



CSR INDIA
Centre for Study and Research

Nous

A Survey of Muslim Managed Public & Private Institutions of Higher Education in India



**A REPORT
2024**

**A Survey of Muslim Managed Public & Private Institutions of Higher Education in
India**

A Report

CSR INDIA

in Collaboration with

NOUS NETWORK

2023

PREFACE

As we strive towards creating a society that is inclusive and equitable, the persistent underrepresentation of certain communities in higher education institutions continues to pose a challenge. One such community in India that faces significant obstacles in accessing higher education is the Muslim community. Acknowledging the gravity of this issue, this report on Muslim Affiliated Higher Education Institutions in India provides a comprehensive analysis of the state of higher education institutions catering to the Muslim minority in the country.

The report sheds light on the number of institutions that belong to the Muslim minority, their growth over time, and the demographics of these institutions. It emphasises the urgency with which policymakers must take steps to address the underrepresentation of Muslims in higher education. Additionally, the report offers valuable insights into the level of education provided by these institutions, the variety of programs offered, and the status of research publications.

This report is a valuable contribution towards understanding the state of Muslim-affiliated higher education institutions in India. It serves as a critical study for policymakers, educators, and stakeholders who are working towards developing strategies that promote inclusivity and diversity in higher education. It can act as a pivotal reference for advocacy efforts and strategic development, aiming to elevate the quality and accessibility of higher education among Muslim communities. We extend heartfelt congratulations to the team for their exceptional work in producing this report and remain hopeful that it will act as a powerful impetus for progressive change.

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FOREWORD

Education is an important capability in its own virtue and is a fundamental right under the Constitution of India. In a country as diverse as India, it is imperative to recognize the multi-faceted nature of education, ensuring that every community and citizen has equitable access to quality learning environments. However, the Indian education system is plagued with several issues, concerning accessibility, quality, equity, lack of humanity and values, discrimination, hate content, etc. Today, we are in need of an education system that would be erected on constitutional ethos and ensure that accessibility, quality, and equity are ensured for all, along with the necessary improvement in curriculum and pedagogy that would ensure every community and citizen's true progress in every way. We need an educational system that would foster critical thinking and research to improve human life and educational spaces that would be interactive spaces for productive critical discourses, discussions, and dissent.

Muslims are the largest minority in India, making up 14.2% of the population, which comes up to 172.2mn (Census, 2011). Despite being the largest minority, Muslims have the dubious distinction of being amongst the most marginalized and backward communities. Muslims rank as the most backward in education, with the situation being even more abysmal in Higher Education. Some of the major issues plaguing the Muslim community regarding education are accessibility, equity, high drop-out rate, low GER (gross enrollment ratio to higher education), discrimination and hate in educational spaces, etc.

Educational upliftment is a priority for the socio-economic mobility of the community. In this context, Muslim-managed higher education institutions play a vital role in providing access to quality education for the community. They serve as catalysts for empowerment, fostering a sense of identity and belonging among the students. The report critically examines the strengths and weaknesses of these institutions, offering valuable insights into areas that require attention and improvement.

It is a pleasure and an honor to introduce this comprehensive report, "A Survey of Muslim-Managed Private Institutions of Higher Education in India," which provides insights into the state of the institutions of higher education managed either by Muslim societies and trusts or have been evolved by Muslims and taken care by government agencies. This report is part of a series on mapping the educational landscape of the Indian Muslim community and was prepared in collaboration with NOUS Network, especially its CEO Javed Ali. We are very much indebted to the hard work and diligence Abid Faheem and Mohammad Nadeem showed in conducting the survey and preparing the report.

This report comes at a crucial juncture when understanding the dynamics of educational institutions managed by the Muslim community is essential for informed policymaking. Through a meticulous analysis of various facets, including numbers and types of educational institutions, the gender ratio in them, their affiliation status, their academic productivity, their standing in terms of accreditation through NAAC, student demographics, etc., this report sheds light on the challenges and opportunities that exist within this realm. The findings in this report underscore the importance of acknowledging the unique needs of the Muslim minority in higher education and advocating for targeted interventions that address these needs.

As we navigate the complex terrain of education in India, it is essential to embrace a collaborative and inclusive approach. This report serves as a valuable resource for policymakers, educators, and stakeholders, offering a roadmap for the enhancement of Muslim-managed higher education institutions. By fostering an environment of dialogue, understanding, and cooperation among various stakeholders, we can collectively work towards a more comprehensive road map that truly empowers the community.



Dr. Mohammed Rizwan,
Director, Center for Study and Research

FROM NOUS DESK

Assalam-o-Alaikum

Dear Reader,



I am delighted to announce the release of the highly anticipated research report on higher education institutions affiliated with Muslims. It brings me immense pleasure to extend my heartfelt congratulations to all those who contributed to the successful completion of this significant report. I want to express my deepest gratitude to Prof. Rizwan Saheb for his unwavering trust in our abilities and for granting us the invaluable opportunity to undertake this crucial research project. Without his belief in us, this achievement would not have been possible.

This report stands out as a truly unique endeavor, as there is currently no existing comprehensive overview providing insights into the status of higher education in institutions catering to Muslims. Our dedicated research team has worked tirelessly to bridge this gap, striving to shed light on various indicators. We have examined the establishment and growth of these institutions, the diverse range of programs they offer, student enrolment statistics, research activities, and the overall quality of education provided.

The unwavering dedication and hard work of our team have culminated in a report that aims to provide valuable insights into the landscape of higher education institutions affiliated with Muslims. Through meticulous data collection, rigorous research, and a comprehensive presentation of findings, we are confident that this report will prove to be an indispensable resource for academia, policymakers, and all those invested in the advancement of education. As we prepare to share this report with our stakeholders, policymakers, and the wider academic community, I am filled with pride in our organisation's commitment to advancing research and making a positive impact in the field of education. I firmly believe that this report will significantly contribute to enhancing our understanding of higher education institutions affiliated with Muslims, opening doors for further discussions and initiatives in this domain.

I warmly invite you to delve into the report and engage in meaningful conversations surrounding its findings. Together, let us continue our journey of excellence, pushing the boundaries of knowledge, and actively contributing to the betterment of education for all.

With utmost appreciation and excitement,

Best Regards,

A handwritten signature in blue ink, appearing to read 'Ali Javed', with a stylized flourish extending to the right.

Ali Javed, CEO

Nous Network Pvt Ltd

New Delhi – 110025

ACKNOWLEDGMENT

The completion of this report has been an arduous and demanding endeavour, and its successful realisation owes a great deal to the dedicated and tireless efforts of several individuals. We wish to express our profound gratitude to them for their invaluable contributions throughout the research and writing process.

We extend our deepest appreciation to Prof. Rizwan, Head of CSR India, and Ali Javed, CEO of Nous Network, for their timely feedback and valuable suggestions, which played a pivotal role in shaping the content and direction of this report. Their expertise and guidance were instrumental in ensuring the accuracy and relevance of the findings presented.

Our heartfelt thanks also go to Abid Faheem for his diligent research and exceptional writing skills, which were instrumental in bringing this report to life. His commitment to thoroughness and attention to detail greatly enhanced the quality of the final product.

Furthermore, we are grateful to Mohammad Nadeem for his dedicated efforts in collecting and organising the extensive data and information that formed the backbone of this report. His meticulous work was crucial in providing a solid foundation for our research.

We would also like to express our deep appreciation to AISHE (All India Survey of Higher Education) for providing us with the valuable data and information that formed the basis of our analysis.

Finally, we would like to extend our gratitude to all other individuals who provided assistance, feedback, and support throughout the research process. Their contributions, no matter how small, were invaluable in bringing this report to fruition.

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KEY RESULTS

A. UNIVERSITY

- Compared to the total number of universities listed in the AISHE 2020-21 database, the share of Muslim-managed universities is just 2.1%.
- Uttar Pradesh has the highest number of universities, followed by Karnataka.
- Of the 23 Muslim universities, the majority (43.5%) are privately managed, followed by public state universities (26.1%), deemed private universities (13%), and central universities (13%).
- Around 69.9% of Muslim universities are located in urban areas.
- Out of the total 97,928 students enrolled in the academic year 2020-21, 42.1% were Muslims, 52.7% were Hindus, and 5.2% belonged to Other Minority groups.
- Regarding Muslim students, there were 26,039 (63.09%) male students and 15,236 (36.91%) female students enrolled in Higher Education.
- Among the 41,275 Muslim students enrolled, less than 1% represent Scheduled Tribes, 34% were from Other Backward Classes, 49.5% were from the Unreserved Category, and the remaining 16.4% were from the Economically Weaker Sections (EWS).

B. COLLEGE

- Compared to the total number of colleges listed in the AISHE 2020-21 database, the share of Muslim-managed colleges is just 2.6%.
- Of the total 1,155 colleges managed by Muslims, 141 (12.2%) are technical colleges registered with the All India Council for Technical Education (AICTE).
- Despite making up 73.4% of all minority groups, Muslim minority communities only have a 16.6% share in technical colleges. In contrast, other minority groups, comprising 26.6% of the population, hold an 83.4% share in technical colleges.
- 6.4% of Muslim colleges in India are exclusively for girls.
- The top 10 states in terms of the number of colleges in India are Kerala, Uttar Pradesh, Maharashtra, Karnataka, Telangana, Tamil Nadu, Andhra Pradesh, West Bengal, Bihar, and Jammu & Kashmir.
- Kerala has 24.9 colleges per lakh population, while Uttar Pradesh has 4.9 colleges and West Bengal has a mere 1.8 colleges per lakh population. The national average of colleges per lakh population stands at 6.4.
- These states account for 90.47% of the total colleges in the country.

- Of the 1,155 Muslim minority colleges, 85.5% are private (unaided), 10.6% are private (aided), and 3.9% are government colleges.
- About 57.8% of Muslim minority colleges are located in rural areas.
- The majority of colleges (93.16%) offer Undergraduate level programs, while only 6.32% offer PhD level programs.
- Kerala has the highest number of colleges offering PhD programs, followed by Tamil Nadu and Maharashtra.
- Around 51% of colleges only provide undergraduate level programs.
- Out of the total 524,441 students enrolled in the academic year 2020-21, 42.1% were Muslims, 55.1% were Hindus, and 2.8% belonged to Other Minority groups.
- In terms of Muslim students, there were 104,163 (47.18%) male students and 116,622 (52.82%) female students enrolled in Higher Education.
- Among the 220,785 Muslim students enrolled, less than 1% represent Scheduled Tribes, 48.1% belong to Other Backward Classes, 50.7% come from the Unreserved Category, and the remaining 0.9% are from the Economically Weaker Sections (EWS).
- 96.4% of colleges did not participate in the NIRF ranking of 2023.
- None of the colleges secured a position in the top 100 in the NIRF 2023 college rankings.

The gross enrolment ratio for Muslim students in colleges affiliated with Muslim institutions is 1.23, while in universities, it is significantly lower at 0.23. When combined, the total gross enrolment ratio amounts to 1.46.

1. INTRODUCTION

Muslims comprise 14% of India's population, yet their representation in higher education remains low. The latest data produced by the All India Survey of Higher Education (AISHE) (2021-22) indicates that their enrolment in higher education is barely 4.8%, even lower than the SCs and STs, which have 15.3% and 6.3% enrolled students, respectively (Fig. 1.1).

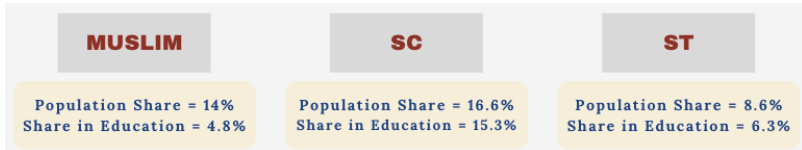


Figure 1.1: Enrolment Status of Muslims, SCs, & STs in Higher Education (AISHE-2021-22)

In the institutions of national importance like IIT, IIIT, IISER, NIT, and IIMs, the condition is worse, merely 1.72% Muslims find a place.

Even 17 years after the Sachar Committee report, not much progress has been made. In 2006, when the Sachar Committee report was released, Muslim enrolment was 3.6%. Despite efforts to improve this number, the first AISHE report from 2012-13 indicated that Muslim enrolment had only increased by 0.6% after six years. A decade later, the AISHE report reported an additional increase of only 0.6%. In contrast, other socially disadvantaged groups such as SCs and STs have made significant progress, with their enrolment increasing from 2.4% in 2006 to 15.3% and 6.3% in 2021-22, respectively (Fig 1.2). This glaring underrepresentation not only hampers the socio-economic progress of Muslim communities, but also impedes the overall development of the nation.

Several factors contribute to the exclusion of Muslims from higher education, including, but not limited to, neglect on the part of the state, discrimination, financial hardship, and communal tension (Tabish, K. Mohammad, 2017 & Sachar Committee Report, 2006). Despite these challenges, a commonly overlooked yet significant factor in the low representation of Muslims in higher education is the absence of concerted efforts by the community itself to establish and manage institutions aimed at promoting education among its members. This study aimed to analyse such efforts to provide a comprehensive understanding of the state of Muslim-managed higher education institutions.

The study analyses the growth of these institutions over time, as well as the distribution of students by gender, caste, and religion. Additionally, it examines the demographics of these

institutions, the level of education they offer, the range of programs available, and the status of research publications. By shedding light on these critical factors, this study provides valuable insights into the state of higher education institutions of Muslim minority in the country.

• **Muslims' Share in Higher Education**



• **SCs' Share in Higher Education**



• **STs' Share in Higher Education**



Note: The Sachar Committee Report states 2.4% share in higher education by SCs & STs together

Figure 1.2: Enrolment Status of Muslims, SCs, & STs in Higher Education in different years

To our knowledge, no such study has been conducted to date, and there is currently no data available on the number of institutions for higher education affiliated with Muslim minority group. This research represents the first attempt of its kind to address this critical gap.

1.1 Methodology

The most important requirement of this survey was creating an exhaustive list of Higher Education Institutions of Muslims in the country. We adopted a rigorous mechanism for listing all such institutions in the country, affiliated with Muslim minority. The list includes all such institutions that have been granted Muslim minority status by the government or founded by Muslims or Muslim groups. The mechanism adopted to update the list of institutions are:-

- Identifying Muslim institutions through the list of institutions provided by AICTE (2022-23 data-base)
- Identifying Muslim institutions through the AISHE database of higher education institutions (2020-21 data-base, obtained through RTI)
- Identifying Muslim institutions through National Commission for Minority Educational Institutions (NCMEI) database
- Identifying institutions through Muslim Education Society Groups



Figure 1.3: Data Sources

To gather data on student enrolment and their gender, caste, and religion-wise distribution across programs, we utilized the AISHE database of the most recent survey conducted in 2020-21, which we obtained through an RTI request. Moreover, we filed multiple RTI requests to individual institutions to obtain data not available in the AISHE database.

For research-related data, we used the SSR (Self-Study Report) information report provided by NAAC (National Assessment and Accreditation Council).

2. MAPPING MUSLIM-AFFILIATED HIGHER EDUCATION INSTITUTIONS IN INDIA

2.1 Number of Institutions

2.1.1 University

A total number of 23 Universities are listed through various sources as mentioned in the methodology section of chapter 1. This accounts for 2.1% of the total number of universities listed in the 2020-21 AISHE database.

Uttar Pradesh has the highest number of universities followed by Karnataka. At least one university is situated in each of the 12 states, namely, Andhra Pradesh, Bihar, Delhi, Haryana, Jammu & Kashmir, Karnataka, Meghalaya, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh, and West Bengal (Fig 2.1).

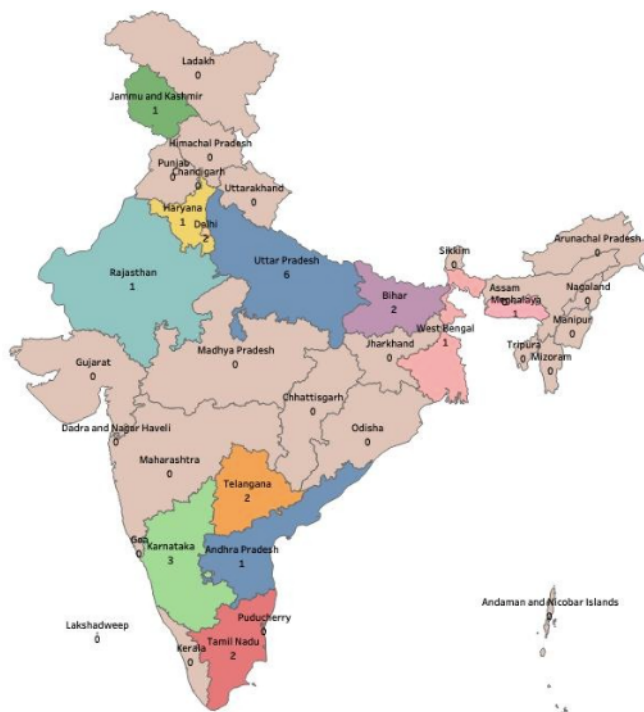


Figure 2.1: State-wise Distribution of University

2.1.1.1 Increase in number of Universities over the Years

At the time of India's independence in 1947, the country had only five Muslim minority universities. Despite the passage of seventy-five years, the Muslim community did not undertake significant efforts to establish new educational institutions. However, during this period, eighteen additional universities were established in the country (Fig 2.2).

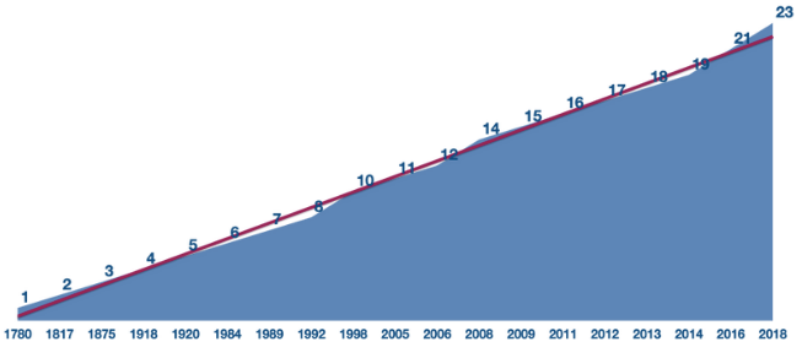


Figure 2.2: Growth in Universities

2.1.1.2 Location-wise number of Universities

Among the 23 universities, the majority (69.6%) are situated in urban areas, while the remaining 30.4% are located in rural areas (Fig 2.3).

2.1.1.3 Type-wise number of Universities

Among the universities listed, the majority (43.5%) are privately managed, followed by public state universities (26.1%), deemed private universities (13%), and central universities (13%) as shown in Fig 2.4.

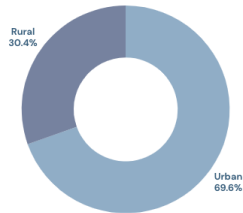


Figure 2.3: Location-wise Universities

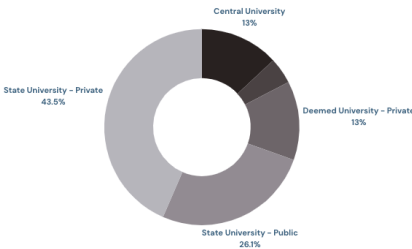


Figure 2.4: Type-wise Universities

2.1.2 COLLEGE

A total number of 1,155 colleges are listed through various sources as mentioned in the methodology section of chapter 1. This accounts for 2.6% of the total number of colleges listed in the 2020-21 AISHE database. College density, i.e., the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 24.9 in Kerala to 1.8 in West Bengal as compared to All India average of 6.4 (Fig 2.5 & 2.7).

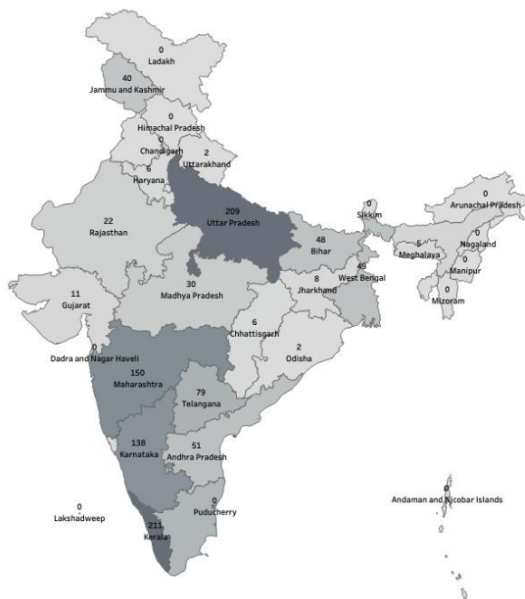


Figure 2.5: State-wise Colleges

2.1.2.1 States with Highest Number of Colleges

Top 10 states in terms of number of Colleges in India are Kerala, Uttar Pradesh, Maharashtra, Karnataka, Telangana, Tamil Nadu, Andhra Pradesh, West Bengal, Bihar and Jammu & Kashmir. These 10 states account for 90.47% of the total colleges in the country (Fig. 2.6).

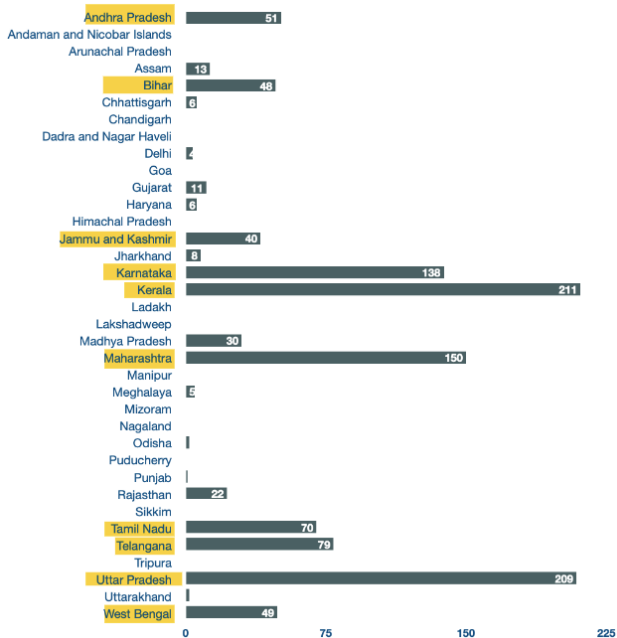


Figure 2.6: State-wise number of Colleges

In terms of colleges per lakh population, Kerala has the highest number, followed by Tamil Nadu and Karnataka. Uttar Pradesh has only 4.9 colleges per lakh population, while West Bengal has a mere 1.8 colleges per lakh population. The national average of colleges per lakh population stands at 6.4 (Fig 2.7).



Figure 2.7: Colleges Per Lakh Population

6.4% of colleges are exclusive for Girls.

TABLE 2.1: TOP 10 STATES WITH HIGHEST NUMBER OF COLLEGES

S.No	State Name	Total Muslim Population* (in Million)	No. of Colleges
1	Kerala	8.8	211
2	Uttar Pradesh	38.4	209
3	Maharashtra	12.9	150
4	Karnataka	7.9	138
5	Telangana	4.4	79
6	Tamil Nadu	4.2	70
7	Andhra Pradesh	8.1	51
8	West Bengal	24.6	49
9	Bihar	17.5	48
10	Jammu & Kashmir	8.5	40

TABLE 2.2: COLLEGES IN THE TOP 10 STATES WITH HIGH MUSLIM POPULATIONS

S.No	State Name	Total Muslim Population* (in Million)	No. of Colleges
1	Uttar Pradesh	38.4	209
2	West Bengal	24.6	49
3	Bihar	17.5	48
4	Maharashtra	12.9	150
5	Assam	10.6	13
6	Kerala	8.8	211
7	Jammu & Kashmir	8.5	40
8	Andhra Pradesh	8.1	51
9	Karnataka	7.9	138
10	Rajasthan	6.2	22

**Source of Muslim Population - Census 2011*

2.1.2.2 Increase in Number of Colleges over the Years

In 1947, at the time of India's independence, there were only 17 Muslim colleges in the country. Over the span of 75 years, the number of such colleges increased to 1,155. Among the different decades, the highest growth in the number of colleges occurred during the period of 2001-2010, while the lowest growth was observed during 2011-2020 (Fig 2.8).

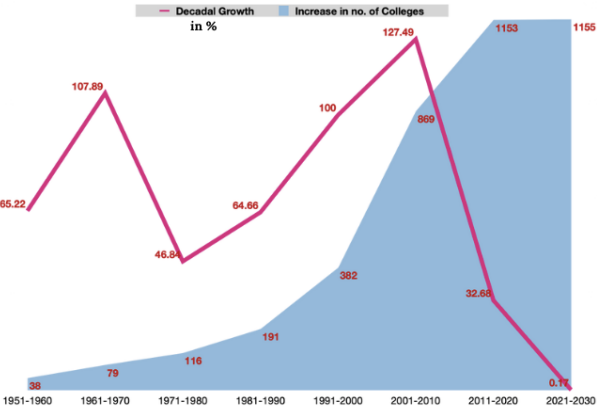


Figure 2.8: Growth in Number of Colleges

2.1.2.3 Level of Education in Colleges

Most of the colleges (93.16%) run Undergraduate level programmes and only 6.32% colleges run PhD level programmes (Fig. 2.9).

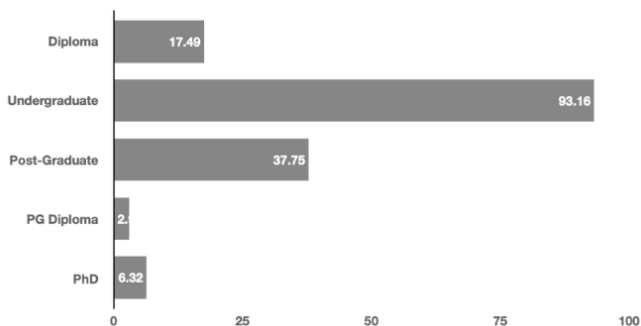


Figure 2.9: Level of Education in Colleges (in %)

Approximately 51% of the colleges provide only undergraduate level programmes.

2.1.2.4 Kinds of Programmes in Colleges

Majority of the colleges offer Art, Science, and Commerce courses (Fig 2.10). There are 48.13% colleges, which run only single programmes, and among these 39.15% colleges run only B.Ed. programme (Fig 2.11).

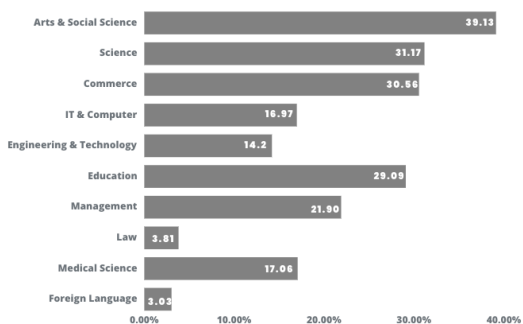


Fig 2.10 : Courses Offered in Colleges (in %)

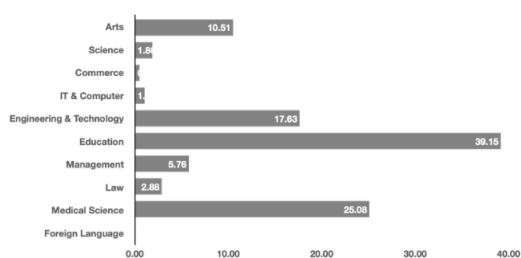


Fig 2.11 : Only Single Programme Offered in Colleges (in %)

2.1.2.5 Management-wise Number of Colleges

Among the total of 1,155 colleges surveyed, a significant majority of 83.1% are private (un-aided) colleges, while 10.6% are private (aided) colleges. Government colleges constitute 3.9% of the total, with the remaining colleges being run by local bodies (Fig 2.12).

2.1.2.6 Location-wise Number of Colleges

Unlike universities, the majority of colleges (57.8%) are situated in rural areas, while 42.2% of colleges are located in urban areas (Fig 2.13).

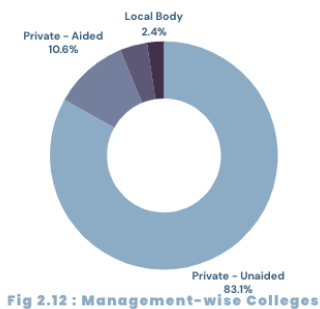


Fig 2.12 : Management-wise Colleges

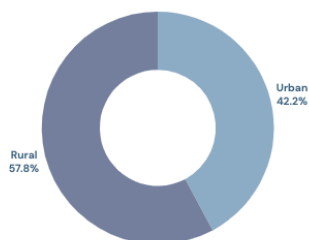


Fig 2.13 : Location-wise Colleges

2.1.2.7 Size of Colleges

The majority of colleges have relatively small enrolment numbers. Approximately 19.7% of colleges have an enrolment of less than 100 students, while 43.1% of colleges have a student strength between 101 and 500. This indicates that a total of 62.8% of colleges enrol 500 students or less (Fig 2.14).

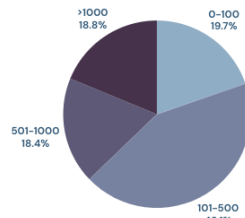


Fig 2.14 : Size of Colleges

2.1.2.8 Technical Colleges Approved by All India Council for Technical Education (AICTE)

Out of 1,155 Muslim managed colleges, 141 (12.2%) colleges were technical colleges registered with All India Council for Technical Education (Fig 2.15). On the other hand, other minority groups have a total of 710 technical colleges registered with AICTE, representing 83.4% of all minority technical colleges (Fig 2.16).

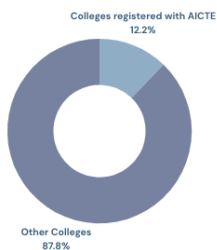


Fig 2.15 : Muslim Technical and Non-Technical Colleges

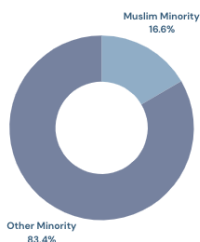


Fig 2.16 : Technical Colleges Belonging to Minorities

The Muslim minority makes up 73.4% of all minority groups, but only has a 16.6% share in technical colleges. In contrast, other minority groups, comprising 26.6% of the population, hold an 83.4% share in technical colleges. These statistics offer a troubling insight into the state of education among Muslims (Fig 2.17).

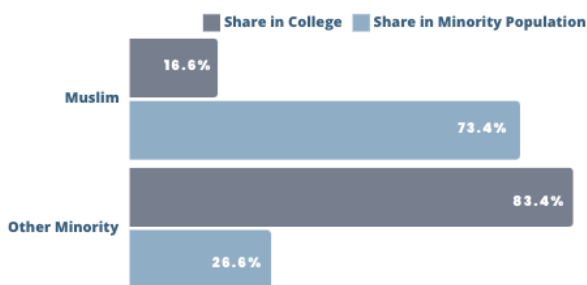


Fig 2.17 : Share in technical College vs Share in Population

3. Enrolment Patterns: Gender, Caste, and Religion

3.1 Enrolment

Out of the total of 1,155 colleges listed, we are able to collect enrolment data from 772 colleges. Among this subset of 772 colleges, the estimated number of enrolments amounted to 524,441. Similarly, out of the 23 universities, enrolment data was obtained from 14 of them. The estimated number of enrolments in these 14 universities amounts to 97,928 students.

3.1.1 Enrolment at Different Levels in College & University

3.1.1.1 All Student

The data reveals that among the enrolled students in colleges, the majority (89.3%) are pursuing Undergraduate programs, while only 8% are enrolled in Postgraduate courses. The representation of students in M.Phil. and Ph.D. programs is even lower, accounting for less than 1% (Table 3.1). The data emphasises the insufficient representation of students in research-oriented courses such as M.Phil. and Ph.D. This underrepresentation can also be attributed to the limited availability of such courses, with approximately 93.16% of colleges offering Undergraduate programs, 37.75% offering Postgraduate programs, and only 6.32% providing M.Phil. and Ph.D. courses (Fig 2.9).

When it comes to universities, 61.8% of students are enrolled in Under Graduate courses, while 22.2% are enrolled in Post Graduate courses. The enrolment figures for PhD courses are 4% (Table 3.1).

3.1.1.2 Muslim Student

Following the overall pattern, Muslim students predominantly opt for Undergraduate Programs (90.6%). The estimated enrolment for Postgraduate Programs stands at 7.5%, while M.Phil. and Ph.D. programs account for 0.02% and 0.17% respectively (Table 3.1). Regarding universities, 60.6% of Muslim students are enrolled in Undergraduate Courses, 19.1% are pursuing Postgraduate Courses, and 4.6% are engaged in Ph.D. programs (Table 3.1).

Table 3.1: Enrolment at Different Levels in College & University

Level of Programme	College		University	
	All Students	Muslim	All Students	Muslim
Diploma	1.43%	1.0%	6.8%	11.3%
PG Diploma	0.06%	0.02%	1.1%	0.6%
Undergraduate	89.33%	90.6%	61.8%	60.6%
Post-Graduate	8.04%	7.5%	22.2%	19.1%
Integrated (UG & PG)	0.52%	0.4%	4%	3.8%
M.Phil.	0.08%	0.02%	0.01%	0.0%
PhD.	0.23%	0.17%	4%	4.6%
Certificate	0.31%	0.34%	0.0%	0.0%

3.1.2 Religion-wise distribution of Students in College

According to the estimated number of enrolled students, the Hindu community constitutes the majority, with 55.1% of the students, followed by the Muslim community (Fig 3.1). In terms of gender distribution, female students surpass male students across all religious communities. A higher proportion of female students in enrolment is observed within the Other Minority group, followed by the Muslim community (Fig 3.2).

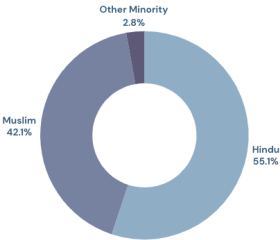


Fig 3.1 : Religion-wise Enrolment in College



Fig 3.2 : Religion-wise Gender Distribution of Students in College

3.1.3 Religion-wise distribution of Students in University

Just as in college enrolment, the Hindu community also makes up the majority in university enrolment, comprising 52.7% of the student population, followed by the Muslim community (Fig 3.3). However, there is a noticeable difference between college and university regarding gender distribution. In colleges, female students outnumber male students across all religious communities, whereas in universities, the opposite is observed, with male students surpassing females across the religious communities.

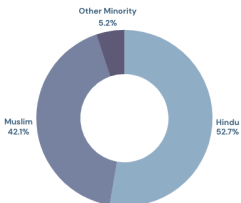


Fig 3.3 : Religion-wise Enrolment in University

The highest representation of female students is found among other minority groups (Fig 3.4).

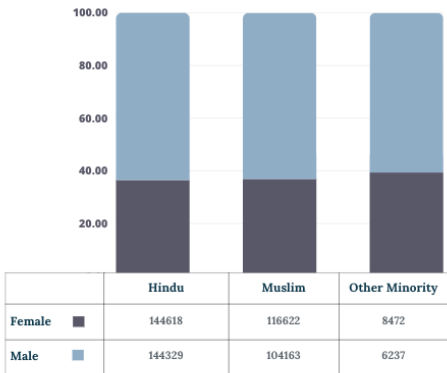


Fig 3.4 : Religion-wise Gender Distribution of Students in University

3.1.4 Gender-wise distribution of Students in College

3.1.4.1 All Student

In the cohort of enrolled students, the male students accounted for 48.62%, whereas the female students comprised 51.38% of the total. Notably, the female representation exceeded that of the male students across the Undergraduate, Postgraduate, and Certificate programs. Specifically, the enrolment of female students in the Undergraduate program amounted to 50.9%, while in the Postgraduate program, it reached 59.43%. Similarly, in the Certificate Course program, the proportion of female students stood at 62.45%. Nonetheless, when it comes to higher degree courses such as M.Phil. and Ph.D., the representation of females is lower compared to males. (Fig 3.5).

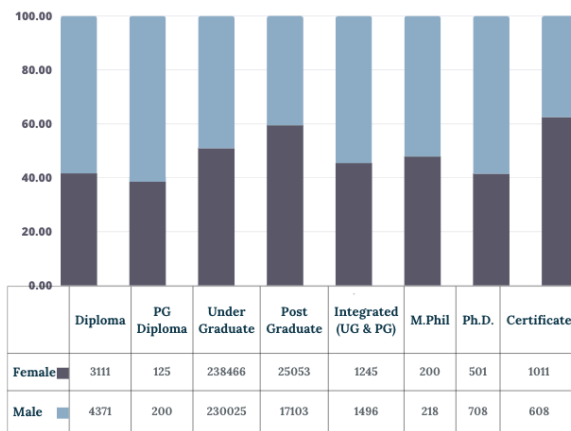


Fig 3.5 : Gender-wise Distribution at Different Levels in College

3.1.4.2 Muslim Student

Among the enrolled Muslim students, the male students accounted for 47.18%, while the female students constituted 52.82% of the total Muslim student population. Notably, the female representation exceeded that of the male students across the Undergraduate, Postgraduate, Integrated, and Certificate programs. Specifically, the enrolment of female students in the Undergraduate program amounted to 52.49%, while in the Postgraduate program, it reached 57.70%. Similarly, in the Integrated program, the proportion of female students was 53.21%, and in the Certificate Course program, the proportion of female students stood at 67.96%. Nonetheless, when it comes to higher degree courses such as M.Phil. and Ph.D., the representation of females is lower compared to males (Fig 3.6).

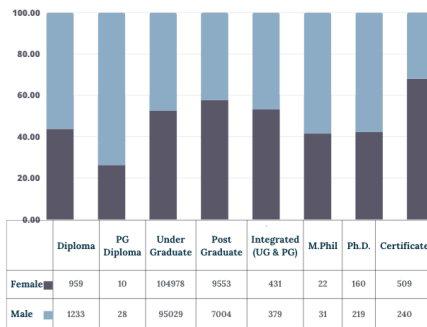


Fig 3.6 : Gender-wise Distribution of Muslim Students at Different Levels in College

3.1.5 Gender-wise distribution of Students in University

3.1.5.1 All Student

Among the enrolled students, males accounted for 63.19% of the cohort, while females comprised 36.81% of the total. This stands in contrast to college enrolment, where females hold a majority share of more than 50%. In most courses, male representation surpasses that of females (Fig 3.7).

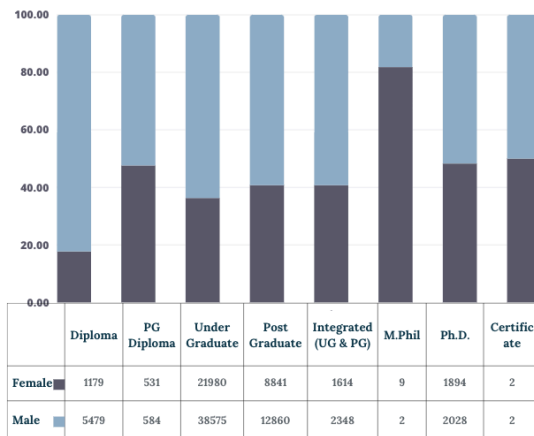


Fig 3.7 : Gender-wise Distribution at Different Levels in University

3.1.5.2 Muslim Student

Following the general trend of gender distribution in university enrolment, among the enrolled Muslim students, males accounted for 63.09% while females constituted 36.91% of the total Muslim student population. Across all programs, male students either equalled or outnumbered female students (Fig 3.8).

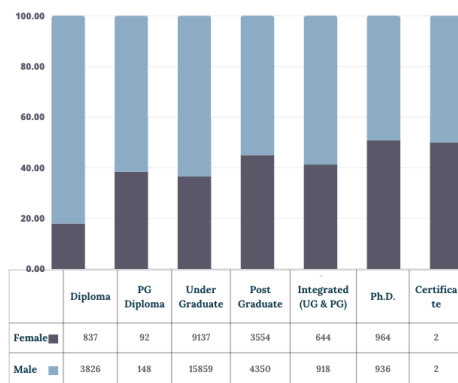


Fig 3.8 : Gender-wise Distribution of Muslim Students at Different Levels in University

3.1.6 Social Group-wise distribution of Students in College

3.1.6.1 All Student

Among the total estimated cohort of enrolled students, the largest portion is represented by students from the unreserved category, followed by students belonging to the OBC category (Fig 3.9).

Upon examining the gender distribution across various social groups, it is evident that male students outnumber their female counterparts in all categories except for the OBC and SC categories. Within the OBC category, the proportion of female students stands at 53.9%, while in the SC category, it amounts to 52.8% (Fig 3.10).

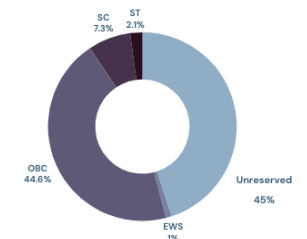


Fig 3.9 : Social Group-wise Distribution in College

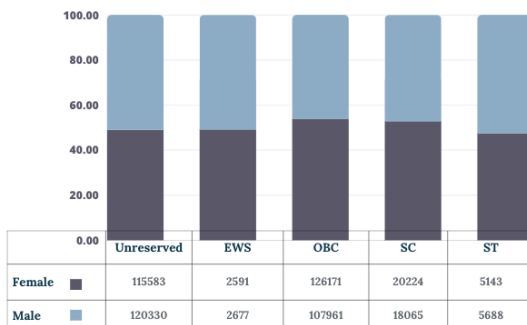


Fig 3.10 : Social Group-wise & Gender-wise Distribution of estimated Student Enrolment in College

3.1.6.2 Muslim Student

Among the total estimated cohort of Muslim enrolled students, the largest portion is represented by students from the unreserved category, followed by students belonging to the OBC category (Fig 3.11).

Upon examining the gender distribution across various social groups, it is evident that female students outnumber their male counterparts in all categories except for the ST category. Within the OBC category, the proportion of female students stands at 55.91 (Fig 3.12).

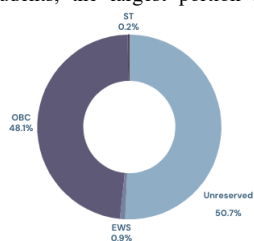


Fig 3.11 : Social Group-wise Distribution of Muslim Students in College

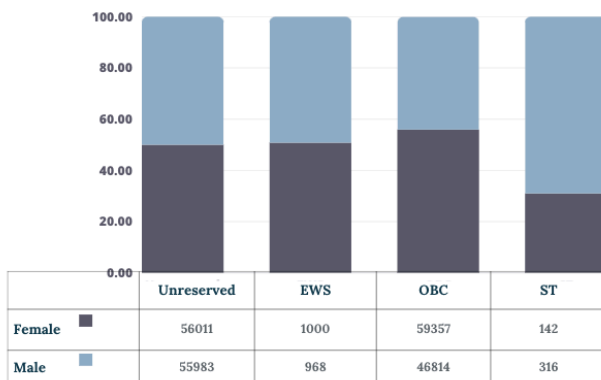


Fig 3.12 : Social Group-wise & Gender-wise Distribution of estimated Student Enrolment of Muslims in College

3.1.7 Social Group-wise distribution of Students in University

3.1.7.1 All Student

Among the total estimated cohort of enrolled students, the largest portion is represented by students from the unreserved category (Fig 3.13).

Upon examining the gender distribution across various social groups, it is evident that male students outnumber their female counterparts in all categories (Fig 3.14).

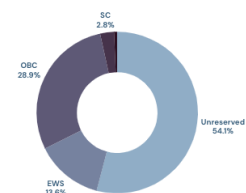


Fig 3.13 : Social Group-wise Distribution in University

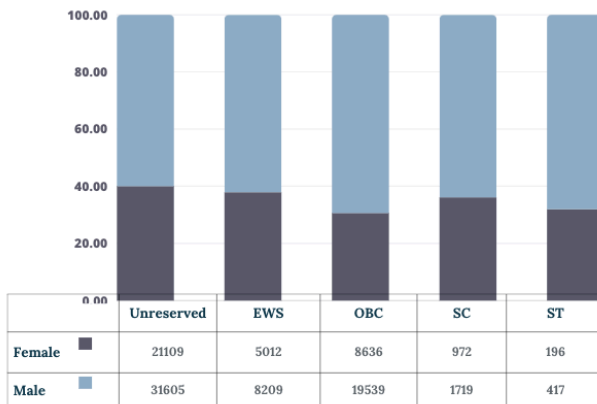


Fig 3.14 : Social Group-wise & Gender-wise Distribution of estimated Student Enrolment in University

3.1.7.2 Muslim Student

In line with the general trend, the largest segment of the estimated cohort of enrolled Muslim students is comprised of students from the unreserved category (Fig 3.15).

When analysing the gender distribution across different social groups, it becomes clear that male students surpass their female counterparts in all categories except for the EWS category. Within the OBC category, the percentage of male students reaches 72.61%, whereas in the Unreserved category, it accounts for 59.97% (Fig 3.16).

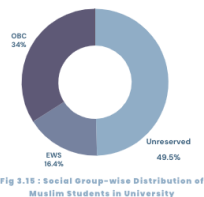


Fig 3.15 : Social Group-wise Distribution of Muslim Students in University

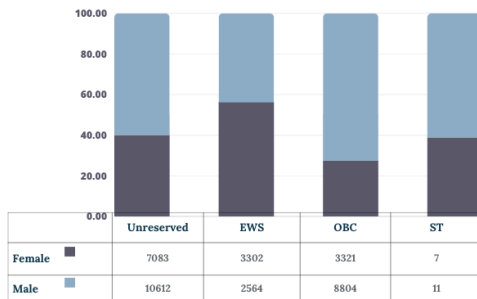


Fig 3.16 : Social Group-wise & Gender-wise Distribution of estimated Student Enrolment of Muslims in University

3.1.8 Programme-wise distribution of Students in College

3.1.8.1 All Student

Upon analysing the student enrolment across different programs, it becomes apparent that the majority of students are enrolled in Bachelor of Arts, Science, and Commerce programs. Collectively, these three courses account for 64.1% of the total student enrolment (Fig 3.17).

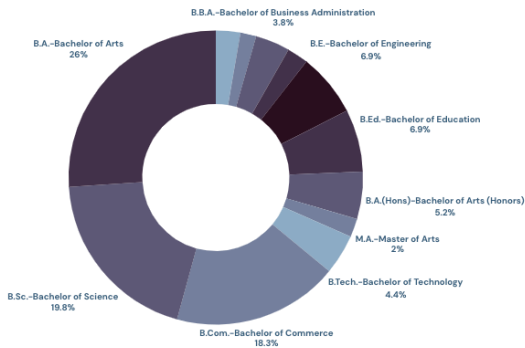


Fig 3.17 : Programme-wise Distribution in College

When examining the gender distribution across various programs, it is evident that female students outnumber male students in Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Master of Arts (M.A.), and Master of Science programs. Among these, the highest enrolment of female students is observed in Master of Arts (M.A.), accounting for 68.98%. Conversely, the lowest representation of female students is found in Bachelor of Engineering (B.E.), with a proportion of 18.51% (Fig 3.18).

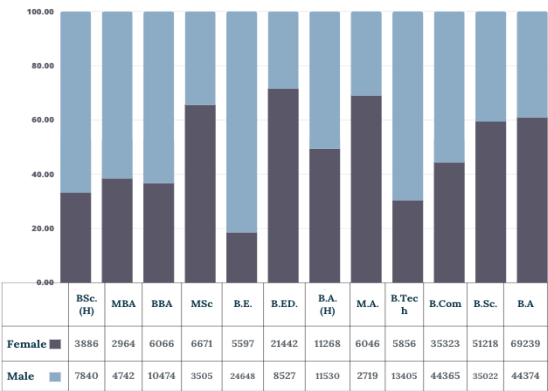


Fig 3.18 : Gender-wise Distribution of estimated Student Enrolment across the Programmes in College

3.1.8.2 Muslim Student

In alignment with the overall student distribution across programs, a majority of Muslim students are also enrolled in Bachelor of Arts, Science, and Commerce programs. These three courses collectively encompass 64.2% of the total student enrolment among Muslim students (Fig 3.19).

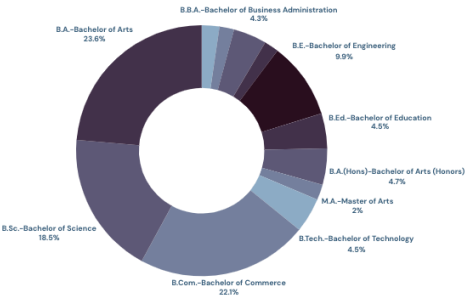


Fig 3.19 : Programme-wise Distribution of Muslim Students in College

When considering the gender distribution among Muslims across various programs, a similar pattern emerges as observed in the general student enrolment. Female students outnumber male students in Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Education (B.Ed.), Bachelor of Arts Hons. (B.A. Hons.), Master of Arts (M.A.), and Master of Science programs. Among these programs, the highest enrolment of female students is observed in Bachelor of Education (B.Ed.), constituting 76.9% of the total. Conversely, the lowest representation of female students is found in Bachelor of Engineering (B.E.), where their proportion is 14.82% (Fig 3.20).

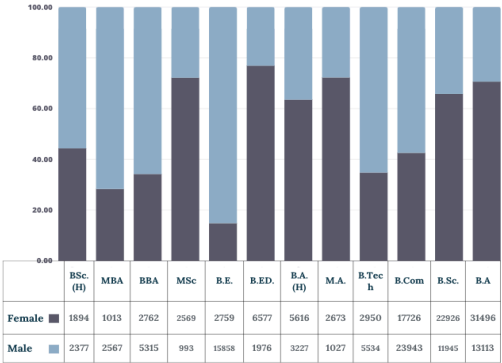


Fig 3.20: Gender-wise Distribution of estimated Student Enrolment of Muslims across the Programmes in College

3.1.9 Discipline-wise distribution of Students in College

3.1.9.1 All Student

After examining the distribution of student enrolment in various fields of study, it is evident that the Arts, Science, and Commerce disciplines have the highest number of students, followed by Engineering & Technology. Together, these three disciplines comprise 57.36% of the overall student enrolment (Fig 3.21).

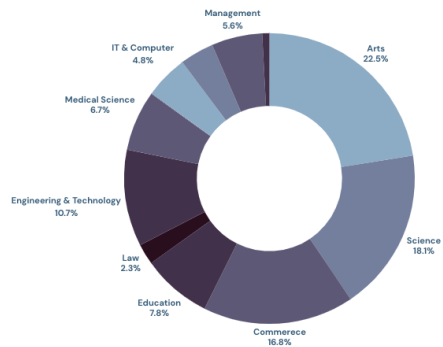


Fig 3.21 : Discipline-wise Distribution in College

Upon analysing the gender distribution among different programs, it becomes clear that female students surpass male students in Arts, Science, Education, Medical Science, and Foreign Language. Out of these programs, Education exhibits the highest enrolment of female students, comprising 67.31% of the total. On the other hand, Engineering & Technology displays the lowest representation of female students, accounting for only 24.14% (Fig 3.22).



Fig 3.22 : Discipline-wise Distribution of estimated Student Enrolment across the Discipline in College

3.1.9.2 Muslim Student

After examining the distribution of Muslim student enrolment in various fields of study, it is evident that the Arts, Science, and Commerce disciplines have the highest number of students, followed by Engineering & Technology. Together, Arts, Science, and Commerce disciplines comprise 58.32% of the overall student enrolment (Fig 3.23).

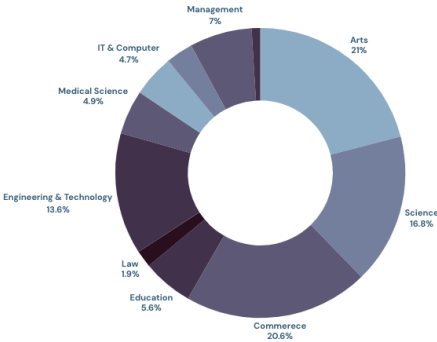


Fig 3.23 : Discipline-wise Distribution of Muslim Students in College

When examining the gender distribution across various programs, it becomes evident that female students outnumber male students in Arts, Science, Education, Medical Science, Social Science, and Foreign Language. Among these programs, the Arts stream stands out with the highest percentage of female students, making up 70.61% of the total. Conversely, Engineering & Technology demonstrates the lowest representation of female students, accounting for merely 21.64% (Fig 3.24).



Fig 3.24 : Discipline-wise Distribution of estimated Student Enrolment of Muslims across the Discipline in College

3.1.10 STEM in College

STEM encompasses the Science stream (including Mathematics) and the Engineering & Technology stream. The total enrolment in STEM programs, including undergraduate, postgraduate, M.Phil., and Ph.D. levels, amounts to 1,45,927 students. Out of this total, 78,892 (54.1%) are male students, while 67,035 (45.9%) are female students (Fig 3.25).

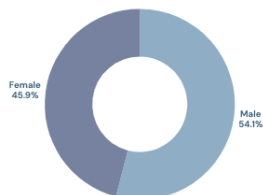


Fig 3.25 : Enrolment in STEM in College

When considering Muslim students in relation to the total student population, it is observed that they make up 44.3% of the student body (Fig 3.26). Among these Muslim students, 53.5% are female and 46.5% are male (Fig 3.27). Additionally, if we examine the distribution based on caste, we find that 48.4% of the total students belong to the OBC (Other Backward Class) category, while 42.4 come from the General category. Furthermore, only 7.5% of students belong to the SC (Scheduled Caste) category, and 1.5% belong to the ST (Scheduled Tribe) category (Fig 3.28).

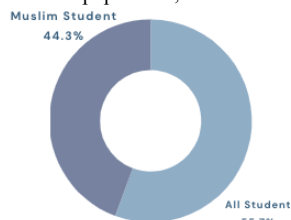


Fig 3.26 : Muslim Students Enrolment in STEM in College



Fig 3.27 : Gender-wise Enrolment of Muslims in STEM in College

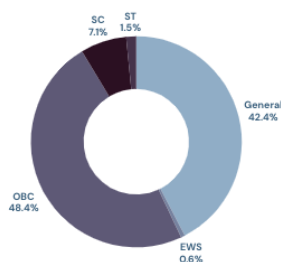


Fig 3.28 : Social Group-wise Enrolment in STEM in College

3.1.11 Enrolment in Engineering & Technology in College

The overall enrolment comprises 54,844 students, with males accounting for 75.2% and females constituting 29.3% of the total (Fig 3.29). Among these students, 29,143 (53.1%) are Muslims (Fig 3.30).

Computer engineering exhibits the highest enrolment, followed by Mechanical Engineering, Civil engineering, Electronics Engineering, Electrical engineering, and so on (Fig 3.31). The same pattern is observed among Muslim students as well (Fig 3.32).

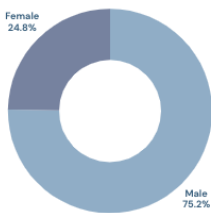


Fig 3.29 : Enrolment in Engineering & Technology in College



Fig 3.30 : Enrolment of Muslims vs All in Engineering & Technology in College

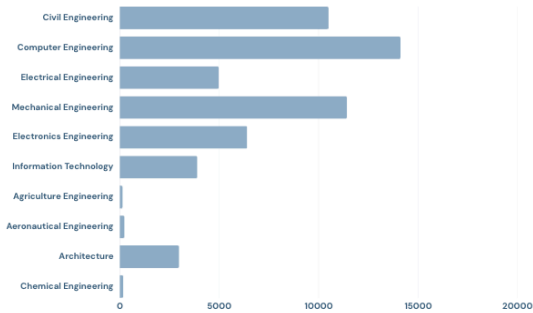


Fig 3.31 : Top 10 Sub-streams of E&T as per Enrolment in College

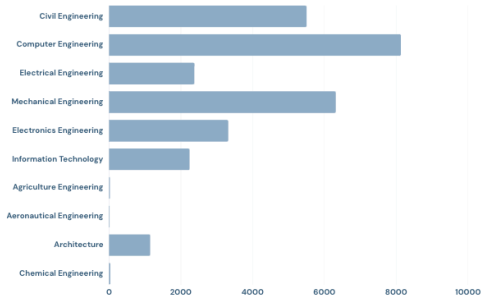


Fig 3.32 : Top 10 Sub-streams of E&T as per Enrolment of Muslim Students in College

3.1.12 STEM in University

The total enrolment in STEM programs, including undergraduate, postgraduate, M.Phil., and Ph.D. levels, amounts to 31,982 students. Out of this total, 22,710 (71%) are male students, while 9,272 (29%) are female students (Fig 3.33).

When considering Muslim students in relation to the total student population, it is observed that they make up 39.9% of the student body (Fig 3.34). Among these Muslim students, 70.2% are male and 29.8% are female (Fig 3.35). Additionally, if we examine the distribution based on caste, we find that 48.4% of the total students belong to the OBC (Other Backward Class) category, while 42.4% come from the General category. Furthermore, only 7.5% of students belong to the SC (Scheduled Caste) category and 1.5% belong to the ST (Scheduled Tribe) category (Fig 3.36).

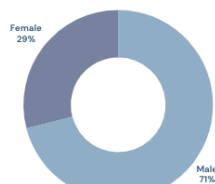


Fig 3.33 : Enrolment in STEM in University

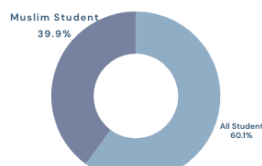


Fig 3.34 : Muslim Students Enrolment in STEM in University

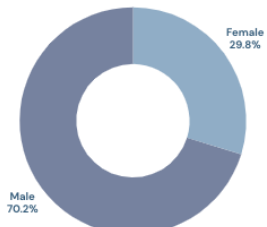


Fig 3.35 : Gender-wise Enrolment of Muslims in STEM in University

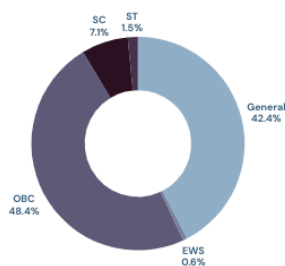


Fig 3.36 : Social Group-wise Enrolment in STEM in University

3.1.13 Enrolment in Engineering & Technology in University

The overall enrolment comprises 23,917 students, with males accounting for 78.7% and females constituting 21.3% of the total (Fig 3.37). Among these students, 9,520 (39.8%) are Muslims (Fig 3.38).

Computer engineering exhibits the highest enrolment, followed by Electronics and Mechanical Engineering (Fig 3.39). The same pattern is observed among Muslim students as well (Fig 3.40).

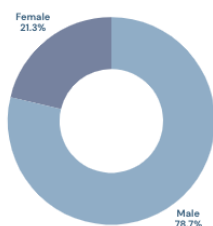


Fig 3.37 : Enrolment in Engineering & Technology in University

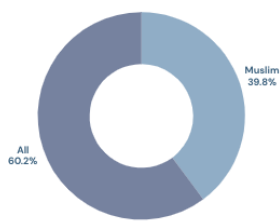


Fig 3.38 : Enrolment of Muslims vs All in Engineering & Technology in University

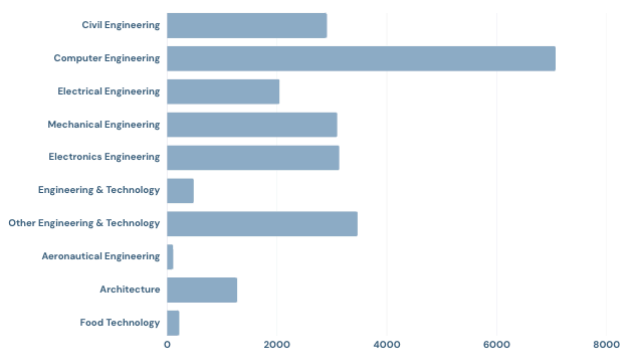


Fig 3.39 : Top 10 Sub-streams of E&T as per Enrolment in University

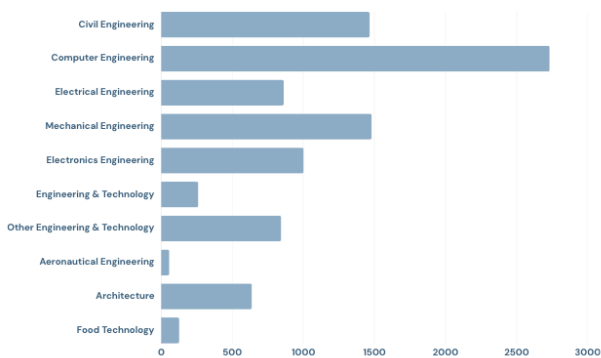


Fig 3.40 : Top 10 Sub-streams of E&T as per Enrolment of Muslim Students in University

3.1.14 Enrolment in Science in College

A total of 91,476 students were enrolled in Science at UG, PG, M.Phil., Ph.D., in which females (58.86%) outnumber males (Fig 3.41). Majority of the students (90.5%) are enrolled in Under

Graduate Programme (Fig 3.42). When we look at Muslim students, we found that among Muslim also majority of the students are enrolled in Under Graduate Programmes (Fig 3.44).

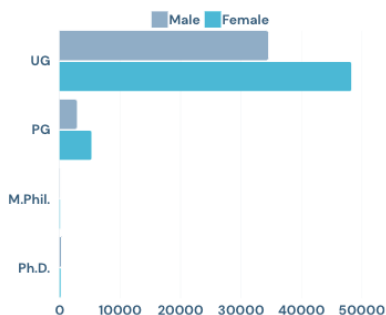


Fig 3.41 : Gender-wise Enrolment in Science in College

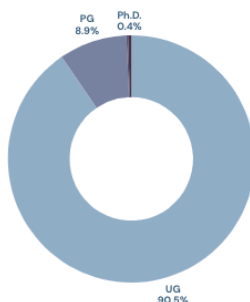


Fig 3.42 : Enrolment in Science in College

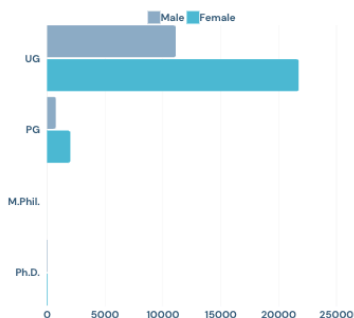


Fig 3.43 : Gender-wise Enrolment of Muslim Students in Science in College

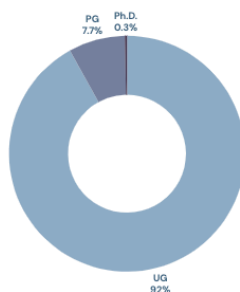


Fig 3.44 : Enrolment of Muslim Students in Science in College

3.1.15 Enrolment in Science in University

A total of 6,831 students were enrolled in Science at UG, PG, and Ph.D., in which females (51.06%) outnumber males (Fig 3.45). Majority of the students (57.7%) are enrolled in Under Graduate Programme (Fig 3.46). When we look at Muslim students, we found that among Muslim also majority of the students are enrolled in Under Graduate Programmes (Fig 3.48).

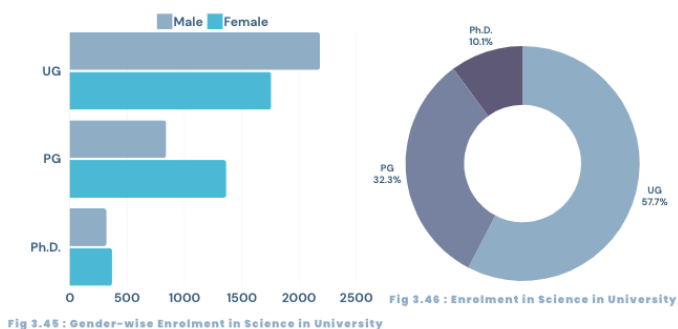


Fig 3.45 : Gender-wise Enrolment in Science in University

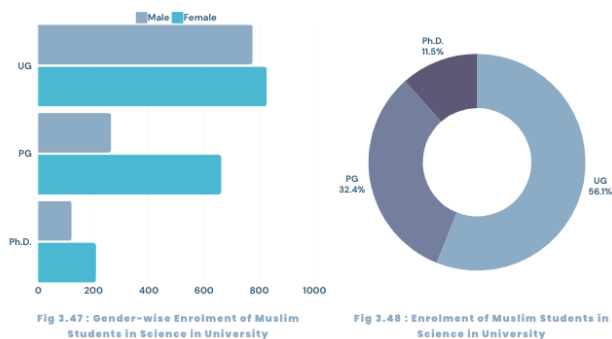


Fig 3.47 : Gender-wise Enrolment of Muslim Students in Science in University

Fig 3.48 : Enrolment of Muslim Students in Science in University

3.1.16 Gross Enrolment Ratio in College & University

The Gross Enrolment Ratio (GER) of Muslims in higher education, in institutions affiliated with Muslim, is calculated using population projections from the 2011 Census for the 18-23 age group. The GER for Muslim students in colleges is estimated to be 1.23, while in universities, it is significantly lower at 0.23. When these figures are combined, the overall GER for Muslims in these higher education institutions amounts to 1.46 (Fig 3.49).

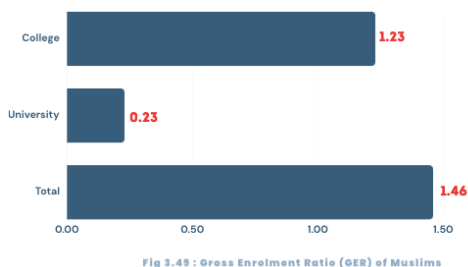


Fig 3.49 : Gross Enrolment Ratio (GER) of Muslims

4. Quality Assessment of Muslim-affiliated Higher Education Institutions

4.1 NAAC Accreditation

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It was established in 1994 in response to recommendations of National Policy in Education (1986) to "address the issues of deterioration in quality of education." The main aim of NAAC is to improve the quality of higher education by promoting a culture of quality assurance, accountability, and continuous improvement. NAAC conducts a rigorous assessment process based on various parameters such as teaching-learning, research, infrastructure, governance, and social inclusivity, among others. Based on the evaluation, institutions are awarded grades ranging from A++ to C, with higher grades indicating better quality. An institution with Grade D is considered as "Assessed and Found not qualified for Accreditation."

4.1.1 University

Among the 23 universities that were listed, a concerning 13 universities were not participated in NAAC Accreditation process, and only a meagre 21.7% of universities achieved the A+ grade. It's worth noting that only one university, accounting for just 4.3% of the list, was able to attain the even more prestigious A++ ranking (Fig 4.1).

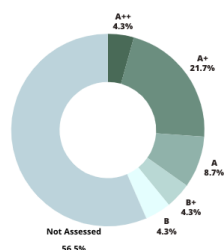


Fig 4.1 : NAAC Accreditation of Universities

4.1.2 College

Out of the 1,155 colleges listed, an alarming 90.65% were not even participated in accreditation process of NAAC. Among the participated institutions, a mere 0.5% achieved the exceptional A++ ranking, while 1.39% were awarded an A+ grade, 1.65% secured an A grade, 1.56% received a B++ a B+ grade, and 1.8% were granted a B grade. Furthermore, 0.69% of colleges received a C grade, and 0.17% were ranked as D grade institutions (Fig 4.2). An institution with Grade D is considered as "Assessed and Found not qualified for Accreditation."

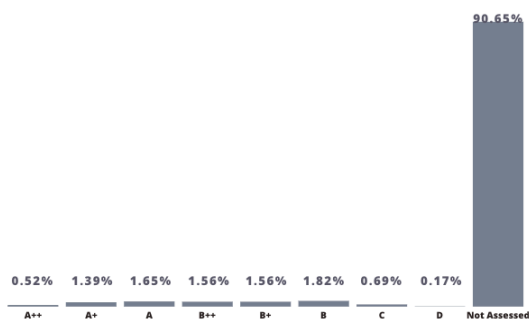


Fig 4.2 : NAAC Accreditation of Colleges

4.2 NIRF Ranking

National Institutional Ranking Framework is a ranking system developed by the Ministry of Education, Government of India, to assess and rank educational institutions in the country based on various parameters such as teaching, learning, research, outreach, and perception. The framework was introduced in 2015 and has since become a widely accepted benchmark for evaluating the quality and performance of higher educational institutions in India. The rankings are announced every year in different categories such as overall, engineering, management, pharmacy, universities, colleges, and medical colleges, among others.

4.2.1 University

Among the 23 universities that were listed, 12 universities participated in the 2018 NIRF ranking process, while in 2023, this number rose to 15 universities that participated, representing an increase of 25% (Fig 4.4).

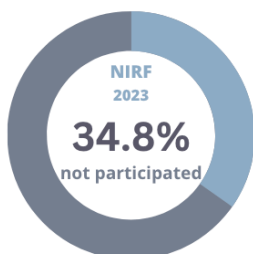


Fig 4.3 : Participation of Universities in NIRF 2023



Fig 4.4 : Increase of Participation in NIRF Ranking from 2018 to 2023

4.2.1.1 Overall Ranking

In the overall ranking of NIRF 2023, only 2 universities were able to secure a ranking in the top 20, and only 4 universities were in the top 100. The same was the case in the NIRF 2018 ranking. However, in contrast to the 2023 ranking, more universities were there in the top 200 list in the 2018 NIRF ranking (Fig 4.5).

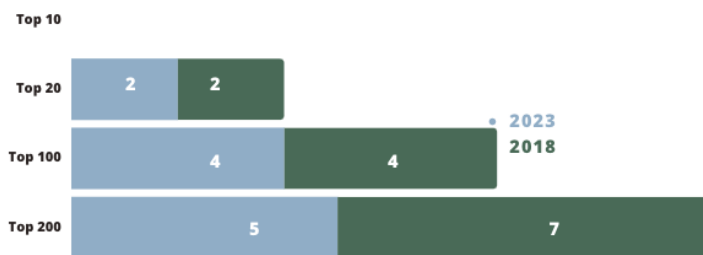


Fig 4.5 : Overall Ranking (NIRF 2023 & 2018)

4.2.1.2 University Ranking

In the university ranking of NIRF 2023, two universities secured a place within the top 10, two universities were able to secure a ranking in the top 20, five universities were in the top 100, and 8 universities were in the top 200. Similarly, in the 2018 NIRF ranking, two universities were able to secure a ranking in the top 20, five universities were in the top 100, and 8 universities were in the top 200 (Fig 4.6).

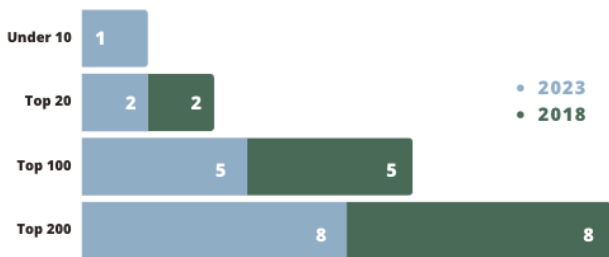


Fig 4.6 : University Ranking (NIRF 2023 & 2018)

Note: The categorization of rankings is inclusive, meaning that universities ranked within the top 10 are also counted within the subsequent categories of top 20, top 100, and top 200.

4.2.2 College

Out of the 1,155 colleges listed, only 36 colleges, which is just 3.1% of the total colleges listed, took part in the NIRF ranking process of 2023 (Fig 4.7). In the 2018 NIRF ranking process,

only 24 colleges, which was just 2.07% of the total colleges listed, had participated in the ranking process. Among the participating colleges in 2023, only 0.43% were able to secure a position in the top 200 colleges.

The number of colleges that participated in the NIRF ranking process rose from 24 in 2018 to 36 in 2023, representing an increase of 50% (Fig 4.8).

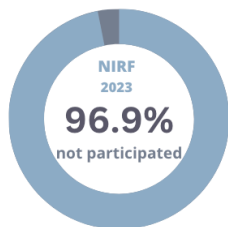


Fig 4.7 : Participation of Colleges in NIRF 2023

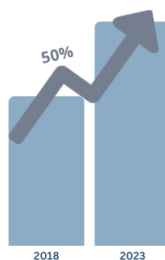


Fig 4.8 : Increase of Participation in NIRF Ranking from 2018 to 2023

4.2.2.1 College Ranking

In the college ranking of NIRF 2023, three colleges secured a ranking in the 101-150 band, while in 2018, two colleges were in the 101-150 ranking band. Overall, only five colleges were able to make it to the top 200 college list in the 2023 NIRF ranking (Fig 4.9).

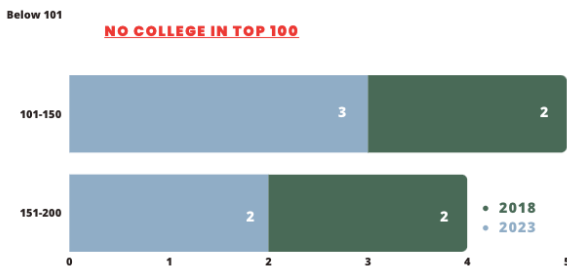


Fig 4.9 : College Ranking (NIRF 2023 & 2018)

5. Research in Muslim-affiliated Higher Education Institutions

5.1 University

5.1.1 AVERAGE PhD AWARDS IN 5 YEARS

Out of the 23 universities, we were able to collect research data from 9 universities. From the data collected, we found that these 9 universities collectively awarded a total of 4,022 PhDs in the last 5 years, which amounts to an average of 1.8 PhDs per teacher (Fig 5.1).



Fig 5.1 : PhD Awarded in 5 Years in University

Excluding two significant Muslim institutions - **Jamia Millia Islamia** and **Aligarh Muslim University (AMU)** - the data on the average number of PhD awards over the past five years is worrisome (Fig 5.2).



Fig 5.2 : PhD Awarded in 5 Years in University excluding Jamia and AMU

5.1.2 Teachers as a PhD Guide IN 5 YEARS

Over the past five years, 2,248 teachers worked as PhD guides. Among the nine universities, it was found that in two of them (Jamia and AMU), over 50% of the total teachers served as PhD guides, while in two others, less than 30% of the total teachers were involved in guiding PhD students (Fig 5.3).

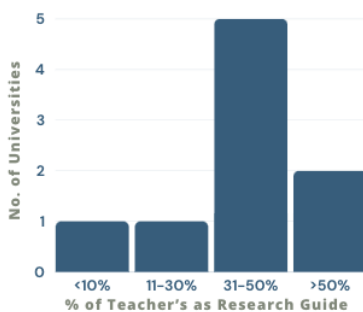


Fig 5.3 : Percentage of PhD Guides over Total Teachers in University

5.1.3 Paper and Book/Chapters Publications by Professors

Over the past 5 years, a total of 29,798 research papers were published in journals listed in the UGC Care List, which amounts to an average of 5.5 papers per teacher. Additionally, during

the same period, 10,573 books/chapters were published, which translates to an average of 2.04 book/chapters per teacher (Fig 5.4).



Fig 5.4: Total Paper & Book/Chapters Publication in 5 Years

Again, when we exclude two significant Muslim institutions, Jamia Millia Islamia and Aligarh Muslim University (AMU), the statistics become worrisome (Fig 5.5).



**Fig 5.5: Total Paper & Book/Chapters Publication in 5 Years
excluding Jamia and AMU**

5.2 College

Out of a total of 1,155 listed colleges, only 6.32% (73 colleges) offer a PhD program (Fig 5.6).

Among these 73 colleges, 10 specialise in Pharmacy and 8 specialise in Engineering & Technology (Fig 5.7). Private (un-aided) colleges make up 65.8% of the colleges offering PhD programs, while private (aided) colleges make up 27.4% (Fig 5.8).

The majority of the colleges offering PhD programs are located in Kerala, followed by Tamil Nadu and Maharashtra. Only one college in Uttar Pradesh offers a PhD program (Fig 5.9). Furthermore, most of these colleges are situated in rural areas (Fig 5.10).

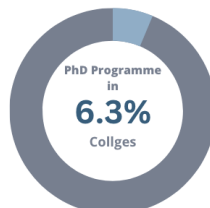


Fig 5.6 : College offering PhD Programmes

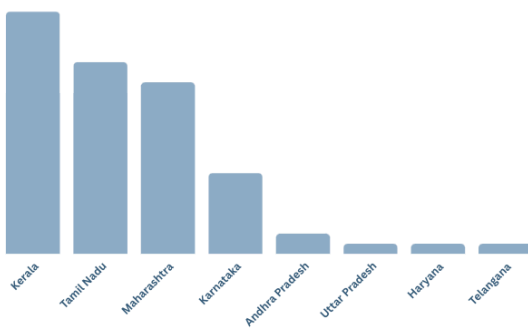
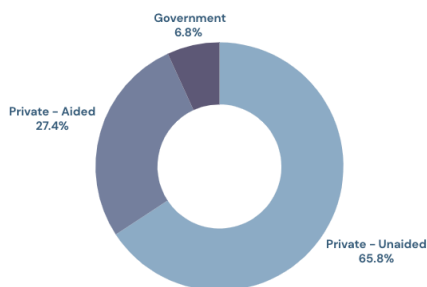
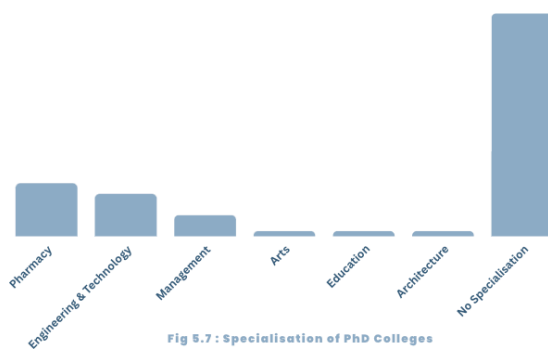




Fig 5.10 : Location-wise PhD Colleges

5.2.1 Average PhD Awards in last 5 Years

Out of the 73 colleges offering PhD programs, we collected research data from 29 colleges. From our analysis, we found that these 29 colleges collectively awarded a total of 834 PhDs in the last 5 years, with an average of 1.9 PhDs per teacher (Fig 5.11).



Fig 5.11 : PhD Awarded in 5 Years

5.2.2 Teachers as a PhD Guide in last 5 Years

Over the past five years, a total of 425 teachers have served as PhD guides. Among the 29 colleges, our research found that in 14 of them, less than 10% of the total teachers served as PhD guides, while in 6 others, more than 30% of the total teachers were involved in guiding PhD students (Fig 5.12).

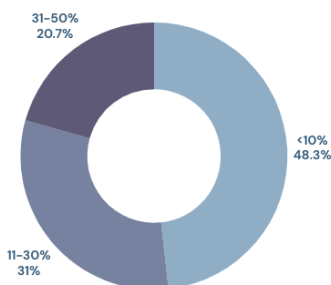


Fig 5.12 : Percentage of PhD Guides over Total Teachers

5.2.3 Paper and Book/Chapters Publications by Professors

Over the past 5 years, a total of 3,569 research papers were published in journals listed in the UGC Care List, with an average of 1.3 papers per teacher. Furthermore, during the same period, 2,643 books/chapters were published, equating to an average of 1.0 book/chapter per teacher (Fig 5.13).

Total Paper Published -	3,569	1.3 Papers/Teacher
Total Book/Chapters Published -	2,643	1.0 Per Teacher

**Fig 5.13: Total Paper & Book/Chapters
Publication in 5 Years**

Annexure – 1

CONCEPTS AND DEFINITIONS

HIGHER EDUCATION

This report defines higher education as education obtained after completing 12 years of schooling or an equivalent program, with a duration of at least nine months for full-time programs, or education obtained after completing 10 years of schooling with a duration of at least three years. Higher education may take various forms, including general, vocational, professional, or technical education.

MUSLIM-AFFILIATED INSTITUTIONS

In this report, Muslim-affiliated higher education institutions refer to institutions that are either granted Muslim minority status or founded by Muslims or Muslim groups.

GROSS ENROLMENT RATIO (GER)

Gross Enrolment Ratio, at higher education level, is the ratio of people enrolled in higher education to the population in the age group of 18-23.

TYPE OF INSTITUTIONS

- **Central University** - A university established or incorporated by an Act of the Central Government.
- **State University** - A university established or incorporated by an Act of a State or Provincial Government.
- **Private University** - A university established through a State or Central Act by a sponsoring body, such as a society registered under the Societies Registration Act 1860, a public trust, or a company registered under Section 25 or 8 of the Companies Act, 1956.
- **Deemed University** - Also known as an Institution Deemed to be University, is a high-performing institute that has been declared by the Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956.

LEVEL OF PROGRAMMES

- **Under-Graduate** - Programme taken after completing secondary school (10+2) and generally having the duration of 3/4/5 years, in General or Professional courses.

- **Post-Graduate** - Programme taken after completing a bachelor's degree and generally having the duration of 2/3 years in General/Professional courses.
- **M.Phil.** - Programme taken after completing a postgraduate degree and generally having the duration of 1/2 years and is a pre-research course.
- **Ph.D.** - Programme taken after completing an M.Phil. or postgraduate degree and generally having the duration of 2/3/4/5 years.
- **Post Graduate Diploma** - Programme taken after completing secondary school or a bachelor's degree in General and Professional courses and having duration of 1/2/3 years.
- **Diploma** - Programme taken after completing secondary school or a bachelor's degree in General and Professional courses and having duration of 1/2/3 years.

MANAGEMENT OF INSTITUTIONS

- **Central Government** - Universities, colleges, and institutions that are directly or indirectly maintained by the central government.
- **State Government** - Universities, colleges, and institutions that are directly or indirectly maintained by the state government.
- **Local Body** - Colleges and institutions that are managed by local bodies such as Panchayats, Municipalities, Cantonment Boards, Town Area Committees, or other bodies of the local self-government constituted under a law.
- **Private Aided** - Institutions that are managed by individuals, trusts, societies, or other private organisations and receive regular maintenance grants from the government or local body.
- **Private Un-aided** - Institutions that are managed by individuals, trusts, societies, or other private organisations that do not receive regular maintenance grants. However, they may receive one-time ad-hoc grants for specific purposes such as building construction, strengthening of library or laboratory, or one-time subsidy towards teacher salary.

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