



Confederation of Indian Industry



## **ASHE 2016**

Annual Status of Higher Education  
of States and UTs in India

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**Deloitte.**

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# Foreword



**Mr Vijay Thadani**

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The Annual Status of Higher Education (ASHE) report from CII, with the support of the Ministry of Human Resource Development (MHRD), is in its fifth edition now and I am happy to see that the work that we had started, of putting together snapshots of states, in 2012, is progressing well.

This year, the India-UK TECH Summit necessitated a special focus and thus the report covers a comprehensive overview of India-UK partnerships in higher education. Among the international research programmes in India, UK-India Education and Research Initiative (UKIERI) has been particularly successful and there are useful insights from its depth and coverage.

The India Rankings chapter gives a snapshot of what the rankings will focus on next year as well as what they can and should mean for general public. The regular state-wise view of higher education is expected to aid policy makers in evaluating the performance of states on this front and in creating suitable incentives / schemes to promote a feeling of healthy competition. Recent news reports of steps being taken in this regard suggest that this report will truly serve its purpose if the analysis of states done herein, is used to institute state-wise awards for excellence in higher education.

I thank Deloitte India for being our partners for the fourth successive year and helping us bring out this edition of the report.

# Foreword



**Mr Anindya Mallick**

Partner, Deloitte Touche Tohmatsu India LLP

India is the fastest growing major economy today in the world. Along with the growth in the economy the education sector in India continues to grow at a rapid pace, with the number of higher education institutions and colleges growing at a CAGR of 10%. The Higher Education sector has witnessed growing investments from the private sector and renewed thrust from the government. With all eyes set on India to play the key role in growth and development of the world, Higher Education will increasingly provide the resource required for India to play this role.

The year 2016 may be remembered as the seminal year for policy initiation and reform in the Higher Education sector in the country. We have witnessed two major initiatives, the drafts on the National Education Policy and World Class Institutions have been shared for consultation. Along with this we saw the introduction of the National Institute Ranking Framework. These reforms may catalyze the sector to move forth in the desired direction at a faster pace.

It has been a privilege for us to partner with MHRD and CII for co-authoring the previous three editions of this report. In this current edition, we have made a conscious effort to throw light on some of the key reforms brought to the public domain and their possible impact on the Higher Education sector and the Indian economy. The 'Annual Status of Higher Education in States and UTs (ASHE) 2016' provides a holistic view of the higher education sector in India. The report reflects on the key reforms and provides an analytical view on the same. Like in the previous three editions, the report also provides a detailed overview of the status of the higher education sector in different states and union territories of the country based on key indicators.

This year's edition focuses on the New Education Policy Draft formulated by the Government of India. In chapter 1 we explain the genesis, key features and impact of the policy on the education sector. The UK has played a strong role in supporting the Higher Education system in India, with 2016 declared as UK-India year of Education, Research and Innovation. In chapter 2, we showcase key initiatives undertaken by the UK government in the Higher Education space in India and also the deep impact these initiatives had.

Chapter 3 draws attention to the ambitious plan of MHRD to develop 10 Public and 10 Private institutions as World Class Institutions. In the chapter we explain the rationale of the plan along with the need and the roadmap to achieve to vision. NIRF and its potential to create a benchmark and positive thrust to the higher education ecosystem has been covered in Chapter 4.

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

# PART I: Focus on Key Themes and Developments in the Higher Education Sector

# 1. Draft National Policy on Education 2016: Charting a new course

## Background and Scope

The first National Policy on Education in India was announced in 1968, which was based on the recommendations of the Education Commission (1964-1966). The policy aimed for what it termed “radical restructuring” and intended to facilitate equalization of educational opportunities. The next National Policy on Education was introduced in 1986 and it reaffirmed the previous policy’s resolve to reduce disparities in access to higher education. The 1986 national policy was further modified in 1992 to update its relevance to the times. This year, a New Draft Educational Policy has been proposed to address the current challenges in the education sector. This chapter is an attempt to provide a consolidated summary of the main reforms that the new education policy seeks to bring in, in the space of higher education. It covers goals and objectives of the draft policy followed by a brief description of each identified challenge affecting the higher education space and proposed policy measures announced by the policy. The impact on each stakeholder is also listed against the identified challenges and proposed policy measures.

The Higher Education sector in India currently finds itself at a very critical juncture. India has experienced rapid growth and diversification in this space in recent years, while at the same time facing challenges due to limited resources for meeting the demand for higher education. Universities in India has grown at a CAGR of 5.22% between 2010-11 and 2014-15. The total number of universities in India have gone up from 620 in 2010 -11 to 760 in 2014 -15. At a critical juncture like this, it is imperative for all stakeholders engaged, involved and interested in the higher education sector in India to understand the main substantive and thematic changes that the new education policy might bring in, to be best prepared for the forthcoming changes.

## Goals and Objectives of Draft NEP 2016

The Draft National Education policy 2016 has been conceptualized to be a response to the main challenges that exist in the education sector in India. As such the vision and the mission of this new education policy has been further operationalized through a series of **Goals and Objectives**. The main goals and objectives set by the policy makers to affect the higher education space for progressive realization are the following:

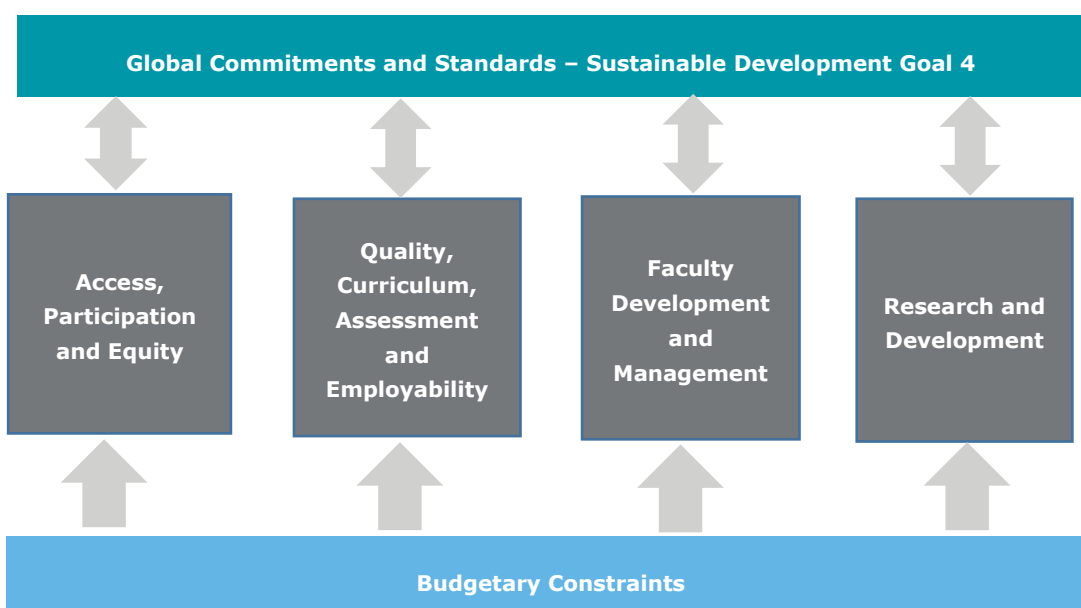
- Increase **accessibility** of educational programmes by making it more inclusive and responsive to **diverse** needs, especially for those with special needs and those with various forms of disabilities
- Eliminate social, regional and gender **gaps** in higher education
- Align higher education with skill development objectives, to facilitate the acquisition of technical and vocational skills that enhance employability
- Ensure those outside the formal higher education system, especially those employed outside the formal sector can attain skills for better employability
- Reform higher education to facilitate equitable access to technical and professional education by narrowing group inequalities in **access** to higher education, and to enhance **teaching** and **research** that promotes **innovation**
- Integrate Information and Communication Technologies (**ICT**) in **Education** to enhance access, innovate on pedagogy and improve educational planning and management
- Facilitate a responsive, accountable and participatory system of **educational planning**, governance and management, by institutionalizing best practices

- Improve the current standards of **professionalism** in higher education and enhance the **capacity** of institutional leadership
- Improve and encourage enhanced **financing** for education development programmes

## Key Identified Challenges in the Higher Education Sector by NEP 2016

With 34.2 million enrolments, India has the **second largest** higher education system in the world. It also has the largest tertiary age population at 141.3 million, with the potential to be the largest higher education system in the world. This makes the objective of addressing its various challenges urgent, and more demanding, with competing demands of the sector between access, quality and equity. If India’s higher education has to meet the requirements of **Sustainable Development Goal #4, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”** it has to ensure that appropriate policy measures are undertaken on priority to address each of the identified challenges. The figure below represents the main challenges that have been identified through an analysis of the **Draft New Education Policy 2016**, which has been formulated in light of SDGs and other international benchmarks of higher education.

**Figure 1 Representation of Identified Challenges in Higher Education Sector as per Draft NEP, 2016**



### Global Commitment and Standards

There are two different aspects to ensure that India’s higher education meets global standards. The first deals with its ability to meet the **Global Commitment**, and the second refers to meeting **Global Standards**. First, the National Education Policy 2016 seeks to prepare Indian higher education through requisite reforms to **meet the Sustainable Development Goal 4 (SDG4)** by 2030 which aims to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The main challenge here is to ensure that there is increased and enhanced access, participation and equity in higher education. Second, India has to ensure that India’s higher education does not just honour its global commitment, which it aims for, but is **sufficiently integrated to the global job market**. This is critical due to the globalized demands of today’s workplaces which requires learners to be qualified to international standards. The Draft Policy encourages foreign universities to be established in India as well as seeks to facilitate partnerships

between Indian and foreign universities to bring Indian higher education in line with global standards. The policy sets out the plan of the government to initiate dialogues at appropriate levels of government in countries that have a robust quality assurance and accreditation system to facilitate mutual recognition of degrees in the respective countries.

### Budgetary Constraints

The Draft National Education Policy 2016 identifies budgetary constraints as one of the fundamental barriers to meeting specific challenges listed below, namely: Access, Participation and Equity; Quality, Curriculum Assessment and Employability; Teacher Development and Management; and Research and Development. The lack of sufficient funding or delays have adversely impacted the ability of institutions to deliver quality and access to the students and learners at different levels. The new Draft Policy seeks to explore new and **innovative solutions** to funding and budgetary constraints to bridge the gap between current levels of funding in higher education and the required funding. The policy aims to encourage a variety of methods which includes **extending tax benefits, inclusion of education within the definition of infrastructure**, allowing **FDI in R&D** and other quality enhancement activities in higher education. Therefore for all the other challenges to meet its objectives, the financing of higher education needs these innovative solutions implemented on priority which can have the potential to change the current outcome levels in education.

### Access, Participation and Equity

One of the primary challenges in Indian higher education sector has been that of Access and Participation measured by the **Gross Enrolment Ratio (GER)**, which has been consistently low compared to international standards. The global average GER, as per data published by UNESCO was at 32.78% in 2014, whereas GER at an aggregate national level in India was at 24.3% in 2014-15. This has meant that this is one challenge that needs to be addressed. The Draft National Education Policy aims to **increase GER to 25.2% by 2017-18 and 30% by 2020-21**.

Issues of Access and Participation are further complicated by Equity issues. Regional variance in Gross Enrolment Ratio (GER) in higher education has been a matter of concern. In the year 2014-15, GER in higher education varied between as low as 13.9% in Jharkhand and as high as 45.2% in Tamil Nadu between states of comparable sizes. Similarly, the disparities among the social groups were also prominent, where Gross Enrolment Ratio in higher education on aggregate terms in India was at 23.6 percent, variations could be observed between different socioeconomic groups; 19.1% for SCs and 13.7% for STs as against the national average of 24.3% in 2014-15. Thus the real challenge faced by the higher education sector in India is to be able to strategise the urgent expansion requirements with enough emphasis on reducing disparities in access and participation. The Draft Policy envisages the **National Higher Education Fellowship** to bridge the gap by extending access through fellowships to disadvantaged communities and social groups.

### Quality, Curriculum, Assessment and Employability

Quality of education has been a great concern for India's higher education system, especially with respect to the global standards as articulated in the Draft NEP 2016. To address this, accreditation agencies (such as NAAC and NBA) were set up in India in 1994 as an outcome of the recommendation of the **National Policy on Education 1986**. Despite the presence of NAAC, it is felt by the current policy, that the accreditation processes followed would need revisions to meet international and industry standards. Many experts have been of the view that one of the reasons for the poor quality of higher education has been the serious disconnect between the curricula imparted in the higher educational institutes and the demands of the industry. Skills and competencies needed for employment, entrepreneurship and problem solving are currently not prioritized in the curriculum and not tested by existing modes of assessment. Current curriculum is found to incentivize rote learning and replicability of content knowledge, without addressing the needs of **employability and workplace success**. The **Draft NEP 2016** proposes the establishment of an **expert committee** to study **systems of accreditation** in place internationally for adoption in India. It consequently proposes the **restructuring of NAAC and**



**NBA in accordance with international standards.** The policy also envisions provision of accreditation information on a dedicated portal listing various parameters to facilitate informed decision making on the part of students and other stakeholders in higher education.

### Faculty Development and Management

The Draft NEP 2016 has identified that limited availability of faculty with the requisite training and skill set, and the inability of higher educational institutions to attract appropriately qualified faculty as one of the most significant challenges facing the higher education sector in India today. Despite the continued efforts for improving faculty quality and performance, the system for initial professional preparation and continuing professional and institutional development of faculty continue to be characterized by several inadequacies. Limited availability of suitably qualified faculty has resulted in most institutions having substandard faculty without the minimum international benchmark of qualifications and training. The Draft NEP 2016 proposes to establish the **Indian Educational Services (IES) for recruitment of academic and administrative positions**. The Draft Policy further intends to establish a Task Force of experts to study international best practices in recruitment, promotion and retention of faculty– to suggest measures to promote intellectual and academic excellence.

### Research and Development

Compared to international standards, the lack of adequate Research and Development initiatives in universities and institutes in India contribute to Indian institutions consistently being ranked at the lower rung of most international rankings. There has been very minimal accomplishments in the direction of improving the research capabilities of higher education institutions in India. The Draft NEP 2016 has identified the following **solutions**, namely - **upgrading the skills of existing faculty** for research; **building synergies between teaching and research** so as to encourage excellence in both; promoting internationalization by facilitating the ability of higher education institutions to engage more deeply with institutions around the world with the aim of **enhancing the quality of research**; and linking **university departments with research institutions and industry** to improve the process of knowledge development.

## Policy Response to Identified Challenges - A New Policy Framework

The main articulated thrust of this Draft Policy is on **enhancing quality**, since some strides, though not comprehensive, have been made by previous policies on improving enrolment and inclusion. Since the quality of higher education is directly linked to the question of employability, this Draft Policy also attempts to keep concerns of employability at the centre of its focus. Listed below are initiatives suggested to address each of the identified challenges. An analysis of the Draft Policy document shows that this Draft Policy acknowledges that the real success of the policy would ultimately depend on the framework of action. This framework shall be subsequently drawn with implementation strategies at appropriate levels of government – central, state/UT and local. Specifically this Draft Policy envisages that the state and the local government would be encouraged to devise their own strategies and plan of action to operationalize the **National Education Policy, 2016**. The table below briefly lists the various policy initiatives that has been formulated and strategized for each identified challenge, as listed in the previous sections.

**Table 1: Policy Response and Stakeholder Impact Analysis**

Identified Challenge	Policy Response	Stakeholder Impact and Action
	<ul style="list-style-type: none"> <li>Encouragement to selected foreign universities from top 200 in the world to establish centres in India</li> </ul>	<p><b>Government</b></p> <ul style="list-style-type: none"> <li>Higher Education Regulators to review, identify and amend existing regulations to grant approval</li> </ul>

Identified Challenge	Policy Response	Stakeholder Impact and Action
<b>Global Commitment and Standards</b>	<p>through collaboration with Indian institutions</p> <ul style="list-style-type: none"> <li>• Enabling legislations - to grant equal recognition to foreign degrees</li> <li>• Indian curriculum to be internationalised through international networks and linkages</li> <li>• Dialogues at governmental levels - to be initiated with countries that have rigorous quality assurance and accreditation systems – to encourage mutual recognition of programmes</li> </ul>	<p>to degrees jointly awarded between Indian and foreign Universities</p> <hr/> <p><b>Educational Institutions</b></p> <ul style="list-style-type: none"> <li>• Foreign Educational Institutions interested in setting up centres in India can potentially benefit from changing regulations to tap into the huge demand for quality higher education</li> <li>• Indian educational institutions can brand themselves better in their promise to offer quality education through their potential partnerships with prestigious foreign institutions</li> </ul> <hr/> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Students in India can benefit from greater access and a wider range of professional and academic programmes from prestigious foreign institutions in India, at more affordable prices</li> </ul>
<b>Budgetary Constraints</b>	<ul style="list-style-type: none"> <li>• Institutionalising new methods to incentivise private sector investment in education through – tax benefits, inclusion of education within the definition of infrastructure, allowing FDI in R&amp;D and other quality enhancement activities</li> <li>• Exploring new funding methods for publicly funded institutions – alumni funding, endowment funding, tuition fee enhancement, etc.</li> <li>• Regulatory changes for educational loans – relaxations for collateral, lower interest rates, and higher moratorium periods.</li> <li>• Performance linked funding of higher education institutions to be institutionalised</li> </ul>	<p><b>Government</b></p> <ul style="list-style-type: none"> <li>• Mobilising financial resources for non core institutional activities through FDI and private funding has to be pursued effectively.</li> <li>• Regulations governing taxation would have to be suitably amended for extending tax benefits for investments in educational infrastructure and in academic R&amp;D</li> <li>• Performance based funding norms for public institutions would need to be operationalised with clear set of guidelines and transparent milestones, like research output, employability, and other agreed indicators of performance</li> </ul> <hr/> <p><b>Educational Institutions</b></p> <ul style="list-style-type: none"> <li>• Allowance of FDI in higher education, R&amp;D and other quality enhancement activities would mean opportunities for foreign investors to invest in Indian higher education, which has the potential of being lucrative by virtue of India’s demographics and increasing demand for higher education</li> <li>• Banks would have to consider modification in terms in their educational loan offerings</li> <li>• Management and Administration of public institutions and private aided institutions would need effective capacity building to encourage and drive higher performance and excellence</li> </ul>

Identified Challenge	Policy Response	Stakeholder Impact and Action
		<p>for improved access to public funding through performance linked funding</p> <hr/> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Regulatory changes in higher education funding has the potential of providing better higher education infrastructure and research facilities for students in India, thereby giving them better access to high quality higher education in India</li> </ul>
<p><b>Access, Participation and Equity</b></p>	<ul style="list-style-type: none"> <li>Establishing independent mechanism for administering the National Higher Education Fellowship Programme</li> <li>Establishing Central Educational Statistics Agency (CESA) for data collection on Access, Participation and Equity indicators</li> <li>Formulating an autonomous body for the promotion, coordination, maintenance and regulation in the preparation of Open Distance Learning (ODL) and Massive Open Online Course (MOOC)</li> <li>Granting of Regulation to non-conventional and non-classroom based education and facilitation of transfer and accumulation of credits earned through such learning</li> </ul>	<p><b>Government</b></p> <ul style="list-style-type: none"> <li>Administering the National Higher Education Fellowship Programme would need an institutional set up with objective criteria on identification of beneficiaries and disbursement of the fellowship.</li> <li>Linking the workings of the National Higher Education Fellowship with that of the Central Educational Statistics Agency would need well-structured coordination and planning</li> </ul> <hr/> <p><b>Educational Institutions</b></p> <ul style="list-style-type: none"> <li>Higher Educational institutes are likely to see greater enrolment of meritorious students due to the National Higher Education Fellowship facilitating access to higher education for economically marginalised sections of the population who would have otherwise remained outside the higher education domain</li> <li>A plethora of opportunities and markets would open up for higher educational institutes intending to offer Open Distance Learning (ODL) courses and modules as well as Massive Open Online Learning Courses (MOOC) and modules</li> </ul> <hr/> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Students and learners from economically backward sections of society will have greater chances of acquiring higher education through the National Higher Education Fellowship</li> <li>Students are likely to benefit from recognition to non conventional courses that do not necessarily depend on classroom training, which can facilitate more flexible acquisitions of different qualifications</li> <li>Students and learners stand to benefit immensely from the facility of transfer of credits</li> </ul>

Identified Challenge	Policy Response	Stakeholder Impact and Action
<b>Quality, Curriculum, Assessment and Employability</b>	<ul style="list-style-type: none"> <li>• Establishment of an expert committee to study systems of accreditation in place in various countries for considering suitable adoption in India</li> <li>• Restructuring of National Assessment and Accreditation Council (NAAC) and National Accreditation Board (NAB) to reflect international practices &amp; standards</li> <li>• Provision of Evaluation and Accreditation information to be available for each institution on a dedicated website – to facilitate informed decision making by students and stakeholders</li> <li>• Governing bodies of higher education institutes to be multi-stakeholder – having representations from industry and alumni – with clear stipulated regulations for its establishment</li> </ul>	<p>through non conventional courses to acquiring formal qualifications needing classroom learning</p>
		<p><b>Government</b></p> <ul style="list-style-type: none"> <li>• Changes in the accreditation system to better reflect global standards and workplace demands would necessitate comprehensive periodic review of the accreditation system and ensure objective and transparent criteria for accreditation</li> <li>• The comprehensive database of institutional accreditation would have to be administered, maintained and updated so that other stakeholders can have real time access to information</li> </ul> <hr/> <p><b>Educational Institutions</b></p> <ul style="list-style-type: none"> <li>• The quality control systems in higher educational institutes and the management of these institutions have to restructure their institutional governance in accordance with the new accreditation guidelines that would come into effect</li> <li>• Institutions would have to monitor their accreditation status on a real time basis, since publicly available accreditation information would influence public perceptions and demands for their course offerings</li> </ul> <hr/> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Learners and students can benefit from enhanced quality if the accreditation systems are successful in improving the overall institutional focus and quality</li> <li>• Learners and students shall especially benefit from real time access to the database of accreditation status for every institutions to enable them to make better and more informed decision in choice of courses and institutions for their higher education</li> </ul>
<b>Faculty Development and Management</b>	<ul style="list-style-type: none"> <li>• Establishment of Indian Education Service (IES) – for recruitment of academic and administrative positions in higher education institutions</li> <li>• Establishment of a Task force of experts to study international best practices in recruitment, promotion</li> </ul>	<p><b>Government</b></p> <ul style="list-style-type: none"> <li>• Establishment of Indian Educational Services (IES) would need comprehensive set of enabling institutions to administer the Service</li> </ul> <hr/> <p><b>Educational Institutions</b></p>

Identified Challenge	Policy Response	Stakeholder Impact and Action
<b>Research and Development</b>	<p>and retention – to suggest measures to promote intellectual and academic excellence</p> <ul style="list-style-type: none"> <li>• National Campaign and Strategy - to launch and attract young talent – with designated career trajectories and designations</li> <li>• Establishment of National and State Training Academies</li> <li>• Induction Programme for new faculty to include training in flip classrooms, collaborative learning, case approach, professional ethics, gender and social diversity</li> <li>• Establishing Faculty Assessment Mechanisms, including peer review for accountability</li> </ul> <ul style="list-style-type: none"> <li>• Targeted 100 new centres/department of excellence in the field of higher education – to promote excellence in research and innovations – private trusts, philanthropists and foundations to be encouraged for establishment of such centres</li> <li>• Reorientation of National University of Educational Planning and Administration (NUEPA) to reflect new research agenda- to explore higher education research in India</li> <li>• Establishment of targeted 100 new incubation centres in higher education institutions – over a period of 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty recruitment and retention strategies by higher education institutions are likely to go through widespread changes, which would need to be operationalised after the Indian Educational Service (IES) is institutionalised</li> </ul> <hr/> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Better faculty for higher education are likely to drive the final quality of higher education up for students, where primarily substandard faculty has been one of the primary reasons for the less than satisfactory experience of learners in the majority of higher education institutions currently</li> </ul> <hr/> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>• Meeting the target of 100 new centres of research excellence would need a comprehensive and objective system of identifying potential centres of research excellence, and an effective plan of encouraging such centres to reach requisite standards, to be followed by an effective monitoring and evaluation system of such centres</li> </ul> <hr/> <p><b>Educational Institutions</b></p> <ul style="list-style-type: none"> <li>• Educational institutes that intend to have research centres designated as centres of excellence can partner with regulatory agencies and the government to understand how to establish centres of excellence which can improve the quality of their higher educational offerings to the students, improving public and student perception of their offerings</li> <li>• Higher education institutions can aim and improve their institutional environment to establish incubation centres in line with the proposed policy push from the government which has the potential of drastically improving their employability, quality of their course offerings and resultant demand for their courses</li> </ul> <hr/> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Indian students and learners are likely to have access to better quality of research facilities due to the establishment of new centres of research</li> </ul>

Identified Challenge	Policy Response	Stakeholder Impact and Action
		<p>excellence if the centres of excellence that is proposed in the draft policy can be adequately operationalized</p> <ul style="list-style-type: none"> <li>• Students and Learners can improve their overall marketability and employability by having access to institutional incubations centres while academically enrolled in higher education courses</li> </ul>

## Conclusion

The **Draft National Education Policy 2016** comes at a time when India is in the middle of a demographic transition. The extent to which India would succeed in educating its tertiary age population would be determined by the success of this policy. At this critical time, Indian higher education system through this policy has to enable its tertiary age population through **globally relevant** higher education to take advantage of the **information revolution, digital economy** and to manage its **demographic challenge**. The **Draft Policy** has articulated a **vision of the future** and has identified **specific challenges** that is critical for India’s higher education success. However the extent of India’s success in meeting its **global commitment**, would eventually be determined by the finalisation, operationalisation and execution of the policy and each of its proposed actions.

## 2. Internationalisation of Higher Education: India UK Programmes

**UK-India** 2016: Year of Education  
 Research and Innovation

### Background

India is the fastest growing large economy in the world today. The provision of higher education in India is an imperative for sustaining growth and development as well as a significant business opportunity. India accounts to 1% of the world population and is undergoing steady demographic transition. Half of India's population is under the age group of 30 and will remain so for the next 15 years making India the youngest nation in the world<sup>1</sup>. In 2012, India's 487 million workforce in the age group of 15-59 is expected to reach 653 million by 2031<sup>2</sup>. According to Indian labour report, 0.1 million Indians join labour force every month and 300 million youth will enter the labour force by 2025 which constitutes one-fourth of the world's new workers in the next decade.

UK was the cradle of the industrial revolution and focused on excelling in services, created a higher education ecosystem which produced trained & employable workers as per industry needs. It is considered to be an international leader in respect to employment, productivity and skills, by bringing educational expertise and employer know how together. It has become India's strategic partner of choice for higher education and skilling initiatives with success of its research and innovation base. UK's education system being recognised as the leader world which is serving as an important contributor to influence the economies of both the nations.

India in the next decade, is poised to have the largest tertiary enrolment in the world and will become the key source of intellectual capital to the world. Therefore, the Indian government is keen to promote internationalisation of education through collaborations with leading nations across the world.

As Prime Minister Mr. Narendra Modi said during his visit to the UK in November 2015, - UK and India are an unbeatable combination for enormously successful partnerships. That is very true in education. What follows in this section are three large and successful UK India programmes in research, skills and mobility.

### a. Newton-Bhabha Fund

#### Newton Fund

The UK and India see research and innovation as enablers of future prosperity. India is rapidly becoming a major scientific power and its growing research and innovation relationship with the UK is a mature partnership of equals.

Ministers Jo Johnson and Dr Harsh Vardhan at India-UK Science and Innovation Council in June 2016

The Newton Fund was launched by the UK in 2014 to build scientific and innovation partnerships with 16



<sup>1</sup> Census 2011

<sup>2</sup> Ibid

partner countries to support economic development and social welfare, and to develop research and innovation capacity for long-term sustainable growth. The Newton Fund was initially launched in 2014 as a £375m fund over five years and was subsequently extended and expanded to a £735m fund until 2021, with matched resources from the partner countries. The Newton Fund is managed by the UK Department for Business, Energy and Industrial Strategy, and delivered through 15 UK Delivery Partners, which include the Research Councils, the UK Academies, the British Council, Innovate UK and the Met Office.

### Newton Fund in India

The Newton partnership with India is known as the Newton-Bhabha Fund. Prior to its agreement, the UK and India were gradually building a strong research partnership (with joint funding up from £1M to around £150M in five years) across a wide range of areas of joint UK and Indian priority.

The UK and India, through a joint Task Force, identified three grand societal challenges as priority areas for collaborations under Newton-Bhabha:

- Sustainable Cities and Urbanisation
- Public Health and Well Being
- Energy-Water-Food Nexus

and two underpinning capabilities:

- High Value Manufacturing
- Big Data



At the UK-India Science and Innovation Council in June 2016, co-chaired by the Science ministers of the two countries, Oceans was added to the list of priority areas.

Under the framework of Newton-Bhabha programme, the UK and India worked together to build capacity of researcher capacity, develop new research collaborations and translate this knowledge into tangible benefits.

The main Indian funding partners are: Department of Science & Technology (DST) and Department of Biotechnology (DBT) within the Ministry of Science and Technology, and the Ministry of Earth Sciences among others.

Within the first two years of Newton-Bhabha, significant progress has been made by UK and Indian delivery partners in order to deliver 31 programmes addressing key research and innovation questions as well as developing capacity needs of researchers and entrepreneurs.

Newton-Bhabha builds on the foundations laid by UKIERI, the establishment of the Research Councils in India and the Wellcome Trust/DBT India Alliance. It has contributed immensely to UK India partnership by adding scale and ambition and also addressing key gaps in the relationship, in developing capacity for research and innovation and particularly in translating the joint research into tangible outcomes.

Newton-Bhabha have developed significant partnerships with several Indian departments for building research and innovation capacity in natural sciences, engineering, social sciences and humanities, and clinical sciences through programmes through PhD exchanges; Fellowships for post-doctoral researchers in the areas of physical sciences, natural sciences and clinical sciences; Entrepreneurship trainings and Linking Higher Education institutions through the Innovation Leadership Programme to create a cadre of entrepreneurial Indian researchers who are linked to UK and international peer and mentorship networks.

A large number of joint research programmes are being delivered to address the grand societal challenge areas paving the way to healthier global populations through a multi-pronged approach. These are addressing important challenges around antimicrobial resistance (AMR), the effects of atmospheric pollutants on human health, and maternal and child health, among others. Joint



activities include virtual centres in the areas of cancer biology (chemical biology for drug discovery) and AMR as well as agricultural nitrogen and sustainable cities and urbanisation

The Newton-Bhabha fund has allowed the UK and India to fund a wider range of innovative industrial research projects, focused on addressing grand societal challenges. This has included projects covering clean energy, affordable healthcare as well as funding research and innovation in food processing.

The partnerships established under Newton-Bhabha will continue to grow and we are currently working towards developing new exciting programmes that will address further global challenges, the impact of which are not limited to UK and India.

## b. UK-India Education Research Initiative (UKIERI)

### Programme Outline

World-class research and innovation flourishes on rich collaboration among academic and research talent. United Kingdom's higher education institutes are recognised as one of the leading education systems in the world. India has currently the third largest education system in the world, and in the next decade, is poised to have the largest tertiary enrolment in the world and be a key source of intellectual capital to the world. In this context Indian and UK Governments are aligning the resources and capabilities in a collaborative manner to connect the academic and research community in the two nations through the UK-India Education and Research Initiative (UKIERI). The UK India Education Research Initiative (UKIERI) was launched in April 2006 to enhance educational links between India and the UK, with the potential to deliver substantial, long-term prosperity benefits for both countries.

UKIERI is funded from the UK by Department for Business, Energy and Industrial Strategy, Foreign and Commonwealth Office, British Council, as well as by the Scottish Government, Welsh Government and Department for Employment and Learning in Northern Ireland; and from India by Ministry of Human Resource Development, Department for Science and Technology, Ministry of Skill Development and Entrepreneurship, University Grants Commission and All India Council for Technical Education.

Recognised as a key multi-stakeholder programme, UKIERI seeks to strengthen relations between the two countries and has successfully facilitated over 1000 UK-India partnerships in education and research so far in the first two phases. UKIERI Phase 3 (2016-2021) was launched in April 2016 and will work on the key priorities as identified by the two governments. The overarching aim for UKIERI Phase 3 is to build on the achievements of the previous two phases through a focused and targeted approach in order to maximise impact.

Working across three strands, Phase 3 will focus on:

**Leadership and Faculty Development** - developing strategic initiatives to enhance institutional leadership abilities in both central and state institutions

**E-partnership and Research incubation** – facilitating jointly-funded research and innovation partnerships with clear benefits and outcomes for society

**Integration of Skills in Education** - building high impact and long term partnerships across priority areas of skill development

Mobility, ICT, Massive Open Online Courses (MOOCs) and policy dialogues will underpin all strands. A call for proposals to support newer partnerships to increase engagement, collaboration and joint working will be available for institutions.

In an impact assessment undertaken by a third party, clear benefits have emerged from the facilitated UKIERI partnerships of last two phases. The programme has created new links between Centers of Excellence and high quality institutions between both countries and, for 75% of these

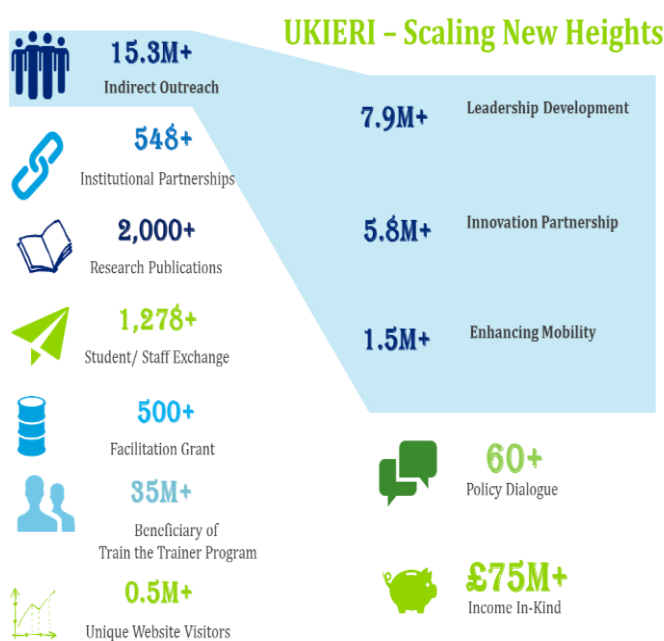
partnerships; UKIERI was their first international collaboration. It was also recognised that cross-continent knowledge exchange has been beneficial for tackling matters of global concern such as birth defects and sustainability of freight transportation. UKIERI Phase 3 is looking forward to scale up research, collaborate on key research themes and create a second tier of researchers to take forward our bilateral links.

The skills partnerships have created transnational standards, industry-academia institutional partnerships in key sectors and have supported efforts to bring more quality in vocational education which will open more avenues for employment across countries for the youth. Standardisation of Vocational education is crucial in bringing about a level in the efficiency of the skilled workforce and UKIERI continues to expand further to support similar initiatives under the third phase.

### Programme Outreach & Impact

The highlights of the programme outreach and achievement are given below<sup>3</sup>:

- 750 educational institutions have been connected with over 548 ongoing work agreements and about 2,000 high quality research publications have been brought out
- 35 million young people benefitted through train the trainer programmes
- The UK and Indian governments have committed over GBP 35 million across the two phases with over GBP 75 million leveraged
- 1,000 partnerships in education and research created
- 25,000 exchanges of academicians, researchers, staff and students
- 60+ Policy dialogue events organised in Phase 1 & 2



Source: UKIERI Annual Report 2011-16; Impact Booklet 2015; Other Project Documents

For more on UKIERI, visit [www.ukieri.org](http://www.ukieri.org) or write to [ukieri@in.britishcouncil.org](mailto:ukieri@in.britishcouncil.org)

## c. Generation UK-India

### Programme Outline

The UK has been an attractive destination to international students however its domestic students lag behind in getting the same global exposure. This particularly applied to young people from the UK's engagement with India. The British Council's 'India Matters' report found that our two nations did not know each other as well as they might. While 74% of young Indians surveyed said that they knew 'a great deal' or 'a fair amount' about the UK, just 21% of young people from the UK said the same about India.

With an intention of giving UK students an exposure to world's fastest growing economy, the Study India Programme (SIP) was launched by UKIERI in 2009. Between 2009 and 2014, around 1,200 students visited India. Based on the success of SIP, the British Council launched Generation UK-

<sup>3</sup> UKIERI Annual Reports 2010-16

India which aimed to increase and diversify the opportunities available for young people and professionals from the UK to gain study and work experience in India. Generation UK-India hopes to connect a cadre of young UK leaders with knowledge of 21<sup>st</sup> Century India, setting the stage for a renewed relationship between the two countries at a cultural, business and academic level. In addition to future proofing the relationship between the UK and India and building relationships for future collaboration, the objectives behind the programme are to reduce the imbalance in mobility between the UK and India and to help develop a more globally competitive UK workforce.

### **Programme Outreach & Impact**

Since July 2015 the programme has received over 4000 applications with over 1,000 participants taking part in a range of placements from two weeks to a full year. Applicants have come from more than 130 different UK institutions and from a range of academic backgrounds. As well as support from the UK and Indian governments, Generation UK-India also has 3 corporate partners with Tata Consultancy Services (TCS), Air India and KPMG all supporting the programme. The following initiatives form the Generation UK-India programme:

#### **Cultural immersion placements**

In the first year UKIERI supported Generation UK-India cultural immersion placements on a similar model to SIP. This created the opportunity for 500 students to visit India on the Study India, Make in India and Digital India programmes.

300 students spent time in Delhi and Mumbai interacting with students at Delhi University and gaining experience of different environments across India with visits to Dharavi slum, a rural village and the Bombay Stock Exchange. On the 'Make in India' placement, 60 students visited for two weeks, where they interacted with factory workers, artisans, designers, entrepreneurs and business leaders. Similarly, on the 'Digital India' placement, 40 young entrepreneurs spent two weeks interacting with startup founders, business leaders, students and faculty at Indian institutions. This allowed them to develop an understanding of doing business in India as well as shape their own entrepreneurial plans.

#### **Teaching Assistantships**

Over the 2 years of the programme, 250 teaching assistants have spent time in schools across India, delivering lessons across the curriculum and bringing a global dimension to the classroom. These two to five month placements provide participants with the chance to develop teaching skills while also supporting the learning and internationalisation of Indian students and teachers. The teaching assistants have interacted with more than 80,000 students and over 2,000 teachers and have also delivered exciting extra-curricular projects from running a football academy to delivering sessions to students on self-development, women's empowerment, CV writing and music.

#### **TCS digital internships**

Following the success of the first year of the programme, the British Council partnered with Tata Consultancy Services (TCS) to create opportunities for up to 1,000 digital internships in their offices across India. These internships give UK students the chance to develop their skills in one of the world's largest and most successful IT services companies. They aim to build a cohort of professionals with strong digital skills who have an understanding of working in India. In the pilot year 17 interns are currently located in Delhi, Mumbai and Pune.

#### **Study in India**

One of the key areas for Generation UK-India programme is to encourage more UK students to come and study at Indian Universities, supporting the aims of the Indian Government to internationalise the Indian HE sector. The programme also hopes to help with the development of credit transfer and semester long exchanges.

In 2016, the British Council partnered with 9 Indian universities to offer places for over UK students and graduates to study on 11 different courses. 285 students took part in the short, two

week courses which focused on a variety of subjects including social entrepreneurship, gender politics, yoga and cinema. The aim of these courses was to give students a flavour of university life in India supporting participants to develop their knowledge in a range of subjects within the context of contemporary India.

The universities involved were:

- Christ University
- Doon University
- Hyderabad University
- IILM Institute for Higher Education, Gurgaon
- IISER Pune
- Jain University
- Lovely Professional University
- Kerala University
- Panjab University

### **Think India**

The Think India strand aims to raise awareness of the benefits and offer support, guidance and training to institutions and individuals interested in pursuing opportunities in India. In 2015-16, British Council has worked with Robert Gordon University to support their RGU Go-India programme which saw 12 of their students to participate in a 3 week placement at Manipal University. The project involved Robert Gordon University students from multiple discipline areas (Nutrition, Sports Science, Media, Events Management, PR, Journalism, Communication Design) who worked with their Indian counterparts to design, promote and deliver health, nutrition and sports events for people in the rural areas of Manipal, helping to identify and address local health issues. This placement provided the students with the opportunity to apply their knowledge and learning, gained from their studies and involvement in an Aberdeen-based initiative, within an Indian context.

The British Council supported with pre-departure briefings and guidance as well as by assisting Robert Gordon University with a week of activities in Mumbai to finish the placement. We are looking to widen this support to other UK universities to help develop strong and sustainable mobility links between them and Indian institutions as part of our Think India strand.

The key highlights from the first two years of the programme are as follows:

- Number of participants: 1025
- Number of Indian institutions engaged with: 200
- Number of Indian school pupils and university students engaged: Over 85,000

Generation UK-India has been crucial in building a network between British and Indian youth as well as in broadening their horizons. The success of this programme goes beyond the number of participants. It has helped in providing the youth of UK & India with the opportunity to better understand each other's culture as well as developing their skills.

According to the feedback received from this year's UK participants, 93% agreed or strongly agreed that they had developed new skills from the programme with 95% agreeing or strongly agreeing that their knowledge and understanding of India had increased.

Upon completion of placements in India it is hoped that these engaged participants will continue their relationship with India with all Generation UK-India participants being offered the opportunity to join the programme's alumni network. This supports former participants to continue to build on their experience and continue to develop connections with India and develop their employability after their placement.

### 3. World Class Universities in India: Paradigm shift aimed to make a global impact

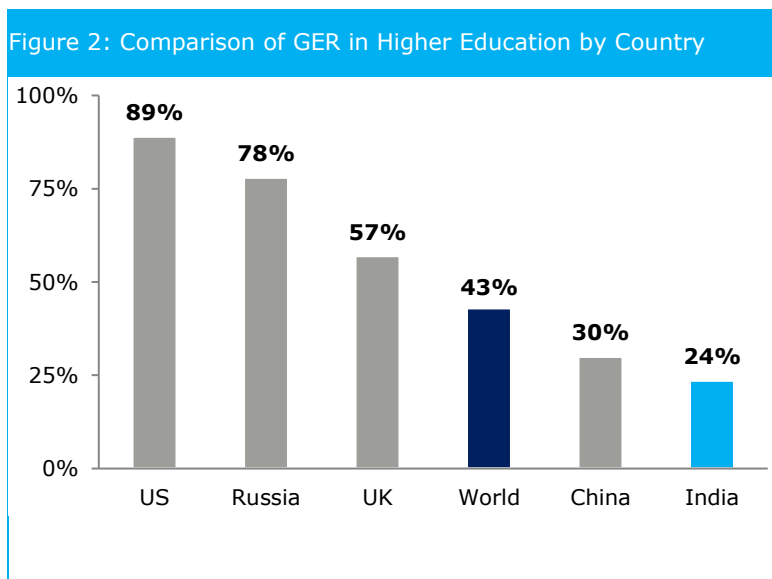
#### The need for World Class Universities in India

India has had a noteworthy history in the higher education sector with a rich heritage of internationalization of higher education. Its ancient universities like Takshashila, Nalanda, Vikramshila, Vallabhi, Kanchi and Ujjain were globally known and used to attract international scholars.<sup>4</sup>

Today, India with a population of 1.3 billion people is at the cusp of a transformation with significant growth trends being observed in terms of number of institutions and enrollments in its Higher Education system. However, significant quality issues which need to be addressed for institutes to get on track to become truly “World Class”. Today, India has only 2 institutions listed in the QS World University Rankings 2016-17 Top 200 ranking, as compared to about 150 institutes from US and Europe combined, around 12 in China (including Hong Kong).

#### Indian Higher Education sector witnessing unprecedented growth – And expected to continue for the next two decades

India has one of the world's largest higher education systems with enrollments of ~33.3 Mn students in nearly 50,000 colleges & institutions, and 750+ universities. Recent years have witnessed tremendous growth in terms of both institutions and enrolments. By 2020, India is expected to have the world's largest tertiary-age population & the second largest graduate talent pipeline. The Government of India (GoI) has set a target of increasing the Gross Enrollment Ratio (GER) in higher education from about 24% in 2015 to 30% by 2020, translating to 24 Mn new enrollments, requiring new colleges and universities to address this growing demand.

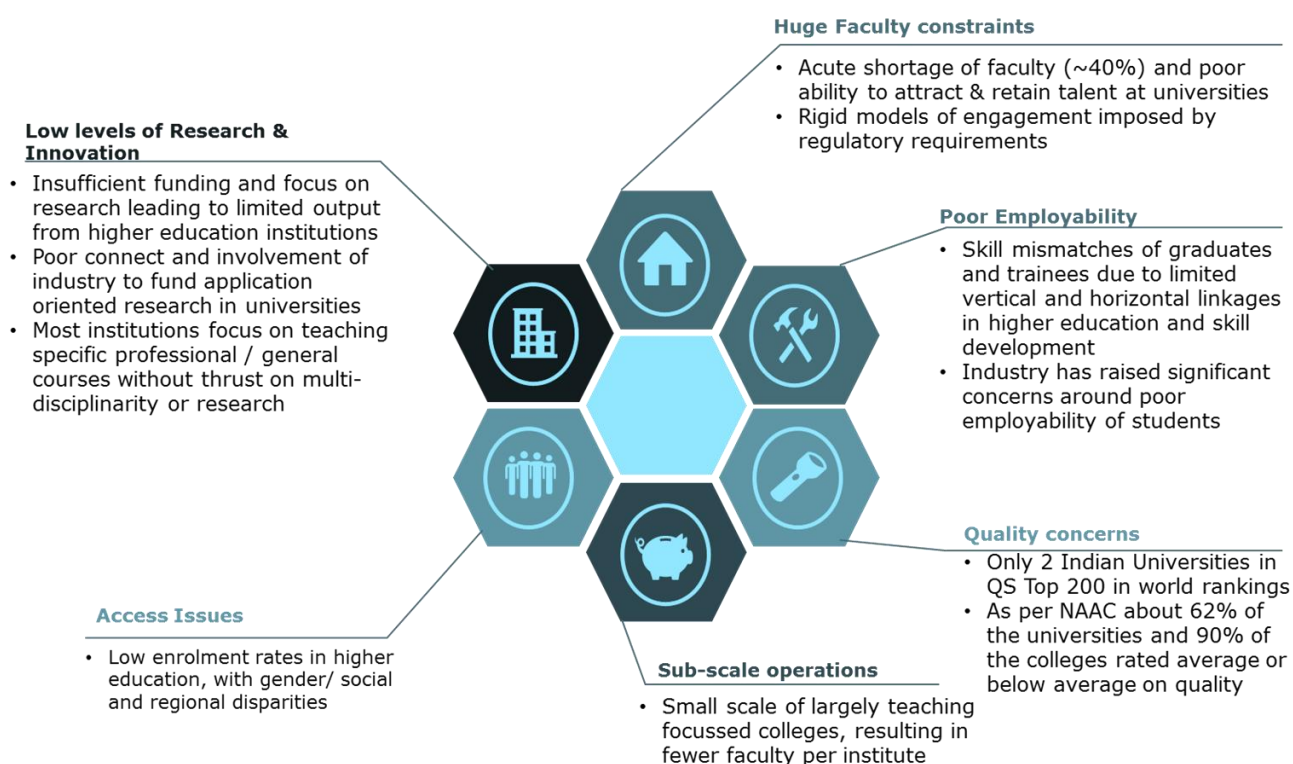


Accompanying the expansion in the system, there is a critical need for major transformation in the quality of higher education being provided in the country. Despite India's growing prominence in the world in economic and in political spheres, the country can boast of only a handful of institutes that can be rated amongst the leading colleges and universities in global rankings.

<sup>4</sup> Siddique, Saima: The internationalization of Higher education in India ([http://hrdcshimla.org/Academe\\_2014/6.pdf](http://hrdcshimla.org/Academe_2014/6.pdf))

## Challenges faced by higher education institutes in India

Challenges in the Indian context today remain around attracting international faculty and researchers, quality of learning, ability to scale up to bridge access gaps, industry orientation for employability and governance concerns over inclusion of private and foreign participants.



## Impetus to improve quality in the HE system

During the 2016 budget, GoI announced its intention to provide an enabling architecture to 10 public and 10 private institutions to emerge as world-class teaching and research institutions. These universities will aim at achieving global standards of quality and excellence to bring India to the forefront of Global Higher Education. This is also expected to act as an impetus and force to encourage and create benchmarks for improvement of the entire higher education system in India. Further, this has been introduced in the backdrop of the recent introduction of the National Institutions Ranking Framework (NIRF), design of the new education policy etc. which are major steps in the focus on quality improvement. Indian institutes will need to align themselves to enable quality improvements and achieve high rankings.

Supplementing such initiatives, there is a need for key stakeholders across India's higher education system to work towards improvements in various dimensions of the value chain. These would range from enhancing the student experience and addressing key hurdles such as shortages in faculty, to adopting leading global practices in governance and financing and providing a conducive environment to significantly enhance research and innovation in our universities.

## Factors that make a University, truly “World Class”

The quest to create “world-class” universities has become something of a global obsession in the past decade as governments across the world have put the development of competitive higher education and research systems at the heart of their national economic strategies. Essentially, World-class universities are recognized for their superior outputs which include:

- Conducting leading-edge research published in peer reviewed journals and leading to IP
- Enrolling meritorious students from diverse backgrounds to ensure diversity of thinking as well as instill a academically challenging & competitive environment
- Attracting well respected and highly cited faculty and researchers
- Producing well-qualified graduates who are in high demand in the labour market

However in order to achieve the above outputs, institutes need to have pre-requisites which can be broadly classified into four categories:



From the above, it is apparent that the key ingredient for creating “World Class” universities is - abundant resources in terms of funds, the right set of people at all levels in the institution, time as well as physical space and infrastructure, guided with favourable governance. As part of its 2014 rankings, the Times Higher Education also listed some key characteristics of the Top 200 universities in the world which represented the top 1% of the world’s higher education institutions<sup>5</sup>. The average top 200 university:

- Has a total annual income of USD 751,139 per academic
- Has a student-to-staff ratio of 11.7:1
- Hires 20% of its staff from abroad
- Has a total research income of USD 229,109 per academic
- Publishes 43% of all its research papers with at least one international co-author
- Has a student body made up of 19% international students

These indicators provide some clear pointers for any academic leader or any government serious about building world-class universities.

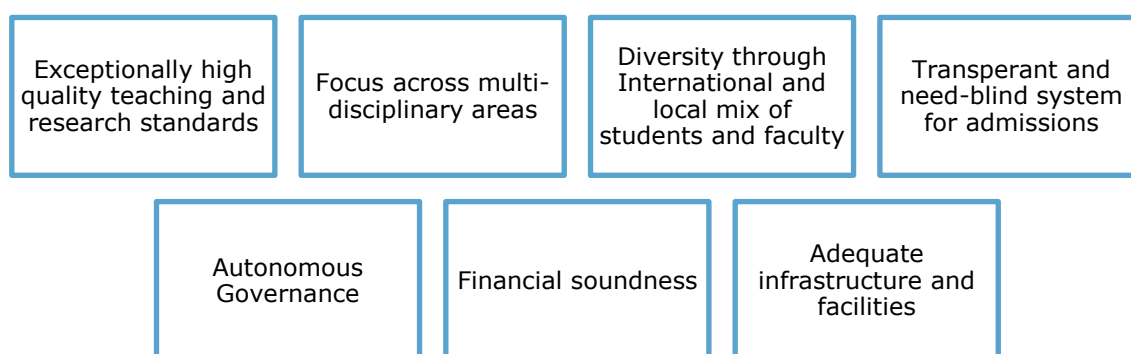
<sup>5</sup> Times Higher Education - The formula for a world-class university revealed (<https://www.timeshighereducation.com/world-university-rankings/news/the-formula-for-a-world-class-university-revealed>)

## Draft Guidelines on World class Universities

The Finance Minister in his 2016 budget had announced the Government’s initiative of supporting 20 Institutions (10 public and 10 private institutes) to emerge as world-class Teaching and Research institutions with Rs. 50bn (USD 757.5 mn i.e. Rs. 5 bn for each institute) being earmarked for public institutes which would be selected post the relevant scheme being formulated. In October this year, this has been followed up now by release of Draft Guidelines by University grants Commission (UGC) for public consultations, for public and private institutes who wish to put in their proposal for being categorized as a world class university by participating in the special window / initiative created by Government of India.

### Objectives of the Guidelines

With this effort, the UGC and the Government of India wants to facilitate the development of universities that have



The end state expected of these 20 World Class Institutes is also clearly stated as – *“It should come in top five hundred of any of the world renowned ranking frameworks (such as the Times Higher Education World University Rankings or QS or Shanghai’s Jiao Tong University) in the first ten years of setting up or being declared as World Class Institution, and come in the top one hundred eventually over time.”*

### Conditions for grant of WCU status

The conditions for grant of the WCU status has essentially two components:

- A. **Eligibility Criteria**
- B. Eligibility criteria in order to apply for World Class Status has been defined and differentiated for public and private institutes / universities for selection of 10 under each

Public Institutes (Any of the following)	Private Institutes / Corporates (All Conditions below applicable)
<input type="checkbox"/> Institutions should figure in the top 25 of the ranking in their category under NIRF-2016	<input type="checkbox"/> Sponsoring organisation to be Not for Profit entity
<input type="checkbox"/> Institutions finding place in top 500 of THE/QS/SJTU	<input type="checkbox"/> Sponsoring organisation members to have combined network of Rs. Rs. 8,000 crores; atleast one member with NW of Rs. 2,000 crores
	<input type="checkbox"/> Should have identified first Chancellor, VC, core team
	<input type="checkbox"/> Implementing Institute to have a corpus of Rs. 200 crores, guaranteed pipeline of another Rs. 500 crores and plan for additional Rs. 1,000 crores
	<input type="checkbox"/> Separate governance structures for Sponsoring and implementing bodies

category:

- C. **Execution related factors**



The interested participants need to submit a detailed 15-year strategic vision plan and 5-year rolling implementation plan. An institution declared to be “World Class Institution Deemed to be University,” while generally free to choose its own path, must satisfy the following key criteria in a reasonable timeframe from selection and notification.

**Figure 3: Execution factors**

<b>Academic Programming &amp; Research</b>	<ul style="list-style-type: none"> <li>• High quality teaching and research focus including cutting edge scientific research supported by sufficient laboratory facilities</li> <li>• Multi-disciplinary / interdisciplinary in areas of emerging technology/interest that relate to development concerns of countries like India</li> <li>• Achieve social impact by engaging in applied research and innovation in issues of concern to developing societies</li> </ul>
<b>Faculty</b>	<ul style="list-style-type: none"> <li>• 1:10 faculty to student ratio by the end of the initial three year period</li> <li>• Research publication rate of 1 per faculty member per year in top journals</li> </ul>
<b>Admissions / Student Mix</b>	<ul style="list-style-type: none"> <li>• Need-blind, merit-based admissions with adequate scholarship and</li> <li>• 20,000 student enrollment within 15 years</li> </ul>
<b>Facilities / Student Life</b>	<ul style="list-style-type: none"> <li>• Reasonably large campus with room for expansion</li> <li>• World-class library; Student amenities comparable with globally reputed institutions</li> </ul>
<b>Accreditation / Ranking</b>	<ul style="list-style-type: none"> <li>• Accredited by National Assessment and Accreditation Council (NAAC) or acceptable alternative; assessed by one reputed international agency</li> </ul>

**Autonomy and Flexibility proposed to be provided to WCU**

In its endeavour to ensuring that our higher education institutions achieve the highest levels of global excellence in teaching and research, the Government is proposing to provide an enabling regulatory architecture to emerge as world-class Teaching and Research Institution. Through the guidelines being proposed, institutes are expected to be facilitated by giving autonomy on both academic and financial matters:

<b>Academic matters</b>	<ul style="list-style-type: none"> <li>• Admit foreign students upto of 30% of domestic students.</li> <li>• Free to offer courses within a program as well as to offer degrees in newer areas, including inter-disciplinary ones</li> <li>• Flexibility of course structure in terms of number of credit hours and years to take a degree</li> <li>• Flexibility in fixing of curriculum and syllabus</li> <li>• Freedom to offer (upto 30%) online courses as part of their programmes</li> <li>• Freedom to recruit faculty from outside (upto 25% for public institutions)</li> <li>• Allowed to hire personnel from industry as faculty</li> <li>• Academic collaborations with foreign institutions exempt from government approvals</li> <li>• Free to enter into academic collaborations with other Institutions within the country</li> </ul>
<b>Financial matters</b>	<ul style="list-style-type: none"> <li>• Free to fix and charge fees from foreign students without restriction</li> <li>• Free to determine the domestic student fees with meritorious students gaining admission through financial support as required</li> <li>• Financial autonomy to spend the resources raised and allocated</li> </ul>

### Going beyond the guidelines to build World Class universities in India

The guidelines offer autonomy and flexibility to the World Class Universities in the country while enforcing, in return, responsibilities in the areas of performance, governance at the institution level, availability and access of world class resources to students and faculty in the country.

However, there are some ecosystem related challenges which still need to be addressed in order for successful implementation and achievement of having 20 Indian institutes in the Top 100 of the world in the next two to three decades:

- 1. Creating a Pool of Quality Faculty:** Quality Faculty is currently a zero-sum game in India due to problem of inadequate number of quality PhDs / other qualified teaching faculty. The pupil teacher ratio in universities and colleges as of 2014-15 was about 21. If the same has to be brought to a ratio of even 1:15, the number of qualified faculty has to be increased by at least 25% on an overall basis in the ecosystem. Unless the capacity of top quality PhDs is increased, higher paying institutes will keep poaching the good quality faculty from other institutes leaving other institutes in the system weak.
- 2. Increased and competition based Research Funding:** Across most developed nations, there is a huge amount of funds flowing from the federal government into research for which each institution accesses through typically competitive processes. While there is a need for higher amount of government spending in higher education in India, the flow of funds may in fact be adjusted through a competition based research funding model amongst Indian institutes. There are other challenges too such as disallowance of foreign faculty as principal investigators to access government research funds, which prevent top quality faculty from getting involved in India centric research. Enabling mechanisms for increased research needs to be made by the government.
- 3. Accreditation centric system rather than regulation based:** As can be observed from the US higher education system, there is a market based structure wherein the universities need to go in for accreditation which is then viewed and valued by the student. This can be the long term direction in India as the higher education system is too large to manage and regulate as such. Further, Indian accreditation bodies such as NAAC and NBA are not up to scale to meet the large demand which is also of repetitive nature. Therefore the government may need to either create other accreditation bodies, or preferably allow overseas bodies to operate in India, and ensure that global standards are being provided in India.

### Realising the “World Class University” dream – Beyond the select twenty institutes

The avenues for growth and increased autonomy for Indian institutions are not restricted to WCU alone. In 2016, MHRD has updated the UGC [Institutions Deemed to be Universities] Regulations which also invites creation of new “Deemed to be universities”. There are also provisions made in it for “De-Novo” institutions where new players too could apply for the “Deemed to be University” status. Overall, the aspirations of Indian institutions to improve quality and be recognized are being addressed by the governments through these provisions.

The thought process that regulations are a “hindrance” to the growth of Higher Education institutes is one not shared by many of the existing well performing institutes in the country. They believe that strong regulations are essential to weed out the non-performers and to discourage malpractices which is critical for country with the scale and complexity like India.

Initiatives such as the “World Class University” & “Deemed to be University” by the Government are certainly welcome steps in creating greater autonomy, encouraging more participation and

availability of resources for higher education institutes - which will eventually enable taking our institutes to a better standing globally and within India. However, in order to realise the benefits of the new provisions, and to further strengthen the higher education sector the higher education institutes will need to step up and deliver across multiple focus areas. Some of the key areas which require a relook have been outlined below

### **Broad based Governance at institution level supported by a Strategic Leadership**

This is perhaps the first crucial step for any institute at the time when it is being setup and also an area where it needs to do a serious introspection in. There is need in the country for higher education institutes to re-look at their governing board from two perspectives – Ethos and Diversity. Ethos or values and principles which guide an institution are critical and provide guidance in decision making for the management of the institute. It is therefore essential to ensure that the selection of governing board members are such that they are in alignment with the ethos of the organization and what it stands for as a whole. Secondly, it is also important to attract members within the governing board who represent a diverse experience and background. This will lead to a breadth of perspective which will then help guide the management of the institutes. Good governance is expected to be participatory, transparent, accountable, effective and equitable.

The second key aspect here, which perhaps needs more work at the higher education institutes in India is having a dynamic leadership with a systematized process of ensuring continuity of leadership. This is as true for any business or impact organisations. Leaders at the institutes may be from the teaching / research backgrounds and may lack the strategic outlook needed to run the affairs of the institute or may struggle to manage the different stakeholders on a continuous basis. Hence selection of the right leader who may be acceptable to all stakeholders (faculty, management etc.) and subsequent supporting team along with identification of next line of leadership from the long term perspective is needed.

### **Qualitative Admission – “Going Beyond Test Scores”**

The key competition in India amongst higher education institutes is for the best of the students for a simple reason that quality input would lead to a quality outputs and hence recognition of the success of the institutes. However, the definition of what constitutes quality input is adjudged at most times by the test scores of the candidate alone and not necessarily in terms of looking at the all-round personality (including sports, extra-curricular activities etc.) at the time of the admissions. This along with ensuring diversity in student selection (in terms of socio-economic background, ethnicity etc.) ensures the students are on an overall basis exposed to different perspectives and experiences during their period of studies.

### **Providing a Wholesome Academic Experience**

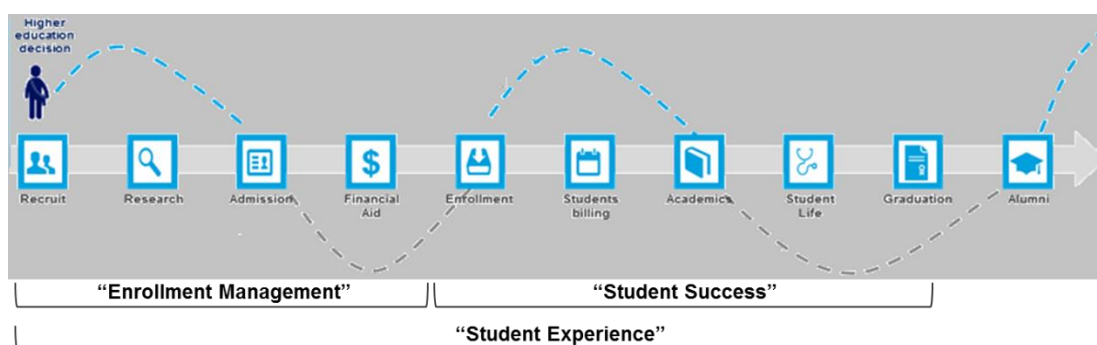
This essentially has two critical components – one from the perspective of the student and his or her learning and second from the perspective of the faculty:

- 1. Teaching / Learning through multitude of pedagogies:** New models are emerging in the teaching / learning process, beyond the traditional brick and mortar (classroom) based ones. Online modes, including MOOCs are picking up as means of delivering content to students across the globe. Other models such as experiential learning, peer-to-peer learning, competency based learning etc. too are being used. However, the most successful models are those which are able to aptly combine all of these in a brick and mortar setup. The idea is to use technology and newer methods to increase the student faculty interaction time which is at the end of the day, the key determinant factor of enhancing learning for the student.
- 2. Faculty Engagement:** Institutes also need to understand and realise the aspirations of different teaching faculty and provide them with necessary engagement and growth opportunities which are in line with their own objectives. These faculty engagement models cover both full-time as well as adjunct and co-creation with industry:

- a. Full-time / Tenure: A tenured professor has an appointment that lasts until retirement age, except for dismissal with just cause. A common justification for existence of such a privileged position is the principle of academic freedom, which holds that it is beneficial in the long run if scholars are free to examine, hold, and advance controversial views without fear of dismissal from their jobs. They typically focus on both teaching and research aspects of their subjects.
- b. Adjunct faculty: The position of adjunct professor is an important one. Colleges need instructors, and this position allows prospective academics the opportunity to try out the role of professor. Adjunct professors are hired by schools on a contractual, part-time basis as opposed to the traditional university model of full-time employment. Adjunct professors typically spend most of their time with students, and they must be flexible to fulfil several responsibilities.
- c. Co-create with Industry: This is applicable in cases industry electives which allows for co-creation and co-teaching along with partnered industry members while in parallel allowing students to learn and apply at the same time.

### Student Engagement – Lifecycle approach

This focuses on engaging with students from a point prior to admissions to much later as part of being the institutes’ alumni:



A key component of above is to have a dedicated student services wing which is kept at distance from the teaching learning process. Student services are essential to the educational mission—not tangentially connected to the core of learning. The desired outcomes are the same as those for higher education in general and include: (a) a high quality, well rounded learning experience; (b) improved higher education access regardless of ability/background; (c) better retention and progress toward graduation; higher graduation rates; (d) enhanced career/employment prospects and lifelong learning interests.<sup>6</sup>

### Encourage Research by giving the “Freedom to Fail”

Research, while conducted with certain objectives in place may not always lead to tangible results. In country with limited resources like India, this therefore becomes a discouraging factor and hence even the most premier institutes in the country are focused on creating employable candidates rather than be centres of job creation themselves. However, research is a critical component from the perspective both nation as well as individuals as the knowledge created out of research leads quite often in solving the problems that the society faces whether it be through, science technology or even humanities and social sciences. It is therefore necessary to encourage research by providing faculty the “freedom to fail” and provide resources in terms of:

- Funding: This is the primary requirement that we need to work on. Institutes need to tap of varied options to fund their research activities from government as well as private sources.

<sup>6</sup> UNESCO report - The role of student affairs and services in higher education

Collaborations with Industries is an oft used methodology especially in applied research. *For e.g. UCLA has \$1 bn in research funding, with over 350 research labs, centers, and institutes. Over 1,800 inventions have come from this research powerhouse*

- **People:** Encouraging students to work with faculty in varied research domain through provision of stipends. Further, need for staffing the research wings through full time research assistants.
- **Infrastructure:** New knowledge and, by implication, innovation, can only emerge from high-quality and accessible Research Infrastructure (RIs): for example, radiation sources, data banks in genomics, observatories for environmental sciences, systems of imaging or clean rooms for the study and development of new materials or Nano-electronics are at the core of research and innovation processes.<sup>7</sup>
- **Time:** Allowing faculty to spend more time in research by reducing their academic and administrative workload is key to achieving success in research within an institution.

### Building diversity in revenue streams – Going beyond the student fee

Tuition income in India is the biggest source of revenue for any educational institute, perhaps the only source of revenue for many tier 3 and below institutes. This restricts their ability to focus on research activities, build support systems for students as well as in some cases pay for quality faculty and industry engagement. Universities and higher education institutes therefore need to build teams which can focus on raising money through different sources:

1. **Alumni philanthropy:** There is a need for continuous alumni engagement at the university level apart from the ones which may be conducted at say the institute or department levels. Engagement of alumni is not just an annual exercise at the time of placements for any institute, but also potential source of revenue. There is need for dedicated teams which map and classify the different alumni of the college and engage with them on a continuous basis. This could be through sports (college sports is a major event in the US used to connect with Alum), interest based engagement activities (where faculty travel with alum on expeditions) or even offering life-long learning models to enhance the career of alums much later than when they passed out from the college too.
2. **Research and Consultancy services:** Companies are increasingly spending on training and consultancy activities in many subject areas which are at the end of the day quite specific in nature and hence quite often available with educational institutes. The idea is to leverage on the knowledge base built within the institutes in providing services to corporates, governments etc.
3. **Industry collaborations:** This primarily deals with outsourcing and collaborative research activities where corporates have a specific interest in. This is true especially in the field of applied research where companies look to the academia to undertake the research components while they themselves focus on their end clients.

With the recent initiative of creating an enabling mechanism for Indian Higher Institutions to aspire for global rankings, the entire higher education sector in India will be geared towards transformation. It is expected that the required eco system of having meritorious students and quality faculty members getting together with the requisite facilities and infrastructure will be able to produce the next generation of thinkers and problem solvers – a key necessity for an emerging economy like India as well as that for communities across the developing world. This will be a key enabler for India to emerge as the Talent and innovation capital of the World.

<sup>7</sup> European commission – What are RIs? ([http://ec.europa.eu/research/infrastructures/index\\_en.cfm?pg=what](http://ec.europa.eu/research/infrastructures/index_en.cfm?pg=what))

## 4. National Institute Ranking Framework: The numbers game

By **Shalini S Sharma**

Senior Consultant & Head – Higher Education, Confederation of Indian Industry (CII)

India's first official rankings of academic institutions were announced in April this year. Since they stuck to only category A institutions, i.e., largely public-funded, autonomous and research-focused institutions, they brought no major surprises. Everybody knows that in engineering it is the IITs which are on top and in management category it is the IIMs which are better than the rest. Within IITs and IIMs which is number 1, 2, 3 and so on is something which can be of interest only to the academic fraternity and to IITians themselves but for general public, whose interest these rankings are supposed to serve, this numbering exercise is of little consequence or use.

If the rankings had been done subject-wise, i.e., within engineering had it been segregated into mechanical engineering, chemical, electrical, electronics and so on then at least parents and students could have selected the best institutions for that particular subject and made some use of the India Rankings 2016, as they are called. Similarly, within management had it been categorized into hotel management, human resource, finance, and so on, then general public would have got some pointers as to which institutes to target while applying for admissions.

But the rankings as they stand now, serve little purpose for which they were created. Instead, they single out India as the only country after China where the government is itself ranking academic institutions. Elsewhere, it is third party, independent agencies which do these kind of things.

### Data deluge

One interesting trend which the rankings highlight – and it is slowly becoming a problem for institutes – is that the demand for various kinds of data from academic institutions is growing rapidly. Till four – five years back, it was really difficult to get any kind of data on higher education institutions in India, apart from the vanilla number of institutions in various categories. But that has changed now and the institutions are finding it difficult to keep up with the demand for data from virtually every quarter.

It started with the All India Survey of Higher Education (AISHE) in 2012, conducted every year by the ministry of human resource development (MHRD). It is a voluntary, online exercise in which institutes upload their data on a portal. The numbers are compiled in the form of a report which gives quantitative data such as number of institutions, types of institutions, enrolment ratios etc. There is little qualitative analysis or assessment of the numbers.

In the same year, i.e. in 2012, the Confederation of Indian Industry (CII) also started doing a survey in partnership with the All India Council for Technical Education (AICTE) of industry linkages of technical institutes. This survey leads to qualitative assessment and awards for top institutes.

Then there is data required from technical institutions for accreditation process by the National Board of Accreditation (NBA). Universities are required to submit data to National Assessment and Accreditation Council (NAAC) for their accreditation. The annual approval process of technical institutes requires them to submit huge amount of data to AICTE and now the National Ranking Institutional Framework (NIRF) seeks another set of figures from them.

### Quality of data an issue

Despite the deluge in numbers, the quality of data being collected remains an issue. Since some of the frameworks are fairly new, such as that of NIRF, institutes are still not clear about what

exactly are they required to submit. They are poor in following instructions for filling of data and ignore the unit that they are required to maintain while submitting figures. For instance, some give financial figures in lakhs, some in crores, some in millions. Same for the number of students or enrolments. While giving out the size of the institutions, some give the figures in acres, some in square meter and some in square feet.

The problem is that the task of data entry is often assigned to junior-most people in institutions who are not equipped to handle conversions wherever they are required. Where conversions is not an issue, the intent of institutions is.

To lessen the burden on institutions which are pulled in different directions by different agencies, the government is now working on measures to streamline the processes and make data collection a single window exercise.

## India Rankings 2017

Learnings from the first edition of rankings have led to some changes in the methodology and process. In the main, the checks and balances have become stronger, institutes have been mandated to post their submitted data on their own websites prominently for three years and NIRF has been empowered to take up physical checks on the institution records and audited accounts where needed, to ensure that the principles of ethical behaviour are being adhered to.

The National Board of Accreditation (NBA) continues to be the agency which will compute next year's rankings and it has taken several steps to ensure that the listing given by it in 2017 is as close to reality as possible.

**Table 2: Summary of Ranking Parameters and wightages - 2017**

Sr.	Parameter	Marks	Weightage
<b>No.</b>			
1	Teaching, Learning & Resources	100	0.30
2	Research and Professional Practice	100	0.30
3	Graduation Outcomes	100	0.20
4	Outreach and Inclusivity	100	0.10
5	Perception	100	0.10

Sr.No.	Parameters	Marks
	<b>Teaching, Learning &amp; Resources (TLR)</b>	
	<b>Ranking weight: 0.30</b>	
	A. Student Strength including Doctoral Students(SS): 20 Marks	
<b>1.</b>	B. Faculty-student ratio with emphasis on permanent faculty (FSR): 30 marks	<b>100</b>
	C. Combined metric for Faculty with PhD (or equivalent) and Experience (FQE): 20 marks	
	D. Financial Resources and their Utilisation (FRU): 30 Marks	
<b>2.</b>	<b>Research and Professional Practice (RP)</b>	<b>100</b>

**Ranking weight: 0.30**

- A. Combined metric for Publications (PU): 30 marks
- B. Combined metric for Quality of Publications (QP): 40 marks
- C. IPR and Patents: Filed, Published, Granted and Licensed (IPR): 15 marks
- D. Footprint of Projects, Professional Practice and Executive Development Programs (FPPP): 15 marks

**Graduation Outcomes (GO)**

**Ranking weight: 0.20**

- A. Combined metric for Placement, Higher Studies, and Entrepreneurship (GPHE): 40 marks
- 3. B. Metric for University Examinations(GUE): 15 marks **100**
- C. Median Salary(GMS): 20 marks
- D. Metric for Graduating Students Admitted Into Top Universities (GTOP): 15 marks
- E. Metric for Number of Ph.D. Students Graduated (GPHD): 10 marks

**Outreach and Inclusivity (OI)**

**Ranking weight: 0.10**

- A. Percent Students from other states/countries (Region Diversity RD): 30 marks
- 4. B. Percentage of Women (Women Diversity WD): 25 mark **100**
- C. Economically and Socially Challenged Students (ESCS): 25 marks
- D. Facilities for Physically Challenged Students (PCS): 20 marks

**Perception (PR)**

**Ranking weight: 0.10**

- A. Peer Perception: Employers and Research Investors (PREMP): 25 marks
- 5. B. Peer Perception: Academic Peers(PRACD): 25 marks **100**
- C. Public Perception (PRPUB): 25 marks
- D. Competitiveness (PRCMP): 25 marks



# PART II - India and State Profiles in Higher Education

Notes:

1. The data in this chapter has been taken primarily from the All India Survey of Higher Education, 2014-15, published by MHRD unless otherwise stated.
2. Information on Lakshadweep is not publically available. Hence, it has not been included in this report.

# India: Key statistics and trends in Higher Education

## Key Indicators

**Table 3: Key Indicators – India**

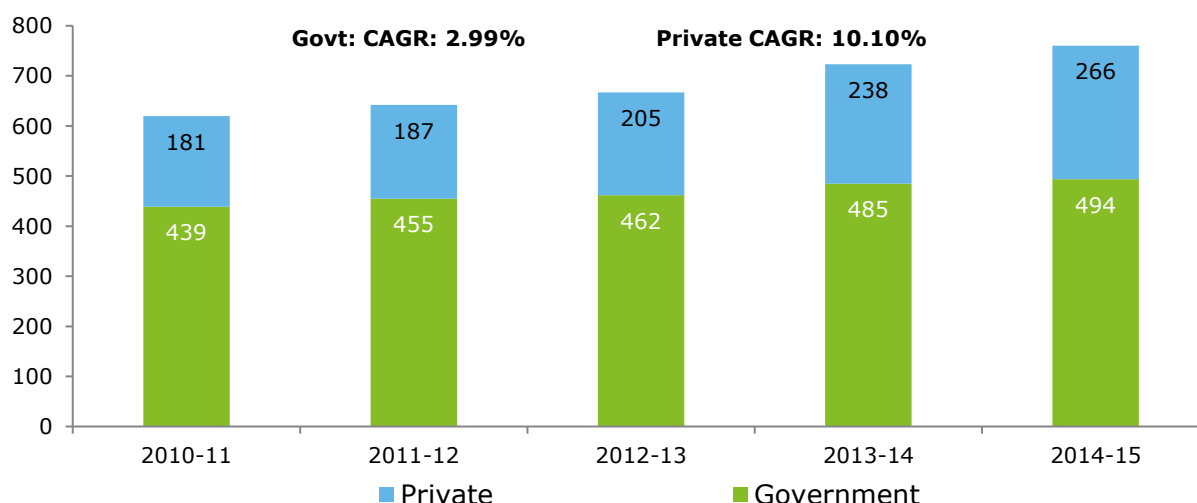
Indicator	Total	Male	Female	Indicator	Value
Total Population, Crores <sup>1</sup>	121.1	62.3	58.7	<b>India GDP estimated (2015-16)<sup>3</sup></b>	₹113.50 Lakh Cr
Literacy Rate <sup>1</sup>	74.0%	82.1%	65.5%	<b>Sex Ratio (2011)<sup>1</sup></b>	940
2015 Projected Pop. in 18-23 age group (Crores) <sup>1</sup>	14.13 (11.7%)	7.31 (11.7%)	6.81 (11.6%)	<b>HE Expenditure as a % of GSDP<sup>4</sup></b>	0.53%
Share to total pop. (%)					
Gross Enrollment Ratio <sup>2</sup>	24.3	25.3	23.2		

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15; 3. Ministry of Statistics & Programme Implementation, Government of India, May, 2016; 4. RUSA, National Higher Education Mission, Sept 2013

## Education Infrastructure

**Growth of Universities:** The total number of universities in India have gone up from 620 in 2010-11 to 760 in 2014-15, growing at a CAGR of 5.22%.

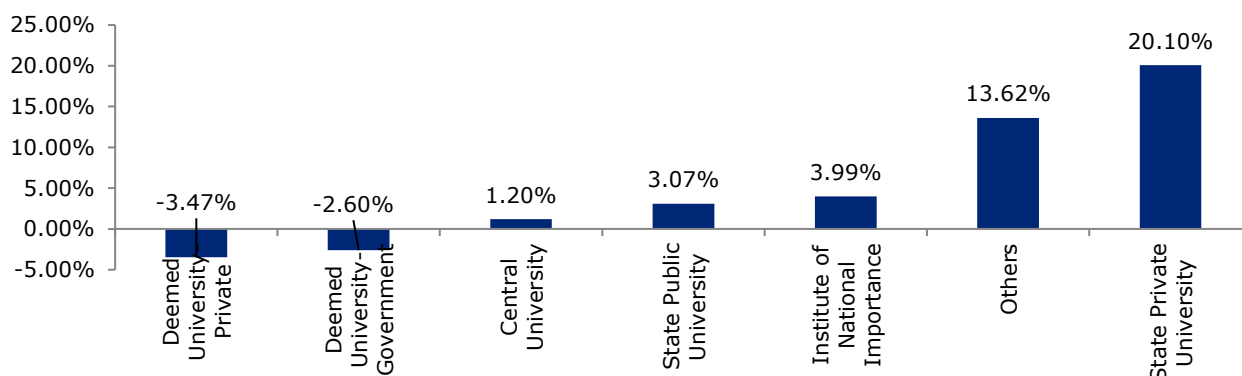
**Figure 4: Growth of Universities from 2010-11 to 2014-15**



As shown in the figure above, the number of government universities (including central, institutes of national importance, state public, government deemed and a few others) have gone up from 439 in 2010-11 to 494 in 2014-15, growing at a CAGR of 2.99%. However, the number of private universities (including state private and private deemed) have gone up from 181 in 2010-11 to 266 in 2014-15, growing at a much faster CAGR of 10.10%.

The graph below depicts growth of the individual type of universities. While the number of 'State private universities' have grown from 87 in 2010-11 to 181 in 2014-15 at a CAGR of 20.1% and continue to grow rapidly since then, the number of private and government deemed universities have declined slightly in number. State public universities have grown more moderately from 280 in 2010-11 to 316 in 2014-15 at a CAGR of 3.07%.

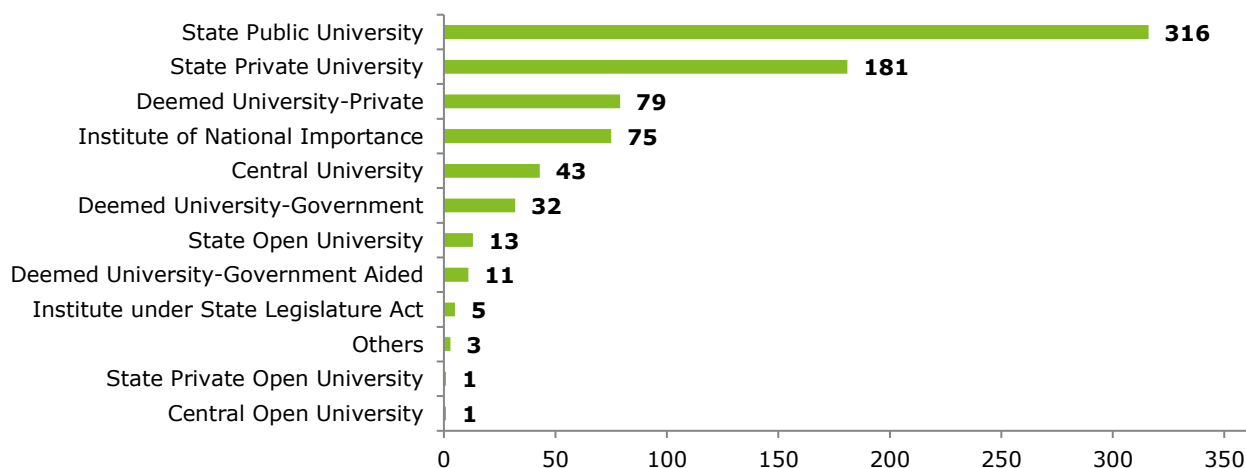
**Figure 5: Growth rate of Universities by Type from 2010-11 to 2014-15**



No change has been reported in the number of Central Open University, Deemed University – Government aided, Institute under State Legislature Act, State Open University and State Private Open University between 2010-11 and 2014-15.

**Universities by Type:** The break-up of number of universities in India on the basis of type of university is shown below. There are a total of 760 universities across the country, with state public universities constituting the highest share (41.6%).

**Figure 6: Universities by Type – India (2014-15)**



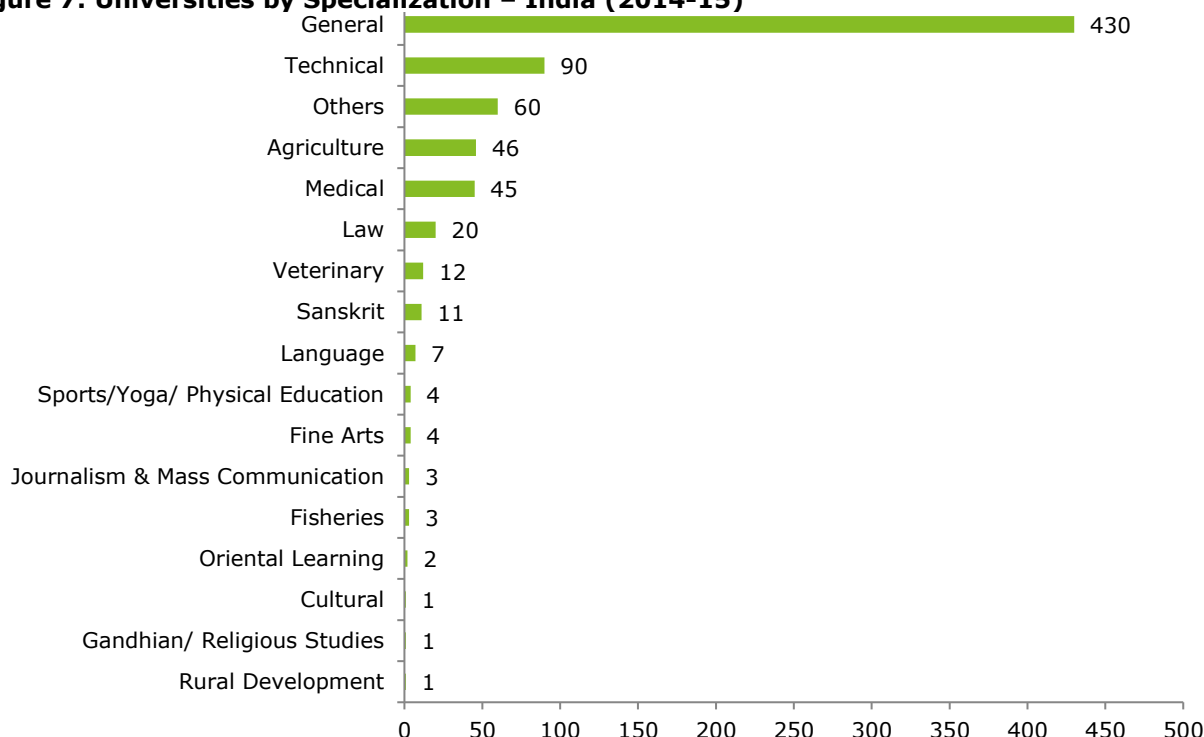
The top five states with the highest number of universities include Rajasthan (64, 8.4% of total in India), Uttar Pradesh (63, 8.3%), Tamil Nadu (58, 7.6%), Karnataka (51, 6.7%) and Gujarat (49, 6.4%). The break-up of the universities by type indicates variance between the top five states as follows:

- Gujarat and Karnataka are jointly ranked first in India in terms of total number of state public universities (25 each, 7.9% each of total state public universities);
- Rajasthan (32, 17.7% of total private universities) ranks number one in terms of total number of private universities, followed by Uttar Pradesh (20, 11%) & Gujarat (18, 9.9%)

- Tamil Nadu is ranked number one in terms of number of deemed universities with 28 deemed universities (23% of total deemed universities)

**Universities by Specialization:** The bar graph above reflects the break-up of number of universities in India on the basis of specialization. The country is reported to have 430 general universities (58.1% of total), 90 technical universities (12.2%), 46 agricultural universities (6.2%), 45 medical universities (6.1%), 60 other universities (8.1%) and 20 law universities (2.7%) with all other universities comprising (6.6%).

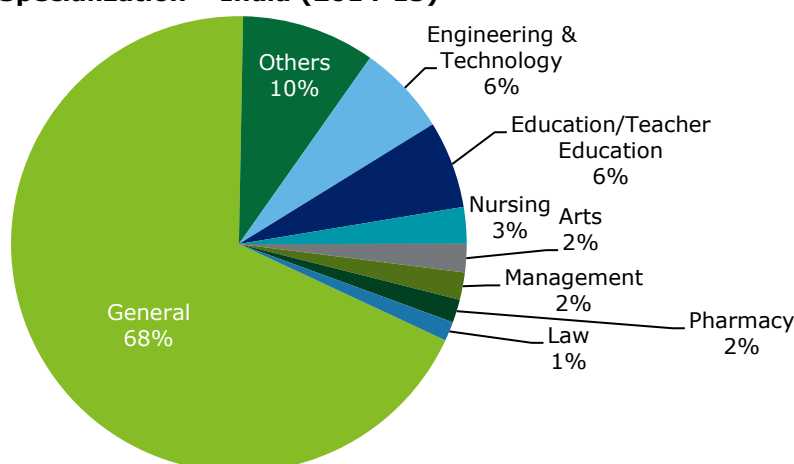
**Figure 7: Universities by Specialization – India (2014-15)**



**In absolute terms, Uttar Pradesh has the highest number of general universities (39) and along with Karnataka holds the joint distinction of housing maximum number of Agricultural universities (5).** Tamil Nadu has the highest number of Technical universities (8) while Rajasthan (7) has the highest number of medical universities. Tamil Nadu (2), Delhi (2) and Karnataka (2) have the highest number of law universities while Uttar Pradesh (2) has the highest number of veterinary universities. The five southern states of Tamil Nadu, Telangana, Andhra Pradesh, Kerala and Karnataka, which constitute 21% of the total population of the country, account for 35% of law universities, 33.3% of veterinary universities, 28.3% of other universities, 24.4% of medical universities, 21.4% of general universities, 21.1% of technical universities and 23.4% of all the universities in India.

**Colleges by Specialization:** The pie chart below reflects the break-up of number of colleges in India on the basis of specialization. The division by specialization is available only for 89.5% of all colleges in India, out of which 68.4% are general colleges, followed by Engineering & Technology (6.4%), Education/ Teacher Education (6.2%), Nursing (2.6%), Arts (2%), Management (1.9%), Pharmacy (1.6%), Law (1.4%) and other colleges (9.5%), which include colleges in Agriculture, Fisheries, Commerce, Medical (Allopathy, Ayurveda and Dental), Paramedical, Sanskrit, Fine Arts, and Architecture among various other type of colleges.

**Figure 8: Colleges by Specialization – India (2014-15)**



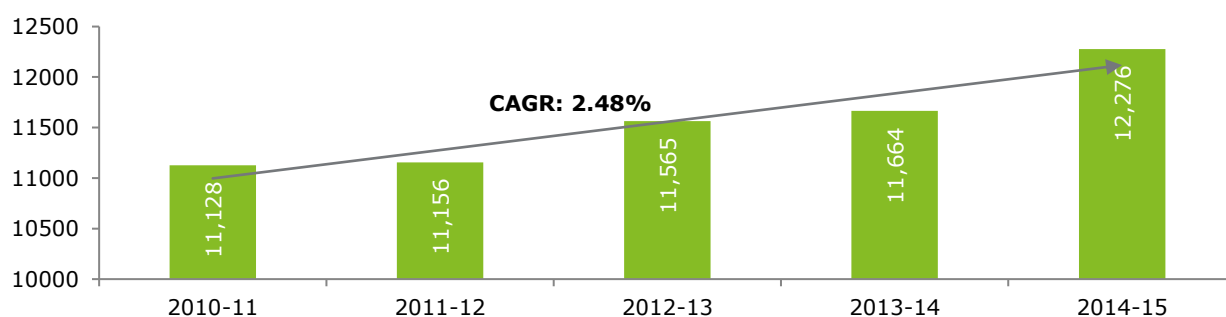
**Table 4: College & Institution Indicators – India (2014-15)**

Indicator	Universities	Colleges	Stand-alone
<b>Total No. of colleges/ institutions</b>	760	38,498	12,276
<b>Average enrollment per college/ institution</b>	8,404	731	267

**Universities:** India has a total of 760 universities, with Rajasthan ranking (64, 8.4%) first on total universities in a state, followed by Uttar Pradesh (63, 8.3%) and Tamil Nadu (58, 7.6%). The average enrolment is about 8,404 students per university and the total estimated enrolment is 63.8 Lakh.

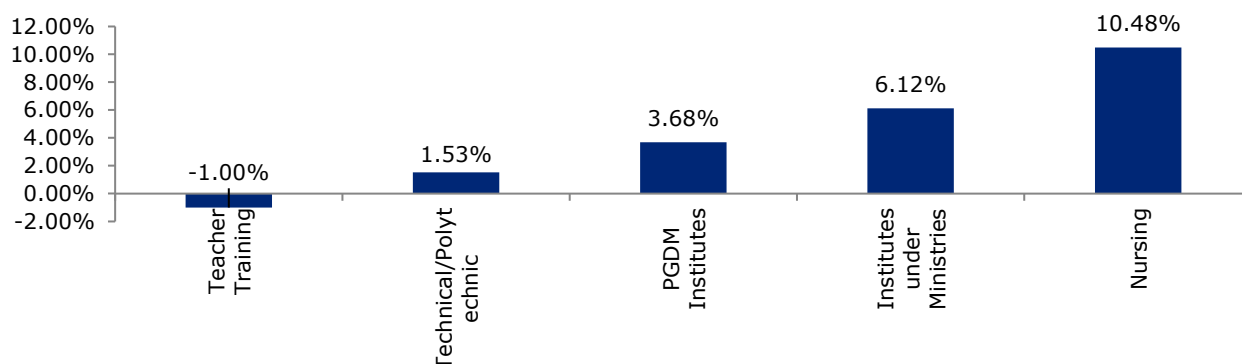
**Stand-alone Institutions** are those that are outside the purview of the university & college but require recognition from one or other statutory bodies. These include Polytechnics, colleges offering PGDM, Nursing, Teacher Training, CA, CS etc. Standalone Institutions have grown from 11,128 in 2010-11 to 12,276 in 2014-15 at a moderate CAGR of 2.48%

**Figure 9: Growth of Stand Alone Institutions from 2010-11 to 2014-15**



The graph below depicts growth of each type of stand alone institute between 2010-11 and 2014-15. While Nursing institutes have recorded the highest growth rate, growing from from 2,090 in 2010-11 to 3,114 in 2014-15 at a CAGR of 10.48%. 'Institutes under ministries', PGDM Institutes and technical/ polytechnic institutes follow with CAGR of 6.12%, 3.68% and 1.53% respectively. Teacher training institutes have declined from 4,924 to 4,730 during this period

**Figure 10: Growth Rate of Stand Alone Institutions (by type) between 2010-11 and 2014-15**



For 2014-15, the total enrolment in the 12,276 stand-alone institutions was estimated to be around 20.34 lakhs. Maharashtra recorded the highest number of such institutions in the country (2700).

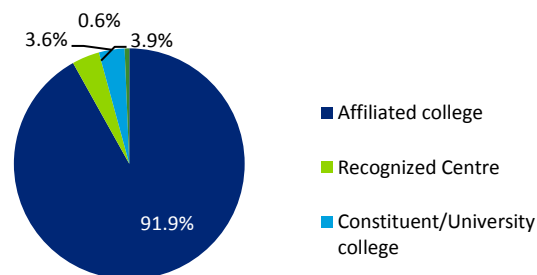
**Colleges:** India has a total of 34,452 colleges (as of 2014-15) with Uttar Pradesh ranking first (5,337, 15.6% of total colleges), followed by Maharashtra (4351, 13.2%), Karnataka (3265, 9.5%), Tamil Nadu (2452, 7.1%) and Rajasthan (2190, 6.4%).

The average enrolment per college in India is 715, with Bihar (2081) reported to have the highest average enrolment in colleges among all states, followed by Jharkhand (2025) and Chandigarh (1741). Total enrolment of students in colleges in India is around 251.77 lakhs.

In terms of Colleges per lakh population, the top 5 states (listed below in Table 3) account for 28.5% of the total colleges in India and 20.4% of the total enrolments in the colleges in India.

**Table 5: Colleges per lakh pop – Top 5 Major States/UTs** **Figure 11: Type of Colleges India**

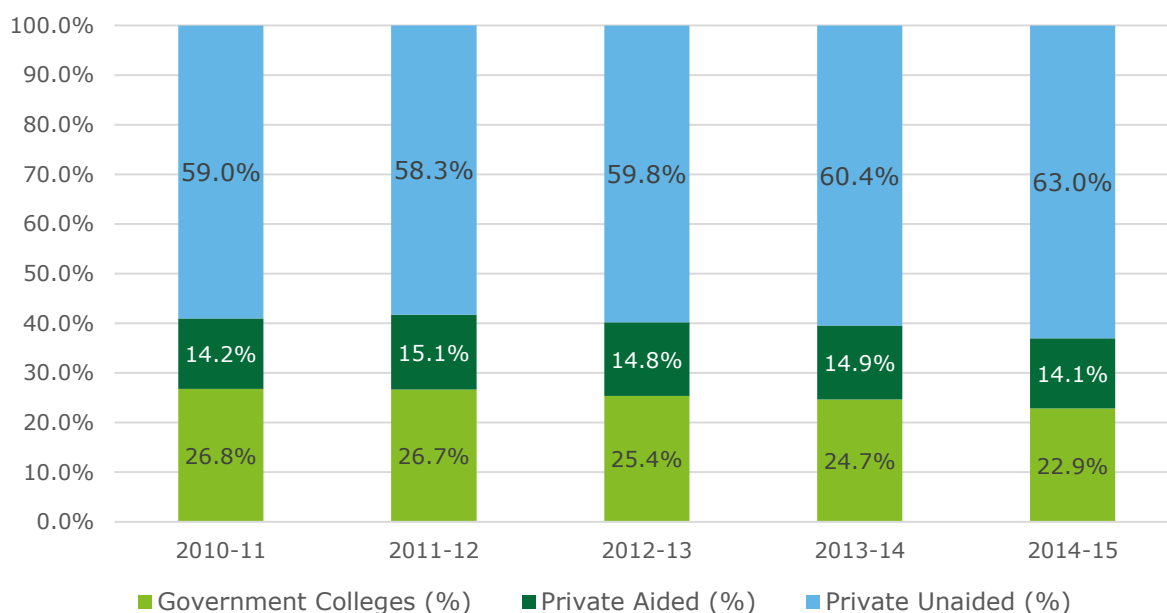
State	Colleges per lakh pop
Telangana	60
Karnataka	49
Andhra Pradesh	47
Kerala	41
Haryana	35



**By Management:**

The total number of colleges has grown from 32,974 in 2010-11 to 38,498 in 2014-15, at a CAGR of 3.95%. The graph below shows the gradual change in the trend of management of colleges. While share of private unaided colleges has been growing steadily; from 59% to 63%, the share of government colleges has been declining; from 26.8% to 22.9%. The share of private aided colleges has more or less been around the 14.2%. The overall share of private colleges (private aided and unaided) has grown from 73.2% to 77.1%.

**Figure 12: Share of Colleges by Management from 2010-11 to 2014-15**



**Table 6: Management of Colleges - India (2014-15)**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	63%	45.4%	526
Private Aided	14.1%	21.6%	1112
Government	22.9%	33%	1053

Source: AISHE 2014-15, Deloitte Analysis

As it can be seen from table alongside, share of both colleges (77.1%) and enrolment (67%) is maximum in private colleges signifying the dominant role of private sector in higher education in India. However, the average enrolment per college is highest in Private Aided followed by Government colleges.

## Student Enrolment

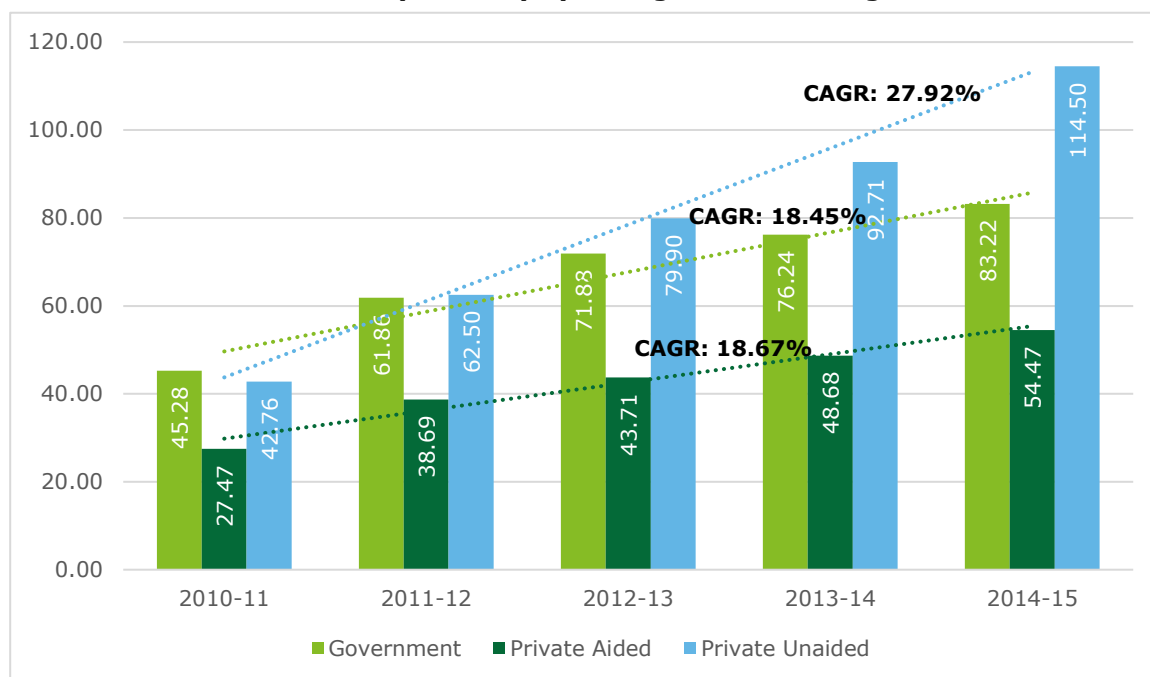
Total enrolment of students in higher education institutes in India is around 342.1 lakhs, with 54% male and 46% female enrolments. With a huge share of the 18-23 population (11.6% share of 18-23 population in India), Uttar Pradesh ranked first in terms of enrolment (60.6 lakhs, 17.7%); followed by Maharashtra (37.4 lakhs, 10.9%), Tamil Nadu (33.5 lakhs, 9.8%), West Bengal (19 lakhs, 5.6%) and Karnataka (18.9 lakhs, 5.5%). The five southern states of Andhra Pradesh, Telangana, Kerala, Tamil Nadu and Karnataka accounts for nearly one-third (30%) of the total enrolments across India, with 19.3% of the country share of 18-23 population.

### By Management of College:

The graphs 10 and 11 below depicts the changing trend of enrolments by ownership of colleges. Enrolments in private unaided colleges have gone up to more than 2.5 times from 42.76 lakhs in 2010-11 to 114.50 Lakhs in 2014-15 (CAGR of 27.92%). This has far outpaced enrolments in private aided colleges have doubled from 27.47 lakhs in 2010-11 to 54.47 Lakhs in 2014-15 (CAGR of 18.67%), which can be inferred from Figure 17. Enrolments in government colleges have

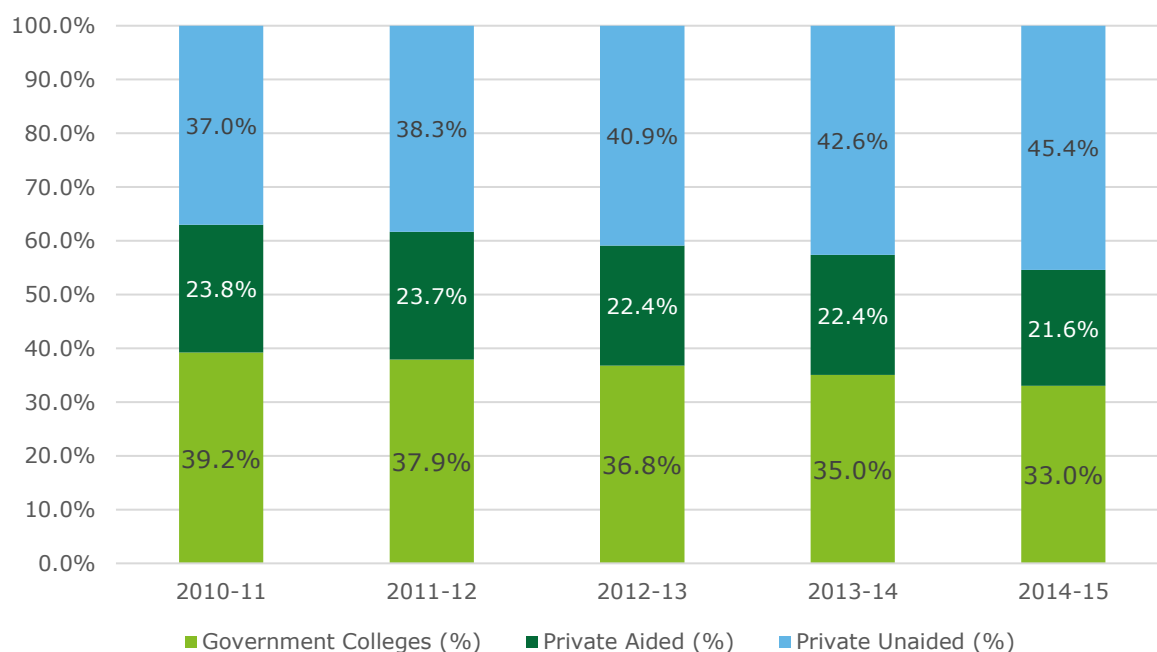
also grown at a slightly lower rate from 45.28 lakhs to 83.22 Lakhs in the same period (CAGR of 18.45%).

**Figure 13: Growth in enrolment (in Lakhs) by Management of College from 2010-11 to 2014-15**



Share of enrolments in private colleges (both private aided and private unaided) has increased from 60.8% in 2010-11 to 67% in 2014-15 and continues to grow. This can be attributed to the increasing share of enrolments in private unaided colleges in the country, during this period, which can be inferred from Figure 18.

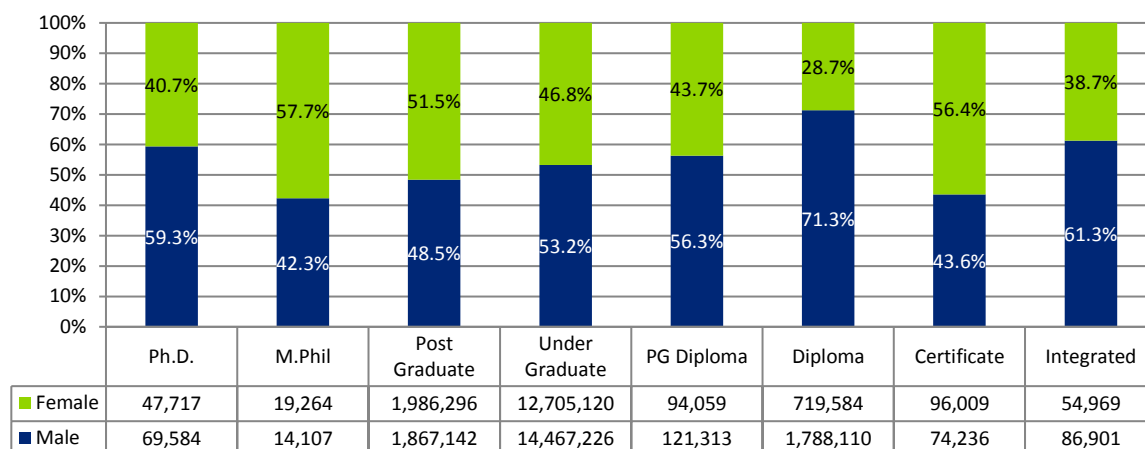
**Figure 14: Share of enrolment by Management of College from 2010-11 to 2014-15**





**By Level:** The Enrolment through all modes (regular and distance) at various levels is 342.1 lakhs in India. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred from the figure/ table, the highest share of enrolment (79.4%) is at under-

**Figure 15: Total enrolment at various levels through all modes - India**



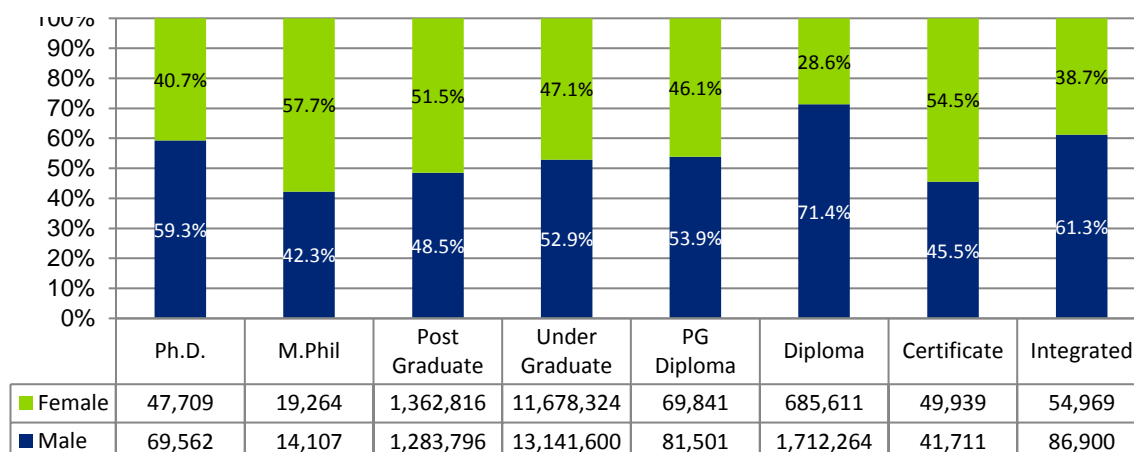
graduate level, followed by post-graduate (11.3%) and Diploma (7.3%), with all other levels forming < 2%. Female enrolment has been highest in M.Phil. (57.7%), Certificate (56.4%) and post graduate courses (51.5%).

**Total enrolment through regular mode** in all courses in higher education in the country is around 304 lakh, representing 88.8% of total enrolments. . Break-up across various levels and split by gender is given in the figure / table below. As can be inferred from figure below, the highest share of enrolment (81.6%) is at under-graduate level, followed by post-graduate (8.7%) and Diploma (7.9%), with all other levels forming < 2%. Female enrolment has been highest in M.Phil. (57.7%), Certificate (54.5%) and post graduate courses (51.5%).

While the enrolment trends across courses in regular mode and total enrolment is quite similar, it is interesting to note that the difference between total and regular mode of enrolment is quite high in certificate (46.2%), PG diploma (29.7%), PG (31.3%), UG (8.7%) and Diploma (4.4%) programs.

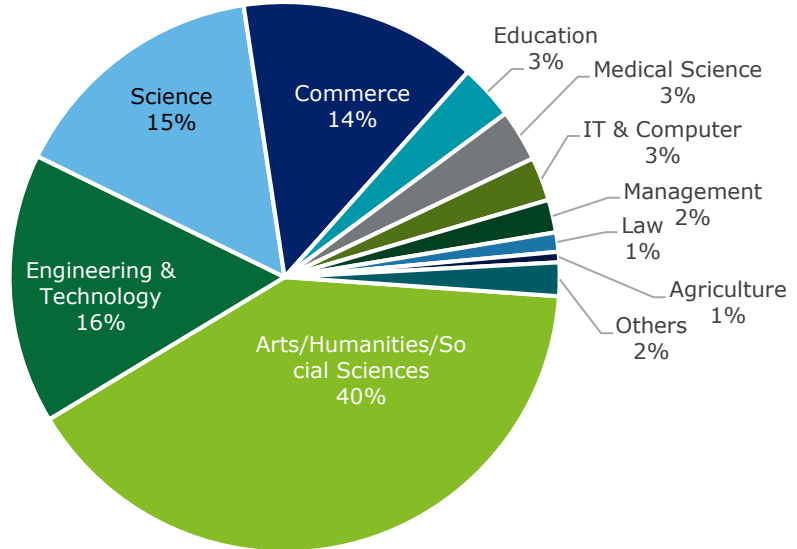
There is significant gender disparity in enrolment in Ph.D. and PG Diploma with females accounting for 40.7% of the total enrolments in Ph.D. and 46.1% of total enrolments in PG Diploma levels. However, there is a reverse phenomenon at M.Phil leve, with 57.7% of total enrolments accounting for females.

**Figure 16: Total enrolment through regular mode at various levels - India**

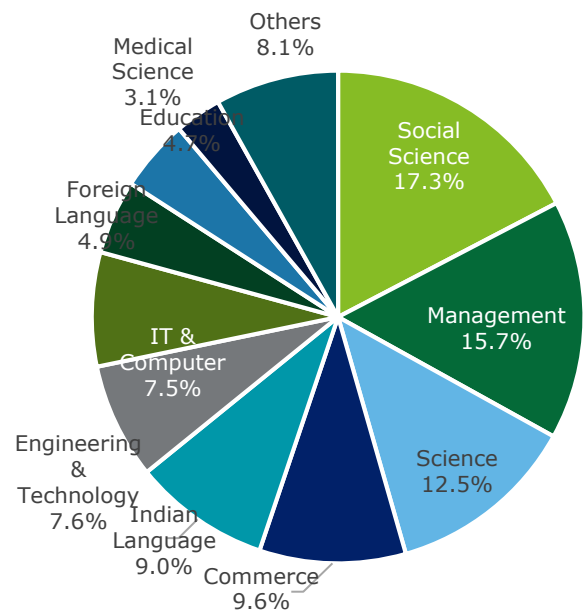
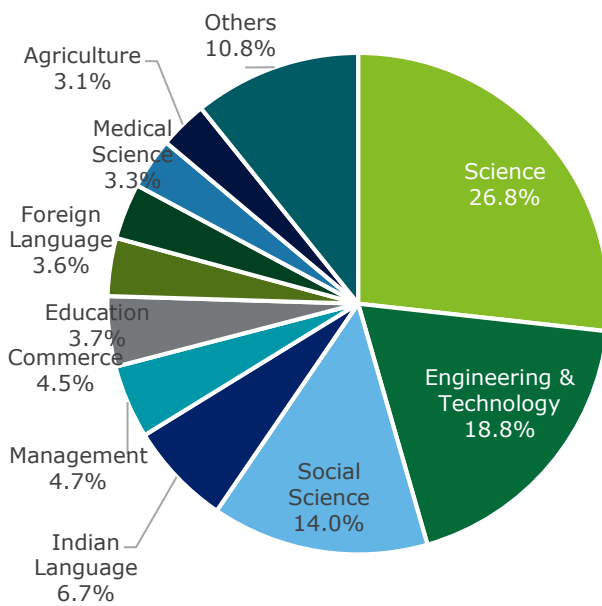


**By Stream: (Based on actual response, at Undergraduate level):** The total enrolment by stream reported by all colleges across at undergraduate level is available for 98% of total undergraduate enrolment. This break-up by stream is given in the figure below. As can be inferred, Arts/ Humanities/ Social Sciences accounts for the largest share (40.2% of total enrolment), followed by Engineering & Technology (15.9%), Science (15.4%) and Commerce (14%).

**Figure 17: Total enrolment by specialization at undergraduate level**



**Figure 19: Enrolment in PhD and MPhil programs**      **Figure 18: Enrolment in Post Graduate programs**



**By Stream (Post Graduate Level):** The total enrolment by stream reported by all colleges across at postgraduate level is available for 98.6% of total post graduate enrolment. The highest share of students enrolled for post-graduation were for Social Sciences (17.3%), followed by management courses (15.7%), Science (12.5%), Commerce (9.6%), Indian Language (9%), Engineering & Technology (7.6%), IT & Computer (7.5%) and Foreign Language (4.9%).

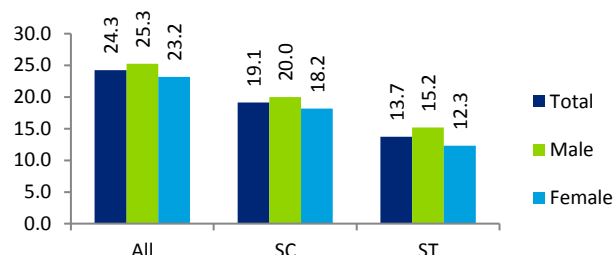
For PhD and M.Phil. programs, highest share of students enrolled in Science courses (26.8%), followed by Engineering & Technology (18.8%), Social sciences (14%), Indian Language (6.7%), Management (4.7%) and Commerce (4.5%).

**Foreign Students:** The total number of foreign students is estimated at 42,293 in India with **Karnataka (13,956, 33%)** attracting the highest share, followed by Tamil Nadu (5698, 13.5%) and Maharashtra (5135, 12.1%).

**By Gender:**

The GER for males (25.3) is higher than GER for females (23.2), resulting in the gender parity index (GPI) of 0.92. **In terms of overall GER, Chandigarh ranks first (56.1) among all states with highest male (48.6) and female (66.4) GER. Among major states, Tamil Nadu (45.2) ranks the highest among all major states.**

**Figure 20: GER for All, SC & ST - India**



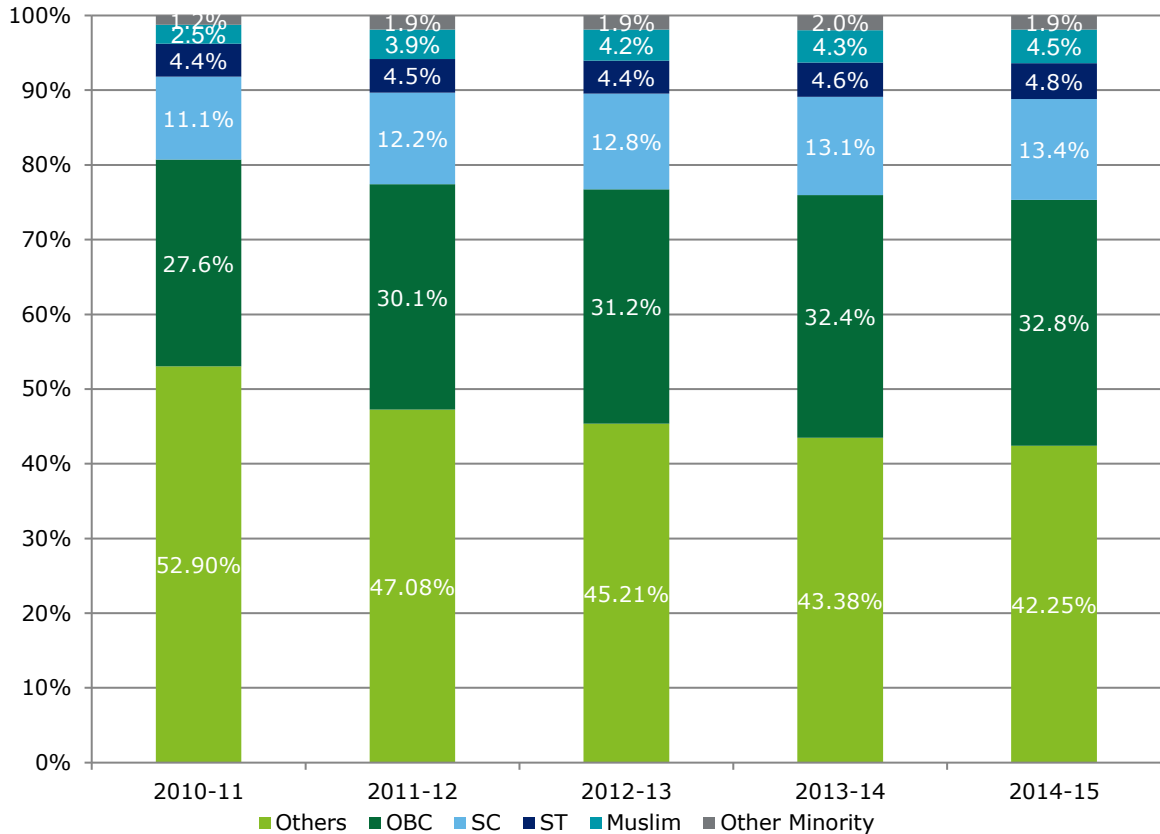
**Table 7: GER – Top 5 states/UTs (2014-15)**

GER Indicator	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
<b>Total</b>	Chandigarh (56.1)	Puducherry (46)	Tamil Nadu (45.2)	Delhi (43.5)	Telangana (36.1)	India (24.3)
<b>Male</b>	Chandigarh (48.6)	Puducherry (47.7)	Tamil Nadu (47)	Delhi (42)	Telangana (39.2)	India (25.3)
<b>Female</b>	Chandigarh (66.4)	Delhi (45.4)	Puducherry (44.2)	Tamil Nadu (43.2)	Manipur (34.8)	India (23.2)

**By Social Group:** The GER of SCs (19.1) and STs (13.7) is lower than the average national GER of 24.3. Mizoram has the highest GER for SCs (109.9) and Uttarakhand for STs (41.2). Further, there is disparity within the social groups between male and female GER.

The graph below depicts the changing trend of share of enrolments by various social classes. The trend shows that the disparity among social groups like SC, ST and OBC has been reducing. The share of enrolments among these groups has been increasing gradually. Enrolments of Muslims and other minority communities also has increased from 2.5% to 4.5% and 1.2% to 1.9%,

**Figure 21: Share of Enrolments by Social Group between 2010-11 and 2015**

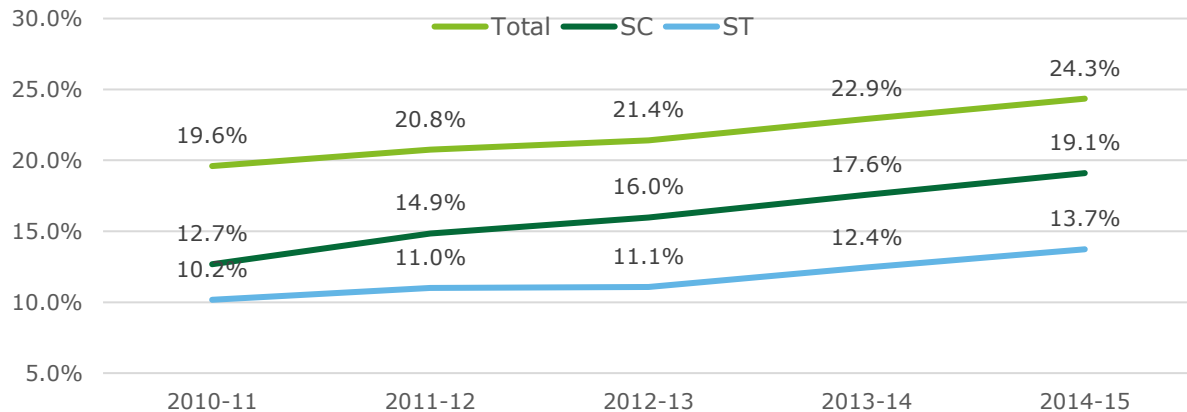


respectively during the same period

About 0.64 Lakh persons with disability enrolled in various courses across India, of which 54% are male and the rest female. Uttar Pradesh had the highest enrolments of people with disability (33.5%), followed by Maharashtra (7.8%).

The graph below depicts the GER for different social groups. The Gross Enrolment Ratio (GER) depicts a gradual increase from 2010-11 and 2014-15 across the social groups.

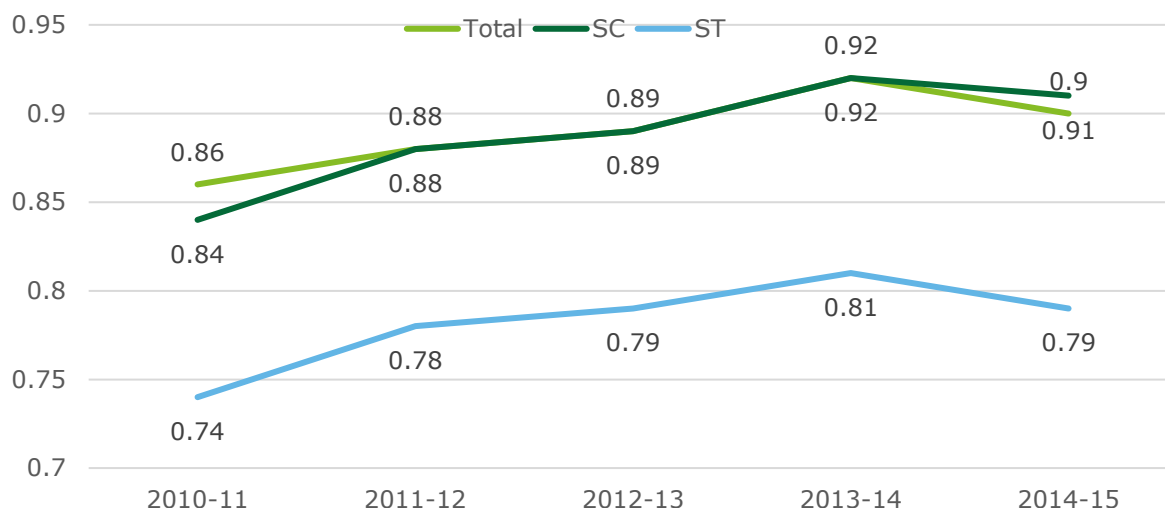
**Figure 22: GER – By Social Group from 2010-11 to 2014-15**



From the figures 25 & 26 it can be inferred that in spite of increasing share of enrolments of SCs and STs over the five year period, they still lag the national average GER by around 5% and 10% respectively.

**Gender Parity Index (GPI):** The gender parity index (GPI) for SC is 0.91 and that for STs is 0.81. Kerala has the highest GPI for SCs (1.78) and Lakshadweep the highest GPI for STs (2.85).

**Figure 23: Gender Parity Index**



## Faculty and Staff

**Table 8: Key Faculty & Staff Indicators - India**

Key Indicators	INDIA
<b>Pupil Teacher Ratio (PTR)</b>	21
<b>Teachers per College</b>	36.6
<b>Non-teaching staff per College</b>	26.9

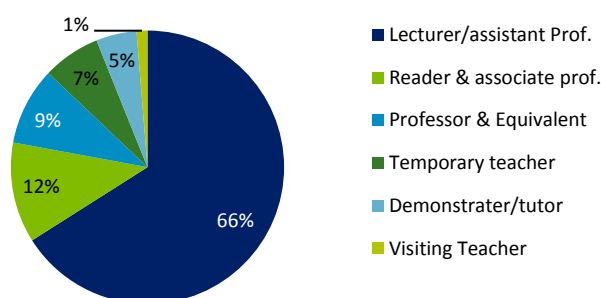
The PTR of colleges in India is 21. Among major states, Kerala and Karnataka have the lowest PTR (13), followed by Andhra Pradesh, Tamil Nadu and Telangana (14). Among all states and UTs in

India, Lakshadweep (8) ranks first with the lowest PTR followed by Puducherry (10). Though Tamil Nadu ranked joint third sixth among all states in India, in terms of PTR (16) covers 9.8% of total enrolments in Higher Education in the country.

Tamil Nadu has the highest estimated number of teaching staff (2 lakhs) as well as non-teaching staff (1.58 lakhs). The number of teachers per college is 43.3 and non-teaching staff per college is 31.7 in India. Among major states, Delhi has the highest number of teaching (191) and non-teaching staff (121) per college, followed by Tamil Nadu with 83 teaching staff per college and 65 Non-teaching staff per college. Among all states, Chandigarh had the highest, with 274.7 teachers per college and 133 non-teaching staff per college

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in India. **66% of the teaching posts are at level of Lecturer/ Assistant professor.** Around 12% of the staff are Readers & Associate Professors, while 9% are professors & equivalent. Temporary teachers comprise 7% of total teaching staff and 5% is Demonstrator/tutor.

**Figure 24: Post-wise share of teaching staff - India**



**By Social Group:** In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the population. It reveals that **females are significantly under-represented among the faculty and staff in higher education institutes as compared to males.** In case of social groups also, all the groups shown in the table 7 indicate a deficit in terms of representation in students, faculty and staff in higher educational institutions as compared to their share of population in the state.

As can be seen from Table 7 below on Gender and Social representation, the share of student enrolment across all backward groups in India is lesser than their proportionate share in population. OBCs had the highest share of enrolments (32.9%), followed by SCs (13.5%), STs (4.8%), Muslims (4.5%), and other minorities (1.9%) following the trend of respective population shares of each group in the total population.

**Table 9: Student, Faculty and Staff - Gender and Social representation - India**

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.5%	48.5%	16.6%	8.6%	42.3%	14.2%	5.7%
Share of Enrolment	54%	46%	13.5%	4.8%	32.9%	4.5%	1.9%
Share of teaching staff	61.4%	38.6%	7.1%	2.1%	23.8%	3.2%	3.1%
Share of non-teaching staff	71%	29%	12.3%	3.5%	24%	2.9%	2.7%

Source: Share of population - Census 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# State & Union Territory Profiles

# Andhra Pradesh

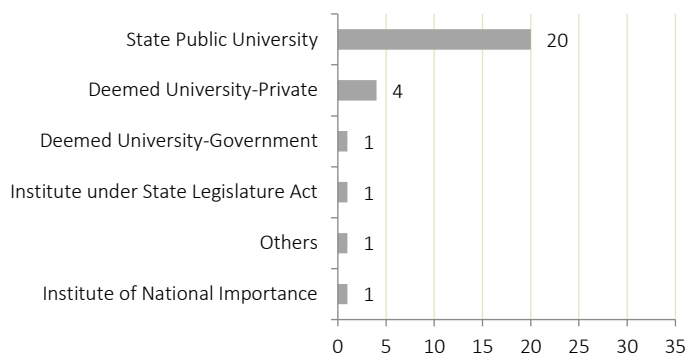
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	495.8	248.3	247.5
Literacy Rate <sup>1</sup>	67.0%	74.9%	59.2%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	56	27.9	28.1
Share to total state pop. (%)	(11.3%)	(11.2%)	(11.4%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	4%	3.8%	4.1%
Gross Enrolment Ratio <sup>2</sup>	31.2	35.2	27.3

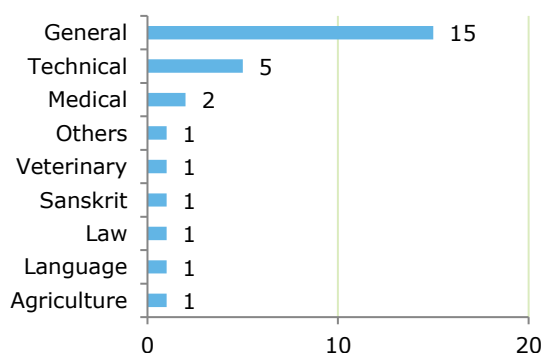
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

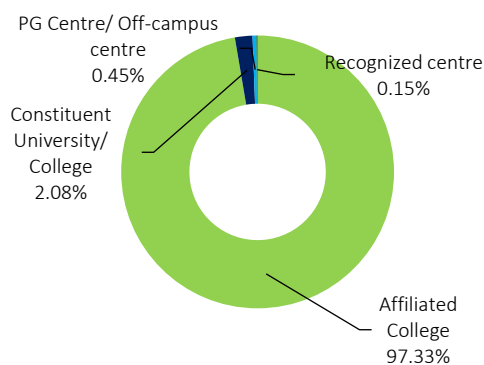
University by Type



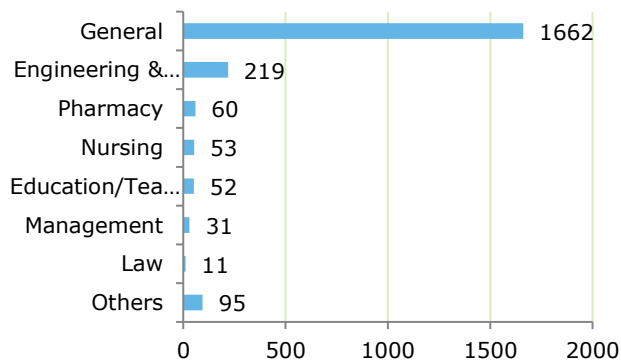
University by specialization



Colleges by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	28	2694	873
Average enrolment per institution	15026	516	274
Total estimated enrolment (Lakhs)	4.21	17.67	0.99

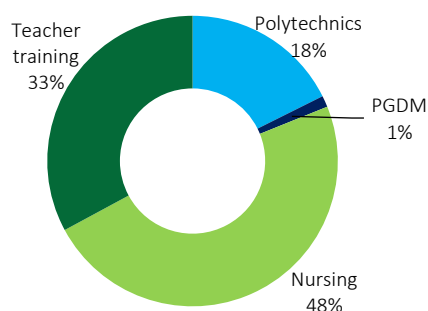
#### College Indicators

College Type	Andhra Pradesh	Share in India
Affiliated Colleges	2,622	7%
Recognized centre	4	0.25%
Constituent/ University College	56	3.82%
PG/ Off Campus Centre	12	4.56%

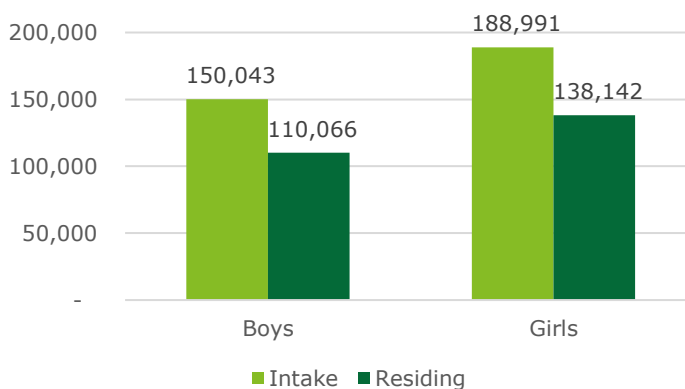
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	80.94%	76.59%	488
Private Aided	7.6%	10.91%	740
Government	11.45%	12.5%	563

#### Break up of standalone institution

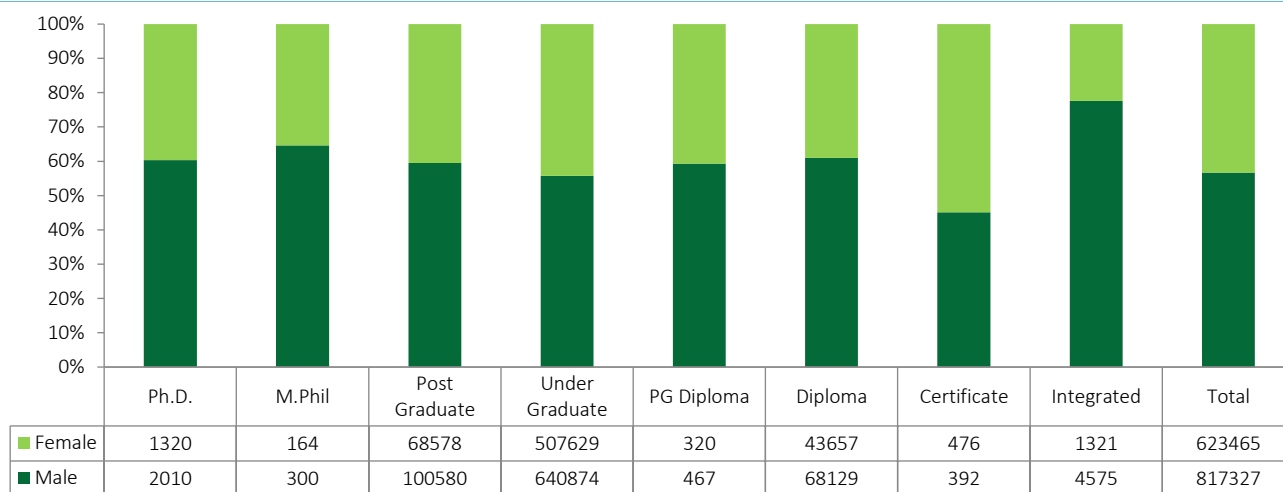


#### Hostel

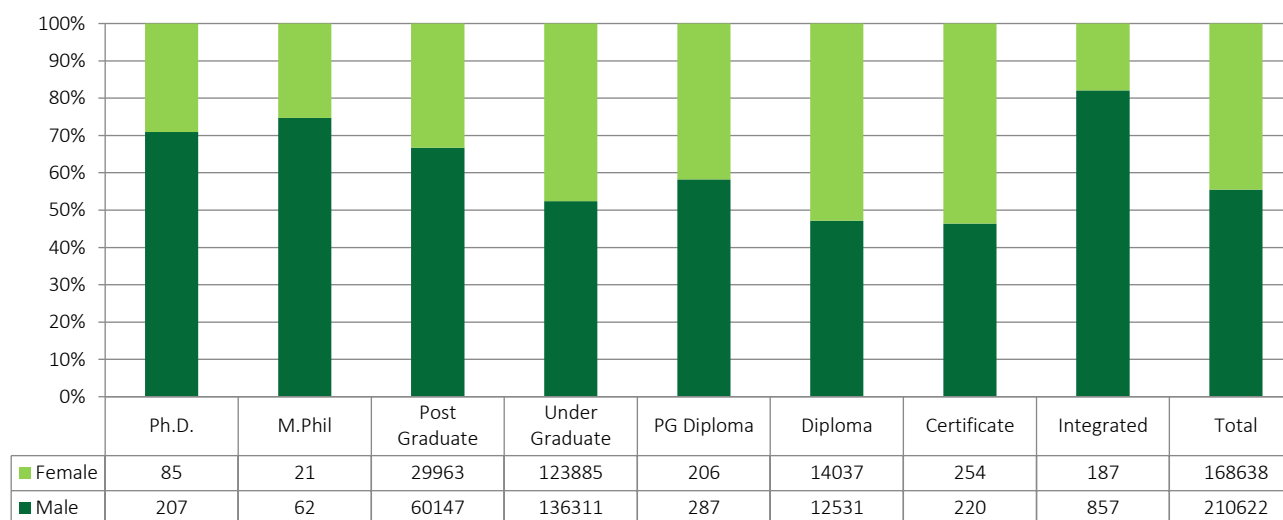


## Student Enrolment

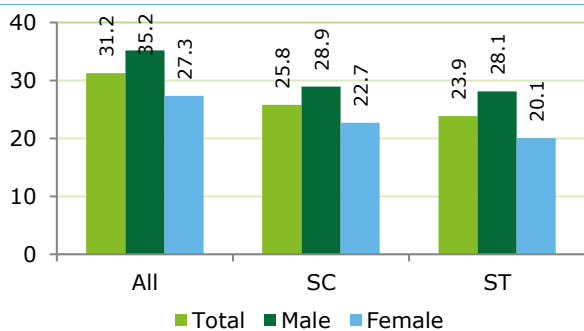
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	ANDHRA PRADESH	INDIA
Pupil Teacher Ratio (PTR)	14	21
Teachers per College	38.5	36.6
Non-teaching staff per College	19.6	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	16.4%	7%	48.4%	9.6%	1.6%
Share of Enrolment	56.2%	43.8%	15.3%	4.2%	39.8%	2.7%	0.4%
Share of teaching staff	66.7%	33.3%	12.9%	1.9%	29.5%	2.2%	0.6%
Share of non-teaching staff	67.2%	32.8%	18.3%	3.0%	30.9%	2.1%	0.6%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Arunachal Pradesh

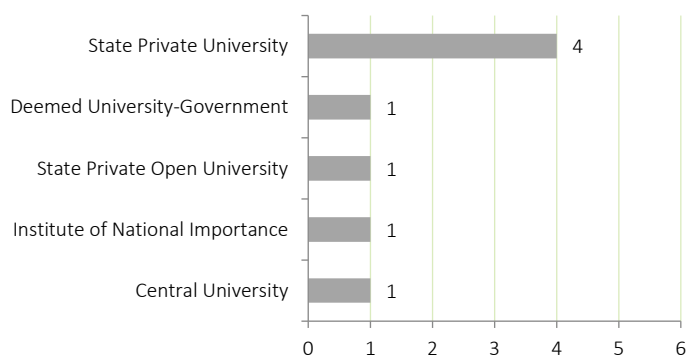
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	13.8	7.1	6.7
Literacy Rate <sup>1</sup>	65.4%	72.6%	57.7%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	1.6	0.8	0.8
Share to total state pop. (%)	(11.7%)	(11.4%)	(12.1%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.1%	0.1%	0.1%
Gross Enrolment Ratio <sup>2</sup>	28.3	28.6	27.9

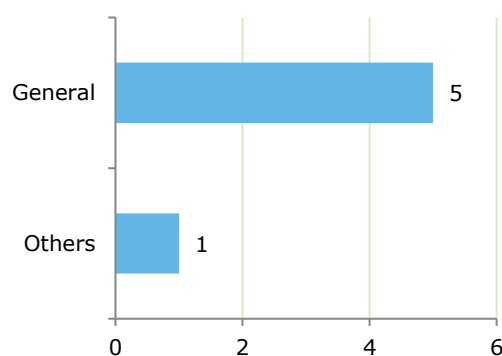
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

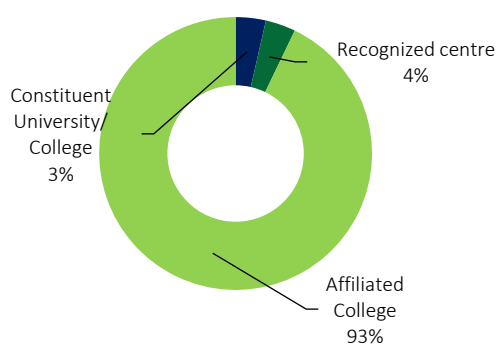
University by Type



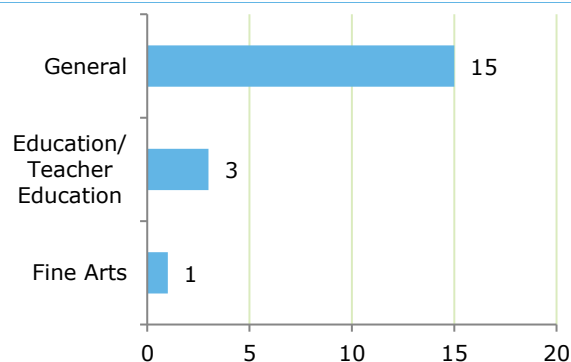
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	8	28	12
Average enrolment per institution	1796	1538	192
Total estimated enrolment (Lakhs)	0.14	0.46	0.00

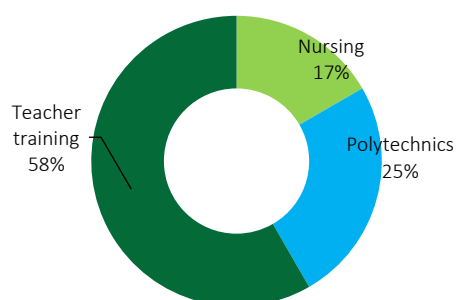
#### College Indicators

College Type	Arunachal Pradesh	Share in India
Affiliated Colleges	26	0.07%
Recognized centre	1	0.06%
Constituent/ University College	1	0.07%
PG/ Off Campus Centre	0	

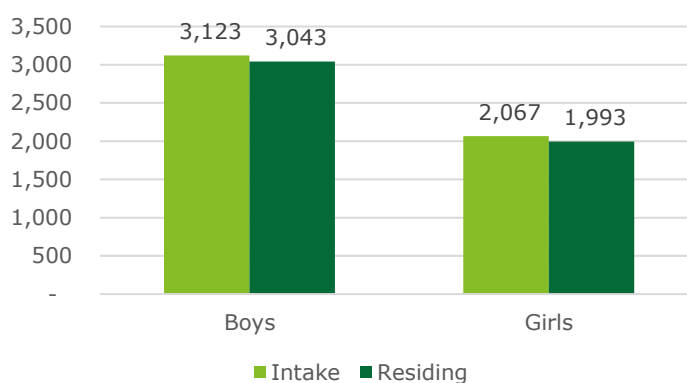
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	21.05%	5.41%	395
Private Aided	15.79%	3.09%	301
Government	63.16%	91.50%	2228

#### Break up of standalone institution

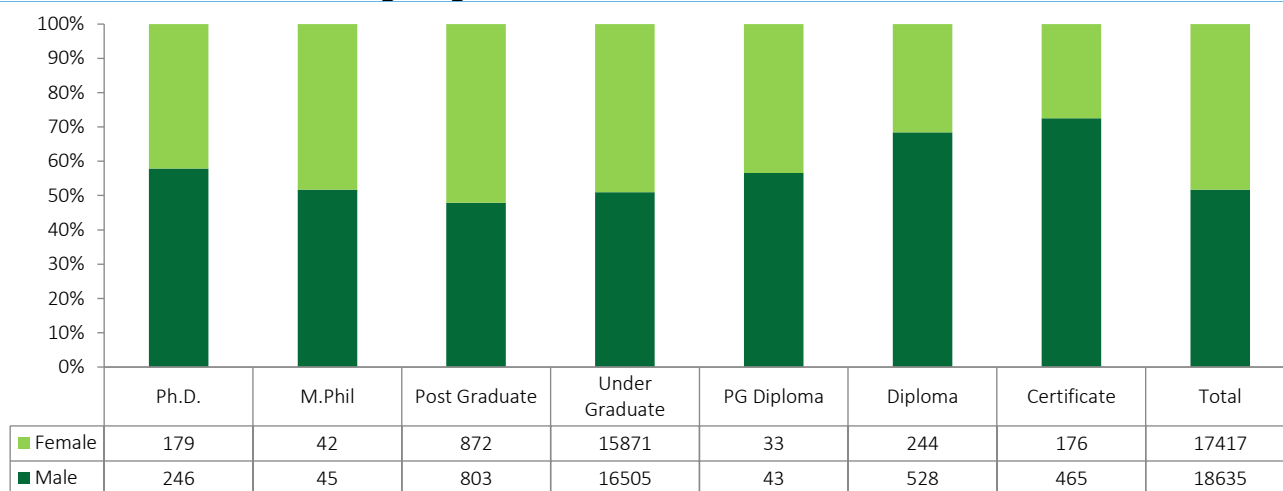


#### Hostel

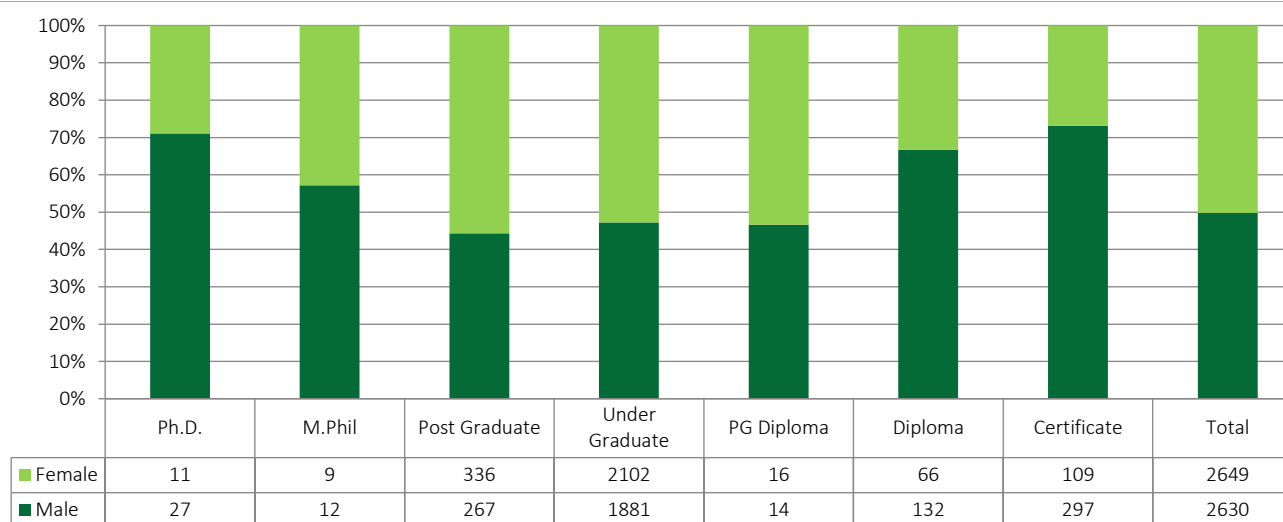


## Student Enrolment

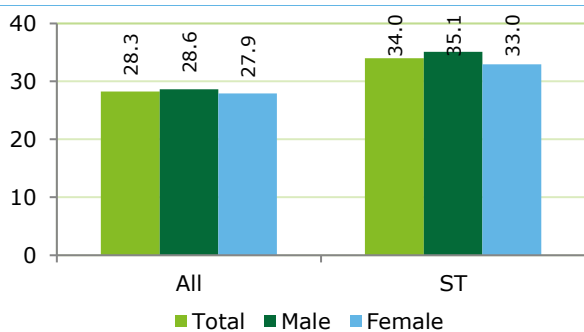
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	ARUNACHAL PRADESH	INDIA
Pupil Teacher Ratio (PTR)	39	21
Teachers per College	33.9	36.6
Non-teaching staff per College	30.5	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.6%	48.4%	2.8%	68.8%	1.8%	2%	39.0%
Share of Enrolment	50.7%	49.3%	1.7%	82.0%	2.4%	0.2%	4.8%
Share of teaching staff	70.8%	29.2%	1.6%	53.2%	6.7%	0.9%	0.7%
Share of non-teaching staff	71.2%	28.8%	7.0%	42.6%	6.8%	0.4%	0.0%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Assam

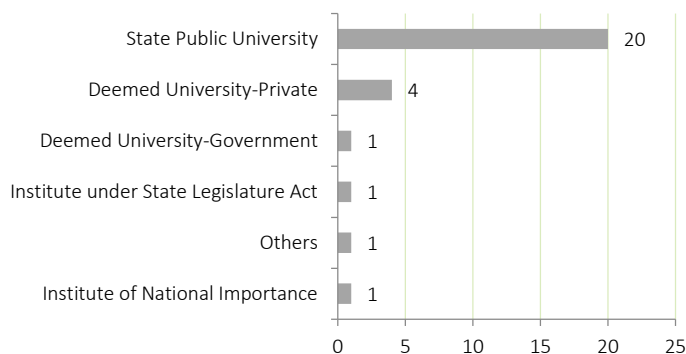
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	312.1	159.4	152.7
Literacy Rate <sup>1</sup>	72.2	77.9	66.3
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	37	18	18.9
Share to total state pop. (%)	(11.8%)	(11.3%)	(12.4%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	2.6%	2.5%	2.8%
Gross Enrolment Ratio <sup>2</sup>	14.8	15.4	14.3

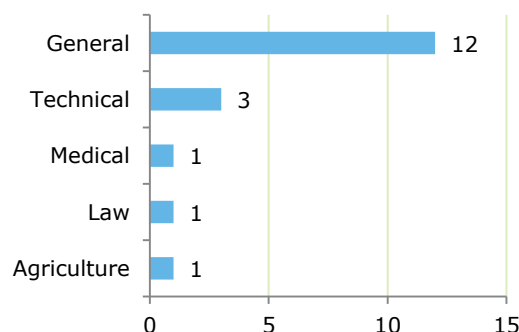
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

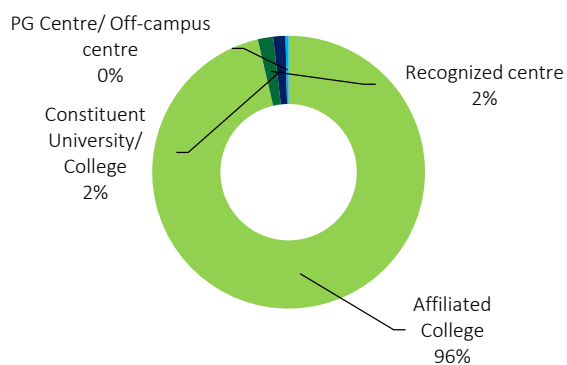
University by Type



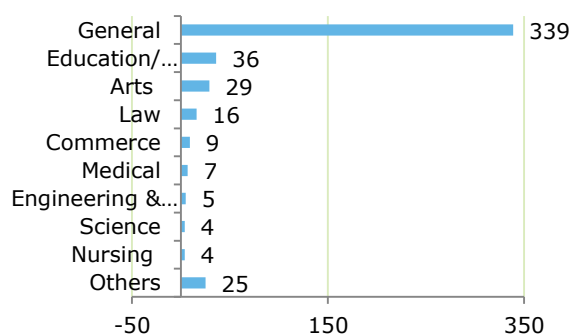
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	19	551	86
Average enrolment per institution	5594	908	241
Total estimated enrolment (Lakhs)	1.06	5.46	0.10

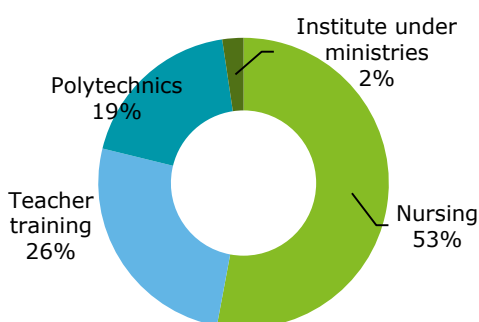
#### College Indicators

College Type	Assam	Share in India
Affiliated Colleges	531	1.42%
Recognized centre	10	0.64%
Constituent/ University College	8	0.55%
PG/ Off Campus Centre	2	0.76%

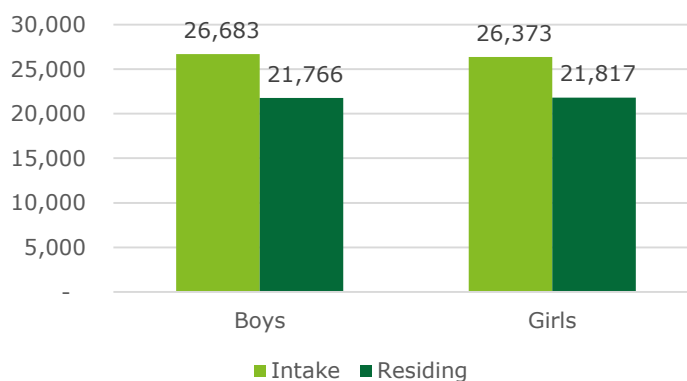
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	9.92%	2.65%	243
Private Aided	3.16%	0.64%	184
Government	86.92%	96.71%	1010

#### Break up of standalone institution

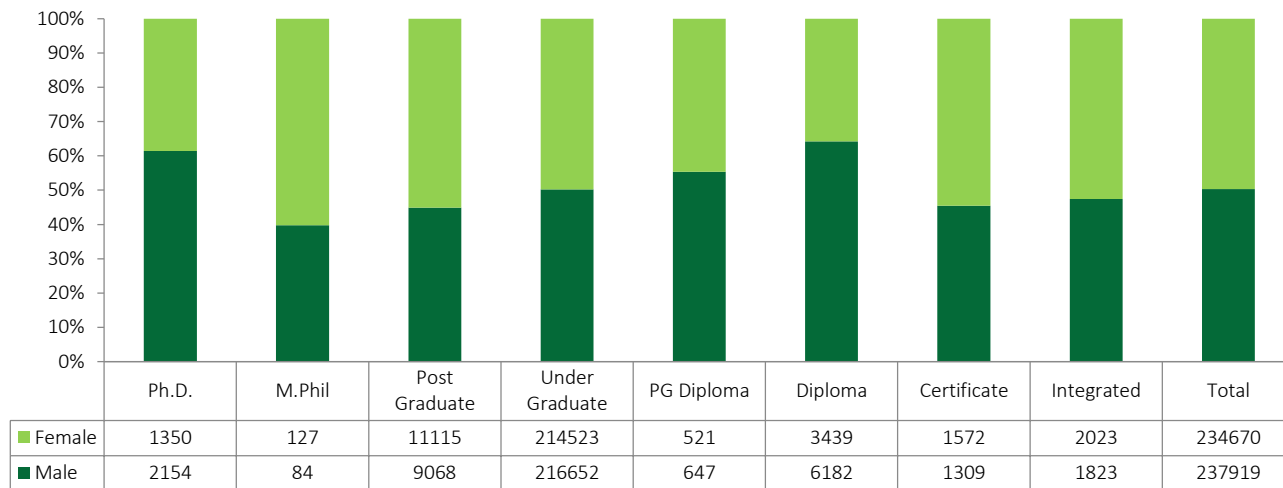


#### Hostel

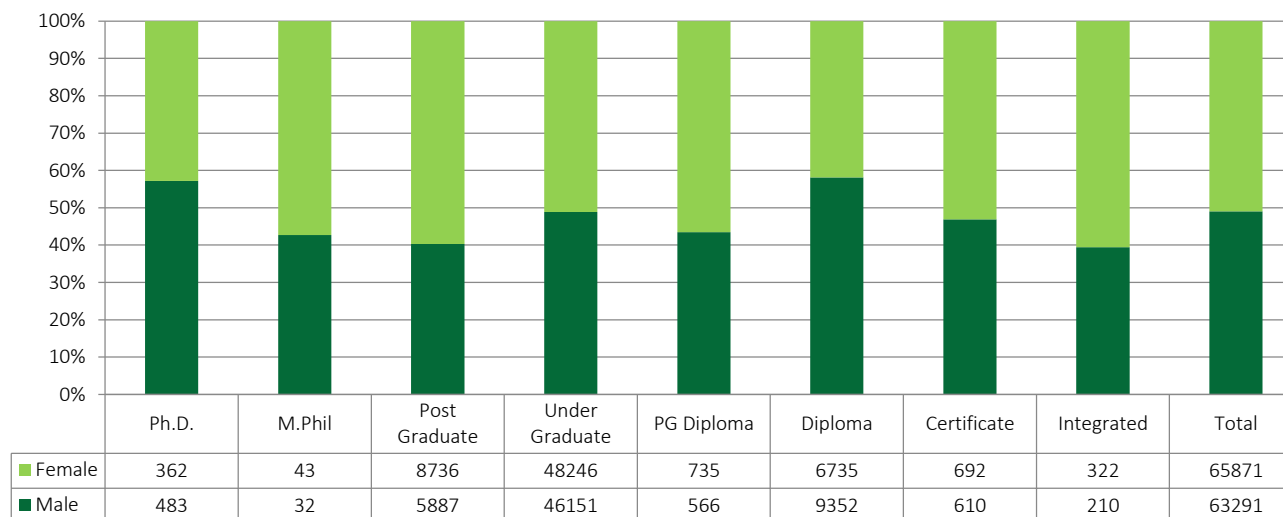


## Student Enrolment

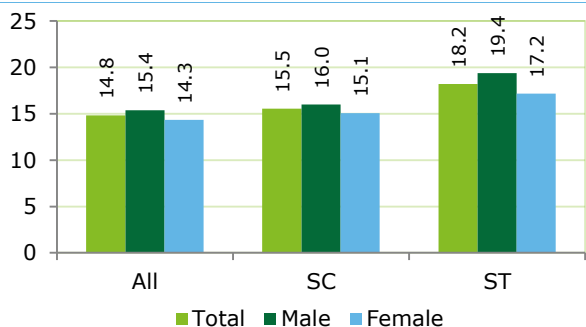
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	ASSAM	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	39.4	36.6
Non-teaching staff per College	30.5	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.1%	48.9%	7.2%	12.4%	27.0%	34.2%	2.7%
Share of Enrolment	50.6%	49.4%	7.9%	15.4%	25.5%	12.6%	1.0%
Share of teaching staff	62.6%	37.4%	5.4%	9.8%	20.5%	9.6%	0.7%
Share of non-teaching staff	81.4%	18.6%	5.9%	9.6%	20.4%	5.6%	0.6%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Bihar

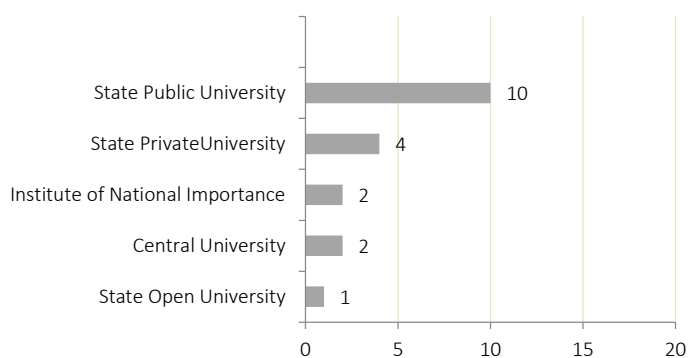
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	1041	542.8	498.2
Literacy Rate <sup>1</sup>	61.8%	71.2%	51.5%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	112 (10.8%)	58.7 (10.8%)	53.3 (10.7%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	7.9%	8%	7.8%
Gross Enrolment Ratio <sup>2</sup>	13.9	15.2	12.4

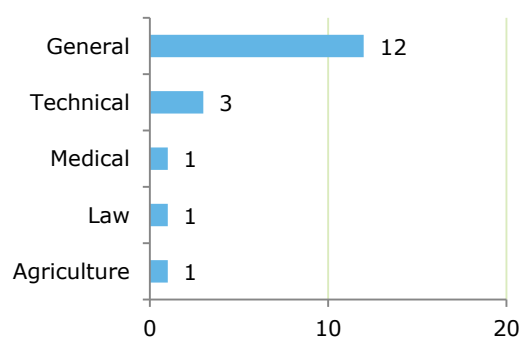
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

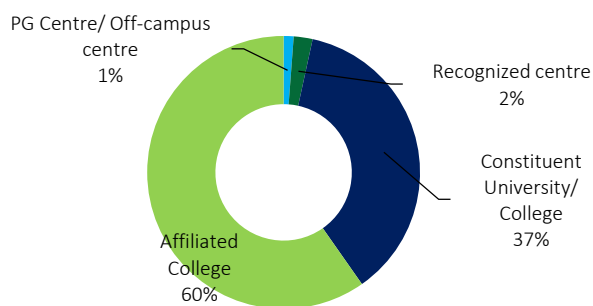
University by Type



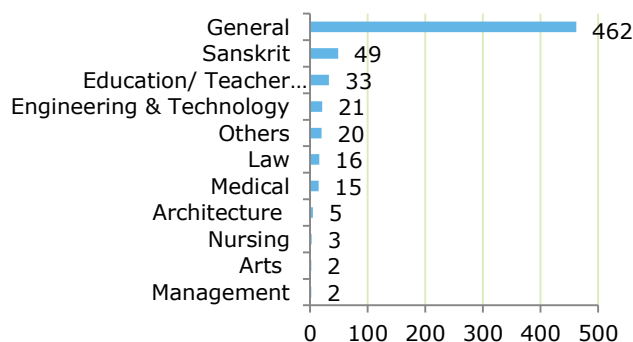
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	22	760	156
Average enrolment per institution	7976	2081	208
Total estimated enrolment (Lakhs)	1.75	15.30	0.21

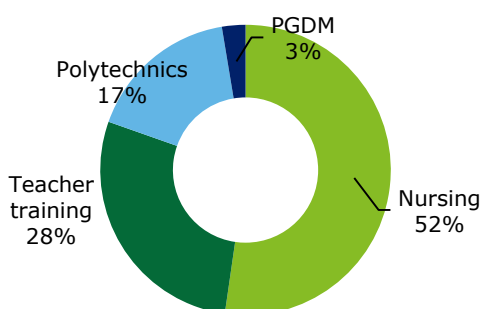
#### College Indicators

College Type	Bihar	Share in India
Affiliated Colleges	454	1.21%
Recognized centre	17	1.08%
Constituent/ University College	280	19.10%
PG/ Off Campus Centre	9	3.42%

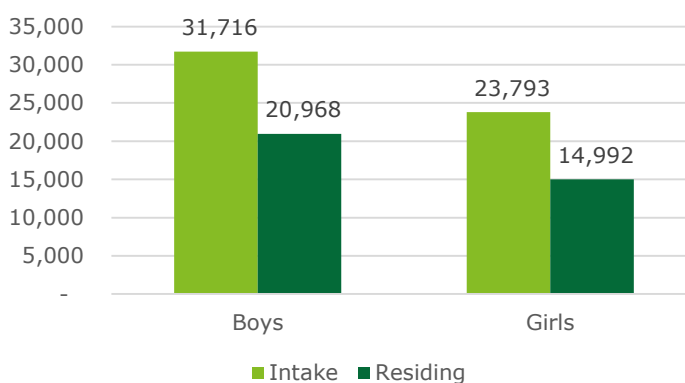
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	11.15%	2.99%	558
Private Aided	11.46%	14.43%	2619
Government	77.39%	82.58%	2220

#### Break up of standalone institution

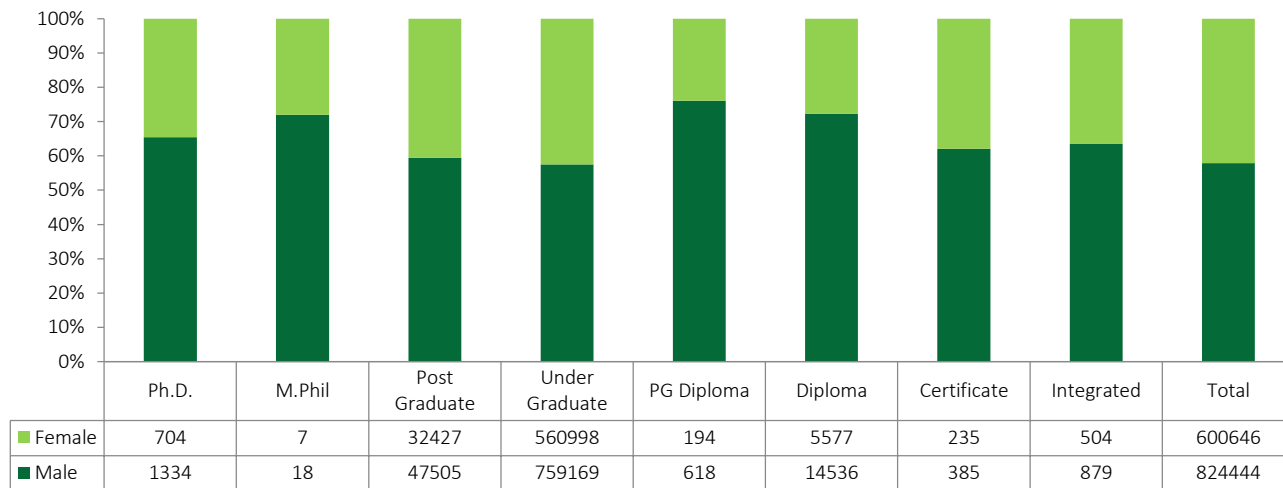


#### Hostel

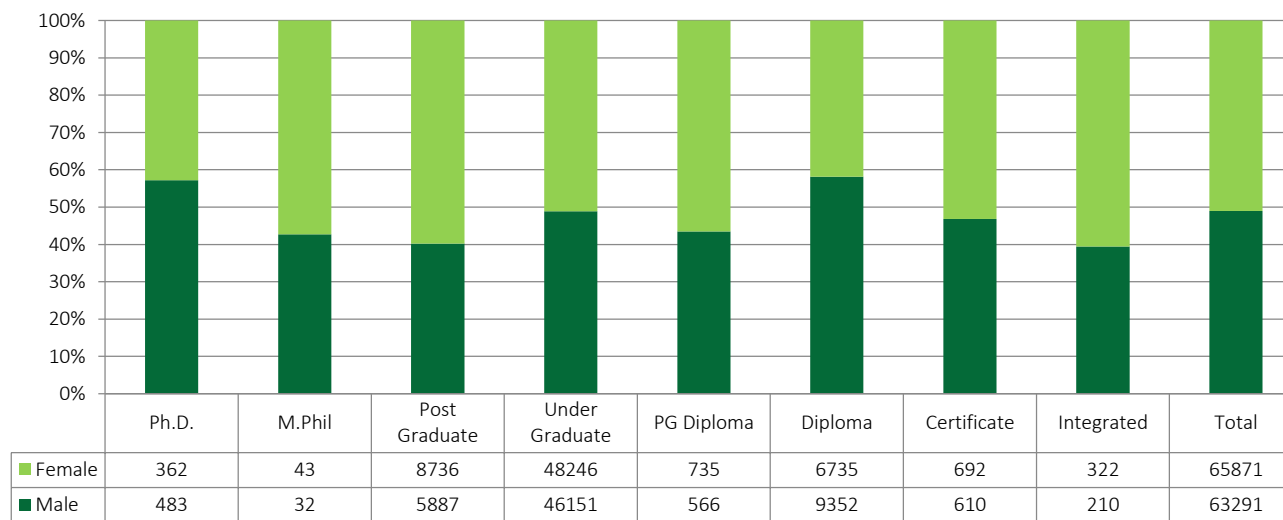


## Student Enrolment

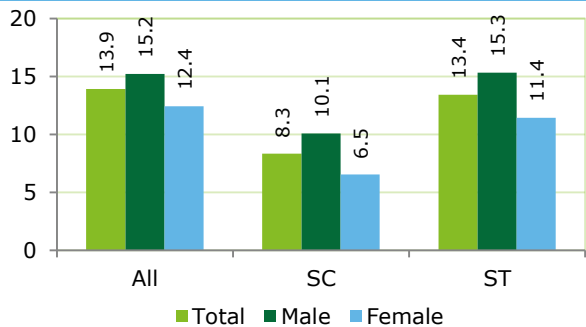
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	BIHAR	INDIA
Pupil Teacher Ratio (PTR)	47	21
Teachers per College	41.8	36.6
Non-teaching staff per College	38.1	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.1%	47.9%	15.9%	1.3%	60.7%	16.9%	0.2%
Share of Enrolment	57.7%	42.3%	9.0%	1.2%	38.9%	8.2%	0.1%
Share of teaching staff	83.0%	17.0%	1.8%	0.5%	23.6%	14.9%	0.3%
Share of non-teaching staff	87.0%	13.0%	6.1%	1.0%	36.1%	4.6%	0.2%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Chhattisgarh

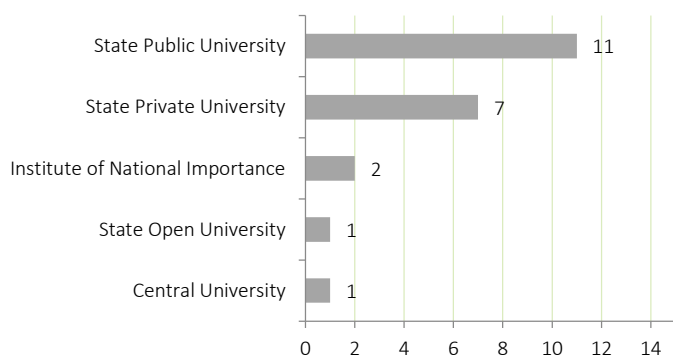
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	255.5	128.3	127.1
Literacy Rate <sup>1</sup>	70.3	80.3	60.2
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	30.8	15.4	15.5
Share to total state pop. (%)	(12.1%)	(12%)	(12.2%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	2.2%	2.1%	2.3%
Gross Enrolment Ratio <sup>2</sup>	14.6	15.3	14.0

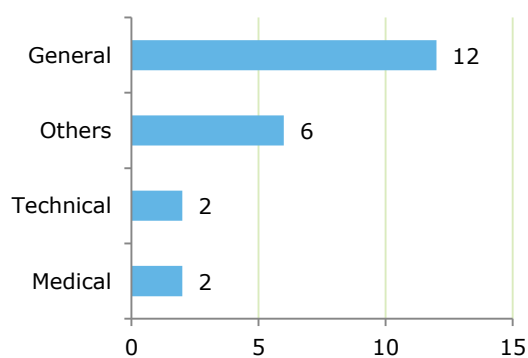
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

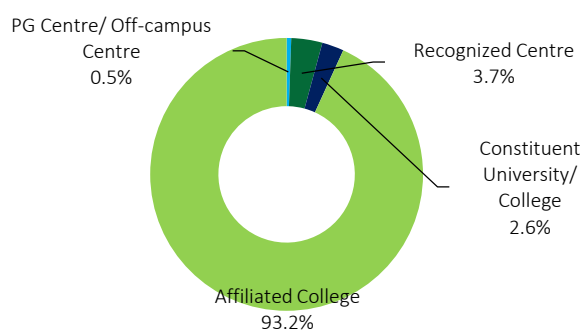
University by Type



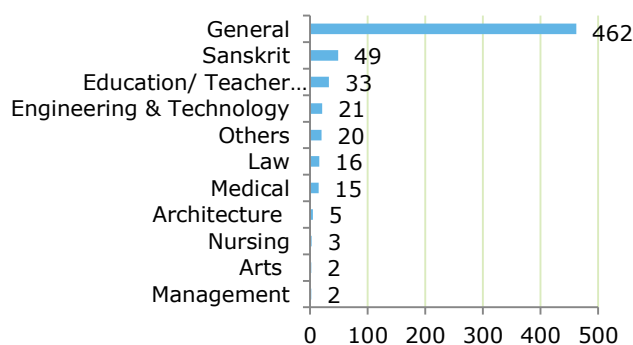
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	22	733	92
Average enrolment per institution	4237	511	126
Total estimated enrolment (Lakhs)	0.93	4.48	0.06

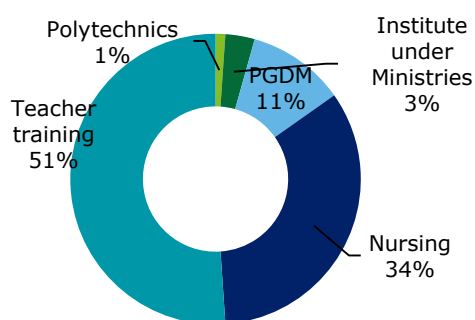
#### College Indicators

College Type	Chattisgarh	Share in India
Affiliated Colleges	683	1.82%
Recognized centre	27	1.72%
Constituent/ University College	19	1.30%
PG/ Off Campus Centre	4	1.52%

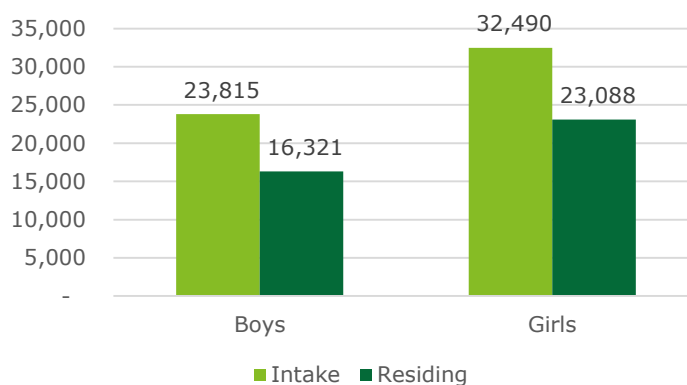
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	42.02%	33.64%	409
Private Aided	9.96%	10.28%	527
Government	48.02%	56.08%	596

#### Break up of standalone institution

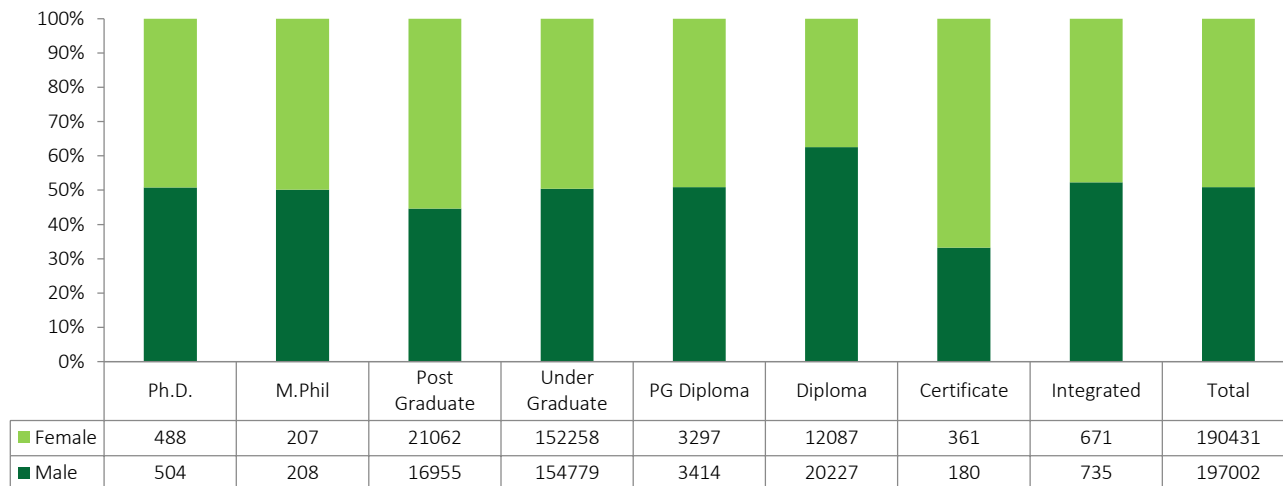


#### Hostel

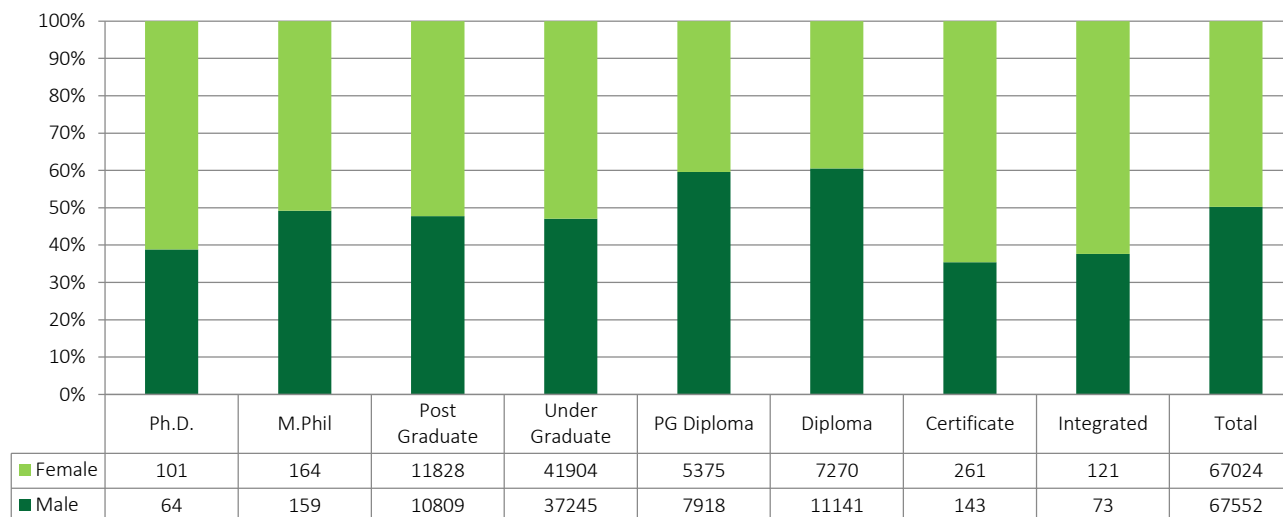


## Student Enrolment

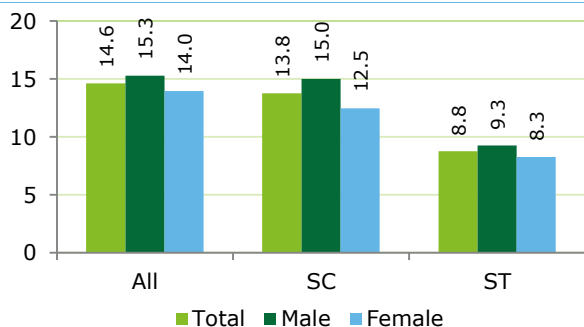
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	CHHATTISGARH	INDIA
Pupil Teacher Ratio (PTR)	20	21
Teachers per College	26.5	36.6
Non-teaching staff per College	20.5	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	12.8%	30.6%	41.8%	2%	2.5%
Share of Enrolment	52.2%	47.8%	12.5%	17.8%	38.4%	0.9%	0.9%
Share of teaching staff	56.6%	43.4%	6.2%	5.3%	19.5%	1.4%	2.4%
Share of non-teaching staff	75.0%	25.0%	10.5%	11.1%	28.1%	1.0%	1.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Goa

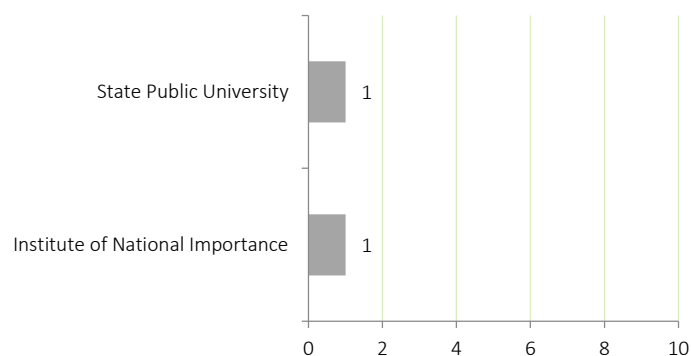
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	14.6	7.4	7.2
Literacy Rate <sup>1</sup>	88.7%	92.7%	88.4%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	1.7	0.9	0.8
Share to total state pop. (%)	(11.7%)	(12.8%)	(10.7%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.1%	0.1%	0.1%
Gross Enrolment Ratio <sup>2</sup>	27.7	25.2	30.7

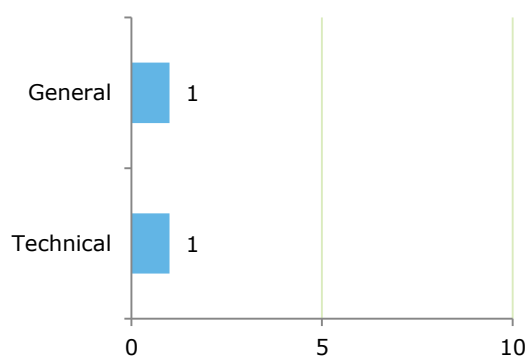
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

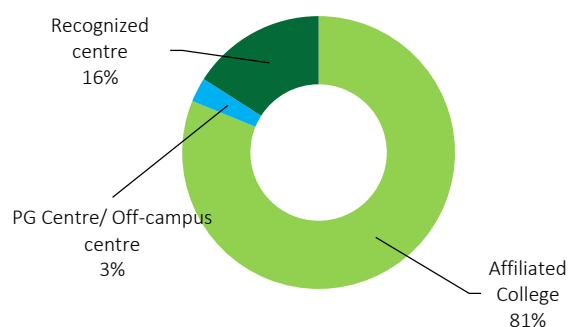
University by Type



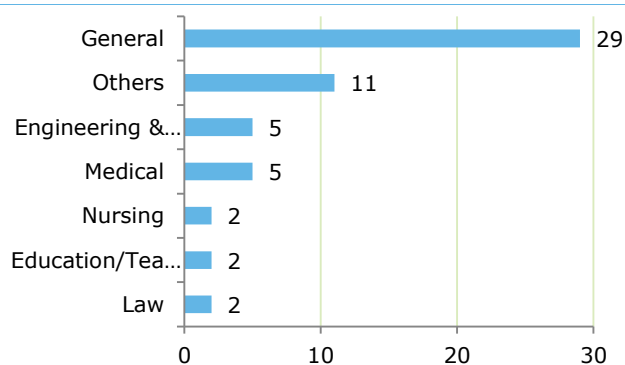
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	2	69	12
Average enrolment per institution	4914	526	719
Total estimated enrolment (Lakhs)	0.10	0.46	0.07

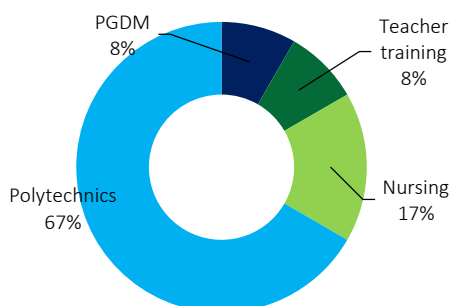
#### College Indicators

College Type	Goa	Share in India
Affiliated Colleges	56	0.15%
Recognized centre	11	0.70%
Constituent/ University College	0	
PG/ Off Campus Centre	2	0.76%

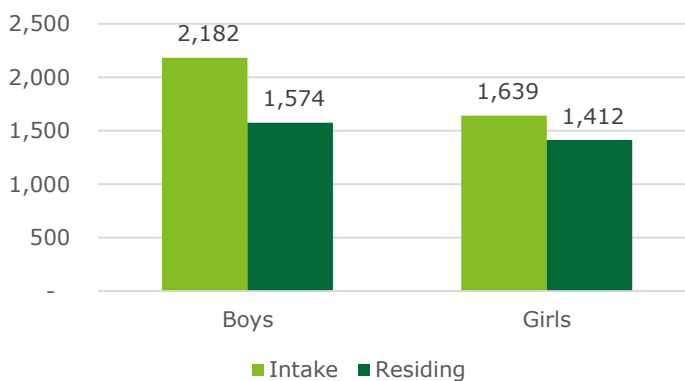
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	23.21%	9.94%	225
Private Aided	35.71%	47.97%	706
Government	41.07%	42.09%	539

#### Break up of standalone institution

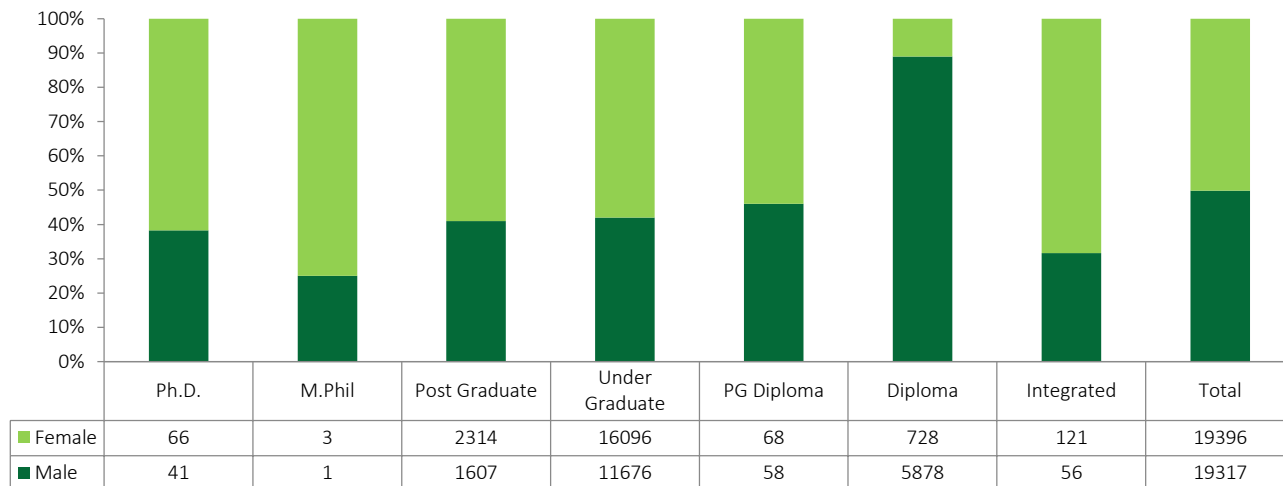


#### Hostel

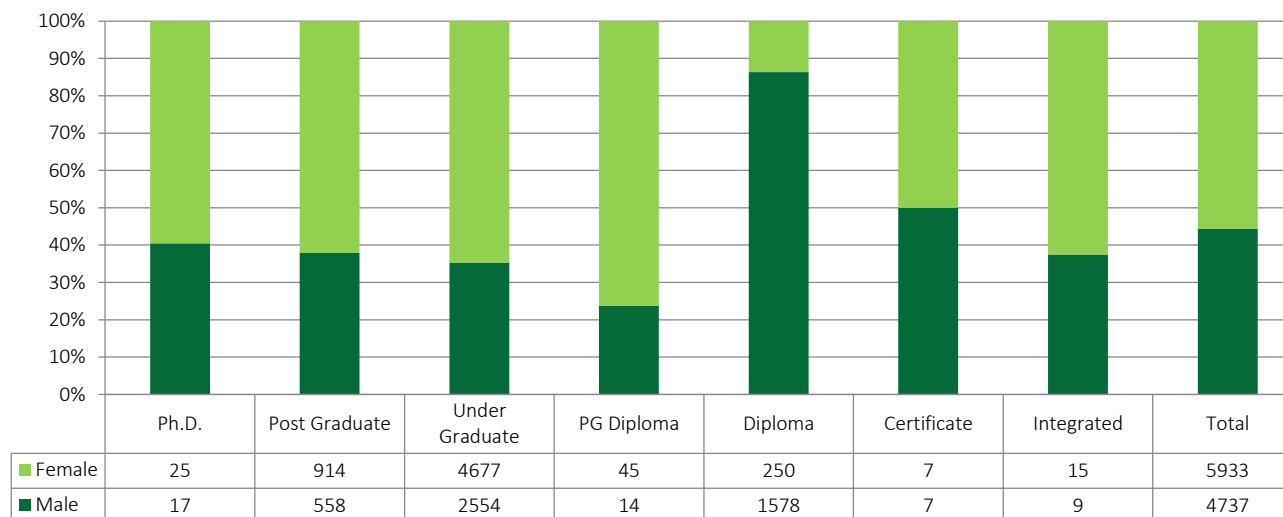


## Student Enrolment

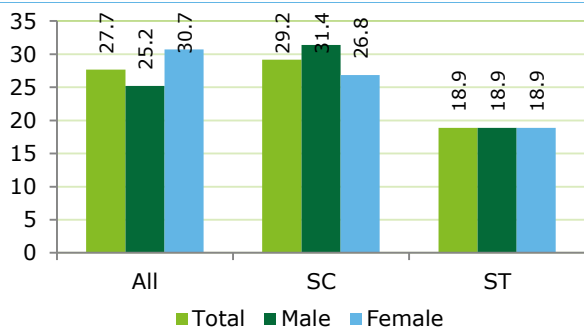
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	GOA	INDIA
Pupil Teacher Ratio (PTR)	14	21
Teachers per College	44.6	36.6
Non-teaching staff per College	65.5	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	1.7%	10.2%	14.8%	8.3%	14.2%
Share of Enrolment	49.9%	50.1%	2.1%	6.6%	15.8%	3.7%	15.5%
Share of teaching staff	50.5%	49.5%	2.2%	1.9%	3.7%	1.3%	13.0%
Share of non-teaching staff	50.6%	49.4%	2.1%	2.9%	3.5%	0.7%	9.1%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Gujarat

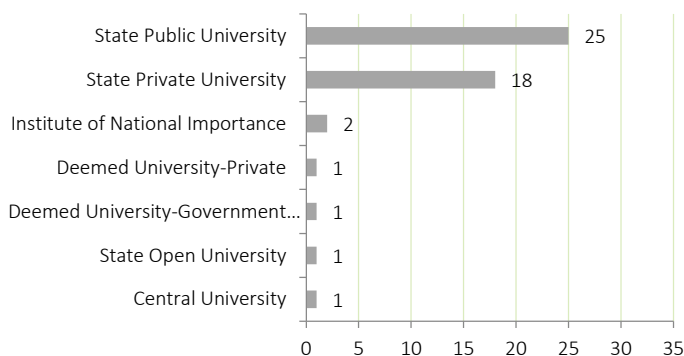
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	604.4	314.9	289.5
Literacy Rate <sup>1</sup>	78.0	85.8	69.7
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	71.9	37.8	34
Share to total state pop. (%)	(11.9%)	(12%)	(11.7%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	5.1%	5.2%	5.0%
Gross Enrolment Ratio <sup>2</sup>	20.0	22.2	17.5

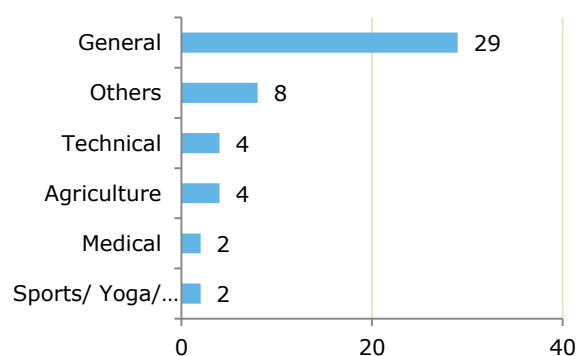
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

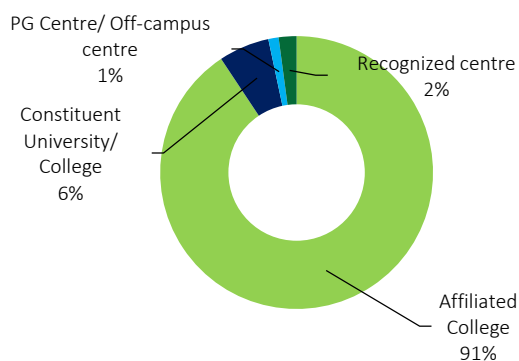
University by Type



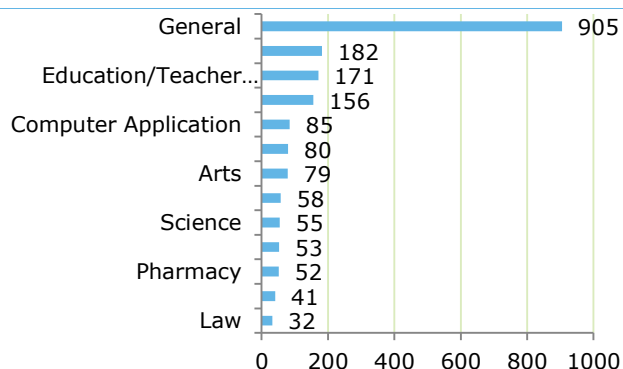
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	49	2132	317
Average enrolment per institution	4572	611	71
Total estimated enrolment (Lakhs)	2.24	14.35	0.21

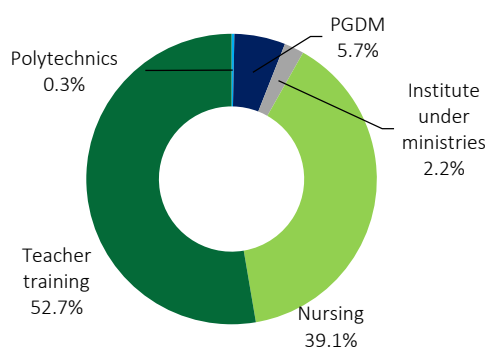
#### College Indicators

College Type	Gujarat	Share in India
Affiliated Colleges	1933	5.16%
Recognized centre	45	2.86%
Constituent/ University College	128	8.73%
PG/ Off Campus Centre	26	9.89%

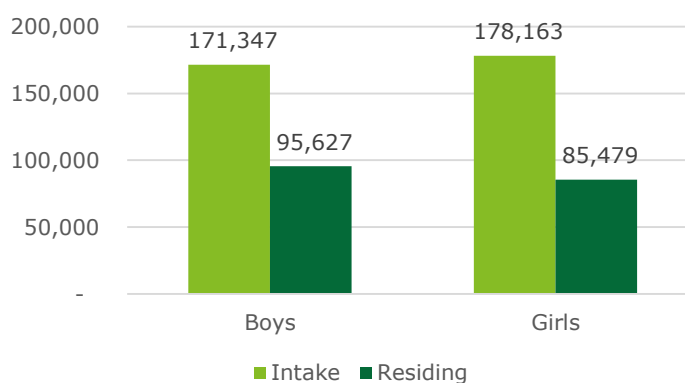
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	56.29%	36.87%	400
Private Aided	27.04%	42.21%	954
Government	16.68%	20.91%	766

#### Break up of standalone institution

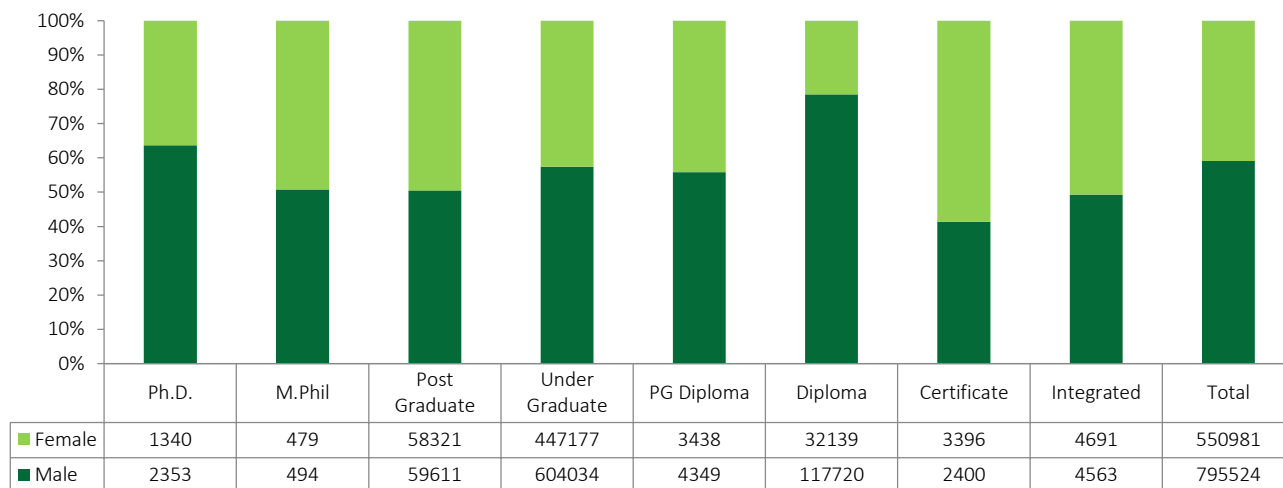


#### Hostel

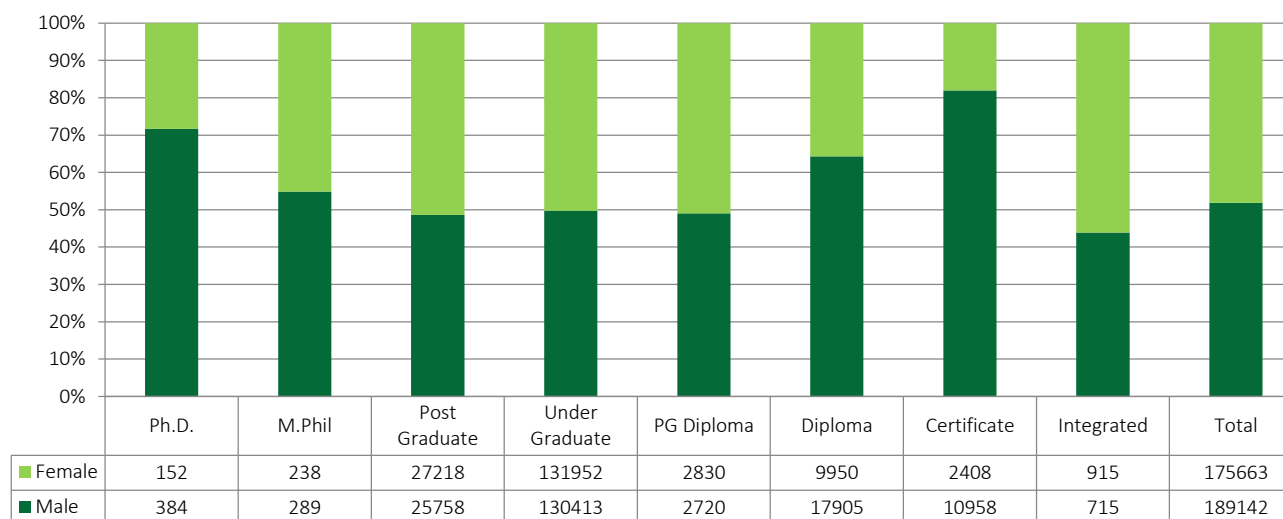


## Student Enrolment

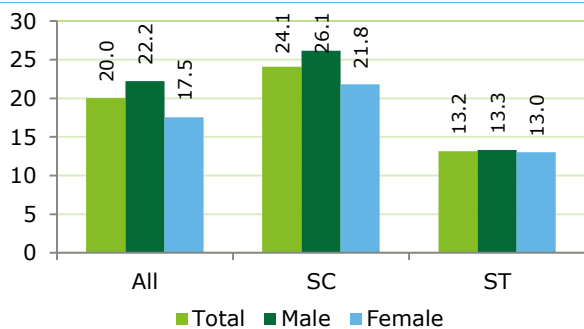
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	GUJARAT	INDIA
Pupil Teacher Ratio (PTR)	26	21
Teachers per College	25.6	36.6
Non-teaching staff per College	16.0	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.1%	47.9%	6.7%	14.8%	43.0%	9.7%	0.6%
Share of Enrolment	58.6%	41.4%	8.5%	8.8%	27.6%	2.0%	0.4%
Share of teaching staff	65.0%	35.0%	4.7%	3.7%	14.5%	1.4%	0.9%
Share of non-teaching staff	74.6%	25.4%	11.8%	8.2%	19.0%	1.1%	0.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Haryana

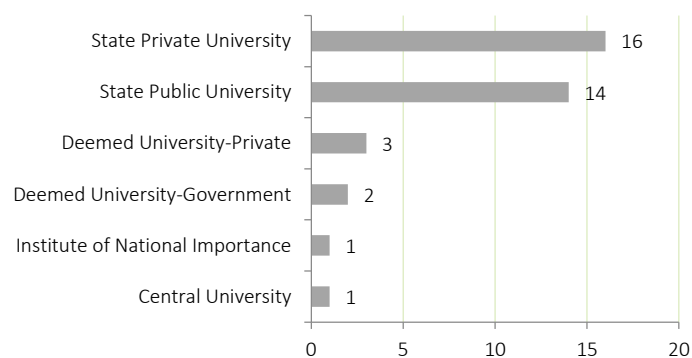
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	253.5	134.9	118.6
Literacy Rate <sup>1</sup>	75.6	84.1	65.9
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	31.9	17.3	14.6
Share to total state pop. (%)	(12.6%)	(12.8%)	(12.3%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	2.3%	2.4%	2.1%
Gross Enrolment Ratio <sup>2</sup>	27.6	27.6	27.5

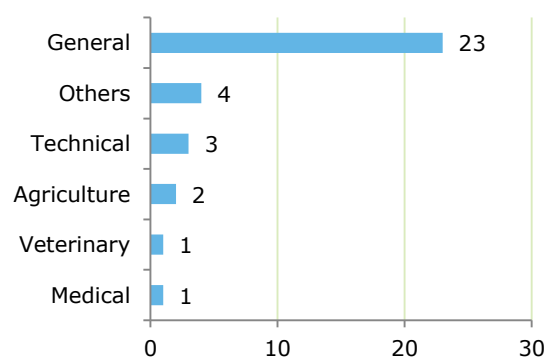
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

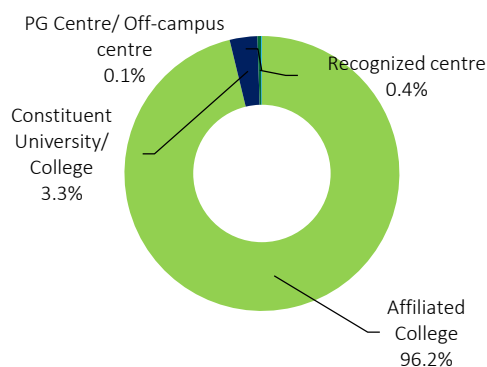
University by Type



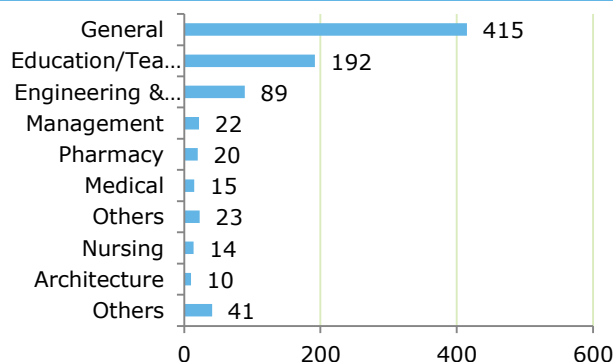
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	37	1137	312
Average enrolment per institution	2739	683	525
Total estimated enrolment (Lakhs)	1.01	8.78	0.69

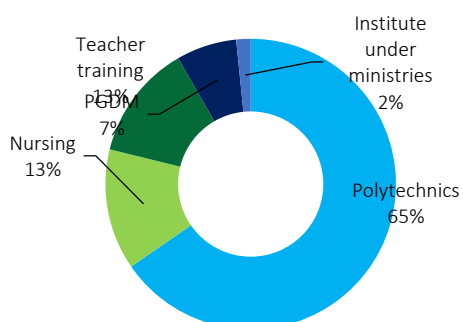
#### College Indicators

College Type	Haryana	Share in India
Affiliated Colleges	1094	2.92%
Recognized centre	5	0.32%
Constituent/ University College	37	2.52%
PG/ Off Campus Centre	1	0.38%

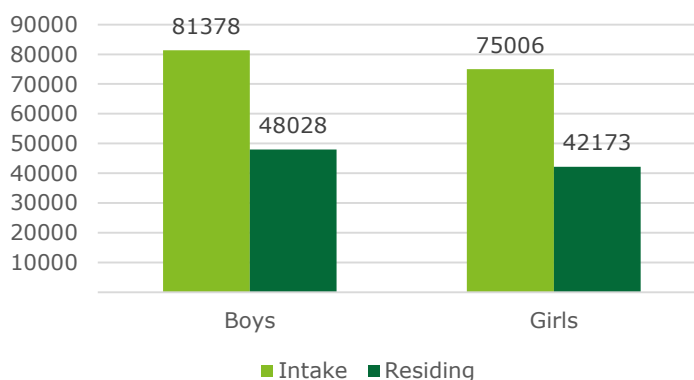
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	66.75%	33.21%	340
Private Aided	13.40%	30.77%	1569
Government	19.85%	36.02%	1239

#### Break up of standalone institution

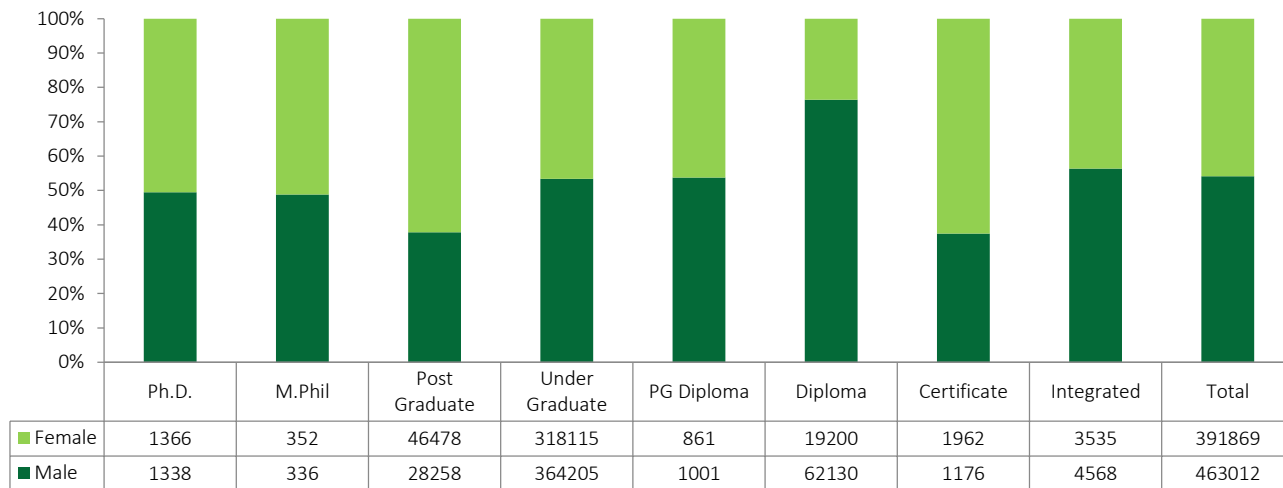


#### Hostel

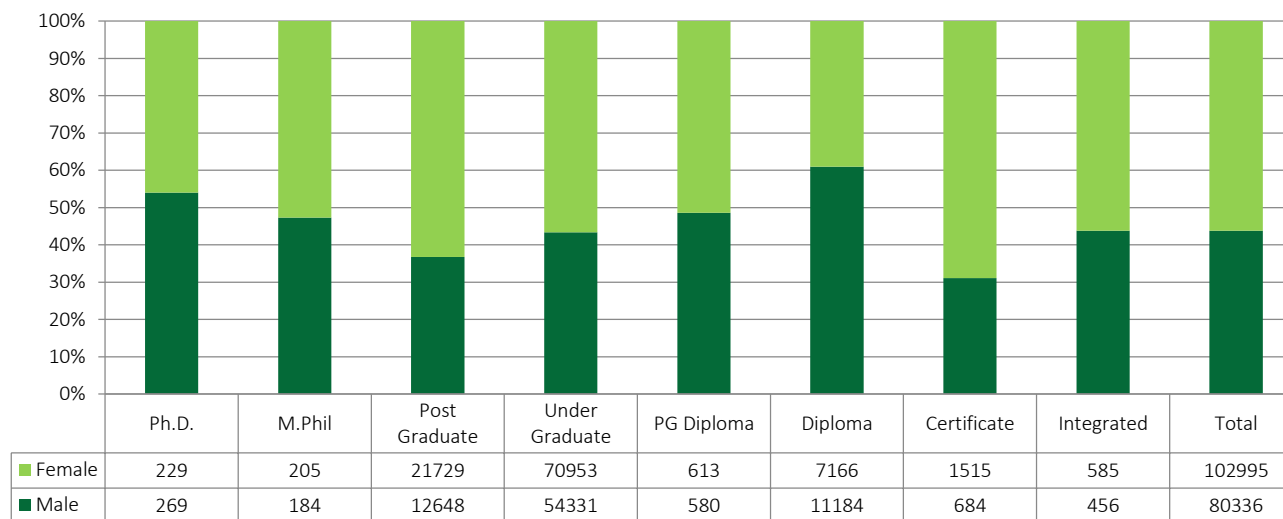


## Student Enrolment

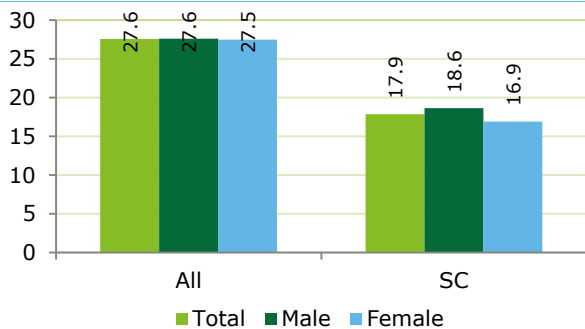
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	HARYANA	INDIA
Pupil Teacher Ratio (PTR)	17	21
Teachers per College	43.8	36.6
Non-teaching staff per College	27	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.2%	46.8%	20.2%	0.1%	28.1%	7%	6.0%
Share of Enrolment	54.4%	45.6%	13.7%	0.3%	24.3%	1%	1.4%
Share of teaching staff	55.8%	44.2%	4.7%	0.2%	8.1%	0.6%	1%
Share of non-teaching staff	73.8%	26.2%	15%	0.7%	13.3%	0.3%	1.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

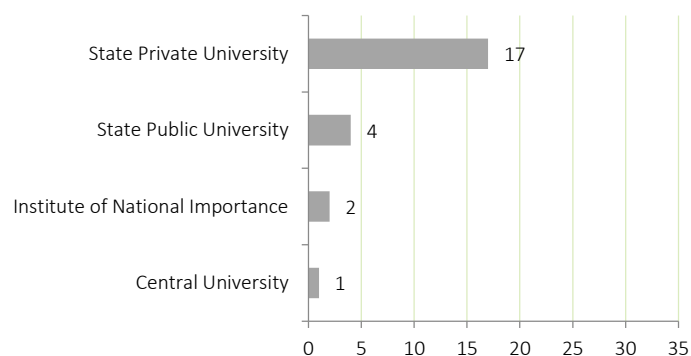
# Himachal Pradesh

## Key Indicators

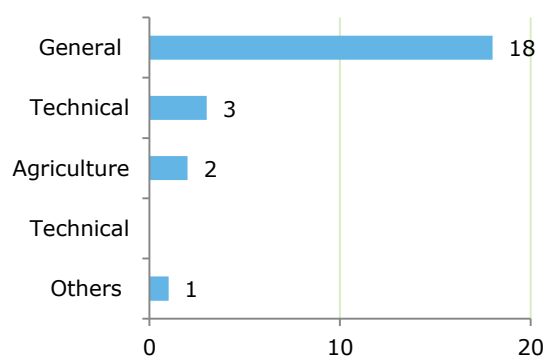
Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	68.6	34.8	33.8
Literacy Rate <sup>1</sup>	82.8%	89.5%	75.9%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	7.4	3.8	3.6
Share to total state pop. (%)	(10.8%)	(11%)	(10.6%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.5%	0.5%	0.5%
Gross Enrolment Ratio <sup>2</sup>	31.2	29.2	33.3

## Education Infrastructure

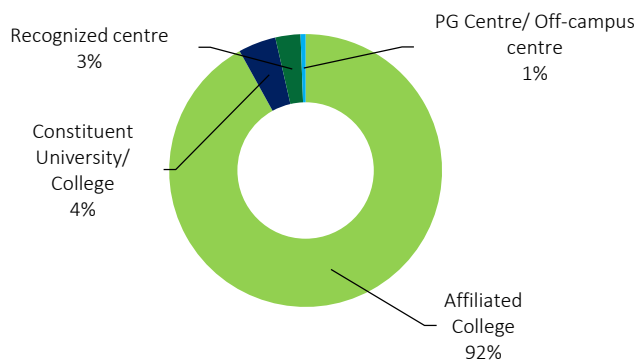
University by Type



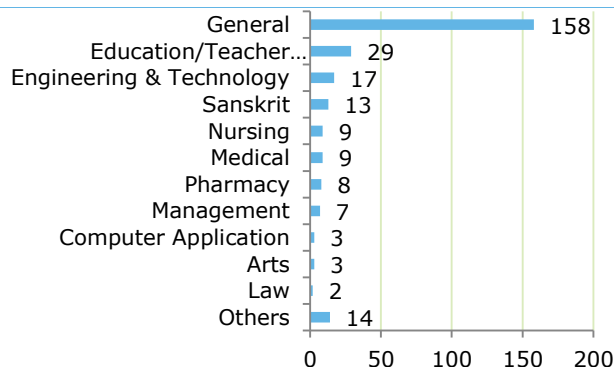
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	24	336	89
Average enrollment per institution	2845	549	250
Total estimated enrolment (Lakhs)	0.68	2.35	0.17

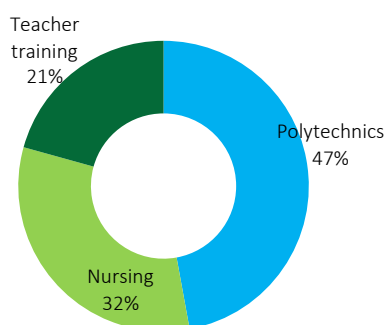
#### College Indicators

College Type	Himachal Pradesh	Share in India
Affiliated Colleges	309	0.83%
Recognized centre	10	0.64%
Constituent/ University College	15	1.02%
PG/ Off Campus Centre	2	0.76%

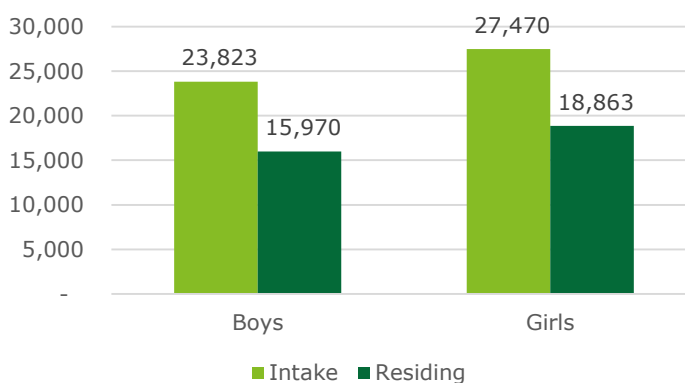
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	45.96%	18.98%	227
Private Aided	5.15%	6.21%	663
Government	48.90%	74.81%	840

#### Break up of standalone institution

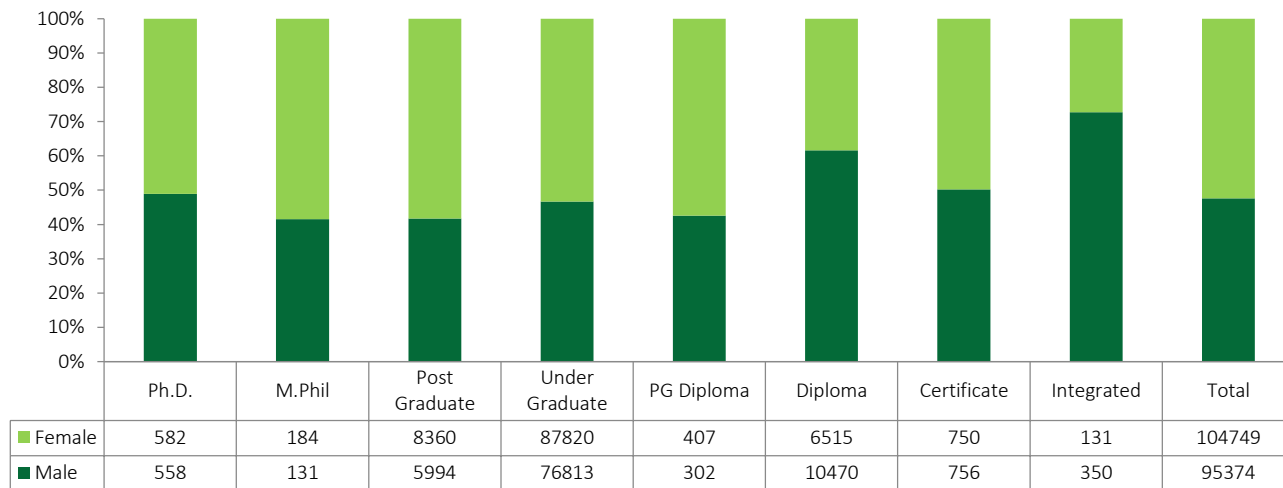


#### Hostel

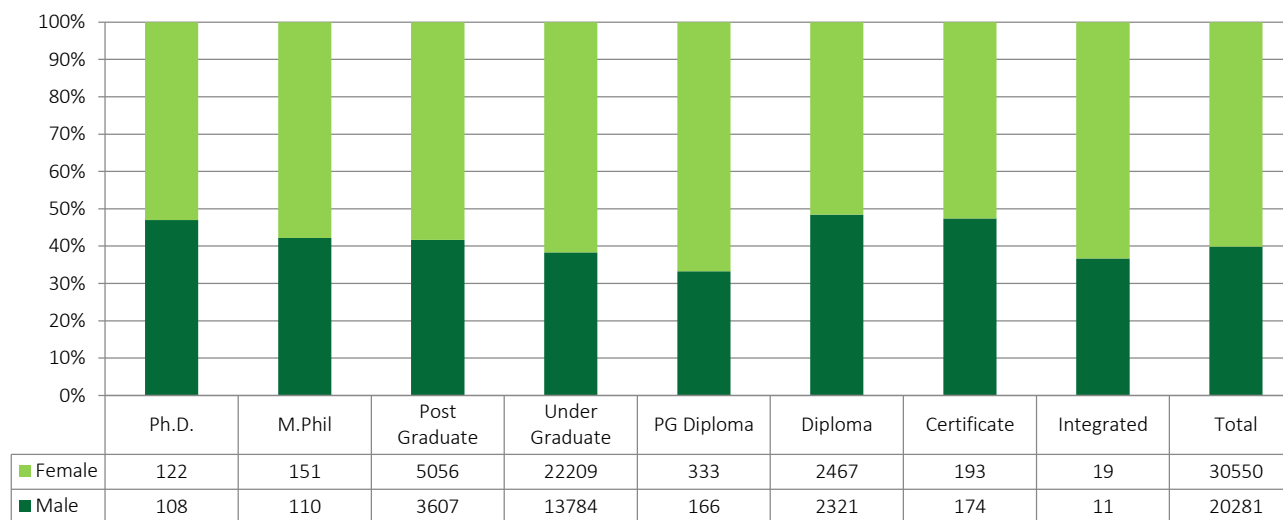


## Student Enrolment

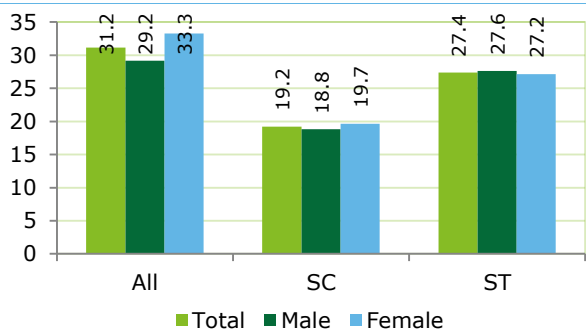
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	HIMACHAL PRADESH	INDIA
Pupil Teacher Ratio (PTR)	18	21
Teachers per College	33.0	36.6
Non-teaching staff per College	35.1	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.70%	49.30%	25.2%	5.7%	9.80%	2.20%	1.70%
Share of Enrolment	48.2%	51.8%	16.1%	5.1%	11.5%	0.3%	0.5%
Share of teaching staff	59.0%	41.0%	7.1%	2.7%	4.1%	0.3%	1.0%
Share of non-teaching staff	70.9%	29.1%	14.7%	3.4%	6.3%	0.2%	0.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

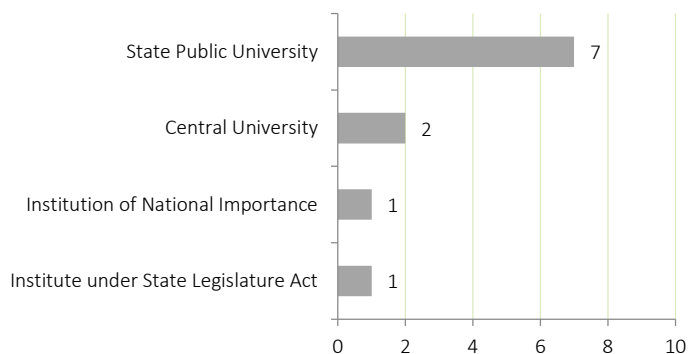
# Jammu & Kashmir

## Key Indicators

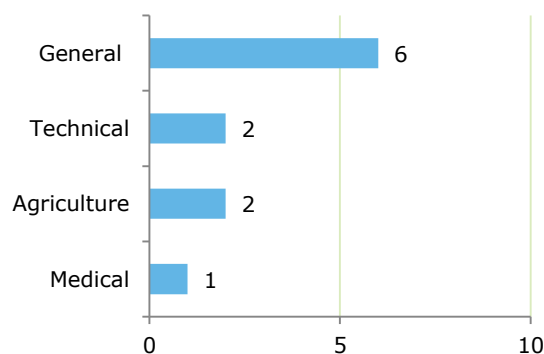
Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	125.4	66.4	59.0
Literacy Rate <sup>1</sup>	67.2	76.8	56.4
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	13.4	6.9	6.5
Share to total state pop. (%)	(10.7%)	(10.4%)	(11%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.9%	0.9%	1%
Gross Enrolment Ratio <sup>2</sup>	24.8	24.1	25.5

## Education Infrastructure

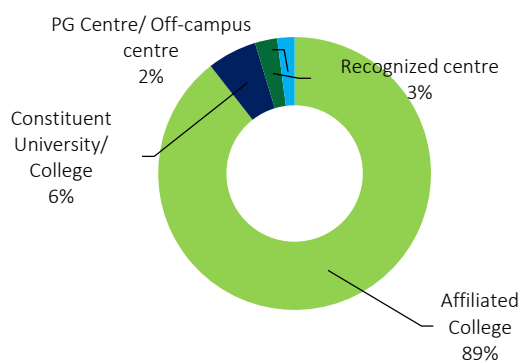
University by Type



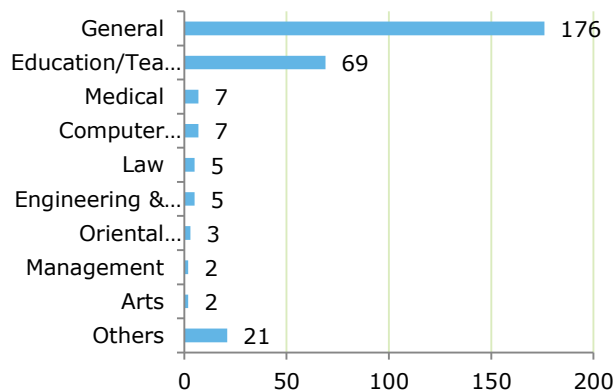
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	11	341	73
Average enrollment per institution	11,398	683	200
Total estimated enrolment (Lakhs)	1.25	3.38	0.10

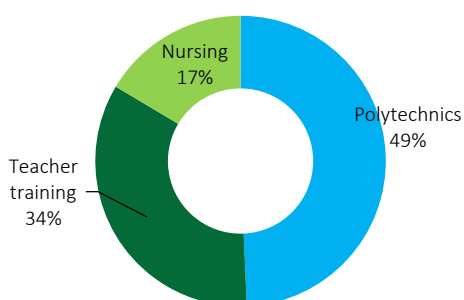
#### College Indicators

College Type	Jammu & Kashmir	Share in India
Affiliated Colleges	305	0.81%
Recognized centre	9	0.57%
Constituent/ University College	20	1.36%
PG/ Off Campus Centre	7	2.66%

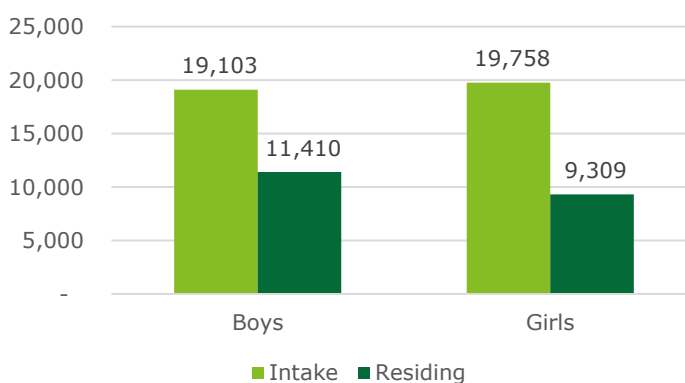
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	49.49%	19.36%	267
Private Aided	5.05%	1.62%	219
Government	45.45%	79.02%	1188

#### Break up of standalone institution

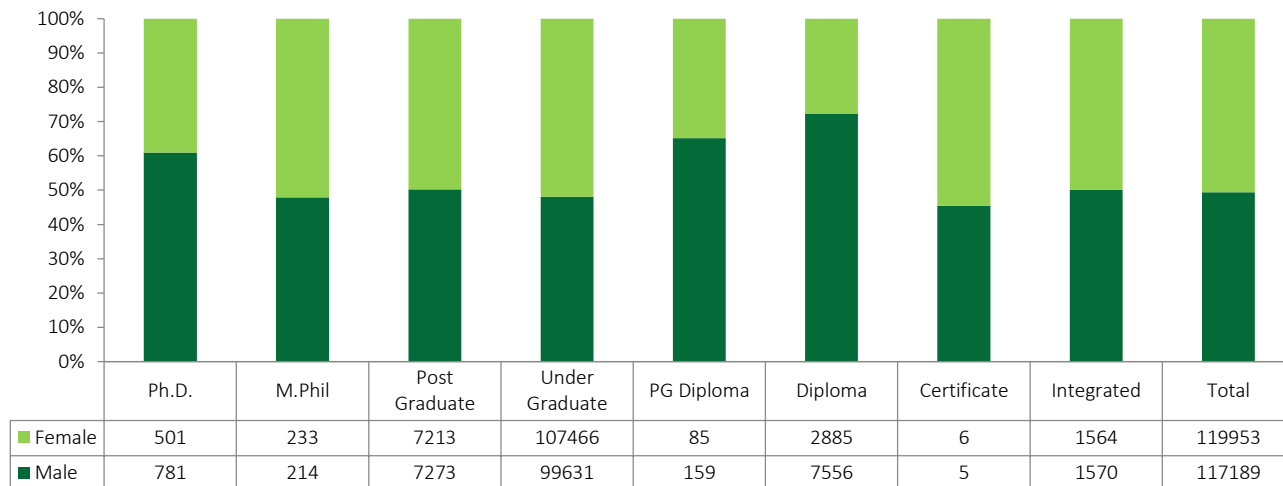


#### Hostel

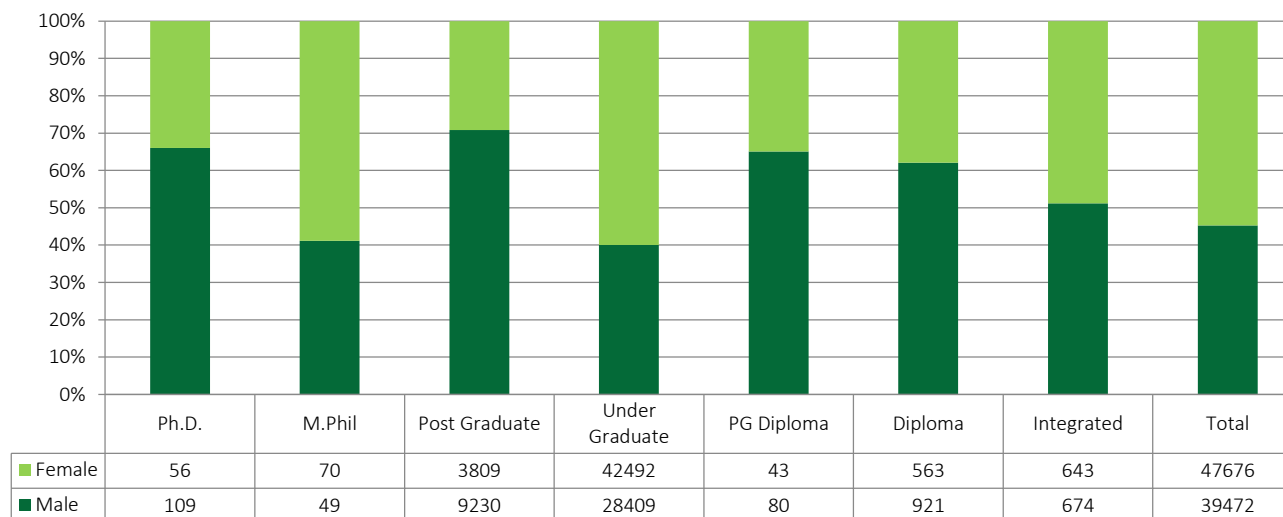


## Student Enrolment

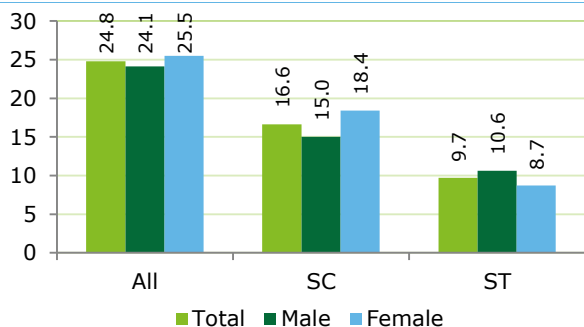
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	JAMMU & KASHMIR	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	31.5	36.6
Non-teaching staff per College	40.4	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.00%	47.00%	7.4%	11.9%	11.30%	68.3%	2.70%
Share of Enrolment	50.3%	49.7%	5.3%	4.3%	6.6%	37.5%	1.8%
Share of teaching staff	57.8%	42.2%	2.9%	1.8%	1.6%	42.5%	3.4%
Share of non-teaching staff	74.9%	25.1%	5.4%	2.2%	1.9%	42.3%	2.2%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

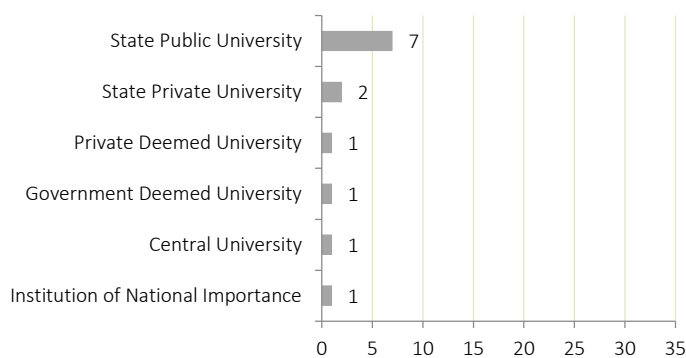
# Jharkhand

## Key Indicators

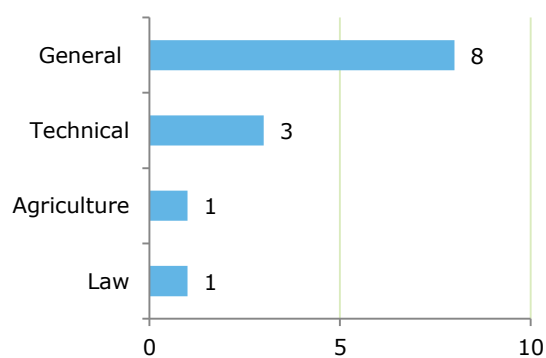
Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	329.9	169.3	160.6
Literacy Rate <sup>1</sup>	66.4	76.8	55.4
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	37.5 (11.4%)	19 (11.2%)	18.5 (11.5%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	2.7%	2.6%	2.7%
Gross Enrolment Ratio <sup>2</sup>	16.0	14.8	15.4

## Education Infrastructure

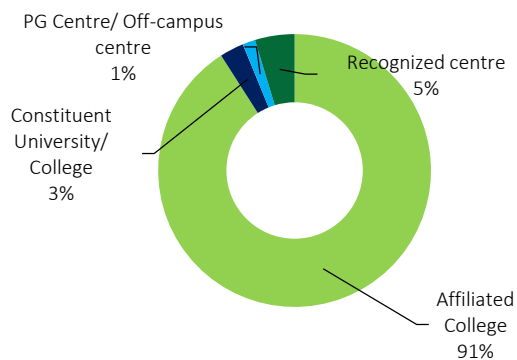
University by Type



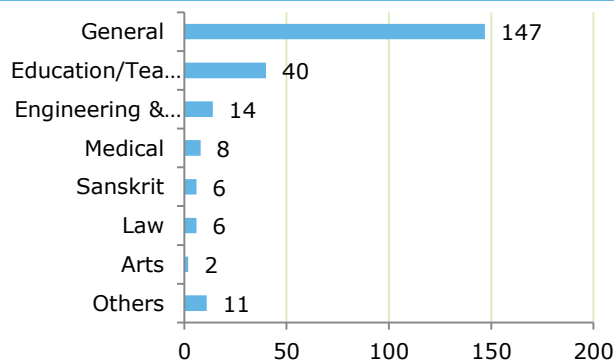
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	13	316	84
Average enrollment per institution	5161	2025	534
Total estimated enrolment (Lakhs)	0.67	5.72	0.09

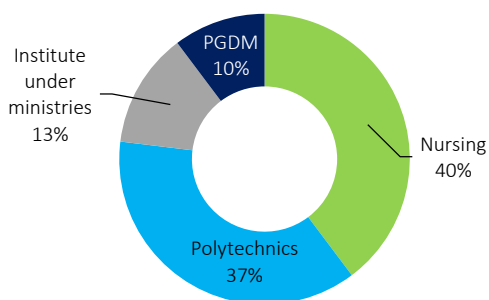
#### College Indicators

College Type	Jharkhand	Share in India
Affiliated Colleges	229	0.61%
Recognized centre	10	0.64%
Constituent/ University College	74	5.05%
PG/ Off Campus Centre	3	1.14%

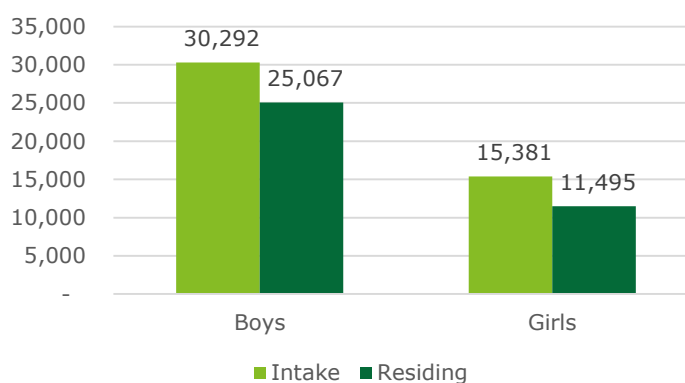
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	30.34%	6.08%	406
Private Aided	11.54%	12.08%	2121
Government	58.12%	81.84%	2852

#### Break up of standalone institution

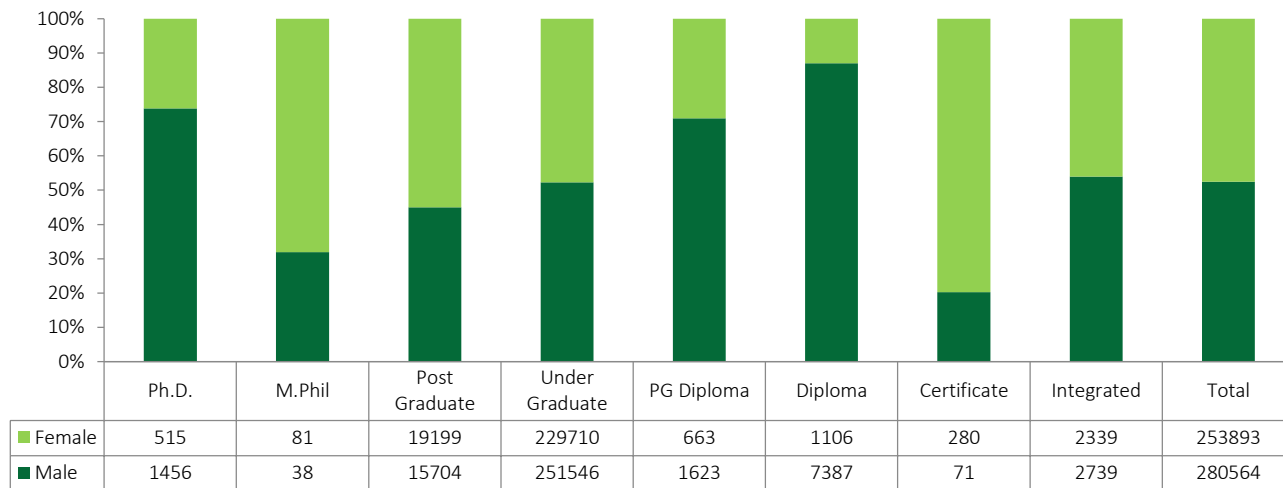


#### Hostel

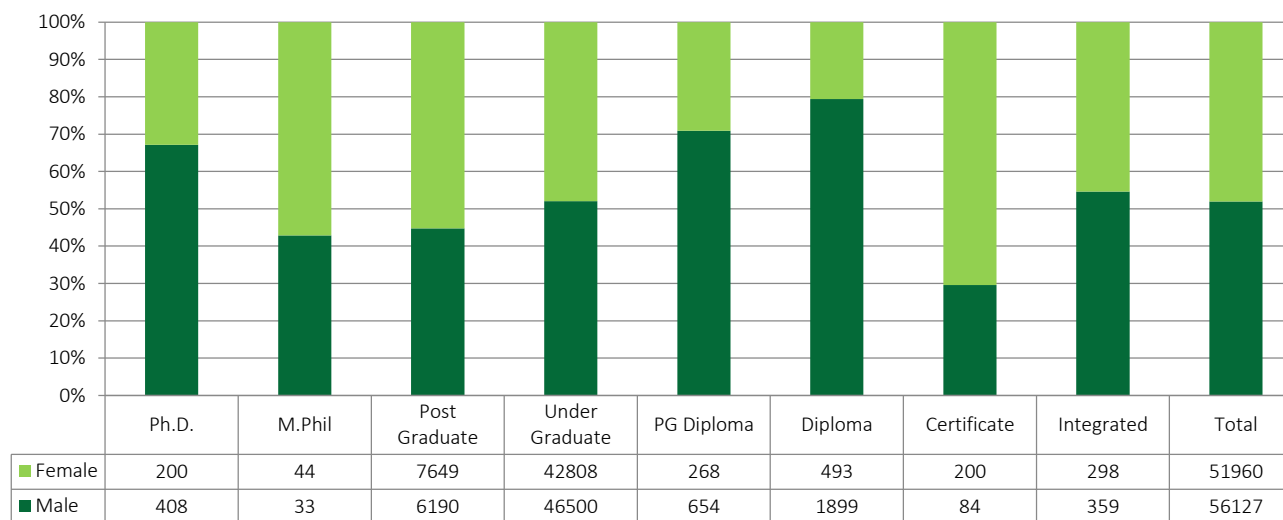


## Student Enrolment

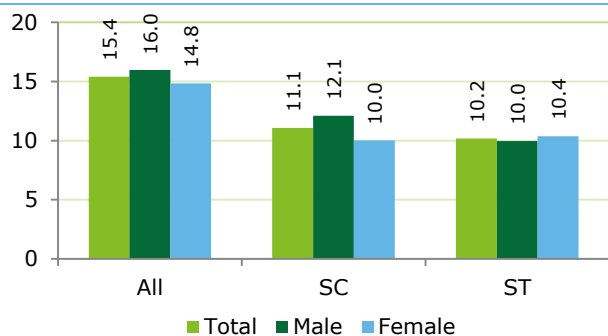
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	JHARKHAND	INDIA
Pupil Teacher Ratio (PTR)	54	21
Teachers per College	32.2	36.6
Non-teaching staff per College	33.5	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.30%	48.70%	12.1%	26.2%	31.80%	14.5%	3.20%
Share of Enrolment	52.7%	47.3%	8.5%	16.9%	32.7%	5.6%	1.5%
Share of teaching staff	74.2%	25.8%	2.8%	8.0%	21.5%	4.4%	2.6%
Share of non-teaching staff	83.2%	16.8%	7.1%	15.8%	27.6%	4.6%	3.1%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Karnataka

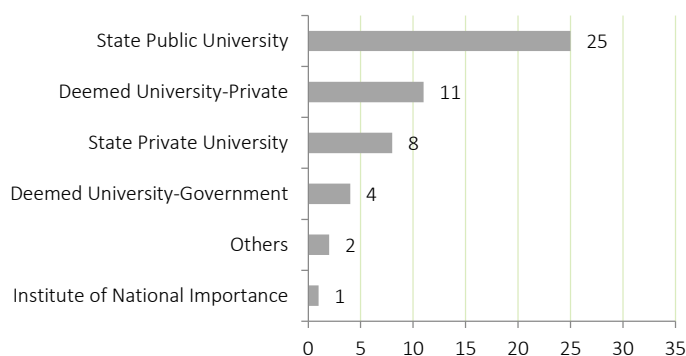
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	611.0	309.7	301.3
Literacy Rate <sup>1</sup>	75.4	82.5	68.1
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	71.2	36.5	34.7
Share to total state pop. (%)	(11.7%)	(11.8%)	(11.5%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	5%	5%	5.1%
Gross Enrolment Ratio <sup>2</sup>	26.4	26.7	26.0

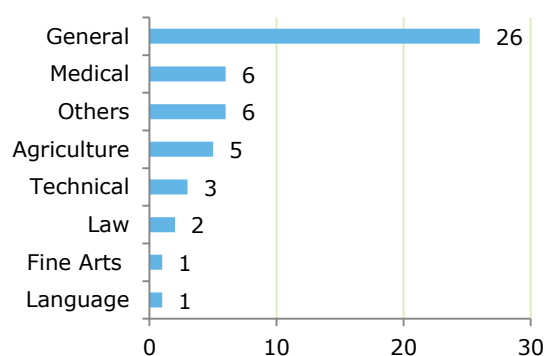
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

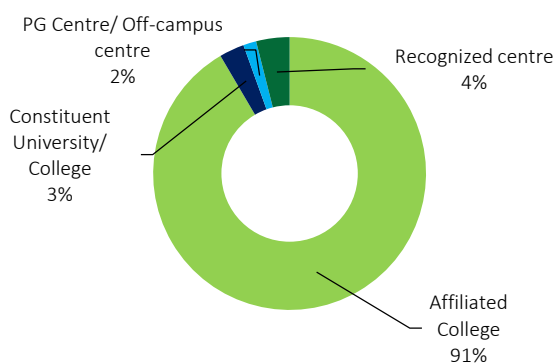
University by Type



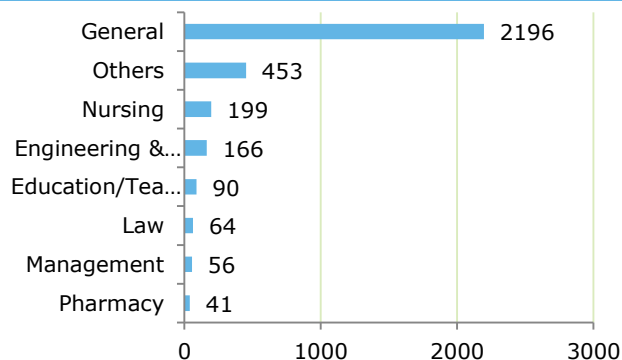
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	51	3747	1677
Average enrolment per institution	5149	434	155
Total estimated enrolment (Lakhs)	2.63	18.97	2.19

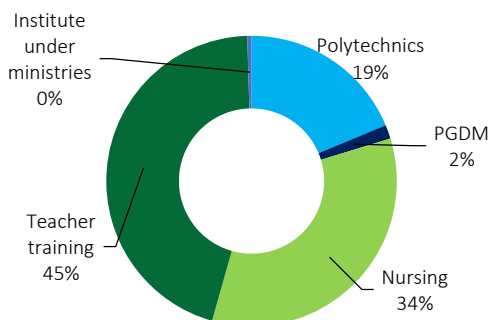
#### College Indicators

College Type	Karnataka	Share in India
Affiliated Colleges	3,430	9.16%
Recognized centre	148	9.41 %
Constituent/ University College	111	7.57%
PG/ Off Campus Centre	58	22.05%

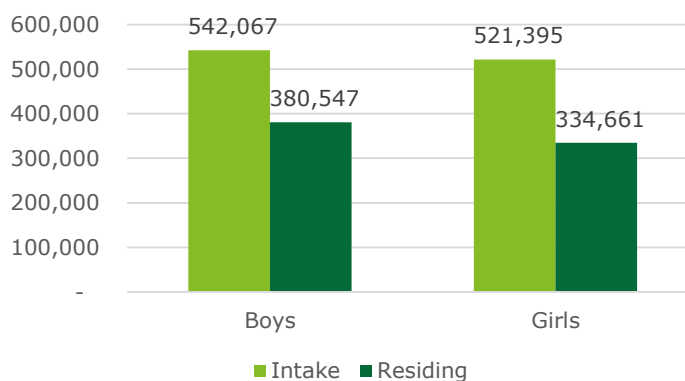
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	67.14%	48.26%	312
Private Aided	12.77%	22.74%	772
Government	20.09%	29.0%	626

#### Break up of standalone institution

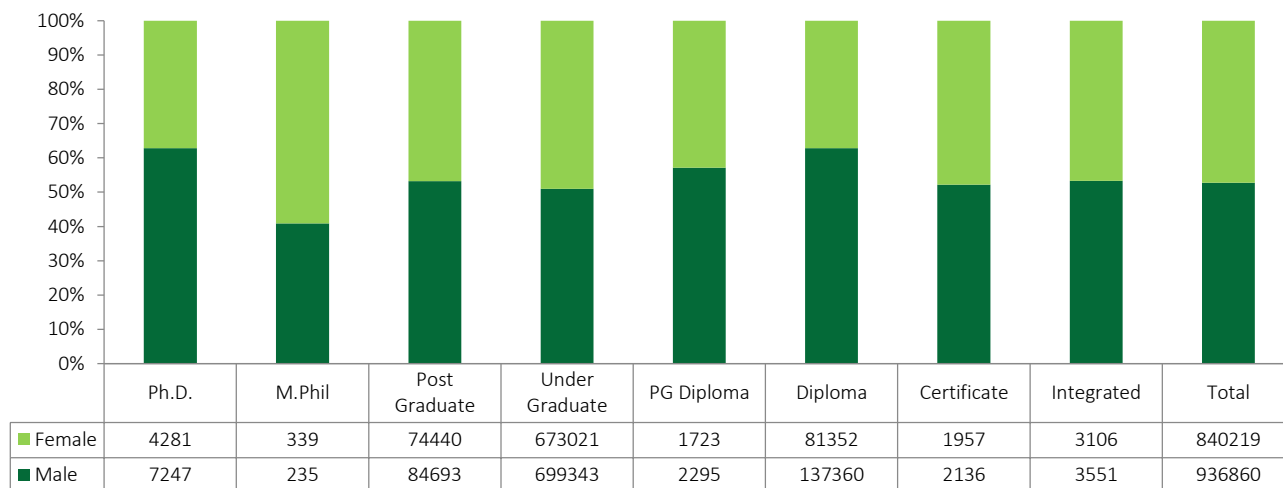


#### Hostel

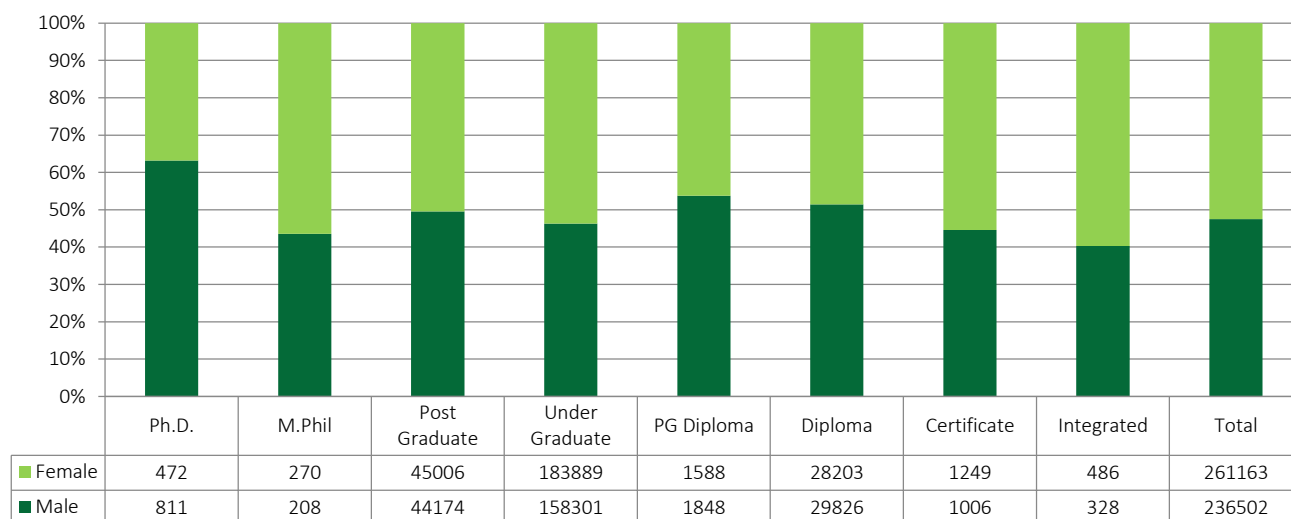


## Student Enrolment

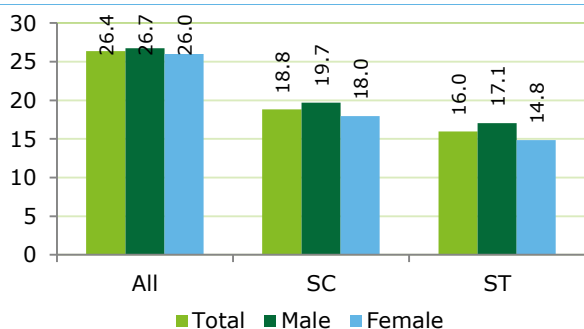
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	KARNATAKA	INDIA
Pupil Teacher Ratio (PTR)	13	21
Teachers per College	37.0	36.6
Non-teaching staff per College	26.1	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	17.1%	7%	41.1%	12.9%	2.5%
Share of Enrolment	52.0%	48.0%	12.8%	4.4%	44.7%	4.9%	3.1%
Share of teaching staff	58.6%	41.4%	6.8%	2.0%	24.1%	3.2%	3.8%
Share of non-teaching staff	63.2%	36.8%	9.9%	3.7%	25.9%	3.4%	4.0%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Kerala

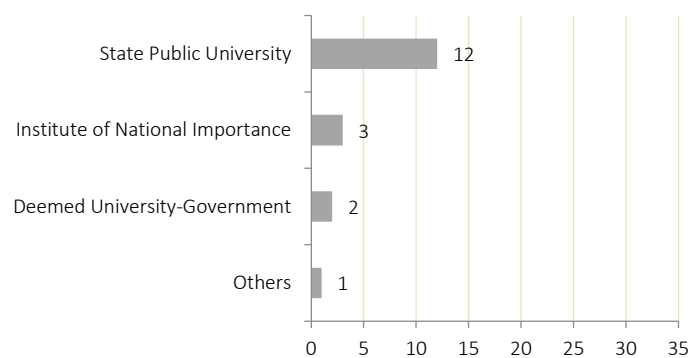
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	334.1	160.3	173.8
Literacy Rate <sup>1</sup>	94.0 %	96.1%	92.1%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	30.5 (9.1%)	15.3 (9.5%)	15.3 (8.8%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	2.2%	2.1%	2.2%
Gross Enrolment Ratio <sup>2</sup>	28.7	24.1	33.3

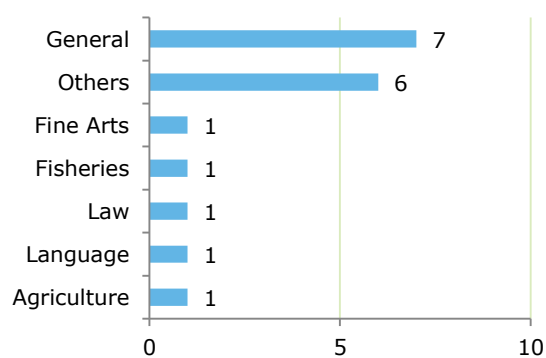
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

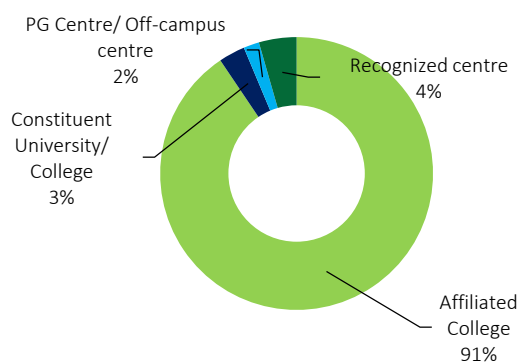
University by Type



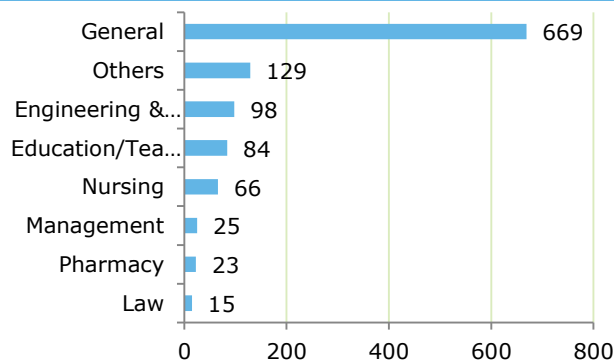
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	18	1345	598
Average enrolment per institution	12655	517	163
Total estimated enrolment (Lakhs)	2.28	8.84	0.63

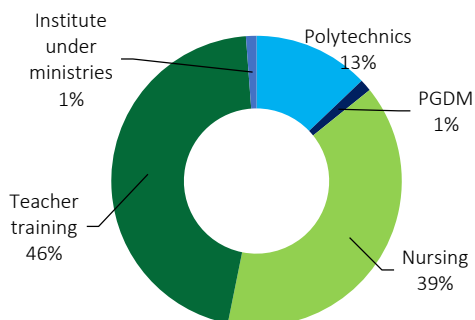
#### College Indicators

College Type	Kerala	Share in India
Affiliated Colleges	1,218	3.25%
Recognized centre	60	3.28%
Constituent/ University College	42	2.86%
PG/ Off Campus Centre	25	9.51%

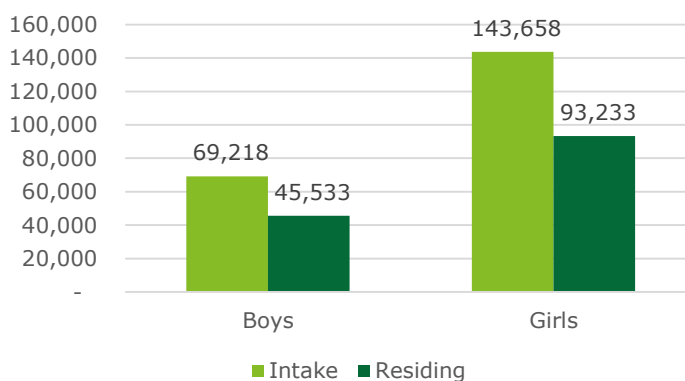
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	64.92%	46.35%	369
Private Aided	17.67%	37.48%	1097
Government	17.40%	16.16%	480

#### Break up of standalone institution

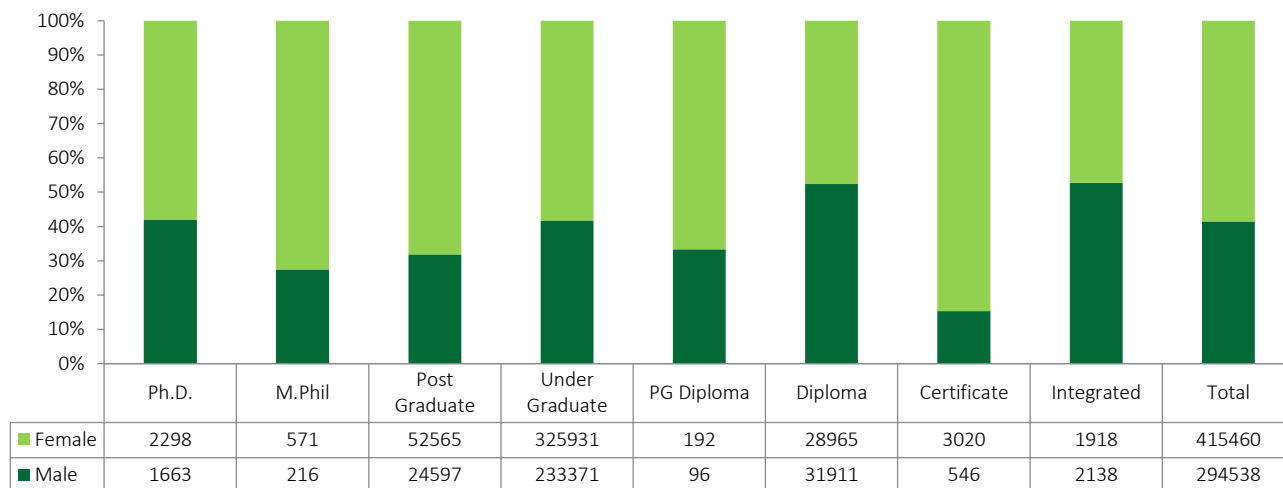


#### Hostel

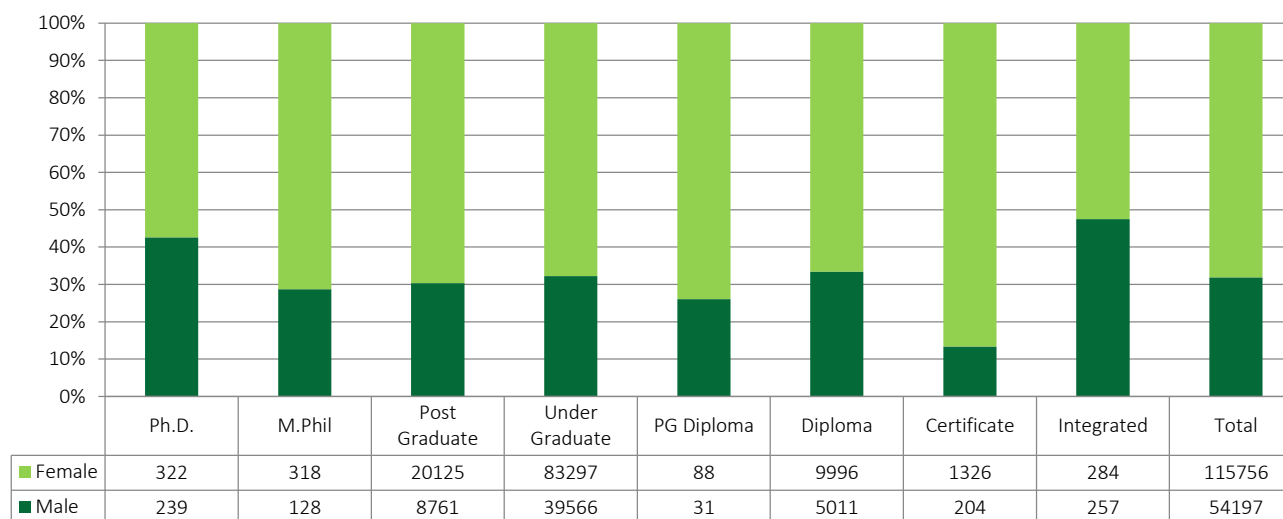


## Student Enrolment

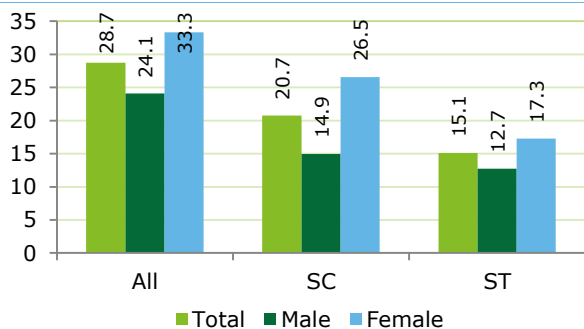
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	KERALA	INDIA
Pupil Teacher Ratio (PTR)	13	21
Teachers per College	39.8	36.6
Non-teaching staff per College	27.2	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	48%	52%	9.1%	1.5%	61.5%	26.6%	18.6%
Share of Enrolment	41.9%	58.1%	6.5%	0.8%	35.6%	10.7%	10.0%
Share of teaching staff	42.4%	57.6%	2.9%	0.3%	28.6%	8.0%	15.9%
Share of non-teaching staff	54.6%	45.4%	5.5%	1.1%	34.6%	8.3%	12.1%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Madhya Pradesh

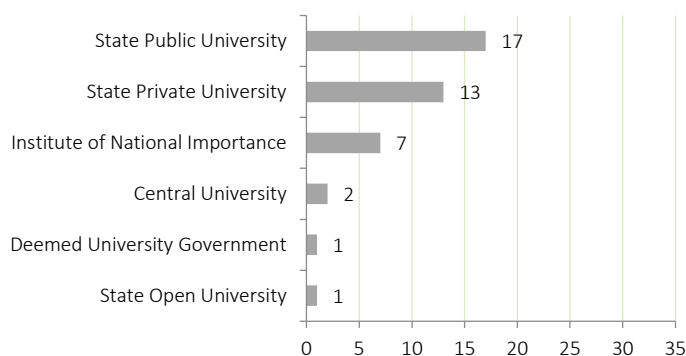
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	726.3	376.1	350.1
Literacy Rate <sup>1</sup>	69.3%	78.7%	59.2%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	87.9	46.5	41.4
Share to total state pop. (%)	(12.1%)	(12.4%)	(11.8%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	6.2%	6.4%	6.1%
Gross Enrolment Ratio <sup>2</sup>	19.6	21.6	17.3

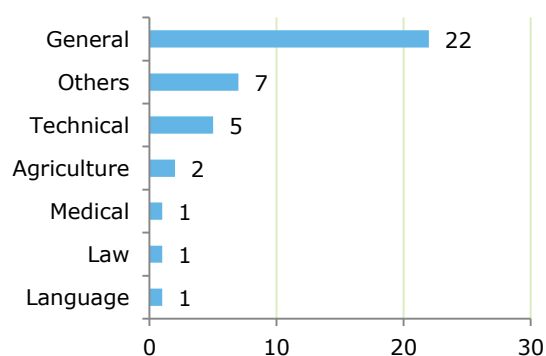
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

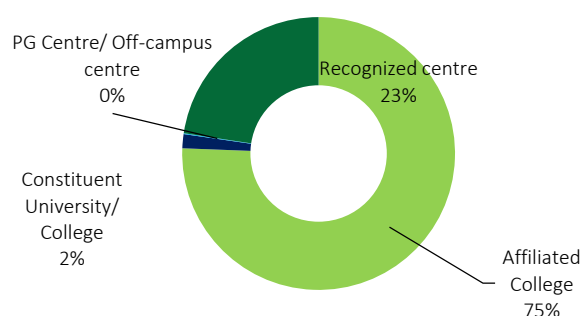
University by Type



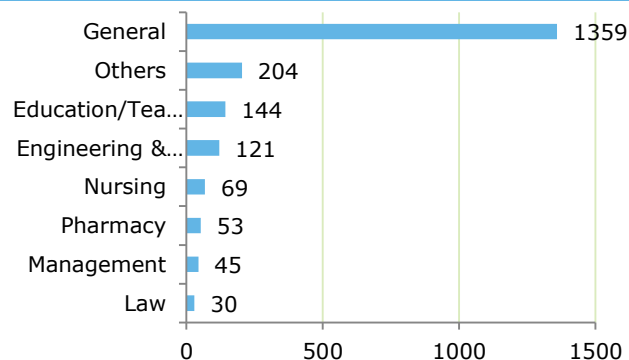
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	41	2997	444
Average enrolment per institution	11619	576	269
Total estimated enrolment (Lakhs)	4.76	17.12	0.31

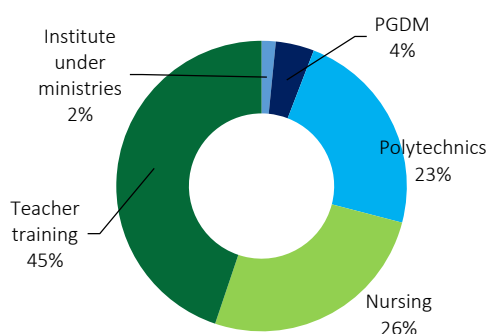
#### College Indicators

College Type	Madhya Pradesh	Share in India
Affiliated Colleges	2,266	6.05%
Recognized centre	678	43.13%
Constituent/ University College	50	3.41%
PG/ Off Campus Centre	3	1.14%

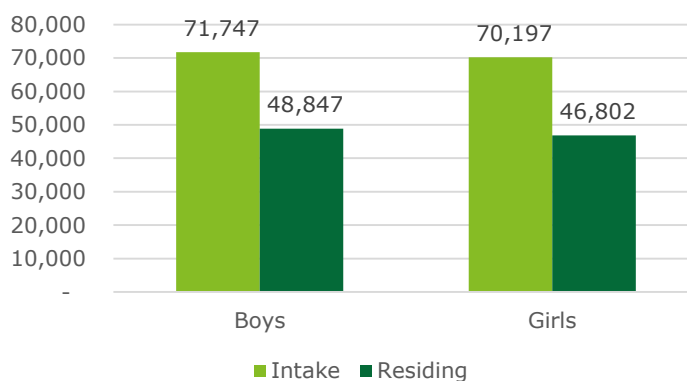
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	58.27%	42.28%	418
Private Aided	10.37%	10.23%	568
Government	31.36%	47.49%	563

#### Break up of standalone institution

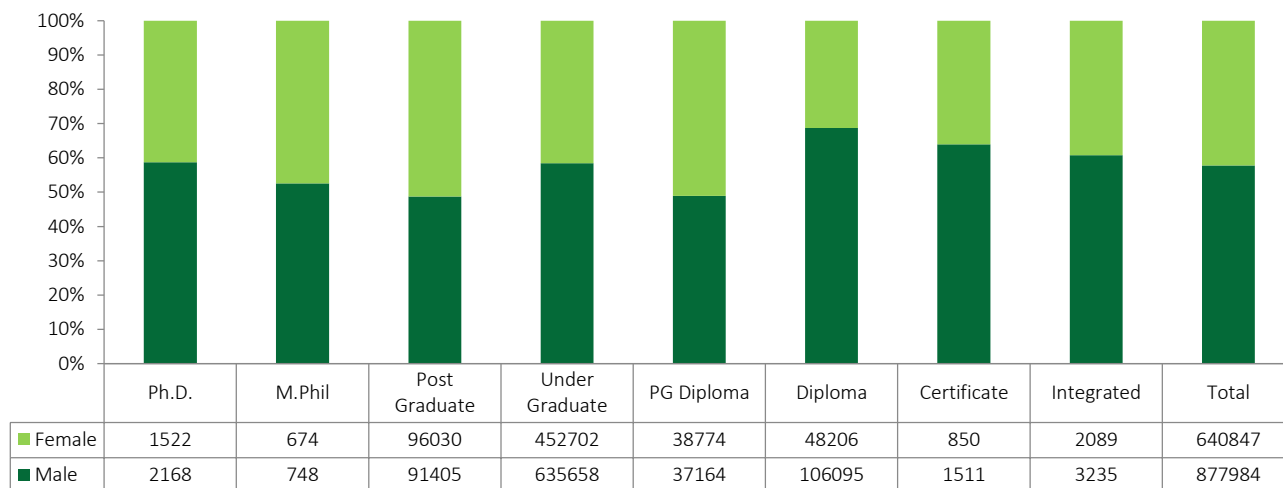


#### Hostel

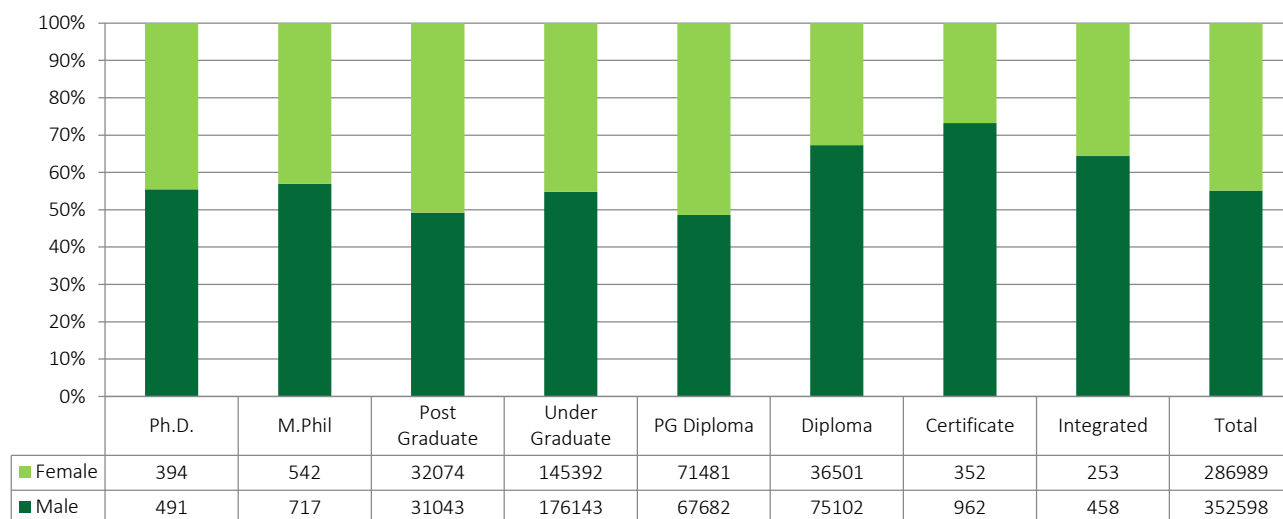


## Student Enrolment

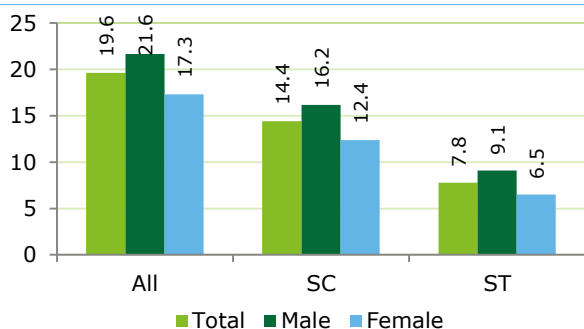
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	MADHYA PRADESH	INDIA
Pupil Teacher Ratio (PTR)	21	21
Teachers per College	23.9	36.6
Non-teaching staff per College	16.6	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	15.6%	21.1%	41.2%	6.6%	0.6%
Share of Enrolment	58.5%	41.5%	11.8%	7.7%	34.1%	1.8%	0.7%
Share of teaching staff	62.2%	37.8%	5.0%	2.0%	14.5%	1.9%	1.9%
Share of non-teaching staff	77.6%	22.4%	11.8%	5.4%	20.8%	1.9%	1.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Maharashtra

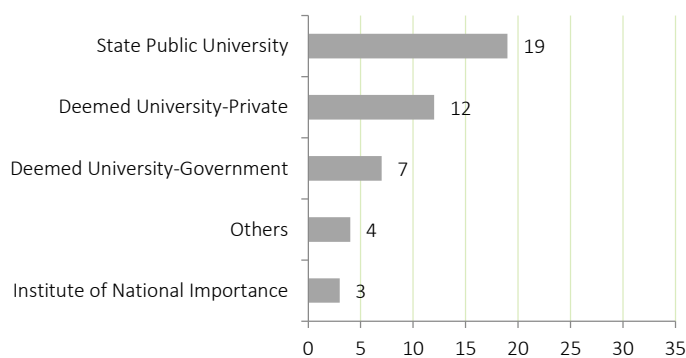
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	1123.7	582.4	541.3
Literacy Rate <sup>1</sup>	82.3	88.4	75.9
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	133.4	70.4	63.1
Share to total state pop. (%)	(11.9%)	(12.1%)	(11.6%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	9.4%	9.6%	9.3%
Gross Enrolment Ratio <sup>2</sup>	27.9	30.0	25.6

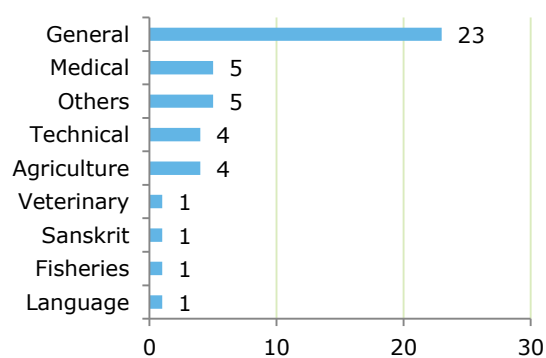
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

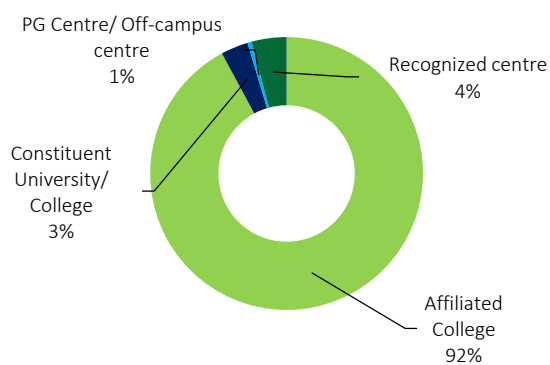
University by Type



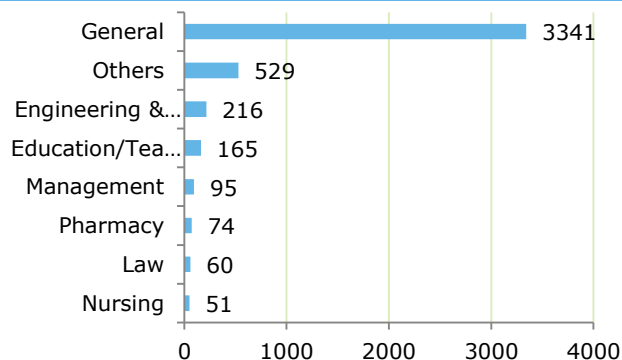
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	45	4972	2700
Average enrolment per institution	15889	591	219
Total estimated enrolment (Lakhs)	7.15	37.36	3.45

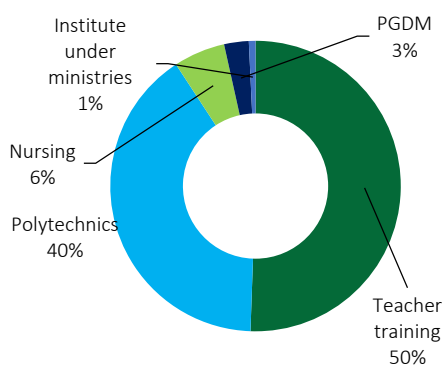
#### College Indicators

College Type	Maharashtra	Share in India
Affiliated Colleges	4,581	12.23%
Recognized centre	206	13.10%
Constituent/ University College	161	10.98%
PG/ Off Campus Centre	24	9.13%

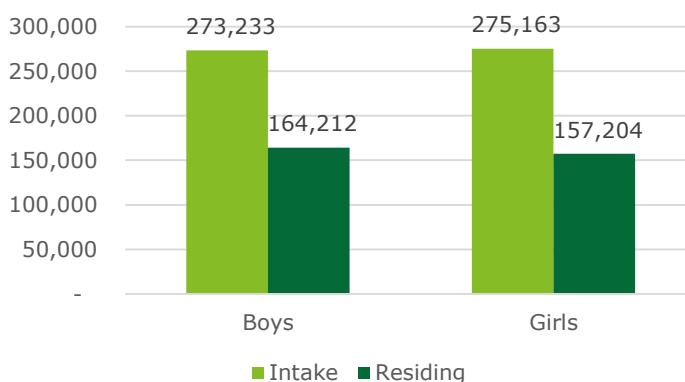
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	61.05%	39.36%	381
Private Aided	20.57%	39.12%	1123
Government	18.38%	21.52%	691

#### Break up of standalone institution

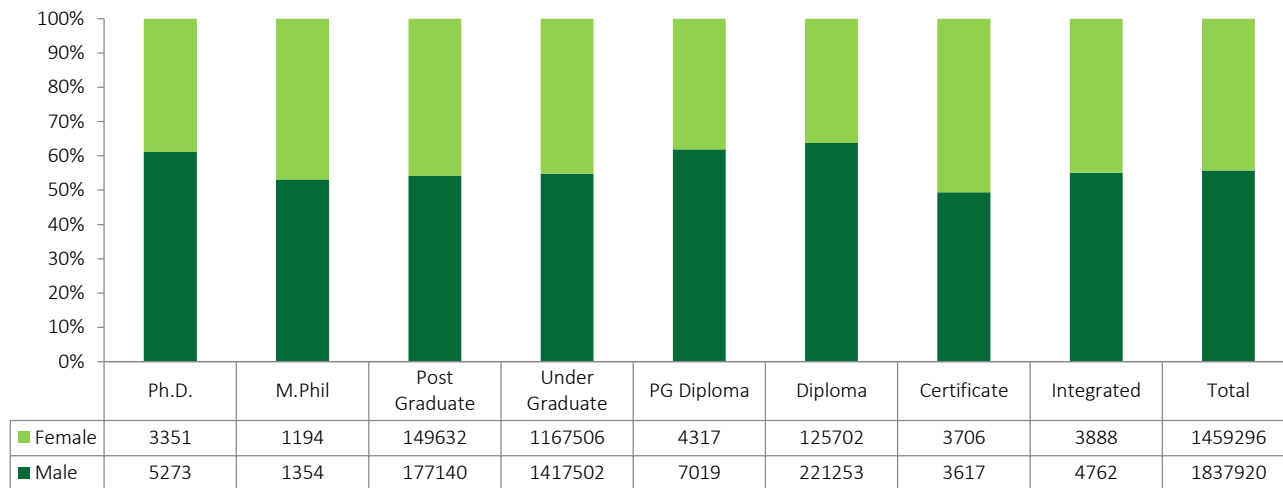


#### Hostel

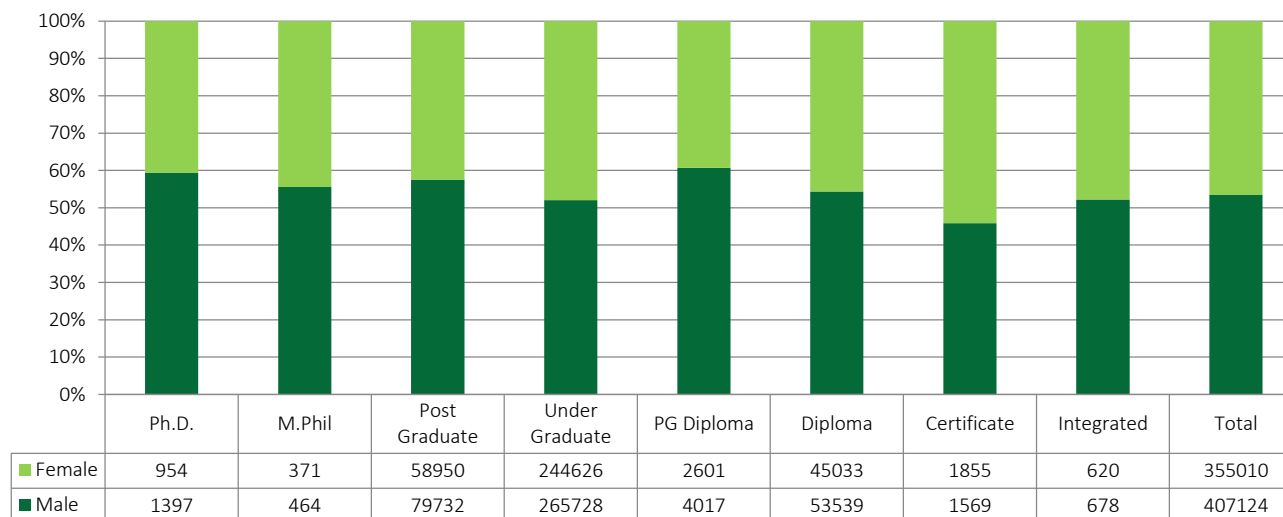


## Student Enrolment

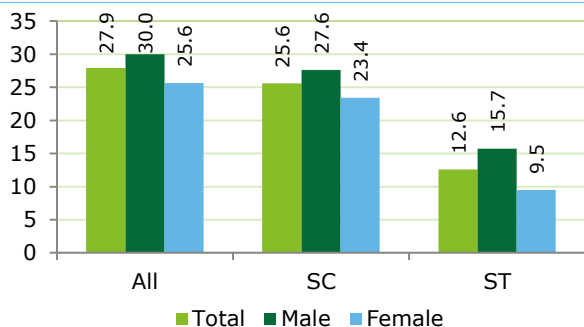
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	MAHARASHTRA	INDIA
Pupil Teacher Ratio (PTR)	20	21
Teachers per College	34.1	36.6
Non-teaching staff per College	27.6	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	11.8%	9.4%	27.1%	11.5%	7.3%
Share of Enrolment	56.7%	43.3%	11.3%	4.2%	27.8%	2.9%	1.7%
Share of teaching staff	63.0%	37.0%	9.4%	1.4%	16.3%	2.3%	1.3%
Share of non-teaching staff	77.0%	23.0%	12.2%	3.3%	20.4%	2.1%	1.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Manipur

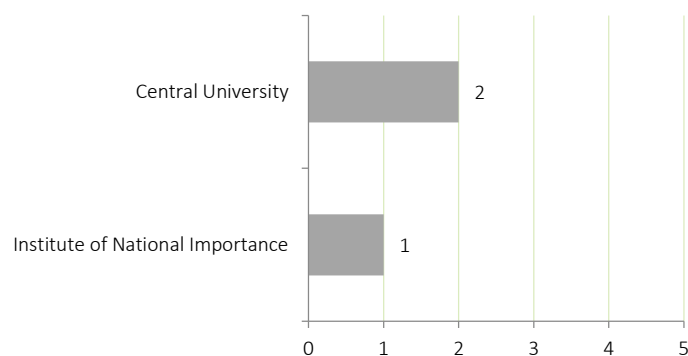
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	28.6	14.4	14.2
Literacy Rate <sup>1</sup>	79.2	86.1	70.3
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	2.9	1.4	1.5
Share to total state pop. (%)	(10.2%)	(9.9%)	(10.4%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.2%	0.2%	0.2%
Gross Enrolment Ratio <sup>2</sup>	35.9	37.1	34.8

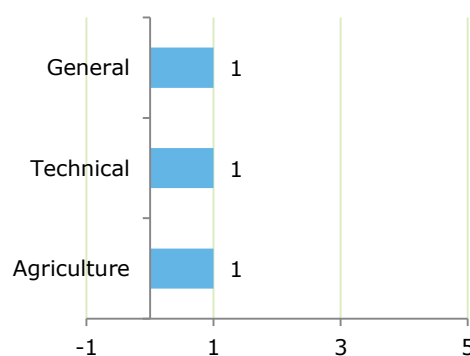
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

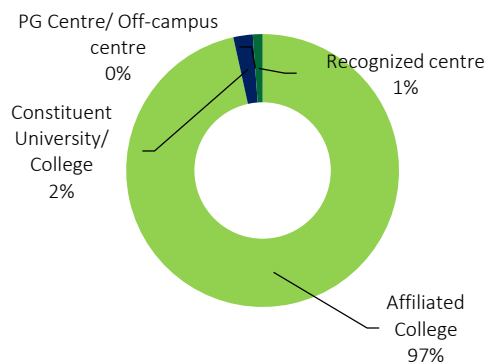
University by Type



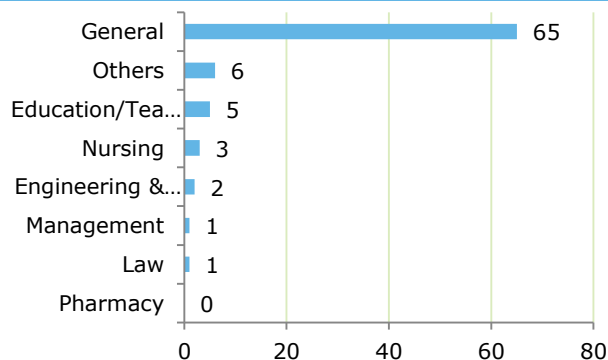
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	87	16
Average enrolment per institution	4352	1105	319
Total estimated enrolment (Lakhs)	0.13	1.05	0.003

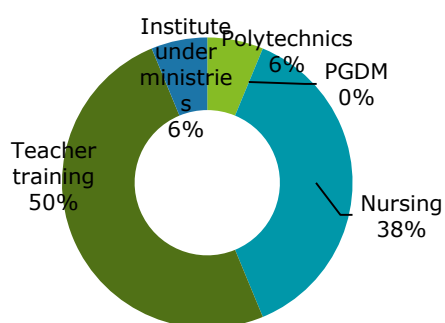
#### College Indicators

College Type	Manipur	Share in India
Affiliated Colleges	84	0.22%
Recognized centre	1	0.06%
Constituent/ University College	2	0.14%
PG/ Off Campus Centre	0	0%

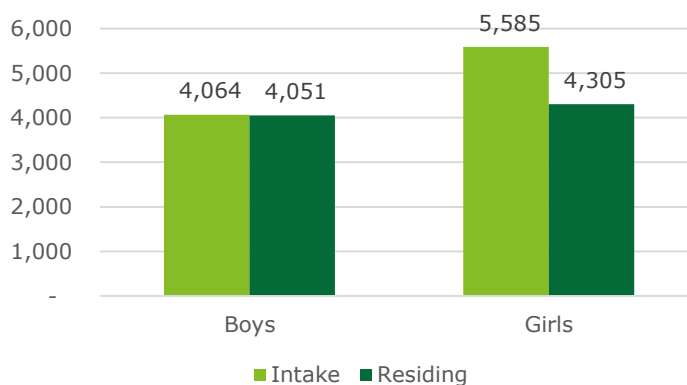
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	25.30%	10.16%	444
Private Aided	16.87%	36.13%	2368
Government	57.83%	53.71%	1027

#### Break up of standalone institution

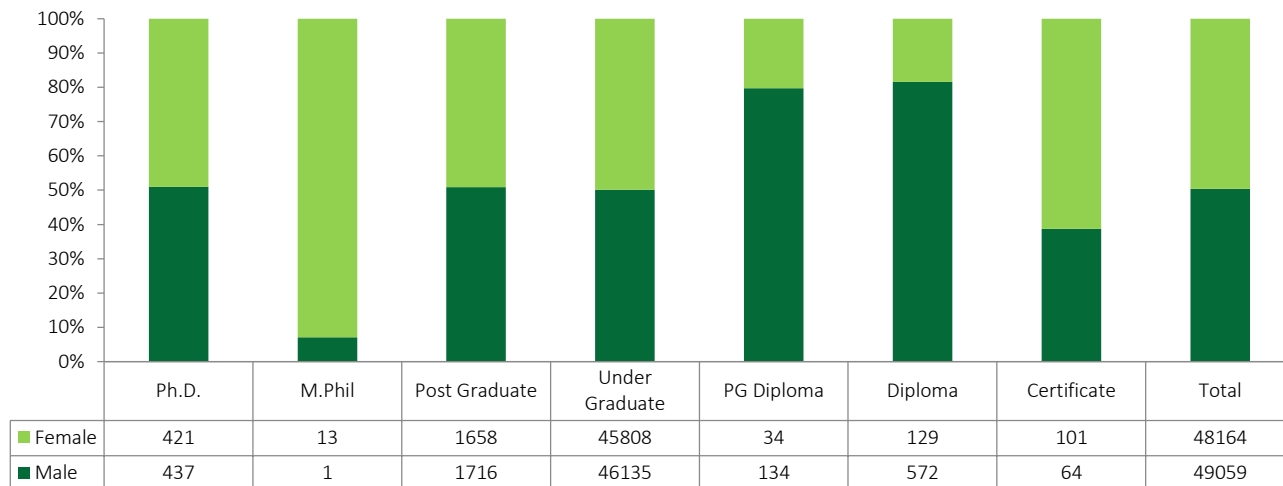


#### Hostel

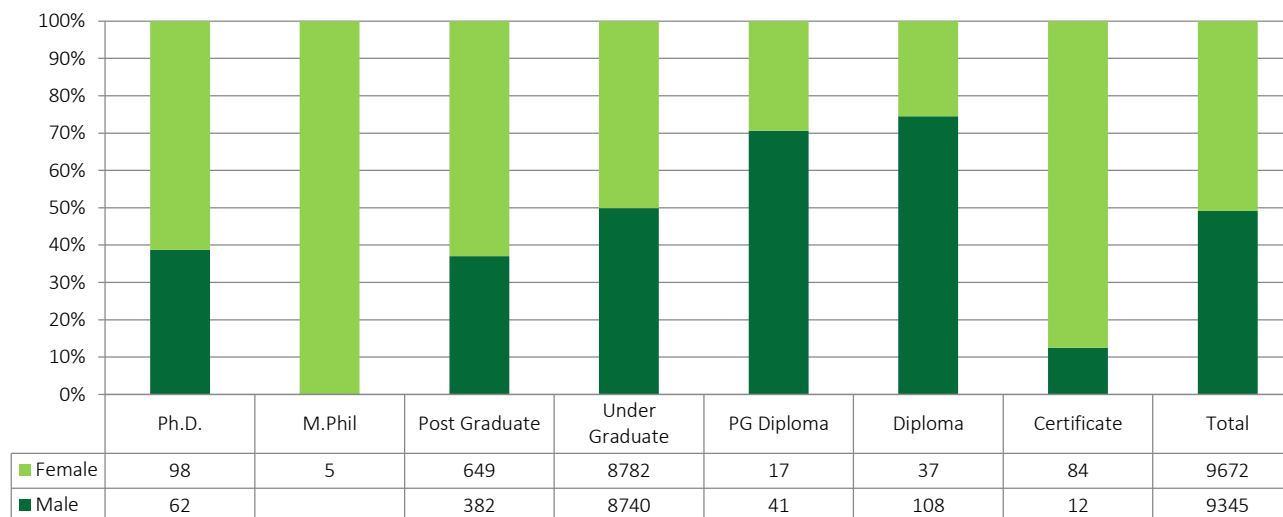


## Student Enrolment

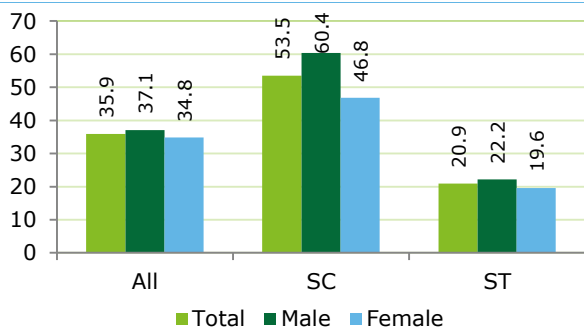
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	MANIPUR	INDIA
Pupil Teacher Ratio (PTR)	19	21
Teachers per College	58.1	55.7
Non-teaching staff per College	19.6	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	3.4%	40.9%	48.2%	8.4%	37.7%
Share of Enrolment	50.7%	49.3%	5.1%	31.0%	34.3%	3.4%	3.7%
Share of teaching staff	56.0%	44.0%	4.7%	13.2%	11.0%	1.6%	2.5%
Share of non-teaching staff	54.6%	45.4%	3.2%	26.1%	9.5%	2.5%	3.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Meghalaya

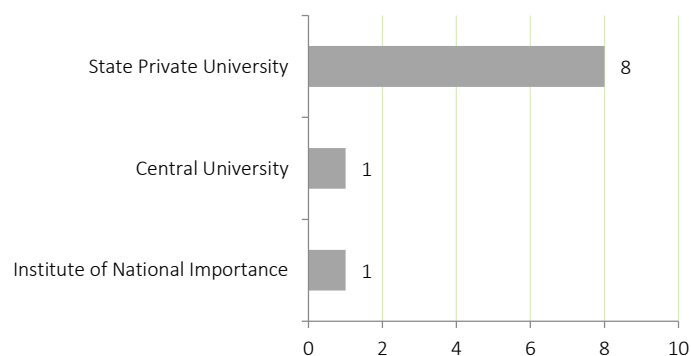
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	29.7	14.9	14.8
Literacy Rate <sup>1</sup>	74.4	76.0	72.9
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	3.4	1.7	1.7
Share to total state pop. (%)	(11.6%)	(11.4%)	(11.9%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.2%	0.2%	0.3%
Gross Enrolment Ratio <sup>2</sup>	20.5	19.8	21.2

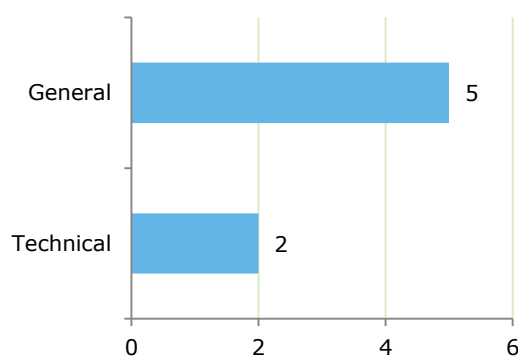
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

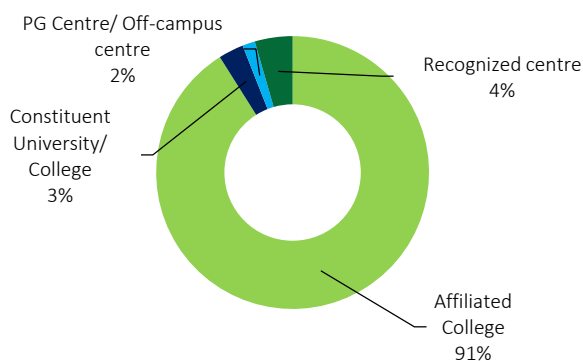
University by Type



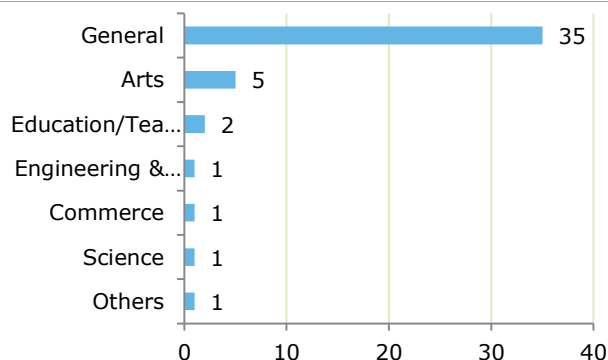
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	10	67	22
Average enrolment per institution	1625	960	113
Total estimated enrolment (Lakhs)	0.16	0.71	0.02

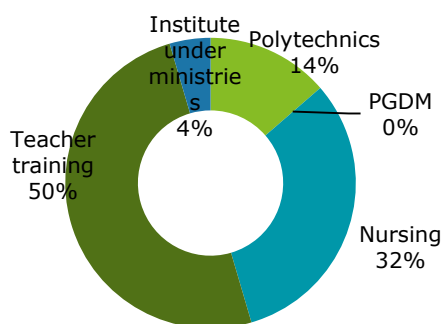
#### College Indicators

College Type	Meghalaya	Share in India
Affiliated Colleges	61	0.16%
Recognized centre	3	0.19%
Constituent/ University College	2	0.14%
PG/ Off Campus Centre	1	0.38%

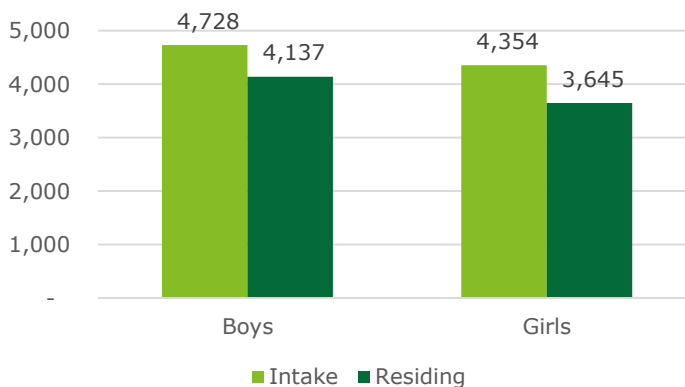
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	26.09%	16.44%	605
Private Aided	34.78%	43.37%	1197
Government	39.13%	40.19%	986

#### Break up of standalone institution

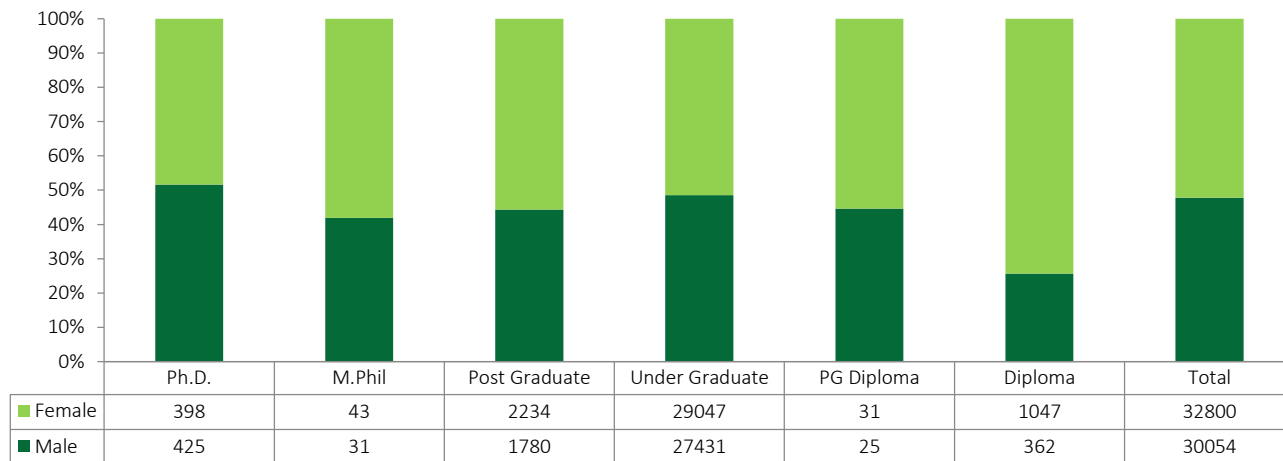


#### Hostel

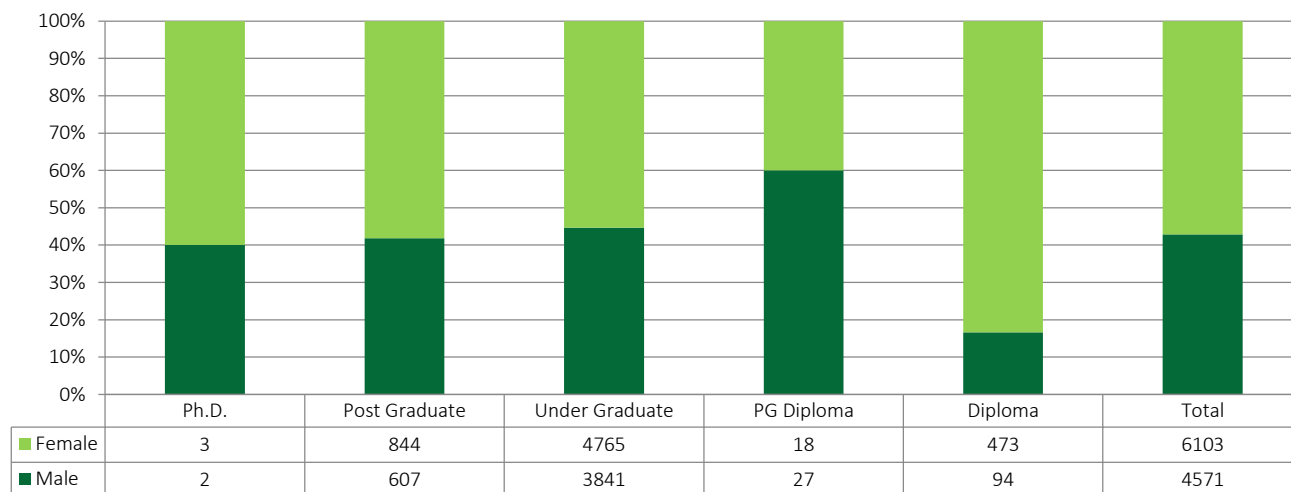


## Student Enrolment

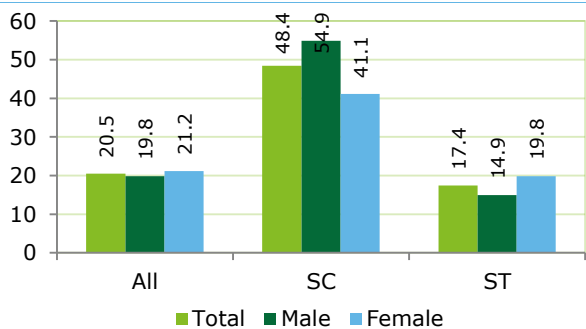
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	MEGHALAYA	INDIA
Pupil Teacher Ratio (PTR)	18	21
Teachers per College	53.5	36.6
Non-teaching staff per College	16.4	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.3%	49.7%	0.6%	86.1%	1.1%	4.4%	79.8%
Share of Enrolment	47.6%	52.4%	1.5%	73.0%	2.4%	1.3%	26.0%
Share of teaching staff	44.7%	55.3%	1.5%	67.3%	1.2%	3.3%	22.7%
Share of non-teaching staff	62.6%	37.4%	0.6%	71.7%	1.1%	4.3%	27.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Mizoram

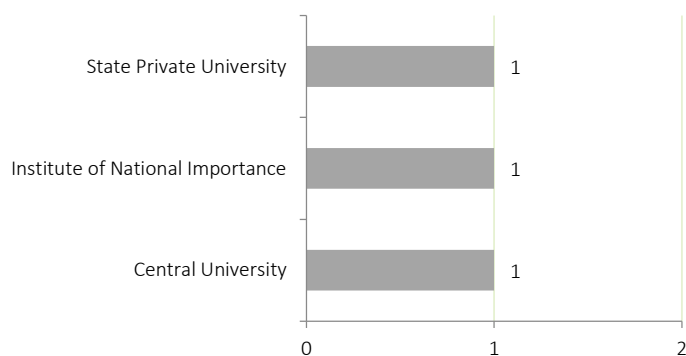
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	11.0	5.6	5.4
Literacy Rate <sup>1</sup>	91.3	93.4	89.3
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	1.3	0.6	0.7
Share to total state pop. (%)	(11.9%)	(11.7%)	(12.1%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.1%	0.1%	0.1%
Gross Enrolment Ratio <sup>2</sup>	23.3	23.5	23.0

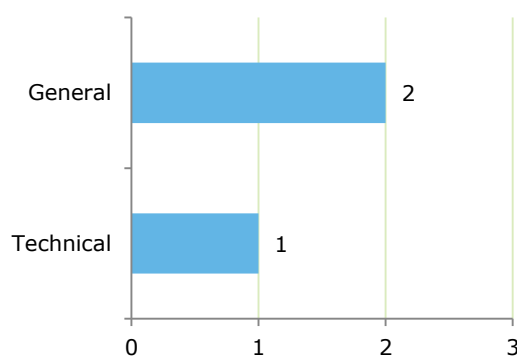
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

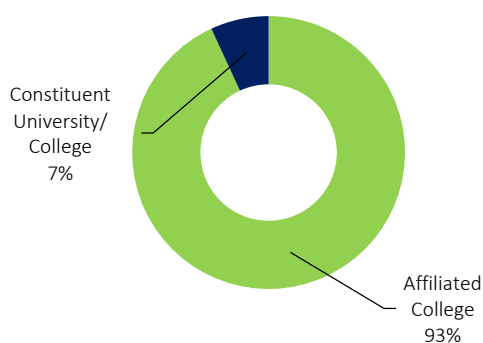
University by Type



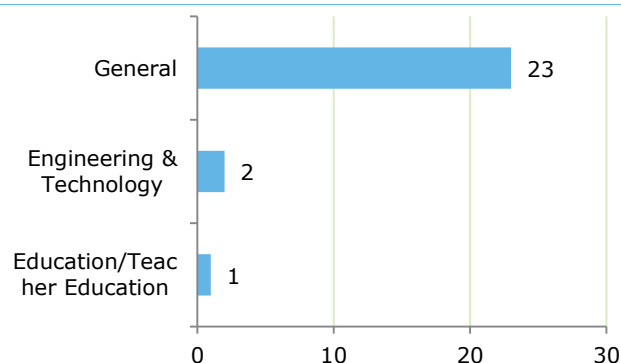
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	29	15
Average enrolment per institution	3230	669	99
Total estimated enrolment (Lakhs)	0.10	0.31	0.01

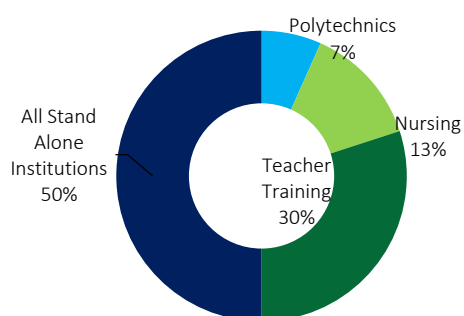
#### College Indicators

College Type	Mizoram	Share in India
Affiliated Colleges	27	0.07%
Constituent/ University College	2	0.14%

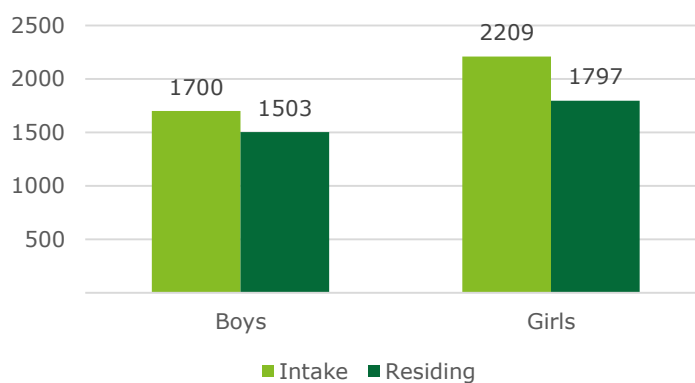
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	3.45%	1.2%	233
Government	96.55%	98.8%	684

#### Break up of standalone institution

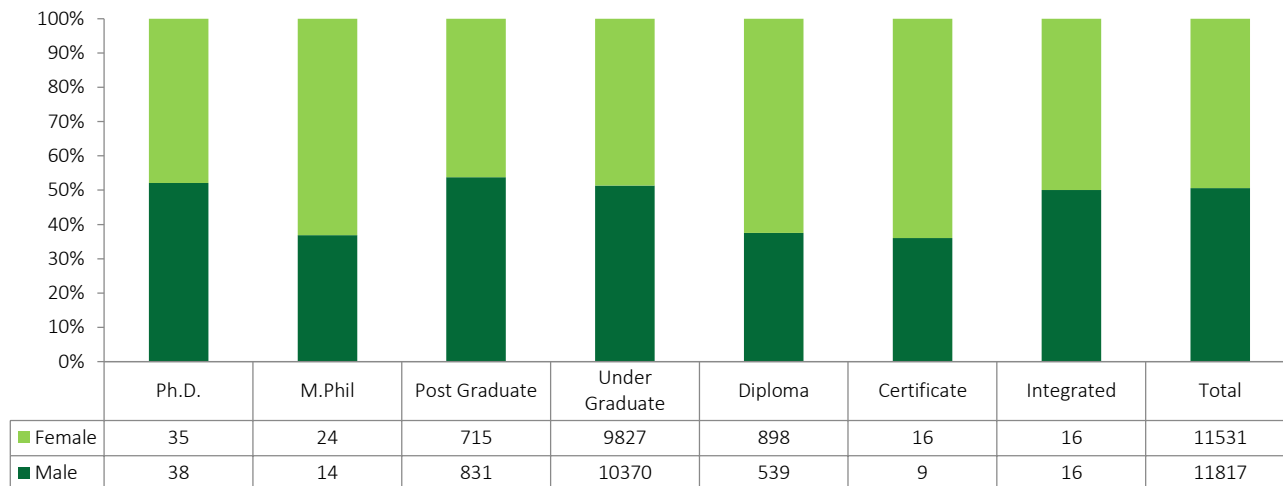


#### Hostel

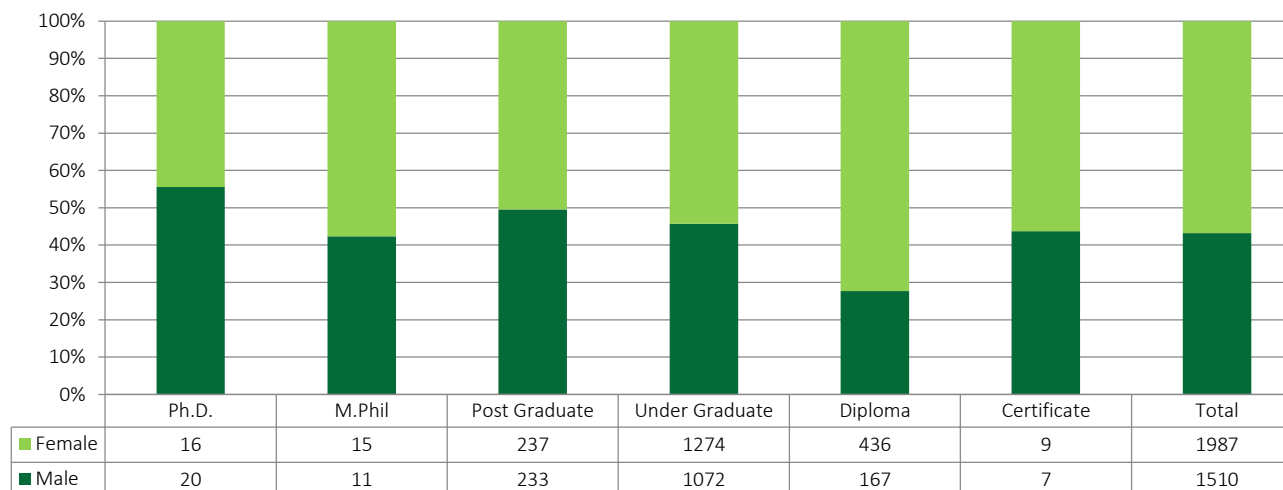


## Student Enrolment

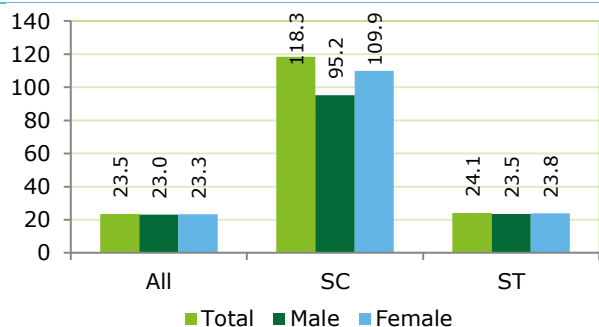
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	Mizoram	INDIA
Pupil Teacher Ratio (PTR)	14	21
Teachers per College	57.6	36.6
Non-teaching staff per College	43.9	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.6%	49.4%	0.1%	94.4%	0.4%	1.4%	96.1%
Share of Enrolment	50.2%	49.8%	0.6%	96.5%	1.2%	0.1%	39.8%
Share of teaching staff	54.6%	45.4%	2.2%	80.5%	4.9%	0.6%	44.2%
Share of non-teaching staff	66.5%	33.5%	0.7%	94.3%	2.1%	0.2%	63.2%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Nagaland

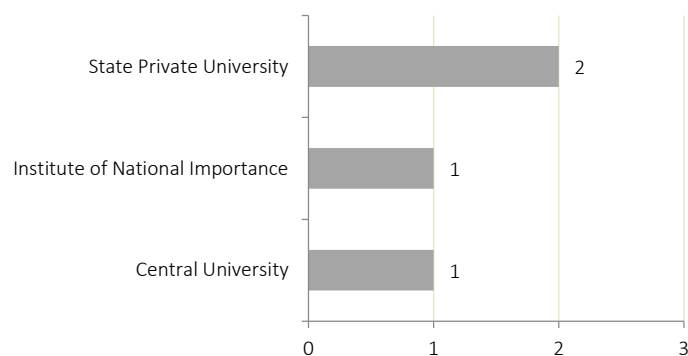
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	19.8	10.2	9.5
Literacy Rate <sup>1</sup>	79.6	82.8	76.1
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	2.5	1.3	1.2
Share to total state pop. (%)	(12.5%)	(12.3%)	(12.7%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.2%	0.2%	0.2%
Gross Enrolment Ratio <sup>2</sup>	15.6	15.2	16.1

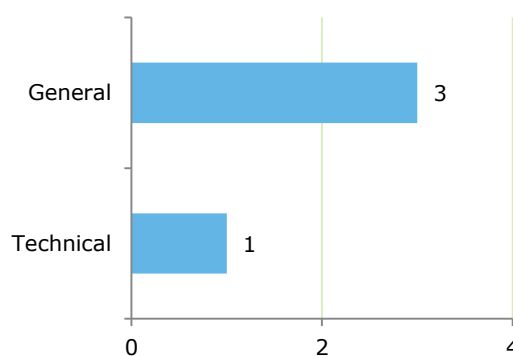
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

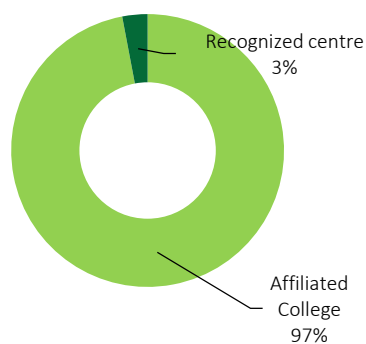
University by Type



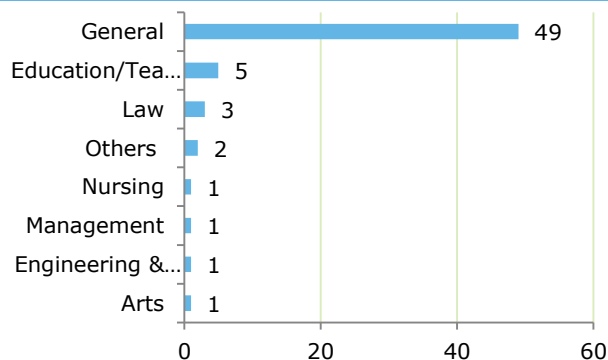
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	4	67	13
Average enrolment per institution	2796	418	129
Total estimated enrolment (Lakhs)	0.11	0.39	0.01

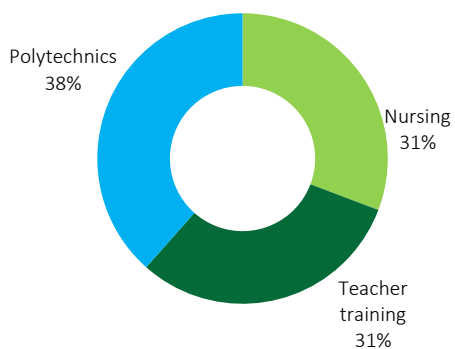
### College Indicators

College Type	Nagaland	Share in India
Affiliated Colleges	65	0.17%
Recognized centre	2	0.13%

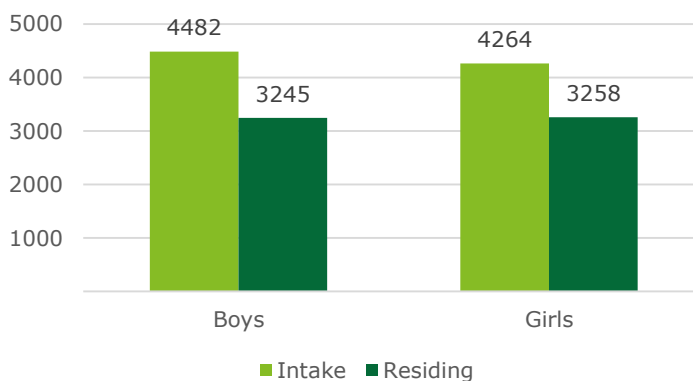
### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	17.46%	13.98%	335
Private Aided	50.79%	54.35%	448
Government	31.75%	31.67%	447

### Break up of standalone institution

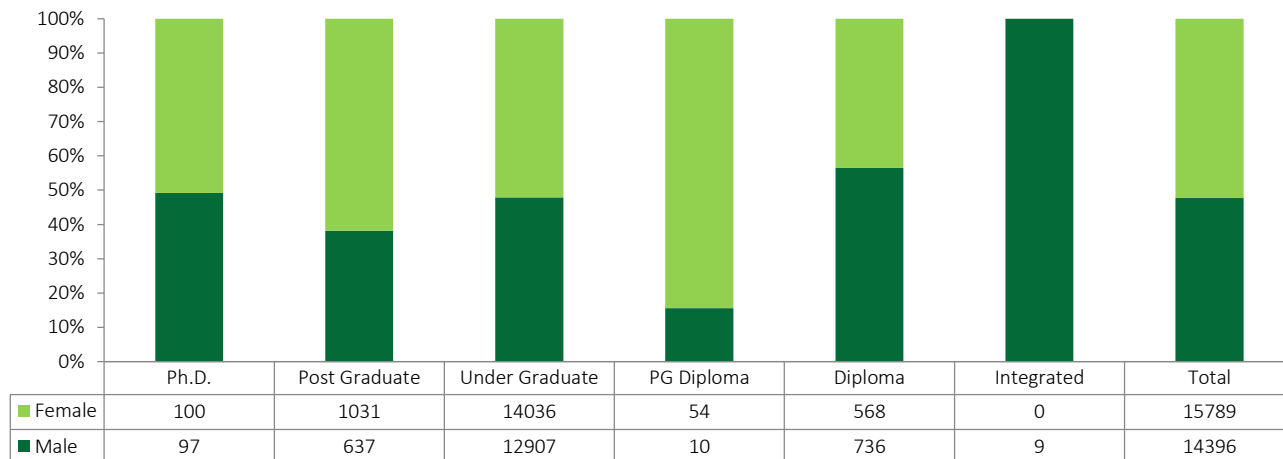


### Hostel

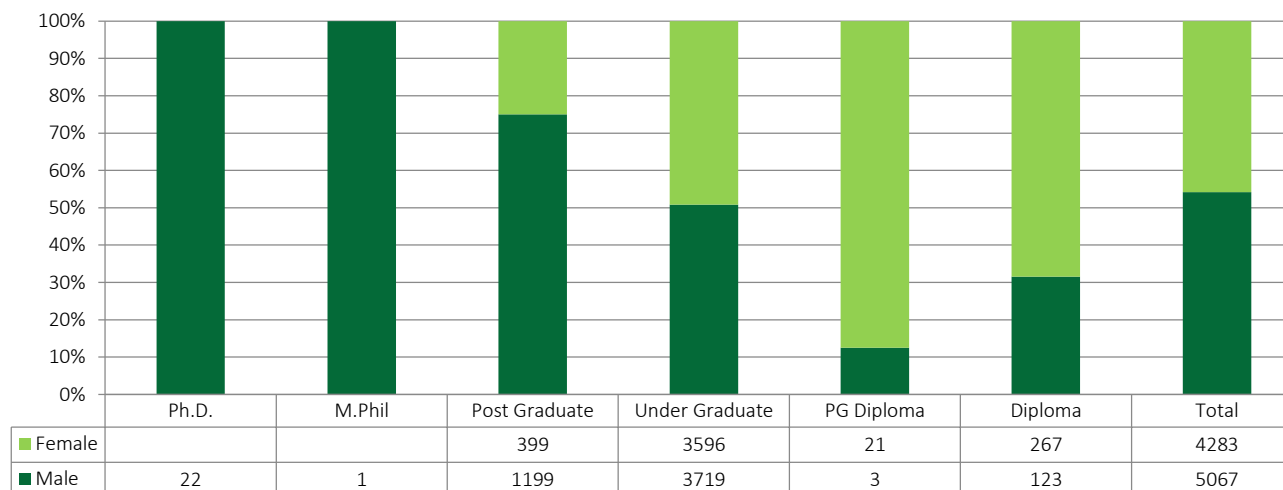


## Student Enrolment

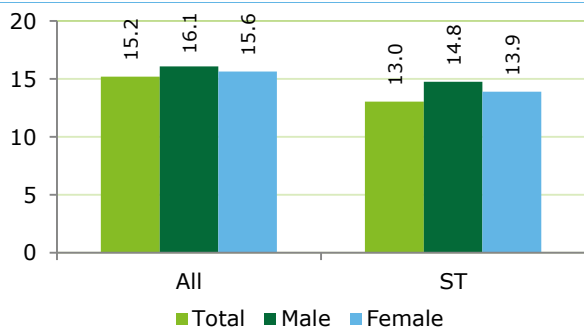
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	Nagaland	INDIA
Pupil Teacher Ratio (PTR)	15	21
Teachers per College	30.7	36.6
Non-teaching staff per College	27.6	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	0.5%	86.5%	1.7%	2.5%	96.7%
Share of Enrolment	49.5%	50.5%	1.5%	77.4%	1.6%	0.8%	27.2%
Share of teaching staff	47.9%	52.1%	1.6%	76.8%	2.5%	0.4%	29.5%
Share of non-teaching staff	65.9%	34.1%	2.1%	86.2%	1.9%	0.3%	51.1%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Odisha

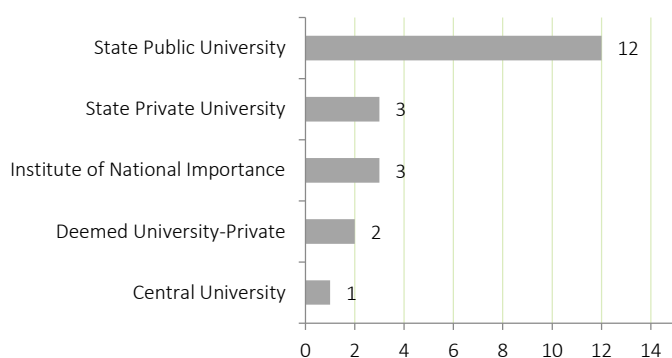
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	419.7	212.1	207.6
Literacy Rate <sup>1</sup>	72.9	81.6	64.0
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	46.6	23.2	23.3
Share to total state pop. (%)	(11.1%)	(10.9%)	(11.2%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	3.3%	3.2%	3.4%
Gross Enrolment Ratio <sup>2</sup>	17.7	19.6	15.9

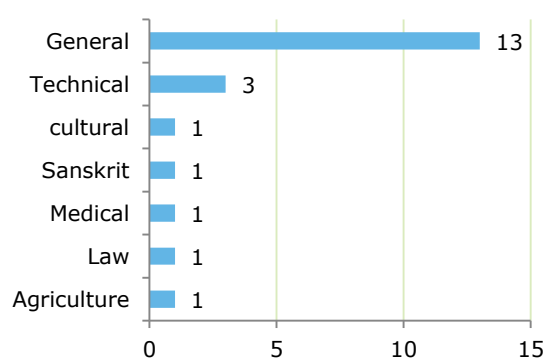
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

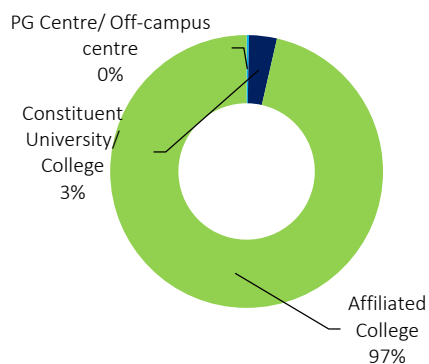
University by Type



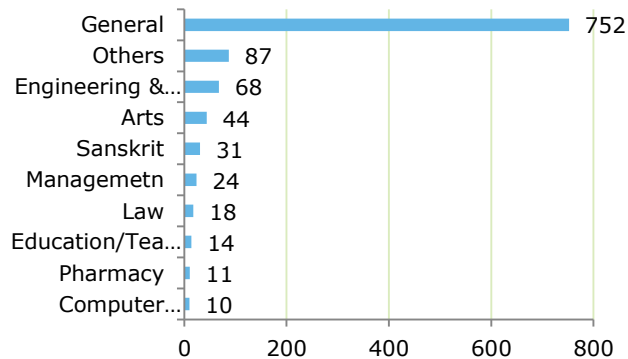
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	21	1088	404
Average enrolment per institution	4437	606	394
Total estimated enrolment (Lakhs)	0.93	8.27	0.92

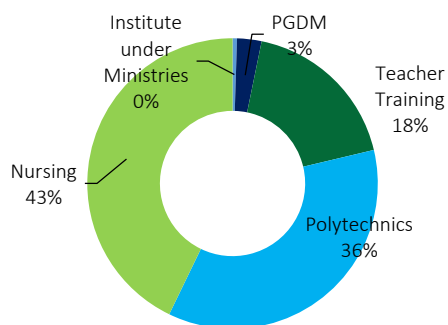
#### College Indicators

College Type	Odisha	Share in India
Affiliated Colleges	1049	2.80%
Constituent/ University College	36	2.46%
PG/ Off Campus Centre	3	1.14%

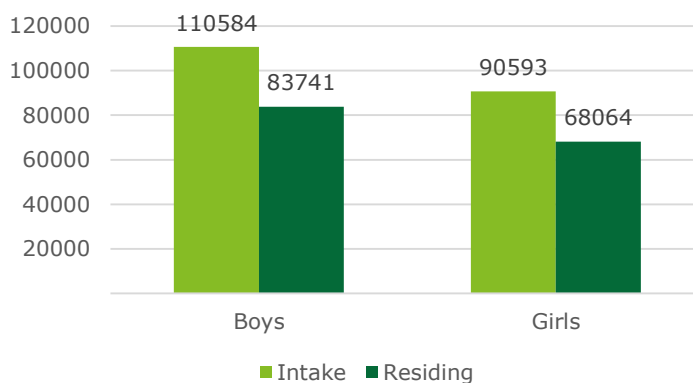
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	28.42%	20.36%	434
Private Aided	38.05%	43.41%	691
Government	33.52%	36.23%	655

#### Break up of standalone institution

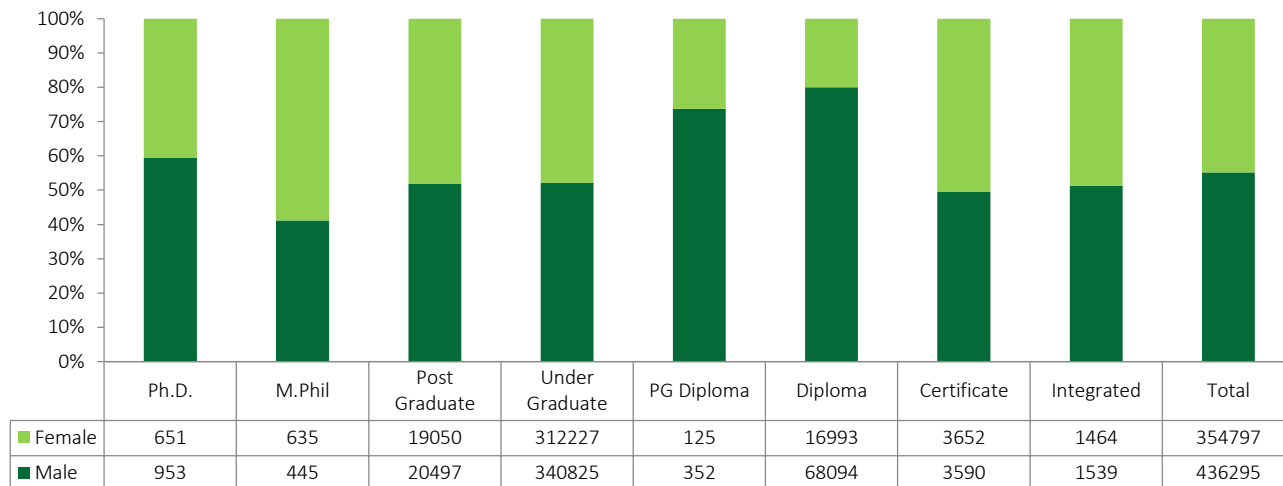


#### Hostel

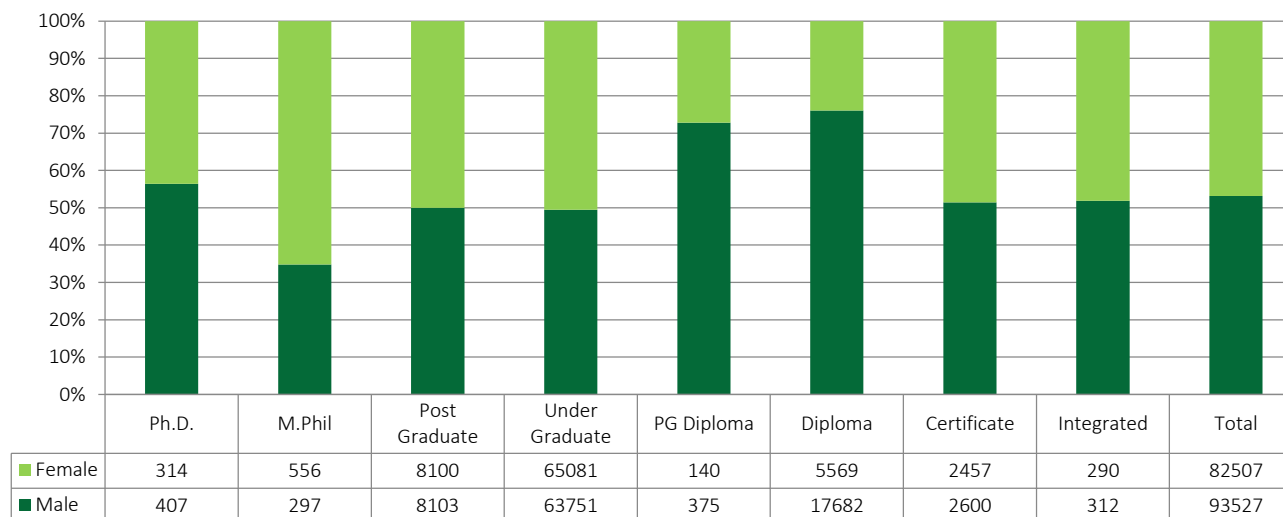


## Student Enrolment

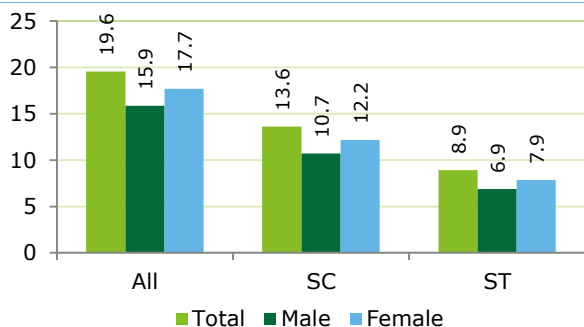
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	Odisha	INDIA
Pupil Teacher Ratio (PTR)	19	21
Teachers per College	38.8	36.6
Non-teaching staff per College	28.9	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.5%	49.5%	17.1%	22.8%	36.7%	2.2%	1.3%
Share of Enrolment	55.1%	44.9%	12.1%	9.6%	21.3%	1.1%	0.5%
Share of teaching staff	69.0%	31.0%	3.2%	1.5%	11.0%	0.6%	0.4%
Share of non-teaching staff	81.6%	18.4%	8.1%	4.1%	13.8%	0.6%	0.6%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Punjab

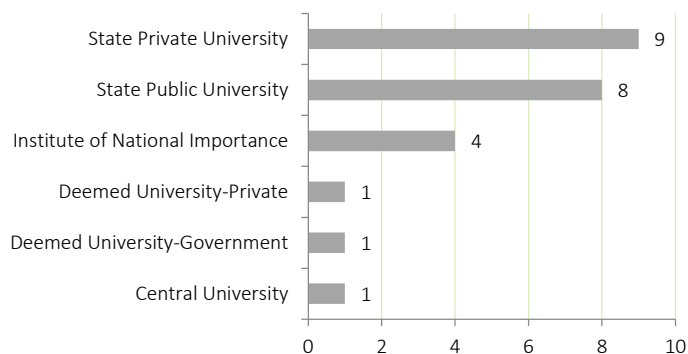
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	277.4	146.4	131
Literacy Rate <sup>1</sup>	75.8	80.4	70.7
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	32.5	17.7	14.8
Share to total state pop. (%)	(11.7%)	(12.1%)	(11.3%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	2.3%	2.4%	2.2%
Gross Enrolment Ratio <sup>2</sup>	27.1	26.0	28.4

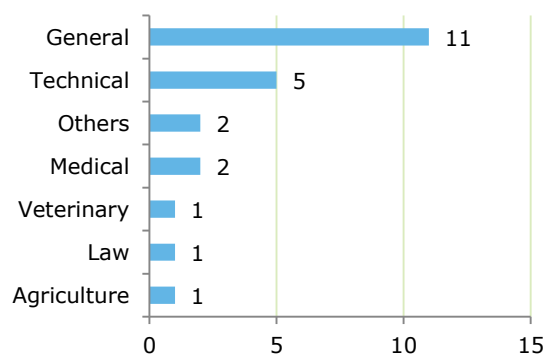
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

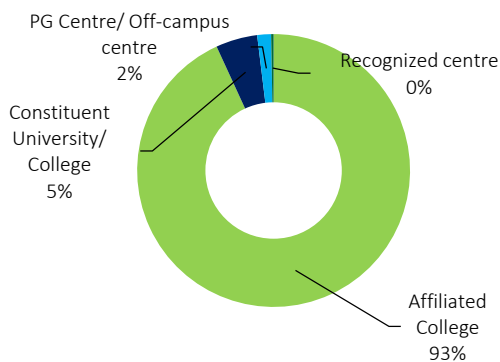
University by Type



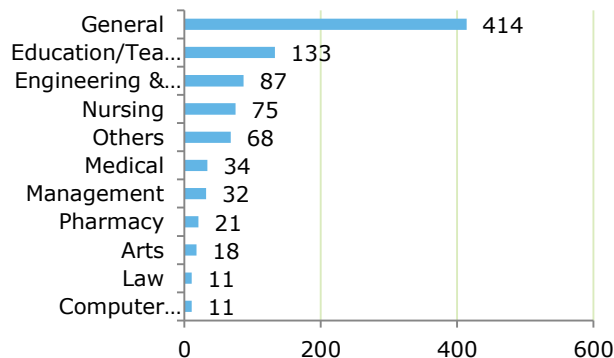
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	24	1035	405
Average enrolment per institution	7308	668	471
Total estimated enrolment (Lakhs)	1.75	8.93	1.14

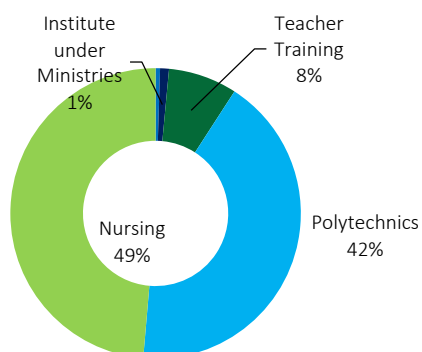
#### College Indicators

College Type	Punjab	Share in India
Affiliated Colleges	964	2.57%
Recognized centre	3	0.19%
Constituent/ University College	51	3.48%
PG/ Off Campus Centre	17	6.46%

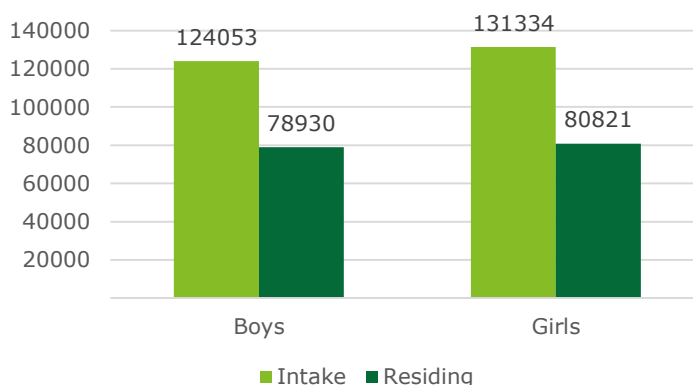
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	60.73%	36.96%	406
Private Aided	19.03%	32.79%	1151
Government	20.24%	30.25%	998

#### Break up of standalone institution

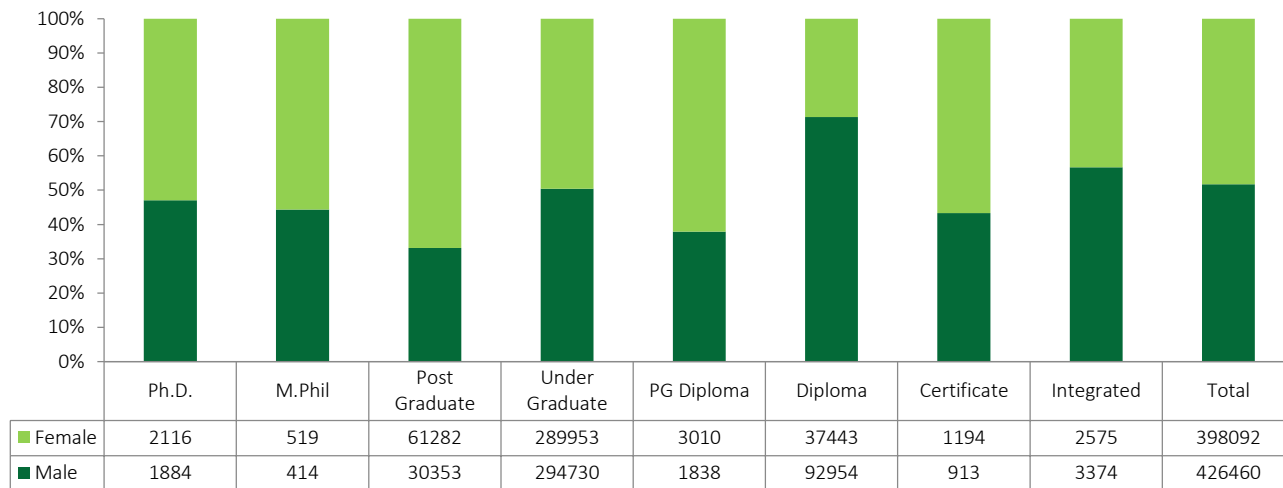


#### Hostel

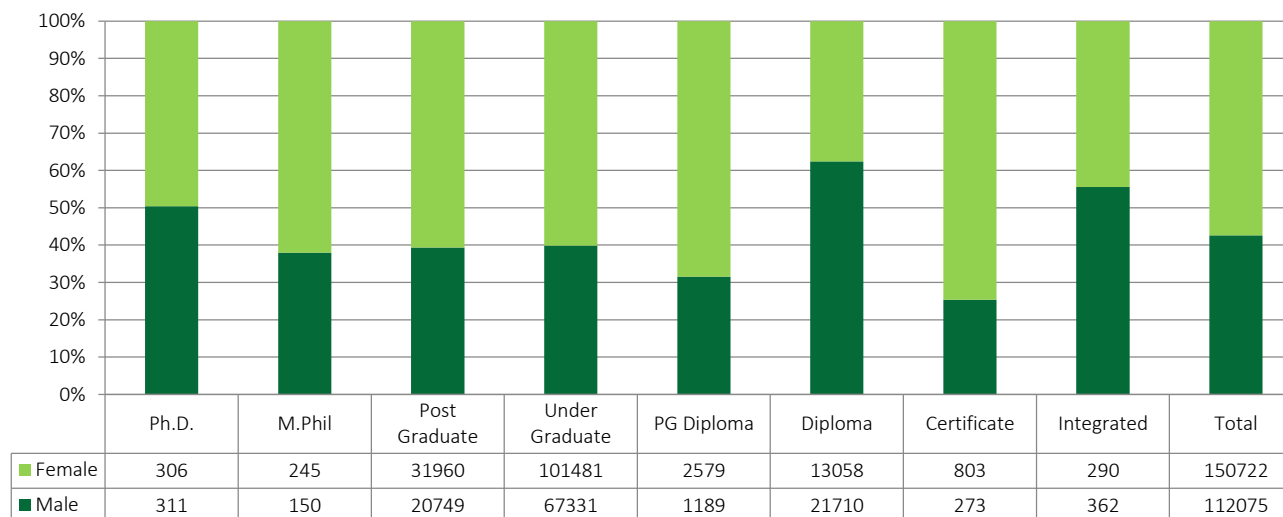


## Student Enrolment

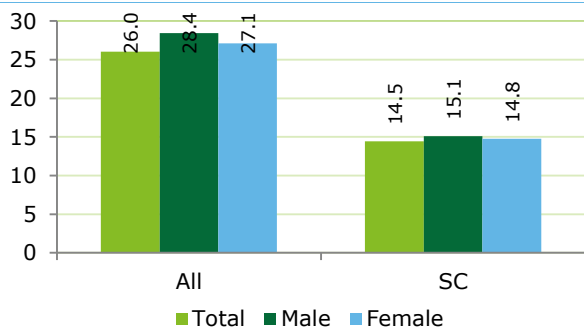
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	Punjab	INDIA
Pupil Teacher Ratio (PTR)	16	21
Teachers per College	51.1	36.6
Non-teaching staff per College	40.3	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.8%	47.2%	31.9%	0.1%	14.0%	1.9%	61.3%
Share of Enrolment	52.2%	47.8%	18.2%	0.5%	8.7%	0.6%	13.2%
Share of teaching staff	45.5%	54.5%	4.8%	0.1%	3.1%	0.3%	12.2%
Share of non-teaching staff	65.7%	34.3%	18.2%	0.4%	5.5%	0.2%	9.0%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Rajasthan

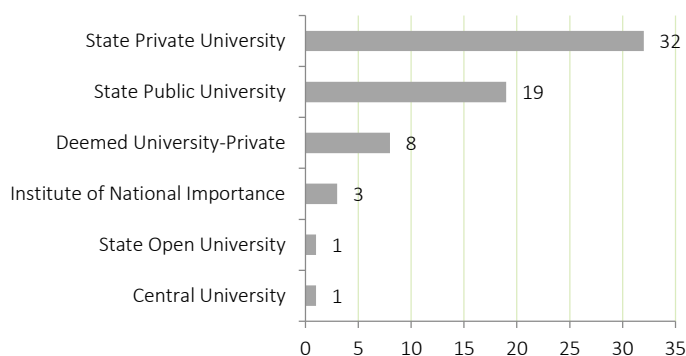
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	685.5	355.5	330.0
Literacy Rate <sup>1</sup>	66.1	79.2	52.1
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	87.1	45.5	41.6
Share to total state pop. (%)	(12.7%)	(12.8%)	(12.6%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	6.2%	6.2%	6.1%
Gross Enrolment Ratio <sup>2</sup>	20.0	21.9	17.9

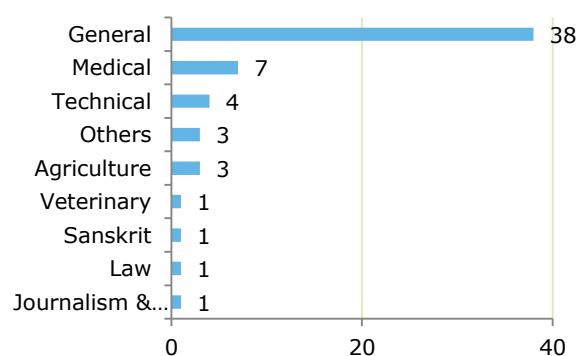
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

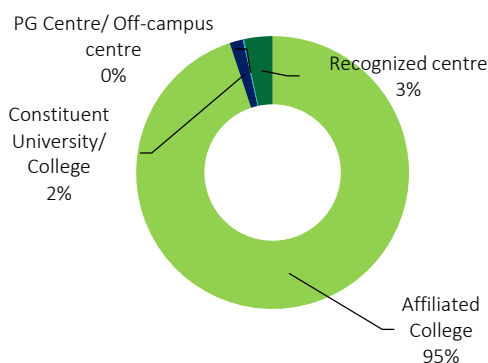
University by Type



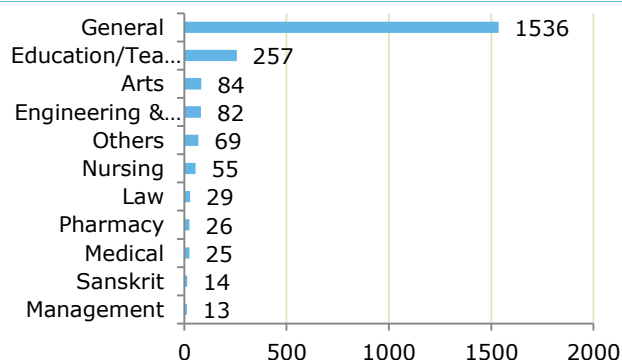
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	64	3020	584
Average enrolment per institution	3677	562	333
Total estimated enrolment (Lakhs)	2.35	17.2	0.8

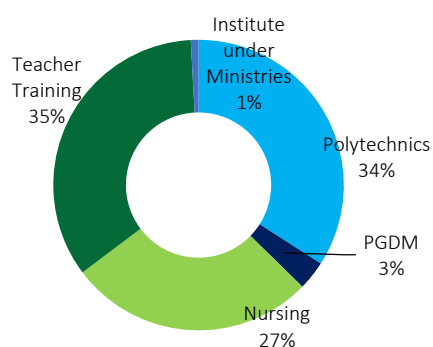
#### College Indicators

College Type	Rajasthan	Share in India
Affiliated Colleges	2866	7.65%
Recognized centre	102	6.49%
Constituent/ University College	48	3.27%
PG/ Off Campus Centre	4	1.52%

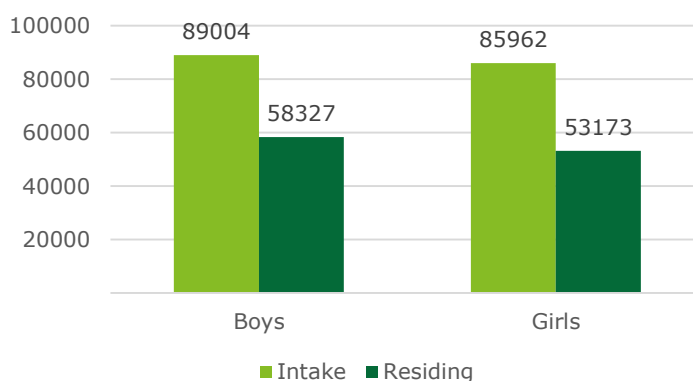
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	72.79%	49.31%	381
Private Aided	6.26%	5.16%	463
Government	20.96%	45.53%	1221

#### Break up of standalone institution

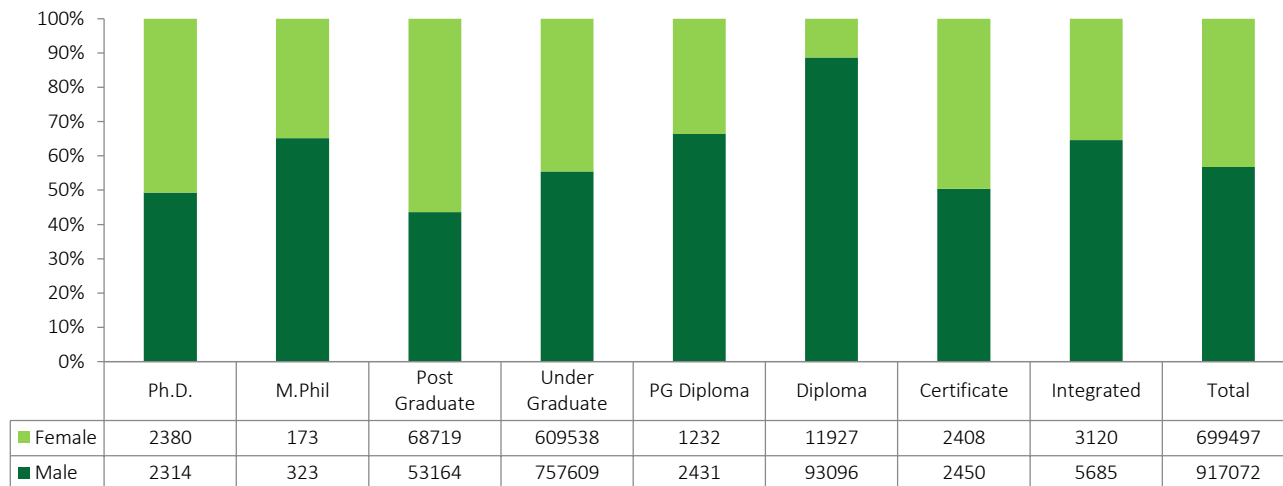


#### Hostel

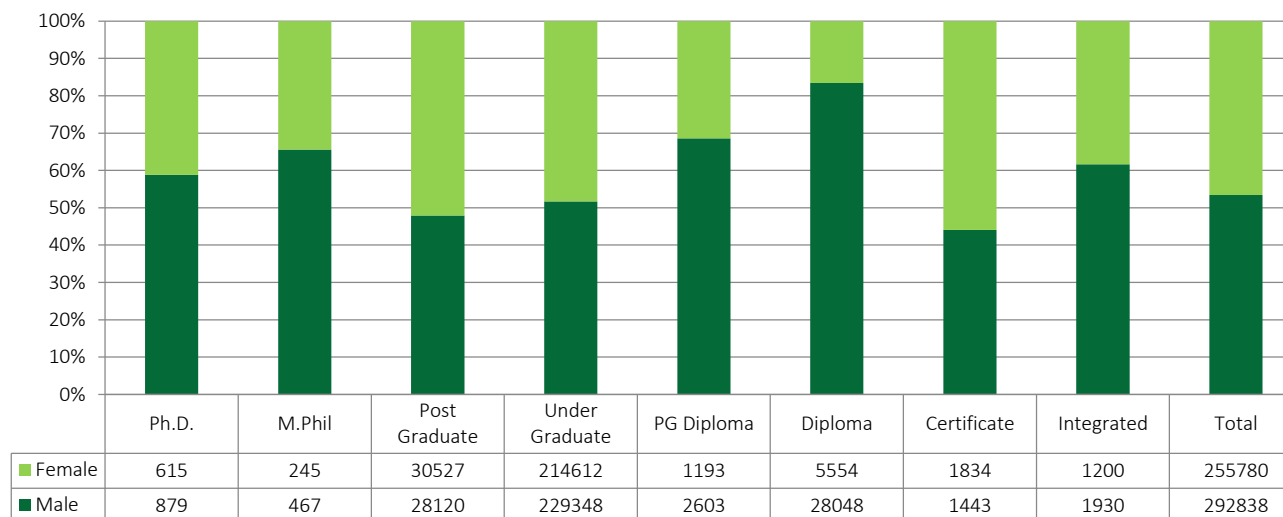


## Student Enrolment

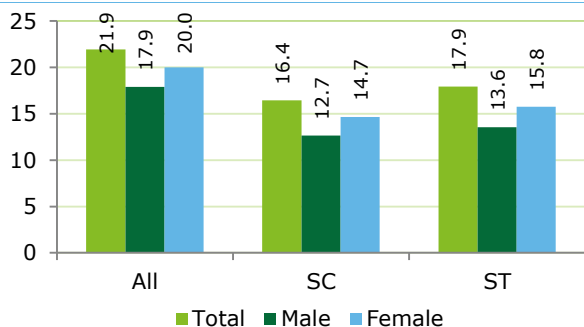
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	Rajasthan	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	24.6	36.6
Non-teaching staff per College	14.1	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.9%	48.1%	17.8%	13.5%	47.5%	9.1%	1.1%
Share of Enrolment	57.4%	42.6%	13.4%	10.1%	38.0%	1.8%	0.7%
Share of teaching staff	67.1%	32.9%	7.1%	3.9%	21.5%	1.4%	1.1%
Share of non-teaching staff	80.6%	19.4%	11.7%	4.7%	24.3%	1.4%	0.6%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Sikkim

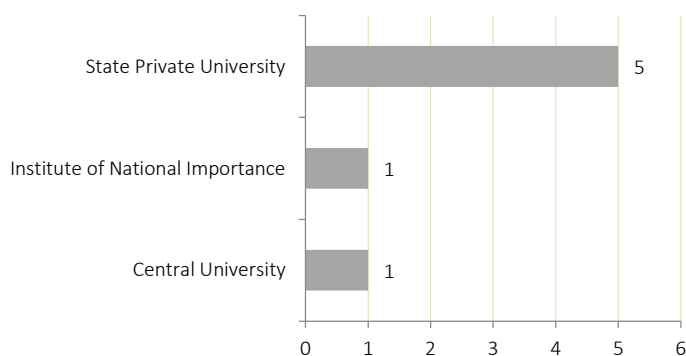
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	6.1	3.2	2.9
Literacy Rate <sup>1</sup>	81.4	86.6	75.6
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	0.8	0.4	0.4
Share to total state pop. (%)	(12.9%)	(12.6%)	(13.2%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.1%	0.1%	0.1%
Gross Enrolment Ratio <sup>2</sup>	30.3	28.4	32.4

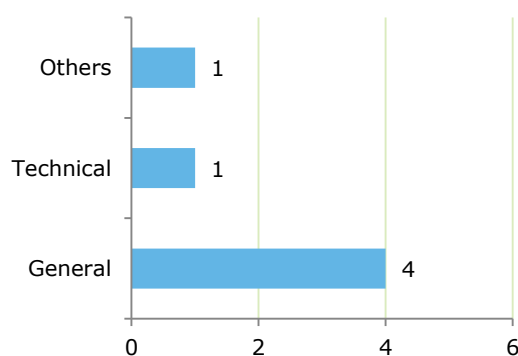
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

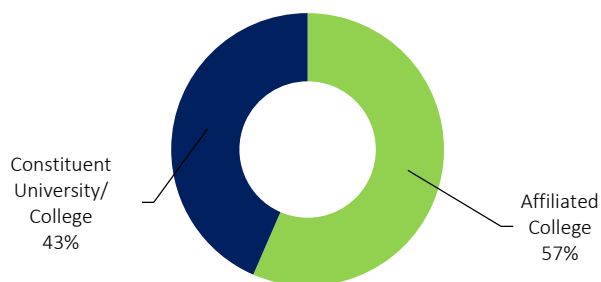
University by Type



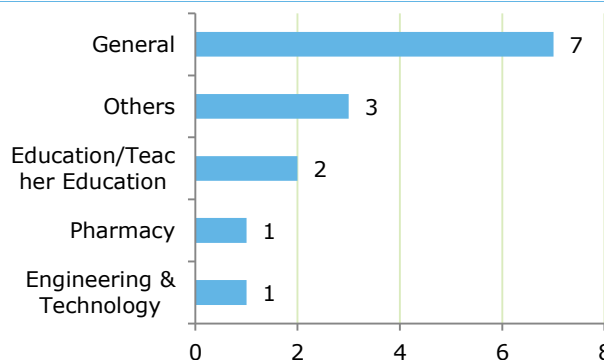
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	7	23	5
Average enrolment per institution	2211	537	343
Total estimated enrolment (Lakhs)	0.15	0.24	0.01

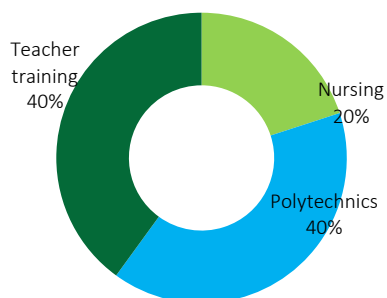
#### College Indicators

College Type	Sikkim	Share in India
Affiliated Colleges	13	0.03%
Constituent/ University College	10	0.68%

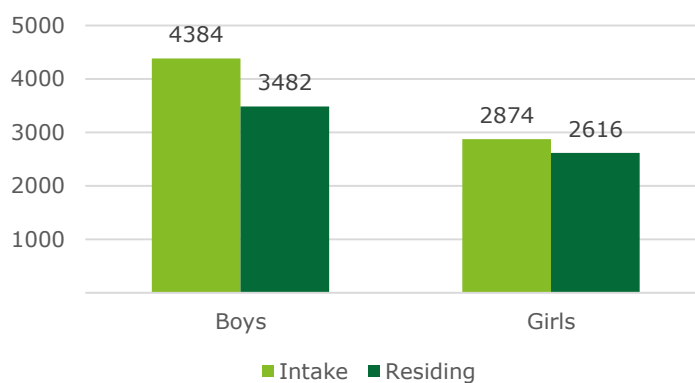
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	35.71%	12.12%	182
Government	64.29%	87.88%	734

#### Break up of standalone institution

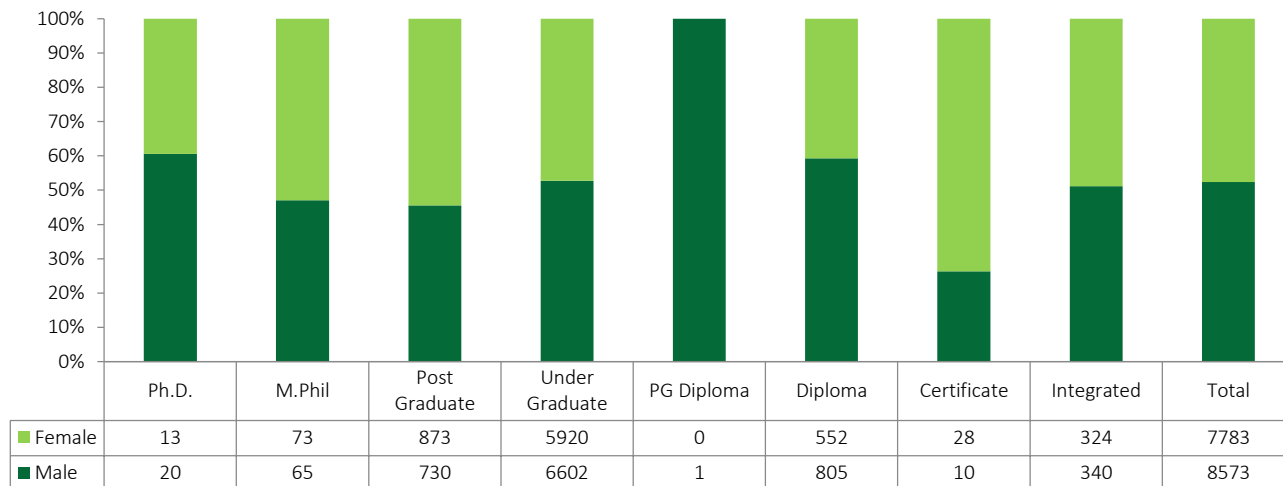


#### Hostel

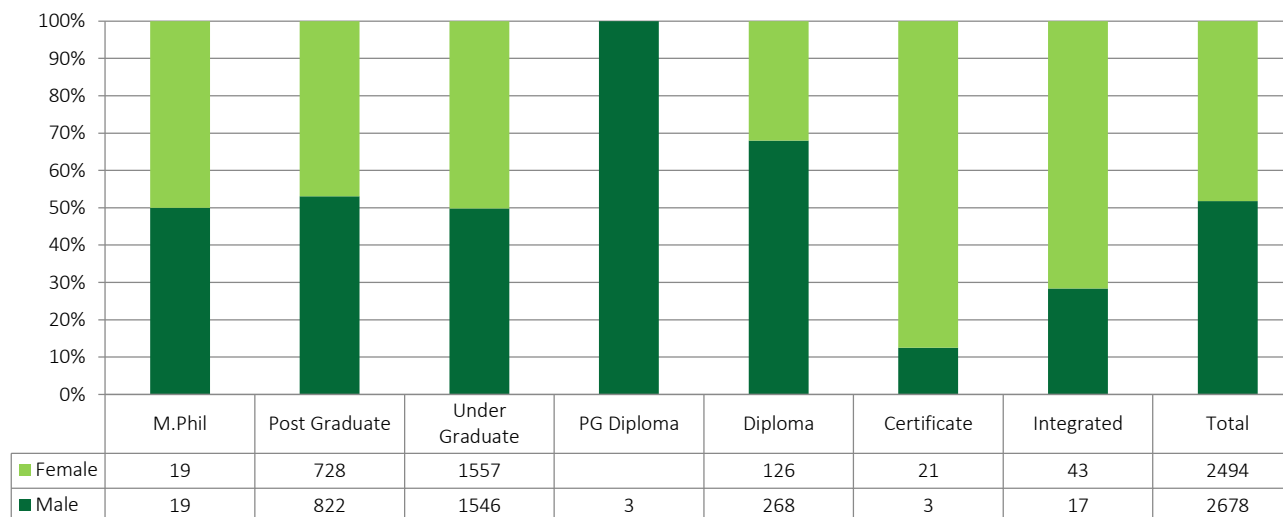


## Student Enrolment

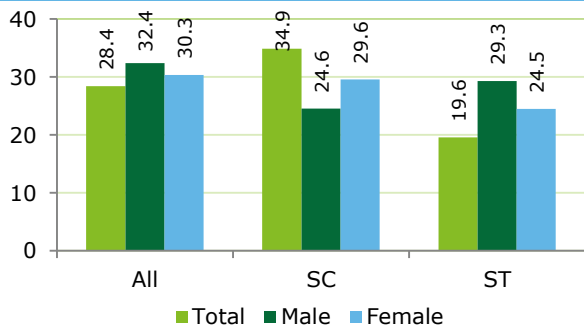
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	Sikkim	INDIA
Pupil Teacher Ratio (PTR)	12	21
Teachers per College	61.7	36.6
Non-teaching staff per College	40.0	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.9%	47.1%	4.6%	33.8%	43.2%	1.6%	31.6%
Share of Enrolment	48.4%	51.6%	4.7%	26.7%	23.0%	0.3%	1.6%
Share of teaching staff	60.4%	39.6%	4.0%	20.9%	23.4%	1.1%	2.4%
Share of non-teaching staff	65.8%	34.2%	7.9%	22.7%	36.0%	1.8%	4.0%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Tamil Nadu

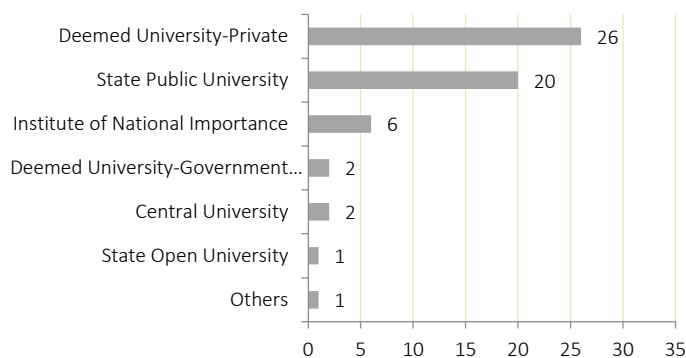
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	721.5	361.4	360.1
Literacy Rate <sup>1</sup>	80.1 %	86.8 %	73.4 %
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	73	36.5	36.5
Share to total state pop. (%)	(10.1%)	(10.1%)	(10.1%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	5.2%	5%	5.4%
Gross Enrolment Ratio <sup>2</sup>	45.2	47.0	43.4

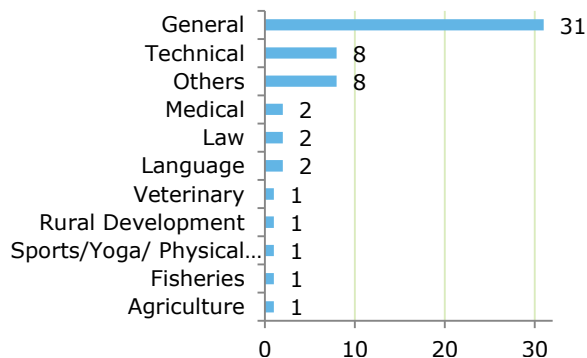
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

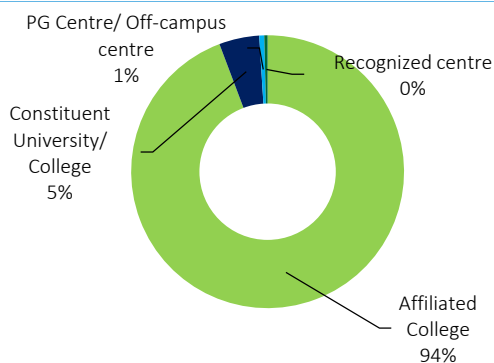
University by Type



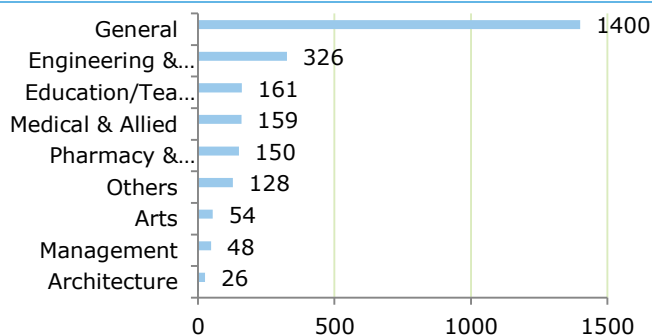
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	58	2542	1167
Average enrolment per institution	14886	854	392
Total estimated enrolment (Lakhs)	8.63	33.53	3.95

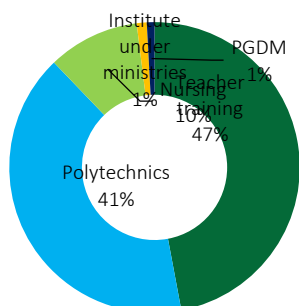
#### College Indicators

#### Management of Colleges

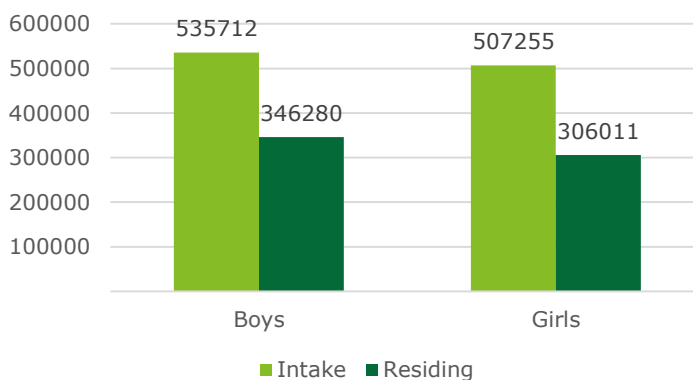
College Type	Tamil Nadu	Share in India
Affiliated Colleges	2396	6.40%
Recognized centre	10	0.64%
Constituent/ University College	121	8.25%
PG/ Off Campus Centre	15	5.70%

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	76.22%	63.42%	711
Private Aided	10.52%	19.30%	1567
Government	13.25%	17.28%	1113

#### Break up of standalone institution

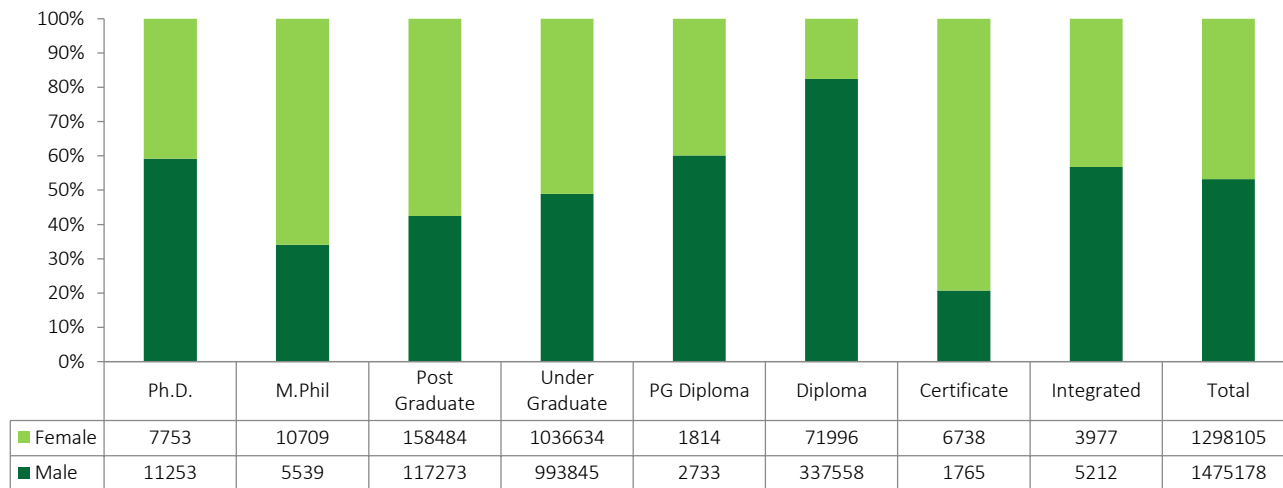


#### Hostel

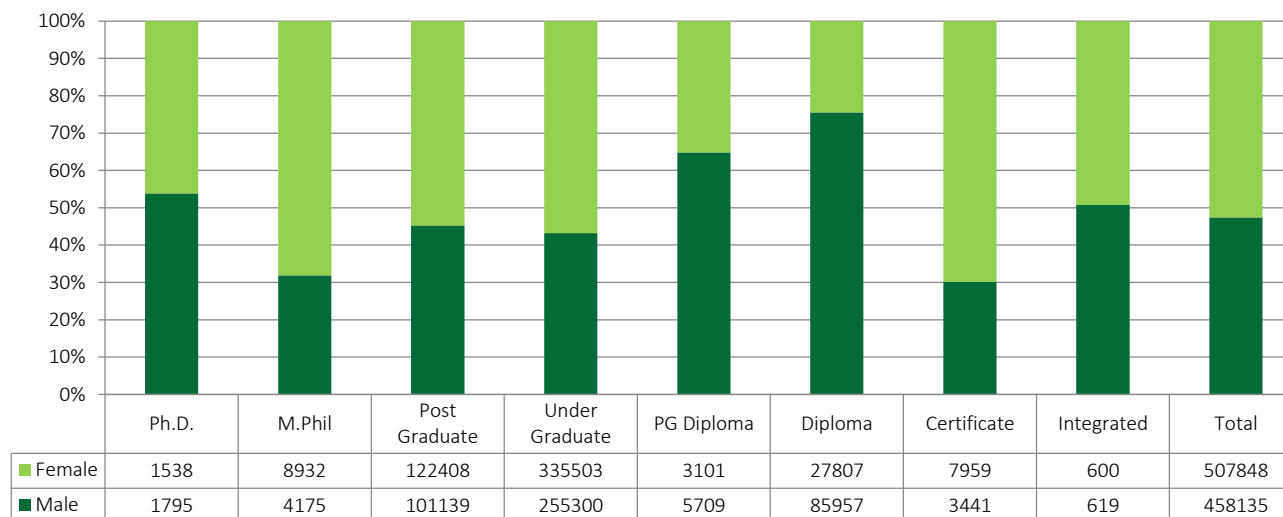


## Student Enrolment

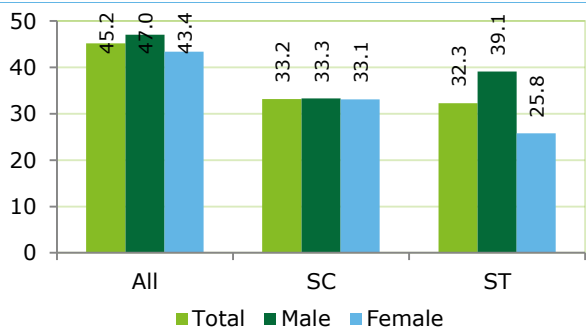
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	TAMIL NADU	INDIA
Pupil Teacher Ratio (PTR)	14	21
Teachers per College	80.4	36.6
Non-teaching staff per College	62.4	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.1%	49.9%	20%	1.1%	70.7%	5.9%	5.4%
Share of Enrolment	52.1%	47.9%	16.1%	0.8%	55.6%	2.9%	3.8%
Share of teaching staff	54.9%	45.1%	8.2%	0.3%	55.8%	1.7%	5.9%
Share of non-teaching staff	57.1%	42.9%	12.2%	0.8%	41.3%	1.1%	3.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Telangana

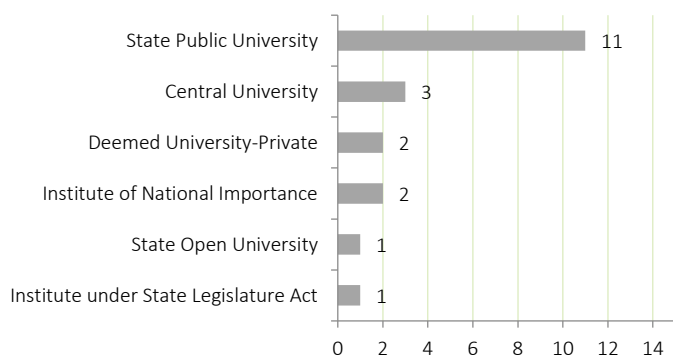
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	350	176.1	173.9
Literacy Rate <sup>2</sup>	66.46%	74.95%	57.92%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	40.6 (11.6%)	20.3 (11.5%)	20.3 (11.7%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	2.9%	2.8%	3%
Gross Enrolment Ratio <sup>3</sup>	36.1	39.2	33.0

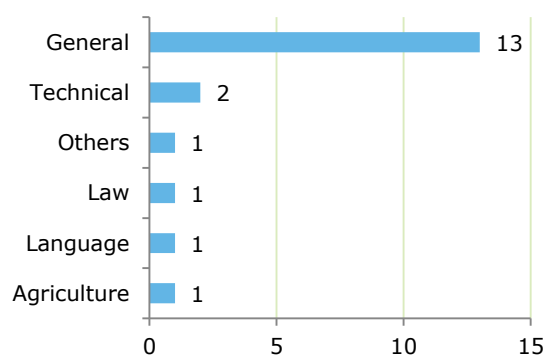
Source: 1. Statistical Year Book 2015, Telangana 2. Census 2011; 3. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

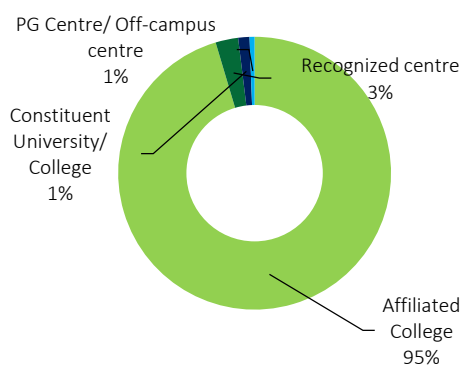
University by Type



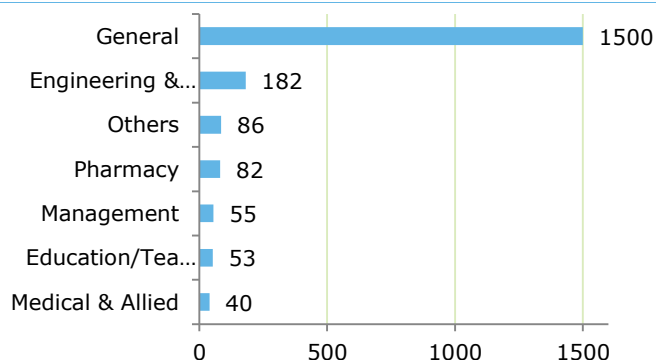
University by specialization



College by Type



Colleges by Specialization





### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	20	2536	583
Average enrolment per institution	12405	580	258
Total estimated enrolment (Lakhs)	2.48	14.79	0.56

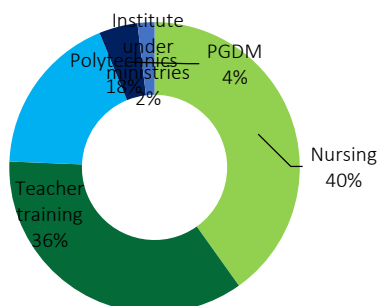
#### College Indicators

College Type	Telangana	Share in India
Affiliated Colleges	2419	6.46%
Recognized centre	68	4.33%
Constituent/ University College	34	2.32%
PG/ Off Campus Centre	15	5.70%

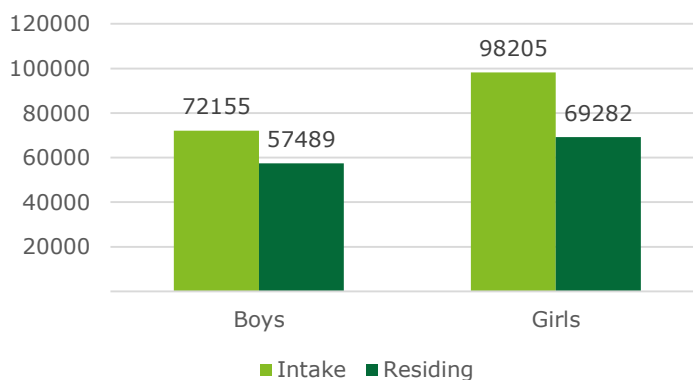
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	83.18%	80.24%	559
Private Aided	6.11%	7.50%	712
Government	10.71%	12.26%	663

#### Break up of standalone institution

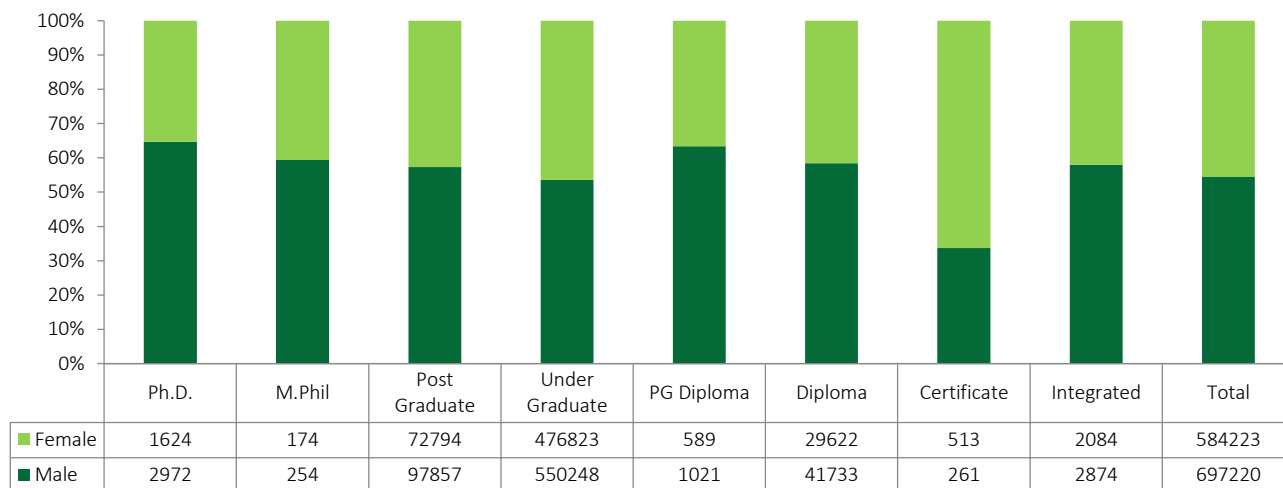


#### Hostel

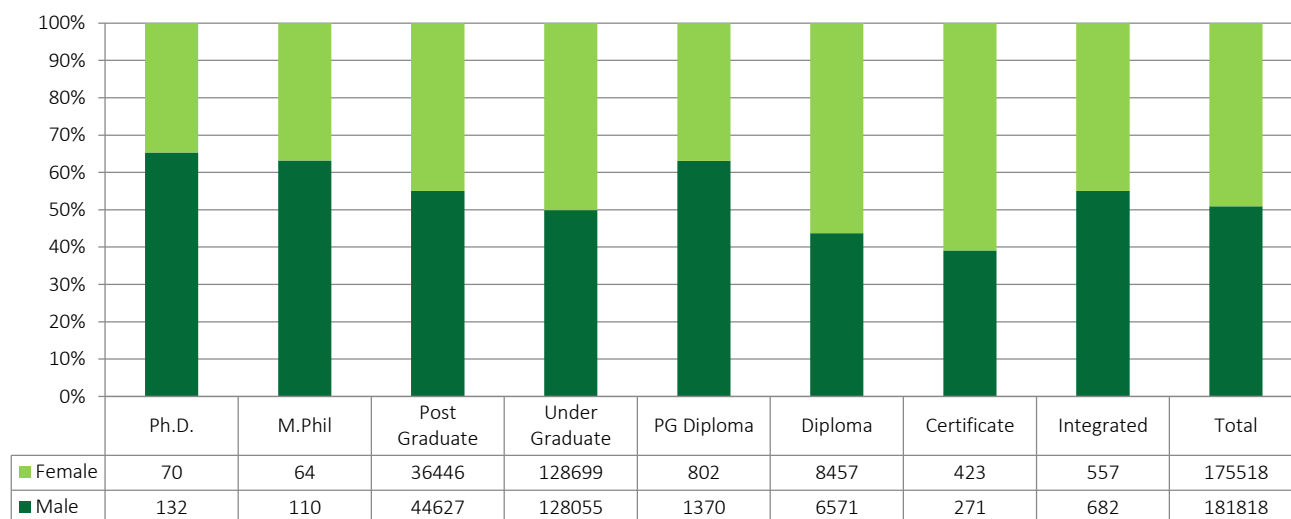


## Student Enrolment

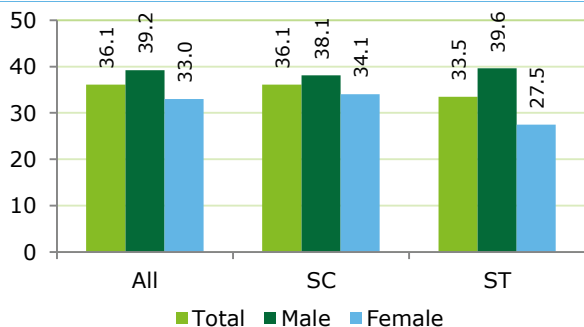
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	TELANGANA	INDIA
Pupil Teacher Ratio (PTR)	14	21
Teachers per College	36.3	36.6
Non-teaching staff per College	17.4	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Enrolment	54.3%	45.7%	16.2%	8.4%	44.0%	6.8%	0.6%
Share of teaching staff	64.3%	35.7%	9.6%	3.7%	32.9%	5.7%	1.1%
Share of non-teaching staff	66.0%	34.0%	14.9%	5.3%	34.3%	5.7%	1.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Tripura

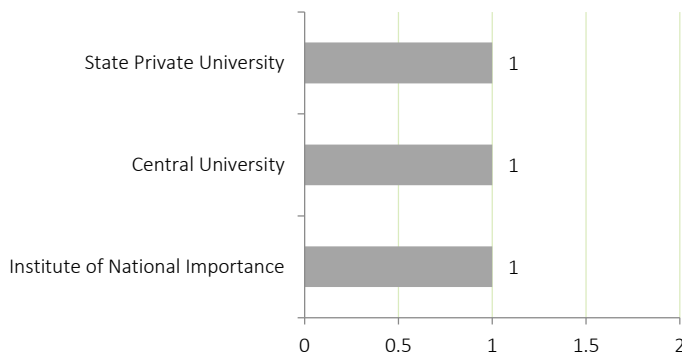
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	36.7	18.7	18.0
Literacy Rate <sup>1</sup>	87.2	91.5	82.7
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	4.4 (11.9%)	2.1 (11.5%)	2.2 (12.4%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.3%	0.3%	0.3%
Gross Enrolment Ratio <sup>2</sup>	16.8	20.2	13.5

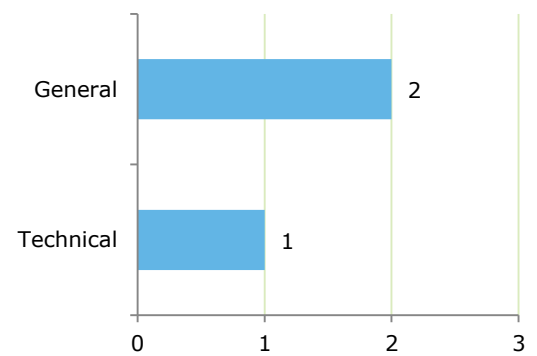
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

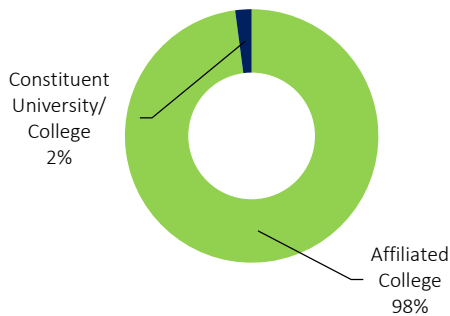
University by Type



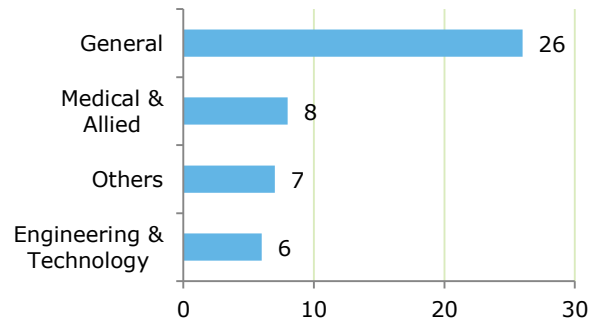
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	48	12
Average enrolment per institution	6714	1134	80
Total estimated enrolment (Lakhs)	0.20	0.74	0.01

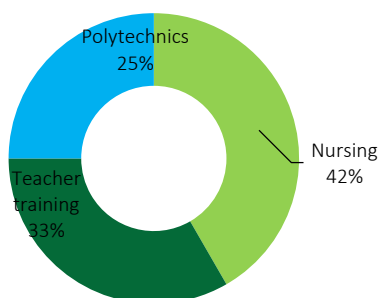
#### College Indicators

College Type	Tripura	Share in India
Affiliated Colleges	47	0.13%
Recognized centre	-	-
Constituent/ University College	1	0.07%
PG/ Off Campus Centre	-	-

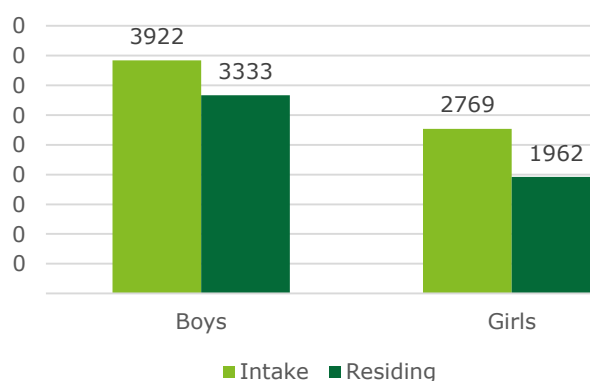
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	10.64%	3.30%	352
Private Aided	4.26%	2.76%	736
Government	85.11%	93.93%	1251

#### Break up of standalone institution

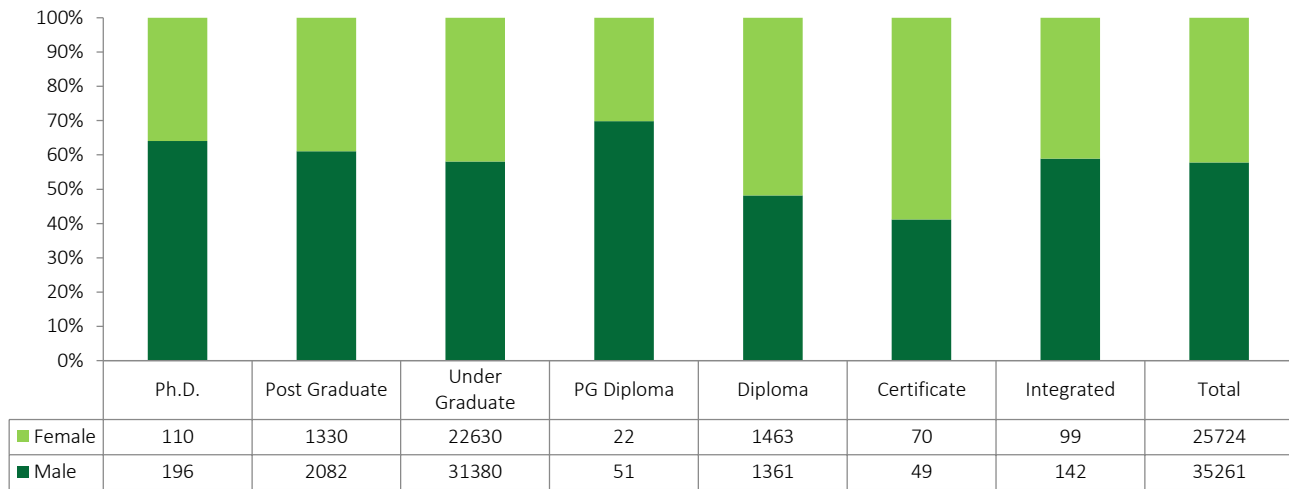


#### Hostel

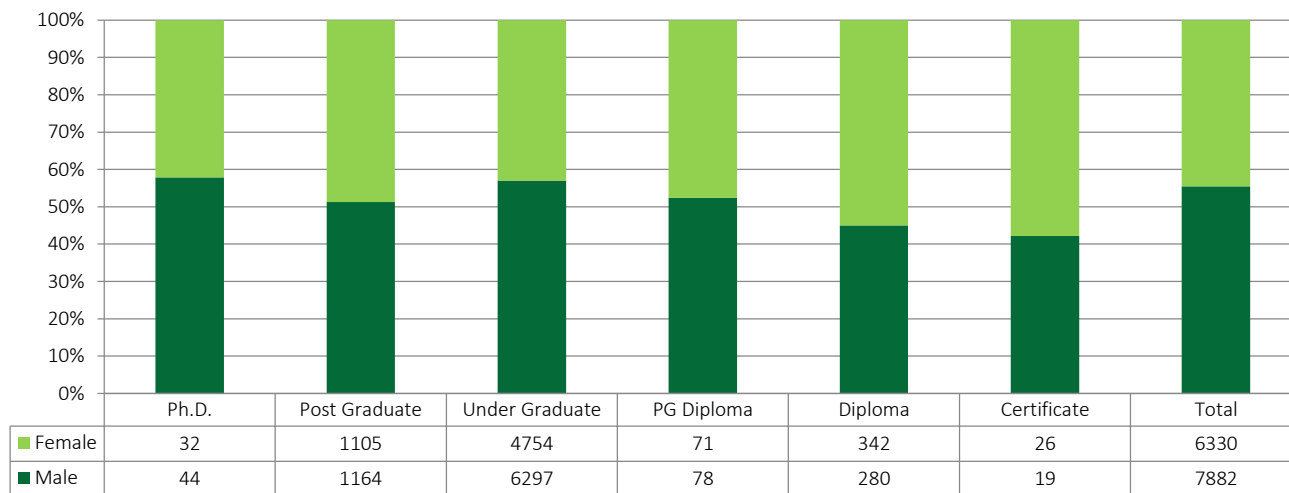


## Student Enrolment

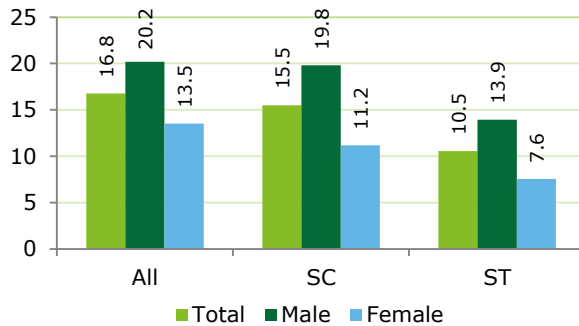
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER





## Faculty and Staff

### Key Indicators

Key Indicators	TRIPURA	INDIA
Pupil Teacher Ratio (PTR)	26	21
Teachers per College	52.6	36.6
Non-teaching staff per College	72.6	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.3%	47.7%	17.8%	31.8%	20.9%	9.6%	3.9%
Share of Enrolment	58.9%	41.1%	17.5%	20.5%	16.4%	2.9%	1.0%
Share of teaching staff	64.1%	35.9%	11.9%	10.0%	6.6%	0.6%	0.1%
Share of non-teaching staff	48.5%	51.5%	13.7%	15.4%	5.3%	0.4%	0.1%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15



# Uttarakhand

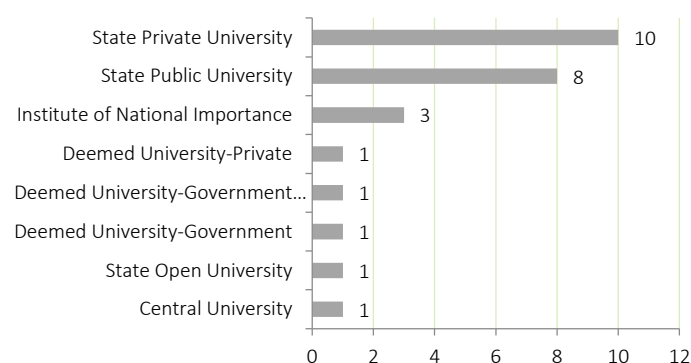
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	100.9	51.4	49.5
Literacy Rate <sup>1</sup>	78.8	87.4	70.0
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup>	12.2	6.2	5.9
Share to total state pop. (%)	(12.1%)	(12.2%)	(12%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.9%	0.9%	0.9%
Gross Enrolment Ratio <sup>2</sup>	33.9	34.9	32.8

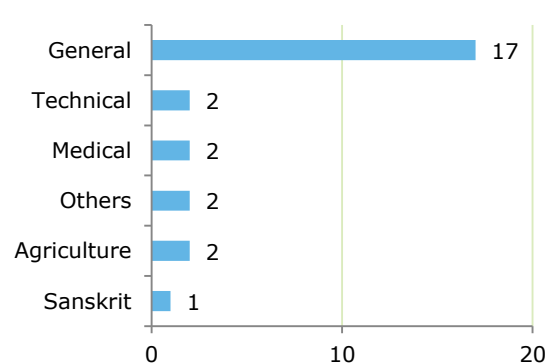
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

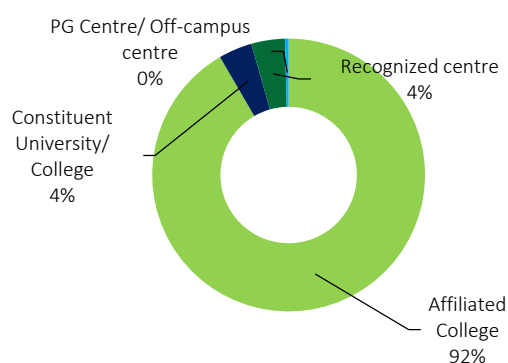
University by Type



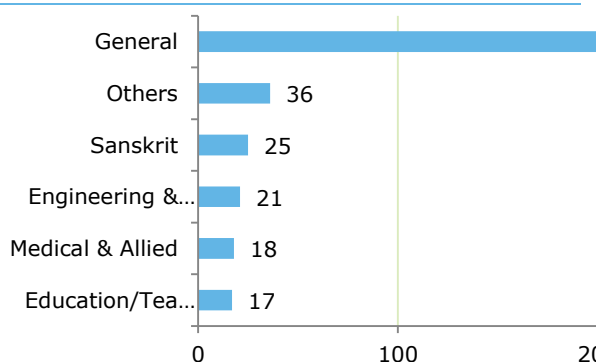
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	26	453	135
Average enrolment per institution	4759	726	222
Total estimated enrolment (Lakhs)	1.24	4.16	0.26

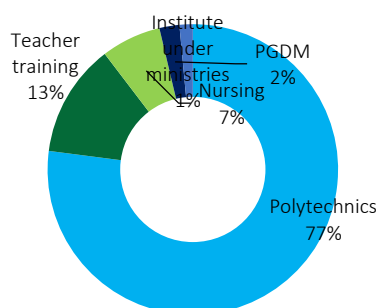
#### College Indicators

College Type	Uttarakhand	Share in India
Affiliated Colleges	415	1.11%
Recognized centre	18	1.15%
Constituent/ University College	18	1.23%
PG/ Off Campus Centre	2	0.76%

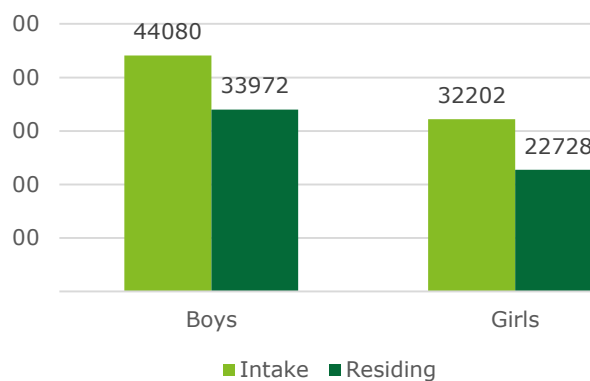
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	44.34%	23.27%	381
Private Aided	19.18%	25.67%	972
Government	36.48%	51.06%	1016

#### Break up of standalone institution

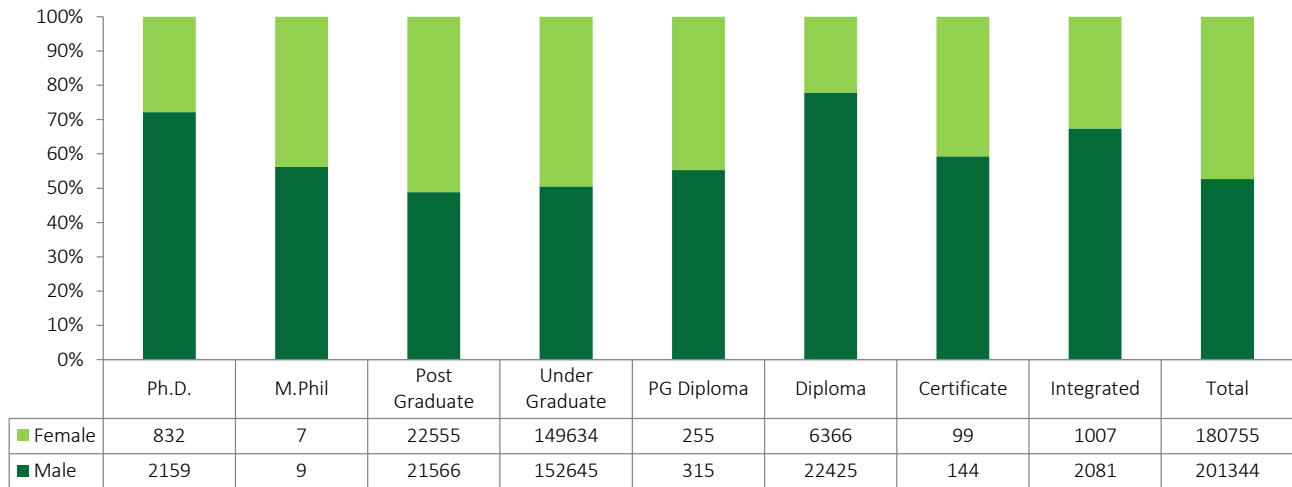


#### Hostel

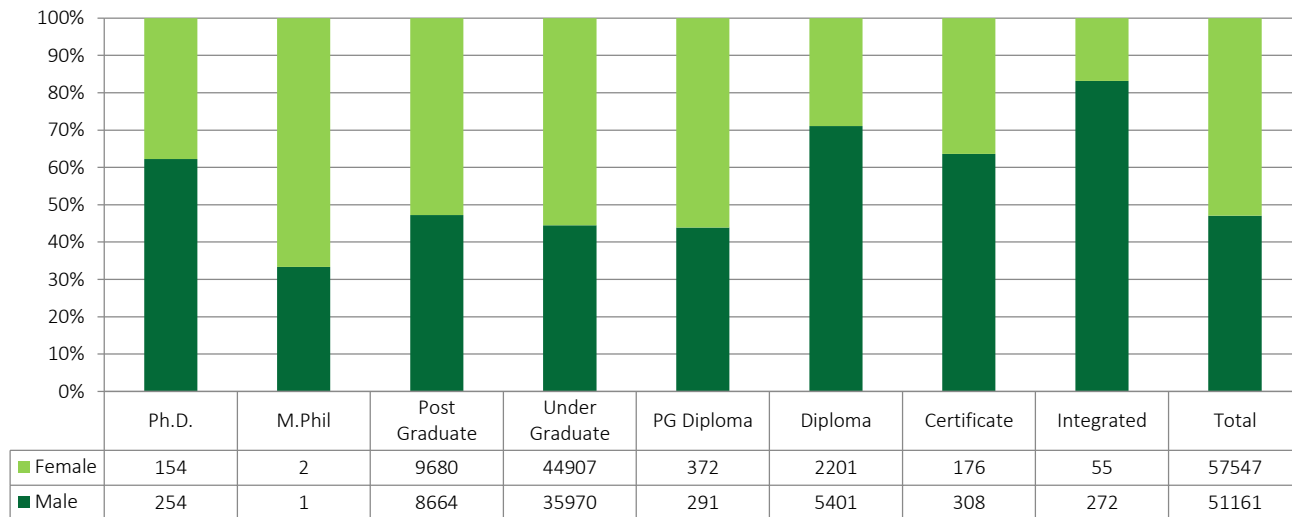


### Student Enrolment

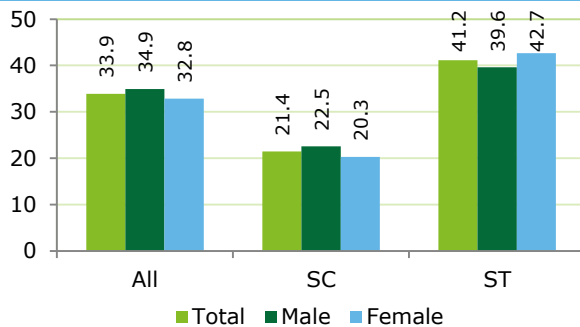
#### Enrolment at various levels through regular mode



#### Out turn at various levels



#### GER



## Faculty and Staff

### Key Indicators

Key Indicators	UTTARAKHAND	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	39.4	36.6
Non-teaching staff per College	36.3	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.3%	48.7%	18.8%	2.9%	22.4%	13.9%	1.4%
Share of Enrolment	52.8%	47.2%	12.0%	3.8%	12.6%	1.6%	0.4%
Share of teaching staff	65.4%	34.6%	5.8%	0.7%	7.6%	1.2%	0.5%
Share of non-teaching staff	79.5%	20.5%	11.0%	1.1%	7.0%	0.8%	0.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Uttar Pradesh

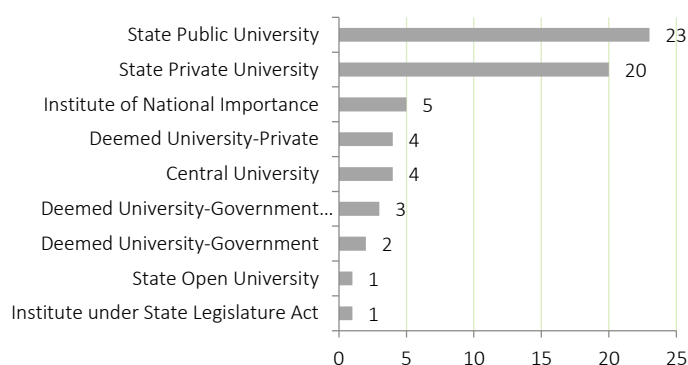
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	1998.1	1044.8	953.3
Literacy Rate <sup>1</sup>	67.7%	77.3%	57.2%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	245.1 (12.3%)	130.3 (12.5%)	114.8 (12%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	17.3%	17.8%	16.8%
Gross Enrolment Ratio <sup>2</sup>	25.0	24.5	25.5

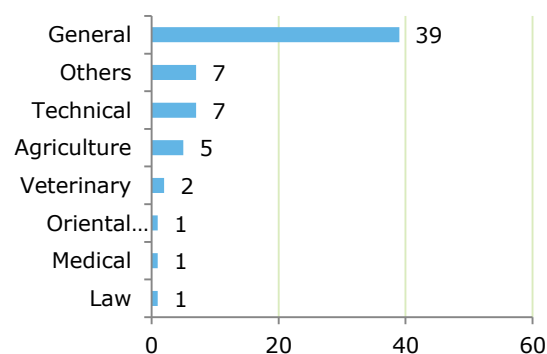
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

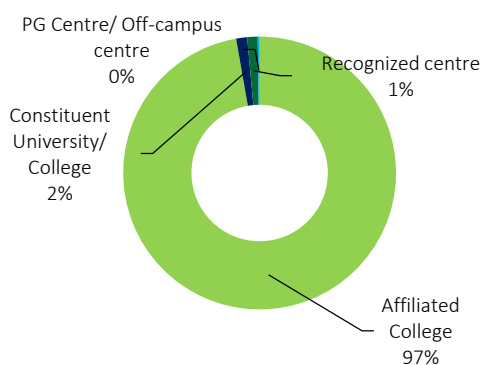
University by Type



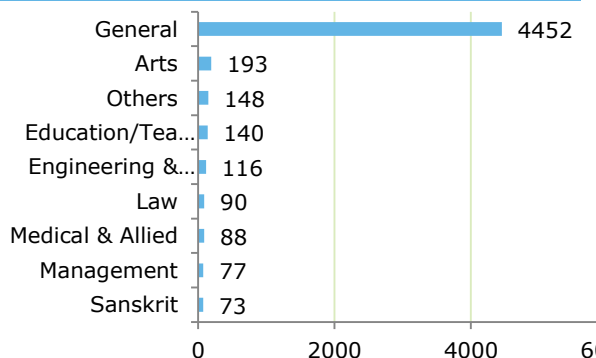
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	63	6152	904
Average enrolment per institution	6531	1011	380
Total estimated enrolment (Lakhs)	4.11	60.67	2.17

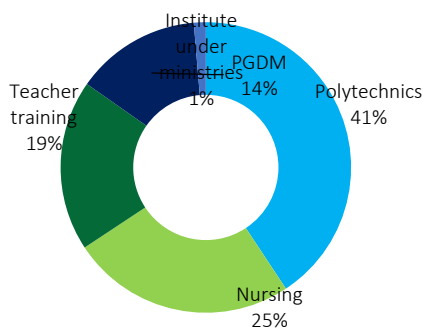
### College Indicators

College Type	Uttar Pradesh	Share in India
Affiliated Colleges	5982	15.97%
Recognized centre	76	4.83%
Constituent/ University College	80	5.46%
PG/ Off Campus Centre	14	5.32%

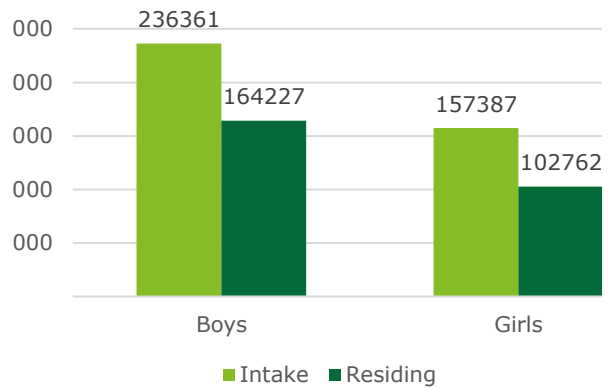
### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	74.20%	67.44%	919
Private Aided	11.34%	18.98%	1692
Government	14.45%	13.58%	951

### Break up of standalone institution

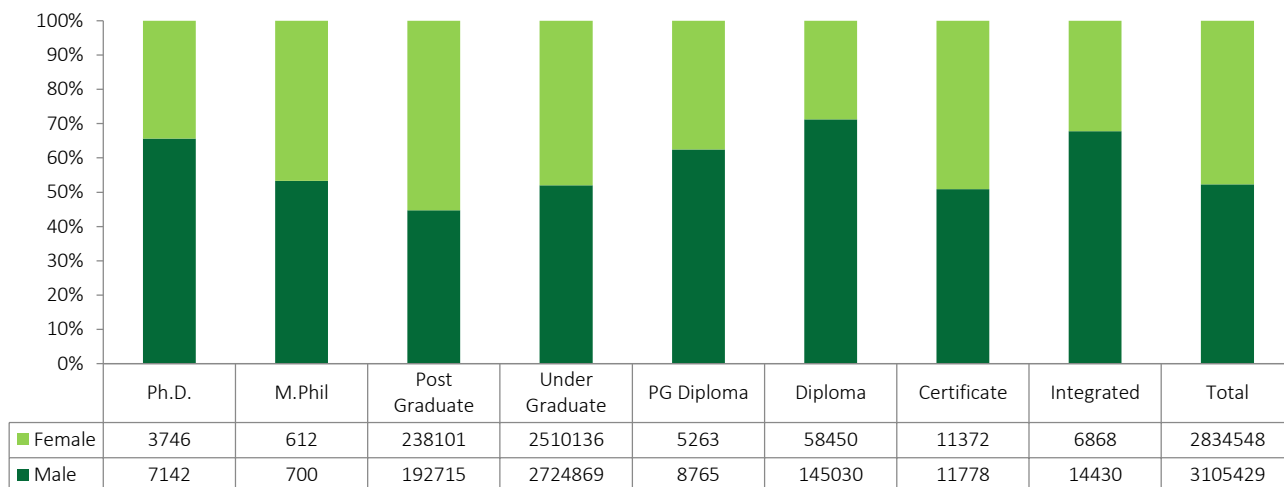


### Hostel

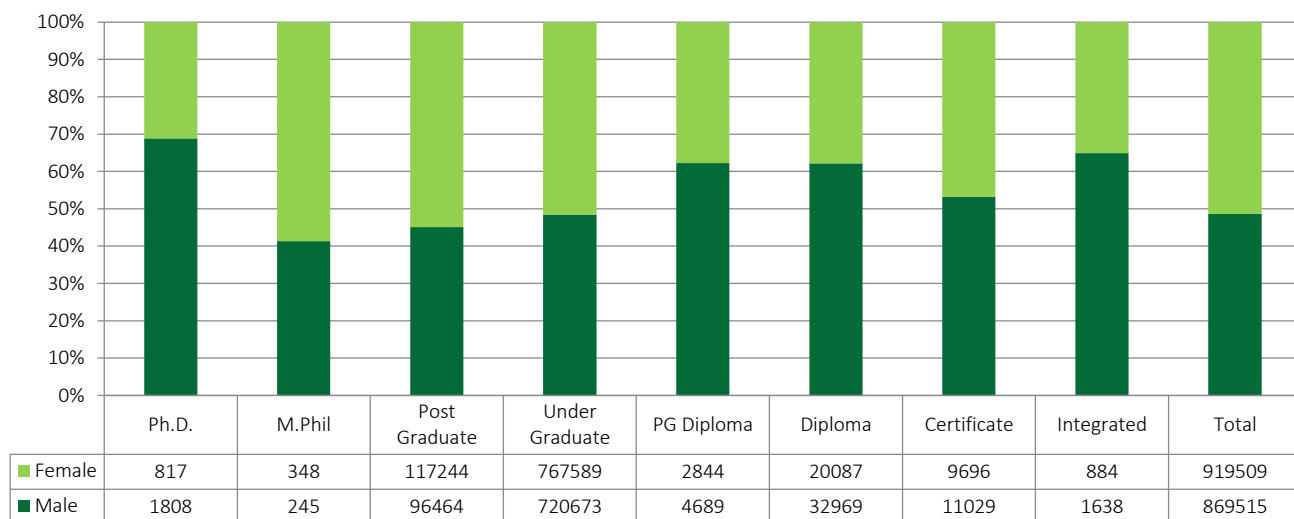


## Student Enrolment

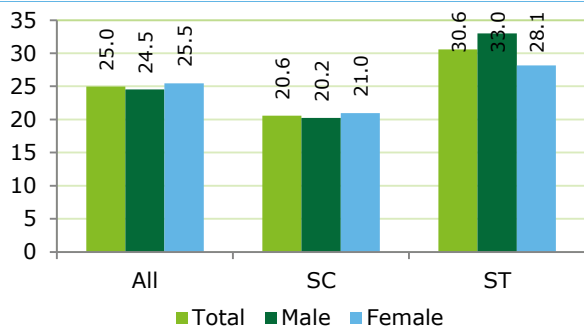
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	UTTAR PRADESH	INDIA
Pupil Teacher Ratio (PTR)	38	21
Teachers per College	25.7	36.6
Non-teaching staff per College	19.6	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.9%	49.1%	20.7%	0.6%	52.5%	19.3%	0.6%
Share of Enrolment	52.5%	47.5%	16.6%	0.6%	35.4%	4.5%	0.4%
Share of teaching staff	68.8%	31.2%	6.8%	0.3%	19.4%	3.7%	0.9%
Share of non-teaching staff	81.8%	18.2%	15.3%	1.3%	22.5%	3.4%	1.2%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15



# West Bengal

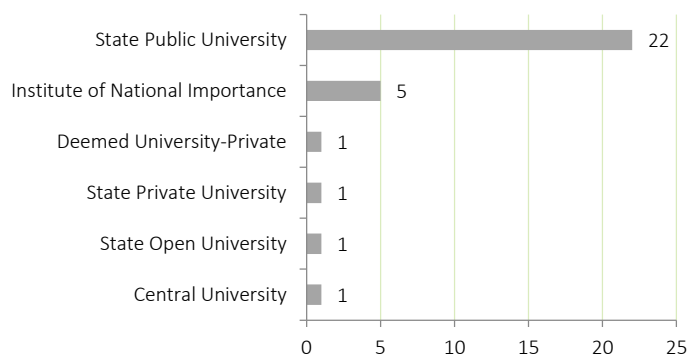
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	912.8	468.1	444.7
Literacy Rate <sup>1</sup>	76.3%	81.7%	70.54%
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	109.1 (12%)	54 (11.5%)	55.1 (12.4%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	7.7%	7.4%	8.1%
Gross Enrolment Ratio <sup>2</sup>	17.4	19.1	15.8

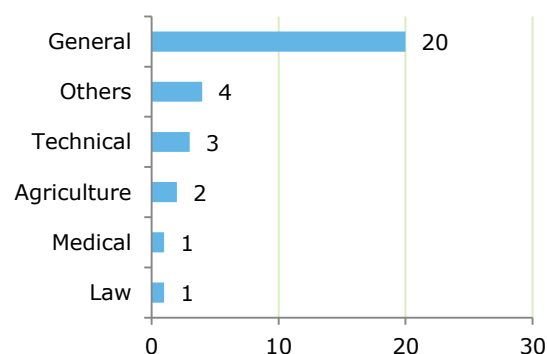
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

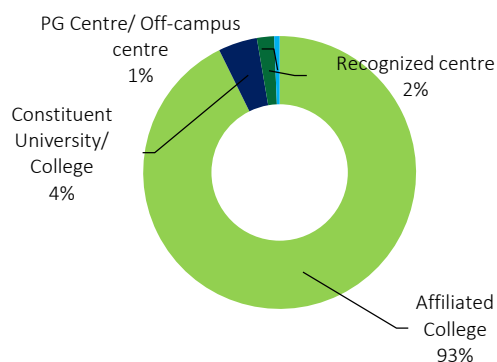
University by Type



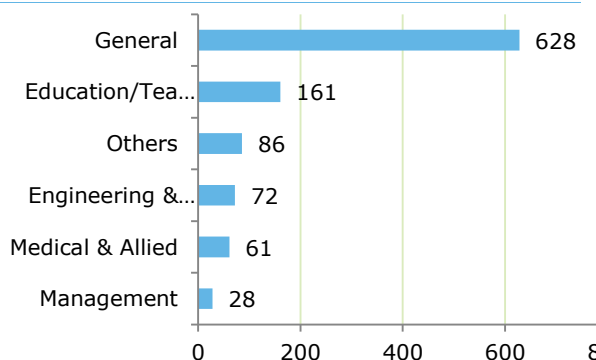
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	31	1082	283
Average enrolment per institution	9847	1455	353
Total estimated enrolment (Lakhs)	3.05	19.01	0.88

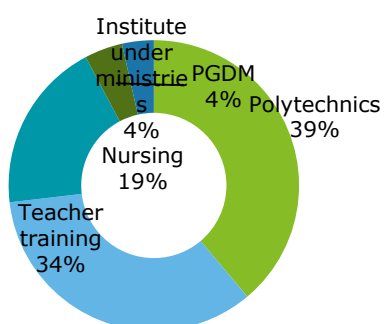
### College Indicators

College Type	West Bengal	Share in India
Affiliated Colleges	1003	2.68%
Recognized centre	22	1.40%
Constituent/ University College	50	3.41%
PG/ Off Campus Centre	7	2.66%

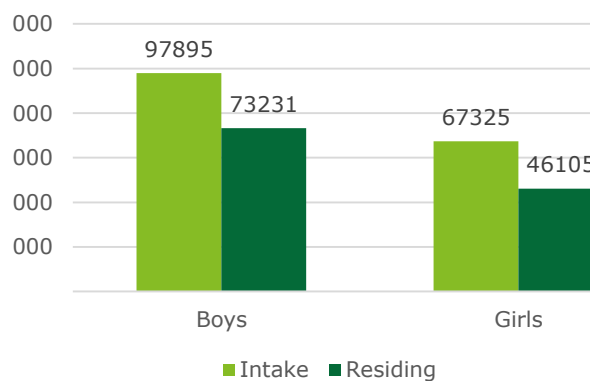
### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	38.32%	9.17%	348
Private Aided	20.46%	25.87%	1840
Government	41.22%	64.96%	2294

### Break up of standalone institution

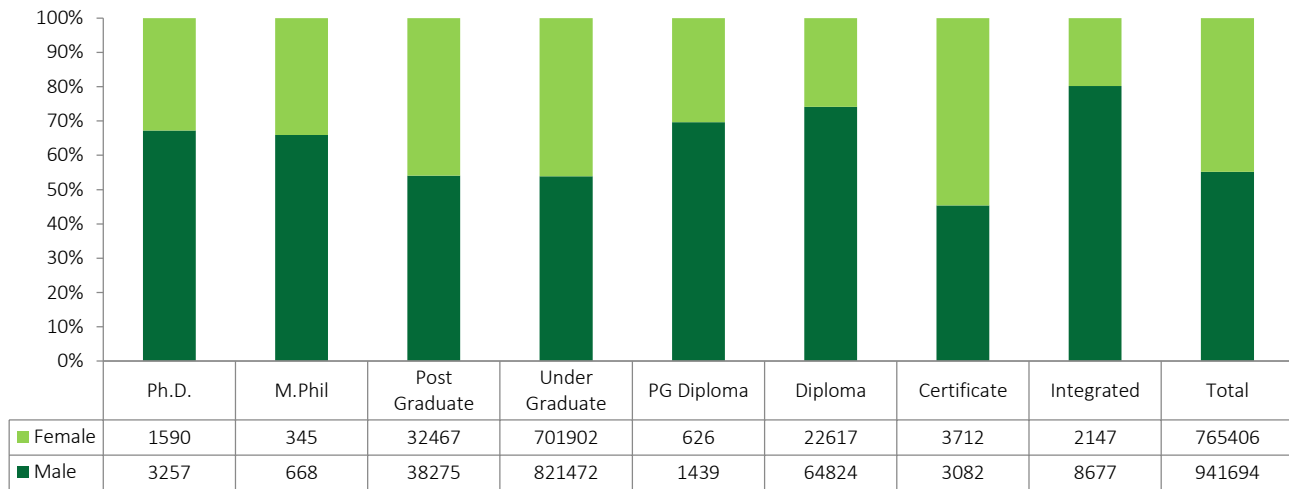


### Hostel

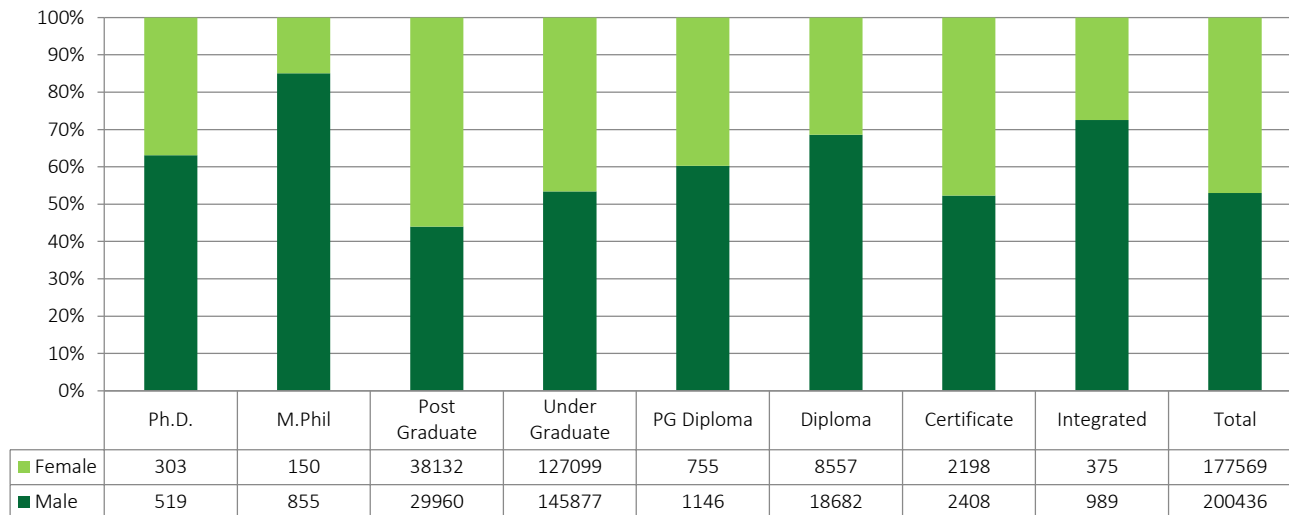


## Student Enrolment

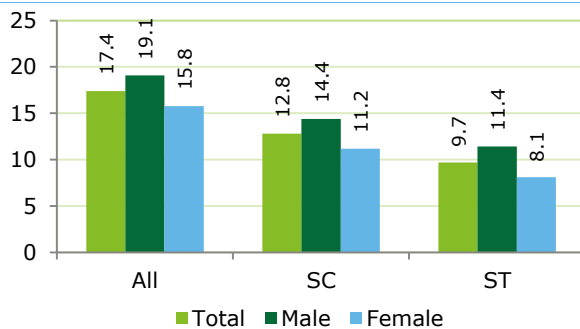
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	WEST BENGAL	INDIA
Pupil Teacher Ratio (PTR)	34	21
Teachers per College	49.1	36.6
Non-teaching staff per College	33.0	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.5%	48.5%	23.5%	5.8%	5.8%	27%	1.0%
Share of Enrolment	54.5%	45.5%	18.0%	3.4%	8.8%	10.8%	0.6%
Share of teaching staff	67.1%	32.9%	5.9%	0.9%	3.0%	3.3%	0.4%
Share of non-teaching staff	81.2%	18.8%	10.8%	2.4%	3.1%	3.8%	0.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Andaman & Nicobar Islands

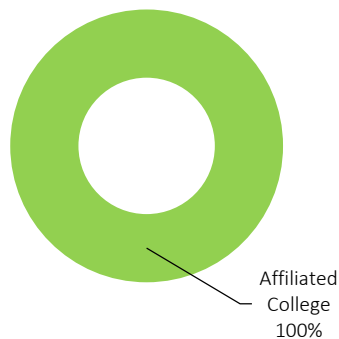
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	3.8	2.0	1.8
Literacy Rate <sup>1</sup>	86.6	90.3	82.4
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	0.5 (12.3%)	0.2 (11.8%)	0.2 (12.9%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.03%	0.03%	0.03%
Gross Enrolment Ratio <sup>2</sup>	23.2	21.9	24.6

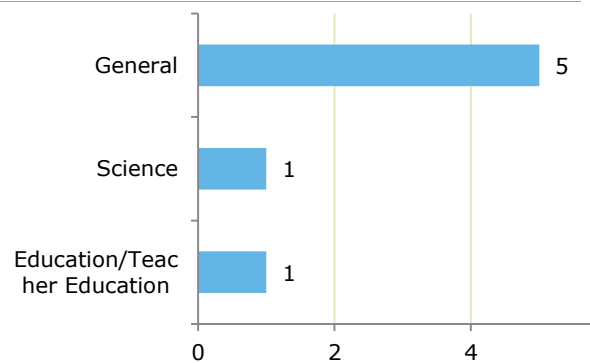
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	0	7	4
Average enrolment per institution		818	
Total estimated enrolment (Lakhs)	0.05	0.11	0

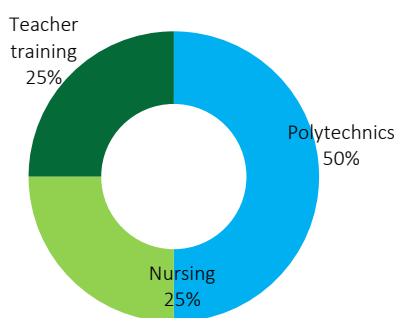
#### College Indicators

College Type	Andaman & Nicobar Islands	Share in India
Affiliated Colleges	7	0.02%
Recognized centre	0	0%
Constituent/ University College	0	0%
PG/ Off Campus Centre	0	0%

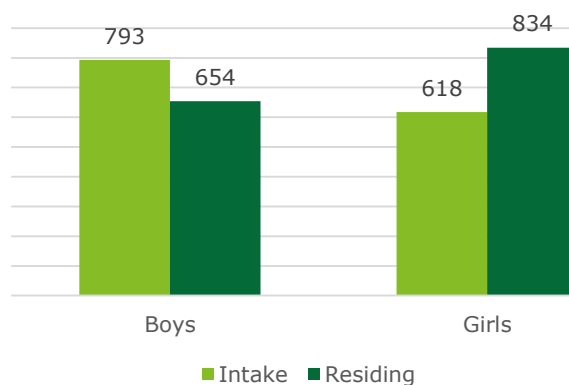
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg Enrolment/ College
Private Unaided	0%	0%	
Private Aided	0%	0%	
Government	100%	100%	818

#### Break up of standalone institution

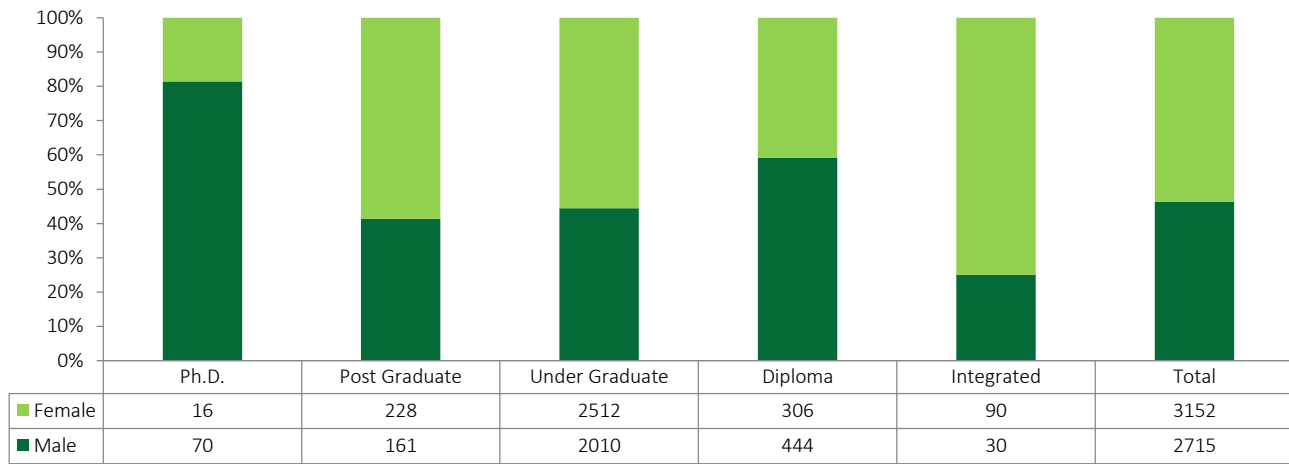


#### Hostel

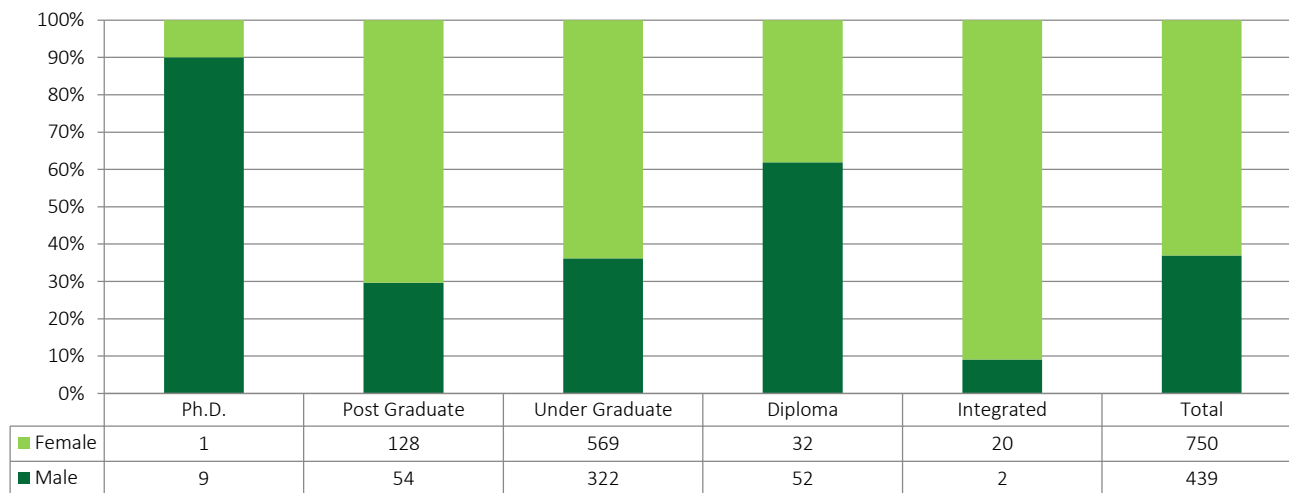


## Student Enrolment

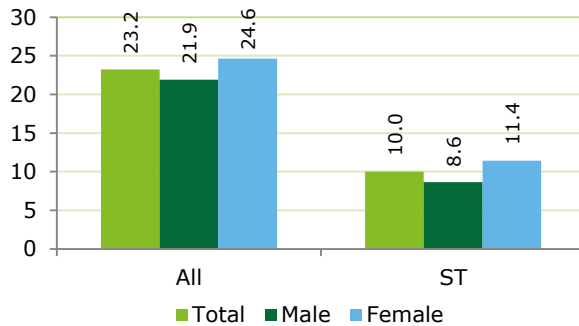
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	ANDAMAN & NICOBAR ISLANDS	INDIA
Pupil Teacher Ratio (PTR)	17	21
Teachers per College	52.4	36.6
Non-teaching staff per College	50.1	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.3%	46.7%	0.0%	7.5%	19.1%	8.5%	21.6%
Share of Enrolment	48.4%	51.6%	0.8%	3.1%	19.7%	7.2%	3.4%
Share of teaching staff	59.3%	40.7%	1.7%	1.7%	9.4%	5.4%	9.1%
Share of non-teaching staff	74.6%	25.4%	0.6%	3.1%	3.1%	13.1%	13.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15



# Chandigarh

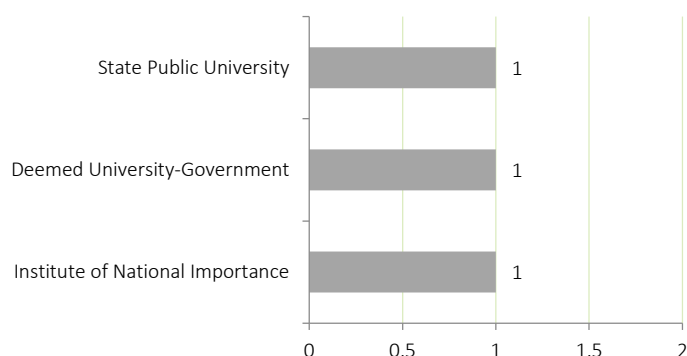
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	10.6	5.8	4.7
Literacy Rate <sup>1</sup>	86.1	90.0	81.2
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	1.7 (16.5%)	1 (17.5%)	0.7 (15.2%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.1%	0.1%	0.1%
Gross Enrolment Ratio <sup>2</sup>	56.1	48.6	66.4

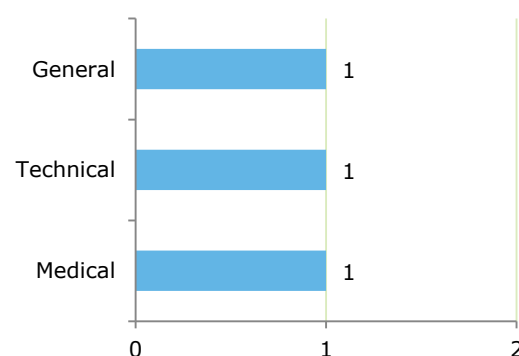
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

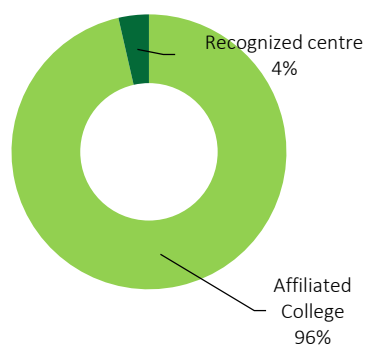
University by Type



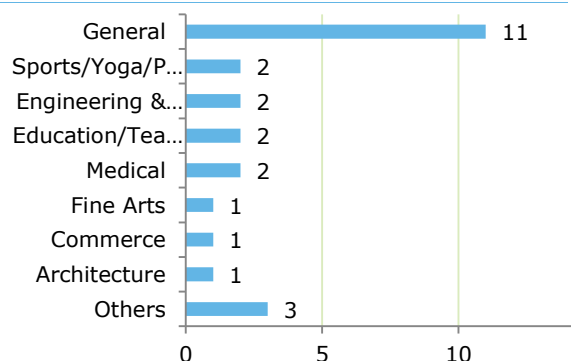
University by specialization



College by Type



Colleges by Specialization



## College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	28	7
Average enrolment per institution	15,883	1,741	326
Total estimated enrolment (Lakhs)	0.48	0.93	0.02

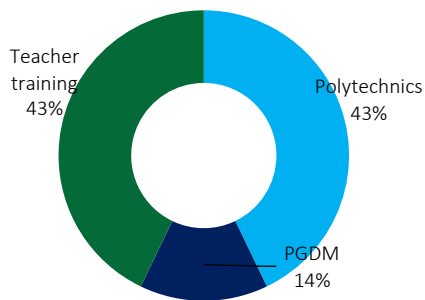
**College Indicators**

College Type	Andhra Pradesh	Share in India
Affiliated Colleges	27	0.07%
Recognized centre	1	0.6%
Constituent/ University College	0	0%
PG/ Off Campus Centre	0	0%

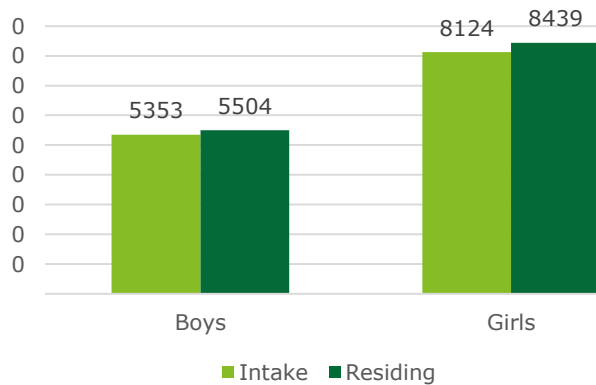
**Management of Colleges**

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	8%	0.64%	139
Private Aided	28%	57.35%	3567
Government	64%	42.01%	1143

**Break up of standalone institution**

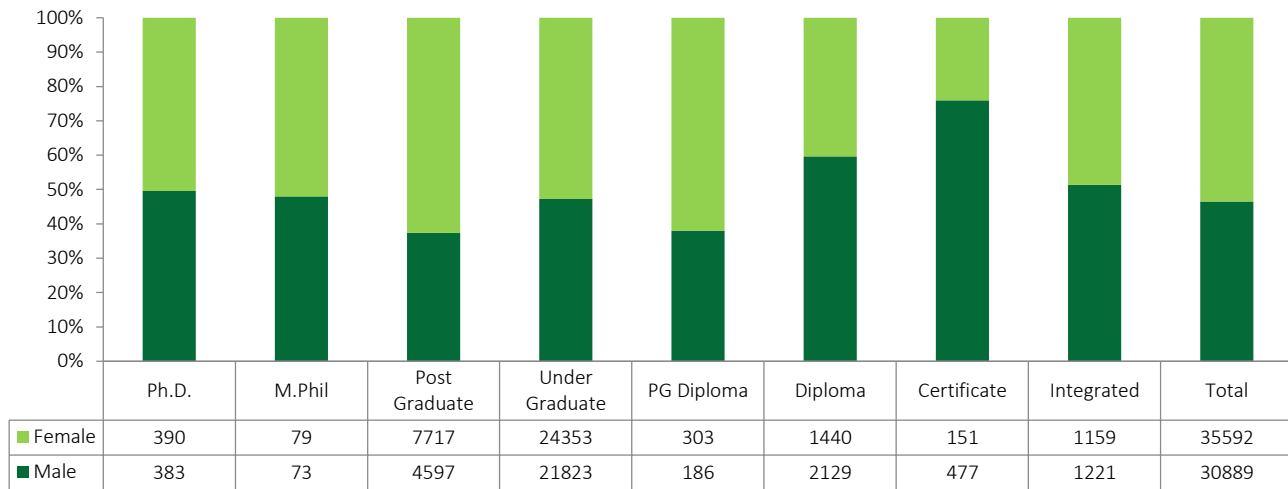


**Hostel**

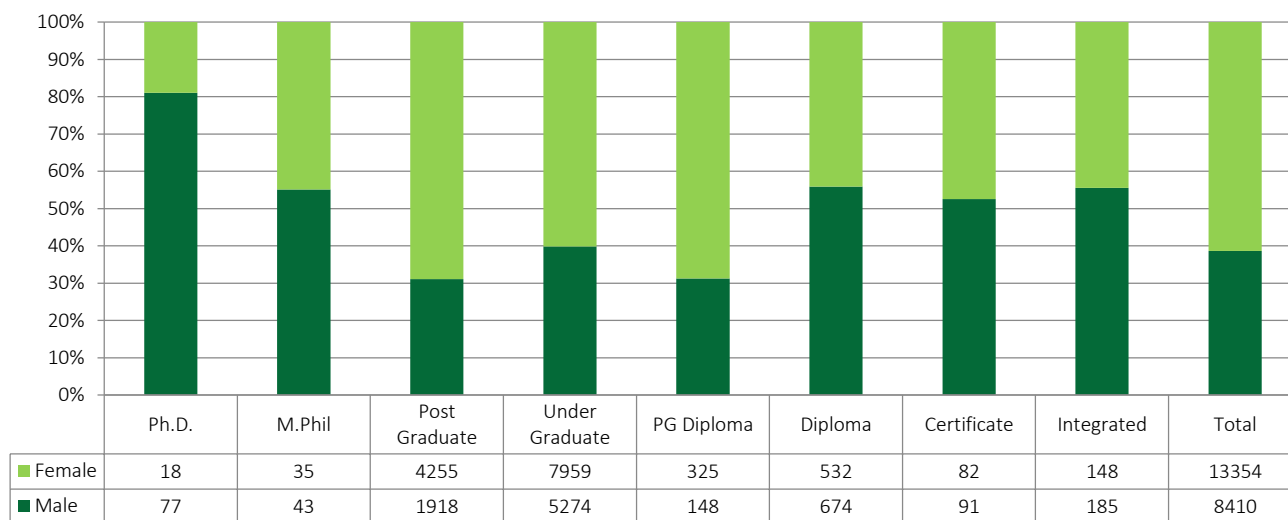


## Student Enrolment

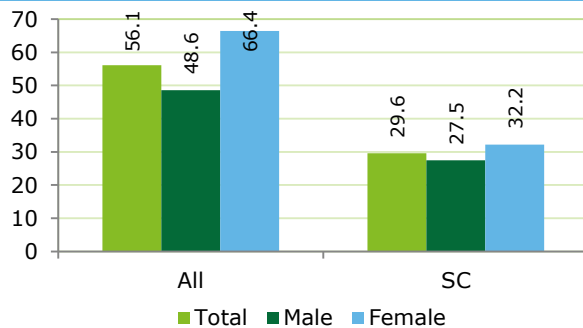
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	CHANDIGARH	INDIA
Pupil Teacher Ratio (PTR)	21	21
Teachers per College	118.7	36.6
Non-teaching staff per College	245.3	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	55.0%	45.0%	18.9%	0.2%	15.2%	4.9%	13.5%
Share of Enrolment	50.4%	49.6%	10.2%	1.8%	3.7%	0.2%	4.3%
Share of teaching staff	43.1%	56.9%	7.5%	0.6%	4.0%	0.2%	7.5%
Share of non-teaching staff	65.1%	34.9%	16.0%	0.2%	7.1%	0.3%	8.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Dadra & Nagar Haveli

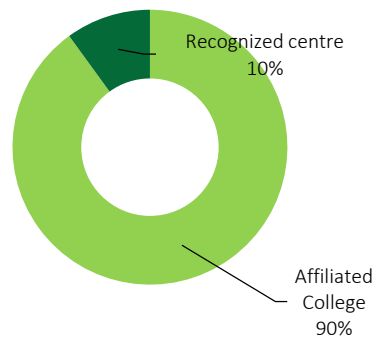
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	3.4	1.9	1.5
Literacy Rate <sup>1</sup>	76.2	85.2	64.3
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	0.6 (17.4%)	0.4 (19.2%)	0.2 (15%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.04%	0.05%	0.03%
Gross Enrolment Ratio <sup>2</sup>	8.3	7.7	9.5

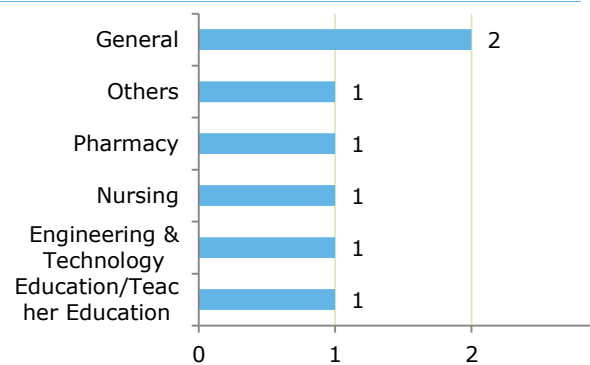
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	0	10	2
Average enrolment per institution		662	111
Total estimated enrolment (Lakhs)		0.05	

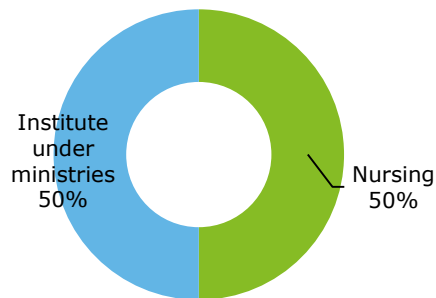
#### College Indicators

College Type	Andhra Pradesh	Share in India
Affiliated Colleges	9	0.02%
Recognized centre	1	0.06%
Constituent/ University College	0	0%
PG/ Off Campus Centre	0	0%

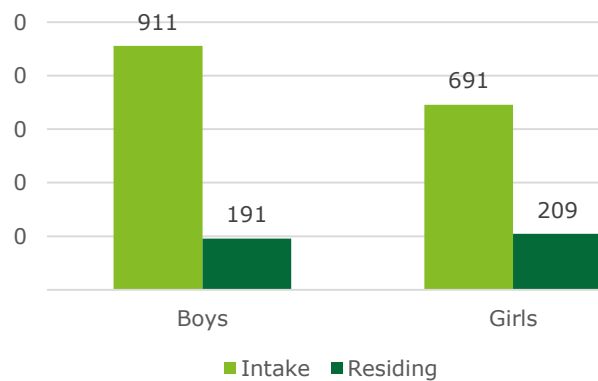
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg Enrolment/ College
Private Unaided	57.14%	52.17%	605
Private Aided	0%	0%	
Government	42.86%	47.83%	739

#### Break up of standalone institution

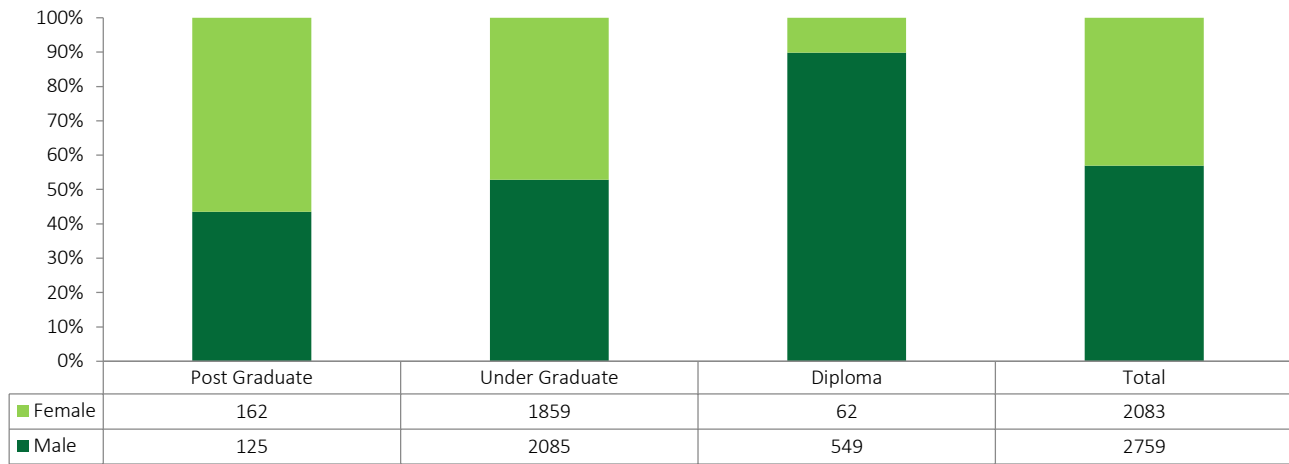


#### Hostel

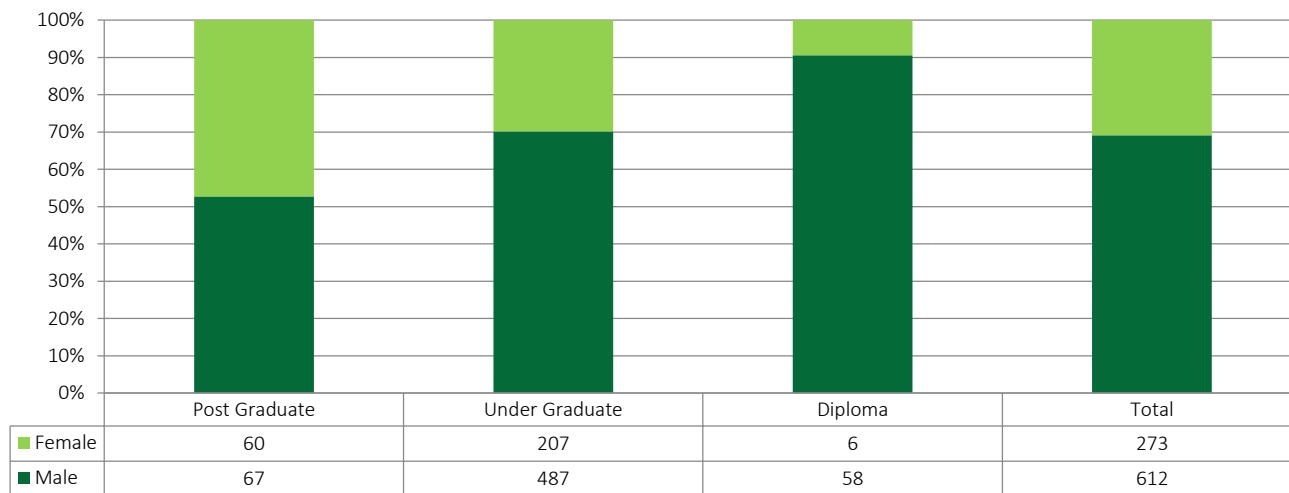


## Student Enrolment

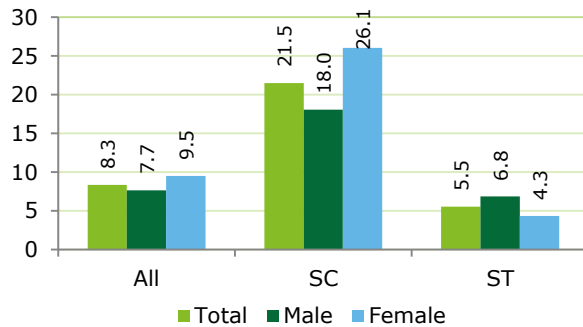
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	DADRA & NAGAR HAVELI	INDIA
Pupil Teacher Ratio (PTR)	25	21
Teachers per College	19.3	36.6
Non-teaching staff per College	12.9	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	56.4%	43.6%	1.8%	52%	7.9%	3.8%	1.4%
Share of Enrolment	57.0%	43.0%	4.1%	27.8%	11.0%	1.2%	0.5%
Share of teaching staff	50.3%	49.7%	4.7%	5.2%	8.3%	0.0%	1.0%
Share of non-teaching staff	71.4%	28.6%	2.7%	2.7%	7.0%	3.2%	4.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15



# Daman & Diu

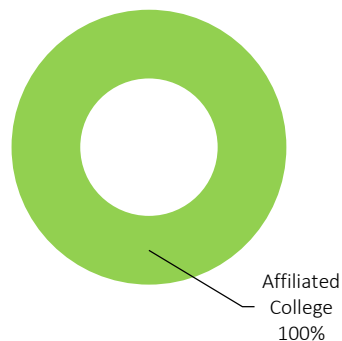
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	2.4	1.5	0.9
Literacy Rate <sup>1</sup>	87.1	91.5	79.6
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	0.5 (22.4%)	0.4 (27.3%)	0.1 (14.5%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.04%	0.05%	0.02%
Gross Enrolment Ratio <sup>2</sup>	5.7	4.5	9.5

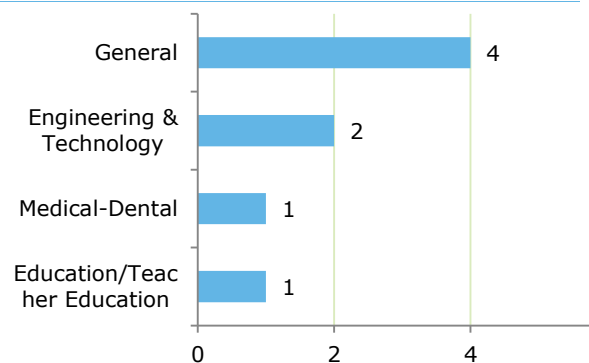
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	0	8	2
Average enrolment per institution		366	73
Total estimated enrolment (Lakhs)		0.03	

#### College Indicators

College Type	Daman & Diu	Share in India
Affiliated Colleges	8	0.02%
Recognized centre	0	0%
Constituent/ University College	0	0%
PG/ Off Campus Centre	0	0%

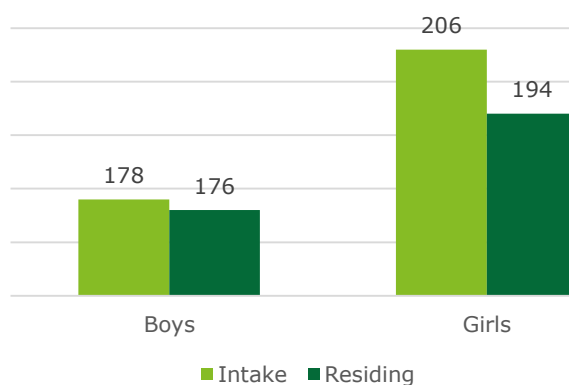
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg Enrolment/ College
Private Unaided	37.5%	14.93%	146
Private Aided	12.5%	2.02%	59
Government	50%	83.05%	608

#### Break up of standalone institution

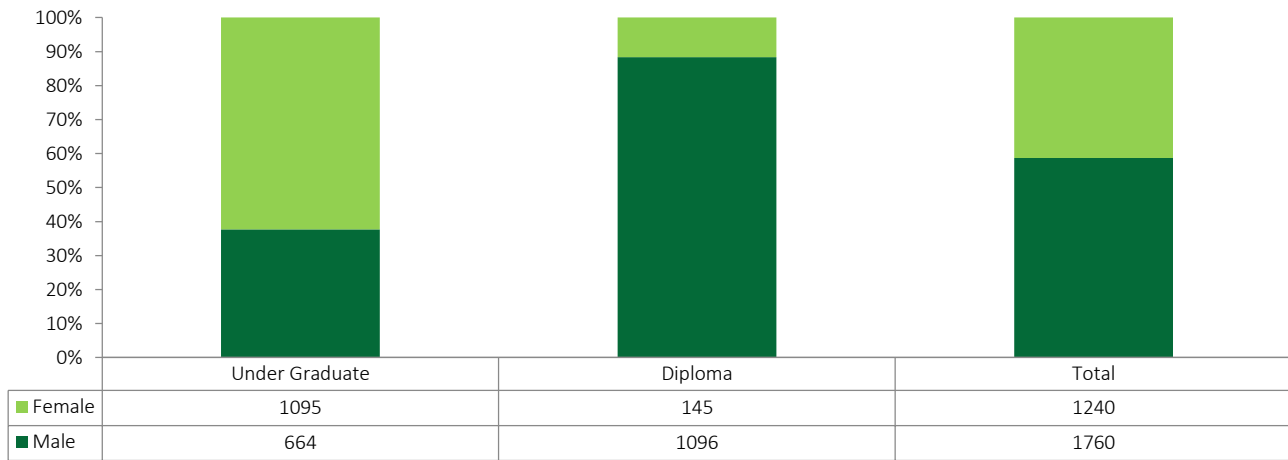


#### Hostel

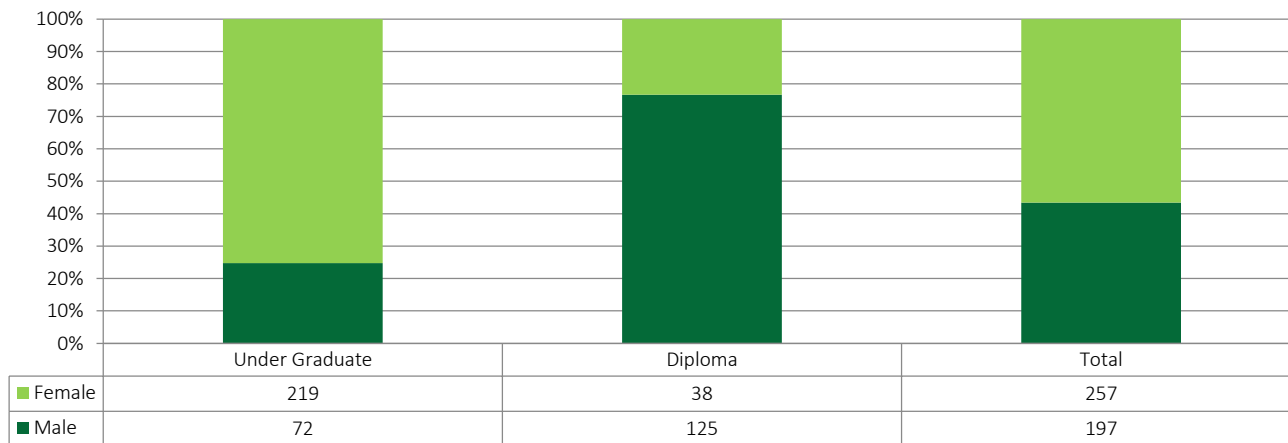


## Student Enrolment

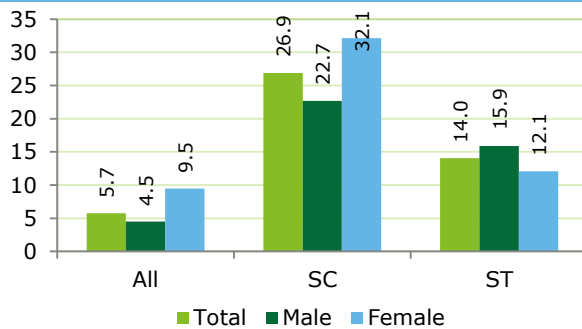
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	DAMAN & DIU	INDIA
Pupil Teacher Ratio (PTR)	16	21
Teachers per College	23.1	36.6
Non-teaching staff per College	23.1	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	61.8%	38.2%	2.5%	6.3%	31.7%	7.9%	2.5%
Share of Enrolment	58.7%	41.3%	7.9%	10.7%	25.2%	2.8%	1.9%
Share of teaching staff	65.4%	34.6%	9.3%	1.6%	8.2%	1.1%	1.1%
Share of non-teaching staff	71.4%	28.6%	2.7%	2.7%	7.0%	3.2%	4.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

# Delhi

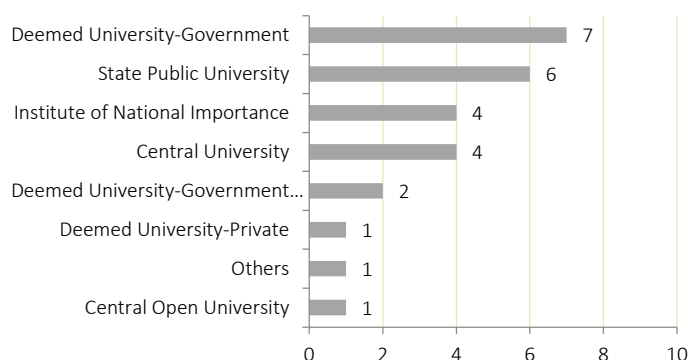
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	167.9	89.9	78.0
Literacy Rate <sup>1</sup>	86.2	90.9	80.8
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	22.4 (13.3%)	12.3 (13.6%)	10.1 (13%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	1.6%	1.7%	1.5%
Gross Enrolment Ratio <sup>2</sup>	43.5	42	45.4

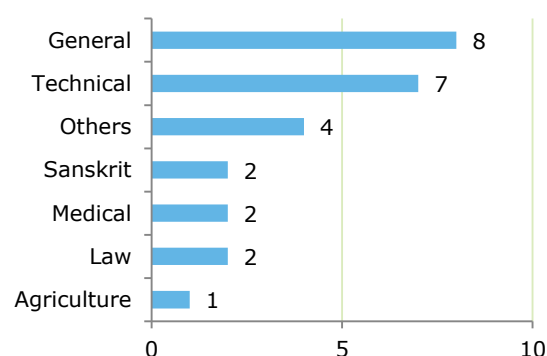
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

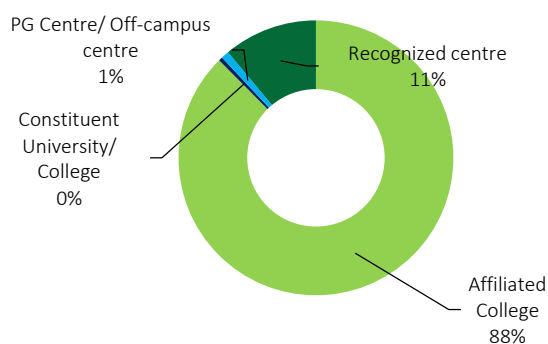
University by Type



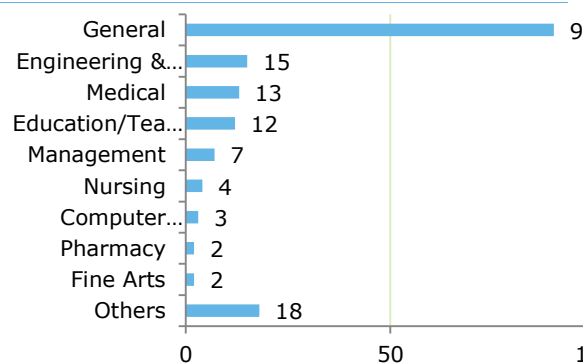
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	26	217	131
Average enrolment per institution	26406	1506	362
Total estimated enrolment (Lakhs)	6.87	9.61	0.24

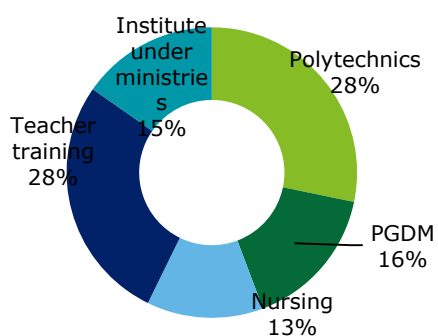
#### College Indicators

College Type	Andhra Pradesh	Share in India
Affiliated Colleges	190	0.51%
Recognized centre	24	1.53%
Constituent/ University College	1	0.07%
PG/ Off Campus Centre	2	0.76%

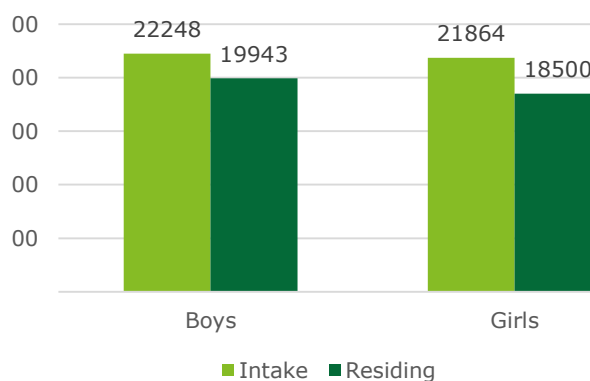
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	36.75%	19.19%	786
Private Aided	9.64%	12.20%	1906
Government	53.61%	68.62%	1928

#### Break up of standalone institution

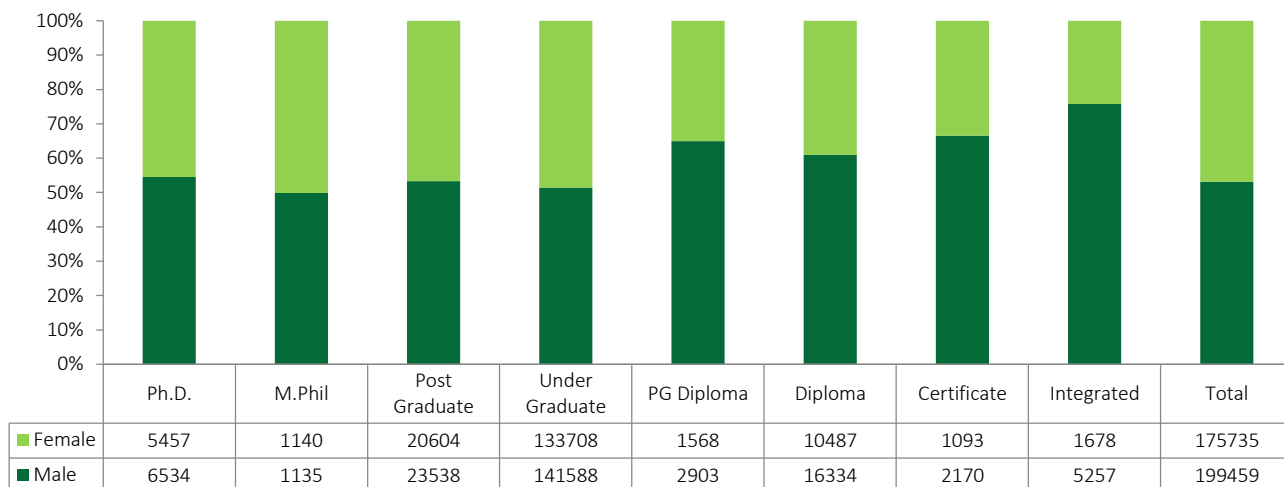


#### Hostel

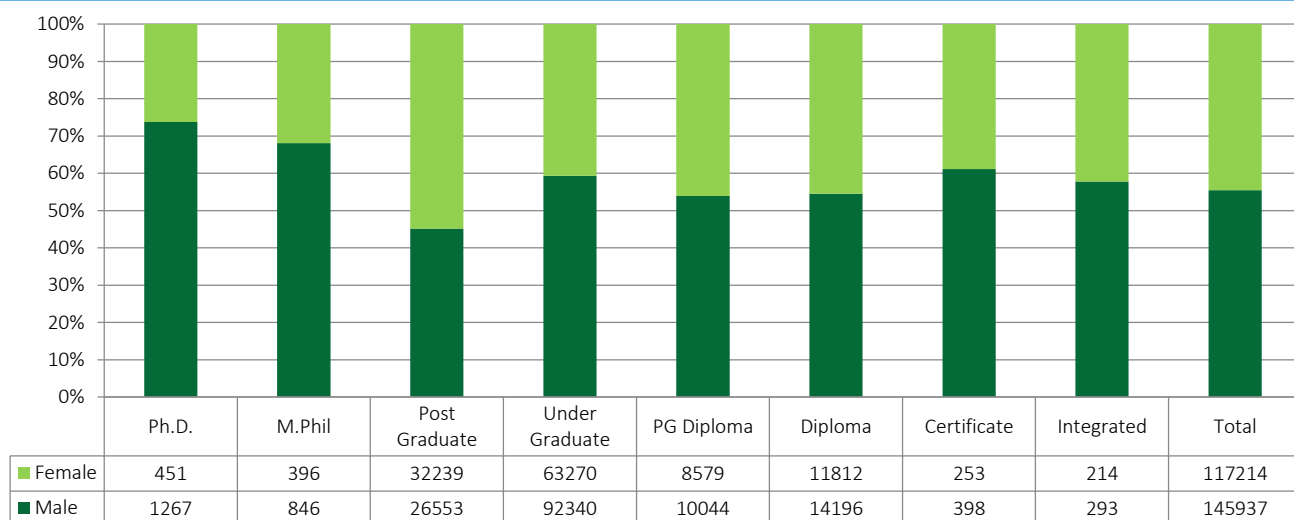


## Student Enrolment

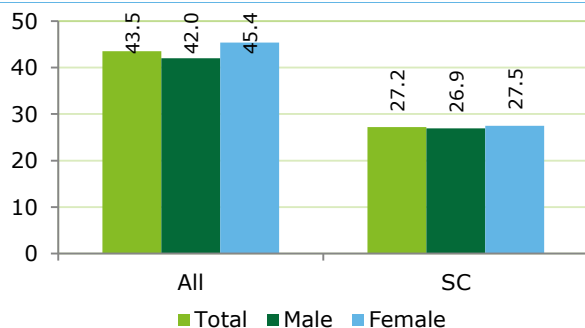
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	DELHI	INDIA
Pupil Teacher Ratio (PTR)	19	21
Teachers per College	92.5	36.6
Non-teaching staff per College	145.8	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.5%	46.5%	16.8%	0.6%	17.0%	12.9%	4.3%
Share of Enrolment	52.9%	47.1%	11.7%	1.6%	11.7%	1.9%	0.8%
Share of teaching staff	47.7%	52.3%	7.5%	2.0%	5.7%	2.3%	1.6%
Share of non-teaching staff	69.2%	30.8%	18.6%	3.7%	11.3%	1.1%	1.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15



# Puducherry

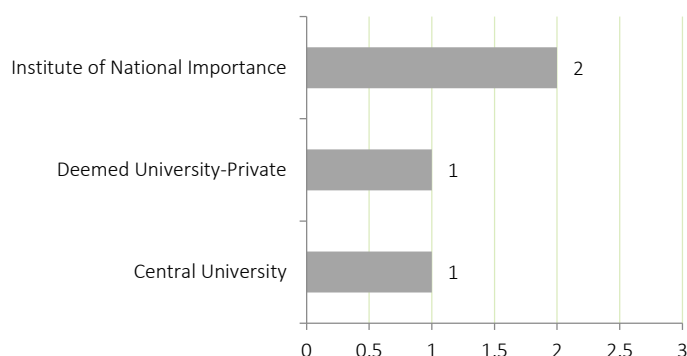
## Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs <sup>1</sup>	12.5	6.1	6.4
Literacy Rate <sup>1</sup>	85.9	91.3	79.9
2015 Projected Pop. In 18-23 age group (lakhs) <sup>2</sup> Share to total state pop. (%)	1.5 (12.1%)	0.8 (12.6%)	0.7 (11.7%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. <sup>1</sup>	0.1%	0.1%	0.1%
Gross Enrolment Ratio <sup>2</sup>	46	47.7	44.2

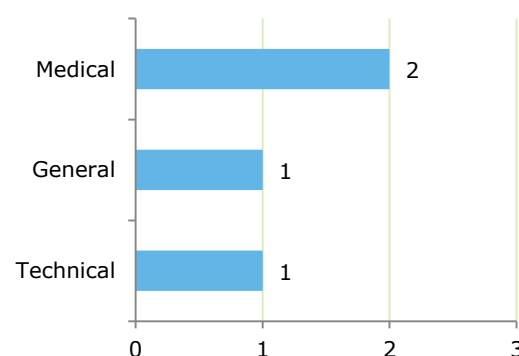
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2014-15;

## Education Infrastructure

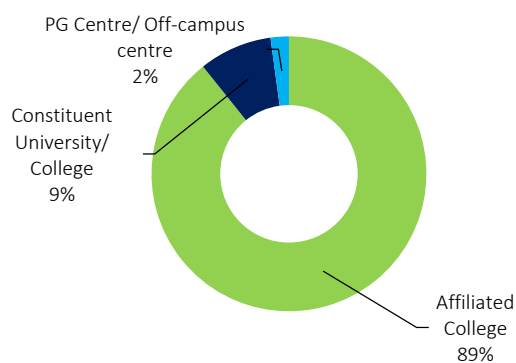
University by Type



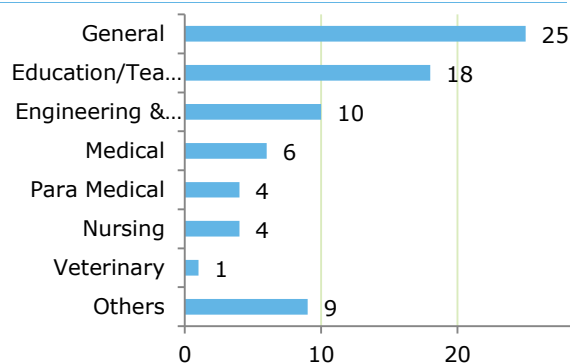
University by specialization



College by Type



Colleges by Specialization



### College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	4	93	57
Average enrolment per institution	4566	566	501
Total estimated enrolment (Lakhs)	0.18	0.67	0.06

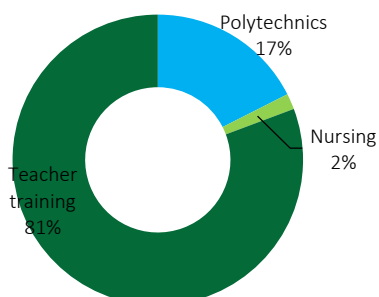
#### College Indicators

College Type	Andhra Pradesh	Share in India
Affiliated Colleges	83	0.22%
Recognized centre	0	0%
Constituent/ University College	8	0.55%
PG/ Off Campus Centre	2	0.76%

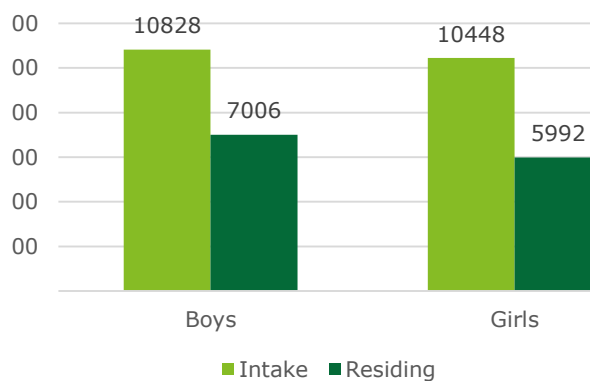
#### Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	62.34%	55.85%	507
Private Aided	2.6%	0.64%	140
Government	35.06%	43.5%	703

#### Break up of standalone institution

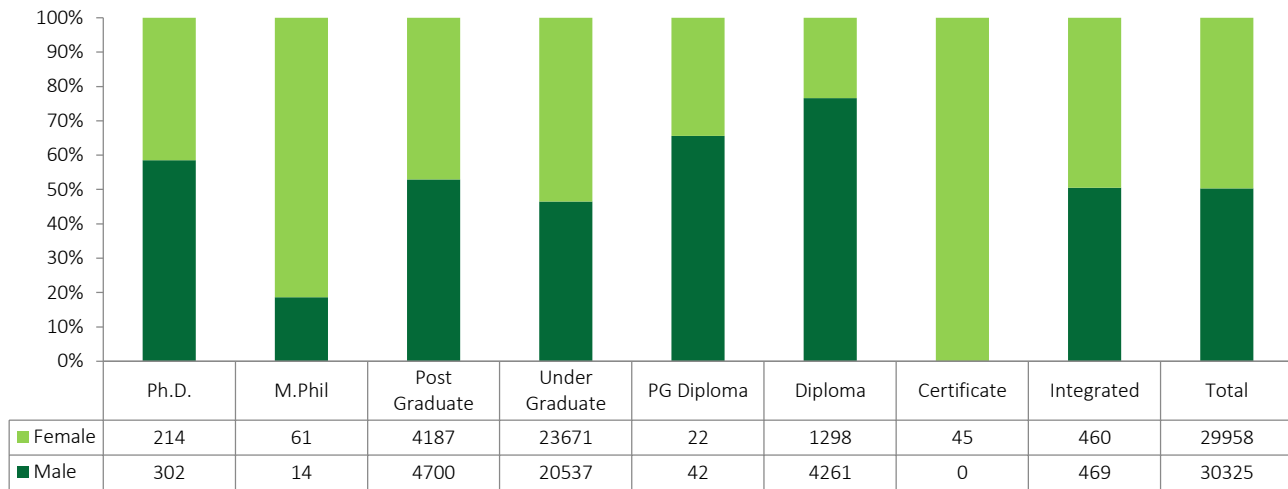


#### Hostel

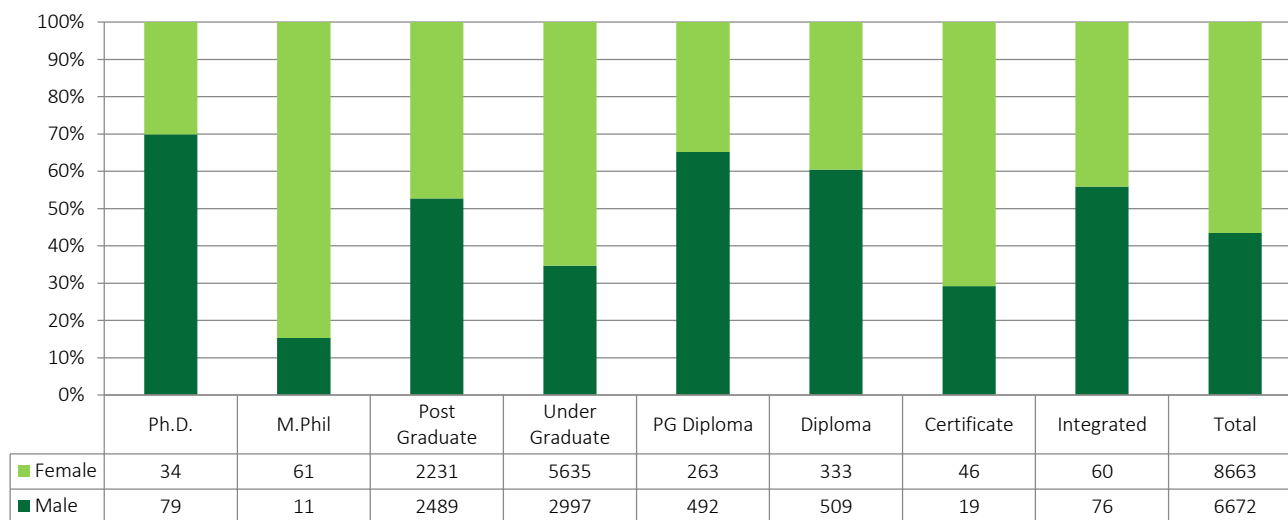


## Student Enrolment

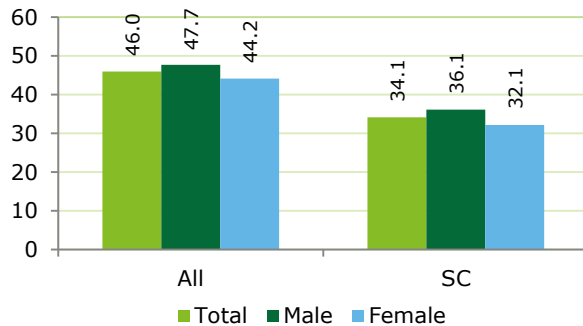
### Enrolment at various levels through regular mode



### Out turn at various levels



### GER



## Faculty and Staff

### Key Indicators

Key Indicators	PUDUCHERRY	INDIA
Pupil Teacher Ratio (PTR)	9	21
Teachers per College	73.8	36.6
Non-teaching staff per College	124.7	26.9

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

### Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	49.1%	50.9%	15.7%	0.0%	70.8%	6.1%	5.5%
Share of Enrolment	52.1%	47.9%	13.0%	1.5%	59.3%	3.4%	5.0%
Share of teaching staff	62.9%	37.1%	10.1%	0.7%	48.9%	2.0%	6.2%
Share of non-teaching staff	50.6%	49.4%	14.7%	0.5%	45.0%	0.6%	3.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2014-15

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