



Ministry of Human Resource Development
Government of India



Confederation of Indian Industry

ASHE 2013

Annual Status of Higher Education of States and UTs in India, 2013

For private circulation

Deloitte.

Contents

Foreword	3
Current Status of Higher Education Sector in India.....	7
Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Shaping the future of higher education in India	24
Corporate Social Responsibility in India Review of Companies Act 2013 and nature of spending by top Indian companies	29
India, State and UT Profiles on Higher Education.....	35
India	36
Andhra Pradesh.....	42
Arunachal Pradesh	46
Assam	50
Bihar	54
Chhattisgarh.....	58
Goa	62
Gujarat	66
Haryana.....	70
Himachal Pradesh.....	74
Jammu & Kashmir.....	78
Jharkhand	82
Karnataka	86
Kerala	90
Maharashtra	94
Manipur	98
Meghalaya.....	102
Mizoram.....	106
Madhya Pradesh.....	110
Nagaland.....	114
Odisha	118
Punjab	122
Rajasthan	126
Sikkim	130
Tamil Nadu.....	134
Tripura	138
Uttarakhand.....	142
Uttar Pradesh.....	146
West Bengal.....	150

Andaman & Nicobar Islands	154
Chandigarh.....	158
Daman & Diu.....	162
Dadra & Nagar Haveli.....	165
Delhi	169
Puducherry.....	174
About CII	178
About Deloitte.....	179
Glossary.....	180

Foreword

The Ministry of Human Resource Development (MHRD) is seized with the task of improving quality excellence in higher education. The rapid growth in the sector, both in terms of enrolment and number of institutions has thrown up new challenges of maintaining quality of higher education. The ministry has identified quality as one of the imperatives of higher education policy framework. In fact 12th Five Year Plan for higher education has put quality at the core of entire plan effort.

Three main key determinants of quality in higher education are the adequate availability of quality faculty, optimum and adequate infrastructure and resources and availability of third party quality assurance system. It has been observed that while majority of students in higher education go to universities and colleges which come under the state system, they lack adequate resources in terms of manpower and infrastructure. While state governments are striving to address these issues, the Central government has decided to significantly support the states through an ambitious centrally sponsored scheme, namely Rashtriya Uchchatar Shiksha Abhiyan (RUSA). This is in synch with the objectives of the Planning Commission as stated in the 12th Five Year Plan—of making the Indian higher education system globally competitive and strong by focusing on state higher education system.

In October, 2013 the union Cabinet approved the RUSA. The report of RUSA is available in public domain now. Some inputs from that report have also gone into the preparation of the present report by the Confederation of Indian Industry (CII). This report is important in light of the role that private sector plays in higher education. More than half of the 96 per cent plus students enrolled in higher education institutes in states go to privately-run universities and colleges. It is very important to monitor quality of education in these institutions.

While the central government does its bit on that front, it is heartening to see independent organizations such as CII playing a role in creating a national-level platform for states to showcase their efforts in higher education. This is the second edition of the ASHE report and I hope that in years to come, it will create a benchmark of the kind similar to reports by independent organizations in school education sector.



R P Sisodia, IAS
Joint-Secretary (Higher Education)
Ministry of Human Resource Development

Foreword

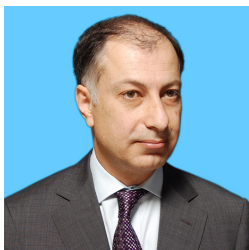
The CII embarked on creating a national-level picture of states' initiatives in higher education in 2012 in partnership with the Planning Commission. As happens invariably, with no precedents to follow, it was a challenge for us to complete the first report last year. The heterogeneity of the data available with the Planning Commission and the near-absence of publicly-available secondary data for most states made the task difficult. But we were finally able to find the right duo who worked hard on creating a homogenous picture with inputs from various sources. The first ASHE report was launched at AICTE-CII University-Industry Congress 2012.

I am happy that this year, once again with some difficulty, we have been able to bring out the second edition of ASHE report 2013 in partnership with the Ministry of Human Resource Development. Mr Sisodia provided us inputs from the Government's own RUSA document at the right moment which substantially added depth to a document that was already meaningful and useful.

I would like to thank Deloitte India for lending their support to us in this task and I hope that in years to come ASHE will become a benchmark to evaluate states' performance in higher education.

I also hope that as we gain some experience in collating inputs from various sources and get to know the state systems better, it will become easier to bring out this report every year. I hope too that as we gather more directly comparable data over time on each state, we can begin to draw lessons of what initiatives seem to be working better.

Finally, RUSA is a very welcome initiative. The great bulk of higher education happens in the state system. It is there where the faculty shortages, issues of faculty quality, and gaps in facilities are most chronic. A properly resourced and implemented RUSA can help that part of our higher education system that needs it most. We hope that this analysis from CII as a totally independent agency will provide momentum and direction for state effort.



Dr Naushad Forbes

Chairman, CII National Committee on Higher Education &
Director, Forbes Marshall

Foreword

India aspires to become a world knowledge hub which in years to come hopes to transform millions of young people from across the world into educated global citizens. In order to achieve this, the entire education system in the country has to become sound and robust by achieving excellence. With significant improvements in school education, achieved by flagship Government programs such as Sarve Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), it is the right time to address the higher education system in the country.

India has one of the largest higher education systems in the world comprising of 700+ universities, 35,000+ colleges and numerous stand-alone technical/professional institutions with annual enrolment in excess of 25 mn students. The institutional framework of higher education system consists of Universities established by an act of Parliament (Central Universities) or State Legislature (State Universities), Deemed Universities, Institutes of National Importance, Institutions established by State Legislative Act, colleges affiliated to a University, professional and technical institutions amongst others. Given the vast network, India's Gross Enrolment Ratio (GER) in higher education, currently pegged at 19%, is far below the world average. Further, the quality of most of the higher institutions is debatable especially given the absence of any Indian institution in global Top 200 list.

In a move to transform the higher education sector in the country, the government has in the recent past initiated a set of reformatory measures, which are expected to address some of the challenges especially those of development of an efficient funding mechanism, improvement of quality in existing institutions and participation of top foreign universities. This report titled '**Annual Status of Higher Education in States and UTs 2013**' *inter alia* provides an overview of the higher education system in the country, the key challenges being faced and the set of reforms which have been implemented or are in the pipeline. The report also provides detailed profiles of states and Union Territories (UTs) on key parameters of higher education.

One of the key developments has been the announcement of RUSA, which has been conceptualised by the central government for focussing on higher education infrastructure in various states and union territories. The primary reason for focussing on state/UT government institutions is because about 94% of students enrolled in government funded/controlled private institutions come under their purview in addition to private education institutions (52% of all enrolments). The program has recently been approved by the Cabinet Committee on Economic Affairs and seeks to change the funding mechanism for such institutions. Further, with the passage of much awaited Companies Act India has become one of the few countries in the world to have a statutory provision on Corporate Social Responsibility (CSR). The Act provides mandatory contribution towards CSR with education being specified as an eligible activity. The education sector (including higher education) is expected to be a major beneficiary of this mandatory CSR provision resulting in improved funding for the institutions. This report presents an analysis of the probable impact of the above regulatory changes on the sector,

We would like to express our sincere gratitude to MHRD and CII for their generous support and cooperation in preparation of this report.

Deloitte Education Sector Team
ineducation@deloitte.com

Part I

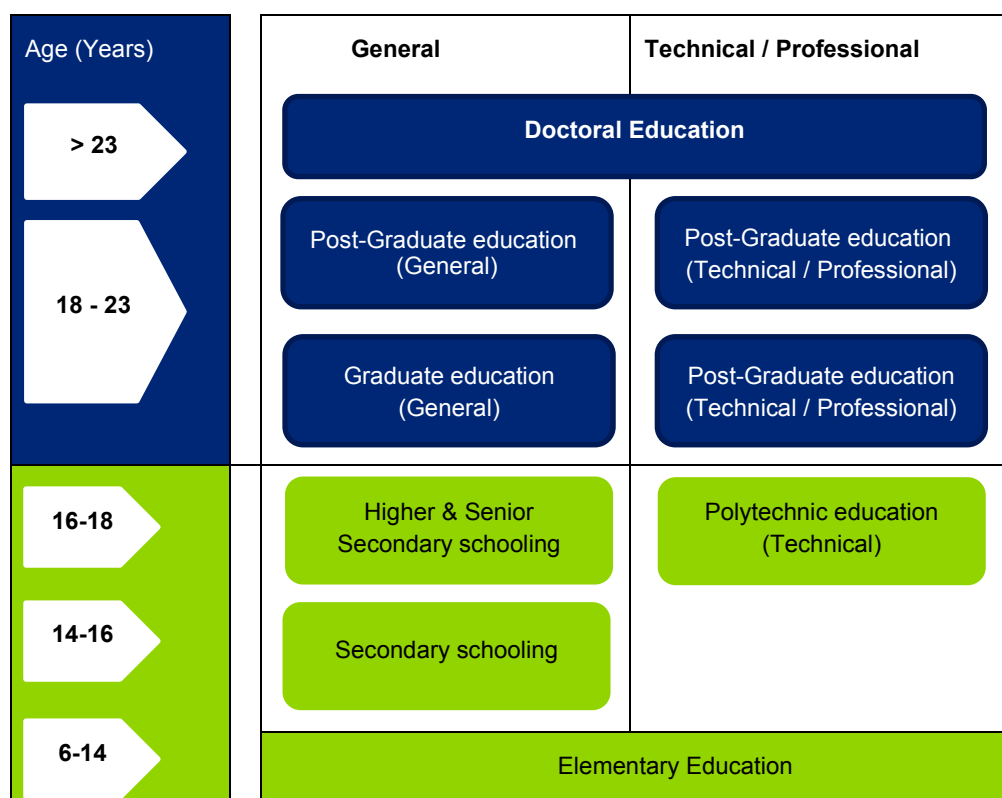
National perspective on Higher Education

Current Status of Higher Education Sector in India

Introduction

A sound higher education sector plays an important role in economic growth and development of a nation. Higher education, in terms of its relevance and importance, enjoys a significant position in the education system as it equips people with appropriate knowledge and skills to be gainfully employed. India has one of the largest systems of higher education in the world offering facility of education and training in almost all aspects of human creativity and intellectual endeavor. In the context of current demographic structure of India where the majority of population is below the age of 25 years, the role of higher education is critical.

Figure 1: Structure of Higher Education



Source: Deloitte analysis

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.

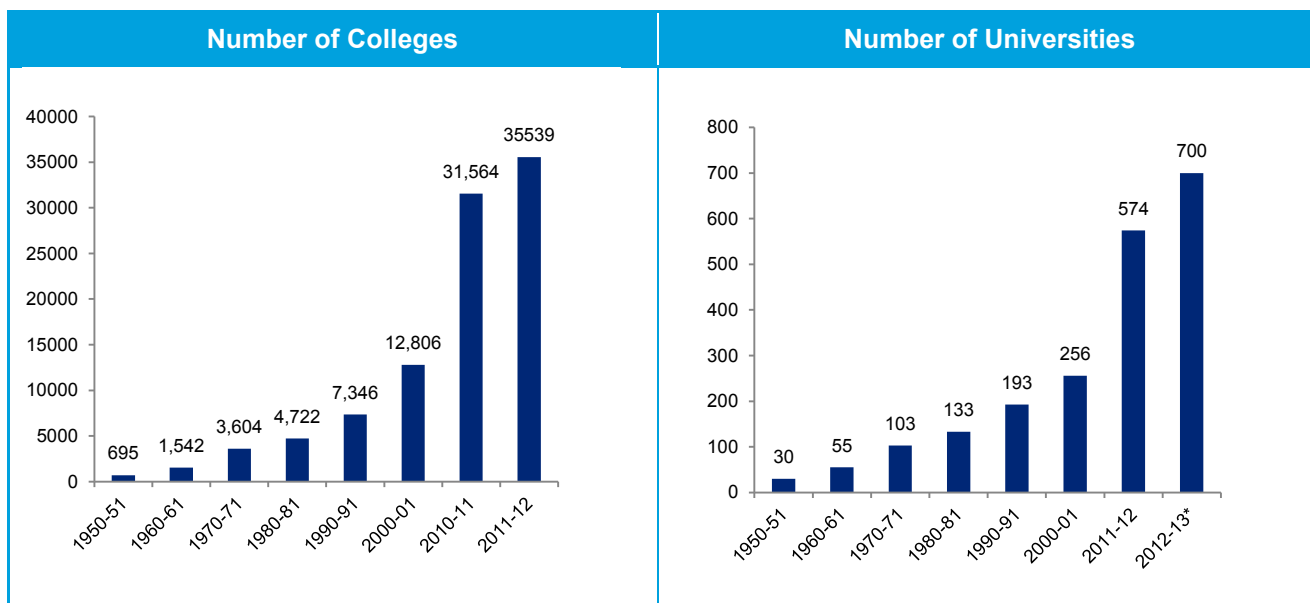
Key Features of the Indian Higher Education System

Infrastructure

Number of Higher Education Institutions

Higher education in India has witnessed an impressive growth over the years. The number of higher educational institutions (HEIs) has increased from about 30 universities and 695 colleges in 1950-51 to about 700 universities (as of 2012-13) and 35,000 colleges (as of 2011-12) as per recent a UGC report¹. With an annual enrolment of above 25 million (including enrolment under Open and Distance Learning system), India is today ranked as the third largest higher education system in the world after US and China.

Figure 2: Higher Education Institutions in India



Source: UGC Higher Education at a Glance - June, 2013

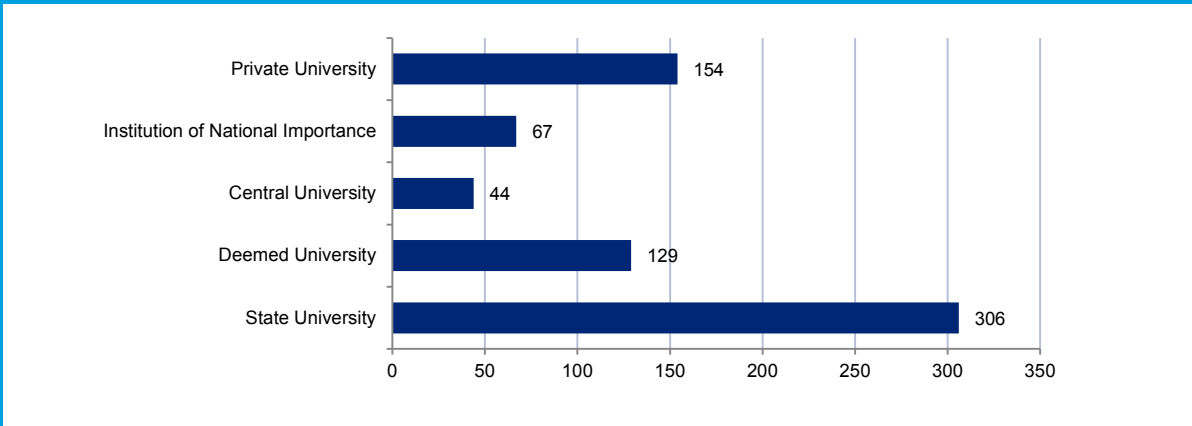
As may be seen from Figure 2 above, there has been a threefold increase in the number of HEIs in the country during the last decade.

Higher Education Institutions by type

The break-up of number of HEIs in the country shows that the share of state universities is the highest (44%) followed by private universities (22%), deemed universities (18%), institutes of national importance (10%) and central universities (6%).

¹ UGC Higher Education at a Glance - June, 2013

Figure 3: Break up of HEIs



Source: UGC Higher Education at a Glance - June, 2013

Private sector participation

The public expenditure in higher education remained close to 1% of the country’s Gross Domestic Product (GDP) over the years, which has been quite low in proportion to the burgeoning requirements of this sector. This has led to an exponential growth of private sector institutions. The number of private HEIs has increased by more than 60% during the five year period between 2007 and 2012, as illustrated in *Figure 3*. As a result, the share of private sector in terms of total HEIs has increased to about 64% in 2012².

Figure 3: Number of private HEIs

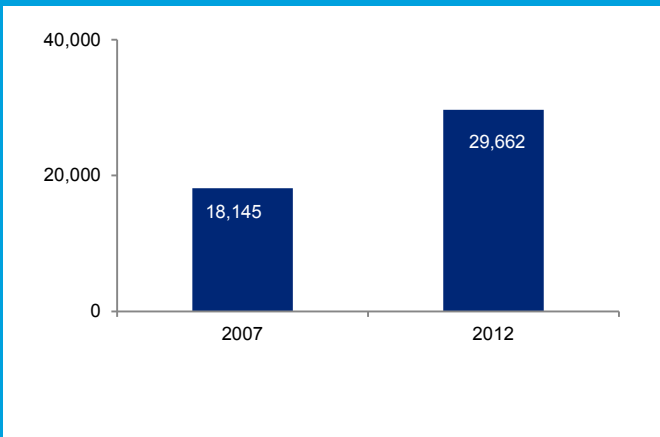
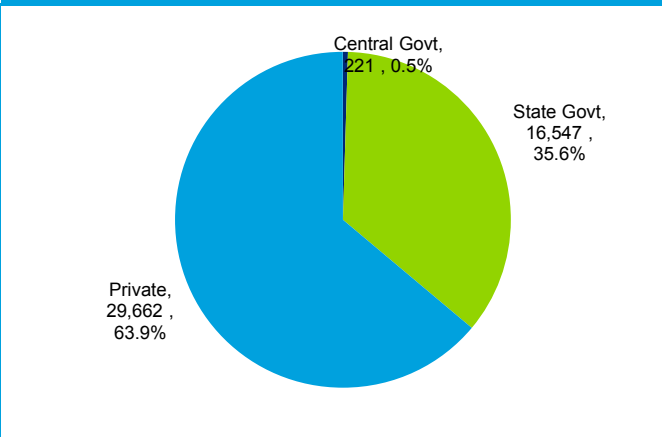


Figure 4: Type wise distribution of HEIs, 2012



Source: Twelfth Five Year Plan (2012-2017) - Social Sectors

Enrolment

Growth in enrolment and GER

The increase in the enrolment figures is consistent with the expansion of HEIs over the years. The total enrolment in higher education has increased from 0.21 million in 1950-51 to about 22 million in 2011-12, while the GER has increased from 0.40% in 1950-51 to 19.4% in 2012-13³.

² Twelfth Five Year Plan (2012-2017) - Social Sectors

³ UGC Higher Education at a Glance - June, 2013 and RUSA, 2013

Figure 5: India's GER in higher education (in %)

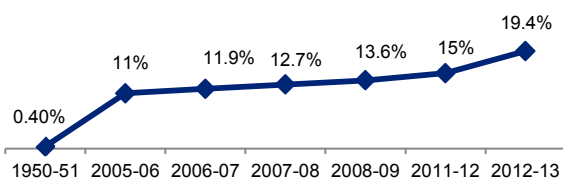
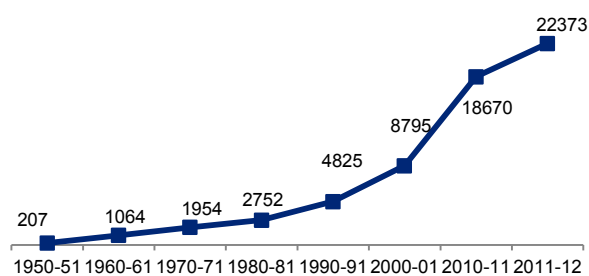


Figure 6: Enrolment in higher education (in 000')



Source: UGC Higher Education at a Glance - June, 2013 and RUSA, 2013

While we have been able to cross the GER of 15%, which can largely be attributed to the focused efforts of the 11th Five Year Plan, a lot more needs to be done in order to translate the favourable age-structure of the country into a demographic dividend.

Insitution wise enrolment

The increase in number of private HEIs has also resulted in an increased private sector share in the total enrolment. The share of private sector in terms of total enrolment has grown from 33% in 2001 to 59% in 2012⁴. While the number of private HEIs account for about 64% of the total HEIs, the share of private sector in total enrolment stands at 59%, as illustrated in the following figures. The central and state government institutes on the other hand account for 2.6% and 38.6% of the total enrolments, respectively.

Figure 7: Share of higher education institutions in enrolment

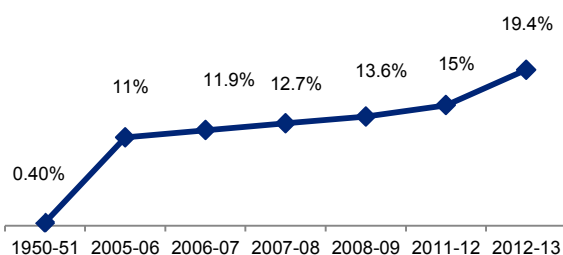
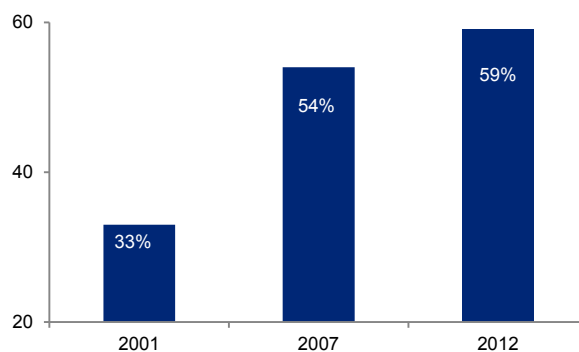


Figure 8: Percentage share of private sector in higher education enrolments



Source: Twelfth Five Year Plan (2012-2017) - Social Sectors

The government is targeting to achieve a GER of 30% by 2020⁵ which will require creation of additional enrolment capacity at an unprecedented scale. Accordingly, the 12th Five Year Plan envisages creating an additional enrolment capacity of 10 million, which is expected to raise the GER from present level of 17.4% to 25.2% in 2017-18. The 12th Five Year Plan also acknowledges the need for a continued and growing role of the private sector in higher education.

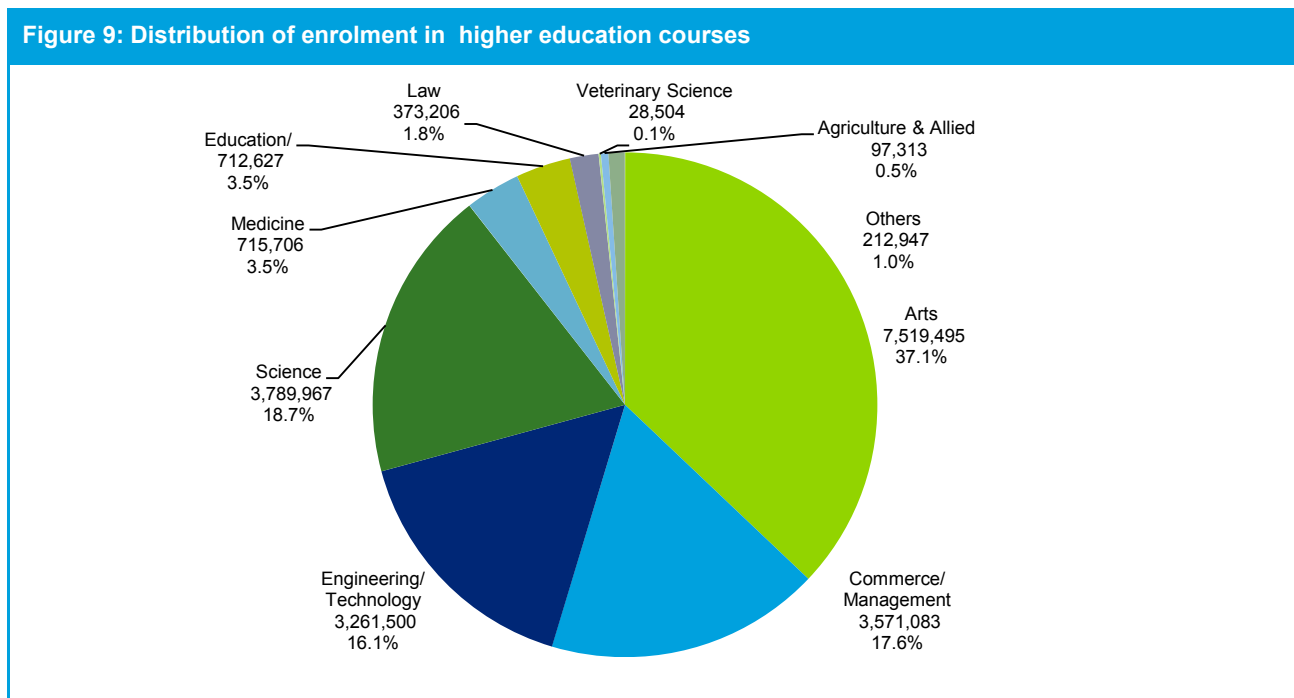
⁴ Twelfth Five Year Plan (2012-2017) - Social Sectors

⁵ Twelfth Five Year Plan (2012-2017) - Social Sectors

In fact, of the additional enrolment capacity of 10 million to be created during the 12th Five Year Plan, 6.2 million⁶ is expected to be created by the private sector.

Enrolment by course

In terms of distribution of enrolment across various courses, Arts has been the favourite choice amongst students with 37.09% of enrolment, followed by 18.64% in Science, 17.57% in Commerce/Management and 16.06%⁷ in Engineering/Technology.



Source: Twelfth Five Year Plan (2012-2017) - Social Sectors

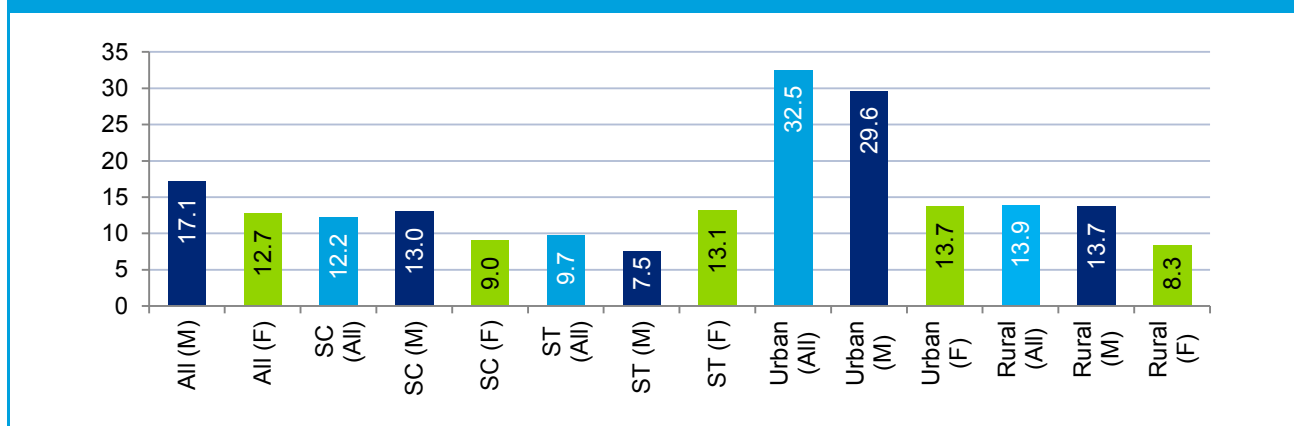
Enrolment by social groups

The overarching goal of a progressive higher education system is to ensure that that the education is available uniformly to all concerned without any bias. Therefore, it is imperative to understand higher education system on various social parameters. The below mentioned figure provides an overview of GER in higher education for different social groups.

⁶ Twelfth Five Year Plan (2012-2017) - Social Sectors

⁷ Source: Twelfth Five Year Plan (2012-2017) - Social Sectors

Figure 10: GER in higher education on various social parameters (2009-10)⁸



Source: NSS 66th Round 2009-10; some of the figures have been estimated from unit level data of NSS 66th Round of Employment and Unemployment by Bino Paul, Labour Market Research Facility, TISS and RUSA

The representation of Scheduled Castes (SCs) and Scheduled Tribes (STs) in enrolments in the Indian higher education have remained low over the years. As may be seen from the above figure, the GER of SCs in higher education is 12.2% (2009-10), while that of the ST population stands at 9.7% (2009-10), which is far below than the national average. This underscores the need to initiate special efforts for these groups.

Similarly, there exists a wide variation between male and female GERs in the country. The share of females enrolled in higher education is only 12.7%, while it is 17.1% for males. The gap between male and female GER is more pronounced in urban areas than in the rural areas.

Further, analysis of GER among urban and rural populations provides useful insights. The GER in urban areas (32.5%) is more than double that of the GER in rural areas (13.9%). This is reflective of the concentration of private HEIs in urban areas which aim to attract young urban population. There is an urgent need to broaden the institutional reach in rural areas in order to strike a balance.

RUSA, the landmark scheme of MHRD on higher education also highlights the wide disparities existing in higher education on aforementioned social parameters.

Qualitative aspects

Faculty

Availability of good quality faculty is a critical input in the functioning of a sound higher education system. While there has been a consistent growth in the faculty strength in higher education, it has not matched the growth in student enrolment numbers. While the student enrolments have gone up by more than 100 times between 1950-51 and 2011-12, the number of teachers has gone up by less than 40 times, which implies the student-teacher ratios have declined by about 2.5 times over this period. This has also led to the country's poor performance on student-teacher ratio at the international level, as can be seen in the figure below.

⁸ The data on the above mentioned parameters is available for the year 2009-10.

Figure 11: Growth in Faculty Strength

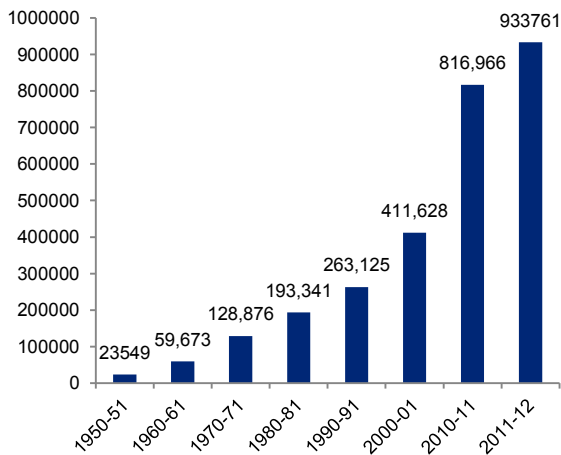
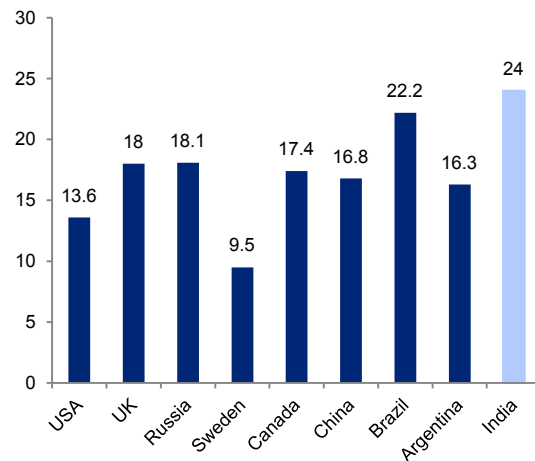


Figure 12: Student Teacher Ratio in Select Countries



Source: UGC Higher Education at a Glance - June, 2013, UNESCO Institute of Statistics and Statistics of Higher and Technical education in India, 2009, MHRD

Further, an analysis of the availability of faculty on the basis of experience reveals that a majority of universities and colleges hire lecturers who are relatively less experienced, while the more experienced readers and professors, especially in the affiliated colleges, constitute a small proportion, which has a bearing on the quality of education.

Figure 13: Level wise distribution of faculty in University Department and Constituent colleges

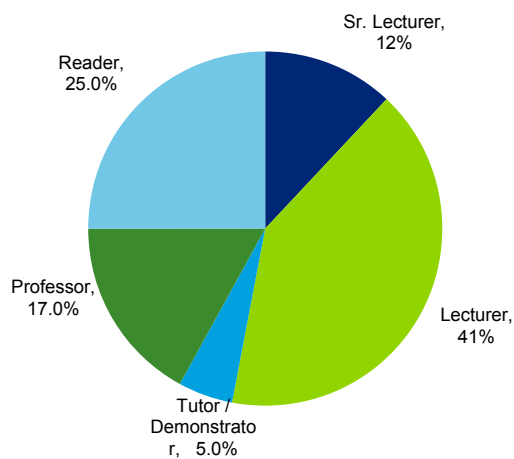
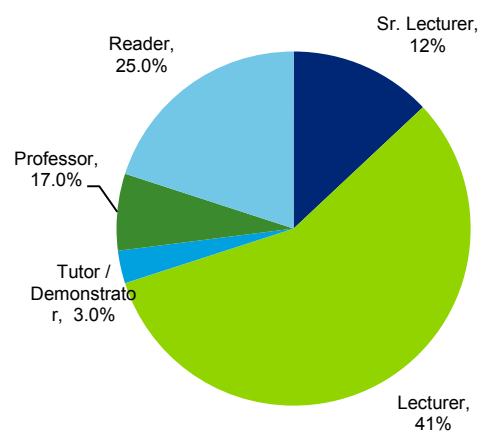


Figure 14: Level wise distribution of faculty in Affiliated Colleges



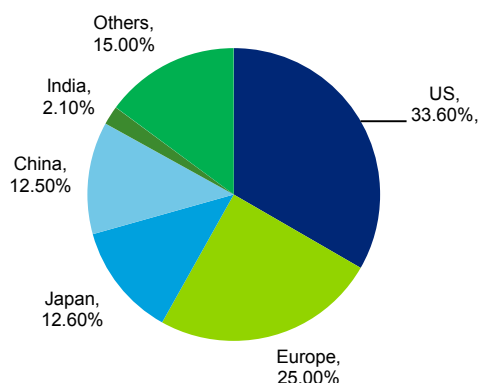
Source: UGC Annual Report, 2011-12

Research

Research is an essential component of a higher education system to ensure it remains vibrant and is quick to respond to and anticipate changes arising in the contextual conditions. One of the input parameters to ascertain progress in research

is the quantum of spending on research and development activities. As per a study⁹, India's share in R&D spending to the total global R&D spending stands at 2.1% while the share of China is 12.5%. Figure 15 compares the R&D spending of India and China with other developed economies. There is clearly a need to increase spending on R&D as we move forward to become a knowledge economy.

Figure 15: Share of total global R&D spending



Source: Battelle, R&D Magazine -2009 RD Funding final report

Another important parameter to measure research is the enrolment and award of PhDs. The number of PhDs awarded in India has doubled over a ten year period from 1998 to 2007¹⁰. The study¹¹ also indicates that only 0.25% of the students who enrolled at the graduate level get themselves enrolled for PhD. The number of PhDs produced in India grew at an annual rate of about 9% during the period from 2002 to 2007, whereas the number of PhDs awarded in China grew at a rate of over 18%¹² during the same period. The following figure provides a comparison of PhDs produced by India, China and USA during the period 2002-2007.

⁹ Source : Battelle, R&D Magazine -2009 RD Funding final report

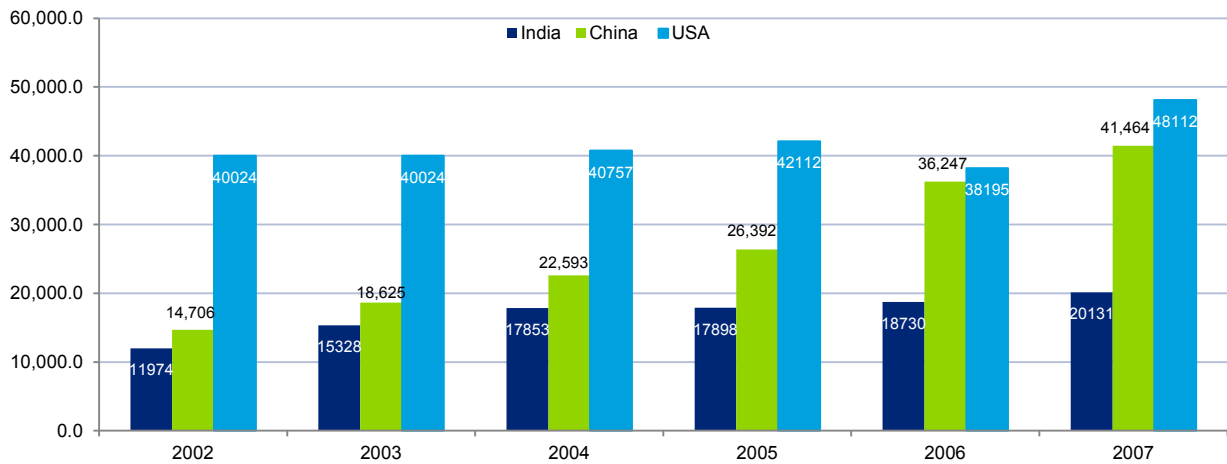
(https://www.google.co.in/?gws_rd=cr&ei=JM5sUqjsL8TorQfh_oDoCQ#q=Research+%26+Development+expenditure+a+concept+paper+deloitte)

¹⁰ Source: Trends in Higher Education - Creation And Analysis Of A Database of PhDs In India, National Institute Of Advanced Studies

¹¹ Source:Trends in Higher Education - Creation And Analysis Of A Database of PhDs In India, National Institute Of Advanced Studies

¹² Source: Sunder. S. Higher Education Reforms in India, Yale University 2010

Figure 16: Number of PhDs awarded in India, China & US



Source: Sunder. S. Higher Education Reforms in India, Yale University 2010

Accreditation

Accreditation ensures that the education delivered in a particular stream/college is of an acceptable quality as per prescribed standards. Accreditation in higher education in India has been a voluntary exercise over the years, as a result, only a small percentage of HEIs have opted for accreditation. The statistics¹³ show that only 31% of the universities and 14.5% of the colleges are accredited with the National Assessment and Accreditation Council (NAAC).

Figure 17: Universities accredited by NAAC

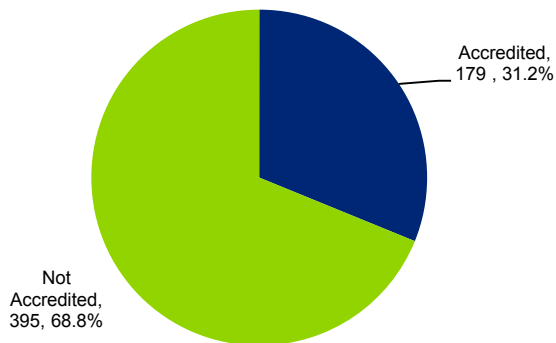
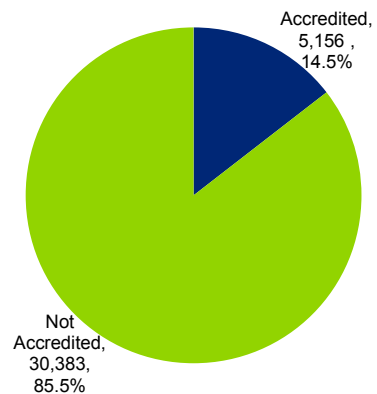


Figure 18: Colleges accredited by NAAC



Source: NAAC, Bangalore, 2013

The University Grants Commission (UGC) has recently made accreditation mandatory for all universities and colleges, which will force the HEIs to improve quality in order to attract students. The technical institutions, which have currently been kept out of the purview of these regulations, are expected to be brought within the ambit of mandatory accreditation in near future.

¹³ Source: NAAC, Bangalore, 2013

Role of the Government

In India, education has been considered a public good and, therefore, responsibility of providing education to the citizens lies largely with the central and state governments. The government departments and agencies are mainly involved in framing policies and regulations that facilitate higher education and in supporting the institutions through financial and other forms of assistance. Education is on the concurrent list of the Indian Constitution and, therefore, the aforesaid responsibility is often shared between the central and state governments, which often necessitate a good coordination mechanism to avoid conflicts. Over the years, the multiple agencies have been formed at a national level in order to administer and regulate different components of higher education, some of which have been mentioned below.

Key institutions

Ministry of Human Resources Development

Department of Higher Education, Ministry of Human Resource Development, Government of India is the apex body with regards to policy formulation in the field of higher education in the country. The following subjects (*a selective set of relevant subjects presented hereunder for reference*) were allocated to the Department of Higher Education, as per Second Schedule to the Government of India (*Allocation of Business*) Rules, 1961:

- University education; Central Universities; Rural Higher Education, Foreign Aid Programme relating to Higher Education, Technical Education Planning.
- Institutions of higher learning (other than Universities).
- Educational Exchange Programmes, exchange of teachers, professors, educationists, technologists, etc.; programme of exchange of scholars between India and foreign countries.
- Grant of permission to teachers of Universities, colleges and institutions of higher learning to accept assignments abroad.
- Admission of foreign students in Indian Institutions.
- Expansion, Development and Coordination of Technical Education.
- University Grants Commission.
- All India Council for Technical Education, including conduct of its National Diploma and National Certificate Examinations.

While the MHRD oversees policy making with respect to higher education, its implementation and enforcement rests with the various institutions and regulatory authorities set-up for different streams of higher education.

University Grants Commission

The UGC, a statutory body constituted under the UGC Act, has been entrusted with the task of coordination, determination and maintenance of standards of university education in India. The UGC is also responsible for disbursement of grants to central and state universities to enable them to carry out their activities. Besides this, UGC advises the central and state governments on the measure necessary for improvement of university education. The UGC has framed various regulations to ensure minimum infrastructure requirements in order to maintain quality and standards of the higher education. The UGC regulations provide that the right of conferring degrees can be exercised only by a university or deemed university established under a Central Act or a State Act. Key functions of the UGC include the following:

- Take all steps for the promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities.
- Inquire into the financial needs of universities and allocate and disburse grants to universities for the maintenance and development of such universities.
- Recommend to any university the measures necessary for the improvement of university education and advise the university upon the action to be taken for the purpose of implementing such recommendation.

All India Council for Technical Education

The All India Council for Technical Education (AICTE) is a statutory body constituted under the AICTE Act, 1987 with a view to ensure proper planning and coordinated development of the technical education system throughout the country. It is also responsible for the promotion of qualitative improvement of technical education and regulation of norms and standards in the technical education system. The technical education covers programmes of education, research and training in engineering technology, architecture, town planning, management, pharmacy and applied arts and crafts. Under the AICTE regulations, no institution providing technical education can be established without prior approval of AICTE. The regulations contain a detailed procedure for seeking AICTE approval. However, the recent Supreme Court judgment

has completely turned the situation by holding that the AICTE's role with respect to technical colleges (affiliated to university) is restricted to just advisory & recommendatory, while the powers of defining and maintaining standards of technical education vest in the UGC.

National Board of Accreditation (NBA)

The National Board of Accreditation (NBA) was constituted by the AICTE, as an Autonomous Body, under Section 10 (u) of the AICTE Act, 1987 to periodically conduct evaluation of technical institutions or programmes on the basis of guidelines, norms and standards specified by it and to make recommendations to it, or to the AICTE or to other bodies, regarding recognition or de-recognition of the institution or the programme.

National Assessment and Accreditation Council (NAAC)

It is an autonomous body established by the UGC to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) that laid special emphasis on upholding the quality of higher education in India. The key tasks of the organization are:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects.
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions.
- To encourage self-evaluation, accountability, autonomy and innovations in higher education.
- To undertake quality-related research studies, consultancy and training programme.
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

Inter-University Board/ Association of Indian Universities

The Inter-University Board (IUB) of India was formed in 1925 with the view of promoting university activities, especially by way of sharing information and cooperation in the field of education, culture, sports and allied areas. The Inter-University Board acquired a legal status with its registration in 1967 as a Society under the Societies Registration Act, 1860. In 1973, it assumed its present name: the "Association of Indian Universities" (AIU). The membership includes traditional universities, open universities, professional universities, Institutes of National Importance and deemed-to-be universities. In addition, there is a provision of granting of Associate Membership to universities of neighbouring countries. Apart from serving as an Inter-University forum, AIU acts as a bureau of information and facilitates communication, coordination and mutual consultation amongst universities. As a representative of Indian universities, it liaises between universities and the Government (*Central as well as the State Governments*) and assists universities in obtaining recognition for their degrees, diplomas and examinations from other universities, Indian as well as foreign.

Distance Education Council

Over the years, there has been a phenomenal increase in institutes providing Open and Distance Learning,(ODL) education in the country. One of the main reasons is the lack of infrastructure in conventional education system to serve the growing population. Therefore, it was considered imperative to set up a separate authority to coordinate and promote the ODL education in the country. Accordingly, the Indira Gandhi National Open University (IGNOU) Act was enacted. Apart from performing the functions of a university, IGNOU is also responsible for promotion of ODL system and for co-ordination and determination of its standards. For this purpose, Distance Education Council (DEC) was set up by IGNOU to regulate the ODL education in the country.

However, the IGNOU, vide its notification dated 1st May 2013, has dissolved the DEC and consequently, the powers to govern the ODL system has been vested in the UGC and AICTE for their respective domains.

Government expenditure

The public expenditure in education sector, especially in higher education has remained very low over the years, only a little over 1% of the GDP as shown in the following figure. The National Education Policy 1968 and 1986 (revised in 1992) recommends government expenditure on education at 6% of GDP, whereas the 2010-11 (BE) expenditure was only at 3.8%.

Figure 19: Expenditure on education as % of public expenditure

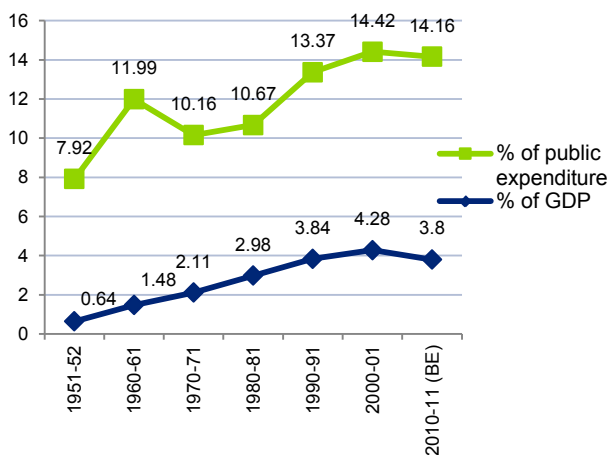
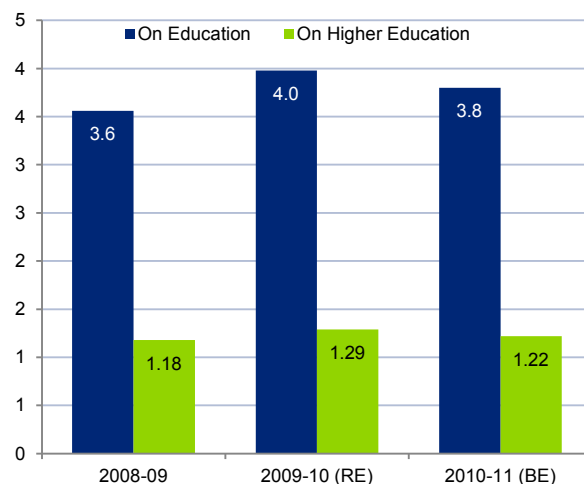


Figure 20: Expenditure on higher education (as % of GDP)



Source: Analysis of Budgeted Expenditure on Education, MHRD, 2009

Realizing the need to provide a good quality higher education to the growing young population of the country, the 11th Five Year Plan saw a 4.6 fold increase in allocation over the 10th Five Year Plan. This constituted 19.4% of the overall central plan allocation. To continue the trend, the 12th Five Year Plan proposes an outlay of Rs.1,10,700 crore for higher education, an increase of 30% over the 11th Five Year Plan. However, given the burgeoning requirements of this sector, the government funding alone may not be sufficient and significant involvement would be required of the private sector as well.

Key Issues

While there has been a significant development in the field of higher education in India, it still lags behind in comparison to many developed countries. In fact developing countries like China, Malaysia and South Korea fare better than India on many counts. The situation gets compounded as India has a daunting task of providing employment opportunities to its growing workforce, which can only be possible if it has a sound higher education system. The following table highlights the key issues facing the higher education sector in India.

Table 1: Key Issues in higher education in India

<p>Access</p> <ul style="list-style-type: none"> Low enrolment rates in higher education with GER of 19.4 at the higher education stage (18-23 years) GER significantly less than in countries such as US (89), Russia (76), UK (59), Malaysia (40), China (24)¹⁴ 	<p>Equity</p> <ul style="list-style-type: none"> Gender disparities in higher education (GER of 17.1 for males and 12.7 for females in 2009-10) Social inequities in access to higher education (GER of 12.2 for SCs and 9.7 for STs in 2009-10) Regional disparities in higher education (10.5 in Bihar; 32.9 in Tamil Nadu, including rural-urban variations)
<p>Quality</p>	<p>Governance and Financing</p>

¹⁴ UNESCO Institute for Statistics Database

- Significant levels of faculty vacancies (~40% in 2008¹⁵) in institutes
 - Concerns over quality of faculty in higher education
 - Varying quality of education provided in institutes; low level of accreditation
 - Limited motivation for learning due to evaluation process in colleges
 - Inadequate focus on research in higher education
 - Lack of adequate infrastructure and equipment
 - Low employability and skills of graduates
- Issues in universities arising from affiliation resulting in administrative burden on universities
 - Governance issues in universities such as lack of appropriate structures and limited autonomy
 - Financial constraints in higher education, particularly for state level institutions
 - Lack of clear regulatory framework for private sector participation in higher education

A few of these issues have been elaborated further in the section below.

Low enrolment rates

The GER in higher education at 19.4% leaves a vast proportion of eligible population out of the system. The Indian GER is significantly less than comparable figures in other developed and emerging nations such as the USA (89), Russia (76), the United Kingdom (59), Malaysia (40) and China (24)¹⁶. While the central government has set a target of achieving a GER of 30% by 2020, it would require massive efforts in terms of strengthening and creating the infrastructure, human resources and other required inputs. While public expenditure on higher education has to go up, the role of private sector would also be critical to achieve the stated targets. CSR provisions introduced in the new Companies Act 2013 provide an opportunity for private sector participation, which should be suitably leveraged. A detailed note on the CSR provisions in the Companies Act 2013 and the current CSR spending by Indian companies on education and other sectors is provided in the following chapters.

Regional disparities

There are significant regional variations in enrolments in higher education across the country, which has been duly highlighted in RUSA. For instance, most of the southern states have a high GER, while states like Bihar, West Bengal and Madhya Pradesh have a relatively less GER due to low institutional density. The public expenditure on higher education is also highly uneven amongst states; the states with lower capacities and poorer infrastructure may have to allocate more to catch up to the leading state and the national targets. There is clearly a need to give special focus on states with lower GER in terms of increasing the institutional reach and providing financial assistance to increase spending on higher education.

¹⁵ Sanjay Dhande Committee on Faculty Shortage and Performance Appraisal System; Rashtriya Uchchatar Shiksha Abhiyan (RUSA) - National Higher Education Mission document, MHRD, Sept. 2013.

¹⁶ UNESCO Institute for Statistics Database

Figure 21: GER of select states in higher education

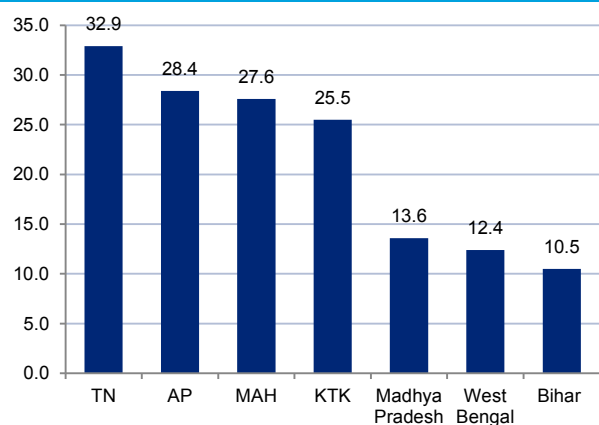
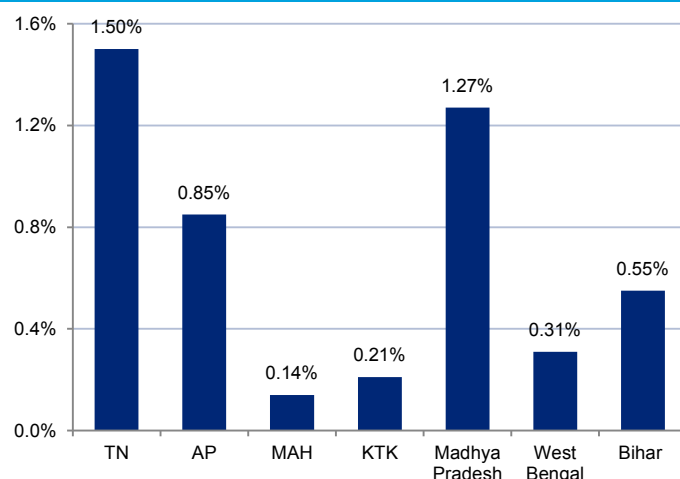


Figure 21: Public expenditure on higher education as % of GSDP



Shortage of Faculty

Faculty shortages and the inability of the educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years. The number of teachers in the system has not kept pace with the growth in student enrolments and this aspect needs considerable and concerted attention to ensure the sustainability of the higher education system. A study conducted by the National Skill Development Corporation, NSDC¹⁷ has estimated that there will be incremental requirement of about 31,71,000 teachers in higher education between 2008 and 2022 to ensure a student teacher ratio of 20:1. This is a huge challenge given that this target means a more than three-fold increase in the total number of teachers present in the system currently.

Concerns over quality of HEIs

The quality of education imparted to students in the HEIs has been a matter of concern for quite some time. As per the recently released by Times Higher Education Rankings, 2013-14, none of the Indian HEI features on the list of top 200 institutions, which is a reflection of quality of HEIs in the country. A recent study conducted by NASSCOM reveals that only 25% of engineering graduates are readily employable in the IT industry. Further, as per NAAC about 62% of the universities and 90% of the colleges were rated average or below average on specified quality parameters.

Regulatory issues

Ambiguity over regulations

There is a considerable amount of ambiguity with respect to regulations governing higher education. For instance, the applicability of regulations to colleges affiliated to universities, standalone institutions offering certificate, instead of degree/diploma programs, which are of lesser duration as provided for in the AICTE regulations and many more have been a matter of controversy. Similarly, the provisions governing course curriculum, fees, admission tests etc. have resulted in a number of challenges for the existing institutions. These conditions have also acted as a deterrent for genuine education providers from foreign countries to enter the Indian higher education sector.

¹⁷ NSDC Report on Human Resource and Skill Requirements in the Education and Skill Development Services Sector

Conflict of authority

Education being on the concurrent list has resulted into a multiplicity of regulators and regulations, which sometimes are in conflict of each other. This state of affairs was highlighted in the Yashpal Committee Report as submitted to the Union Minister Education in 2009. It observed that: *“there is very little co-ordination among the statutory bodies in respect of degree durations, approval mechanisms, accreditation processes, etc. It sometimes leads to very embarrassing situations in which we find two regulatory agencies at loggerheads and fighting legal cases against each other.”*

Lack of autonomy

Higher education in India is often criticised for being over-regulated with regulators exercising control over administrative and operational aspects such as admission policy, duration of programs, eligibility conditions, fixation of fee, salary of teachers, intake capacity, infrastructure requirements etc. These conditions leave virtually no autonomy with individual institutions to offer programs as per global standards through innovative pedagogy.

Lack of clear-cut policies for private sector participation¹⁸

The role of the private sector in higher education is critical as brought out in the preceding sections. This has also been acknowledged by the Working Group for Higher Education constituted for the 12th Five-Year Plan (2012-17) as: *‘while almost all major committees and policy documents have accepted the need for increased involvement of private sector in higher education, there is also lack of clarity on funding pattern, incentives, and regulatory oversight’. These issues need to be addressed and clarified so as to incentivize the private and corporate sectors to invest in higher education.*”

The existing policy on higher education does not provide much clarity on these aspects of private sector participation and a clearer and unambiguous policy direction is essential to encourage a meaningful and effective private sector participation..

Some Recent Developments

Higher education sector has witnessed some major policy and regulatory developments lately, which mainly seeks to address some of the pressing challenges faced by the sector. This section provides a brief account of these developments. Of these, the RUSA and CSR provisions in the new Companies Act 2013 have been dealt in a greater detail in the following chapters.

Entry of Foreign Universities

In a major development, the MHRD issued a press release dated 10th September 2013 apprising that the Government is in the process of notifying rules which will pave the way for entry and operation of foreign universities in India. This proposal has also been supported by DIPP (nodal agency for facilitating FDI) and DEA (Nodal agency administration of exchange control regulations). The proposed rules require the Foreign Educational Institutions (FEIs) to fulfill certain eligibility conditions such as: (a) The FEI should be ranked amongst the top 400 universities of the world as per the rankings published by the prescribed agencies; (b) The FEI should form a not-for-profit legal entity in India, registered under section 25 of the Companies Act for setting up the campus; (c) The FEI has been registered as a not-for-profit legal entity in the host country, and should be in existence for at least twenty years; (d) It should be accredited by an accrediting agency of the host country. In absence of its accreditation in that country, it should be accredited by an internationally accepted system of accreditation; (e) It will offer programmes of study or courses to be of quality comparable to those offered to students in its main campus overseas; (f) It is required to maintain a corpus of not less than ₹ 250 million with respect to its Indian campus.

While the conditions mentioned above are as per press release issued by the MHRD, the final list of requirements will emerge as and when the proposed rules get notified. The proposed rules once notified will not only allow FEIs to bring in global best practices in higher education, it will also help the country saving millions of dollars spent by Indian students on

¹⁸ Inclusive and Qualitative Expansion of Higher Education - Compilation Based on the Deliberations of the Working Group for Higher Education in the 12th Five-Year Plan (2012-17) University Grants Commission

higher education abroad. It would also be helpful to check the brain drain as it has been seen that the students studying abroad are reluctant to come back home for jobs.

Academic collaboration in higher education

In an attempt to promote excellence in higher education, the UGC has recently notified regulations which seek to provide a regulatory framework for academic collaboration / twinning arrangements in higher education (other than technical education). The regulations require the Foreign Educational Institutions, (FEIs) intending to operate in India through collaboration with Indian Educational Institutions (IEIs) for degrees and postgraduate diplomas programs, to obtain prior approval of the UGC. The existing IEIs or FEIs, already having collaborative arrangements, are also required to comply with these regulations within a period of 6 months from the date of notification. In addition, only those FEIs accredited with the highest grade in their homeland are allowed to enter into collaboration with IEIs which are accredited with a grade not less than B or its equivalent. The eligible IEI should have experience of atleast 5 years in offering educational programme(s) in India at the level of degree and postgraduate diploma and should have the prescribed infrastructure facilities among others.

These regulations are expected to facilitate academic collaborations between foreign and Indian educational institutions while ensuring that only the top foreign institutions which are accredited with highest grade can collaborate with Indian institutions.

Hon'ble Supreme Court judgment on AICTE powers over technical education

The Hon'ble Supreme Court has recently laid down certain important principles governing technical education system in the country. The Court held that AICTE's role with respect to colleges affiliated to universities, offering technical programs is restricted to just advisory and recommendatory and is not of an approval authority. The Court also held that the AICTE can provide suggestions to the UGC for defining and maintaining standards of technical education in the colleges but can't directly regulate these colleges. The judgment is expected to have a far reaching impact on technical education system in the country as UGC, with no prior experience of regulating technical programs, will now subsume the powers of AICTE. As per a recent directive issued by UGC to all universities, a complete ban on further affiliation to colleges offering technical education has been enforced as the UGC is stated to have been in the process of drafting regulations governing technical education.

Further, the Court has held that 'MBA' is not a technical program as defined under the AICTE Act and thus falls outside its purview. This has resulted in ambiguity as the judgment does not provide clarity on whether just MBA, which is a degree program, fall outside AICTE's ambit or whether more popular programs such as post graduate diploma in management will also no longer require AICTE's approval.

Dissolution of Distance Education Council

The IGNOU has vide its notification dated 1st May 2013 dissolved the DEC which was responsible for regulating the ODL system in the country. Consequently, the MHRD has vested the responsibility of governing ODL system in the UGC and AICTE as envisaged in their respective Acts. The UGC is currently in the process of framing regulations on the ODL system. As an interim measures, the UGC has vide its notification dated 17th June 2013 adopted the 'Guidelines on Minimum Requirements for Recognition of ODL Institutions' framed by erstwhile DEC. These guidelines shall cease to in force with effect from date of coming into force of proposed UGC regulations on ODL system.

There were debates on the manner on which DEC was dissolved and power vested in the UGC and AICTE to govern the ODL system. The fact that IGNOU Act, 1985 specifically allows IGNOU to govern the standards of ODL system in the country and without any amendment in IGNOU Act, the validity of powers vested in the UGC may be questioned.

Compulsory Accreditation

In an attempt to raise the quality of higher education in the country, UGC has notified regulations, which make accreditation mandatory for all higher education institutions (other than technical institutions). As per the Regulations, the HEIs, other than technical institutes, shall be mandatorily required to get accredited by the accreditation agency after

passing out two batches or 6 years of existence, whichever is earlier, within a period of 6 months. The accreditation shall be valid for 5 years and shall be required to be applied for reaccreditation before 6 months of expiry of 5 years. Any failure to comply with the regulations shall attract penalties including removal of impugned institute from the list of HEIs of the UGC and declaring the institute as ineligible for any financial assistance by UGC in future.

This is certainly a positive move as it aims to meet the crying demand of ensuring quality in higher education. It is expected that technical institutions, which have currently been kept out of the purview of these regulations, will soon be brought within the ambit of mandatory accreditation. A bill aiming to achieve a similar objective is presently awaiting approval of the parliament.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

Shaping the future of higher education in India

On 3rd October 2013, the Cabinet Committee on Economic Affairs of the Government of India gave its approval to the RUSA, a new centrally sponsored flagship scheme for higher education in India. This section looks at the need, key objectives and features of RUSA in the context of the higher education system in India, and how it attempts to address some of the key challenges outlined in the preceding chapter¹⁹.

The need for RUSA – addressing challenges at the State level

There are several key issues with respect to the higher education system in India which need to be tackled if the target of achieving a GER of 30% in higher education is to be attained. Amongst the major factors responsible for the challenges facing higher education in India is the poor status of state higher education systems. In particular, they face issues relating to inadequate financing, ineffective planning at the state level and lack autonomy, as described below.

- **Inadequate financing for state higher education institutions** - While state universities cater to a large number of students, they face severe constraints in terms of access to finances, particularly in relation to central institutions. The sources of funding for state universities include Plan and Non-Plan grants from state governments, funding from the UGC and other Central government projects as well as fees and other university receipts through avenues such as affiliations.

State government support to state institutions has been inadequate, with resources spread thinly over an increasing numbers of institutions. Plan expenditure on higher education in states has been declining with the expenditure on higher education as a proportion of the Gross State Domestic Product (GSDP) at an average of only 0.5%²⁰.

With regard to UGC funding, while state universities are provided some funds through this route, UGC is only mandated to fund institutions that are categorized as compliant to Sections 12B and 2(f) of the UGC Act, which stipulate norms in terms of physical facilities, infrastructure and quality to be eligible for central funding. This excludes about 37% of the universities and 81% of the colleges which, therefore, lack funding support because they do not have the facilities to begin with, thereby accentuating the problem.

UGC also lacks the mandate to fund new institutions in a state. States are sometime unaware of development funds that come to the state institutions from the Centre as they are not routed through UGC. Additionally, funding to state institutions and universities is often done on an ad-hoc basis, and based on item-wise allocations instead of block grants. This leads to bureaucratic hurdles and difficulties in utilization of funds.

As a result, over the years, this shortage of funding has been a key factor responsible for several of the issues plaguing higher education institutes, including poor infrastructure, faculty shortages and inadequate research output.

¹⁹ Note – The primary reference for this section is the final Rashtriya Uchchatar Shiksha Abhiyan (RUSA) - National Higher Education Mission document dated September 2013.

²⁰ Rashtriya Uchchatar Shiksha Abhiyan (RUSA) - National Higher Education Mission document, MHRD, Sept 2013.

- **Ineffective planning for higher education at the state level** - A related concern in higher education is with regards to planning at the state level. The UGC cannot channelize funds through the state government or through any entity other than an educational institution, and the growing number of institutes in the country has made it extremely difficult for the UGC to effectively plan, manage and monitor fund disbursements. Planning at the state level is further hampered by the fact the UGC does not provide funds for setting up new institutes. These factors result in ineffective planning for the development of higher education and to address issues at a state level.
- **Affiliations and lack of autonomy** - Without access to adequate funds, affiliated institutions have become an alternative source of finances for universities, through their affiliation fees. However, the increasing numbers of affiliated institutions has also had a negative impact in terms of quality of education as well as added administrative burden for universities. It has also resulted in reduced autonomy of affiliated institutions with respect to aspects such as teaching, curriculum development and research.

Since the state higher education institutions account for a significant share of the total enrolments in higher education in India (94% of enrolments in Government institutions and a majority of such enrolments in private institutions²¹), attaining the targets for reforming higher education in India would necessitate significant measures to develop the state higher education institutions.

In this context, the need for a new framework aimed at reforming the state higher education institutions was felt, which would address some of these key constraints relating to financing, regulation and governance and which would allow for a more planned and coherent approach for the development of higher education at the state level. The efforts towards the development of the primary and, more recently, the secondary education sector provided by the Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programmes also provided support for a similar initiative in higher education to address its requirements through a mission mode programme.

These factors led to the launch of the RUSA, a new 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. The following sections highlight the objectives and key features of RUSA and how it attempts to address some of the challenges facing higher education in India, and state higher education systems, in particular.

Objectives of RUSA

RUSA aims to improve access, equity and quality in higher education through planned development of higher education at the state level. Through RUSA, it is proposed to improve the GER from 19% at present to 32% by 2022, while incentivizing states to increase Plan investments in higher education. Key objectives of RUSA include the following:

Aid reforms in state higher education system by creating a facilitating institutional structure for planning and monitoring at state level, promoting autonomy in state universities and improving governance.

Improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.

Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, to achieve enrolment targets.

Correct regional imbalances in access to higher education through setting up of higher education institutions in un-served and underserved areas.

Improve equity in higher education by providing adequate opportunities to socially deprived communities; promote inclusion of women, minorities, SC/ST, OBCs and differently abled persons.

Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all

²¹ Rashtriya Uchchatar Shiksha Abhiyan (RUSA) - National Higher Education Mission document, MHRD, Sept 2013.

levels.

Create an enabling atmosphere in higher educational institutions to devote themselves to research and innovation.

Create opportunities for states to undertake reforms in the affiliating system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.

Ensure academic and examination reforms in the higher educational institutions.

Key Features of RUSA

- **Scope** - RUSA is an umbrella scheme to be operated in mission mode that would subsume other existing similar schemes in the sector. It will support all state universities and colleges (both 12B and 2(f) and non-12B and non-2(f)) from all states and Union Territories (UTs) across the country.
 - **Institutional structure** – The institutional structure for RUSA comprises of institutions at the national, state and institutional levels.
 - At the national level, there are four bodies - the RUSA Mission Authority, Project Approval Board, Technical Support Group and the Project Directorate (in MHRD) - for overall guidance, policy decisions and project management, coordination and implementation.
 - At the state level, the key entity would be the State Higher Education Council (SHEC), to be supported by the Project Directorate (in the State Government) and Technical Support Group for management, coordination, implementation and monitoring of the project at the state/UT levels.
 - At the institutional level, the Board of Governors (BoG) and a Project Monitoring Unit would be the main institutional structures for RUSA
 - **State Plans for Higher Education** – One of the key functions of the State Higher Education Councils will be to develop State Higher Education Plans. These include longer term Perspective Plans as well Annual Plans. The plans would be each state's strategy to address issues of equity, access and excellence in higher education. They would be based on aggregated institutional plans as well as a superlayer of state component.
 - **Basis of Funding** - Funds would be provided both for infrastructure as well as for quality improvement. All funding under RUSA would be norm based and future grants would be outcome dependent. The funding to states would be based on appraisals of State Higher Education Plans, and performance in key result areas (access, equity and excellence) in relation to norms set by the plans.
 - **Funding pattern** - The central funding would flow from MHRD to institutions, through SHEC. SHECs will be the key institutions at the state level to channelize resources to the institutions. Centre-State funding will be in the ratio of 90:10 for North-Eastern States, J&K, Sikkim, Himachal Pradesh and Uttarakhand and 65:35 for other states and Union Territories. Funding will be available to even private-aided institutions, for permitted activities based on certain norms and parameters, in a ratio of 50:50.
 - **Pre-requisites** - Certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA. The prerequisites are at two levels, commitment given by states to the central government and commitments given by institutions to states. Unless these commitments are fulfilled, the states and institutions will not be able to avail of grants under RUSA.
 - **Sector Reforms** - Reforms in the areas of governance of universities, academic and examination reforms and affiliation system of state universities are other important components of the scheme. These include limiting the number of colleges that can be affiliated to a university and provision of more autonomy to universities.
 - **Monitoring** – The three-tier institutional structure at the national, state and institution levels would facilitate the monitoring of RUSA at the respective levels. Government of India will conduct annual reviews of the project, based on action plans prepared by each project institution and achievements made on a set of norms defined in the institutional plans. A Management Information System will also be established for the purpose of monitoring and evaluation.
- Accreditation** – Adoption of accreditation as a mandatory quality assurance framework. Funding under RUSA would be contingent upon accreditation.

How is RUSA different?

The launch of RUSA will introduce a significant shift in the approach towards development of higher education in India, with the emphasis on reforming state higher education systems. The key difference with the introduction of RUSA is with respect to funding higher education in state universities, which have been receiving a disproportionately small share of central government funds in relation to central government institutions. Additionally, funding will now be performance-based funding, incentivizing well performing institutions and decision making through clearly defined norms.

Some of the key provisions of RUSA which seek to address the issues under the current higher education system across various aspects are highlighted in the following table.

Component	Issues under current system	RUSA provisions
Scope	<ul style="list-style-type: none"> UGC funding only to institutes compliant under sections 12B and 2(f) of UGC Act 	<ul style="list-style-type: none"> Funding to Non 12B and 2(f) institutions included under scope of RUSA
Funding Mechanism	<ul style="list-style-type: none"> Direct funding by Centre and UGC to higher education institutions. Ad-hoc nature of funding Stagnant or declining Plan and non-Plan support from the states 	<ul style="list-style-type: none"> Funding through State Councils to facilitate holistic planning Norm-based and performance based funding State Govts. to commit at least 2% of GSDP for higher education within 3 years
Planning	<ul style="list-style-type: none"> Ineffective planning at the state level for higher education since funding is directly to institutions and UGC is unable to fund creation of new institutes 	<ul style="list-style-type: none"> Creation of State Higher Education Councils to plan and monitor higher education in a state Preparation of State Higher Education Plans with funding linked to achievements
Access	<ul style="list-style-type: none"> GER in higher education is only 19.4% Need to increase access to higher education to achieve target GER of 32% by 2022. 	<ul style="list-style-type: none"> Focus on consolidating and developing the existing system to add capacity Expansion of distance learning programmes and improvements in usage of ICT
Equity	<ul style="list-style-type: none"> Need to provide more equitable access to higher education for marginalized groups and communities 	<ul style="list-style-type: none"> Integration of various equity related schemes for higher impact Model colleges in each district
Faculty	<ul style="list-style-type: none"> Acute faculty shortages (~40%) with ban on faculty recruitment in some states States not recruiting faculty in adequate numbers due to financial constraints 	<ul style="list-style-type: none"> States to ensure that faculty positions are filled a phase-wise manner Not more than 15% of the faculty positions can remain vacant at any time in the State Support for faculty recruitment
Academic and examination processes	<ul style="list-style-type: none"> Lack of flexibility in higher education Examination centered approach towards Curriculum revisions not consistent across disciplines and in periodicity Admission processes are often ad-hoc and lack transparency 	<ul style="list-style-type: none"> Introduction of Semester system and choice-based credit system (CBCS) Reforms of curriculum development and admission procedures Examination Reforms - Continuous and End of Semester evaluations
Infrastructure	<ul style="list-style-type: none"> Poor infrastructure and facilities, particularly in state institutes 	<ul style="list-style-type: none"> Infrastructure upgradation of existing institutions with focus on quality and equity
Research and Innovation	<ul style="list-style-type: none"> Insufficient funding and focus on research Limited research output in Indian higher educational institutions 	<ul style="list-style-type: none"> Provision of research and innovation grants/funds Support for state endeavours to create Research Universities
Administration/ Governance	<ul style="list-style-type: none"> Weak quality assurance mechanisms, with financial planning and allocation not linked to performance. Lack of autonomy for universities from state and central governments Administrative burden for universities due to affiliation system 	<ul style="list-style-type: none"> Reforms at sectoral (state) level and institutional level including Accountability Framework for universities Provision for greater academic, financial and administrative autonomy for universities Limit on colleges affiliated to a university and creation of College Cluster Universities
Accreditation	<ul style="list-style-type: none"> Few recognized accreditation agencies Limited numbers of accredited colleges 	<ul style="list-style-type: none"> Creation of state level accreditation agencies Requirement of mandatory accreditation for

Component	Issues under current system	RUSA provisions
	(15%) and universities (31%)	higher education institutions
Monitoring	<ul style="list-style-type: none"> Ineffective monitoring and evaluation mechanisms 	<ul style="list-style-type: none"> Three-tier institutional structure to monitor progress and implementation of reforms All institutions to be linked to a web-based Management Information System (MIS)
Leadership development	<ul style="list-style-type: none"> Need for quality leadership and requisite governance structures 	<ul style="list-style-type: none"> Development of current and future leadership capabilities at various levels of university administration
Role of private sector	<ul style="list-style-type: none"> Lack of clear framework for private sector participation in higher education Concerns over commercialization of higher education by private sector 	<ul style="list-style-type: none"> Establishment of appropriate regulatory framework to set quality standards Creation of enabling conditions to attract investments - aim to mobilize 50% of the state contribution through private participation

How can key stakeholders benefit?

In order to benefit from RUSA, key stakeholders at the state and institution levels must comply with certain pre-requisites. The central government has already initiated the process for implementation of RUSA by asking the state governments to make a prior commitment in writing that they will fulfill the scheme pre-requisites. The pre-requisites at the state and institution level include the following:

State level pre-requisites	Institutional level pre-requisites
<ul style="list-style-type: none"> Formation of State Higher Education Council Preparation of State Perspective Plans and Annual Plans State funding commitment – share and timeliness Agreement to create separate fund for RUSA Filling faculty positions Affiliation reforms Governance/administrative reforms Academic and examination reforms 	<ul style="list-style-type: none"> Commitment to institutional governance and administrative reforms Commitment to affiliation reforms Commitment to academic and examination reforms Creation of separate project management teams for RUSA Preparation of institution level perspective plans Equity related commitments Commitments on research and innovation efforts Mandatory faculty recruitment and improvement Regulatory compliance

Conclusion

RUSA represents a key milestone in the history of higher education in India. It introduces a significant strategic shift in the approach towards developing the higher education system in the country, by focusing on state level institutions which have been neglected over the years in relation to centrally funded institutions. It also seeks to introduce measures such as performance and norm based funding as well as governance and academic reforms at the institutional and state levels to address some of the challenges in higher education today.

However, the success of the scheme will depend on whether it can be managed and executed effectively. What is apparent is that if this is achieved, RUSA could well become a turning point for the Indian higher education system as it seeks to achieve higher enrolment rates and address access, equity and quality related concerns.

Corporate Social Responsibility in India

Review of Companies Act 2013 and nature of spending by top Indian companies

Introduction

CSR, as a strategic practice, is key to organizational success because it is one of the few practices that can positively impact all three elements of the Triple Bottom Line (Economic, Social, Environment), contributing to a healthy bottom line and long-term sustainability. The success of a company can be made possible only when the interests of all involved stakeholders are met. One of the most important stakeholders in this system is the society in which the company operates. Over the past few decades, there has been an increasing interest and emphasis on the concept of CSR in the society. This chapter reviews the provisions of the new Companies Act 2013 related to CSR as well as the current CSR landscape in the country with a view to use it as an effective way to mobilize additional resources and ensure meaningful private sector participation in the higher education system of the country.

Provisions of Companies Act 2013 pertaining to CSR

CSR has been practiced for a long time in India with companies like Tata Steel undertaking it as early as 1907. However, there has been little legislation to enforce this responsibility with the task being undertaken voluntarily. Spending on CSR activities was made mandatory for Central Public Sector Enterprises (CPSEs) in the guidelines issued by Department of Public Enterprises (DPE) in April 2010. The Companies Act, 2013 which has been in pipeline for a long time has been finally approved by the Parliament and President's assent has also been accorded, to replace the Companies Act, 1956. For the first time under Indian company law, the Act recognizes CSR by duly introducing a legal provision for the same.

Clause 135²² read with Schedule VII of the Companies Act provides broad legal framework for CSR. The detailed rules on CSR provisions are being finalized by the Ministry of Companies Affairs (MCA) and are expected to be notified shortly. In the meanwhile, MCA has uploaded draft CSR Rules on its website for public comments.

Table 1: Key Highlights of Draft CSR Rules, 2013

Who are eligible	<ul style="list-style-type: none">• Companies with a<ul style="list-style-type: none">- Net worth of Rs 500 crore or more;- Turnover of Rs 1000 crore or more;- Net profit of Rs 5 crore or more• For purpose of first CSR reporting, net profit would be average of annual net profits of preceding three financial years ending on or before 31 Mar 2014
-------------------------	---

²² The CSR provisions under the Companies Act, 2013 have not yet come into effect.

What is suggested	<ul style="list-style-type: none"> To have a CSR spend of at least 2% of their average net profits (standalone net profit of the company, irrespective of loss or gain of the group) of the preceding three financial years In case of inability to spend, the corporates have to provide reasons for the same in their annual reports The corporates have to constitute a CSR Committee of the Board including at least one independent director to <ul style="list-style-type: none"> Oversee company's CSR activities Formulate the CSR Policy of Company and Monitor & report it to the government.
By what means	<ul style="list-style-type: none"> Schedule VII of the Companies Act, 2013 lists out the following activities (though not exhaustive) which may be included by companies in their CSR policies: <ul style="list-style-type: none"> Eradicating extreme hunger and poverty Promotion of education Promoting gender equality and empowering women Health - reducing child mortality, improving maternal health, combating HIV, AIDS, malaria and other diseases Employment enhancing vocational skills Ensuring environmental sustainability Social business projects Contribution to Prime Minister's National Relief Fund or any other fund set up by Central Govt. or State Govts. for socio-economic development and relief & funds for welfare of the SCs, STs, other backward classes, minorities & women; and Such other matters as may be prescribed
How to implement	<ul style="list-style-type: none"> The corporates can: <ul style="list-style-type: none"> Collaborate or pool resources with other companies to undertake CSR activities with any expenditure incurred on such collaborative efforts qualifying for computing under CSR spending. Engage external agencies like Trusts, Societies, or Section 8²³ companies (not for profit) operating in India, provided it is not set up by company itself and has an established track record of at least three years in carrying on activities in related areas.
Which activities excluded	<ul style="list-style-type: none"> Donations/activities exclusively benefiting employees of the company or their family members. Activities undertaken in pursuance of the normal course of business of a company The activities undertaken outside India
With when in effect	<ul style="list-style-type: none"> The first block of three years for making contribution towards CSR to comprise period ending on or before 31 March 2014. The reporting on the compliance of CSR provisions to be done on an annual basis commencing from financial year 2014-15.

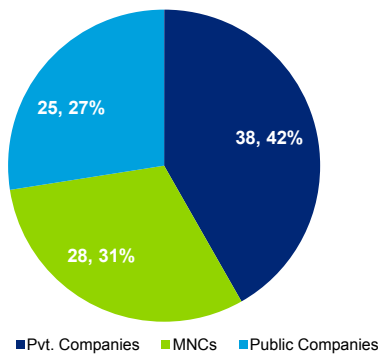
The Act recognizes CSR, making India amongst one of the few countries in the world to have this provision for social welfare spending as part of the company statute. Moreover, it further supports the plea by various international organizations like the European Union who have been calling for regulation of sustainability reporting. The Act is also expected to catalyze actions in support of the Millennium Development Goals (MDGs) helping the nation take a significant step towards their attainment by including 7 out of the 8 MDGs within the list of possible CSR activities for corporates.

Review of CSR Spending in India

Many firms have demonstrated practical examples of grassroots development through alliances and partnerships using sustainable development approaches. To better understand the nature of CSR activity, a study was conducted by Deloitte India using data of the top 91 companies operating in India to understand their CSR policies and areas of spending. This sample represents the top 50 National Stock Exchange (NSE) listed companies (on the basis of Market Capitalization); top 28 Multinational Corporation (MNCs) operating in India and the Maharatna and Navratna PSUs. Figure 1 and 2 present the profile of organizations studied.

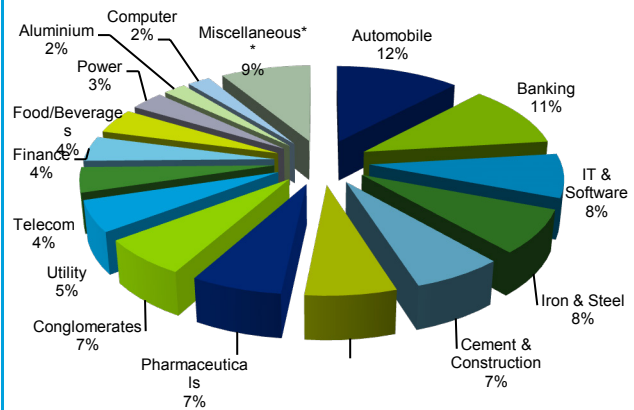
²³ Section 25 of the erstwhile Companies Act, 1956

Figure 1: Classification of Companies



Source: Annual Reports of respective companies, Deloitte Analysis

Figure 1: Classification of Companies



*Miscellaneous includes Paint/Furnishing, Coal, Realty, FMCG, Mining, Networking, Aerospace & Shipping
Source: Annual Reports of respective companies, Deloitte Analysis

The annual reports of the sample companies were studied in order to understand the current CSR spend along with the areas of CSR expenditure for these organizations. The reports on CSR (if any) published by the organizations studied was also analyzed. Selected findings from this study, relevant for this report, are being produced below.

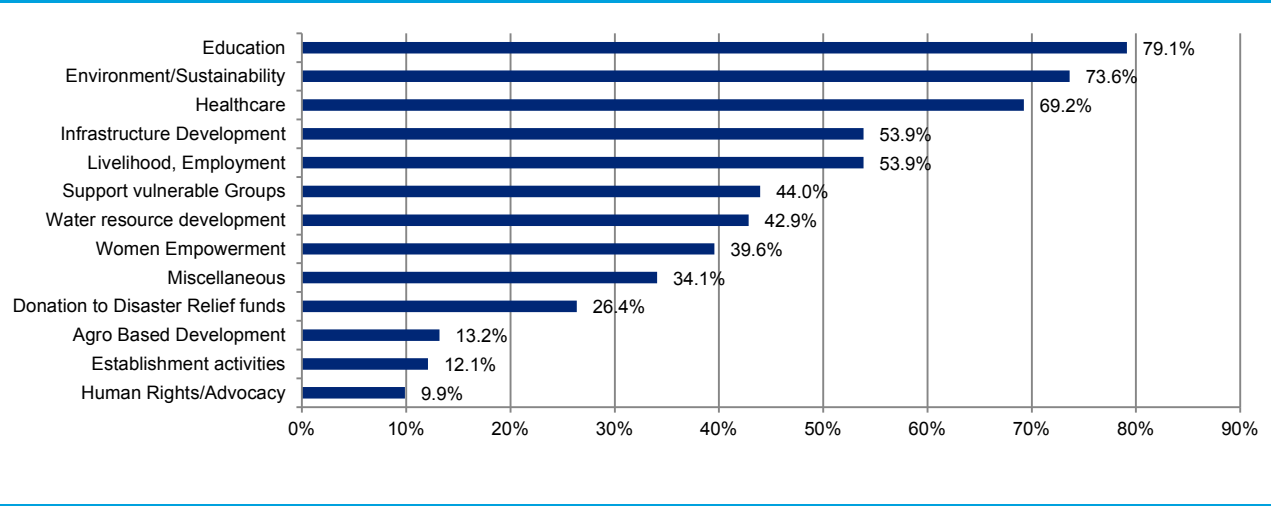
Estimated investment in CSR is around Rs 18,000 crores per annum

Ministry of Corporate Affairs has indicated the potential investment in CSR is expected to the tune of Rs. 15,000-18,000 crore annually with an expected participation of approximately 8,000-9,000 companies. Education, Health & Skill Development being one of the greater areas of focus amongst the corporates, a lot of noteworthy efforts are being taken up by the organizations in the space.

Education and Skill Development sector is the most popular category of CSR spending, followed by Environment/ Sustainability and Healthcare. An analysis of the causes supported by the organizations studied reveals that **education sector** is the major area of CSR spending by a majority (79.1%) of the corporates followed by environment (73.6%) and healthcare (69.2%) thus illustrating that Indian companies may already be supporting the causes outlined in Schedule VII of the Companies Act, 2013.

Future intervention in lesser served areas like human rights advocacy, women empowerment, supporting vulnerable groups, livelihoods and employment generation and infrastructure development would certainly yield rich dividends. A prospective and futuristic course of action in these areas provides further opportunity of involvement for corporates. The following table provides an overview of CSR initiatives in the area of higher education.

Figure 3: Areas of CSR Spending (2011-12)



Source: Deloitte Analysis

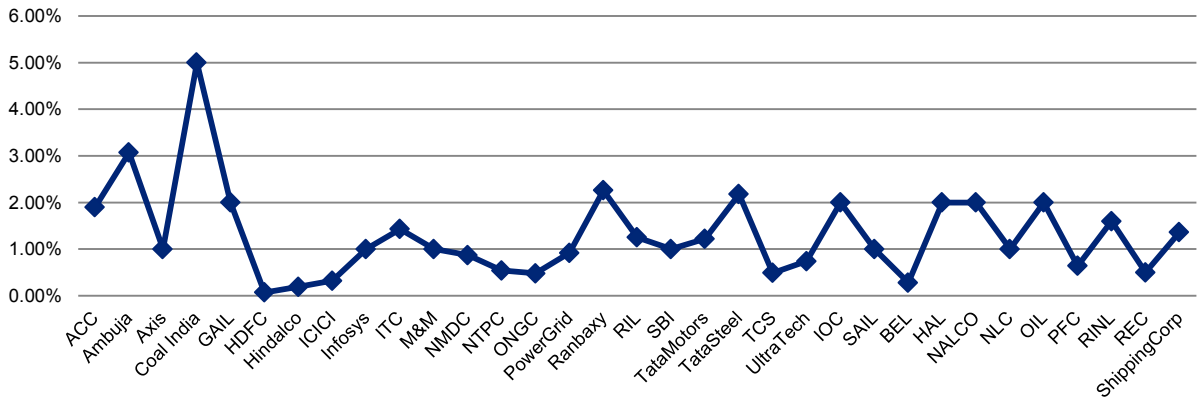
Table 2: CSR initiatives of the select corporates in the area of higher education

Organization	CSR initiative in Higher Education
Bosch Group	<ul style="list-style-type: none"> Funding in higher education space Bosch InterCampus Program with IISc supports universities and research projects in India. A 10-year development project will be setup as an independent “Robert Bosch IISc Center for Research in Cyber Physical Systems” at the Indian Institute of Science (IISc) in Bangalore
Intel	<ul style="list-style-type: none"> The Intel Higher Education Program focuses on research & entrepreneurship activities to pursue technical degrees and helps move technology out of university labs into local communities through research grants, technology entrepreneurship forums, & mentoring by Intel technologists. In India, the program has reached out to over 20,000 students and 1500 faculties across 300 institutes. Intel India works closely with premier institutes for research and curriculum development and integration and had identified IIT Kanpur as focus school for Intel Higher Education Program India. It also collaborates with the GoI – Department of Science & Technology, Ministry of Communication & IT, Department of Technical Education and other ecosystem partners like NASSCOM, TEQIP to expand university curricula, engage in focused research, encourage students to pursue advanced technical degrees, and build local innovation capacity through entrepreneurship.
Infosys	<ul style="list-style-type: none"> Train 1000 faculty, 30000 students through Campus Connect program for Engineering Colleges. Co-creating electives with 30 engineering institutions as part of Campus Connect program. Engaging with 2 lakh students through their SPARK program. Train and develop 15,000 students in non-engineering colleges in Tier 2 and 3 towns in India through Project Genesis initiative. Through the Infosys Prize, identify and reward 6 of the best researchers and scientists and establish them as role models to inspire the next generation of researchers in the country.

Currently, the average share of CSR spending in PAT is 1.3%

An analysis of the Profit after Tax (PAT) spent by the organizations on various CSR activities in the year 2011-12 reveals

Figure 4: CSR Spending as a percent of PAT (2011-12)



Source: Deloitte Analysis

that the allocation of Coal India Limited (CIL) towards CSR was highest amongst the organisations studied in 2011-12 in absolute terms with reported expense of around Rs. 553.33 crore (5% of PAT).

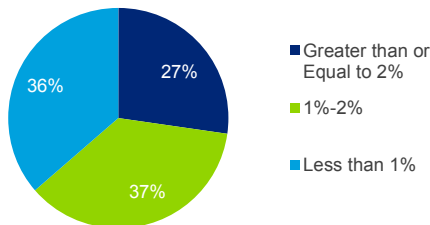
The total aggregate CSR spend posted by the companies, as studied from their annual reports, in FY12 stands at Rs. 1874.71 crore with an average spend of about Rs. 60.74 crore.

Amongst the companies studied, the minimum spend for CSR as a percent of PAT (2011-12) was reported at around 0.07%. The average share of CSR spending in PAT is estimated at 1.31%.

Public sector contributed approximately 58% of the total CSR expenditure reported while the contribution of private sector was at 42%. The greater contribution of the public sector can be viewed as the result of the recent CSR guidelines issued for CPSUs by Department of Public Enterprises which has been effective from 2010-11.

At present, only 27% of the companies studied are meeting the proposed norm of CSR spending

Figure 5: CSR Spending as a percent of PAT (2011-12)



Source: Deloitte Analysis

CIL, Ambuja Cement, Ranbaxy, Tata Steel, Indian Oil Corporation Limited, Hindustan Aeronautics Limited, National Aluminium Company Limited and Oil India Limited are the only other organizations which spent 2% of their PAT on CSR activities in 2011-12, the minimum limit specified by the provisions of the new Act.

However, it may be noted that a majority of the organizations qualifying the 2% doctrine are PSUs with Ambuja Cement, Tata Steel and Ranbaxy being the only private organizations. With the recent mandate, a greater spending will be expected by the private players in future.

The above findings suggest that a significant potential exists for generating additional financial resources from the CSR funds of Indian companies. Given that a large number of companies are currently spending less than the prescribed amount for their CSR activities, compliance to the new Companies Act 2013 provisions will provide the private sector a critical opportunity to participate in the development of critical and lagging social sectors in the country. The study underscores the importance companies have till now attached to the education sector in terms of directing their CSR spending. While the intent for using their surplus funds for improving the education sector in the country by Indian companies is evident, what may be required is a clear and unambiguous policy from the central and state governments to leverage this funding option in an effective manner.

Part II

India, State and UT Profiles on Higher Education

Notes:

1. The data in this chapter has been taken from All India Survey of Higher Education, 20001-11, MHRD unless otherwise stated. The latest UGC data used in Chapter I does not have detailed information on certain parameters presented in this chapter.
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

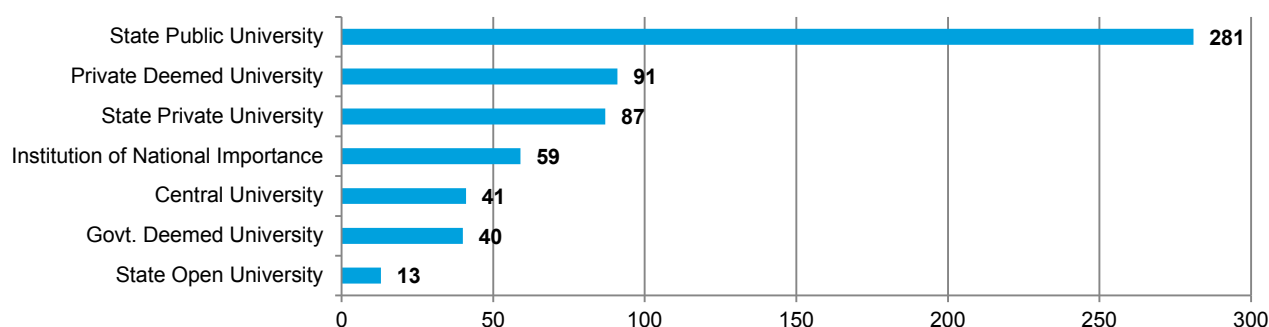
Indicator	Total	Male	Female
Total Population, Crores (2011)	121.1	62.3	58.7
Literacy Rate (2011)	74.0%	82.1%	65.5%
Pop. in 18-23 age group (lakhs), 2011	14.03	7.3	6.7
Share to total pop. (%)	(11.6%)	(11.8%)	(11.4%)
Sex ratio (2011)	940		
Gross Enrollment Ratio in Higher Education (2011)	19.4	20.8	17.9

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 621 universities (as of 2010-11) across the country, with state public universities constituting the highest share (45.2%). **The top five states with the highest number of universities include Tamil Nadu (59, 9.5% of total in India), Uttar Pradesh (56, 9.0%), Andhra Pradesh (46, 7.4%), Maharashtra (44, 7.1%), and Rajasthan (43, 6.9%).**

Figure 2: 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 (28, 47.5% of total universities in the state), state public universities comprised the biggest share of universities in A.P (30, 65.2%), U.P. (23, 41.1%), and Maharashtra (18, 40.9%). In Rajasthan, state private universities comprised the highest share of universities (17, 39.5%).

Universities by Specialization: Figure 2 below reflects the break-up of number of universities in India on the basis of specialization. The country is reported to have 300 general universities (54.2% of total), 80 technical universities (16.1%), 80 other universities (14.4%), 34 agricultural universities (6.1%), 25 medical universities (4.5%), 17 law universities (3.1%) and 9 veterinary universities (1.6%).

Tamil Nadu has the highest number of general universities (29) and technical universities (14). Maharashtra (4) has the highest number of agricultural universities, while Karnataka (6) and Maharashtra (6) 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 36% of medical universities, 33.3% of veterinary universities, 29.4% of law universities, 26.3% of other universities, 25.8% of technical universities and 25.3% of general universities in India.

Figure 3: Universities by Specialization - India

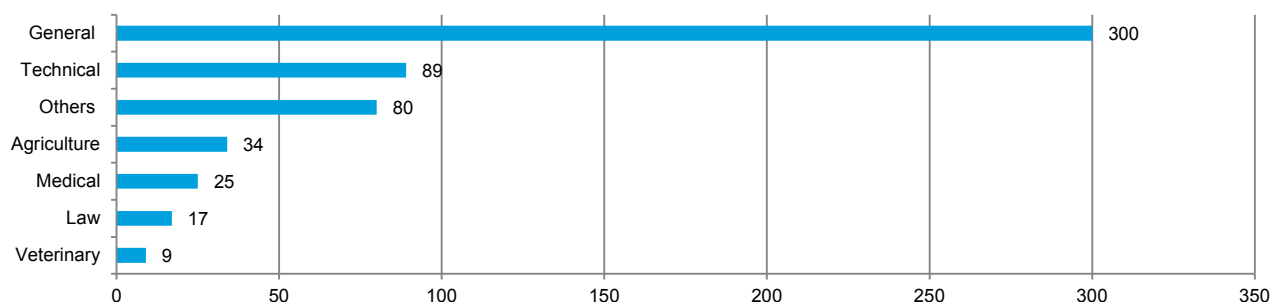


Table 2: College & Institution Indicators - India

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	32974	11139
Colleges per lakh population (18-23 yrs)	23	-
Average enrollment per college/ institution	700	286
Total estimated enrolment (Lakhs)	241.8	31.8

Colleges and Institutions: India has a total of 32,974 colleges ((as of 2010-11) with **Andhra Pradesh ranking first (4780, 14.5% of total colleges)**, followed by Maharashtra (4512, 3.7%), Uttar Pradesh (4049, 12.3%), Karnataka (3098, 9.4%) and Rajasthan (2435, 7.4%).

The average enrolment per college in India is 700, with **Jharkhand (2376) reported to have the highest average enrolment** in colleges among all states, followed by Arunachal Pradesh (1943), Manipur (1796), Bihar (1794) and West Bengal (1655). Total enrolment of students in regular mode in higher education institutes in India is around 241.8 lakhs.

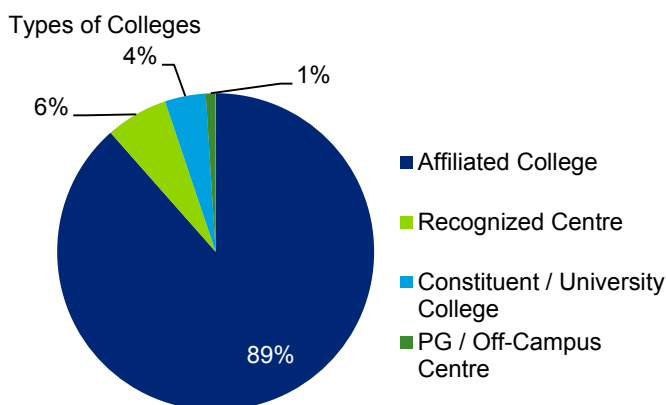
Table 3: Colleges per lakh pop – Top 5 States/UTs

State/Union Territory	Colleges per lakh pop
Puducherry	54
Andhra Pradesh	48
Karnataka	44
Himachal Pradesh	38
Maharashtra	35

In terms of access, India has 23 colleges per lakh population (aged 18-23 years), with **Puducherry estimated to have 54 colleges per lakh population, followed by Andhra Pradesh (48), Karnataka (44), Himachal Pradesh (38), Maharashtra (35).**

Out of the total colleges in the country, 89% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities.

Figure 4: Type of Colleges – India



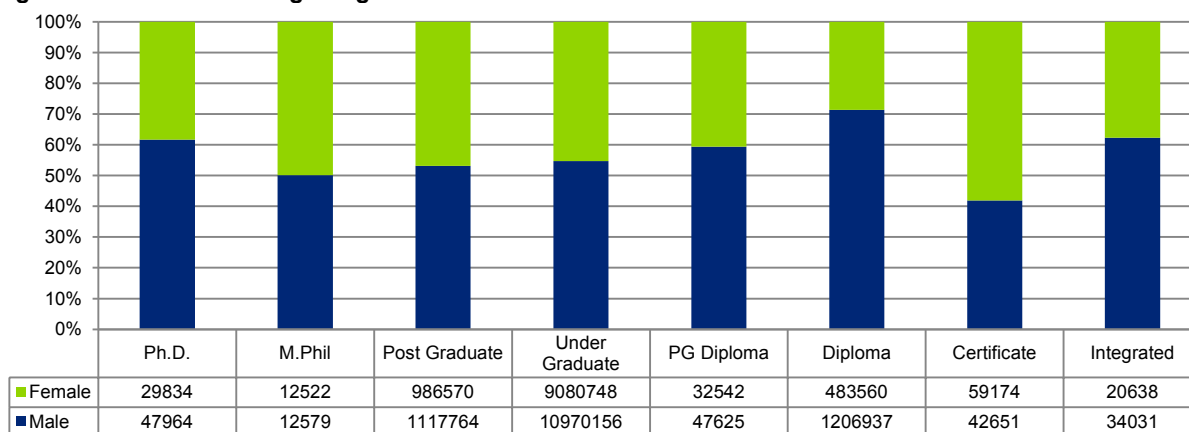
Stand-alone Institutions are those that are outside the purview of the University & College and they require recognition from one or other Statutory Bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In India, there are 11,139 such stand-alone institutions and the total enrolment in these is estimated to be around 31.8 lakhs. Maharashtra has the highest number of such institutions in the country (2640).

Student Enrolment

Total enrolment of students in regular mode in higher education institutes in India is around 241.8 lakhs, with 55.7% male and 44.2% 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 (37.7 lakhs, 15.6%); followed by Maharashtra (32.2 lakhs, 13.4%), Andhra Pradesh (23.7 lakhs, 9.8%), Tamil Nadu (18 lakhs, 7.4%) and Karnataka (16.1 lakhs, 6.6%). The three southern states of Andhra Pradesh, Tamil Nadu and Karnataka accounted for approximately one-third (33.8%) of the total enrolments across India.

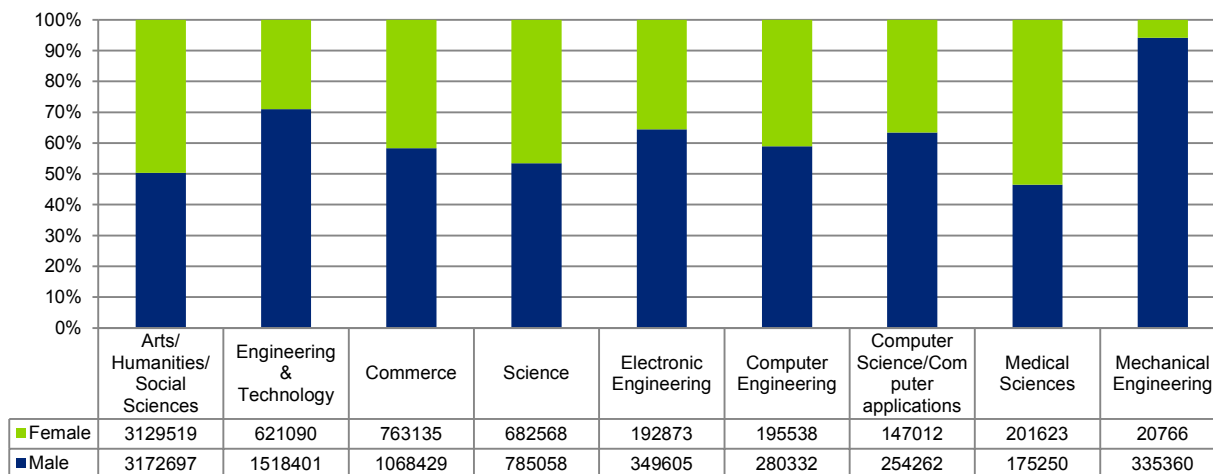
By Level: The Enrolment through Regular Mode at various levels is 2.4 crores in India. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (82.9%) is at under-graduate level, followed by post-graduate (8.7%) and Diploma (7.0%), with all other levels forming only 1.4%. As can be seen from table above, maximum enrolment share (39.2%) is in government colleges in the country.

Figure 5: Enrolment through Regular Mode at various levels - India



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 40.3% enrolment, followed by Engineering & Technology (13.7%).** It is interesting to note that female share of enrolment (48.0%, as a % of total female enrolment) in arts/humanities/social sciences is higher than the male share (34.8%, as a % of total male enrolment) while the male share of enrolment (16.6%) in engineering & technology is much higher than the female share of enrolment (9.5%). Marine Sciences/Oceanography courses had the least enrolment (77 seats).

Figure 6: Enrolment at Under Graduate Level, by top ten streams - India



Foreign Students: The total number of foreign students is estimated at 27,531 in India with **Karnataka (10,103) attracting the highest share**, followed by Andhra Pradesh(4698), Maharashtra (4369), Tamil Nadu (2383) and Delhi (1529).

By Gender: In terms of gender, enrolment is skewed as 55.7% comprises males, while only 44.3% of the enrolment is females, indicating significant gender disparity.

The GER for males (20.8) is higher than GER for females (17.9), resulting in the Gender Parity Index (GPI) of 0.86. **In terms of overall GER, Chandigarh ranks first (41.4) with highest male (42.2) and female (40.4) GER as well.**

Figure 7: GER for All, SC & ST - India

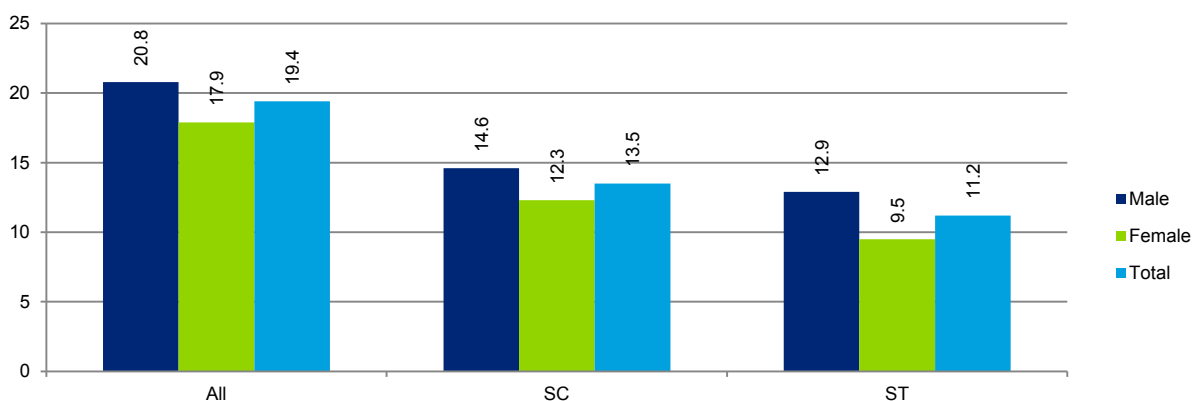


Table 4: GER – Top 5 states/UTs

GER Indicator	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
Total	Chandigarh (41.4)	Manipur (35.9)	Goa (33.2)	Tamil Nadu (32.9)	Delhi (32.5)	India (19.4)
Male	Chandigarh (42.2)	Manipur (38.5)	Tamil Nadu (36.5)	Delhi (35)	Arunachal Pradesh (33.6)	India (20.8)
Female	Chandigarh (40.4)	Goa (35.8)	Manipur (33.3)	Puducherry (29.9)	Delhi (29.8)	India (17.9)

By Social Group: The GER of SCs (13.5) and STs (11.2) is lower than the average national GER of 19.4. Arunachal Pradesh, Mizoram and Manipur have the highest GER for SCs (100) and Goa and UP for STs (100). Further, there is disparity within the social groups between male and female GER.

The Gender Parity Index (GPI) for SC is 0.84 and that for STs is 0.74. Daman & Diu has the highest GPI for SCs (2.07) and Andaman & Nicobar Islands the highest GPI for STs (2.01). 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 (27.6%), followed by SCs (11.1%), Muslims (6%), STs (4.4%), and other minorities (2.9%) following the trend of respective population shares of each group in the total population.

Faculty and Staff

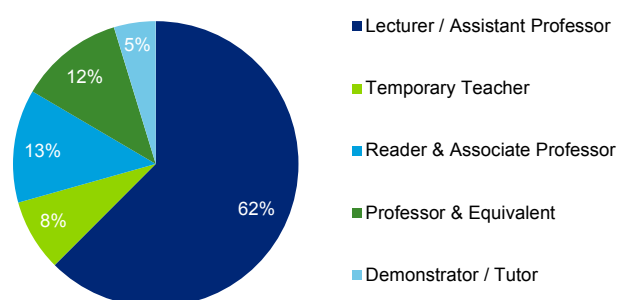
Table 5: Key Faculty & Staff Indicators - India

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

The PTR of colleges in India is 15.1. **Dadra & Nagar Haveli (5.1) ranks first with the lowest PTR, followed by Daman & Diu (5.3), Chandigarh (6.1), Tamil Nadu (7.0), and Punjab (7.6).** 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 fourth in India even in terms of enrolments (7.4% of total). On the other hand, Uttar Pradesh had the highest PTR at 40.0, and is notably the state with the largest enrolment in higher education (15.6% of total)

Maharashtra had the highest estimated number of teaching and non-teaching staff in all colleges, 2.6 lakhs and 2.3 lakhs respectively. The number of teachers per college is 46.4 and non-teaching staff per college is 34.3 in India, with Arunachal Pradesh ranked first with 218.7 teachers per college and Chandigarh with 266.1 non-teaching staff per college.

Figure 8: Post-wise share of teaching staff - India



In terms of the post-wise share of teaching staff, the figure 7 provides the break-up in India. **62% of the teaching posts are at level of Lecturer/ Assistant professor.** Around 13% of the staff are Readers & Associate Professors, while 12% are professors & equivalent. Temporary teachers comprise 8% of total teaching staff.

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 6: 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	56.2%	43.8%	11.1%	4.4%	27.6%	6.0%	2.9%
Share of teaching staff	62.7%	37.3%	6.9%	2.2%	21.3%	2.9%	3.2%
Share of non-teaching staff	75.1%	24.9%	12.1%	3.7%	23.7%	2.4%	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;

Andhra Pradesh (AP)

Key Indicators

Table 4: Key Indicators – AP

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	845.8	424.4	421.4
Literacy Rate (2011)	67.0 %	74.9 %	58.7 %
Pop. in 18-23 age group (lakhs), 2011	100.3	50.4	49.9
Share to total state pop. (%)	(11.9%)	(11.9%)	(11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	7.1%	6.9%	7.4%
Sex ratio (2011)	993		
Gross Enrollment Ratio (2011)	28.4	32.1	24.4
Share of Graduates & above in total state population (2010)	7.7%	10.4%	4.9%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 46 Universities after Tamil Nadu (59) and Uttar Pradesh (56) on total of number of Universities. The state also **ranks first on number of State public universities** with 30 Universities. AP has 7.4% of all Universities in the country.

Figure 9: Universities by Type - AP

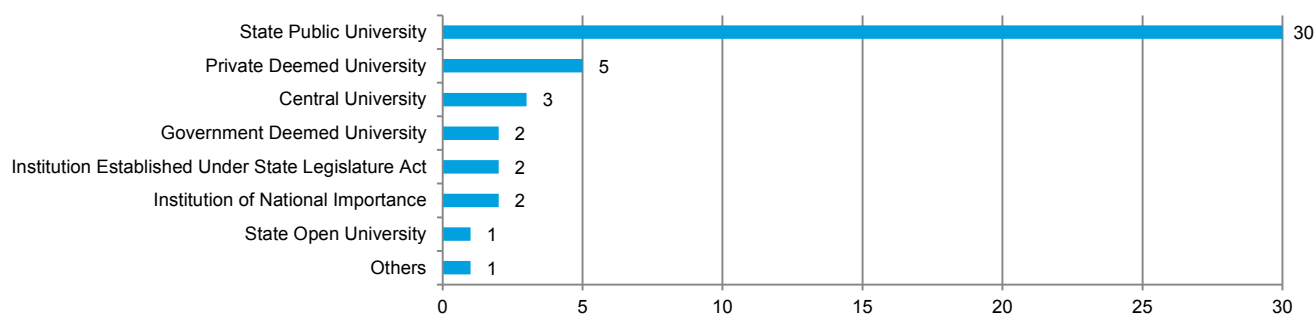


Figure 10: Universities by Specialization - AP

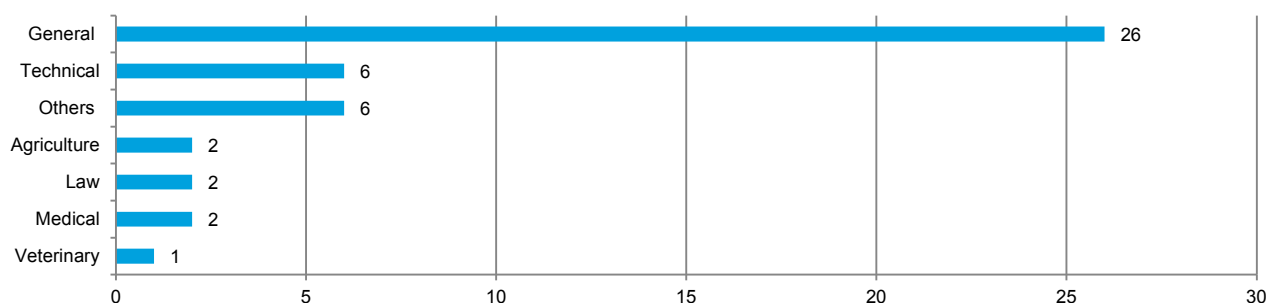


Figure 2 above reflects the break-up of number of universities in AP on the basis of specialization. Andhra Pradesh ranks second with 45 Universities in total (not counting “Others” above). The **state also ranks third highest on number of General Universities** with 26 Universities following Tamil Nadu (29) and Uttar Pradesh (27).

Table 5: College & Institution Indicators - AP

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	4780	599
Colleges per lakh population (18-23 yrs)	48	-
Average enrollment per college/ institution	493	300
Total estimated enrolment (Lakhs)	23.76	1.80

AP with 4,780 colleges has a share of 14.5% of all colleges in India and **ranks #1 in terms of total 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 23 colleges per lakh population. In terms of average enrolment per college, AP (493) is **significantly lesser than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in AP is around 23.76 lakhs.

Out of the total colleges in the state, 96% are affiliated to Universities, and the remaining are 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 81% of all colleges in the state, followed by 12% owned by Government and 7% that are private aided.

Figure 11: Type of Colleges – AP

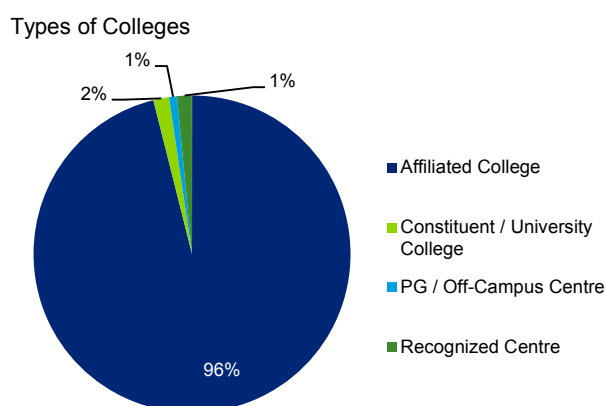


Table 6: Management of Colleges - AP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	7.2%	10.5%	715
Private Unaided	80.8%	75.7%	462
Government	12.0%	13.8%	566

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

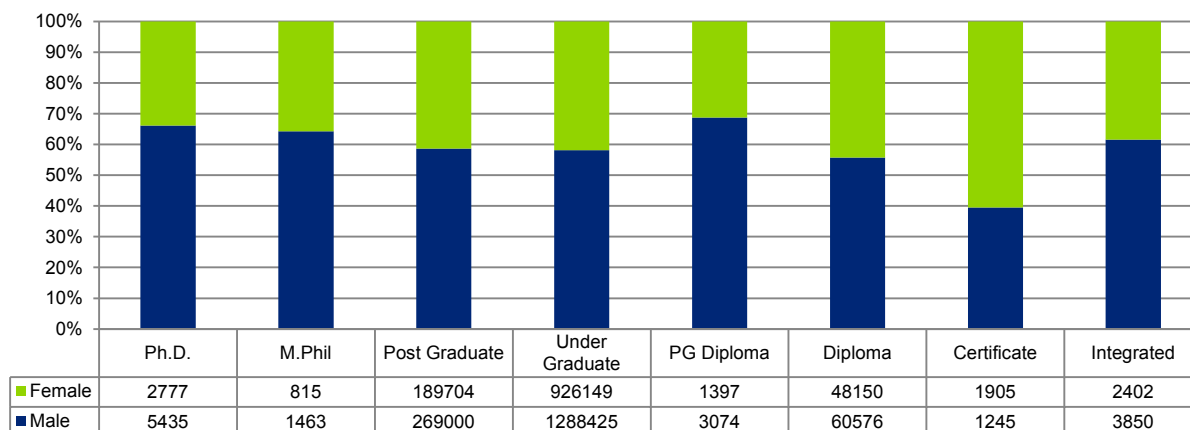
Stand-alone Institutions: In AP, there are 599 such stand-alone institutions and the total enrolment in these is estimated to be around 1.8 lakhs.

Student Enrolment

By Level: The state-wise enrolment through regular mode at various levels is 23.76 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 (78.9%) is at

under-graduate level, followed by post-graduate (16.3%) and Diploma (3.9%), with all other levels forming only 0.9%. As can be seen from table above, maximum enrolment share (75.7%) is in private unaided colleges in the state.

Figure 12: State-wise Enrolment through Regular Mode at various levels - AP

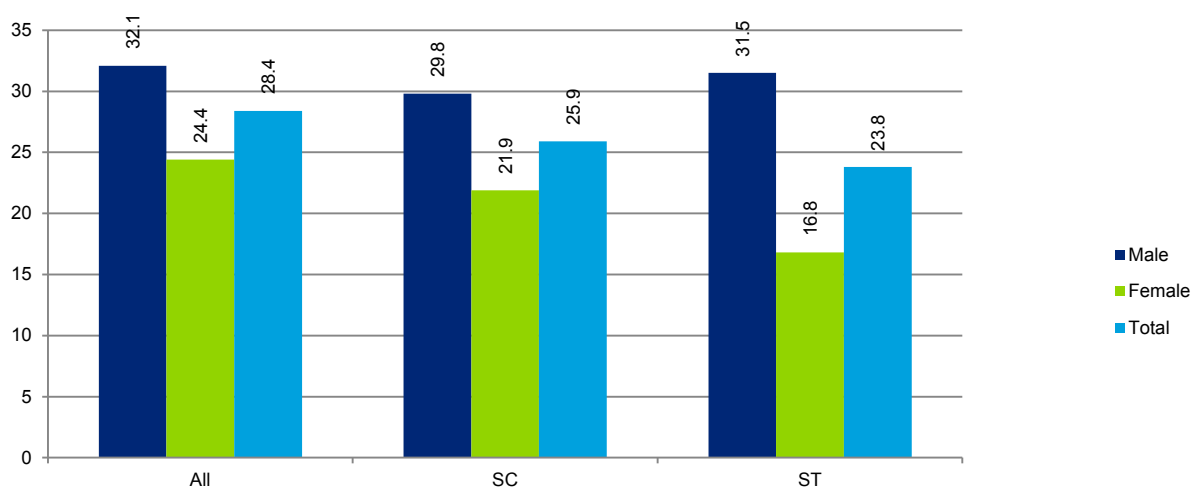


Foreign Students: Andhra Pradesh is reported to have around 4,700 foreign students, which constitutes around 17.1% of total foreign students studying in India. **It is second only to Karnataka in attracting students from overseas.**

By Gender: In terms of gender, enrolment is skewed as 58.2% comprises males, while only 41.8% of the enrolment constitutes females, indicating significant gender disparity. The GER for males (32.1) is much higher than GER for females (24.4), resulting in the gender parity index of just 0.76 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, AP ranks 2nd amongst all major states in India.**

By Social Group: The GER of SCs (25.9) and STs (23.8) is lower than the state GER of 28.4. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.74, but it is much lower in case of STs (0.53). As can be seen from Table 5 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.

Figure 13: GER for All, SC & ST - AP



Faculty and Staff

Table 7: Key Faculty & Staff Indicators - AP

Key Indicators	AP	INDIA
Pupil Teacher Ratio (PTR)	12.4	15.1
Teachers per College	39.6	46.4
Non-teaching staff per College	23.5	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

Figure 14: Post-wise share of teaching staff - AP



The PTR of colleges in AP at 12.4 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 AP is estimated to be 1.9 lakhs and 1.12 lakhs, respectively (extrapolating data available for 75.5% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (39.6) and non-teaching staff per college (23.5) are lesser than the corresponding all-India levels as shown in Table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. 69% of the teaching posts are at level of Lecturer/ Assistant professor with there being almost equal numbers 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, Table 5 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 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 8: 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%	19.8%	7.1%	48.4%	7.7%	1.6%
Share of Enrolment	58.2%	41.8%	14.5%	5.0%	37.2%	6.6%	1.2%
Share of teaching staff	64.4%	35.6%	10.1%	2.3%	25.5%	3.8%	1.3%
Share of non-teaching staff	67.6%	32.4%	15.0%	3.4%	29.1%	4.0%	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;

Arunachal Pradesh (ARU)

Key Indicators

Table 9: Key Indicators – ARU

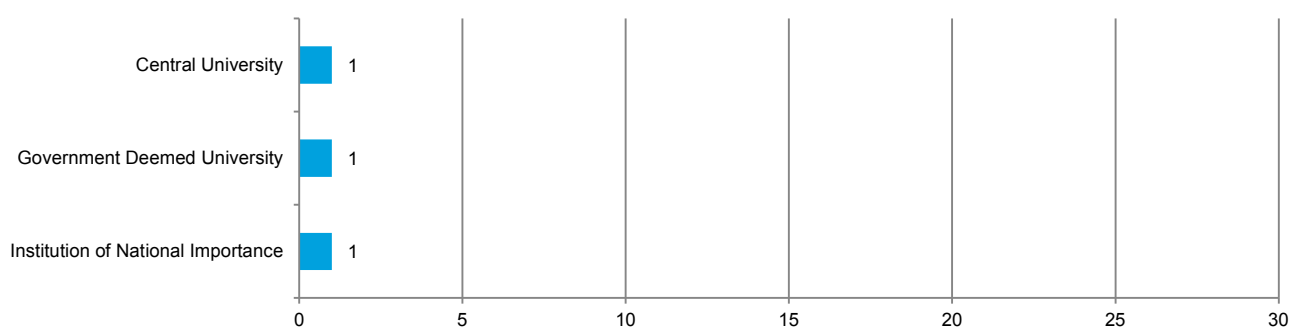
Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	13.8	7.1	6.7
Literacy Rate (2011)	65.4%	72.6%	53.5%
Pop. in 18-23 age group (lakhs), 2011 Share to total state pop. (%)	1.6 (12.0%)	0.8 (11.7%)	0.8 (12.4%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.1%	0.1%	0.1%
Sex ratio (2011)	938		
Gross Enrollment Ratio (2011)	26.9	33.6	19.5
Share of Graduates & above in total state population (2010)	6%	8.4%	3.2%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 has 3 Universities**, the state **ranks 26th on total number of universities** in comparison to other states and Union territories. ARU has a meagre 0.5% of all Universities in the country.

Figure 1: Universities by Type - ARU



Arunachal Pradesh has 3 general Universities and has no Agricultural, Medical, Law, Technical or Veterinary Universities.

Table 10: College & Institution Indicators - ARU

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	19	11
Colleges per lakh population (18-23 yrs)	11	-
Average enrollment per college/ institution	1943	75
Total estimated enrolment (Lakhs)	0.42	0.01

ARU with 19 colleges has a share of 0.06% of all colleges in India and **ranks #30 in terms of total colleges in any state in India**. ARU has very low access of 11 colleges per lakh population as compared to the all India average of 23 colleges

per lakh population. In terms of average enrolment per college, ARU (1943) is **thrice the all India average of 700**. Total enrolment of students in regular mode in higher education institutes in ARU is around 0.42 lakhs.

Out of the total colleges in the state, 95% are affiliated to Universities, and the remaining 5% is constituent/university colleges. The state has no PG Centres/off-campus centres or recognized centres. In terms of management, ARU colleges are dominated by the Government colleges forming 66.67% of all colleges in the state, followed by 3.33% owned by Private Unaided.

Figure 2: Type of Colleges – ARU

Types of Colleges

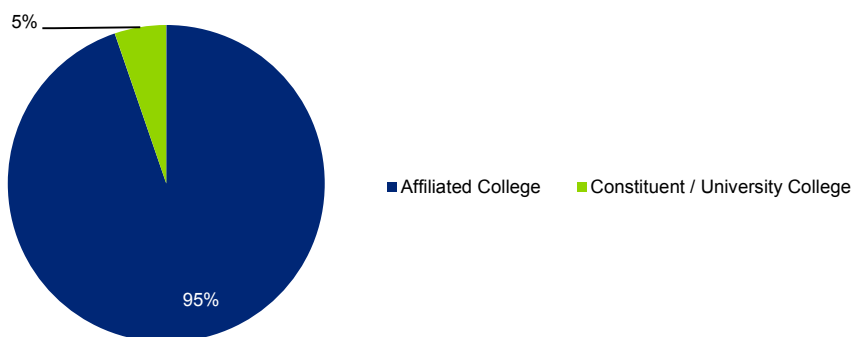


Table 11: Management of Colleges – ARU

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	0%	0%	0
Private Unaided	33.33%	9.8%	574
Government	66.67%	90.2%	2627

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: 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 0.42 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 (71.2%) is at under-graduate level, followed by Diploma (16.4%) and post-graduate (9.9%), with all other levels forming only 2.5%. As can be seen from table above, ARU has no privately aided colleges hence maximum enrolment share (90.2%) is in government colleges.

Figure3: State-wise Enrolment through Regular Mode at various levels - ARU

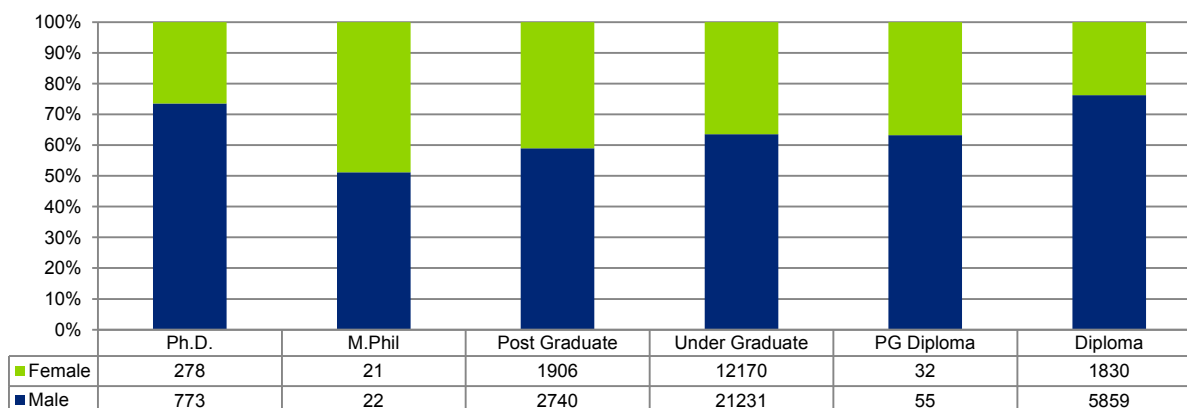
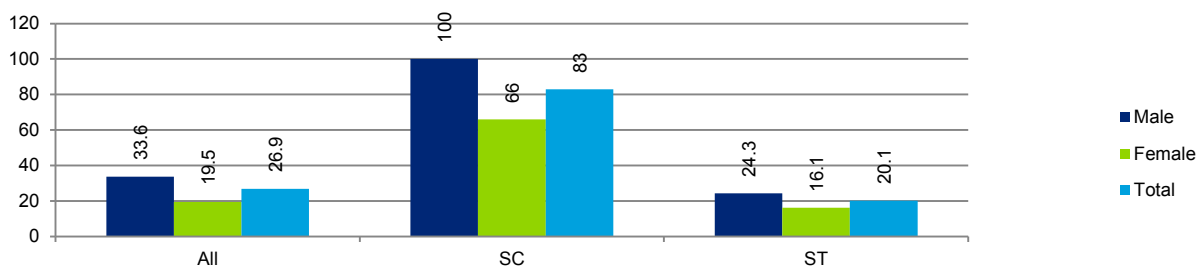


Figure 4: GER for All, SC & ST - ARU



By Gender: In terms of gender, enrolment is skewed as 65.4% comprises males, while only 34.6% of the enrolment is females, indicating significant gender disparity. The GER for males (33.5) is significantly higher than GER for females (19.5), **In terms of overall GER, ARU ranks 10th** among all states in India.

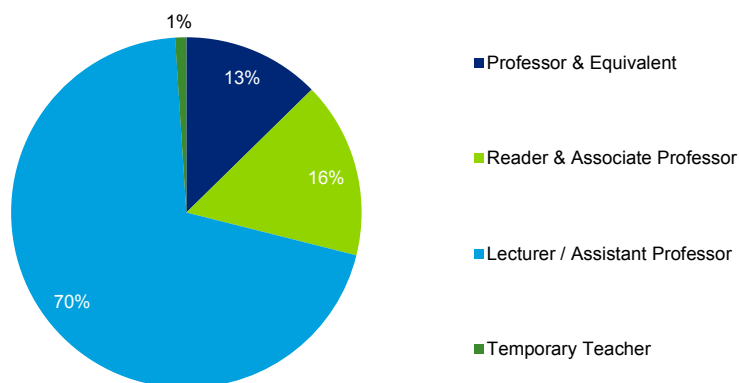
By Social Group: The GER of STs (20.1) is lower than the state GER of 26.9. Further, there is disparity within the social groups between male and female GER. As can be seen from Table 5 below on Gender and Social representation, the share of student enrolment in ST social group is lesser than their proportionate share in population.

Faculty and Staff

Table 12: Key Faculty & Staff Indicators - ARU

Key Indicators	ARU	INDIA
Pupil Teacher Ratio (PTR)	8.9	15.1
Teachers per College	218.7	46.4
Non-teaching staff per College	54.2	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

Figure 5: Post-wise share of teaching staff - ARU



The PTR of colleges in ARU at 8.9 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 ARU is estimated to be 0.04 lakhs and 0.01 lakhs, respectively (extrapolating data available for 47.4 colleges in state). ARU has four times the number of teachers per college (218.7) compared to All India figures (46.4) and non-teaching staff per college (54.2) is also much higher than the corresponding all-India levels (37.3) as shown in Table 4.

In terms of the post-wise share of teaching staff, the figure 5 the break-up in the state. 70% of the teaching posts are at level of Lecturer/ Assistant professor with there being almost equal numbers of Readers/ Associate Professors and Professors. Around 1% of the staff is temporary.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the Table 5 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, ST, Muslim

(non-teaching staff only) shown in the table 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 13: Student, Faculty and Staff - Gender and Social representation - ARU

Indicator	Male	Female	SC	ST	OBC	Muslim
Share of Population	51.6%	48.4%	2.80%	70.1%	1.8%	1.7%
Share of Enrolment	65.4%	34.6%	3.2%	46.5%	7.6%	2.2%
Share of teaching staff	82.9%	17.1%	6.0%	19.5%	13.5%	3.7%
Share of non-teaching staff	68.2%	31.8%	6.4%	40.8%	5.1%	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;

Assam (ASM)

Key Indicators

Table 14: Key Indicators – ASM

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	312.1	159.4	152.7
Literacy Rate (2011)	72.2%	77.9%	63.0%
Pop. in 18-23 age group (lakhs), 2011	36.3	17.8	18.5
Share to total state pop. (%)	(11.6%)	(11.2%)	(12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	2.6%	2.4%	2.8%
Sex ratio (2011)	958		
Gross Enrollment Ratio (2011)	13.4	13.3	13.4
Share of Graduates & above in total state population (2010)	3.9%	5.1%	2.6%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 21st among all states & Union Territories in India** with 9 Universities. ASM has 1.4% of all Universities in the country.

Figure 15: Universities by Type - ASM

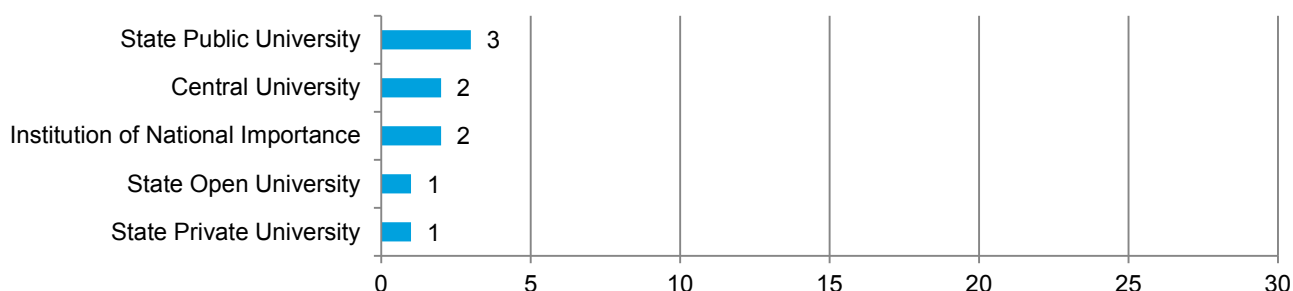


Figure 2 reflects the break-up of number of universities in ASM on the basis of specialization. The **state has 6 Universities and ranks 17th among all states**. ASM has no Medical, law, Veterinary Universities.

Figure 16: Universities by Specialization - ASM

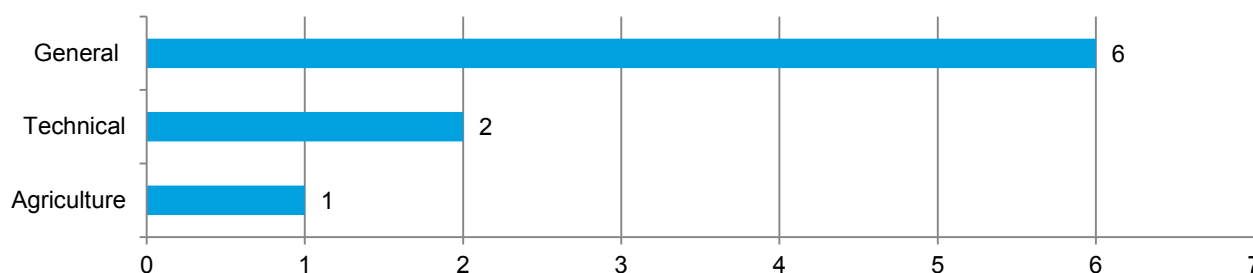


Table 15: College & Institution Indicators - ASM

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	485	62
Colleges per lakh population (18-23 yrs)	13	-
Average enrollment per college/ institution	1009	155
Total estimated enrolment (Lakhs)	4.16	0.1.

ASM with 485 colleges has a share of 1.47% of all colleges in India and **ranks #16 in terms of total colleges in any state in India**. In terms of access, ASM has a meagre 13 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, ASM (1009) is **significantly higher than the all India average of 700**. Total enrolment of students in regular mode in higher education institutes in ASM is around 4.16 lakhs.

Out of the total colleges in the state, 93% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, ASM colleges are dominated by the Government colleges, forming 82.6% of all colleges in the state, followed by 12.2% owned by Private Unaided colleges and 5.2% are Private Aided colleges.

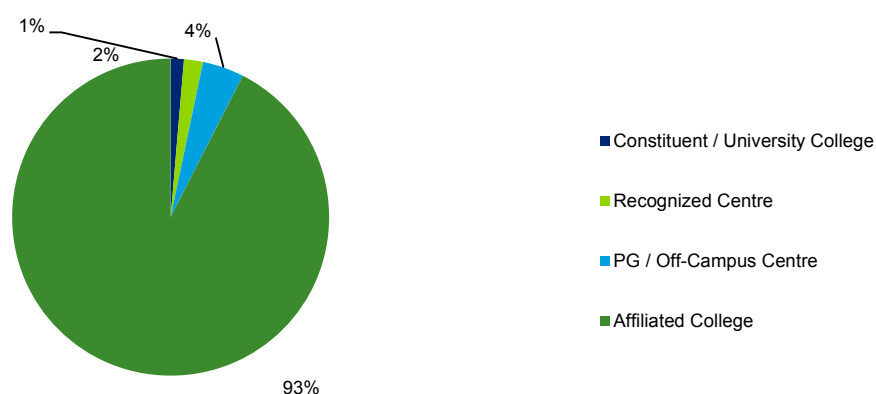
Table 16: Management of Colleges - ASM

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	5.2%	2.1%	399
Private Unaided	12.2%	2.9%	239
Government	82.6%	95.0%	1162

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Figure 17: Type of Colleges - ASM

Types of Colleges

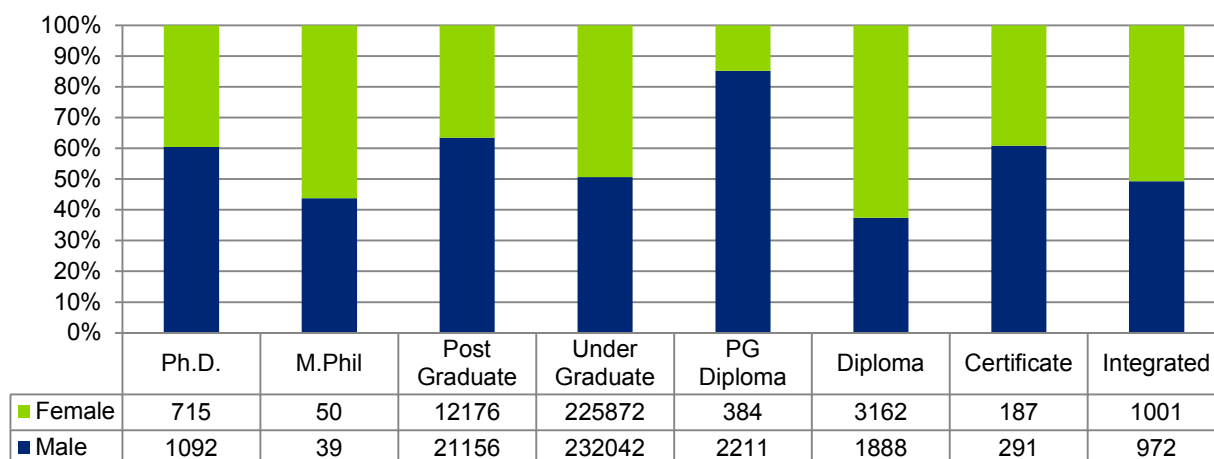


Stand-alone Institutions: In ASM, there are 62 stand-alone institutions and the total enrolment in these is estimated to be around 0.1 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 4.16 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 (91.0%) is at under-graduate level, followed by post-graduate (6.6%), with all other levels forming only 2.4%. As can be seen from Table 3 above, maximum enrolment share (95.0%) is in Government colleges in the state.

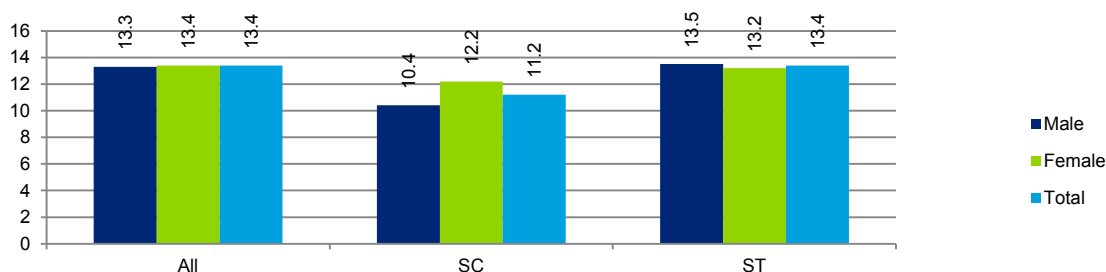
Figure 18: State-wise Enrolment through Regular Mode at various levels - ASM



By Gender: In terms of gender, enrolment is almost equal with 51.6% comprising males, and 48.4% comprising enrolment is females. The GER for males (13.3) is also equal to GER for females (13.4), resulting in the gender parity index of just 1.01 (compared to 0.86 at all-India level). However, **In terms of overall GER, ASM ranks 28th** among all states and Union territories in India.

By Social Group: The GER of SCs (11.2) is lower than the state GER of 13.4. Further, Table 5 on the Gender and Social representation reflects that share of student enrolment across all backward groups in ASM is lesser than their proportionate share in population.

Figure 19: GER for All, SC & ST - ASM



Faculty and Staff

Table 17: Key Faculty & Staff Indicators - ASM

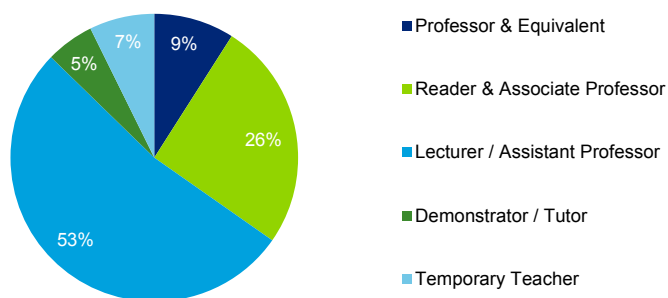
Key Indicators	ASM	INDIA
Pupil Teacher Ratio (PTR)	18.8	15.1
Teachers per College	53.8	46.4
Non-teaching staff per College	52.1	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

The PTR of colleges in ASM at 18.8 students per teacher is worse than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in ASM is estimated to be 0.26 lakhs and 0.25 lakhs, respectively** (extrapolating data available for 35.5% colleges in state). Given the number of colleges in the state, the number of teachers per college (53.8) and non-teaching staff per college (52.1) seems appropriate and is higher than the corresponding all-India levels as shown in the Table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **53% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 26% at Readers/ Associate professor and there being almost equal numbers of Professors and Temporary staff. Around 5% of the staff are at the level of Demonstrator/Tutor.

Figure 20: Post-wise share of teaching staff - ASM



In terms of representation of various social groups and gender in the teaching and non-teaching staff, the Table 5 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 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 18: 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%	9.20%	14%	27%	30.40%	2.69%
Share of Enrolment	51.6%	48.4%	5.8%	13.0%	20.9%	10.1%	1.1%
Share of teaching staff	63.9%	36.1%	5.6%	8.9%	21.4%	5.3%	0.4%
Share of non-teaching staff	81.3%	18.7%	6.5%	6.8%	19.6%	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;

Bihar (BIH)

Key Indicators

Table 19: Key Indicators – BIH

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	1041.0	542.8	498.2
Literacy Rate (2011)	61.8%	71.2%	46.6%
Pop. in 18-23 age group (lakhs), 2011	104.3	56.0	48.3
Share to total state pop. (%)	(10.0%)	(10.3%)	(9.7%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	7.4%	7.6%	7.2%
Sex ratio (2011)	918		
Gross Enrollment Ratio (2011)	10.5	11.8	9.1
Share of Graduates & above in total state population (2010)	3.6%	5.4%	1.7%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 12th among all states and union territories in India** with 20 Universities. The state has 3.2% of all Universities in the country.

Figure 21: Universities by Type - BIH

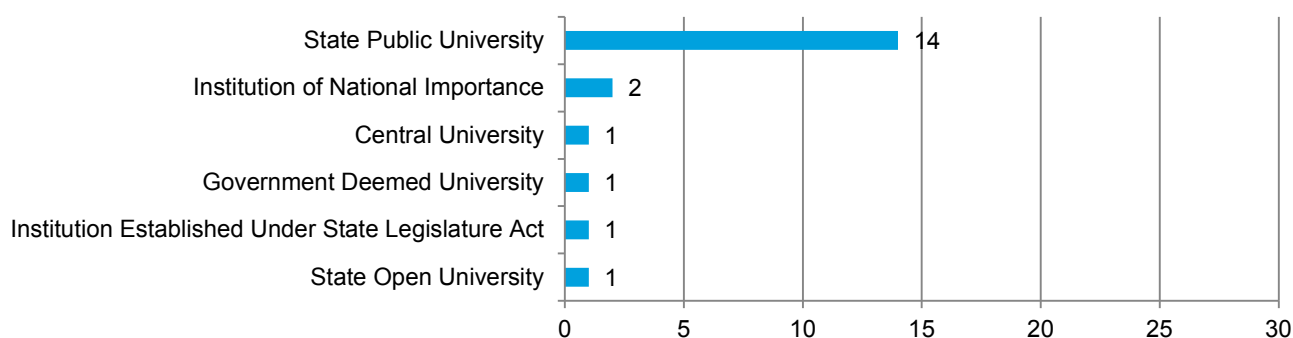


Figure 22: Universities by Specialization - BIH

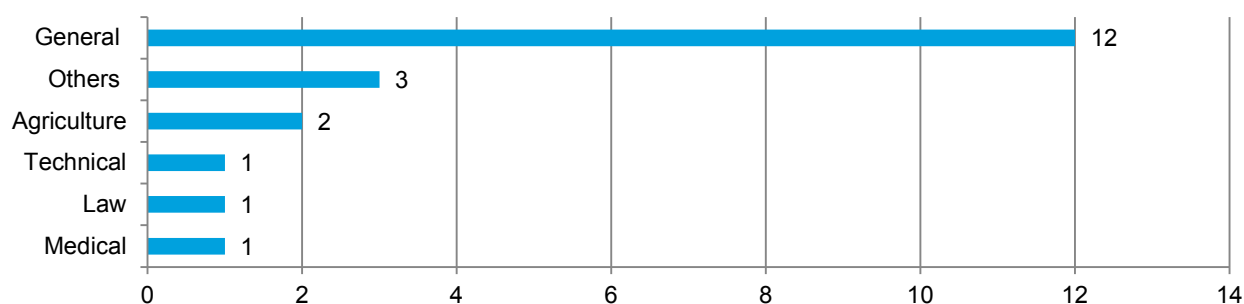


Figure 2 reflects the break-up of number of universities in BIH on the basis of specialization. Bihar ranks 9th on number of **General Universities** with 12 Universities.

Table 20: College & Institution Indicators - BIH

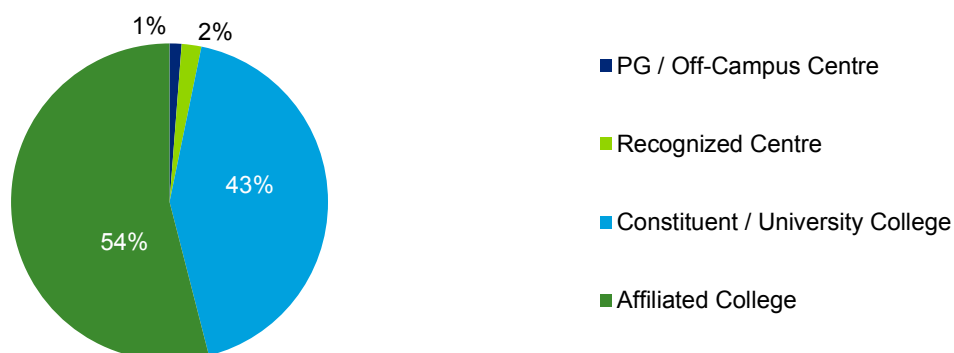
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	629	68
Colleges per lakh population (18-23 yrs)	5	-
Average enrollment per college/ institution	1794	230
Total estimated enrolment (Lakhs)	11.15	0.16

BIH with 629 colleges has a share of 1.91% of all colleges in India and **rank #14 in terms of total colleges in any state in India**. In terms of access, BIH has the **lowest concentration among all major states** with 5 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, BIH (1794) is **significantly higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in BIH is around 11.15 lakhs.

Out of the total colleges in the state, 54% are affiliated to Universities, and 43% are constituent/university the remaining are PG/off campus or recognized centres by the Universities. In terms of management, BIH colleges are dominated by the Government colleges, forming 87.6% of all colleges in the state, followed by 7.3% owned by private aided colleges and 5.2% that are private unaided.

Figure 23: Type of Colleges – BIH

Types of Colleges

**Table 21: Management of Colleges - BIH**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	7.3%	11.8%	2922
Private Unaided	5.2%	3.3%	1134
Government	87.6%	84.9%	1740

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In BIH, there are 68 stand-alone institutions and the total enrolment in these is estimated to be around 0.16 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 11.15 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 (89.2%) is at under-graduate level, followed by post-graduate (7.4%) and Diploma (2.9%), with all other levels forming only 0.5%. As can be seen from table above, maximum enrolment share (84.9%) is in Government colleges in the state.

Figure 24: State-wise Enrolment through Regular Mode at various levels - BIH

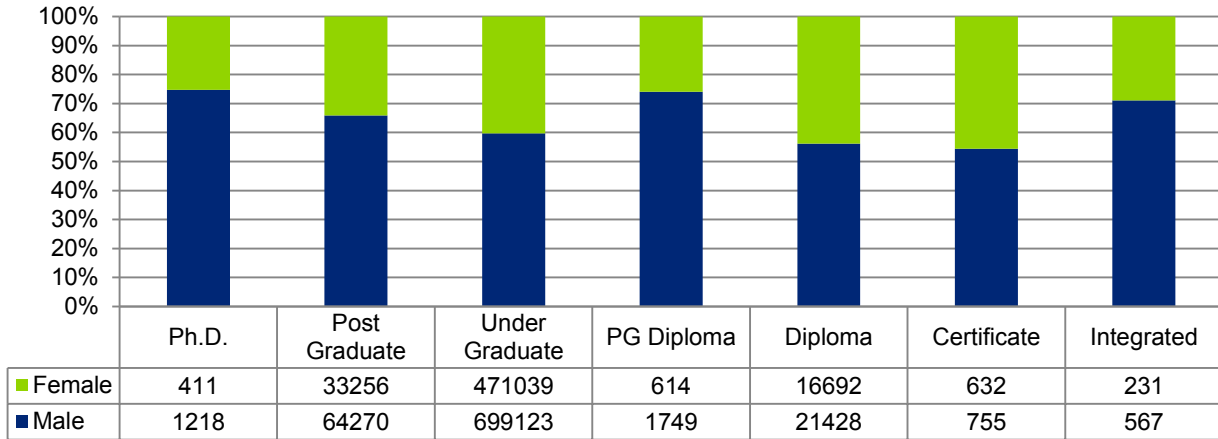
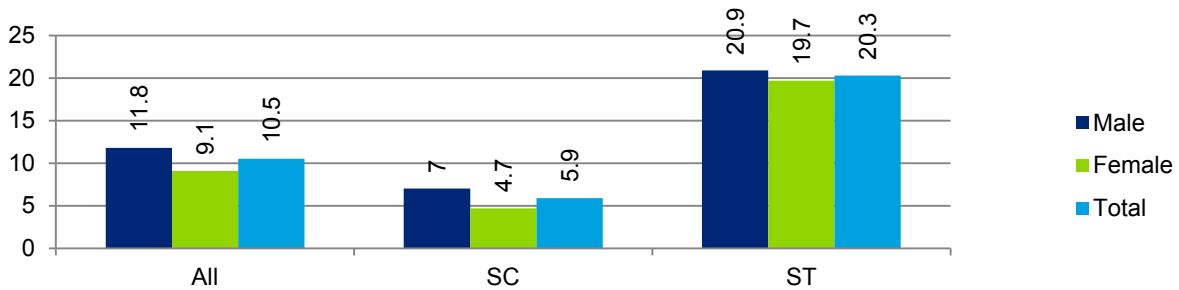


Figure 25: GER for All, SC & ST - BIH



By Gender: In terms of gender, enrolment is skewed as 60.1% comprises males, while only 39.9% of the enrolment is females, indicating significant gender disparity. The GER for males (11.8) is higher than GER for females (9.1), resulting in the gender parity index of just 0.77 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, BIH ranks 17th** among all major states in India.

By Social Group: The GER of SCs (5.9) 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 0.94, but 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 except ST is lesser than their proportionate share in population in the state.

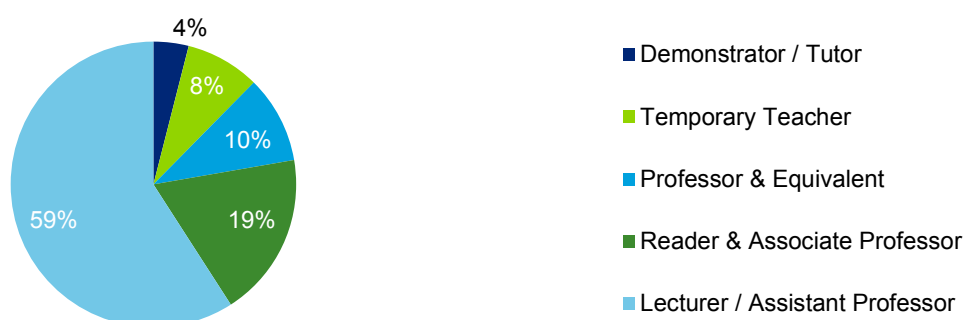
Faculty and Staff

Table 22: Key Faculty & Staff Indicators - BIH

Key Indicators	BIH	INDIA
Pupil Teacher Ratio (PTR)	37.5	15.1
Teachers per College	47.9	46.4
Non-teaching staff per College	50.5	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in BIH at 37.5 students per teacher is the 2nd highest in the country after UP and is more than double the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in BIH is estimated to be 0.30 lakhs and 0.32 lakhs, respectively** (extrapolating data available for 83.3% colleges in state). Given the number of colleges in the state, the number of teachers per college (47.9) and non-teaching staff per college (50.5) seem adequate and are also higher than the corresponding all-India levels as shown in the adjoining table.

Figure 26: Post-wise share of teaching staff - BIH



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **59% of the teaching posts are at level of Lecturer/ Assistant professor, 19% at Readers/ Associate Professors level** and almost equal numbers of and Professors and temporary staff. Around 4% of the staff are at demonstrator level.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the Table 5 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 indicate a deficit in terms of representation in both faculty and staff (except other minority) in higher educational institutions as compared to their share of population in the state.

Table 23: 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%	20.20%	0.90%	60.70%	14.9%	0.22%
Share of Enrolment	60.1%	39.9%	8.3%	1.7%	31.3%	6.2%	0.1%
Share of teaching staff	84.4%	15.6%	1.4%	0.2%	24.2%	5.4%	0.2%
Share of non-teaching staff	89.4%	10.6%	6.1%	0.7%	35.8%	4.0%	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;

Chhattisgarh (CHT)

Key Indicators

Table 24: Key Indicators – CHT

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	255.5	128.3	127.1
Literacy Rate (2011)	70.3%	80.3%	59.6%
Pop. in 18-23 age group (lakhs), 2011	29.97	15.04	14.93
Share to total state pop. (%)	(11.7%)	(11.7%)	(11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	2.1%	2.1%	2.2%
Sex ratio (2011)	991		
Gross Enrollment Ratio (2011)	13.6	15.8	11.4
Share of Graduates & above in total state population (2010)	5.7%	7.8%	3.6%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 eighteenth among all states in India** with 15 Universities. The state also **ranks seventh on number of State private universities** with 4 Universities. CHT has 2.4% of all Universities in the country.

Figure 27: Universities by Type - CHT

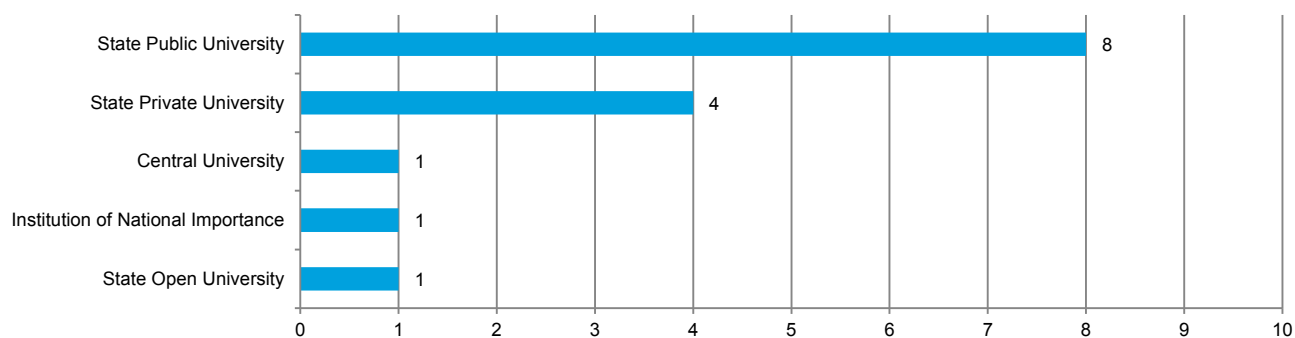


Figure 28: Universities by Specialization - CHT

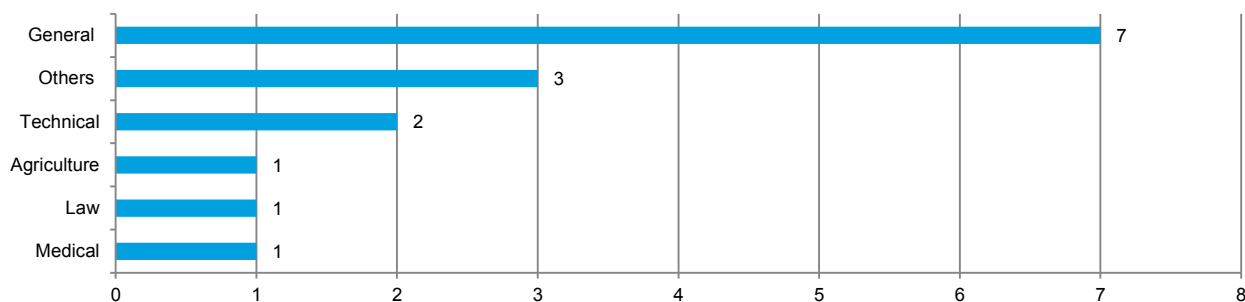


Figure 2 reflects the break-up of number of universities in Chhattisgarh on the basis of specialization. CHT ranks seventeenth with 15 Universities in total (not counting “Others” above). The **state also ranks sixteenth on number of General Universities** with 7 Universities.

Table 25: College & Institution Indicators - CHT

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	574	96
Colleges per lakh population (18-23 yrs)	20	-
Average enrollment per college/ institution	646	216
Total estimated enrolment (Lakhs)	3.83	0.21

Chhattisgarh with 574 colleges has a share of 1.7% of all colleges in India and **ranks fifteenth in terms of total colleges among the states in India**. In terms of access, CHT has 20 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. The average enrolment per college in CHT (646) is **slightly lesser than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in CHT is around 3.83 lakhs.

Out of the total colleges in the state, 92% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, CHT colleges are dominated by the Government colleges, forming 49% of all colleges in the state, followed by 39.5% owned by Private Unaided and 11.5% are private aided.

Figure 29: Type of Colleges – CHT

Types of Colleges

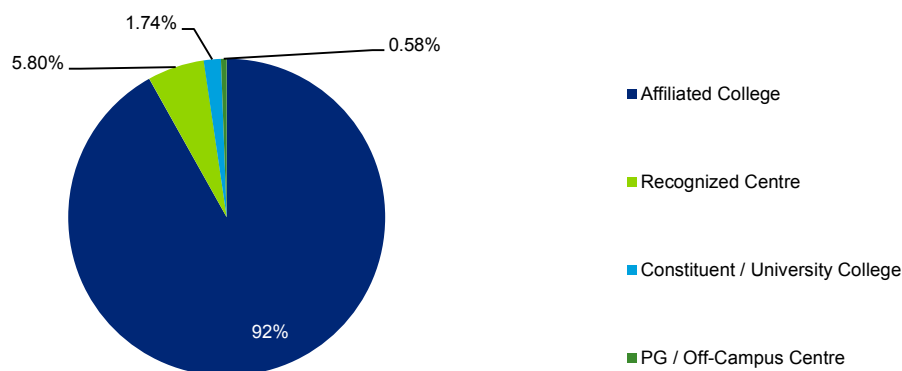


Table 26: Management of Colleges - CHT

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	11.5%	13.5%	755
Private Unaided	39.5%	29.9%	489
Government	49%	56.7%	746

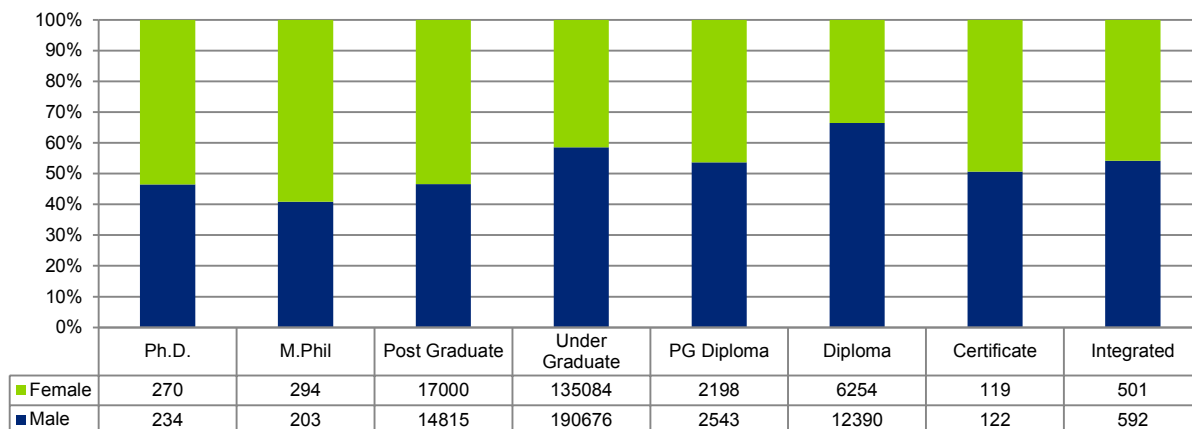
* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In CHT, there are 96 stand-alone institutions and the total enrolment in these is estimated to be around 0.21 lakhs.

Student Enrolment

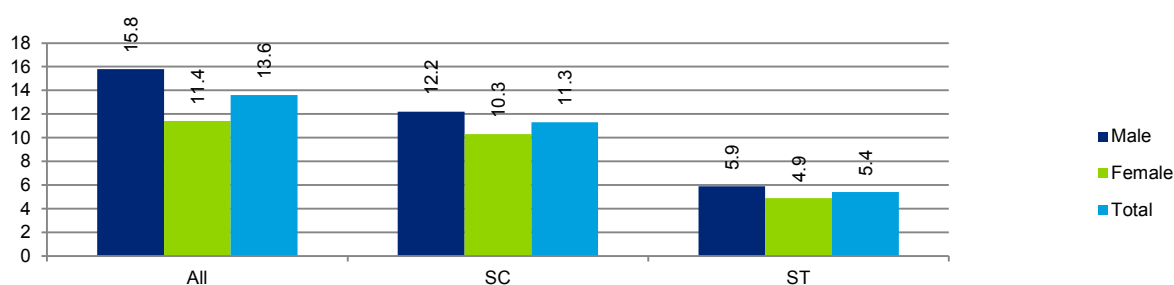
By Level: The state-wise Enrolment through Regular Mode at various levels is 3.83 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (85%) is at under-graduate level, followed by post-graduate (8.3%) and Diploma (4.9%), with all other levels forming only 1.8%. As can be seen from table above, maximum enrolment share (49%) is in government colleges in the state.

Figure 30: State-wise Enrolment through Regular Mode at various levels - CHT



Foreign Students: Chhattisgarh does not attract foreign students as is evident from the fact that it has only around 0.02% of total foreign students studying in India.

Figure 31: GER for All, SC & ST - CHT



By Gender: In terms of gender, enrolment is skewed as 59.4% comprises males, while only 40.6% of the enrolment is females, indicating significant gender disparity. The GER for males (15.8) is higher than GER for females (11.4), resulting in the gender parity index of just 0.72 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, CHT ranks 13th** among all major states in India.

By Social Group: The GER of SCs (11.3) and STs (5.4) 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 0.84 and that for STs (0.83). As can be seen from Table 5 on Gender and Social representation, the share of student enrolment across all backward groups in CHT is lesser than their proportionate share in population.

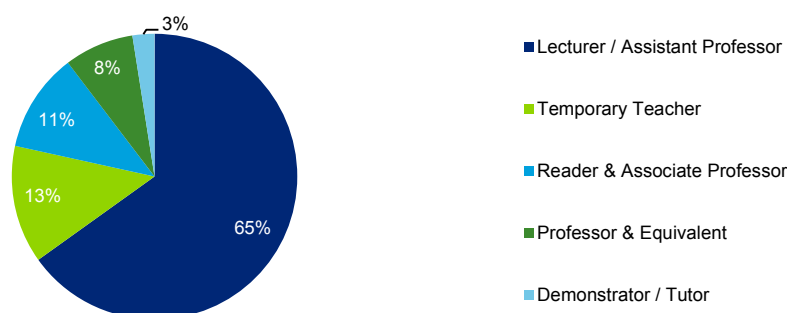
Faculty and Staff

Table 27: Key Faculty & Staff Indicators - CHT

Key Indicators	CHT	INDIA
Pupil Teacher Ratio (PTR)	21.7	15.1
Teachers per College	29.8	46.4
Non-teaching staff per College	24.1	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in CHT at 21.7 students per teacher is worse than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in CHT is estimated to be 0.17 lakhs and 1.14 lakhs, respectively** (extrapolating data available for 71.1% colleges in state). The number of teachers per college (29.8) and non-teaching staff per college (24.1) are lesser than the corresponding all-India levels as shown in Table 4.

Figure 32: Post-wise share of teaching staff - CHT



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **65% of the teaching posts are at level of Lecturer/ Assistant professor.** Around 13% of the staff is temporary while reader & Associate Professor constitute 11% and professors & equivalent constitute 8% of the total staff.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the Table 5 provides the relative comparison with the state population. It reveals that females are significantly under-represented among the non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table reflect a deficit in terms of representation in both faculty (except Muslim) and staff in higher educational institutions as compared to their share of population in the state.

Table 28: 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%	13.70%	37.50%	41.80%	0.90%	2.51%
Share of Enrolment	59.4%	40.6%	9.6%	11.7%	28.9%	0.7%	1.1%
Share of teaching staff	59.6%	40.4%	5.0%	4.0%	13.3%	1.1%	1.8%
Share of non-teaching staff	81.8%	18.2%	10.1%	11.0%	22.3%	0.7%	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;

Key Indicators

Table 29: Key Indicators – GOA

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	14.6	7.4	7.2
Literacy Rate (2011)	88.7%	92.7%	82.2%
Pop. in 18-23 age group (lakhs), 2011 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. (2011)	0.1%	0.1%	0.1%
Sex ratio (2011)	973		
Gross Enrollment Ratio (2011)	33.2	31	35.8
Share of Graduates & above in total state population (2010)	7.4%	7.3%	7.5%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 the states and Union territories. It has the least number of universities (2) and has 0.3% of all Universities in the country.**

Figure 33: Universities by Type - GOA

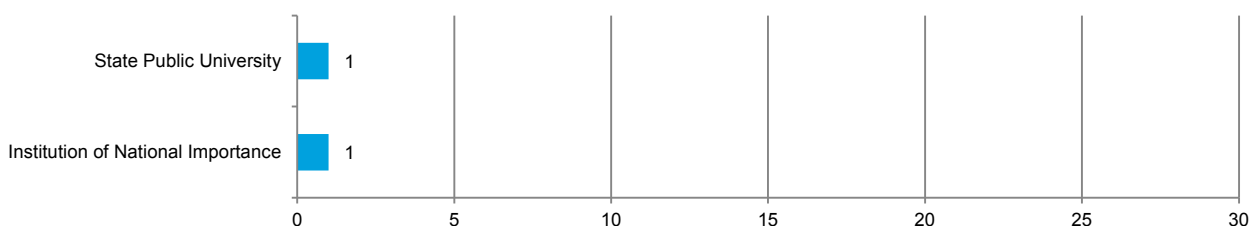


Figure 34: Universities by Specialization - GOA

Figure 2 reflects the break-up of number of universities in Goa on the basis of specialization. Goa has 1 general University and 1 technical University.

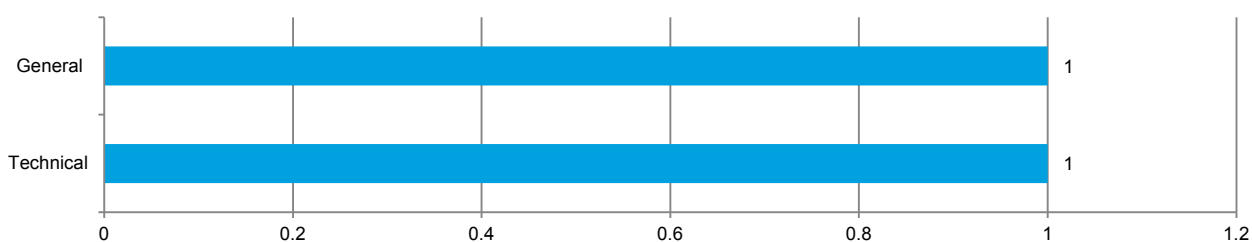


Table 30: College & Institution Indicators - GOA

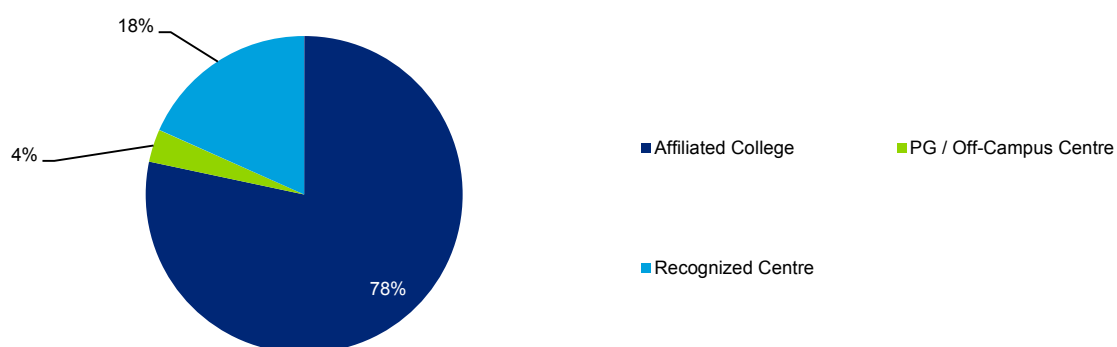
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	47	10
Colleges per lakh population (18-23 yrs)	25	-
Average enrollment per college/ institution	705	505
Total estimated enrolment (Lakhs)	0.36	0.05

Goa with 47 colleges has a share of 0.14% of all colleges in India and **rank #26 in terms of total colleges in any state in India**. In terms of access, Goa is above the all India average of 23 colleges per lakh population with 25 colleges per lakh population. In terms of average enrolment per college, Goa (705) is **almost equal to the all India average of 700**. Total enrolment of students in regular mode in higher education institutes in Goa is around 0.36 lakhs.

Out of the total colleges in the state, 78% are affiliated to Universities, and the remaining are PG/off campus and recognized centres by the Universities. In terms of management, Goa colleges are dominated by the Private Aided and Government colleges, forming 42.4% of all colleges in the state, followed by 15.2% owned by Private Unaided.

Figure 35: Type of Colleges – GOA

Types of Colleges

**Table 31: Management of Colleges - GOA**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	42.4%	53.3%	885
Private Unaided	15.2%	8.0%	370
Government	42.4%	38.8%	644

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: There are 10 stand-alone institutions in the state with the total enrolment of about 0.05 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.36 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 (58.2%) is at under-graduate level, followed by post-graduate (36.0%) and Diploma (4.9%), with all other levels forming only 0.8%. As can be seen from table above, maximum enrolment share (53.3%) is in private aided colleges in the state.

Figure 36: State-wise Enrolment through Regular Mode at various levels - GOA

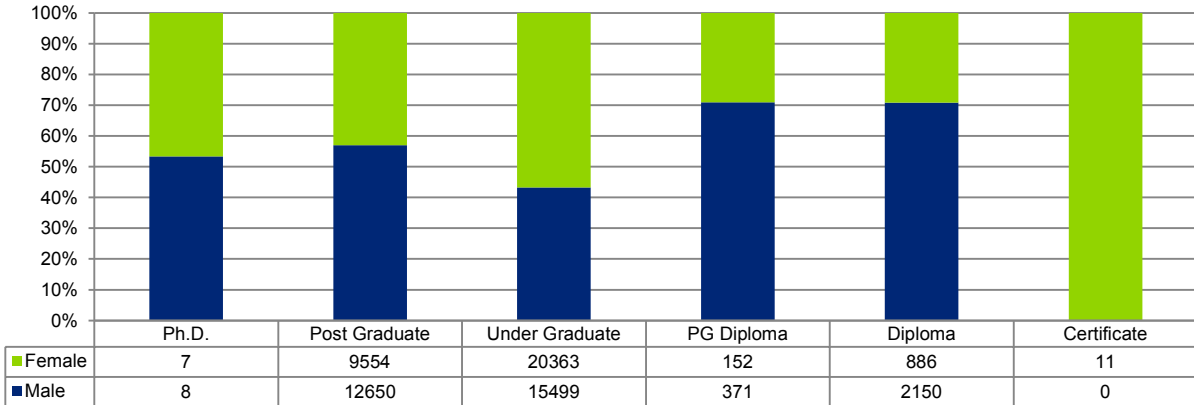
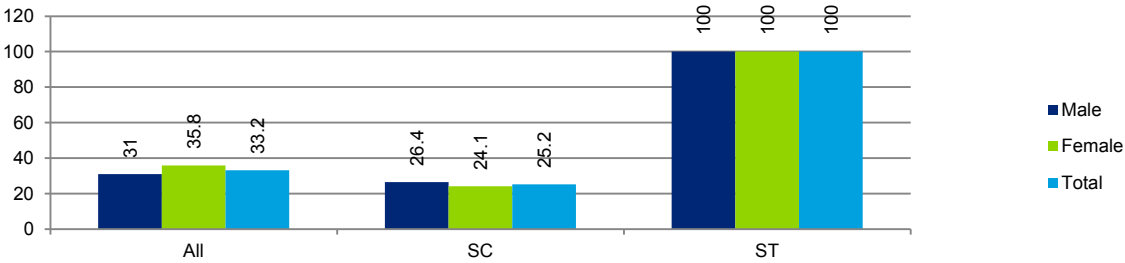


Figure 37: GER for All, SC & ST - GOA



By Gender: In terms of gender, enrolment amongst men and women is almost equal as 49.8% comprises males, while only 50.2% of the enrolment is females. The GER for males (31) is lower than GER for females (35.8), resulting in the gender parity index of just 1.16 (which is much higher than 0.86 at all-India level). **In terms of overall GER, Goa ranks 3rd among all states and union territories in India.**

By Social Group: The GER of SCs (25.2) is lower than the state GER of 33.2. Further, there is slight disparity in SCs between male and female GER. The gender parity Index for SC is 0.91 but which is lower than GPI of STs (1.00). As can be seen from table below on Gender and Social representation, the share of student enrolment across SC and OBC is lesser than their proportionate share in population.

Faculty and Staff

Table 32: Key Faculty & Staff Indicators - GOA

Key Indicators	GOA	INDIA
Pupil Teacher Ratio (PTR)	12	15.1
Teachers per College	58.7	46.4
Non-teaching staff per College	106.5	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

Figure 38: Post-wise share of teaching staff - GOA



The PTR of colleges in Goa at 12 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 Goa is estimated to be 0.03 lakhs and 0.05 lakhs, respectively (extrapolating data available for 70.2% colleges in state). The number of teachers per college (58.7) and non-teaching staff per college (106.5) is higher than the corresponding all-India levels as shown in Table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. 41% of the teaching posts are at level of Lecturer/ Assistant professor followed by 24% of Readers/ Associate Professors and temporary teachers, and almost equal numbers of Professors and demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the Table 5 provides the relative comparison with the state population. It reveals that females and males are almost equally represented among the faculty and staff in higher education. In case of social groups, all the groups shown in the table 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 33: 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%	7.20%	1.8%	14.80%	9.8%	14.25%
Share of Enrolment	49.8%	50.2%	1.4%	4.8%	10.2%	63.0%	21.0%
Share of teaching staff	45.9%	54.1%	0.6%	0.4%	2.1%	0.7%	12.9%
Share of non-teaching staff	52.4%	47.6%	1.4%	1.5%	1.2%	0.4%	4.6%

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;

Gujarat (GUJ)

Key Indicators

Table 34: Key Indicators – GUJ

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	604.4	314.9	289.5
Literacy Rate (2011)	78.0%	85.8%	63.3%
Pop. in 18-23 age group (lakhs), 2011	71.2	37.8	33.3
Share to total state pop. (%)	(11.8%)	(12%)	(11.5%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	5.1%	5.2%	5.0%
Sex ratio (2011)	919		
Gross Enrollment Ratio (2011)	21.3	23.5	18.8
Share of Graduates & above in total state population (2010)	7.9%	9.1%	6.6%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 and Union Territories in India with 36 Universities** on total of number of Universities. The state also **ranks 5th on number of state public Universities with 21 Universities and 4th on number of Private Universities with 9 Universities**. GUJ has 5.8% of all Universities in the country.

Figure 39: Universities by Type - GUJ

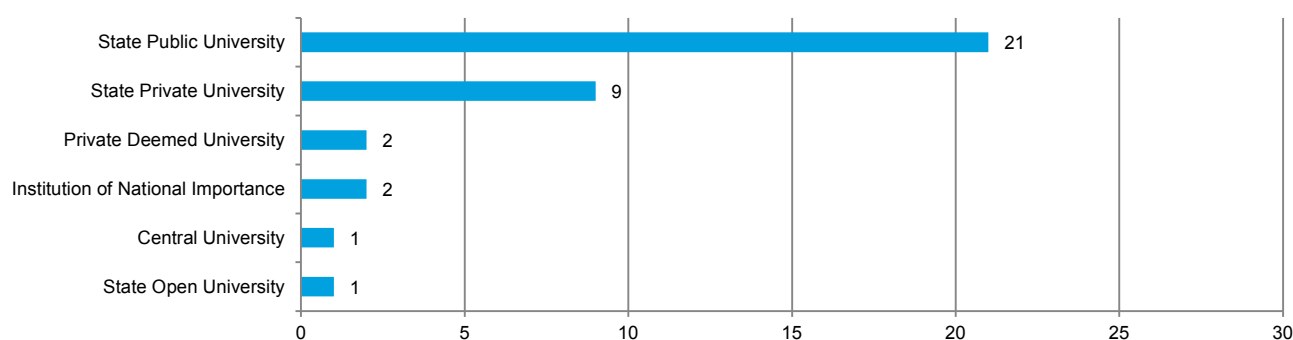


Figure 2 reflects the break-up of number of universities in Gujarat on the basis of specialization. **GUJ ranks 4th highest on number of General Universities with 22 Universities**.

Figure 40: Universities by Specialization - GUJ

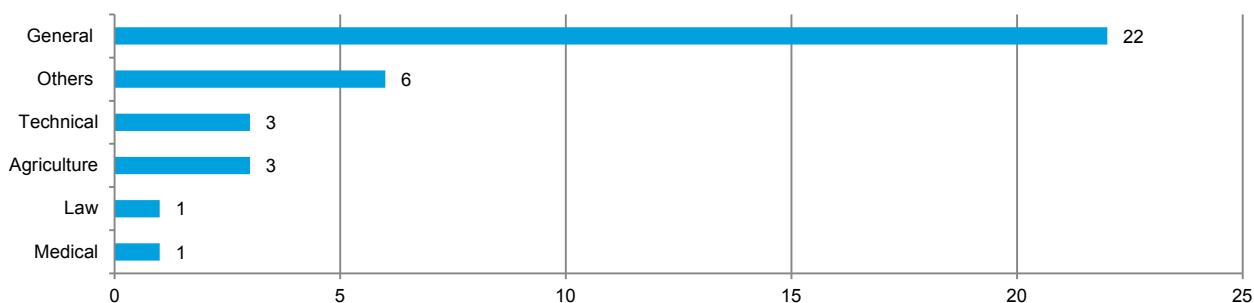


Table 35: College & Institution Indicators - GUJ

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	1815	493
Colleges per lakh population (18-23 yrs)	27	-
Average enrollment per college/ institution	624	189
Total estimated enrolment (Lakhs)	13.68	0.93

GUJ with 1815 colleges has a share of 5.5% of all colleges in India and **ranks #8 in terms of total colleges in any state in India**. In terms of access, GUJ has **higher concentration of 27 colleges per lakh population** as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, GUJ (624) is **lesser than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in GUJ is around 13.68 lakhs.

Out of the total colleges in the state, 90% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, GUJ colleges are dominated by Private Unaided colleges, forming 40% of all colleges in the state, followed by 36.1% owned by Government and 23.9% that are private aided.

Figure 41: Type of Colleges – GUJ

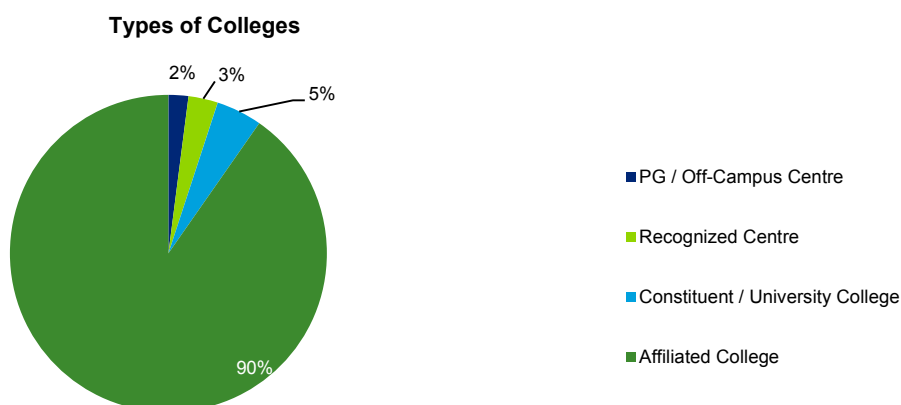


Table 36: Management of Colleges - GUJ

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	23.9%	29.7%	775
Private Unaided	40.0%	24.3%	379
Government	36.1%	46.0%	795

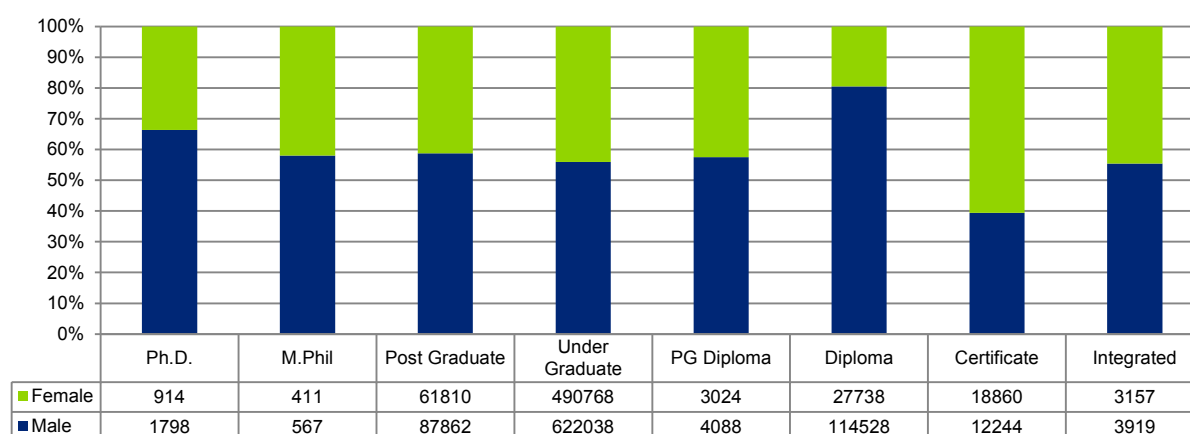
* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In GUJ, there are 493 stand-alone institutions and the total enrolment in these is estimated to be around 0.93 lakhs.

Student Enrolment

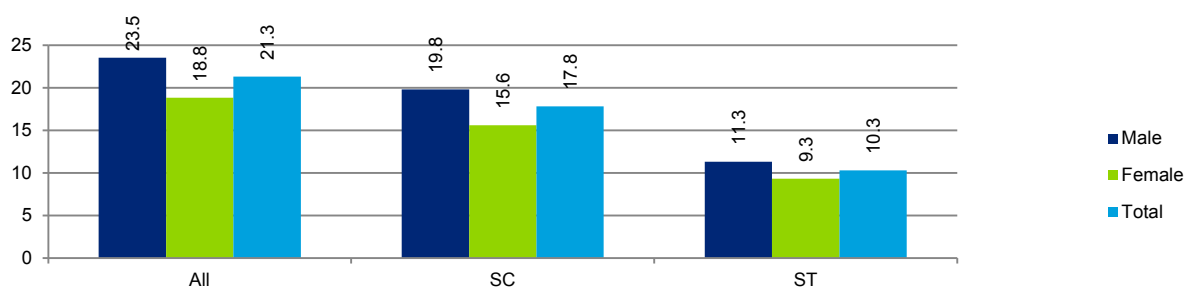
By Level: The state-wise Enrolment through Regular Mode at various levels is 13.68 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (76.5%) is at under-graduate level, followed by post-graduate (10.3%) and Diploma (9.8%), with all other levels forming only 3.4%. As can be seen from table above, maximum enrolment share (46.0%) is in Government colleges in the state.

Figure 42: State-wise Enrolment through Regular Mode at various levels - GUJ



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 (23.5) is much higher than GER for females (18.8), resulting in the gender parity index of just 0.8 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, GUJ ranks 7th among all major states in India.**

Figure 43: GER for All, SC & ST - GUJ



By Social Group: The GER of SCs (17.8) and STs (10.3) is lower than the state GER of 21.3. 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 higher in case of STs (0.82). 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.

Faculty and Staff

Table 37: Key Faculty & Staff Indicators - GUJ

Key Indicators	GUJ	INDIA
Pupil Teacher Ratio (PTR)	20.5	15.1
Teachers per College	30.5	46.4
Non-teaching staff per College	18.3	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

Figure 44: Post-wise share of teaching staff - GUJ



The PTR of colleges in GUJ at 20.5 students per teacher is worse than the all India average of 15.1. Total number of teaching staff and non-teaching staff in all colleges in GUJ is estimated to be 0.55 lakhs and 0.33 lakhs, respectively (extrapolating data available for 85.8% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (30.5) and non-teaching staff per college (18.3) are lesser than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. 60% of the teaching posts are at level of Lecturer/ Assistant professor with there being almost equal numbers of Readers/ Associate Professors, temporary teachers and Professors. 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, Table 5 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 SC and Other Minority are under represented in higher education staff, while ST, OBC 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.

Table 38: 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%	7.9%	0.64%
Share of Enrolment	58.3%	41.7%	6.2%	6.2%	20.3%	1.9%	0.4%
Share of teaching staff	65.1%	34.9%	5.0%	4.0%	14.2%	1.3%	0.7%
Share of non-teaching staff	80.0%	20.0%	11.6%	8.6%	18.9%	1.0%	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;

Haryana (HAR)

Key Indicators

Table 39: Key Indicators – HAR

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	253.5	134.9	118.6
Literacy Rate (2011)	75.6%	84.1%	56.9%
Pop. in 18-23 age group (lakhs), 2011	31.8	17.3	14.5
Share to total state pop. (%)	(12.6%)	(12.8%)	(12.3%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	2.3%	2.4%	2.2%
Sex ratio (2011)	879		
Gross Enrollment Ratio (2011)	24.1	27.2	20.7
Share of Graduates & above in total state population (2010)	7.9%	8.9%	6.7%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 highest among all states and Union Territories in India** with 21 Universities. HAR has 3.4% of all Universities in the country.

Figure 45: Universities by Type - HAR

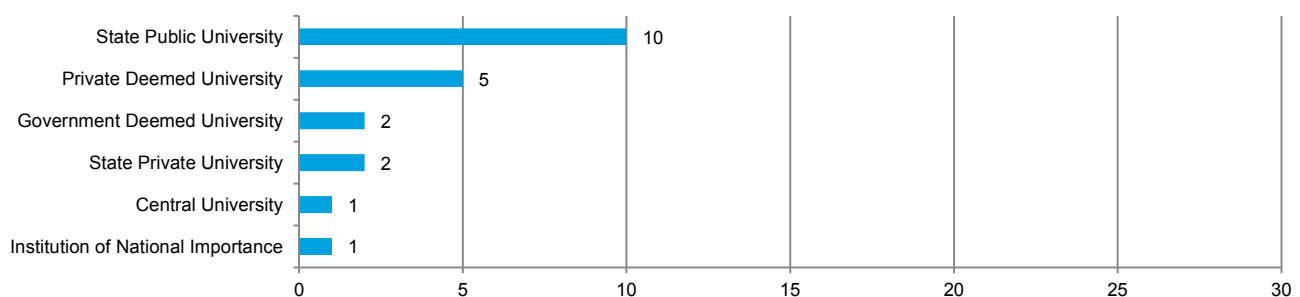


Figure 46: Universities by Specialization - HAR

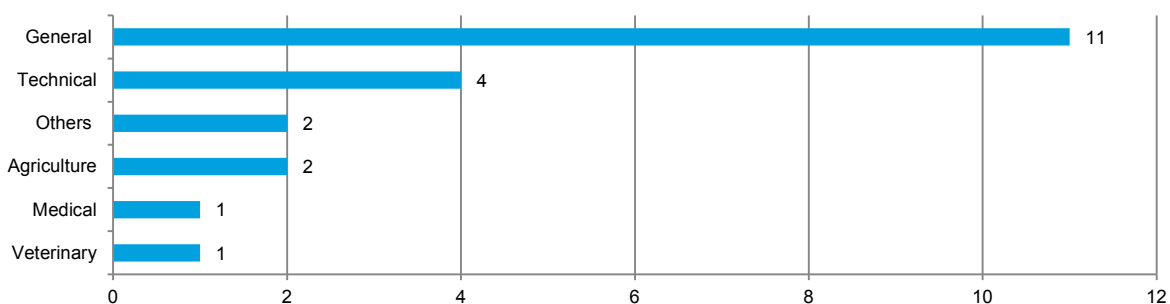


Figure 2 reflects the breakup of number of universities in HAR on the basis of specialization. Haryana **rank tenth highest on number of General Universities** with 11 Universities.

Table 40: College & Institution Indicators - HAR

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	1054	322
Colleges per lakh population (18-23 yrs)	33	-
Average enrollment per college/ institution	766	755
Total estimated enrolment (Lakhs)	7.09	2.43

HAR with 1054 colleges has a share of 3.2% of all colleges in India and **rank #10 in terms of total 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 23 colleges per lakh population. In terms of average enrolment per college, HAR (766) is **higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in HAR is around 7.09 lakhs.

Out of the total colleges in the state, 97% are affiliated to Universities, and the remaining are 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 60.2% of all colleges in the state, followed by 22.9% owned by Government and 16.9% that are private aided.

Figure 47: Type of Colleges – HAR

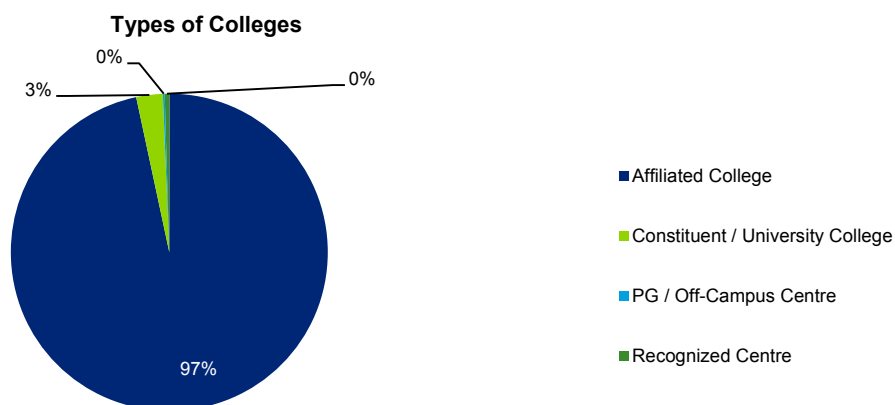


Table 41: Management of Colleges – HAR

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	16.9%	40.9%	1851
Private Unaided	60.2%	30.5%	388
Government	22.9%	28.7%	958

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In HAR, there are 322 such stand-alone institutions and the total enrolment in these is estimated to be around 2.43 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 7.09 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 (76.4%) is at under-graduate level, followed by post-graduate (12.4%) and Diploma (9.8%), with all other levels forming only 1.3%. As can be seen from table above, maximum enrolment share (40.9%) is in private aided colleges in the state.

Figure 48: State-wise Enrolment through Regular Mode at various levels - HAR

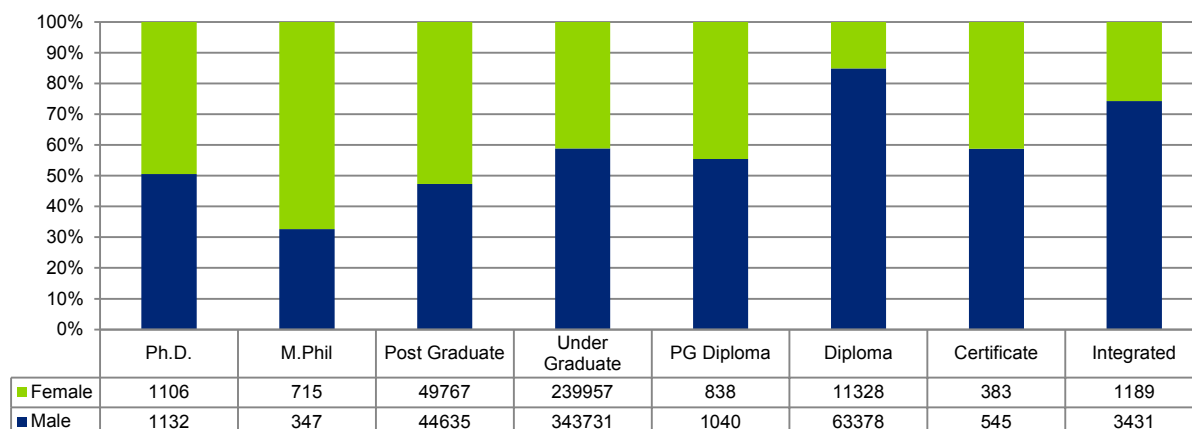
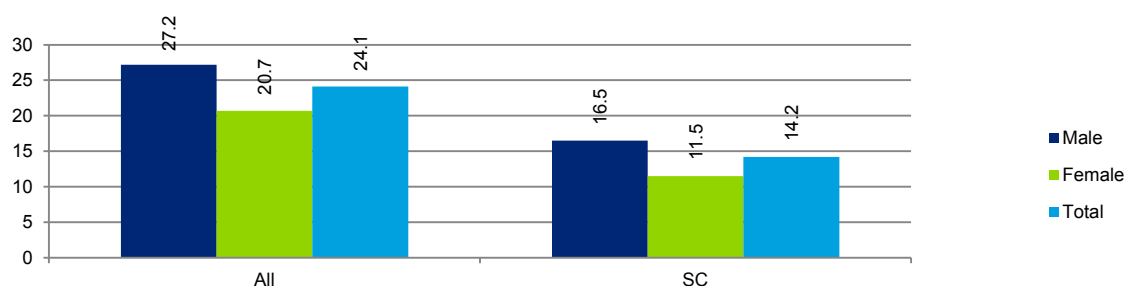


Figure 49: GER for All, SC & ST - HAR



By Gender: In terms of gender, enrolment is skewed as 60.0% comprises males, while only 40.0% of the enrolment is females, indicating significant gender disparity. The GER for males (27.2) is higher than GER for females (20.7), resulting in the gender parity index of just 0.76 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, HAR ranks 5th** among all major states in India.

By Social Group: The GER of SCs (14.2) is lower than the state GER of 24.1. The gender parity Index for SC is 0.7. As can be seen from Table 5 on Gender and Social representation, the share of student enrolment across all backward groups except ST is lesser than their proportionate share in population in the state.

Faculty and Staff

Table 42: Key Faculty & Staff Indicators - HAR

Key Indicators	HAR	INDIA
Pupil Teacher Ratio (PTR)	11.7	15.1
Teachers per College	65.5	46.4
Non-teaching staff per College	61.4	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

Figure 50: Post-wise share of teaching staff - HAR



The PTR of colleges in HAR at 11.7 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 0.69 lakhs and 0.65 lakhs, respectively (extrapolating data available for 25.2% colleges in state). Given the number of colleges in the state, the number of teachers per college (65.5) and non-teaching staff per college (61.4) is healthy and also much higher than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. 65% of the teaching posts are at level of Lecturer/ Assistant professor with there being almost equal numbers of Readers/ Associate Professors, temporary teachers and Professors. Around 4% 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 5 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 ST 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.

Table 43: 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%	0.10%	28.1%	7.7%	6.03%
Share of Enrolment	60.0%	40.0%	11.3%	0.2%	18.9%	0.7%	1.8%
Share of teaching staff	61.0%	39.0%	4.1%	0.1%	7.5%	0.4%	1.2%
Share of non-teaching staff	76.4%	23.6%	15.8%	0.4%	12.6%	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;

Himachal Pradesh (HP)

Key Indicators

Table 44: Key Indicators – HP

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	68.6	34.8	33.8
Literacy Rate (2011)	82.8%	89.5%	73.5%
Pop. in 18-23 age group (lakhs), 2011	7.8	4.0	3.8
Share to total state pop. (%)	(11.4%)	(11.5%)	(11.3%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.6%	0.5%	0.6%
Sex ratio (2011)	972		
Gross Enrollment Ratio (2011)	26	25.9	26
Share of Graduates & above in total state population (2010)	7%	7.4%	6.7%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 13th among all states and union territories in India on total of number of Universities with 18 Universities. The state also ranks 3rd on number of Private Universities with 11 Universities. HP has 2.9% of all Universities in the country.

Figure 51: Universities by Type - HP

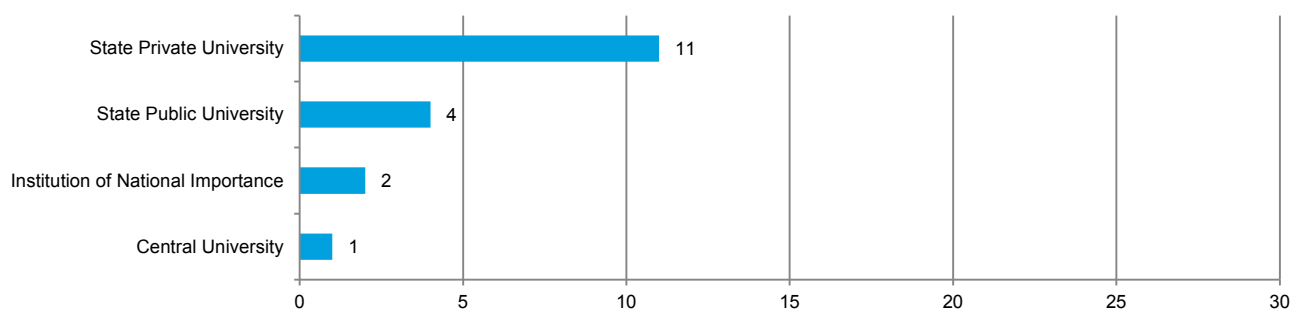


Figure 52: Universities by Specialization - HP

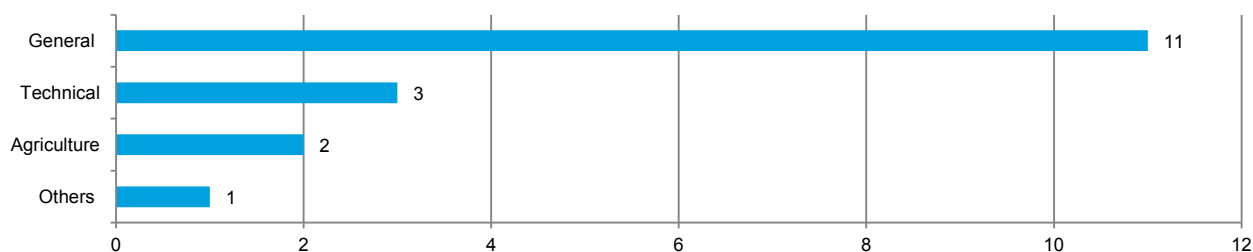


Figure 2 reflects the break-up of number of universities in HP²⁴ on the basis of specialization. Himachal Pradesh has no Veterinary, Law or Medical Universities.

Table 45: College & Institution Indicators - HP

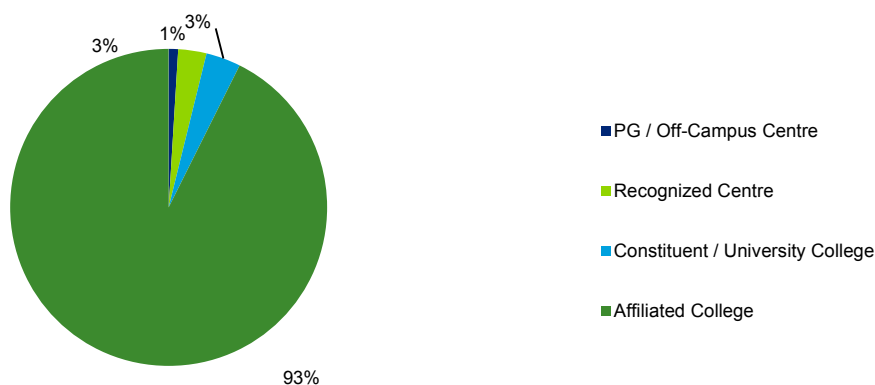
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	297	75
Colleges per lakh population (18-23 yrs)	38	-
Average enrollment per college/ institution	535	265
Total estimated enrolment (Lakhs)	1.83	0.20

HP with 297 colleges has a share of 0.9% of all colleges in India and **ranks #18 in terms of total colleges in any state in India**. In terms of access, HP has a higher concentration of 38 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, HP (535) is **lesser than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in HP is around 1.83 lakhs.

Out of the total colleges in the state, 93% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, HP colleges are dominated by the government colleges, forming 47% of all colleges in the state, followed by 45.7% owned by Private Unaided and 7.3% that are Private aided.

Figure 53: Type of Colleges – HP

Types of Colleges



²⁴ Data available for 17 universities only.

Table 46: Management of Colleges - HP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	7.3%	6.0%	440
Private Unaided	45.7%	16.1%	188
Government	47.0%	78.0%	887

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: HP has there are 75 such stand-alone institutions and the total enrolment in these is estimated to be around 0.20 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 1.83 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 (81.2%) is at under-graduate level, followed by post-graduate (10.4%) and Diploma (6.4%), with all other levels forming only 2.0%. As can be seen from table above, maximum enrolment share (78.0%) is in Government colleges in the state.

Figure 54: State-wise Enrolment through Regular Mode at various levels - HP

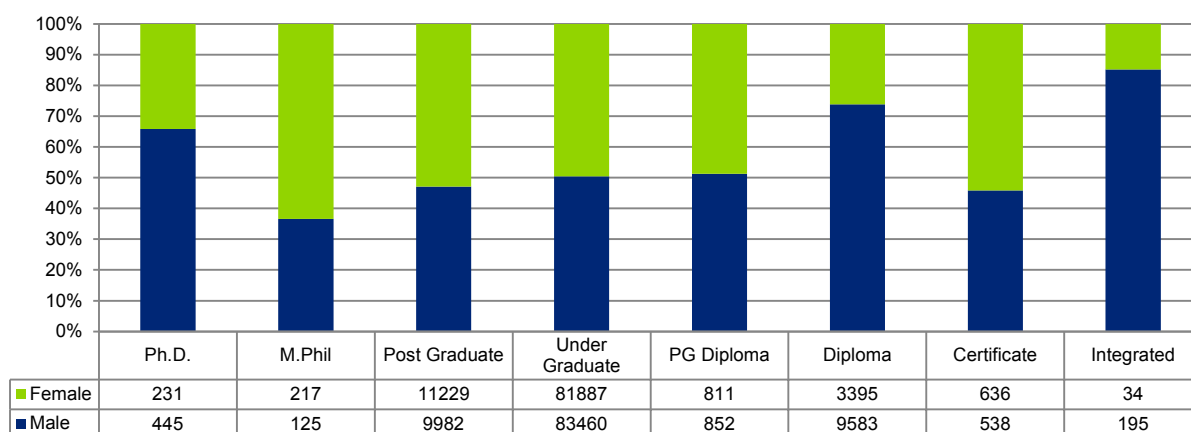
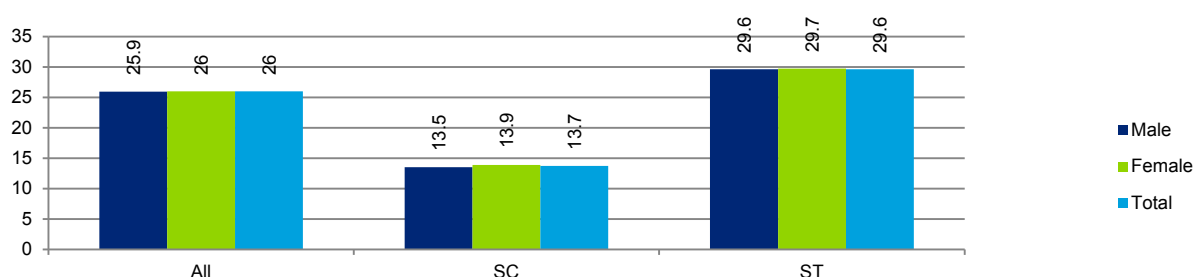


Figure 55: GER for All, SC & ST - HP



By Gender: In terms of gender, enrolment is skewed as 51.7% comprises males, while only 48.3% of the enrolment is females, indicating slight gender disparity. The GER for males (25.9) is almost equal to the GER for females (26), resulting in the gender parity index of 1 (compared to 0.86 at all-India level). **In terms of overall GER, HP ranks 11th** among all states and Union territories in India.

By Social Group: The GER of SCs (13.7) is significantly lower than the state GER of 26. The gender parity Index for SC is 1.03 and for STs is almost similar. As can be seen from Table 5 on Gender and Social representation, the share of student enrolment across all backward groups in HP is lesser than their proportionate share in population.

Faculty and Staff

Table 47: Key Faculty & Staff Indicators - HP

Key Indicators	HP	INDIA
Pupil Teacher Ratio (PTR)	16.9	15.1
Teachers per College	31.7	46.4
Non-teaching staff per College	37.7	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in HP at 16.9 students per teacher is worse off than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in HP is estimated to be 0.09 lakhs and 1.11 lakhs, respectively** (extrapolating data available for 78.8% colleges in state). The number of teachers per college (31.7) is less than the all India levels however non-teaching staff per college (37.7) is sufficient given number of colleges in the state.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **61% of the teaching posts are at level of Lecturer/ Assistant professor** with there being almost equal numbers of Readers/ Associate Professors, temporary teachers and Professors. Around 3% of the staff is Demonstrator/Tutor.

Figure 56: Post-wise share of teaching staff - HP



In terms of representation of various social groups and gender in the teaching and non-teaching staff, Table 5 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 ST for 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.

Table 48: 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%	1.75%
Share of Enrolment	51.7%	48.3%	12.8%	4.5%	8.9%	0.2%	1.6%
Share of teaching staff	61.0%	39.0%	6.3%	2.3%	2.7%	0.1%	1.5%
Share of non-teaching staff	79.8%	20.2%	17.9%	7.0%	7.7%	0.2%	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;

Jammu & Kashmir (J&K)

Key Indicators

Table 49: Key Indicators – J&K

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	125.4	66.4	59.0
Literacy Rate (2011)	67.2	76.8	49.1
Pop. in 18-23 age group (lakhs), 2011	14.3	7.4	6.9
Share to total state pop. (%)	(11.4%)	(11.1%)	(11.7%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	1.0%	1.0%	1.0%
Sex ratio (2011)	889		
Gross Enrollment Ratio (2011)	16.8	17	16.7
Share of Graduates & above in total state population (2010)	6.6%	8.4%	4.8%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 & Kashmir ranks 20th among all states and union territories in India with 10 Universities on total of number of Universities. J&K has 1.6% of all Universities in the country.

Figure 57: Universities by Type - J&K

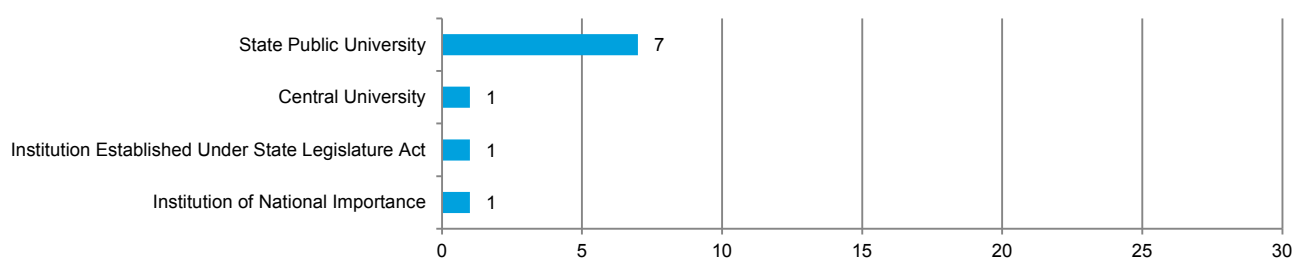
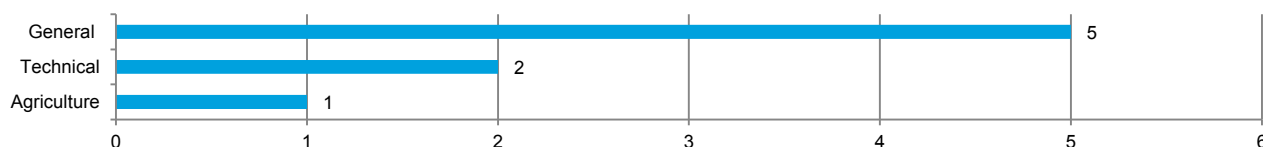


Figure 2 reflects the break-up of number of universities in J&K²⁵ on the basis of specialization. Jammu & Kashmir has no Medical, Law or Veterinary Universities.

Figure 58: Universities by Specialization - J&K



²⁵ Data available for 8 universities only.

Table 50: College & Institution Indicators - J&K

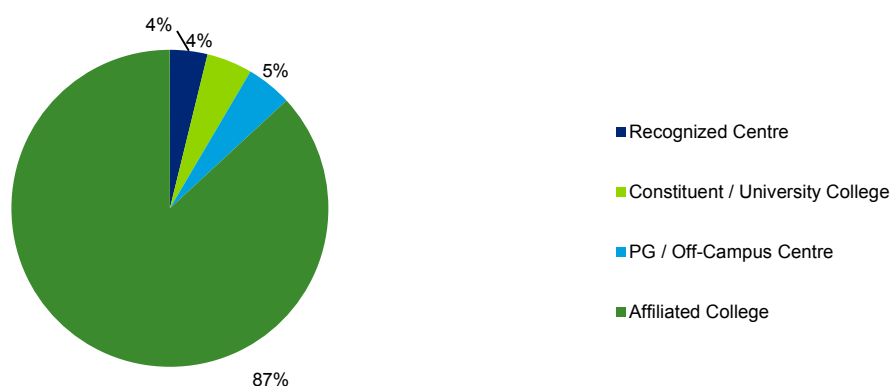
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	216	46
Colleges per lakh population (18-23 yrs)	14	-
Average enrollment per college/ institution	1392	25
Total estimated enrolment (Lakhs)	2.42	0.01

J&K with 216 colleges has a share of 0.66% of all colleges in India and **ranks #19 in terms of total colleges in any state in India**. In terms of access, J&K has **very low concentration among the states** with 14 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, J&K (1392) is **significantly higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in J&K is around 2.42 lakhs.

Out of the total colleges in the state, 87% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, J&K colleges are dominated by the Government colleges, forming 59.3% of all colleges in the state, followed by 37.3% owned by Private unaided and 3.4% that are private aided.

Figure 59: Type of Colleges - J&K

Types of Colleges

**Table 51: Management of Colleges - J&K**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	3.4%	0.8%	327
Private Unaided	37.3%	12.7%	475
Government	59.3%	86.5%	2030

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In J&K, there are 46 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 2.42 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 (89.6%) is at under-graduate level, followed by post-graduate (9.4%) with all other levels forming only 0.9%.

Figure 60: State-wise Enrolment through Regular Mode at various levels - J&K

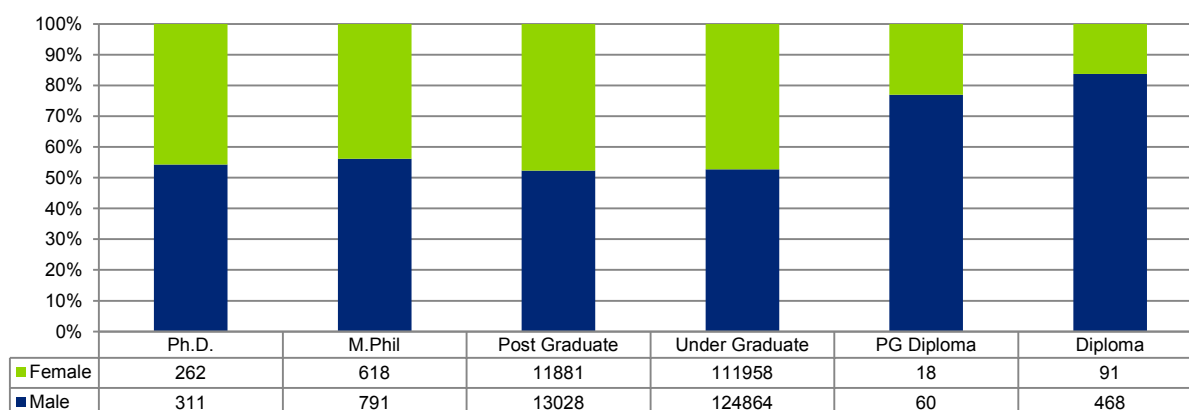
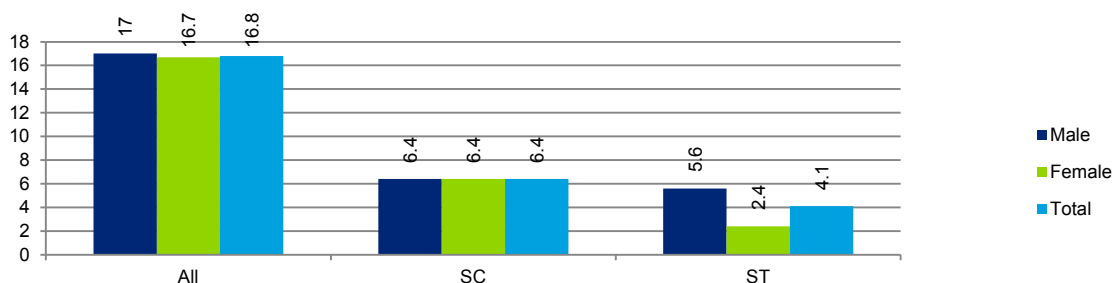


Figure 61: GER for All, SC & ST - J&K



By Gender: In terms of gender, enrolment is skewed as 52.8% comprises males, while 47.2% of the enrolment is females, indicating gender disparity. The GER for males (17) is almost equal to GER for females (16.7), resulting in the gender parity index of just 0.98 (compared to 0.86 at all-India level). **In terms of overall GER, J&K ranks 10th among major states in India.**

By Social Group: The GER of SCs (6.4) and STs (4.1) is much lower than the state GER of 16.8. The gender parity Index for SC is 1, but in case of STs (0.42). As can be seen from Table 5 on Gender and Social representation, the share of student enrolment across all backward groups in J&K is lesser than their proportionate share in population.

Faculty and Staff

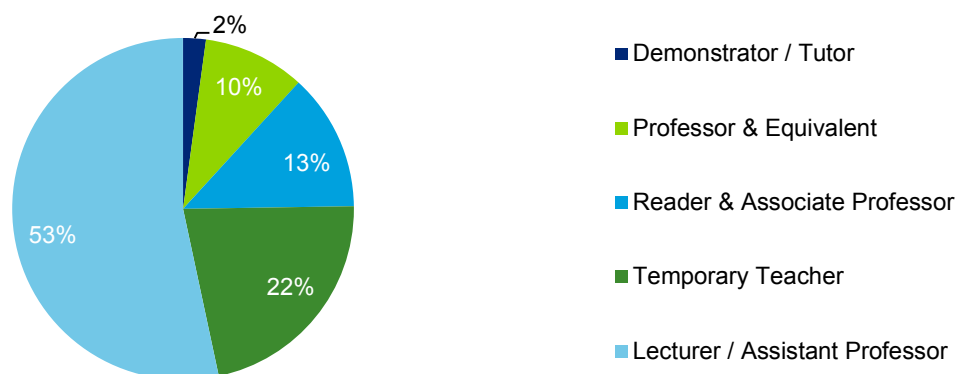
Table 52: Key Faculty & Staff Indicators - J&K

Key Indicators	J&K	INDIA
Pupil Teacher Ratio (PTR)	31.0	15.1
Teachers per College	44.9	46.4
Non-teaching staff per College	50.0	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

The PTR of colleges in J&K at 31.0 students per teacher is far worse than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in J&K is estimated to be 0.10 lakhs and 0.11 lakhs, respectively** (extrapolating data available for 54.6% colleges in state). The number of teachers per college (44.9) is close to the all-India levels and non-teaching staff per college (50) is higher than the corresponding all-India levels.

Figure 62: Post-wise share of teaching staff - J&K



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **53% of the teaching posts are at level of Lecturer/ Assistant professor followed by 22% of temporary teachers** and almost equal numbers of Readers/ Associate Professors and Professors. Around 2% of the staff is at Demonstrator / Tutor level.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the Table 5 provides the relative comparison with the state population. It reveals that females are under-represented in non-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.

Table 53: 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%	11.90%	3.30%	11.30%	55.70%	2.72%
Share of Enrolment	52.8%	47.2%	3.0%	2.4%	4.3%	34.2%	1.5%
Share of teaching staff	52.8%	47.2%	2.9%	0.9%	1.4%	18.3%	2.7%
Share of non-teaching staff	74.3%	25.7%	6.6%	1.4%	1.0%	9.3%	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;

Jharkhand (JHK)

Key Indicators

Table 54: 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	36.0	18.5	17.5
Share to total state pop. (%)	(10.9%)	(10.9%)	(10.9%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	2.6%	2.5%	2.6%
Sex ratio (2011)	948		
Gross Enrollment Ratio (2011)	8.1	8.8	7.5
Share of Graduates & above in total state population (2010)	5.4	8	2.6

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 highest among all states in India on total of number of Universities with 12 Universities. JHK has 1.9% of all Universities in the country.

Figure 63: Universities by Type - JHK

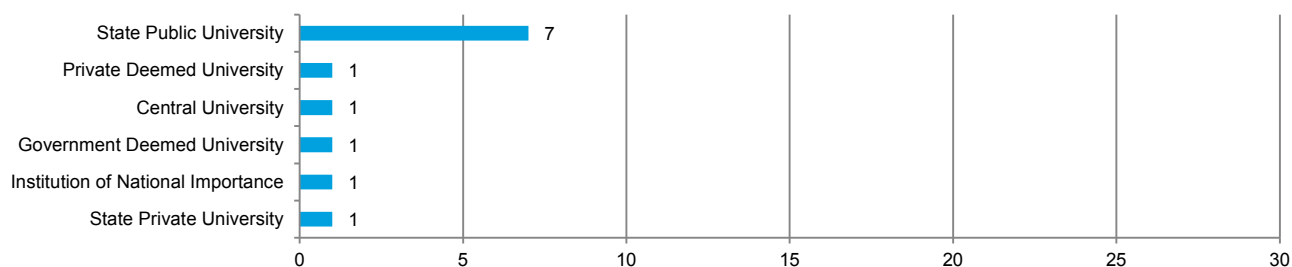


Figure 2 reflects the break-up of number of universities in JHK²⁶ on the basis of specialization. Jharkhand has no Agricultural, Medical or Veterinary Universities.

²⁶ Data available for 9 universities only.

Figure 64: Universities by Specialization - JHK

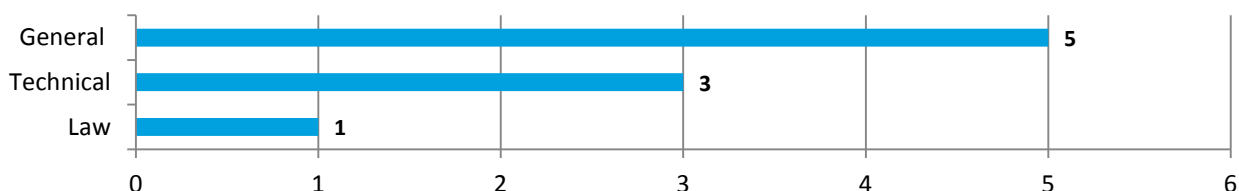


Table 55: College & Institution Indicators - JHK

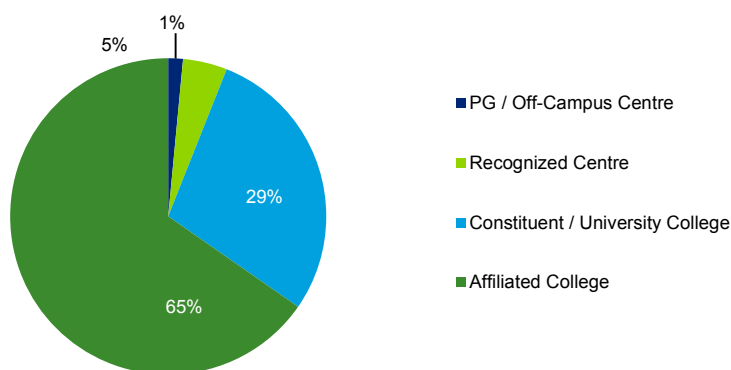
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	187	56
Colleges per lakh population (18-23 yrs)	5	-
Average enrollment per college/ institution	2376	45
Total estimated enrolment (Lakhs)	3.27	0.03

JHK with 187 colleges has a share of 0.57% of all colleges in India and **ranks #20 in terms of total colleges in any state in India**. In terms of access, JHK has the **lowest concentration among all major states** with 5 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, JHK (2376) is **more than 3 times the all India average of 700**. 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, 65% are affiliated to Universities, 29% are Constituent/University colleges, and the remaining PG/off campus or recognized centres by the Universities. In terms of management, JHK colleges are dominated by the Government colleges, forming 70.3% of all colleges in the state, followed by 16.2% owned by Private Aided and 13.5% that are Private Unaided.

Figure 65: Type of Colleges – JHK

Types of Colleges



Stand-alone Institutions: In JHK, there are 56 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 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 (89.8%) is at under-graduate level, followed by post-graduate (9.8%) with all other levels forming only 0.3%. As can be seen from table above, maximum enrolment share (81.5%) is in Government colleges in the state.

Figure 66: State-wise Enrolment through Regular Mode at various levels - JHK

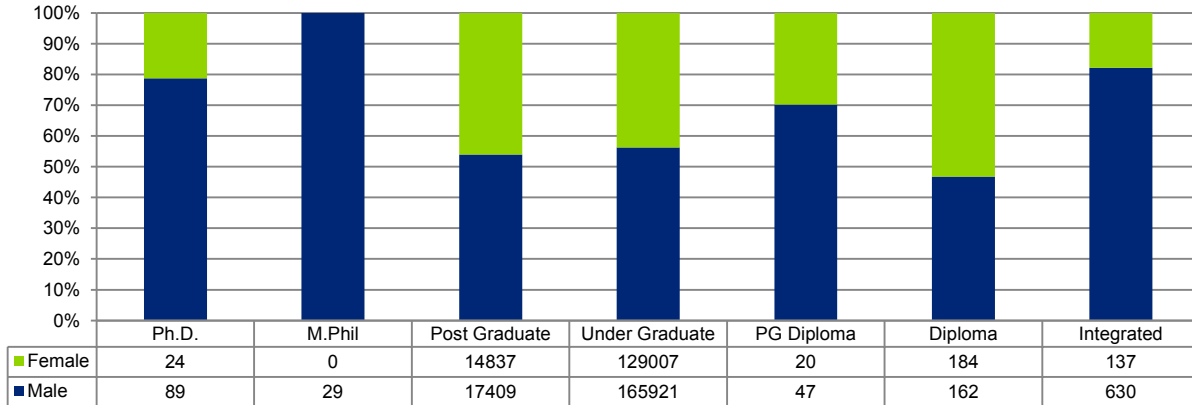
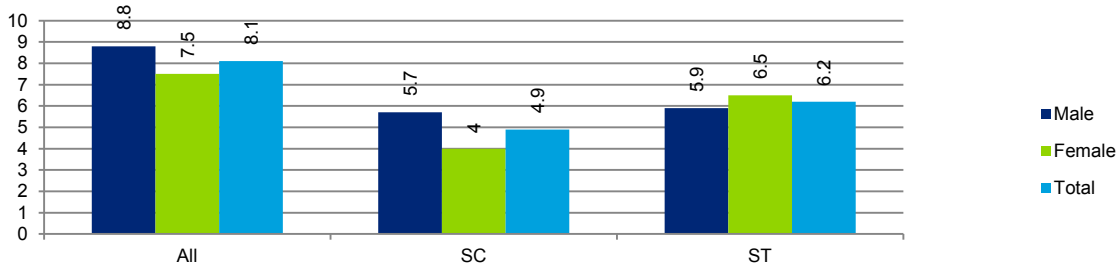


Figure 67: GER for All, SC & ST - JHK



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 (8.8) is higher than GER for females (7.5), resulting in the gender parity index of 0.85 (which is almost equal to 0.86 at all-India level). **In terms of overall GER, JHK ranks 18th among all major states in India.**

By Social Group: The GER of SCs (4.9) and STs (6.2) is lower than the state GER of 8.1. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.7, but it is much higher in case of STs (1.11). As can be seen from Table 5 on Gender and Social representation, the share of student enrolment across all backward groups in JHK is lesser than their proportionate share in population.

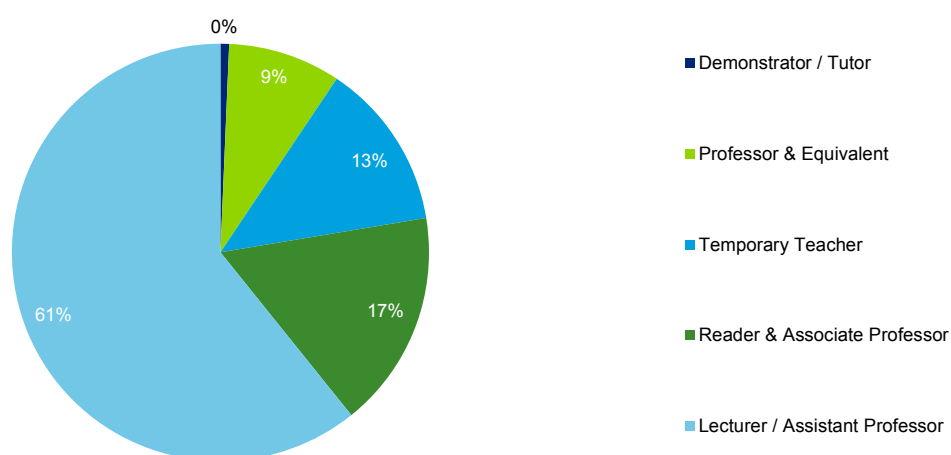
Faculty and Staff

Table 56: Key Faculty & Staff Indicators - JHK

Key Indicators	JHK	INDIA
Pupil Teacher Ratio (PTR)	29.3	15.1
Teachers per College	81.2	46.4
Non-teaching staff per College	64.6	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in JHK at 29.3 students per teacher is far worse than the all India average of 15.1. Total number of teaching staff and non-teaching staff in all colleges in JHK is estimated to be 0.15 lakhs and 0.12 lakhs, respectively (extrapolating data available for 19.8% colleges in state). Given the number of colleges in the state, the number of teachers per college (81.2) and non-teaching staff per college (64.6) seem healthy and are much higher than the corresponding all-India levels as shown in table 5.

Figure 68: Post-wise share of teaching staff - JHK



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **61% of the teaching posts are at level of Lecturer/ Assistant professor**, followed by 17% of Readers/ Associate Professors, and almost equal numbers of and Professors and temporary staff.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, Table 5 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, except other minority (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.

Table 57: 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%	19.10%	20.80%	31.80%	11.10%	3.22%
Share of Enrolment	56.1%	43.9%	6.8%	18.6%	19.6%	7.0%	2.1%
Share of teaching staff	69.2%	30.8%	2.9%	8.7%	13.4%	5.8%	2.1%
Share of non-teaching staff	83.1%	16.9%	10.4%	19.7%	20.2%	3.7%	3.6%

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;

Karnataka (KTK)

Key Indicators

Table 58: Key Indicators – KTK

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	611.0	309.7	301.3
Literacy Rate (2011)	75.4	82.5	66.0
Pop. in 18-23 age group (lakhs), 2011	74.0	38.1	35.9
Share to total state pop. (%)	(12.1%)	(12.3%)	(11.9%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	5.3%	5.2%	5.4%
Sex ratio (2011)	973		
Gross Enrollment Ratio (2011)	25.5	25.5	25.5
Share of Graduates & above in total state population (2010)	7.9	10.3	5.4

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 5th highest among all states and Union Territories in India on total of number of Universities with 43 Universities. The state also ranks 2nd on number of State Public Universities with 23 Universities and 3rd on Deemed Universities with 11 Universities. KTK has 6.9% of all Universities in the country.

Figure 69: Universities by Type - KTK

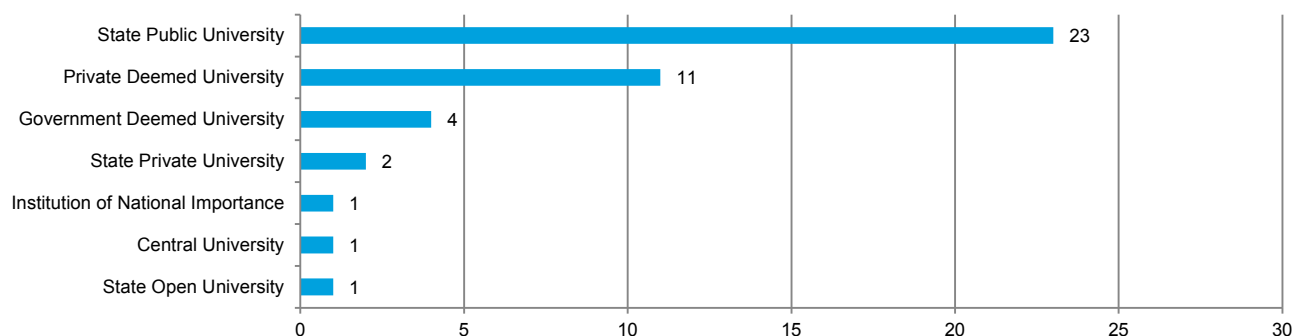


Figure 70: Universities by Specialization - KTK

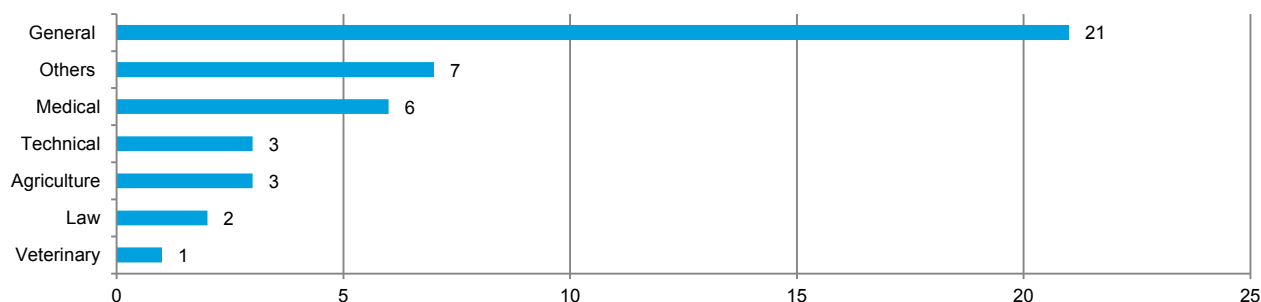


Figure 2 reflects the break-up of number of universities in Karnataka on the basis of specialization. KTK has the highest number of Medical Universities (6 Universities). It also ranks 5th highest on number of General Universities (21).

Table 59: College & Institution Indicators - KTK

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	3098	1922
Colleges per lakh population (18-23 yrs)	44	-
Average enrollment per college/ institution	414	172
Total estimated enrolment (Lakhs)	16.06	3.31

KTK with 3098 colleges has a share of 9.4% of all colleges in India and ranks #4 in terms of total colleges in any state in India. In terms of access, KTK has the 2nd highest concentration of 44 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, KTK (414) is lesser than all India average of 700. Total enrolment of students in regular mode in higher education institutes in KTK is around 16.06 lakhs.

Out of the total colleges in the state, 90% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, KTK colleges are dominated by Private Unaided colleges, forming 66.3% of all colleges in the state, followed by 20% owned by Government and 13.5% that are private aided.

Figure 71: Type of Colleges – KTK

Types of Colleges

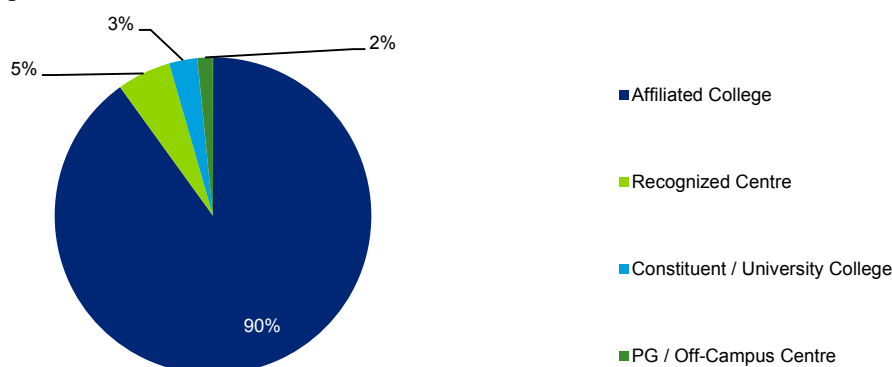


Table 60: Management of Colleges - KTK

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	13.5%	25.1%	770
Private Unaided	66.3%	46.4%	290
Government	20.0%	28.5%	584

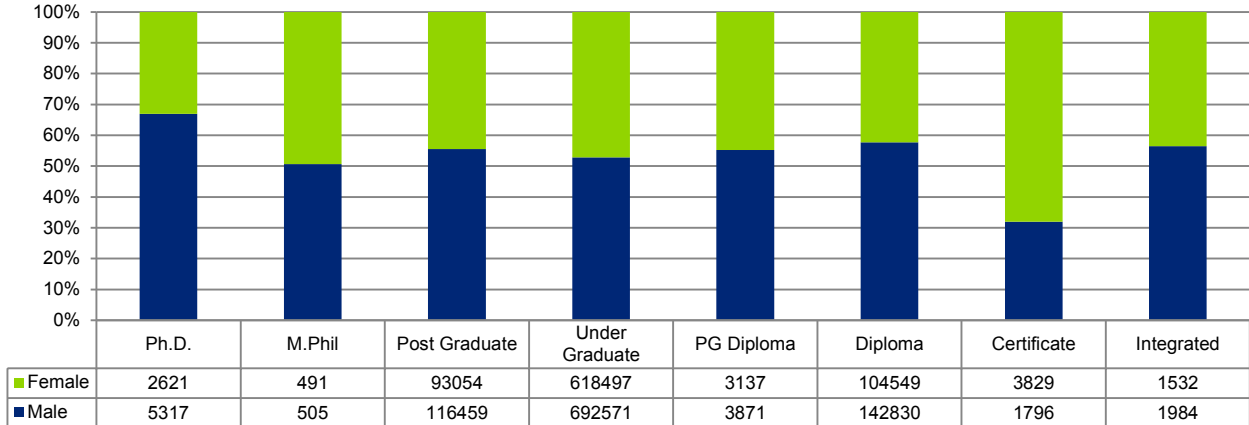
* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In KTK, there are 1922 such stand-alone institutions and the total enrolment in these is estimated to be around 3.31 lakhs.

Student Enrolment

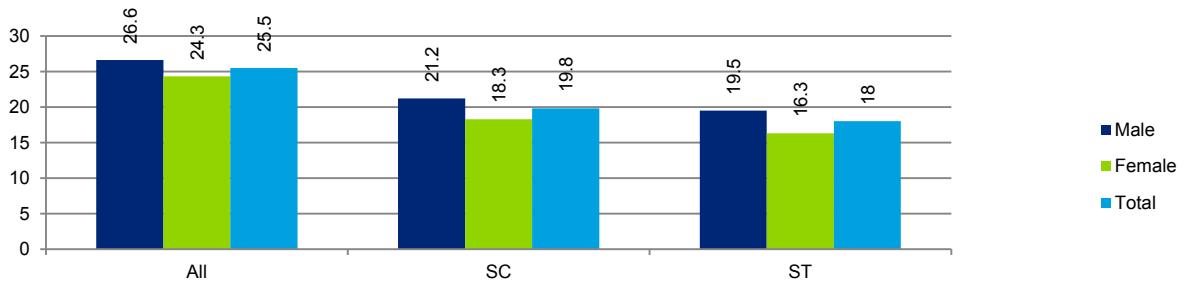
By Level: The state-wise Enrolment through Regular Mode at various levels is 16.06 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (73.1%) is at under-graduate level, followed by Diploma (13.8%) and post-graduate (11.7%), with all other levels forming only 1.4%. As can be seen from table above, maximum enrolment share (46.4%) is in Private Unaided colleges in the state.

Figure 72: State-wise Enrolment through Regular Mode at various levels - KTK



Foreign Students: Karnataka is reported to have around 10,100 foreign students, which constitutes around 36.7% of total foreign students studying in India. It is the leading state in attracting students from overseas followed by Andhra Pradesh which attracts only 4700 students (17.06%).

Figure 73: GER for All, SC & ST - KTK



By Gender: In terms of gender, enrolment is skewed as 53.8% comprises males, while only 46.2% of the enrolment is females, indicating gender disparity. The GER for males (26.6) is higher than GER for females (24.3), resulting in the gender parity index of 0.92 (which is higher as compared to 0.86 at all-India level). **In terms of overall GER, KTK ranks 4th among all major states in India.**

By Social Group: The GER of SCs (19.8) and STs (18) is lower than the state GER of 25.5. As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except other minorities in KTK is lesser than their proportionate share in population.

Faculty and Staff

Table 61: Key Faculty & Staff Indicators - KTK

Key Indicators	KTK	INDIA
Pupil Teacher Ratio (PTR)	9.7	15.1
Teachers per College	42.5	46.4
Non-teaching staff per College	30.5	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in KTK at 9.7 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 KTK is estimated to be 1.32 lakhs and 0.95 lakhs, respectively** (extrapolating data available for 91.8% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (42.5) and non-teaching staff per college (30.5) are lesser than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **53% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 16% Professors and almost equal numbers of Readers/ Associate Professors, temporary teachers and Demonstrator /Tutor Level.

Figure 74: Post-wise share of teaching staff - KTK



In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 5 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 groups shown in the table, except other minority, indicates 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 62: 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%	18.40%	6.80%	41.10%	11.60%	2.54%
Share of Enrolment	53.8%	46.2%	12.0%	4.3%	37.1%	6.1%	3.7%
Share of teaching staff	58.8%	41.2%	6.4%	1.8%	18.9%	3.2%	4.6%
Share of non-teaching staff	65.8%	34.2%	10.4%	3.2%	22.8%	3.0%	3.6%

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;

Kerala (KER)

Key Indicators

Table 63: Key Indicators – KER

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	334.1	160.3	173.8
Literacy Rate (2011)	94.0 %	96.1%	92.1% %
Pop. in 18-23 age group (lakhs), 2011	31.7	15.8	15.8
Share to total state pop. (%)	(11.9%)	(11.9%)	(11.8%)
Sex ratio (2011)	1058		
Gross Enrollment Ratio (2011)	21.9	18.8	25.1
Share of Graduates & above in total state population (2010)	9.5%	9.2%	9.7%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 alongside. Kerala ranks 17 among all states in India with 16 Universities on total of number of Universities. The state also ranks twelfth on number of State public universities with 10 Universities. Kerala has 2.6% of all Universities in the country.

Figure 75: Universities by Type - KER

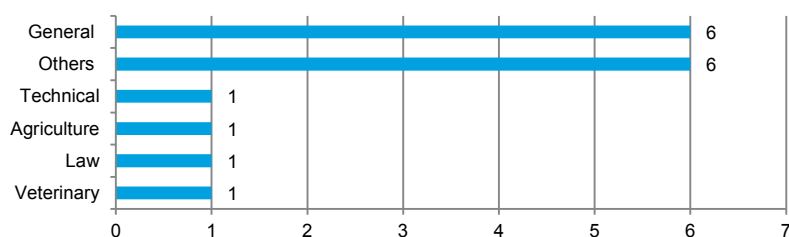


Figure 76: Universities by Specialization - KER

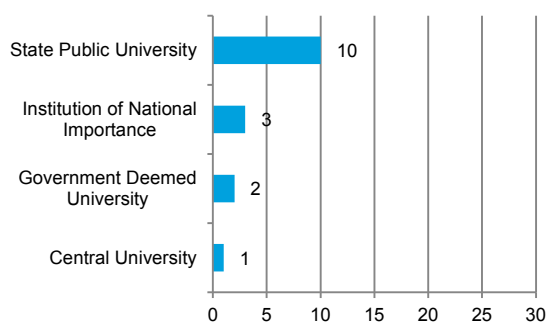


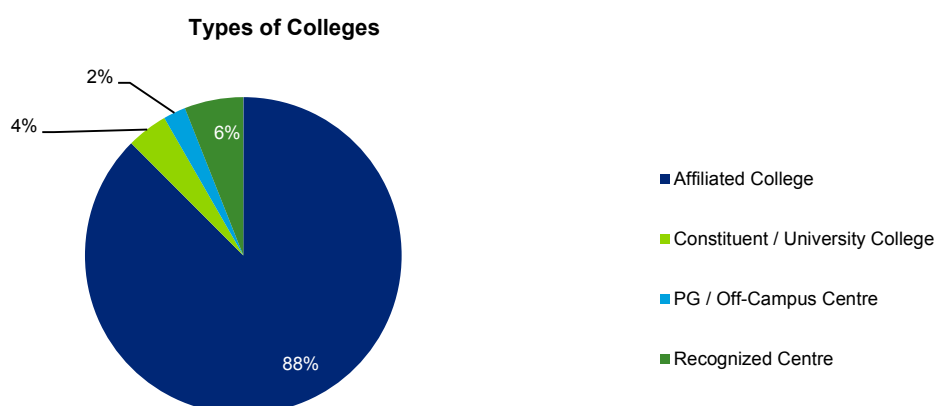
Figure 2 above reflects the break up of number of universities in KER on the basis of specialization. Kerala ranks 15 with 16 Universities in total.

Table 64: College & Institution Indicators - KER

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	962	590
Colleges per lakh population (18-23 yrs)	29	-
Average enrollment per college/ institution	557	167
Total estimated enrolment (Lakhs)	6.66	0.99

Kerala with 962 colleges has a share of 2.92% of all colleges in India and **rank #11 in terms of total colleges in any state in India**. In terms of access, KER has a the **high concentration among states** with 29 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, KER (557) is **significantly lesser than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in KER is around 6.66 lakhs.

Out of the total colleges in the state, 88% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, KER colleges are dominated by the Private colleges, forming 81% of all colleges (46.3% of total unaided and 53.7% of total aided) in the state, followed by 19.2% owned by Government.

Figure 77: Type of Colleges – KER**Table 65: Management of Colleges - KER**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	53.6%	43.4%	1011
Private Unaided	23.9%	37.4%	388
Government	22.5%	19.2%	477

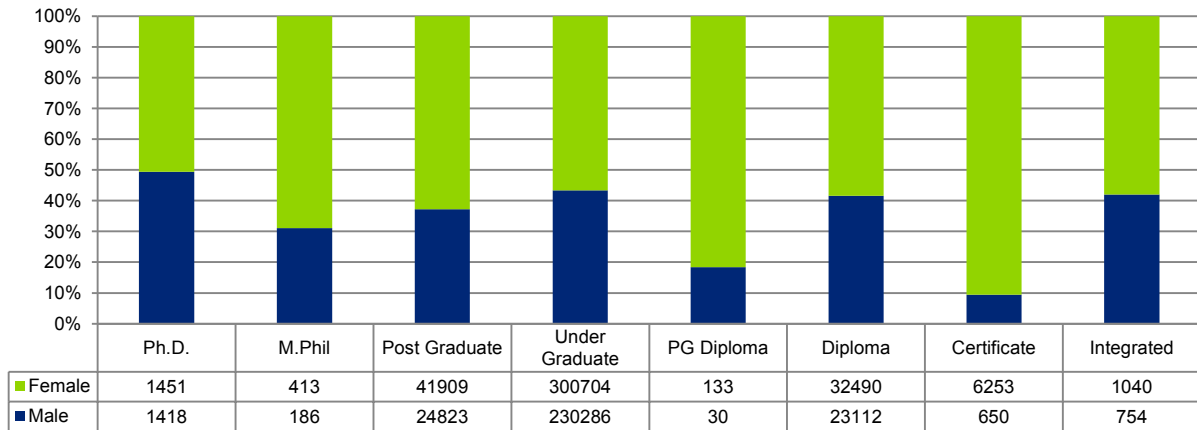
* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: There are 590 stand-alone institutions and the total enrolment in these institutions is estimated to be around 0.99 lakhs.

Student Enrolment

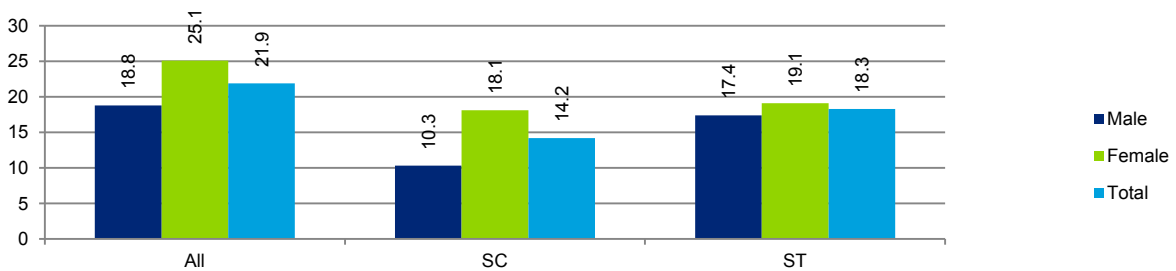
By Level: The state-wise Enrolment through Regular Mode at various levels is 6.66 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (79.8%) is at under-graduate level, followed by post-graduate (10.0%) and Diploma (8.4%), with all other levels forming only 1.9%. As can be seen from table above, maximum enrolment share (43.4%) is in private aided colleges in the state.

Figure 78: State-wise Enrolment through Regular Mode at various levels - KER



Foreign Students: Kerala is reported to have around 190 foreign students, which constitutes around 0.69% of total foreign students studying in India.

Figure 79: GER for All, SC & ST - KER



By Gender: In terms of gender, enrolment is skewed as 42.9% comprises males, while 57.1% of the enrolment is females, indicating gender disparity. The GER for males (18.8) is lower than GER for females (25.1), resulting in the gender parity index of 1.34 (which is much higher as compared to 0.86 at all-India level). **In terms of overall GER, KER ranks 15th** among all major states in India.

By Social Group: The GER of SCs (14.2) and STs (18.3) is lower than the state GER of 21.9. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 1.76, but it is a bit lower in case of STs (1.11). As can be seen from Table 5 on Gender and Social representation, the share of student enrolment across all backward groups except STs in KER is lesser than their proportionate share in population.

Faculty and Staff

Table 66: Key Faculty & Staff Indicators - KER

Key Indicators	KER	INDIA
Pupil Teacher Ratio (PTR)	10.4	15.1
Teachers per College	53.6	46.4
Non-teaching staff per College	42.5	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

The PTR of colleges in KER at 10.4 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 KER is estimated to be 0.52 lakhs and 0.41 lakhs, respectively** (extrapolating data available for 75.5% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (53.6) and non-teaching staff per college (42.5) are more than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **69% of the teaching posts are at level of Lecturer/ Assistant professor** with there being almost equal numbers of Readers/ Associate Professors and Professors. Around 5% of the staff is temporary.

Figure 80: Post-wise share of teaching staff - KER



In terms of representation of various social groups and gender in the teaching and non-teaching staff, Table 5 below provides the relative comparison with the state population. It reveals that all the groups shown in the table are under-represented among the faculty and staff in higher education institutes in proportion to their share of population in the state. In case of gender groups also, women show more representation in both faculty and staff in higher educational institutions as compared to their share of population in the state.

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

Indicator	Male	Female	SC	ST	OBC	Muslim
Share of Population	48.0%	52.0%	10.30%	1.10%	61.50%	24.10%
Share of Enrolment	42.9%	57.1%	6.7%	1.1%	29.6%	16.9%
Share of teaching staff	44.3%	55.7%	2.8%	0.2%	24.1%	7.5%
Share of non-teaching staff	59.9%	40.1%	5.4%	0.9%	29.9%	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;

Maharashtra (MAH)

Key Indicators

Table 68: Key Indicators – MAH

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	1123.7	582.4	541.3
Literacy Rate (2011)	82.3%	88.4%	69.9%
Pop. in 18-23 age group (lakhs), 2011 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. (2011)	9.6%	9.8%	9.4%
Sex ratio (2011)	929		
Gross Enrollment Ratio (2011)	27.6	30.7	24.2
Share of Graduates & above in total state population (2010)	10.6%	12.3%	8.7%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 fourth highest among all states in India** with 44 Universities after Tamil Nadu (59) and Uttar Pradesh (56) and Andhra Pradesh (46) on total of number of Universities. The state also **ranked second on number of Deemed universities** with 21 Universities. MAH has 7.1% of all Universities in the country.

Figure 81: Universities by Type - MAH

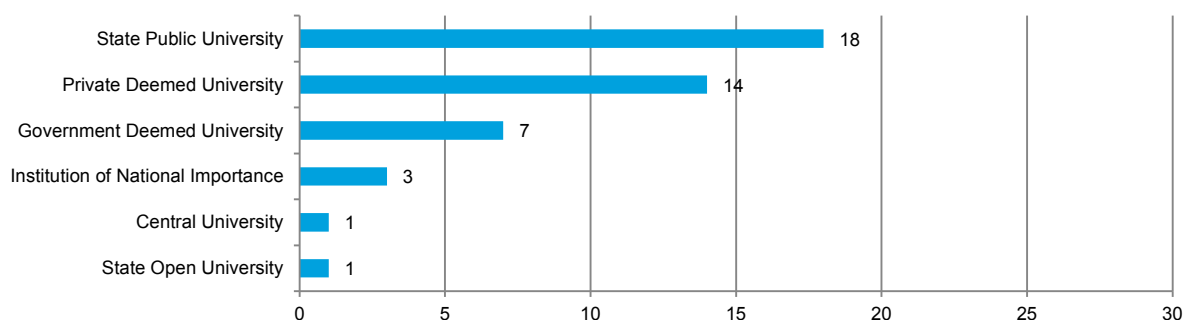


Figure 82: Universities by Specialization - MAH

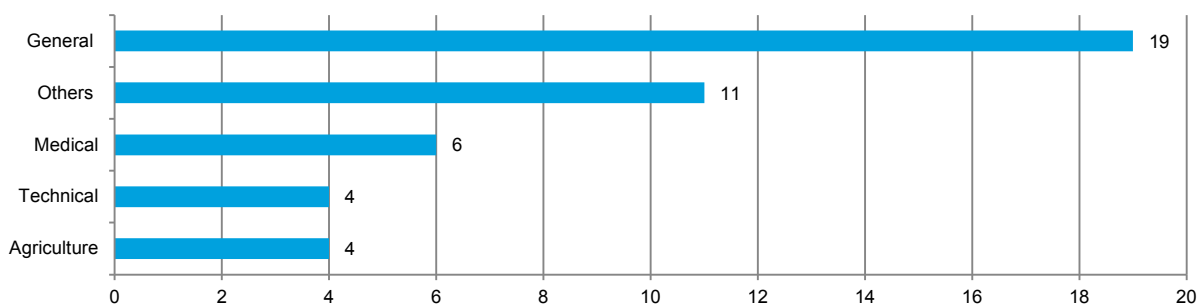


Figure 2 reflects the break-up of number of universities in MAH on the basis of specialization. Maharashtra **ranks sixth highest on number of General Universities** with 19 Universities. The state also has the highest number of agricultural (4) and Medical (6) Universities.

Table 69: College & Institution Indicators - MAH

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	4512	2640
Colleges per lakh population (18-23 yrs)	35	-
Average enrollment per college/ institution	756	228
Total estimated enrolment (Lakhs)	32.33	6.02

MAH with 4,512 colleges has a share of 13.7% of all colleges in India and **ranks #2 in terms of total colleges in any state in India**. In terms of access, MAH has the **third highest concentration among all major states** with 35 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, MAH (756) is **higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in MAH is around 32.33 lakhs, which is the second highest estimates rates after Uttar Pradesh.

Out of the total colleges in the state, 81% are affiliated to Universities, and the remaining are 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 45.1% of all colleges in the state, followed by 28.1% owned by Government and 26.7% that are private aided.

Figure 83: Type of Colleges – MAH

Types of Colleges

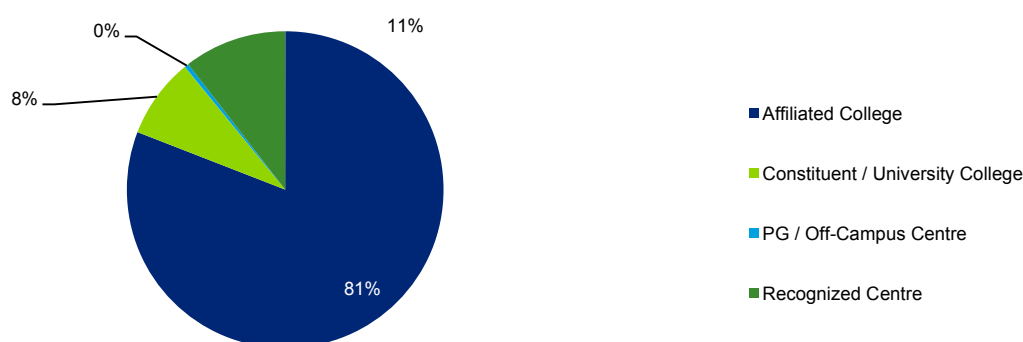


Table 70: Management of Colleges – MAH

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	26.7%	45.8%	1295
Private Unaided	45.1%	24.2%	405
Government	28.1%	30.1%	807

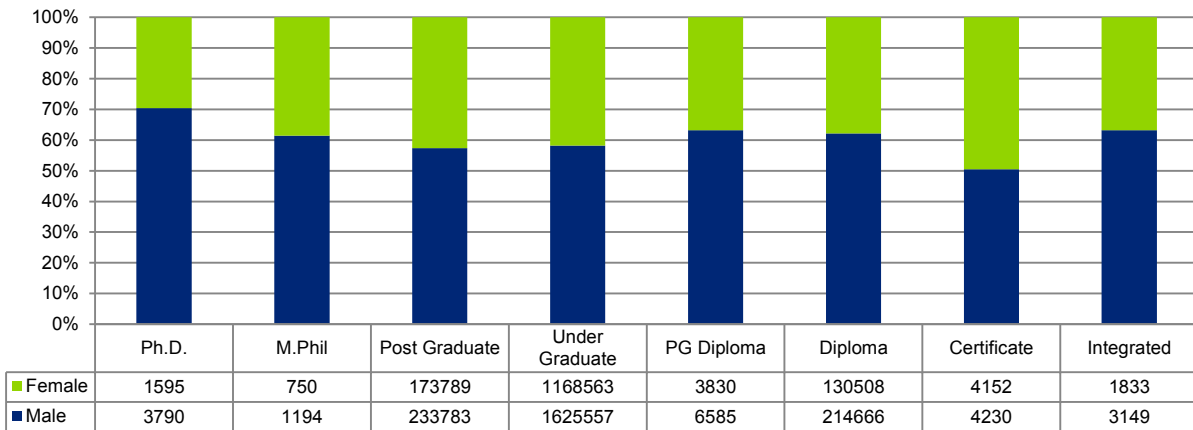
* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: MAH, there are 2640 such stand-alone institutions (highest in the country) and the total enrolment in these is estimated to be around 6.02 lakhs (second highest enrolment after TN among major states).

Student Enrolment

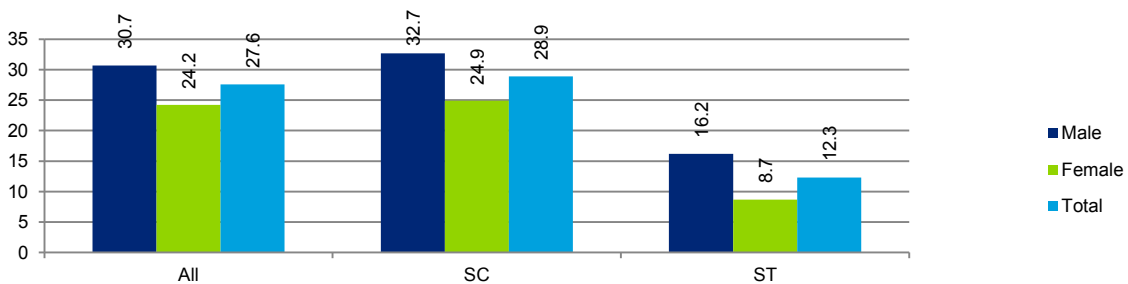
By Level: The state-wise Enrolment through Regular Mode at various levels is 32.33 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (78.1%) is at under-graduate level, followed by post-graduate (11.4%) and Diploma (9.6%), with all other levels forming only 0.9%. As can be seen from table above, maximum enrolment share (45.8%) is in private aided colleges in the state.

Figure 84: State-wise Enrolment through Regular Mode at various levels - MAH



Foreign Students: Maharashtra is reported to have around 4,400 foreign students, which constitutes around 15.87% of total foreign students studying in India. It is third highest in attracting students after Karnataka (36.7%) and Andhra Pradesh (17.06%).

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



By Gender: In terms of gender, enrolment is skewed as 58.5% comprises males, while only 41.5% of the enrolment is females, indicating significant gender disparity. The GER for males (30.7) is significantly higher than GER for females (24.2), resulting in the gender parity index of just 0.79 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, MAH ranks 3rd** (after Tamil Nadu and Andhra Pradesh) among all major states in India.

By Social Group: The GER of STs (12.3) is significantly lower than the state GER of 27.6. 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 lower in case of STs (0.53). As can be seen from Table 5 on Gender and Social representation, the share of student enrolment across all backward groups in MAH is lesser than their proportionate share in population.

Faculty and Staff

Table 71: Key Faculty & Staff Indicators - MAH

Key Indicators	MAH	INDIA
Pupil Teacher Ratio (PTR)	13.3	15.1
Teachers per College	57	46.4
Non-teaching staff per College	51.2	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in MAH at 13.3 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 MAH is estimated to be 2.57 lakhs and 2.31 lakhs** (extrapolating data available for 33.8% colleges in state). The number of teachers per college (57) and non-teaching staff per college (51.2) is higher than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **61% of the teaching posts are at level of Lecturer/ Assistant professor** and almost equal numbers of Readers/ Associate Professors and Professors and temporary teachers. Only 3% of the staff is demonstrator/tutor category.

Figure 86: Post-wise share of teaching staff - MAH



In terms of representation of various social groups and gender in the teaching and non-teaching staff, Table 5 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. Male teaching staff is almost double female teaching staff and male non-teaching staff is almost quadruple female non-teaching staff. In case of social groups also, all the groups, except SCs (non-teaching), 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.

Table 72: 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%	7.33%
Share of Enrolment	58.5%	41.5%	10.6%	3.5%	24.7%	4.2%	2.4%
Share of teaching staff	65.2%	34.8%	10.5%	1.6%	16.2%	2.1%	1.1%
Share of non-teaching staff	79.0%	21.0%	14.3%	3.8%	20.7%	2.0%	1.5%

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;

Manipur (MAN)

Key Indicators

Table 73: Key Indicators – MAN

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	25.7	12.9	12.8
Literacy Rate (2011)	79.2	86.1	71.7
Pop. in 18-23 age group (lakhs), 2011	3.0	1.5	1.5
Share to total state pop. (%)	(11.6%)	(11.4%)	(11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.2%	0.2%	0.2%
Sex ratio (2011)	992		
Gross Enrollment Ratio (2011)	35.9	38.5	33.3
Share of Graduates & above in total state population (2010)	10.1	13.6	6.5

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 alongside. **Manipur ranks 26th among all states and union territories in India** on total of number of Universities with 3 Universities. MAN has 0.5% of all Universities in the country.

Figure 87: Universities by Type - MAN

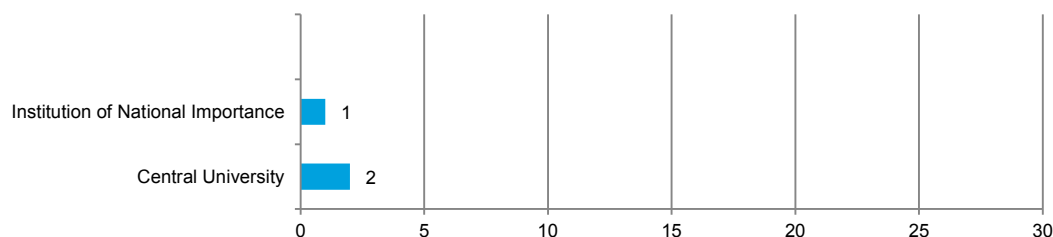


Figure 88: Universities by Specialization - MAN

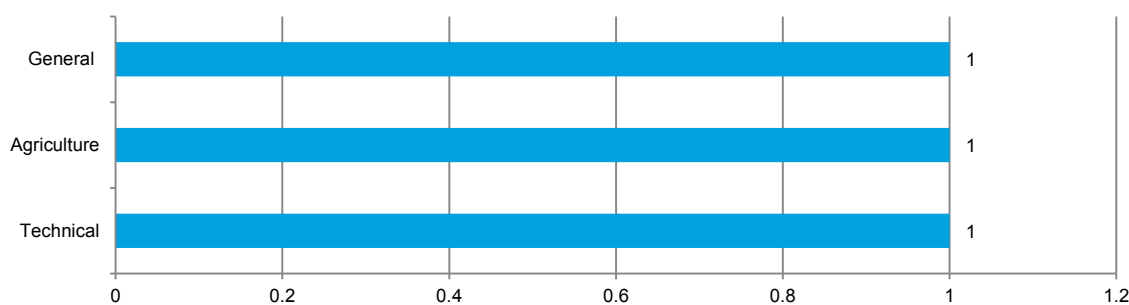


Figure 2 reflects the break-up of number of universities in MAN on the basis of specialization. Manipur **ranks twenty eighth on number of General Universities** with 1 Universities. The state also has the one agricultural and one technical University.

Table 74: College & Institution Indicators - MAN

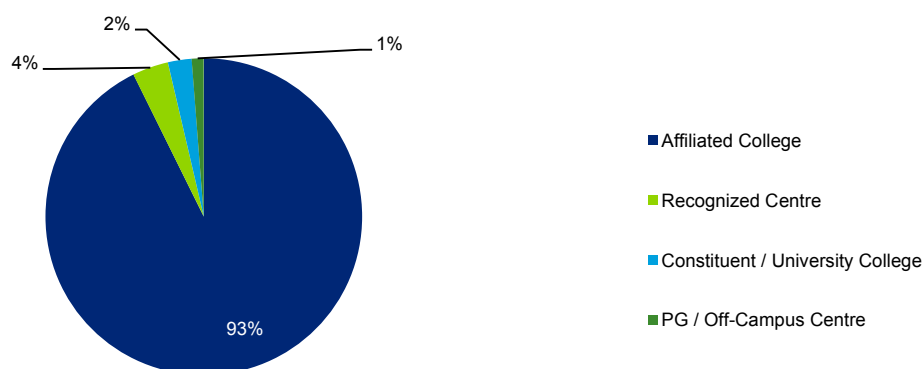
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	78	17
Colleges per lakh population (18-23 yrs)	23	-
Average enrollment per college/ institution	1796	0
Total estimated enrolment (Lakhs)	1.17	0

MAN with 78 colleges has a share of 0.24% of all colleges in India and **ranks #23 in terms of total colleges in any state in India**. In terms of access, MAN has the 23 colleges per lakh population same as the all India average of 23 colleges per lakh population. In terms of average enrolment per college, MAN (1796) is **significantly higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in MAN is around 1.17 lakhs.

Out of the total colleges in the state, 93% are affiliated to Universities, and the remaining are 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 63.2% of all colleges in the state, followed by 26.3% owned by Private Aided and 10.5% that are Private Unaided. There are 17 stand-alone institutions in the state.

Figure 3: Type of Colleges - MAN

Types of Colleges

**Table 75: Management of Colleges - MAN**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	26.3%	17.8%	1216
Private Unaided	10.5%	5.7%	978
Government	63.2%	76.4%	2173

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 1.17 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 (94.4%) is at under-graduate level, followed by post-graduate (4.5%) with all other levels forming only 1.0%. As can be seen from table 3, maximum enrolment share (76.4%) is in Government colleges in the state.

Figure 4: State-wise Enrolment through Regular Mode at various levels - MAN

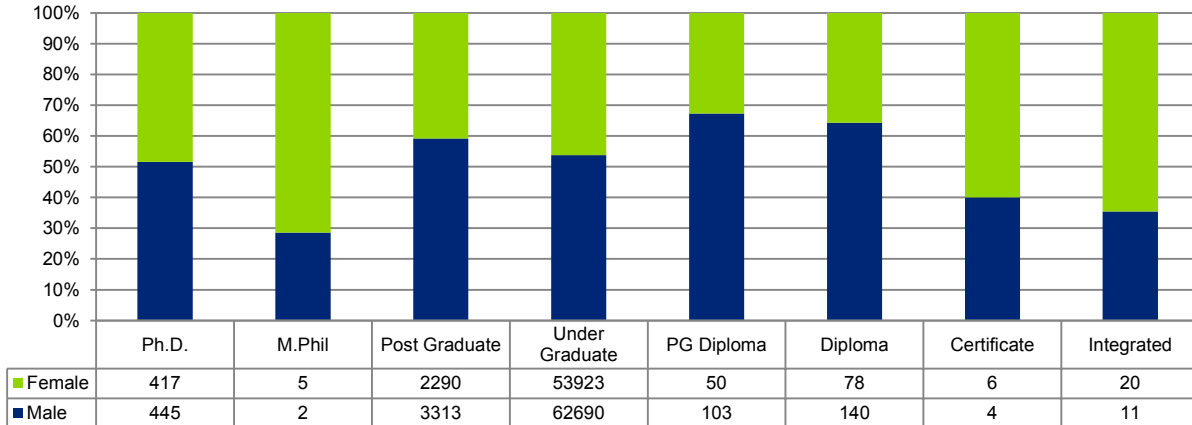
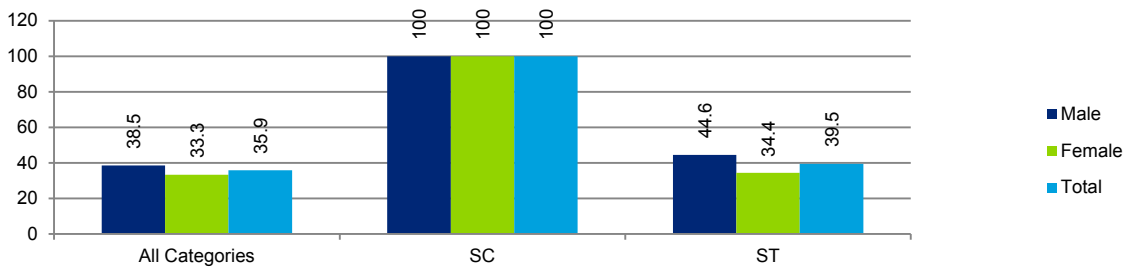


Figure 5: GER for All, SC & ST - MAN



By Gender: In terms of gender, enrolment is skewed as 54% comprises males, while only 46% of the enrolment is females, indicating gender disparity. The GER for males (38.5) is higher than GER for females (33.3), resulting in the gender parity index of 0.86 (same as the GPI of 0.86 at all-India level). **In terms of overall GER, MAN ranks 2nd** (after Chandigarh) among all states and Union territories in India.

By Social Group: The GER of SCs (100) and STs (39.5) is higher than the state GER of 35.9. The gender parity Index for SC is 1 and in case of STs (0.77). As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except SC & ST in Manipur is lesser than their proportionate share in population.

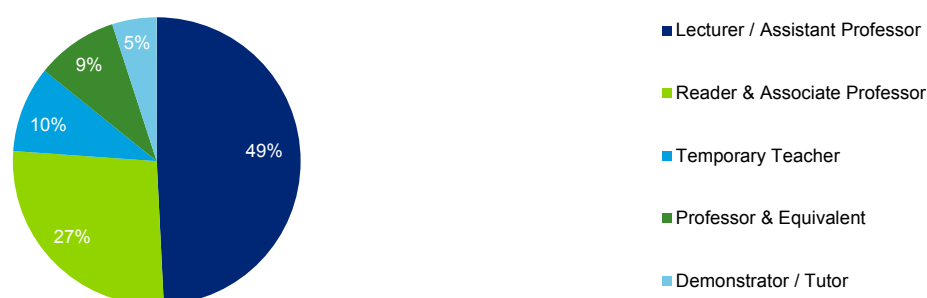
Faculty and Staff

Table 76: Key Faculty & Staff Indicators - MAN

Key Indicators	MAN	INDIA
Pupil Teacher Ratio (PTR)	19.9	15.1
Teachers per College	90.4	46.4
Non-teaching staff per College	113.9	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in MAN at 19.9 students per teacher is worse than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in MAN is estimated to be 0.07 lakhs and 0.09 , respectively** (extrapolating data available for 24.4% colleges in state). Given the small number of colleges in the state, the number of teachers per college (90.4) and non-teaching staff per college (113.9) are sufficient and much greater than the corresponding all-India levels as shown in table 4.

Figure 6: Post-wise share of teaching staff - MAN



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **49% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 27% of Readers/ Associate Professors** and almost equal numbers of Professors, 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 5 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 (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.

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

Indicator	Male	Female	SC	ST	OBC	Muslim
Share of Population	50.2%	49.8%	3.10%	37.70%	48.20%	8%
Share of Enrolment	54.0%	46.0%	8.7%	40.2%	25.6%	2.9%
Share of teaching staff	61.6%	38.4%	3.5%	10.3%	12.1%	1.0%
Share of non-teaching staff	83.8%	16.2%	2.0%	17.9%	5.3%	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;

Meghalaya (MEG)

Key Indicators

Table 78: Key Indicators – MEG

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	29.7	14.9	14.8
Literacy Rate (2011)	74.4	76.0	71.9
Pop. in 18-23 age group (lakhs), 2011	3.5	1.7	1.8
Share to total state pop. (%)	(11.9%)	(11.7%)	(12.1%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.3%	0.2%	0.3%
Sex ratio (2011)	989		
Gross Enrollment Ratio (2011)	17.5	15.3	19.8
Share of Graduates & above in total state population (2010)	5.3	5.8	4.8

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 and union territories in India** on total of number of Universities with 9 Universities. The state ranks 5th on number of Private Universities with 7 Universities. MEG has 1.4% of all Universities in the country.

Figure 89: Universities by Type - MEG



Figure 2 reflects the break-up of number of universities in MEG²⁷ on the basis of specialization. Meghalaya has no Agricultural, Medical, Law or Veterinary Universities.

Figure 90: Universities by Specialization - MEG

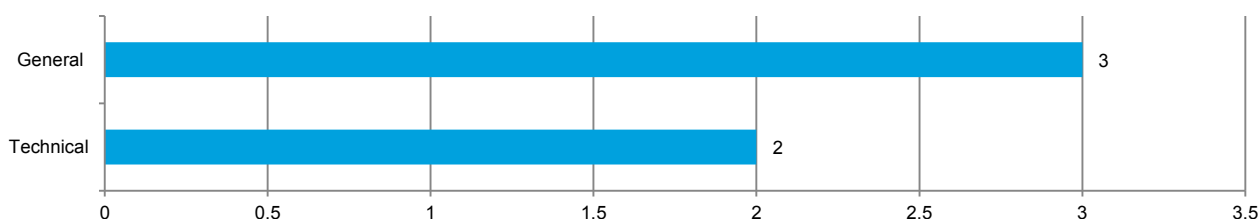


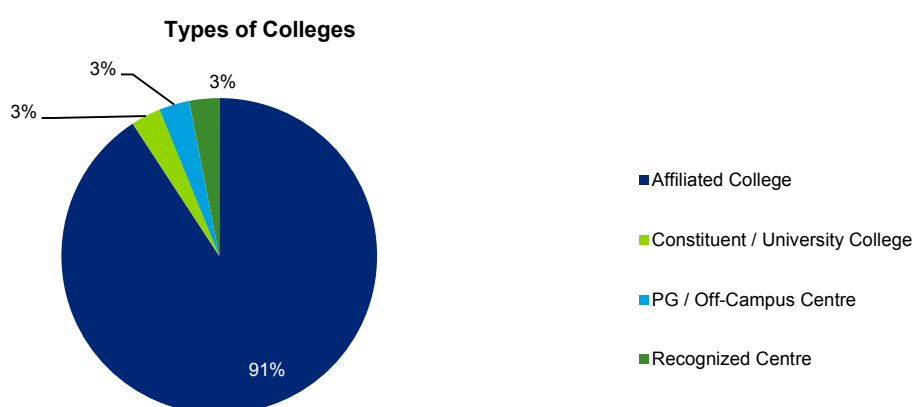
Table 79: College & Institution Indicators - MEG

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	61	20
Colleges per lakh population (18-23 yrs)	16	-
Average enrollment per college/ institution	1107	188
Total estimated enrolment (Lakhs)	0.16	0.04

MEG with 61 colleges has a share of 0.18% of all colleges in India and **ranks #24 in terms of total colleges in any state in India**. In terms of access, MEG has the 16 colleges per lakh population lower than the all India average of 23 colleges per lakh population. In terms of average enrolment per college, MEG (1107) is **significantly higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in MAN is around 0.16 lakhs.

Out of the total colleges in the state, 91% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, MEG colleges are dominated by the Private Aided colleges, forming 45.8% of all colleges in the state, followed by 29.2% owned by Government and 25% that are Private Unaided.

Figure 91: Type of Colleges – MEG



²⁷ Data available for 5 universities only.

Table 80: Management of Colleges - MEG

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	45.8%	70.3%	1697
Private Unaided	25.0%	13.9%	615
Government	29.2%	15.8%	601

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

In MEG, there are 20 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 0.16 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 (87.1%) is at under-graduate level, followed by post-graduate (7.1%) with all other levels forming only 5.8%. As can be seen from table above, maximum enrolment share (70.3%) is in Private Aided colleges in the state.

Figure 92: State-wise Enrolment through Regular Mode at various levels - MEG

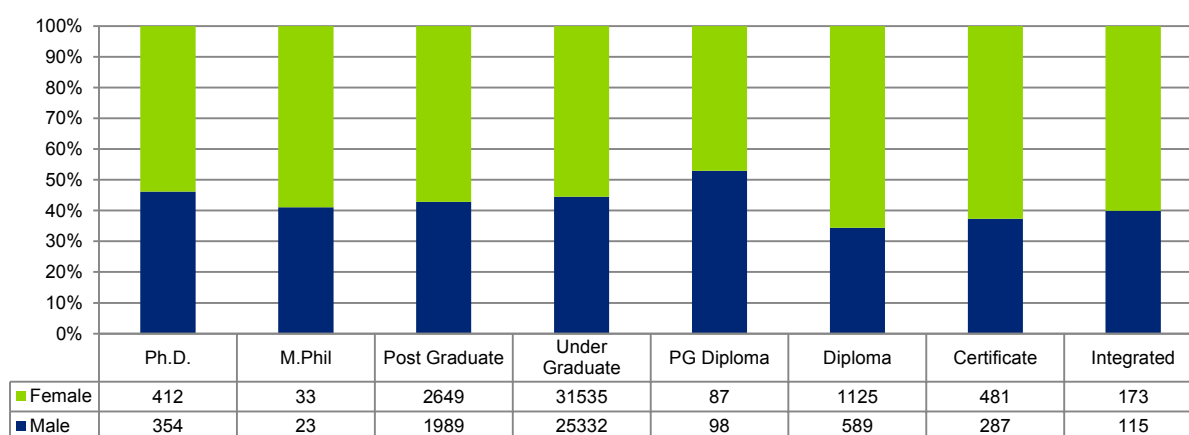
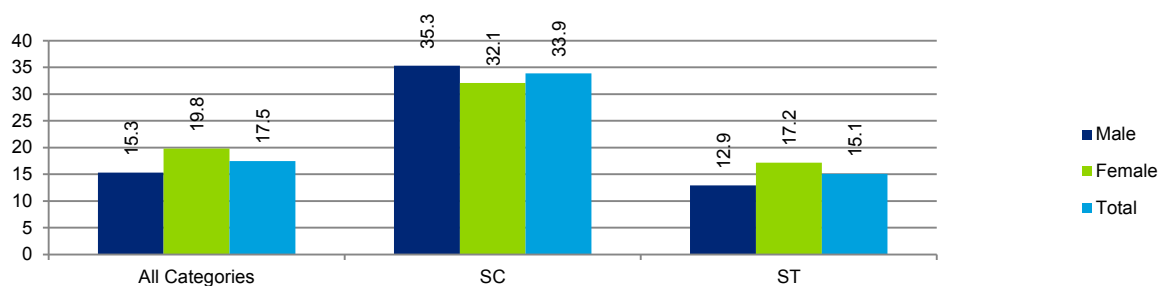


Figure 93: GER for All, SC & ST - MEG



By Gender: In terms of gender, enrolment is skewed as 44.1% comprises males, while only 55.9% of the enrolment is females. The GER for males (15.3) is lower than GER for females (19.8), resulting in the gender parity index of 1.29 (higher than 0.86 at all-India level). **In terms of overall GER, MEG ranks 21st** among all states and Union territories in India.

By Social Group: The GER of STs (15.1) is lower than the state GER of 17.5. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.91 and in case of STs (1.34). As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except SC and OBC in Meghalaya is lesser than their proportionate share in population.

Faculty and Staff

Table 81: Key Faculty & Staff Indicators - MEG

Key Indicators	MEG	INDIA
Pupil Teacher Ratio (PTR)	15.1	15.1
Teachers per College	73.1	46.4
Non-teaching staff per College	52.9	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

Figure 94: Post-wise share of teaching staff - MEG



The PTR of colleges in MEG at 15.1 students per teacher is equal to the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in MEG is estimated to be 0.04 lakhs and 0.03 lakhs, respectively** (extrapolating data available for 39.3% colleges in state). Given the small number of colleges in the state, the number of teachers per college (73.1) and non-teaching staff per college (52.9) are sufficient and higher than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **71% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 13% of Readers/ Associate Professors** and almost equal numbers of Professors, Temporary staff. Around 4% 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 5 below provides the relative comparison with the state population. It reveals that females have good representation among the faculty. However, non-teaching staff reflects some under representation in higher education institutes. In case of social groups, all the groups except SC (teaching staff) and OBC 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.

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

Indicator	Male	Female	SC	ST	OBC	Muslim
Share of Population	50.3%	49.7%	0.60%	88.50%	1.10%	5.80%
Share of Enrolment	44.1%	55.9%	0.9%	73.1%	1.4%	1.2%
Share of teaching staff	44.8%	55.2%	0.7%	58.5%	4.2%	1.3%
Share of non-teaching staff	64.6%	35.4%	0.2%	33.3%	1.10%	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;

Mizoram (MIZ)

Key Indicators

Table 83: Key Indicators – MIZ

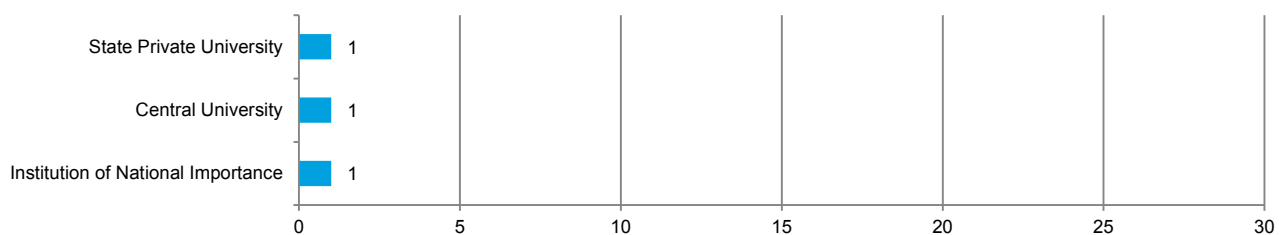
Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	11.0	5.6	5.4
Literacy Rate (2011)	91.3	93.4	86.7
Pop. in 18-23 age group (lakhs), 2011 Share to total state pop. (%)	1.3 (12.2%)	0.7 (12.0%)	0.6 (12.4%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.1%	0.1%	0.1%
Sex ratio (2011)	976		
Gross Enrollment Ratio (2011)	21.6	22	21.1
Share of Graduates & above in total state population (2010)	5	7.2	2.8

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 26th among all states and union territories in India** on total of number of Universities with 3 Universities. MIZ has 0.5% of all Universities in the country.

Figure 95: Universities by Type - MIZ



Mizoram has 3 general universities and no Agricultural, Medical, Law, Technical or Veterinary Universities.

Table 84: College & Institution Indicators - MIZ

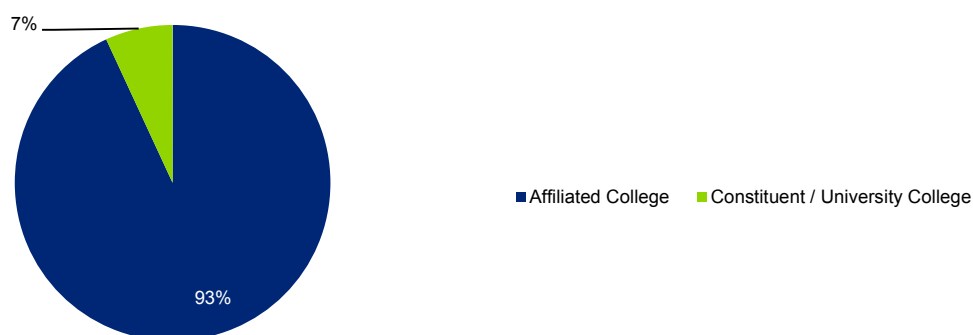
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	29	9
Colleges per lakh population (18-23 yrs)	21	-
Average enrollment per college/ institution	698	144
Total estimated enrolment (Lakhs)	0.22	0.01

MIZ with 29 colleges has a share of 0.09% of all colleges in India and **ranks #28 in terms of total colleges in any state in India**. In terms of access, MIZ has 21 colleges per lakh population lower than the all India average of 23 colleges per lakh population. In terms of average enrolment per college, MIZ (698) is **slightly lower than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in MAN is around 0.22 lakhs.

Out of the total colleges in the state, 93% are affiliated to Universities, and the remaining 7% are constituent/university colleges. In terms of management, MIZ colleges are dominated by the Government colleges, forming 92.9% of all colleges in the state, followed by 3.6% owned by both Private Aided and Private Unaided.

Figure 96: Type of Colleges – MIZ

Types of Colleges

**Table 85: Management of Colleges - MIZ**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	3.6%	1.3%	254
Private Unaided	3.6%	0.3%	54
Government	92.9%	98.4%	740

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

There are 9 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 0.22 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 (82.5%) is at under-graduate level, followed by post-graduate (11.2%) and Diploma (5.7%) with all other levels forming only 0.6%. As can be seen from table above, maximum enrolment share (98.4%) is in Government colleges in the state.

Figure 97: State-wise Enrolment through Regular Mode at various levels - MIZ

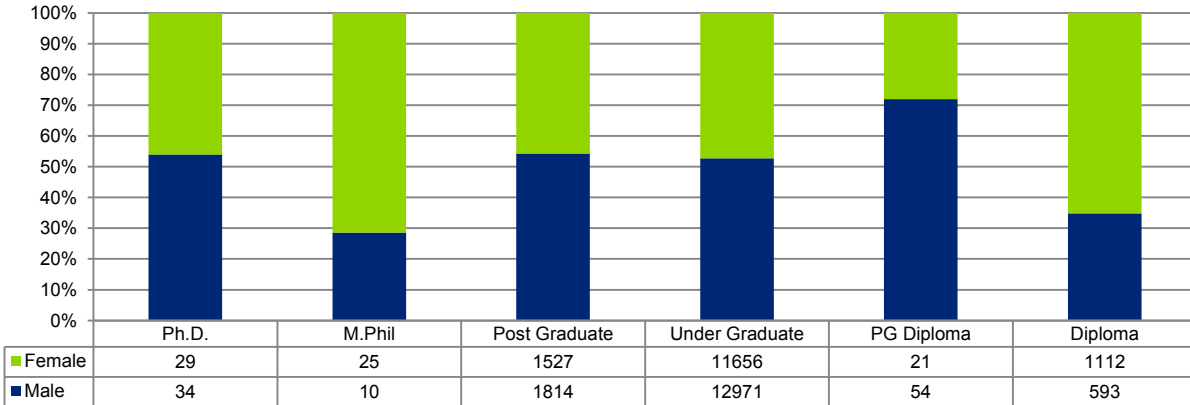
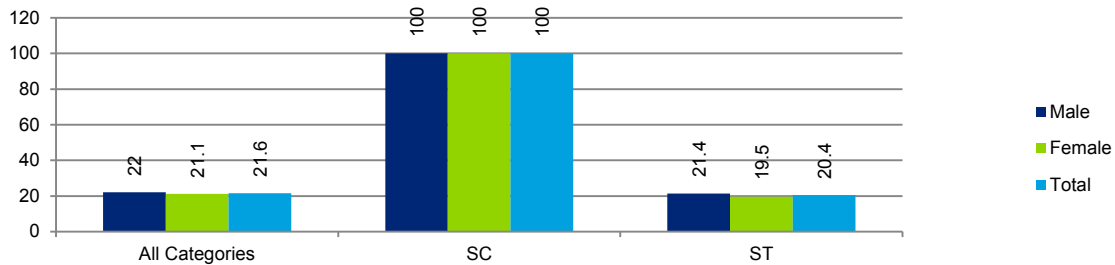


Figure 98: GER for All, SC & ST - MIZ



By Gender: In terms of gender, enrolment of 51.9% comprises males, while 48.1% of the enrolment is females, indicating low gender disparity. The GER for males (22) is almost equal to the GER for females (21.1), resulting in the gender parity index of 0.96 (higher than 0.86 at all-India level). **In terms of overall GER, MIZ ranks 16th** among all states and Union territories in India.

By Social Group: The GER of STs (20.4) is lower than the state GER of 21.6. The gender parity Index for SC is 1 and in case of STs (0.91). As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except SC and OBC in Mizoram is lesser than their proportionate share in population.

Faculty and Staff

Table 86: Key Faculty & Staff Indicators - MIZ

Key Indicators	MIZ	INDIA
Pupil Teacher Ratio (PTR)	15.2	15.1
Teachers per College	45.9	46.4
Non-teaching staff per College	30.3	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in MIZ at 15.2 students per teacher is almost equal to the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in MIZ is estimated to be 0.01 lakhs and 0.01 lakhs, respectively** (extrapolating data available for 96.6% colleges in state). Given the small number of colleges in the state, the number of teachers per college (45.9) seems sufficient however, non-teaching staff per college (30.3) is lower than the corresponding all-India levels as shown in the table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **44% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 33% of Readers/ Associate Professors**, 14% of Temporary staff and almost equal numbers of Professors and Demonstrator / Tutor level

Figure 99: Post-wise share of teaching staff - MIZ



In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 5 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. In case of social groups, all the groups except SC (teaching staff) and OBC (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,

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

Indicator	Male	Female	SC	ST	OBC	Muslim
Share of Population	50.6%	49.4%	0.40%	98.90%	0.40%	0.40%
Share of Enrolment	51.9%	48.1%	7.9%	88.4%	0.7%	0.0%
Share of teaching staff	57.9%	42.1%	1.7%	78.5%	2.9%	0.0%
Share of non-teaching staff	65.7%	34.3%	0.0%	93.3%	0.2%	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;

Madhya Pradesh (MP)

Key Indicators

Table 88: Key Indicators – MP

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	726.3	376.1	350.1
Literacy Rate (2011)	69.3%	78.7%	54.5%
Pop. in 18-23 age group (lakhs), 2011 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. (2011)	6.1%	6.2%	6.0%
Sex ratio (2011)	931		
Gross Enrollment Ratio (2011)	13.6	15.1	11.9
Share of Graduates & above in total state population (2010)	6.4	8.4	4.2

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 8th highest among all states in India** with 28 Universities MP has 4.5% of all Universities in the country.

Figure 100: Universities by Type - MP

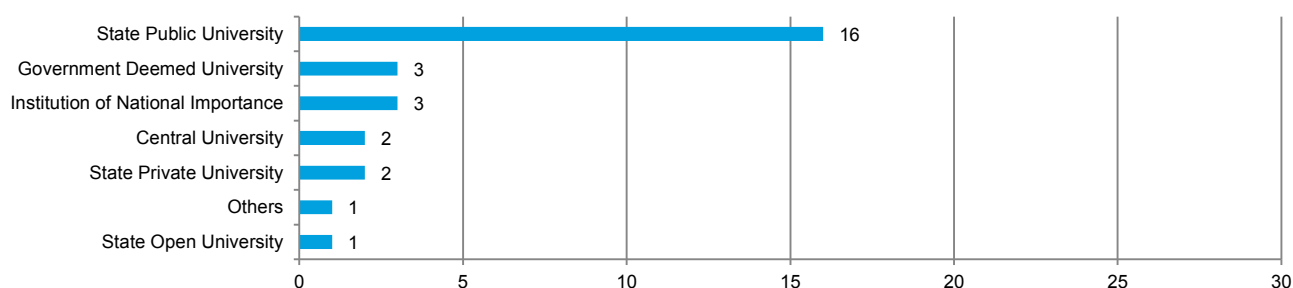


Figure 101: Universities by Specialization - MP

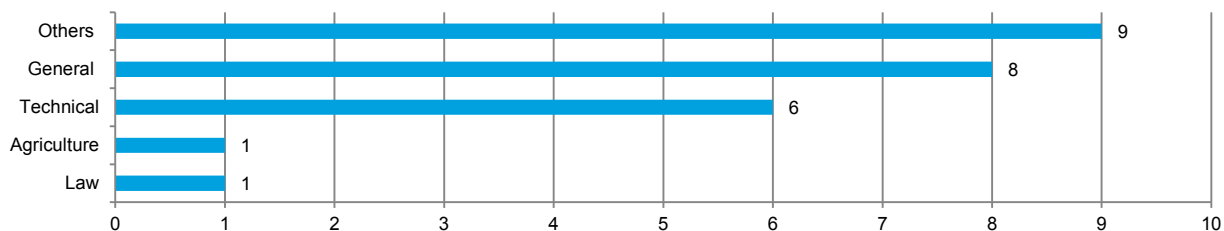


Figure 2 reflects the break-up of number of universities in MP²⁸ on the basis of specialization. Madhya Pradesh has no Veterinary and Medical Universities.

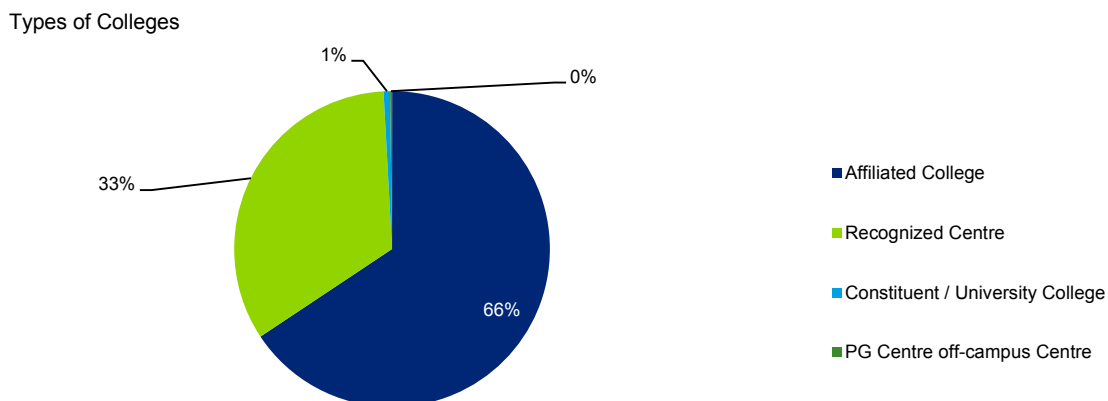
Table 89: College & Institution Indicators - MP

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	2009	384
Colleges per lakh population (18-23 yrs)	23	-
Average enrollment per college/ institution	611	243
Total estimated enrolment (Lakhs)	10.47	0.93

MP with 2009 colleges has a share of 6.09% of all colleges in India and **ranks #6 in terms of total colleges in any state in India**. In terms of access, MP has 23 colleges per lakh population same as the all India average of 23 colleges per lakh population. In terms of average enrolment per college, MP (611) is **lesser than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in MP is around 10.47 lakhs.

Out of the total colleges in the state, 66% are affiliated to Universities, 33% are recognized centres and the remaining are, constituent/university colleges /PG/off campus. In terms of management, MP colleges are dominated by the Private Unaided colleges, forming 59.1% of all colleges in the state, followed by 33.1% owned by Government and 7.8% that are private aided.

Figure 102: Type of Colleges - MP



²⁸ Data available for 25 universities only.

Table 90: Management of Colleges – MP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	7.8%	8.2%	639
Private Unaided	59.1%	25.3%	262
Government	33.1%	66.5%	1229

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In MP, there are 384 such stand-alone institutions and the total enrolment in these is estimated to be around 0.93 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 10.47 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 (79.1%) is at under-graduate level, followed by post-graduate (13.1%) with all other levels forming only 7.8%. As can be seen from table above, maximum enrolment share (66.5%) is in Government colleges in the state.

Figure 103: State-wise Enrolment through Regular Mode at various levels - MP

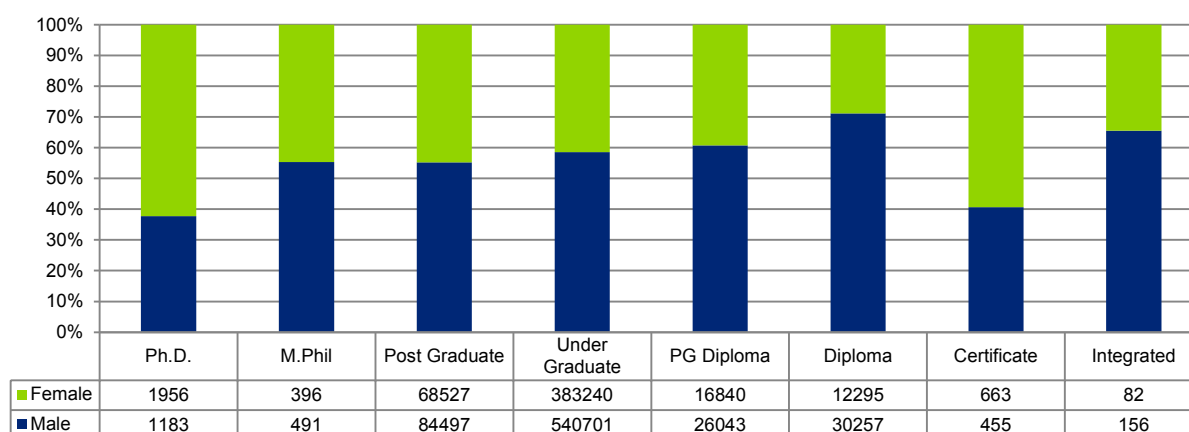
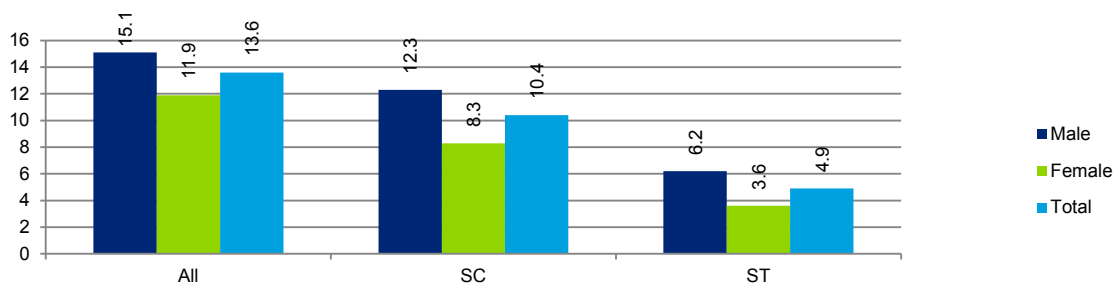


Figure 104: GER for All, SC & ST - MP



By Gender: In terms of gender, enrolment is skewed as 58.6% comprises males, while only 41.4% of the enrolment is females, indicating significant gender disparity. The GER for males (15.1) is higher than GER for females (11.9), resulting in the gender parity index of just 0.79 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, MP ranks 13th** among all major states in India.

By Social Group: The GER of SCs (10.4) and STs (4.9) 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 0.67, but it is much lower in case of STs (0.58). As can be seen from Table 5 on Gender and Social representation, the share of student enrolment across all backward groups except other minorities is lesser than their proportionate share in population in the state.

Faculty and Staff

Table 91: Key Faculty & Staff Indicators - MP

Key Indicators	MP	INDIA
Pupil Teacher Ratio (PTR)	22.2	15.1
Teachers per College	27.6	46.4
Non-teaching staff per College	22.9	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in MP at 22.2 students per teacher is worse off than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in MP is estimated to be 0.55 lakhs and 0.46 lakhs, respectively** (extrapolating data available for 19.7% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (27.6) and non-teaching staff per college (22.9) are lesser than the corresponding all-India levels as shown in table 4.

Figure 105: Post-wise share of teaching staff - MP



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **59% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 19% of Professors** and almost equal numbers of Readers/ Associate Professors and temporary teachers and Demonstrator/Tutor level staff.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, Table 5 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 minority 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.

Table 92: 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%	17.60%	22%	41.20%	7.20%	0.65%
Share of Enrolment	58.6%	41.4%	11.4%	6.3%	27.0%	1.6%	0.9%
Share of teaching staff	61.4%	38.6%	5.3%	2.3%	11.1%	1.3%	1.9%
Share of non-teaching staff	83.0%	17.0%	13.7%	6.1%	19.1%	1.5%	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;

Nagaland (NAG)

Key Indicators

Table 93: Key Indicators – NAG

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	19.8	10.2	9.5
Literacy Rate (2011)	79.6	82.8	70.0
Pop. in 18-23 age group (lakhs), 2011 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. (2011)	0.2%	0.2%	0.2%
Sex ratio (2011)	931		
Gross Enrollment Ratio (2011)	21.5	25.8	16.9
Share of Graduates & above in total state population (2010)	8.9	11.7	6

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 and union territories in India on total of number of Universities with 4 Universities. NAG has 0.6% of all Universities in the country.

Figure 106: Universities by Type - NAG

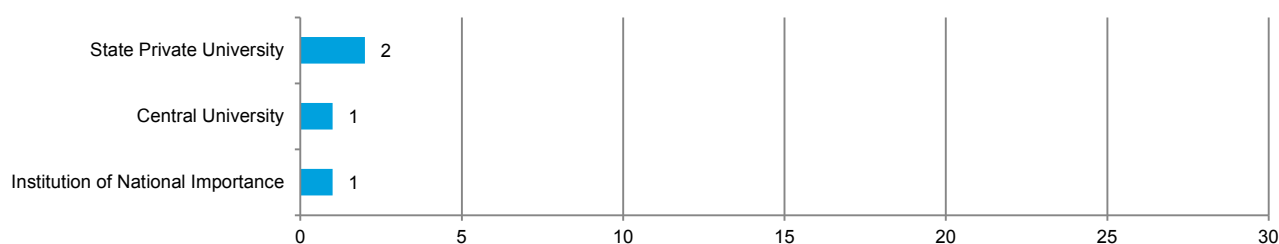


Figure 107: Universities by Specialization - NAG

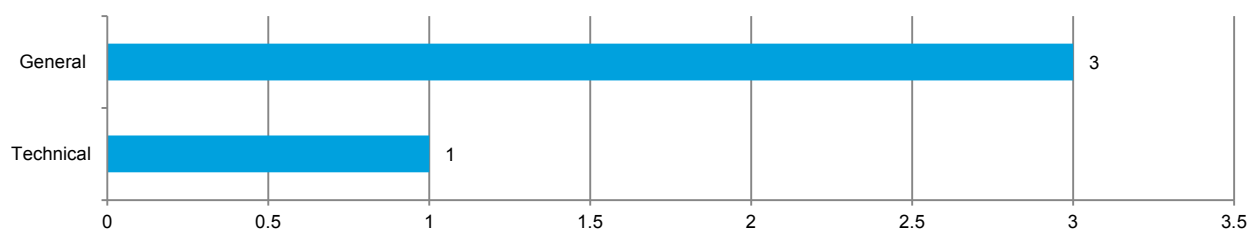


Figure 2 reflects the break-up of number of universities in NAG on the basis of specialization. Nagaland has no Agricultural, Medical, Law or Veterinary Universities.

Table 94: College & Institution Indicators - NAG

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	52	9
Colleges per lakh population (18-23 yrs)	20	-
Average enrollment per college/ institution	766	152
Total estimated enrolment (Lakhs)	0.42	0.01

NAG with 52 colleges has a share of 0.16% of all colleges in India and **rank #25 in terms of total colleges in any state in India**. In terms of access, NAG has 20 colleges per lakh population lower than the all India average of 23 colleges per lakh population. In terms of average enrolment per college, NAG (766) is **higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in NAG is around 0.42 lakhs.

Out of the total colleges in the state, 91% are affiliated to Universities, and the remaining are PG/off campus or recognized centres by the Universities. In terms of management, NAG colleges are dominated by the Government colleges, forming 38.5% of all colleges in the state, followed by 36.5% owned by Private Aided and 25.0% that are Private Unaided.

Figure 108: Type of Colleges – NAG

Types of Colleges

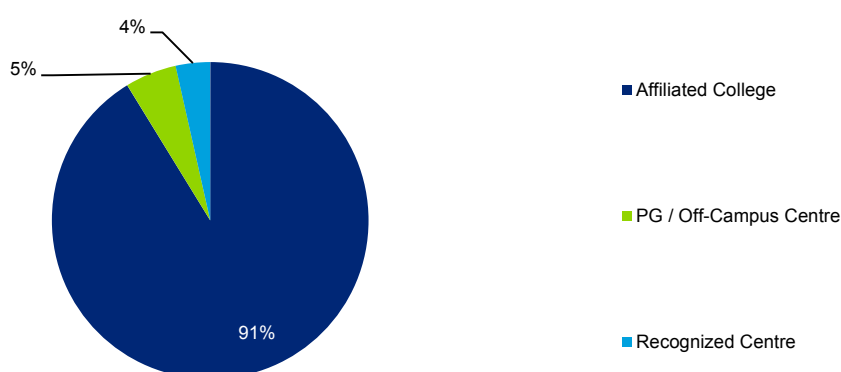


Table 95: Management of Colleges - NAG

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	36.5%	37.7%	790
Private Unaided	25.0%	26.5%	810
Government	38.5%	35.9%	714

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

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 0.42 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 (78.0%) is at under-graduate level, followed by post-graduate (18.6%) and Diploma (2.5%) with all other levels forming only 0.9%. As can be seen from table above, maximum enrolment share (37.7%) is in Private Aided and 35.9% is in Government colleges.

Figure 109: State-wise Enrolment through Regular Mode at various levels - NAG

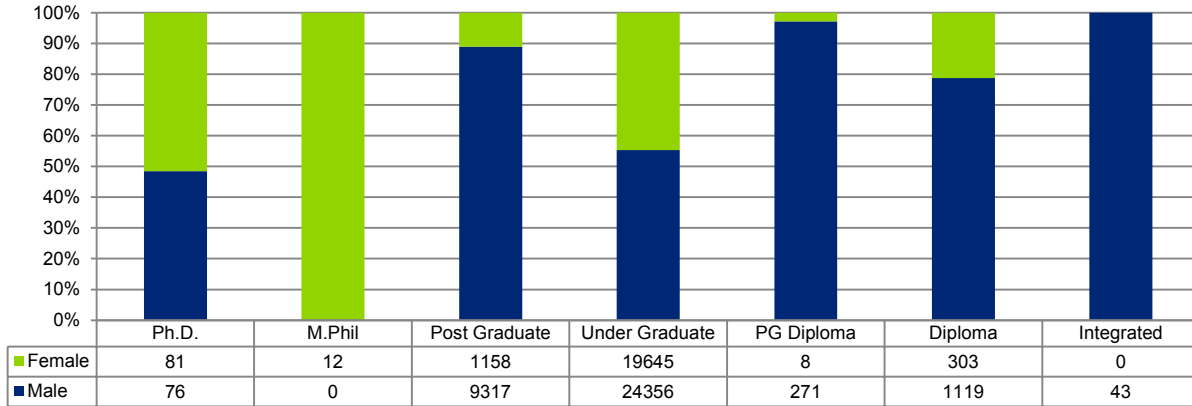
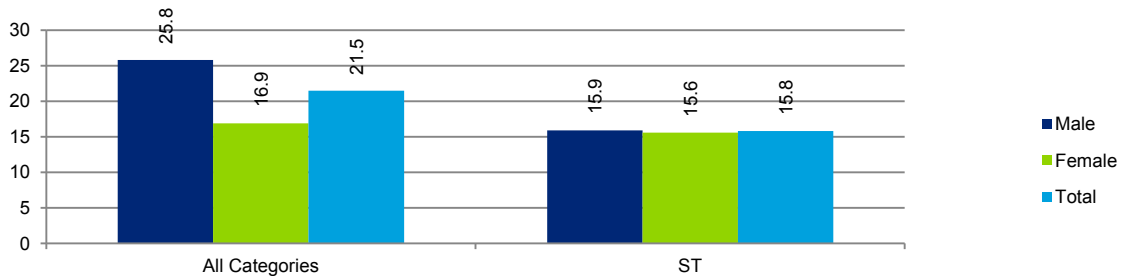


Figure 110: GER for All, SC & ST - NAG



By Gender: In terms of gender, enrolment is skewed as 62.4% comprises males, while only 37.6% of the enrolment is females, indicating gender disparity. The GER for males (25.8) is higher than GER for females (16.9), resulting in the gender parity index of just 0.65 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, NAG ranks 17th** among all states and Union territories in India.

By Social Group: The GER of STs (15.8) is lower than the state GER of 21.5. The gender parity Index for STs is 0.98. As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except SC in Nagaland is lesser than their proportionate share in population.

Faculty and Staff

Table 96: Key Faculty & Staff Indicators - NAG

Key Indicators	NAG	INDIA
Pupil Teacher Ratio (PTR)	20.1	15.1
Teachers per College	38.2	46.4
Non-teaching staff per College	28.3	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

The PTR of colleges in NAG at 20.1 students per teacher is worse than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in NAG is estimated to be 0.02 lakhs and 0.01 lakhs, respectively** (data available for 100% colleges in state). The number of teachers per college (38.2) and non-teaching staff per college (28.3) are lower than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **76% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 12% of Readers/ Associate Professors** and almost equal numbers of Professors, Temporary staff. Around 1% of the staff is Demonstrator / Tutor level.

Figure 111: Post-wise share of teaching staff - NAG



In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 5 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 and OBC 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,

Table 97: Student, Faculty and Staff - Gender and Social representation - NAG

Indicator	Male	Female	SC	ST	OBC	Muslim
Share of Population	51.8%	48.2%	0.50%	96.70%	1.70%	0.60%
Share of Enrolment	62.4%	37.6%	1.2%	66.3%	0.9%	0.3%
Share of teaching staff	51.1%	48.9%	1.4%	74.7%	2.7%	0.2%
Share of non-teaching staff	68.1%	31.9%	1.0%	80.6%	2.0%	0.1%

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;

Odisha (ODI)

Key Indicators

Table 98: Key Indicators – ODI

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	419.7	212.1	207.6
Literacy Rate (2011)	72.9	81.6	62.5
Pop. in 18-23 age group (lakhs), 2011	47.1	23.4	23.7
Share to total state pop. (%)	(11.2%)	(11.1%)	(11.4%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	3.4%	3.2%	3.5%
Sex ratio (2011)	979		
Gross Enrollment Ratio (2011)	16.1	18.1	14.1
Share of Graduates & above in total state population (2010)	5.4	7.2	3.6

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 13th among all states and union territories in India** on total of number of Universities with 18 Universities. ODI has 2.9% of all Universities in the country.

Figure 112: Universities by Type - ODI

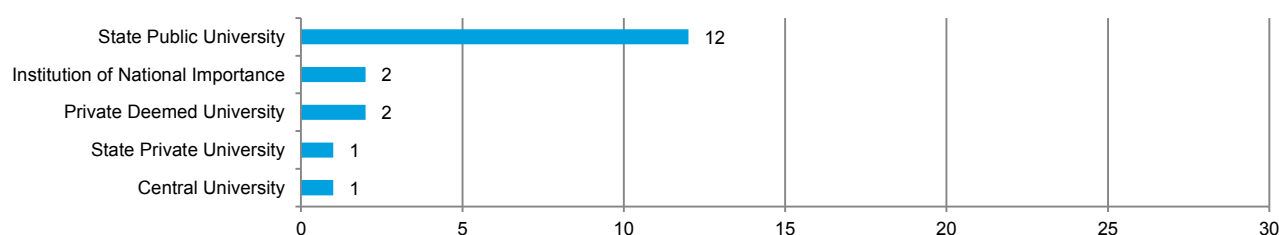


Figure 113: Universities by Specialization - ODI

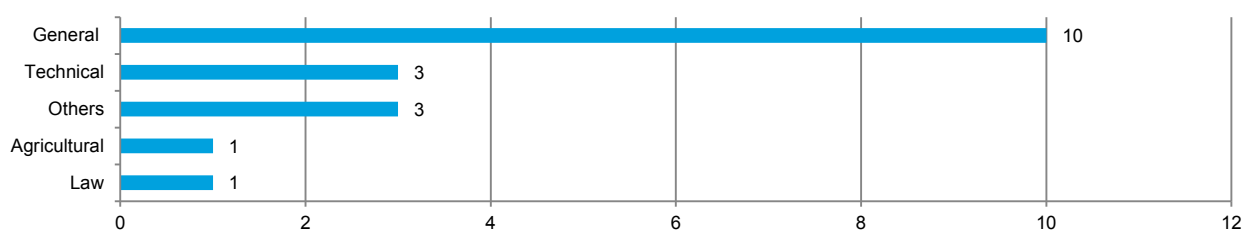


Figure 2 reflects the break-up of number of universities in ODI on the basis of specialization. Odisha has no Medical or Veterinary Universities

Table 99: College & Institution Indicators - ODI

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	1089	255
Colleges per lakh population (18-23 yrs)	23	-
Average enrollment per college/ institution	600	595
Total estimated enrolment (Lakhs)	7.53	1.52

ODI with 1089 colleges has a share of 3.3% of all colleges in India and **ranks #9 in terms of total colleges in any state in India**. In terms of access, ODI has 23 colleges per lakh population same as the all India average of 23 colleges per lakh population. In terms of average enrolment per college, ODI (600) is **lower than the all India average of 700**. Total enrolment of students in regular mode in higher education institutes in ODI is around 7.53 lakhs.

Out of the total colleges in the state, 97% are affiliated to Universities, and the remaining are Constituent/University college with a negligible percentage of PG/off campus centres by the Universities. In terms of management, ODI colleges are dominated by the Government colleges, forming 35.9% of all colleges in the state, followed by 32.8% owned by Private Aided and 31.3% that are Private Unaided.

Figure 114: Type of Colleges – ODI

Types of Colleges

**Table 100: Management of Colleges - ODI**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	32.8%	36.6%	668
Private Unaided	31.3%	27.0%	517
Government	35.9%	36.5%	610

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

In ODI, there are 255 such stand-alone institutions and the total enrolment in these is estimated to be around 1.52 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 7.53 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 (82.5%) is at under-graduate level, followed by Diploma (9.2%) and post-graduate (6.5%) with all other levels forming only 2%. As can be seen from table above, maximum enrolment share (36.6%) is in Private Aided and 36.5% is in Government colleges.

Figure 115: State-wise Enrolment through Regular Mode at various levels – ODI

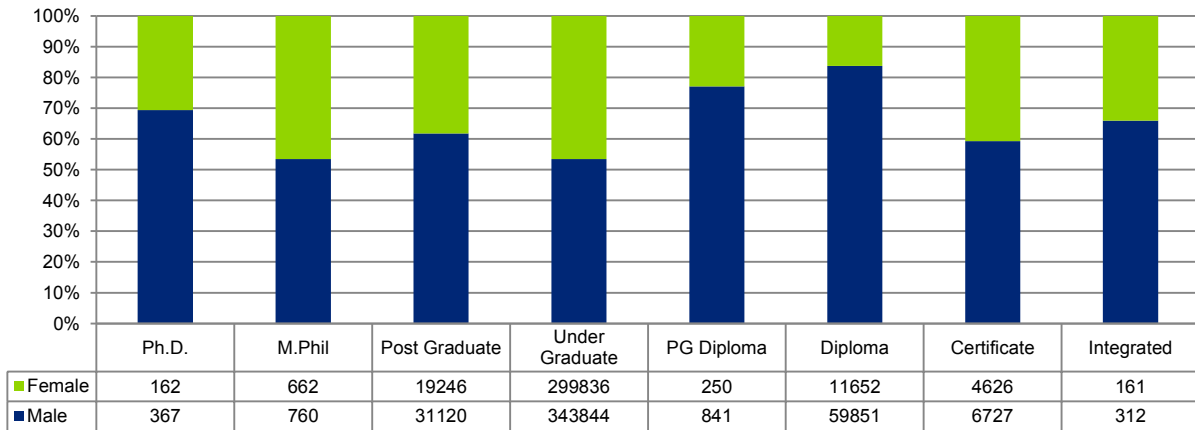
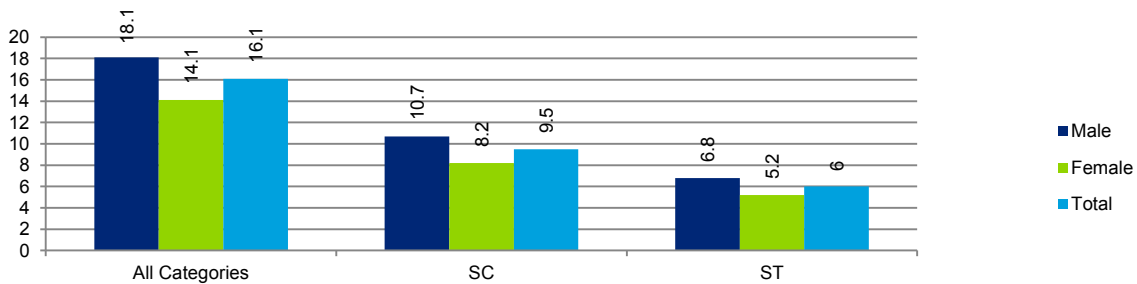


Figure 116: GER for All, SC & ST - ODI



By Gender: In terms of gender, enrolment is skewed as 56.9% comprises males, while only 43.1% of the enrolment is females, indicating gender disparity. The GER for males (18.1) is higher than GER for females (14.1), resulting in the gender parity index of just 0.78 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, ODI ranks 12th** among all major states and Union territories in India.

By Social Group: The GER of SCs (9.5) and STs (6) is lower than the state GER of 16.1. The gender parity Index for SCs is 0.77 and STs is 0.76. As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups in Odisha is lesser than their proportionate share in population.

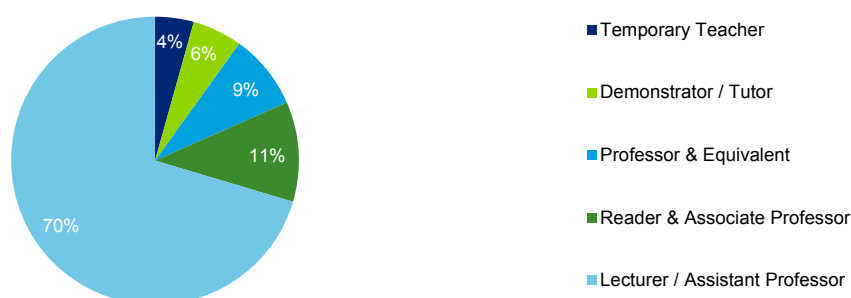
Faculty and Staff

Table 101: Key Faculty & Staff Indicators - ODI

Key Indicators	ODI	INDIA
Pupil Teacher Ratio (PTR)	11.8	15.1
Teachers per College	50.8	46.4
Non-teaching staff per College	44.5	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

Figure 117: Post-wise share of teaching staff - ODI



The PTR of colleges in ODI at 11.8 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 ODI is estimated to be 0.55 lakhs and 0.48 lakhs** (data available for 35.8% colleges in state). The number of teachers per college (50.8) and non-teaching staff per college (44.5) is higher than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **70% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 11% of Readers/ Associate Professors** and almost equal numbers of Professors, Demonstrator / Tutor level staff. Around 4% of the staff is temporary

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 5 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 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.

Table 102: 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%	18.90%	23.60%	36.70%	2.20%	1.33%
Share of Enrolment	56.9%	43.1%	9.3%	7.2%	14.4%	1.3%	0.4%
Share of teaching staff	72.1%	27.9%	3.1%	1.2%	9.4%	0.7%	0.2%
Share of non-teaching staff	79.4%	20.6%	9.7%	4.7%	13.9%	0.6%	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;

Punjab (PUN)

Key Indicators

Table 103: Key Indicators – PUN

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	277.4	146.4	131.0
Literacy Rate (2011)	75.8	80.4	62.5
Pop. in 18-23 age group (lakhs), 2011	34.2	18.5	15.7
Share to total state pop. (%)	(12.3%)	(12.6%)	(12.0%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	2.4%	2.5%	2.3%
Sex ratio (2011)	895		
Gross Enrollment Ratio (2011)	19.4	23.6	14.5
Share of Graduates & above in total state population (2010)	7.4	7	7.8

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 alongside. **Punjab ranks 16th highest among all states and Union Territories in India** on total of number of Universities with 17 Universities. PUN has 2.7% of all Universities in the country.

Figure 118: Universities by Type - PUN

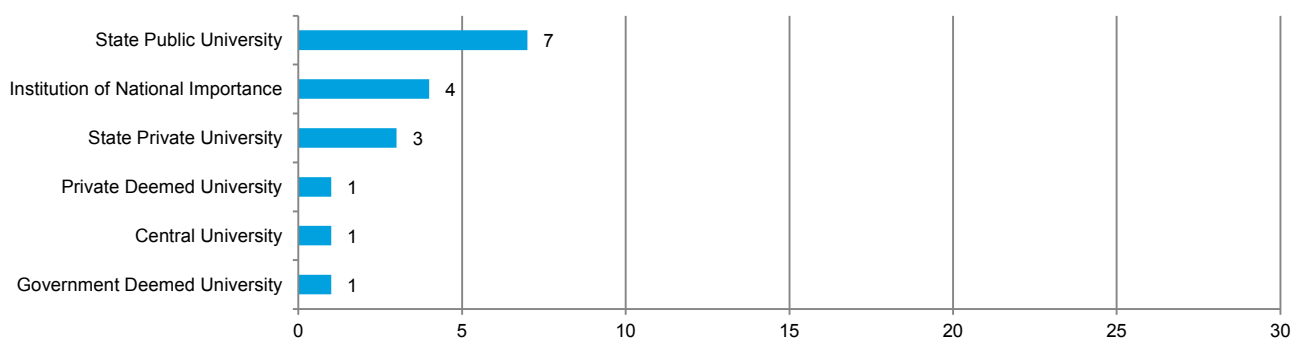


Figure 2 reflects the break-up of number of universities in Punjab²⁹ on the basis of specialization.

Figure 119: Universities by Specialization - PUN

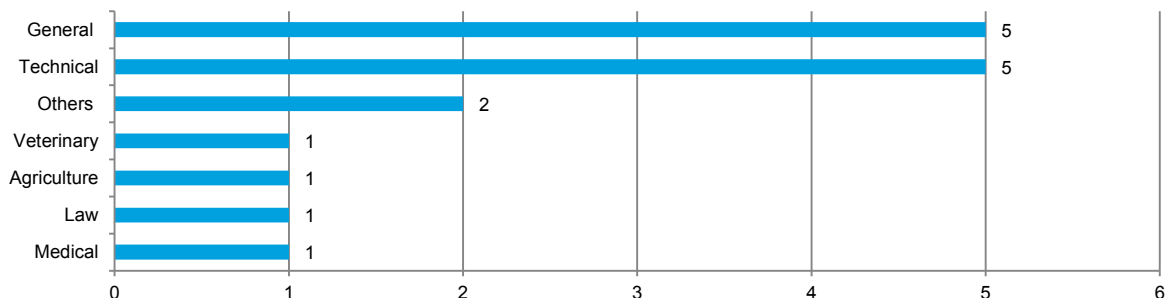


Table 104: College & Institution Indicators - PUN

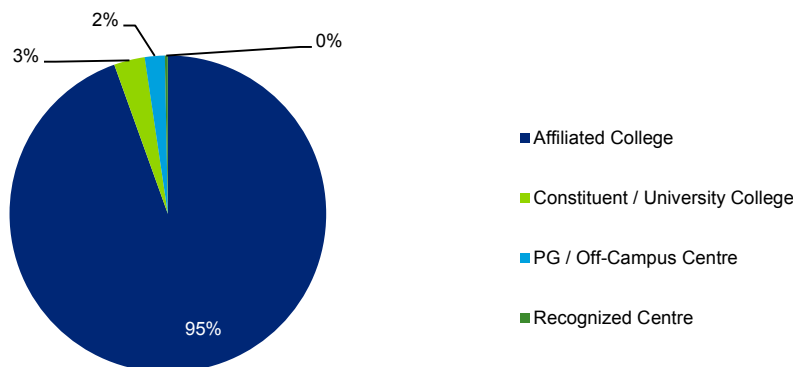
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	956	290
Colleges per lakh population (18-23 yrs)	29	-
Average enrollment per college/ institution	724	751
Total estimated enrolment (Lakhs)	5.68	2.18

PUN with 956 colleges has a share of 2.9% of all colleges in India and **rank #12 in terms of total colleges in any state in India**. In terms of access, PUN has **higher concentration of 29 colleges** per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, PUN (724) is **higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in PUN is around 5.68lakhs.

Out of the total colleges in the state, 95% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, PUN colleges are dominated by the Private Unaided colleges, forming 72.8% of all colleges in the state, followed by 20.3% owned by Government and 6.9% that are private aided.

Figure 120: Type of Colleges – PUN

Types of Colleges



²⁹ Data available for 16 universities only.

Table 105: Management of Colleges - PUN

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	6.9%	10.5%	1100
Private Unaided	72.8%	49.5%	492
Government	20.3%	40.0%	1430

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In PUN, there are 290 stand-alone institutions and the total enrolment in these is estimated to be around 2.18 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 5.68 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 (72%) is at under-graduate level, followed by Diploma (14%) and post-graduate (12.5%) and with all other levels forming only 1.6%. As can be seen from table above, maximum enrolment share (49.5%) is in Private Unaided colleges in the state.

Figure 121: State-wise Enrolment through Regular Mode at various levels - PUN

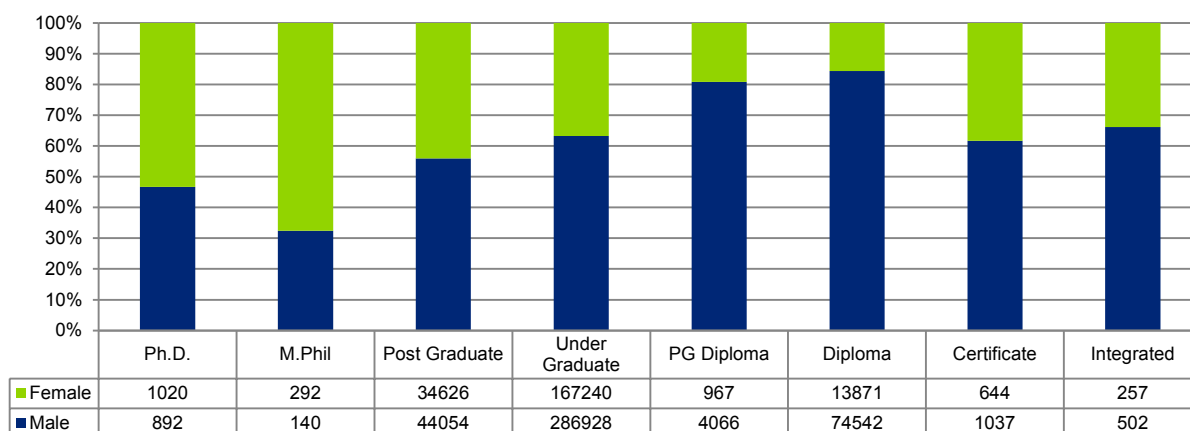
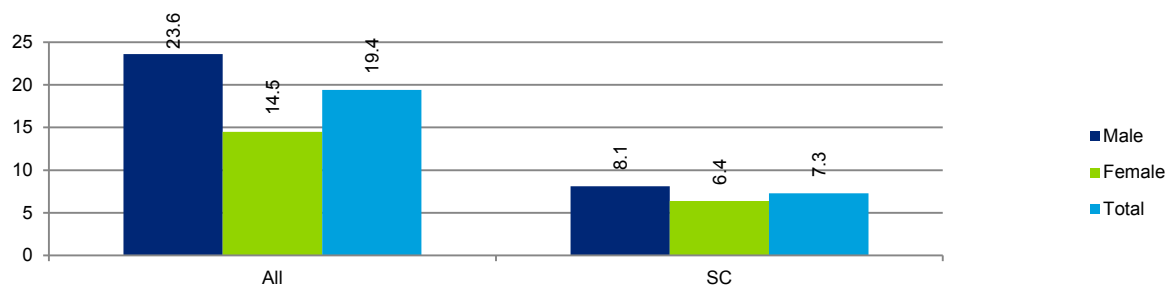


Figure 122: GER for All, SC & ST - PUN



By Gender: In terms of gender, enrolment is skewed as 65.3% comprises of males, while only 34.7% of the enrolment constitutes females, indicating significant gender disparity. The GER for males (23.6) is much higher than GER for females (14.5), resulting in the gender parity index of just 0.62 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, PUN ranks 8th** among all major states in India.

By Social Group: The GER of SCs (7.3) is lower than the state GER of 19.4. As can be seen from Table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except ST and Muslims is lesser than their proportionate share in population.

Faculty and Staff

Table 106: Key Faculty & Staff Indicators - PUN

Key Indicators	PUN	INDIA
Pupil Teacher Ratio (PTR)	7.6	15.1
Teachers per College	95.4	46.4
Non-teaching staff per College	81.3	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in PUN at 7.6 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 PUN is estimated to be 0.91 lakhs and 0.78 lakhs, respectively** (extrapolating data available for 24.3% colleges in state). Given the number of colleges in the state, the number of teachers per college (95.4) and non-teaching staff per college (81.3) is good and a lot higher than the corresponding all-India levels as shown in table 4.

Figure 123: Post-wise share of teaching staff - PUN



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **72% of the teaching posts are at level of Lecturer/ Assistant professor** and almost equal numbers of Readers/ Associate Professors and Professors. 5% of the staff is temporary and around 4% of the staff is Demonstrator /Tutor Level.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, Table 5 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 except ST 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.

Table 107: Student, Faculty and Staff - Gender and Social representation - PUN

Indicator	Male	Female	SC	ST	OBC	Muslim
Share of Population	52.8%	47.2%	36.70%	0.10%	14%	1.20%
Share of Enrolment	65.3%	34.7%	10.7%	0.3%	4.8%	1.3%
Share of teaching staff	61.0%	39.0%	4.3%	0.2%	1.8%	0.2%
Share of non-teaching staff	77.0%	23.0%	16.9%	0.3%	4.1%	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;

Rajasthan (RAJ)

Key Indicators

Table 108: Key Indicators – RAJ

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	685.5	355.5	330.0
Literacy Rate (2011)	66.1	79.2	47.8
Pop. in 18-23 age group (lakhs), 2011	82.7	43.6	39.1
Share to total state pop. (%)	(12.1%)	(12.3%)	(11.8%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	5.9%	5.9%	5.8%
Sex ratio (2011)	928		
Gross Enrollment Ratio (2011)	18.2	20.9	15.2
Share of Graduates & above in total state population (2010)	6.5	8.8	4.1

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 alongside. **Rajasthan ranks 5th highest among all states in India** on total of number of Universities with 43 Universities. The State also ranks 1st for number of Private Universities with 17 Universities. RAJ has 6.9% of all Universities in the country.

Figure 124: Universities by Type - RAJ

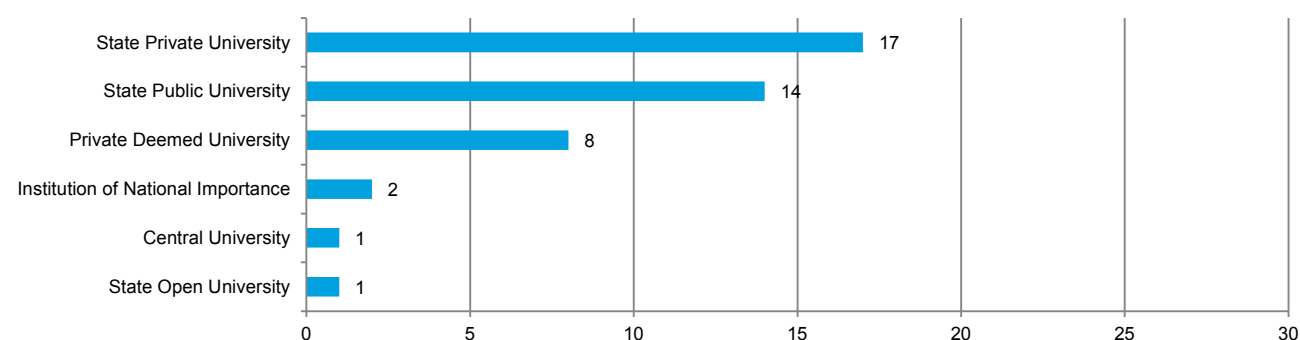


Figure 2 reflects the break-up of number of universities in RAJ³⁰ on the basis of specialization. Rajasthan ranks 6th highest on number of General Universities with 19 Universities. The state has no Agricultural or Law Universities.

³⁰ Data available for 28 universities only.

Figure 125: Universities by Specialization - RAJ

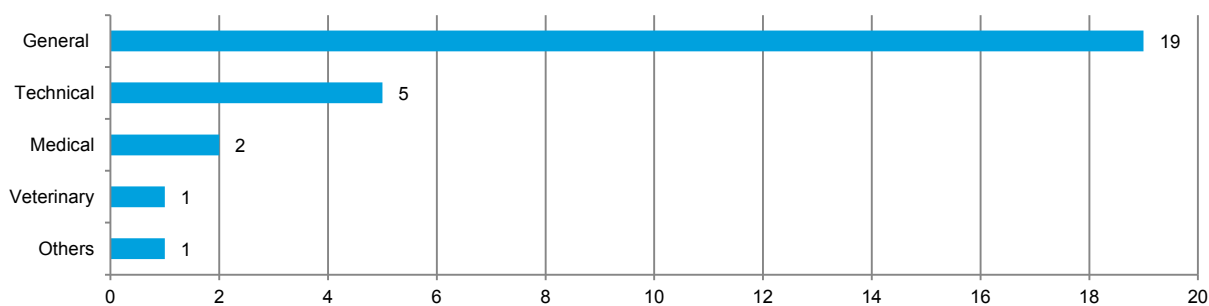


Table 109: College & Institution Indicators - RAJ

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	2435	552
Colleges per lakh population (18-23 yrs)	29	-
Average enrollment per college/ institution	725	201
Total estimated enrolment (Lakhs)	14.62	1.11

RAJ with 2435 colleges has a share of 7.38% of all colleges in India and **ranks #5 in terms of total colleges in any state in India**. In terms of access, RAJ has a **higher concentration of 29 colleges** per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, **RAJ (725) is higher than the all India average of 700**. Total enrolment of students in regular mode in higher education institutes in RAJ is around 14.62 lakhs.

Out of the total colleges in the state, 97% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, RAJ colleges are dominated by the Private Unaided colleges, forming 70.5% of all colleges in the state, followed by 24.1% owned by Government and 5.3% that are Private Aided.

Figure 126: Type of Colleges – RAJ

Types of Colleges

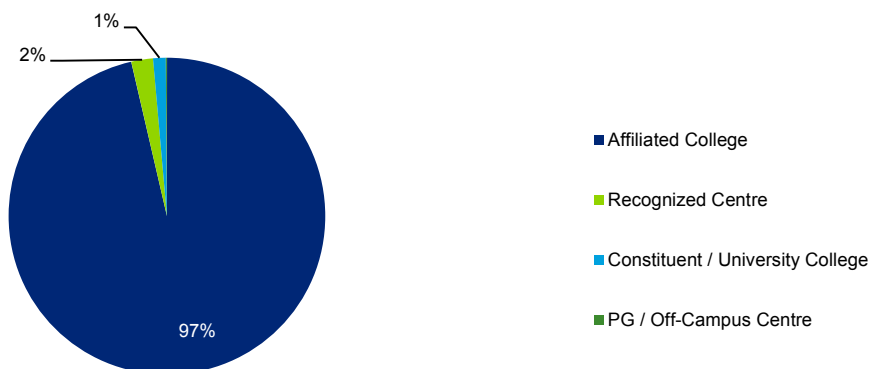


Table 110: Management of Colleges - RAJ

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	5.3%	7.2%	975
Private Unaided	70.5%	33.2%	341
Government	24.1%	59.6%	1791

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In RAJ, there are 552 such stand-alone institutions and the total enrolment in these is estimated to be around 1.11 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 14.62 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 (87.3%) is at under-graduate level, followed by post-graduate (8.9%) and Diploma (2.5%) with all other levels forming only 1.2%. As can be seen from table 3 above, maximum enrolment share (59.6%) is in Government colleges in the state.

Figure 127: State-wise Enrolment through Regular Mode at various levels - RAJ

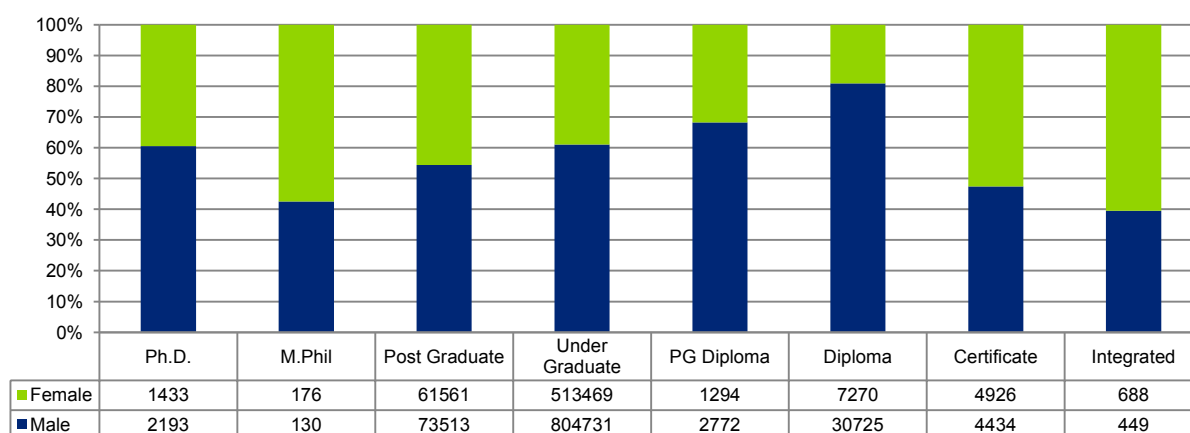
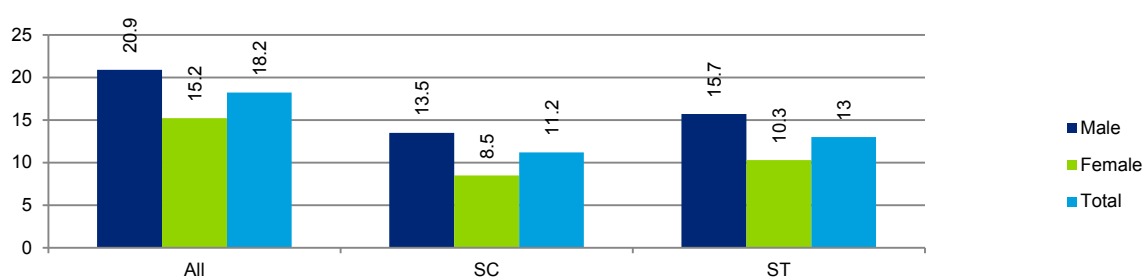


Figure 128: GER for All, SC & ST - RAJ



By Gender: In terms of gender, enrolment is skewed as 60.9% comprises males, while only 39.1% of the enrolment is females, indicating significant gender disparity. The GER for males (20.9) is higher than GER for females (15.2), resulting in the gender parity index of just 0.72 (which is lesser than 0.86 at all-India level). **In terms of overall GER, RAJ ranks 9th** among all major states in India.

By Social Group: The GER of SCs (11.2) and STs (13) is lower than the state GER of 18.2. As can be seen from Table 5 on Gender and Social representation, the share of student enrolment across all backward groups in RAJ is lesser than their proportionate share in population.

Faculty and Staff

Table 111: Key Faculty & Staff Indicators - RAJ

Key Indicators	RAJ	INDIA
Pupil Teacher Ratio (PTR)	22.0	15.1
Teachers per College	32.9	46.4
Non-teaching staff per College	25.7	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in RAJ at 22 students per teacher is worse than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in RAJ is estimated to be 0.80 lakhs and 0.62 lakhs, respectively** (extrapolating data available for 29.3% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (32.9) and non-teaching staff per college (25.7) are lesser than the corresponding all-India levels as shown in table 4.

Figure 129: Post-wise share of teaching staff - RAJ



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **77% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 12% of Professors & Equivalent 7% of Readers/ Associate Professors and 4% are temporary staff.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, Table 5 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.

Table 112: 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%	19.20%	13%	47.50%	7.90%	1.12%
Share of Enrolment	60.9%	39.1%	10.4%	8.3%	30.9%	2.0%	0.4%
Share of teaching staff	64.8%	35.2%	5.8%	3.2%	17.8%	2.1%	0.5%
Share of non-teaching staff	86.3%	13.7%	11.8%	5.5%	24.3%	1.8%	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;

Sikkim (SIK)

Key Indicators

Table 113: Key Indicators – SIK

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	6.1	3.2	2.9
Literacy Rate (2011)	81.4	86.6	66.4
Pop. in 18-23 age group (lakhs), 2011	0.8	0.4	0.4
Share to total state pop. (%)	(13.2%)	(12.9%)	(13.5%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.1%	0.1%	0.1%
Sex ratio (2011)	890		
Gross Enrollment Ratio (2011)	24.2	26	22.2
Share of Graduates & above in total state population (2010)	6.9	9.2	4.1

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 and Union territories in India** with 6 Universities. SIK has 1% of all Universities in the country.

Figure 130: Universities by Type - SIK

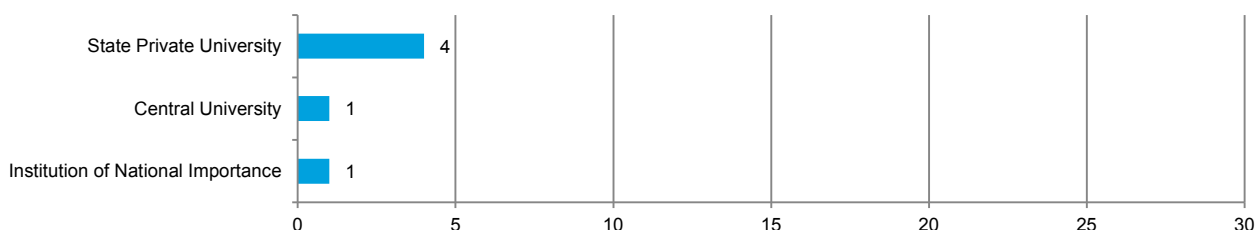


Figure 131: Universities by Specialization - SIK

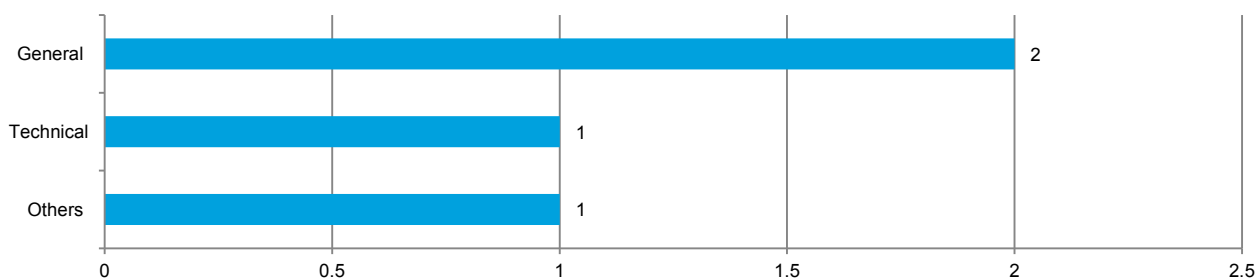


Figure 2 reflects the break-up of number of universities in SIK³¹ on the basis of specialization. Sikkim has no Agricultural, Medical, Law and Veterinary Universities.

Table 114: 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	814	448
Total estimated enrolment (Lakhs)	0.12	0.02

SIK with 11 colleges has a share of 0.03% of all colleges in India and **ranks #31 in terms of total colleges in any state in India**. In terms of access, SIK has a low **concentration of 14** colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, SIK (814) is **higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in SIK is around 0.12 lakhs.

Out of the total colleges in the state, 62% are affiliated to Universities, and the remaining 38% are constituent/university colleges. In terms of management, SIK colleges are dominated by Government colleges, forming 55.6% of all colleges in the state the remaining 44.4% owned by Private Unaided.

Figure 132: Type of Colleges - SIK

Types of Colleges

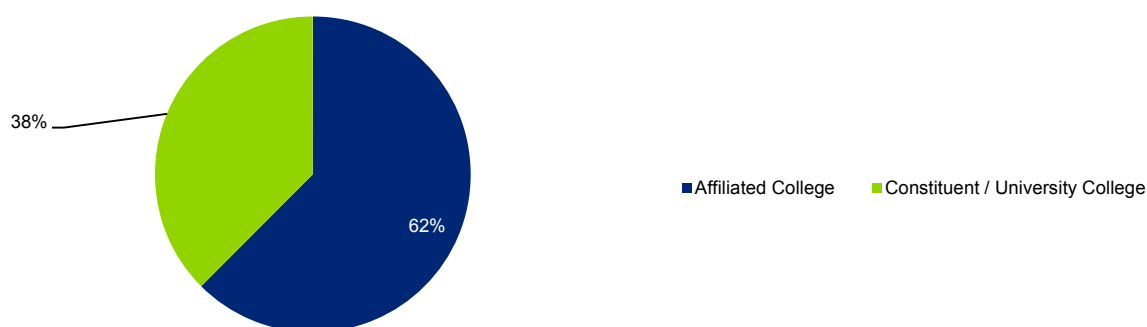


Table 115: Management of Colleges - SIK

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	0.0%	0.0%	0
Private Unaided	44.4%	9.3%	171
Government	55.6%	90.7%	1329

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

In SIK, there are 5 such stand-alone institutions and the total enrolment in these is estimated to be around 0.02 lakhs.

³¹ Data available for 4 universities only.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.12 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 (68.2%) is at under-graduate level, followed by post-graduate (26%) and Diploma (4.8%), with all other levels forming only 1.1%. As can be seen from above, maximum enrolment share (90.7%) is in Government colleges in the state.

Figure 133: State-wise Enrolment through Regular Mode at various levels - SIK

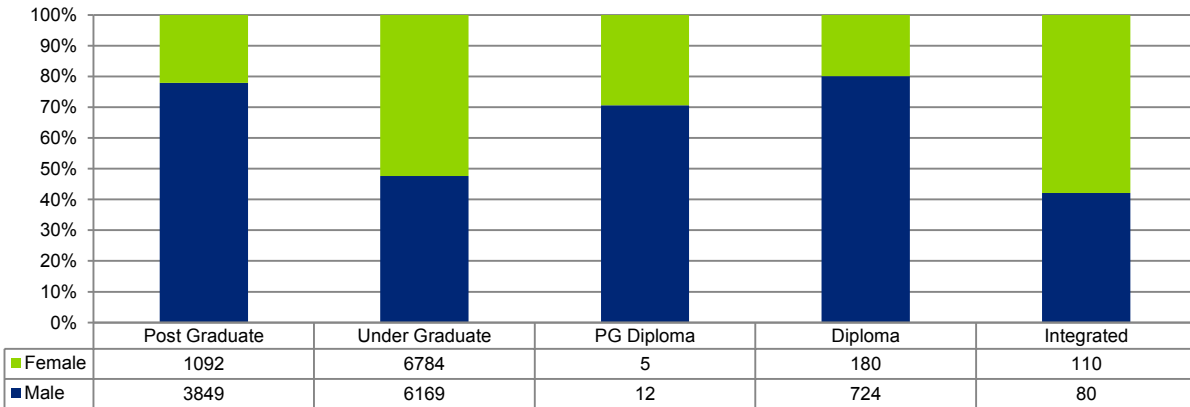
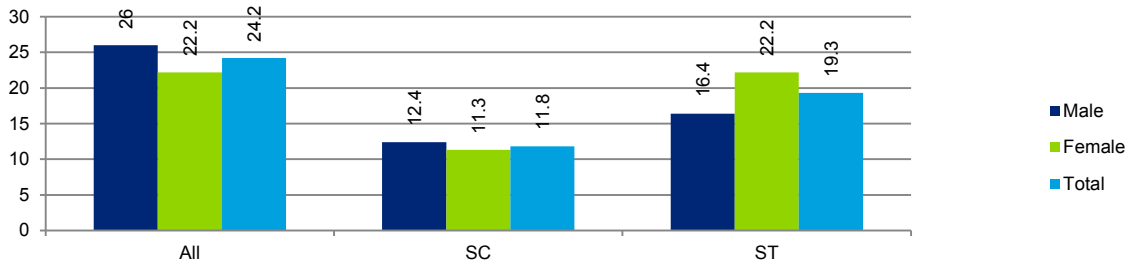


Figure 134: GER for All, SC & ST - SIK



By Gender: In terms of gender, enrolment is skewed as 57% comprises males, while only 43% of the enrolment is females, indicating significant gender disparity. The GER for males (26) is higher than GER for females (22.2), resulting in the gender parity index of 0.85 (which is almost equal to 0.86 at all-India level). **In terms of overall GER, SIK ranks 13th** among all states in India.

By Social Group: The GER of SCs (11.8) and STs (19.3) is lower than the state GER of 24.2. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.91, it is much higher in case of STs (1.35). As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except Muslims is lesser than their proportionate share in population in the state.

Faculty and Staff

Table 116: Key Faculty & Staff Indicators - SIK

Key Indicators	SIK	INDIA
Pupil Teacher Ratio (PTR)	9.4	15.1
Teachers per College	86.6	46.4
Non-teaching staff per College	111.3	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in SIK at 9.4 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 SIK is estimated to be 0.01 lakhs and 0.01 lakhs, respectively** (extrapolating data available for 81.8% colleges in state). Given the small number of colleges in the state, the number of teachers per college (86.6) and non-teaching staff per college (111.3) are sufficient and much greater than the corresponding all-India levels as shown in table 4.

Figure 135: Post-wise share of teaching staff - SIK



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **63% of the teaching posts are at level of Lecturer/ Assistant professor, followed by 12% of Readers/ Associate Professors**, and almost equal numbers and Professors, Temporary staff and Demonstrator/Tutor level.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 5 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.

Table 117: 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%	8.10%	36%	43.20%	1.10%	31.61%
Share of Enrolment	57.0%	43.0%	2.5%	16.0%	16.1%	1.1%	11.6%
Share of teaching staff	60.2%	39.8%	1.9%	20.4%	14.8%	0.6%	6.5%
Share of non-teaching staff	65.0%	35.0%	7.7%	17.2%	21.2%	0.0%	1.4%

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;

Tamil Nadu (TN)

Key Indicators

Table 118: Key Indicators – TN

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	721.5	361.4	360.1
Literacy Rate (2011)	80.1 %	86.8 %	73.1 %
Pop. in 18-23 age group (lakhs), 2011	77.7	38.8	38.9
Share to total state pop. (%)	(10.8%)	(10.7%)	(10.8%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	5.5%	5.3%	5.8%
Sex ratio (2011)	996		
Gross Enrollment Ratio (2011)	32.9	36.5	29.1
Share of Graduates & above in total state population (2010)	8%	9.7%	6.5%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 First among all states in India** with 59 Universities followed by Uttar Pradesh (56) and Andhra Pradesh (46) on total of number of Universities. The state also **rankes second on number of State public universities** with 23 Universities followed by Andhra Pradesh (30). TN has 9.5% of all Universities in the country.

Figure 136: Universities by Type - TN

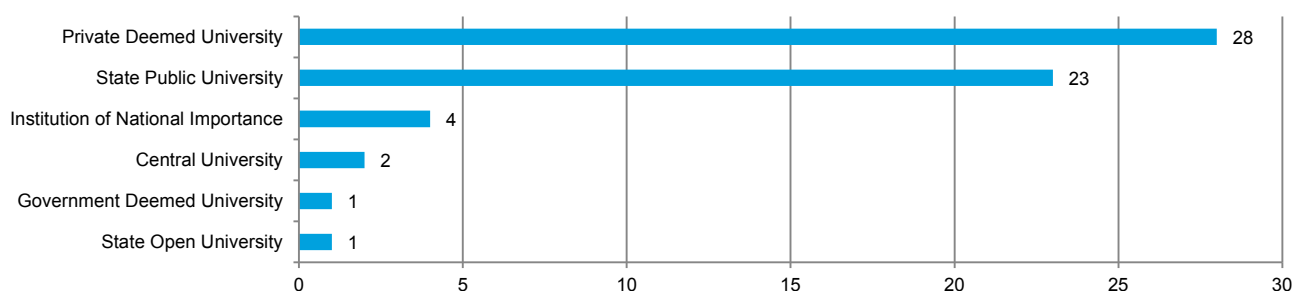


Figure 137: Universities by Specialization - TN

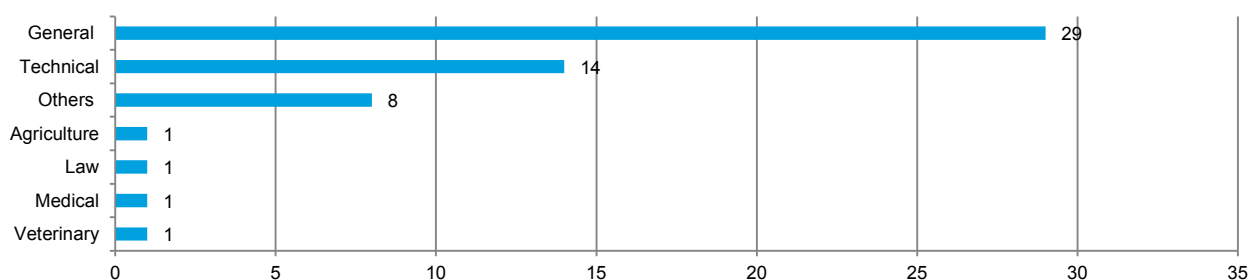


Figure 2 reflects the break-up of number of universities in TN³² on the basis of specialization. The **state also ranks First highest on number of Technical Universities** with 14 Universities followed by AP & MP with 6 Technical Universities each.

Table 119: College & Institution Indicators - TN

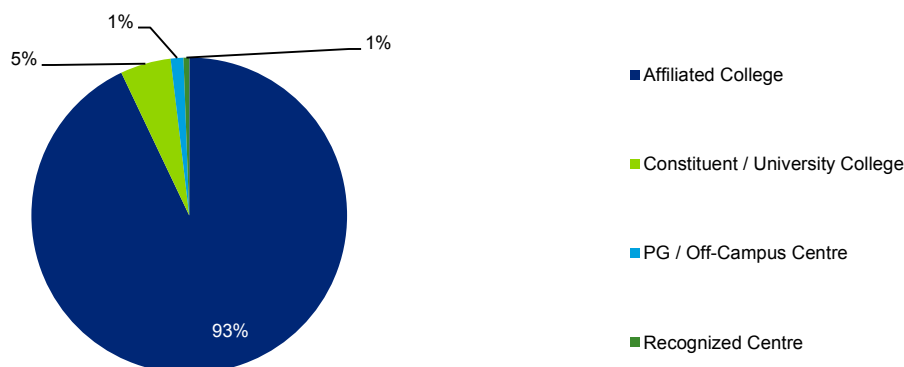
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	1985	1460
Colleges per lakh population (18-23 yrs)	27	-
Average enrollment per college/ institution	574	517
Total estimated enrolment (Lakhs)	18	7.55

TN with 1,985 colleges has a share of 6.02% of all colleges in India and **ranks #7 in terms of total colleges in any state in India**. TN has **average** access with 27 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. However in comparison to major states this number could still be improved. In terms of average enrolment per college, TN (574) is **significantly lesser than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in TN is around 18 lakhs.

Out of the total colleges in the state, 93% are affiliated to Universities, and the remaining are 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 88.5% of all colleges in the state, followed by 5.8% owned by Government and 5.6% that are private aided.

Figure 138: Type of Colleges - TN

Types of Colleges



³² Data available for 55 universities only.

Table 120: Management of Colleges - TN

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	5.6%	11.5%	1170
Private Unaided	88.5%	78.8%	511
Government	5.8%	9.7%	954

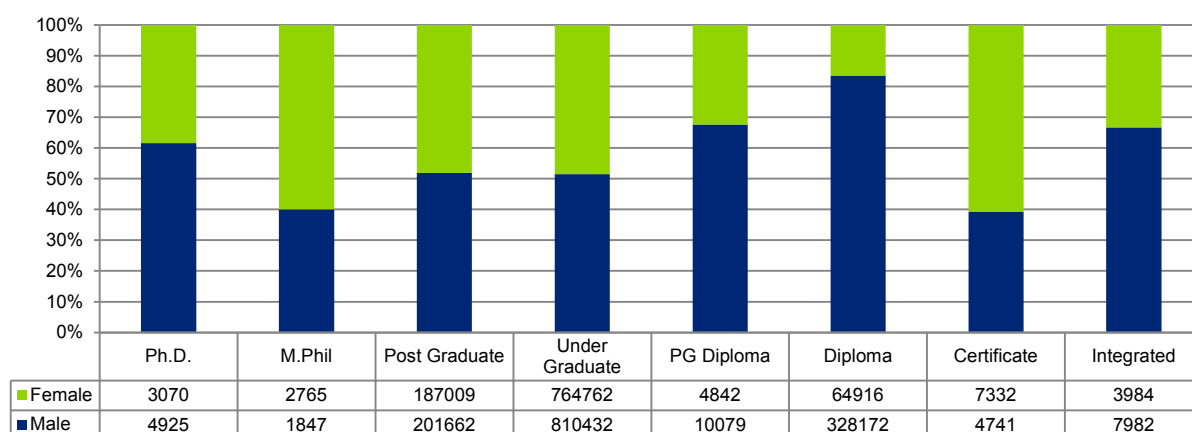
* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: There are 1460 stand-alone institutions in the state and the total enrolment in these is estimated to be around 7.55 lakhs.

Student Enrolment

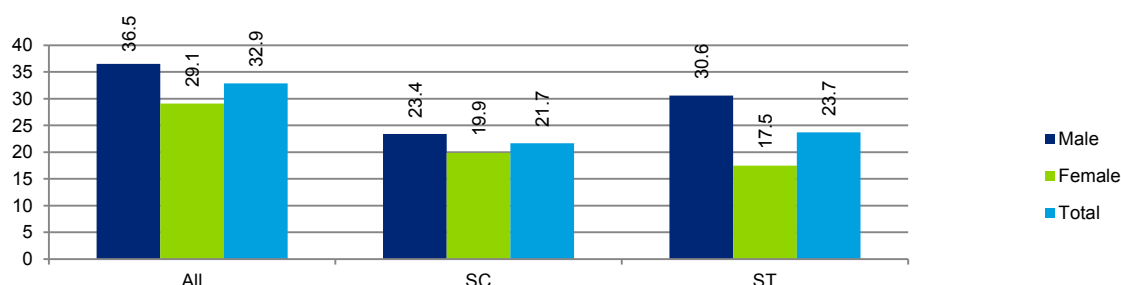
By Level: The state-wise Enrolment through Regular Mode at various levels is 18 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (65.4%) is at under-graduate level, followed by Diploma (16.3%) and post-graduate (16.1%), with all other levels forming only 2.1%. As can be seen from table above, maximum enrolment share (78.8%) is in private unaided colleges in the state.

Figure 139: State-wise Enrolment through Regular Mode at various levels - TN



Foreign Students: Tamil Nadu is reported to have around 2,400 foreign students, which constitutes around 8.66% of total foreign students studying in India. **It is the fourth highest amongst all states in attracting foreign students.**

Figure 140: GER for All, SC & ST - TN



By Gender: In terms of gender, enrolment is skewed as 56.9% comprises males, while only 43.1% of the enrolment is females, indicating significant gender disparity. The GER for males (36.5) is much higher than GER for females (29.1), **In terms of overall GER, TN ranks 1st** among all major states in India.

By Social Group: The GER of SCs (21.7) and STs (23.7) is lower than the state GER of 32.9. As can be seen from Table 5 below on Gender and Social representation, the share of student enrolment across backward groups is lesser than their proportionate share in population except for Muslims.

Faculty and Staff

Table 121: Key Faculty & Staff Indicators - TN

Key Indicators	TN	INDIA
Pupil Teacher Ratio (PTR)	7	15.1
Teachers per College	82.5	46.4
Non-teaching staff per College	58.7	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

Figure 141: Post-wise share of teaching staff - TN



The PTR of colleges in TN at 7 students per teacher is much better than the all India average of 15.1. TN has the healthiest PTR compared to other states in the country. **Total number of teaching staff and non-teaching staff in all colleges in TN is estimated to be 1.64 lakhs and 1.16 lakhs, respectively** (extrapolating data available for 51.9 colleges in state). TN also has almost double number of teachers per college (82.5) compared to All India figures (46.4) and non-teaching staff per college (58.7) is also much higher than the corresponding all-India levels (37.3) as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **78% 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 demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, Table 5 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, ST (teaching staff), SC, OBC and Muslim 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.

Table 122: Student, Faculty and Staff - Gender and Social representation - TN

Indicator	Male	Female	SC	ST	OBC	Muslim
Share of Population	50.1%	49.9%	22.8%	0.8%	70.7%	5%
Share of Enrolment	56.9%	43.1%	12.7%	0.7%	51.2%	6.4%
Share of teaching staff	59.7%	40.3%	7.6%	0.3%	55.9%	1.5%
Share of non-teaching staff	69.4%	30.6%	13.7%	0.8%	55.3%	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;

Tripura (TRI)

Key Indicators

Table 123: Key Indicators – TRI

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	36.7	18.7	18.0
Literacy Rate (2011)	87.2	91.5	79.0
Pop. in 18-23 age group (lakhs), 2011	4.5	2.2	2.3
Share to total state pop. (%)	(12.2%)	(11.8%)	(12.7%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.3%	0.3%	0.3%
Sex ratio (2011)	960		
Gross Enrollment Ratio (2011)	13.6	16	11
Share of Graduates & above in total state population (2010)	4.4	5.7	3.1

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 alongside. **Tripura ranks 26th among all states and Union territories in India on total number of Universities** with 3 Universities. TRI has 0.5% of all Universities in the country.

Figure 142: Universities by Type - TRI

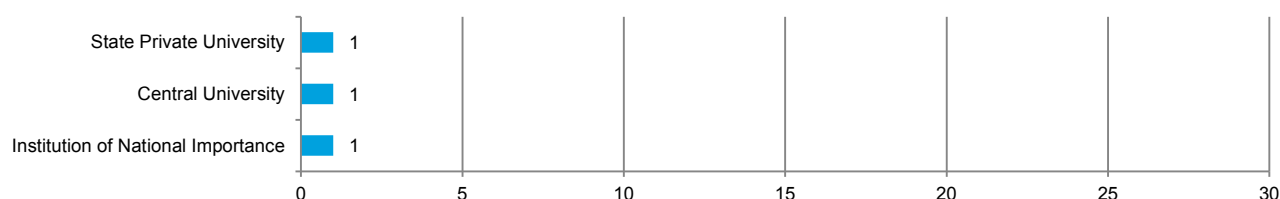


Figure 2 reflects the break-up of number of universities in TRI on the basis of specialization. Tripura has no Agricultural, Medical, Law and Veterinary Universities.

Figure 143: Universities by Specialization - TRI

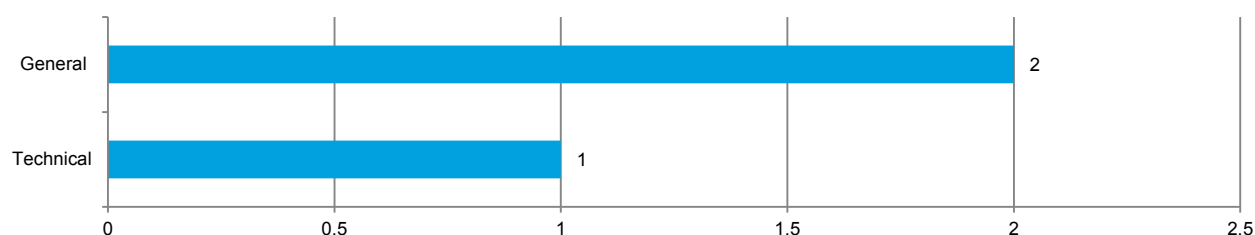


Table 124: College & Institution Indicators - TRI

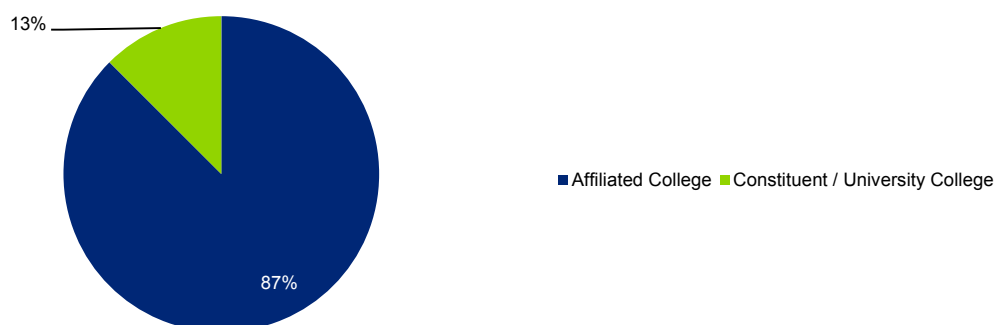
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	36	10
Colleges per lakh population (18-23 yrs)	8	-
Average enrollment per college/ institution	1086	142
Total estimated enrolment (Lakhs)	0.42	0.01

TRI with 36 colleges has a share of 0.11% of all colleges in India and **ranks #27 in terms of total colleges in any state in India**. In terms of access, TRI has **amongst the lowest concentration amongst the states** with 8 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, TRI (1086) is **significantly higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in TRI is around 0.42 lakhs.

Out of the total colleges in the state, 87% are affiliated to Universities and the remaining 13% comprise of constituent/university colleges. In terms of management, TRI colleges are dominated by the Government colleges, forming 85.7% of all colleges in the state, followed by 11.4% owned by Private Unaided and 2.9% that are private aided.

Figure 144: Type of Colleges – TRI

Types of Colleges

**Table 125: Management of Colleges - TRI**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	2.9%	1.3%	497
Private Unaided	11.4%	3.0%	283
Government	85.7%	95.7%	1212

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

In TRI, there are 10 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 0.42 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 (71.5%) is at under-graduate level, followed by post-graduate (22.1%) and Diploma (5.4%), with all other levels forming only 1.1%. As can be seen from table above, maximum enrolment share (95.7%) is in Government colleges in the state.

Figure 145: State-wise Enrolment through Regular Mode at various levels - TRI

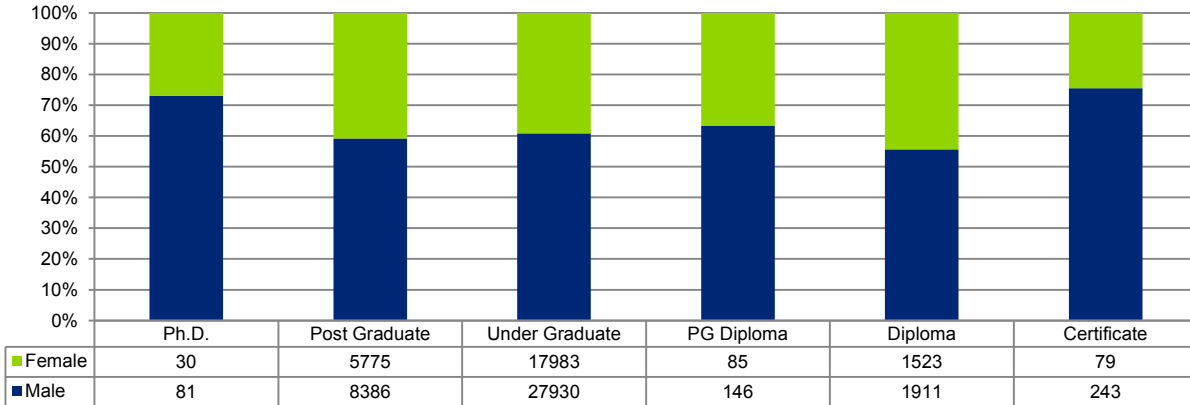
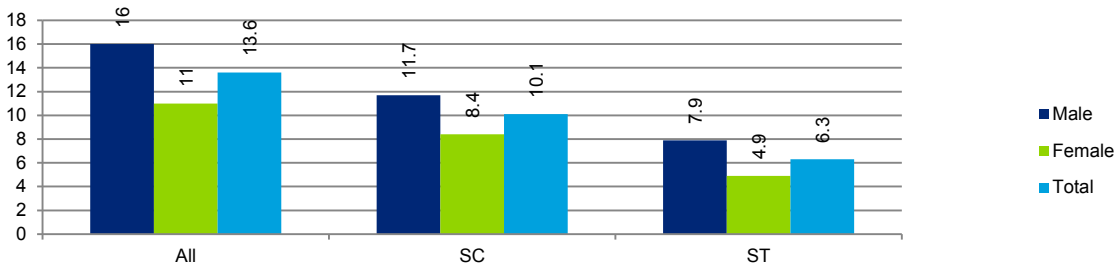


Figure 146: GER for All, SC & ST - TRI



By Gender: In terms of gender, enrolment is skewed as 60.3% comprises males, while only 39.7% of the enrolment is females, indicating significant gender disparity. The GER for males (16) is much higher than GER for females (11), resulting in the gender parity index of just 0.69 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, TRI ranks 25th** among all major states in India.

By Social Group: The GER of SCs (10.1) and STs (6.3) 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 0.71, but it is much lower in case of STs (0.61). As can be seen from table 5 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.

Faculty and Staff

Table 126: Key Faculty & Staff Indicators - TRI

Key Indicators	TRI	INDIA
Pupil Teacher Ratio (PTR)	18.2	15.1
Teachers per College	59.5	46.4
Non-teaching staff per College	73.0	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in TRI at 18.2 students per teacher is worse than the all India average of 15.1. **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 97.2% colleges in state). Given the small number of colleges in the state, the number of teachers per college (59.5) and non-teaching staff per college (73.0) seem sufficient and are higher than the corresponding all-India levels as shown in table 4.

Figure 147: Post-wise share of teaching staff - TRI



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **53% of the teaching posts are at level of Lecturer/ Assistant professor, Followed by 16% of temporary teachers** and almost equal numbers of Professors & Demonstrators / Tutor level. Around 8% 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 5 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 5 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,

Table 127: 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%	18.60%	30.10%	20.90%	9.20%	3.89%
Share of Enrolment	60.3%	39.7%	13.7%	13.6%	7.1%	3.9%	1.1%
Share of teaching staff	64.8%	35.2%	10.1%	7.1%	3.6%	0.9%	0.1%
Share of non-teaching staff	64.6%	35.4%	14.8%	15.0%	4.3%	0.6%	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;

Uttarakhand (UKT)

Key Indicators

Table 128: Key Indicators – UKT

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	100.9	51.4	49.5
Literacy Rate (2011)	78.8	87.4	67.1
Pop. in 18-23 age group (lakhs), 2011 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. (2011)	0.9%	0.9%	0.9%
Sex ratio (2011)	963		
Gross Enrollment Ratio (2011)	27.8	26.1	29.6
Share of Graduates & above in total state population (2010)	9	9.4	8.6

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 13th highest among all states and Union Territories in India on total number of Universities** with 18 Universities. UKT has 2.9% of all Universities in the country.

Figure 148: Universities by Type – UKT

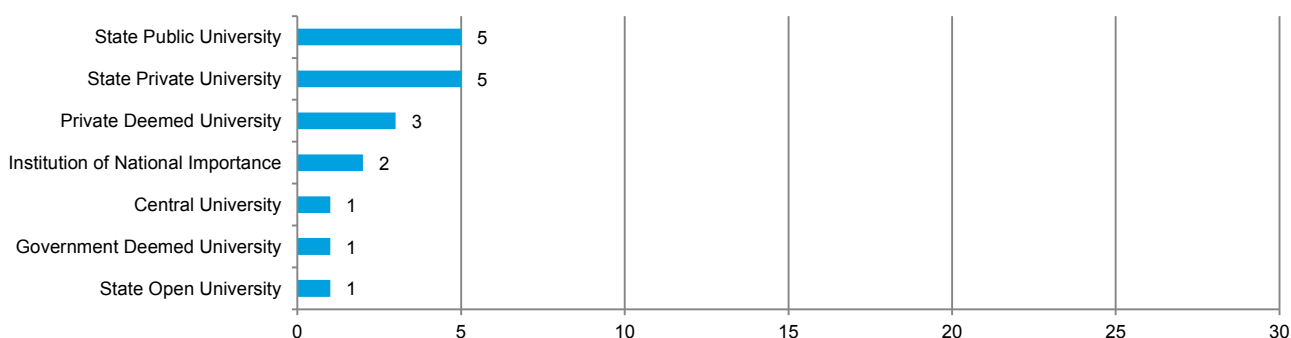


Figure 2 reflects the break-up of number of universities in UKT³³ on the basis of specialization. Uttarakhand has no Law and Veterinary Universities.

Figure 149: Universities by Specialization - UKT

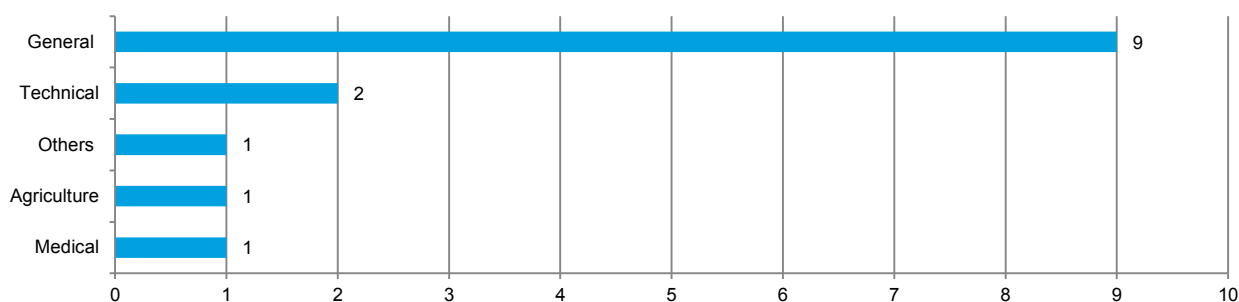
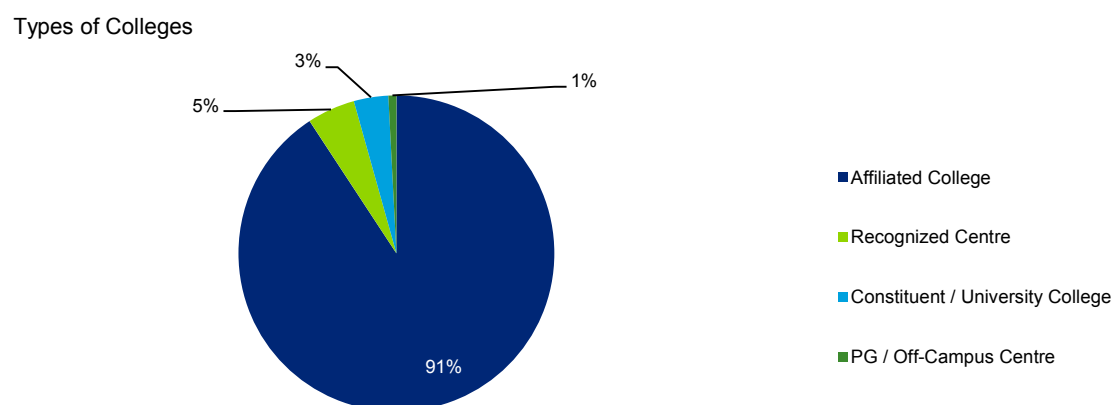


Table 129: College & Institution Indicators - UKT

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	346	99
Colleges per lakh population (18-23 yrs)	28	-
Average enrollment per college/ institution	1224	262
Total estimated enrolment (Lakhs)	3.28	0.26

UKT with 346 colleges has a share of 1.05% of all colleges in India and **ranks #17 in terms of total colleges in any state in India**. In terms of access, UKT has **higher concentration of 28 colleges** per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, UKT (1224) is **significantly higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in UKT is around 3.28 lakhs.

Out of the total colleges in the state, 91% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, UKT colleges are dominated by the Government colleges, forming 49.7% of all colleges in the state, followed by 43% owned by Private Unaided and 7.3% that are private aided.

Figure 150: Type of Colleges – UKT**Table 130: Management of Colleges - UKT**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	7.3%	26.0%	4376
Private Unaided	43.0%	15.9%	452
Government	49.7%	58.1%	1413

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions: In UKT, there are 99 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 3.28 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 (77.2%) is at under-graduate level, followed by post-graduate (16.4%) and Diploma (4.5%), with all other levels forming only 2.3%. As can be seen from table above, maximum enrolment share (58.1%) is in Government colleges in the state.

Figure 151: State-wise Enrolment through Regular Mode at various levels - UKT

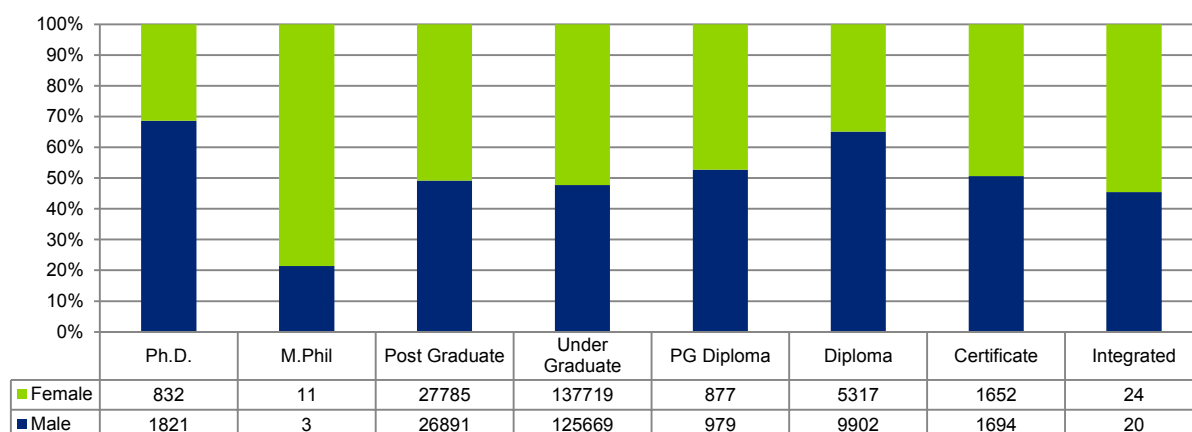
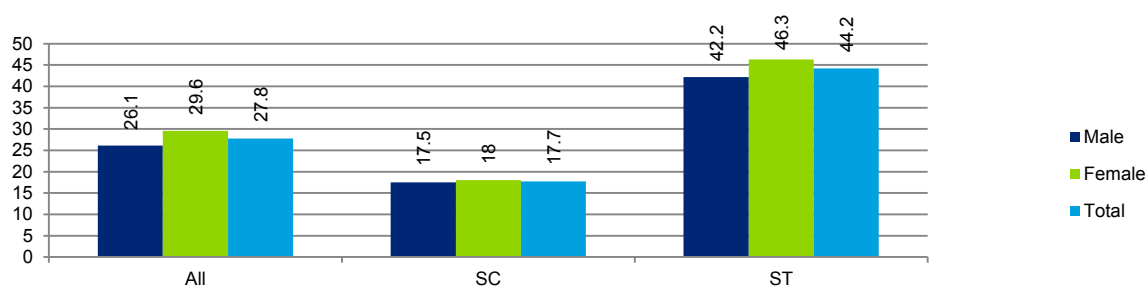


Figure 152: GER for All, SC & ST - UKT



By Gender: In terms of gender, enrolment is almost equal as 48.9% comprises males, while 51.1% of the enrolment is females, indicating not much gender disparity. The GER for males (26.1) is much higher than GER for females (29.6), resulting in the gender parity index of 1.13 (which is higher as compared to 0.86 at all-India level). **In terms of overall GER, UKT ranks 8th among all states in India.**

By Social Group: The GER of SCs (17.7) is lower than the state GER of 27.8. The gender parity Index for SC is 1.03, and in case of STs (1.1). As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups expect ST is lesser than their proportionate share in population in the state.

Faculty and Staff

Table 131: Key Faculty & Staff Indicators - UKT

Key Indicators	UKT	INDIA
Pupil Teacher Ratio (PTR)	22.6	15.1
Teachers per College	54.0	46.4
Non-teaching staff per College	58.7	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in UKT at 22.6 students per teacher is worse than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in UKT is estimated to be 0.19 lakhs and 0.2 lakhs, respectively** (extrapolating data available for 47.7% colleges in state). Given the number of colleges in the state, the number of teachers per college (54.0) and non-teaching staff per college (58.7) seem sufficient and are higher than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **49% of the teaching**

posts are at level of Lecturer/ Assistant professor and almost equal numbers of Readers/ Associate Professors, temporary teachers and Professors. Around 8% of the staff is Demonstrator / Tutor level.

Figure 153: Post-wise share of teaching staff - UKT



In terms of representation of various social groups and gender in the teaching and non-teaching staff, table 5 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.

Table 132: Student, Faculty and Staff - Gender and Social representation - UKT

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.9%	49.1%	20.70%	2.50%	22.40%	18.80%	1.45%
Share of Enrolment	48.9%	51.1%	10.9%	4.8%	9.8%	2.1%	0.5%
Share of teaching staff	67.0%	33.0%	4.4%	0.6%	5.8%	1.2%	0.6%
Share of non-teaching staff	87.1%	12.9%	11.8%	1.0%	13.6%	1.1%	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;

Uttar Pradesh (UP)

Key Indicators

Table 133: Key Indicators – UP

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	1998.1	1044.8	953.3
Literacy Rate (2011)	67.7%	77.3%	51.4%
Pop. in 18-23 age group (lakhs), 2011	237.2	128.3	108.8
Share to total state pop. (%)	(11.9%)	(12.3%)	(11.4%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	16.9%	17.5%	16.2%
Sex ratio (2011)	912		
Gross Enrollment Ratio (2011)	16.3	15.2	17.4
Share of Graduates & above in total state population (2010)	6.9%	8.3%	5.4%

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 highest among all states in India** with 56 Universities after Tamil Nadu (59) on total of number of Universities. The state **ranks second on number of State public universities** (23) and **number of Private Universities** (14). UP has 9% of all Universities in the country.

Figure 154: Universities by Type - UP

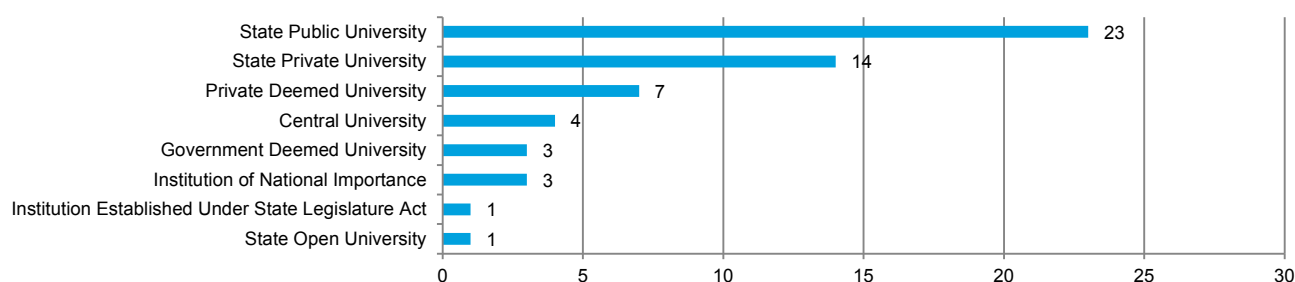


Figure 155: Universities by Specialization - UP

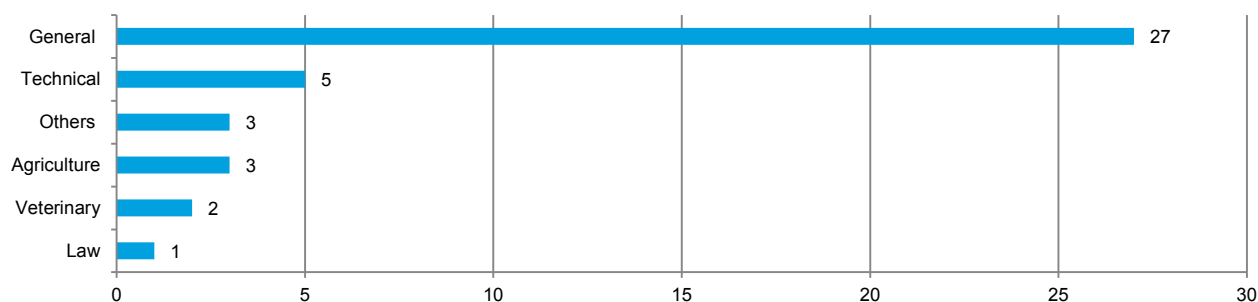


Figure 2 reflects the break-up of number of universities in UP³⁴ on the basis of specialization. Uttar Pradesh **rank** **second highest on number of General Universities** with 27 Universities following Tamil Nadu with (29).

Table 134: College & Institution Indicators - UP

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	4049	618
Colleges per lakh population (18-23 yrs)	17	-
Average enrollment per college/ institution	1351	591
Total estimated enrolment (Lakhs)	37.71	3.65

UP with 4,049 colleges has a share of 12.28% of all colleges in India and **rank #3 in terms of total colleges in any state in India**. However, in terms of access, UP has 17 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, UP (493) is **significantly lesser than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in UP is around 37.71 lakhs.

Out of the total colleges in the state, 94% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, UP colleges are dominated by the Private Unaided colleges, forming 55.4% of all colleges in the state, followed by 24.4% owned by Government and 20.2% that are private aided.

Figure 156: Type of Colleges – UP

Types of Colleges

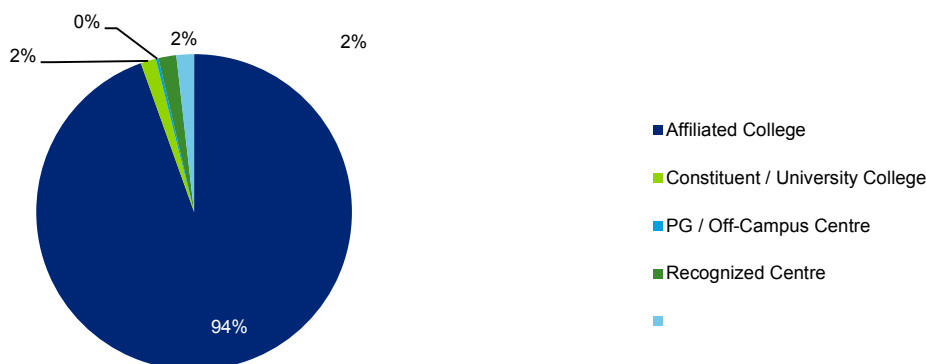


Table 135: Management of Colleges - UP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	20.2%	40.1%	2686
Private Unaided	55.4%	40.8%	994
Government	24.4%	19.2%	1062

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

In UP, there are 618 such stand-alone institutions and the total enrolment in these is estimated to be around 3.65 lakhs.

³⁴ Data available for 41 universities only.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 37.71 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 (89.5%) is at under-graduate level, followed by post-graduate (8.2%), with all other levels forming only 2.4%. As can be seen from table above, enrolment share of private aided (40.1%) and private unaided colleges (40.8%) is close.

Figure 157: State-wise Enrolment through Regular Mode at various levels - UP

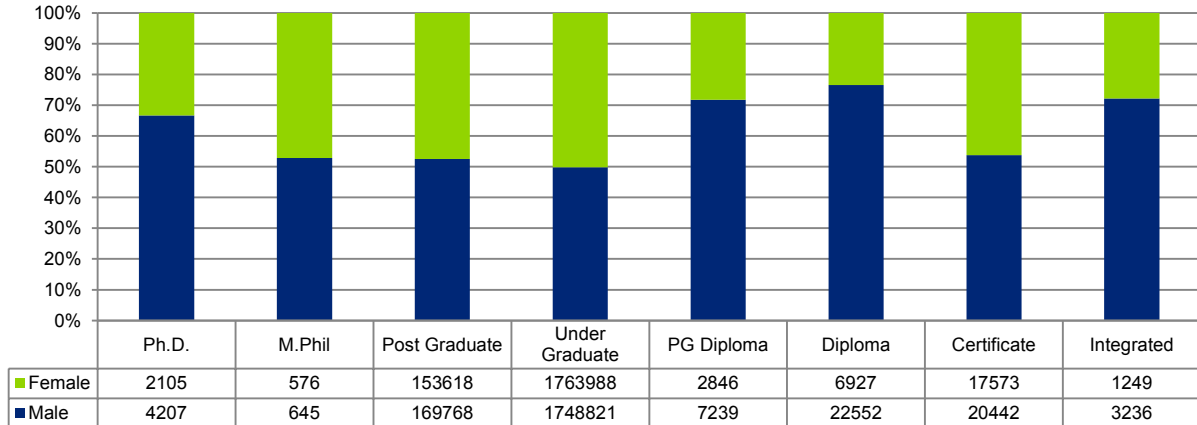
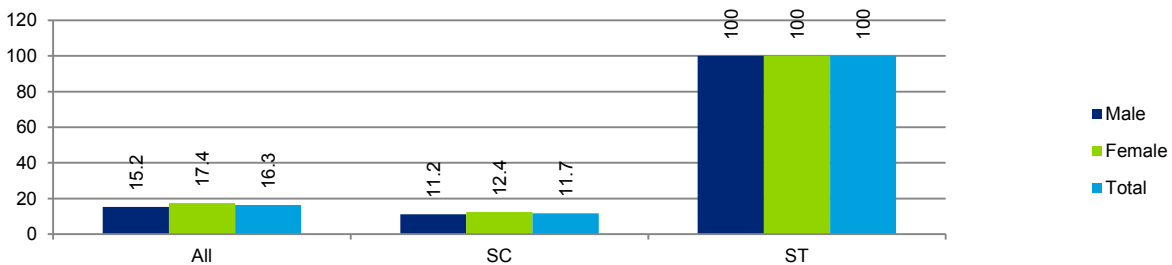


Figure 158: GER for All, SC & ST - UP



Gender: In terms of gender, enrolment of 50.4% comprises males, while 49.6% of the enrolment is females, indicating healthy gender disparity of 1.14. The GER for females (17.4) is higher than GER for males (15.2), resulting in the gender parity index of just 1.13 (which is much higher as compared to 0.86 at all-India level). **In terms of overall GER, UP ranks 11th** among all major states in India.

By Social Group: The GER of SCs (11.7) is lower than the state GER of 16.3. As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except other minorities in UP is lesser than their proportionate share in population.

Faculty and Staff

Table 136: Key Faculty & Staff Indicators - UP

Key Indicators	UP	INDIA
Pupil Teacher Ratio (PTR)	40	15.1
Teachers per College	33.8	46.4
Non-teaching staff per College	45.1	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

The PTR of colleges in UP at 40 students per teacher is far worse than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in UP is estimated to be 1.4 lakhs and 1.8 lakhs, respectively** (extrapolating data available for 22.5% colleges in state). Given the large number of colleges in the state, the number of teachers per college (33.8) is lesser than the corresponding all-India levels and non-teaching staff (45.1) exceeds the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **54% of the teaching posts are at level of Lecturer/ Assistant professor** and almost equal numbers of Readers/ Associate Professors and Professor & Equivalent and Temporary teachers. Around 3% of the staff is Demonstrator.

Figure 159: Post-wise share of teaching staff - UP



In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 5 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, except other minority and STs (non-teaching), in terms of representation compared to their share of population in the state.

Table 137: 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%	0.58%
Share of Enrolment	50.4%	49.6%	14.5%	0.6%	31.7%	6.0%	0.6%
Share of teaching staff	69.2%	30.8%	6.3%	0.3%	16.1%	6.8%	1.4%
Share of non-teaching staff	88.7%	11.3%	12.2%	2.4%	17.7%	3.8%	3.0%

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;

West Bengal (WB)

Key Indicators

Table 138: Key Indicators – WB

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	912.8	468.1	444.7
Literacy Rate (2011)	76.3	81.7	66.6
Pop. in 18-23 age group (lakhs), 2011	109.7	55.4	54.3
Share to total state pop. (%)	(12.0%)	(11.8%)	(12.2%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	7.8%	7.6%	8.1%
Sex ratio (2011)	950		
Gross Enrollment Ratio (2011)	12.4	13.8	10.9
Share of Graduates & above in total state population (2010)	6.3	8	4.5

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 9th highest among all states and union territories in India on total number of Universities** with 26 Universities. WB has 4.2% of all Universities in the country.

Figure 160: Universities by Type - WB

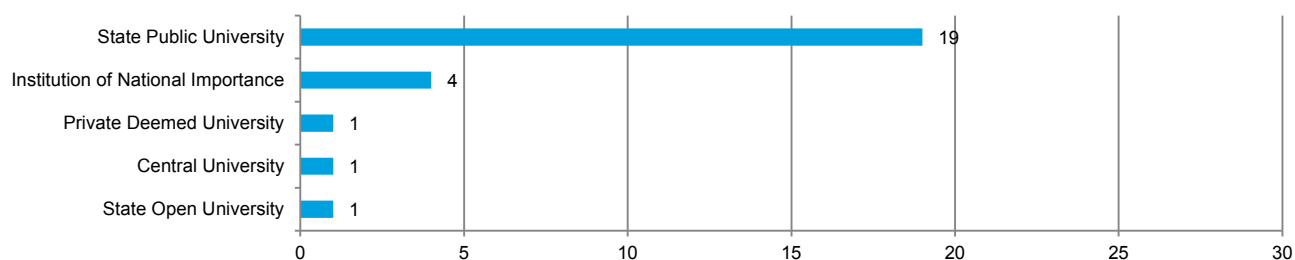


Figure 2 reflects the break-up of number of universities in WB³⁵ on the basis of specialization. West Bengal has no Veterinary Universities.

Figure 161: Universities by Specialization - WB

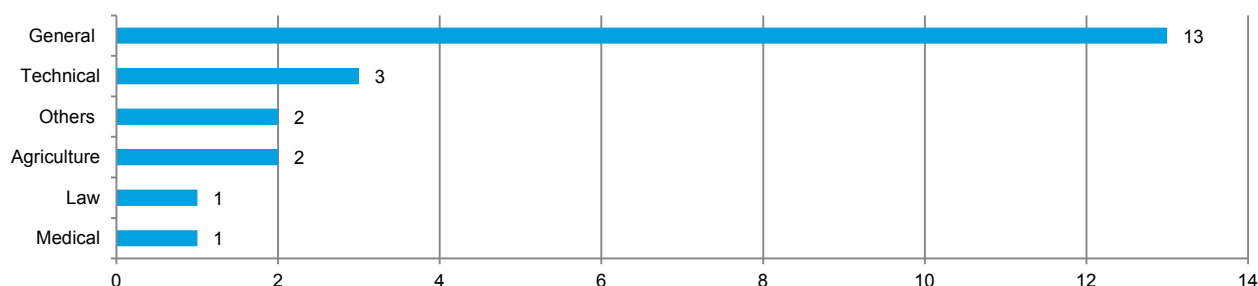


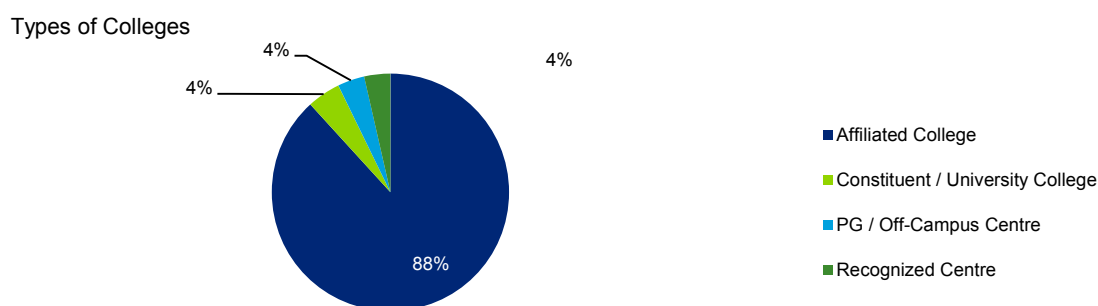
Table 139: College & Institution Indicators - WB

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	857	236
Colleges per lakh population (18-23 yrs)	8	-
Average enrollment per college/ institution	1655	489
Total estimated enrolment (Lakhs)	11.08	1.15

WB with 857 colleges has a share of 2.6% of all colleges in India and **ranks #13 in terms of total colleges in any state in India**. In terms of access, WB has amongst **the lowest concentration among all major states** with 8 colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, WB (1655) is **higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in WB is around 11.08 lakhs.

Out of the total colleges in the state, 88% are affiliated to Universities, and the remaining are 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 40.2% of all colleges in the state, followed by 36.4% owned by Private Unaided and 23.4% that are Private Aided.

Figure 162: Type of Colleges – WB



³⁵ Data available for 22 universities only.

Table 140: Management of Colleges - WB

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	23.4%	34.8%	2463
Private Unaided	36.4%	12.4%	565
Government	40.2%	52.8%	2173

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 11.08 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 (82.2%) is at under-graduate level, followed by post-graduate (15.2%) with all other levels forming only 2.7%. As can be seen from table above, maximum enrolment share (52.8%) is in Government colleges in the state.

Figure 163: State-wise Enrolment through Regular Mode at various levels - WB

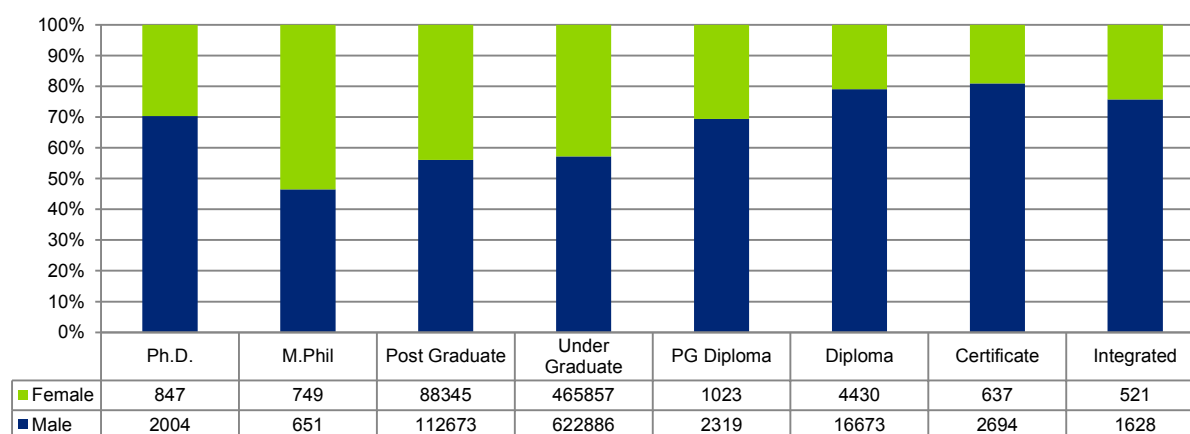
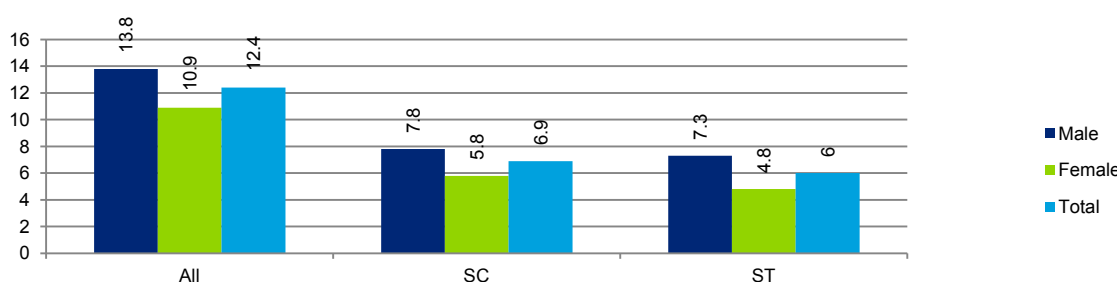


Figure 164: GER for All, SC & ST - WB



By Gender: In terms of gender, enrolment is skewed as 57.5% comprises males, while only 42.5% of the enrolment is females, indicating significant gender disparity. The GER for males (13.8) is higher than GER for females (10.9), resulting in the gender parity index of just 0.79 (which is lower as compared to 0.86 at all-India level). **In terms of overall GER, WB ranks 16th** among all major states in India.

By Social Group: The GER of SCs (6.9) and STs (6) is lower than the state GER of 12.4. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.74, but it is much lower in case of STs (0.66). As can be seen from table 5 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.

Faculty and Staff

Table 141: Key Faculty & Staff Indicators - WB

Key Indicators	WB	INDIA
Pupil Teacher Ratio (PTR)	27.6	15.1
Teachers per College	59.9	46.4
Non-teaching staff per College	56.1	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in WB at 27.6 students per teacher is far worse than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in WB is estimated to be 0.51 lakhs and 0.48 lakhs, respectively** (extrapolating data available for 42.9% colleges in state). The number of teachers per college (59.9) and non-teaching staff per college (56.1) are higher than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **49% of the teaching posts are at level of Lecturer/ Assistant professor** and almost equal numbers of Readers/ Associate Professors, temporary teachers and Professors. Around 6% of the staff is Demonstrator/ Tutor level.

Figure 165: Post-wise share of teaching staff - WB



In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 5 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.

Table 142: 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%	29.20%	5.20%	5.80%	30.60%	1.00%
Share of Enrolment	57.5%	42.5%	12.9%	2.6%	4.4%	13.9%	0.9%
Share of teaching staff	70.4%	29.6%	4.7%	0.6%	1.6%	2.6%	0.2%
Share of non-teaching staff	84.1%	15.9%	9.8%	2.0%	1.9%	2.1%	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;

Andaman & Nicobar Islands (A&N)

Key Indicators

Table 143: Key Indicators – A&N

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	3.8	2.0	1.8
Literacy Rate (2011)	86.6	90.3	71.1
Pop. in 18-23 age group (lakhs), 2011	0.4	0.2	0.2
Share to total state pop. (%)	(11.2%)	(11.0%)	(11.4%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.0%	0.03%	0.03%
Sex ratio (2011)	876		
Gross Enrollment Ratio (2011)	11.4	9.6	13.4
Share of Graduates & above in total state population (2010)	8.6	9.2	8.1

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

Table 1: College & Institution Indicators - A&N

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	6	4
Colleges per lakh population (18-23 yrs)	12	-
Average enrollment per college/ institution	492	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 and **ranks #32 in terms of total colleges in any state/UT in India**. In terms of access, A&N has **low concentration of 12** colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, A&N (492) is **lower than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in A&N is around 0.03 lakhs.

Out of the total colleges in the state, 86% are affiliated to Universities, and the remaining 14% are PG/off campus centres. In terms of management, A&N colleges only have Government colleges as shown in the table below.

Figure 1: Type of Colleges - A&N

Types of Colleges



Table 2: Management of Colleges - A&N

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	0.00%	0.00%	0
Private Unaided	0.00%	0.00%	0
Government	100%	100%	492

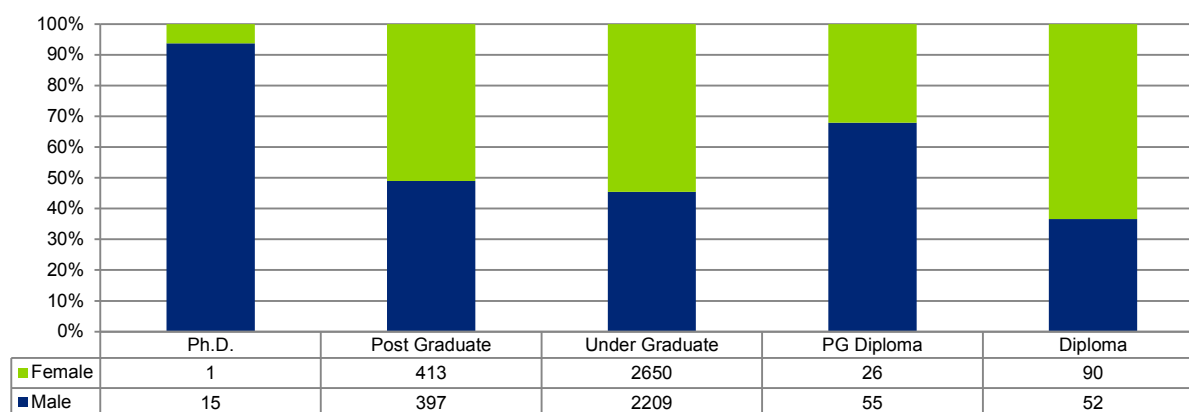
* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

Stand-alone Institutions In A&N, there are 4 stand-alone institutions and the total enrolment in these is estimated to be around 468 students.

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 (82.2%) is at under-graduate level, followed by post-graduate (13.7%) with all other levels forming only 4.1%. As can be seen from table above, maximum enrolment share (100%) is in Government colleges in the state.

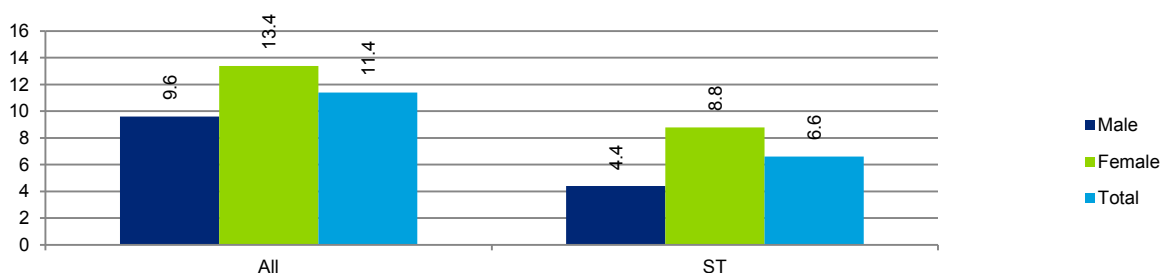
Figure 2: State-wise Enrolment through Regular Mode at various levels - A&N



By Gender: In terms of gender enrolment 46.2% comprises males, while 53.8% of the enrolment is females. The GER for males (9.6) is lower than GER for females (13.4), resulting in the gender parity index of 1.39 (which is much higher than 0.86 at all-India level). **In terms of overall GER, A&N ranks 30th** among all states and UT's in India.

By Social Group: The GER of STs (6.6) is lower than the state GER of 11.4. As can be seen from table 4 below on Gender and Social representation, the share of student enrolment across all backward groups except Muslims is lesser than their proportionate share in population.

Figure 3: GER for All, SC & ST - A&N



Faculty and Staff

Table 3: Key Faculty & Staff Indicators - A&N

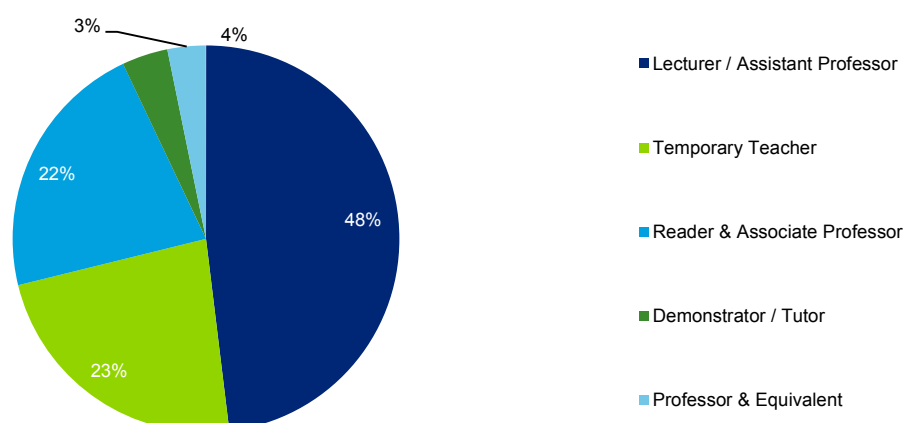
Key Indicators	A&N	INDIA
Pupil Teacher Ratio (PTR)	15.8	15.1
Teachers per College	31.2	46.4
Non-teaching staff per College	38.2	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

The PTR of colleges in A&N at 15.8 students per teacher is almost equal to the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in A&N is estimated to be 188 and 230 members, respectively** (extrapolating data available for 83.3% colleges in state). Given the small number of colleges in Andaman & Nicobar Islands, non-teaching staff per college (38.2) seems good and is higher than the corresponding all-India levels however the number of teachers per college (31.2) is lower than the India levels as shown in table 3.

In terms of the post-wise share of teaching staff, the figure 4 provides the break-up in the state. **48% of the teaching posts are at level of Lecturer/ Assistant professor** followed by almost equal numbers temporary teachers and Readers/ Associate Professors, almost equal levels of Professors and Demonstrator /Tutor Level too.

Figure 4: Post-wise share of teaching staff - A&N



In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 4 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 groups shown in the table except ST (non-teaching) 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.

Table 4: Student, Faculty and Staff - Gender and Social representation - A&N

Indicator	Male	Female	ST	OBC	Muslim	Other Minority
Share of Population	53.3%	46.7%	6.50%	19.10%	8.80%	21.62%
Share of Enrolment	46.2%	53.8%	4.2%	12.1%	15.8%	10.2%
Share of teaching staff	66.7%	33.3%	2.6%	4.5%	4.5%	6.4%
Share of non-teaching staff	75.4%	24.6%	7.3%	1.0%	4.2%	6.8%

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;

Chandigarh (CHD)

Key Indicators

Table 144: Key Indicators – CHD

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	10.6	5.8	4.7
Literacy Rate (2011)	86.1	90.0	64.8
Pop. in 18-23 age group (lakhs), 2011	1.5	0.8	0.6
Share to total state pop. (%)	(13.7%)	(14.3%)	(13.0%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.1%	0.1%	0.1%
Sex ratio (2011)	818		
Gross Enrollment Ratio (2011)	41.4	42.2	40.4
Share of Graduates & above in total state population (2010)	29.3	30.7	27.8

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 26th among all states and Union Territories in India** on total of number of Universities with 3 Universities. CHD has 0.5% of all Universities in the country.

Figure 166: Universities by Type - CHD

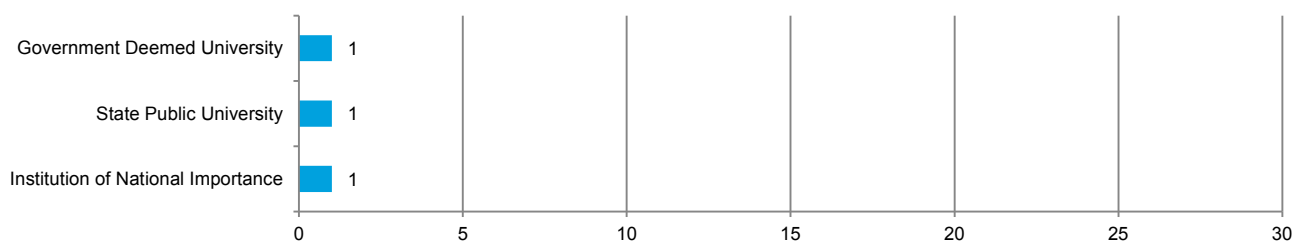


Figure 2 reflects the break-up of number of universities in Chandigarh³⁶ on the basis of specialization. CHD has no Agricultural, Medical, Law and Veterinary Universities.

Figure 167: Universities by Specialization - CHD

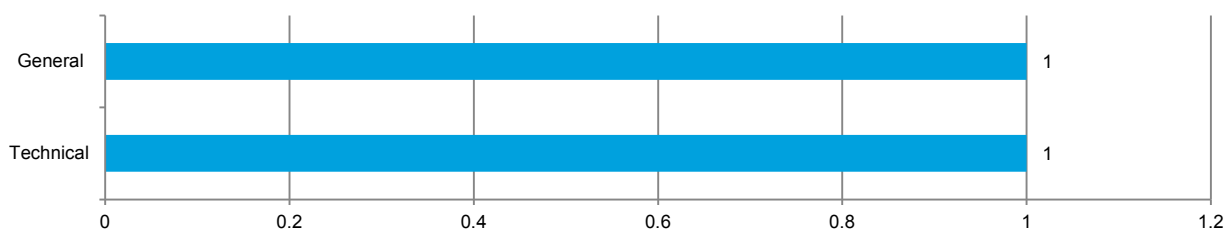


Table 145: College & Institution Indicators - CHD

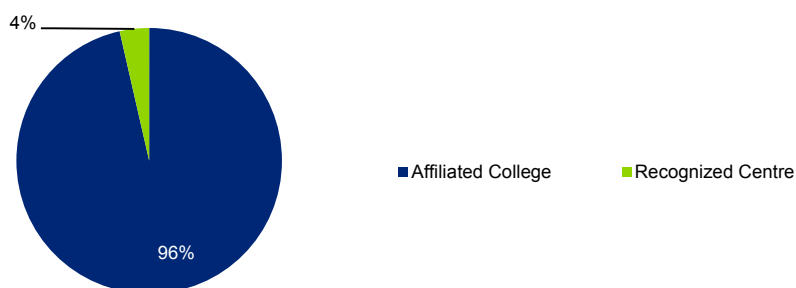
Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	27	5
Colleges per lakh population (18-23 yrs)	18	-
Average enrollment per college/ institution	805	291
Total estimated enrolment (Lakhs)	0.27	0.01

CHD with 27 colleges has a share of 0.08% of all colleges in India and **ranks #29 in terms of total colleges in any state/UT in India**. In terms of access, CHD has **low concentration of 18** colleges per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, CHD (805) is **higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in CHD is around 0.27 lakhs.

Out of the total colleges in the state, 96% are affiliated to Universities, and the remaining are recognized centres. In terms of management, CHD colleges are dominated by Government colleges, forming 69.2% of all colleges in the state, followed by 23.1% owned by Private Aided and 7.7% that are Private Unaided.

Figure 168: Type of Colleges - CHD

Types of Colleges



³⁶ Data available for 2 universities only.

Table 146: Management of Colleges - CHD

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	23.1%	23.6%	823
Private Unaided	7.7%	0.2%	18
Government	69.2%	76.3%	887

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

In CHD, there are 5 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 0.27 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 (59.7%) is at under-graduate level, followed by post-graduate (31.7%) and Diploma (3.6%), with all other levels forming only 5%. As can be seen from table above, maximum enrolment share (76.3%) is in Government colleges in the state.

Figure 169: State-wise Enrolment through Regular Mode at various levels - CHD

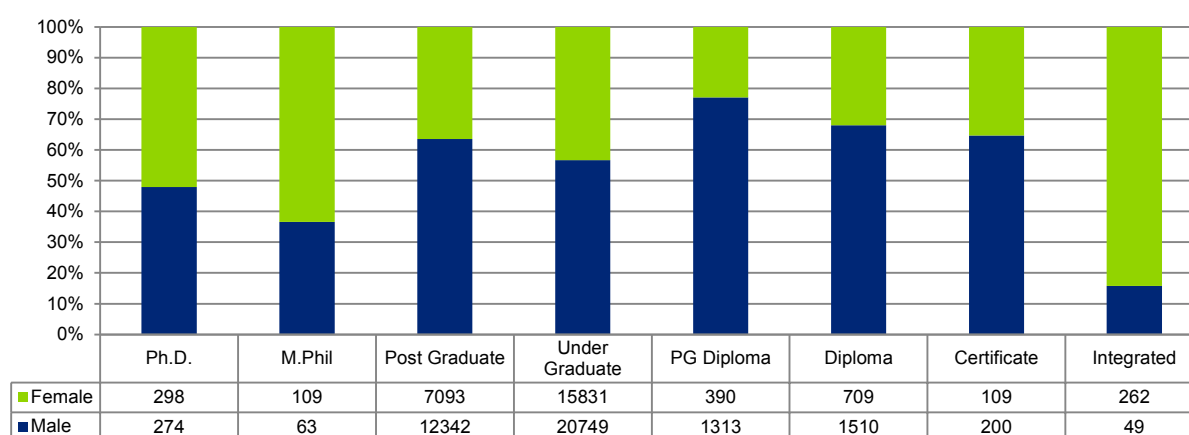
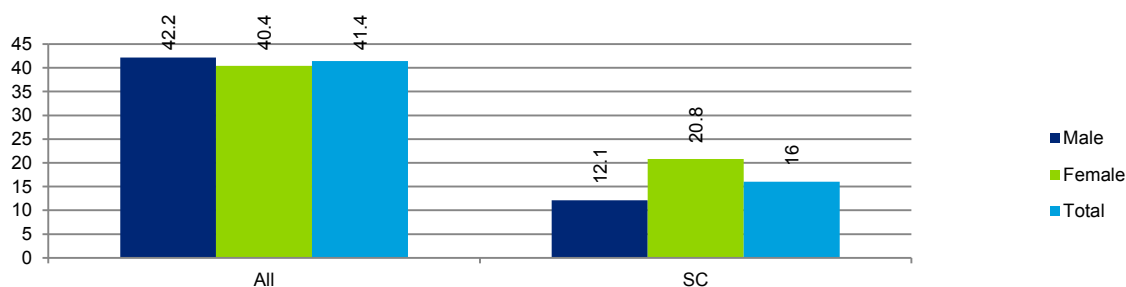


Figure 170: GER for All, SC & ST - CHD



By Gender: In terms of gender, enrolment is skewed as 59.5% comprises males, while only 40.5% of the enrolment is females, indicating gender disparity. The GER for males (42.2) is close to the GER for females (40.4), resulting in low gender parity index of 0.96 (which is higher than 0.86 at all-India level). **In terms of overall GER, CHD ranks 1st** among all states and UTs in India.

By Social Group: The GER of SCs (16) is significantly lower than the state GER of 41.4. As can be seen from table 5 on Gender and Social representation, the share of student enrolment across all backward groups except ST and other minorities in CHD is lesser than their proportionate share in population.

Faculty and Staff

Table 147: Key Faculty & Staff Indicators - CHD

Key Indicators	CHD	INDIA
Pupil Teacher Ratio (PTR)	6.1	15.1
Teachers per College	131.9	46.4
Non-teaching staff per College	266.1	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in CHD at 6.1 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 CHD is estimated to be 0.04 lakhs and 0.07 lakhs, respectively** (extrapolating data available for 48.1% colleges in state). Given the number of colleges in Chandigarh, the number of teachers per college (131.9) and non-teaching staff per college (266.1) is very good and are much higher than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **53% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 27% of Readers/ Associate Professors, and equal numbers of temporary teachers and Professors.

Figure 171: Post-wise share of teaching staff - CHD



In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 5 below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the non-teaching staff in higher education institutes as compared to males. In case of social groups also all groups shown in the table except SC (teaching staff), ST (teaching staff) 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 148: 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%	19.80%	0.20%	15.20%	4.30%	13.55%
Share of Enrolment	59.5%	40.5%	6.5%	1.1%	2.4%	0.9%	20.7%
Share of teaching staff	43.6%	56.4%	8.3%	0.3%	4.0%	0.1%	5.5%
Share of non-teaching staff	93.0%	7.0%	21.5%	0.1%	1.2%	0.1%	3.8%

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;

Daman & Diu (D&D)

Key Indicators

Table 149: Key Indicators – D&D

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	2.4	1.5	0.9
Literacy Rate (2011)	87.1	91.5	46.4
Pop. in 18-23 age group (lakhs), 2011	0.5	0.3	0.2
Share to total state pop. (%)	(18.9%)	(22.5%)	(13.1%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.03%	0.05%	0.02%
Sex ratio (2011)	618		
Gross Enrollment Ratio (2011)	3.5	2.7	5.6
Share of Graduates & above in total state population (2010)	5.8	5.7	6

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; Status of Education & Vocational Training in India, NSSO 66th Round, 2010

Education Infrastructure

Table 1: College & Institution Indicators - D&D

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	3	4
Colleges per lakh population (18-23 yrs)	7	-
Average enrollment per college/ institution	271	375
Total estimated enrolment (Lakhs)	0.02	0.02

D&D with 3 colleges has a share of 0.01% of all colleges in India and **rank #34 in terms of total colleges in any state/UT in India**. In terms of access, D&D has **low concentration of 7 colleges per lakh population** as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, D&D (271) is **much lower than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in D&D is around 0.02 lakhs.

In D&D all the colleges are affiliated to Universities. In terms of management, D&D has 33.3% of Private Aided, Private Unaided and Government colleges as shown in the table 2 below.

Table 2: Management of Colleges - D&D

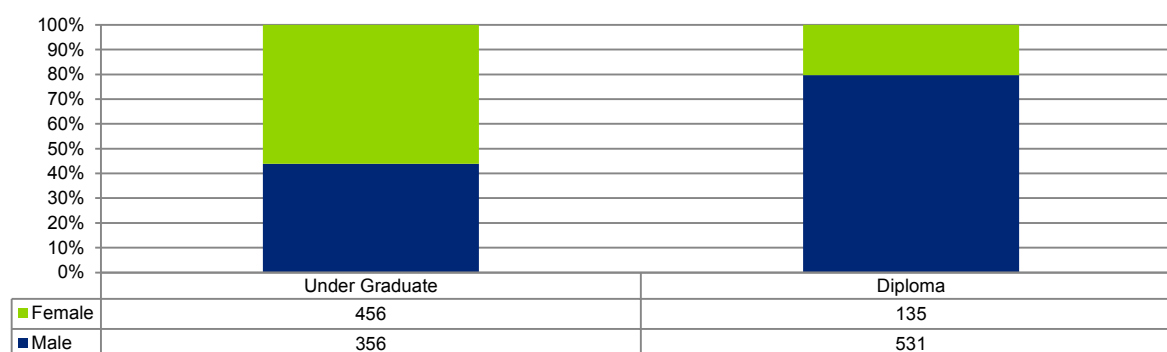
Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	33.3%	7.3%	59
Private Unaided	33.3%	21.2%	172
Government	33.3%	71.6%	581

Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

In D&D, there are 4 such -alone institutions and the total enrolment in these is estimated to be around 0.02 lakhs.

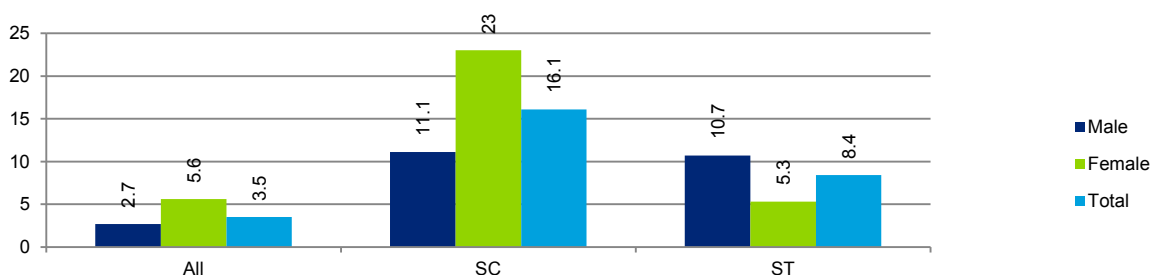
Student Enrolment

Figure 1: State-wise Enrolment through Regular Mode at various levels - D&D



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 alongside. As can be inferred, the highest share of enrolment (54.9%) is at under-graduate level, followed by Diploma (45.1%). As can be seen from table above, maximum enrolment share (71.6%) is in Government colleges in the state.

Figure 2: GER for All, SC & ST - D&D



By Gender: In terms of gender, enrolment is skewed as 56.8% comprises males, while 43.2% of the enrolment is females. The GER for males (2.7) is lower than GER for females (5.6), resulting in the gender parity index of 2.11 (which is much higher than 0.86 at all-India level). **In terms of overall GER, D&D ranks 34th** among all states and UTs in India.

By Social Group: The GER of SCs (16.1) and STs (8.4) are both higher than the state GER of 3.5. As can be seen from table 4 below on Gender and Social representation, the share of student enrolment among OBCs and other minorities is lesser than their proportionate share in population.

Faculty and Staff

Table 3: Key Faculty & Staff Indicators - D&D

Key Indicators	D&D	INDIA
Pupil Teacher Ratio (PTR)	5.3	15.1
Teachers per College	51.3	46.4
Non-teaching staff per College	53	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

The PTR of colleges in D&D at 5.3 students per teacher is much better than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in D&D is estimated to be 154 and 159 members, respectively** (data available for 100% colleges in state). Given the small number of colleges in Daman & Diu, the teaching staff per college (51.3) and non-teaching staff per college (53) seem healthy and are higher than the corresponding all-India levels as shown in table 3.

In terms of the post-wise share of teaching staff, the figure 3 provides the break-up in the state. **76% of the teaching posts are at level of Temporary teachers** followed by 18% Lecturer/ Assistant professor and equal number of Professors and Reader & associate professor level staff.

Figure 3: Post-wise share of teaching staff - D&D



In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 4 provides the relative comparison with the state population. It reveals that females are under-represented among the teaching and non-teaching staff in higher education institutes as compared to males. In case of social groups also all groups shown in the table 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 4: 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%	6.60%	15.60%	31.70%	7.50%	2.48%
Share of Enrolment	56.8%	43.2%	10.6%	15.6%	12.8%	9.0%	2.0%
Share of teaching staff	76.0%	24.0%	2.6%	3.2%	7.1%	0.0%	1.3%
Share of non-teaching staff	59.7%	40.3%	3.8%	6.3%	1.9%	2.5%	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;

Dadra & Nagar Haveli (D&N)

Key Indicators

Table 150: Key Indicators – D&N

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	3.4	1.9	1.5
Literacy Rate (2011)	76.2	85.2	47.7
Pop. in 18-23 age group (lakhs), 2011	0.5	0.3	0.2
Share to total state pop. (%)	(14.9%)	(16.8%)	(12.5%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.04%	0.04%	0.03%
Sex ratio (2011)	774		
Gross Enrollment Ratio (2011)	3.6	3.5	3.9
Share of Graduates & above in total state population (2010)	4.1	4.2	4

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; Status of Education & Vocational Training in India, NSSO 66th Round, 2010

D&N with 4 colleges has a share of 0.01% of all colleges in India and **ranks #33 in terms of total colleges in any state/UT in India**. In terms of access, D&N has **low concentration of 9 colleges** per lakh population as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, D&N (223) is **much lower than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in D&N is around 0.02 lakhs.

Out of the total colleges in the state, 80% are affiliated to Universities, and the remaining 20% are Recognized Centres. In terms of management, D&N colleges only have Private Unaided colleges as shown in the table below.

Education Infrastructure

Table 1: College & Institution Indicators - D&N

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	4	2
Colleges per lakh population (18-23 yrs)	9	-
Average enrollment per college/ institution	223	333
Total estimated enrolment (Lakhs)	0.02	0.01

Figure 1: Type of Colleges - D&N

Types of Colleges

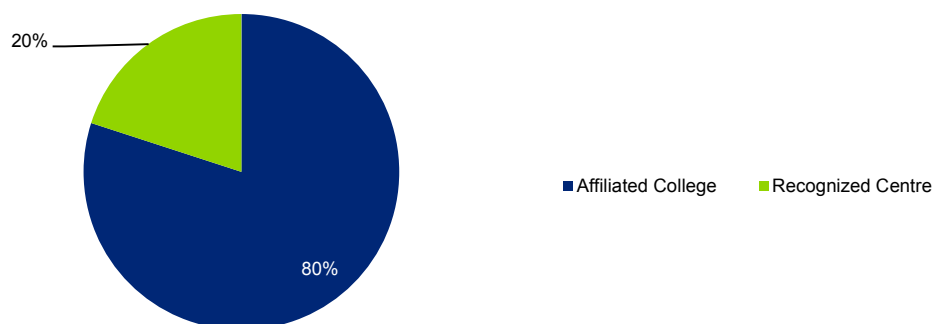


Table 2: Management of Colleges - D&N

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	0.00%	0.00%	0
Private Unaided	100%	100%	223
Government	0.00%	0.00%	0

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

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 0.02 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 (53.5%) is at under-graduate level, followed by Diploma (39.5%) and post-graduate (7.1%). As can be seen from table above, maximum enrolment share (100%) is in Private Unaided colleges in the state.

Figure 2: State-wise Enrolment through Regular Mode at various levels - D&N

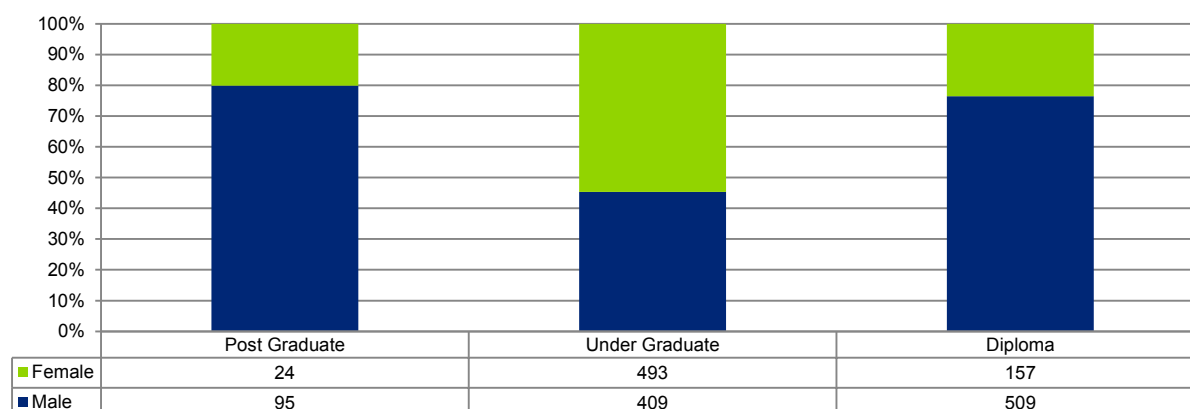
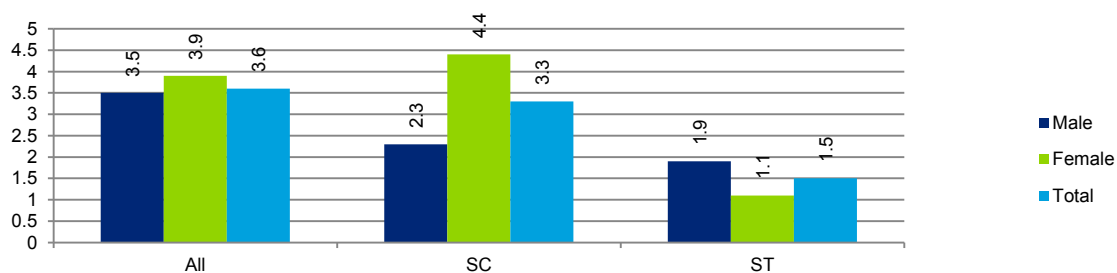


Figure 3: GER for All, SC & ST - D&N



By Gender: In terms of gender, enrolment is skewed as 60% comprises males, while 40% of the enrolment is females. The GER for males (3.5) is lower than GER for females (3.9), resulting in the gender parity index of 1.14 (which is much higher than 0.86 at all-India level). **In terms of overall GER, D&N ranks 33rd** among all states and UT's in India.

By Social Group: The GER of SCs (3.3) and STs (1.5) is lower than the state GER of 3.6. As can be seen from table 4 below on Gender and Social representation, the share of student enrolment across all backward groups except SC and Muslims is lesser than their proportionate share in population.

Faculty and Staff

Table 3: Key Faculty & Staff Indicators - D&N

Key Indicators	D&N	INDIA
Pupil Teacher Ratio (PTR)	5.1	15.1
Teachers per College	44	46.4
Non-teaching staff per College	41	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

The PTR of colleges in D&N at 5.1 students per teacher is much better than the all India average of 15.1. **Total number of teaching staff and non-teaching staff in all colleges in D&N is estimated to be 176 and 164 members, respectively** (extrapolating data available for 25% colleges in state). Given the small number of colleges in Dadra & Nagar Haveli, the teaching staff per college (44) and non-teaching staff per college (41) seem good and are close to the corresponding all-India levels as shown in table 3.

Figure 4: Post-wise share of teaching staff - D&N



In terms of the post-wise share of teaching staff, the figure 4 provides the break-up in the state. **79% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 14% Demonstrator /Tutor Level and 7% Professors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 4 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 groups shown in the table 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.

Table 4: 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%	0.50%	75.80%	7.90%	1%	1.41%
Share of Enrolment	60.0%	40.0%	1.7%	19.0%	3.8%	6.7%	0.4%
Share of teaching staff	63.6%	36.4%	4.5%	6.8%	6.8%	0.0%	0.0%
Share of non-teaching staff	41.5%	58.5%	7.3%	22.0%	0.0%	0.0%	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;

Delhi (DEL)

Key Indicators

Table 151: Key Indicators – DEL

Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	167.9	89.9	78.0
Literacy Rate (2011)	86.2	90.9	68.9
Pop. in 18-23 age group (lakhs), 2011	21.2	11.6	9.6
Share to total state pop. (%)	(12.6%)	(12.9%)	(12.3%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	1.5%	1.6%	1.4%
Sex ratio (2011)	868		
Gross Enrollment Ratio (2011)	32.5	35	29.8
Share of Graduates & above in total state population (2010)	21.3	21.8	20.6

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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 9th highest among all states and Union Territories in India** on total of number of Universities with 26 Universities. The state also **ranks 4th on number Deemed Universities with 10 Universities**. DEL has 4.2% of all Universities in the country.

Figure 172: Universities by Type - DEL

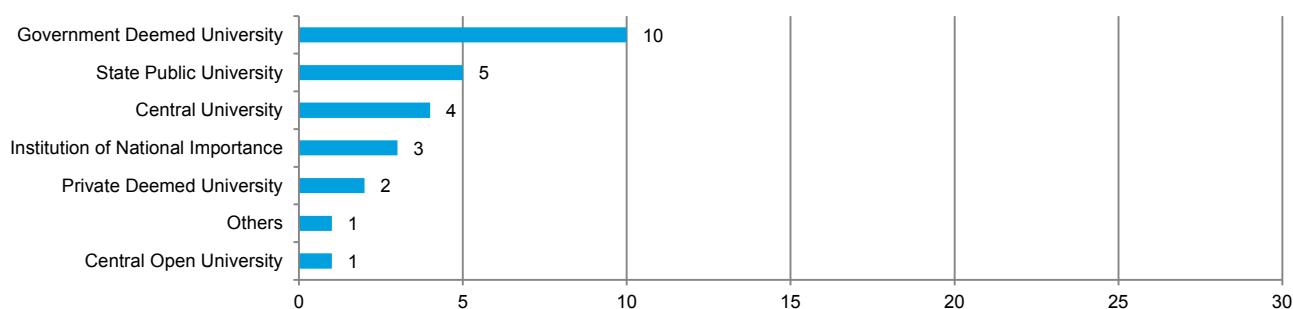


Figure 173: Universities by Specialization - DEL

Figure 2 reflects the break-up of number of universities in Delh³⁷i on the basis of specialization. DEL has no Veterinary University.

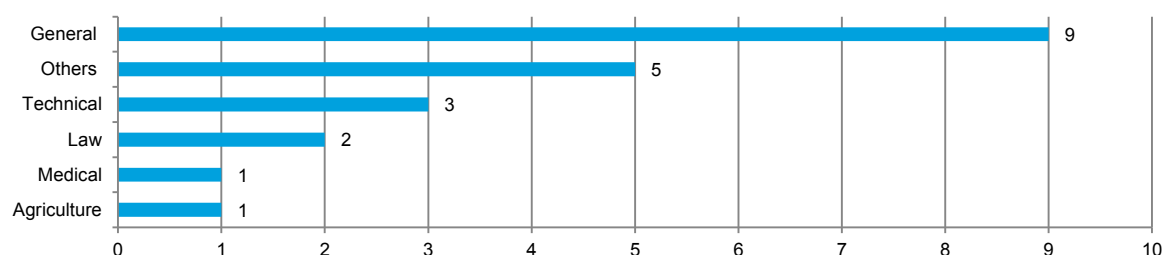


Table 152: College & Institution Indicators - DEL

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	184	113
Colleges per lakh population (18-23 yrs)	8	-
Average enrollment per college/ institution	1081	558
Total estimated enrolment (Lakhs)	2.68	0.63

DEL with 184 colleges has a share of 0.56% of all colleges in India and **ranks #21 in terms of total colleges in any state/UT in India**. In terms of access, DEL has **low concentration of 8 colleges per lakh population** as compared to the all India average of 23 colleges per lakh population. In terms of average enrolment per college, DEL (1081) is **higher than all India average of 700**. Total enrolment of students in regular mode in higher education institutes in DEL is around 2.68 lakhs.

Out of the total colleges in the state, 85% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centres by the Universities. In terms of management, DEL colleges are dominated by Government colleges, forming 49.6% of all colleges in the state, followed by 42.4% owned by Private Unaided and 7.9% that are Private Aided.

³⁷ Data available for 21 universities only.

Figure 174: Type of Colleges – DEL

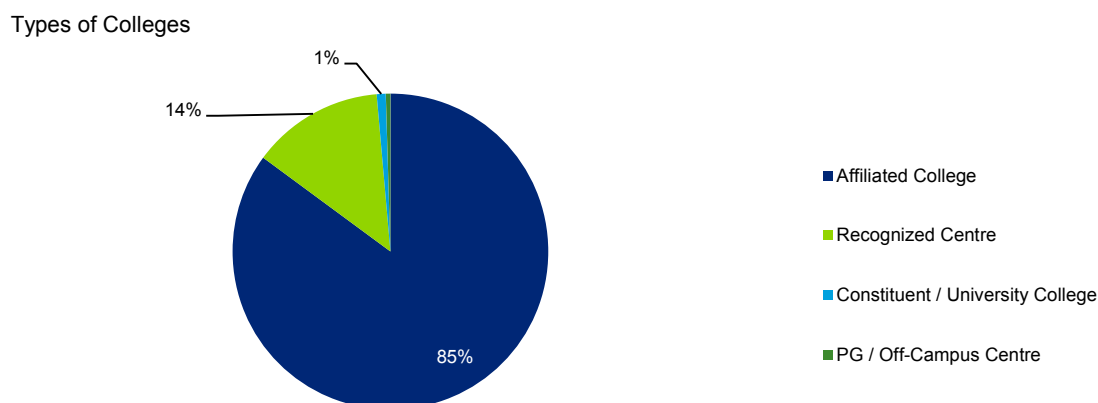


Table 153: Management of Colleges - DEL

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	7.9%	11.0%	1507
Private Unaided	42.4%	22.2%	566
Government	49.6%	66.8%	1454

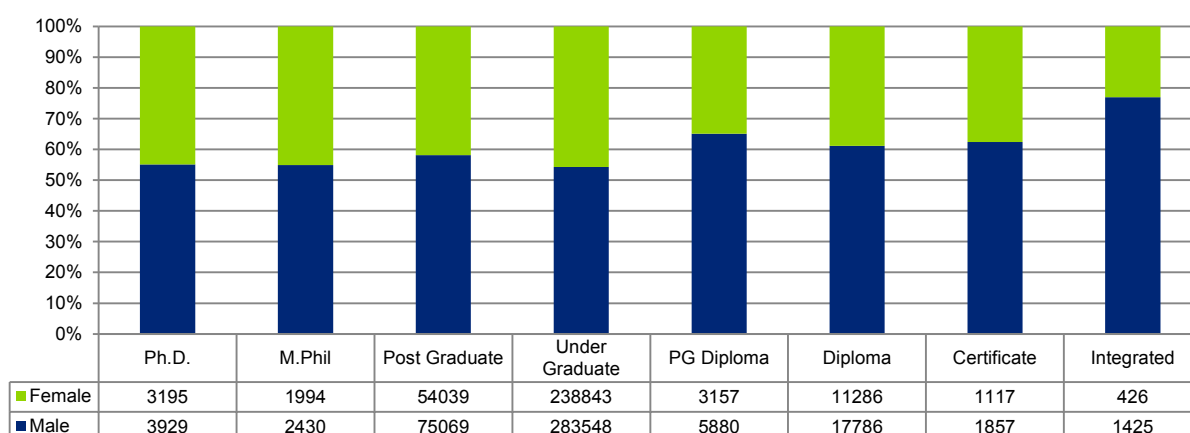
* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

In DEL, there are 113 stand-alone institutions and the total enrolment in these is estimated to be around 0.63 lakhs.

Student Enrolment

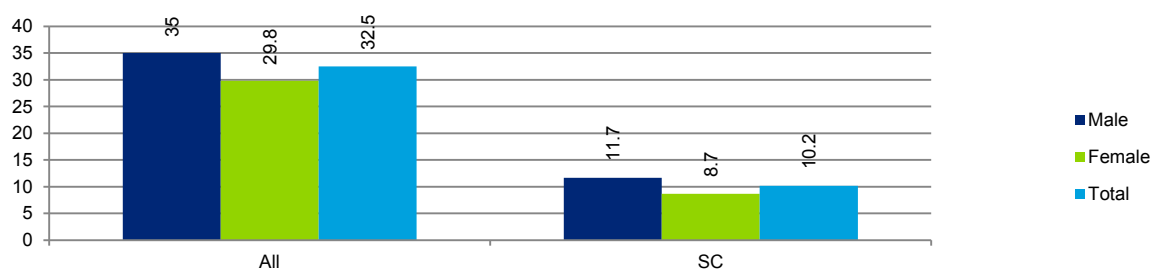
By Level: The state-wise Enrolment through Regular Mode at various levels is 2.68 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (74%) is at under-graduate level, followed by post-graduate (18.3%) and Diploma (4.1%), with all other levels forming only 3.6%. As can be seen from table above, maximum enrolment share (66.8%) is in Government colleges in the state.

Figure 175: State-wise Enrolment through Regular Mode at various levels - DEL



Foreign Students: Delhi is reported to have around 1600 foreign students, which constitutes around 5.55% of total foreign students studying in India.

Figure 176: GER for All, SC & ST - DEL



By Gender: In terms of gender, enrolment is skewed as 55.5% comprises males, while only 44.5% of the enrolment is females, indicating gender disparity. The GER for males (35) is higher than GER for females (29.8), resulting in gender parity index of 0.85 (which is almost equal to 0.86 at all-India level). **In terms of overall GER, DEL ranks 5th among all major states in India.**

By Social Group: The GER of SCs (10.2) is lower than the state GER of 32.5. As can be seen from table 5 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.

Faculty and Staff

Table 154: Key Faculty & Staff Indicators – DEL

Key Indicators	DEL	INDIA
Pupil Teacher Ratio (PTR)	10.5	15.1
Teachers per College	103.5	46.4
Non-teaching staff per College	129.3	37.3

Calculation is based on the total number of responses as given in the AISHE 2010-11 survey

The PTR of colleges in DEL at 10.5 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 DEL is estimated to be 0.19 lakhs and 0.24 lakhs, respectively** (extrapolating data available for 75.5% colleges in state). Given the large number of colleges in Delhi, the number of teachers per college (103.5) and non-teaching staff per college (129.3) are very good and are much higher than the corresponding all-India levels as shown in table 4.

Figure 177: Post-wise share of teaching staff - DEL



In terms of the post-wise share of teaching staff, the figure 6 provides the break-up in the state. **47% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 28% of Readers/ Associate Professors, 14% of Professors and almost equal numbers temporary teachers and Demonstrator /Tutor Level.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table 5 below provides the relative comparison with the state population. It reveals that females are significantly under-represented

among the non-teaching staff in higher education institutes as compared to males. In case of social groups except ST shown in the table 5 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 155: 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%	27.80%	0.60%	17%	12.10%	4.27%
Share of Enrolment	55.5%	44.5%	5.6%	1.4%	5.0%	3.9%	4.3%
Share of teaching staff	49.5%	50.5%	5.8%	1.6%	3.0%	0.9%	1.7%
Share of non-teaching staff	76.8%	23.2%	13.3%	2.5%	6.6%	0.6%	1.5%

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;

Puducherry (PDY)

Key Indicators

Table 156: Key Indicators – PDY

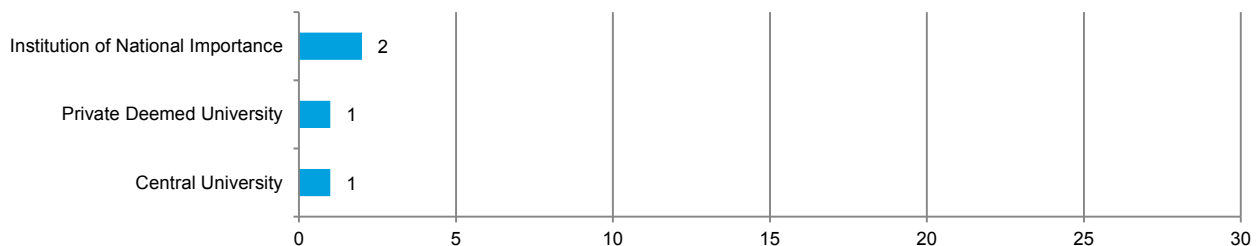
Indicator	Total	Male	Female
Total State Population, Lakhs (2011)	12.5	6.1	6.4
Literacy Rate (2011)	85.9	91.3	84.1
Pop. in 18-23 age group (lakhs), 2011	1.3	0.6	0.7
Share to total state pop. (%)	(10.4%)	(10.3%)	(10.6%)
Share of state 18-23 pop. to All-India 18-23 pop. (2011)	0.1%	0.1%	0.1%
Sex ratio (2011)	1037		
Gross Enrollment Ratio (2011)	31.2	32.6	29.9
Share of Graduates & above in total state population (2010)	16.2	21.7	10.9

Source: Census 2011; All India Survey of Higher Education, MHRD 2011; 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. **PDY ranks 24thst among the states and Union territories** and has 0.6% of all Universities in the country.

Figure 178: Universities by Type - PDY



Puducherry³⁸ has 1 general University and 1 technical University.

³⁸ Data available for 2 universities only.

Table 157: College & Institution Indicators - PDY

Indicator	Colleges	Stand-alone Institutions
Total No. of colleges/ institutions	82	57
Colleges per lakh population (18-23 yrs)	54	-
Average enrollment per college/ institution	483	442
Total estimated enrolment (Lakhs)	0.47	0.25

PDY with 82 colleges has a share of 0.25% of all colleges in India and **ranks #26 in terms of total colleges in any state/UT in India**. In terms of access, PDY is above the all India average of 23 colleges per lakh population with 54 colleges per lakh population. In terms of average enrolment per college, PDY (483) is **lower than the all India average of 700**. Total enrolment of students in regular mode in higher education institutes in PDY is around 0.47 lakhs.

Out of the total colleges in the state, 91% are affiliated to Universities, and the remaining are Constituent/University college and PG/off campus centres. In terms of management, PDY colleges are dominated by the Private Aided and Government colleges, forming 42.4% of all colleges in the state, followed by 15.2% owned by Private Unaided.

Figure 2: Type of Colleges - PDY

Types of Colleges

**Table 158: Management of Colleges - PDY**

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Aided	2.8%	5.0%	856
Private Unaided	67.6%	54.5%	389
Government	29.6%	40.5%	661

* Calculations in above table is based on the number of responses as given in the AISHE 2010-11 survey

In PDY, there are 57 stand-alone institutions and the total enrolment in these is estimated to be around 0.25 lakhs.

Student Enrolment

By Level: The state-wise Enrolment through Regular Mode at various levels is 0.47 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 (75.5%) is at under-graduate level, followed by Diploma (10.3%), Ph.D (7.2%) and post-graduate (6.8%), with all other levels forming only 0.1%. As can be seen from table above, maximum enrolment share (54.5%) is in Private Unaided colleges in the state.

Figure3: State-wise Enrolment through Regular Mode at various levels - PDY

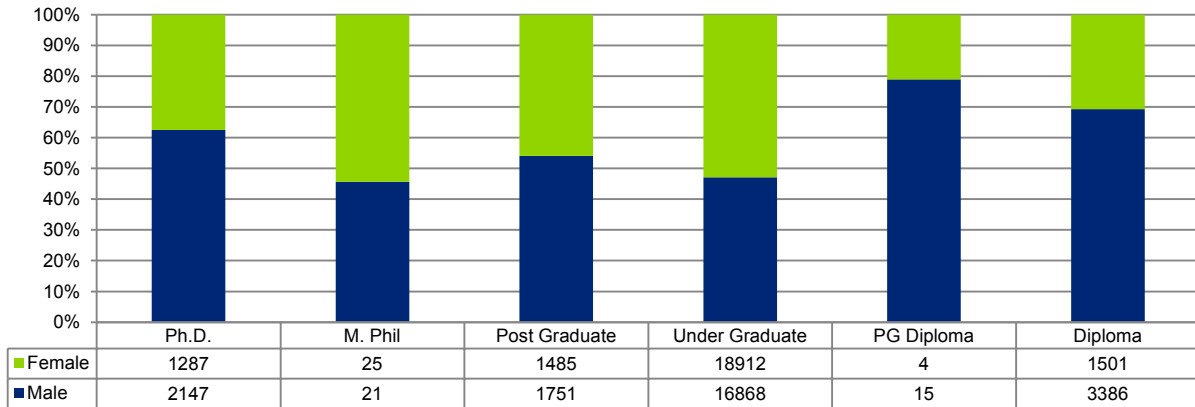
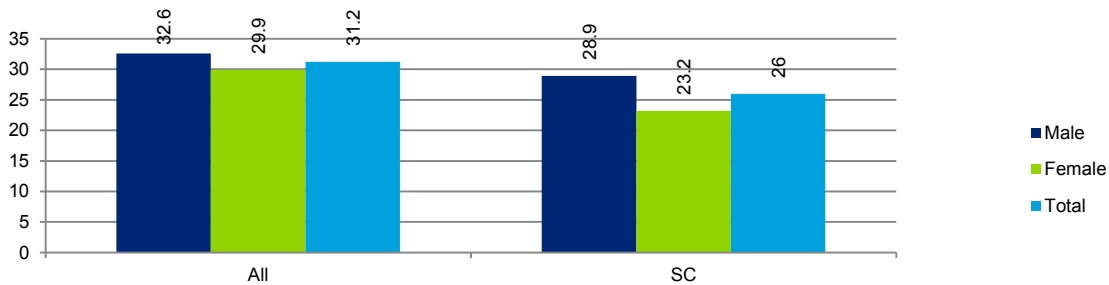


Figure 4: GER for All, SC & ST - PDY



By Gender: In terms of gender, enrolment amongst men and women is almost equal as 50.8% comprises males, while 49.2% of the enrolment is females. The GER for males (32.6) is higher than GER for females (29.9), resulting in the gender parity index of 0.92 (which is much higher than 0.86 at all-India level). **In terms of overall GER, PDY ranks 6th** among all states and union territories in India.

By Social Group: The GER of SCs (26) is lower than the state GER of 31.2. As can be seen from table 5 below on Gender and Social representation, the share of student enrolment among OBC and Muslims is lesser than their proportionate share in population.

Faculty and Staff

Table 159: Key Faculty & Staff Indicators - PDY

Key Indicators	PDY	INDIA
Pupil Teacher Ratio (PTR)	7.8	15.1
Teachers per College	61.5	46.4
Non-teaching staff per College	69.8	37.3
Calculation is based on the total number of responses as given in the AISHE 2010-11 survey		

Figure 5: Post-wise share of teaching staff - PDY



The PTR of colleges in PDY at 7.8 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 Puducherry is estimated to be 0.05 lakhs and 0.06 lakhs, respectively** (extrapolating data available for 86.6% colleges in state). The number of teachers per college (61.5) and non-teaching staff per college (69.8) is higher than the corresponding all-India levels as shown in table 4.

In terms of the post-wise share of teaching staff, the figure 5 provides the break-up in the state. **60% of the teaching posts are at level of Lecturer/ Assistant professor followed by** almost equal numbers of Readers/ Associate Professors and Professors, 8% are demonstrator/tutor level and 3% 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. In case of social groups, all the groups except ST and other minority 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.

Table 160: Student, Faculty and Staff - Gender and Social representation - PDY

Indicator	Male	Female	OBC	Muslim	Other Minority
Share of Population	49.1%	50.9%	70.80%	11.30%	5.51%
Share of Enrolment	50.8%	49.2%	59.4%	3.9%	7.6%
Share of teaching staff	63.4%	36.6%	48.5%	1.9%	6.1%
Share of non-teaching staff	61.1%	38.9%	59.4%	0.7%	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;

About CII

The Confederation of Indian Industry (CII) works to create and sustain an conducive to the development of India, partnering industry, Government, and civil society, through advisory and consultative processes.

CII is a non-government, not-for-profit, industry-led and industry-managed organization, playing a proactive role in India's development process. Founded over 118 years ago, India's premier business association has over 7100 members, from the private as well as public sectors, including SMEs and MNCs, and an indirect membership of over 90,000 enterprises from around 257 national and regional sectoral industry bodies.

CII charts change by working closely with Government on policy issues, interfacing with thought leaders, and enhancing efficiency, competitiveness and business opportunities for industry through a range of specialized services and strategic global linkages. It also provides a platform for consensus-building and networking on key issues.

Extending its agenda beyond business, CII assists industry to identify and execute corporate citizenship programmes. Partnerships with civil society organizations carry forward corporate initiatives for integrated and inclusive development across diverse domains including affirmative action, healthcare, education, livelihood, diversity management, skill development, empowerment of women, and water, to name a few.

The CII Theme for 2013-14 is Accelerating Economic Growth through Innovation, Transformation, Inclusion and Governance. Towards this, CII advocacy will accord top priority to stepping up the growth trajectory of the nation, while retaining a strong focus on accountability, transparency and measurement in the corporate and social eco-system, building a knowledge economy, and broad-basing development to help deliver the fruits of progress to all.

With 63 offices, including 10 Centres of Excellence, in India, and 7 overseas offices in Australia, China, Egypt, France, Singapore, UK, and USA, as well as institutional partnerships with 224 counterpart organizations in 90 countries, CII serves as a reference point for Indian industry and the international business community.

Confederation of Indian Industry

The Mantosh Sondhi Centre

23, Institutional Area, Lodi Road, New Delhi – 110 003 (India)

T: 91 11 45771000 / 24629994-7 * F: 91 11 24626149

E: info@cii.in W: www.cii.in

About Deloitte

"Deloitte" is the brand under which tens of thousands of dedicated professionals in independent firms throughout the world collaborate to provide audit, consulting, financial Advisory, risk management and tax services to select clients base. These firms are members of Deloitte Touche Tohmatsu Limited (DTTL), a UK private company limited by guarantee. In India, we offer a range of Assurance & Enterprise risk, Tax, Consulting and Financial advisory services across thirteen cities.

Mumbai

Indiabulls Finance Centre
Tower 3, 27th-32nd Floor,
Senapati Bapat Marg,
Elphinstone Road (W),
Mumbai – 400013
Tel: + 91 (022) 6185 4100
Fax: + 91 (022) 6185 4101

Bangalore

Deloitte Centre,
Anchorage II, 100/2,
Richmond Road,
Bangalore 560 025.
Tel: +91 (080) 6627 6000
Fax: +91 (080) 6627 6409

Delhi/Gurgaon

Building 10,
Tower B, 7th Floor,
DLF Cyber City,
Gurgaon 122 002
Tel : +91 (0124) 679
2000
Fax : + 91 (0124) 679
2012

Chennai

No.52, Venkatanarayana
Road, 7th Floor, ASV N
Ramana Tower,
T-Nagar, Chennai 600 017.
Tel: +91 (044) 6688 5000
Fax: +91 (044) 6688 5019

Kolkata

Bengal Intelligent Park
Building, Alpha, 1st floor,
Plot No –A2, M2 & N2,
Block – EP & GP Sector –
V, Salt Lake Electronics
Complex,
Kolkata - 700 091.
Tel : + 91 (033) 6612 1000
Fax : + 91 (033) 6612 1001

Ahmedabad

"Heritage" 3rd Floor,
Near Gujarat Vidyapith,
Off Ashram Road,
Ahmedabad – 380 014.
Tel: + 91 (079) 2758 2542
Fax: + 91 (079) 2758 2551

Hyderabad

1-8-384 & 385, 3rd Floor,
Gowra Grand S.P.Road,
Begumpet,
Secunderabad – 500 003.
Tel: +91 (040) 4031 2600
Fax: +91 (040) 4031 2714

Vadodara

Chandralok,
31, Nutan Bharat Society,
Alkapuri,
Vadodara – 390 007
Tel: + 91 (0265) 233 3776
Fax: +91 (0265) 233 9729

Glossary

AICTE	All India Council of Technical Education
AIU	Association of Indian Universities
CII	Confederation of Indian Industry
CPSE	Central Public Sector Enterprises
CSR	Corporate Social Responsibility
DEC	Distance Education Council
DTTIPL	Deloitte Touche Tohmatsu India Private Limited
FEIs	Foreign Educational Institutions
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GSDP	Gross State Domestic Product
HEIs	Higher Education Institutes
IGNOU	Indira Gandhi National Global University
IUB	Inter-University Board
MHRD	Ministry of Human Resource Development
NAAC	National Assessment and Accreditation Council
NASSCOM	National Association of Software and Services Companies
NBA	National Board of Accreditation
NSDC	National Skills Development Corporation
OBCs	Other Backward Class
ODL	Open and Distance Learning
PTR	Pupil Teacher Ratio
SHEC	State Higher Education Council
SSA	Sarva Shiksha Abhiyan
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
UGC	University Grants Commission
US	United States of America
RUSA	Rashtriya Uchcharat Shiksha Abhiyan
SCs	Scheduled Castes
STs	Scheduled Tribes
NAAC	National Assessment and Accreditation Council

Deloitte refers to one or more of Deloitte Touche Tohmatsu Limited, a UK private company limited by guarantee, and its network of member firms, each of which is a legally separate and independent entity.

Please see www.deloitte.com/about for a detailed description of the legal structure of Deloitte Touche Tohmatsu Limited and its member firms.

This material and the information contained herein prepared by Deloitte Touche Tohmatsu India Private Limited (DTTIPL) is intended to provide general information on a particular subject or subjects and is not an exhaustive treatment of such subject(s). None of DTTIPL, Deloitte Touche Tohmatsu Limited, its member firms, or their related entities (collectively, the “Deloitte Network”) is, by means of this materia, ending professional advice or services. The information is not intended to be relied upon as the sole basis for any decision which may affect you or your business. Before making any decision or taking any action that might affect your personal finances or business, you should consult a qualified professional adviser.

No entity in the Deloitte Network shall be responsible for any loss whatsoever sustained by any person who relies on this material.

©2013 Deloitte Touche Tohmatsu India Private Limited. Member of Deloitte Touche Tohmatsu Limited