

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION
LOK SABHA
UNSTARRED QUESTION NO-169
ANSWERED ON-21/07/2025

ESTABLISHMENT OF UNIVERSITIES, COLLEGES AND INSTITUTIONS

169. Smt. Shambhavi:

Shri Naresh Ganpat Mhaske:

Dr. Shrikant Eknath Shinde:

Shri Ravindra Dattaram Waikar:

Shri Rajesh Verma:

Will the Minister of EDUCATION be pleased to state:

(a) the details of number of Universities, Colleges and Standalone Institutions established across the country during the last five years and the current year, State and year-wise;

(b) the details of number of Higher Education Institutions established in Aspirational Districts or EWS Zones during the last five years and the current year with their Gross Enrollment Ratio (GER), State, district and year-wise;

(c) the steps taken by the Government to access to Higher Education through establishment of new Universities, Colleges and Institutes across the country;

(d) the details of the initiatives taken to ensure the increase in number of Institutions accompanied by improvements in academic quality, infrastructure and faculty recruitment;

(e) whether the Government is planning to convert existing affiliated colleges into Autonomous Degree-Granting Institutions under the Higher Education Commission of India (HECI) framework; and

(f) if so, the details thereof?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(DR. SUKANTA MAJUMDAR)

(a): The cumulative number of Universities, Colleges and Standalone Institutions registered with All India Survey on Higher Education (AISHE), as per AISHE 2018-19 and AISHE 2022-23 (provisional) in India are as follows:

Type of institution	Number of Institutions	
	2018-19	2022-23 (provisional)
University/University Level	993	1213
Colleges	39931	46624
Standalone Institutions	10725	12543
Total	51649	60380

The State-wise number of Universities, Colleges and Standalone Institutions registered with AISHE for years 2018-19 and 2022-23, is given at https://www.education.gov.in/en/parl_ques

(b): The number of Higher Education Institutions registered in AISHE as per AISHE 2022-23(provisional) in 112 Aspirational Districts are 4502. The Aspirational District wise number of Higher Education Institutions is at https://www.education.gov.in/en/parl_ques

The Gross Enrolment Ratio (GER) of the States having Aspirational Districts as per AISHE for years 2018-19 and 2022-23(provisional) is at https://www.education.gov.in/en/parl_ques

(c): The Ministry of Education has launched the third phase of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) as Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) in June 2023 with an outlay of Rs. 12926.10 crore for the period 2023-24 to 2025-26 to cater to needs of educationally unserved/underserved areas. It is a Centrally Sponsored Scheme aimed at funding specific State government universities and colleges, so as to improve their quality by ensuring their conformity to prescribed norms and standards. Under PM-USHA, priority is given to Focus Districts. The focus districts are identified by the concerned States/ UTs based on various criteria including low Gross Enrolment Ratio (GER), Gender Parity, population proportion and enrolment proportion for females, transgenders, Scheduled Castes, Scheduled Tribes, and Other Backward Classes, Aspirational/ Border Area/ Left Wing Extremism prone district, etc.

(d): Government has taken various measures to increase the access to Higher Education, which inter-alia include: -

- i. Opening of more HEIs - The number of Universities/University level Institutions registered under AISHE have increased to 1213 in 2022-23 (Provisional) from 760 in 2014-15. Similarly, number of colleges registered under AISHE have increased to 46624 in 2022-23 (Provisional) from 38498 in 2014-15.
- ii. Implementing various Scholarship and Fellowship schemes for providing financial assistance to students, including for SC/ST/OBC and Minority students and underserved regions.
- iii. Allowing well performing HEIs (based on NAAC and NIRF ranking) by University Grants Commission (UGC) to offer full Open Distance Learning/Online Programmes based on quality parameters.
- iv. Providing much-needed flexibility and appropriate Exit as well Re-entry options in the Higher Education system, to facilitate students to choose their learning trajectory.
- v. Allow pursuing two Academic Programmes simultaneously.
- vi. Permitting HEIs for two admission cycles in an academic year.
- vii. Providing anytime, anywhere learning opportunities for all learners through Study Webs for Active Learning for Young Aspiring Minds (SWAYAM) platform, which provides high quality structured online courses in multiple disciplines.
- viii. Permitting up to 40% credits in regular courses using SWAYAM platform.
- ix. Conducting JEE, NEET (UG) and Common University Entrance Test (CUET) Exams in 13 languages, to facilitate students and making available Text Books in Indian Languages to facilitate students, particularly from vernacular/rural background.

Setting up of higher education institutions is an ongoing process. Depending on the need, educational institutions are opened from time to time. The Central Higher Education Institutions/Universities are envisaged as pace setting institutions to provide academic leadership to other institutions in the region.

Education is in the Concurrent List of the Constitution and the majority of Higher Education Institutions are in the domain of the respective States/UTs. The States/UTs and Centre endeavor to uplift the educational status of the students of the country.

(e) & (f): The NEP 2020 envisions that the new regulatory system envisioned by the Policy will foster the overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of ‘affiliated colleges’ over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.
