Deloitte.

ASHE 2020

Annual status of higher education in states and UTs in India

December 2020

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Foreword

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Director General, CII

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

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

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

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

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

Foreword

Anindya Mallick
Partner, Deloitte Touche Tohmatsu India LLP

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

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

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

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

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

List of Abbreviations

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

Part I - Focus on key themes and developments

Introduction

India has the third-largest higher education system in the world, with an estimated 36.1 million students (51.4 percent male and 48.6 percent female) enrolled across 993 universities, 38,179 colleges, and 10,725 standalone institutions during 2018-19.[1] The country's Gross Enrollment Ratio (GER) in higher education has registered a marginal increase from 25.2 percent in 2016-17 to 26.3 percent in 2018-19, as compared to the target of 30 percent by 2020.[2]

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

The education budget allocation increased by around 5 percent from INR 94,854 crore in 2019-2020 to INR 99,311 crore in 2020-21[3]. The allocation for higher education is 40 percent[4] of the budget amount. A key highlight of the budget was the acknowledgement that the education system needed a greater inflow of finance to attract talented teachers and innovate and build better laboratories. Higher education institutions have been allowed to avail external commercial borrowings for funding facility modernisation. To improve reach and access of quality education across the country, providing online degree courses from the top 100 Indian institutes is a key budget announcement. This maintains the quality of such online courses as well as the acceptability of degrees. To better the employability of students in the general stream, 150[5] higher education institutions have been proposed to embed vocational courses to increase their expertise in targeting jobs of the future. Embedding vocational training courses in the general stream is also recommended in the National Education Policy, 2020.

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

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[1] All India Survey of Higher Education, MHRD 2018-19
[2] Government of India targets as set in the 12th Plan Document
[3] https://www.moneycontrol.com/news/business/economy/budget-2020-education-sector-allocation-up-5-4892771.html
[4] https://www.moneycontrol.com/news/business/economy/budget-2020-education-sector-allocation-up-5-4892771.html
[5] https://www.moneycontrol.com/news/business/economy/budget-2020-education-sector-allocation-up-5-4892771.html

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

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

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

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

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

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

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

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

2. Autonomy in Higher Education

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

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

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

1. **Prof. K.K. Aggarwal,** Chairman, NBA

2. **Dr (Mrs) Pankaj Mittal,** Secretary General, AIU

3. **Prof. Raghunath K Shevgaonkar,** VC, Bennett University (Chairman)

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

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

Academic autonomy:

Assumptions:

1. Only universities have been considered in this report. Autonomous colleges or other affiliated colleges are not included in this study.

2. At the outset, it may be noted that all universities (central, state, deemed, degree awarding institutions, such as IITs and AIIMS) are autonomous, in principle at least. Also, this applies to both public as well as private universities. So, it is not a question of granting autonomy, but of using autonomy and being allowed to exercise their autonomy.

3. Academic autonomy is the essence of the functioning of a university, which in some cases, may have a bearing on administrative and financial governance structures and hence on autonomy in many cases. However, in several cases, even the proper utilisation of those aspects of academic autonomy (which do not impact administrative or financial aspects significantly) can lead to a large improvement in the functioning of the university.

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

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

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

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

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

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

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

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

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

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

    ** The regulatory body may only issue guidelines on:

    a) Minimum qualification needed for each level.

    b) Minimum number of teachers needed for a programme (teacher-student ratio).

    c) Indicative cadre ratio (within an acceptable range).

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

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

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

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

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

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

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

    a) Number of Ph.D. students in any department at any point of time will not exceed four times the number of Ph. D faculty..

    b) Minimum academic standards for admission to Ph. D.

Administrative autonomy:

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

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

Sectoral governance by the government and the regulatory bodies

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

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

The specific recommendations are as follows:

a. **Model Act for state public universities**

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

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

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

c. **Structural reforms**

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

d. **Establishing new universities**

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

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

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

1. Upgradation of Colleges with a Potential for Excellence (CPE), autonomous colleges with a track-record of quality performance justified by their accreditation profile and colleges accredited at an 'A'-grade level by NAAC, as unitary universities; Till such time they are elevated to the university status, the UGC may consider taking appropriate steps to empower such colleges to become "degree–awarding institutions."

2. Division of the existing state universities with a large number of affiliated colleges into smaller universities, as separate non-affiliating multidisciplinary universities, and as exclusive affiliating universities with limited number of colleges affiliated to them;

3. All categories of upgradation as universities need to be provided only after due academic and administrative assessment processes with a "catch-up grant from the centre for a period of five years";

4. To make amendments in the Acts of the central universities.

e. **Graded autonomy to colleges**

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

f. Mentoring colleges

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

Internal governance

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

Suitable adoption of model Act

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

a. Establishment of human resource management systems

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

b. Standard operating procedures for universities

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

c. ERP management in higher education institutions

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

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

d. Leadership training

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

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

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

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

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

f.   Grievance redressal system

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

Financial autonomy:

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

Robust financial model:

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

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

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

Fee structure:

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

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

Students' scholarships:

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

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

Corporate social responsibility:

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

Funding from NIRF:

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

Internationalisation of HE:

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

3. Industry-Academia collaborations

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

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

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

Key features of NEP on the topic:

1. Flexibility in courses/subjects/curriculum

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

S No	Component	Roadmap for implementation
		• The programme should be modular with multiple entry-exit options of certificate, diploma, and degree.
2.2	PG not mandatory for PhD	• Since PG is primarily for the industry, it need not be mandatory for admission to PhD. Prescription to take the relevant courses from PG courses may be made to have requisite credits/knowledge for PhD.

2. Research-intensive/teaching-intensive institutes

S No	Component	Roadmap for implementation
1.	**Research-intensive HEIs**	
1.1	Private HEIs	• Research funding as well as PhD fellowships, etc., should be open to both public and private HEIs.
		• To identify quality Institutions for eligibility for such schemes, metrics including NIRF ranking or the accreditation provided by the proposed NAC, that would cover both public and private Institutions together, can be used.
		Note: US is the only country that has a large number of highly ranked private research Institutions (such as MIT, Harvard, CMU. Stanford, Ivy league Institutions) and this is possible only because these institutions receive enormous amount of research funding from government-funding agencies such as NSF, NIH, and DoD.

3. NRF (National Research Funding)

S No	Component	Roadmap for implementation
1.	**Research Funding to Academic Institutions**	
1.1	Assessment Framework	• Assess academic institutions on lines similar to the UK Research Excellence Framework (https://www.ref.ac.uk/).
		• Enable funding at some level even for institutions that do not have a major track record but are just starting research.
		It is important to expand the number of faculty and academic institutions that are active in research.
1.2	Grants management platform	• It will be critical to create a central grants management platform to keep track of all funding across all major funders. This will reduce duplication, ensure equitable use of research funds, and finer alignment with priorities.
1.3	Personnel to be deputed from academia/industry	• NRF personnel who coordinate assessment of projects etc should be research active faculty/industry research leaders who are on deputation for short periods (say 1 to 3 years) just like editors of scientific journals.

4. Industry-academia research engagement

S No	Component	Roadmap for implementation
1.	**Fellowships for faculty and joint research/development at higher TR levels**	
1.1	Award of fellowships	• Joint government-industry fellowships for faculty from universities to spend the two summer months or more (up to one year) as faculty interns in industry.
		• If this is able to penetrate into Tier-2 and Tier-3 Institutions, one would see emergence of projects in academic institutions that would be very relevant to the industry and may even be carried out jointly.

1.2	Funding for research at various levels	• Funding must be made available for projects to set up semi-pilot and pilot projects as HEI and industry-led respectively, with mandatory involvement of both academia and industry.
		• Provide guidance and frameworks for IP ownership and commercialisation to facilitate more HEIs to confidently explore industry research collaborations.

Note on CII1000:1000 initiative to promote NEP focus on industry HEI collaborations and policy recommendations

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

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

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

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

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

The main policy recommendations to enable this are:

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

Part II – India and state profiles in higher education

India: Key statistics and trends in higher education

Key indicators

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

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

Education infrastructure

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

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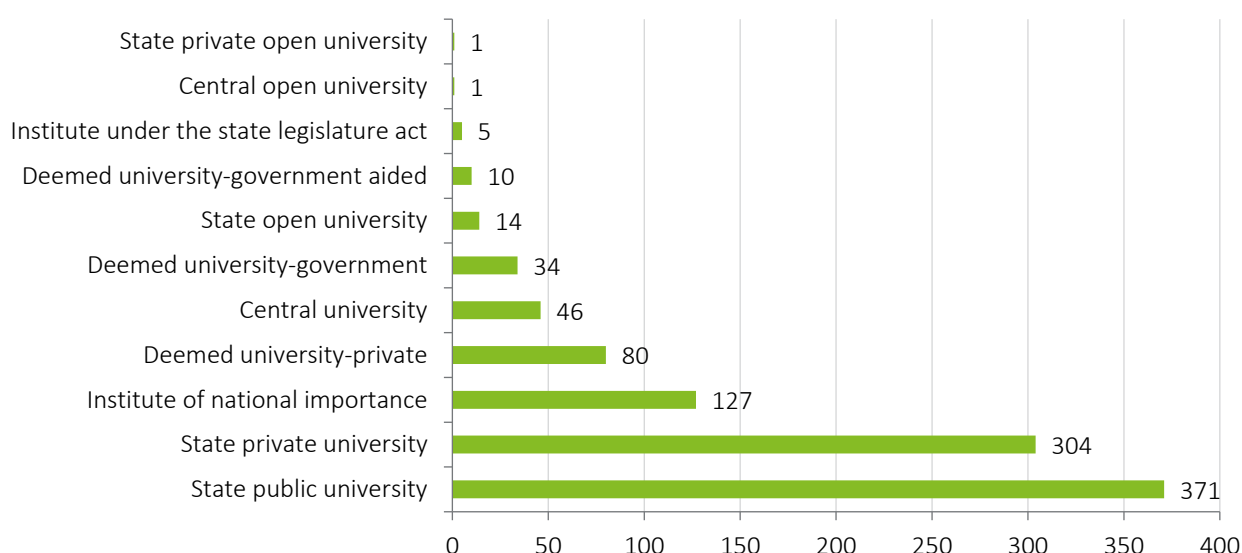
Source: All India Survey of Higher Education, MHRD 2018-19

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

Gujarat and Karnataka are ranked first in India in terms of the total number of state public universities. with 28 state public universities in both (7.5 percent of total state public universities), followed by Uttar Pradesh having 27 state public universities (7.3 percent of total state public universities).

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

Universities by specialisation: The bar graph below reflects the breakdown of the number of universities in India on the basis of specialisation. The country is reported to have 548 general universities (56.96 percent of the total), 142 technical universities (14.76 percent), 58 medical universities (6.03 percent), 48 agricultural universities (4.99 percent), 33 other universities (3.43 percent), 23 law universities (2.39 percent), and 20 management universities (2.08 percent), with all other universities totalling to about 9.36 percent.

University by specialisation

Specialisation	Number
Gandhian/religious studies	1
Journalism and mass communication	2
Rural development	3
Oriental learning	3
Sports/yoga/physical education	5
Fisheries	5
Cultural studies	5
Education	8
Language	9
Fine arts	9
Science	12
Sanskrit	13
Veterinary	15
Management	20
Law	23
Others	33
Agriculture	48
Medical	58
Technical	142
General	548
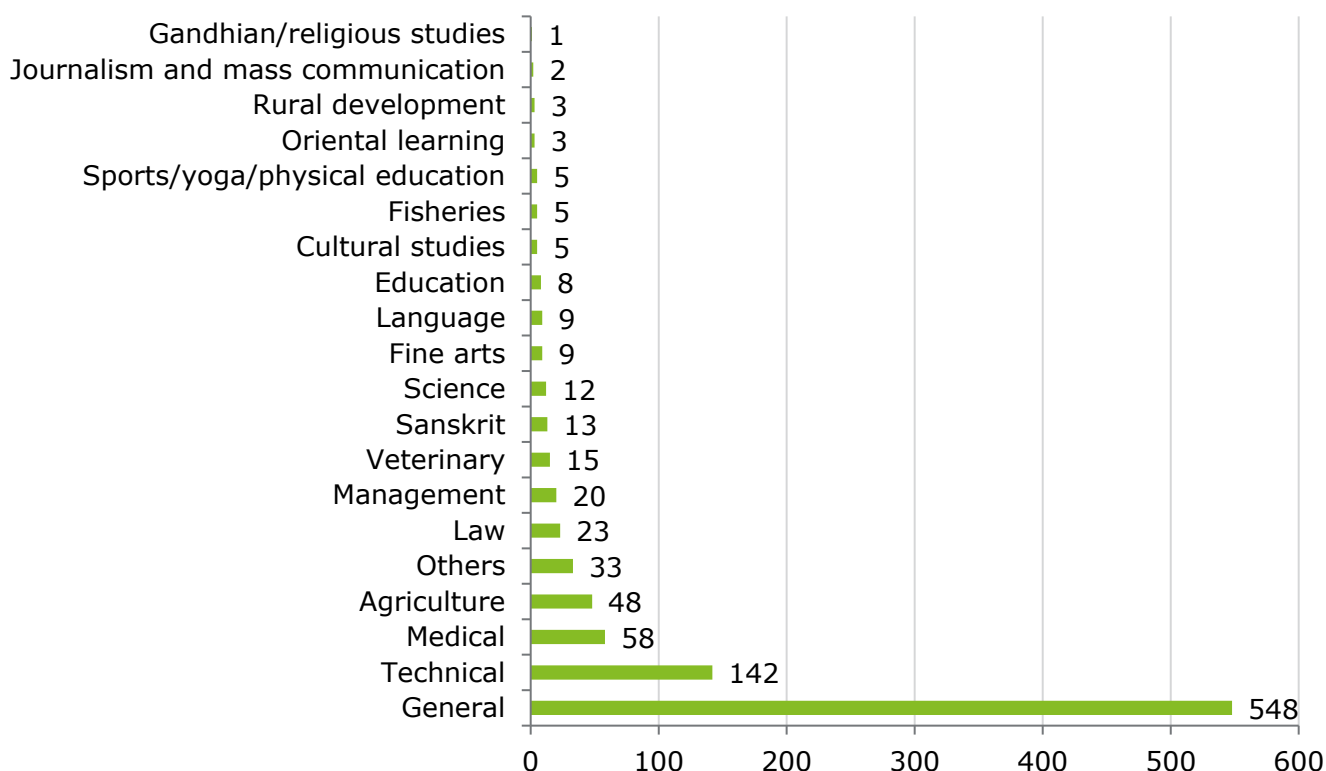
Source: All India Survey of Higher Education, MHRD 2018-19

Rajasthan has the highest number of general universities in the country with a total of 51 universities in the state. It is followed by Uttar Pradesh (48 general universities) and Gujarat (42). Punjab has the highest number of Technical Universities (32). Uttar Pradesh and Tamil Nadu have the second-highest number of technical universities in the country with a total of 10 each in both states. It is followed by Andhra Pradesh (9), Gujarat (8), and Rajasthan (8).
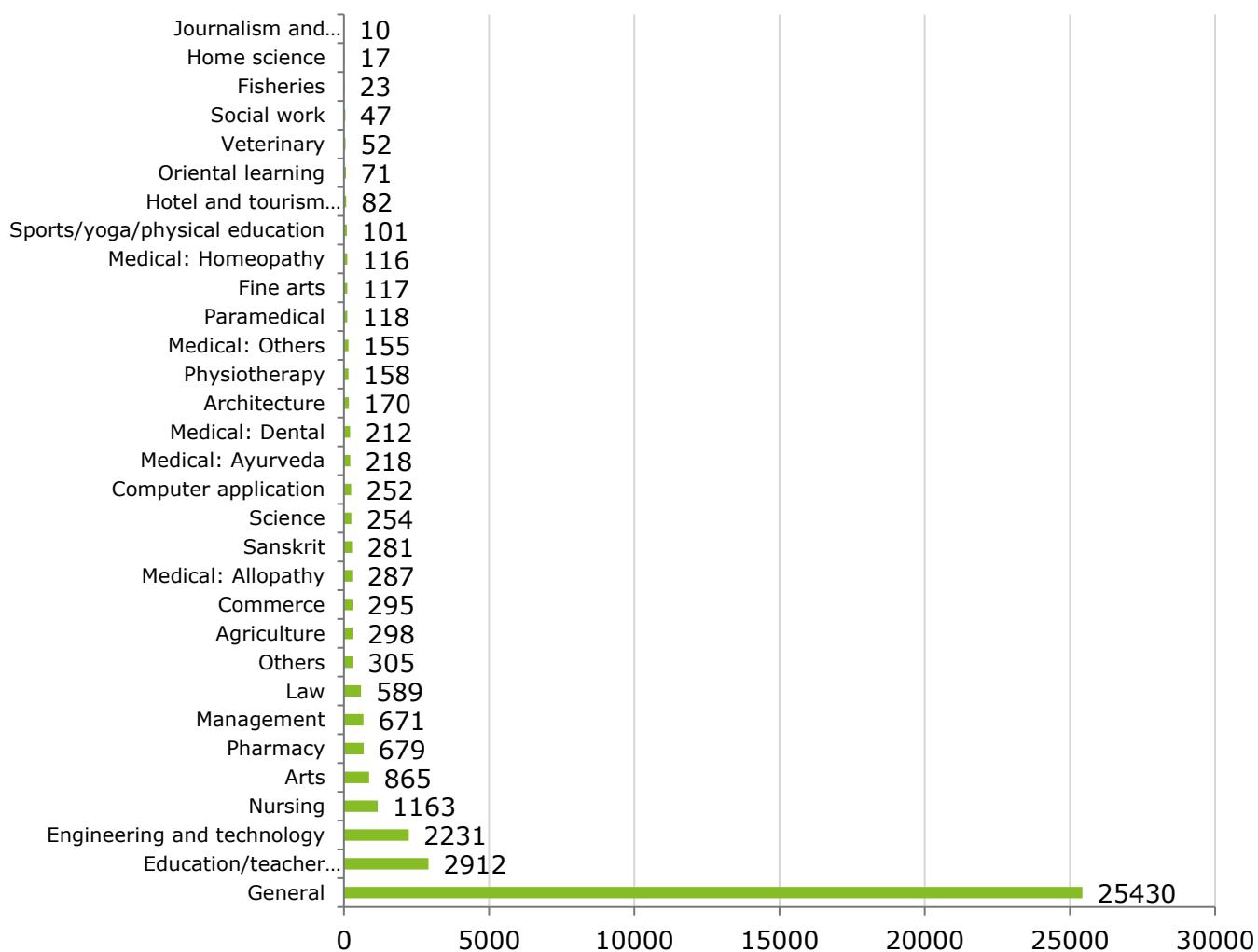
Rajasthan and Karnataka have the highest number of medical universities in the country with a total of 8 medical universities present in each of the two states. It is followed by Maharashtra (6), Gujarat (4), Punjab (3), Tamil Nadu (3), and Uttrakhand (3).

College by type

Constituent/university
college
4%

Recognised centre
3%
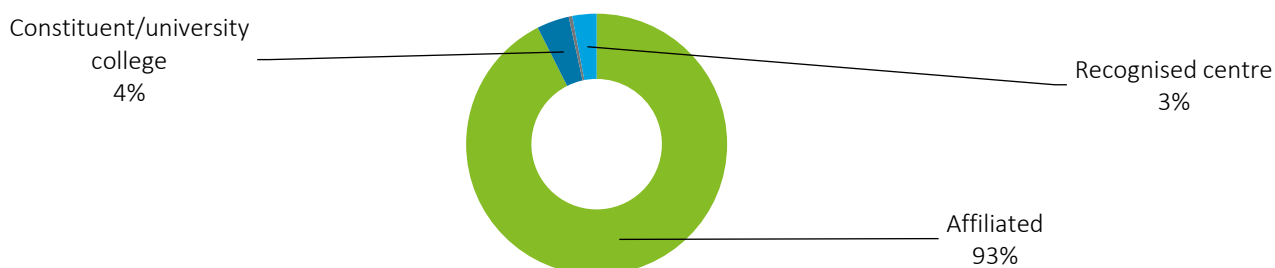
Affiliated
93%

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

Colleges by specialisation

Specialisation	Value
Journalism and…	10
Home science	17
Fisheries	23
Social work	47
Veterinary	52
Oriental learning	71
Hotel and tourism…	82
Sports/yoga/physical education	101
Medical: Homeopathy	116
Fine arts	117
Paramedical	118
Medical: Others	155
Physiotherapy	158
Architecture	170
Medical: Dental	212
Medical: Ayurveda	218
Computer application	252
Science	254
Sanskrit	281
Medical: Allopathy	287
Commerce	295
Agriculture	298
Others	305
Law	589
Management	671
Pharmacy	679
Arts	865
Nursing	1163
Engineering and technology	2231
Education/teacher…	2912
General	25430

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

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

College and institution indicators

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

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

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

Colleges and institutions: India has a total of 38,179 colleges with Uttar Pradesh ranking first (7,078, 18.54 percent of total colleges), followed by Maharashtra (4,340, 11.37 percent), Karnataka (3,670, 9.61 percent), Rajasthan (3,156, 8.27 percent), and Andhra Pradesh (2,678, 7.01 percent). The total enrollment in colleges in the country is about 264.65 lakh, with an average of about 693 per college. Uttar Pradesh has a higher college enrollment in the country with a reported 47.92 lakh students to be enrolled in colleges in the state. This is followed by Maharashtra (29.57 lakh), Tamil Nadu (22.74 lakh) and West Bengal (16.03 lakh).

Standalone institutions: Standalone institutions are those that are outside the purview of universities and colleges but require recognition from one or other statutory bodies. These include polytechnics, PGDM, nursing, teacher training, CA, and CS. In India, there are 10,725 such standalone institutions and the total enrollment in these was estimated to be around 21.48 lakhs in 2018-19. Maharashtra has the highest number of such institutions in the country (2,260).

College indicators

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

Management of colleges

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

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

Breakdown of standalone institutions
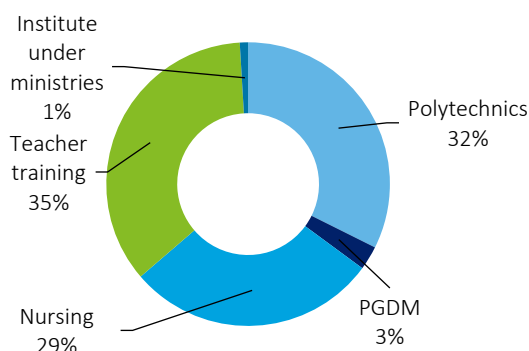
Hostels
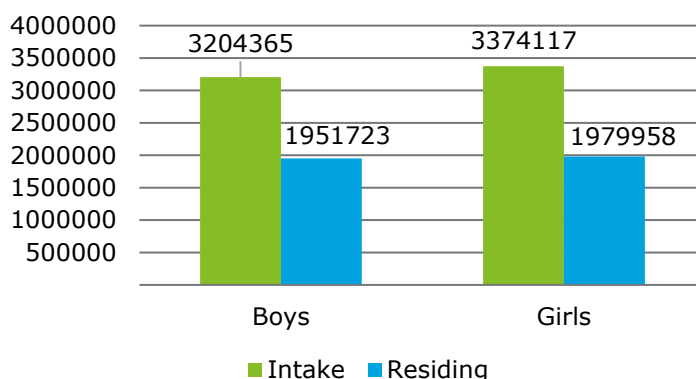
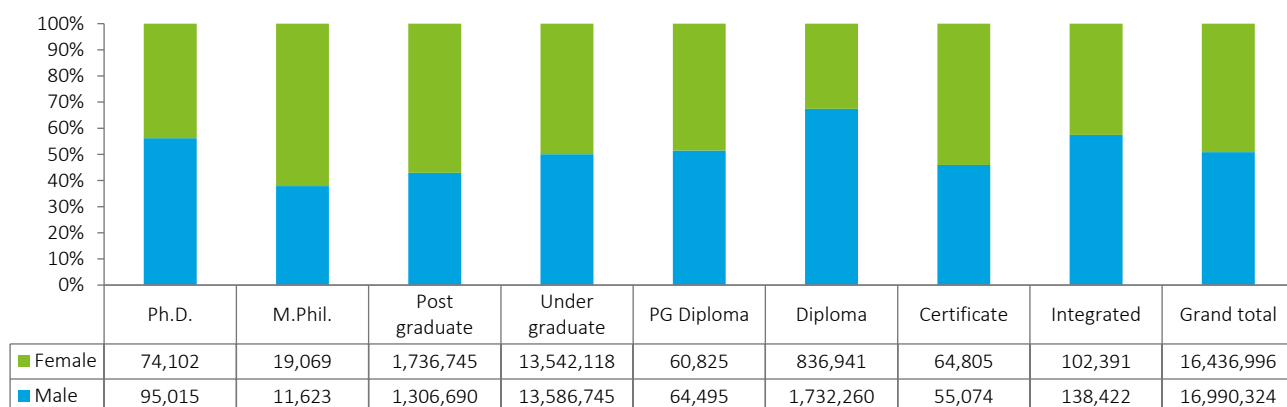**Source:** All India Survey of Higher Education, MHRD 2018-19

Student enrollment

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

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

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

Enrollment at various levels through regular mode

	Ph.D.	M.Phil.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Grand total
Female	74,102	19,069	1,736,745	13,542,118	60,825	836,941	64,805	102,391	16,436,996
Male	95,015	11,623	1,306,690	13,586,745	64,495	1,732,260	55,074	138,422	16,990,324

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

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

Out-turn at various levels

	Ph.D.	M.Phil.	Post graduate	Under graduate	PG Diploma	Diploma	Certificate	Integrated	Grand total
Female	17,048	17,958	862,799	3,432,414	80,650	318,447	39,782	13,957	4,783,055
Male	23,765	7,829	637,265	3,042,301	79,047	465,467	35,576	17,593	4,308,843
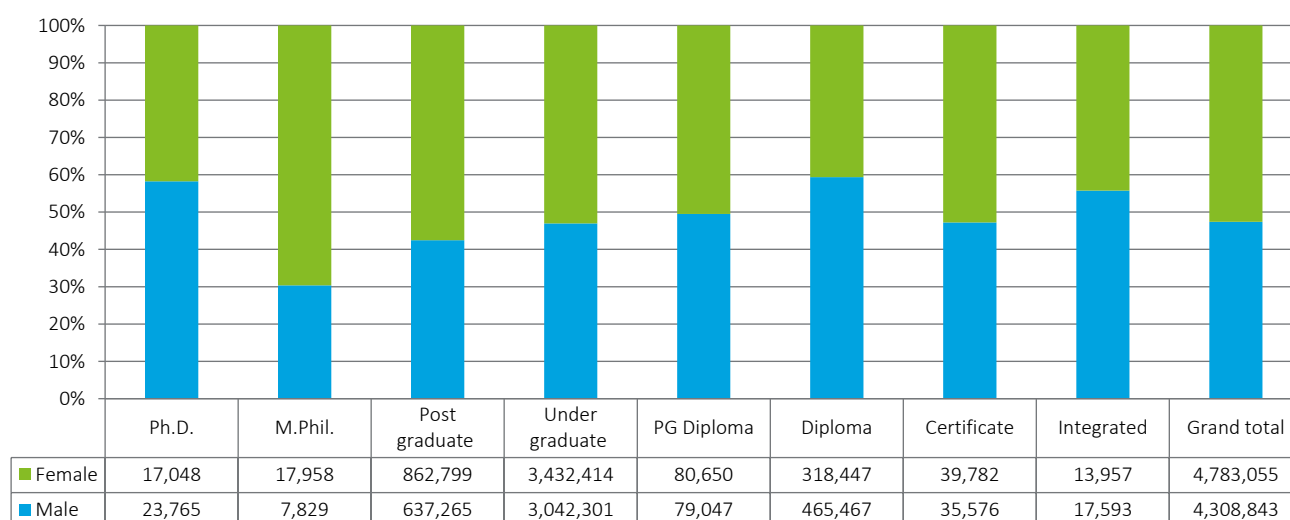
Gross enrollment ratio
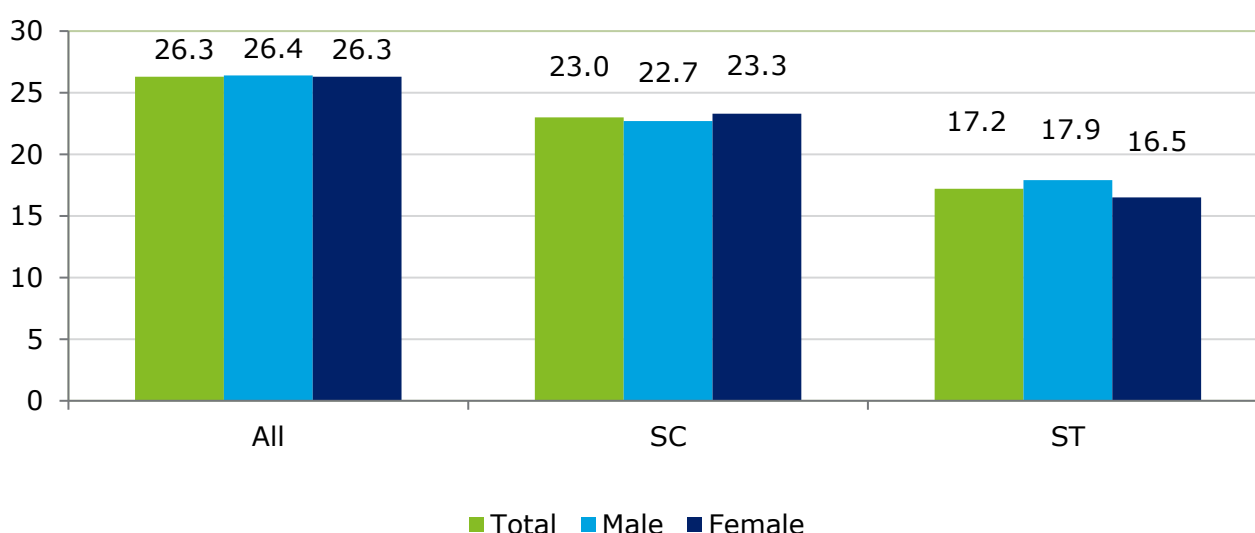
Source: All India Survey of Higher Education, MHRD 2018-19

The Gross Enrollment Ratio (GER) for males (26.4) was nearly equal to the GER for females (26.3) in 2018-19. The GER for SC is slightly lower at 23 while that for ST is 17.2. For SC and ST there remains a difference in GER for males and females. In case of SC the GER for females is higher at 23.3 as compared to males at 22.7. In terms of the overall GER, Sikkim ranks first (53.9) amongst all states with the highest male (54) and female (53.9) GER. Tamil Nadu (49.0) ranks the highest amongst larger states.

Faculty and staff

Key indicators

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

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

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

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

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

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

# State and union territory profiles

1. Andaman and Nicobar Islands

Key indicators

| Indicator	Total	Male	Female
Total state population (in lakh)[1]	3.8	2.0	1.8
Literacy rate[1]	86.6%	90.3%	82.4%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	0.5 (12.3%)	0.2 (11.8%)	0.2 (12.9%)
Share of state 18-23 population to the to all-India 18-23 population[1]	0.03%	0.03%	0.03%
Gross Enrollment Ratio[2]	23.2	20.3	26.1

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

Education infrastructure
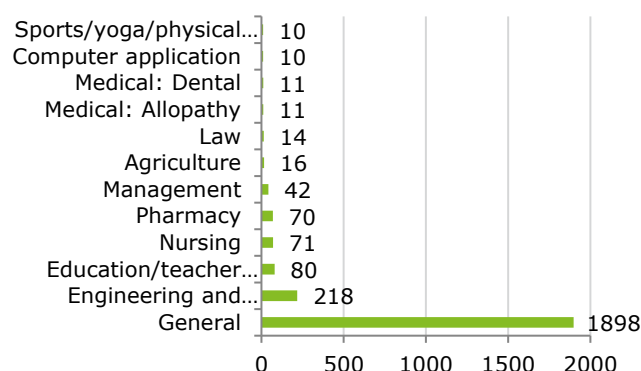
College by type
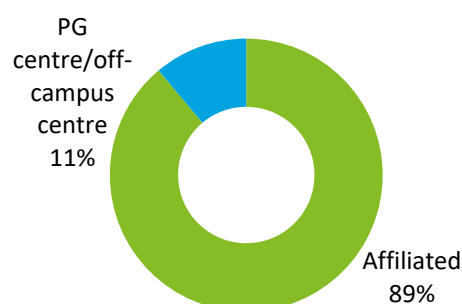
Colleges by specialisation
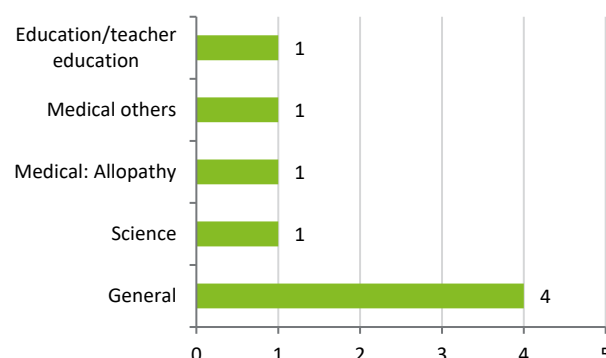
College and institution indicators

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

College indicators

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

Management of colleges

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

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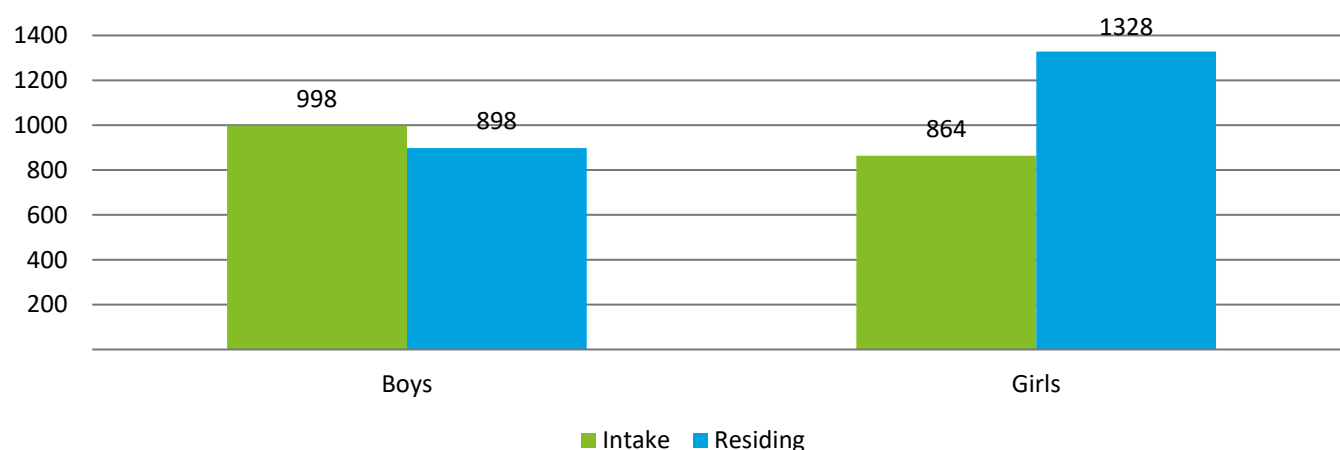
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	Post graduate	Under graduate	Diploma	Integrated	Grand total
Female	23	322	3573	325	142	4385
Male	44	133	2322	525	46	3070

Out-turn at various levels

	PhD	Post graduate	Under graduate	Diploma	Integrated	Grand total
■ Female		138	764	60	22	984
■ Male	4	57	355	80	6	502

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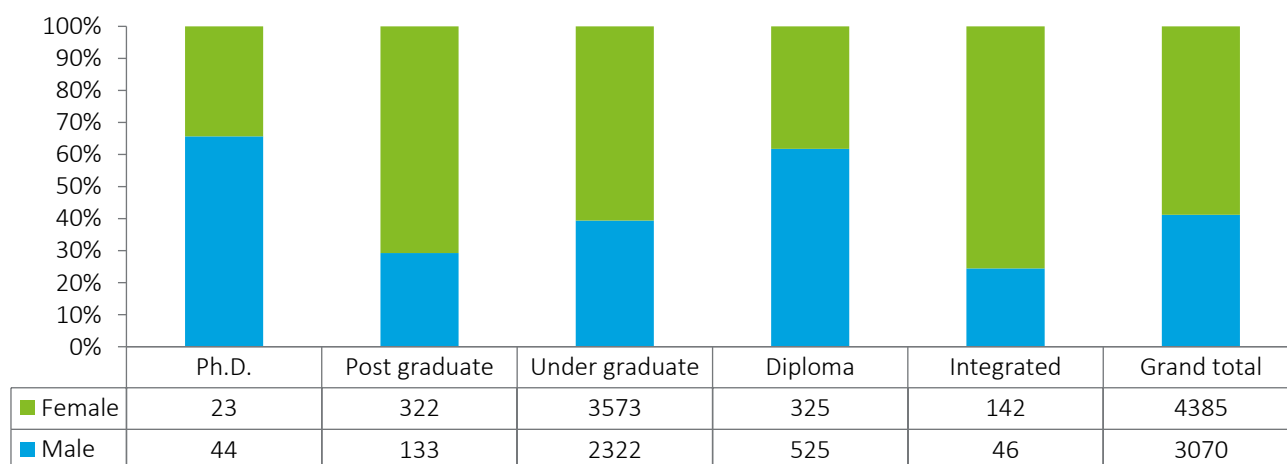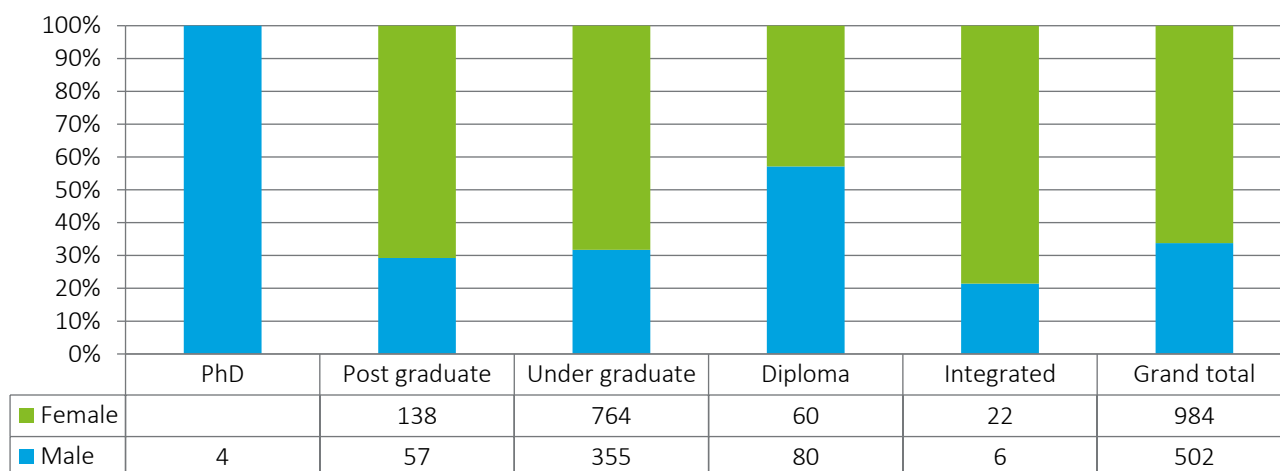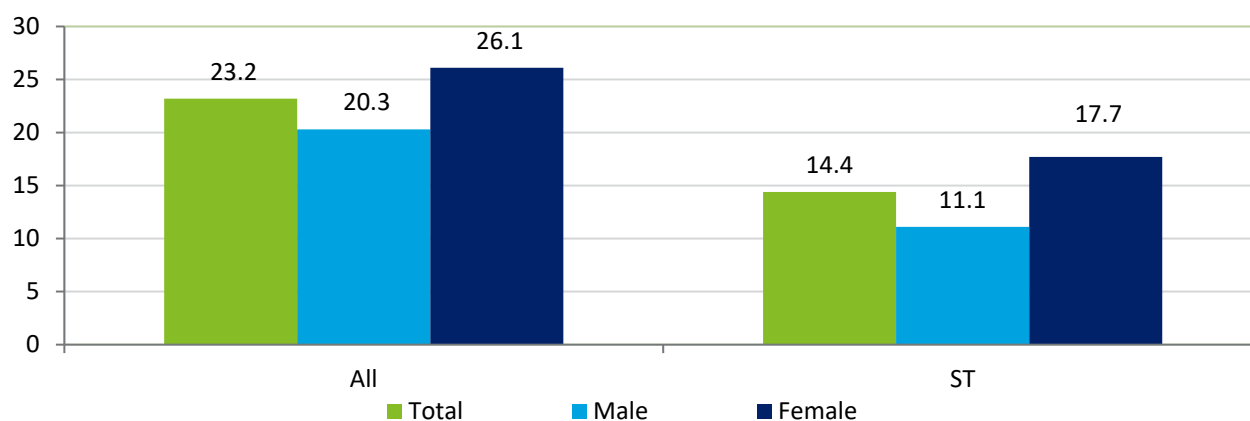
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

2. Andhra Pradesh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	493.86	247.36	246.5
Literacy rate[1]	67.0%	74.9%	59.2%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	100.3 (20.3%)	50.4 (11.9%)	49.9 (11.8%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	7.1%	6.9%	7.4%
Gross Enrollment Ratio[2]	32.4	35.8	29.0

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

Education infrastructure
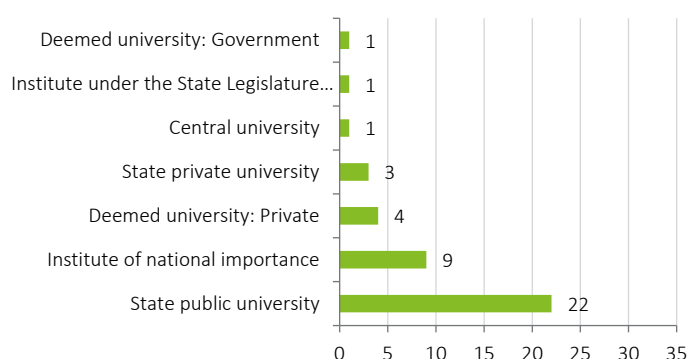
University by type

University by specialisation
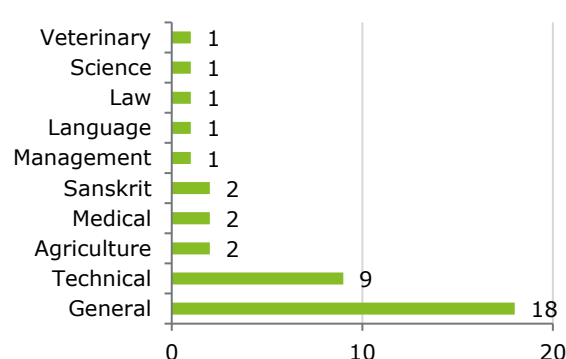
College by type
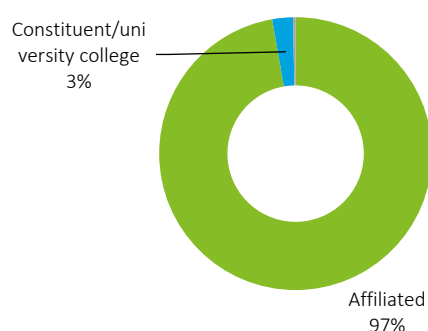
Colleges by specialisation

College and institution indicators

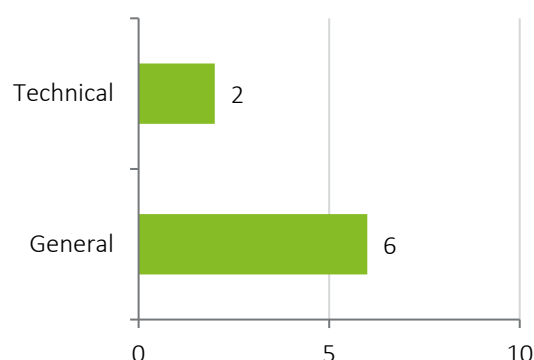| Indicator	Universities	Colleges	Standalone
Total number of institutions	41	2678	821
Average enrollment per institution	7509	494	197
Total estimated enrollment (in lakh)	3.08	13.22	1.31

College indicators

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

Management of colleges

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

Breakdown of standalone institutions
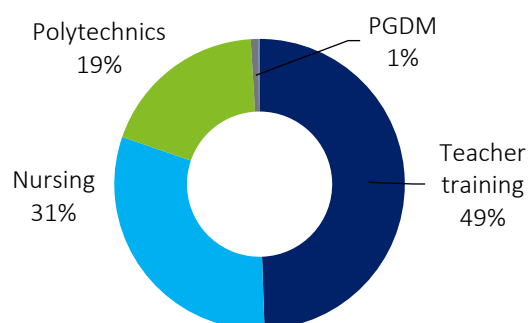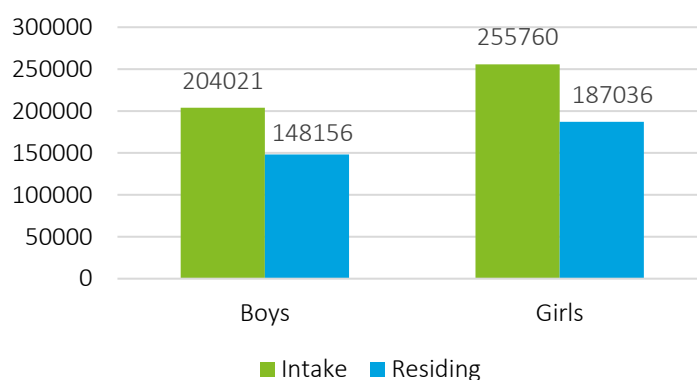
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	1927	182	82209	567063	498	63905	636	3578	719998
■ Male	3054	249	93827	653301	837	97199	327	7389	856183

Out-turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	1057	145	40944	131165	540	23658	147	644	198300
■ Male	1558	201	41910	129594	851	22528	84	969	197695

GER

	All			SC			ST		
Total	32.4			28.9			26.4		
Male		35.8			31.5			30.4	
Female			29.0			26.4			22.9

■ Total ■ Male ■ Female
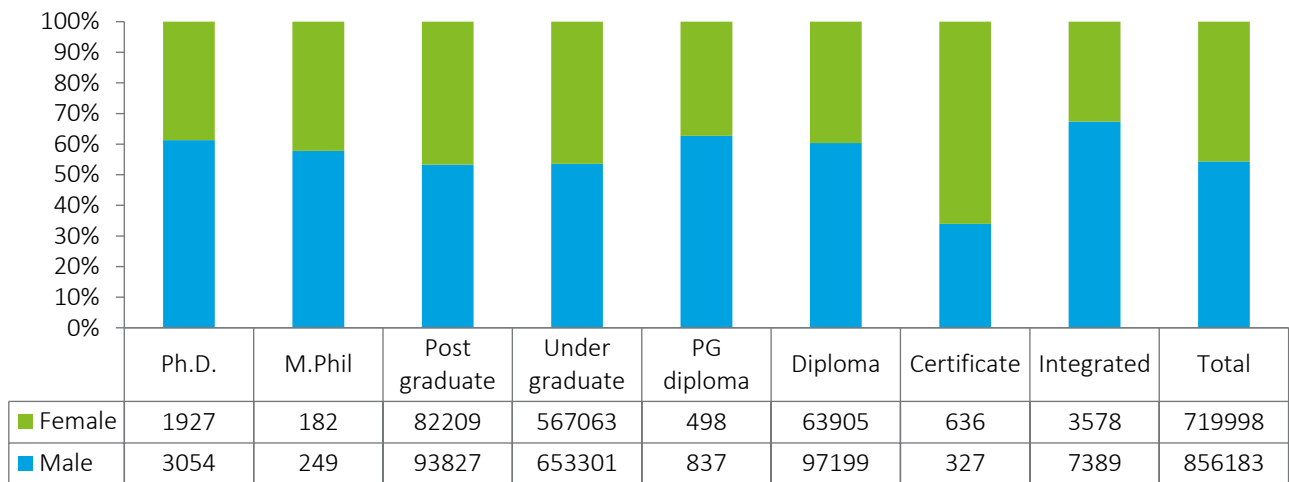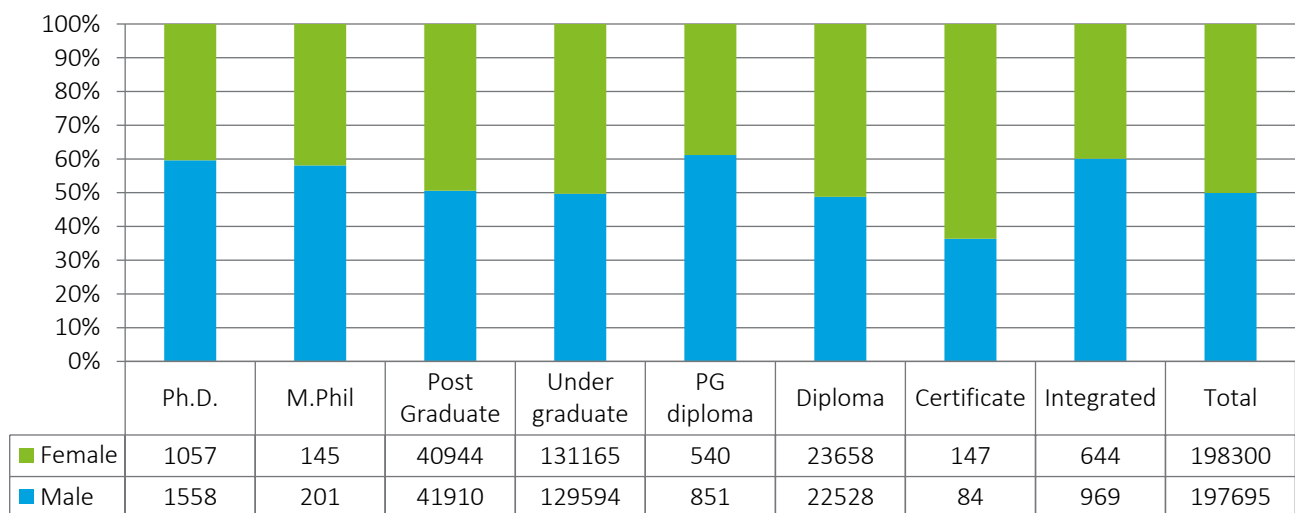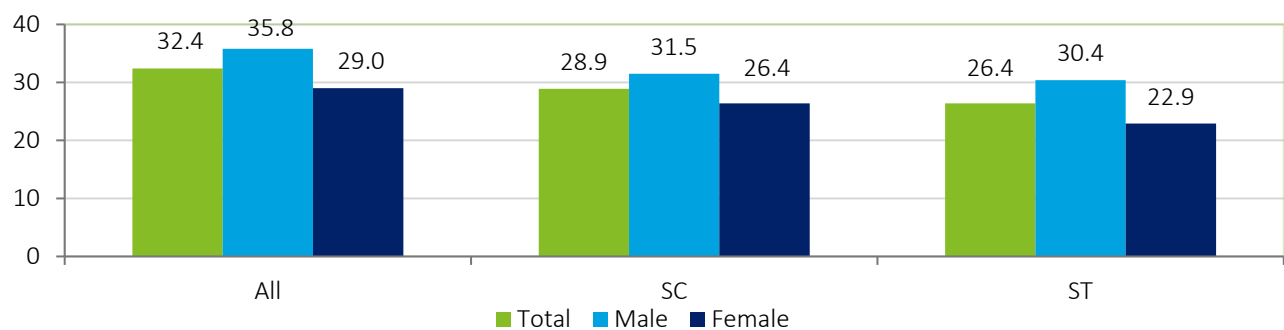
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

3. Arunachal Pradesh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	13.8	7.1	6.7
Literacy rate[1]	65.4%	72.6%	57.7%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	1.6 (11.7%)	0.8 (11.4%)	0.8 (12.1%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio[2]	29.7	29.9	29.5

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

Education infrastructure
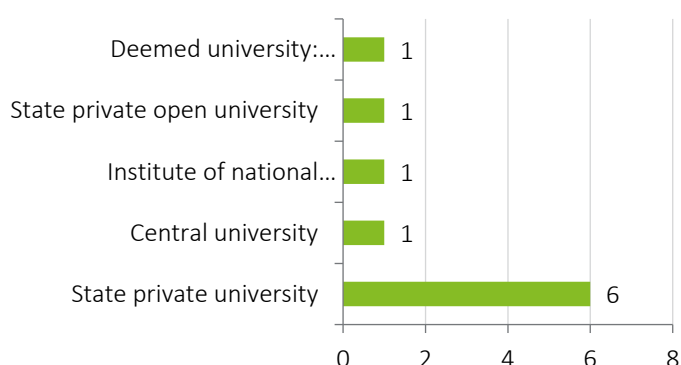
University by type

University by specialisation

College by type
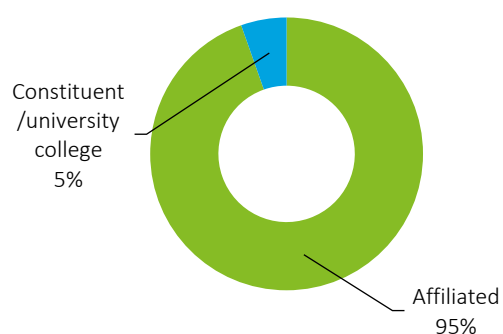
Colleges by specialisation
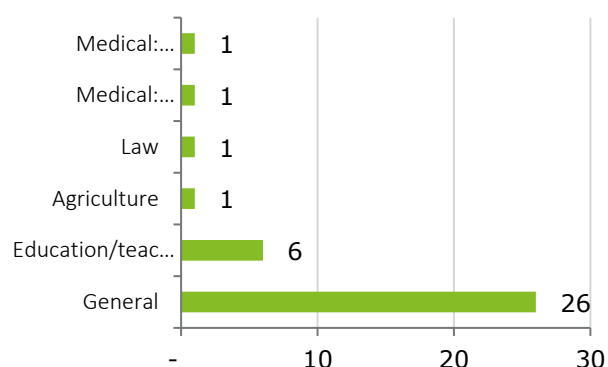
College and institution indicators

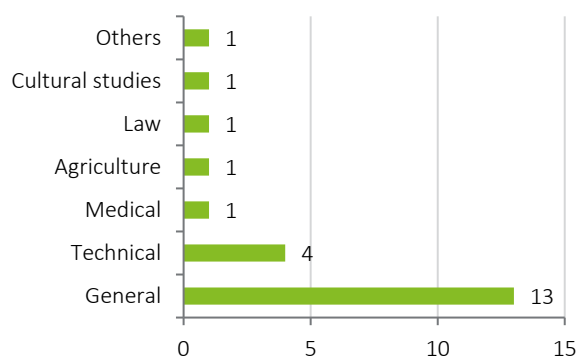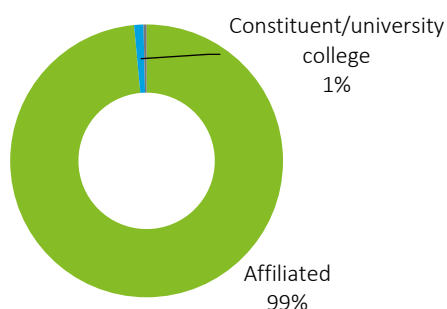| Indicator	Universities	Colleges	Standalone
Total number of institutions	10	37	11
Average enrollment per institution	2,517	536	93
Total estimated enrollment (in lakh)	0.25	0.20	-

College indicators

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

Management of colleges

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

Breakdown of standalone institutions
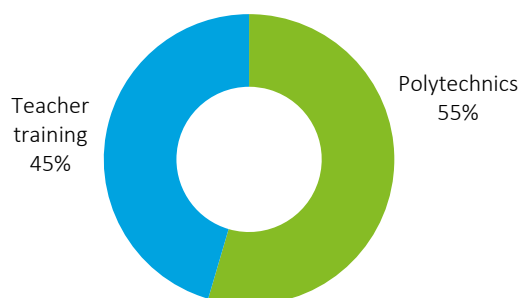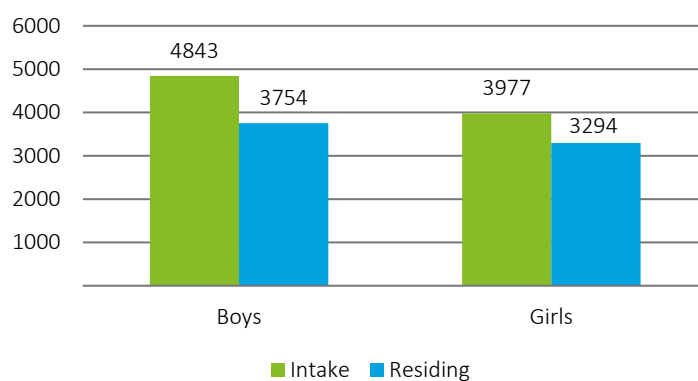
Teacher training 45%
Polytechnics 55%

Hostel

	Boys	Girls
Intake	4843	3977
Residing	3754	3294

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	280	77	1635	12954	40	554	84	94	15718
Male	396	47	2158	14019	73	814	265	308	18080

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	20	25	607	4065	39	77	27	1	4861
Male	38	15	605	4290	40	227	66	3	5284

GER

All: Total 29.7, Male 29.9, Female 29.5
ST: Total 32.3, Male 32.2, Female 32.5
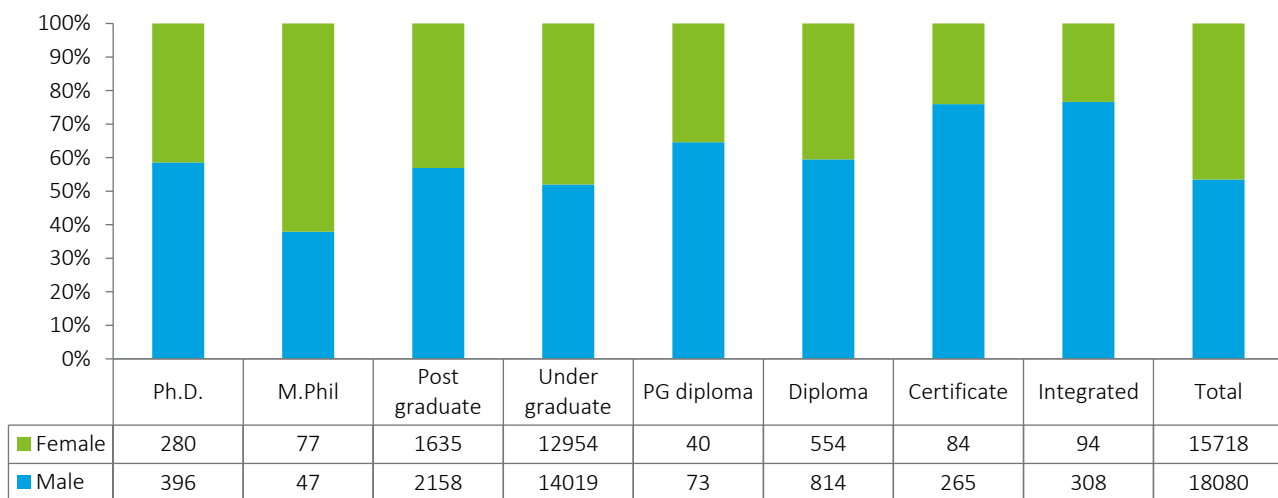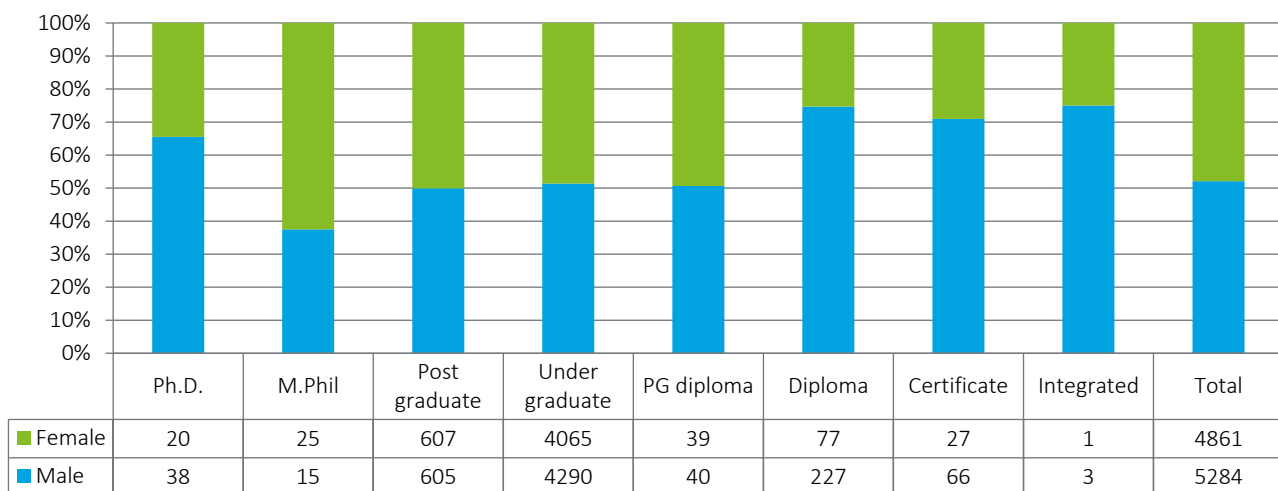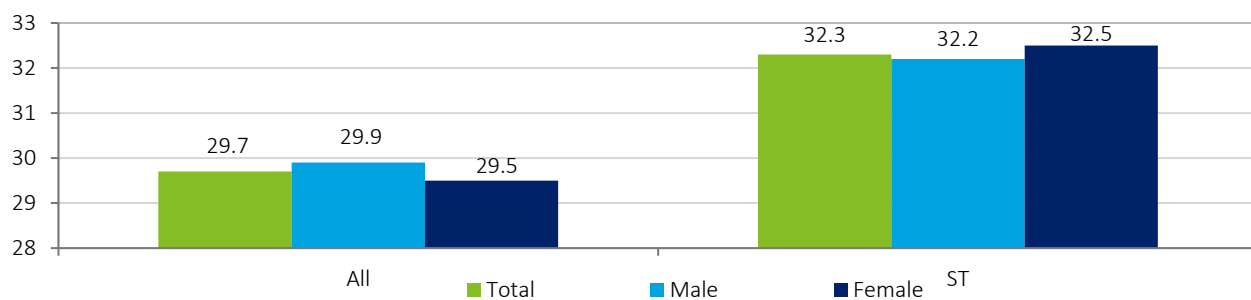
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

4. Assam

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	312.0	159.4	152.7
Literacy rate[1]	72.2%	77.8%	66.3%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	36.3 (11.6%)	17.8 (11.2%)	18.5 (12.1%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.6%	2.4%	2.8%
Gross Enrollment Ratio[2]	18.7	19.1	18.3

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

Education infrastructure
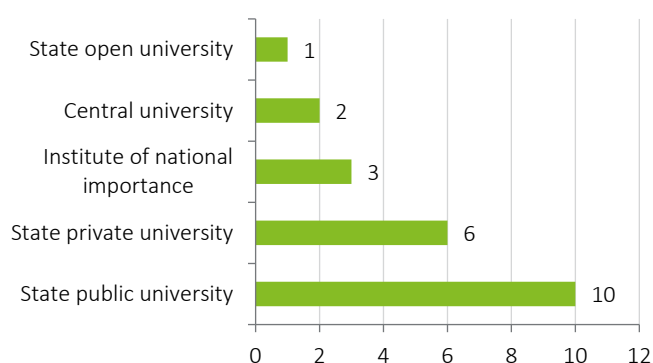
University by type

University by specialisation

College by type

Colleges by specialisation
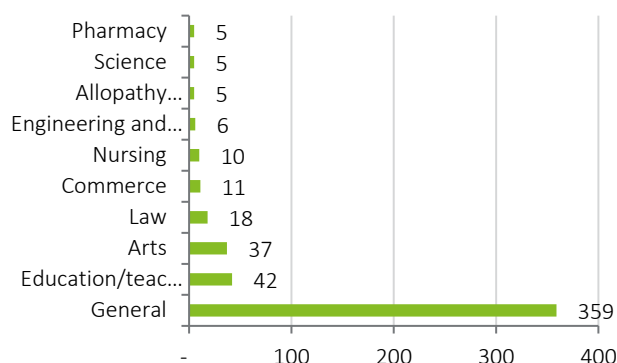
College and institution indicators

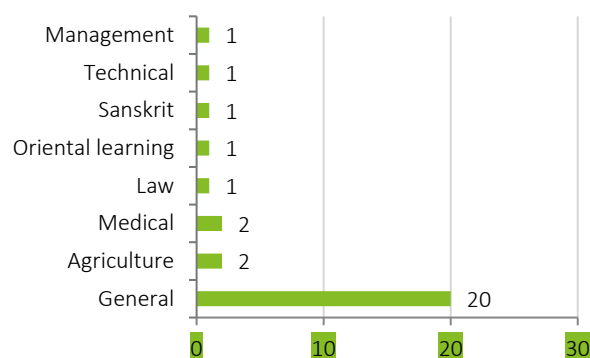| Indicator	Universities	Colleges	Standalone
Total number of institutions	22	544	78
Average enrollment per institution	6313	939	389
Total estimated enrollment (in lakh)	1.39	5.11	0.23

College indicators

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

Management of colleges

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

Breakdown of standalone institutions
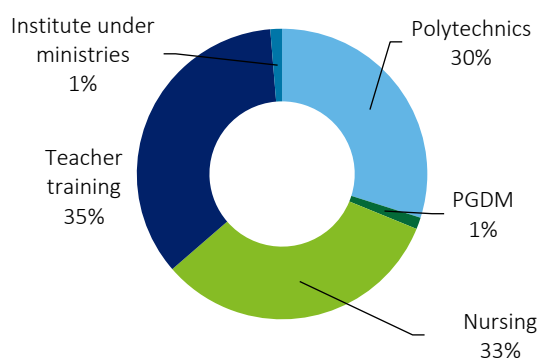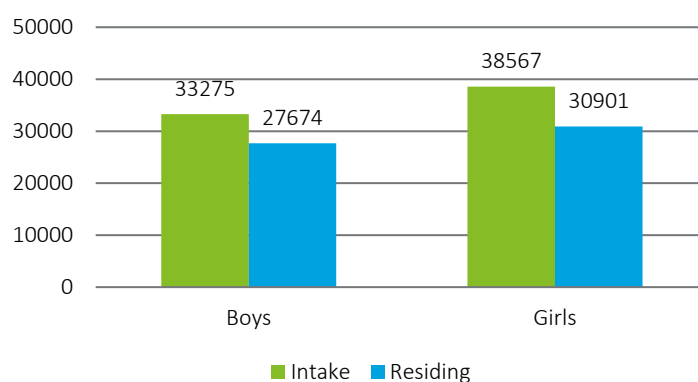
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	1970	272	17545	276843	737	5531	1025	2172	306095
Male	2970	192	13127	265072	681	8613	753	2377	293785

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	1126	105	8614	48715	697	2420	582	242	62501
Male	2550	53	6126	44207	614	2980	512	195	57237

GER

Legend: Total, Male, Female

	All	SC	ST
Total	18.7	20.6	24.3
Male	19.1	21.2	25.6
Female	18.3	20.0	23.1
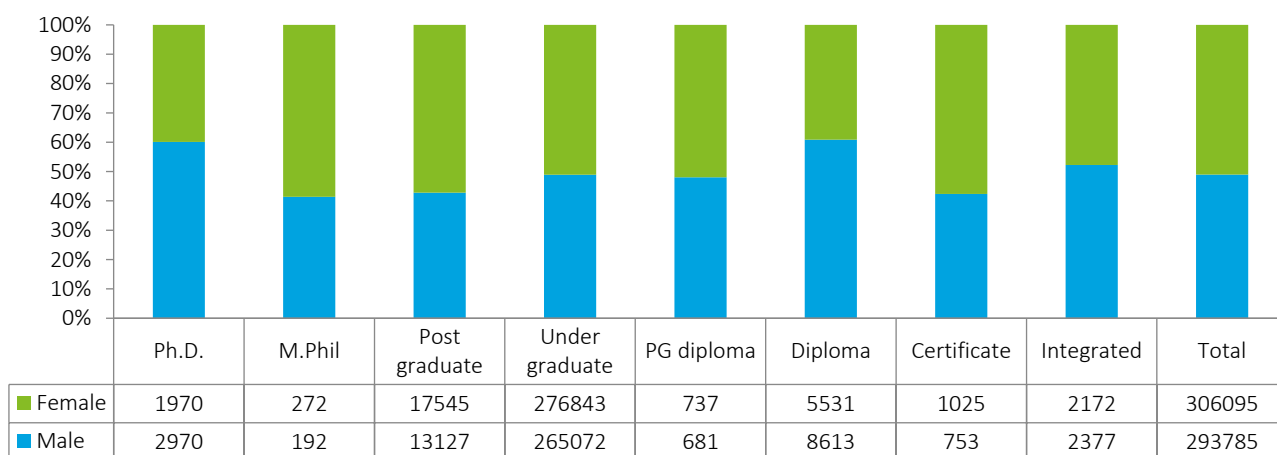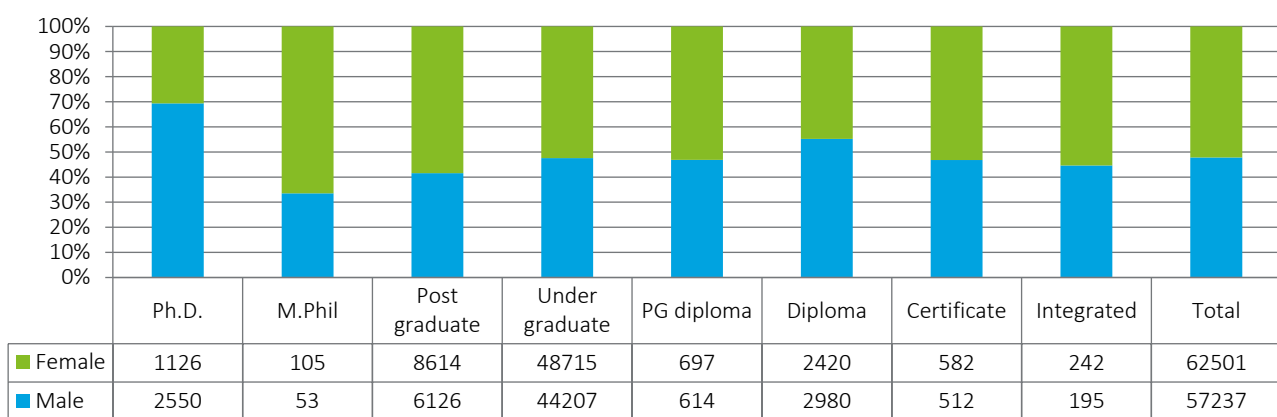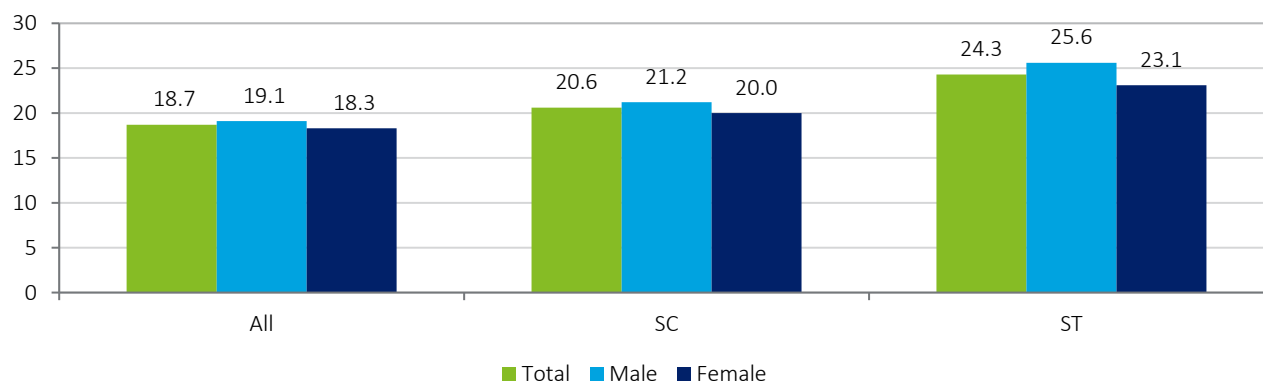
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

5. Bihar

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	1040.99	542.8	498.2
Literacy rate[1]	61.8%	71.2%	51.5%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	104.3 (10.0%)	55.9 (10.3%)	48.3 (9.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	7.4%	7.6%	7.2%
Gross Enrollment Ratio[2]	13.6	15.1	12.0

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

Education infrastructure
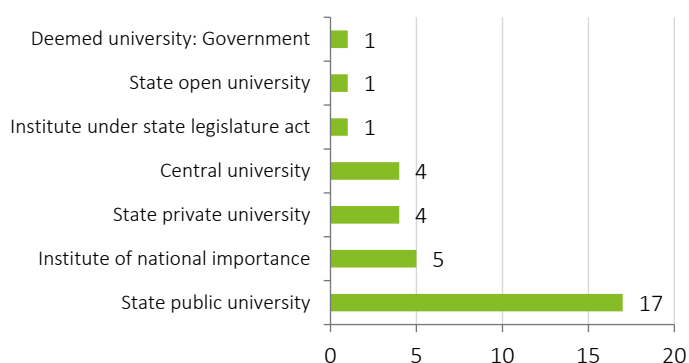
University by type

University by specialisation

College by type
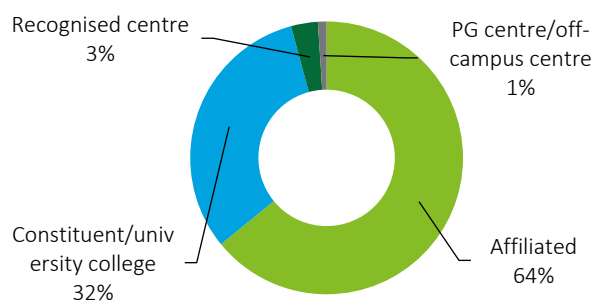
Colleges by specialisation
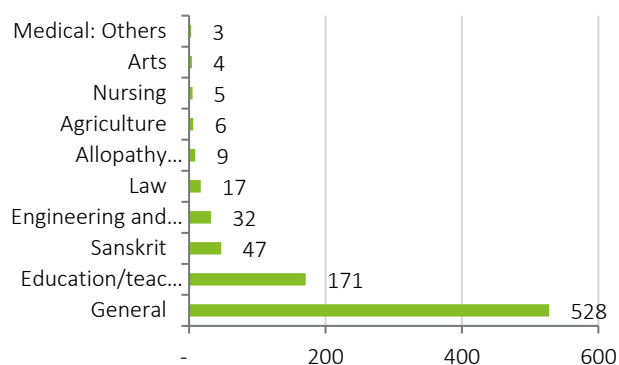
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institutions
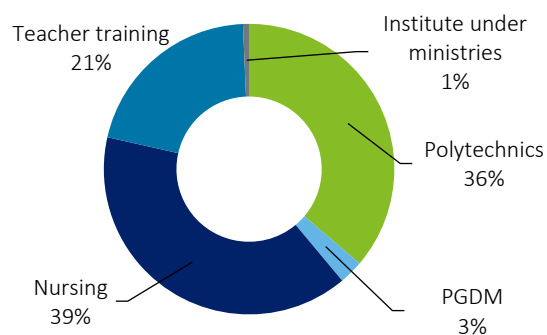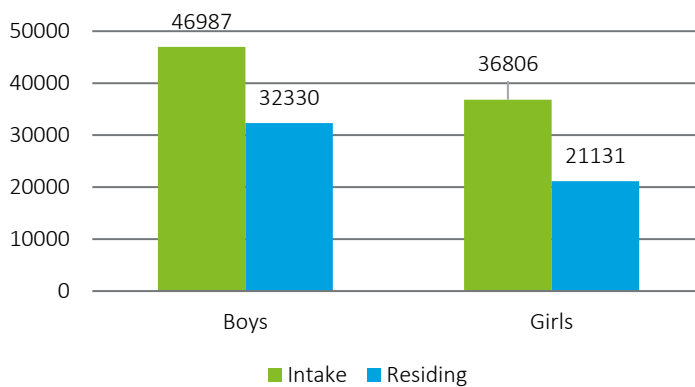
- Teacher training 21%
- Institute under ministries 1%
- Polytechnics 36%
- PGDM 3%
- Nursing 39%

Hostel

	Boys	Girls
Intake	46987	36806
Residing	32330	21131

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	1123	40098	580133	373	17715	1439	896	641777
Male	2239	49296	760584	749	34380	2705	1952	851905

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	296	19383	137284	277	4371	486	168	162265
Male	560	22521	187332	483	6978	748	341	218963

GER

	Total	Male	Female
All	13.6	15.1	12.0
SC	10.0	12.7	7.4
ST	18.3	21.9	14.7
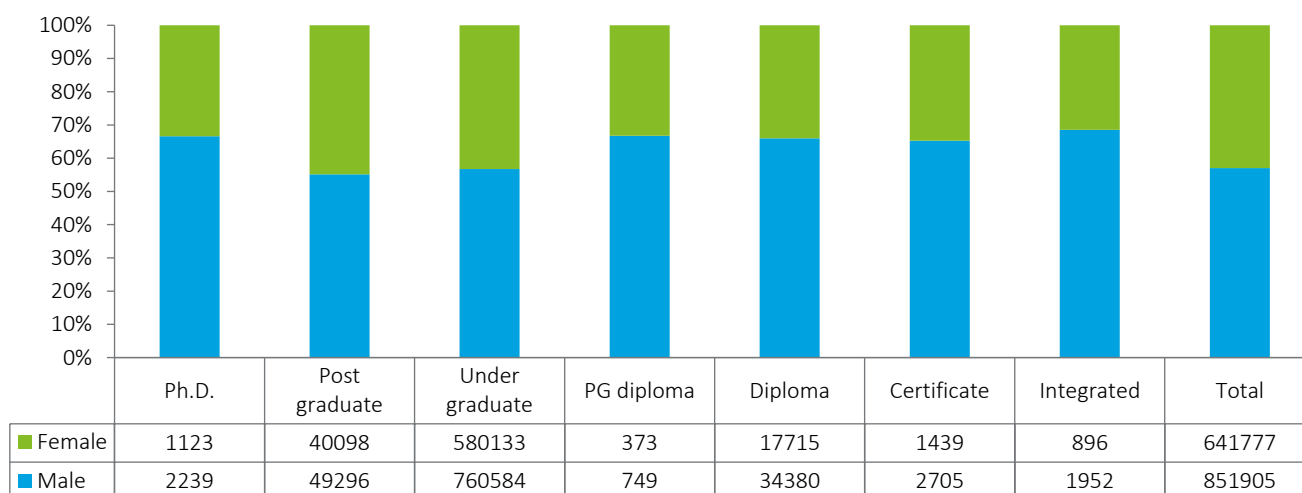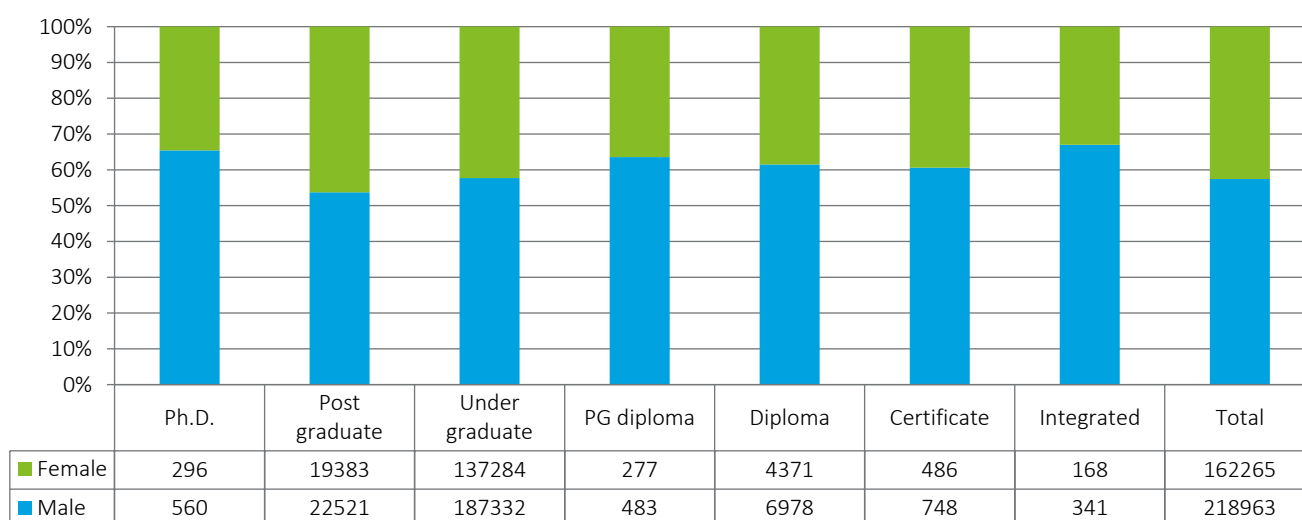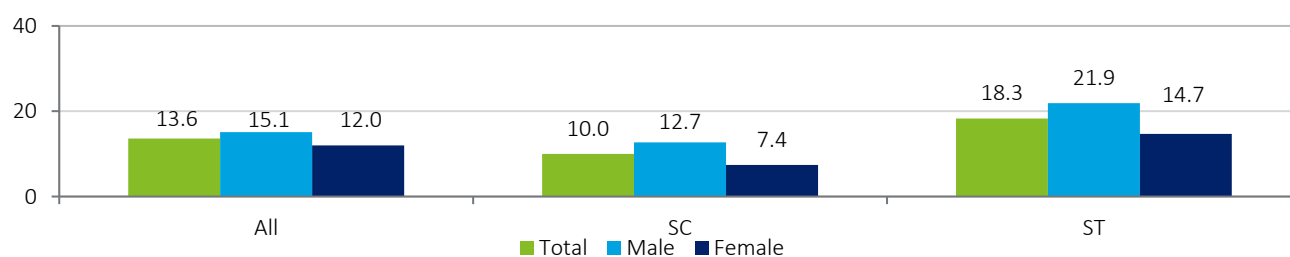
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

6. Chandigarh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	10.6	5.8	4.7
Literacy rate[1]	86.1%	90.0%	81.2%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	1.7 (16.5%)	1 (17.5%)	0.7 (15.2%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio[2]	50.6	41.6	63.9

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

Education infrastructure
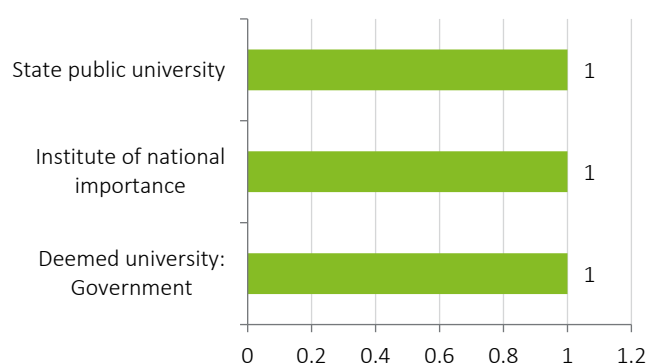
University by type

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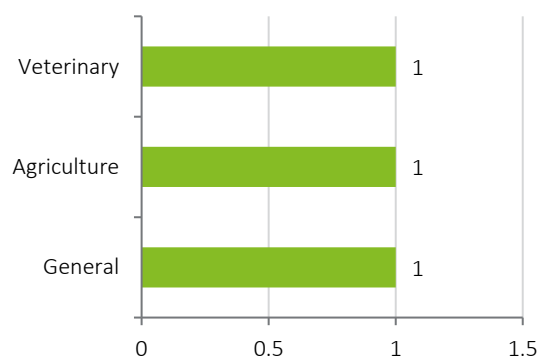
College by type
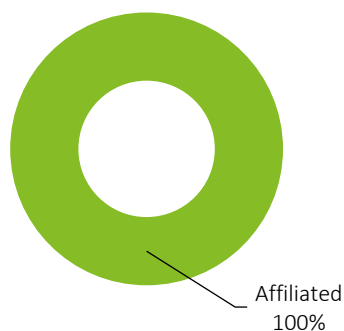
Colleges by specialisation
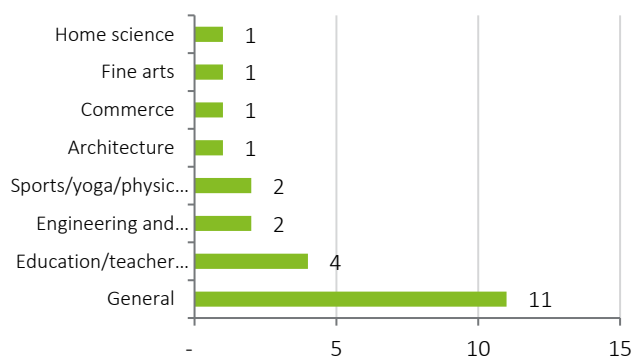
College and institution indicators

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

College indicators

College type	Chandigarh	Share in India
Affiliated colleges	25	0.1%

Management of colleges

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

Breakdown of standalone institutions
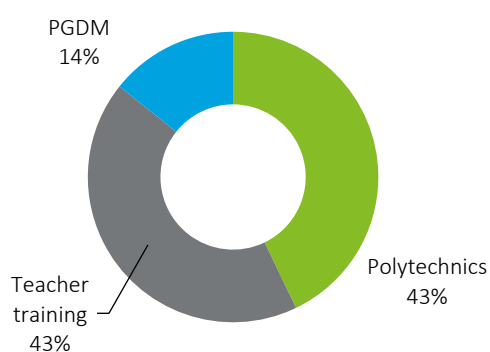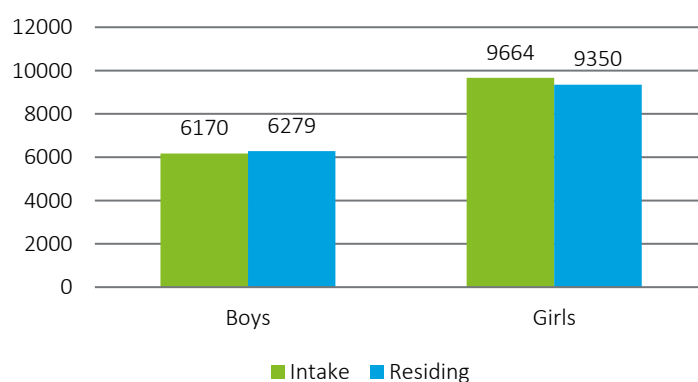
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	508	43	8052	28567	428	1214	204	1091	40107
Male	353	145	4184	26406	257	1391	549	1111	34396

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	117	16	4432	8105	395	439	77	184	13765
Male	507	105	1935	5348	162	371	101	183	8712

GER

	All			SC		
	Total	Male	Female	Total	Male	Female
	50.6	41.6	63.9	32.7	30.6	35.6
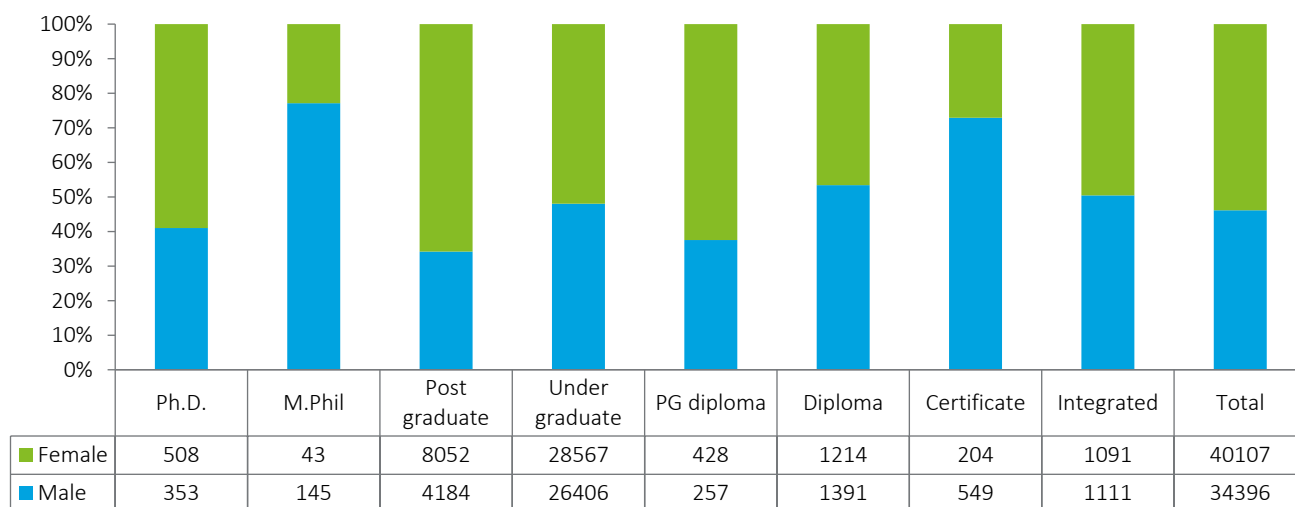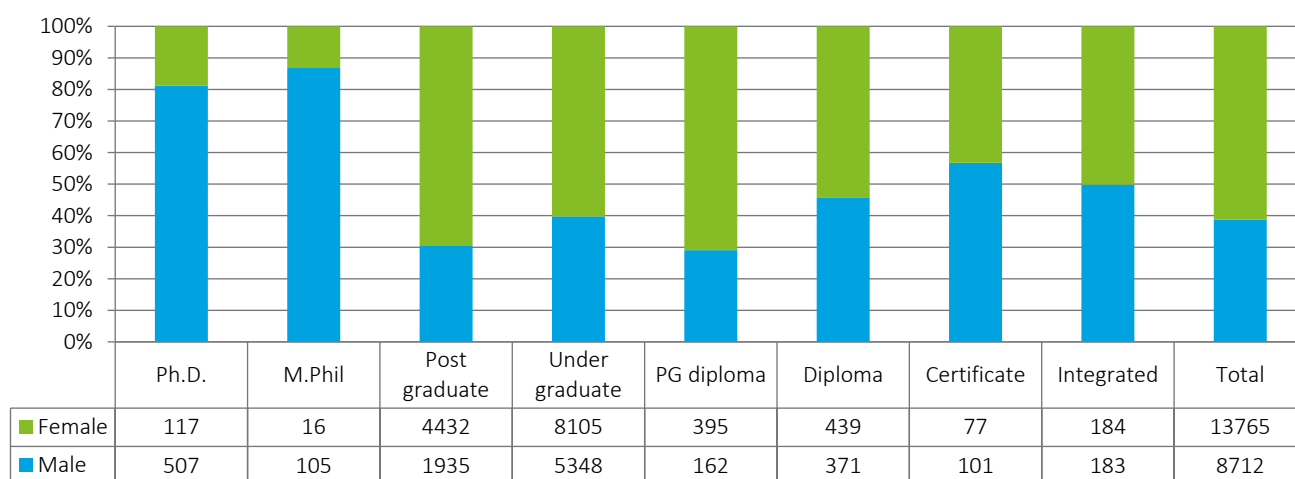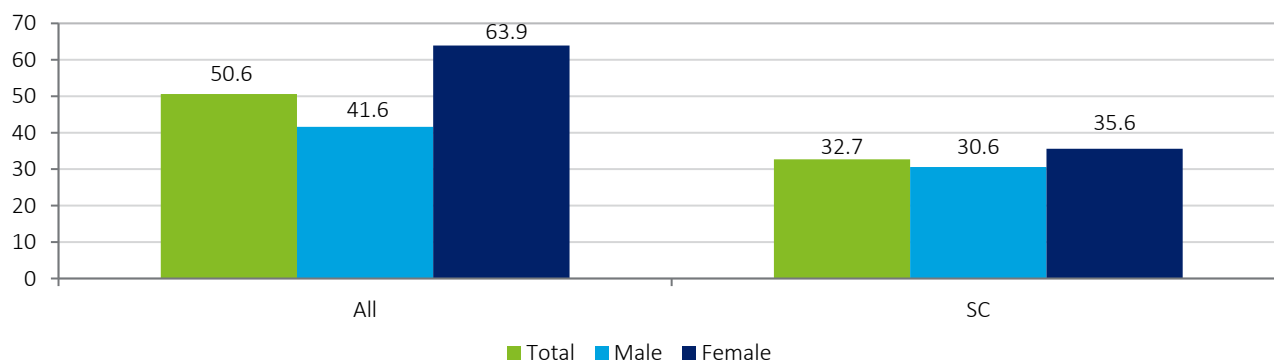
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	55.0%	45.0%	18.9%	0.2%	22.2%	1.4%	4.9%	13.5%
Share of enrollment	49.1%	50.9%	12.5%	1.6%	5.2%	0.2%	0.5%	5.0%
Share of teaching staff	41.1%	58.9%	7.8%	0.6%	5.1%	0.5%	0.7%	24.2%
Share of non-teaching staff	64.0%	36.0%	19.9%	0.4%	9.7%	1.0%	0.3%	8.1%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

7. Chhatisgarh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	255.5	128.3	127.1
Literacy rate[1]	70.3%	80.3%	60.2%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	30.8 (12.1%)	15.4 (12%)	15.5 (12.2%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.2%	2.1%	2.3%
Gross Enrollment Ratio[2]	18.6	18.1	19.2

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

Education infrastructure
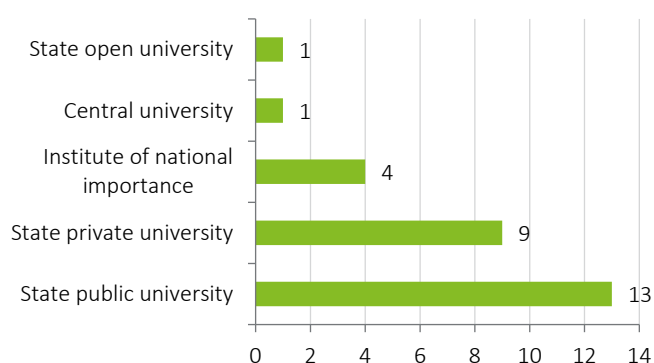
University by type

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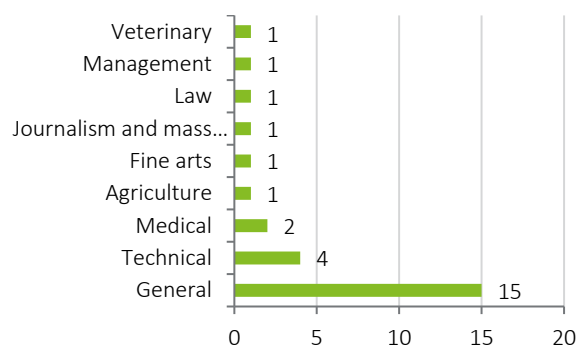
College by type
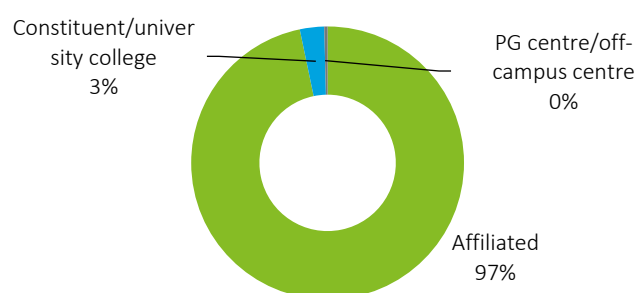
Colleges by specialisation
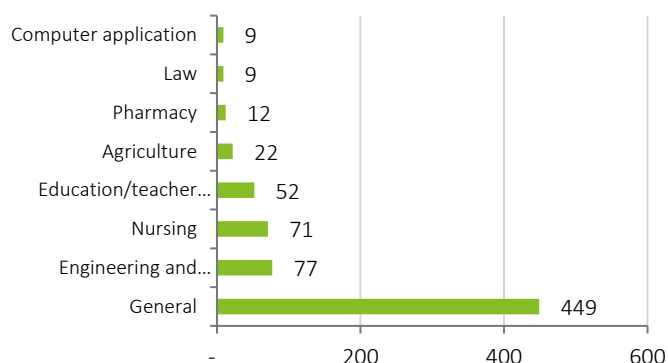
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institutions
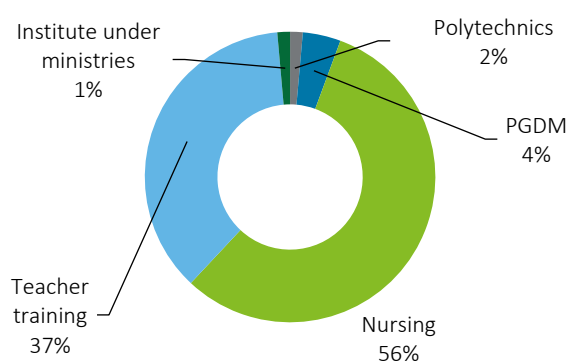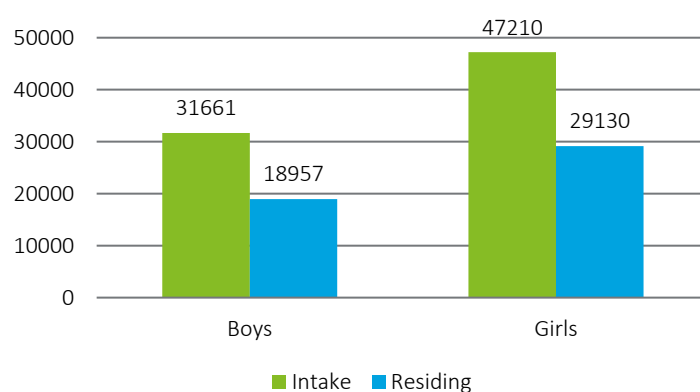
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	509	151	30531	204922	4916	15902	365	1444	258740
Male	965	193	22060	171481	4491	23015	190	1357	223752

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	102	108	12629	49214	16246	20518	143	161	99121
Male	136	91	9359	37148	15677	28735	101	125	91372

GER

	All	SC	ST
Total	18.6	18.3	11.3
Male	18.1	18.1	10.4
Female	19.2	18.6	12.2
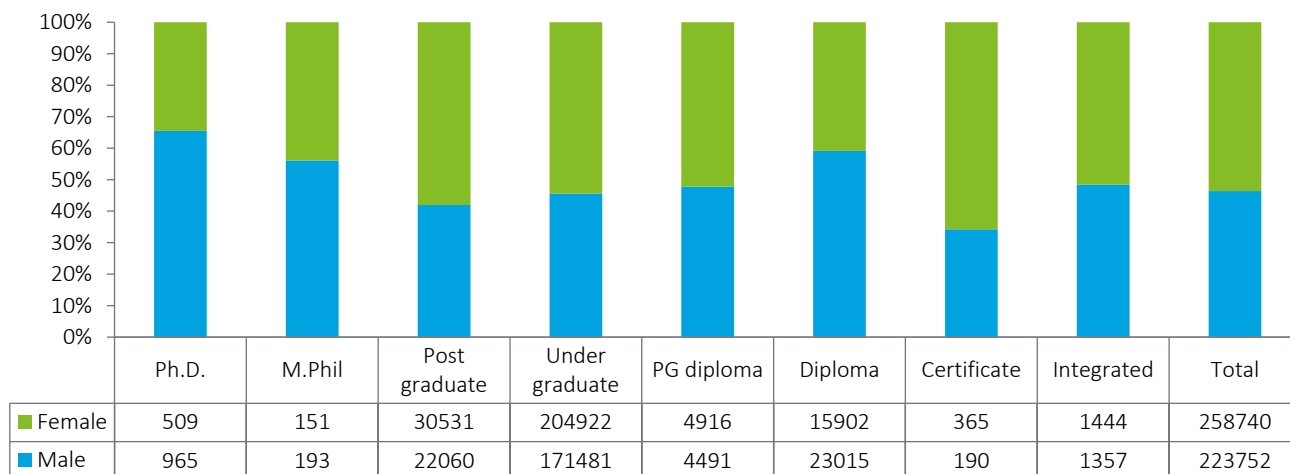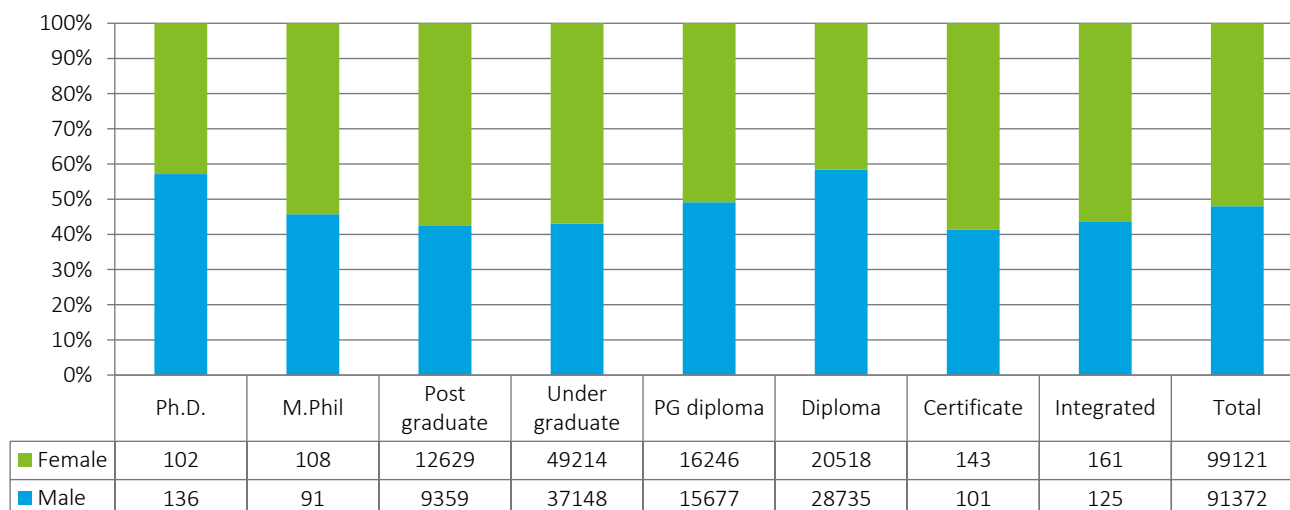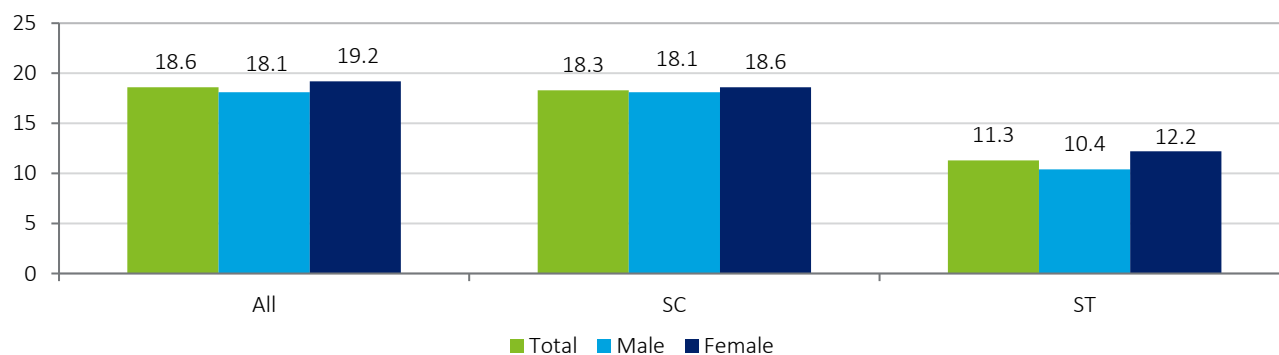
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	50.2%	49.8%	12.8%	30.6%	41.8%	2.4%	2%	2.5%
Share of enrollment	48.2%	51.8%	13.1%	18.0%	43.1%	0.1%	0.9%	0.8%
Share of teaching staff	52.7%	47.3%	8.5%	6.4%	27.7%	0.5%	2.8%	7.1%
Share of non-teaching staff	71.5%	28.5%	12.6%	12.6%	34.4%	0.6%	1.2%	2.2%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

8. Daman and Diu

Key indicators

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

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

Education infrastructure

College by type

Colleges by specialisation

Affiliated 100%
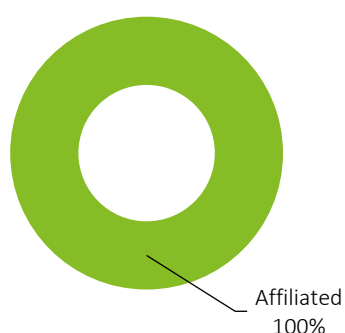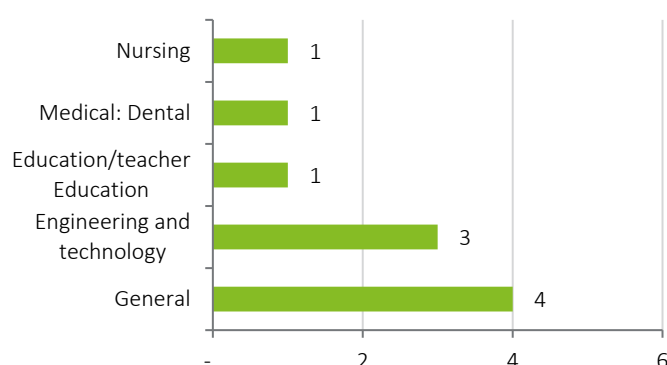
College and institution indicators

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

College indicators

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

Management of colleges

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

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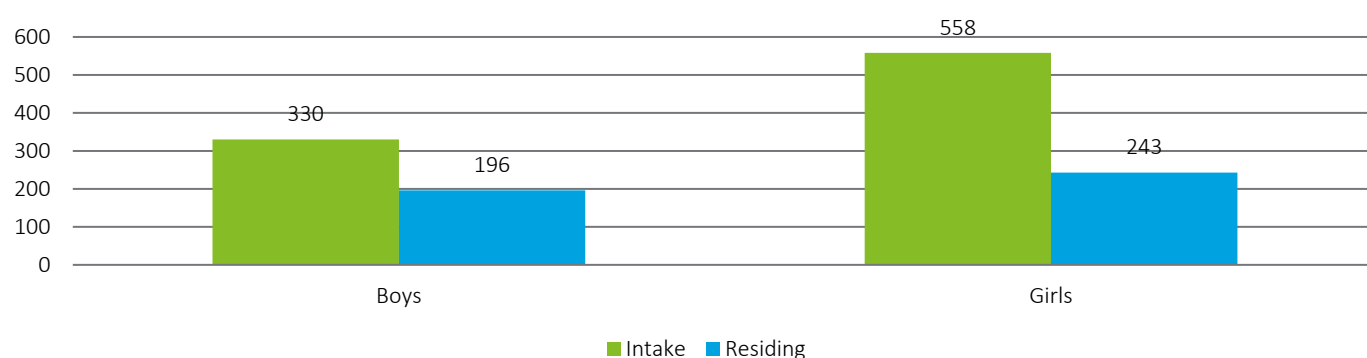
Source: All India Survey of Higher Education, MHRD 2018-19

Student enrollment

Enrollment at various levels through regular mode

	Post graduate	Under graduate	Diploma	Total
Female	85	1143	213	1441
Male	38	808	1116	1962

Out-turn at various levels

	Under graduate	Diploma	Total
■ Female	219	21	240
■ Male	86	108	194

GER

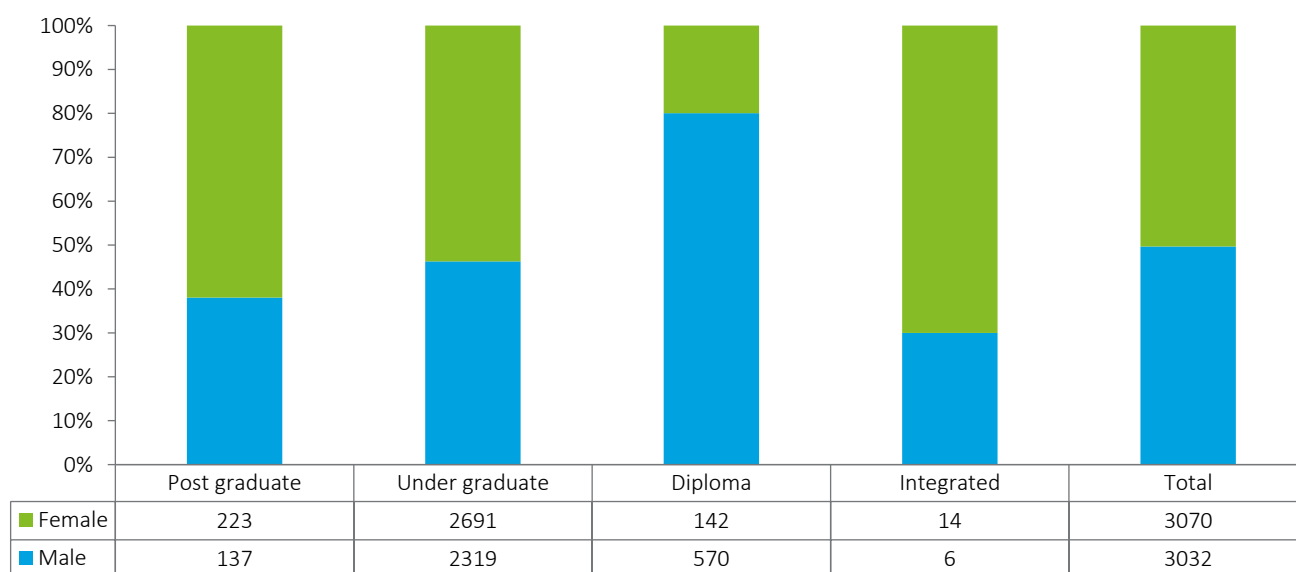|	Total	Male	Female
All	5.5	4.2	9.8
SC	20.1	16.1	25.5
ST	12.8	10.3	15.6

■ Total ■ Male ■ Female
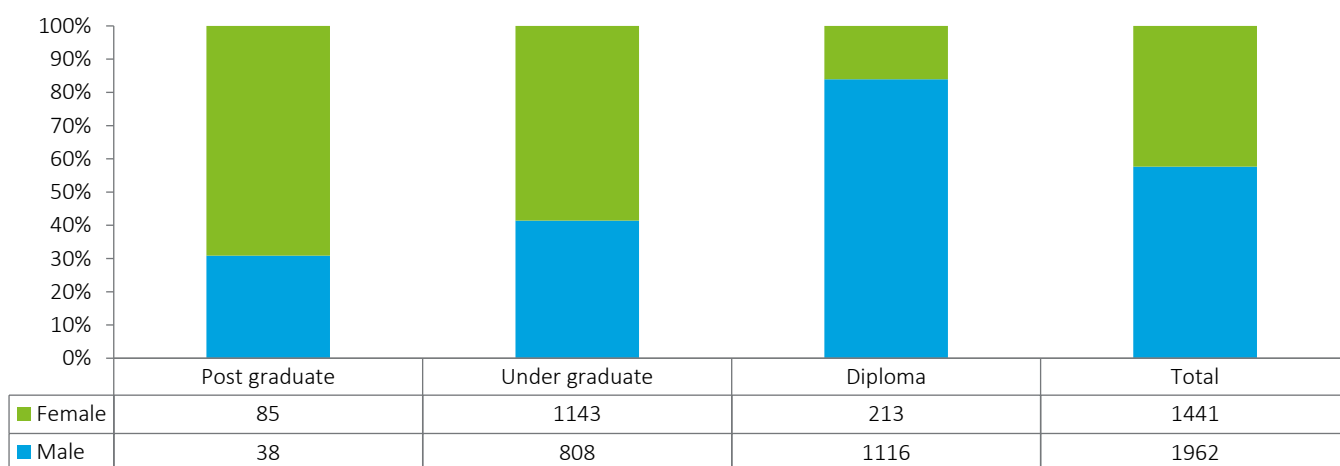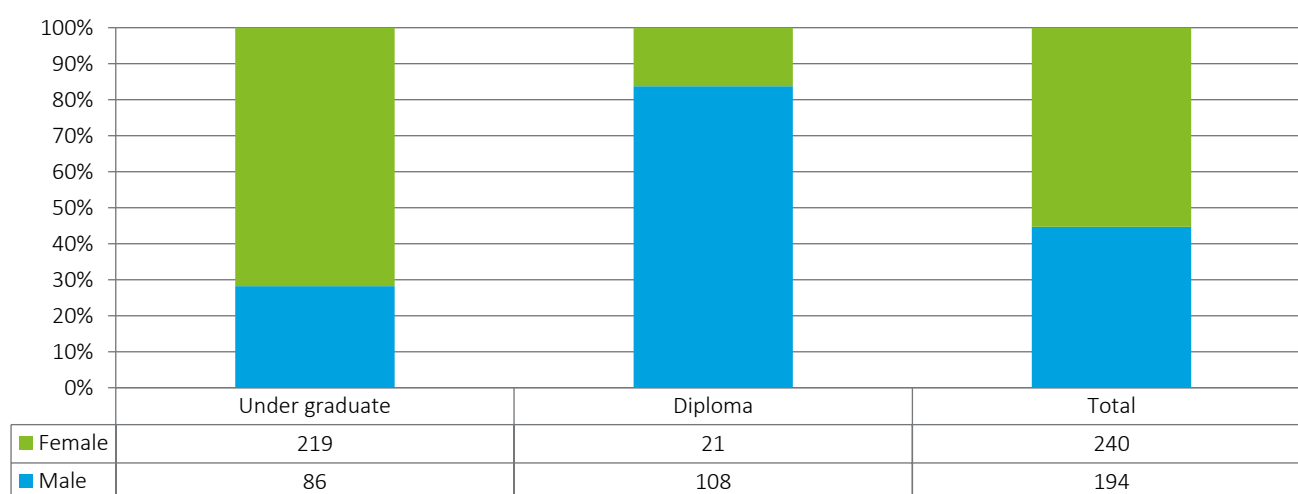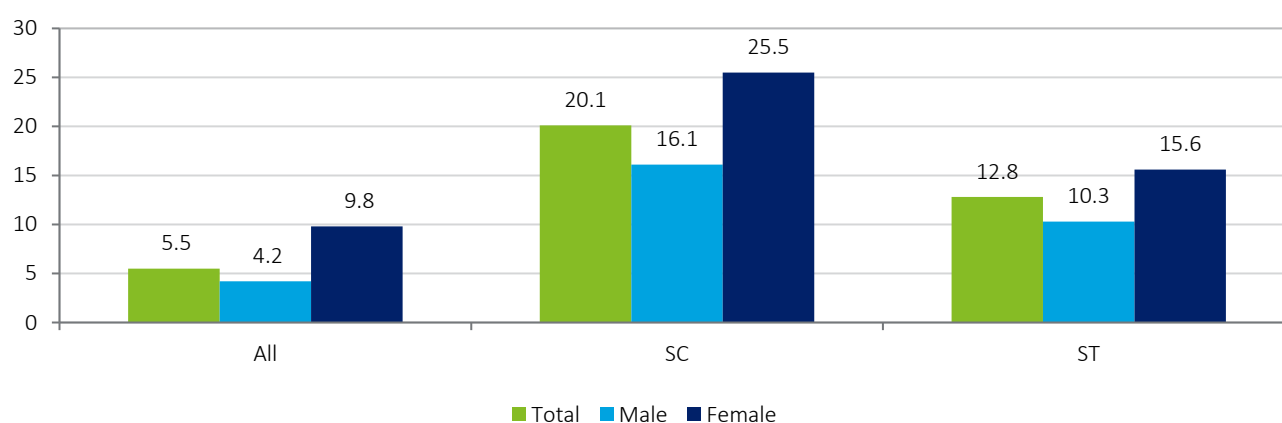
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff
Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

9. Dadra and Nagar Haveli

Key indicators

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

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

Education infrastructure

College by type
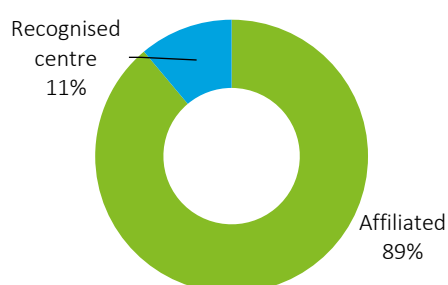
Colleges by specialisation
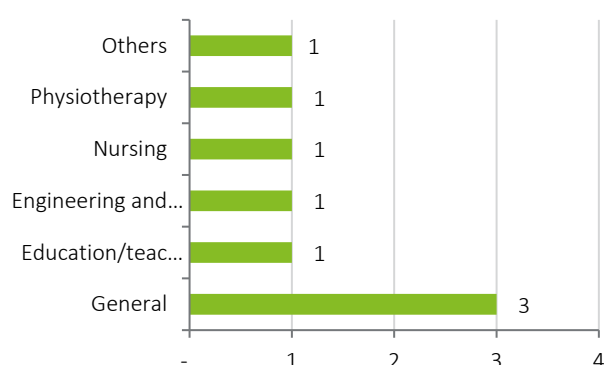
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
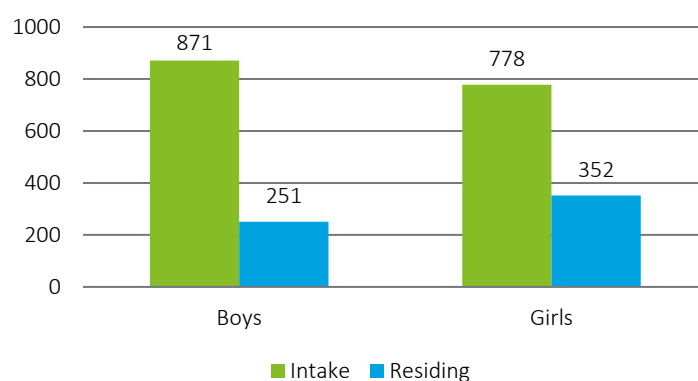
Nursing 100%

Hostel

■ Intake ■ Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Post graduate	Under graduate	Diploma	Integrated	Total
■ Female	223	2691	142	14	3070
■ Male	137	2319	570	6	3032

Out-turn at various levels

	Post graduate	Under graduate	Diploma	Total
■ Female	90	655	13	758
■ Male	48	325	83	456

GER

Legend: ■ Total ■ Male ■ Female
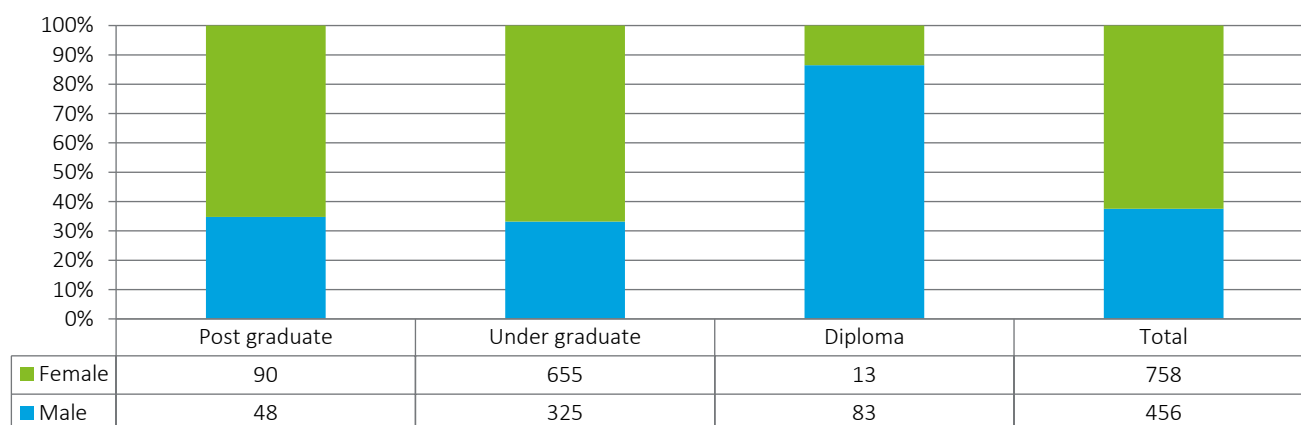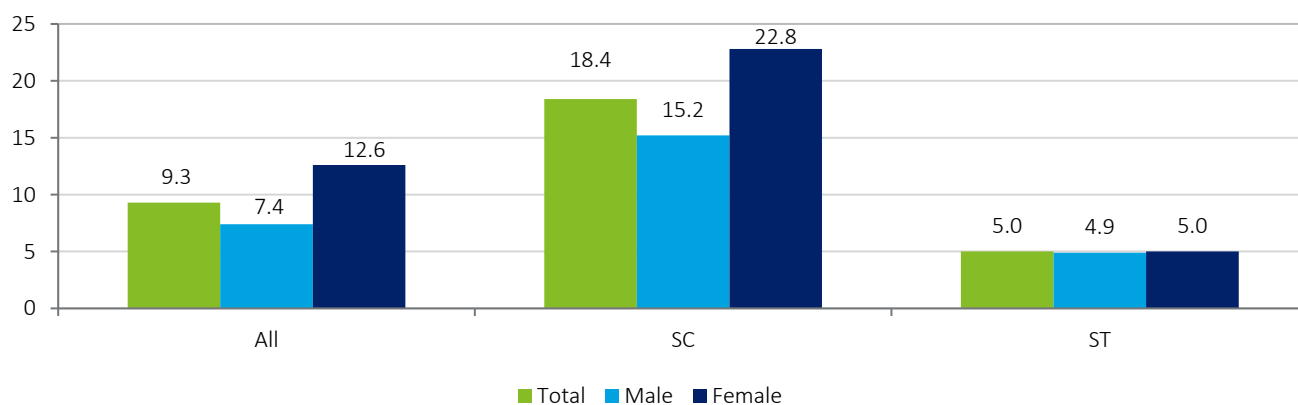
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff
Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

10. Delhi

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	167.9	89.9	78.0
Literacy rate[1]	86.2%	90.9%	80.8%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	22.4 (13.3%)	12.3 (13.6%)	10.1 (13%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	1.6%	1.7%	1.5%
Gross Enrollment Ratio[2]	46.3	43.2	50.0

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

Education infrastructure
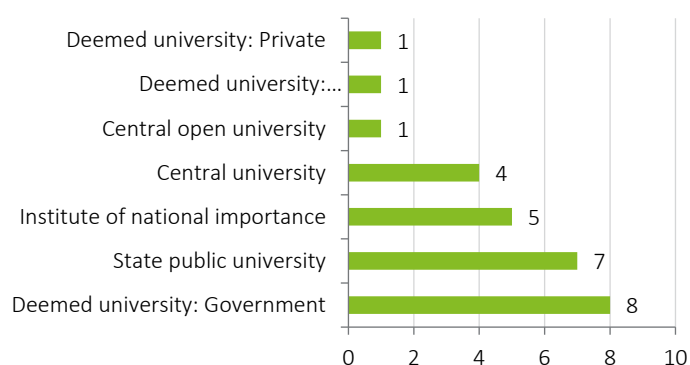
College by type

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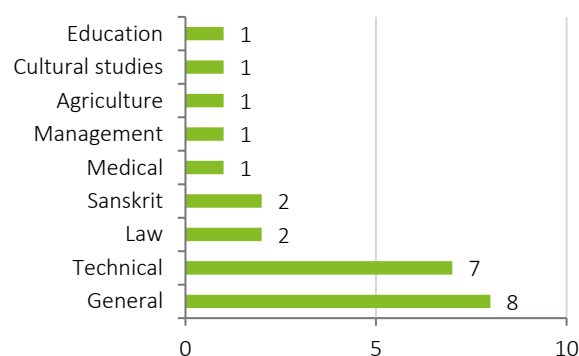
College by type
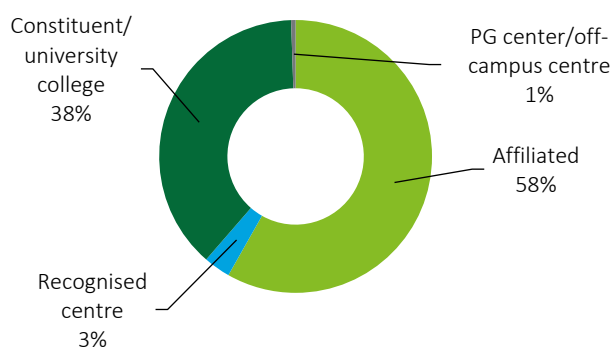
Colleges by specialisation
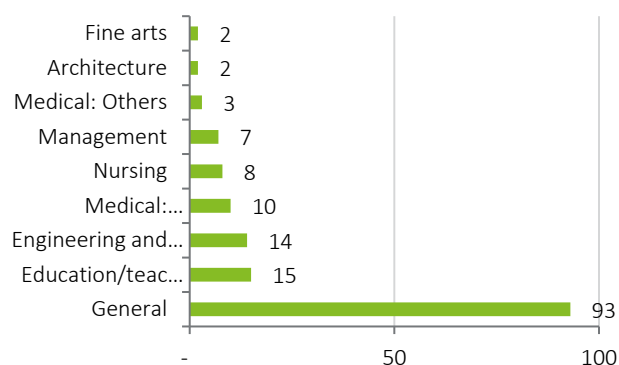
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
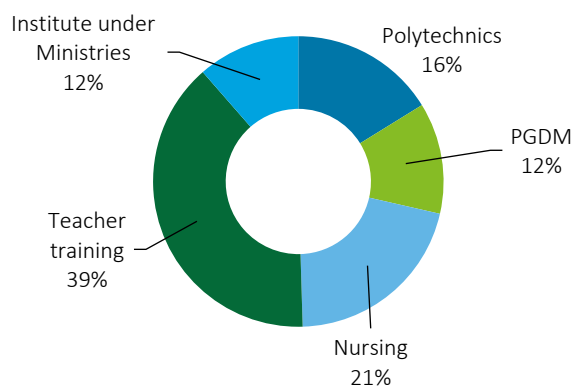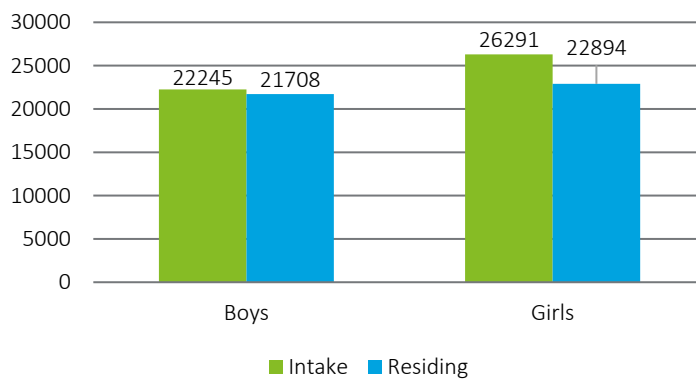
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	4493	2684	24578	169739	1797	12316	1656	1882	219145
Male	4918	2402	25115	159224	1933	16697	2348	3189	215826

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	663	263	53653	109793	13892	10894	739	292	190189
Male	931	245	42896	94163	10560	11163	769	562	161289

GER

Legend: Total, Male, Female

All: Total 46.3, Male 43.2, Female 50.0
SC: Total 33.9, Male 31.8, Female 36.3
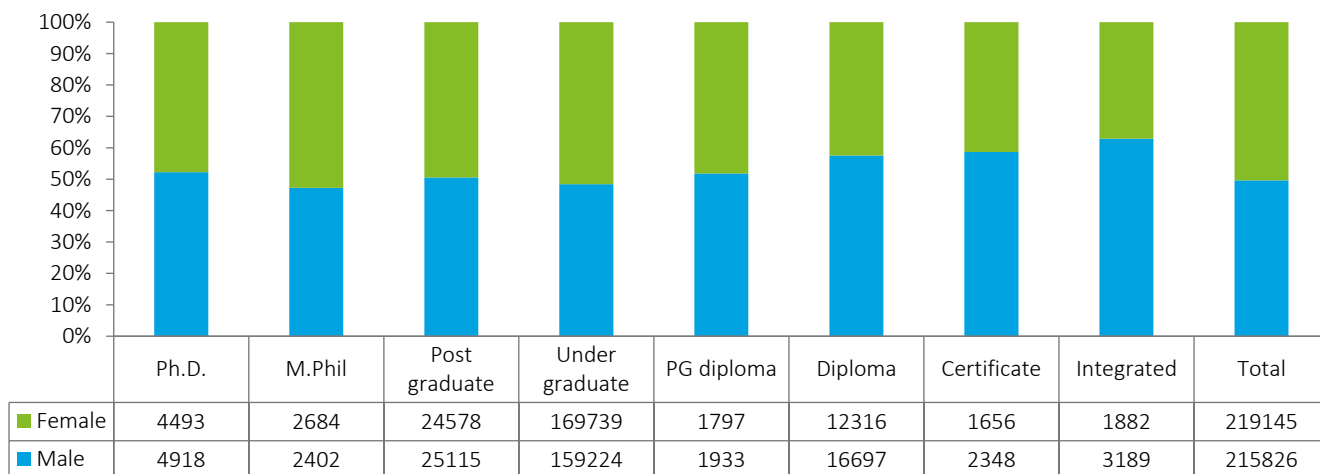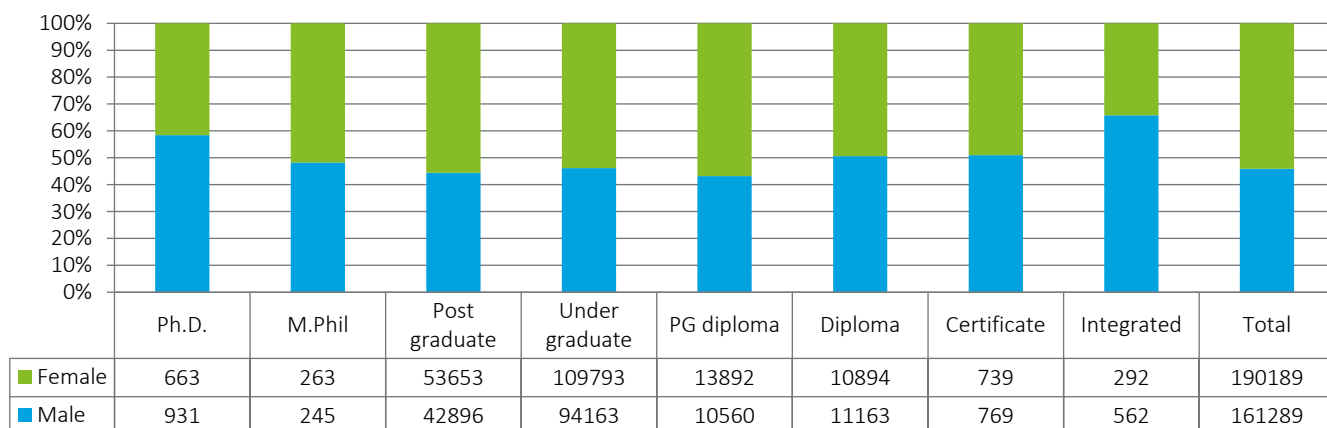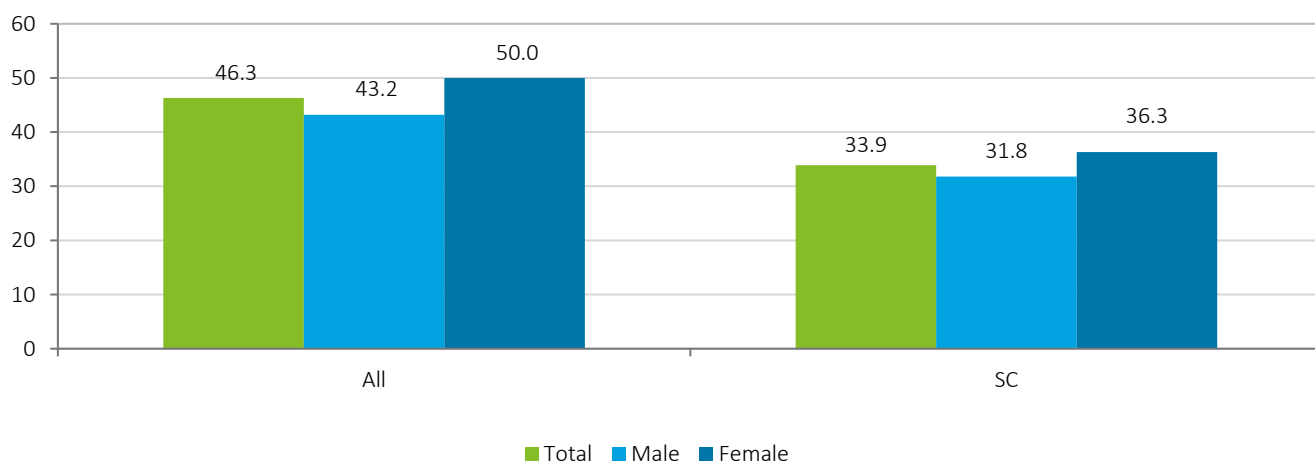
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

11. Goa

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	14.6	7.4	7.2
Literacy rate[1]	88.7%	92.7%	88.4%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	1.7 (11.7%)	0.9 (12.8%)	0.8 (10.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio[2]	30.1	26.4	35.0

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

Education infrastructure
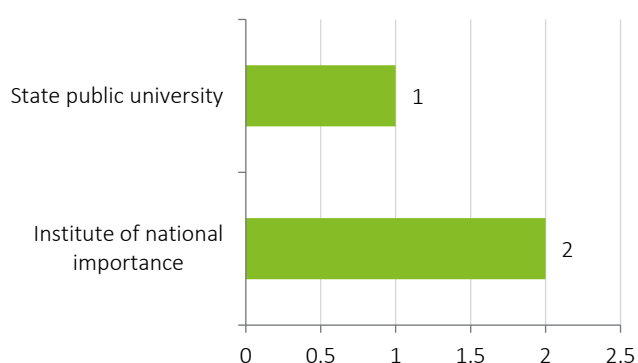
University by type

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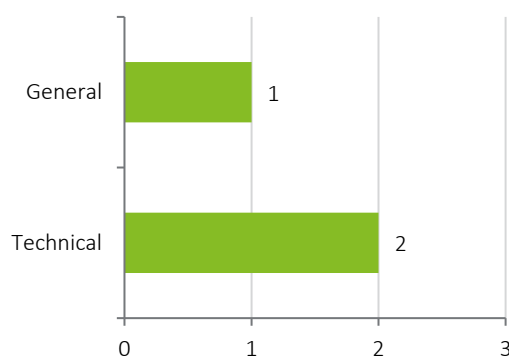
College by type
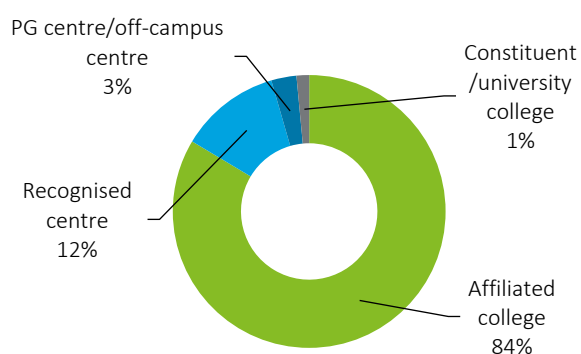
Colleges by specialisation
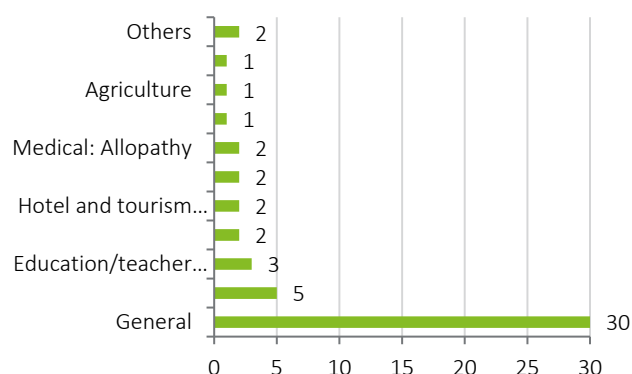
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
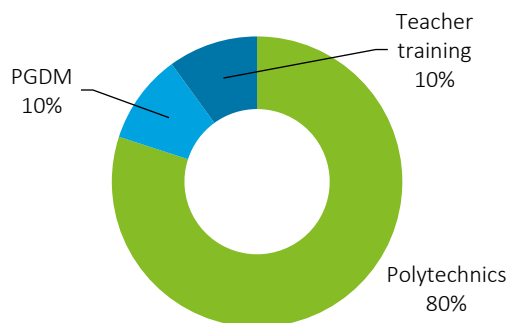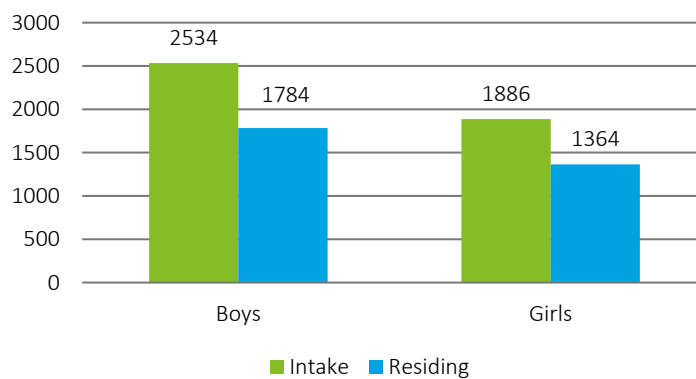
Teacher training 10%
PGDM 10%
Polytechnics 80%

Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	129	2846	21225	29	751	0	479	25459
■ Male	167	1615	16567	37	5566	11	213	24176

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	36	1246	5152	27	263	0	20	6744
■ Male	35	600	2899	25	1402	11	4	4976

GER

Chart values:

	All	SC	ST
Total	30.1	30.1	26.4
Male	26.4	29.3	21.6
Female	35.0	31.1	31.8

■ Total ■ Male ■ Female
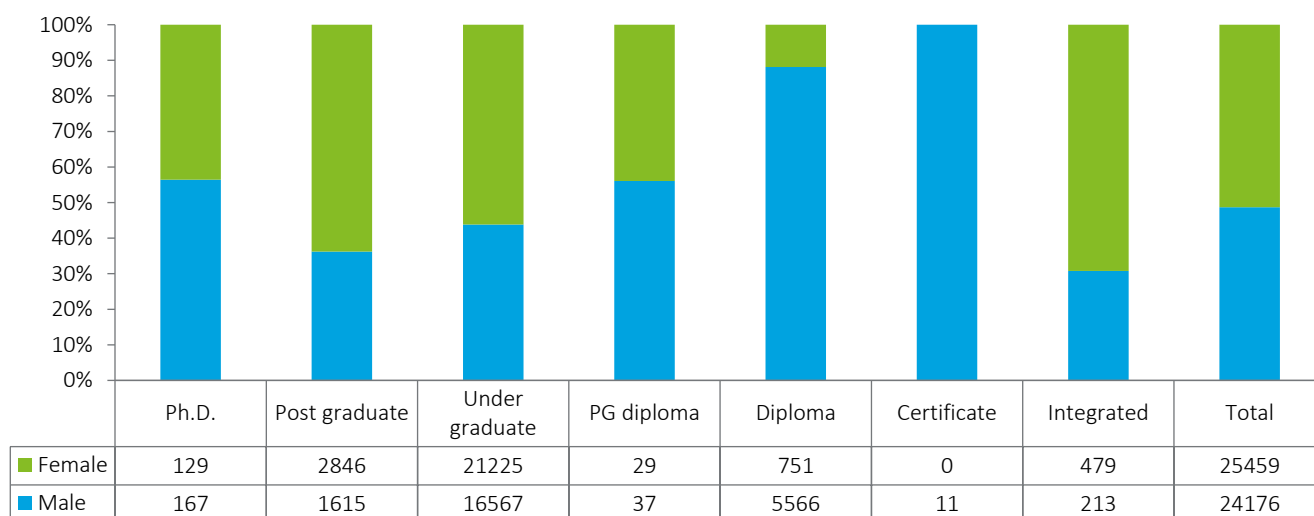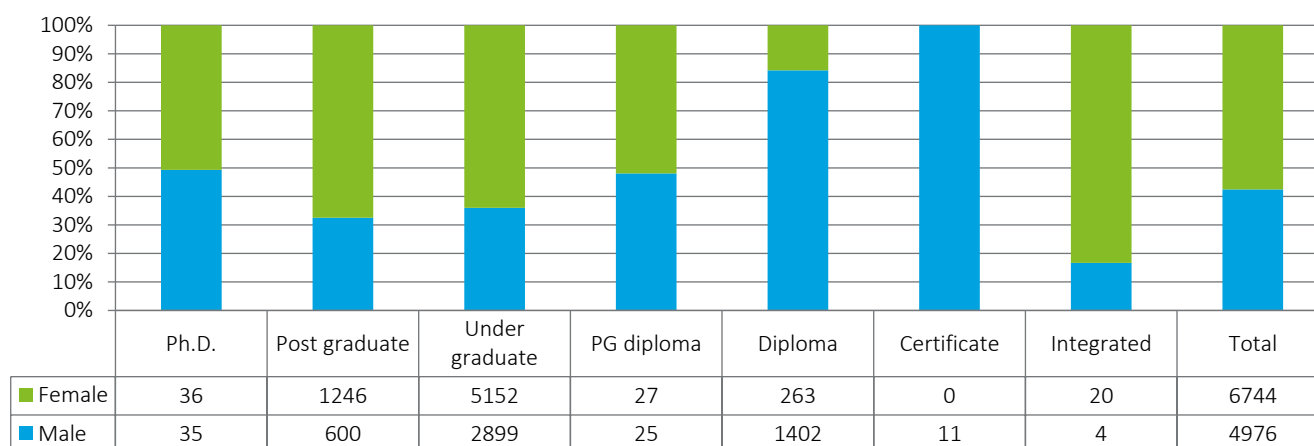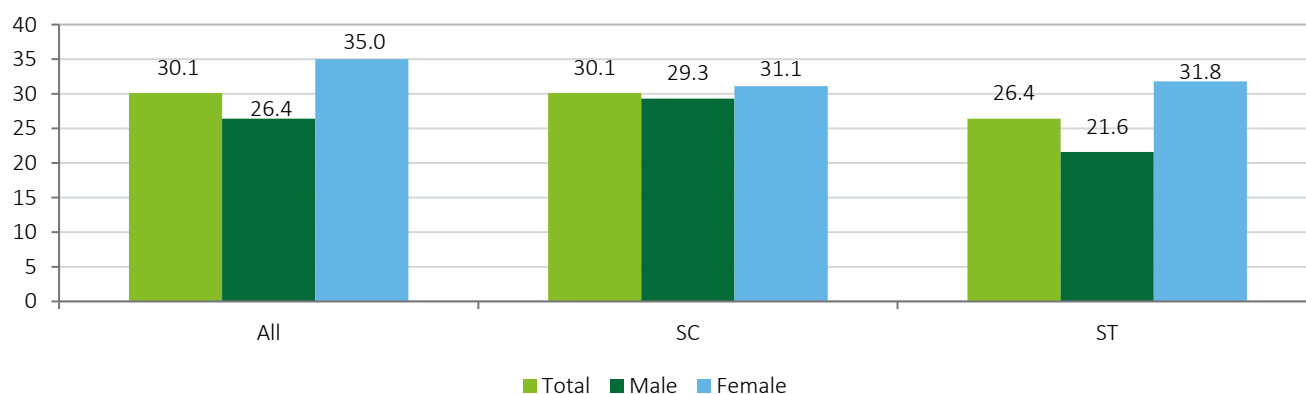
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

12. Gujarat

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	604.4	314.9	289.5
Literacy rate[1]	78.0%	85.8%	69.7%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	71.9 (11.9%)	37.8 (12%)	34 (11.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	5.1%	5.2%	5.0%
Gross Enrollment Ratio[2]	20.4	22.0	18.7

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

Education infrastructure
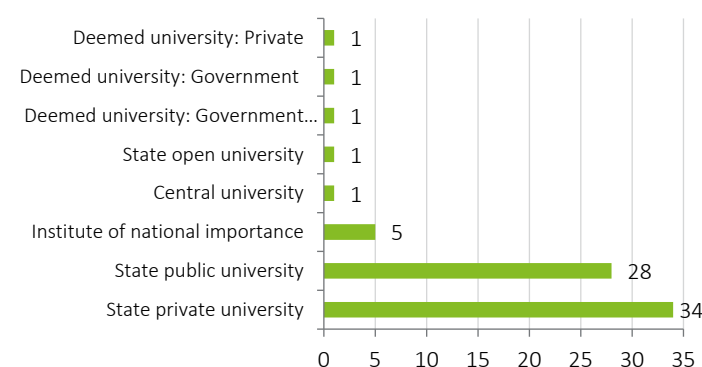
University by type

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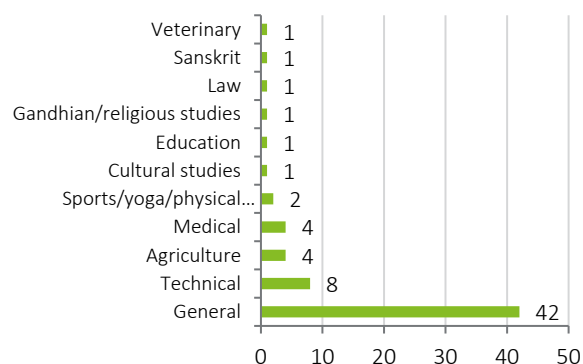
College by type
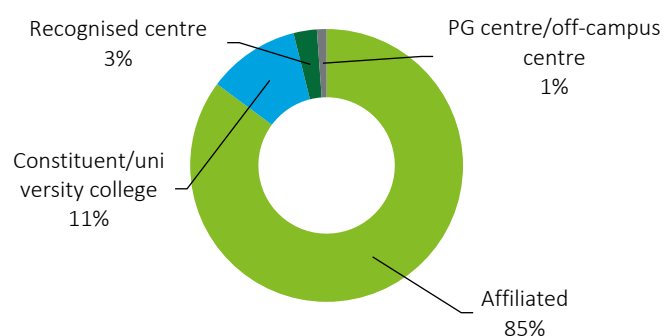
Colleges by specialisation
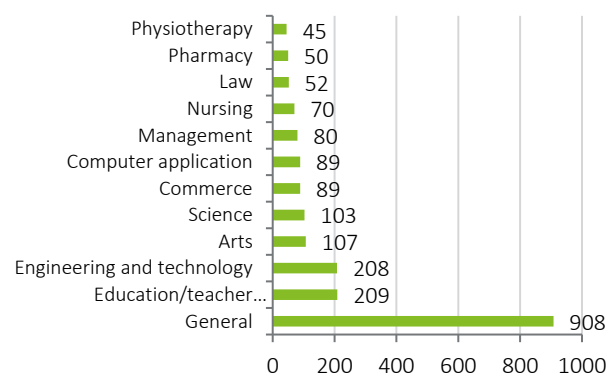
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution

PGDM 3%
Polytechnic 3%
Teacher Training 45%
Institute under ministries 3%
Nursing 46%

Hostel

Boys: Intake 227159, Residing 108391
Girls: Intake 247308, Residing 106667

Intake Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	2328	414	76620	479352	2993	40022	4378	7389	613496
■ Male	3589	470	57767	619723	2891	97310	3217	7727	792694

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	555	340	32199	126384	1987	11848	4591	1330	179234
■ Male	914	217	24314	132215	1722	21509	7508	1216	189615

GER

Bar chart showing GER values:

	Total	Male	Female
All	20.4	22.0	18.7
SC	26.9	28.8	24.9
ST	14.9	15.0	14.8

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

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

13. Haryana

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	253.5	134.9	118.6
Literacy rate[1]	75.6%	84.1%	65.9%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	31.9 (12.6%)	17.3 (12.8%)	14.6 (12.3%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.3%	2.4%	2.1%
Gross Enrollment Ratio[2]	29.2	26.5	32.4

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

Education infrastructure

University by type

Central university	1
Deemed university: Private	3
Deemed university: Government	3
Institute of national importance	3
State public university	16
State private university	22

University by specialisation

Fine arts	1
Veterinary	1
Agriculture	2
Medical	2
Technical	6
General	33

College by type

Constituent/university college 2.8%
Recognised centre 0.1%
Affiliated 97.1%

Colleges by specialisation

Agriculture	3
	4
	5
Physiotherapy	5
	7
Medical: Dental	9
	10
Law	15
	18
Nursing	28
	30
Engineering and technology	74
	250
General	508
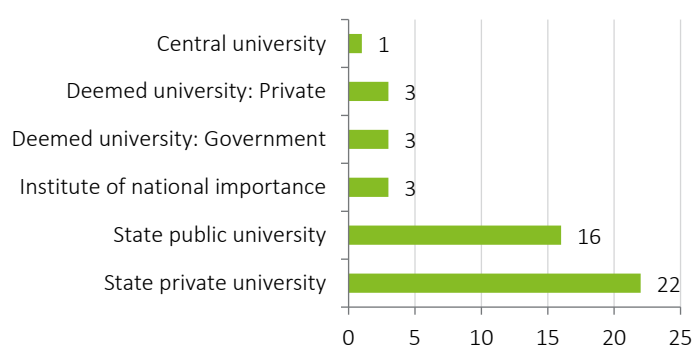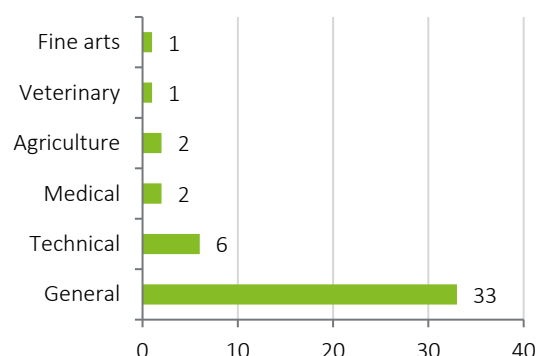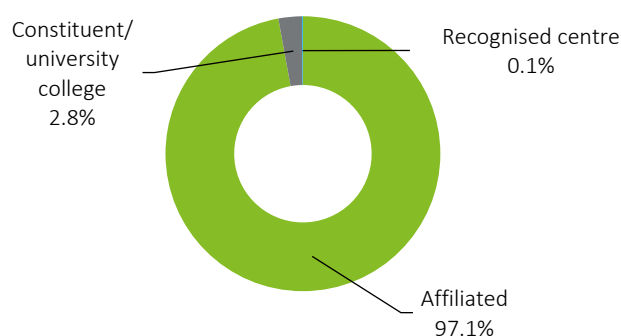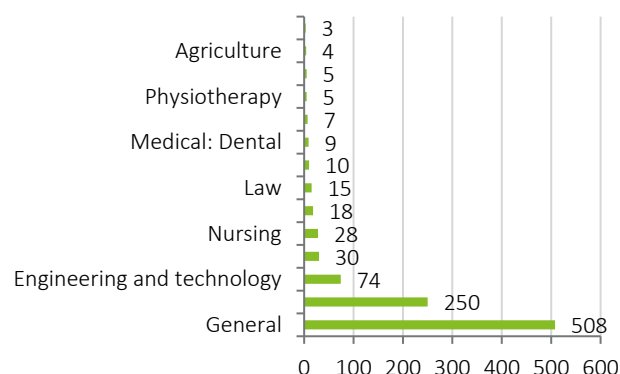
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
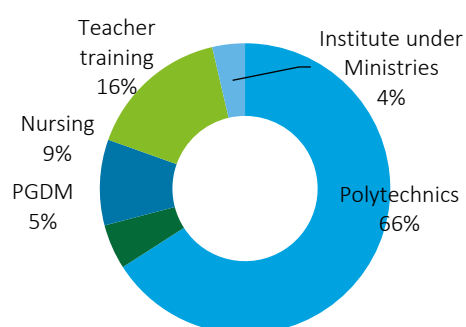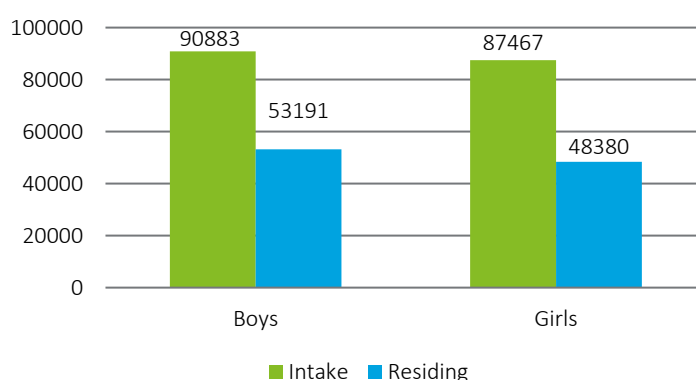
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	1966	287	52423	339410	1097	21885	1577	5960	424605
Male	1827	154	28449	297161	1062	49547	1175	8489	387864

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	411	118	21797	76175	839	7151	659	820	107970
Male	298	93	10821	44410	672	10131	433	993	67851

GER

All: Total 29.2, Male 26.5, Female 32.4
SC: Total 20.0, Male 18.3, Female 22.0

Legend: Total, Male, Female
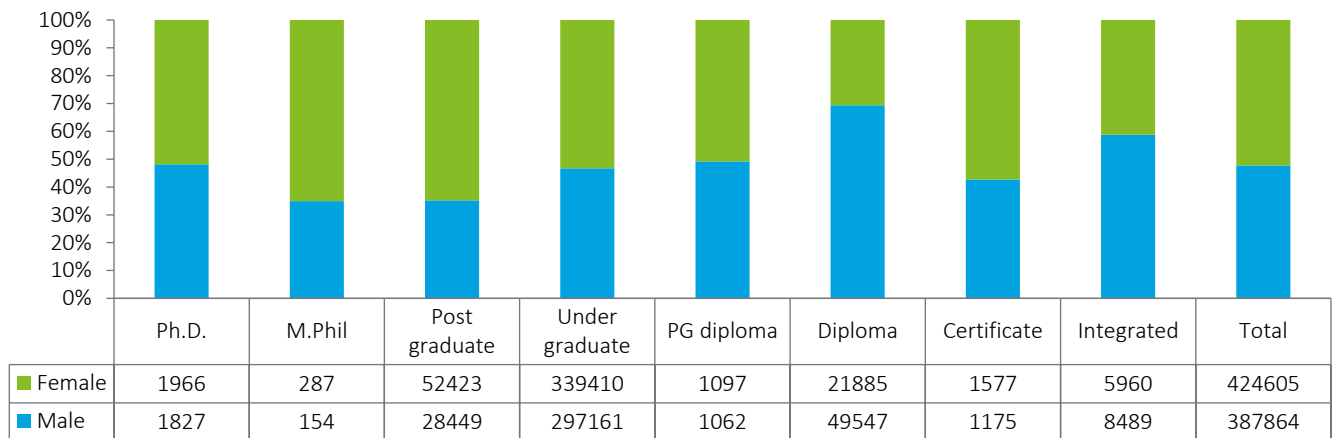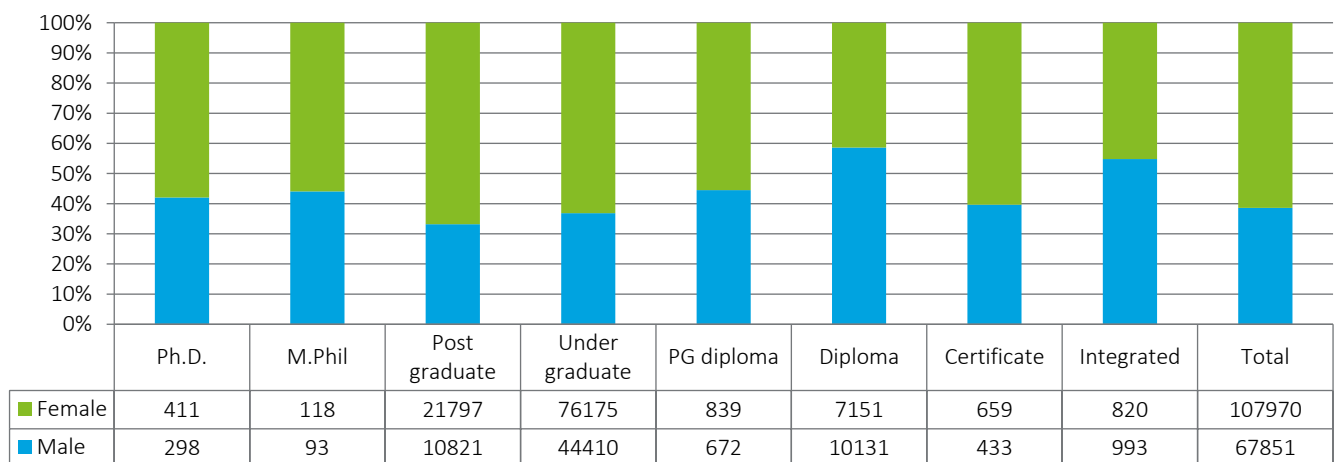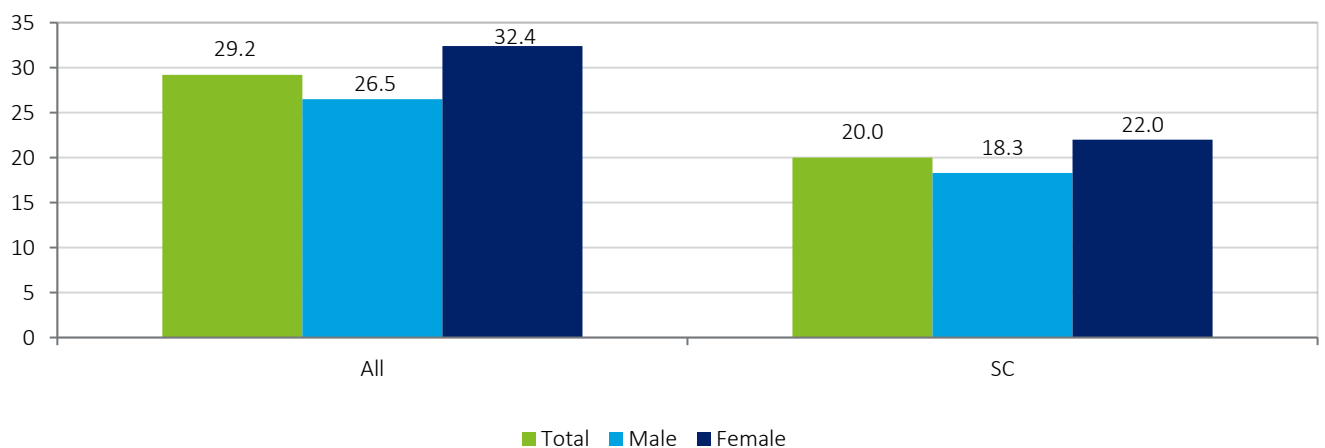
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	53.2%	46.8%	20.2%	0.1%	28.3%	2.2%	7%	6.0%
Share of enrollment	49.2%	50.8%	14.5%	0.3%	23.0%	0.1%	0.8%	1.3%
Share of teaching staff	47.8%	52.2%	6.3%	0.1%	11.1%	0.3%	18%	4.4%
Share of non-teaching staff	71.9%	28.1%	18.0%	0.5%	15.6%	0.7%	0.5%	1.2%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

14. Himachal Pradesh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	68.6	34.8	33.8
Literacy rate[1]	82.8%	89.5%	75.9%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	7.4 (10.8%)	3.8 (11%)	3.6 (10.6%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.5%	0.5%	0.5%
Gross Enrollment Ratio[2]	39.6	34.7	44.9

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

Education infrastructure
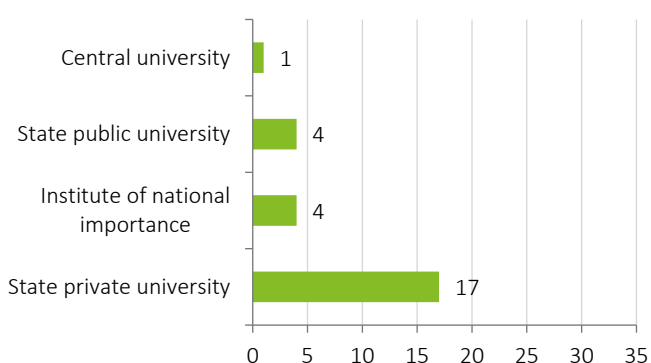
University by type

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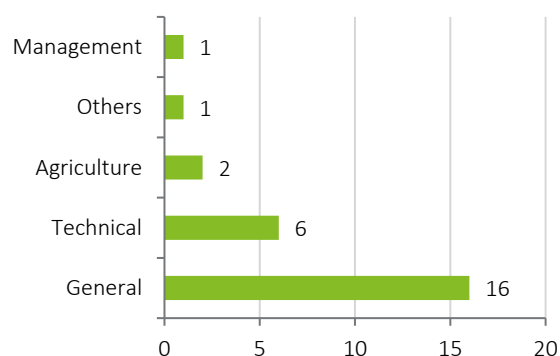
College by type
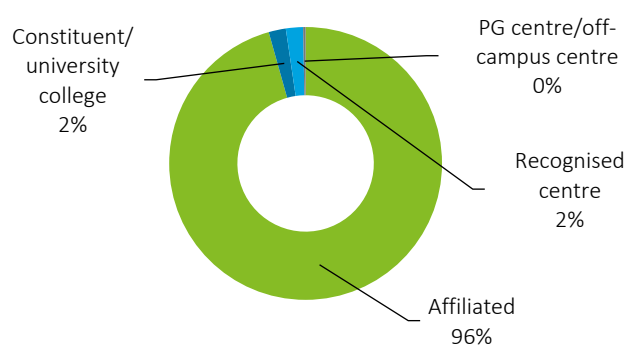
Colleges by specialisation
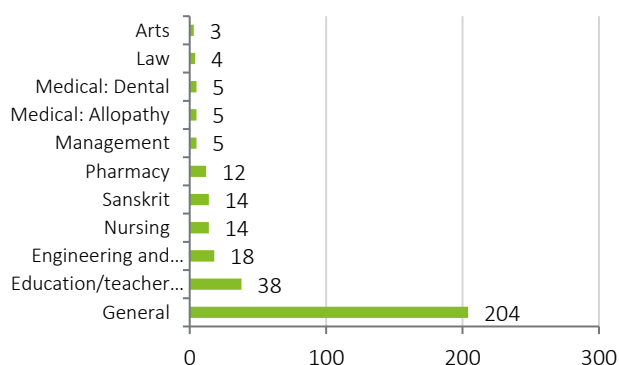
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
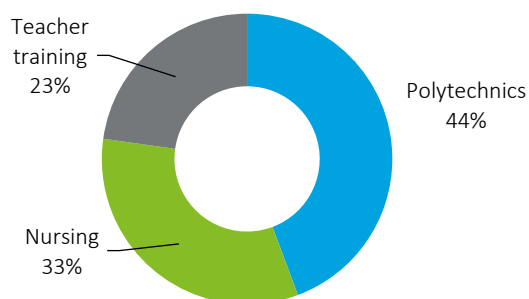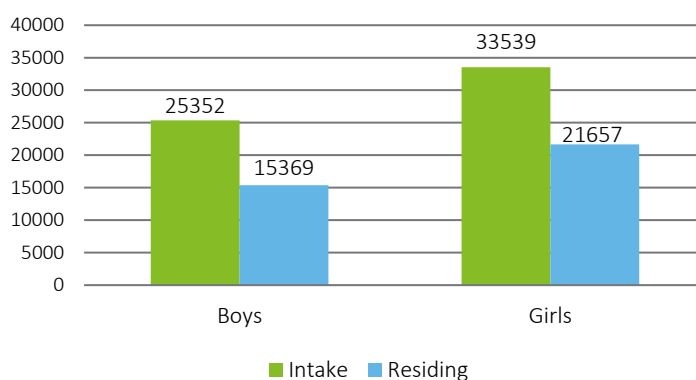
Teacher training 23%
Polytechnics 44%
Nursing 33%

Hostel

Boys: Intake 25352, Residing 15369
Girls: Intake 33539, Residing 21657

■ Intake ■ Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	794	179	10949	113337	645	7872	1050	419	135245
Male	1121	95	7690	89450	747	8284	899	913	109199

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	211	89	8281	25208	451	3697	340	5	38282
Male	190	29	4634	14973	324	2035	187	2	22374

GER

	All	SC	ST
Total	39.6	29.4	39.7
Male	34.7	25.6	35.7
Female	44.9	33.3	43.7
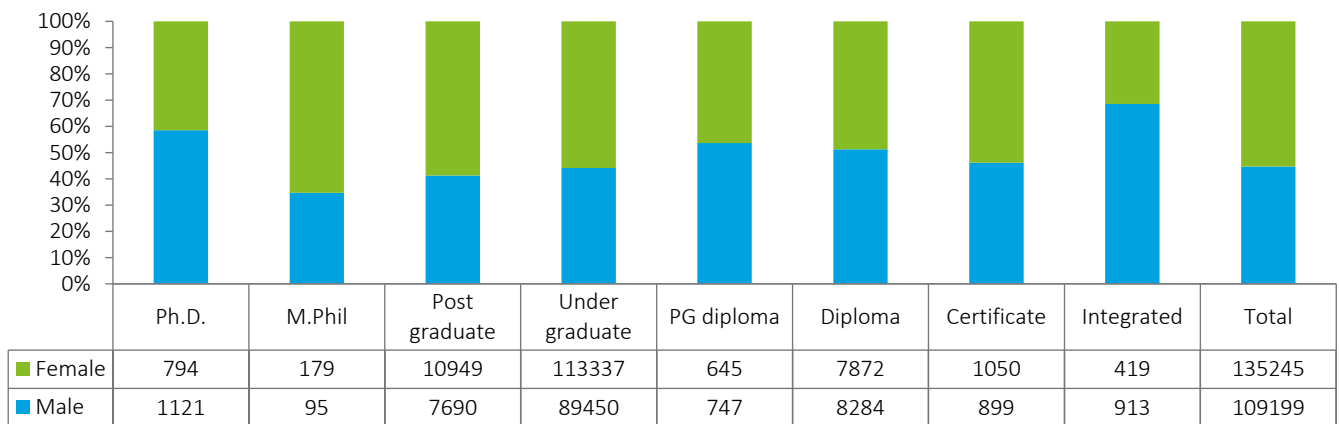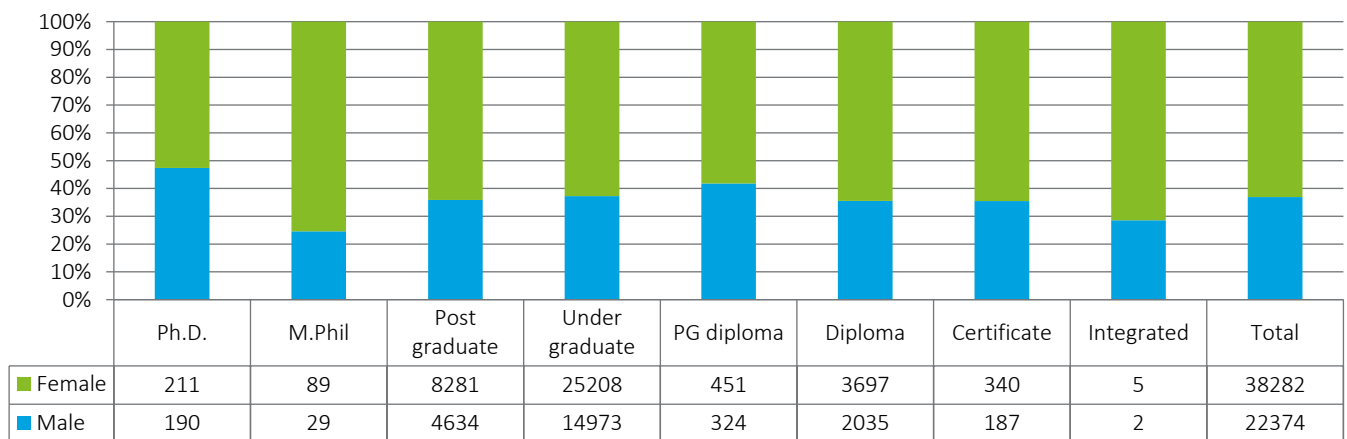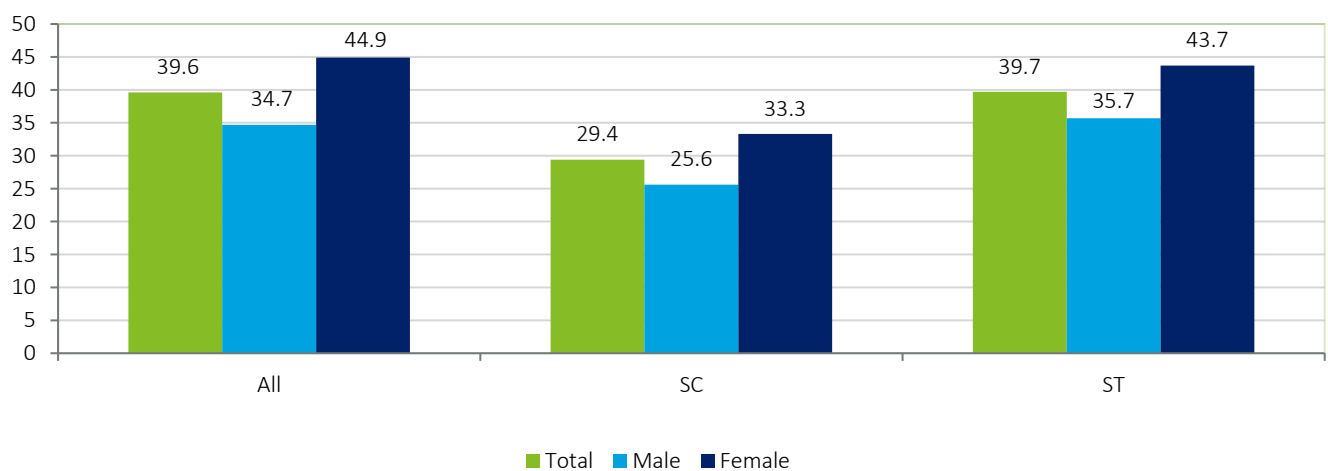
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff
Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

15. Jammu and Kashmir

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	125.4	66.4	59.0
Literacy rate[1]	67.2%	76.8%	56.4%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	13.4 (10.7%)	6.9 (10.4%)	6.5 (11%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.9%	0.9%	1%
Gross Enrollment Ratio[2]	30.9	29.6	32.2

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

Education infrastructure
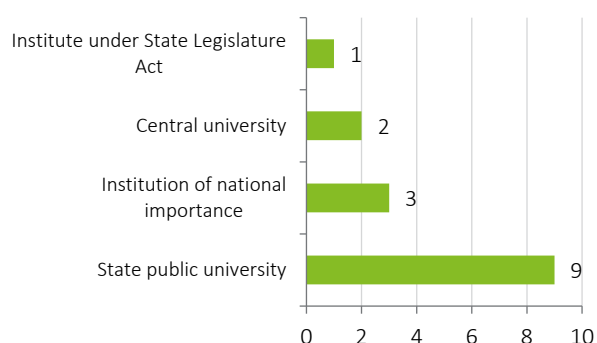
University by type

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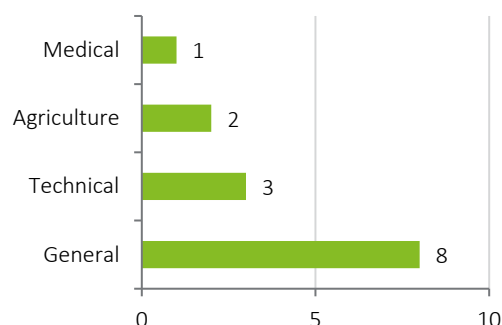
College by type
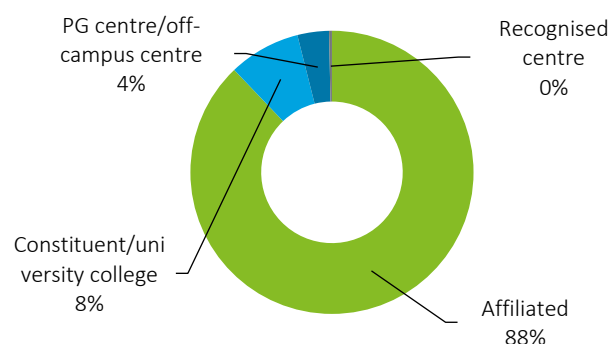
Colleges by specialisation
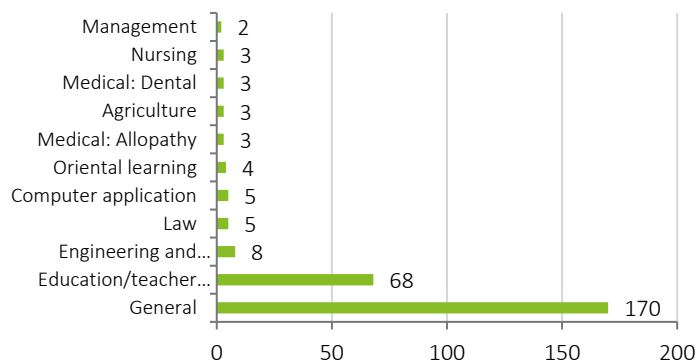
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
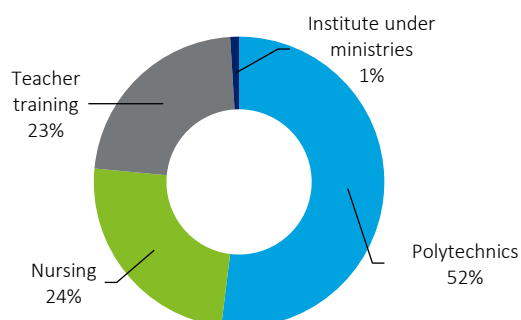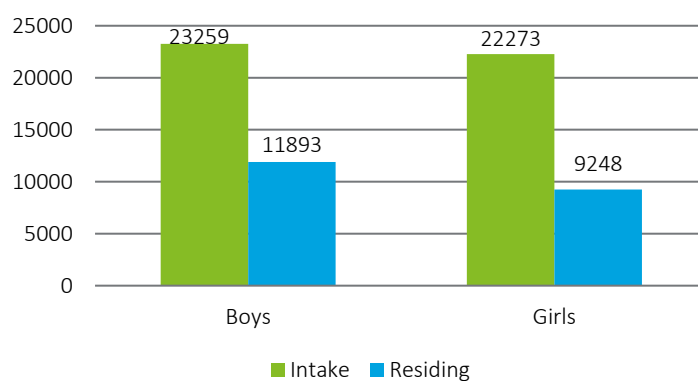
Institute under ministries 1%
Teacher training 23%
Nursing 24%
Polytechnics 52%

Hostel

Boys: Intake 23259, Residing 11893
Girls: Intake 22273, Residing 9248

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	1291	174	9852	127493	207	3914	116	2894	145941
Male	1392	143	9388	108605	262	8256	124	2618	130788

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certified	Integrated	Total
Female	255	62	6693	25371	182	1642	4	333	34542
Male	190	35	4452	17012	183	2075	62	285	24294

GER

	All	SC	ST
Total	30.9	21.0	17.6
Male	29.6	18.5	18.0
Female	32.2	23.8	17.2
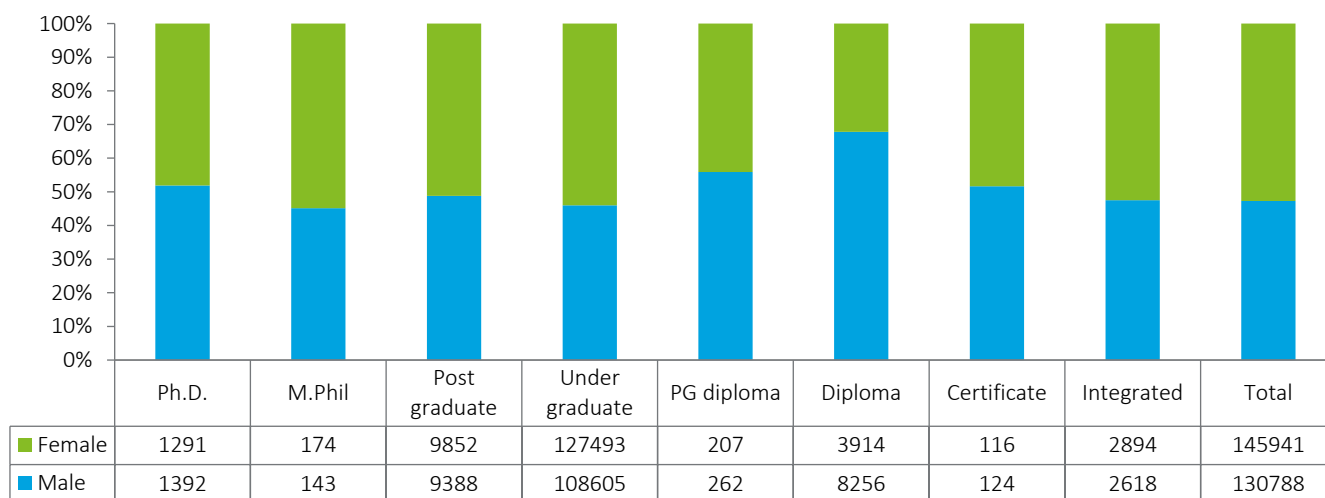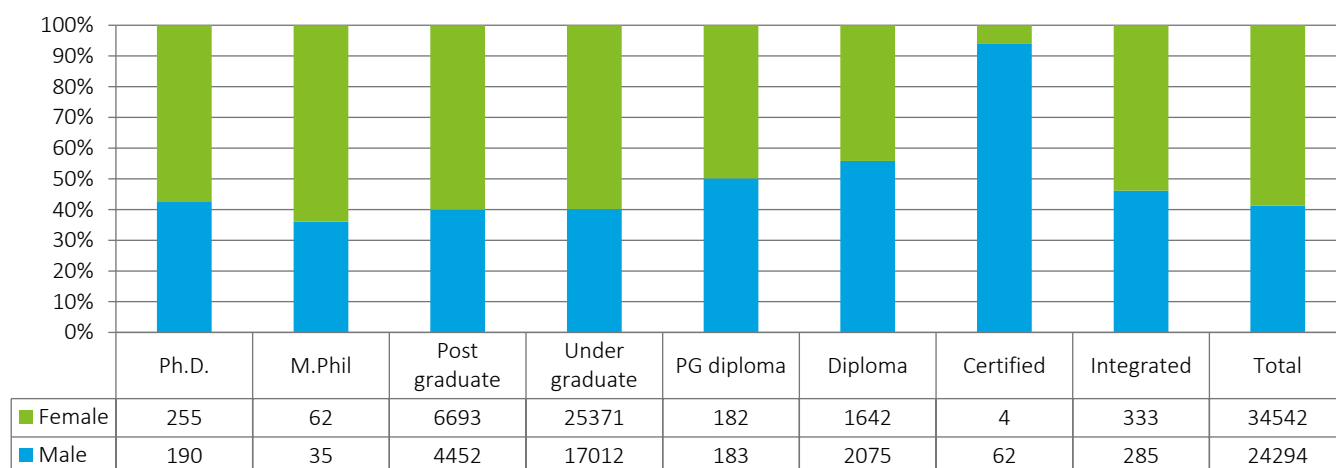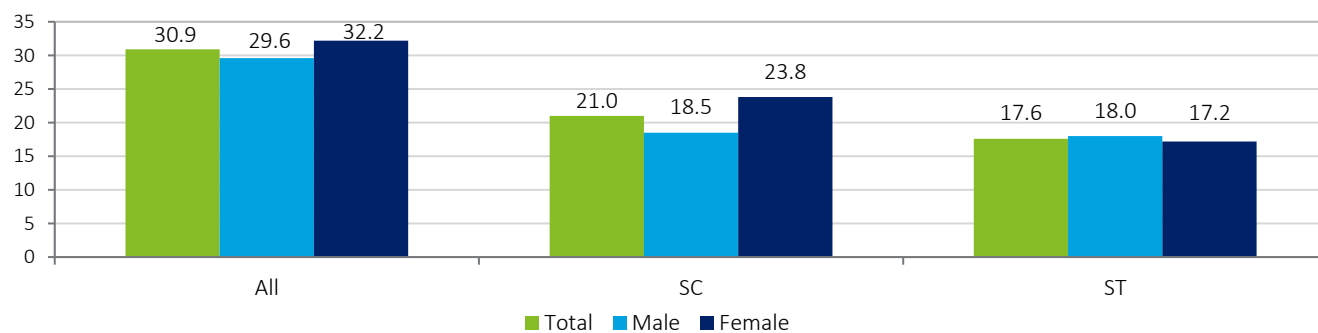
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

16. Jharkhand

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	329.9	169.3	160.6
Literacy rate[1]	66.4%	76.8%	55.4%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	37.5 (11.4%)	19 (11.2%)	18.5 (11.5%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.7%	2.6%	2.7%
Gross Enrollment Ratio[2]	19.1	19.5	18.7

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

Education infrastructure
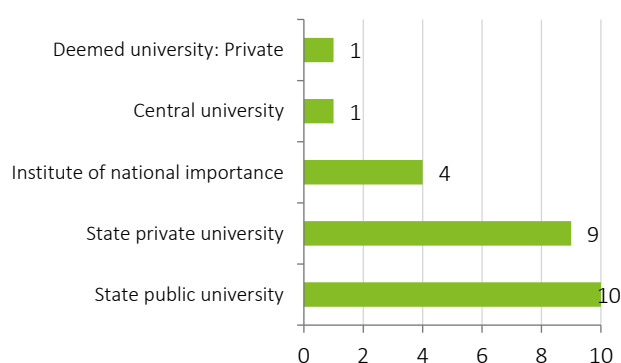
University by type

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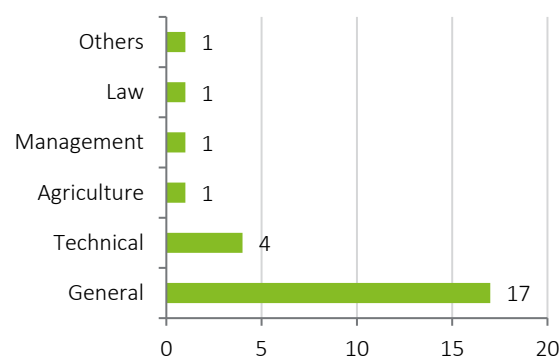
College by type
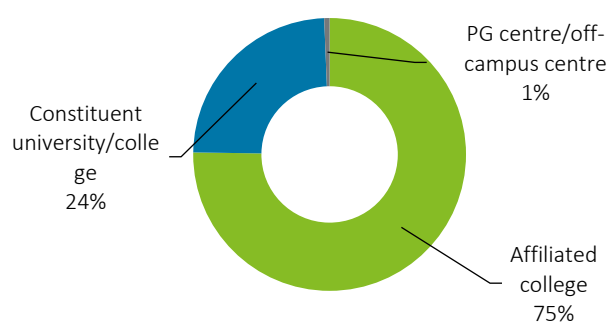
Colleges by specialisation
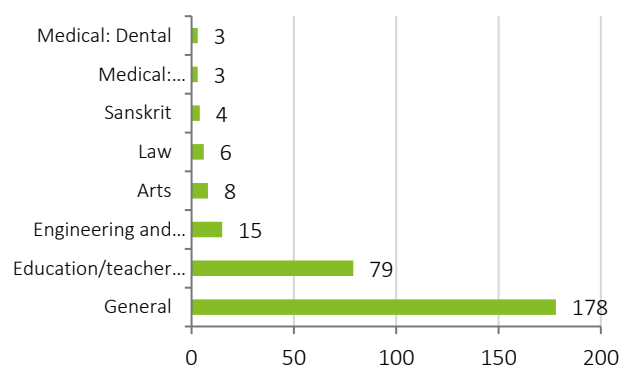
College and institution indicators

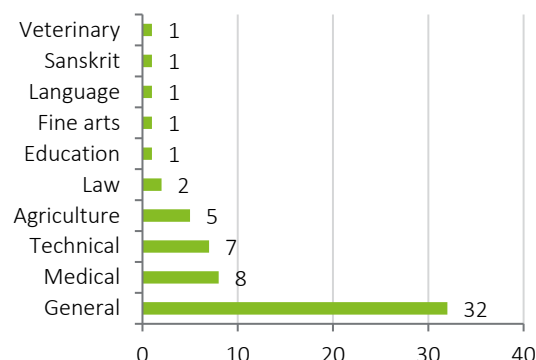| Indicator	Universities	Colleges	Standalone
Total number of institutions	25	313	77
Average enrollment per institution	5322	1845	406
Total estimated enrollment (in lakh)	1.33	5.78	0.29

College indicators

College type	Jharkhand	Share in India
Affiliated colleges	237	0.6%
Recognised centre	-	-
Constituent/ University college	76	4,5%
PG/Off-campus centre	2	1.1%

Management of colleges

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

Breakdown of standalone institution
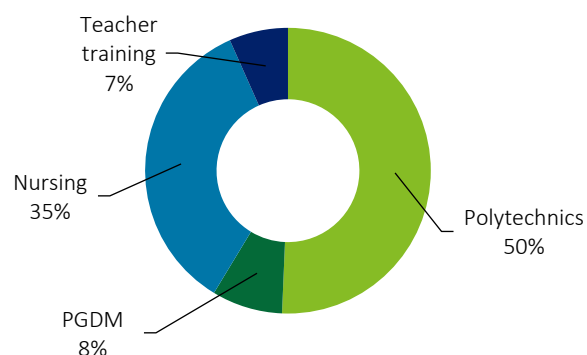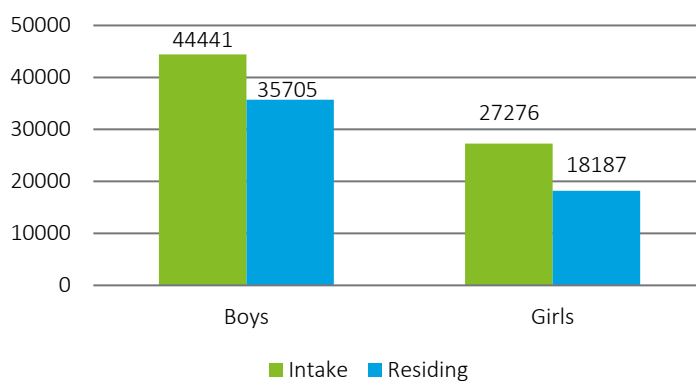
Teacher training 7%
Nursing 35%
PGDM 8%
Polytechnics 50%

Hostel

Boys: Intake 44441, Residing 35705
Girls: Intake 27276, Residing 18187

■ Intake ■ Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	795	110	34374	285456	738	8747	1280	1326	332826
■ Male	2108	46	24359	281348	1416	23712	656	2252	335897

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	74	62	13134	69419	366	2108	620	258	86041
■ Male	286	46	9952	64940	761	5309	227	325	81846

GER

	Total	Male	Female
All	19.1	19.5	18.7
SC	15.9	17.0	14.8
ST	13.7	13.4	14.0
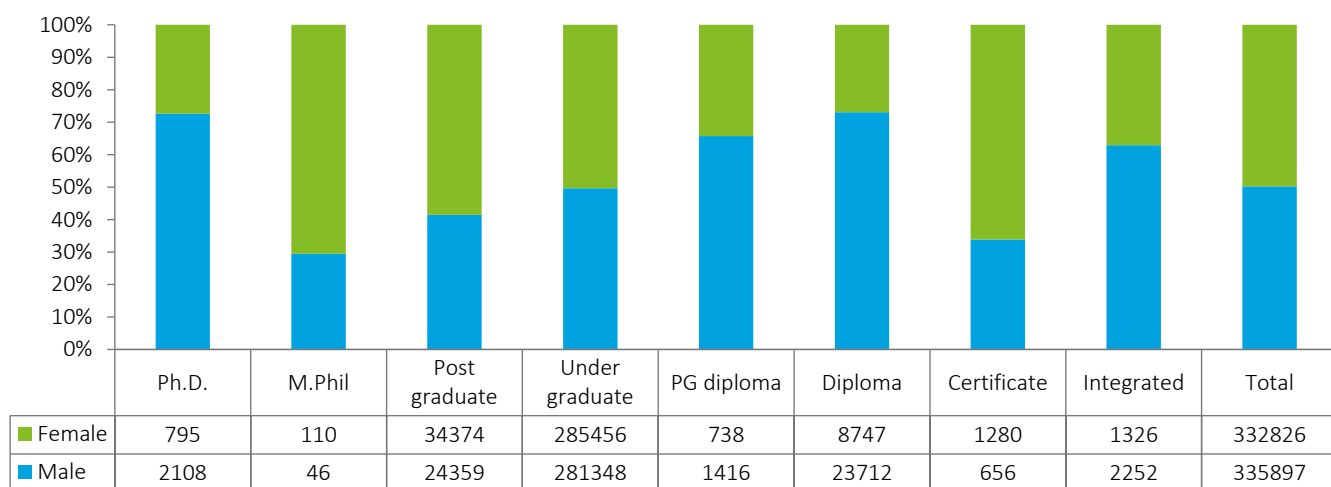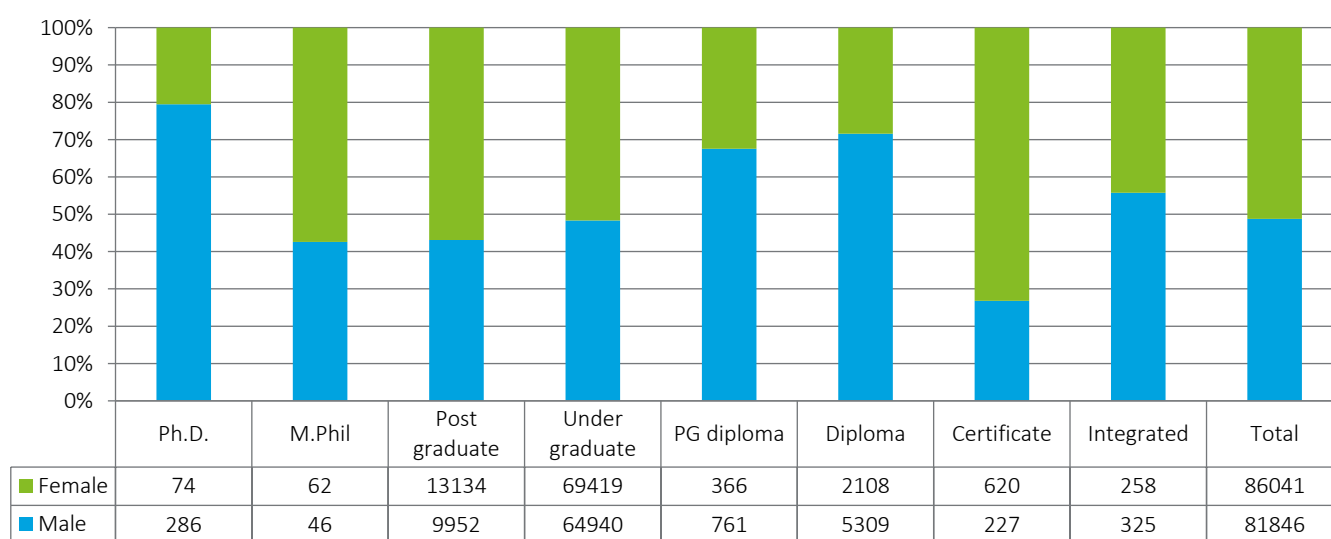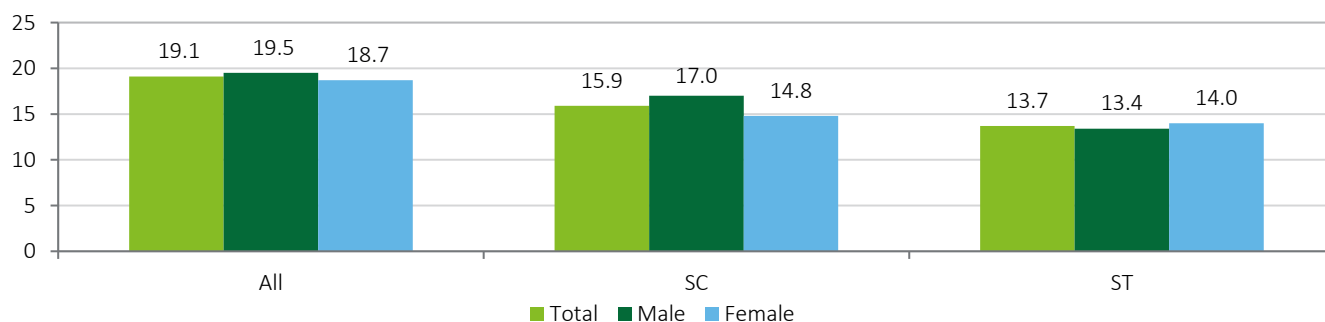
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

17. Karnataka

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	611.0	309.7	301.3
Literacy rate[1]	75.4%	82.5%	68.1%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	71.2 (11.7%)	36.5 (11.8%)	34.7 (11.5%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	5%	5%	5.1%
Gross Enrollment Ratio[2]	28.8	28.2	29.4

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

Education infrastructure
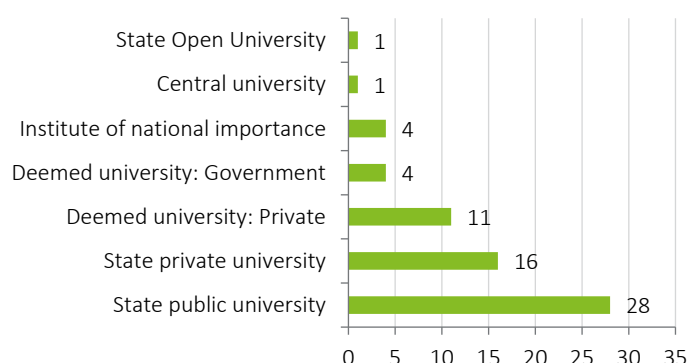
University by type

University by specialisation

College by type
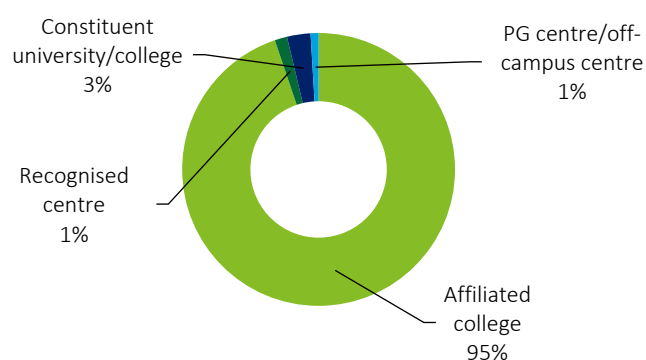
Colleges by specialisation
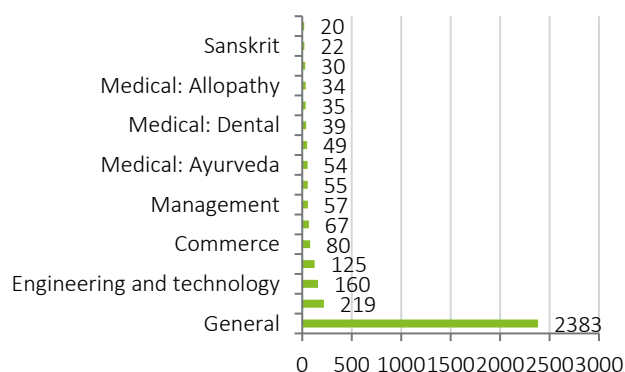
College and institution indicators

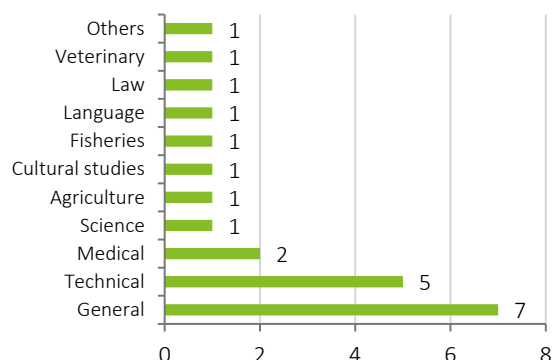| Indicator	Universities	Colleges	Standalone
Total number of institutions	65	3670	1293
Average enrollment per institution	4184	418	182
Total estimated enrollment (in lakh)	2.72	15.32	1.84

College indicators

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

Management of colleges

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

Breakdown of standalone institution
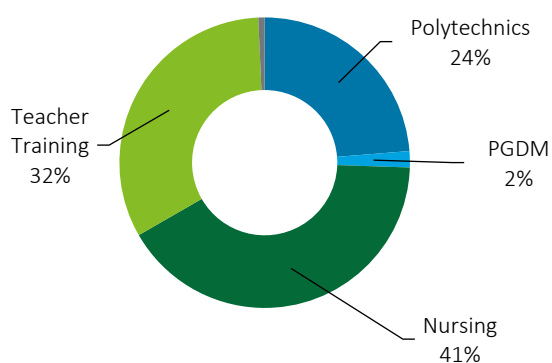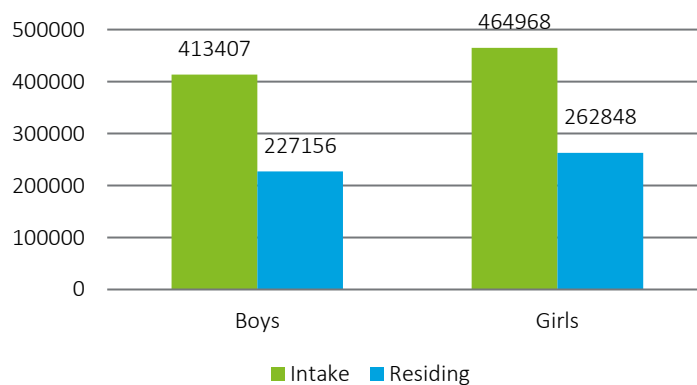
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	5230	316	101159	777917	72897	72897	1793	3652	965215
Male	8070	152	80841	754255	113266	113266	1281	4495	964640

Out-turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1821	171	55206	209932	1209	21458	1195	581	291573
Male	3199	98	41686	165418	1256	24775	514	507	237453

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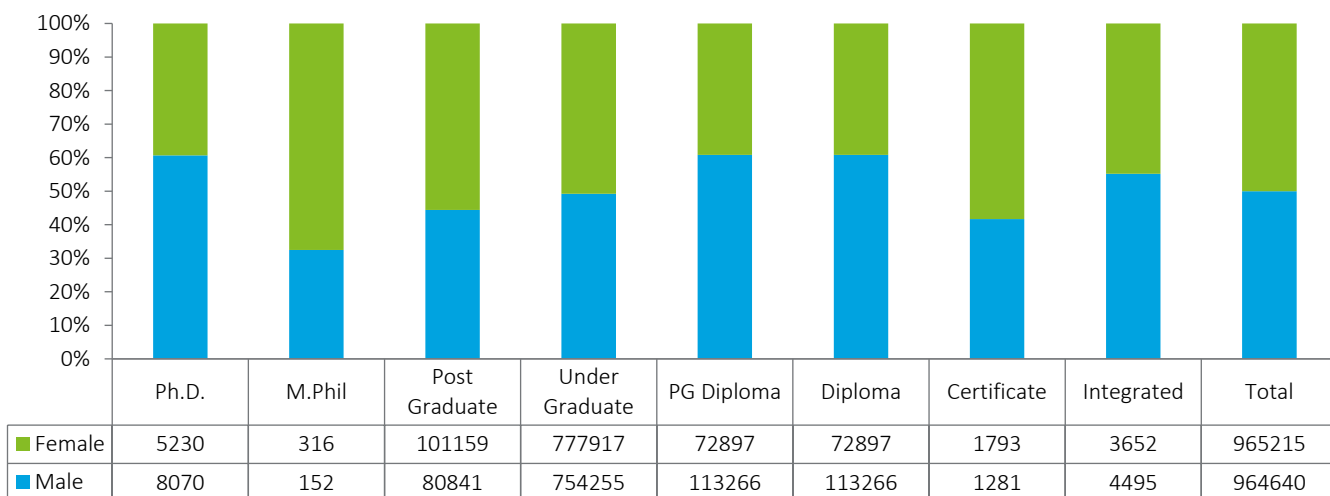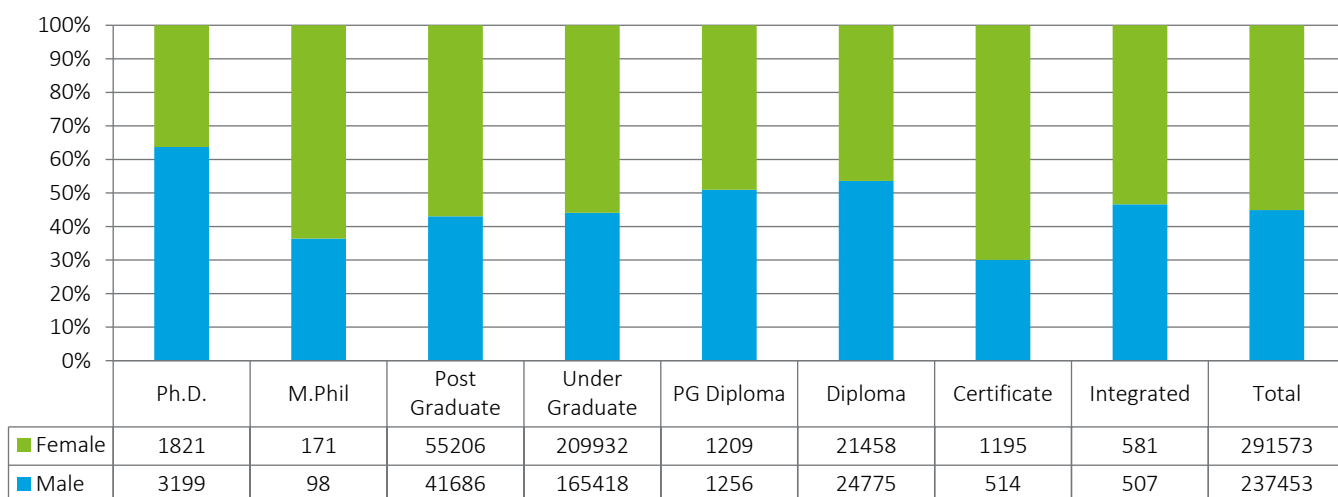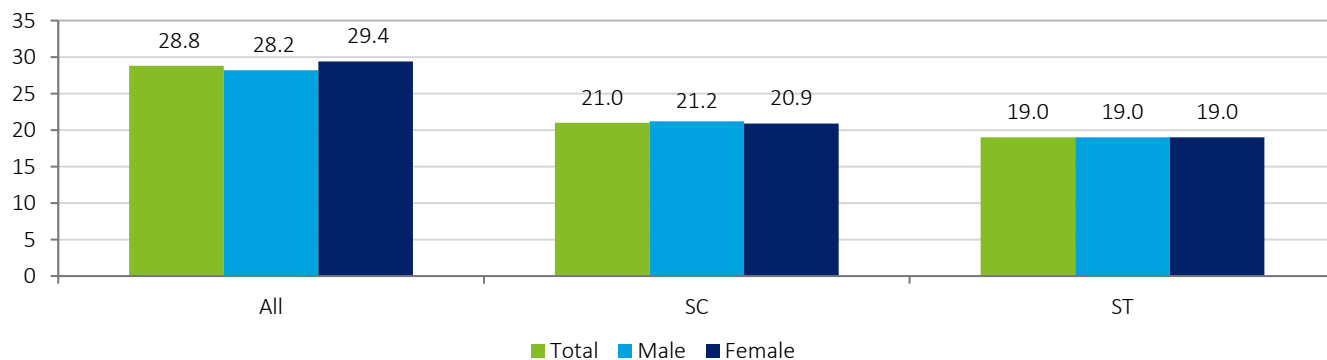
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

18. Kerala

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	334.1	160.3	173.8
Literacy rate[1]	94.0 %	96.1%	92.1%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	30.5 (9.1%)	15.3 (9.5%)	15.3 (8.8%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.2%	2.1%	2.2%
Gross Enrollment Ratio[2]	37.0	30.8	43.2

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

Education infrastructure
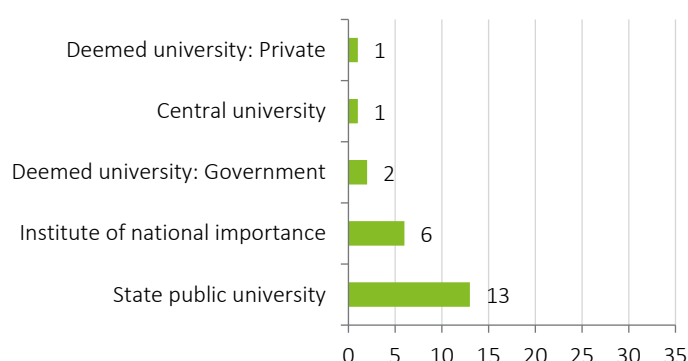
University by type

University by specialisation

College by type
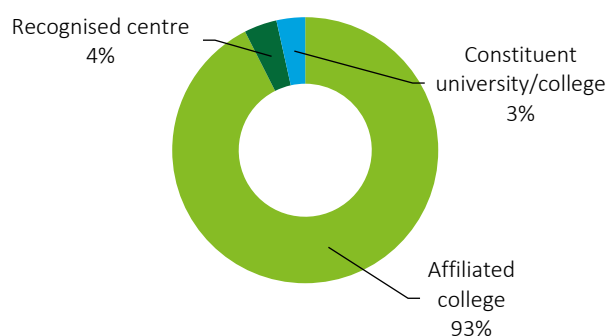
Colleges by specialisation
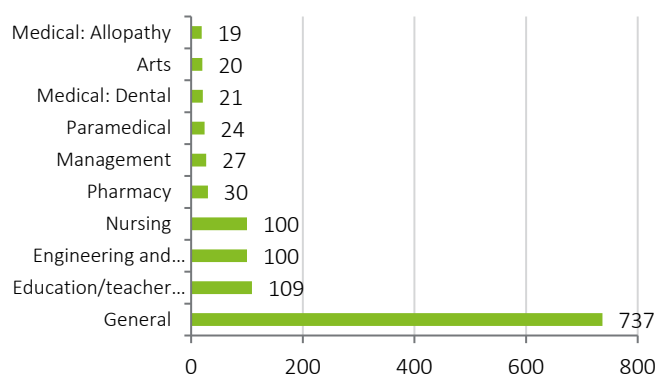
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
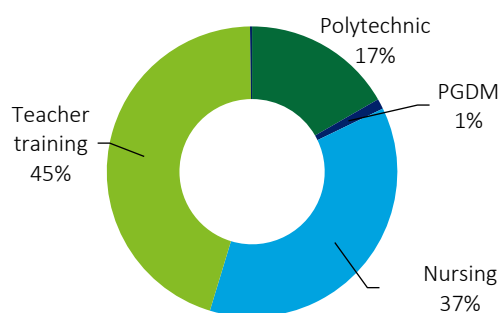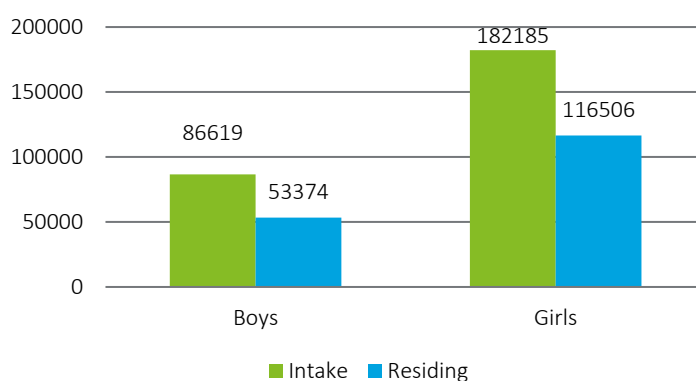
Polytechnic 17%
PGDM 1%
Nursing 37%
Teacher training 45%

Hostel

	Intake	Residing
Boys	86619	53374
Girls	182185	116506

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	4183	685	64717	397212	462	29262	2626	2864	502011
Male	2503	204	20891	281525	476	36948	857	2828	346232

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	571	601	26239	112415	272	8113	1591	231	150033
Male	356	159	9765	60399	327	5290	343	237	76876

GER

	All	SC	ST
Total	37.0	25.9	23.1
Male	30.8	18.2	18.9
Female	43.2	33.7	27.1
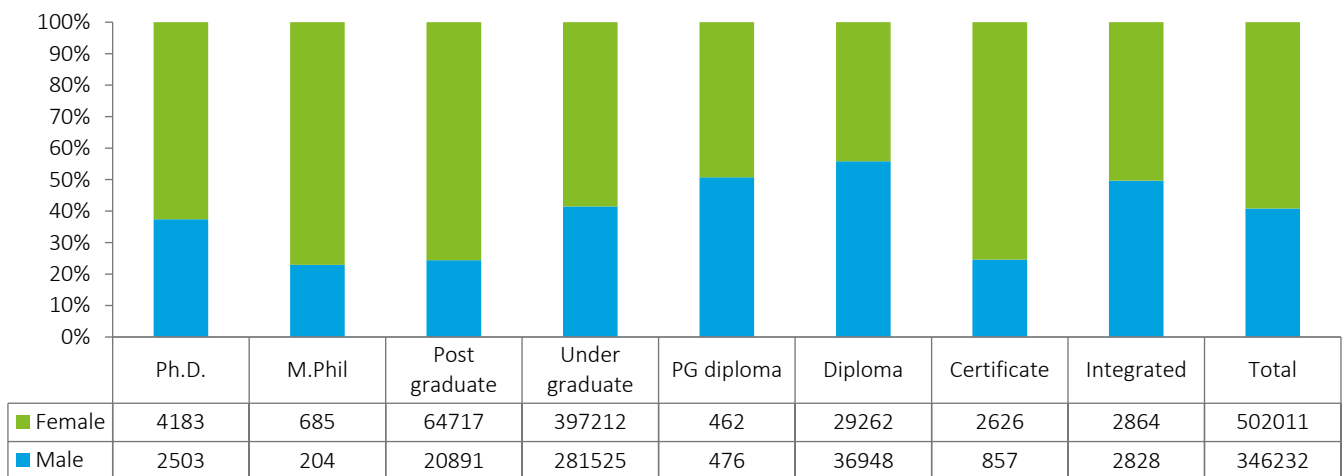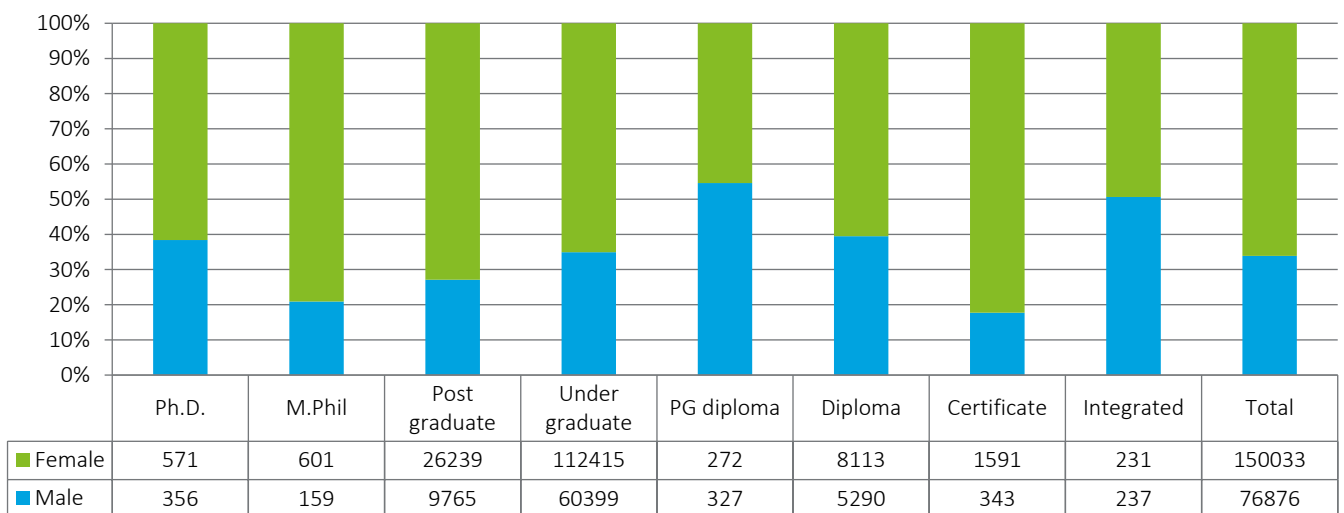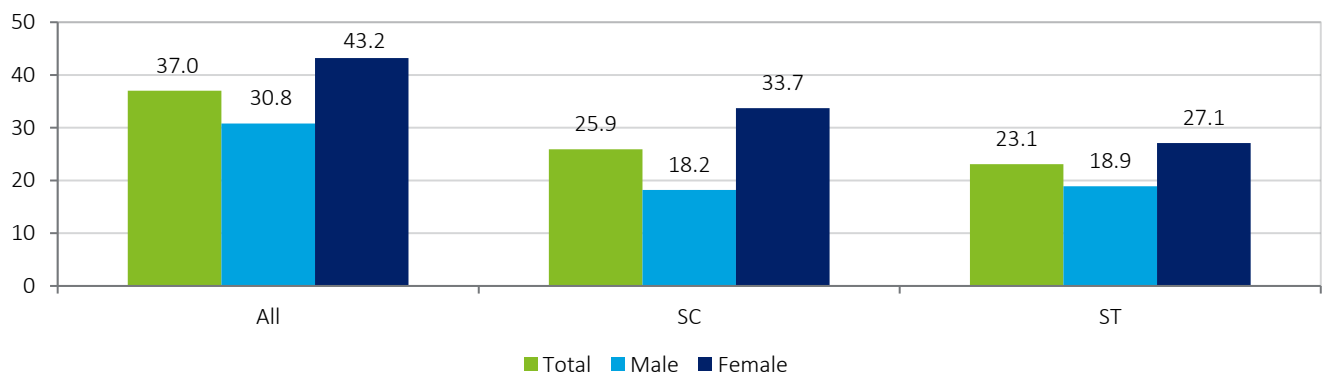
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

19. Madhya Pradesh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	726.3	376.1	350.1
Literacy rate[1]	69.3%	78.7%	59.2%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	87.9 (12.1%)	46.5 (12.4%)	41.4 (11.8%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	6.2%	6.4%	6.1%
Gross Enrollment Ratio[2]	21.5	21.8	21.2

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

Education infrastructure
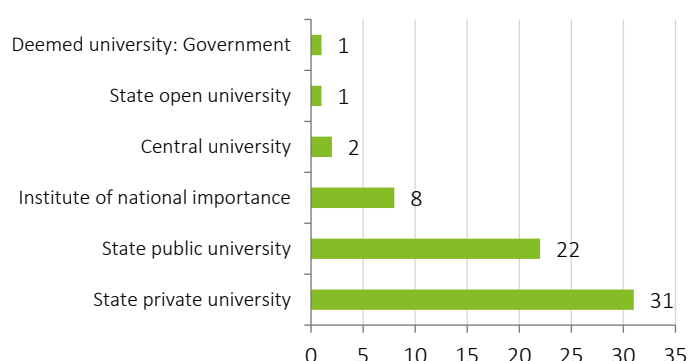
University by type

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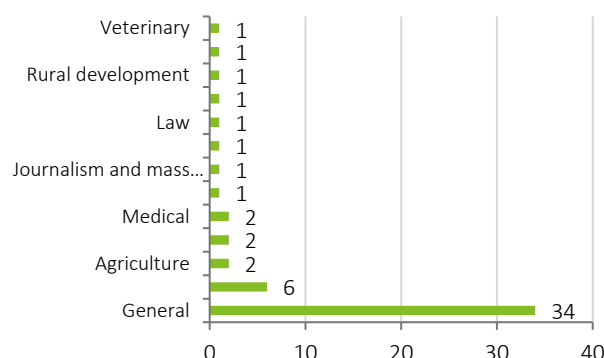
College by type
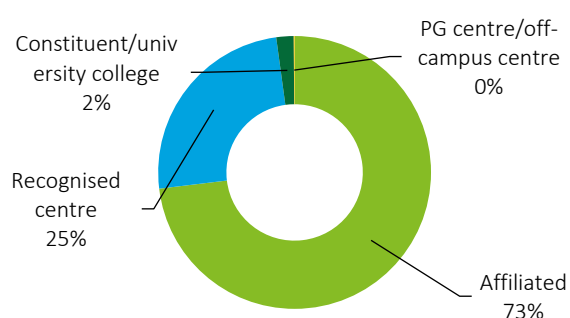
Colleges by specialisation
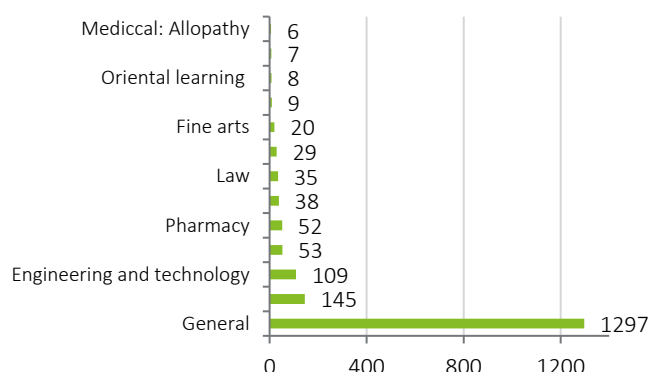
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
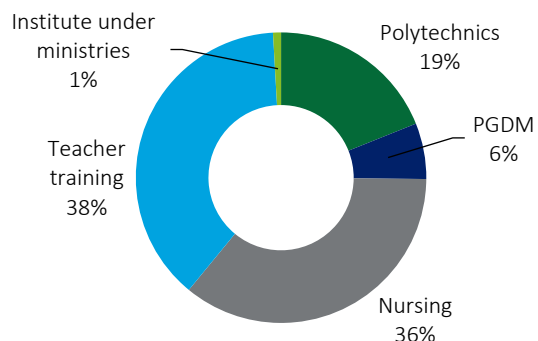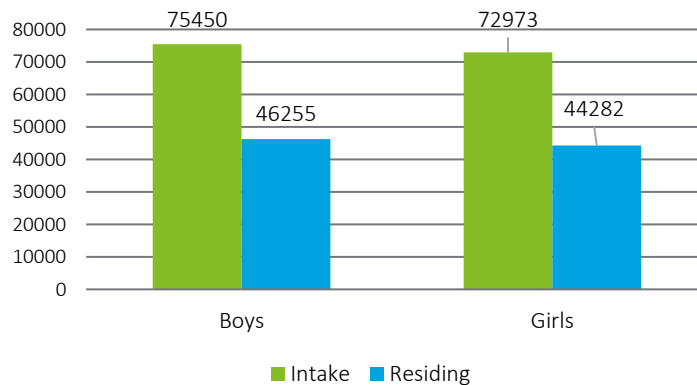
Institute under ministries 1%
Polytechnics 19%
PGDM 6%
Teacher training 38%
Nursing 36%

Hostel

	Boys	Girls
Intake	75450	72973
Residing	46255	44282

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	1710	379	112362	648370	20074	43251	673	6086	832905
Male	2383	264	90434	719279	18203	72142	1253	8300	912258

Out-turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	603	344	40967	195331	22781	27604	2597	604	290831
Male	888	289	32277	215362	19311	37332	1925	756	308140

GER

	All			SC			ST		
Total	21.5			19.7			11.4		
Male		21.8			20.0			11.7	
Female			21.2			19.4			11.0
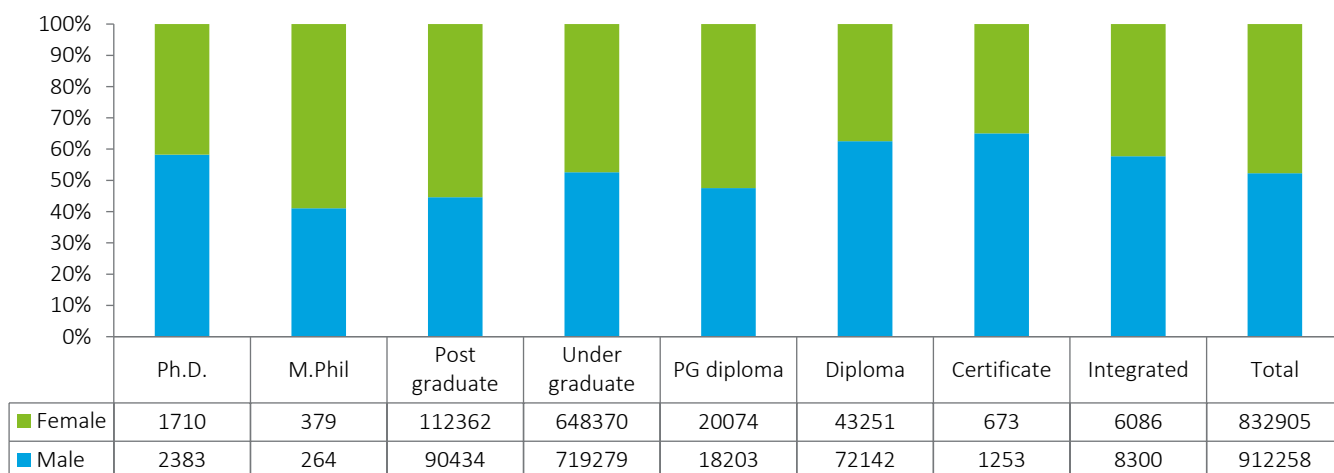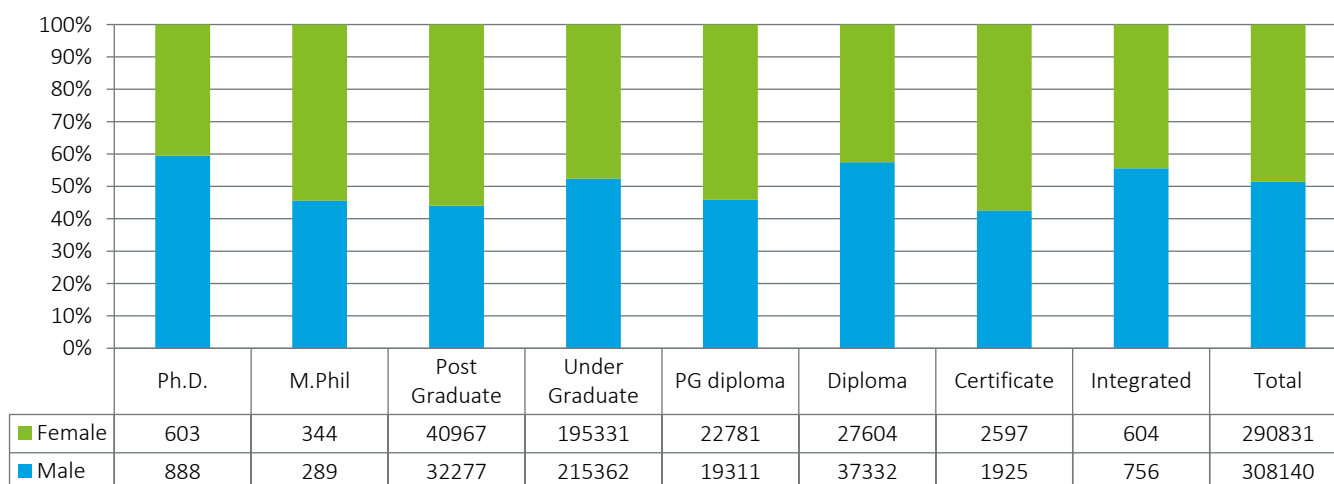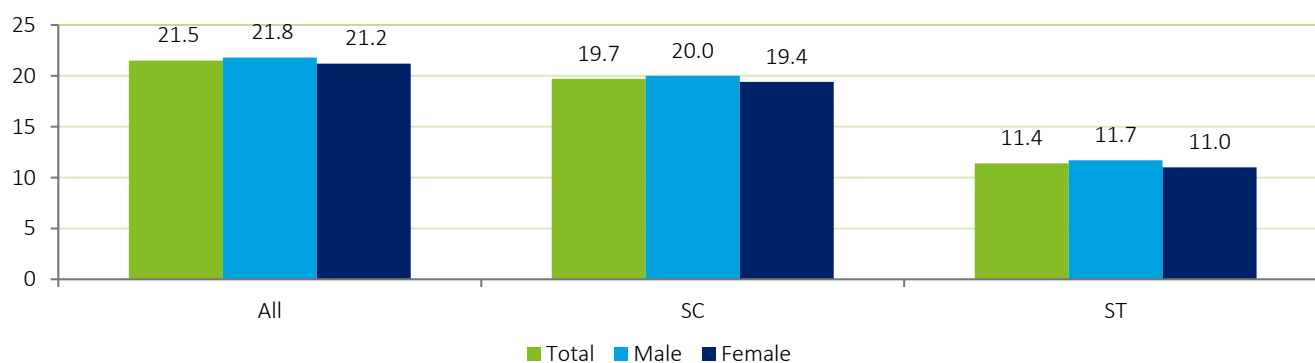
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

Indicator	Male	Female	SC	ST	OBC	PWD	Muslim	Other minority
Share of population	51.8%	48.2%	15.6%	21.1%	41.5%	2.1%	6.6%	0.6%
Share of enrollment	53.3%	46.7%	14.7%	10.3%	40.0%	0.2%	2.0%	0.8%
Share of teaching staff	58.8%	41.2%	6.5%	2.2%	22.2%	0.3%	4.2%	5.1%
Share of non-teaching staff	73.3%	26.7%	13.6%	6.1%	26.2%	0.7%	2.2%	1.3%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

20. Maharashtra

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	1123.7	582.4	541.3
Literacy rate[1]	82.3%	88.4%	75.9%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	133.4 (11.9%)	70.4 (12.1%)	63.1 (11.6%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	9.4%	9.6%	9.3%
Gross Enrollment Ratio[2]	32.0	33.5	30.3

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

Education infrastructure
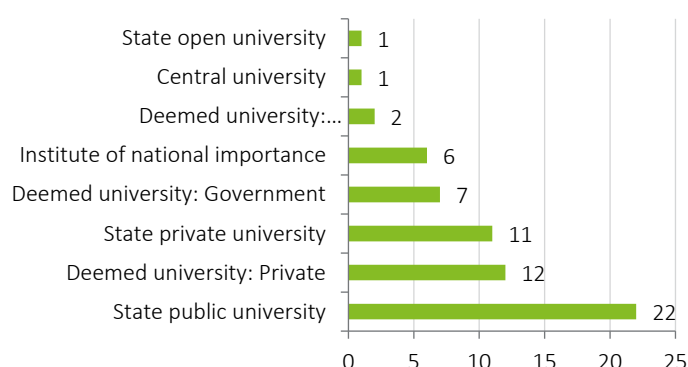
University by type

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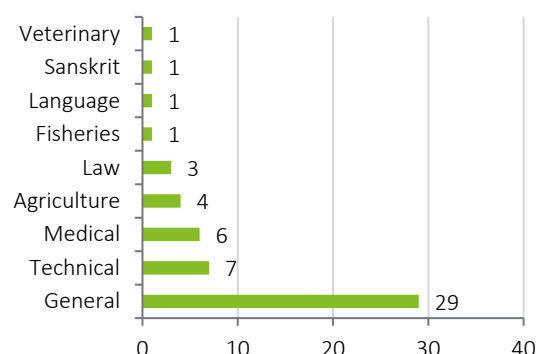
College by type
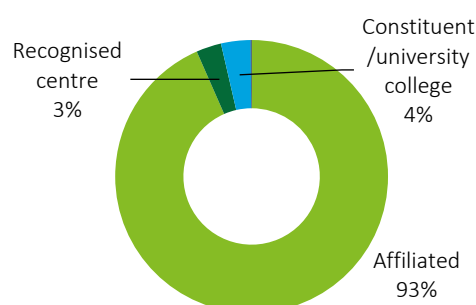
Colleges by specialisation
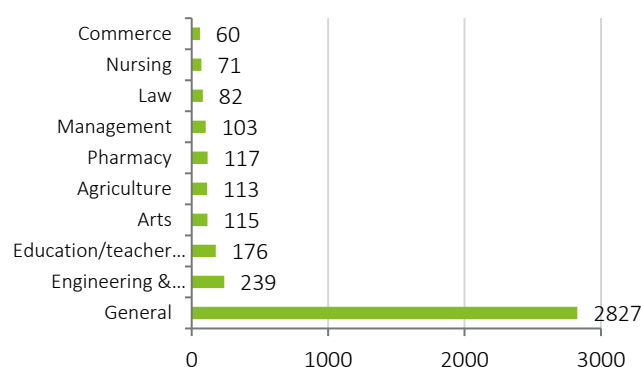
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
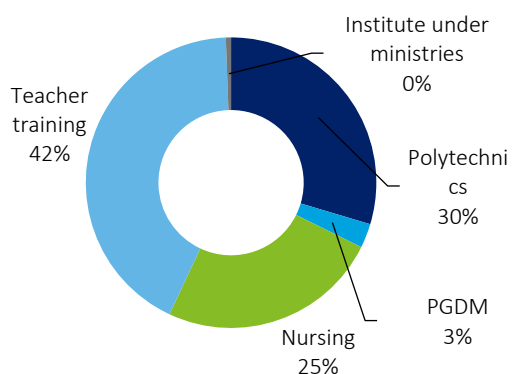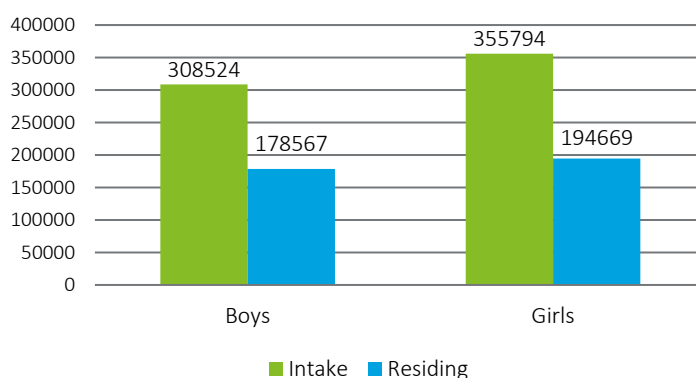
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	3873	1165	205550	1321255	6404	130061	5978	6470	1680756
Male	4923	1007	177933	1504130	8490	198942	6034	7053	1908512

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	662	403	73612	320618	3773	51420	4503	1074	456065
Male	951	408	67480	351396	4586	60614	5726	916	492077

GER

	All	SC	ST
Total	32.0	31.2	15.2
Male	33.5	31.9	17.4
Female	30.3	30.4	13.0
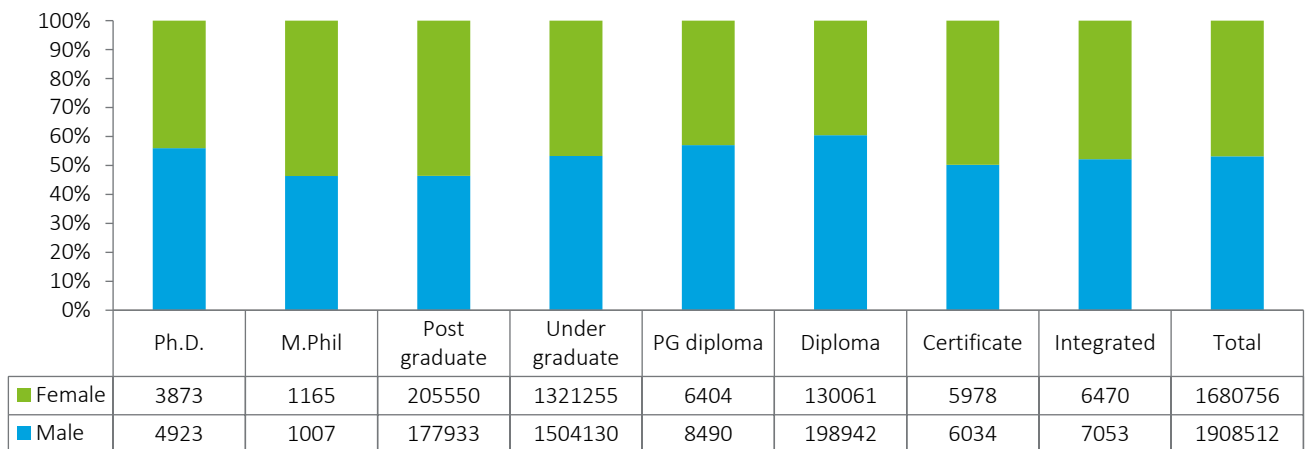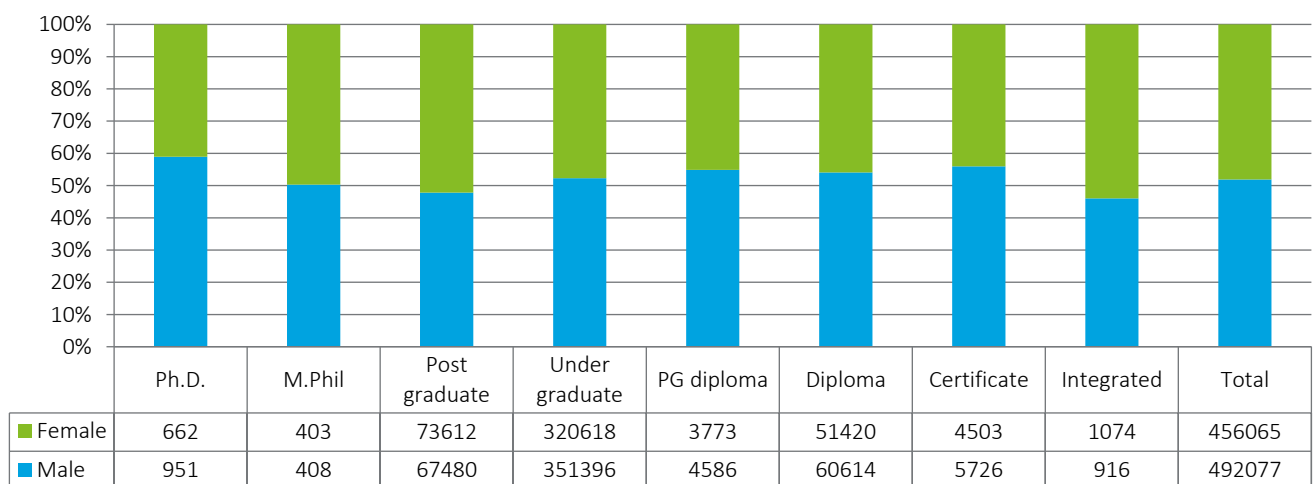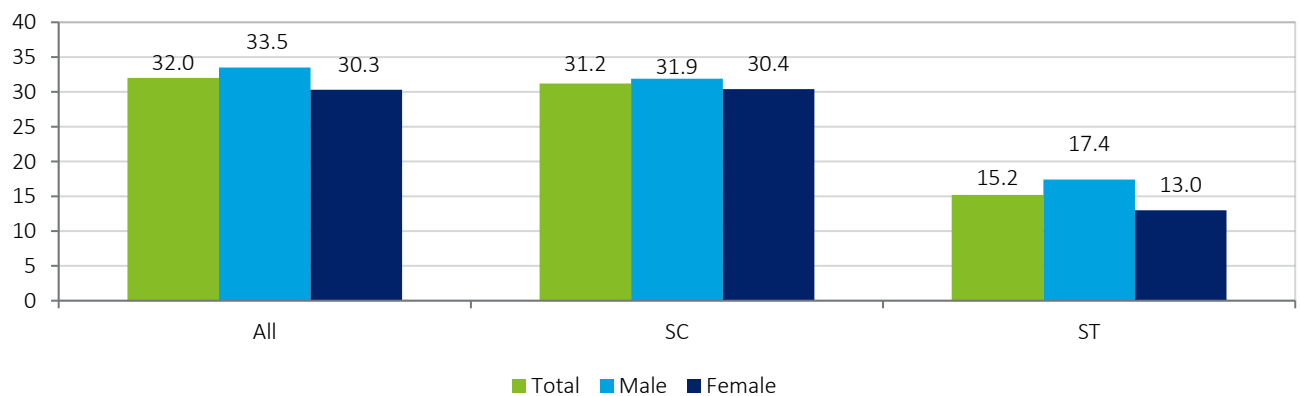
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff
Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

21. Manipur

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	28.6	14.4	14.2
Literacy rate[1]	79.2%	86.1%	70.3%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	2.9 (10.2%)	1.4 (9.9%)	1.5 (10.4%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.2%	0.2%	0.2%
Gross Enrollment Ratio[2]	33.7	33.6	33.8

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

Education infrastructure
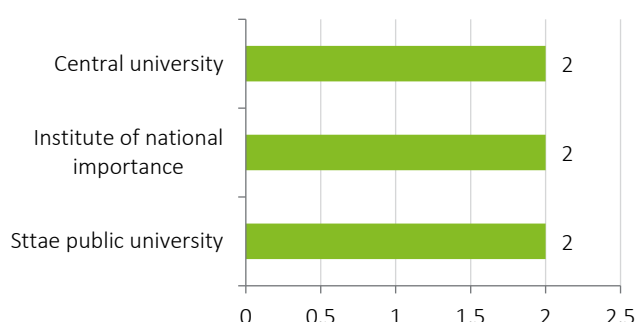
University by type

University by specialisation
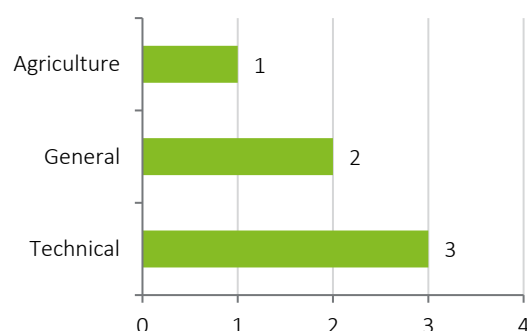
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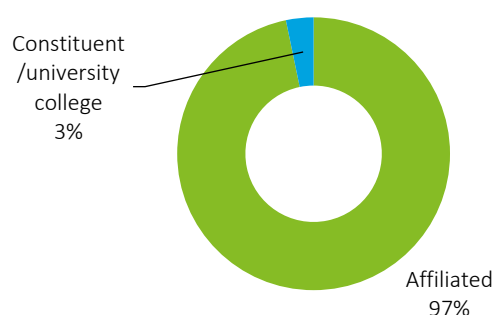
Colleges by specialisation
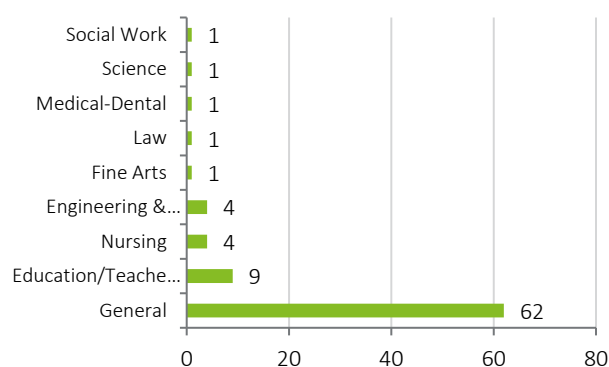
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
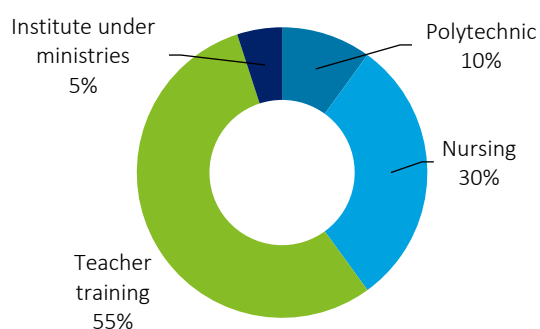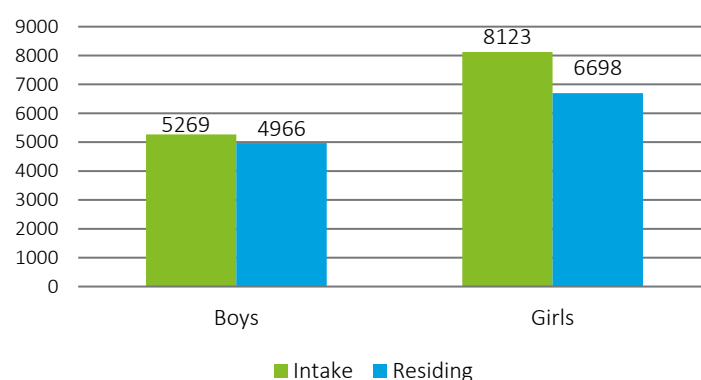
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Total
Female	487	10	2633	47938	77	1768	72	52985
Male	601	1	2433	46921	106	1261	46	51369

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Total
Female	18	2	758	10128	32	538	86	11562
Male	27	0	722	10210	60	341	48	11408

GER

	All			SC			ST		
Total	33.7			64.9			23.5		
Male	33.6			68.6			24.1		
Female	33.8			61.3			23.0		
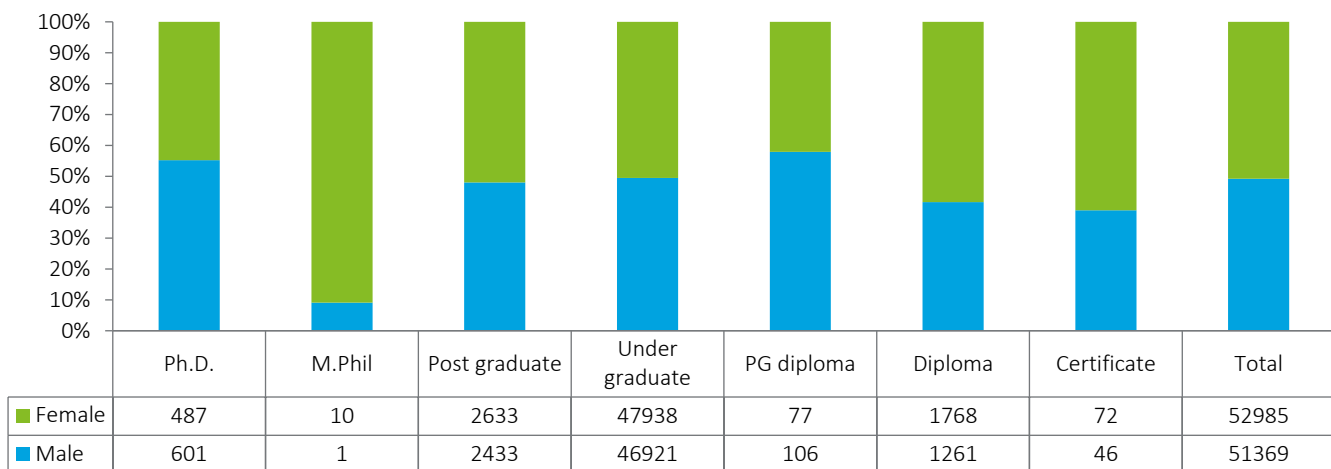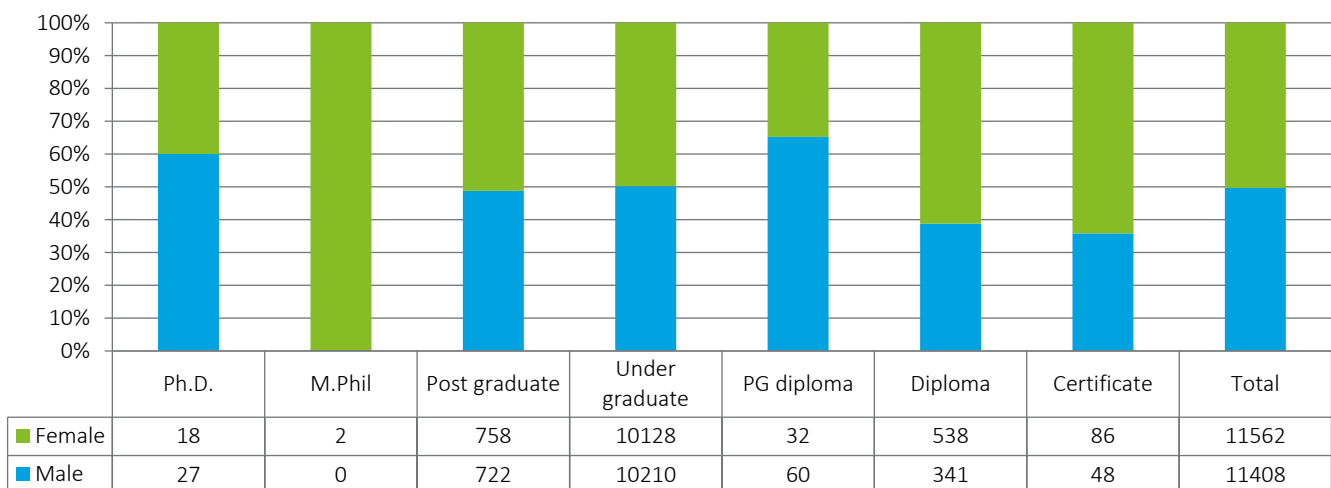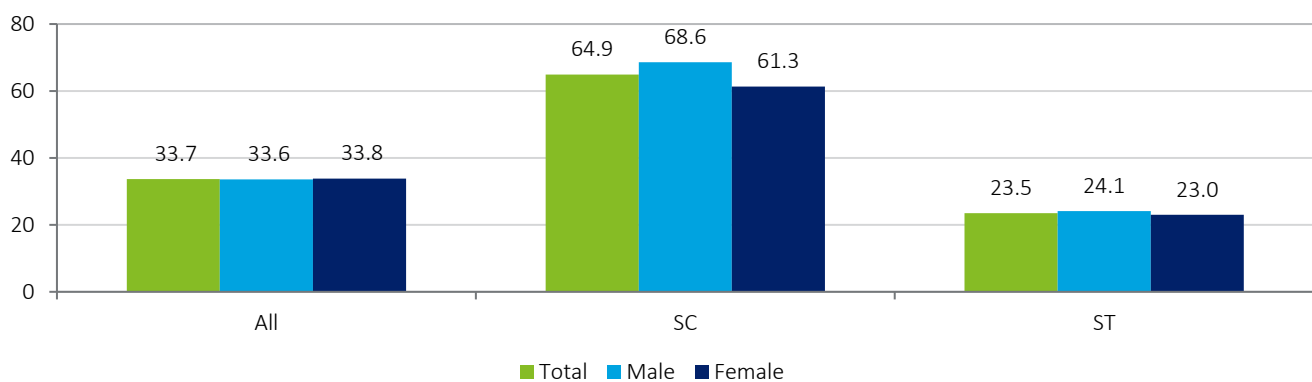
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

22. Meghalaya

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	29.7	14.9	14.8
Literacy rate[1]	74.4%	76.0%	72.9%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	3.4 (11.6%)	1.7 (11.4%)	1.7 (11.9%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.2%	0.2%	0.3%
Gross Enrollment Ratio[2]	25.8	23.8	27.7

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

Education infrastructure
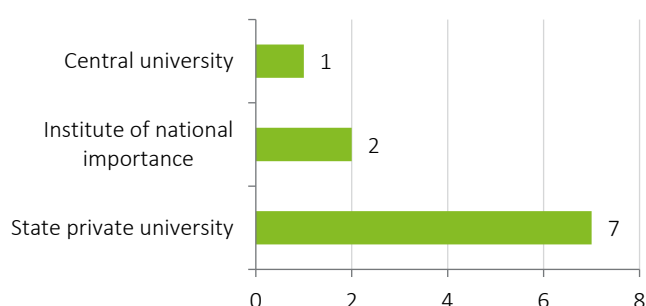
University by type

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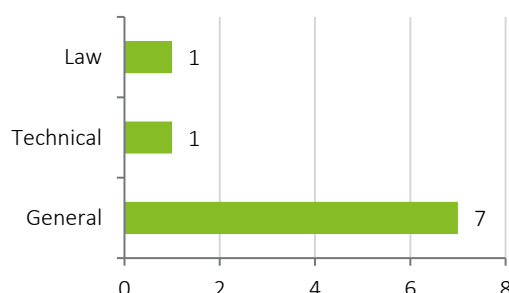
College by type
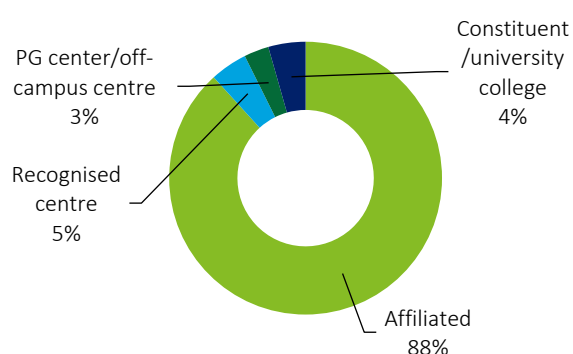
Colleges by specialisation
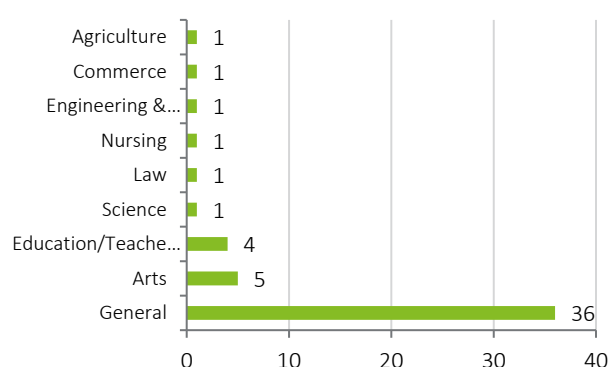
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
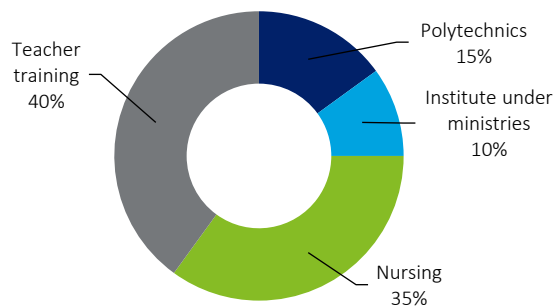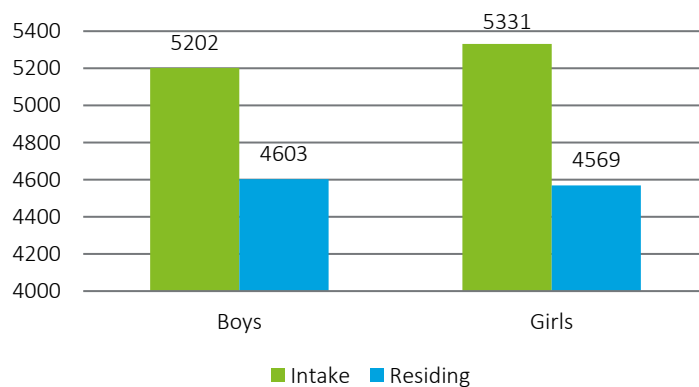
Teacher training 40%
Polytechnics 15%
Institute under ministries 10%
Nursing 35%

Hostel

- Boys: Intake 5202, Residing 4603
- Girls: Intake 5331, Residing 4569

■ Intake ■ Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Integrated	Total
Female	678	46	3772	36789	11	1719	42	43057
Male	475	29	2479	31975	26	1083	52	36119

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Total
Female	4	3	1280	6316	30	553	8186
Male	12	5	1113	5258	24	223	6635

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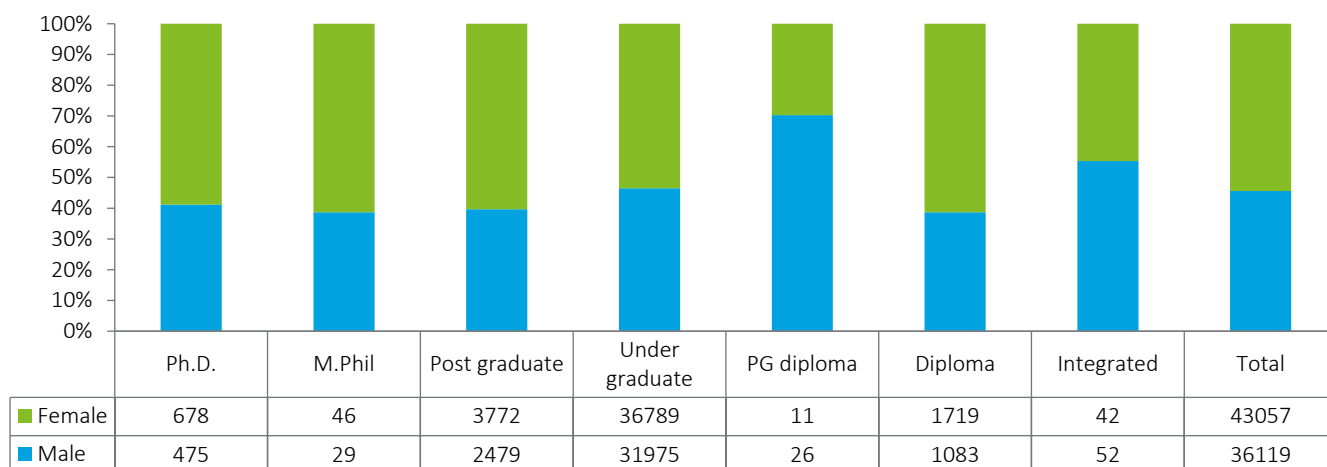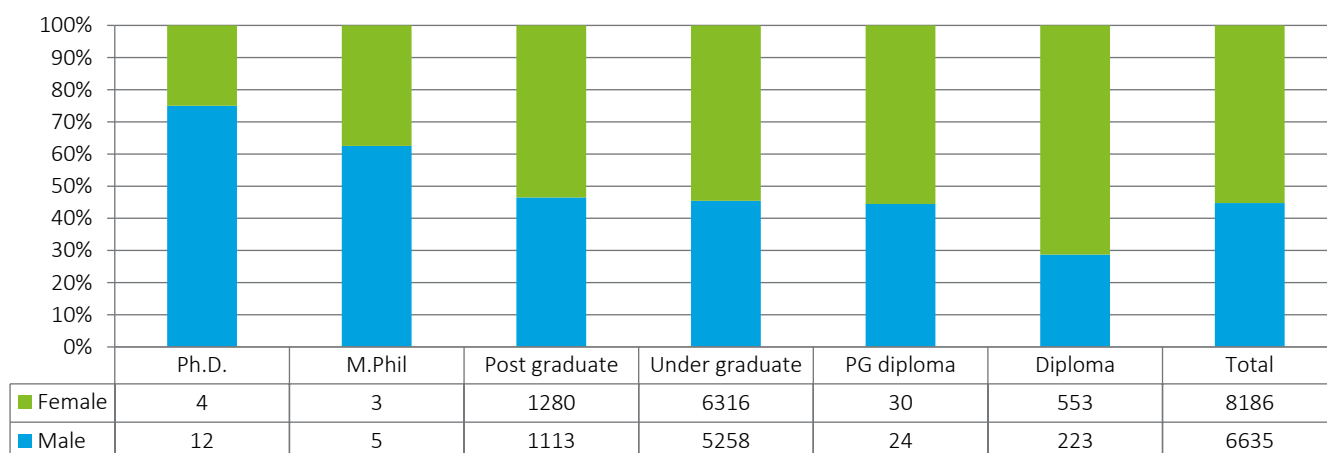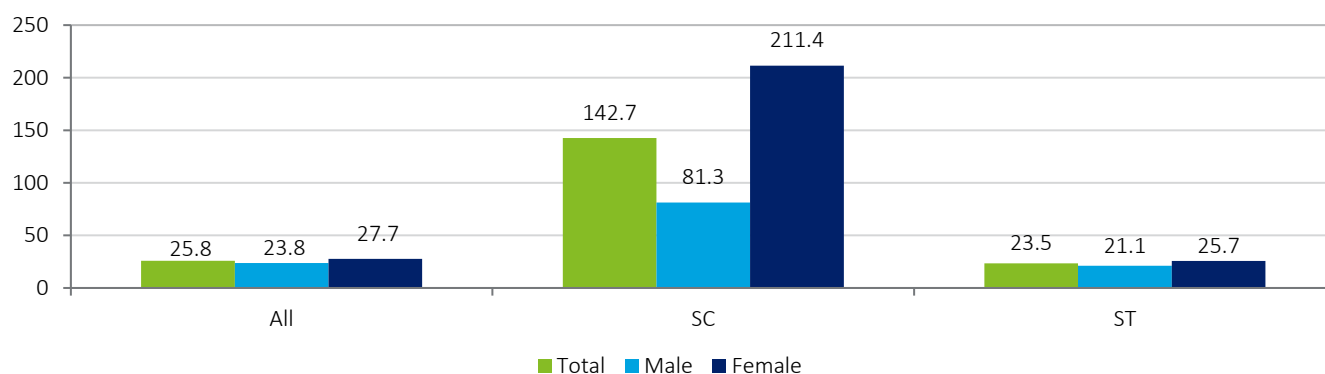
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

23. Mizoram

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	11.0	5.6	5.4
Literacy rate[1]	91.3%	93.4%	89.3%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	1.3 (11.9%)	0.6 (11.7%)	0.7 (12.1%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio[2]	25.7	26.5	24.8

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

Education infrastructure
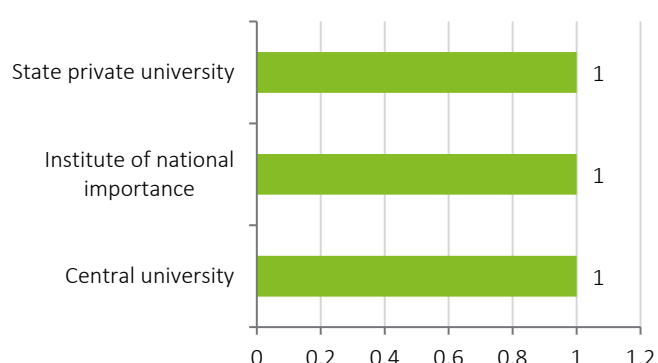
University by type

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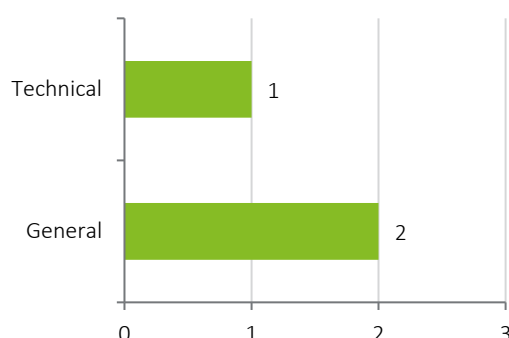
College by type
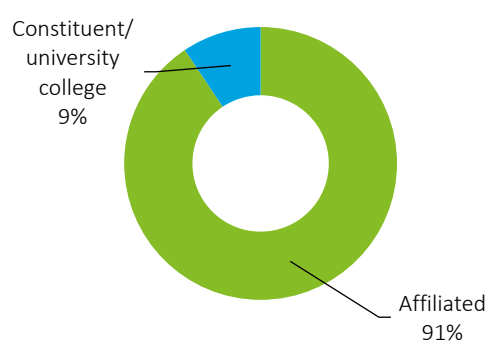
Colleges by specialisation
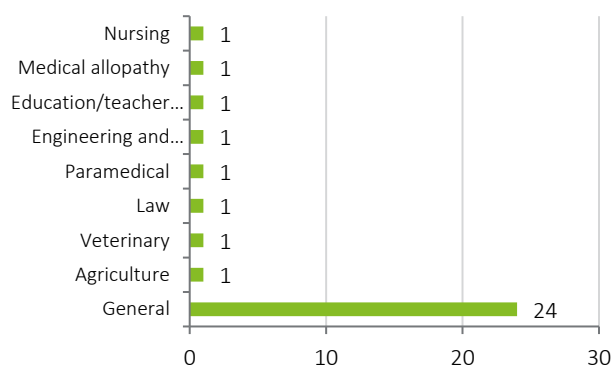
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
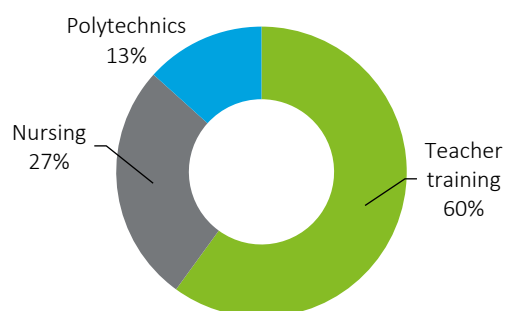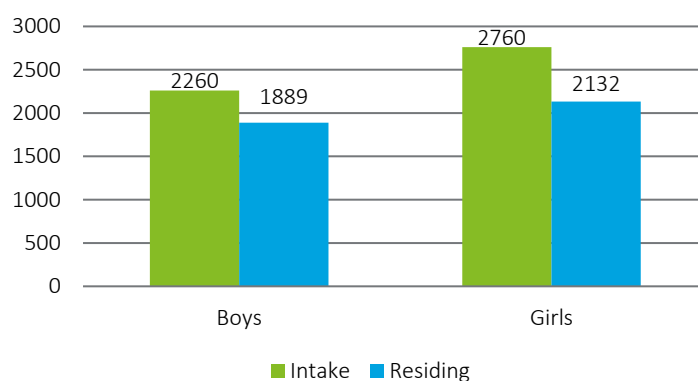
Polytechnics 13%

Nursing 27%

Teacher training 60%

Hostel

	Boys	Girls
Intake	2260	2760
Residing	1889	2132

■ Intake ■ Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	Diploma	Certificate	Integrated	Total
Female	368	112	1174	9069	1138	171	44	12076
Male	415	77	1217	10794	666	285	66	13520

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	Diploma	Certificate	Total
Female	34	32	490	1561	409	63	2589
Male	33	32	410	1412	340	108	2335

GER

	All	SC	ST
Total	25.7	132.5	25.9
Male	26.5	134.9	26.8
Female	24.8	128.3	25.0
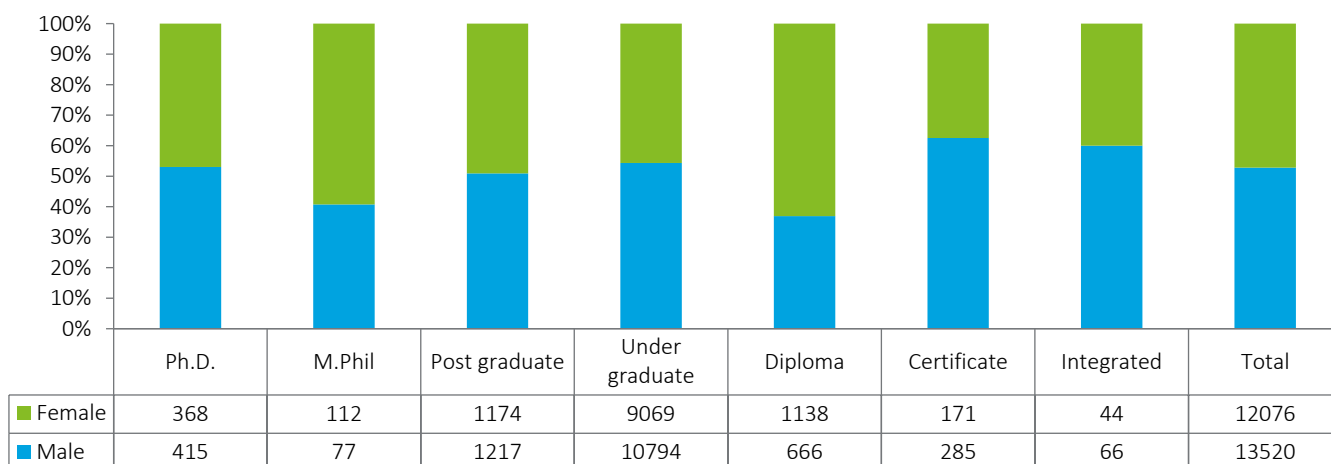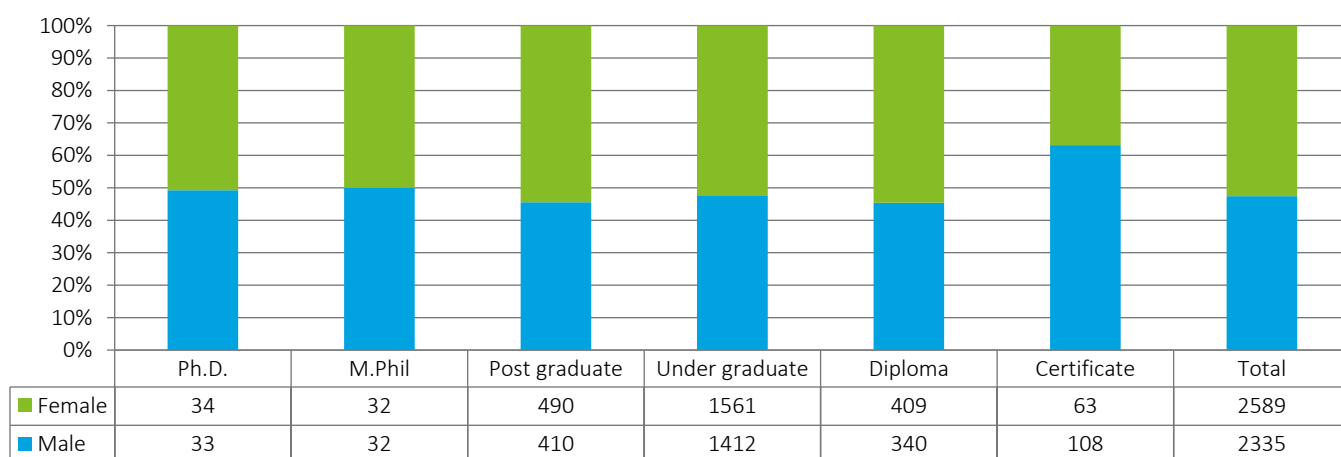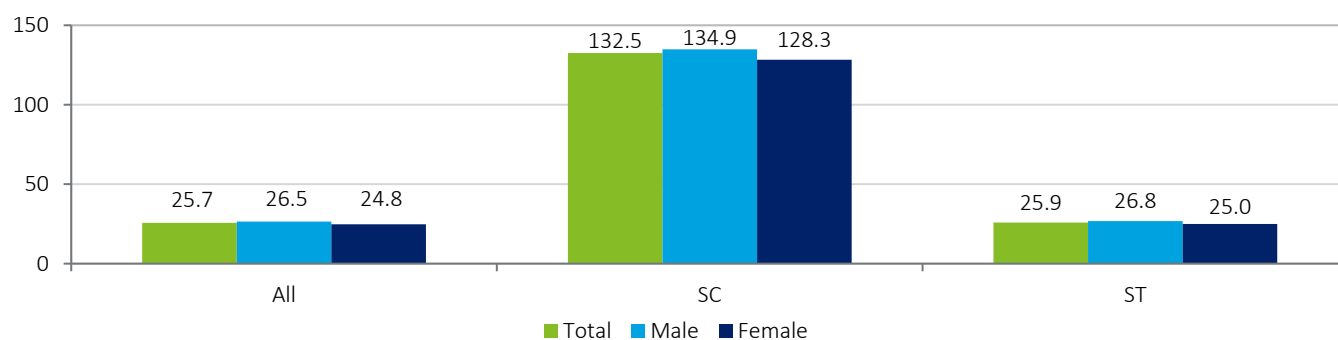
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

24. Nagaland

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	19.8	10.2	9.5
Literacy rate[1]	79.6%	82.8%	76.1%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	2.5 (12.5%)	1.3 (12.3%)	1.2 (12.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.2%	0.2%	0.2%
Gross Enrollment Ratio[2]	18.7	17.8	19.7

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

Education infrastructure
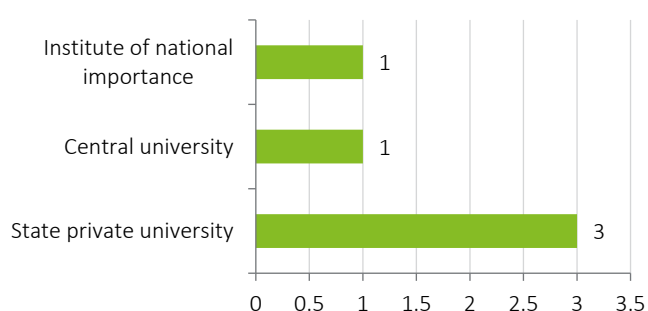
University by type

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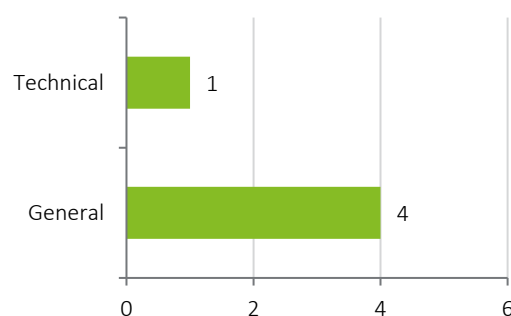
College by type
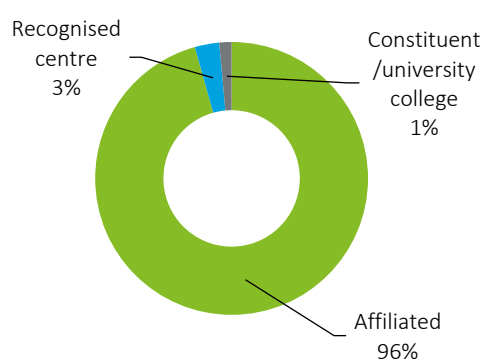
Colleges by specialisation
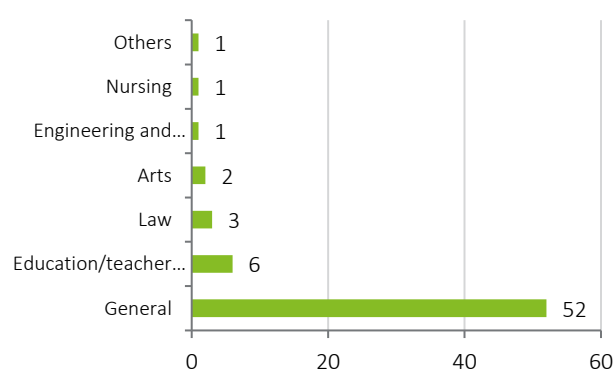
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
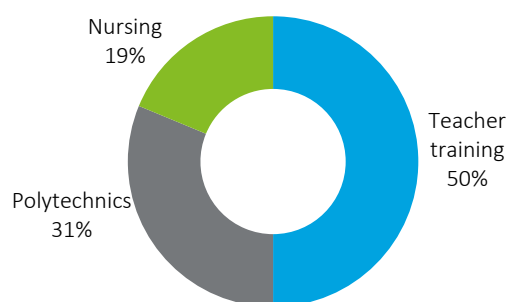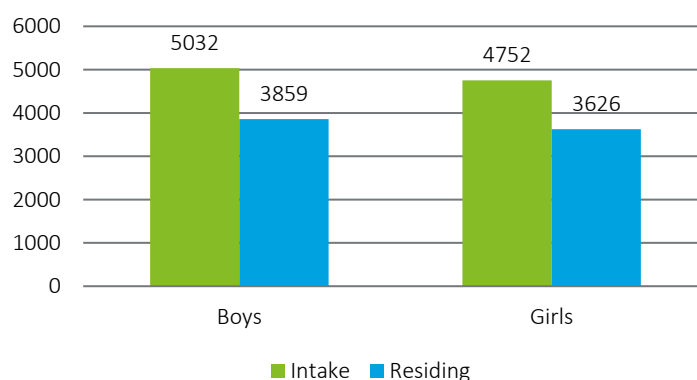
Nursing 19%
Teacher training 50%
Polytechnics 31%

Hostel

	Boys	Girls
Intake	5032	4752
Residing	3859	3626

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	257	12	1996	17857	67	769	59	0	21017
Male	235	6	1299	16205	21	914	69	15	18764

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Total
Female	27	697	3522	29	461	25	4761
Male	16	725	3002	5	311	28	4087

GER

All: Total 18.7, Male 17.8, Female 19.7
ST: Total 19.0, Male 17.7, Female 20.2

Legend: Total, Male, Female
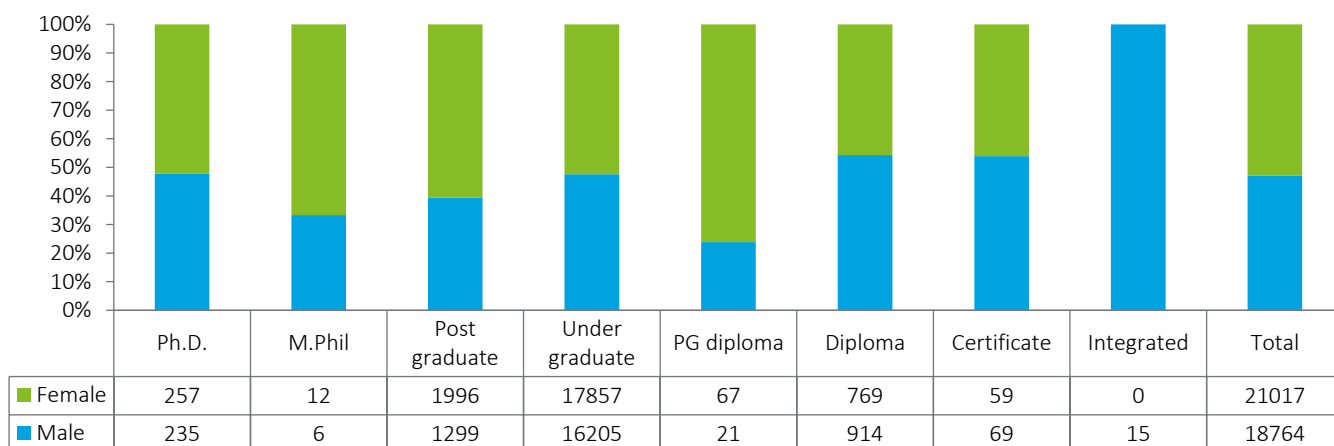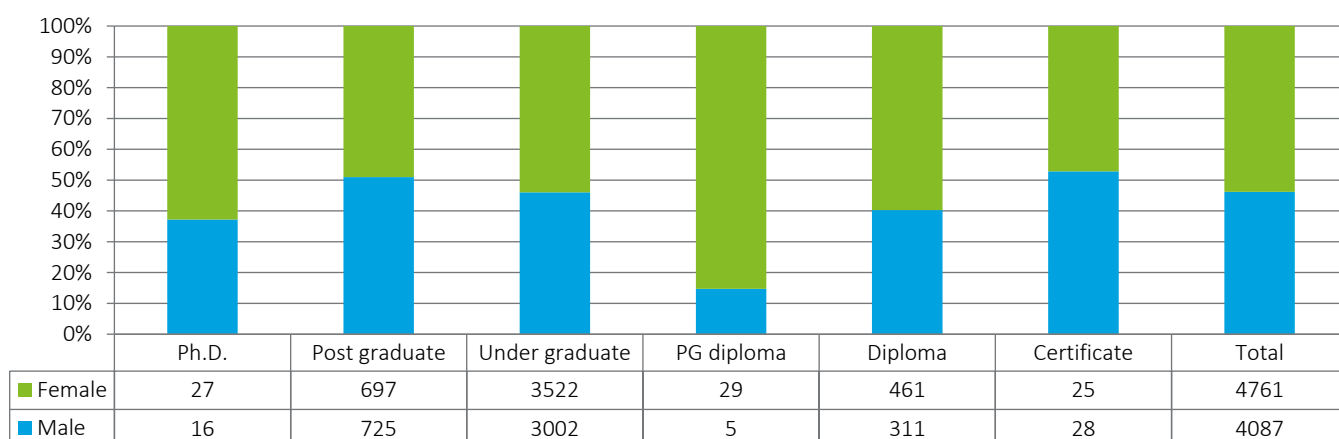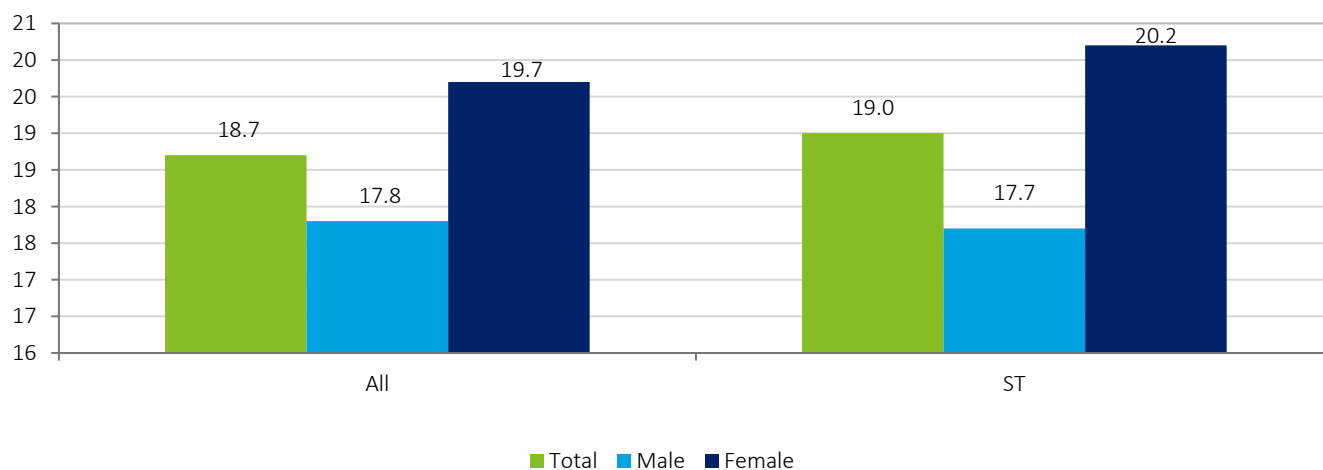
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

25. Odisha

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	419.7	212.1	207.6
Literacy rate[1]	72.9%	81.6%	64.0%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	46.6 (11.1%)	23.2 (10.9%)	23.3 (11.2%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	3.3%	3.2%	3.4%
Gross Enrollment Ratio[2]	22.1	24.2	20.0

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

Education infrastructure
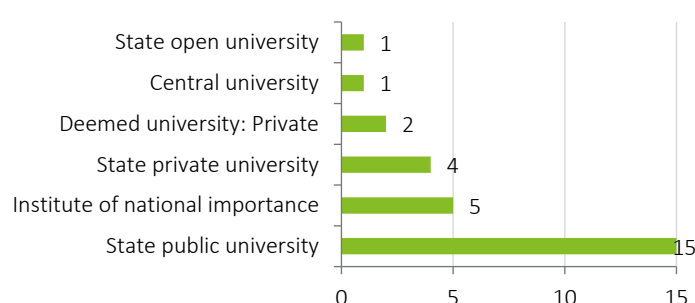
University by type

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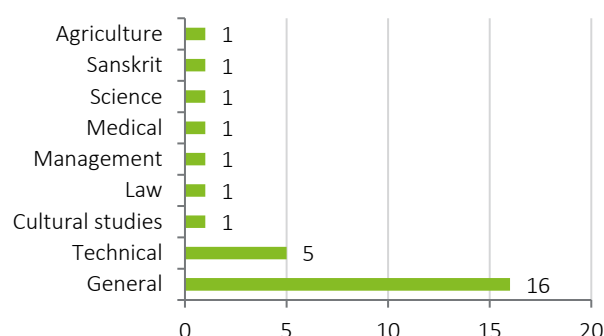
College by type
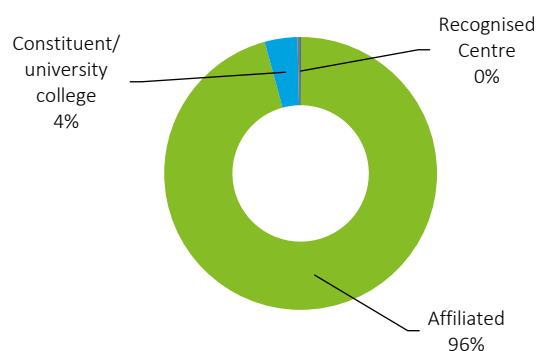
Colleges by specialisation
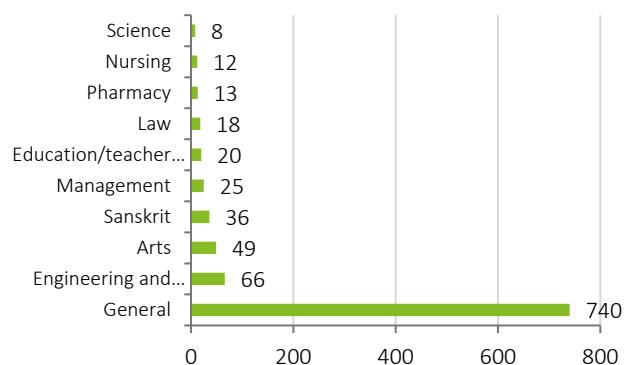
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
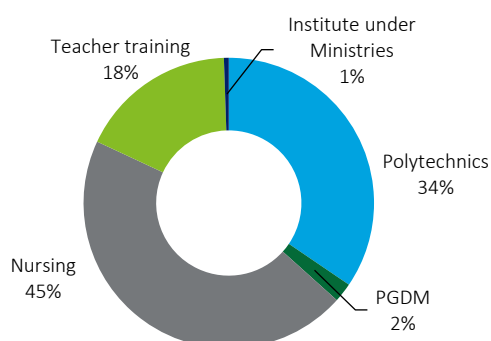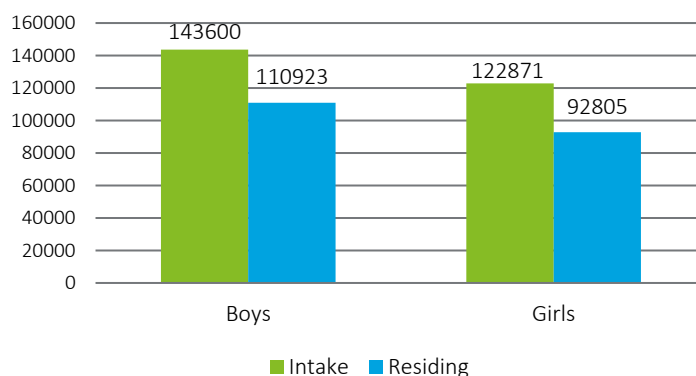
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	1670	638	30870	357910	367	32225	5775	3945	433400
Male	2052	523	31016	394120	556	93290	4284	3805	529646

Out-turn at various levels

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	509	626	9614	85660	321	9759	2396	504	109389
Male	670	307	11100	86132	753	19075	1698	584	120319

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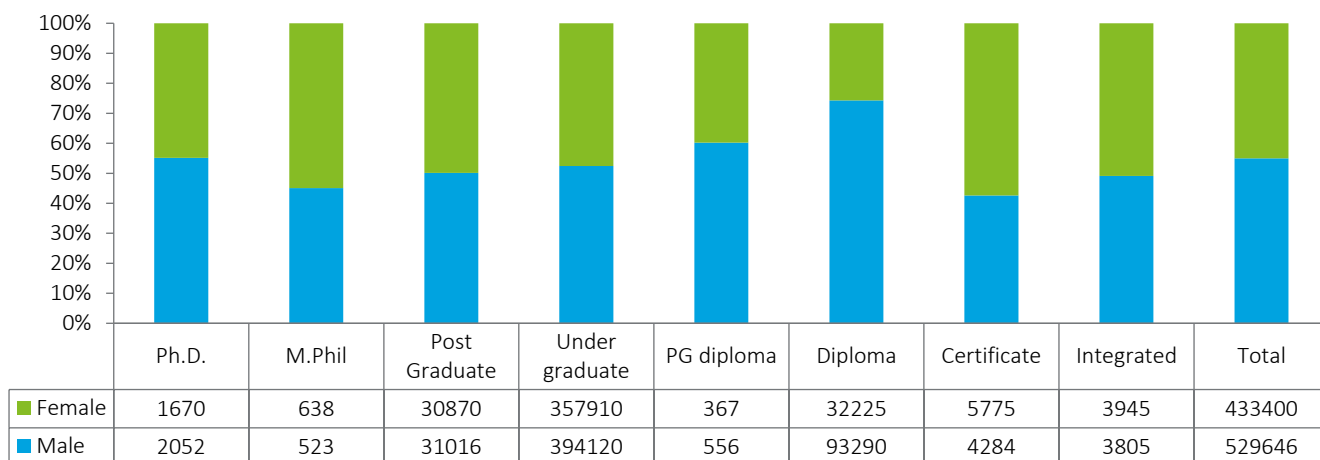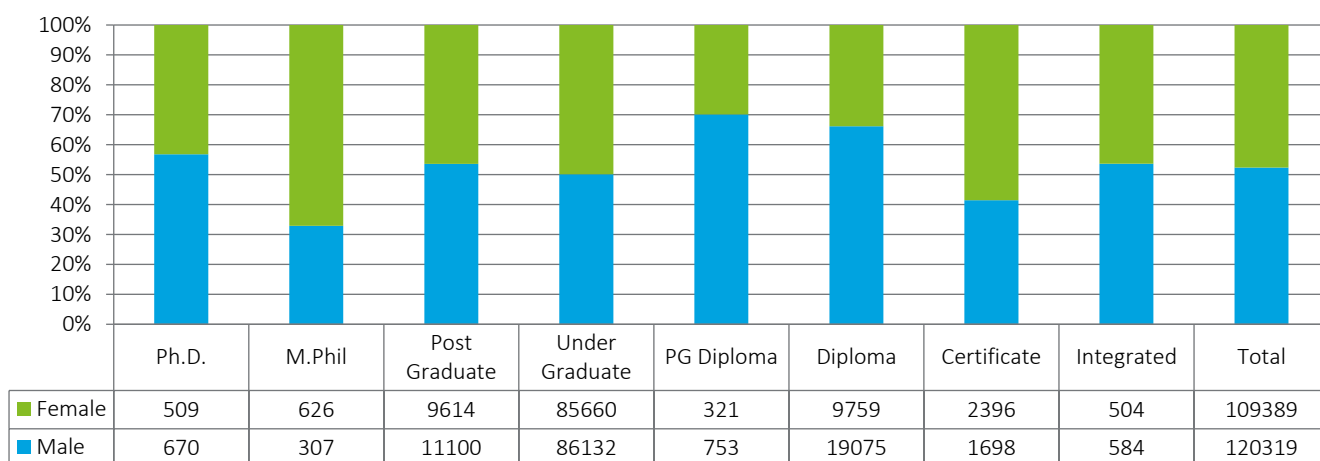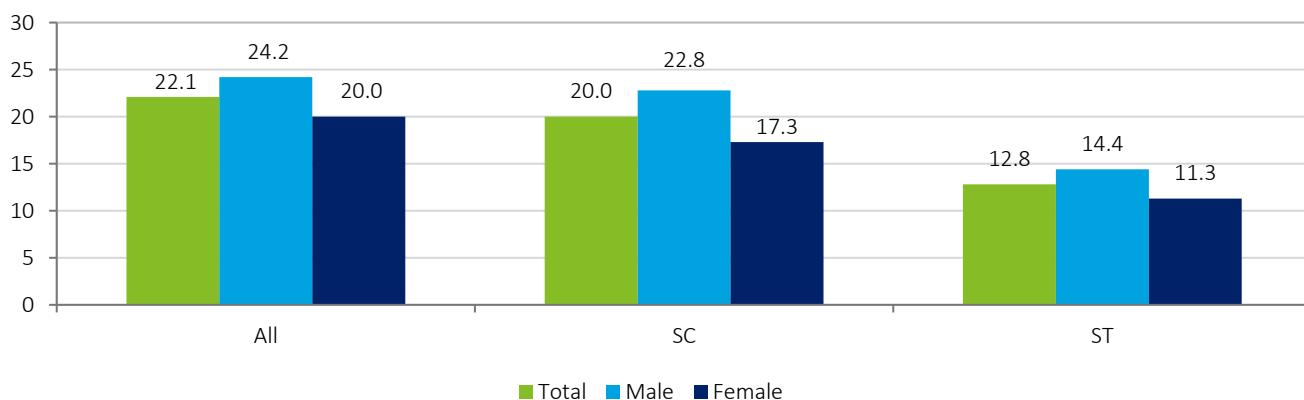
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

26. Puducherry

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	12.5	6.1	6.4
Literacy rate[1]	85.9%	91.3%	79.9%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	1.5 (12.1%)	0.8 (12.6%)	0.7 (11.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio[2]	46.4	41.7	51.6

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

Education infrastructure
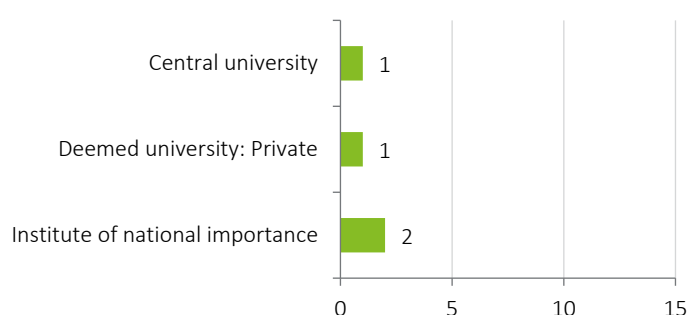
University by type

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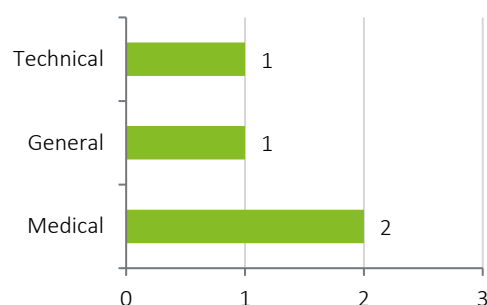
College by type
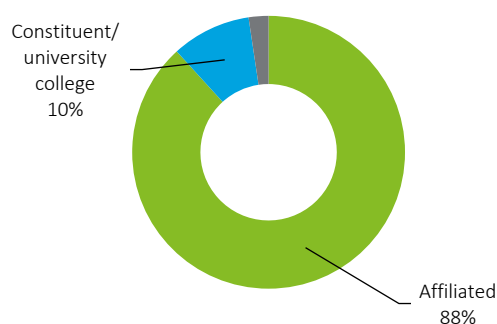
Colleges by specialisation
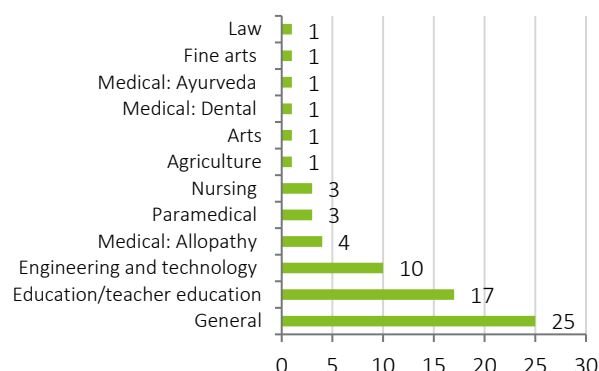
College and institution indicators

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

College indicators

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

Management of colleges

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

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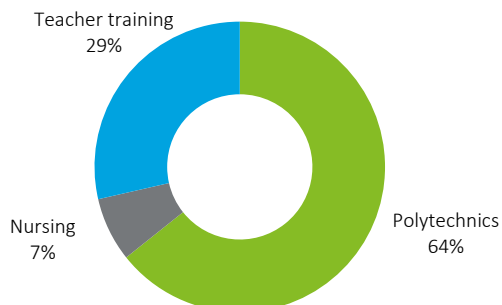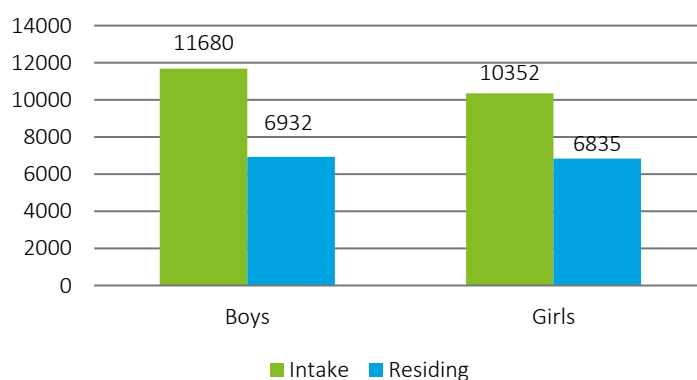
Teacher training 29%
Nursing 7%
Polytechnics 64%

Hostel

Boys: Intake 11680, Residing 6932
Girls: Intake 10352, Residing 6835

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	292	54	4928	28067	71	1239	6	458	35115
Male	510	12	3788	23585	97	2803	7	505	31307

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	27	44	1963	5848	39	290	5	61	8277
Male	79	6	3719	3466	82	552	15	71	7990

GER

All: Total 46.4, Male 41.7, Female 51.6

SC: Total 35.1, Male 32.5, Female 38.0

Legend: Total, Male, Female
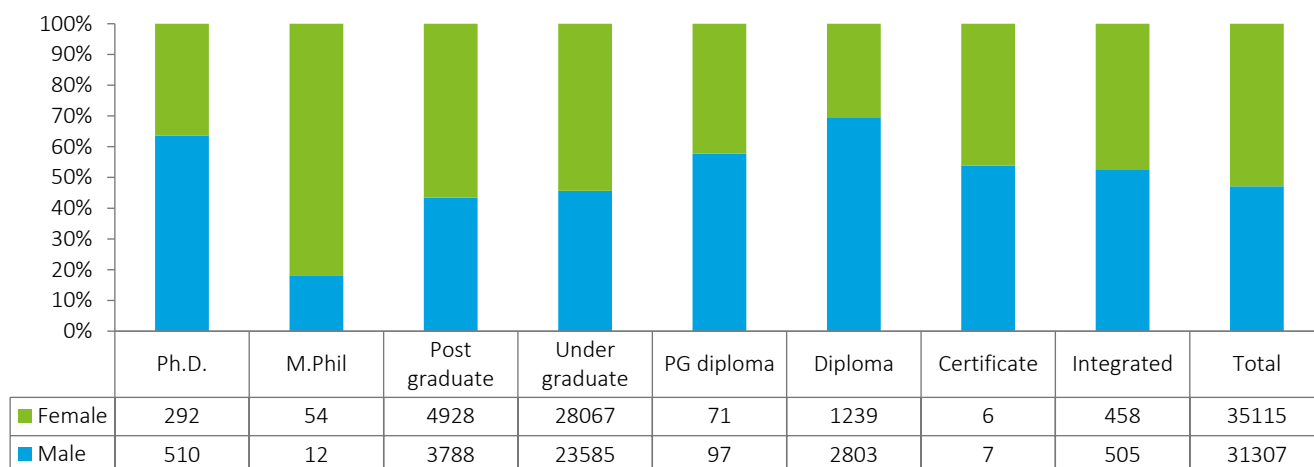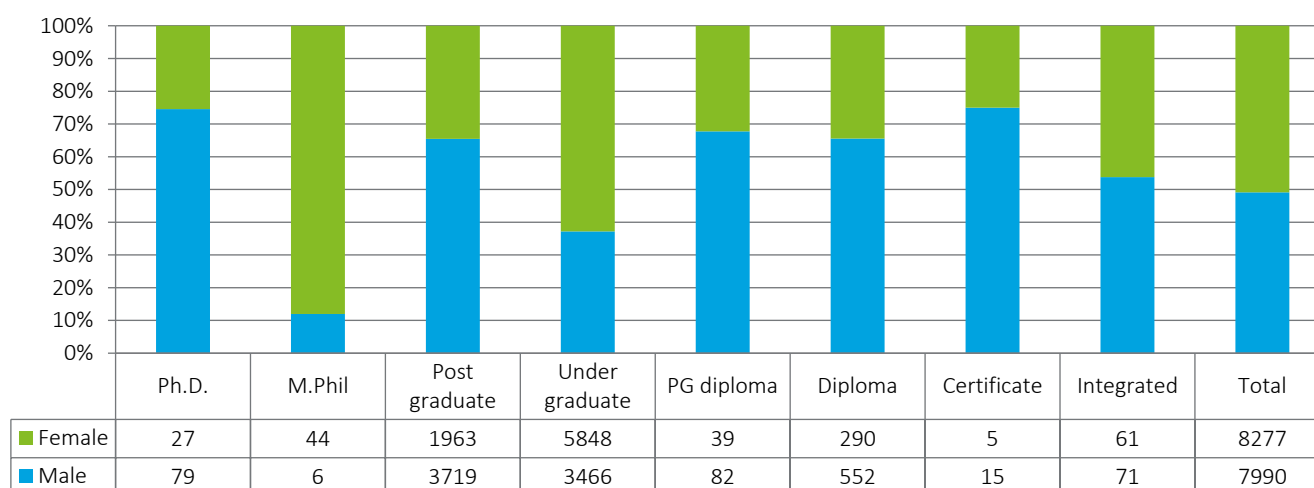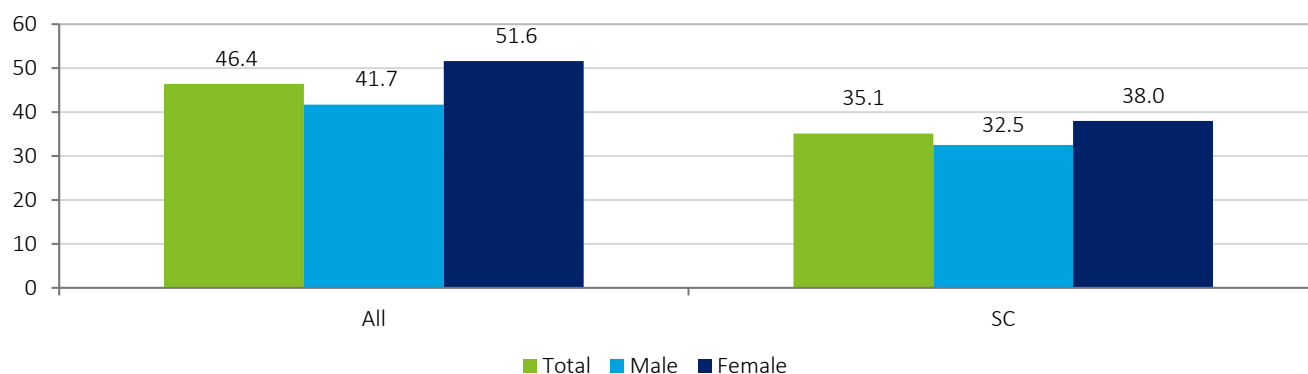
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

27. Punjab

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	277.4	146.4	131
Literacy rate[1]	75.8%	80.4%	70.7%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	32.5 (11.7%)	17.7 (12.1%)	14.8 (11.3%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.3%	2.4%	2.2%
Gross Enrollment Ratio[2]	29.5	25.5	34.3

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

Education infrastructure
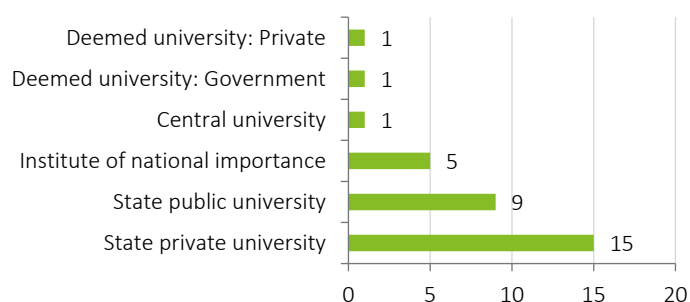
University by type

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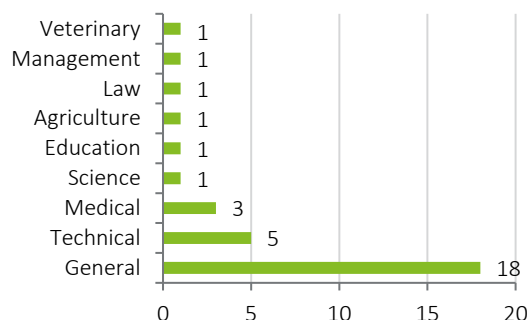
College by type
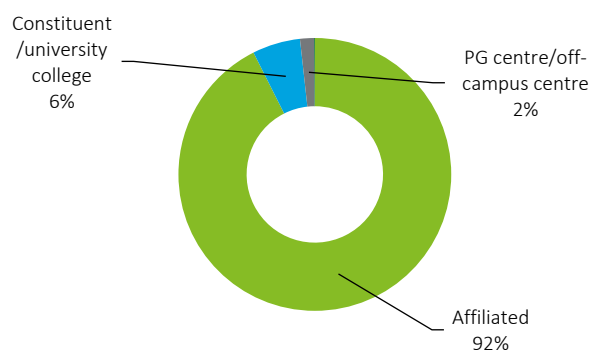
Colleges by specialisation
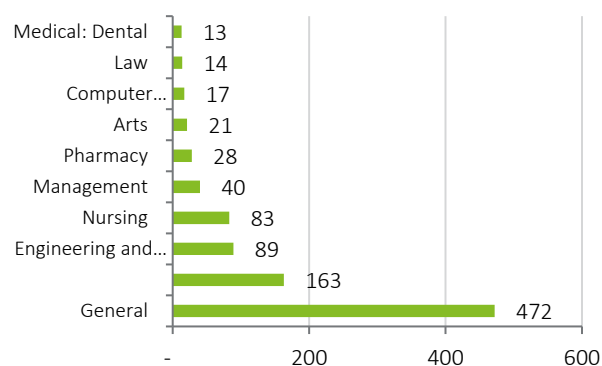
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
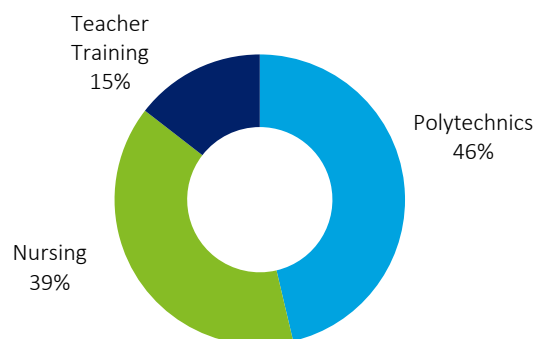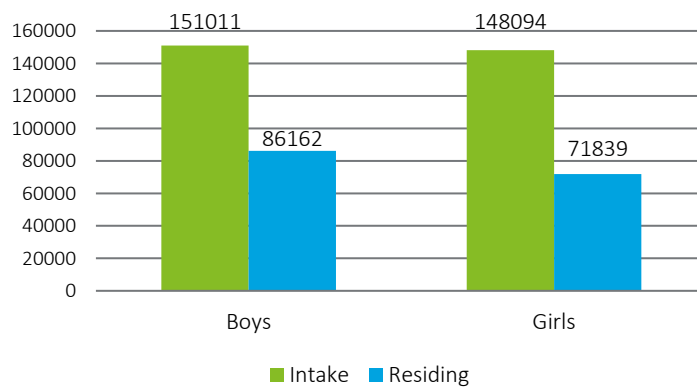
Teacher Training 15%
Polytechnics 46%
Nursing 39%

Hostel

	Boys	Girls
Intake	151011	148094
Residing	86162	71839

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	4713	367	61071	351837	3478	37704	986	5603	465759
Male	4382	369	30100	304502	2383	64683	577	6354	413350

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	762	121	32172	94379	2921	14515	463	485	145818
Male	639	85	13893	56515	1391	16192	196	465	89376

GER

All: Total 29.5, Male 25.5, Female 34.3
SC: Total 21.1, Male 17.8, Female 25.2
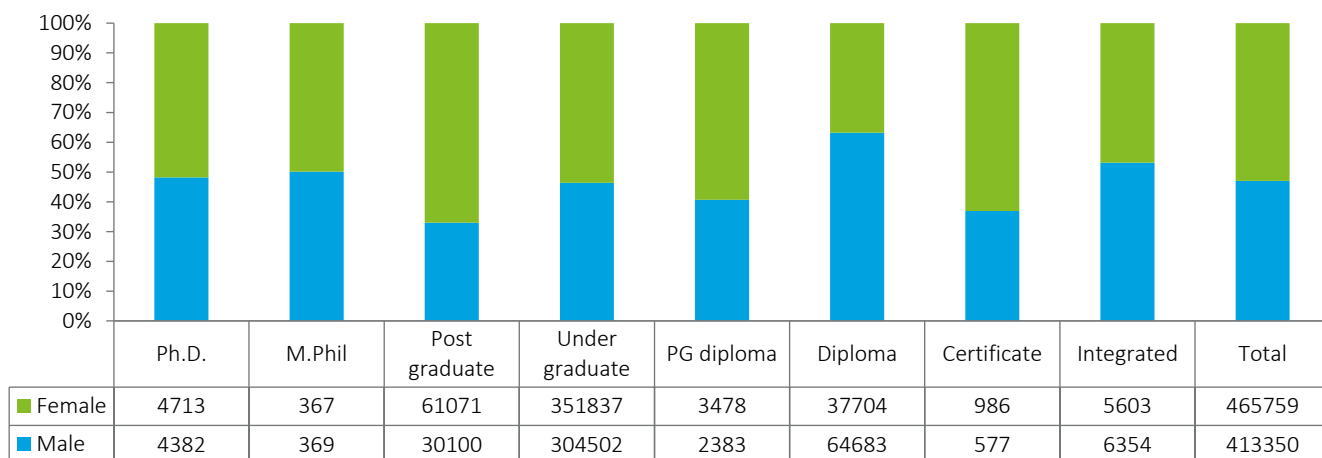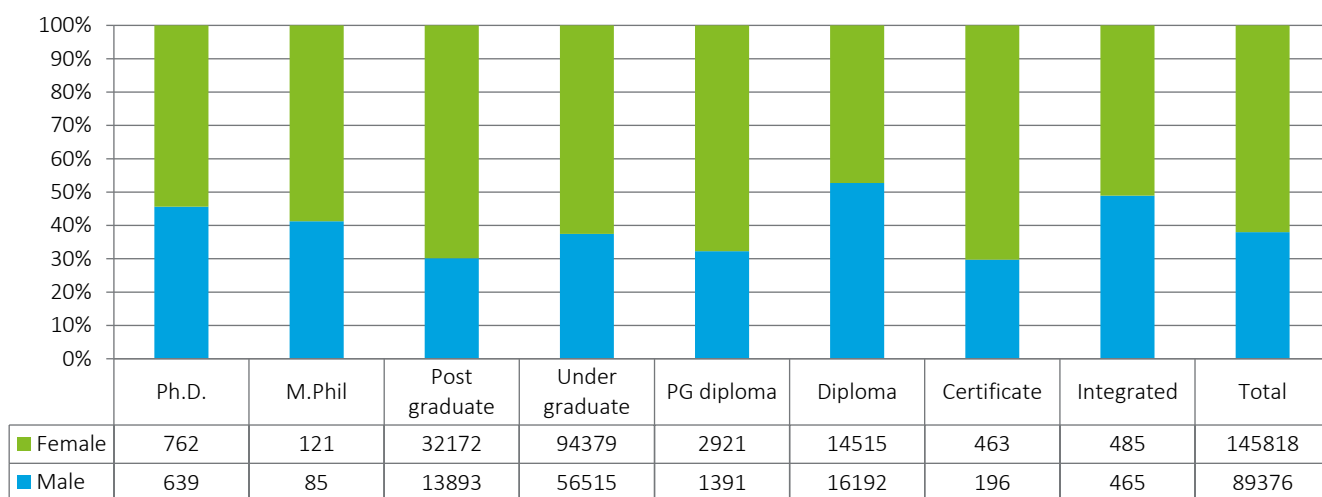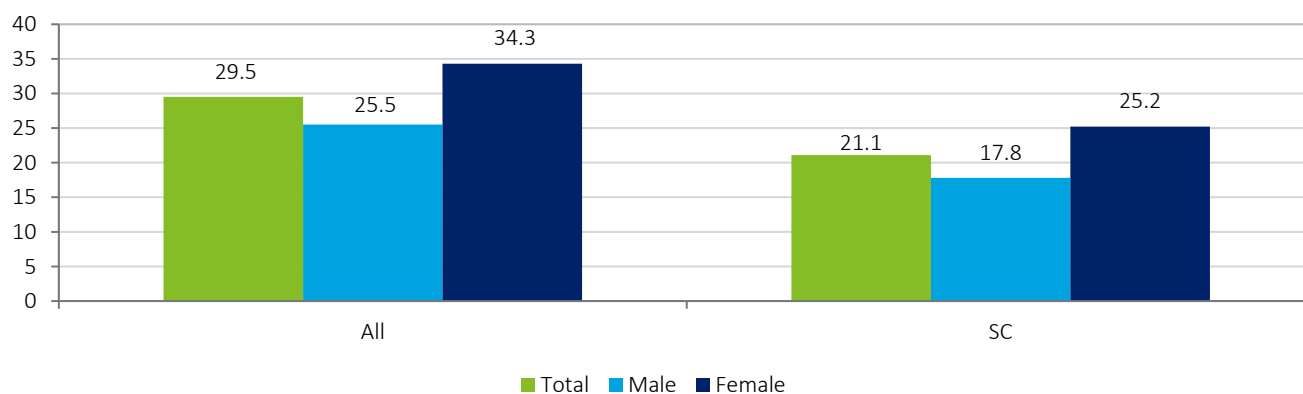
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

28. Rajasthan

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	685.5	355.5	330.0
Literacy rate[1]	66.1%	79.2%	52.1%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	87.1 (12.7%)	45.5 (12.8%)	41.6 (12.6%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	6.2%	6.2%	6.1%
Gross Enrollment Ratio[2]	23.0	23.1	23.0

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

Education infrastructure

University by type

State Open University	1
Central university	1
Institute of national importance	5
Deemed university: Private	8
State public university	23
State private university	45

University by specialisation

Veterinary	1
Sanskrit	1
Management	1
Law	1
Education	1
Agriculture	4
Technical	8
Medical	8
General	51

College by type

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

Colleges by specialisation

Sanskrit	22
Pharmacy	40
Law	40
Engineering and...	68
Arts	109
Nursing	119
	328
General	2,046
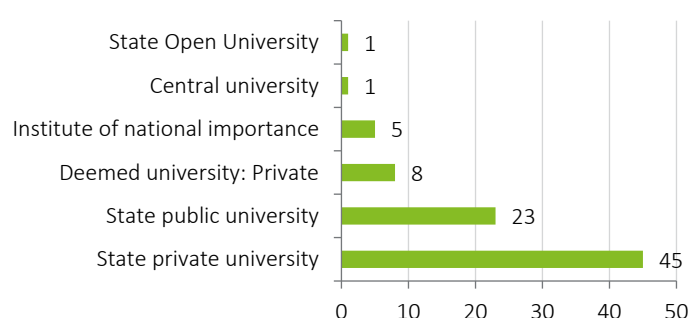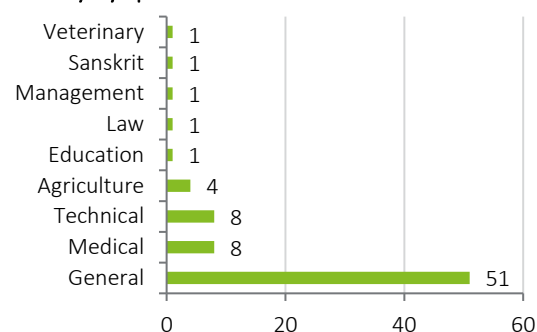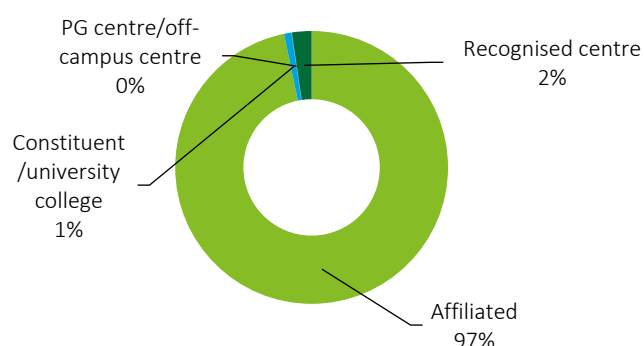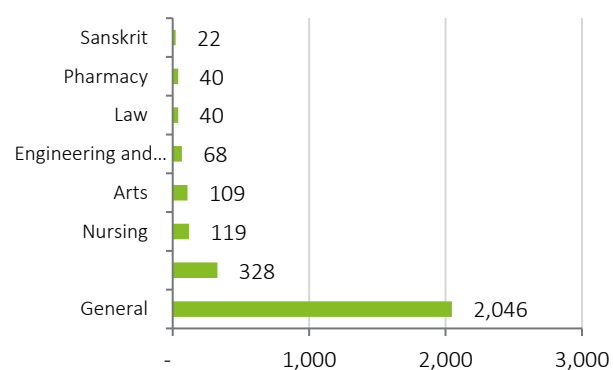
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
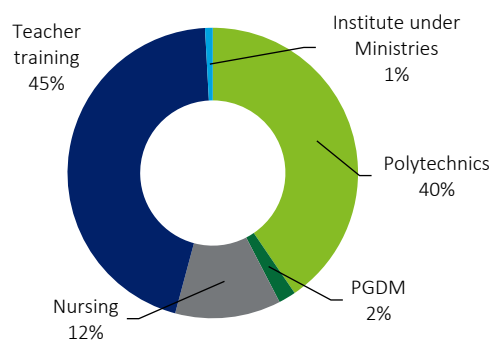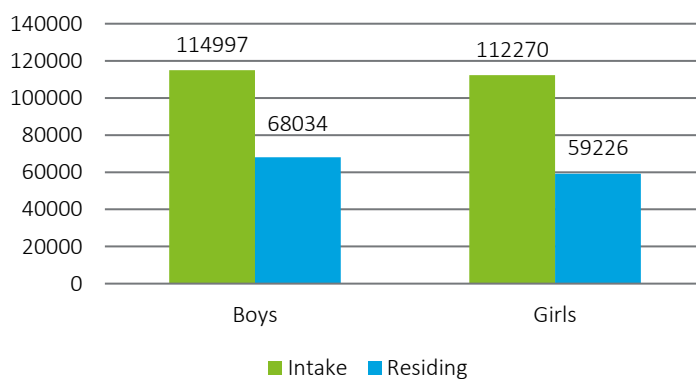
Teacher training 45%
Institute under Ministries 1%
Polytechnics 40%
PGDM 2%
Nursing 12%

Hostel

Boys: Intake 114997, Residing 68034
Girls: Intake 112270, Residing 59226

■ Intake ■ Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	5145	160	88245	819343	2233	21307	4632	12310	953375
Male	5296	116	55450	834092	2689	73456	3401	16104	990604

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	1015	125	54240	260509	2439	8722	3880	1666	332596
Male	898	93	50146	228045	4921	20410	3223	1956	309692

GER

	Total	Male	Female
All	23.0	23.1	23.0
SC	20.0	20.6	19.2
ST	21.3	22.1	20.4
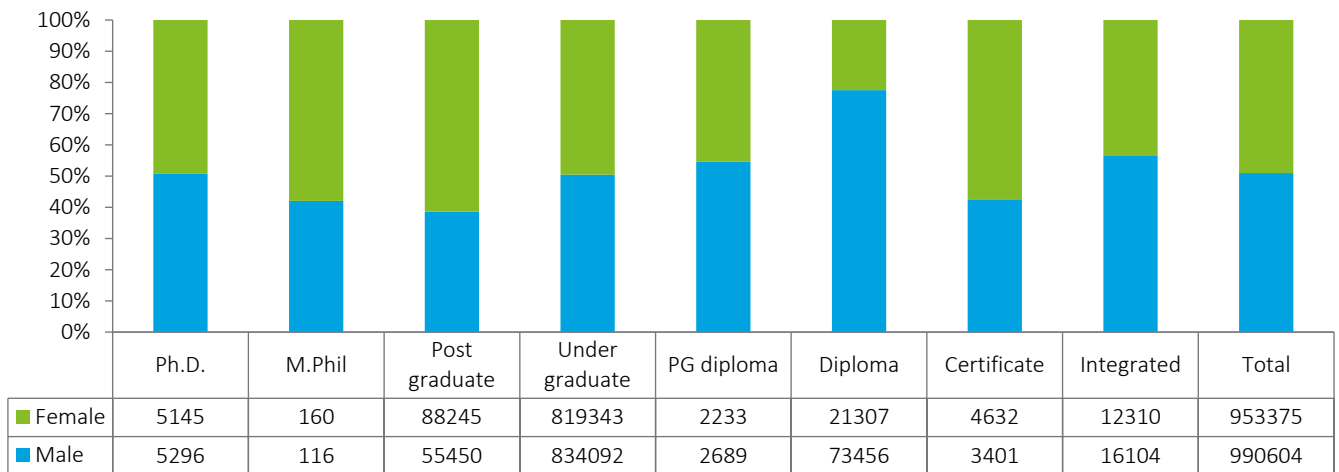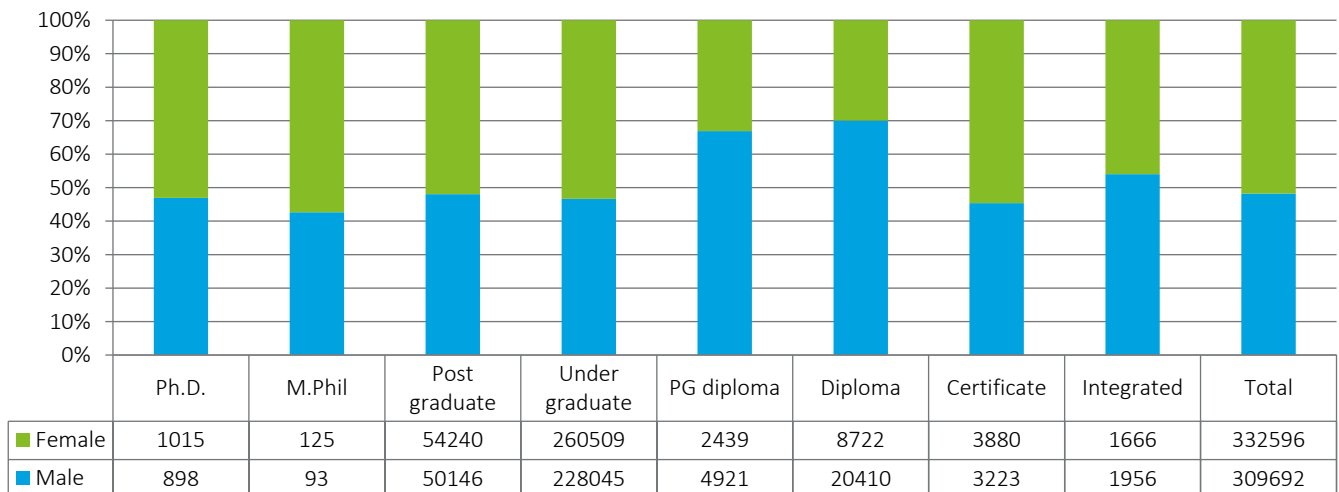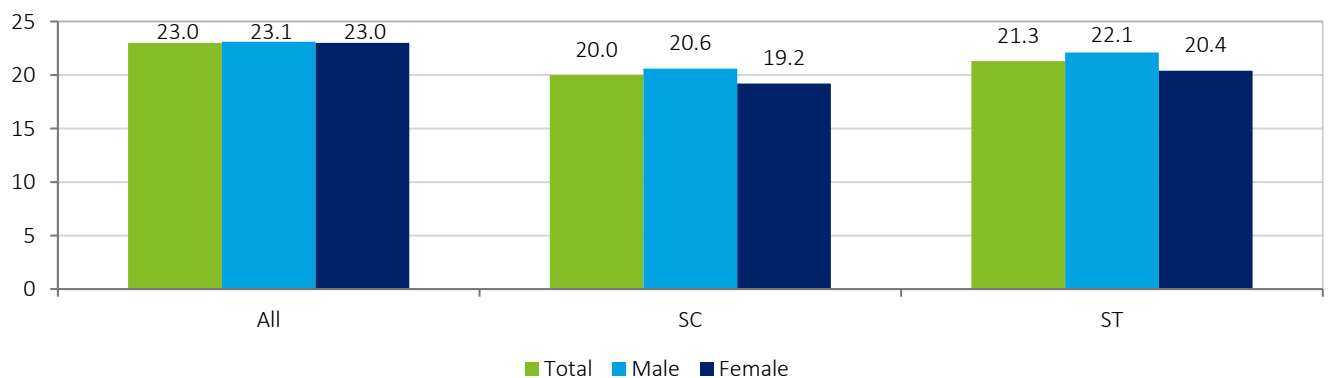
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

29. Sikkim

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	6.1%	3.2%	2.9%
Literacy rate[1]	81.4%	86.6%	75.6%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	0.8 (12.9%)	0.4 (12.6%)	0.4 (13.2%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio[2]	53.9	54.0	53.9

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

Education infrastructure
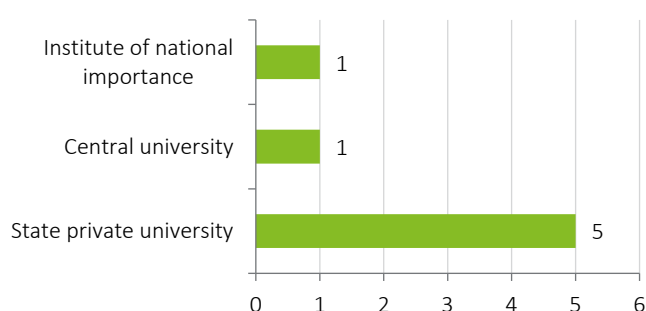
University by type

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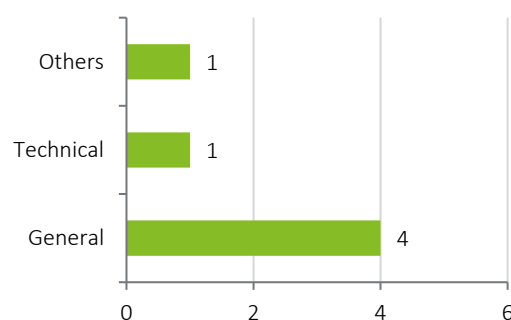
College by type
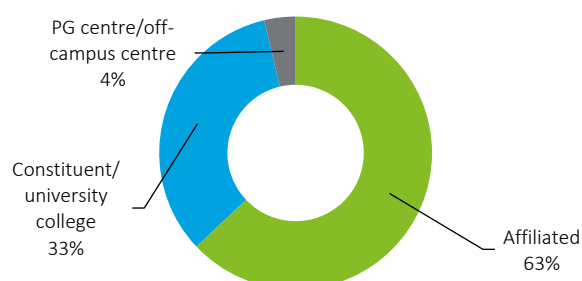
Colleges by specialisation
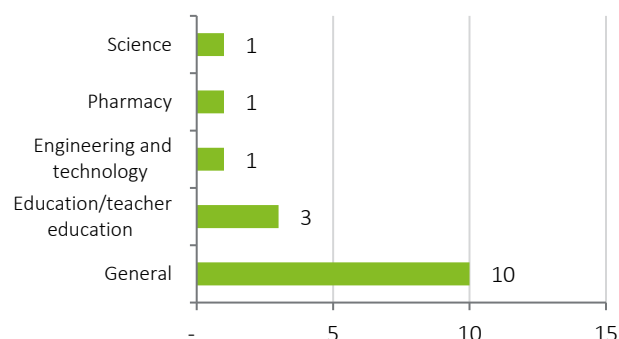
College and institution indicators

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

College indicators

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

Management of colleges

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

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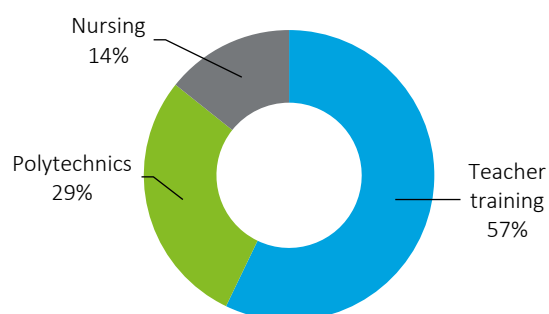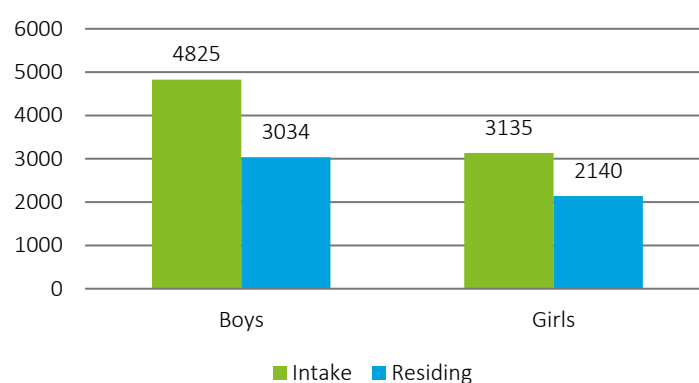
Nursing 14%
Polytechnics 29%
Teacher training 57%

Hostel

Boys — Intake 4825, Residing 3034
Girls — Intake 3135, Residing 2140

■ Intake ■ Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	Diploma	Certificate	Integrated	Total
■ Female	188	42	1264	9367	1024	10	185	12080
■ Male	211	37	1061	8156	1016	37	110	10628

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	Diploma	Certificate	Integrated	Total
■ Female	1	1373	2196	320	8	25	3923
■ Male	2	1419	2095	203	36	22	3777

GER

(GER bar chart)

	All	SC	ST
Total	53.9	36.5	34.4
Male	54.0	40.7	27.3
Female	53.9	32.6	41.3

■ Total ■ Male ■ Female
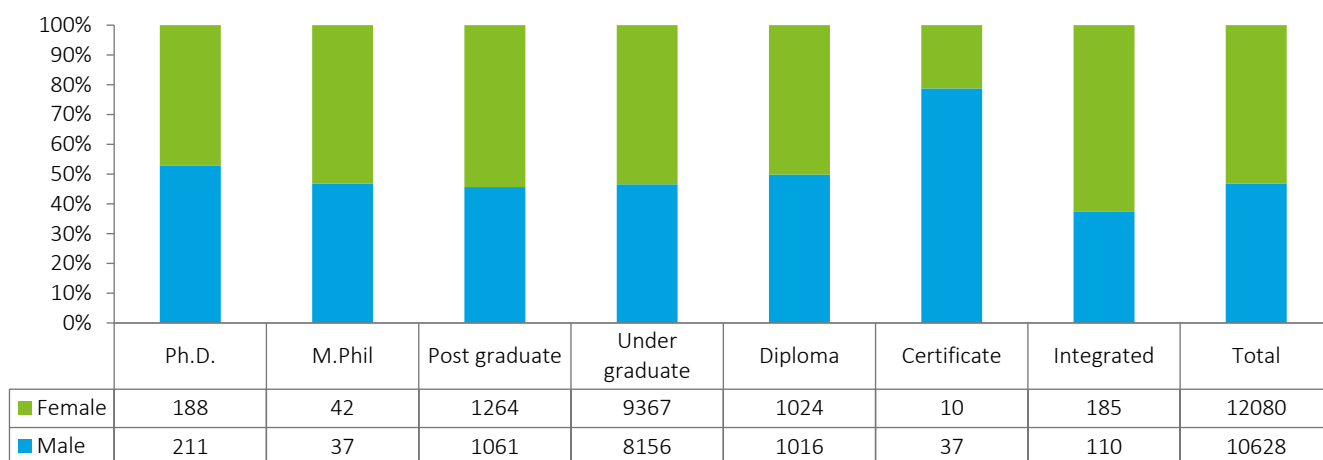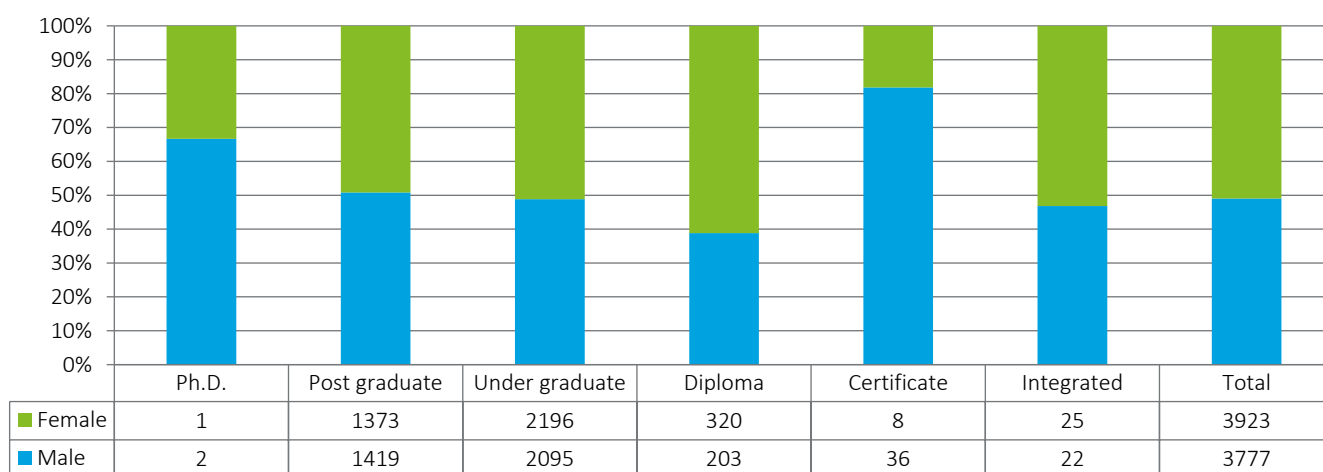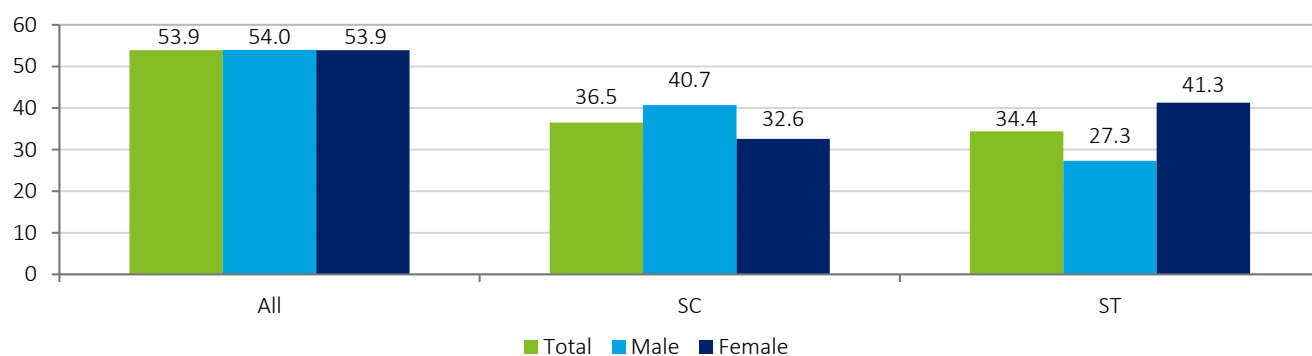
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

30. Tamil Nadu

Key indicators

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

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

Education infrastructure
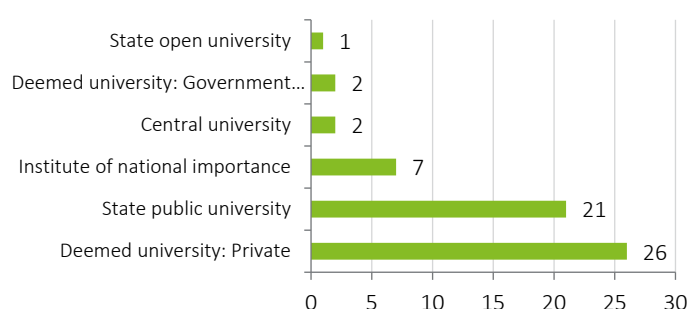
University by type

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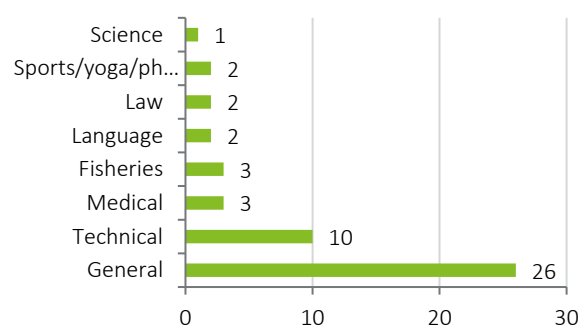
College by type
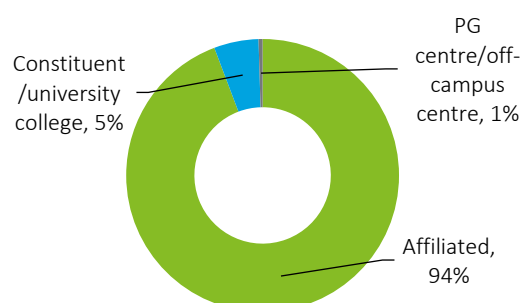
Colleges by specialisation
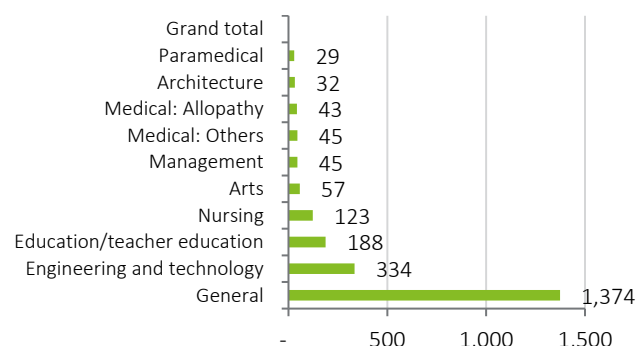
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution

Institute under ministries 1%
Teacher training 32%
Nursing 12%
PGDM 1%
Polytechnics 54%

Hostel

	Boys	Girls
Intake	583615	567735
Residing	328637	300118

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

Student enrollment

Enrollment at various levels through regular mode

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

Out-turn at various levels

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

GER

Total / Male / Female

	Total	Male	Female
All	49.0	49.8	48.3
SC	41.6	41.4	41.7
ST	37.8	43.3	32.5

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

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

31. Telangana

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	350	176.1	173.9
Literacy rate[1]	66.46%	74.95%	57.92%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	40.6 (11.6%)	20.3 (11.5%)	20.3 (11.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	2.9%	2.8%	3%
Gross Enrollment Ratio[2]	36.2	35.8	36.5

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

Education infrastructure
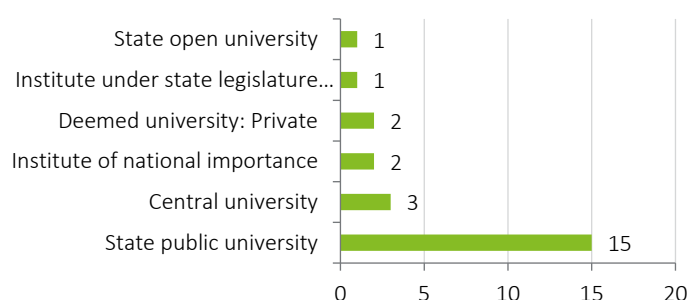
University by type

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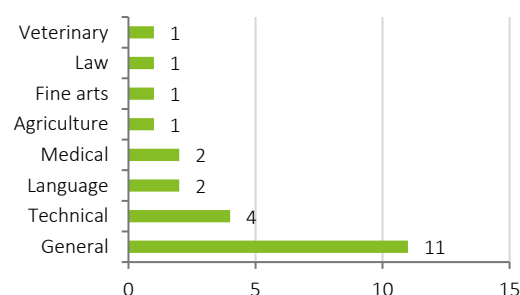
College by type
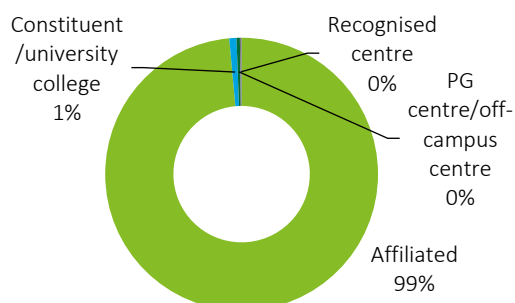
Colleges by specialisation
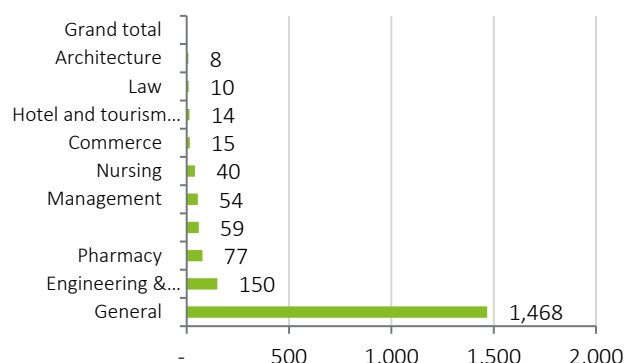
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
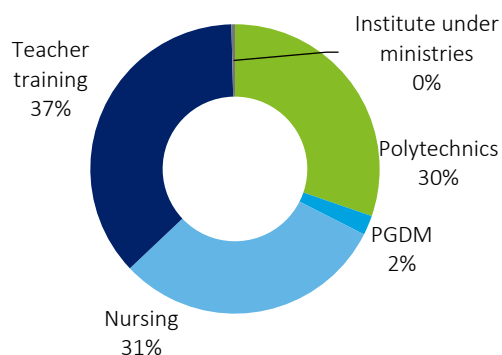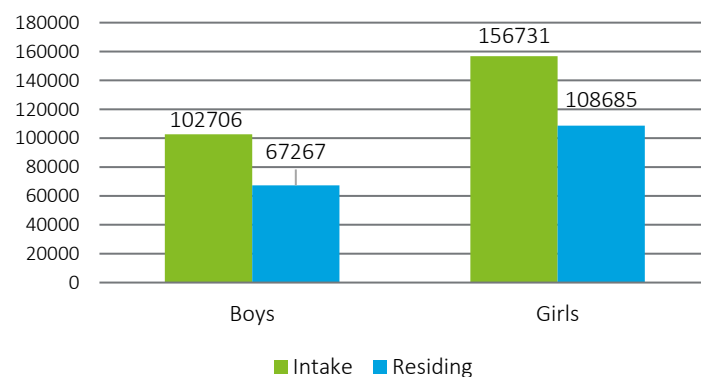
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	1239	123	85725	559635	1012	47463	533	2067	697797
Male	2191	106	69250	529253	1280	70370	696	3113	676259

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	360	74	34683	119523	804	15224	109	358	171135
Male	683	75	28973	100085	994	16742	802	549	148903

GER

	All			SC			ST		
	36.2	35.8	36.5	33.7	30.9	36.4	30.7	32.7	28.8

Total ◼ Male ◼ Female
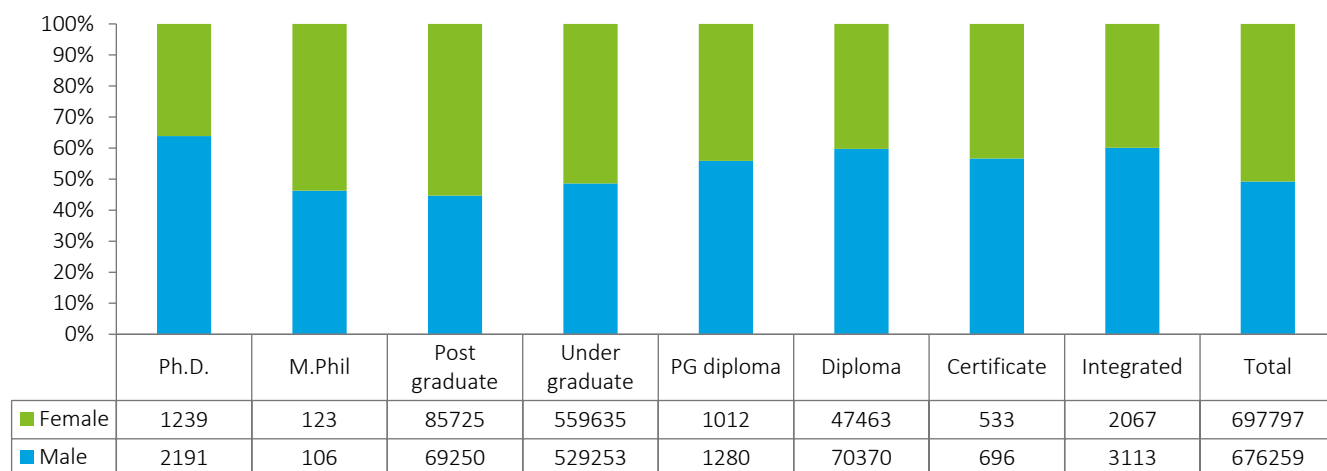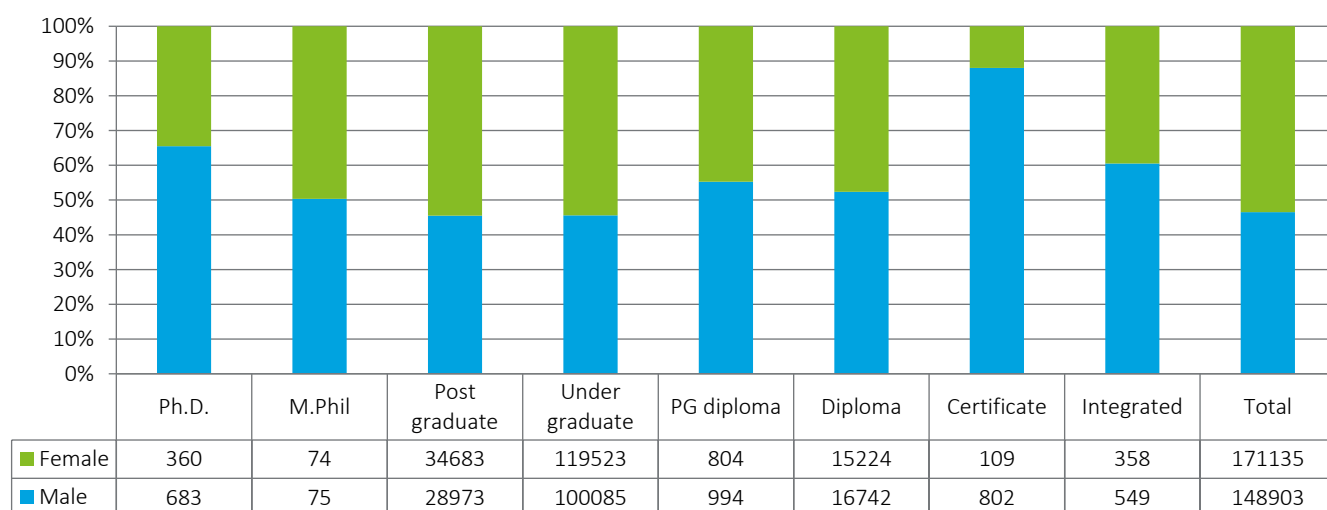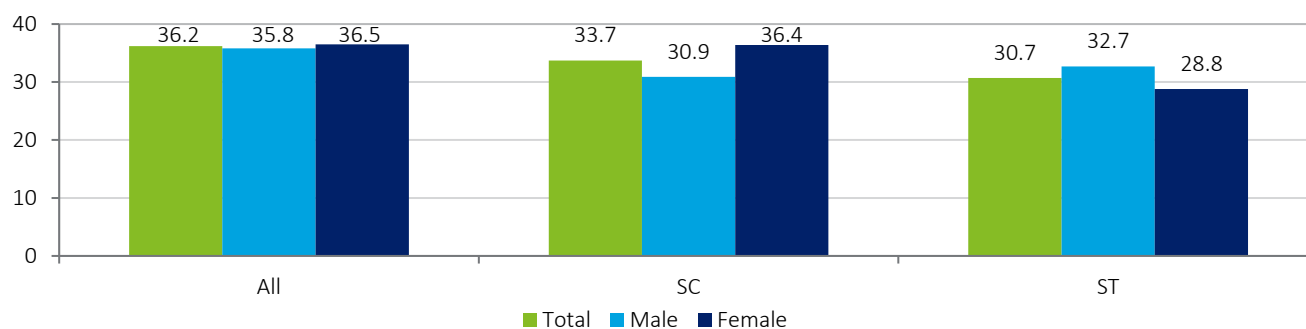
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

32. Tripura

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	36.7	18.7	18.0
Literacy rate[1]	87.2%	91.5%	82.7%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	4.4 (11.9%)	2.1 (11.5%)	2.2 (12.4%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.3%	0.3%	0.3%
Gross Enrollment Ratio[2]	19.2	21.1	17.4

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

Education infrastructure
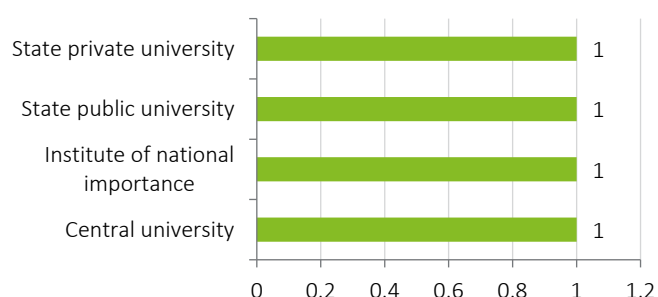
University by type

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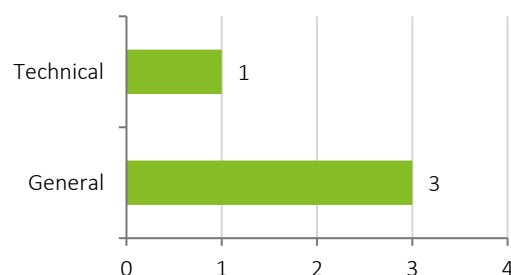
College by type
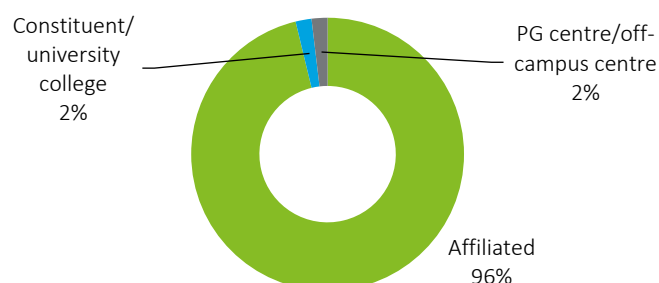
Colleges by specialisation
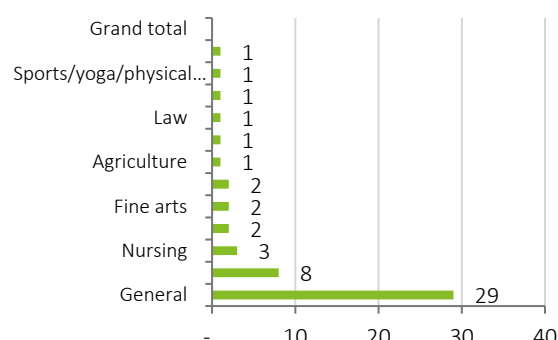
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
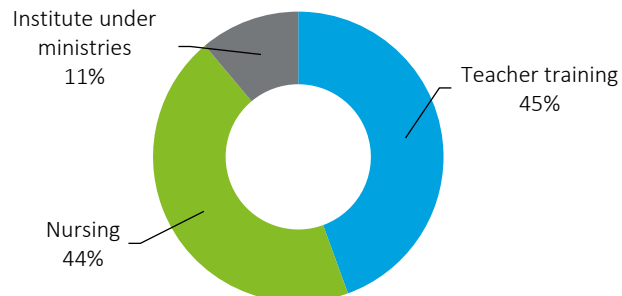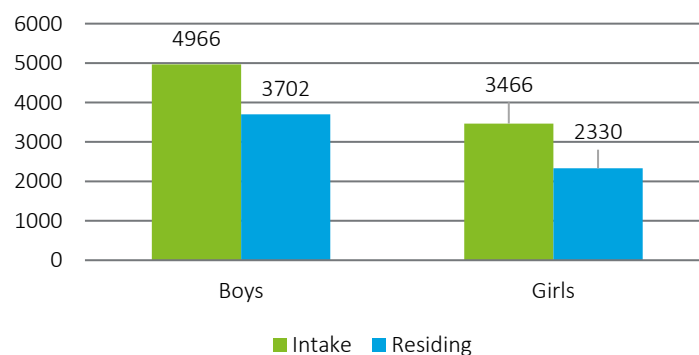
Institute under ministries 11%

Teacher training 45%

Nursing 44%

Hostel

Boys: Intake 4966, Residing 3702
Girls: Intake 3466, Residing 2330

■ Intake ■ Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	79	1867	27988	102	1940	112	427	32515
■ Male	147	2286	32051	52	2312	68	701	37617

Out-turn at various levels

	Ph.D.	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	32	1230	7046	51	618	41	14	9032
■ Male	43	1237	8194	30	698	50	51	10303

GER

	All			SC			ST		
Total	19.2			17.4			14.0		
Male		21.1			19.2			15.9	
Female			17.4			15.5			12.3

■ Total   ■ Male   ■ Female
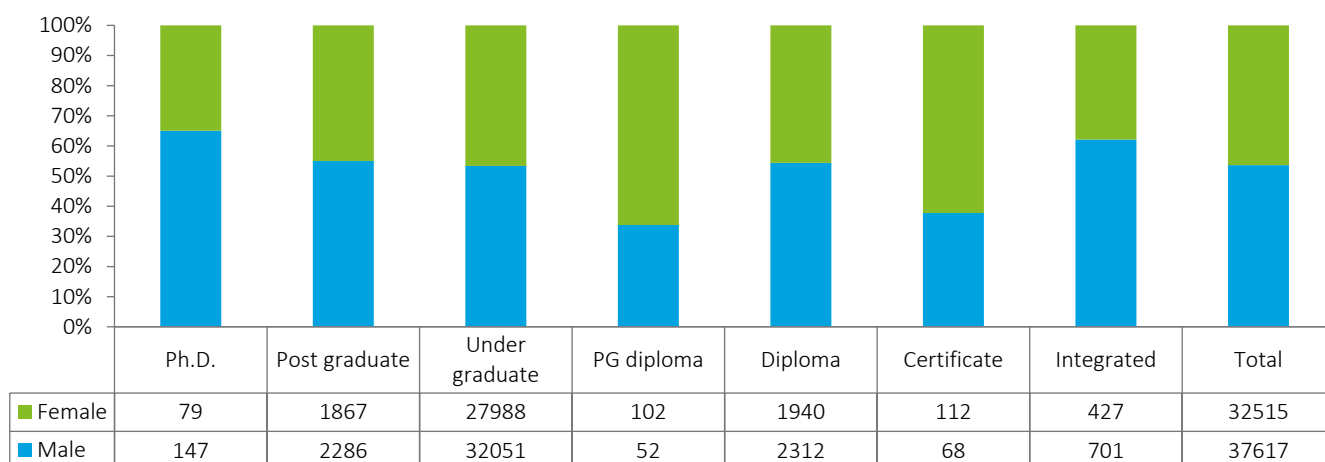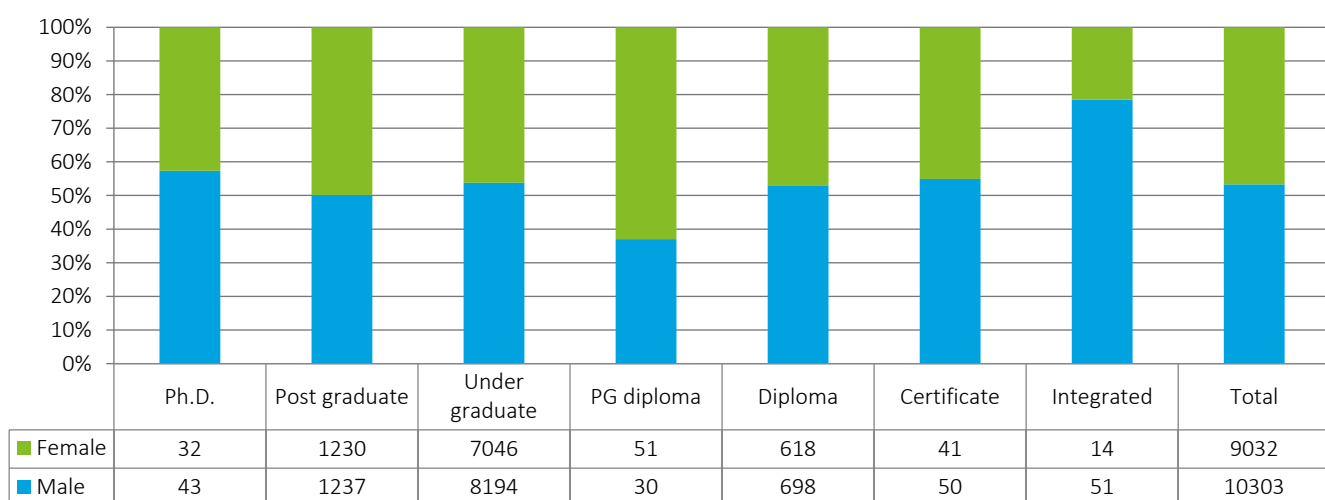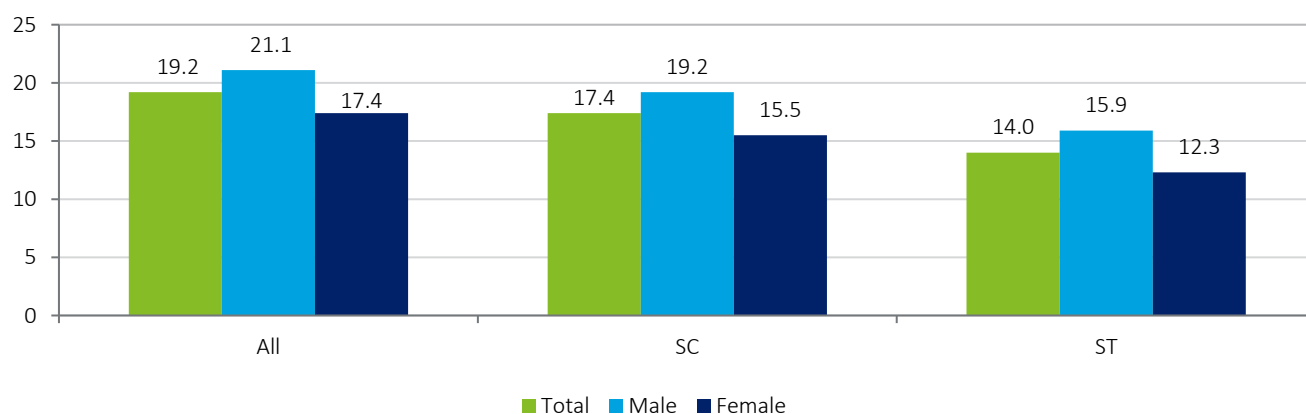
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

33. Uttar Pradesh

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	1998.1	1044.8	953.3
Literacy rate[1]	67.7%	77.3%	57.2%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	245.1 (12.3%)	130.3 (12.5%)	114.8 (12%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	17.3%	17.8%	16.8%
Gross Enrollment Ratio[2]	25.8	24.2	27.5

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

Education infrastructure
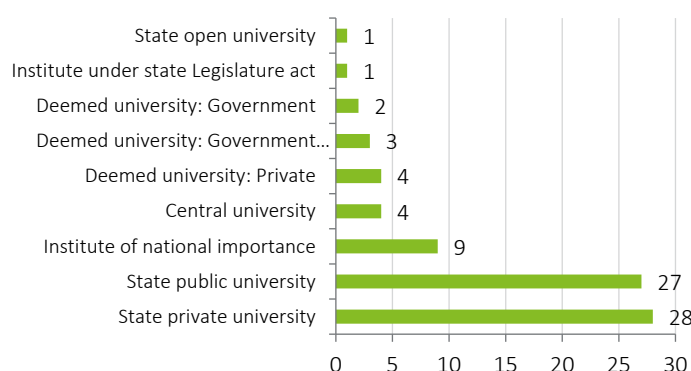
University by type

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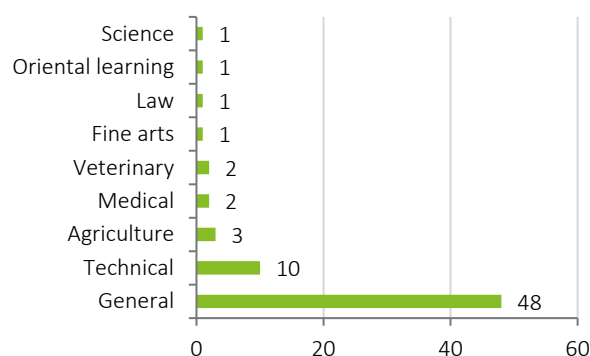
College by type
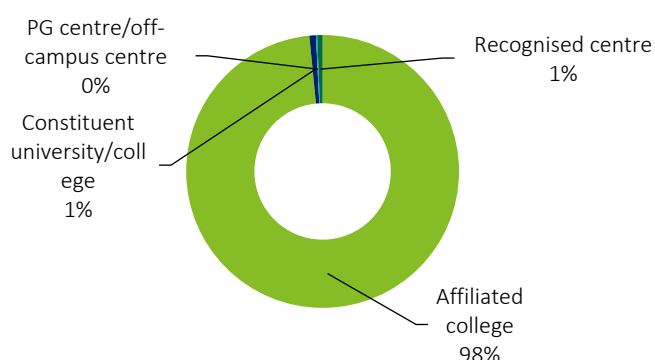
Colleges by specialisation
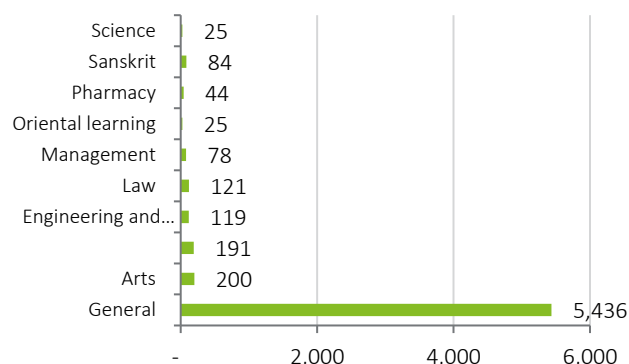
College and institution indicators

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

College indicators

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

Management of colleges

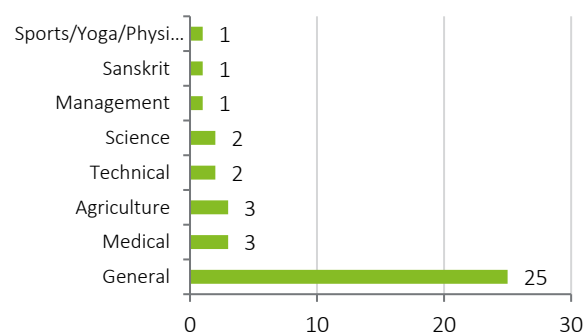| Type of management	Share of colleges	Share of enrollments	Average enrollment per college
Private unaided	78.1%	70.5%	671
Private aided	9.7%	17.4%	1335
Government	12.2%	12.1%	735

Breakdown of standalone institution
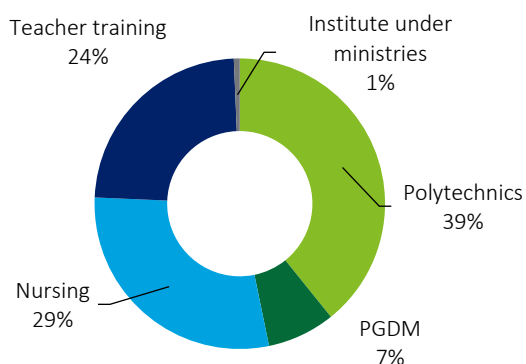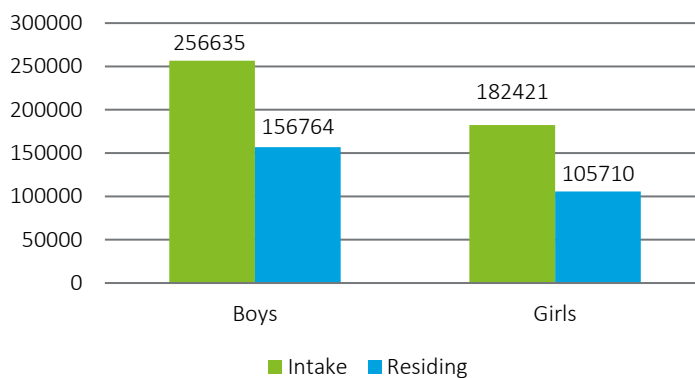
Teacher training 24%
Institute under ministries 1%
Polytechnics 39%
PGDM 7%
Nursing 29%

Hostel

Boys: Intake 256635, Residing 156764
Girls: Intake 182421, Residing 105710

■ Intake ■ Residing

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	7404	431	309829	2755880	5222	90672	17756	12337	3199531
■ Male	11715	326	221599	2607963	7722	177313	16241	21867	3064746

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	1606	305	139022	614515	5188	30783	5901	2261	799581
■ Male	2390	188	98446	562596	7989	48788	5668	3547	729612

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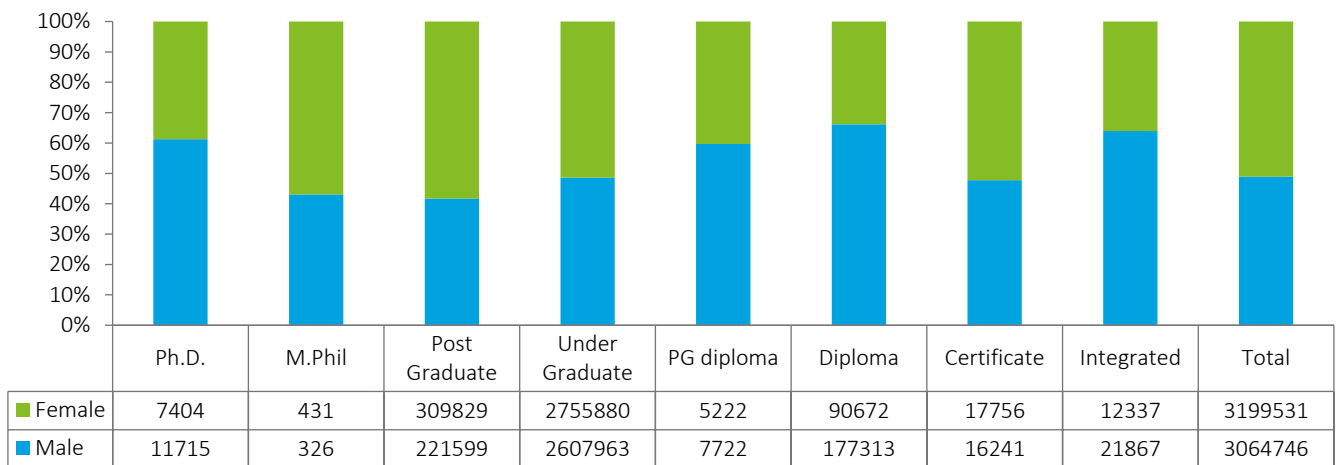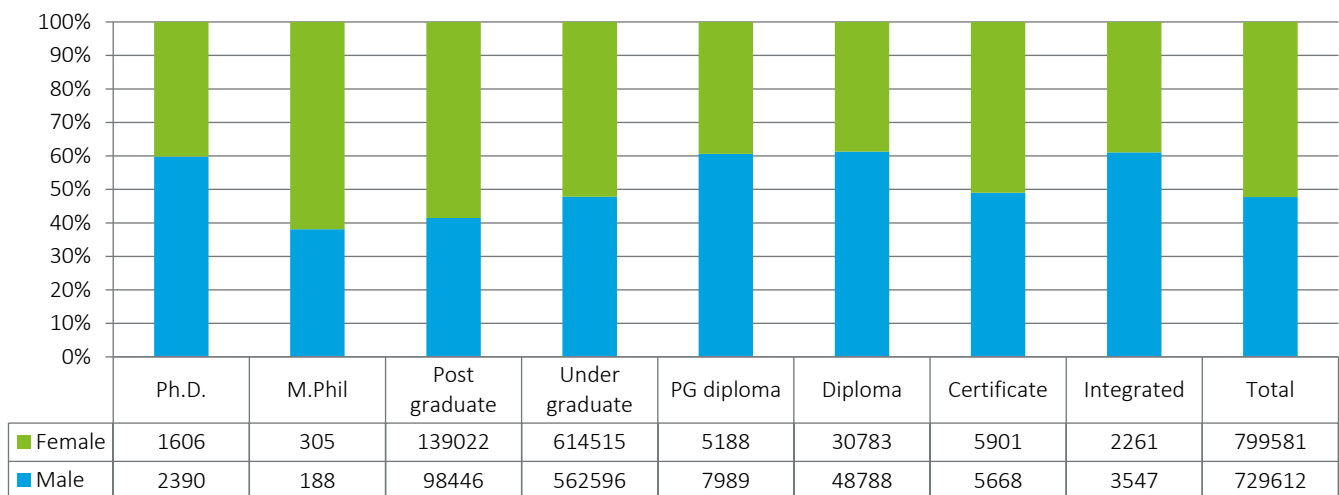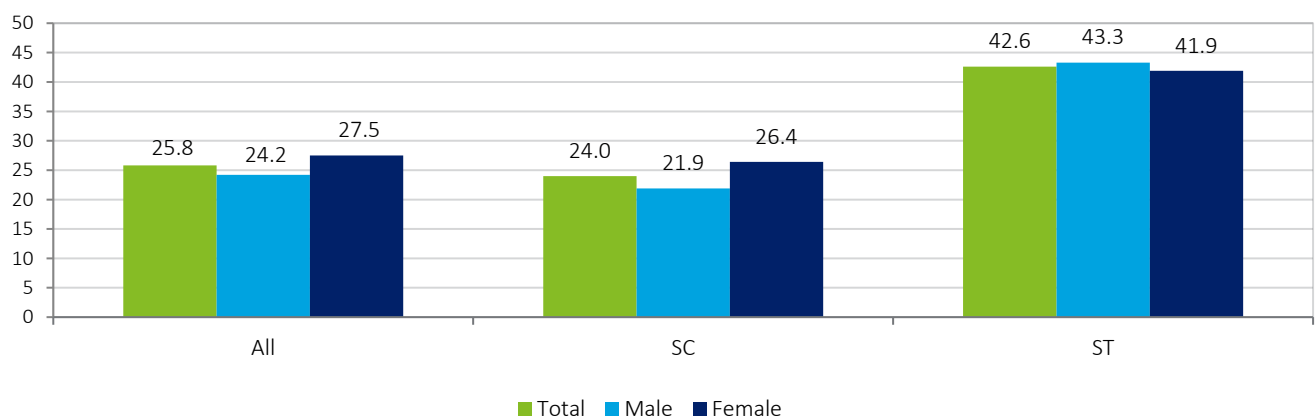
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

34. Uttarakhand

Key indicators

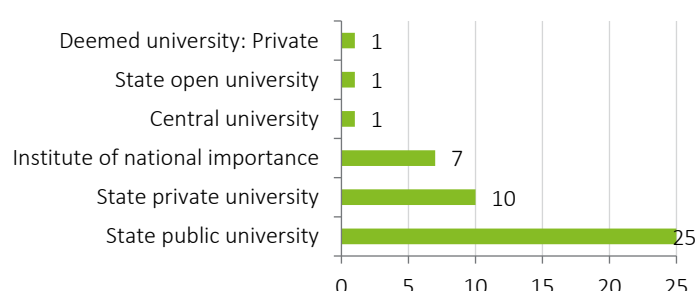| Indicator	Total	Male	Female
Total state population (in lakh)[1]	100.9	51.4	49.5
Literacy rate[1]	78.8%	87.4%	70.0%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	12.2 (12.1%)	6.2 (12.2%)	5.9 (12%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	0.9%	0.9%	0.9%
Gross Enrollment Ratio[2]	39.1	39.2	39.1

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

Education infrastructure

University by type

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

University by specialisation

Sports/Yoga/Physi…	1
Sanskrit	1
Management	1
Science	2
Technical	2
Agriculture	3
Medical	3
General	25

College by type

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

Colleges by specialisation

Grand total	
Law	6
Medical: Ayurveda	8
Pharmacy	9
Nursing	9
Management	10
Engineering and…	16
	21
Sanskrit	24
General	256
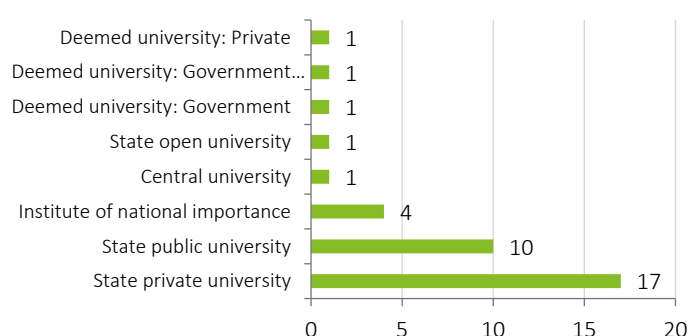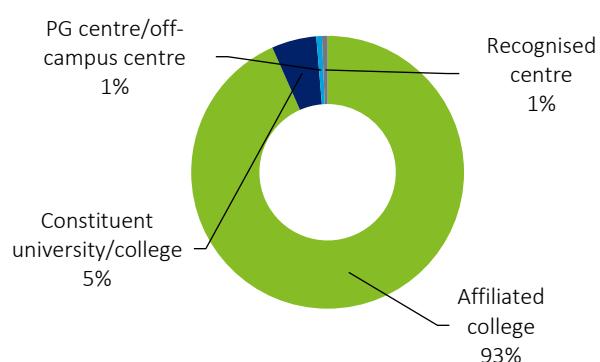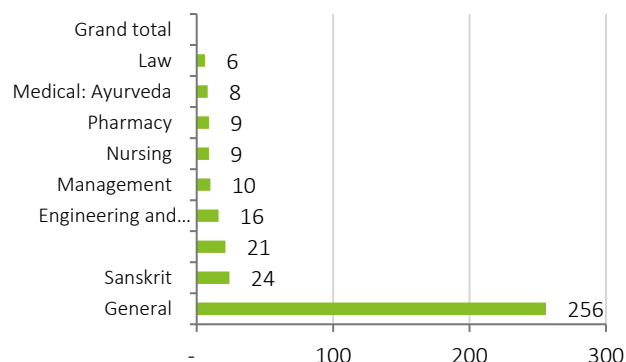
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
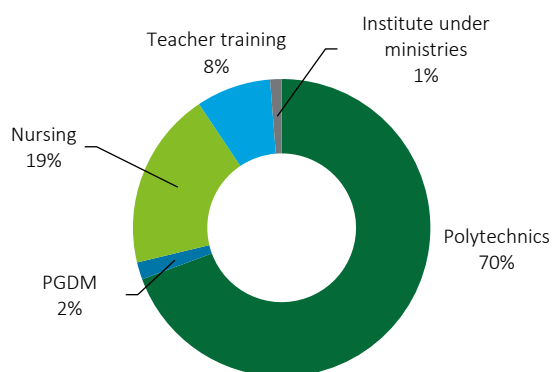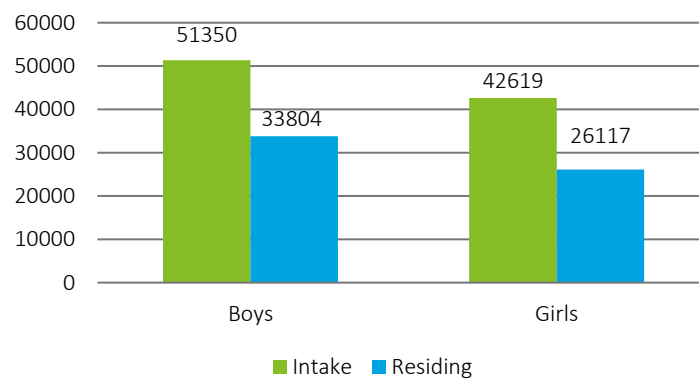
Hostel

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

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	1759	9	28739	155233	908	8387	61	1923	197019
■ Male	2903	18	23575	157059	788	23470	214	3092	211119

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
■ Female	424		18718	67674	1027	3001	10	190	91044
■ Male	589	1	12743	49403	1072	6961	46	302	71117

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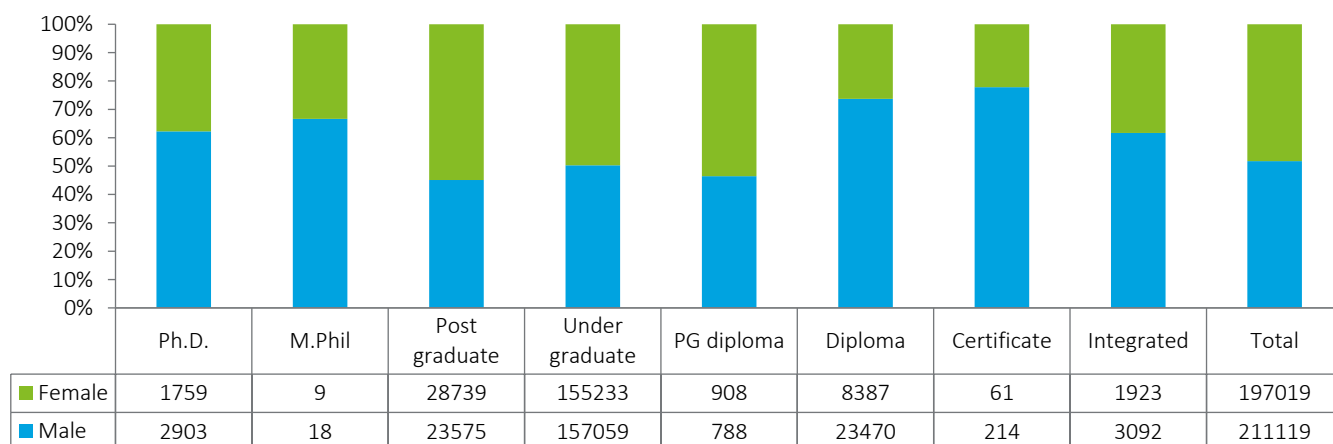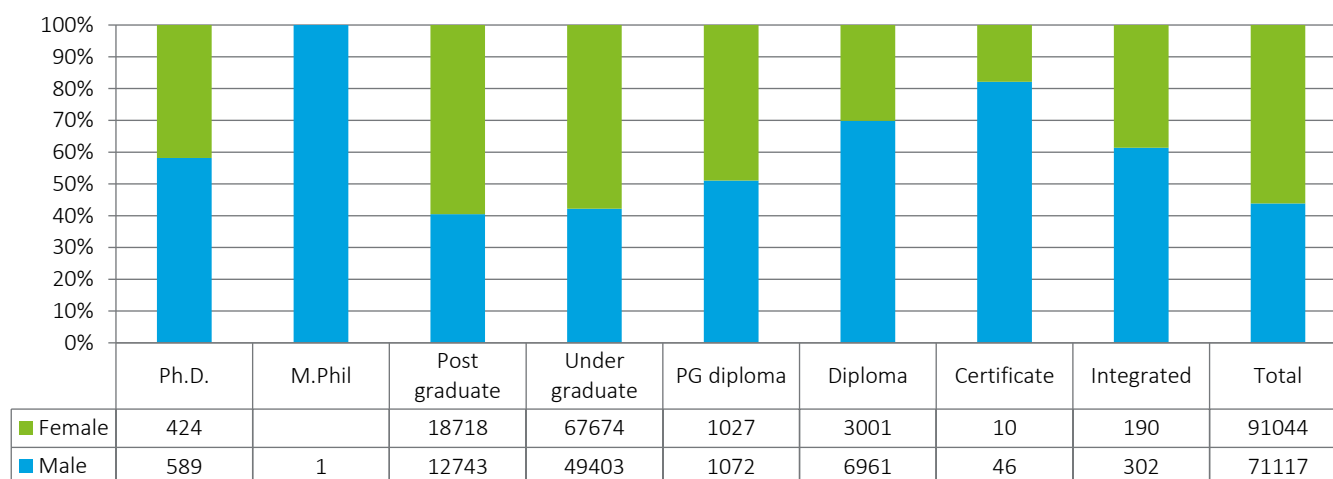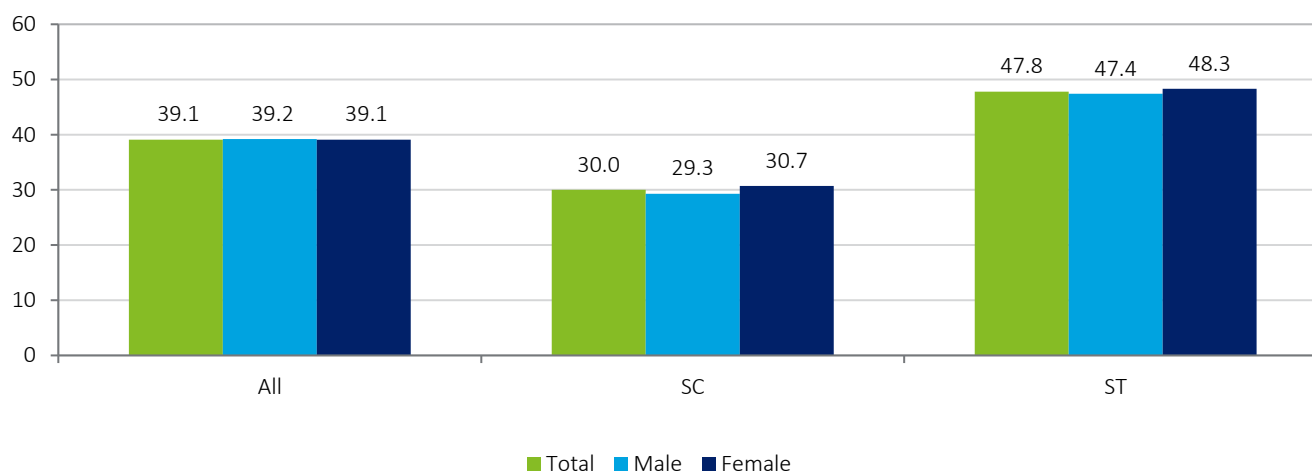
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

35. West Bengal

Key indicators

Indicator	Total	Male	Female
Total state population (in lakh)[1]	912.8	468.1	444.7
Literacy rate[1]	76.3%	81.7%	70.54%
Population in the 18-23 age group (in lakh)[1] Share in the total state population (%)	109.1 (12%)	54 (11.5%)	55.1 (12.4%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	7.7%	7.4%	8.1%
Gross Enrollment Ratio[2]	19.3	20.0	18.7

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

Education infrastructure

University by type

- Deemed university: Private — 1
- State open university — 1
- Central university — 1
- Institute of national importance — 7
- State private university — 10
- State public university — 25

University by specialisation

- Others — 1
- Science — 1
- Oriental learning — 1
- Medical — 1
- Management — 1
- Law — 1
- Education — 1
- Agriculture — 3
- Technical — 5
- General — 30

College by type

- PG centre/off-campus centre 0%
- 1%
- Constituent/University college 4%
- Affiliated 95%

Colleges by specialisation

- Grand total — 10
- Medical: Homeopathy — 11
- — 11
- Nursing — 20
- — 23
- Law — 23
- — 26
- Engineering and… — 74
- General — 325
- — 783
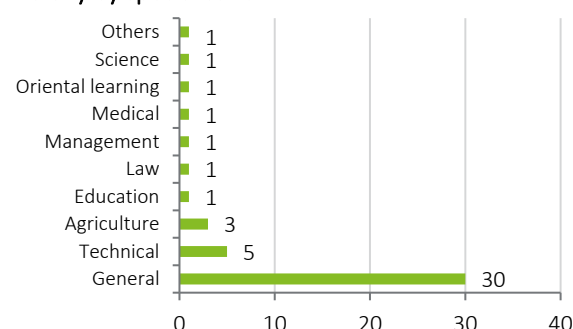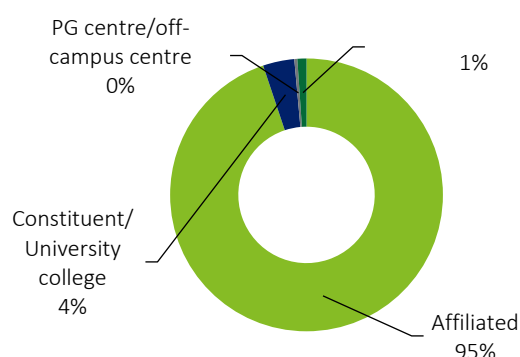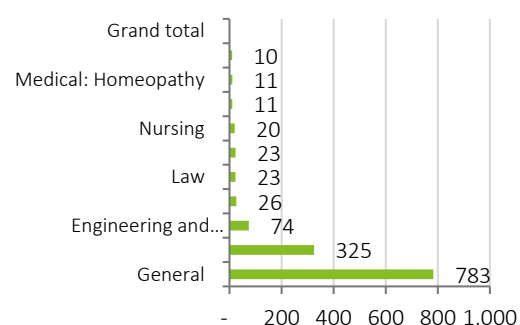
College and institution indicators

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

College indicators

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

Management of colleges

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

Breakdown of standalone institution
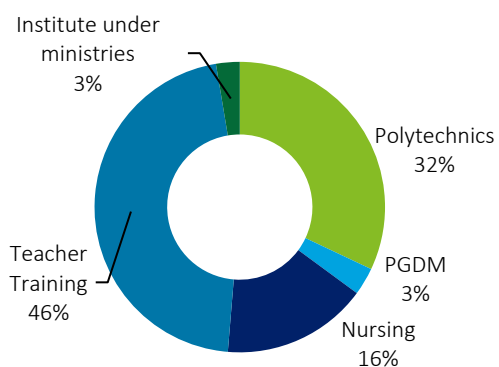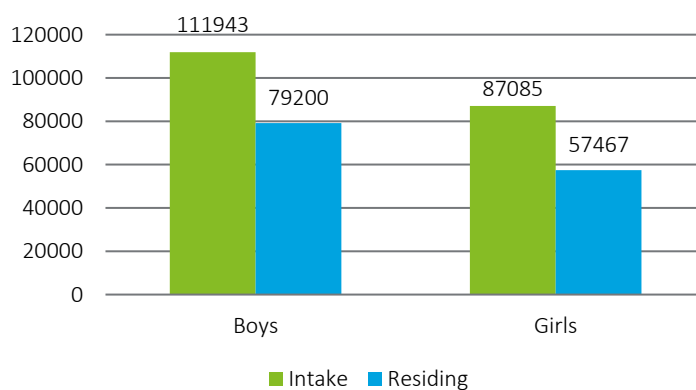
Institute under ministries 3%
Polytechnics 32%
PGDM 3%
Nursing 16%
Teacher Training 46%

Hostel

Boys: Intake 111943, Residing 79200
Girls: Intake 87085, Residing 57467

■ Intake ■ Residing

Student enrollment

Enrollment at various levels through regular mode

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	4570	803	44754	827504	1715	54662	3005	4756	941769
Male	7161	959	41496	776437	2375	112901	3009	9144	953482

Out-turn at various levels

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	673	521	44935	141659	891	10371	885	415	200350
Male	1225	650	28474	129064	652	29050	1641	1256	192012

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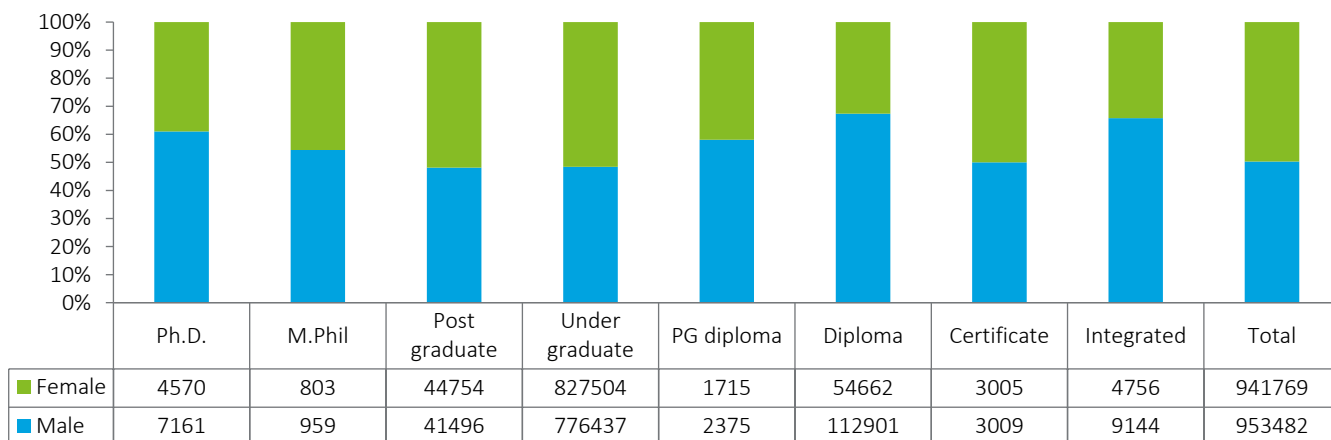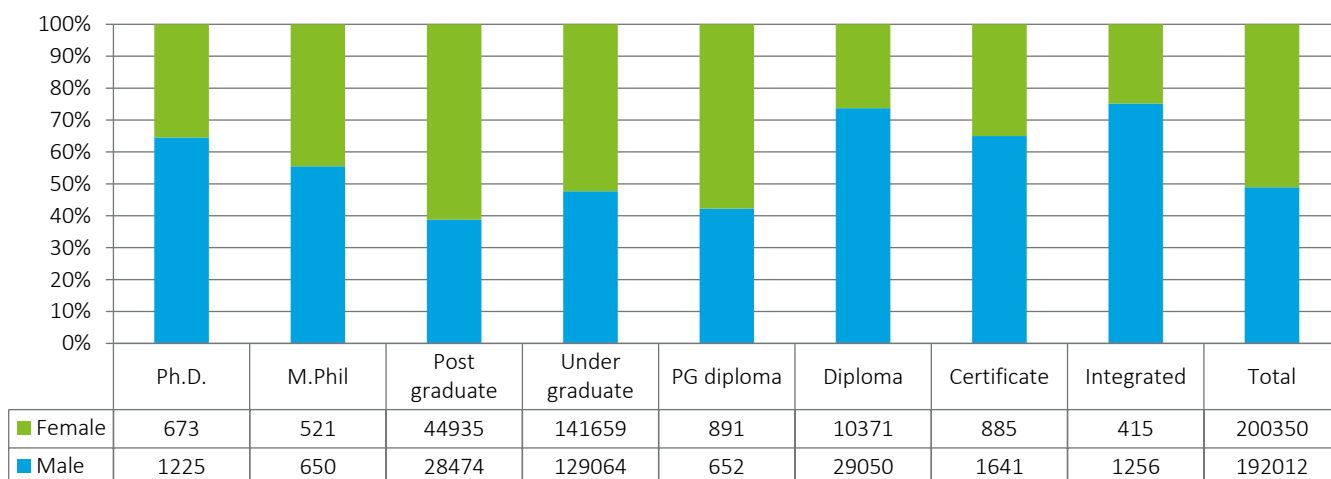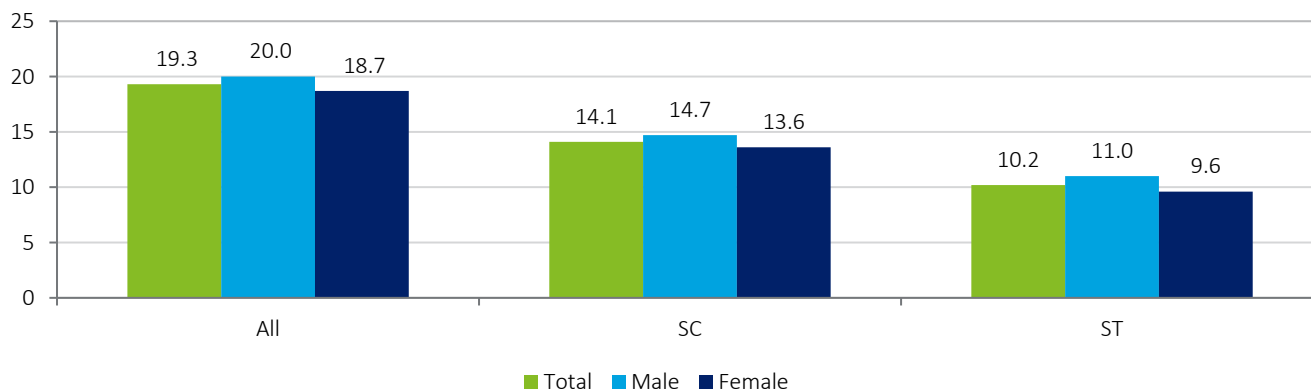
Source: All India Survey of Higher Education, MHRD 2018-19

Faculty and staff

Indicators

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

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

Student, faculty, and staff: Gender and social representation

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

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2018-19

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Deloitte Education and Skill Development practice in India works with governments and international agencies assisting them in developing/implementing their education policy, supports universities/institutions in their development and growth, and advises international institutions on entry strategies into India.

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Confederation of Indian Industry
125 Years - Since 1895

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CII is a non-government, not-for-profit, industry-led and industry-managed organization, with about 9100 members from the private as well as public sectors, including SMEs and MNCs, and an indirect membership of over 300,000 enterprises from 288 national and regional sectoral industry bodies.

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