

International Seminar on Higher Education & Public Information System
3-4th July, 2014, India Habitat Center, New Delhi

The two-day International Seminar on Higher Education and Public Information System, inaugurated on July 3, 2014 at India Habitat Centre, Lodhi Road, New Delhi successfully culminated on 5th July, 2014. The International Seminar, which brought together prominent statisticians and policymakers from across the country and abroad, saw deliberations and discussions on the data collection mechanisms such as Administrative Surveys (AISHE) and Household Surveys, Classification of Educational Institutions as well as Educational Programmes and Student Portal.

The main objectives of the Seminar were –

- Sharing the importance of standardization of concept and definition of education statistics;
- Sharing and learning from international experiences of quality, coverage and use of education statistics;
- Managing student portal;
- Classification of Higher Education Institutions;
- Identifying the key issues on the concept, definition between administrative and household surveys on education statistics and identifying the next steps to harmonize the same;
- Making consensus among the different actors working/using education statistics on the concept, definition and other methodological issues.

2. The Seminar started on July 3, 2014 with the auspicious lighting of the traditional lamp by the dignitaries including Dr. T.C.A. Anant, Secretary and Chief Statistician of India, MOSPI, Mr. Agrawal, Mr. Shigeru Aayogi, Director and UNESCO Representative to Bhutan, India, Maldives and Sri Lanka, Mr. Rob Lynes, Director, British Council India and Mr. Tiwari.

3. In his address, Dr. Anant pointed out that the government uses statistics for development of policy as well as evaluation of their programmes and schemes. However, he added, that there were some gaps in many areas in statistics related to Higher Education (HE) in India. To overcome the problem of under-reporting of statistics by institutions to the regulatory bodies, Dr. Anant suggested that the compliance issues can only be dealt with through legislative support. He even suggested bringing the AISHE under the framework of the Collection of Statistics Act (2008) to ensure effective and wider collection of statistics.

4. Speaking before him, Mr. Agrawal said that though India was well on its way to achieve the desired number of HE Institutions, a lot of emphasis was required on collection of good data in this sector. He said that now that the Ministry had started its All India Survey on Higher Education (AISHE), the next step should be making further progress in this direction, as well as providing that information to the students.

5. In his address, Mr. Aayogi called the seminar an important and timely event while adding that the HE sector is facing a lot of challenges in the country, especially since the demand for HE has increased manifold in the past two decades. Speaking about the Higher Education Qualification Framework (HEQF), Global University Rankings and University Rankings within India, he said that UNESCO would be happy to collaborate with the Ministry of HRD in achieving the desired level of success.

6. Beginning his address at a lighter note, Mr. Lynes said that he was impressed with the statistical presence of India on the world map. To prove his point, he pointed out that in the next two years, 25% of the international workforce would be from India. Moving on to more serious issues like international student mobility, institutional partnerships and faculty exchange, he said that there has been significant development in the last three decades, which needed to be viewed from a statistical point of view. He also hoped that Seminar would form a start of a new collaboration between India and the UK for collecting, compiling and using big data on education, specially Higher Education.

7. Dr. Pranob Sen, Chairman, National Statistical Commission delivered a key note speech on need & use of Statistics for Planning & Policy making. He also emphasized the need for longitudinal Survey and the caution to be taken while conducting such surveys.

8. The Valedictory session for the event was chaired by Mr. Ashok Thakur, Secretary, Higher Education. He was joined on the dais by a host of dignitaries including Mr. Pawan Agrawal, Advisor, Planning Commission, Ms. Manjula Rao, Assistant Director, British Council, Mr. Shailendra Sigdel, UNESCO-UIS, Prof. Furqan Qamar, Secretary General, Association of Indian Universities (AIU) and Mr. B.N. Tiwari, Deputy Director General, Statistical Division, Ministry of HRD. The Seminar was organised by the Ministry of HRD, Planning Commission and UNESCO.

9. Stressing upon the importance of statistics, Mr. Thakur mentioned that under Ministry's Rashtriya Uchchattar Shiksha Abhiyan (RUSA) statistics have become an important tool for taking the programme ahead. Under the scheme, each State Government as well as Higher Education institution is expected to not only participate in the survey but schemes are being proposed/approved on the basis of the statistics thrown up by the All India Survey on Higher Education (AISHE). He congratulated the participants of the Seminar, while especially commending the efforts of the Statistical Division of the Ministry, the Planning Commission and the UNESCO for organizing "a useful Seminar."

10. Emphasizing upon the relevance of survey exercises like the AISHE, the Secretary said that these exercises are very important because they help the administration do course-correction regarding schemes for improvement of HE. He admitted that as far as India is concerned, the data collection in HE is a huge task because of the size of this sector in the country. He added that to keep pace with this huge growth in HE sector, a phenomenal exercise has been undertaken under AISHE which has become an important project of the Ministry.

11. Talking about the presence of as many as 13 regulators in the sector of education, right from the UGC, the AICTE, the Medical Council of India, the Bar Council of India, etc., Mr. Thakur said that since each body has been created by an Act of Parliament, it is difficult to coordinate the efforts of

these regulators. He insisted that we need to have a mechanism to bring all of these bodies together for a more coordinated effort and programmes like AISHE are important because they bring them together. Responding to the deliberations that took place during the course of the Seminar, Mr. Thakur pointed out that the government should focus on collecting basic data and the non core position regarding student enrolment, education quality, etc. could be made optimal. In this regard, he exhorted the Association of Indian Universities (AIU) to help AISHE & get data from all Universities.

ALL INDIA SURVEY ON HIGHER EDUCATION

Ministry of Human Resource Development
Department of Higher Education
3rd July, 2014

BACKGROUND

- All India Survey on Higher Education initiated in 2011.
- Year-wise Database on higher education is developed by collecting data from all the Higher Education Institutions (approximately 50,000).
- The survey is being conducted through electronic mode for which a centralized portal (www.aishe.gov.in) has been developed wherein each Institution has to register and upload the data.
- The Survey has reduced time-lag in availability of Statistics to the bare minimum.
- All the Institutions of Higher Learning (i.e. all institutions offering courses or programmes of Study of a duration of 9 months or longer, leading to a Degree, Diploma or other awards) are covered.

SALIENT FEATURES OF AISHE

- Pre-filling of Data from previous survey year
- Dynamic DCF
- Mass e-mailing
- Updation of Directory
- Automatic report generation
- Customised Reports
- Availability of Unit Level data
- Provision of Remuneration for Institution's Nodal Officers
- Actual Form uploaded by the Institution can be seen by the Institution itself and all concerned officers in the hierarchy
- No boundary of time & place
- No Manual Compilation at any level

ITEMS OF DATA COLLECTION

- Institutions' Basic Details
- Teachers Detail
- Details of Non-Teaching Staff
- Programmes conducted under various Faculties & Departments
- Students enrolled in these Programmes
- Examination results (Out-turn) of terminal year of each Programme
- Financial Information such as Receipts and Expenditures under various heads
- Infrastructure, Scholarships, Accreditation

DATA COLLECTION MECHANISM

- Registration on the Portal.
- Authentication by respective levels
- Approval Mechanism
 - University Registration by MHRD/ SNO
 - College Registration by University/ SNO
 - Stand-Alone Registration by concerned regulatory bodies in the State/ SNO
- Nodal Departments in each States/ Institutions for coordinating the survey and uploading the data
- Data collection Mode
 - e-Form to be downloaded, filled and then uploaded on portal

HARMONISATION OF DATA

- Unique code given to each Institution under AISHE
- Other Data Collection Agencies including Regulatory Bodies were requested to include AISHE Institution code as a field in their format
- Linking of data with Policy making
- Steering Committee for addressing all technical and other related issues on higher education statistics & public information system.
- Working Group for addressing all technical and other related issues of AISHE
- Unique DCF reference number

AISHE Portal

THANK YOU

The text 'THANK YOU' is rendered in a bold, blue, serif font. It has a slight 3D effect with a shadow on the bottom. Below the text is a reflection of the same text, appearing as a lighter, semi-transparent blue, creating a mirror-like effect.



Standardization of concept and definition in Higher Education Statistics



United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
for
STATISTICS

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Importance of Standardization of concept and definition

What are the basic norms to be followed

- **Calculation of indicators:**
 - **GER – 5 or 6 years ? Entry age is different**
 - **GPI (adjusted)**
 - **Graduation rate- exam Vs target, which age population ?**
- **Definition of ‘terms’**
 - **Mobile (international/foreign) student ? Is it based on citizenship ?**
 - **Estimation (enrolment ?)**

Definition or 'term' used

- Higher Education/ Tertiary education
- Private / Public
 - *Ultimate control* is decided with reference to who has the power to determine the general policies and activities (UOE manual – Volume I)
 - Institutions, which are managed by an Individual, Trust, Society or Other Private Organization and receive/no receive regular maintenance grants from government or Local Body.

Definition or 'term' used

- **TEACHING STAFF**
 - **Teaching and non teaching**
 - Person working on Laboratory in technical vocational institute is teaching or non teaching ?
 - **Full time and part time (?)**
 - How to measure part time (FTE)

Faculty- Fields of education

| | | |
|------------------------|-----------------------------------|---|
| 02 Arts and humanities | 021 Arts | 0211 Audio-visual techniques and media production 0212 Fashion, interior and industrial design 0213 Fine arts 0214 Handicrafts 0215 Music and performing arts |
| | 022 Humanities (except languages) | 0221 Religion and theology 0222 History and archaeology 0223 Philosophy and ethics |
| | 023 Languages | 0231 Language acquisition 0232 Literature and linguistics |

▣ SCHOLARSHIP

- Only government only
- Private also ? How to monitor ?



Higher Education in Asia:

Expanding Out, Expanding Up

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HIGHER EDUCATION IN ASIA: Expanding Out, Expanding Up



The rise of graduate education and university research



UNESCO
INSTITUTE
for
STATISTICS



International Institute
for Educational Planning

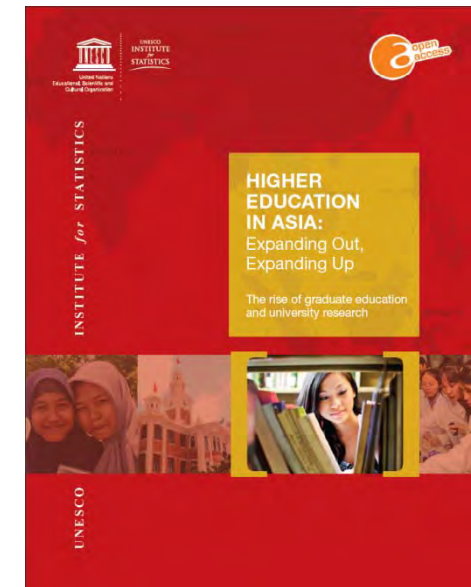


ELSEVIER



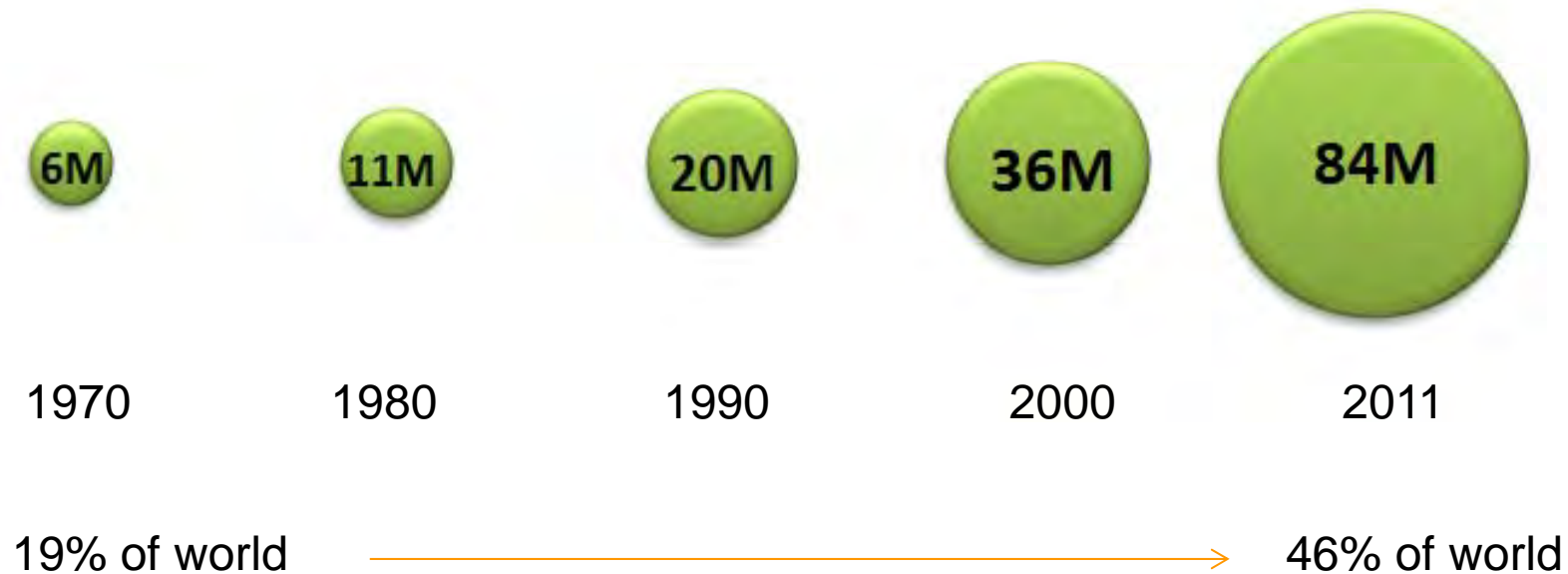
UNITED NATIONS
UNIVERSITY

UNU-IIST
International Institute for
Software Technology



Explosive growth in Higher education enrolment in Asia

- Higher education enrolment in East, Southeast and South Asia



Features of this new publication

- Look into the emerging trends after “expanding out”
 - The rise of graduate education and university research
- Target middle-income countries
- Present diversity of data and underlined data can be extracted online
- Joint efforts by four international institutions – UNESCO (UIS and IIEP), UNU-IIST and Elsevier and by 13 authors

Purposes

- Describe extent & reasons for the expansion of undergraduate and graduate education
- Clarify key actors perceive a tension between expanding out and up
- Examine how universities gauge quality of graduate education and actions taken to raise quality
- Identify research strength, productivity and international collaboration: both national and institutional
- Highlight continuing issues that education leaders face in expanding educational opportunity, ensuring quality and promoting university research

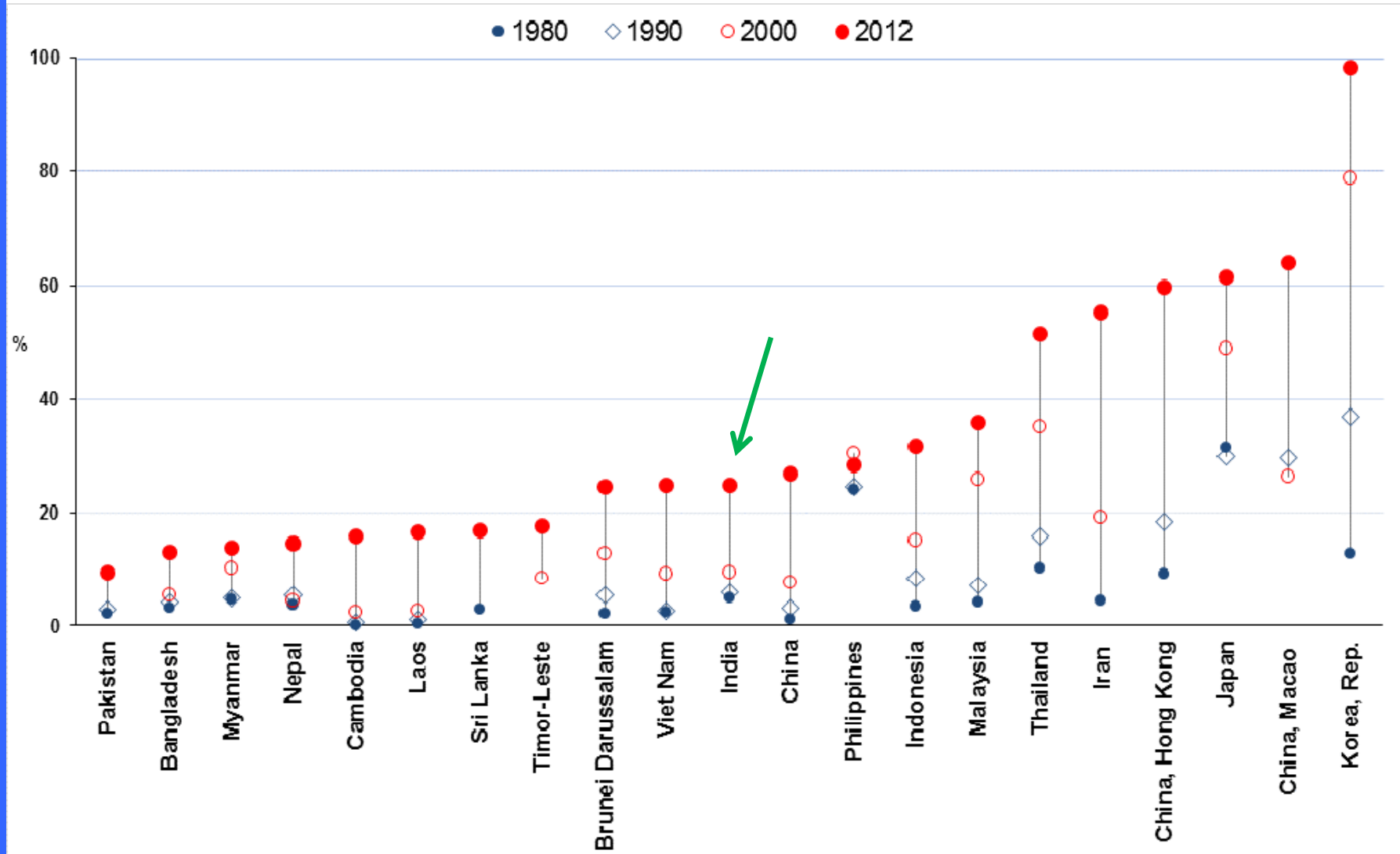
Organization of the whole report

- The reshaping of higher education across Asia
- What are the system-level dynamics? Case study of Malaysia & Thailand
- Does university-based research really lead to national economic development?
- University research productivity across Asia
- Conclusions

Table of content

- ▣ **Ch1 The reshaping of higher education across Asia**
- ▣ **Ch2 What are the system-level dynamics?**
 - Case study of Malaysia and Thailand
- ▣ **Ch3 Does university-based research really lead to national economic development?**
- ▣ **Ch4 University research productivity across Asia**
 - International university ranking systems: How do they compare?
 - Looking for research excellence in the right places
 - International scientific collaboration
- ▣ **Ch5 Conclusions**

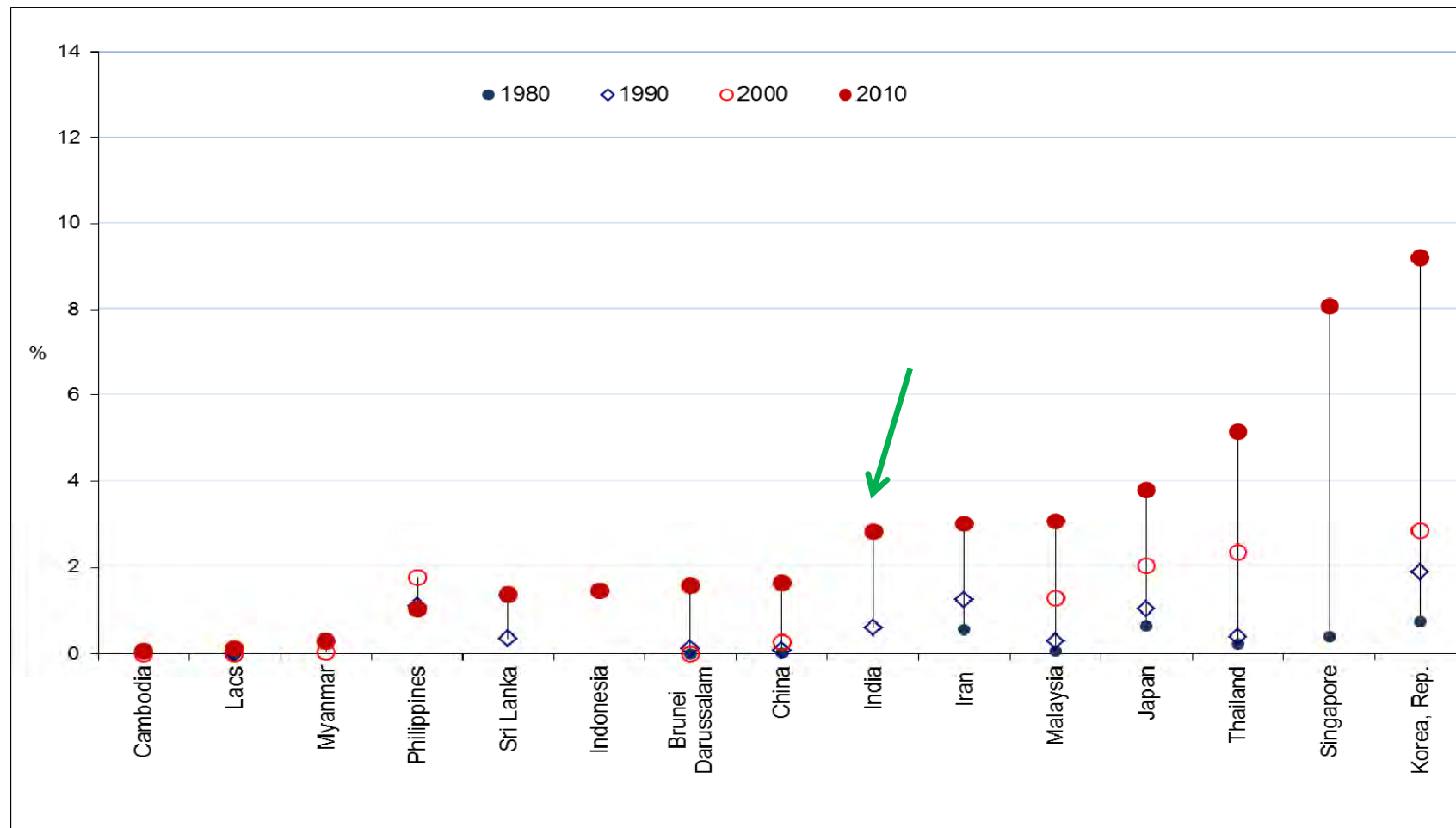
Gross enrolment ratio for higher education by country/territory, 1980-2012



Expanding up:

Increase in participation in graduate programmes

- Gross enrolment ratios for Master's and doctoral programmes by country or territory, 1980-2011



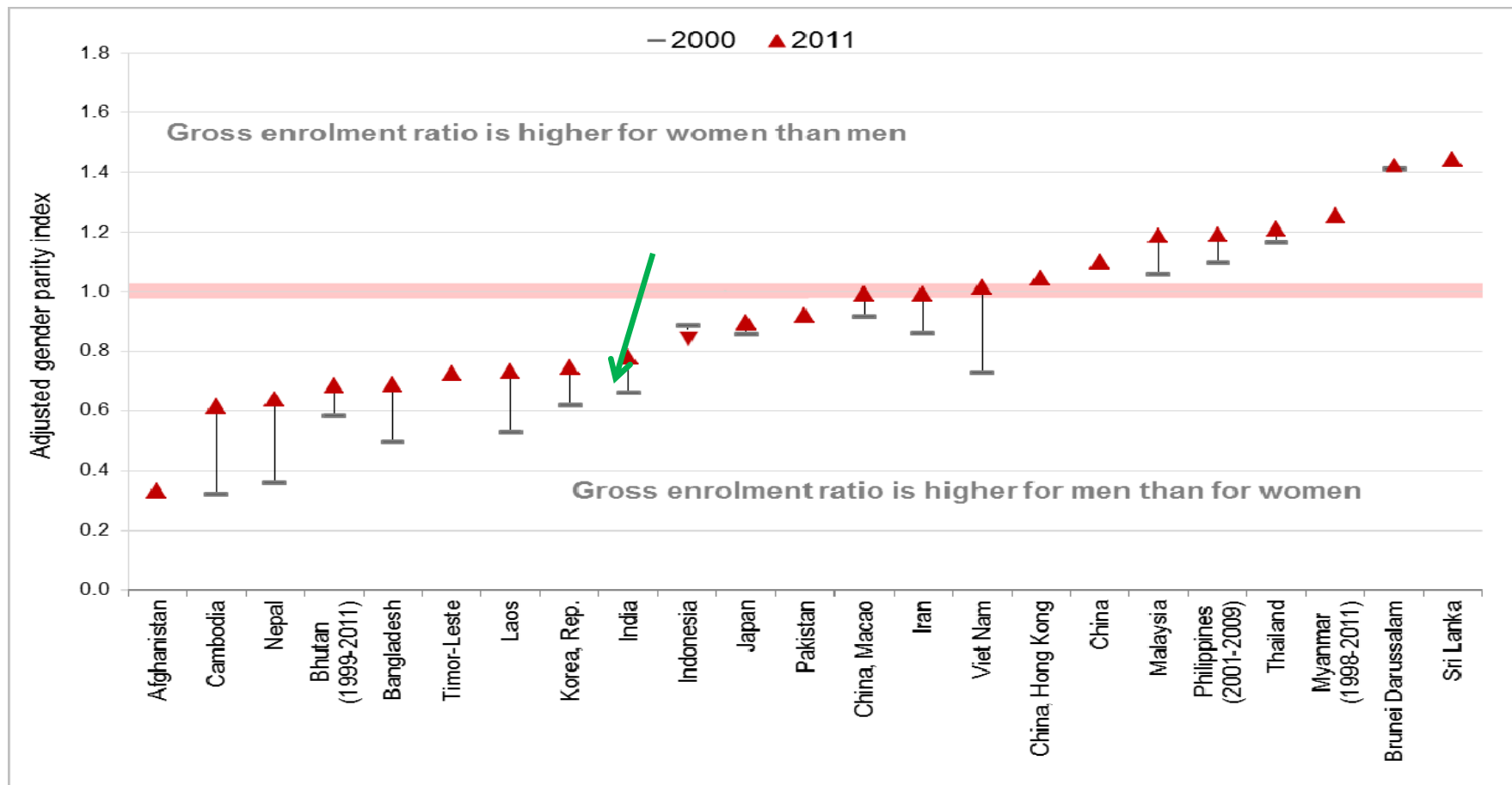
Share of Bachelor, post graduate and Ph. D.

(AIHES 2010-11)

- **Bachelor** : **82.3%**
- **Post –graduate** : **16.7 %**
- **Ph. D** : **0.8%**

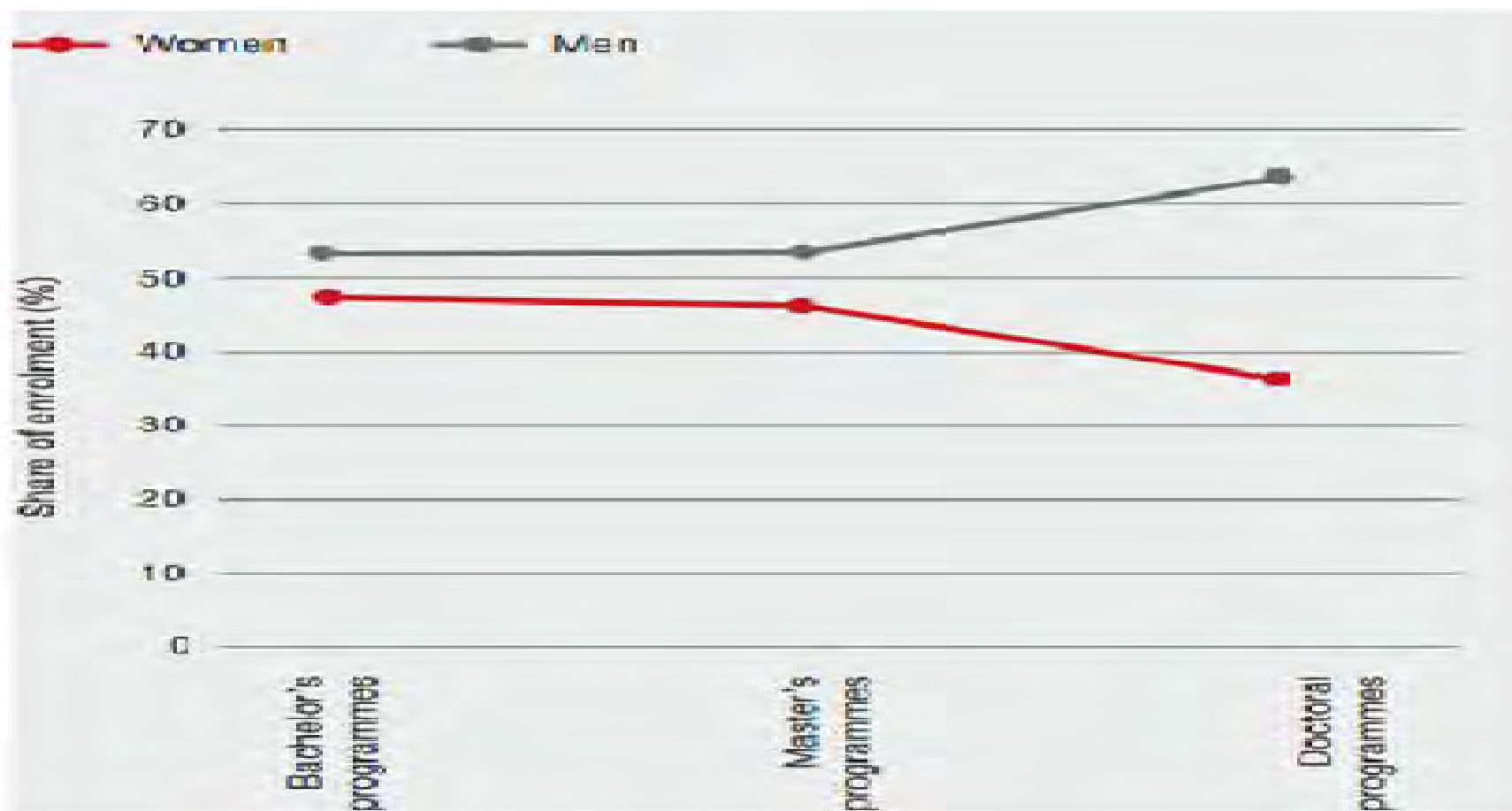
Gender equity in access to higher education has improved

- Adjusted gender parity index for higher education gross enrolment ratios by country or territory, 2000 and 2011



Less women move up the education ladder than men counterparts

- Proportion of female and male enrolment by type of programme in Asian countries, 2011



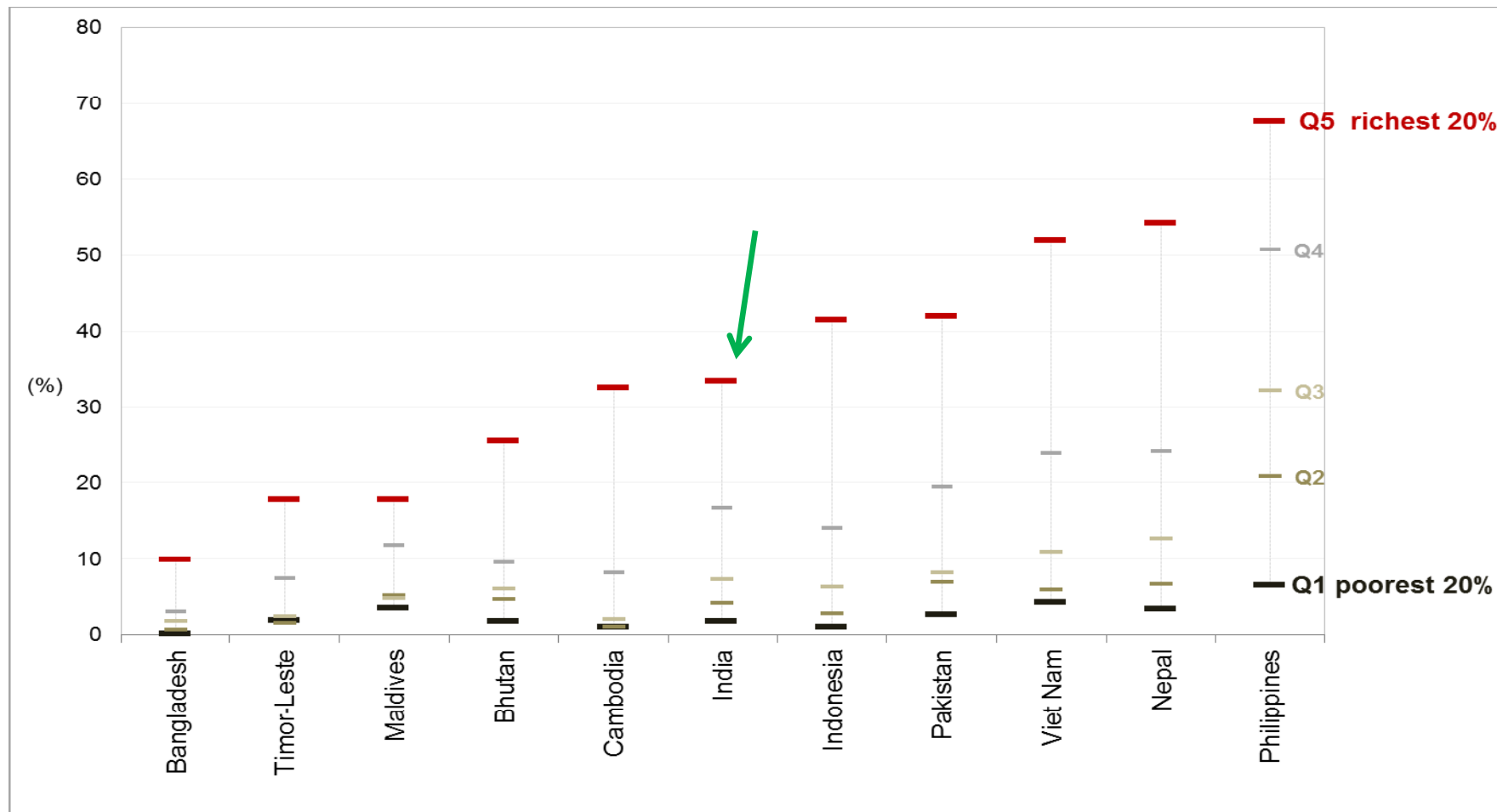
Share of women in Bachelor, post graduate and Ph. D. enrolments

(AIHES 2010-11)

- **Bachelor** : **42.5%**
- **Post –graduate** : **42.7 %**
- **Ph. D** : **39.9%**

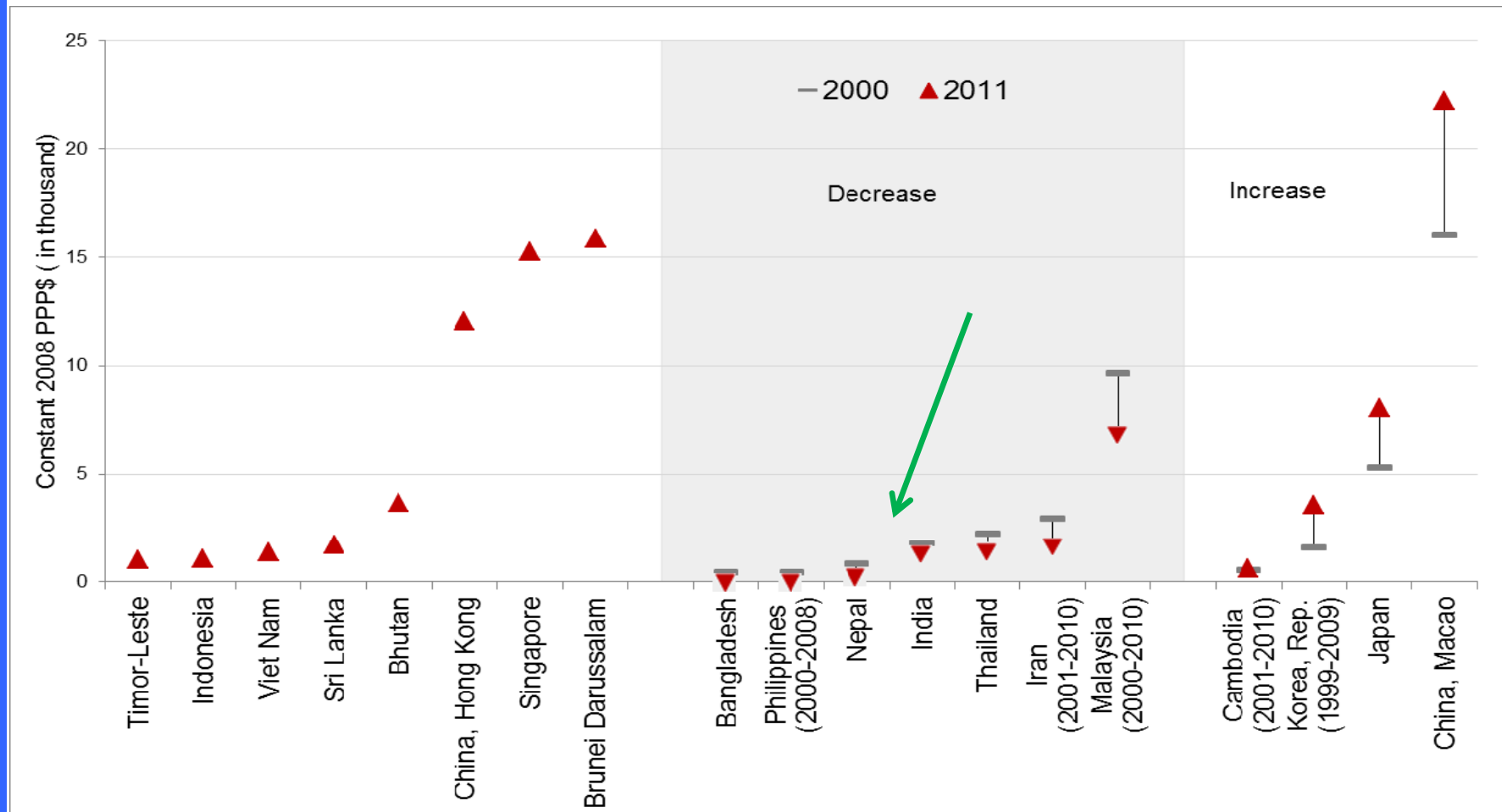
Disparity in wealth-related inequalities in access remains wide

- Percentage of the population aged 20 to 24 years who have attended higher education by
- Household wealth quintile in selected countries, 2003-2011



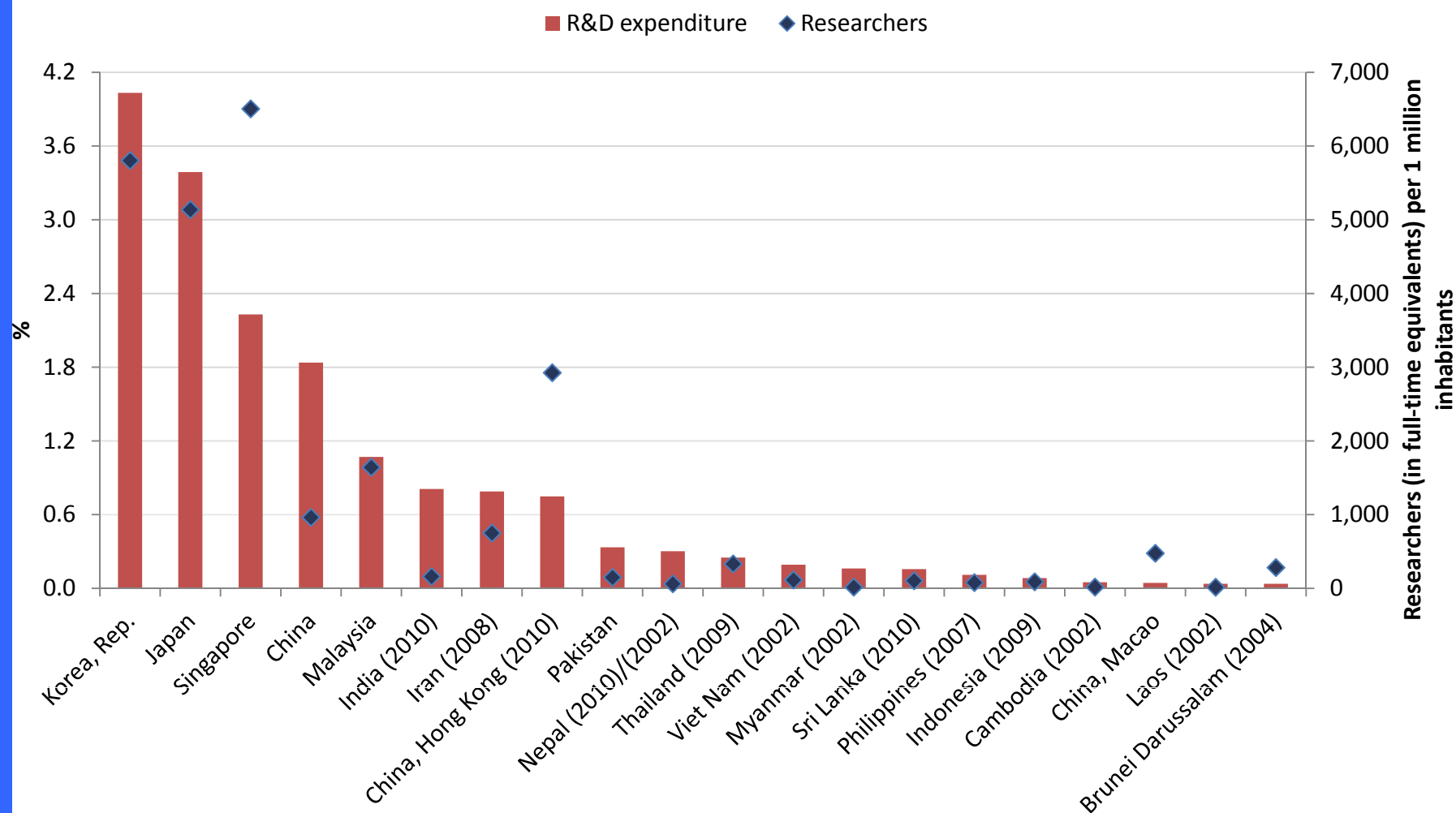
Public funding has not kept pace

- Public expenditure per higher education student by country or territory, 2000 and 2011



What do the data tell us?

- R&D expenditure as a percentage of GDP and researchers per 1 million inhabitants, 2011 (or the most recent year)



Purpose and methods of Ranking universities

- Rankings operate at the institutional level, often failing to recognize significant pockets of excellence.
- The Global Research Benchmarking System initiated by United Nations University (UNU) provides objective data and analyses to benchmark research performance in 15 broad and 251 niche subject areas of Science and Technology

| | | | | | | | | | | |
|-------------|-------------|-----------|---|---------------|---|---------------|---|---|---|----|
| Band | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Performance | World class | Excellent | | Above average | | Below average | | | | |

Indian universities whose research performance achieved “above average”: Ratings in 8 broad S&T subject areas

Institutions

Indian Institute of Science

Indian Institute of Technology Roorkee

Indian Institute of Technology, Bombay

Indian Institute of Technology, Delhi

Indian Institute of Technology, Kanpur

Indian Institute of Technology, Kharagpur

Indian Institute of Technology, Madras

Panjab University

Subject Areas

Chemistry

Computer Science

Earth and Planetary Sciences

Engineering

Environmental Sciences

Materials Sciences

Mathematics

Physics and Astronomy

Summary and conclusions

- Higher education systems in Asia have expanded up (graduate education) in response to
 - growth of undergraduate enrolment (expanding out)
 - demand for more research
 - high university rankings
- Pockets of excellence are found across a wide range of universities, not just in those near top in world rankings
- One common strategy to improve university research quality and output is through international collaboration

Thank you!

- A PDF copy of the report can be downloaded from
 - <http://www.uis.unesco.org/Library/Documents/higher-education-asia-graduate-university-research-2014-en.pdf>

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National Information System on Agricultural Education Network in India (NISAgENet)

An ongoing activity of Education Division of ICAR

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Friday, July 04, 2014



Background

- ❖ DARE/ICAR being the regularity authority for higher education in Agriculture sector, ICAR initiated the NISAGENET started in the year 1995.
- ❖ National Statistical Commission in the year 2002 (DO. No. F12-11/98-Stat dated 11th June 2002) has recommended to build national level information system on higher education.
- ❖ In order to comply with this requirement, NISAGENET system was rebuilt to meet all the requirements.
- ❖ It is the first national level information and management system to capture higher education statistics that is implemented at the national level .



NISAGENET

NISAGENET web portal is available at:

<http://www.nisagenet.iasri.res.in>

The system has capabilities for:

- **On-line data collection- entry/updating**
- **Uploading of documents to Server**
- **Data integration at country level**
- **Country/State/University/College level Dynamic Reporting**



NISAGENET

- **In view of the importance, utility and capabilities of NISAGENET, ICAR has made it a regular ongoing activity of the Education Division of ICAR**
- **Participation is mandatory for**
 - **All AUs (64) along with**
 - **Constituent (334)**
 - **Affiliated Colleges (234)**
 - **Central University (1) and DUs (4) of ICAR**



Home Page

<http://nisagenet.iasri.res.in/>

National Information System on Agricultural Education Network in India NIS AgEnet

Home Objective Org. Struct. SAUs Reports Download Nodal Off. Contact Us

Division of Computer Application

Mandate to develop Databases & Information Systems for Agricultural Research and provide Teaching & Consultancy Services. [» More information](#)

IASRI

To undertake basic, applied and adaptive research leading to new developments in Agricultural Statistics and related fields for bridging [» More information](#)

Members Login

Username:

Password:

Search Engine

Agrikhoj™

To Search Agricultural Education Activities in India...

Directory

For classified information of SAU's on Administrator's, Equipments, Extension Activities....

Workshops Proceedings

Workshops proceedings organised at different locations.....

Nisagenet

VCs/Deans Meetings & Proceedings^{NEW}

The National Information System on Agricultural Education Network in India (NISAGENET) portal is being maintained at the Central Server of IASRI, New Delhi to provide Country/State/University/College level reporting on agricultural education in India.

On recommendations of the National Statistical Commission (NSC) and the Department of Secondary & Higher Education of the Ministry of Human Resource Development, Government of India, the Indian Council of Agricultural Research (ICAR) approved NISAGENET project under its AP Cess Fund Scheme for a period of three years (01-01-2005 to 31-12-2007). With the support and supervision of the Education Division of ICAR, New Delhi, this project is being executed by the Indian Agricultural Statistics Research Institute (IASRI), New Delhi as Lead Center having collaboration with universities involved in imparting higher agricultural education in India. In view of the importance of NISAGENET, ICAR has given approval for its execution and to maintain it as a regular ongoing activity of the council and it is mandatory for all the SAUs, AUs, Central Universities and Deemed Universities of ICAR to participate and provide the data as per requirements of this system. The major activities and the technical programme of the project are as follows:

- Collection and compilation of data on Agricultural Education
- Designing, Development and Implementation of NISAGENET software on the Internet
- Country/State/University/College level reporting

Focus of NISAGENET

Focus on maintaining an updated data base for providing support and taking decisions on important aspects like:

- General Administration
- Academic Management
- Manpower Planning
- Infrastructure facilities
- Budget planning and
- Management of Research and Extension activities

at the AUs and country level



Information Base of NISAGENET

1. Academic Information - Schedule - I
2. Infrastructural Facilities - Schedule - II
3. Budget Information - Schedule - III
4. Manpower Information - Schedule - IV
5. Faculty Profile - Schedule - V
6. R&D Activities - Schedule - VI



Academic Information : Schedule - I

- ✓ **General Information of Universities & its Colleges**
- ✓ **Details About Administrative Heads**
- ✓ **Discipline wise UG/ PG Programs at AUs/Colleges**
- ✓ **Strength of Students**
- ✓ **Training Programs at SAUs**
- ✓ **Mode of Admissions**
- ✓ **Scholarships / Reservations**
- ✓ **Placement Cell etc.**



Infrastructural Facilities : Schedule - II

- ✓ **Laboratory Facilities**
- ✓ **Major Equipments and Machineries**
- ✓ **Lecture Rooms**
- ✓ **Sports/Cultural Facilities**
- ✓ **Library Facilities**
- ✓ **Medical Facilities**
- ✓ **Hostel/Guest House Facilities**



Budget : Schedule - III

- ✓ **Receipts from Different Sources**
- ✓ **Source-Wise Income of University**
- ✓ **Allocation of Funds**
- ✓ **Details of Budget Expenditure**



Manpower : Schedule - IV

Gender & Category wise Sanctioned, In Position & Vacant Positions

- ✓ **Status of Faculty Members**
- ✓ **Status of Technical Staff**
- ✓ **Status of Administrative Staff**
- ✓ **Status of Supporting /Auxiliary Staff**



Faculty Profile : Schedule - V

- ✓ **Background Information of Faculty Members**
- ✓ **Academic Details**
- ✓ **Service Particulars**
- ✓ **Training Programmes Attended**
- ✓ **Publications**
- ✓ **Agri. Varieties / Packages of Practices Developed**
- ✓ **Awards and Achievements**



R&D Activities : Schedule - VI

- ✓ **Ongoing Research Projects**
- ✓ **University Academic Achievements**
- ✓ **University R&D Activities**
 - **Workshops Seminar/Conferences Organised**
 - **Summer/Winter Schools**
 - **Field Demonstrations**
 - **Women Training Programs**
 - **Kisan Melas**
 - **Adhoc Training & Others**
- ✓ **University Publications**
- ✓ **Technologies/Varieties Developed**



Management Requirements

- Year, Sex, Category wise Faculty manpower status for the AUs and their respective Constituent/Affiliated Colleges
- **Intake Capacity of Students** at UG/PG level
- Courses Offered at AUs & their Constituent/Affiliated Colleges
- **Year-wise strength of Admitted/Passed students**
- Year-wise Budgetary provisions
- **Administrators Details**
- **Others.....**



Responsibility of Nodal Officers

- **Collection and compilation of the data from all the affiliated Departments /Sections of the University/Colleges**
- **Reliability of the Quality and Quantity of the data entered into the system**
- **Regular data entry/updating and uploading of data to NISAGENET**



Operational Architecture of NISAGENET

- **The architecture of NISAGENET is so designed that participating organizations are able to have direct access to IASRI Server for updating / uploading the data of their respective University/Colleges**
- **For Data Management secured UserId and Passwords have been made available to all the Universities**



Operational Architecture....

- The Nodal Officer at each AU can enter data of all Constituent/Affiliated Colleges
- However the activity may be shared by officials at different Constituent/Affiliated colleges of the university
- The Nodal Officer himself can generate UserId and Password for each college
- Data can be updated directly from a college to the central server



NISAGENET Data Acquisition Process

Phase 1 Activities – At IASRI

- **Release of Data Entry Mechanism (DEM) for the academic year by May 30. This mechanism will be mailed to all Nodal Officers and will also be available from the NISAGENET web site.**
- **The DEM will have schedule wise data items along with As On Date (AOD) and Data Entry Dates (DED).**
 - **As On Date is the date up to which the data holds good.**
 - **Data Entry Date is the date up to which that particular data item is to be entered by the Nodal Officer in NISAGENET.**
 - **For example, there is a form that requires total number of students in a university/college as on 31st March and should be entered on or before 30th April. In this case, DED is 31st March and AOD is 30th April.**
- **The mechanism also allows to mention the name of the university official with designation that holds the information for each data item/schedule.**
- **The mechanism contains a follow up process consisting of series of dates on which reminders need to be send to various university authorities by NISAGENET team and ICAR.**



Phase 2 Activities – At University Level

- **All the universities follows the standardized uniform procedure of data entry in the NISAGENET system as per the data entry mechanism for the academic year released by IASRI.**
- **The Nodal Officer records the name of the concerned official responsible for providing the information for each data item.**
- **The Nodal Officers have created a process in the university so that the concerned section officer will send the information to the Nodal Officer as per the AOD dates mentioned against each data item of various schedules.**
- **The Nodal Officer will collate all the data items as per the schedules and will enter it in the NISAGENET system before the DED date.**



Phase 2 Activities – At University Level

- The Nodal Officer will also arrange the following meeting to ensure the smooth data entry process:
 - At least three meetings annually (First Level)
 - Chaired by the Nodal Officer or any other officer higher than the Nodal Officer.
 - The agenda will be to discuss and sought out any issues related to data items so that these can be entered before the DED.
 - At least two meetings annually (Second Level)
 - Chaired by the officer of the rank Registrar/Pro VC before the dates mentioned in the column Reminder No.4 from ADG to Vice Chancellor.
 - The agenda will be to discuss the issues with section officers those failed to provide the information before DED.
 - At least one meeting chaired by the VC (Third Level)
 - The meeting may be attended by the Higher authorities of University
 - The agenda will be to ensure full proof data entry in the NISAGENET system.
 - The Nodal Officer should present the data/data entry process
- Once a year, in the month of April, the Nodal Officer should prepare a one page report of these meetings and send it to PI, NISAGENET through email.



College Level UserId & Password

http://hisagenet.iasri.res.in/tabstrip_new11.aspx

Welcome to IASRI - ... NISAGENET Google

File Edit View Favorites Tools Help

x

NIS AgEnet

National Information System on Agricultural Education Network in India

Academic Schedule-I Infrastructure Schedule-II Budget Schedule III Manpower Schedule IV Faculty Schedule V R & D Schedule VI User Mgmt

HELP Guide Main LogOut

Officer Detail Entry Status

Tamil Nadu Veterinary and Animal Sciences University, Chennai (Tamil Na

University College Under University





National Information System on Agricultural Education Network in India



Add/Edit Nodal Officer Detail

- Academic Schedule-I
- Infrastructure Schedule-II
- Budget Schedule III
- Manpower Schedule IV
- Faculty Schedule V
- R & D Schedule VI
- User Mgmt

[HELP Guide](#)

Tamil Nadu Veterinary and Animal Sciences University , Chennai (Tamil Nadu)

User Management

| | | |
|--|--|--|
| <p>User Name</p> <p>Password</p> <p>User Level</p> <p>Address</p> <p>Phone</p> <p>Fax</p> <p>Email</p> <p>Acceptance</p> | <p>TANUVAS <small>(Not More than 10 Characters in length.)</small></p> <p>..... <small>(Not More than 10 Characters in length.)</small></p> <p>University Level -- Select One Option --</p> <p>Dept. of Bioinformatics &</p> <p>044-25360106</p> <p>044-25360114</p> <p>hodbitmvc@tanuvas.org.in</p> <p>Accepted</p> | <p>Add New</p> <p>Save</p> <p>Delete</p> <p>Update</p> <p>Cancel</p> <p>Help</p> |
|--|--|--|

| Edit | User Name | Institution | User_Level | Id Validity? | Address | Phone | Fax | EEmailAddress | Acceptance/ Rejected |
|--------------------------|-----------|---|--------------------------------|--------------|--|--------------|--------------|--------------------------|----------------------|
| <input type="checkbox"/> | TANUVAS | Tamil Nadu Veterinary and Animal Sciences University ,Chennai | Nodal Officer of the institute | Accepted | Dept. of Bioinformatics & ARIS Cell, MVC., Chn-7 | 044-25360106 | 044-25360114 | hodbitmvc@tanuvas.org.in | Accepted |
| <input type="checkbox"/> | nisamvc | Madras Veterinary College ,Chennai | College Deans | Accepted | Madras Veterinary collene | 25360106 | 25365418 | hodbitmvc@tanuvas.org.in | Accepted |

Home Page

<http://nisagenet.iasri.res.in/>

National Information System on Agricultural Education Network in India **NIS AgEnet**

Home Objective Org. Struct. SAUs Reports Download Nodal Off. Contact Us

Division of Computer Application

Mandate to develop Databases & Information Systems for Agricultural Research and provide Teaching & Consultancy Services.

» More information

IASRI

To undertake basic, applied and adaptive research leading to new developments in Agricultural Statistics and related fields for bridging ...

» More information

Members Login

Username:

Password:

Search Engine

Agrikhoj™

To Search Agricultural Education Activities in India...

Directory

For classified information of SAU's on Administrator's, Equipments, Extension Activities....

Workshops Proceedings

Workshops proceedings organised at different locations.....

Nisagenet

VCs/Deans Meetings & Proceedings^{NEW}

The National Information System on Agricultural Education Network in India (NISAGENET) portal is being maintained at the Central Server of IASRI, New Delhi to provide Country/State/University/College level reporting on agricultural education in India.

On recommendations of the National Statistical Commission (NSC) and the Department of Secondary & Higher Education of the Ministry of Human Resource Development, Government of India, the Indian Council of Agricultural Research (ICAR) approved NISAGENET project under its AP Cess Fund Scheme for a period of three years (01-01-2005 to 31-12-2007). With the support and supervision of the Education Division of ICAR, New Delhi, this project is being executed by the Indian Agricultural Statistics Research Institute (IASRI), New Delhi as Lead Center having collaboration with universities involved in imparting higher agricultural education in India. In view of the importance of NISAGENET, ICAR has given approval for its execution and to maintain it as a regular ongoing activity of the council and it is mandatory for all the SAUs, AUs, Central Universities and Deemed Universities of ICAR to participate and provide the data as per requirements of this system. The major activities and the technical programme of the project are as follows:

- Collection and compilation of data on Agricultural Education
- Designing, Development and Implementation of NISAGENET software on the Internet
- Country/State/University/College level reporting

University Home Page for data management

The screenshot shows a web browser window displaying the NIS AgEnet application. The browser's address bar shows the URL http://nisagenet.iasri.res.in/tabstrip_new11.asp. The page header includes the NIS AgEnet logo and the title "National Information System on Agricultural Education Network in India". A navigation menu contains several tabs: Academic Schedule-I, Infrastructure Schedule-II, Budget Schedule III, Manpower Schedule IV, Faculty Schedule V, R & D Schedule VI, and User Mgmt. On the right side, there are links for "LogOut", "Add/Edit Nodal Officer Detail", and "Data Entry Status". The main content area is titled "Tamil Nadu Veterinary and Animal Sciences University , Chennai (Tamil Nadu)". Below this title, there are two radio buttons: "University" and "College Under University". The "College Under University" option is selected. A dropdown menu is open, showing a list of college links. The dropdown menu has a header "To Enter/Update Details Click on College Link" and lists the following colleges: "College of Food and Dairy Technology, Koduvalli", "Fisheries College and Research Institute, Thoothukudi", "Madras Veterinary College, Chennai", "Veterinary College and Research Institute, Namakkal", "Veterinary College and Research Institute, Tirunelveli", and "Veterinary College and Research Institute,Orathanadu, Thanjavur". The dropdown menu is circled in red. The Windows taskbar at the bottom shows the system tray with the time 11:12 and various application icons.

http://nisagenet.iasri.res.in/tabstrip_new11.asp

Welcome to IASRI - ... NISAGENET Google

File Edit View Favorites Tools Help

x

NIS AgEnet

National Information System on Agricultural Education Network in India

Academic Schedule-I Infrastructure Schedule-II Budget Schedule III Manpower Schedule IV Faculty Schedule V R & D Schedule VI User Mgmt

Main HELP Guide

LogOut Add/Edit Nodal Officer Detail Data Entry Status

Tamil Nadu Veterinary and Animal Sciences University , Chennai (Tamil Nadu)

University College Under University

To Enter/Update Details Click on College Link


- College of Food and Dairy Technology, Koduvalli
- Fisheries College and Research Institute, Thoothukudi
- Madras Veterinary College, Chennai
- Veterinary College and Research Institute, Namakkal
- Veterinary College and Research Institute, Tirunelveli
- Veterinary College and Research Institute,Orathanadu, Thanjavur

Windows taskbar: Inb... 2 W NIS... Mic... 2 M Address 11:12

Data Items for Validation

http://nisagenet.iasri.res.in/Univ_Details.aspx

Welcome to IASRI - ... University Detail x Google



National Information System on
Agricultural Education Network in India

Academic Schedule-I Infrastructure Schedule-II Budget Schedule III Manpower Schedule IV Faculty Schedule V R & D Schedule VI User Mgmt

HELP Guide Main LogOut Add/Edit Nodal Officer Detail

Tamil Nadu Veterinary and Animal Sciences University , Chennai (Tamil Nadu)
1. University Detail (Schedule - I)

University Name Tamil Nadu Veterinary and Animal Sciences Unive

University Acronym TANUVAS

University Status State Veterinary University

Management Type Autonomous

University Type Professional

University Address Madhavaram Milk Colony, Chennai

State Tamil Nadu **District** Chennai

City Chennai **Pincode** 600051

Phone 044 - 25551574 **Fax** 044 - 25551576

Email tanuvas@vsnl.com **Website** http://www.tanuvas.tn.nic.in

(eg: http://www.iasri.res.in)


Year of Establishment 1989

Location Urban

Latitude 13.04 **Longitude** 80.17

* Don't use ' or ' in between Longitude/ Latitude.

Geographical Location **Nearest Railway Station** Chennai Central



Courses Offered (Admitted/Passed) data

The screenshot displays the NIS AgEnet web application interface. The browser address bar shows the URL http://nisagenet.iasri.res.in/tabstnp_new11.aspx. The page title is "National Information System on Agricultural Education Network in India".

The interface includes a navigation menu on the left with the following items:

- 1. University Details
- 2. Faculty Details
- 3. Administrators Details
- 4. Courses Offered/Admitted/Passed (highlighted with a red circle)
- 5. Reservations
- 6. Mode of Admissions
- 7. Prerequisite Qualification
- 8. Faculty Trainings
- 9. Scholarships
- 10. Placements
- 11. Reports

At the top of the main content area, there are several menu items: Academic Schedule-I, Infrastructure Schedule-II, Budget Schedule III, Manpower Schedule IV, Faculty Schedule V, R & D Schedule VI, and User Mgmt. A "LogOut" button is also present.

The main content area displays the text "Animal Sciences University , Chennai (Tamil Nadu)". Below this, there is a radio button labeled "University" and a radio button labeled "College Under University".

The Windows taskbar at the bottom shows the system time as 11:19 and includes icons for various applications and the system tray.

Courses Offered.....

http://nisagenet.iasri.res.in/Courses_Offered.aspx

NIS AgEnet
 Main
[HELP Guide](#)

National Information System on
 Agricultural Education Network in India

[Academic Schedule-I](#)
[Infrastructure Schedule-II](#)
[Budget Schedule III](#)
[Manpower Schedule IV](#)
[Faculty Schedule V](#)
[R & D Schedule VI](#)

[Logout](#)

Madras Veterinary College, Chennai (Tamil Nadu)
 4. Details regarding Bechlors/Masters/Doctoral Courses offered (Schedule - I)
 (Note: To Enter Admitted/Passed data select the respective course using **Edit** button from the datagrid. Then select **Proceed** option to enter the data)

Course Level: Doctoral
Degree: Ph.D
Course Name(In case Course Level is Others/ Certificate/ Doctoral): Animal Biotechnology
Faculty Name: Faculty of Basic Sciences
Discipline: Animal Biotechnology
Duration (in months): 36
Intake Capacity: 5
Medium of Teaching: English
Eligibility for Admission: OGPA of 3 out of 4 under trimester or 7 out of 10 under semester pattern, VCI 55 percentage
Method of Admission: Entrance+Academic Record+Interview

Add New
 Save
 Delete
 Update
 Cancel
 Proceed
 Help

| | | | | | | | | | |
|--|----------|-----------|----------------|-----------------------|-----------------------|----|---|---------|---|
| | Master | M. V. Sc. | Basic Sciences | Veterinary Physiology | Veterinary Physiology | 24 | 2 | English | Entrance+Academic Record+Interview |
| | Doctoral | Ph.D | Basic Sciences | Animal Biotechnology | Animal Biotechnology | 36 | 5 | English | OGPA of 3 out of 4 under trimester or 7 out of 10 under semester or 70 percentage in master |

Windows Taskbar:

- Inbox - Win...
- Workshop ...
- Microsoft P...
- NISAGENET...

Teaching Faculty Manpower....

NIS AgEnet
Main HELP Guide

National Information System on Agricultural Education Network in India

Academic Schedule-I Infrastructure Schedule-II Budget Schedule III Manpower Schedule IV Faculty Schedule V R & D Schedule VI

Madras Veterinary College, Chennai (Tamil Nadu)
1(a). Teaching Faculty Manpower Details (Schedule-IV)

Academic Year: 2010-2011
 Designation: Principal/ Professor/Pr. Scientist or
 Total no. of Sanctioned Post: 23
 * To enter filled in post Category/Genderwise press Add Details button and fill the respective data.
 Category: General
 Male Strength: 4
 Female Strength: 2

Buttons: Add New, Add Details, Save, Delete, Update, Cancel, Help

| Edit | Year | Designation | Total Sanctioned Post | Category | Male Strength | Female Strength |
|------|-----------|--|-----------------------|----------------------|---------------|-----------------|
| | 2010-2011 | Principal/ Professor/Pr. Scientist or Equivalent | 23 | General | 4 | 2 |
| | 2010-2011 | Principal/ Professor/Pr. Scientist or Equivalent | 23 | Other Backward Class | 16 | 1 |
| | 2010-2011 | Associate Professor | 64 | General | 6 | 2 |



National Information System on Agricultural Education Network in India

Tuesday, September 04, 2012

Time: 3:20:27 PM



Following matches are found w.r.t keyword ***** **Animal Science** *****

[Courses in various disciplines in the University/Colleges](#)

This provides complete information about available courses in major disciplines in the agricultural universities/colleges....contact addresses details...

[University-wise Report](#)

Complete Information of the University and its affiliated colleges, Faculty, Course, Research and Development, Budget etc.....

[Courses in the desired Disciplines](#)

List of University/Colleges where Courses in the desired Disciplines are available...

[Information about desired Agricultural University/Colleges](#)

Basic Information of Agricultural Colleges, Universities in India.....

[Faculty in Various Disciplines in Agricultural University/Colleges](#)

Faculties in the University/Colleges, Discipline, Area of Specialisation, Contact Addresses etc....

[Annual Income of the State Agricultural Universities](#)

Provides information about Annual Income of the State Agricultural Universities

New Functionalities

➤ Advance Database Reporting

- It is used to select the data from database**

➤ User Logging


- It display the last login time and date of user**

➤ Faculty Profiles

- It create a profile for each faculty for edit, update and display information.**



Advance Database Reporting(1-3)



National Information System on
Agricultural Education Network in India

| | | | | | | |
|------------------------|-------------------------------|------------------------|-------------------------|-----------------------|----------------------|-----------|
| Academic Schedule-I | Infrastructure Schedule-II | Budget Schedule III | Manpower Schedule IV | Faculty Schedule V | R & D Schedule VI | User Mgmt |
|------------------------|-------------------------------|------------------------|-------------------------|-----------------------|----------------------|-----------|

HELP Guide Add/Edit Nodal Officer Detail

Last Login Date : 07/01/2014
Last Login Time : 11:30 AM Data Entry Status

Advance Database Reporting University Data Validation

Assam Agricultural University, Jorhat (01)

University College Under University

Friday, July 04, 2014

Indian Agricultural Statistics Research Institute
Library Avenue, Pusa, New Delhi - 110012



Advance Database Reporting(2-3)



National Information System on
Agricultural Education Network in India

Tuesday, January 07, 2014

Time: 12:39:40 PM

[Print](#)

University/College Information

| | | |
|-------------|--|---|
| University: | <input type="text" value="--Select one option--"/> | ▼ |
| College: | <input type="text"/> | ▼ |
| Schedule: | <input type="text"/> | ▼ |
| Data item: | <input type="text"/> | ▼ |

Your University/College Id:

Required Table is:

Column Specification of Table:

Write Query Below:

Execute Query

Friday, July 04, 2014

Indian Agricultural Statistics Research Institute
Library Avenue, Pusa, New Delhi - 110012



Advance Database Reporting(3-3)



National Information System on
Agricultural Education Network in India

Tuesday, January 07, 2014

Time: 12:41:55 PM

[Print](#)

University/College Information

| | | |
|-------------|---|---|
| University: | Assam Agricultural University, Jorhat (Assam) | ▼ |
| College: | University Only | ▼ |
| Schedule: | Academic (Schedule1) | ▼ |
| Data item: | Faculty Information | ▼ |

Your University/College Id: 07-00

Required Table is: ver3_Faculty_Details_view

Column Specification of Table:

**University_College_Id (char), Faculty_Discipline (varchar),
Head_of_Faculty (varchar), Address (varchar), State (nvarchar), District
(nvarchar), Phone (varchar), Fax (varchar), Email (varchar)**

Write Query Below:

```
select Faculty_Discipline,Head_of_Faculty from  
ver3_Faculty_Details_view
```

Execute Query

Convert to Excel


| Faculty_Discipline | Head_of_Faculty |
|--------------------------|------------------------|
| Agriculture | Dr P.Venkateswara Rao |
| Home Science | Dr. T.V. Satyanarayana |
| Agricultural Engineering | Dr. T.V. Satyanarayana |
| | Dr. M.LAKSHMINARAYANA |

Friday, July 04, 2014

Indian Agricultural Statistics Research Institute
Library Avenue, Pusa, New Delhi - 110012



User Logging



National Information System on
Agricultural Education Network in India

| | | | | | | |
|------------------------|-------------------------------|------------------------|-------------------------|-----------------------|----------------------|-----------|
| Academic Schedule-I | Infrastructure Schedule-II | Budget Schedule III | Manpower Schedule IV | Faculty Schedule V | R & D Schedule VI | User Mgmt |
|------------------------|-------------------------------|------------------------|-------------------------|-----------------------|----------------------|-----------|

Main Logout

[HELP Guide](#) [Add/Edit Nodal Officer Detail](#)

Last Login Date : 07/01/2014
Last Login Time : 11:52 AM

[Advance Database Reporting](#) [University Data Validation](#)

Assam Agricultural University, Jorhat (01)

University College Under University

Friday, July 04, 2014

Indian Agricultural Statistics Research Institute
Library Avenue, Pusa, New Delhi - 110012



Faculty Profiles (1-4)

National Information System on Agricultural Education Network in India

NIS AgEnet

Home Objective Org. Struct. SAUs Reports Download Nodal Off. Contact Us

Division of Computer Application

Mandate to develop Databases & Information Systems for Agricultural Research and provide Teaching & Consultancy Services.

» More information

IASRI

To undertake basic, applied and adaptive research leading to new developments in Agricultural Statistics and related fields for bridging

» More information

Members Login

Username:

Password:

Login

Old Faculty New Faculty

Friday, July 04, 2014

Indian Agricultural Statistics Research Institute
Library Avenue, Pusa, New Delhi - 110012



Faculty Profiles (2-4)



National Information System on
Agricultural Education Network in India

Faculty Details

University:

College:

Faculty Name:

Email:

Continue

Cancel



Faculty Profiles (3-4)



National Information System on
Agricultural Education Network in India

New Faculty Registration Form

| | | |
|-------------------------------|---|----------------------|
| Title | First Name | Last Name |
| Select | <input type="text"/> | <input type="text"/> |
| University | | |
| Select | | |
| College | | |
| <input type="text"/> | | |
| Joining Date | Designation | Discipline |
| <input type="text"/> | Select | Select |
| Gender | Phone(STD Code-Extension) | Email |
| Select | <input type="text"/> - <input type="text"/> | <input type="text"/> |
| Correspondence Address | State | City |
| <input type="text"/> | Select | <input type="text"/> |
| Username | Password | |
| <input type="text"/> | <input type="text"/> | |


Submit

Friday, July 04, 2014


Indian Agricultural Statistics Research Institute
Library Avenue, Pusa, New Delhi - 110012



Faculty Profiles (4-4)




**NIS
AgEnet**


Main

[HELP Guide](#)

National Information System on
Agricultural Education Network in India



Logout

[Add/Edit Nodal Officer Detail](#)

Academic Schedule-I

Infrastructure Schedule-II

Budget Schedule III

Manpower Schedule IV

Faculty Schedule V

R & D Schedule VI

User Mgmt

Assam Agricultural University, Jorhat (01)
17. Faculty Validation (Schedule - V)

Invalid New Faculty

| SNo | Name | University/College | Discipline | Designation | Phone | Email | Click to Approved |
|-----|-------------|---|---|--|-------------|---------------|--|
| 1 | Dr. cccc cc | | Agricultural Chemistry and Biochemistry | Assistant Prof./ Lecturer (Sr. Scale)/ Scientist | 011-2222222 | m1@gmail.com | Approve Disapprove |
| 2 | Ms. ddd ddd | College of Agriculture, Borbheta, Jorhat 785013 | Agricultural Chemistry & Soil Science | Assistant Plant Breeder | 011-555555 | ccc@gmail.com | Approve Disapprove |



Management System for Post Graduate Education

- “Management System for Post Graduate Education” is developed under the IASRI institute funded project by Division of Computer Applications, IASRI.
- Management System: PG School, IARI is its first implementation.
- The system is available to authorized users through their distinct user Id and password.
- The system helps in achieving the PG School objectives by giving online access to various resources.
 - **Courses Management**
 - **Student Management**
 - **Faculty Management**
 - **Administration Management**
 - **e-Learning**

Thanks

Friday, July 04, 2014

Indian Agricultural Statistics Research Institute
Library Avenue, Pusa, New Delhi - 110012



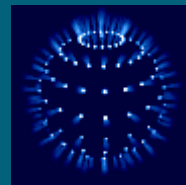


सत्यमेव जयते



GENERATION of S&T INDICATORS

- Issues & Challenges



Dr. A. N. Rai

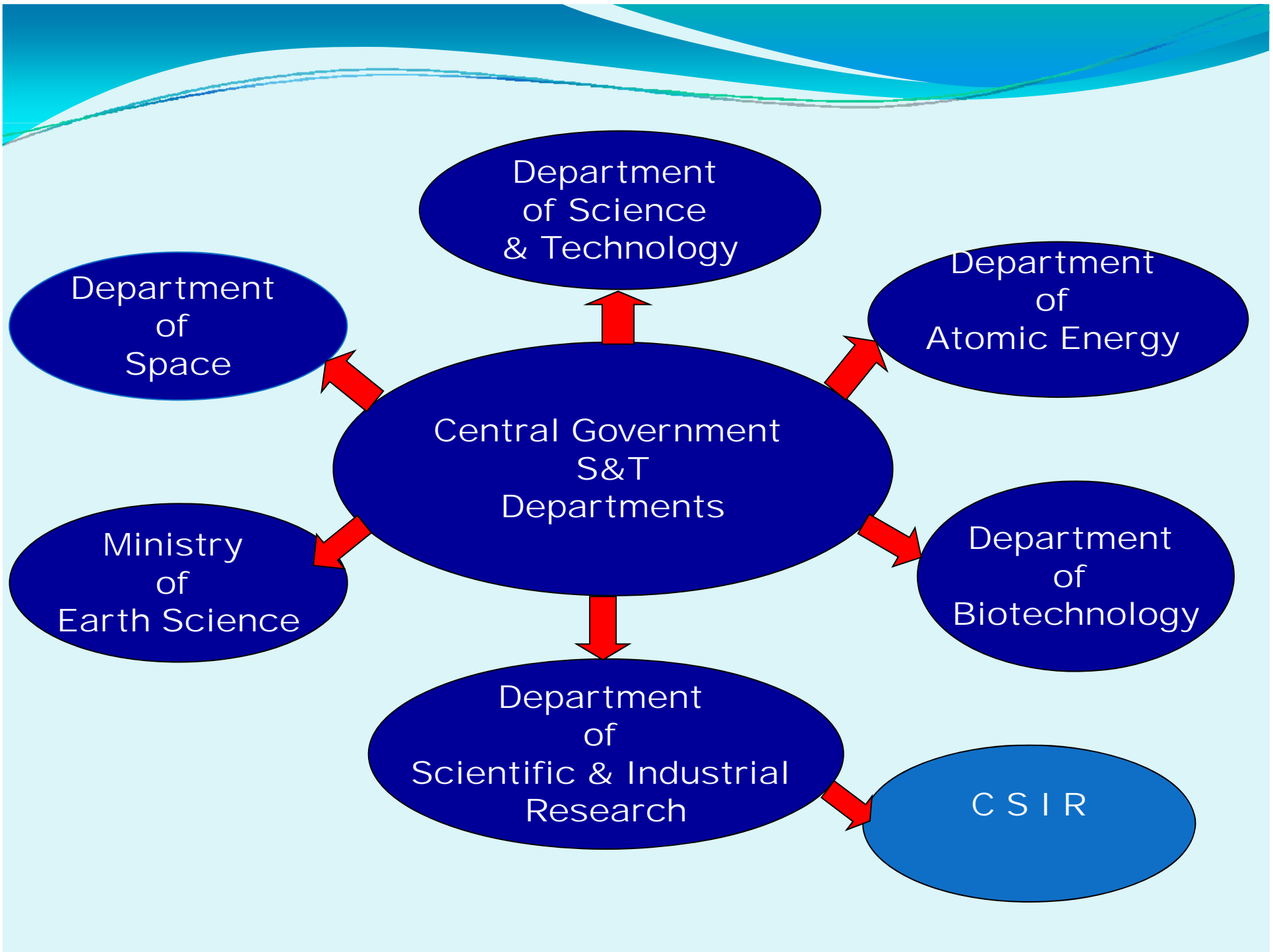
Department of Science & Technology
Ministry of Science & Technology
Government of India
New Delhi

28th February 2014



SCIENCE & TECHNOLOGY SYSTEM IN INDIA





Department of Science & Technology

Founded in 1971, when the country was facing different challenges. India today is an emerging and powerful economy. The aspirations of the youth are high and larger. DST needs to reference itself to the needs of the future of India, learning from the past and connecting to the present.

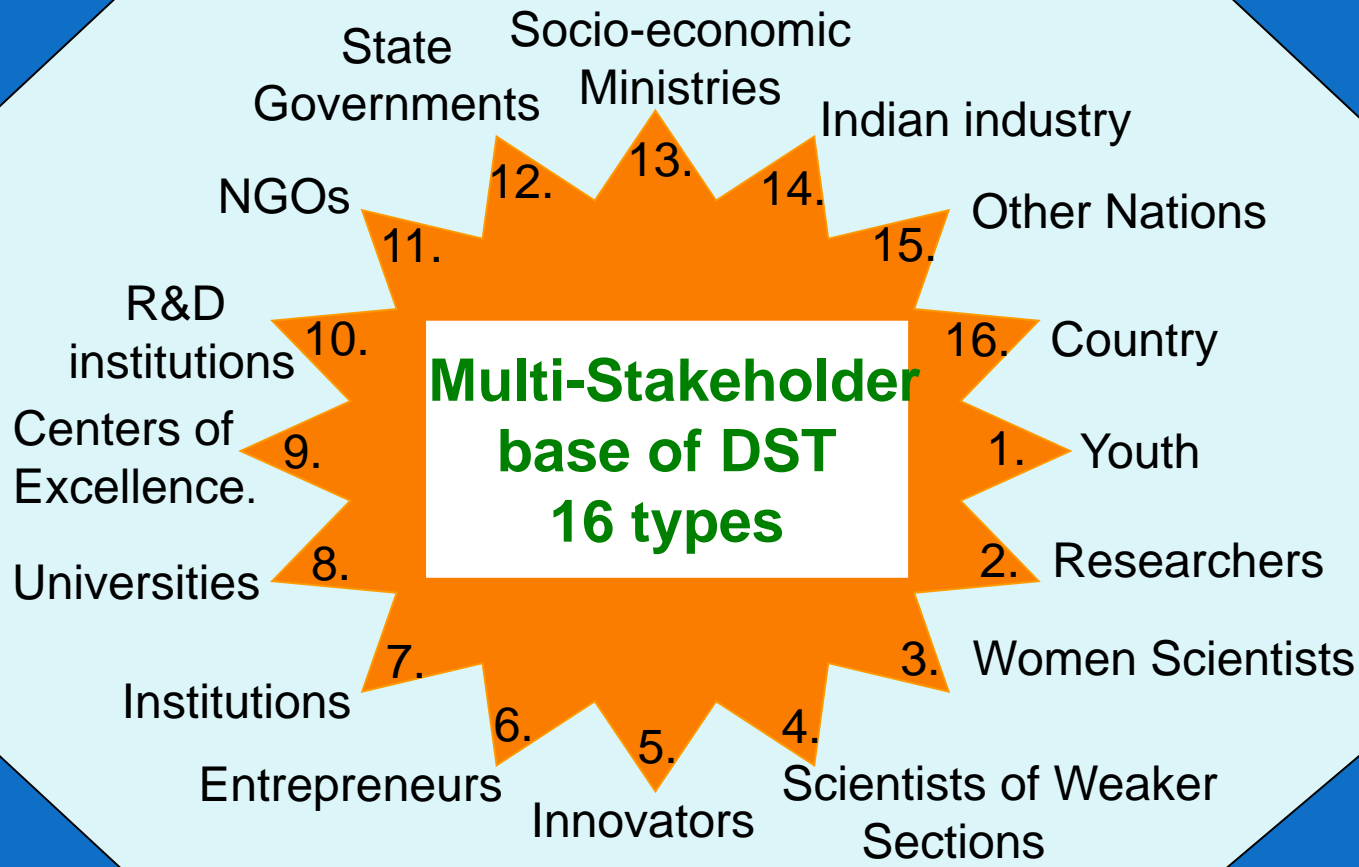
Referencing to the Context of the Time

Ongoing Efforts of Ministry of Science and Technology

to engineer the structure of R&D system to match the Developmental substance of India

DST : Objectives and Functions

- **Formulation of Science, Technology & Innovation Policy
other enabling Policies for the R&D Sector**
- **Strengthening Basic Research and Expanding R&D base
- Human Capacity**
- **Strengthening Basic Research and Expanding R&D base
- Institutional Capacity**
- **Implementing Technology Development Programs**
- **Societal Interventions of S&T**
- **S&T Co-operation/ Partnerships and Alliance**



NATIONAL SCIENCE & TECHNOLOGY MANAGEMENT INFORMATION SYSTEM (NSTMIS)

Mandate:

Catering the need of the country- Evidence based policy

Quantification of R&D resources in the country

- S&T Manpower
- S&T in Industry
- S&T Infrastructure
- S&T Input/output

NSTMIS ACTIVITIES

```
graph TD; A[NSTMIS ACTIVITIES] --> B[In-house R&D Activities]; A --> C[Sponsored Research Activities]; B --- B1[Conducting National Surveys since 1973-74, biennially on S&T Resources]; B --- B2[Brings out Publications based on national survey]; C --- C1[PAC mechanism];
```

In-house R&D Activities

**Conducting National Surveys
since 1973-74, biennially on S&T
Resources**

**Brings out Publications based on
national survey**

Sponsored Research Activities

PAC mechanism

In-house R&D activities

Conducting biennial National Surveys since 1973-74,
on S&T Resources

Input parameters

Funds
Personnel
Infrastructure

Output parameters

Patents
Publications
Products/Processes

OUTCOME

National Survey Publications

- Research & Development Statistics
- Research & Development in Industry
- S&T Pocket Data Book
- Directory of R&D Institutions

The background is a solid teal color. At the top, there are several overlapping, wavy lines in shades of light blue and cyan, creating a decorative header effect.

National Survey on Resources Devoted to S&T Activities

Survey Methodology

- * **Planning of survey**
- * **Defining objectives**
- * **Identifying population / target groups**
- * **Designing of questionnaires**
- * **Execution and monitoring**
- * **Clarifying the queries received from respondents**
- * **Seeking clarifications from respondents**
- * **Sending reminders**
- * **Coding**
- * **Checking consistency of data**

Methodology (contd..)

- * **Co-ordinate data entry**
- * **Data validation**
- * **Check the correctness of tables generated**
- * **Interpretation of data**
- * **Review of literature for non-response**
- * **Collection of data from secondary resources/preparation of tables**
- * **Estimation of data**
- * **Projection of data**
- * **Preparation of graphs/charts**
- * **Reporting of data**
- * **Finalisation of reports and publishing**

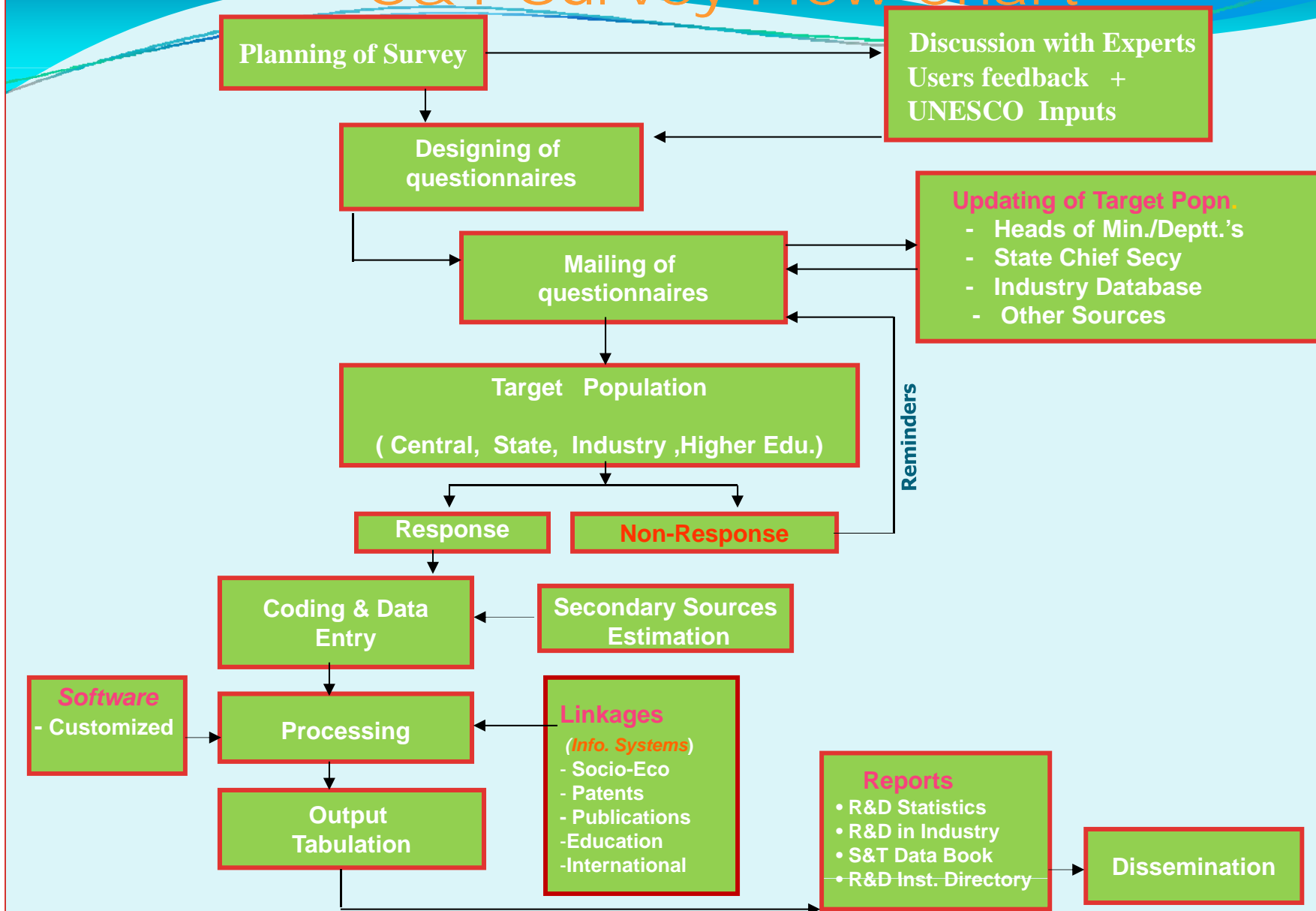
National S&T Survey - Questionnaire Design

Two types of Questionnaire

- Questionnaire – I Institutional Sector
- Questionnaire – II Industrial Sector
- Questionnaire – III Higher Education

Success/ Response rate ~ 70-80%

S&T Survey Flow Chart



National S&T Survey covers the following Sectors:

- Central (federal) Government
- State (provincial) Governments
- Higher Education *
- Small Scale Industry *
- Public Sector Industry
- Private Sector Industry and
- Non-profit Institutions /Scientific and Industrial Research Organisations (SIRO)

* *Recent Initiative*

PRESENT COVERAGE:

Total R&D Institutions (Labs/Industries, Universities) = 4568

A. HIGHER EDUCATION SECTOR

548 Universities

B. CENTRAL GOVERNMENT

640 Research Institutions / Laboratories

C. STATE GOVERNMENT

914 Agriculture Univ. / Research Stations /Depts.

D. INDUSTRIES

183 Public sector
2284 Private Sector

BENEFICIARIES OF NSTMIS OUTPUT

NATIONAL AGENCIES

- a. Central Government/Departments
Major Scientific Agencies - CSIR, DRDO, DOE, ICAR, ICMR, Planning Commission, Ministry of Industry, CSO, IAMR,
- b. State Governments
- c. Private/Public Sector Units
- d. Academic Institutions - IIT, IIM, IISc., UNIV., etc.
- e. NGOs - NIAS, NCAER, Swaminathan Research Foundation etc.

INTERNATIONAL AGENCIES

- UNESCO
- NSF
- Various Embassies/High Commissions



ISSUES & CHALLENGES

Issues

| Sl. No | Main Problems/ Difficulties | Solutions/ Approach Followed |
|--------|---|---|
| 1 | Time-lag is the major problem i.e. to receive the completed survey questionnaire within time | Quick Survey approach (Abridged Ques.) Use of web-based Questionnaire + Mail Card Survey to be attempted |
| 2 | Inconsistency and Incompleteness of Survey Response | Filled in Ques. are checked for errors such as Summation, mismatch between expenditure and sources of funds, categorization of institutions in terms of S&T fields /regions /R&D objectives including partial response, necessary queries are referred back to the respondents. |
| 3 | Difficulty in classifying the manpower employed for R&D activities and auxiliary (support) activities by responding units | Fresh reminders are sent / previous year questionnaires are used. |

| Sl. No | Main Problems/ Difficulties | Solutions/ Approach Followed |
|--------|--|---|
| 4 | <p>Conversion of Part-time R&D personnel into Full-time equivalent (<i>as the amount of time worked by part timers in not reported</i>)</p> <p>Response of the Part-time R&D personnel parameter is very poor and also insignificant to the total R&D manpower.</p> | <p>Part-time R&D personnel information is no longer sought from the respondents.</p> |
| 5 | <p>In Higher Edn. Sector- difficulty for academic staff to apportion expenditure between Research, teaching and administration.</p> | <p>Presently the survey is attempted in a sponsored mode. (the desired information collected through personal visits)</p> |
| 6 | <p>Data Validation</p> | <p>Overcome by running appropriate Software programme followed by necessary revisions.</p> |
| 7 | <p>Problem of Non-response</p> | <p>Estimation using secondary sources such as Budget Documents, Demand for Grants, Annual Reports as well as</p> |

Challenges

- ▶ There are no national laws/mandates/statutory provisions relating to procurement of S&T Statistics from R&D establishments.
- ▶ The data on classification by age of S&T manpower and R&D expenditure by sector of economy are not collected so far in India.
- ▶ Many industries have no separate R&D departments and their R&D problems are tackled by production personnel. It is difficult to get information on R&D resources from such industries.
- ▶ Efforts are being made to enhance the coverage of non-recognized private R&D establishments through sponsored mode/using appropriate databases.

Information and Analysis

Primary Source (National Survey)

- ❖ National R&D expenditure and breakdown of this into various sectors
- ❖ National R&D expenditure as percentage of Gross National Product
- ❖ National R&D expenditure at current and constant prices
- ❖ R&D expenditure by Major Scientific Departments/Agencies
- ❖ R&D expenditure by socio-economic Ministries
- ❖ R&D expenditure by various State Governments
- ❖ Sector- wise R&D expenditure by objectives defined by UNESCO
- ❖ S&T expenditure by categories of research - basic, applied, experimental development and Other research related activities
- ❖ Sector-wise R&D Manpower

Information and Analysis

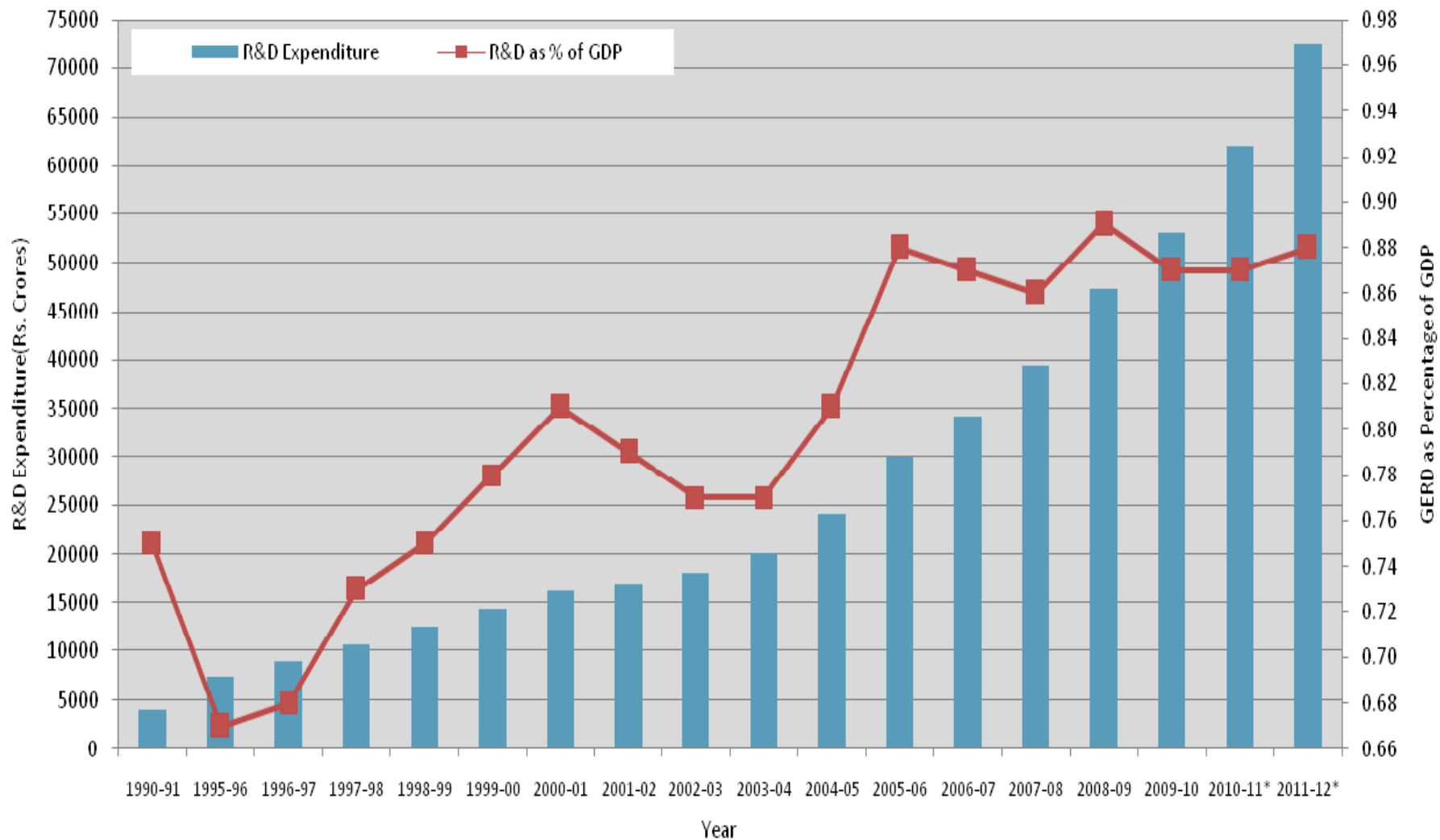
Secondary Source

- ❖ **Planning Commission, CSO, MHRD, AICTE, UGC, IAMR, Controller General of Patents, Association of Indian Universities, etc**
- ❖ **UNESCO, World Bank, National Science Foundation, OECD etc.**

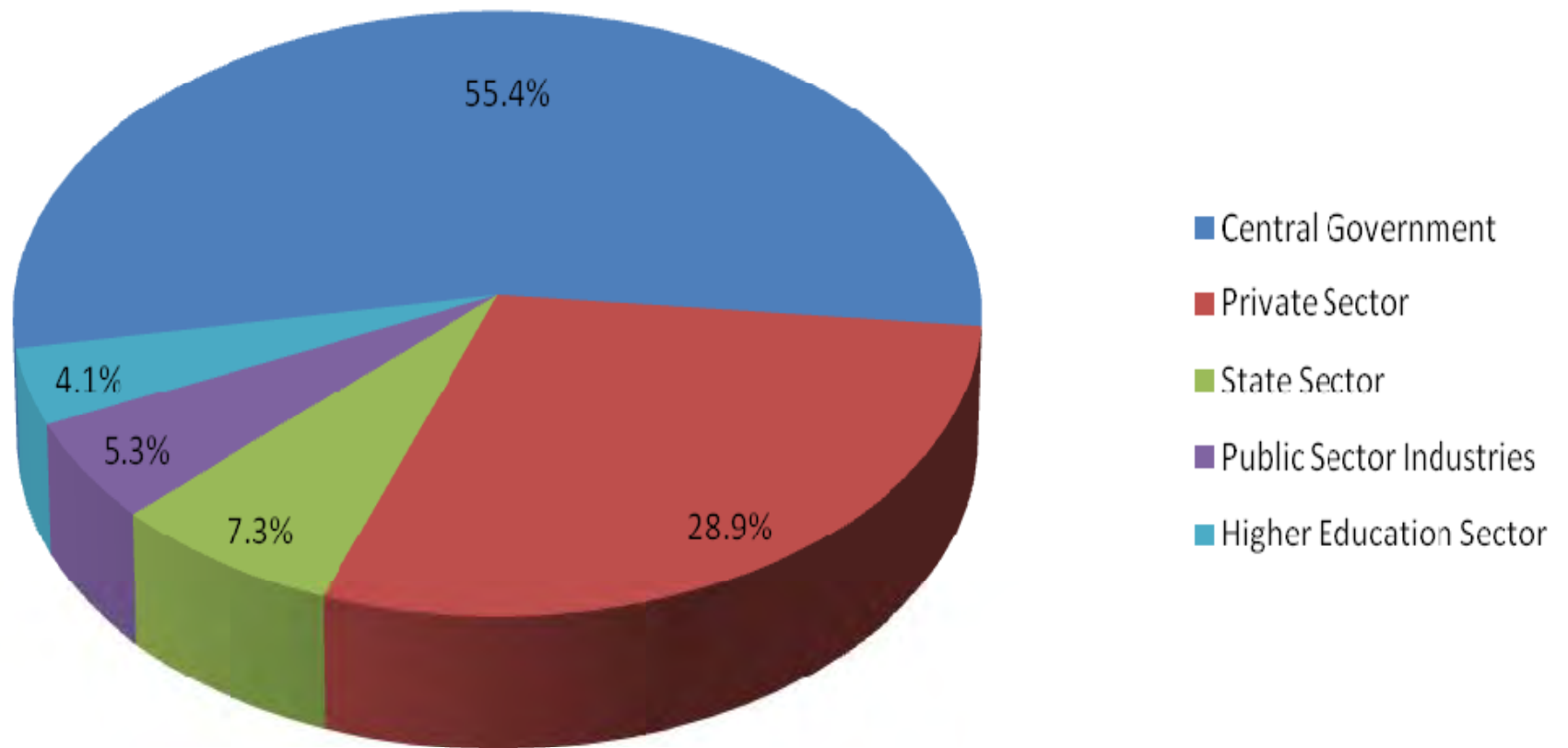


Major Indicators

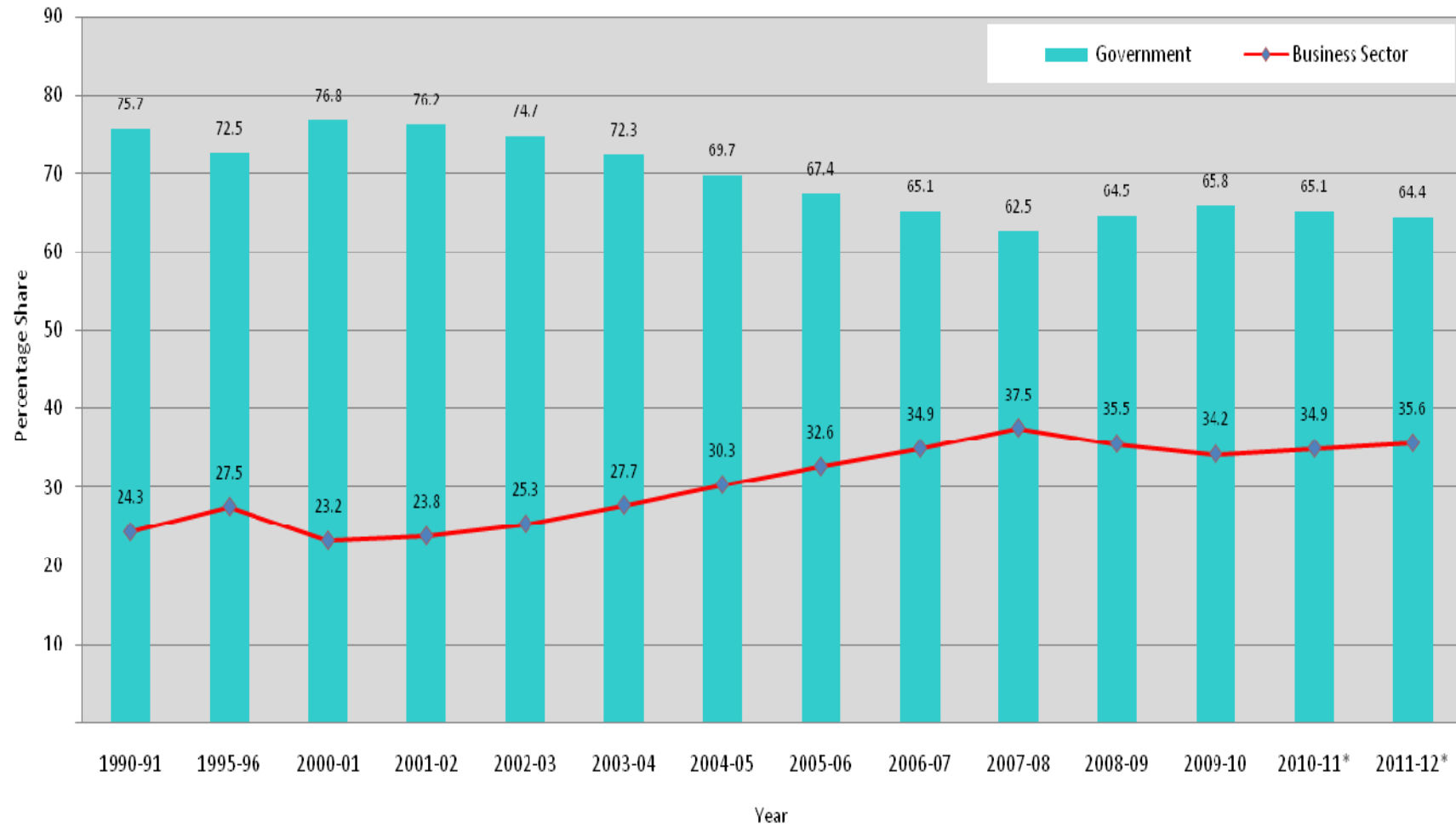
NATIONAL R&D EXPENDITURE AND ITS PERCENTAGE WITH GDP



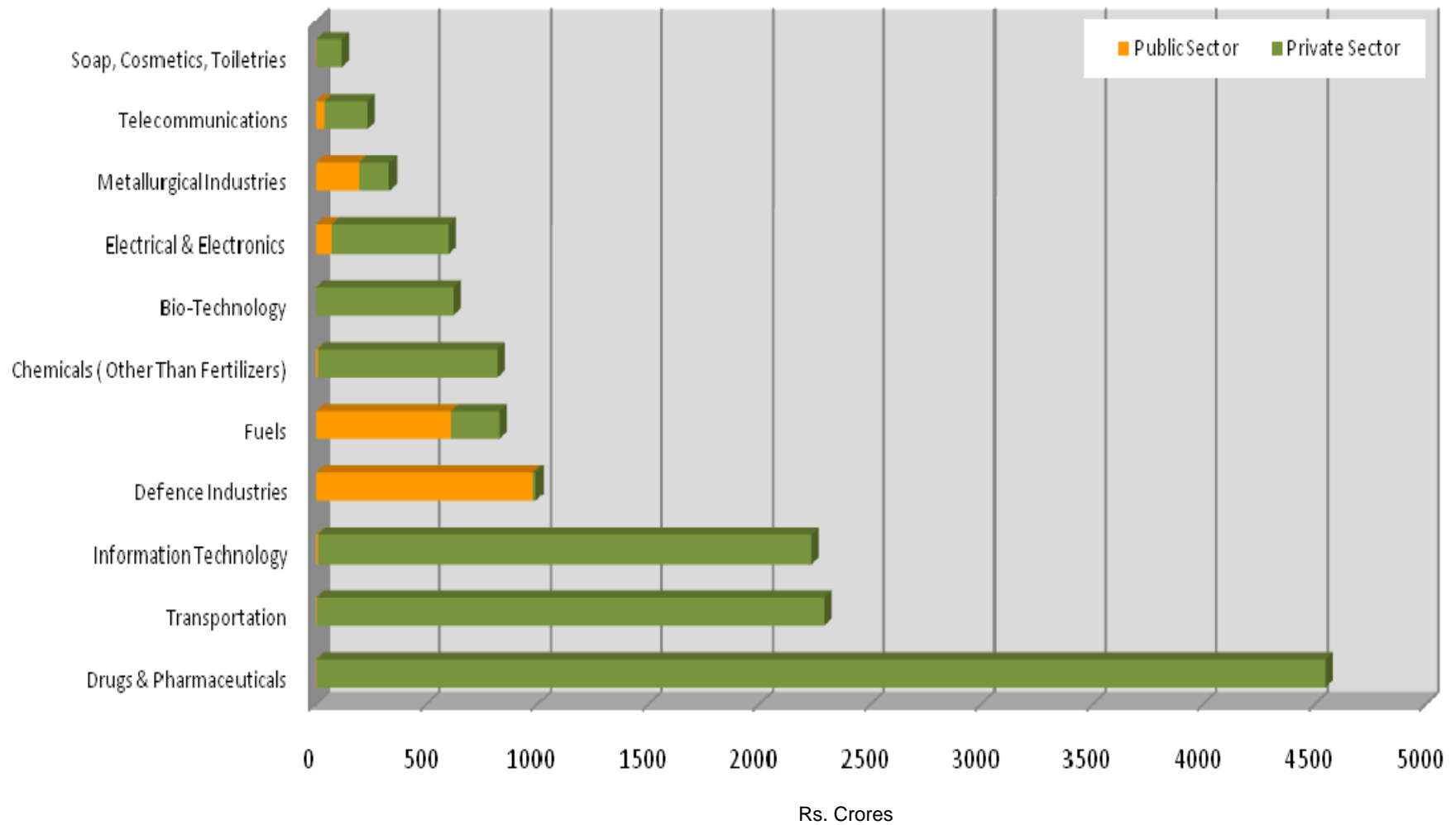
NATIONAL R&D EXPENDITURE SECTOR -WISE, 2009-10



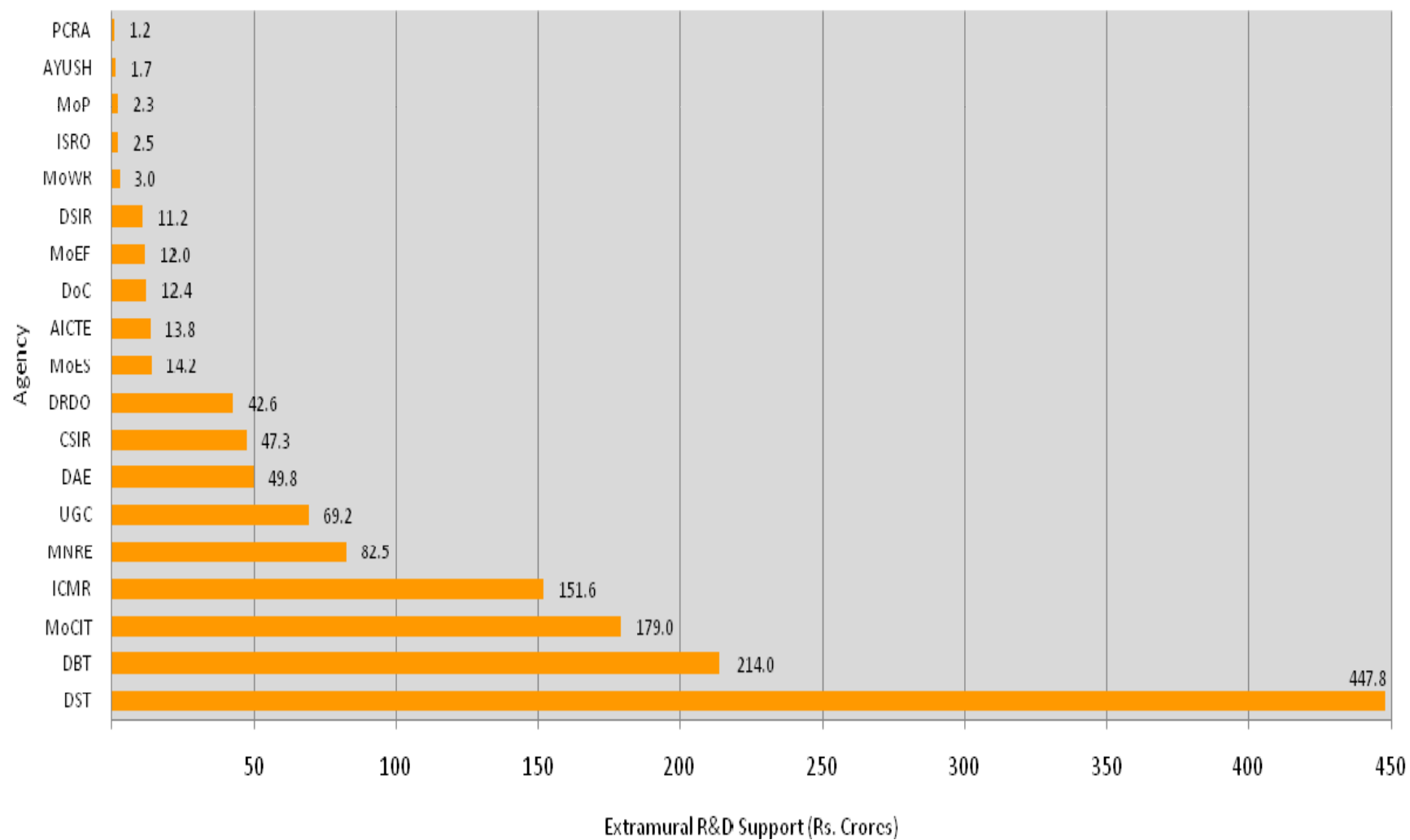
PERCENTAGE SHARE OF GOVERNMENT AND BUSINESS ENTERPRISE SECTOR IN GERD



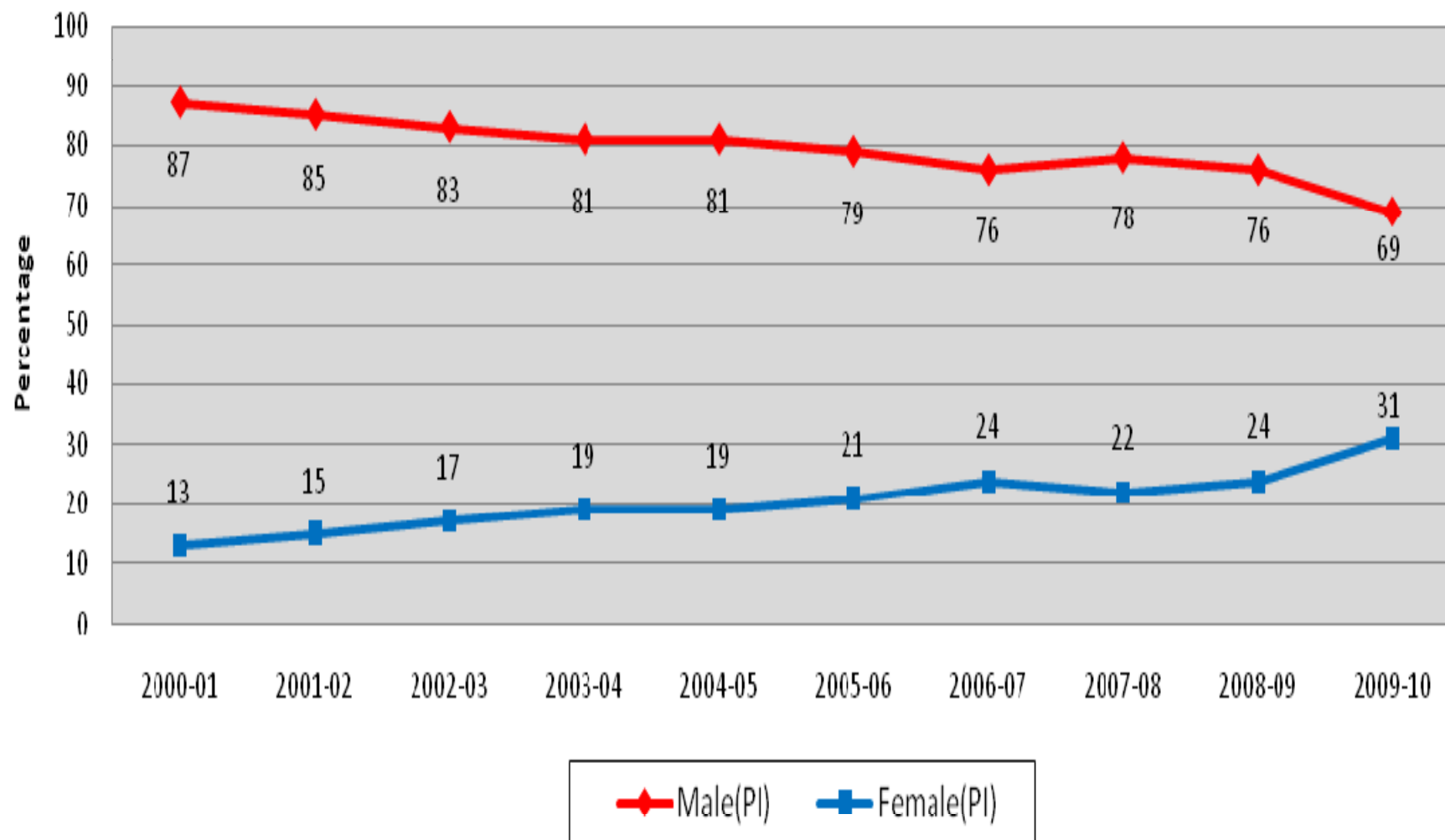
R&D EXPENDITURE BY LEADING INDUSTRIES GROUPS, 2009-10



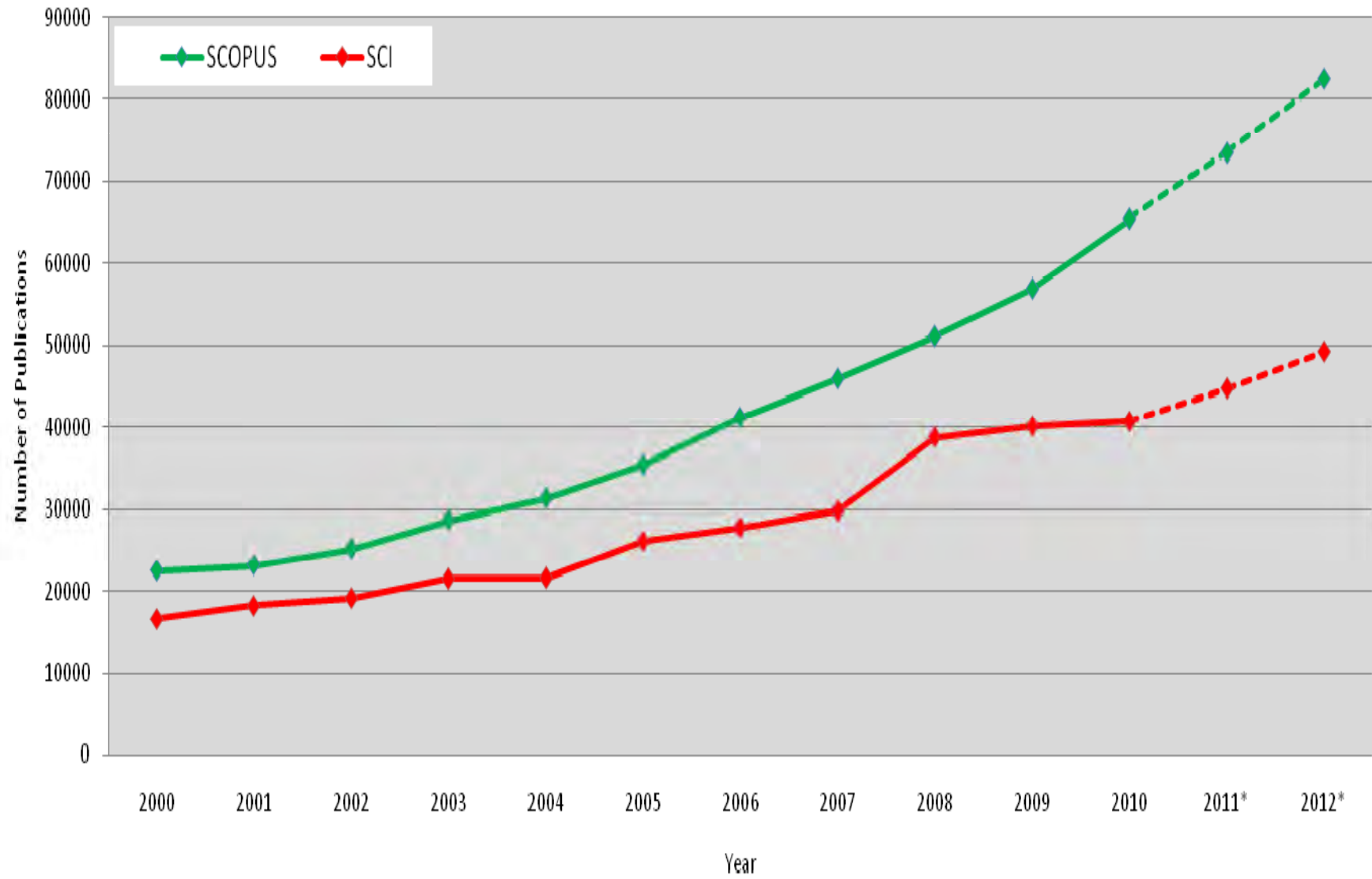
AGENCY-WISE SUPPORT TO EXTRAMURAL R&D PROJECTS, 2009-10



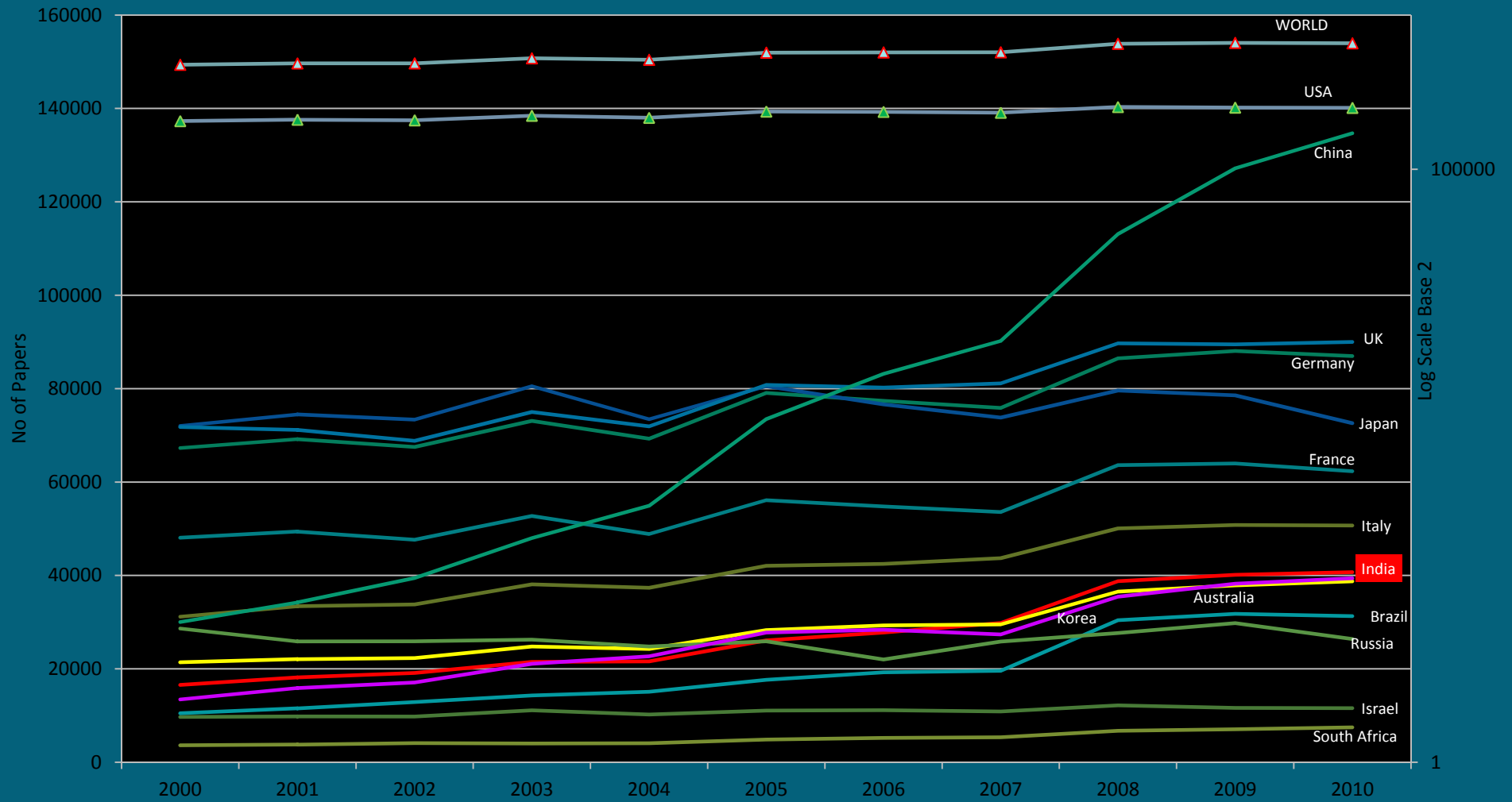
GENDER PARTICIPATION IN EXTRAMURAL R&D SUPPORT BY CENTRAL S&T AGENCIES



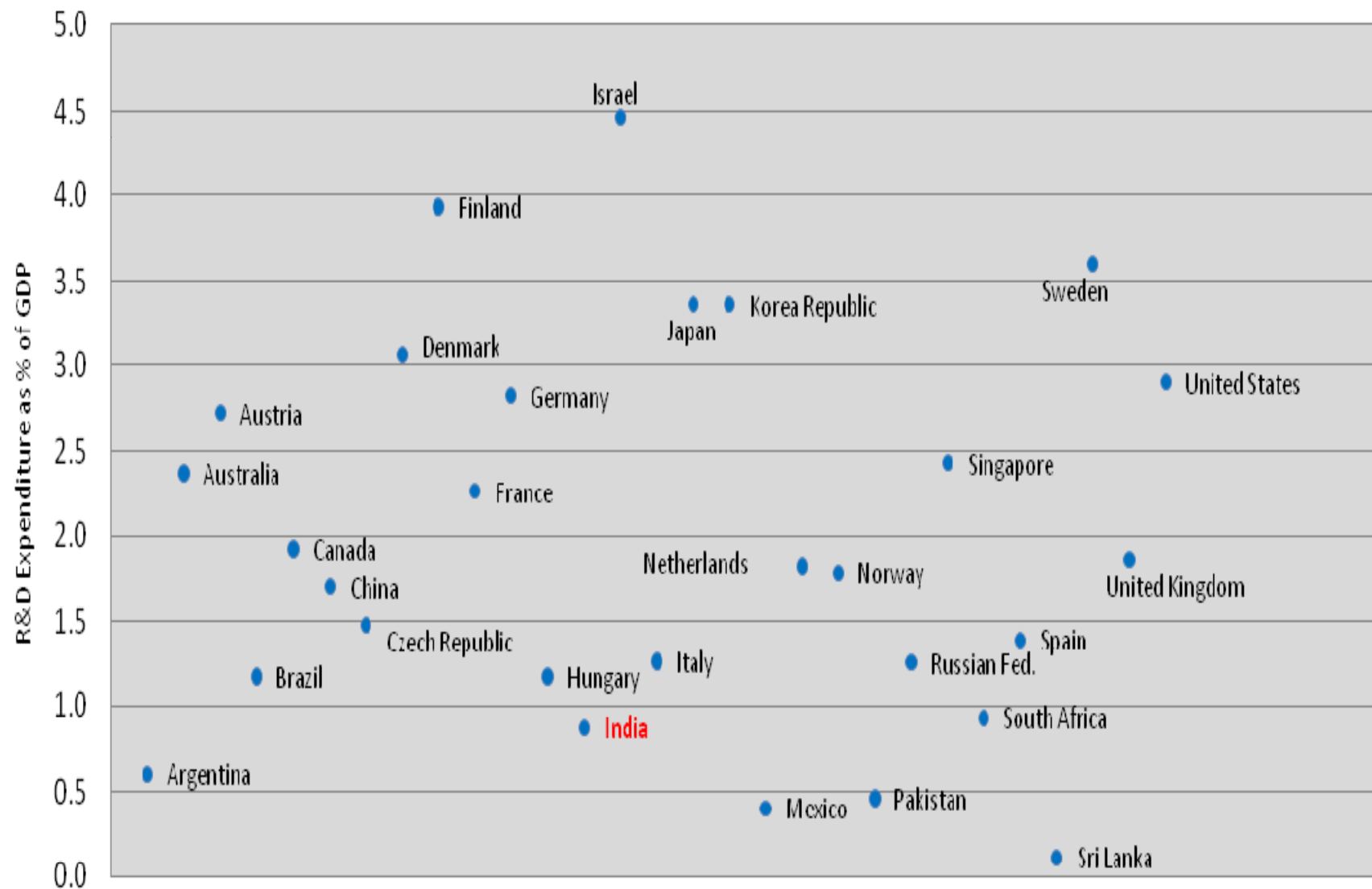
INDIA'S RESEARCH PUBLICATION TREND, 2000-2012



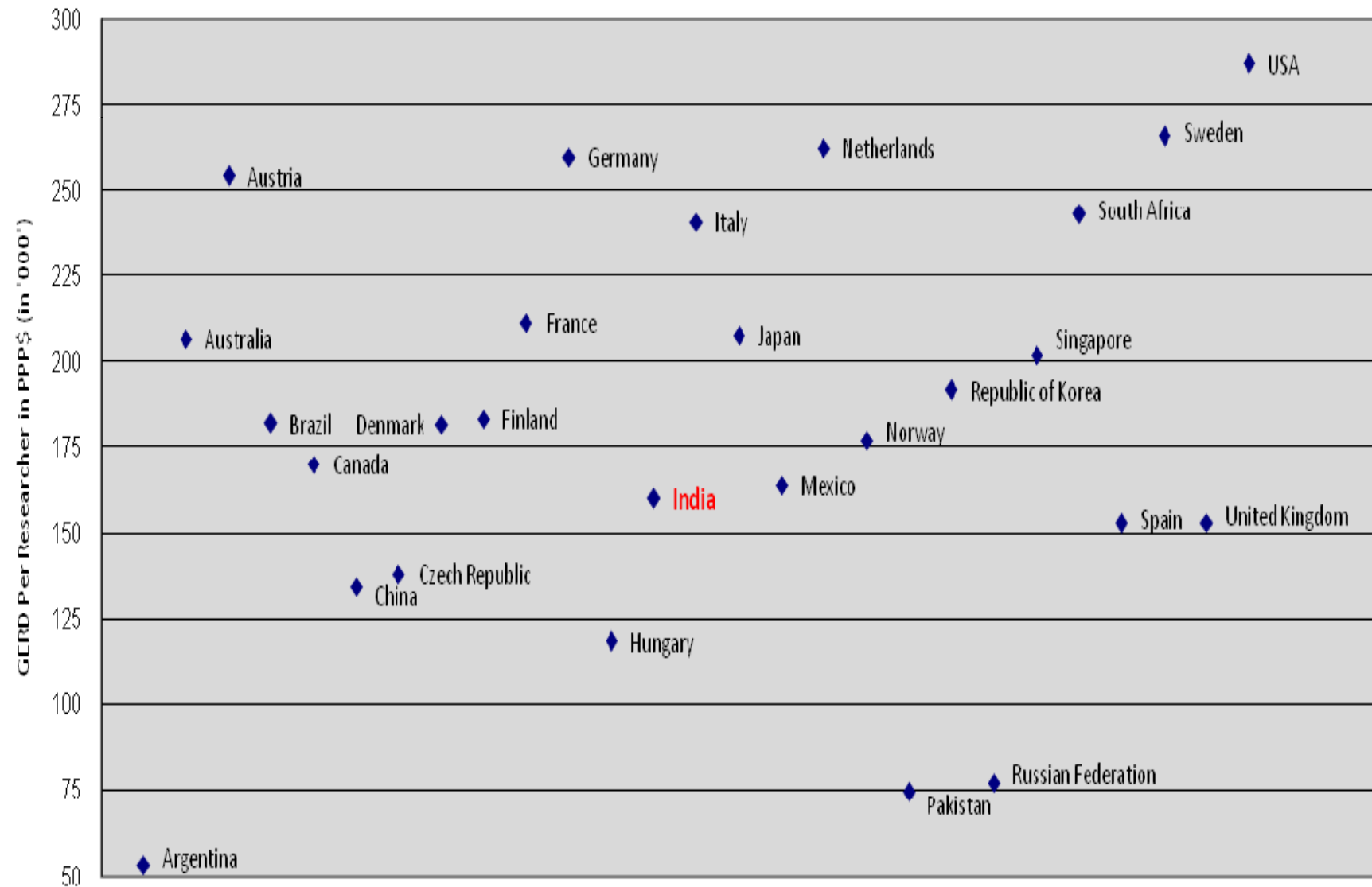
TRENDS IN SCIENTIFIC PUBLICATIONS BY SELECT COUNTRIES



R&D EXPENDITURE AS % OF GDP FOR SELECTED COUNTRIES, 2009



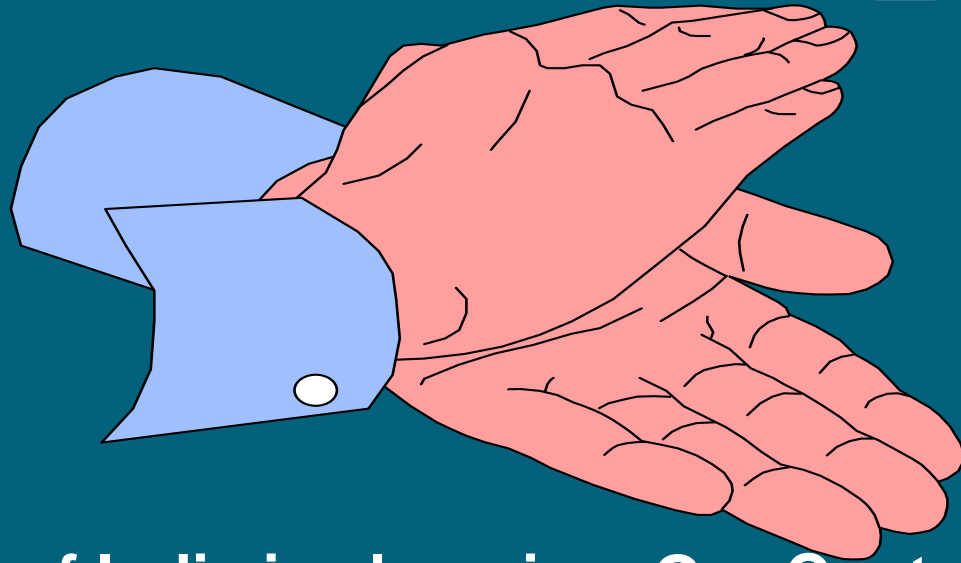
GERD PER RESEARCHER FOR SELECTED COUNTRIES, 2009



NSTMIS Division has its own website

nstmis web site

www.nstmis-dst.org



Context of India is changing. Our Content must match.

Thank you



**HOUSEHOLD SURVEY ON EDUCATION
BEING CONDUCTED BY
NATIONAL SAMPLE SURVEY OFFICE
(NSSO)**
SDRD,NSSO

3/7/2014

Introduction

- ❏ India is a diversified country where multitudes of socio-economic cultures, languages and religions co-exist.
- ❏ Importance of household survey through appropriate stratification hardly needs any mention.
- ❏ Households are the prime stakeholders by virtue of consumers of education services.
- ❏ Generation of information on education and the expenditure by individuals through a specialised household survey, therefore, has special significance.
- ❏ Need for uniform standard in concepts and definitions for comparability over time and at national, sub-national and international levels.

Surveys of NSSO on Education

- ✿ The National Sample Survey Office (NSSO) conducts comprehensive all-India household survey on 'Education', generally, once in ten years.
- ✿ This apart, person-wise information on literacy and educational attainment is collected for each surveyed household in all the household surveys of NSSO.
- ✿ In the quinquennial surveys of employment and unemployment, particulars of attendance in educational institutions are also recorded.
- ✿ Educational institutes are also covered in NSS surveys on service sector enterprises, the last such survey was conducted in NSS 67th Round (2010-11) on unincorporated non-agricultural enterprises.



NSS past surveys on Education

- The NSSO conducted first all-India survey on social consumption in its **35th** round (July, 1980 – June, 1981)
- Subsequently, the subject of social consumption was covered by the NSSO in its **42nd** round (July, 1986 – June, 1987) , **52nd** round (July, 1995 – June, 1996) and **64th** Round (July, 2007-June, 2008).
- Latest survey conducted by NSSO was in its NSS **71st** Round (January-June, 2014) on “Social Consumption: Education”.

Aspects covered in the survey

- ✿ The surveys generally covered both qualitative and quantitative aspects of educational services received by households.
- ✿ **Qualitative** aspects include distance of school from household, literacy, educational level attained, current attendance/enrolment, drop-out, reason for drop-out, etc.
- ✿ **Quantitative** aspects of educational services include expenditure incurred by households in availing themselves of these services with its break-up into tuition fees, transport costs, etc.

New features of NSS 71st Round (January-June, 2014)

- Information on IT literacy for the persons of age 14 years and above.
- Reason for preferring private institution.
- Language mainly spoken at home
- Whether taking private coaching and the reasons for that.

Outline of Sampling Design

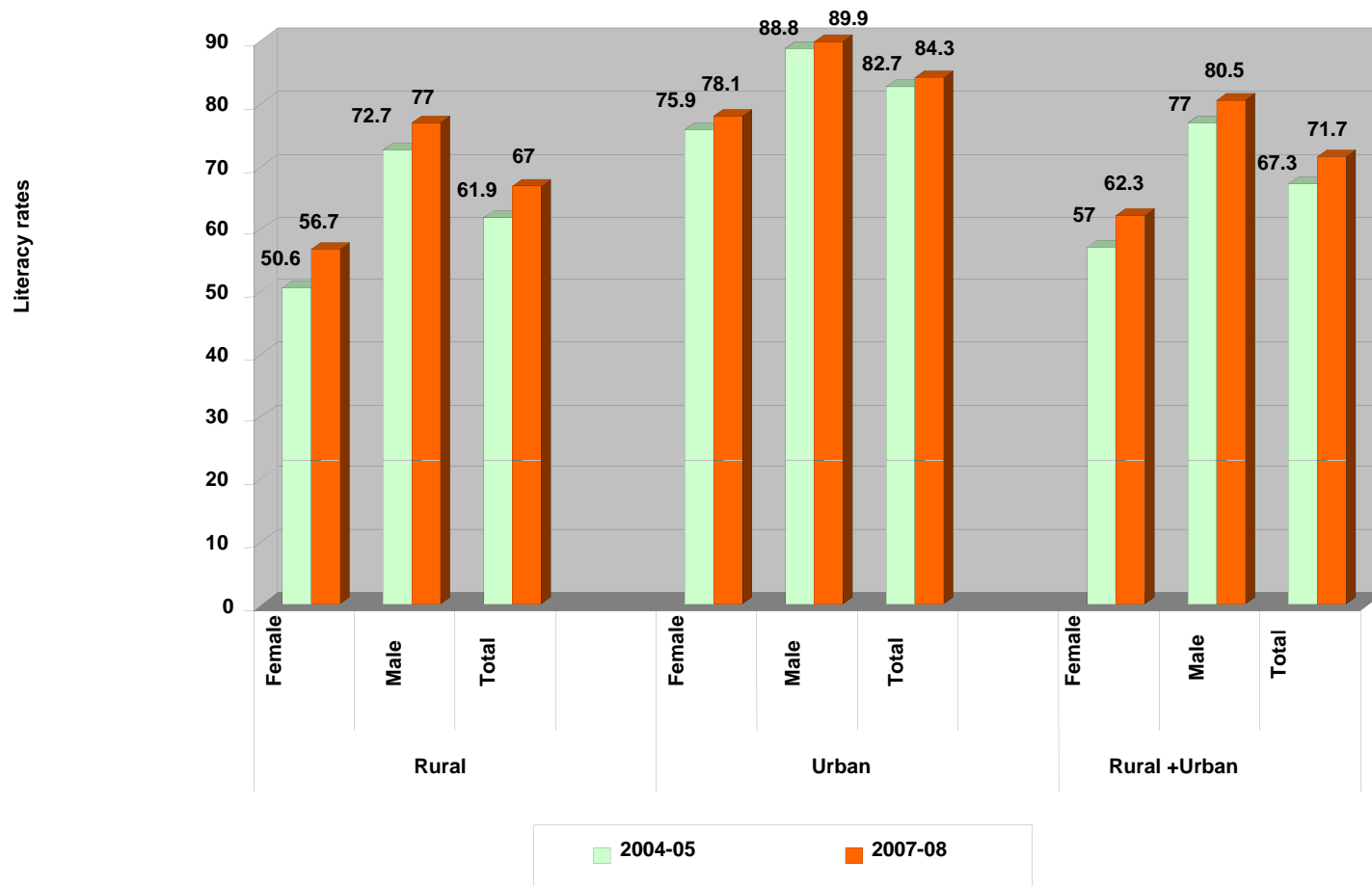
- ☀ Stratified multi-stage sampling design.
- ☀ First stage units (FSU) (census villages for rural sector and Urban Frame Survey (UFS) blocks for urban sector) are selected through PPSWR.
- ☀ 4580 rural FSUs out of approximately 6.5 lakh villages and 3720 urban FSUs out of 6 lakh urban blocks for central sample were allocated at all-India level in NSS 71st Round.
- ☀ Ultimate stage units (USU) are households in both the sectors-drawn by SRSWOR.



Key Results of NSS 64th Round survey on Education

Literacy of population

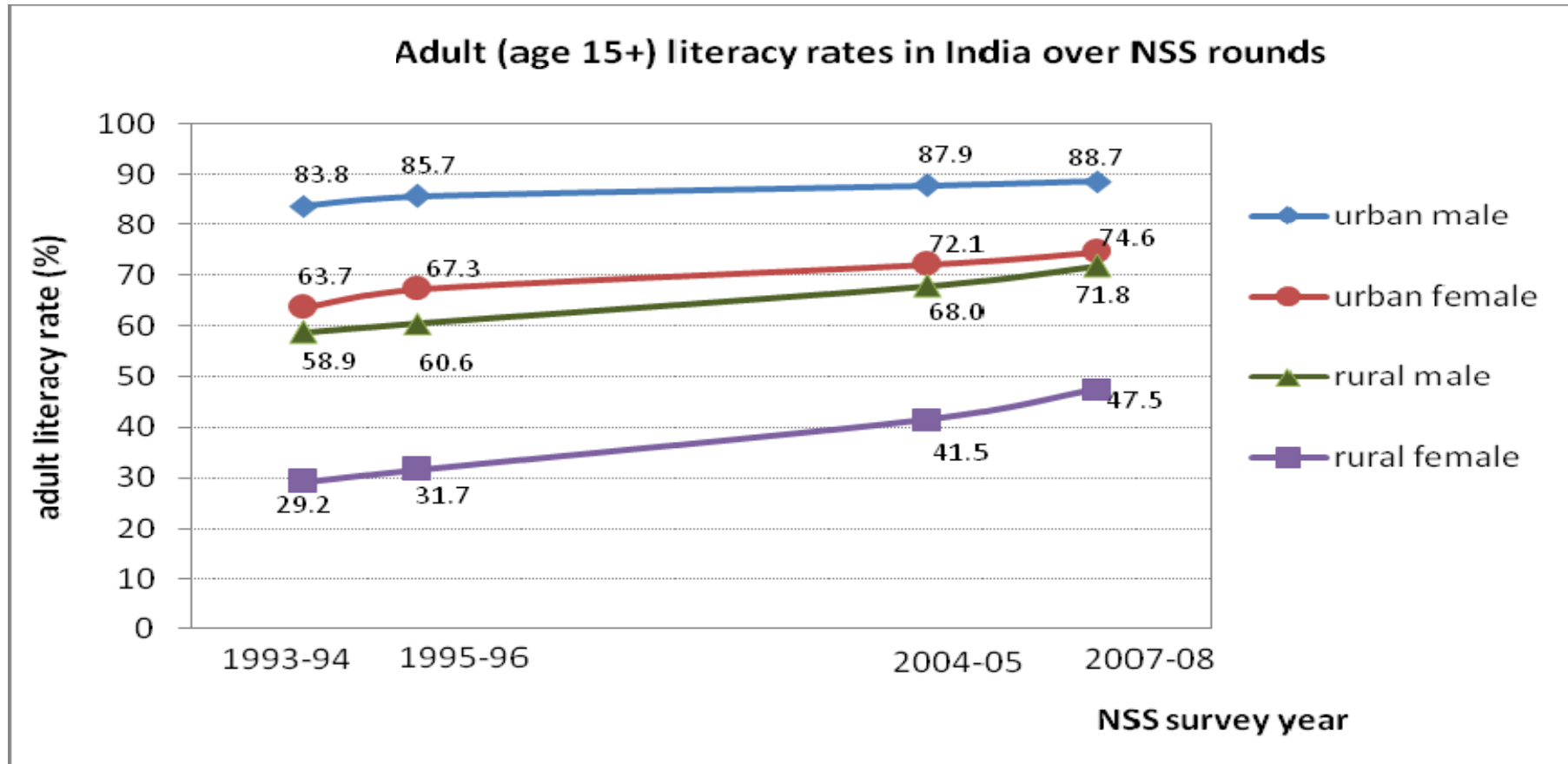
: Literacy rate (%) for persons in 7-plus age-group during 2007-08 and 2004-05 : All-India



Literacy rate: Census 2011 and NSS 64th Round (2007-08)

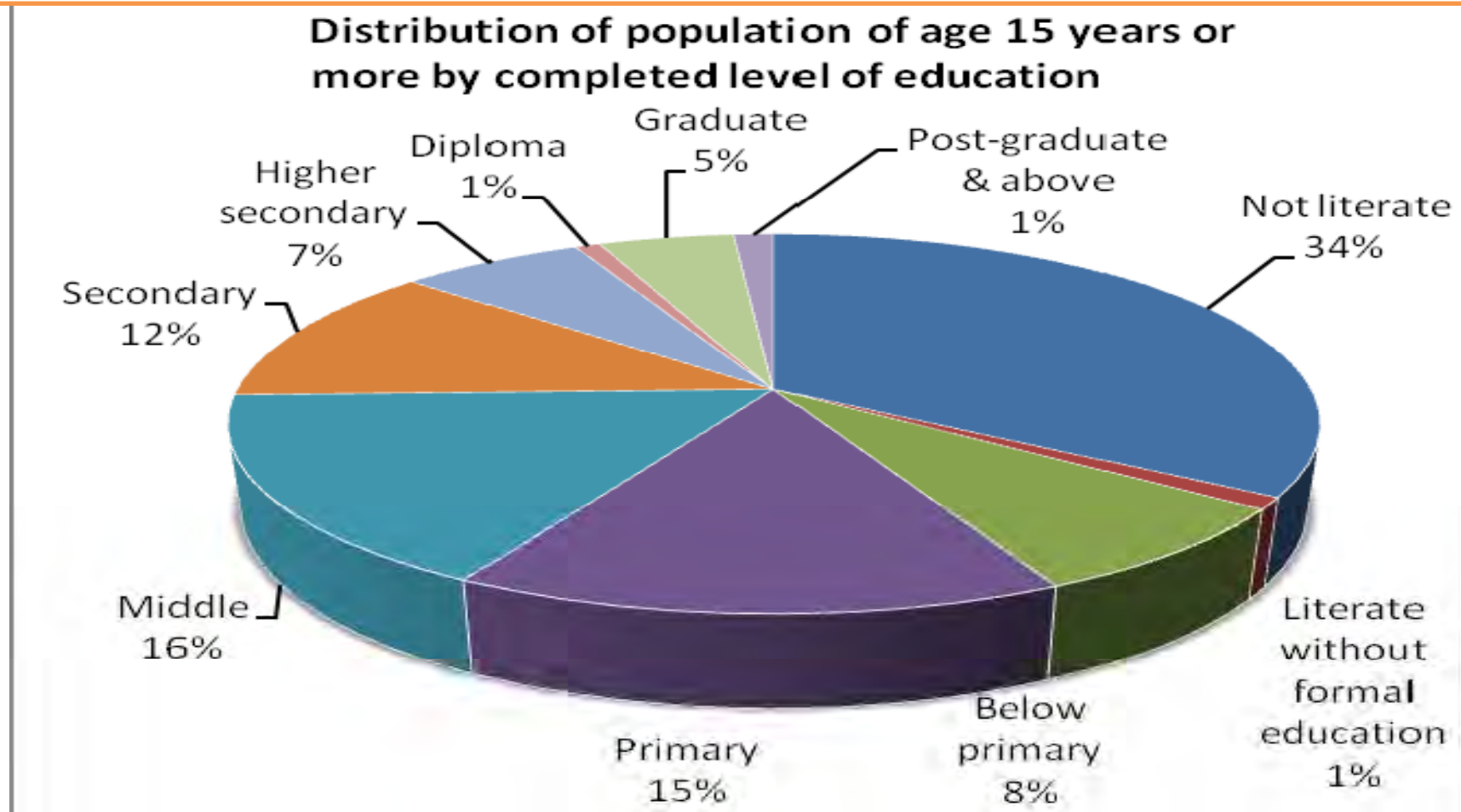
| | Census 2011 | NSS 64th round (2007-08) |
|-----------------------------------|--------------------|--|
| Population (age-7+)- male | 541 | 444 |
| Population(age-7+)- female | 511 | 420 |
| population(age-7+)- total | 1051 | 865 |
| Literacy rate(age-7+) - male | 82.14 | 80.5 |
| Literacy rate(age-7+) - female | 65.46 | 62.3 |
| Literacy rate(age-7+) - total | 74.04 | 71.7 |

Adult literacy

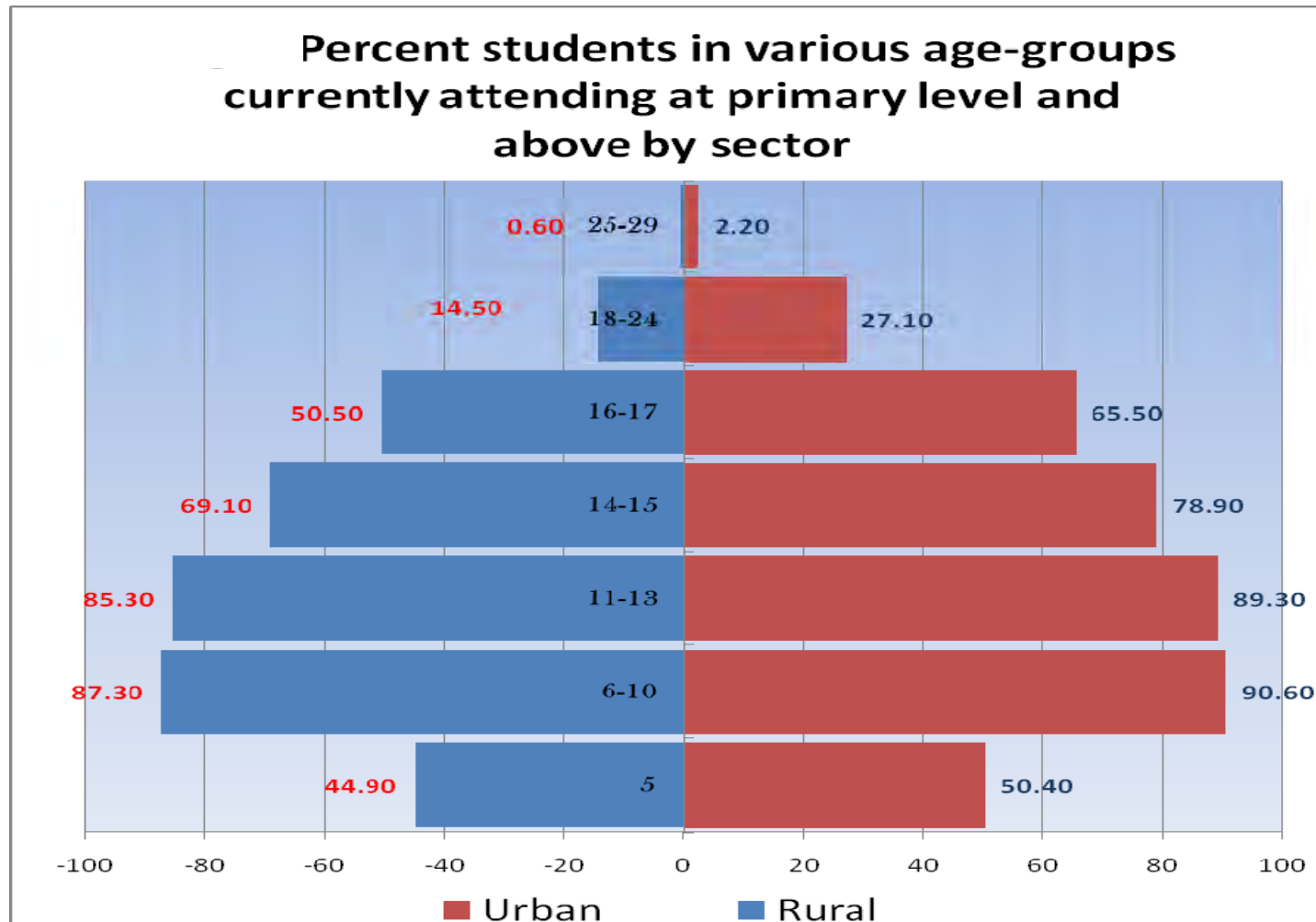


1993-94 (EUS, 50th rd.), 1995-96 (Social Consumption Survey, 52nd rd.), 2004-05 (EUS, 61st rd.) & 2007-08 (Education Survey, 64th rd)

Completed level of education of adult population



Attendance



Attendance Ratios

| | | All | Rural | Urban |
|-----------------|-----------------|-----|-------|-------|
| <u>GAR</u> (%) | Classes I-V | 104 | 105 | 103 |
| | Classes VI-VIII | 84 | 82 | 90 |
| | Classes IX-X | 70 | 66 | 85 |
| | Classes XI-XII | 48 | 41 | 65 |
| <u>NAR</u> (%) | Classes I-V | 84 | 84 | 85 |
| | Classes VI-VIII | 59 | 57 | 65 |
| | Classes IX-X | 41 | 38 | 51 |
| | Classes XI-XII | 27 | 23 | 40 |
| <u>ASAR</u> (%) | Age 6-10 | 88 | 87 | 91 |
| | Age 11-13 | 86 | 85 | 89 |
| | Age 14-17 | 64 | 61 | 72 |
| | Age 18-24 | 18 | 15 | 27 |

Free education

Percentage of currently attending students getting free education at different levels of school education

| Level of education | Rural | | | Urban | | | Rural + Urban | | |
|--------------------|--------|------|-------|--------|------|-------|---------------|------|-------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| Primary | 82.4 | 77.2 | 79.6 | 43.6 | 36.4 | 39.7 | 74.3 | 68.6 | 71.2 |
| Middle | 78.5 | 72.5 | 75.2 | 47.7 | 43.2 | 45.3 | 70.6 | 65.4 | 67.8 |
| Sec. & HS | 58.2 | 51.0 | 53.9 | 40.1 | 31.0 | 35.1 | 52.0 | 45.0 | 47.9 |



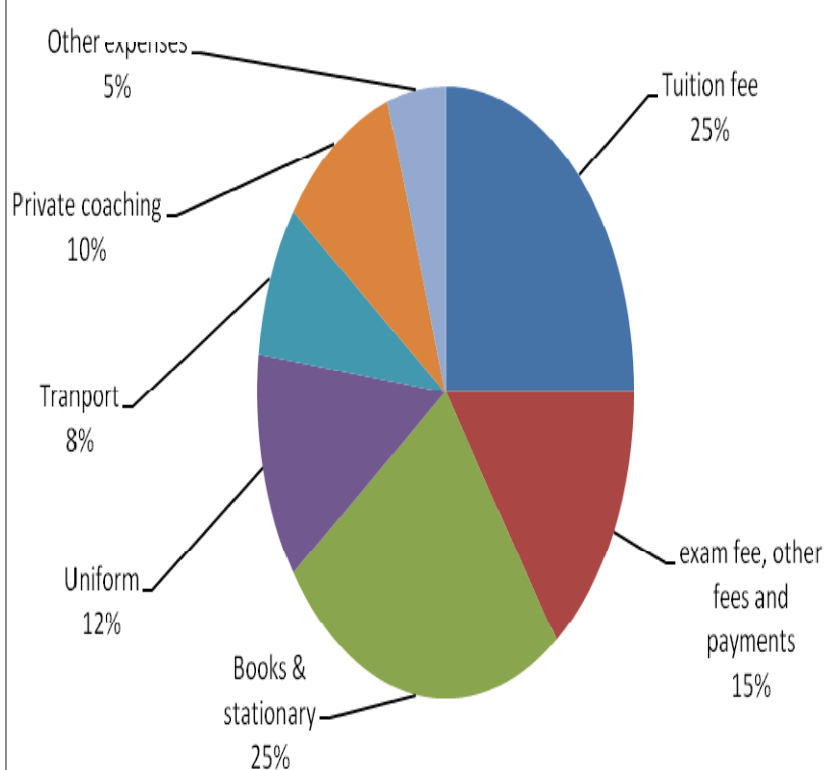
Average expenditure on education

Average expenditure (Rs.) per student per course by type of education

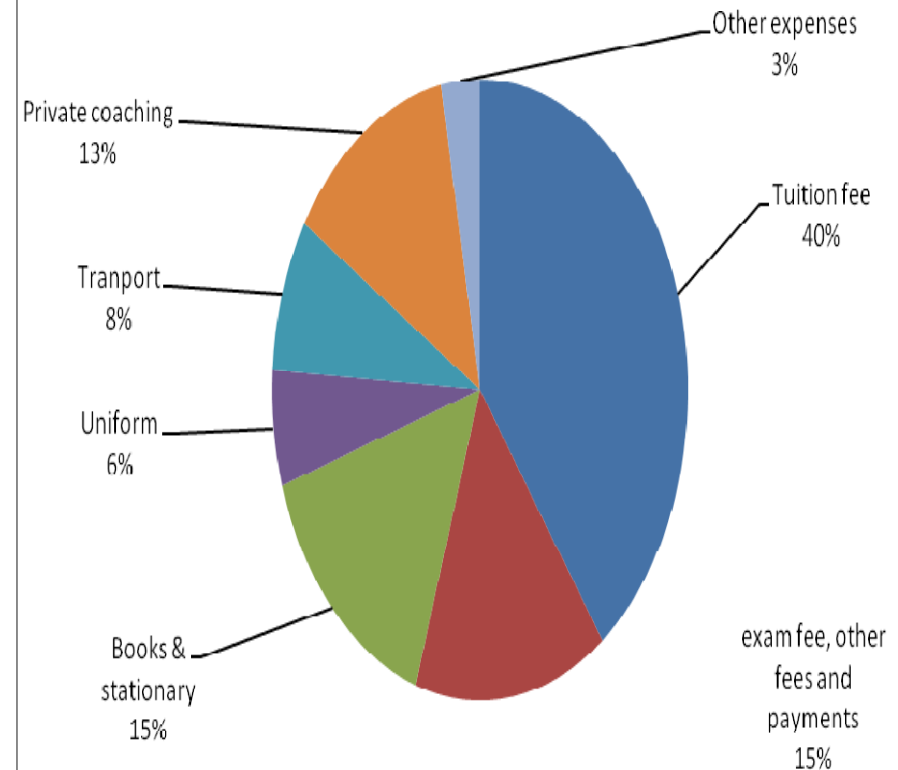
| Type of education | Rural | | | Urban | | | Rural + Urban | | |
|-----------------------|--------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| Above HS (General) | 5924 | 6582 | 6327 | 8532 | 8404 | 8466 | 7324 | 7386 | 7360 |
| General education-all | 1382 | 1684 | 1551 | 4863 | 5351 | 5128 | 2293 | 2595 | 2461 |
| Technical Education | 23760 | 28453 | 27177 | 33714 | 35630 | 34822 | 31111 | 32695 | 32112 |
| Vocational Education | 16227 | 12624 | 13699 | 19737 | 15263 | 17016 | 17705 | 13480 | 14881 |

Components of private expenditure on education

Per cent distribution of private expenditure on Education into items of Expenditure in Rural India



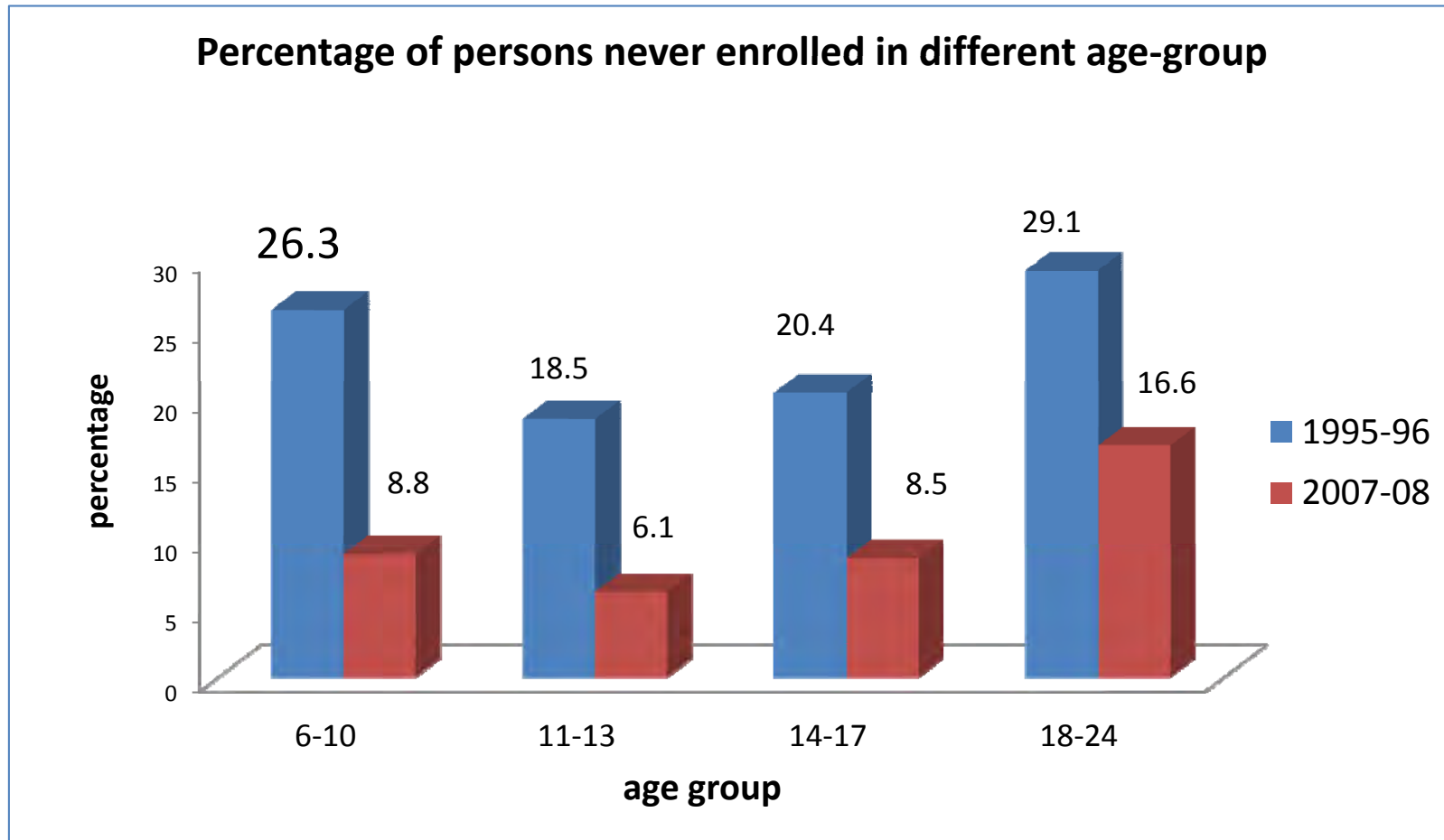
Per cent distribution of private expenditure on education into items of expenditure in urban India



Percentage of ever-enrolled persons aged 5-29 years by current attendance for each completed level of education

| level of education (completed) | currently attending any course | currently not attending | | estd. (00) no. of ever enrolled persons aged 5-29 years |
|--------------------------------|--------------------------------|-------------------------------|-----------------------------------|---|
| | | completed last enrolled level | not completed last enrolled level | |
| not completed any level | 19.0 | 0.0 | 81.0 | 18056 |
| informal education | 82.4 | 1.1 | 16.5 | 6456 |
| pre-primary | 86.0 | 0.2 | 13.9 | 1420478 |
| primary | 54.7 | 18.9 | 26.4 | 1080587 |
| middle | 43.4 | 25.4 | 31.2 | 693578 |
| secondary | 40.7 | 43.3 | 16.0 | 438873 |
| higher secondary | 49.7 | 43.8 | 6.5 | 259285 |
| diploma | 20.5 | 77.1 | 2.3 | 25820 |
| graduation | 20.6 | 77.5 | 2.0 | 116308 |
| post grad. & above | 9.9 | 89.6 | 0.5 | 30944 |
| all | 60.2 | 20.1 | 19.7 | 4090393 |
| estd no. (00) | 2461642 | 823845 | 804906 | xxx |

Never-enrolment



THANK YOU



3/7/2014

SDRD,NSSO

Gross Attendance ratio (GAR)

$$= \frac{\text{Number of persons attending class I – V}}{\text{Estimated population in the age – group 6 – 10}} \times 100$$

For the class-groups of school education, i.e. I-V, VI-VIII, IX-X and XI-XII, the corresponding official age-groups are taken as 6-10, 11-13, 14-15 and 16-17 respectively.)



Net Attendance Ratio (NAR)

$$= \frac{\text{Number of persons of age 6 – 10 years attending class I – V}}{\text{Estimated population in the age – group 6 – 10}} \times 100$$



Age-specific Attendance Ratio (ASAR)

$$= \frac{\text{Number of persons of age 6 – 10 years attending educational institutions}}{\text{Estimated population in the age – group 6 – 10}} \times 100$$





International experience of collecting, compiling, publishing and utilising education data and lessons for India



UNESCO
INSTITUTE
for
STATISTICS

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www.uis.unesco.org

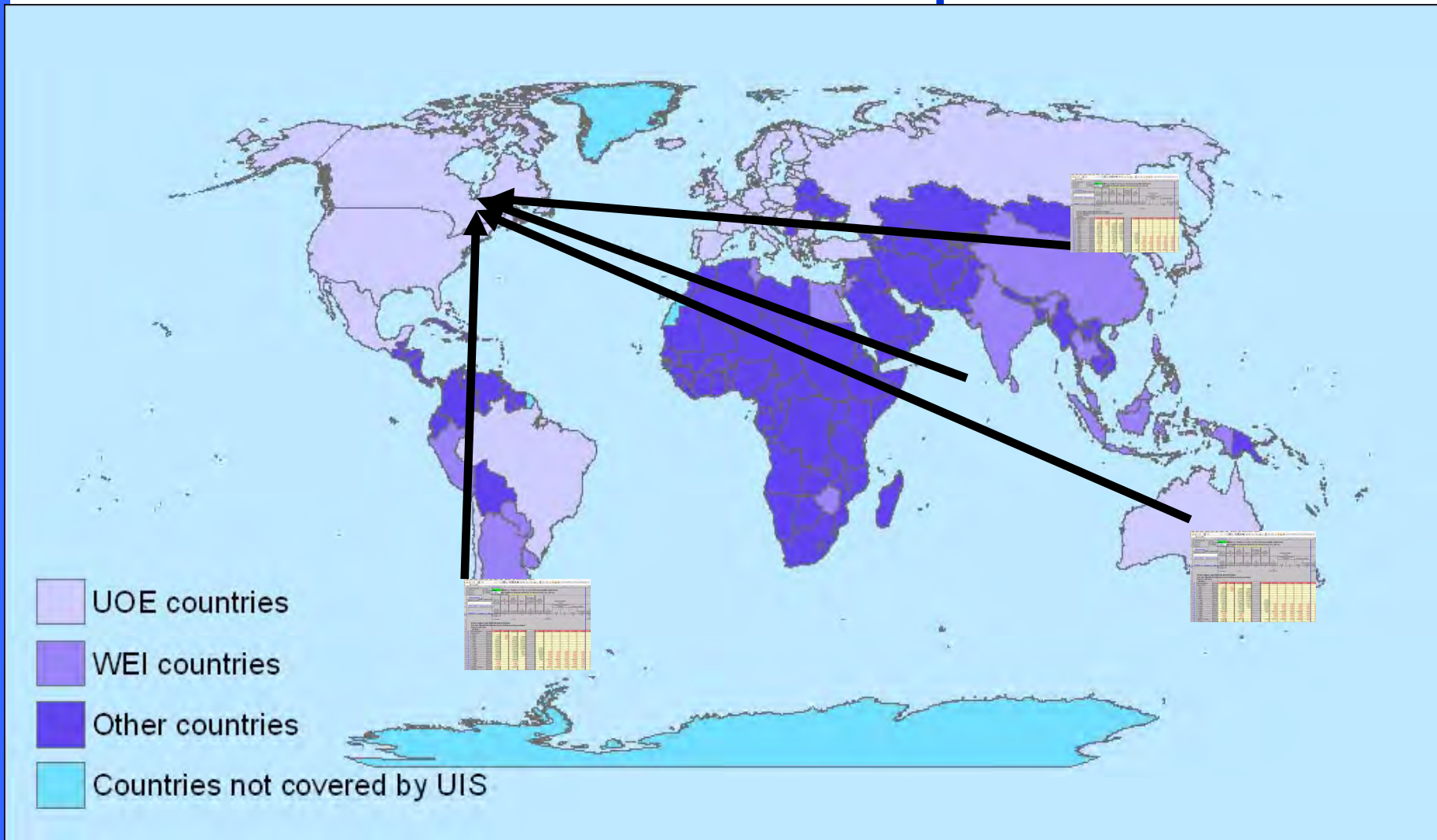
International education data, what for?

Internationally comparable data...

- Allows to **compare** education systems
 - Share knowledge about good practices
 - Offer external view on national systems
- Allows countries to **monitor** and benchmark their progress towards development goals at international level
 - Inform the international community of neglected areas
 - Compared the progress with other countries
- Developing, informing and amending appropriate policies, ensuring decisions are **evidence-based**



to international comparisons



Collects education data annually from 162 developing countries and additional 15 countries on WEI

Why international comparable indicators?

- International indicators ensure comparability across countries and help to go beyond the national perspective

- **BUT:**
 - International indicators do NOT provide better information than national indicators when looking at ONE country isolated

- **That is why:**
 - Only issues for which the international perspective adds value should be taken into account

Data processing report



WEI REGULAR DATA COLLECTION

Thank you for completing the WEI Regular Data Collection Survey 2012 for the academic and finance year ending in 2011 (ENRL, ENTR, PERS and FINANCE). Please find below a report requesting clarifications on the data submitted.

We would appreciate to receive your response to this report by March 27th in order to ensure that your country's data can be disseminated in a timely manner and included in international reports.

Please send your response to Ms. Tin Nam Ho (tn.ho@unesco.org).

12 March 2013

RESPONDENTS: Mr. Vijay Bhasker Sharma
Senior Statistical Officer
Ministry of Human Resource Development
bhasker1953@yahoo.co.in

Mr. Sanjay Digi
Director - Statistics
Ministry of Human Resource Development
sanjay.digi@nic.in / sanjaydigi@yahoo.com

GENERAL

Missing codes "a, m, n, x" are used based on the revised ISCED mapping. Please verify.

Comment/explanation:

During the bilateral meeting in Bangkok May 2012, it is mentioned that:

Comment/explanation:

- For foreign / mobile students in ENRL8 and ENRL9, results from survey on higher education would be available by July 2012. However, data are missing. Please provide data.

Comment/explanation:

- ENTR at ISCED 5 and GRAD at ISCED 5 and 6 are collected and would be available the following year. However, data are missing. Please provide data.

Comment/explanation:

- Data or estimates for CLASS and CURR are not available. Therefore, data have been changed to 'm' for missing.

Comment/explanation:

DATA ISSUES

ENROLMENT

ENRL1, ENRL1 Adult and ENRL3

At ISCED 1, enrolment is reported to be 143,704,722 in ENRL1 but adult education is 5,957,905 therefore enrolment excluding adult education is 137,746,817 (143,704,722 - 5,957,905). However, it is reported as 135,316,946 in ENRL3. What are the additional 2,429,871 students (137,746,817 - 135,316,946)?

| | |
|--|-----------------------|
| (1) ENRL1: | 143,704,722 |
| (2) ENRL1_Adult: | 5,957,905 |
| (3) Enrolment excluding adult education: | 137,746,817 (1) - (2) |
| (4) ENRL3: | 135,316,946 |
| (5) Difference: | 2,429,871 (3) - (4) |

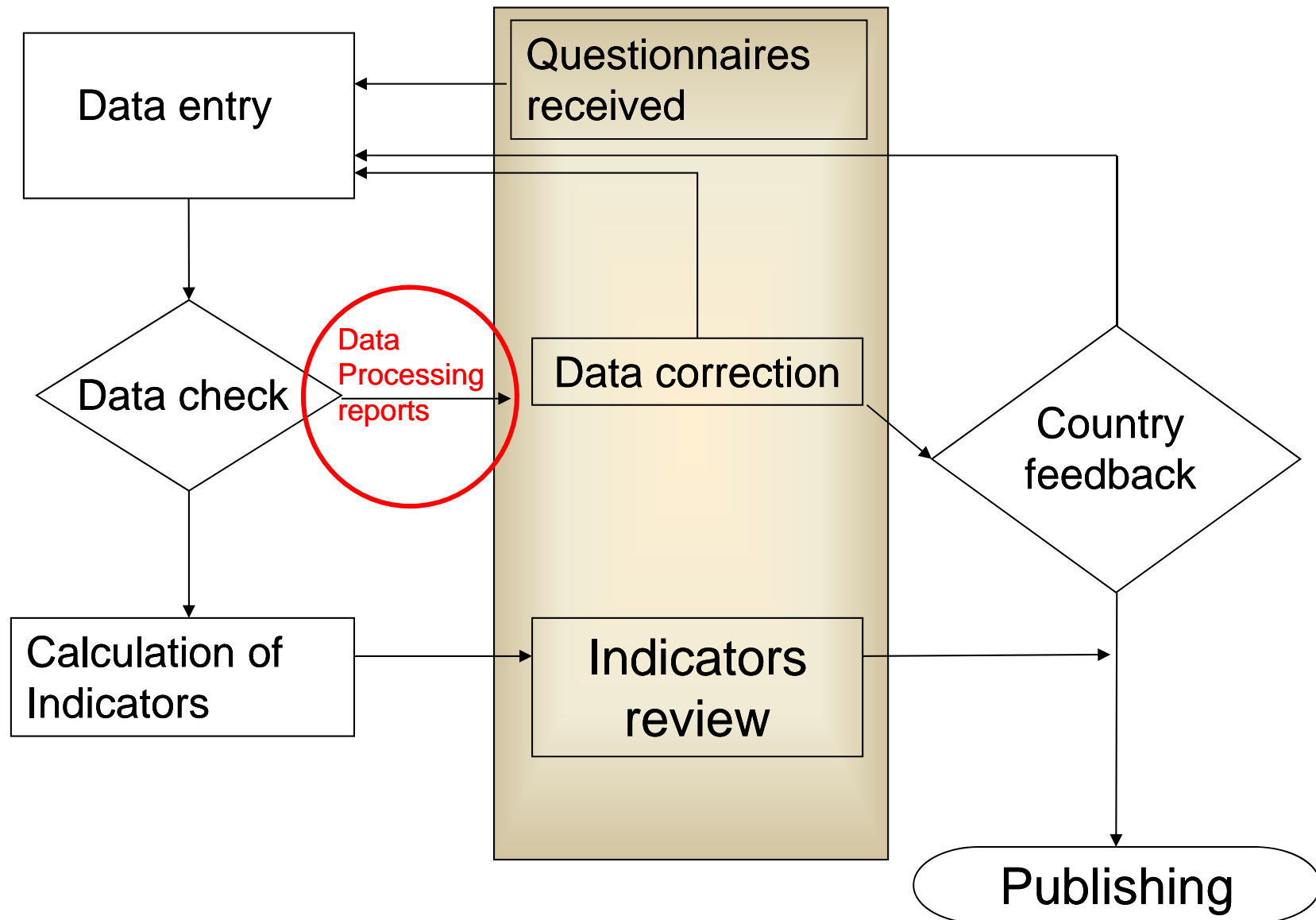
Comment/explanation:

ENRL1

At ISCED 5A, female enrolment increases 26.2% and at ISCED 5B total enrolment increases 162.5%. Please explain.

| Year | Students enrolled in Tertiary Education (ISCED level 5 and 6) | | |
|------|---|----|----|
| | Total 5A+5B+6 | 5A | 5B |
| | | | |

Data processing and validation at UIS

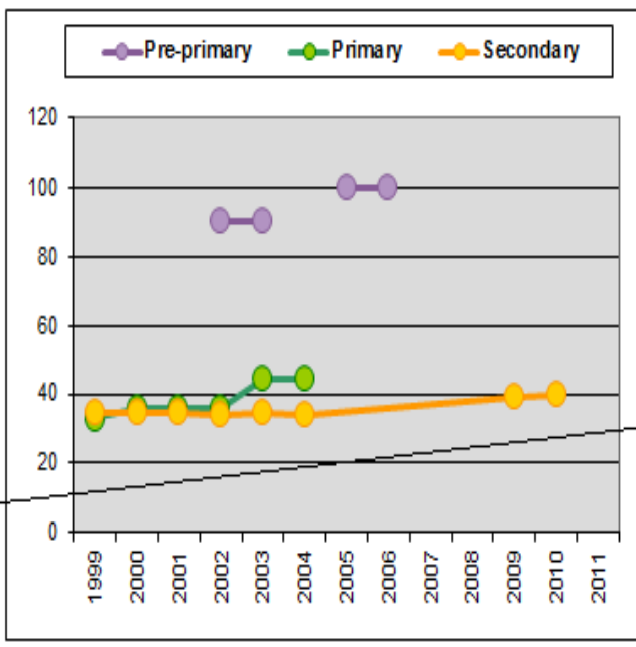


Education Indicators Country Review

Teaching staff

| India | Year | Percentage of female teachers | | |
|-----------------|------|-------------------------------|---------|-----------|
| | | Pre-primary | Primary | Secondary |
| (EFA base year) | 1999 | ... | 32.9 * | 34.3 ** |
| | 2000 | ... | 35.6 * | 34.3 |
| | 2001 | ... | 36.0 | 34.3 |
| | 2002 | 90.1 | 36.0 | 34.2 |
| | 2003 | 90.0 | 44.0 | 34.6 |
| | 2004 | ... | 44.0 ** | 33.9 |
| | 2005 | 100.0 | ... | ... |
| | 2006 | 100.0 | ... | ... |
| | 2007 | ... | ... | ... |
| | 2008 | ... | ... | ... |
| | 2009 | ... | ... | 39.0 |
| | 2010 | ... | ... | 40.0 |
| | 2011 | ... | ... | ... |

| India | Year | Percentage of trained teachers | | |
|-------|------|--------------------------------|---------|-----------|
| | | Pre-primary | Primary | Secondary |
| | 1999 | ... | ... | ... |
| | 2000 | ... | ... | ... |
| | 2001 | ... | ... | ... |
| | 2002 | ... | ... | ... |
| | 2003 | ... | ... | ... |
| | 2004 | ... | ... | ... |
| | 2005 | ... | ... | ... |
| | 2006 | ... | ... | ... |
| | 2007 | ... | ... | ... |
| | 2008 | ... | ... | ... |
| | 2009 | ... | ... | ... |
| | 2010 | ... | ... | ... |
| | 2011 | ... | ... | ... |



Definition

Number of female teachers, expressed as a percentage of the total number of teachers at the given level of education.

Formula school year ending in 2006

$$PFT = \text{Female teachers} / \text{All teaching staff} * 100$$

$$ISCED 0 = 738260 / 738260 * 100$$

$$ISCED 1 = \dots / \dots * 100$$

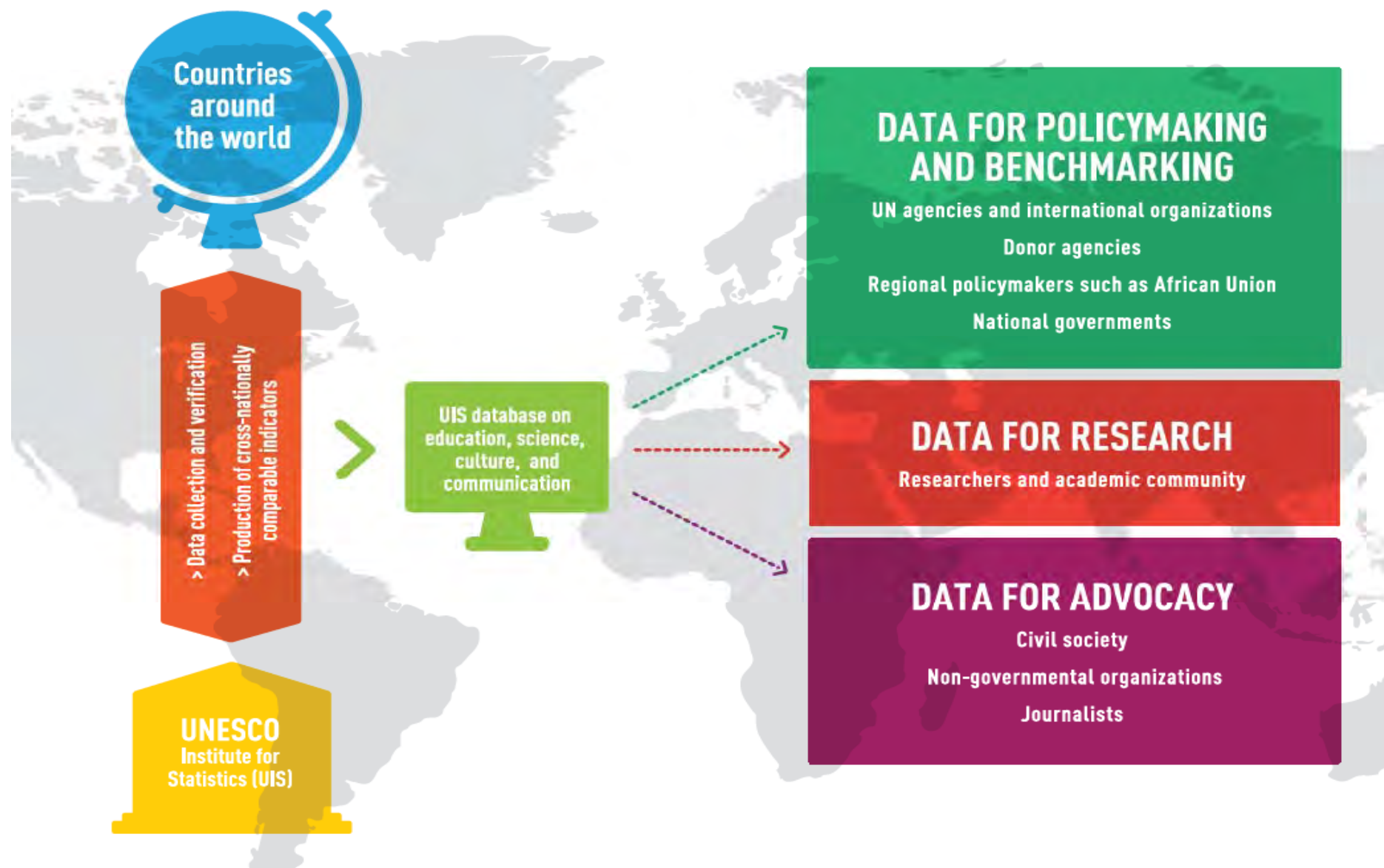
$$ISCED 2+3 = \dots / \dots * 100$$

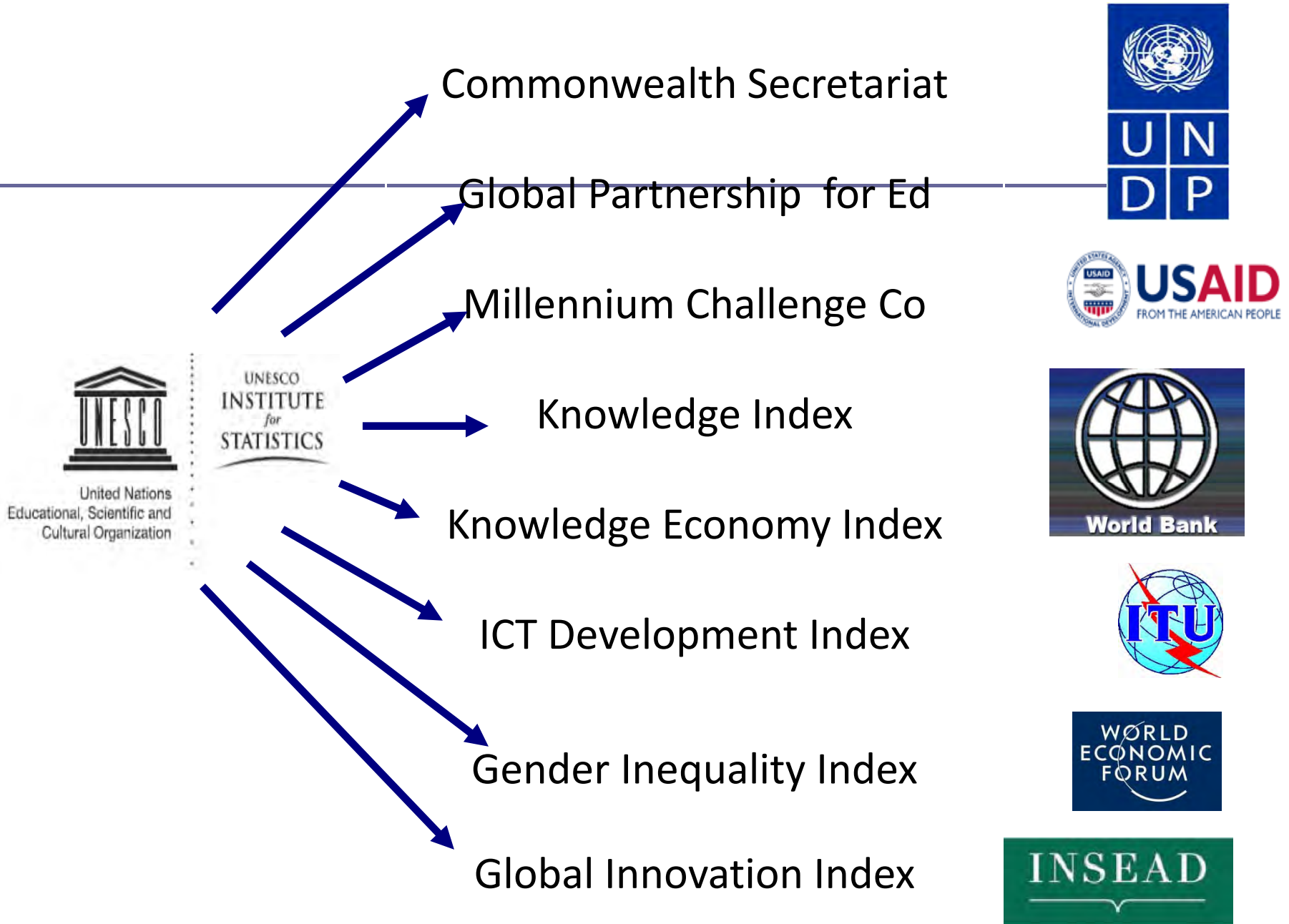
UIS:

With the reported data, PTR = 57 whereas in publication, it is around 46 in 2006. As discussed bilaterally in Bangkok (May 2012) with Dr Goel UIS suggested to estimate teachers based on the same PTR to all other schools.

Country's comments:

Importance of producing high quality international education data





Outputs and data dissemination

- **UIS data are featured in other institutions products**
 - ✓ International reports
 - ✓ Regional reports and publications



UIS E-Atlas series

- Allow users to export customized, professional quality, full color maps and graphs

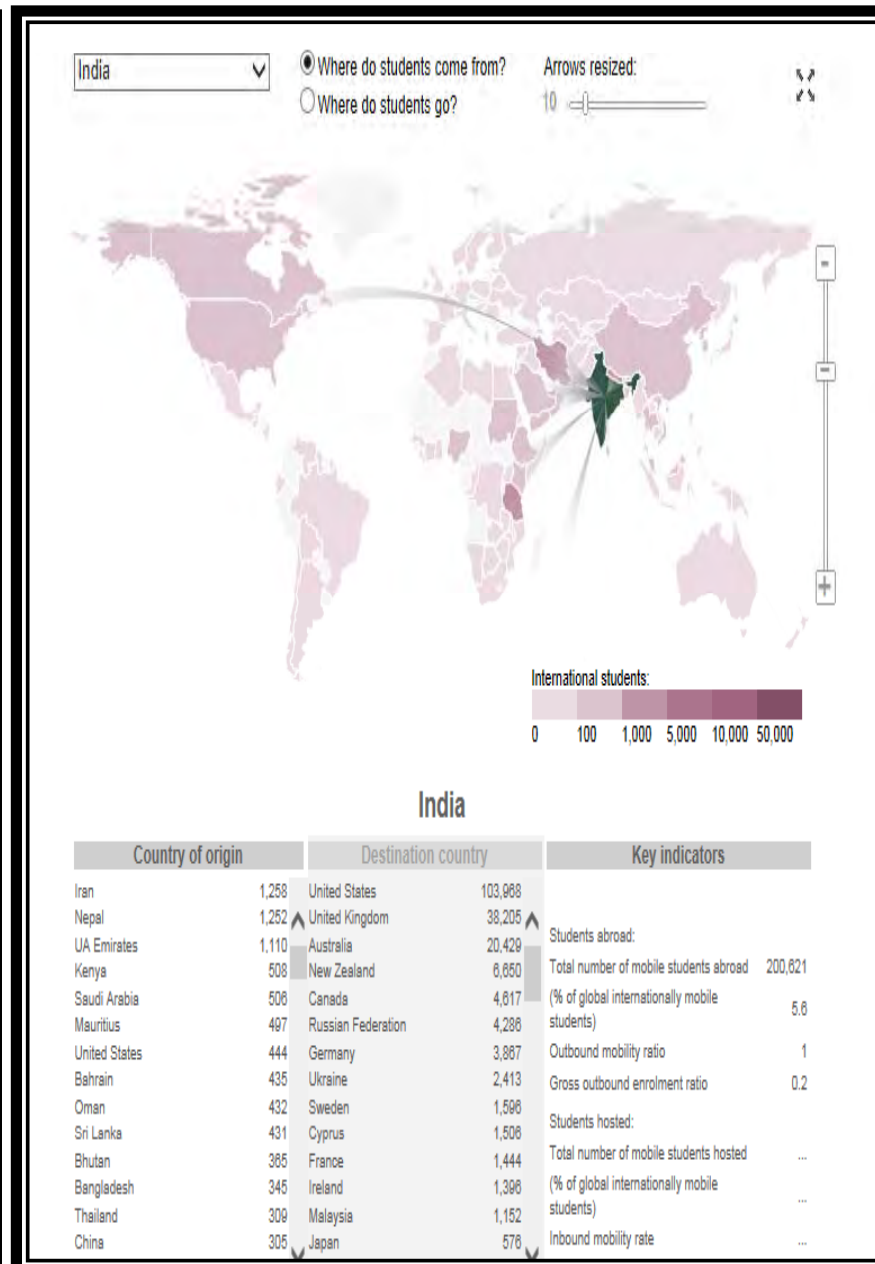
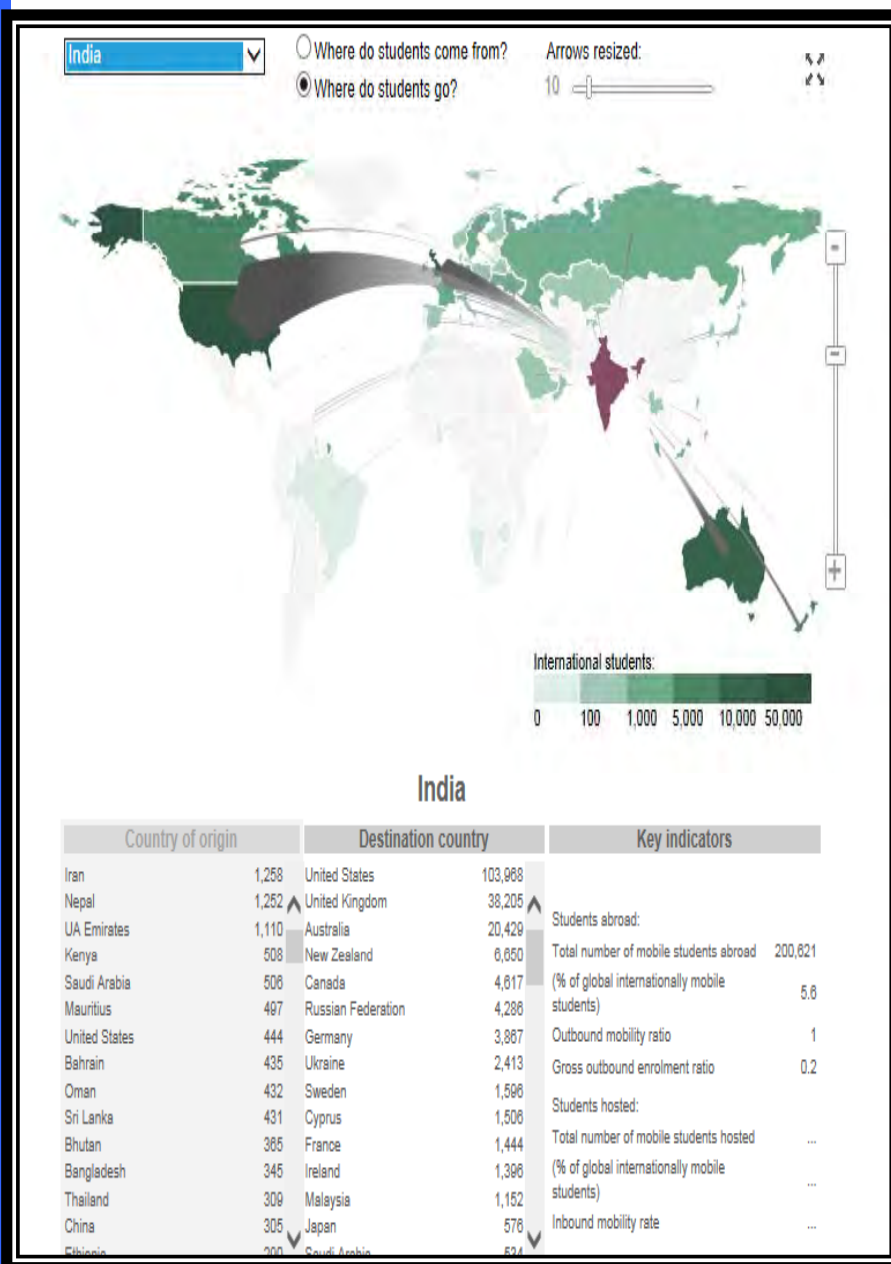
- 5 E-Atlas:
 - ✓ Gender equality in Education
 - ✓ Teachers
 - ✓ Out-of-school children
 - ✓ Research and Experimental Development
 - ✓ Mobile student

UIS E-Atlas series: gender equality in education

Two-thirds of countries show gender parity in primary education



UIS data visualisation: interactive map



Challenges of data collection

- Making it comparable – using ISCED 2011
- Late/no response
- Missing some variables
- Unreliable increase / decrease
- Modification of tertiary / country
- Choosing right means of dissemination
- Increasing the quality of education – by product of quality of national data

Lessons for India

- Enhancing coverage and quality of statistics
- Dissemination through proper means – not only paper, -website, E-Atlas, data visualization, short video etc.
- Publishing occasional research paper on specific theme(s)
- Making available updated data
- Adopting proper methodologies to calculate indicators
- Work closely with policy makers and researchers to make use of collected data
- Response on time to reflect ‘real’ picture of India to international communities

Thank You!

Shailendra Sigdel
s.sigdel@unesco.org



UK Higher Education Data and Statistics

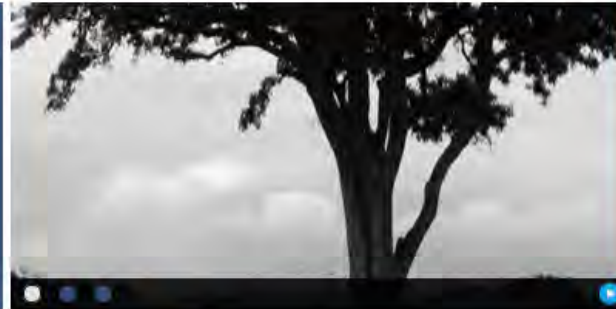
The Higher Education Statistics Agency

Alison Alden
Chief Executive





The official source
of data about UK
universities and
HE colleges >



Destinations of Leavers from Higher Education

Statistical First Release of 2012/13
destinations survey data

Latest Updates

[Statistical First Release 205 - Destinations of Leavers from Higher Education in the United Kingdom](#)

Published: 2014-06-26

Destinations of Leavers from Higher Education in the United Kingdom for the Academic Year 2012/13

[Capital expenditure of HE institutions](#)

Published: 2014-05-01

PR204 - Capital expenditure of HE institutions

[UK Performance Indicators 2012/13](#)

Published: 2014-03-27

PR203 - Widening Participation and Non-continuation rates

Headline Statistics

UK Total 2012/13

Totals

| | | |
|----------------------------------|------------|-------|
| Students | 2,340,275 | -6.3% |
| Undergrads | 1,803,840 | -6.4% |
| Postgrads | 536,440 | -5.6% |
| Staff | 382,380 | +1.1% |
| Academic | 185,535 | +2.3% |
| Non-academic | 196,845 | +0.1% |
| Income (£k) | 29,001,324 | +4.4% |
| Expenditure (£k) | 27,917,931 | +4.7% |

Undergraduate Modes



UK



Countries



Institutions



About

Products & Statistics

Free statistics online
Publications and products
Publication schedule
heidi online database
Bespoke data service

Data Collection

Data collection hub
Submit data to HESA
Circulars library
Coding manual library
Institutional liaison

Training & Support

Training seminars
Bespoke training visits
Training information
Support centre

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HESA

HIGHER EDUCATION
STATISTICS AGENCY

HESA's Mission

To support the advancement of UK higher education by **collecting, analysing and disseminating accurate and comprehensive statistical information** in response to the needs of all those with an interest in its characteristics and a stake in its future.



HESA – the Agency



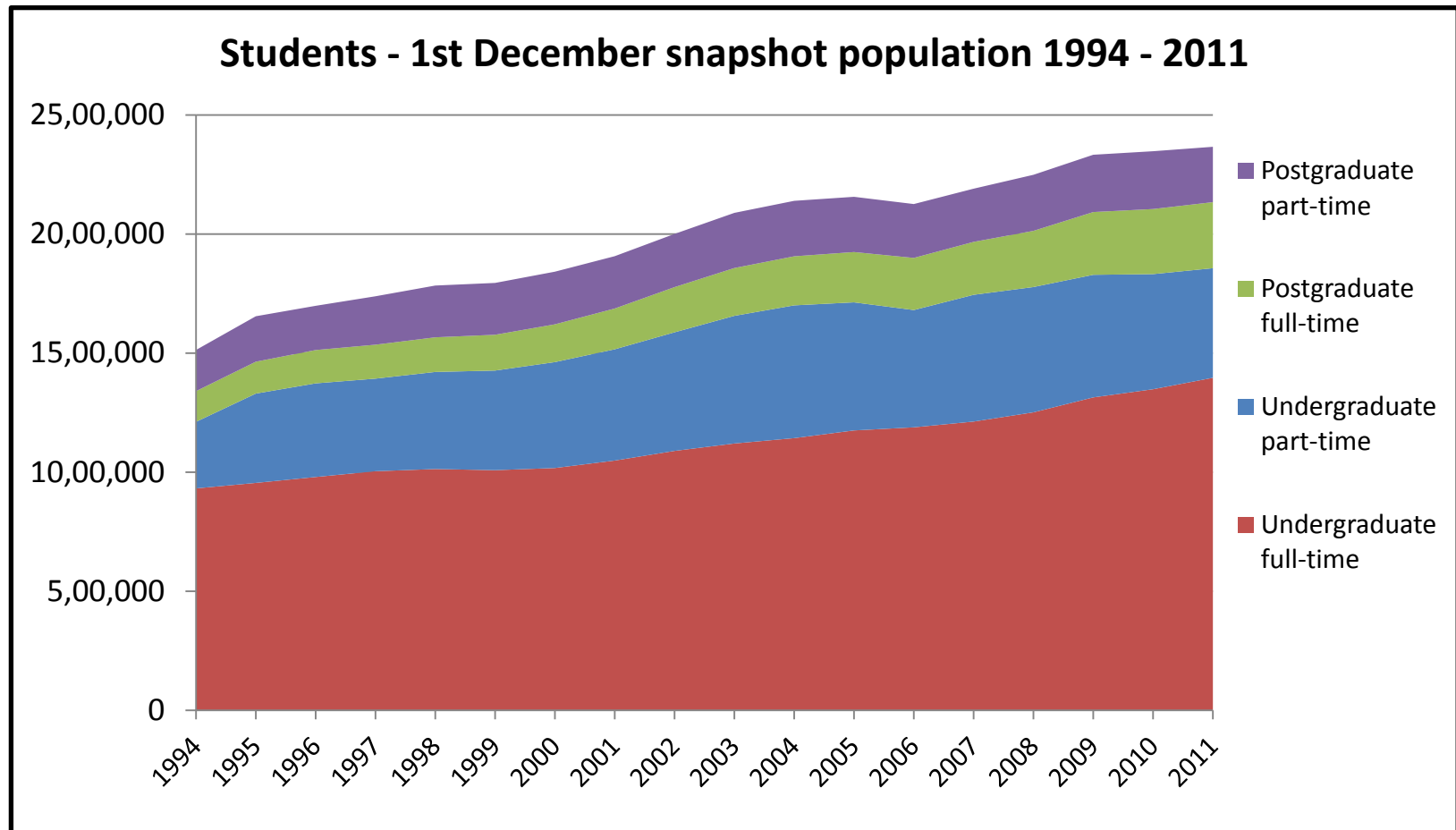
- HESA is a Company Limited by Guarantee
- HESA is a **sector-owned** agency
- HESA exercises statutory powers of data collection from HEIs on behalf of its Statutory Customers

History of HESA

- Created in 1993
- Replaced a number of different statistical systems
- First collections for 1994/95

Trends in Higher Education

Student population has grown from 1.5m in 1994 to 2.3m in 2011



Accuracy and quality

- HESA data collected on UK-wide basis under authority of statutory bodies
- Stringent quality standards applied during collection
- Annual collections on retrospective basis
- HESA data widely used and scrutinised
- HESA is a designated Official Statistics producer and is subject to Code of Practice
- Certified to ISO 9001:2008 for quality systems



HESA Data Collections



HESA Data Collection

The content of the data that HESA collects is determined by government and HE funding bodies, in consultation with HE providers and other key data users. The data collection streams are:

- [Student record](#) - information about students, courses and qualifications at HEIs
- [Staff record](#) - information about staff employed by HEIs
- [Finance record](#) - income and expenditure of HEIs
- [Destinations of Leavers from Higher Education](#) - survey of graduate activities six months after leaving HE
- [DLHE Longitudinal Survey](#) - sample survey of leavers 3.5 years after graduation
- [Aggregate offshore record](#) - count of students studying wholly overseas for UK HE qualifications
- [HE Business and Community Interaction survey](#) - information about interactions between HEIs and business and the wider community
- [Estates management record](#) - buildings, estates and environmental information about HEIs
- [Initial Teacher Training \(ITT\) in-year record](#) - administrative data about those undertaking teacher training
- [Institution profile record](#) - Information about HEI campuses and departments
- [Key Information Set](#) - Data about undergraduate courses, published on [Unistats](#)

Who does HESA collect data for?

HE providers and agencies

- **Statutory customers**

- Higher Education Funding Council for England (HEFCE)
- Department for Business Innovation & Skills (BIS)
- Higher Education Funding Council for Wales (HEFCW)
- Welsh Government (WG)
- The Scottish Government (SG)
- Scottish Funding Council (SFC)
- Department for Employment and Learning (DEL(NI))

- **Other**

- The HE sector in the UK
 - 165 institutions
- Universities UK (UUK)
- GuildHE
- Quality Assurance Agency (QAA)
- Universities & Colleges Admission Service (UCAS)



Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

hefcw



QAA

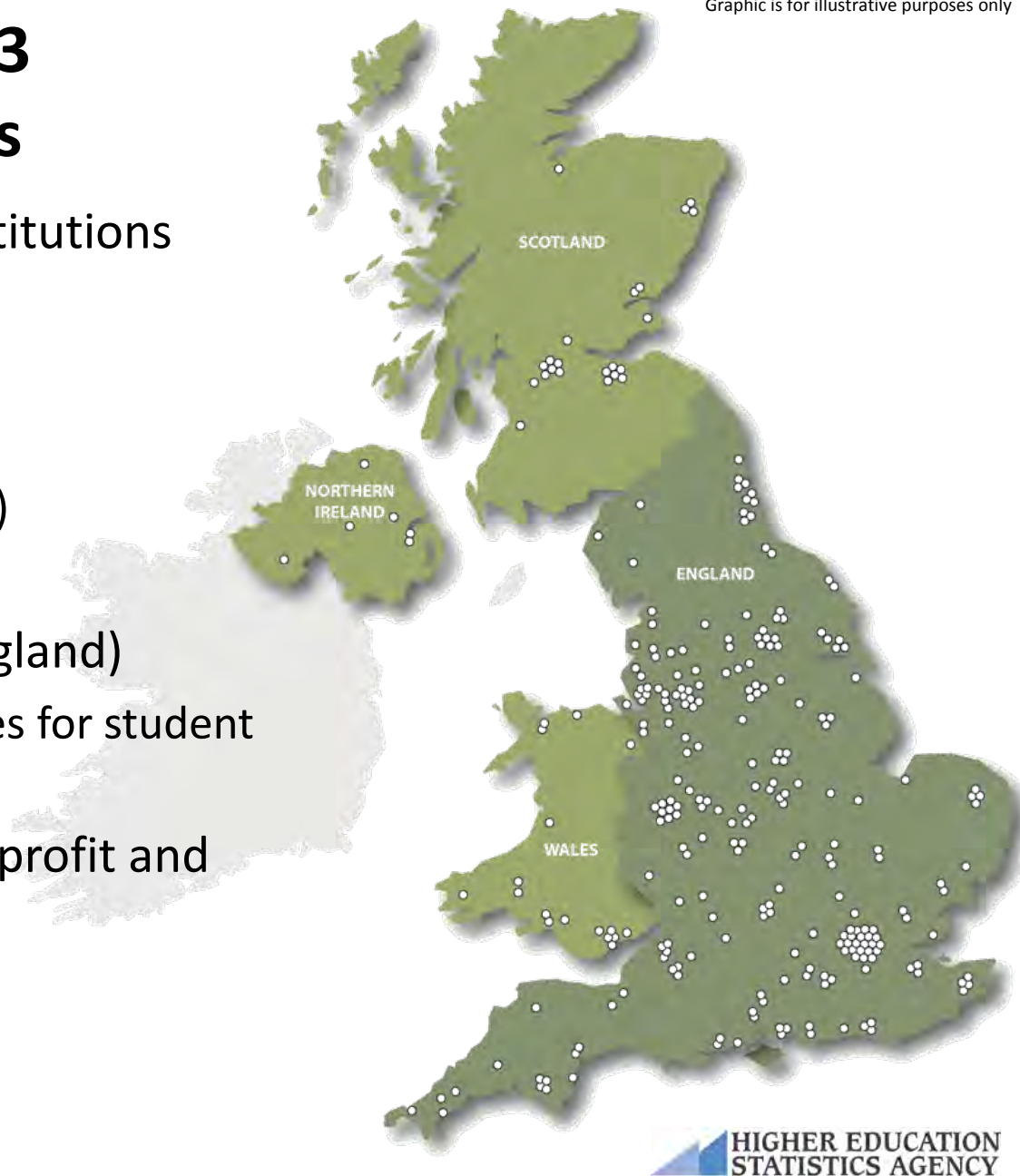
UCAS



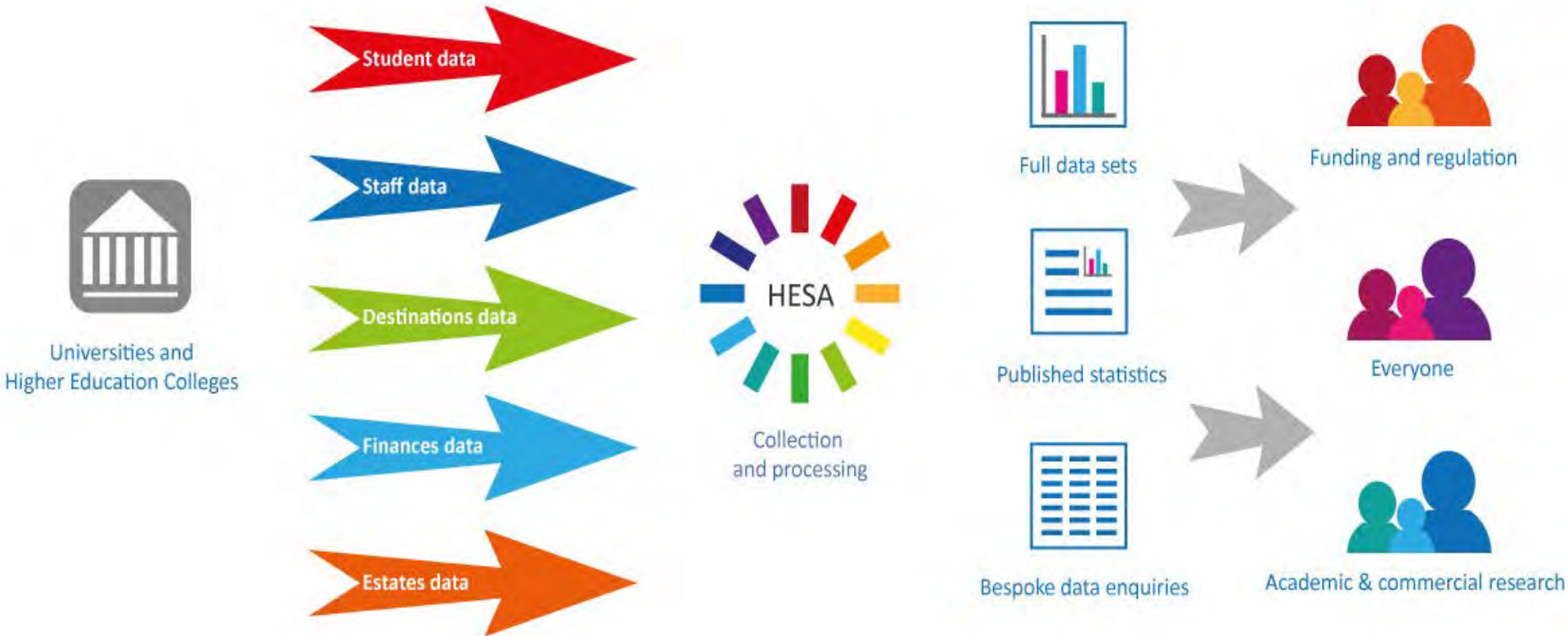
Subscribers – 2012/13

Education institutions

- 161 Higher Education Institutions (student record)
 - 130 England
 - 18 Scotland
 - 9 Wales (10 staff record)
 - 4 Northern Ireland
- Alternative providers (England)
 - With designation courses for student loans
- Alternative providers for-profit and charitable



The HESA data lifecycle

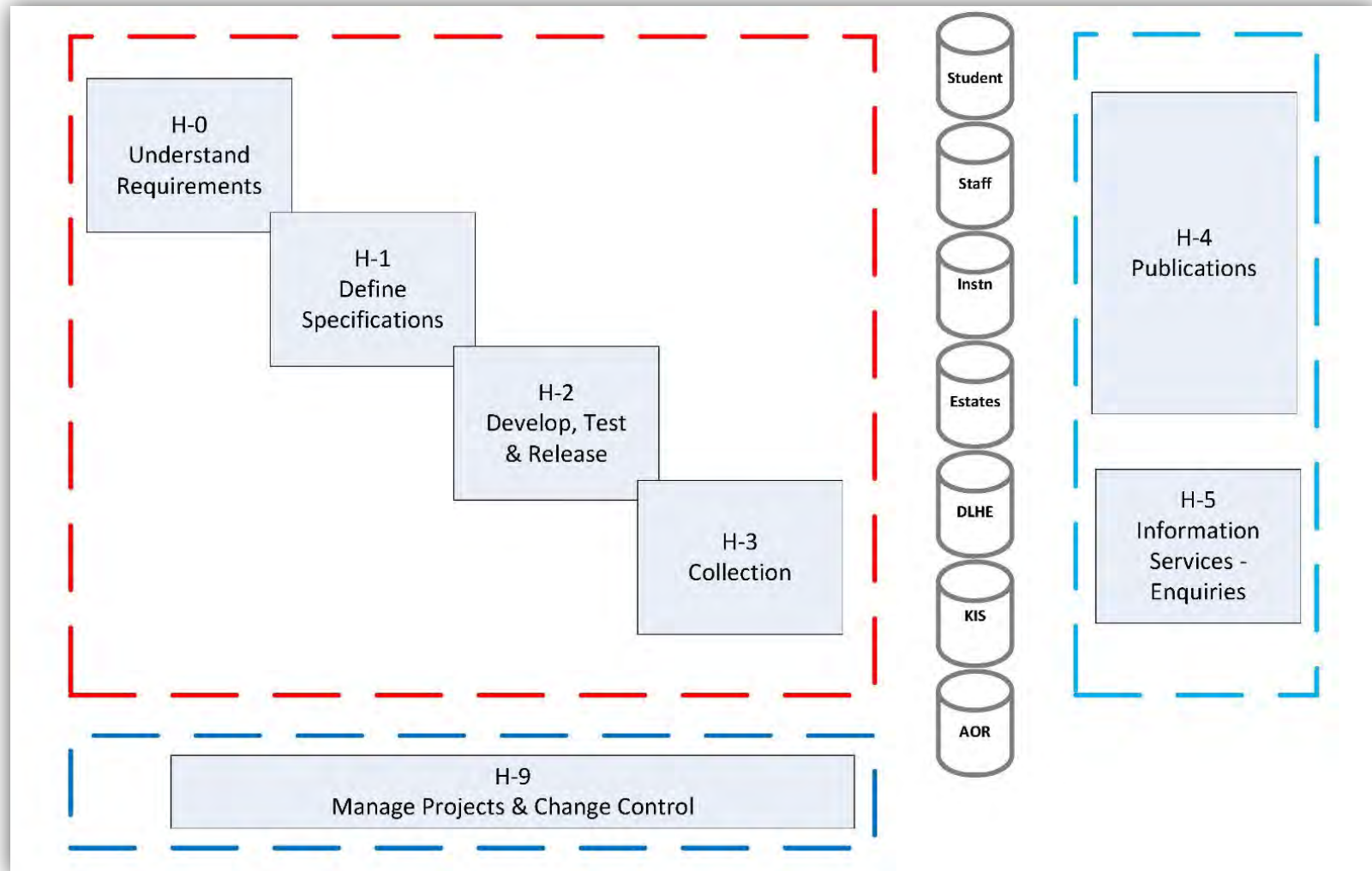


Collection regime

A Collection timetable

| Activity | Start | End |
|--|------------------------|--------------------|
| Review of Data Collection | May 2012 | Dec 2012 |
| Data specification | January 2013 | May 2013 |
| Documentation published – pro-forma, guidance etc. | | July 2013 (latest) |
| Training | September 2013 onwards | |
| Specification of quality checks | May 2014 | July 2014 |
| Preparation for data collection | August 2014 | November 2014 |
| Issue pro-forma with validation checks in it | | |
| Data collection for academic year 2012/13 | December 2014 | February 2015 |
| Preparation for publication | February 2015 | |
| Publication | February 2015 | April 2015 |

Collection regime



Onward use of data and information

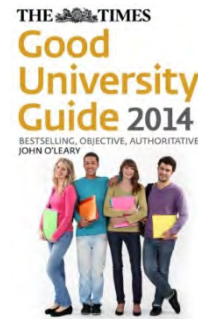
University guides and league tables

UNISTATS

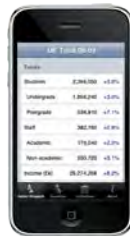
KIS KEY INFORMATION SET



the guardian
University guide 2014



HESA publications



National Statistics



International statistics



More facts and figures for 2012/13

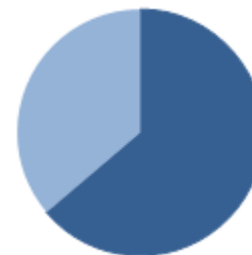
Destinations

20% of leavers
go on to further study



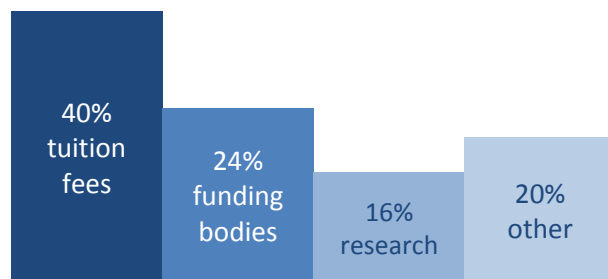
Staff

185,585 academic staff
36% on fixed-term contracts



Finances

£29 billion income
40% from tuition fees



Business & Community

3,700 new spin-off
companies each year

3,700

Other Higher Education Statistics

- ONS Labour Force Survey
- Statistical Publications by Government Departments
 - <https://www.gov.uk/government/publications/higher-education-national-statistics-releases>
- Student Loan Company statistics
- Linked data
 - National Pupil Database (Department for Education) with Skills Funding Agency (Further Education) and HESA data (Higher Education)



UK Higher Education Data and Statistics

The Higher Education Statistics Agency

Alison Alden
Chief Executive





Public information for students in England

Dr Ellie Clewlow

Head of Learning and Teaching Policy

India Habitat Centre, New Delhi

July 2014

Role of HEFCE

- allocating public funds for teaching and research
- promoting high-quality education and research
- promoting links between HE and industry/commerce
- encouraging diversity and equal opportunities
- promoting HEIs' compliance with charity law duties
- advising Government on the needs of HE
- ensuring accountability and value for money.



Students at the heart of the system



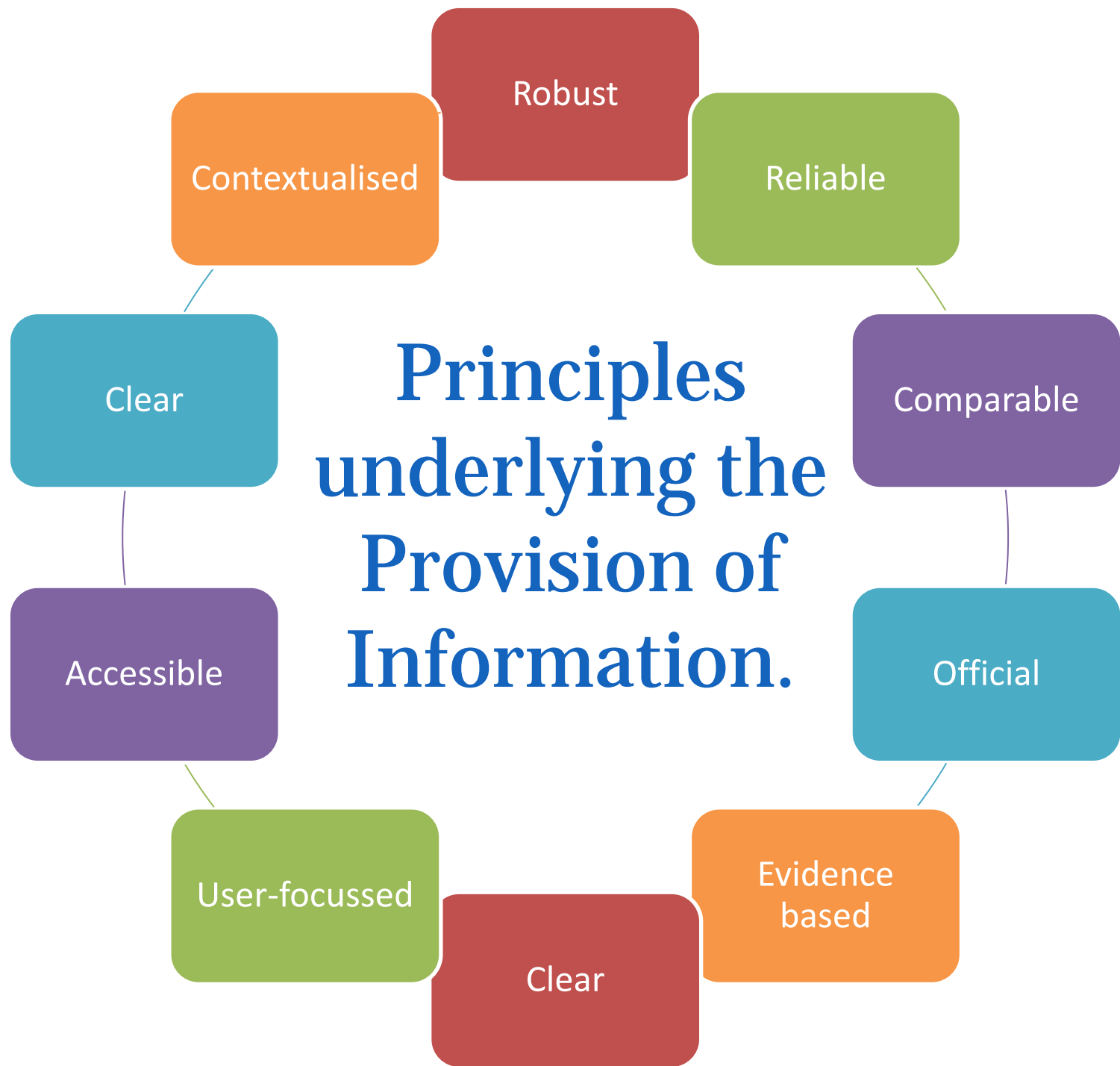
Provision of information to students

Purposes:

- Provides evidence for **quality assurance** purposes in institutions
- Can be used to **enhance the quality** of higher education provision
- **Informs student choice** about what and where to study



Principles underlying the Provision of Information.



Information for quality assurance



- Institutions ask their students and themselves ‘How do we know what we do is working?’

**the
National
Student
Survey**
www.thestudentsurvey.com



Part C: Information about
higher education provision

- External accountability

hefce

Information for quality enhancement

At institutional level

- E.g. Improvement initiatives in response to the National Student Survey

At national level

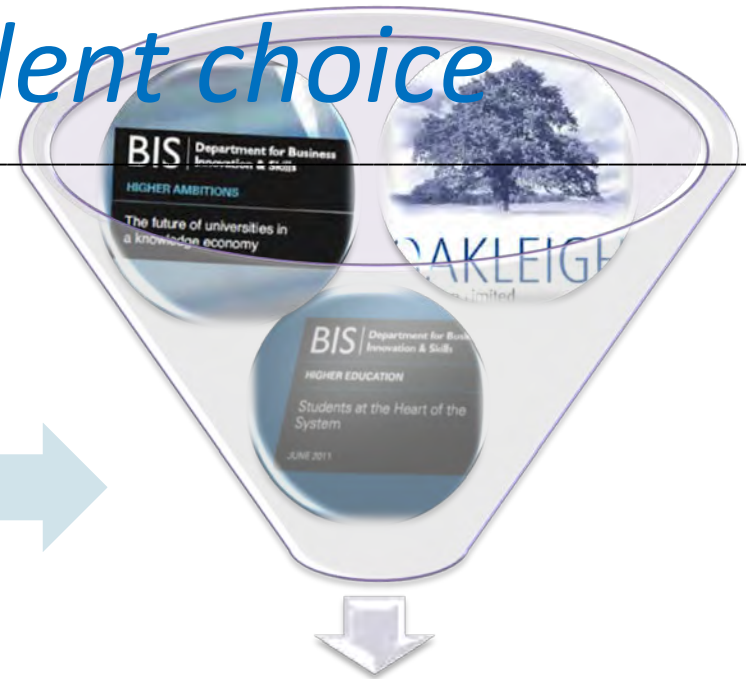
- E.g. Support for teaching excellence through the Higher Education Academy
- E.g. Support for technology-enhanced learning through the Changing the Learning Landscape initiative



Information for student choice

Unistats **Directgov**
from universities and colleges in the UK

| Uni [Filter:uni] | Subject | Average UCAS points achieved | % of employed with grad job | % Students satisfied |
|--|-------------|------------------------------------|--------------------------------------|-------------------------|
| ANGLIA RUSKIN UNIVERSITY | Ophthalmics | 320 | 65% | 94% |
| ASTON UNIVERSITY | Ophthalmics | 405 | 99% | 95% |
| BRADFORD COLLEGE | Ophthalmics | Not enough data | Not enough data | Not enough data |
| UNIVERSITY OF BRADFORD | Ophthalmics | 390 | 100% | 96% |
| GLASGOW UNIVERSITY (YSIFYSGOL CAERDYDD) | Ophthalmics | 410 | 100% | 97% |
| CARMEL COLLEGE | Ophthalmics | Not enough data | Not enough data | Not enough data |
| CITY UNIVERSITY | Ophthalmics | 360 | 100% | 73% |
| CITY AND ISLINGTON COLLEGE | Ophthalmics | Not enough data | Not enough data | Not enough data |
| GLASGOW CALEDONIAN UNIVERSITY | Ophthalmics | Not enough data | 90% | 89% |
| UNIVERSITY OF LIVERPOOL | Ophthalmics | 320 | 100% | 84% |



Development of the Key Information Set (KIS)

Information for student choice

6. Proportion of students at the university satisfied or very satisfied with their feedback on assessment

Unistats Includes:

1. Proportion of students at the university satisfied or very satisfied with the standard of teaching
2. Proportion of students at the university satisfied or very satisfied with their course
3. Proportion of students in employment six months after completing this course
4. Professional bodies which recognise the course
5. Proportion of students at the university satisfied or very satisfied with the support and guidance they received

12. Proportion of students who, six months after leaving the university, identified a personal or managerial job less than one year after completing this course
13. Proportion of students who, six months after leaving the university, identified a personal or managerial job competing with the university
8. Proportion of students at the university satisfied or very satisfied with the financial support available
14. Proportion of students at the university satisfied or very satisfied with the library facilities
15. Proportion of students at the university satisfied or very satisfied with the IT facilities
9. Proportion of students at the university satisfied or very satisfied with the accommodation facilities
10. Percentage of course fees in scheduled fees
16. Proportion of the assessment by written or practical exam or coursework



Destination
of Leavers
from HE
survey

the
**National
Student
Survey**

www.thestudentsurvey.com

http://unistats.direct.gov.uk/ The official website for co...

UNISTATS

Compare official course data from universities and colleges

Home Your Unistats Subjects Universities & colleges Course assistant Find out more Cymraeg

Subject or course in Institution or location Search More search options >

The official website for comparing UK higher education course data

Includes official data for undergraduate courses on each university and college's satisfaction scores in the National Student Survey, jobs and salaries after study and other key information for prospective students.

Compare: 8 Courses

Sign in or register

Compare Courses Save

COURSE ASSISTANT

Answer a few questions to let us help you find some courses that may be of interest to you

Get started >

QUICK ANSWERS

- About Unistats
- How to use Unistats
- The Key Information Set (KIS)

Courses

Listed by subject

| | |
|--|---------------------------------------|
| Medicine and Dentistry | Nursing and medical related subjects |
| Biological Sciences | Veterinary Sciences |
| Agriculture and related subjects | Physical Sciences |
| Mathematical Sciences | Computer Science |
| Engineering and Technology | Architecture, Building and Planning |
| Social studies | Law |
| Business and Administrative studies | Mass Communications and Documentation |
| Languages, Literature and related subjects | Historical and Philosophical studies |
| Creative Arts and Design | Education |

Universities & colleges

A-Z

| | | | |
|---|---|---|---|
| A | B | C | D |
| E | F | G | H |
| I | J | K | L |
| M | N | O | P |
| Q | R | S | T |
| U | V | W | X |
| Y | Z | | |

Tweets

Follow

#aus14 HEFCE CE, Prof Atkins: @hefce have published guidance on information needs of prospective PGT students goo.gl/vh9ZTW

Retweeted by Unistats

Expand

Unistats @UnistatsUK 19 Apr

Today, @HEFCE announced plans to create an online tool to support

Tweet to @UnistatsUK

UNISTATS

Compare official course data from universities and colleges

Home Your Unistats Subjects Universities & colleges Course assistant Find out more Cymraeg

Subject or course in Institution or location Search More search options >

Compare: 8 Courses

Sign in or register

Compare Courses Save

BSc (Hons) Environmental Geoscience

Full time, sandwich year (computer)

Cardiff University 1 location: Cardiff University

See this course at the Cardiff University website >

WHAT IS UNISTATS?

Unistats is an independent website offering a range of useful info and statistics on university courses.

QUICK ANSWERS

- How to use Unistats
- The Key Information Set (KIS)
- Why full KIS data may not be available
- The National Student Survey (NSS)

90% Overall, I am satisfied with the quality of the course

Feedback on my work has been helpful

Staff have made the subject interesting

Staff are good at explaining things

I have received sufficient advice and support with my studies

More on Student satisfaction >

UNISTATS

Compare official course data from universities and colleges

Home Your Unistats Subjects Universities & colleges Course assistant Find out more Cymraeg

Subject or course in Institution or location Search More search options >

Compare: 8 Courses

Sign in or register

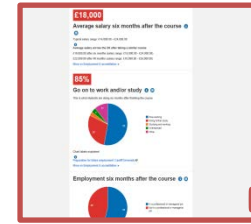
Compare Courses Save

The official website for comparing UK higher education course data

Includes official data for undergraduate courses on each university and college's satisfaction scores in the National Student Survey, jobs and salaries after study and other key information for prospective students.

Courses

Universities & colleges



Unistats Website

UNISTATS
Compare official course data from universities and colleges

Home Your Unistats Subjects Universities & colleges Course assistant Find out more Cymraeg

Subject or course in institution or location Search More search options

Compare: 3 Courses
Sign in or register
Compare Courses Save

Comparing 3 courses

View results on a map

Your Measures Overview **MS** Student satisfaction Employment & accreditation Cost & accommodation Study information Entry information

| Course | BA (Hons) Music x Full time UCAS code: W300 | BA (Hons) Accountancy and Finance x Full time, Optional sandwich year UCAS code: N400 | BSc (Hons) Computer Science and Artificial Intelligence x Full time, Sandwich year UCAS code: GG47 |
|---|--|---|--|
| Location | University Of Hull 1 location: University of Hull - Hull Campus | University Of Lincoln 1 location: Lincoln Campus | Loughborough University 1 location: Loughborough University |
| Student satisfaction | View all | | |
| Overall, I am satisfied with the quality of the course | 84% | 100% | 86% |
| Staff are good at explaining things | 89% | 95% | 91% |
| Staff have made the subject interesting | 89% | 89% | 83% |
| Feedback on my work has been prompt | 74% | 86% | 73% |
| Feedback on my work has helped me clarify things I did not understand | 75% | 80% | 57% |
| I have received sufficient advice and support with my studies | 89% | 98% | 83% |
| The library resources and services are good enough for my needs | 91% | 95% | 91% |
| I have been able to access general IT resources when I needed to | 93% | 93% | 93% |

UNISTATS
Compare official course data from universities and colleges

Home Your Unistats Subjects Universities & colleges Course assistant Find out more Cymraeg

Subject or course in institution or location Search More search options

Compare: 3 Courses
Sign in or register
Compare Courses Save

The official website for comparing UK higher education course data

Includes official data for undergraduate courses on each university and college's satisfaction scores in the National Student Survey, jobs and salaries after study and other key information for prospective students

COURSE ASSISTANT
Answer a few questions to let us help you find some courses that may be of interest to you that studied

QUICK ANSWERS
About UNISTATS
How to Use UNISTATS
The Key Information Set (KIS)

Courses
Listed by subject
Medicine and Dentistry
Biological Sciences
Agriculture and related subjects
Mathematical Sciences
Engineering and Technology
Social studies
Business and Administrative studies
Languages, Literature and Creative Arts and Design

Nursing and medical related subjects
Veterinary Sciences
Physical Sciences
Computer Science
Architecture, Building and Planning
Law
Music, Communications and Journalism
Historical and Philosophical studies
Education

Universities & colleges
A-Z
A B C D
E F G H
I J K L
M N O P
Q R S T
U V W X
Y Z

Events
Back to HEFCE CE, Paul Adams
Have published guidance on information needs of prospective BEd students
11 Influenced by Unistats
Unistats
HEFCE CE announced plans to create an online tool to support
Power to @unistats

UNISTATS
Compare official course data from universities and colleges

Home Your Unistats Subjects Universities & colleges Course assistant Find out more Cymraeg

Subject or course in institution or location Search More search options

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Social studies
Business and Administrative studies
Languages, Literature and Creative Arts and Design

Universities & colleges
A-Z
A B C D
E F G H
I J K L
M N O P
Q R S T
U V W X
Y Z



Unistats Website



How to find out more

email: e.clewlow@hefce.ac.uk

Twitter <http://twitter.com/hefce>

web-site <http://www.hefce.ac.uk/whatwedo/It/publicinfo/>





International Standard Classification of Education (ISCED) 2011

International Seminar on Higher Education Statistics and Public Information
System

3 - 4 July 2014

New Delhi, India

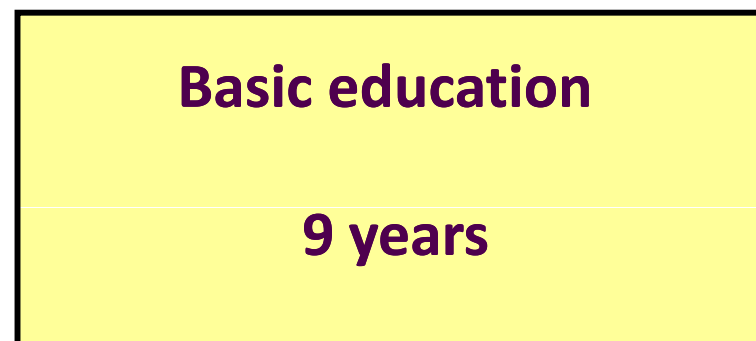
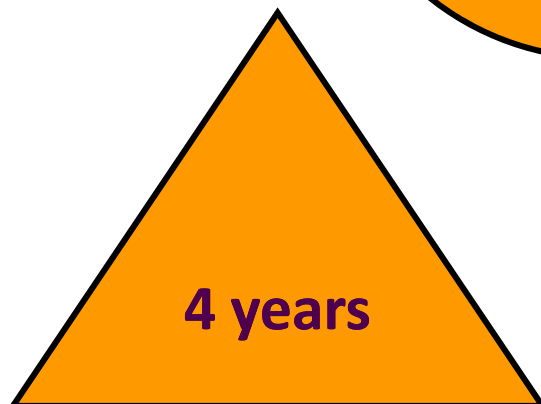
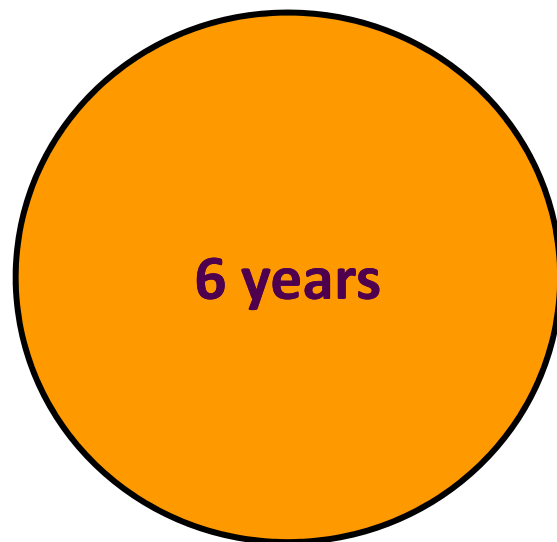


United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
for
STATISTICS

Different countries, different education systems

Primary education



| Age | Cook Islands | Fiji | Tokelau | Tuvalu | Samoa | Vanuatu |
|-----|--------------------------|--------------------------|-------------------------|-----------------------|------------------|---------------------------------|
| 5 | Primary | | Primary | | Primary | |
| 6 | 1 Y1-Y6 | Primary Y1-Y6 | 1 | Primary Y1-Y6 | 1 Y1-Y6 | Basic education Y1-Y6 |
| 7 | | 1 | | 1 | | 1 |
| 8 | | | | | | |
| 9 | | 1 | | | | |
| 10 | | | | | SPELL 2 | |
| 11 | 2 Secondary Y7-Y10 | | Secondary Y7-Y10 | | Primary | |
| 12 | | 2 Primary Y7-Y8 | 2 | Primary Y7-Y8 | 2 Y7-Y8/SPECA | Basic education Y7-Y8 |
| 13 | | 3 Secondary Y9-Y12 | | Junior sec. Y9-Y10 | 3 Y9-Y12 | 2 Senior Secondary Y9-Y12 |
| 14 | 3 Secondary Y11-12 | | Y11 | 3 Senior Sec | | |
| 15 | | | 3 Year 12-USP Prelim | | 3 SSC | |
| 16 | 3 Form 7 | | 3 Form 7 | | 3 Form 7 | |
| 17 | 5 University | 3 Form 7 | 5 University | 3 Form 7 | 5 University | 3 Foundation/DAEU |
| 18 | | 5 University | | 5 | | 5 University |
| 19 | | | | | | |
| 20 | | | | | | |

What are international statistical standards?

- They should be common frameworks for collecting and organising information about a particular statistical system
- They should facilitate exchange and comparability of statistical information between countries and agencies
- They are applied to the structure and content of data and metadata, and perhaps to the statistical production process

What is The International Standard Classification of EDucation ISCED?

FRAMEWORK to facilitate comparisons of education statistics across countries

METHODOLOGY for translating national educational programmes (and resulting qualifications) into an internationally comparable set of categories

Developed and maintained by the UNESCO Institute for Statistics (UIS)

ISCED vocabulary:

unit of classification, scope, cross-classification variables, complementary dimensions

Use of ISCED

Linkage between international and national education data

UNESCO Institute for Statistics

National Structure

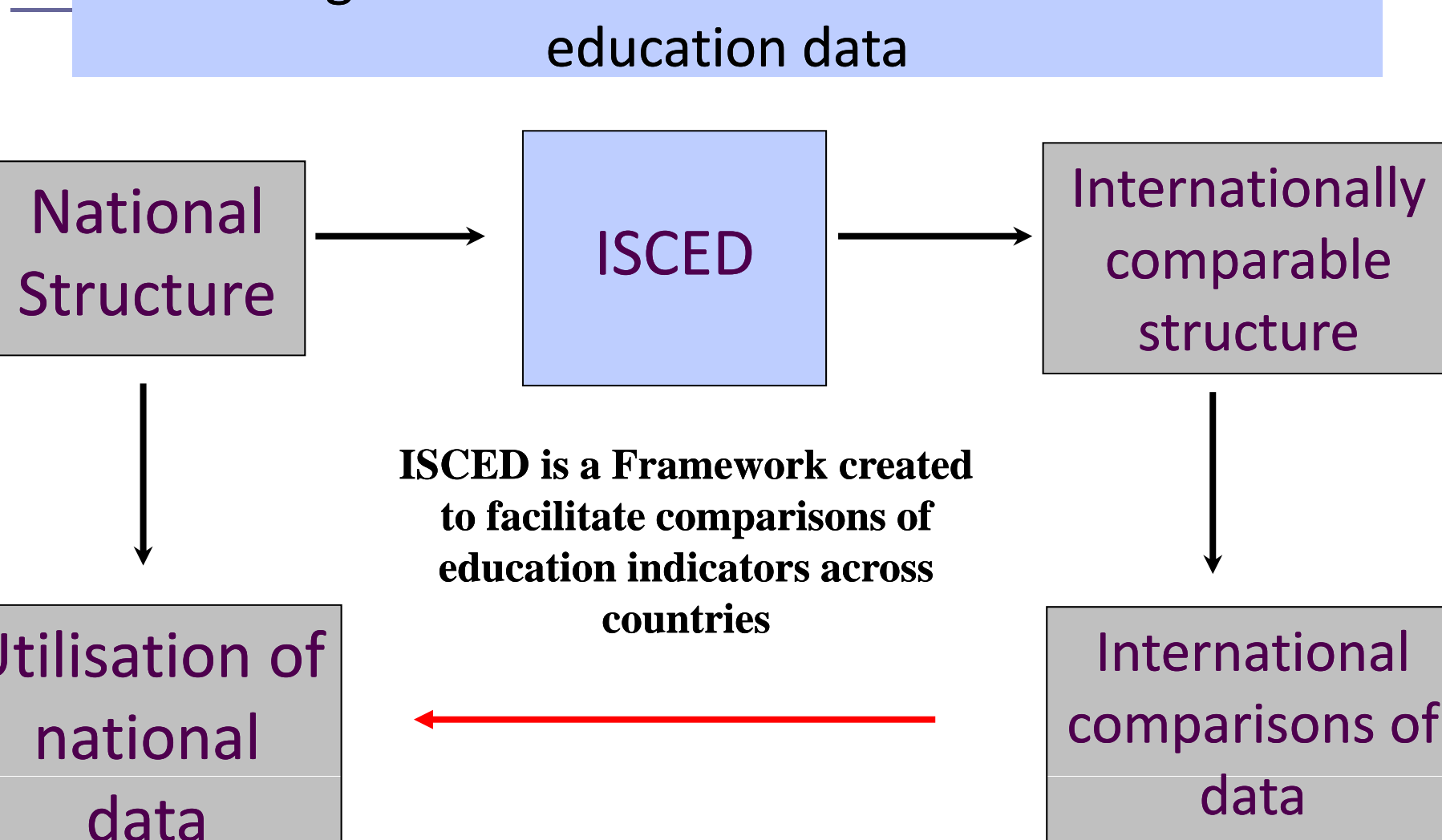
ISCED

Internationally comparable structure

Utilisation of national data

ISCED is a Framework created to facilitate comparisons of education indicators across countries

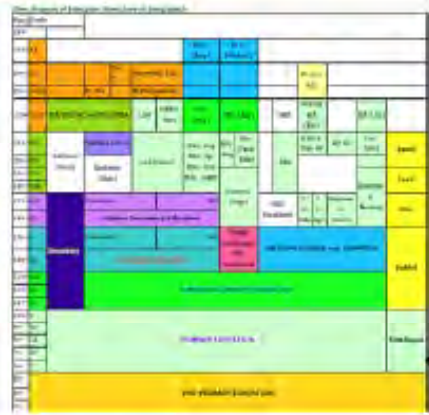
International comparisons of data



12th Plan Objective

- Data collection on higher education should be aligned to the International Standards Classification of Educational (ISCED) Data finalised by UNESCO recently (Twelfth Five Year Plan, 2012-17, Social Sector: Page 121)
- Indian Standard Classification of Education (InSCED) is in line with ISCED 2011 and based on InSCED – ISCED mapping of India is finalized.

ISCED mapping



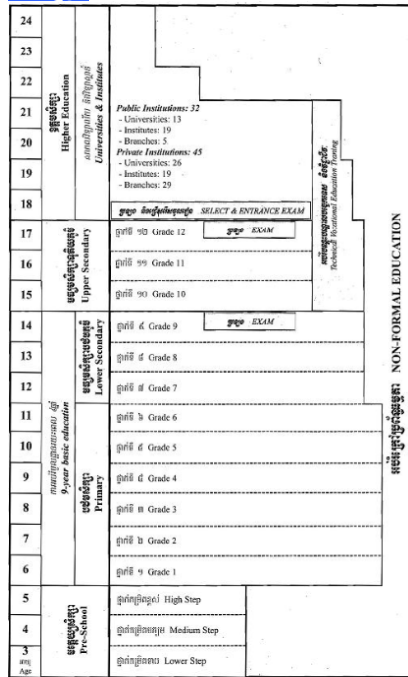
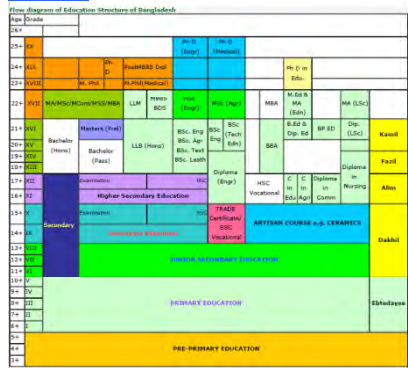
| ISCED Level | ISCED Label | ISCED Description |
|-------------|-------------|-------------------|
| 0 | ISCED 0 | ISCED 0 |
| 1 | ISCED 1 | ISCED 1 |
| 2 | ISCED 2 | ISCED 2 |
| 3 | ISCED 3 | ISCED 3 |
| 4 | ISCED 4 | ISCED 4 |
| 5 | ISCED 5 | ISCED 5 |
| 6 | ISCED 6 | ISCED 6 |
| 7 | ISCED 7 | ISCED 7 |
| 8 | ISCED 8 | ISCED 8 |
| 9 | ISCED 9 | ISCED 9 |
| 10 | ISCED 10 | ISCED 10 |
| 11 | ISCED 11 | ISCED 11 |
| 12 | ISCED 12 | ISCED 12 |
| 13 | ISCED 13 | ISCED 13 |
| 14 | ISCED 14 | ISCED 14 |
| 15 | ISCED 15 | ISCED 15 |
| 16 | ISCED 16 | ISCED 16 |
| 17 | ISCED 17 | ISCED 17 |
| 18 | ISCED 18 | ISCED 18 |
| 19 | ISCED 19 | ISCED 19 |
| 20 | ISCED 20 | ISCED 20 |
| 21 | ISCED 21 | ISCED 21 |
| 22 | ISCED 22 | ISCED 22 |
| 23 | ISCED 23 | ISCED 23 |
| 24 | ISCED 24 | ISCED 24 |



| ISCED Level | ISCED Label | ISCED Description |
|-------------|-------------|-------------------|
| 1 | ISCED 1 | ISCED 1 |
| 2 | ISCED 2 | ISCED 2 |
| 3 | ISCED 3 | ISCED 3 |
| 4 | ISCED 4 | ISCED 4 |
| 5 | ISCED 5 | ISCED 5 |
| 6 | ISCED 6 | ISCED 6 |
| 7 | ISCED 7 | ISCED 7 |
| 8 | ISCED 8 | ISCED 8 |
| 9 | ISCED 9 | ISCED 9 |
| 10 | ISCED 10 | ISCED 10 |
| 11 | ISCED 11 | ISCED 11 |
| 12 | ISCED 12 | ISCED 12 |
| 13 | ISCED 13 | ISCED 13 |
| 14 | ISCED 14 | ISCED 14 |
| 15 | ISCED 15 | ISCED 15 |
| 16 | ISCED 16 | ISCED 16 |
| 17 | ISCED 17 | ISCED 17 |
| 18 | ISCED 18 | ISCED 18 |
| 19 | ISCED 19 | ISCED 19 |
| 20 | ISCED 20 | ISCED 20 |
| 21 | ISCED 21 | ISCED 21 |
| 22 | ISCED 22 | ISCED 22 |
| 23 | ISCED 23 | ISCED 23 |
| 24 | ISCED 24 | ISCED 24 |

| ISCED Level | ISCED Label | ISCED Description |
|-------------|-------------|-------------------|
| 1 | ISCED 1 | ISCED 1 |
| 2 | ISCED 2 | ISCED 2 |
| 3 | ISCED 3 | ISCED 3 |
| 4 | ISCED 4 | ISCED 4 |
| 5 | ISCED 5 | ISCED 5 |
| 6 | ISCED 6 | ISCED 6 |
| 7 | ISCED 7 | ISCED 7 |
| 8 | ISCED 8 | ISCED 8 |
| 9 | ISCED 9 | ISCED 9 |
| 10 | ISCED 10 | ISCED 10 |
| 11 | ISCED 11 | ISCED 11 |
| 12 | ISCED 12 | ISCED 12 |
| 13 | ISCED 13 | ISCED 13 |
| 14 | ISCED 14 | ISCED 14 |
| 15 | ISCED 15 | ISCED 15 |
| 16 | ISCED 16 | ISCED 16 |
| 17 | ISCED 17 | ISCED 17 |
| 18 | ISCED 18 | ISCED 18 |
| 19 | ISCED 19 | ISCED 19 |
| 20 | ISCED 20 | ISCED 20 |
| 21 | ISCED 21 | ISCED 21 |
| 22 | ISCED 22 | ISCED 22 |
| 23 | ISCED 23 | ISCED 23 |
| 24 | ISCED 24 | ISCED 24 |

...into international data



ISCED

Bangladesh ISCED Mapping

School Year reference: 2007

| ID | Name of the education programme | Minimum reference age/grade | Main diploma, certificate or qualification awarded at end of programme | National | | | ISCED | | | | | | | |
|----|---|--|---|---------------------------|------------------------------|---|--------------------------------------|---------------------------|---------------------------|---------------------------|---------------------|-------|------------------------------|---|
| | | | | Thoretical reference year | Thoretical duration in years | In the programme part of Compulsory Education | ISCED level | ISCED programme structure | ISCED programme structure | Thoretical reference year | Thoretical duration | Notes | | |
| 1 | Pre-primary Education | 3 year old | no | 3 | 3 | N | Pre-primary Education | 0 | no | no | 3 | 3 | | |
| 2 | Primary Education | 6 year old | no | 6 | 5 | Y | Primary Education | 1 | no | no | 6 | 5 | | |
| 3 | Junior Secondary (Grade 4-8) in School | Completion of Primary Education | no | 11 | 3 | N | Lower Secondary Education | 2 | A | G | 11 | 3 | | |
| 4 | Junior Dakhil (Grade 4-7) in Madrasah | Completion of Primary Education | no | 11 | 3 | N | Lower Secondary Education | 2 | A | G | 11 | 3 | | |
| 5 | Secondary (Grade 9-10) in School | Completion of Junior Secondary | Secondary School Certificate (SSC) | 14 | 2 | N | Upper Secondary Education | 3 | A | G | 14 | 2 | | |
| 6 | Junior Dakhil (Grade 9-10) in Madrasah | Completion of Junior Dakhil (Grade 4-7) in Madrasah | Dakhil Certificate | 14 | 2 | N | | | | | | | | |
| 7 | Higher Secondary (Grade 11-12) in College | Secondary School Certificate (SSC) | Higher Secondary Certificate (HSC) | 16 | 2 | N | | | | | | | | |
| 8 | Alim (Grade 11-12) in Madrasah | Completion of Dakhil (Grade 9-10) in Madrasah | Alim Certificate | 16 | 2 | N | | | | | | | | |
| 9 | SSC (Vocational), Trade Course | Completion of Junior Secondary (Grade 4-7) in School | SSC (Vocational), Trade Certificate | 14 | 2 | N | | | | | | | | |
| 10 | HSC (Business Management) | Secondary School Certificate (SSC) | HSC (Business Management) | 16 | 2 | N | | | | | | | | |
| 11 | HSC (Vocational) | Secondary School Certificate (SSC) | HSC (Vocational) | 16 | 2 | N | | | | | | | | |
| 12 | Diploma in Commerce | Secondary School Certificate (SSC) | Diploma in Commerce Certificate | 16 | 2 | N | | | | | | | | |
| 13 | Diploma in Engineering | Secondary School Certificate (SSC), Grade 10 | Diploma in Engineering Certificate | 16 | 4 | N | | | | | | | | |
| 14 | Diploma in Human & Pathic Medicine & Surgery (DHMS) | Secondary School Certificate (SSC), Grade 10 | Diploma in Human & Pathic Medicine & Surgery (DHMS) | 16 | 4 | N | | | | | | | | |
| 15 | Certificate in Education | Secondary School Certificate (SSC) or Higher Secondary Certificate (HSC) | Certificate in Education (CinE) | 16-19 | 2 | N | Part-tertiary Non-tertiary Education | 4 | B | G | 16-18 | 2 | For Female-SSO, For Male-HSC | |
| 16 | Diploma in Agriculture, Diploma in Ayurvedic & Unani Medicine | Secondary School Certificate (SSC), Grade 10 | Diploma in Agriculture, Diploma in Ayurvedic & Unani Medicine | 16 | 4 | N | | | | | | | | |
| 17 | Diploma in Textile, Health Technology, Survey, Ceramic, Printing, Graphic Art | Secondary School Certificate (SSC), Grade 10 | Diploma in Textile, Health Technology, Survey, Ceramic, Printing, Graphic Art | 16 | 3-4 | N | | | | | | | | 4 year course after secondary school certificate (Grade 10) |

Comoros ISCED Mapping

School Year reference: 2007

| ID | Name of the education programme | Minimum reference age/grade | Main diploma, certificate or qualification awarded at end of programme | National | | | ISCED | | | | | | |
|----|--|-----------------------------------|--|---------------------------|------------------------------|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------|-------|--|
| | | | | Thoretical reference year | Thoretical duration in years | In the programme part of Compulsory Education | ISCED level | ISCED programme structure | ISCED programme structure | Thoretical reference year | Thoretical duration | Notes | |
| 1 | Pre-school | 3 year old | no | 3 | 3 | N | Pre-primary education | 0 | no | no | 3 | 3 | |
| 2 | Primary education | 6 year old | no | 6 | 6 | N | Primary education | 1 | no | no | 6 | 6 | |
| 3 | Lower secondary education (Grade 7-9) | 12 year old | Lower secondary education diploma | 12 | 3 | N | Upper secondary education | 3 | A | G | 12 | 3 | National examination at the end of grade 9 |
| 4 | Upper secondary education (Grade 10, 12) | Lower secondary education diploma | Upper secondary education diploma | 15 | 3 | N | | | | | | | |
| 5 | Secondary level technical/vocational Certificate 2 | Lower secondary education diploma | Technical/vocational Certificate 2 | 15 | 3 | N | | | | | | | |
| 6 | Secondary level technical/vocational Certificate 1 | Lower secondary education diploma | Technical/vocational Certificate 1 | 15 | 1 | N | | | | | | | |
| 7 | Secondary level technical/vocational Certificate 2 | Lower secondary education diploma | Technical/vocational Certificate 2 | 15 | 2 | N | | | | | | | |
| 8 | Teacher trainee for Pre-school teacher | Upper secondary education diploma | Pre-school teacher diploma | 15 | 2 | N | | | | | | | |
| 9 | Teacher trainee for Primary school teacher | Upper secondary education diploma | Primary school teacher diploma | 15 | 2 | N | | | | | | | |
| 10 | Teacher trainee for Lower secondary school teacher | Upper secondary education diploma | Lower secondary teacher diploma | 15 | 2 | N | | | | | | | |
| 11 | Secondary school part teacher | Upper secondary education diploma | Basic education part teacher diploma | 15 | 2 | N | | | | | | | |

Botswana ISCED Mapping

School Year reference: 2007

Used for indicators in UIS

National

ISCED

A B C D E F G H I J K L M

| ID | Name of the education programme | Minimum entrance requirements | Main diplomas, qualifications or certificates awarded at end of programme | Theoretical entrance age | Theoretical duration (in years) | Is the programme part of Compulsory Education? | ISCED97 level | ISCED97 programme destination | Programme orientation or Position in National Structure | Theoretical entrance age | Theoretical duration | Notes | |
|----|---|---|---|--------------------------|---------------------------------|--|---------------------------------------|-------------------------------|---|--------------------------|----------------------|-------|---|
| | Pre Primary | 3 years old | na | 2.5 | 3 | N | Pre-primary education | 0 | na | na | 3 | 3 | |
| | Primary | 6 years old | Primary School Leaving Examination (PSLE) | 6 | 7 | Y | Primary Education | 1 | na | na | 6 | 7 | |
| | Junior Secondary | Primary School Leaving Examination (PSLE) | junior Certificate | 13 | 3 | Y | Lower Secondary Education | 2 | A | G | 13 | 3 | |
| | Senior Secondary | Junior Certificate | General Certificate of secondary | 16 | 2 | N | Upper Secondary education | 3 | A | G | 16 | 2 | Fields: Motor vehicle, Electric and electronic engineering. |
| | University of Botswana Certificate Programme | Junior Certificate | Certificate & Technician Certificate | 16 | 1-2 | N | | | B | | | | |
| | Brigades Programme | junior Certificate | Certificate | 16 | 1-2 | N | | | C | | | | |
| | Health Science Diploma | General Certificate of secondary | Diploma | 18 | 3 | N | Post-secondary non-tertiary education | 5 | B | First Qualification | 18 | 3 | Institute of Health Sciences |
| | Vocational Training Centre (VTC) and Auto Trades Training School (ATTS) | General Certificate of secondary | Certificate | 18 | 1-2 | | | | B | V | 19 | 1-2 | |
| 9 | Bachelor | General Certificate of secondary | Bachelor's Degree | 18 | 4 | N | Tertiary education (First Stage) | 5 | A | First Degree | 18 | 4 | |
| 10 | Master | Bachelor's Degree | Master's Degree | 22 | 2 | N | | | | Second Degree | 22 | | |
| 11 | Botswana College of Agriculture | General Certificate of secondary | certificate | 18 | 2 | N | | | B | First Qualification | 18 | 2 | |
| 12 | Diploma in Education | General Certificate of secondary | Diploma in Education | 18 | 3 | N | | | | | | | |
| 13 | Doctorate | Master's Degree | Doctor in Philosophy | 24 | 5 | N | Tertiary education (second stage) | 6 | | | 24 | 5 | |

UNESCO Institute for Statistics

www.uis.unesco.org/publications/iscedmaps

Programme orientation (second digit)

The degree to which a programme is specifically oriented towards a predetermined class (or groups) of occupations or trades

2 possible types of **ORIENTATION** for programme content. They are:

General

Technical / Vocational

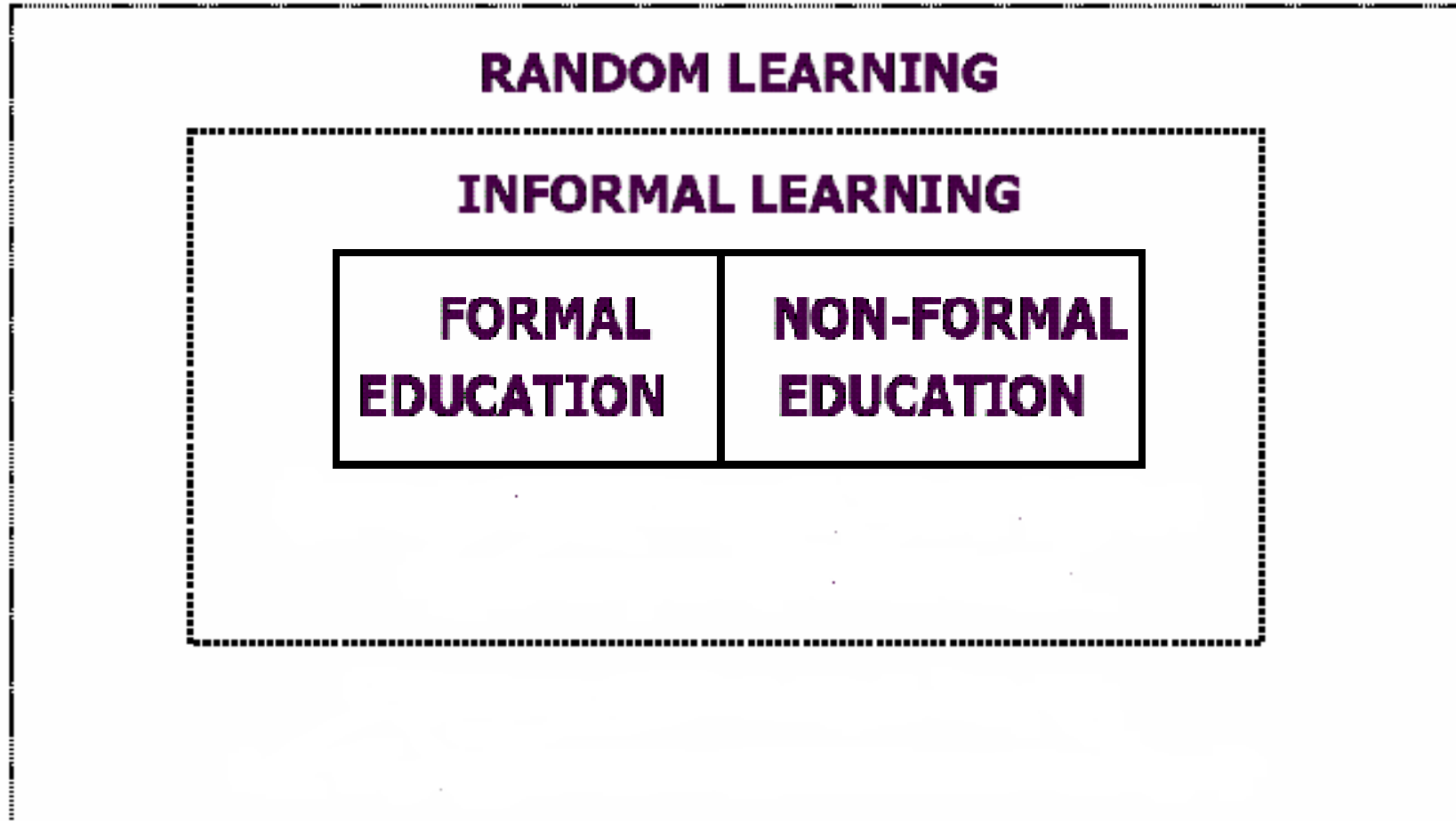
How is ISCED constructed?

- ISCED attempts to classify the **curriculum content** of education programmes
- Usually by using **proxy criteria** (main and subsidiary criteria)

Classifying education programmes

- o What is the starting age?
- o What is the typical duration?
- o Minimum duration?
- o What is the orientation?
- o What qualifications do teachers have?
- o What are the entrance requirements?
- o What are the qualifications awarded?
- o What does the programme lead to (destination)?

Scope of education in ISCED



ISCED levels

| ISCED 1997 | ISCED 2011 |
|--|--|
| 0 Pre-primary (designed for children aged 3 years and above) | 0 Early childhood education 01 Early childhood educational development (designed for children aged under 3 years) 02 Pre-primary (designed for children aged 3 years and above) |
| 1 Primary (or 1st stage of basic education) | 1 Primary |
| 2 Lower secondary (or 2nd stage of basic education) | 2 Lower secondary |
| 3 Upper secondary | 3 Upper secondary |
| 4 Post-secondary non-tertiary | 4 Post-secondary non-tertiary |
| 5 First stage of tertiary | 5 Short cycle tertiary 6 Bachelor's or equivalent level 7 Master's or equivalent level |
| 6 Second stage of tertiary | 8 Doctoral or equivalent level |

ISCED 2011 level 5

Short cycle tertiary education:

- Minimum of 2 years full-time equivalent duration
- often designed to provide participants with professional knowledge, skills and competencies
- Typically practically based, occupationally specific and prepares students to enter the labour market
- May provide pathways to other tertiary education programmes
- Includes academic programmes below bachelor or equivalent.

ISCED 2011 level 6

Bachelor or equivalent:

- First (tertiary) degrees at the Bachelor level have a minimum of 3 years full-time equivalent duration
- Often designed to provide participants with **intermediate** academic and/or professional knowledge, skills and competencies
- Typically theoretically based but may include practical components and are informed by state of the art research and/or best professional practice
- Traditionally offered by universities and equivalent tertiary institutions
- Do not usually give direct access to Doctorate programmes at ISCED level 8

ISCED 2011 level 7

Master or equivalent:

- First tertiary degrees at the Master level have a minimum duration of at least five years full-time equivalent
- Often designed to provide participants with **advanced** academic and/or professional knowledge, skills and competencies
- May have a substantial research component, but do not yet lead to the award of a doctoral qualification.
- Typically are theoretically based but may include practical components and are informed by state of the art research and/or best professional practice.
- Traditionally offered by universities and equivalent tertiary institutions
- Usually provide access to Doctorate programmes at ISCED level 8

ISCED 2011 level 8

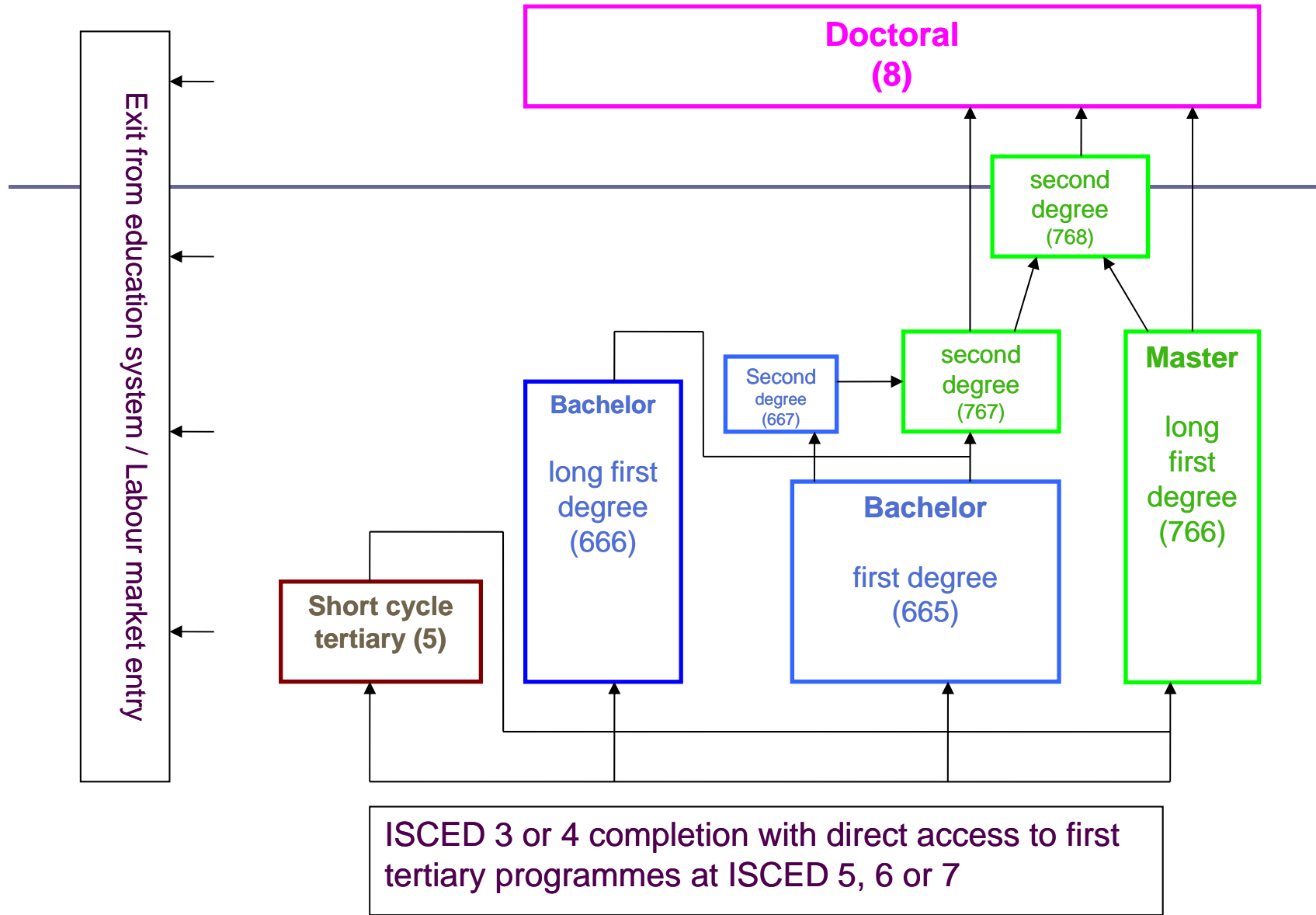
Doctoral or equivalent:

- Full doctoral degrees have a minimum duration of at least three years full-time equivalent
- Designed to lead primarily to an **advanced research qualification**
- Devoted to advanced study and original research
- Theses are a significant contribution to knowledge and are of publishable quality
- Typically offered by research-oriented universities and equivalent tertiary education institutions

Level completion and access

Completion/access to higher ISCED levels

- **Level completion and access** to higher ISCED level
 - **Level completion** (but no direct access to higher ISCED levels)*
 - **Partial level completion** (but no direct access to higher ISCED level)* – sequential (ISCED 2-3)
 - **No level completion** (not direct access to higher ISCED levels)
- ***Level completion or partial completion / no access (ISCED 2-3)**
- **Minimum duration** criteria: 2 years within the level
 - **Minimum cumulative duration** criteria: 8 years and 11 years respectively since the start of ISCED 1



Completion and access (Third digit)

Destination (ISCED 1997) has been replaced by two new concepts:

Completion of an ISCED level

- Successful completion of a programme at the given ISCED level which meets the minimum duration criteria for the level

Access to higher levels of education

- Programmes which give access to other programmes at higher ISCED levels (NB In the case of ISCED 3 access is to programmes at ISCED 5, 6 or 7)

(Source: paras 56-65, ISCED 2011)

Completion and access: sub categories

There are four sub-categories of completion/access:

1. no completion of level
2. partial level completion (ISCED 2 and 3 only)
3. level completion without direct access to higher levels
4. level completion with direct access to higher levels

Partial level completion is used where there is a sequence of two or more programmes within ISCED level 2 or 3.

Successful completion of a programme which is not the last in the sequence of:

- at least 2 years in the level and
- at least 8 years (ISCED 2) or 11 years (ISCED 3) cumulative duration since the beginning of ISCED 1

ISCED 3-digits coding

2 5 4

| | | |
|---------------------------------|--|---|
| <p>2 Lower secondary</p> | <p>24 general</p> <p>25 vocational</p> | <p>241 insufficient for level completion or partial completion, no access</p> <p>242 sufficient for partial level completion, no access</p> <p>243 sufficient for level completion, no access</p> <p>244 sufficient for level completion <u>with access</u></p> <p>251 insufficient for level completion or partial completion, no access</p> <p>252 sufficient for partial level completion, no access</p> <p>253 sufficient for level completion, no access</p> <p>254 sufficient for level completion <u>with access</u></p> |
|---------------------------------|--|---|

Discussion questions

1. What programmes were easy to re-map?
2. What programmes were difficult to re-map?
3. What new information will be needed for the re-mapping process?
4. What would you like further guidance on in the operational manual?

Thank you!

InSCED

INDIAN STANDARD

CLASSIFICATION OF
EDUCATION

MHRD
03.07.2014

Background

- Needed for the collection, presentation and analysis of educational data
- In absence of any standard classification, educational data produced by different sources, are not comparable
- Different agencies use their own classification to collect and disseminate data

Background

- InSCED had been developed as part of a national framework for the storage, exchange and dissemination of statistical and administrative data on educational activity in India
- The primary consideration in designing InSCED was to cater the requirements of all sectors of Indian Educational System

An additional consideration was to make it comparable with the International Standard

- InSCED has covered two cross-classification variables, Levels and Fields of Education

Committee in Ministry

With Term of Reference

- To develop a National Standard Classification on Education
- To prepare Concordance with International Standard Classification of Education (ISCED)
- Committee sat 3 times
- Sub-group (Statistics Division & Shailendra Sigdel) sat separately twice

Documents referred

- ISCED – 1997 & 2011
- ISCED fields of education and training – 1997 and 2013
- Australian Education Classification -2001
- National Industrial Classification
- National Product Classification
- National Classification of Occupation
- National Sample Survey (Household survey)
- NCERT Surveys
- NIOS
- DISE
- UGC
- AISHE
- National Vocational Educational Quality Framework (NVEQF)

-
- **Comments were sought from all stake holders and all State Governments**

- InSCED - a classification of educational programme/ activity and not classification of Educational Institutions (like ISCED)
- InSCED has been designed to classify education according to the Level of education and Field of education (unlike ISCED, here the two have been combined in single document)
- Generally the Levels represent broad steps of educational progression in terms of complexity of educational content
- Field of Education is the subject matter of an educational activity

- Educational Activities first grouped into 16 'Broad Level' alphabetically coded from A through O and X

- further divided into 64 'Narrow Level' with 2-digit numeric code and into 23 'Detailed Level' in case of Level A to E with 3-digit numeric code
- Senior Secondary Education (Level E) has further been divided into Arts, Science, Commerce, Vocational and Other 'Streams' with 4-digit numeric code
 - Vocational School Education divided into 52 'Fields' with 6-digit numeric code in 7 broad groups with 5-digit numeric code
- Levels A to E - School Education
- Levels F to L - Higher Education
- Levels M, N and O pertains to Certificate courses, In-service Training and Adult Education respectively.

- Fields of education at higher education as a two-level hierarchy between broad groups and detailed field (4-digit)

- 35 broad fields and 188 detailed fields
- Rationale for the classification of fields of education is the subject content
- Inter- or multi-disciplinary programmes to be classified according to a majority rule - in which the students spend most of their time
- In case of integrated programme, field to be decided on basis of degree awarded at higher level or on basis of degree awarded later, if fields are at same level
- In case of Choice-based credit system (CBCS), field to be decided on basis of maximum value of core credits

Classification at Single Digit

| Level | Level Name |
|-------|------------------|
| A | Pre-Primary |
| B | Primary |
| C | Upper Primary |
| D | Secondary |
| E | Senior Secondary |

| Level | Level Name |
|-------|-----------------------|
| F | Under Graduate |
| G | Post Graduate |
| H | M.Phil |
| I | Ph.D |
| J | Diploma |
| K | Post Graduate Diploma |
| L | Integrated |

| Level | Level Name |
|-------|---------------------|
| M | Certificate |
| N | In-service Training |
| O | Adult Education |

Higher Education Classification

- Mutually exclusively and Exhaustive
- Different types of programme are classified separately
E.g. B.A & B.Ed will be given 2-digit codes 22 and 25 respectively
- Distance mode of education considered separately
- Duration of the programme has been considered

Orientation

- at Under Graduate and Post Graduate Levels
 - fields of education with codes
 - 01 – 19 - Academic orientation
 - 51 – 66 - Professional orientation
- at M.Phil. and Ph.D. Levels – all fields -
Academic
- At Diploma, Post Graduate Diploma and
Certificate levels – all fields -Vocational/
Professional

CONCORDANCE

- ◉ [Concordance2014.docx](#)
- ◉ [ConcordanceField2014.docx](#)

Statement showing comparative structure of Indian Standard Classification of Education (InSCED) and the International Standard Classification of Education (ISCED)

A. Single digit Concordance

| Indian Standard Classification of Education (InSCED) 2014 | | International Standard Classification of Education (ISCED) 2011 | |
|---|--|---|--|
| INSCED First digit Code | Description | ISCED First digit Code | Description |
| A | General School Education (Class Nursery to Kindergarten) | Level 0 | Early childhood education |
| B | Primary | Level 1 | Primary |
| C | Upper Primary | Level 2 | Lower secondary |
| D | Secondary | Level 3 | Upper secondary |
| E | Senior Secondary | Level 3 | Upper secondary |
| F | Under Graduate | Level 5 Level 6 | Short-cycle tertiary Bachelor or equivalent |
| G | Post Graduate | Level 7 | Master or equivalent |
| H | M.Phil. | Level 7 | Master or equivalent |
| I | Ph.D. | Level 8 | Doctoral or equivalent |
| J | Diploma | Level 4 Level 5 | Post-secondary non-tertiary Short-cycle tertiary |
| K | Post Graduate Diploma including Advanced Diploma | Level 5 Level 7 | Short-cycle tertiary Master or equivalent |
| L | Integrated | Level 6 Level 7 Level 8 | Bachelor or equivalent Master or equivalent Doctoral or equivalent |
| M | Certificate | Level 3 Level 4 | Upper secondary Post-secondary non-tertiary |
| N | In-service Training | | |
| O | Adult Education | Level 1 | Primary |
| X | Education n.e.c. | Level 9 | Not elsewhere classified |

B. Ultimate digit level Concordance

For the purpose of comparison with international classification, two digit code of InSCED at Under Graduate, Post Graduate M.Phil., Ph.D., Diploma, Post Graduate Diploma, Integrated and Certificate Levels should be read with 2 digit code of broad fields of education.

| Indian Standard Classification of Education (InSCED) 2014 | | International Standard Classification of Education (ISCED) 2011 | |
|--|---|--|--|
| Code | Description | Code | Description |
| 001 | General School Education (Class Nursery to Kindergarten) | 010 | Early childhood educational development |
| 002 | Education at Aanganwadi and Balwadi Centres | 020 | Pre-primary education |
| 003 | Education in Play School | | |
| 01 | General School Education at Primary level (for Class I to V) | 100 | Primary education |
| 02 | Education Guarantee Scheme/ Alternative & Innovative Education | 100 | Primary education |
| 03 | Non-formal Education at Primary Level | 100 | Primary education |
| 05 | General School Education at Upper Primary level (for Class VI-VIII) | 244 | Lower Secondary general education - Sufficient for level completion, with direct access to upper secondary education |
| 06 | Non-formal Education at Upper Primary Level | 244 | Lower Secondary general education - Sufficient for level completion, with direct access to upper secondary education |
| 08 | General School Education at Secondary level (for Class X-XI) | 342 | Upper Secondary general education - Sufficient for partial level completion, without direct access to tertiary education |
| 09 | Vocational School Education with entry qualification of Class VIII | 352 | Upper Secondary vocational education - Sufficient for partial level completion, without direct access to tertiary education |
| 101 | General School Education at Secondary level with Distance Mode | 342 | Upper Secondary general education - Sufficient for partial level completion, without direct access to tertiary education |
| 102 | Vocational School Education at Secondary level with Distance Mode | 352 | Upper Secondary vocational education - Sufficient for partial level completion, without direct access to tertiary education |
| 12 | General School Education at Senior Secondary level for Class XII | 344 | Upper Secondary general education - Sufficient for level completion, with direct access to tertiary education |
| 13 | Vocational School Education with entry qualification of Class X with duration less than 3 years | 353 | Upper Secondary vocational education - Secondary vocational education - Sufficient for level completion, without direct access to tertiary education |

| Indian Standard Classification of Education (InSCED) 2014 | | International Standard Classification of Education (ISCED) 2011 | |
|--|---|--|--|
| Code | Description | Code | Description |
| 1411, 1412, 1413 | School Education at Senior Secondary level with Distance Mode | 344 | Upper Secondary general education - Sufficient for level completion, with direct access to tertiary education |
| 1414 | School Education at Senior Secondary level with Distance Mode in Vocational Stream | 354 | Upper Secondary vocational education - Sufficient for level completion, with direct access to tertiary education |
| 2101-2116 | Education at Under Graduate level through Regular Mode with programme duration of less than 3 years with academic orientation | 544 | Short-cycle tertiary general education with programme sufficient for level completion |
| 2151-2168 | Education at Under Graduate level through Regular Mode with programme duration of less than 3 years with vocational orientation | 554 | Short-cycle tertiary vocational education with programme sufficient for level completion |
| 2201-2216 | Education at Under Graduate level through Regular Mode with programme duration of 3 years with academic orientation | 645 | Bachelor or equivalent with academic orientation leading to first degree with programme duration of 3-4 years |
| 2251-2268 | Education at Under Graduate level through Regular Mode with programme duration of 3 years with professional orientation | 655 | Bachelor or equivalent with professional orientation leading to first degree with programme duration of 3-4 years |
| 2301-2316 | Education at Under Graduate level through Regular Mode with programme duration of 4 years with academic orientation | 645 | Bachelor or equivalent with academic orientation leading to first degree with programme duration of 3-4 years |
| 2351-2368 | Education at Under Graduate level through Regular Mode with programme duration of 4 years with professional orientation | 655 | Bachelor or equivalent with professional orientation leading to first degree with programme duration of 3-4 years |
| 2401-2416 | Education at Under Graduate level through Regular Mode with programme duration of more than 4 years with academic orientation | 646 | Bachelor or equivalent with academic orientation leading to long first degree with programme duration of more than 4 years |
| 2451-2468 | Education at Under Graduate level through Regular Mode with programme duration of more than 4 years with professional orientation | 656 | Bachelor or equivalent with professional orientation leading to long first degree with programme duration of more than 4 years |
| 2501-2516 | Second level Under Graduate Education through Regular Mode with academic orientation | 647 | Bachelor or equivalent with academic orientation leading to Second or further degree, following a Bachelor's or equivalent programme |
| 2551-2568 | Second level Under Graduate Education through Regular Mode with professional orientation | 657 | Bachelor or equivalent with professional orientation leading to Second or further degree, following a Bachelor's or equivalent programme |

| Indian Standard Classification of Education (InSCED) 2014 | | International Standard Classification of Education (ISCED) 2011 | |
|--|--|--|---|
| Code | Description | Code | Description |
| 2601-2616 | Education at Under Graduate level through Distance Mode with programme duration of less than 3 years with academic orientation | 544 | Short-cycle tertiary general education with programme sufficient for level completion |
| 2651-2668 | Education at Under Graduate level through Distance Mode with programme duration of less than 3 years with vocational orientation | 554 | Short-cycle tertiary vocational education with programme sufficient for level completion |
| 2701-2716 | Education at Under Graduate level through Distance Mode with programme duration of 3 years with academic orientation | 645 | Bachelor or equivalent with academic orientation leading to first degree with programme duration of 3-4 years |
| 2751-2768 | Education at Under Graduate level through Distance Mode with programme duration of 3 years with professional orientation | 655 | Bachelor or equivalent with professional orientation leading to first degree with programme duration of 3-4 years |
| 2801-2816 | Education at Under Graduate level through Distance Mode with programme duration of 4 years with academic orientation | 645 | Bachelor or equivalent with academic orientation leading to first degree with programme duration of 3-4 years |
| 2851-2868 | Education at Under Graduate level through Distance Mode with programme duration of 4 years with professional orientation | 655 | Bachelor or equivalent with professional orientation leading to first degree with programme duration of 3-4 years |
| 2901-2916 | Education at Under Graduate level through Distance Mode with programme duration of more than 4 years with academic orientation | 646 | Bachelor or equivalent with academic orientation leading to long first degree with programme duration of more than 4 years |
| 2951-2968 | Education at Under Graduate level through Distance Mode with programme duration of more than 4 years with professional orientation | 656 | Bachelor or equivalent with professional orientation leading to long first degree with programme duration of more than 4 years |
| 3001-3016 | Second level Under Graduate Education through Distance Mode with academic orientation | 647 | Bachelor or equivalent with academic orientation leading to Second or further degree, following a Bachelor's or equivalent programme |
| 3051-3068 | Second level Under Graduate Education through Distance Mode with professional orientation | 657 | Bachelor or equivalent with professional orientation leading to Second or further degree, following a Bachelor's or equivalent programme |
| 3501-3516 | Education at Post Graduate level through Regular Mode with programme duration of 2 years or less with academic orientation | 747 | Master's or equivalent level with academic orientation leading to Second or further degree (following a Bachelor's or equivalent programme) |
| 3551-3568 | Education at Post Graduate level through Regular Mode with programme duration of 2 years or less with professional orientation | 757 | Master's or equivalent level with professional orientation leading to Second or further degree (following a Bachelor's or equivalent programme) |

| Indian Standard Classification of Education (InSCED) 2014 | | International Standard Classification of Education (ISCED) 2011 | |
|--|---|--|--|
| Code | Description | Code | Description |
| 3601-3616 | Education at Post Graduate level through Regular Mode with programme duration of more than 2 years with academic orientation | 747 | Master's or equivalent level with academic orientation leading to Second or further degree (following a Bachelor's or equivalent programme) |
| 3651-3668 | Education at Post Graduate level through Regular Mode with programme duration of more than 2 years with professional orientation | 757 | Master's or equivalent level with professional orientation leading to Second or further degree (following a Bachelor's or equivalent programme) |
| 3701-3716 | Education at Post Graduate level through Distance Mode with programme duration of 2 years or less with academic orientation | 747 | Master's or equivalent level with academic orientation leading to Second or further degree (following a Bachelor's or equivalent programme) |
| 3751-3768 | Education at Post Graduate level through Distance Mode with programme duration of 2 years or less with professional orientation | 757 | Master's or equivalent level with professional orientation leading to Second or further degree (following a Bachelor's or equivalent programme) |
| 3801-3816 | Education at Post Graduate level through Distance Mode with programme duration of more than 2 years with academic orientation | 747 | Master's or equivalent level with academic orientation leading to Second or further degree (following a Bachelor's or equivalent programme) |
| 3851-3868 | Education at Post Graduate level through Distance Mode with programme duration of more than 2 years with professional orientation | 757 | Master's or equivalent level with professional orientation leading to Second or further degree (following a Bachelor's or equivalent programme) |
| 4101-4168 | Education at M.Phil. level with entry qualification of Post Graduate Level with Regular Mode | 758 | Master's or equivalent level with academic orientation leading to Second or further degree (following successful completion of a Master's or equivalent programme) |
| 4201-4268 | Education at M.Phil. level with entry qualification of Post Graduate Level with Distance Mode | 758 | Master's or equivalent level with academic orientation leading to Second or further degree (following successful completion of a Master's or equivalent programme) |
| 4501-4568 | Education at Ph.D. level with entry qualification of Post Graduate Level with Regular Mode | 844 | Doctoral or equivalent level with academic orientation and Sufficient for level completion |
| 4601-4668 | Education at Ph.D. level with entry qualification of Pd.D. Level with Regular Mode | 844 | Doctoral or equivalent level with academic orientation and Sufficient for level completion |
| 4701-4768 | Education at Ph.D. level with entry qualification of Post Graduate Level with Distance Mode | 844 | Doctoral or equivalent level with academic orientation and Sufficient for level completion |
| 5101-5168 | Education at Diploma Level with entry qualification of Class X with duration of at least 3 years with Regular Mode | 454 | Post-secondary non-tertiary vocational education Sufficient for level completion with, direct access to tertiary education |

| Indian Standard Classification of Education (InSCED) 2014 | | International Standard Classification of Education (ISCED) 2011 | |
|--|---|--|--|
| Code | Description | Code | Description |
| 5201-5268 | Education at Diploma Level with entry qualification of Class XII with duration of at least 9 months but less than 2 years with Regular Mode | 454 | Post-secondary non-tertiary vocational education Sufficient for level completion with, direct access to tertiary education |
| 5301-5368 | Education at Diploma Level with entry qualification of Class XII with duration of 2 years or more with Regular Mode | 554 | Short-cycle tertiary vocational education with programme sufficient for level completion |
| 5401-5468 | Education at Diploma Level with entry qualification of Under Graduate or higher Level with duration of at least 9 months but less than 2 years with Regular Mode | 657 | Bachelor or equivalent with professional orientation leading to Second or further degree, following a Bachelor's or equivalent programme |
| 5501-5568 | Education at Diploma Level with entry qualification of Under Graduate or higher Level with duration of 2 years or more with Regular Mode | 657 | Bachelor or equivalent with professional orientation leading to Second or further degree, following a Bachelor's or equivalent programme |
| 5601-5668 | Education at Diploma Level with entry qualification of Class X with duration of at least 3 years with Distance Mode | 454 | Post-secondary non-tertiary vocational education Sufficient for level completion with, direct access to tertiary education |
| 5701-5768 | Education at Diploma Level with entry qualification of Class XII with duration of at least 9 months but less than 2 years with Distance Mode | 454 | Post-secondary non-tertiary vocational education Sufficient for level completion with, direct access to tertiary education |
| 5801-5868 | Education at Diploma Level with entry qualification of Class XII with duration of 2 years or more with Distance Mode | 554 | Short-cycle tertiary vocational education with programme sufficient for level completion |
| 5901-5968 | Education at Diploma Level with entry qualification of Under Graduate or higher Level with duration of at least 9 months but less than 2 years with Distance Mode | 657 | Bachelor or equivalent with professional orientation leading to Second or further degree, following a Bachelor's or equivalent programme |
| 6001-6068 | Education at Diploma Level with entry qualification of Under Graduate or higher Level with duration of 2 years or more with Distance Mode | 657 | Bachelor or equivalent with professional orientation leading to Second or further degree, following a Bachelor's or equivalent programme |
| 6501-6568 | Education at Post Graduate Diploma Level with entry qualification of Under Graduate Level with Regular Mode | 751 | Master's or equivalent level with professional orientation Insufficient for level completion |
| 6601-6668 | Education at Post Graduate Diploma Level with entry qualification of Diploma Level or any other Level with Regular Mode | 551 | Short-cycle tertiary vocational education Insufficient for level completion |

| Indian Standard Classification of Education (InSCED) 2014 | | International Standard Classification of Education (ISCED) 2011 | |
|--|--|--|--|
| Code | Description | Code | Description |
| 6701-6768 | Education at Post Graduate Diploma Level with entry qualification of Under Graduate Level with Distance Mode | 751 | Master's or equivalent level with professional orientation Insufficient for level completion |
| 6801-6868 | Education at Post Graduate Diploma Level with entry qualification of Diploma Level or any other Level with Distance Mode | 551 | Short-cycle tertiary vocational education Insufficient for level completion |
| 7101-7116 | Education at Integrated Level leading to Bachelor's Degree with Regular Mode | 646 | Bachelor or equivalent with academic orientation leading to long first degree with programme duration of more than 4 years |
| 7151-7168 | Education at Integrated Level leading to Bachelor's Degree with Regular Mode | 656 | Bachelor or equivalent with professional orientation leading to long first degree with programme duration of more than 4 years |
| 7201-7216 | Education at Integrated Level leading to Master's Degree with Regular Mode | 746 | Master's or equivalent level with academic orientation leading to Long first degree (at least 5 years) |
| 7251-7268 | Education at Integrated Level leading to Master's Degree with Regular Mode | 756 | Master's or equivalent level with professional orientation leading to Long first degree (at least 5 years) |
| 7301-7368 | Education at Integrated Level leading to Doctorate with Regular Mode | 844 | Doctoral or equivalent level with academic orientation and Sufficient for level completion |
| 7401-7416 | Education at Integrated Level leading to Bachelor's Degree with Distance Mode | 646 | Bachelor or equivalent with academic orientation leading to long first degree with programme duration of more than 4 years |
| 7451-7468 | Education at Integrated Level leading to Bachelor's Degree with Distance Mode | 656 | Bachelor or equivalent with professional orientation leading to long first degree with programme duration of more than 4 years |
| 7501-7516 | Education at Integrated Level leading to Master's Degree with Distance Mode | 746 | Master's or equivalent level with academic orientation leading to Long first degree (at least 5 years) |
| 7551-7568 | Education at Integrated Level leading to Master's Degree with Distance Mode | 756 | Master's or equivalent level with professional orientation leading to Long first degree (at least 5 years) |
| 7601-7668 | Education at Integrated Level leading to Doctorate with Distance Mode | 844 | Doctoral or equivalent level with academic orientation and Sufficient for level completion |
| 8101-8168 | Short term Certificate Courses of duration of less than 9 months with entry qualification of Class X with Regular Mode | 353 | Upper secondary vocational education Sufficient for level completion, without direct access to tertiary education (but may give direct access to post- secondary non-tertiary education) |
| 8201-8268 | Short term Certificate Courses of duration of less than 9 months with entry qualification of Class XII with Regular Mode | 453 | Post-secondary non-tertiary vocational education Sufficient for level completion without, direct access to tertiary education |

| Indian Standard Classification of Education (InSCED) 2014 | | International Standard Classification of Education (ISCED) 2011 | |
|--|--|--|--|
| Code | Description | Code | Description |
| 8301-8368 | Short term Certificate Courses of duration of less than 9 months with entry qualification of Under Graduate or higher Level with Regular Mode | 554 | Short-cycle tertiary vocational education with programme sufficient for level completion |
| 8401-8468 | Short term Certificate Courses of duration of less than 9 months without any entry qualification with Regular Mode | 353 | Upper secondary vocational education Sufficient for level completion, without direct access to tertiary education (but may give direct access to post- secondary non-tertiary education) |
| 8501-8568 | Short term Certificate Courses of duration of less than 9 months with entry qualification of Class X with Distance Mode | 353 | Upper secondary vocational education Sufficient for level completion, without direct access to tertiary education (but may give direct access to post- secondary non-tertiary education) |
| 8601-8668 | Short term Certificate Courses of duration of less than 9 months with entry qualification of Class XII with Distance Mode | 453 | Post-secondary non-tertiary vocational education Sufficient for level completion without, direct access to tertiary education |
| 8701-8768 | Short term Certificate Courses of duration of less than 9 months with entry qualification of Under Graduate or higher Level with Distance Mode | 554 | Short-cycle tertiary vocational education with programme sufficient for level completion |
| 8801-8868 | Short term Certificate Courses of duration of less than 9 months without any entry qualification with Distance Mode | 353 | Upper secondary vocational education Sufficient for level completion, without direct access to tertiary education (but may give direct access to post- secondary non-tertiary education) |
| 91 | In-Service Training courses for Teachers | 999 | Education not elsewhere classified |
| 92 | In-Service Training courses for Executives | 999 | Education not elsewhere classified |
| 93 | In-Service Training courses for Others | 999 | Education not elsewhere classified |
| 95 | Adult Education | 999 | Education not elsewhere classified |
| 99 | Education not elsewhere classified | 999 | Education not elsewhere classified |

Statement showing comparison of Fields of Education in Indian Standard Classification of Education (InSCED) and in International Standard Classification of Education (ISCED)

As International Standard Classification of Education: Fields of Education and Training (ISCED-F) has been revised from 2013; the comparison has been done with ISCED-F 2013 instead of ISCED-F 2011.

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|---|---|--|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 01 0101 | Area Studies Area Studies | 03 031 0314 | Social sciences, journalism and information Social and behavioural sciences Sociology and cultural studies |
| 02 0201 | Arts Arts | 03 031 0314 | Social sciences, journalism and information Social and behavioural sciences Sociology and cultural studies |
| 03 0301 0302 | Commerce Commerce Foreign Trade | 04 041 0412 041 | Business, administration and law Business and administration Finance, banking and insurance Business and administration |
| 04 0401 | Cultural Studies Cultural Studies | 03 031 0314 | Social sciences, journalism and information Social and behavioural sciences Sociology and cultural studies |
| 05 0501 | Defence Studies Defence Studies | 10 103 1031 | Services Security services Military and defence |
| 06 0601 | Disability Studies Disability Studies | 09 092 0921 | Health and welfare Welfare Care of the elderly and of disabled adults |
| 07 0701 | Foreign Language English | 02 023 0231 | Arts and humanities Languages Language acquisition |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|-----------------------------|---|---|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 0702 | French | 0231 | Language acquisition |
| 0703 | German | 0231 | Language acquisition |
| 0704 | Spanish | 0231 | Language acquisition |
| 0709 | Other Foreign Languages | 0231 | Language acquisition |
| 08 | Gandhian Studies | 02 | Arts and humanities |
| | | 022 | Humanities (except languages) |
| 0801 | Gandhian Studies | 0223 | Philosophy and ethics |
| 09 | Indian Language | 02 | Arts and humanities |
| | | 023 | Languages |
| 0901 | Bengali | 0231 | Language acquisition |
| 0902 | Hindi | 0231 | Language acquisition |
| 0903 | Kannada | 0231 | Language acquisition |
| 0904 | Malayalam | 0231 | Language acquisition |
| 0905 | Odiya | 0231 | Language acquisition |
| 0906 | Punjabi | 0231 | Language acquisition |
| 0907 | Sanskrit | 0231 | Language acquisition |
| 0908 | Tamil | 0231 | Language acquisition |
| 0909 | Telugu | 0231 | Language acquisition |
| 0910 | Urdu | 0231 | Language acquisition |
| 0919 | Other Indian Languages | 0231 | Language acquisition |
| 10 | Linguistics | 02 | Arts and humanities |
| | | 023 | Languages |
| 1001 | Linguistics | 0232 | Literature and linguistics |
| 11 | Oriental Learning | 02 | Arts and humanities |
| | | 022 | Humanities (except languages) |
| 1101 | Jyotisha | 0221 | Religion and theology |
| 1102 | Oriental Learning | 0221 | Religion and theology |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|-----------------------------|---|--|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 1103 | Veda | 0221 | Religion and theology |
| 12 | Religious Studies | 02 | Arts and humanities |
| | | 022 | Humanities (except languages) |
| 1201 | Buddhist Studies | 0221 | Religion and theology |
| 1202 | Christian Studies | 0221 | Religion and theology |
| 1203 | Islamic Studies | 0221 | Religion and theology |
| 1204 | Jainism | 0221 | Religion and theology |
| 1205 | Theology | 0221 | Religion and theology |
| 1209 | Religious Studies | 0221 | Religion and theology |
| 13 | Science | 05 | Natural sciences, mathematics and statistics |
| | | 051 | Biological and related sciences |
| 1301 | Bio-Chemistry | 0512 | Biochemistry |
| 1302 | Bio-Science | 0511 | Biology |
| 1303 | Bio-Technology | 0511 | Biology |
| 1304 | Botany | 0511 | Biology |
| | | 053 | Physical sciences |
| 1305 | Chemistry | 0531 | Chemistry |
| 1306 | Electronics | 0533 | Physics |
| | | 052 | Environment |
| 1307 | Environmental Science | 0521 | Environmental sciences |
| | | 051 | Biological and related sciences |
| 1308 | Genetics | 0511 | Biology |
| | | 053 | Physical sciences |
| 1309 | Geology | 0532 | Earth sciences |
| 1310 | Geo-Physics | 0532 | Earth sciences |
| | | 051 | Biological and related sciences |
| 1311 | Life Science | 0511 | Biology |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|-----------------------------|---|---|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 1312 | Mathematics | 054 | Mathematics and statistics |
| | | 0541 | Mathematics |
| 1313 | Medical Science | 051 | Biological and related sciences |
| | | 0511 | Biology |
| 1314 | Microbiology | 051 | Biological and related sciences |
| | | 0511 | Biology |
| 1315 | Physics | 053 | Physical sciences |
| 1316 | Science | 0533 | Physics |
| | | 05 | Natural sciences, mathematics and statistics |
| 1317 | Statistics | 054 | Mathematics and statistics |
| | | 0542 | Statistics |
| 1318 | Zoology | 051 | Biological and related sciences |
| 1329 | Other Science | 0511 | Biology |
| | | 05 | Natural sciences, mathematics and statistics |
| 14 | Social Science | 02,03,05 | Arts and humanities , Social sciences, journalism and information, Natural sciences, mathematics and statistics |
| 1401 | Anthropology | 031 | Social and behavioural sciences |
| | | 0314 | Sociology and cultural studies |
| 1402 | Archaeology | 022 | Humanities (except languages) |
| | | 0222 | History and archaeology |
| 1403 | Economics | 031 | Social and behavioural sciences |
| | | 0311 | Economics |
| 1404 | Geography | 052 | Environment |
| | | 0522 | Natural environments and wildlife |
| 1405 | History | 022 | Humanities (except languages) |
| | | 0222 | History and archaeology |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|-----------------------------|---|---|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 1406 | Human Rights | 031 | Social and behavioural sciences |
| | | 0312 | Political sciences and civics |
| 1407 | Mathematics | 054 | Mathematics and statistics |
| | | 0541 | Mathematics |
| 1408 | Philosophy | 022 | Humanities (except languages) |
| | | 0223 | Philosophy and ethics |
| 1409 | Political Science | 031 | Social and behavioural sciences |
| 1410 | Population Studies | 0312 | Political sciences and civics |
| 1411 | Psychology | 0314 | Sociology and cultural studies |
| 1412 | Public Administration | 0313 | Psychology |
| 1413 | Social Science | 0312 | Political sciences and civics |
| 1414 | Sociology | 0314 | Sociology and cultural studies |
| | | 0314 | Sociology and cultural studies |
| 1415 | Statistics | 054 | Mathematics and statistics |
| | | 0542 | Statistics |
| 1429 | Other Social Science | 031 | Social and behavioural sciences |
| | | 0314 | Sociology and cultural studies |
| 15 | Social Work | 09 | Health and welfare |
| | | 092 | Welfare |
| 1501 | Social Work | 0923 | Social work and counseling |
| 16 | Women Studies | 03 | Social sciences, journalism and information |
| | | 031 | Social and behavioural sciences |
| 1601 | Women Studies | 0314 | Sociology and cultural studies |
| 51 | Agriculture | 08 | Agriculture, forestry, fisheries and veterinary |
| | | 081 | Agriculture |
| 5101 | Agriculture | 0811 | Crop and livestock production |
| | | 082 | Forestry |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|---|---|--|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 5102 | Forestry | 0821 | Forestry |
| 5103 | Horticulture | 081 | Agriculture |
| 5104 | Sericulture | 0811 | Crop and livestock production |
| | | 0811 | Crop and livestock production |
| 52 | Criminology & Forensic Science | 10 | Services |
| | | 103 | Security services |
| 5201 | Criminology & Forensic Science | 1032 | Protection of persons and property |
| 53 | Design | 02 | Arts and humanities |
| | | 021 | Arts |
| 5301 | Design | 0212 | Fashion, interior and industrial design |
| 5302 | Interior Design | 0212 | Fashion, interior and industrial design |
| 54 | Education | 01 | Education |
| | | 011 | Education |
| 5401 | Education (at F,G,H,I,K & L levels) | 0111 | Education science |
| 5401 | Education (at J level) | 0114 | Teacher training with subject specialization |
| 5401 | Education (at M level) | 0113 | Teacher training without subject specialization |
| 55 | Engineering & Technology | 06, 07 | Information and Communication Technologies (ICTs), Engineering, manufacturing and construction |
| | | 071 | Engineering and engineering trades |
| 5501 | Aeronautical Engineering | 0716 | Motor vehicles, ships and aircraft |
| 5502 | Agriculture Engineering | 071 | Engineering and engineering trades |
| | | 073 | Architecture and construction |
| 5503 | Architecture | 0731 | Architecture and town planning |
| | | 071 | Engineering and engineering trades |
| 5504 | Chemical Engineering | 0711 | Chemical engineering and processes |
| | | 073 | Architecture and construction |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|--------------------------------|---|---|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 5505 | Civil Engineering | 0732 | Building and civil engineering |
| | | 071 | Engineering and engineering trades |
| 5506 | Computer Engineering | 0714 | Electronics and automation |
| | | 072 | Manufacturing and processing |
| 5507 | Dairy Technology | 0721 | Food processing |
| | | 071 | Engineering and engineering trades |
| 5508 | Electrical Engineering | 0713 | Electricity and energy |
| 5509 | Electronics Engineering | 0714 | Electronics and automation |
| | | 072 | Manufacturing and processing |
| 5510 | Food Technology | 0721 | Food processing |
| | | 06 | Information and Communication Technologies (ICTs) |
| 5511 | Information Technology | 061 | Information and Communication Technologies (ICTs) |
| | | 071 | Engineering and engineering trades |
| 5512 | Marine Engineering | 0716 | Motor vehicles, ships and aircraft |
| 5513 | Mechanical Engineering | 0715 | Mechanics and metal trades |
| | | 072 | Manufacturing and processing |
| 5514 | Metallurgical Engineering | 0722 | Materials (glass, paper, plastic and wood) |
| 5515 | Mining Engineering | 0724 | Mining and extraction |
| | | 073 | Architecture and construction |
| 5516 | Planning | 0731 | Architecture and town planning |
| 5517 | Transportation Planning | 0731 | Architecture and town planning |
| 5518 | Urban Planning | 0731 | Architecture and town planning |
| 5529 | Other Engineering & Technology | 071 | Engineering and engineering trades |
| 56 | Fashion Technology | 02 | Arts and humanities |
| | | 021 | Arts |
| 5601 | Fashion Technology | 0212 | Fashion, interior and industrial design |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|-----------------------------|---|---|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 57 | Fine Arts | 02 | Arts and humanities |
| | | 021 | Arts |
| 5701 | Fine Arts | 0213 | Fine arts |
| 5702 | Music | 0215 | Music and performing arts |
| 5703 | Performing Arts | 0215 | Music and performing arts |
| 5704 | Visual Arts | 0211 | Audio-visual techniques and media production |
| 58 | Fisheries Science | 08 | Agriculture, forestry, fisheries and veterinary |
| | | 081 | Agriculture |
| 5801 | Fisheries Science | 0831 | Fisheries |
| 59 | Home Science | 07,09,10 | Engineering, manufacturing and construction, Health and welfare, Services |
| | | 072,091,101 | Manufacturing and processing, Health, Personal services |
| 5901 | Food Technology | 0721 | Food processing |
| 5902 | Home Science | 1011 | Domestic services |
| 5903 | Nutrition | 0915 | Therapy and rehabilitation |
| 60 | IT & Computer | 02,06 | Arts and humanities, Information and Communication Technologies (ICTs) |
| | | 061 | Information and Communication Technologies (ICTs) |
| 6001 | Animation | 0611 | Computer use |
| 6002 | Computer Application | 0611 | Computer use |
| 6003 | Computer Science | 0611 | Computer use |
| | | 021 | Arts |
| 6004 | Graphics | 0211 | Audio-visual techniques and media production |
| 6005 | Information Technology | 06 | Information and Communication Technologies (ICTs) |
| | | 021 | Arts |
| 6006 | Multi Media | 0211 | Audio-visual techniques and media production |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|--|---|---|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 61 | Journalism & Mass Communication | 03 | Social sciences, journalism and information |
| 6101 | Journalism & Mass Communication | 032 0321 | Journalism and information Journalism and reporting |
| 62 | Law | 04 | Business, administration and law |
| 6201 | Civil Law | 042 0421 | Law Law |
| 6202 | Constitutional Law | 0421 | Law |
| 6203 | Cyber Crime | 0421 | Law |
| 6204 | International Law | 0421 | Law |
| 6205 | Law | 0421 | Law |
| 6206 | Civil Law | 0421 | Law |
| 63 | Library & Information Science | 03 | Social sciences, journalism and information |
| 6301 | Library & Information Science | 032 0322 | Journalism and information Library, information and archival studies |
| 64 | Management | 04 | Business, administration and law |
| 6401 | Agri-Business Management | 041 0413 | Business and administration Management and administration |
| 6402 | Business Administration | 0413 | Management and administration |
| 6403 | Business Management | 0413 | Management and administration |
| 6404 | Business Studies | 0413 | Management and administration |
| 6405 | Event Management | 0413 | Management and administration |
| 6406 | Financial Management | 0412 | Finance, banking and insurance |
| 6407 | Hospital Administration | 0413 | Management and administration |
| 6408 | Hotel Management | 0413 | Management and administration |
| 6409 | Human Resource Management | 0413 | Management and administration |
| 6410 | International Business | 0416 | Management and administration |
| 6411 | Marketing Management | 0414 | Marketing and advertising |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|-------------------------------------|---|--|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 6412 | Pharmaceutical Technology | 0416 | Management and administration |
| 6413 | Technology | 0413 | Management and administration |
| 6414 | Tourism Management | 0413 | Management and administration |
| 6429 | Other Management | 0413 | Management and administration |
| 65 | Marine Science/ Oceanography | 07 | Engineering, manufacturing and construction |
| | | 071 | Engineering and engineering trades |
| 6501 | Marine Science/ Oceanography | 0716 | Motor vehicles, ships and aircraft |
| 66 | Medical Science | 04,05,09 | Business, administration and law, Natural sciences, mathematics and statistics, Health and welfare |
| | | 091 | Health |
| 6601 | Anatomy | 0914 | Medical diagnostic and treatment technology |
| 6602 | Anesthesiology | 0914 | Medical diagnostic and treatment technology |
| 6603 | Ayurveda | 0917 | Traditional and complementary medicine and therapy |
| | | 051 | Biological and related sciences |
| 6604 | Bio-Chemistry | 0512 | Biochemistry |
| | | 053 | Physical sciences |
| 6605 | Bio-Physics | 0533 | Physics |
| | | 054 | Mathematics and statistics |
| 6606 | Bio-Statistics | 0542 | Statistics |
| | | 051 | Biological and related sciences |
| 6607 | Bio-Technology | 0511 | Biology |
| | | 091 | Health |
| 6608 | Cardiology | 0914 | Medical diagnostic and treatment technology |
| 6609 | Dentistry | 0911 | Dental studies |
| 6610 | Dermatology | 0914 | Medical diagnostic and treatment technology |
| 6611 | Endocrinology | 0914 | Medical diagnostic and treatment technology |
| 6612 | ENT | 0914 | Medical diagnostic and treatment technology |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|-------------------------------|---|--|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 6613 | Forensic Medicine/ Toxicology | 0914 | Medical diagnostic and treatment technology |
| 6614 | Gastroenterology | 0914 | Medical diagnostic and treatment technology |
| 6615 | General Medicine | 0914 | Medical diagnostic and treatment technology |
| 6616 | General Surgery | 0914 | Medical diagnostic and treatment technology |
| 6617 | Gynaecology | 0914 | Medical diagnostic and treatment technology |
| 6618 | Haematology | 0914 | Medical diagnostic and treatment technology |
| 6619 | Hepatology | 0914 | Medical diagnostic and treatment technology |
| 6620 | Homeopathy | 0917 | Traditional and complementary medicine and therapy |
| | | 041 | Business and administration |
| 6621 | Hospital Administration | 0413 | Management and administration |
| | | 091 | Health |
| 6622 | Indian Medicine | 0917 | Traditional and complementary medicine and therapy |
| 6623 | Lab Medicine | 0912 | Medicine |
| | | 041 | Business and administration |
| 6624 | Medical Management | 0413 | Management and administration |
| | | 091 | Health |
| 6625 | Medical Physics | 0915 | Therapy and rehabilitation |
| | | 051 | Biological and related sciences |
| 6626 | Microbiology | 0511 | Biology |
| | | 091 | Health |
| 6627 | Nephrology | 0914 | Medical diagnostic and treatment technology |
| 6628 | Neurology | 0914 | Medical diagnostic and treatment technology |
| 6629 | Nuclear Medicine | 0912 | Medicine |
| 6630 | Nursing | 0913 | Nursing and midwifery |
| 6631 | Occupational Therapy | 0915 | Therapy and rehabilitation |
| 6632 | Oncology | 0914 | Medical diagnostic and treatment technology |
| 6633 | Ophthalmology | 0914 | Medical diagnostic and treatment technology |

| Indian Standard Classification of Education: Fields of Education (InSCED-F) 2014 | | International Standard Classification of Education: Fields of Education and Training (ISCED-F) 2013 | |
|--|---|---|--|
| Code | Broad Field/ Detailed Field | Code | Broad Field/ Narrow Field/ Detailed Field |
| 6634 | Orthopaedics | 0914 | Medical diagnostic and treatment technology |
| 6635 | Pathology | 0914 | Medical diagnostic and treatment technology |
| 6636 | Pediatrics | 0914 | Medical diagnostic and treatment technology |
| 6637 | Pharmacy | 0916 | Pharmacy |
| 6638 | Physiology | 0915 | Medical diagnostic and treatment technology |
| 6639 | Physiotherapy | 0915 | Therapy and rehabilitation |
| 6640 | Plastic Surgery | 0914 | Medical diagnostic and treatment technology |
| 6641 | Psychiatry | 0914 | Medical diagnostic and treatment technology |
| 6642 | Public Health | 0914 | Medical diagnostic and treatment technology |
| 6643 | Radiology | 0914 | Medical diagnostic and treatment technology |
| 6644 | Radiotherapy | 0914 | Medical diagnostic and treatment technology |
| 6645 | Unani | 0917 | Traditional and complementary medicine and therapy |
| 6646 | Urology | 0914 | Medical diagnostic and treatment technology |
| 6699 | Other Medical Science | 0914 | Medical diagnostic and treatment technology |
| 67 | Physical Education | 01 | Education |
| | | 011 | Education |
| 6701 | Physical Education | 0114 | Teacher training with subject specialization |
| 6702 | Yoga | 0114 | Teacher training with subject specialization |
| 68 | Veterinary & Animal Sciences | 08 | Agriculture, forestry, fisheries and veterinary |
| | | 084 | Veterinary |
| 6801 | Dairy Science | 0841 | Veterinary |
| 6801 | Veterinary & Animal Sciences | 0841 | Veterinary |
| 99 | Not known or unspecified | 99 | Not known or unspecified |
| | | 999 | Not known or unspecified |
| 9999 | Not known or unspecified | 9999 | Not known or unspecified |

Thank you



Need and use of statistics for development policy

Dr Mark Gittoes
Head of Analysis for Policy

India Habitat Centre, New Delhi

4th July 2014

HEFCE and statistics

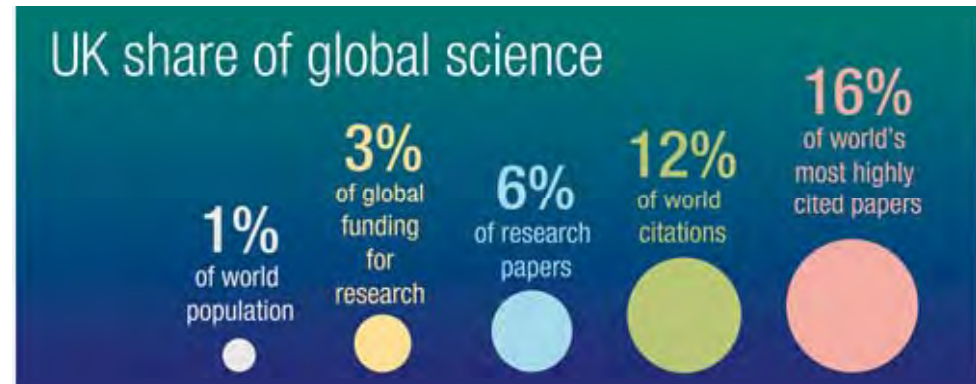
Distribution of public monies to English universities

Ensuring public benefit

Between government and universities

Around 250 staff

45 statisticians



Uses of higher education statistics

Examples

- Funding teaching and research
- Assessing research performance
- Student information and choice
- Institutional enhancement
- Monitoring the health of the system
- Public accountability
- Evidence for policy development



Longitudinal and linked data

- Cohort rather than sample approach
- Higher education records linked to:
 - Achievements at school
 - Financial/loan information
 - Satisfaction survey
 - Employment outcomes
- Understanding of routes into, through and out of higher education

Accountability

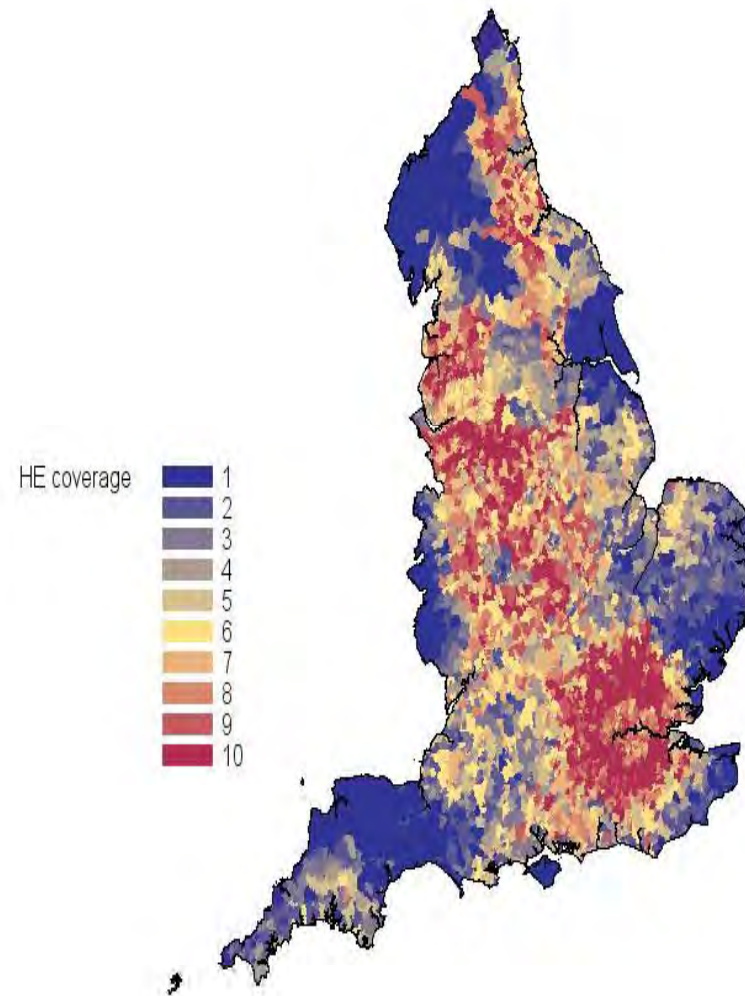
Institutional performance and benchmarking

- Reporting of institutional rates on key indicators:
 - Proportion of disadvantaged students
 - Retention and degree success rates
 - Employment rates after university
- Benchmarks provided to contextualize performance
- Accounts for differences in student profile:
 - Pre-university academic achievements
 - Subjects offered by the university
 - Age of the students

Influencing policy development (1)

Understanding participation

- Identification of cold spots or lack of HE provision
- Interventions supporting development of HE in areas
- Better targeting and understanding of local areas for HE institutions
- Monitoring demand for HE via school trends
- Understanding who does and doesn't participate in HE



Influencing policy development (2)

Retention and HE success

- Identification of student groups with unexplained variations
- Range of measures from retention through to employment
- Different issues for different groups
- Currently focused around:
 - Ethnicity and degree outcomes
 - Employment and postgraduate destinations for disadvantaged

| | White | Black | Chinese | Indian | Other Asian | Other / unknown |
|--------------------------------|---------|-------|---------|--------|-------------|-----------------|
| Starting cohort | 181,510 | 8,465 | 2,410 | 10,325 | 10,835 | 12,215 |
| Degree-qualified | 83.1% | 73.8% | 87.2% | 84.1% | 77.7% | 78.4% |
| First or upper second | 56.1% | 31.3% | 50.7% | 45.8% | 35.9% | 49.2% |
| Degree & employed or studying | 72.8% | 60.5% | 68.6% | 70.3% | 62.3% | 65.7% |
| Degree & graduate job or study | 48.4% | 37.7% | 53.2% | 51.1% | 42.6% | 46.2% |



How to find out more

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