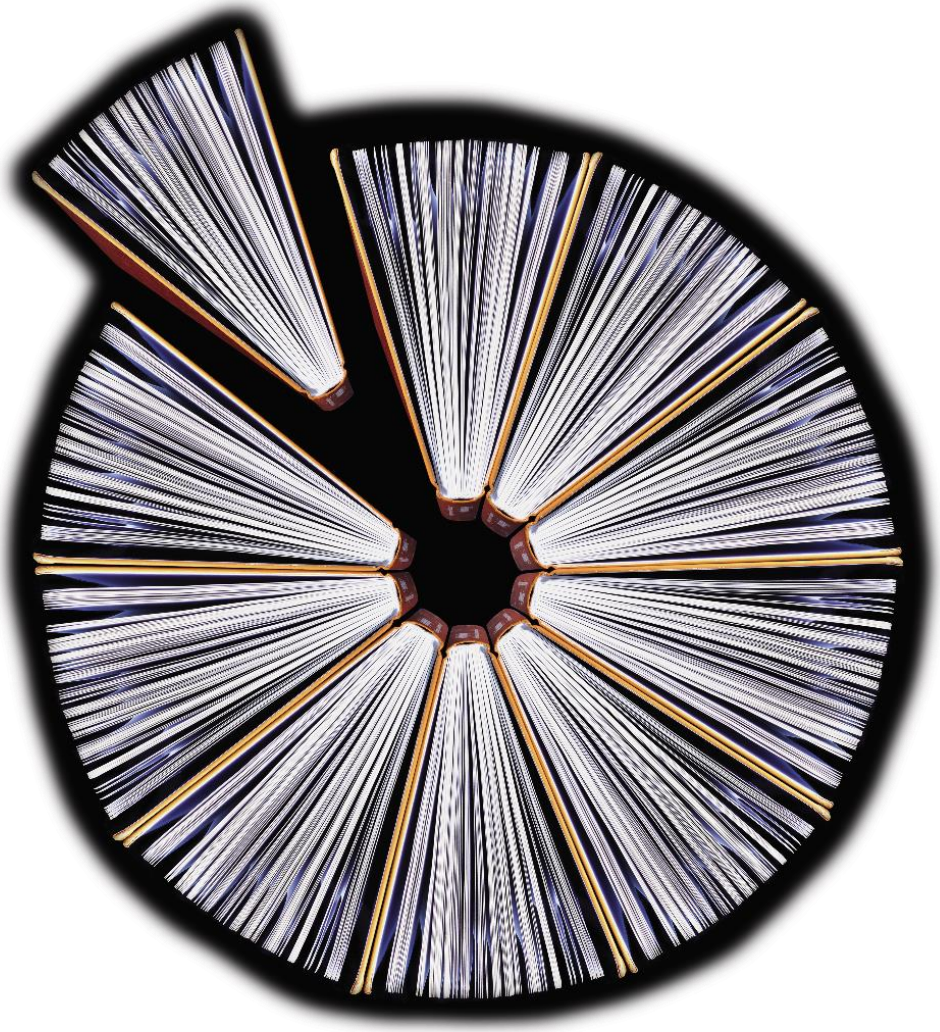
Confederation of Indian Industry



ASHE 2017

Annual Status of Higher Education of States and UTs in India

December, 2017

Deloitte.

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Foreword

Mr Vijay Thadani
Chairman, CII National Committee on Higher Education

In 2012, when CII had conceptualized and created the Annual Status of Higher Education (ASHE) report, in partnership with the then Planning Commission (now Niti Aayog), there were very few authentic sources of data available of Indian higher education system. At that time, the idea was to put together a consolidated view of the entire country's higher education system after collecting and collating the data which states used to send to the Planning Commission as part of their Annual Plan.

Six years later, things are very different and happily so. Now there is data from various sources. There is the All India Survey of Higher Education (AISHE) which is conducted by the Ministry of Human Resource Development (MHRD) every year and which now provides the base data for our report; there is also the National Institutional Ranking Framework (NIRF) since 2015 which collects data from institutes for the purpose of ranking them. Add to these, data collected by the All India Council for Technical Education (AICTE) as part of approval process every year and agencies such as the National Board of Accreditation (NBA) and the National Accreditation and Assessment Council (NAAC) which collect data for the purpose of accreditation.

The CII ASHE Report now considers all the above sources of data and presents a comprehensive macro view in an attractive and easily understandable manner along with a qualitative analysis of the latest trends in higher education in the country.

I thank Deloitte for their partnership in this project for the fifth year in a row.

Foreword

Mr. Anindya Mallick
Partner, Deloitte Touche Tohmatsu India LLP

India continues to witness strong economic growth that is aided by major economic reforms and transformation that country has witnessed in the past years. It is a well-accepted fact that major long-term and sustainable economic growth happens on the back of robust human resources capabilities that requires a strong education system. The Indian Higher Education sector is expected to play an even more important role to meet the growth aspirations of the country. The Indian education sector with around 800 universities will play a pivotal role in providing workforce and developing our leaders of the future.

Major policy initiatives for bringing in reforms in the Education sector was witnessed in the country during 2016. Consultations were held on the National Education Policy and Institution of Eminence (earlier referred as World Class Institutions). The year 2017 saw the implementation of policies, with the Government of India notifying the Institution of Eminence scheme and inviting applications from private and public higher education institutions. This initiative is expected to result in India having a number of globally ranked universities in the next 10-15 years.

Technology has played the role of a strong enabler in the development of the world. We are now witnessing a phase in which technology will be pervasive as well as disruptive. The Higher Education sector in keeping pace with this change has been increasing focus on technology and research. With growing global economic interest in India, we will witness a phase of increased internationalization in the Higher Education sector. In this edition of 'The Annual Status of Higher Education in States and UTs (ASHE) 2017' we provide insights on these important trends that will shape the Higher Education sector in the years to come.

This year's edition also focuses on the importance of the changing trends that will shape our higher education system. The likely impact of Industry 4.0 on Higher Education has been covered in this edition along with how the Higher Education sector can be prepared for this disruption. We subsequently focus on three critical focus areas of the higher education sector i.e. research, global-collaboration and financing.

Research at universities is expected to play a key role in the economic growth and transformation of the country as well as create pathways for innovation, industry collaboration and enterprise development. Globally, collaborations and partnerships in the Higher Education sector are on the rise. We present the need, rationale and the benefits of such global collaborations. The chapter on financing brings forth the discussion on how universities' can finance themselves and the mechanics to move towards sustainability. We also present the options and opportunities for students to finance their education.

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

We sincerely believe that The Annual Status of Higher Education in States and UTs will continue to help policy makers, administrators, researchers, and other stakeholders in the Higher Education sector and support taking informed decisions.

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

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

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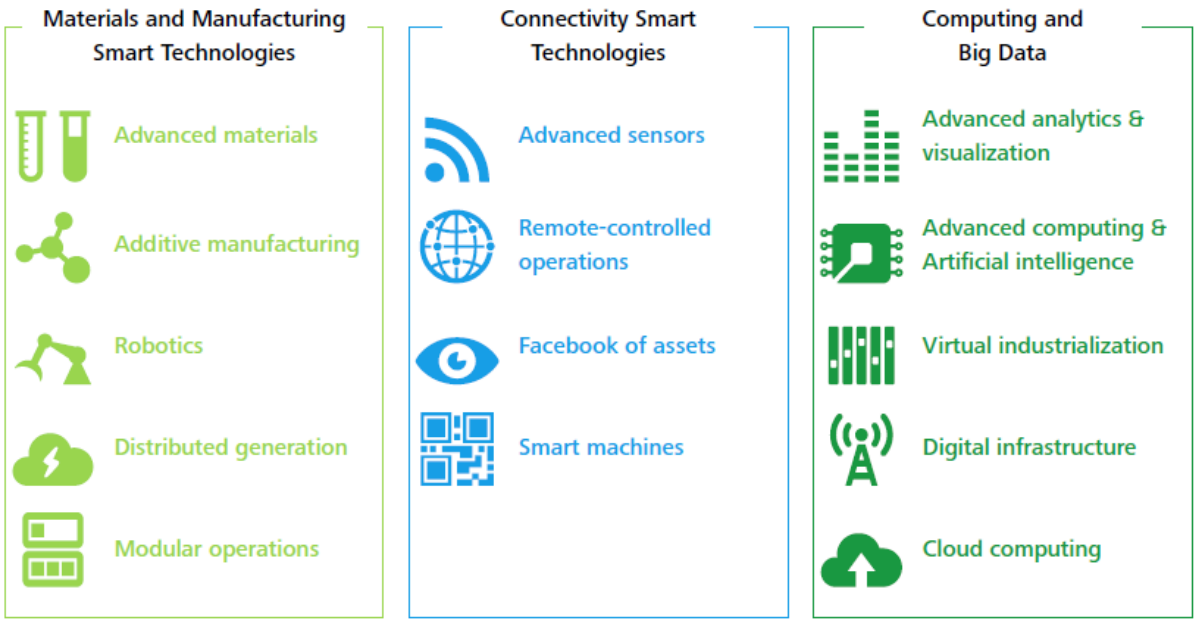
PART I - Focus on Key Themes and Developments

1. Industry 4.0 & Higher Education

What is Industry 4.0?

Industry 4.0 commonly refers to the automation in manufacturing technologies. It broadly includes development in three areas: materials & manufacturing technologies, connectivity technologies, and computing & analytics.



With IT as the driver, the current industrial revolution is aiming to change the way factories work. The new age factory are based on four design principles[1]:

Interoperability

- Enabling all sensors/ devices with the internet to create seamless programmability using Internet of Things (IoT). This would create a world of inter connected devices

Information Transparency

- The ability of information systems to create a virtual copy of the physical world by enriching digital plant models with sensor data. This requires the aggregation of raw sensor data to higher-value context information.

Technical Assistance

- The ability of assistance systems to support humans by aggregating and visualizing information comprehensibly for making informed decisions
- Ability of cyber physical systems to physically support humans by conducting a range of tasks that are unpleasant, too exhausting, or unsafe for their human co-workers.

Decentralized Decisions

- Ability of cyber physical systems to make decisions on their own and to perform their tasks as autonomous as possible

[1] Hermann, Pentek, Otto, 2016:Design Principles for Industrie 4.0 Scenarios

Impact of Industry 4.0

The Human Capital Trends for 2016, a report published by Deloitte, points to increasing deployment of robots and cognitive technologies. For the 2016 edition of the report, Deloitte conducted a global survey to understand how automation is being perceived by the industry. About 42% of the executives surveyed, expected to increase the use of robotics and cognitive technologies in the next 3 years[2].

Automation has been welcomed with much cynicism, because of the common notion that robots are expected to take over many of the jobs currently performed by humans, thus leading to a loss of jobs. It has commonly been estimated that about 5 million jobs will become redundant in the next 3 years and jobs might become obsolete because of the higher efficiency and capabilities of computers/ robots. However, to understand this better it will be interesting to examine the impact Automated Teller Machines (ATM) have had on bank tellers, which had initially threatened to eliminate teller jobs altogether.

Case Study: Automated Teller Machine

The Automated Teller Machine (ATM), an electronic telecommunication device that automates basic transactions like withdrawals and deposits using a card with a magnetic strip/ chip and a unique card number, had threatened to eliminate teller jobs altogether when they started becoming ubiquitous.

Though it is not quite clear as to when the first ATM was installed, they started becoming prevalent in 1970s in the United States of America. It has been observed that from 1970 through 2010, the number of tellers have increased as more ATMs were installed. According to a survey conducted by the Bureau of Labour Statistics and Occupational Employment, United States Department of Labour, the number of ATMs has risen from almost nil in 1970 to about 400,000 in 2010, while the number of tellers have increased from close to 300,000 to about 580,000 in the same period.

This can be attributed primarily to more number of branches opening in newer locations. The ATMs also created a need for people with different skill sets like ATM technicians, and tellers with new skills like financial problem solving

From the case study, it can be understood that the cynicism around job loss due to automation might not be fully warranted. This can further be confirmed from the fact that, even though 42% of the executives expected an increase in the use of robots and cognitive technologies, most of them do not expect significant loss of jobs. About 20% expect automation to increase hiring and 38% see no impact on the level of hiring[3].

Changing skills

The rate of change of technology often is so fast that something taught in the first year of a four year technical course might probably be outdated by the time student graduates. In such a phase, where the technology changes faster than ever, it is critical that students are equipped with the right competencies which will help them navigate through the such dynamic and disruptive time periods.

[2] Global Human Capital Trends, 2016, A Deloitte Publication

[3] ibid

Some of the skills that will increasingly become important have been identified in The Future of Jobs report published by the World Economic Forum[4]:

1. **Cognitive Abilities**: The brain based skills that one requires to solve any task, from the simplest to the most complex task. They have more to do with the mechanisms of how we learn, remember, problem-solve, and pay attention, rather than with any actual knowledge. It includes skills like creativity, logical reasoning, mathematical reasoning etc.

2. **ICT Abilities**: Usage of digital technology and computers is increasing across the board in all fields and levels of jobs. With data now being touted as being more valuable than fuel, ability to understand communication tools, and networks to access, manage, integrate, evaluate and create information, will increasingly become important.

3. **Content Skills:** With the era of data/ information reusability dawning upon us, it is important for individuals to possess effective communication skills (written, oral and reading) which are the most sought after skills in a business environment.

4. **Complex Problem Solving:** The world around us is becoming increasingly complex, and about 36% of all jobs across industries are expected to require complex problem-solving abilities by 2020[5]. Such skills will help people develop the capacity to solve ill-defined problems in real life settings.

5. **Resource Management Skills**

    a. Finance management: The ability to determine how money will be spent to get the work done and the accounting for the expenditure.

    b. People management: The ability to motivate, direct and develop people as they work, along with the ability to find out the best person for the job.

    c. Time management: The ability to manage one's own work load, and of the team's.

6. **Technical skills:** The report identifies technical skills that are expected to be relevant for the majority of jobs going forward. These are listed below:

    a. Equipment Maintenance & repair: Performing routine maintenance on equipment, and determining when and what kind of maintenance is needed and/ or replacing machines or systems using required tools.

    b. Equipment operation and control: Monitoring sensors, dashboards or other indictors to make sure a machine is working properly

    c. Programming: The ability to write computer programs to solve problems

    d. Quality Control: Conducting tests and inspection of products, services or processes to evaluate quality or performance

    e. Technology and user experience design: Generating or adapting equipment and technology to serve user needs.

[4] The Future of Jobs, Employment, Skills and Workforce Strategy for the fourth Industrial Revolution, World Economic Form

[5] ibid

Education in the era of Automation

One of the major impacts of automation and the fourth industrial revolution is creation of new categories of jobs and need to up-skill, re-skill and cross-skill existing employees. According to the Global Human Capital Trends, 2016 report, about 76% of existing executives expecting automation in the next 3 years will need to acquire new skills, for which they need to go back to school or go through training programs to stay relevant in the digital age. The following are some ways to ensure quality education in this era of automation

Short term upskilling initiatives for existing workforce:

Data based decision making:

Nowadays, data is extensively being used to define needs, set goals, plan interventions, and evaluate progress. Businesses and governments need to move towards data driven work culture.

Today's decision makers understand the array of data required to work with, and know fundamental principles of measurement and assessment, and have data analysis skills. They use a multitude of strategies to analyze data to propel decision making, and use technology to support the use of data. Enabling workers with abilities to understand data and the relevant technical ability to collate and work with data, will help drive efficiency amongst the workforce.

Multi skilling

The short term fix to understanding problems from different perspectives is to have specialists from different fields. Diverse set of experiences, perspectives, and backgrounds is crucial to innovation and the development of new ideas. This will help in building a healthy environment where problem solving is encouraged.

Organizations can also take up multi skilling in an effective way to help organize jobs in way that improves profitability, flexibility and quality of service. There can possibly be three ways to do this:

1. Vertical Multiskilling: an employee is given supervisory responsibilities of leading a self-managed team. This is intended to empower an employee with managerial aspirations and helps demonstrate a greater level of trust

2. Horizontal multiskilling: An employee takes on a task in a different line of work at the same level of his/ her original work.

3. Depth Multiskilling: An employee develops a complex set of skills in his/ her line of work by going in details of the job. This will help improve the overall output of the employee.

Long term initiatives to maintain relevance during automation:

Multi-Disciplinary courses

The traditional disciplinary approach to higher education often tends to focus on only one area/ discipline. While disciplinary experts are required for understanding their respective areas of study in detail, the dynamic employment trends today requires diverse sets of skills that will result from an Interdisciplinary approach to higher education. Most interdisciplinary courses and programs integrate the contributions of different academic disciplines or fields of study so that topics, problems, and phenomena under study are comprehensively understood. Disciplines have traditionally been defined as specializations within the arts and sciences; the term fields is often used to distinguish disciplines from professional fields, such as business, education, law, and medicine, which draw their content and methods from a number of different disciplines.

Modern problems in society, environment, economic, engineering, etc. are becoming increasingly complex requiring multiple perspectives to help solve them. Interdisciplinary studies can foster in

students creativity, adjustability, adaptability, critical reasoning, collaboration, etc. which are skills to negotiate today's complex, information-rich, dynamically-interconnected world. Through exposing students to two or more inter-related disciplines, they can better comprehend the complex interconnectedness playing out in real life. Some of the ways to promote multi-disciplinary courses are:

1. Promoting organizational culture to encourage students, faculty and researchers to collaborate with peers outside their field of study.

2. Promoting exchange programs with global institutes to help students appreciate multiple perspectives to problem solving.

Innovative Learning methodologies

The rapid technology change has required a shift from 'education' to 'training', which means more time can be spent on skill development rather than learning theoretical principles. To ensure maximum learning, a healthy balance of traditional and modern learning techniques should be maintained. Some of the modern learning methods are mentioned below:

1. **Blended online:** This model requires students to attend classes, while doing a significant number of activities online. While classroom learning is the primary mode of learning here, online activities are used to supplement the in-person class.

2. **Self-Blend model:** This model requires students to identify the courses of their choice, some of which might be offered through a live instructor led class, which the student needs to attend in person, while a few others may be offered online.

3. **Flipped Classroom:** The flipped classroom model reverses the traditional class model, where students go through short videos before the class, and participate in group activities like discussion and projects during class hours to understand the learnings of their peers and enhance their knowledge of the subject.

Advantages of technology enabled learning:

- Allows universities to plan, assess, facilitate, implement and monitor student's learning progress

- Helps in familiarizing learners with technology

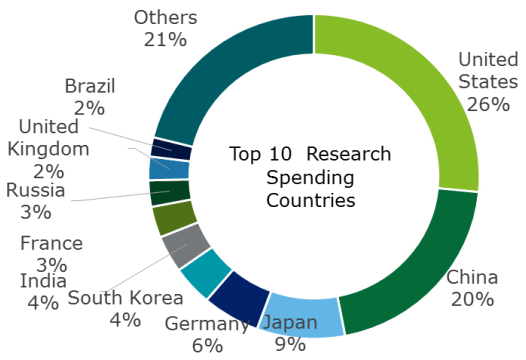
- Allows a wide range of content to be shared with the learner, thus aiding in multi skilling

- Eliminates the need for "place based' education, thus helping reach a mass audience

Focus on demand driven Research & Innovation

In a rapidly evolving and globalized world, research and innovation in higher education institutions help the institute adapt to the dynamic external environment. This enables institutes stay relevant and contribute in creation of human resources that are equipped with appropriate knowledge and skillsets to match the requirements. There is a significant shortfall on both quantity and quality of research in India. As per UNESCO science report 2013, the number of research papers authored in USA was six times more than in India during that year. Also, the Scimago Journal & Country Rank for 2015 reports that the H index of USA was 1,783 compared to that of India at 426[6]. This can largely be attributed to the dearth of research funding in Indian institutions. As per the 2016 global

[6] H-index is an author-level metric that attempts to measure both the productivity and citation impact of the publications of a scientist or scholar.



R&D funding forecast; out of the total global R&D expenditure of $1947 bn, US alone spent about $514 bn, while India's spend amounted to only about $71 bn annually[7].

Some of the steps that can be followed at an institute level to promote research have been identified below:

- Provide research autonomy and requisite support to researchers and resources to pursue their research agenda in the university campus
- Offering teaching programs in emerging, multi-disciplinary areas to attract high quality research oriented faculty.
- Adopt research culture that promotes spirit of innovation and incentivizes high quality research outputs

While the government is taking significant steps to promote research in educational institutions, some additional avenues that can be looked at are identified below:

- Integrate research-based components in courses to provide students with a strong foundation and orientation to pursue careers in research
- Improved research expenditure, aligned with global expenditure on research
- Focus on improving the impact and output of public research through assessment and evaluation and improved priority setting
- Emphasis on demand driven research by promoting strong linkages between industry and institutes.

Global Relevance of Indian graduates

Indian Higher education's lack of global presence is evident from the low number of institutions in the global rankings (numbers given in the table alongside). This can be attributed to low number of research publications from India[8], and the fact that most ranking frameworks place a large weightage on research output.

No. of Indian Institutions	Top 200	Top 500	Overall
THE World University Ranking 2016	0	5	31
QS World Rankings 2016	2	8	14
Shanghai Ranking- ARWU 2016	1	1	1

In this era where geographical boundaries are blurring rapidly, cross cultural knowledge and skills are of critical importance for the coming generations allowing them flexibility to work seamlessly

[7] Respective government websites, Deloitte Analysis

[8] According to NIRF, only 3.5% of the world's research publications are from India

across geographies. Governments and institutions need to move to help Indian education align with global curriculum. Some of the strategies have been identified below:

- Relaxation of government regulations for international collaborations
- International accreditation for global recognition
- International affiliations for research and course offerings
- Mandatory international language as part of curriculum

With a population of 1.44 billion in 2024, India is projected to become the most populous nation[9]. While all major economies like USA, Japan, Russia and the others are expected to have a shortage of labour force, countries like Brazil, Mexico and India are expected to be the few countries that are expected to have excess labour. This offers India an unprecedented demographic dividend, which if realized, could help the country become the skill capital of the world, offering a solution to the global labour shortage. For the demographic dividend to be realized and for the country to be ready for the era of automation the vision for skill development, higher education and research needs to be aligned with the overall economic agenda.

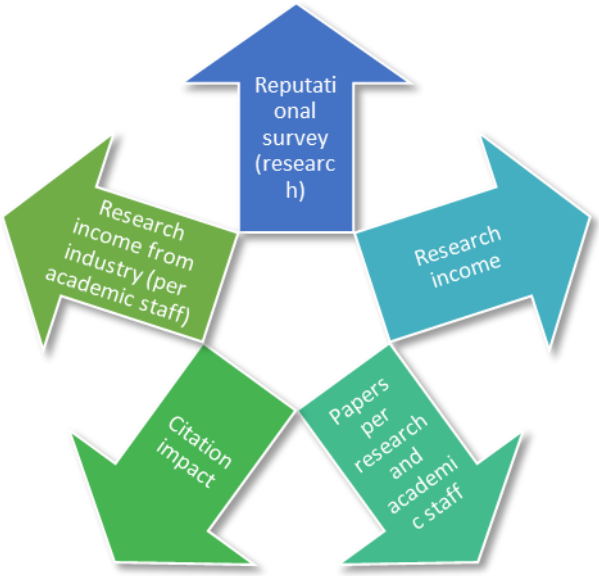
[9] UN Population projection report 2017

2. Towards Improving Research Quality in Indian Universities

Context

The upcoming generation is going to witness Industry 4.0 from professional to personal dimension in their lives. From the smart houses in a personal space to working with robots in professional space will be possible due to faster translation of research into practice. Top global universities focus on solving problems of global priority by investing in good quality research and ensuring effective translation of research to the real world. In 2016, e.g., John Hopkins University spent $2,106 Mn on research and Stanford spent about $906 Mn.

Another aspect that has gained significance in the recent years is the performance of a university for research on the 3 key global university ranking agencies: QS "World University Ranking"; Times Higher Education World University Ranking; Academic Ranking of World Universities (ARWU - often referred to as the "Shanghai Jiao Tong"). In 2015, Government of India launched National Institute Ranking Framework (NIRF) to rank universities and academic institutions across the country.



Each of these ranking frameworks give significant attention to the volume of research output of each university as well as the quality and the impact that it generates. Times ranking framework gives 55% weightage to research and evaluate research on 5 parameters illustrated on the right hand side. ARWU Ranking allocates 40% weightage to research. QS Ranking allocates 20% weightage to research. National Institute Ranking Framework (NIRF) allocates 30% weightage to research and 4 parameters to evaluate research are listed below.

#	Parameter	Marks
1	Combined metric for Publications (PU)	30
2	Combined metric for Quality of Publications (QP)	40
3	IPR and Patents: Filed, Published, Granted and Licensed (IPR)	15
4	Footprint of Projects, Professional Practice and Executive Development Programs (FPPP)	15

India has some excellent universities and academic institutions, having some exceptional faculty within them. Top 15 Indian Institutions that made have made it to global ranking in 2016 are given below:

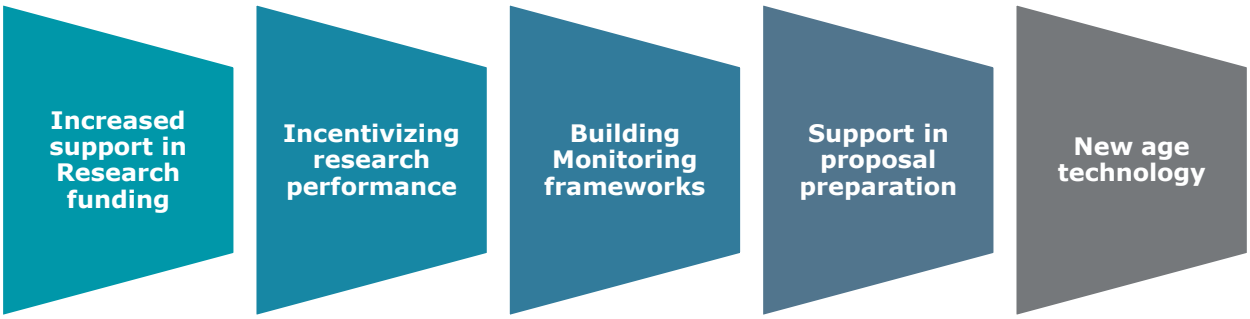
#	Name of Institution	Year	Category of Institution	Times Rank	QS Rank
1	Indian Institute of Science	1909	Government Deemed University	201-250	152
2	IIT Bombay	1958	Institute of National Importance	351-400	219
3	IIT Delhi	1961	Institute of National Importance	401-500	185
4	IIT Kharagpur	1951	Institute of National Importance	501-600	313
5	IIT Madras	1959	Institute of National Importance	401-500	249
6	IIT Guwahati	1994	Institute of National Importance	601-800	481-490
7	IIT Kanpur	1959	Institute of National Importance	401-500	302
8	IIT Roorkee	1847	Institute of National Importance	501-600	399
9	Jadavpur University	1955	State university	501-600	
10	Panjab University	1947	State University	601-800	701+
11	Aligarh Muslim University	1875	Central University	601-800	
12	Amrita University	2003	**Private Deemed University**	801+	
13	Andhra University	1926	State University	801+	
14	Birla Institute of Technology & Science, Pilani	1964	**Private Deemed university**	601-800	
15	University of Calcutta	1857	State University	601-800	651-700

Research is an important aspect to solve problems of global and national importance. It is also an important criteria to keep in mind for any university that wants to see its name feature in the global rankings list. Some of the challenges that universities in India come across are as follows:

- There is significant shortfall in quantity of research conducted at universities in India in terms of publication, patents etc. as compared to other countries for example number of research paper authored in India were 53,733 in 2013 where as USA authored 321,846 research papers in the same year as per UNESCO science report.
- It has been observed over the years that a lot of questions are raised on the standards of academic research in India. As per the Scimago Journal & Country Rank, H index, which is an author-level metric that attempts to measure both the productivity and citation impact of the publications of a scientist or scholar; while USA recorded an H Index of 1783, India recorded 426 for 2015.. Hence there is significant shortfall of quantity and quality research being conducted at the universities in India.
- Government funding in research through Department of Science and Technology (DST) etc. is available mostly to public universities in India. Very few private universities in India have been able to attract government funding for research. Some of the top universities in USA are private and majority of their research funding is from the government. MIT and Harvard University attracted close to $800 Mn in 2016, of which more than 60% of research funds of MIT and 74% for Harvard came from Federal Grants, which is not currently a significant source of funds for private universities in India.

Possible Solutions

The following are some solutions to improve quality, quantity and research funding in India:

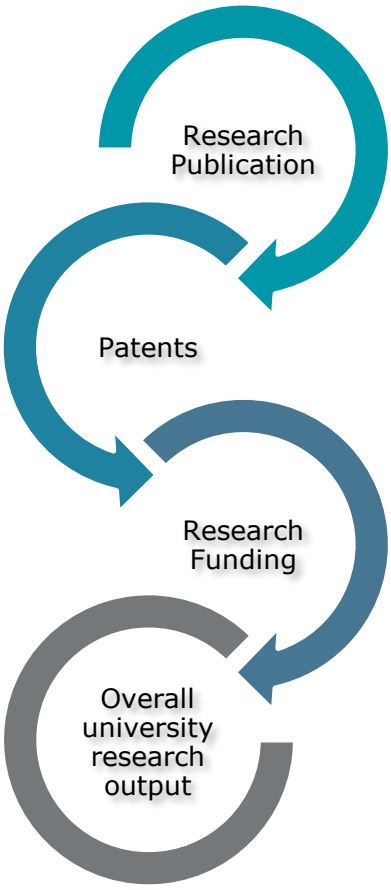


Research funding: it has been observed that most central and state government research funding agencies provide minimal support to private universities. India is at the cusp of building 10 private

world class institutes in the country. In the coming times, research funding parameters will have to be realigned to support these existing and upcoming world class private institutes become globally competitive.

Secondly at an institution level, research funding agencies spend less money for "overhead charges" in global comparison. Overhead Charges are indirect expenses which not readily allocable to any single research project, but which represent the University's costs for carrying out research such equipment cost, training cost etc. At present DST allows a maximum of 20-25%, however in other countries researchers can apply for overhead charges equal or greater than 100% of research project cost. Therefore Indian research funding agencies which are serious about improving the quality of research need to be flexible in providing overhead cost from project funds.

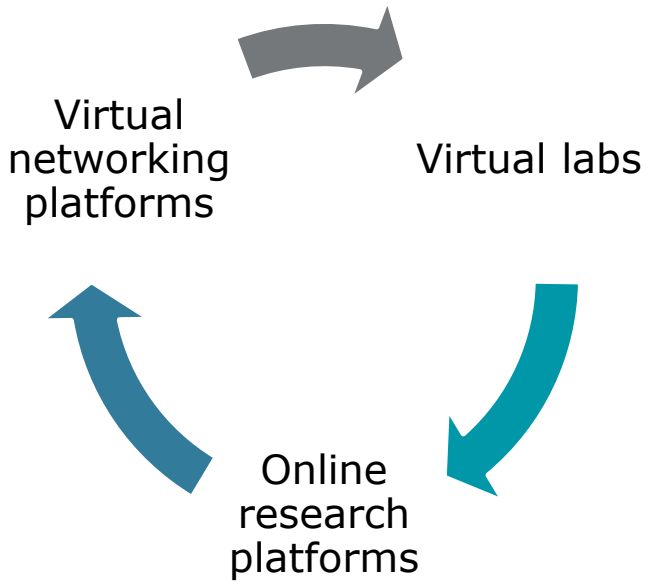
Incentivizing research performance: Typically a faculty at IIT goes through two rounds of promotions—from assistant professor to associate professor and then to professor. One of the criteria that the selection committee looks at during the time of promotion is the candidate's research record. However a faculty becomes a professor by about 40-45 years and post that university provides little incentives to researchers for conducting research. This is observed to the norm across others institutions as well. Therefore universities must work towards building incentivise mechanisms for individuals for better research performance like offering one-time bonuses to high-performing research faculty on top of base salaries; Providing supplemental funds for research expenses and non-monetary incentives like support personnel, travel, equipment etc. or offering Faculty Research Recognition Award Program.



Building Monitoring frameworks: Monitoring is important to ensure quantity and quality of research and to give recognition to the researchers for creating impact. Periodic monitoring of research on 4 quadrants illustrated in the diagram on the right, is important from the perspective of global rankings. Monitoring of research publication can be done on a couple of factors like total number of publications at a university, total number of publications per faculty, number of publications in international journals, total number of books written, impact factor per paper etc.

- Periodic monitoring of research patents can be number of patents applied for internationally and in India, number of patents received internationally and in India.
- Periodic monitoring of research funding may be conducted on amount of research grant received per faculty, total amount of international research grant received per faculty, number of research projects per faculty, number of active research projects per faculty etc.
- Overall university research output may be evaluated on the number of research centres in the university, number of laboratories, total number of PhD's in a year, number of conferences and seminars in a year etc.

Support in proposal preparation: At one end there is expertise required to build good research proposal, while on the other hand there is significant opportunity cost of time in preparing a research project proposal. There is severe shortage of good faculty at universities. Keeping in mind there is also a shortage of people to conduct good research, if a faculty spends significant time on building research proposal for the university or funding agency then that time is an opportunity cost towards executing research projects. If universities builds professional team to support faculties in building research proposal, that would save significant amount of time which may be used for conducting quality research. Harvard University has FAS research administrative services department for providing support in funding opportunity identification, grantsmanship advice, programming and resource support.



New age technology: Globally, researchers are using new age technologies like simulation methods and virtual reality technology to build a virtual experiment environments. Indian Universities need to catch up with cutting edge technology and methods used in world class universities to improve their research performance as illustrated in diagram.

Going forward, top universities are building a single platform for researchers for resources and tools critical to research like big data software's along with web-based information and networking portals without having any physical constraints of access.

Globally competitive universities are building virtual platforms for universities, students, research centres, and industry and government entities from across the globe to connect and increase the pace of information sharing between researchers and potential users; and also serve as a global repository of research.

3. Global Collaborations: A Strategic means to better Quality and Ranking for our Universities

Using collaborations as a strategy to improve quality and rankings

In 2015, Nanyang Technological University (NTU) was recognized by the Times Higher Education ranking framework as the World's Fastest-Rising young University – an institute which was setup only in 1981[10] with a charter to train three-quarters of Singapore's Engineers and a student population of 582 in Year 1 of operations. Today it is ranked 11th in the world and 1st in Asia (QS Rankings) with over 33,000 students being taught on campus. This push to remake NTU into a world-class research and teaching institution started through a slew of initiatives which also included in its core, a continued international character[11] through attracting some of the best faculty and researchers from around the world as well as continued collaborations with some of the best universities of the world as well as corporates and other key organisations across multiple domains.

Some of the key learnings from NTU's journey can perhaps be taken into the Indian Higher Education (HE) context where we face severe quality issues which is compounded by a clear lack of resources. India has about 750+ universities today along with more than 50,000 colleges and standalone institutions and these numbers are set to increase based on the Government's targets for enrolments. However, none of our institutes figure in the Top 200 ranked institutes in the world (across ranking frameworks such as THE, QS etc.) and it is therefore critical to understand and address the issue of quality amongst our institutes.

[10] Institute was setup after taking over from the Nanyang University campus established in 1956

[11] NTU Academic Highlights - http://www.ntu.edu.sg/AboutNTU/pages/academichighlights.aspx

Another major impact of this is that about 2 lakh Indian students, some of our best and brightest, apply for the Master's and PhD programs at some of the best institutes globally and in most cases are unlikely to return back to the country. It is a known phenomenon to which we lose most of our IIT graduates too. According to an Indian Institute of Management, Bangalore (IIM-B) report – "An important reason for many Indians choosing to study abroad is the lack of good institutions in India and growing competition for limited seats amongst the existing institutes."

Perhaps, what is good for students is good for the Indian Institutes too – by looking towards ways in which to partner and work with some of the best universities in the world and learn from their best practices, embrace a globalized culture and outlook within our campuses, collaborate to participate in cutting edge research being conducted across the globe and reverse this trend by tapping the knowledge base available with the top institutes and bringing it to our country.

Collaborations can thus be used as a tool by our institutes to not only provide a better quality holistic academic and research experience to its students but also in parallel achieve global rankings to compete internationally by thinking and working in a strategic manner with universities, research organisations, think tanks and other bodies recognized as leaders in their respective areas.

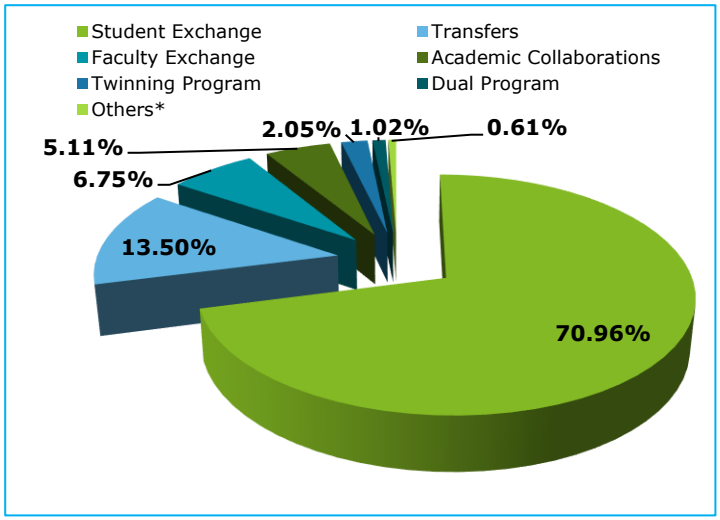
However in order to build such partnerships and move towards building an international character, institutes will need to invest in dedicated teams and support structures which will pursue universities and organisations from around the world through focused efforts. Today universities from around the world are looking at India and China for the next wave of development and this needs to be encashed upon not just for academic pursuits but also a wider cultural exchange which will help build lasting relationships.

International partnerships between universities are beneficial to all, from the staff and students to the university as an entity. Universities across the world are already seeking to make the most of the possibilities this presents by forming global partnerships and fostering relationships with other institutions.[12]

[12] QS Blogs – "Why are International Collaborations so important for Universities"

Understanding the current areas and types of collaborations

University partnerships provide a huge amount of opportunities for students and staff alike. Along with research opportunities and cultural awareness, institutions today offer international experiences including study abroad programmes and staff exchanges. In terms of teaching, benefits include curriculum development and degrees formed in collaboration with partner institutions. Academic collaboration programs between the foreign universities and Indian institutions and organizations are aimed at meeting the rapidly growing Indian educational needs by leveraging mutual capabilities. A part of the core mission of all educational institutions is to prepare their students to compete in the global economy. These collaboration programs contribute to that goal by giving students and faculty member's international experience and global perspectives.[13]



However a key point to note is that, currently in India, most of the collaborations with foreign universities are primarily for academic programs alone. A Deloitte analysis of the key collaborations in the last few years reveals that majority of them (more than 70%) are in the area of student exchange program for academic purposes, followed by transfers, faculty exchanges and other academic collaborations.

Many Indian institutes in the recent years have started offering joint or dual degree programs, where Indian institutes supplement their existing curricula with the additional curricula of foreign universities, as well as twinning or transfer programs where there is mutual recognition for the credits earned by the student in one university to the other and thus students who pursue first part of the program in India and second part with the foreign University.

A key point to note here is with regards to the change in regulations for recognition of such twinning programs as universities seeking twinning programmes with foreign academic institutes now need top accreditation grades and approvals from regulatory agencies. The University Grants Commission (UGC) recently issued regulations on the collaborations, although the All-India Council for Technical Education (AICTE) had in place provisions for such tie-ups. Through these collaborations universities aim to increase synergy between Indian and foreign academic institutions, improve their curriculum, delivery of knowledge and educational content.

One important aspect is wherever such collaboration is done, a student has to spend at least one semester in a foreign institute in case of two-year (four-semester) programme or one year (two semesters) in case of a four-year (eight-semester) programme. In case a twinning programme's approval is withdrawn or a visa is not granted for a semester/s abroad, the student can be absorbed in the regular curriculum in the Indian university and get an Indian degree. The institution in such cases will have to return part of fees from students for the foreign university. Indian institutes will thus have to tread carefully at the point of designing such programs and thereafter getting the requisite approvals.

However, moving forward, Indian institutes also need to look at increasing collaborations with top universities for conducting research – an area where the ecosystem as well as individual institutes need strengthening. And there are increasingly higher number of such opportunities being made available, for e.g. to support collaborative research in India and Cambridge, the University has

[13] Indus Foundation report – Collaborations with Foreign Universities

established five 5-year fixed-term early career lectureships, co-funded by the University of Cambridge and the Government of India Department of Biotechnology (DBT)[14].

Around one in five of the world's scientific papers are co-authored internationally. As a result of the expansion of communication methods and the ease of international travel, academics and researchers are finding it easier than ever before to collaborate with their foreign counterparts, making the exchange of academic ideas much simpler to organise. Such partnerships have contributed endlessly to academic and scientific progress. Researchers at the University of Edinburgh, for example, worked with teams from Harvard University, Johns Hopkins University, Peking University and the Nossal Institute for Global Health at the University of Melbourne. Through their research into infant mortality in China, they've mapped out this issue's leading causes and predicted what may occur in future – discoveries that could easily save lives[15].

How can Indian institutes move towards building more relevant foreign collaborations

To successfully build such collaborations and partnerships institutes in India will have to look at it in a holistic manner in terms of both identifying and targeting key universities and other organisations as well as build internal capabilities and make dedicated efforts. It is however going to be a laborious process requiring significant investment in senior management time, bandwidth as well as costs.

Developing successful partnerships take time, from understanding the culture and goals of each other's institutions, to ensuring compatibility in terms of ethics and standards, it can take a lot of effort to forge a strong connection. This is before institutes even consider how collaborations might, over time, be impacted by changes affecting individual universities (such as staffing and funding), or changes affecting countries (such as alterations to law and government). In this light, it's important to make sure that any partnerships that universities forge can adapt and survive in changing circumstances.

A recent study conducted revealed that international collaborations were largely initiated on the basis of positive impressions, observed from a distance – thus most often Universities and faculty are likely to partner based on positive news cycle which may get generated about institutes in a particular country or venue specific institute and hence institutes may want to invest in creating that brand amongst the target institutes. Further, for successful collaborations at the faculty level, instead of professional recommendations provided by peers, personal links or one on one meetings play a significant part in creating and building partnerships. The study concluded that communication and personal links both on an academic and administrative level were crucial factors in 94.6% of successful partnerships. At the institute level, the more similar study programmes and shared goals were and the more positive experience each institution had with each other, the better the chances for a long-lasting and successful collaboration or partnership. Finally, similar goals for the future were important in successful partnerships[16].

The best way, perhaps to form these partnerships often stems from taking a personal approach. Faculty and researchers at the Indian institutes must be entrusted with tasks to communicate and engage with their peers in the foreign universities and should be incentivised for the same. One study by Uwe Brandenburg, Philipp Höllermann; Daphne Lipp highlights staff working relationships as the optimal means of forming connections, through meetings, exchanges and academic events. Indeed, it was found that the relationship development only became more pragmatic once the initial connection had been formed – although good communication was still vital for success.

To compete successfully in the knowledge-based economy of the 21st century, India needs enough colleges and universities that not only produce bright graduates for serving the global markets but

[14] Cambridge – India Collaborations: www.cambridge-india.org/research-collaborations

[15] QS Blogs – "Why are International Collaborations so important for Universities"

[16] Success Factors in International University Cooperation (2009) by Uwe Brandenburg; Philipp Höllermann; Daphne Lipp

can also support sophisticated research in a number of scientific and scholarly fields and produce at least some of the knowledge and technology needed for an expanding economy. Looking to collaborate and thus acquire the knowledge base from around the world can play a critical role in this endeavour.

4. University and Student Financing Models to achieve Self-Sustainability

Background

India is one of the fastest growing large economy in the world today with the added advantage of a favorable youth centric demography. 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 18% 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[17]. In 2012, India's 487 million workforce in the age group of 15-59 is expected to reach 653 million by 2031[18]. 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.

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 has introduced new initiatives in the sphere of higher education such as – Academic reforms under Rashtriya Uchchattar Shiksha Abhiyan (RUSA) in 2013, National Institutional Ranking Frameworks (NIRF) in 2016 and Guidelines to establish Institute of Eminence in 2017. In the context of globalized world, the university's goals, resources and capabilities need to be aligned with these initiatives for leveraging potential benefits in terms of – access, quality and global reputation.

Today, India with a population of 1.3 billion people is at the cusp of a transformation in the higher education sector with significant growth being observed in the number of institutions and enrollments in its Higher Education system. India has the second largest Higher Education system in the world in terms of absolute enrolments, after China. In 2015-2016, there were 799 universities; 39,071 colleges; and 11,923 standalone institutions in the country[19]. Despite reasonable growth of higher education institutions in India, the country can boast of only a handful of institutes that can be rated amongst the leading colleges and universities in the world.

Higher Education in the country is confronted with critical challenges relating to access, affordability, and quality. Costs of provision of higher education are growing rapidly due to the high costs of attracting and retaining good quality faculty, providing high quality teaching & learning resources, technology & physical infrastructure and service requirements. On the other hand, the universities with an obligation to be a provider of accessible and affordable teaching, research and services to all sections of society - cannot lay this burden solely on student fees. Additionally, public funding of higher education is also limited due to competing priorities of governments. Therefore, there is a need to mobilize resources through diverse sources. In line with this emerging need, the following section outlines the university and student financing options for promoting practices of self-sustainability.

University Financing Options

Generally in India, the University financing is mainly dependent on the central/ state government, grants or endowments from not for profit organizations – to meet their financial requirements.

[17] Census 2011

[18] Ibid

[19] CII-Deloitte AISHE Report 2015-16

Universities possess limited avenues to attract alternate resources for managing the recurring[20] as well as non-recurring[21] expenditures. Therefore, the future of financing higher education cannot be merely an extension of the present but would be shaped by new realties such as – a. Massive growth in enrolments b. New mechanism of cost sharing c. Appearance of new cross-border suppliers d. Emergence of different types of public and private higher education providers e. Online and distance education f. Significant investments in facilities, technologies to cater to the needs & aspirations of the current generation of students. The following section outlines the mechanisms that could be explored for strengthening the University's financial profile.

Mechanisms to meet Recurring Expenditures

1. **Student Centric Tuition Fees:** Over the years universities have realized that generation of resources through tuition fee has its own limitations. Therefore, universities may classify the students based on capacity to pay fee viz payment category and merit category. Also, universities could propose to provide auxiliary services like - internet and intra net facilities, organizing bridge courses and other facilities to the students on demand.

2. **External Research Funding Agencies:** The universities may consider to constitute an Internal Research Support Cell to provide requisite support to its faculty/ doctoral depending on nature & research focus of concerned funding agencies. Universities could explore mobilisation of financial resources through various Government funding agencies such as – University Grant Commission (UGC), Department of Science and Technology (DST), Council of Scientific and Industrial Research (CSIR), Indian Council of Medical Research (ICMR), Indian Council of Social Science Research (ICSSR), Indian Council of Agricultural Research (ICAR), National Innovation Foundation (NIF), Environment Management and Policy Research Institute (EMPRI), Indian Space Research Organisation (ISRO), National Bank For Agriculture & Rural Development (NABARD), Central Ministries such as Ministry of Environment & Forest (MoEF), Ministry of Minority Affairs (MMA) etc. Universities may also associate with private research oriented organizations for mobilizing funds for research activities.

3. **Consultancy Fees:** The Universities may constitute an Industry Partnership Cell to manage, coordinate and streamline the industry linkages on regular basis. Then, the domain knowledge of faculty members supported by students leveraging existing university infrastructure - could be utilised for providing fee based consultancy services to industry. Also, an incentive policy could also be formulated to encourage faculty members and students to connect with industry and provide consulting services.

[20] Recurring expenditures include the day to day operating expenses of the university primarily covering salary and general administration activity expenditures.

[21] Non-recurring expenditures include the one time set-up cost for the institution primarily covering building infrastructures, laboratory/ research centre set-up cost and other minor civil work expenditures.

4. **Distance Education and Correspondence Course fee:** The correspondence mode of education increases access of higher education and with Massive Open Online Courses (MOOCs), the outreach can be increased. Therefore, a revenue sharing model could be designed for all distance education programmes where - for e.g. Indira Gandhi National Open University (IGNOU) can provide the academic inputs, reading material and conduct examinations while University could be involved in marketing of the programs.

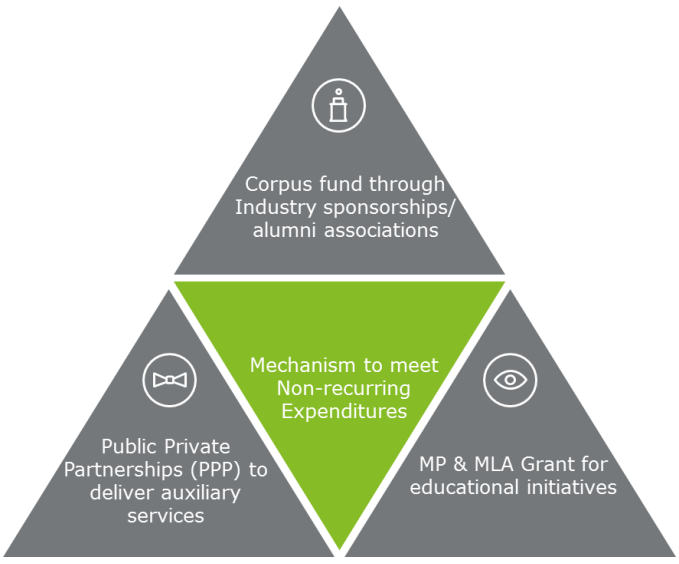
5. **Executive Education and Extension Course fees from Individuals, Corporate Companies and Public Sector Units (PSU):** A proactive approach is required to identify the continuing learning requirements of corporate and government sectors entities and develop structured programme offerings. Therefore, Universities may plan to utilize the existing academic facilities to take up executive education courses. Universities could also devise such programs during vacation period where subjects with great demand for executive education such as - communication, interpersonal relationships, accounting, computer applications, quantitative techniques and economics etc. could be considered.

6. **Attracting Foreign Students:** Students from Middle East, Africa and South & East Asian countries currently account for a large portion of foreign students coming to India for higher education willing to pay fees higher than that charged from domestic students. Hence, Universities could design courses of their interest and attract students from respective geographies. Universities could also establish a centre to support and deal with the issues faced by potential and existing foreign students to facilitate selection of course, admissions and ongoing support for enrolled students. A good informative website would be the first step to act as a gateway to attract foreign students. This will help foreign students to access the relevant information in quick time and support their admission decisions.

7. **Income from Publication Activities:** Universities could leverage on their publication capacities and explore commercial opportunities through publication of text books, monographs, eminence papers and other books.

Mechanism to meet Non-recurring Expenditures

1. **Corpus fund through Industry sponsorships/ alumni associations:** Universities may involve industry, alumni or leading trusts to meet capital expenditure requirements for establishing new schools, departments and centre of excellence. Therefore, a corpus fund could be created in line with CSR provisions of the Companies Act 2013. Universities could come out with project ideas to explore the potential opportunity of CSR contributions and set-up CSR-University Coordination Cell. The project ideas may cover areas of – industry sponsored centre of excellence, research laboratories, incubation units etc. Universities may activate alumni associations by holding suitable meetings, conventions and create a culture of giving back to school. With access to various social networking sites better networking opportunities would be explored through means of Face book, LinkedIn, Yahoo etc. groups.



2. **Public Private Partnership (PPP) to deliver auxiliary services:** Universities may encourage private players to work with institutions, provide options for leveraging existing

academic infrastructure and deliver auxiliary services. The auxiliary services may cover – hostel, mess facilities, laundry services etc. In this way, Universities may jointly share the risks, rewards, investments and responsibility associated with the services provided by private partners.

3. **MP & MLA Grant for educational initiatives:** Each Member of Parliament (MP) is entitled for a grant of Rs. 5 crore per year from the central government - to develop the local area under Member of Parliament Local Area Development (MPLAD) scheme. Similarly, Members of Legislative Assembly (MLA) are also having flexibility for using the constituency development funds. Universities could explore such opportunities with respective MPs and MLAs (within given vicinity) with projects proposals and request them for granting respective fund for the education initiatives.

Student Financing Options

Globally, responsibility of bearing the cost of higher education has shifted from the government (or taxpayer) to the students. The limitations of public finance make charging of tuition fees inevitable. Therefore, this has to be accompanied with the introduction of mechanisms, schemes or programs that are designed to be - both need and merit based. Despite the rising cost of higher education taking it beyond the reach of a large section of Indian society, there could be few initiatives that can make higher education accessible to the majority.

1. **External Fellowships & Scholarships:** The Universities may open the participation of outside agencies such as trusts, companies and individuals to meet financial support requirements of students in form of philanthropy, sponsored meritorious awards and scholarships. A separate corpus fund could be created to facilitate receipt of such funds providing additional oversight and transparency on fund usage to the donors. Student Financial Service cell could be constituted - to explore opportunity of CSR/ philanthropic contributions, devise sponsorship ideas and engage with outside agency.

2. **Government funded Scholarships:** There are a variety of scholarships – merit-cum-means based, need-based, student-specific and career-specific scholarships offered by different ministries of Government of India directly to students to fund their education. The fellowship/ scholarships are generally offered to meritorious candidates by UGC-MHRD, UGC-Department of Higher Education (GoI), Ministry of Social Welfare, Ministry of Tribal Affairs, Ministry of Minority Affairs etc. Student Financial Service cell could facilitate the information dissemination and provide necessary application support to the eligible candidates to avail these scholarships.

3. **Research & Teaching Assistantship:** The Universities could explore options to offer student employment (limited to stipulate hours per week as decided by academic departments within schools and regulated by the Academic Council/ Board of Studies – globally it varies between 8-12 hours per week). This could be part of his or her training and education, keeping academic/ research engagement of student into consideration. In exchange of teaching or research services performed by student – the Institution may provide stipend which can help to meet expenses towards tuition fee or living expenses or other expenses as suitable in the context. In addition to this, Universities could also provide opportunities to work as student ambassadors - in Institution's outreach campaigns, counselling and mentoring of prospective students during admissions.

4. **Student Loans/ Revolving funds:** Loans advanced through banks and education loan financing agencies may be made available directly to students to cover student's financial need. Student Financial Services cell could facilitate the tie-ups and partner with suitable financial agencies. It will also help and guide students through the process of applying for and receiving a variety of loan options as per the need of the candidate. In addition to this, a possibility for revolving fund could be explored where Indian students with consistently high academic records can avail interest free loan.

5. **University's Fellowships & Scholarships:** Over a period of time, Universities should aspire to build corpus funds from a variety of sources such as endowment, general revenues, annual budgetary allocations, gifts from alumni specifically to fund scholarships. These grants will be awarded on the basis of financial need. The Financial Aid unit of the University will be responsible for meeting the funding gap remaining after exploring other possible options. A careful review of the individual financial status of the applicant and his/her family, the Universities will confer fellowships covering any remaining tuition payment and living expenses. In principle, Universities may aspire to meet the financial need of the students through this component - only after assessing the share of contribution coming from other sources.

PART II - India and State Profiles in Higher Education

India: Key statistics and trends in Higher Education

The India's growth story over the last two decades is mainly attributed to the impact of the economic policies. However, growth of higher education sector has simultaneously fuelled the economic and social development of the nations. Today, India higher education stands amongst the largest in the world with over 799 universities, 39071 colleges, 11923 stand-alone institutions and an enrolment of 345 lakhs students.

The last fiscal has been an eventful year in the areas of policy, regulatory changes, global recognition, newer market opportunities and technology innovations which will have a lasting impact on the sector. In the higher education space, the draft National Education Policy 2016, seeks to increase the employability, skill development and entrepreneurship amongst the youth in the country which will help India to leverage the demographic dividend. In addition, there have been proposals for regulatory changes including replacing University Grants Commission (UGC) and All India Council for Technical Education (AICTE) with Higher Education Empowerment Regulation Agency (HEERA) and also creating of Higher Education Finance Agency (HEFA) to manage funding disbursement to institutions.

Global Rankings of the Indian Universities has been a concern, where only Indian Institute of Science (IISc) featured ranked 8th in the World's Best Small Universities ranking of the Times Higher Education World University Rankings 2016-17. In the QS World University Rankings IISc was ranked 152nd, and IIT Delhi secured 185th rank.

Higher education has witnessed new economic opportunities with innovation and involvement from the private sector. Post-graduation diploma courses are being offered by Leading Universities like BITS Pilani, IIIT-B through online platforms like upgrad.com, u18.edu among others. In the area of student housing, a new business model of professional management of the student accommodation by private firms has come to fore, which has been a successful model in USA, UK and Australia. Companies like Indecampus, Aarusha homes and Zolo stays are tapping on the shortfalls in the student housing in the large education hubs by providing good accommodation and hostel facilities, thereby reducing the student accommodation burden of the universities. With increase in digitization and penetration of internet, plethora of economic opportunities has opened up for the next generation entrepreneurs.

In this chapter, a statistical analysis of the key aspects of the education sector including the education ecosystem and infrastructure, student enrolment and faculty & staff adequacy are analysed with emphasis on gender and social disparity prevalent in the sector. Subsequently key policy implications of the draft national education policy 2016 are analysed.

Table 1: Key Indicators – India

Indicator	Total	Male	Female
Total Population, Crores[1]	121.1	62.3	58.7
Literacy Rate [1]	74.0%	82.1%	65.5%
2015-16 Projected Pop. in 18-23 age group (Crores)[1] Share to total pop. (%)	14.1 (11.7%)	7.3 (11.7%)	6.8 (11.6%)
Gross Enrollment Ratio [2]	24.5	25.4	23.5

Indicator	Value
India GDP estimated (2015-16) [3]	₹121.55 Lakh Cr
Sex Ratio (2011)[1]	944
HE Expenditure through Cenral Scheme [4]	1137 crores

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16; 3. Ministry of Statistics & Programme Implementation, Government of India, Jan, 2017; 4. RUSA, National Higher Education Mission, Sept 2016-17

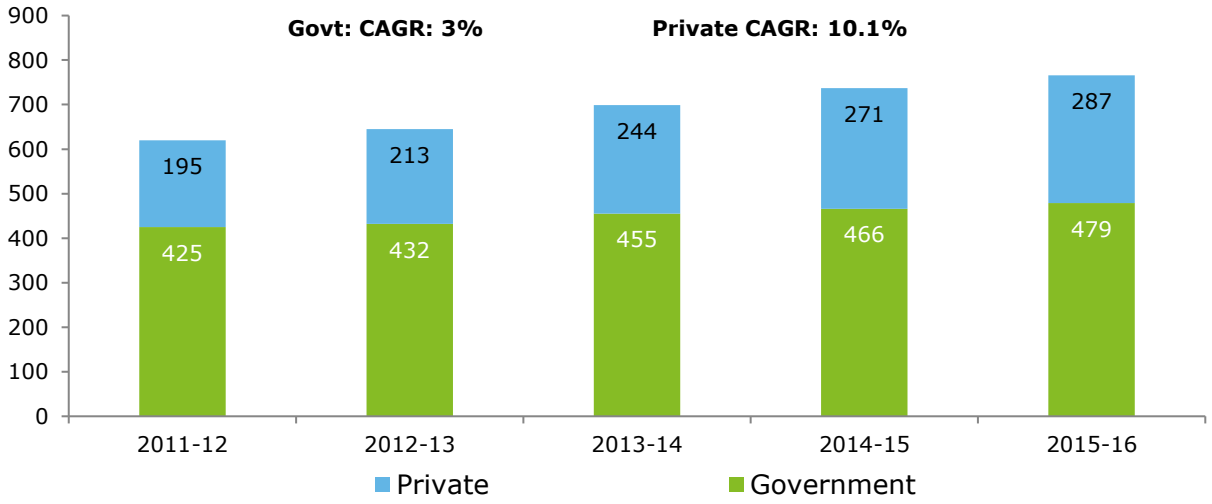
Education Infrastructure

Growth of Universities: The total number of universities in India have gone up from 620 in 2011-12 to 799 in 2015-16, growing at a CAGR of 5.2%.

Table 2 College & Institution Indicators – India (2015-16)

Indicator	Universities	Colleges	Stand Alone
Total No. of colleges/ institutions	799	39,071	11,923
Average enrollment per college/ institution	-	721	169

Figure 1: Growth of Universities from 2011-12 to 2015-16



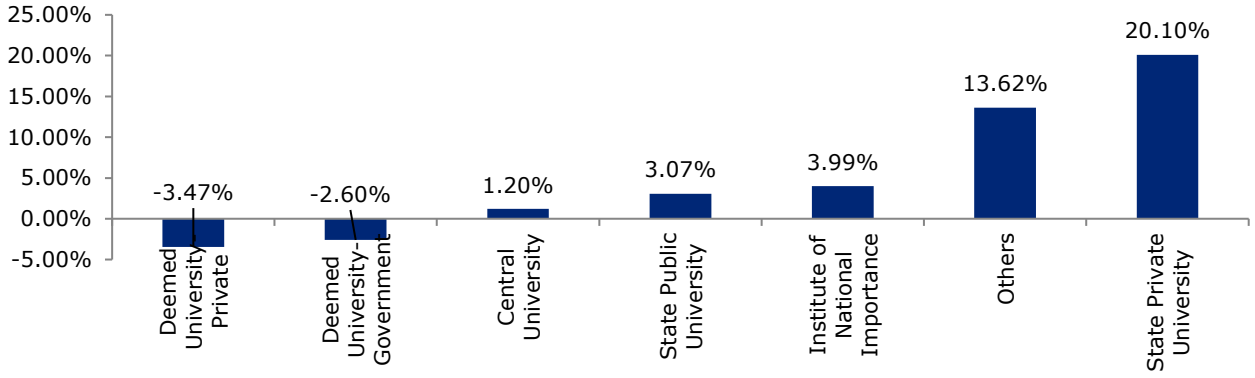
As shown in the figure above, the number of government universities (including central, institutes of national importance, state public, government deemed and a few others) have gone up from 425 in 2011-12 to 479 in 2015-16, growing at a CAGR of 3%. However, the number of private universities (including state private and private deemed) have gone up from 195 in 2011-12 to 287 in 2015-16, growing at a much faster CAGR of 10.1%.

The top five states with the highest number of universities include Rajasthan (70, 8.7% of total in India), Uttar Pradesh (67, 8.3 %), Tamil Nadu (58, 7.2%), Gujarat (57, 7.1%) and Karnataka (52, 6.5%). The break-up of the universities by type indicates variance between the top five states as follows:

- Gujarat has ranked first in India in terms of total number of state public universities with 28 universities accounting 8.5% total state public universities;
- Rajasthan (34, 17.7% of total private universities) ranks number one in terms of total number of private universities, followed by Uttar Pradesh (23, 11.6%) & Gujarat (22, 11.1%)
- Tamil Nadu is ranked number one in terms of number of deemed universities with 28 deemed universities (31% of total deemed universities)

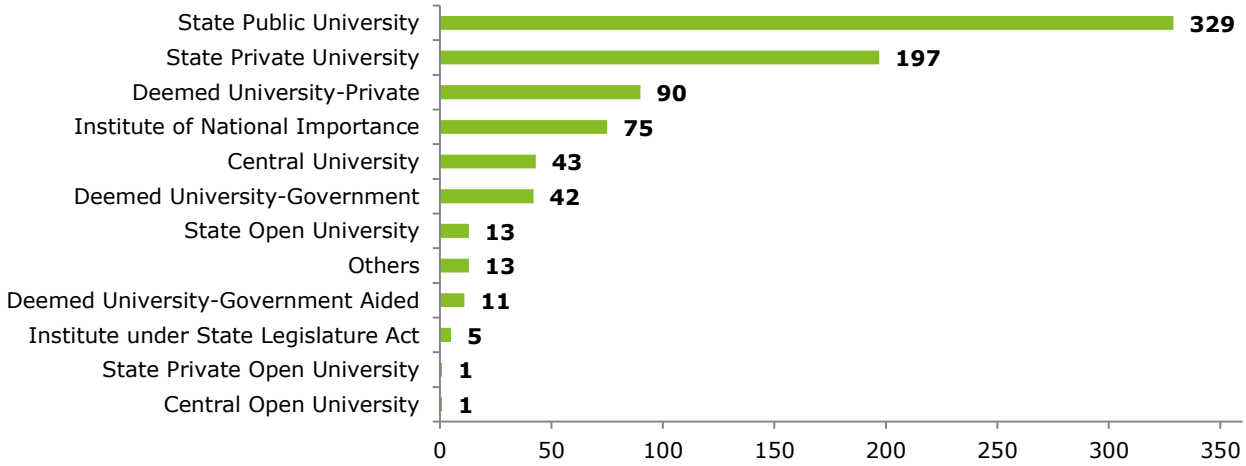
Universities by Type: Figure 2 depicts growth of the individual type of universities. While the number of 'State private universities' have grown from 105 to 197 between 2011-12 and 2015-16 at a CAGR of 17.1%, the number of private and government deemed unversities have declined slightly in number. State public universities have grown more moderately from 286 in 2011-12 to 356 in 2015-16 at a CAGR of 3.5%.

Figure 2: Growth rate of Universities by Type from 2011-12 to 2015-16



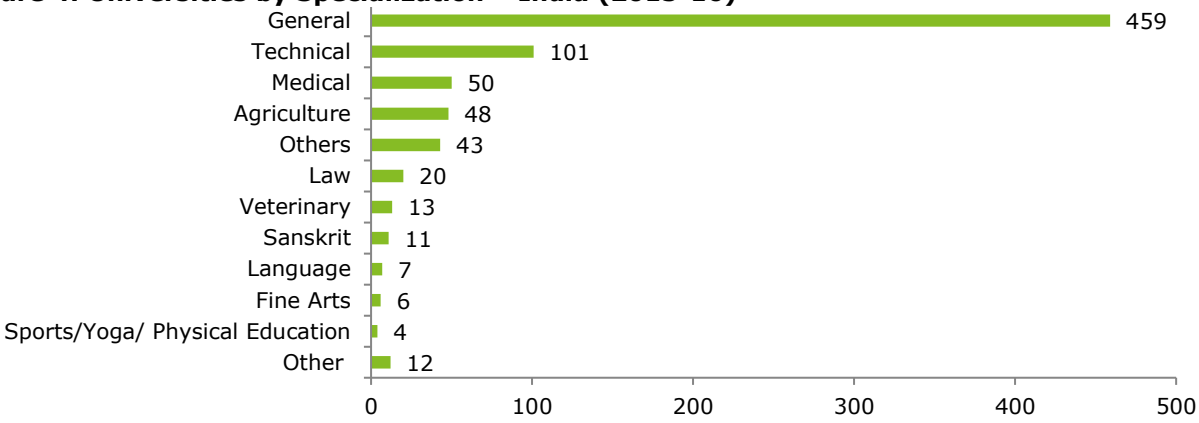
The number of Central University is 43 with addition of Mahatma Gandhi Central University at Bihar and Government aided Deemed Universities have reduced from 38 in 2011-12 to 32 in 2015-16. The break-up of number of universities in India on the basis of type of university is shown in Figure 4. There are a total of 799 universities across the country, with state public universities constituting the highest share (41.2%).

Figure 3: Universities by Type – India (2015-16)



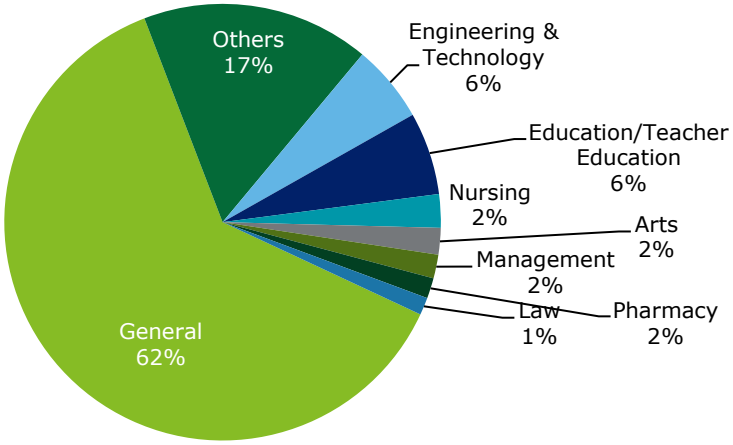
Universities by Specialization: The bar graph Figure 4 reflects the break-up of number of universities in India on the basis of specialization. The country is reported to have 459 general universities (57.4% of total), 101 technical universities (12.6%), 48 agricultural universities (6%), 50 medical universities (6.2%), and 20 law universities (2.5%) with all other universities comprising (6%).

Figure 4: Universities by Specialization – India (2015-16)



In absolute terms, Uttar Pradesh has the highest number of general universities (43) 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.

Figure 5: Colleges by Specialization – India (2015-16)

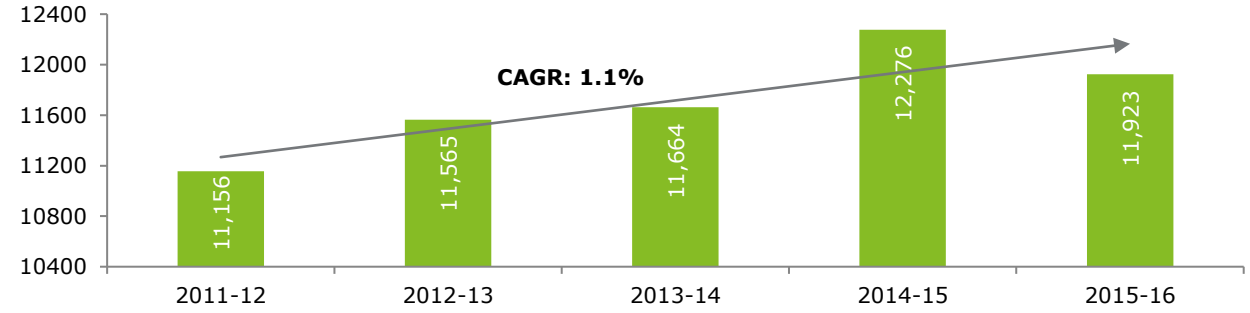


Colleges by Specialization: The pie chart below reflects the break-up of number of colleges in India on the basis of specialization. The division by specialization is available only for 91.2% of all colleges in India, out of which 68.2% are general colleges, followed by Education/ Teacher Education (6.7%), Engineering & Technology (6.3%), Nursing (2.7%), 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.

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 11,156 in

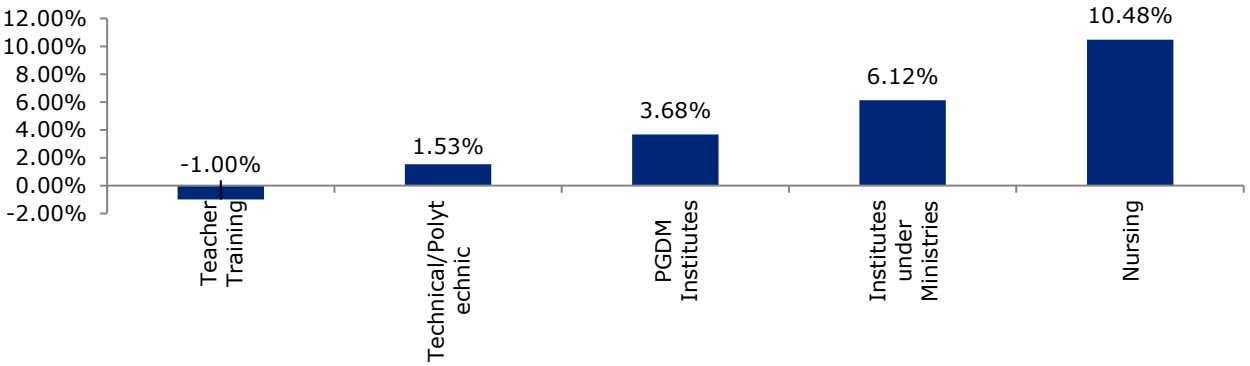
2010-11 to 11,923 in 2015-16 at a moderate CAGR of 1.1% and have an estimated total enrolment of 20.24 lakhs, of which 70% comprises of males and 30% by females.

Figure 6: Growth of Stand Alone Institutions from 2011-12 to 2015-16



The graph in **Figure 7** shows growth of each type of stand alone institute between 2011-12 and 2015-16. While Nursing institutes have recorded the highest growth rate, growing from from 2,577 in 2011-12 to 3,060 in 2015-16 at a CAGR of 4.3%. 'Institutes under ministries', PGDM Institutes and technical/ polytechnic institutes follow with CAGR of 20.8 %, 7.9% and 4.1% respectively. Teacher training institutes have declined from 4,868 to 4,403 during this period.

Figure 7: Growth Rate of Stand Alone Institutions (by type) between 2011-12 and 2015-16



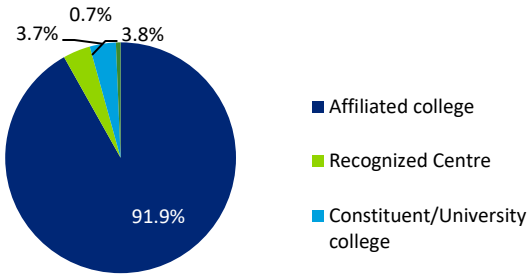
Colleges: India has a total of 39,071 colleges (as of 2015-16) with Uttar Pradesh ranking first (6,491, 16.6% of total colleges), followed by Maharashtra (4351, 11.7%), Karnataka (3555, 9.1%), Rajasthan (3050, 7.8%) and Tamil Nadu (2368, 6.1%).

In terms of Colleges per lakh population, the top 5 states (**Table 3**) account for 25.4% of the total colleges in India. Telangana has 60 per lakh population, whereas Bihar accounts to only 7 colleges per lakh population reflecting in lower accessibility.

Table 3: Colleges per lakh pop – Top 5 Major States/UTs

State	Colleges per lakh pop
Telangana	60
Puduchhery	55
Karnataka	50
Andhra Pradesh	45
Kerala	43

Figure 8: Type of Colleges India



By Management:

The total number of colleges has grown from 34,852 in 2011-12 to 39,071 in 2015-16, at a CAGR of 2.9%. 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 58.3% to 63.7%, the share of government colleges has been declining; from 26.7% to 22.3%. The share of private aided colleges as percentage of the total number of colleges has been gradually declining. The overall share of private colleges (private aided and unaided) accounts to 77.1% .

Figure 9: Share of Colleges by Management from 2011-12 to 2015-16

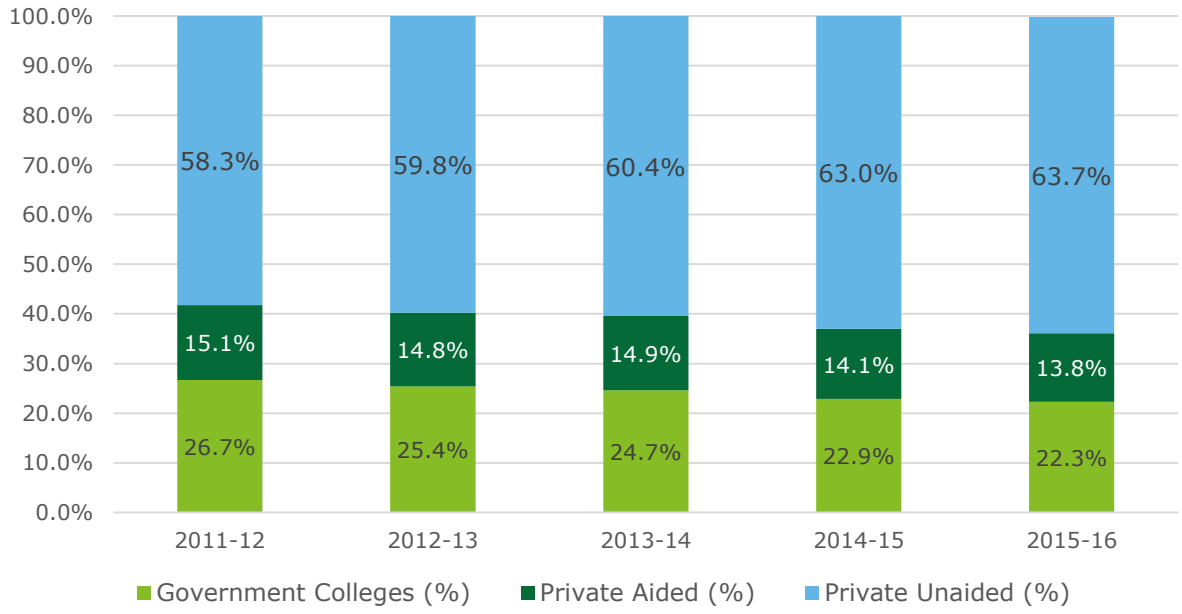


Table 4: Management of Colleges - India (2015-16)

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	63.7%	45.5%	515
Private Aided	13.8%	21.4%	1120

Government	22.4%	32.9%	1062

Source: AISHE 2015-16, Deloitte Analysis

As observed from Table 4, Private Unaided colleges (63.7%) have maximum enrolment (45.5%) 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.

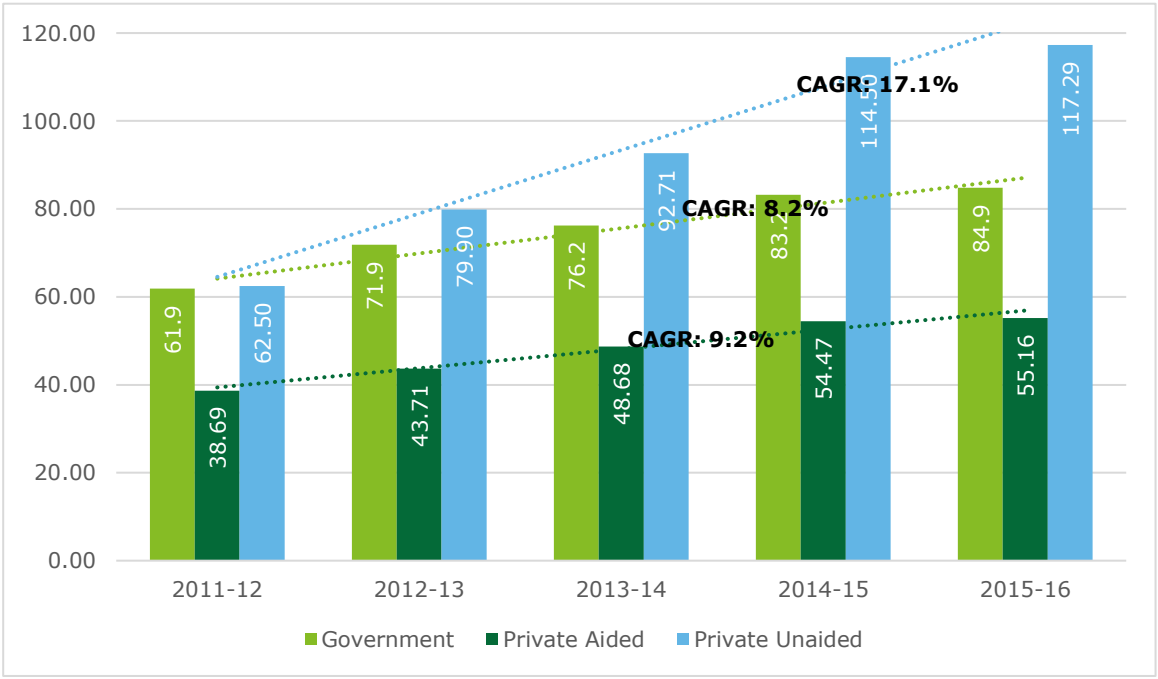
Student Enrolment

Total enrolment of students in higher education institutes in India is around 345.8 lakhs, comprising 54% male and 46% female enrolments. Uttar Pradesh ranked first in terms of enrolment (21% of total enrolment); followed by Maharashtra (10.8%), Tamil Nadu (8.1%), West Bengal (5.9%) and Karnataka (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:

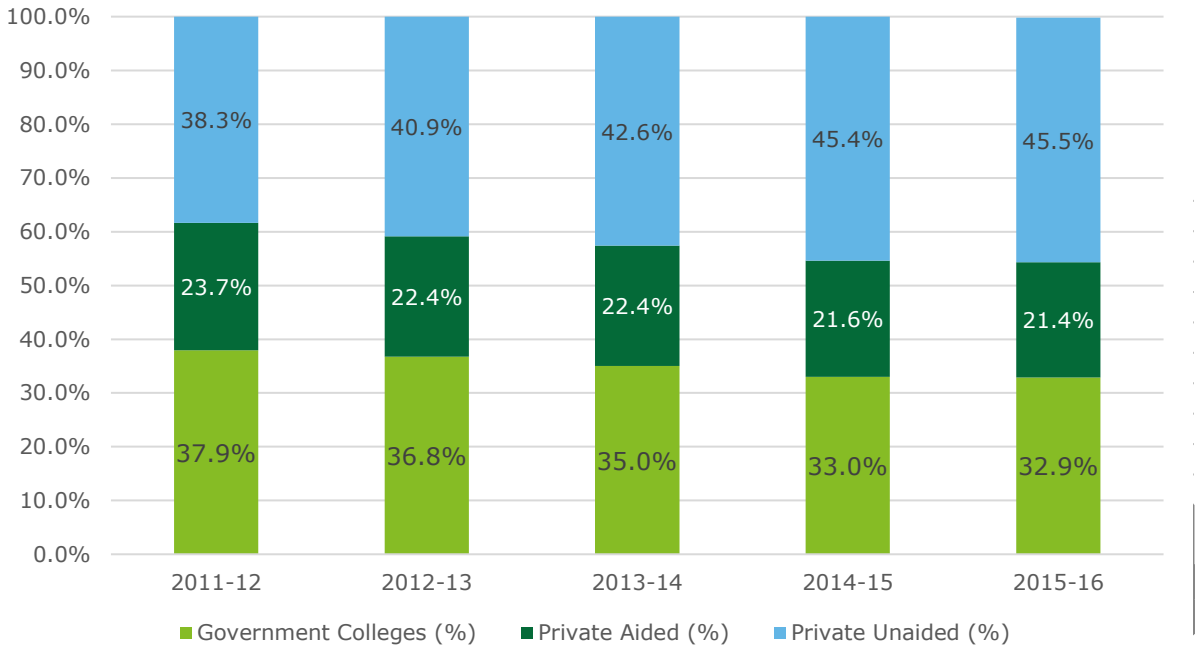
The graphs **Figure 10** depicts the changing trend of enrolments by ownership of colleges. Enrolments in private unaided colleges have gone up to 2 times from 62.5 lakhs in 2011-12 to 117.3 Lakhs in 2014-15 (CAGR of 17.1%). This has far outpaced enrolments in private aided colleges where increase was from 38.7 lakhs in 2011-12 to 55.2 Lakhs in 2015-16 (CAGR of 9.2%). Enrolments in government colleges have also grown at a slightly lower rate from 61.86 lakhs to 84.8 Lakhs in the same period (CAGR of 8.2%).

Figure 10: Growth in enrolment (in Lakhs) by Management of College from 2011-12 to 2015-16



Share of enrolments in private colleges (both private aided and private unaided) has increased from 60% in 2011-12 to 67% in 2015-16 and continues to grow. This can be attributed to the increased number of private unaided colleges in the country in urban and semi urban areas.

Figure 11: Share of enrolment by Management of College from 2011-12 to 2015-16

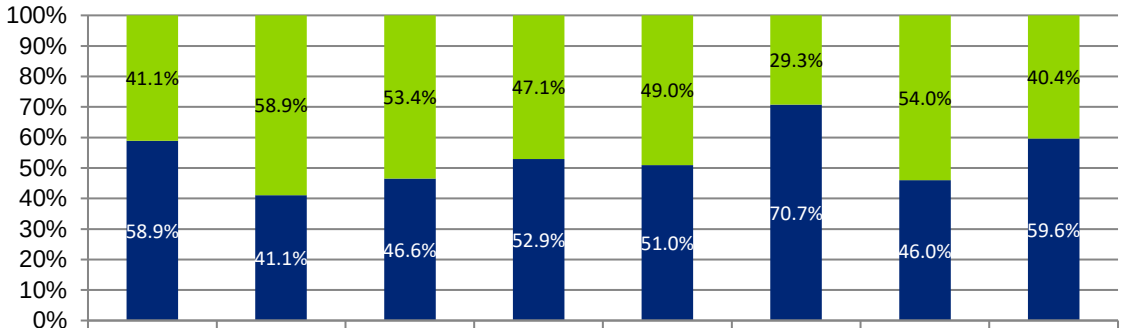


By Level: The Enrolment through all modes (regular and distance) at various levels is 345.8 lakhs in India. As can be inferred from the figure/ table, the highest share of enrolment (79.2%) is at under-graduate level, followed by post-graduate (11.3%) and diploma (7.3%), with all other levels forming < 2%. Female enrolment has been highest in M.Phil. (58.9%), certificate (56%) and post graduate courses (53.6%).

Total enrolment through regular mode in all courses in higher education in the country is around 307 lakh, representing 88.9% of total enrolments in 2015-16. As can be inferred from **Figure 13Figure 13: Total enrolment through regular mode at various levels - India**, the highest share of enrolment (81%) is at under-graduate level, followed by post-graduate (9.1%) and Diploma (8.2%), with all other levels forming < 2%. Female enrolment has been highest in M.Phil. (58.9%), certificate (54%) and post graduate courses (53.4%).

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 only 29.3% of total enrolments in diploma levels. However, there is a reverse phenomenon at M.Phil level, with 58.9% of total enrolments accounting for females.

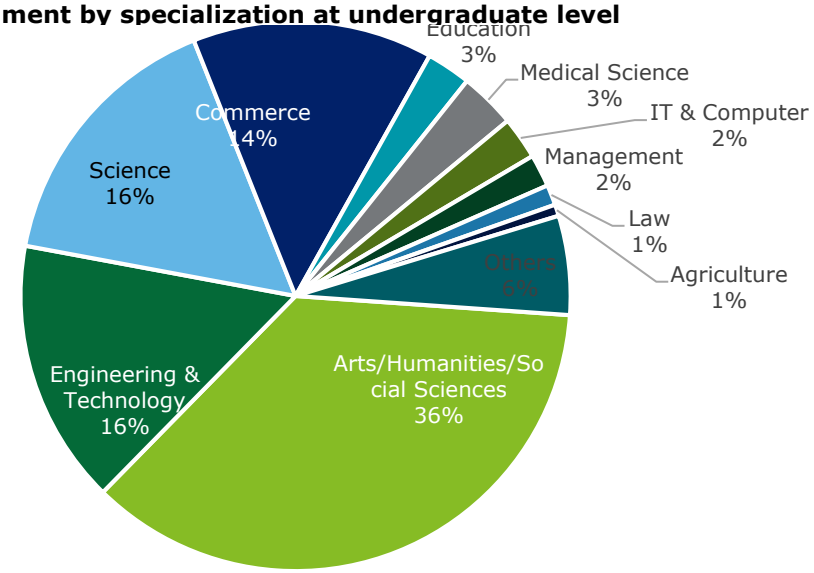
Figure 13: Total enrolment through regular mode at various levels - India



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	51,855	25,050	15,00,877	1,17,31,16	78,915	7,15,772	54,001	62,776
Male	74,460	17,473	13,07,917	1,31,89,89	82,009	17,29,160	45,910	92,645

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 99% of total undergraduate enrolment. As can be inferred from **Figure 14**, Arts/ Humanities/ Social Sciences accounts for the largest share (36% of total enrolment), followed by Engineering & Technology (16%), Science (16%) and Commerce (14%) in the year 2015-16.

Figure 14: Total enrolment by specialization at undergraduate level



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 (17.5%), followed by management courses (15.3%), Science (13%), commerce (10.7%), Indian Language (8.8%), engineering & technology (6.7%), IT & computer (6.2%) and foreign language (4.9%).

For PhD and M.Phil. Programs, highest share of students enrolled in science courses (26.3%), followed by engineering & technology (24.2%), social sciences (12.6%), Indian Language (5.5%), management (5%) and education (2.9%).

Foreign Students: In the year 2015-16, the total number of foreign students is estimated at 45,424 in India with **Karnataka (14,348, 31.5%)** attracting the highest share, followed by Tamil Nadu (5377, 11.8%) and Maharashtra (4649, 10.2%).

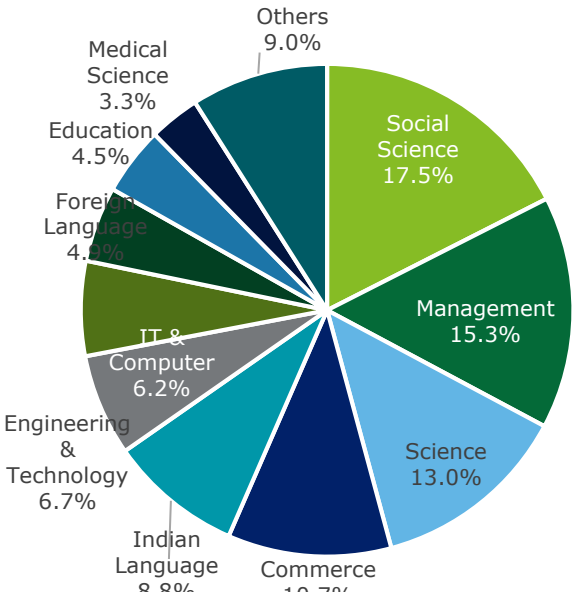


Figure 17: GER for All, SC & ST - India

Figure 16: Enrolment in PhD and MPhil programs

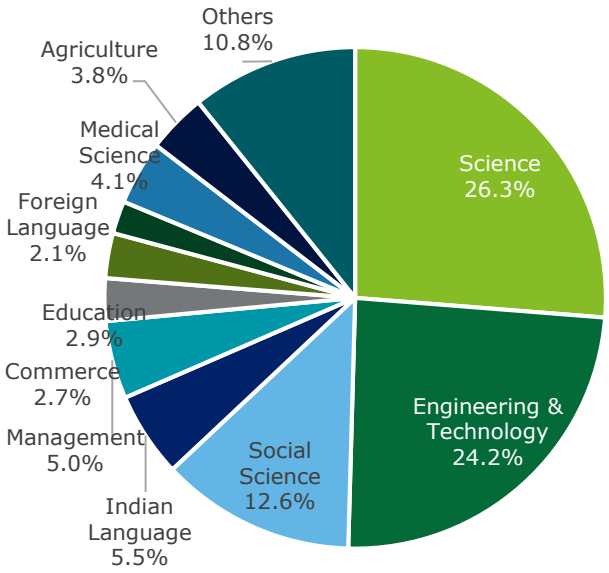
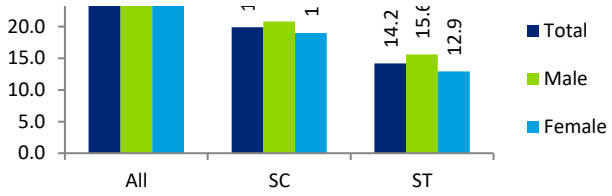


Figure 15: Enrolment in Post Graduate programs



By Gender:

The GER for males (25.4) is higher than GER for females (23.5), resulting in the gender parity index (GPI) of 0.92 in 2015-16. **In terms of overall GER, Chandigarh ranks first (57.6) among all states with highest male (48.4) and female (70.4) GER. Among major states, Tamil Nadu (43.2) ranks the highest among all major states.**

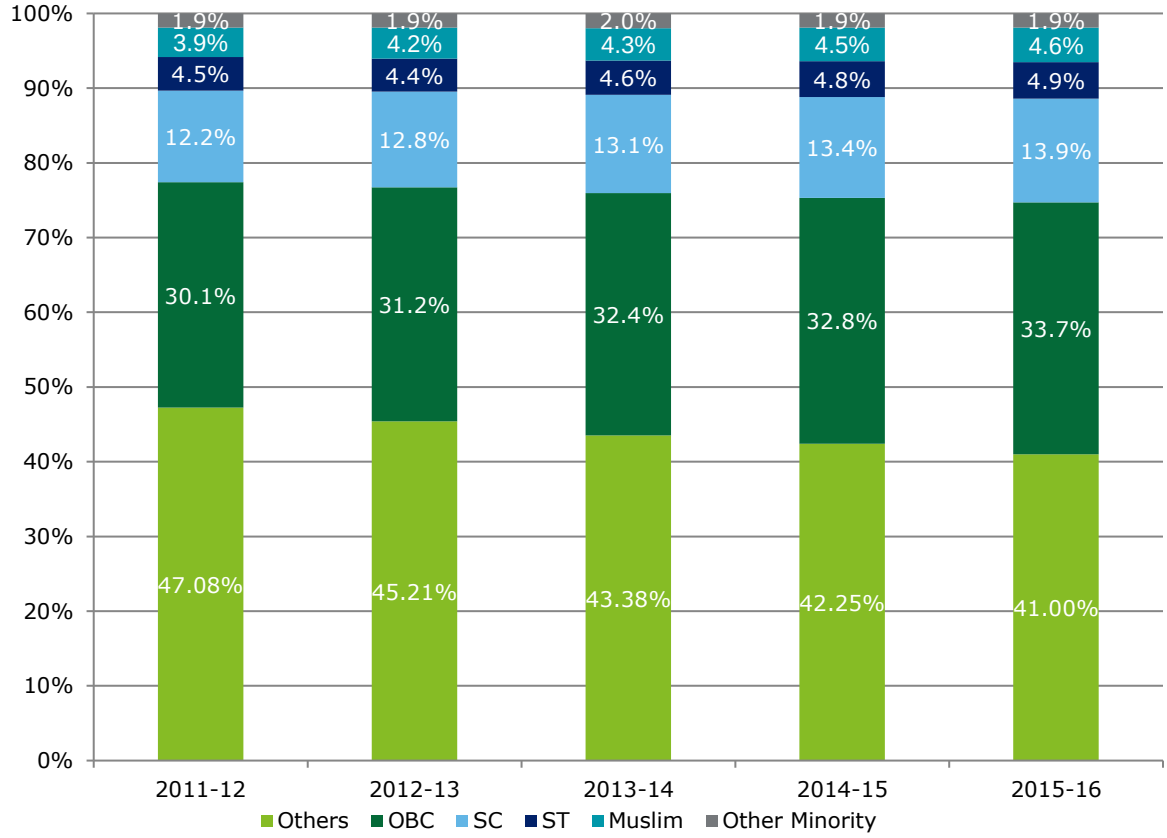
Table 5: GER – Top 5 states/UTs (2015-16)

GER Indicator	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
Total	Chandigarh (57.6)	Delhi (45.4)	Tamil Nadu (44.3)	Puducherry (43.2)	Telangana (36.3)	India (24.5)
Male	Chandigarh	Tamil Nadu	Puducherry	Delhi	Telangana	India

	(48.4)	(46.3)	(44.2)	(43)	(39.3)	(25.4)
Female	Chandigarh (70.4)	Delhi (48.2)	Tamil Nadu (42.4)	Puducherry (42.1)	Himachal Pradesh (35.5)	India (23.5)

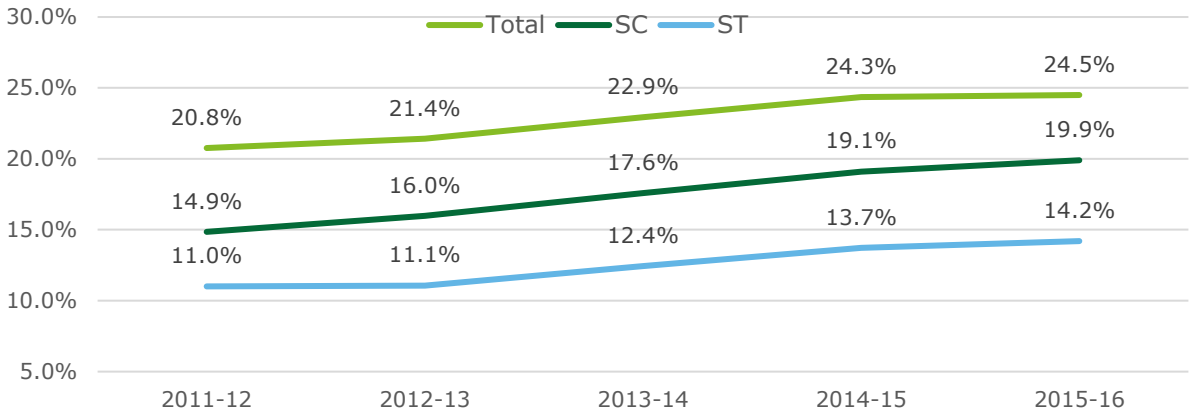
By Social Group: The GER of SCs (19.9) and STs (14.2) is lower than the average national GER of 24.5. Mizoram has the highest GER for SCs (158) and Uttarakhand for STs (38.6). Further, there is disparity within the social groups between male and female GER. The graph below depicts the changing trend of share of enrolments by various social classes. The trend in **Figure 18** 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 has increased from 3.9% to 4.6% while for other minority communities it has remained at 1.9%, during the same period.

Figure 18: Share of Enrolments by Social Group between 2011-12 and 2015-16



About 0.74 Lakh persons with disability enrolled in various courses across India, of which 52% are male and the rest female. Uttar Pradesh had the highest enrolments of people with disability (36%), followed by Maharashtra (6.7%).

Figure 19: GER – By Social Group from 2011-12 to 2015-16

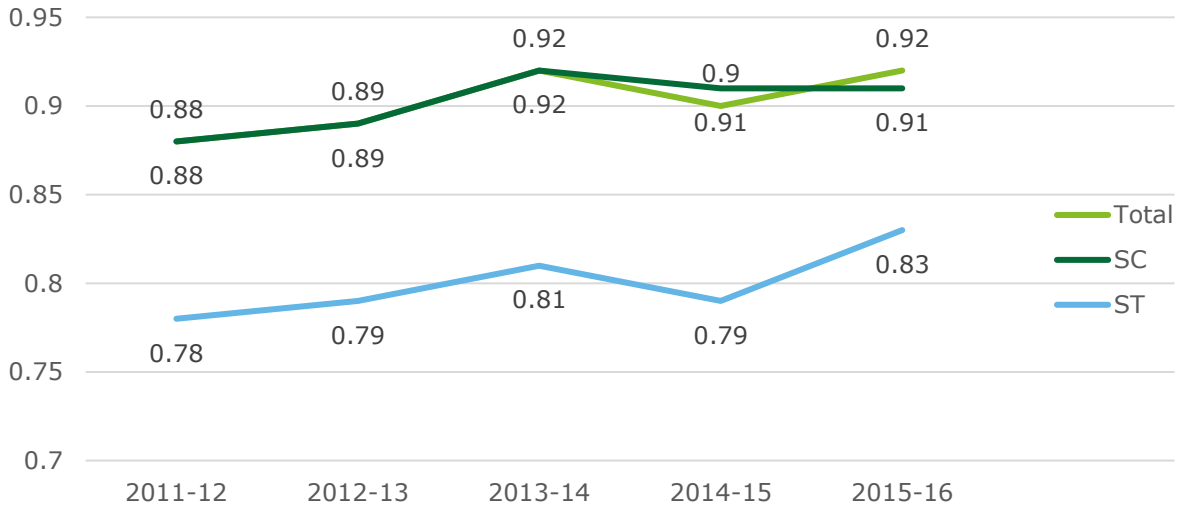


The graph in **Figure 19** depicts the GER for different social groups. The Gross Enrolment Ratio (GER) depicts a gradual increase from 2011-12 and 2015-16 across the social groups.

From the figures above 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 0.83. Kerala has the highest GPI for SCs (1.73) and Lakshadweep the highest GPI for STs (2.16) in the year 2015-16.

Figure 20: Gender Parity Index



Faculty and Staff

Table 6: Key Faculty & Staff Indicators - India

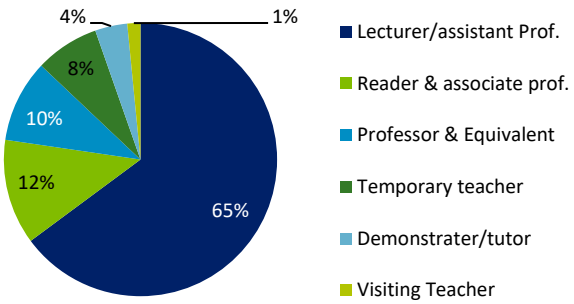
Key Indicators	INDIA
Pupil Teacher Ratio (PTR)	21
Teachers per College	38.8
Non-teaching staff per College	28.8

The PTR of colleges in India is 21. Among major states, Andhra Pradesh, Kerala and Karnataka have the lowest PTR (13), followed by Tamil Nadu 15. Among all states and UTs in India, Puducherry (10) ranks first with the lowest PTR followed by Lakshadweep (13). 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.

The number of teachers per college is 38.8 and non-teaching staff per college is 28.8 in India. Tamil Nadu has the highest absolute number of teaching staff (2.1 lakhs) as well as non-teaching staff (1.41 lakhs). Among major states, Delhi has the highest number of teaching (105) and non-teaching staff (163) per college, followed by Tamil Nadu with 88.3 teaching staff per college and 59.5 Non-teaching staff per college. Among all states and UT's, Chandigarh had the highest, with 129 teachers per college and 263 non-teaching staff per college.

In terms of the post-wise share of teaching staff, Figure 21 provides the break-up in India. In the year 2015-16, **65% of the teaching posts are at level of Lecturer/ Assistant professor**. Around 12% of the staff are Readers & Associate Professors, while 10% are professors & equivalent. Temporary teachers comprise 8% of total teaching staff and 4% is Demonstrator/tutor.

Figure 21: 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 below indicate a deficit in terms of representation in students, faculty and staff in higher educational institutions as compared to their share of population in the state.

The share of student enrolment across all backward groups in India is lesser than their proportionate share in population. OBCs had the highest share of enrolments (33.5%), followed by SCs (13.9%), STs (4.9%), Muslims (4.6%), and other minorities (1.9%) following the trend of respective population shares of each group in the total population.

Table 7: Student, Faculty and Staff - Gender and Social representation - India

Indicator	Male	Female	SC	ST	OBC	Other Minority
Share of Population	51.5%	48.5%	16.6%	8.6%	42.3%	19.9%
Share of Enrolment	53.7%	46.2%	13.9%	4.9%	33.5%	6.5%
Share of teaching staff	60.1%	39%	7.4%	2.1%	25.3%	6.6%
Share of non-teaching staff	70.7%	29.2%	12.8%	3.5%	24.8%	5.9%

Source: Share of population - Census 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2015-16

Key Inputs from the draft National Education Policy 2016 towards Higher Education

The draft National Education Policy (NEP), 2016 envisions a credible and high-performing education system capable of ensuring inclusive quality education and lifelong learning opportunities for all. It aspires to produce students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process and respond to the requirements of the fast-changing, ever-globalizing, knowledge-based economy and society. To realise the vision, the policy emphasizes on key areas of governance reforms, improving skills and employability, teacher training and improvement and funding measures to improve the existing state. It also proposes to increase the expenditure in education to 6% of the GDP.

In the area of **Skills and employability**, skill development programmes will be integrated with higher education institutions with focus on not only providing gainful employment but also in developing entrepreneurial skills. Also joint certificate programmes will be introduced in colleges along with Skill Sector Councils to ensure alignment with the job market. The existing skill based programmes at higher and technical education will be integrated through National Skill Qualification Framework (NSQF) with the mainstream education to facilitate greater acceptability as well as allow for vertical and horizontal mobility. These measures are aimed at addressing the existing divergence between the vocational education and higher education.

Research, Innovation and New Knowledge creation and management is of utmost importance to improve the industrial growth and also address social-economic challenges. The Policy proposes to establish over 100 new centres/departments for research by both public and private sector entities. To promote creativity and entrepreneurship, 100 more incubation centres is envisaged over a period of next 5 years. In addition, International collaborations and networks will be promoted for developing human resources required to sustain new knowledge with focus on inter-disciplinary research and studies.

Attracting and retaining **quality teachers** through opportunities for continued development to effectively address the changing education paradigm has been under consideration. This policy envisages to establish positions of Academic Assistants and Academic Associates for researchers. Also a task force of experts will evaluate the existing recruitment and promotion processes and align with the leading best practices. National and State Training Academies will be set up for induction and orientation training for faculty members. For evaluation of performance of the teachers, a performance assessment mechanism which includes peer reviews is envisaged in the policy. Also, lateral entry and adjunct faculty from the industry and government will be undertaken, to provide best quality teaching and to improve the standards of HE in India.

With quality being a key concern in institution, proposed **governance reforms** seek to address the existing quality and administration challenges. The policy proposes to establish an Education Commission comprising of academic experts to assist MHRD in identifying knowledge areas and recommending reforms in pedagogic, curricular and assessment reforms. At Institution level, multi-stakeholder Governing Bodies having representative from industry as well as alumni community will be established, as being currently practiced in some of the premier institutions in the country. Also suitable grievance redressal mechanism to address issues, and an education tribunal at the centre and in states are also being proposed. In an effort to enhance the control and quality in affiliate colleges, a proposed cap on the number of affiliating colleges with maximum 100 will be placed. Selected foreign Universities amongst top 200 in the world rankings will be encouraged to establish campuses in the country to ensure access world class education on Indian soil.

Availability of adequate **Financial resources**, to improve quality and infrastructure is imperative. In this respect, the NEP encourages greater role of private philanthropy and corporate social responsibility funds. Also measures to identify ways of increasing revenues of institutions through sources, such as, alumni funding, endowment funding, tuition fee enhancement will be assess by government funded institutions. To promote excellence and efficiency, performance-linked funding of higher education institutions will be implemented.

In these aspects the NEP 2016 is a key measure to improve and align the learnings and skills levels of students to market relevant capabilities. It addresses the key challenges the country is witnessing in terms of poor infrastructure facilities, reducing quality levels of teachers and inability to attract best talent, poor research capabilities and challenges of financial viability of Universities. Therefore, policy implications supported by suitable governance reforms is quintessential to improve the existing capacity of the institutions. Complemented by the improvement in teacher quality will ensure quality output and reflect in improved student outcomes.

As India's growth story is being scripted, suitable boost from the higher education sector could empower the nation to obtain high levels of excellence and developing as a knowledge economy and skill capital of the world.

State and Union Territory Profiles

Andaman & Nicobar Islands

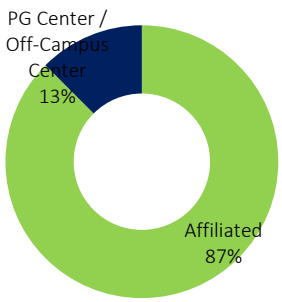
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	3.8	2.0	1.8
Literacy Rate [1]	86.6	90.3	82.4
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	0.5 (12.3%)	0.2 (11.8%)	0.2 (12.9%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.03%	0.03%	0.03%
Gross Enrolment Ratio [2]	23.5	22.3	24.7

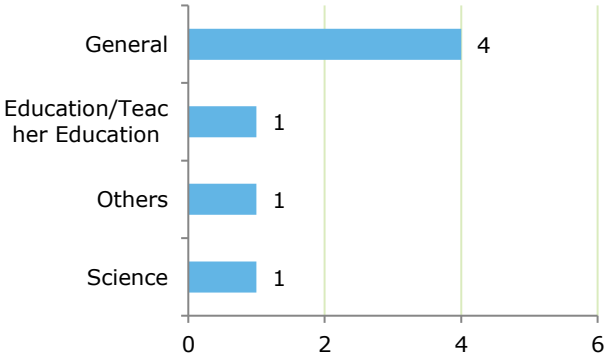
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

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	-	888	-
Total estimated enrolment (Lakhs)	0.05	0.06	-

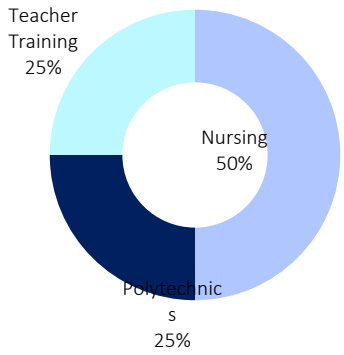
College Indicators

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

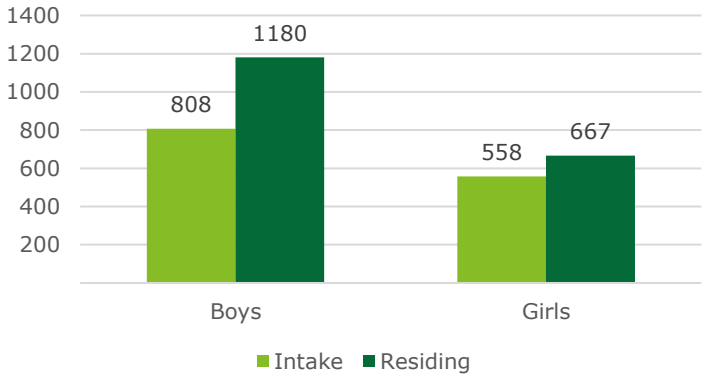
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg. enrolment/ College
Government	100%	100%	888

Break up of standalone institution

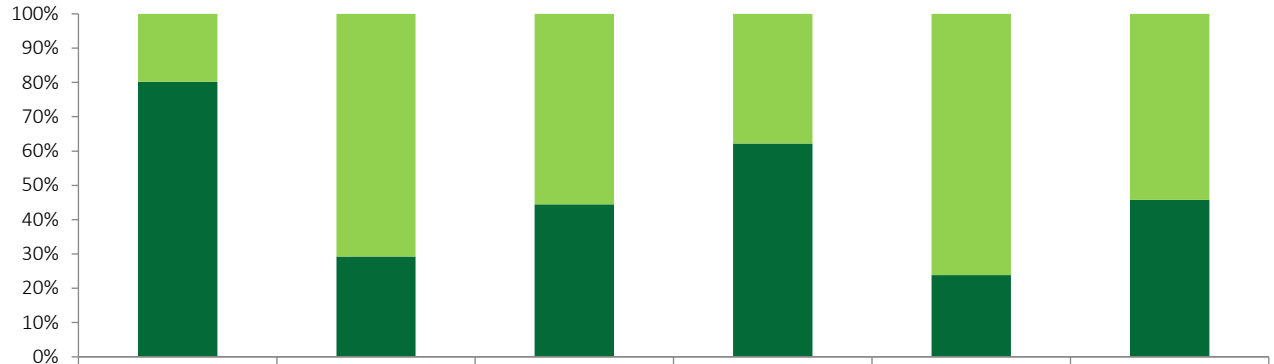


Hostel



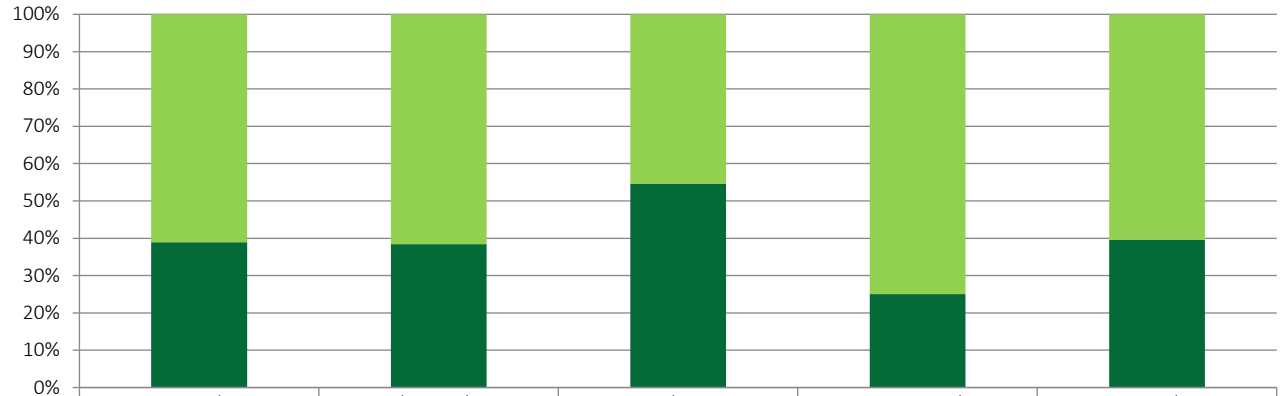
Student Enrolment

Enrolment at various levels through regular mode



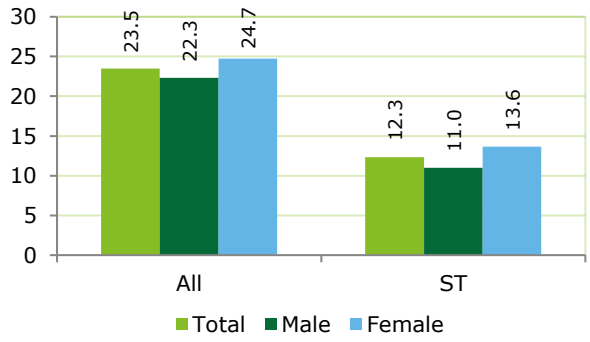
	Ph.D.	Post Graduate	Under Graduate	Diploma	Integrated	Total
Female	17	295	2759	291	83	3445
Male	69	122	2209	478	26	2904

Out turn at various levels



	Post Graduate	Under Graduate	Diploma	Integrated	Total
Female	105	629	54	21	809
Male	67	392	65	7	531

GER



Faculty and Staff

Key Indicators

Key Indicators	Andaman & Nicobar	INDIA
Pupil Teacher Ratio (PTR)	20	21
Teachers per College	45.7	38.1
Non-teaching staff per College	47.4	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	48.5%	51.5%	0.6%	3.7%	18.8%	4.5%	8.9%
Share of teaching staff	59.1%	40.9%	3.1%	2.8%	13.8%	7.5%	11.6%
Share of non-teaching staff	71.1%	28.9%	0.6%	5.4%	5.1%	17.2%	19.3%

Andhra Pradesh

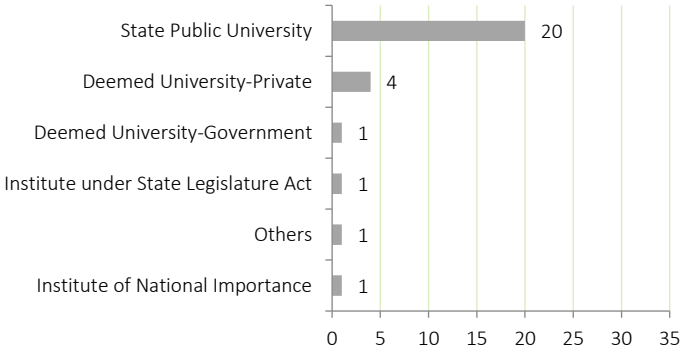
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	493.86	247.36	246.5
Literacy Rate [1]	67.0%	74.9%	59.2%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	100.3 (11.9%)	50.4 (11.9%)	49.9 (11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	7.1%	6.9%	7.4%
Gross Enrolment Ratio [2]	30.8	34.7	26.9

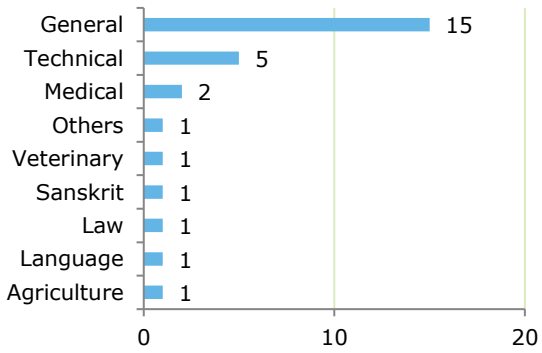
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

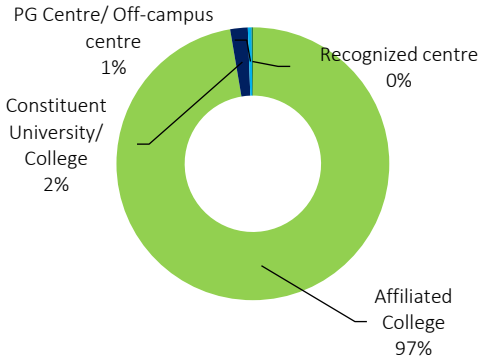
University by Type



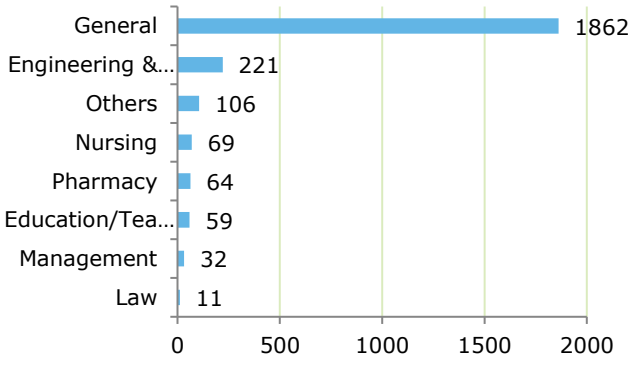
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	28	2424	815
Average enrolment per institution	14,800	494	197
Total estimated enrolment (Lakhs)	4.14	11.96	1.13

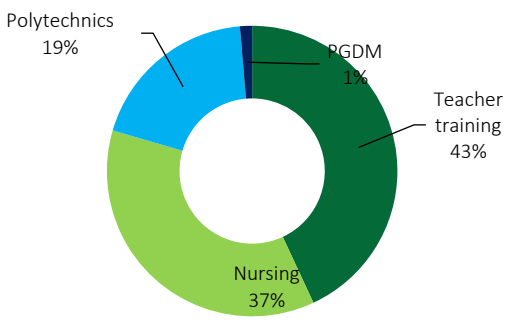
College Indicators

College Type	Andhra Pradesh	Share in India
Affiliated Colleges	2,481	6.5%
Recognized centre	2	0.1
Constituent/ University College	56	3.7%
PG/ Off Campus Centre	11	4.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	80.3	75.4%	464
Private Aided	7.5%	10.6%	702
Government	12.1%	13.9%	563

Break up of standalone institution



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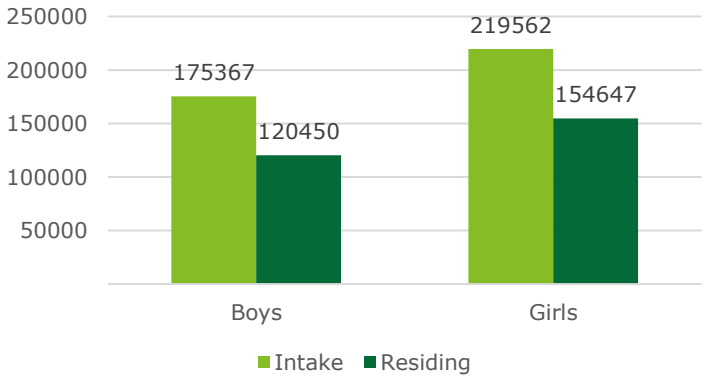
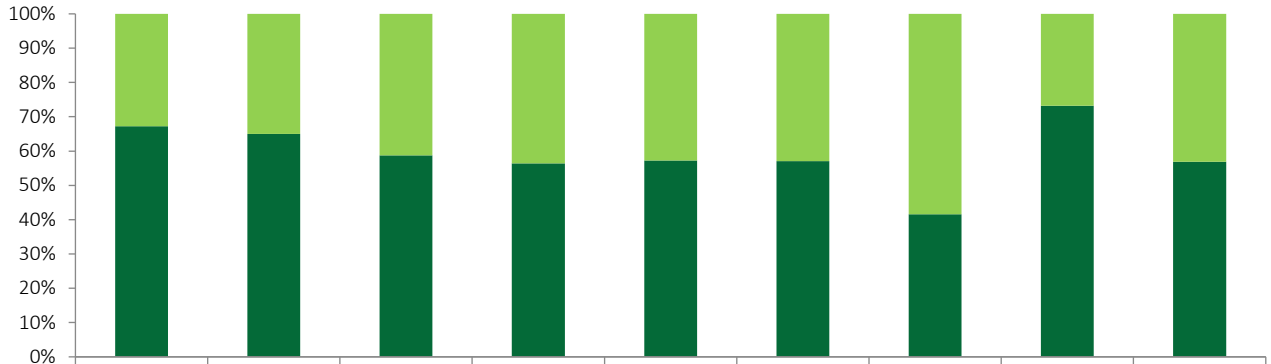


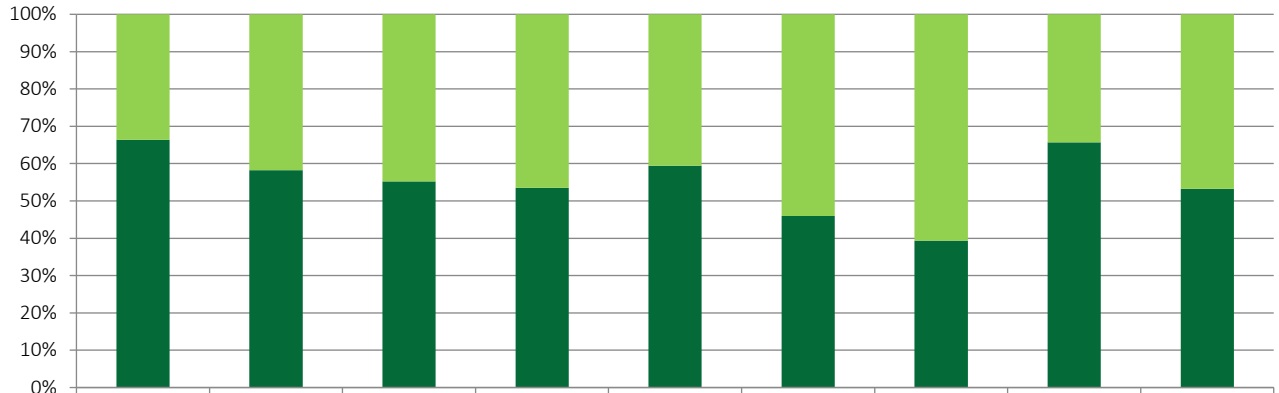
Student Enrolment

Enrolment at various levels through regular mode



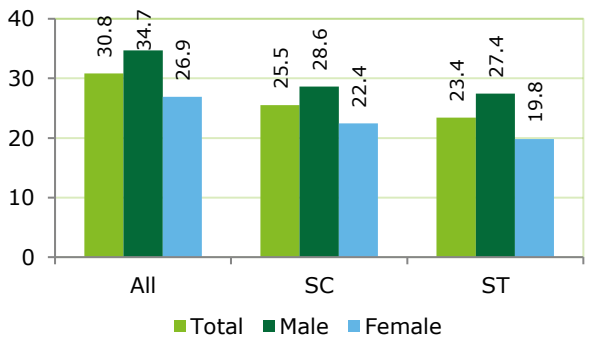
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1017	220	74760	471980	460	56346	340	2385	607508
Male	2089	408	106396	610179	615	74824	242	6520	801273

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	132	48	38749	119114	242	18566	234	278	177363
Male	261	67	47724	137370	354	15810	152	533	202271

GER



Faculty and Staff

Key Indicators

Key Indicators	ANDHRA PRADESH	INDIA
Pupil Teacher Ratio (PTR)	13	21
Teachers per College	40.8	38.1
Non-teaching staff per College	25.3	31.5

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%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	56.2%	43.8%	15.3%	4.2%	40.2%	2.7%	0.3%
Share of teaching staff	66.3%	33.7%	13.1%	2.1%	31%	2.3%	0.7%
Share of non-teaching staff	66.1%	33.9%	19%	3.5%	31.1%	2.1%	0.8%

Arunachal Pradesh

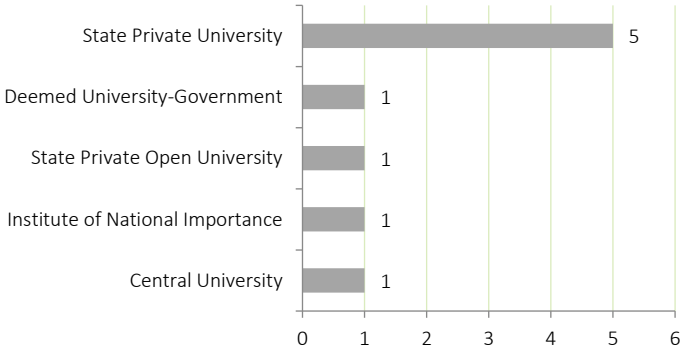
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	13.8	7.1	6.7
Literacy Rate [1]	65.4%	72.6%	57.7%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.6 (11.7%)	0.8 (11.4%)	0.8 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	28.7	28.8	28.5

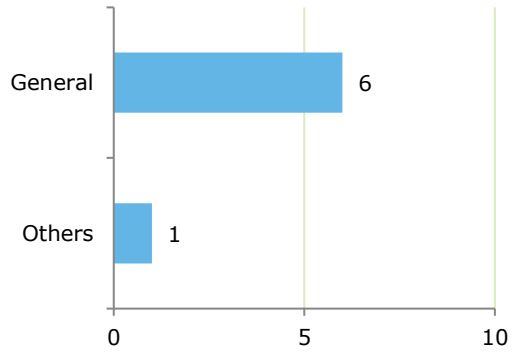
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

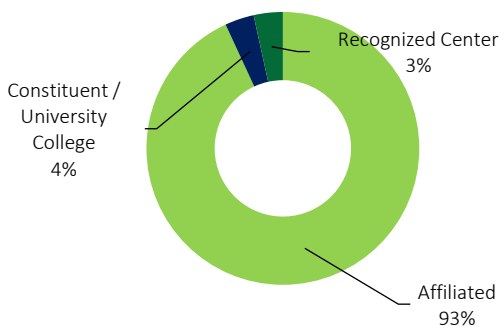
University by Type



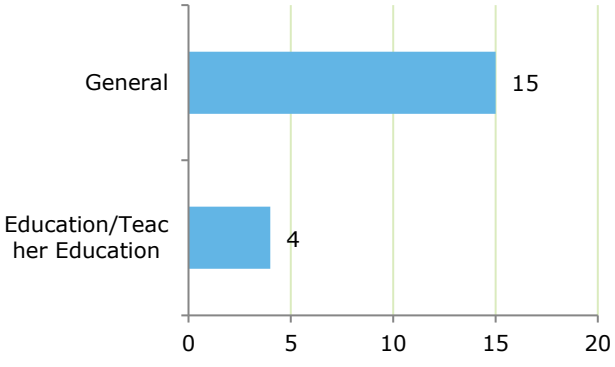
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	9	19	12
Average enrolment per institution	2,206	1,356	282
Total estimated enrolment (Lakhs)	0.2	0.26	0.01

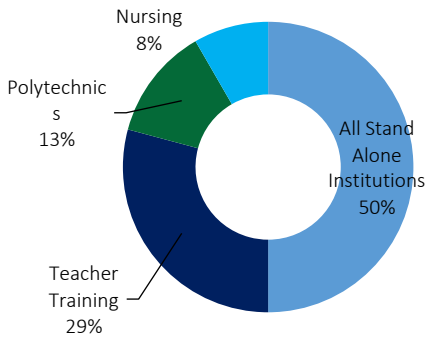
College Indicators

College Type	Arunachal Pradesh	Share in India
Affiliated Colleges	7	0.02%
Recognized centre	-	-
Constituent/ University College	-	-
PG/ Off Campus Centre	1	0.4%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	26.3%	6.5%	336
Private Aided	5.3%	3.1%	811
Government	68.4%	90.3%	1790

Break up of standalone institution



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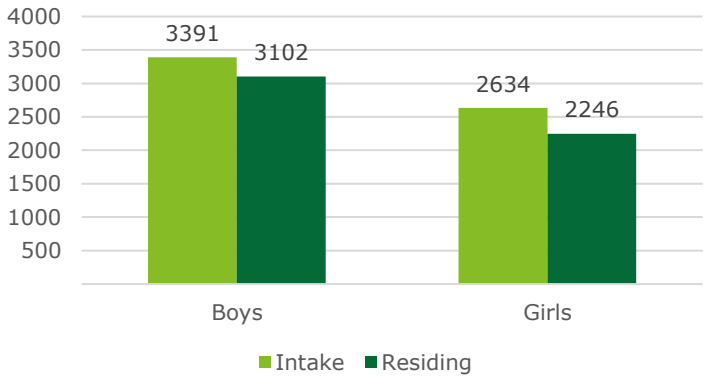
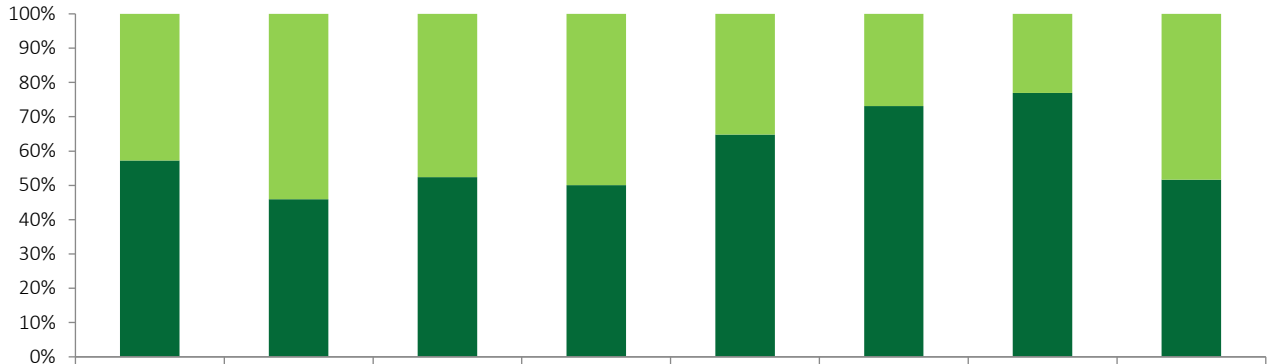


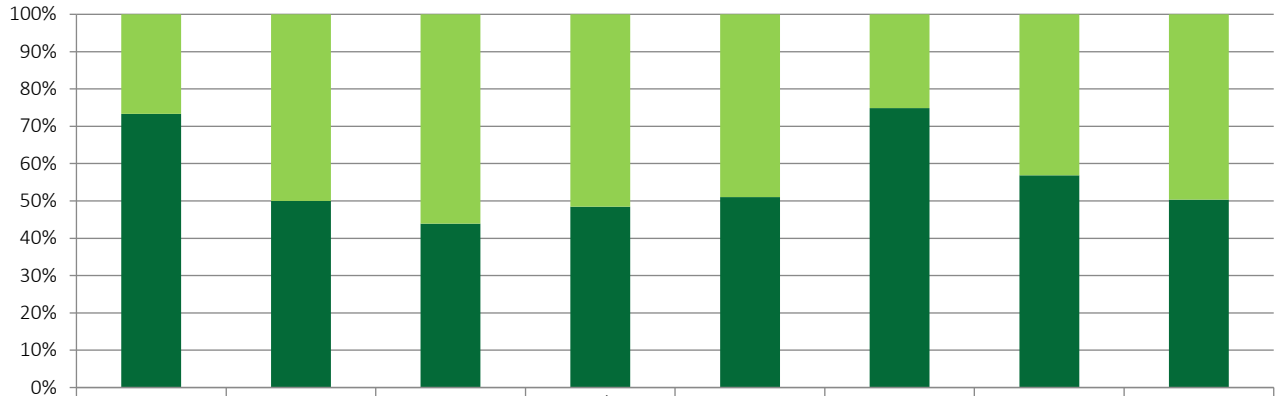
Student Enrolment

Enrolment at various levels through regular mode



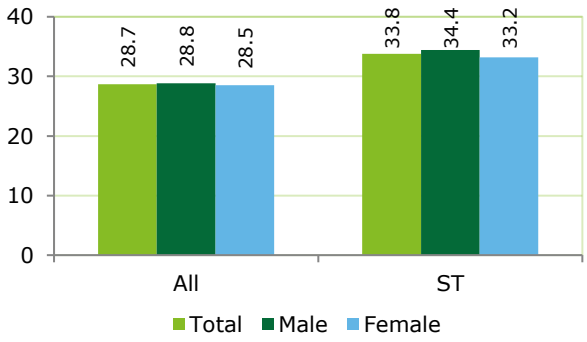
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Total
Female	213	60	1314	14073	50	375	94	16179
Male	285	51	1448	14085	92	1020	313	17294

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Total
Female	4	17	385	2870	48	114	235	3673
Male	11	17	301	2700	50	340	310	3729

GER



Faculty and Staff

Key Indicators

Key Indicators	ARUNACHAL PRADESH	INDIA
Pupil Teacher Ratio (PTR)	33	21
Teachers per College	52.6	38.1
Non-teaching staff per College	52.2	31.5

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%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	50.3%	49.7%	1.9%	80.4%	3.3%	0.2%	5.0%
Share of teaching staff	68.4%	31.6%	2.6%	46.8%	9.3%	2.2%	2.8%
Share of non-teaching staff	69.8%	30.2%	6.8%	42.6%	7.2%	0.3%	1.0%

Assam

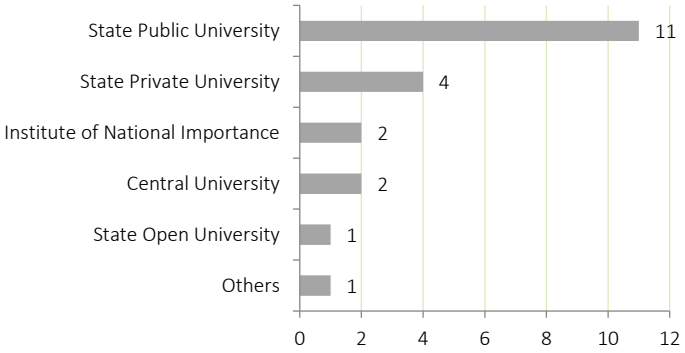
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	13.8	7.1	6.7
Literacy Rate [1]	65.4%	72.6%	57.7%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.6 (11.7%)	0.8 (11.4%)	0.8 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	15.4	16.2	14.7

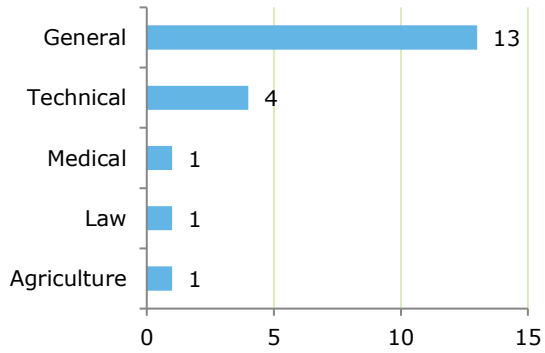
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

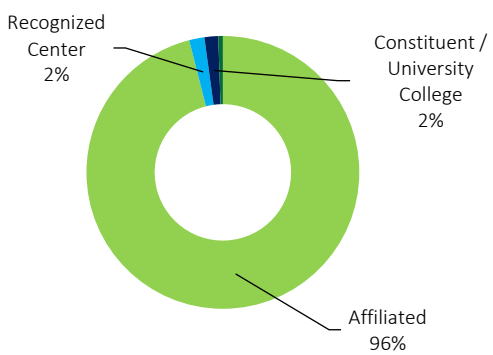
University by Type



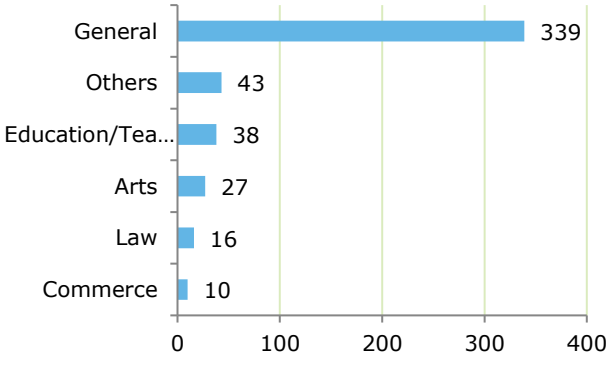
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	21	473	86
Average enrolment per institution	5,468	942	226
Total estimated enrolment (Lakhs)	1.15	4.46	0.1

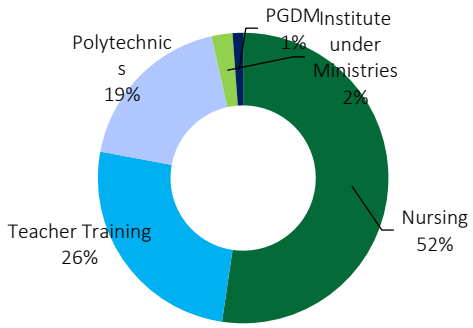
College Indicators

College Type	Assam	Share in India
Affiliated Colleges	531	1.4%
Recognized centre	10	0.6%
Constituent/ University College	9	0.6%
PG/ Off Campus Centre	3	1.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	9.9%	2.8%	262
Private Aided	3.2%	0.7%	198
Government	75%	96.6%	1,047

Break up of standalone institution



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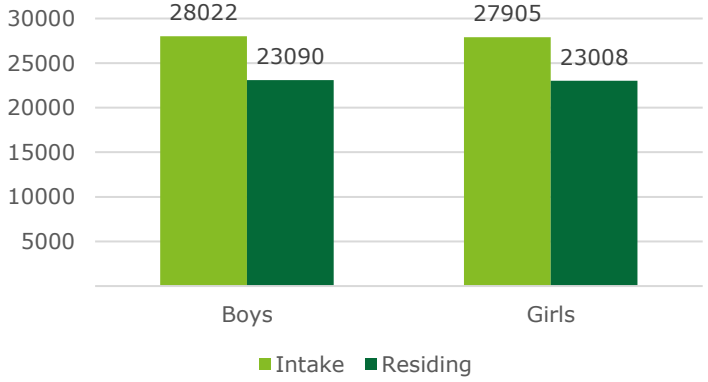
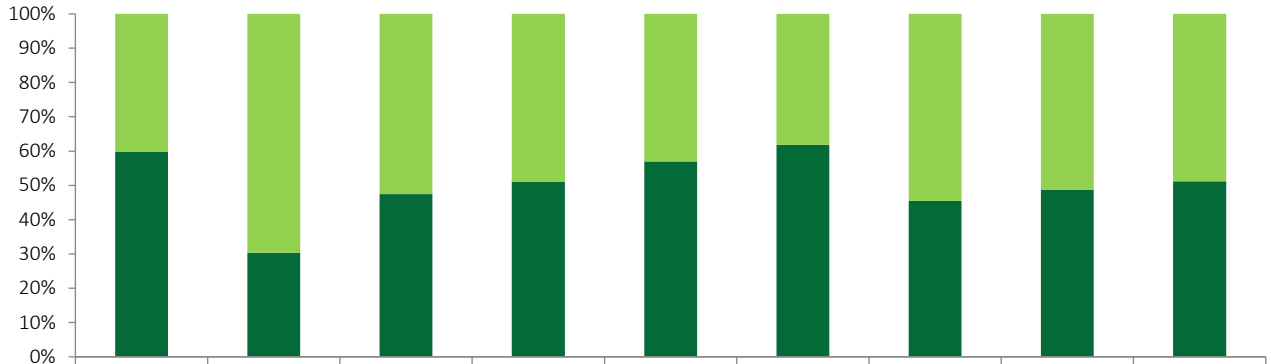


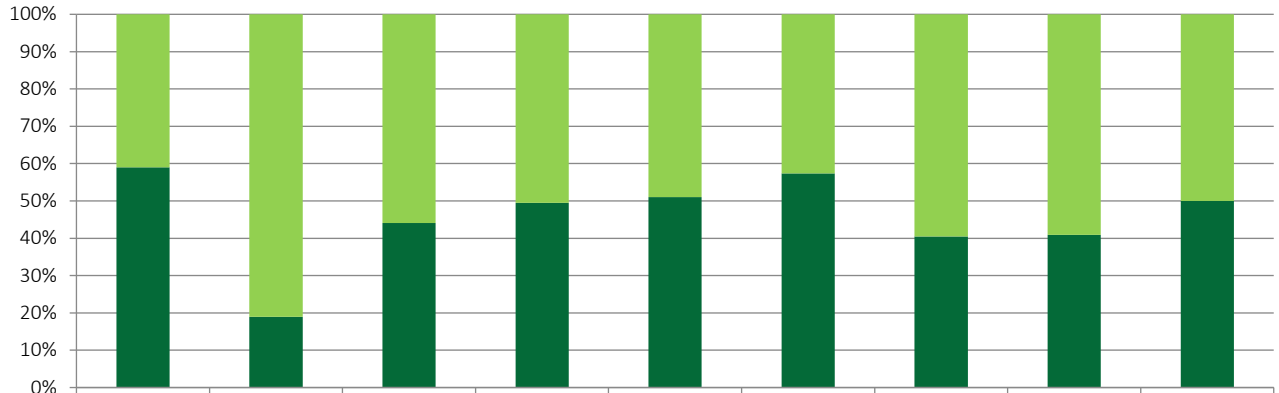
Student Enrolment

Enrolment at various levels through regular mode



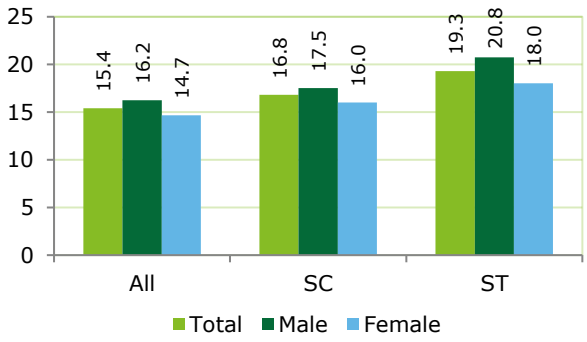
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1556	149	14638	215193	518	4029	1931	2292	240306
Male	2318	65	13202	225119	686	6513	1612	2182	251697

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	242	47	6682	45366	411	7612	923	396	61679
Male	348	11	5262	44514	428	10242	628	274	61707

GER



Faculty and Staff

Key Indicators

Key Indicators	Assam	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	45.4	38.1
Non-teaching staff per College	31.8	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	51.3%	48.7%	8.2%	15.7%	26.5%	13.3%	1.1%
Share of teaching staff	62.1%	37.9%	5.3%	9.6%	20.3%	9.2%	0.7%
Share of non-teaching staff	81.3%	18.7%	5.7%	9.9%	20.0%	5.7%	0.7%

Bihar

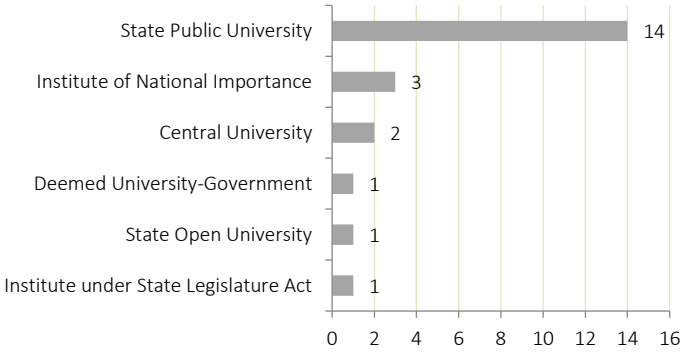
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	13.8	7.1	6.7
Literacy Rate [1]	65.4%	72.6%	57.7%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.6 (11.7%)	0.8 (11.4%)	0.8 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	14.3	15.8	12.6

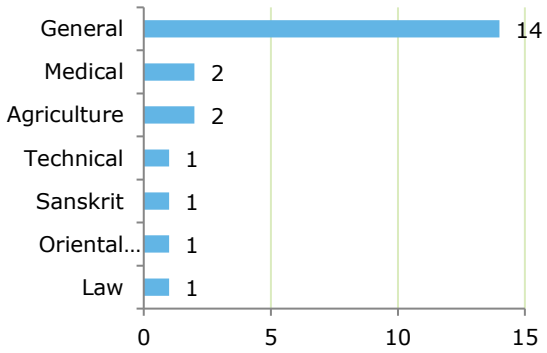
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

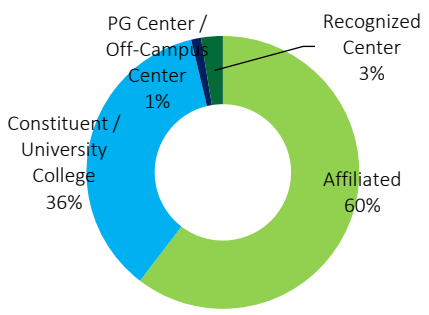
University by Type



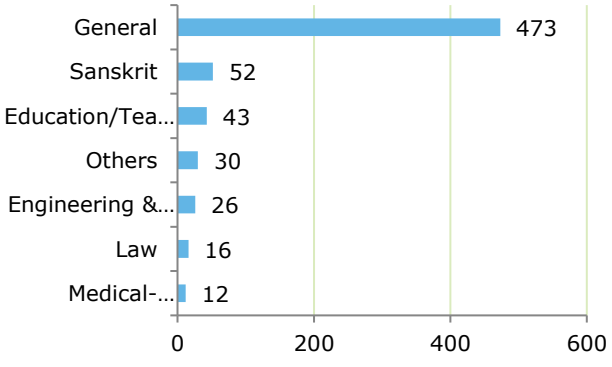
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	22	652	160
Average enrolment per institution	8,129	2,142	271
Total estimated enrolment (Lakhs)	1.79	13.97	0.27

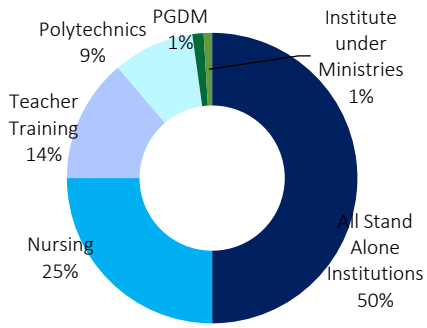
College Indicators

College Type	Bihar	Share in India
Affiliated Colleges	468	1.2%
Recognized centre	20	1.3%
Constituent/ University College	278	18.4%
PG/ Off Campus Centre	9	3.3%

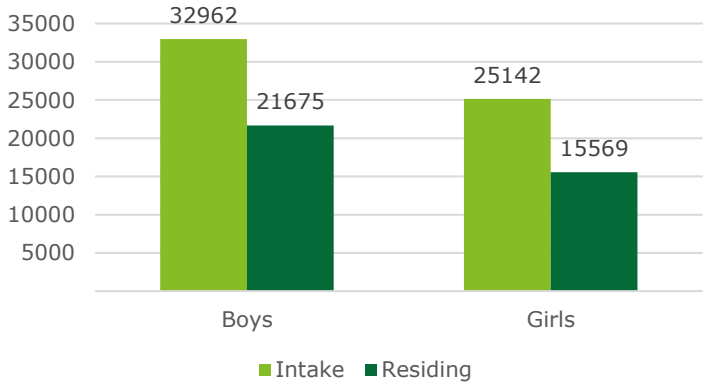
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	12.7%	3.2%	537
Private Aided	12.3%	13.7%	2,398
Government	75.0%	83.1%	2,373

Break up of standalone institution

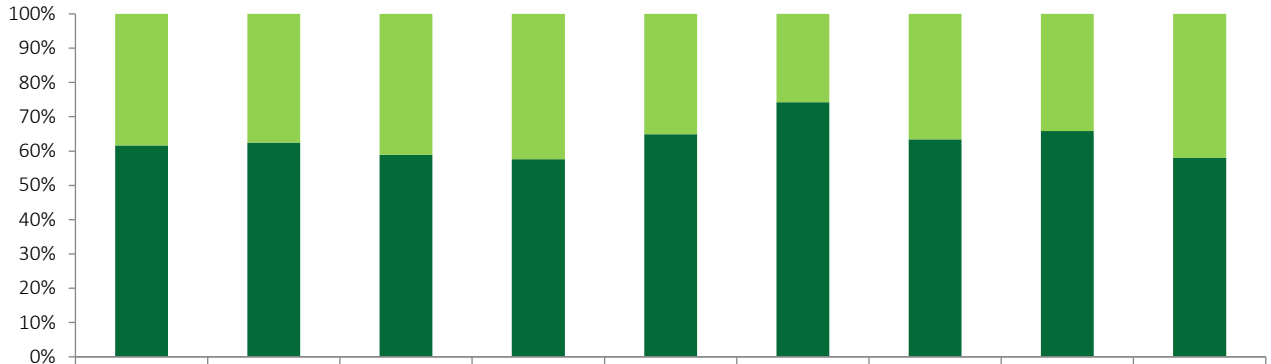


Hostel



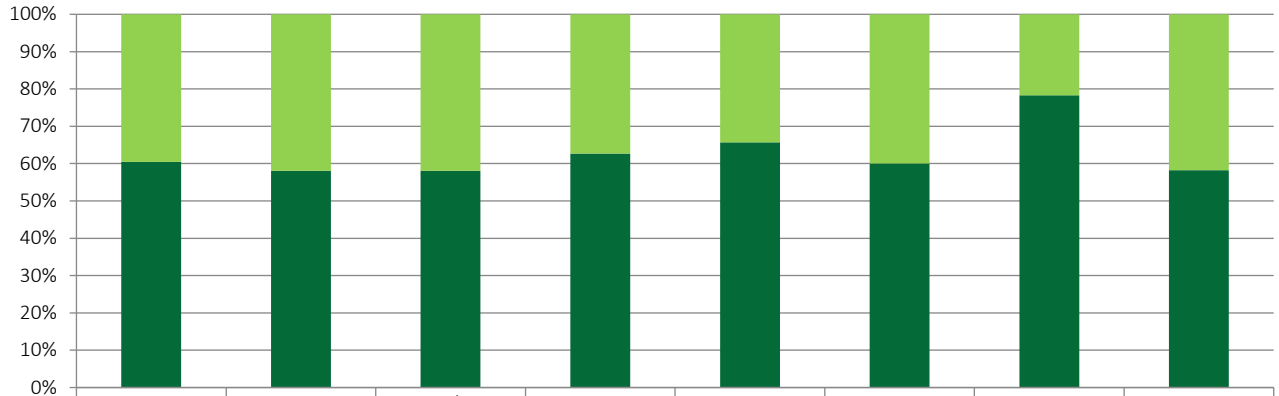
Student Enrolment

Enrolment at various levels through regular mode



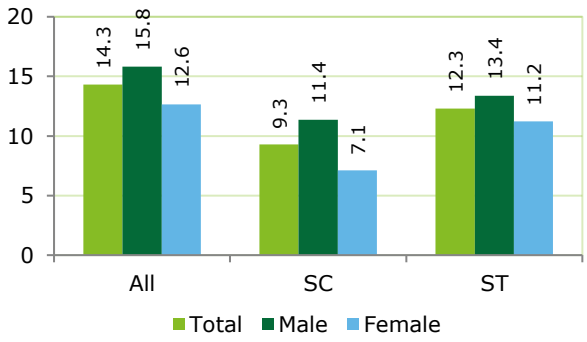
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	975	12	32779	584728	350	6538	1648	755	627785
Male	1567	20	46962	794322	648	18802	2857	1456	866634

Out turn at various levels



	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	394	12980	129338	196	2201	123	39	145271
Male	603	17969	179033	329	4220	185	141	202480

GER



Faculty and Staff

Key Indicators

Key Indicators	Bihar	INDIA
Pupil Teacher Ratio (PTR)	52	21
Teachers per College	43.6	38.1
Non-teaching staff per College	44.5	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	57.9%	42.1%	9.7%	1.1%	40.1%	8.6%	0.1%
Share of teaching staff	82.4%	17.6%	2.0%	0.5%	24.7%	15.3%	0.4%
Share of non-teaching staff	86.8%	13.2%	6.2%	1.0%	36.2%	4.8%	0.3%

Chandigarh

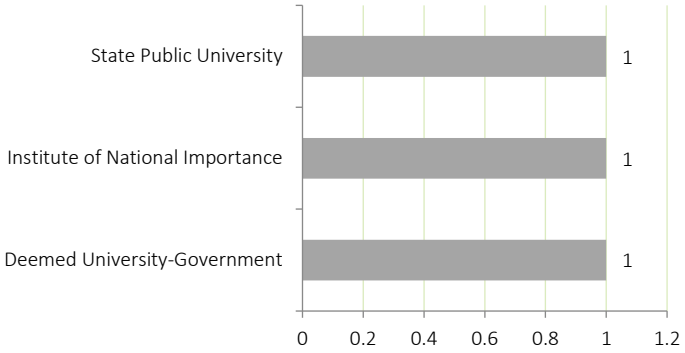
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	10.6	5.8	4.7
Literacy Rate [1]	86.1	90.0	81.2
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.7 (16.5%)	1 (17.5%)	0.7 (15.2%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	57.6	48.4	70.4

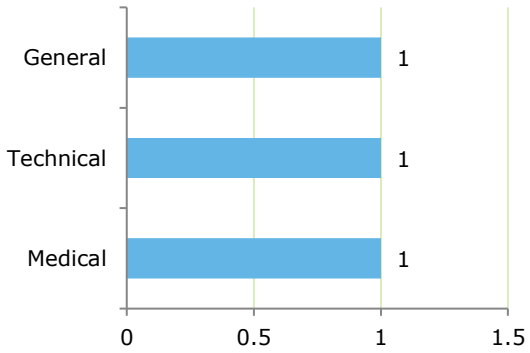
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

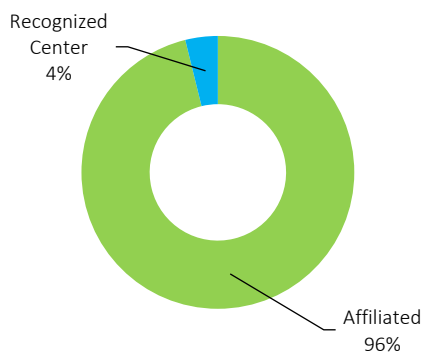
University by Type



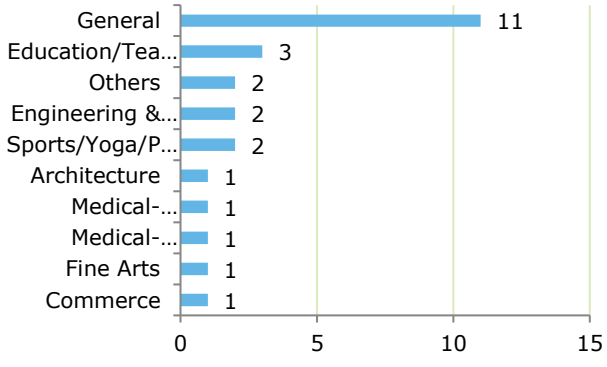
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	25	7
Average enrolment per institution	16,936	1,871	403
Total estimated enrolment (Lakhs)	0.51	0.47	0.02

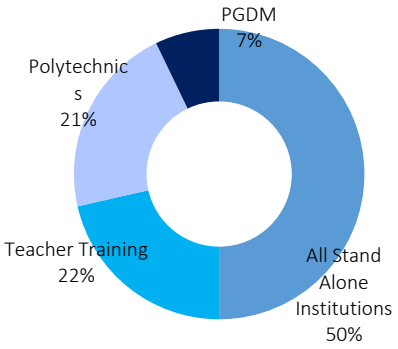
College Indicators

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

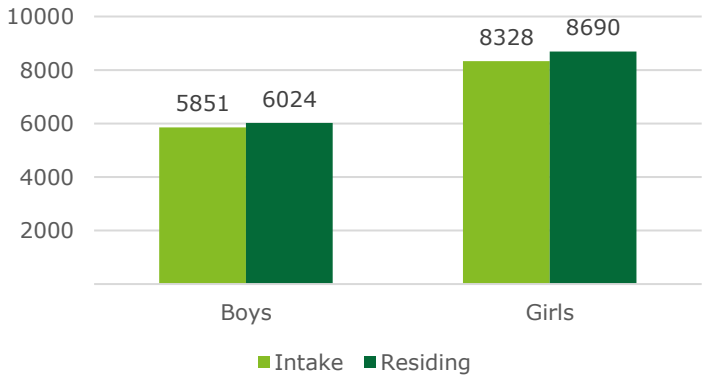
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	8%	0.6%	145
Private Aided	28%	60.2%	4,023
Government	64%	39.2%	1,145

Break up of standalone institution

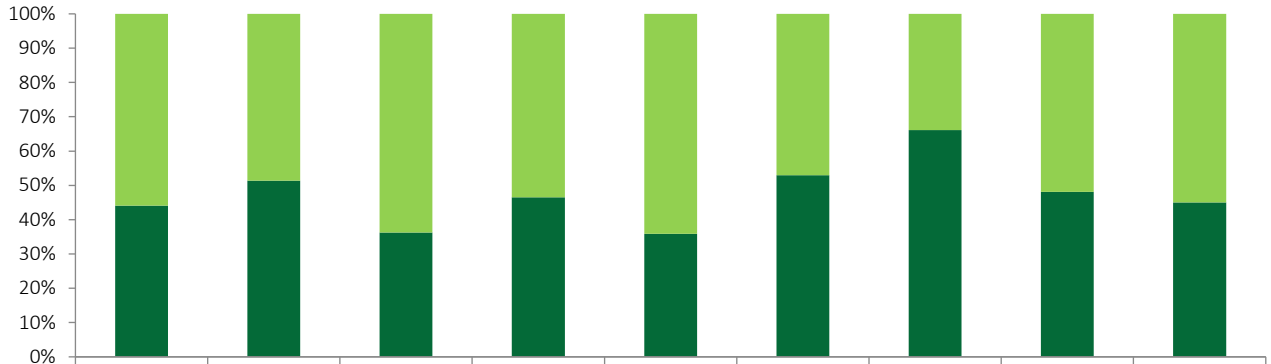


Hostel



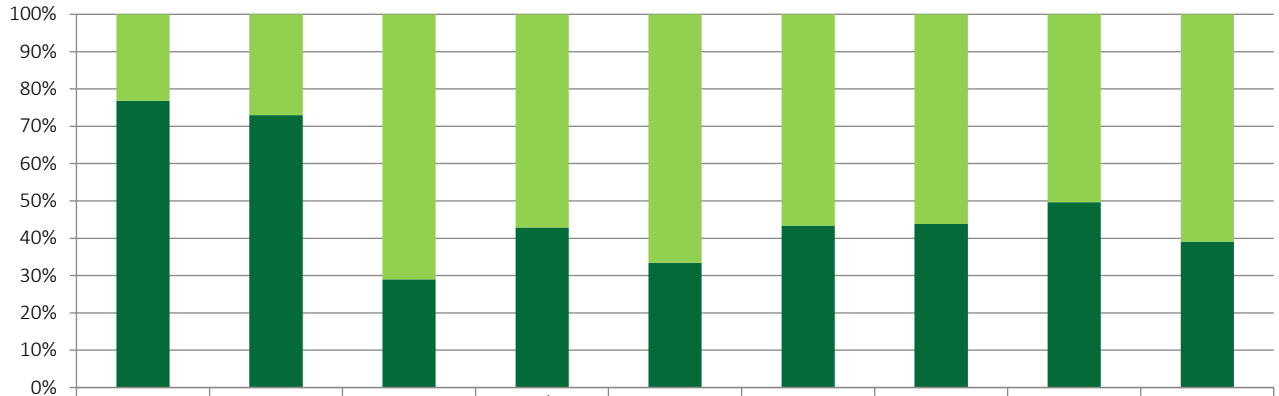
Student Enrolment

Enrolment at various levels through regular mode



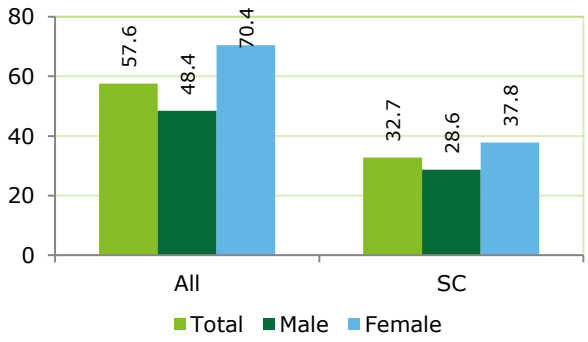
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	567	55	8237	26995	316	1287	239	1260	38956
Male	448	58	4690	23461	177	1451	467	1167	31919

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	25	54	4389	7054	342	505	73	162	12604
Male	83	146	1791	5303	172	387	57	160	8099

GER



Faculty and Staff

Key Indicators

Key Indicators	Chandigarh	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	123.4	38.1
Non-teaching staff per College	264	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	55.0%	45.0%	18.9%	0.2%	15.2%	4.9%	13.5%
Share of Enrolment	49.1%	50.9%	11.0%	1.6%	4.6%	0.2%	4.5%
Share of teaching staff	41.6%	58.4%	7.6%	0.7%	3.8%	0.2%	8.2%
Share of non-teaching staff	62.0%	38.0%	17.1%	0.3%	7.8%	0.1%	9.0%

Chhatisgarh

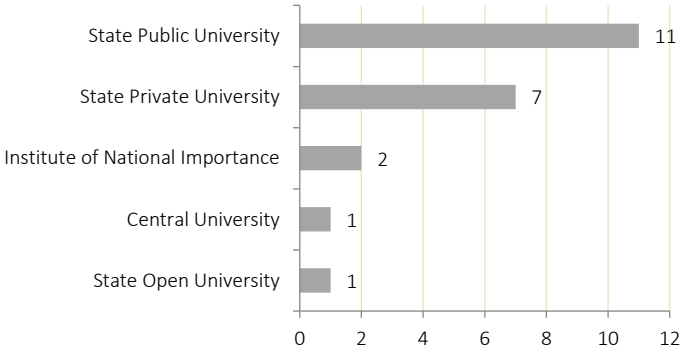
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	255.5	128.3	127.1
Literacy Rate [1]	70.3	80.3	60.2
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	30.8 (12.1%)	15.4 (12%)	15.5 (12.2%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.2%	2.1%	2.3%
Gross Enrolment Ratio [2]	15.1	15.7	14.6

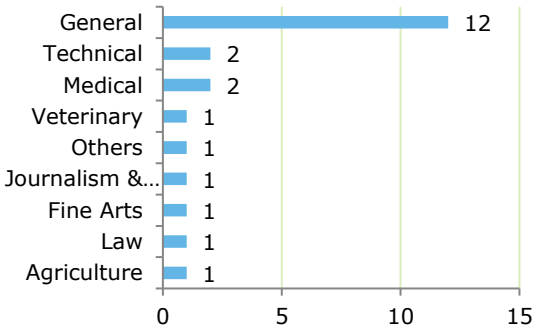
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

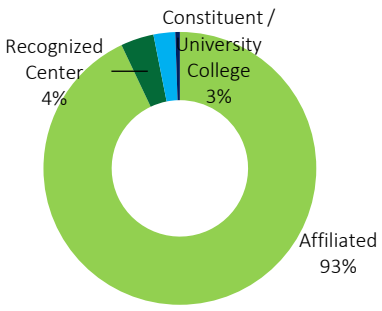
University by Type



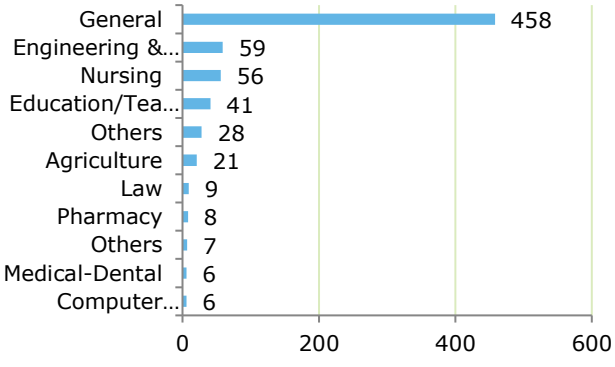
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	22	699	84
Average enrolment per institution	4,133	527	116
Total estimated enrolment (Lakhs)	0.91	3.68	0.07

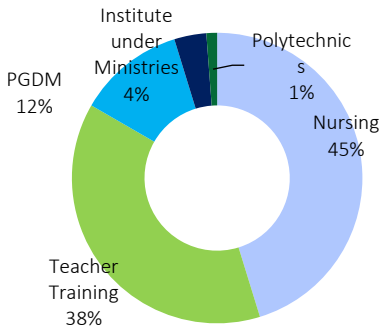
College Indicators

College Type	Chhattisgarh	Share in India
Affiliated Colleges	687	1.8%
Recognized centre	29	1.8%
Constituent/ University College	19	1.3%
PG/ Off Campus Centre	4	1.5%

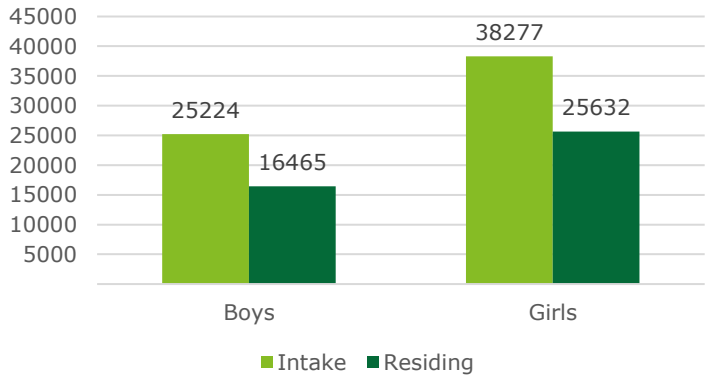
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	43.6%	31.3%	378
Private Aided	9.3%	10.1%	571
Government	47.1%	58.6%	656

Break up of standalone institution

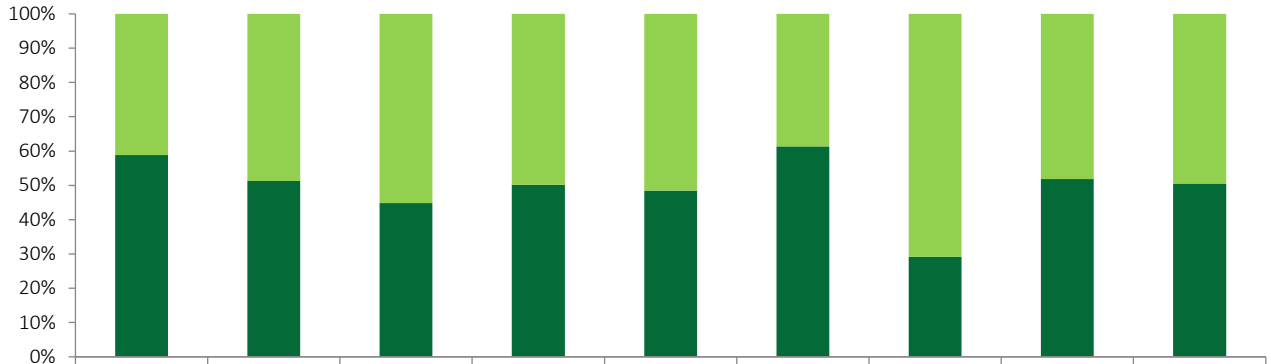


Hostel



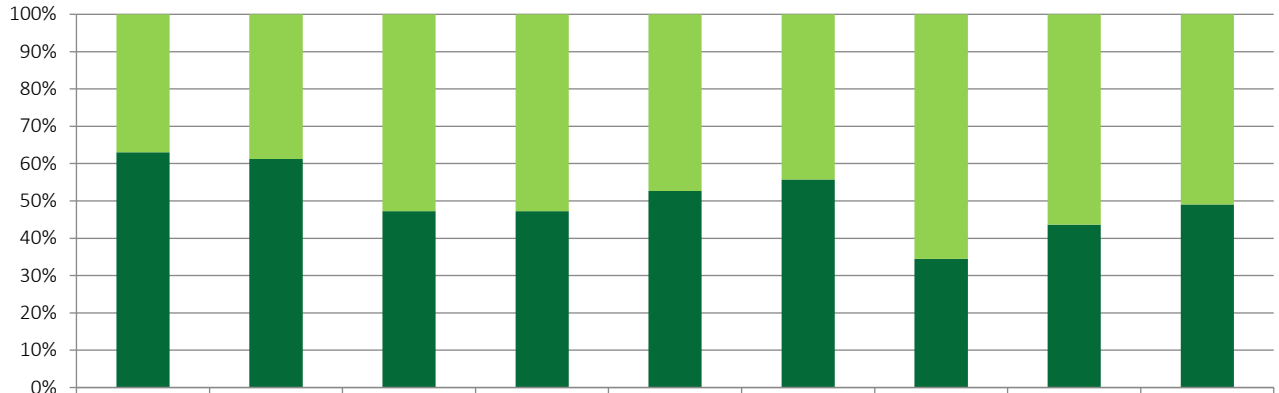
Student Enrolment

Enrolment at various levels through regular mode



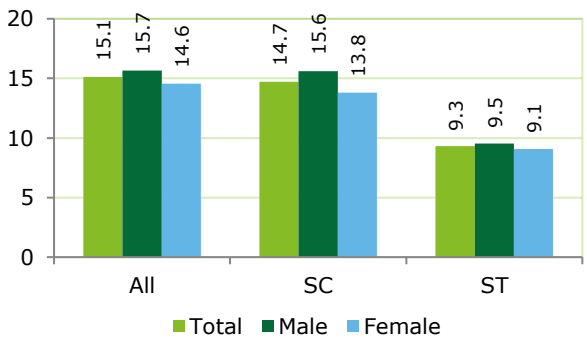
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	284	173	23211	159063	3411	13706	258	769	200875
Male	406	182	18876	160193	3214	21724	106	827	205528

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	61	83	11067	43676	6804	8817	190	142	70840
Male	104	131	9927	39175	7565	11101	100	110	68213

GER



Faculty and Staff

Key Indicators

Key Indicators	Chhattisgarh	INDIA
Pupil Teacher Ratio (PTR)	20	21
Teachers per College	28.6	38.1
Non-teaching staff per College	21.7	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	51.7%	48.3%	13.0%	18.3%	40.4%	1.0%	0.9%
Share of teaching staff	55.3%	44.7%	6.5%	5.4%	20.8%	1.5%	2.4%
Share of non-teaching staff	74.2%	25.8%	10.3%	10.5%	31.8%	1.2%	1.5%

Daman & Diu

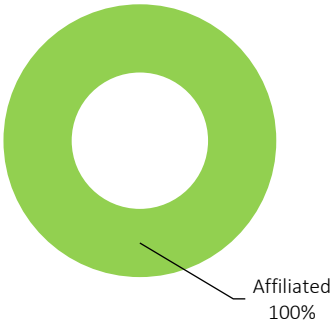
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	2.4	1.5	0.9
Literacy Rate [1]	87.1	91.5	79.6
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	0.5 (22.4%)	0.4 (27.3%)	0.1 (14.5%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.04%	0.05%	0.02%
Gross Enrolment Ratio [2]	5.7	4.6	9.2

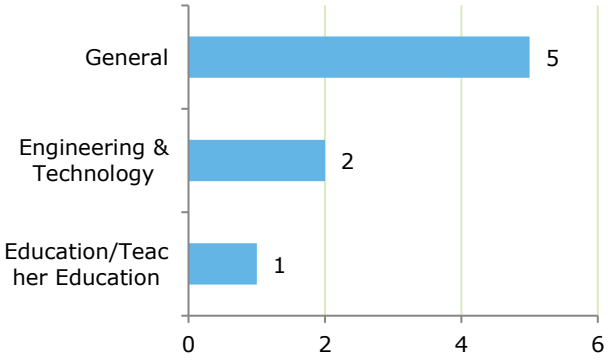
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Colleges	Stand-alone
Total No. of institutions	8	2
Average enrolment per institution	382	65
Total estimated enrolment (Lakhs)	0.03	-

College Indicators

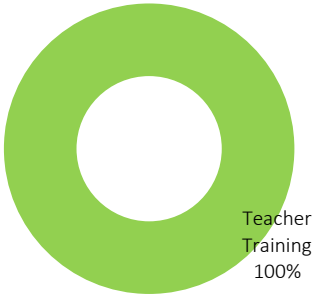
College Type	Daman & Diu	Share in India
Affiliated Colleges	8	-

Management of Colleges

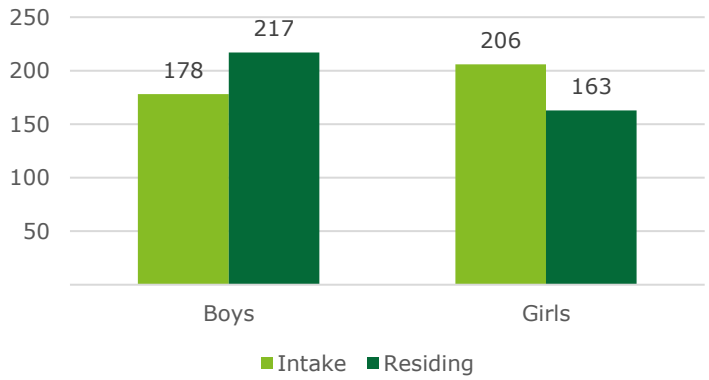
Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	37.5%	14.2%	144
Private Aided	12.5%	1.6%	49

Government	50%	84.2%	644

Break up of standalone institution

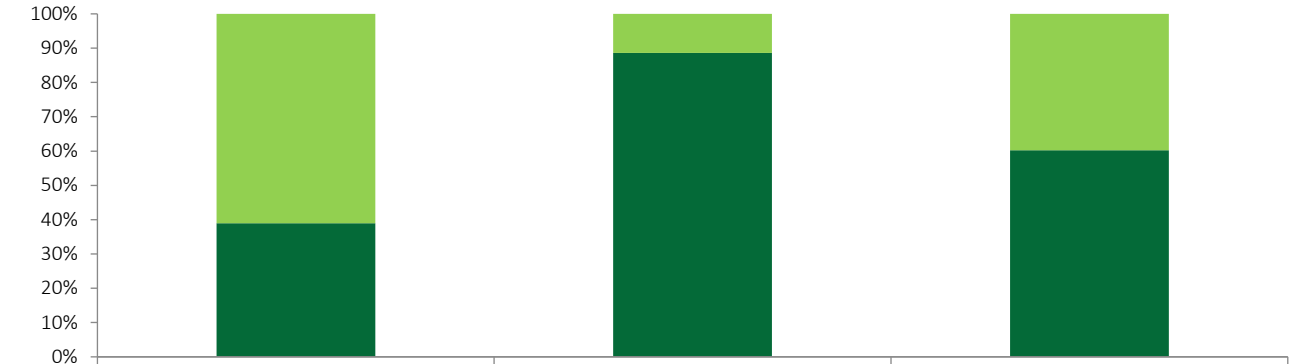


Hostel



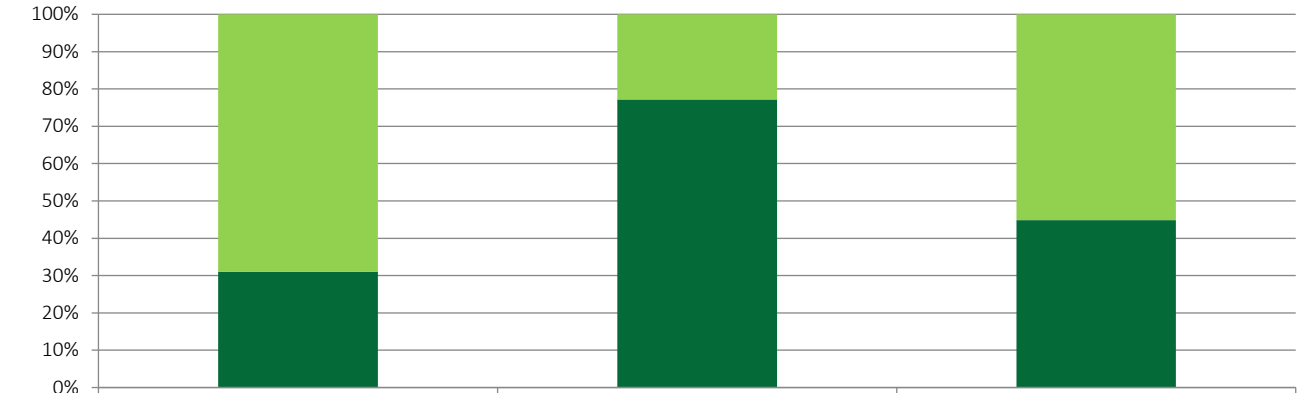
Student Enrolment

Enrolment at various levels through regular mode

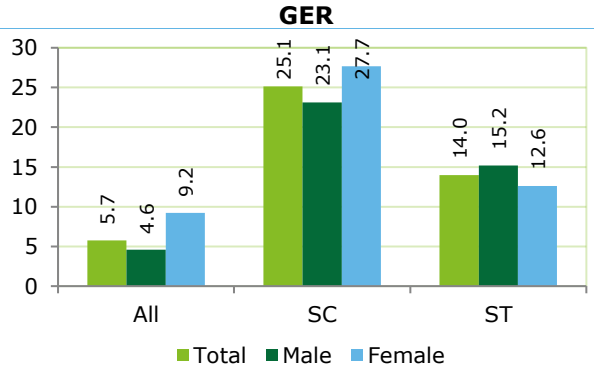


	Under Graduate	Diploma	Total
Female	1088	153	1241
Male	695	1186	1881

Out turn at various levels



	Under Graduate	Diploma	Total
Female	262	37	299
Male	118	125	243



Faculty and Staff

Key Indicators

Key Indicators	Daman & Diu	INDIA
Pupil Teacher Ratio (PTR)	17	21
Teachers per College	22.9	38.1
Non-teaching staff per College	23.0	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	60.2%	39.8%	7.3%	10.6%	24.1%	3.3%	0.6%
Share of teaching staff	65.3%	34.7%	10.0%	3.2%	7.9%	0.5%	2.6%
Share of non-teaching staff	64.7%	35.3%	4.3%	7.1%	9.2%	3.8%	5.4%

Dadra & Nagar Haveli

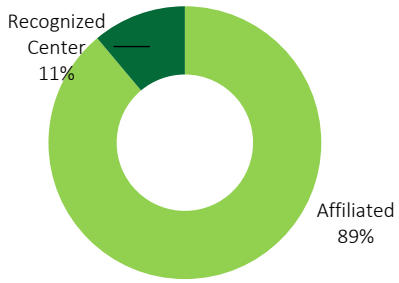
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	3.4	1.9	1.5
Literacy Rate [1]	76.2	85.2	64.3
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	0.6 (17.4%)	0.4 (19.2%)	0.2 (15%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.04%	0.05%	0.03%
Gross Enrolment Ratio [2]	9.1	7.8	11.3

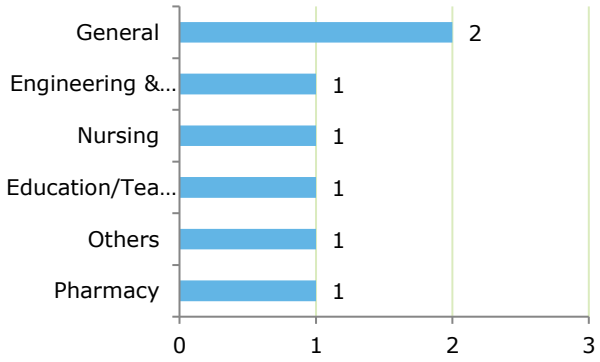
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	-	7	2
Average enrolment per institution	-	747	116
Total estimated enrolment (Lakhs)	-	0.05	116

College Indicators

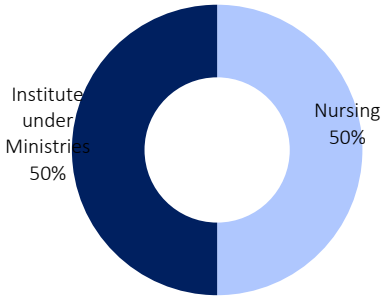
College Type	Dadra & Nagar Haveli	Share in India
Affiliated Colleges	8	-
Recognized centre	1	0.1%

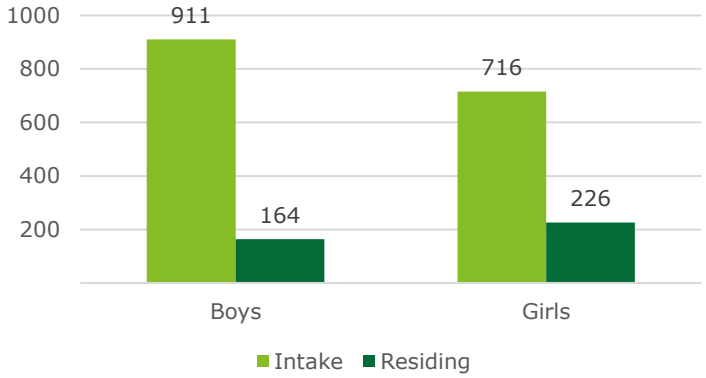
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	57.1%	48%	628
Government	42.9%	52%	907

Break up of standalone institution

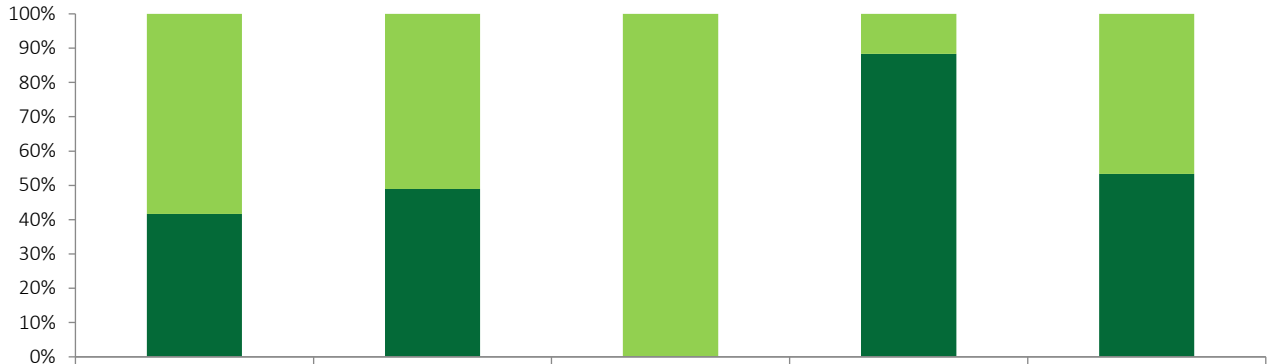
Hostel


Institute under Ministries 50%
Nursing 50%


1000
800
600
400
200
911
164
716
226
Boys
Girls
Intake
Residing

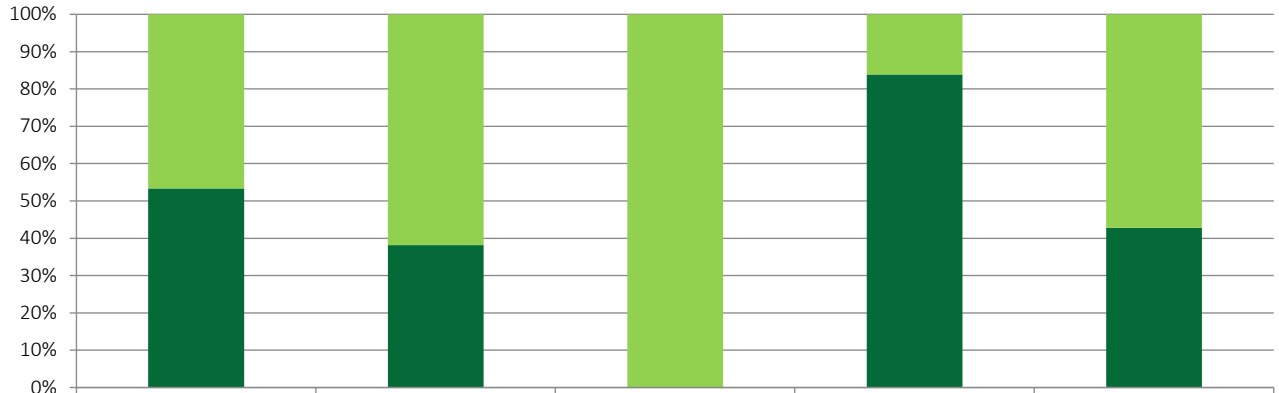
Student Enrolment

Enrolment at various levels through regular mode



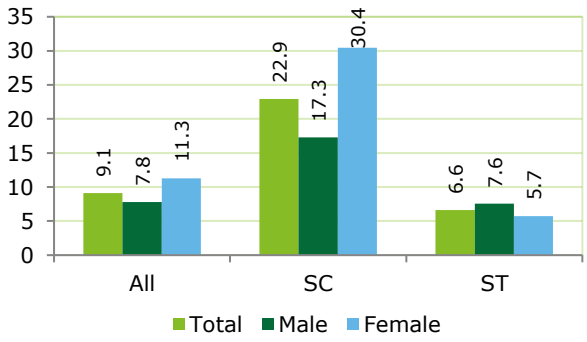
	Post Graduate	Under Graduate	PG Diploma	Diploma	Total
Female	168	2276	19	80	2543
Male	120	2182	0	604	2906

Out turn at various levels



	Post Graduate	Under Graduate	PG Diploma	Diploma	Total
Female	63	417	19	10	509
Male	72	257	0	52	381

GER



Faculty and Staff

Key Indicators

Key Indicators	Dadra & Nagar Haveli	INDIA
Pupil Teacher Ratio (PTR)	27	21
Teachers per College	28.3	38.1
Non-teaching staff per College	21.3	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	53.3%	46.7%	4.1%	30.5%	10.3%	1.7%	1.0%
Share of teaching staff	53.8%	46.2%	5.0%	4.0%	8.5%	1.0%	8.0%
Share of non-teaching staff	51.7%	48.3%	8.7%	47.7%	7.4%	0.7%	0.7%

Delhi

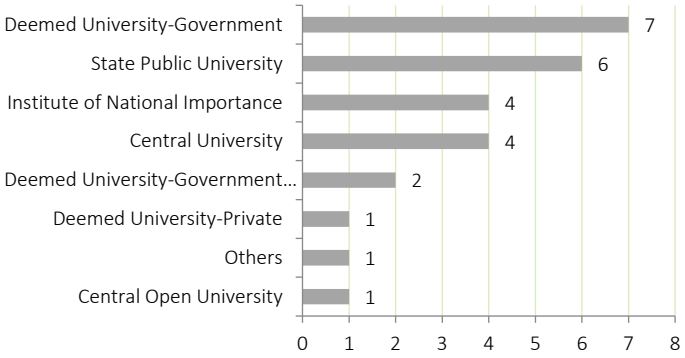
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	167.9	89.9	78.0
Literacy Rate [1]	86.2	90.9	80.8
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	22.4 (13.3%)	12.3 (13.6%)	10.1 (13%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	1.6%	1.7%	1.5%
Gross Enrolment Ratio [2]	45.4	43.0	48.2

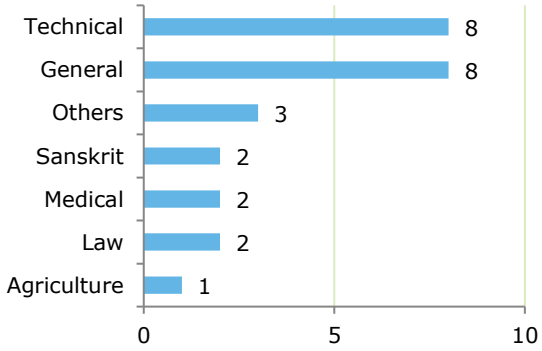
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

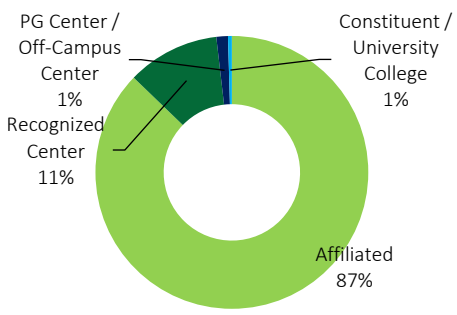
University by Type



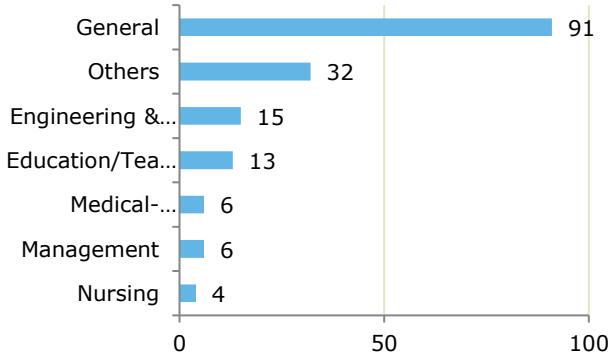
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	26	167	129
Average enrolment per institution	28,373	1,527	336
Total estimated enrolment (Lakhs)	7.37	2.55	0.22

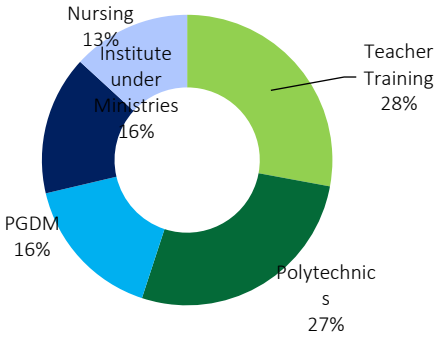
College Indicators

College Type	Delhi	Share in India
Affiliated Colleges	191	0.5%
Recognized centre	24	1.5%
Constituent/ University College	1	0.1%
PG/ Off Campus Centre	3	1.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	35.3%	19.5%	844
Private Aided	9.6%	12.1%	1,928
Government	55.1%	68.4%	1,895

Break up of standalone institution



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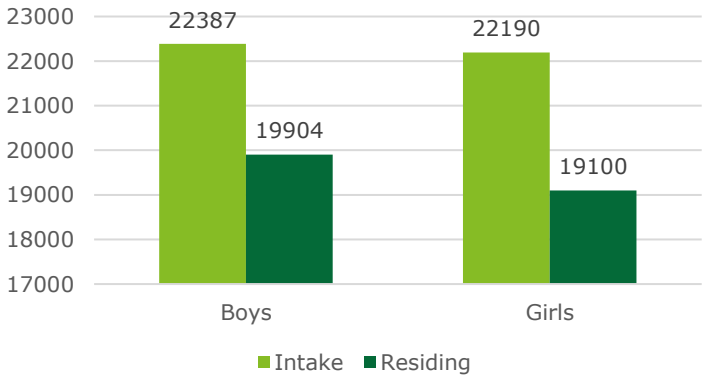
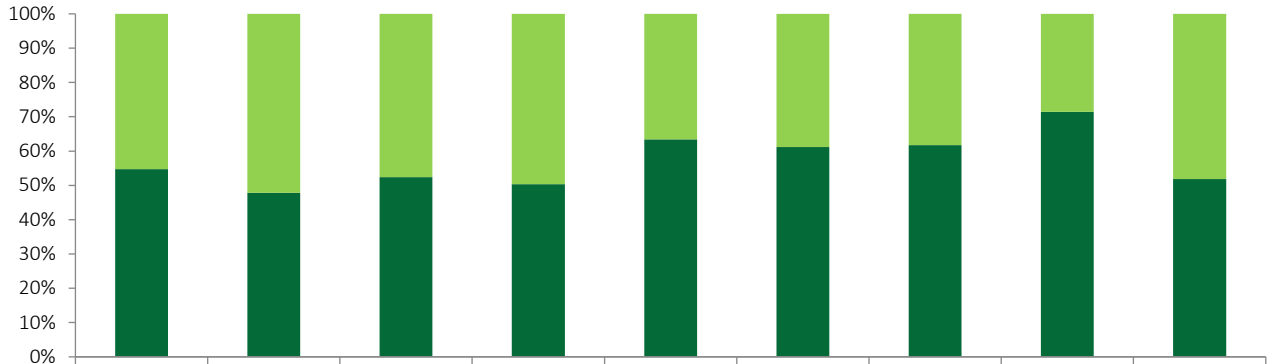


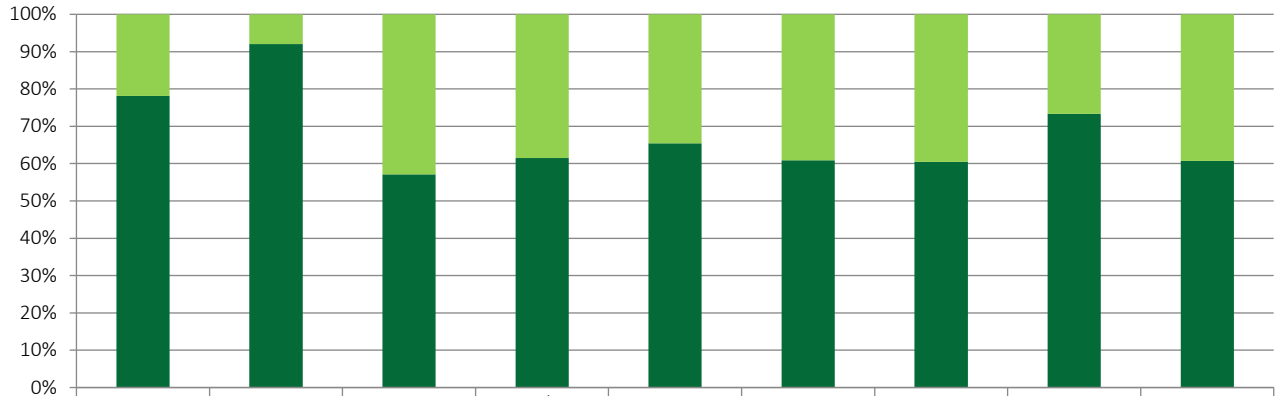
Student Enrolment

Enrolment at various levels through regular mode



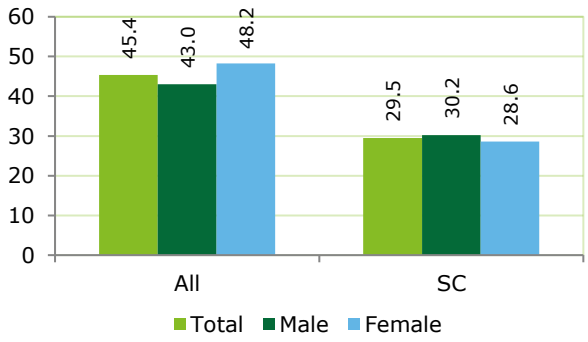
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	4018	3085	20628	139539	1697	10511	1235	909	181622
Male	4861	2830	22677	141628	2944	16534	1990	2278	195742

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	352	47	39227	72574	10624	9841	403	132	133200
Male	1255	540	52188	115698	20079	15332	616	363	206071

GER



Faculty and Staff

Key Indicators

Key Indicators	Delhi	INDIA
Pupil Teacher Ratio (PTR)	19	21
Teachers per College	111.1	38.1
Non-teaching staff per College	186.5	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.5%	46.5%	16.8%	0.6%	17.0%	12.9%	4.3%
Share of Enrolment	51.9%	48.1%	12.2%	1.6%	12.1%	1.9%	0.8%
Share of teaching staff	47.3%	52.7%	7.7%	2.2%	6.2%	2.2%	1.7%
Share of non-teaching staff	68.6%	31.4%	20.4%	3.9%	12.0%	1.2%	1.3%

Goa

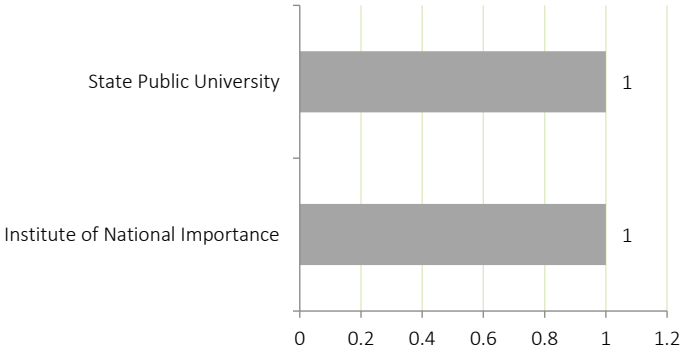
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	14.6	7.4	7.2
Literacy Rate [1]	88.7%	92.7%	88.4%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.7 (11.7%)	0.9 (12.8%)	0.8 (10.7%)
2015 Projected Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	27.6	25.0	30.9

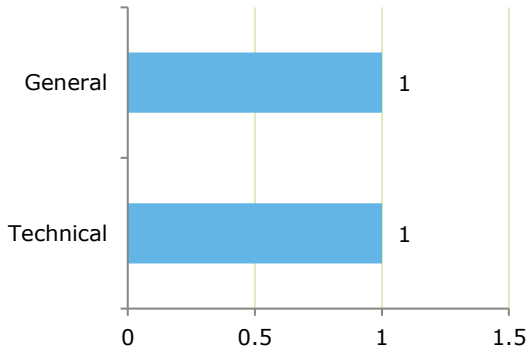
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

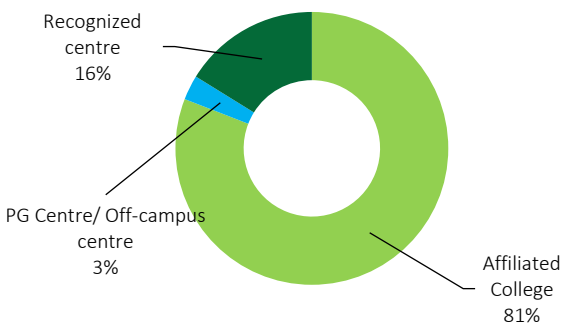
University by Type



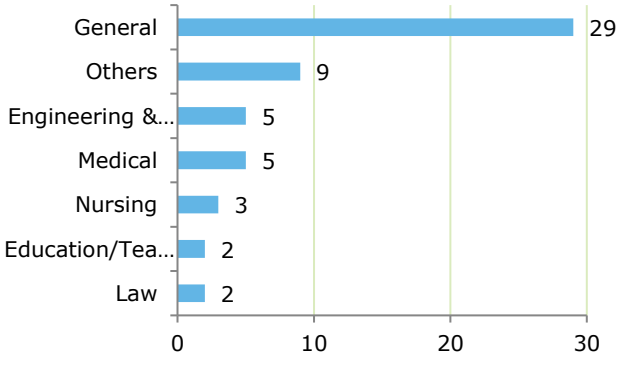
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	2	55	12
Average enrolment per institution	4712	560	702
Total estimated enrolment (Lakhs)	0.09	0.30	0.07

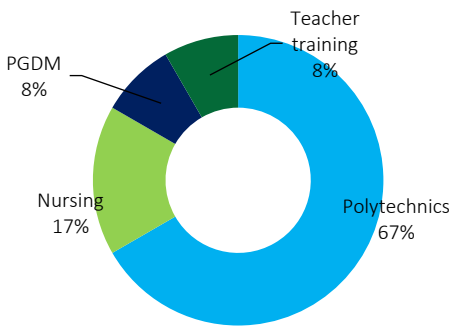
College Indicators

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

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	21.8%	9.9%	255
Private Aided	36.4%	48.7%	751
Government	41.8%	41.4%	554

Break up of standalone institution



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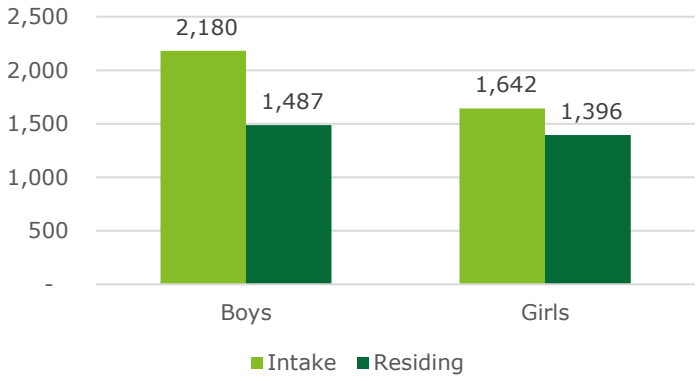
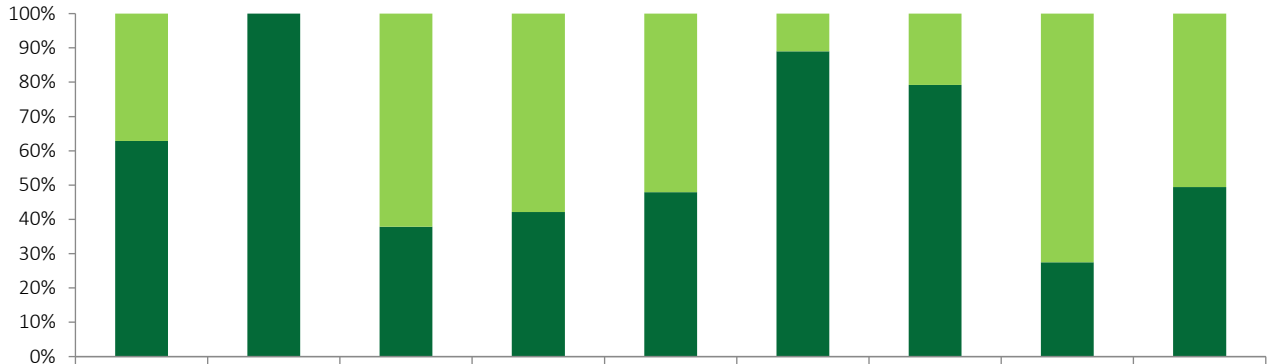


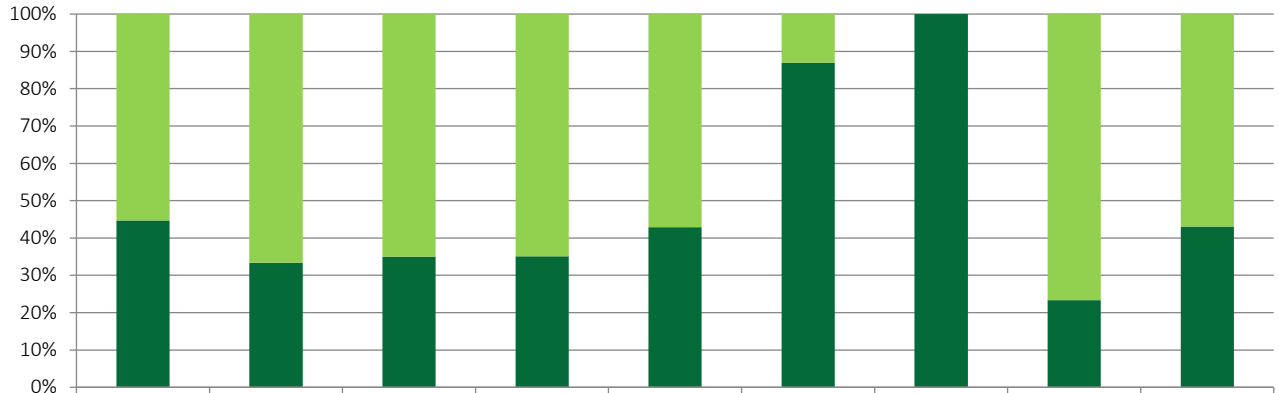
Student Enrolment

Enrolment at various levels through regular mode



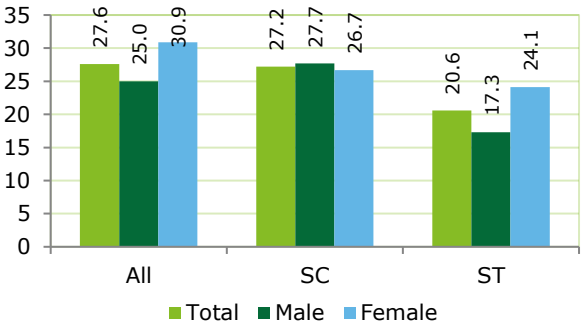
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	26	0	2492	16814	50	721	5	124	20232
Male	44	10	1518	12231	46	5830	19	47	19745

Out turn at various levels



	Ph.D.	M.Phil.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	21	2	1267	4930	32	225		23	6500
Male	17	1	683	2666	24	1508	8	7	4914

GER



Faculty and Staff

Key Indicators

Key Indicators	GOA	INDIA
Pupil Teacher Ratio (PTR)	15	21
Teachers per College	39.4	31.8
Non-teaching staff per College	82.1	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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%	1.9%	7.2%	16.1%	4.1%	16.0%
Share of teaching staff	63.7%	36.3%	4.8%	4.0%	15.8%	1.5%	0.9%
Share of non-teaching staff	53.4%	46.6%	2.3%	3.0%	3.3%	0.8%	9.4%

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 2015-16

Gujarat

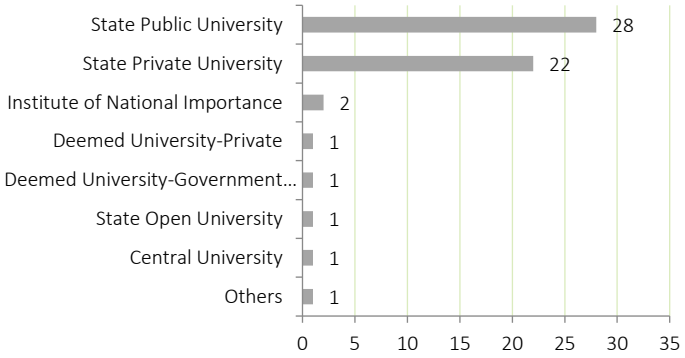
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	604.4	314.9	289.5
Literacy Rate [1]	78.0	85.8	69.7
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	71.9 (11.9%)	37.8 (12%)	34 (11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5.1%	5.2%	5.0%
Gross Enrolment Ratio [2]	20.7	22.9	18.3

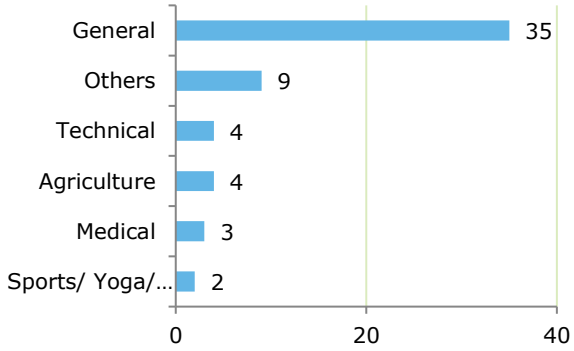
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

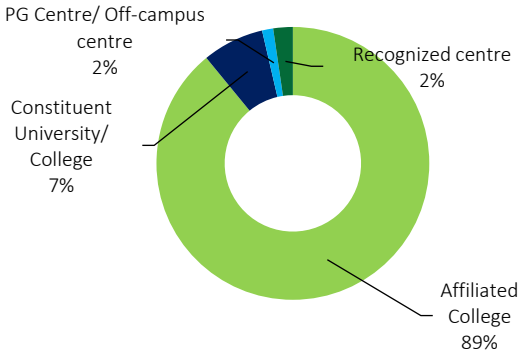
University by Type



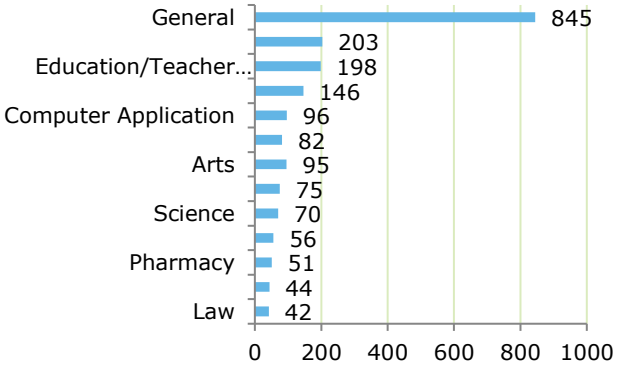
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	57	2003	301
Average enrolment per institution	5205	585	66
Total estimated enrolment (Lakhs)	2.96	11.71	0.19

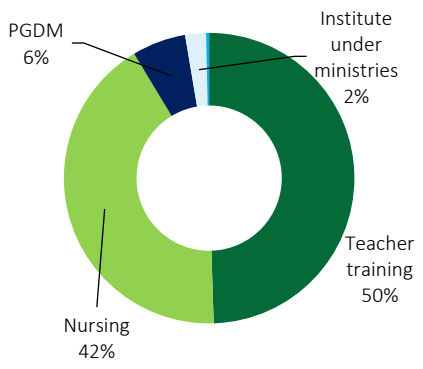
College Indicators

College Type	Gujarat	Share in India
Affiliated Colleges	1963	5.2
Recognized centre	51	3.2%
Constituent/ University College	161	10.6%
PG/ Off Campus Centre	29	10.7%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	61.2%	39.9%	381
Private Aided	25.9%	42.8%	965
Government	12.9%	17.3%	786

Break up of standalone institution



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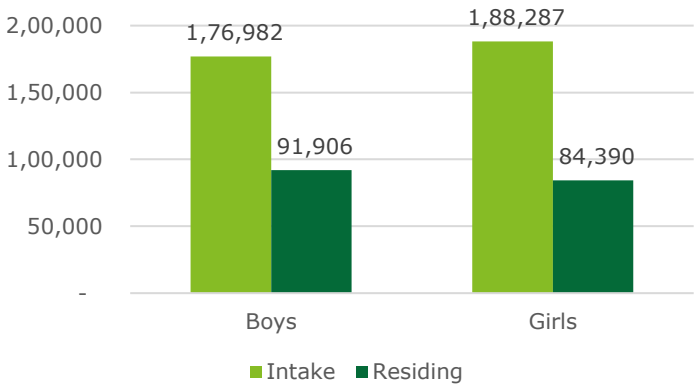
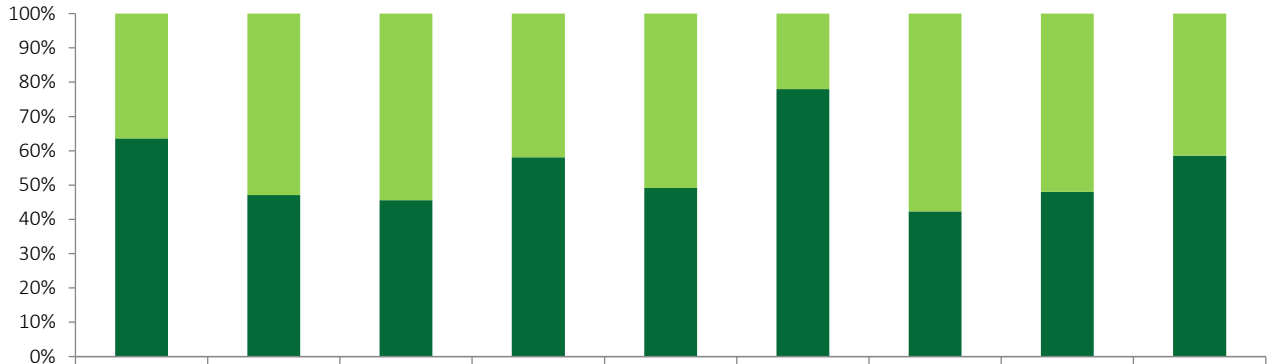


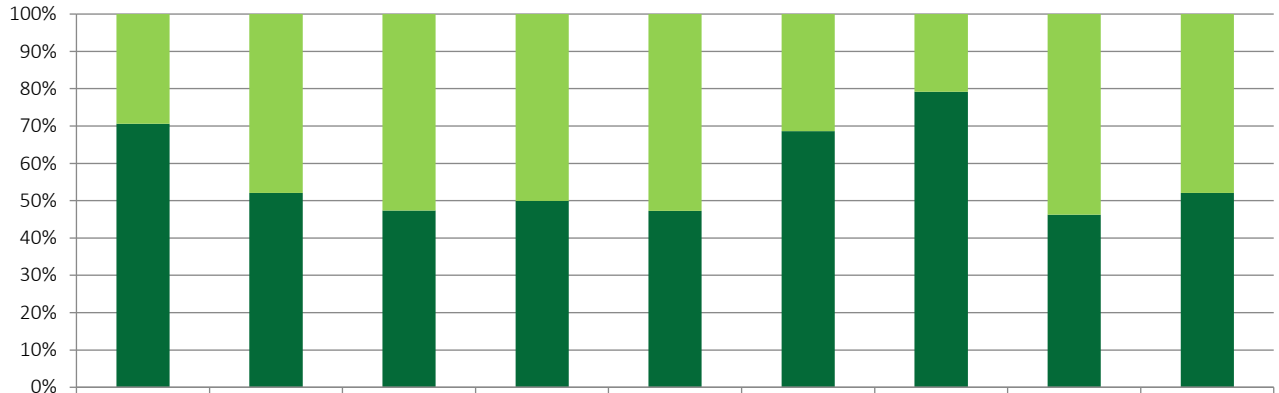
Student Enrolment

Enrolment at various levels through regular mode



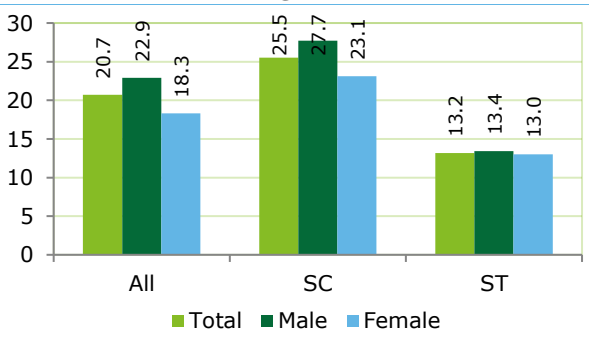
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1883	665	89100	447732	3727	32044	3021	5591	583763
Male	3286	592	74692	621287	3607	113241	2214	5158	824077

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	275	189	30152	131824	2376	10692	2243	828	178579
Male	661	205	27085	131508	2129	23411	8544	712	194255

GER



Faculty and Staff

Key Indicators

Key Indicators	GUJARAT	INDIA
Pupil Teacher Ratio (PTR)	26	21
Teachers per College	26.6	38.1
Non-teaching staff per College	17.9	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	58.2%	41.8%	8.8%	8.5%	28.5%	2.2%	0.4%
Share of teaching staff	63.7%	36.3%	4.8%	4.0%	15.8%	1.5%	0.9%
Share of non-teaching staff	74.4%	25.6%	11.9%	8.1%	19.4%	1.0%	0.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2015-16

Haryana

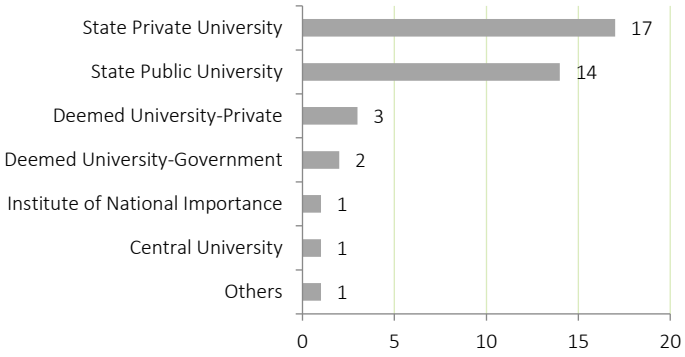
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	253.5	134.9	118.6
Literacy Rate [1]	75.6	84.1	65.9
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	31.9 (12.6%)	17.3 (12.8%)	14.6 (12.3%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.3%	2.4%	2.1%
Gross Enrolment Ratio [2]	26.1	25.9	26.4

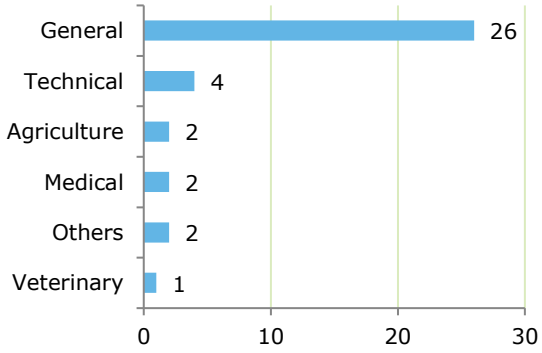
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

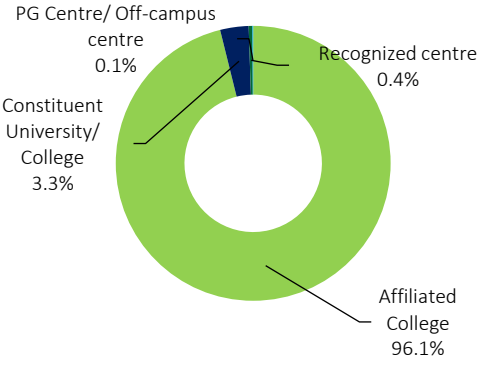
University by Type



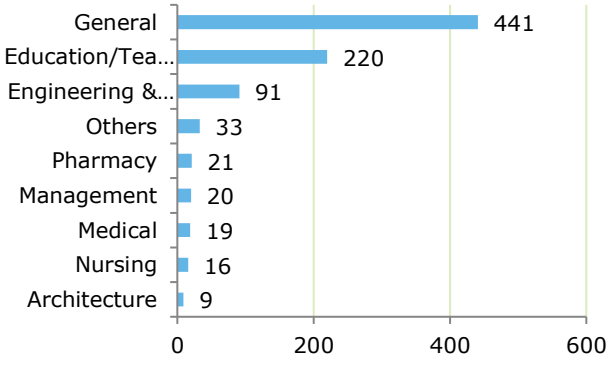
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	39	870	309
Average enrolment per institution	3266	646	483
Total estimated enrolment (Lakhs)	1.27	5.62	0.53

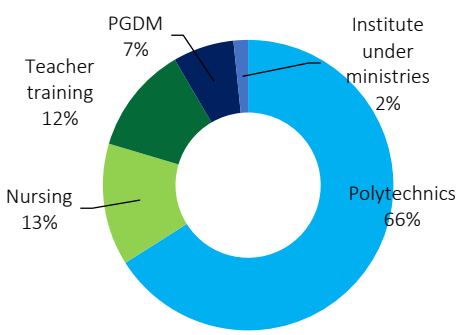
College Indicators

College Type	Haryana	Share in India
Affiliated Colleges	1093	2.9%
Recognized centre	5	0.3%
Constituent/ University College	38	2.5%
PG/ Off Campus Centre	1	0.4%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	67.7%	32.0%	305
Private Aided	12.9%	30.8%	1546
Government	19.4%	37.2%	1238

Break up of standalone institution



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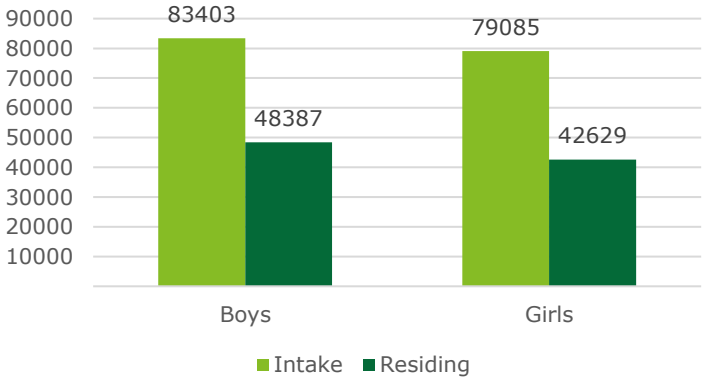
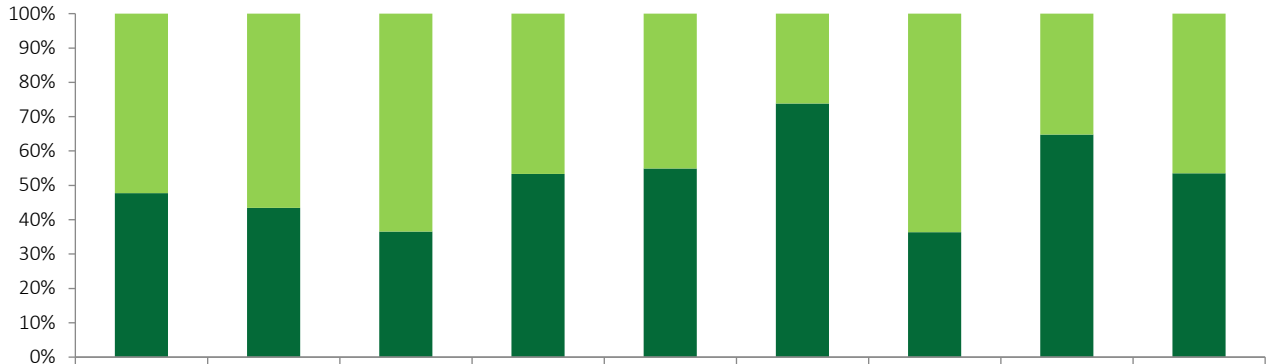


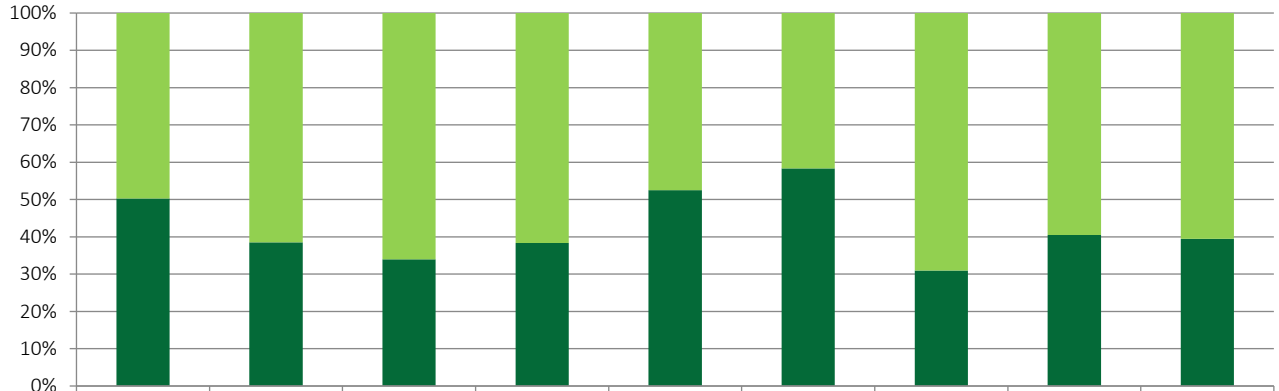
Student Enrolment

Enrolment at various levels through regular mode



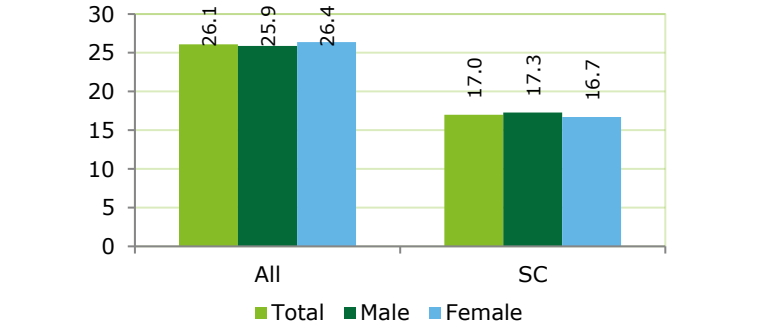
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1706	432	50293	294518	1012	18012	1580	4076	371629
Male	1556	332	28927	336432	1235	50835	903	7506	427726

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	186	190	20826	74478	658	6588	1301	682	104909
Male	188	119	10728	46280	728	9223	583	464	68313

GER



Faculty and Staff

Key Indicators

Key Indicators	HARYANA	INDIA
Pupil Teacher Ratio (PTR)	18	21
Teachers per College	47.4	38.1
Non-teaching staff per College	39.0	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.2%	46.8%	20.2%	0.1%	28.1%	7%	6.0%
Share of Enrolment	53.9%	46.1%	13.8%	0.3%	23.4%	1%	1.6%
Share of teaching staff	54.8%	45.2%	4.6%	0.2%	7.9%	0.5%	1.1%
Share of non-teaching staff	71.5%	28.5%	14.9%	0.6%	14.1%	0.6%	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 2015-16

Himachal Pradesh

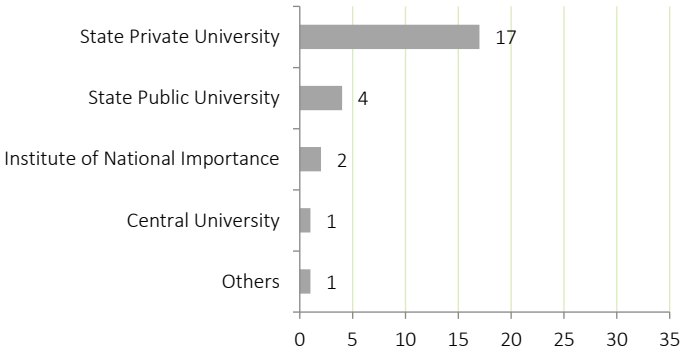
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	68.6	34.8	33.8
Literacy Rate [1]	82.8%	89.5%	75.9%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	7.4 (10.8%)	3.8 (11%)	3.6 (10.6%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.5%	0.5%	0.5%
Gross Enrolment Ratio [2]	32.5	29.6	35.5

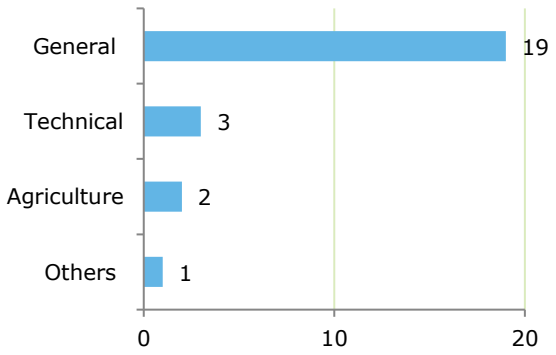
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

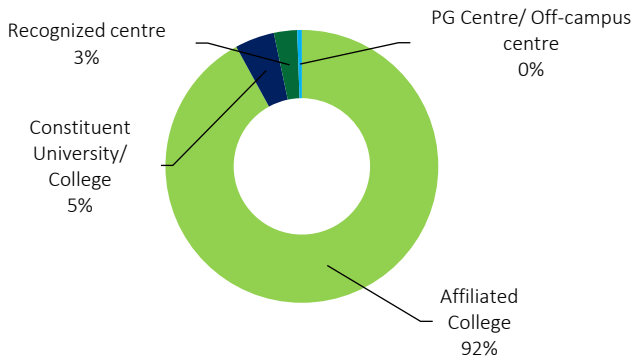
University by Type



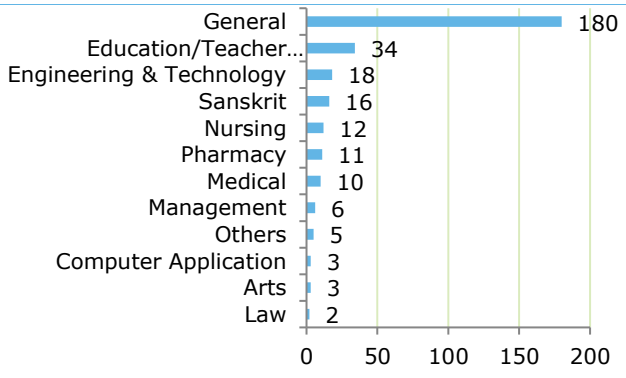
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	25	300	93
Average enrollment per institution	2809	520	204
Total estimated enrolment (Lakhs)	0.70	1.55	0.15

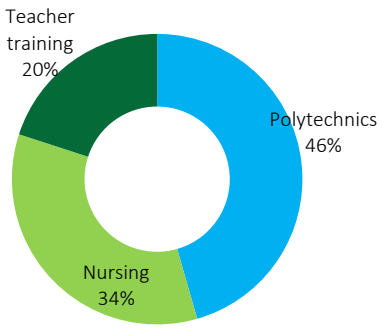
College Indicators

College Type	Himachal Pradesh	Share in India
Affiliated Colleges	334	0.9%
Recognized centre	10	0.6%
Constituent/ University College	17	1.1%
PG/ Off Campus Centre	2	0.7%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	44.7%	17.7%	206
Private Aided	6.3%	6.2%	505
Government	49.0%	76.2%	808

Break up of standalone institution



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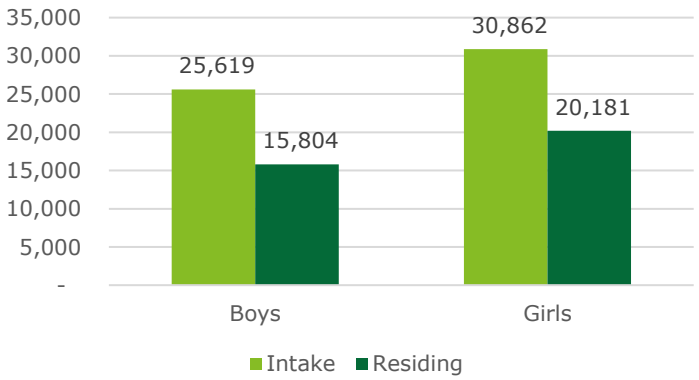
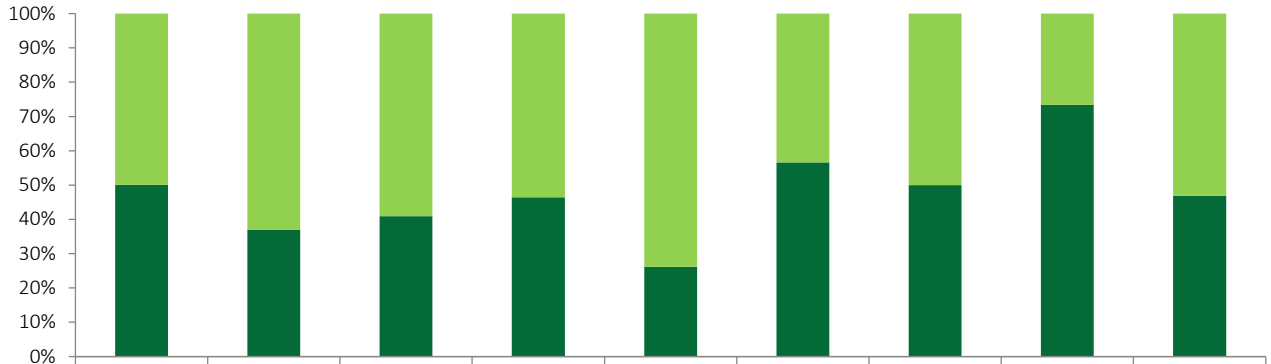


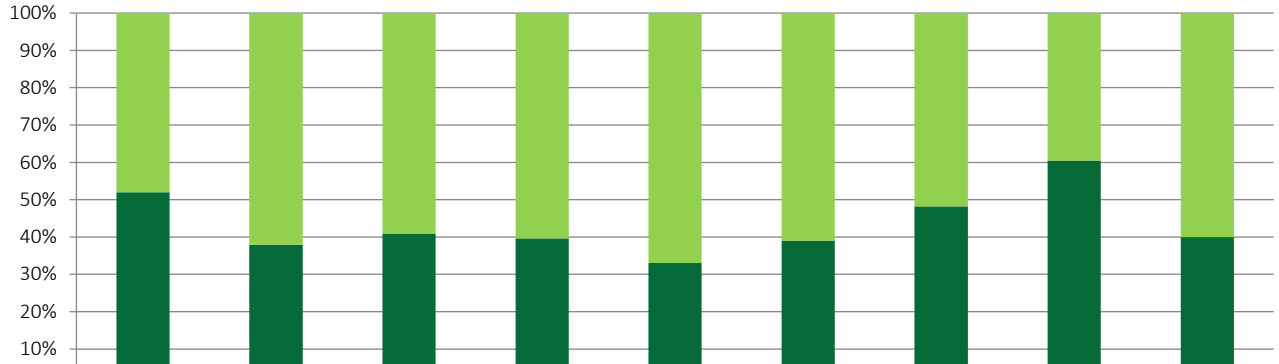
Student Enrolment

Enrolment at various levels through regular mode



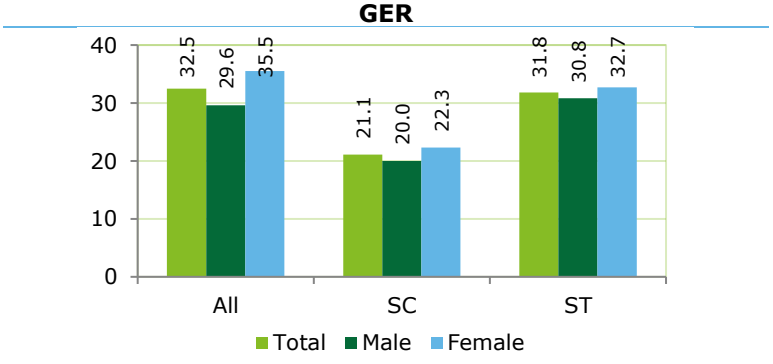
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	588	175	9330	92112	466	7253	503	181	110608
Male	590	103	6465	79876	165	9475	502	501	97677

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	133	167	6881	24940	432	3488	369	34	36444
Male	144	102	4766	16405	213	2231	344	52	24257

GER



Faculty and Staff

Key Indicators

Key Indicators	HIMACHAL PRADESH	INDIA
Pupil Teacher Ratio (PTR)	20	21
Teachers per College	33	38.1
Non-teaching staff per College	40.6	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	47.2%	52.8%	17.0%	5.7%	12.7%	0.5%	0.6%
Share of teaching staff	57.1%	42.9%	7.6%	2.8%	4.9%	0.3%	1.0%
Share of non-teaching staff	69.2%	30.8%	18.5%	3.8%	7.6%	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 2015-16

Jammu & Kashmir

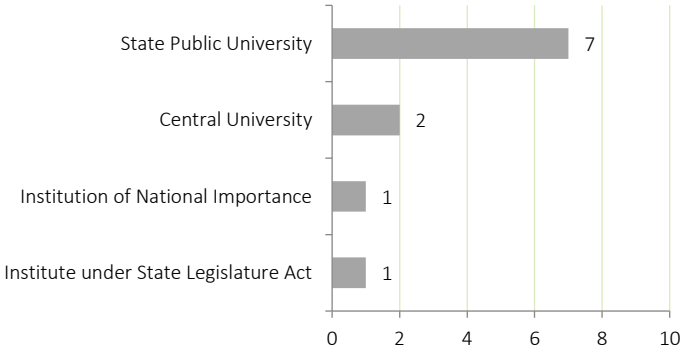
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	125.4	66.4	59.0
Literacy Rate [1]	67.2	76.8	56.4
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	13.4 (10.7%)	6.9 (10.4%)	6.5 (11%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.9%	0.9%	1%
Gross Enrolment Ratio [2]	24.8	23.5	26.2

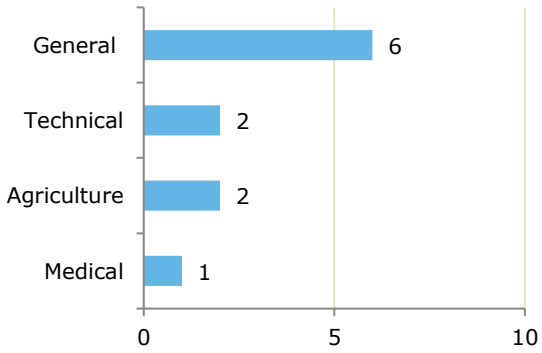
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

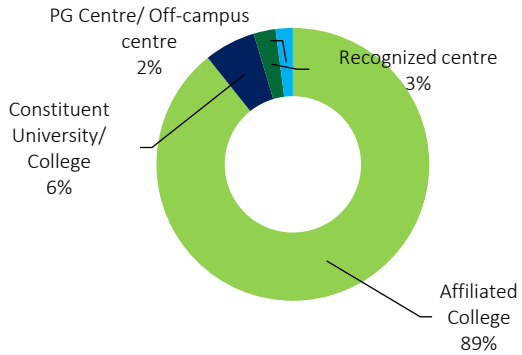
University by Type



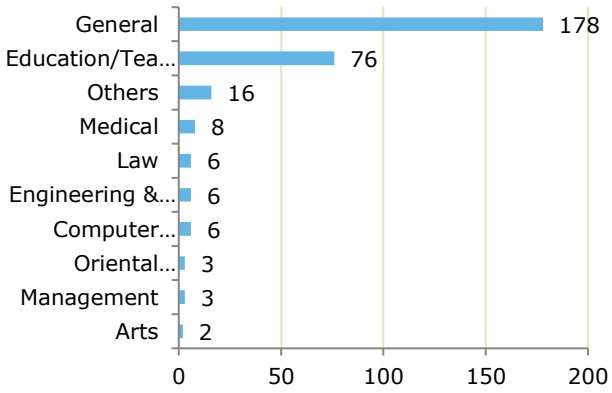
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	11	304	73
Average enrollment per institution	11586	644	179
Total estimated enrolment (Lakhs)	1.27	1.95	0.09

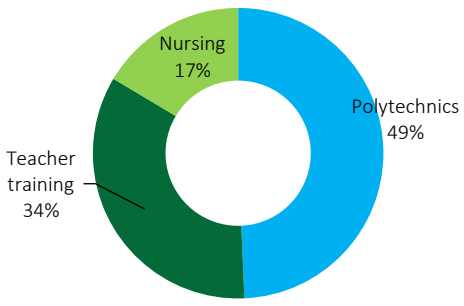
College Indicators

College Type	Jammu & Kashmir	Share in India
Affiliated Colleges	308	0.8%
Recognized centre	9	0.6%
Constituent/ University College	21	1.4%
PG/ Off Campus Centre	7	2.6%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	47.7%	15.5%	209
Private Aided	5.6%	1.5%	173
Government	46.7%	83.0%	1144

Break up of standalone institution



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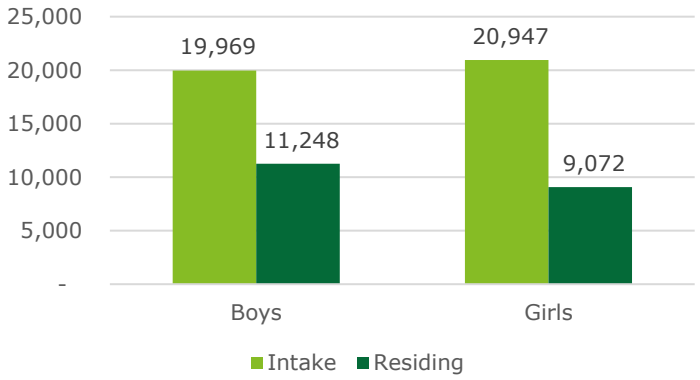
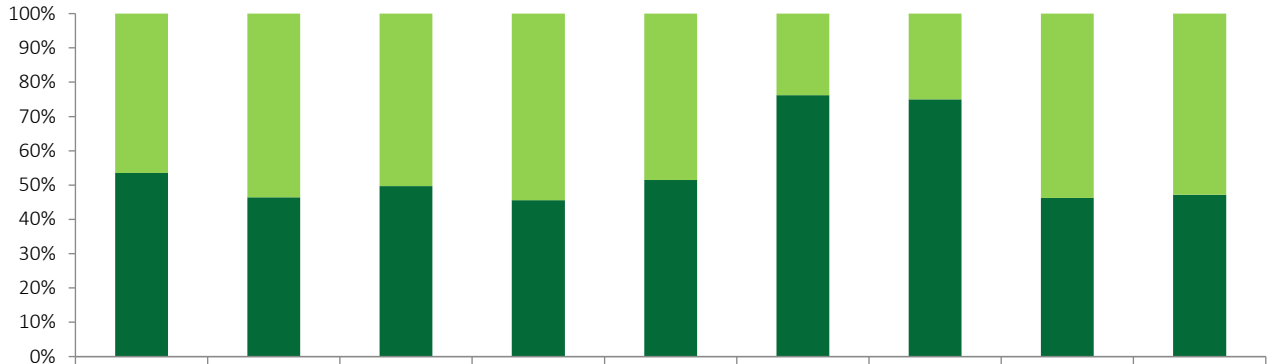


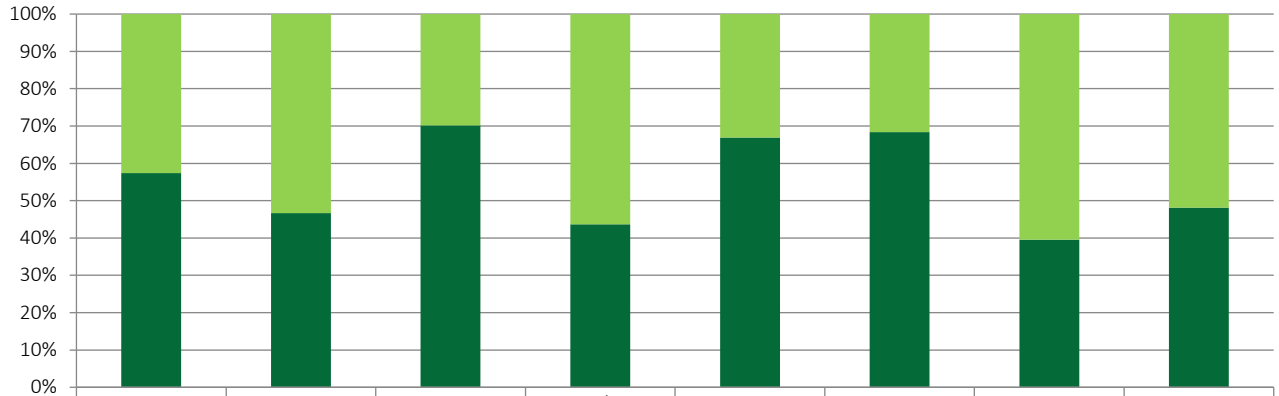
Student Enrolment

Enrolment at various levels through regular mode



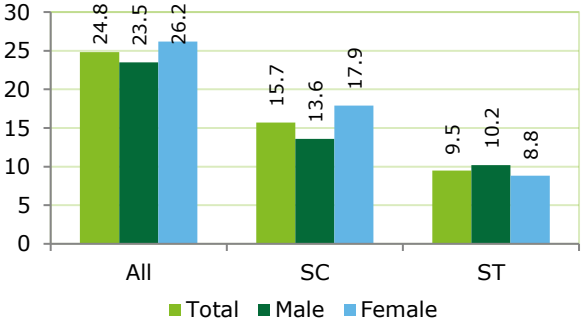
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	854	196	7704	109074	101	2245	2	1314	121490
Male	985	170	7621	91462	107	7203	6	1129	108683

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Integrated	Total
Female	98	113	2951	31527	83	506	538	35816
Male	132	99	6956	24456	168	1095	352	33258

GER



Faculty and Staff

Key Indicators

Key Indicators	JAMMU & KASHMIR	INDIA
Pupil Teacher Ratio (PTR)	23	21
Teachers per College	32	38.1
Non-teaching staff per College	48.5	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	48.9%	51.1%	5.0%	4.2%	6.6%	38.4%	1.9%
Share of teaching staff	60.7%	39.3%	3.3%	1.7%	1.4%	44.5%	3.2%
Share of non-teaching staff	75.0%	25.0%	4.9%	1.8%	1.9%	47.7%	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 2015-16

Jharkhand

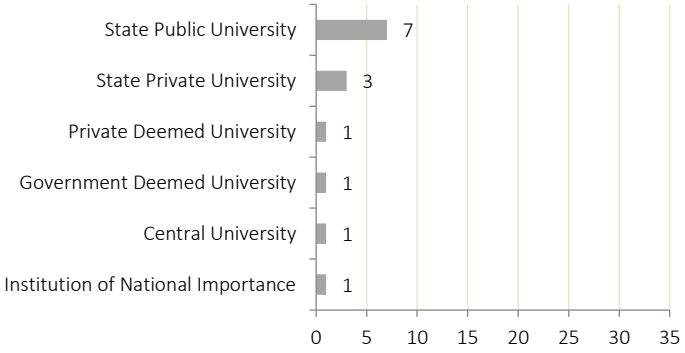
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	329.9	169.3	160.6
Literacy Rate [1]	66.4	76.8	55.4
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	37.5 (11.4%)	19 (11.2%)	18.5 (11.5%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.7%	2.6%	2.7%
Gross Enrolment Ratio [2]	15.5	16.2	14.8

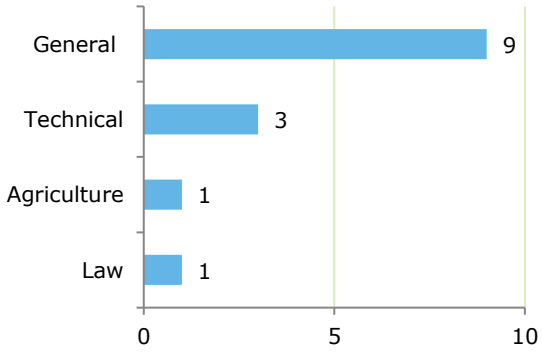
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

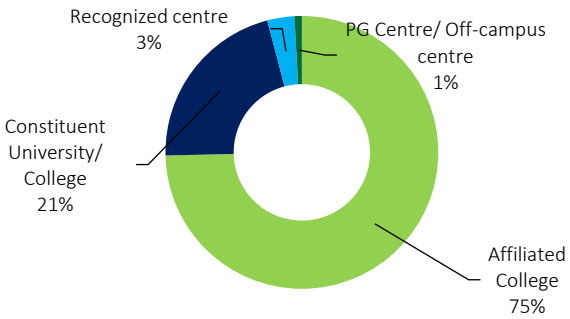
University by Type



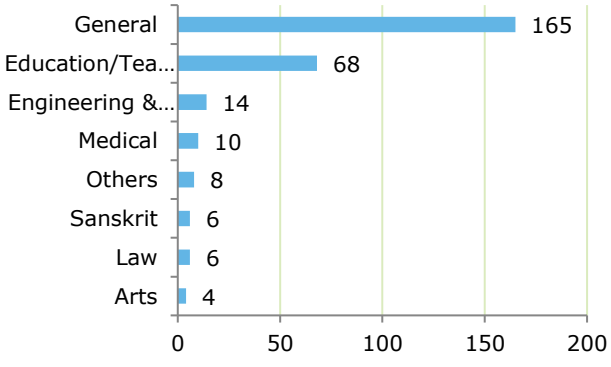
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	14	281	90
Average enrollment per institution	5869	1716	511
Total estimated enrolment (Lakhs)	0.82	4.82	0.17

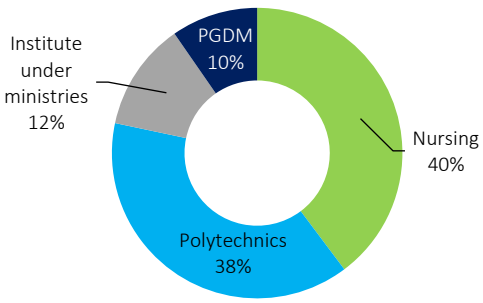
College Indicators

College Type	Jharkhand	Share in India
Affiliated Colleges	256	0.7%
Recognized centre	11	0.7%
Constituent/ University College	73	4.8%
PG/ Off Campus Centre	3	1.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	37.7%	7.4%	336
Private Aided	10.0%	11.9%	2050
Government	52.3%	80.7%	2647

Break up of standalone institution



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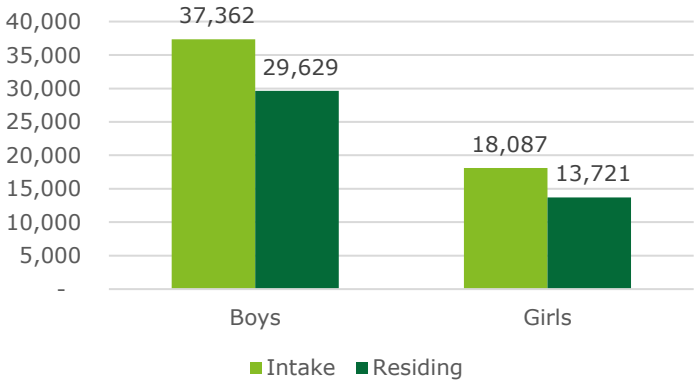
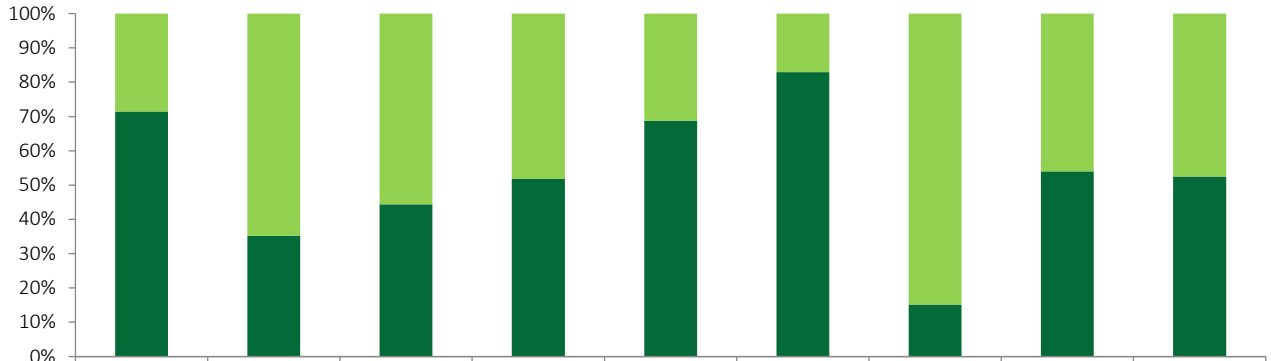


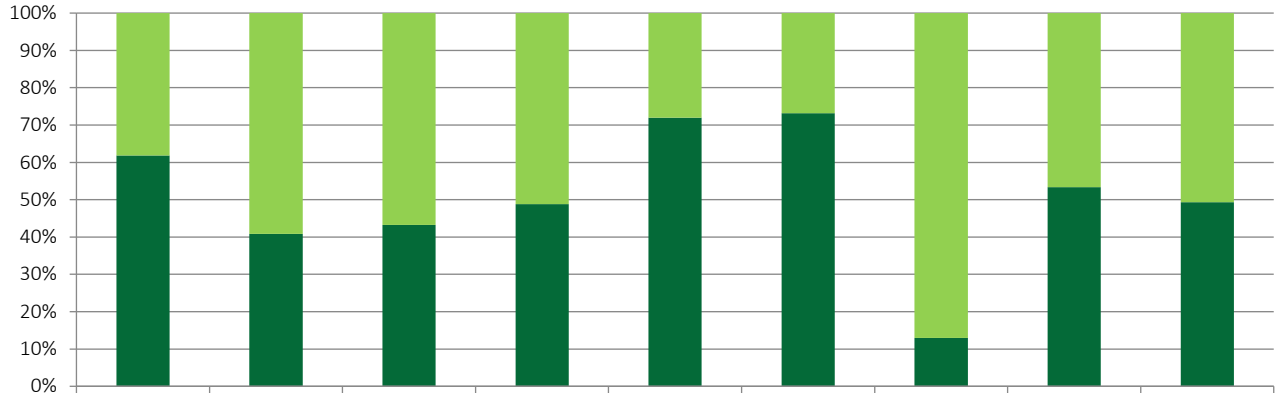
Student Enrolment

Enrolment at various levels through regular mode



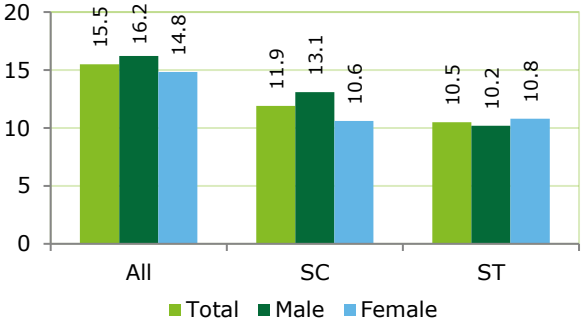
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	688	200	20910	226578	838	3033	655	2813	255715
Male	1726	109	16693	244486	1844	14708	117	3299	282982

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	257	149	6691	50220	384	1064	255	385	59405
Male	416	103	5099	47822	987	2904	38	441	57810

GER



Faculty and Staff

Key Indicators

Key Indicators	JHARKHAND	INDIA
Pupil Teacher Ratio (PTR)	50	21
Teachers per College	37.1	38.1
Non-teaching staff per College	43.2	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	52.8%	47.2%	9.1%	17.4%	34.6%	5.7%	1.5%
Share of teaching staff	73.5%	26.5%	3.0%	8.3%	24.2%	4.6%	2.2%
Share of non-teaching staff	78.9%	21.1%	7.5%	16.2%	28.2%	3.8%	2.8%

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 2015-16

Karnataka

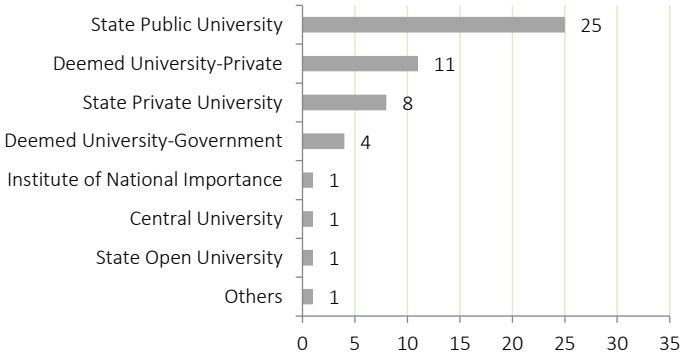
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	611.0	309.7	301.3
Literacy Rate [1]	75.4	82.5	68.1
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	71.2 (11.7%)	36.5 (11.8%)	34.7 (11.5%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5%	5%	5.1%
Gross Enrolment Ratio [2]	26.1	26.3	25.9

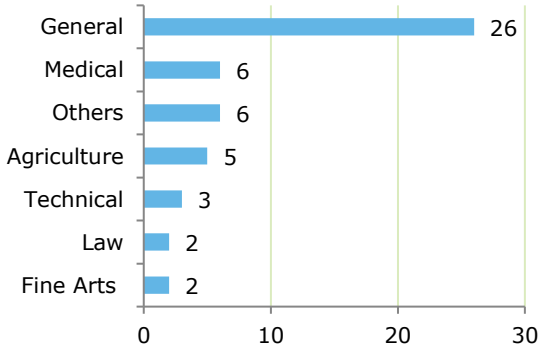
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

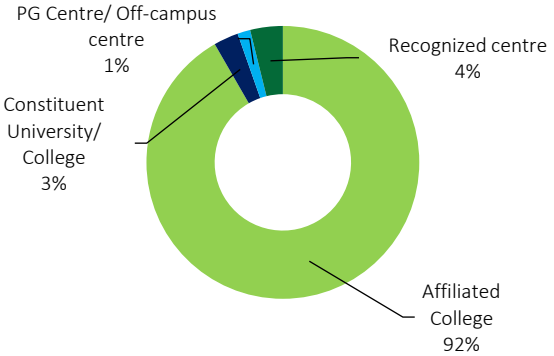
University by Type



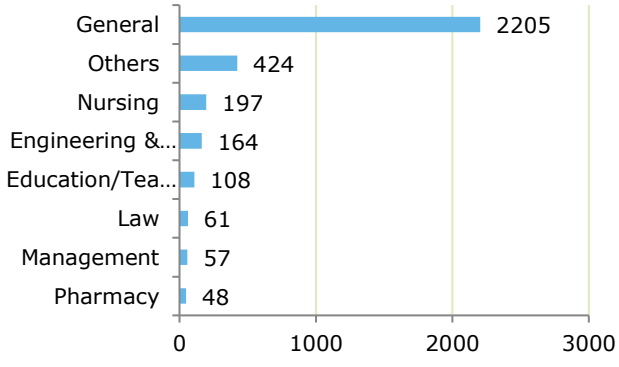
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	52	3264	1677
Average enrolment per institution	4307	438	172
Total estimated enrolment (Lakhs)	2.23	14.29	2.04

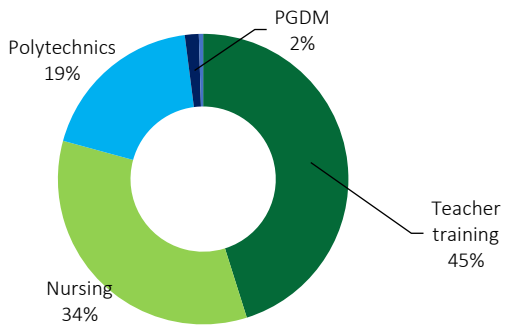
College Indicators

College Type	Karnataka	Share in India
Affiliated Colleges	3492	9.2%
Recognized centre	147	9.3 %
Constituent/ University College	112	7.4%
PG/ Off Campus Centre	58	21.4%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	67.6%	48.4%	313
Private Aided	12.9%	22.4%	760
Government	19.5%	29.2%	656

Break up of standalone institution



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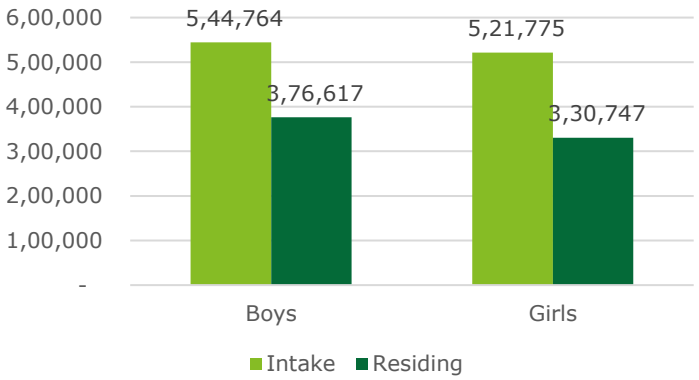
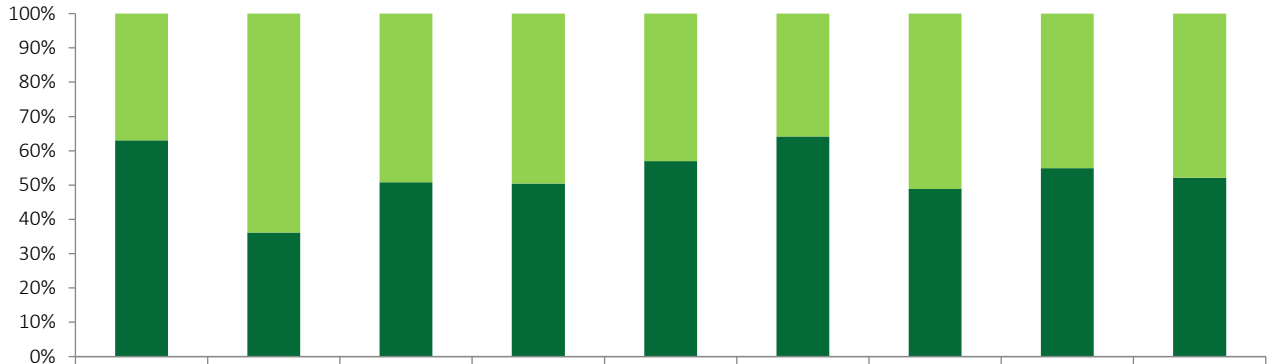


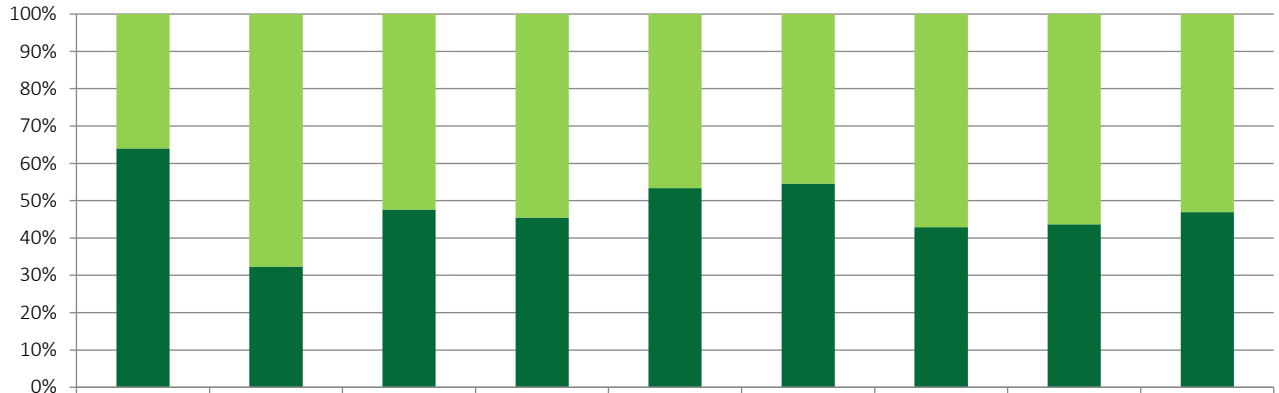
Student Enrolment

Enrolment at various levels through regular mode



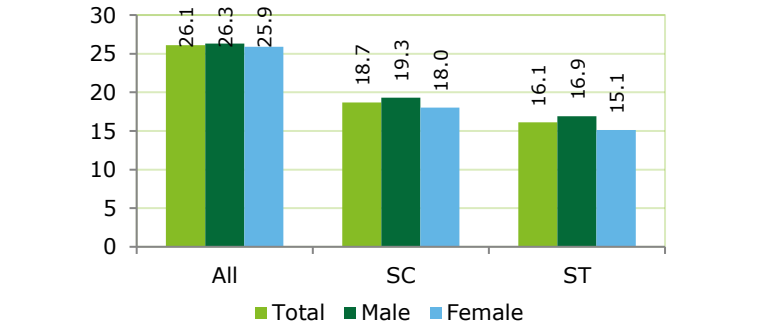
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	4353	378	80953	688405	1690	73600	2213	3344	854936
Male	7424	214	83570	700401	2239	131997	2112	4072	932029

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	700	157	48042	188517	1550	24024	1444	507	264941
Male	1245	75	43737	157443	1773	28858	1084	393	234608

GER



Faculty and Staff

Key Indicators

Key Indicators	KARNATAKA	INDIA
Pupil Teacher Ratio (PTR)	13	21
Teachers per College	35.9	38.1
Non-teaching staff per College	29.2	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	17.1%	7%	41.1%	12.9%	2.5%
Share of Enrolment	51.6%	48.4%	12.8%	4.5%	46.4%	5.3%	3.2%
Share of teaching staff	57.9%	42.1%	7.2%	2.0%	27.8%	3.4%	3.9%
Share of non-teaching staff	63.4%	36.6%	10.0%	3.3%	27.8%	3.4%	4.7%

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 2015-16

Kerala

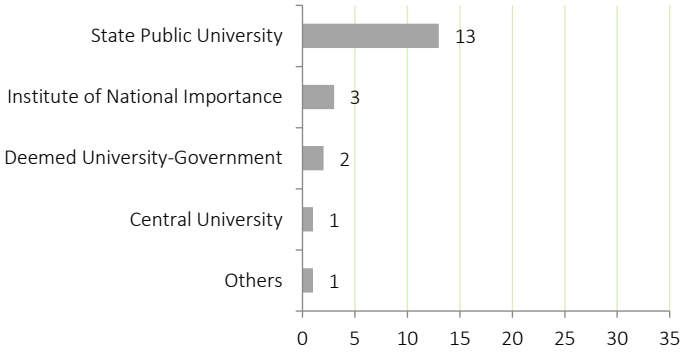
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	334.1	160.3	173.8
Literacy Rate [1]	94.0 %	96.1%	92.1%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	30.5 (9.1%)	15.3 (9.5%)	15.3 (8.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.2%	2.1%	2.2%
Gross Enrolment Ratio [2]	30.8	26.6	35.0

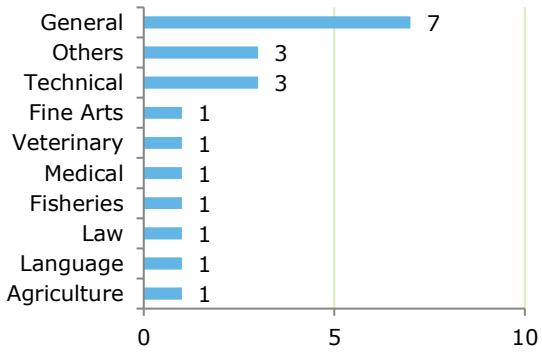
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

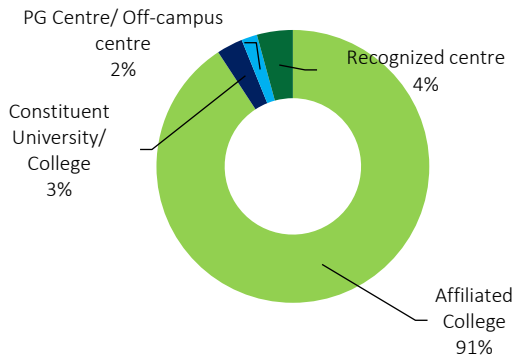
University by Type



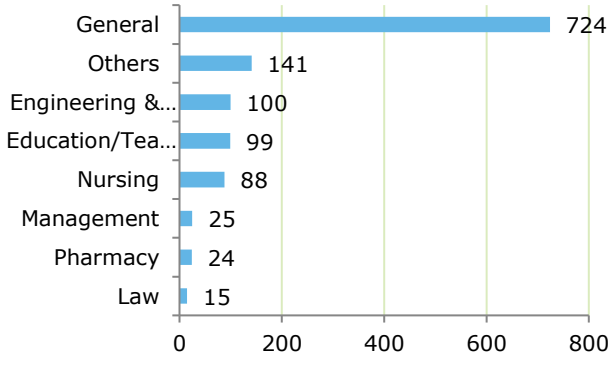
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	20	1216	600
Average enrolment per institution	12034	521	168
Total estimated enrolment (Lakhs)	2.41	6.34	0.64

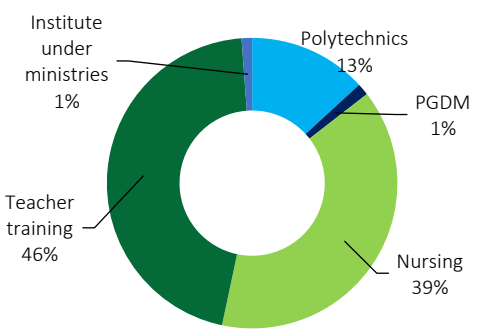
College Indicators

College Type	Kerala	Share in India
Affiliated Colleges	1,260	3.3%
Recognized centre	59	3.7%
Constituent/ University College	43	2.8%
PG/ Off Campus Centre	26	9.6%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	65.8%	47.9%	379
Private Aided	16.5%	36.4%	1147
Government	17.7%	15.8%	465

Break up of standalone institution



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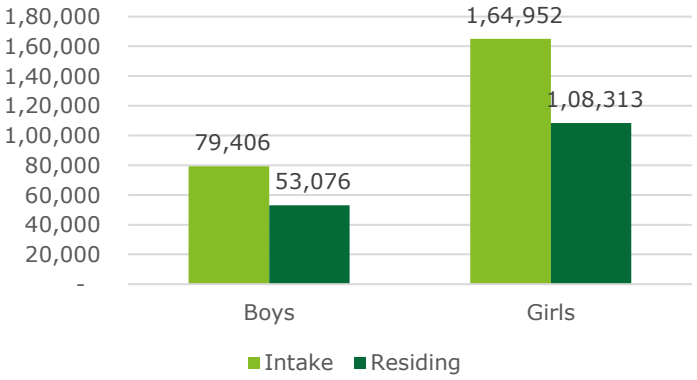
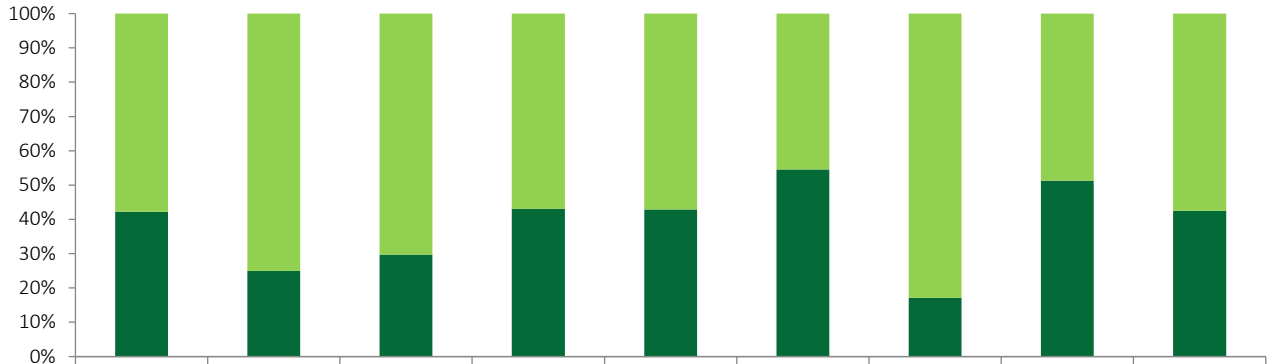


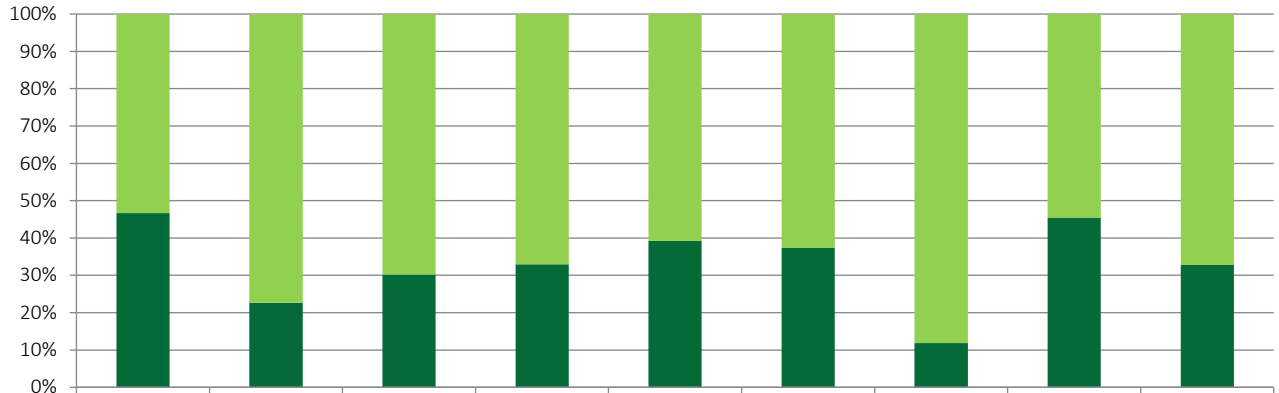
Student Enrolment

Enrolment at various levels through regular mode



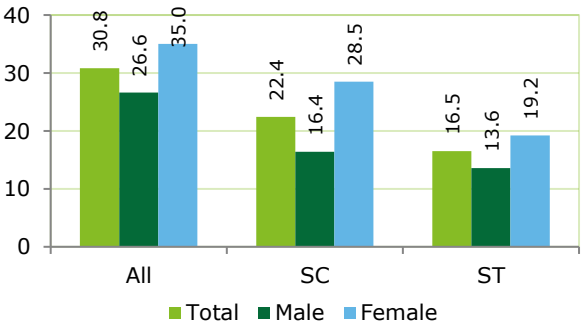
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2675	684	56302	340566	260	28650	2370	2312	433819
Male	1956	228	23873	257312	195	34439	489	2431	320923

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	230	460	20531	87110	158	9182	933	346	118950
Male	201	135	8880	42759	102	5458	125	288	57948

GER



Faculty and Staff

Key Indicators

Key Indicators	KERALA	INDIA
Pupil Teacher Ratio (PTR)	13	21
Teachers per College	45.2	38.1
Non-teaching staff per College	34.7	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	43.2%	56.8%	6.6%	0.8%	35.6%	11.3%	10.2%
Share of teaching staff	42.0%	58.0%	3.0%	0.3%	28.9%	8.0%	16.7%
Share of non-teaching staff	52.1%	47.9%	5.0%	0.9%	31.8%	7.5%	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 2015-16

Madhya Pradesh

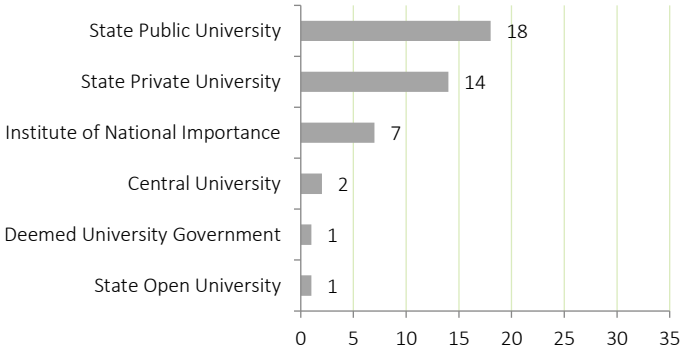
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	726.3	376.1	350.1
Literacy Rate [1]	69.3%	78.7%	59.2%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	87.9 (12.1%)	46.5 (12.4%)	41.4 (11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	6.2%	6.4%	6.1%
Gross Enrolment Ratio [2]	19.6	21.1	17.9

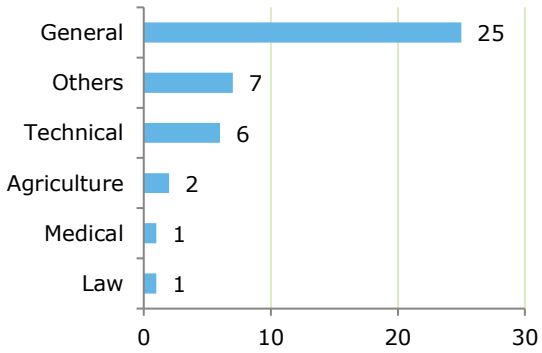
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

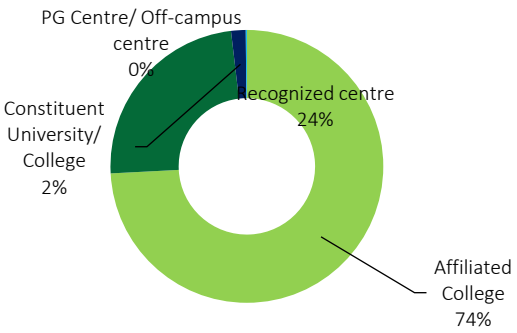
University by Type



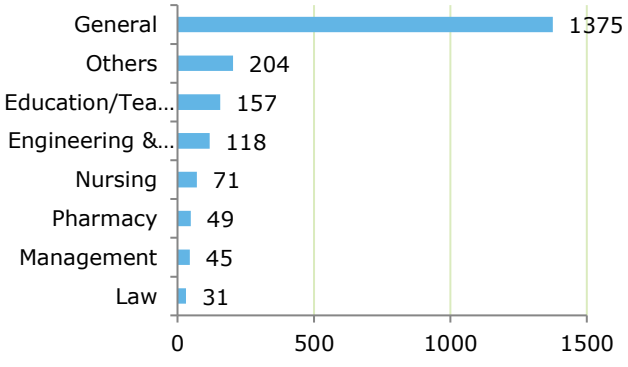
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	43	2,050	461
Average enrolment per institution	11089	589	252
Total estimated enrolment (Lakhs)	4.76	12.07	0.34

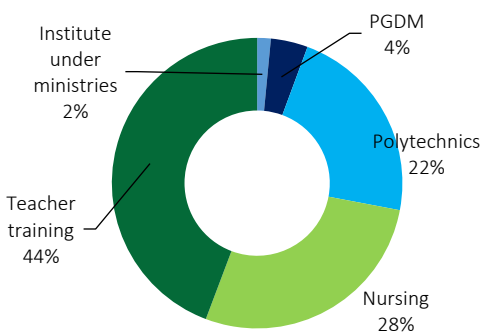
College Indicators

College Type	Madhya Pradesh	Share in India
Affiliated Colleges	2232	5.9%
Recognized centre	721	45.4%
Constituent/ University College	52	3.4%
PG/ Off Campus Centre	4	1.5%

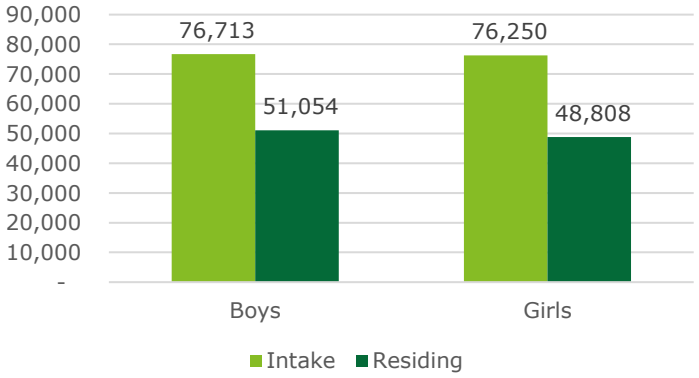
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	58.9%	40.5%	405
Private Aided	9.9%	10.5%	624
Government	31.2%	49.0%	926

Break up of standalone institution

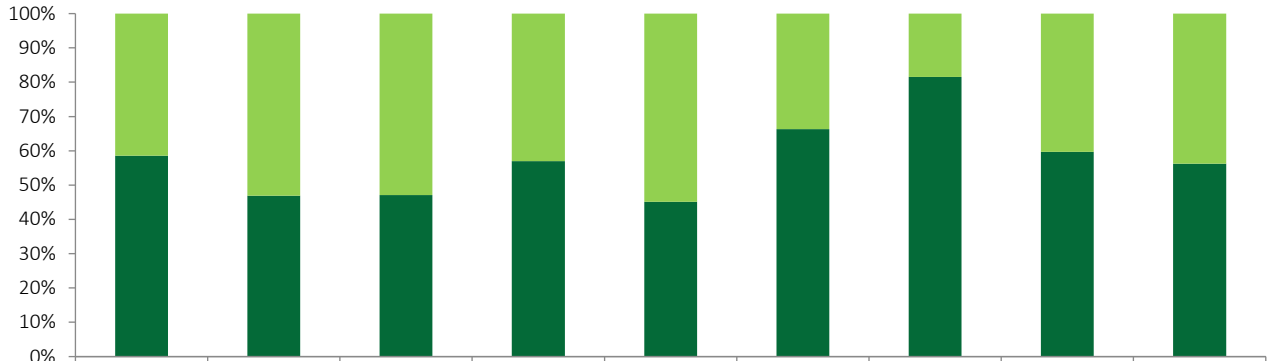


Hostel



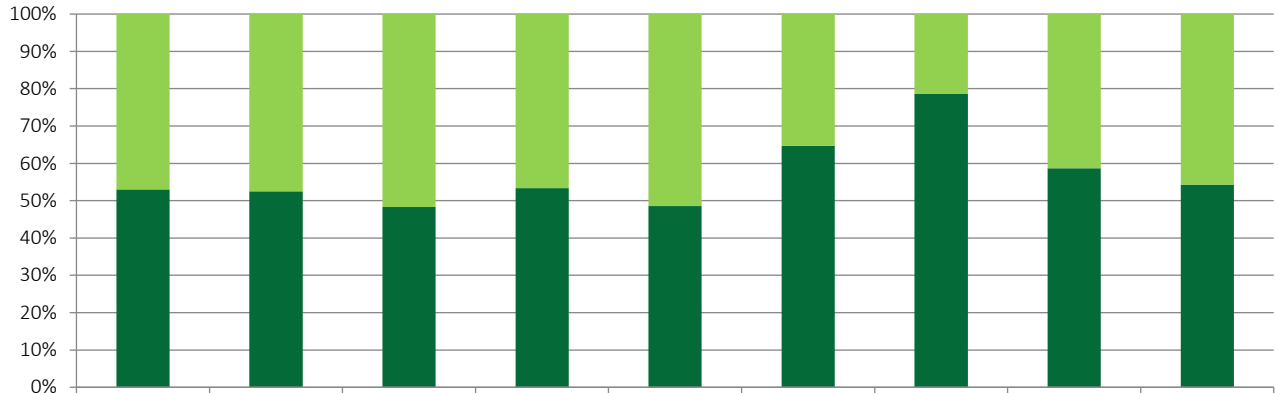
Student Enrolment

Enrolment at various levels through regular mode



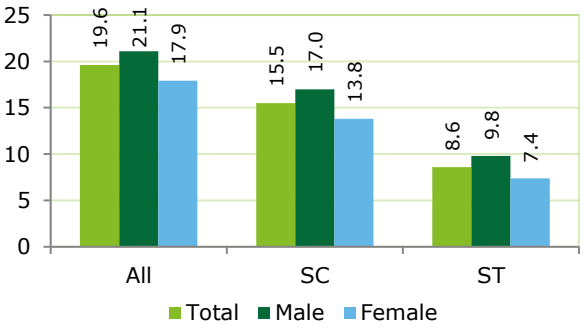
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1585	771	94120	473668	43742	56431	546	2655	673518
Male	2243	681	83725	627057	36011	111052	2405	3930	867104

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	684	588	38115	143270	39944	37429	794	266	261090
Male	772	650	35613	163631	37750	68509	2906	378	310209

GER



Faculty and Staff

Key Indicators

Key Indicators	MADHYA PRADESH	INDIA
Pupil Teacher Ratio (PTR)	21	21
Teachers per College	34.5	38.1
Non-teaching staff per College	27.2	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	57.0%	43.0%	12.7%	8.6%	37.9%	2.1%	1.0%
Share of teaching staff	61.3%	38.7%	5.3%	2.0%	15.9%	2.0%	2.2%
Share of non-teaching staff	76.3%	23.7%	11.7%	5.2%	20.1%	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 2015-16

Maharashtra

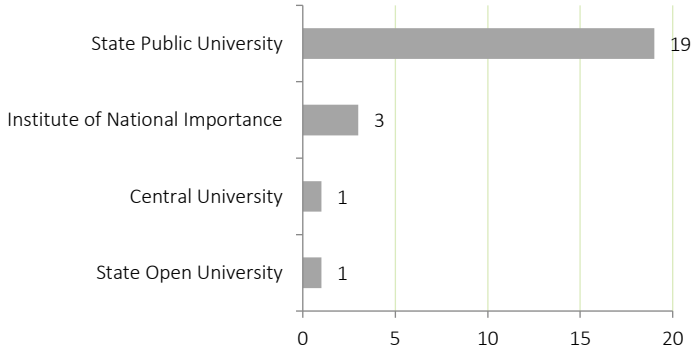
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	1123.7	582.4	541.3
Literacy Rate [1]	82.3	88.4	75.9
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	133.4 (11.9%)	70.4 (12.1%)	63.1 (11.6%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	9.4%	9.6%	9.3%
Gross Enrolment Ratio [2]	29.9	31.9	27.6

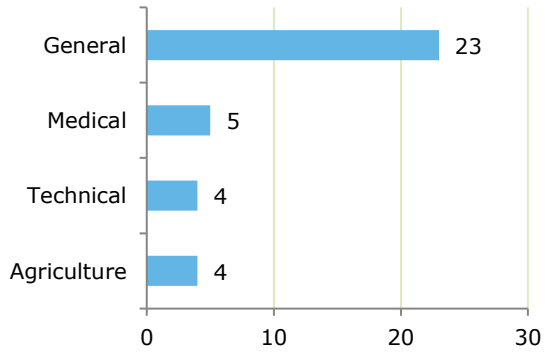
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

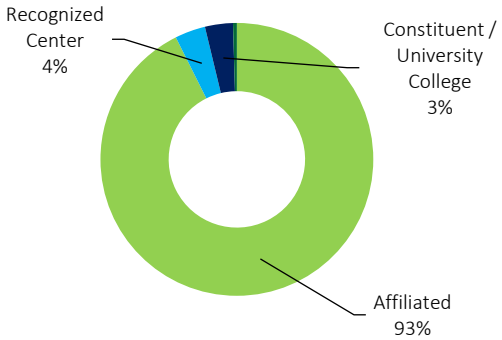
University by Type



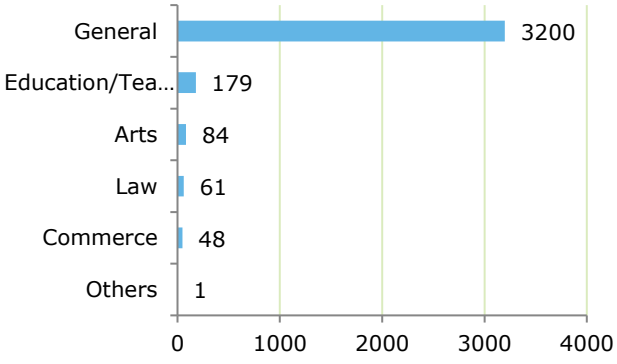
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	45	4,429	2501
Average enrolment per institution	19560	628	208
Total estimated enrolment (Lakhs)	8.8	27.82	3.24

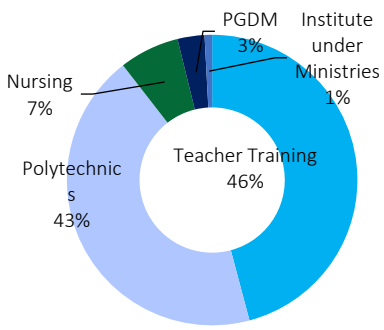
College Indicators

College Type	Maharashtra	Share in India
Affiliated Colleges	4503	11.8%
Recognized centre	176	11.1%
Constituent/ University College	161	10.6%
PG/ Off Campus Centre	22	8.1%

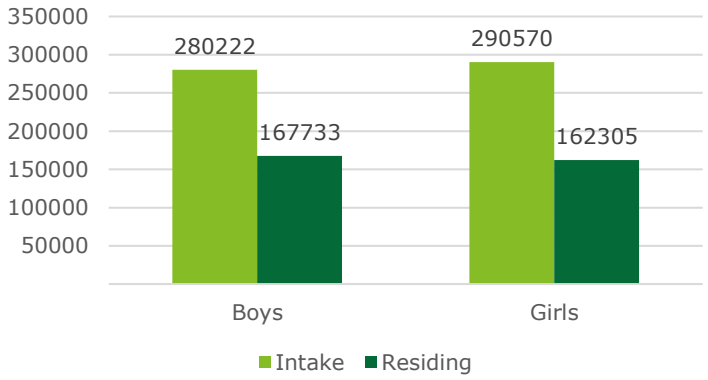
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	59.8%	39.3%	413
Private Aided	21.4%	39.9%	1168
Government	18.7%	20.8%	697

Break up of standalone institution

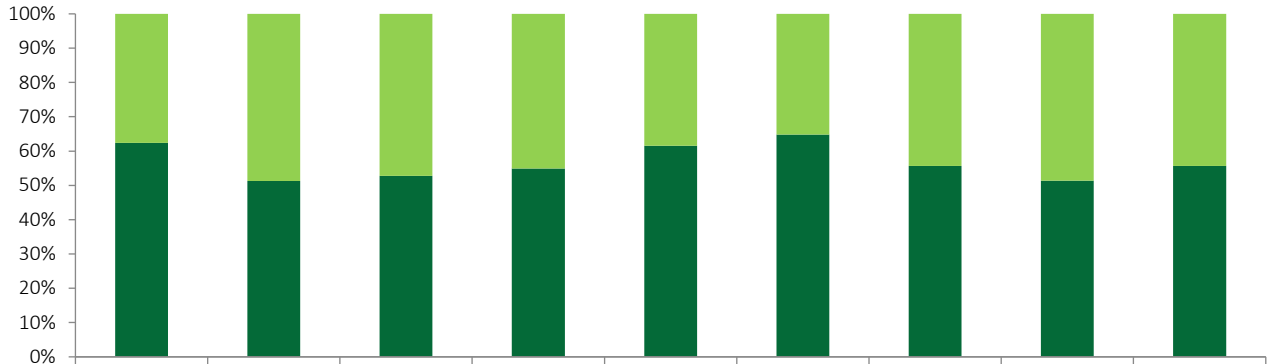


Hostel



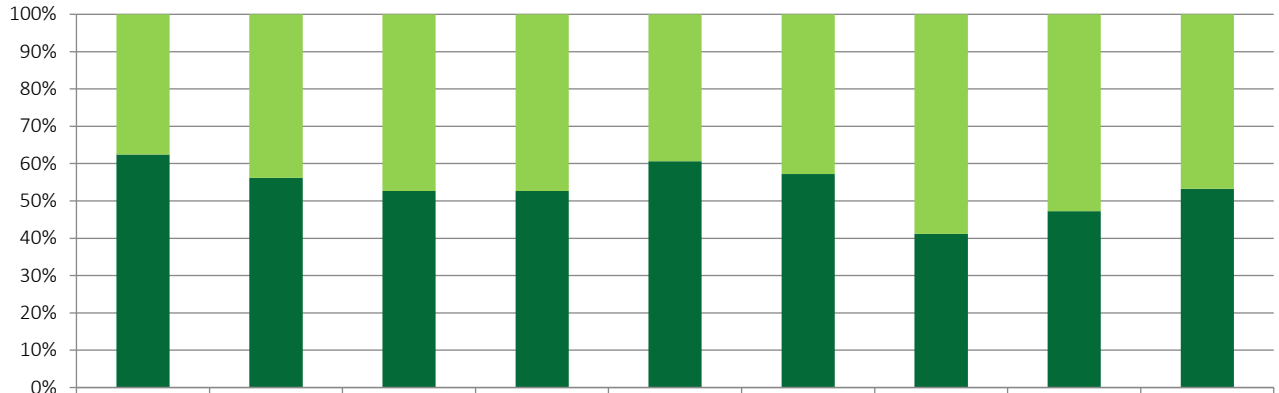
Student Enrolment

Enrolment at various levels through regular mode



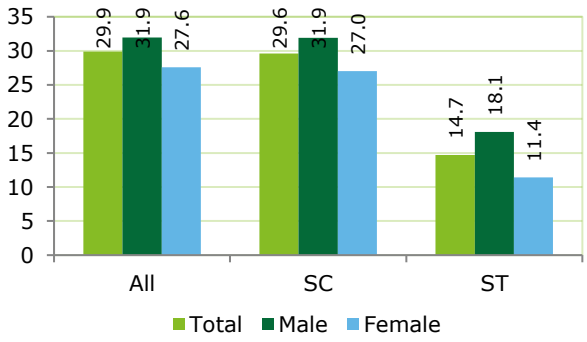
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	3472	1413	153404	1200425	4850	115721	3031	4857	1487173
Male	5757	1487	171457	1462455	7777	212871	3808	5133	1870745

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	603	313	60920	312597	3019	48407	2422	779	429060
Male	1002	401	67808	347662	4646	64600	1693	697	488509

GER



Faculty and Staff

Key Indicators

Key Indicators	Maharashtra	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	31.4	38.1
Non-teaching staff per College	32.2	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	56.4%	43.6%	12.2%	4.5%	27.5%	3.1%	1.8%
Share of teaching staff	62.6%	37.4%	9.7%	1.4%	17.2%	2.4%	1.5%
Share of non-teaching staff	77.0%	23.0%	12.3%	3.3%	20.4%	2.2%	1.1%

Manipur

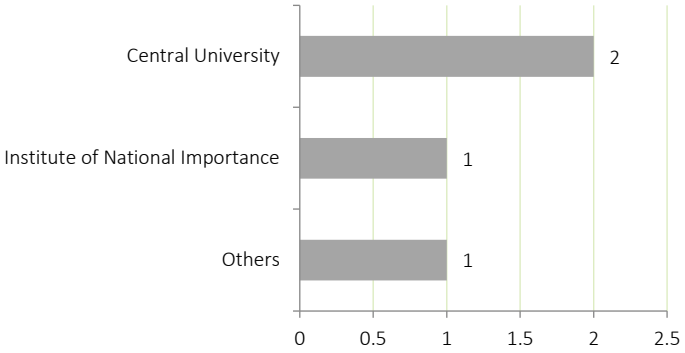
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	28.6	14.4	14.2
Literacy Rate [1]	79.2	86.1	70.3
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	2.9 (10.2%)	1.4 (9.9%)	1.5 (10.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.2%	0.2%	0.2%
Gross Enrolment Ratio [2]	34.2	35.3	34.2

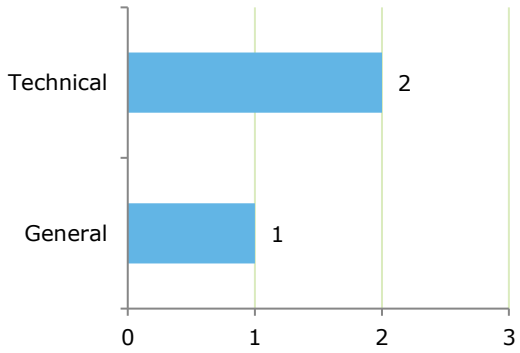
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

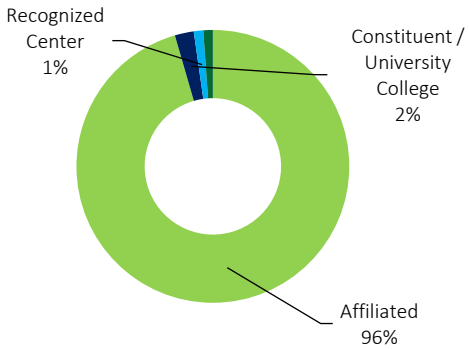
University by Type



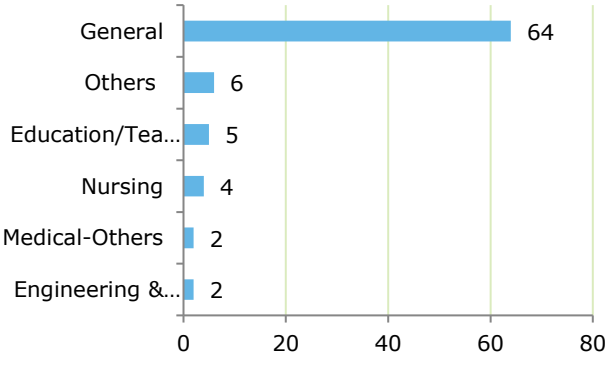
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	4	83	16
Average enrolment per institution	2545	1070	331
Total estimated enrolment (Lakhs)	0.10	0.88	0.003

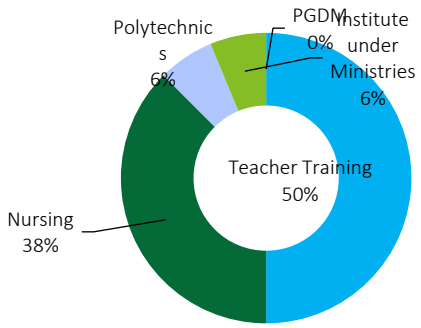
College Indicators

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

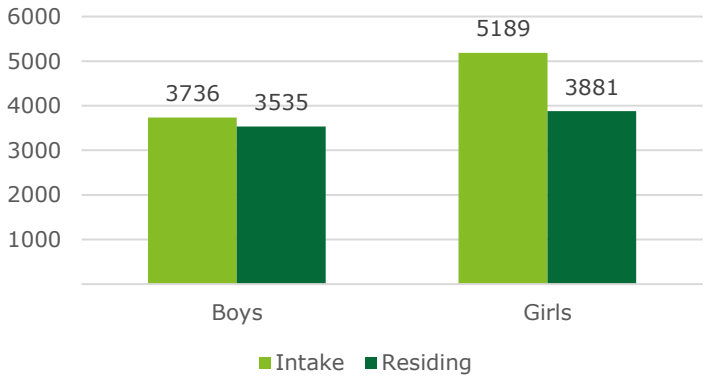
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	25.3%	10.5%	443
Private Aided	16.9%	32.1%	2039
Government	57.8%	57.4%	1062

Break up of standalone institution

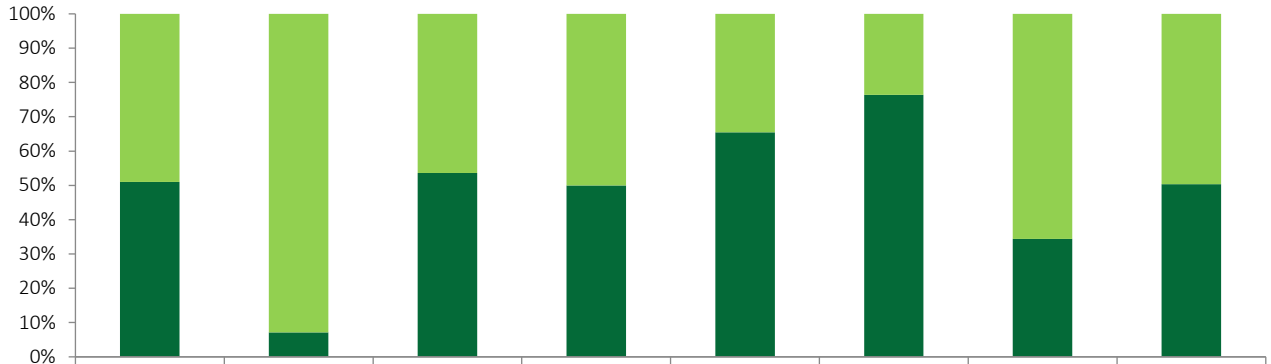


Hostel



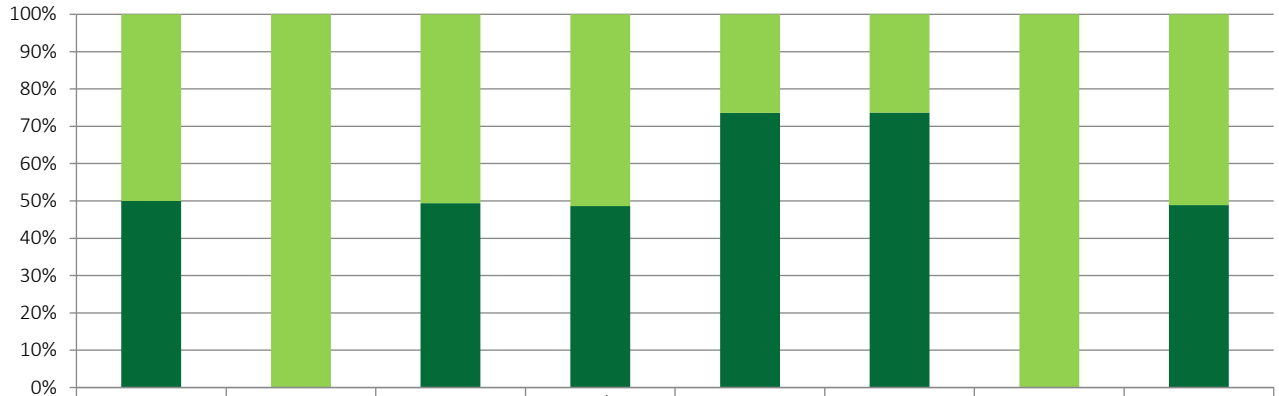
Student Enrolment

Enrolment at various levels through regular mode



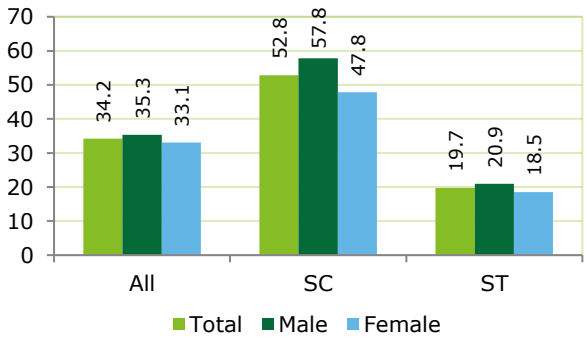
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Total
Female	303	13	1724	43845	97	211	86	46279
Male	315	1	1991	43776	184	681	45	46993

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Total
Female	58	5	573	9909	41	34	60	10680
Male	58	0	559	9393	114	95	0	10219

GER



Faculty and Staff

Key Indicators

Key Indicators	Manipur	INDIA
Pupil Teacher Ratio (PTR)	19	21
Teachers per College	57.9	38.1
Non-teaching staff per College	50.4	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	50.8%	49.2%	5.3%	30.7%	35.3%	3.6%	3.9%
Share of teaching staff	55.3%	44.7%	5.1%	13.6%	11.0%	1.6%	2.1%
Share of non-teaching staff	53.6%	46.4%	3.0%	24.2%	9.1%	2.5%	4.4%

Meghalaya

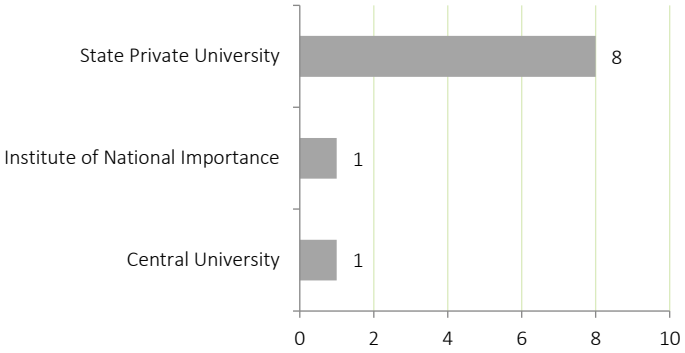
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	29.7	14.9	14.8
Literacy Rate [1]	74.4	76.0	72.9
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	3.4 (11.6%)	1.7 (11.4%)	1.7 (11.9%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.2%	0.2%	0.3%
Gross Enrolment Ratio [2]	20.8	20.4	21.1

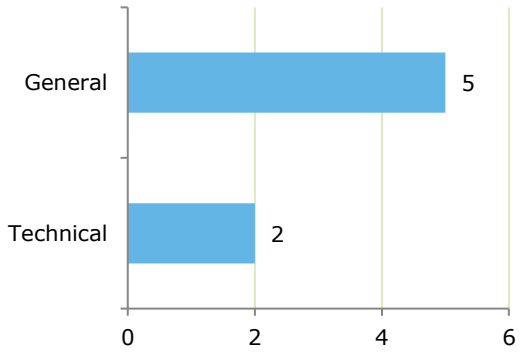
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

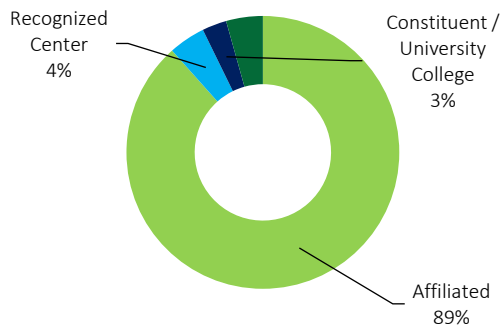
University by Type



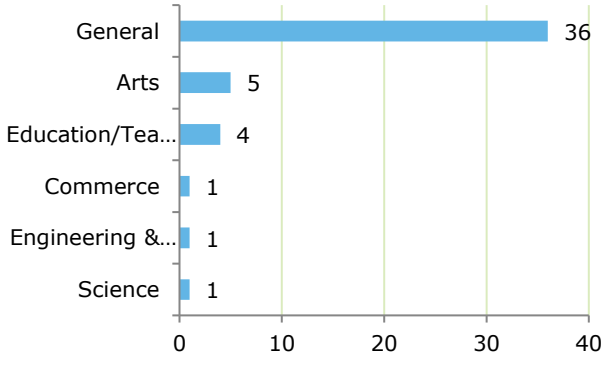
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	10	48	22
Average enrolment per institution	1800	1087	115
Total estimated enrolment (Lakhs)	0.17	0.52	0.013

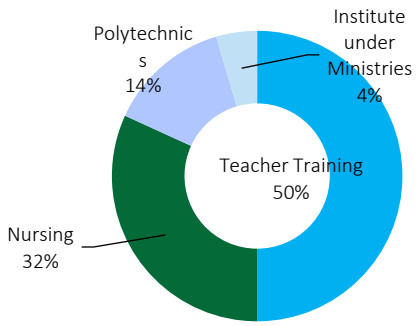
College Indicators

College Type	Meghalaya	Share in India
Affiliated Colleges	61	0.2%
Recognized centre	3	0.2%
Constituent/ University College	2	0.1%
PG/ Off Campus Centre	3	1.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	25.0%	14.1%	615
Private Aided	33.3%	39.5%	1289
Government	41.7%	46.3%	1209

Break up of standalone institution



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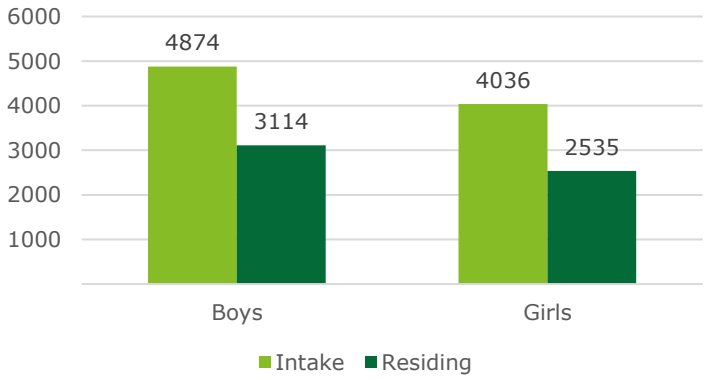
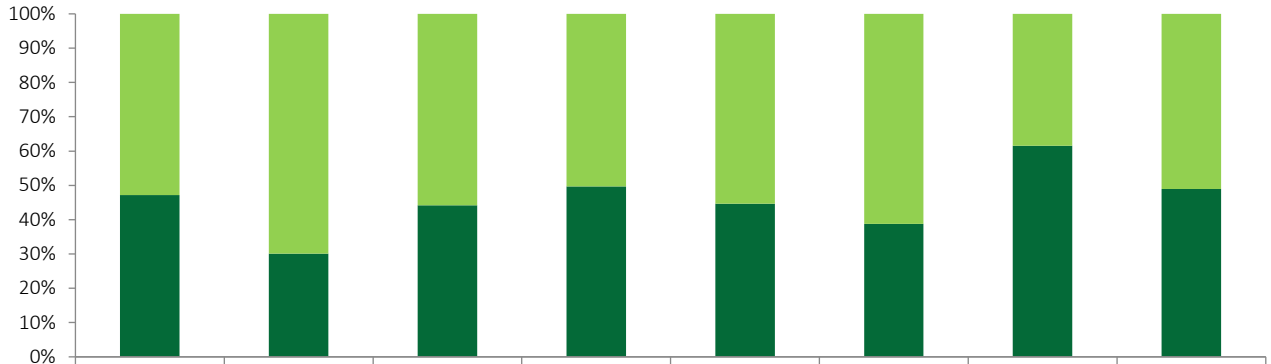


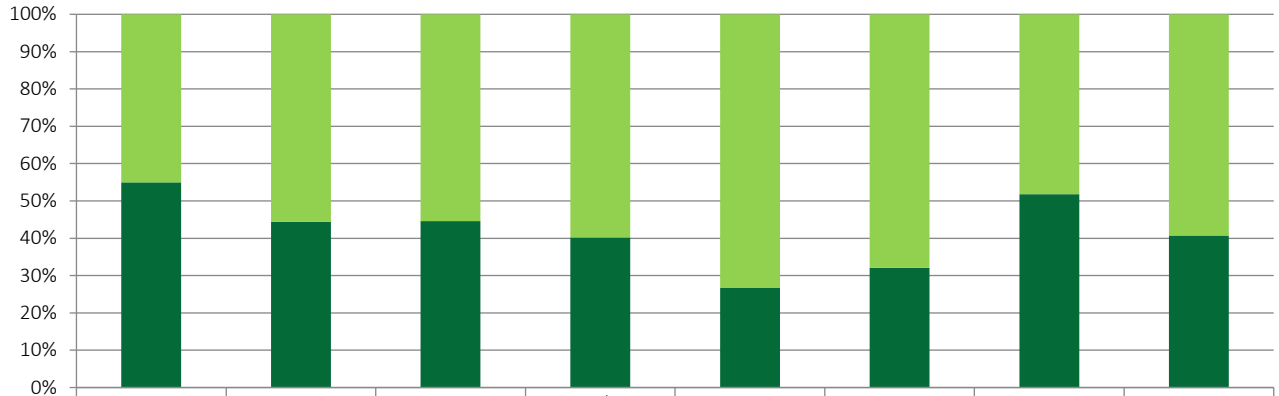
Student Enrolment

Enrolment at various levels through regular mode



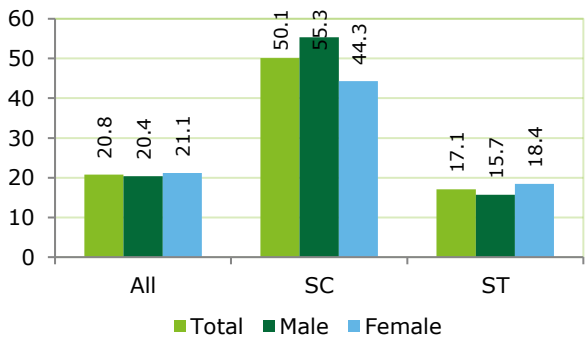
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Integrated	Total
Female	428	142	2492	28075	26	755	5	31923
Male	382	61	1976	27683	21	479	8	30610

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Total
Female	9	5	883	6049	11	163	40	7160
Male	11	4	711	4072	4	77	43	4922

GER



Faculty and Staff

Key Indicators

Key Indicators	Meghalaya	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	57.6	38.1
Non-teaching staff per College	37.7	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.3%	49.7%	0.6%	86.1%	1.1%	4.4%	79.8%
Share of Enrolment	48.3%	51.7%	1.5%	70.6%	2.4%	1.5%	21.8%
Share of teaching staff	44.2%	55.8%	1.6%	63.3%	2.0%	3.7%	23.1%
Share of non-teaching staff	65.0%	35.0%	0.5%	49.0%	1.3%	3.7%	18.7%

Mizoram

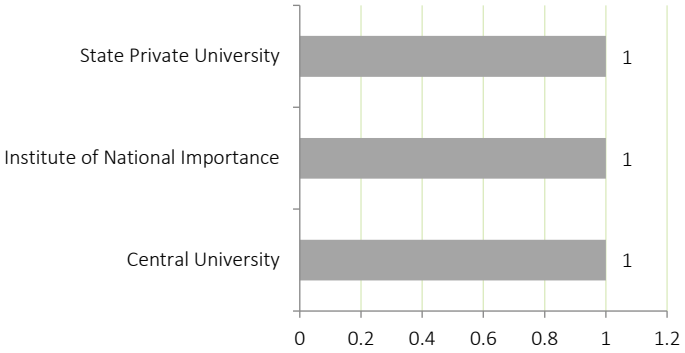
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	11.0	5.6	5.4
Literacy Rate [1]	91.3	93.4	89.3
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.3 (11.9%)	0.6 (11.7%)	0.7 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	24.1	25.2	23.0

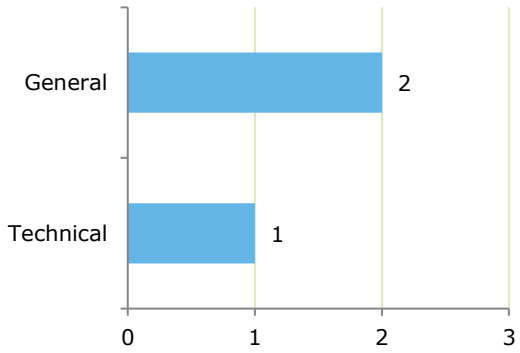
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

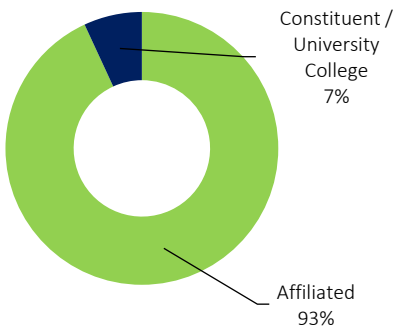
University by Type



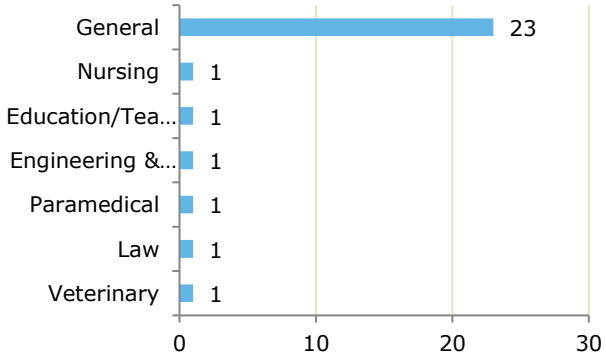
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	65	15
Average enrolment per institution	2890	653	257
Total estimated enrolment (Lakhs)	0.086	0.18	0.038

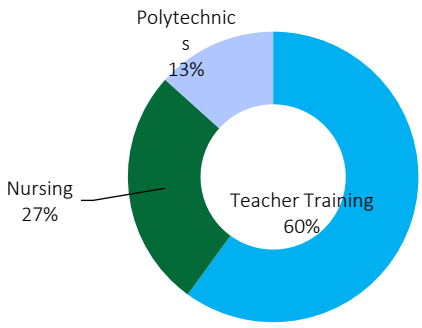
College Indicators

College Type	Mizoram	Share in India
Affiliated Colleges	27	0.1%
Constituent/ University College	2	0.1%

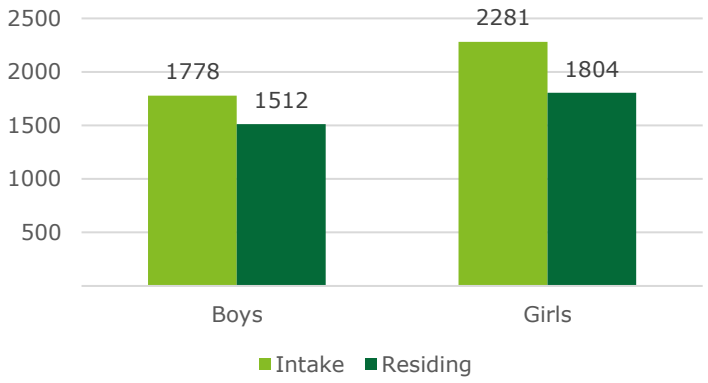
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	3.4%	1.4%	262
Government	96.6%	98.6%	667

Break up of standalone institution

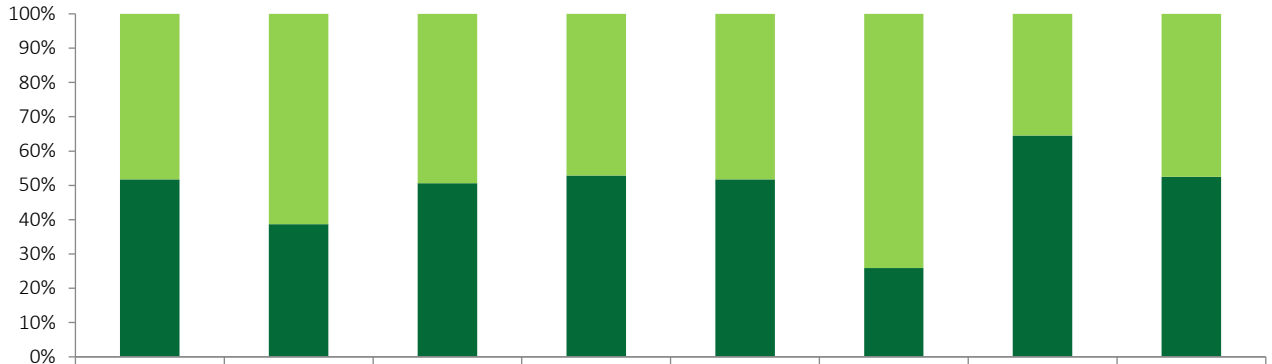


Hostel



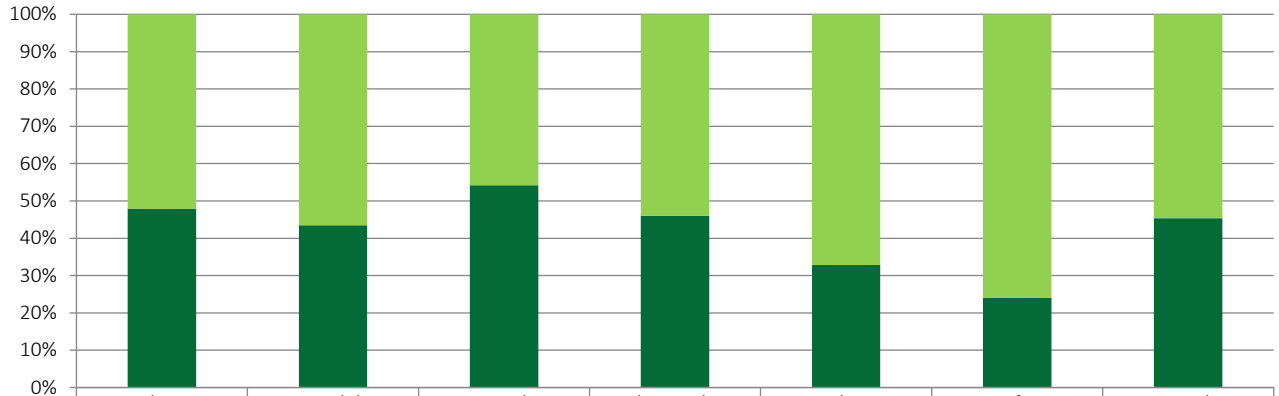
Student Enrolment

Enrolment at various levels through regular mode



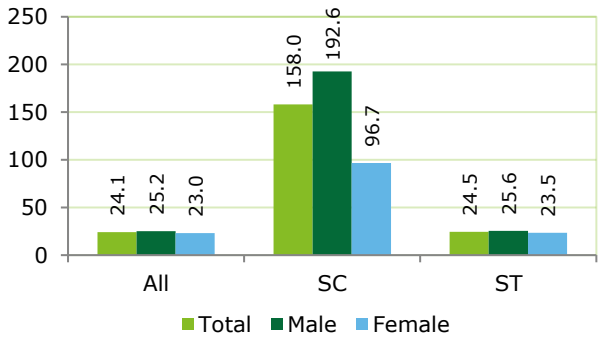
	Ph.D.	M.Phil	Post Graduate	Under Graduate	Diploma	Certificate	Integrated	Total
Female	268	76	890	9331	1292	20	22	11899
Male	287	48	911	10458	1386	7	40	13137

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	Diploma	Certificate	Total
Female	25	26	275	1435	354	19	2134
Male	23	20	326	1225	173	6	1773

GER



Faculty and Staff

Key Indicators

Key Indicators	Mizoram	INDIA
Pupil Teacher Ratio (PTR)	15	21
Teachers per College	49.2	38.1
Non-teaching staff per College	44.4	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.6%	49.4%	0.1%	94.4%	0.4%	1.4%	96.1%
Share of Enrolment	51.9%	48.1%	0.8%	96.0%	1.2%	0.1%	79.3%
Share of teaching staff	55.4%	44.6%	2.5%	80.8%	4.9%	0.8%	79.3%
Share of non-teaching staff	64.6%	35.4%	0.7%	94.2%	3.0%	0.3%	92.0%

Nagaland

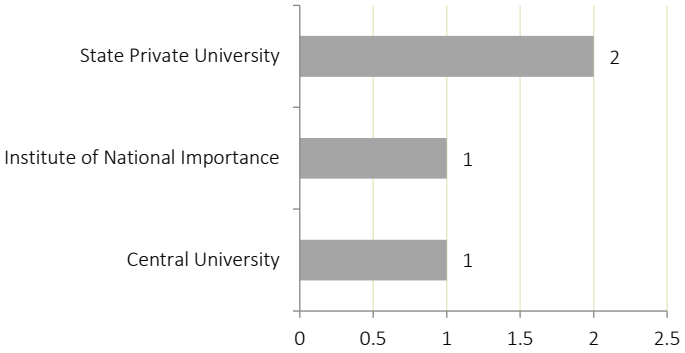
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	19.8	10.2	9.5
Literacy Rate [1]	79.6	82.8	76.1
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	2.5 (12.5%)	1.3 (12.3%)	1.2 (12.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.2%	0.2%	0.2%
Gross Enrolment Ratio [2]	14.9	14.2	15.6

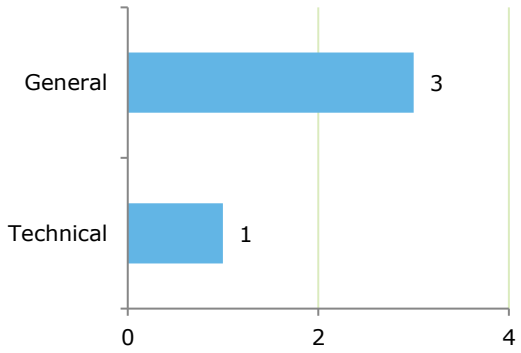
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

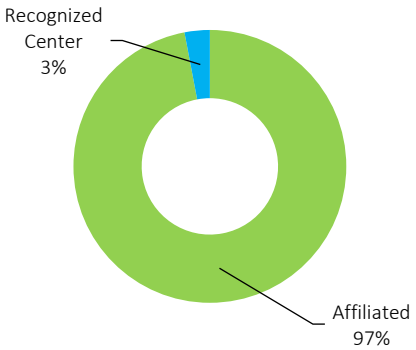
University by Type



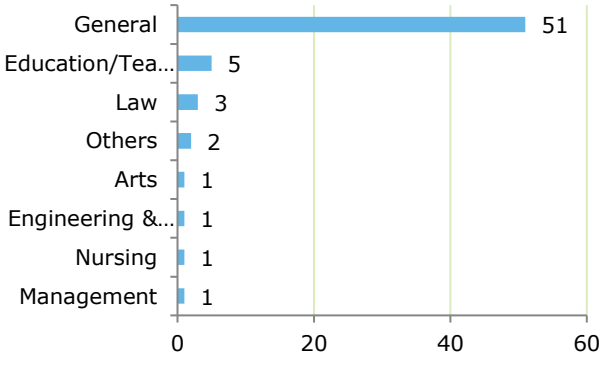
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	4	65	11
Average enrolment per institution	2094	416	135
Total estimated enrolment (Lakhs)	0.08	0.27	0.014

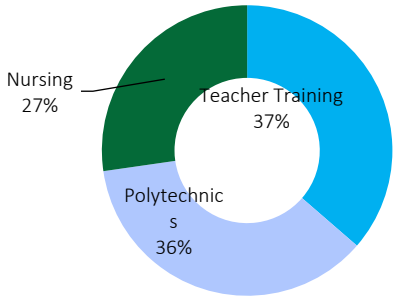
College Indicators

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

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	20.0%	14.1%	292
Private Aided	47.7%	53.0%	462
Government	32.3%	32.9%	424

Break up of standalone institution



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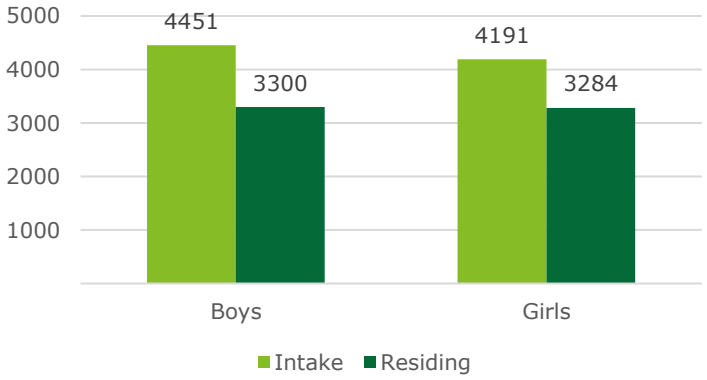
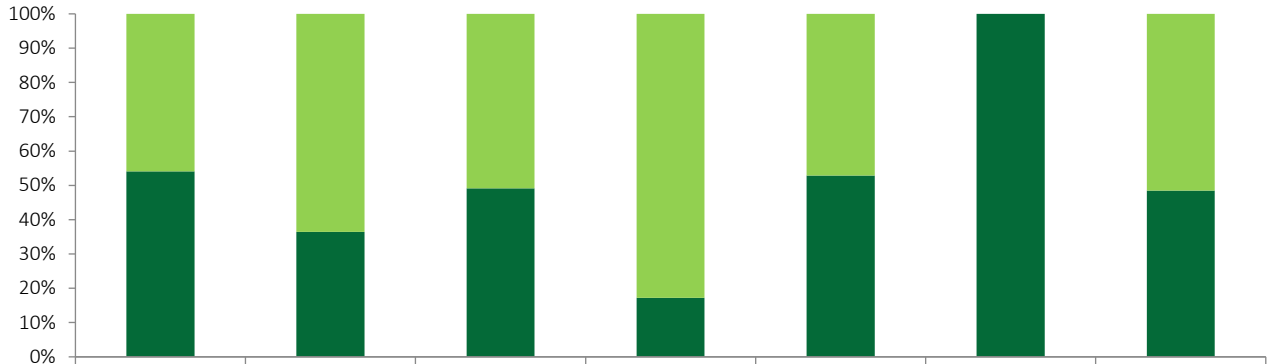


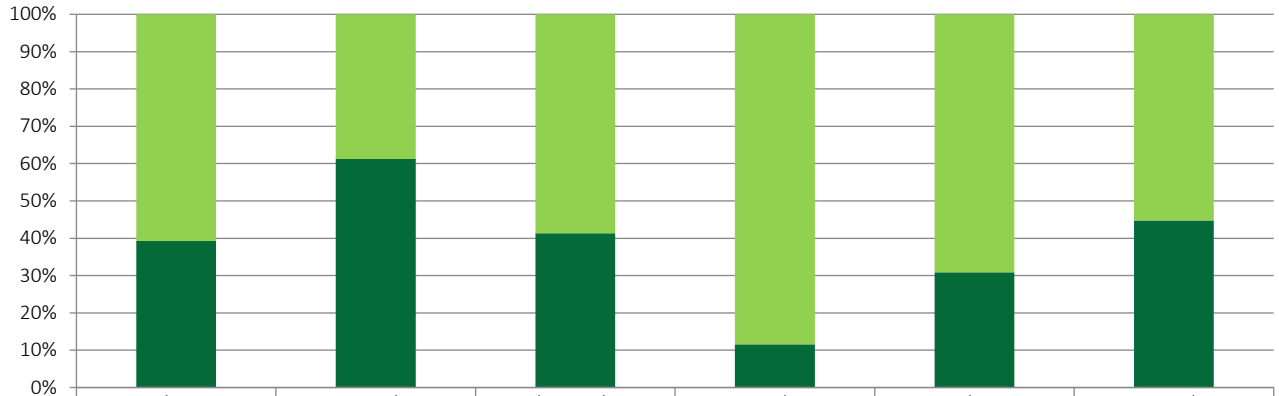
Student Enrolment

Enrolment at various levels through regular mode



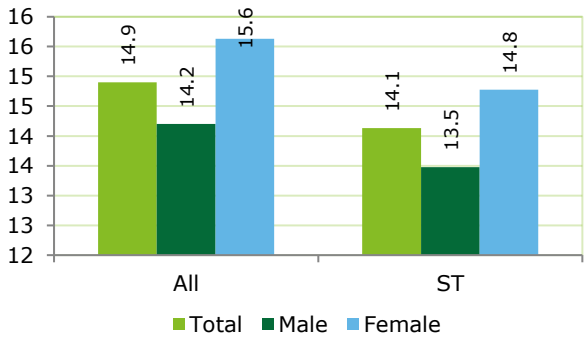
	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Integrated	Total
Female	74	1157	13979	48	616	0	15874
Male	87	662	13485	10	692	11	14947

Out turn at various levels



	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Total
Female	17	633	3787	23	197	4657
Male	11	1001	2672	3	88	3775

GER



Faculty and Staff

Key Indicators

Key Indicators	Nagaland	INDIA
Pupil Teacher Ratio (PTR)	15	21
Teachers per College	30.3	38.1
Non-teaching staff per College	29.9	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	48.5%	51.5%	1.8%	82.6%	1.8%	0.9%	30.6%
Share of teaching staff	47.8%	52.2%	1.6%	76.5%	3.3%	0.4%	31.0%
Share of non-teaching staff	64.8%	35.2%	2.3%	84.4%	2.4%	0.2%	51.7%

Odisha

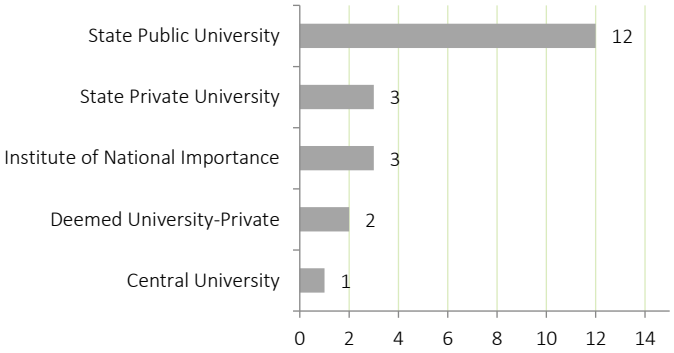
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	419.7	212.1	207.6
Literacy Rate [1]	72.9	81.6	64.0
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	46.6 (11.1%)	23.2 (10.9%)	23.3 (11.2%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	3.3%	3.2%	3.4%
Gross Enrolment Ratio [2]	19.6	21.5	17.8

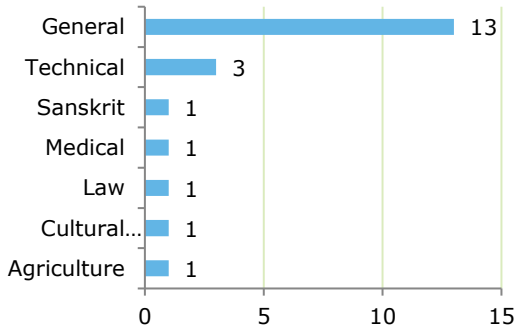
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

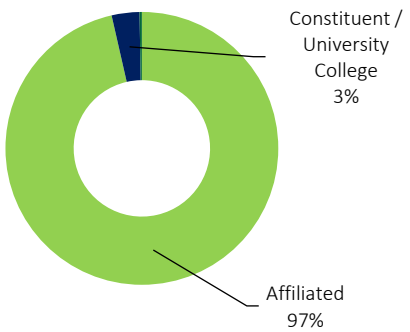
University by Type



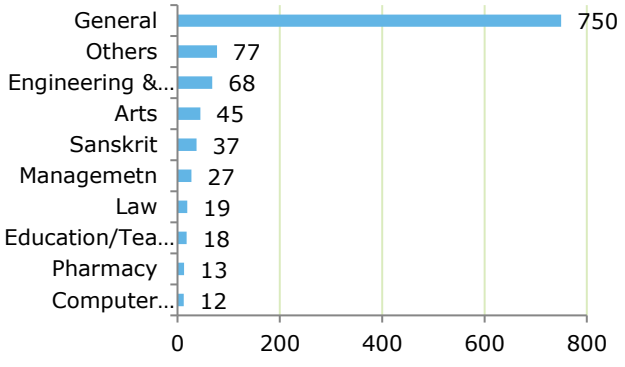
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	21	1066	400
Average enrolment per institution	5091	661	303
Total estimated enrolment (Lakhs)	1.07	7.04	1.03

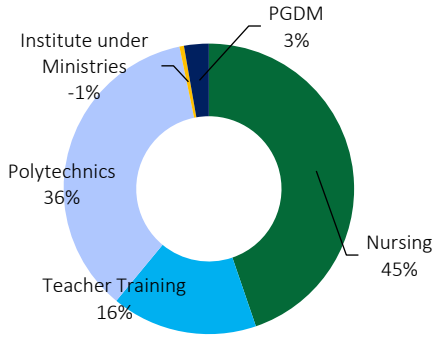
College Indicators

College Type	Odisha	Share in India
Affiliated Colleges	1055	2.8%
Constituent/ University College	36	2.4%
PG/ Off Campus Centre	3	1.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	28.4%	19.7%	458
Private Aided	38.5%	44.4%	764
Government	33.1%	35.9%	716

Break up of standalone institution



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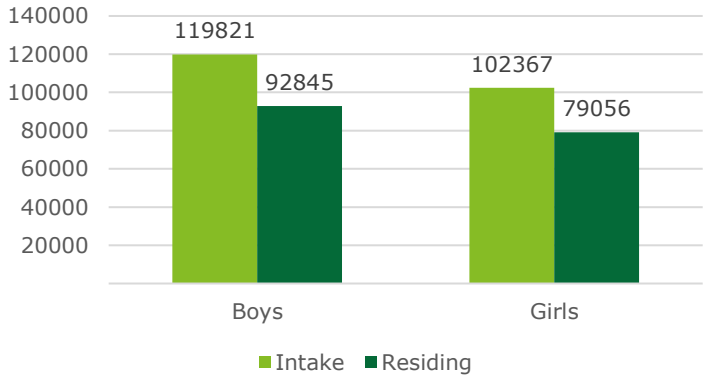
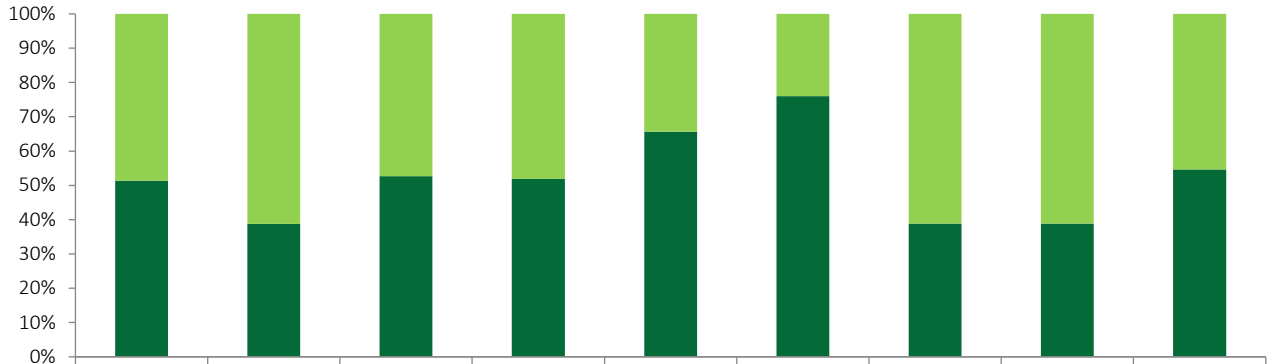


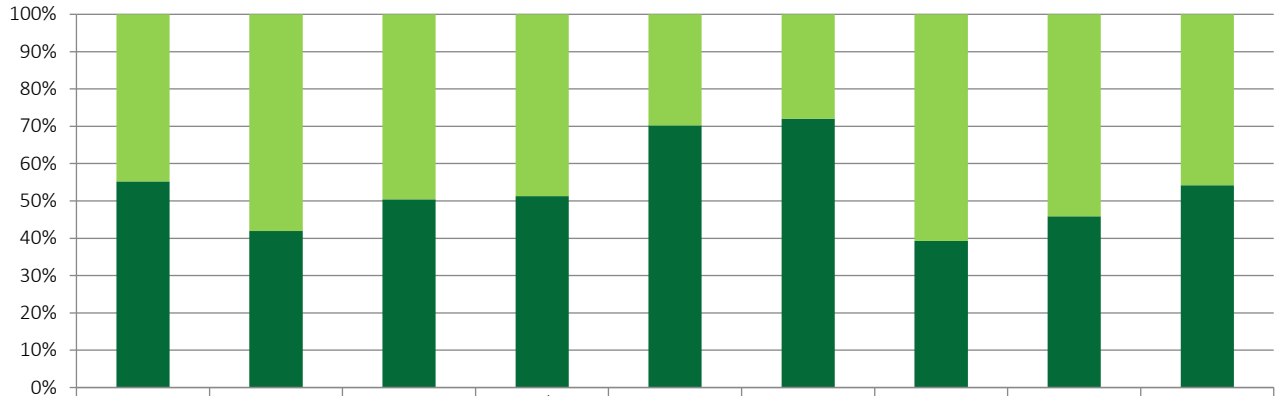
Student Enrolment

Enrolment at various levels through regular mode



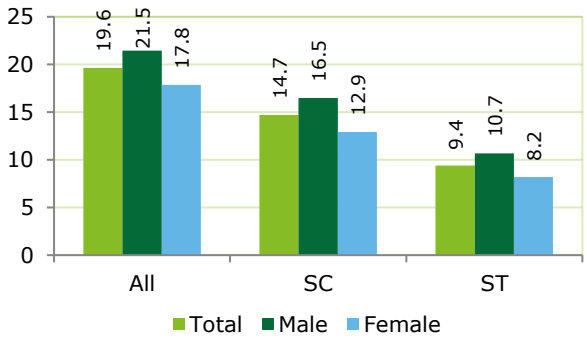
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1277	674	21490	342208	220	24113	5375	5375	397134
Male	1348	427	23938	370323	421	76364	3416	3416	478076

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	335	515	8301	68280	126	8382	2418	328	88685
Male	414	372	8438	71934	298	21615	1566	278	104915

GER



Faculty and Staff

Key Indicators

Key Indicators	Odisha	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	32.9	38.1
Non-teaching staff per College	30.5	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.5%	49.5%	17.1%	22.8%	36.7%	2.2%	1.3%
Share of Enrolment	54.5%	45.5%	13.2%	10.4%	21.8%	1.1%	0.4%
Share of teaching staff	66.8%	33.2%	3.5%	1.8%	11.5%	0.6%	0.4%
Share of non-teaching staff	79.6%	20.4%	9.3%	4.8%	13.6%	0.6%	0.4%

Puducherry

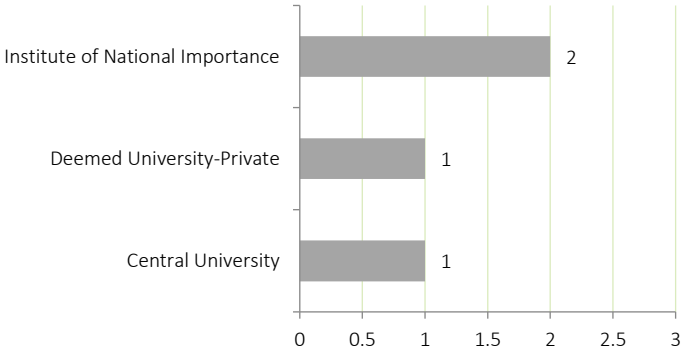
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	12.5	6.1	6.4
Literacy Rate [1]	85.9	91.3	79.9
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.5 (12.1%)	0.8 (12.6%)	0.7 (11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	43.2	44.2	42.1

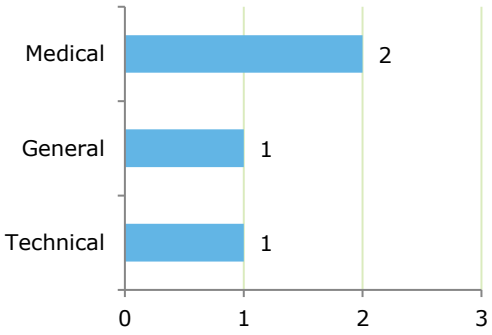
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

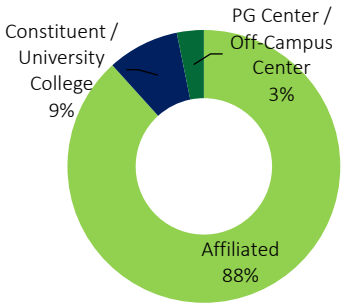
University by Type



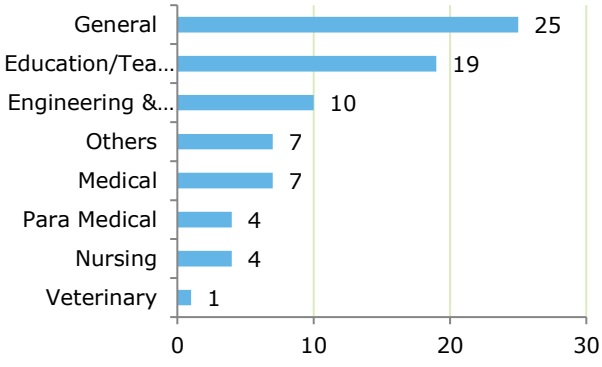
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	4	77	57
Average enrolment per institution	4722	542	401
Total estimated enrolment (Lakhs)	0.18	0.41	0.04

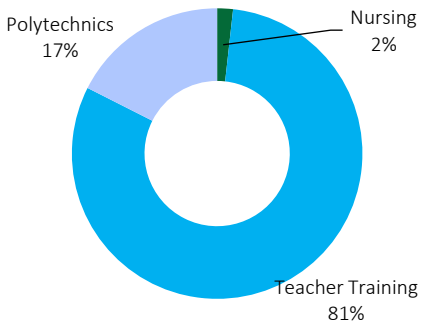
College Indicators

College Type	Puducherry	Share in India
Affiliated Colleges	83	0.2%
Constituent/ University College	8	0.5%
PG/ Off Campus Centre	3	1.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	62.3%	56.6%	492
Private Aided	2.6%	0.6%	116
Government	35.1%	42.8%	661

Break up of standalone institution



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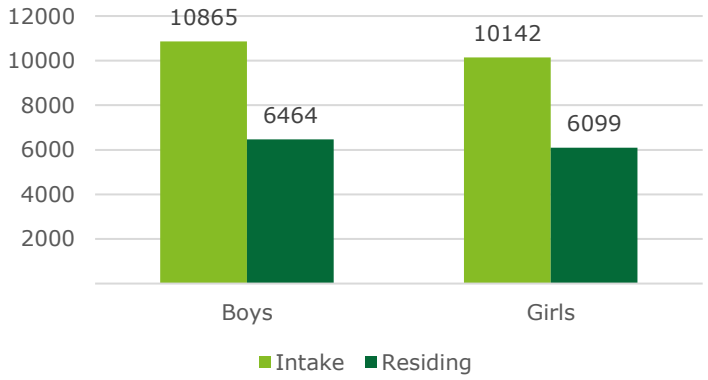
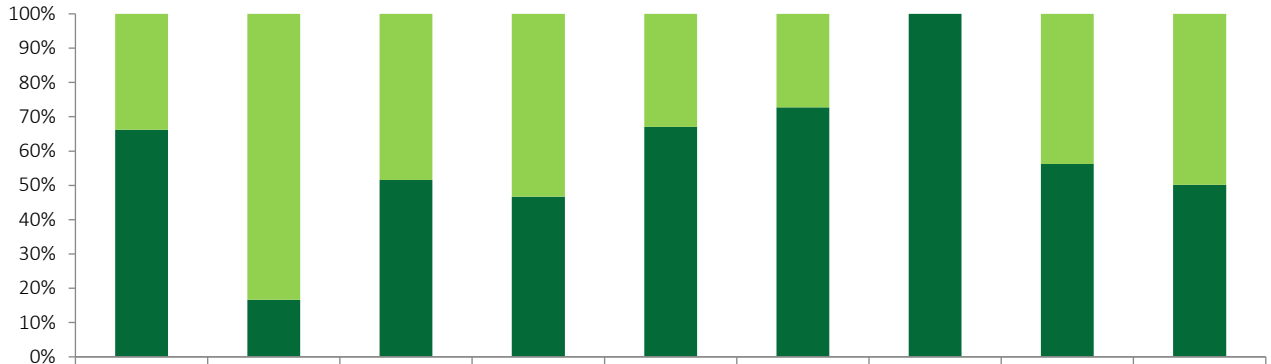


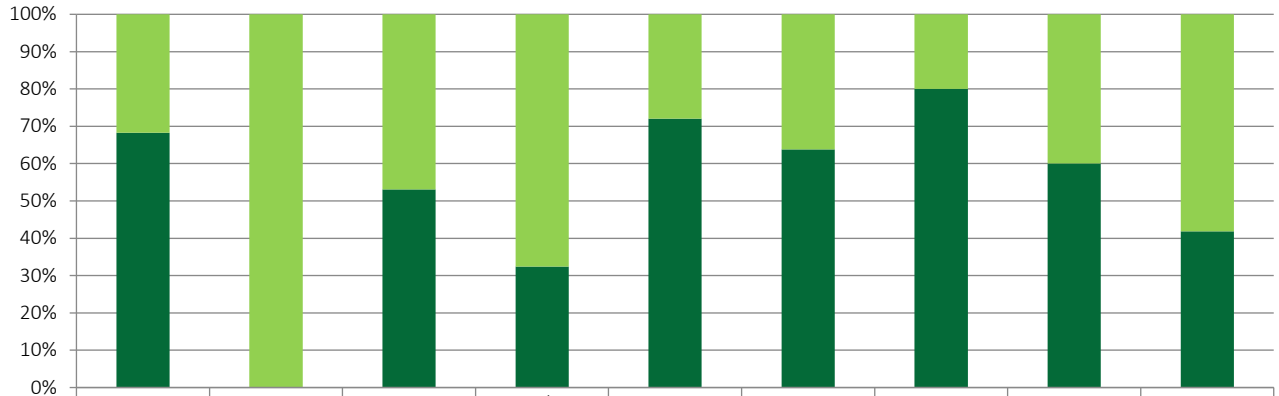
Student Enrolment

Enrolment at various levels through regular mode



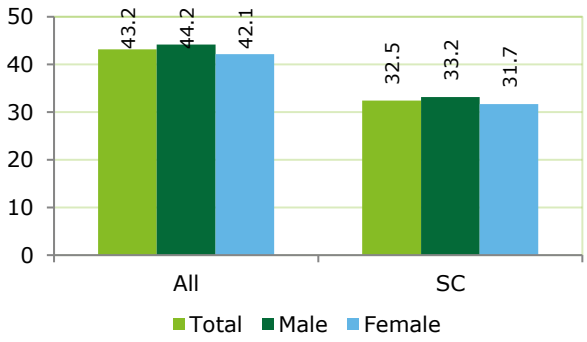
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	315	50	3943	22806	102	1311	0	564	29091
Male	617	10	4191	19979	208	3501	2	724	29232

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	46	6	2162	6565	104	312	8	88	9291
Male	99	0	2449	3155	268	550	32	132	6685

GER



Faculty and Staff

Key Indicators

Key Indicators	Puducherry	INDIA
Pupil Teacher Ratio (PTR)	9	21
Teachers per College	80.4	38.1
Non-teaching staff per College	147.5	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	52.0%	48.0%	13.2%	1.9%	59.7%	3.7%	4.3%
Share of teaching staff	61.8%	38.2%	11.0%	0.8%	54.6%	1.8%	5.5%
Share of non-teaching staff	50.1%	49.9%	15.8%	0.7%	46.1%	0.6%	3.5%

Punjab

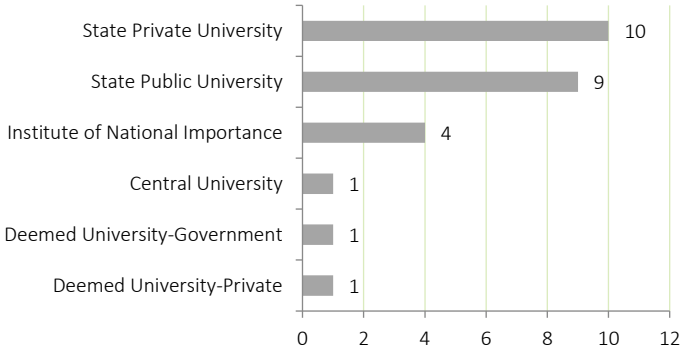
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	277.4	146.4	131
Literacy Rate [1]	75.8	80.4	70.7
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	32.5 (11.7%)	17.7 (12.1%)	14.8 (11.3%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.3%	2.4%	2.2%
Gross Enrolment Ratio [2]	27.0	25.8	28.5

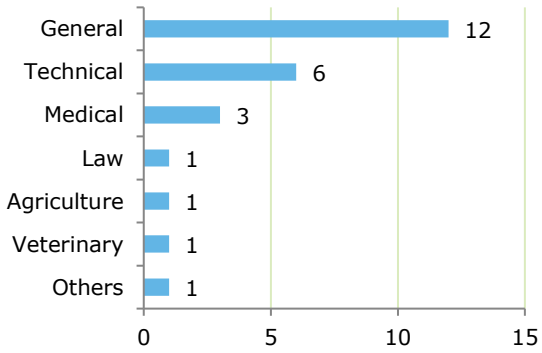
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

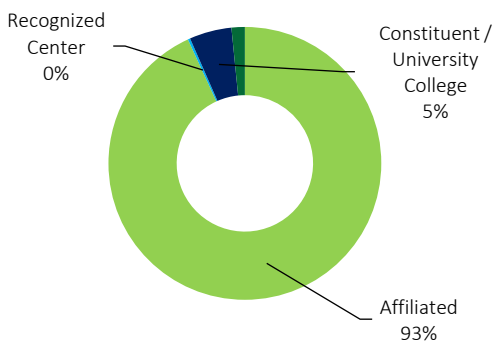
University by Type



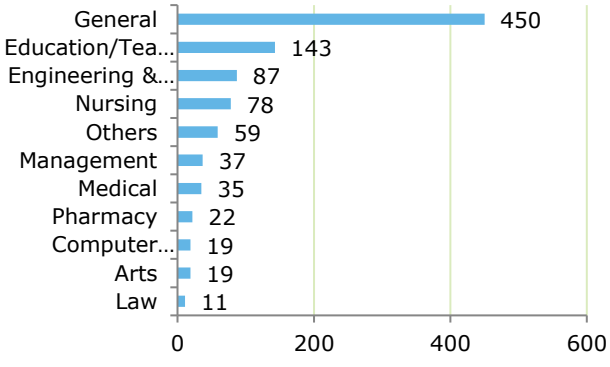
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	26	960	419
Average enrolment per institution	6185	633	419
Total estimated enrolment (Lakhs)	1.60	6.07	1.10

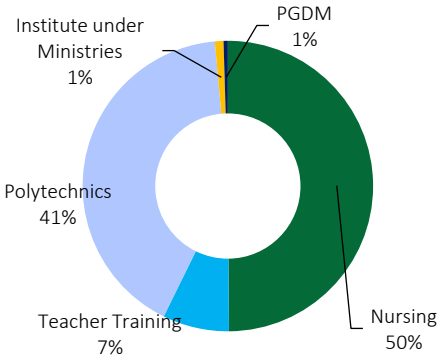
College Indicators

College Type	Punjab	Share in India
Affiliated Colleges	1005	2.6%
Recognized centre	3	0.2%
Constituent/ University College	54	3.6%
PG/ Off Campus Centre	17	6.3%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	60.9%	38.4%	399
Private Aided	18.4%	32.4%	1112
Government	20.6%	29.2%	897

Break up of standalone institution



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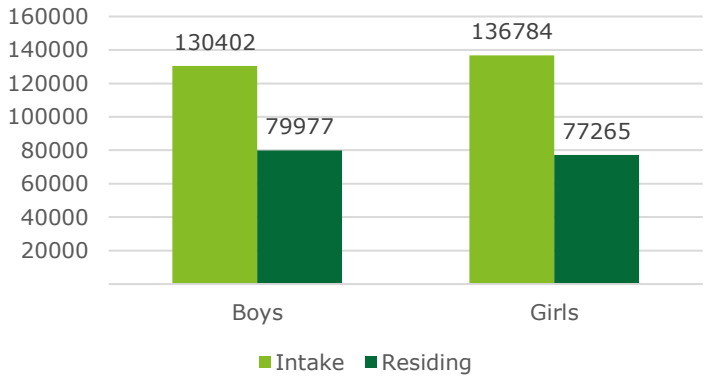
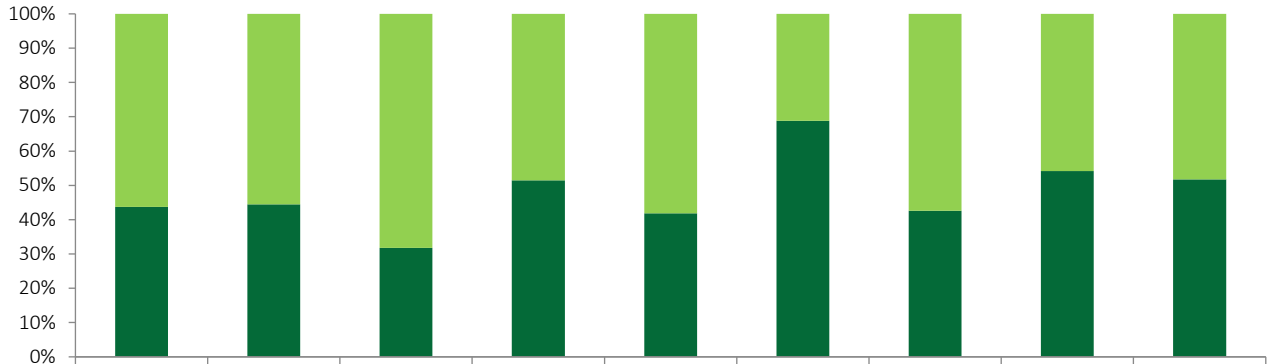


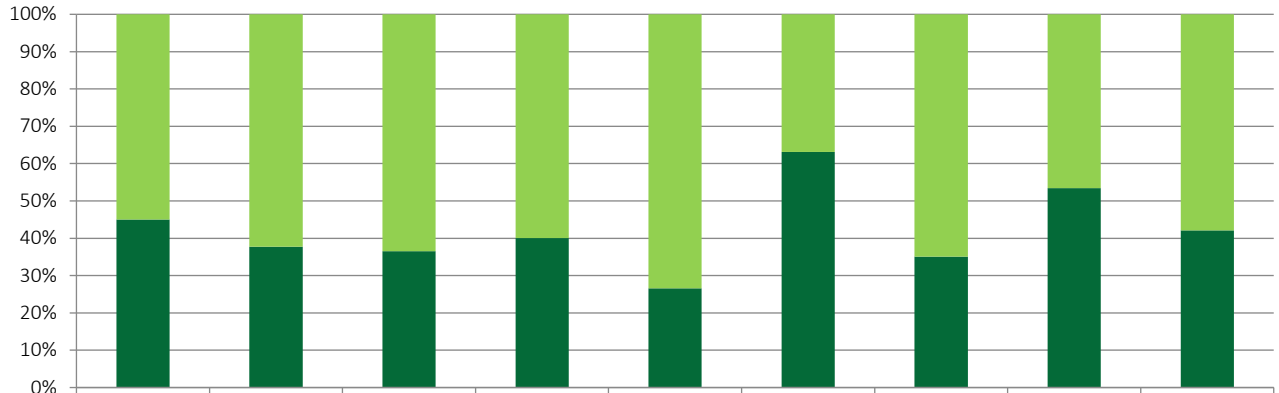
Student Enrolment

Enrolment at various levels through regular mode



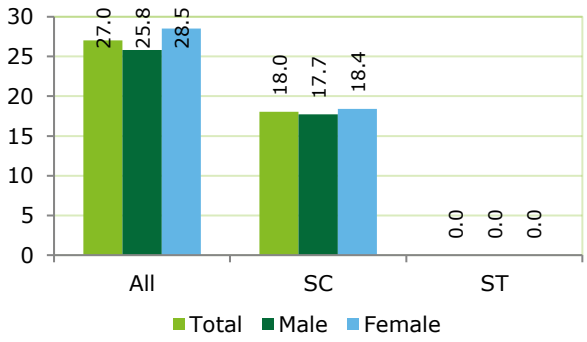
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2632	681	65842	287436	3895	40620	1137	3123	405366
Male	2048	545	30613	305019	2800	89693	845	3687	435250

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	283	276	37746	105309	3094	13169	738	437	161052
Male	232	167	21741	70291	1120	22540	399	502	116992

GER



Faculty and Staff

Key Indicators

Key Indicators	Punjab	INDIA
Pupil Teacher Ratio (PTR)	16	21
Teachers per College	47.7	38.1
Non-teaching staff per College	47.1	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	52.1%	47.9%	22.4%	0.6%	10.3%	0.8%	15.0%
Share of teaching staff	61.8%	38.2%	11.0%	0.8%	54.6%	1.8%	5.5%
Share of non-teaching staff	66.8%	33.2%	18.3%	0.3%	5.8%	0.2%	11.0%

Rajasthan

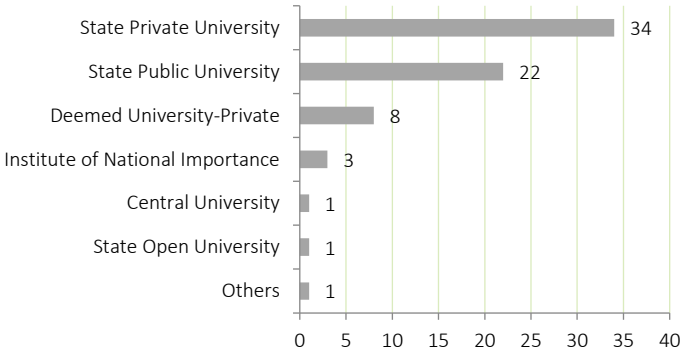
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	685.5	355.5	330.0
Literacy Rate [1]	66.1	79.2	52.1
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	87.1 (12.7%)	45.5 (12.8%)	41.6 (12.6%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	6.2%	6.2%	6.1%
Gross Enrolment Ratio [2]	20.2	21.8	18.5

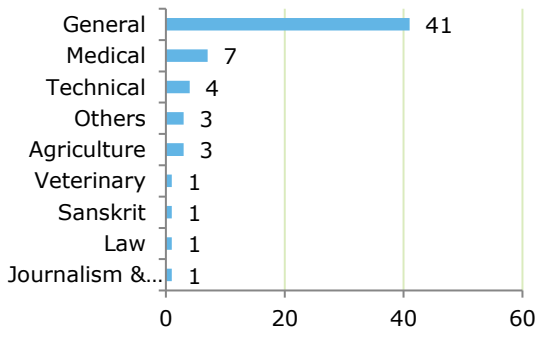
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

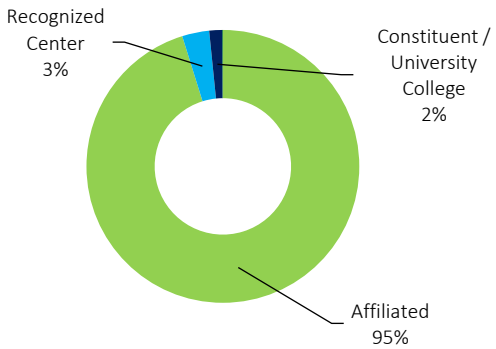
University by Type



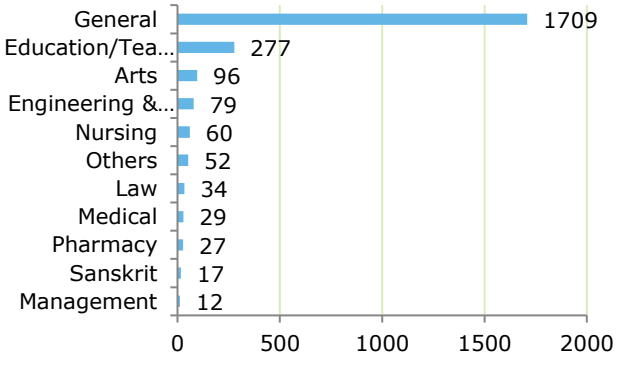
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	70	2392	585
Average enrolment per institution	5036	551	270
Total estimated enrolment (Lakhs)	3.52	13.16	68687

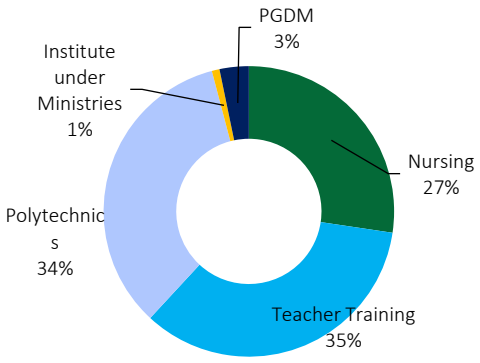
College Indicators

College Type	Rajasthan	Share in India
Affiliated Colleges	3024	8.0%
Recognized centre	102	6.4%
Constituent/ University College	48	3.2%
PG/ Off Campus Centre	3	1.1%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	73.5%	50.7%	380
Private Aided	6.3%	4.8%	421
Government	20.2%	44.5%	1210

Break up of standalone institution



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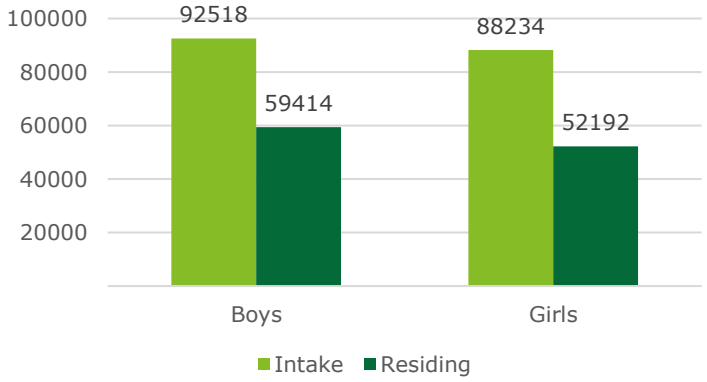
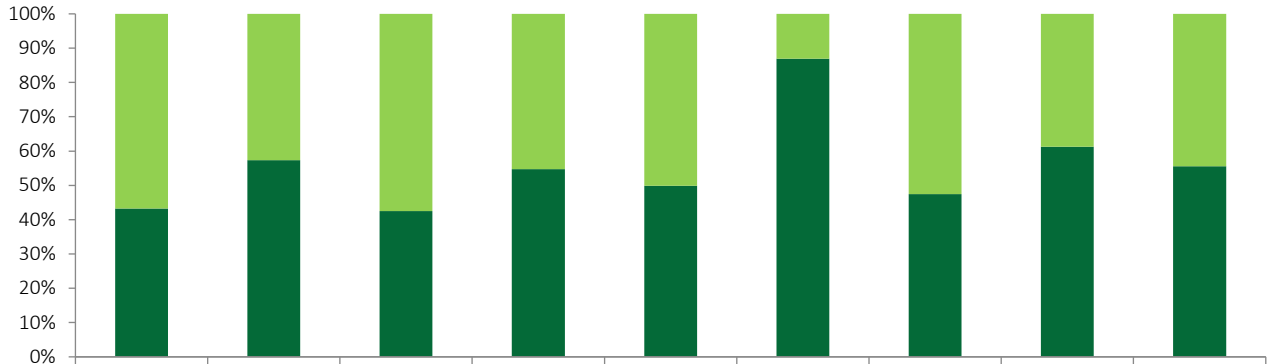


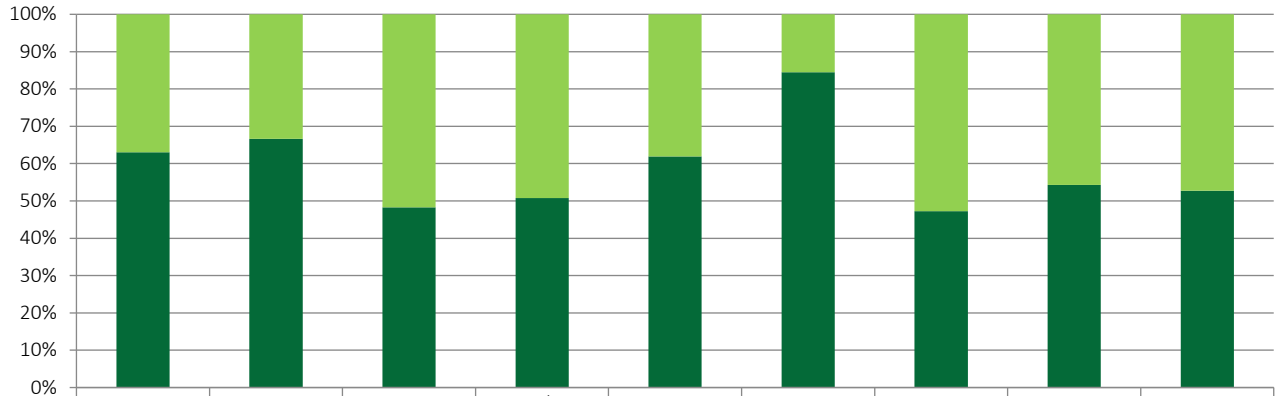
Student Enrolment

Enrolment at various levels through regular mode



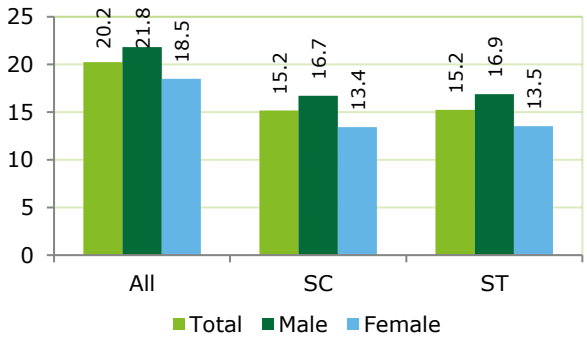
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	2345	260	80296	634243	2268	12848	2746	3331	738337
Male	1789	349	59351	766276	2253	85272	2481	5269	923040

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	614	287	36864	233600	1807	5729	1877	804	281582
Male	1046	574	34466	241190	2937	31111	1679	956	313959

GER



Faculty and Staff

Key Indicators

Key Indicators	Rajasthan	INDIA
Pupil Teacher Ratio (PTR)	26	21
Teachers per College	26.0	38.1
Non-teaching staff per College	18.9	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	56.3%	43.7%	13.8%	9.6%	38.9%	1.9%	0.8%
Share of teaching staff	66.9%	33.1%	7.1%	3.5%	22.3%	1.5%	1.4%
Share of non-teaching staff	80.0%	20.0%	12.1%	5.0%	25.5%	1.4%	0.8%

Sikkim

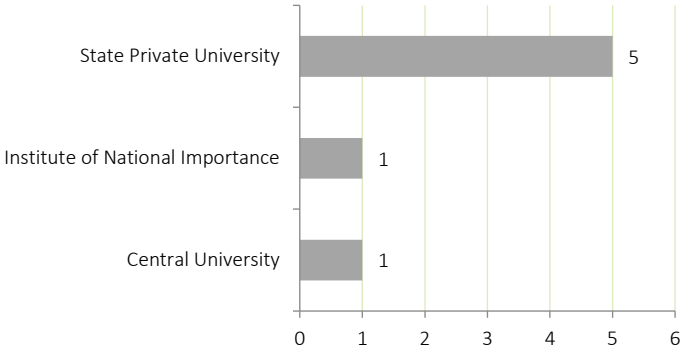
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	6.1	3.2	2.9
Literacy Rate [1]	81.4	86.6	75.6
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	0.8 (12.9%)	0.4 (12.6%)	0.4 (13.2%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrolment Ratio [2]	37.6	36.7	38.5

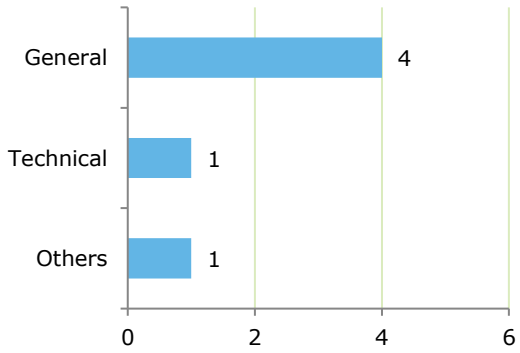
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

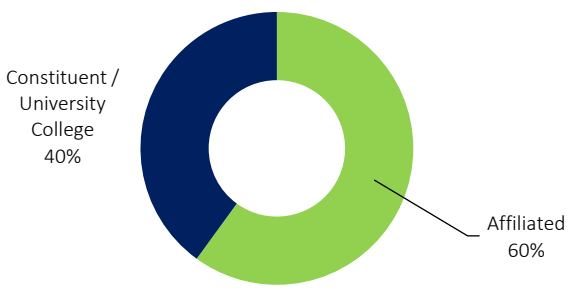
University by Type



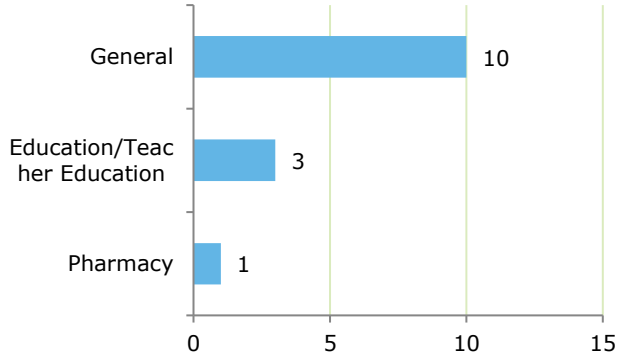
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	7	14	5
Average enrolment per institution	2927	580	313
Total estimated enrolment (Lakhs)	0.20	0.08	0.009

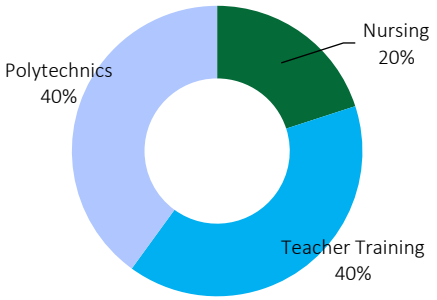
College Indicators

College Type	Sikkim	Share in India
Affiliated Colleges	15	0.0%
Recognized centre	0	0.0%
Constituent/ University College	10	0.7%
PG/ Off Campus Centre	0	0.0%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	28.6%	7.3%	148
Private Aided	7.1%	0.2%	15
Government	64.3%	92.6%	835

Break up of standalone institution



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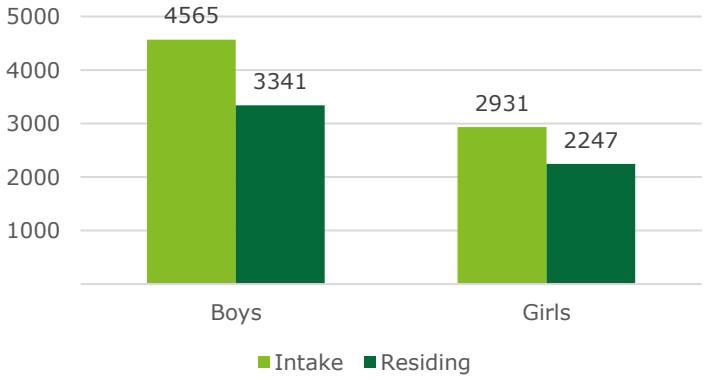
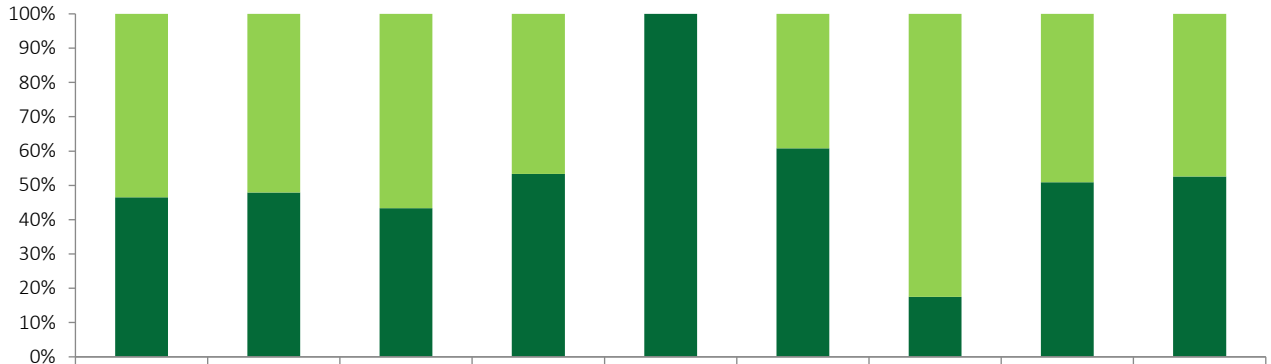


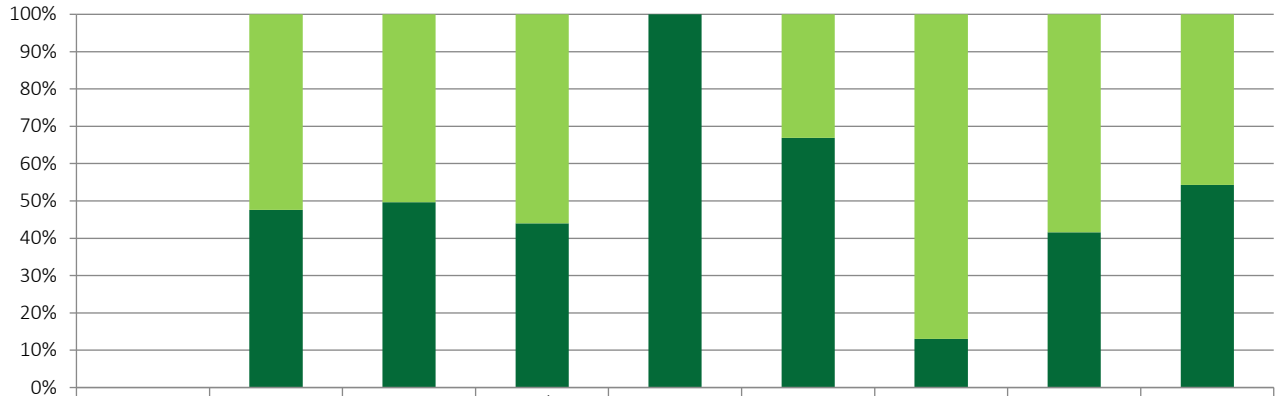
Student Enrolment

Enrolment at various levels through regular mode



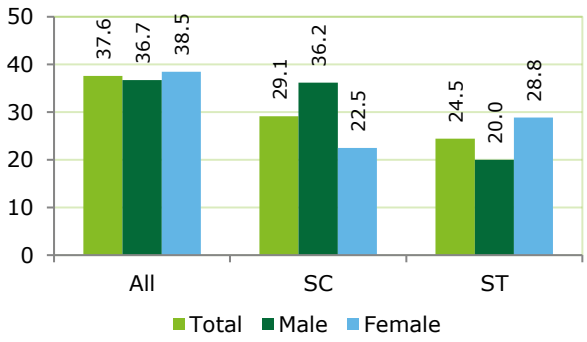
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	31	74	894	6384	0	470	52	293	8198
Male	27	68	683	7287	1	728	11	304	9109

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	0	22	769	1458	0	160	20	45	804
Male	0	20	759	1145	1	323	3	32	956

GER



Faculty and Staff

Key Indicators

Key Indicators	Sikkim	INDIA
Pupil Teacher Ratio (PTR)	13	21
Teachers per College	93.1	38.1
Non-teaching staff per College	64.9	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	50.5%	49.5%	3.7%	21.5%	18.7%	0.3%	2.1%
Share of teaching staff	59.1%	40.9%	4.0%	21.6%	20.5%	1.4%	4.5%
Share of non-teaching staff	63.6%	36.4%	7.9%	21.5%	33.8%	2.0%	5.2%

Telangana

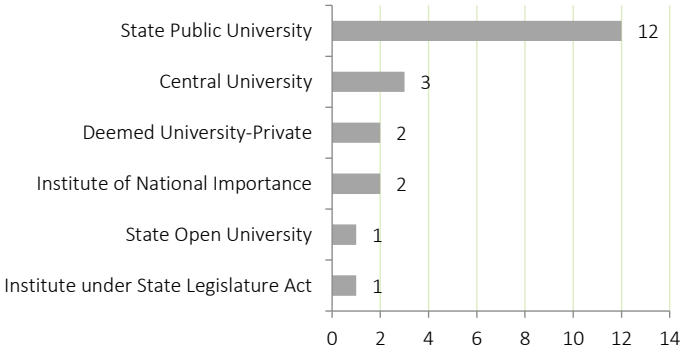
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	350	176.1	173.9
Literacy Rate [1]	66.46%	74.95%	57.92%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	40.6 (11.6%)	20.3 (11.5%)	20.3 (11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.9%	2.8%	3%
Gross Enrolment Ratio [2]	36.3	39.3	33.4

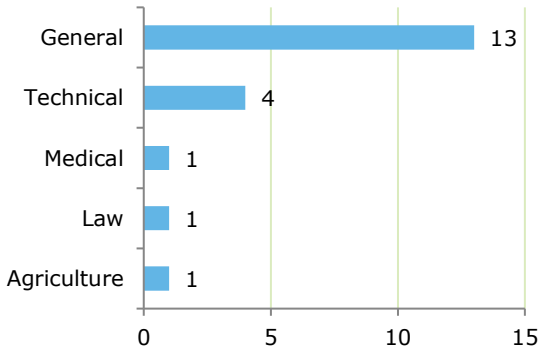
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

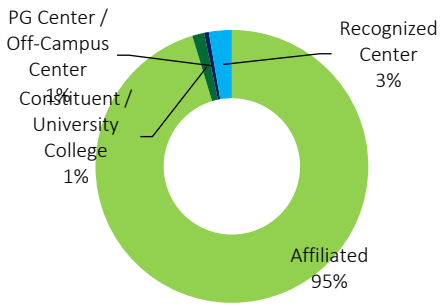
University by Type



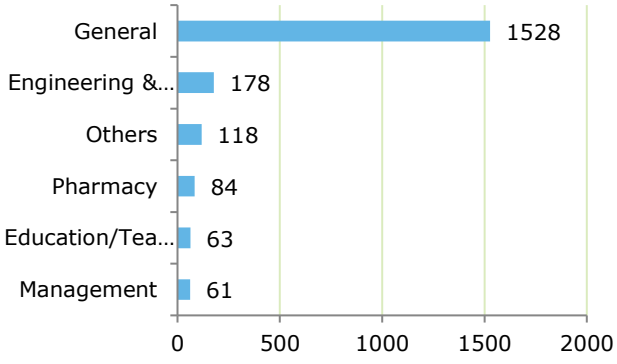
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	21	50	584
Average enrolment per institution	11,273	23,333	267
Total estimated enrolment (Lakhs)	2.36	11.66	0.71

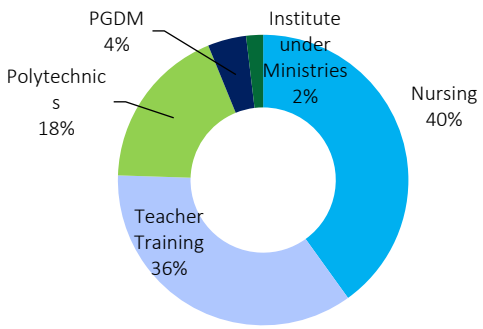
College Indicators

College Type	Telangana	Share in India
Affiliated Colleges	2,421	6.4%
Recognized centre	69	4.3%
Constituent/ University College	36	2.4%
PG/ Off Campus Centre	14	5.2%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	83.3%	80.6%	555
Private Aided	6%	7%	679
Government	10.7%	12.4%	1,193

Break up of standalone institution



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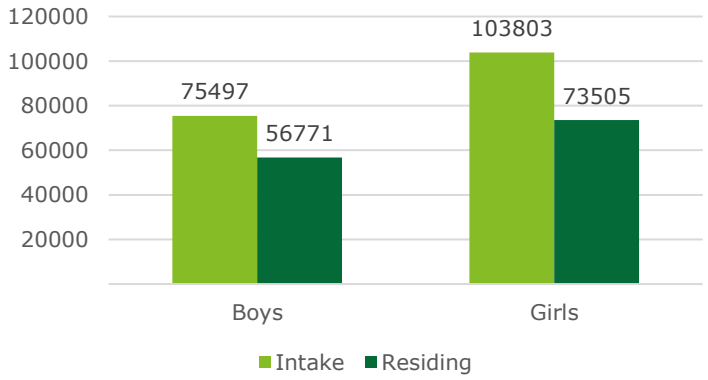
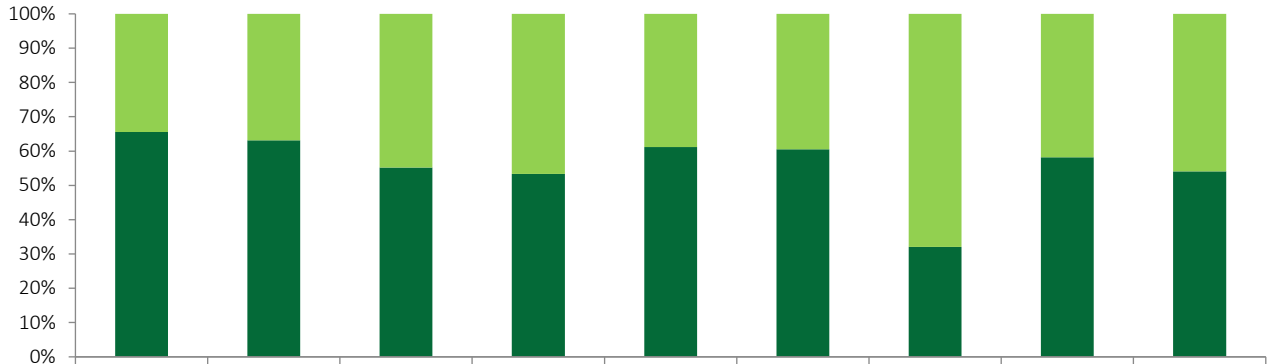


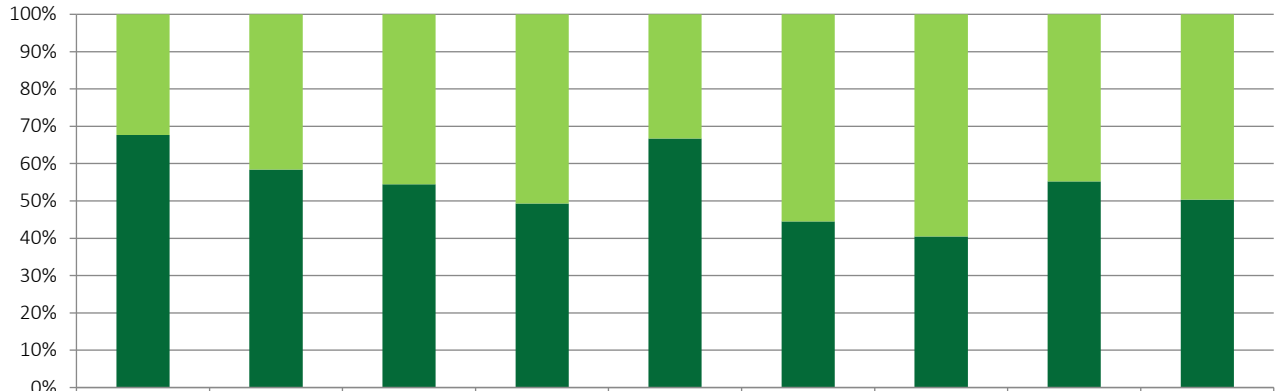
Student Enrolment

Enrolment at various levels through regular mode



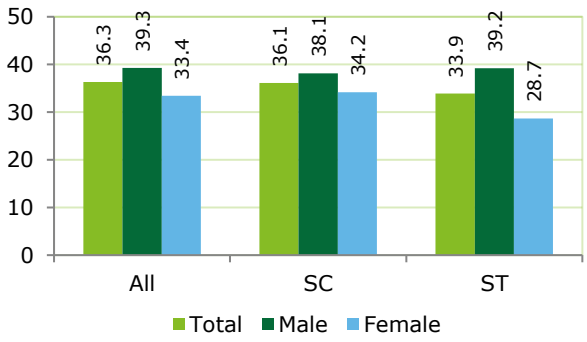
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1423	215	73250	475884	514	37316	499	2158	591259
Male	2710	368	90137	542998	811	57124	235	3006	697389

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	234	106	36757	125491	726	10228	243	495	174280
Male	489	149	43907	121982	1454	8216	165	611	176973

GER



Faculty and Staff

Key Indicators

Key Indicators	Telangana	INDIA
Pupil Teacher Ratio (PTR)	14	21
Teachers per College	43.2	38.1
Non-teaching staff per College	22.2	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Enrolment	54.0%	46.0%	16.2%	8.5%	44.5%	7.3%	0.5%
Share of teaching staff	63.9%	36.1%	9.9%	4.0%	34.9%	6.2%	1.1%
Share of non-teaching staff	65.8%	34.2%	15.3%	5.2%	35.2%	5.7%	1.1%

Tamil Nadu

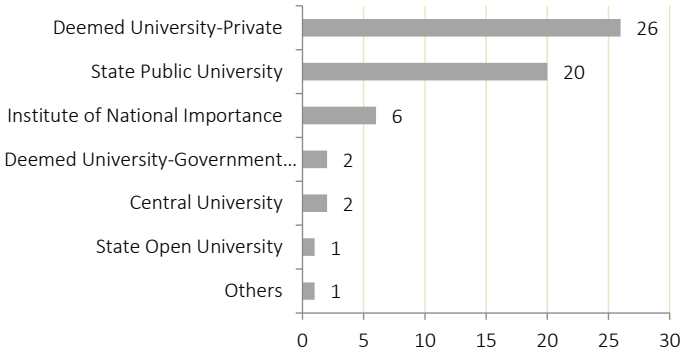
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	721.5	361.4	360.1
Literacy Rate [1]	80.1 %	86.8 %	73.4 %
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	73 (10.1%)	36.5 (10.1%)	36.5 (10.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5.2%	5%	5.4%
Gross Enrolment Ratio [2]	44.3	46.3	42.4

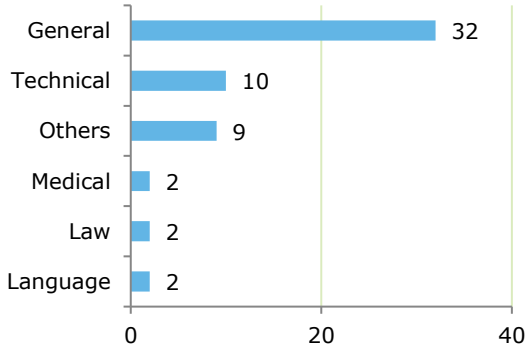
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

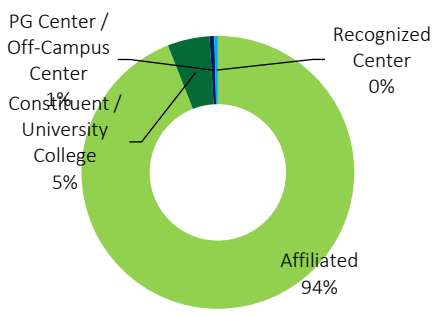
University by Type



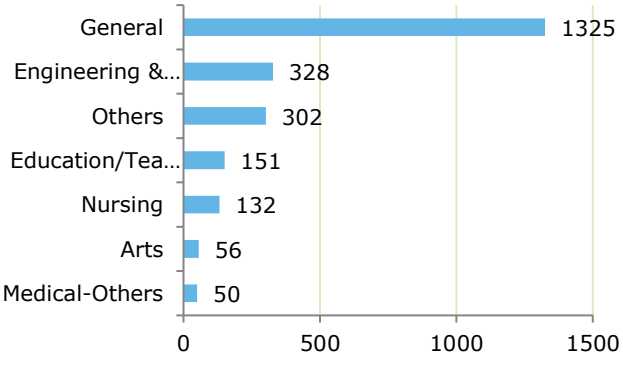
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	58	2,032	1,013
Average enrolment per institution	13,162	1,033	377
Total estimated enrolment (Lakhs)	7.63	20.98	3.73

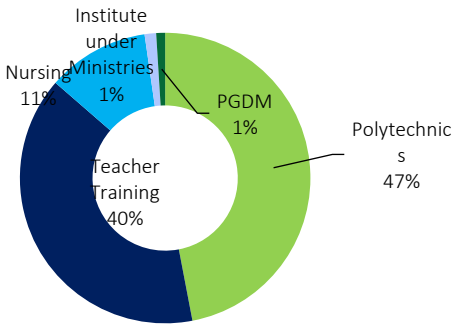
College Indicators

College Type	Tamil Nadu	Share in India
Affiliated Colleges	2,287	6%
Recognized centre	10	0.6%
Constituent/ University College	121	8%
PG/ Off Campus Centre	14	5.2%

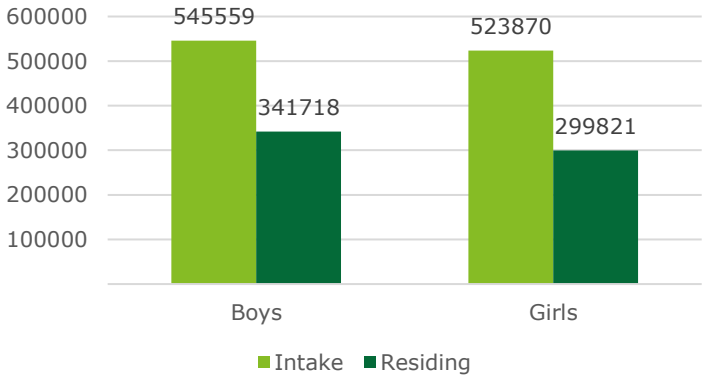
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	76%	63%	742
Private Aided	10.6%	19.1%	1,618
Government	13.4%	17.9%	1,193

Break up of standalone institution

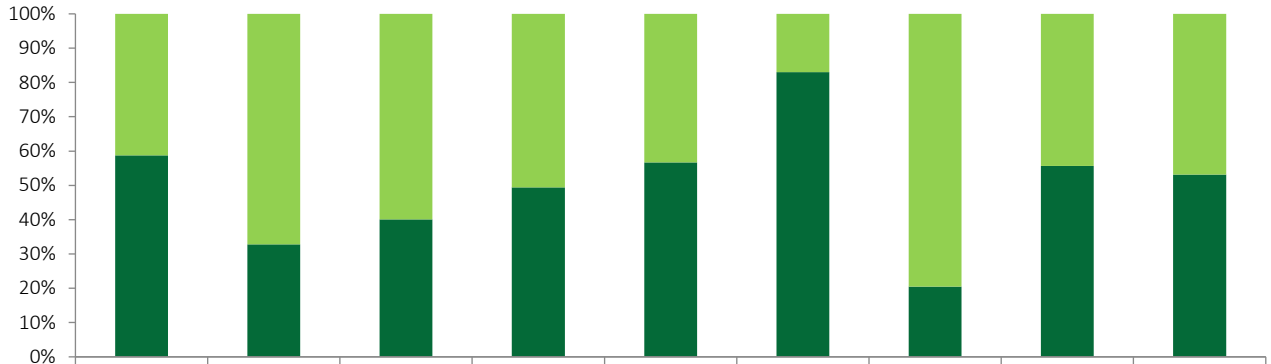


Hostel



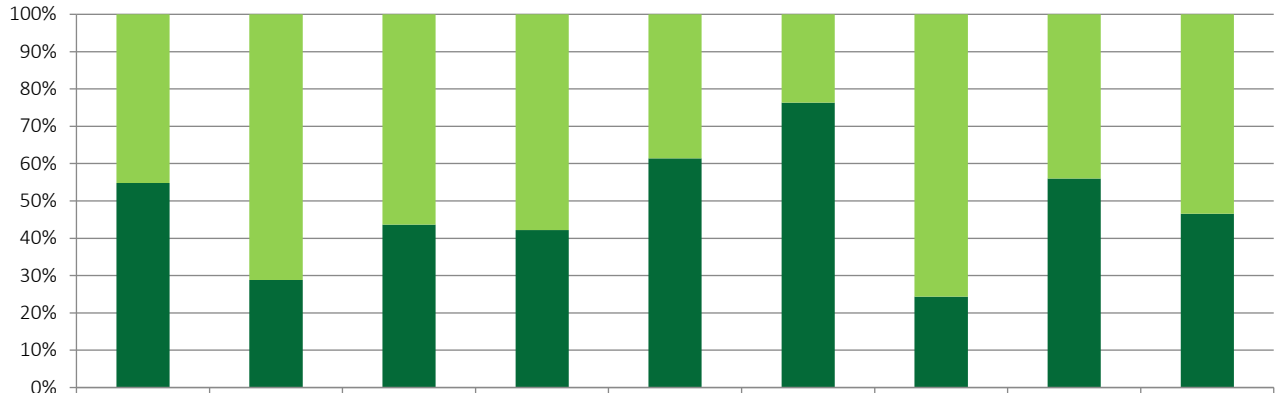
Student Enrolment

Enrolment at various levels through regular mode



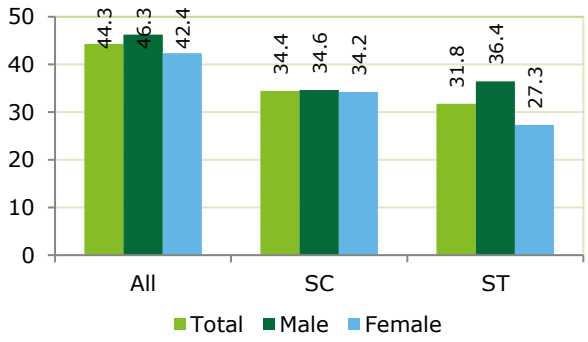
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	9162	13104	159301	1034481	1594	65781	7349	5249	1296021
Male	13059	6405	106645	1010296	2090	320452	1897	6591	1467435

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1794	9929	114468	321198	3467	26755	10953	763	489327
Male	2179	4027	88672	234841	5519	86234	3526	970	425968

GER



Faculty and Staff

Key Indicators

Key Indicators	Tamil Nadu	INDIA
Pupil Teacher Ratio (PTR)	13	21
Teachers per College	77.4	38.1
Non-teaching staff per College	60.3	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	52.2%	47.8%	17.1%	0.8%	56.7%	3.0%	3.5%
Share of teaching staff	54.9%	45.1%	8.7%	0.3%	58.5%	1.7%	5.9%
Share of non-teaching staff	57.0%	43.0%	13.8%	0.7%	47.6%	1.2%	4.5%

Tripura

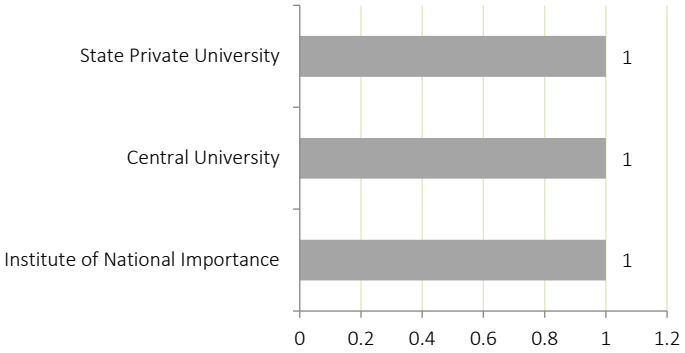
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	36.7	18.7	18.0
Literacy Rate [1]	87.2	91.5	82.7
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	4.4 (11.9%)	2.1 (11.5%)	2.2 (12.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.3%	0.3%	0.3%
Gross Enrolment Ratio [2]	16.9	19.9	14.0

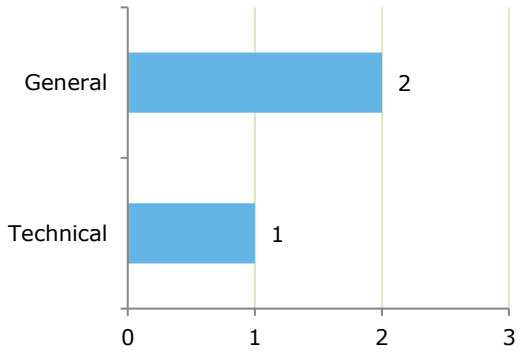
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

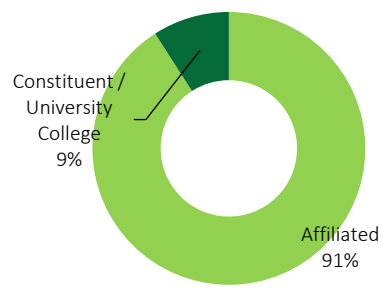
University by Type



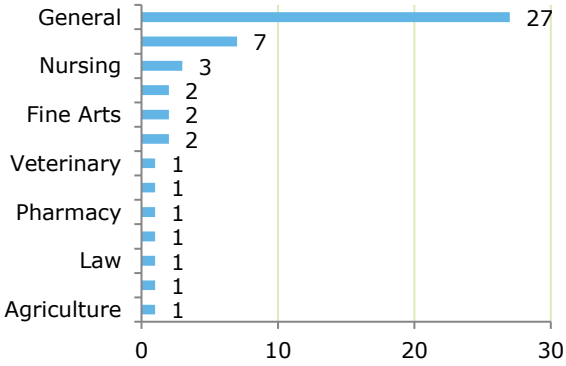
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	50	12
Average enrolment per institution	6,103	1,097	125
Total estimated enrolment (Lakhs)	0.18	0.55	0.01

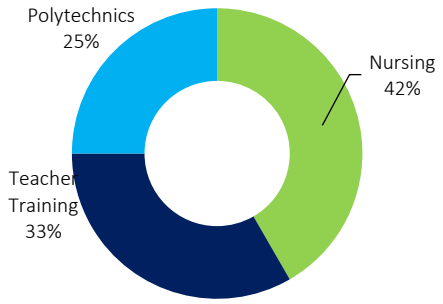
College Indicators

College Type	Tripura	Share in India
Affiliated Colleges	50	0.1%
Constituent/ University College	5	0.3%

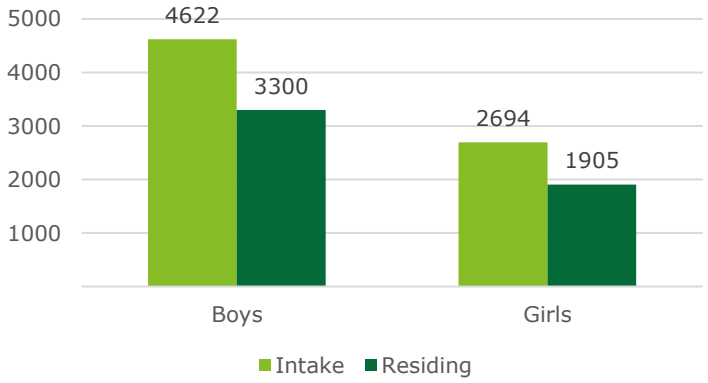
Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	12%	3.6%	330
Private Aided	4%	2.2%	602
Government	84%	94.2%	1,230

Break up of standalone institution

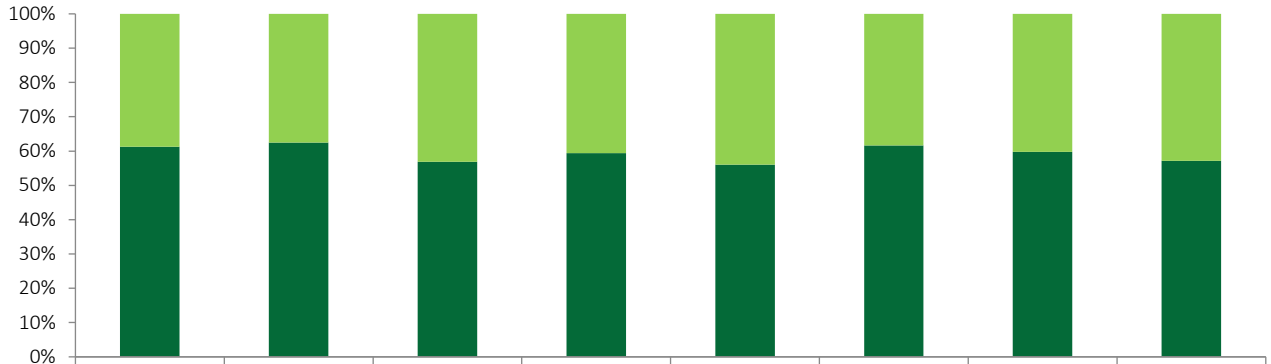


Hostel



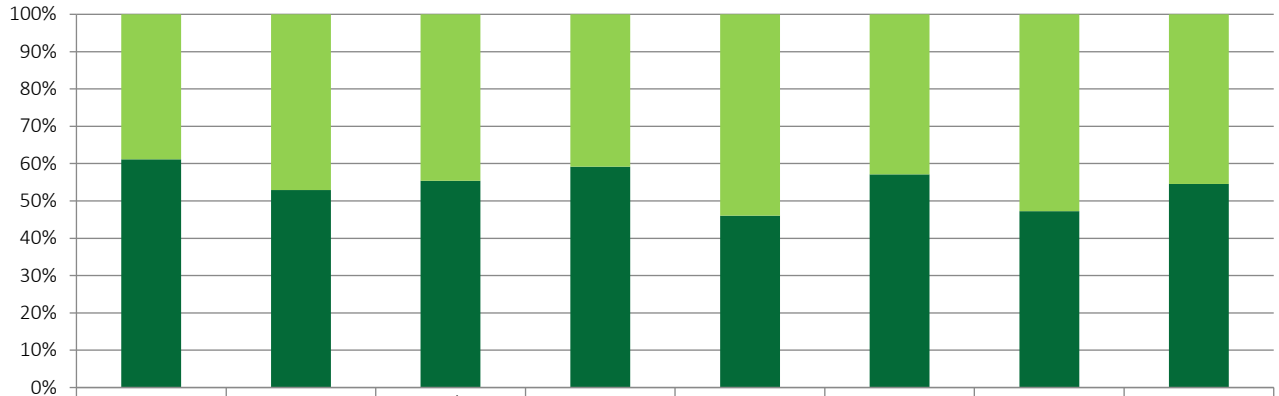
Student Enrolment

Enrolment at various levels through regular mode



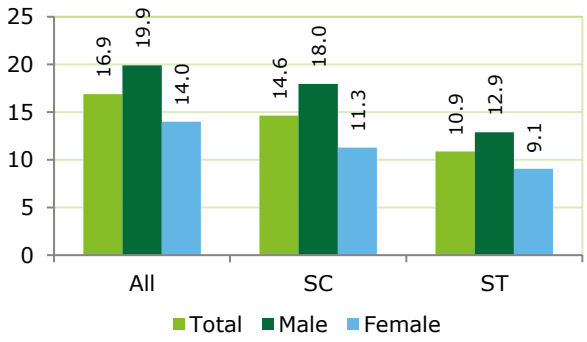
	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	183	1375	23885	28	1453	81	160	27165
Male	289	2288	31462	41	1852	130	238	36300

Out turn at various levels



	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	21	986	4894	62	447	24	19	6453
Male	33	1110	6090	90	382	32	17	7754

GER



Faculty and Staff

Key Indicators

Key Indicators	Tripura	INDIA
Pupil Teacher Ratio (PTR)	26	21
Teachers per College	47.6	38.1
Non-teaching staff per College	71.8	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	57.7%	42.3%	16.5%	21.0%	16.3%	2.4%	1.7%
Share of teaching staff	65.5%	34.5%	12.3%	11.6%	5.7%	0.8%	0.6%
Share of non-teaching staff	47.0%	53.0%	15.2%	14.5%	4.4%	0.6%	0.2%

Uttar Pradesh

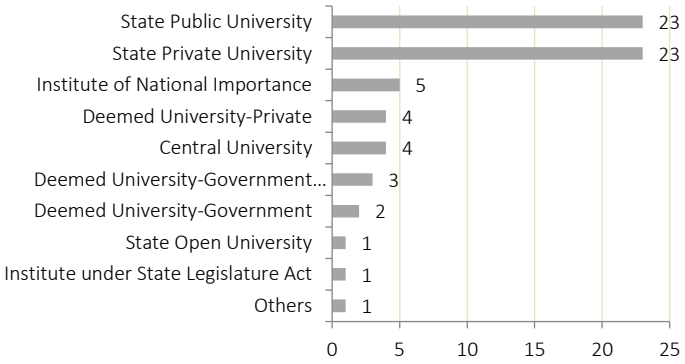
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	1998.1	1044.8	953.3
Literacy Rate [1]	67.7%	77.3%	57.2%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	245.1 (12.3%)	130.3 (12.5%)	114.8 (12%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	17.3%	17.8%	16.8%
Gross Enrolment Ratio [2]	24.5	24.2	24.9

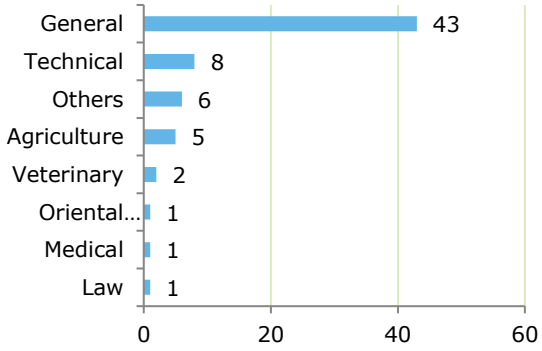
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

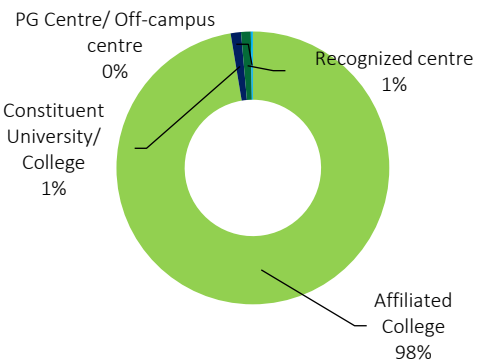
University by Type



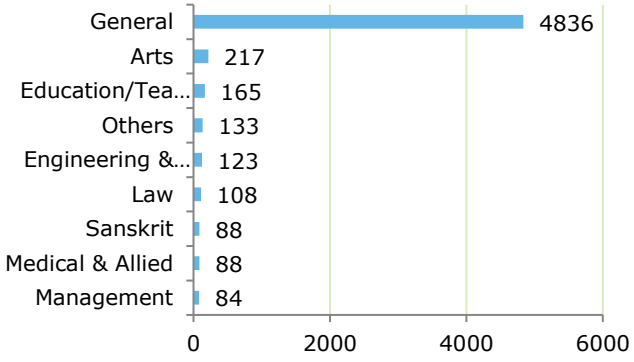
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	67	5,842	937
Average enrolment per institution	6098	920	347
Total estimated enrolment (Lakhs)	4.08	53.77	2.17

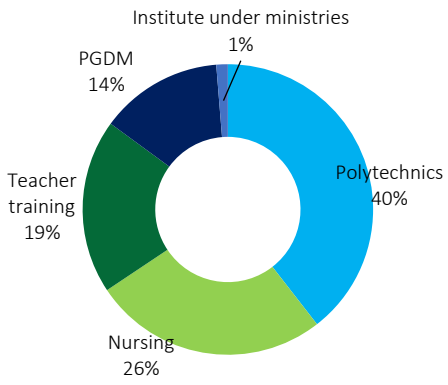
College Indicators

College Type	Uttar Pradesh	Share in India
Affiliated Colleges	6446	17%
Recognized centre	76	4.8%
Constituent/ University College	81	5.4%
PG/ Off Campus Centre	16	5.9%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	75.9%	69.1%	838
Private Aided	10.5%	18.0%	1579
Government	13.6%	12.9%	871

Break up of standalone institution



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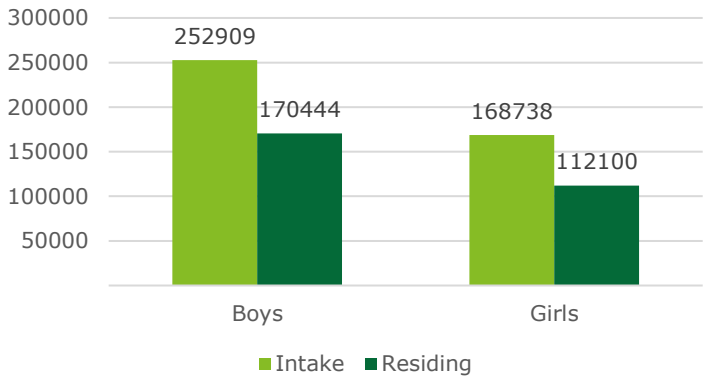
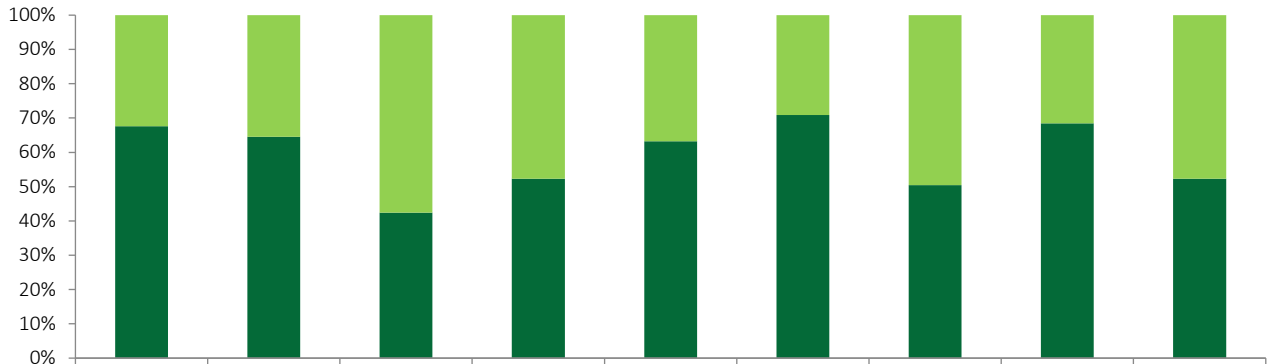


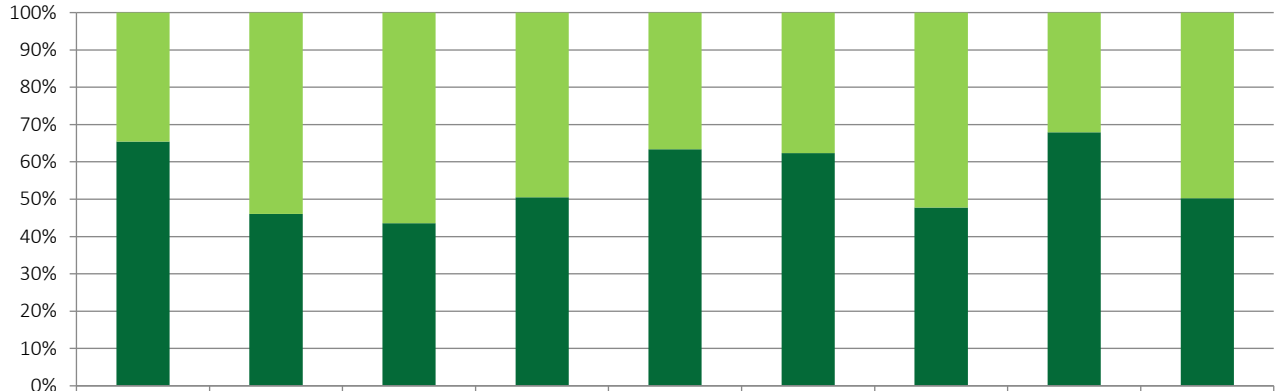
Student Enrolment

Enrolment at various levels through regular mode



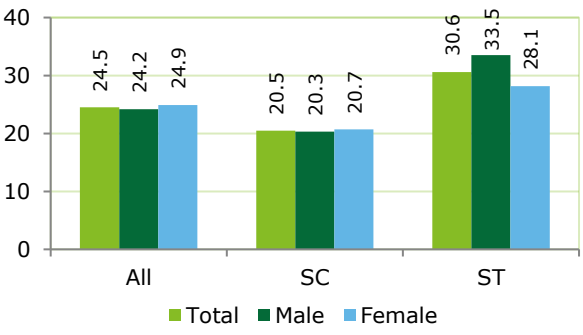
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	3737	463	289187	2432682	5518	64024	13174	6727	2815512
Male	7815	841	213038	2671168	9498	156092	13412	14586	3086450

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	762	494	98981	660025	2746	21255	11492	1096	796851
Male	1443	422	76540	673828	4746	35269	10529	2321	805098

GER



Faculty and Staff

Key Indicators

Key Indicators	UTTAR PRADESH	INDIA
Pupil Teacher Ratio (PTR)	35	21
Teachers per College	27.5	38.1
Non-teaching staff per College	21.3	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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%	16.8%	0.6%	36.7%	4.6%	0.3%
Share of teaching staff	68.6%	31.4%	7.6%	0.3%	21.4%	3.6%	1.0%
Share of non-teaching staff	80.9%	19.1%	16.2%	1.4%	24.0%	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 2015-16

Uttarakhand

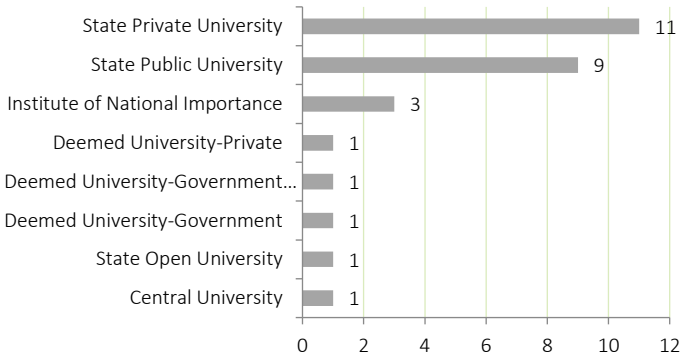
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	100.9	51.4	49.5
Literacy Rate [1]	78.8	87.4	70.0
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	12.2 (12.1%)	6.2 (12.2%)	5.9 (12%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.9%	0.9%	0.9%
Gross Enrolment Ratio [2]	33.3	33.6	32.9

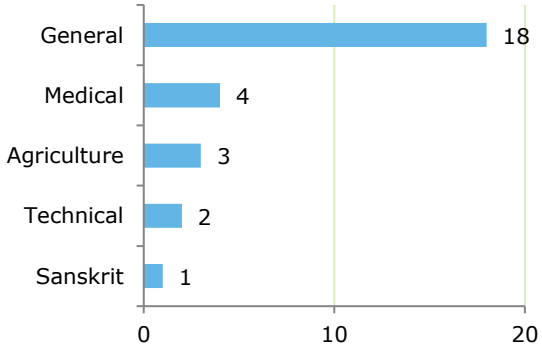
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

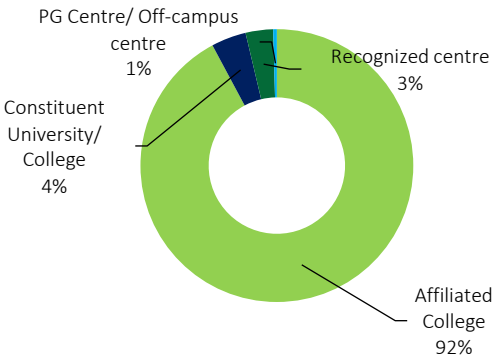
University by Type



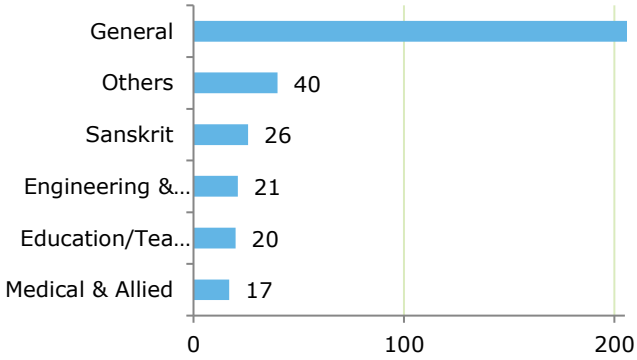
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	28	333	134
Average enrolment per institution	4558	684	225
Total estimated enrolment (Lakhs)	1.27	2.27	0.27

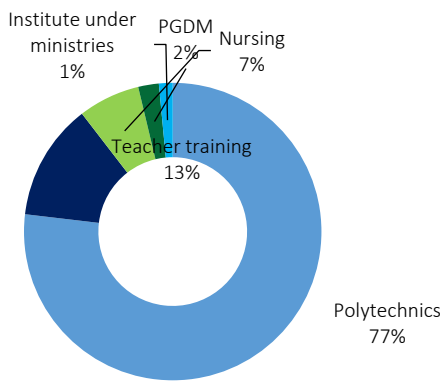
College Indicators

College Type	Uttarakhand	Share in India
Affiliated Colleges	424	1.1%
Recognized centre	15	0.9%
Constituent/ University College	19	1.3%
PG/ Off Campus Centre	2	0.7%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	45.9%	26.5%	395
Private Aided	18.3%	21.9%	818
Government	35.7%	51.5%	986

Break up of standalone institution



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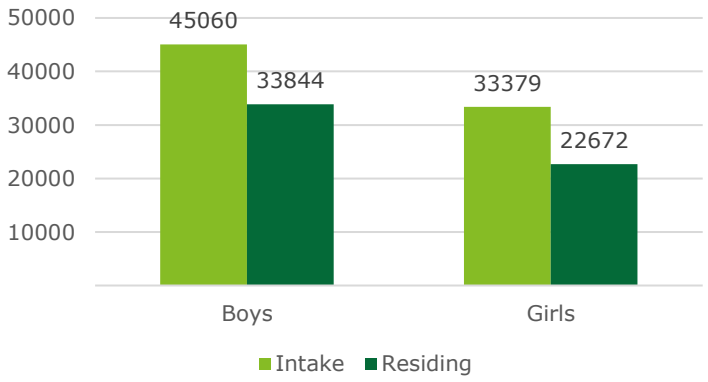
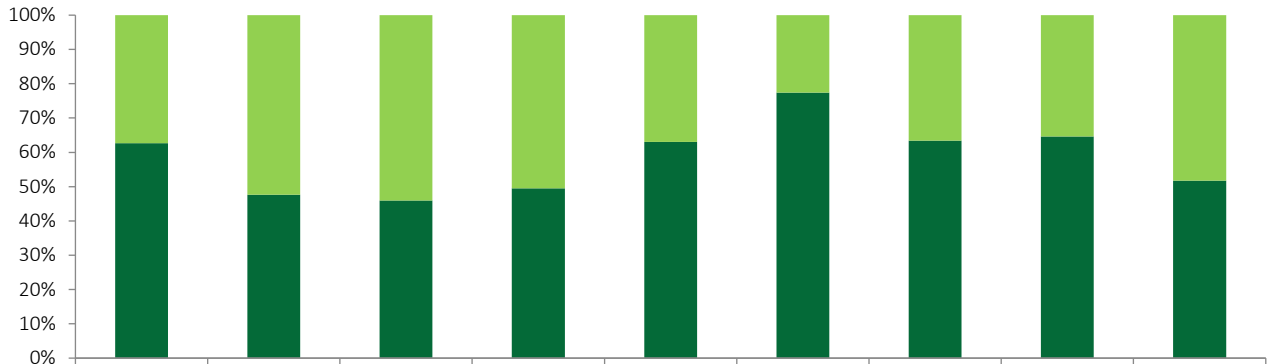


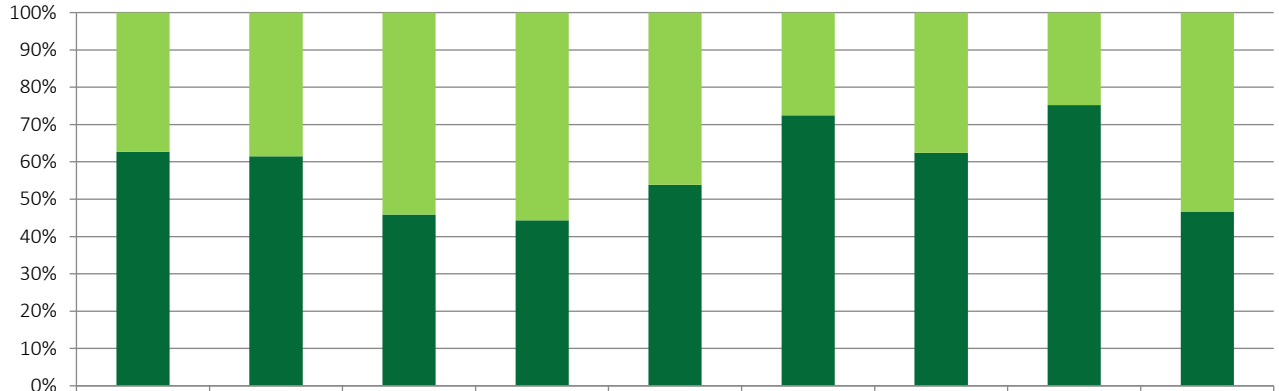
Student Enrolment

Enrolment at various levels through regular mode



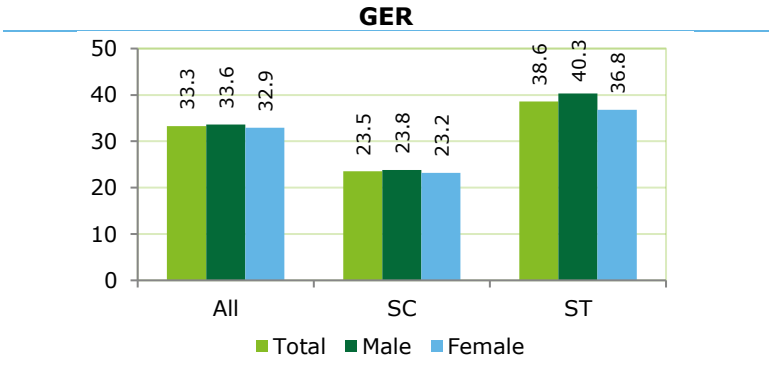
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1255	11	24952	145922	357	7443	57	1266	181263
Male	2104	10	21194	142888	610	25450	99	2316	194671

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	257	5	11735	51233	471	2021	53	65	65840
Male	432	8	9937	40878	549	5320	88	197	57409

GER



Faculty and Staff

Key Indicators

Key Indicators	UTTARAKHAND	INDIA
Pupil Teacher Ratio (PTR)	22	21
Teachers per College	48.4	38.1
Non-teaching staff per College	57.7	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 survey

Student, Faculty and Staff - Gender and Social representation

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.3%	48.7%	18.8%	2.9%	22.4%	13.9%	1.4%
Share of Enrolment	51.8%	48.2%	13.4%	3.7%	15.2%	2.1%	0.5%
Share of teaching staff	65.3%	34.7%	6.7%	0.9%	9.1%	1.2%	0.6%
Share of non-teaching staff	80.7%	19.3%	11.6%	1.2%	9.0%	0.8%	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 2015-16

West Bengal

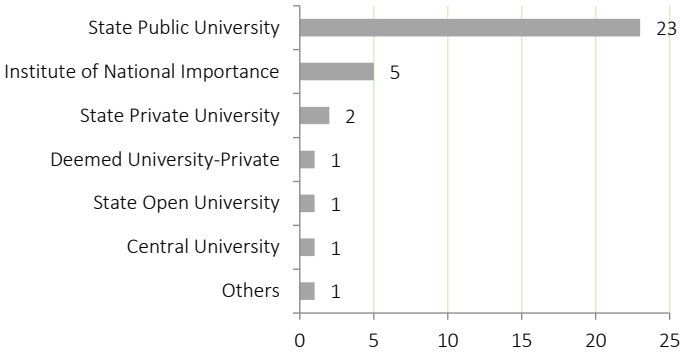
Key Indicators

Indicator	Total	Male	Female
Total State Population, Lakhs[1]	912.8	468.1	444.7
Literacy Rate [1]	76.3%	81.7%	70.54%
Pop. In 18-23 age group (lakhs)[1] Share to total state pop. (%)	109.1 (12%)	54 (11.5%)	55.1 (12.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	7.7%	7.4%	8.1%
Gross Enrolment Ratio [2]	17.7	19.1	16.2

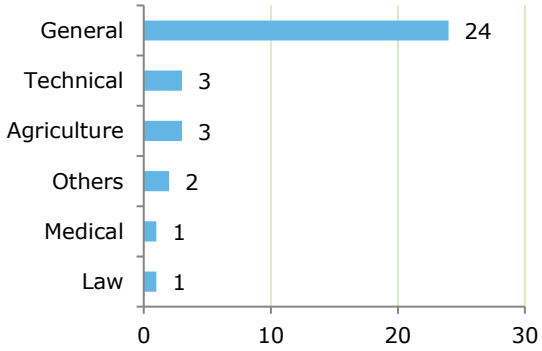
Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2015-16;

Education Infrastructure

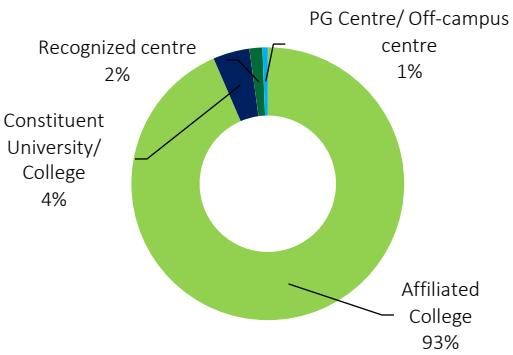
University by Type



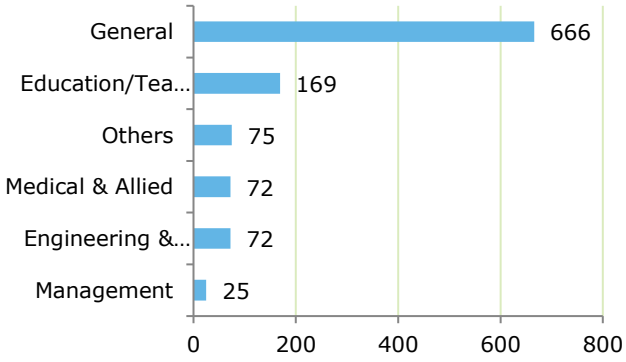
University by specialization



College by Type



Colleges by Specialization



College & Institution Indicators

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	34	1,079	295
Average enrolment per institution	8293	1,427	363
Total estimated enrolment (Lakhs)	2.81	15.4	1.04

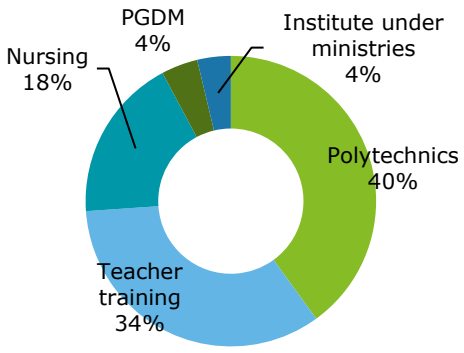
College Indicators

College Type	West Bengal	Share in India
Affiliated Colleges	1036	2.7%
Recognized centre	17	1.1%
Constituent/ University College	48	3.2%
PG/ Off Campus Centre	7	2.6%

Management of Colleges

Type of Management	Share of Colleges	Share of Enrolments	Avg enrolment/ College
Private Unaided	38.1%	9.7%	363
Private Aided	20.5%	26.8%	1866
Government	41.4%	63.5%	2189

Break up of standalone institution



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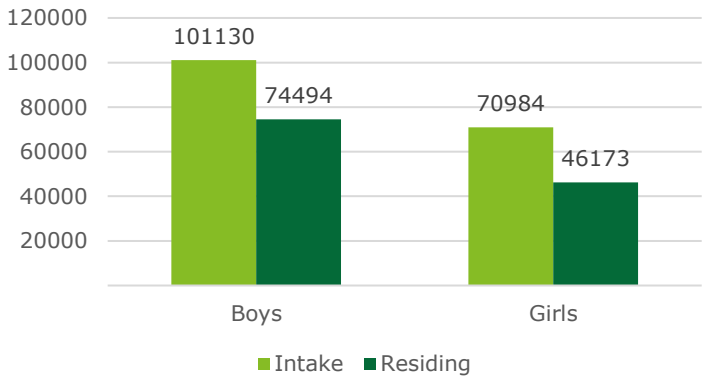
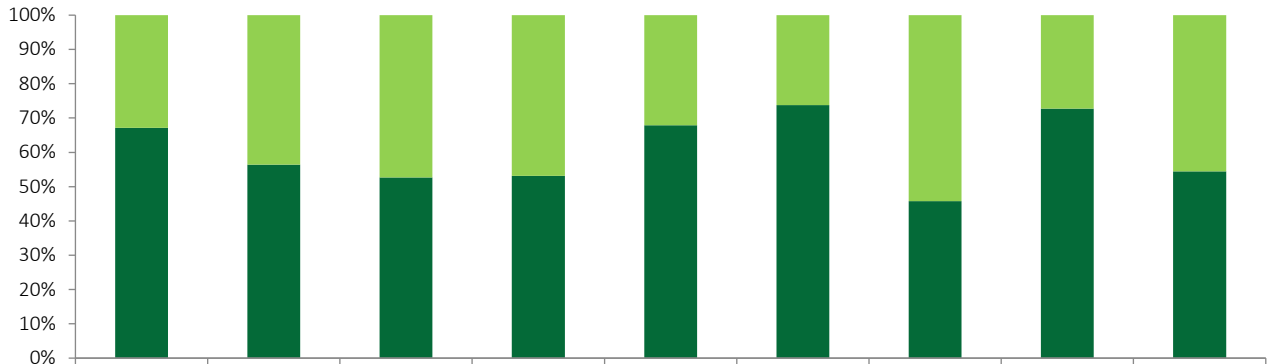


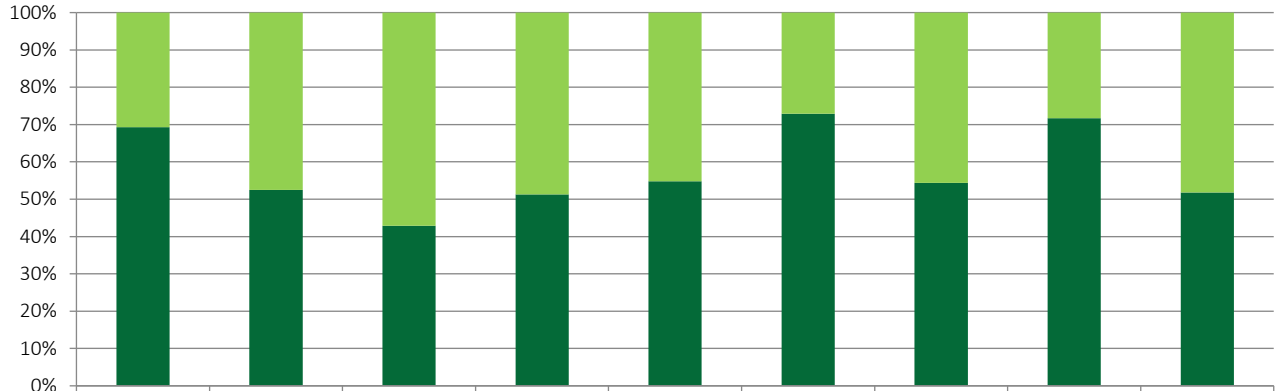
Student Enrolment

Enrolment at various levels through regular mode



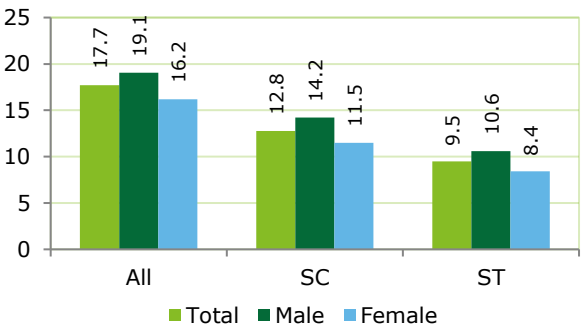
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	1945	619	33429	722084	691	26493	3754	2381	791396
Male	3973	800	37261	819579	1459	74607	3168	6364	947211

Out turn at various levels



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Total
Female	432	123	37991	133489	340	8755	1580	429	183139
Male	974	136	28573	140550	413	23535	1880	1089	197150

GER



Faculty and Staff

Key Indicators

Key Indicators	WEST BENGAL	INDIA
Pupil Teacher Ratio (PTR)	34	21
Teachers per College	44.9	38.1
Non-teaching staff per College	35.3	31.5

Calculation is based on the total number of responses as given in the AISHE 2015-16 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	53.7%	46.3%	17.8%	3.2%	11.1%	11.0%	0.5%
Share of teaching staff	67.1%	32.9%	7.0%	0.9%	3.7%	3.8%	0.3%
Share of non-teaching staff	80.6%	19.4%	11.0%	2.3%	3.6%	4.4%	0.7%

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Confederation of Indian Industry

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Confederation of Indian Industry

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