Ministry of Human Resource Development
Government of India

Confederation of Indian Industry

ASHE 2014

Annual Status of Higher Education of States and UTs in India, 2014

Deloitte.

Contents

Foreword

The Ministry of Human Resource Development (MHRD) is a vibrant and dynamic organisation which is engaged in the task of nation building through various initiatives and schemes aimed at improving equity, access and excellence in higher education. In keeping with the objectives of the 12th Five Year Plan of making the Indian higher education system globally competitive and strong by focusing on state higher education system, the ministry launched the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) as a Centrally sponsored scheme in October 2013. With this the ministry has completed the journey which started with Sarva Shiksha Abhiyan for universal elementary education and graduated to Rashtriya Madhyamik Shiksha Abhiyan for universal secondary education.

The scheme has so far covered only one year and it is early days to gauge its impact on ground. But till August this year, a total of 17 states had received preparatory grants as also the grants for management, monitoring, research and evaluation (MMER), totalling approximately ₹ 268 crore. This is a good start and substantial progress is expected in the coming few months.

Since funding under RUSA is linked to academic, administrative and governance reforms in state higher education systems, qualitative assessment of progress made in each state is essential at regular intervals. This is where the role of independent organisations such as Confederation of Indian Industry (CII) becomes important. CII started mapping the higher education systems of states and Union territories separately in 2012 in the form of the ASHE report. Since then this report has made significant contributions in providing a holistic picture of the state higher education systems.

I commend this effort in making our higher education system more lucid, more comprehensible and more responsive to the needs of a nation in transition. This third edition of ASHE report is informative and insightful. I hope in years to come it will make significant contributions to evaluating the performance of states in higher education and help them in achieving their plans.

Shashi Prakash Goyal
Joint-Secretary (Higher Education)
Ministry of Human Resource Development

Foreword

The Rashtriya Uchchtar Shiksha Abhiyan (RUSA) is a significant initiative of the Ministry of Human Resource Development, Government of India. The focus on state higher education systems through this scheme is crucial since a majority of the students are enrolled in institutions that come under the jurisdiction of state governments. These institutes need resources to respond to the requirements of an expanding population and changing demographics. RUSA funding will help them do that.

I am happy that Confederation of Indian Industry (CII) has been able to create and sustain this annual mapping of the states' performance in higher education in the Annual Status of Higher Education (ASHE) in states and Union territories. In the third year of this endeavor we have successfully moved away from depending on information provided by states directly to the government. This has been possible because of improvements in the Ministry's own information dissemination system. A significant amount of information, though not entirely so, related to RUSA and state higher education plans is available on the Ministry's website; in addition, the Ministry has been very helpful in sharing insights and information on the implementation of the scheme. ASHE 2014 contains information, which is not available in the public domain so far. I thank them for this support.

The most important stakeholders in this entire scheme of things, the state governments, have started thinking differently because of RUSA and that is a very welcome change. I am happy to see that 17 states have already received funds for making preparations and to put monitoring and research systems in place. This is an excellent start to this new process of funding and improving the quality of higher education in our states and Union territories.

A special thanks to Deloitte India, which has helped us put this report together for a second year.

Dr Naushad Forbes
Vice-President, CII
Chairman, CII National Committee on Higher Education &
Director, Forbes Marshall

Foreword

India's higher education sector, amongst the largest in the world, has experienced unprecedented growth & increased investor focus over the past two decades. Yet, as it stands at the threshold of continued transformation, the sector needs to shift gears and evolve with the changing times. Despite its size and scope, the Gross Enrolment Ratio (GER) in Indian higher education continues to be far below the global average. The rapid growth witnessed in the higher education sector has generated numerous challenges with the key ones being maintaining quality, improving equity and providing access to each and every student based in any part of the country. In terms of global exposure and achieving internationalisation, our country has a long way to go.

Gauging the need to catapult this sector to the next level, the governments in the recent past have conceptualized a number of reforms specifically addressed to iron out some of the pressing issues and also prepare our academic institutions to embrace the future. Unfortunately, most of these reforms are yet to see the light of the day. Given the renewed emphasis placed by the new government, we expect the government to roll out some of these reforms in the near future.

In this context, taking stock of the higher education scenario in India, **'Annual Status of Higher Education in States and UTs 2014'** aims to provide an overview of the higher education status in India, the key challenges it faces and reforms which are at various stages of conceptualization or implementation. Deloitte had partnered with MHRD and CII last year to release 2013 version of this report. In this version, we have made a deliberate effort to highlight the steps being taken by the Central & State Governments to implement RUSA, India's flagship program focused on reforming higher education sector. Approved by the Cabinet in October 2013, the RUSA is a landmark initiative to completely overhaul higher education infrastructure of public sponsored universities. Like last year, the report also provides a detailed overview of higher education status in Indian states and union territories based on certain vital indicators.

The private sector's role till date has been instrumental in the growth of India's higher education sector and given the government's intent to increase our GER to 30% by 2020, we expect the role of private sector to multiply manifolds. Increased private sector participation however would need to be given special impetus by taking steps to simplify prevailing regulatory framework and overall higher education ecosystem. Fortunately, RUSA envisages an increased participation of the private sector to achieve a sustained growth in the next decade and therefore advocates enactment of new policies/regulations to encourage investment.

Further, with its burgeoning workforce and the inevitable need for global acceptance, internationalisation of higher education has become a critical factor for India's growth. Participation of foreign institutions is now not only limited to developed economies but have extended to third-world countries, especially India, China and Singapore. In our opinion, the multiplier effect that foreign higher education institutions can have in conjunction with Indian institutions can transform the higher education landscape of the country.

The Government has already taken the initial steps to make a strong case for acceptance of Indian educational institutions globally by making accreditation mandatory. Although, a bill to make accreditation mandatory in higher education was introduced however it could not receive the parliamentary accord. It was then decided to notify regulations to make accreditation mandatory for universities, colleges and technical institutions in the country. The inclusion of India as a permanent signatory of the prestigious Washington Accord this year is been viewed as one of the achievements of the Government after taking such a progressive step. This recognition would result in acceptance of Indian degrees globally besides opening up doors for employment for engineering graduates overseas.

This report would be covering all the aspects discussed in brief above amongst others. We would like to express our sincere gratitude to MHRD and CII for their generous support and cooperation in preparation of this report.

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Part I
National perspective on Higher Education

Current Status of RUSA Implementation in India

Introduction

Improving Quality, Access & Equity in higher education— is a vision that the Government of India overall, and the Ministry of Human Resource Development (MHRD) in particular, has been trying to achieve since Independence. However, in recent times, with the rapid growth and technical revolution that education in the country has witnessed, the benchmark has been raised higher than ever before.

The general education mainly consists of higher education courses in arts, commerce and science, the technical education on the other hand comprises of programmes of education, research and training in engineering technology, architecture, town planning, management, pharmacy and applied arts and crafts. Professional education includes courses in medical education, law and other specialized fields.

RUSA: born from a golden vision

It is with this vision in mind that the government launched its centrally sponsored scheme, the Rashtriya Uchchatar Shiksha Abhiyan (RUSA). Keeping in view the Planning Commission's recommendations around addressing the challenges plaguing higher education and to effectively utilise central funds, RUSA was approved in October 2013. RUSA is an integral part of the twelfth five year plan's education sector objectives, in line with the larger endeavour to transform the Indian higher education sector into a global knowledge hub.

Proposed by MHRD, the RUSA is aimed at providing strategic funding to eligible state higher educational institutions, at facilitating holistic planning at the state level through the efficient allocation of funds for state institutions — to be spread across the two plan periods (XII and XIII).

Integral to the RUSA is the objective of creating new universities through up gradation of existing autonomous institutes of excellence operating across the country. It also intends to lend support to aided educational institutions for improvement of infrastructure, faculty recruitment procedures and leadership development of educational administrators. Reforming, restructuring and building the capacity of institutions in participating states also falls under the purview of the RUSA. The scheme additionally has a separate component to encourage greater synergy between vocational education and higher education

As the nodal agency for administering RUSA program, the MHRD oversees and reviews the budgetary targets of participating states. Funding under the RUSA (65:35 for general-category states and 90:10 for special-category states) is *norm-based and outcome-dependent*. Funding flows from the central ministry through the state governments/union territories to the State Higher Education Councils (SHECs) before finally reaching the identified institutions. Funding is granted based on critical evaluation of the State Higher Education Plans (SHEPs), wherein each state's strategy to address issues of equity, access and excellence in higher education are assessed thoroughly.

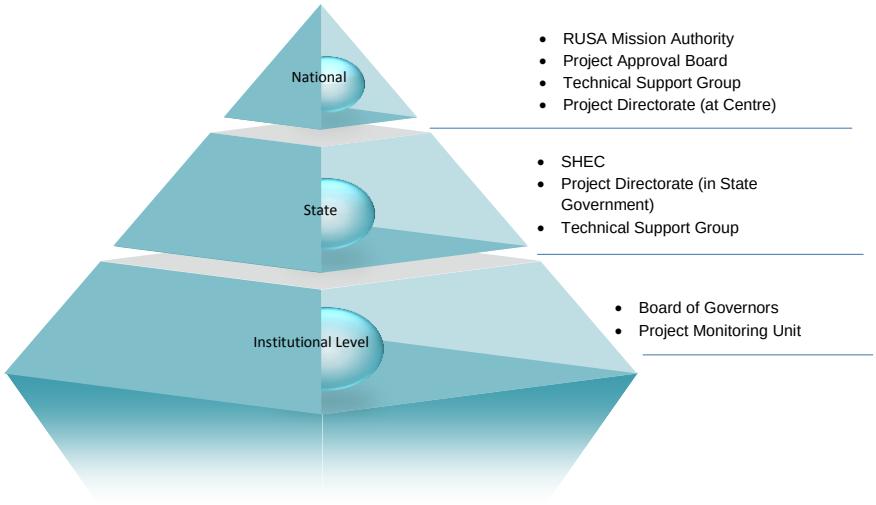
This chapter is an attempt to understand and decode the various components of the scheme and the progress that has been made with respect to the implementation of RUSA funds across the country. In addition, this chapter seeks to highlight preliminary achievements of the program and provide an insight into future initiatives.

The RUSA has adopted a merit based approach for improving the quality of higher education being offered in various state government universities. The program incentivises institutions with higher fund allocation on the basis of their performance, which is measured based on clearly defined norms.

RUSA's Institutional Structure

The RUSA is being implemented and monitored through an institutional structure comprising of the RUSA National Mission Authority, Project Approval Board, Technical Support Group and the National Project Directorate at the Centre and the State Higher Education Council & the State Project Directorate & the Technical Support Group at the state level.

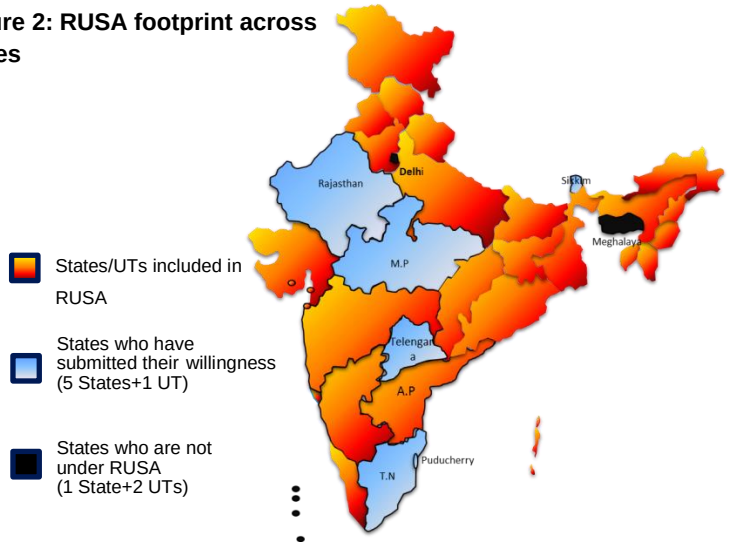
Figure 1: RUSA Institutional Structure



Source: Presentation before Central Advisory Board of Education, 10th October, 2013, MHRD, GoI

Status of RUSA implementation in various states[2]

Figure 2: RUSA footprint across states



Source: MHRD, GoI

[2] Agenda - Meeting of the Project Approval Board , 12th March 2014, MHRD, Govt. of India

Implementation in the first year was focused on preparatory work such as capacity building and groundwork, data collection and planning, training, and ongoing programmes such as model degree colleges (MDCs) and so on. The second year is intended to be one of action, wherein various initiatives that have been planned and prepared for will be implemented.

In this section, we will be examining the status of funds released under the scheme across various components all states and UTs until August 2014. We will also make an attempt to highlight the key challenges faced by the states and UTs in the first year of implementation.

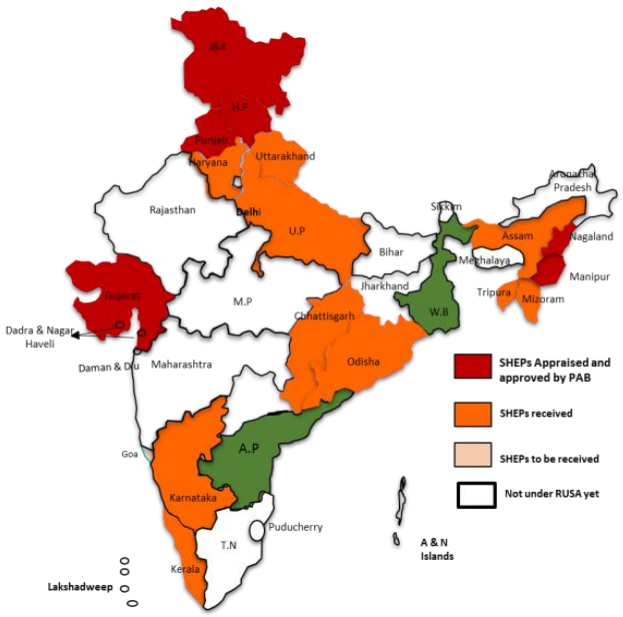
RUSA footprint across the states

Under the RUSA scheme, 316 states public universities and 13,024 colleges across India are covered. Till date, 23 states and 4 UTs are covered under the scheme, with 1 state & 2 UTs still not covered under the scheme.

The states of Rajasthan, Tamil Nadu, Madhya Pradesh, Telengana and Sikkim and Puducherry (UT) have shown their willingness to join the scheme. Their inclusion is likely to be considered in the next RUSA Mission Authority meeting.

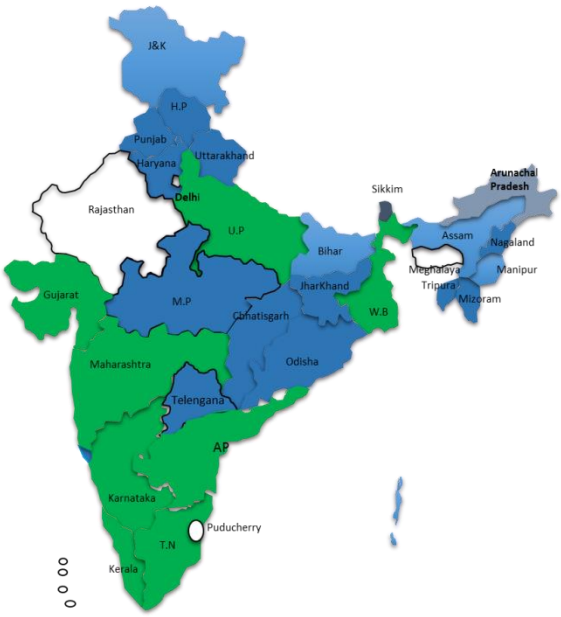
- Till date, 18 states have submitted their SHEPs.
- The SHEPs of 6 states — Himachal Pradesh, Jammu and Kashmir, Gujarat, Punjab, Nagaland and Manipur have been appraised and approved by Project Approval Board (PAB) in May 2014.
- Nine SHEPs — (Uttar Pradesh, Haryana, Odisha, Tripura, Haryana, Uttarakhand, West Bengal, Assam, Chhattisgarh and Mizoram) have been appraised and placed for PAB's approval
- Three SHEPs —Andhra Pradesh, Kerala & Karnataka are currently in the process of being appraised.
- It is anticipated that the remaining states and UTs (Maharashtra, Goa, Arunachal Pradesh, Bihar, Jharkhand, Andaman & Nicobar Islands, Daman & Diu, Chandigarh and Dadra & Nagar Haveli) will submit first cut of their SHEPs soon.

Figure 3: Current status of SHEPs



Source: MHRD, GoI

Figure 4: Current status of SHECs



Source: MHRD, GoI

Till date, 28 states have set up their SHECs across the country. The states of West Bengal, Karnataka, Tamil Nadu, Andhra Pradesh, Kerala, Maharashtra and Uttar Pradesh have their respective SHECs already in place. These SHECs were established through an act of the state legislature prior to the official launch of the RUSA.

Gujarat also has set up the Gujarat Knowledge Consortia (instead of SHEC) through an executive order.

After the launch of RUSA, the states of Arunachal Pradesh, Manipur, Assam, Odisha, Chhattisgarh, Punjab, Himachal Pradesh, Jammu and Kashmir, Andaman and Nicobar, Goa, Mizoram, Nagaland, Bihar, Haryana, Tripura, Jharkhand, Sikkim, Madhya Pradesh, Uttarakhand and Telangana have formed their respective SHECs via an executive order.

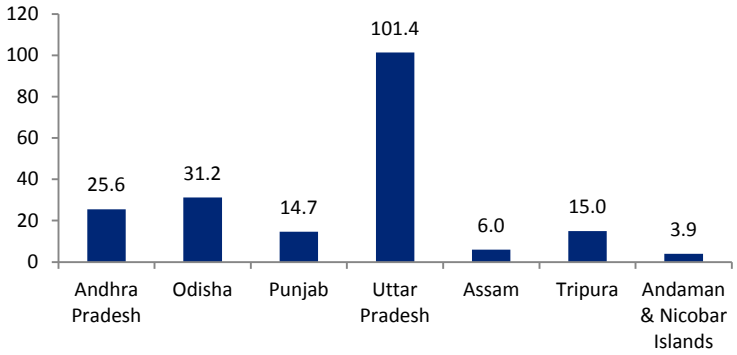
In the twelfth plan period, funds amounting to approximately ₹ 197.8 crores for 68 MDCs have been released till August 2014.

Of the 60 MDCs approved in the twelfth plan, funds amounting to ₹ 177.1 crores for 45 MDCs have been released in the first instalment.

In the second instalment, funds equivalent to ₹ 20.7 crores for 23 MDC proposals have been released.

Amongst all the states and UTs, the majority of the funding under the MDC category has been received by Uttar Pradesh amounting to approximately ₹ 101.4 crores for 26 MDCs followed by Odisha, Andhra Pradesh and Tripura.

Figure 5: Current status of MDCs



Source: Presentations made during the meeting of state secretaries of higher and technical education held on 17th June, 2014 at Vigyan Bhawan, New Delhi, MHRD, GoI

Taking stock – One year of RUSA funding[3]

Funding under RUSA has taken place in various stages till date. An initial amount was provided to various state governments/UTs to equip them for compliance with the preparatory requirements. Once eligibility for funding under the scheme was ascertained, the states were granted funds on the basis of achievements and outcomes.

Based on the utilization of past allocated funds, further grants are released to the states in tranches The funds released under RUSA are credited to the State Consolidated Fund which primarily comprises of grants-in-aid made by or through MHRD and contribution by the respective state government:

- Of the total contribution under RUSA, the centre's share during the 12th and 13th Five Year Plan period has been earmarked at ₹ 69,675 crores, with the states contributing ₹ 28,459 crores;
- During the twelfth plan period, of the total budget of ₹ 22,855 crores the centre's share will amount to ₹ 16,227 crores while the states' contribution has been earmarked at ₹ 6,628 crores.

[3] Minutes of the RUSA Mission Authority Meeting held on 8th January 2014, MHRD, Govt. of India

Status of funds released till August 2014

With the approval of the PAB, funding of approximately ₹ 279.05 crores has been released under RUSA. The allocation of these funds has been apportioned under various components, such as:

- Preparatory grants: These grants funded to states/UTs primarily relate to conducting baseline surveys, collecting and compiling data, conducting meetings, consultations, workshops and training, hiring consultants, preparation of SHEPs amongst others. In the first year of implementation, a majority of the funds were allocated to preparatory grants across non-NER States, NER States and UTs. The non-NER States accounted for approximately 66% of the funds, whereas approximately 23% funds were released to NER States;

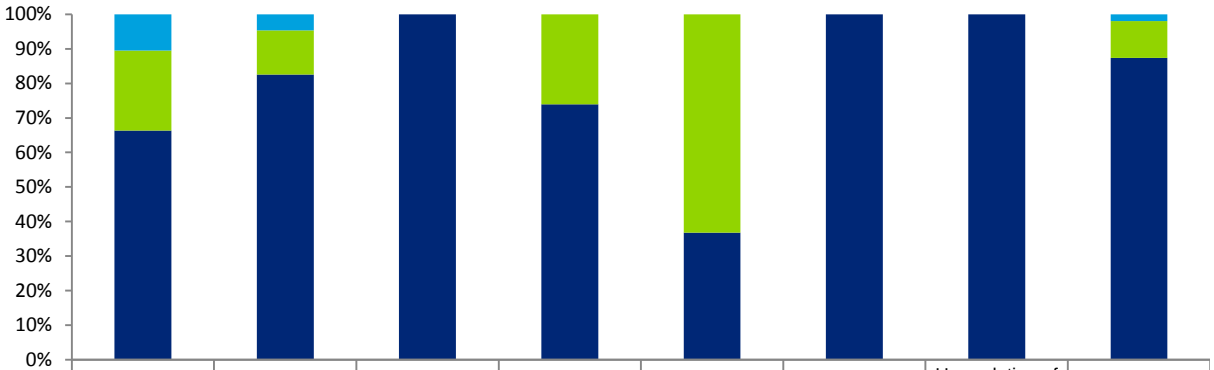
- MDCs: In terms of funds for MDCs, a significant percentage of funding (approximately 87%) has been released to the non-NER states. Funding to the NER states was limited to only 11%, whereas the UTs accounted for a meagre 2%;

- MMER: For the purpose of management, monitoring, evaluation and research (MMER), ₹ 2.51 crores has been released to States and UTs;

- Quality Assurance: With quality assurance being a mandatory aspect for institutions to receive funding under RUSA, an amount equivalent to ₹ 4 crores has been released to NAAC for National Quality Renaissance Initiative. This is expected to further strengthen the accreditation system in the states;

- An amount of ₹ 1 crore has been released to TISS under the component "Leadership Development and Capacity Building" for its proposal "Need Assessment and Strategic Planning for RUSA"

Figure 6: Funds released across all states and UTs (as on 13th August 2014)



	Preparatory Grants	MMER	Infrastructure Grants to Universities	Infrastructure Grants to colleges	Vocationalizatio n	Equity Iniatives (2 States)	Upgradation of existing degree colleges into model degree colleges	Model Degree Colleges
UTs	7.80	0.12						3.90
NER States	17.10	0.32		7.88	1.31			21.02
Non NER States	49.15	2.07	18.12	22.39	0.76	0.80	1.80	172.84

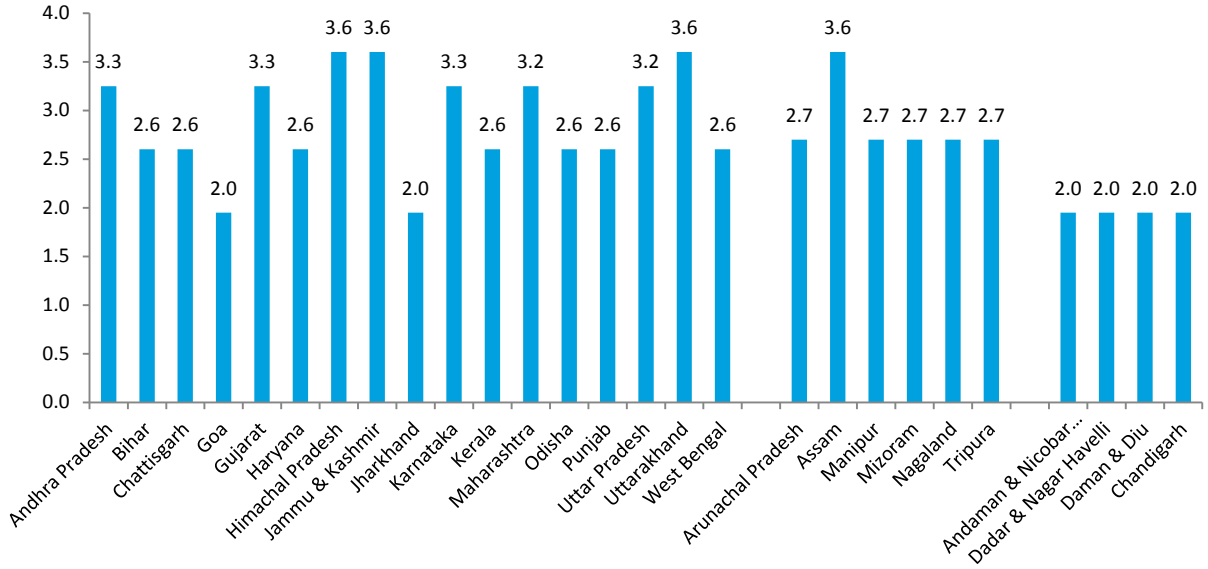
Source: Status of Funds released as on 13th August 2014, MHRD, GoI

Preparatory grants released (in ₹ crores)

A. Non-NER States versus NER States versus UTs

Overall 23 States and 4 UTs have received ₹ 74.05 crores as preparatory grants. In terms of initial grants received, the chart below depicts that the non-NER states have received a significant share i.e., approximately 66.4% as compared to 23.1% by the NER states and a meagre 10.5% by the UTs. In terms of value, the non-NER states received around ₹ 49.1 crores as compared to ₹ 17.1 crores by the NER states. The UTs have received ₹ 7.8 crores as initial preparatory funding till August 2014.

Figure 7: Preparatory grants released (in ₹ crores)



Source: Meeting of State Higher & Technical Education Secretaries, 17 June 2014, MHRD

Creation of universities by converting colleges in a cluster – Jammu & Kashmir, Himachal Pradesh, Manipur

An amount of ₹ 79.9 crores has been approved by the PAB for creating clusters by converting colleges across the state of Jammu & Kashmir, Himachal Pradesh and Manipur. The funds are likely to be released post next meeting of Mission Authority.

Jammu & Kashmir

The state of J&K in its proposal has intended to create new cluster universities in order to reduce the burden of an excessive number of colleges affiliated with the University of Kashmir and the University of Jammu (affiliation reforms). The PAB approved ₹ 36.6 crores at ₹ 18.30 crores each, for creation of two universities by converting colleges in a cluster. The state has further been advised to take active steps to improve its student-teacher ratio (STR) and the quality of institutions in terms of Centre for Excellence (CPE) status, which are important aspects of the RUSA guidelines under this component.

Himachal Pradesh

The Government of Himachal Pradesh has proposed three cluster universities in the Shimla, Mandi and Dharamshala districts by clubbing 3 to 5 nearby colleges and has claimed a sum of ₹ 165 crores during the twelfth plan and ₹ 30 crore for the current financial year 2014-15. The PAB has approved funding of ₹ 18.3 crores for each cluster university.

Manipur

With no state university in the state at present, the Manipur government had accorded the highest priority to this component of RUSA. An amount of ₹ 25 crores was approved by the PAB for the creation of one state university, namely DM University by clustering DM College of Science, Imphal as the lead college and four cluster colleges. The state government has proposed a total amount of ₹ 5500.73 lakhs for the twelfth plan period and further sought funds amounting to ₹ 2500 lakhs for 2014-15.

Way forward / Outlook – A step forward

Drawing on the experience gathered by the states/UTs and the National Project Directorate while implementing RUSA, the PAB has proposed to constitute a committee for evaluating improved implementation methodologies for executing the various schemes and initiatives of the UGC, the All India council for Technical Education (AICTE) and the Association of Indian Universities (AIU).

The board has further proposed to set up a committee to assess the various schemes of vocalisation of higher education. The committee would also provide recommendations on synergizing these schemes, which could lead to the optimal use of resources. Another proposal is to set up a committee to be responsible for evaluating the programmatic norms of the Centrally Sponsored Scheme (CSS) and then recommend amendments on these norms, if any. The recommendations would be provided to the RUSA Mission Authority for its consideration.

RUSA: the road ahead

After SSA and RMSA, the inception of a higher education focussed government program completes the entire lifecycle of a student's formal education needs. RUSA has the potential of becoming a major a critical milestone in our nation's journey of reforming the higher education sector. Yet, given its huge potential, the question on everyone's mind is will this program make a significant difference in the lives of our youth?

Since its first year of implementation till date, the RUSA has seen some progress with respect to preparations, groundwork and compliance including submission of state plans. However, it has also started experiencing its share of challenges and roadblocks. The states/UTs' comprehension and adherence to the guidelines laid out in the RUSA document is one such challenge, and a fundamental one.

At this stage, to build a strong foundation for RUSA implementation, the government needs to focus primarily on monitoring and utilizing funds across the programme's various components. Further strong emphasis needs to be laid on the formation of SHECs and project directorates in line with the benchmarks and guidelines defined in the RUSA scheme. The states/UTs also need to accelerate the submission of the SHEPs.

Rather than focusing on fund allocation, the need of the hour is to stress on the effective utilisation of the funds at the state level. Further, close coordination and two-way communication between the centre and the states/UTs will play a critical role in the successful implementation of the scheme.

RUSA is indeed a mission with a difference, holding significant promise in its potential to transform the Indian education landscape. However, the eventual mission of the RUSA can only be considered as accomplished when adherence and compliance becomes the norm, when implementation becomes a reality on the ground and when positive outcomes start appearing in the years to come. When India becomes globally renowned as a strong, high-quality and accessible knowledge hub of higher education, RUSA would have achieved its ultimate goal.

FDI in Indian Higher Education Tapping its full potential

Introduction

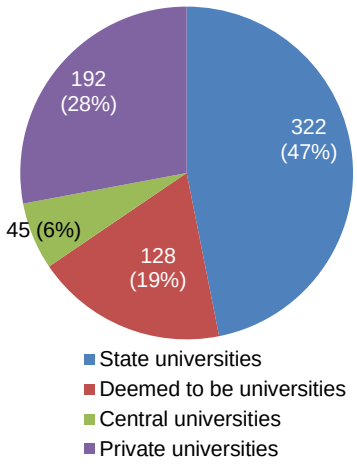
As the third largest education system in the world, in terms of enrolment, and the largest by total number of academic institutions the India higher education sector is considered by many as a 'sunrise sector' for investment. Indeed, the country has taken significant strides over the years in higher education. In FY14, the size of this market has been estimated well above ₹3.83 trillion (US$62.34 billion) with over 38,000 formal degree/diploma granting higher education institutes[4].

Higher education: a high-potential growth hub

India's higher education sector is considered to be amongst the largest of its kind in the world by the sheer number of institutions which currently operating across the country. Currently, about 687 universities and 37,204 colleges constitute the country's higher education sector. The state universities constitute the largest chunk followed by private universities.

More than 50% of India's population is under 25 years of age. As a result of this favourable demographic, India's appetite for quality education is on the rise leading to establishment of a large number of private academic institutions. Other drivers of growth in this sector are widening demand-supply gap; increasing dominance & public trust on private sector institutions; fast growing IT services sector leading to demand for skilled talent pool; rising FDI in the manufacturing and affiliated sectors and the recent thrust provided by the government on online education.

Figure 1: 687 universities in India



Source: UGC, http://www.ugc.ac.in/oldpdf/alluniversity.pdf, as on 22nd Oct 2014

[4] CARE Ratings

Shifting gears: taking higher education higher

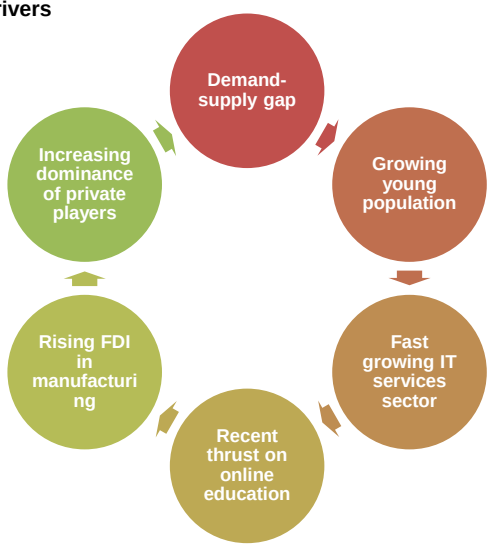
Gauging the pivotal role of education in India's progress, the Government of India has laid considerable emphasis on reforming and strengthening the sector in the recent past. Policy makers, academic professionals and thought leaders have recognized the urgent need to facilitate growth rapidly to meet the increasing demand for quality higher education whilst simultaneously raising the quality bar and striving for equitable access.

A number of initiatives have already been taken for achieving this objective. This includes roll out of a focused higher education program called RUSA for improving the current infrastructure and establishment of new government universities/colleges, clustering of model colleges into universities and increasing collaboration with other countries for exchange of faculty, students and knowledge resources. It is important to highlight that the Indian private sector has played a vital role in transforming the higher education landscape in the country.

With just 1% of the GDP being spent on higher education currently, the government recognizes that it needs private sector to play an active role going forward. The National Knowledge Commission has predicted that India needs an investment of about US$ 190 bn to achieve the GER target of 30% by 2020. The Government certainly needs to join hands with the private sector to achieve this daunting task.

Foreign investment in this sector, although permitted up to 100%, has been extremely disappointing due to various reasons covered later in this chapter.

Figure 2: Figure: Higher Education Sector Growth Drivers



Source: Deloitte Analysis

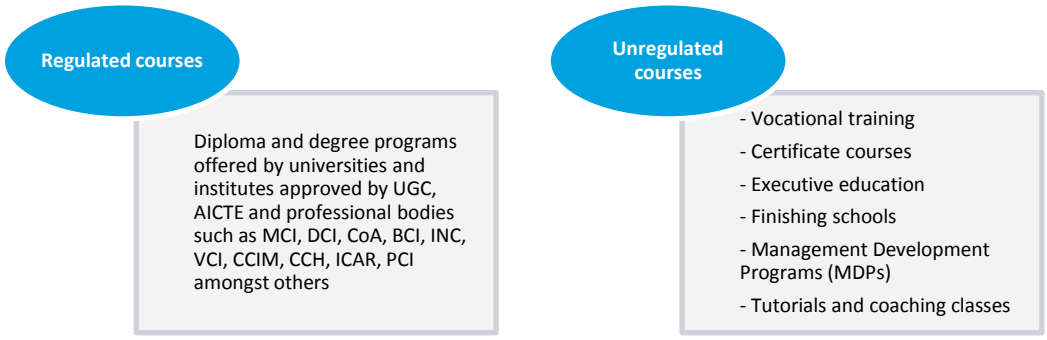
Higher education reforms — effective implementation is the need of the hour

Education, under the Constitution of India, falls under the "concurrent list" making it both a centre and a state subject. The primary policy makers for higher education in the central/state government are MHRD, CABE and the State Councils for Higher Education. The MHRD lays down the National Policy on Education, while the CABE is responsible for coordination and cooperation between the Union and the States with respect to education. In addition, the State Councils for Higher Education coordinates the roles of the government, universities and apex regulatory agencies in higher education at the state level.

The higher education sector in India is broadly classified into two segments — regulated and unregulated. Higher education falls under the regulated segment and includes degree universities and colleges. These are governed by multiple regulatory bodies. There are multiple agencies which regulate higher education at the central level in addition to agencies which regulate at the state level. The regulated segment comprises formal degree-granting universities and their affiliated colleges, institutions of national importance and other institutions offering formal degrees or technical

programmes and is regulated by the UGC, AICTE and other regulating and accrediting authorities. The unregulated segment include activities such as professional skill enhancement, test preparation, tutorials and coaching centres, text books and content, other services. These services though primarily provided by for-profit enterprises to higher education institutions, yet they fall outside the purview of the regulators.

Figure 3: Classification of Higher Education courses in India



Source: Deloitte Analysis

As highlighted by the Yashpal Committee Report submitted in 2009, lack of coordination and communication among the statutory authorities, along with the existence of multiple regulators in the sector, has been identified as one of the primary challenges for the higher education sector. The complexity of overlapping mandates has further been compounded by archaic regulations that have little or no relevance in the dynamic business environment prevailing today.

The regulatory framework: a roadblock in FDI inflow

As per the extant FDI Policy issued by DIPP, 100% FDI is permitted in education sector through automatic route. Yet, regulatory challenges continue to limit FDI flow in this sector. Contradictions within the regulatory framework along with inherent 'not-for-profit' structure have been the key limiting factors hampering the attractiveness amongst foreign investors.

The AICTE, which is the principal regulator for technical education in the country, in its regulations specifically prohibit direct or indirect foreign investment in Section 25 (now section 8 under Companies Act 2013) companies to act as sponsoring bodies of a technical institute which can offer courses in management, engineering, design, pharma etc. Similarly, the UGC Act which regulates university/college education in the country does not recognize "foreign universities" which has led to a lot of uncertainty for the foreign investors. Given that 100% FDI is permitted in the sector, this conflict has resulted in lack of inflow of foreign investment in university & technical education.

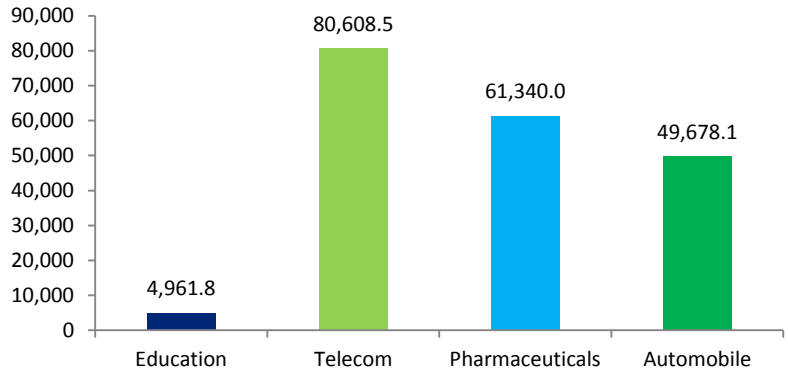
It is pertinent to further note that foreign investment in a "not-for-profit" company incorporated under section 8 (erstwhile section 25) of the Companies Act is subject to prior approval under FCRA. This approval is issued by Ministry of Home Affairs and is a time consuming and tedious process.

FDI inflow in education

As discussed, the restrictions imposed by sectoral regulators on foreign investment have served as major impediments on foreign capital inflow. On the flip side, regulatory complexities and restrictions have driven foreign investors to seek alternative routes to enter the Indian higher education sector to operate in unregulated domain. A case in point is the concept of 'twinning' or entering into joint ventures and academic collaboration with Indian universities, without any commitment of capital.

Further, the foreign investors have also invested in setting up operations in India to offer short term executive education, MDPs, teacher training, finishing schools amongst others. Still, the FDI inflow is dismal in comparison to the FDI attracted by other sectors such as Telecom, Pharma etc. Please refer to the chart given below for further details.

Figure 4: FDI inflow (in ₹ crores) in education and telecom (from April 2000 to July 2014)



The education sector attracted an insignificant 0.42% of the total FDI inflow between April 2000 and July 2014. On the contrary, the telecom, pharmaceuticals and automobile sectors have drawn investments in the range of 7.2%, 5.5% and 4.4%, respectively of the total FDI inflow during the same period.

Source: Fact Sheet on Foreign Direct Investment (FDI), Updated July 2014, DIPP, MoC, GoI

As per the latest available figures, FDI of just ₹ 4,961.8 crores (US$960 million) has been infused in the education sector between April 2000 to July 2014, which for a large country such as India is grossly insignificant. This investment has been primarily in the unregulated segment of the sector.

Foreign partnerships in higher education sector

Despite apprehensions arising from the prevailing ambiguity in the regulatory landscape, foreign educational institutions have shown immense alacrity in forging alliances with Indian partners. In their quest to capture the Indian market, some prestigious global higher education brands such as the Harvard University, University of Chicago, Virginia Polytechnic Institute and State University and Deakin University have opened centers in India. Besides offering short-term certificate and executive programmes, foreign universities are partnering with Indian colleges, research institutes, corporate houses and government departments for executing research projects.

Table 1: Recent collaborations between Indian universities/institutes and foreign universities

IIT Bombay, Jawaharlal Nehru University (JNU), International Centre for Genetic Engineering and Biotechnology (ICGEB), Indian Institute of Science (IISc), University of Delhi, National Facility for Marine Cyanobacteria (NFMC), National Centre for Biological Sciences (NCBS), Bioseed Research India, Reliance Industries Limited	Washington University in St. Louis, US	Research and developing second generation biofuels
University of Delhi	University of Michigan (UM), US	UM-DU Undergraduate Research Program (Research opportunity for UM undergraduate students to participate in Delhi University Innovation Projects)
IIT Bombay	Monash University, Australia	Joint Doctoral Program
Amity University-Amity Business School	International School of Management (ISM), France; California State University, US	
Azim Premji University	Michigan State University, US	Faculty visits, course development and joint workshops
Shiv Nadar University	Babson College, US	2 year MBA program and MS in Entrepreneurship
OP Jindal Global University		
Ashoka University	SciencesPo Paris (Research and teaching university), France	Collaborative research and teaching programmes; Student and faculty exchange
GD Goenka World Institute	Lancaster University, UK	Undergraduate and postgraduate programmes in Management; Undergraduate programme in Engineering

Source: IIT Bombay International Relations Office website, **http://www.ir.iitb.ac.in**; Center for South Asian Studies, University of Michigan website, **http://www.ii.umich.edu/csas/educationalresources/umduundergraduateresearchprogram**; Azim Premji University website, **http://azimpremjiuniversity.edu.in/SitePages/partnerships-collaborations.aspx**; Shiv Nadar University website,

http://snu.edu.in/admission/partner_programs.aspx; Ashoka University website, http://ashoka.edu.in/About-Us/Collaborations; Amity Business School website, http://www.amity.edu/abs/Collaborations.asp; GD Goenka World Institute website, http://gdgwi.gdgoenka.com/lancaster-university/collaboration-gdgwi

Note: The above is only a representative list of academic collaborations. The above websites were accessed on 26 October 2014.

At present, the AICTE has permitted only 11 institutions to conduct programmes in collaboration with foreign universities or institutions. Further, 13 Indian institutions have been running technical courses with foreign collaborators without AICTE approval.

Besides twinning arrangements and innovative collaborations within the regulated sector, the last five years have seen the introduction of several bills aimed at addressing some pressing challenges — such as opening the sector to foreign universities, overarching regulator, universities for research and innovation, prohibition of unfair practices and tribunals amongst others. All of these bills have been tabled in the Parliament and have now either lapsed or withdrawn. One such landmark bill that has been a subject of great interest is the Foreign Educational Institutions Bill which was aimed at regulating entry & operation of foreign campuses in the country.

The Foreign Education Bill: its essence and current status

When the government announced the Foreign Educational Institutions (Regulation of Entry and Operations) Bill in 2010, it generated tremendous excitement, especially amongst foreign institutions that have been keen to establish their physical presence in the country. If passed, the legislation would have allowed access to quality higher education at affordable costs and transformed the entire landscape of higher education system in the country. Intended to regulate the entry and operations of foreign education providers, this bill was expected to make a significant impact on the higher education landscape of the country. It was also anticipated that foreign institutions would introduce best practices for teaching, curriculum, research and others to improve the current state of education. With none of the Indian higher education institutions figuring in the Top 200 list, academicians were hoping that this move could prove to be a game changer.

The legislation would have enabled foreign universities to set up their own campuses and offer their host degrees to students in India. The bill had placed certain conditions such as a minimum corpus of ₹ 500 million and restriction on ploughing back of profits on foreign universities planning to set up a campus in India.

Last year, in a bid to avoid the Parliamentary approval route, the MHRD promulgated a separate regulation to regulate entry and operation of foreign universities in the country under the aegis of UGC. This regulation sought to achieve the same objective as defined in the foreign education bill through an executive order. As per the press release issued by MHRD, foreign educational institutions (FEIs) were permitted to set up campuses in India once the FEIs have been notified as foreign education provider (FEPs) by the UGC. Additional eligibility conditions issued for FEIs were:

Key foreign investors in the education sector in India

- Pearson Plc
- Gems Education
- Skillsoft Limited
- Granite Hill Capital Partners
- Laureate

Ranking of FEIs to be among the top 400 universities of the world as per the ranking published by Times Higher Education, Quacquarelli Symonds (QS) or the Academic Ranking of World Universities (ARWU);

FEIs to establish campus through an association to be registered as a company under section 25 (now section 8) of the Companies Act, 1956 (now Companies Act, 2013);

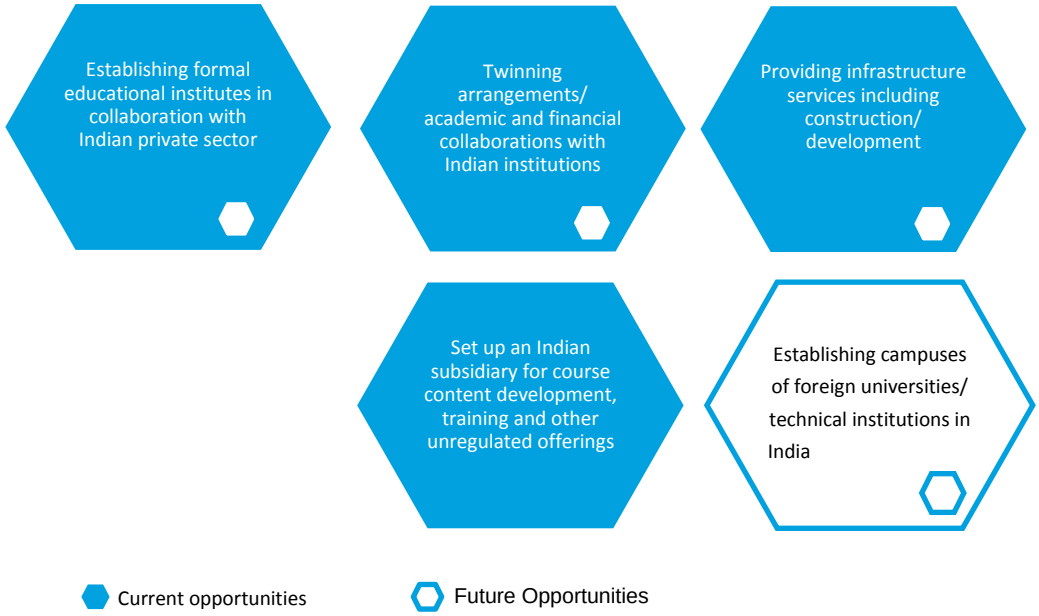
FEIs need to be not-for-profit legal entities, with existence for at least twenty years;

FEIs to maintain a corpus of not less than rupees twenty five crores.

With education experts voicing their opinion both in favour of and against allowing foreign universities campuses in India, this may be the opportune time for the government to consider bringing in a consensus on this subject. Many foreign universities at present are operating in India either through partnerships with local universities or through local representative offices promoting their universities in the country. At this stage, it has become important for the government

to clear its stand on the entry of foreign universities i.e., rolling-out an unambiguous comprehensive policy to set campus in India.

Figure 5: Key opportunities for foreign players



Source: Deloitte Analysis

Conclusion

Making higher education inclusive, enhancing the quality of education, making education accessible to all — these are some of the fundamental pillars that can strengthen India's higher education sector in the long term. For any nation today, a robust higher education culture is integral to the creation of a globally relevant workforce. Talent, human capital and a thriving services sector — India has all the qualities and resources to fulfil its aspiration of becoming a global knowledge hub.

Attracting foreign capital has become an important component of economic development globally. Being the second most populous country in the world with over 50% of its population less than 25 years of age, the challenge to provide quality education to the masses is extremely daunting. With its limited access to funds, the government has begun to actively scout for private capital. Even though 100% FDI is permitted in this sector, certain conflicting regulations of higher education regulators have limited the foreign investment in this sector.

India has tremendous potential & capacity to absorb large tracts of FDI in this sector to meet the ever increasing demand supply gap. Creating an investor-friendly environment in education sector would not only help India to establish itself as a favoured destination for foreign institutions & students but also trigger a domino effect across sectors. Getting rid of regulatory anomalies and paving way for foreign universities will not only allow the Indian higher education system to realise its full potential but will also lead to exchange of newer research ideas and knowledge resources. Therefore, it has become imperative for the government to clarify its stand on participation of foreign universities in India in order to avoid sending conflicting signals.

Incentivizing Institutional Performance

Introduction

Improving the performance of higher education institutes has long been a challenge facing administrators and other key stakeholders of education systems the world over. In India, the higher education system is in the midst of a period of significant transition, with rapid growth in the number of institutions accompanied by policy measures aimed at addressing key challenges relating to access, equity and, significantly, quality. This note looks at how performance is defined in the context of higher education institutes as well as the types of performance incentives. It highlights the need for incentivizing institutes to improve performance in India how RUSA aims to address some of the requirements in this respect. It also presents some learning from international experiences in incentivizing institutional performance, which can be considered in the Indian context.

Defining institutional performance

Higher educational institutions typically have a wide range of objectives ranging from contributing to the knowledge-base in the country, equipping students with employable skills, undertaking research and development, promoting social values, etc. As a result, defining and measuring quality and performance at an institutional level is a complex task. A common approach is through the use of a set of indicators or parameters for performance, which may vary across institutions. These would typically include a combination of input and output based indicators that seek to measure the performance of the institute in alignment to its goals and objectives.

For the purpose of comparison of performance across institutes, institutional rankings have become a common feature, which include a number of performance indicators, accreditation and other qualitative assessments of institutional quality. On a global scale, several world rankings of higher education institutes are published on an annual basis that serve as a proxy for assessing institutional performance. Some of the parameters that they consider in their evaluation methodologies can hence serve as a useful benchmark for defining institutional performance. The Times Higher Education rankings rank universities based on 13 parameters in four key segments—industry income, teaching-learning environment, research, and international outlook. The Quacquarelli Symonds (QS) World University Rankings rate universities on four broad areas of research, teaching, employability and internationalization. In India, the Government of India plans to develop its own national ranking framework which, in addition to considering some of these parameters, will also reflect some of the objectives and considerations for higher education institutes from an Indian context and perspective.

In addition to rankings, one of the most common forms of quality assessment for an institution is through the process of accreditation, which typically consists of a self-evaluation by the institution, a study visit by a team of evaluators, and an examination by an accreditation committee. The value framework of India's National Assessment and Accreditation Council (NAAC) identifies five core values for institutions of higher education, as goals of their activities - Contributing to National Development; Fostering Global Competencies among Students; Inculcating a Value System in Students and Promoting the Use of Technology and; Quest for Excellence[5]. NAAC rates institutes on parameters aligned to these goals using an Institutional Cumulative Grade Point Average (I-CGPA) system on a four point scale resulting in grades ranging from "A" (Very Good–Accredited) to "D" (failure to receive accreditation).

[5] Best Practise in Quality Management in Higher Education, National Assessment and Accreditation Council (NAAC), 2005

Types of performance incentives

Performance incentives for institutes can be in the nature of funding based and non-funding based incentives, though in practice they are often linked to financial incentives. Funding linked incentives have proved to be an effective approach in several international contexts and is considered an important mechanism to incentivize performance from institutions. A key aspect of this approach is the accountability that is placed on institutes to meet the criteria for receiving funds. It also encourages institutes to be innovative in the pursuit of quality improvement.

Some of the methods for linking quality and performance with funding are listed in the following table, along with international examples and some key challenges with the respective approaches.

Table 1: Performance-linked funding approaches[6]

Method	Description	International examples	Challenges
Performance-based budgeting	Institutes provided information on performance and are required to develop budgets toward improving performance	Several states in the US have experimented with performance based budgeting	May not act as an incentive for institutes to improve performance
Performance contracts	Directly link funding to performance based on a variety of metrics on a case-to-case basis with institutions.	France, Austria, Spain, and Chile provide additional funding to institutes for fulfilling national objectives	Less transparent and can be difficult to administer in large education systems
Formula-based funding	Allocating funds on a per capita (or per student) basis, with variations by subject, mode of delivery, grade, etc. The formula may considers inputs as well as outcomes to allocate funds	In Holland, 50% of teaching allocation based on degrees awarded. In Norway, 25% of funds related to student credits completed, no. of graduates, etc	May exclude key elements of quality, providing little incentive to ensure quality in these areas.
Performance-based funding	A form of formula-based funding, where funds are explicitly linked to meeting performance targets/ objectives.	Has been found to be effective in Norway, several other European countries and U.S. states	Often met with internal resistance and can result in instability of funding to institutes
Competitive grants	Set amounts of money for which institutions compete. Funds are allocated through peer review of proposals, and eligibility requirements can ensure that institutions meet minimum standards in order to qualify	Governments in Chile, Vietnam, Africa and US have used competitive grants to encourage innovation	Excessive competition for a limited number of small grants can act as a disincentive
Tied financial aid	Requirement of meeting minimal quality standards through licensing and/or accreditation for institutions to receive additional funding	Over 60 countries have requirements of meeting minimum quality standards for providing additional funding	The funding levels or quality benchmarks have often not been of the required level to incentivize sufficient quality improvement

In addition, there are approaches that are not linked to funding to promote performance improvement. For instance, regulatory requirements on meeting minimum quality/ performance criteria or accreditation requirements in order to receive licenses to operate can be considered.

Laying emphasis and importance on recognition of performance can also serve as a carrot to institutes. For example, developing and publicizing rankings of institutes can be an incentive to institutes on reputational considerations. Similarly, even within institutes, faculty and researchers can be incentivized through awards and recognition schemes that reward good performance.

For example, NAAC has highlighted Rajarshi Shahu College in Latur, Maharashtra as a best practice case study in incentives for holistic quality performance. Some of the practices adopted include recognition of work of students, faculty and non-teaching staff through awards and monitoring as well as assessing teacher performance as a student-motivation generating strategy. NAAC notes that the college has a consistent record of excellent results with teachers having received various awards. Additionally, the system adopted by the college has been recognized as a role model by the

[6] Building the links between funding and quality in higher education: India's Challenge - Lindsay Daugherty, Trey Miller, Rafiq Dossani, Megan Clifford, (Rand Corporation)

community and the State government with the practice having come to be known popularly as Shahu Pattern/ Latur Pattern.

Need for incentivizing institutional performance in India

While India has made important strides towards improving its higher education system, which is amongst the largest in the world, there remain significant challenges to be addressed. Access to higher education has increased over the years, but enrolment rates are still well short of developed countries. Shortage of faculty is a key issue, which is more acutely felt with the rapid growth in the number of higher education institutes. Several institutes suffer from a lack of adequate infrastructure and equipment, while there are quality related concerns with inadequate focus on research in higher education, low employability and skills of students and low level of industry-academia interactions oft cited as key issues facing the higher education system in the country.

These issues have been reflected in the performance of Indian higher education institutes in international rankings. For example, only four institutions from the country making it to the top 400 and none to the top 200 in the Times Higher Education (THE) World University Ranking for 2014-15. Additionally, no Indian institutions featured in the top 200 in the QS World University Rankings. While there have been arguments questioning the applicability of some of the rating criteria and parameters to Indian institutes, these figures do highlight the quality related challenges facing higher education in India, and illustrate the requirement for improving performance at an institutional level.

From a policy perspective, this also gives rise to the question of how to incentivize institutions to improve performance. Improving quality has been prioritised in the country's 12th Five Year Plan, which also calls for an increase in funding for quality related initiatives to align funding with the new priorities for quality improvement.

Provisions under RUSA for incentivizing institutions

Towards addressing the challenges in higher education in India, the most significant response by the Government of India in recent years has been the launch of Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a centrally sponsored scheme for higher education which will focus on state higher educational institutions and be spread over the 12th and 13th Five Year Plan periods. RUSA aims to improve access, equity and quality in higher education through planned development of higher education at the state level.

With specific reference to incentivizing performance, under RUSA 'Incentivizing and disincentivizing' as well as 'Performance based outlays and outcome based reimbursements' constitute two of the guiding principles of the scheme. The RUSA National Higher Education Mission document details these principles as follows:

"The cornerstone around which RUSA is designed is that the states and state institutions will be funded on the basis of their performance against mutually agreed targets to between the states and the center. The funds given to a state will be linked with the outcomes it can achieve in the higher education sector. These results and parameters of performance will be defined through norms that will focus on key areas of equity, access and excellence.

RUSA will also be using the principles of incentivizing desirable actions of states and institutions and dis-incentivizing undesirable actions. Not only will compliance to rules, regulations and fulfillment of norms be supported by incentives, non-performance or non-fulfillment of prerequisites and norms will invite sanctions/penalties/reduced allocations for states and institutions. This is intended to make these scheme not only demand driven, but also competitive. The states and institutions will be encouraged to compete with each other in order to reap benefits of competition based formulaic grants."

Table 2: Norms that define performance parameters for institutes and States under RUSA[7]

Norm	Weightage
Governance Quality Index	16.0%
Academic Excellence Index	21.5%
Equity Initiative Index	12.5%
Research and Innovation Index	24.0%
Student Facilities Index	15.0%
Infrastructure and others Index	11.0%

Thus performance-linked funding and promotion of competition between institutions are key drivers for quality improvement under the RUSA scheme. While grants will be prioritized on the basis of factors aimed at increasing access and addressing infrastructure requirements, such as improving facilities for female students and support services for disabled students and minority groups, funding will also be more impact and result oriented, and with greater focus on quality related aspects such as research and innovation. Requirements for upgrading to university status include accreditation NAAC at no less than an 'A' grade. Colleges will also need to demonstrate "credible research capacity", "must be multi-faculty" and "should have a healthy student-teacher ratio (20:1)".

All institutes under the purview of RUSA are required to submit Institutional Development Plans (IDP) which outline the resource requirements for program implementation in terms of infrastructure, HR, procurement, schemes execution etc. and provides an overall budget required for the Institution to execute those activities. Institutes are also required to provide targets in relation to their current status on key indices/ norms, each of which consist of several parameters, and which carry the respective weightages as indicated in the adjoining table.

The IDPs are consolidated at a State level to form State Higher Education Plans, which include the current and target norms on the same indices at a State level. The performance based funds are accordingly allocated to States and then to institutes in relation to achievement on the defined targets. Thus the basis for the norms on which performance is defined, and through which institutes can distinguish themselves has been clearly outlined under RUSA.

These incentives and requirements under RUSA seek to encourage institutes to focus on quality improvement and enhance their performance on key parameters such as academic quality and reputation, student-to-faculty ratio, quality of teaching, research focus, employment orientation, and international diversity of staff and students. Achieving improved performance would in turn help institutes to attain higher rankings and better recognition of their efforts towards quality improvement.

Key learnings

RUSA is an encouraging step towards addressing several of the issues impeding higher education in India today, with a particular emphasis on incentivizing States and institutions to focus on improving quality. However, international experiences indicate that performance-linked funding initiatives present their own challenges and there are concerns as to whether they can deliver the intended results with a minimum of unintended consequences. Studies of performance funding for higher education institutes in the US suggest that is that the adoption of performance funding has more of an effect on intermediate changes, such as improved use of data for planning by institutions, than on ultimate student outcomes[8]. A key requirement to ensure effective outcomes in the Indian context would be to ensure that there is adequate buy-in from key stakeholders in the State higher education systems and institutes in the process of implementation of the scheme.

[7] RUSA National Higher Education Mission document, Ministry of Human Resource Development, Govt. of India

[8] Performance-Based Funding of Higher Education: A Detailed Look at Best Practices in 6 States, Kysie Miao, 2012

As such, the use of incentives to encourage institutional performance is likely to be more effective than dis-incentives to discourage non-performance. Research also supports similar findings - for instance, accreditation has been found to be more successful when positive incentives are linked to accreditation rather than punitive measures[9].

Given the emphasis on performance measures, indicators and targets which are linked to funding, a critical requirement for the country is to implement a robust and effective data collection and monitoring mechanism. This dimension constitutes a key component of RUSA, and its success will have a significant impact on the overall outcome of the scheme.

Measures such as the move towards developing an Indian framework for ranking of institutes could also encourage competition amongst institutes to improve performance in order to feature prominently on these measures, while funding for competitive grants can be used to incentivise research and development in institutes. With improved policy and funding support through RUSA, it is hoped that that several Indian universities and institutes eventually feature among the leading institutes in international rankings and performance measures as well.

Finally, frequent evaluation of the effectiveness of the measures under RUSA for incentivizing institutional performance is essential. As it is a relatively new scheme that seeks to significantly transform the planning, funding, governance and evaluation processes in higher education in India, institutes are likely to encounter unexpected challenges towards understanding the mechanisms involved and achieving certain performance targets. Additionally, institutions producing results that already meet or exceed national standards may also find it difficult to achieve continued progress over time. As such periodic reviews will help to identify bottlenecks and make adjustments in aspects such as performance measures and incentives.

[9] The Growing Accountability Agenda in Tertiary Education: Progress or Mixed Blessing?, J. Salmi,, The World Bank, 2009

Mandatory Accreditation in Higher Education

Quality in Higher Education Institutions in India

India's higher education system is the third largest in the world after United States of America and China[10]. There are over 642 universities across the country with around 34,852 colleges (as of 2011-12)[11]. The total enrolment of students in regular mode in higher education institutes in India is around 257.6 lakhs (25.76 mn.). Higher education in India is provided by the following type of institutions in India:

The higher education system in India is in the throes of rapid growth and expansion. This has been made possible through opening up of private universities, expansion and government investments into institutions of national importance, increased autonomy through deemed universities and many new programme introductions in higher education which has led to improved access. This has also resulted in increasing concerns with respect to relevance and quality of institutions as well as that of education imparted by them. According to Ronald Barnett, emeritus Professor of Higher Education at the Institute of Education, University of London, there are four key concepts of higher education[12]: Higher education as the production of qualified human resources, as a training for research career, as the efficient management of teaching provision and as a matter of extending life chances i.e. opportunity to participate in the development process of individuals. Quality of education to ensure the above therefore becomes a basis for a strong society and country. He also posits that this quality in education depends on four core activities namely Teaching and Learning, Student assessment, Staff Development and Curriculum/Courses design which contribute to the overall student development and experience. To ensure the above, there is usually a regulatory framework under which the higher education system operates. In addition, rankings and accreditations are often used to measure or denote quality of education at a university or institutional level.

Universities - State and Central

- Established by State and Central Act and are of 2 types i.e. Unitary and affiliating
- While unitary universities have a single campus, affiliating universities have a central campus with number of colleges affiliated to them
- Among the affiliated colleges, some have a greater academic flexibility in terms of admissions, curriculum and evaluation and are called as autonomous colleges
- These could be either public or private universities

Deemed Universities

- Certain higher education institutions are granted the deemed university status by Ministry of Human Resource Development(MHRD) on the recommendation of the University Grants Commission (UGC).
- These universities have greater auntonomy in developing academic programs and can grant degrees
- These could be either public or private universities

[10] http://siteresources.worldbank.org/EDUCATION/Resources/278200-1121703274255/1439264-3249163062/India_CountrySummary.pdf

[11] As per NAAC, accreditation figure available for 642 universities and 34,852 colleges

[12] Quality Assurance in Higher Education, An introduction by National Assessment and Accreditation Council, India; Commonwealth of Learning, Vancouver, Canada

Institutions of National Importance

- Some specialized institutions are funded by Government of India and have the autonomy of awarding degrees. Some of these include: IITs, IIMs, AIIMS, NIPER, IISER etc.

Open Universities

- Certain Universities have also been established for the purpose of awarding academic qualifciations through distance education.

However, the presence of Indian institutions in the international rankings has been very low. Not even one Indian university ranks among the top 200 institutions in the world as per the three most influential and widely observed international university rankings, Shanghai Jaio Tong Rankings, QS World University Rankings and Times Higher Education World University Rankings. A few are placed among the top 100 institutions in Asia and among the BRICS nations. In all, maybe 10-15 institutions figure in any kind of global rankings. In recent times, many initiatives have been taken up by the Government of India to improve quality of institutions through emphasis on institutional rankings and establishing formal and systematic accreditation mechanisms. There is currently even a proposal to develop a national rankings system for Indian universities. However, creating such a grading mechanism from scratch, particularly in a large, complex, and a disorganised system such as prevalent in India, is a massive challenge.

Accreditation of educational institutions is the main route towards establishing the level of quality and effect comparison between institutions. While recognition and affiliation may be one-time processes, accreditation is an on-going process to ensure quality of higher education institutions. With the growing importance of quality in education, accreditation becomes more relevant and important, and the following section will focus on the approach of accreditation in India.

Definitions: To appreciate the regulatory framework of Higher education in India, it is important to distinguish between recognition, affiliation and accreditation.

- **Recognition**: Recognition of an institution means approval of the institution by the University Grants Commission (UGC). UGC is a statutory organisation set up by the Indian Government in 1956, with the mandate for coordination, determination and maintenance of standards of university education. It provides recognition to universities in India in order to establish whether it meets the standards and norms.
- **Affiliation**: Universities in turn affiliate educational institutions under their geographical / stream-wise jurisdiction. Each college imparting higher education needs to be affiliated to a University that is recognized by UGC in order to provide official degree/ diploma certificate to its students. UGC provides guidelines to universities to follow while granting temporary /permanent affiliation to educational institutions.
- **Accreditation**: Accreditation involves periodic review by the accreditation authority to determine if an institution is meeting its objectives and established standards. National Board of Accreditation (NBA) & National Assessment & Accreditation Council (NAAC) are the key government accreditation bodies in India.

Accreditation in India

Accreditation is the establishment or re-statement of the status, legitimacy or appropriateness of an institution or programme. The accreditation status indicates that a Higher Educational institution meets the standards of quality as set by the Accreditation Body, in terms of its educational processes and outcomes with respect to curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organisation, governance, student services as well as financial performance.

Some of the key benefits of accreditation include:

Benefits to Institutions	Benefits to Students
• Assessment of an institution's strength, weaknesses through an established review process • Promotes accountability through on-going external evaluation • Brand recognition and identity • Identification of areas of planning, improvement and resource allocation • Establishment of identity and sense of direction of an institution • Provides access to funds	• Instils confidence that the educational activities of an accredited institution or program have been found to be satisfactory • Instils confidence in prospective employers hat a student's educational program has met widely accepted standards • Acceptability of academic qualification at an international level • Assists with student mobility for higher studies and employment (in other countries)

In India, both NAAC and NBA came into existence with a common objective of assurance of quality and relevance of education. However the difference between NAAC and NBA lies in the type of accreditation they provide a depicted below:

National Assessment & Accreditation Council (NAAC)	National Board of Accreditation (NBA)
• NAAC is an autonomous body established in 1994 by UGC to assess and accredit institutions of higher education in the country • The NAAC gives accreditation for institutions as a whole and evaluates institutional quality • It is applicable for Universities,and Colleges. It is not given for individual degree programmes.	• NBAwas established by AICTE in 1994, for evaluation of technical institutions & programmes. It became autonomous in 2010 • NBA accredits programmes in professional and technical disciplines not institutions. • NBA accredits the following technical programs only: Engineering & Technology; Management; Architecture, Applied Arts and Crafts; Pharmacy; Computer Applications and Hospitality & Tourism

Accreditation was voluntary till 2012-13 when UGC notified a new regulation for mandatory accreditation of higher education institutions as a qualifying criterion for receiving grants from the central Government. The mandatory rule covers every higher education university/ institute, except technical and medical streams, that has either completed six years or has provided education to two batches of students, whichever is earlier. According to it, all higher education institutions should have applied to the recognized accreditation agency by 1st June 2014, failing which financial assistance would be discontinued to such institution from 1st April 2015[13].

[13] http://www.jnu.ac.in/Notices/UGC_public_notice.pdf

Legislative initiative towards mandatory accreditation

In addition, the National Accreditation Regulatory Authority (NARA) for higher educational institutions bill 2010 introduced in the 15th Lok Sabha also proposed the establishment of National Accreditation Regulatory Authority to register and monitor accreditation agencies. The Bill aimed at making accreditation and rating of all higher education institutions mandatory in India. Central and state universities, deemed universities, colleges and polytechnics fell under the purview of the Bill. However the bill has lapsed with the dissolution of the 15th Lok Sabha. It remains to be seen whether the bill will be re-introduced in the current Lok Sabha. This also poses an opportunity to address some of the key lacunae that were present in the earlier bill as mentioned below[14]:

Under the bill, an accreditation agency had to be a non-profit organization, controlled by the central or state government and did not allow private players to register as accreditation agencies. This dilutes the creation of healthy competition for quality accreditation. Many countries such as US and UK allow both government and private entities to accredit institutions. In Germany, accreditation agencies are private non-profit entities monitored by an Accreditation Council.

There are only 2 government accreditation agencies present currently in the country with limited capacity which constrains the capability, access and scale required for a large country such as India. (Note: Indian Centre for Assessment and Accreditation (ICAA) is the first private accreditation agency which was set up in 2013. However there are no regulatory bodies to ensure quality and functioning of these private bodies).

The bill also allows a Higher Educational Institution (HEI) to appeal to NARA for modification of rating provided by an accreditation agency which would result in NARA playing the role of an accreditation agency for assessing the validity of rating provided to an institution for which it may not have the relevant competence.

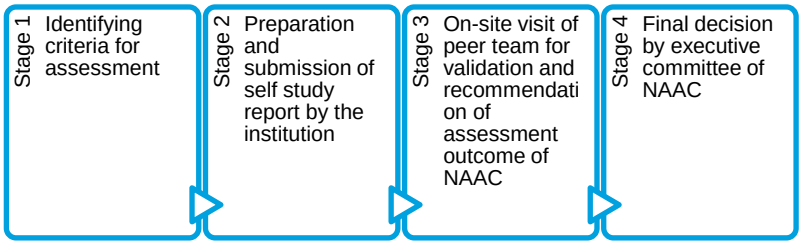
Therefore, the above issues would need to be addressed prior to ushering in mandatory accreditation as a means of quality improvement in HEI across India. In this context, the following section provides a brief overview of the progress of key assessment and accreditation bodies in India along with the issues and challenges faced by them.

Progress of NAAC

Overview

NAAC was established by UGC in 1994 with its headquarters at Bangalore. NAAC facilitates institutions in assessing their performance with respect to set parameters. The institutions which are eligible for NAAC accreditation includes: universities (Central/ State/ Private/ Deemed-to-be), institutions of national importance, colleges and other higher education institutions at the discretion of NAAC. However distance education units of higher education institutions are not covered by NAAC.

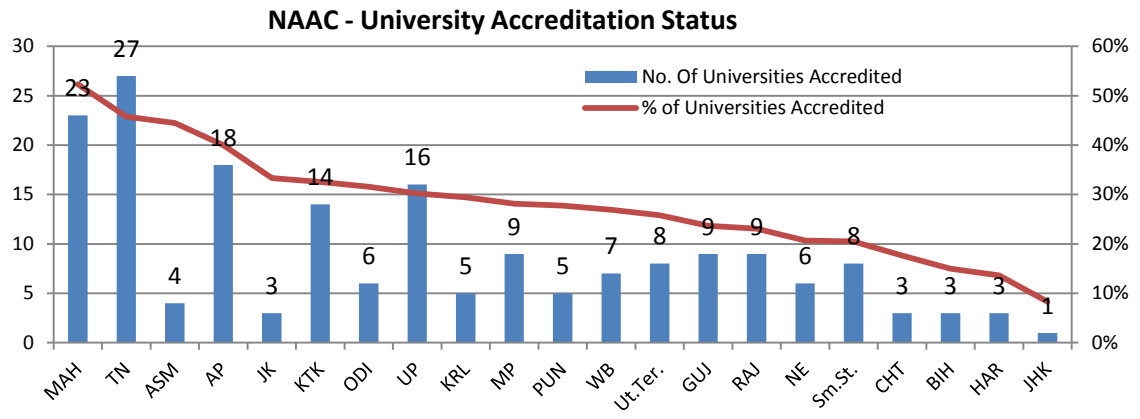
NAAC accreditation is a four stage process. After successful completion of 5 years of accreditation, 2 year period is provided for institutional preparations and implementation of assessment processes for higher education institutions that volunteer for re-accreditation.



Source: NAAC

[14] http://www.prsindia.org/uploads/media/National%20Accreditation%20Regulatory%20Authority/Legislative%20Brief%20-%20National%20Accreditation%20Authority%20Bill,%202010.pdf

Assessment Criteria and Outcome



Evaluation Criteria for NAAC assessment

Evaluation Criteria	University	Autonomous colleges	Affiliated Colleges
Curricular Aspects	150	150	100
Teaching, Learning and Evaluation	200	300	350
Research, Consultancy and Evaluation	250	150	150
Infrastructure and Learning Resources	100	100	100
Student Support and Progression	100	100	100
Governance and Leadership	100	100	100
Innovative Practices	100	100	100
Total	**1000**	**1000**	**1000**

Source: NAAC website

Grading as per NAAC

CGPA	Letter Grade	Performance descriptor
3.01 - 4.00	3.01 - 4.00	3.01 - 4.00
2.01 - 3.00	2.01 - 3.00	2.01 - 3.00
1.51 - 2.00	C	Satisfactory (Accredited)
<= 1.50	D	Unsatisfactory (Not accredited)

Source: NAAC website

NAAC has categorized higher education institutions into three types: (i) University (ii) Autonomous college (iii) Affiliated/ constituent college. Seven criteria have been identified for evaluation of institutions. Different weightages are assigned to each of these seven criteria for above three types of institutions as shown in the table above. The outcome of NAAC accreditation includes:

1. **Peer team report:** This is a qualitative outcome prepared by the evaluating team highlighting key judgments and points of action for the institution.

2. **Institutional Grading:** This is a quantitative outcome through assessment of the institution across the seven key criteria mentioned above. At the end of accreditation process, each applicant institution is awarded with a letter grade and performance descriptor based on cumulative grade point average (CGPA) calculated using the scoring across the seven criteria. The NAAC grading criteria is also given in the table above.

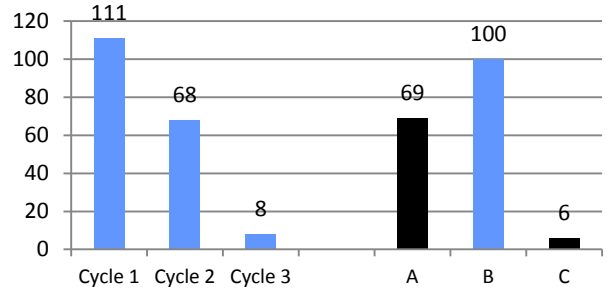
Status of NAAC accreditation of higher education Institutions in India

Out of 642 Universities in India (as of 2011-12), 187 (29.1%) are currently accredited by NAAC. This means that around 70.9% (i.e. 455) of the universities are yet to get accredited by NAAC. It must also be borne in mind that the number of Universities is growing rapidly in India (21 new universities were set up in 2011-12). Among the states, Maharashtra, Tamil Nadu and Assam are the top three states in terms of percentage of universities accredited at 52%, 46% and 44% respectively. Jharkhand, Haryana and Bihar are at the bottom with 8%, 14% and 15% respectively.

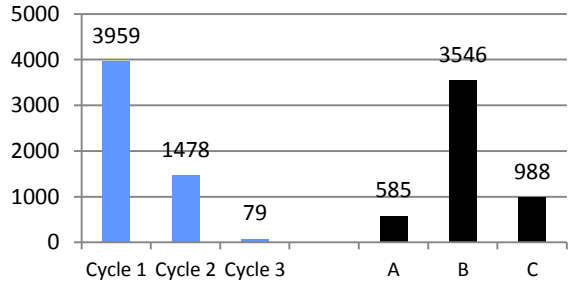
Similarly, out of 34,852 Colleges in India (as of 2011-12), around 5,516 (16%) are currently accredited by NAAC. This means that around 84% (i.e. 29,066) of the colleges are not accredited by NAAC. Also, the number of colleges is growing rapidly in India (1,878 new colleges were set up in 2011-12). Among the states, Assam, Punjab and Haryana are the top three states in terms of percentage of colleges accredited at 67%, 61% and 57% respectively. Chhattisgarh, Andhra Pradesh and Bihar are at the bottom with 8%, 9% and 9.5% respectively.

As can be seen from the figure below on grade-wise distribution of colleges, about 37% of the Universities and 11% of colleges have been graded as A, whereas the highest shares is for grade B (53% Universities and 64% colleges). In terms of cycles, most number of Universities and colleges are still in the 1st cycle of accreditation (59% for Universities and 72% of colleges).

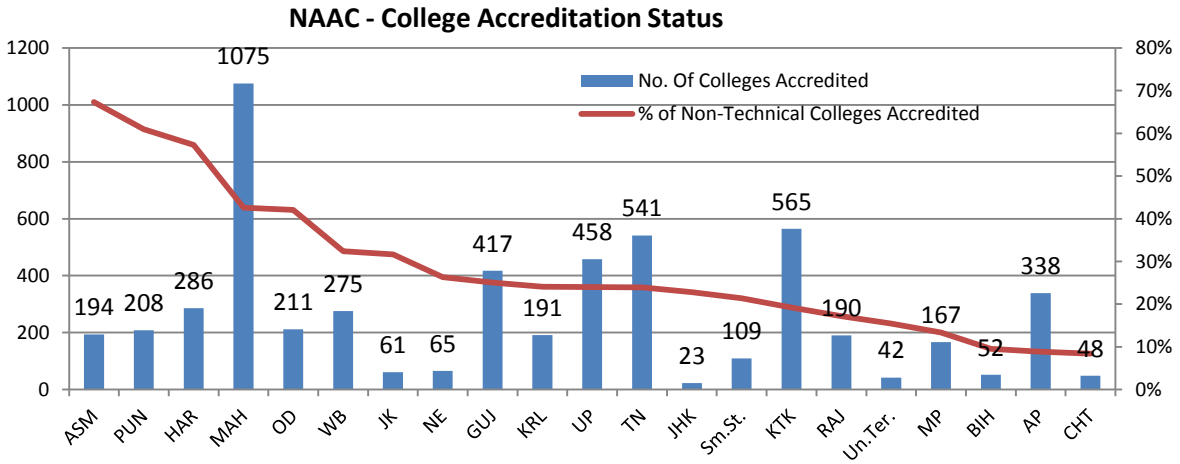
Cycle-wise and Grade-wise accreditation of universities (2013-2014)



Cycle-wise and Grade-wise distribution of colleges (2013-14)



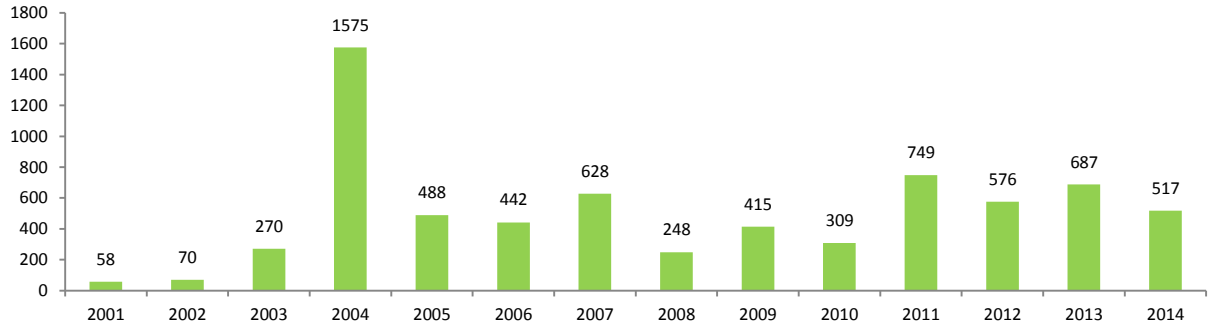
Sources: Cycles - NAAC website; Grades - Prof. H. A. Ranganath, NAAC; **http://www.ukieri.org/images/pdf/session1/dr-h-ranganath.pdf** (March 23, 2013)



Accreditation process requires expertise and a significant number of experienced resources as assessment and accreditation is a complex process. As of March 2013, it involved 2500 assessors and 14,000 assessor visits15 by NAAC. However, as can been seen from the figure below, the number of accreditations have not been increasing at a steady pace, but varying across years reaching its highest in 2004. However the average yearly accreditation number of colleges between 2001 and 2014 has been just 503. The regulation on mandatory accreditation is likely to give a boost to this number in the coming years but this raises the issue of the availability of suitable capacity and resources for NAAC to meet the rising demand for accreditation.

15 http://www.ukieri.org/images/pdf/session1/dr-h-ranganath.pdf

Year-wise accreditation of colleges (2001 – 2014)

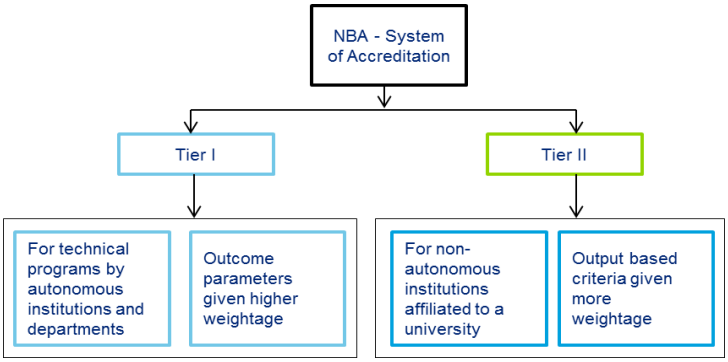


Source: NAAC website

To fulfil the UGC stipulation of mandatory accreditation and in line with national objectives of access, equity and excellence envisaged under RUSA, a proposal on National Quality Renaissance Initiative (NQRI) was submitted by NAAC which was approved by RUSA project approval board in November 2013. The total estimated cost of the proposal is ₹ 17 crores. The key proposals in the plan include Popularisation and promotion of Quality Assurance-Mentoring Higher Education Institutions (₹ 8 cr), Building Collegium of Assessors (₹ 4 cr), setting up of Internal Quality Assurance Cell (IQAC) (₹ 4 cr) and Material Development (₹ 1 cr).This is a positive move towards enhancing quality in higher education through enhancement of capacity of NAAC, putting in place strong quality control systems at the institution level through establishment of internal quality control cells and mentoring initiative.

Progress of NBA

NBA Accreditation



Source: NBA

Objective

The National Board of Accreditation (NBA), India was initially established by AICTE (All India Council of Technical Education) under section 10(u) of AICTE act, in the year 1994, for periodic evaluations of technical institutions & programme basis according to specified norms and standards as recommended by AICTE council. NBA in its present form came into existence as an autonomous body with effect from 7th January 2010, with the objective of Assurance of Quality and Relevance of Education, especially of the programmes in professional and technical disciplines. NBA accredits programs such as Engineering and Technology; Management; Architecture, Applied Arts and Crafts; Pharmacy; Computer Applications and Hospitality & Tourism management.

Due to a large expanse of technical education and variation in institutional quality across the country, NBA operates a two-tier system of accreditation for all programmes under its purview as shown in the adjoining figure. The process of a programme to be accredited by NBA is as given below:

Assessment Criteria and Outcome

The parameters adopted by NBA are claimed to be based on initial capabilities, competence, skills as well as the desired outcome. NBA has categorized its grading system to Tier-I Programs & Tier-II Programs where Tier-I is deemed more appropriate for Autonomous Institutions and Universities while Tier –II is more appropriate for non-autonomous institutions and affiliated institutions. Eight criteria have been identified for evaluation of institutions. Different weightages are assigned to each of these criteria as shown in the adjoining table. The outcomes of NBA Accreditations are given below:

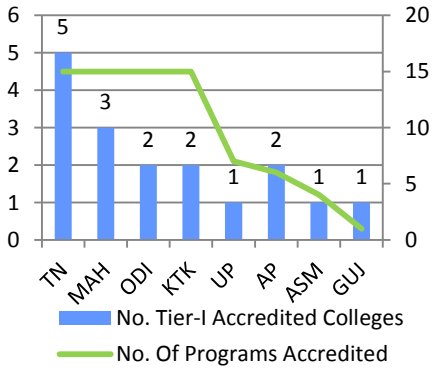
Evaluation Criteria	Program
Organization an Governance	80
Financial Resources	70
Physical Resources	50
Human Resources (Faculty & Staff)	200
Human Resources (Students)	100
Teaching and Learning Processes	350
Supplementary Processes	50
R & D and Interaction Effort	100
Total	**1000**

Status	Marks	Tier
Accredited for 5years	>750 (with minimum 60% in each criteria)	Tier-I or Prospective candidate for accreditation under Tier-I
Accredited for 3 years	650-750	Tier-II
Provisional Accreditation (Accredited for 2 years)	Min 600 with deficiencies in no more than two criteria	Tier-II
Non-accredited	<650 and deficiencies in more than 2 criteria	NA

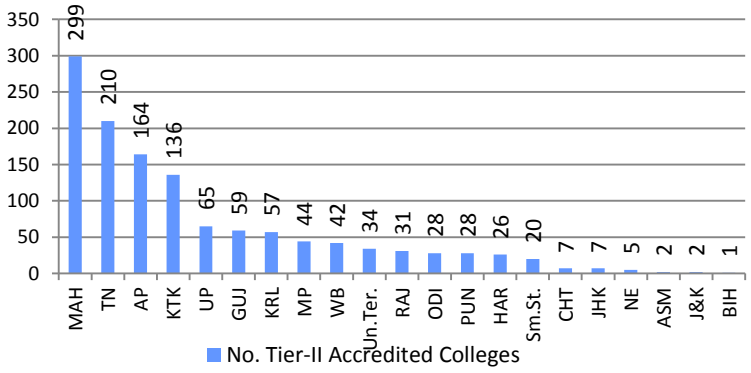
Status of NBA accreditation of higher education Institutions in India and key issues

The figure below depicts the total number of accredited colleges and courses (within the colleges) among Tier I institutions in India, and the number of accredited Tier-II institutions in India. Among Tier-I institutions only around 17 institutions have been accredited so far, totaling to 78 programmes within these institutions. TN, MAH, ODI and KTK all have 15 programmes accredited each. Among Tier II institutions, Maharashtra leads the states in India with 299 institutions having some of their programmes accredited, followed by Tamil Nadu, Andhra Pradesh and Karnataka.

Tier I Institutions



Tier II Institutions



Source: NBA Website (accessed on 3-Nov-2014);

Un. Ter. includes Delhi, Chandigarh, Puducherry; Small States includes Goa, Uttarakhand & HP

NE includes Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim & Tripura

Move towards global integration

Program outcome has been given due importance under the NBA accreditation for Tier I institutions. As per the requirements for becoming a full-fledged member of the Washington Accord (see box below), NBA has revised the procedures and criteria of accreditation to bring them to international standards.

Washington Accord

The Washington Accord was signed in 1989 among six countries as an agreement among the engineering quality assurance organizations of these countries. The Washington Accord Agreement recognizes that "Accreditation of engineering academic programs is a key foundation for the practice of engineering at the professional level in each of the countries or territories covered by the Accord." The signatories to the Accord recognize that graduate accredited programs of the signatory countries be recognized by other countries having met the academic requirements for entry to the practice of engineering. The NBA became a provisional member of the Washington Accord (WA) in 2007 and on 13th June 2014 it has become its permanent signatory member.

The NBA accredited programme offered by the Tier -1 institutions are eligible for the recognition of the programme by other signatories of the Washington Accord. Recognition of graduates of programme accredited by any signatory by

registering or licensing bodies in other signatory jurisdictions is subject to the following restriction: The graduate must have completed the programme[16]:

- After the date of acquiring the signatory status, i.e., 13th June 2014.
- During the period of validity of the accreditation (which may have commenced prior to the date of admission)

Accreditation status under Washington Accord would be given to Tier I programs that are NBA accredited. As per data available on NBA website (as of 30th October 2014), only 15 programs across 6 Tier-1 institutions of NBA were covered under Washington Accord.

First moves towards private accreditation

While across the world, private accreditation agencies are operating and providing vital information to the key stakeholders in higher education, there is no such recognition for private agencies to operate in the accreditation space in India. However, despite this hurdle, the Indian Centre for Assessment and Accreditation (ICAA) is the first private accreditation body which was set up in May 2013. It is registered as a non-profit council with T V Mohandas Pai, from Manipal University, as chairman and Arun Nigavekar, former chairman of University Grants Commission (UGC) and founder director of NAAC, as the chief advisor. Currently, it is orienting its efforts towards associating with international rating agencies to launch 'Top Indian University Rankings', a first of-its-kind ranking of Indian universities. However, the regulatory bar for private accreditation agencies in India as well as absence of incentives such as UGC funding based on rating other than NAAC prevent demand for accreditation by private bodies like ICAA. Therefore it is vital that the legislative framework for operations of private bodies in the accreditation space must be created with a revision of the earlier NARA bill. This will help in expansion of accreditation to reach more universities and colleges across India, with monitoring and assessing in line with India's objectives and best of international expectations.

Key Takeaways

India is moving towards increased application and use of accreditation which is definitely a positive move towards ensuring consistency in quality of higher education. The signing of the Washington accord has opened the potential for education by Indian institutions and universities being recognized globally. The benefits of accreditation are varied as it is not only important for institutions in availing various incentives and funding but also serves as a criteria for students and parents in selection of colleges as well as employers in recruitment of candidates. However, the feasibility of mandatory accreditation of all higher education institutions within a given time frame remains a concern with respect to the number of government accreditation bodies and their existing scale of operations. The current capacity and reach of existing accreditation bodies is inadequate given the sheer scale, size and pace of growth of higher educational institutes in India. Therefore, the approach to mandatory accreditation needs to be revisited. With regard to accreditation, some of the key points of deliberation are highlighted below:

1. Accreditation has to be a continuous and highly credible process and not just a one-time effort to ensure improvement of quality of higher education imparted by institutions. Given the dynamic nature of education and the rapid pace of innovations (e.g. Use of ICT4E, MOOCs, Blended learning etc.), the **system of accreditation should be continuously reviewed to enhance its validity, reliability and usability and keep it on par with international standards**. It is vital to establish high levels of credibility in the design, processes, implementation and regularity at all points of the accreditation exercise.

2. There is need for the Government to **design appropriate legislation, clear policies and pragmatic norms concerning accreditation.** This could encompass issues such as need for more institutions, their level, scope, functions, institutional mechanism, processes etc. , whether there is need for geographic or stream wise accreditation

[16] http://www.nbaind.org/En/1033-washington-accord.aspx

bodies, structure of accreditation bodies (government, private, not-for-profit etc.). Given the scale of HEI in India, there may also be a case for specialized agencies or expert divisions within existing accreditation agencies to focus on particular stream such as Medical, Law, Architecture, Nursing etc.

3. The success of accreditation depends upon the competence, sincerity and integrity of the experts and assessors[17].With the rapid expansion of number of institutions seeking accreditation, there would be a **significant shortage of assessors across the country** if the pool is limited to VCs, Professors and Principals. If the accreditation process is to be scaled up and opened up to other accreditation bodies, **capacity of accreditation agencies needs to be augmented** manifold. A step towards this has already been taken through the NQRI initiative which aims at strengthening quality control mechanisms at the institution level as well as increasing the human resources and assessors for meeting the demand. An alternative approach may be that a pool of professionals from suitable backgrounds may be trained in the accreditation methodology and tools. A structured certification based programme may need to be designed and implemented for the same. This pool of professionals may then be assigned to assist the accreditation team in carrying out their work.

4. The objective of accreditation is to improve the overall quality of HEI in all parts of the country. However, many current HEI especially in the remote and backward parts of the country suffer from poor quality and are further constrained by their inability to raise resources or charge student fees. **Many such institutions find it difficult to clear the initial screening process to be eligible for getting accredited**. For such institutions, additional support (maybe through RUSA funds) will be required to help them to improve their quality even prior to their applying for accreditation. Otherwise, such institutions will fall further behind in terms of quality.

5. Even if the capacities of existing bodies are raised, there is definitely a need for more such independent agencies considering the large number of government and private institutions, professional programs etc. As discussed in earlier sections, only 29% of the Universities and 16% of the colleges have been accredited by NAAC. Coverage of NBA is also quite small. Given the globalization of education, it is imperative that best practices from other countries be studied and implemented in the Indian context. Countries such as the US, UK and Germany allow both public and private entities to accredit institutions. ICAA has been established in 2013 as the first private accreditation agency in India. The Higher education bill which proposes the establishment of NARA as a regulatory body for accreditation agencies must be modified to **allow private accreditation bodies and specify the regulatory framework to encourage private participation**. **Appropriate regulatory agency will be needed to regulate all accreditation agencies.**

6. Since feedback is an important aspect of any good quality improvement initiative, the **learnings from assessments must also inform future policy**. Apart from best practices dissemination, another key source would be the vast amount of data collected during the assessment process including self-study reports and peer assessment reports. Such data can be analyzed through focused research and analytical studies to come out with geographic, stream wise and historic trends, using modern data analytic tools and techniques.

[17] M Anandakrishnan, Chairman, Board of Governors, IIT-Kanpur - http://digitallearning.eletsonline.com/2014/04/dawn-of-a-new-era-of-accreditation/#sthash.cfSvheIQ.dpuf – April 2014

Private sector and RUSA*

RUSA is essentially a funding scheme for state government universities and institutions which have so far remained untouched by the benevolence of Central largesse. Institutes of national importance and central universities get generous funding for infrastructure and resources. This helps them expand their scope of reach, add new infrastructure, bring new equipment as well as maintain overall quality. They are able to attract high quality students and faculty which in turn leads to good quality output as well. State universities on the other hand suffer from bloated structures and little or no money for expansion and modernization. It is this anomaly which RUSA aims to correct since a large chunk of student population, up to 40 per cent, is enrolled in state government universities.

By its very design, RUSA precludes any kind of support for private institutions. The guidelines of the mission specify that while "state Plans should include information on all government, government aided and private institutions across disciplines, support will only be provided to government and government aided institutions. These would include all government and aided colleges including engineering, professional and agricultural, except medical colleges."

This exclusion of private institutions in RUSA is ironical because 64 per cent of the total number of higher education institutions in the country are private. According to CII-Deloitte ASHE 2013, the number of private higher education institutions increased by more than 60 per cent during 2007 and 2012. This number was 29,662 in 2012, as against 16,547 institutions under state governments comprising 36 per cent of the total and Central institutes number 221 in all – a miniscule 0.5 per cent of the total number of institutes. Private institutions cater to a large number of the 28.5 million students enrolled in higher education. In percentage terms, this figure is 59 per cent, according to CII-Deloitte ASHE 2013. Central and state institutes on the other hand account for 2.6 per cent and 38.6 per cent of the total enrolments, respectively.

The government's rationale, however, is easy to understand. It wants to spend its money on improving the quality of its own institutions first. In a way it is washing its hands off the responsibility of private institutions. This may be fine for all purposes but as far as research funding is concerned, the exclusion of private institutions from the ambit of Central funding is not correct.

Private institutions are set up by philanthropists and corporates with funds which they earmark for corporate social responsibility initiatives. Since education is a charitable activity and profit-making is not allowed in this field, the motive of private players in setting up educational institutions is to promote knowledge creation and improve the quality of human resource, for their own as well as for others' benefit. And since private players who set up educational institutions are not bound by any compulsion but are driven by their own desire, it is assumed that they have adequate funds to do so.

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* ***This article has been authored by Shalini S. Sharma, Head of Higher Education at Confederation of Indian Industry (CII)***

Funds crunch in private institutes

But, not all private institutions have the wherewithal to expand the way they want or undertake the kind of research activities they want to. Setting up an institute is one thing and running it and expanding it is another. There are several private institutions which were set up as one-time acts of philanthropy several decades back but are today struggling to generate resources for expansion and improvement.

Assuming that the fee generated by the institute is sufficient to meet staff costs and other maintenance expenses, it still requires considerable amount of funds to build research competencies. Not all private promoters who have set up institutes may have such funds at their disposal all the time.

Dearth of adequate resources for faculty improvement and quality upgradation is therefore as rampant in private institutions as it is in government-run. At times it is out of compulsion, at times out of choice. Whatever the motivation may be, the brunt of such inadequacies is borne by students. Even the fee which is collected by educational institutions, whether government or private, comes from the pockets of parents. Public institutions are also funded by the money of the exchequer – from the 2 per cent education cess which the government collects from tax payers every year. It is these parents who spend close to US $6 billion every year on sending their children abroad for good quality education in the absence of adequate opportunities within the country. Raising the overall quality of institutions therefore, irrespective of their lineage, is going to have a huge economic benefit as well.

Government needs private funds

Even while RUSA excludes private institutes from the ambit of funding, it stresses on states mobilizing private money to fulfill their share of the required funding in every project. It says “states would be free to mobilize private sector participation (including donations and philanthropic grants) through innovative means, limited to a ceiling of 50 per cent of the state share.” The dichotomous stand of the government is clear from the fact that while on one hand it says, “support will only be provided to government and government aided institutions”, the RUSA vision document says, “It is the commitment of RUSA to encourage private participation in higher education, but with necessary caution to be exercised against profit objectives or commercialization. It will be possible for the state to mobilize 50 per cent of the state contribution through private participation or contributions / donations etc.” Even while the government has no intention of funding institutes set up by private players, it encourages states to mobilise private support to fulfill its own obligations.

The Centre- state funding ratio under RUSA is 90:10 for north- eastern states, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for other states and Union territories (UTs). Funding is provided for government- aided institutions for permitted activities, based on certain norms and parameters, in a ratio of 50:50. It is to meet the 10 per cent and 35 per cent share of funding that RUSA exhorts states to seek private help.

Government schemes in the areas of education and healthcare often stress on utilization of the corporate social responsibility (CSR) funds of companies. RUSA also talks of the following ways in which private investment can be sought:

- Philanthropic contributions
- Donations / grants from private companies / trusts / NRIs
- Establishing chairs / schools / departments
- Public private partnerships
- Knowledge parks / innovation centers / centers of excellence
- 2 per cent corporate social responsibility funds
- Viability gap funding

- Rural Infrastructure Development Fund
- Innovative debt instruments
- Specific research grants with IPR sharing.

The problem with this view is that one, CSR funds of companies go in various fields – healthcare, elementary education, water, sanitation and now, on building toilets and they are not adequate for the purpose of higher education. Two, even apart from the CSR money, private sector is anyway investing heavily in higher education, in setting up institutions which are under its control and where it can impart education the way it wants, take quick decisions, remain free of bureaucracy and red tape. RUSA, on the other hand, envisages private funding in public institutions. This is something which has not happened so far on a large scale. But it can happen provided state governments take certain steps and proactively facilitate private investment to upgrade the quality of its institutions.

Components of funding under RUSA

The mission outlines the following 18 heads under which funding will be provided to state governments:

1. Creation of universities through upgradation of existing autonomous colleges: 45 autonomous colleges (autonomy granted by University Grants Commission at least in 2008 or earlier) that have necessary infrastructural facilities, antiquity, teaching strength and quality will be considered for up- gradation to universities.

2. Creation of universities by conversion of colleges in a cluster: 35 new cluster universities would be created during the 12th Plan period with an average allocation of ₹ 55 crore per university and 65 during the next Plan period through the clustering of existing affiliated government and government- aided colleges. These universities will be created by pooling the resources of three to five existing colleges that have adequate academic, physical and technical infrastructural facilities.

3. Infrastructure grants to universities: These grants shall be utilized for meeting critical infrastructural needs that would lead to immediate quality gains such as upgrading of libraries, laboratories, equipment, hostels, toilets etc. Total 150 public universities will be given a grant of ₹ 20 crore each during the 12th Plan period.

4. New model colleges (general): Districts that are listed as educationally backward under the existing 374 model college scheme and have not been supported so far would be considered for funding. Total 60 new model colleges will be sanctioned during the 12th Plan period.

5. Upgradation of existing degree colleges to model degree colleges: Out of the 640 districts in the country, 288 districts would be covered under the new model college scheme. Funds will be provided for upgradation of 54 colleges in the 12th Plan period.

6. New colleges (professional): Grants will be provided for establishing new professional colleges in each of the 22 states having gross enrolment ratio (GER) below national average in technical education. The number of colleges for each state will be based on the evaluation of the proposals submitted by the states. Total 40 new engineering colleges would be sanctioned in the 12th Plan period. States which are over- saturated in terms of institutional density and vacant seats will not be considered for grants.

7. Infrastructure grants to colleges: Infrastructure grants can be utilized by colleges to address critical needs in institutional infrastructure, especially for creating / upgrading laboratories, libraries, hostels, toilets etc. Total 3500 colleges will be given grant of ₹ 2 crore each during 12th Plan.

8. Research, innovation and quality improvement: During 12th Plan period, 10 states will receive funds under this component to facilitate research and innovations.

9. Equity initiatives: During 12th Plan, 20 states will receive funds under this component. All state universities will be eligible to receive grants for equity initiatives. Innovative approach / schemes to ensure greater inclusion will be

considered on priority.

10. Faculty recruitment support
11. Faculty improvement
12. Vocationalisation of higher education
13. Leadership development of educational administrators
14. Institutional restructuring and reforms
15. Capacity building and preparation, data collection and planning
16. Management information system
17. Support to polytechnics
18. Management monitoring evaluation and research (MMER)

Public-private partnerships

The private sector can logically play any role in RUSA in only about four out of the 18 heads listed above. These include setting up of new model colleges (general); setting up of new colleges (professional); research, innovation and quality improvement and vocationalisation of higher education. Public-private partnerships (PPP) have been mentioned in the RUSA document as one of the ways in which private sector can be involved in this scheme. Theoretically this view is fine but in practice PPPs have been found to have few takers in private sector. This is because of two reasons: the government's definition of private sector is at variance with industry's definition of private sector. While industry views all non-government entities as private, the government tends to see only manufacturing companies as private sector. It does not consider service providers, including education service providers, as industry or as an entity fit enough to become a party in a PPP. This narrows down considerably the number of eligible industry players who can enter in a PPP with government.

The entities which the government sees as fit to come and partner with it, do not have the time or resources to run educational institutes. They prefer remaining in advisory positions and not get involved in the nitty-gritty of running institutions. This, often, is not acceptable to the government and it insists on the corporates taking full responsibility of running the institutes for which they enter into PPPs. This leads to many a times private players preferring to stay away from such adventures. The sooner the government starts accepting the fact that institutes can only be run by professional players, the better it will be for PPPs. Partnerships could then be entered into in a consortium mode with industry giving advice and service providers doing the actual job of implementation.

The second deterrent in PPPs for private players at present is the fact that the government tends to dither giving full autonomy and control to private players and prefers having a dominating role in the partnership. Private players want freedom to run the institutes the way they want, to hire the people they deem fit and frame the rules as per their vision and choice. Being a domineering partner in a PPP, the government rarely tends to give that freedom to private players.

Scope for improvement

There is no denying the fact that private sector has vast resources and its partnership and support to the government in quality improvement under RUSA can do wonders for state universities. At present, almost the entire private investment in higher education is going in setting up of technical institutes. Every corporate wants its own brand of college and university to carry forward its name and legacy. Several corporate leaders give huge sums of money to foreign private universities such as Harvard, Stanford and Yale, to set up chairs in their names. Such a thing rarely happens with our own public universities. This is so because our public institutions have not yet mastered the art of seeking funds and befriending corporates. They rarely maintain alumni records, rarely organize get-togethers with famous pass-outs or plan public

felicitations of successful alumni. Wherever corporates or alumni do give funds to their alma mater, there is tardiness in utilisation of funds for the purpose for which they were intended. This leads to frustration among corporates which proves counter-productive in the long run.

States can change this scenario and elicit more support from private players by using innovative means such as naming departments after the donors, cutting red tape for those wanting to give funds, providing easy and single window mechanisms for investments, giving easy access to information for investment avenues and working out state-level strategies to garner private funds. Until that happens, private investment will continue to go in one direction and there will never be a point where public universities / colleges and private investment will meet. At the same time the government should also think in terms of making private institutions eligible to vie for research grants on competitive basis.

‘Knowledge Direction’:Improving the economic status of Indian states through proper harnessing of educational resources**

A state-wise study on the possibility of improving the economic benefits of an education system without further investment in the education sector

Introduction

The positive impacts of a well-educated youth on the economy of a region have long been understood. Indeed, the development of human resources through education remains a primary focus for all economies seeking to make the transition from being dominated by the primary or secondary sectors to the tertiary. However, it is not always possible for developing economies to greatly increase their investment in education. In India, for example, with states allocating ever-increasing proportions of their budget to education and reaching a maximum of 21.1% in Assam (2012-13), the scope for increase remains painfully small.

This study will therefore examine the possibility of increasing the economic status of Indian states without further investment in education, simply through proper harnessing of existing knowledge resources, henceforth termed as ‘knowledge direction’.

Knowledge direction, for the purposes of this study, is ‘the act of channeling and redirecting knowledge in all forms, whether technical, experimental, practical, or academic, to the right people in order to achieve a desired outcome’. In the case of Indian states, such knowledge direction would form the link between education and the economy. Improper knowledge direction would therefore be the reason why educational improvements may not be adequately translating into economic improvements.

Thus, this study will assess the education systems and economic status of several Indian states using a varied, all-encompassing range of indicators. The knowledge direction levels of states will be similarly assessed. The results will then be compared, in order to examine whether a higher level of knowledge direction does indeed correlate to a higher economic status.

** ***This paper has been authored by Garima Thakur, a student studying Chemical and Bio-Molecular Engineering at the Hong Kong University of Science and Technology. She interned at the CII – Science Technology Innovation and Higher Education Department in New Delhi for a period of two months in the summer of 2014. This paper was an outcome of this internship.***

Indicators

NOTE: See Appendix 1 for references to original government data tables

(A) The following indicators have been used to quantify the quality of the **education system** in each state:

i. Literacy Rate (as of 2011 census): The total percentage of the population of an area at a particular time aged seven years or above who can read and write with understanding.

ii. Higher Secondary Pass Rate (*source:* 'Statistics of School Education', 2008): The total percentage of students to pass the final examinations of state boards.

iii. No. of Universities in Indian Top 100 (*source:* Times of India University Rankings 2014): The total number of universities in each state, both private and public, to feature in this list.

iv. Primary Teacher Training Rate (*source:* 'Elementary Education in India 2011-12', Department of School Education and Literacy): The percentage of teachers to receive in-service training in the previous academic year, as an average of the percentages from 2008-12.

v. Composite Education Development Index (*source:* 'Elementary Education in India 2011-12', Department of School Education and Literacy): A measure created by the Ministry of Human Resource Development to quantify upper primary schooling through a combination of variables involving access, infrastructure, teachers, and outcomes.

(B) The following indicators have been used to quantify the **economy** of each state:

i. Real Growth Rates of States as % GSDP (Gross State Domestic Product) at Constant Prices as on 31-05-2014 (*source:* Planning Commission of India, Databook for DCH, via Directorate of Economics & Statistics of respective State Governments): The percentage growth rate of the gross state domestic product at constant prices, as an average of the growth rates from 2004-05 to 2013-14.

ii. Percentage of Population above Poverty Line (*source:* Planning Commission of India, Databook for DCH, 2011-12): The percentage of population below state-specific poverty lines, calculated using Tendulkar Estimate methodology.

iii. Industry GDP Growth Rate (*source:* Central Statistical Organisation (CSO) & Ministry of Industry, 2014): The growth rate of gross state domestic product in the industry sector for each state, as an average of growth from 2005-06 to 2013-14.

iv. Non-Agricultural Employment Rate (*source:* NSSO 66th Round Survey, 2009-10; Working Group on Twelfth Plan - Employment, Planning & Policy): The sum of all shares of employment held by non-agriculture-related sectors, calculated using a chart of absolute and percentage employment in major sectors, namely agriculture, manufacturing, non-manufacturing, and services.

v. Employment Rate (*source:* Report on Employment and Unemployment Survey, 2011-12, Ministry of Labour and Employment): The percentage of employed persons of age 15 years and above, calculated according to the Principal Status (PS) approach.

(C) The following indicators have been used to quantify the **knowledge direction** level of each state:

i. Number of Start-Ups (*source:* Confederation of Indian Industry State-Wise Knowledge Ecosystem Database, 2014): The number of start-ups listed in the database located in the state in question.

ii. Number of CII Members (*source:* Confederation of Indian Industry Members' Database, 2014): The number of members registered on the database located in the state in question.

iii. Number of DSIR Registered Private Sector In-House R&D Units (*source:* Confederation of Indian Industry State-Wise Knowledge Ecosystem Database, 2014): The number of private sector in-house research and development units registered with the DSIR listed in the database located in the state in question.

iv. Number of State Government Research Institutes (*source:* Confederation of Indian Industry State-Wise Knowledge Ecosystem Database, 2014): The number of state-government funded research institutes listed in the database located in the state in question.

NOTE: The above four indicators have been carefully selected to reflect 'knowledge direction' of the state, i.e. the extent to which knowledge is being utilized in industry to provide a tangible benefit to the economy.

- *The number of start-ups reflects a growing sector dominated by young and freshly educated entrepreneurs, as well as the resources available to them.*
- *The number of CII members reflects the companies that deem it worthwhile to become a part of an integrated network of sharing information and ideas.*
- *The number of DSIR registered private sector in-house R&D units reflects the extent to which the private sector finds it beneficial to affiliate itself with the Department of Scientific and Industrial Research to conduct its R&D programs.*
- *The number of state government research institutes reflects the extent to which the state government has placed emphasis on expanding its knowledge ecosystem.*

Raw data

Note: See Appendix 1 for references to original government data tables

Education Indicators					
	Literacy Rate	**Higher Secondary Pass Rate**	**Number of Universities in India Top 100**	**% Teachers with previous year in-service training**	**Composite Education Development Index**
Andhra Pradesh	67.66	69.27	4	28.32	0.60
Arunachal Pradesh	66.95	NA	0	5.86	0.49
Assam	73.18	67.05	2	37.71	0.45
Bihar	63.82	85.42	1	16.59	0.47
Chhattisgarh	71.04	74.96	0	55.24	0.51
Delhi	86.34	97.05	12	23.72	0.66
Goa	87.40	81.09	0	51.62	0.56
Gujarat	79.31	87.87	5	63.51	0.63

Haryana	76.64	81.66	2	9.47	0.59
Himachal Pradesh	83.78	82.48	1	59.53	0.62
Jammu & Kashmir	68.74	48.24	0	19.22	0.58
Jharkhand	67.63	66.21	2	37.66	0.45
Karnataka	75.60	51.94	6	66.83	0.69
Kerala	93.91	75.80	5	60.37	0.64
Madhya Pradesh	70.63	85.25	4	34.90	0.52
Maharashtra	82.91	79.81	8	25.64	0.63
Meghalaya	75.48	58.51	0	26.47	0.52
Manipur	79.85	77.25	0	7.37	0.53
Mizoram	91.58	59.07	0	40.74	0.58
Nagaland	80.11	66.35	0	9.00	0.49
Odisha	73.45	62.46	3	37.54	0.54
Punjab	76.68	77.08	6	38.73	0.61
Rajasthan	67.06	88.59	6	19.66	0.54
Sikkim	82.20	NA	0	1.11	0.62
Tamil Nadu	80.33	84.44	14	53.87	0.69
Tripura	87.75	69.20	1	26.82	0.52
Uttar Pradesh	69.72	65.05	6	12.33	0.47
Uttarakhand	79.63	85.66	2	50.97	0.57
West Bengal	77.08	75.82	6	34.59	0.50
A/N Islands	86.27	NA	0	26.19	0.59
Chandigarh	86.43	NA	1	10.95	0.62
Puducherry	86.55	NA	1	14.46	0.68
India Average	74.04	74.36	-	33.49	0.58
Sample Average	77.99	74.21	3.06	31.47	0.57
Economic Indicators					
	Growth Rate as % GSDP	**% Above Poverty Line**	**Industry GDP Growth Rate**	**% Non-Agricultural Employment**	**Employment Rate**
Andhra Pradesh	8.21	90.80	7.88	48.80	98.10
Arunachal Pradesh	6.58	65.33	7.31	NA	96.20

Assam	5.79	68.02	2.84	37.10	96.70
Bihar	9.79	66.26	16.16	36.20	95.70
Chhattisgarh	7.66	60.07	6.56	36.80	99.20
Delhi	9.99	90.09	1.90	99.80	97.80
Goa	11.35	94.91	6.11	NA	90.90
Gujarat	9.75	83.37	9.58	47.80	99.50
Haryana	8.60	88.84	6.25	55.20	98.70
Himachal Pradesh	7.78	91.94	7.75	35.80	97.90
Jammu & Kashmir	5.81	89.65	3.74	38.40	97.60
Jharkhand	7.73	63.04	5.30	50.90	97.40
Karnataka	7.25	79.09	6.13	42.70	98.60
Kerala	8.07	92.95	8.96	67.90	95.30
Madhya Pradesh	8.69	68.35	8.08	35.60	98.50
Maharashtra	9.31	82.65	9.16	47.10	98.40
Meghalaya	8.12	88.13	9.10	NA	97.70
Manipur	5.57	63.11	2.19	NA	98.00
Mizoram	9.17	79.60	9.31	NA	98.80
Nagaland	7.61	81.12	7.88	NA	96.50
Odisha	7.47	67.41	8.04	37.80	98.50
Punjab	6.68	91.74	8.58	55.00	99.20
Rajasthan	7.55	85.29	6.79	52.30	99.20
Sikkim	17.05	91.81	33.35	NA	91.70
Tamil Nadu	9.15	88.72	8.79	58.20	98.70
Tripura	8.43	85.95	6.16	NA	91.80
Uttar Pradesh	6.72	88.74	5.89	39.60	98.90
Uttarakhand	12.80	70.57	16.84	39.50	97.60
West Bengal	6.85	80.02	5.44	56.60	96.00
A/N Islands	10.17	90.31	7.62	NA	93.80
Chandigarh	8.70	99.00	7.95	NA	98.70
Puducherry	11.84	97.23	8.87	NA	97.60
India Average	7.61	78.08	6.87	52.30	98.00

Sample Average	8.63	82.00	8.33	48.53	97.16
Knowledge Direction Indicators					
	No. of Start-Ups	**No. of CII Members**	**No. of DSIR Private In-House R&D Units**	**No. of State Government Research Institutes**	
Andhra Pradesh	242	388	173	68	
Arunachal Pradesh	0	0	0	0	
Assam	7	23	0	23	
Bihar	4	26	0	30	
Chhattisgarh	1	43	2	7	
Delhi	380	480	64	75	
Goa	7	76	5	5	
Gujarat	88	318	92	127	
Haryana	106	277	66	22	
Himachal	5	39	1	47	
Jammu & Kashmir	3	47	0	23	
Jharkhand	3	47	3	5	
Karnataka	387	322	118	84	
Kerala	53	184	19	57	
Madhya Pradesh	27	115	17	38	
Maharashtra	587	613	380	95	
Meghalaya	0	1	0	6	
Manipur	1	0	0	2	
Mizoram	0	3	0	0	
Nagaland	0	12	0	0	
Odisha	7	62	4	26	
Punjab	50	217	21	29	
Rajasthan	58	229	14	39	
Sikkim	0	0	0	0	
Tamil Nadu	160	755	129	88	
Tripura	0	5	0	3	
Uttar Pradesh	20	210	41	46	

Uttarakhand	5	51	3	35
West Bengal	55	412	46	21
A/N Islands	0	0	0	5
Chandigarh	42	98	8	7
Puducherry	3	69	4	4
India Average	-	-	-	-
Sample Average	71.91	160.06	37.81	31.78

Calculations

In order to convert the data into comparable 'scores' for each state, the following standard calculations were carried out.

- Using the all-India average data if possible, and the sample average data if not, each value was converted into a percentage difference from the average, thus yielding a positive or negative percentage number.
- In order to normalize the data, these percentage differences were then range-adjusted by dividing each value by the range (the difference between the maximum and minimum values) of that particular indicator.
- The results for each segment were then added. Thus, the 5 education values were added, as were the 5 economy values and the 4 knowledge direction values. Those states lacking all complete values were omitted from the final analysis.
- Thus, a composite 'score' was found for each state in each segment.

NOTE: See Appendix 2 for a complete explanation and sample calculations.

The final scores are as follows:

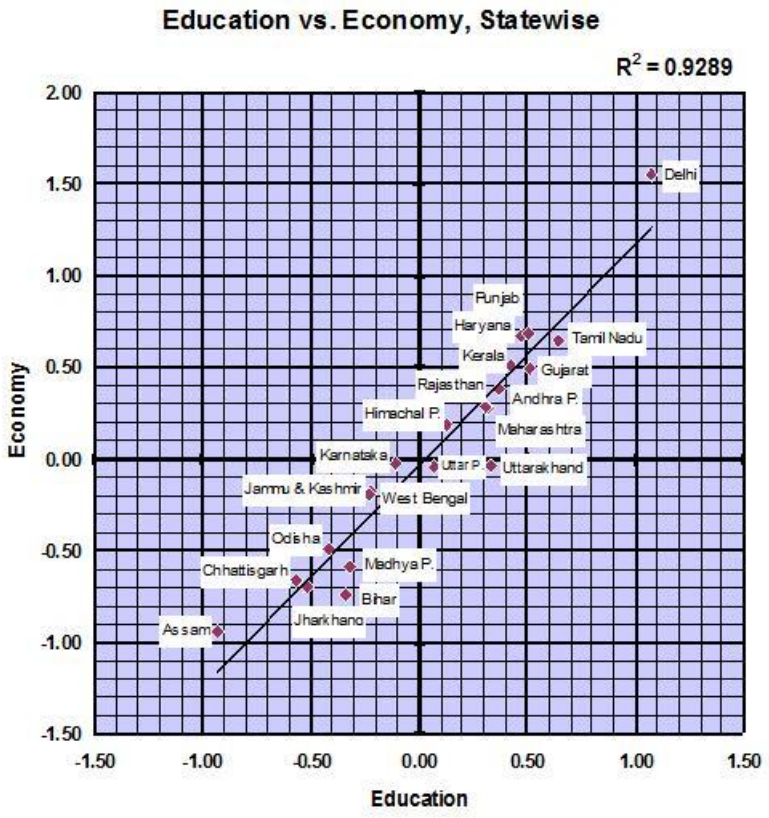
States	Education	Economy	Knowledge direction
Andhra Pradesh	0.37	0.38	1.24
Arunachal Pradesh	NA	NA	-0.68
Assam	-0.93	-0.94	-0.46
Bihar	-0.34	-0.74	-0.40
Chhattisgarh	-0.57	-0.66	-0.56
Delhi	1.07	1.55	1.36
Goa	NA	NA	-0.51
Gujarat	0.51	0.50	1.13
Haryana	0.47	0.67	0.21
Himachal Pradesh	0.13	0.19	-0.25
Jammu & Kashmir	-0.22	-0.18	-0.43
Jharkhand	-0.52	-0.70	-0.56
Karnataka	-0.11	-0.03	1.38
Kerala	0.42	0.51	0.15
Madhya Pradesh	-0.32	-0.58	-0.14

Maharashtra	0.30	0.29	2.88
Meghalaya	NA	NA	-0.63
Manipur	NA	NA	-0.66
Mizoram	NA	NA	-0.68
Nagaland	NA	NA	-0.66
Odisha	-0.42	-0.49	-0.37
Punjab	0.51	0.69	-0.02
Rajasthan	0.32	0.28	0.07
Sikkim	NA	NA	-0.68
Tamil Nadu	0.64	0.65	1.63
Tripura	NA	NA	-0.65
Uttar Pradesh	0.07	-0.04	0.10
Uttarakhand	0.33	-0.03	-0.32
West Bengal	-0.23	-0.19	0.25
Andaman & Nicobar Islands	NA	NA	-0.64
Chandigarh	NA	NA	-0.40
Puducherry	NA	NA	-0.54

Analysis

The graph below is a scatter-plot of the education and economy scores of each state for which all data was available. This does not take knowledge direction into account.

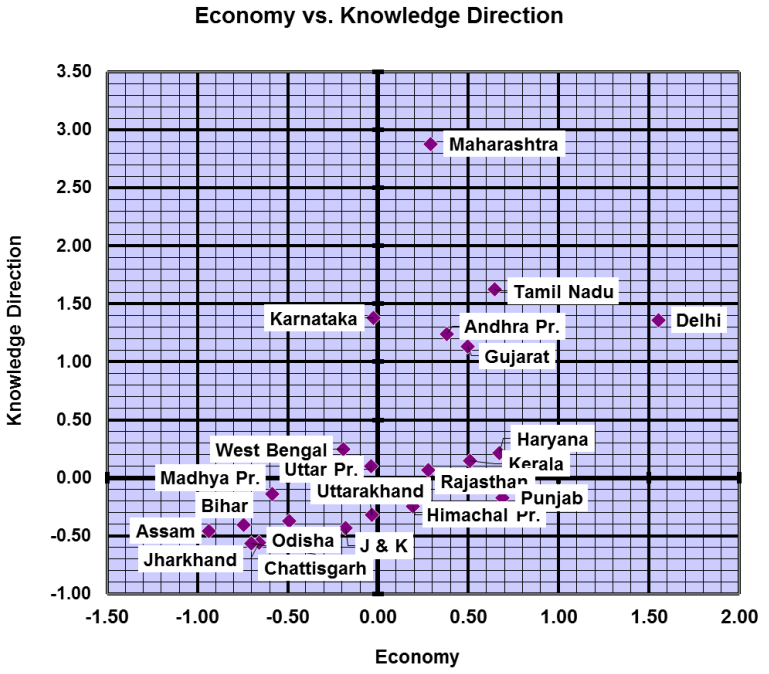
The strength of the correlation between education and the economy found in these states is startling. This can be seen through the R2 value (a measure of goodness-of-fit of linear regression) of 0.93.



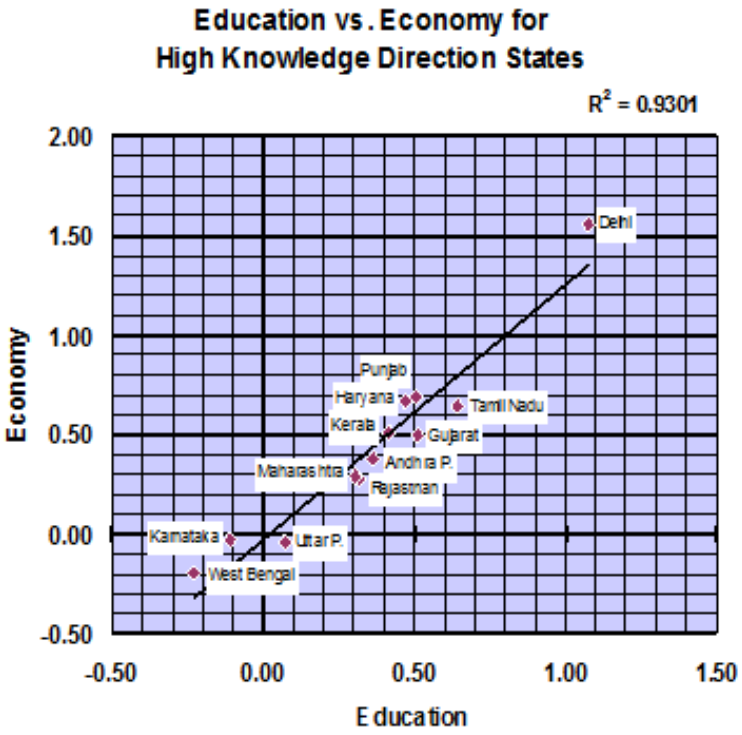
NOTE: A value of only 0.64 is considered sufficient to show a mathematically strong relationship.

However, the findings are even more striking when the factor of knowledge direction is taken into account.

The table below shows the knowledge direction scores of each state. The subsequent graph then shows a scatter-plot involving only those states with high knowledge direction values (i.e. values of greater than -0.1; highlighted in the table below).



States	Knowledge Direction
Andhra Pradesh	1.24
Assam	-0.46
Bihar	-0.40
Chhattisgarh	-0.56
Delhi	1.36
Gujarat	1.13
Haryana	0.21
Himachal Pradesh	-0.25
Jammu & Kashmir	-0.43
Jharkhand	-0.56
Karnataka	1.38
Kerala	0.15
Madhya Pradesh	-0.14
Maharashtra	2.88
Odisha	-0.37
Punjab	-0.02
Rajasthan	0.07
Tamil Nadu	1.63
Uttar Pradesh	0.10
Uttarakhand	-0.32
West Bengal	0.25



The above graph is remarkable in that nine of the twelve states lie in the upper half of the graph, with their economies staying firmly in the positive range. This implies that those states with superior knowledge direction have, in general, superior economies.

The three exceptions in the graph above are Karnataka, West Bengal, and Uttar Pradesh, which have slightly negative economic scores of -0.03, -0.19 and -0.04 respectively. A possible explanation for these anomalies lies in the fact that they all contain cities that rank in the top fifteen in India with regards to population; namely Bengaluru (Karnataka), Kolkata (West Bengal), and Kanpur and Lucknow (Uttar Pradesh). Thus, their high knowledge direction scores may be a direct result of the presence of these megacities, which would skew certain indicators, such as the number of CII members and the number of start-ups, in their favor. However, these factors are likely concentrated within the megacities, without having much of a trickle-down effect on the remaining areas of the state. Since the economy has been measured by indicators that encompass the entire state, such as the employment rate and gross state domestic product, it is likely that such a discrepancy would arise. This is especially likely in those states where there is a notable gap between the economies of the cities and the state as a whole. Thus, for example, even though Maharashtra contains Mumbai, India's economic hub and largest city, it has not become an anomaly because the remainder of the state is quite economically strong as well. Similarly, Delhi is not an anomaly despite its extremely high scores as it has negligible rural areas surrounding the megacity at its center.

However, thus far, all that has been established is that a superior education system correlates with a superior economy. The importance of knowledge direction in itself has not yet been determined.

Interestingly, though those states with high knowledge direction have better education systems, there is no discernible correlation between the scores themselves. This is shown by the following graph.

The lack of correlation suggests that it is very possible to improve knowledge direction without significantly improving education. Though a linear correlation does not exist, those states with higher knowledge direction have already been seen to have superior economies. Thus, while the relationship cannot be quantified in a linear fashion, it appears that those states with comparably higher knowledge direction levels have been more successful at translating the quality of their education systems into tangible economic benefits. It further suggests that there are several states which, despite having superior education systems, do not possess superior knowledge direction. This indicates a waste of educational resources, as, without high knowledge direction levels, educational benefits cannot translate adequately into economic benefits.

Conclusion

There are two major conclusions of this study.

The first is the decisive relationship that has been found to exist between the quality of the education system of a state and its economy.

The second is that there are several states which are not properly harnessing the educational infrastructure and resources that they already possess, as shown by their low knowledge direction scores, as well as the lack of correlation in general between education and knowledge direction. Furthermore, those states with high knowledge direction levels are, without exception, high-level economies.

This is quite compelling in the context of a developing country like India, where it is often difficult to allocate more resources to the education sector. It suggests that it is likely that efforts put into improving knowledge direction would significantly improve the economic status of Indian states. Such a possibility is notable because there would be no need for additional investment into education. Instead, policies supporting knowledge direction would be required, few of which are high-cost.

Such policies may include:

- Establishing entrepreneur-academia links by:
  - creating alumni networks
  - encouraging open software
  - databasing angel investor contacts
  - promoting academic blogs
  - developing expert directories
  - establishing professional support services
  - establishing experimental labs in universities open to entrepreneurs
  - encouraging dual degrees in business and technology
  - promoting mentor-apprentice relationships
  - hosting innovation competitions
  - promoting rapid-prototyping shops
  - encouraging universities to nurture start-ups with the aid of grants and concessions
  - including entrepreneurial skills in university curricula

  - Hosting summits and think-tanks between government, industry, and academia to encourage the formation of an information and contact network, as well as encouraging membership in organizations such as the CII.
  - Establishing start-up hubs and incubators with enabling conditions including access to data, research, technology, licenses, rapid prototyping shops, and tax concessions.

APPENDIX 1: References to Original Data Tables

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Confederation of Indian Industry. Members' Database as on 12th March 2014. CII Private Database and Contact Information; Digital.

APPENDIX 2: Sample Calculations

Showing sample calculations for the education scores of 8 random states; all calculations have been performed in an identical manner.

STEP 1: Listing all raw data for the education sector and calculating averages:

	Kerala	Bihar	Rajasthan	Tamil Nadu	Gujarat	Uttar pr	Assam	Andhra pr	India avg	Sample avg
Literacy Rate	93.91	63.80	67.10	80.30	79.30	71.70	73.20	67.70	74.04	74.73
Higher Secondary Pass Rate	75.80	78.96	98.15	84.44	87.87	65.05	67.05	69.27	74.36	75.39
Number of Universities in India Top 100	5.00	1.00	6.00	14.00	5.00	6.00	2.00	4.00	N/A	5.44
% Teachers with previous year in-service training	60.37	16.59	19.66	53.87	63.51	12.33	37.71	28.32	33.49	39.91
Composite Education Development Index	0.64	0.47	0.54	0.69	0.63	0.47	0.45	0.60	0.58	0.57

STEP 2: Calculating percentage difference from the average for each indicator and each state:

$$\%Difference = \frac{(value - average) \times 100}{average}$$

% Difference from Average								
Literacy Rate	26.84	-13.80	-9.43	8.50	7.12	-5.83	-1.16	-8.62
Higher Secondary Pass Rate	1.94	6.19	31.99	13.56	18.17	-12.52	-9.83	-6.85
Number of Universities in India Top 100	-8.09	-81.62	10.29	157.35	-8.09	10.29	-63.24	-26.47
% Teachers with previous year in-service training	80.26	-50.46	-41.30	60.85	89.64	-63.18	12.60	-15.44
Composite Education Development Index	9.83	-19.83	-7.59	18.79	7.76	-18.97	-22.24	2.93

STEP 3: Calculating the range of percentage differences for each indicator:

Range = maximum value – minimum value

Indicator	Range
Literacy Rate	40.47
Higher Secondary Pass Rate	62.14
Number of Universities in India Top 100	238.97
% Teachers with previous year in-service training	162.74
Composite Education Development Index	41.72

STEP 4: Adjusting the range of the each value for each state:

$$\text{Range Adjusted} = \frac{\%Difference}{Range}$$

	Range-Adjusted % Difference							
Literacy Rate	0.65	-0.35	-0.24	0.20	0.16	-0.09	-0.04	-0.22
Higher Secondary Pass Rate	0.03	0.10	0.51	0.22	0.29	-0.20	-0.16	-0.11
Number of Universities in India Top 100	-0.03	-0.34	0.04	0.66	-0.03	0.04	-0.26	-0.11
% Teachers with previous year in-service training	0.49	-0.31	-0.25	0.37	0.55	-0.39	0.08	-0.09
Composite Education Development Index	0.24	-0.48	-0.18	0.45	0.19	-0.45	-0.53	0.07

STEP 5: Adding the range-adjusted values for each state to calculate a final composite 'score' for the education sector:

$$\textit{Composite score for each state} = \sum_{indicator1}^{indicator5} range \cdot adjusted \textit{ percentage differences}$$

States	Composite Education Score
Kerala	1.37
Bihar	-1.38
Rajasthan	-0.12
Tamil Nadu	1.90

Gujarat	1.16
Uttar Pradesh	-1.09
Assam	-0.92
Andhra Pradesh	-0.47

NOTE 1: The scores do not match those used in the report because the averages and ranges of only these 8 states were used to show the progression of the calculations. In the report, averages and ranges of all the states were used, leading to different numbers.

NOTE 2: Identical calculations were carried out to calculate the states' composite scores for economy and knowledge direction as well.

Part II
India, State and UT Profiles on Higher Education

Notes:

1. The data in this chapter has been taken from the All India Survey of Higher Education, 2011-12, MHRD unless otherwise stated.
2. Information on Lakshadweep is not publically available. Hence, it has not been included in this report.

India

Key Indicators

Table 1: Key Indicators – India

Indicator	Total	Male	Female
Total Population, Crores[1]	121.1	62.3	58.7
Literacy Rate [1]	74.0%	82.1%	65.5%
Pop. in 18-23 age group (Crores)[1] Share to total pop. (%)	14.03 (11.6%)	7.3 (11.8%)	6.7 (11.4%)
Gross Enrollment Ratio [2]	20.8	22.1	19.4

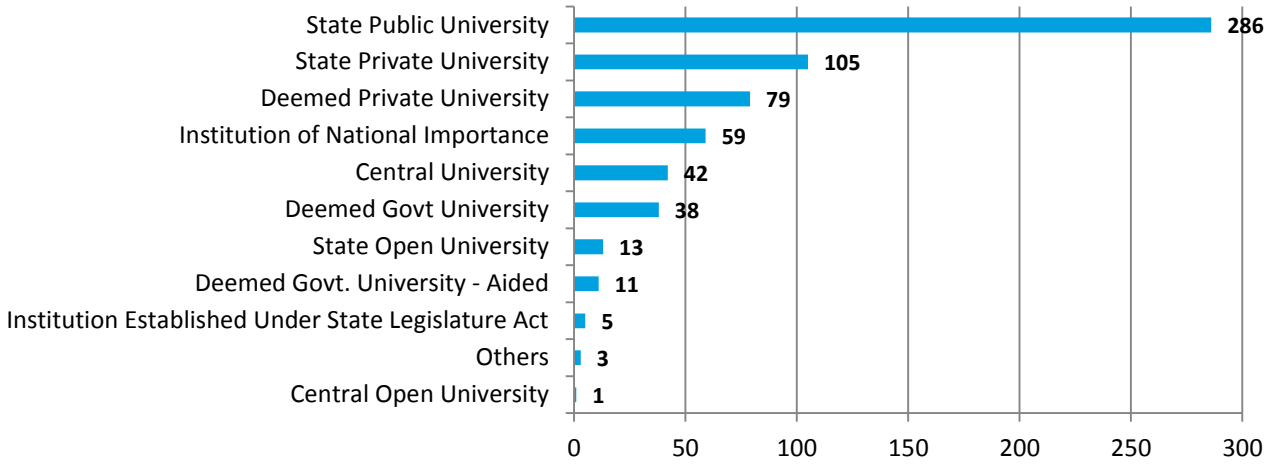
Indicator	Value
India GDP (2014) [3]	₹10,472,807 Cr
Sex Ratio (2011)[1]	940
HE Expenditure as a % of GSDP [3]	0.53%

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2012-13; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

Universities by Type: The break-up of number of universities in the country on the basis of type of university is shown below. There are a total of 687 universities across the country, with state public universities constituting the highest share (44.5%). **The top five states with the highest number of universities include Tamil Nadu (59, 9.2% of total in India), Uttar Pradesh (57, 8.9 %), Andhra Pradesh (47, 7.3%), Rajasthan (45, 7%) and Maharashtra (44, 6.9%).**

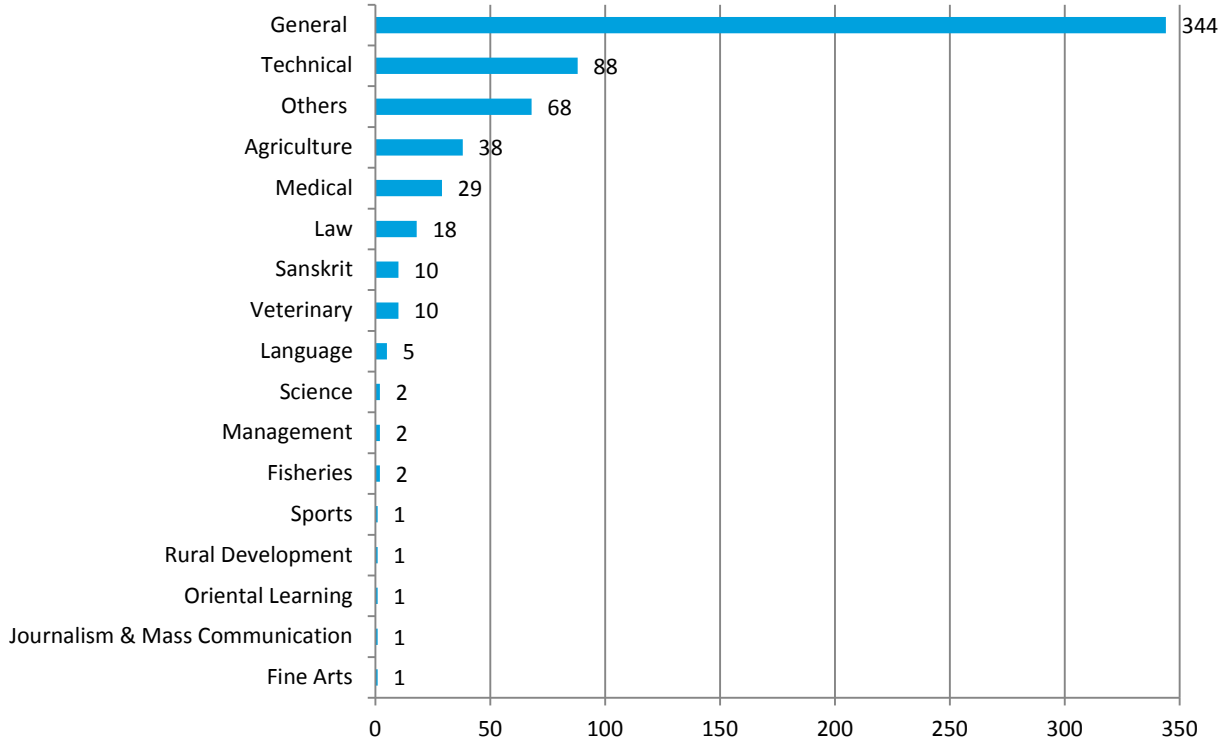
Figure 1: Universities by Type - India



The break-up of the universities by type indicates variance between the top five states as follows: While Tamil Nadu is ranked first in India in terms of private deemed universities (27, 34.2% of total universities in the state), state public universities comprised the biggest share of universities in A.P (31, 10.8%), followed by Karnataka & Tamil Nadu (23, 8%), and Gujarat (22, 7.7%). In Rajasthan, state private universities comprised the highest share of universities (19, 18.1%).

Universities by Specialization: The bar graph alongside reflects the break-up of number of universities in India on the basis of specialization. The country is reported to have 344 general universities (55.4% of total), 88 technical universities (14.2%), 68 other universities (11.1%), 38 agricultural universities (6.1%), 29 medical universities (4.7%) and 18 law universities (2.9%) with all other universities comprising (5.6%).

Figure 2: Universities by Specialization - India



Uttar Pradesh has the highest number of general universities (33) and Agricultural universities (4). Tamil Nadu has the highest number of Technical universities (12), while Karnataka (5) and Maharashtra (5) have the highest number of medical universities. Andhra Pradesh (2), Delhi (2) and Karnataka (2) have the highest number of law universities while Uttar Pradesh (2) has the highest number of veterinary universities. The three southern states of Tamil Nadu, Andhra Pradesh and Karnataka accounted for 31% of medical universities, 30% of veterinary universities, 22.2% of law universities, 29.4% of other universities, 22.7% of technical universities and 23.3% of general universities in India.

Table 2: College & Institution Indicators - India

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	34852	11157
Colleges per lakh population (18-23 yrs)	25	-
Average enrollment per college/ institution	703	272
Total estimated enrolment (Lakhs)	257.6	30.35

Colleges and Institutions: India has a total of 34,852 colleges (as of 201-12) with **Uttar Pradesh ranking first (4828, 13.9% of total colleges)**, followed by Andhra Pradesh (4815, 13.8%), Maharashtra (4566, 13.1%), Karnataka (3068, 8.8%) and Rajasthan (2670, 7.7%).

The average enrolment per college in India is 703, with **Jharkhand (2298) reported to have the highest average enrolment** in colleges among all states, followed by Bihar (1929), West Bengal (1463). Total enrolment of students in regular mode in higher education institutes in India is around 257.6 lakhs.

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

State/Union Territory	Colleges per lakh pop
Puducherry	64
Andhra Pradesh	48
Karnataka	41
Himachal Pradesh	37
Maharashtra	34

Figure 3: Type of Colleges – India

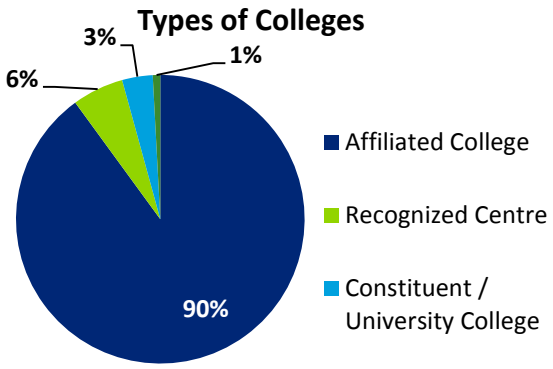


Table 4: Management of Colleges - India

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	58.2%	38.3%	462
Private Aided	15.1%	23.7%	1106
Government	26.7%	37.9%	999

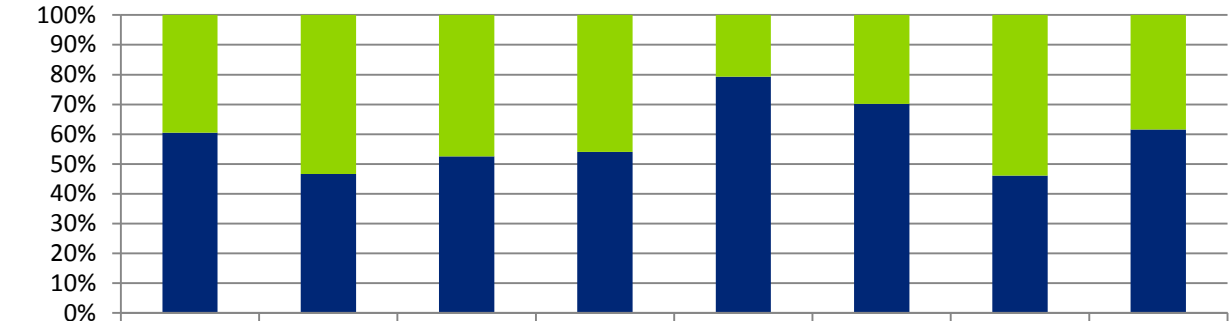
*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In India, there are 11,157 such stand-alone institutions and the total enrolment in these is estimated to be around 30.35 lakhs. Maharashtra has the highest number of such institutions in the country (2540).

Student Enrolment

Total enrolment of students in regular mode in higher education institutes in India is around 257.6 lakhs, with 55.3% male and 44.7% female enrolments. With a huge population base (highest share of 18-23 population in India, 16.9%), Uttar Pradesh ranked first in terms of enrolment (39.6 lakhs, 15.4%); followed by Maharashtra (31.8 lakhs, 12.3%), Tamil Nadu (24.52 lakhs, 9.5%), Andhra Pradesh (24.21 lakhs, 9.4%) and Karnataka (15.42 lakhs, 6%). The three southern states of Andhra Pradesh, Tamil Nadu and Karnataka accounts for one-fourth (25%) of the total enrolments across India.

Figure 4: Enrolment through Regular Mode at various levels - India

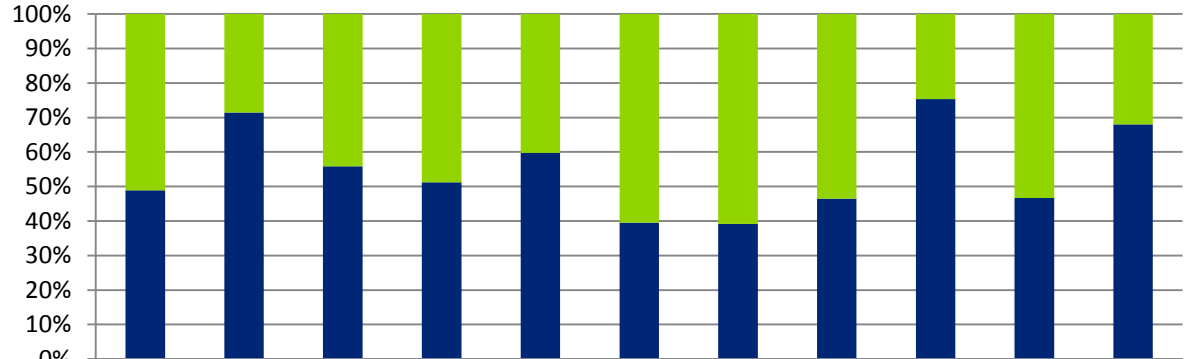


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	32134	18241	1115288	9660155	25184	583044	53030	27747
Male	49296	15913	1236376	11381742	96418	1373675	45434	44417

By Level: The Enrolment through Regular Mode at various levels is 257.6 lakhs in India. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (81.7%) is at under-graduate level, followed by post-graduate (9.1%) and Diploma (7.6%), with all other levels forming only 1.6%. As can be seen from table above, share of enrolment is almost equal in private unaided and government colleges in the country with 38.3% and 37.9% respectively.

By Stream: The total enrolment at under graduate level for the top ten streams (in terms of enrolment) is presented in the figure below. **Arts/Humanities/Social Sciences tops the list with 40% enrolment, followed by Engineering & Technology (16.6%).** It is interesting to note that female share of enrolment (47%, as a % of total female enrolment) in arts/humanities/social sciences is higher than the male share (36%, as a % of total male enrolment) while the male share of enrolment (22%) in engineering & technology is much higher than the female share of enrolment (11%). Gandhian Studies courses had the least enrolment (20 seats).

Figure 5: Enrolment at Under Graduate Level, by top ten streams - India



	Arts/ Humanities/ Social Sciences	Engineering & Technology	Commerce	Science	IT & Computer	Education	Medical Science	Management	Agriculture	Oriental Learning	Law
Female	3390625	790965	1087458	995810	318790	313859	297715	201623	18642	48735	49727
Male	3245320	1983863	1377818	1046019	473907	204934	191586	175250	57046	42704	105886

Foreign Students: The total number of foreign students is estimated at 33,156 in India with **Karnataka (12,058) attracting the highest share**, followed by Tamil Nadu (4866), Maharashtra (4242), Andhra Pradesh (3580) and Delhi (1878).

By Gender: In terms of gender, enrolment is skewed as 55.4% comprises males, while only 44.6% of the enrolment is females, indicating significant gender disparity.

The GER for males (22.1) is higher than GER for females (19.4), resulting in the gender parity index (GPI) of 0.88. **In terms of overall GER, Chandigarh ranks first (42.2) with male (33.2) and highest female (54.4) GER.**

Figure 6: GER for All, SC & ST - India

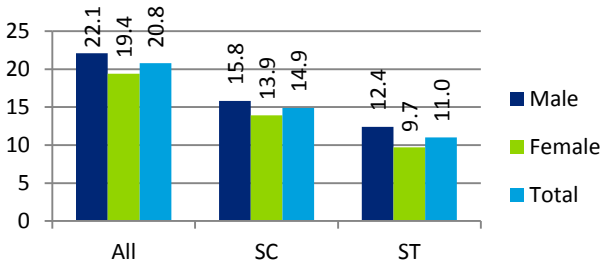


Table 5: GER – Top 5 states/UTs

GER Indicator	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
Total	Chandigarh (42.2)	Tamil Nadu (40)	Delhi (38.9)	Puducherry (38.3)	Uttakhand (31.1)	India (20.8)
Male	Tamil Nadu (43.2)	Puducherry (40.4)	Delhi (38.9)	Andhra Pradesh (33.3)	Manipur (30.4)	India (22.1)
Female	Chandigarh (54.4)	Delhi (39)	Tamil Nadu (36.8)	Puducherry (36.3)	Uttarkhand (32.3)	India (19.4)

By Social Group: The GER of SCs (14.9) and STs (11) is lower than the average national GER of 20.8. Mizoram, Manipur and Meghalaya have the highest GER for SCs (100) and Uttrakhand and TN for STs (100). Further, there is disparity within the social groups between male and female GER.

The gender parity index (GPI) for SC is 0.88 and that for STs is 0.78. Kerala has the highest GPI for SCs (1.82) and Lakshadweep the highest GPI for STs (3.14). As can be seen from table 6 below on Gender and Social representation, the share of student enrolment across all backward groups in India is lesser than their proportionate share in population. OBCs had the highest share of enrolments (30.1%), followed by SCs (12.2%), Muslims (7%), STs (4.5%), and other minorities (3.3%) following the trend of respective population shares of each group in the total population.

Faculty and Staff

Table 6: Key Faculty & Staff Indicators - India

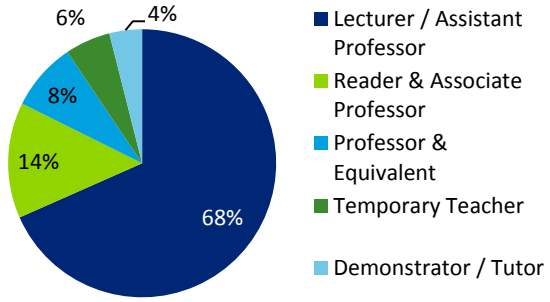
Key Indicators	INDIA
Pupil Teacher Ratio (PTR)	13.1
Teachers per College	53.8
Non-teaching staff per College	34.5

The PTR of colleges in India is 13.1. **Daman & Diu and Puducherry (6) ranks first with the lowest PTR, followed by, Punjab (6.1), Odisha (8.1).** It is important to note although Dadra & Nagar Haveli and Daman & Diu rank the highest, each accounted for less than 1% of the total enrolments in higher education (regular mode). Tamil Nadu performs well in this regard being ranked third in India even in terms of enrolments (9.5% of total). On the other hand, Bihar had the highest PTR at 37.0.

Uttar Pradesh has the highest estimated number of teaching staff in all colleges, 3.29 lakhs and Maharashtra has the

highest number of and non-teaching staff 1.87 lakhs. The number of teachers per college is 53.8 and non-teaching staff per college is 34.4 in India. Punjab ranked first with 120.3 teachers per college and Delhi with 171 non-teaching staff per college.

Figure 7: Post-wise share of teaching staff - India



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in India. **68% of the teaching posts are at level of Lecturer/ Assistant professor**. Around 14% of the staff are Readers & Associate Professors, while 8% are professors & equivalent. Temporary teachers comprise 6% of total teaching staff and 4% is Demonstrator/tutor.

By Social Group: In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the population. It reveals that **females are significantly under-represented among the faculty and staff in higher education institutes as compared to males**. In case of social groups also, all the groups shown in the table 6 indicate a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state.

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

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.5%	48.5%	19.9%	8.6%	42.3%	12.9%	4. 7%
Share of Enrolment	55.4%	44.6%	12.2%	4.5%	30.1%	7.0%	3.3%
Share of teaching staff	61.0%	39.0%	6.9%	2.0%	21.9%	3.1%	3.2%
Share of non-teaching staff	73.2%	26.8%	12.4%	3.5%	24.5%	3.2%	2.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Andhra Pradesh (AP)

Key Indicators

Table 8: Key Indicators – AP

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	845.8	424.4	421.4
Literacy Rate [1]	67.0 %	74.9 %	58.7 %
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	100.3 (11.9%)	50.4 (11.9%)	49.9 (11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	7.1%	6.9%	7.4%
Gross Enrollment Ratio [2]	29.9	33.3	26.4
Share of Graduates & above in total state population [5]	7.7%	10.4%	4.9%

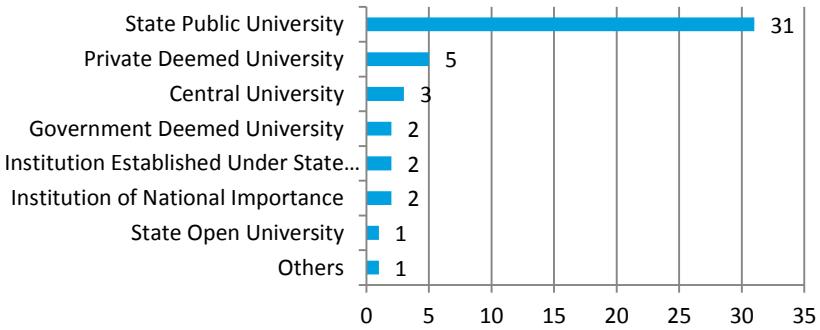
Indicator	Value
State GDP (2014) [3]	₹857,364 Cr
State HDI ranking [4]	10 (among major states)
Sex Ratio (2011)[1]	993
HE Expenditure as a % of GSDP [3]	0.85%
Per Capita Expenditure on HE [3]	₹5892

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Andhra Pradesh ranks third highest among all states in India** with 47 universities after Tamil Nadu (59) and Uttar Pradesh (58) on total of number of universities. The state also **ranks first on number of State Public Universities** with 31 universities. AP has 7.3% of all universities in the country.

Figure 8: Universities by Type and Key institutions - AP

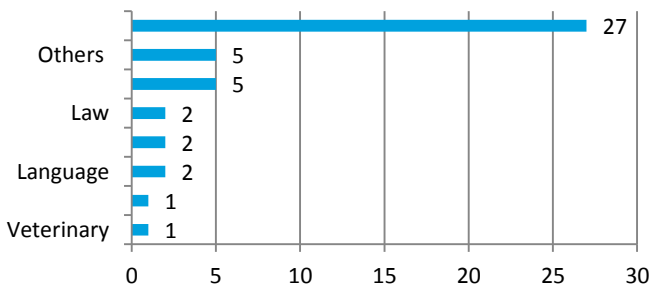


Key institutions in the state

1. University of Hyderabad
2. Maulana Azad National Urdu University
3. English and Foreign Languages Univ.
4. IIT – Hyderabad
5. IIT (Proposed as per Budget 2014)
6. NALSAR University of Law, Hyderabad
7. NIT, Warangal
8. NIT, Arunachal Pradesh

There are no IIMs or IISERs in the state.

Figure 9: Universities by Specialization - AP



The bar graph alongside reflects the break-up of number of universities in AP on the basis of specialization. Andhra Pradesh **ranks fourth highest on number of General Universities** with 27 universities following Uttar Pradesh (33), Tamil Nadu (31) and Rajasthan (28). The number of Degree granting institutions in AP is 47.

Table 9: College & Institution Indicators - AP

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	4814	1169
Colleges per lakh population (18-23 yrs)	48	-
Average enrollment per college/ institution	490	240
Total estimated enrolment (Lakhs)	24.21	2.81

AP with 4,814 colleges has a share of 13.82% of all colleges in India and **ranks #2 on total number of colleges in any state in India**. In terms of access, AP has the **highest concentration among all major states** with 48 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, AP (490) is **significantly lesser than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in AP is around 24.21 lakhs.

Out of the total colleges in the state, 96% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, AP colleges are dominated by the Private Unaided colleges, forming 82.1% of all colleges in the state, followed by 10.7% owned by Government and 7.3% that are private aided.

Figure 10: Type of Colleges - AP

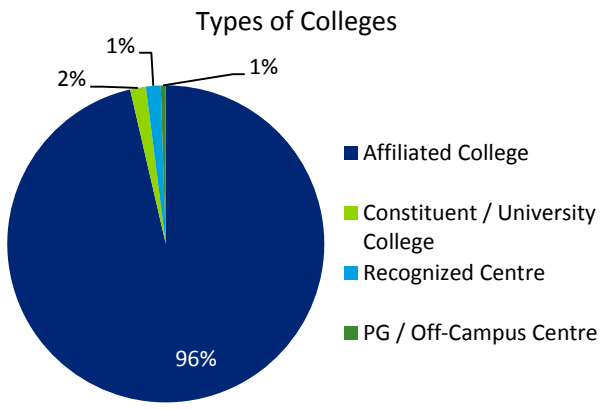


Table 10: Management of Colleges - AP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	82.1%	77.1%	460
Private Aided	7.3%	9.9%	668
Government	10.7%	13.1%	598

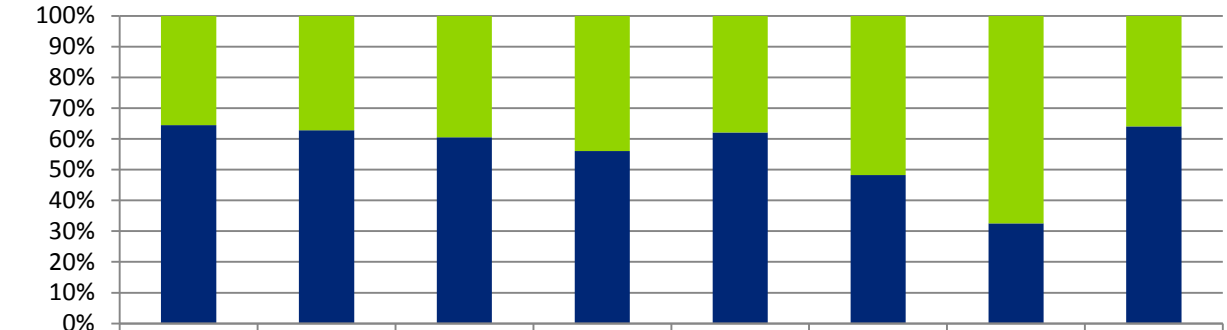
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In AP, there are 1169 such stand-alone institutions and the total enrolment in these is estimated to be around 2.81 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 24.21 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (80.4%) is at under-graduate level, followed by post-graduate (12.7%) and Diploma (6.1%), with all other levels forming only 0.8%.

Figure 11: State-wise Enrolment through Regular Mode at various levels - AP



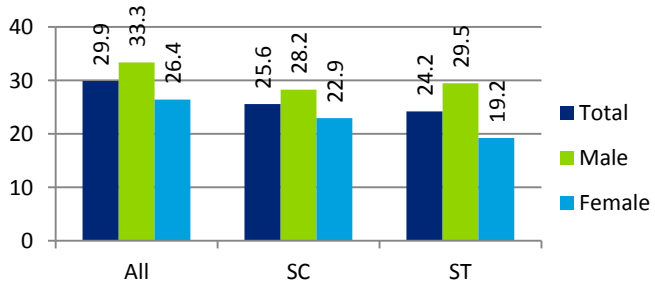
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	2479	459	121340	854472	325	76311	2352	2667
Male	4494	776	186031	1091297	532	71267	1134	4760

As can be seen from table above, maximum enrolment share (77.1%) is in private unaided colleges in the state.

Foreign Students: Andhra Pradesh is reported to have around 3580 foreign students, which constitutes around 10.8% of total foreign students studying in India. **It ranks 4th highest in attracting students from overseas**.

By Gender: In terms of gender, enrolment is skewed as 56.1% comprises males, while only 43.9% of the enrolment is females, indicating significant gender disparity. The GER for males (33.3) is higher than GER for females (26.4), resulting in a gender parity index of 0.79 (which is lower compared to 0.88 at all-India level). **In terms of overall GER, AP ranks 2nd** (after Tamil Nadu) among all major states in India.

Figure 12: GER for All, SC & ST - AP



By Social Group: The GER of SCs (25.6) and STs (24.2) is lower than the state GER of 29.9. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.81, but it is much lower in case of STs (0.65). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in AP is lesser than their proportionate share in population.

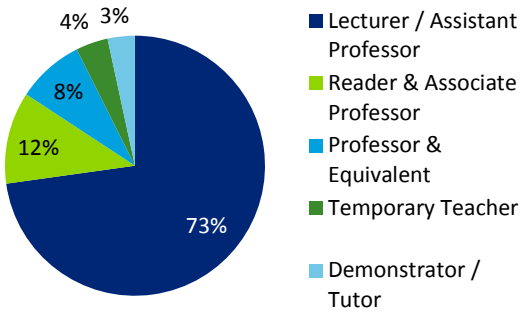
Faculty and Staff

Table 11: Key Faculty & Staff Indicators - AP

Key Indicators	AP	INDIA
Pupil Teacher Ratio (PTR)	11.5	13.1
Teachers per College	42.8	53.8
Non-teaching staff per College	23.9	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 13: Post-wise share of teaching staff - AP



The PTR of colleges in AP at 11.5 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in AP is estimated to be 2.06 lakhs and 1.15 lakhs respectively (extrapolating data available for 79.6% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (42.8) and non-teaching staff per college (23.9) are lesser than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 73% of the teaching posts are at level of Lecturer/ Assistant professor with there being almost equal numbers of Readers/ Associate Professors and Professors. Around 4% of the staff is temporary and 3% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, AP has fared much better in terms of SC, ST, OBC and Muslim representation, but lags behind in women and other minority representation among faculty and non-teaching staff.

Table 12: Student, Faculty and Staff - Gender and Social representation - AP

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	19.80%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	56.1%	43.9%	15.0%	5.7%	38.7%	6.8%	0.8%
Share of teaching staff	64.1%	35.9%	10.8%	2.4%	27.5%	3.8%	1.2%
Share of non-teaching staff	66.4%	33.6%	15.3%	3.8%	29.3%	3.9%	0.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Arunachal Pradesh (ARU)

Key Indicators

Table 13: Key Indicators – ARU

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	13.8	7.1	6.7
Literacy Rate [1]	65.4%	72.6%	53.5%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.7 (12.0%)	0.8 (11.7%)	0.8 (12.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio [2]	21.3	22.5	20.2
Share of Graduates & above in total state population [5]	6%	8.4%	3.2%

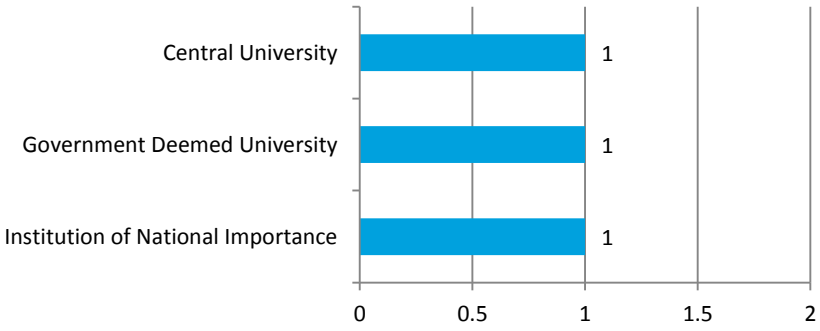
Indicator	Value
State GDP (2014) [3]	₹13,382 Cr
State HDI ranking [4]	-
Sex Ratio (2011)[1]	938
HE Expenditure as a % of GSDP [3]	0.3%
Student per capita expenditure [3]	₹1661

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Arunachal Pradesh ranks third highest 26th among all states in India** with 3 universities. ARU has 0.5% of all universities in the country.

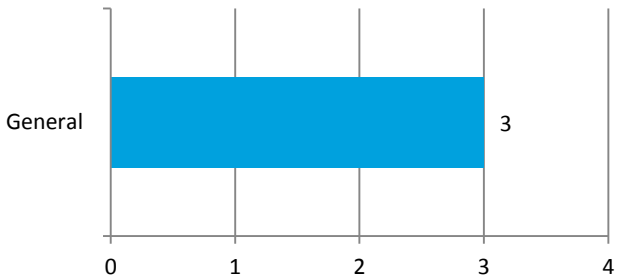
Figure 14: Universities by Type and Key institutions - ARU



Key institutions in the state
1. Rajiv Gandhi University
2. NIT, Arunachal Pradesh

There are no IITs, IIMs, IISERs or Law universities in the state.

Figure 15: Universities by Specialization - ARU



The bar graph alongside reflects the break-up of number of universities in ARU on the basis of specialization. Arunachal Pradesh has 3 general universities. The state has no medical, Technical, law or agricultural universities.

Table 14: College & Institution Indicators - ARU

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	26	11
Colleges per lakh population (18-23 yrs)	16	-
Average enrollment per college/ institution	1227	75
Total estimated enrolment (Lakhs)	0.29	0.01

ARU with 26 colleges has a share of 0.07% of all colleges in India. In terms of access, ARU has 16 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, ARU (1227) is **significantly higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in ARU is around 0.29 lakhs.

Out of the total colleges in the state, 96% are affiliated to universities, with remaining 4% of constituent/university colleges. In terms of management, ARU colleges are dominated by the Government colleges, forming 57.1% of all colleges in the state, followed by 28.6% owned by private unaided and 14.3% that are private aided.

Figure 16: Type of Colleges - ARU

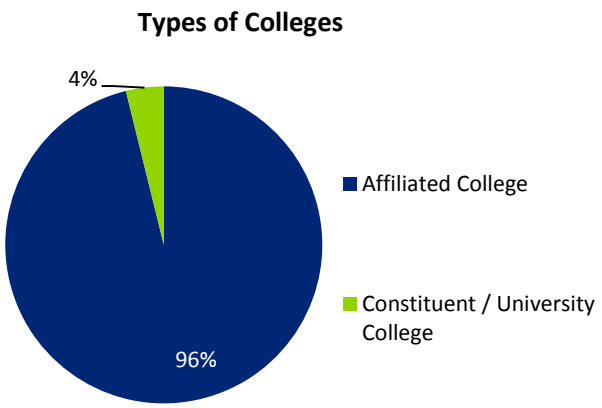


Table 15: Management of Colleges - ARU

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	28.6%	9.2%	396
Private Aided	14.3%	0.9%	0
Government	57.1%	89.9%	1932

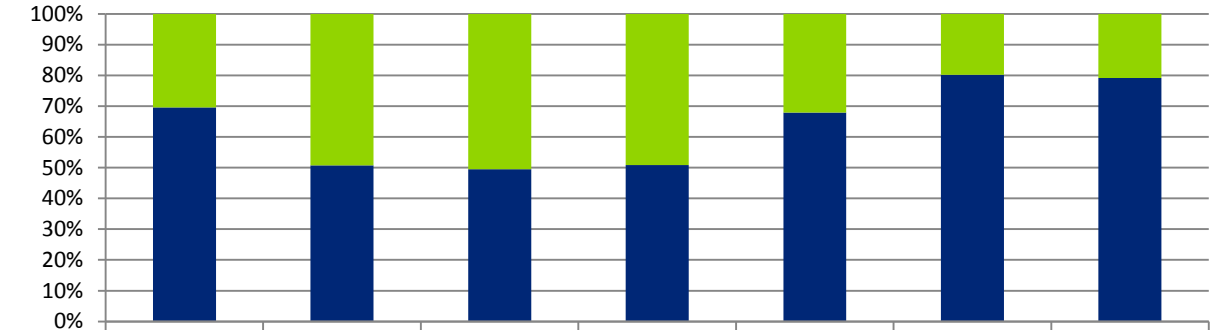
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In ARU, there are 11 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.29 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (90.5%) is at under-graduate level, followed by post-graduate (4.1%) and Diploma (2.9%), with all other levels forming only 2.5%.

Figure 17: State-wise Enrolment through Regular Mode at various levels - ARU



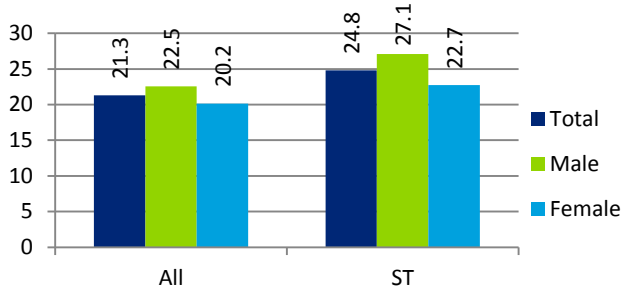
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate
Female	73	34	606	13056	17	168	78
Male	167	35	594	13525	36	678	297

As can be seen from table above, maximum enrolment share (89.9%) is in Government colleges in the state.

By Gender: In terms of gender, enrolment is skewed as 52.9% comprises males, while 47.1% of the enrolment is females, indicating gender disparity. The GER for males (22.5) is higher than GER for females (20.2), resulting in a gender parity index of just 0.89 (which is almost equal compared to 0.88 at all-India level).

By Social Group: The GER of STs (24.8) is higher than the state GER of 21.3. The gender parity index for STs is 0.84. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except ST and OBC are ARU is lesser than their proportionate share in population.

Figure 18: GER for All, SC & ST - ARU

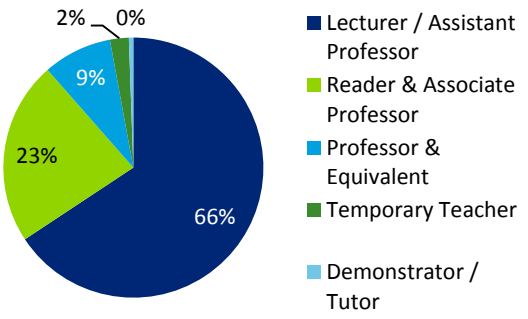


Faculty and Staff

Table 16: Key Faculty & Staff Indicators - ARU

Key Indicators	ARU	INDIA
Pupil Teacher Ratio (PTR)	19.1	13.1
Teachers per College	64.1	53.8
Non-teaching staff per College	59.6	34.5
Calculation is based on the total number of responses as given in the AISHE 2011-12 survey		

Figure 19: Post-wise share of teaching staff - ARU



The PTR of colleges in ARU at 19.1 students per teacher is lower than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in ARU is estimated to be 0.02 lakhs and 0.02 lakhs respectively (extrapolating data available for 53.8% colleges in state). Given the number of colleges in the state, the number of teachers per college (64.1) is good. Non-teaching staff per college (59.6) also is higher than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 66% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 23% of Readers/ Associate Professors and 9% Professor & Equivalent staff. Around 2% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups ST, Muslims & other minorities in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, ARU has fared much better in terms of ST but lags behind in women, SC, OBC, Muslim and other minority representation among faculty and non-teaching staff.

Table 17: Student, Faculty and Staff - Gender and Social representation - ARU

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.6%	48.4%	2.8%	70.1%	1.8%	1.7%	39.0%
Share of Enrolment	52.9%	47.1%	1.0%	79.2%	2.4%	0.3%	4.0%
Share of teaching staff	75.1%	24.9%	2.1%	41.4%	8.0%	1.6%	2.4%
Share of non-teaching staff	74.6%	25.4%	6.8%	38.1%	8.8%	0.1%	1.2%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Assam (ASM)

Key Indicators

Table 18: Key Indicators – ASM

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	312.1	159.4	152.7
Literacy Rate [1]	72.2%	77.9%	63.0%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	36.3 (11.6%)	17.8 (11.2%)	18.5 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.6%	2.4%	2.8%
Gross Enrollment Ratio [2]	14.7	14.6	14.8
Share of Graduates & above in total state population [5]	3.9%	5.1%	2.6%

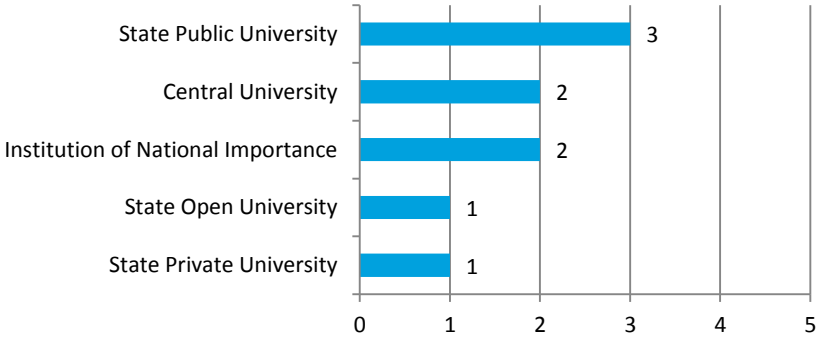
Indicator	Value
State GDP (2014) [3]	₹162,652 Cr
State HDI ranking [4]	11 (among major states)
Sex Ratio (2011)[1]	958
HE Expenditure as a % of GSDP [3]	1.02%
Student per capita expenditure [3]	₹3237

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Assam ranks 22nd among all states in India** with 9 universities. ASM has 1.4% of all universities in the country.

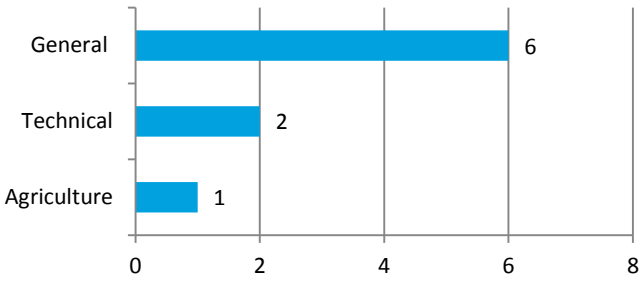
Figure 20: Universities by Type and Key institutions - ASM



Key institutions in the state
1. Assam University
2. Tezpur University
3. IIT – Guwahati
4. NIT, Meghalaya

There are no IIMs or IISERs in the state.

Figure 21: Universities by Specialization - ASM



The bar graph alongside reflects the break-up of number of universities in ASM on the basis of specialization. Assam does not have any Medical or Law universities. The number of Degree granting institutions in ASM is 15.

Table 19: College & Institution Indicators - ASM

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	485	91
Colleges per lakh population (18-23 yrs)	13	-
Average enrollment per college/ institution	950	143
Total estimated enrolment (Lakhs)	4.59	0.13

ASM with 485 colleges has a share of 1.39% of all colleges in India. In terms of access, ASM has 13 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, ASM (950) is **significantly higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in ASM is around 4.59 lakhs.

Out of the total colleges in the state, 92% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, ASM colleges are dominated by Government colleges, forming 86.5% of all colleges in the state, followed by 9.4% owned by Private Unaided and 4.2% that are private aided.

Figure 22: Type of Colleges – ASM

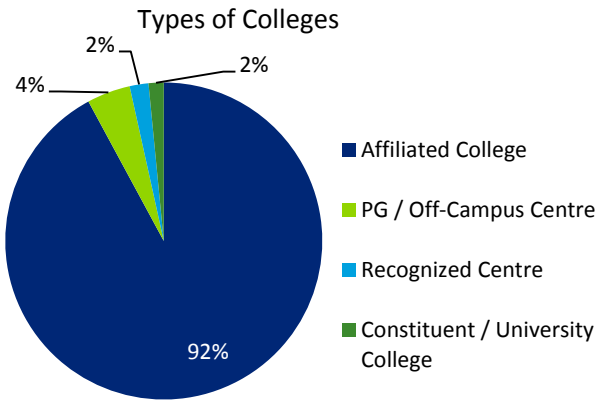


Table 20: Management of Colleges - ASM

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	9.4%	2.1%	211
Private Aided	4.2%	2.0%	448
Government	86.5%	95.9%	1054

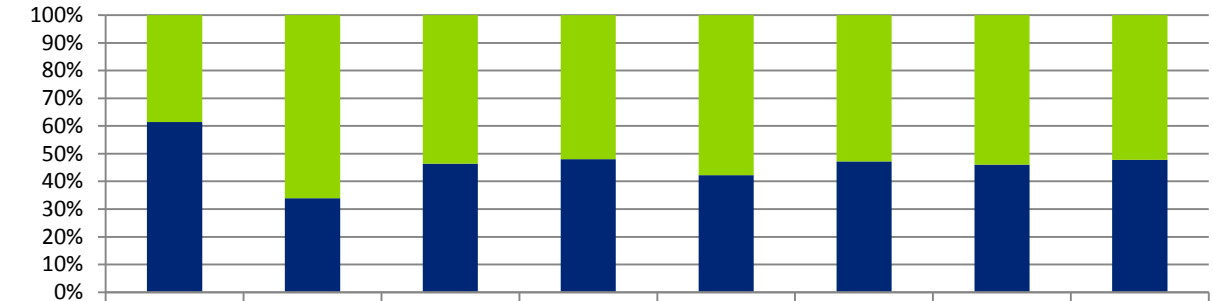
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In ASM, there are 91 such stand-alone institutions and the total enrolment in these is estimated to be around 0.13 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 4.59 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (94%) is at under-graduate level, followed by post-graduate (3.5%) and Diploma (1.3%), with all other levels forming only 1.2%. As can be seen from table below, maximum enrolment share (95.9%) is in Government colleges in the state.

Figure 23: State-wise Enrolment through Regular Mode at various levels - ASM

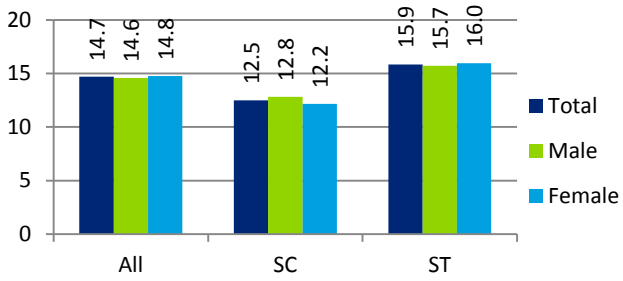


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	846	35	8543	224105	342	3181	510	971
Male	1350	18	7405	207331	250	2846	436	888

By Gender: In terms of gender, enrolment is not skewed as 48.9% comprises males, and 51.1% of the enrolment is females, indicating almost no gender disparity. The GER for males (14.6) is similar to GER for females (14.8), resulting in a gender parity index of 1.01 (compared to 0.88 at all-India level).

By Social Group: The GER of SCs (12.5) is slightly lower than the state GER of 14.7. There is not much disparity within the social groups between male and female GER. The gender parity index for SC is 0.95, and is higher in case of STs (1.02). However, as can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in ASM is lesser than their proportionate share in population.

Figure 24: GER for All, SC & ST – ASM



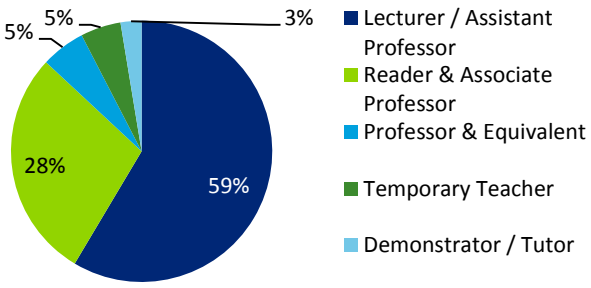
Faculty and Staff

Table 21: Key Faculty & Staff Indicators - ASM

Key Indicators	ASM	INDIA
Pupil Teacher Ratio (PTR)	12.5	13.1
Teachers per College	76.2	53.8
Non-teaching staff per College	40.7	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 25: Post-wise share of teaching staff - ASM



The PTR of colleges in ASM at 12.5 students per teacher is similar to the all India average of 13.1. **Total number of**

teaching staff and non-teaching staff in all colleges in ASM is estimated to be 0.37 lakhs and 0.2 lakhs respectively (extrapolating data available for 59.4% colleges in state). Given the number of colleges in the state, the number of teachers per college (76.2) and non-teaching staff per college (40.7) is good and is higher than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **59% of the teaching posts are at level of Lecturer/ Assistant professor,** followed by 28% Readers/ Associate Professors and almost equal percentage of Professors/temporary staff and demonstrator/tutors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **ASM has fared much better in terms of ST and Muslim representation, but lags behind in women, SC, OBC and other minority representation** among faculty and non-teaching staff.

Table 22: Student, Faculty and Staff - Gender and Social representation - ASM

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.1%	48.9%	9.2%	14.0%	27.0%	30.4%	2.7%
Share of Enrolment	48.9%	51.1%	6.4%	13.6%	21.1%	18.1%	1.5%
Share of teaching staff	62.5%	37.5%	5.6%	8.0%	20.6%	7.2%	0.5%
Share of non-teaching staff	82.0%	18.0%	6.5%	7.2%	20.3%	3.7%	0.6%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Bihar (BIH)

Key Indicators

Table 23: Key Indicators – BIH

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	1041.0	542.8	498.2
Literacy Rate [1]	61.8%	71.2%	46.6%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	104.3 (10.0%)	56.0 (10.3%)	48.3 (9.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	7.4%	7.6%	7.2%
Gross Enrollment Ratio [2]	12.5	14.0	10.8
Share of Graduates & above in total state population [5]	3.6%	5.4%	1.7%

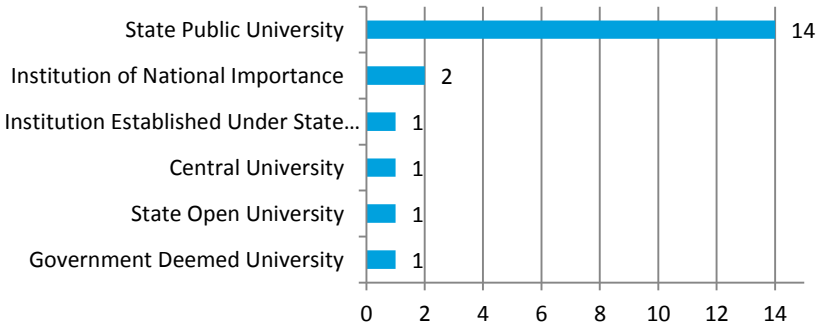
Indicator	Value
State GDP (2014) [3]	₹ 368,337 Cr
State HDI ranking [4]	16 (among major states)
Sex Ratio (2011)[1]	918
HE Expenditure as a % of GSDP [3]	0.55%
Student per capita expenditure [3]	₹1221

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Bihar ranks twelfth among all states in India** with 20 universities. BIH has 3.1% of all universities in the country.

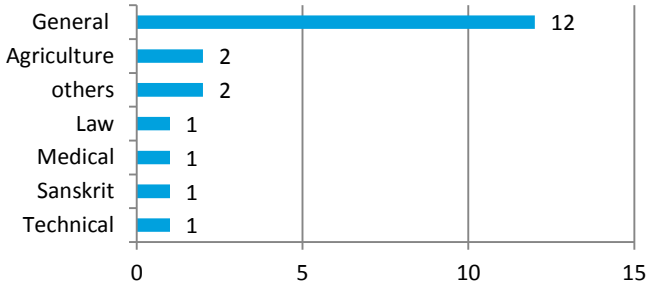
Figure 26: Universities by Type and Key institutions - BIH



Key institutions in the state
1. Central University of Bihar
2. IIT – Patna
3. Chanakya National Law University, Patna
4. NIT, Patna
5. IIM Bihar (Proposed as per Budget 2014)

There are no IISERs in the state.

Figure 27: Universities by Specialization - BIH



The bar graph alongside reflects the break-up of number of universities in BIH on the basis of specialization. Bihar has 12 general universities. The number of degree awarding institutions is 22.

Table 24: College & Institution Indicators - BIH

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	650	75
Colleges per lakh population (18-23 yrs)	6	-
Average enrollment per college/ institution	1929	193
Total estimated enrolment (Lakhs)	12.26	0.14

BIH with 650 colleges has a share of 1.87% of all colleges in India **and ranks 14 in terms of the total number of colleges**. In terms of access, BIH has 6 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, BIH (1929) is **significantly higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in BIH is around 12.26 lakhs.

Out of the total colleges in the state, 55% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, BIH colleges are dominated by the Government colleges, forming 87% of all colleges in the state, followed by 7% owned by private aided and 6% that are private unaided.

Figure 28: Type of Colleges - BIH

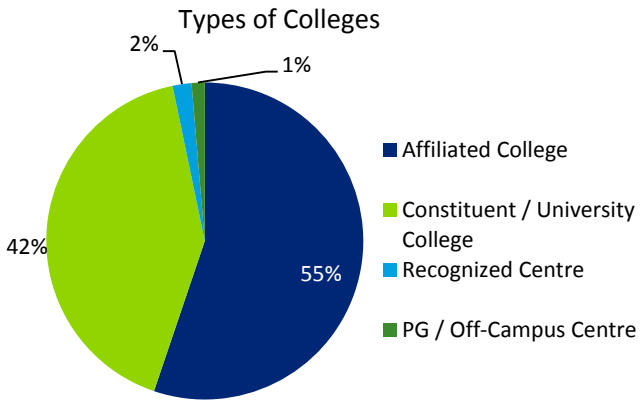


Table 25: Management of Colleges - BIH

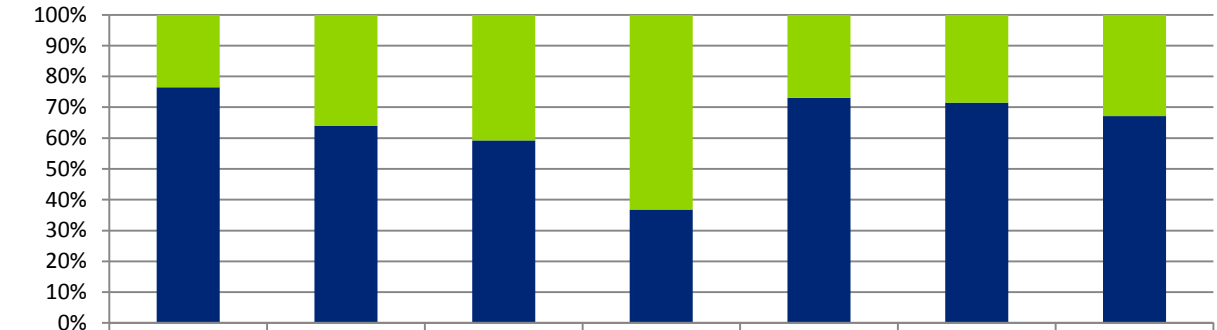
Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	6%	3.2%	1011
Private Aided	7%	11.2%	3117
Government	87%	85.6%	1898

* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In BIH, there are 75 such stand-alone institutions and the total enrolment in these is estimated to be around 0.14 lakhs.

Student Enrolment

Figure 29: State-wise Enrolment through Regular Mode at various levels - BIH



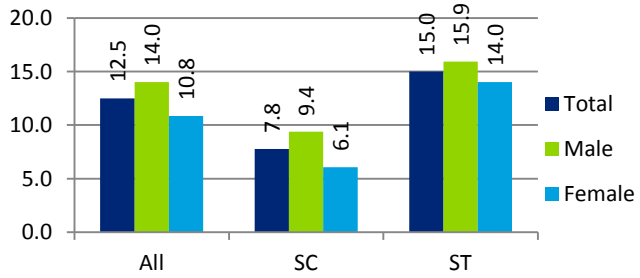
	Ph.D.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	606	20201	467843	277	3894	648	268
Male	1970	35826	681208	161	10577	1627	547

By Level: The state-wise Enrolment through Regular Mode at various levels is 12.26 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (93.8%) is at under-graduate level, followed by post-graduate (4.6%) and Diploma (1.2%), with all other levels forming only 0.4%. As can be seen from table above, maximum enrolment share (85.6%) is in government colleges in the state.

By Gender: In terms of gender, enrolment is highly skewed as 59.9% comprises males, and 40.1% of the enrolment is females. The GER for males (14.0) is higher than GER for females (10.88), resulting in a gender parity index of 0.77 (which is high compared to 0.88 at all-India level).

By Social Group: The GER of SCs (7.8) is lower than the state GER of 13.1 Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.65, and it is much higher in case of STs (0.88). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in BIH is lesser than their proportionate share in population.

Figure 30: GER for All, SC & ST - BIH



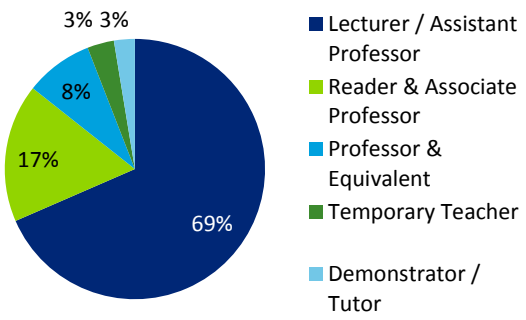
Faculty and Staff

Table 26: Key Faculty & Staff Indicators - BIH

Key Indicators	BIH	INDIA
Pupil Teacher Ratio (PTR)	37.2	13.1
Teachers per college	51.8	53.8
Non-teaching staff per college	51.5	34.5

Calculation is based on the total number of responses as given in the AISHE 2011- 12 survey

Figure 31: Post-wise share of teaching staff - BIH



The PTR of colleges in BIH at 37.2 students per teacher is worse than the all India average of 13.1. **Total number of teaching staff and non-teaching staff in all colleges in BIH is estimated to be 0.34 lakhs and 0.33 lakhs respectively** (extrapolating data available for 84.3% colleges in state). Given the number of colleges in the state, the number of teachers per college (51.8) and non- teaching staff per college (51.5) seems appropriate as compared to the all India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **69% of the teaching posts are at level of Lecturer/ Assistant professor** with there being 17% of Readers/ Associate Professors and Professors. Around 3% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **BIH has fared better in terms of OBC and Muslim representation, but lags behind in women SC, ST and other minority representation** among faculty and non-teaching staff.

Table 27: Student, Faculty and Staff - Gender and Social representation - BIH

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.1%	47.9%	20.2%	0.9%	60.7%	14.9%	0.2%
Share of Enrolment	59.9%	40.1%	9.3%	1.5%	35.1%	8.8%	0.1%
Share of teaching staff	80.5%	19.5%	1.7%	0.3%	27.1%	5.8%	0.3%
Share of non-teaching staff	88.9%	11.1%	6.3%	0.7%	35.9%	4.3%	0.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Chhattisgarh (CHT)

Key Indicators

Table 28: Key Indicators – CHT

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	255.5	128.3	127.1
Literacy Rate [1]	70.3%	80.3%	59.6%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	30 (11.7%)	15.0 (11.7%)	14.9 (11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.1%	2.1%	2.2%
Gross Enrollment Ratio [2]	10.5	11.0	10.1
Share of Graduates & above in total state population [5]	5.7%	7.8%	3.6%

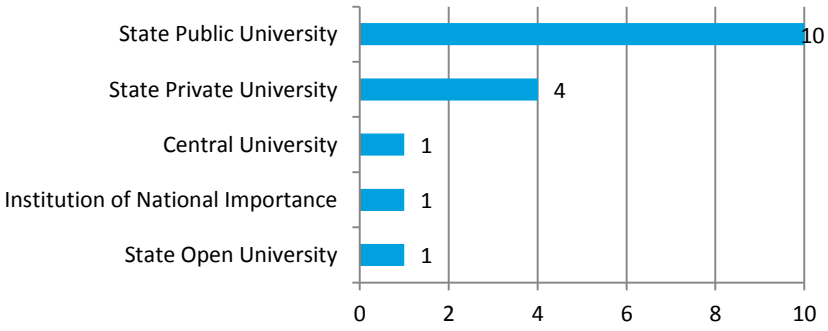
Indicator	Value
State GDP (2014) [3]	₹ 175,961 Cr
State HDI ranking [4]	18 (among major states)
Sex Ratio (2011)[1]	991
HE Expenditure as a % of GSDP [3]	-
Student per capita expenditure [3]	-

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12 ; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Chhattisgarh ranks 17th among all states in India** with 17 universities. CHT has 2.6% of all universities in the country.

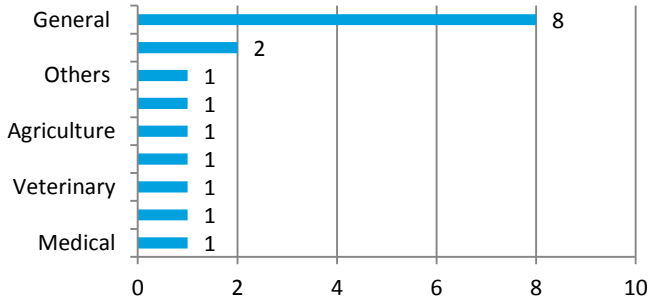
Figure 32: Universities by Type and Key institutions - CHT



Key institutions in the state
1. Guru Ghasidas Vishwavidyalaya
2. IIM, Chhattisgarh (Proposed as per Budget 2014)
3. NIT, Raipur
4. IIT , Chhattisgarh (Proposed as per Budget 2014)

There are no IISERs in the state.

Figure 33: Universities by Specialization -CHT



The bar graph alongside reflects the break-up of number of universities in CHT on the basis of specialization. Chhattisgarh has 8 general universities. The number of Degree granting institutions in CHT is 19.

Table 29: College & Institution Indicators - CHT

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	589	71
Colleges per lakh population (18-23 yrs)	20	-
Average enrollment per college/ institution	474	158
Total estimated enrolment (Lakhs)	3.03	0.11

CHT with 589 colleges has a share of 1.69% of all colleges in India and **ranks 15 on total number of colleges in any state in India**. In terms of access, CHT has 20 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, CHT (474) is **lower than the all India average of 703**. Total enrolment of students in regular mode in higher education institutes in CHT is around 3.03 lakhs.

Out of the total colleges in the state, 93% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, CHT colleges are dominated by the Private Unaided colleges and Government colleges, forming 42.3% and 45.1%of all colleges in the state respectively, followed by 12.5% that are private aided.

Figure 34: Type of Colleges - CHT

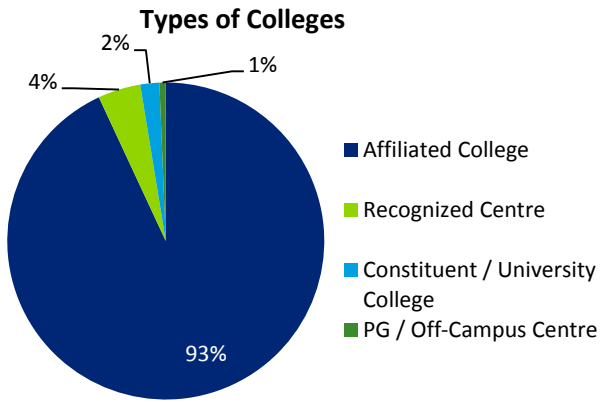


Table 30: Management of Colleges - CHT

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	42.3%	34.8	389
Private Aided	12.5%	14.2%	538
Government	45.1%	51.0%	535

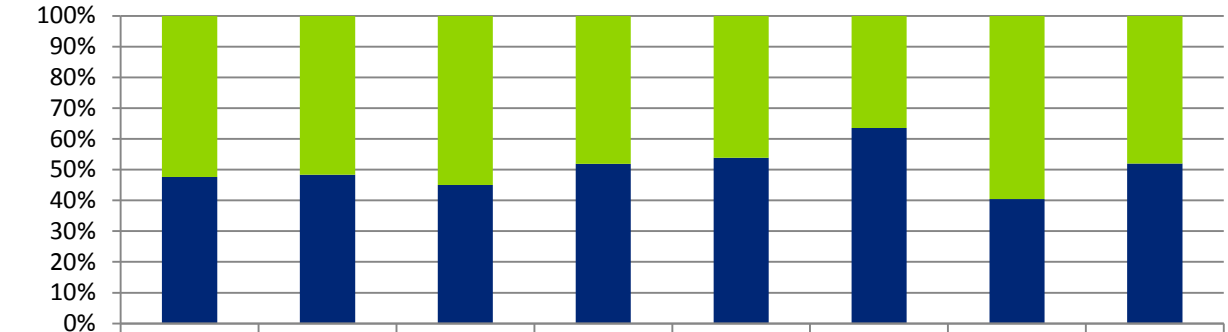
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In CHT, there are 71 such stand-alone institutions and the total enrolment in these is estimated to be around 0.11 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 3.03 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (81.9%) is at under-graduate level, followed by post-graduate (8.9%) and Diploma (6.5%), with all other levels forming only 2.7%. As can be seen from table below, maximum enrolment share (51%) is in Government colleges in the state.

Figure 35: State-wise Enrolment through Regular Mode at various levels - CHT

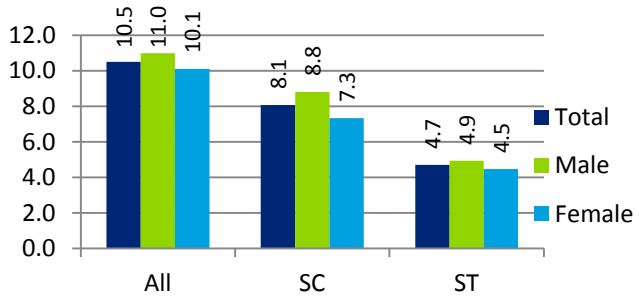


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	358	200	14821	119394	2203	7202	299	801
Male	325	187	12127	128750	2576	12571	203	866

By Gender: In terms of gender, enrolment is skewed as 52.3% comprises males, while 47.7% of the enrolment is females. The GER for males (11.0) is higher than GER for females (10.1), resulting in a gender parity index of just 0.92 (which is better compared to 0.88 at all-India level).

By Social Group: The GER of SCs (8.1) and STs (4.7) is lower than the state GER of 10.5. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.83, but it is higher in case of STs (0.91). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in CHT is lesser than their proportionate share in population.

Figure 36: GER for All, SC & ST - CHT



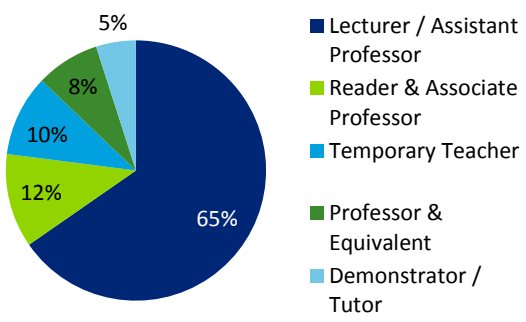
Faculty and Staff

Table 31: Key Faculty & Staff Indicators - CHT

Key Indicators	CHT	INDIA
Pupil Teacher Ratio (PTR)	18.0	13.1
Teachers per college	26.3	53.8
Non-teaching staff per college	21.0	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 37: Post-wise share of teaching staff - CHT



The PTR of colleges in CHT at 18 students per teacher is worse than the all India average of 13.1. **Total number of teaching staff and non-teaching staff in all colleges in CHT is estimated to be 0.15 lakhs and 0.12 lakhs respectively** (extrapolating data available for 97.5% colleges in state). Given the number of colleges in the state, the number of teachers per college (26.3) and non-teaching staff per college (21) are worse than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **65% of the teaching posts are at level of Lecturer/ Assistant professor** with there being almost 12% of Readers/ Associate Professors and Professors. Around 10% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **CHT has fared much better in terms of, ST and OBC representation, but lags behind in women, Muslim, SC and other minority representation** among faculty and non-teaching staff.

Table 32: Student, Faculty and Staff - Gender and Social representation - CHT

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	13.7%	37.5%	41.8%	0.9%	2.5%
Share of Enrolment	52.3%	47.7%	10.2%	13.2%	32.3%	1.0%	1.0%
Share of teaching staff	56.6%	43.4%	4.9%	4.6%	16.4%	1.3%	2.7%
Share of non-teaching staff	80.0%	20.0%	10.2%	10.7%	23.9%	1.1%	1.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Goa (GOA)

Key Indicators

Table 33: Key Indicators – GOA

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	14.6	7.4	7.2
Literacy Rate [1]	88.7%	92.7%	82.2%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.5 (10.6%)	0.8 (11.3%)	0.7 (9.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio [2]	23.5	21.5	25.9
Share of Graduates & above in total state population [5]	7.4%	7.3%	7.5%

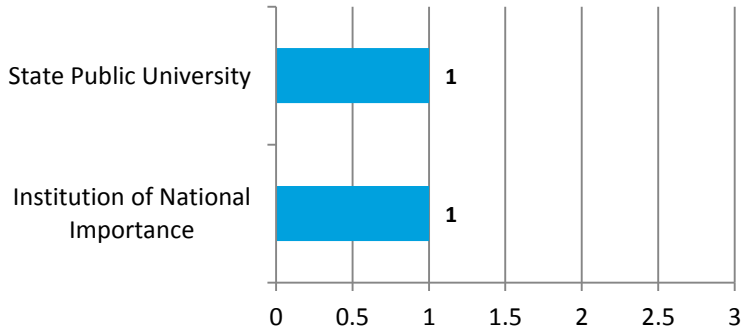
Indicator	Value
State GDP (2013) [3]	₹34,965 Cr
State HDI ranking [4]	4th
Sex Ratio (2011)[1]	973
HE Expenditure as a % of GSDP [3]	0.61%
Student per capita expenditure [3]	₹14,634

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Goa ranks 31st among all states in India** with 2 universities. GOA has 0.3% of all universities in the country.

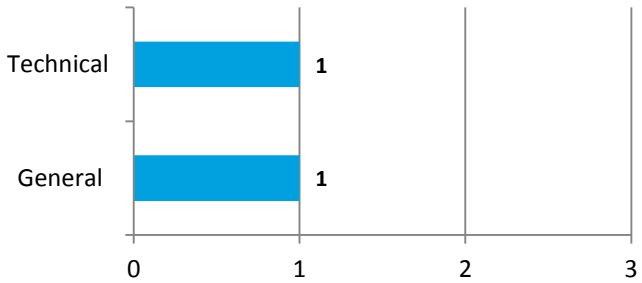
Figure 38: Universities by Type and Key institutions - GOA



Key institutions in the state
1. NIIT, Goa
2. IIM, Goa (Proposed as per Budget 2014)

There are no Central, IITs,IISERs, Law universities or NITs in the state.

Figure 39: Universities by Specialization - GOA



The bar graph alongside reflects the break-up of number of universities in GOA on the basis of specialization. Goa has 1 Technical and 1 General University. The number of Degree granting institutions in GOA is 2.

Table 34: College & Institution Indicators - GOA

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	49	10
Colleges per lakh population (18-23 yrs)	32	-
Average enrollment per college/ institution	575	506
Total estimated enrolment (Lakhs)	0.30	0.05

GOA with 49 colleges has a share of 0.14% of all colleges in India and **ranks #26 on total number of colleges in any state in India**. In terms of access, GOA has a **concentration of 32** colleges per lakh population higher than the all India average of 25 colleges per lakh population. In terms of average enrolment per college, GOA (575) is **lower than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in GOA is around 0.30 lakhs.

Out of the total colleges in the state, 79% are affiliated to Universities, and the remaining are PG/off campus or recognized centres by the Universities. In terms of management, GOA colleges are dominated by the Government colleges, forming 45.7% of all colleges in the state, followed by 34.8% owned by Private Aided and 19.6% that are Private Unaided.

Figure 40: Type of Colleges - GOA

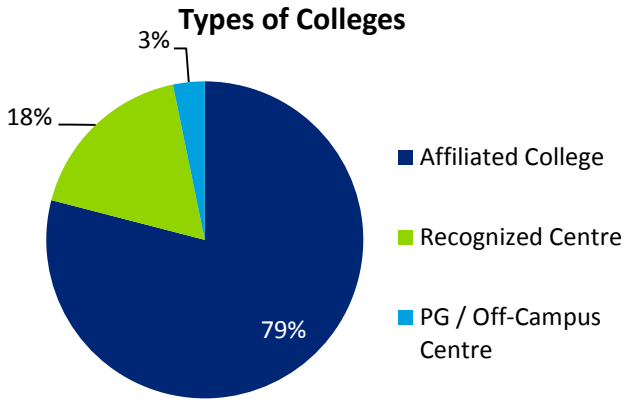


Table 35: Management of Colleges - GOA

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	19.6%	7.8%	230
Private Aided	34.8%	50.7%	837
Government	45.7%	41.5%	522

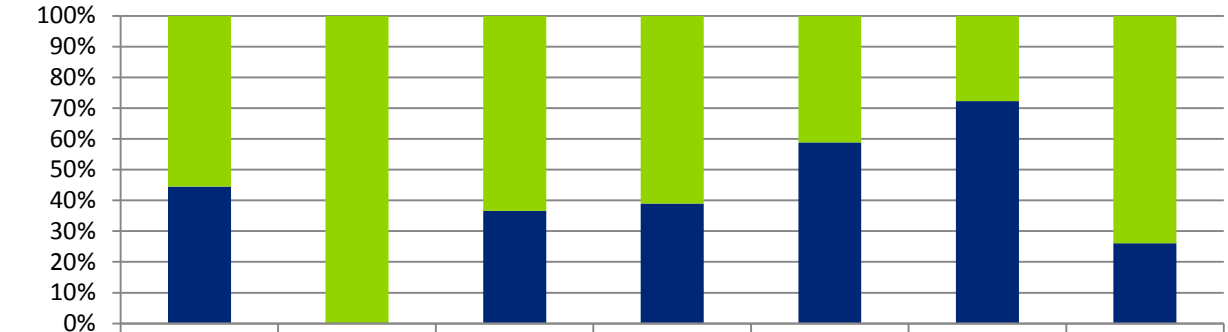
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In GOA, there are 10 such stand-alone institutions and the total enrolment in these is estimated to be around 0.05 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.30 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (83.2%) is at under-graduate level, followed by Diploma (8.9%) and post-graduate (7.2%) and, with all other levels forming only 0.7%.

Figure 41: State-wise Enrolment through Regular Mode at various levels - GOA

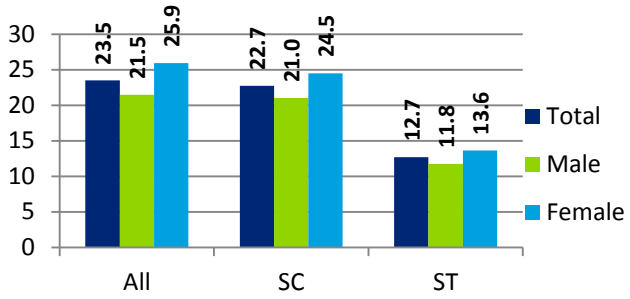


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate
Female	61	2	1379	15336	35	742	17
Male	49	0	796	9816	50	1936	6

As can be seen from table above, maximum enrolment share (50.7%) is in private aided colleges in the state.

By Gender: In terms of gender, enrolment is not skewed as 49.6% comprises males and 50.4% of the enrolment is females, indicating low gender disparity. The GER for males (21.5) is lower than GER for females (25.9), resulting in a gender parity index of 1.21 (compared to 0.88 at all-India level).

Figure 42: GER for All, SC & ST - GOA



By Social Group: The GER of SCs (22.7) and STs (12.7) is lower than the state GER of 23.5. There is low disparity within the social groups between male and female GER. The gender parity index for SC and STs is the same (1.16). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except ST and other minorities in GOA is lesser than their proportionate share in population.

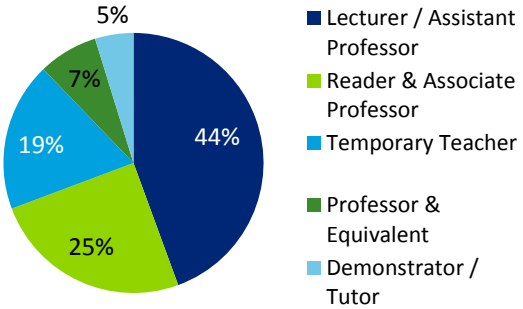
Faculty and Staff

Table 36: Key Faculty & Staff Indicators - GOA

Key Indicators	GOA	INDIA
Pupil Teacher Ratio (PTR)	12.6	13.1
Teachers per College	45.5	53.8
Non-teaching staff per College	84.8	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 43: Post-wise share of teaching staff -



The PTR of colleges in GOA at 12.6 students per teacher is better than the all India average of 13.1. **Total number of teaching staff and non-teaching staff in all colleges in GOA is estimated to be 0.02 lakhs and 0.04 lakhs respectively** (extrapolating data available for 93.3% colleges in state). Given the number of colleges in the state, the

number of teachers per college (45.5) and non-teaching staff per college (84.8) seem appropriate compared to the all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **44% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 25% Readers/ Associate Professors and 19% temporary staff.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are well-represented among the teaching staff in higher education institutes. In case of social groups, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **GOA has fared much better in terms Muslim representation, but lags behind in women, SC, ST, OBC and other minority representation** among faculty and non-teaching staff.

Table 37: Student, Faculty and Staff - Gender and Social representation - GOA

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	7.2%	1.8%	14.8%	9.8%	14.3%
Share of Enrolment	49.6%	50.4%	1.9%	5.2%	13.2%	3.2%	16.9%
Share of teaching staff	44.0%	56.0%	0.4%	0.3%	2.0%	0.8%	13.8%
Share of non-teaching staff	53.1%	46.9%	1.7%	1.4%	1.7%	0.4%	5.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Gujarat (GUJ)

Key Indicators

Table 38: Key Indicators – GUJ

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	604.4	314.9	289.5
Literacy Rate [1]	78.0%	85.8%	63.3%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	71.2 (11.8%)	37.8 (12%)	33.3 (11.5%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5.1%	5.2%	5.0%
Gross Enrollment Ratio [2]	16.5	18.1	14.7
Share of Graduates & above in total state population [5]	7.9%	9.1%	6.6%

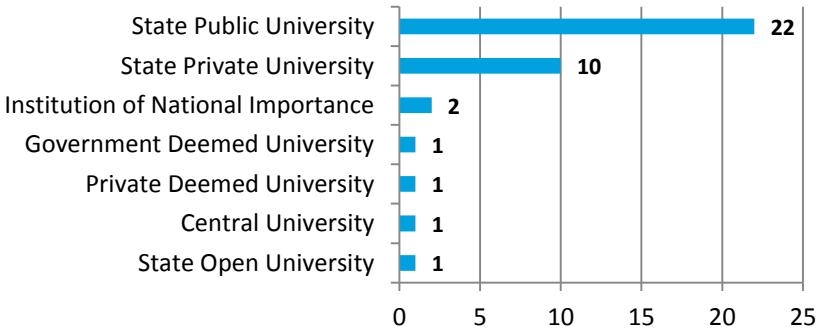
Indicator	Value
State GDP (2013) [3]	₹670,016 Cr
State HDI ranking [4]	7 (among major states)
Sex Ratio (2011)[1]	919
HE Expenditure as a % of GSDP [3]	0.39%
Student per capita expenditure [3]	₹2958

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of University is shown below. **Gujarat ranks 7th highest among all states in India with 38 Universities**. GUJ has 5.9% of all universities in the country.

Figure 44: Universities by Type and Key institutions - GUJ

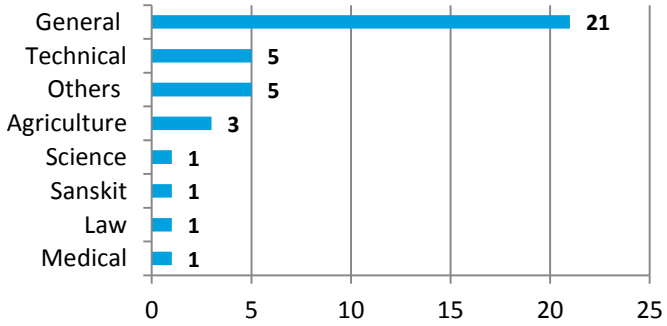


Key institutions in the state

1. **Central University of Gujarat**
2. **IIM Ahmedabad**
3. **IIT – Gandhinagar**
4. **Gujarat National Law University, Gandhinagar**
5. **Sardar Vallabhbhai NIT, Surat**

There are no IISERs in the state.

Figure 45: Universities by Specialization - GUJ



The bar graph alongside reflects the break-up of number of universities in GUJ on the basis of specialization. The **state ranks sixth highest on number of General Universities** with 21 Universities. The number of Degree granting institutions in GUJ is 43.

Table 39: College & Institution Indicators - GUJ

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	1780	471
Colleges per lakh population (18-23 yrs)	25	-
Average enrollment per college/ institution	599	98
Total estimated enrolment (Lakhs)	11.44	0.46

GUJ with 1780 colleges has a share of 5.11% of all colleges in India and **ranks #8 on total number of colleges in any state in India**. In terms of access, GUJ has **concentration of** 25 colleges per lakh population same as the all India average of 25 colleges per lakh population. In terms of average enrolment per college, GUJ (599) is **lesser than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in GUJ is around 11.44 lakhs.

Out of the total colleges in the state, 90% are affiliated to Universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, GUJ colleges are dominated by the Private Unaided colleges, forming 40.5% of all colleges in the state, followed closely by 35.3% owned by Government and 24.2% that are private aided.

Figure 46: Type of Colleges - GUJ

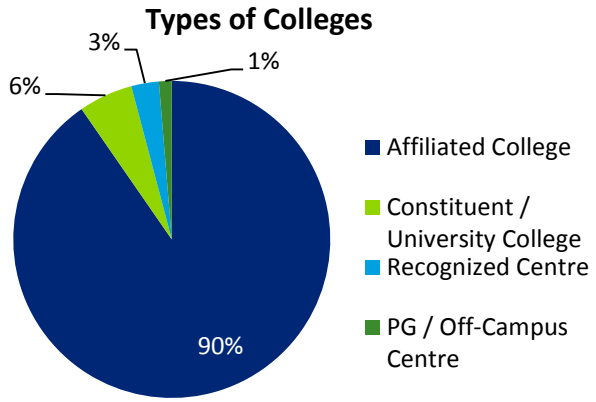


Table 40: Management of Colleges - GUJ

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	40.5%	26.6%	393
Private Aided	24.2%	29.2%	723
Government	35.3%	44.2%	750

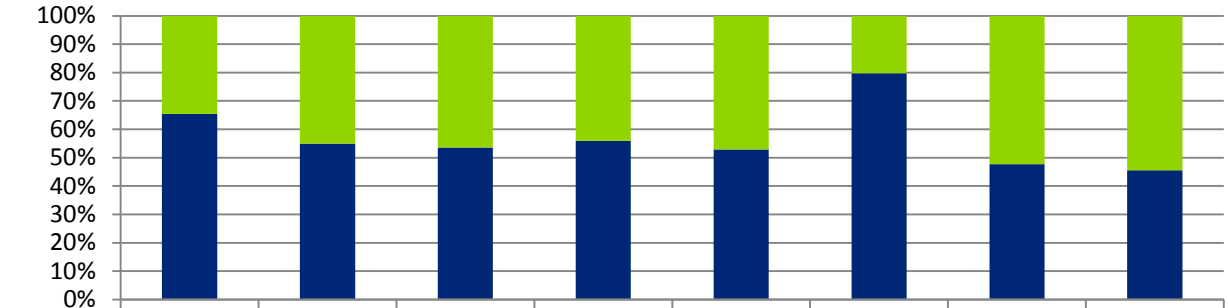
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In GUJ, there are 471 such stand-alone institutions and the total enrolment in these is estimated to be around 0.46 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 11.44 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (76.7%) is at under-graduate level, followed by Diploma (11.2%) and post-graduate (9.3%) with all other levels forming 2.9%. As can be seen from table below, maximum enrolment share (44.2%) is in Government colleges in the state.

Figure 47: State-wise Enrolment through Regular Mode at various levels - GUJ

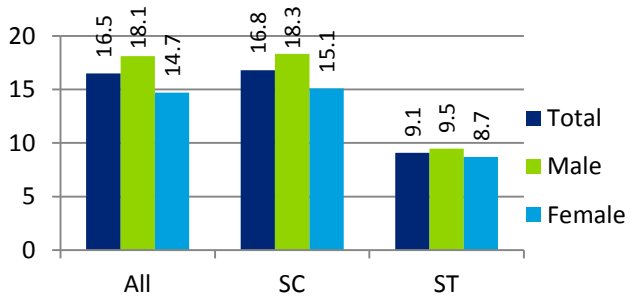


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	785	291	49165	386348	3093	25886	8294	4120
Male	1485	355	56807	490706	3476	101708	7580	3445

By Gender: In terms of gender, enrolment is skewed as 58.3% comprises males, while only 41.7% of the enrolment is females, indicating significant gender disparity. The GER for males (18.1) is higher than GER for females (14.7), resulting in a gender parity index of 0.81 (compared to 0.88 at all-India level).

By Social Group: The GER of STs (9.1) is lower than the state GER of 16.5. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.83, and STs (0.92). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in GUJ is lesser than their proportionate share in population.

Figure 48: GER for All, SC & ST - GUJ



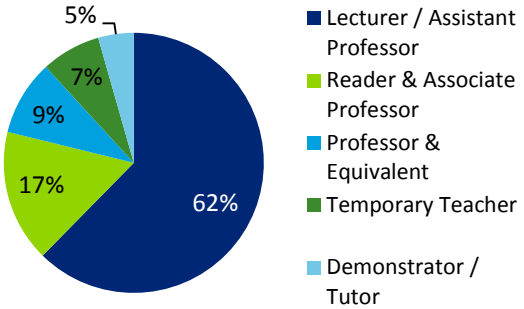
Faculty and Staff

Table 41: Key Faculty & Staff Indicators - GUJ

Key Indicators	GUJ	INDIA
Pupil Teacher Ratio (PTR)	22.7	13.1
Teachers per College	26.3	53.8
Non-teaching staff per College	16.5	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 49: Post-wise share of teaching staff - GUJ



The PTR of colleges in GUJ at 22.7 students per teacher is

worse than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in GUJ is estimated to be 0.47 lakhs and 0.29 lakhs respectively (extrapolating data available for 93.5% colleges in state). However, given the number of colleges in the state, the number of teachers per college (26.3) and non-teaching staff per college (16.5) are lesser than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 62% of the teaching posts are at level of Lecturer/ Assistant professor followed by 17% Readers/ Associate Professors with there being almost equal numbers of Professors/Equivalent and temporary staff. Around 5% of the staff is demonstrator/tutor level.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups except other minorities show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, GUJ has fared much better in terms of ST but lags behind in women, SC, OBC and Muslim representation and other minority representation among faculty and non-teaching staff.

Table 42: Student, Faculty and Staff - Gender and Social representation - GUJ

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.1%	47.9%	11.3%	16.5%	43.0%	7.9%	0.6%
Share of Enrolment	58.3%	41.7%	7.2%	7.4%	24.7%	2.1%	0.3%
Share of teaching staff	65.5%	34.5%	4.8%	3.6%	13.7%	1.2%	1.1%
Share of non-teaching staff	78.1%	21.9%	10.8%	7.7%	17.9%	1.1%	0.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Haryana (HAR)

Key Indicators

Table 43: Key Indicators – HAR

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	253.5	134.9	118.6
Literacy Rate [1]	75.6%	84.1%	56.9%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	31.8 (12.6%)	17.3 (12.8%)	14.5 (12.3%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.3%	2.4%	2.2%
Gross Enrollment Ratio [2]	28.0	28.3	27.7
Share of Graduates & above in total state population [5]	7.9%	8.9%	6.7%

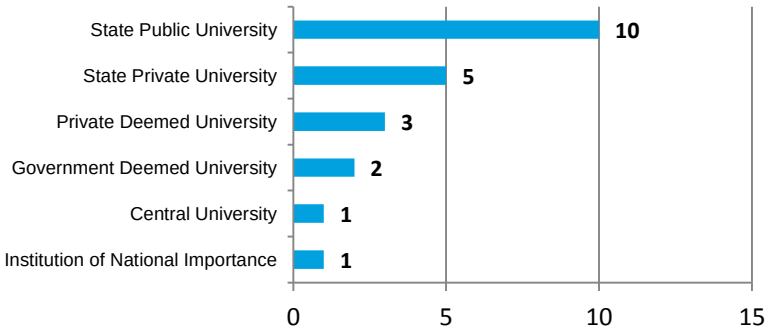
Indicator	Value
State GDP [3]	₹392,894 Cr
State HDI ranking [4]	5 (among major states)
Sex Ratio (2011)[1]	879
HE Expenditure as a % of GSDP [3]	0.39%
Student per capita expenditure [3]	₹3843

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of University is shown below. **Haryana ranks 11th among all states in India** with 22 Universities. HAR has 3.4% of all universities in the country.

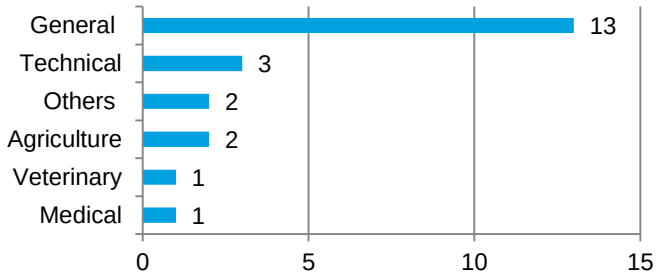
Figure 50: Universities by Type and Key institutions - HAR



Key institutions in the state
1. Central University of Haryana
2. IIM Rohtak
3. NIT, Kurukshetra

There are no IITs, IISERs or Law Universities in the state.

Figure 51: Universities by Specialization - HAR



The bar graph alongside reflects the break-up of number of universities in HAR on the basis of specialization. The **state ranks 10th highest on number of General Universities** with 13 Universities. The number of Degree granting institutions in HAR is 27.

Table 44: College & Institution Indicators - HAR

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	1061	324
Colleges per lakh population (18-23 yrs)	33	-
Average enrollment per college/ institution	785	623
Total estimated enrolment (Lakhs)	8.73	2.02

HAR with 1061 colleges has a share of 3.04% of all colleges in India and **ranks #10 on total number of colleges in any state in India**. In terms of access, HAR has a higher concentration of 33 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, HAR (785) is **significantly higher than all India average of 707**. Total enrolment of students in regular mode in higher education institutes in HAR is around 8.73 lakhs.

Out of the total colleges in the state, 97% are affiliated to Universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, HAR colleges are dominated by the Private Unaided colleges, forming 59.3% of all colleges in the state, followed by 23.6% owned by Government and 16.8% that are private aided.

Figure 52: Type of Colleges - HAR

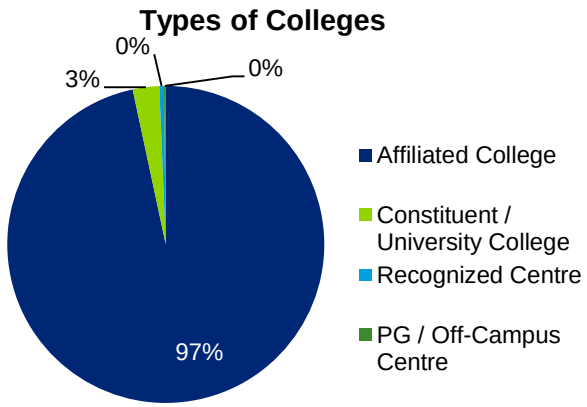


Table 45: Management of Colleges - HAR

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	59.3%	30.1%	398
Private Aided	16.8%	32.5%	1515
Government	23.8%	37.4%	1232

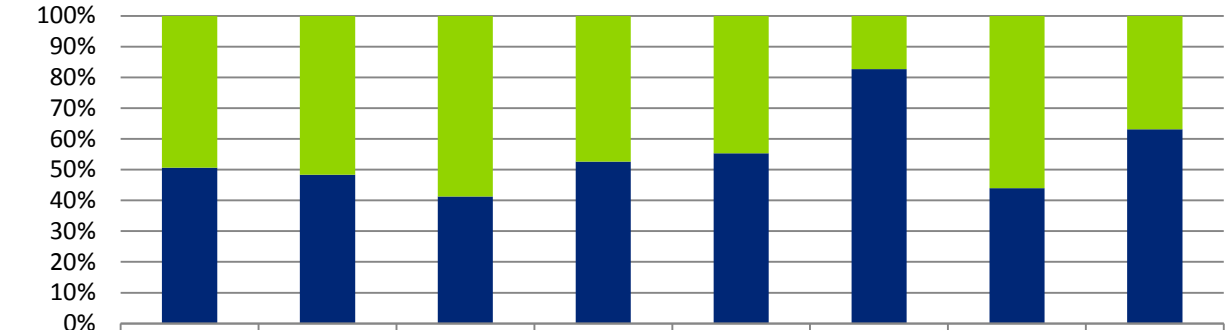
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In HAR, there are 324 such stand-alone institutions and the total enrolment in these is estimated to be around 2.02 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 8.73 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (80.9%) is at under-graduate level, followed by Diploma (8.5%) and post-graduate (8.2%), with all other levels forming only 1.3%. As can be seen from table below, enrolment share is maximum in government colleges in the state (37.4%).

Figure 53: State-wise Enrolment through Regular Mode at various levels - HAR

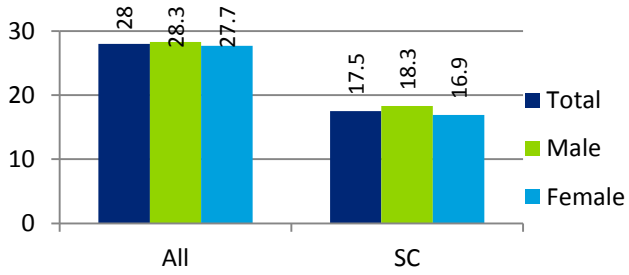


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	1169	361	42279	334606	650	14391	1072	1972
Male	1199	338	29685	371058	805	68789	841	3371

By Gender: In terms of gender, enrolment is skewed as 54.9% comprises males, while only 45.1% of the enrolment is females, indicating significant gender disparity. The GER for males (28.3) is almost equal to GER for females (27.7), resulting in a gender parity index of 0.98 (compared to 0.88 at all-India level).

By Social Group: The GER of SCs (17.5) is lower than the state GER of 28.0. The gender parity index for SC is 0.91. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in HAR is lesser than their proportionate share in population.

Figure 54: GER for All, SC & ST - HAR



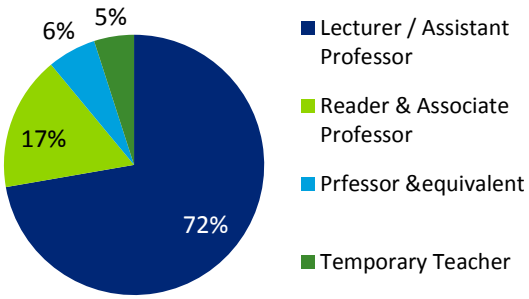
Faculty and Staff

Table 46: Key Faculty & Staff Indicators - HAR

Key Indicators	HAR	INDIA
Pupil Teacher Ratio (PTR)	9.6	15.1
Teachers per College	81.9	46.4
Non-teaching staff per College	47.4	37.3

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 55: Post-wise share of teaching staff - HAR



The PTR of colleges in HAR at 9.6 students per teacher is better than the all India average of 15.1. Total number of teaching staff and non-teaching staff in all colleges in HAR is estimated to be 0.87 lakhs and 0.5 lakhs respectively (extrapolating data available for 47.0% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (81.9) and non-teaching staff per college (15.1) are lesser than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 72% of the teaching posts are at level of Lecturer/ Assistant professor, 17% of Readers/ Associate Professors and 6% Professors. Around 5% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, HAR has fared much better in terms of SC and Muslim representation, but lags behind in ST and OBC representation among faculty and non-teaching staff.

Table 47: Student, Faculty and Staff - Gender and Social representation - HAR

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.2%	46.8%	25.0%	0.1%	28.1%	7.7%	6.0%
Share of Enrolment	54.9%	45.1%	13.2%	0.1%	20.9%	1.2%	2.9%
Share of teaching staff	55.5%	44.5%	4.0%	0.2%	7.6%	0.3%	1.1%
Share of non-teaching staff	81.9%	18.1%	15.8%	0.5%	13.4%	0.2%	0.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Himachal Pradesh (HP)

Key Indicators

Table 48: Key Indicators – HP

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	68.6	34.8	33.8
Literacy Rate [1]	82.8%	89.5%	73.5%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	7.8 (11.4%)	4.0 (11.5%)	3.8 (11.3%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.6%	0.5%	0.6%
Gross Enrollment Ratio [2]	24.8	24.6	25.1
Share of Graduates & above in total state population [5]	7.0%	7.4%	6.7%

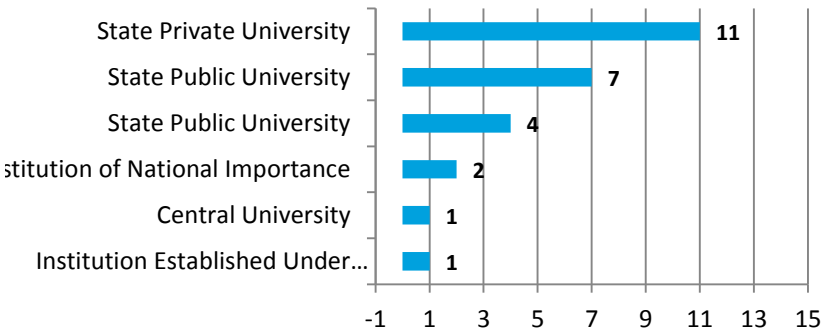
Indicator	Value
State GDP (2014) [3]	₹82,585 Cr
State HDI ranking [4]	3 (All India Level)
Sex Ratio (2011)[1]	972
HE Expenditure as a % of GSDP [3]	0.85%
Per Capita Expenditure on HE [3]	₹6,851

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Himachal Pradesh ranks sixteenth among all states in India with 18 total of number of universities. The state also ranks twentieth, on number of State Public Universities with 4 Universities. HP has 2.8% of all universities in the country.

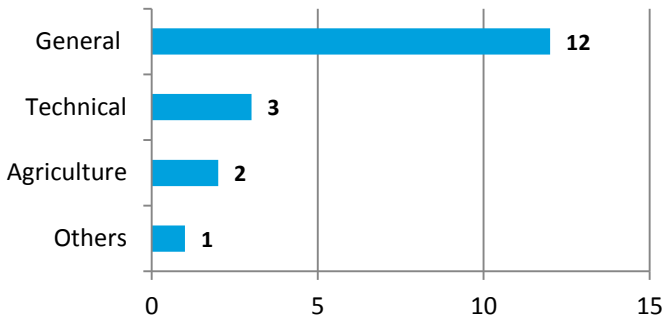
Figure 56: Universities by Type and Key institutions – HP



Key institutions in the state
1.Central University of Himachal Pradesh
2. NIT, Hamirpur
3.IIT, Mandi
4. IIM (Proposed as per Budget 2014)

There are no IISERs or Law universities in the state.

Figure 57: Universities by Specialization – HP



The bar graph alongside reflects the break-up of number of universities in HP on the basis of specialization. Himachal Pradesh **ranks eleventh on number of General Universities** with 12 Universities. The number of Degree granting institutions in HP is 33.

Table 49: College & Institution Indicators – HP

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	289	75
Colleges per lakh population (18-23 yrs)	37	-
Average enrollment per college/ institution	513	282
Total estimated enrolment (Lakhs)	1.7	0.21

HP with 289 colleges has a share of 0.83% of all colleges in India and **ranks #19 on total number of colleges in any state in India**. In terms of access, HP has 37 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, HP (513) is **lower than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in HP is around 11.44lakhs.

Out of the total colleges in the state, 92% are affiliated to Universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, HP colleges have an equal number of government and private unaided colleges, forming 47.1%, of each kind of all colleges in the state, followed by 5.8% of private aided colleges.

Figure 58: Type of Colleges – HP

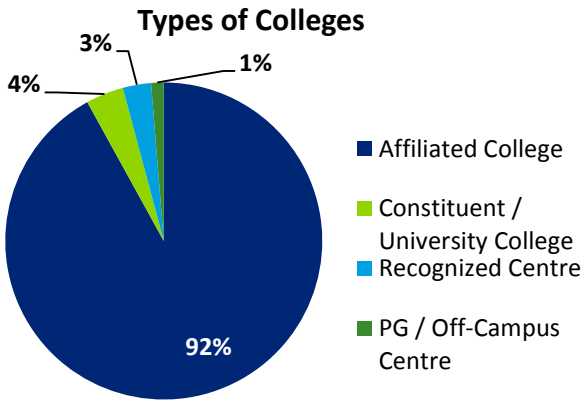


Table 50: Management of Colleges – HP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	47.1%	18.3%	200
Private Aided	5.8%	6.5%	569
Government	47.1%	75.2%	820

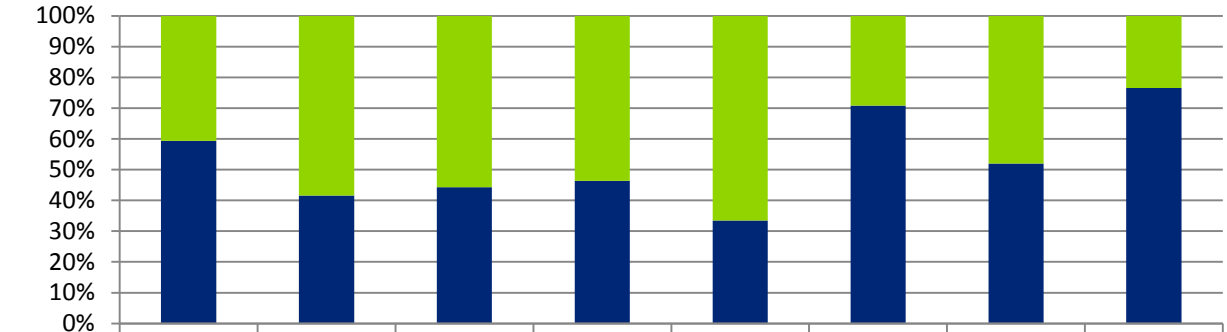
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In HP, there are 75 such stand-alone institutions and the total enrolment in these is estimated to be around 0.21 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 1.7 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (82.9%) is at under-graduate level, followed by diploma (9.3%) and post-graduate (6.3%), with all other levels forming only 1.1%. As can be seen from table below, maximum enrolment share (75.2%) is in government colleges in the state.

Figure 59: State-wise Enrolment through Regular Mode at various levels - HP

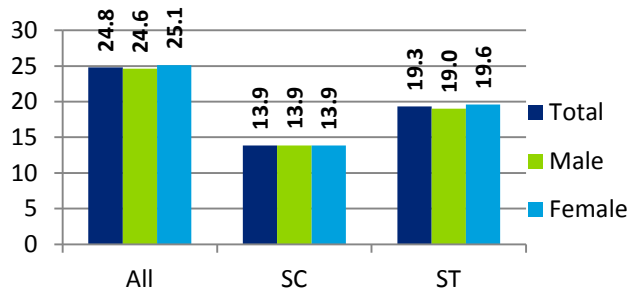


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	290	225	5924	75472	422	4610	381	34
Male	423	160	4707	65351	212	11177	413	111

By Gender: In terms of gender, enrolment is skewed as 50.6% comprises males, while 49.4% of the enrolment is females. The GER for females (25.1) is higher than GER for males (24.6), resulting in a gender parity index of 1.02 (which is higher compared to 0.88 at all-India level). **In terms of overall GER, HP ranks 12th** among all states in India.

By Social Group: The GER of SCs (13.9) and STs (19.3) is lower than the state GER of 24.8. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.00, which is almost the same in case of STs (1.03). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups, except SC's in HP is lesser than their proportionate share in population.

Figure 60: GER for All, SC & ST – HP



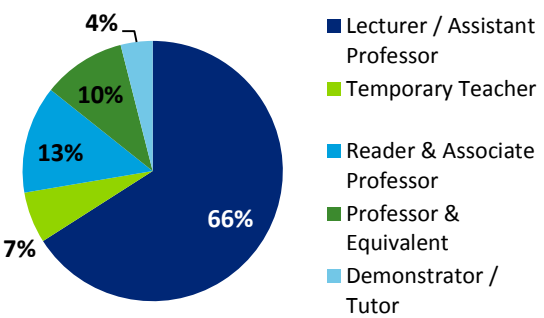
Faculty and Staff

Table 51: Key Faculty & Staff Indicators – HP

Key Indicators	HP	INDIA
Pupil Teacher Ratio (PTR)	16.0	13.1
Teachers per College	32.0	53.8
Non-teaching staff per College	36.2	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 61: Post-wise share of teaching staff – HP



The PTR of colleges in HP at 16.0 students per teacher is lower than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in HP is estimated to be 0.09 lakhs and 0.1 lakhs respectively (extrapolating data available for 88.9% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (32.0) and non-teaching staff per college (36.2).

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 66% of the teaching posts are at level of Lecturer/ Assistant professor. There are about 13% of Readers/ Associate Professors and Professors. Around 7% of the staff is temporary and 4% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, HP has fared quite similarly in terms of ST and women, but lags behind in SC, OBC and other minority representation among faculty and non-teaching staff.

Table 52: Student, Faculty and Staff - Gender and Social representation – HP

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	28.4%	5.3%	9.8%	2.2%	1.8%
Share of Enrolment	50.6%	49.4%	14.6%	4.5%	10.4%	0.4%	0.8%
Share of teaching staff	59.4%	40.6%	6.8%	2.3%	3.6%	0.3%	1.3%
Share of non-teaching staff	74.4%	25.6%	19.3%	3.4%	8.2%	0.1%	0.2%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Jammu & Kashmir (J&K)

Key Indicators

Table 53: Key Indicators – J&K

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	125.4	66.4	59.0
Literacy Rate [1]	67.2%	76.8 %	49.1 %
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	14.3 (11.4%)	7.4 (11.1%)	6.9 (11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	1.0%	1.0%	1.0%
Gross Enrollment Ratio [2]	22.8	21.8	24.0
Share of Graduates & above in total state population [5]	6.6%	8.4%	4.8%

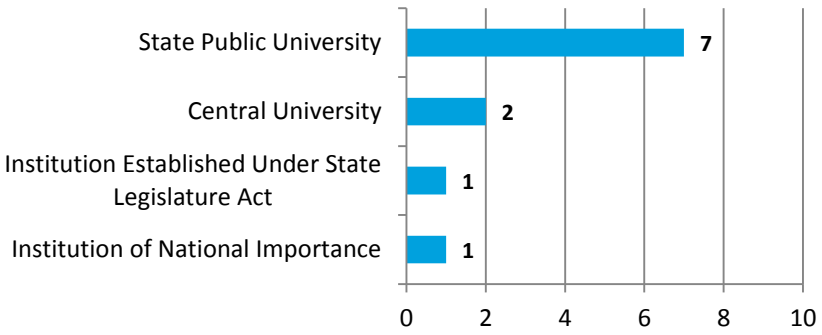
Indicator	Value
State GDP (2014) [3]	₹87,319 Cr
State HDI ranking [4]	6 (among major states)
Sex Ratio (2011)[1]	889
HE Expenditure as a % of GSDP [3]	1.09%
Per Capita Expenditure on HE [3]	₹4,470

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Jammu and Kashmir ranks twentieth among all states in India** with 11 universities on total of number of universities. J&K has 1.7% of all universities in the country.

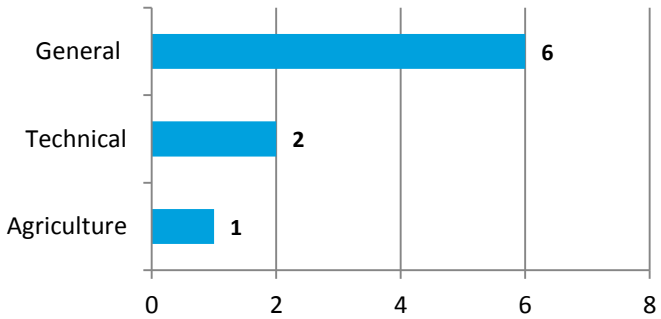
Figure 62: Universities by Type and Key institutions – J&K



Key institutions in the state
1.Central University of Jammu
2.Central University of Kashmir
3.IIT, Jammu(Proposed as per Budget 2014

There are no IIMs, IISERs, Law universities or NITs in the state.

Figure 63: Universities by Specialization – J&K



The bar graph alongside reflects the break-up of number of universities in J&K on the basis of specialization. Jammu and Kashmir ranks nineteenth on number of General Universities with 9 universities. The number of Degree granting institutions in J&K is 11.

Table 54: College & Institution Indicators – J&K

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	306	46
Colleges per lakh population (18-23 yrs)	21	-
Average enrollment per college/ institution	1019	28
Total estimated enrolment (Lakhs)	2.73	0.01

J&K with 306 colleges has a share of 0.88% of all colleges in India and **ranks #18 on total number of colleges in any state in India**. In terms of access, J&K has 21 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, J&K (1019) is **higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in J&K is around 2.73 lakhs.

Out of the total colleges in the state, 91% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, J&K colleges are dominated by government colleges, forming 50.3% of all colleges in the state, followed by 46.6% of private unaided colleges and 3.1% that are private aided.

Figure 64: Type of Colleges – J&K

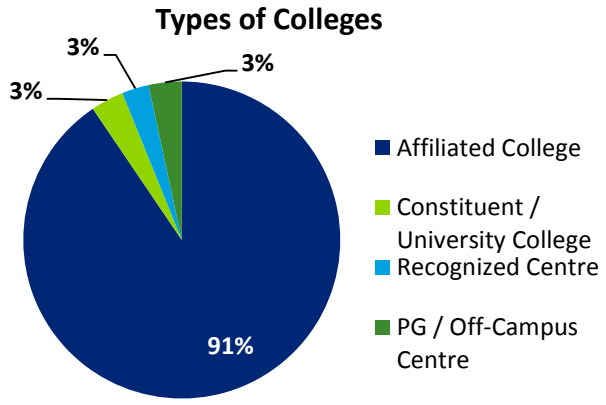


Table 55: Management of Colleges – J&K

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	46.6%	16.2%	354
Private Aided	3.1%	0.7%	222
Government	50.3%	83.1%	1686

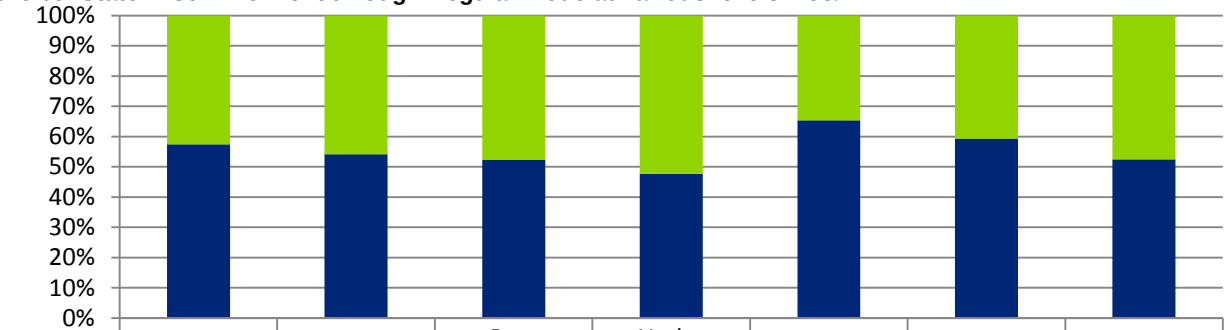
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In J&K, there are 46 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 2.73 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (93.6%) is at under-graduate level, followed by post-graduate (5.4%) with all other levels forming only 1%. As can be seen from table below, maximum enrolment share (83.1%) is in government colleges in the state.

Figure 65: State-wise Enrolment through Regular Mode at various levels – J&K

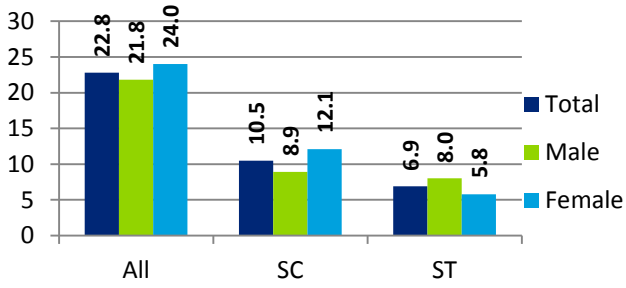


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Integrated
Female	297	279	7008	133654	83	165	404
Male	400	330	7666	121879	157	241	445

By Gender: In terms of gender, enrolment is skewed as 49.3% comprises males, while 50.7% of the enrolment is females. The GER for females (24.0) is higher than GER for males (21.8), resulting in a gender parity index of 1.1 (which is higher compared to 0.88 at all-India level).

By Social Group: The GER of SCs (10.5) and STs (6.9) is lower than the state GER of 22.8. Further, there is disparity within the social groups between male and female GER. The Gender Parity Index for SC is 1.36, and it is much lower in case of STs (0.73). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups, except Muslims in J&K is lesser than their proportionate share in population.

Figure 66: GER for All, SC & ST – J&K



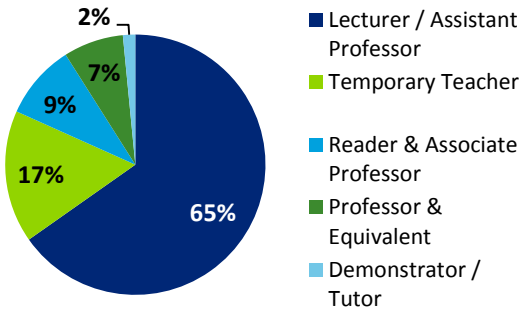
Faculty and Staff

Table 56: Key Faculty & Staff Indicators – J&K

Key Indicators	J&K	INDIA
Pupil Teacher Ratio (PTR)	22.9	13.1
Teachers per College	44.5	53.8
Non-teaching staff per College	40.6	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 67: Post-wise share of teaching staff – J&K



The PTR of colleges in J&K at 22.9 students per teacher is lower than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in J&K is estimated to be 0.14 lakhs and 0.12 lakhs respectively (extrapolating data available for 63.1% colleges in state). However, given the number of colleges in the state, the number of teachers per college (44.5) and non-teaching staff per college (40.6) farely appropriate when compared to the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 65% of the teaching posts are at level of Lecturer/ Assistant professor. There are about 9% of Readers/ Associate Professors and Professors. Around 7% of the staff is temporary and 2% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, J&K has fared much better in terms of Muslim representation, but lags behind in women, SC, ST, OBC and other minority representation among faculty and non-teaching staff.

Table 57: Student, Faculty and Staff - Gender and Social representation – J&K

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.0%	47.0%	11.9%	3.3%	11.3%	55.7%	2.7%
Share of Enrolment	49.3%	50.7%	3.7%	3.4	5.9%	62.3%	3.1%
Share of teaching staff	53.1%	46.9%	2.8%	1.1%	1.3%	36.5%	2.5%
Share of non-teaching staff	74.6%	25.4%	6.1%	2.0%	0.9%	45.4%	2.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Jharkhand (JHK)

Key Indicators

Table 58: Key Indicators – JHK

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	329.9	169.3	160.6
Literacy Rate (2011)	66.4	76.8	52.0
Pop. in 18-23 age group (lakhs), 2011 Share to total state pop. (%)	36.0 (10.9%)	18.5 (10.9%)	17.5 (10.9%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	2.6%	2.5%	2.6%
Gross Enrollment Ratio [2]	9.9	10.2	9.5
Share of Graduates & above in total state population [5]	5.4	8	2.6

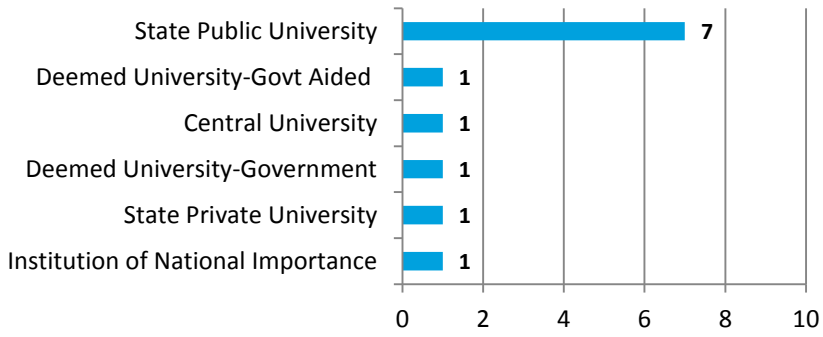
Indicator	Value
State GDP (2014) [3]	₹189,208 Cr
State HDI ranking [4]	14 (among major states)
Sex Ratio (2011)[1]	948
HE Expenditure as a % of GSDP [3]	0.14%
Student per capita expenditure [3]	₹425

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12 ; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Jharkhand ranks 19th among all states in India** with 12 universities. JHK has 1.9% of all universities in the country.

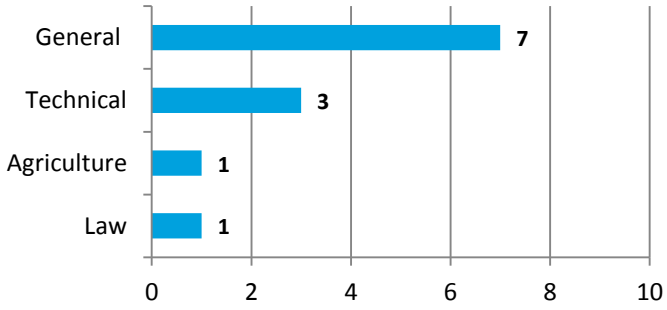
Figure 68: Universities by Type and Key institutions -JHK



Key institutions in the state
1. Guru Ghasidas Vishwavidyalaya
2. NIT, Jamshedpur
3. Indian school of mines, Dhanbad
4. IIM Ranchi
5. NIT, Jamshedpur
6. Central University of Jharkhand

There are no IITs or IISERs in the state.

Figure 69: Universities by Specialization - JHK



The bar graph alongside reflects the break-up of number of universities in JHK on the basis of specialization. Jharkhand has 7 general universities, but it lacks any medical, science or fine arts college. The number of Degree granting institutions in JHK is 14.

Table 59: College & Institution Indicators - JHK

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	234	56
Colleges per lakh population (18-23 yrs)	7	-
Average enrollment per college/ institution	2298	109
Total estimated enrolment (Lakhs)	3.27	0.06

JHK with 234 colleges has a share of 0.67% of all colleges in India and **ranks 20 on total number of colleges in any state in India**. In terms of access, JHK has 7 colleges per lakh population which is much lower as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, JHK (2298) is **much higher than the all India average of 703**. Total enrolment of students in regular mode in higher education institutes in JHK is around 3.27 lakhs.

Out of the total colleges in the state, 67% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, JHK colleges are dominated by the Government colleges, forming 71.3% of all colleges in the state, followed by 19.8% owned by Private Unaided and 8.9% that are private aided.

Figure 70: Type of Colleges - JHK

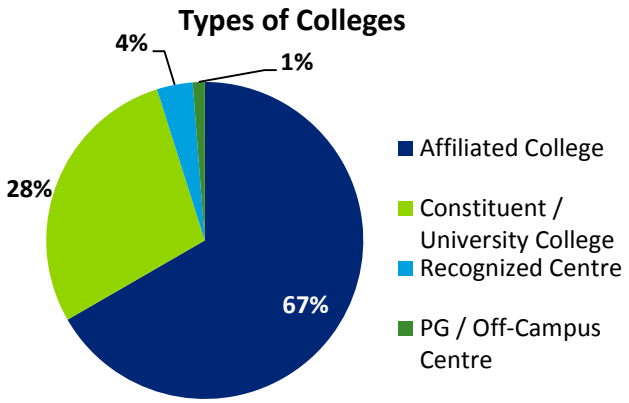


Table 60: Management of Colleges - JHK

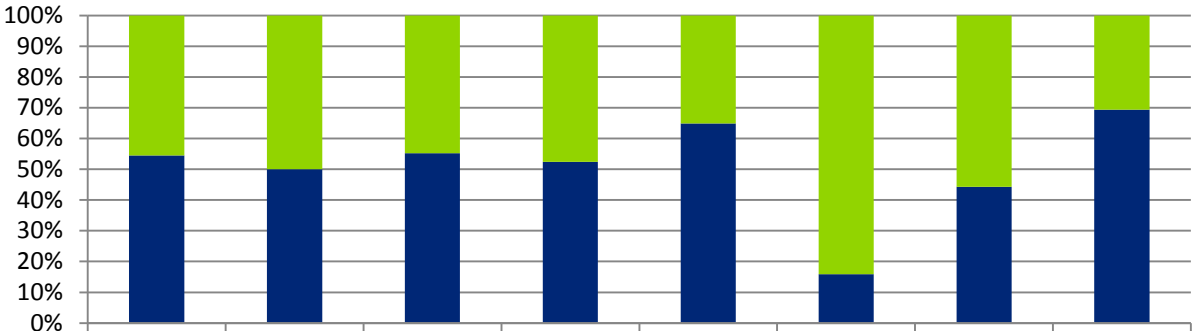
Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	19.8%	4.3%	495
Private Aided	8.9%	10.3%	2648
Government	71.3%	85.5%	2755

*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In JHK, there are 56 such stand-alone institutions and the total enrolment in these is estimated to be around 0.06 lakhs.

Student Enrolment

Figure 71: State-wise Enrolment through Regular Mode at various levels - JHK



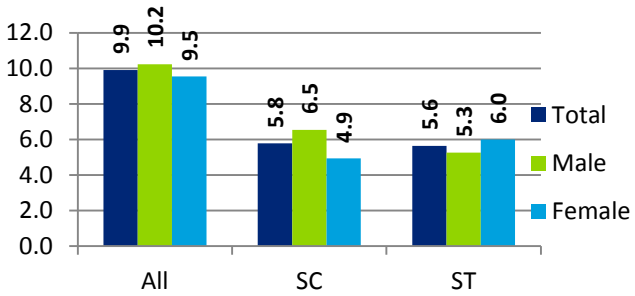
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	328	5	13193	140461	119	122	92	379
Male	393	5	16287	154381	220	23	73	858

By Level: The state-wise Enrolment through Regular Mode at various levels is 3.27 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (90.2%) is at under-graduate level, followed by post-graduate (9.0%) and Diploma (0.0%), with all other levels forming only 0.8%. As can be seen from table above, maximum enrolment share (85.5%) is in Government colleges in the state.

By Gender: In terms of gender, enrolment is skewed as 53.2% comprises males, while only 46.8% of the enrolment is females, indicating significant gender disparity. The GER for males (10.2) is higher than GER for females (9.5), resulting in a gender parity index of just 0.93 (which is higher compared to 0.88 at all-India level).

By Social Group: The GER of SCs (5.8) and STs (5.6) is lower than the state GER of 9.9. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.76, but it is much higher in case of STs (1.14). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in JHK is lesser than their proportionate share in population.

Figure 72: GER for All, SC & ST - JHK



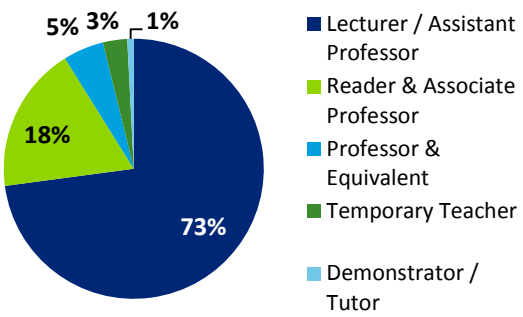
Faculty and Staff

Table 61: Key Faculty & Staff Indicators – JHK

Key Indicators	JHK	INDIA
Pupil Teacher Ratio (PTR)	28.5	13.1
Teachers per college	80.5	53.8
Non-teaching staff per college	60.0	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 73: Post-wise share of teaching staff - JHK



The PTR of colleges in JHK at 28.5 students per teacher is worse than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in JHK is estimated to be 0.19 lakhs and 0.14 lakhs respectively (extrapolating data available for 43.2% colleges in state). Given the number of colleges in the state, the number of teachers per college (80.5) and non-teaching staff per college (60.0) are better than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 73% of the teaching posts are at level of Lecturer/ Assistant professor with there being 18% of Readers/ Associate Professors and Professors. Around 3% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, JHK has fared better in terms of OBC and other minority representation, but lags behind in women, Muslim, SC, ST representation among faculty and non-teaching staff.

Table 62: Student, Faculty and Staff - Gender and Social representation - JHK

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.3%	48.7%	19.1%	20.8%	31.8%	11.1%	3.2%
Share of Enrolment	53.2%	46.8%	6.9%	14.6%	22.2%	8.0%	3.0%
Share of teaching staff	74.3%	25.7%	2.6%	7.1%	18.7%	4.4%	2.6%
Share of non-teaching staff	83.4%	16.6%	8.2%	19.5%	28.3%	2.7%	2.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Karnataka (KTK)

Key Indicators

Table 63: Key Indicators – KTK

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	611.0	309.7	301.3
Literacy Rate [1]	75.4%	82.5%	66.0%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	74.0 (12.1%)	38.1 (12.3%)	35.9 (11.9%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5.3%	5.2%	5.4%
Gross Enrollment Ratio [2]	23.8	24.9	22.7
Share of Graduates & above in total state population [5]	7.9%	10.4%	5.4%

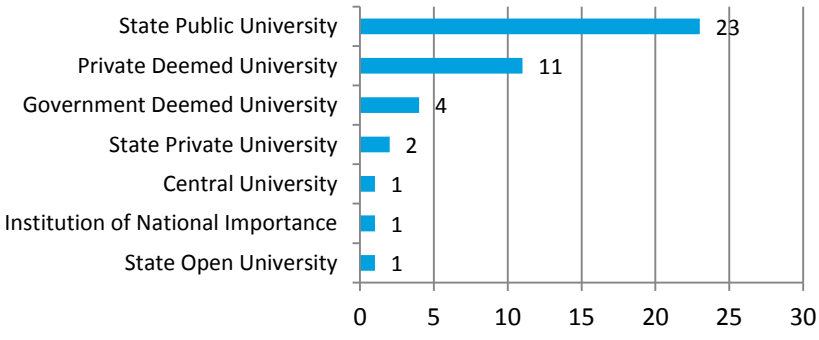
Indicator	Value
State GDP (2014) [3]	₹593,811 Cr
State HDI ranking [4]	8 (among major states)
Sex Ratio (2011)[1]	973
HE Expenditure as a % of GSDP [3]	0.21%
Per Capita Expenditure on HE [3]	₹1410

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Karnataka ranks sixth highest among all states in India** with 43 universities. The state also **ranks second on number of State Public universities** with 23 universities. KTK has 6.7% of all universities in the country.

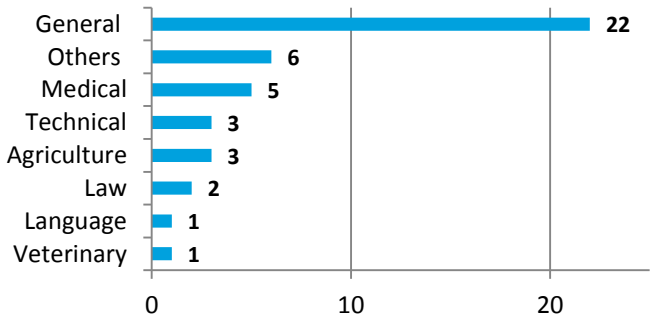
Figure 75: Universities by Type and Key institutions - KTK



Key institutions in the state
1. University of Karnataka
2. IIM Bangalore
3. IISc (Indian Institute of Science) Bengaluru
4. National Law School of India University, Bangalore
5. NIT, Surathkal

There are no IITs in the state.

Figure 74: Universities by Specialization - KTK



The bar graph alongside reflects the break-up of number of universities in KTK on the basis of specialization. Karnataka **ranks fifth highest on number of General Universities.** The number of Degree granting institutions in KTK is 44.

Table 64: College & Institution Indicators - KTK

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	3068	1707
Colleges per lakh population (18-23 yrs)	41	-
Average enrollment per college/ institution	401	174
Total estimated enrolment (Lakhs)	15.42	2.97

KTK with 3,068 colleges has a share of 8.80% of all colleges in India and **ranks #4 on total number of colleges in any state in India**. In terms of access, KTK has the **second highest concentration among all major states** with 41 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, KTK (401) is **significantly lesser than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in KTK is around 15.42 lakhs.

Out of the total colleges in the state, 90% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, KTK colleges are dominated by the Private Unaided colleges, forming 66.1% of all colleges in the state, followed by 20.3% owned by Government and 13.7% that are private aided.

Figure 76: Type of Colleges - KTK

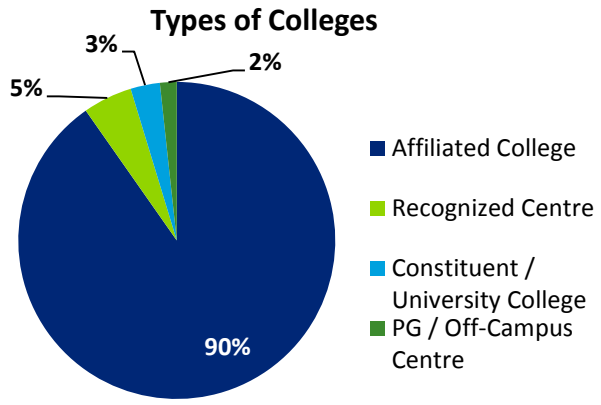


Table 65: Management of Colleges - KTK

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	66.1%	46.8%	284
Private Aided	13.7%	25.9%	760
Government	20.3%	27.3%	541

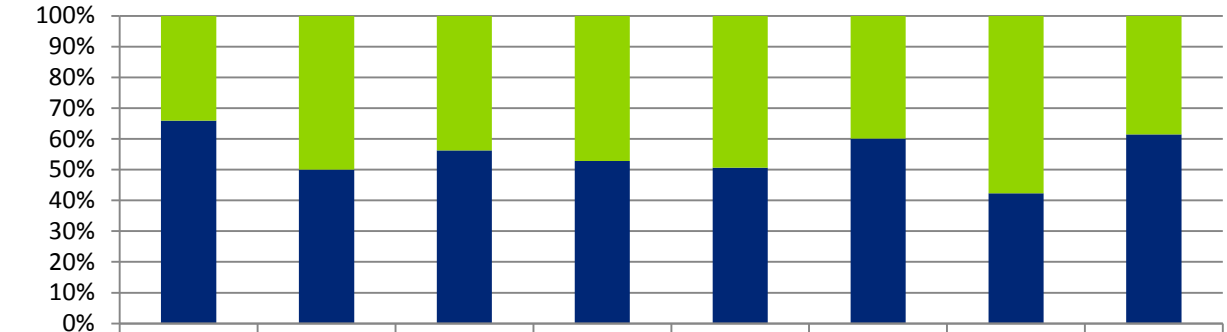
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In KTK, there are 1707 such stand-alone institutions and the total enrolment in these is estimated to be around 2.97 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 15.42 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (74.3%) is at under-graduate level, followed by Diploma (15.9%) and post-graduate (8.5%), with all other levels forming only 1.3%. As can be seen from table below, maximum enrolment share (46.8%) is in private unaided colleges in the state.

Figure 77: State-wise Enrolment through Regular Mode at various levels - KTK



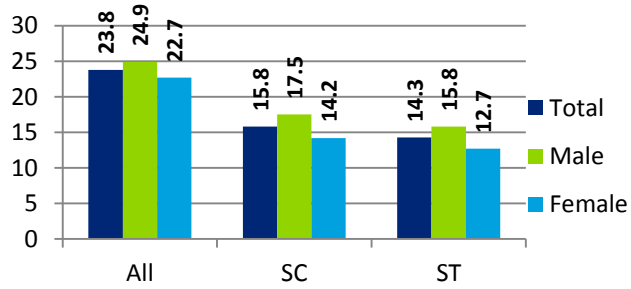
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	2778	396	57174	540243	1514	97962	2001	1709
Male	5382	396	73609	605626	1552	147764	1465	2723

Foreign Students: Karnataka is reported to have around 12058 foreign students, which constitutes around 36.37% of total foreign students studying in India. **It ranks 1st highest in attracting students from overseas**.

By Gender: In terms of gender, enrolment is skewed as 53.8% comprises males, while only 46.2% of the enrolment is females, indicating a gender disparity. The GER for males (24.9) is higher than GER for females (22.7), resulting in a gender parity index of 0.91 (which is higher compared to 0.88 at all-India level). **In terms of overall GER.**

By Social Group: The GER of SCs (15.8) and STs (14.3) is lower than the state GER of 23.8. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.81; it is marginally lower in case of STs (0.80). As can be seen from table below on Gender and Social representation, the share of student enrolment across all except other minorities in KTK is lesser than their proportionate share in population.

Figure 78: GER for All, SC & ST - KTK



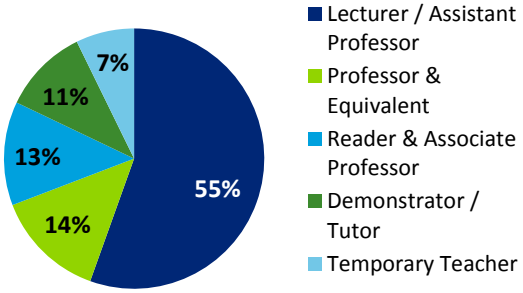
Faculty and Staff

Table 66: Key Faculty & Staff Indicators - KTK

Key Indicators	KTK	INDIA
Pupil Teacher Ratio (PTR)	9.7	13.1
Teachers per College	41.3	53.8
Non-teaching staff per College	29.8	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 79: Post-wise share of teaching staff - KTK



The PTR of colleges in KTK at 9.7 students per teacher is better than the all India average of 13.1. **Total number of teaching staff and non-teaching staff in all colleges in KTK is estimated to be 1.27 lakhs and 0.92 lakhs respectively** (extrapolating data available for 95.8% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (41.3) and non-teaching staff per college (29.8) are lesser than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **55% of the teaching posts are at level of Lecturer/ Assistant professor** with there being almost equal numbers of Professors, Readers/ Associate and Demonstrator/tutor. Around 7% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups except other minorities shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **KTK has fared much better in terms of Female, OBC, Muslim and other minority representation, but lags behind in males, SC and ST representation** among faculty and non-teaching staff.

Table 67: Student, Faculty and Staff - Gender and Social representation - KTK

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	18.4%	6.8%	41.1%	11.6%	2.5%
Share of Enrolment	53.8%	46.2%	12.0%	4.4%	38.4%	6.5%	4.5%
Share of teaching staff	59.2%	40.8%	6.5%	1.9%	21.0%	3.4%	4.0%
Share of non-teaching staff	65.2%	34.8%	10.9%	3.3%	25.0%	3.0%	3.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Kerala (KER)

Key Indicators

Table 68: Key Indicators – KER

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	334.1	160.3	173.8
Literacy Rate [1]	94.0 %	96.1%	92.1% %
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	31.7 (11.9%)	15.8 (11.9%)	15.8 (11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.3%	2.1%	2.4%
Gross Enrollment Ratio [2]	21.8	17.8	25.6
Share of Graduates & above in total state population [5]	9.5%	9.2%	9.7%

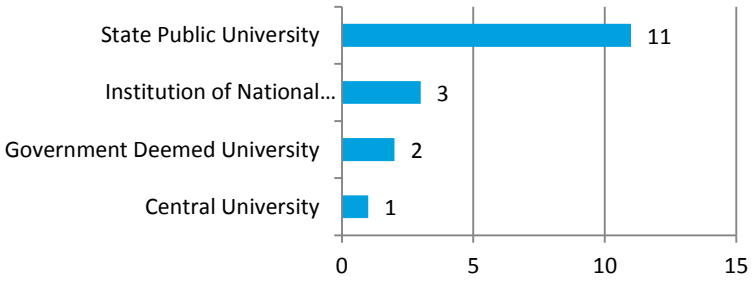
Indicator	Value
State GDP (2014) [3]	₹349,338 Cr
State HDI ranking [4]	1 (among major states)
Sex Ratio (2011)[1]	1084
HE Expenditure as a % of GSDP [3]	0.68%
Per Capita Expenditure on HE [3]	₹6639

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

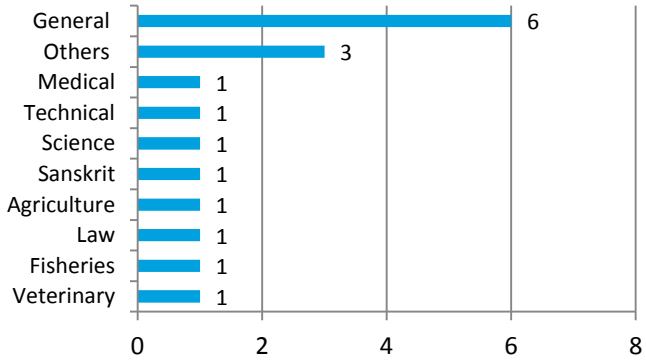
The break-up of number of universities in the state on the basis of type of university is shown below. Kerala has 17 universities. KER has 6.7% of all universities in the country.

Figure 80: Universities by Type and Key institutions - KER



Key institutions in the state
1. University of Kerala
2. IIM Kozhikode
3. IISER (Indian Institute of Science Education & Research) - Thiruvananthapuram
4. National University of Advanced Legal Studies, Kochi
5. NIT, Calicut
6. IIT Kerala (Proposed as per Budget 2014)

Figure 81: Universities by Specialization - KER



The bar graph alongside reflects the break-up of number of universities in KER on the basis of specialization. The number of Degree granting institutions in KER is 17.

Table 69: College & Institution Indicators - KER

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	1033	593
Colleges per lakh population (18-23 yrs)	33	-
Average enrollment per college/ institution	538	162
Total estimated enrolment (Lakhs)	6.20	0.96

KER with 1,033 colleges has a share of 2.96% of all colleges in India. In terms of access, KER has the **fifth highest concentration among all major states** with 33 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, KER (538) is **significantly lesser than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in KER is around 6.20 lakhs.

Out of the total colleges in the state, 91% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, KER colleges are dominated by the Private Unaided colleges, forming 57.4% of all colleges in the state, followed by 23.5% Private Aided and 19.2% that are owned by the government.

Figure 82: Type of Colleges - KER

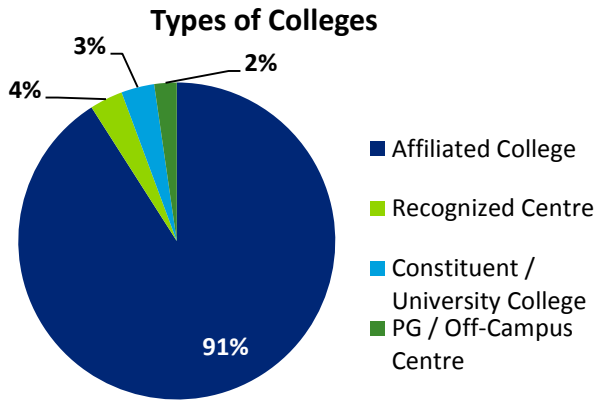


Table 70: Management of Colleges - KER

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	57.4%	38.8%	364
Private Aided	23.5%	42.9%	985
Government	19.2%	18.3%	514

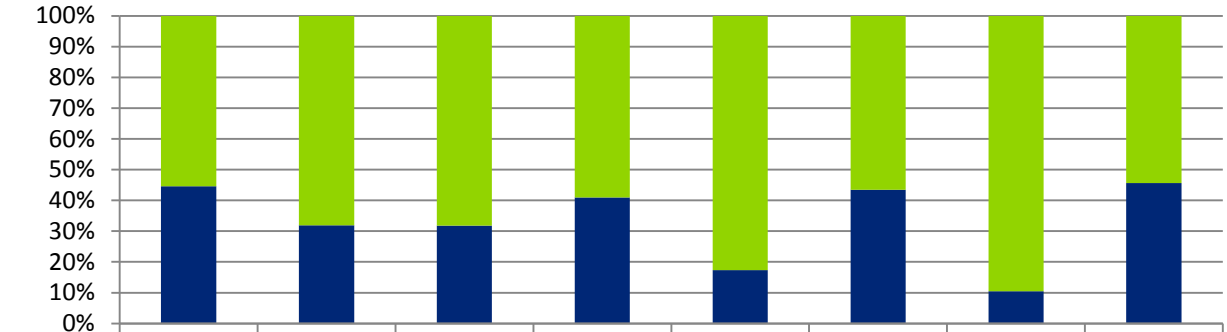
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In KER, there are 593 such stand-alone institutions and the total enrolment in these is estimated to be around 0.96 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 6.20 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (78.3%) is at under-graduate level, followed by Diploma and post-graduate (9.7% each), with all other levels forming only 2.3%.

Figure 83: State-wise Enrolment through Regular Mode at various levels - KER



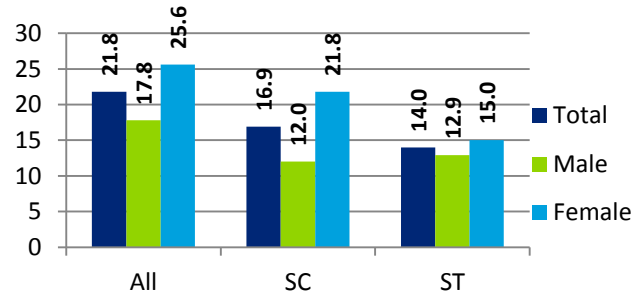
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	2081	458	40985	286403	133	34138	6252	1148
Male	1673	215	19085	198972	28	26242	733	966

As can be seen from table above, maximum enrolment share (42.9%) is in private aided colleges in the state.

By Gender: In terms of gender, enrolment is favoured towards women with 59.2%, with the balance of 40.8% towards males. The GER for females (25.6) is higher than GER for males (17.8), resulting in a gender parity index of 1.44 (higher compared to 0.88 at all-India level).

By Social Group: The GER of SCs (16.9) and STs (14.0) is lower than the state GER of 21.8. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.82; it is lower in case of STs (1.16). As can be seen from table below on Gender and Social representation, the share of student enrolment across all except females in KER is lesser than their proportionate share in population.

Figure 85: GER for All, SC & ST - KER



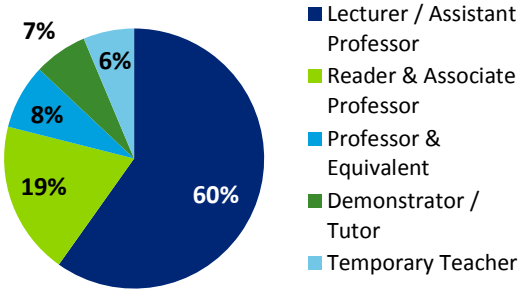
Faculty and Staff

Table 71: Key Faculty & Staff Indicators - KER

Key Indicators	KER	INDIA
Pupil Teacher Ratio (PTR)	9.6	13.1
Teachers per College	56.2	53.8
Non-teaching staff per College	36.5	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 84: Post-wise share of teaching staff - KER



The PTR of colleges in KER at 9.6 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in KER is estimated to be 0.58 lakhs and 0.38 lakhs respectively (extrapolating data available for 76.8% colleges in state). The number of teachers per college (56.2) and non-teaching staff per college (36.5) are higher than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **60% of the teaching posts are at level of Lecturer/ Assistant professor, 19% being reader & Associate Professor** with there being almost equal numbers of Professors and Demonstrator/tutor. Around 6% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups except males (non-teaching) and females (teaching) as shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **KER has fared better in terms of Female, OBC, Muslim and other minority representation, but lags behind in SC and ST representation** among faculty and non-teaching staff.

Table 72: Student, Faculty and Staff - Gender and Social representation - KER

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	48.0%	52.0%	10.3%	1.1%	61.5%	24.1%	18.6%
Share of Enrolment	40.8%	59.2%	7.0%	1.0%	31.7%	16.7%	17.3%
Share of teaching staff	45.3%	54.7%	2.7%	0.2%	25.0%	6.8%	17.2%
Share of non-teaching staff	58.3%	41.7%	4.9%	0.9%	31.3%	5.9%	13.1%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Maharashtra (MAH)

Key Indicators

Table 73: Key Indicators – MAH

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	1123.7	582.4	541.3
Literacy Rate [1]	82.3%	88.4%	69.9%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	134.7 (12.0%)	71.6 (12.3%)	63.1 (11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	9.6%	9.8%	9.4%
Gross Enrollment Ratio [2]	26.3	28.1	24.3
Share of Graduates & above in total state population [5]	10.6%	12.3%	8.7%

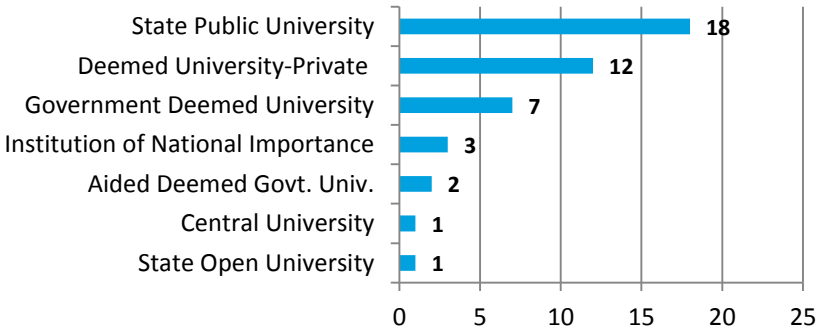
Indicator	Value
State GDP (2014) [3]	₹1,372,644 Cr
State HDI ranking [4]	3 (among major states)
Sex Ratio (2011)[1]	929
HE Expenditure as a % of GSDP [3]	0.14%
Per Capita Expenditure on HE [3]	₹1091

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Maharashtra ranks fifth among all states in India** with 44 universities. MAH has 6.9% of all universities in the country.

Figure 86: Universities by Type and Key institutions - MAH

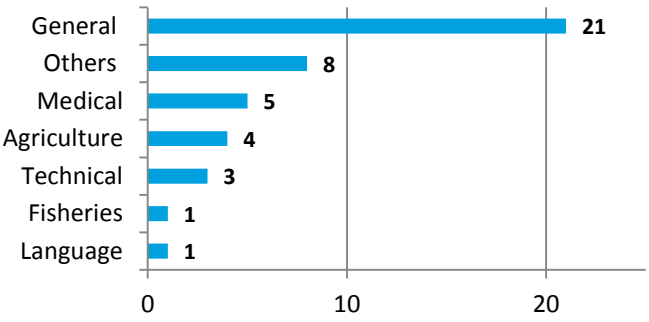


Key institutions in the state

1. **North Maharashtra University**
2. **IIT – Bombay**
3. **Visvesvaraya NIT, Nagpur**
4. **IISER - Pune**

There are no IIMs in the state.

Figure 87: Universities by Specialization - MAH



The bar graph alongside reflects the break-up of number of universities in MAH on the basis of specialization. Maharashtra has no law universities. The number of Degree granting institutions in MAH is 45.

Table 74: College & Institution Indicators - MAH

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	4566	2540
Colleges per lakh population (18-23 yrs)	34	-
Average enrollment per college/ institution	650	234
Total estimated enrolment (Lakhs)	31.78	5.94

MAH with 4566 colleges has a share of 13.10% of all colleges in India and **ranks #3 on total number of colleges in any state in India**. In terms of access, MAH has the 34 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, MAH (650) is **lower than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in MAH is around 31.78 lakhs.

Out of the total colleges in the state, 87% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, MAH colleges are dominated by the Private Unaided colleges, forming 48% of all colleges in the state, followed by 26.5% owned by private aided and 25.5% that are Government.

Figure 88: Type of Colleges - MAH

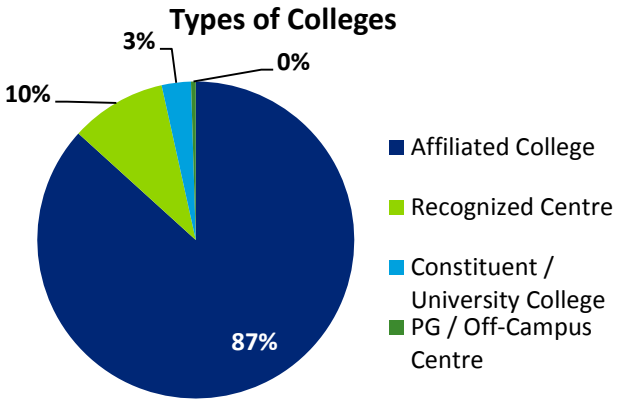


Table 75: Management of Colleges - MAH

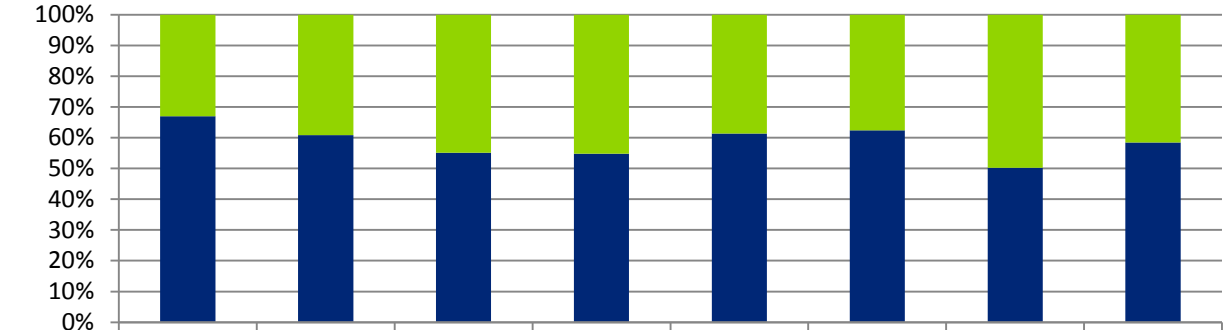
Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	48%	30.9%	418
Private Aided	26.5%	42.9%	1050
Government	25.5%	26.2%	669

* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MAH, there are 2540 such stand-alone institutions and the total enrolment in these is estimated to be around 5.94 lakhs.

Student Enrolment

Figure 89: State-wise Enrolment through Regular Mode at various levels - MAH



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	2007	840	144666	1115680	4257	134528	2734	1552
Male	4077	1305	177575	1353235	6764	223649	2763	2180

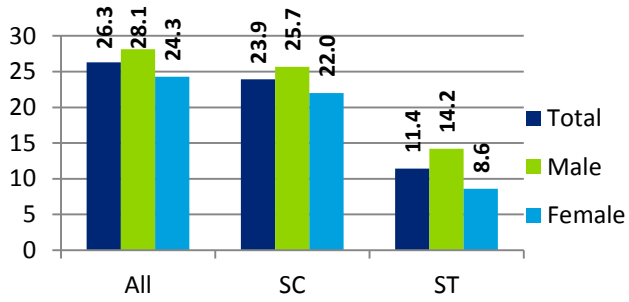
By Level: The state-wise Enrolment through Regular Mode at various levels is 31.78 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (77.7%) is at under-graduate level, followed by Diploma (11.3%) and post-graduate (10.1%), with all other levels forming only 0.8%. As can be seen from table above, maximum enrolment share (42.9%) is in private aided colleges in the state.

Foreign Students: Maharashtra is reported to have around 4242 foreign students, which constitutes around 12.79% of total foreign students studying in India. **It ranks 3rd highest in attracting students from overseas**.

By Gender: In terms of gender, enrolment is skewed as 56.8% comprises males, while only 43.2% of the enrolment is females, indicating significant gender disparity. The GER for males (28.1) is higher than GER for females (24.3), resulting in a gender parity index of 0.79 (compared to 0.86 at all-India level).

By Social Group: The GER of SCs (23.9) and STs (11.4) is lower than the state GER of 26.3. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.86, but it is much lower in case of STs (0.60). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups expect OBC in MAH is lesser than their proportionate share in population.

Figure 90: GER for All, SC & ST - MAH



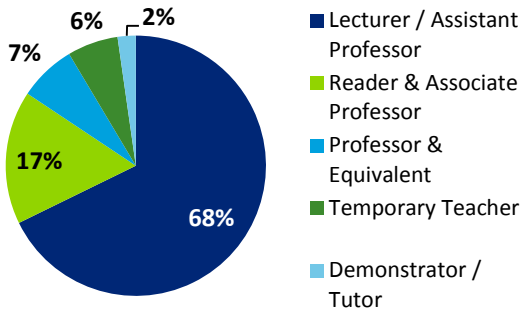
Faculty and Staff

Table 76: Key Faculty & Staff Indicators - MAH

Key Indicators	MAH	INDIA
Pupil Teacher Ratio (PTR)	10.7	13.1
Teachers per College	60.8	53.8
Non-teaching staff per College	40.9	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 91: Post-wise share of teaching staff -



The PTR of colleges in MAH at 10.7 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in MAH is estimated to be 2.78 lakhs and 1.87 lakhs respectively (extrapolating data available for 55.3% colleges in state). Given the number of colleges in the state, the number of teachers per college (60.8) and non-teaching staff per college (40.9) are higher than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 68% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 17% of Readers/ Associate Professors with there being almost equal numbers of and Professors/ temporary staff. Around 2% of the staff is Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups except SC- non teaching staff show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, MAH has fared much better in terms of SC but lags behind in women, ST, OBC and Muslim representation and other minority representation among faculty and non-teaching staff.

Table 77: Student, Faculty and Staff - Gender and Social representation - MAH

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	13.1%	8.4%	27.1%	11.2%	7.3%
Share of Enrolment	56.8%	43.2%	11.2%	4.0%	27.1%	5.7%	3.6%
Share of teaching staff	63.2%	36.8%	10.6%	1.6%	16.2%	2.3%	1.3%
Share of non-teaching staff	79.8%	20.2%	13.4%	3.5%	19.8%	2.0%	1.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Manipur (MAN)

Key Indicators

Table 78: Key Indicators – MAN

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	25.7	12.9	12.8
Literacy Rate [1]	79.2	86.1	71.7
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	3.0 (11.6%)	1.5 (11.4%)	1.5 (11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.2%	0.2%	0.2%
Gross Enrollment Ratio [2]	30.2	30.4	29.9
Share of Graduates & above in total state population [5]	10.1%	13.6%	6.5%

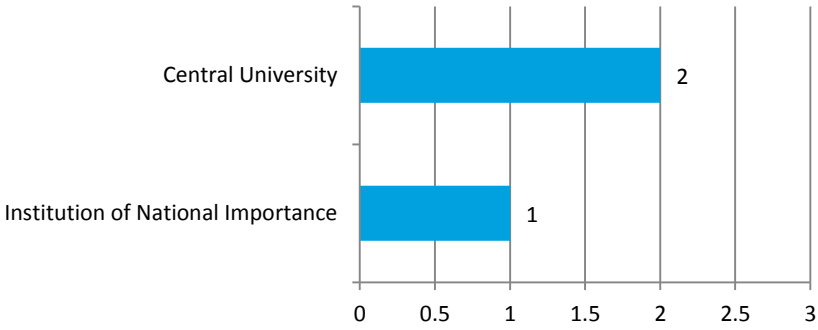
Indicator	Value
State GDP (2014) [3]	₹11,983 Cr
State HDI ranking [4]	--
Sex Ratio (2011)[1]	992
HE Expenditure as a % of GSDP [3]	1.23%
Per Capita Expenditure on HE [3]	₹3794

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Manipur has a total of 3 of universities. MAN has 0.5% of all universities in the country.

Figure 92: Universities by Type and Key institutions - MAN

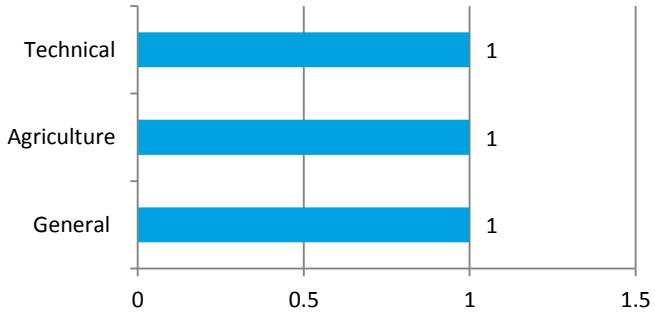


Key institutions in the state

1. Manipur University (Imphal)
2. Central Agricultural University (Imphal)
3. NIT, Manipur

There are no IIMs, IITs or IISERs in the state.

Figure 93: Universities by Specialization - AP



The bar graph alongside reflects the break-up of number of universities in MAN on the basis of specialization. The number of Degree granting institutions in MAN is 3.

Table 79: College & Institution Indicators - MAN

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	79	17
Colleges per lakh population (18-23 yrs)	26	-
Average enrollment per college/ institution	1117	0
Total estimated enrolment (Lakhs)	0.86	0

MAN with 79 colleges has a share of 0.23% of all colleges in India. In terms of access, MAN has the 26 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, MAN (1117) is **significantly higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in MAN is around 0.86 lakhs.

Out of the total colleges in the state, 95% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, MAN colleges are dominated by the Government colleges, forming 56.3% of all colleges in the state, followed by Private Aided and Private Unaided colleges each at 21.9%.

Figure 94: Type of Colleges - MAN

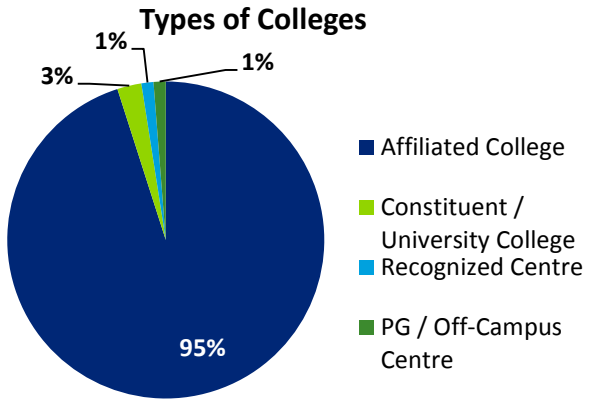


Table 80: Management of Colleges - MAN

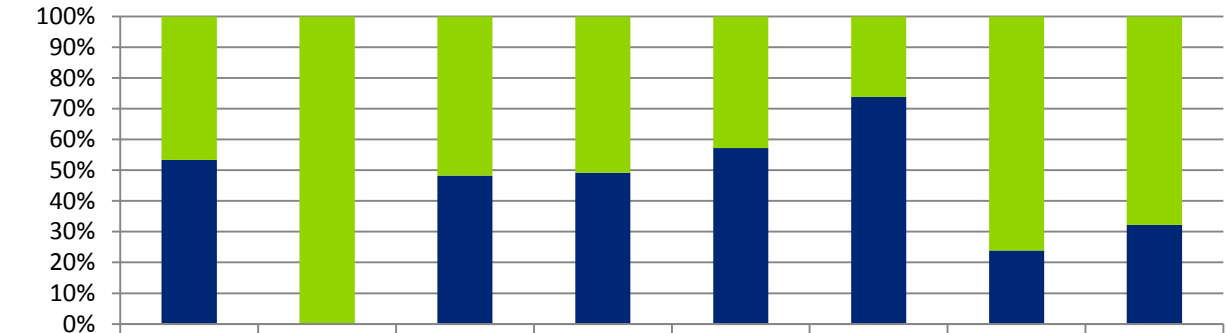
Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	21.9%	8.20%	418
Private Aided	21.9%	30.9%	1575
Government	56.3%	61.0%	1210

*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MAN, there are 17 such stand-alone institutions and the enrolment is 0.

Student Enrolment

Figure 95: State-wise Enrolment through Regular Mode at various levels - MAN



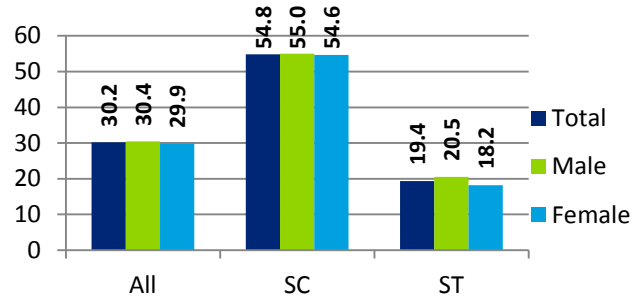
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	375	5	1505	41506	3	126	162	21
Male	429	0	1405	40212	4	355	51	10

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.86 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (94.8%) is at under-graduate level, followed by post-graduate (3.4%) and Diploma (0.6%), with all other levels forming only 1.3%. As can be seen from table above, maximum enrolment share (61.0%) is in Government colleges in the state.

By Gender: In terms of gender, enrolment is slightly skewed as 50.3% comprises females, while 49.7% of the enrolment is males, indicating a gender disparity. The GER for males (30.4) is higher than GER for females (29.9), resulting in a gender parity index of 0.98 (which is higher compared to 0.88 at all-India level).

By Social Group: The GER of SCs (54.8) which is higher than the state GER while STs (19.4) is lower than the state GER of 30.2. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.99, but it is lower in case of STs (0.89). As can be seen from table below on Gender and Social representation, the share of student enrolment across most backward groups in MAN is lesser than their proportionate share in population other than in SCs.

Figure 96: GER for All, SC & ST - MAN



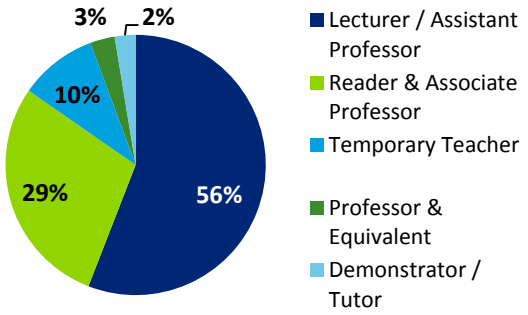
Faculty and Staff

Table 81: Key Faculty & Staff Indicators - MAN

Key Indicators	MAN	INDIA
Pupil Teacher Ratio (PTR)	14.9	13.1
Teachers per College	75.0	53.8
Non-teaching staff per College	57.5	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 97: Post-wise share of teaching staff -



The PTR of colleges in MAN at 14.9 students per teacher is higher than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in MAN is estimated to be 0.06 lakhs and 0.05 lakhs respectively (extrapolating data available for 81.0% colleges in state). The number of teachers per college (75.0) and non-teaching staff per college (57.5) are higher than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 56% of the teaching posts are at level of Lecturer/ Assistant professor followed by 29% of Readers/ Associate Professors, and 10% Temporary staff. Around 3% of the staff is professors and 2% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, most of the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state other than for males and SCs. When compared to all-India levels of representation, MAN has fared much better in terms of females and ST representation, but lags behind in males, SC, OBC, Muslim and other minority representation among faculty and non-teaching staff.

Table 82: Student, Faculty and Staff - Gender and Social representation - MAN

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	3.1%	37.7%	48.2%	8.0%	37.7%
Share of Enrolment	49.7%	50.3%	6.2%	34.3%	30.1%	2.3%	0.5%
Share of teaching staff	56.6%	43.4%	4.3%	11.9%	12.5%	2.0%	3.4%
Share of non-teaching staff	58.5%	41.5%	3.2%	24.1%	9.0%	2.3%	1.1%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Meghalaya (MEG)

Key Indicators

Table 83: Key Indicators – MEG

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	29.7	14.9	14.8
Literacy Rate [1]	74.4	76.0	71.9
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	3.5 (11.9%)	1.7 (11.7%)	1.8 (12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.3%	0.2%	0.3%
Gross Enrollment Ratio [2]	17.4	16.3	18.5
Share of Graduates & above in total state population [5]	5.3	5.8	4.8

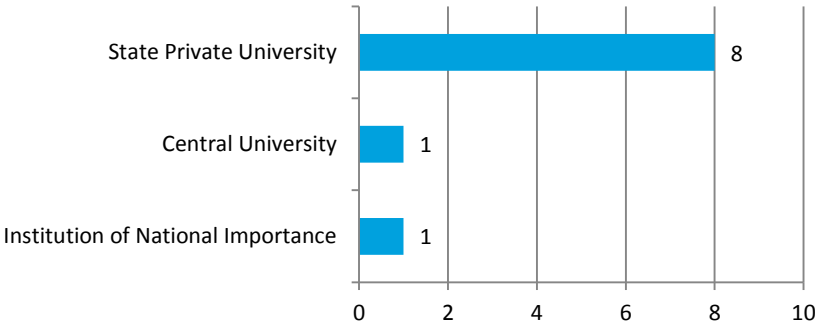
Indicator	Value
State GDP(2014) [3]	₹20,808 Cr
State HDI ranking [4]	6
Sex Ratio (2011)[1]	989
HE Expenditure as a % of GSDP [3]	0.33%
Student per capita expenditure [3]	₹1,615

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12 ; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Meghalaya ranks 21st among all states in India with 10 universities. MEG has 1.6% of all universities in the country.

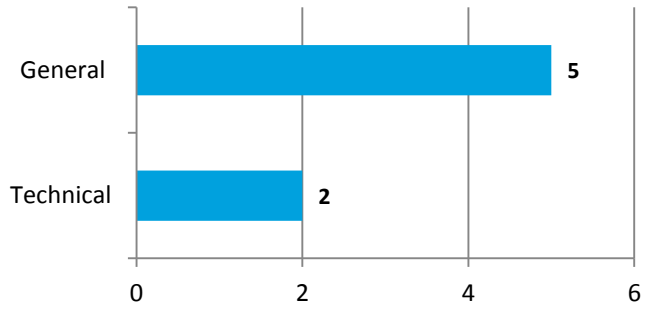
Figure 98: Universities by Type and Key institutions - MEG



Key **institutions in the state**
1. IIM Shillong
2. North-Eastern Hill University, Shillong

There are no IISERs or IITs in the state.

Figure 99: Universities by Specialization - MEG



The bar graph alongside reflects the break-up of number of universities in MEG on the basis of specialization. The number of Degree granting institutions in MEG is 10.

Table 84: College & Institution Indicators - MEG

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	61	21
Colleges per lakh population (18-23 yrs)	17	-
Average enrollment per college/ institution	927	209
Total estimated enrolment (Lakhs)	0.56	0.04

MEG with 61 colleges has a share of 0.18% of all colleges in India and **ranks 24 on total number of colleges in any state in India**. In terms of access, MEG has 17 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, MEG (927) is **higher than the all India average of 707**. Total enrolment of students in regular mode in higher education institutes in MEG is around 0.56 lakhs.

Out of the total colleges in the state, 89% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, MEG colleges are dominated by the Private aided and Government colleges, forming 37.1% each, followed by 25.7% private aided colleges.

Figure 100: Type of Colleges - MEG

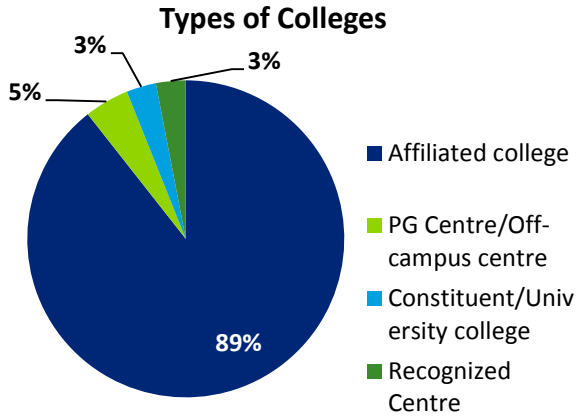


Table 85: Management of Colleges - MEG

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	25.7%	15%	540
Private Aided	37.1%	56%	1396
Government	37.1%	29%	725

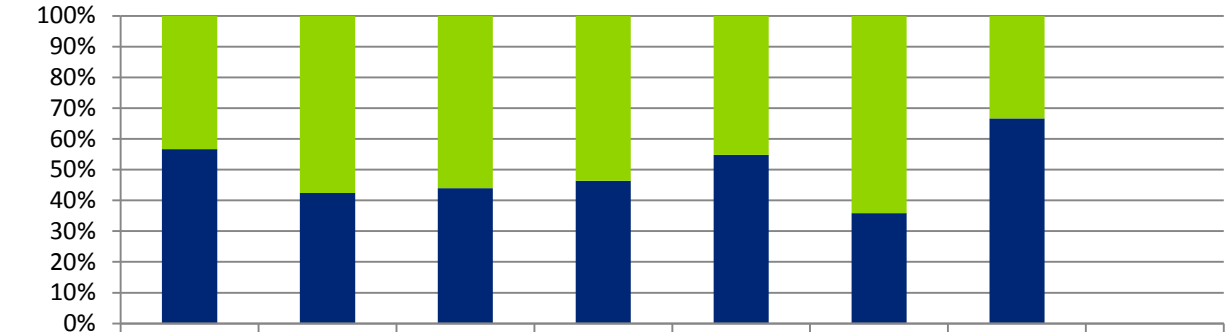
*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MEG, there are 21 such stand-alone institutions and the total enrolment in these is estimated to be around 0.04 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.56 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (90.6%) is at under-graduate level, followed by post-graduate (5.7%) and Diploma (2.8%), with all other levels forming only 0.9%. As can be seen from table below, maximum enrolment share (56%) is in Private aided colleges in the state.

Figure 101: State-wise Enrolment through Regular Mode at various levels - MEG

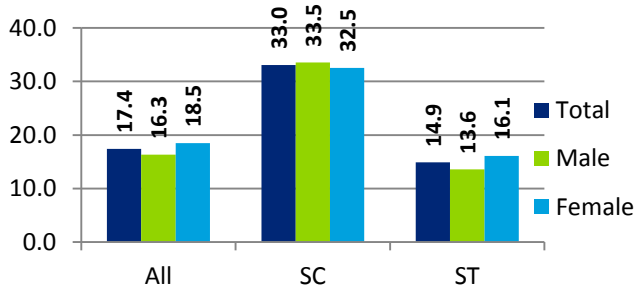


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	131	34	1801	27377	38	1026	2	0
Male	171	25	1413	23660	46	574	4	0

By Gender: In terms of gender, enrolment is higher for females as 46.2% comprises males, while 53.8% of the enrolment is females. The GER for males (16.3) is lower than GER for females (18.5), resulting in a gender parity index of 1.13 (which is much higher compared to 0.88 at all-India level).

By Social Group: The GER of SCs (33.0) and STs (14.9) is much higher the state GER of 17.4. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.97, but it is much higher in case of STs (1.19). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in MEG is lesser than their proportionate share in population.

Figure 102: GER for All, SC & ST - MEG



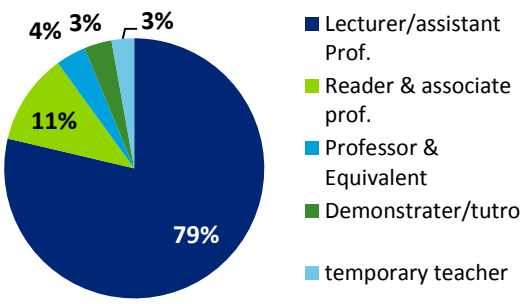
Faculty and Staff

Table 86: Key Faculty & Staff Indicators – MEG

Key Indicators	MEG	INDIA
Pupil Teacher Ratio (PTR)	10.5	13.1
Teachers per college	88.3	53.8
Non-teaching staff per college	41.1	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 103: Post-wise share of teaching staff -



The PTR of colleges in MEG at 10.5 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in MEG is estimated to be 0.05 lakhs and 0.03 lakhs respectively (extrapolating data available for 57.4% colleges in state).Given the large number of colleges in the state, the number of teachers per college (88.3) and non-teaching staff per college (41.1) are better than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 79% of the teaching posts are at level of Lecturer/ Assistant professor with there being 11% of Readers/ Associate Professors and Professors. Around 3% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, MEG has fared much better in terms of women and ST representation, but lags behind in SC, OBC, Muslim and other minority representation among faculty and non-teaching staff.

Table 87: Student, Faculty and Staff - Gender and Social representation - MEG

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.3%	49.7%	0.6%	88.5%	1.1%	5.8%	79.8%
Share of Enrolment	46.2%	53.8%	1.2%	73.4%	1.5%	1.4%	23.5%
Share of teaching staff	40.0%	60.0%	1.5%	64.2%	1.6%	2.6%	7.8%
Share of non-teaching staff	63.5%	36.5%	0.6%	38.0%	2.0%	2.9%	6.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Mizoram (MIZ)

Key Indicators

Table 88: Key Indicators – MIZ

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	11.0	5.6	5.4
Literacy Rate [1]	91.3	93.4	86.7
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.3 (12.2%)	0.7 (12.0%)	0.6 (12.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio [2]	19	19.6	18.3
Share of Graduates & above in total state population [5]	5.4%	.8%	2.6%

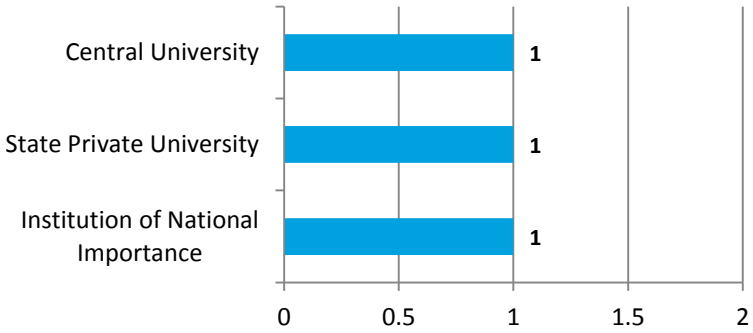
Indicator	Value
State GDP (2014) [3]	₹ 8,053 Cr
State HDI ranking [4]	6
Sex Ratio (2011)[1]	976
HE Expenditure as a % of GSDP [3]	1.22%
Student per capita expenditure [3]	₹ 5509

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12 ; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Mizoram ranks 126th among all states in India** with 3 universities. MIZ has 0.5% of all universities in the country.

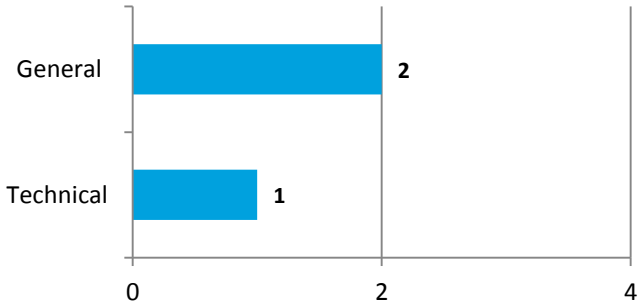
Figure 104: Universities by Type and Key institutions - MIZ



Key institutions in the state
1. NIT, Mizoram
2. Mizoram University

There are no IISERs, IIMs or IITs in the state.

Figure 105: Universities by Specialization - MIZ



The bar graph alongside reflects the break-up of number of universities in MIZ on the basis of specialization. Mizoram lacks medical, law or science universities. The number of Degree granting institutions in MIZ is 2.

Table 89: College & Institution Indicators - MIZ

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	29	9
Colleges per lakh population (18-23 yrs)	22	-
Average enrollment per college/ institution	586	143
Total estimated enrolment (Lakhs)	0.20	0.01

MIZ with 29 colleges has a share of 0.08% of all colleges in India and **ranks 28 on total number of colleges in any state in India**. In terms of access, MIZ has 22 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, MIZ (586) is **higher than the all India average of 703**. Total enrolment of students in regular mode in higher education institutes in MIZ is around 0.20 lakhs.

Out of the total colleges in the state, 93% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, MIZ colleges are dominated by the Government colleges, forming 93.1% of all colleges in the state, followed by 3.4% for each of the private aided and private unaided colleges.

Figure 106: Type of Colleges - MIZ

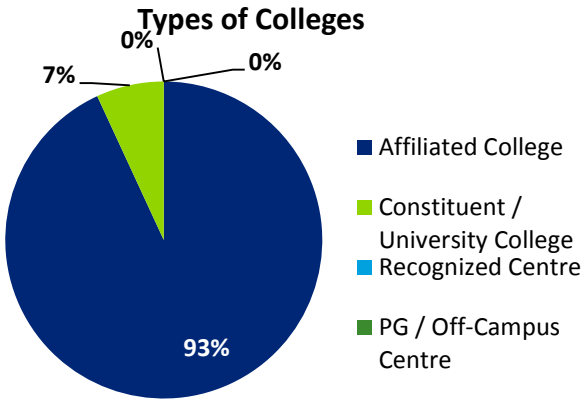


Table 90: Management of Colleges - MIZ

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	**3.4%**	**0.6%**	**110**
Private Aided	**3.4%**	**1.3%**	**225**
Government	**93.1%**	**98.0%**	**617**

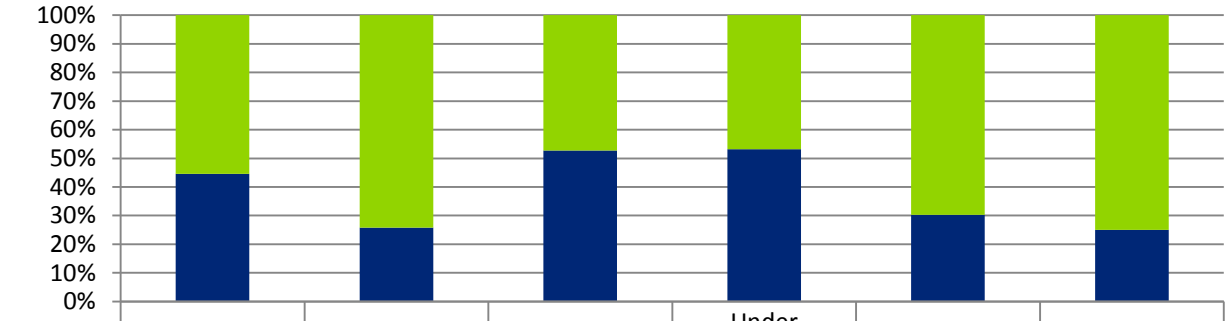
*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MIZ, there are 9 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.20 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (87.6%) is at under-graduate level, followed by Diploma (6.3%) and post-graduate (5.4%), with all other levels forming only 0.7%. As can be seen from table below, maximum enrolment share (98%) is in Government colleges in the state.

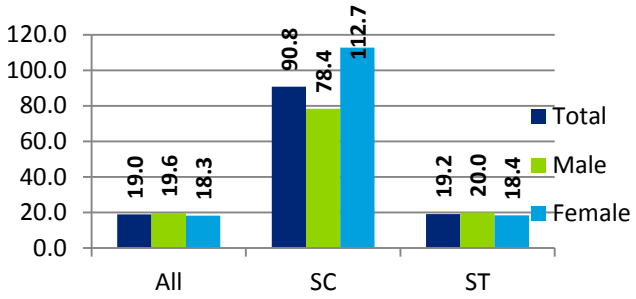
Figure 107: State-wise Enrolment through Regular Mode at various levels - MIZ



	Ph.D.	M.Phil	Post Graduate	Under Graduate	Diploma	Certificate
Female	71	23	513	8214	879	6
Male	57	8	572	9346	382	2

By Gender: In terms of gender, enrolment is skewed as 51.5% comprises males, while only 48.5% of the enrolment is females, indicating significant gender disparity. The GER for males (19.6) is higher than GER for females (18.3), resulting in a gender parity index of just 0.93 (which is higher compared to 0.88 at all-India level).

Figure 108: GER for All, SC & ST - MIZ



By Social Group: The GER of SCs (90.8) and STs (19.2) is higher than the state GER of 19.0. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.44, but it is much lower in case of STs (0.92). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in MIZ is lesser than their proportionate share in population.

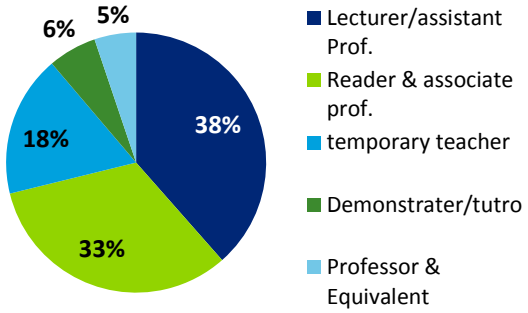
Faculty and Staff

Table 91: Key Faculty & Staff Indicators – MIZ

Key Indicators	MIZ	INDIA
Pupil Teacher Ratio (PTR)	12.1	13.1
Teachers per college	48.6	53.8
Non-teaching staff per college	39.7	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 109: Post-wise share of teaching staff -



The PTR of colleges in MIZ at 12.1 students per teacher is less than the all India average of 13.1. **Total number of teaching staff as well as non-teaching staff in all colleges in MIZ is estimated to be 0.01 lakhs**. Given the large

number of colleges in the state, the number of teachers per college (48.6) and non-teaching staff per college (39.7) seems appropriate as compared to the all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **38% of the teaching posts are at level of Lecturer/ Assistant professor** with there being 33% of Readers/ Associate Professors and Professors. Around 5% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **MIZ has fared much better in terms of ST, women and other minority representation, but lags behind in SC, OBC and Muslim representation** among faculty and non-teaching staff.

Table 92: Student, Faculty and Staff - Gender and Social representation - MIZ

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.6%	49.4%	0.4%	98.9%	0.4%	0.4%	96.1%
Share of Enrolment	51.5%	48.5%	0.6%	95.3%	0.9%	0.2%	69.3%
Share of teaching staff	56.7%	43.3%	1.6%	82.2%	2.8%	0.6%	58.0%
Share of non-teaching staff	68.2%	31.8%	0.4%	94.9%	1.2%	0.1%	81.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Madhya Pradesh (MP)

Key Indicators

Table 93: Key Indicators – MP

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	726.3	376.1	350.1
Literacy Rate [1]	69.3%	78.7%	54.5%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	85.5 (11.8%)	45.6 (12.1%)	39.9 (11.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	6.1%	6.2%	6.0%
Gross Enrollment Ratio [2]	18.5	22.0	14.6
Share of Graduates & above in total state population [5]	6.4	8.4	4.2

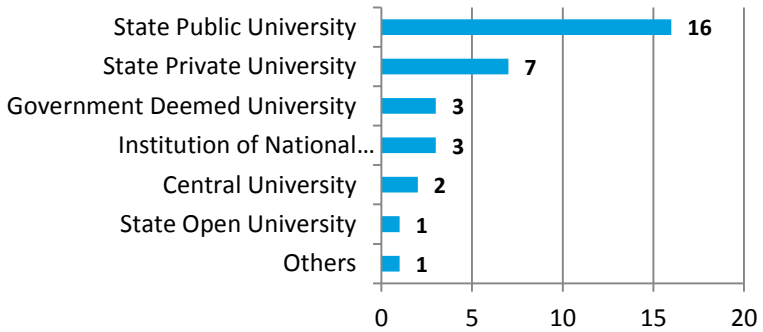
Indicator	Value
State GDP (2014) [3]	₹450,900 Cr
State HDI ranking [4]	15 (among major states)
Sex Ratio (2011)[1]	931
HE Expenditure as a % of GSDP [3]	1.27%
Per Capita Expenditure on HE [3]	₹3955

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Madhya Pradesh ranks eighth highest among all states in India** with 33 universities. MP has 5.1% of all universities in the country.

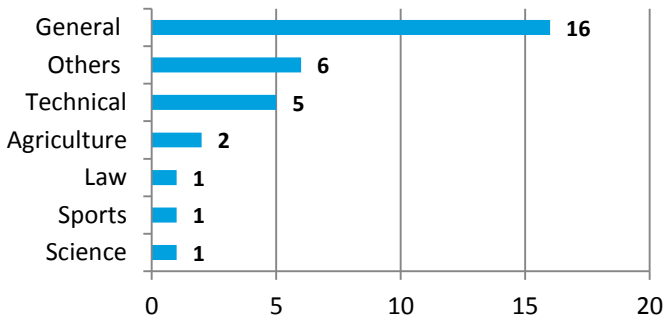
Figure 110: Universities by Type and Key institutions - MP



Key institutions in the state
1. Dr. Hari Singh Gour Sagar University
2. Indira Gandhi National Tribal University
3. National Law University, Bhopal
4. IISER - Bhopal
5. IIM Indore
6. Maulana Azad NIT, Bhopal
7. Jai Prakash Narayan National Centre for Excellence in Humanities to be set up in MP.

There are no IITs in the state.

Figure 111: Universities by Specialization - MP



The bar graph alongside reflects the break-up of number of universities in MP on the basis of specialization. Madhya Pradesh has no Medical universities.

Table 94: College & Institution Indicators - MP

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	2172	386
Colleges per lakh population (18-23 yrs)	25	-
Average enrollment per college/ institution	551	228
Total estimated enrolment (Lakhs)	14.01	0.88

MP with 2172 colleges has a share of 6.23% of all colleges in India and **ranks #7 on total number of colleges in any state in India**. In terms of access, MP has 25 colleges per lakh population as same as the all India average of 25 colleges per lakh population. In terms of average enrolment per college, MP (551) is lesser than all India average of 703. Total enrolment of students in regular mode in higher education institutes in MP is around 14.01 lakhs.

Out of the total colleges in the state, 67% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, MP colleges are dominated by the Private Unaided colleges, forming 53.2% of all colleges in the state, followed by 36% owned by Government and 10.8% that are private aided.

Figure 112: Type of Colleges - MP

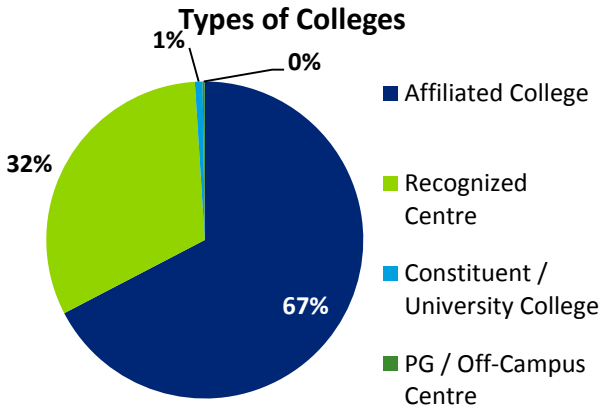


Table 95: Management of Colleges - MP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	53.2%	33.4%	346
Private Aided	10.8%	10.2%	517
Government	36%	56.5%	863

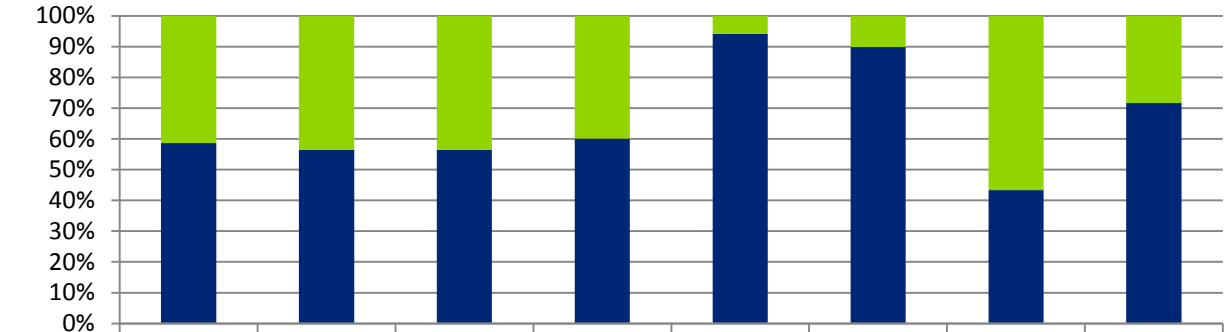
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MP, there are 386 such stand-alone institutions and the total enrolment in these is estimated to be around 0.88 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 14.01 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (77.1%) is at under-graduate level, followed by post-graduate (11.6%) and Diploma (5.5%), with all other levels forming only 5.7%.

Figure 113: State-wise Enrolment through Regular Mode at various levels - MP



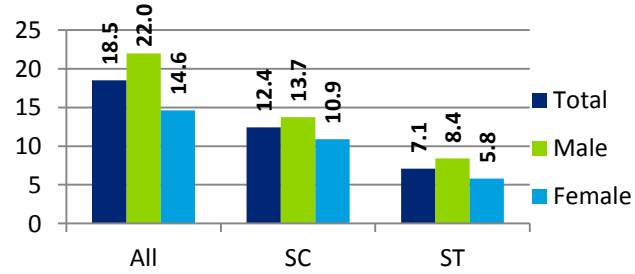
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	1313	1007	70968	431084	4198	7863	624	555
Male	1861	1304	91923	648857	67426	69645	478	1402

As can be seen from table above, maximum enrolment share (56.5%) is in Government colleges in the state.

By Gender: In terms of gender, enrolment is skewed as 63.2% comprises males, while only 36.8% of the enrolment is females, indicating significant gender disparity. The GER for males (22) is higher than GER for females (14.6), resulting in a gender parity index of 0.67 (which is lower compared to 0.88 at all-India level).

By Social Group: The GER of SCs (12.4) and STs (7.1) is lower than the state GER of 18.5. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.79, but it is lower in case of STs (0.69). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in MP is lesser than their proportionate share in population.

Figure 114: GER for All, SC & ST - MP



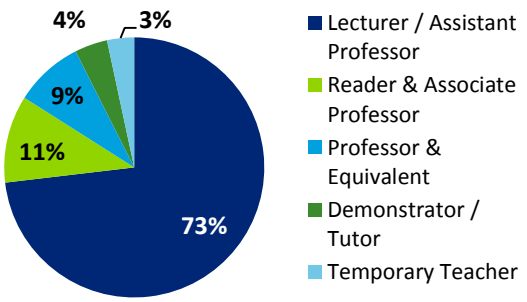
Faculty and Staff

Table 96: Key Faculty & Staff Indicators - MP

Key Indicators	MP	INDIA
Pupil Teacher Ratio (PTR)	11.9	13.1
Teachers per College	46.5	53.8
Non-teaching staff per College	22.3	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 115: Post-wise share of teaching staff - MP



The PTR of colleges in MP at 11.9 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in MP is estimated to be 1.01 lakhs and 0.49 lakhs respectively (extrapolating data available for 57.5% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (46.5) and non-teaching staff per college (22.3) are lesser than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 73% of the teaching posts are at level of Lecturer/ Assistant professor with there being almost equal numbers of Readers/ Associate Professors and Professors. Around 4% of the staff is Demonstrator/tutor and 3% temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, MP has fared much better in terms of Female and ST but lags behind in SC, OBC and Muslim and other minority representation among faculty and non-teaching staff.

Table 97: Student, Faculty and Staff - Gender and Social representation - MP

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	17.6%	22.0%	41.2%	7.2%	0.7%
Share of Enrolment	63.2%	36.8%	10.8%	7.5%	26.4%	3.6%	1.3%
Share of teaching staff	61.0%	39.0%	5.9%	2.8%	12.4%	2.5%	2.0%
Share of non-teaching staff	75.6%	24.4%	10.9%	5.8%	18.8%	1.8%	1.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Nagaland (NAG)

Key Indicators

Table 98: Key Indicators – NAG

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	19.8	10.2	9.5
Literacy Rate [1]	79.6	82.8	70.0
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	2.5 (12.8%)	1.3 (12.6%)	1.2 (13.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.2%	0.2%	0.2%
Gross Enrollment Ratio [2]	15.8	18.2	13.4
Share of Graduates & above in total state population [5]	8.9	11.7	6

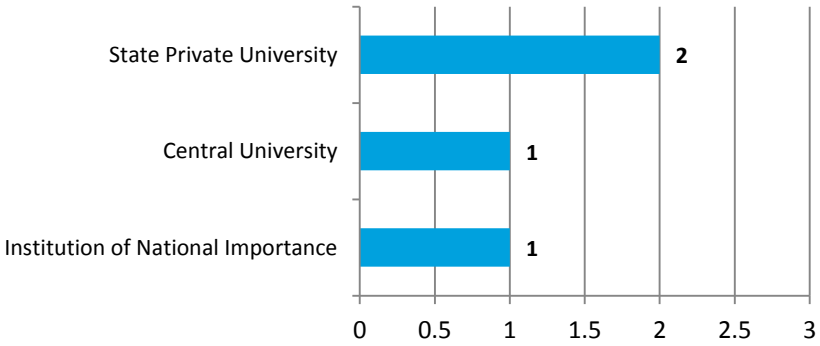
Indicator	Value
State GDP (2013) [3]	₹14,832 Cr
State HDI ranking [4]	-
Sex Ratio (2011)[1]	931
HE Expenditure as a % of GSDP [3]	0.53%
Student per capita expenditure [3]	₹2413

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Nagaland ranks 24th among all states in India** with 4 universities. NAG has 0.6% of all universities in the country.

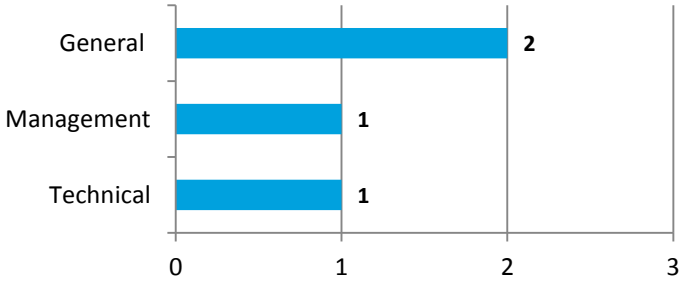
Figure 116: Universities by Type and Key institutions - NAG



Key institutions in the state
1. Nagaland University
2. NIT, Nagaland

There are no IIMs, IITs, IISERs in the state.

Figure 117: Universities by Specialization - NAG



The bar graph alongside reflects the break-up of number of universities in NAG on the basis of specialization. Nagaland does not have any Medical, Agricultural or Law universities.

Table 99: College & Institution Indicators - NAG

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	57	9
Colleges per lakh population (18-23 yrs)	22	-
Average enrollment per college/ institution	486	155
Total estimated enrolment (Lakhs)	0.30	0.01

NAG with 57 colleges has a share of 0.16% of all colleges in India. In terms of access, NAG has 22 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, NAG (486) is **lower than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in NAG is around 0.30 lakhs.

Out of the total colleges in the state, 92% are affiliated to universities, and the remaining are PG centre/Off-campus centres and recognized centres. In terms of management, NAG colleges dominated by Private Aided colleges with 49% followed by Government colleges (35.2%) and Private Unaided colleges (15.8%).

Figure 118: Type of Colleges - NAG

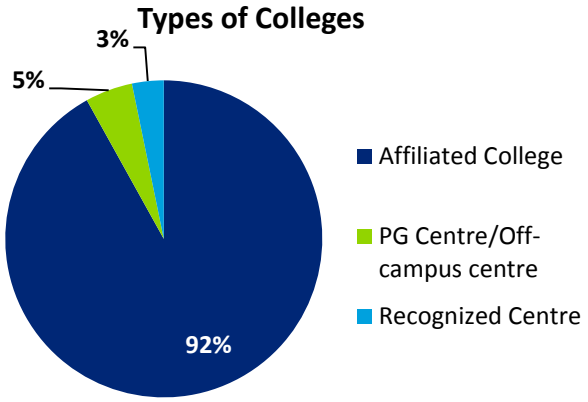


Table 100: Management of Colleges - NAG

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	15.8%	15%	458
Private Aided	49%	46%	455
Government	35.2%	39%	541

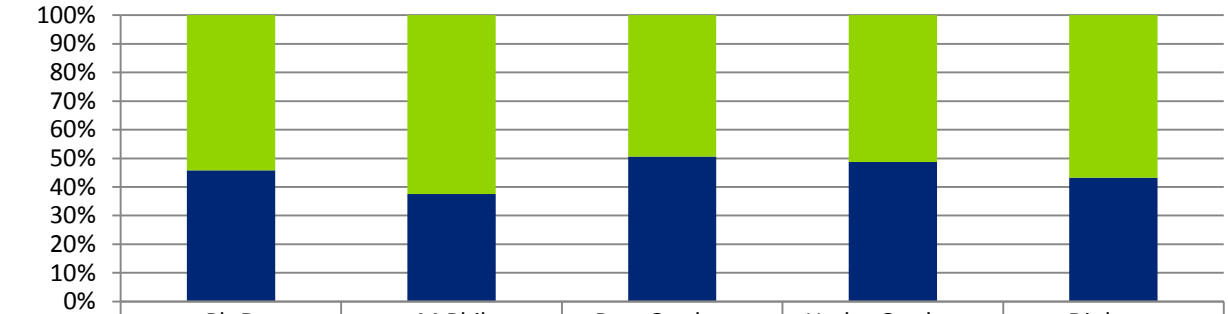
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In NAG, there are 9 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.30 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (95.3%) is at under-graduate level, followed by post-graduate (3.3%) and Diploma (1%), with all other levels forming only 0.4%. As can be seen from table below, maximum enrolment share (39%) is in Government colleges in the state.

Figure 119: State-wise Enrolment through Regular Mode at various levels - NAG

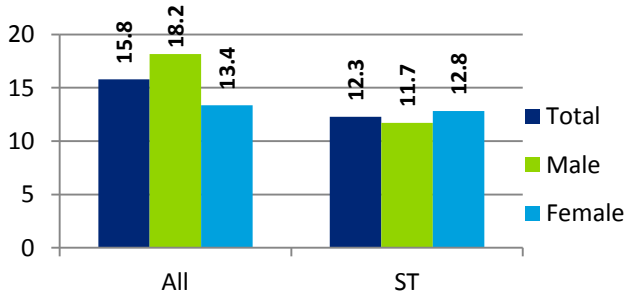


	Ph.D	M.Phil	Post Graduate	Under Graduate	Diploma
Female	58	5	480	14485	176
Male	49	3	491	13778	134

By Gender: In terms of gender, enrolment is skewed as 58.5% comprises males, and 41.5% of the enrolment is females, indicating gender disparity. The GER for males (18.2) is higher than GER for females (13.4), resulting in a gender parity index of 0.74 (compared to 0.88 at all-India level).

By Social Group: The GER of ST (12.3) is lower than the state GER of 15.8. The gender parity index for ST is 1.09. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except SC and Muslims in NAG is lesser than their proportionate share in population.

Figure 120: GER for All, SC & ST - NAG



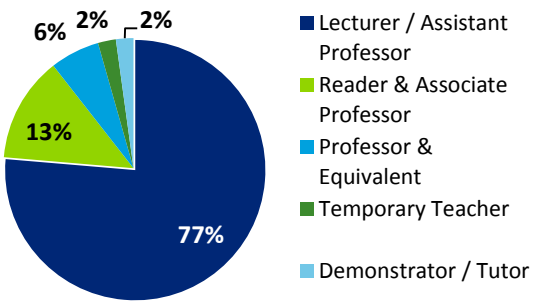
Faculty and Staff

Table 101: Key Faculty & Staff Indicators - NAG

Key Indicators	NAG	INDIA
Pupil Teacher Ratio (PTR)	16.2	13.1
Teachers per College	29.9	53.8
Non-teaching staff per College	26.3	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 121: Post-wise share of teaching staff -



The PTR of colleges in NAG at 16.2 students per teacher is worse than the all India average of 13.1. Total number of

teaching staff and non-teaching staff in all colleges in NAG is estimated to be 0.02 lakhs and 0.02 lakhs respectively (extrapolating data available for 100% colleges in state). Given the number of colleges in the state, the number of teachers per college (29.9) and non-teaching staff per college (26.3) is lower than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 77% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 13% of Readers/ Associate Professors, 6% of Professor & equivalent and 2% temporary staff and demonstrator/tutors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups except SC show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, NAG has fared much better in terms of women, ST and other minority representation, but lags behind in SC, OBC and Muslim representation among faculty and non-teaching staff.

Table 102: Student, Faculty and Staff - Gender and Social representation - NAG

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	0.5%	96.7%	1.7%	0.6%	96.7%
Share of Enrolment	58.5%	41.5%	1.2%	67.6%	1.3%	0.7%	33.5%
Share of teaching staff	50.0%	50.0%	1.5%	75.1%	2.6%	0.4%	21.1%
Share of non-teaching staff	65.5%	34.5%	1.5%	85.1%	1.8%	0.1%	49.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Odisha (ODI)

Key Indicators

Table 103: Key Indicators – ODI

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	419.7	212.1	207.6
Literacy Rate [1]	72.9	81.6	62.5
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	47.1 (11.2%)	23.4 (11.1%)	23.7 (11.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	3.4%	3.2%	3.5%
Gross Enrollment Ratio [2]	16.6	18.3	15.0
Share of Graduates & above in total state population [5]	5.4%	7.2%	3.6%

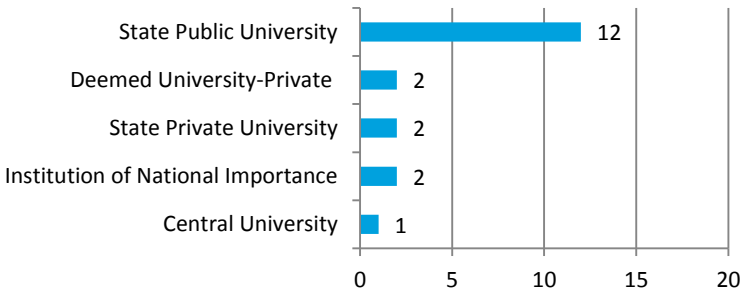
Indicator	Value
State GDP (2014) [3]	₹ 288,414 Cr
State HDI ranking [4]	17 (among major states)
Sex Ratio (2011)[1]	979
HE Expenditure as a % of GSDP [3]	0.56%
Student per capita expenditure [3]	₹ 2659

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12 ; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Odisha ranks 14th among all states and union territories in India** on total of number of universities with 19 universities. ODI has 2.9% of all universities in the country.

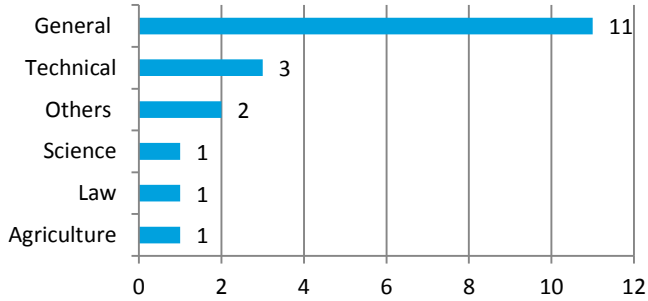
Figure 122: Universities by Type and Key institutions - ODI



Key institutions in the state
1. IIT – Bhubaneswar
2. IIM – Odisha Proposed as per Budget 2014)
3. NIT, Rourkela
4. Central University of Orissa

There are no IISERs in the state.

Figure 123: Universities by Specialization - ODI



The bar graph alongside reflects the break-up of number of universities in ODI on the basis of specialization. Odisha has 11 general universities. The number of Degree granting institutions in ODI is 19.

Table 104: College & Institution Indicators - ODI

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	1090	254
Colleges per lakh population (18-23 yrs)	23	-
Average enrollment per college/ institution	589	529
Total estimated enrolment (Lakhs)	7.47	1.34

ODI with 1090 colleges has a share of 3.13% of all colleges in India and **ranks 9 on total number of colleges in any state in India**. In terms of access, ODI has 23 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, ODI (589) is **lower than the all India average of 703**. Total enrolment of students in regular mode in higher education institutes in ODI is around 7.47 lakhs.

Out of the total colleges in the state, 97% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, ODI colleges are dominated by the Private aided colleges, forming 38% of all colleges in the state, followed by 34.3% owned by Government and 27.7% that are private unaided.

Figure 124: Type of Colleges - ODI

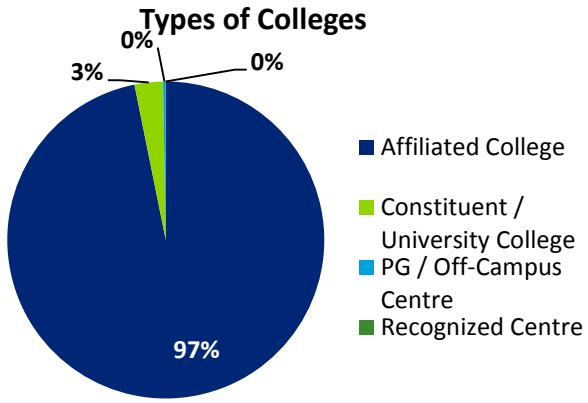


Table 105: Management of Colleges - ODI

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	27.7%	25.7%	546
Private Aided	38%	39.6%	613
Government	34.3%	34.8%	598

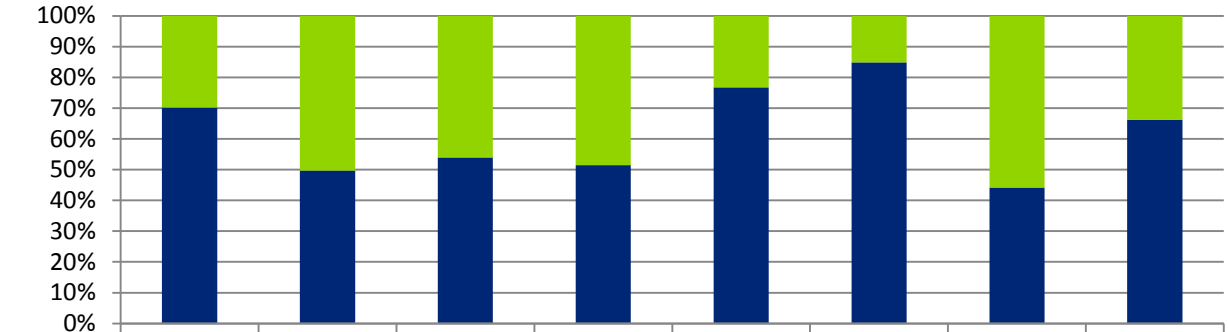
*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In ODI, there are 254 such stand-alone institutions and the total enrolment in these is estimated to be around 1.34 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 7.47 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (84.9%) is at under-graduate level, followed by post-graduate (8.5%) and Diploma (5.5%), with all other levels forming only 1.1%.

Figure 125: State-wise Enrolment through Regular Mode at various levels - ODI



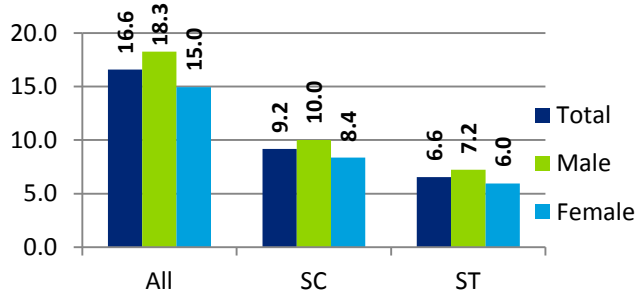
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	333	769	18871	307659	180	9603	2409	141
Male	784	761	22136	326577	596	54033	1911	277

As can be seen from table above, maximum enrolment share (39.6%) is in Private aided colleges in the state.

By Gender: In terms of gender, enrolment is skewed as 54.7% comprises males, while only 45.3% of the enrolment is females, indicating significant gender disparity. The GER for males (18.3) is higher than GER for females (15), resulting in a gender parity index of just 0.82 (which is almost similar compared to 0.88 at all-India level).

By Social Group: The GER of SCs (9.2) and STs (6.6) is lower than the state GER of 16.6. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.83 and for STs is 0.82. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in ODI is lesser than their proportionate share in population.

Figure 126: GER for All, SC & ST - ODI



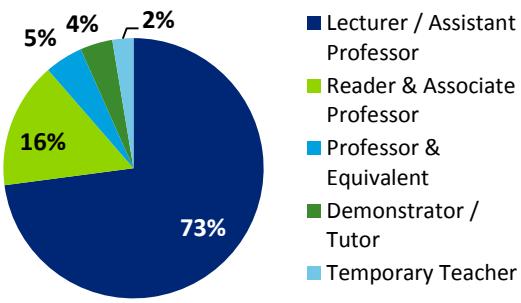
Faculty and Staff

Table 106: Key Faculty & Staff Indicators - ODI

Key Indicators	ODI	INDIA
Pupil Teacher Ratio (PTR)	8.1	13.1
Teachers per college	72.6	53.8
Non-teaching staff per college	40.3	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 127: Post-wise share of teaching staff -



The PTR of colleges in ODI at 8.1 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in ODI is estimated to be 0.79 lakhs and 0.44 lakhs respectively (extrapolating data available for 46.1% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (72.6) and non-teaching staff per college (40.3) are better than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 73% of the teaching posts are at level of Lecturer/ Assistant professor with 16% of Readers/ Associate Professors and Professors. Around 2% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, ODI lags behind in the representation of almost all the minority communities among faculty and non-teaching staff.

Table 107: Student, Faculty and Staff - Gender and Social representation - ODI

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.5%	49.5%	8.9%	23.6%	36.7%	2.2%	1.3%
Share of Enrolment	54.7%	45.3%	9.7%	8.6%	17.0%	2.1%	0.4%
Share of teaching staff	70.0%	30.0%	2.8%	1.2%	9.1%	0.6%	0.2%
Share of non-teaching staff	84.3%	15.7%	7.8%	4.3%	12.2%	0.5%	0.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Punjab (PUN)

Key Indicators

Table 108: Key Indicators – PUN

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	277.4	146.4	131.0
Literacy Rate [1]	75.8	80.4	62.5
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	34.2 (12.3%)	18.5 (12.6%)	15.7 (12.0%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	2.4%	2.5%	2.3%
Gross Enrollment Ratio [2]	23	22.4	23.6
Share of Graduates & above in total state population [5]	7.4%	7%	7.8%

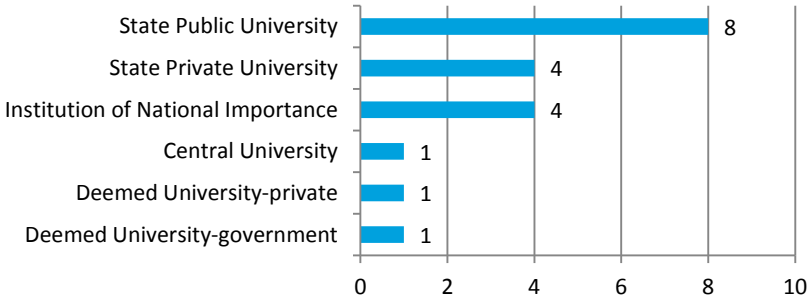
Indicator	Value
State GDP (2014) [3]	₹319,117 Cr
State HDI ranking [4]	2 (Major States)
Sex Ratio (2011)[1]	895
HE Expenditure as a % of GSDP [3]	0.34%
Per Capita Expenditure on HE [3]	₹2732

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

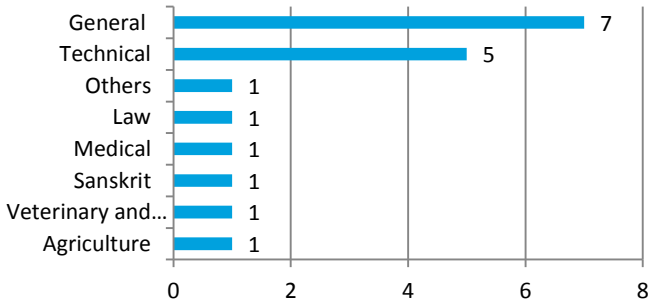
The break-up of number of universities in the state on the basis of type of university is shown below. **Punjab ranks fourteenth among all states in India** with 19 total of number of universities. The state also **ranks fifteenth, on number of State Public Universities** with 8 universities. PUN has 3% of all universities in the country.

Figure 128: Universities by Type and Key institutions – PUN



Key institutions in the state
1.Central University of Punjab
2. B.R Ambedkar NIT, Jalandhar
3.IIT, Roopar
4.IISER,Mohali
5.Rajiv Gandhi National University of Law, Patiala
4. IIM, (Proposed as per Budget 2014)

Figure 129: Universities by Specialization – PUN



The bar graph alongside reflects the break-up of number of universities in PUN on the basis of specialization. Punjab **ranks seventeenth on number of General Universities** with 18 universities. The number of Degree granting institutions in PUN is 25.

Table 49: College & Institution Indicators – PUN

Total No. of colleges/ institutions	958	307
Colleges per lakh population (18-23 yrs)	28	-
Average enrollment per college/ institution	730	784
Total estimated enrolment (Lakhs)	7.51	2.41

PUN with 958 colleges has a share of 2.75% of all colleges in India and ranks #12 on total number of colleges in any state in India. In terms of access, PUN has 28 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, PUN (730) is higher than all India average of 703. Total enrolment of students in regular mode in higher education institutes in PUN is around 288.77lakhs.

Out of the total colleges in the state, 95% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, PUN colleges dominated by private unaided colleges, forming 63.6%, followed by 24.3% of government institutions, and 12% of private aided colleges.

Figure 130: Type of Colleges – PUN

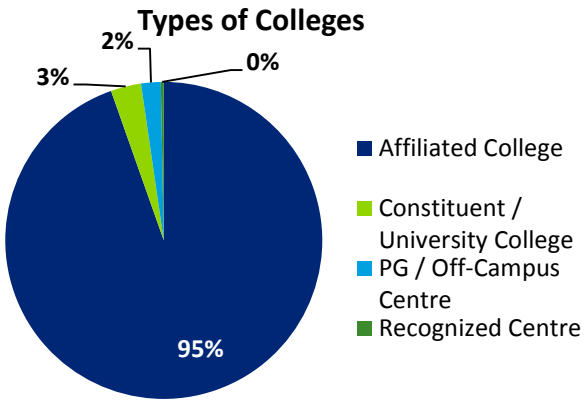


Table 50: Management of Colleges – PUN

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	63.6%	43.4%	499
Private Aided	12.0%	19.4%	1179
Government	24.3%	37.1%	1111

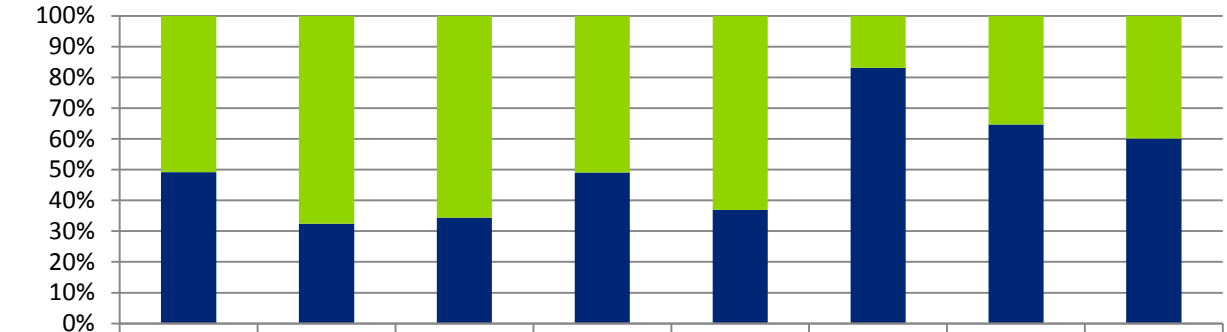
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In PUN, there are 307 such stand-alone institutions and the total enrolment in these is estimated to be around 2.41 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 7.51 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (75.7%) is at under-graduate level, followed by diploma (13.4%) and post-graduate (9.8%) with all other levels forming only 0.8%. As can be seen from table below, maximum enrolment share (43.4%) is in private unaided colleges in the state.

Figure 131: State-wise Enrolment through Regular Mode at various levels - PUN

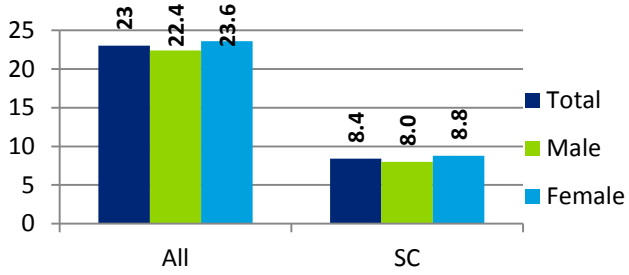


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	993	416	48276	289947	1324	17021	595	614
Male	961	200	25376	279077	775	83596	1090	927

By Gender: In terms of gender, enrolment is skewed as 52.8% comprises males, while 47.2% of the enrolment is females. The GER for females (23.6) is higher than GER for males (22.4), resulting in a gender parity index of 1.05 (which is higher compared to 0.88 at all-India level). **In terms of overall GER, PUN ranks 8th** among major states in India.

By Social Group: The GER of SCs (8.4) is lower than the state GER of 23.0. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.10. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups, except SC's, OBC's and other minorities in PUN is lesser than their proportionate share in population.

Figure 132: GER for All, SC & ST – PUN

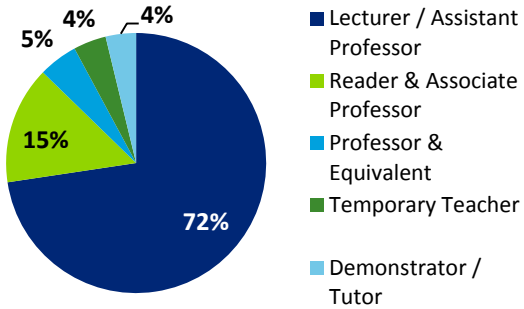


Faculty and Staff

Table 6: Key Faculty & Staff Indicators – PUN

Key Indicators	PUN	INDIA
Pupil Teacher Ratio (PTR)	6.1	13.1
Teachers per College	120.3	53.8
Non-teaching staff per College	66.9	34.5
Calculation is based on the total number of responses as given in the AISHE 2011-12 survey		

Figure 133: Post-wise share of teaching staff –



The PTR of colleges in PUN at 6.1 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in PUN is estimated to be 1.15 lakhs and 0.64 lakhs respectively (extrapolating data available for 34.6% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (120.3) and non-teaching staff per college (66.9).

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **72% of the teaching posts are at level of Lecturer/ Assistant professor.** There are about 15% of Readers/ Associate Professors and Professors. Around 4% of the staff is temporary and 4% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **PUN has fared better in terms of other minority and women, but lags behind in SC, ST, OBC and Muslim representation** among faculty and non-teaching staff.

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

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.5%	49.5%	8.9%	23.6%	36.7%	2.2%	1.3%
Share of Enrolment	54.7%	45.3%	9.7%	8.6%	17.0%	2.1%	0.4%
Share of teaching staff	70.0%	30.0%	2.8%	1.2%	9.1%	0.6%	0.2%
Share of non-teaching staff	84.3%	15.7%	7.8%	4.3%	12.2%	0.5%	0.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Rajasthan (RAJ)

Key Indicators

Table 8: Key Indicators – RAJ

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	685.5	355.5	330.0
Literacy Rate [1]	66.1	79.2	47.8
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	82.7 (12.1%)	43.6 (12.3%)	39.1 (11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5.9%	5.9%	5.8%
Gross Enrollment Ratio [2]	18.2	20.6	15.5
Share of Graduates & above in total state population [5]	6.5	8.8	4.1

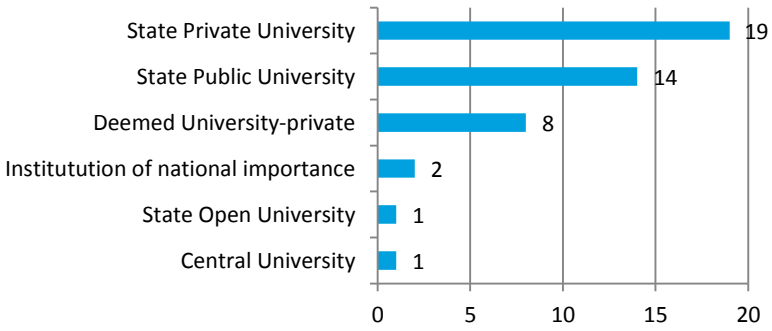
Indicator	Value
State GDP (2014) [3]	₹513,688 Cr
State HDI ranking [4]	12 (among major states)
Sex Ratio (2011)[1]	928
HE Expenditure as a % of GSDP [3]	0.41%
Per Capita Expenditure on HE [3]	₹1667

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Rajasthan ranks fourth among all states in India** with 45 universities on total of number of universities. RAJ has 7% of all universities in the country.

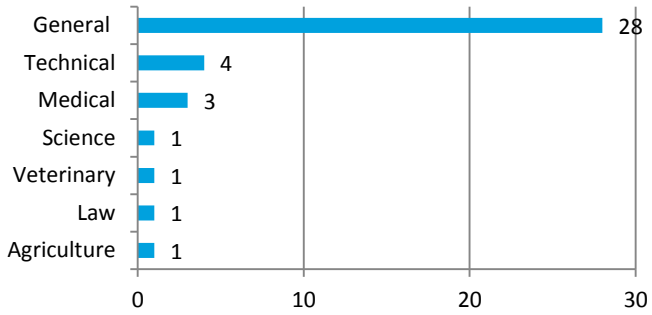
Figure 134: Universities by Type and Key institutions – RAJ



Key institutions in the state
1.Central University of Rajasthan
2.IIT, Jodhpur
3.IIM,Udaipur
4.National Law University, Jodhpur
5.Malviya NIT, Jaipur
3.IIM (Proposed as per Budget 2014)

There are no IISERs in the state.

Figure 135: Universities by Specialization – RAJ



The bar graph alongside reflects the break-up of number of universities in RAJ on the basis of specialization. Rajasthan **ranks third on number of General Universities** with 39 universities. The number of Degree granting institutions in RAJ is 59.

Table 9: College & Institution Indicators – RAJ

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	2670	552
Colleges per lakh population (18-23 yrs)	32	-
Average enrollment per college/ institution	638	212
Total estimated enrolment (Lakhs)	14.48	1.17

RAJ with 2670 colleges has a share of 7.0% of all colleges in India and **ranks #5 on total number of colleges in any state in India**. In terms of access, RAJ has 32 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, RAJ (638) is **lower than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in RAJ is around 14.48 lakhs.

Out of the total colleges in the state, 97% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, RAJ colleges are dominated by private unaided colleges, forming 71.2% of all colleges in the state, followed by 23.6% of government colleges and 5.2% that are private aided.

Figure 136: Type of Colleges – RAJ

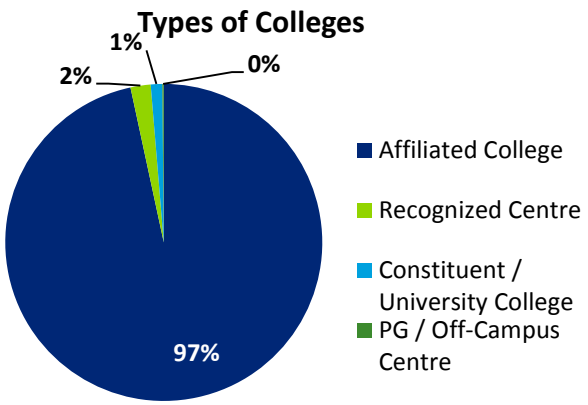


Table 10: Management of Colleges – RAJ

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	71.2%	37.2%	334
Private Aided	5.2%	5.6%	686
Government	23.6%	57.1%	1545

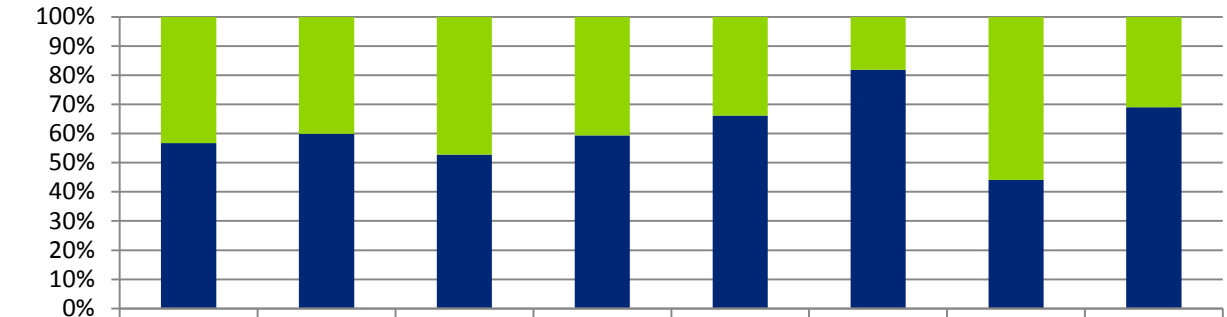
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In RAJ, there are 552 such stand-alone institutions and the total enrolment in these is estimated to be around 1.17 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 14.42 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (86.9%) is at under-graduate level, followed by post-graduate (8.3%) with all other levels forming only 1%. As can be seen from table above, maximum enrolment share (71.2%) is in private unaided colleges in the state.

Figure 137: State-wise Enrolment through Regular Mode at various levels – RAJ

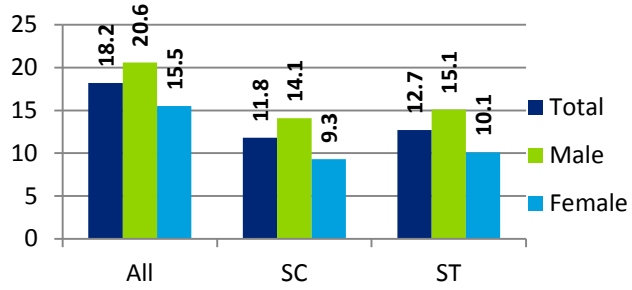


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	1419	359	56467	511682	1225	8509	4959	1899
Male	1861	537	63037	746853	2394	38293	3907	4227

By Gender: In terms of gender, enrolment is skewed as 59.8% comprises males, while 40.2% of the enrolment is females. The GER for females (15.5) is lower than GER for males (20.6), resulting in a gender parity index of 0.75 (which is higher compared to 0.88 at all-India level).

By Social Group: The GER of SCs (11.8) and STs (12.7) is lower than the state GER of 18.2. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.66, and it is much lower in case of STs (0.67). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups, in RAJ is lesser than their proportionate share in population.

Figure 138: GER for All, SC & ST – RAJ



Faculty and Staff

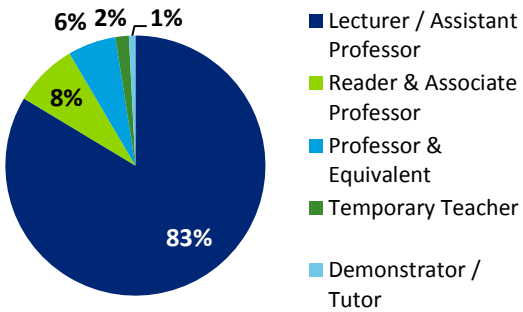
Table 11: Key Faculty & Staff Indicators – RAJ

Key Indicators	RAJ	INDIA
Pupil Teacher Ratio (PTR)	12.2	13.1
Teachers per College	52.5	53.8
Non-teaching staff per College	23.2	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

The PTR of colleges in RAJ at 12.2 students per teacher is better than the all India average of 13.1. Total

Figure 139: Post-wise share of teaching staff –



number of teaching staff and non-teaching staff in all colleges in RAJ is estimated to be 1.4 lakhs and 0.62 lakhs respectively (extrapolating data available for 41.4% colleges in state). However, given the number of colleges in the state, the number of teachers per college (52.5) and non-teaching staff per college (23.2) farely appropriate when compared to the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 83% of the teaching posts are at level of Lecturer/ Assistant professor. There are about 8% of Readers/ Associate Professors and Professors. Around 2% of the staff is temporary and 1% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **RAJ has fared better in terms of SC and ST representation, but lags behind in women, Muslim, OBC and other minority representation** among faculty and non-teaching staff.

Table 12: Student, Faculty and Staff - Gender and Social representation – RAJ

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.9%	48.1%	19.2%	13.0%	47.5%	7.9%	1.1%
Share of Enrolment	59.8%	40.2%	11.9%	8.9%	32.4%	2.8%	0.7%
Share of teaching staff	63.8%	36.2%	5.8%	2.9%	17.4%	1.4%	0.5%
Share of non-teaching staff	83.7%	16.3%	12.4%	4.1%	23.6%	1.3%	0.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Sikkim (SIK)

Key Indicators

Table 13: Key Indicators – SIK

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	6.1	3.2	2.9
Literacy Rate [1]	81.4	86.6	66.4
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	0.8 (13.2%)	0.4 (12.9%)	0.4 (13.5%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio [2]	28.2	28.9	27.4
Share of Graduates & above in total state population [5]	6.9	9.2	4.1

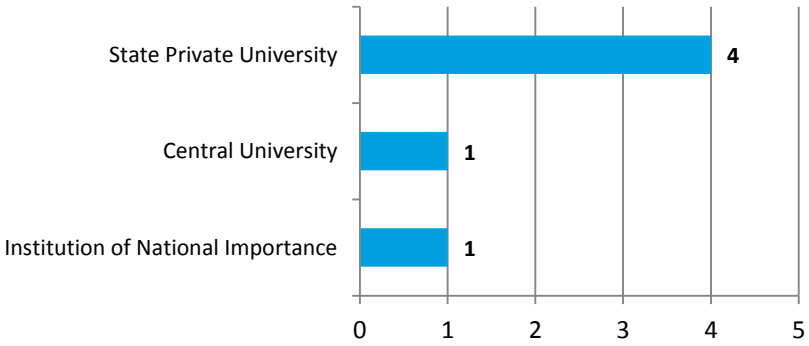
Indicator	Value
State GDP (2013) [3]	₹ 9,957 Cr
State HDI ranking [4]	-
Sex Ratio (2011)[1]	890
HE Expenditure as a % of GSDP [3]	0.34%
Student per capita expenditure [3]	₹2451

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Sikkim ranks 23rd among all states in India** with 6 universities. SIK has 0.9% of all universities in the country.

Figure 140: Universities by Type and Key institutions -SIK

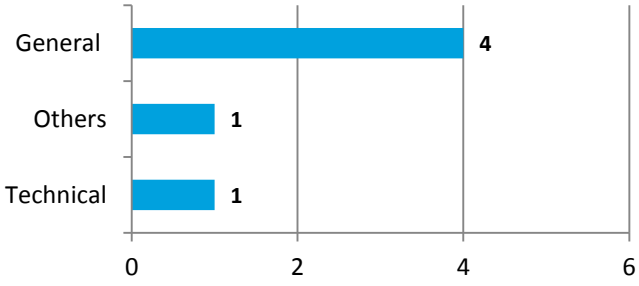


Key institutions in the state

1. **Sikkim University**
2. **NIT, Sikkim**

There are no IIMs, IITs, IISERs in the state.

Figure 141: Universities by Specialization - SIK



The bar graph alongside reflects the break-up of number of universities in SIK on the basis of specialization. Sikkim does not have any Medical, Agricultural or Law universities. The number of Degree granting institutions in SIK is 6.

Table 119: College & Institution Indicators - SIK

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	11	5
Colleges per lakh population (18-23 yrs)	14	-
Average enrollment per college/ institution	994	288
Total estimated enrolment (Lakhs)	0.16	0.01

SIK with 11 colleges has a share of 0.03% of all colleges in India. In terms of access, SIK has 14 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, SIK (994) is **higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in SIK is around 0.16 lakhs.

Out of the total colleges in the state, 53% are affiliated to universities, and the remaining 47% are constituent/university colleges. In terms of management, SIK colleges equally managed with 50% of Government and 50% Private Unaided colleges.

Figure 142: Type of Colleges - SIK

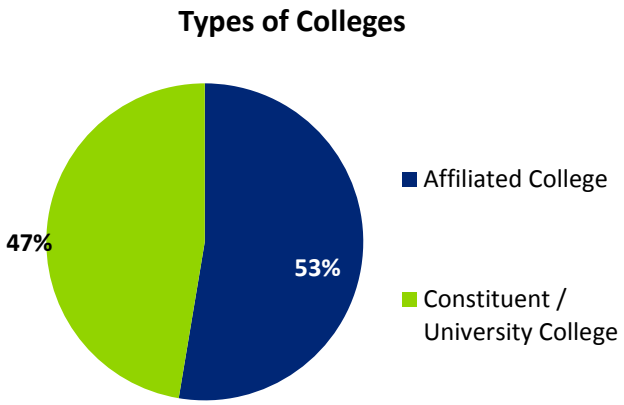


Table 114: Management of Colleges - SIK

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	50%	11.5%	229
Private Aided	0%	0%	0
Government	50%	88.5%	1759

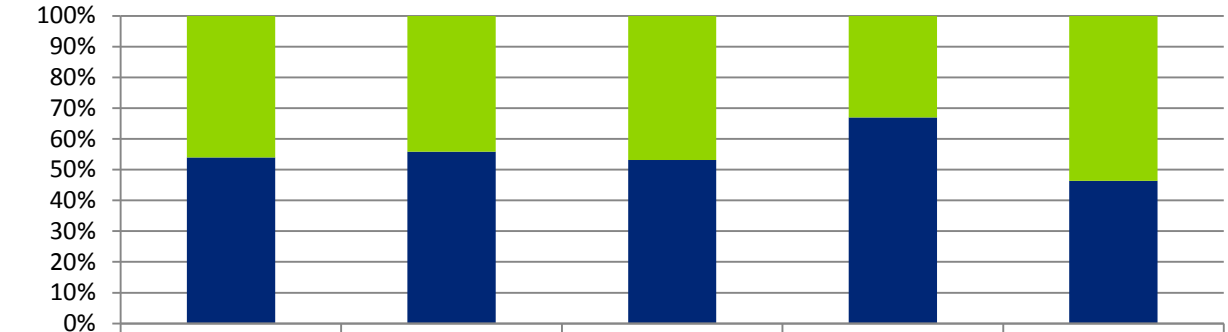
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In SIK, there are 5 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.16 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (87.9%) is at under-graduate level, followed by post-graduate (5.2%) and Diploma (4.6%), with all other levels forming only 2.3%.

Figure 143: State-wise Enrolment through Regular Mode at various levels - SIK



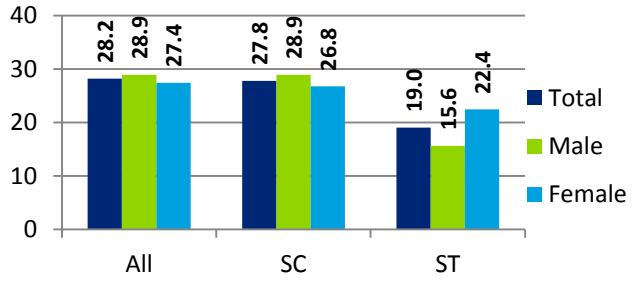
	M.Phil	Post Graduate	Under Graduate	Diploma	Integrated
Female	23	360	6496	242	164
Male	27	455	7354	490	142

As can be seen from table above, maximum enrolment share (88.5%) is in Government colleges in the state.

By Gender: In terms of gender, 53.1% enrolment comprises males, and 46.9% of the enrolment is females. The GER for males (28.9) is similar to GER for females (27.4), resulting in a gender parity index of 0.95 (compared to 0.88 at all-India level).

By Social Group: The GER of SCs (27.8) and ST (19) are lower than the state GER of 28.2. There is not much disparity within the social groups between male and female GER. The gender parity index for SC is 0.93, but is higher in case of STs (1.44). However, as can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except Muslims in SIK is lesser than their proportionate share in population.

Figure 144: GER for All, SC & ST - SIK



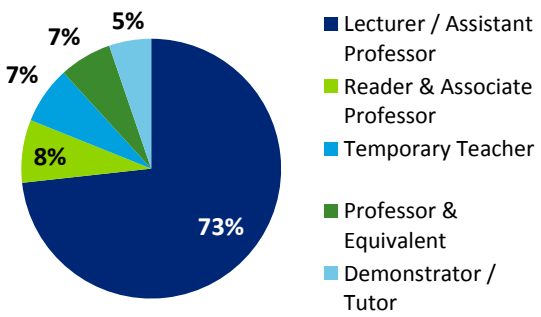
Faculty and Staff

Table 15: Key Faculty & Staff Indicators - SIK

Key Indicators	SIK	INDIA
Pupil Teacher Ratio (PTR)	8.5	13.1
Teachers per College	116.3	53.8
Non-teaching staff per College	64.2	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 145: Post-wise share of teaching staff - SIK



The PTR of colleges in SIK at 8.5 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in SIK is estimated to be 0.01 lakhs and 0.01 lakhs respectively (extrapolating data available for 90.9% colleges in state). The number of teachers per college (116.3) and non-teaching staff per college (64.2) is higher than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 73% of the teaching posts are at level of Lecturer/ Assistant professor, followed by almost equal percentage of Readers/ Associate Professors, temporary staff and Professors. 5% of the staff is demonstrator/tutors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups except Muslim – teaching staff show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, SIK has fared much better in terms of women, ST and other minority representation, but lags behind in SC, OB- teaching staff and Muslim representation among faculty and non-teaching staff.

Table 122: Student, Faculty and Staff - Gender and Social representation - SIK

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.9%	47.1%	8.1%	36.0%	43.2%	1.1%	31.6%
Share of Enrolment	53.1%	46.9%	4.8%	22.3%	23.6%	1.2%	1.2%
Share of teaching staff	60.1%	39.9%	5.6%	15.6%	16.0%	1.5%	4.3%
Share of non-teaching staff	67.0%	33.0%	7.8%	21.8%	36.8%	0.5%	2.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Tamil Nadu (TN)

Key Indicators

Table 116: Key Indicators – TN

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	721.5	361.4	360.1
Literacy Rate [1]	80.1 %	86.8 %	73.1 %
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	77.7 (10.8%)	38.8 (10.7%)	38.9 (10.8%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	5.5%	5.3%	5.8%
Gross Enrollment Ratio [2]	40	43.2	36.8
Share of Graduates & above in total state population [5]	8%	9.7%	6.5%

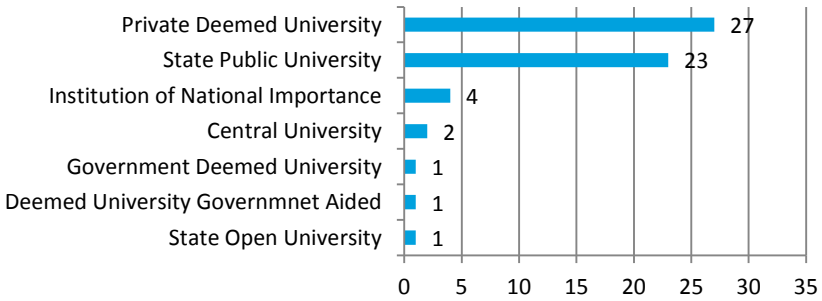
Indicator	Value
State GDP (2014) [3]	₹850,319 Cr
State HDI ranking [4]	4 (among major states)
Sex Ratio (2011)[1]	996
HE Expenditure as a % of GSDP [3]	1.50%
Per Capita Expenditure on HE [3]	₹13104

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of University is shown below. **Tamil Nadu ranks second with the highest number of universities among all states in India** with 59 universities. The state also **ranks first on number of Deemed Universities** with 27 universities and **second by number of State Public Universities** with 23 universities. TN has 9.2% of all universities in the country.

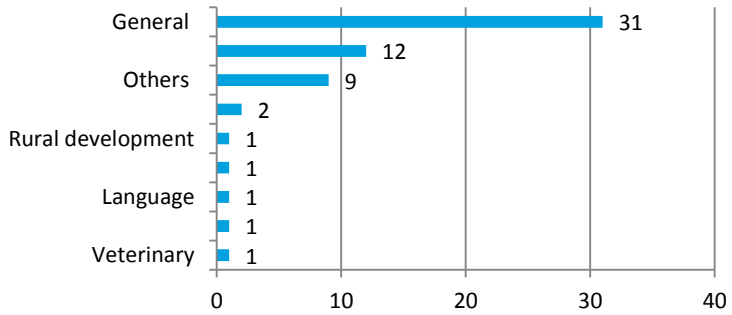
Figure 146: Universities by Type and Key institutions - TN



Key institutions in the state
1. Central University of Tamil Nadu,
2. Indian Maritime University
3. IIT-Madras
4. IIM – Tiruchirappalli
5. NIT - Tiruchirappalli

There are no IISERs in the state.

Figure 147: Universities by Specialization - TN



The bar graph alongside reflects the break-up of number of universities in TN on the basis of specialization. **Tamil Nadu ranks first with the highest number of General Universities** with 31 universities. The number of Degree granting institutions in TN is 55.

Table 117: College & Institution Indicators - TN

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	2302	1146
Colleges per lakh population (18-23 yrs)	30	-
Average enrollment per college/ institution	772	371
Total estimated enrolment (Lakhs)	24.52	4.25

TN with 2,302 colleges has a share of 6.61% of all colleges in India. TN has 30 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, TN (772) is **higher than the all India average of 703**. Total enrolment of students in regular mode in higher education institutes in TN is around 24.52lakhs.

Out of the total colleges in the state, 94% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, TN colleges are dominated by the Private Unaided colleges, forming 76.8% of all colleges in the state, followed by 12.6% owned by Government and 10.6% that are private aided.

Figure 148: Type of Colleges - TN

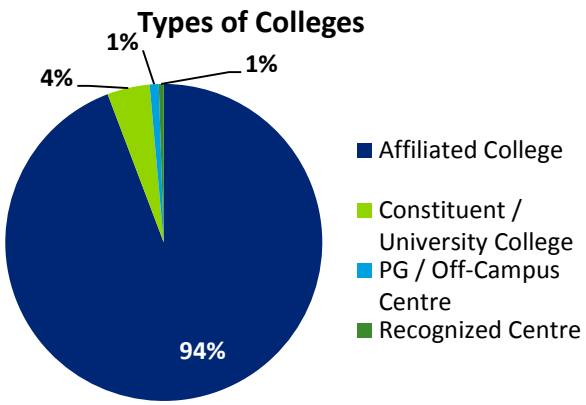


Table 125: Management of Colleges - TN

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	76.8%	63.4%	637
Private Aided	10.6%	20.5%	1490
Government	12.6%	16.1%	990

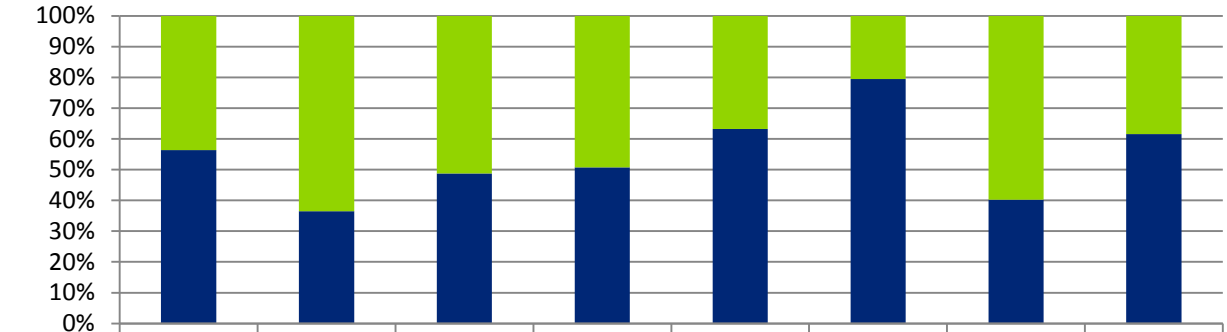
*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In TN, there are 1146 such stand-alone institutions and the total enrolment in these is estimated to be around 4.25 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 24.52 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (70.2%) is at under-graduate level, followed by diploma (17.4%) and post-graduate (10.5%), with all other levels forming only 1.9%. As can be seen from table below, maximum enrolment share (63.4%) is in private unaided colleges in the state.

Figure 149: State-wise Enrolment through Regular Mode at various levels - TN



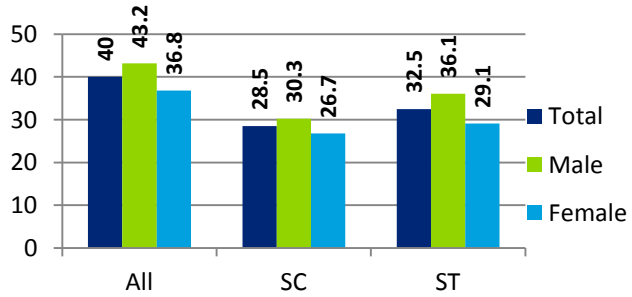
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	5486	8144	131659	848511	1234	87532	5769	3009
Male	7092	4688	125476	873235	2126	339514	3878	4828

Foreign Students: Tamil Nadu is reported to have around 4866 foreign students, which constitutes around 14.68% of total foreign students studying in India. **It ranks 2nd highest in attracting students from overseas**.

By Gender: In terms of gender, enrolment is skewed as 53.9% comprises males, while only 46.1% of the enrolment is females, indicating a gender disparity. The GER for males (43.2) is higher than GER for females (36.8), resulting in a gender parity index of 0.85 (which is lower compared to 0.88 at all-India level). **In terms of overall GER, TN ranks 1st** among all major states in India.

By Social Group: The GER of SCs (28.5) and STs (32.5) is lower than the state GER of 40. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.88, and it is lower in case of STs (0.81). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in TN is lesser than their proportionate share in population other than in Males, ST and Other minorities.

Figure 150: GER for All, SC & ST - TN



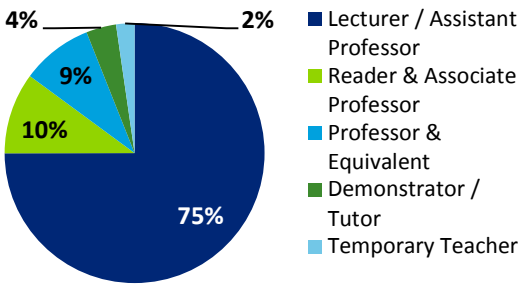
Faculty and Staff

Table 118: Key Faculty & Staff Indicators - TN

Key Indicators	TN	INDIA
Pupil Teacher Ratio (PTR)	10.3	13.1
Teachers per College	74.6	53.8
Non-teaching staff per College	49.0	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 151: Post-wise share of teaching staff - TN



The PTR of colleges in TN at 10.3 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in TN is estimated to be 1.72 lakhs and 1.13 lakhs respectively (extrapolating data available for 98.3% colleges in state). Given the large number of colleges in the state, the number of teachers per college (74.6) and non-teaching staff per college (49.0) are higher than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 75% of the teaching posts are at level of Lecturer/ Assistant professor with there being almost equal numbers of Readers/ Associate Professors and Professors. Around 4% of the staff is Demonstrator/Tutor and 2% is Temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, most of the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, Tamil Nadu has fared better in terms of Females, SC, OBC and Other Minority representation, but lags behind in Male, ST and Muslim representation among faculty and non-teaching staff.

Table 119: Student, Faculty and Staff - Gender and Social representation - TN

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.1%	49.9%	22.8%	0.8%	70.7%	5.0%	5.4%
Share of Enrolment	53.9%	46.1%	15.6%	0.9%	55.7%	4.7%	7.1%
Share of teaching staff	53.2%	46.8%	8.3%	0.3%	54.6%	2.0%	6.3%
Share of non-teaching staff	61.9%	38.1%	14.7%	0.9%	50.6%	1.4%	4.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Tripura (TRI)

Key Indicators

Table 120: Key Indicators – TRI

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	36.7	18.7	18.0
Literacy Rate [1]	87.2	91.5	79.0
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	4.5 (12.2%)	2.2 (11.8%)	2.3 (12.7%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.3%	0.3%	0.3%
Gross Enrollment Ratio [2]	12.4	14.6	10.2
Share of Graduates & above in total state population [5]	4.4	5.7	3.1

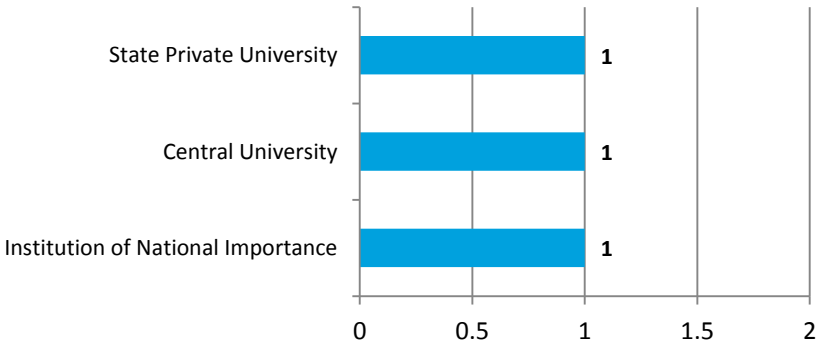
Indicator	Value
State GDP (2013) [3]	₹23,855 Cr
State HDI ranking [4]	-
Sex Ratio (2011)[1]	960
HE Expenditure as a % of GSDP [3]	1.10%
Student per capita expenditure [3]	₹4672

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Tripura ranks 26th among all states in India with 3 universities. TRI has 0.5% of all universities in the country.

Figure 152: Universities by Type and Key institutions - TRI

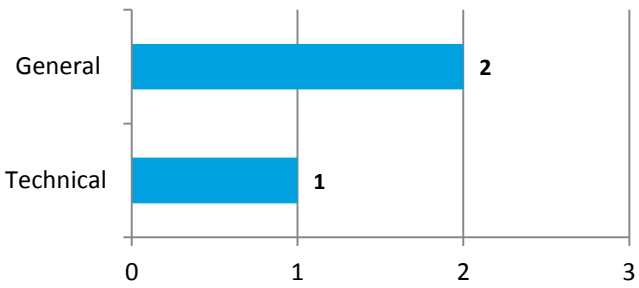


Key institutions in the state

1. Tripura University
2. NIT, Agartala

There are no IIMs, IITs, IISERs in the state.

Figure 153: Universities by Specialization - TRI



The bar graph alongside reflects the break-up of number of universities in TRI on the basis of specialization. Tripura does not have any Medical, Agricultural or Law universities.

Table 129: College & Institution Indicators - TRI

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	39	7
Colleges per lakh population (18-23 yrs)	9	-
Average enrollment per college/ institution	1036	49
Total estimated enrolment (Lakhs)	0.45	0

TRI with 39 colleges has a share of 0.11% of all colleges in India. In terms of access, TRI has 9 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, TRI (1036) is **significantly higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in TRI is around 0.45 lakhs.

Out of the total colleges in the state, 88% are affiliated to universities, and the remaining are Constituent/university colleges. In terms of management, TRI colleges dominated by Government with 86.8% followed by private unaided colleges (10.5%) and private aided colleges (2.6%).

Figure 154: Type of Colleges - TRI

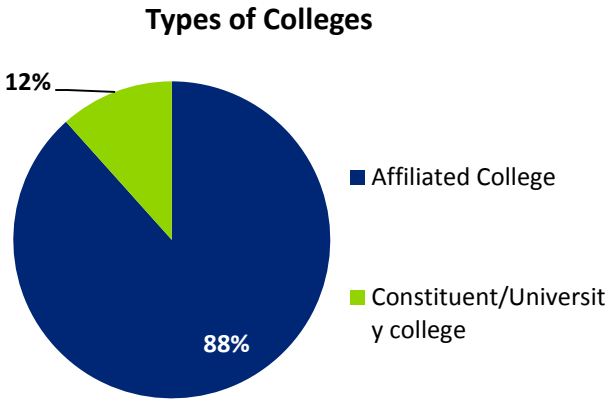


Table 121: Management of Colleges - TRI

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	10.5%	3%	305
Private Aided	2.6%	1%	401
Government	86.8%	96%	1144

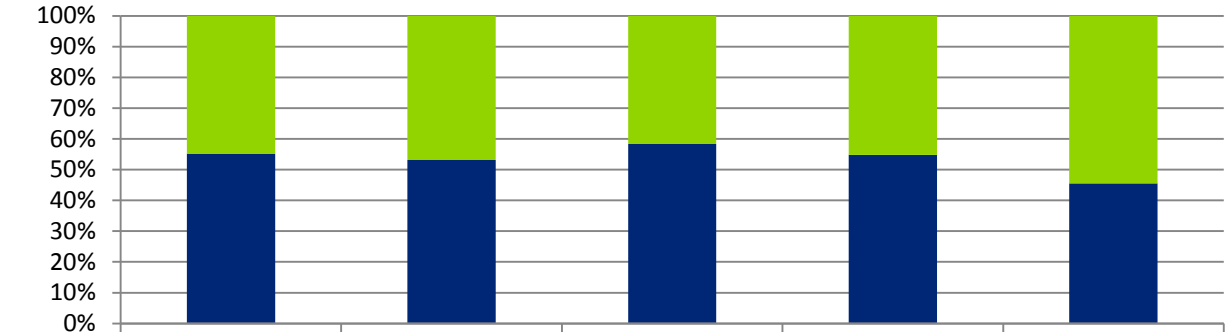
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In TRI, there are 7 such stand-alone institutions.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.45 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (90%) is at under-graduate level, followed by 4.8% of post-graduate and Diploma level with all other levels forming only 5.3%. As can be seen from table below, maximum enrolment share (96%) is in Government colleges in the state.

Figure 155: State-wise Enrolment through Regular Mode at various levels - TRI

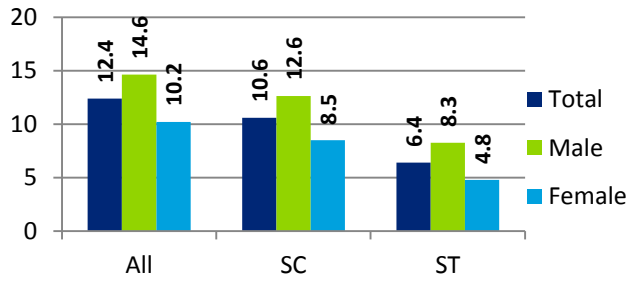


	Ph.D	Post Graduate	Under Graduate	PG Diploma	Diploma
Female	104	1025	16931	90	1181
Male	128	1162	23666	109	988

By Gender: In terms of gender, enrolment is skewed as 58% comprises males, and 42% of the enrolment is females, indicating gender disparity. The GER for males (14.6) is higher than GER for females (10.2), resulting in a gender parity index of 0.7 (compared to 0.88 at all-India level).

By Social Group: The GER of ST (10.6) and ST (6.4) is lower than the state GER of 12.4. The gender parity index for SC is 0.67 and is lower in the case of ST (0.58). However, as can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in TRI is lesser than their proportionate share in population.

Figure 156: GER for All, SC & ST - TRI



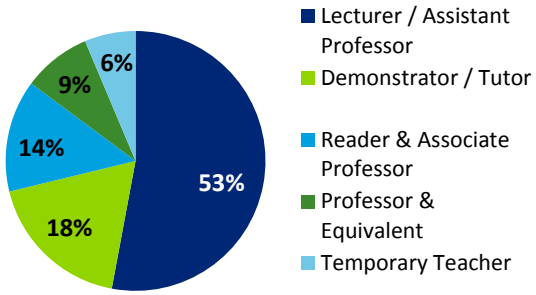
Faculty and Staff

Table 122: Key Faculty & Staff Indicators - TRI

Key Indicators	TRI	INDIA
Pupil Teacher Ratio (PTR)	19.1	13.1
Teachers per College	54.3	53.8
Non-teaching staff per College	79.7	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 157: Post-wise share of teaching staff - TRI



The PTR of colleges in TRI at 19.1 students per teacher is worse than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in TRI is estimated to be 0.02 lakhs and 0.03 lakhs respectively (extrapolating data available for 97.4% colleges in state). The number of teachers per college (54.3) and non-teaching staff per college (79.7) is higher than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 53% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 18% of demonstrator/tutors and 14% of Readers/ Associate Professors. 9% of the staff is Professor & equivalent and 6% is temporary staff.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, TRI has fared much better in terms of women- non-teaching staff, SC and ST but lags behind in OBC, Muslim and other minority representation among faculty and non-teaching staff.

Table 123: Student, Faculty and Staff - Gender and Social representation - TRI

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.0%	49.0%	18.6%	30.1%	20.9%	9.2%	3.9%
Share of Enrolment	58.0%	42.0%	16.2%	16.9%	15.3%	5.0%	0.9%
Share of teaching staff	68.6%	31.4%	10.0%	9.8%	3.9%	0.6%	0.1%
Share of non-teaching staff	66.8%	33.2%	13.6%	15.3%	5.1%	0.4%	0.0%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Uttarakhand (UKT)

Key Indicators

Table 124: Key Indicators – UTK

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	100.9	51.4	49.5
Literacy Rate [1]	78.8	87.4	67.1
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	12.5 (12.4%)	6.4 (12.4%)	6.1 (12.3%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.9%	0.9%	0.9%
Gross Enrollment Ratio [2]	31.1	30.1	32.3
Share of Graduates & above in total state population [5]	9	9.4	8.6

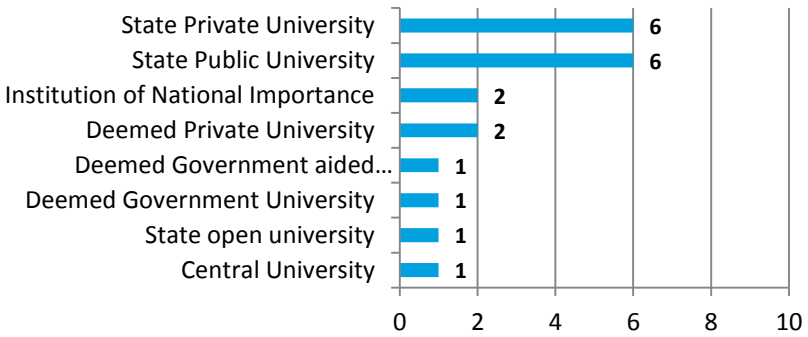
Indicator	Value
State GDP (2014) [3]	₹1,32,969 Cr
State HDI ranking [4]	14 (All India Level)
Sex Ratio (2011)[1]	963
HE Expenditure as a % of GSDP [3]	0.41%
Per Capita Expenditure on HE [3]	₹2937

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

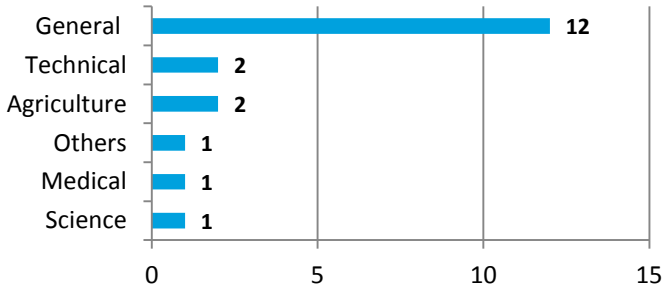
The break-up of number of universities in the state on the basis of type of university is shown below. Uttarakhand ranks twelfth among all states in India with 20 total of number of universities. The state also ranks eighteenth, on number of State Public Universities with 6 universities. UTK has 3.1% of all universities in the country.

Figure 158: Universities by Type and Key institutions – UTK



Key institutions in the state
1.Garhwal University
2. NIT, Uttarakhand
3.IIT, Roorkee
4. IIM, Kashi

Figure 159: Universities by Specialization – UTK



There are no IISERs or Law universities in the state.

The bar graph alongside reflects the break-up of number of universities in UTK on the basis of specialization. The number of Degree granting institutions in UTK is 23.

Table 125: College & Institution Indicators – UTK

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	395	100
Colleges per lakh population (18-23 yrs)	32	-
Average enrollment per college/ institution	1061	265
Total estimated enrolment (Lakhs)	3.68	0.27

UTK with 395 colleges has a share of 1.13% of all colleges in India and **ranks #17 on total number of colleges in any state in India**. In terms of access, UTK has 32 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, UTK (1061) is **higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in UTK is around 3.68 lakhs.

Out of the total colleges in the state, 92% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, UTK colleges are dominated by private unaided colleges, forming 48.8%, followed by 43% of government institutions, and 8.2% of private aided colleges.

Figure 160: Type of Colleges – UTK

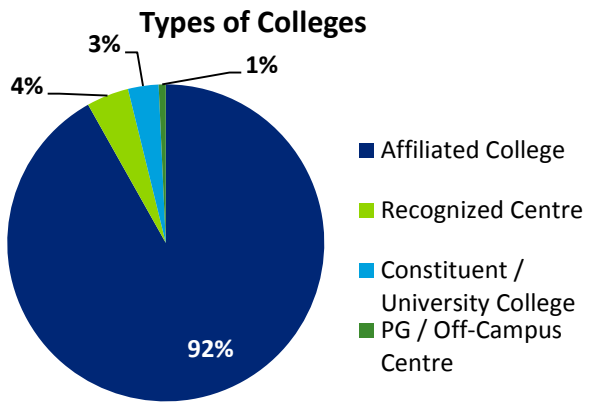


Table 126: Management of Colleges – UTK

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	48.8%	19.4%	422
Private Aided	8.2%	27.8%	3594
Government	43%	52.8%	1303

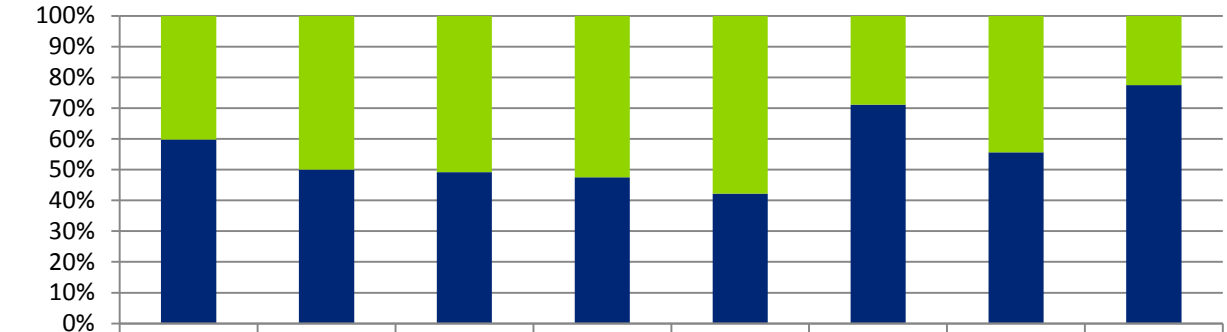
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In UTK, there are 100 such stand-alone institutions and the total enrolment in these is estimated to be around 0.27 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 3.68 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (79.4%) is at under-graduate level, followed by post graduate (14.3%) and diploma (4.8%), with all other levels forming only 1.5%.

Figure 161: State-wise Enrolment through Regular Mode at various levels - UTK



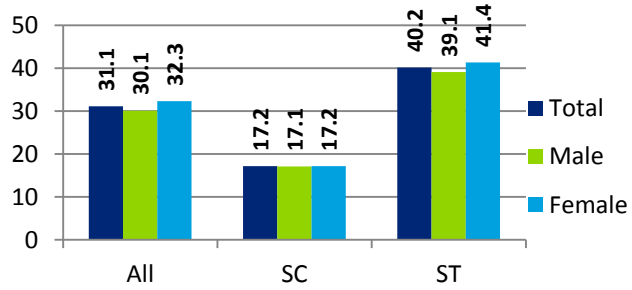
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	533	7	26804	153328	293	5132	852	306
Male	792	7	25954	138851	214	12658	1067	1055

As can be seen from table above, maximum enrolment share (52.8%) is in government colleges in the state.

By Gender: In terms of gender, enrolment is skewed as 49.3% comprises males, while 50.7% of the enrolment is females. The GER for females (32.3) is higher than GER for males (31.1), resulting in a gender parity index of 1.07 (which is higher compared to 0.88 at all-India level). **In terms of overall GER, UTK ranks 7th** among all states in India.

By Social Group: The GER of SCs is 17.2 and STs is 40.2. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.01, which is almost the same in case of STs (1.06). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups, except ST's is lesser than their proportionate share in population.

Figure 162: GER for All, SC & ST – UTK



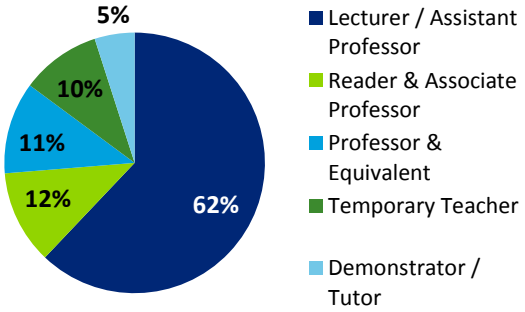
Faculty and Staff

Table 127: Key Faculty & Staff Indicators – UTK

Key Indicators	UTK	INDIA
Pupil Teacher Ratio (PTR)	17.7	13.1
Teachers per College	60.1	53.8
Non-teaching staff per College	53.7	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 163: Post-wise share of teaching staff –



The PTR of colleges in UTK at 17.7 students per teacher slightly lags behind than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in UTK is estimated to be 0.24 lakhs and 0.21 lakhs respectively (extrapolating data available for 52.4% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (60.1) and non-teaching staff per college (34.5).

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 62% of the teaching posts are at level of Lecturer/ Assistant professor. There are about 12% of Readers/ Associate Professors and Professors. Around 10% of the staff is temporary and 5% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, UTK has fared lags behind in terms of ST, women, SC, OBC and other minority representation among faculty and non-teaching staff.

Table 128: Student, Faculty and Staff - Gender and Social representation – UTK

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.9%	49.1%	20.7%	2.5%	22.4%	18.8%	1.5%
Share of Enrolment	49.3%	50.7%	10.4%	4.1%	9.4%	2.0%	49.3%
Share of teaching staff	65.7%	34.3%	5.0%	0.9%	5.6%	1.4%	0.3%
Share of non-teaching staff	83.9%	16.1%	10.8%	0.7%	5.9%	0.5%	0.2%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Uttar Pradesh (UP)

Key Indicators

Table 129: Key Indicators – UP

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	1998.1	1044.8	953.3
Literacy Rate [1]	67.7%	77.3%	51.4%
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	237.2 (11.9%)	128.3 (12.3%)	108.8 (11.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	16.9%	17.5%	16.2%
Gross Enrollment Ratio [2]	17.4	17.5	17.2
Share of Graduates & above in total state population [5]	6.9%	8.3%	5.4%

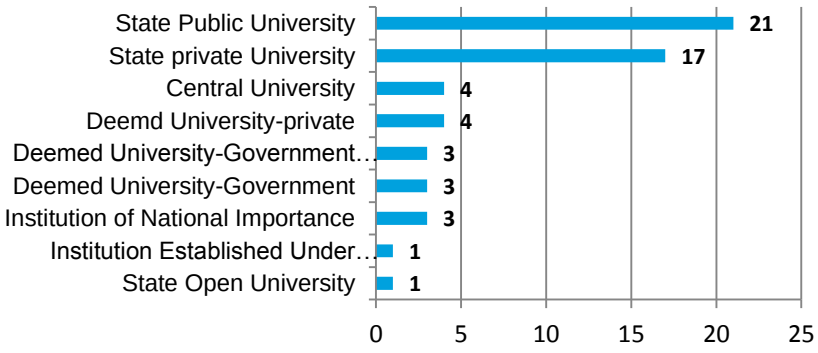
Indicator	Value
State GDP (2014) [3]	₹850,319 Cr
State HDI ranking [4]	13 (among major states)
Sex Ratio (2011)[1]	912
HE Expenditure as a % of GSDP [3]	0.18%
Per Capita Expenditure on HE [3]	₹522 Cr

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Uttar Pradesh ranks second, after Tamil Nadu among all states in India** with 57 universities on total of number of universities. UP has 8.9% of all universities in the country.

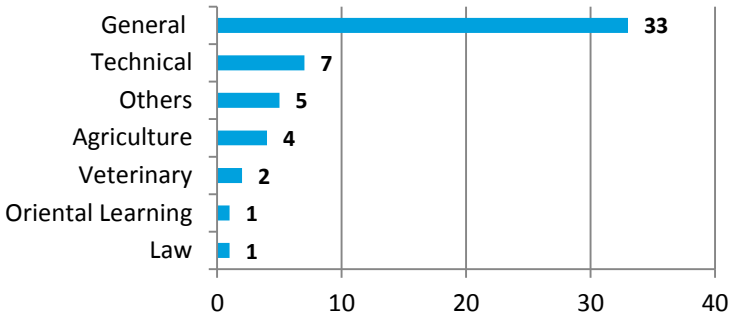
Figure 164: Universities by Type and Key institutions –UP



Key institutions in the state
1.Aligarh Muslim University,Aligarh
2.Babsaheb Bhimrao Ambedkar University,Lucknow
3.University of Allahaad,Allahabad
4.IIT, Kanpur
5.IIT,Banaras Hindu University
6.IIM,Lucknow
7.Ram Manohar Lohia National Law University,Lucknow
8.Motilal Nehru NIT, Allahabad

There are no IISERs in the state.

Figure 165: Universities by Specialization – UP



The bar graph alongside reflects the break-up of number of universities in UP on the basis of specialization. Uttar Pradesh ranks number one on number of General universities with 33 universities.

Table 139: College & Institution Indicators – UP

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	4828	665
Colleges per lakh population (18-23 yrs)	20	-
Average enrollment per college/ institution	1029	596
Total estimated enrolment (Lakhs)	39.59	3.96

UP with 4828 colleges have a share of 13.85% of all colleges in India and **ranks #1 on total number of colleges in any state in India**. In terms of access, UP has 20 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, UP (1029) is **higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in UP is around 39.59 lakhs.

Out of the total colleges in the state, 97% are affiliated to Universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, UP colleges are dominated by private unaided colleges, forming 60.7% of all colleges in the state, followed by 21.1% of government colleges and 18.2% that are private aided.

Figure 166: Type of Colleges – UP

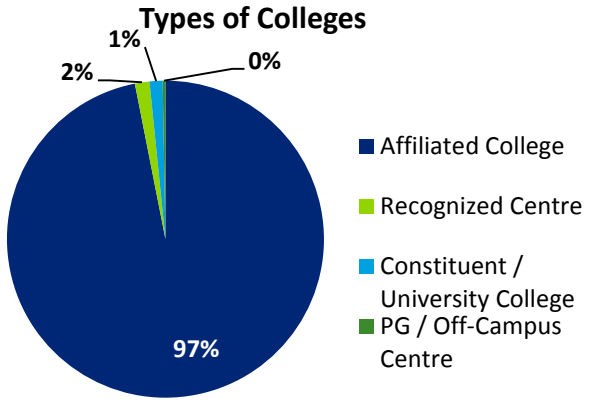


Table 130: Management of Colleges – UP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	60.7%	49.2%	834
Private Aided	18.2%	34.0%	1926
Government	21.1%	16.8%	818

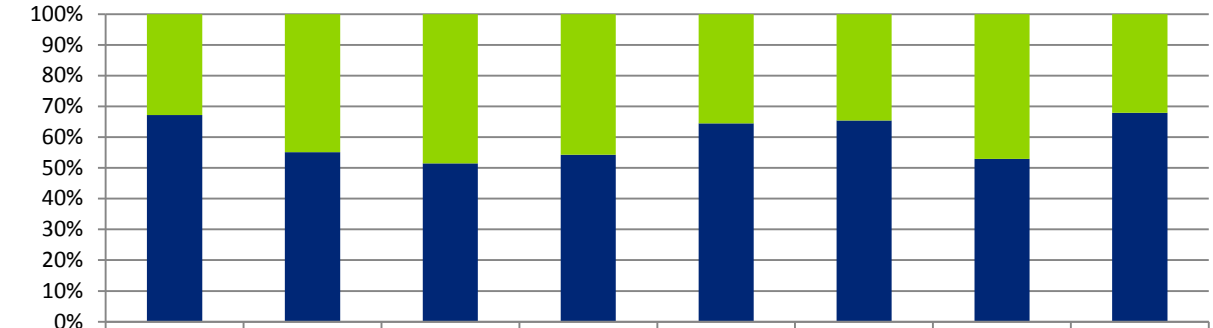
*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In UP, there are 665 such stand-alone institutions and the total enrolment in these is estimated to be around 3.96 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 39.59 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (88.6%) is at under-graduate level, followed by post-graduate (9.2%) with all other levels forming only 0.5%. As can be seen from table below, maximum enrolment share (49.2%) is in private unaided colleges in the state.

Figure 167: State-wise Enrolment through Regular Mode at various levels – UP

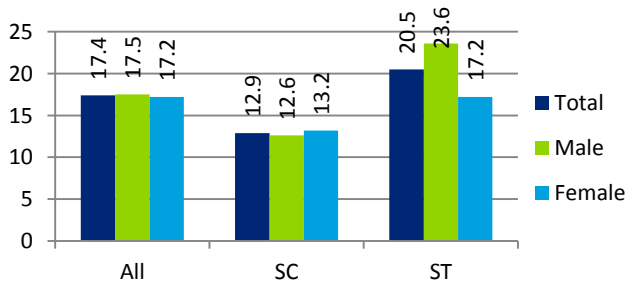


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	2500	618	175967	1605483	1210	15778	9508	2870
Male	5127	758	186329	1904398	2195	29804	10690	6085

By Gender: In terms of gender, enrolment is skewed as 54.5% comprises males, while 45.5% of the enrolment is females. The GER for females (17.2) is lower than GER for males (17.5), resulting in a gender parity index of 0.98 (which is higher compared to 0.88 at all-India level).

By Social Group: The GER of SCs (12.9) and STs (20.5). Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.05, and it is much lower in case of STs (0.73). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups, except ST and other minorities in UP is lesser than their proportionate share in population.

Figure 168: GER for All, SC & ST – UP



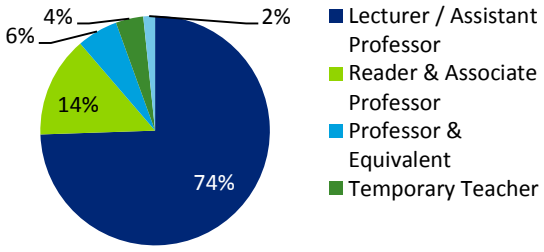
Faculty and Staff

Table 131: Key Faculty & Staff Indicators – UP

Key Indicators	UP	INDIA
Pupil Teacher Ratio (PTR)	15.1	13.1
Teachers per College	68.2	53.8
Non-teaching staff per College	30.0	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 169: Post-wise share of teaching staff – UP



The PTR of colleges in UP at 15.1 students per teacher is lower than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in UP is estimated to be 3.29 lakhs and 1.45 lakhs respectively (extrapolating data available for 39.5% colleges in state). However, given the number of colleges in the state, the number of teachers per college (68.2) and non-teaching staff per college (30.0) farely appropriate when compared to the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 74% of the teaching posts are at level of Lecturer/ Assistant professor. There are about 14% of Readers/ Associate Professors and Professors. Around 4% of the staff is temporary and 2% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, UP has fared much better in terms of Muslim representation, but lags behind in women, ST, OBC and other minority representation among faculty and non-teaching staff.

Table 132: Student, Faculty and Staff - Gender and Social representation – UP

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.3%	47.7%	25.8%	0.8%	52.5%	18.8%	0.6%
Share of Enrolment	54.5%	45.5%	14.9%	0.6%	34.2%	8.7%	0.9%
Share of teaching staff	67.7%	32.3%	5.7%	0.3%	16.9%	4.8%	1.5%
Share of non-teaching staff	84.0%	16.0%	13.1%	0.9%	21.2%	9.5%	1.3%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

West Bengal (WB)

Key Indicators

Table 133: Key Indicators – WB

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	912.8	468.1	444.7
Literacy Rate [1]	76.3	81.7	66.6
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	109.7 (12.0%)	55.4 (11.8%)	54.3 (12.2%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	7.8%	7.6%	8.1%
Gross Enrollment Ratio [2]	13.6	15.4	11.8
Share of Graduates & above in total state population [5]	6.3%	8%	4.5%

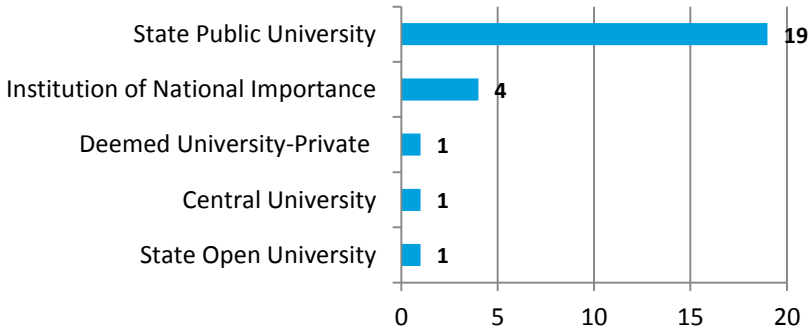
Indicator	Value
State GDP(2014) [3]	₹ 707,848 Cr
State HDI ranking [4]	9 (among major states)
Sex Ratio (2011)[1]	950
HE Expenditure as a % of GSDP [3]	0.31%
Student per capita expenditure [3]	₹ 1623

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12 ; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

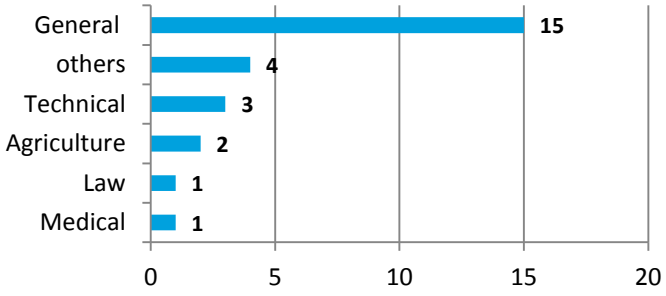
The break-up of number of universities in the state on the basis of type of university is shown below. **West Bengal ranks 9h among all states in India** with 26 universities. WB has 4% of all universities in the country.

Figure 170: Universities by Type and Key institutions - WB



Key institutions in the state
1. IIT – Kharagpur
2. IIM Calcutta
3. IISER, Kolkata
4. NIT, Durgapur
5. The West Bengal National University of Juridical Sciences, Kolkata
6. Visva-Bharati University

Figure 171: Universities by Specialization - WB



The bar graph alongside reflects the break-up of number of universities in WB on the basis of specialization. The number of degree awarding institutions is 22.

Table 134: College & Institution Indicators - WB

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	901	238
Colleges per lakh population (18-23 yrs)	8	-
Average enrollment per college/ institution	1463	313
Total estimated enrolment (Lakhs)	13.68	0.74

WB with 901 colleges has a share of 2.59% of all colleges in India and **ranks 13 on total number of colleges in any state in India**. In terms of access, WB has 8 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, WB (1463) is **much higher than the all India average of 703**. Total enrolment of students in regular mode in higher education institutes in WB is around 13.68 lakhs.

Out of the total colleges in the state, 90% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, WB colleges are dominated by the government colleges, forming 43.8% of all colleges in the state, followed by 33.3% private-unaided and 22.9% that are private aided.

Figure 172: Type of Colleges - WB

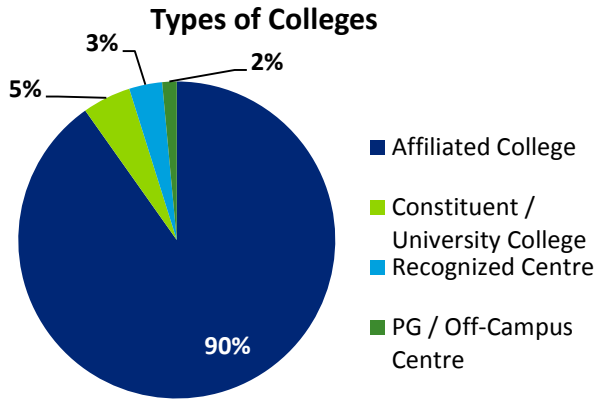


Table 135: Management of Colleges - WB

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	33.3%	9.7%	428
Private Aided	22.9%	32.4%	2078
Government	43.8%	57.8%	1931

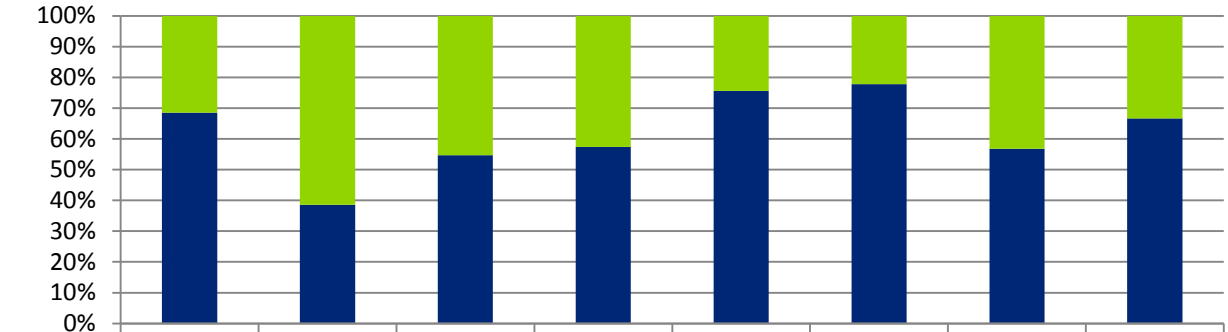
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In WB, there are 238 such stand-alone institutions and the total enrolment in these is estimated to be around 0.74 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 13.68 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (90.7%) is at under-graduate level, followed by post-graduate (4.6%) and Diploma (3.7%), with all other levels forming only 1%.

Figure 173: State-wise Enrolment through Regular Mode at various levels - WB



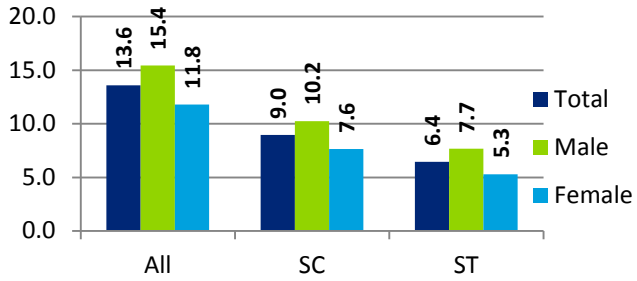
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	905	695	28539	529067	516	11185	1839	1009
Male	1968	436	34468	711935	1603	39153	2418	2020

As can be seen from table above, maximum enrolment share (57.8%) is in Government colleges in the state.

By Gender: In terms of gender, enrolment is skewed as 57.8% comprises males, while only 42.8% of the enrolment is females, indicating significant gender disparity. The GER for males (15.4) is higher than GER for females (11.8), resulting in a gender parity index of 0.76 (which is less than 0.88 at all-India level).

By Social Group: The GER of SCs (9.0) and STs (6.4) is lower than the state GER of 13.6. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.75, but it is lower in case of STs (0.69). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in WB is lesser than their proportionate share in population.

Figure 174: GER for All, SC & ST - WB



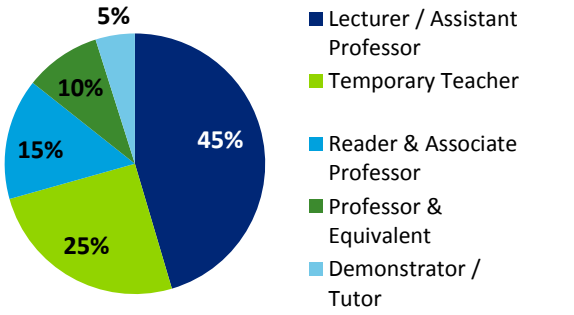
Faculty and Staff

Table 136: Key Faculty & Staff Indicators - WB

Key Indicators	WB	INDIA
Pupil Teacher Ratio (PTR)	30.2	13.1
Teachers per college	48.5	53.8
Non-teaching staff per college	39.0	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 175: Post-wise share of teaching staff - WB



The PTR of colleges in WB at 30.2 students per teacher is worse than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in WB is estimated to be 0.44 lakhs and 0.35 lakh respectively (extrapolating data available for 94.2% colleges in state). Given the number of colleges in the state, the number of teachers per college (48.5) and non- teaching staff per college (39) seems appropriate as compared to the all India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 45% of the teaching posts are at level of Lecturer/ Assistant professor while 25% of the staff is temporary teachers

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, WB has fared better in terms of SC and Muslim representation, but lags behind in women, ST, OBC and other minority representation among faculty and non-teaching staff.

Table 137: Student, Faculty and Staff - Gender and Social representation - WB

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.3%	48.7%	29.2%	5.2%	5.8%	30.6%	1.0%
Share of Enrolment	57.2%	42.8%	16.1%	2.9%	5.1%	10.9%	0.4%
Share of teaching staff	66.8%	33.2%	5.5%	0.8%	2.3%	3.0%	0.4%
Share of non-teaching staff	82.5%	17.5%	11.2%	2.5%	2.5%	2.8%	0.6%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Andaman & Nicobar Islands (A&N)

Key Indicators

Table 138: Key Indicators – A&N

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	3.8	2.0	1.8
Literacy Rate [1]	86.6	90.3	71.1
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	0.4 (11.2%)	0.2 (11.0%)	0.2 (11.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.03%	0.03%	0.03%
Gross Enrollment Ratio [2]	12.3	11	13.8
Share of Graduates & above in total state population [5]	8.6	9.2	8.1

Indicator	Value
State GDP (2014) [3]	₹5,351 Cr
State HDI ranking [4]	-
Sex Ratio (2011)[1]	876
HE Expenditure as a % of GSDP [3]	-
Per Capita Expenditure on HE [3]	-

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

Table 149: College & Institution Indicators – A&N

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	6	4
Colleges per lakh population (18-23 yrs)	14	-
Average enrollment per college/ institution	635	117
Total estimated enrolment (Lakhs)	0.03	0.005

A&N with 6 colleges has a share of 0.02% of all colleges in India. In terms of access, A&N has 14 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, A&N (635) is **close to the all India average of 703**. Total enrolment of students in regular mode in higher education institutes in A&N is around 0.03 lakhs. In terms of type of colleges, of the total colleges in the state, 86% are affiliated to universities and remaining 14% are PG Centre/Off-campus centres.

Figure 176: Type of Colleges – A&N

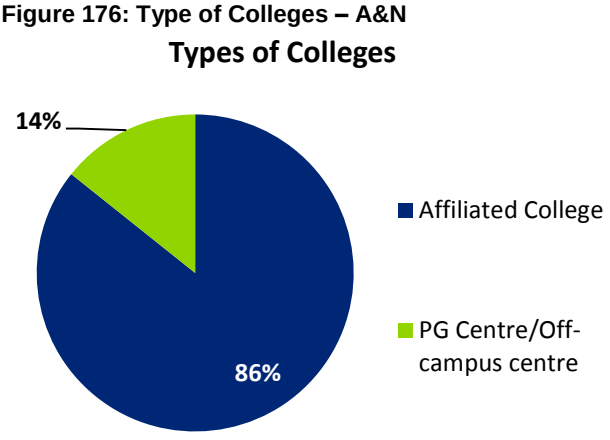


Table 150: Management of Colleges – A&N

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	0%	0%	0
Private Aided	0%	0%	0
Government	100%	100%	635

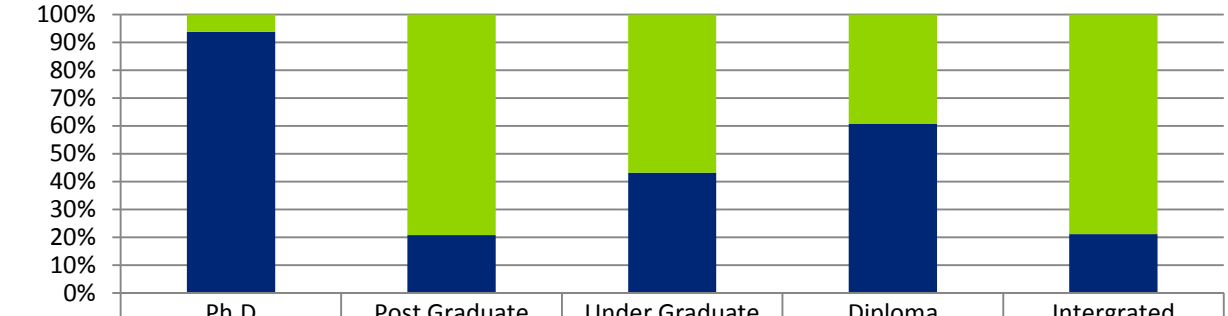
*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In A&N, there are 4 such stand-alone institutions and the total enrolment in these is estimated to be around 0.005 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.03 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (68.3%) is at under-graduate level, followed by 23% at Diploma level and 4.8% at post-graduate level. As can be seen from table below, 100% enrolment is through Government colleges in the state.

Figure 176: State-wise Enrolment through Regular Mode at various levels – A&N

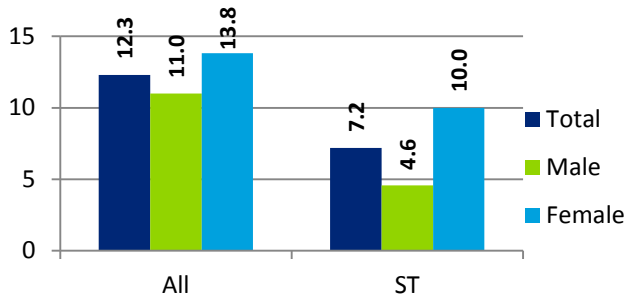


	Ph.D	Post Graduate	Under Graduate	Diploma	Intergrated
Female	1	126	1277	299	86
Male	15	33	973	461	23

By Gender: In terms of gender, enrolment for males is 46.8% and 53.2% for females. The GER for males is 11 and for females is 13.8, resulting in a gender parity index of 1.26 (compared to 0.88 at all-India level).

By Social Group: The GER of ST (7.2) is lower than the state GER of 12.3. The gender parity index for ST is 2.18. However, as can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except SC in A&N is lesser than their proportionate share in population.

Figure 177: GER for All, SC & ST – A&N



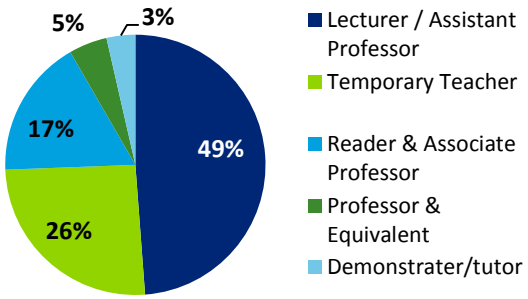
Faculty and Staff

Table 139: Key Faculty & Staff Indicators – A&N

Key Indicators	A&N	INDIA
Pupil Teacher Ratio (PTR)	18.9	13.1
Teachers per College	33.6	53.8
Non-teaching staff per College	69.8	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 178: Post-wise share of teaching staff –



The PTR of colleges in A&N at 18.9 students per teacher is worse than the all India average of 13.1. The number of teachers per college (33.6) is lower than the corresponding all–India levels. However the number of non-teaching staff per college (69.8) is significantly higher than all- India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **49% of the teaching posts are at level of Lecturer/ Assistant professor,** followed by 26% of temporary staff and 17% of Readers/ Associate Professors. 5% of the staff is Professor & equivalents and 3% are Demonstrator/tutors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table except SC shows a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **A&N has fared much better in terms of Muslim – non-teaching staff and other minority representation but lags behind in women, SC-teaching staff, and OBC** among faculty and non-teaching staff.

Table 140: Student, Faculty and Staff - Gender and Social representation – A&N

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.3%	46.7%	0%	6.5%	19.1%	8.8%	21.6%
Share of Enrolment	46.8%	53.2%	0.5%	4.2%	9.1%	3.4%	3.5%
Share of teaching staff	73.2%	26.8%	1.2%	1.2%	4.2%	3.0%	4.2%
Share of non-teaching staff	78.2%	21.8%	0.0%	4.9%	0.3%	8.9%	5.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Chandigarh (CHD)

Key Indicators

Table 141: Key Indicators – CHD

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	10.6	5.8	4.7
Literacy Rate [1]	86.1	90.0	64.8
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.5 (13.7%)	0.8 (14.3%)	0.6 (13.0%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio [2]	24.8	24.6	25.1
Share of Graduates & above in total state population [5]	29.3	30.7	27.8

Indicator	Value
State GDP (2014) [3]	₹20,704 Cr
State HDI ranking [4]	17 (All India Level)
Sex Ratio (2011)[1]	818
HE Expenditure as a % of GSDP [3]	0.78%
Per Capita Expenditure on HE [3]	₹3757

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Chandigarh ranks twenty sixth among all states in India with 3 total of number of universities. The state also ranks twenty second, on number of State Public Universities with 1 university. CHD has 0.5% of all universities in the country.

Figure 179: Universities by Type and Key institutions – CHD

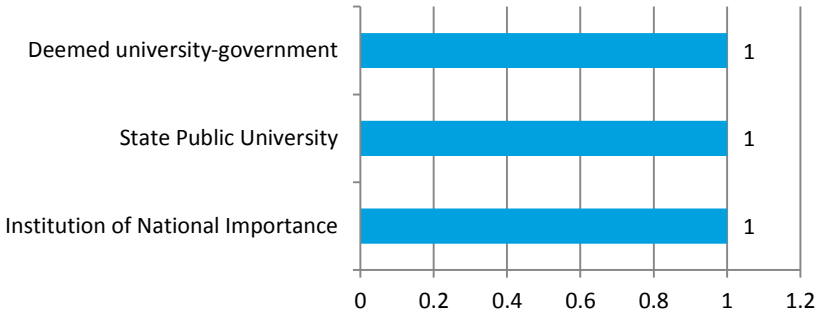
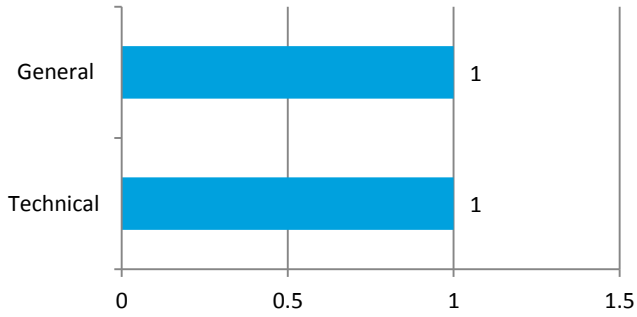


Figure 180: Universities by Specialization – CHD



The bar graph alongside reflects the break-up of number of universities in CHD on the basis of specialization. Chandigarh **ranks twenty eighth on number of General Universities** with 2 universities. The number of Degree granting institutions in CHD is 3.

Table 142: College & Institution Indicators – CHD

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	27	5
Colleges per lakh population (18-23 yrs)	19	-
Average enrollment per college/ institution	1376	334
Total estimated enrolment (Lakhs)	0.45	0.02

CHD with 27 colleges has a share of 0.08% of all colleges in India and **ranks #29 on total number of colleges in any state in India**. In terms of access, CHD has 19 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, CHD (1376) is **higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in CHD is around 0.45 lakhs.

Out of the total colleges in the state, 96% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, CHD colleges are dominated by government colleges, forming 63.6%, followed by 31.8% of private aided colleges, and 4.8% of private unaided colleges.

Figure 181: Type of Colleges – CHD

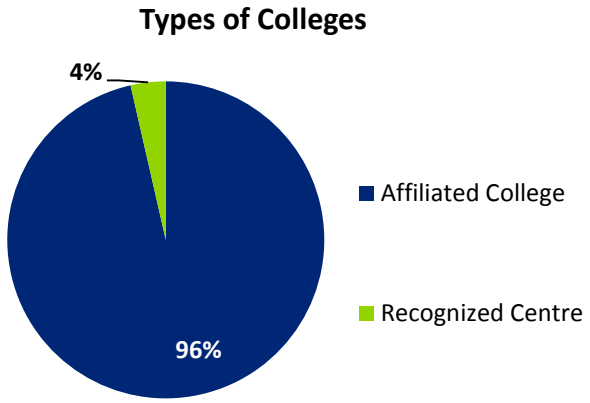


Table 143: Management of Colleges – CHD

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	4.5%	0	11
Private Aided	31.8%	56.7%	2450
Government	63.6%	43.3%	937

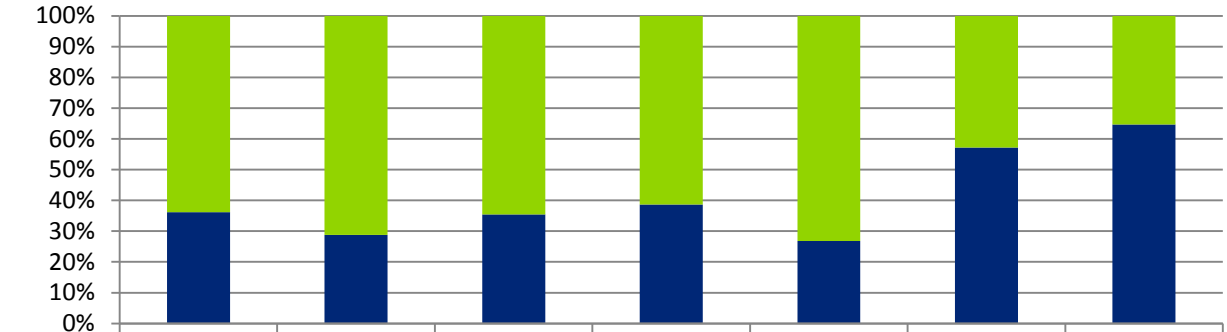
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In CHD, there are 5 such stand-alone institutions and the total enrolment in these is estimated to be around 0.02 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.45 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (74.2%) is at under-graduate level, followed by post-graduate (18.8%) and diploma (4.2%), with all other levels forming only 2.1%. As can be seen from table below, maximum enrolment share (63.6%) is in government colleges in the state.

Figure 182: State-wise Enrolment through Regular Mode at various levels - CHD

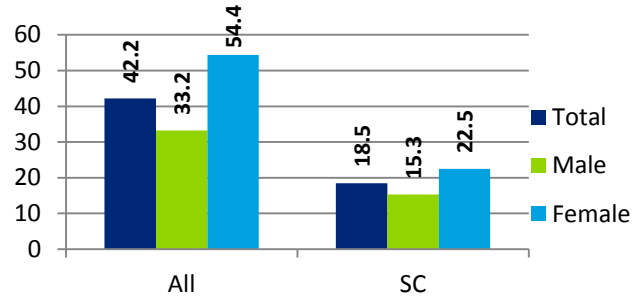


	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate
Female	196	89	5408	20299	361	797	128
Male	111	36	2973	12819	132	1063	234

By Gender: In terms of gender, enrolment is skewed as 45.1% comprises males, while 54.9% of the enrolment is females. The GER for females (54.4) is higher than GER for males (33.2), resulting in a gender parity index of 1.64 (which is higher compared to 0.88 at all-India level). **In terms of overall GER, CHD ranks 5th** among all states in India.

By Social Group: The GER of SCs (18.5) is lower than the state GER of 42.2. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.47. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups, except ST's in CHD is lesser than their proportionate share in population.

Figure 183: GER for All, SC & ST – CHD



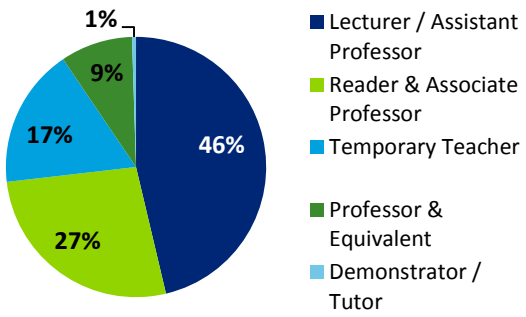
Faculty and Staff

Table 144: Key Faculty & Staff Indicators – CHD

Key Indicators	CHD	INDIA
Pupil Teacher Ratio (PTR)	12.5	13.1
Teachers per College	110.0	53.8
Non-teaching staff per College	78.3	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 184: Post-wise share of teaching staff –



The PTR of colleges in CHD at 12.5 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in CHD is estimated to be 0.03 lakhs and 0.2 lakhs respectively (extrapolating data available for 81.5% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (110.0) and non-teaching staff per college (78.3) are more than the corresponding all-India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 46% of the teaching posts are at level of Lecturer/ Assistant professor. There are about 27% of Readers/ Associate Professors and Professors. Around 17% of the staff is temporary and 1% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, CHD has fared better in terms of SC, women and other minority but lags behind in SC, OBC and muslim representation among faculty and non-teaching staff.

Table 145: Student, Faculty and Staff - Gender and Social representation – CHD

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	55.0%	45.0%	19.8%	0.2%	15.2%	4.3%	13.6%
Share of Enrolment	45.1%	54.9%	8.5%	1.6%	3.1%	0.4%	7.1%
Share of teaching staff	39.1%	60.9%	6.5%	0.5%	2.9%	0.1%	7.3%
Share of non-teaching staff	77.2%	22.8%	19.0%	0.5%	3.1%	0.2%	7.4%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Daman & Diu (D&D)

Key Indicators

Table 146: Key Indicators – D&D

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	2.4	1.5	0.9
Literacy Rate [1]	87.1	91.5	46.4
Pop. in 18-23 age group (lakhs)[1] **Share to total state pop. (%)**	0.5 (18.9%)	0.3 (22.5%)	0.2 (13.1%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.03%	0.05%	0.02%
Gross Enrollment Ratio [2]	3.9	3	6.2
Share of Graduates & above in total state population [5]	5.8	5.7	6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

Table 159: College & Institution Indicators – D&D

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	5	4
Colleges per lakh population (18-23 yrs)	11	-
Average enrollment per college/ institution	196	788
Total estimated enrolment (Lakhs)	0.02	0.03

D&D with 5 colleges has a share of 0.01% of all colleges in India. In terms of access, D&D has 11 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, D&D (196) is significantly lower than the all India average of 703. Total enrolment of students in regular mode in higher education institutes in D&D is around 0.02 lakhs. 100% of the colleges are affiliated to universities.

Table 160: Management of Colleges – D&D

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	20%	27.8%	272
Private Aided	60%	6.2%	20
Government	20%	66%	649

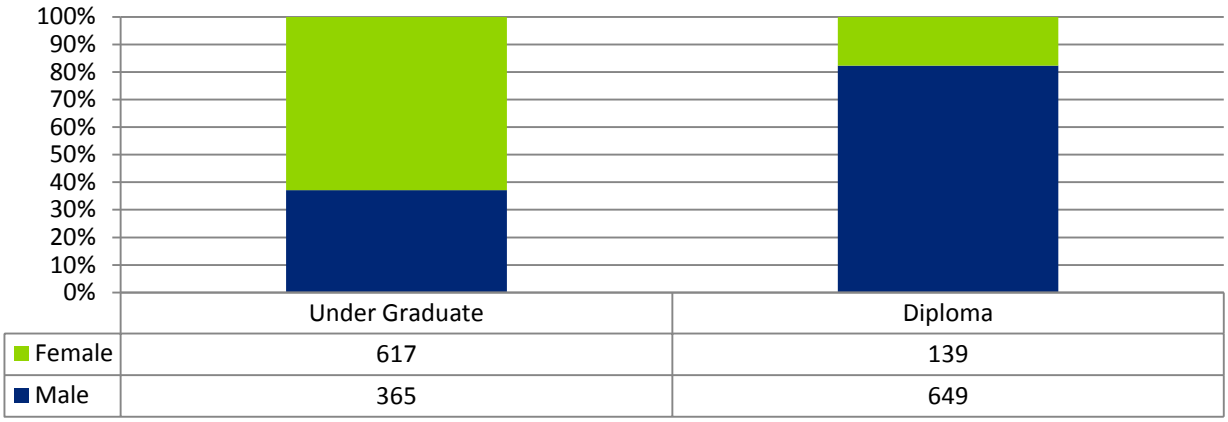
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In D&D, there are 4 such stand-alone institutions and the total enrolment in these is estimated to be around 0.03 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.02 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (55.5%) is at under-graduate level, and the remaining 44.5% is at Diploma level. As can be seen from table below, maximum enrolment share of 66% is in Government colleges in the state.

Figure 185: State-wise Enrolment through Regular Mode at various levels – D&D

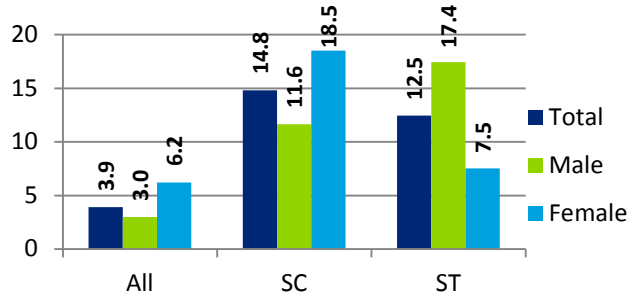


	Under Graduate	Diploma
Female	617	139
Male	365	649

By Gender: In terms of gender, enrolment is skewed as 57.3% comprises males, and 42.7% of the enrolment is females, indicating gender disparity. GER for males is 3 and for females is 6.2, resulting in a gender parity index of 2.07 (compared to 0.88 at all-India level).

By Social Group: The GER of SC (14.8) and ST (12.5) is higher than the state GER of 3.9. The gender parity index for SC is 1.59 and is lower in the case of ST (0.43). However, as can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except SC and other minorities in D&D is lesser than their proportionate share in population.

Figure 186: GER for All, SC & ST – D&D



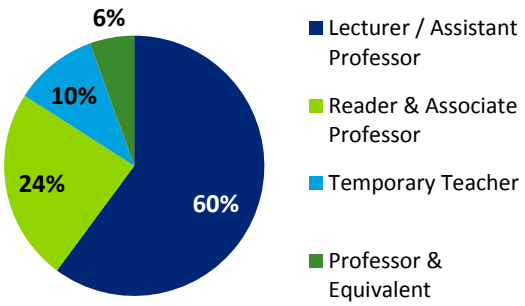
Faculty and Staff

Table 161: Key Faculty & Staff Indicators – D&D

Key Indicators	D&D	INDIA
Pupil Teacher Ratio (PTR)	6	13.1
Teachers per College	32.6	53.8
Non-teaching staff per College	31.6	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 187: Post-wise share of teaching staff –



The PTR of colleges in D&D at 6 students per teacher is much better than the all India average of 13.1. However, the number of teachers per college (32.6) and non-teaching staff per college (31.6) is lower than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **60% of the teaching posts are at level of Lecturer/ Assistant professor,** followed by 24% at Readers/ Associate Professors and 10% of temporary staff. 6% of the staff is Professor & equivalent.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, **D&D has fared much better in terms of women-non-teaching staff and ST but lags behind in SC, OBC, Muslim and other minority representation** among faculty and non-teaching staff.

Table 147: Student, Faculty and Staff - Gender and Social representation – D&D

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	61.8%	38.2%	6.6%	15.6%	31.7%	7.5%	2.5%
Share of Enrolment	57.3%	42.7%	6.6%	14.4%	13.8%	5.8%	3.6%
Share of teaching staff	73.6%	26.4%	2.5%	3.1%	6.1%	0.6%	1.8%
Share of non-teaching staff	58.9%	41.1%	2.5%	5.1%	1.9%	1.9%	2.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Dadra & Nagar Haveli (D&N)

Key Indicators

Table 148: Key Indicators – D&N

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	3.4	1.9	1.5
Literacy Rate [1]	76.2	85.2	47.7
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	0.5 (14.9%)	0.3 (16.8%)	0.2 (12.5%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.04%	0.04%	0.03%
Gross Enrollment Ratio [2]	6.4	6.4	6.4
Share of Graduates & above in total state population [5]	4.1	4.2	4

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

Table 164: College & Institution Indicators – D&N

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	4	2
Colleges per lakh population (18-23 yrs)	8	-
Average enrollment per college/ institution	619	633
Total estimated enrolment (Lakhs)	0.03	0.01

D&N with 4 colleges has a share of 0.01% of all colleges in India. In terms of access, D&N has 8 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, D&N (619) is **close to the all India average of 703**. Total enrolment of students in regular mode in higher education institutes in D&N is around 0.03 lakhs. 80% of the colleges are affiliated to universities and 20% are Recognized centres.

Table 149: Management of Colleges – D&N

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	75%	90.5%	746
Private Aided	0%	0%	0
Government	25%	9.5%	0

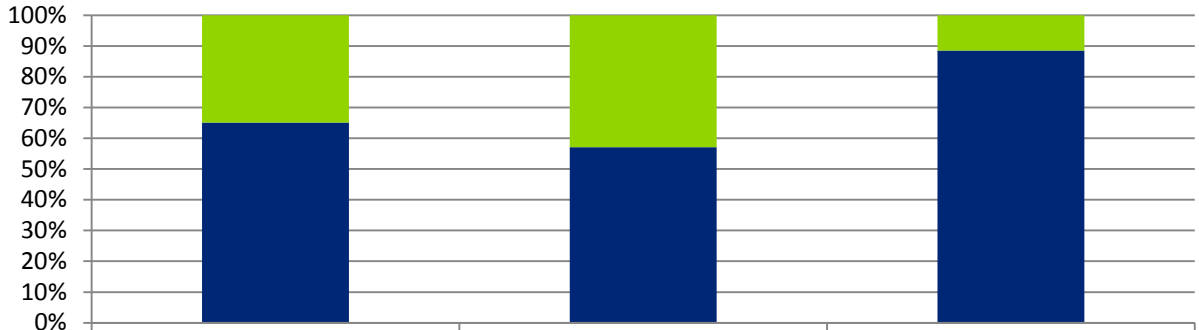
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In D&N, there are 2 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.03 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (75%) is at under-graduate level, followed by 19.6% at Diploma level and remaining 5.2% at post-graduate level.

Figure 188: State-wise Enrolment through Regular Mode at various levels – D&N



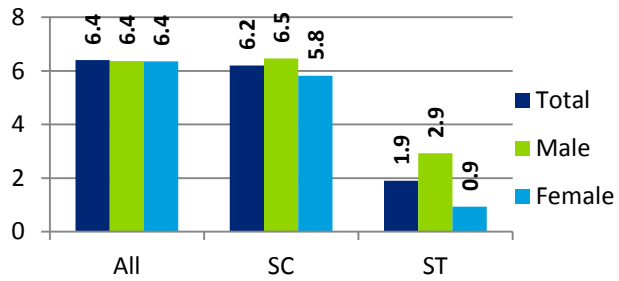
	Post Graduate	Under Graduate	Diploma
Female	59	1040	73
Male	110	1383	560

As can be seen from table above, maximum enrolment share 90.5% is in private unaided colleges in the state.

By Gender: In terms of gender, enrolment is skewed as 63.5% comprises males, and 36.5% of the enrolment is females, indicating gender disparity. However, the GER for males and females is the same (6.4), resulting in a gender parity index of 1.0 (compared to 0.88 at all-India level).

By Social Group: The GER of ST (6.2) and ST (1.9) is lower than the state GER of 6.4. The gender parity index for SC is 0.90 and is lower in the case of ST (0.32). However, as can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except SC and Muslims in D&N is lesser than their proportionate share in population.

Figure 1890: GER for All, SC & ST – D&N



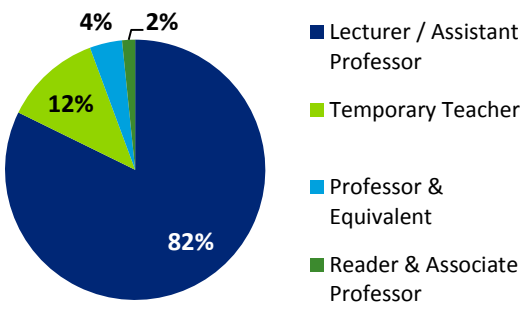
Faculty and Staff

Table 150: Key Faculty & Staff Indicators – D&N

Key Indicators	D&N	INDIA
Pupil Teacher Ratio (PTR)	20	13.1
Teachers per College	31	53.8
Non-teaching staff per College	21.8	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 190: Post-wise share of teaching staff –



The PTR of colleges in D&N at 20 students per teacher is worse than the all India average of 13.1. The number of teachers per college (31) and non-teaching staff per college (21.8) is lower than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 82% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 12% of temporary staff and 4% Professor & equivalent. 2% of the staff is Readers/ Associate Professors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table except SC and Muslims show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, D&N has fared much better in terms of women, ST but lags behind in SC, OBC, Muslim and other minority representation among faculty and non-teaching staff.

Table 151: Student, Faculty and Staff - Gender and Social representation – D&N

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	56.4%	43.6%	0.5%	75.8%	7.9%	1.0%	1.4%
Share of Enrolment	63.5%	36.5%	1.6%	12.5%	5.2%	1.1%	0.1%
Share of teaching staff	53.2%	46.8%	2.4%	4.8%	9.7%	1.6%	0.8%
Share of non-teaching staff	64.4%	35.6%	4.6%	47.1%	4.6%	1.1%	0.0%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Delhi (DEL)

Key Indicators

Table 152: Key Indicators – DEL

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	167.9	89.9	78.0
Literacy Rate [1]	86.2	90.9	68.9
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	21.2 (12.6%)	11.6 (12.9%)	9.6 (12.3%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	1.5%	1.6%	1.4%
Gross Enrollment Ratio [2]	38.9	38.9	39.0
Share of Graduates & above in total state population [5]	21.3	21.8	20.6

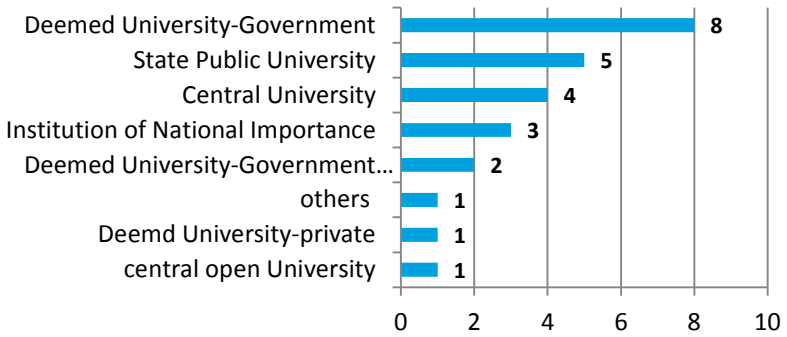
Indicator	Value
State GDP (2014) [3]	₹404,576 Cr
State HDI ranking [4]	2 (among all states)
Sex Ratio (2011)[1]	868
HE Expenditure as a % of GSDP [3]	0.25%
Per Capita Expenditure on HE [3]	₹3694

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Delhi ranks tenth among all states in India** with 25 universities on total of number of universities. UP has 3.9% of all universities in the country.

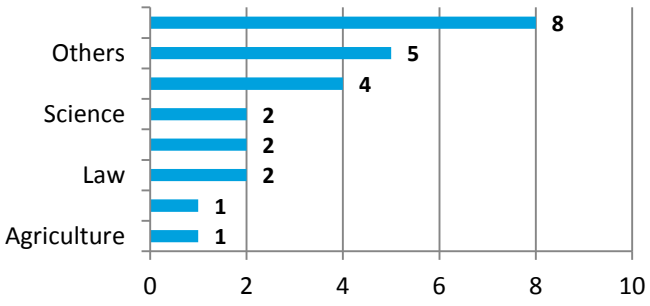
Figure 191: Universities by Type and Key institutions –DEL



Key institutions in the state
1.Jamia Millia Islamia,New Delhi
2.University of Delhi
3.Jawahar Lal Nehru University, New Delhi
4.Indira Gandhi National Open University, New Delhi

There are no IITs, IIMs, IISERs, Law universities or NITs in the state.

Figure 192: Universities by Specialization – DEL



The bar graph alongside reflects the break-up of number of universities in DEL on the basis of specialization. The number of Degree granting institutions in DEL is 25.

Table 153: College & Institution Indicators – DEL

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	184	131
Colleges per lakh population (18-23 yrs)	9	-
Average enrollment per college/ institution	1292	449
Total estimated enrolment (Lakhs)	3.15	0.59

DEL with 184 colleges has a share of 0.53% of all colleges in India and **ranks #21 on total number of colleges in any state in India**. In terms of access, DEL has 9 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, DEL (1292) is **higher than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in DEL is around 3.15 lakhs.

Out of the total colleges in the state, 85% are affiliated to universities, and the remaining is constituent/university colleges, PG/off campus or recognized centres by the universities. In terms of management, DEL colleges are dominated by private government colleges, forming 52.5% of all colleges in the state, followed by 38.9% of private unaided colleges and 8.6% that are private aided.

Figure 193: Type of Colleges – DEL

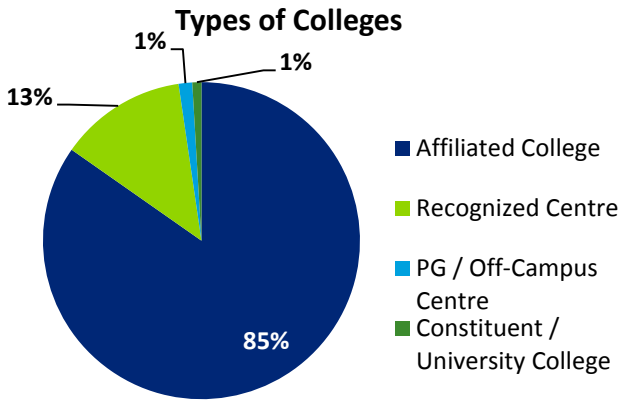


Table 540: Management of Colleges – DEL

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	38.9%	19.5%	647
Private Aided	8.6%	13.2%	1975
Government	52.5%	67.3%	1657

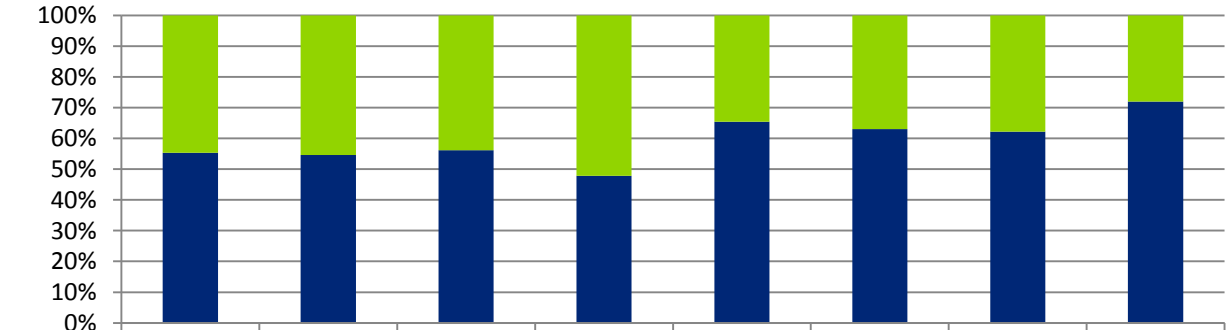
*** Calculations in above table is based on the number of responses as given in the AISHE 2011-12**

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In DEL, there are 131 such stand-alone institutions and the total enrolment in these is estimated to be around 30.55 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 39.59 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (88.6%) is at under-graduate level, followed by post-graduate (9.2%) with all other levels forming only 0.5%.

Figure 194: State-wise Enrolment through Regular Mode at various levels –DEL



	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	3434	2325	16134	118815	999	10556	1282	681
Male	4246	2792	20650	109073	1886	17969	2109	1750

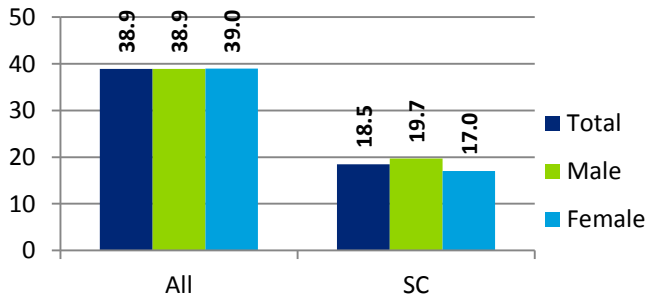
As can be seen from table above, maximum enrolment share (49.2%) is in private unaided colleges in the state.

Foreign Students: Delhi is reported to have around 1878 foreign students, which constitutes around 5.66% of total foreign students studying in India. **It ranks 5th highest in attracting students from overseas**.

By Gender: In terms of gender, enrolment is skewed as 54.8% comprises males, while 45.2% of the enrolment is females. The GER for females (39.0) is marginally higher than GER for males (39.0), resulting in a gender parity index of 1.0 (which is higher compared to 0.88 at all-India level).

By Social Group: The GER of SCs (12.9) and STs (20.5). Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.05, and it is much lower in case of STs (0.73). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups, except ST and other minorities in DEL is lesser than their proportionate share in population.

Figure 195: GER for All, SC & ST – DEL



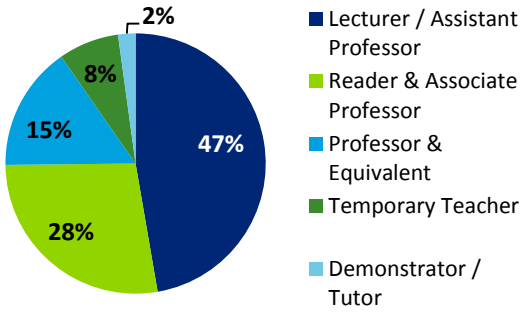
Faculty and Staff

Table 171: Key Faculty & Staff Indicators – DEL

Key Indicators	DEL	INDIA
Pupil Teacher Ratio (PTR)	12.3	13.1
Teachers per College	105.2	53.8
Non-teaching staff per College	171.0	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 196: Post-wise share of teaching staff –



The PTR of colleges in DEL at 12.3 students per teacher is higher than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in DEL is estimated to be 0.19 lakhs and 0.31 lakhs respectively (extrapolating data available for 88% colleges in state). However, given the number of colleges in the state, the number of teachers per college (105.2) and non-teaching staff per college (171.0) farely better when compared to the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 47% of the teaching posts are at level of Lecturer/ Assistant professor. There are about 28% of Readers/ Associate Professors and 15% Professors. Around 8% of the staff is temporary and 2% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, DEL has fared much better in terms of ST representation, but lags behind in women, OBC, muslim and other minority representation among faculty and non-teaching staff.

Table 172: Student, Faculty and Staff - Gender and Social representation – DEL

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.5%	46.5%	27.8%	0.6%	17.0%	12.1%	4.3%
Share of Enrolment	54.8%	45.2%	8.9%	1.8%	8.6%	4.8%	2.3%
Share of teaching staff	48.0%	52.0%	6.4%	1.7%	3.5%	2.1%	1.5%
Share of non-teaching staff	74.8%	25.2%	17.1%	3.1%	8.8%	0.8%	0.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

Puducherry (PDY)

Key Indicators

Table 155: Key Indicators – PDY

Indicator	Total	Male	Female
Total State Population, Lakhs [1]	12.5	6.1	6.4
Literacy Rate [1]	85.9	91.3	84.1
Pop. in 18-23 age group (lakhs)[1] Share to total state pop. (%)	1.3 (10.4%)	0.6 (10.3%)	0.7 (10.6%)
Share of state 18-23 pop. to All-India 18-23 pop. [1]	0.1%	0.1%	0.1%
Gross Enrollment Ratio [2]	38.3	40.4	36.3
Share of Graduates & above in total state population [5]	16.2%	21.7%	10.9%

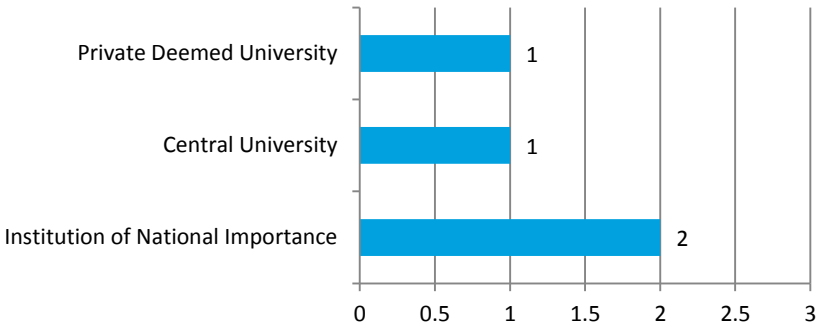
Indicator	Value
State GDP (2014) [3]	₹21,500 Cr
State HDI ranking [4]	-
Sex Ratio (2011)[1]	1037
HE Expenditure as a % of GSDP [3]	0.49%
Per Capita Expenditure on HE [3]	₹4508

Source: 1. Census 2011; 2. All India Survey of Higher Education, MHRD 2011-12; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Puducherry has 4 universities**. PDY has 0.6% of all universities in the country.

Figure 197: Universities by Type and Key institutions - PDY

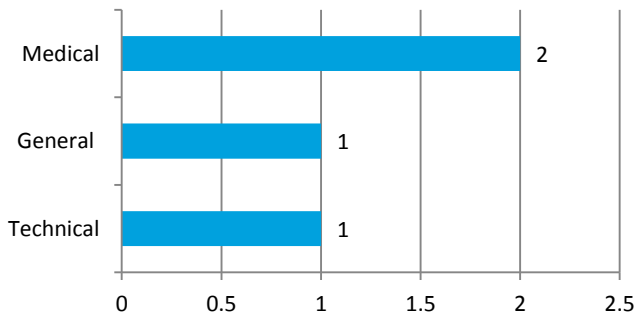


Key institutions in the state

1. University of Pondicherry
2. NIT, Puducherry

There are no IIMs, IITs or IISERs in the state.

Figure 198: Universities by Specialization - PDY



The bar graph alongside reflects the break-up of number of universities in PDY on the basis of specialization. The number of Degree granting institutions in PDY is 4.

Table 156: College & Institution Indicators - PDY

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	83	56
Colleges per lakh population (18-23 yrs)	64	-
Average enrollment per college/ institution	459	459
Total estimated enrolment (Lakhs)	0.49	0.26

PDY with 4,814 colleges has a share of 0.24% of all colleges in India. In terms of access, PDY has 64 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, PDY (459) is **significantly lesser than all India average of 703**. Total enrolment of students in regular mode in higher education institutes in PDY is around 0.49 lakhs.

Out of the total colleges in the state, 88% are affiliated to universities, and the remaining is constituent/university colleges or PG/off campus. In terms of management, PDY colleges are dominated by the Private Unaided colleges, forming 64.9% of all colleges in the state, followed by 32.4% owned by Government and 2.7% that are private aided.

Figure 199: Type of Colleges - PDY

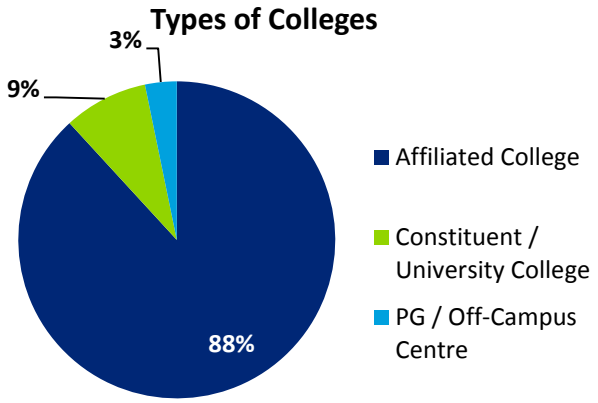


Table 157: Management of Colleges - PDY

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	64.9%	58.0%	410
Private Aided	2.7%	4.9%	840
Government	32.4%	37.1%	525

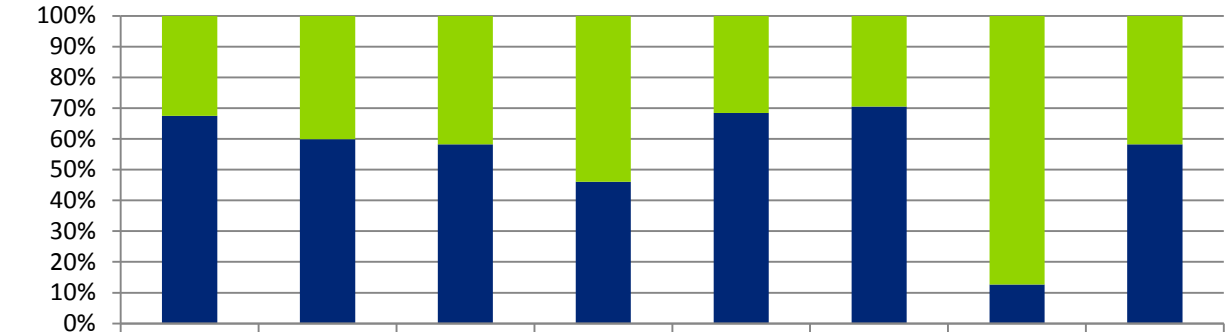
* Calculations in above table is based on the number of responses as given in the AISHE 2011-12

Stand-alone Institutions are those that are outside the purview of the university & college and they require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In PDY, there are 56 such stand-alone institutions and the total enrolment in these is estimated to be around 0.26 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.49 lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (70.3%) is at under-graduate level, followed by post-graduate (14.6%) and Diploma (11.2%), with all other levels forming only 3.9%.

Figure 200: State-wise Enrolment through Regular Mode at various levels – PDY



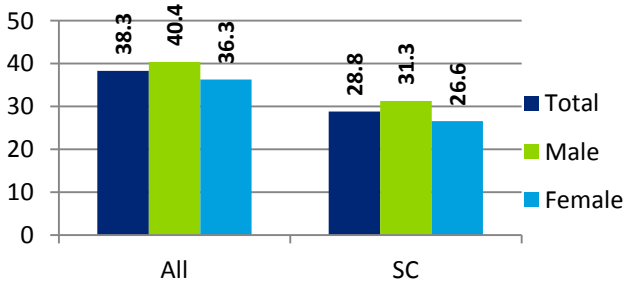
	Ph.D.	M.Phil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated
Female	124	137	3014	18733	43	1627	165	367
Male	257	205	4204	15985	93	3886	24	511

As can be seen from table above, maximum enrolment share (58.0%) is in private unaided colleges in the state.

By Gender: In terms of gender, enrolment is slightly skewed as 51.0% comprises males, while 49.0% of the enrolment is females, indicating a gender disparity. The GER for males (40.4) is higher than GER for females (36.3), resulting in a gender parity index of 0.90 (which is higher compared to 0.88 at all-India level).

By Social Group: The GER of SCs (28.8) is lower than the state GER of 38.3. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.83. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in PDY is lesser than their proportionate share in population other than for Males and Other Minorities.

Figure 201: GER for All & SC - PDY



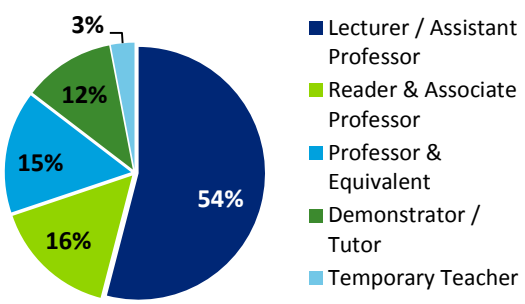
Faculty and Staff

Table 158: Key Faculty & Staff Indicators - PDY

Key Indicators	PDY	INDIA
Pupil Teacher Ratio (PTR)	6.0	13.1
Teachers per College	76.1	53.8
Non-teaching staff per College	106.6	34.5

Calculation is based on the total number of responses as given in the AISHE 2011-12 survey

Figure 202: Post-wise share of teaching staff -



The PTR of colleges in PDY at 6.0 students per teacher is better than the all India average of 13.1. Total number of teaching staff and non-teaching staff in all colleges in PDY is estimated to be 0.06 lakhs and 0.09 lakhs respectively (extrapolating data available for 89.2% colleges in state. The number of teachers per college (76.1) and non-teaching staff per college (106.6) are significantly higher than the corresponding all–India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. 54% of the teaching posts are at level of Lecturer/ Assistant professor with there being almost equal numbers of Readers/ Associate Professors (16%) and Professors (15%). Around 12% of the staff is Demonstrator/tutor and 3%.of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the faculty and staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both faculty and staff in higher educational institutions as compared to their share of population in the state other than for males and other minorities. When compared to all-India levels of representation, PDY has fared much better in terms of Males, Females, SC, OBC and Other Minorities representation, but lags behind in ST and Muslim representation among faculty and non-teaching staff.

Table 159: Student, Faculty and Staff - Gender and Social representation - PDY

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	49.1%	50.9%	23.6%	0	70.8%	11.3%	5.5%
Share of Enrolment	51.0%	49.0%	13.2%	1.5%	57.1%	3.9%	7.0%
Share of teaching staff	61.4%	38.6%	8.5%	0.8%	44.8%	1.7%	4.2%
Share of non-teaching staff	57.9%	42.1%	17.0%	0.8%	44.4%	0.7%	8.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2011-12

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Glossary

AICTE	All India Council of Technical Education
AIU	Association of Indian Universities
BCI	Bar Council of India
CA	Chartered Accountancy
CABE	Central Advisory Board of Education
CCS	Centrally Sponsored Scheme
CII	Confederation of Indian Industry
COA	Council of Architecture
CPSE	Central Public Sector Enterprises
CS	Company Secretary
CSR	Corporate Social Responsibility
DCI	Dental Council of India
DEC	Distance Education Council
DIPP	Department of Industrial Policy and Promotion
DSIR	Department of Scientific and Industrial Research
DTTIPL	Deloitte Touche Tohmatsu India Private Limited
FCRA	Foreign Contribution Regulation Act
FDI	Foreign Direct Investment
FEI	Foreign Educational Institution
FEP	Foreign Education Provider
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
GSDP	Gross State Domestic Product
HEIs	Higher Education Institutes
IGNOU	Indira Gandhi National Global University
IISER	Indian Institute of Science Education and Research
INC	Indian Nursing Council
IUB	Inter-University Board
MCI	Medical Council of India
MDC	Model Degree College
MDP	Management Development Program
MHRD	Ministry of Human Resource Development

MMER	Management, Monitoring, Evaluation and Research
NAAC	National Assessment and Accreditation Council
NASSCOM	National Association of Software and Services Companies
NBA	National Board of Accreditation
NER	North Eastern States
NSDC	National Skills Development Corporation
NQRI	National Quality Renaissance Initiative
NRI	Non Resident Indians
NSSO	National Sample Survey Office
OBCs	Other Backward Class
ODL	Open and Distance Learning
PAB	Project Approval Board
PGDM	Post Graduate Diploma in Management
PTR	Pupil Teacher Ratio
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RUSA	Rashtriya Uchchatar Shiksha Abhiyan
SCs	Scheduled Castes
SHEC	State Higher Education Council
SHEP	State Higher Education Plan
SSA	Sarva Shiksha Abhiyan
STs	Scheduled Tribes
TISS	Tata Institute of Social Sciences
UGC	University Grants Commission
US	United States of America
UT	Union Territory
VCI	Veterinary Council of India

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