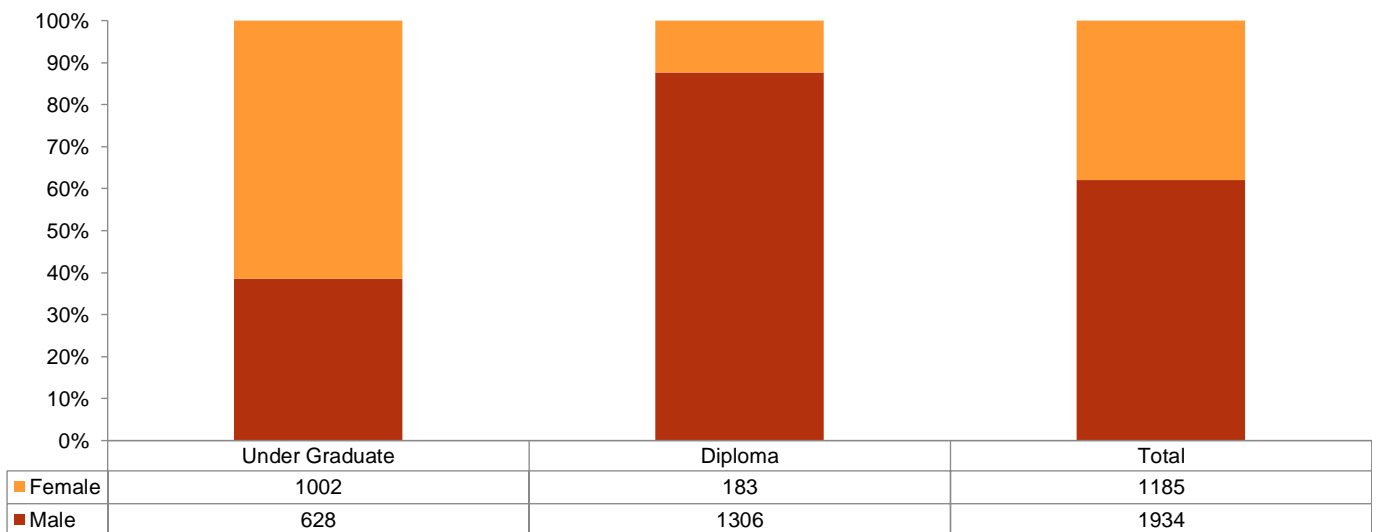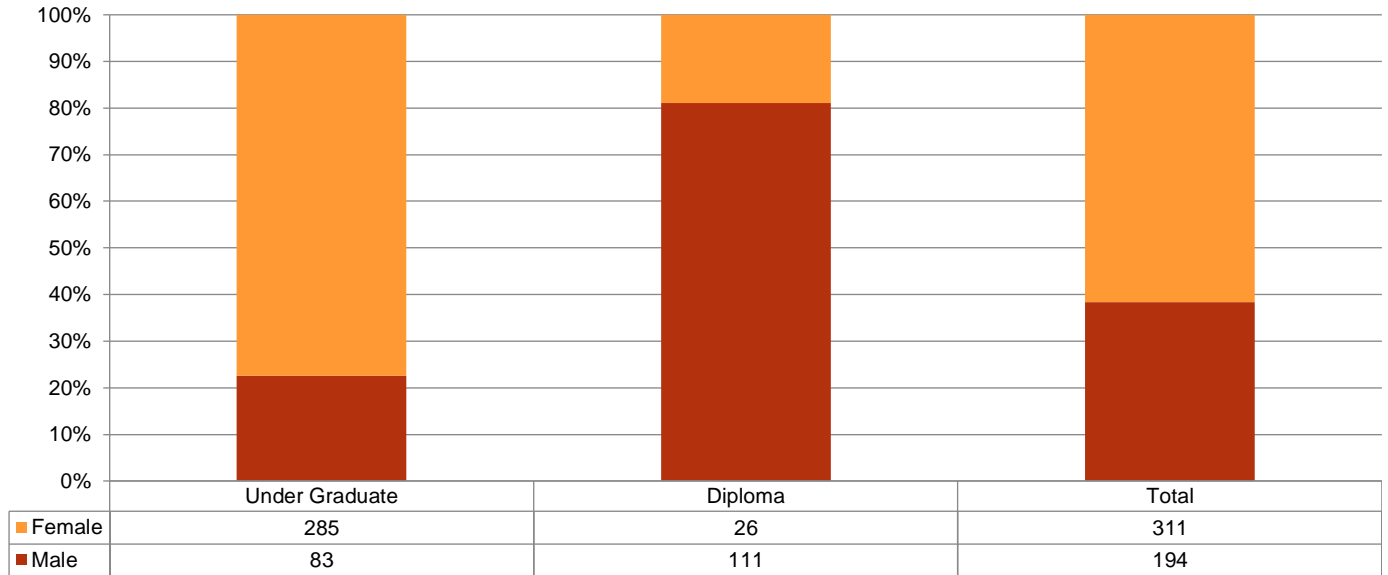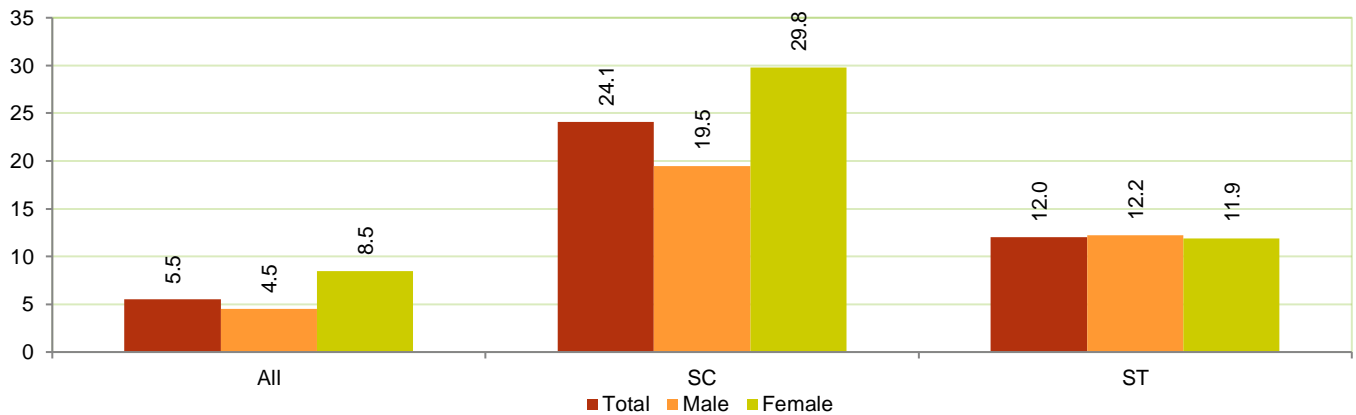
Faculty and Staff

Indicators

Key Indicators	Daman & Diu	INDIA
Pupil Teacher Ratio (PTR)	17	22
Teachers per College	24.5	33.9
Non-teaching staff per College	24.0	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	61.8%	38.2%	2.5%	6.3%	31.7%	7.9%	2.5%
Share of Enrolment	62.0%	38.0%	7.3%	9.5%	29.1%	4.3%	0.8%
Share of teaching staff	65.8%	34.2%	10.2%	1.5%	15.3%	1.0%	1.5%
Share of non-teaching staff	60.9%	39.1%	4.7%	6.8%	8.9%	2.6%	5.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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9. Dadra & Nagar Haveli

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	3.4	1.9	1.5
Literacy Rate [1]	76.2%	85.2%	64.3%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	0.6 (17.4%)	0.4 (19.2%)	0.2 (15%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.04%	0.05%	0.03%
Gross Enrolment Ratio [2]	9.2	7.6	11.9

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

College by Type

Recognized Center 11%

Affiliated 89%

Colleges by Specialization

Specialization	Value
General	2
Engineering & Technology	1
Nursing	1
Education/Teacher Education	1
Others	1
Pharmacy	1
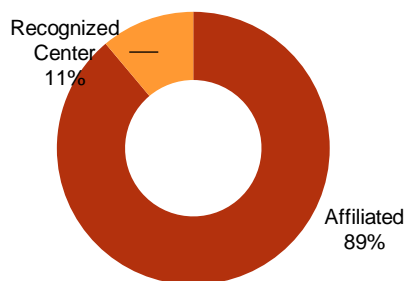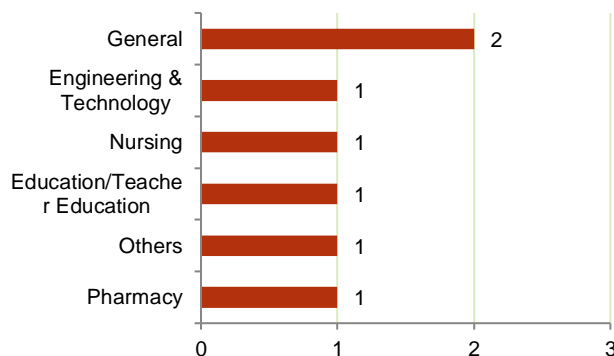
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	-	7	2
Average enrolment per institution	-	764	77
Total estimated enrolment (Lakh)	-	0.05	-

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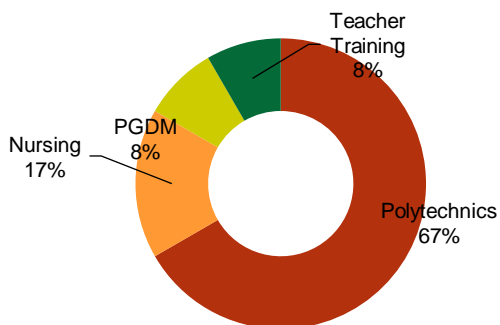
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College Indicators

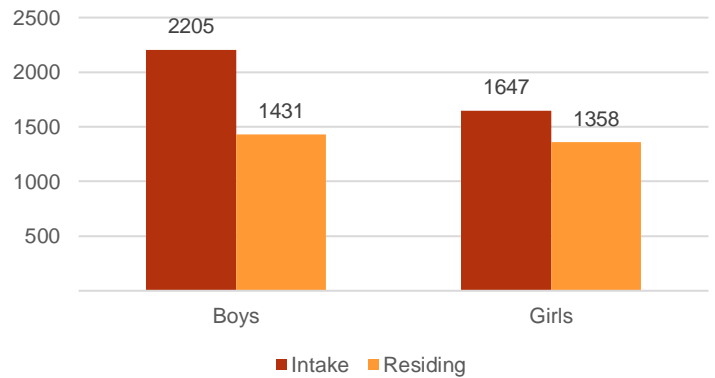| College Type	Dadra & Nagar Haveli	Share in India
Affiliated Colleges	8	-
Recognized centre	1	0.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	57.1%	49.2%	658
Private Aided	42.9%	50.8%	905

Break up of standalone institution
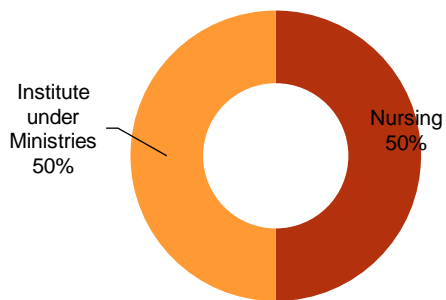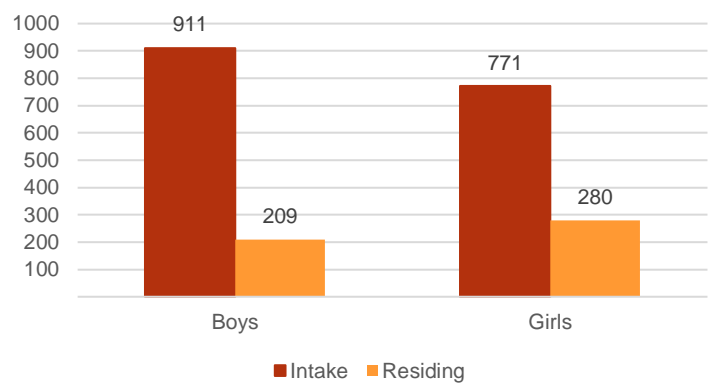
Institute under Ministries 50%

Nursing 50%

Hostel

Student Enrolment

Enrolment at various levels through regular mode

	Post Graduate	Under Graduate	Diploma	Total
Female	176	2420	102	2698
Male	121	2156	632	2909

Out turn at various levels

	Post Graduate	Under Graduate	Diploma	Total
Female	86	356	13	455
Male	55	229	84	368

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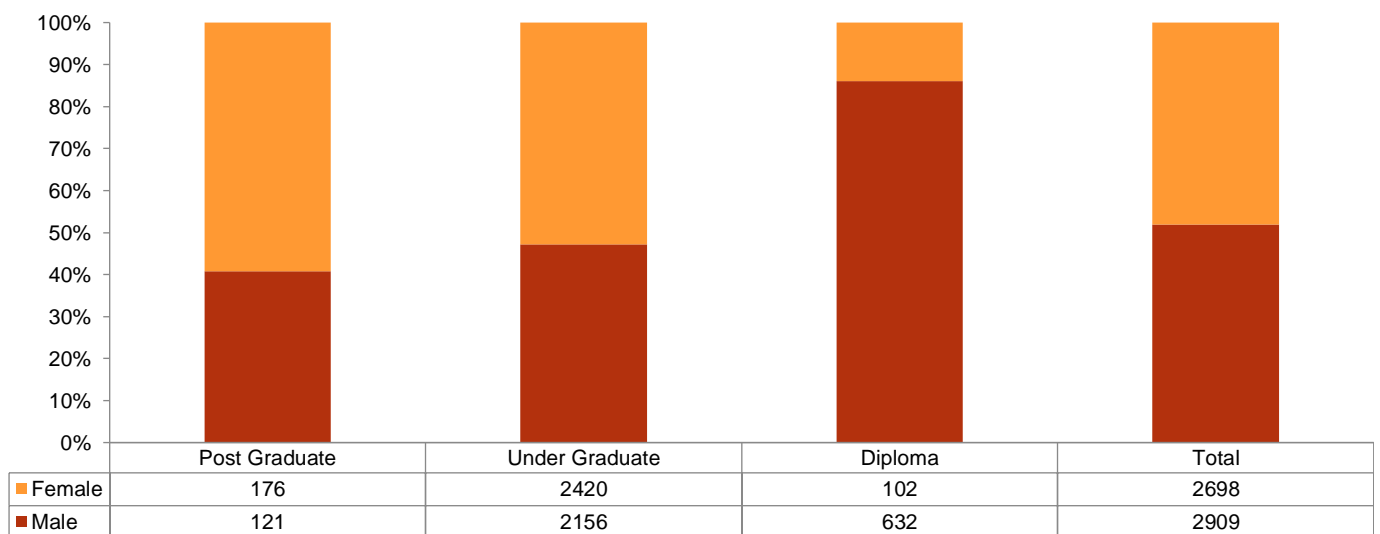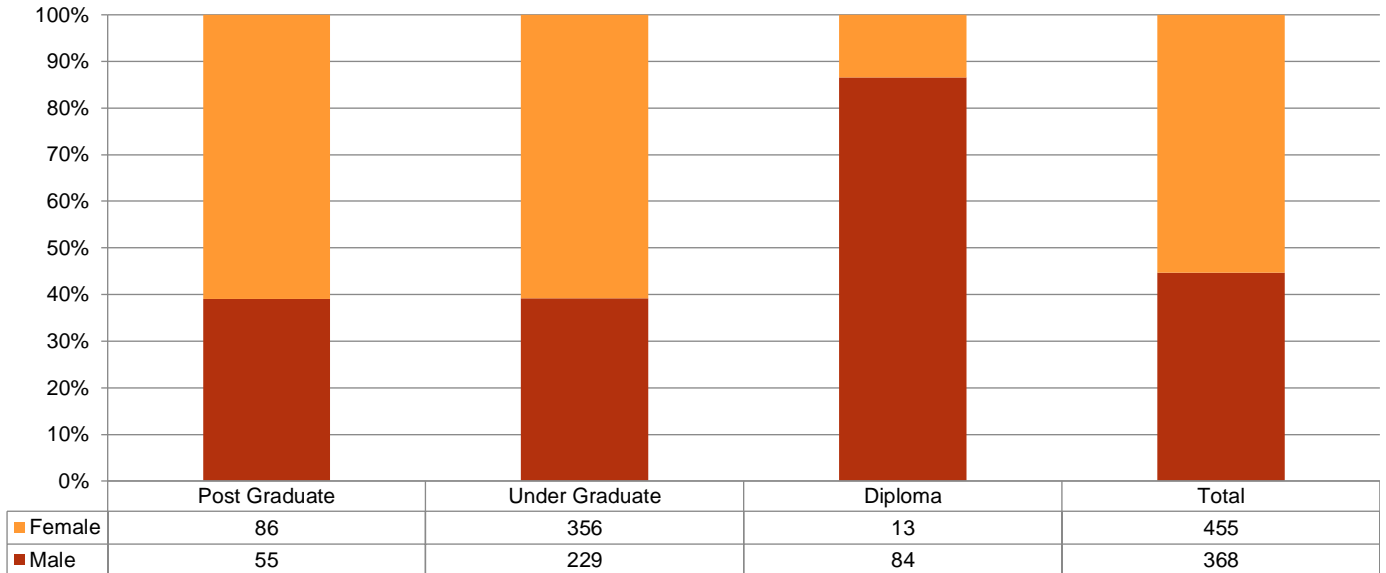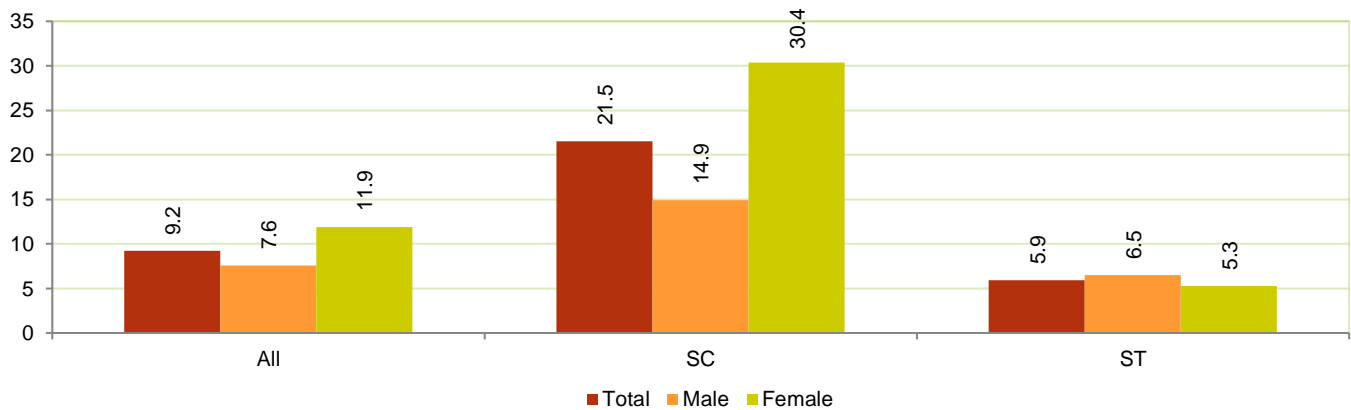
Faculty and Staff

Indicators

Key Indicators	Dadra & Nagar Haveli	INDIA
Pupil Teacher Ratio (PTR)	28	22
Teachers per College	24.5	33.9
Non-teaching staff per College	19.8	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	61.8%	38.2%	2.5%	6.3%	31.7%	7.9%	2.5%
Share of Enrolment	62.0%	38.0%	7.3%	9.5%	29.1%	4.3%	0.8%
Share of teaching staff	65.8%	34.2%	10.2%	1.5%	15.3%	1.0%	1.5%
Share of non-teaching staff	60.9%	39.1%	4.7%	6.8%	8.9%	2.6%	5.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17
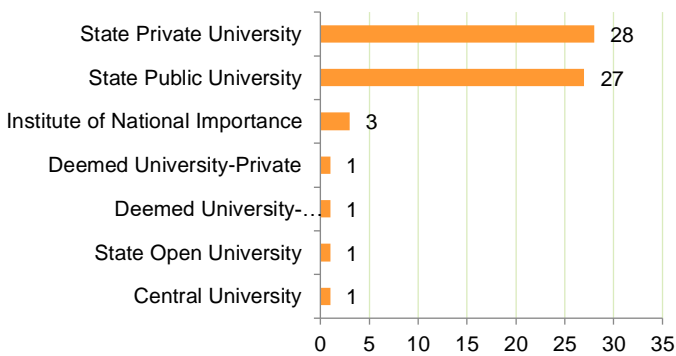
Deloitte.

10.   Delhi

Key Indicators

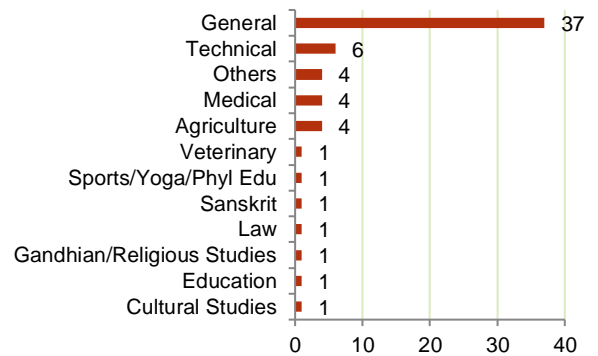| Indicator	Total	Male	Female
Total State Population, Lakh[1]	167.9	89.9	78.0
Literacy Rate [1]	86.2%	90.9%	80.8%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	22.4 (13.3%)	12.3 (13.6%)	10.1 (13%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	1.6%	1.7%	1.5%
Gross Enrolment Ratio [2]	45.3	42.8	48.4

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

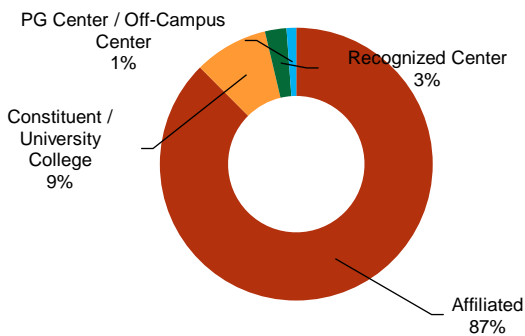## Education Infrastructure
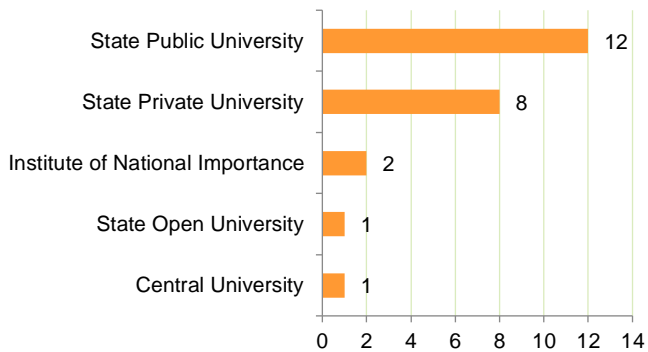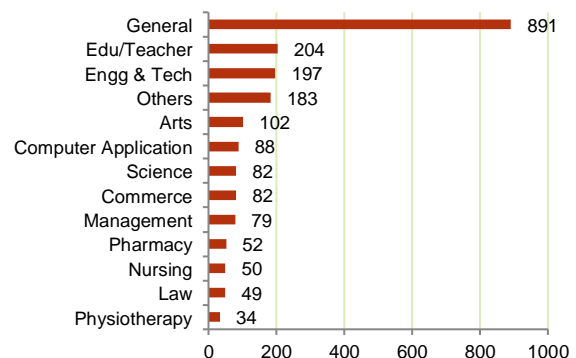
University by Type

University by specialization
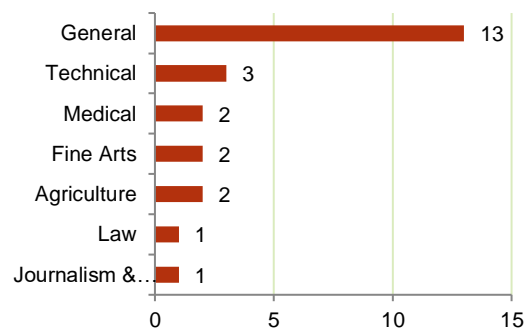
College by Type
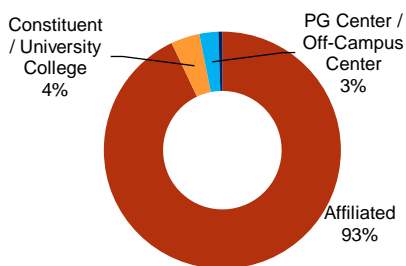
Colleges by Specialization
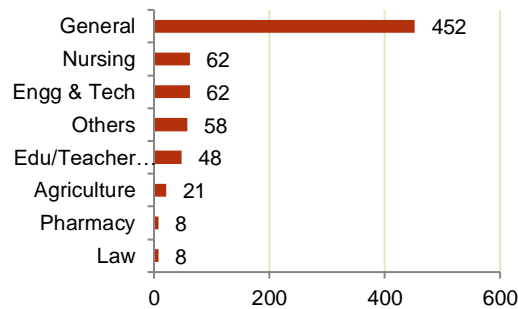
College & Institution Indicators

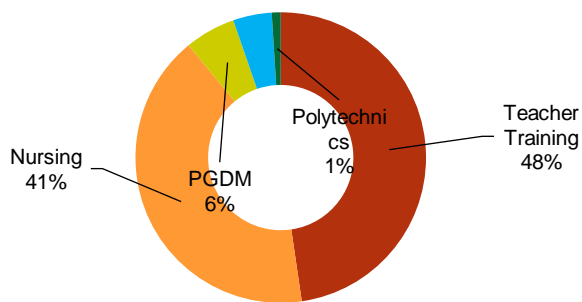| Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	27	174	126
Average enrolment per institution	27,287	1,536	189
Total estimated enrolment (Lakh)	7.37	2.67	0.24

College Indicators

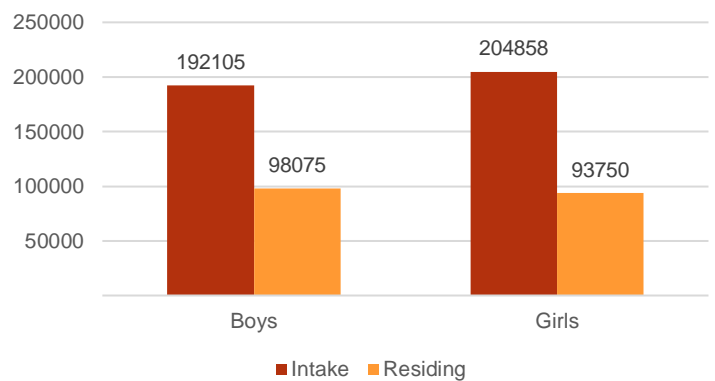| College Type	Delhi	Share in India
Affiliated Colleges	171	0.4%
Recognized centre	12	0.8%
Constituent/ University College	9	0.6%
PG/ Off Campus Centre	1	0.4%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	35.6%	21.6%	930
Private Aided	9.2%	11.4%	1900
Government	55.2%	67.1%	1866

Break up of standalone institution
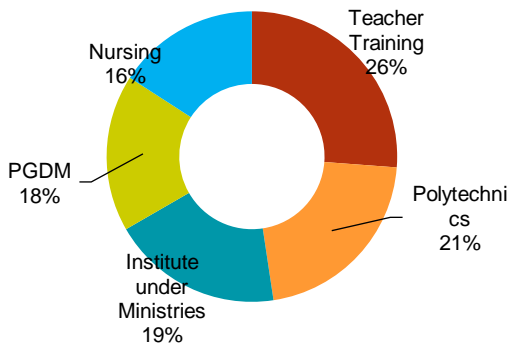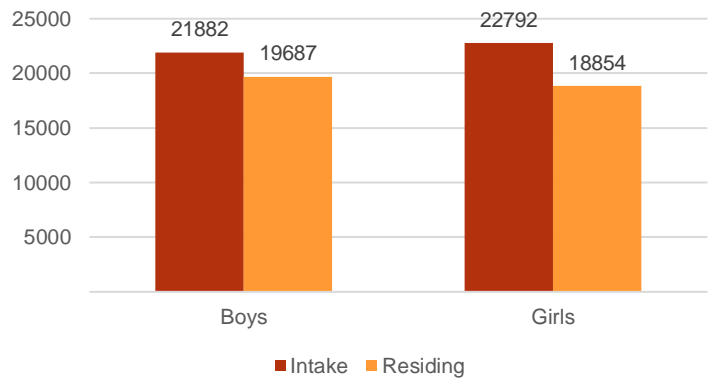
Hostel

Deloitte.

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	4604	3380	20826	151142	1705	11471	1283	754	195165
Male	5319	3028	22423	149412	2776	16604	1895	2020	203477

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	722	313	44296	127123	12642	13006	597	139	198838
Male	883	282	30926	119832	9527	14131	544	388	176513

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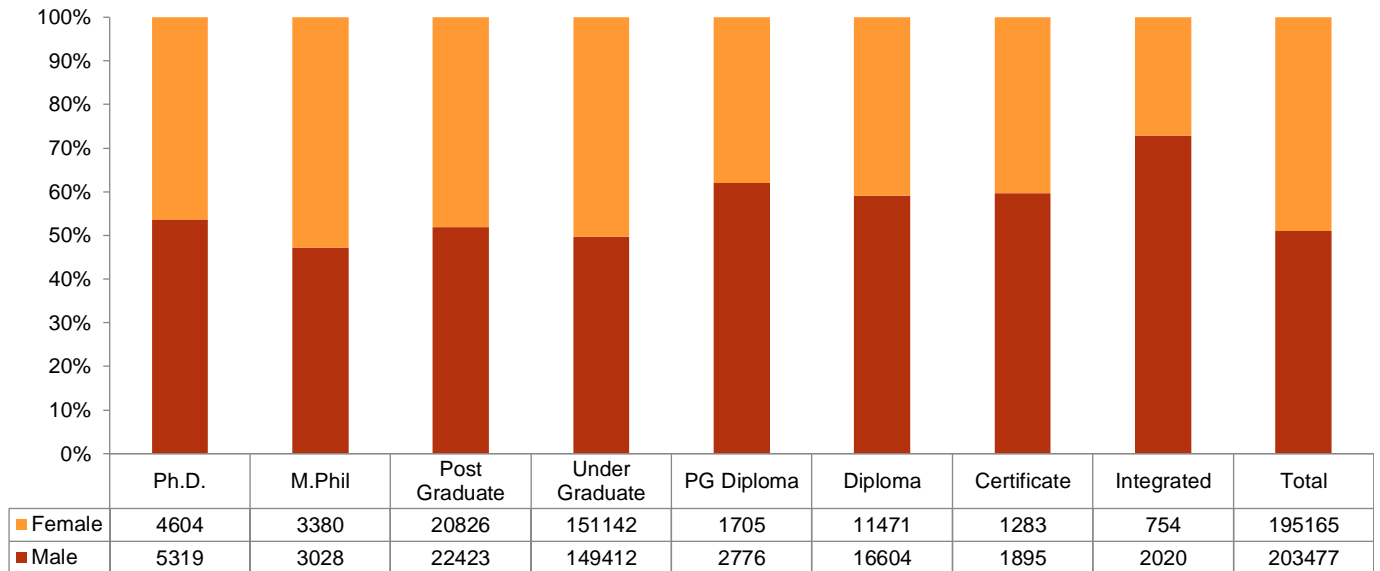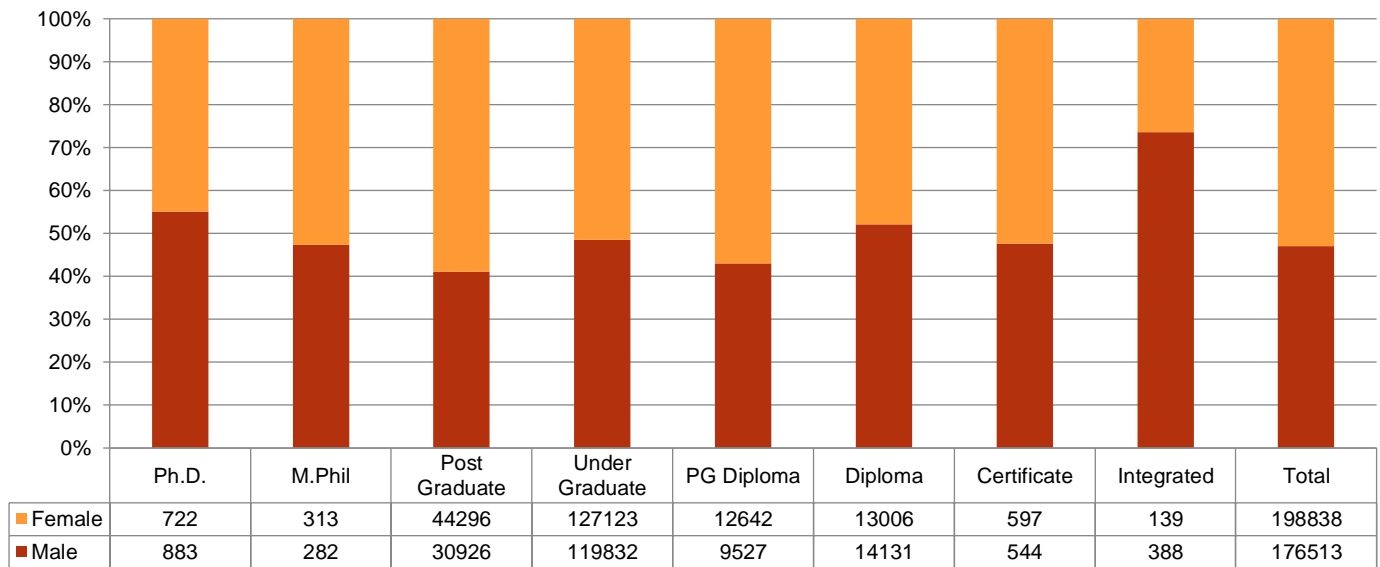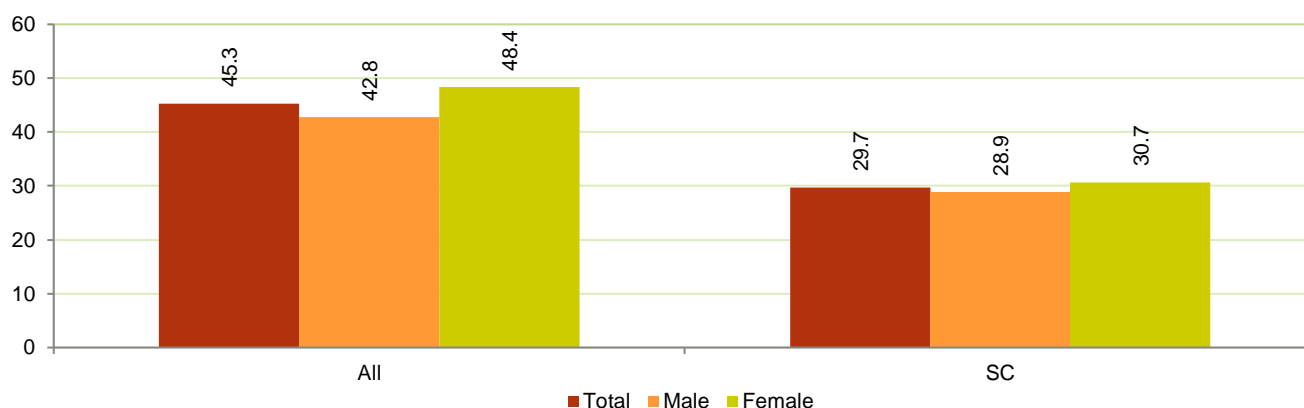
Faculty and Staff

Indicators

Key Indicators	Delhi	INDIA
Pupil Teacher Ratio (PTR)	16	22
Teachers per College	101.5	33.9
Non-teaching staff per College	129.2	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.5%	46.5%	16.8%	0.6%	17.0%	12.9%	4.3%
Share of Enrolment	51.7%	48.3%	12.3%	1.6%	12.5%	2.1%	0.8%
Share of teaching staff	45.5%	54.5%	8.4%	2.2%	8.8%	5.9%	6.6%
Share of non-teaching staff	76.3%	23.7%	16.6%	2.9%	8.6%	1.9%	1.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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11. Goa

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	14.6	7.4	7.2
Literacy Rate [1]	88.7%	92.7%	88.4%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	1.7 (11.7%)	0.9 (12.8%)	0.8 (10.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	28.1	25.0	31.9

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;
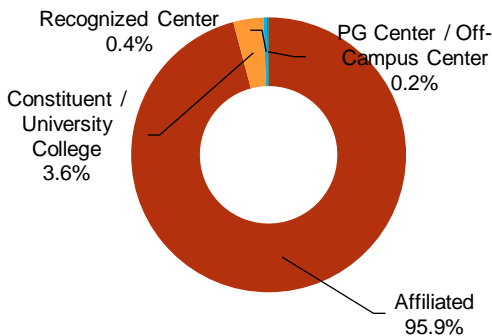
Education Infrastructure
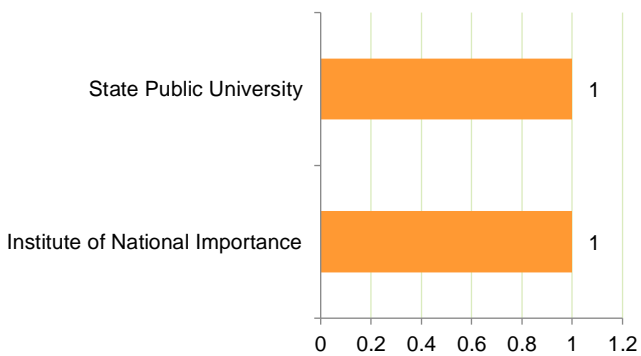
University by Type

University by specialization
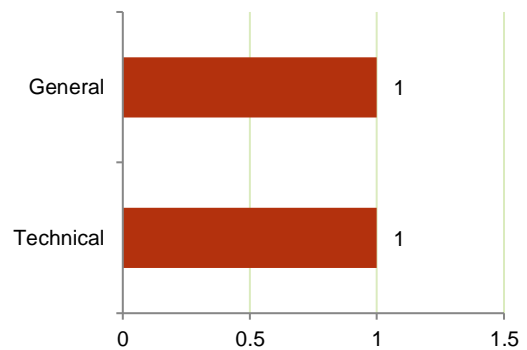
College by Type
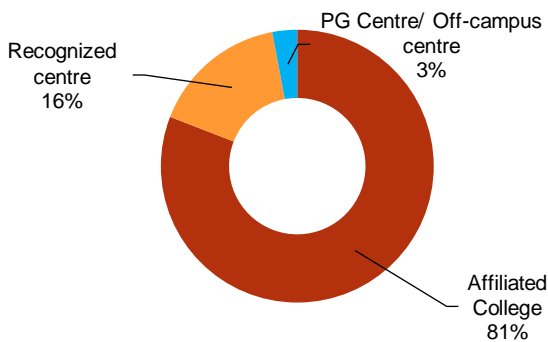
Colleges by Specialization
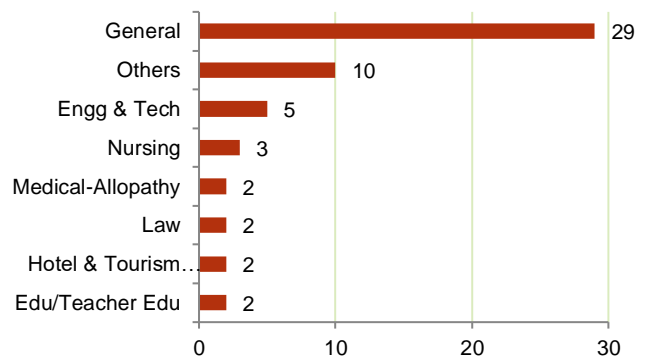
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	2	55	12
Average enrolment per institution	4,478	594	585
Total estimated enrolment (Lakh)	0.09	0.33	0.07

College Indicators

College Type	Goa	Share in India
Affiliated Colleges	55	0.1%
Recognized centre	11	0.7%
Constituent/ University College	0	0.0%
PG/ Off Campus Centre	2	0.9%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	21.8%	9.9%	269
Private Aided	36.4%	48.0%	785
Government	41.8%	42.1%	598

Break up of standalone institution

Teacher Training 8%
PGDM 8%
Nursing 17%
Polytechnics 67%

Hostel

	Boys	Girls
Intake	2205	1647
Residing	1431	1358

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	294	1	2672	17831	52	800	0	169	21819
Male	194	2	1596	12906	64	5844	13	131	20750

Out turn at various levels

	Ph.D.	M.Phil.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	34	3	1446	4634	32	260	8	15	6432
Male	21	3	669	2759	36	1541	29	8	5066

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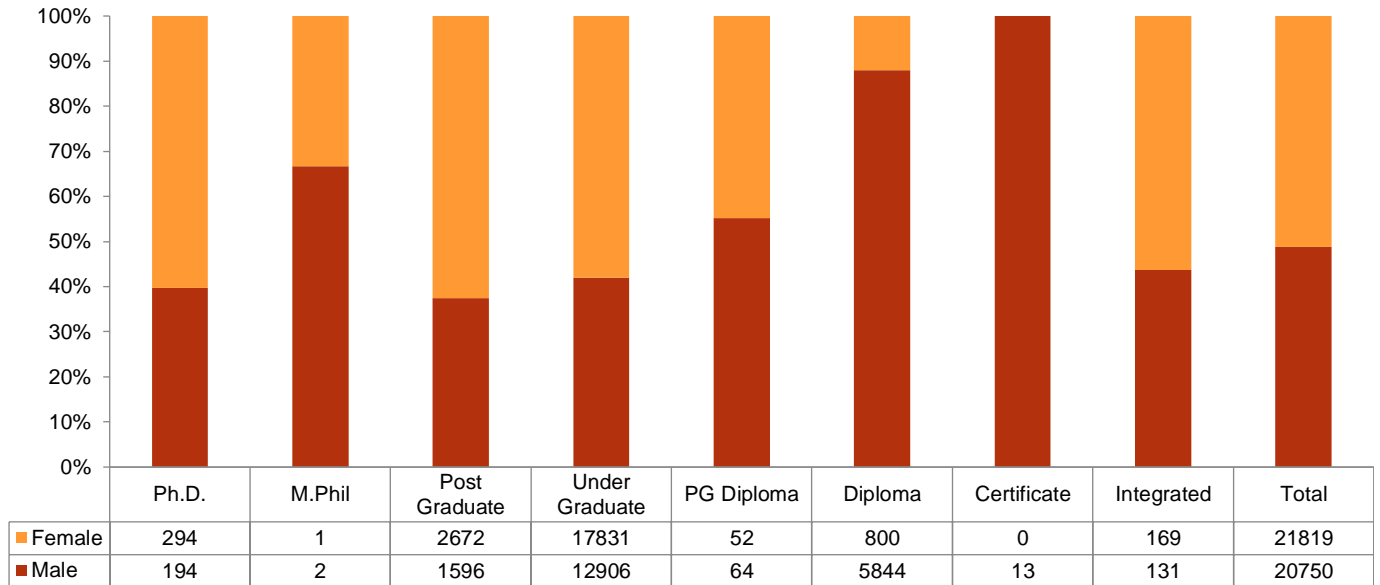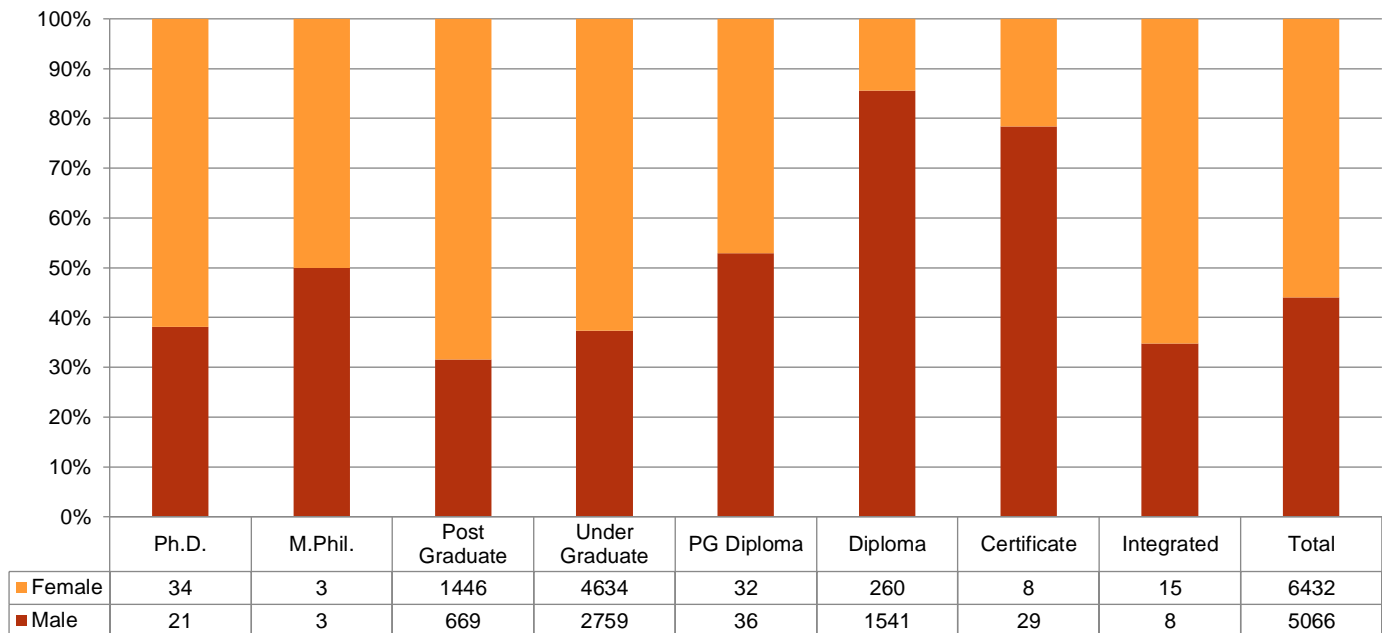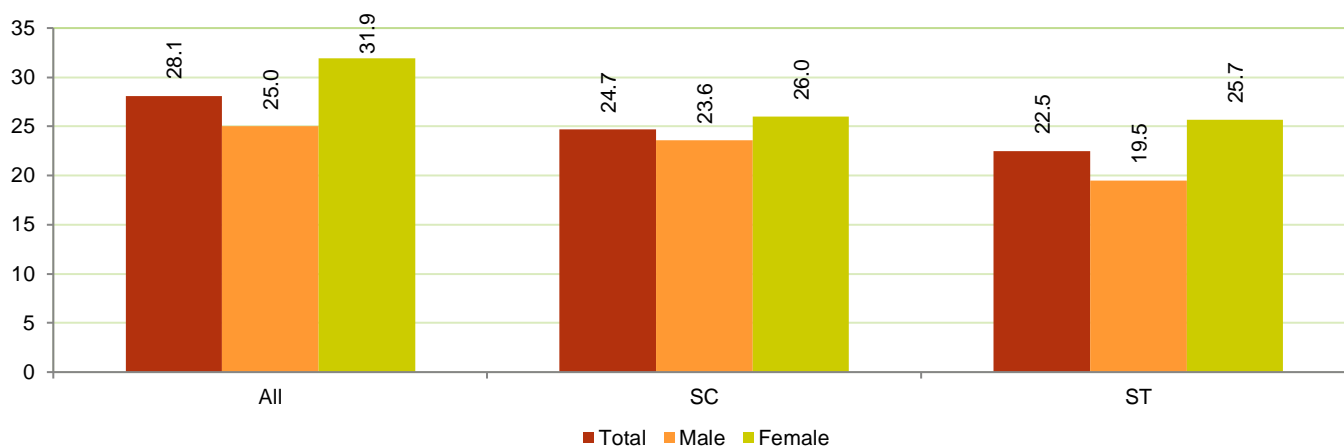
Faculty and Staff

Indicators

Key Indicators	Goa	INDIA
Pupil Teacher Ratio (PTR)	16	22
Teachers per College	49.7	33.9
Non-teaching staff per College	73.8	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	1.7%	10.2%	14.8%	8.3%	14.2%
Share of Enrolment	49.5%	50.5%	1.7%	7.7%	16.3%	4.2%	16.3%
Share of teaching staff	48.1%	51.9%	0.8%	1.4%	6.6%	2.2%	26.0%
Share of non-teaching staff	51.1%	48.9%	2.3%	3.5%	4.4%	0.9%	9.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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CII

12. Gujarat

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	604.4	314.9	289.5
Literacy Rate [1]	78.0%	85.8%	69.7%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	71.9 (11.9%)	37.8 (12%)	34 (11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5.1%	5.2%	5.0%
Gross Enrolment Ratio [2]	20.2	22.9	17.3

**Source:** 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

State Private University — 28
State Public University — 27
Institute of National Importance — 3
Deemed University-Private — 1
Deemed University-... — 1
State Open University — 1
Central University — 1

University by specialization

General — 37
Technical — 6
Others — 4
Medical — 4
Agriculture — 4
Veterinary — 1
Sports/Yoga/Phyl Edu — 1
Sanskrit — 1
Law — 1
Gandhian/Religious Studies — 1
Education — 1
Cultural Studies — 1

College by Type

Recognized Center 3%
PG Center / Off-Campus Center 1%
Constituent / University College 9%
Affiliated 87%

Colleges by Specialization

General — 891
Edu/Teacher — 204
Engg & Tech — 197
Others — 183
Arts — 102
Computer Application — 88
Science — 82
Commerce — 82
Management — 79
Pharmacy — 52
Nursing — 50
Law — 49
Physiotherapy — 34

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College & Institution Indicators

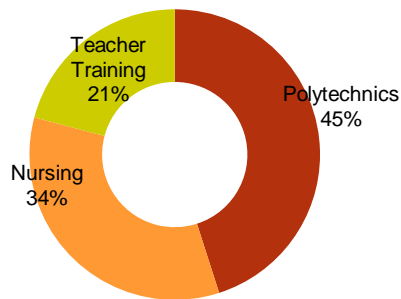| Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	62	2,093	302
Average enrolment per institution	4,845	542	78
Total estimated enrolment (Lakh)	3.0	11.34	0.24

College Indicators

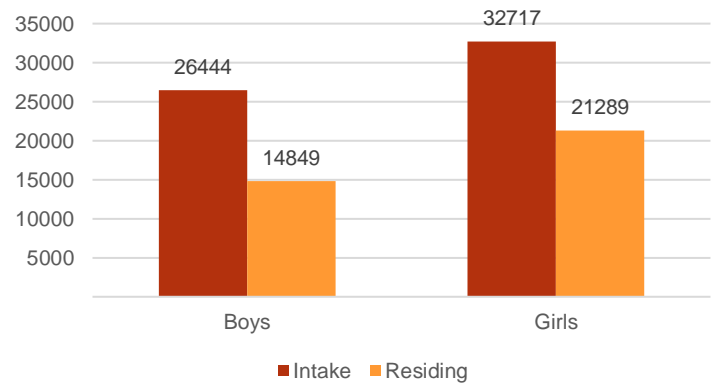| College Type	Gujarat	Share in India
Affiliated Colleges	2,058	5.3%
Recognized centre	60	3.8%
Constituent/ University College	206	13.0%
PG/ Off Campus Centre	26	11.5%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	62.6%	41.4%	358
Private Aided	23.5%	41%	947
Government	14%	17.6%	684

Break up of standalone institution

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Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1953	406	79069	455387	3089	34552	3481	6383	584320
Male	3035	352	65749	607268	3045	105649	2712	5886	793696

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	322	409	36422	145625	2262	12006	1772	1003	199821
Male	648	276	27829	147543	2117	26056	3226	792	208487

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GER

Chart showing GER with Total, Male, Female for categories All, SC, ST:
- All: Total 20.2, Male 22.9, Female 17.3
- SC: Total 26.9, Male 31.6, Female 21.8
- ST: Total 13.8, Male 14.9, Female 12.6

■ Total ■ Male ■ Female

Faculty and Staff

Indicators

Key Indicators	Gujrat	INDIA
Pupil Teacher Ratio (PTR)	24	22
Teachers per College	24.3	33.9
Non-teaching staff per College	17.4	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.1%	47.9%	6.7%	14.8%	43.0%	9.7%	0.6%
Share of Enrolment	59.5%	40.5%	9.4%	9.1%	28.4%	2.3%	0.5%
Share of teaching staff	62.0%	38.0%	5.5%	4.5%	18.7%	2.6%	3.6%
Share of non-teaching staff	72.5%	27.5%	13.3%	8.9%	20.3%	1.3%	0.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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CII

13.   Haryana

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	253.5	134.9	118.6
Literacy Rate [1]	75.6%	84.1%	65.9%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	31.9 (12.6%)	17.3 (12.8%)	14.6 (12.3%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.3%	2.4%	2.1%
Gross Enrolment Ratio [2]	29.0	28.5	29.7

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

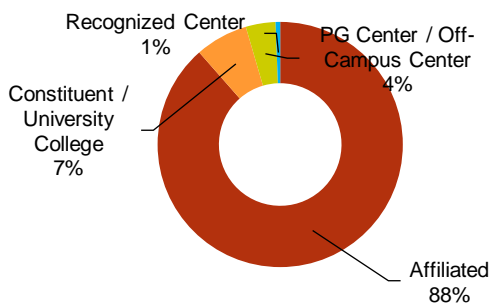## Education Infrastructure
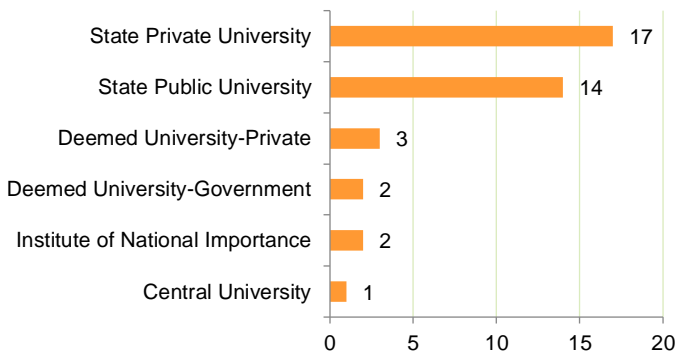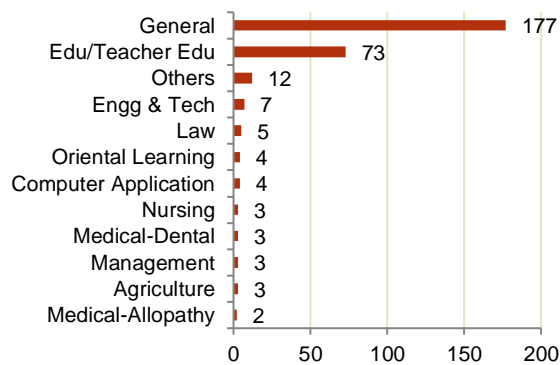
University by Type

University by specialization
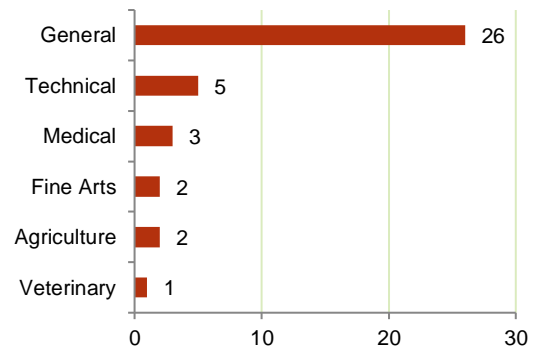
College by Type

Colleges by Specialization
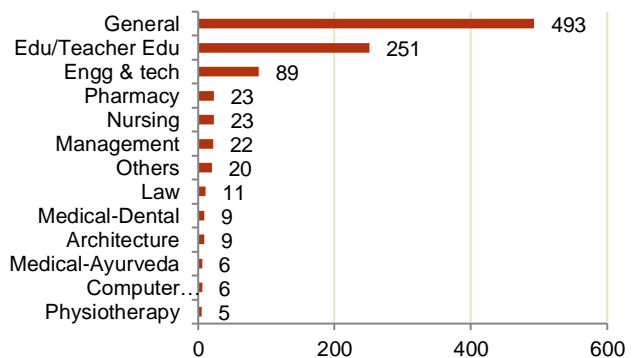
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	39	967	322
Average enrolment per institution	7,154	614	163
Total estimated enrolment (Lakh)	2.79	5.94	0.52

College Indicators

College Type	Haryana	Share in India
Affiliated Colleges	1,132	2.9%
Recognized centre	5	0.3%
Constituent/ University College	42	2.7%
PG/ Off Campus Centre	2	0.9%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	68.9%	32.8%	293
Private Aided	11.9%	31.8%	1640
Government	19.2%	35.4%	1130

Break up of standalone institution
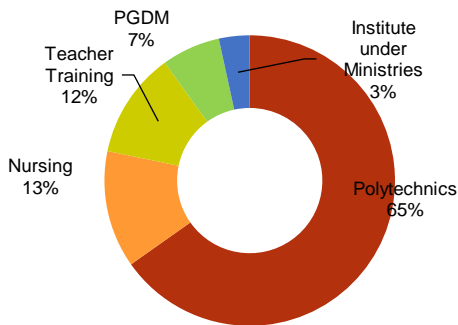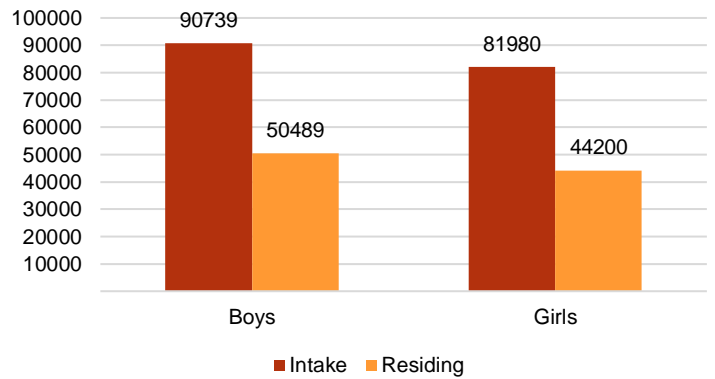
Hostel

Student Enrolment

Enrolment at various levels through regular mode

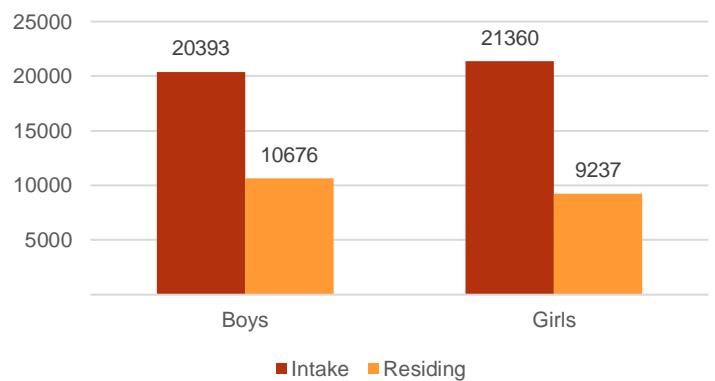|	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1784	260	47851	284392	971	19177	1834	3988	360257
Male	1817	208	25922	303902	1036	49077	1007	6428	389397

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	303	235	25905	74704	649	7035	990	888	110709
Male	278	186	15207	55027	703	8732	339	569	81041

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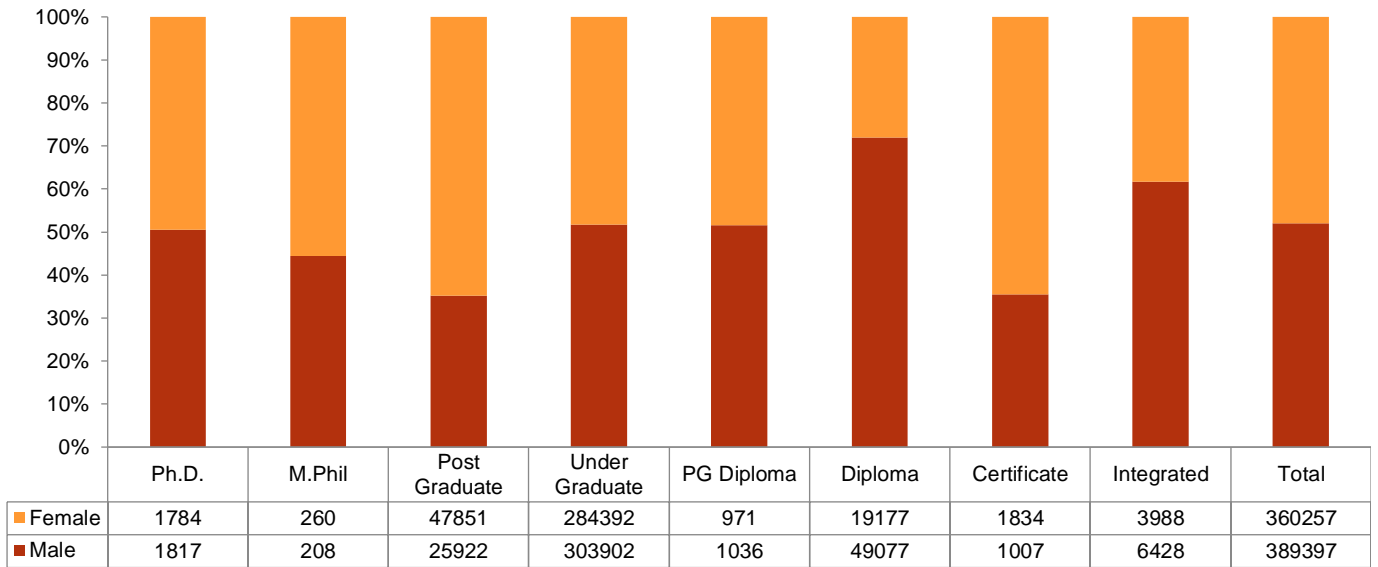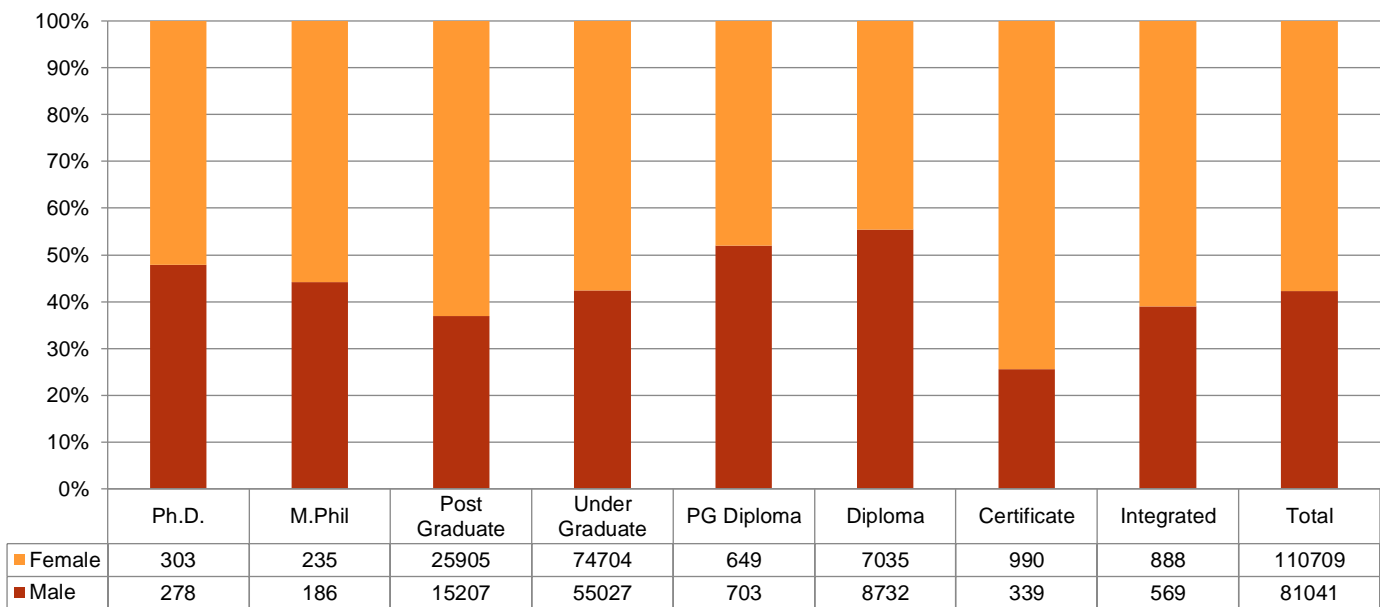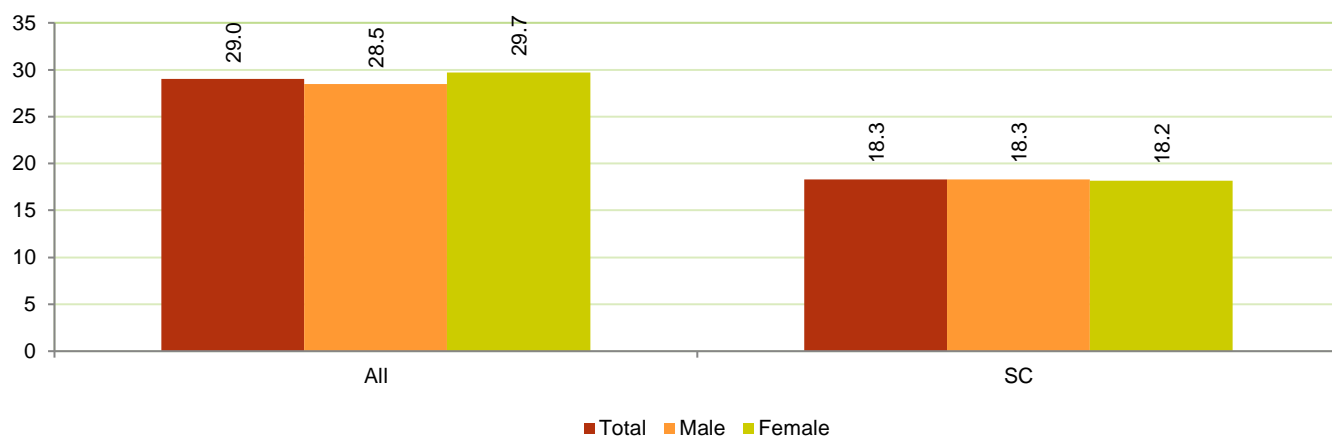
Faculty and Staff

Indicators

Key Indicators	Haryana	INDIA
Pupil Teacher Ratio (PTR)	19	22
Teachers per College	31.2	33.9
Non-teaching staff per College	31.7	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.2%	46.8%	20.2%	0.1%	28.1%	7%	6.0%
Share of Enrolment	53.3%	46.7%	13.3%	0.2%	23.1%	0.9%	1.2%
Share of teaching staff	50.5%	49.5%	5.3%	0.2%	10.4%	1.3%	3.9%
Share of non-teaching staff	71.8%	28.2%	16.5%	0.6%	14.9%	0.5%	0.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

14. Himachal Pradesh

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	68.6	34.8	33.8
Literacy Rate [1]	82.8%	89.5%	75.9%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	7.4 (10.8%)	3.8 (11%)	3.6 (10.6%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.5%	0.5%	0.5%
Gross Enrolment Ratio [2]	36.7	33.0	40.7

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure
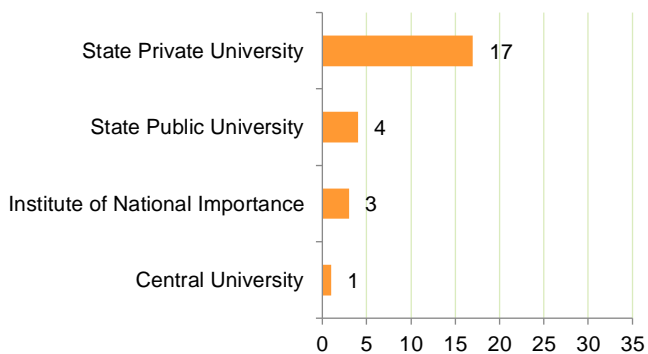
University by Type

University by specialization
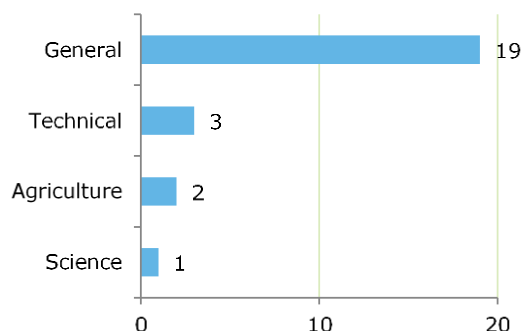
College by Type
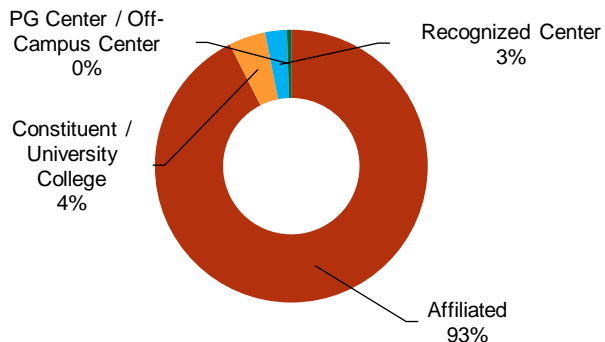
Colleges by Specialization
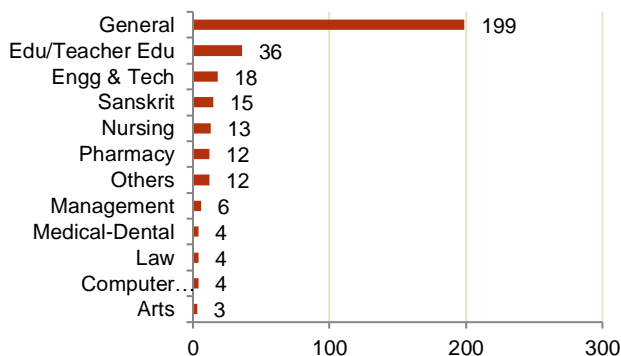
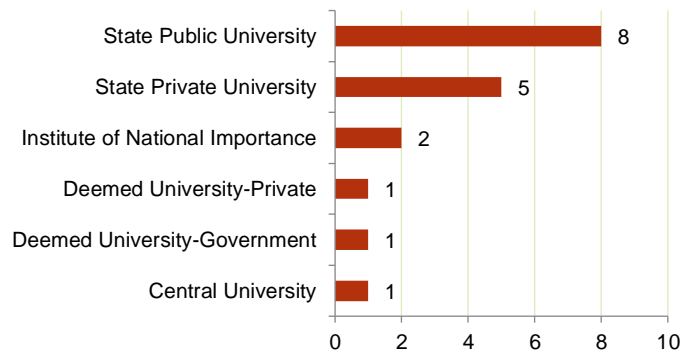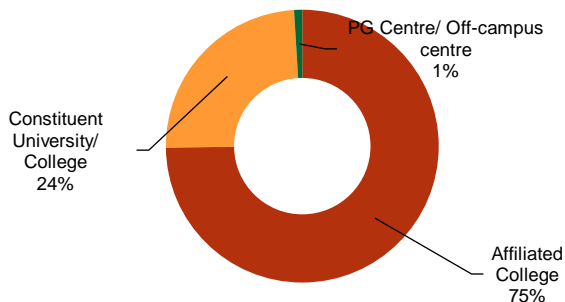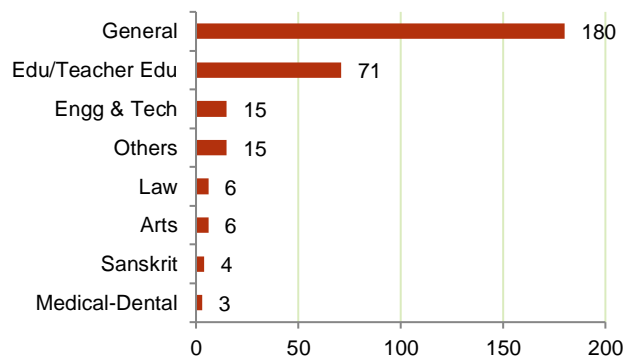## College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	25	326	94
Average enrolment per institution	3,199	541	149
Total estimated enrolment (Lakh)	0.8	1.76	0.14

College Indicators

College Type	Himachal Pradesh	Share in India
Affiliated Colleges	360	0.9%
Recognized centre	10	0.6%
Constituent/ University College	17	1.1%
PG/ Off Campus Centre	1	0.4%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	41.7%	15.4%	200
Private Aided	7.4%	6.3%	465
Government	50.9%	78.3%	831

Break up of standalone institution

Teacher Training 21%
Polytechnics 45%
Nursing 34%

Hostel

	Intake	Residing
Boys	26444	14849
Girls	32717	21289

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CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	608	163	10240	104863	536	7376	517	269	124572
Male	721	104	6621	88384	325	7896	425	647	105123

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	175	141	7208	27331	779	3236	363	10	39243
Male	212	77	4517	21196	254	1903	256	59	28474

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GER
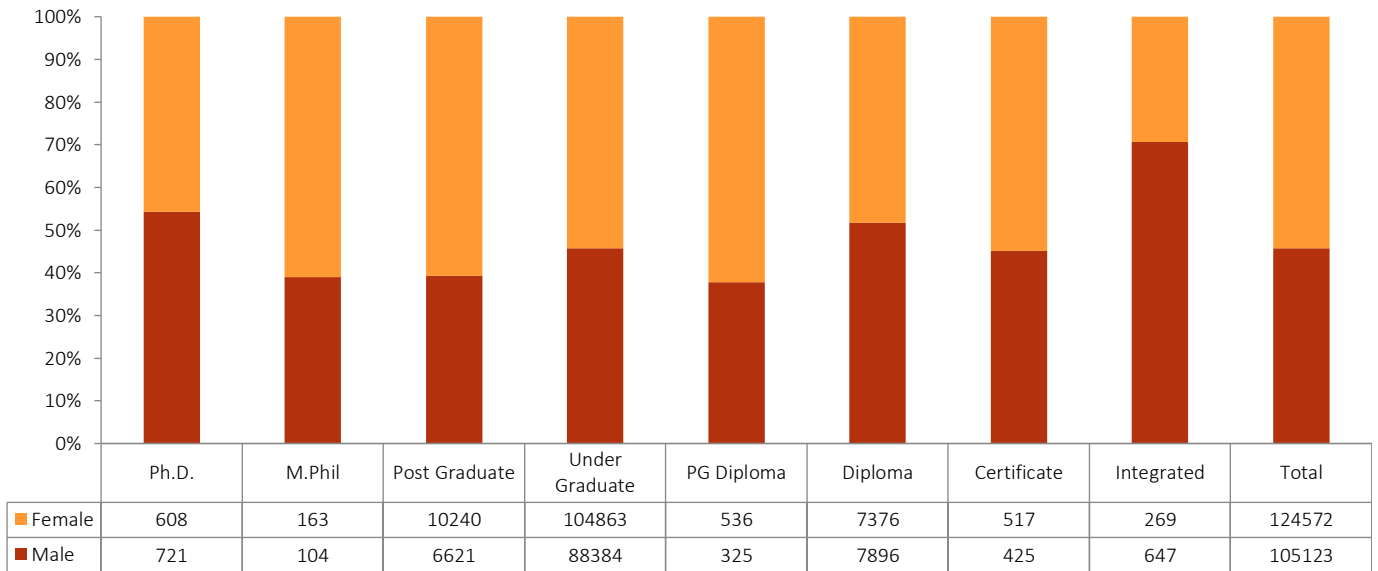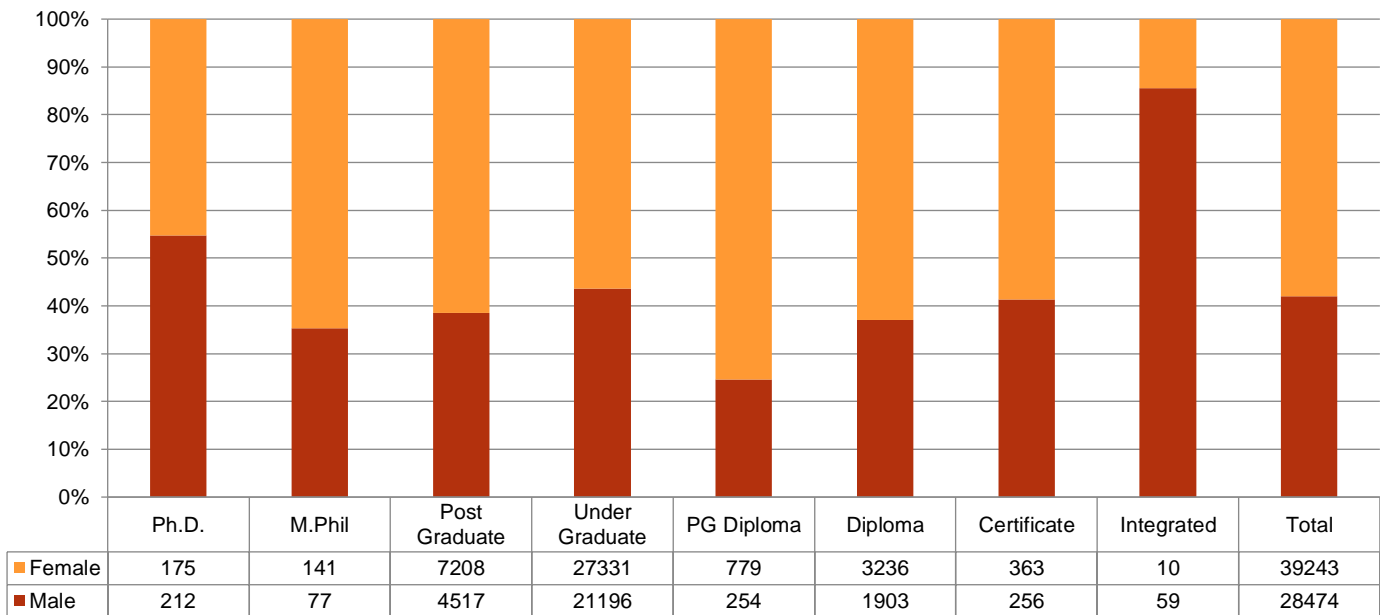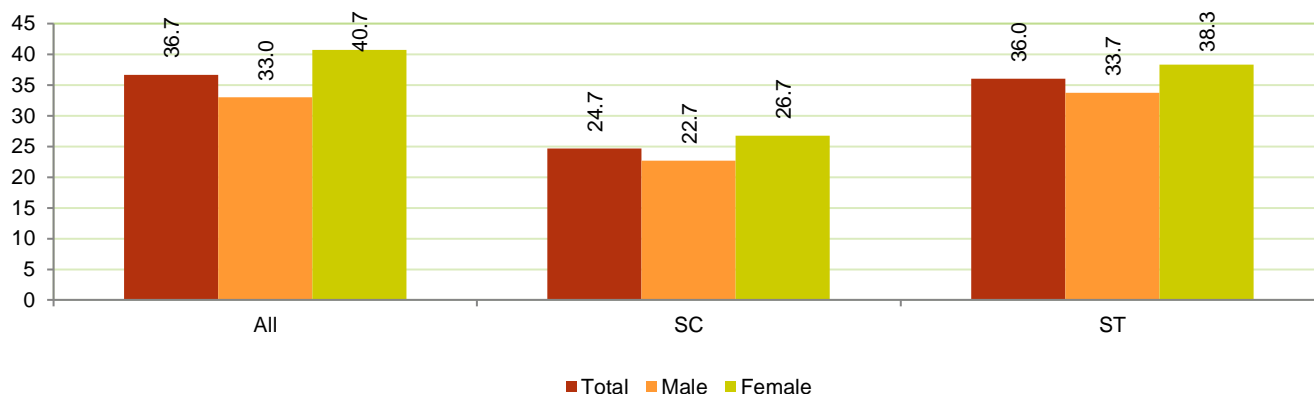
Faculty and Staff

Indicators

Key Indicators	HIMACHAL PRADESH	INDIA
Pupil Teacher Ratio (PTR)	21	22
Teachers per College	26.7	33.9
Non-teaching staff per College	32.4	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.70%	49.30%	25.2%	5.7%	9.80%	2.20%	1.70%
Share of Enrolment	46.6%	53.4%	17.5%	5.7%	13.1%	0.5%	0.7%
Share of teaching staff	55.4%	44.6%	7.9%	3.3%	5.4%	0.7%	3.7%
Share of non-teaching staff	69.9%	30.1%	18.3%	3.8%	8.3%	0.4%	0.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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CII

15. Jammu & Kashmir

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	125.4	66.4	59.0
Literacy Rate [1]	67.2	76.8	56.4
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	13.4 (10.7%)	6.9 (10.4%)	6.5 (11%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.9%	0.9%	1%
Gross Enrolment Ratio [2]	25.6	23.6	27.7

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure
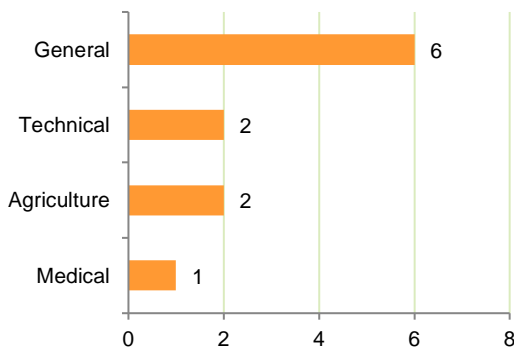
University by Type

University by specialization
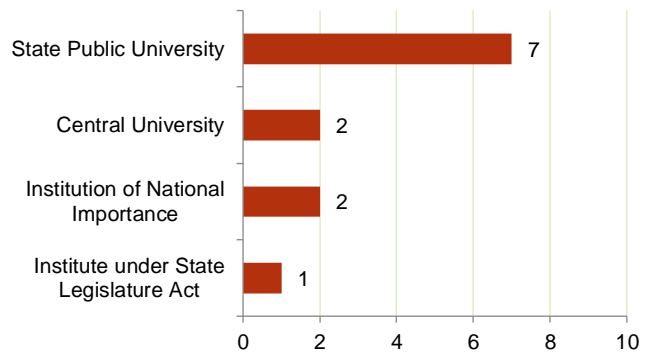
College by Type

Colleges by Specialization

College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	12	296	75
Average enrolment per institution	10,343	689	130
Total estimated enrolment (Lakh)	1.24	2.04	0.10

College Indicators

College Type	Jammu & Kashmir	Share in India
Affiliated Colleges	293	0.8%
Recognized centre	2	0.1%
Constituent/ University College	23	1.5%
PG/ Off Campus Centre	13	5.7%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	44.6%	12.8%	197
Private Aided	7.4%	2.1%	193
Government	48.0%	85.2%	1223

Break up of standalone institution
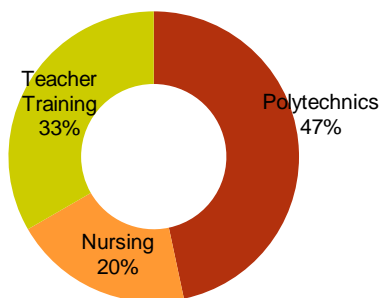
Hostel

Deloitte.

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	977	143	8882	113913	235	2745	1	1465	128361
Male	991	109	8417	95847	296	7231	14	1021	113926

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	136	87	3628	32643	248	718	0	709	38169
Male	196	64	9298	24201	277	1158	0	452	35646

GER
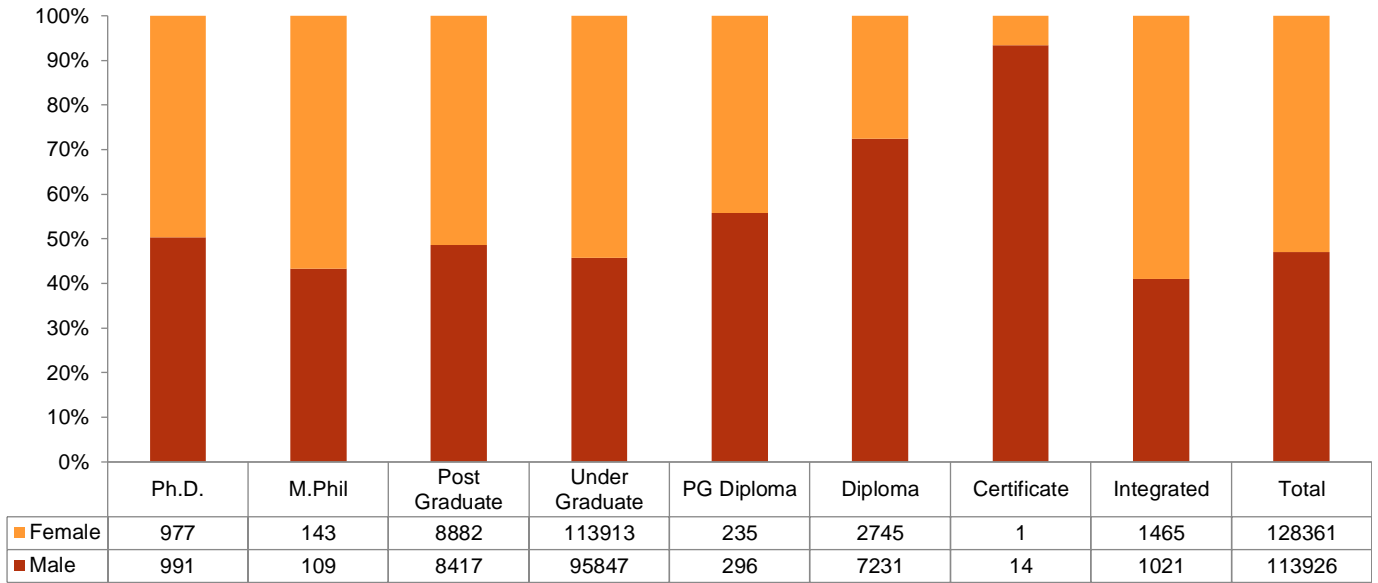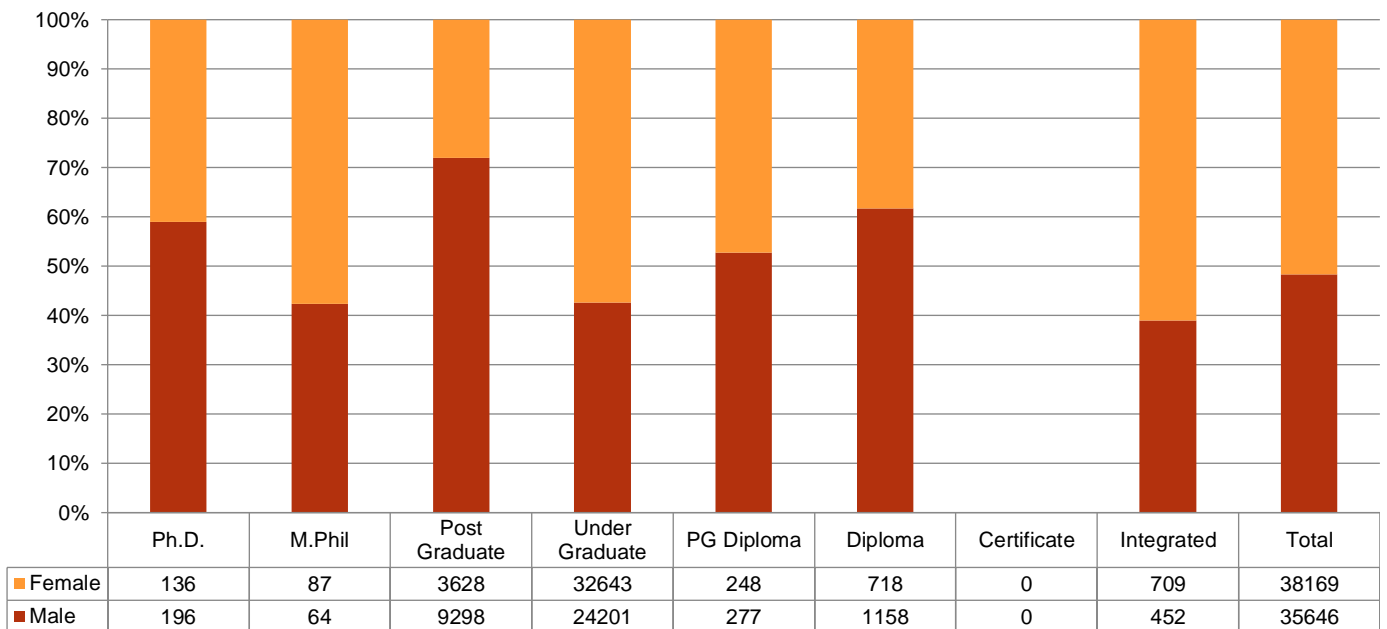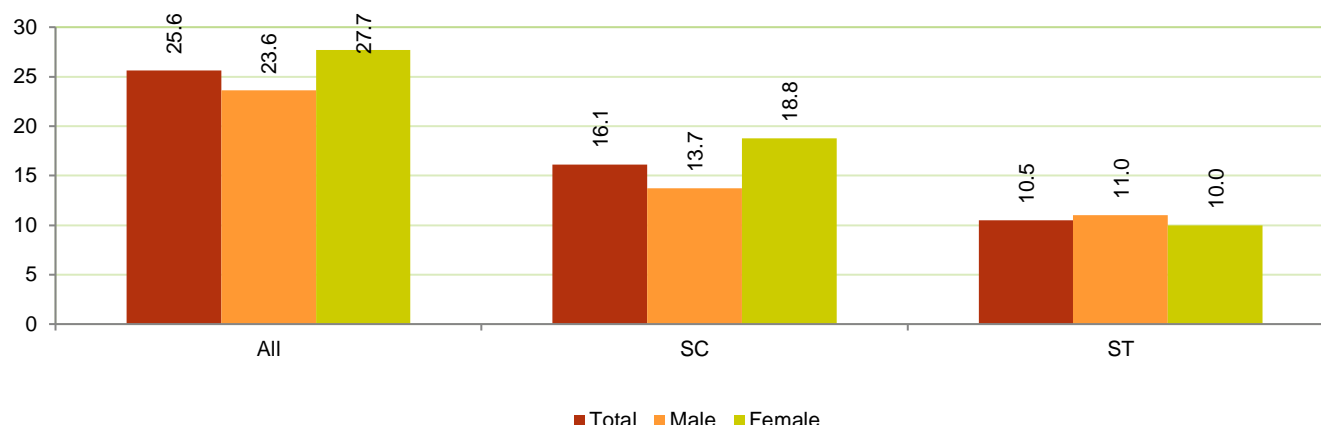
Faculty and Staff

Indicators

Key Indicators	JAMMU & KASHMIR	INDIA
Pupil Teacher Ratio (PTR)	26	22
Teachers per College	28.3	33.9
Non-teaching staff per College	42.8	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.00%	47.00%	7.4%	11.9%	11.30%	68.3%	2.70%
Share of Enrolment	47.7%	52.3%	5.0%	4.5%	5.7%	35.8%	1.6%
Share of teaching staff	59.1%	40.9%	3.7%	2.6%	2.5%	56.7%	5.8%
Share of non-teaching staff	75.8%	24.2%	5.9%	2.3%	2.1%	50.9%	2.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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16.   Jharkhand

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	329.9	169.3	160.6
Literacy Rate [1]	66.4%	76.8%	55.4%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	37.5 (11.4%)	19 (11.2%)	18.5 (11.5%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.7%	2.6%	2.7%
Gross Enrolment Ratio [2]	17.7	18.4	17.0

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

College & Institution Indicators

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CII
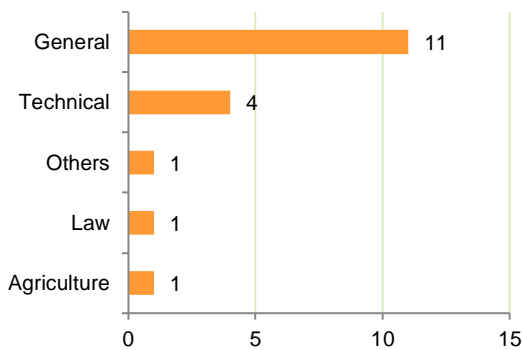
Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	18	300	47
Average enrolment per institution	5,566	1,828	477
Total estimated enrolment (Lakh)	1.0	5.48	0.22

College Indicators

College Type	Jharkhand	Share in India
Affiliated Colleges	232	0.6%
Recognized centre	-	-
Constituent/ University College	75	4.7%
PG/ Off Campus Centre	3	1.3%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	41.0%	8.8%	392
Private Aided	8.3%	11.1%	2424
Government	50.7%	80.2%	2892

Break up of standalone institution

Institute under Ministries 4%
Teacher Training 4%
PGDM 13%
Nursing 24%
Polytechnics 55%

Hostel

Boys — Intake 40534, Residing 33727
Girls — Intake 21552, Residing 15988

■ Intake ■ Residing

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Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	648	368	24039	263353	839	4947	832	1485	296511
Male	1157	209	20497	274718	1779	18505	272	2378	319515

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	157	144	8660	57446	401	1504	251	213	68776
Male	196	109	6140	59255	855	4100	86	268	71009

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GER

Bar chart showing GER values by category (Total, Male, Female):

Category	Total	Male	Female
All	17.7	18.4	17.0
SC	13.4	14.6	12.1
ST	12.6	11.7	13.3

Faculty and Staff

Indicators

Key Indicators	JHARKHAND	INDIA
Pupil Teacher Ratio (PTR)	56	22
Teachers per College	35.6	33.9
Non-teaching staff per College	39	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.30%	48.70%	12.1%	26.2%	31.80%	14.5%	3.20%
Share of Enrolment	52.4%	47.6%	9.0%	18.2%	36.8%	5.5%	2.1%
Share of teaching staff	71.4%	28.6%	3.9%	9.0%	26.9%	6.6%	8.2%
Share of non-teaching staff	77.5%	22.5%	9.7%	18.1%	30.0%	4.3%	4.1%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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CII

17. Karnataka

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	611.0	309.7	301.3
Literacy Rate [1]	75.4%	82.5%	68.1%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	71.2 (11.7%)	36.5 (11.8%)	34.7 (11.5%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5%	5%	5.1%
Gross Enrolment Ratio [2]	26.5	26.4	26.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure
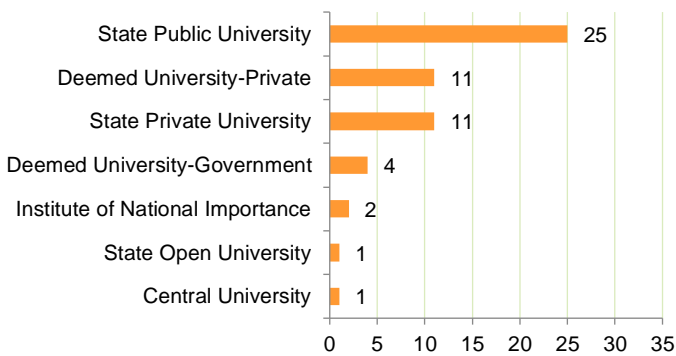
University by Type

University by specialization
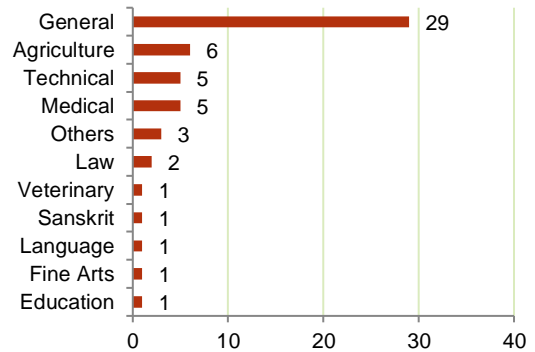
College by Type
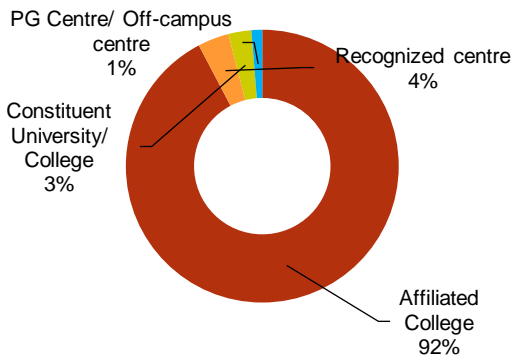
Colleges by Specialization
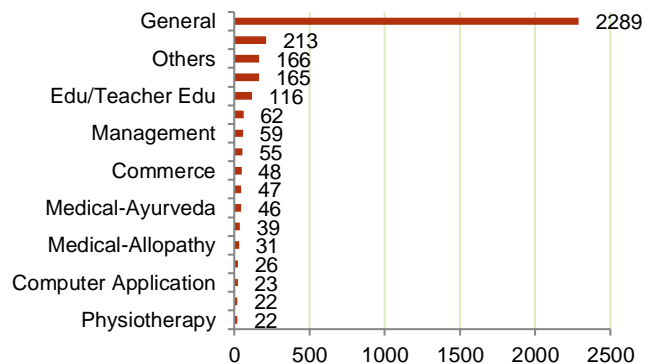
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	55	3429	1692
Average enrolment per institution	4337	417	120
Total estimated enrolment (Lakh)	2.39	14.3	2.03

College Indicators

College Type	Karnataka	Share in India
Affiliated Colleges	3692	9.5%
Recognized centre	148	9.5%
Constituent/ University College	110	7%
PG/ Off Campus Centre	49	21.6%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	68.1%	50.1%	307
Private Aided	12.8%	21.9%	713
Government	19.1%	27.9%	611

Break up of standalone institution
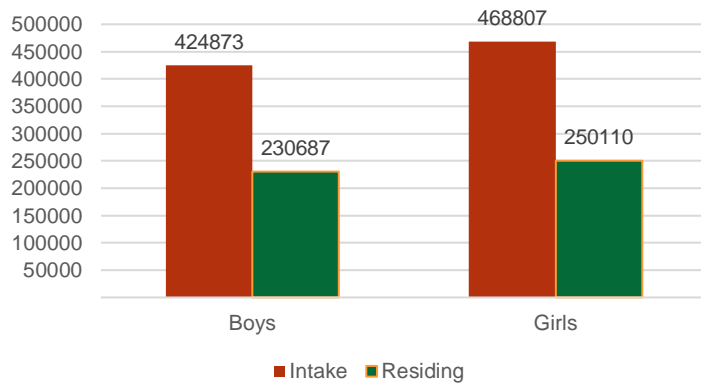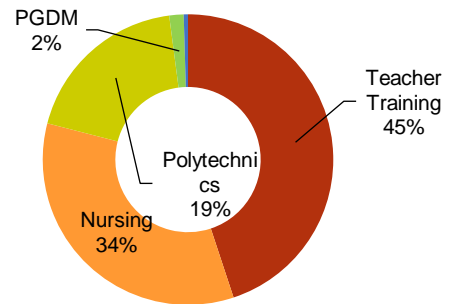
Hostel

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	4211	329	87824	708806	1884	75159	1759	3636	883608
Male	6630	198	82065	697936	2008	129732	1953	4406	924928

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1332	154	57991	193222	1087	22401	965	618	277770
Male	1785	102	50674	162674	1212	29236	911	575	247169

GER

Total   ■Male   ■Female
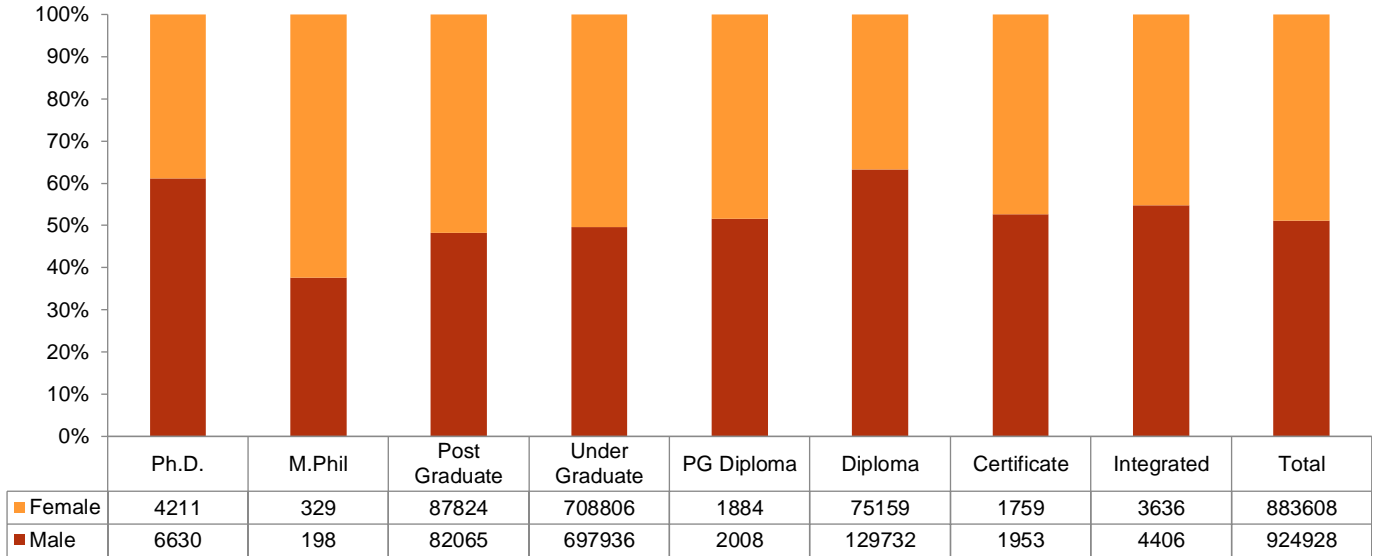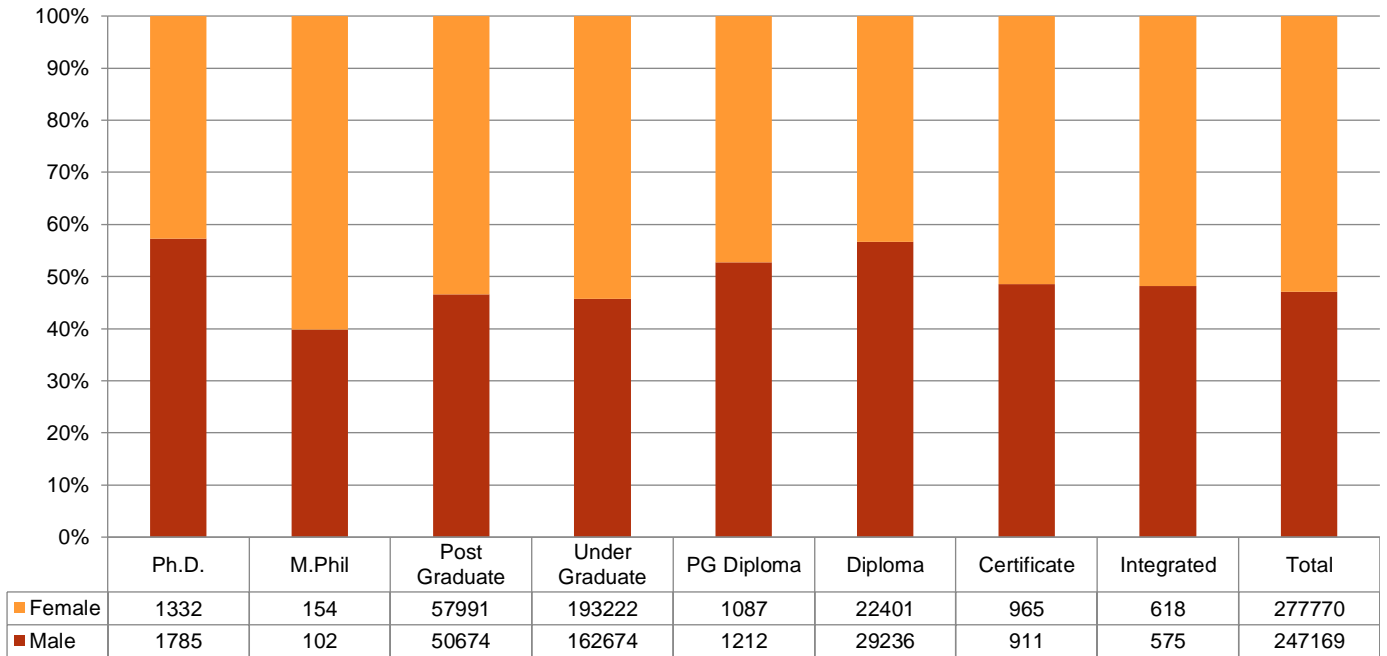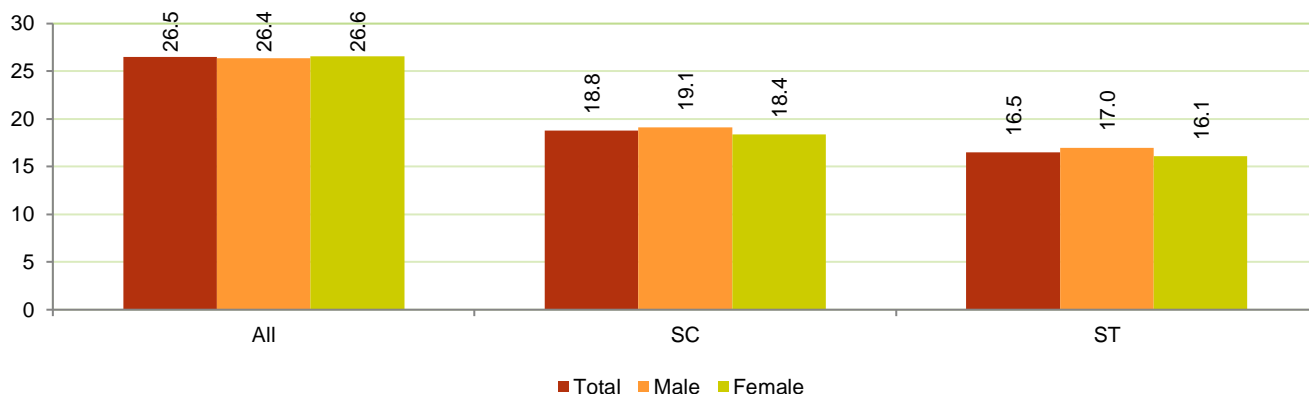
Faculty and Staff

Indicators

Key Indicators	KARNATAKA	INDIA
Pupil Teacher Ratio (PTR)	13	22
Teachers per College	34.1	33.9
Non-teaching staff per College	26.9	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	17.1%	7%	41.1%	12.9%	2.5%
Share of Enrolment	51.0%	49.0%	12.7%	4.5%	47.2%	6.0%	3.7%
Share of teaching staff	56.6%	43.4%	8.0%	2.0%	35.0%	5.5%	7.7%
Share of non-teaching staff	61.8%	38.2%	12.1%	3.8%	31.7%	3.5%	5.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

Deloitte.

CII

18. Kerala

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	334.1	160.3	173.8
Literacy Rate [1]	94.0%	96.1%	92.1%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	30.5 (9.1%)	15.3 (9.5%)	15.3 (8.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.2%	2.1%	2.2%
Gross Enrolment Ratio [2]	34.2	28.3	40.1

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

College & Institution Indicators

Deloitte.

CII
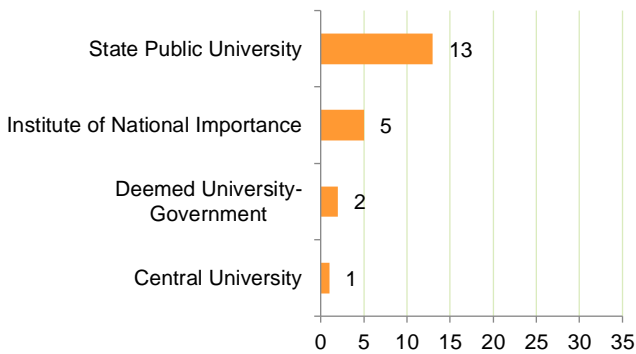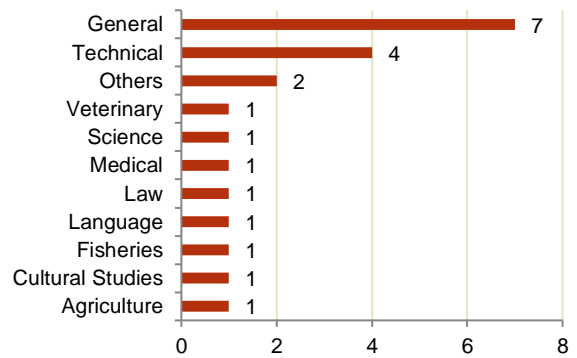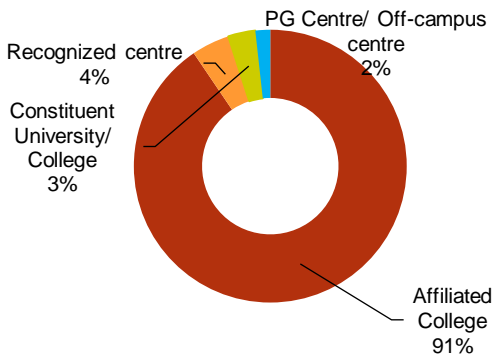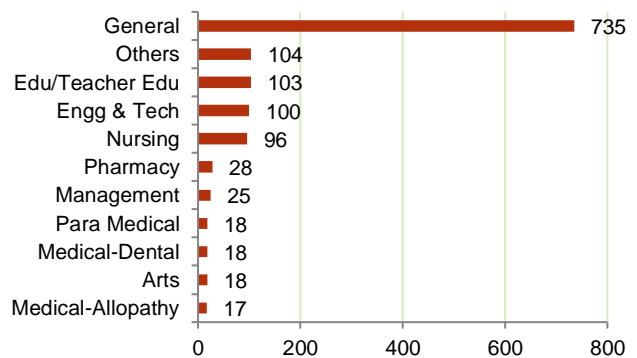
Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	21	1262	541
Average enrolment per institution	13,794	539	117
Total estimated enrolment (Lakh)	2.9	6.8	0.63

College Indicators

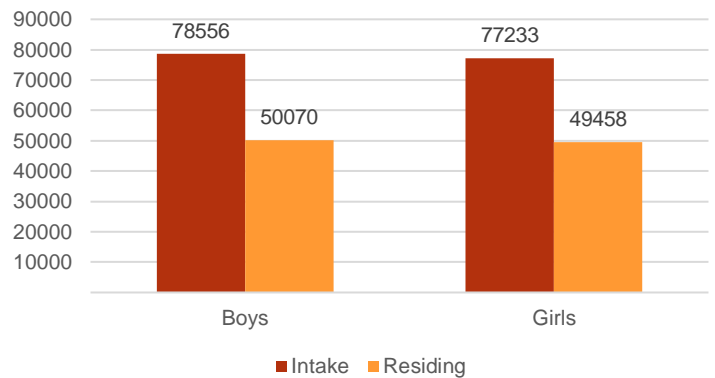| College Type	Kerala	Share in India
Affiliated Colleges	1,289	3.3%
Recognized centre	64	4.1%
Constituent/ University College	46	2.9%
PG/ Off Campus Centre	24	10.6%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	66.0%	48.9%	399
Private Aided	15.8%	35.2%	1,198
Government	15.9%	15.9%	471

Break up of standalone institution
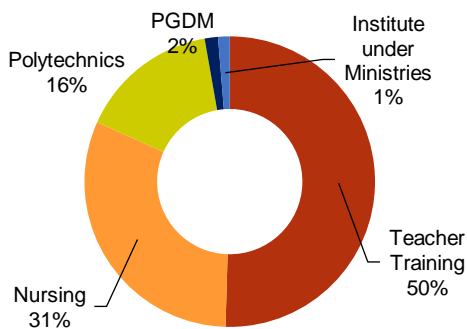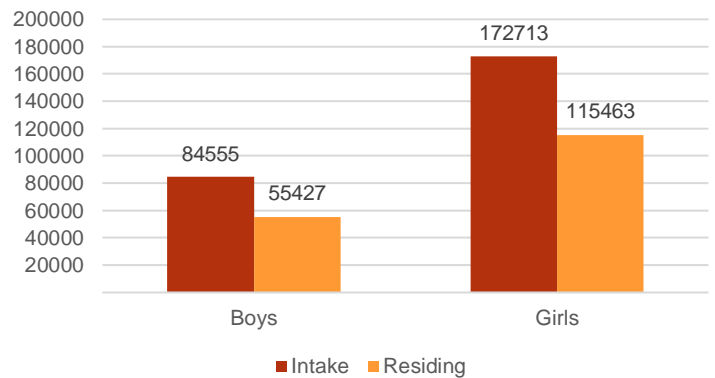
Hostel

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	3121	569	57243	368794	263	28389	2186	2389	462954
Male	2185	165	21369	273120	244	34801	726	2488	335098

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	286	564	26692	106058	159	8162	954	409	143284
Male	186	142	12082	51274	113	5664	439	346	70246

Deloitte.

CII

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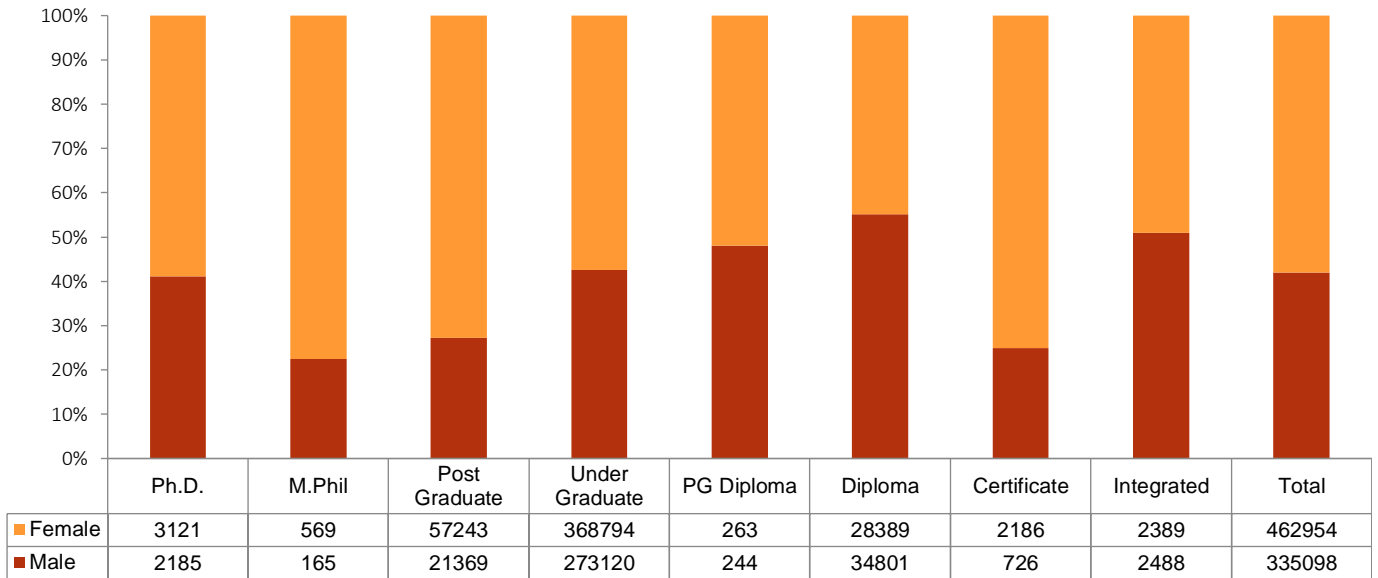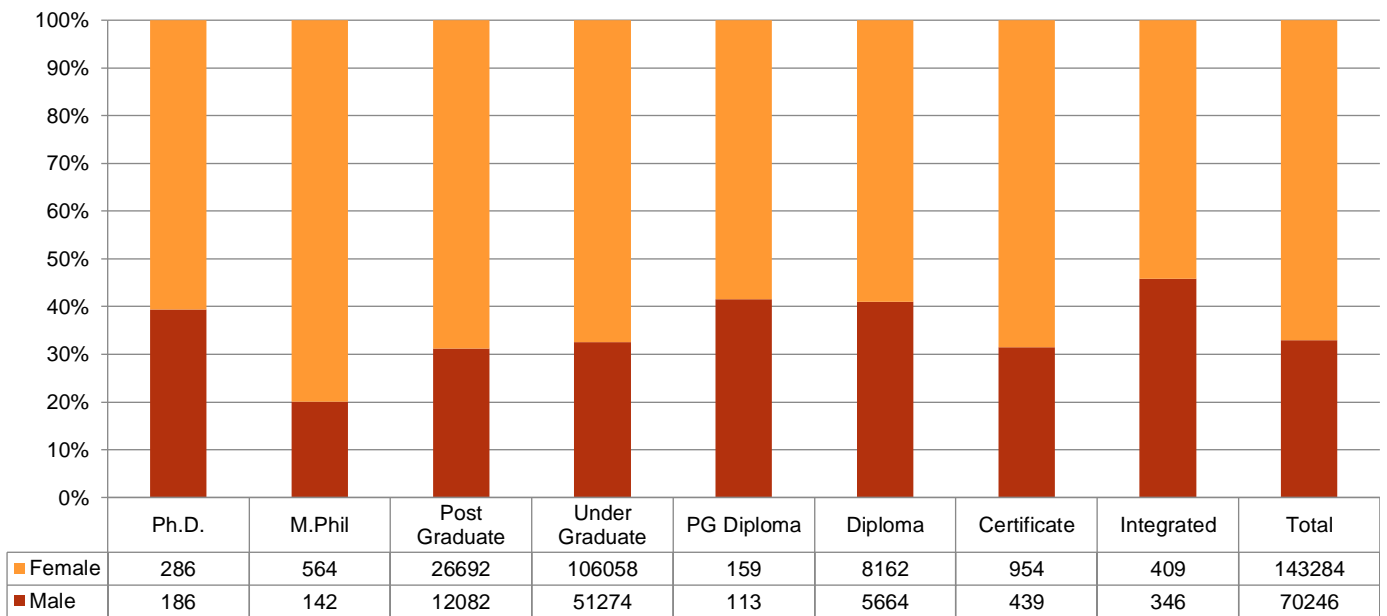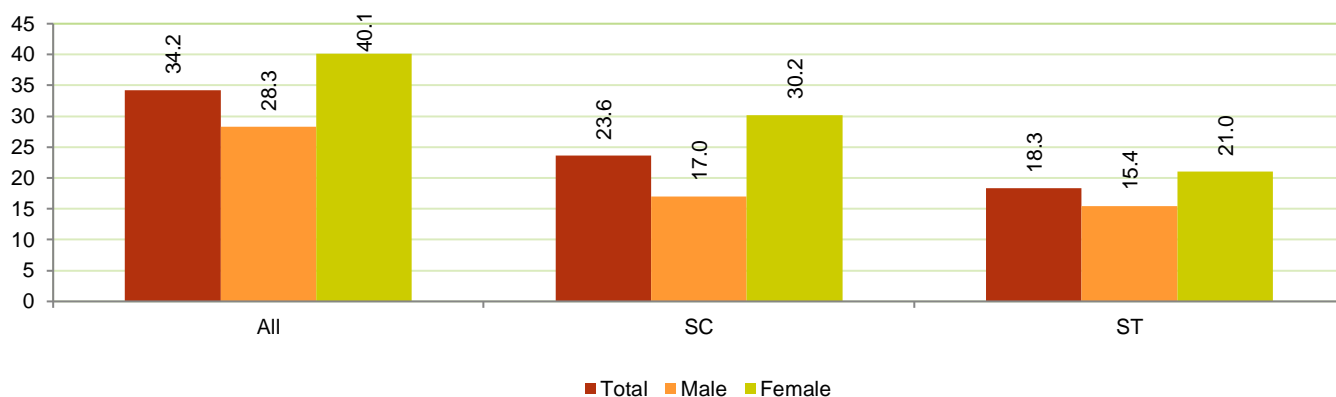
Faculty and Staff

Indicators

Key Indicators	KERALA	INDIA
Pupil Teacher Ratio (PTR)	13	22
Teachers per College	41.2	39.1
Non-teaching staff per College	31.9	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	48%	52%	9.1%	1.5%	61.5%	26.6%	18.6%
Share of Enrolment	41.5%	58.5%	6.2%	0.8%	35.5%	11.7%	10.4%
Share of teaching staff	39.8%	60.2%	3.4%	0.2%	36.8%	11.5%	32.0%
Share of non-teaching staff	50.1%	49.9%	5.9%	1.0%	36.1%	8.4%	12.6%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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CII

19.   Madhya Pradesh

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	726.3	376.1	350.1
Literacy Rate [1]	69.3%	78.7%	59.2%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	87.9 (12.1%)	46.5 (12.4%)	41.4 (11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	6.2%	6.4%	6.1%
Gross Enrolment Ratio [2]		20.9	19.0

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

College & Institution Indicators

Deloitte.

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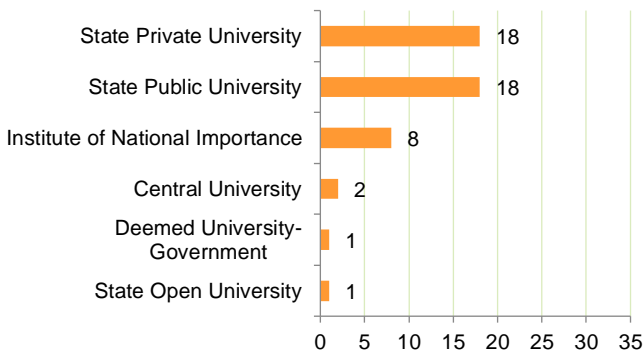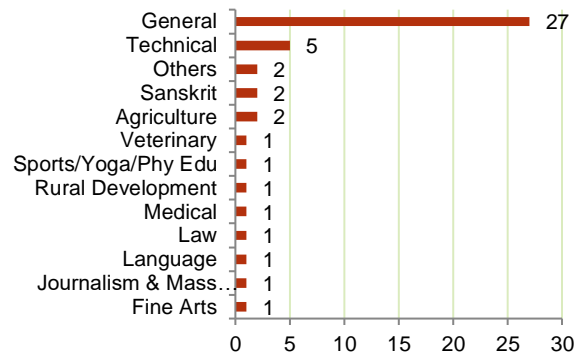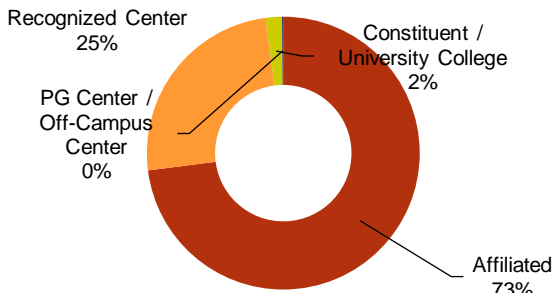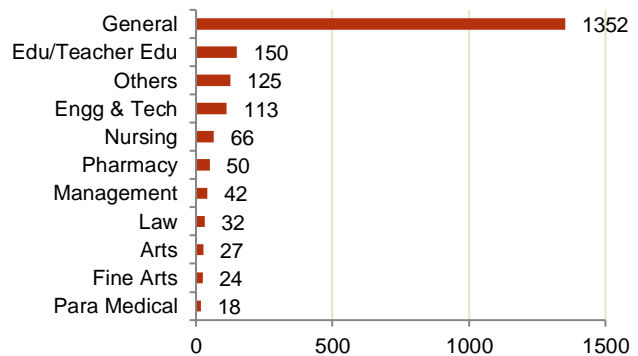
Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	48	1,999	470
Average enrolment per institution	10,168	625	76
Total estimated enrolment (Lakh)	4.88	12.50	0.36

College Indicators

College Type	Madhya Pradesh	Share in India
Affiliated Colleges	2,144	5.5%
Recognized centre	733	46.9%
Constituent/ University College	57	3.6%
PG/ Off Campus Centre	3	1.3%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	58.9%	39.9%	423
Private Aided	10.6%	10.4%	614
Government	30.6%	49.8%	1,018

Break up of standalone institution

- PGDM 4%
- Polytechnics 23%
- Nursing 28%
- Teacher Training 44%
- Institute under Ministries 1%

Hostel

	Boys	Girls
Intake	78556	77233
Residing	50070	49458

Deloitte.

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1284	547	92331	562793	26292	48774	889	3163	736073
Male	1988	336	79470	678062	23552	90285	1306	4732	879731

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	438	480	36304	142172	20937	27397	376	306	228410
Male	584	430	30918	160948	17678	43009	443	416	254426

Deloitte.

CII

GER

Legend: ■ Total ■ Male ■ Female

Chart values:
- All: Total 20.0, Male 20.9, Female 19.0
- SC: Total 17.3, Male 18.3, Female 16.1
- ST: Total 9.7, Male 10.4, Female 8.9

Faculty and Staff

Indicators

Key Indicators	MADHYA PRADESH	INDIA
Pupil Teacher Ratio (PTR)	21	22
Teachers per College	29.5	33.9
Non-teaching staff per College	26.5	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	15.6%	21.1%	41.2%	6.6%	0.6%
Share of Enrolment	55.2%	44.8%	13.8%	9.4%	38.0%	1.9%	0.9%
Share of teaching staff	60.9%	39.1%	5.8%	2.1%	19.9%	3.6%	4.9%
Share of non-teaching staff	73.8%	26.2%	12.8%	6.4%	22.2%	2.3%	1.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

Deloitte.

CII

20. Maharashtra

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	1123.7	582.4	541.3
Literacy Rate [1]	82.3%	88.4%	75.9%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	133.4 (11.9%)	70.4 (12.1%)	63.1 (11.6%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	9.4%	9.6%	9.3%
Gross Enrolment Ratio [2]	30.2	32.0	28.2

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

State Public University	20
Deemed University-Private	12
Deemed University-Government	7
Institute of National Importance	5
Deemed University-…	2
State Private University	1
State Open University	1
Central University	1

University by specialization

General	22
Technical	6
Others	5
Medical	5
Agriculture	4
Veterinary	1
Science	1
Sanskrit	1
Rural Development	1
Language	1
Fisheries	1

College by Type

- Constituent / University College 3%
- Recognized Center 4%
- Affiliated 93%

Colleges by Specialization

General	2716
Others	387
Engg & Tech	217
Edu/Teacher Edu	185
Arts	97
Management	96
Pharmacy	91
Agriculture	87
Law	69
Nursing	67
Commerce	54

Deloitte.

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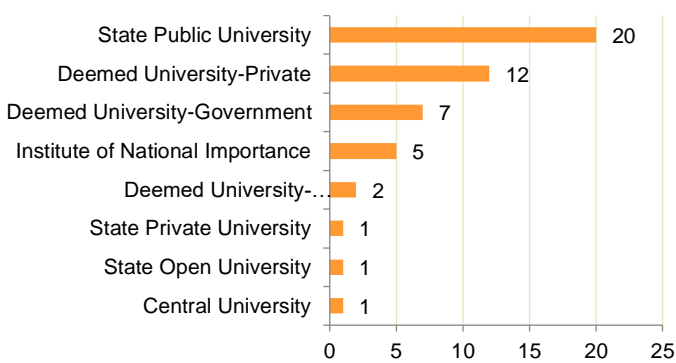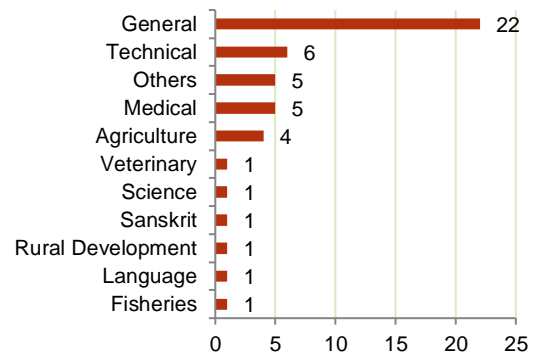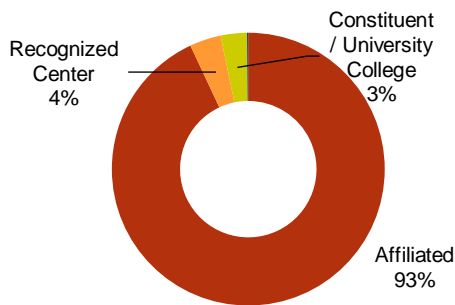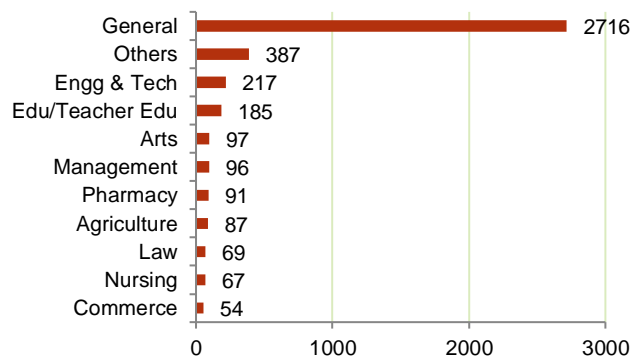
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	49	4,066	1,959
Average enrolment per institution	19,193	681	157
Total estimated enrolment (Lakh)	9.4	27.69	3.07

College Indicators

College Type	Maharashtra	Share in India
Affiliated Colleges	4,217	10.8%
Recognized centre	168	10.8%
Constituent/ University College	142	9.0%
PG/ Off Campus Centre	5	2.2%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	55.8%	37.1%	452
Private Aided	24.2%	43.3%	1,221
Government	20.1%	19.6%	666

Break up of standalone institution

Hostel

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	3146	1360	157145	1213913	5593	112369	4411	5367	1503304
Male	4382	1300	160932	1429213	8742	198783	5096	5555	1814003

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	390	356	72168	271360	3198	47513	3135	974	399094
Male	742	467	78587	291798	4710	66241	2692	826	446063

Deloitte.

GER

Legend: ■ Total ■ Male ■ Female

Chart values:
- All: Total 30.2, Male 32.0, Female 28.2
- SC: Total 30.1, Male 31.9, Female 28.1
- ST: Total 14.8, Male 17.9, Female 11.7

Faculty and Staff

Indicators

Key Indicators	Maharashtra	INDIA
Pupil Teacher Ratio (PTR)	22	22
Teachers per College	35.2	33.9
Non-teaching staff per College	33.6	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	11.8%	9.4%	27.1%	11.5%	7.3%
Share of Enrolment	55.8%	44.2%	12.3%	4.5%	29.8%	3.4%	1.8%
Share of teaching staff	61.1%	38.9%	11.0%	1.4%	22.1%	4.6%	7.2%
Share of non-teaching staff	75.8%	24.2%	12.8%	3.6%	21.5%	2.7%	1.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

Deloitte.

CII

21. Manipur

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	28.6	14.4	14.2
Literacy Rate [1]	76.9%	83.5%	70.3%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	2.9 (10.2%)	1.4 (9.9%)	1.5 (10.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.2%	0.2%	0.2%
Gross Enrolment Ratio [2]	35.0	35.3	34.7

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

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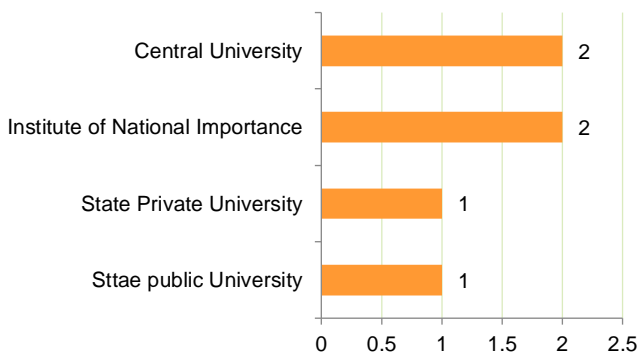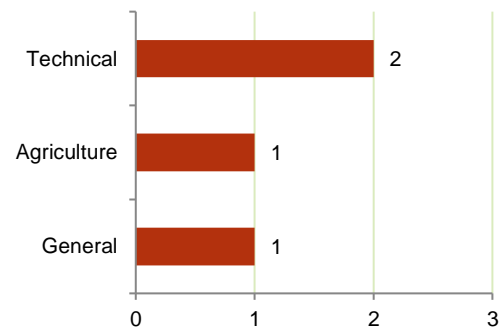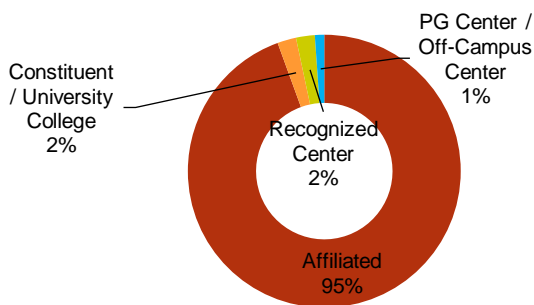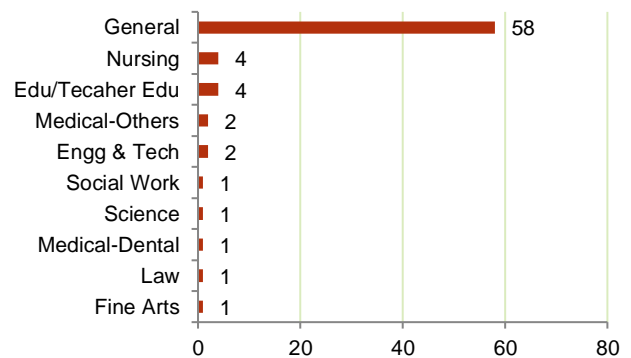
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	6	75	16
Average enrolment per institution	2,137	1,162	68
Total estimated enrolment (Lakh)	0.13	0.87	0.01

College Indicators

College Type	Manipur	Share in India
Affiliated Colleges	85	0.2%
Recognized centre	2	0.1%
Constituent/ University College	2	0.1%
PG/ Off Campus Centre	1	0.4%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	24.0%	8.6%	415
Private Aided	17.3%	31.4%	2,104
Government	58.7%	60.0%	1,189

Break up of standalone institution
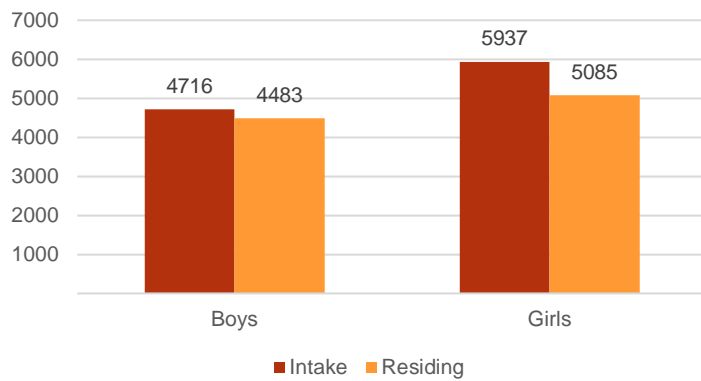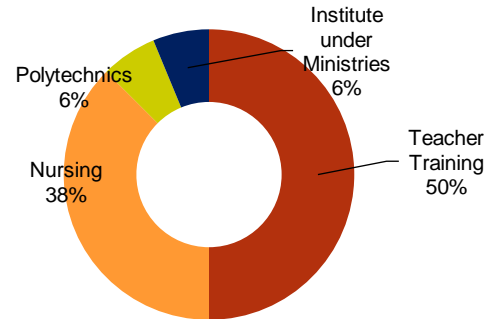
Hostel

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Total
Female	334	3	2041	44860	57	764	70	48129
Male	392	0	2190	42698	114	1020	0	46414

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Total
Female	15	2	856	10962	34	290	56	12215
Male	22	0	891	10533	76	263	0	11785

Deloitte.

CII

GER

Chart showing GER values for All (Total 35.0, Male 35.3, Female 34.7), SC (Total 57.5, Male 60.9, Female 54.1), ST (Total 20.2, Male 21.0, Female 19.4). Legend: Total, Male, Female.
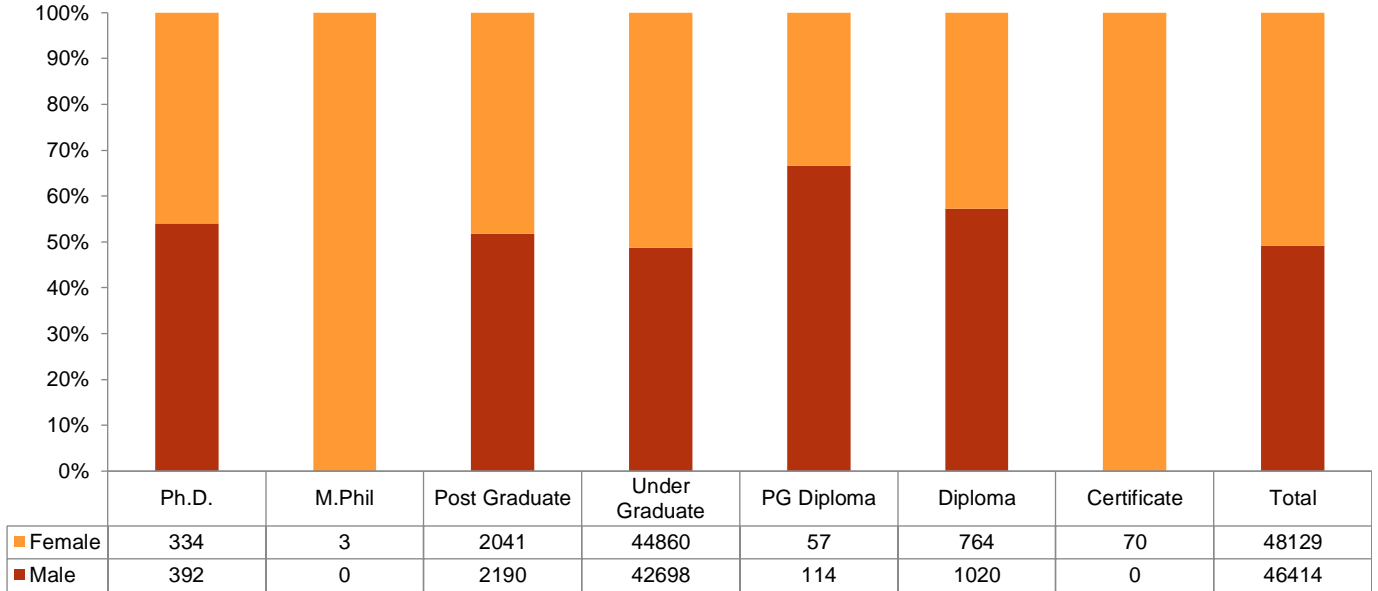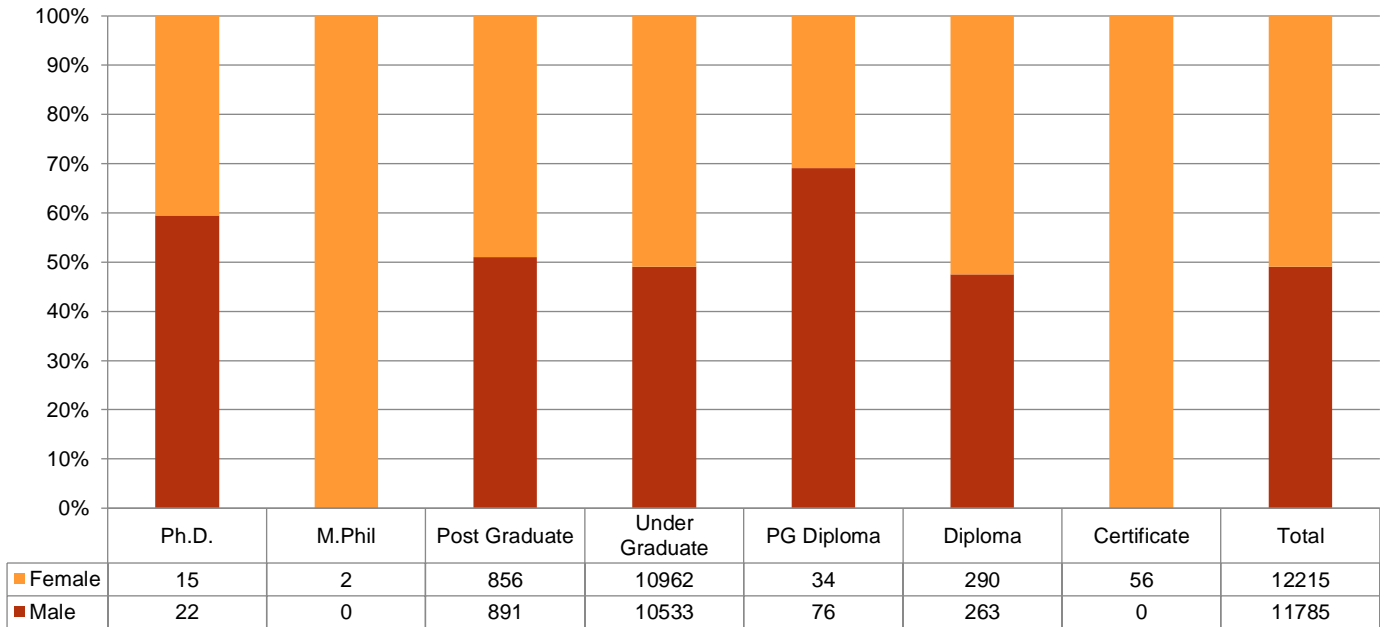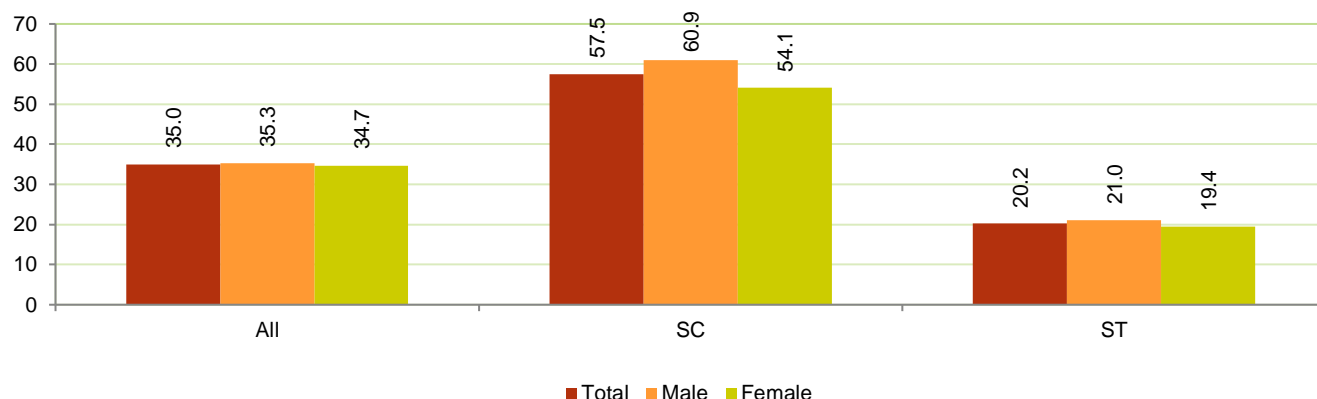
Faculty and Staff

Indicators

Key Indicators	Manipur	INDIA
Pupil Teacher Ratio (PTR)	20	22
Teachers per College	51.4	33.9
Non-teaching staff per College	61.9	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	3.4%	40.9%	48.2%	8.4%	37.7%
Share of Enrolment	49.5%	50.5%	5.6%	30.8%	31.5%	3.5%	5.5%
Share of teaching staff	54.6%	45.4%	5.5%	12.5%	12.6%	1.8%	11.5%
Share of non-teaching staff	56.9%	43.1%	3.0%	24.6%	10.3%	2.1%	7.0%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

22.   Meghalaya

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	29.7	14.9	14.8
Literacy Rate [1]	74.4%	76.0%	72.9%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	3.4 (11.6%)	1.7 (11.4%)	1.7 (11.9%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.2%	0.2%	0.3%
Gross Enrolment Ratio [2]	23.5	23.1	23.8

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

College & Institution Indicators

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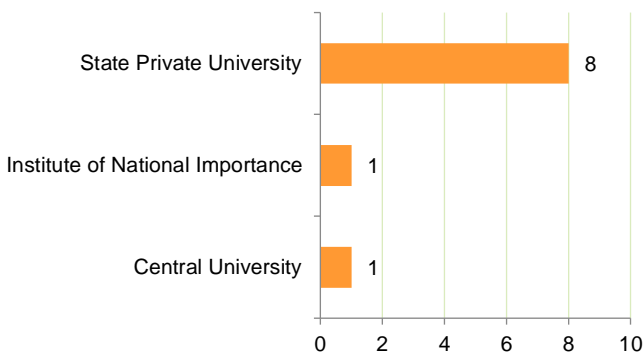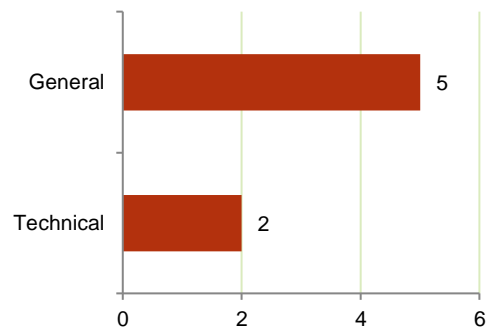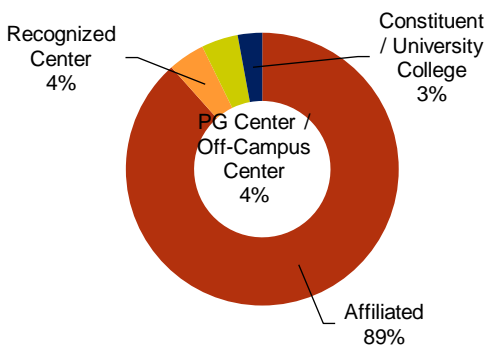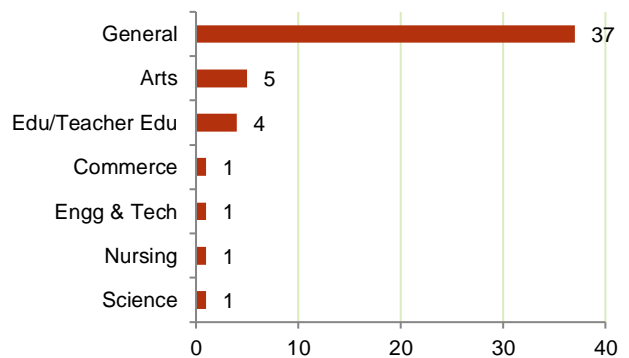
Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	10	50	23
Average enrolment per institution	1,889	1,182	100
Total estimated enrolment (Lakh)	0.19	0.59	0.02

College Indicators

College Type	Meghalaya	Share in India
Affiliated Colleges	61	0.2%
Recognized centre	3	0.2%
Constituent/ University College	2	0.1%
PG/ Off Campus Centre	2	0.9%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	26.0%	15.0%	683
Private Aided	30.0%	39.9%	1,573
Government	44.0%	45.1%	1,210

Break up of standalone institution
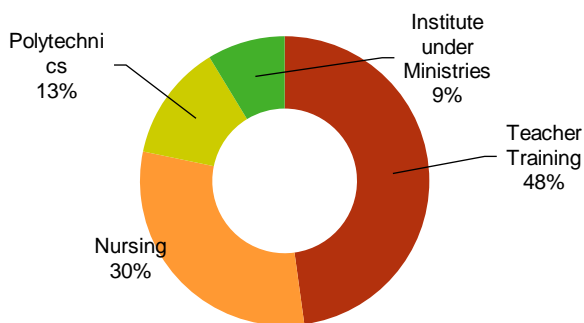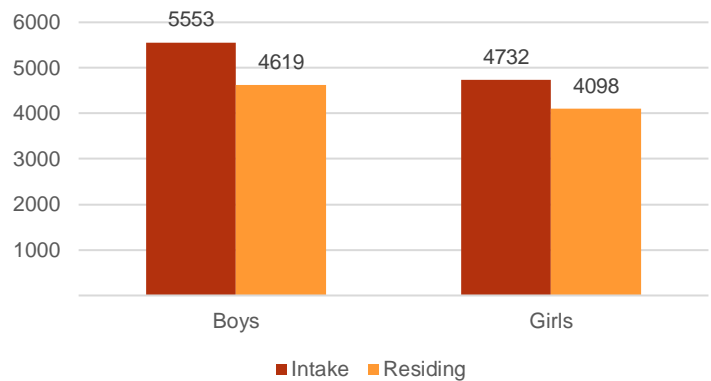
Polytechnics 13%
Institute under Ministries 9%
Teacher Training 48%
Nursing 30%

Hostel

Boys: Intake 5553, Residing 4619
Girls: Intake 4732, Residing 4098

■ Intake ■ Residing

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Integrated	Total
Female	492	137	2855	31952	33	1147	17	36633
Male	471	108	2100	31345	34	819	21	34898

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Integrated	Total
Female	53	4	943	5283	20	262	0	6565
Male	37	5	804	4152	24	103	0	5125

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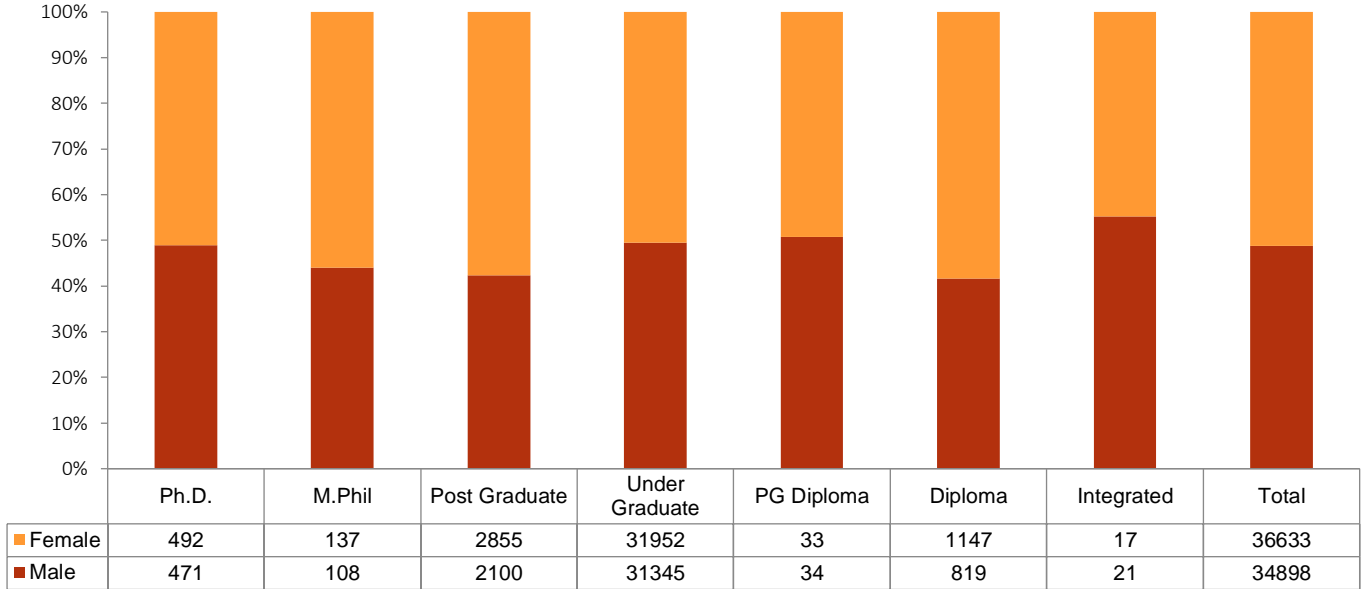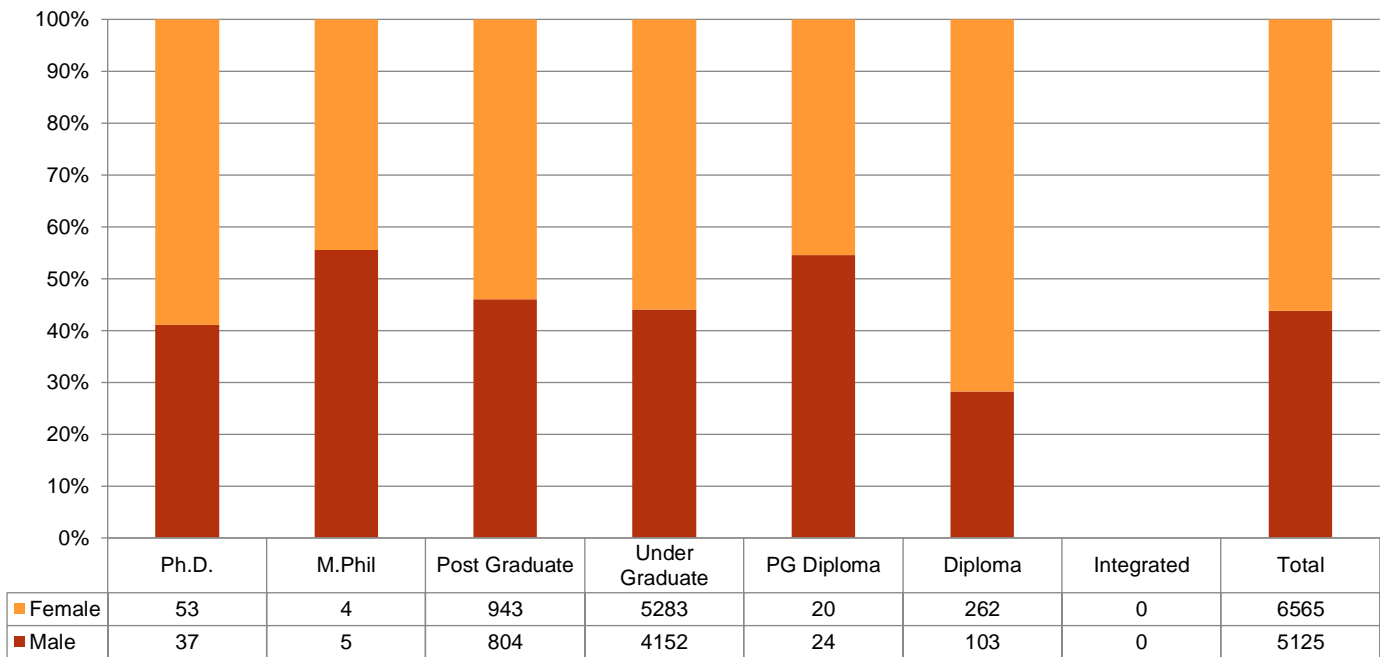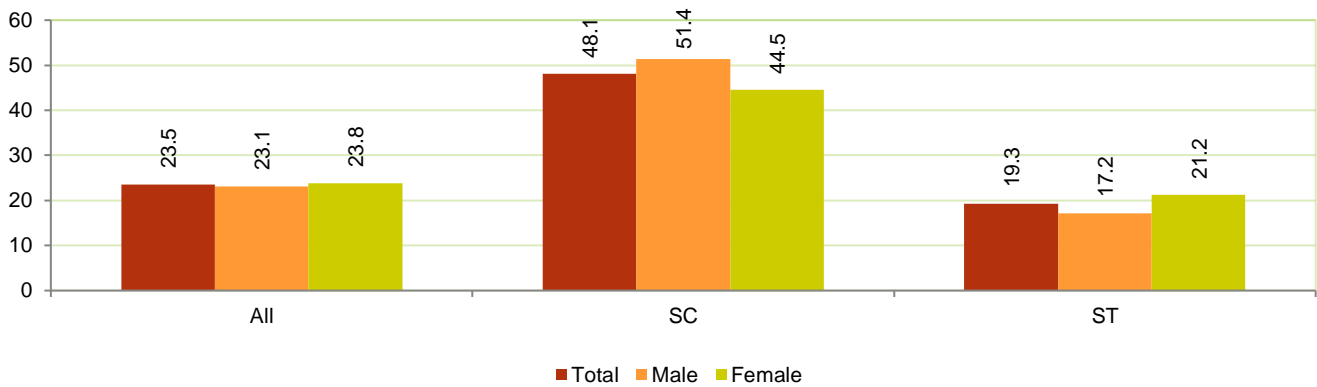
Faculty and Staff

Indicators

Key Indicators	Meghalaya	INDIA
Pupil Teacher Ratio (PTR)	22	22
Teachers per College	47.8	33.9
Non-teaching staff per College	21.1	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.3%	49.7%	0.6%	86.1%	1.1%	4.4%	79.8%
Share of Enrolment	48.4%	51.6%	1.3%	70.5%	2.1%	1.6%	34.4%
Share of teaching staff	45.3%	54.7%	1.9%	67.2%	2.9%	3.4%	62.6%
Share of non-teaching staff	59.2%	40.8%	1.1%	75.2%	2.4%	5.3%	35.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

23. Mizoram

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	11.0	5.6	5.4
Literacy Rate [1]	91.3%	93.4%	89.3%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	1.3 (11.9%)	0.6 (11.7%)	0.7 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	24.5	25.3	23.7

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

Deloitte.

CII
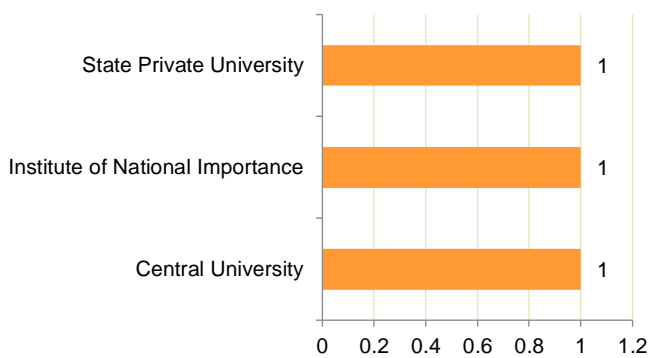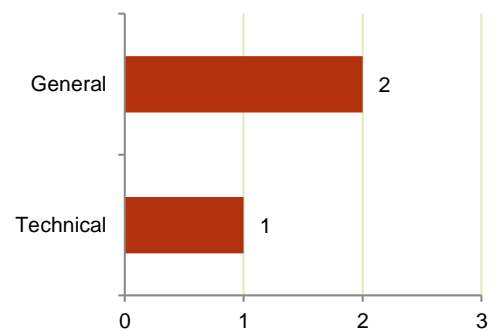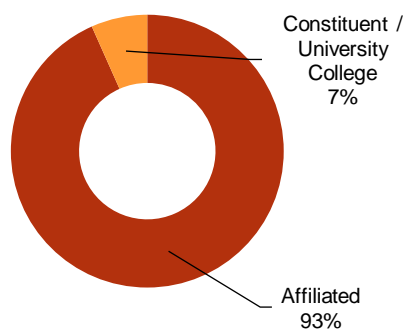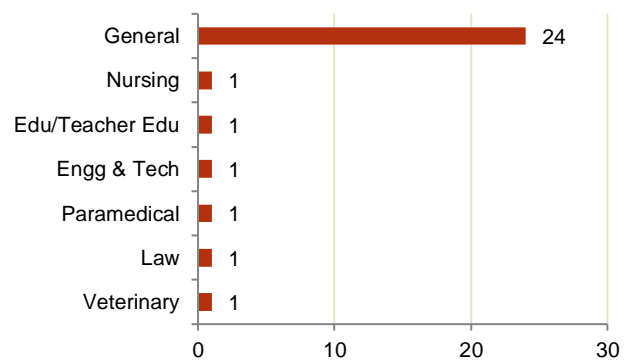
College & Institution Indicators

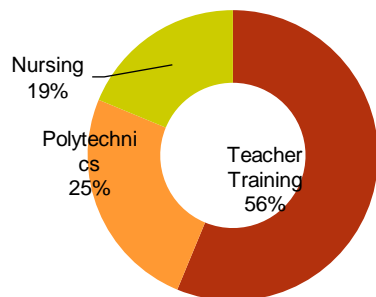| Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	30	15
Average enrolment per institution	3,288	658	141
Total estimated enrolment (Lakh)	0.1	0.2	0.02

College Indicators

College Type	Mizoram	Share in India
Affiliated Colleges	28	0.1%
Recognized centre	2	0.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	6.7%	2.4%	240
Government	93.3%	97.6%	688

Break up of standalone institution
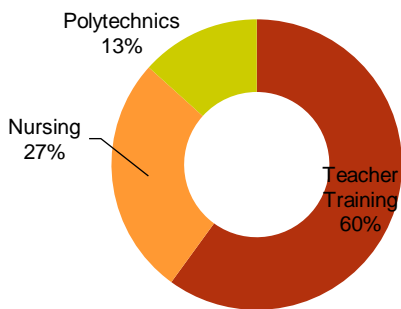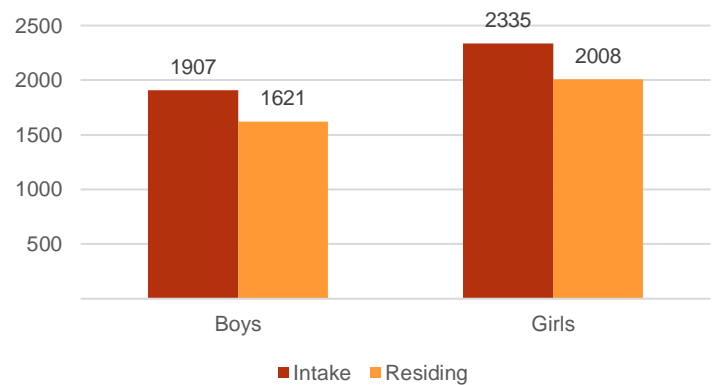
Polytechnics 13%
Nursing 27%
Teacher Training 60%

Hostel

Boys: Intake 1907, Residing 1621
Girls: Intake 2335, Residing 2008

Intake Residing

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	Diploma	Integrated	Total
Female	256	95	1045	9661	1151	36	12244
Male	362	82	1076	11030	619	56	13225

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	Diploma	Certificate	Total
Female	35	35	344	1377	520	23	2334
Male	28	23	332	1261	534	5	2183

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CII

GER
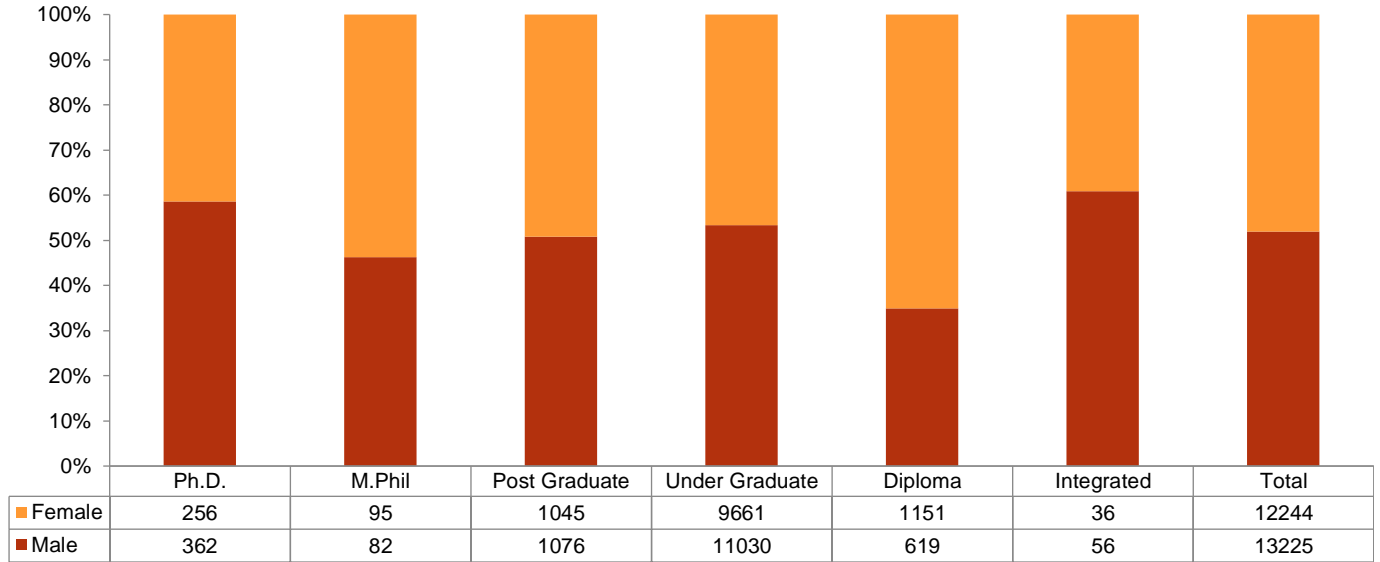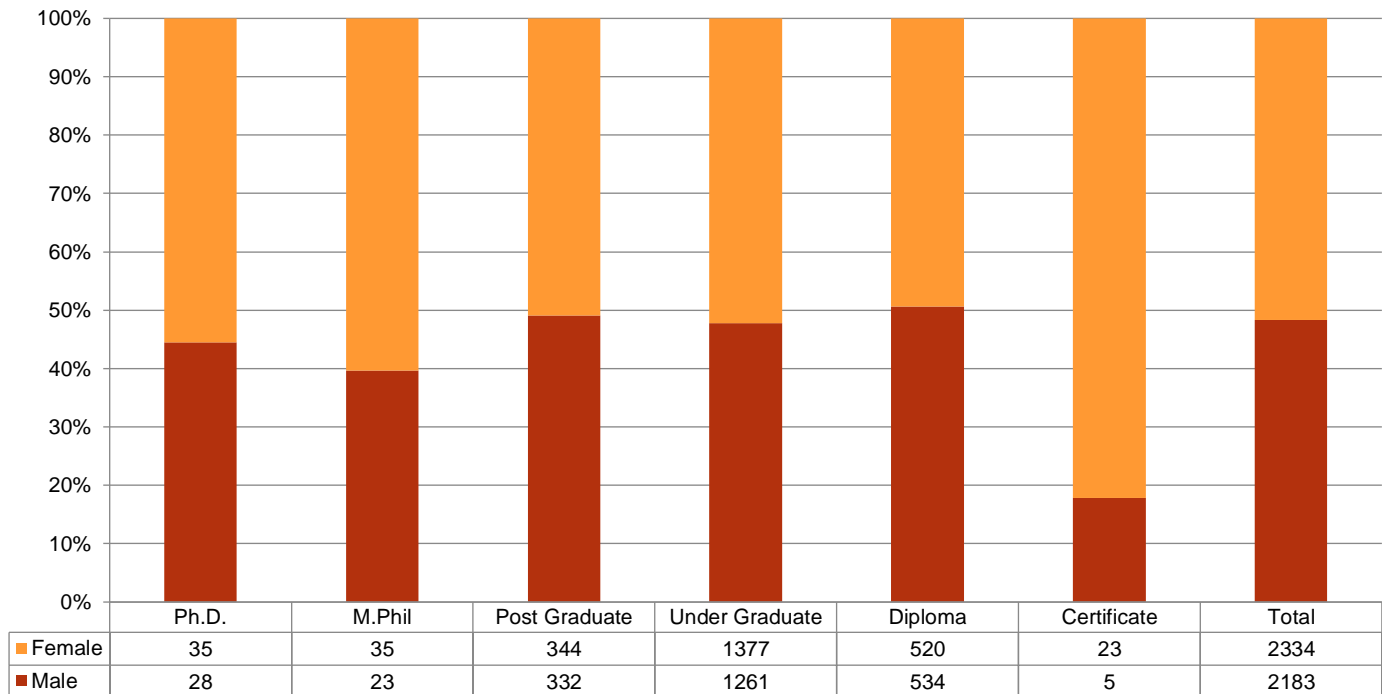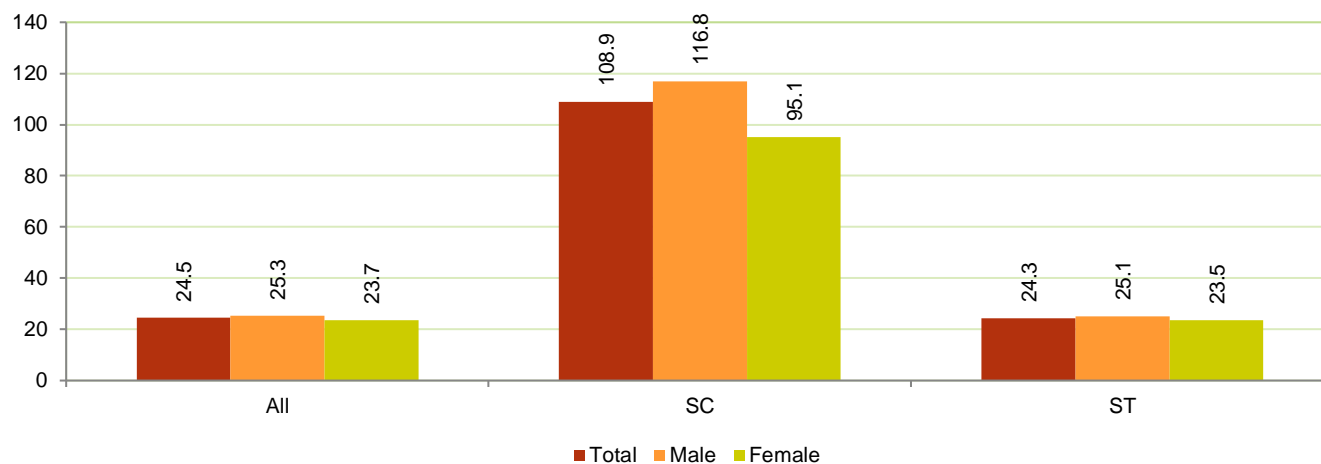
Faculty and Staff

Indicators

Key Indicators	Mizoram	INDIA
Pupil Teacher Ratio (PTR)	14	22
Teachers per College	55.7	33.9
Non-teaching staff per College	44.2	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.6%	49.4%	0.1%	94.4%	0.4%	1.4%	96.1%
Share of Enrolment	51.3%	48.7%	0.6%	93.7%	1.4%	0.2%	72.6%
Share of teaching staff	53.9%	46.1%	2.5%	80.6%	5.4%	1.0%	81.6%
Share of non-teaching staff	64.9%	35.1%	0.7%	94.8%	2.1%	0.3%	85.0%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

24. Nagaland

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	19.8	10.2	9.5
Literacy Rate [1]	79.6%	82.8%	76.1%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	2.5 (12.5%)	1.3 (12.3%)	1.2 (12.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.2%	0.2%	0.2%
Gross Enrolment Ratio [2]	16.6	16.1	17.0

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

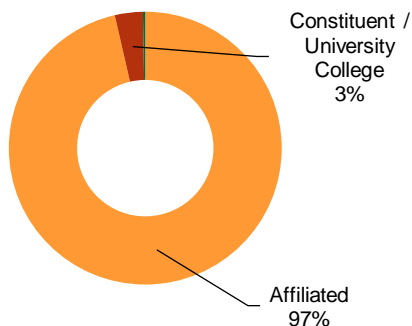## Education Infrastructure
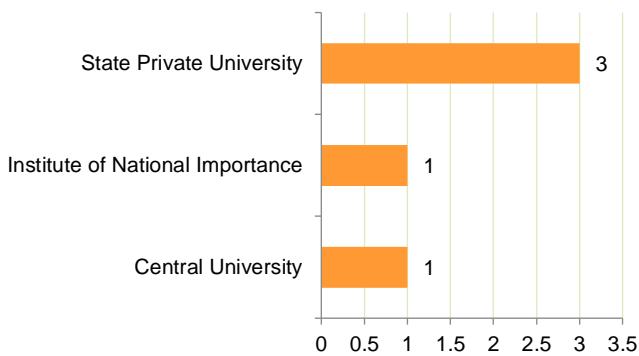
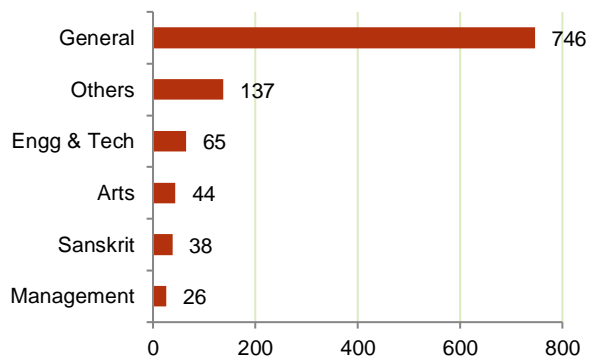### University by Type

University by specialization
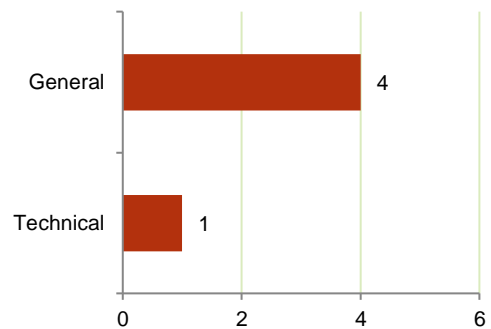
College by Type
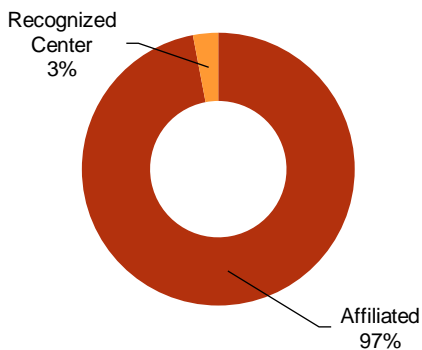
Colleges by Specialization
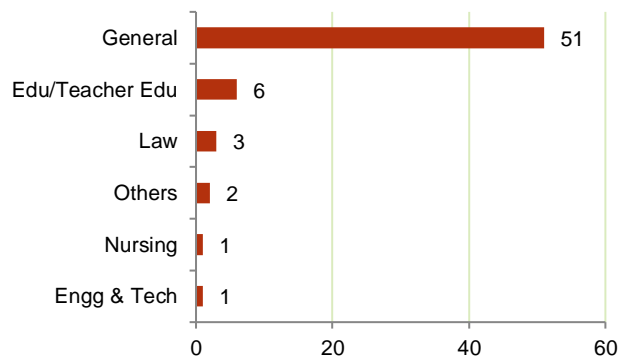
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	5	64	16
Average enrolment per institution	1,725	471	126
Total estimated enrolment (Lakh)	0.09	0.30	0.02

College Indicators

College Type	Nagaland	Share in India
Affiliated Colleges	65	0.2%
Recognized centre	2	0.1%

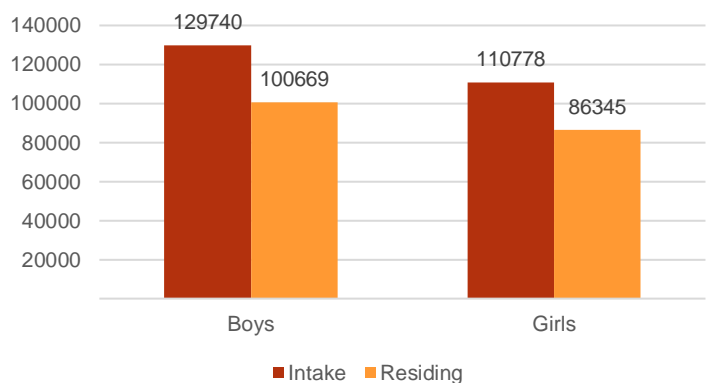## Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	12.5%	8.2%	308
Private Aided	54.7%	58.6%	504
Government	32.8%	33.2%	476

Break up of standalone institution
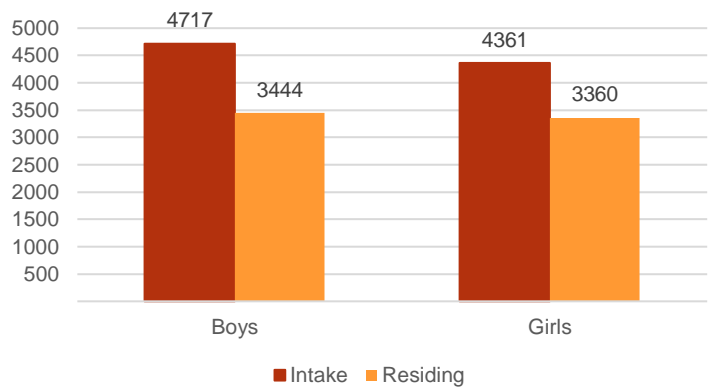
Nursing 19%
Polytechnics 25%
Teacher Training 56%

Hostel

	Boys		Girls	
Intake	4717		4361	
Residing		3444		3360

■ Intake ■ Residing

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	138	9	1403	15810	57	865	35	0	18317
Male	94	1	951	14901	13	785	43	15	16803

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	27	0	400	2920	18	527	44	0	3936
Male	21	0	824	2750	10	294	36	0	3935

GER
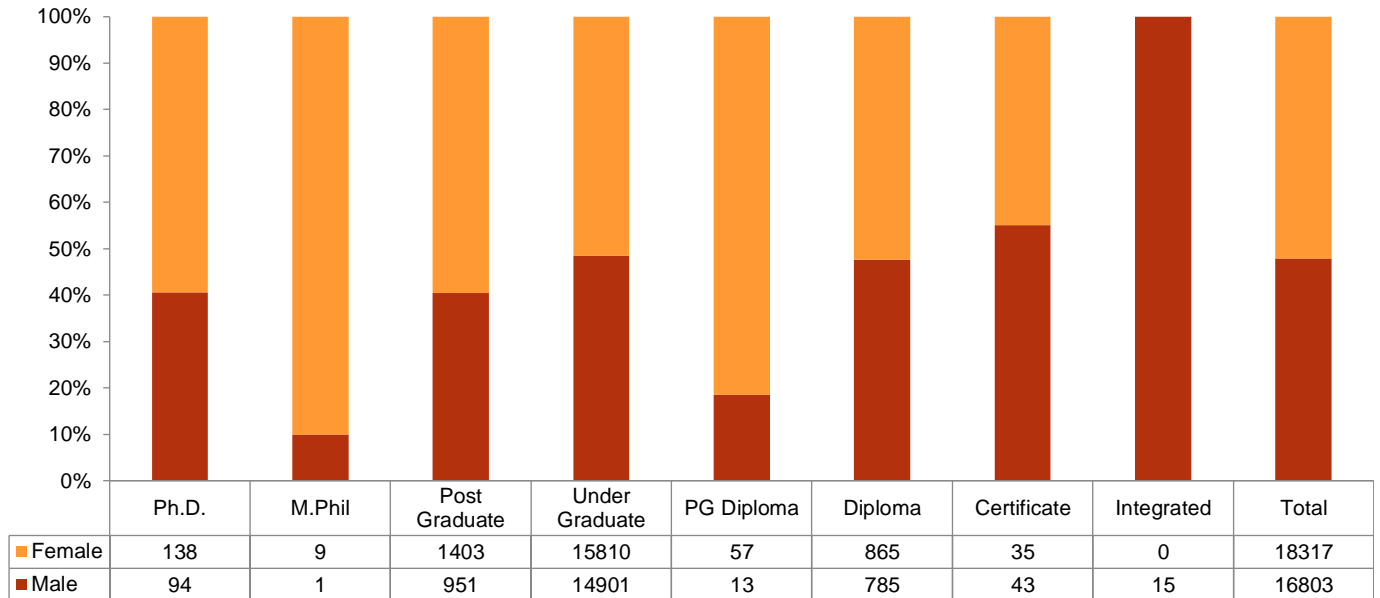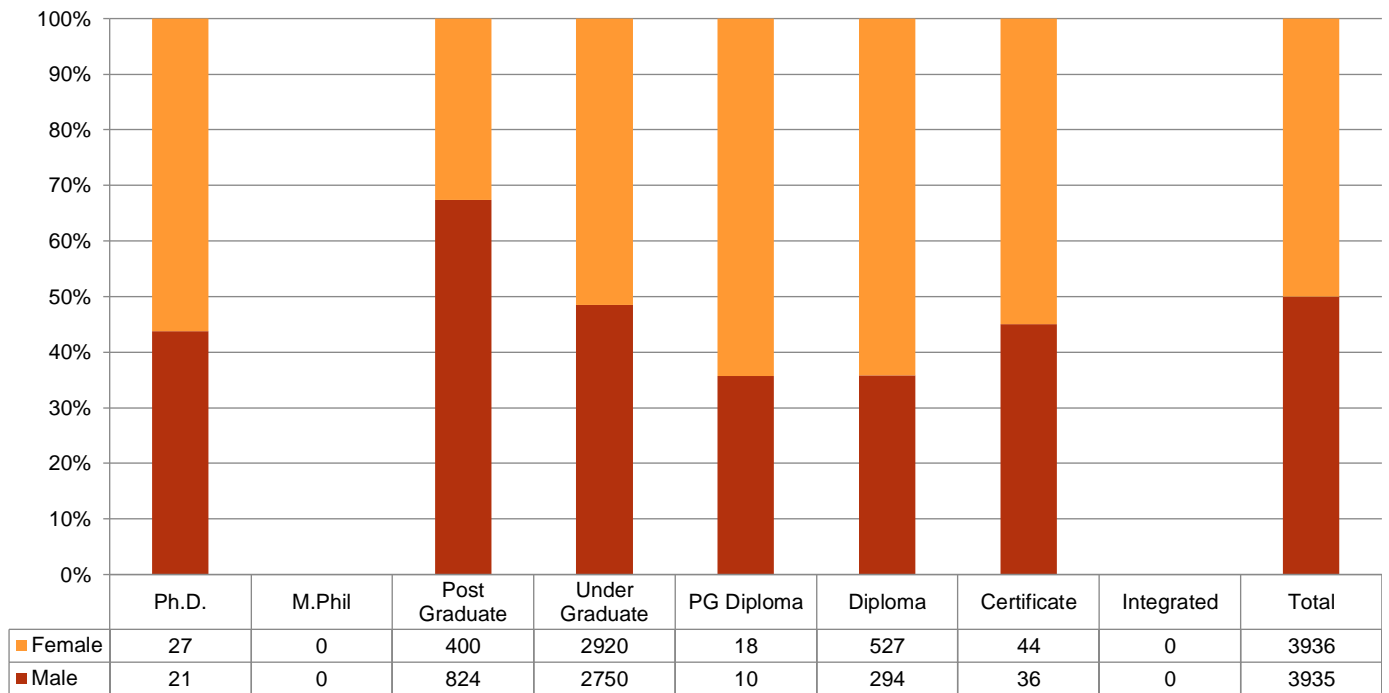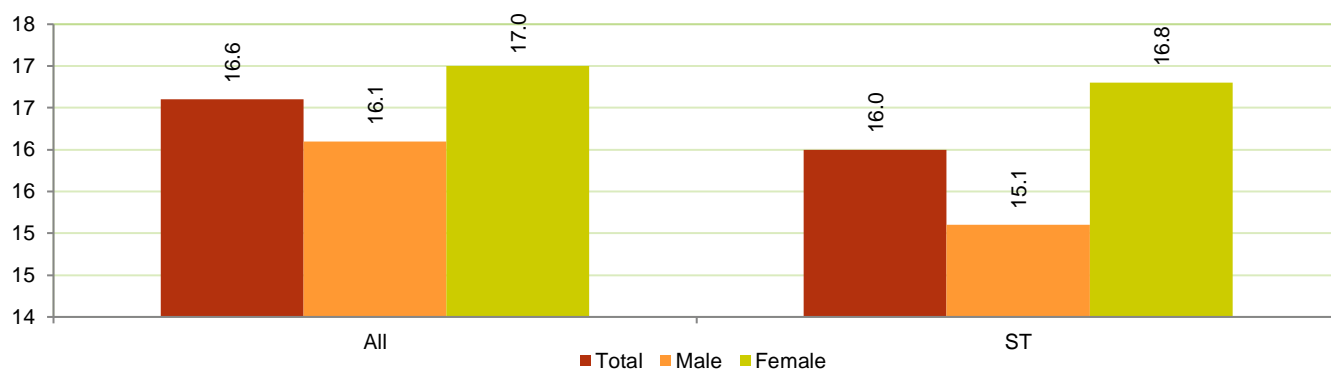
Faculty and Staff

Indicators

Key Indicators	Nagaland	INDIA
Pupil Teacher Ratio (PTR)	16	22
Teachers per College	33.8	33.9
Non-teaching staff per College	32.8	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	0.5%	86.5%	1.7%	2.5%	96.7%
Share of Enrolment	49.5%	50.5%	1.4%	84.1%	1.7%	0.7%	27.9%
Share of teaching staff	45.2%	54.8%	2.0%	79.0%	3.9%	1.0%	83.3%
Share of non-teaching staff	64.1%	35.9%	1.5%	84.2%	2.4%	0.8%	50.1%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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25. Odisha

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	419.7	212.1	207.6
Literacy Rate [1]	72.9%	81.6%	64.0%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	46.6 (11.1%)	23.2 (10.9%)	23.3 (11.2%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	3.3%	3.2%	3.4%
Gross Enrolment Ratio [2]	21.0	23.0	18.9

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;
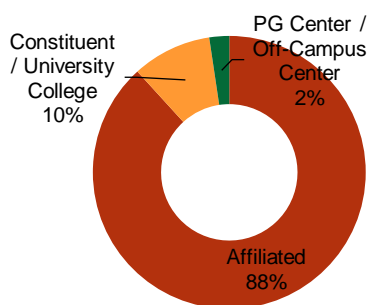
Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

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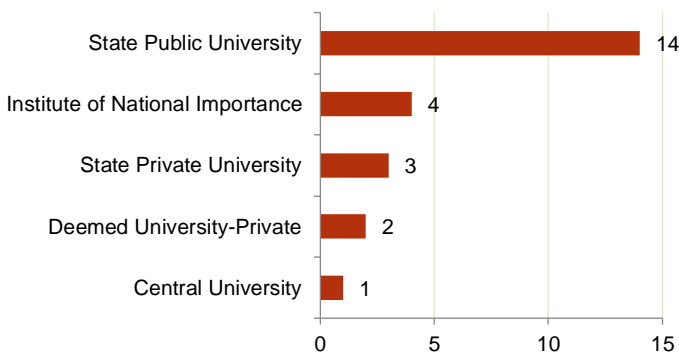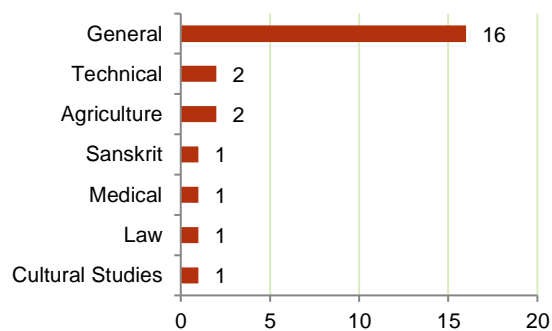
College & Institution Indicators

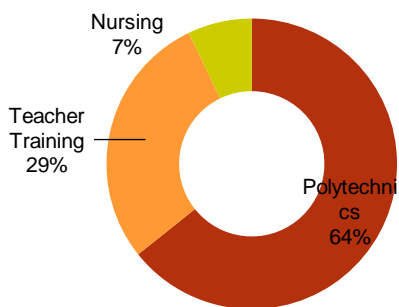| Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	24	1,056	406
Average enrolment per institution	5,242	689	293
Total estimated enrolment (Lakh)	1.26	7.28	1.19

College Indicators

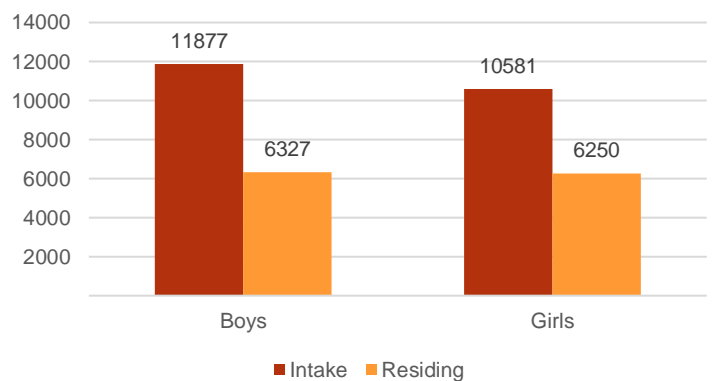| College Type	Odisha	Share in India
Affiliated Colleges	1,046	2.7%
Constituent/ University College	36	2.3%
PG/ Off Campus Centre	2	0.9%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	27.7%	19.3%	480
Private Aided	39.1%	44.3%	781
Government	33.1%	36.3%	756

Break up of standalone institution
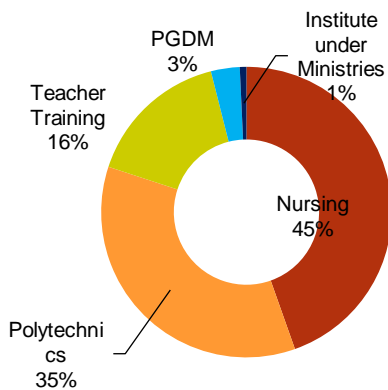
Hostel

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1086	777	23957	354689	160	29650	5598	2491	418408
Male	1388	471	25600	385789	438	89698	3773	2835	509992

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	500	469	9142	70954	110	8658	2492	460	92785
Male	650	321	9962	77089	290	18947	1452	389	109100

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GER
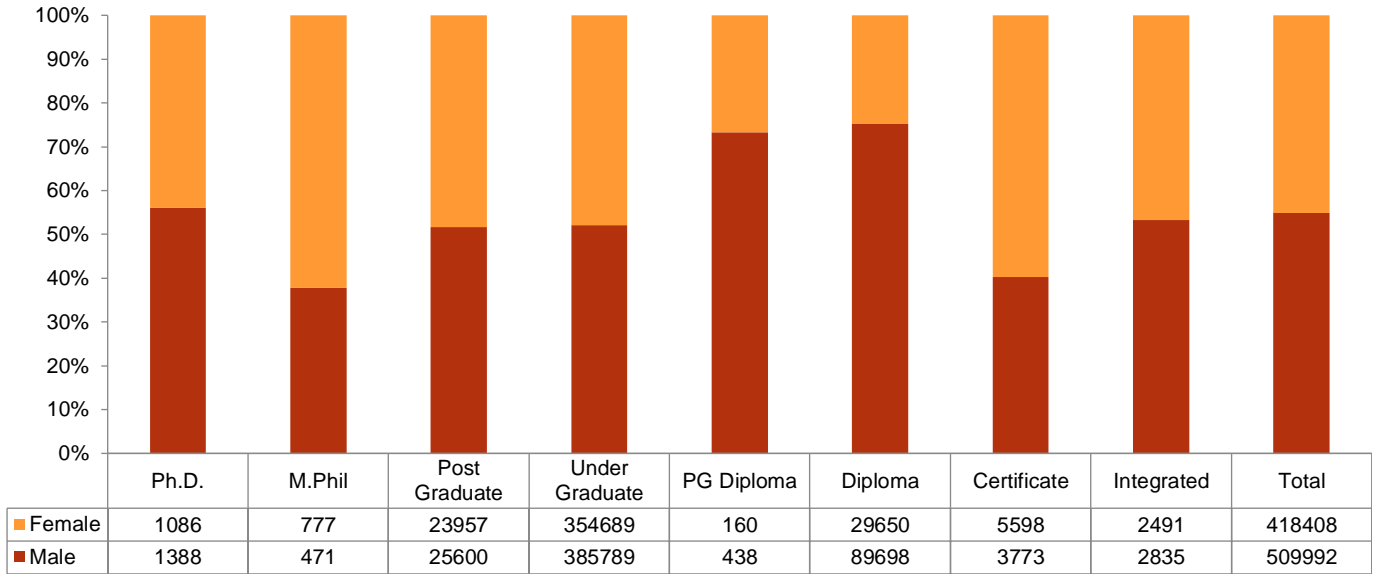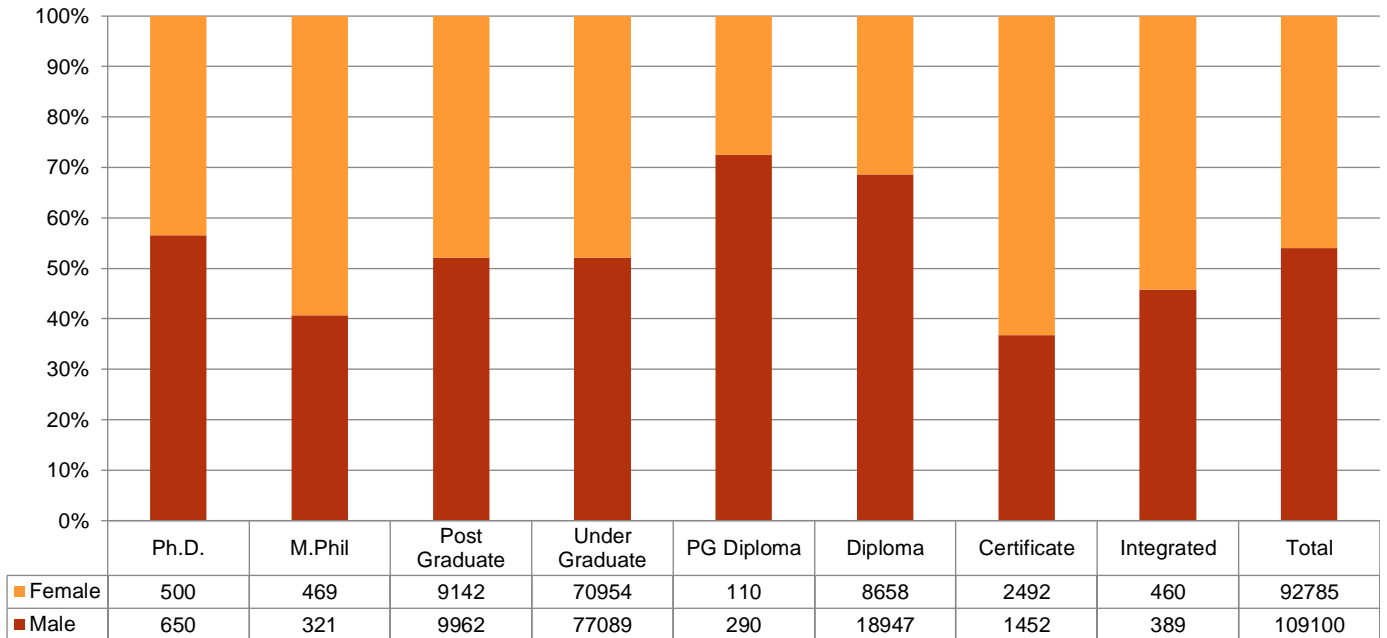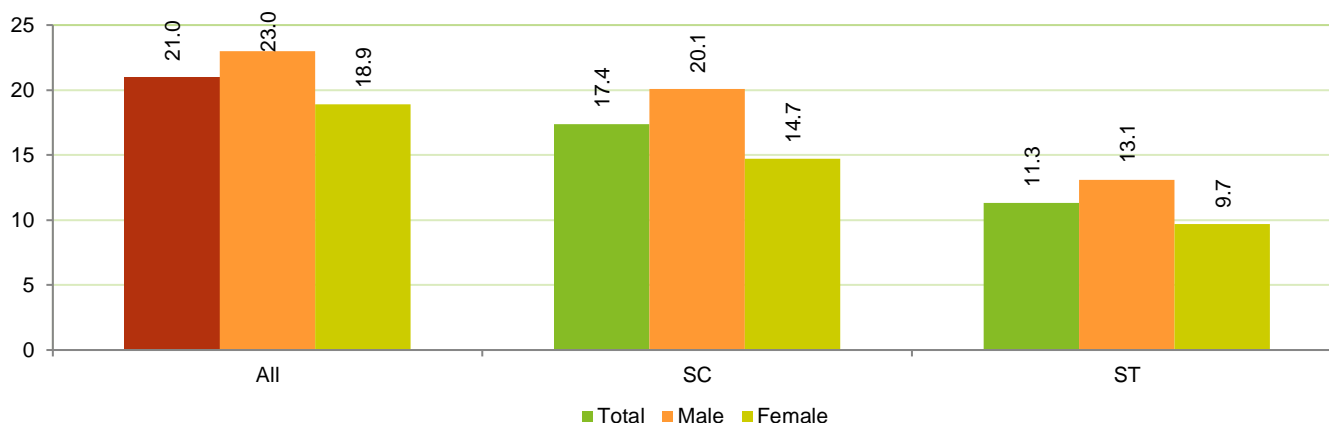
Faculty and Staff

Indicators

Key Indicators	Odisha	INDIA
Pupil Teacher Ratio (PTR)	25	22
Teachers per College	34.5	33.9
Non-teaching staff per College	31.5	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.5%	49.5%	17.1%	22.8%	36.7%	2.2%	1.3%
Share of Enrolment	54.8%	45.2%	14.6%	11.7%	21.2%	1.1%	0.4%
Share of teaching staff	64.7%	35.3%	4.1%	2.1%	14.0%	0.9%	1.1%
Share of non-teaching staff	79.5%	20.5%	10.0%	4.9%	15.9%	0.6%	0.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

26. Puducherry

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	12.5	6.1	6.4
Literacy Rate [1]	85.9%	91.3%	79.9%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	1.5 (12.1%)	0.8 (12.6%)	0.7 (11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	43.1	41.8	44.5

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

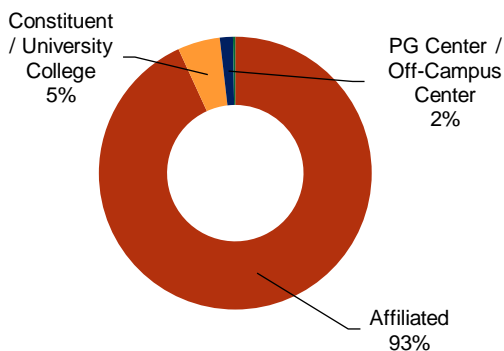## Education Infrastructure
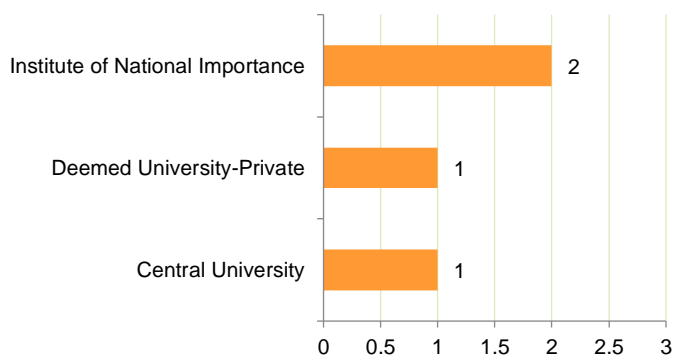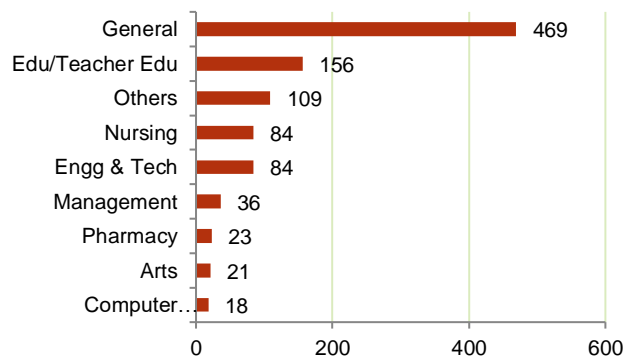
University by Type

University by specialization
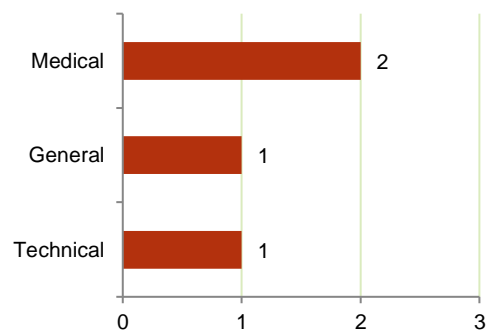
College by Type

Colleges by Specialization
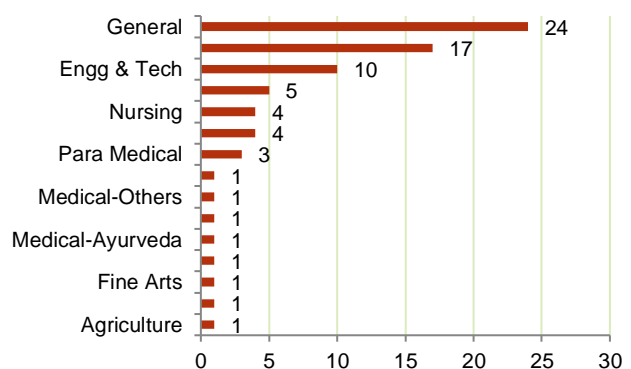
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	4	75	14
Average enrolment per institution	5,229	556	308
Total estimated enrolment (Lakh)	0.21	0.42	0.04

College Indicators

College Type	Puducherry	Share in India
Affiliated Colleges	75	0.2%
Constituent/ University College	8	0.5%
PG/ Off Campus Centre	2	0.9%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	61.3%	55.4%	502
Private Aided	2.7%	0.7%	140
Government	36.0%	43.9%	679

Break up of standalone institution

Nursing 7%
Teacher Training 29%
Polytechnics 64%

Hostel

Boys: Intake 11877, Residing 6327
Girls: Intake 10581, Residing 6250

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	334	61	4030	23516	89	1194	2	532	29758
Male	604	19	3719	19615	140	3110	0	614	27821

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	24	36	2751	6708	95	287	10	58	9969
Male	56	9	2509	3124	243	503	12	129	6585

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Chart shows GER values for "All" (Total 43.1, Male 41.8, Female 44.5) and "SC" (Total 31.9, Male 30.9, Female 33.0). Legend: ■ Total ■ Male ■ Female

Faculty and Staff

Indicators

Key Indicators	Puducherry	INDIA
Pupil Teacher Ratio (PTR)	8	22
Teachers per College	75.7	33.9
Non-teaching staff per College	155.4	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	49.1%	50.9%	15.7%	0.0%	70.8%	6.1%	5.5%
Share of Enrolment	50.0%	50.0%	13.0%	1.3%	58.0%	4.0%	4.0%
Share of teaching staff	59.0%	41.0%	11.5%	0.8%	54.4%	2.4%	10.5%
Share of non-teaching staff	44.0%	56.0%	17.3%	0.4%	41.1%	0.5%	3.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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CII

27. Punjab

Key Indicators

| Indicator	Total	Male	Female
Total State Population, Lakh[1]	277.4	146.4	131
Literacy Rate [1]	75.8%	80.4%	70.7%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	32.5 (11.7%)	17.7 (12.1%)	14.8 (11.3%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.3%	2.4%	2.2%
Gross Enrolment Ratio [2]	28.6	27.0	30.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

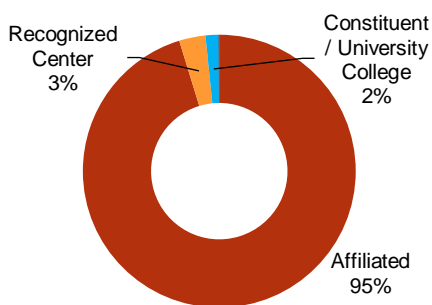## Education Infrastructure
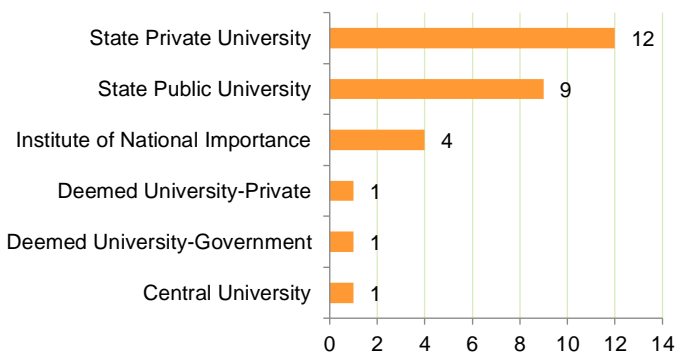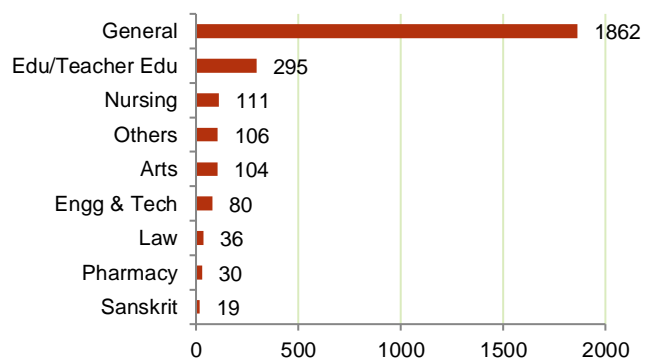
University by Type

University by specialization
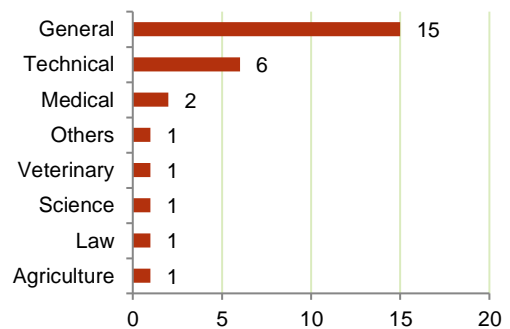
College by Type

Colleges by Specialization

College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	28	1,000	431
Average enrolment per institution	6,870	619	245
Total estimated enrolment (Lakh)	1.92	6.19	1.06

College Indicators

College Type	Punjab	Share in India
Affiliated Colleges	1,022	2.6%
Recognized centre	3	0.2%
Constituent/ University College	55	3.5%
PG/ Off Campus Centre	17	7.5%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	62.1%	39.4%	393
Private Aided	18.0%	32.2%	1,108
Government	19.9%	28.4%	885

Break up of standalone institution

Nursing 48%
Polytechnics 42%
Teacher Training 8%
Institute under Ministries 2%

Hostel

Boys: Intake 130463, Residing 78925
Girls: Intake 147456, Residing 80780

■ Intake ■ Residing

Deloitte.

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CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	3692	714	66793	301284	3698	41331	1184	3822	422518
Male	3151	509	30003	312815	2586	87281	692	4489	441526

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	577	123	37571	95055	3115	13027	656	410	150534
Male	368	82	15242	59393	1270	19751	538	339	96983

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GER

Faculty and Staff

Indicators

Key Indicators	Punjab	INDIA
Pupil Teacher Ratio (PTR)	15	22
Teachers per College	47.9	33.9
Non-teaching staff per College	44.8	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.8%	47.2%	31.9%	0.1%	14.0%	1.9%	61.3%
Share of Enrolment	51.5%	48.5%	24.0%	0.6%	10.4%	0.9%	16.3%
Share of teaching staff	41.6%	58.4%	6.0%	0.1%	4.7%	0.8%	49.5%
Share of non-teaching staff	65.3%	34.7%	20.8%	0.4%	6.8%	0.2%	13.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

28. Rajasthan

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	685.5	355.5	330.0
Literacy Rate [1]	66.1%	79.2%	52.1%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	87.1 (12.7%)	45.5 (12.8%)	41.6 (12.6%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	6.2%	6.2%	6.1%
Gross Enrolment Ratio [2]	20.5	21.6	19.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

Deloitte.
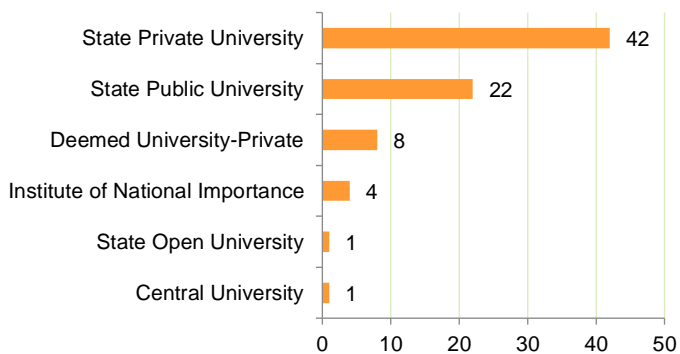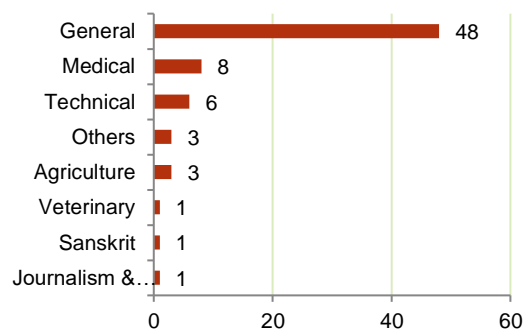
College & Institution Indicators

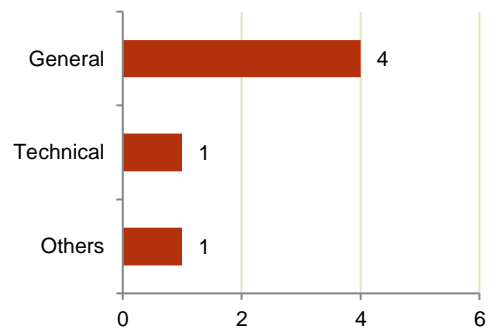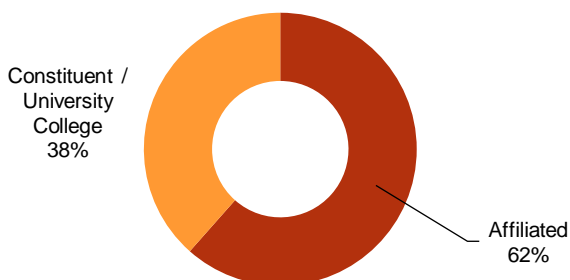| Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	78	2,643	622
Average enrolment per institution	4,162	537	103
Total estimated enrolment (Lakh)	3.25	14.19	0.64

College Indicators

College Type	Rajasthan	Share in India
Affiliated Colleges	3,174	8.2%
Recognized centre	104	6.7%
Constituent/ University College	51	3.2%
PG/ Off Campus Centre	2	0.9%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	73.6%	52.4%	382
Private Aided	6.8%	4.7%	372
Government	19.6%	42.9%	1,177

Break up of standalone institution

Institute under Ministries 1%
PGDM 3%
Teacher Training 37%
Nursing 26%
Polytechnics 33%

Hostel

Boys — Intake 105610, Residing 62153
Girls — Intake 102859, Residing 57750

■ Intake ■ Residing

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	3338	191	70062	662449	2030	15578	4118	4238	762004
Male	3672	420	46278	758502	2826	76549	2725	5875	896847

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	941	228	50016	253109	1506	6147	4083	1056	317086
Male	1185	442	40568	242079	2586	28065	4305	1382	320612

GER

Chart showing GER values for Total, Male, Female across All, SC, ST:
- All: Total 20.5, Male 21.6, Female 19.3
- SC: Total 16.1, Male 17.4, Female 14.5
- ST: Total 17.9, Male 19.5, Female 16.2

Legend: ■ Total ■ Male ■ Female

Faculty and Staff

Indicators

Key Indicators	Rajasthan	INDIA
Pupil Teacher Ratio (PTR)	24	22
Teachers per College	20.8	33.9
Non-teaching staff per College	15.3	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	48.1%	17.8%	13.5%	47.5%	9.1%	1.1%	48.1%
Share of Enrolment	45.0%	14.4%	11.1%	39.9%	1.9%	0.8%	45.0%
Share of teaching staff	35.0%	7.4%	3.1%	27.3%	2.6%	3.4%	35.0%
Share of non-teaching staff	21.3%	13.1%	5.8%	26.5%	1.7%	1.0%	21.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

Deloitte.

CII

29.   Sikkim

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	6.1	3.2	2.9
Literacy Rate [1]	81.4%	86.6%	75.6%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	0.8 (12.9%)	0.4 (12.6%)	0.4 (13.2%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	37.3	33.9	40.8

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure
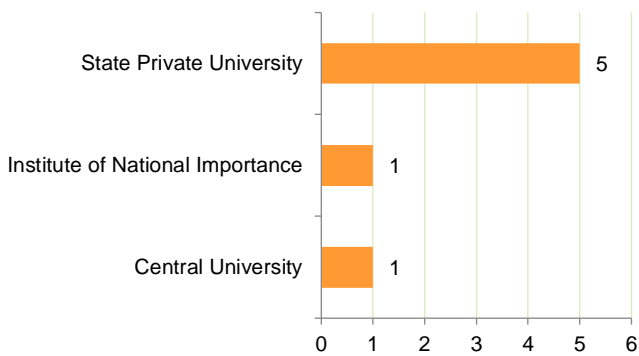
University by Type

University by specialization

College by Type

Colleges by Specialization
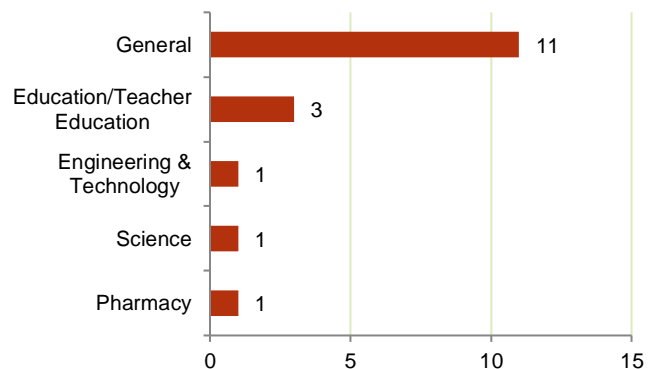
College & Institution Indicators

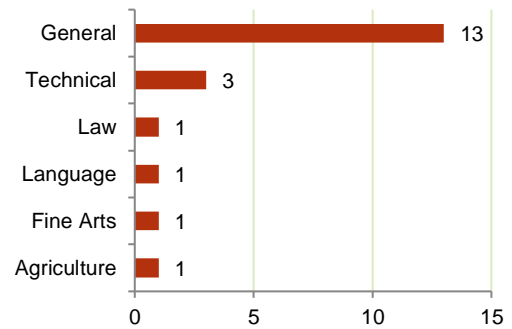| Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	7	17	8
Average enrolment per institution	2,558	586	154
Total estimated enrolment (Lakh)	0.18	0.10	0.01

College Indicators

College Type	Sikkim	Share in India
Affiliated Colleges	16	0.0%
Recognized centre	0	0.0%
Constituent/ University College	10	0.6%
PG/ Off Campus Centre	0	0.0%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	29.4%	10.5%	209
Private Aided	5.9%	0.2%	15
Government	64.7%	89.4%	810

Break up of standalone institution

Nursing 13%
Polytechnics 25%
Teacher Training 62%

Hostel

Boys: Intake 4604, Residing 2854
Girls: Intake 3087, Residing 2042

■ Intake ■ Residing

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	Diploma	Certificate	Integrated	Total
Female	89	75	1031	7760	675	37	184	9851
Male	107	72	774	6699	816	9	153	8630

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	Diploma	Certificate	Integrated	Total
Female	0	0	1236	1434	264	2	42	2978
Male	1	0	1428	1295	255	2	25	3006

GER

Chart showing GER for All, SC, ST categories with Total, Male, Female bars:
- All: Total 37.3, Male 33.9, Female 40.8
- SC: Total 26.3, Male 27.7, Female 24.9
- ST: Total 27.1, Male 21.4, Female 32.7

Legend: ■ Total ■ Male ■ Female

Faculty and Staff

Indicators

Key Indicators	Sikkim	INDIA
Pupil Teacher Ratio (PTR)	8	22
Teachers per College	76.6	33.9
Non-teaching staff per College	72.1	72.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.9%	47.1%	4.6%	33.8%	43.2%	1.6%	31.6%
Share of Enrolment	47.0%	53.0%	3.4%	24.1%	18.0%	0.5%	3.8%
Share of teaching staff	59.2%	40.8%	3.9%	23.8%	20.8%	2.2%	25.8%
Share of non-teaching staff	61.6%	38.4%	7.3%	21.2%	22.6%	0.1%	2.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

30.   Telangana

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	350	176.1	173.9
Literacy Rate [1]	66.46%	74.95%	57.92%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	40.6 (11.6%)	20.3 (11.5%)	20.3 (11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.9%	2.8%	3%
Gross Enrolment Ratio [2]	35.8	38.0	33.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

Deloitte.

CII
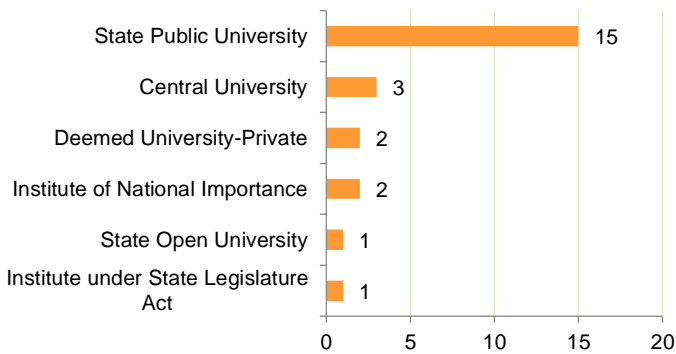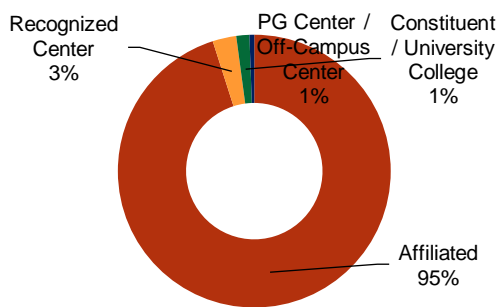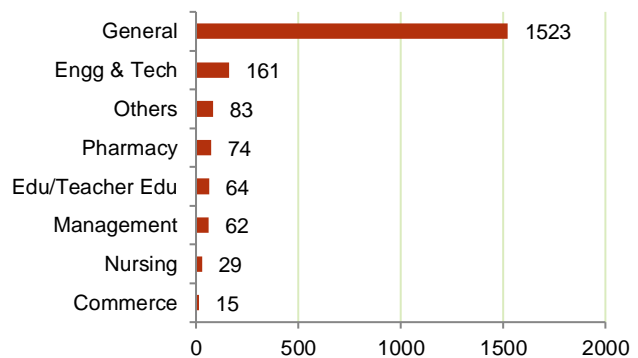
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	24	2,011	692
Average enrolment per institution	4,292	570	145
Total estimated enrolment (Lakh)	1.03	11.45	1.01

College Indicators

College Type	Telangana	Share in India
Affiliated Colleges	2,335	6.0%
Recognized centre	69	4.4%
Constituent/ University College	38	2.4%
PG/ Off Campus Centre	12	5.3%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	83.2%	80.7%	552
Private Aided	5.9%	6.8%	661
Government	10.9%	12.5%	651

Break up of standalone institution

Hostel

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1440	230	81846	520211	514	47316	627	1760	653944
Male	2760	384	84340	566916	882	79588	226	2589	737685

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	324	113	36705	109945	708	14171	327	340	162633
Male	563	182	37686	103384	924	13568	162	523	156992

Deloitte.

CII

GER

Chart showing GER for All, SC, ST categories with Total, Male, Female values:
- All: Total 35.8, Male 38.0, Female 33.6
- SC: Total 34.1, Male 34.9, Female 33.3
- ST: Total 32.7, Male 37.2, Female 28.3

■ Total ■ Male ■ Female

Faculty and Staff

Indicators

Key Indicators	Telangana	INDIA
Pupil Teacher Ratio (PTR)	15	22
Teachers per College	35.5	33.9
Non-teaching staff per College	20.0	31.5

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.9%	47.1%	15.5%	8.3%	44.7%	8.1%	0.6%
Share of Enrolment	63.0%	37.0%	10.8%	3.6%	42.5%	7.7%	3.1%
Share of teaching staff	62.9%	37.1%	14.7%	5.5%	35.4%	6.3%	1.1%
Share of non-teaching staff	52.9%	47.1%	15.5%	8.3%	44.7%	8.1%	0.6%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

Deloitte.

CII

31. Tamil Nadu

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	721.5	361.4	360.1
Literacy Rate [1]	80.1%	86.8%	73.4%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	73 (10.1%)	36.5 (10.1%)	36.5 (10.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5.2%	5%	5.4%
Gross Enrolment Ratio [2]	46.9	48.2	45.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure
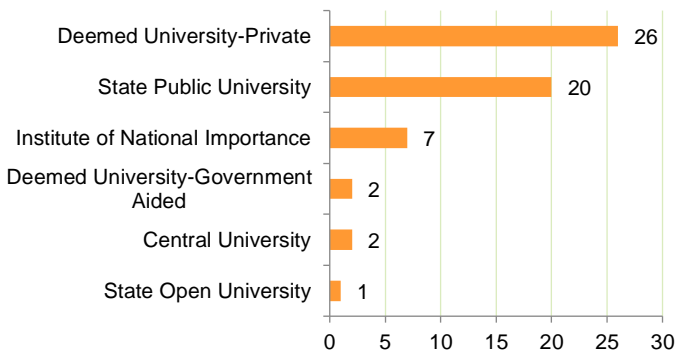
University by Type

University by specialization
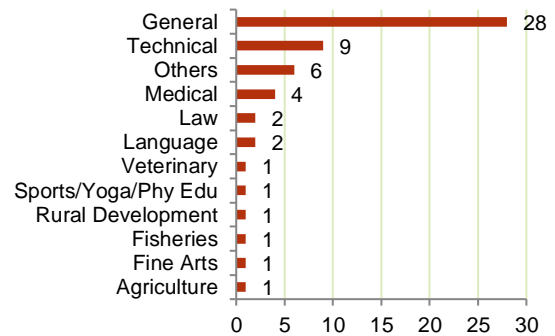
College by Type
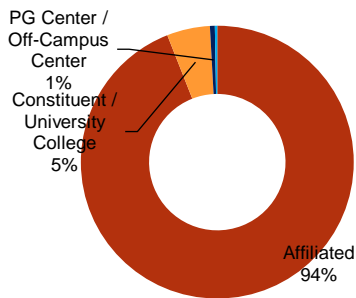
Colleges by Specialization
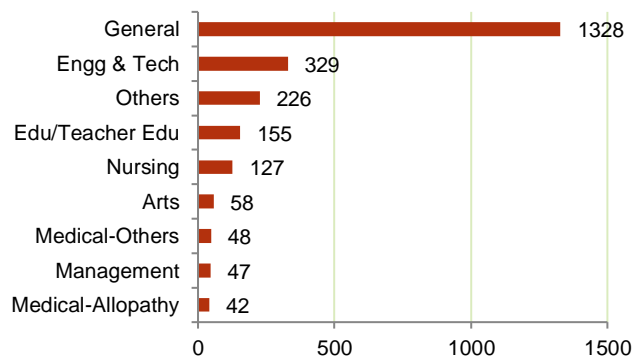
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	58	2,360	950
Average enrolment per institution	14,014	925	394
Total estimated enrolment (Lakh)	8.13	21.84	3.75

College Indicators

College Type	Tamil Nadu	Share in India
Affiliated Colleges	2,284	5.9%
Recognized centre	7	0.4%
Constituent/ University College	124	7.8%
PG/ Off Campus Centre	12	5.3%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	75.8%	62.3%	760
Private Aided	10.6%	19.5%	1,711
Government	13.6%	18.2%	1,234

Break up of standalone institution
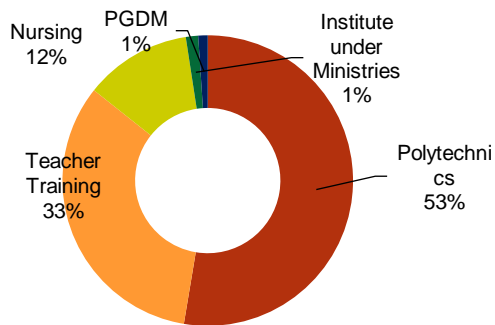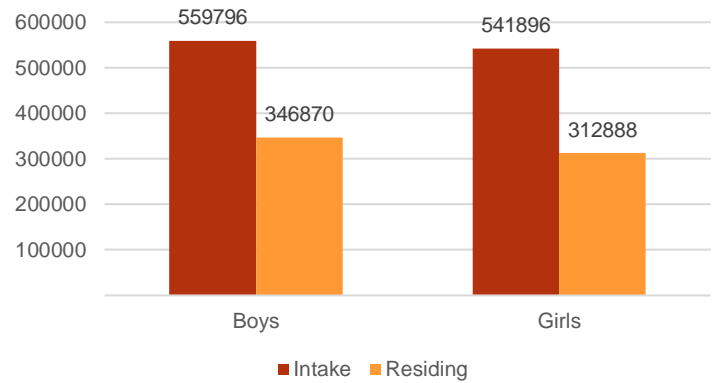
Hostel

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	12321	14811	163173	1096983	1686	66461	9088	6655	1371178
Male	16363	5850	100277	1041425	2048	323116	2401	8115	1499595

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2267	12842	110296	326768	2882	23434	11143	833	490465
Male	2571	4878	72124	235113	4016	72278	3749	937	395666

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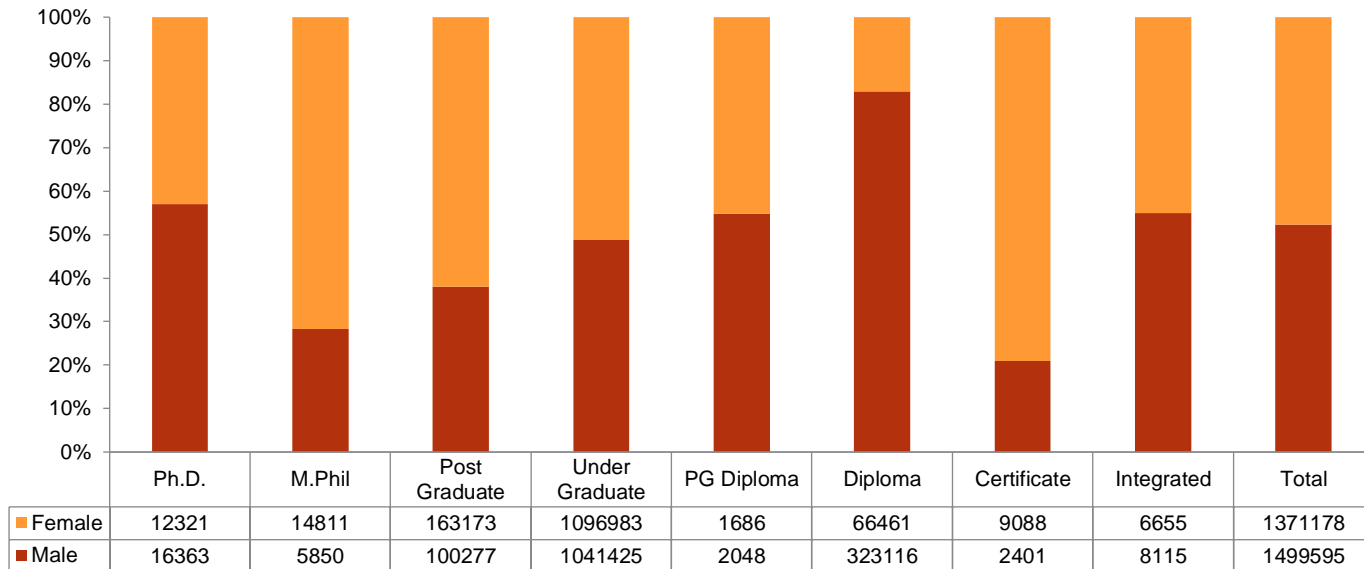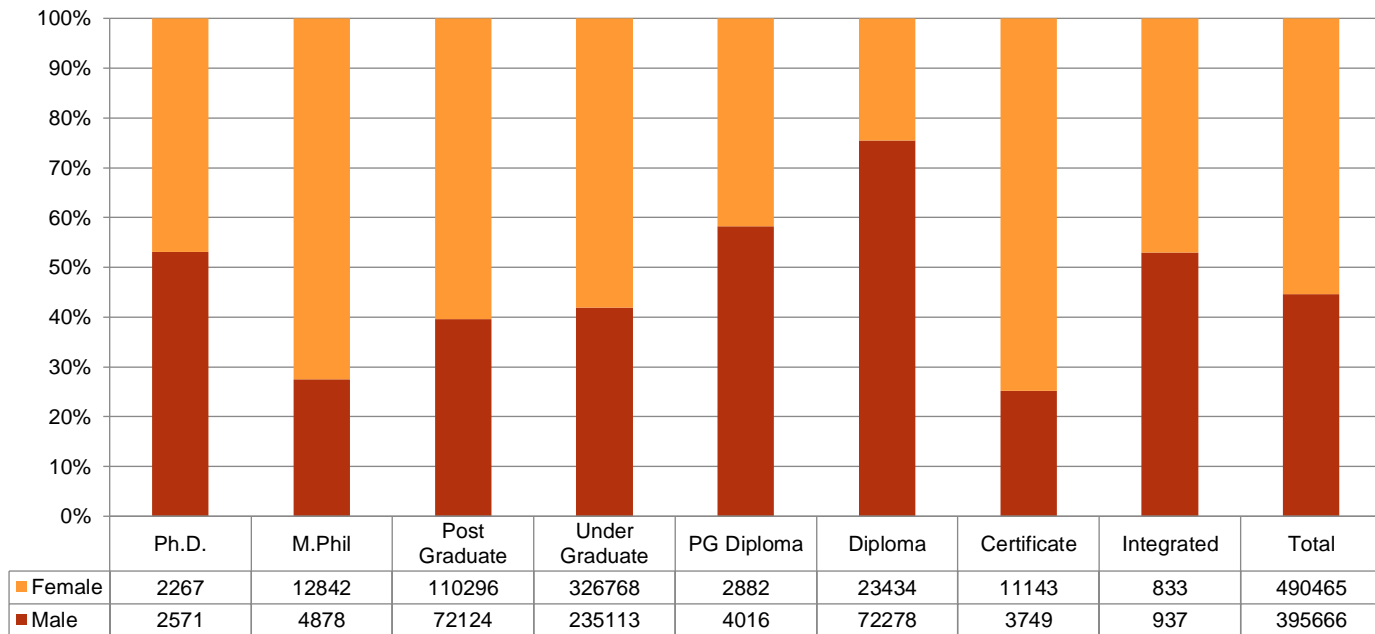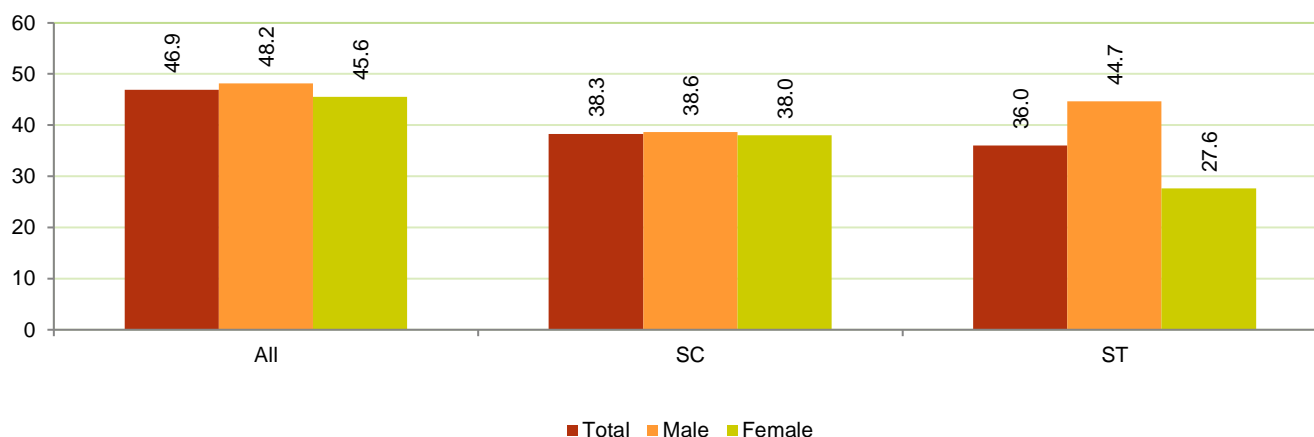
Faculty and Staff

Indicators

Key Indicators	Tamil Nadu	INDIA
Pupil Teacher Ratio (PTR)	13	22
Teachers per College	80.4	33.9
Non-teaching staff per College	62.9	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.1%	49.9%	20%	1.1%	70.7%	5.9%	5.4%
Share of Enrolment	51.5%	48.5%	17.9%	0.9%	57.5%	3.3%	4.2%
Share of teaching staff	53.2%	46.8%	10.0%	0.2%	72.1%	2.8%	12.9%
Share of non-teaching staff	55.5%	44.5%	14.0%	0.8%	47.7%	1.3%	4.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

Deloitte.

CII

32. Tripura

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	36.7	18.7	18.0
Literacy Rate [1]	87.2%	91.5%	82.7%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	4.4 (11.9%)	2.1 (11.5%)	2.2 (12.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.3%	0.3%	0.3%
Gross Enrolment Ratio [2]	19.1	21.5	16.8

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

Deloitte.

CII
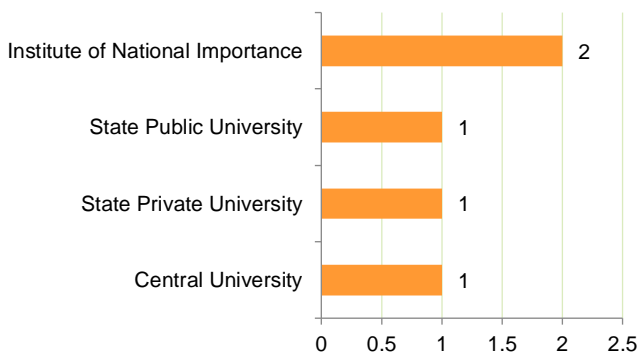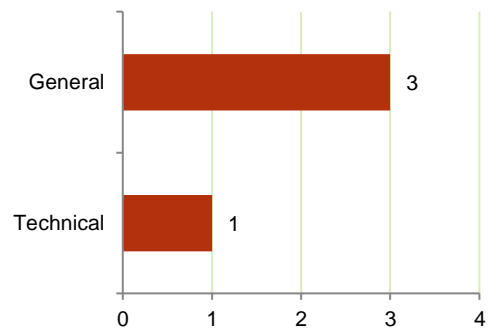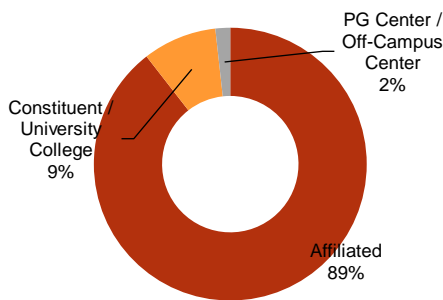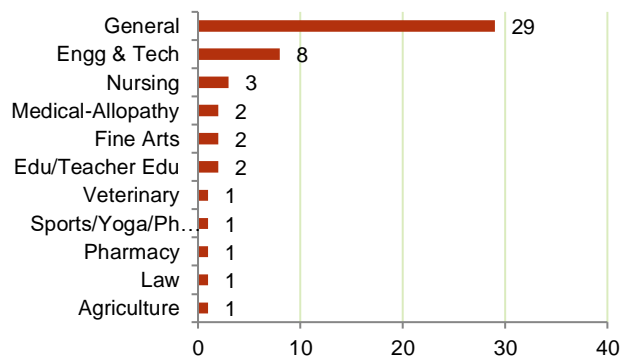
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	5	51	12
Average enrolment per institution	3,862	1,230	99
Total estimated enrolment (Lakh)	0.19	0.63	0.01

College Indicators

College Type	Tripura	Share in India
Affiliated Colleges	51	0.1%
Recognized centre	5	0.3%
Constituent/ University College	1	0.4%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	11.8%	5.0%	527
Private Aided	3.9%	2.0%	633
Government	84.3%	92.9%	1,356

Break up of standalone institution
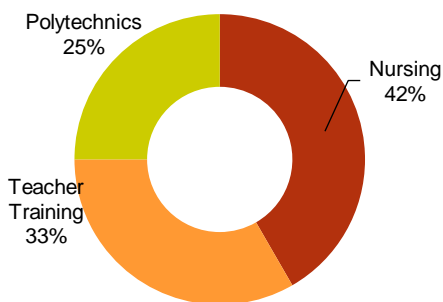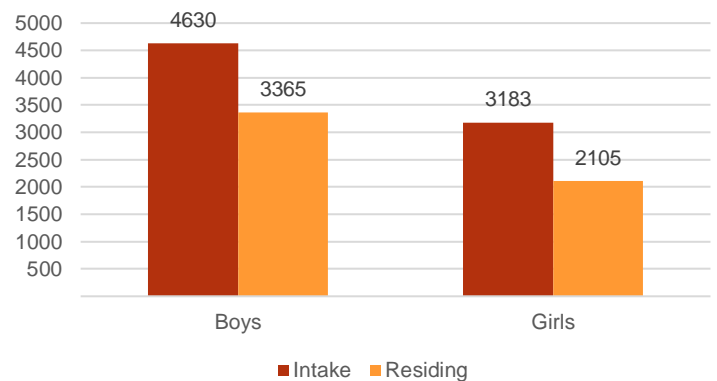
Hostel

Deloitte.

CII

Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	32	1386	29052	102	1661	80	184	32497
Male	50	1858	34293	54	2183	142	272	38852

Out turn at various levels

	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	22	706	8146	50	413	0	18	9355
Male	34	1001	9545	35	470	0	26	11111

Deloitte.

GER

	All			SC			ST		

Total: 19.1 (All), 17.9 (SC), 13.7 (ST)
Male: 21.5 (All), 20.5 (SC), 15.2 (ST)
Female: 16.8 (All), 15.3 (SC), 12.3 (ST)

■ Total   ■ Male   ■ Female
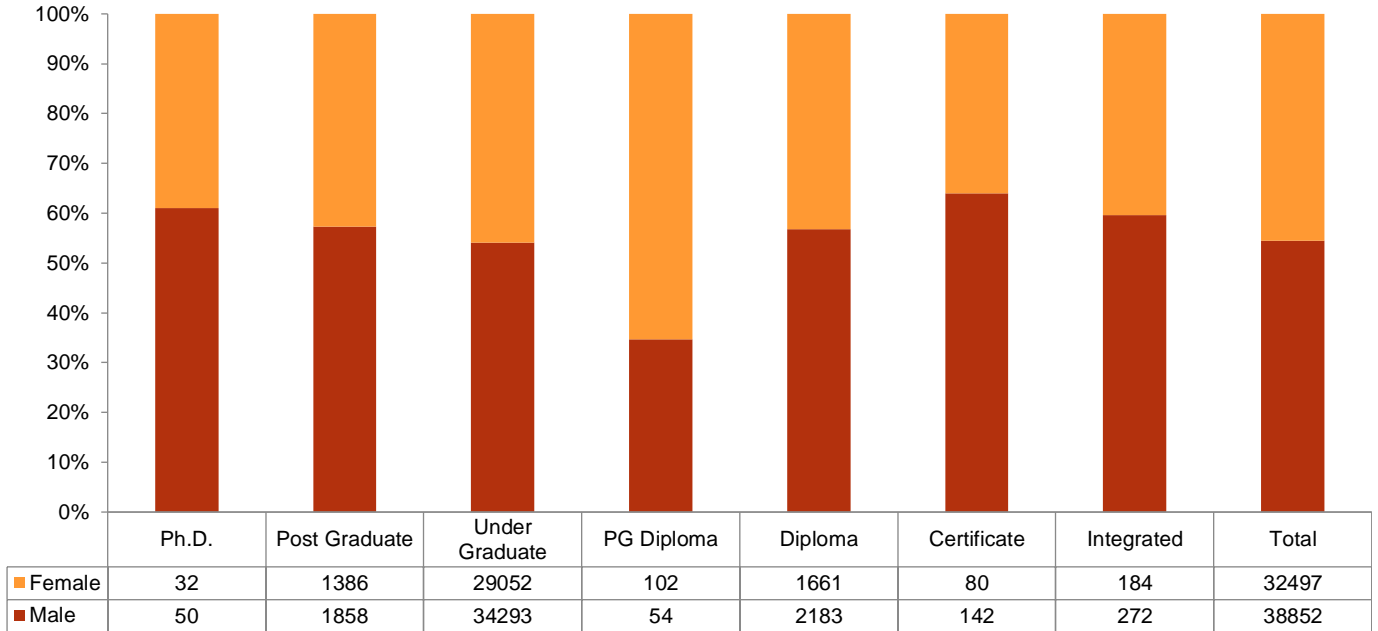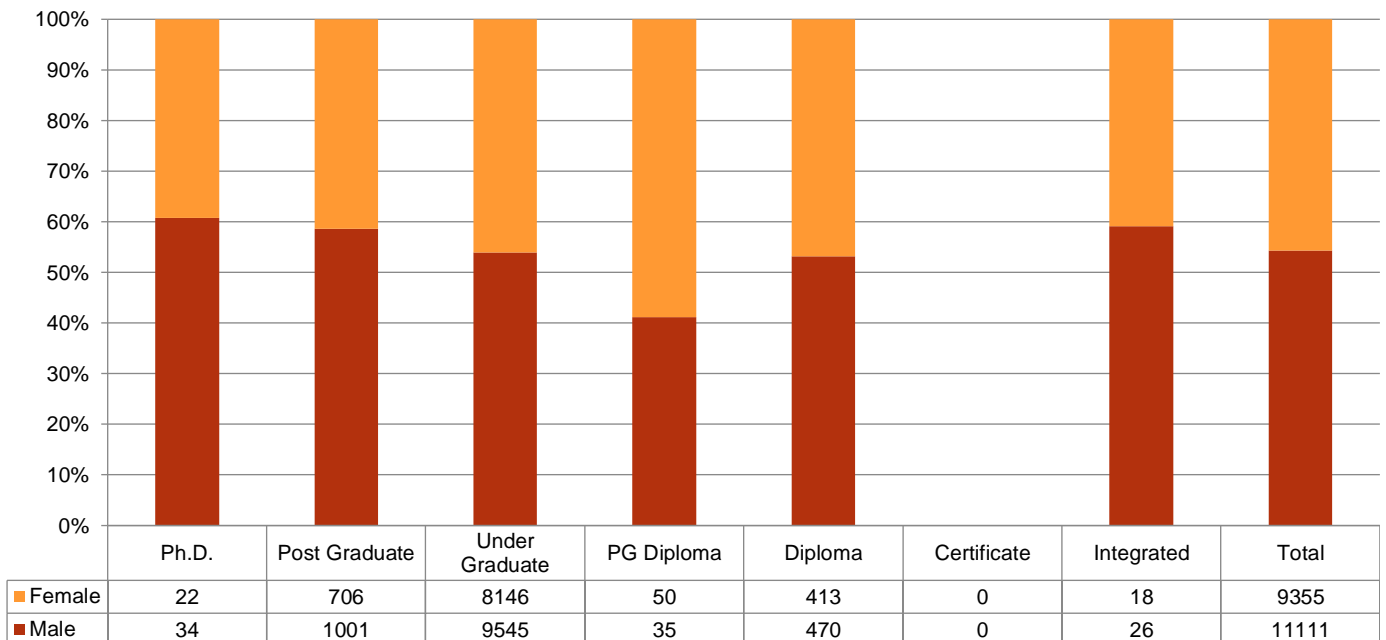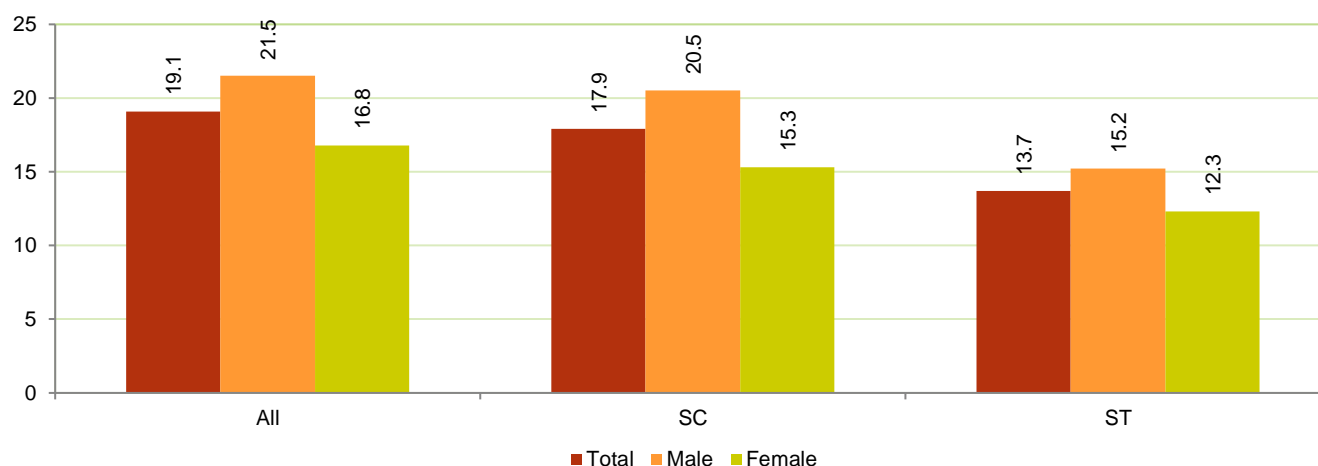
Faculty and Staff

Indicators

Key Indicators	Tripura	INDIA
Pupil Teacher Ratio (PTR)	28	22
Teachers per College	46.1	33.9
Non-teaching staff per College	76.0	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.3%	47.7%	17.8%	31.8%	20.9%	9.6%	3.9%
Share of Enrolment	55.1%	44.9%	17.8%	23.3%	17.0%	2.8%	2.0%
Share of teaching staff	62.7%	37.3%	13.2%	14.1%	10.8%	1.1%	5.6%
Share of non-teaching staff	49.9%	50.1%	13.3%	15.5%	4.0%	0.6%	0.2%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

33. Uttar Pradesh

Key Indicators

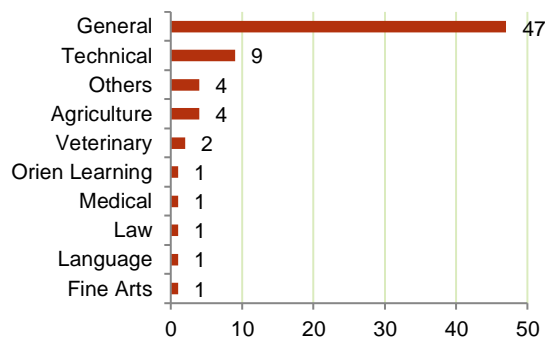| Indicator	Total	Male	Female
Total State Population, Lakh[1]	1998.1	1044.8	953.3
Literacy Rate [1]	67.7%	77.3%	57.2%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	245.1 (12.3%)	130.3 (12.5%)	114.8 (12%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	17.3%	17.8%	16.8%
Gross Enrolment Ratio [2]	24.9	24.6	25.3

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

State Public University	27
State Private University	24
Institute of National Importance	6
Deemed University-Private	4
Central University	4
Deemed University-…	3
Deemed University-Government	2
State Open University	1
Institute under State…	1

University by specialization

General	47
Technical	9
Others	4
Agriculture	4
Veterinary	2
Orien Learning	1
Medical	1
Law	1
Language	1
Fine Arts	1

College by Type

Recognized Centre 1%
PG Centre/ Off-campus centre 0%
Constituent University/ College 1%
Affiliated College 98%

Colleges by Specialization

General	5364
Arts	214
Edu/Teacher Edu	193
Others	177
Law	124
Engg & Tech	119
Sanskrit	81
Management	80
Pharmacy	41

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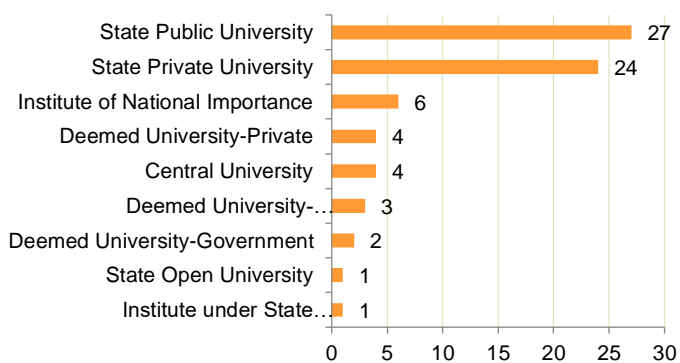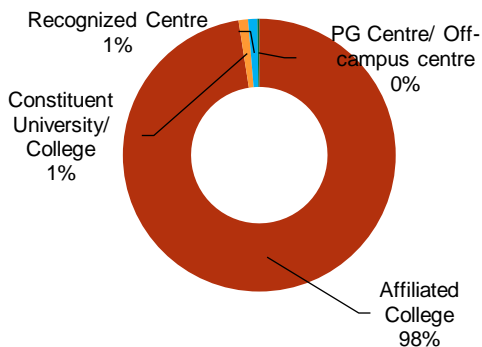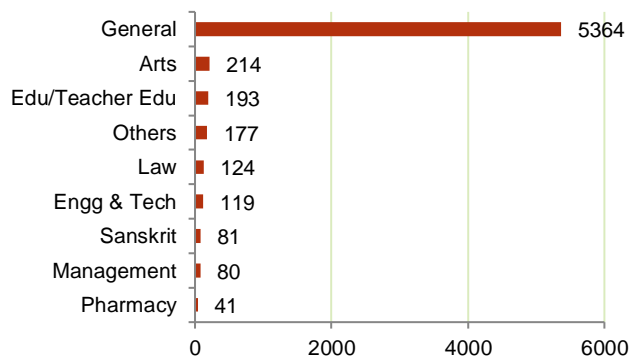
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	72	6,393	1,019
Average enrolment per institution	6,152	858	226
Total estimated enrolment (Lakh)	4.43	54.85	2.30

College Indicators

College Type	Uttar Pradesh	Share in India
Affiliated Colleges	7,028	18.1%
Recognized centre	79	5.1%
Constituent/ University College	81	5.1%
PG/ Off Campus Centre	12	5.3%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	77.4%	71.5%	792
Private Aided	9.9%	16.7%	1,446
Government	12.6%	11.8%	801

Break up of standalone institution

Institute under Ministries 1%
PGDM 13%
Teacher Training 19%
Nursing 25%
Polytechnics 42%

Hostel

Boys: Intake 259239, Residing 168591
Girls: Intake 176689, Residing 108873

■ Intake ■ Residing

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Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	4389	502	310861	2474977	6419	69093	15338	10264	2891843
Male	8838	370	229277	2703343	10193	162409	16492	20006	3150928

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	990	326	120603	661740	3917	22997	8359	1335	820267
Male	1546	240	91353	672159	5648	36219	8760	2977	818902

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Faculty and Staff

Indicators

Key Indicators	UTTAR PRADESH	INDIA
Pupil Teacher Ratio (PTR)	41	22
Teachers per College	21.0	33.9
Non-teaching staff per College	18.1	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.9%	49.1%	20.7%	0.6%	52.5%	19.3%	0.6%
Share of Enrolment	52.3%	47.7%	17.0%	0.7%	37.2%	4.8%	0.5%
Share of teaching staff	68.7%	31.3%	7.7%	0.2%	25.1%	5.4%	2.0%
Share of non-teaching staff	79.4%	20.6%	17.3%	1.4%	24.9%	3.7%	1.2%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

34.   Uttarakhand

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	100.9	51.4	49.5
Literacy Rate [1]	78.8%	87.4%	70.0%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	12.2 (12.1%)	6.2 (12.2%)	5.9 (12%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.9%	0.9%	0.9%
Gross Enrolment Ratio [2]	33.4	33.8	33.0

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

University by specialization

College by Type

Colleges by Specialization

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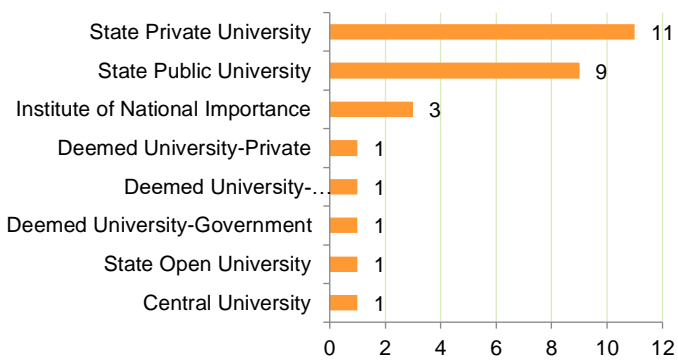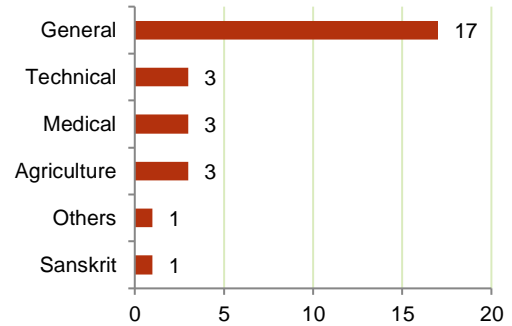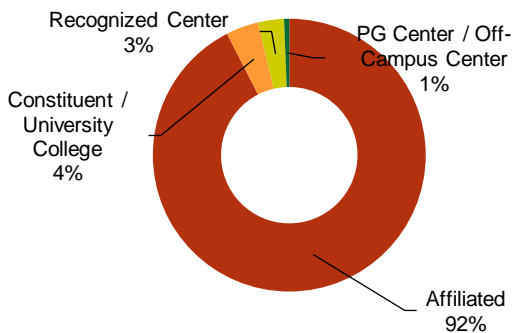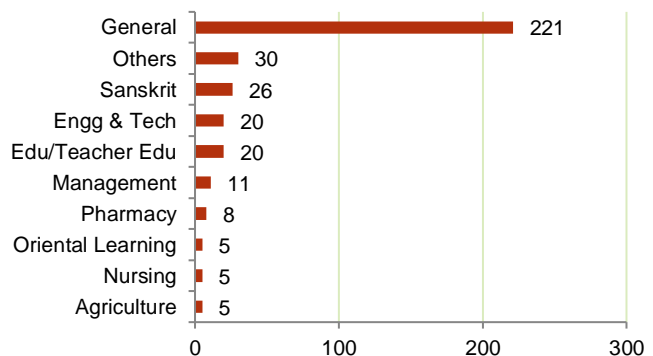
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	28	351	134
Average enrolment per institution	5,064	677	189
Total estimated enrolment (Lakh)	1.42	2.38	0.25

College Indicators

College Type	Uttarakhand	Share in India
Affiliated Colleges	453	1.2%
Recognized centre	15	1.0%
Constituent/ University College	19	1.2%
PG/ Off Campus Centre	3	1.3%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	45.0%	28.2%	424
Private Aided	17.7%	19.7%	753
Government	37.3%	52.2%	946

Break up of standalone institution
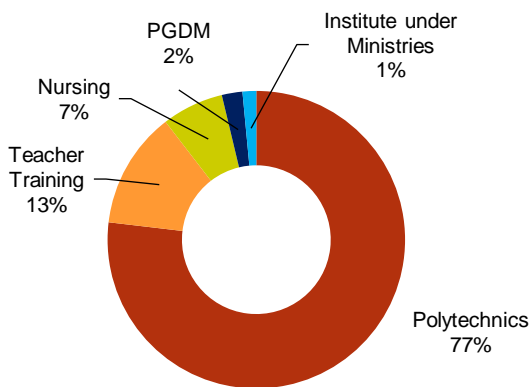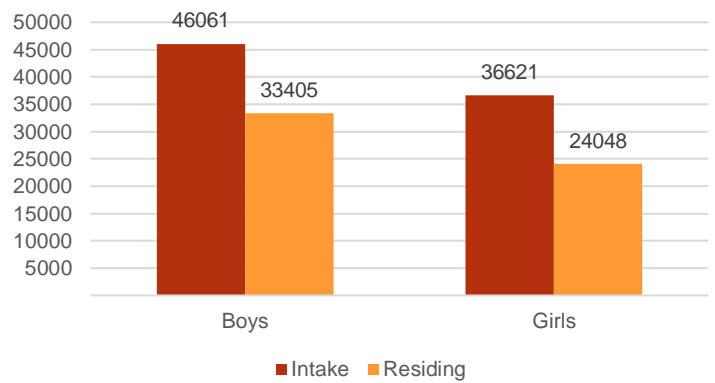
Hostel

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Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1204	4	24165	140816	382	7700	59	1577	175907
Male	1971	7	20030	139084	646	24165	198	2560	188661

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	253	3	13199	87574	505	2139	51	223	103947
Male	397	4	10257	63098	642	5330	106	330	80164

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Chart data:

	Total	Male	Female
All	33.4	33.8	33.0
SC	23.9	24.1	23.7
ST	40.2	39.9	40.4
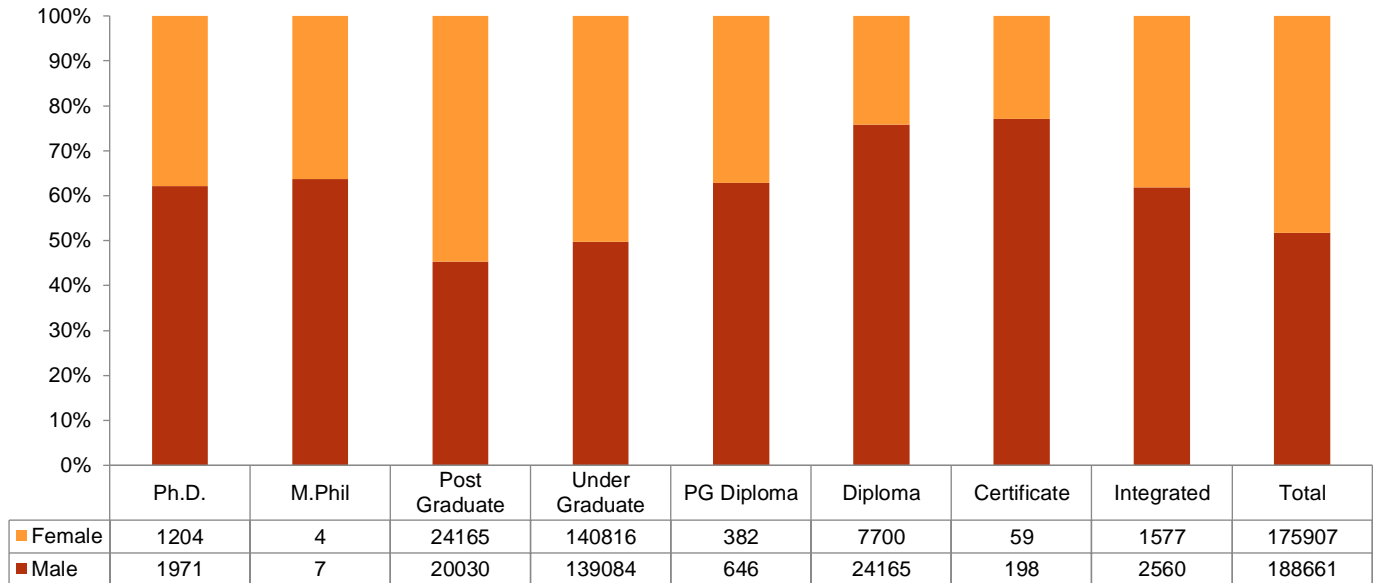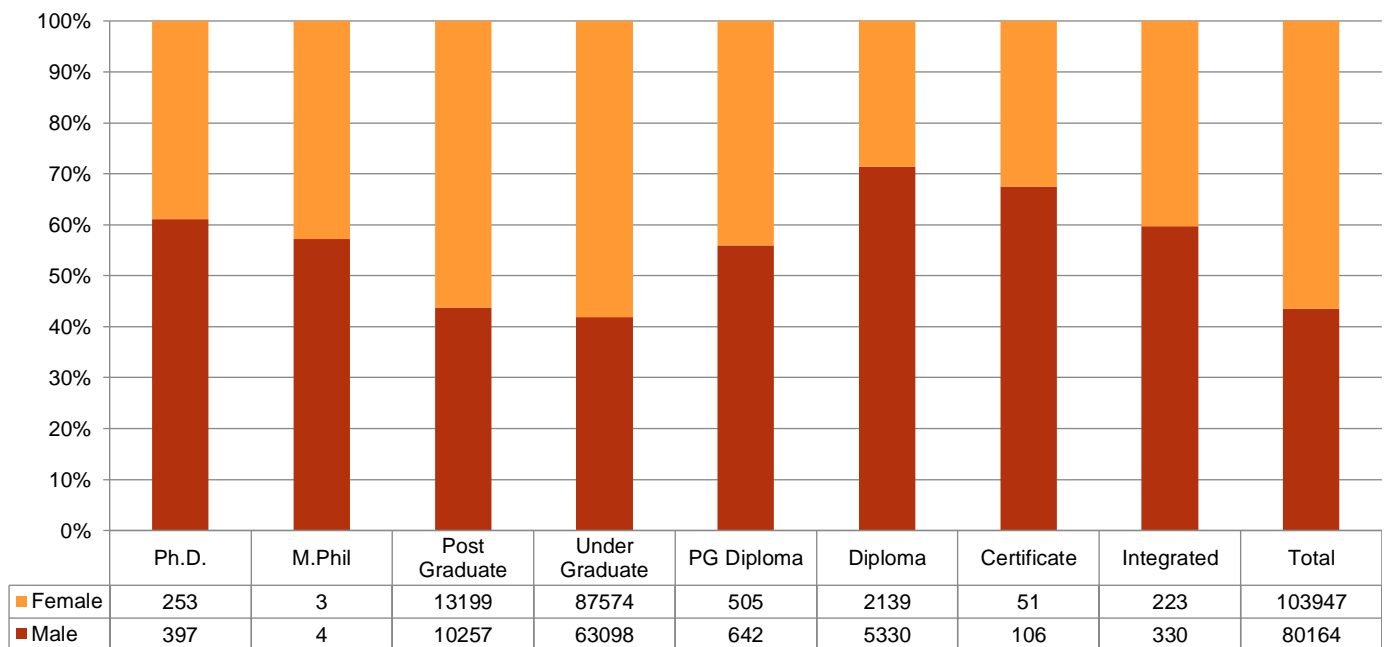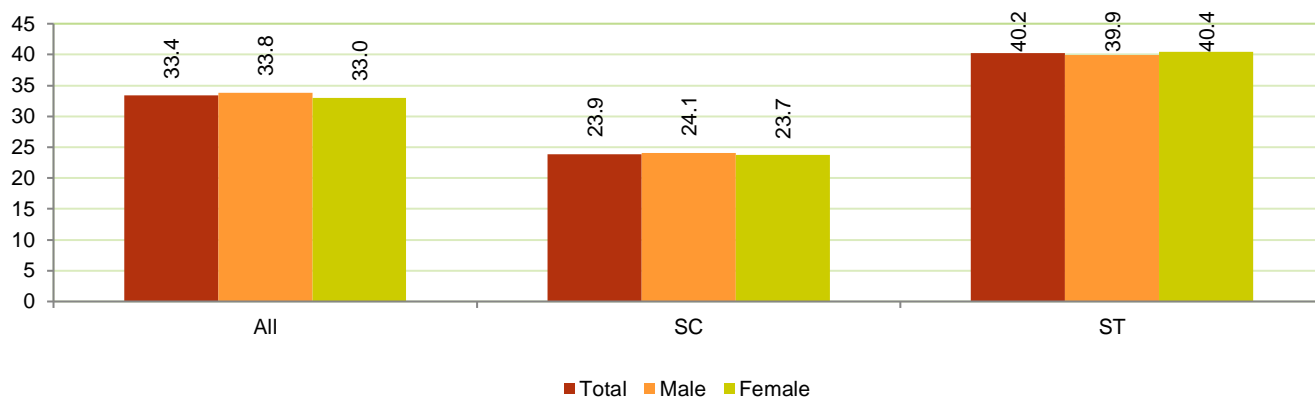
Faculty and Staff

Indicators

Key Indicators	UTTARAKHAND	INDIA
Pupil Teacher Ratio (PTR)	18	22
Teachers per College	32.7	33.9
Non-teaching staff per College	35.8	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.3%	48.7%	18.8%	2.9%	22.4%	13.9%	1.4%
Share of Enrolment	51.9%	48.1%	13.5%	3.8%	15.0%	2.3%	0.6%
Share of teaching staff	64.6%	35.4%	7.0%	0.8%	11.2%	2.9%	2.0%
Share of non-teaching staff	76.7%	23.3%	12.4%	1.6%	9.6%	1.0%	0.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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35. West Bengal

Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakh[1]	912.8	468.1	444.7
Literacy Rate [1]	76.3%	81.7%	70.54%
Pop. In 18-23 age group (lakh)[1] Share to total state pop. (%)	109.1 (12%)	54 (11.5%)	55.1 (12.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	7.7%	7.4%	8.1%
Gross Enrolment Ratio [2]	18.5	19.8	17.2

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2016-17;

Education Infrastructure

University by Type

State Public University	24
State Private University	8
Institute of National Importance	6
Deemed University-Private	1
State Open University	1
Central University	1

University by specialization

General	29
Technical	3
Agriculture	3
Medical	2
Others	1
Orien Learning	1
Law	1
Education	1

College by Type

Recognized Center 1%
PG Center / Off-Campus Center 1%
Constituent / University College 4%
Affiliated 94%

Colleges by Specialization

General	727
Edu/Teacher Edu	231
Engg & Tech	72
Others	65
Management	27
Medical-Allopathy	23
Law	22
Nursing	16
Computer…	12
Medical-…	11

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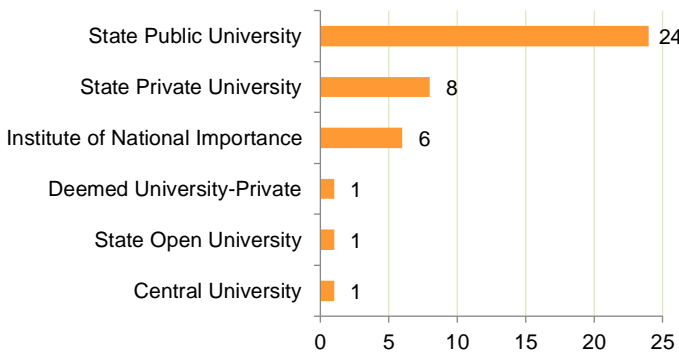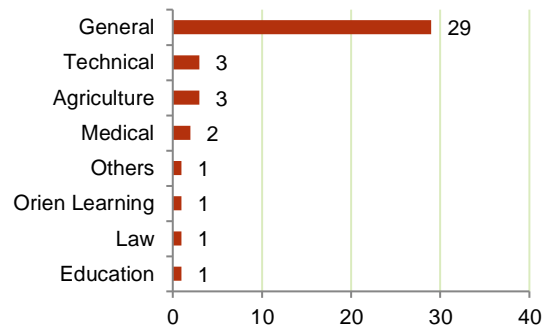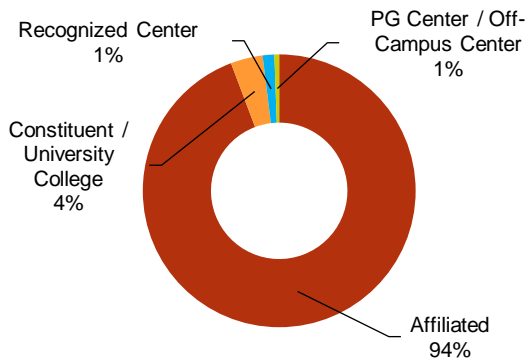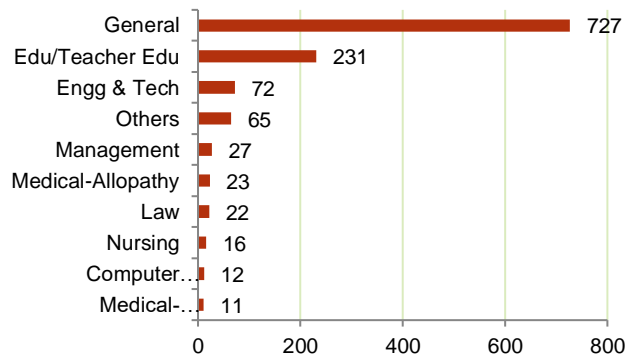
College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	41	1,206	345
Average enrolment per institution	7,211	1,325	354
Total estimated enrolment (Lakh)	2.96	15.98	1.22

College Indicators

College Type	West Bengal	Share in India
Affiliated Colleges	1,164	3.0%
Recognized centre	17	1.1%
Constituent/ University College	47	3.0%
PG/ Off Campus Centre	6	2.6%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	42.4%	11.4%	357
Private Aided	18.4%	24.7%	1,775
Government	39.2%	63.9%	2,160

Break up of standalone institution

PGDM 4%
Institute under Ministries 3%
Nursing 19%
Polytechnics 40%
Teacher Training 34%

Hostel

	Boys	Girls
Intake	106383	75797
Residing	73062	49401

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Student Enrolment

Enrolment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2024	753	36105	780950	1095	30795	2109	2682	856513
Male	4338	1049	37850	826083	2444	87320	2579	6792	968455

Out turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	449	138	35770	134075	732	6331	518	460	178473
Male	788	160	25439	139809	936	22644	938	1270	191984

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| Total | Male | Female |

Faculty and Staff

Indicators

Key Indicators	WEST BENGAL	INDIA
Pupil Teacher Ratio (PTR)	38	22
Teachers per College	40.2	33.9
Non-teaching staff per College	32.4	28.1

Calculation is based on the total number of responses as given in the AISHE 2016-17 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.5%	48.5%	23.5%	5.8%	5.8%	27%	1.0%
Share of Enrolment	52.7%	47.3%	17.9%	3.3%	12.7%	11.2%	0.7%
Share of teaching staff	65.6%	34.4%	9.1%	1.1%	7.2%	6.2%	1.2%
Share of non-teaching staff	81.1%	18.9%	12.8%	2.9%	4.6%	4.1%	0.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2016-17

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About Deloitte

All the facts and figures that talk to our size and diversity and years of experiences, as notable and important as they may be, are secondary to the truest measure of Deloitte: the impact we make in the world. So, when people ask, "what's different about Deloitte?" the answer resides in the many specific examples of where we have helped Deloitte member firm clients, our people, and sections of society to achieve remarkable goals, solve complex problems or make meaningful progress. Deeper still, it's in the beliefs, behaviors and fundamental sense of purpose that underpin all that we do. Deloitte Globally has grown in scale and diversity—more than 263,900 people in 150 countries, providing multidisciplinary services yet our shared culture remains the same.

Contact

Anindya Mallick
Partner, Deloitte
anmallick@deloitte.com

Confederation of Indian Industry

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

CII is a non-government, not-for-profit, industry-led and industry-managed organization, playing a proactive role in India's development process. Founded in 1895, India's premier business association has around 9000 members, from the private as well as public sectors, including SMEs and MNCs, and an indirect membership of over 300,000 enterprises from around 265 national and regional sectoral industry bodies.

CII charts change by working closely with Government on policy issues, interfacing with thought leaders, and enhancing efficiency, competitiveness and business opportunities for industry through a range of specialized services and strategic global linkages. It also provides a platform for consensus-building and networking on key issues.

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

As a developmental institution working towards India's overall growth with a special focus on India@75 in 2022, the CII theme for 2018-19, India RISE : Responsible. Inclusive. Sustainable. Entrepreneurial emphasizes Industry's role in partnering Government to accelerate India's growth and development. The focus will be on key enablers such as job creation; skill development; financing growth; promoting next gen manufacturing; sustainability; corporate social responsibility and governance and transparency.

With 65 offices, including 9 Centres of Excellence, in India, and 10 overseas offices in Australia, China, Egypt, France, Germany, Singapore, South Africa, UAE, UK, and USA, as well as institutional partnerships with 355 counterpart organizations in 126 countries, CII serves as a reference point for Indian industry and the international business community.

Confederation of Indian Industry

The Mantosh Sondhi Centre

23, Institutional Area, Lodi Road, New Delhi – 110 003 (India)

T: 91 11 45771000 / 24629994-7 • F: 91 11 24626149

E: info@cii.in • **W**: www.cii.in

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