

INFORMATION AND ANALYTICAL REPORT ON

THE ANALYSIS AND CATEGORIZATION OF THE SECTORAL SPECIALIZATION AND STRUCTURE ACADEMIC PROGRAMMES OF

HIGHER EDUCATION INSTITUTIONS IN
THE REPUBLIC OF UZBEKISTAN



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I. INTRODUCTION

This information and analytical report was prepared to determine the degree of sectoral specialization of universities and to classify them by disciplinary categories within the framework of the national ranking assessment for higher education institutions in the Republic of Uzbekistan.

In recent years, the higher education system in the Republic of Uzbekistan has developed rapidly, marked by a significant expansion in the number of universities and fields of study. In particular, alongside state higher education institutions, the growth of non-state universities and branches of foreign higher education institutions has significantly broadened, the institutional profile of higher education institutions and the structure of educational programs have significantly expanded.

As a result, a tendency toward multidisciplinary has emerged in the academic programmes of some universities, giving rise to certain inconsistency between the universities' declared strategic missions and the actual content of their educational offerings. This necessitates determining the level of sectoral specialization of these universities and conducting a fair and comparative assessment of them within the national ranking system.



In international practice, the process of evaluating and ranking universities is typically based on the grouping of educational institutions according to their institutional profile, scientific fields, and areas of specialization.

In China's national ranking system, universities are assessed and ranked based on major fields such as natural sciences, engineering, medicine, and social sciences, as well as by specific specializations, and ranking outcomes are compiled on this basis.

This approach enables a comparative assessment of the research and educational activities of universities operating in diverse fields, on the basis of common criteria. Accordingly, the sectoral specialization, research outcomes, and academic effectiveness of universities are evaluated separately within each field of study. This serves to formulate the ranking results of universities specializing in various disciplines more equitably and to ensure a methodological balance.

From this standpoint, the present analysis investigated the distribution of student enrollment across fields of study in higher education institutions of the Republic and assessed the degree of their profile specialization. On the basis of the results obtained, the study explored the possibilities of grouping (categorizing) higher education institutions by disciplinary categories and of taking these categories into account in the formulation of the national ranking.

II. METHODOLOGY

For the purposes of the present analysis, the provisions of the Regulation on the National Ranking of Higher Education Institutions, approved by order of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan, were taken into account as the regulatory and legal framework. The Regulation was state-registered by the Ministry of Justice of the Republic of Uzbekistan on 28 February 2026 under No. 3783 and sets out the procedure

for assigning higher education institutions to the relevant categories by fields of education, including bachelor's degree programmes and master's specializations.

The analysis relied primarily on data obtained from the Higher Education Management Information System (HEMIS) of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan. Statistical data on student enrollment as of 28 February 2026 served as the basis for the analysis.

Under the methodological approach adopted in this study, student enrollment in higher education institutions was grouped by academic programme and examined across the following disciplinary categories:



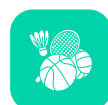
**APPLIED
SCIENCES**



**SOCIAL SCIENCES
AND HUMANITIES**



**MEDICAL
SCIENCES**







**CREATIVE ARTS
AND SPORTS**

During the analysis, the proportion of student enrollment represented by each of these disciplinary categories was calculated for every higher education institution, and the institution's principal academic profile was determined on that basis. For the purpose of classifying universities, the disciplinary category accounting for the largest share of student enrollment was used as the primary criterion.

Accordingly, higher education institutions were classified into the relevant sectoral categories on the basis of the structural composition of their student enrollment. This approach enables an assessment of the degree of universities' specialization and allows them to be grouped according to their sectoral profile.

The following key indicators were taken into account:

 Proportion of student enrollment across disciplinary fields	01
 Degree of universities' sectoral specialization	02
 Degree of multidisciplinary in the structure of academic programmes	03
 Conformity between universities' declared institutional profile and their actual academic structure	04

This methodological approach provides the foundation for systematically grouping higher education institutions by sectoral profile, assessing their degree of specialization, and introducing a category-based comparative evaluation mechanism in the development of the national ranking.

In the course of the evaluation, the proportion of students enrolled in the principal disciplinary category at each university was calculated. This indicator makes it possible to determine the degree of which a university's educational activity is specialized in a particular field or, alternatively, whether its academic programmes have developed along multidisciplinary lines.

For the purpose of systematizing the analytical results, universities' degree of specialization was classified into the following indicative groups:

Highly specialized universities – higher education institutions in which the share of the principal disciplinary category accounts for 70 percent or more. In such universities, educational activity is mainly focused on specific sectoral fields, and a large portion of student enrollment is enrolled in academic programmes corresponding to this specialization.

Mixed-profile universities – higher education institutions in which the principal disciplinary

category accounts for 50 to 70 percent of total student enrollment. Although such institutions retain a primary sectoral orientation, the structure of their academic programmes also includes a significant proportion of programmes in other fields.

Multidisciplinary universities – higher education institutions in which the principal disciplinary category accounts for less than 50 percent of total student enrollment. This indicates that educational activity at such universities extends across multiple fields and that their degree of clearly defined sectoral specialization is relatively low.

This approach provides an opportunity to assess universities' institutional profiles more accurately, to analyze the conformity between their strategic missions and the actual structure of their academic programmes, and to enable the comparative evaluation of higher education institutions by degree of specialization in the formulation of the national ranking.

At the same time, this evaluation mechanism provides an analytical basis for identifying tendencies in the formation of the structure of academic programmes within higher education institutions, assessing universities' sectoral development strategies, and supporting the adoption of relevant decisions within the framework of education policy.

III. DISTRIBUTION OF STUDENT ENROLLMENT BY FIELDS OF STUDY

The higher education system of the Republic demonstrates a certain imbalance in the distribution of student enrollment across fields of study. In particular, a large proportion of students is concentrated in social sciences and humanities programs, which occupy a leading position within the higher education system.

The following chart illustrates the distribution of student enrollment by disciplinary category.

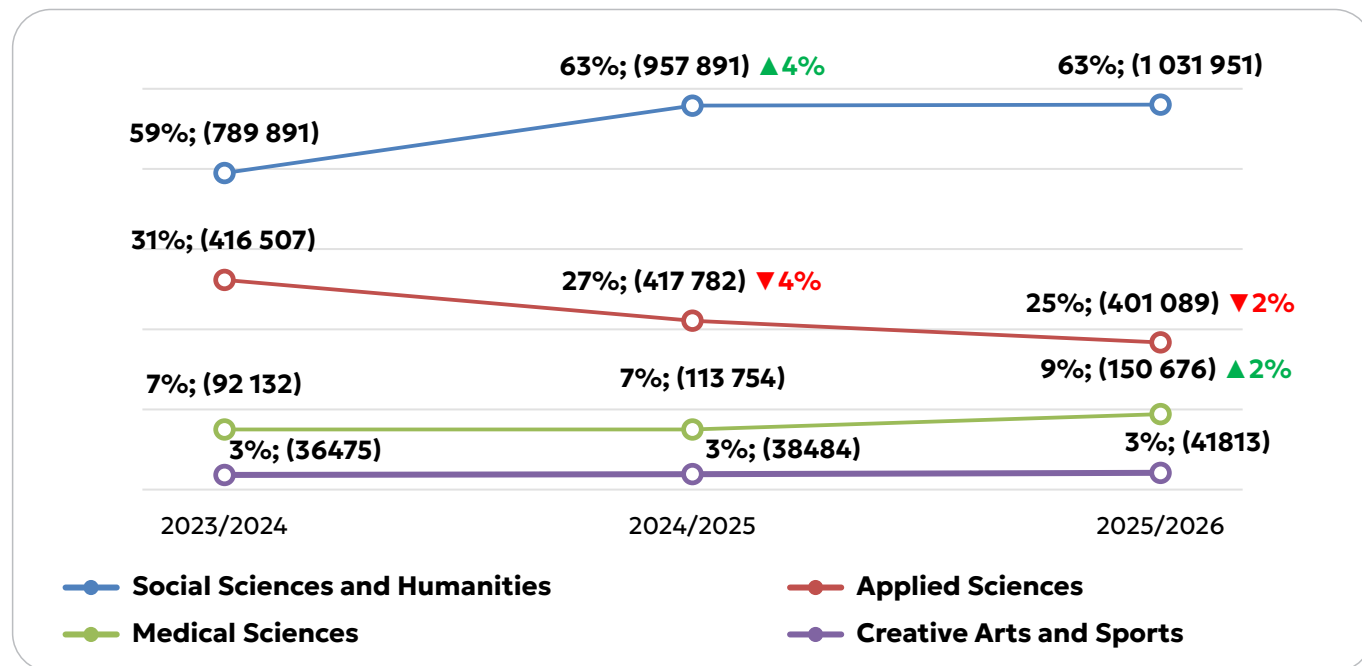


Figure 1. Distribution of student enrollment by disciplinary category (in percent, dynamics over the past three years).

The analysed data indicate that total student enrollment in higher education institutions increased steadily over the 2023/2024, 2024/2025, and 2025/2026 academic years, rising from 1,335,005 in 2023/2024 to 1,625,529 in 2025/2026. This corresponds to an increase of 290,524 students, labelled as 21.8 percent, over the period under review.

The analysis of the structure of academic programmes indicates the predominance of the social sciences and humanities category. In particular, the share of this category increased from 59 percent in the 2023/2024 academic year to 63 percent in the 2025/2026 academic year. At the same time, the share of the applied sciences category showed a declining trend, decreasing from 31 percent in 2023/2024 to 25 percent in 2025/2026.

The proportion of student enrollment in the medical sciences category stood at 7 percent in both the 2023/2024 and 2024/2025 academic years, before increasing to 9 percent in 2025/2026. By contrast, the share of the creative arts and sports category remained stable at 3 percent throughout the period under review.

These indicators suggest that the number of students in the higher education system has continued to increase, while the dominance of social sciences and humanities within the structure of academic programmes has persisted, accompanied by a relative downward trend in the share of applied sciences.

IV. DISTRIBUTION OF HIGHER EDUCATION INSTITUTIONS BY FIELD OF STUDY (DISCIPLINARY CATEGORIES)

An analysis of higher education institutions operating in the Republic by disciplinary category shows that the degree of their sectoral specialization varies. Higher education institutions were classified as follows.

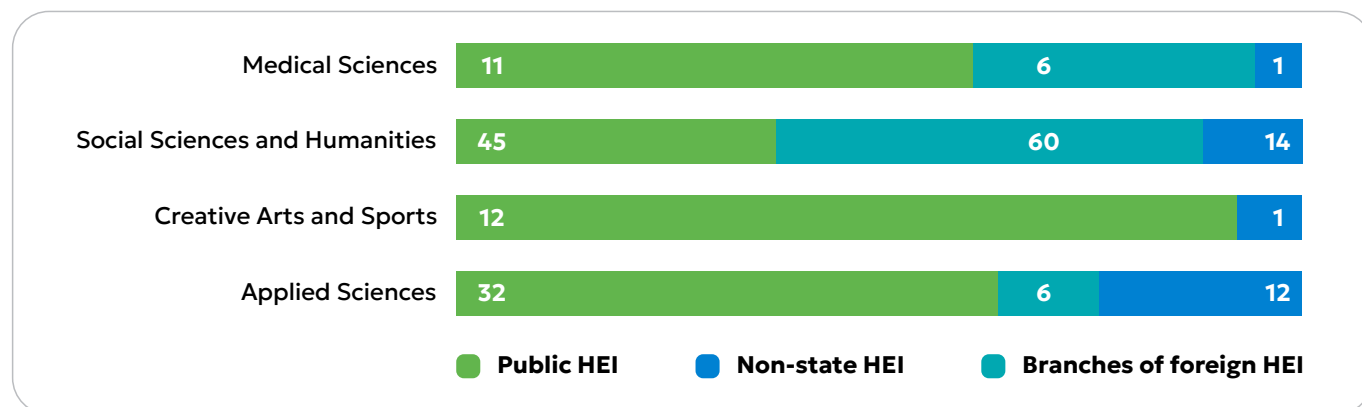


Figure 2. Distribution of Higher Education Institutions by form of ownership.



APPLIED SCIENCES

A total of 50 higher education institutions fall within the category of applied sciences, including 32 state higher education institutions, 6 non-state higher education institutions, and 12 branches of foreign higher education institutions.



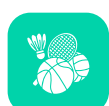
MEDICAL SCIENCES

A total of 18 higher education institutions fall within the category of medical sciences, of which 11 state higher education institutions, 6 non-state higher education institutions, and 1 is a branch of a foreign higher education institution.



SOCIAL SCIENCES AND HUMANITIES

A total of 119 higher education institutions fall within the category of social sciences and humanities, including 45 state higher education institutions, 60 non-state higher education institutions, and 15 branches of foreign higher education institutions.



CREATIVE ARTS AND SPORTS

comprises a total of 13 higher education institutions, including 12 state higher education institutions and 1 branch of a foreign higher education institution.

V. REGIONAL ANALYSIS

The results of the regional analysis indicate that the sectoral composition of higher education institutions within the higher education system of the Republic is differentiated across regions. In particular, the majority of higher education institutions belong to the category of social sciences and humanities.

In particular, Tashkent city is the leading region in terms of the number of higher education institutions belonging to this category. From the total 86 higher education institutions operating in Tashkent, 50 are specialized in the field of social sciences and humanities or have academic programmes in which this field constitutes the predominant area of specialization.

Tashkent city also stands out as the main center for the category of applied sciences. In particular, 23 higher education institutions

assigned to this category are located in Tashkent. In other regions, the number of universities falling within this category remains relatively limited. Thus, of the 14 higher education institutions in Samarkand region, 5 belong to the applied sciences category; in Andijan region, 3 out of 10; and in the Republic of Karakalpakstan, 3 out of 10. This indicates that the main concentration of educational institutions in engineering and technical fields is located in the central regions.

Although a relatively balanced situation is observed in the regional distribution of universities within the category of medical sciences, their main concentration is likewise located in the capital and major regional centers. In particular, 5 higher education institutions specializing in medical sciences operate in Tashkent city, while 3 such institutions are located in Tashkent region.

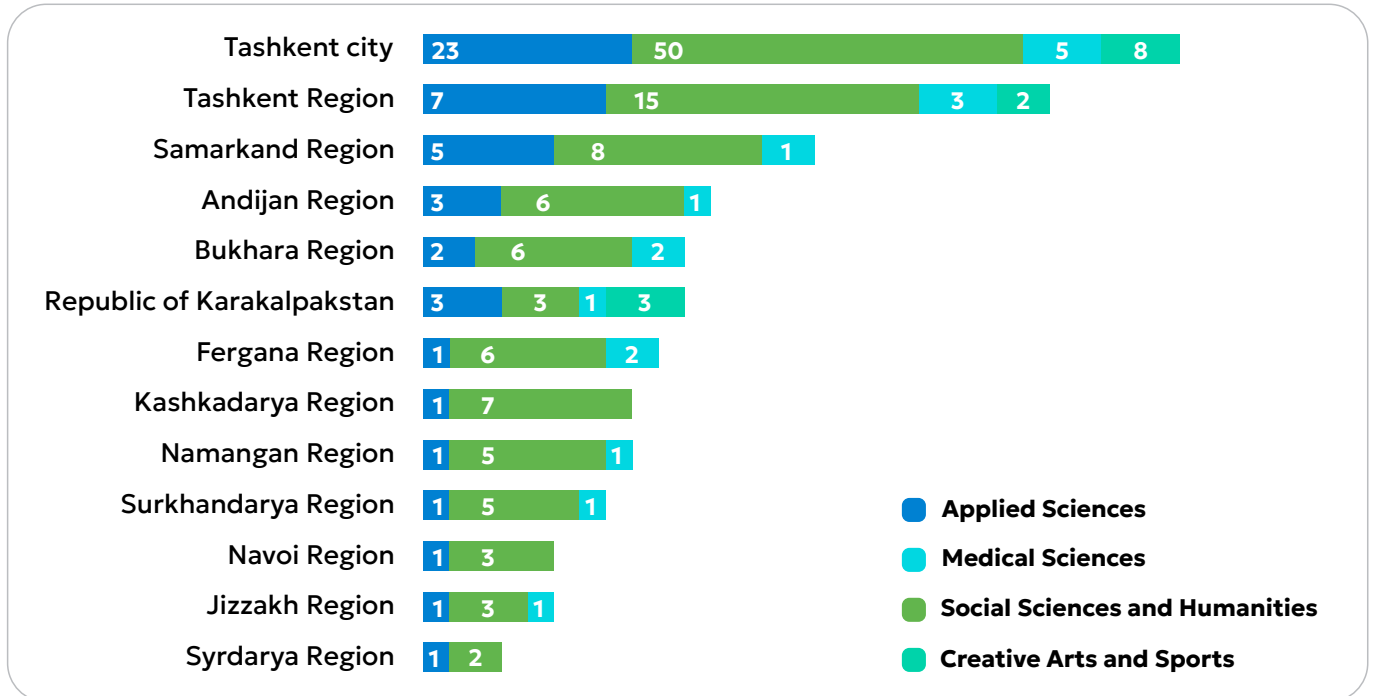


Figure 3. Regional distribution of Higher Education Institutions.

The category of arts and sports includes the smallest number of higher education institutions, with the majority of them also concentrated in Tashkent city. In particular, 8 higher education institutions in this field operate in Tashkent city. While 3 such institutions are located in the Republic of Karakalpakstan and 2 in Tashkent region, in most regions higher education institutions in this field are not represented at all.

The results of the analysis indicate that the regional distribution of higher education institutions in the Republic is characterized by a certain degree of centralization. In particular, universities specialized in multiple fields are mainly concentrated in Tashkent city, whereas in the regions both the number of higher education institutions and the composition of academic programmes are relatively limited.

At the same time, the predominance of social sciences and humanities, together with the limited number of institutions in the fields of arts and sports, points to the existence of certain structural imbalances across fields within the higher education system. This situation provides grounds for further improving education policy with due consideration of universities' sectoral specialization and regional development, as well as for applying mechanisms for the evaluation of higher education institutions by sectoral categories within the framework of the national ranking.

VI. CATEGORIAL ANALYSIS

The analysis of the composition of student enrollment across disciplinary categories in higher education institutions makes it possible to assess the degree of universities' sectoral specialization and the profile of their academic programmes. Such analysis is of particular importance in identifying the disciplinary fields that are predominant within universities, as well as in determining the extent of diversification in their academic programmes. At the same time, these data create a basis for evaluating the consistency between the institutional profile of higher education institutions and the composition of their educational activities.

The total number of students enrolled in higher education institutions assigned to the category of applied sciences amounts to 304,691. Of these, 231,868 students (76.1 percent) are enrolled in programmes corresponding to this category. At the same time, 68,232 students (22.4 percent) in these institutions are enrolled in humanities-related programmes, 4,569 students (1.5 percent) in creative arts and sports programmes, and 22 students (0.01 percent) in programmes related to the field of medicine.

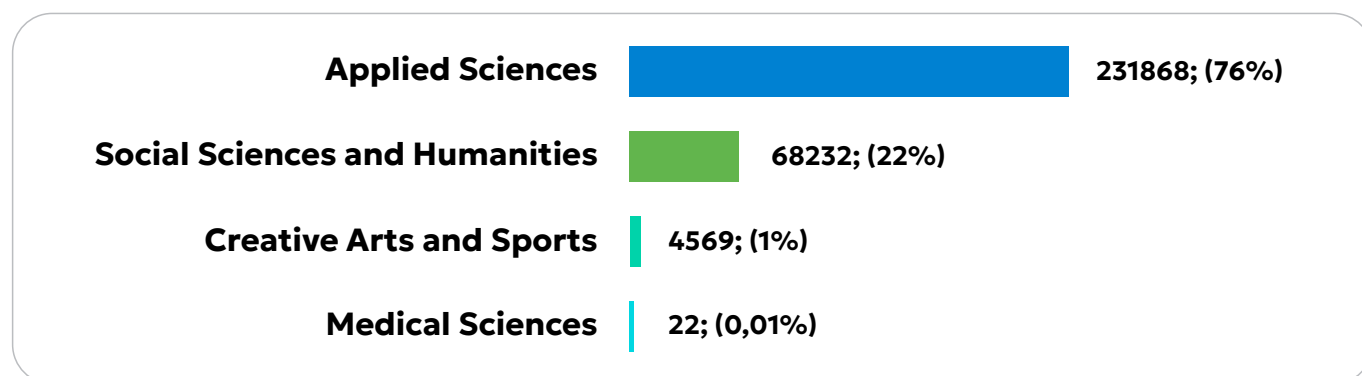


Figure 4. Distribution of students in Higher Education Institutions within the applied sciences category

This data indicates that humanities education fields have also been established to a certain extent in higher education institutions specializing in applied sciences. Specifically, more than 22 percent of students in humanities fields are enrolled in higher education institutions categorized as applied sciences. This situation shows that educational programs at some technical universities are becoming increasingly multidisciplinary.

In higher education institutions classified under the category of medical sciences, a total of 118,581 students are enrolled. Of these, 110,711 (93%) are studying in fields corresponding to this category. Within these institutions, students are distributed across the following areas: 6,159 (5.2%) in the humanities, 1,636 (1.4%) in applied sciences, and 75 (0.1%) in creative arts (sports).

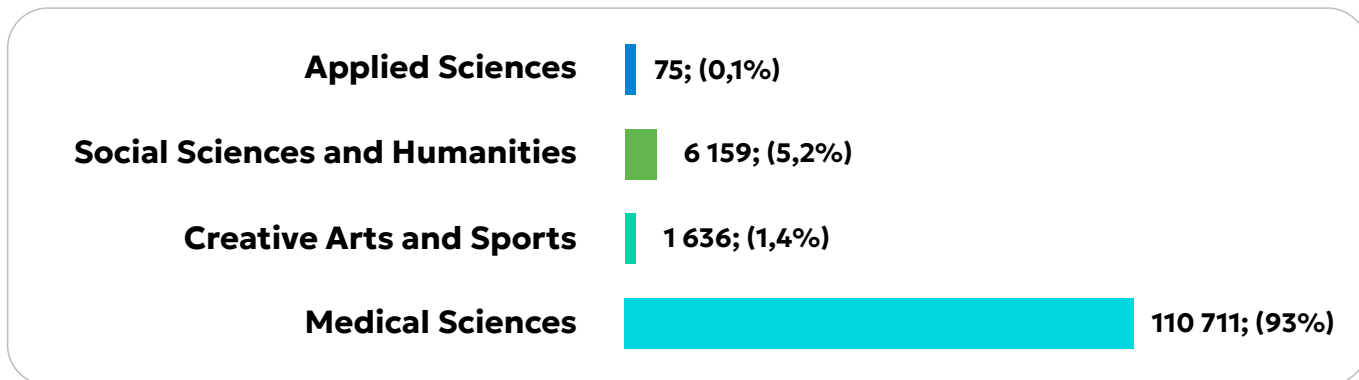


Figure 5. Distribution of students in Higher Education Institutions within the medical sciences category

This data indicates that the structure of educational fields in higher education institutions specializing in medicine has remained relatively stable, and that the main student body is enrolled in educational programs corresponding to the medical field.

In higher education institutions classified under the category of social sciences and humanities, a total of 1,180,202 students are enrolled. Of these, 954,202 (81%) are studying in educational fields that correspond to this category. Additionally, within the universities belonging to the social sciences and humanities category, 167,571 students (14%) are enrolled in applied sciences, 39,943 (3%) in medical fields, and 18,486 (2%) in creative arts (sports).

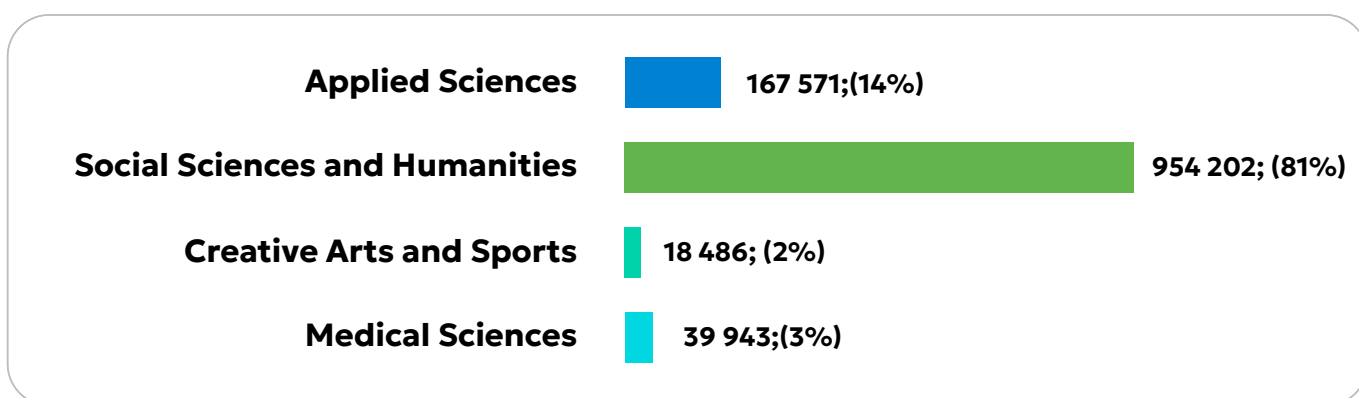


Figure 6. Distribution of students in Higher Education Institutions within the social sciences and humanities category.

This information also shows that practical fields of study have a significant share in higher education institutions specializing in the social sciences and humanities. Specifically, the proportion of students studying in applied science fields at institutions as categorized under social sciences and humanities exceeds 14 percent, which suggests an expansion in the range of educational fields at some universities.

A total of 22,055 students are enrolled in higher education institutions categorized under creative art (sports) disciplines. Of these, 18,683 (84.7%) are studying in fields corresponding to this category. At the same time, within these creative art (sports) institutions, 3,358 students (15.2%) are enrolled in humanities programs, and 14 (0.06%) are studying in applied sciences.

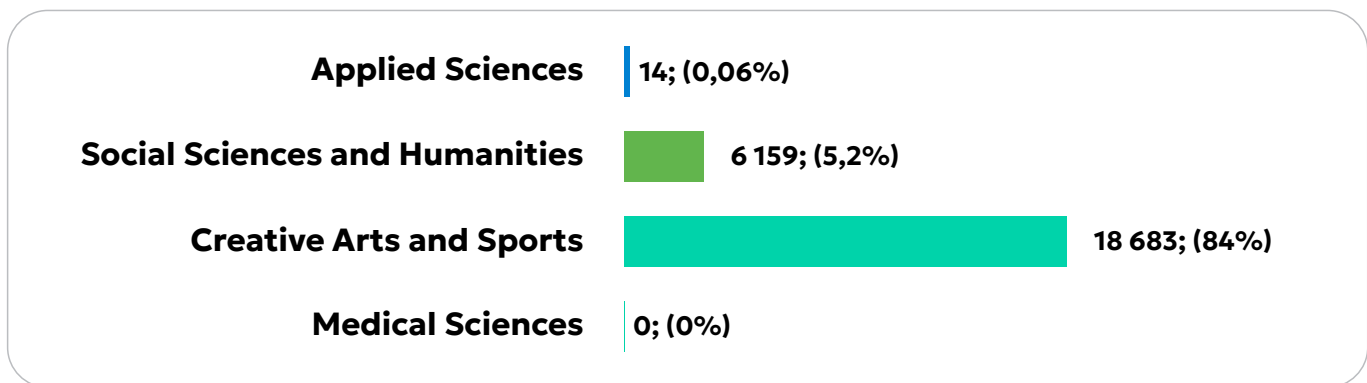


Figure 7. Distribution of students in Higher Education Institutions within the creative art (sports) category.

These figures indicate that educational activities in higher education institutions specializing in creative and sports fields are primarily structured in line with their respective sectoral specializations.

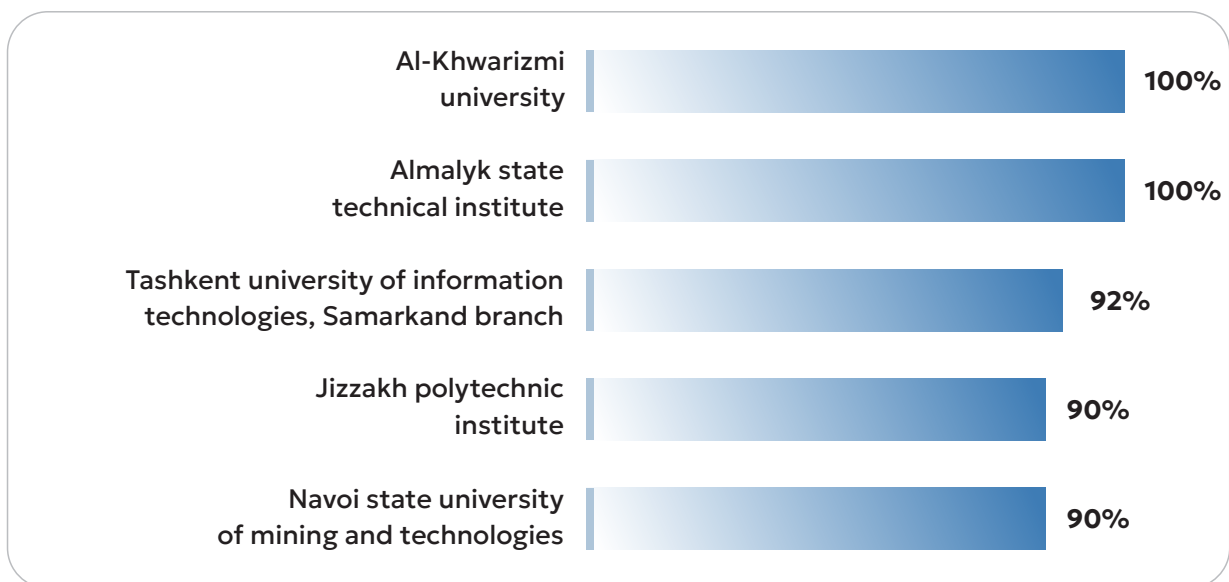
VII. ANALYSIS BY HIGHER EDUCATION INSTITUTIONS



APPLIED SCIENCES

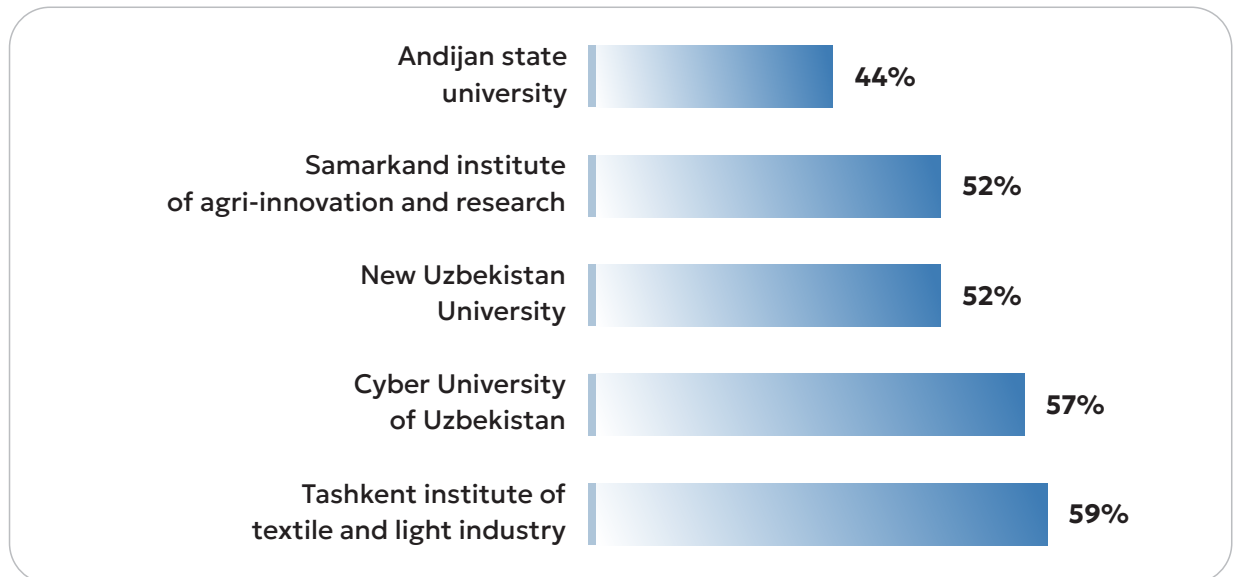
The results of the analysis indicate that, in state higher education institutions assigned to the category of applied sciences, the majority of student enrollment is concentrated in technical and applied fields of study. This suggests that the sectoral specialization of the educational process in these universities has generally been preserved.

The top five state higher education institutions with the highest proportion of student enrollment in the applied sciences category are as follows:



The high concentration of student enrollment in applied sciences programmes at these institutions confirms that their technical specialization remains strong.

At the same time, in a number of state higher education institutions, the share of applied sciences remains relatively low, which indicates the emergence of a multidisciplinary university model to a certain extent within the structure of academic programmes. In particular:



This indicates that, alongside applied sciences, the share of humanities and other fields of study is also increasing in the academic programme structures of these higher education institutions.

Within the group of non-state higher education institutions, the share of applied sciences amounts to 100 percent at Acharya university, IT Park university, and Japan digital university, indicating that the educational process in these institutions is fully specialized in technical fields.

Among the branches of foreign higher education institutions, the highest percent of student enrollment in applied sciences is observed at the branch of the National research nuclear university MMFI, where the share reaches 100 percent, and at the branch of the university of Pisa in Tashkent city, where it accounts for 94 percent.



MEDICAL SCIENCES

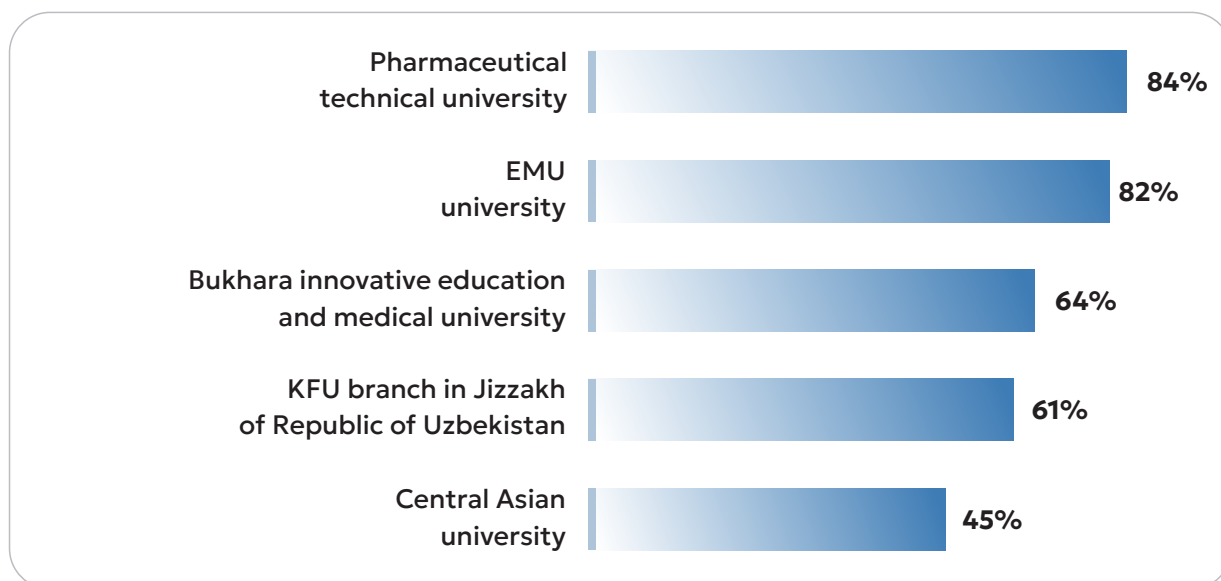
The results of the analysis indicate that, in higher education institutions assigned to the category of medical sciences, the majority of student enrollment is concentrated in medical fields of study. This demonstrates that the sectoral specialization of the educational process in these institutions has been maintained at a high level.

The top five state higher education institutions with the highest proportion of student enrollment in the relevant field are Andijan state medical institute,

Karakalpakstan medical institute, the Termiz branch of Tashkent state medical university, Urgench state medical institute, and Bukhara state medical institute. In these higher education institutions, medical sciences account for 100 percent of student enrollment.

The fact that almost all students in these higher education institutions are enrolled in medical fields of study indicates that their profile specialization has been maintained at a high level.

At the same time, in certain higher education institutions, the share of medical fields remains relatively low, which indicates an expansion in the structure of academic programmes. In particular:



This indicates that, alongside medical sciences, other fields of study have also been established in non-state higher education institutions.

Within the group of non-state higher education institutions, the share of student enrollment in medical fields of study amounts to 100 percent at Central Asian medical university, the institute of Pharmaceutical education and research, and IMPULS medical institute.

Among the branches of foreign higher education institutions, the Jizzakh branch of Kazan (Volga Region) Federal University has a 61 percent share of the medical field, and it is observed that other fields of study are also available at this higher education institution.



SOCIAL SCIENCES AND HUMANITIES

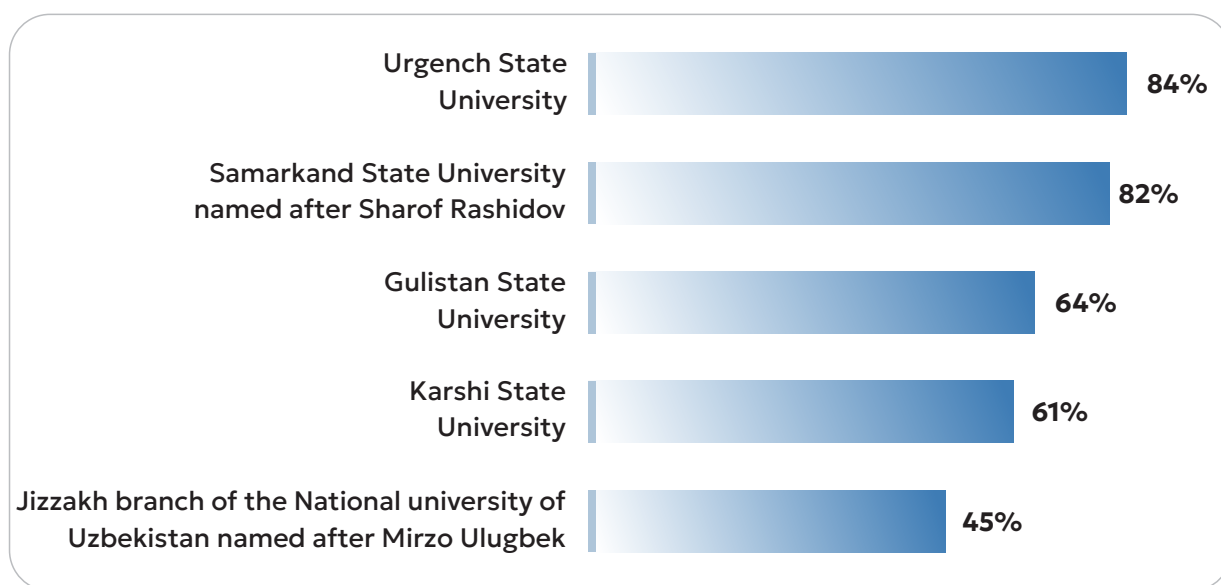
The analysis indicates that the contingent of students in higher educational institutions belonging to the category of social sciences and humanities is formed predominantly in the fields of humanities sciences.

The top five state higher education institutions with the highest proportion of student enrollment in the relevant field are Andijan state institute of foreign languages, the University of world economy and diplomacy, Namangan state institute of foreign languages, Uzbekistan state world languages university, and

Samarkand state institute of foreign languages. In each of these institutions, student enrollment is fully concentrated in fields of study belonging to the category of social sciences and humanities.

The fact that all students in the above-mentioned institutions are enrolled in fields of study related to social sciences and humanities indicates that their profile specialization has been maintained at a high level.

At the same time, in certain state universities, the share of social sciences and humanities programmes remains relatively low, which points to the emergence of a multidisciplinary model of education. In particular:



CREATIVE ARTS AND SPORTS

The top five state higher education institutions with the highest proportion of student enrollment in the relevant field are the Botir Zakirov national institute of pop art, the Nukus branch of the state conservatory of Uzbekistan, the Urgench branch of the Uzbekistan state choreography academy, the state Conservatory of Uzbekistan, and the Uzbekistan state university of physical education and sport. In these institutions, student enrollment is concentrated predominantly in fields of study related to arts and sports. Specifically, the share of enrolment in this field accounts for 100 percent in the first four institutions, while the corresponding figure at the Uzbekistan state university of physical education and sport is 97 percent.

The predominance of student enrollment in academic programmes related to the fields of arts and sports in the above-mentioned higher education institutions demonstrates that their profile specialization has been maintained at a high level.

Among the branches of foreign higher education institutions, the Tashkent branch of the all-Russian state institute of cinematography named after S.A. Gerasimov records a 100 percent share of student enrollment in the field of arts.

VIII. MISALIGNMENT BETWEEN THE STRATEGIC MISSION OF UNIVERSITIES AND CURRENT EDUCATIONAL STRUCTURE

The analysis shows that, a certain misalignment is observed between the declared sectoral profile of the institution and the actual structure of its academic programmes in some higher educational institutions. This is reflected, in particular, in the relatively high share of social sciences and humanities programmes within universities formally specialized in a particular field.

In particular, universities expected to maintain a clearly defined sectoral specialization exhibit a relatively high share of social sciences and humanities programmes. For example, while 52 percent of student enrollment at the Samarkand branch of Zarmed university is concentrated in medical fields of study, the distribution at the University's Bukhara branch reflects a structural misalignment, with 73 percent of students enrolled in social sciences and humanities programmes.

Similar cases are also observed in a number of other universities. At Tashkent university of applied sciences, 90 percent of student enrollment is concentrated in fields of study classified under the category of social sciences and humanities; the corresponding figures stand at 87 percent at the University of innovation technologies. This suggests that alignment between universities' institutional profiles and the actual structure of their academic programmes is not consistently maintained.

In international practice, the alignment between an institution's academic profile, research areas, and the structure of its academic programmes is regarded as one of the important criteria in the evaluation of universities. For example, within the methodology of the CHE University Ranking in Germany, universities are assessed not on the basis of a general overall ranking, but by individual disciplinary fields and academic programmes. In this context, indicators such as teaching quality, student opinion, research activity, and internationalization are taken into consideration, making it possible to determine universities' academic profiles and sectoral specialization.

IX. CONCLUSION

An analytical study was undertaken with the aim of examining the sectoral profile of higher education institutions, the composition of student enrollment, and the institutional structure of academic programmes within the higher education system of the Republic of Uzbekistan. The analysis covered the structure of academic programmes offered by higher education institutions operating in the Republic, the distribution of student enrollment across disciplinary categories, their regional distribution, and the institutional characteristics associated with different forms of ownership. On the basis of the findings, it is considered appropriate to highlight the following conclusions for the purpose of classifying higher education institutions.

First, the classification of higher education institutions according to their sectoral profile and degree of specialization is an important prerequisite for the further development of the national ranking methodology.

Second, the findings of the analysis demonstrate that the sectoral profiles of higher education institutions and the distribution of student enrollment across disciplinary fields have developed unevenly within the higher education system. Social sciences and humanities programmes predominate in the structure of student enrollment, with their share increasing from 59 percent to 63 percent. Conversely, the share of applied sciences declined from 31 percent to 25 percent. The share of medical sciences rose from 7 percent to 9 percent, while the share of arts and sports programmes remained stable. At the same time, a tendency is observed in the educational activities of higher education institutions to prioritize academic programmes that require comparatively fewer resources in terms of infrastructure and material-technical provision, including laboratory facilities. This situation may also be attributed to the insufficient creation of enabling and incentive-based conditions for the development of engineering and technological fields of study, including the establishment of modern laboratories, engineering infrastructure, and practice-oriented training facilities integrated with production processes.

Third, the results of the regional analysis showed that the sectoral and regional distribution of higher education institutions within the Republic's higher education system is characterized by a certain degree of centralization. In particular, it was established that the majority of higher education institutions in the fields of social sciences and humanities, arts and sports, and applied sciences are concentrated in Tashkent city. In addition, the high share of social sciences and humanities programmes, together with the limited number of institutions specializing in applied and technical fields in certain regions, indicates the existence of certain structural imbalances across fields within the higher education system.

Fourth, the sectoral specialization of higher education institutions operating in the Republic has developed differently across disciplinary categories depending on the form of ownership. In particular, the category of social sciences and humanities includes the largest number of higher education institutions, among which the share of non-state institutions is significant. At the same time, the majority within the category of applied sciences is represented by state higher education institutions. While a relatively balanced participation of the state and non-state sectors is observed in the field of medical sciences, the number of higher education institutions in the fields of arts and sports is the smallest, and these institutions are predominantly state-owned.

This situation indicates that ensuring alignment between universities' strategic missions, institutional profiles, and the structure of their academic programmes is acquiring particular importance within the higher education system. The alignment of universities' declared sectoral orientation with the academic programmes implemented in practice constitutes an important factor in securing the sustainable development of higher education institutions, enhancing the quality of education, and ensuring that the system of workforce training corresponds to the needs of the labour market.

INFORMATION ON THE CATEGORIES OF HIGHER EDUCATION INSTITUTIONS BY STUDENT ENROLLMENT

N°		The name of the Higher Education Institution	The share of enrollment by category	The number of students	The number of students by category
1. Applied sciences category					
The state Higher Education Institution					
1.	1	Al-Khwarizmi university	100%	89	89
2.	2	Almalyk state technical institute	100%	5497	5497
3.	3	Samarkand branch of Tashkent university of information technologies named after Muhammad al-Khwarizmi	92%	3670	3389
4.	4	Jizzakh polytechnic institute	90%	8662	7761
5.	5	Navoi state university of mining and technologies	90%	10678	9558
6.	6	Tashkent state technical university named after Islam Karimov	88%	17653	15576
7.	7	Tashkent university of information technologies named after Muhammad al-Khwarizmi	88%	14811	12984
8.	8	Nukus State Technical University	86%	5846	5040
9.	9	Termez state university of engineering and agrotechnologies	85%	9852	8420
10.	10	Bukhara state technical university	85%	15978	13503
11.	11	University of geological sciences	82%	2156	1773
12.	12	Yangier branch of Tashkent institute of chemical technology	82%	3014	2472
13.	13	Karakalpak institute of agriculture and agrotechnologies	82%	3099	2537
14.	14	Tashkent institute of chemical technology	81%	8634	6992
15.	15	Fergana state technical university	80%	18624	14944
16.	16	Karshi state technical university	77%	21938	16905
17.	17	Samarkand state university of veterinary medicine, livestock and biotechnologies	76%	5133	3914
18.	18	Tashkent state transport university	74%	23869	17738
19.	19	Tashkent university of architecture and civil engineering	74%	8266	6110
20.	20	Tashkent branch of Samarkand state university of veterinary medicine, livestock and biotechnologies	73%	2687	1954
21.	21	Nukus branch of Samarkand state university of veterinary medicine, livestock and biotechnologies	72%	1011	731
22.	22	Samarkand state university of architecture and construction	72%	8357	5980
23.	23	Namangan state technical university	69%	17494	12110

24.	24	Tashkent state agrarian university	67%	13503	9031
25.	25	“Tashkent institute of irrigation and agricultural mechanization engineers” national research university	66%	13110	8667
26.	26	Andijan state technical institute	65%	9823	6433
27.	27	Andijan institute of agriculture and agrotechnologies	65%	7341	4759
28.	28	Tashkent institute of textile and light industry	59%	8639	5109
29.	29	Cyber university of Uzbekistan	57%	971	551
30.	30	New Uzbekistan university	52%	1540	801
31.	31	Samarkand institute of agroinnovations and research	52%	1765	917
32.	32	Andijan state university named after Zahiriddin Muhammad Babur	44%	13136	5842
Non-state Higher Education Institution					
33.	1	Acharya university	100%	241	241
34.	2	IT-Park University	100%	519	519
35.	3	Japan Digital University	100%	730	730
36.	4	Digital university	97%	942	910
37.	5	PDP University	93%	1433	1329
38.	6	Samarkand international university of technology	50%	437	218
Foreign Higher Education Institution					
39.	1	Tashkent branch of the national research nuclear university “MMFI”	100%	250	250
40.	2	Branch of the university of Pisa in Tashkent	94%	213	201
41.	3	Almalyk branch of the national university of science and technology “MISiS”	93%	1021	952
42.	4	Belarus-Uzbekistan joint intersectoral institute of applied technical qualifications in Tashkent	84%	1864	1574
43.	5	Tashkent branch of Russian state university of oil and gas named after Gubkin	80%	825	659
44.	6	Tashkent region branch of Astrakhan state technical university	79%	787	622
45.	7	Tashkent branch of the Federal state budgetary educational institution of Higher Education "Russian chemical-technological university named after D.I. Mendeleev"	72%	667	478
46.	8	Turin polytechnic university in Tashkent	72%	2446	1751
47.	9	Inha university in Tashkent	71%	1634	1158
48.	10	Ajou university in Tashkent	66%	1417	940
49.	11	Tashkent branch of the Federal state budgetary institution of higher education "Saint Petersburg state university"	60%	221	133
50.	12	Bucheon university in Tashkent	51%	2198	1116
2. Medical sciences category					
The state Higher Education Institutions					
51.	1	Andijan state medical institute	100%	12580	12580
52.	2	Karakalpak medical institute	100%	2993	2993
53.	3	Termez branch of Tashkent state medical university.	100%	5249	5249

54.	4	Urgench state medical institute	100%	7305	7289
55.	5	Bukhara state medical institute named after Abu Ali ibn Sino	100%	10210	10183
56.	6	Fergana medical institute of public health	99%	6140	6060
57.	7	Tashkent state medical university.	99%	29993	29579
58.	8	Samarkand state medical university	98%	15112	14882
59.	9	Chirchik branch of Tashkent state medical university	98%	1259	1230
60.	10	Tashkent pharmaceutical institute	95%	3437	3273
61.	11	Pharmaceutical technical university	84%	45	38
Non-state Higher Education Institution					
62.	1	Central Asian medical university	100%	3484	3484
63.	2	Institute of pharmaceutical education and research	100%	1452	1452
64.	3	Impuls BSR	100%	1930	1930
65.	4	EMU university	82%	3857	3164
66.	5	Bukhara innovative education and medical university	64%	2879	1834
67.	6	Central Asian university	45%	1954	889
Foreign Higher Education Institution					
68.	1	KFU branch in Jizzakh of Republic of Uzbekistan	61%	1008	612
3. Social sciences and humanities category					
The state Higher Education Institution					
69.	1	Andijan state institute of foreign languages	100%	4321	4321
70.	2	University of world economy and diplomacy	100%	5349	5349
71.	3	Namangan state institute of foreign languages named after Ishoqxon Ibrat	100%	3502	3502
72.	4	Uzbekistan state World languages university	100%	22022	22022
73.	5	Samarkand state institute of foreign languages	100%	11782	11782
74.	6	Tashkent state university of Uzbek language and literature named after Alisher Navoi	100%	6195	6195
75.	7	Tashkent state university of oriental studies	100%	6527	6527
76.	8	Tashkent state university of law	100%	9897	9897
77.	9	Samarkand institute of economics and service	100%	8870	8837
78.	10	Samarkand branch of Tashkent state university of economics	98%	3240	3176
79.	11	University of journalism and mass communications of Uzbekistan	98%	6096	5955
80.	12	“Silk road” international university of tourism and cultural heritage	96%	3771	3624
81.	13	Tashkent state university of economics	95%	48918	46424
82.	14	Andijan state pedagogical institute	93%	11971	11091
83.	15	International islamic academy of uzbekistan	92%	2633	2427
84.	16	Namangan state pedagogical institute	90%	9405	8496
85.	17	Urgench state pedagogical institute	90%	8259	7458
86.	18	Gulistan state pedagogical institute	90%	5894	5282
87.	19	Shahrisabz state pedagogical institute	88%	9434	8270

88.	20	Bukhara state pedagogical institute	86%	11956	10254
89.	21	Termez state pedagogical institute	85%	10873	9229
90.	22	Nukus state pedagogical institute named after Ajiniyaz	83%	13543	11191
91.	23	Chirchik state pedagogical university	82%	19868	16310
92.	24	Kattakurgan state pedagogical institute	82%	3077	2521
93.	25	National pedagogical university of Uzbekistan named after Nizami	80%	18775	14990
94.	26	Jizzakh state pedagogical university named after Abdulla Kadiri	79%	15934	12526
95.	27	Fergana state university	76%	25345	19384
96.	28	Samarkand state pedagogical institute	76%	10109	7707
97.	29	Urgut branch of Samarkand state university named after Sharof Rashidov	75%	1960	1474
98.	30	Denov institute of entrepreneurship and pedagogy of Samarkand state university	75%	7958	5934
99.	31	Kokand state university	73%	16962	12374
100.	32	Navoi state university	71%	17381	12390
101.	33	Bukhara state university	68%	18691	12783
102.	34	Termez state university	66%	17121	11286
103.	35	International agricultural university	65%	857	553
104.	36	Central Asian university of environmental and climate change studies (Green University)	63%	295	187
105.	37	International institute of food technology and engineering	62%	1168	726
106.	38	Namangan state university	62%	14742	9120
107.	39	Karakalpak state university named after Berdaq	61%	27011	16611
108.	40	National university of Uzbekistan named after Mirzo Ulugbek	59%	33774	19801
109.	41	Jizzakh branch of the national university of Uzbekistan named after Mirzo Ulugbek	57%	4920	2808
110.	42	Karshi state university	56%	14174	7883
111.	43	Gulistan state university	53%	14454	7690
112.	44	Samarkand state university named after Sharof Rashidov.	51%	15225	7779
113.	45	Urgench state university	51%	24887	12683
Non-state Higher Education Institution					
114.	1	Institute of social and political sciences	100%	1117	1117
115.	2	Silk road university of innovations	100%	1799	1799
116.	3	STARS international university	100%	636	636
117.	4	TEAM university	100%	452	452
118.	5	University of economics and pedagogy	100%	6420	6420
119.	6	Academy of labour and social relations	100%	1163	1163
120.	7	Urganch innovative university	99%	3618	3587
121.	8	Abu Rayhan Beruni university	99%	1498	1480
122.	9	Bukhara international university	98%	3458	3401
123.	10	International Nordic university	98%	5356	5251

124.	11	New age university	97%	4238	4116
125.	12	"TMC" institute	96%	10637	10232
126.	13	Oriental university	96%	10925	10493
127.	14	Tashkent institute of management and economics	96%	5724	5495
128.	15	Tashkent international university	96%	6363	6096
129.	16	International university of social innovations	95%	6627	6292
130.	17	International school of finance and technology	94%	34087	32146
131.	18	Sarboon university	94%	8329	7845
132.	19	Ma'mun university	93%	12511	11686
133.	20	Asian university of technologies (Karshi innovative education university)	93%	8221	7676
134.	21	Tashkent social innovation university	93%	2986	2772
135.	22	Diplomat University	92%	1774	1624
136.	23	Tashkent Applied sciences university	90%	24279	21905
137.	24	University of applied and social sciences	90%	2953	2661
138.	25	University of science and technologies	90%	7438	6701
139.	26	Oxus university	90%	400	360
140.	27	Turan international university	90%	5291	4753
141.	28	Perfect-university	88%	12048	10660
142.	29	Karshi international university	88%	7803	6901
143.	30	Millat umidi university	88%	2782	2446
144.	31	Tashkent university of economics and pedagogy	88%	10851	9533
145.	32	Tashkent metropolitan university	88%	216	189
146.	33	University of innovation technologies	87%	9124	7978
147.	34	Sharq University	87%	840	729
148.	35	Tashkent university of economics and technologies	86%	4939	4261
149.	36	University of digital economy and agrotechnologies	86%	584	502
150.	37	Angren university	86%	5314	4558
151.	38	Bukhara university of innovations	85%	12464	10641
152.	39	University of information technologies and management	82%	13737	11203
153.	40	Kimyo international university in Tashkent	82%	69 760	57 772
154.	41	Profi University	82%	8 295	6 806
155.	42	Tashkent international university of financial management and technologies	81%	20 122	16 380
156.	43	SAMBHRAM university	80%	1677	1346
157.	44	Termez university of economics and service	80%	30885	24633
158.	45	University of business and science	80%	34921	27796
159.	46	University of economics and pedagogy	79%	34 001	27 092
160.	47	Kokand university	79%	25 763	20 411

161.	48	Tashkent university of humanities	78%	11492	9018
162.	49	Urgench RANCH technology university	78%	11109	8690
163.	50	Renaissance education university	78%	12388	9636
164.	51	Turon university	73%	5 233	3 828
165.	52	Asia international university	69%	31926	22029
166.	53	Korea international university in Fergana	69%	1989	1366
167.	54	Navoi institute of innovations	64%	11 834	7 642
168.	55	Alfraganus university	63%	24909	15645
169.	56	University of management and future technologies	61%	1913	1173
170.	57	American university of technologies in Tashkent	61%	472	289
171.	58	Tashkent international university of education	59%	1414	841
172.	59	Zarmed University	56%	13 853	7 827
173.	60	British management university in Tashkent	77%	751	576
Foreign Higher Education Institution					
174.	1	Tashkent branch of the Moscow state institute of international relations (university) of the Ministry of Foreign affairs of the Russian Federation	100%	422	422
175.	2	Tashkent branch of the Federal state budgetary educational institution of Higher Education of the Russian State pedagogical university named after A.I. Herzen	100%	873	873
176.	3	Andijan branch of Warsaw university of business and applied sciences	100%	282	282
177.	4	Tashkent institute of management development of Singapore	96%	4505	4318
178.	5	Tashkent branch of Russian university of economics named after Plekhanov	95%	943	892
179.	6	Westminster international university in Tashkent	92%	6344	5838
180.	7	Center for the implementation of Webster university educational programs in Tashkent	90%	7244	6525
181.	8	Tashkent branch of Moscow state university named after Lomonosov	82%	969	799
182.	9	Sharda university in Uzbekistan	80%	951	762
183.	10	Fergana branch of the higher school of information systems management of Latvia	77%	237	182
184.	11	Amity university in Tashkent	60%	908	546
185.	12	Tashkent branch of the university of economics and technology of Turkey	57%	406	231
186.	13	Tashkent branch of the Federal state budgetary Educational Institution of Higher Education of the national research university "MEI"	53%	522	277

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187.	14	Chirchik branch of the South Kazakhstan University named after M. Auezov	51%	435	220
4. Category of art (sport) sciences					
The state Higher Education Institutions					
188.	1	National institute of pop art named after Botir Zokirov under the state conservatory of Uzbekistan	100%	553	553
189.	2	Nukus branch of the state conservatory of Uzbekistan	100%	248	248
190.	3	Urgench branch of the state academy of choreography of Uzbekistan	100%	156	156
191.	4	Uzbekistan state conservatory	100%	1160	1158
192.	5	Uzbekistan state university of physical education and sport	97%	7882	7656
193.	6	Uzbekistan state sports academy	96%	158	152
194.	7	Uzbekistan state choreography academy	93%	578	537
195.	8	Nukus branch of Uzbekistan state university of physical education and sport	91%	1599	1460
196.	9	Uzbek national institute of musical arts named after Yunus Rajabi	88%	965	853
197.	10	National institute of painting and design named after Kamoliddin Behzod	81%	2476	1997
198.	11	Nukus branch of the Uzbekistan state institute of arts and culture	72%	1673	1197
199.	12	Uzbekistan state institute of arts and culture	56%	4342	2451
Foreign Higher Education Institution					
200.	1	Branch of the Federal state Budgetary educational institution of Higher Education "All-Russian State Institute of Cinematography named after S.A. Gerasimov" in Tashkent	100%	265	265


MISALIGNMENT BETWEEN THE STRATEGIC MISSION OF UNIVERSITIES AND THE CURRENT EDUCATIONAL STRUCTURE

№	The name of the Higher Education Institution	The category of Higher Education Institution	Applied sciences	Social sciences and humanities	Medical sciences	Category of art (sport) sciences
1.	Andijan institute of agriculture and agrotechnologies	Applied sciences	65%	35%	0%	0%
2.	Tashkent institute of textile and light industry	Applied sciences	59%	32%	0%	9%
3.	Cyber University of Uzbekistan	Applied sciences	57%	43%	0%	0%
4.	Samar kand institute of agroinnovations and research	Applied sciences	52%	48%	0%	0%
5.	Samar kand international technology university	Applied sciences	50%	39%	0%	11%
6.	Tashkent branch of the Federal state budgetary Educational Institution of Higher Education of the national research university "MEI"	Social sciences and humanities	47%	53%	0%	0%
7.	Tashkent branch of the university of economics and technology of Turkey	Social sciences and humanities	43%	57%	0%	0%
8.	American university of technologies in Tashkent	Social sciences and humanities	39%	61%	0%	0%
9.	University of management and future technologies	Social sciences and humanities	39%	61%	0%	0%
10.	International institute of food technology and engineering	Social sciences and humanities	38%	62%	0%	0%
11.	International Agricultural University	Social sciences and humanities	35%	65%	0%	0%
12.	Tashkent university of economics and technologies	Social sciences and humanities	14%	86%	0%	0%
13.	University of Innovation Technologies	Social sciences and humanities	13%	87%	0%	0%
14.	University of Science and Technologies	Social sciences and humanities	10%	90%	0%	0%
15.	Tashkent Applied sciences university	Social sciences and humanities	10%	90%	0%	1%
16.	Urgench ranch technology university	Social sciences and humanities	10%	78%	11%	0%
17.	Termez university of economics and service	Social sciences and humanities	7%	80%	13%	3%
18.	Andijan branch of the university of business and applied sciences of Warsaw	Social sciences and humanities	0%	100%	0%	0%

DISTRIBUTION OF STUDENT ENROLLMENT BY FIELDS OF STUDY

Total number of students by category	Total number of students	Social sciences and humanities category	Applied sciences category	Medical sciences category	Category of art (sport) sciences
		1 625 529	1 031 951	401 089	150 676
	100%	63%	25%	9%	3%



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