



Confederation of Indian Industry

ASHE 2015

Annual Status of Higher Education of
States and UTs in India, 2015

Deloitte.

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Foreword

I am happy that the Confederation of Indian Industry (CII) has been putting together a document every year in the form of this ASHE report which gives an overview of higher education in all states and Union territories of the country.

The Ministry of Human Resource Development (MHRD), through the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), is now closely working with States in improving the quality of higher education.

I commend CII for the ASHE effort and hope that it will provide inputs for supplementing efforts of policy makers for improving the quality of higher education in the years to come in India.



Ishita Roy

Joint Secretary (Higher Education)

Ministry of Human Resource Development

Foreword

The Annual Status of Higher Education (ASHE) report created by CII in 2012, with the support of the Ministry of Human Resource Development (MHRD), is an evolving document. Every year it captures the latest developments in higher education from a policy perspective, both at the Central and at the State level. Its unique characteristic is that it provides a detailed overview of higher education in each of the States and Union Territories of India.

The initial editions of ASHE report focused heavily on Rashtriya Uchchatar Shiksha Abhiyan (RUSA) because of a commonality of emphasis on improving the quality of state public universities. RUSA is Centrally-funded scheme which has now completed two years and all states, except Lakshadweep, are on board the Abhiyan. The aim of this scheme is to improve the quality of higher education by incentivizing good performance. It therefore provides outcome-based funding to states. It is heartening to see that within two years, the number of States/ Union Territories which have created the mechanism for receiving funds has risen from 9 in 2013 to 32 in 2015.

In this year's ASHE report we have chosen to focus on some latest trends in higher education such as the introduction of choice-based credit system (CBCS) in all universities; the role of Higher Education in the Smart City Mission of the government; the role of technology in higher education and MHRD's new scheme of ranking of academic institutions.

I would once again like to convey a special thanks to Deloitte India, for being our partners for the third successive year and helping us bring out the fourth edition of this report. I hope it will provide the right inputs for policy makers and other stakeholders at large.



Mr Vijay Thadani

Chairman, CII National Committee on Higher Education &
Vice Chairman & Managing Director - NIIT Limited &
Co-Founder, NIIT University

Foreword

India has one of the world's largest education systems, which includes 1.3 million schools, over 35,000 higher educational institutions including colleges and universities. Over the last decade, the education market, especially the higher education sector, has witnessed massive expansion in terms of growth and enrolment. The sector has also seen an increased scale of activities from investors especially from venture capitals and private equity firms.

Despite its high growth potential, the sector is at an interesting crossroads. The direction it takes will largely depend on a robust vision and reforms that facilitate and drive this vision. The need of the hour is a reformatory shift in pace and vision, especially if the country has to keep pace with other competing nations that are already taking significant strides in this sector. Contrary to its prevailing scale, size and scope, the higher education sector in India has yet to shift gears to evolve in the right direction through a holistic outlook. The higher education sector has been unable to keep pace with the global development, resulting in a myriad of challenges and fundamental roadblocks including lack of quality, access and equity, shortage of faculty, inadequate infrastructure, and low learning levels, to name a few. As such, the sector's potential remains largely untapped; the opportunities knocking must be channelised appropriately for positive and effective outcomes.

National focus on education, especially higher education, is not new. Many governments of the past have understood the pivotal role it plays in shaping a nation's socio-economic makeup. In recent times, several big-ticket reforms and progressive initiatives have been ideated on and discussed to strengthen the sector and its preparedness for future opportunities. However, most of these reforms have yet to see the light of day. Now, with the government and NITI Aayog reemphasizing their focus on higher education sector, renewed hope of long-awaited reforms being materialized have revived.

In this context, 'Annual Status of Higher Education in States and UTs 2015' takes stock of the higher education scenario in India and provides an overview of the sector's genesis, recent happenings, and future roadmap. The report further reflects on the key challenges and shortcomings currently hampering its growth. It has been a privilege with us to partner with MHRD and CII for co-authoring the previous two editions of this report. In this edition, we have made a conscious effort to showcase some of the key reforms that are currently pending in Parliament and their possible impact on the overall landscape. Like the previous two editions, the report also provides a detailed overview of the status of the higher education sector in different states and union territories of the country based on certain vital indicators.

Further, this year's edition also focuses on the role that foreign institutions may play in catapulting the Indian higher education sector to unforeseen heights. With a rapidly flourishing workforce and the inevitable need for global acceptance, the internationalisation of higher education has become critical to India's human resource growth. Foreign investment will, therefore, play an instrumental role in strengthening India's higher education sector, both in terms of quality and access. Considering the government's intent to increase the nation's GER to 30% by 2020, foreign investment — if channelised systematically — could be a game changer. Drawing increased involvement from foreign participants in the sector however needs an environment that is viable and conducive for sustained growth. The government, together with relevant stakeholders in the higher education space, must give special impetus to simplifying the prevailing regulatory framework and overall higher education ecosystem.

The announcement by the Centre in the Union budget 2015 to establish new institutes of excellence including IIMs and IITs in the country, setting up of financing authority, extending additional funds for infrastructural development of institutions of national importance, amongst others, are expected to essay a new storyline for the higher education sector in the country. The report further highlights the role that state governments have played in terms of student enrolment. The states of UP, Tamil Nadu, Maharashtra, amongst others are some of the leading states in terms of students enrolment in higher educational institutions. Five southern states led by Tamil Nadu and Karnataka accounts for almost 30 percent of

total enrolments in the country.

As India prepares to embrace its stature among the global forces to reckon with, both on the world economic map and the knowledge platform, the key will be innovation and holistic change.

This report covers all the aspects discussed in brief above, amongst others. We would like to express our sincere gratitude to both the MHRD and the CII for their generous support and cooperation in preparing this report.

Deloitte Education Sector Team

ineducation@deloitte.com

Part I - Policy Updates

Budgetary Allocation to the States

Introduction

Like most new-age economies, education has been accorded a high priority in India's development policy framework. Despite the slow pace of reforms observed in the education sector in the last three decades, it has not deterred subsequent governments to infuse required capital in the sector.

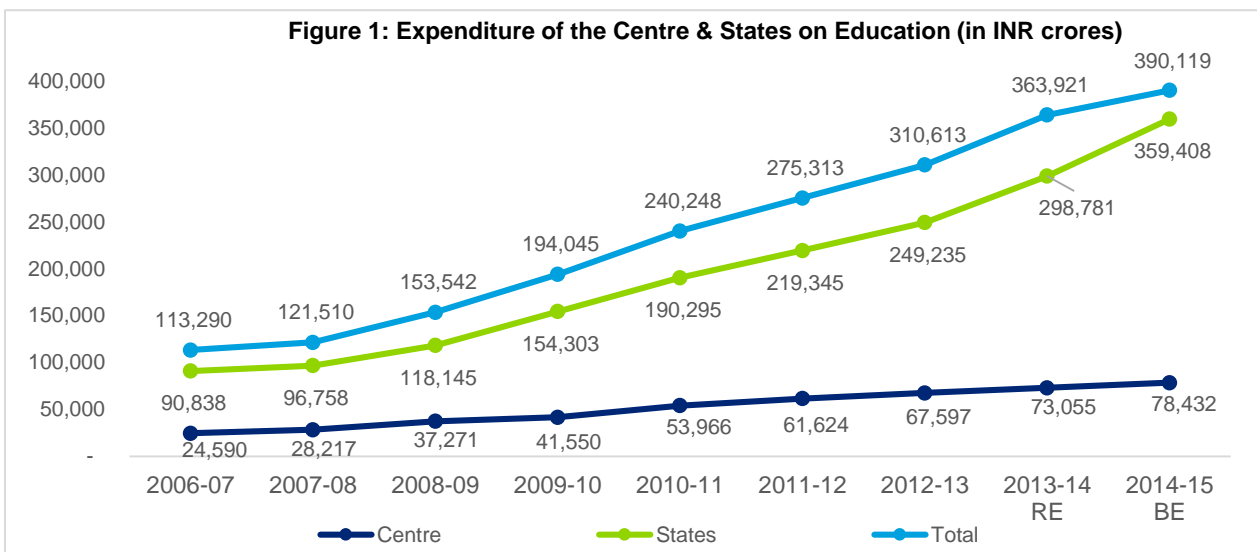
Under the Constitution of India, education was primarily a state subject. Through the 42nd amendment to the constitution in 1976, education was transferred from the state list of responsibilities to the Central Government. This has led to education being brought under the concurrent subject list which has enabled the Central Government to legislate in fields such as school education.

The state governments in India have continued to share larger responsibility of providing education. At the same time, the Centre has undertaken several key initiatives in its push to universalise elementary education which has expanded to secondary and higher education. This section endeavours to understand and analyse the pattern of budgetary allocation from the Centre to the States. An attempt has also been made to understand the level of decentralization of finances from the Centre to the States and its impact on the higher education sector.

Trends in overall spending on education

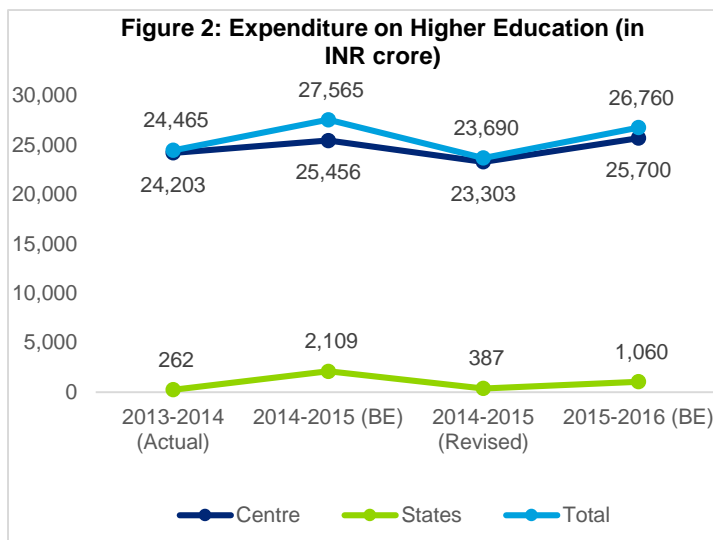
India's education budget (both Centre and States revenue expenditure) has increased more than three times since 2006-07 increasing from ₹1,13,290 crores in FY 2006-07 to ₹3,90,119 crores in FY 2014-15 (budget estimates).

- Centre's spending share on education versus the states has decreased from 22% in 2006-07 to around 20% in 2014-15 (budget estimates);
- Except 2008-09 and 2010-11, states contribution on education has continued to increase year-on-year;
- As a percentage of the GDP, expenditure on education increased from 3 percent in 2009-10 to 3.1 percent in 2014-15 (BE)²;



² Economic Survey 2014-15; State Finances : A Study of Budgets, May 12, 2015,

[https://www.rbi.org.in/scripts/AnnualPublications.aspx?head=State Finances : A Study of Budgets](https://www.rbi.org.in/scripts/AnnualPublications.aspx?head=State%20Finances%20:%20A%20Study%20of%20Budgets), Reserve Bank of India



•As a percentage to total expenditure, spending on education increased from 10.6 percent in 2009-10 to 10.2 percent in 2014-15 (BE)³;

Source: Indian Public Finance Statistics 2014-15, Department of Economics, Ministry of Finance, July 2015; Economic Survey 2014-15

Note:

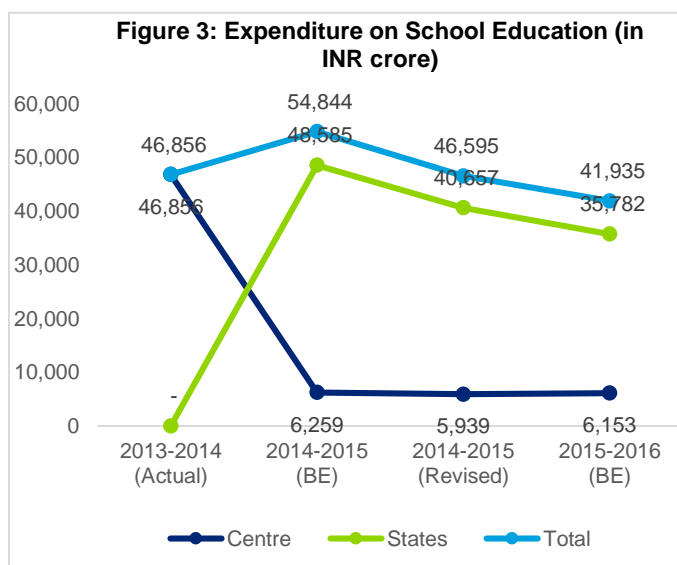
- Figures for the Centre and States are revenue expenditure on Education
- RE = Revised Estimates and BE = Budget Estimates

Union budget 2015-16: Changes in higher education funding pattern

The expenditure in the Department of School Education and Department of Higher Education, under the Ministry of Human Resource and Development (MHRD), generally constitute over 90 percent of the total education budget of the Government of India.

In terms of budgetary allocation, school education has seen a significant shift in trend from the Centre to the states.

- From ₹46,856 crore in 2013-14 (Actual) to ₹6,153 crore (budget estimates), the Centre's share for school education has reduced by around 64 percent since 2013-14;
- There has been no considerable change in the budgetary allocation for higher education since 2013-14 although the recent years has seen the burden of financing shifting from the Centre to the states;



Source: Expenditure Budget Vol. 1, Union Budget 2015-16, Ministry of Finance, Government of India; Outcome Budget, 2015-16, Department of Higher Education, MHRD

Note: Actual for the FY 2014-15 is up to 31st December, 2014

Increasing contribution of states to higher education sector

As can be seen in the below table, the budgetary spending on higher education by the states have contributed for a much larger share in the country's total budgetary spending on higher education year-on-year since 2010-11. The Central Government's budgetary spending on the other hand has remained low. The ratio of States to Centre expenditure on higher education has increased from 0.53 percent in FY 2010-11 to 0.94 percent in FY 2008-09. As a percentage of GDP, the States contribution to higher education has marginally increased from 0.53 percent (2010-11) to 0.54 percent in 2012-13 (budget estimates).

³ Economic Survey 2014-15

Table 1: Public expenditure on University & Higher Education as percentage of GDP (in INR crores)

	2010-11 (Actual)			2011-12 (RE)			2012-13 (BE)		
	States/ UTs	Centre	Total	States/ UTs	Centre	Total	States/ UTs	Centre	Total
Expenditure (in INR crores)	38,489.77	24,164.40	62,654.18	44,267.70	24,786.96	69,054.66	50,820.02	32,739.21	83,559.23
Expenditure (As % of GDP)	0.53	0.33	0.86	0.53	0.30	0.82	0.54	0.35	0.89

Source: Analysis of Budgeted Expenditure on Education 2010-11 to 2012-13 (2014), MHRD

Empowering states through increased budgetary allocation for higher education

In 2015-16 Union budget, the “Rashtriya Uchchatar Shiksha Abhiyan (RUSA)” scheme has been provided with a provision of ₹1,155 crore including ₹269 crore for North-east states. In view of the higher devolution of tax resources to the States as per the recommendation of the 14th Finance Commission, the Centre and the State funding pattern for the RUSA scheme has undergone a change. The burden of revenue expenditure for the scheme will be borne by the States.

Table 2: Schemes to be run with the Changed Sharing Pattern

(In INR crores)	2014-15 Actual	2014-15 BE	2014-15 RE	2015-16 BE
Strategic Assistance for State Higher Education - Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	262.36	2,200.00	397.47	1,155.00

Source: Expenditure Budget – 2015-16, Volume II, <http://indiabudget.nic.in/ub2015-16/eb/sbe60.pdf> MHRD; Expenditure Budget – 2015-16, Volume I, Central Assistance for State and Union Territory Plans, <http://indiabudget.nic.in/ub2015-16/eb/stat16.pdf>, MHRD

Impact of budgetary allocation on Higher Education

On the recommendation of 14th Finance Commission, the plan outlay of Union Budget 2015-16 has seen a compositional shift in the allocation for various programmes and schemes in view of higher devolution of tax resources to states. The budgetary allocation for higher education has not seen a significant shift from the Centre to the States. It is anticipated that this recent step of larger devolution of tax resources will provide greater flexibility to the States in terms of tax collections. This is also likely to provide the States with greater access and flexibility to use the resources as per their specific needs.

The discussions on funding of higher education has remained a much contentious issue between the Centre and the States. The States have in the past decade have taken various fund-raising initiatives including starting of self-financing institutions in the states. At this juncture it has become imperative for the Centre and the State governments to arrive at a consensus by addressing issues related to broadening of sources of finances. This will not help address the challenges of mobilising additional resources but will also help address equitable distribution of public funds.

In order to minimise the leakages in budgetary allocations at the state level, the Central Government needs to put in place certain policy recommendations and checks and balances that would make the process more transparent and accountable.

Choice Based Credit System (CBCS) - alignment with National Occupational Standards

CBCS: a significant stride towards globalising Indian education

Education – it's a vital cog in the engine of progress for any nation, and India is no exception. Human capital and knowledge are the key ingredients of economic growth, and the role that India can play in the new world order has been gaining prominence in recent years. As a young yet rapidly growing global powerhouse or supplier of skilled personnel, the country stands at a crossroads, where the revitalization of its education system has become an unconditional necessity. Keeping this in focus, the Government of India has been striving to redefine curricula and revisit the age-old methodologies that have characterised academic discourse and delivery through the decades.

In the context of this approach, the government has rolled out a series of reforms in recent years. On the recommendations of both the Eleventh Five Year Plan and the National Knowledge Commission, it has adopted a choice-based credit system (CBCS) in a bid to enhance the quality of India's higher education. Framed and proposed by the University Grants Commission (UGC), the new guidelines for CBCS apply to all undergraduate and postgraduate-level degree, diploma and certificate programmes awarded by Central, State and deemed-to-be-universities in India. The UGC has proposed that this system is implemented from the 2015–16 academic year.

To facilitate this implementation, the UGC has so far organized eight regional workshops across the country.

The CBCS proposition

Over the past few decades, undergraduate education in the country has focused on a single-discipline approach. The core objective of introducing the CBCS system is to reform the Indian higher education for enhanced learning opportunities that are aligned to learners' scholastic needs and aspirations. With a shift in focus from teacher-centric to learner-centric education, the new system emphasises on learning and puts the student in the driving seat, placing them at the centrestage of all academic transactions.

The CBCS guidelines have been conceptualised in line with the National Skills Qualification Framework (NSQF), competency-based framework that classifies qualifications based on levels of knowledge, skills and aptitude.

The CBCS system is expected to have far-reaching consequences with respect to instituting parity within and across institutions, both in India and abroad. It will give students the opportunity to select programmes from a range of disciplines, which will count towards their overall degree credits. The system is also expected to open up avenues to student mobility – permitting students to transfer credits earned in one institution to another within the country or even abroad. The CBCS system is designed to allow for programme portability, enabling movement from one degree programme to another with ease. It is further expected that CBCS will offer corporates, recruiters and other higher education institutions strengthened, more robust yardsticks on which to compare and evaluate undergraduate students and their institutions.

Deep diving into the CBCS model⁴

The UGC has developed model syllabi for 85 mainline and 18 specialised courses. Universities are free to modify syllabi to the extent of 30%, in line with the existing provisions of migration warranting 70% common content. The fundamental elements of the CBCS includes assessments by semester, with each semester constituting 15–18 weeks of academic work equivalent to 90 teaching days.

The CBCS Model: salient features

- The completion of a degree will be “credit-based” and not “time-based”.
- Curriculum will be interdisciplinary, enabling the integration of concepts, theories, techniques and perspectives from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline.
- The gap between professional and liberal education will be bridged, which is likely to improve the employability of students in India. Youth employability rather than employment is seemingly a major impediment for the country at present.
- By giving students the freedom to opt a course of their choice, the system aims to promote student mobility, both horizontally and vertically.
- With new industry-aligned courses likely to be introduced, cooperation between educational institutions, industry and foreign partners is likely to increase. This, in turn, will lead to greater innovation in the academic space.
- Digressing from the conventional evaluation system, the new CBCS guidelines provide for standardized Letter Grades, corresponding Grade Points, a uniform method for the calculation of a Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA), and a consolidated Transcript Format, which will indicate a student’s performance in each semester.

CBCS in action: implementation

Implementation at universities^{5,6,7}

While the UGC has yet to disclose details around the adoption of the CBCS guidelines at Indian institutions, numbers do suggest that the new system is on the right track to widespread implementation.

2014–15

- In the 2014–15 academic session, many UGC-funded Central Universities (CUs) implemented the CBCS model at the undergraduate (27 universities) and postgraduate (35 universities) levels

2015–16

- From the 2015–16 academic year, of 39 CUs, the CBCS will be introduced at 37 CUs and 18 CUs at the postgraduate and undergraduate levels, respectively*.
- Apart from 21 state public universities, five private state universities and six deemed-to-be-universities have expressed their readiness to implement CBCS.

⁴ State Education Ministers Endorse Credit Framework for Skills and Choice Based Credit System, Press Information Bureau, Government of India, January 06, 2015, <http://pib.nic.in/newsite/PrintRelease.aspx?relid=114381>

⁵ UGC requests Universities to shift to Grading System of Evaluation, Press Information Bureau, Government of India, July 27, 2015, <http://pib.nic.in/newsite/PrintRelease.aspx?relid=123811>

⁶ Guidelines on Choice Based Credit System, Press Information Bureau, Government of India, December 15, 2014, <http://pib.nic.in/newsite/PrintRelease.aspx?relid=113370>

⁷ Choice Based Credit System, Press Information Bureau, Government of India, July 22, 2015, <http://pib.nic.in/newsite/PrintRelease.aspx?relid=123512>

Potential challenges in implementation

Besides following a standardised syllabus across institutions, the following are some of the key issues to be addressed while implementing CBCS across institutions uniformly in terms of faculty standards and facilities such as libraries, laboratories and hostels:

- The burden on faculty and institution staff could increase due to the introduction of new courses.
- Recruitment at institutions will likely lead to overstaffing, which could reduce the workload of some teachers if certain courses fail to attract students.
- Institutions are likely to find it difficult to provide affordable and secured facilities for students across diverse groups, especially women, differently abled people and other dependent students across the country.
- In the CBCS system, enrolling a minimum number of students for a particular course consistently could become a challenge.
- The appointment of requisite academic and non-academic staff for running such courses and the consequent cost implications are some of the initial challenges that institutions may face while implementing the CBCS system.

The success of the CBCS model will largely depend on how effectively it is implemented and monitored in terms of uniformity in counting credits or evaluation based on grades. In its current form, the present guidelines have not addressed the issue of evaluation based on credits, i.e., there is no clarity on whether grading under the system would be relative or absolute. Further, the guidelines do not clarify the thought process behind credit distribution. The units of credits being ascertained and allocated by all institutions offering the same courses need to be consistent.

A sneak peek into the credit transfer systems followed across the globe

The majority of higher education institutions across the globe are implementing a system of credits. In the European Union (EU), universities follow the European Credit Transfer System (ECTS), which sets the standards for comparing the academic achievement and performance of higher education students across the EU and other collaborating European countries.

Many grading systems co-exist in Europe, and the interpretation of grades varies significantly from one country to another. Yet, the ECTS grading scale offers a common measure and facilitates the transfer of students and their grades between higher education institutions in Europe, by allowing national and local grading systems to be interchangeable. Similarly, in Australia, the Australian Qualifications Framework (AQF) specifies standards for educational qualifications. Systems prevalent in the US, Canada, Australia, Japan, and other countries are also based on a credit system.

CBCS: its impact on higher education

The CBCS system is likely to have an across-the-board effect on all stakeholders, especially in terms of improved quality and enhanced employability in the country. Given the complex structure of higher education in India, a long-term view and structured approach should be considered while implementing the new CBCS guidelines. Bringing autonomous and standalone institutions into the CBCS system in a phased manner should be given due consideration. The MHRD has already convened a meeting of all state education ministers in January this year, and forming a joint working group to address issues related to the implementation of CBCS, has been proposed as a possible solution. On the back of this initiative by the Centre, the proactive participation of the States will be key to the success of the CBCS model and to the endeavour reforming higher education sector in the country.

Foreign universities

Foreign universities: catalysts of internationalising higher education

India is at the cusp of significant transformation, and this holds true for its higher education sector too. The nation's increasingly youth-centric demography has opened up the demand for quality education across subjects and domains. Simultaneously, rising spending power amongst the middle class has meant that higher education is becoming progressively accessible to a larger section of the population. Meanwhile, the country is on a positive economic growth trajectory, well on track to becoming the largest tertiary-age population in the world, as well as home to the second-largest graduate talent pipeline globally after China.

It is only befitting therefore that globally students and academic stakeholders are keenly watching the transformation of Indian higher education sector. Foreign institutions are looking more and more towards India as the next hotbed of opportunity and collaboration, a country they are eager to be engaged further.

The concept of internationalisation has been a globally accepted phenomena to expand the reach & impact of higher education institutions of a particular country. The internationalisation of higher education through foreign institutions has seen unprecedented growth at the global level. A multitude of factors have driven this phenomenon, increasing the scale and depth of internationalization. Some of the principle drivers include the presence of a mobile global labour market, declining mobility costs, quest for a knowledge economy, growing role of private sector investments, convergence of technology and trade liberalisation. Today, India is well-poised to become a force to reckon with in the higher education sector with more and more education giants from foreign shores joining hands with Indian counterparts to tap the highly lucrative market through joint ventures, partnerships and other alliances.

Recent reformatory measures

The importance of higher education in the country was recognized by its founding fathers and subsequent ruling governments. Consequently, considerable emphasis has been laid on aspects such as literacy, school enrolment, creation of institutions of higher education & technical education and most recently on skill development.

With the intent to strengthen quality and access in the higher education sector in the country, the Indian Government, in May 2007, initiated discussion to permit foreign universities to operate independently in India. In 2010, the discussions evolved, with the Union Cabinet approving the Foreign Educational Institution (Regulation of Entry and Operation) Bill in Parliament. Since then, discussion on the subject has progressed through many discussions as part of the government's agenda. So while the seeds have long been sown, the bill has yet to become a reality on ground. In recent times, the government has reportedly revived consultation to bring about a framework that will allow foreign educational institutions and investors to operate in the country.

Over the years, the Government of India has taken several legislative initiatives for reforming the higher education sector although most of them have not yet been enacted. Some particularly groundbreaking ones which have lapsed include The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010 and the Universities for Research and Innovation Bill, 2012 amongst others. It was expected that the Universities for Research and Innovations Bill (2012) would have enabled universities to serve as hubs of education, innovation and research.

Figure 1: Evolution of the policy environment for foreign educational institutions in India (Status of key higher education bills in recent years)

Lapsed Bills	Withdrawn Bills	Passed Bills (now Acts)	Draft Bills
<ul style="list-style-type: none"> • The Indira Gandhi National University for Women Bill, 2013 • The Universities for Research and Innovation Bill, 2012 • The National Academic Depository Bill, 2011 • The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 • The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010 • The Educational Tribunals Bill, 2010 	<ul style="list-style-type: none"> • The Higher Education and Research Bill, 2011 	<ul style="list-style-type: none"> • The School of Planning and Architecture Act, 2014 • The Central Universities (Amendment) Act, 2014 • The Indian Institutes of Information Technology Act, 2014 	<ul style="list-style-type: none"> • Indian Institutes of Management Bill, 2015 • Distance Education Council of India Bill, 2014

Source: PRS Legislative Research, <http://www.prsindia.org/billtrack/hrd-labour-health/>

The Foreign Universities Bill: Time for “Educate in India”

The regulatory journey of the Foreign Educational Institutions (Regulation of Entry and Operations) Bill in India has been a work in progress since the Government introduced it in 2010. Given the latent demand for quality education amongst Indian students and keen interest in foreign institutions, the bill would have allowed credible institutions to bring their academic and research expertise into the Indian education system. According to a research paper projection, Indian students are spending more than \$12bn every year in pursuing higher education studies overseas which not only results in loss of foreign exchange but also leads to brain drain⁸.

In an important development, as reported in the media reports, the country’s newly revamped and instituted policy think tank, NITI (National Institution for Transforming India) Aayog has been given the responsibility of reviewing and providing recommendations that would form the basis of a framework allowing foreign educational institutions to operate in India. Currently, foreign institutions can operate in India only in partnership with Indian universities duly approved by a regulator. This initiative by the government is in continuation to its flagship “Make in India” initiative, where foreign participation is being encouraged to revitalize the manufacturing and other related sectors. The government is likely to prepare a draft bill for permitting entry for foreign institutions following extensive consultations with relevant stakeholders. This draft bill is expected to facilitate single-window clearance for foreign education players and establish regulations that help ensure their academic and administrative autonomy.

⁸ “Sheer size of education system in India – nessecitate, autherise and deregularize,” Dr. S.V. Srinivasa Sastry, Vol.03 Issue-04, (April, 2015), International Journal in Management and Social Science

The Union Government has further proposed to initiate the data compilation for Indian students studying in foreign countries. The data is expected to help understand various trends, including the popular courses students enroll in, the foreign exchange they pay as tuition fees, and the employment of such students once they graduate, amongst others. This exercise is likely to help the government formulate the policy framework for the Foreign Universities Bill⁹.

The reality for most foreign entrants...

Thus, while the Indian higher education space holds tremendous growth potential, it harbors some very inherent challenges that may serve as roadblocks for entry of foreign universities. Apart from its inherent issues of quality, accessibility and disparity — owing to its supply-demand gap, low-quality learning and teaching systems and uneven growth and access across different social strata — India's higher education sector is largely dependent on the country's political ecosystem.

With respect to foreign universities, the following are some of the key challenges and issues facing them as they explore their prospects in India:

- **Permitted legal structures** - whether for-profit institutions would be permitted entry
- **Minimum corpus:** Determination of quantum of investment required from each foreign institution
- **Level of government support** from the Centre and the States, including level of research grants
- Determine the **degree-granting authority or institution**
- **Minimum experience** of running higher education institutions **in home country**
- **Repatriation of profits** generated from Indian operations – **needs clarity**
- **Recognition by regulatory bodies**, including regulatory clearances and compliances
- **Recruitment of foreign faculty and payment of salaries** to them

The Indian higher education industry is currently walking the tightrope. It is faced with the challenge of constantly striking a balance between the growth potential it offers and the sociopolitical framework within which it exists and operates. The need of the hour, therefore, is for the Government of India — along with industry stakeholders and thought leaders — to collaborate on enhancing the regulatory education landscape to make it robust yet conducive to foreign investors. Many of India's counterparts on the same side of the world have experienced relatively positive outcomes based on their policies and regulations. The nation may consider taking a page out of the books of regions such as China and the Gulf.

The Global Comparison: a peek into foreign campuses

Over the past decade, western universities have made significant inroads into the Gulf region and Southeast Asia, particularly mainland China. They have set-up programmes ranging from student and faculty exchanges, made research collaborations & even established full-fledged campuses. According to data gathered by the Cross-Border Education Research Team (C-BERT), globally, China has emerged as the fastest-growing destination for international branch campuses (IBCs).

⁹ "PMO seeks database of Indian students studying abroad," Oct 1, 2015, <http://www.dnaindia.com/india/report-pmo-seeks-database-of-indian-students-studying-abroad-2129024>

In terms of branches of foreign universities, there are currently about 230 IBCs in operation globally, with another 24 IBCs planned. Close to 75 countries have been involved in permitting international institutions to open campuses in their respective countries.

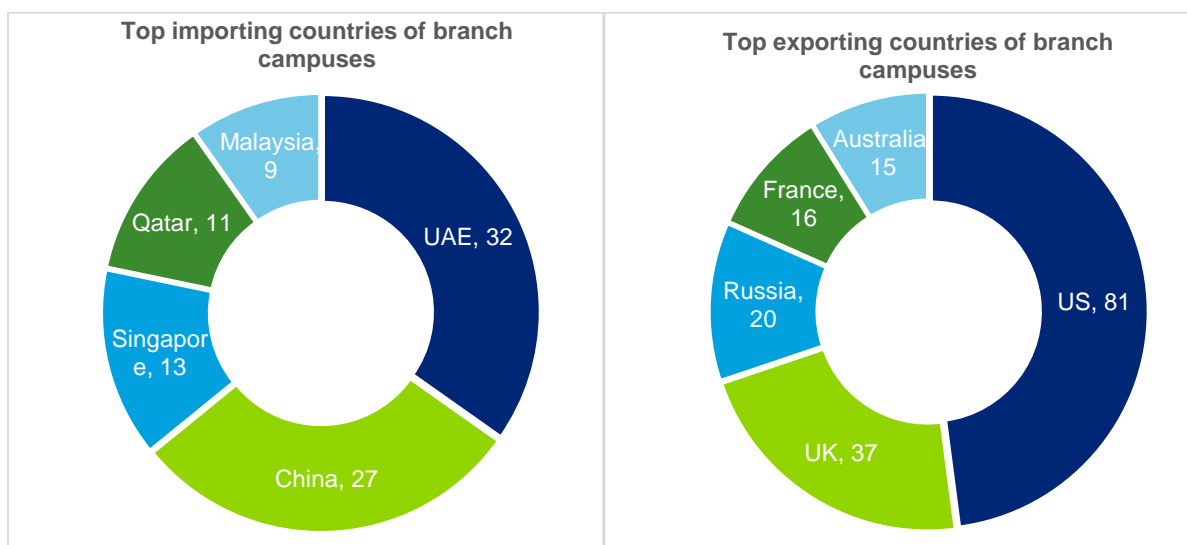
- The two most forthcoming regions in this regard are the UAE, with 32 and China with 27 branch campuses;
- Others leading importers of IBCs include Singapore with 13, Qatar with 11 and Malaysia with 9 branches of institutions;

Further, approximately 32 countries have been involved in opening offshore campuses in other countries:

- The US with 51 institutions, has been the leading campaigner in terms of opening institutions abroad, followed by the UK with 28, Russia with 13, Australia with 11, and France with 7 institutions;

In terms of opening branch campuses, the US has been at the forefront, with 81 branches, followed by the UK with 37, Russia with 20, France with 16, and Australia with 15;

Figure 2: Major importing and exporting countries of branches campuses of foreign institutions



Source: Cross-Border Education Research Team (3 October 2015). C-BERT Branch Campus Listing. [Data originally collected by Kevin Kinser and Jason E. Lane]. Available: <http://globalhighered.org/branchcampuses.php>; Albany, NY: Author

China’s strides in higher education: a case study

Over the past three decades, China has been authoring many a success story in its higher education sector. The Chinese Government, by rolling out a series of reform measures closely aligned with the economic sector, has been instrumental in reforming the country’s higher education sector.

The success of foreign universities operating in China can be attributed to a number of factors:

Chinese universities are aggressively pursuing partnerships with globally renowned universities

Substantial investments in infrastructure, scholarships for incoming students amongst others by the federal government, local governments and joint partner countries. According to Institute of International Education (IIE), a not-for-profit organisation focuses on International Student Exchange and Aid, Foreign Affairs, and International Peace and Security, around 50,000 scholarships are available annually through the China Scholarship Council, a nonprofit institution affiliated with China's Ministry of Education.*

Project 211, which aims at strengthening around 100 institutions of higher education and specific disciplinary areas, and Project 985 focused on setting-up world-class universities under the tutelage of the Peoples's Republic of China, have strengthened the relationship between local and foreign institutions.

Source: [The Japan Times Ltd.](#), 26 October 2014

Foreign universities in China – A case study^{10, 11, 12}

As on October 2015, the number of international campuses in China has nearly tripled, from 10 in 2009 to 27 in 2015¹³. China now accounts for about 8 percent of the world's 4.3 mn international students. Just a decade ago, it accounted for less than 2 percent¹⁴.

Foreign universities	Home country	Government support
New York University (NYU)	US	<ul style="list-style-type: none"> Two-third of Chinese students' \$45,000 per year tuition fees paid by Shanghai city government Building to house the NYU is being provided by the Pudong district government
Duke Kunshan University	US	<ul style="list-style-type: none"> Government of Kunshan investing \$260 mn to build the campus An estimated \$37 mn expenditure is expected to be borne by the Duke University over the first six years of operations
Southeast University — Monash University Joint Graduate School (Suzhou)	Australia	<ul style="list-style-type: none"> The southeast region of China has been identified by the government as one of the areas for increased government education funding under its Project 985
Shanghai University — University of Technology, Sydney (UTS) Sydney Institute of Language and Commerce (SILC) Business School	Australia	<ul style="list-style-type: none"> Support from Shanghai Municipal Commission of Education and the Higher Education Bureau of Shanghai Municipality in establishing SILC as an educational joint venture of Shanghai University and University of Technology

¹⁰ <http://onlinelibrary.wiley.com/doi/10.1111/j.1465-3435.2008.01368.x/pdf>

¹¹ <http://www.economist.com/news/china/21569070-foreign-universities-find-working-china-harder-they-expected-campus-collaboration>

¹² <http://www.sinograduate.com/foreign-universities-china>

¹³ Cross-Border Education Research Team (2015, October 03). C-BERT Branch Campus Listing. [Data originally collected by Kevin Kinser and Jason E. Lane]. Available: <http://globalhighered.org/branchcampuses.php> Albany, NY: Author

¹⁴ Governance reforms in higher education: A study of China, By Mei Li and Rui Yang, 2014, International Institute for Educational Planning, United Nations Educational, Scientific and Cultural Organization (UNESCO), <http://unesdoc.unesco.org/images/0023/002318/231858e.pdf>

Sino-German College Applied Sciences of Tongji University	Germany	<ul style="list-style-type: none"> Joint educational program sponsored by the Chinese and German governments
The University of Nottingham Ningbo China (UNNC)	UK	<ul style="list-style-type: none"> Ningbo municipal government to fund £13m for setting-up a new International Academy for Marine Economy and Technology at the UNNC Ningbo government provides 12 scholarships to international students pursuing postgraduate program and 30 scholarships to students pursuing undergraduate program

Source: Cross-Border Education Research Team (2015, October 03). C-BERT Branch Campus Listing. [Data originally collected by Kevin Kinser and Jason E. Lane]. Available: <http://globalhighered.org/branchcampuses.php> Albany, NY: Author; The Christian Science Monitor, <http://www.csmonitor.com/World/Asia-Pacific/2013/1110/US-universities-target-foreign-markets.-Can-core-values-survive>; Southeast University website, <http://www.seu.edu.cn/english/232/list.htm>; Shanghai University website, <http://cms.shu.edu.cn/Default.aspx?tabid=18948>; China Education Center, http://www.chinaeducenter.com/en/nottingham/nottingham_ningbo.php; The University of Nottingham Ningbo China website, <http://www.nottingham.edu.cn/en/news/2013/university-announces-60m-of-new-initiatives-with-china-during-pms-visit.aspx>;

Note: The above list of foreign educational institutions is only a representative list of universities operating their campuses in China

China versus other nations

In comparison to China's openness towards foreign institutions, Brazil has permitted only one institute (Manchester Business School, South America Centre) so far to set-up campus in their country. Russia has allowed two foreign institutions to establish their branches in their country.

Barring a few institutions, the US has not been able to attract foreign institutions to set up campuses in the country. The differences in the education systems of the US and of European and Asian countries, as well as lack of investment from the US federal and state governments are among the prime reasons for foreign institutions not setting up campuses in the US¹⁵.

Foreign universities in other countries

Foreign universities	Home country	Host country
Manchester Business School, South America Centre	UK	Brazil
IESE Business School – New York Campus	Spain	US
Ming Chuan University Michigan Location	Taiwan	US
BAU International University Washington, D.C.	Turkey	US
The University of Manchester, Manchester Business School	UK	US
Jose Maria Vargas University	Venezuela	US
ESCP Europe London	France	UK
Hult International Business School, London Campus	US	UK
The University of Chicago Booth School of Business, London Campus	US	UK

¹⁵ Study: Foreign universities show little interest in U.S. expansion, August 2015, <http://college.usatoday.com/2015/08/25/study-foreign-universities-unlikely-to-expand-into-the-u-s/>

SP Jain School of Global Management Sydney Campus	India	Australia
University College London, Australia	UK	Australia
Carnegie Mellon University Australia	US	Australia

Source: Cross-Border Education Research Team (2015, October 03). C-BERT Branch Campus Listing. [Data originally collected by Kevin Kinser and Jason E. Lane]. Available: <http://globalhighered.org/branchcampuses.php> Albany, NY: Author

It is clear that developing nations are achieving positive outcomes as a result of their strategies and policies, particularly when closely aligned to the national economic reform programme. Government of India's Make in India campaign is certainly conveying the right message to the rest of the world, and in anticipation that the Government of India, through the NITI Aayog, will revisit the higher education charter for India, the outlook is seemingly bright.

Impact of foreign universities on India's higher education sector

The Union Government's recent decision to review the policy framework for allowing foreign educational institutions in the country — as well as undertake a study to evaluate the outflow of Indian students to other countries for studies — is a positive step forward that promises to rejuvenate the Indian higher education sector. The rationale behind restricting the entry of foreign education providers with various riders is valid in its bid to filter out lowly ranked as well as substandard educational entities. However, given the rollout of key campaigns such as Make in India and Digital India, it is the right time for the Indian Government to send out a decisive signal to foreign education providers and investors in the education sector. The aim however should focus on attracting quality and top-tier institutions.

While rolling out a reformed policy for foreign education providers, it is critical that the government lays down a well-structured checks and balances system with a single-window clearance. It will be equally vital for the government to undertake a detailed view of existing institutions, including foreign ones already operating in the country. Due consideration should also be given to the strategies being employed by competing nations, especially China, Brazil, the US and Australia in attracting the foreign institutions and investors in the field of higher education. Besides providing clarity on the repatriation of profits from Indian operations, as well as on the payment of emoluments to teaching and non-teaching staff, the Indian government may consider devising a framework in the mold of its defence offset policy.

Given the Union Government's strong stance to engage with nations across the globe more assertively and likely rollout of enabling legislations, the higher education sector in India is likely to unfold rewarding opportunities for all stakeholders including foreign investors and institutions.

Smart Cities – Role to be played by Higher Education

Higher Education to evolve with the advent of Smart Cities

India is set to urbanize at an unprecedented rate and scale. India's urban population has grown from 290 mn in 2001 to 377 mn in 2011, which accounts for over 30 percent of the country's population¹⁶. The number of urban cities and towns has also increased from 5,161 in 2001 to 7,935 in 2011¹⁷. The number of 1 mn plus population cities has grown from 35 in 2001 to 53 in 2011¹⁸. By the year 2031, India will have more than 87 metropolitan areas and the country's urban population is likely to soar to over 600 mn, adding about 225 mn people to present urban population¹⁹. The contribution of urban areas is expected to rise to 75 percent of GDP in 2030²⁰.

The speed of urbanization will exert immense pressure on the urban infrastructure, urban finance, natural resources, quality of urban life etc. In order to manage this high level of urbanization, there is a need for comprehensive development of physical, institutional, social and economic infrastructure. This makes it imperative to devise smart concepts and solutions to transform the existing cities to 'smart cities'.

Approaches to define Smart Cities

With half the world's population living in cities, there is an increased strain on energy, transportation, water, building and public spaces which in turn has led to an increasing need for 'smart' city solutions which are both efficient and sustainable on one hand and can generate economic prosperity and social wellbeing on the other. Various definitions have been put forth for 'smart cities'. The approaches to define smart cities varies from one country to the other based on various factors including existing level of development, willingness to change and reform, current resource availability and aspirations of the city residents.

Some of them have been highlighted below.

Table 1: Approaches to define smart cities

Agency	Definition
UK Department of Business, Innovation and Skills	Smart city is a process, or series of steps, by which cities become more "livable" and resilient and, hence, is able to respond quicker to new challenges. Thus, a Smart City should enable every citizen to engage with all the services on offer, public as well as private, in a way best suited to his or her needs
The British Standards Institute	Smart city is an effective integration of physical, digital and human systems in the built environment to deliver sustainable, prosperous and inclusive future of its citizens.

¹⁶ Census of India, 2011

¹⁷ Ibid

¹⁸ Ibid

¹⁹ High Powered Expert Committee Report on Urban Infrastructure and Services, 2011

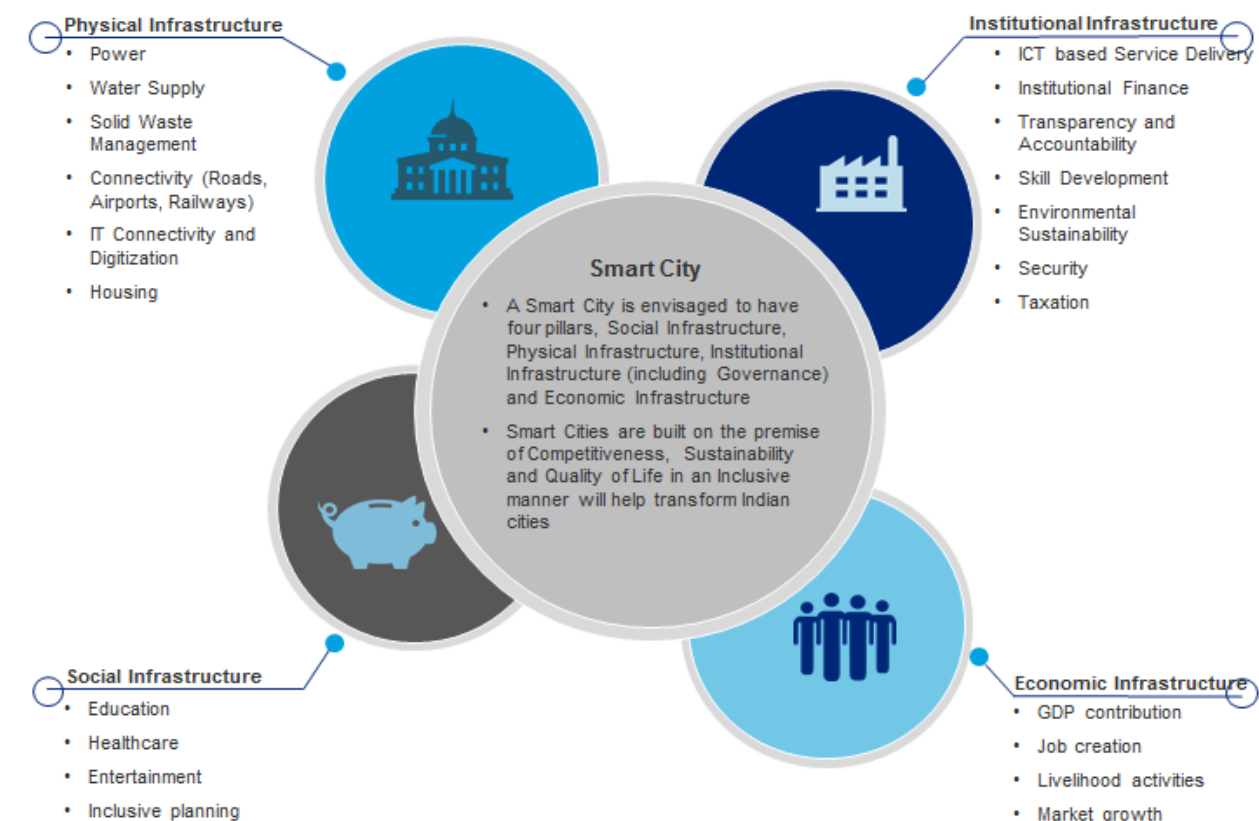
²⁰ Ibid

European Commission	Smart cities have been characterized and defined by a number of factors including sustainability, economic development and a high quality of life. These factors can be achieved through infrastructure (physical capital), human capital, social capital and/or Information and Communication Technologies (ICT) infrastructure.
The U.S. Office of Scientific and Technical Information	Smart city is a city that monitors and integrates conditions of all of its critical infrastructures – including roads, bridges, tunnels, rails, subways, airports, seaports, communications, water, power, even major buildings – can better optimize its resources, plan its preventive maintenance activities, and monitor security aspects while maximizing services to its citizens.
Ministry of Urban Development, Government of India	Smart cities are those that are able to attract investments and experts/ professionals. Good quality infrastructure, simple and transparent online business and public services processes that make it easy to practice one’s profession or to establish an enterprise and run it efficiently without any bureaucratic hassles are essential features of a citizen centric and investor-friendly smart city.

Various agencies around the world have defined smart cities as an integration of physical, social and technological infrastructure with a positive impact on the sustainability, economic development and quality of life of the citizens. However, as per the definition of Ministry of Urban Development, Government of India, smart cities also create avenues for investments, experts and professionals and thereby result in an investor-friendly environment for businesses to prosper.

According to the ‘Draft Concept Note on Smart City Scheme’ prepared by Ministry of Urban development, Government of India, smart cities are those which have smart (intelligent) physical, social, institutional and economic infrastructure. This concept is illustrated in the figure below:

Figure 1: Four Pillars of Smart City²¹



²¹ Draft Concept Note on Smart Cities Scheme, Ministry of Urban Development, Government of India

Government initiatives to realize 'smart cities' dream

In June 2015 three urban development initiatives were launched: AMRUT (Atal Mission for Rejuvenation and Urban Transformation); Smart Cities Mission; and Housing for All (Urban). These are landmark schemes with the focus on urban development and were launched to competitively meet the required parameters of urbanization.

The Government of India headed by the Prime Minister has announced the Atal Mission for Rejuvenation and Urban Transformation (AMRUT) initiative on 25th June 2015 with an aim to improve the existing basic infrastructure services like extending clean drinking water supply, improving sewerage networks, laying of storm water drains, improving public transport services and creating green public spaces like parks etc., with a special focus on creating healthy open spaces for children. Under this scheme, the government aims to transform 500 cities and towns into efficient urban living spaces with special focus on a healthy and green environment.

The Smart Cities Mission is an initiative by the Government of India to drive economic growth and improve the quality of life of people by enabling local development and harnessing technology as a means to create smart outcomes for citizens. The Mission will cover 100 cities and its duration will be five years (FY2015-16 to FY2019-20).

The Government has announced a list of 98 cities, including 24 state capitals to be developed as smart cities. The Smart City Mission will be operated as a Centrally Sponsored Scheme (CSS) and the Central Government proposes to give financial support to the Mission to the extent of Rs. 48,000 crores over five years i.e. on an average Rs. 100 crores per city per year.

This opens up a huge opportunity in each aspect of smart city planning, project execution and management. Furthermore, there is great potential for technology businesses around the world to deploy their innovative products and services across Indian cities and provide the citizens with the benefits of the smart solutions.

Human resource requirement for smart cities

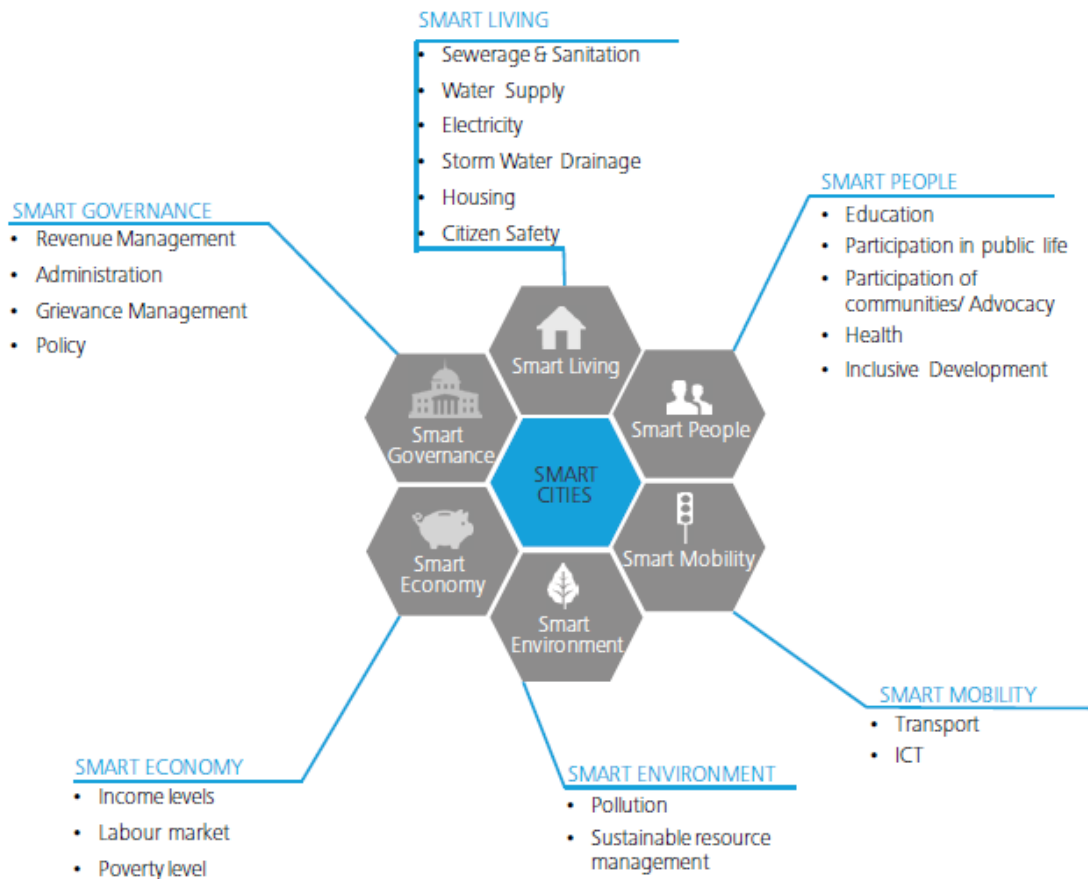
Smart cities require better cohesion between the various agencies responsible for urban development and planning. Sewage treatment, provision of clean water to citizens, robust healthcare systems, efficient transport networks and strong governance must form the blueprint of re-designing existing cities and creating new ones. Technology can go a long way in helping realize the creation of smart, safe and sustainable cities.

To achieve this objective, an integrated framework comprising of the following key enablers – Smart Governance, Smart Living, Smart People, Smart Mobility, Smart Environment and Smart Economy may be followed to facilitate implementation²². The framework essentially serves a dual purpose – (i) for existing smart cities aspiring to incorporate smart features, the dimensions of the framework can be further expanded through metrics which will enable assessment of the level of preparedness and priority areas of intervention of these cities; and (ii) for new cities, the same framework with the associated dimensions and derived metrics can be used to plan, develop and operate infrastructure and other services.

Metropolitan solutions is an inherently interdisciplinary field that requires profound knowledge and expertise in fields as diverse as construction, environment, water, energy, food, and ICT, and their integration; approaches such as big data analytics, self-organization and configuration, and co-creation; and the application of sensor networks, bioinformatics and smart materials, metropolitan solutions, performing education and research (fundamental and applied). There is an increasing need for researchers and practitioners in the field of Metropolitan solutions to continuously strive to create and deploy smart solutions across the cities.

²² 100 Smart cities in India – Facilitating Implementation, Deloitte Report – Feb, 2015

Figure 2: Smart Cities Framework²³



There are few institutes in India which have new-age programmers that integrate architecture, engineering, management, geographic information systems, environment, economics, sociology, geography and urban governance. The curriculum of most of the institutes do not reflect recent trends in urban growth, technological advancement, sensitiveness to environment and latest industry requirements

The Institute of Town Planners, India (ITPI) is the apex body of professional town and country planners promoting urban planning education and research activities. During 2011, the All India Council for Technical Education (AICTE) in coordination with ITPI developed a model curriculum for post-graduate courses, which has been modified and adopted by individual institutes as per local conditions and affiliated university requirements.

India has 7,935 census towns (4,041 statutory towns, 3,894 census towns including 475 urban agglomerations and 981 outgrowths) in 2011, an increase of 2,774 towns compared to 2001²⁴. There is a huge requirement of town planners in education, research and private sector. As per the estimates provided by the Institute of Town Planners, India (ITPI) in various publications, there are about 4,000 town planners registered with the institute, who are working with different organisations in the country. Also, there are about 21 planning schools or institutions which offer Post Graduate courses in Urban/ Town Planning²⁵. Six of these institutions also offer under graduate courses in Town/Urban Planning. At present, these institutes produce about 500 town planners²⁶ every year and with this speed it will take years together to fill up the gap, without compromising the quality of planning professionals. This calls for increasing the number of School of Planning

²³ 100 Smart cities in India – Facilitating Implementation, Deloitte Report – Feb, 2015

²⁴ Census of India, 2011

²⁵ Planning Courses and Schools recognized by ITPI, Institute of Town Planners, India, April-2013

²⁶ Planning Professionals – Challenges Ahead, ITPI Newsletter (January – March 2014, No.11x1)

both in government and private sector.

According to Deloitte analysis of Demand and Supply of Skilled Town Planners in India over the period 2014-23, a tentative strength of town planners is required at different planning levels (State, District and City Levels). A total of 86,439 urban/ town planners would be required in the country at various levels of planning framework (1 planner per 14,000 populations) in the period 2014-23²⁷. However, from a skills demand perspective over the ten years, and assuming entry level (Assistant and Associate town planner levels), the requirement is for around 69,130 planners. Assuming that 100 percent of the graduated town planners each year register with ITPI and continue to pursue urban planning as a career and assuming 10% growth in seats over the next 10 years, there are 10,000 qualified urban planners graduating over the next 10 year period. Even then, these projected figures are much lower than the existing year's demand of over 69,130 urban/town planners at the entry levels, which indicates a supply shortfall of 85% against the requirements across the country over the ten years (2014-23).

According to a report by National Skill Development Corporation (NSDC), India will need around 76.5 mn²⁸ people in the Building, Construction, and Real Estate sector. This demand arises from the demand for affordable housing which is expected to increase to 38 mn in 2030 from 29 mn today, rapid growth in IT and financial services into Tier-II and Tier-III cities, heavy investments in key infrastructure segments' including power, road, railways, ports and civil aviation, demand for warehousing space (ambient and cold chain) in the country in major Tier-I and Tier-II cities due to set up of industrial parks.

A similar analysis is required across various multiple sectors involving use of metropolitan solutions to understand the human resource requirements for realizing the smart cities dream.

Role of Higher Education institutions

Metropolitan challenges are a promising area for groundbreaking fundamental and applied research for scientists and also for growth and investment strategies for small and large industrial players. The development and application of digital technologies is radically transforming the way we describe and understand cities and the tools used to design, plan and manage them. This new approach to urban design allows us to rethink the built environment from the ground up, including tangible urban technologies in the areas of water, energy, mobility, waste, food, health, etc.

Higher Education institutes play a vital role not only in building research and implementation capability of key institutions concerned with urban planning and development, but also in creating a new force of professionals to develop and manage smart and sustainable cities efficiently.

National Buildings Construction Corporation Limited has partnered with IIT Roorkee to set up a Joint Research & Development Centre of Sustainable Civil Infrastructure in August, 2015 to provide a research and innovation platform and assist in Government's goal of housing for all by 2022 and creating 100 smart Cities. The Joint Research & Development Centre will be involved in research work on adoption of new construction techniques, improved building materials, and upgraded skills for smoother and faster implementation. IIT Roorkee was selected to provide expert solutions and knowledge to plan the development of smart cities in India in a structured and sustainable way.

²⁷ Deloitte Report on Skilled Town Planners in India – Demand and Supply (2014-23)

²⁸ NSDC Skill gap report on Building, Construction and Real Estate, May-2015

The table below shows such initiatives taken by universities around the world to contribute in the field of metropolitan solutions:

Table 2: Smart cities initiatives around the world

Name of initiative	Description
SENSEable City Lab by MIT	MIT's SENSEable City Lab is a transdisciplinary research group that studies the interface between cities, people and technologies and investigates how the ubiquity of digital devices and the telecommunications networks that augment our cities are impacting urban living.
Center for Urban Science and Progress (CUSP) by New York University (NYU)	Center for Urban Science and Progress (CUSP), an applied science research institute is a consortium of world-class universities and the foremost international tech companies to address the needs of cities and face the technical, intellectual, engineering, academic, and human challenges posed by a rapidly urbanizing world.
Smart Cities Center by Columbia University	Smart Cities Center set up by Columbia University develops and monitors sustainable urban infrastructure and buildings, improves the power supply through smart grid technology, detects and counteracts problems with aging urban infrastructure, calculates and communicates optimal transportation routes under congested traffic conditions, and deploys ubiquitous sensing devices to facilitate everyday activities in a crowded urban environment.
Future Cities Laboratory by ETH Zurich	Future Cities Laboratory is a research programme established by ETH Zurich and Singapore's National Research Foundation that aims to develop new knowledge, technologies, and approaches for a sustainable urban future with an Asian perspective.
LSE cities by London School of Economics (LSE)	LSE Cities is an international centre at the London School of Economics and Political Science that carries out research, education and outreach activities to study how people and cities interact in a rapidly urbanising world, focusing on how the design of cities impacts on society, culture and the environment.
Urban Transformations and Sustainability Laboratory by Delft University of Technology	Urban Transformations and Sustainability Laboratory was set up by Delft University of Technology to acquire knowledge, skills and experience in the field of sustainable mobility, urban renewal, shrinkage and densification; with an understanding of global trends, such as economic globalization, the financial and real estate crisis, climate change, demographic trends and the energy transition.
Smart City Lab by Alexandra Institute	The Smart City lab was set up by Alexandra Institute with a mission to contribute to the strategic and technological development of smart cities. The Lab offers a number of research-based project collaborations and commercial services targeting citizens, cities, utilities and industry.

India's premier architecture, planning and design institute, CEPT University of Ahmedabad has made research-based contribution to public policy making in the city of Ahmedabad. The scholars of CEPT have created an innovative approach to public transport in the city. The professional staff from CEPT was involved in preparing the detailed plans for both Phase 1 (2006-07) and Phase 2 (2008) of the Bus Rapid Transit (BRT) system, and the Centre for Excellence in Urban Transport at CEPT is now the principal consultant to the Ahmedabad Municipal Corporation (AMC) for planning and designing BRT routes and stations.

Role of private & foreign sectors

Cities are competing amongst each other to attract investments and talent in the field of metropolitan solutions. Cities are getting involved in metropolitan solutions through co-investments, acting as living labs, and providing data.

The global smart city technology market is expected to grow by 13.5% annually, from USD 8.8 bn in 2014 to USD 27.5 bn by 2023²⁹. The cumulative global investment in smart city technologies over the decade is expected to be \$174.4 bn³⁰.

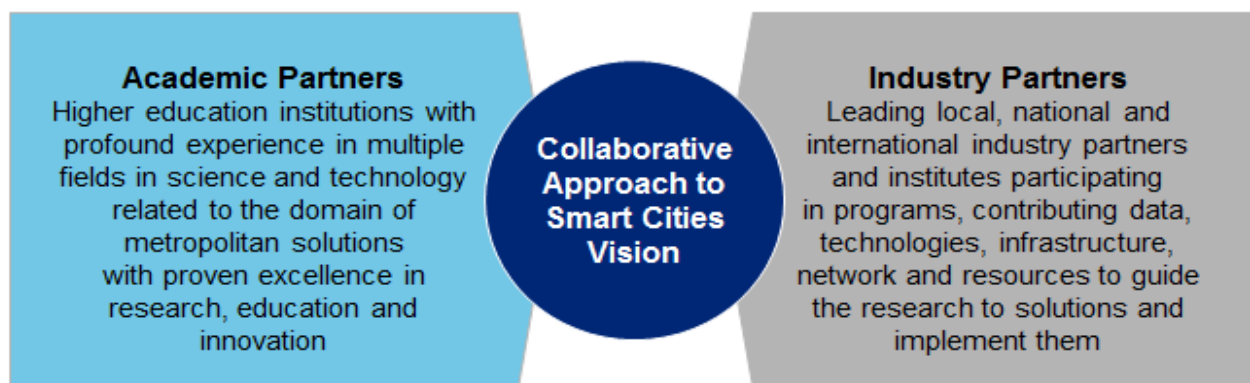
Higher education institutions, companies and cities team up in public-private partnerships to connect the chain of education and research in the field of metropolitan solutions. Global leaders in the field of smart city technologies include IBM, Cisco and Accenture, with contenders like Siemens, Hitachi, Toshiba, Schneider Electric, and General Electric. They contribute to the science through their data and infrastructure, and benefit from the resulting technologies, operating on a more local level where the infrastructure is.

The Energy and Resources Institute (TERI) and United Technologies Corporation (UTC) launched the Center of Excellence for Energy Efficient Buildings in India on 17 December, 2014. The Center of Excellence will work towards the development of an energy-use reporting framework for existing buildings, evaluation of the existing building energy rating systems, derivation of tool and techniques for energy management, real time reporting of consumption, and identification and cost benefit analysis of conservation measures.

Collaborative Approach to Smart cities vision

Metropolitan solutions is an interdisciplinary approach that draws upon many different fields of research and which relies on a variety of public and private parties for its success. There is a need for a consortium of academic and industry leaders to build a new, internationally leading public-private institute for advanced metropolitan solutions.

Figure 3: Collaborative Approach to Smart cities vision



The academic partners have profound experience in multiple relevant fields, including electronics, electrical, mechanical, agricultural and civil engineering, computer science, governance and policy, environmental sciences, landscaping, urban planning and design, architecture and social sciences.

²⁹ Navigant Research Leaderboard Report: Smart City Suppliers report, Q4,2014

³⁰ Ibid

Graduate School of Smart Cities Development (GSSCD) was set up under Gujarat Technological University (GTU) to impart education related to smart cities development. This school will also be involved in the research, consultancy and capacity building activities to support the governments at all levels. The school has tie-ups with several knowledge partners including Gujarat Infrastructure Development Board (GIDB), Gujarat International Finance Tec-City (GIFT City), Gujarat Energy Research & Management Institute (GERMI), CMAI Association of India, Microsoft India, IBM India and CISCO. GTU has also set up the GTU Smart City Sensor Lab for imparting practical education related to smart cities sensor based application development.

The industry and research partners, local, national and international, cover a range of technology R&D and integration required for prospering cities and their solutions: from IT to energy, from water and food to materials and waste. They contribute data, technologies, knowledge (including co-creation methodologies) and resources to the consortium, guide the research, and strengthen the consortium's capacity to turn societal needs into research into solutions, and implement them in real life.

Amsterdam Institute for Advanced Metropolitan Solutions (AMS) is an Amsterdam based public-private institute launched on 20 June 2014, where engineers, designers, digital engineers and natural/social scientists jointly develop interdisciplinary metropolitan solutions. AMS is centred on applied technology in urban themes such as water, energy, waste, food, data and mobility, and the integration of these themes. AMS-partners are TU Delft, Wageningen UR and MIT as core academic partners, TNO, Amsterdam Smart City, Waag Society, City of Boston, KPN, Accenture, Alliander, Cisco, ESA, IBM, Shell and Waternet.

Smart cities transform higher education

Smart cities are avenues for innovation, entrepreneurship, and the flourishing of ideas and opportunities. This makes them ideal sites for universities and research institutions to develop and proliferate.

On the demand side, smart cities are a source of sophisticated and demanding customers and highly competitive markets that spur innovation. Such cities provide interesting and important problems to solve for academicians, researchers and policymakers. These problems stimulate new ideas or products to address them. As cities constantly evolve and grow, they present new possibilities for innovation and research.

On the supply side, smart cities offer a geographically concentrated, deep pool of inputs that support entrepreneurship and the development of new products – including a wide array of specialized services and human capital. They provide high quality of life thereby attracting talented, creative, and entrepreneurial people to live in urban settings. They provide smart solutions to bridge the gap between the users and the product/ solution providers thereby resulting in greater collaboration to ensure quality. Smart cities foster knowledge sharing between firms in related and un-related industries and customers.

The relationship between smart cities and higher education is fundamentally symbiotic. A strong higher education system helps build a responsive and efficient city, and a dynamic city helps build an effective institutional network. Leveraging this relationship creates mutual advantage, leading to prosperity for both the institute and the smart city-region that hosts it. Smart cities can foster the development of world-class research institutions and universities, while at the same time universities and research institutions can serve world-class smart cities.

Role of Technology in Education

Introduction

Approximately 18.1% of India's population falls in the 15 to 24 age group which translates to about 234 mn people. If India is to meet its 30 percent GER target by 2020, about 40 mn students would be enrolled in the higher education system in 2020. Currently, around 18.5 mn students are enrolled in the higher education sector. Some of the key issues which act as barrier to achieving a higher GER include:

- Lack of **access** or reach of higher education institutes in India including factors relating to affordability
- Dearth of mediums for **quality teaching and learning opportunities**
- Inability of **delivery of traditional teaching / learning** methods **considering the scale** to be achieved in a country like India

Considering the scale of challenges ahead, technology can play a vital role in addressing the some of the issues identified and help in delivering better quality education to even the most far out and inaccessible villages.

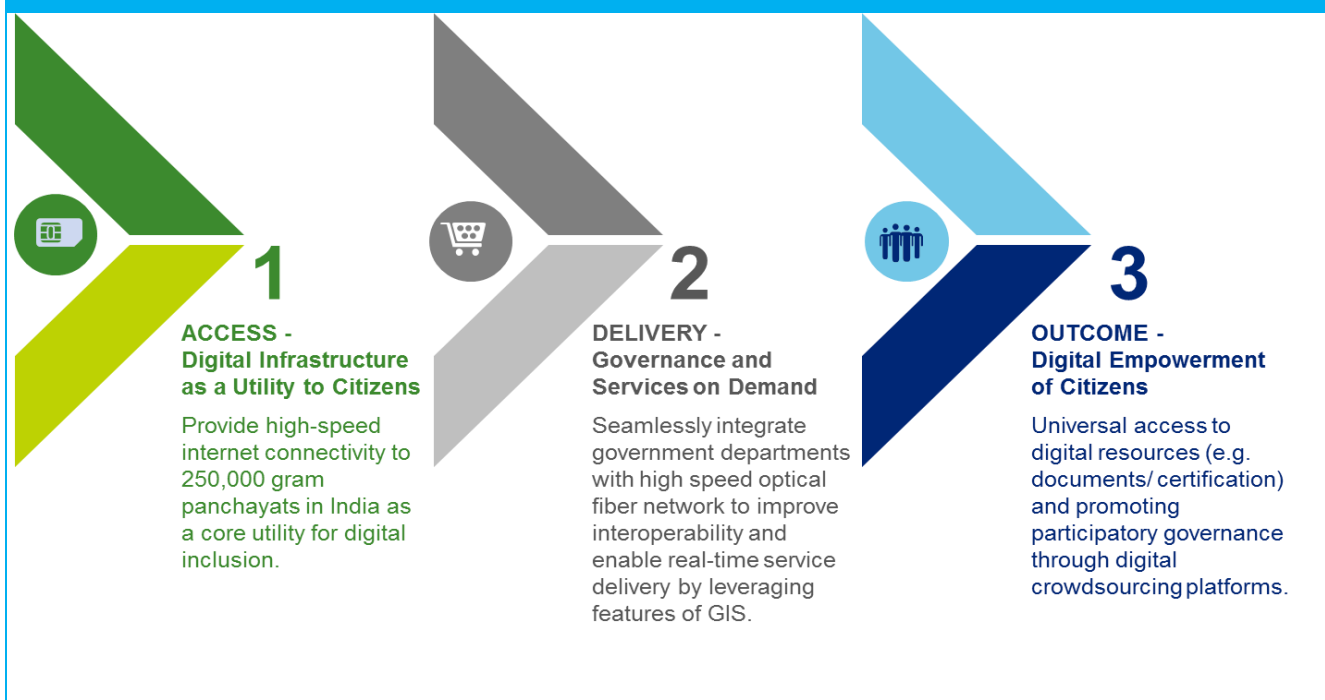
Like the rest of the world, technology as part of learning is catching up quickly in India too. ICT has been implemented in schools as a way of teaching and learning; and for higher education courses, students and faculty alike are accessing content and resources available online and actively collaborating with universities from across the globe though in a very limited manner. This effect is expected to trickle down further with the implementation of the Digital India Program of the Government of India which envisions availability of internet to the last mile of the country.

Digital India Programme and impact on Higher Education

About Digital India Program

The Digital India programme is a flagship programme of the Government of India with a vision to transform India into a digitally empowered society and knowledge economy. Digital India is a concept that weaves a large number of ideas and thoughts together into a single comprehensive vision. This vision is centered on three key areas: creation of digital infrastructure, delivery of governance and services on demand, and digital empowerment of citizens.

Key Vision Areas of Digital India Programme



These three vision areas further encompass nine themes or 'pillars' of Digital India. Some of the pillars can be leveraged to support the higher education institutions, for unlocking the potential of technology in improving education and addressing skill gaps. These growth areas aim to focus on three critical dimension of implementation from the perspective of recipients and providers: Access to Utilities, Capability of Providers and Usage of Services.

Impact of Digital India Programme on Higher Education

"The policy prescription lies in shifting attention away from inputs to outcomes and focus on building quality education and skill development infrastructure" - Economic Survey 2014-15

The emerging technology initiatives under Digital India Programme have considerable bearing on the education sector in India. The foundation pillars of the programme are setting an environment where higher education institutes can devise creative solutions to derive the benefits and maximize impact. These solutions in the education technology space will aim to improve quality of education, lower cost of delivery and address skills gaps by bringing the digitally untouched into the mainstream knowledge economy.

The following table seeks to map the Digital India Programme pillars with potential benefits to education institute relating to access, equity and quality aspects of the higher education system.

	Programme Pillars	Potential benefit for education institutes
Access	Broadband Highways	Universal Access Make education available to a broader audience at a much lower cost or provide higher quality instruction at the same price Find creative solutions to fundamental challenges in India, such as a lack of well-trained teachers and accessible technology infrastructure (e.g. Khan Academy)
	Universal Access to Mobile Connectivity	
	Public Internet Access Programme	

Delivery	e-kranti - Electronic Delivery of Services	<p>Equality and Equity</p> <p>Increase teacher productivity, freeing up valuable time from tasks such as grading and testing, which can be used for differentiated teaching of competencies and character qualities (e.g. Swayam)</p> <p>Enable easier scaling up of promising models within local geography and the transfer of best practices across region in ways that can be sustained over the long term (e.g. National Scholarships Portal)</p>
Outcome	Early Harvest Programme	<p>Quality Education</p> <p>Gain insight into how and what students learn in real time by taking advantage of the greater variety, volume and velocity of data (e.g. Sakshat)</p>

If institutes are able to realize these benefits, it can result in greater productivity, efficiency and effectiveness of available resources. In order to achieve this, the institutes need to adopt appropriate strategies relating to selection of course curriculum, delivery modes (MOOCs/Flipped Learning), capacity building of educators, etc. in the context of their scale, resources and infrastructure so that they can best leverage the opportunities that are likely to emerge from the Digital India Programme and the emerging role of technology in education.

Case of National Scholarships Portal in India

National Scholarship Portal – the initiative aims at providing a **Simplified, Mission-oriented, Accountable, Responsive & Transparent 'SMART'** System for faster & effective disposal of Scholarships applications and delivery of funds directly into beneficiaries account without any leakages. The portal is launched by Ministry of Communications & Information Technology under National e-Governance Plan (NeGP), with an aim to provide integrated platform to offer various scholarship services ranging from student application to scholarship disbursal. The portal provides simplicity to students and institutes in application and tracking of their scholarships offered by Ministry of Minority Affairs, Ministry of Tribal Affairs, Ministry of Social Justice and empowerment, Ministry of Human Resource Development.

The portal is associated with 7 Government bodies and Ministries, 781 universities, 1.45 lakh colleges and about 14.12 schools registering about 26.11 lakh applications under 19 schemes³¹. The portal offers scalable and configurable platform to serve as Decision Supporting System for all scholarships. This system not only reduces the coordination efforts between different stakeholders (Students, Institutes and Government Departments) but also improve the transparency to identify the eligible candidates for scholarship and releasing the amount to intended beneficiaries.

Potential Role of National Scholarship Platform in Educational Initiatives

About 31.26% of the 17.91 crore rural households covered by the census (out of 24.39 crore) - will now be considered as 'poor' and eligible for benefits applicable to Below Poverty Line (BPL) families. Of the rural households covered, 21.93% (3.86 crore) belong to SC, ST and person with disability³². This reflects an opportunity to make evidence based selection, prioritization and targeting of beneficiaries for reducing the disparity of benefits through digital India initiatives.

³¹ National Scholarship Portal, Department of Electronics and Telecommunication, Gol < <http://www.scholarships.gov.in/main.do>> accessed on September 28, 2015.

³² Provisional Data of Socio Economic and Caste Census (SECC) 2011 for Rural India, < <http://pib.nic.in/newsite/PrintRelease.aspx?relid=122963>> accessed on September 28, 2015

About 40% of the 25.94 crore students (i.e. 10.37 crore) enrolled under school education system come from marginalized section³³ across 15.17 lakh schools in India³⁴ while only 39.59 lakh intended beneficiaries are registered under the platform. Therefore, portals like this will create a structure for faster & effective disposal of scholarships applications and delivery of funds directly into beneficiary accounts without any leakages. It will not only act as a combined hub for all the schemes from Central and State Government but also isolate the benefits from different agencies to same beneficiary for more than once.

New Ideas in Education: Exploring the Potential of Technology

I. Flipped Classroom Model

The Flipped Classroom Model is an active learning model that inverts traditional lectures by using technology to allow students to listen to the lectures online at home and use class time for collaborative learning and activity-style homework assignments. A flipped classroom can be run by a trained facilitator, rather than an expert teacher.

Flipped Learning is particularly well-suited to higher education settings for a variety of reasons. The in-class discussion, personalized student guidance, team based skill development and enrichment activities are allowed by moving content delivery outside of class time. It provides opportunities for students to develop vital skills needed in the 21st century, including critical thinking, creativity, communications, and collaboration. The model can also be especially useful in large lecture courses where student engagement and interaction is usually minimal.

An experiment by Nobel Laureate Carl Wieman in University of British Columbia, found that students who are introduced to flipped classroom model resulted into increase in attendance by 20%, class engagement by 40% and interestingly scored more than twice in comparison to respective control group. The instructors also concluded that using these active learning methods in a flipped course can improve both learning and engagement.³⁵

Flipped Classroom in the Indian School of Business

While teaching a large class of students in institutes, one of the challenges being faced often in India is to ensure engagement of students throughout the lecture duration due to disproportionate pupil-teacher ratio in higher education. In order to address the problem, Indian School of Business (ISB) introduced the "flipped classroom model" in 2012 to teach a class of 70 students, a course on entrepreneurial decision-making in its flagship postgraduate management programme.

The result observed at the end of the course were interesting to note:

- Free up class time for collaborative learning
- Engage large classes in active learning
- Open up opportunities for hands-on learning and active discussions
- Enable students to identify their own problems and lead the learning

Moreover, A three-day ISB doctoral consortium on '*flipped classroom teaching*' has been introduced to Ph.D. students from IIMs from Ahmedabad, Bangalore, Kolkata, Kozhikode, Indore, XLRI and MDI where about 85% of the 27 participants expressed an interest to use the flipped classroom method when Ph.D. students would start teaching.

New education models, like flipping the classroom or de-skilling class curriculum offer a solution to the vast faculty resource requirements and shortages faced by education institutions. These models attempt to demonstrate that learning does not necessarily demand a qualified teacher/ academic infrastructures, who can to some extent be replaced by a trained instructor. As such, the flipped classroom concept could potentially be significantly useful in the Indian education

³³ 10 scholarship schemes (out of 19) registered at National Scholarship Portal have the target beneficiaries as SC, ST, Minority and Person with Disabilities. Therefore in this context the respective groups are considered under marginalized section.

³⁴ School Education in India, '*U-DISE 2014-15*'; National University of Educational Planning and Administration

³⁵ Improved Learning in a Large-Enrollment Physics Class. Science (2011), < <http://www.sciencemag.org/content/332/6031/862.short> > accessed on October 31, 2015

ecosystem where the teacher-student ratio is alarmingly disproportionate.³⁶ This situation worsens particularly in semi-urban/ rural areas where the pupil to teacher ratio is particularly high.

Therefore, the plan of connecting 2.5 lakh villages under Digital India Programme with high-speed broadband under its National Optical Fiber Network (NOFN) project can help to address some of the impediments to flipped learning classroom model. Moreover, it will ease availability and access of digital content which can redefine the mechanism through which knowledge (resources) is being shared between teachers and students (users).

II. Massive Open Online Course (MOOCs)

A massive open online course is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions between students, professors, and teaching assistants (TAs). MOOCs are a recent and widely researched development in distance education which was first introduced in 2008 and emerged as a popular mode of learning in 2012.

Early MOOCs often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources. Some later MOOCs use closed licenses for their course materials while maintaining free access for students. A few of the most well-known and used MOOC platforms are:

Coursera: Coursera, which started in 2012 as Signatur Track, is a venture backed for-profit educational technology company that offers massive open online courses (MOOCs). Coursera works with top universities and organizations to make some of their courses available online, and offers courses in physics, engineering, humanities, medicine, biology, social sciences, mathematics, business, computer science, digital marketing, data science and other subjects.

edX: edX is a MOOC provider which hosts online university-level courses in a wide range of disciplines to a worldwide student body, including some courses at no charge. It also conducts research into learning based on how people use its platform. EdX differs from other MOOC providers, such as Coursera and Udacity, in that it is a nonprofit organization and runs on open-source software. The Massachusetts Institute of Technology and Harvard University created edX in May 2012. More than 70 schools, nonprofit organizations, and corporations offer or plan to offer courses on the edX website. As of 22 October 2014, edX had more than 4 mn students taking more than 500 courses online.³⁷

Khan Academy: Khan Academy is a non-profit educational organization created in 2006 by educator Salman Khan to provide "a free, world-class education for anyone, anywhere". The organization produces micro lectures in the form of YouTube videos. In addition to micro lectures, the organization's website features practice exercises and tools for educators. All resources are available for free to anyone around the world. The project is funded by donations, now with significant backing from the Bill & Melinda Gates Foundation, Ann and John Doerr, the Brazil-based Lemann Foundation, and Google. In 2010, Google announced it would give Khan Academy \$2 mn for creating more courses and for translating the core library into the world's most widely spoken languages, as part of their Project 10¹⁰⁰.³⁸

Udacity: Udacity is a for-profit educational organization founded by Sebastian Thrun, David Stavens, and Mike Sokolsky offering MOOCs. While it originally focused on offering university-style courses, it now focuses more on vocational courses for professionals.

Alongside the development of open courses, other e-learning platforms have also emerged, such as Khan Academy, Peer-to-Peer University (P2PU), Udemy and ALISON - which are viewed as similar to MOOCs and work outside the university system or emphasize individual self-paced lessons.

Like the rest of the world, MOOCs as a platform for learning is catching up quickly in India too. Throughout India, online education is gaining favor as a career accelerator, particularly in technical fields. Indian enrollments account for about 8 percent of worldwide activity in Coursera and 12 percent in edX, the two leading providers of massive open online courses, or MOOCs. Only the United States' share is clearly higher; China's is roughly comparable. India's own top-tier

³⁶ The present Pupil Teacher Ratio (PTR) in higher education (universities and colleges) is around 1:23 whereas the recommended values as per University Grants Commission guidelines is 1:12 for postgraduate students and 1:15 for undergraduates.

³⁷ <https://www.edx.org/course>

³⁸ <https://googleblog.blogspot.in/2010/09/10-million-for-project-10100-winners.html>

technical universities have created free videotaped lectures of more than 700 courses, with the goal of putting students at regional colleges in digital contact with the country's most renowned professors.

MOOC initiatives in India: SWAYAM and IIT – Bombay

SWAYAM which stands for 'Study Web of Active-Learning for Young Aspiring Minds' is MOOC platform for Indian students to bridge the gap between demand and supply of education. Its core objective is taking specialised courses from various reputed universities around the world and bringing it to the students free of cost and in a language they understand.

As part of the budget of 2014, the Government of India announced an allocation of Rs. 100 crore towards creation of Online Learning and Virtual Classrooms.³⁹ Further, the Union Cabinet has also given approval for signing a Joint Declaration of Intent between the Ministry of Human Resource Development (MHRD) and the US Department of State for cooperation in the field of higher education for SWAYAM.

The SWAYAM platform server will be based in India and US universities will be invited to offer post-graduate academic programmes with certification on the platform using 'Open-edX'. From India, edX has Indian Institute of Technology - Bombay, Indian Institute of Management - Bangalore, and BITS - Pilani as partners. edX is also in talks with other business schools and top schools to further their reach and partnership.⁴⁰

At launch SWAYAM is expected to have three different courses – two from IIT Bombay and one from UC Berkeley's Umesh Vazirani's. The courses in question are:

- Introduction to Computer Programming - IIT Bombay
- Thermodynamics - IIT Bombay
- Quantum Mechanics and Quantum Computation - UC Berkeley

While SWAYAM as a platform is awaiting to take off in a big way, IIT Bombay is already offering 3 of its courses through the MOOC platform edX from 26th of January 2015.⁴¹ The courses offered include 'Signals and Systems' in addition to the 2 courses mentioned above. The Introduction to Computer Programming will be 16-week course in two parts aimed at computer programming students. The course on Thermodynamics, designed for mechanical engineering students, will last 12 weeks. Signals and Systems will be a 16-week course in two parts designed for electrical engineering students. The students will get an honour certificate of achievement certifying successful completion of the course after they have qualified in the tests. Currently all courses are offered in two languages – English and Hindi and it is expected that the same will be rolled out in other regional languages soon.

Simultaneously, IIT Bombay will also offer training workshops for invited teachers on effective teaching and mentoring students in online courses for each of these three subjects under the Train 10,000 Teachers or T10KT programme of the institute.

However, the key point to also note here is that while enrollments to MOOCs have been significant since their introduction in 2012, about 90 percent of people who register for MOOCs fail to complete them, most providers acknowledge⁴². This is primarily because while there are no entry barriers, the platform lacks the instructiveness and push to get students to complete the courses.

The need thus is to move towards a blended learning approach which can combine the advantages of both the traditional as well as online platforms such as MOOCs to deliver quality training to the students. Colleges can look to identify and

³⁹ <http://eduwire.in/swayam-mooc-initiative-by-india/>

⁴⁰ http://www.business-standard.com/article/management/online-education-gains-traction-114100200299_1.html

⁴¹ <http://www.thehindu.com/features/education/iit-bombay-launches-mass-open-online-courses/article6835231.ece>

⁴² <http://hechingerreport.org/moocs-keep-getting-bigger-but-do-they-work/>

include various MOOCs courses as part of their curriculum as it gives its students access to high quality content and aids the faculty by providing additional mediums through which the requisite knowledge can be disseminated. By collaborating with universities and faculties from across the globe, colleges in India can look to provide a broadened knowledge base to its students and also help its own research activities.

The way forward – Preparing Teachers for Pedagogical Innovations

The growing use of education technology in India will pose demand for innovation in the approach of teaching. Teachers may require acquiring new set of skills and different measures of performance. Though policy-makers can help to define the learning objectives yet it's the teacher who helps in designing the standards and specific curriculum and has to deliver selected models and assess their efficacy. Therefore, exposure and adaption of digital learning technology tools by its primary actor becomes an essential attribute to ensure the quality of teaching and learning in higher education institutions in India.

Studies suggest that only 20% of teachers entering the educational system felt prepared to implement educational technology in their classrooms and despite the intensive training, teachers face constraints to cope with functional adoption of software application, control over educational content and lack of knowledge to troubleshoot minor technology glitches⁴³. The table below highlights some of the changing roles of teachers and the requirements for building capacity to enable them to perform effectively in their emerging scenario.

Primary Role of Teacher	Key Areas where pedagogical innovations are required to build capability
Transition of role from information providers to learning facilitators	<ul style="list-style-type: none"> Adopt to shift approach from input oriented or lecture-based to student-centred, enquiry driven and outcome based
Develop and promote technology Expertise	<ul style="list-style-type: none"> Incorporate 21st-century skills proficiency into teacher qualification and professional development Provide teachers with ongoing support to effectively integrate technology solutions into the classroom
Evaluate whether education technologies can be adopted in given geographical context ⁴⁴	<ul style="list-style-type: none"> Ensure interoperability between instructional strategies, assessment systems and learning platforms Enhance decision-making related to students, teachers and administrators Focus investment on the technology infrastructure with the strongest potential, such as the hardware necessary for blended instruction, effective computer-based learning programmes, and integrated assessment and data platforms
Scale up, transfer and promote the most successful models ⁴⁵	<ul style="list-style-type: none"> Scale up effective new models within region by identifying core elements of success, securing stable funding sources, and creating a dialogue with policy-makers to ensure a continuous integration of innovative approaches into the mainstream Promote and transfer effective models in new markets by standardizing key instructional and operational model elements

⁴³ 'The Continuing Challenges of Technology Integration for Teachers', Oakland University (2002)

⁴⁴ 'New Vision for Education', World Economic Forum (2015)

⁴⁵ Ibid

Primary Role of Teacher	Key Areas where pedagogical innovations are required to build capability
	<ul style="list-style-type: none"> Adapting to local needs and using data to continuously track/ compare both output/ outcome metrics

Looking to the future, educational technologies that are likely to have that most impact will require adoption of blended approaches (a mix of face-to-face classroom teaching enhanced by technology-enabled learning). Therefore, there is a need for pedagogical innovations in the different roles of the teacher. Both students and teachers today have access to an expanse of material as online learning is gaining as an equally credible option. The need therefore for colleges and universities is to figure out a way of not just incorporating the model of a blended learning, but also to develop the various key factors in the eco-system (like faculty, physical infrastructure, tie-ups with MOOCs and other universities etc.) to support the changing methodologies in the teaching / learning process which are not restricted to the classroom any more.

India's very own official rankings*

The National Institutional Ranking Framework, developed by the Ministry of Human Resource Development (MHRD) after numerous rounds of iterations and deliberations by various stakeholders, is a comprehensive and robust framework which will address the need for factual, authentic and unbiased information on academic institutions. This will help both parents and students make informed choices about the right institutes to seek admissions in.

Indigenous ranking of higher education institutions was an idea which had been in the making for quite some time. Every year there is an almost ritualistic bashing by the media of our academic system when the international rankings are announced and when we find yet again that our institutes do not figure anywhere in the top 200 or so. The question that begs an answer here is, is this the sole criteria of judging the merit of an institution? Are all the rest, outside this list of 200-odd, bad institutions? Not necessarily. While there is some merit in paying heed to such rankings and fretting over improving our positions by opening up the system and creating a culture of innovation, it is also true that every ranking comes with its own baggage of need, push and support.

Need for ranking

Rankings emerge out of specific needs. Just as ours did, from the realization that the framework of international rankings cannot do justice to the way our institutions are structured and that the factors which go into shaping up our higher education system are unique to our country. Our universities, with hundreds of affiliated colleges, are vastly different from the kind of universities which exist elsewhere. Whether this is good or bad is a separate debate, but this is how we are. Till the time our systems change, and it is bound to be a slow and gradual process, a framework had to be created which could take into account factors such as outreach, regional diversity, representation of women and percentage of socially challenged students, besides several others.

Internationally too, rankings serve a specific purpose -- of presenting the institutions of a particular region in favourable light. Europe is trying to create its own ranking because limelight in the present ones is hogged mostly by American institutes. French created their rankings on the criteria of number of graduates from an institution who are running Fortune 500 companies because they are strong in that. Shanghai rankings focus on research while Times and QS rankings give heavy weightage to perception or reputation.

The first indication of the fact that simple cut and paste of "foreign methodologies" of judging the merit of our education system will not work, had come in 2009 when two states from India – Tamil Nadu and Himachal Pradesh -- had participated in the Programme for International Student Assessment (PISA) with disastrous results. PISA is an assessment index created by the Organisation for Economic Cooperation and Development (OECD), a European body with 34 of the world's richest and developed countries as its members. PISA scores showed students from India as possibly the worst performers on a list of 74 regions, better only to Kyrgyzstan.

The results were obviously a shocker for the government. Reams were written about how bad our schools were. But one fact which got missed out was that various factors go into determining the results of assessments like these. Language, familiarity with expressions, the way the questions are framed, familiarity with the questionnaire itself – they all play a role in determining the outcome. Had our education system been that bad really, our people would not have been heading the

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

Googles and the Microsofts of the world. Yes, there are issues with the teaching is being imparted in our schools. Every year Pratham's Annual Status of Education Report (ASER) shows that more and more children are not able to read and write in class V what they should have learnt in class II. But to say that our children are worst among all 74 regions is hard to believe.

Push for rankings

Irrespective of the motivation behind the rankings, there is no denying the fact that they serve a purpose by helping the customers see things in a perspective. The appetite for rankings has led to creation of entire business verticals in publishing houses with institutes paying hefty amounts for advertisements in those issues of magazines in which the rankings are published.

In India too, there are several rankings, brought out by different publications. The magazines / newspapers tie up with rating agencies for credibility of information. For rating agencies the ranking is a product for which they need a market and audience. For publications, it is interesting content which has high readership and thus has the potential for attracting advertisers. There are monetary benefits for both sides in promoting and propagating these rankings. Ultimately, all rankings are commercial arrangements between the rating agency and the media houses. They often also part ways due to disagreements over weightages.

All rankings are also fee-based, either direct or indirect. While known top institutes (maximum five-10 in every category) are covered without any fee to lend credibility to the exercise and to give the ranking some base, all others are asked to pay fee running into several lakhs every year.

Publications which don't charge any direct fee for the rankings, expect institutes "desirous" of good ranking to pay them for advertisements. Each advertisement also provides some space for content / write-up to the advertiser. That is why ranking issues of all publications are full of advertisements.

Need for objectivity

The government's decision to come up with its own official rankings is a result of this understanding of how private rankings are influenced by institutes and a realization that with a fast expanding universe of choices, it owes to the students an unbiased picture of the institutes that they wish to study in. This exercise is voluntary at the moment and institutes will have to submit their data on the portal which is being created for the purpose.

The five parameters for evaluation have been kept fairly simple at

- Teaching, Learning & Resources;
- Research, Professional Practice & Collaborative Performance;
- Graduation Outcomes;
- Outreach and
- Perception

Importantly, in the field of engineering, India's official rankings are going to be based on institution categories owing to the diversity in nature and quality of institutes. So there will be one ranking for institutes which do both research and teaching and one for those which do only teaching and no research. Typically the ones which do both are autonomous institutes and it makes sense to keep their evaluation separate from the ones which are affiliated to universities. This is in keeping with the latest move in accreditations and the requirements of Washington Accord which treat autonomous institutes in a separate category. There will be difference in weights and benchmarks for both categories.

Towards international rankings

The maiden attempt at national rankings, to be announced in the first week of April 2016, is a precursor to India evolving

its own international rankings. While the national ones will serve the purpose of educating our students and parents, the international ones will help us project some of our unique qualities and strengths which the standard models tend to miss out on. It would then be a good idea to have parameters such as number of alumni working in global institutes / research laboratories / companies. Very few institutes across the world would be able to beat us on that. For medical schools, a parameter such as average number of patients handled by a student and assigning high weightage to it would produce fantastic results for us.

Accreditation, Affiliation, Ranking

Accreditation is meant for quality assurance. It is a process by which third party and neutral bodies examine and scrutinize the procedures and practices followed by an institute and the output that they result in. If the standards are met then accreditation is granted for a defined period. The parameters which are considered for accreditation include educational processes and outcomes, covering curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organisation, governance, financial well-being and student services. In India, accreditations are of two types: institute-wise and course-wise.

The body which does programme-wise accreditation is National Board of Accreditation (NBA) and institute-wise accreditation is done by the National Assessment and Accreditation Council (NAAC).

Affiliation is a legal form of attaching to an umbrella organisation such as the All India Council for Technical Education (AICTE) and the University Grants Commission (UGC). All universities are affiliated to UGC and all technical institutes are affiliated to AICTE.

Ranking is different from both accreditation and affiliation as it gives a gradation of quality, based on certain parameters. Rankings help in understanding the quality of an institute vis a vis others.

Part II

India, State and UT Profiles on Higher Education

Notes:

1. The data in this chapter has been taken from the All India Survey of Higher Education, 2012-13, MHRD unless otherwise stated.
2. Information on Lakshadweep is not publically available. Hence, it has not been included in this report.

India

Key Indicators

Table 3: Key Indicators – India

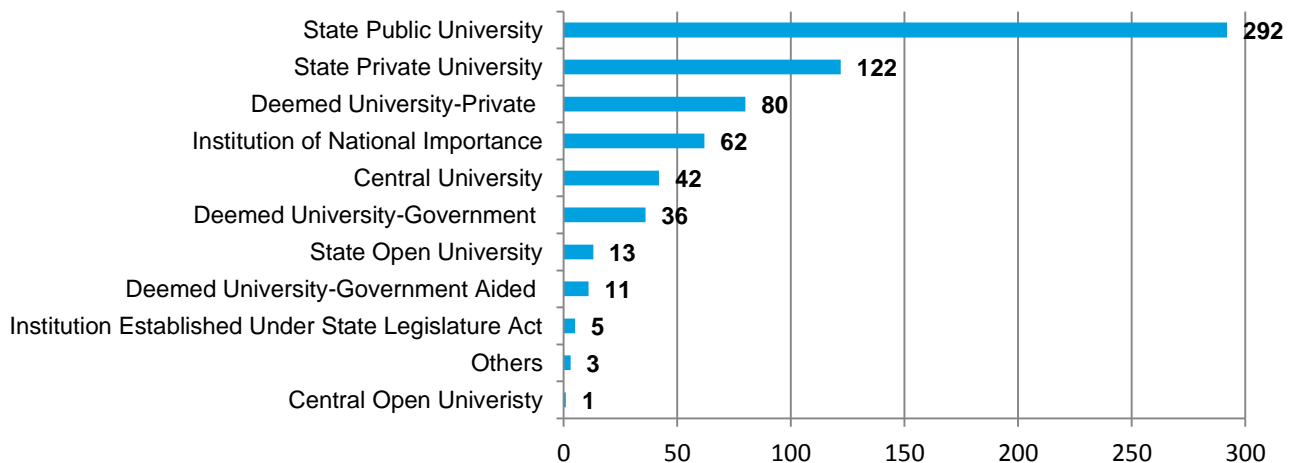
Indicator	Total	Male	Female	Indicator	Value
Total Population, Crores ¹	121.1	62.3	58.7	India GDP (2014) ³	₹10,472,807 Cr
Literacy Rate ¹	74.0%	82.1%	65.5%	Sex Ratio (2011) ¹	940
Pop. in 18-23 age group (Crores) ¹ Share to total pop. (%)	14.03 (11.6%)	7.3 (11.8%)	6.7 (11.4%)	HE Expenditure as a % of GSDP ³	0.53%
Gross Enrollment Ratio ²	21.5	22.7	20.1		

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

Education Infrastructure

Universities by Type: The break-up of number of universities in the country on the basis of type of university is shown below. There are a total of 667 universities across the country, with state public universities constituting the highest share (43.8%). **The top five states with the highest number of universities include Uttar Pradesh (59, 8.8% of total in India), Tamil Nadu (56, 8.4%), Rajasthan (47, 7%), Karnataka (45, 6.7%) and Maharashtra (45, 6.7%).**

Figure 2: Universities by Type - India

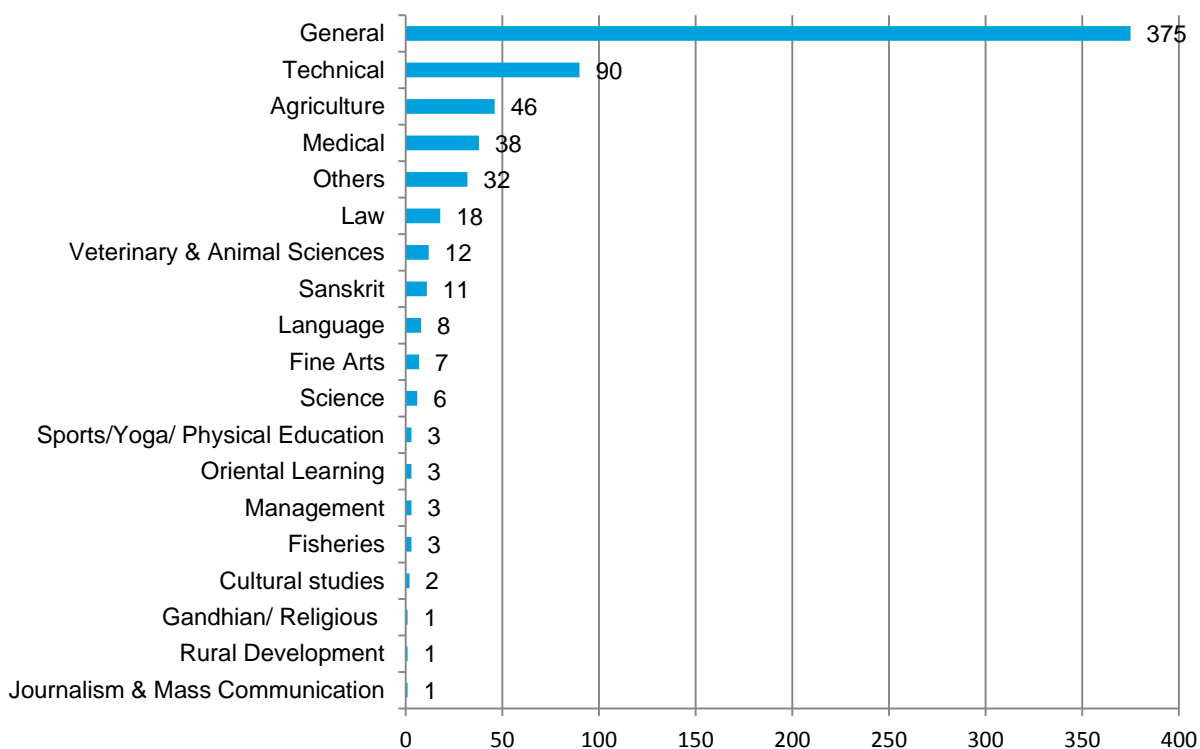


The break-up of the universities by type indicates variance between the top five states as follows:

- Karnataka is ranked first in India in terms of total number of state public universities (25, 8.6% of total state public universities);
- Rajasthan (21, 17.2% of total private universities) ranks number one in terms of total number of private universities, followed by Uttar Pradesh (17, 13.9%) & Himachal Pradesh (15, 12.3%)
- Tamil Nadu is ranked number one in terms of number of deemed universities with 28 deemed universities (22% of total deemed universities)

Universities by Specialization: The bar graph below reflects the break-up of number of universities in India on the basis of specialization. The country is reported to have 375 general universities (56.8% of total), 90 technical universities (13.6%), 46 agricultural universities (7%), 38 medical universities (5.7%), 32 other universities (4.8%) and 18 law universities (2.7%) with all other universities comprising (9.4%).

Figure 3: Universities by Specialization - India



Uttar Pradesh has the highest number of general universities (36) and along with Karnataka holds the joint distinction of housing maximum number of Agricultural universities (5). Tamil Nadu has the highest number of Technical universities (9) while Karnataka (6) has the highest number of medical universities. Delhi (2) and Karnataka (2) have the highest number of law universities while Uttar Pradesh (2) has the highest number of veterinary universities. The five southern states of Tamil Nadu, Telangana, Andhra Pradesh, Kerala and Karnataka, which constitute 21% of the total population of the country, account for 28.9% of medical universities, 33.3% of veterinary universities, 33.3% of law universities, 25% of other universities, 22.2% of technical universities, 22.9% of general universities and 24.8% of all the universities in India.

Colleges by Specialization: The bar graph below reflects the break-up of number of colleges in India on the basis of specialization. The division by specialization is available only for 77% of all colleges in India, out of which 69.4% are general colleges, followed by Engineering & Technology (7.7%), Education/ Teacher Education (6.2%), Nursing (2.6%) and other colleges (2.3%), which include colleges in Journalism, Fisheries, Hotel & tourism management, and architecture among various other type of colleges.

Figure 4: Colleges by Specialization - India

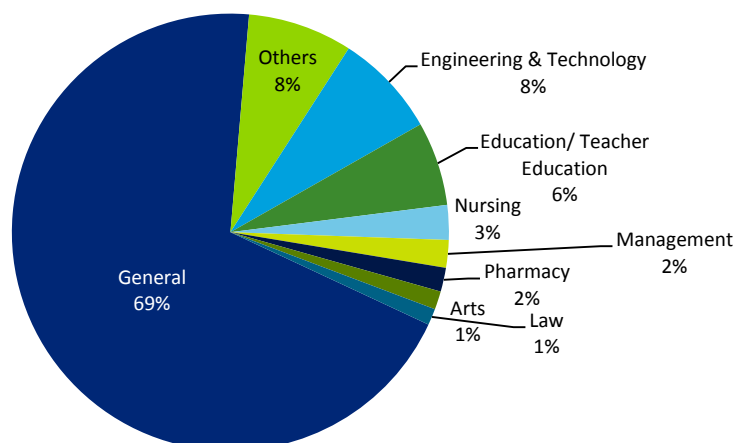


Table 4: College & Institution Indicators - India

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	667	35525	11565
Average enrollment per college/ institution	8,854	715	275

Universities: India has a total of 667 universities, with Uttar Pradesh ranking (59, 9%) first on total universities in a state, followed by Tamil Nadu (56, 8.5%) and Maharashtra (45, 6.8%). The average enrolment in each university is about 8,854 students per university and the total estimated enrolment is 58.4 Lakh.

Colleges and Institutions: India has a total of 35,525 colleges (as of 2012-13) with **Uttar Pradesh ranking first (5048, 14.2% of total colleges)**, followed by Maharashtra (4369, 12.3%), Karnataka (3205, 9%), Rajasthan (2669, 7.5%) and Andhra Pradesh (2527, 7.1%).

Stand-alone Institutions are those that are outside the purview of the university & college but require recognition from one or other statutory bodies. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In India, there are 11,565 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 (2552).

The average enrolment per college in India is 715, with **Bihar (2018) reported to have the highest average enrolment** in colleges among all states, followed by Jharkhand (1934) and West Bengal (1498). Total enrolment of students in colleges in India is around 254 lakhs.

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

State	Colleges per lakh pop
Telangana	54
Andhra Pradesh	44
Karnataka	44
Kerala	34
Haryana	34

Figure 5: Type of Colleges – India

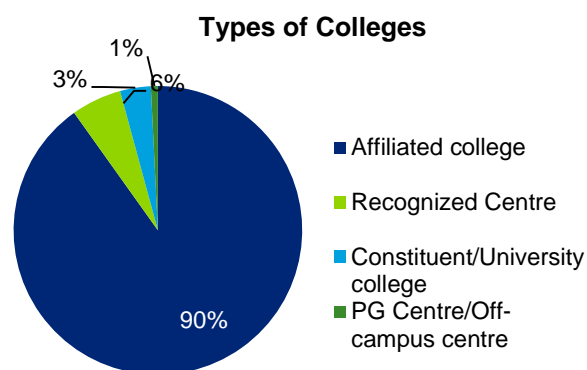


Table 4: Management of Colleges - India

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	59.8%	40.9%	489
Private Aided	14.8%	22.4%	1077
Government	25.4%	36.8%	1036

Source: AISHE 2012-13, Deloitte Analysis

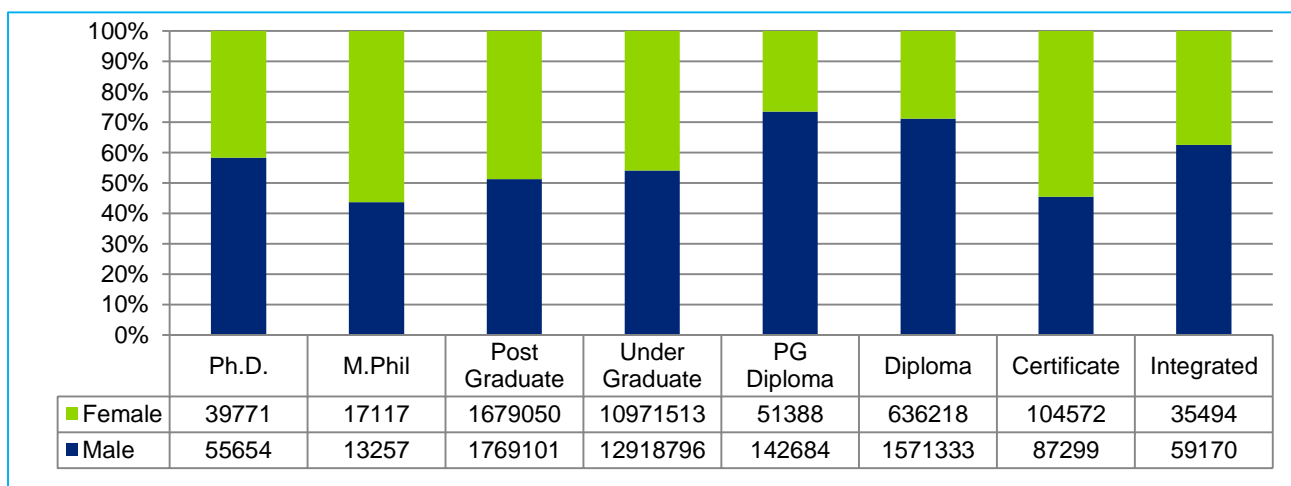
By Management: As can be seen from table alongside, share of both colleges (74.6%) and enrolment (63.3%) is maximum in private colleges signifying the dominant role of private sector in higher education in India. However, the average enrolment per college is highest in Pvt. Aided followed by Government colleges.

Student Enrolment

Total enrolment of students in higher education institutes in India is around 301.5 lakhs, with 55.1% male and 44.9% female enrolments. With a huge population base (highest share of 18-23 population in India, 11.6%), Uttar Pradesh ranked first in terms of enrolment (46.7 lakhs, 15.5%); followed by Tamil Nadu (32.1 lakhs, 10.7%), Maharashtra (30.8 lakhs, 10.2%), Karnataka (18.6 lakhs, 6.2%) and West Bengal (16.6 lakhs, 5.5%). The five southern states of Andhra Pradesh, Telangana, Kerala, Tamil Nadu and Karnataka accounts for more than one-fourth (28.9%) of the total enrolments across India.

By Level: The Enrolment through all Modes at various levels is 301.5 lakhs in India. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (79.2%) is at under-graduate level, followed by post-graduate (11.4%) and Diploma (7.3%), with all other levels forming < 2%. Female enrolment has been highest in M.Phil (56.4%), Certificate (54.5%) and post graduate courses (48.7%).

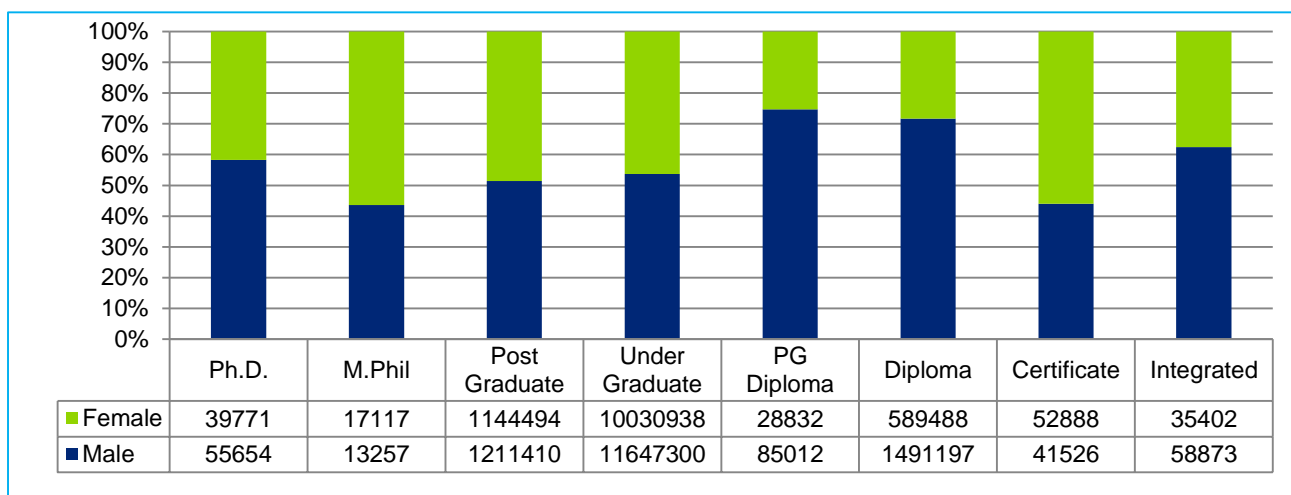
Figure 6: Total enrolment at various levels - India



Total enrolment through regular mode in all courses in higher education in the country is around 265.4 lakh. Break-up across various levels and split by gender is given in the figure / table above. As can be inferred, the highest share of enrolment (81.7%) is at under-graduate level, followed by post-graduate (8.9%) and Diploma (7.8%), with all other levels forming only 1.6%.

Total enrolment at various levels through regular mode in the country is around 88% of the total enrolment. While the trend in the difference between regular mode and total enrolment is quite similar to the individual trends, it is interesting to note that all the PhD and MPhil programme enrolment is through regular mode. The difference between total and regular mode of enrolment is quite high in certificate (50.8%), PG diploma (41.3%), PG (31.7%), UG (9.3%) and Diploma (5.7%) programs.

Figure 7: Total enrolment through regular mode at various levels - India



By Stream: (Based on actual response, at Undergraduate level): The total enrolment by stream reported by all colleges across at undergraduate level is available for 84% of total undergraduate enrolment. This break-up by stream is given in the figure below. As can be inferred, Arts/ Humanities/ Social Sciences accounts for the largest share (41% of total enrolment), followed by Engineering & Technology (17%), Commerce (14%) and Science (13%).

Figure 8: Total enrolment by specialization at undergraduate level

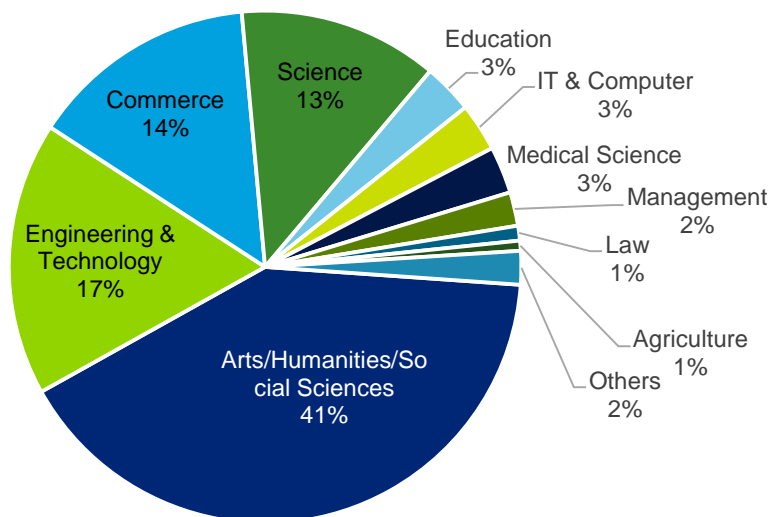


Figure 10: Enrolment in M.Phil and PhD programs

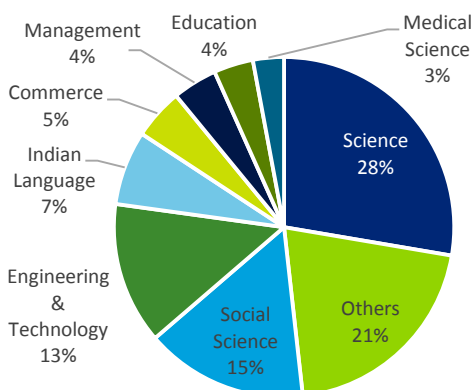
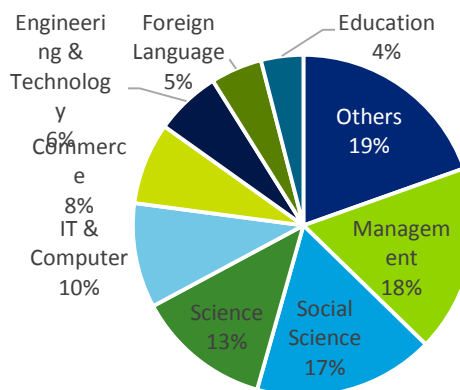


Figure 11 : Enrolment in Post Graduate programs



By Stream (Post Graduate Level): The total enrolment by stream reported by all colleges across at postgraduate level is available for 90% of total post graduate enrolment. It is interesting to note that the highest share of students enrolled for post-graduation were for management courses (18%), followed by Social Sciences (17%), Science (13%), IT & Computer (10%), Commerce (8%), Engineering & Technology (6%) and Foreign Language (5%). For PhD and M.Phil programs, highest share of students enrolled in Science courses (28%), followed by other courses like Medical sciences, agricultural, design etc. This is followed by social sciences (15%) and engineering & technology (13%).

Foreign Students: The total number of foreign students is estimated at 34,774 in India with **Karnataka (13,241, 38%)** attracting the highest share, followed by Tamil Nadu (4401) and Maharashtra (3888).

By Gender: In terms of gender, enrolment is slightly skewed as 55.1% comprises males, while only 44.9% of the enrolment is females, indicating significant gender disparity.

The GER for males (22.7) is higher than GER for females (20.1), resulting in the gender parity index (GPI) of 0.88. **In terms of overall GER, Chandigarh ranks first (54.6) among all states with highest male (51.8) and female (58.3) GER. Among major states, Tamil Nadu (42) ranks the highest among all major states.**

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

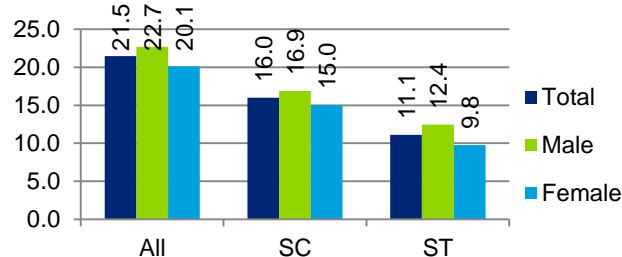


Table 5: GER – Top 5 states/UTs

GER Indicator	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
Total	Chandigarh (54.6)	Puducherry (44.1)	Tamil Nadu (42)	Delhi (39.6)	Uttarakhand (33.3)	India (21.5)
Male	Chandigarh (51.8)	Puducherry (46.6)	Tamil Nadu (45.4)	Delhi (38.7)	Telangana (36.9)	India (22.7)
Female	Chandigarh (58.3)	Puducherry (41.8)	Delhi (40.8)	Tamil Nadu (38.7)	Uttarakhand (34.0)	India (20.1)

By Social Group: The GER of SCs (16) and STs (11.1) is lower than the average national GER of 21.5. Mizoram has the highest GER for SCs (88.4) and Uttarakhand for STs (44.3). Further, there is disparity within the social groups between male and female GER.

The gender parity index (GPI) for SC is 0.88 and that for STs is 0.78. Kerala has the highest GPI for SCs (1.82) and Lakshadweep the highest GPI for STs (3.14). As can be seen from Table 7 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 (31.2%), followed by SCs (12.8%), STs (4.4%), Muslims (4.2%), and other minorities (1.9%) following the trend of respective population shares of each group in the total population.

Faculty and Staff

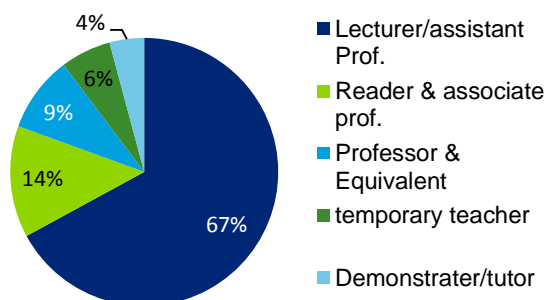
Table 6: Key Faculty & Staff Indicators - India

Key Indicators	INDIA
Pupil Teacher Ratio (PTR)	14.9
Teachers per College	47.9
Non-teaching staff per College	32.9

The PTR of colleges in India is 14.9. **Sikkim (4.1) ranks first with the lowest PTR followed by Daman and Diu (6.9).** Though Tamil Nadu ranked eighth in India, in terms of PTR (10.4) covers 10.6% of total enrolments in the country.

Uttar Pradesh has the highest estimated number of teaching staff in all colleges, 2.2 lakhs and Tamil Nadu has the highest number of and non-teaching staff 1.29 lakhs. The number of teachers per college is 47.9 and non-teaching staff per college is 32.9 in India. Chandigarh ranked first with 153.4 teachers per college and Delhi with 176.4 non-teaching staff per college.

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



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in India. **67% of the teaching posts are at level of Lecturer/ Assistant professor.** Around 14% of the staff are Readers & Associate Professors, while 9% are professors & equivalent. Temporary teachers comprise 6% of total teaching staff and 4% is Demonstrator/tutor.

By Social Group: In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the population. It reveals that **females are significantly under-represented among the faculty and staff in higher education institutes as compared to males.** In case of social groups also, all the groups shown in the table 7 indicate a deficit in terms of representation in students, faculty and staff in higher educational institutions as compared to their share of population in the state.

About 0.86 Lakh persons with disability enrolled in various courses across India, of which 53% are male and the rest female. Uttar Pradesh had the highest enrolments of people with disability (37%), followed by Madhya Pradesh (12%).

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

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.5%	48.5%	16.6%	8.6%	42.3%	14.2%	5.7%
Share of Enrolment	55.1%	44.9%	12.8%	4.4%	31.2%	4.2%	1.9%
Share of teaching staff	61.0%	39.0%	6.7%	2.0%	22.5%	2.9%	3.2%
Share of non-teaching staff	72.4%	27.6%	12.1%	3.4%	24.3%	3.0%	2.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2012-13

Andhra Pradesh (AP)

Key Indicators

Table 6: Key Indicators – AP

Indicator	Total	Male	Female	Indicator	Value
Total Projected State Population, Lakhs ¹	493.86	247.36	246.5	State GDP (2014)** ³	₹857,364 Cr
Literacy Rate** ¹	67.0%	74.9%	59.2%	State HDI ranking** ⁴	10 (among major states)
Pop. In 18-23 age group (lakhs) ¹	100.3	50.4	49.9	Sex Ratio (2011)** ¹	993
Share to total state pop. (%)**	(11.9%)	(11.9%)	(11.8%)	HE Expenditure as a % of GSDP** ³	0.85%
Share of state 18-23 pop. to All-India 18-23 pop** . ¹	7.1%	6.9%	7.4%	Per Capita Expenditure on HE** ³	₹5,892
Gross Enrollment Ratio ²	27.3	31.0	23.6		
Share of Graduates & above in total state population** ⁵	7.7%	10.4%	4.9%		

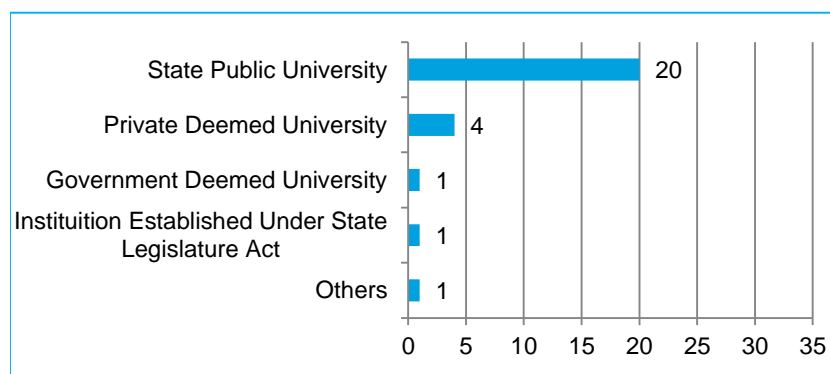
Source: 1. Census 2011 for Andhra Pradesh less Telangana population as provided by Telangana State Government Portal; 2. All India Survey of Higher Education, MHRD 2012-13; 3. RUSA, National Higher Education Mission, Sept 2013; 4. India Human Development Report 2011. 5. Status of Education & Vocational Training in India, NSSO 66th Round, 2010

**Data available & reported for erstwhile AP only. No separate data is available for the newly constituted AP & Telangana.

Education Infrastructure

The break-up of number of universities in the state on the basis of type is shown below. **Andhra Pradesh ranks 8th amongst all states in India** with 27 universities after Madhya Pradesh (36) and Gujarat (41) in terms of total number of universities. The state also **ranks fourth on number of State Public Universities** with 20 universities. AP has 4% of all universities in the country.

Figure 14: Universities by Type and Key institutions - AP

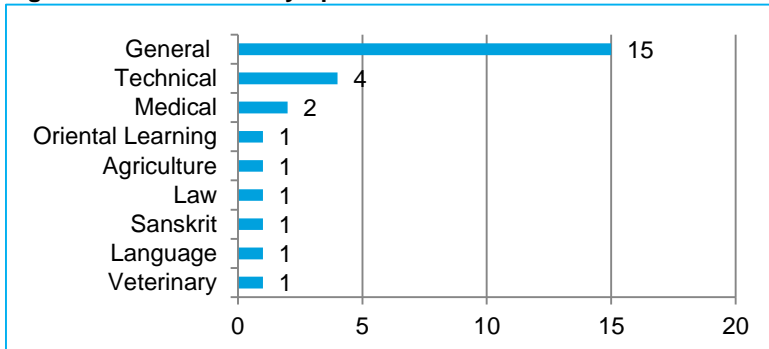


Key institutions in the state

1. IIT, Tirupati*
2. IIM, Visakhapatnam*
3. IISER, Tirupati
4. University of Andhra
5. NTR Health University, Vijayawada
6. Sri Venkateswara University, Tirupati

*Foundation stone laid in 2015

Figure 15: Universities by Specialization - AP



The bar graph alongside reflects the break-up of number of universities in AP on the basis of specialization. Andhra Pradesh **rank tenth highest on number of General Universities** with 15. The number of Degree granting institutions in AP are 47.

Table 7: College & Institution Indicators - AP

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	27	2527	1097
Average enrollment per college/ institution	16679	473	259
Total estimated enrolment (Lakhs)	4.5	12	2.84

AP with 2527 colleges has a share of 7.11% of all colleges in India and **rank #5 on total number of colleges in any state in India**. In terms of access, AP has the **highest concentration amongst major states** with 44 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, AP (473) is **significantly lesser than all India average of 715**. Total enrolment of students in colleges in AP is around 12 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (78%), (ii) Engineering (11%) and (iii) Nursing (3%). Out of the total colleges in the state 98% are affiliated colleges and the remaining are constituent/university colleges. In terms of management, AP colleges are dominated by the Private Unaided colleges forming 81.1% of all colleges in the state, followed by 10.9% owned by Government and 8% that are private aided.

Figure 16: Type of Colleges - AP

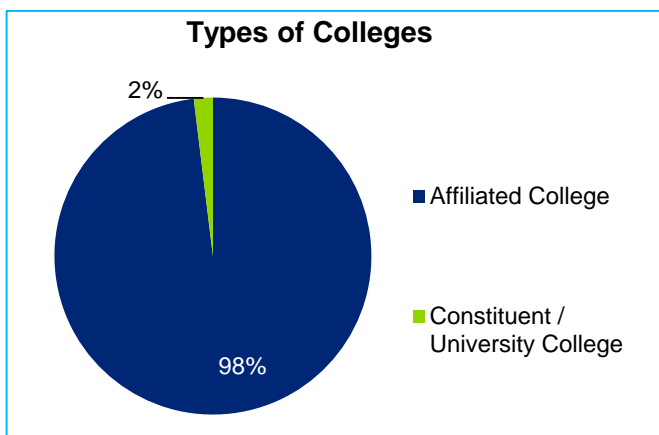


Table 8: Management of Colleges – AP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	81.1 %	76.2 %	445
Private Aided	8.0 %	11.6 %	691
Government	10.9 %	12.1 %	525

* Calculations in above table is based on the number of responses as received in the AISHE 2012-13

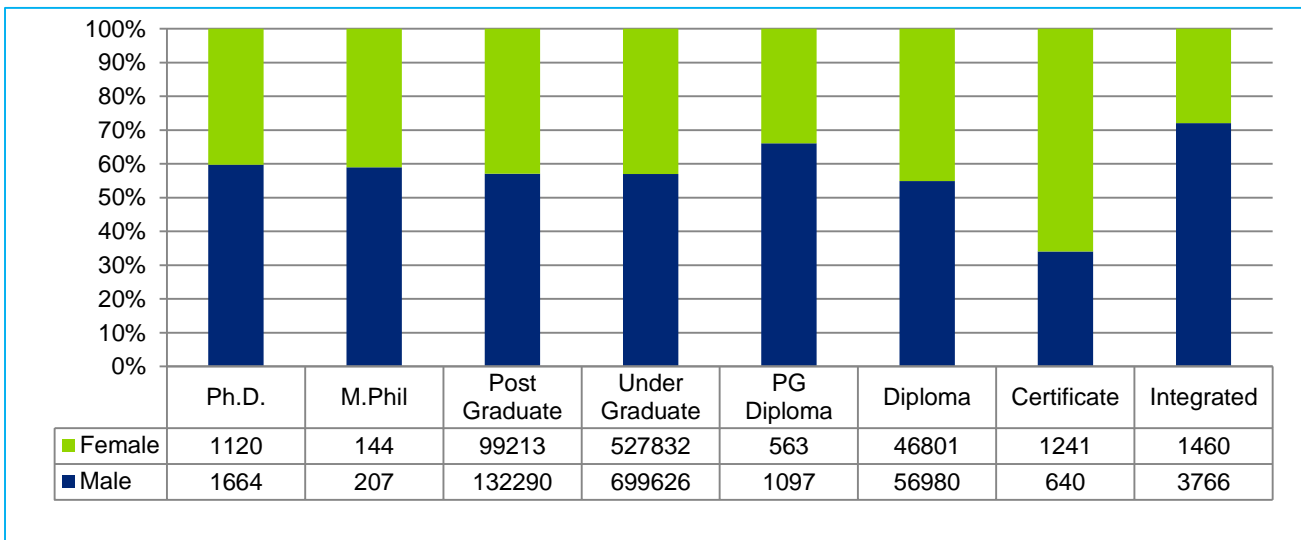
Stand-alone Institutions are those that are outside the purview of the university & college but require recognition from a statutory body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In AP, there are 1097 such stand-alone institutions and the total enrolment in these is estimated to be around 2.84 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 15.75 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%) is at under-graduate level, followed by post-graduate (14.7%) and Diploma (6.6%), with all other levels forming only 0.8%. Total enrolment at various levels through regular mode in AP is 11.9 lakh, which is around 76.1% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 28.6% and in colleges is 62.6% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (81.1%) is in private unaided colleges in the state.

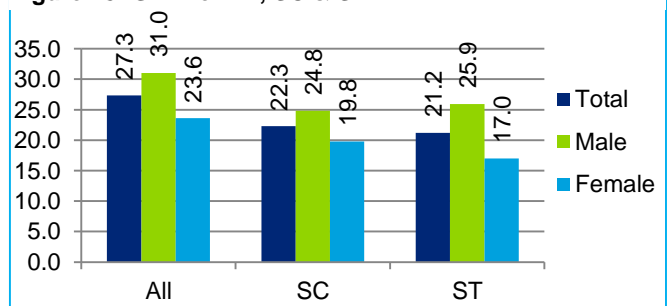
Figure 17: State-wise Total Enrolment at various levels - AP



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 (31.0) is significantly higher as compared to GER for females (23.6), resulting in a gender parity index of 0.79 in comparison to 0.89 at all-India level. **In terms of overall GER, AP ranks 7th** among all states in India.

By Social Group: The GER of SCs (22.3) and STs (21.2) is lower than the total state GER of 27.3. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.81 and even lower in case of STs at 0.65. As can be seen from figure beside 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 18: GER for All, SC & ST - AP



Faculty and Staff

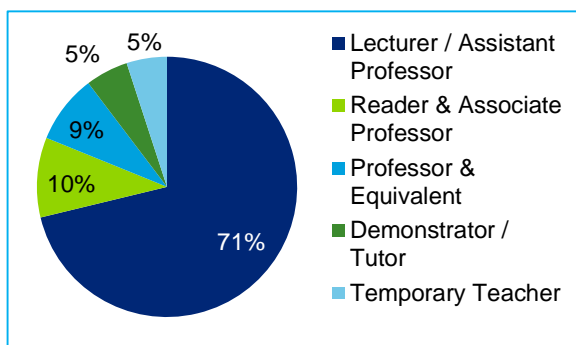
Table 9: Key Faculty & Staff Indicators - AP

Key Indicators	AP	INDIA
Pupil Teacher Ratio (PTR)	11.3	14.9
Teachers per College	41.7	47.9
Non-teaching staff per College	23.7	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in AP at 11.3 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in AP is estimated to be 1.05 lakhs and 0.60 lakhs** (extrapolating data available for 82.4% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (41.7) and non-teaching staff per college (23.7) is lower than the corresponding all-India levels as shown in the adjoining table.

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



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **71% 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 Demonstrator/tutor and 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 significantly under-represented among the teaching and non-teaching 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 teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (35.0%) and non-teaching staff (32.3%) is lower and higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 10: 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	56.9%	43.1%	15.1%	4.3%	37.6%	2.4%	0.3%
Share of teaching staff	65.6%	35.0%	12.5%	1.7%	26.5%	2.5%	0.9%
Share of non-teaching staff	67.7%	32.3%	16.1%	3.0%	28.5%	2.3%	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 2012-13

Arunachal Pradesh (ARU)

Key Indicators

Table 11: Key Indicators – ARU

Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	13.8	7.1	6.7	State GDP (2014) ³	₹13,382 Cr
Literacy Rate ¹	65.4%	72.6%	57.7%	State HDI ranking ⁴	-
Pop. In 18-23 age group (lakhs) ¹	1.7	0.8	0.8	Sex Ratio (2011) ¹	938
Share to total state pop. (%)	(12.0%)	(11.7%)	(12.4%)	HE Expenditure as a % of GSDP ³	0.3%
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.1%	0.1%	0.1%	Per Capita Expenditure on HE ³	₹1,661
Gross Enrollment Ratio ²	19.0	18.3	19.8		
Share of Graduates & above in total state population ⁵	6.0%	8.4%	3.2%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. ARU has 0.4% of all universities in the country.

Figure 20: Universities by Type and Key institutions - ARU

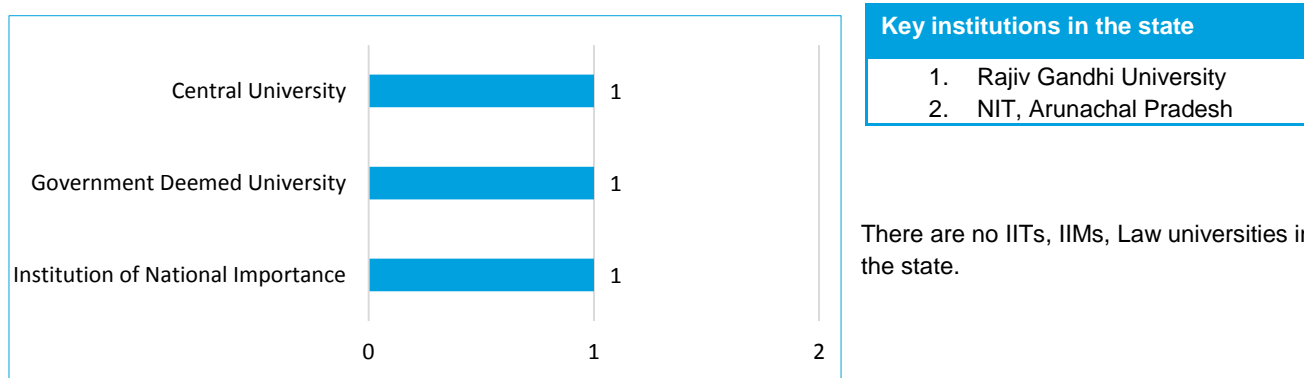
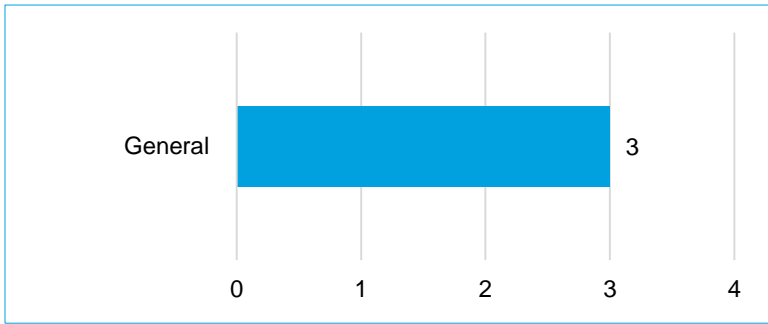


Figure 21: Universities by Specialization - ARU



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

Table 12: College & Institution Indicators - ARU

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	3	26	11
Average enrollment per college/ institution	3217	1041	117
Total estimated enrolment (Lakhs)	0.1	0.3	0.01

ARU with 26 colleges has a share of 0.07% of all colleges in India. In terms of access, ARU has the low concentration with 16

colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, ARU (1041) is **significantly higher than all India average of 715**. Total estimated enrolment of students in colleges ARU is around 0.3 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (80%), (ii) Education/ Teacher Education (13%) and (iii) Fine arts (7%). Out of the total colleges in the state, 96% are affiliated to universities, and the remaining are constituent/university colleges with no PG/off campus or recognized centres. In terms of management, ARU colleges are dominated by Government owned colleges forming 60% of all colleges in the state, followed by 26.7% that are Private Unaided and 13.3% that are Private Aided.

Figure 22: Type of Colleges - ARU

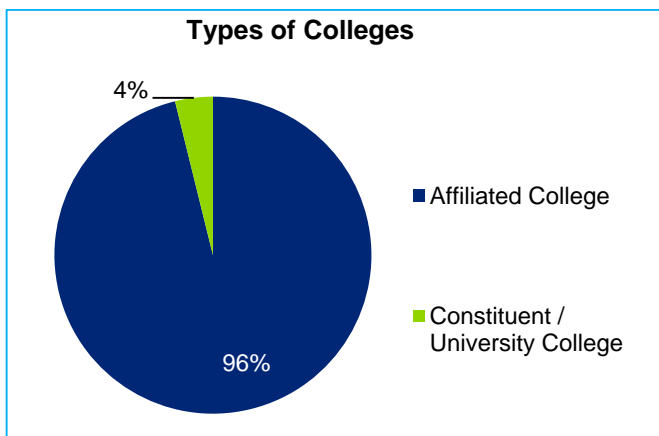


Table 13: Management of Colleges – ARU

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	26.7%	10.2%	398
Private Aided	13.3%	1.0%	79
Government	60.0%	88.8%	1540

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

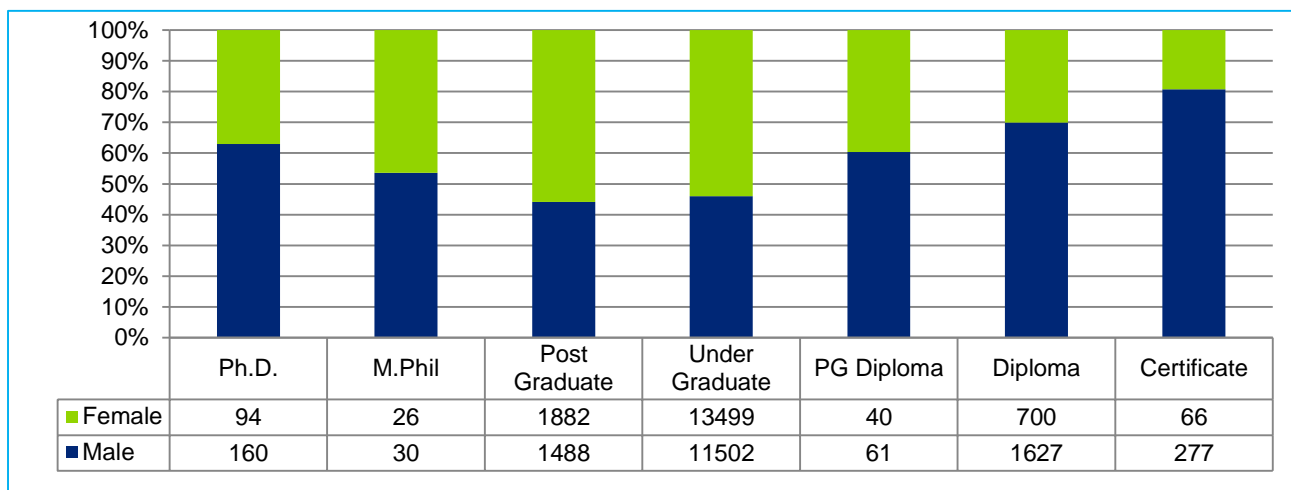
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In ARU, there are 11 such stand-alone institutions and the total enrolment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

Student Enrolment

By Level: The state-wise total enrolment at various levels is 0.3 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 (79.5%) is at under-graduate level, followed by post-graduate (10.7%) and Diploma (7.4%), with all other levels forming only 2.4%. Total enrolment at various levels through regular mode in ARU is 0.2 lakh, which is around 78.9% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 30.7% and in colleges is 49.6% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (88.8%) is in Government colleges.

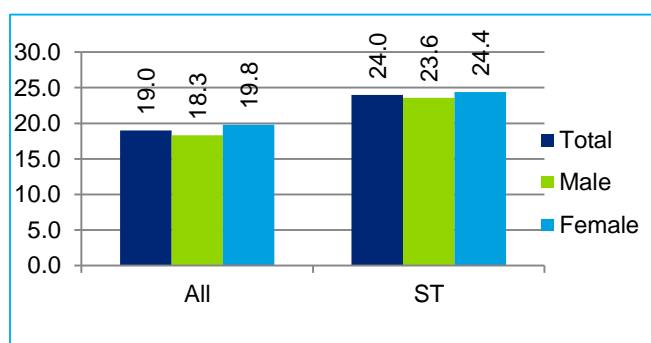
Figure 23: State-wise total enrolment at various levels - ARU



By Gender: In terms of gender, enrolment for females is that of 51.8% comprises of females, while 48.2% of the enrolment is males, indicating almost equal distribution. The GER for males (18.3) is similar to GER for females (19.8), resulting in a gender parity index of 0.89 (in comparison to 0.88 at all-India level).

By Social Group: The GER of STs (24.0) is higher than the state GER of 19.0. The gender parity Index for ST is 0.84. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except ST and OBC in ARU is lesser than their proportionate share in population.

Figure 24: GER for All, SC & ST - ARU



Faculty and Staff

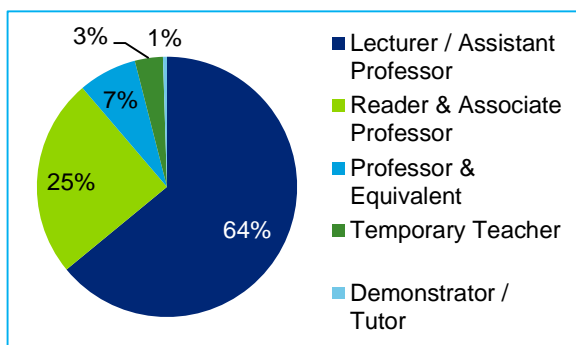
Table 14: Key Faculty & Staff Indicators - ARU

Key Indicators	ARU	INDIA
Pupil Teacher Ratio (PTR)	15.5	14.9
Teachers per College	66.9	47.9
Non-teaching staff per College	53.0	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in ARU at 15.5 students per teacher is similar to the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in ARU is estimated to be 0.02 lakhs and 0.01 lakhs** (extrapolating data available for 57.7% colleges in state). Given the number of colleges in the state, the number of teachers per college (66.9) and non-teaching staff per college (53.0) is better than the corresponding all-India levels as shown in the adjoining table.

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



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **64% of the teaching posts are at level of Lecturer/ Assistant Professor** followed by 25% of Reader & Associate Professor. Around 7% Professor & Equivalent and 3% of Temporary Teacher with the least being 1% of Demonstrator/Tutor

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups

except SC of non-teaching staff and OBC shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (27.9%) and non-teaching staff (24.3%) is lower in comparison to all-India levels of 39% and 27.6% respectively.

Table 15: Student, Faculty and Staff - Gender and Social representation - ARU

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.6%	48.4%	2.8%	70.1%	1.8%	1.7%	39.0%
Share of Enrolment	48.2%	51.8%	0.9%	86.1%	2.4%	0.2%	1.5%
Share of teaching staff	72.1%	27.9%	1.4%	46.8%	6.8%	1.4%	2.8%
Share of non-teaching staff	75.7%	24.3%	7.7%	42.3%	6.9%	0.1%	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 2012-13

Assam (ASM)

Key Indicators

Table 16: Key Indicators – ASM

Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	312.1	159.4	152.7	State GDP (2014) ³	₹162,652 Cr
Literacy Rate ¹	72.2	77.9	66.3	State HDI ranking ⁴	11 (among major states)
Pop. In 18-23 age group (lakhs) ¹	36.3	17.8	18.5	Sex Ratio (2011) ¹	958
Share to total state pop. (%)	(11.6%)	(11.2%)	(12.1%)	HE Expenditure as a % of GSDP ³	1.02%
Share of state 18-23 pop. to All-India 18-23 pop. ¹	2.6%	2.4%	2.8%	Per Capita Expenditure on HE ³	₹3,237
Gross Enrollment Ratio ²	13.8	14.0	13.7		
Share of Graduates & above in total state population ⁵	3.9%	5.1%	2.6%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Assam ranks #20 among all states in India with 12 universities. ASM has 1.8% of all universities in the country.

Figure 26: Universities by Type and Key institutions - ASM

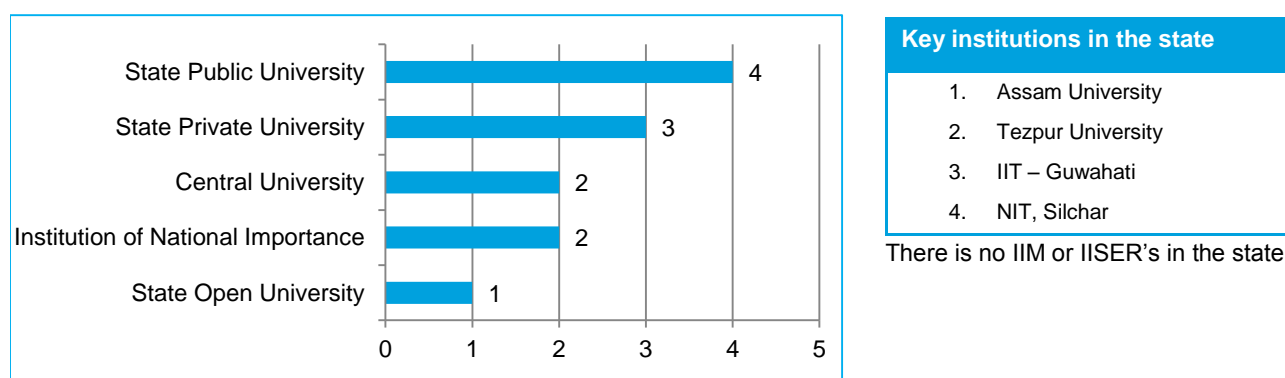
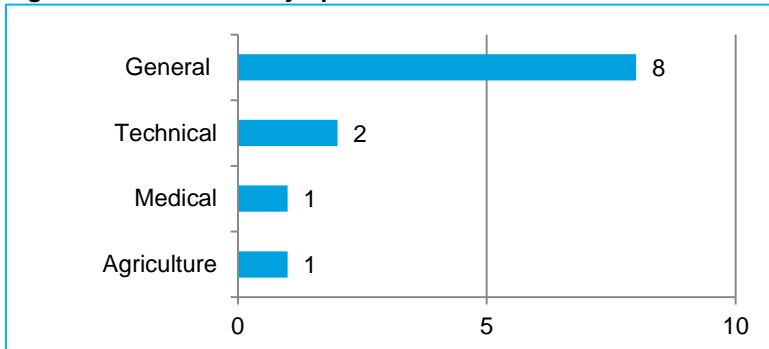


Figure 27: Universities by Specialization - ASM



The bar graph alongside reflects the break-up of number of universities in ASM on the basis of specialization. Assam has 8 General Universities. It does not have any Law or Management Institutions. The number of Degree granting institutions in ASM is 15.

Table 17: College & Institution Indicators - ASM

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	12	529	89
Average enrollment per college/ institution	11896	908	141
Total estimated enrolment (Lakhs)	1.4	4.8	0.13

ASM with 529 colleges has a share of 1.49% of all colleges in India. In terms of access, ASM has low concentration with 15 colleges per lakh population as

compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, ASM (908) is **higher than all India average of 715**. Total estimated enrolment of students in colleges in ASM is around 4.8 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (76%), (ii) Education/ Teacher Education (7%) and (iii) arts (5%). 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, ASM colleges are dominated by the Government colleges forming 88.1% of all colleges in the state, followed by 8.5% that are Private Unaided and 3.4% that are Private Aided.

Figure 28: Type of Colleges - ASM

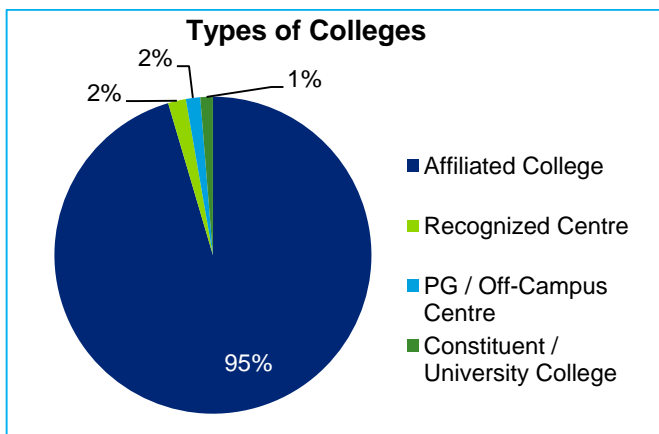


Table 18: Management of Colleges - ASM

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	8.5%	1.7%	182
Private Aided	3.4%	1.6%	420
Government	88.1%	96.7%	997

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

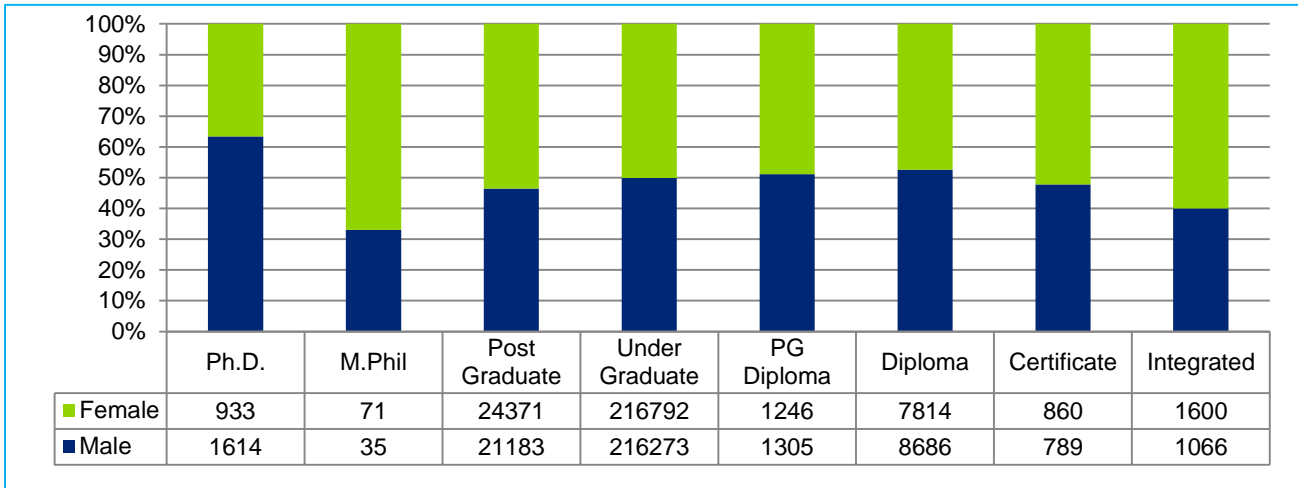
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from a statutory body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In ASM, there are 89 such stand-alone institutions and the total enrolment in these is estimated to be around 0.13 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 5.0 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 (85.8%) is at under-graduate level, followed by post-graduate (9%) and Diploma (3.3%), with all other levels forming only 1.9%. Total enrolment at various levels through regular mode in ASM is 3.9 lakh, which is around 78.1% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 28.3% and in colleges is 63.3% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (96.7%) is in Government colleges in the state.

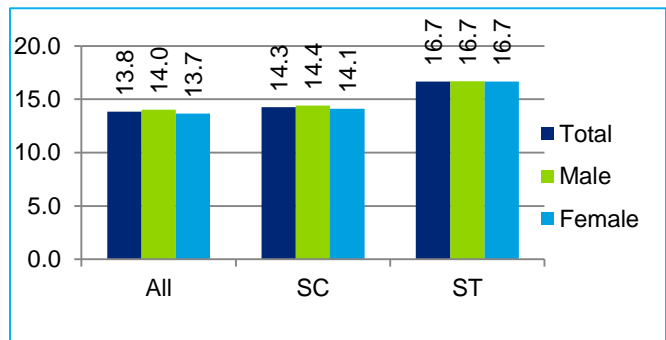
Figure 29: State-wise total enrolment at various levels - ASM



By Gender: In terms of gender, enrolment comprises of 49.7% males and 50.3% females. The GER for males (14.0) is similar to GER for females (13.7), resulting in a gender parity index of 1.01 (in comparison to 0.89 at all-India level).

By Social Group: The GER of SCs (14.3) and STs (16.7) is slightly higher to the state GER of 13.8. Further, there is similarity within the social groups between male and female GER. The gender parity Index for SC is 0.95, but it is higher in case of STs (1.02). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except ST in ASM is lesser than their proportionate share in population.

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



Faculty and Staff

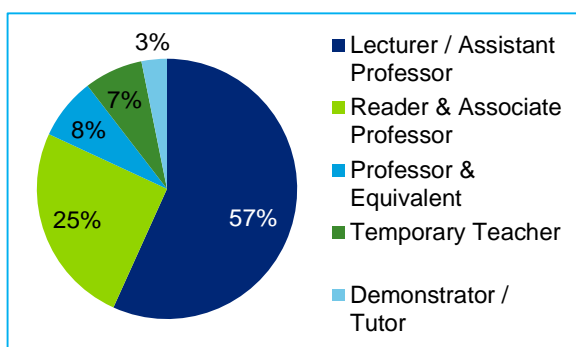
Table 19: Key Faculty & Staff Indicators - ASM

Key Indicators	ASM	INDIA
Pupil Teacher Ratio (PTR)	16.5	14.9
Teachers per College	55.0	47.9
Non-teaching staff per College	36.2	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in ASM at 16.5 students per teacher is higher than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in ASM is estimated to be 0.29 lakhs and 0.19 lakhs** (extrapolating data available for 66.5% colleges in state). Given the number of colleges in the state, the number of teachers per college (55.0) and non-teaching staff per college (36.2) is higher than the corresponding all-India levels as shown in the adjoining table.

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



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **57% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 25% of Readers/ Associate Professors and an almost equal proportion Professor & Equivalent and Temporary Teacher. Around 3% of the staff is Demonstrator/Tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching 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 teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (37.3%) and non-teaching staff (18.3%) is lower in comparison to all-India levels of 39% and 27.6% respectively.

Table 20: Student, Faculty and Staff - Gender and Social representation - ASM

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.1%	48.9%	9.2%	14.0%	27.0%	30.4%	2.7%
Share of Enrolment	49.7%	50.3%	7.8%	15.1%	26.7%	8.4%	0.9%
Share of teaching staff	62.7%	37.3%	5.4%	8.2%	21.1%	8.6%	0.5%
Share of non-teaching staff	81.7%	18.3%	7.0%	8.0%	21.5%	4.4%	0.8%

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 2012-13

Bihar (BIH)

Key Indicators

Table 21: Key Indicators – BIH

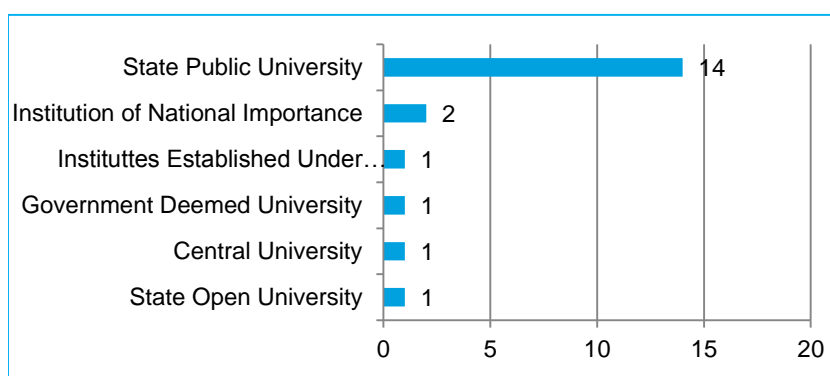
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	1041.0	542.8	498.2	State GDP (2014) ³	₹ 368,337 Cr
Literacy Rate ¹	61.8%	71.2%	51.5%	State HDI ranking ⁴	16 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	104.3 (10.0%)	56.0 (10.3%)	48.3 (9.7%)	Sex Ratio (2011) ¹	918
Share of state 18-23 pop. to All-India 18-23 pop. ¹	7.4%	7.6%	7.2%	HE Expenditure as a % of GSDP ³	0.55%
Gross Enrollment Ratio ²	13.1	14.4	11.6	Per Capita Expenditure on HE ³	₹1,221
Share of Graduates & above in total state population ⁵	3.6%	5.4%	1.7%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Bihar ranks fourteenth on total number of universities among all states in India with 20 universities. The state ranks ninth on number of State Public Universities with 14 universities. BIH has 3.0% of all universities in the country.

Figure 32: Universities by Type and Key institutions - BIH

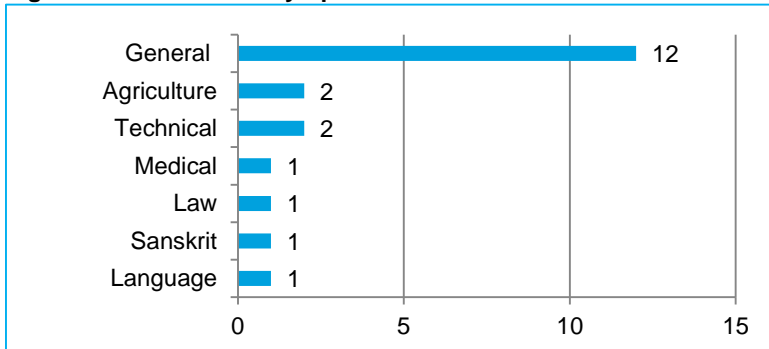


Key institutions in the state

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

There is no IISERs in the state.

Figure 33: Universities by Specialization - BIH



The bar graph alongside reflects the break-up of number of universities in BIH on the basis of specialization. Bihar ranks fourteenth on number of General Universities with 12 universities. The number of Degree granting institutions in BIH is 22.

Table 22: College & Institution Indicators - BIH

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	20	675	77
Average enrollment per institution	8076	2018	196
Total estimated enrolment (Lakhs)	1.6	13.6	0.15

BIH with 675 colleges has a share of 1.90% of all colleges in India and ranks #15 on total number of colleges in any state in India. In

terms of access, BIH has 6 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, BIH (2018) is **significantly higher than all India average of 715**. Total enrolment of students in colleges in BIH is around 13.6 lakhs.

Out of the total colleges in the state, the top three specializations are (i) General (74%) ii) Sanskrit (9%) and (iii) Education/ Teacher education and Engineering and Technology (4%). Out of the total colleges in the state, 57% are affiliated to universities, and the remaining are Constituent/University colleges (40%), Recognized centres by the universities (2%) or PG/off campus centres (1%). In terms of management, BIH colleges are dominated by the Government colleges forming 84.9% of all colleges in the state, followed by 8.5% that are Private-Aided and 6.6% that are Private Unaided.

Figure 34: Type of Colleges - BIH

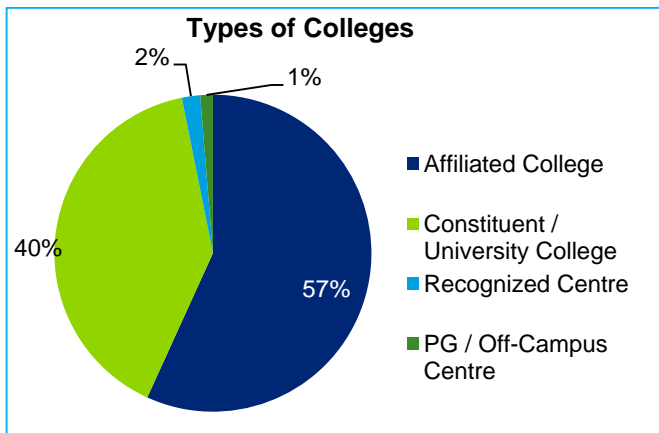


Table 23: Management of Colleges – BIH

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	8.5%	3.0%	722
Private Aided	6.6%	11.2%	3439
Government	84.9%	85.7%	2038

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

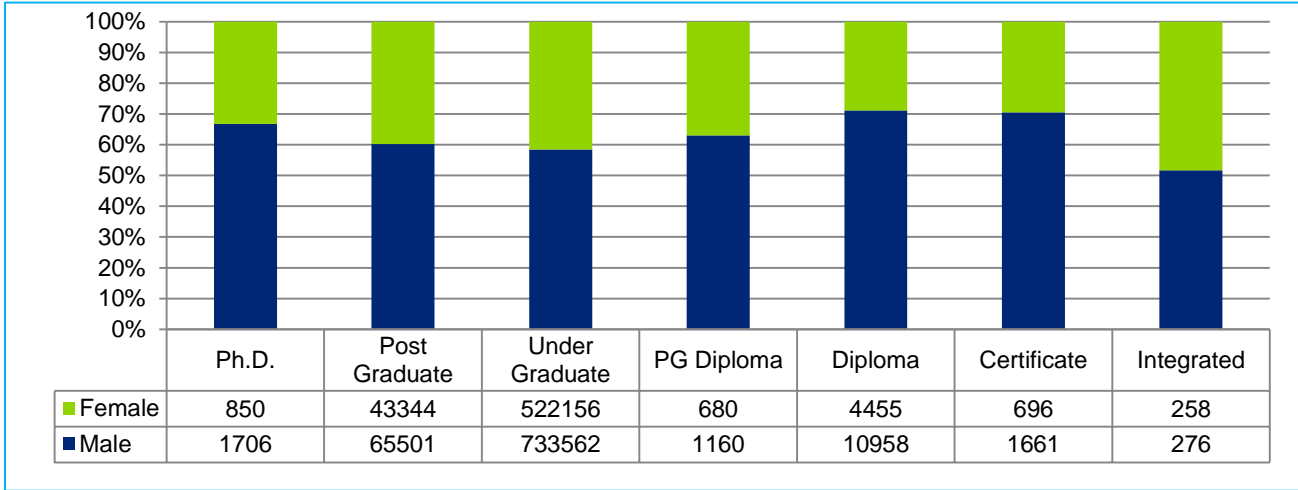
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In BIH, there are 77 such stand-alone institutions and the total enrolment in these is estimated to be around 0.15 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 13.87 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (90.5%) is at under-graduate level, followed by post-graduate (7.8%) and Diploma (1.1%), with all other levels forming only 0.5%. Total enrolment at various levels through regular mode in BIH is 12.9 lakhs, which is around 92.9% enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-Campus Centres is 11.6% and in colleges is 83.8% of the total enrolment in the state.

By Management: As can be seen from table 3, maximum enrolment share (85.7%) is in Government colleges.

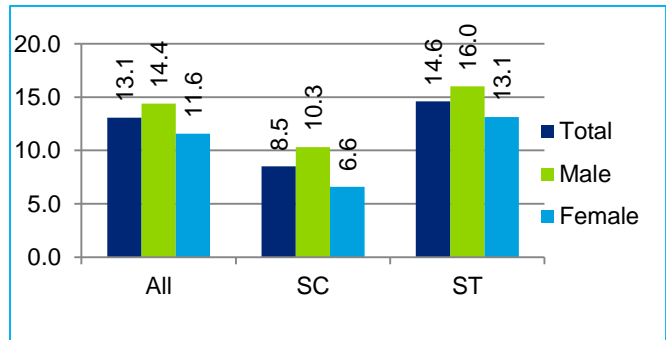
Figure 35: State-wise Total Enrolment through Regular Mode at various levels - BIH



By Gender: In terms of gender, enrolment is skewed as 58.7% comprises males, while only 41.3% of the enrolment is females, indicating significant gender disparity. The GER for males (14.4) is higher than the GER for females (11.6), resulting in a Gender Parity Index of 0.77 (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (8.5) is lower than the state GER of 13. While the GER of STs (14.6) is higher. Further, there is disparity within the social groups between male and female GER. The gender parity Index for STs is 0.88 and in case of SCs it is even lower at 0.65. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except STs and Other Minorities in BIH is lesser than their proportionate share in population.

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



Faculty and Staff

Table 24: Key Faculty & Staff Indicators - BIH

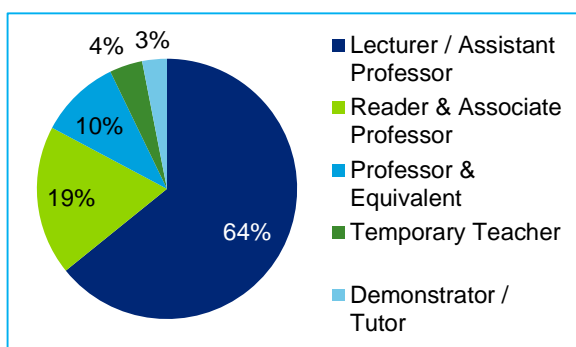
Key Indicators	BIH	INDIA
Pupil Teacher Ratio (PTR)	44.3	14.9
Teachers per College	45.6	47.9
Non-teaching staff per College	51.4	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in BIH at 44.3 students per teacher is significantly higher than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in BIH is estimated to be 0.31 lakhs and 0.35 lakhs** (extrapolating data available for 85.3% colleges in state). However, given the number of colleges in the state, the number of teachers per college (45.6) and non-teaching staff per college (51.4) is lower than the corresponding all-India levels as shown

in the adjoining table.

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



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **64% of the teaching posts are at level of Lecturers/ Assistant professors.** 19% of the staff are Readers & Associate Professors, 10% are Professors and Equivalent, 4% are Temporary Teachers and 3% is Demonstrators/ Tutors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching staff in higher education institutes as compared to males. Female representation in teaching (17.5%)

and non-teaching staff (11.3%) is lower in comparison to all-India levels of 39% and 27.6% respectively. In case of social groups also, all the groups except other minority shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state.

Table 25: Student, Faculty and Staff - Gender and Social representation - BIH

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.1%	47.9%	20.2%	0.9%	60.7%	14.9%	0.2%
Share of Enrolment	58.7%	41.3%	9.8%	1.4%	38.1%	7.7%	0.2%
Share of teaching staff	82.5%	17.5%	1.7%	0.3%	26.3%	6.4%	0.4%
Share of non-teaching staff	88.7%	11.3%	6.3%	0.8%	34.9%	4.1%	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 2012-13

Chhattisgarh (CHT)

Key Indicators

Table 26: Key Indicators – CHT

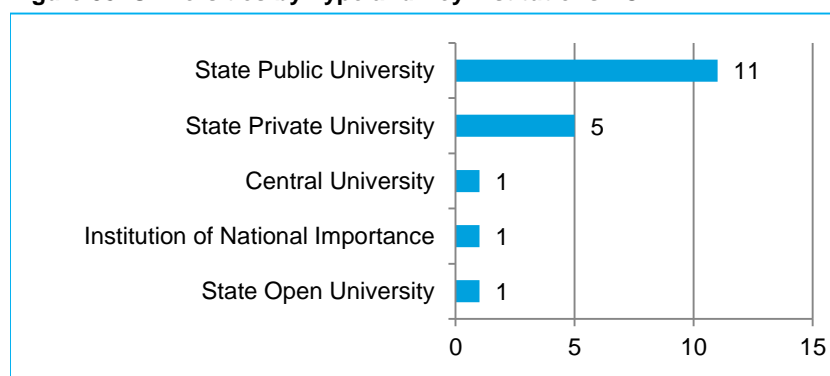
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	255.5	128.3	127.1	State GDP (2014) ³	₹ 175,961 Cr
Literacy Rate ¹	70.3	80.3	60.2	State HDI ranking ⁴	18 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	30.0 (11.7%)	15.0 (11.7%)	14.9 (11.7%)	Sex Ratio (2011) ¹	991
Share of state 18-23 pop. to All-India 18-23 pop. ¹	2.1%	2.1%	2.2%	HE Expenditure as a % of GSDP ³	-
Gross Enrollment Ratio ²	12.4	13.2	11.7	Per Capita Expenditure on HE ³	-
Share of Graduates & above in total state population ⁵	5.7%	7.8%	3.6%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Chhattisgarh ranks seventeenth among all states in India on total of number of universities with 19 universities. The state also ranks twelfth on number of State Public Universities with 11 universities. CHT has 2.8% of all universities in the country.

Figure 38: Universities by Type and Key institutions - CHT

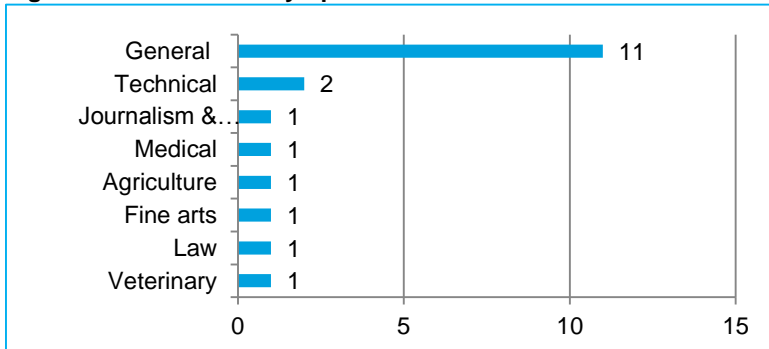


Key institutions in the state

1. Guru Ghasidas Vishwavidyalaya, Bilaspur
2. IIM Raipur
3. Hidayatullah National Law University, Raipur
4. NIT, Raipur
5. IIT, Chhattisgarh (Proposed as per Budget 2014)

There is no IISERs in the state.

Figure 39: Universities by Specialization - CHT



The bar graph alongside reflects the break-up of number of universities in CHT on the basis of specialization. Chhattisgarh ranks sixteenth on number of General Universities with 11 general universities. The number of Degree granting institutions in CHT is 19.

Table 27: College & Institution Indicators – CHT

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	12	602	71
Average enrollment per institution	5128	509	154
Total estimated enrolment (Lakhs)	0.6	5.2	0.11

CHT with 602 colleges has a share of 1.69% of all colleges in India and **rank sixteenth on total number of colleges in any state**

in India. In terms of access, CHT has 20 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. Average enrolment per college in CHT (509) is **less than all India average of 715**. Total enrolment of students in colleges in CHT is around 5.2 lakhs.

Out of the total colleges in the state, the top three specializations are (i) General (69%) (ii) Education/ Teacher Education (15%) and (iii) Engineering & Technology (5%). Out of the total colleges in the state, 93% are affiliated to universities, and the remaining are Recognized Centres by the universities (4%), Constituent/University Colleges (2%), PG/Off Campus Centres (1%). In terms of management, Government colleges constitute 45.7% of all colleges in the state, followed by 43.3% that are Private Unaided and 11.0% that are Private Aided.

Figure 40: Type of Colleges - CHT

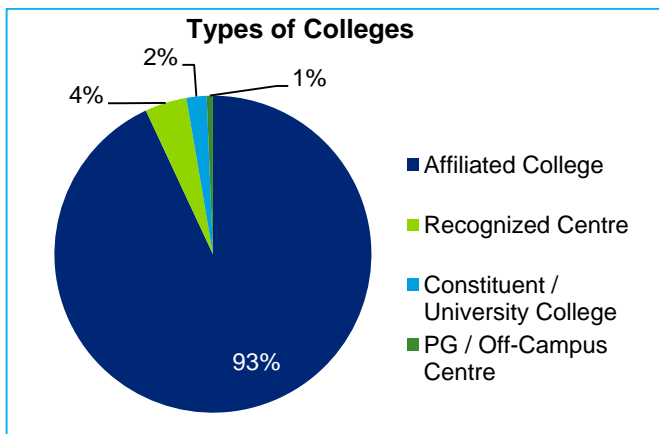


Table 28: Management of Colleges - CHT

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	43.3%	34.0%	399
Private Aided	11.0%	12.5%	579
Government	45.7%	53.5%	596

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

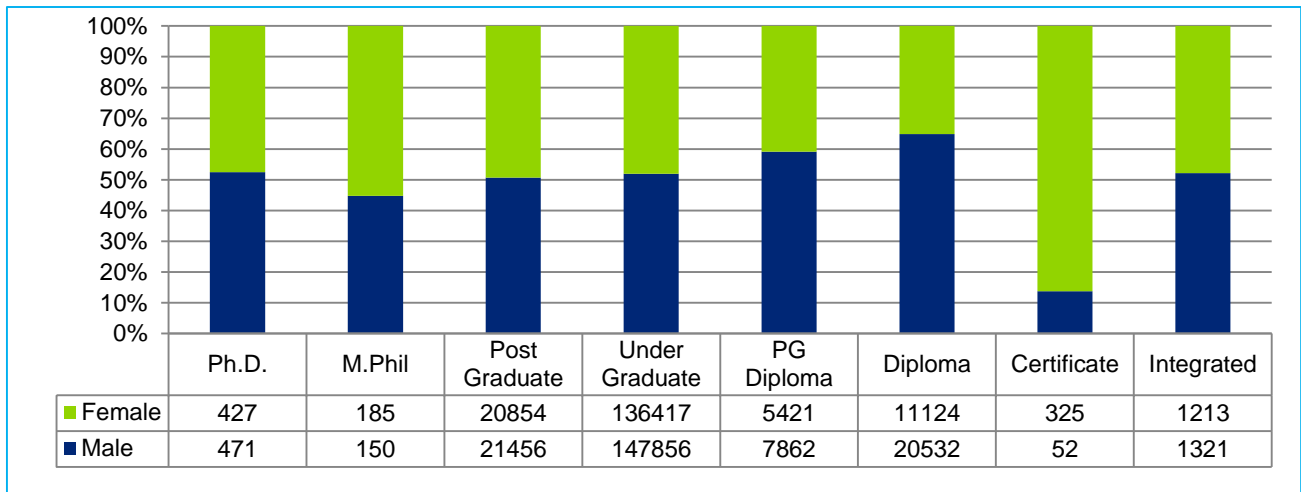
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In CHT, there are 71 such stand-alone institutions and the total enrolment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

Student Enrolment

By Level: The state-wise total enrolment at various levels is 3.76 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 (75.7%) is at under-graduate level, followed by post-graduate (11.3%) and Diploma (8.4%), with all other levels comprising only 4.6%. Total enrolment at various levels through regular mode in CHT is 4.0 lakhs, which is around 91.9% enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-Campus Centres is 14.0% and in colleges is 79.6% of the total enrolment in the state.

By Management: As can be seen from table 3, maximum enrolment share (53.5%) is in Government colleges.

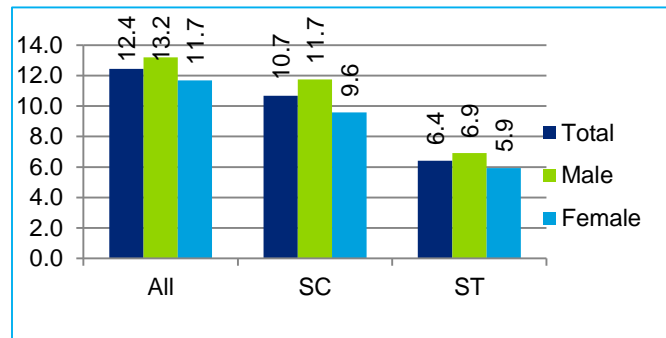
Figure 41: State-wise Total Enrolment at various levels - CHT



By Gender: In terms of gender, enrolment is skewed as 53.2% comprises males, while only 46.8% of the enrolment is females, indicating significant gender disparity. The GER for males (13.2) is higher than GER for females (11.7), resulting in a gender parity index of 0.92 (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (10.7) and STs (6.4) 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 ST is 0.91 and in case of SCs it is 0.83. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in CHT is lesser than their proportionate share in population.

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



Faculty and Staff

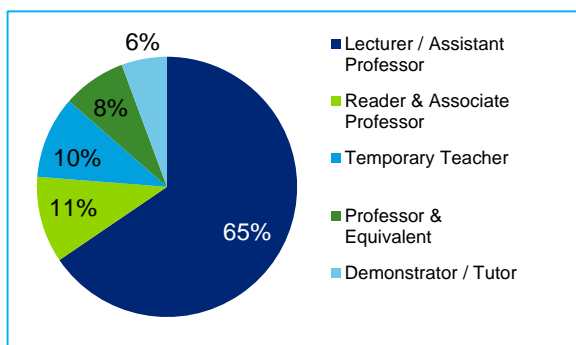
Table 29: Key Faculty & Staff Indicators - CHT

Key Indicators	CHT	INDIA
Pupil Teacher Ratio (PTR)	19.5	14.9
Teachers per College	26.1	47.9
Non-teaching staff per College	20.9	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in CHT at 19.5 students per teacher is higher than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in CHT is estimated to be 0.16 lakhs and 0.13 lakhs** (extrapolating data available for 98.2% colleges in state). The number of teachers per college (26.1) and non-teaching staff per college (20.9) is also lower than the corresponding all-India levels as shown in the adjoining table.

Figure 43: Post-wise share of teaching staff - CHT



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **65% of the teaching posts are at level of Lecturers/ Assistant Professor** with there being almost equal numbers of Readers/ Associate Professors and Temporary Teachers. Around 8% of the staff are Professors & equivalent and 6% are Demonstrators/ Tutors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching (43.5%) and non-teaching (20.4%) staff in higher education institutes as compared to males. This is low in comparison to all-

India level of 27.6%.

In case of social groups also, shown in the table, all the groups except Muslims and other minority show a deficit in terms of representation in teaching and all the groups except Muslims show a deficit in terms of representation in non-teaching in higher educational institutions as compared to their share of population in the state.

Table 30: Student, Faculty and Staff - Gender and Social representation - CHT

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	13.7%	37.5%	41.8%	0.9%	2.5%
Share of Enrolment	53.2%	46.8%	11.4%	15.3%	36.1%	0.8%	0.8%
Share of teaching staff	56.5%	43.5%	6.0%	5.1%	17.1%	1.7%	3.1%
Share of non-teaching staff	79.6%	20.4%	10.7%	10.9%	25.8%	1.0%	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 2012-13

Goa (GOA)

Key Indicators

Table 31: Key Indicators – GOA

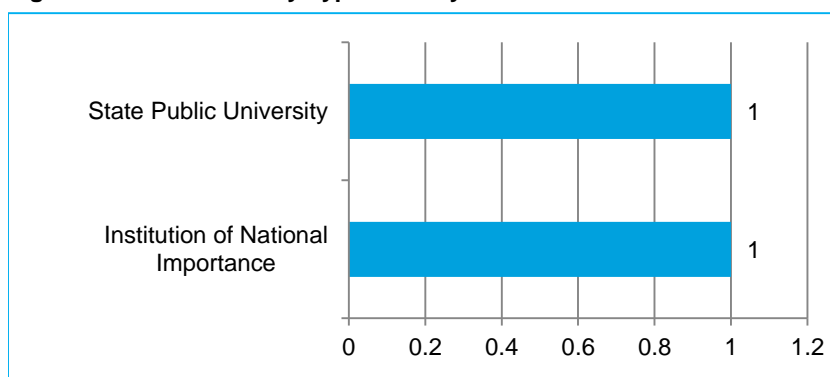
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	14.6	7.4	7.2	State GDP (2014) ³	₹34,965 Cr
Literacy Rate ¹	88.7%	92.7%	88.4%	State HDI ranking ⁴	4th
Pop. In 18-23 age group (lakhs) ¹	1.5	0.8	0.7	Sex Ratio (2011) ¹	973
Share to total state pop. (%)	(10.6%)	(11.3%)	(9.8%)	HE Expenditure as a % of GSDP ³	0.61%
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.1%	0.1%	0.1%	Per Capita Expenditure on HE ³	₹14,634
Gross Enrollment Ratio ²	24.9	19.8	31.0		
Share of Graduates & above in total state population ⁵	7.4%	7.3%	7.5%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Goa has a total 2 universities; one Institute of National Importance and one state Public University. GOA has 0.3% of all universities in the country.

Figure 44: Universities by Type and Key institutions - GOA

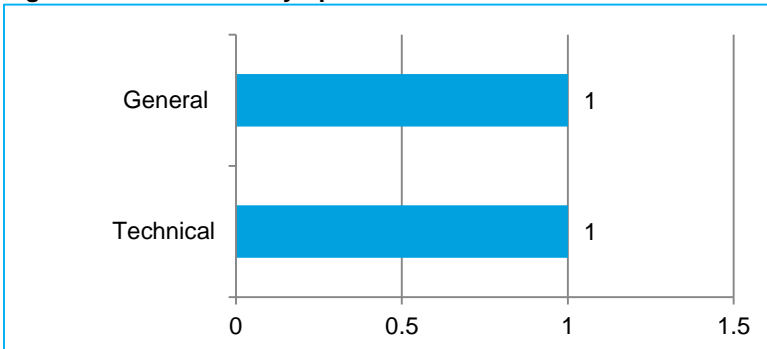


Key institutions in the state

1. NIT, Goa
2. Goa University
3. IIT, Goa (Proposed as per Union Budget 2014-15)

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

Figure 45: Universities by Specialization - GOA



The bar graph alongside reflects the break-up of number of universities in GOA on the basis of specialization. Goa has just 1 general and 1 technical university. The number of Degree granting institutions in GOA are 2.

Table 32: College & Institution Indicators - GOA

Indicator	University	Colleges	Stand-alone
Total No. of institutions	2	53	11
Average enrollment per institution	3,894	582	417
Total estimated enrolment (Lakhs)	0.1	0.3	0.05

GOA with 53 colleges has a share of 0.15% of all colleges in India. In terms of access, GOA has 33 colleges per lakh population as compared to the all India

average of 25 colleges per lakh population. In terms of average enrolment per college, GOA (582) is **significantly less than all India average of 715**. Total estimated enrolment of students in colleges in GOA is around 0.3 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (53%), (ii) Engineering & Technology (10%) and (iii) Nursing (6%). Out of the total colleges in the state, 80% are affiliated to universities, followed by recognized centres (17%) and PG/off campus centre (3%). In terms of management, GOA colleges are dominated by the Government colleges forming 42.9% of all colleges in the state, followed by 36.7% privately aided and 20.4% that are private unaided.

Figure 46: Type of Colleges - GOA

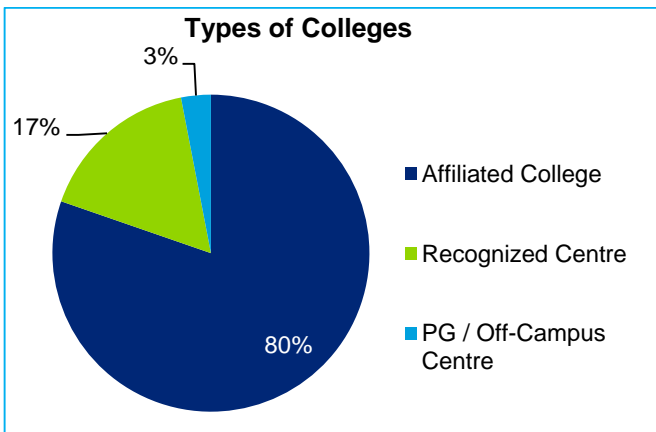


Table 33: Management of Colleges - GOA

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	20.4%	8.3%	236
Private Aided	36.7%	48.2%	764
Government	42.9%	43.5%	591

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

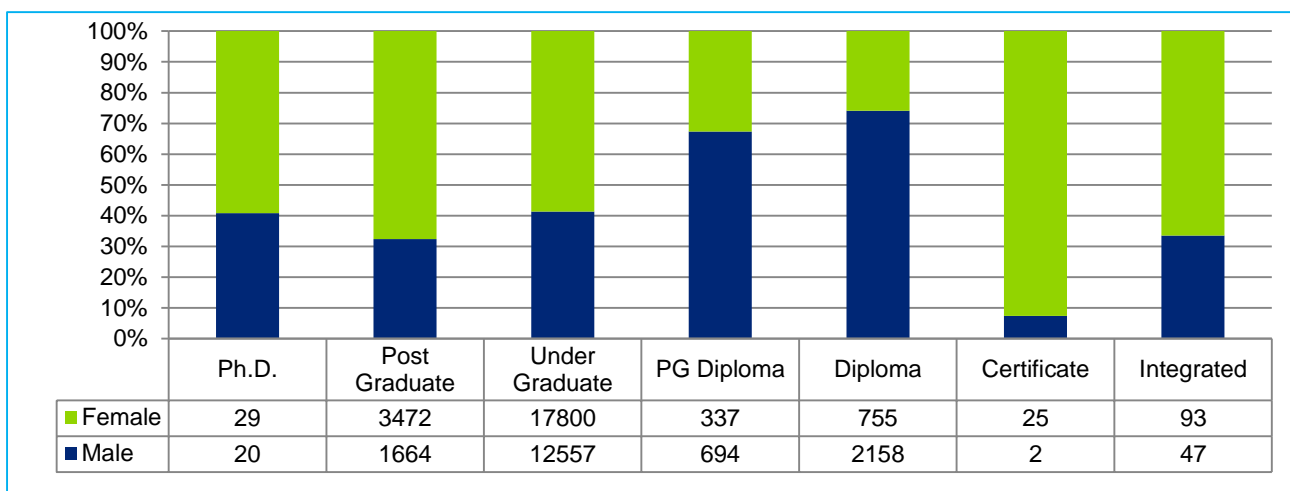
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In GOA, there are 11 such stand-alone institutions and the total enrolment in these is estimated to be around 0.05 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 0.4 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 (76.6%) is at under-graduate level, followed by post-graduate (13.0%) and Diploma (7.3%), with all other levels forming only 3.1%. Total enrolment at various levels through regular mode in Goa is 0.33 lakh, which is around 83.6% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 19.6% and in colleges is 72% of the total enrolment in the state.

By Management: As can be seen from table 3, maximum enrolment share (48.2%) is in private aided colleges in the state.

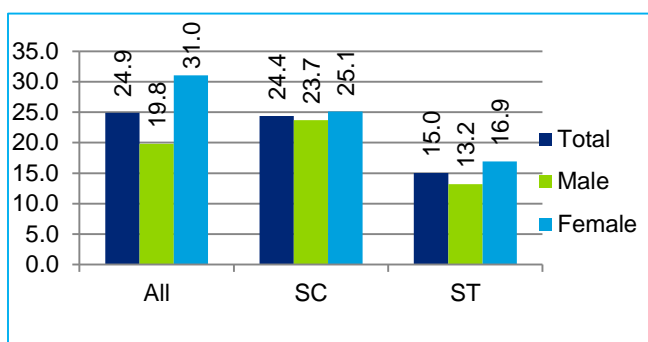
Figure 47: State-wise total enrolment at various levels - GOA



Foreign Students: Goa is reported to have around 149 foreign students, which constitutes around 0.4% of total foreign students studying in India.

By Gender: In terms of gender, enrolment is skewed as 56.8% comprises females, while only 43.2% of the enrolment is males, indicating significant gender disparity. The GER for males (19.8) is lower than GER for females (31.0), resulting in a gender parity index of 1.21 (in comparison to 0.88 at all-India level).

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



By Social Group: The GER of SCs (24.4) and STs (15.0) is lower than the state GER of 24.9. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC and ST is 1.16 each. As can be seen from table below on Gender and Social representation, the share of student enrolment among ST is greater than their share in population, almost similar amongst OBCs and other minority, and less among Muslims and SC.

Faculty and Staff

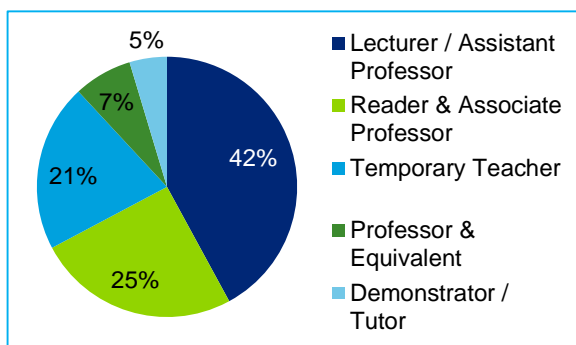
Table 34: Key Faculty & Staff Indicators - GOA

Key Indicators	GOA	INDIA
Pupil Teacher Ratio (PTR)	13.3	14.9
Teachers per College	43.9	47.9
Non-teaching staff per College	83.1	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in GOA at 13.3 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in GOA is estimated to be 0.02 lakhs and 0.04 lakhs** (extrapolating data available for 92.5% colleges in state). Given the large number of colleges in the state, the number of teachers per college (43.9) lower than the corresponding all-India levels and non-teaching staff per college (83.1) is higher than the corresponding all-India levels as shown in the adjoining table.

Figure 49: Post-wise share of teaching staff -



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **42% of the teaching posts are at level of Lecturer/ Assistant professor, followed by Readers/ Associate Professors (25%) and Temporary teachers (21%).** Around 7% of the staff is Professor and equivalent and 5% is Demonstrator/ tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the non-teaching staff and are more in number among teaching staff in higher education institutes as compared to males. In case of

social groups also, all the groups except other minority in teaching staff shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (54.2%) and non-teaching staff (44.7%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 35: Student, Faculty and Staff - Gender and Social representation - GOA

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	7.2%	1.8%	14.8%	9.8%	14.2%
Share of Enrolment	43.2%	56.8%	1.9%	5.8%	14.2%	2.9%	12.5%
Share of teaching staff	45.8%	54.2%	0.3%	0.4%	2.4%	0.8%	14.6%
Share of non-teaching staff	55.3%	44.7%	1.4%	1.4%	1.7%	0.6%	6.0%

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 2012-13

Gujarat (GUJ)

Key Indicators

Table 36: Key Indicators – GUJ

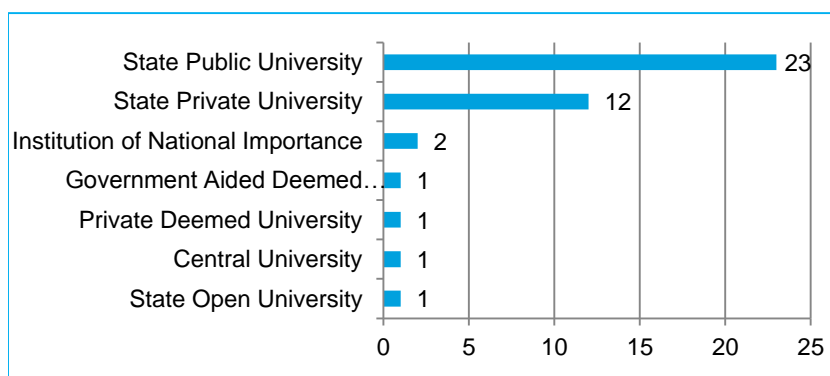
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	604.4	314.9	289.5	State GDP (2013) ³	₹670,016 Cr
Literacy Rate ¹	78.0	85.8	69.7	State HDI ranking ⁴	7 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	71.2 (11.8%)	37.8 (12%)	33.3 (11.5%)	Sex Ratio (2011) ¹	919
Share of state 18-23 pop. to All-India 18-23 pop. ¹	5.1%	5.2%	5.0%	HE Expenditure as a % of GSDP ³	0.39%
Gross Enrollment Ratio ²	18.3	20.2	16.2	Per Capita Expenditure on HE ³	₹2,958
Share of Graduates & above in total state population ⁵	7.9%	9.1%	6.6%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Gujarat ranks sixth highest among all states in India** with 41 universities on total of number of universities. The state also **ranks second on number of State Public Universities** with 23 universities and **ranks fourth on number of State Private Universities** with 12 universities. GUJ has 6.1% of all universities in the country.

Figure 50: Universities by Type and Key institutions - GUJ

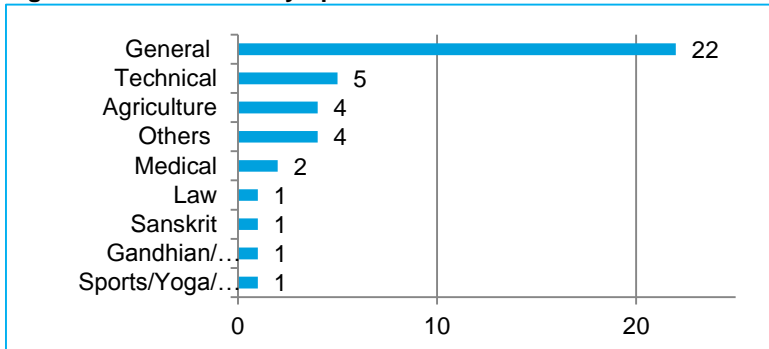


Key institutions in the state

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

There is no IISER in the state

Figure 51: Universities by Specialization - GUJ



The bar graph alongside reflects the break-up of number of universities in GUJ on the basis of specialization. Gujarat **rank joint fourth highest on number of General Universities** with 22 universities following Uttar Pradesh (36), Rajasthan (31), Tamil Nadu (30). The number of Degree granting institutions in GUJ are 43.

Table 37: College & Institution Indicators - GUJ

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	41	1880	485
Average enrollment per institution	5268	604	75
Total estimated enrolment (Lakhs)	2.2	11.4	0.36

GUJ with 1880 colleges has a share of 5.29% of all colleges in India and **rank #9 on total number of colleges in any state in India**. In terms of access, GUJ has 26 colleges

per lakh population which is almost equal to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, GUJ (604) is **lesser than all India average of 715**. Total estimated enrolment of students in colleges in GUJ is around 11.4 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (57%), (ii) Engineering & Technology (9%) and (iii) Education/ Teacher Education (7%). Out of the total colleges in the state, 90% are affiliated to universities and the remaining are constituent/university colleges, recognized centres or PG/off campus centers of the universities. In terms of management, GUJ colleges are dominated by the Private Unaided colleges forming 40.6% of all colleges in the state, followed by 35.8% owned by Government and 23.5% that are private aided.

Figure 52: Type of Colleges - GUJ

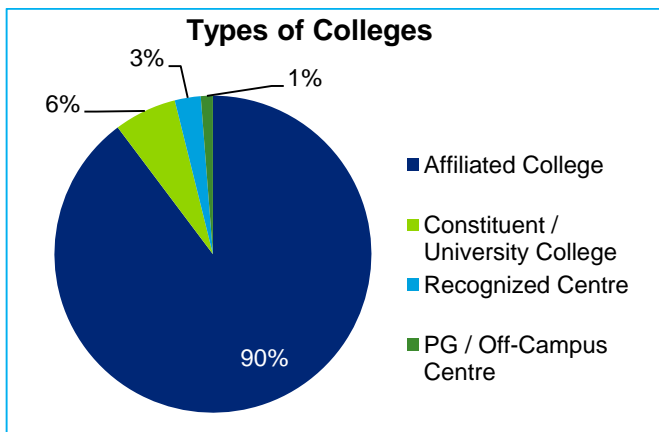


Table 38: Management of Colleges – GUJ

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	40.6%	26.9%	400
Private Aided	23.5%	29.0%	745
Government	35.8%	44.1%	743

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

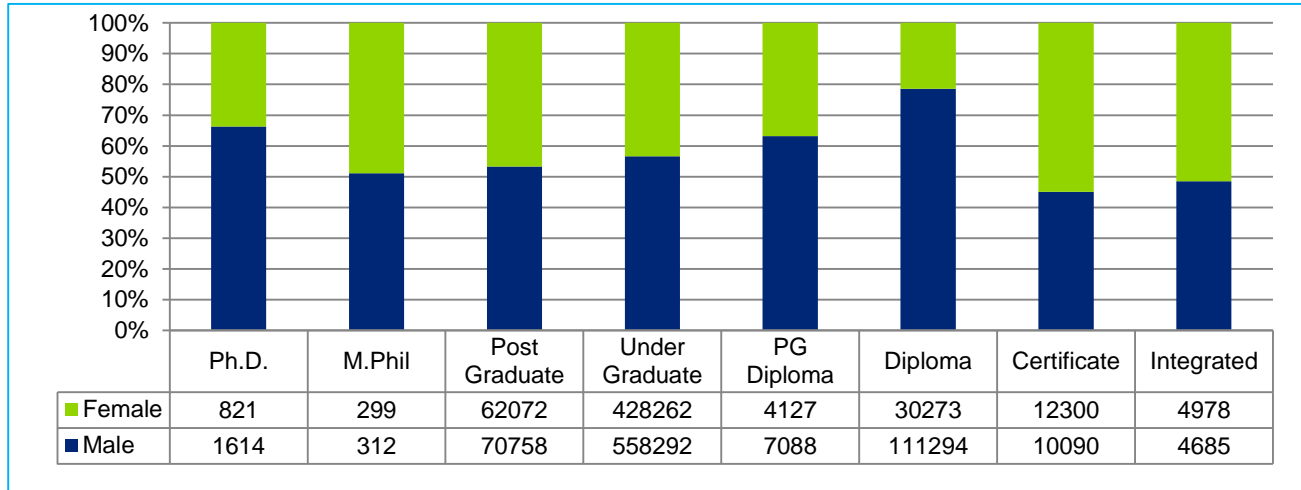
Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In GUJ, there are 485 such stand-alone institutions and the total enrolment in these is estimated to be around 0.36 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 13.1 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 (10.8%) and Post Graduate (10.2%), with all other levels forming only 3.5%. Total enrolment at various levels through regular mode in GUJ is 12.4 lakh, which is around 94.8% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 16.5% and in colleges is 82.0% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (44.1%) is in government colleges.

Figure 53: State-wise total enrolment at various levels - GUJ

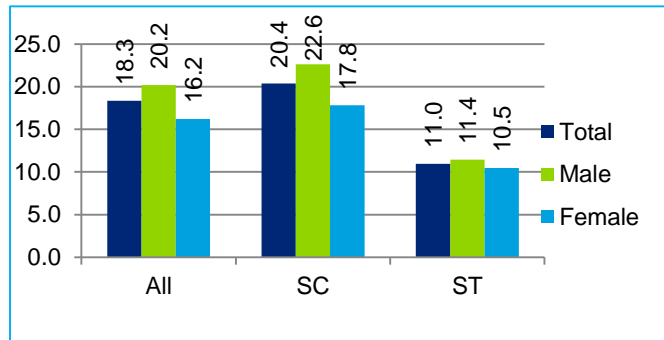


Foreign Students: Gujarat is reported to have around 556 foreign students, which constitutes around 1.6% of total foreign students studying in India. **It ranks eleventh highest in attracting students from overseas.**

By Gender: In terms of gender, enrolment is skewed as 58.5% comprises males whilst only 41.5% of the enrolment is females, indicating significant gender disparity. The GER for males (20.2) is higher than GER for females (16.2), resulting in a gender parity index of 0.81 (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (20.4) is higher and STs (11.0) is lower than the state GER of 18.3 respectively. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.83, but it is higher in case of STs (0.92). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in GUJ is lesser than their proportionate share in population.

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



Faculty and Staff

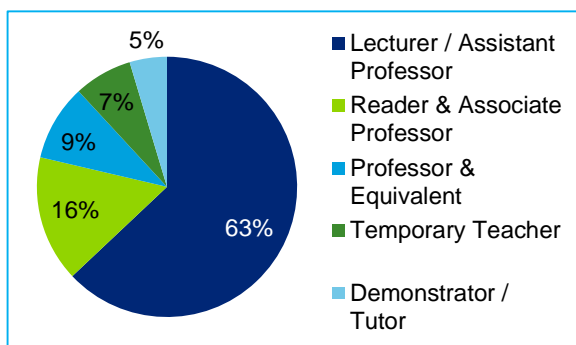
Table 39: Key Faculty & Staff Indicators - GUJ

Key Indicators	GUJ	INDIA
Pupil Teacher Ratio (PTR)	22.2	14.9
Teachers per College	27.2	47.9
Non-teaching staff per College	17.0	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in GUJ at 22.2 students per teacher is lower than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in GUJ is estimated to be 0.51 lakhs and 0.32 lakhs** (extrapolating data available for 94.4% colleges in state). The number of teachers per college (27.2) and non-teaching staff per college (17.0) is lower than the corresponding all-India levels as shown in the adjoining table.

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



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **63% of the teaching posts are at level of Lecturer/ Assistant professor** followed by Readers/ Associate Professors (16%), Professor & Equivalent (9%), Temporary Teacher (7%) and Demonstrator/tutor (5%).

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups

except other minority shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (35.1%) and non-teaching staff (23.0%) is lower in comparison to all-India levels of 39% and 27.6% respectively.

Table 40: Student, Faculty and Staff - Gender and Social representation - GUJ

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.1%	47.9%	11.3%	16.5%	43.0%	7.9%	0.6%
Share of Enrolment	58.5%	41.5%	7.9%	8.0%	25.3%	1.8%	0.2%
Share of teaching staff	64.9%	35.1%	4.8%	3.7%	14.0%	1.2%	0.8%
Share of non-teaching staff	77.0%	23.0%	10.9%	8.0%	18.0%	1.2%	0.8%

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 2012-13

Haryana (HAR)

Key Indicators

Table 41: Key Indicators – HAR

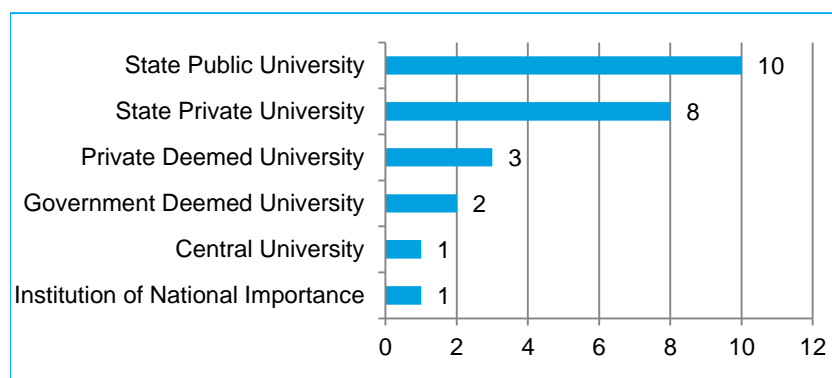
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	253.5	134.9	118.6	State GDP (2014) ³	₹392,894 Cr
Literacy Rate ¹	75.6	84.1	65.9	State HDI ranking ⁴	5 (among major states)
Pop. In 18-23 age group (lakhs) ¹	31.8	17.3	14.5	Sex Ratio (2011) ¹	879
Share to total state pop. (%)	(12.6%)	(12.8%)	(12.3%)	HE Expenditure as a % of GSDP ³	0.39%
Share of state 18-23 pop. to All-India 18-23 pop. ¹	2.3%	2.4%	2.2%	Per Capita Expenditure on HE ³	₹3,843
Gross Enrollment Ratio ²	27.8	28.8	26.6		
Share of Graduates & above in total state population ⁵	7.9%	8.9%	6.7%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Haryana ranks tenth highest among all states in India** with 25 universities on total of number of universities, of which 10 (40%) universities are state public universities, followed by state private universities and private deemed universities. HAR has 3.7% of all universities in the country.

Figure 56: Universities by Type and Key institutions - HAR

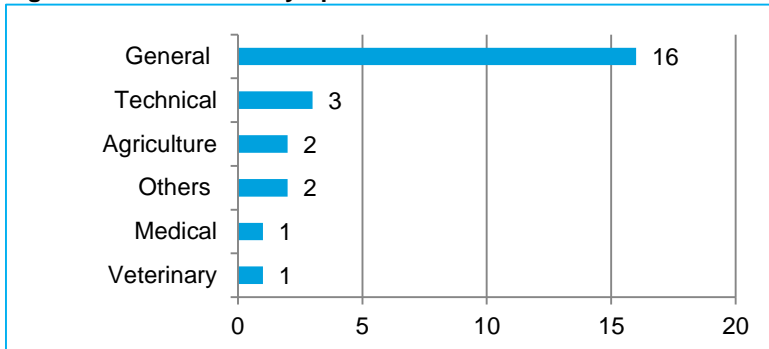


Key institutions in the state

1. Central University of Haryana
2. IIM Rohtak
3. NIT, Kurukshetra

There are no IIT, IISER's and Law universities in the state.

Figure 57: Universities by Specialization - HAR



The bar graph alongside reflects the break-up of number of universities in HAR on the basis of specialization. Haryana **ranks ninth highest in the country in terms of number of General Universities** with 16 universities following Madhya Pradesh which is at 21. The number of Degree granting institutions in HAR are 27.

Table 42: College & Institution Indicators - HAR

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	25	1072	327
Average enrollment per college/ institution	3883	730	624
Total estimated enrolment (Lakhs)	1	7.8	2.04

HAR with 1072 colleges has a share of 3.02% of all colleges in India. In terms of access, HAR has 34 colleges per lakh population which is higher

as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, HAR (730) is **almost equal to the all India average of 715**. Total estimated enrolment of students in colleges in HAR is around 7.8 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (52%), (ii) Education/ Teacher Education (23%) and (iii) Engineering (13%). Out of the total colleges in the state, 97% are affiliated to universities and the remaining are constituent/university colleges. In terms of management, HAR colleges are dominated by the Private Unaided colleges forming 62.1% of all colleges in the state, followed by 22.4% owned by Government and 15.4% that are private aided.

Figure 58: Type of Colleges - HAR

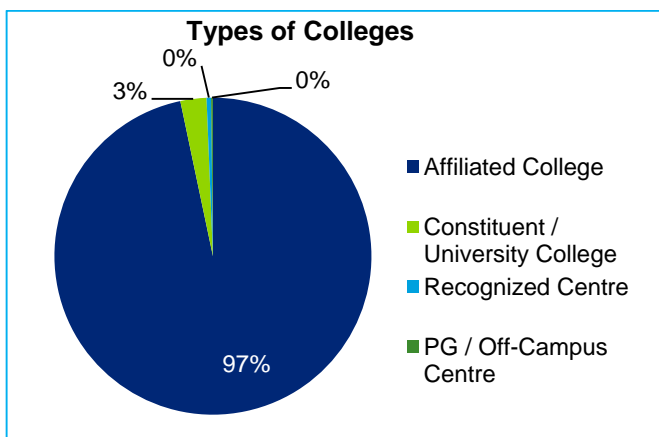


Table 43: Management of Colleges - HAR

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	62.1%	33.1%	389
Private Aided	15.4%	30.9%	1461
Government	22.4%	36.0%	1173

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In HAR, there are 327 such stand-alone institutions and the total enrolment in these is estimated to be around 2.04 lakhs.

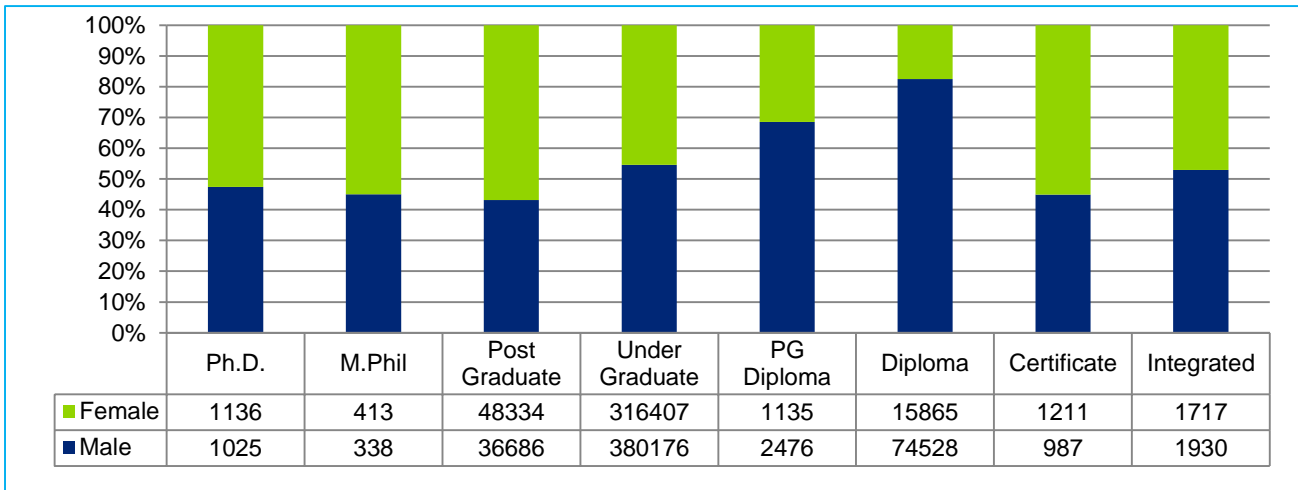
Student Enrolment

By Level: The state-wise total enrolment at various levels is 8.8 Lakhs. Break-up across various levels and split by gender is given in the figure below. As can be inferred, the highest share of enrolment (78.8%) is at under-graduate level, followed by Diploma (10.2%) and post-graduate (9.6%), with all other levels forming only 1.4%. Total enrolment at various levels through regular mode in HAR is 8.6 lakh, which is around 97.5% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 11% and in colleges is 50.8% of the total enrolment in the

state.

By Management: As can be seen from table 3 above, maximum enrolment share (36.0%) is in Government colleges in the state.

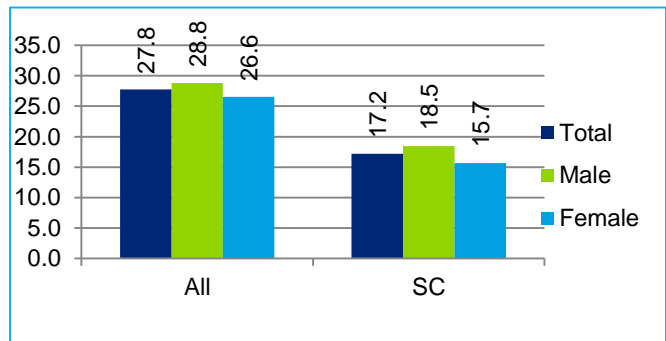
Figure 59: State-wise total enrolment at various levels - HAR



Foreign Students: Haryana is reported to have around 531 foreign students, which constitutes around 1.53% of total foreign students studying in India. **It ranks twelfth in attracting students from overseas.**

By Gender: In terms of gender, enrolment is skewed as 56.3% comprises males, while only 43.7% of the enrolment consists of females, indicating significant gender disparity. The GER for males (28.8) is higher than the GER for females (26.6), resulting in a gender parity index of 0.98 (in comparison to 0.88 at all-India level). **In terms of overall GER, HAR ranks 9th among all states in India.**

Figure 60: GER for All, SC & ST - HAR



By Social Group: The GER of SCs (17.2) is lower than the state GER of (27.8). Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.91. As can be seen from table on the next page on Gender and Social representation, the share of student enrolment across all backward groups except ST in HAR is lesser than their proportionate share in population.

Faculty and Staff

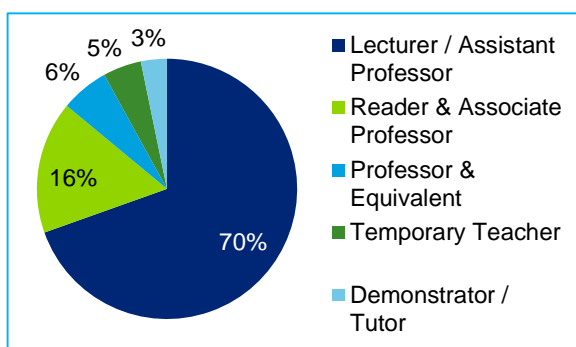
Table 44: Key Faculty & Staff Indicators - HAR

Key Indicators	HAR	INDIA
Pupil Teacher Ratio (PTR)	9.8	14.9
Teachers per College	74.2	47.9
Non-teaching staff per College	43.6	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in HAR at 9.8 students per teacher is much better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in HAR is estimated to be 0.80 lakhs and 0.47 lakhs respectively** (extrapolating data available for 57.4% colleges in state). The number of teachers per college (74.2) and non-teaching staff per college (43.6) is higher than the corresponding all-India levels as shown in the adjoining table.

Figure 61: Post-wise share of teaching staff - HAR



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **70% of the teaching posts are at level of Lecturer/ Assistant professor** followed by Readers/ Associate Professors (16%) and Professors (6%). Around 5% of the staff is temporary teachers and 3% is Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented amongst the teaching staff and significantly under-represented in non-teaching staff in higher education institutes as compared to males. In case of social

groups also, all the groups except ST in non-teaching staff shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (43.2%) is higher in comparison to all-India levels of 39% and non-teaching staff (20.4%) is lower in comparison to all-India levels of 27.6%.

Table 45: Student, Faculty and Staff - Gender and Social representation - HAR

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.2%	46.8%	25.0%	0.1%	28.1%	7.7%	6.0%
Share of Enrolment	56.3%	43.7%	13.1%	0.2%	20.8%	0.8%	1.3%
Share of teaching staff	56.8%	43.2%	4.1%	0.1%	7.7%	0.4%	1.2%
Share of non-teaching staff	79.6%	20.4%	15.2%	0.4%	13.3%	0.3%	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 2012-13

Himachal Pradesh (HP)

Key Indicators

Table 46: Key Indicators – HP

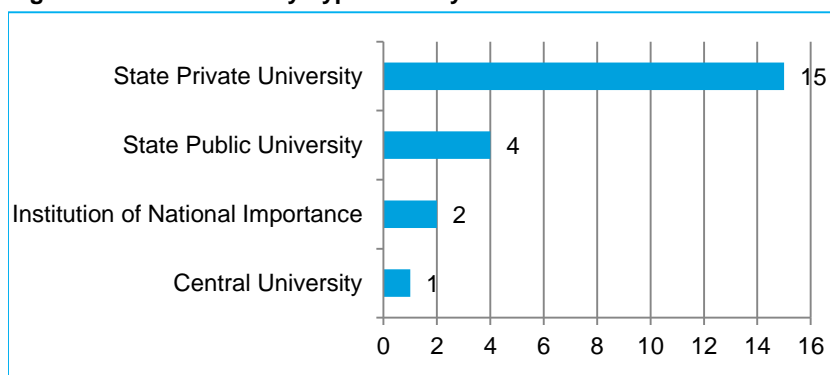
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	68.6	34.8	33.8	State GDP (2014) ³	₹82,585 Cr
Literacy Rate ¹	82.8%	89.5%	75.9%	State HDI ranking ⁴	3 (All India Level)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	7.8 (11.4%)	4.0 (11.5%)	3.8 (11.3%)	Sex Ratio (2011) ¹	972
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.6%	0.5%	0.6%	HE Expenditure as a % of GSDP ³	0.85%
Gross Enrollment Ratio ²	25.8	25.3	26.3	Per Capita Expenditure on HE ³	₹6,851
Share of Graduates & above in total state population ⁵	7.0%	7.4%	6.7%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Himachal Pradesh ranks twelfth highest among all states in India** on total number of universities. The state also **ranks third in terms of number of Private Universities** with 15 universities. HP has 3.3% of all universities in the country.

Figure 62: Universities by Type and Key institutions - HP

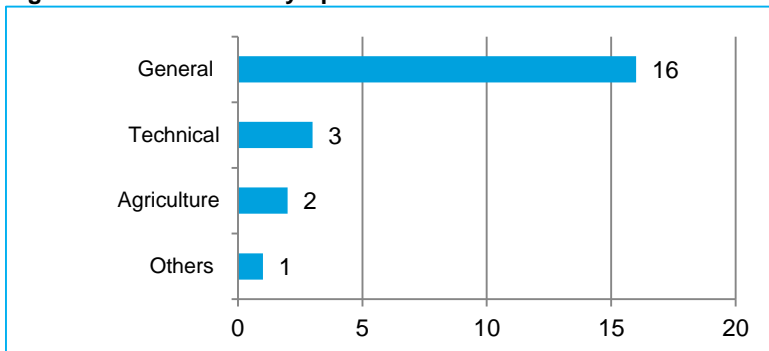


Key institutions in the state

1. IIT Mandi
2. IIM Sirmaur
3. NIT, Hamirpur
4. Central University of Himachal Pradesh

There are no IISERs & law universities in the state.

Figure 63: Universities by Specialization - HP



The bar graph alongside reflects the break-up of number of universities in HP on the basis of specialization. Himachal Pradesh **rank**s joint ninth highest on number of General Universities.

Table 47: College & Institution Indicators - HP

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	22	293	75
Average enrollment per college/ institution	2452	484	283
Total estimated enrolment (Lakhs)	0.5	1.4	0.21

HP with 293 colleges has a share of 0.82% of all colleges in India. In terms of access, HP has **high concentration** with 38 colleges per lakh population as compared to the all India

average of 25 colleges per lakh population. In terms of average enrolment per college, HP (484) is **significantly lesser than all India average of 715**. Total estimated enrolment of students in colleges in HP is around 1.4 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (61%), (ii) Education/ Teacher Education (12%) and (iii) Engineering & Technology (6%). 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, HP colleges are dominated by the Private Unaided colleges forming 47.5% of all colleges in the state, followed by 47.2% owned by Government and 5.3% that are Private Aided.

Figure 64: Type of Colleges - HP

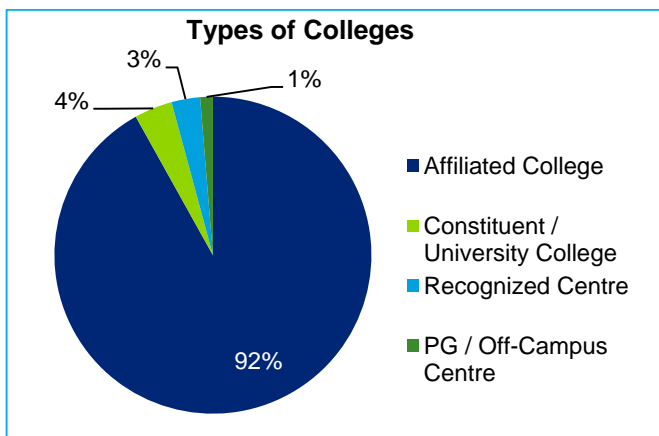


Table 48: Management of Colleges - HP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	47.5%	19.9%	203
Private Aided	5.3%	6%	552
Government	47.2%	74%	760

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

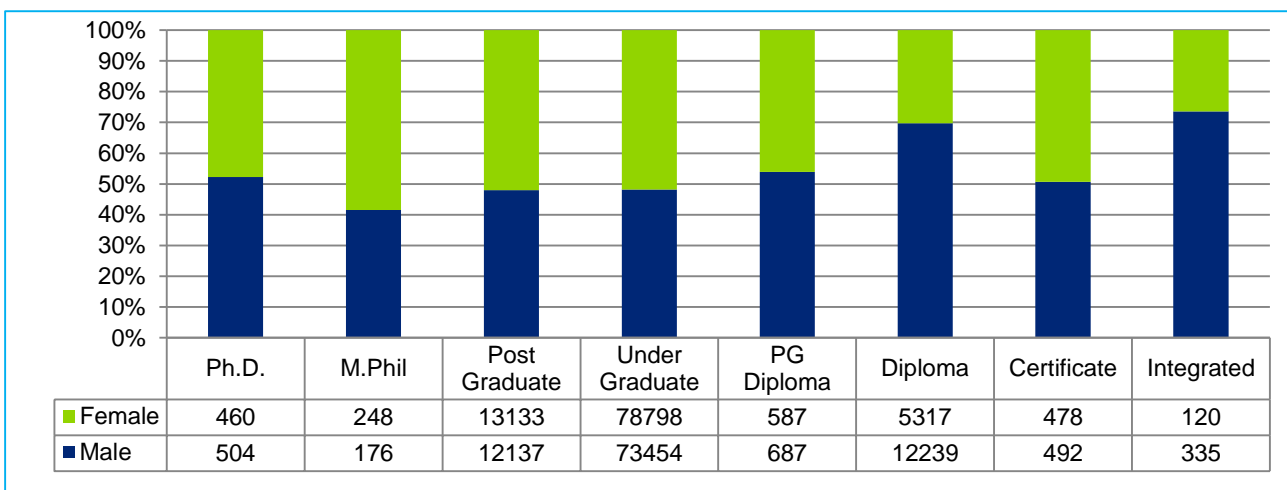
Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In HP, there are 75 such stand-alone institutions and the total enrolment in these is estimated to be around 0.21 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 2 Lakhs. Break-up across various levels and split by gender is given in the figure below. As can be inferred, the highest share of enrolment (76.4%) is at under-graduate level, followed by post-graduate (12.7%) and Diploma (8.8%) with all other levels forming only 2.1%. Total enrolment at various levels through regular mode in HP is 1.7 lakh, which is around 86.9% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 27.1% and in colleges is 64.4% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (74.0%) is in Government colleges in the state.

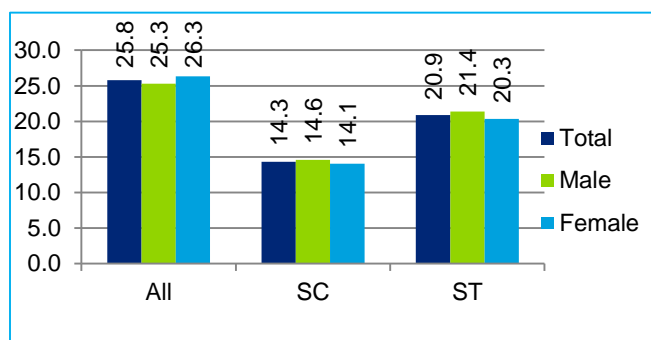
Figure 65: State-wise Total Enrolment at various levels - HP



By Gender: In terms of gender, 50.2% enrolment comprises of males, while 49.8% of the enrolment is females. The GER for males (25.3) is similar to GER for females (26.3), resulting in a gender parity index of 1.02 (in comparison to 0.88 at all-India level). **In terms of overall GER, HP ranks 11th among all states in India.**

By Social Group: The GER of SCs (14.3) and STs (20.9) is lower than the state GER of 25.8. The gender parity index for SCs is 1.00 which is almost similar to 1.03 in the case of STs. As can be seen from table on next page on Gender and Social representation, the share of student enrolment across all backward groups in HP are lesser than their proportionate share in population.

Figure 66: GER for All, SC & ST - HP



Faculty and Staff

Table 49: Key Faculty & Staff Indicators - HP

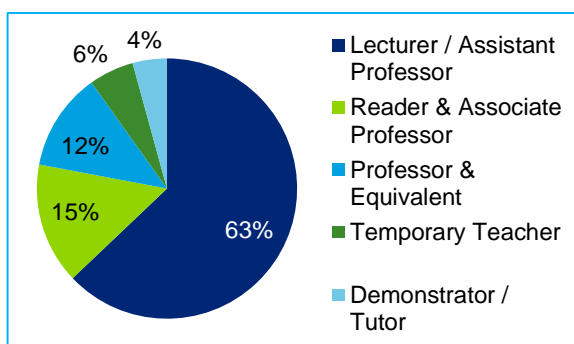
Key Indicators	HP	INDIA
Pupil Teacher Ratio (PTR)	13.2	14.9
Teachers per College	36.8	47.9
Non-teaching staff per College	40.7	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in HP at 13.2 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in HP is estimated to be 0.11 lakhs and 0.12 lakhs respectively** (extrapolating data available for 90.4% colleges in state). Given the number of colleges in the state, the number of teachers per college (36.8) is lower than the corresponding all-India level however non-teaching staff per college (40.7) is higher than the corresponding

all-India level as shown in the adjoining table.

Figure 67: Post-wise share of teaching staff - HP



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **63% of the teaching posts are at level of Lecturer/ Assistant professor** with there being 15% of Readers/ Associate Professors and Professors (12%). Around 6% is temporary teachers and 4% of the staff is Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching staff in higher education institutes as

compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (38.8%) and non-teaching staff (29.5%) is marginally higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 50: 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%	1.7%
Share of Enrolment	50.2%	49.8%	14.5%	4.7%	10.3%	0.3%	0.5%
Share of teaching staff	61.2%	38.8%	6.5%	2.2%	3.6%	0.3%	1.1%
Share of non-teaching staff	70.5%	29.5%	18.2%	3.3%	6.8%	0.1%	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 2012-13

Jammu & Kashmir (J&K)

Key Indicators

Table 51: Key Indicators – J&K

Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	125.4	66.4	59.0	State GDP (2014) ³	₹87,319 Cr
Literacy Rate ¹	67.2	76.8	56.4	State HDI ranking ⁴	6 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	74.0 (12.1%)	38.1 (12.3%)	35.9 (11.9%)	Sex Ratio (2011) ¹	889
Share of state 18-23 pop. to All-India 18-23 pop. ¹	5.3%	5.2%	5.4%	HE Expenditure as a % of GSDP ³	1.09%
Gross Enrollment Ratio ²	25.6	24.2	27.1	Per Capita Expenditure on HE ³	₹4,470
Share of Graduates & above in total state population ⁵	6.6%	8.4%	4.8%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Jammu & Kashmir has 11 universities** constituting over 1.6% of all universities in the country. The state boasts of 7 public & 2 central universities in addition to 1 institution each of national importance & established under state legislature. The government has recently announced plans of setting up an IIT, IIM and AIIMS in the state.

Figure 68: Universities by Type and Key institutions – J&K

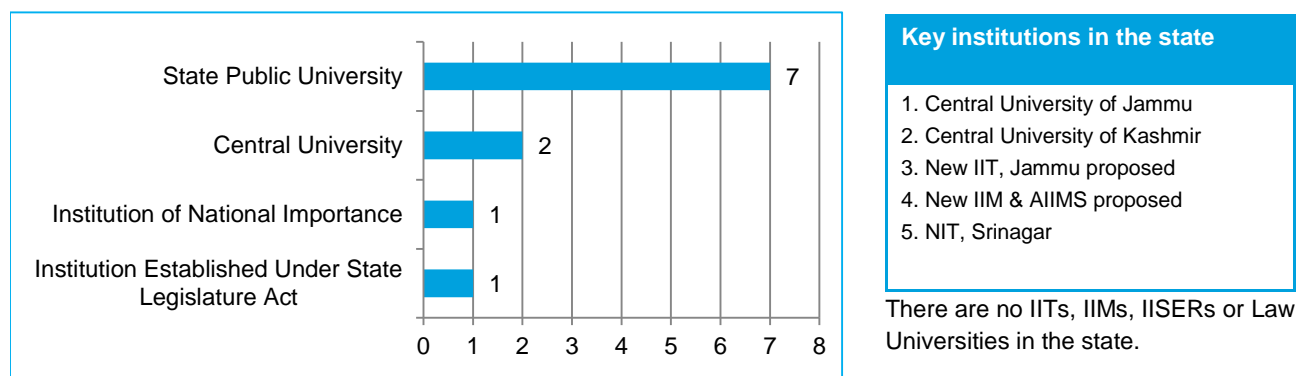
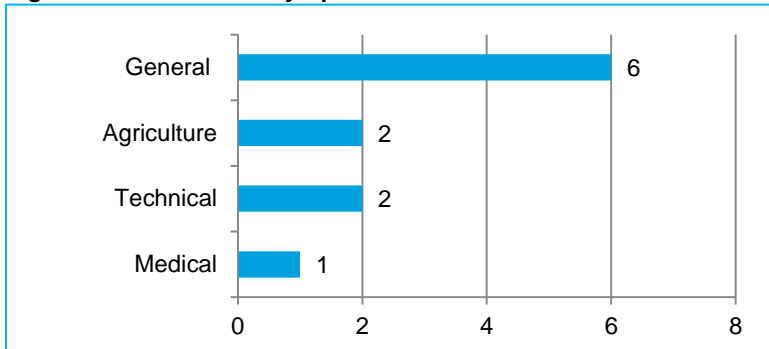


Figure 69: Universities by Specialization - J&K



The bar graph alongside reflects the break-up of number of universities in J&K on the basis of specialization. As can be seen from figure 2, more than 50% of the universities are general universities. The number of Degree granting institutions in J&K are 11.

Table 52: College & Institution Indicators - J&K

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	11	329	45
Average enrollment per college/ institution	8805	947	26
Total enrolment (Lakhs)	1	3.1	0.01

J&K with 329 colleges has a share of 0.93% of all colleges in India. In terms of access, J&K has a **low concentration** with 23 colleges per lakh population as compared to the all India average of 25 colleges

per lakh population. In terms of average enrolment per college, J&K (947) is **higher than all India average of 715**. Total enrolment of students in colleges in J&K is around 3.1 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (59%), (ii) Education/ Teacher Education (28%) and (iii) Computer Application (3%). Out of the total colleges in the state, 91% are affiliated to universities and the remaining 9% are equally split between constituent/university colleges, PG/off campus and recognized centres by the universities. In terms of management, J&K colleges are dominated by the Government colleges forming 49.1% of all colleges in the state, followed by 47.8% owned by Private Unaided and 3.1% that are Private Aided.

Figure 70: Type of Colleges - J&K

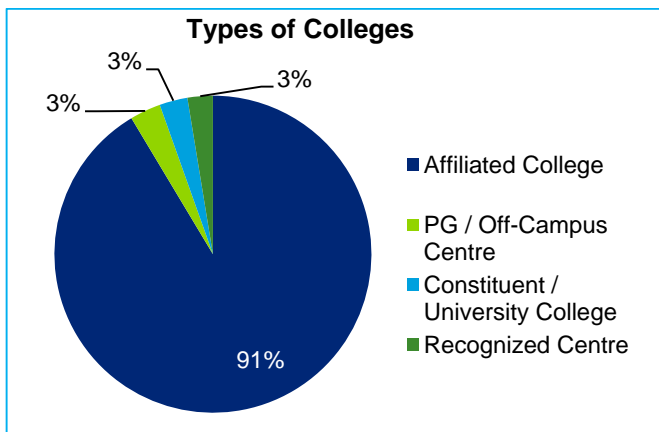


Table 53: Management of Colleges - J&K

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	47.8%	16.8%	333
Private Aided	3.1%	0.6%	183
Government	49.1%	82.6%	1594

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

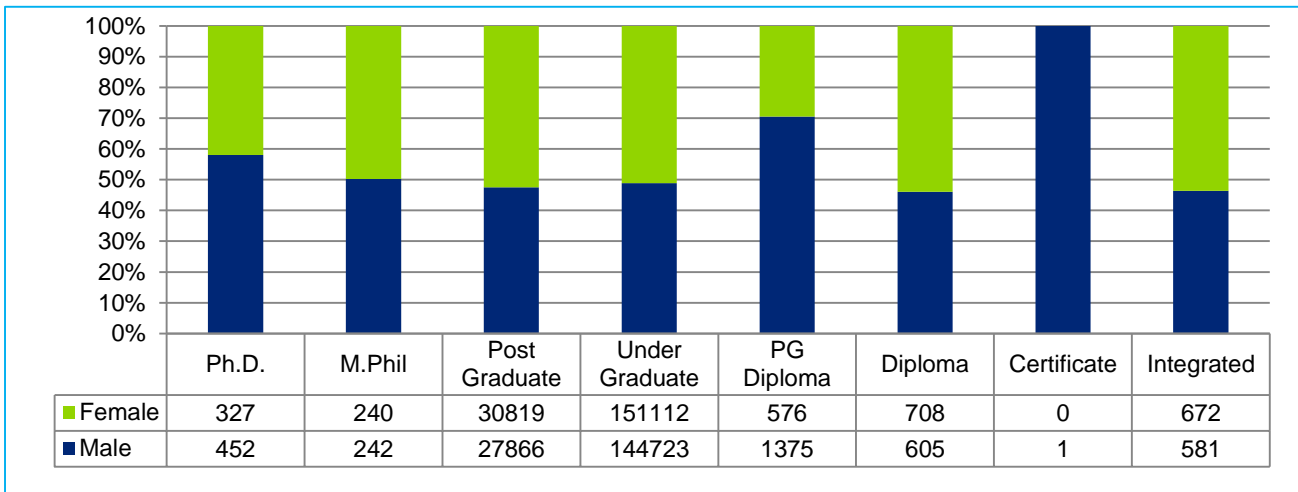
Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from one Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In J&K, there are 45 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 3.6 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 (82.1%) is at under-graduate level, followed by post-graduate (16.3%) and PG Diploma (0.5%), with all other levels forming only 1.1%. Total enrolment at various levels through regular mode in J&K is 2.8 lakh, which is around 78.6% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 26.9% and in colleges is 58.9% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (82.6%) is in Government colleges in the state.

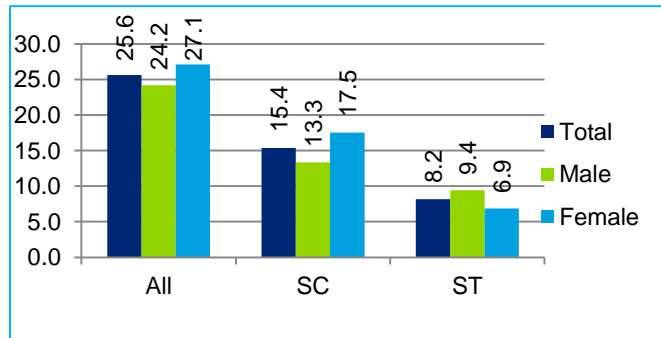
Figure 71: State-wise Total Enrolment at various levels - J&K



By Gender: In terms of gender, enrolment is slightly skewed towards females which comprise 51.2% of enrolment followed by males at 48.8%. As a result, the GER for males (24.2) is lower than the GER for females (27.1), resulting in a gender parity index of 1.10 (in comparison to 0.88 at all-India level). **In terms of overall GER, J&K ranks 13th among all states in India.**

By Social Group: The GER of SCs (15.4) and STs (8.2) is lower than the state GER of 25.6. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 1.36, but it is lower in case of STs (0.73). As can be seen from table on next page 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.

Figure 72: GER for All, SC & ST - J&K



Faculty and Staff

Table 54: Key Faculty & Staff Indicators - J&K

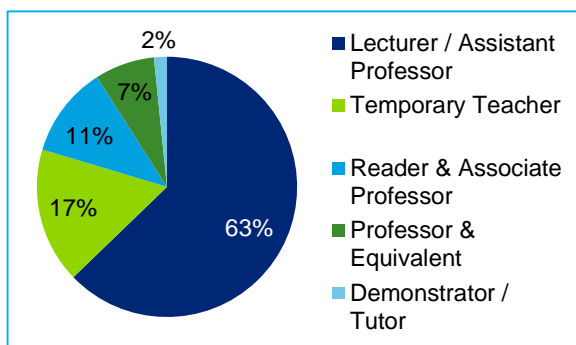
Key Indicators	J&K	INDIA
Pupil Teacher Ratio (PTR)	20.6	14.9
Teachers per College	46.3	47.9
Non-teaching staff per College	44.2	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in J&K at 20.6 students per teacher is lower than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in J&K is estimated to be 0.15 lakhs and 0.15 lakhs respectively** (extrapolating data available for 68.1% colleges in state). The number of teachers per college (46.3) is lower than the corresponding all-India figure however non-teaching staff per college (44.2) is higher than the corresponding all-India level as

shown in the adjoining table.

Figure 73: Post-wise share of teaching staff - J&K



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **63% of the teaching posts are at level of Lecturer/ Assistant professor** followed by Temporary Teachers (17%), Readers/ Associate Professors (11%) and Professors (7%). Around 2% of the staff is Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the teaching staff and significantly underrepresented among the non-teaching staff in higher education institutes as compared to males. In case of

social groups also, all the groups except other minority in teaching staff shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (45.2%) is higher in comparison to all-India level of 39% and non-teaching staff (27.5%) is almost equal to the all-India level of 27.6%.

Table 55: Student, Faculty and Staff - Gender and Social representation - J&K

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.0%	47.0%	11.9%	3.3%	11.3%	55.7%	2.7%
Share of Enrolment	48.8%	51.2%	4.8%	3.5%	6.1%	36.1%	1.8%
Share of teaching staff	54.8%	45.2%	2.7%	1.4%	1.5%	35.2%	2.8%
Share of non-teaching staff	72.5%	27.5%	6.8%	2.2%	1.2%	39.4%	2.3%

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 2012-13

Jharkhand (JHK)

Key Indicators

Table 56: Key Indicators – JHK

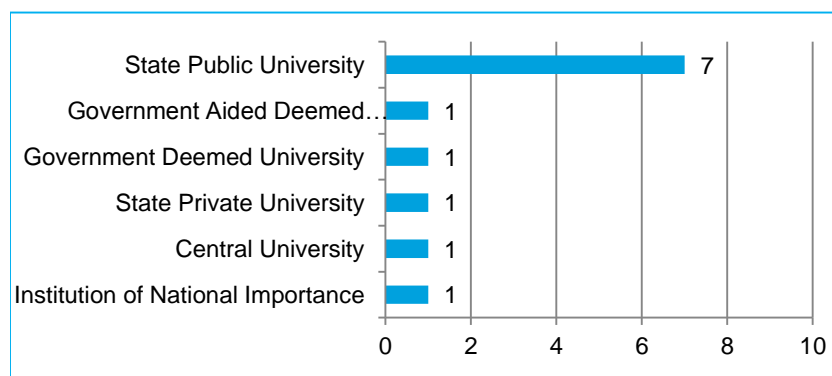
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	329.9	169.3	160.6	State GDP (2014) ³	₹189,208 Cr
Literacy Rate ¹	66.4	76.8	55.4	State HDI ranking ⁴	14 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	36.0 (10.9%)	18.5 (10.9%)	17.5 (10.9%)	Sex Ratio (2011) ¹	948
Share of state 18-23 pop. to All-India 18-23 pop. ¹	2.6%	2.5%	2.6%	HE Expenditure as a % of GSDP ³	0.14%
Gross Enrollment Ratio ²	12.1	12.2	12.0	Per Capita Expenditure on HE ³	₹425
Share of Graduates & above in total state population ⁵	5.4%	8.0%	2.6%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Jharkhand ranks **twentieth among all states in India with 12 universities** on total of number of universities. The state also ranks eighteenth on number of State Public Universities with 7 universities. JHK has 1.8% of all universities in the country.

Figure 74: Universities by Type and Key institutions - JHK

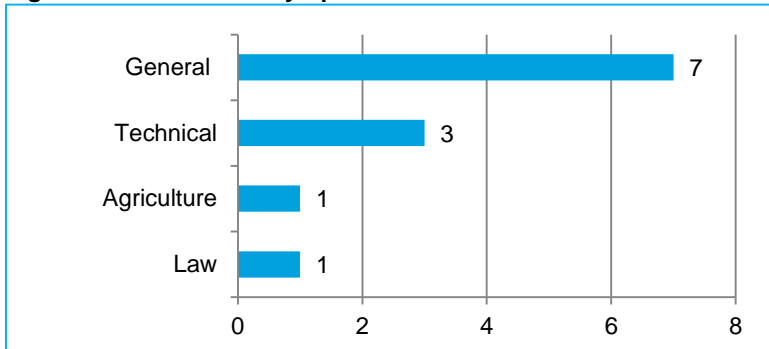


Key institutions in the state

1. IIM Ranchi
2. Indian School of Mines, Dhanbad (Proposed to be converted to an IITIN 2016)
3. NIT, Jamshedpur
4. Central University of Jharkhand
5. National university of Study and Research in Law, Ranchi (NUSRL)

There are no IISERs in the state.

Figure 75: Universities by Specialization - JHK



The bar graph alongside reflects the break-up of number of universities in JHK on the basis of specialization. Jharkhand has 7 general universities, but it lacks in medical, science and fine arts colleges.

Table 57: College & Institution Indicators – JHK

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	12	267	57
Average enrollment per institution	5128	1934	743
Total estimated enrolment (Lakhs)	0.6	5.2	0.42

JHK with 267 colleges has a share of 0.75% of all colleges in India and **ranked twenty first on total number of colleges in any state in India**. In terms of access, JHK has significantly

lower concentration among major states with 7 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. Average enrolment per college in JHK (1934) is **significantly higher than all India average of 715**. Total enrolment of students in colleges in JHK is around 5.2 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (69%) (ii) Education/ Teacher Education (15%) and (iii) Engineering & Technology (5%). Out of the total colleges in the state, 71% are affiliated to universities, and the remaining are Constituent/University Colleges (25%), Recognized Centres by the universities (3%) or PG/Off Campus Centres (1%). In terms of management, Government colleges constitute 66.3% of all colleges in the state, followed by 24.9% owned by Private Unaided and 8.8% that are Private Aided.

Figure 76: Type of Colleges - JHK

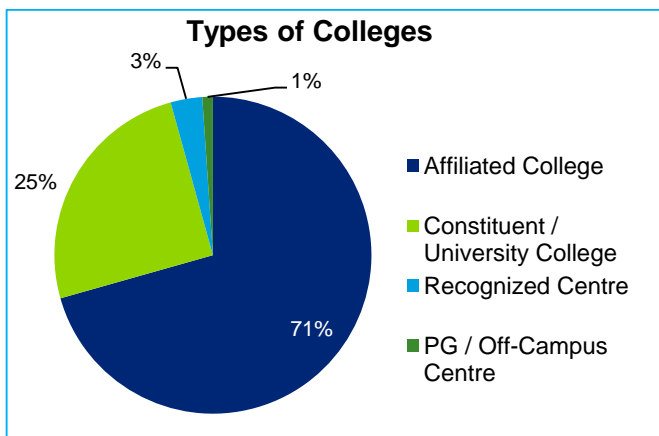


Table 58: Management of Colleges - JHK

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	24.9%	5.0%	387
Private Aided	8.8%	8.5%	1862
Government	66.3%	86.5%	2524

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

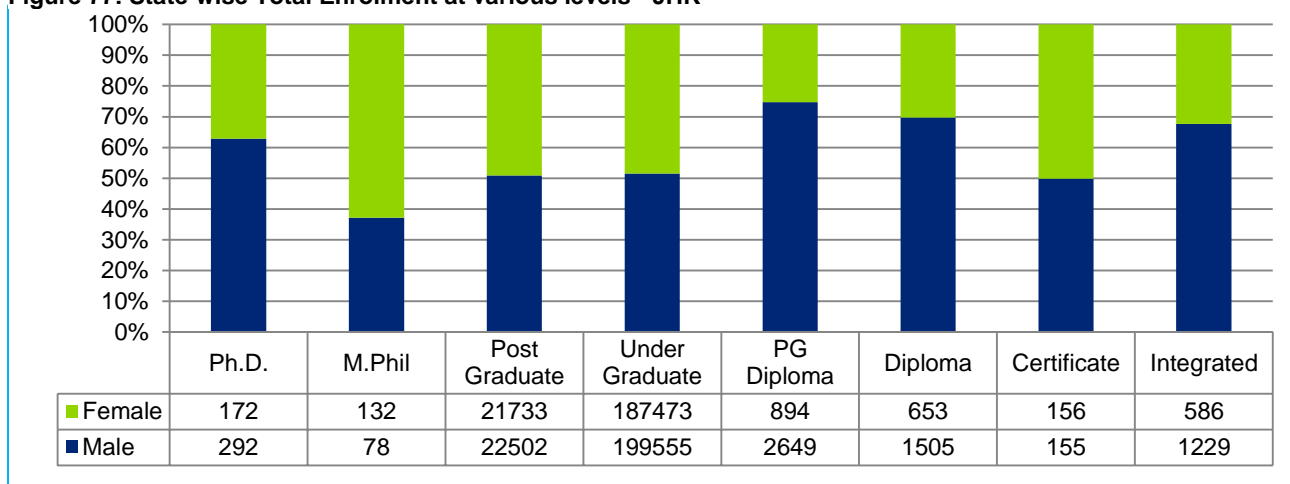
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In JHK, there are 57 such stand-alone institutions and the total enrolment in these is estimated to be around 0.42 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 4.40 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (88.0%) is at under-graduate level, followed by post-graduate (10.1%) and Diploma (0.5%), with all other levels comprising only 1.4%. Total enrolment at various levels through regular mode in JHK is 4.0 lakhs, which is around 91.9% enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-Campus Centres is 14.0% and in colleges is 79.6% of the total enrolment in the state.

By Management: As can be seen from table 3, maximum enrolment share (86.5%) is in Government colleges

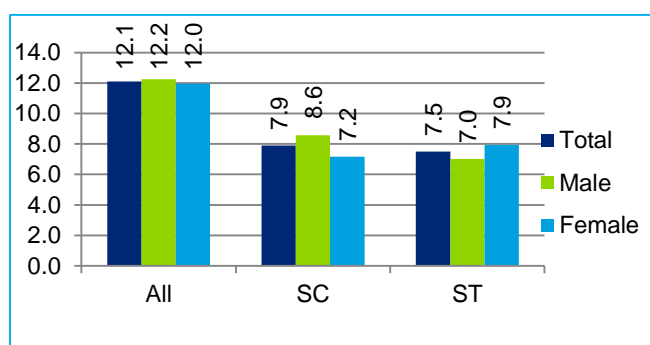
Figure 77: State-wise Total Enrolment at various levels - JHK



By Gender: In terms of gender, enrolment is skewed as 51.8% comprises males, while only 48.2% of the enrolment is females, indicating significant gender disparity. The GER for males (12.2) is similar to GER for females (12.0), resulting in a Gender Parity Index of 0.93 (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (7.9) and STs (7.5) is lower than the state GER of 12.1. Further, there is disparity within the social groups between male and female GER. The gender parity Index for STs is 1.14 and in case of SCs, it is even lower at 0.76. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in JHK is less than their proportionate share in population.

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



Faculty and Staff

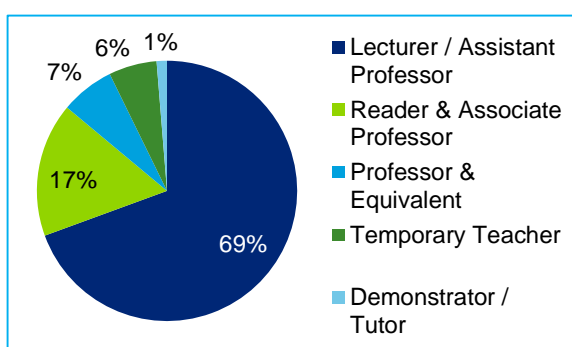
Table 59: Key Faculty & Staff Indicators - JHK

Key Indicators	JHK	INDIA
Pupil Teacher Ratio (PTR)	41.2	14.9
Teachers per College	46.9	47.9
Non-teaching staff per College	44.8	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in JHK at 41.2 students per teacher is higher than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in JHK is estimated to be 0.13 lakhs and 0.12 lakhs** (extrapolating data available for 67.8% colleges in state). The number of teachers per college (46.9) is lower and non-teaching staff per college (44.8) is higher than the corresponding all-India levels as shown in the adjoining table.

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



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **69% of the teaching posts are at level of Lecturers/ Assistant Professors.** Around 17% of the staff are Readers & Associate Professors, 7% are Professors & equivalent, 6% are Temporary Teachers and 1% is Demonstrators/ Tutors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching (23.8%) and non-teaching (14.3%) staff in higher education

institutes as compared to males. This is very low in comparison to all-India levels of 39% and 27.6% respectively.

In case of social groups also, shown in the table, all the groups show a deficit in terms of representation in both, teaching and non-teaching staff in higher educational institutions as compared to their share of population in the state. When compared to all-India levels of representation, JHK lags behind in women, Muslim, SC, ST representation among teaching and non-teaching staff.

Table 60: Student, Faculty and Staff - Gender and Social representation - JHK

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.3%	48.7%	19.1%	20.8%	31.8%	11.1%	3.2%
Share of Enrolment	51.8%	48.2%	7.7%	15.9%	26.9%	5.3%	1.6%
Share of teaching staff	76.2%	23.8%	3.2%	6.4%	21.7%	4.8%	2.2%
Share of non-teaching staff	85.7%	14.3%	7.4%	13.4%	23.9%	2.5%	2.5%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2012-13

Karnataka (KTK)

Key Indicators

Table 61: Key Indicators – KTK

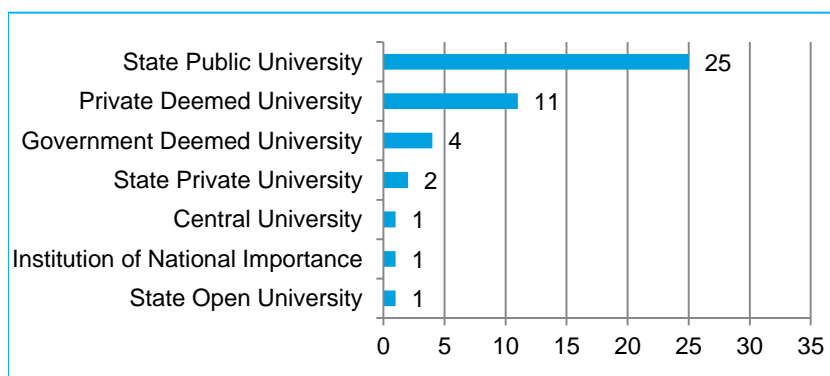
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	611.0	309.7	301.3	State GDP (2014) ³	₹593,811 Cr
Literacy Rate ¹	75.4	82.5	68.1	State HDI ranking ⁴	8 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	74.0 (12.1%)	38.1 (12.3%)	35.9 (11.9%)	Sex Ratio (2011) ¹	973
Share of state 18-23 pop. to All-India 18-23 pop. ¹	5.3%	5.2%	5.4%	HE Expenditure as a % of GSDP ³	0.21%
Gross Enrollment Ratio ²	25.4	26.1	24.5	Per Capita Expenditure on HE ³	₹1,410
Share of Graduates & above in total state population ⁵	7.9%	10.3%	5.4%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Karnataka ranks fourth among all states in India** on total of number of universities with 45 universities, after Uttar Pradesh (59), Tamil Nadu (56) and Rajasthan (47). The state also **ranks first on number of State Public Universities** with 25 universities. KTK has 6.7% of all universities in the country.

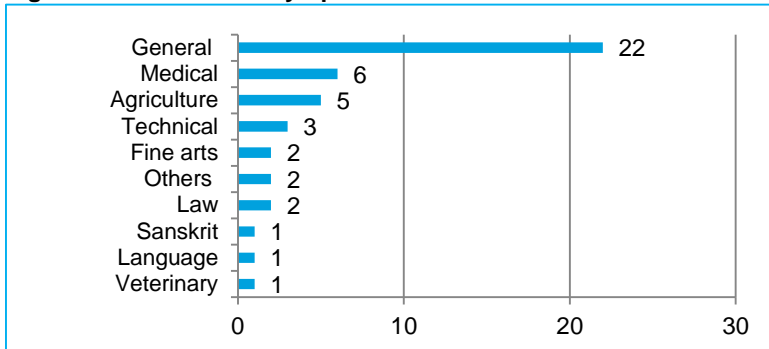
Figure 80: Universities by Type and Key institutions - KTK



Key institutions in the state

1. University of Karnataka
2. IIM Bangalore
3. IISc (Indian Institute of Science) Bengaluru
4. National Law School of India University, Bangalore
5. NIT, Surathkal
6. Central University of Karnataka, Gulbarga
7. New IIT, Dharwad (Proposed as per Budget 2014)

Figure 81: Universities by Specialization - KTK



The bar graph alongside reflects the break-up of number of universities in KTK on the basis of specialization. Karnataka **ranks fourth highest on number of General Universities** with 22 universities following Uttar Pradesh (36), Rajasthan (31), Tamil Nadu (30). The number of Degree granting institutions in KTK are 44.

Table 62: College & Institution Indicators - KTK

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	45	3205	1714
Average enrollment per institution	7,472	436	177
Total estimated enrolment (Lakhs)	3.4	14.0	3.03

KTK with 3205 colleges has a share of 9.02% of all colleges in India and **ranks third on total number of colleges**

in any state in India. In terms of access, KTK has **high concentration of 44 colleges per lakh population** as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, KTK (436) is **significantly lower than the all India average of 715**. Total estimated enrolment of students in colleges in KTK is around 14.0 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (68%), (ii) Nursing (7%) and (iii) Engineering & Technology (6%). 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, KTK colleges are dominated by the Private Unaided colleges forming 66.1% of all colleges in the state, followed by 20.1% owned by Government and 13.8% that are private aided.

Figure 82: Type of Colleges - KTK

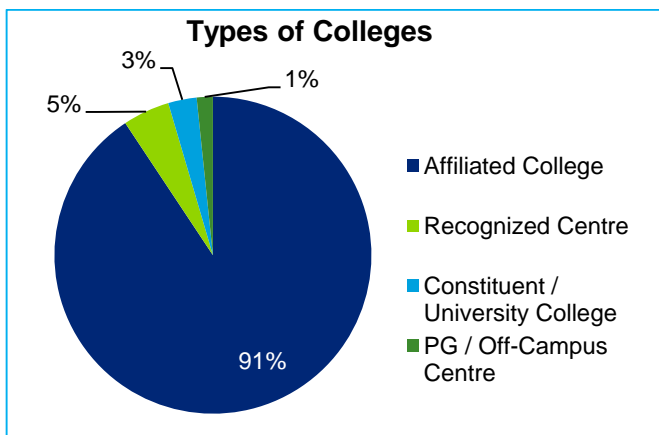


Table 63: Management of Colleges – KTK

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	66.1%	46.5%	306
Private Aided	13.8%	25.0%	791
Government	20.1%	28.5%	618

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

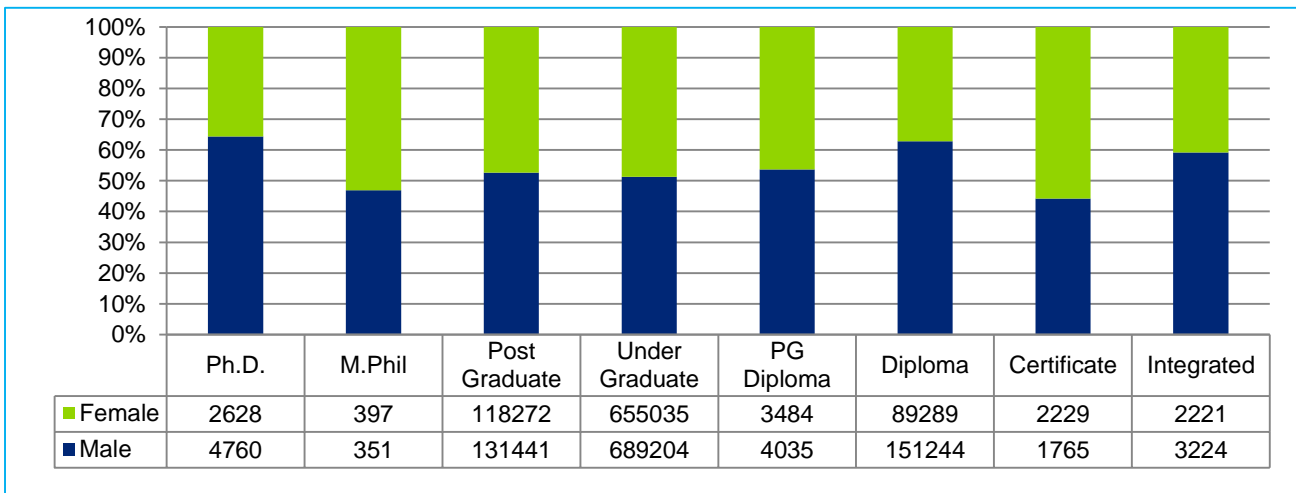
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In KTK, there are 1714 such stand-alone institutions (second rank among states in India) and the total enrolment in these is estimated to be around 3.03 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 18.6 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 (72.3%) is at under-graduate level, followed by post-graduate (13.4%) and Diploma (12.9%), with all other levels forming only 1.3%. Total enrolment at various levels through regular mode in KTK is 16.4 lakh, which is around 88.3% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 18.1% and in colleges is 69.1% of the total enrolment in the state.

By Management: As can be seen from table 3, maximum enrolment share (46.5%) is in private unaided colleges in the state.

Figure 83: State-wise total enrolment at various levels - KTK

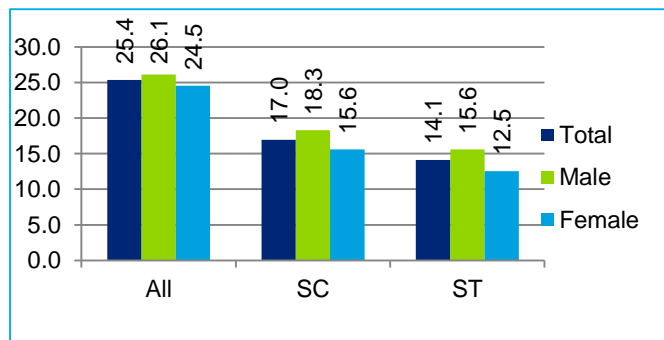


Foreign Students: Karnataka is reported to have around 13,241 foreign students, which constitutes around 38.08% of total foreign students studying in India. **It ranks highest in attracting students from overseas.**

By Gender: In terms of gender, enrolment is skewed as 53.0% comprises males, while only 47.0% of the enrolment is females, indicating gender disparity. The GER for males (26.1) is similar to GER for females (24.5), resulting in a gender parity index of 0.91 (in comparison to 0.89 at all-India level). **In terms of overall GER, KTK ranks 12th among all states in India.**

By Social Group: The GER of SCs (17.0) and STs (14.1) is lower than the state GER of 25.4. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SCs is 0.81 and is slightly lower in case of STs (0.80). As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except OBC and Other Minorities in KTK is lesser than their proportionate share in population.

Figure 84: GER for All, SC & ST - KTK



Faculty and Staff

Table 64: Key Faculty & Staff Indicators - KTK

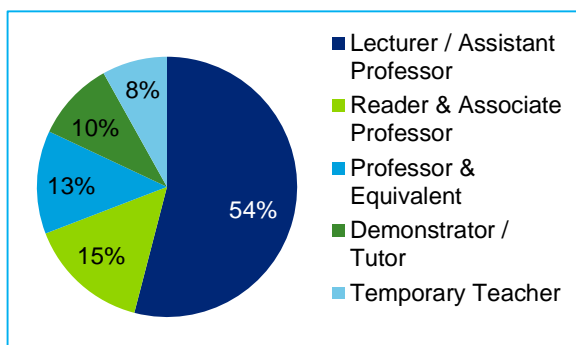
Key Indicators	KTK	INDIA
Pupil Teacher Ratio (PTR)	10.1	14.9
Teachers per College	43.3	47.9
Non-teaching staff per College	30.7	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in KTK at 10.1 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in KTK is estimated to be 1.39 lakhs and 0.98 lakhs respectively** (extrapolating data available for 91.9% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (43.3) and non-teaching staff per college (30.7) is lower than the corresponding all-India levels as

shown in the adjoining table.

Figure 85: Post-wise share of teaching staff - KTK



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **54% of the teaching posts are at level of Lecturer/ Assistant professor**, followed by Readers/ Associate Professors (15%) and Professors (13%). Around 10% of the staff are Demonstrators/tutors 8% and 8% are 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 significantly under-represented among the teaching and non-teaching in higher education institutes as compared to males. However, female representation in teaching (40.0%) and

non-teaching staff (35.5%) is higher in comparison to all-India levels of 39.0% and 27.6% respectively.

In case of social groups also, all the groups except Other Minorities shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state.

Table 65: Student, Faculty and Staff - Gender and Social representation - KTK

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.7%	49.3%	18.4%	6.8%	41.1%	11.6%	2.5%
Share of Enrolment	53.0%	47.0%	12.0%	4.0%	42.0%	4.6%	3.0%
Share of teaching staff	60.0%	40.0%	6.6%	1.8%	24.1%	3.4%	3.9%
Share of non-teaching staff	64.5%	35.5%	10.7%	3.2%	24.1%	2.5%	3.4%

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 2012-13

Kerala (KER)

Key Indicators

Table 66: Key Indicators – KRL

Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	334.1	160.3	173.8	State GDP (2014) ³	₹349,338 Cr
Literacy Rate ¹	94.0 %	96.1%	92.1%	State HDI ranking ⁴	1 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	31.7 (11.9%)	15.8 (11.9%)	15.9 (11.8%)	Sex Ratio (2011) ¹	1084
Share of state 18-23 pop. to All-India 18-23 pop. ¹	2.3%	2.1%	2.4%	HE Expenditure as a % of GSDP ³	0.68%
Gross Enrollment Ratio ²	22.1	18.5	25.8	Per Capita Expenditure on HE ³	₹6,639
Share of Graduates & above in total state population ⁵	9.5%	9.2%	9.7%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Kerala has a total of 17 universities** in the state, of which 11 are state public Universities, 3 are Institutions of National Importance, 2 Deemed universities (Govt.) and 1 Central University. KRL has 2.5% of all universities in the country.

Figure 86: Universities by Type and Key institutions - KRL

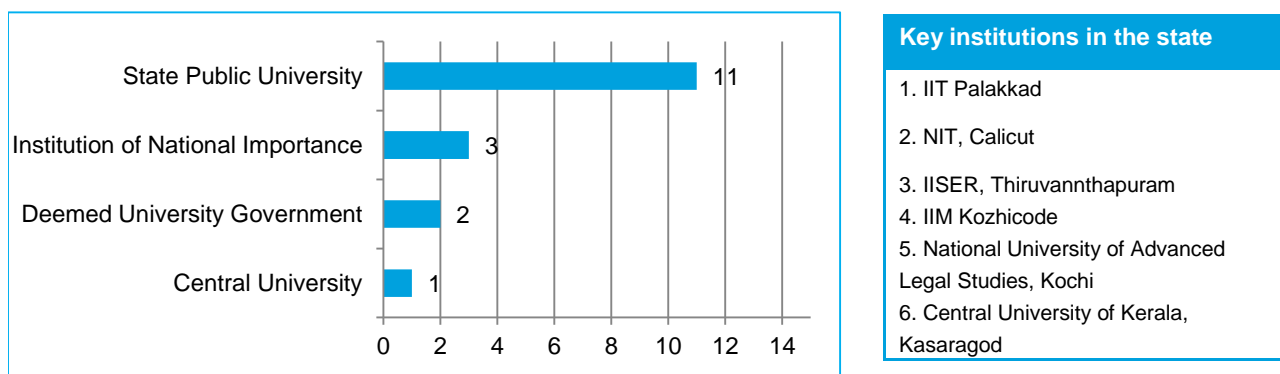
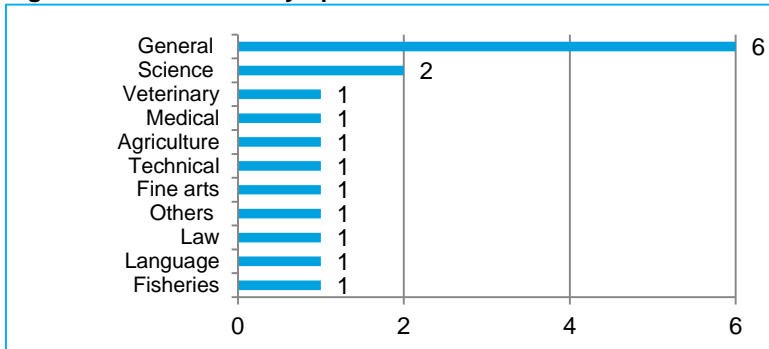


Figure 87: Universities by Specialization - KRL



The bar graph alongside reflects the break-up of number of universities in KRL on the basis of specialization. About 30% of all universities in the state are general in nature followed by science & others. The number of Degree granting institutions in KRL are 17.

Table 67: College & Institution Indicators - KRL

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	17	1064	593
Average enrollment per college/ institution	6750	555	157
Total estimated enrolment (Lakhs)	1.1	5.9	0.93

KRL with 1064 colleges has a share of 3% of all colleges in India and ranks #12 on total number of colleges in any

state in India. In terms of access, KRL has a high concentration among all states with 34 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, KRL (555) is lesser than all India average of 715. Total estimated enrolment of students in colleges in KRL is around 5.9 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (62%), (ii) Education/ Teacher Education (12%) and (iii) Engineering & technology (10%). Out of the total colleges in the state, 91% are affiliated to universities and the remaining are constituent/university colleges, PG/off campus and recognized centres by the universities. In terms of management, KRL colleges are dominated by the Private Unaided colleges forming 58.3% of all colleges in the state, followed by 22.6% private aided colleges and 19.1% that are government colleges.

Figure 88: Type of Colleges - KRL

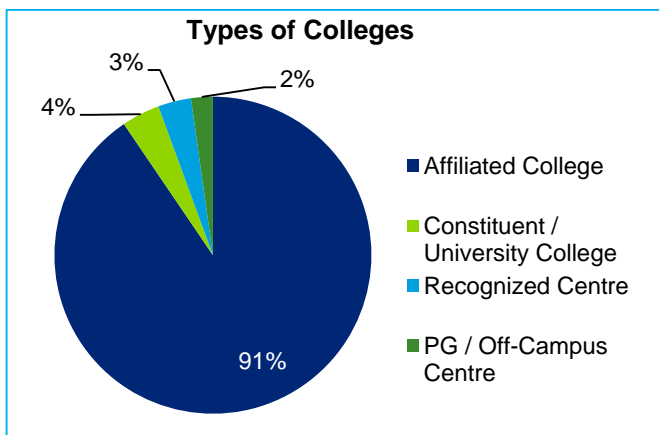


Table 68: Management of Colleges - KRL

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	58.3%	41.3%	393
Private Aided	22.6%	41%	1010
Government	19.1%	17.7%	514

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

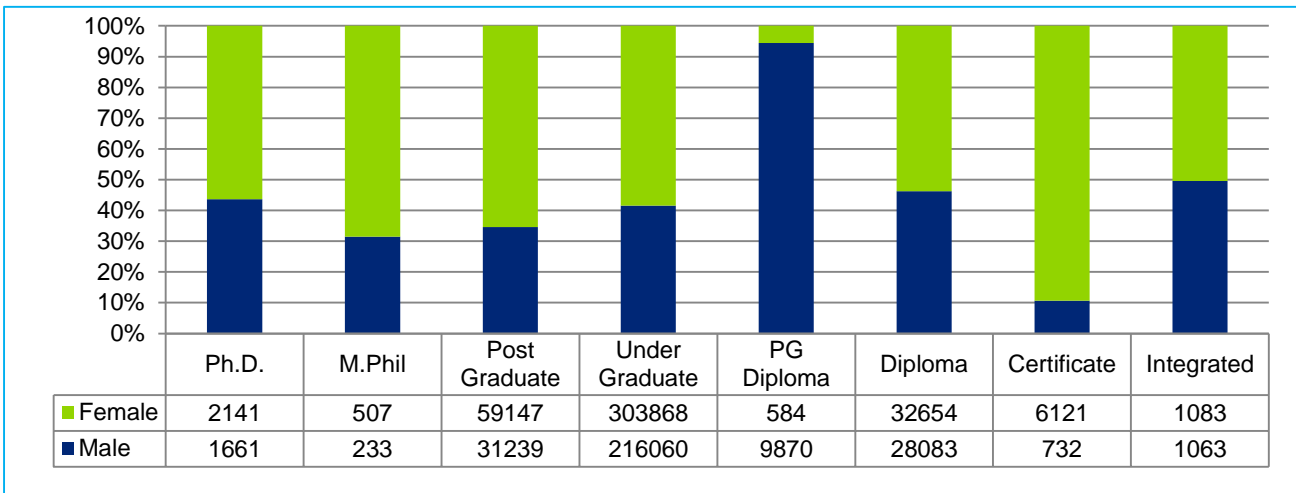
Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In KRL, there are 593 such stand-alone institutions and the total enrolment in these is estimated to be around 0.93 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 7 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (74.8%) is at under-graduate level, followed by post-graduate (13%) and Diploma (8.7%), with all other levels forming only 3.5%. Total enrolment at various levels through regular mode in KRL is 6.3 lakh, which is around 90.7% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 16.5% and in colleges is 66.6% of the total enrolment in the state.

By Management: As can be seen from table 3, maximum enrolment share (41.3%) is in private unaided colleges in the state.

Figure 89: State-wise Total Enrolment at various levels - KRL

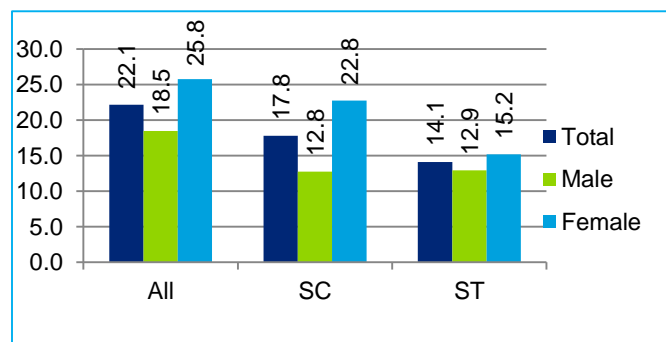


Foreign Students: Kerala is reported to have around 127 foreign students, which constitutes around 0.4% of total foreign students studying in India.

By Gender: In terms of gender, enrolment is significantly favoured towards women with 58.4% while just 41.6% comprises males. The GER for males (18.5) is therefore much lower than GER for females (25.8), resulting in a gender parity index of 1.44 (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (17.8) and STs (14.1) is lower than the state GER of 22.1. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.82 and in case of STs is 1 tilted favourably towards females. As can be seen from table on next page on Gender and Social representation, the share of student enrolment across all backward groups except ST in KRL is lesser than their proportionate share in population.

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



Faculty and Staff

Table 69: Key Faculty & Staff Indicators - KRL

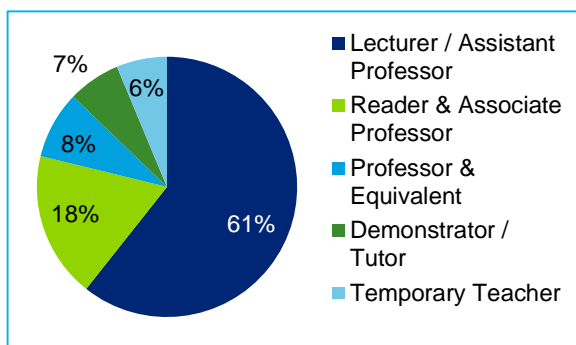
Key Indicators	KRL	INDIA
Pupil Teacher Ratio (PTR)	10.1	14.9
Teachers per College	55	47.9
Non-teaching staff per College	36.5	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in KRL at 10.1 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in KRL is estimated to be 0.59 lakhs and 0.39 lakhs respectively** (extrapolating data available for 78.3% colleges in state). Given the large number of colleges in the state, the number of teachers per college (55) and non-teaching staff per college (36.5) is still higher than the corresponding all-India levels as shown in the

adjoining table.

Figure 91: Post-wise share of teaching staff - KRL



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **61% of the teaching posts are at level of Lecturer/ Assistant professor**, followed by Readers/ Associate Professors (18%) and Professors (8%). Around 7% of the staff is Demonstrator/tutor and 6% is temporary teachers.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly represented amongst the teaching and non-teaching staff in higher education institutes. In case of social groups also, Kerala has fared much better in terms of female and

other minority representation, but lags behind in Muslim, OBC, SC and ST representation. Female representation in teaching (56.2%) and non-teaching staff (42.5%) is much higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 70: Student, Faculty and Staff - Gender and Social representation - KRL

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	48%	52%	10.3%	1.1%	61.5%	24.1%	18.6%
Share of Enrolment	41.6%	58.4%	7.3%	1%	35%	10.9%	11.1%
Share of teaching staff	43.8%	56.2%	2.6%	0.3%	25.4%	7%	16.7%
Share of non-teaching staff	57.5%	42.5%	4.8%	0.8%	32.6%	6.5%	12.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2012-13

Madhya Pradesh (MP)

Key Indicators

Table 71: Key Indicators – MP

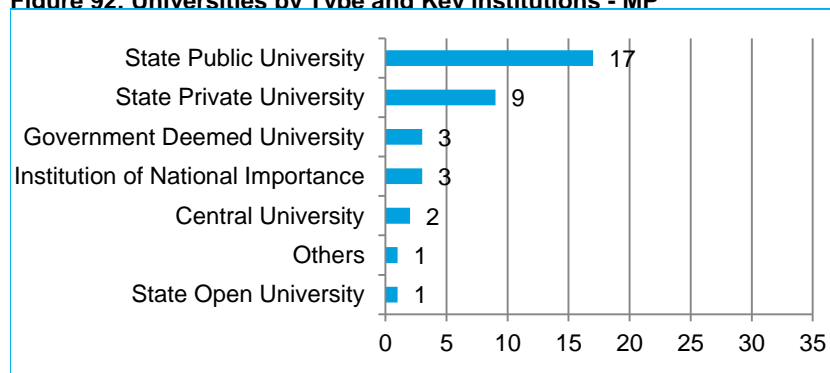
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	726.3	376.1	350.1	State GDP (2014) ³	₹450,900 Cr
Literacy Rate ¹	69.3	78.7	59.2	State HDI ranking ⁴	15 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	85.5 (11.8%)	45.6 (12.1%)	39.9 (11.4%)	Sex Ratio (2011) ¹	931
Share of state 18-23 pop. to All-India 18-23 pop. ¹	6.1%	6.2%	6.0%	HE Expenditure as a % of GSDP ³	1.27%
Gross Enrollment Ratio ²	19.2	22.7	15.2	Per Capita Expenditure on HE ³	₹3,955
Share of Graduates & above in total state population ⁵	6.4%	8.4%	4.2%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Madhya Pradesh ranks seventh highest among all states in India** with 36 universities on total of number of universities. The state also **ranks fifth on number of State Private Universities** with 9 universities. MP has 5.4% of all universities in the country.

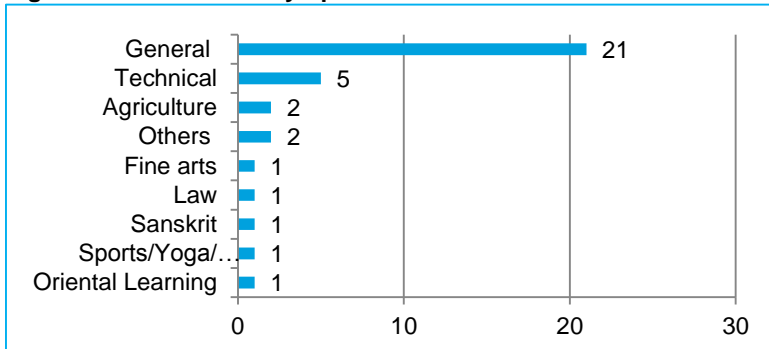
Figure 92: Universities by Type and Key institutions - MP



Key institutions in the state

1. The Indira Gandhi National Tribal University
2. Dr. Harisingh Gour Vishwavidyalaya
3. IIT Indore
4. IIM Indore
5. IISER Bhopal
6. National Law Institute University, Bhopal
7. Maulana Azad NIT, Bhopal

Figure 93: Universities by Specialization - MP



The bar graph alongside reflects the break-up of number of universities in MP on the basis of specialization. Madhya Pradesh **ranked seventh highest on number of General Universities** with 21 universities.

Table 72: College & Institution Indicators - MP

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	35	2,280	391
Average enrollment per institution	12,812	568	216
Total estimated enrolment (Lakhs)	4.5	13.0	0.84

MP with 2,280 colleges has a share of 6.42% of all colleges in India and **ranked #7 on total number of colleges in any state in India**. In terms of access, MP has 26 colleges

per lakh population which is almost equal to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, MP (568) is **significantly lesser than all India average of 715**. Total enrolment of students in colleges in MP is around 13 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (69%), (ii) Education / Teacher Education (7%) and (iii) Engineering & Technology (5%). Out of the total colleges in the state, 68% are affiliated to universities, Recognized centre (31%), and the remaining are Constituent/University colleges. In terms of management, MP colleges are dominated by the Private Unaided colleges forming 56.1% of all colleges in the state, followed by 33.4% owned by Government and 10.6% that are private aided.

Figure 94: Type of Colleges - MP

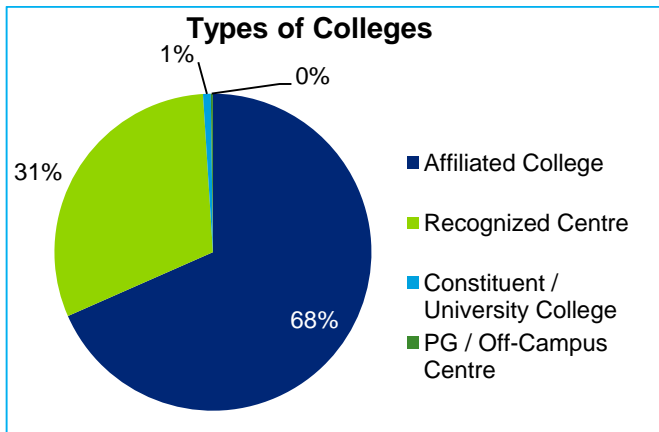


Table 73: Management of Colleges – MP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	56.1%	40.1%	406
Private Aided	10.6%	9.6%	513
Government	33.4%	50.3%	857

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

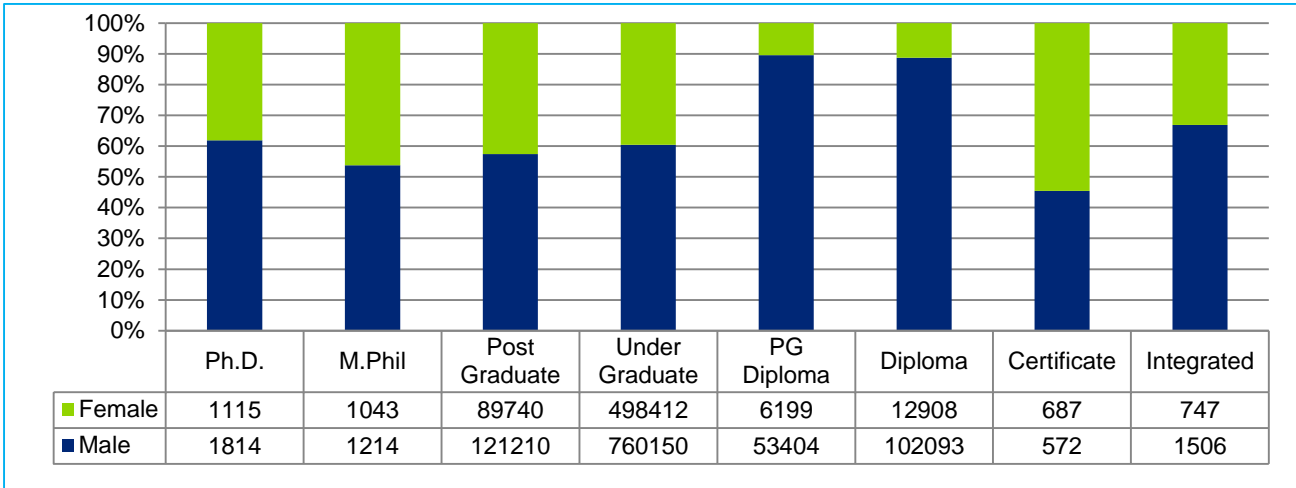
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MP, there are 391 such stand-alone institutions and the total enrolment in these is estimated to be around 0.84 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 16.5 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 (76.1%) is at under-graduate level, followed by post-graduate (12.8%) and Diploma (7.0%), with all other levels forming only 4.1%. Total enrolment at various levels through regular mode in JHK is 4.0 lakhs, which is around 91.9% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 14.0% and is colleges is 79.6% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (50.3%) is in government colleges

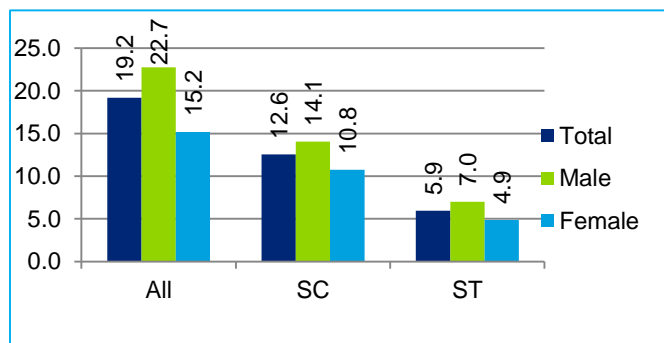
Figure 95: State-wise total Enrolment at various levels - MP



By Gender: In terms of gender, enrolment is skewed as 63% comprises males, while only 37% of the enrolment is females, indicating significant gender disparity. The GER for males (22.7) is higher than GER for females (15.2), resulting in a gender parity index of 0.67 (in comparison to 0.88 at all-India level). **In terms of overall GER, MP ranks 14th among all states in India.**

By Social Group: The GER of SCs (12.6) and STs (5.9) is significantly lower than the state GER of 19.2. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.79, but it is lower in case of STs (0.69). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in MP is less than their proportionate share in population.

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



Faculty and Staff

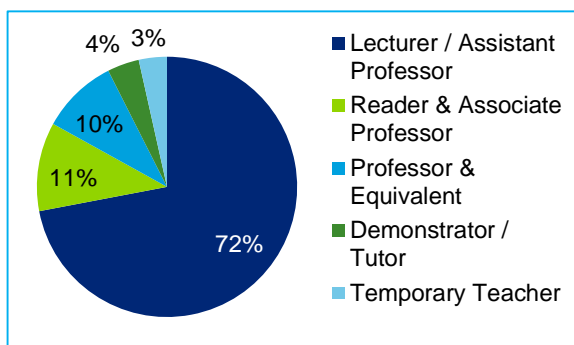
Table 74: Key Faculty & Staff Indicators - MP

Key Indicators	MP	INDIA
Pupil Teacher Ratio (PTR)	13.5	14.9
Teachers per College	42.0	47.9
Non-teaching staff per College	23.0	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in MP at 13.5 students per teacher is similar to the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in MP is estimated to be 0.96 lakhs and 0.52 lakhs** (extrapolating data available for 69.2% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (42) and non-teaching staff per college (23) are lower than the corresponding all-India levels as shown in the adjoining table.

Figure 97: Post-wise share of teaching staff - MP



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **72% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 11% Readers/ Associate Professors, 10% Professors, 4% Demonstrator/tutor 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 significantly under-represented among the teaching and non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups except other minority shown in the table show a deficit in terms

of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (38.6%) and non-teaching staff (23.4%) is lower in comparison to all-India levels of 39% and 27.6% respectively.

Table 75: Student, Faculty and Staff - Gender and Social representation - MP

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	17.6%	22.0%	41.2%	7.2%	0.6%
Share of Enrolment	63.0%	37.0%	10.5%	6.0%	29.0%	2.0%	0.6%
Share of teaching staff	61.4%	38.6%	4.9%	2.2%	12.6%	2.0%	1.6%
Share of non-teaching staff	76.6%	23.4%	10.3%	5.1%	19.8%	1.7%	1.8%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2012-13

Maharashtra (MAH)

Key Indicators

Table 76: Key Indicators – MAH

Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	1123.7	582.4	541.3	State GDP (2014) ³	₹1,372,644 Cr
Literacy Rate ¹	82.3	88.4	75.9	State HDI ranking ⁴	3 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	134.7 (12.0%)	71.6 (12.3%)	63.1 (11.7%)	Sex Ratio (2011) ¹	929
Share of state 18-23 pop. to All-India 18-23 pop. ¹	9.6%	9.8%	9.4%	HE Expenditure as a % of GSDP ³	0.14%
Gross Enrollment Ratio ²	22.9	25.0	20.6	Per Capita Expenditure on HE ³	₹1,091
Share of Graduates & above in total state population ⁵	10.6%	12.3%	8.7%		

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

Education Infrastructure

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 45 universities after Uttar Pradesh (59), Tamil Nadu (56) and Rajasthan (47) on total of number of universities. The state also **ranked fifth on number of State Public Universities** with 19 universities and **ranked second on number of Deemed Universities** with 21 universities. MAH has 6.7% of all universities in the country.

Figure 98: Universities by Type and Key institutions - MAH

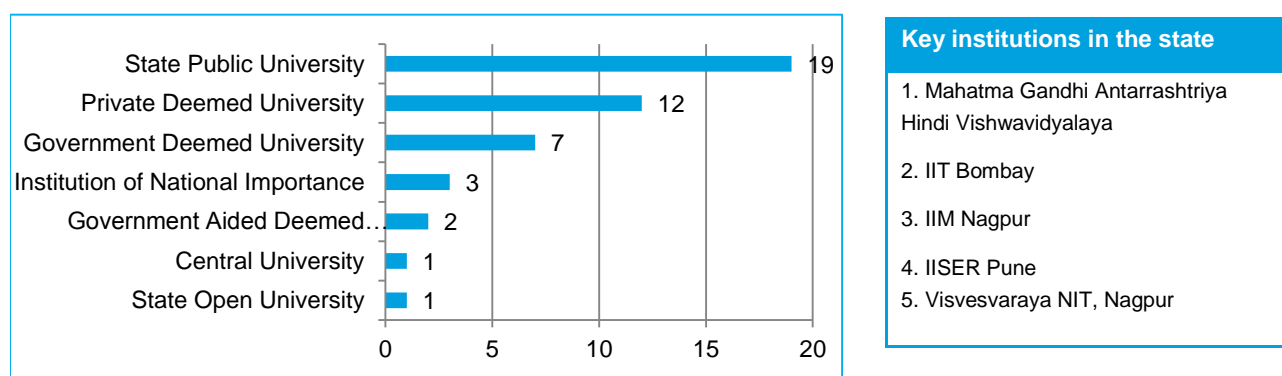
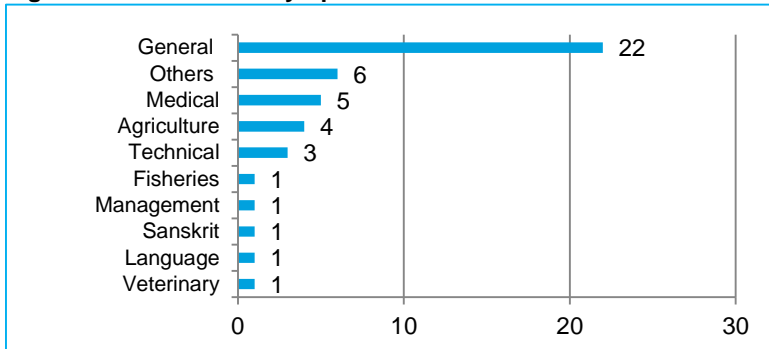


Figure 99: Universities by Specialization - MAH



The bar graph alongside reflects the break-up of number of universities in MAH on the basis of specialization. Maharashtra **rank joint fourth highest on number of General Universities** with 22 universities following Uttar Pradesh (36), Rajasthan (31), and Tamil Nadu (30). The number of Degree granting institutions in MAH are 45.

Table 77: College & Institution Indicators - MAH

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	45	4369	2552
Average enrollment per institution	13,776	489	238
Total estimated enrolment (Lakhs)	6.2	21.4	6.07

MAH with 4369 colleges has a share of 12.30% of all colleges in India and **rank #2 on total number of colleges in any state in India**. In terms of access,

MAH has 33 colleges per lakh population which is marginally higher than the all India average of 25 colleges per lakh population. In terms of average enrolment per college, MAH (489) is **significantly lesser than all India average of 715**. Total estimated enrolment of students in colleges in MAH is around 21.4 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (78%), (ii) Engineering & Technology (4%) and (iii) Education/ Teacher Education (4%). Out of the total colleges in the state, 86% are affiliated to universities and the remaining are recognized centres, constituent/university colleges and PG/off campus. In terms of management, MAH colleges are dominated by the Private Unaided colleges forming 61.5% of all colleges in the state, followed by 20.5% Private Aided colleges and 17.9% are owned by government.

Figure 100: Type of Colleges - MAH

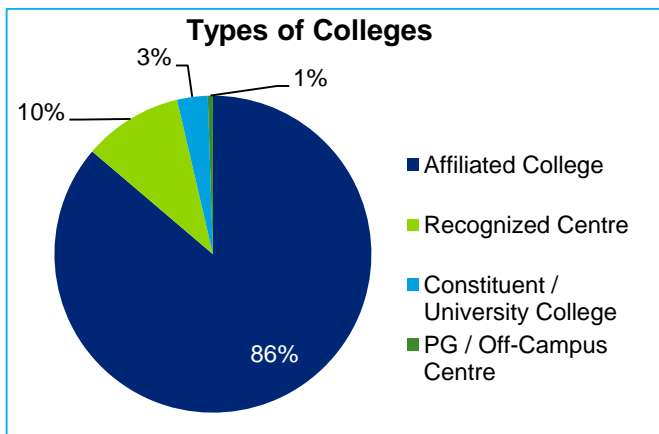


Table 78: Management of Colleges – MAH

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	61.5%	37.7%	300
Private Aided	20.5%	39.9%	949
Government	17.9%	22.4%	611

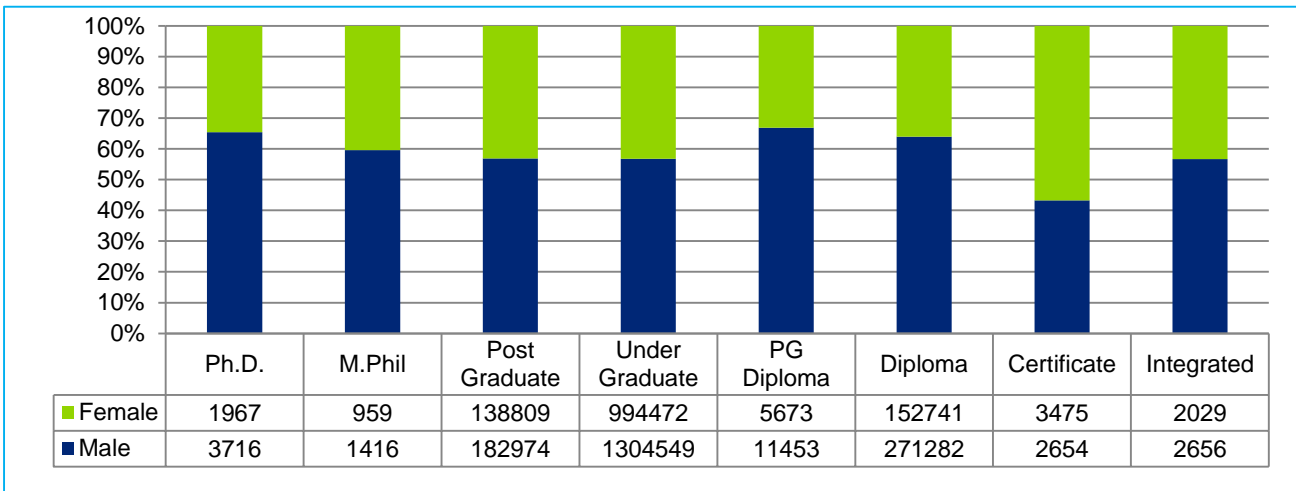
* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MAH, there are 2552 such stand-alone institutions and the total enrolment in these is estimated to be around 6.07 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 30.8 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 (74.6%) is at under-graduate level, followed by Diploma (13.8%) and Post Graduate (10.4%), with all other levels forming only 1.3%. Total enrolment at various levels through regular mode in MAH is 27.4 lakh, which is around 89.0% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 20.1% and in colleges is 66.7% of the total enrolment in the state.

Figure 101: State-wise total enrolment at various levels - MAH



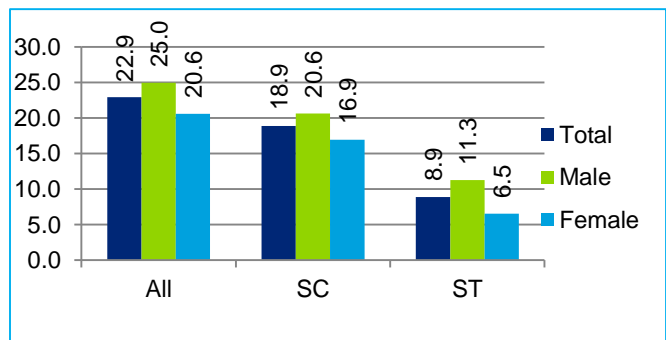
By Management: As can be seen from table 3 above, maximum enrolment share (39.9%) is in Private Aided colleges.

Foreign Students: Maharashtra is reported to have around 3,888 foreign students, which constitutes around 11.18% of total foreign students studying in India. **It ranks third highest in attracting students from overseas.**

By Gender: In terms of gender, enrolment is skewed as 57.8 comprises males, while only 42.2% of the enrolment is females, indicating significant gender disparity. The GER for males (25.0) is higher than GER for females (20.6), resulting in a gender parity index of 0.86 (in comparison to 0.88 at all-India level). **In terms of overall GER, MAH ranks 12th among all states in India.**

By Social Group: The GER of SCs (18.9) and STs (8.9) is lower than the state GER of 22.9. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.86, but it is lower in case of STs (0.60). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in MAH is lesser than their proportionate share in population.

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



Faculty and Staff

Table 79: Key Faculty & Staff Indicators - MAH

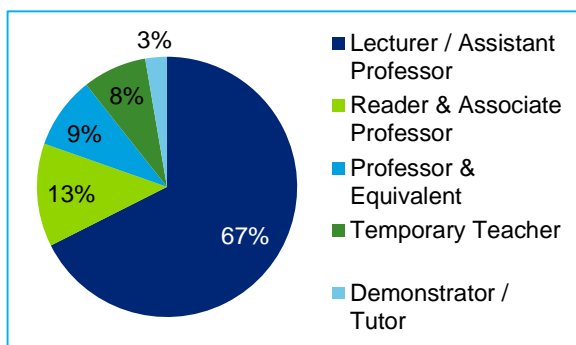
Key Indicators	MAH	INDIA
Pupil Teacher Ratio (PTR)	14.2	14.9
Teachers per College	34.3	47.9
Non-teaching staff per College	27.2	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in MAH at 14.2 students per teacher is similar to the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in MAH is estimated to be 1.50 lakhs and 1.19 lakhs** (extrapolating data available for 91.9% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (34.3) and non-teaching staff per college (27.2) is lower than the corresponding all-India levels as shown in the adjoining

table.

Figure 103: Post-wise share of teaching staff -



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **67% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 13% Reader & Associate Professor, 9% Professor & Equivalent, 8% temporary teachers and 3% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups shown in the table show a deficit in terms of representation in

both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (36.6%) and non-teaching staff (22.1%) is lower in comparison to all-India levels of 39% and 27.6% respectively.

Table 80: Student, Faculty and Staff - Gender and Social representation - MAH

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	13.1%	8.4%	27.1%	11.2%	7.3%
Share of Enrolment	57.8%	42.2%	10.2%	3.6%	23.2%	2.5%	1.3%
Share of teaching staff	63.4%	36.6%	9.0%	1.3%	14.4%	2.0%	1.1%
Share of non-teaching staff	77.9%	22.1%	11.9%	3.2%	18.9%	1.4%	2.1%

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 2012-13

Manipur (MAN)

Key Indicators

Table 81: Key Indicators – MAN

Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	25.7	12.9	12.8	State GDP (2014) ³	₹11,983 Cr
Literacy Rate ¹	79.2	86.1	70.3	State HDI ranking ⁴	-
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	3.0 (11.6%)	1.5 (11.4%)	1.5 (11.8%)	Sex Ratio (2011) ¹	985
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.2%	0.2%	0.2%	HE Expenditure as a % of GSDP ³	1.23%
Gross Enrollment Ratio ²	29.9	30.9	29.0	Per Capita Expenditure on HE ³	₹3,794
Share of Graduates & above in total state population ⁵	10.1%	13.6%	6.5%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Manipur ranks twenty seventh among all states in India** with 3 universities. MAN has 0.4% of all universities in the country.

Figure 104: Universities by Type and Key institutions - MAN

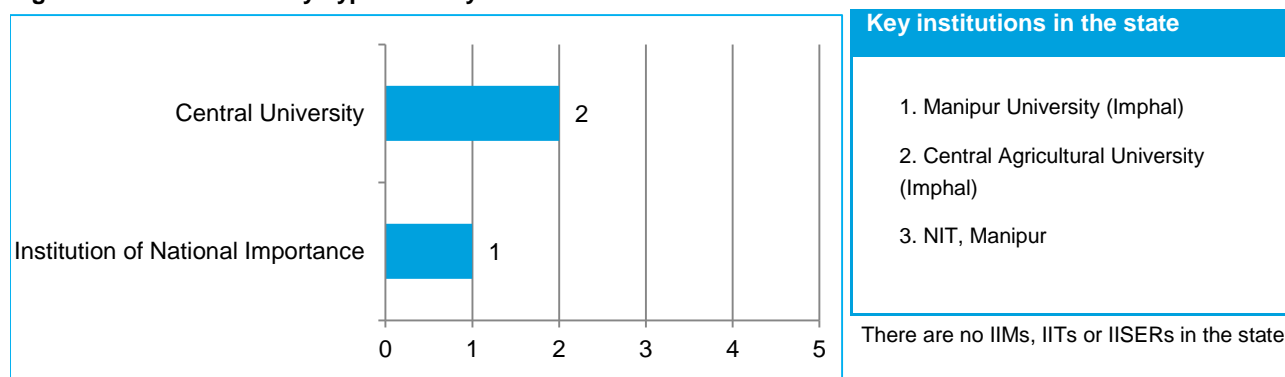
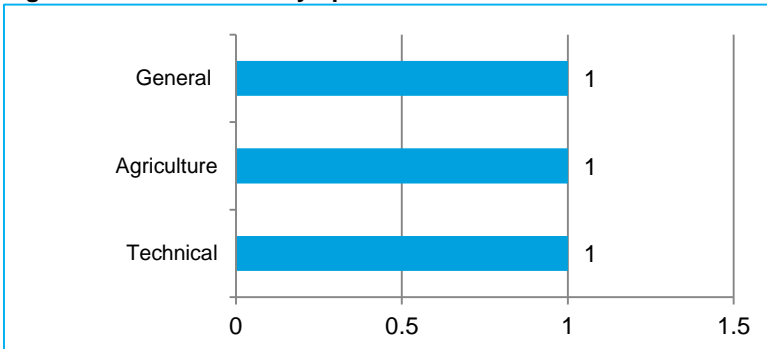


Figure 105: Universities by Specialization - MAN



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

Table 82: College & Institution Indicators - MAN

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	79	16
Average enrollment per institution	3,195	1,069	-
Total estimated enrolment (Lakhs)	0.1	0.8	-

MAN with 79 colleges has a share of 0.22% of all colleges in India. In

terms of access, MAN has a **slightly high concentration among all states** with 27 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, MAN (1,069) is **significantly higher than all India average of 715**. Total enrolment of students in colleges in MAN is 0.8 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (81%), (ii) Education / Teacher Education (5%) and (iii) Engineering & Technology (3%). 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, MAN colleges are dominated by the Government owned colleges forming 58.1% of all colleges in the state, followed by 23.0% Private unaided and 18.9% that are private aided.

Figure 106: Type of Colleges - MAN

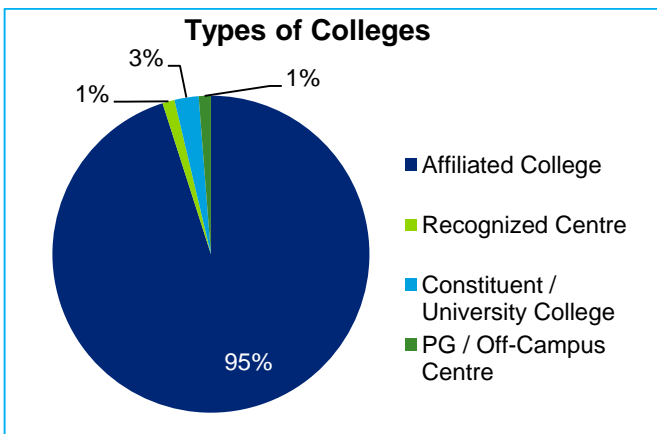


Table 83: Management of Colleges - MAN

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	23.0%	9.0%	417
Private Aided	18.9%	31.8%	1,796
Government	58.1%	59.3%	1,090

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

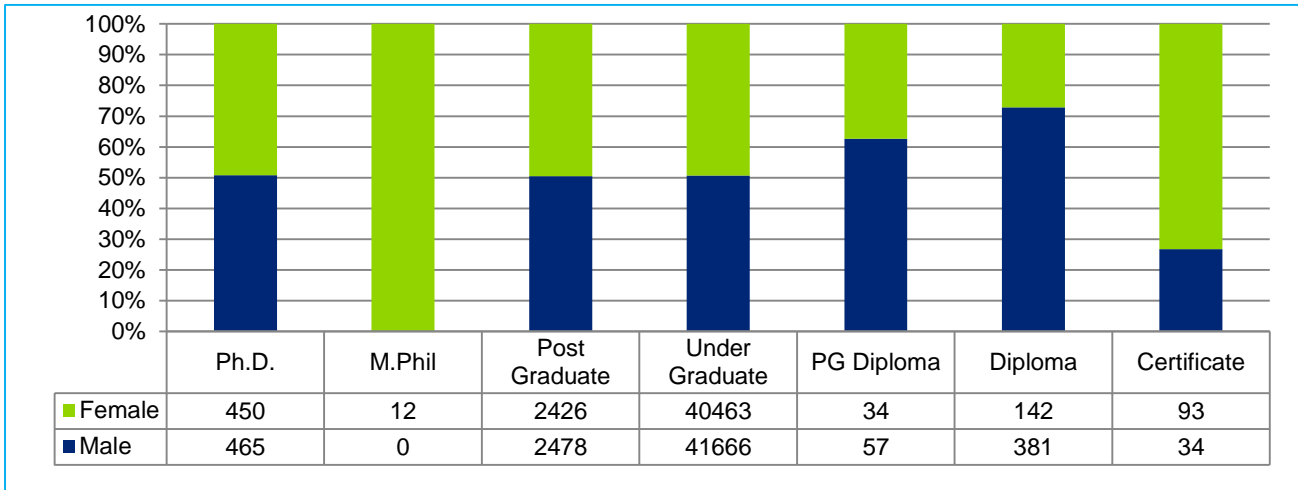
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MAN, there are 16 such stand-alone institutions.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 0.9 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 (92.6%) is at under-graduate level, followed by post-graduate (5.5%) and Diploma (0.6%), with all other levels forming only 1.3%. Total enrolment at various levels through regular mode in JHK is 0.8 lakhs, which is around 94.3% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 10.8% and in colleges is 89.2% of the total enrolment in the state.

By Management: As can be seen from table above, maximum enrolment share (59.3%) is in Government owned colleges in the state.

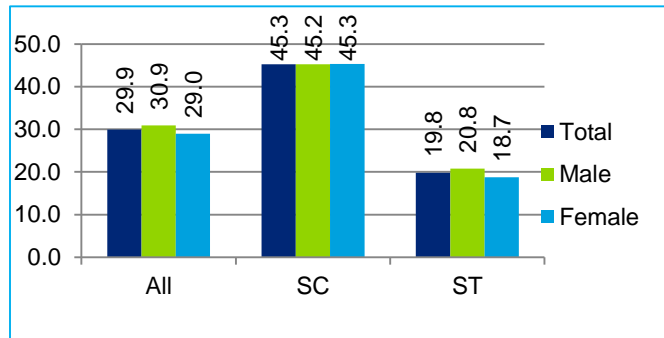
Figure 107: State-wise total Enrolment at various levels - MAN



By Gender: In terms of gender, enrolment of 50.8% comprises males, while only 49.2% of the enrolment is females. The GER for males (30.9) is similar to GER for females (29.0), resulting in a gender parity index of 0.98 (in comparison to 0.88 at all-India level). **In terms of overall GER, MAN ranks 8th among all states in India.**

By Social Group: The GER of SCs (45.3) is higher than the state GER of 29.9 whereas GER for STs (19.8) is lower than the state GER. The gender parity index for SC is (1.00), but in case of STs, it is lower at 0.89. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except SC in MAN is less than their proportionate share in population.

Figure 108: GER for All, SC & ST - MAN



Faculty and Staff

Table 84: Key Faculty & Staff Indicators - MAN

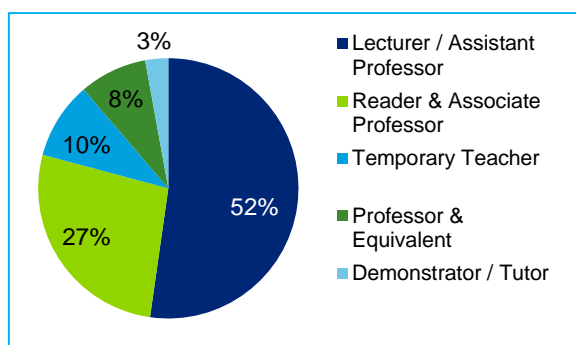
Key Indicators	MAN	INDIA
Pupil Teacher Ratio (PTR)	17.8	14.9
Teachers per College	60.1	47.9
Non-teaching staff per College	54.1	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in MAN at 17.8 students per teacher is lower than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in MAN is estimated to be 0.05 lakhs and 0.04 lakhs** (extrapolating data available for 93.7% colleges in state). Given the large number of colleges in the state, the number of teachers per college (60.1) and non-teaching staff per college (54.1) is significantly better than the corresponding all-India levels as

shown in the adjoining table.

Figure 109: Post-wise share of teaching staff - MAN



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **52% of the teaching posts are at level of Lecturer/ Assistant professor followed by 27%** of Readers/ Associate Professors and Professors. Around 10% of the staff is Temporary teachers, 8% is Professor or Equivalent and 3% is Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the teaching and non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups except other

SC in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (43.5%) and non-teaching staff (42.8%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 85: Student, Faculty and Staff - Gender and Social representation - MAN

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.2%	49.8%	3.1%	37.7%	48.2%	8.0%	37.7%
Share of Enrolment	50.8%	49.2%	5.2%	35.3%	32.0%	2.5%	0.9%
Share of teaching staff	56.5%	43.5%	4.6%	11.8%	11.8%	1.9%	2.3%
Share of non-teaching staff	57.2%	42.8%	3.0%	24.0%	9.0%	2.7%	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 2012-13

Meghalaya (MEG)

Key Indicators

Table 86: Key Indicators – MEG

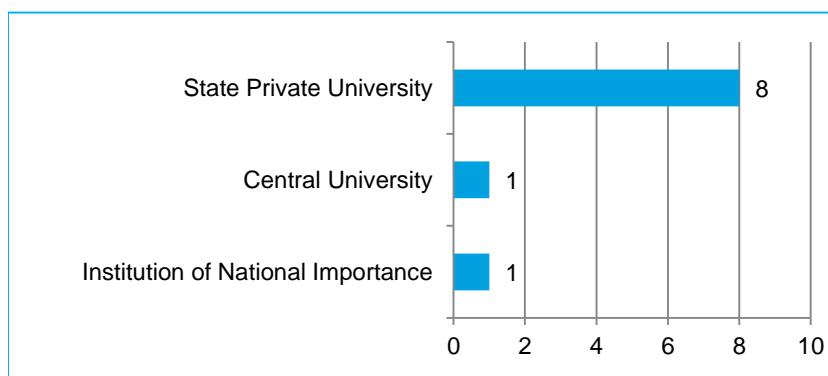
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	29.7	14.9	14.8	State GDP (2014) ³	₹20,808 Cr
Literacy Rate ¹	74.4	76.0	72.9	State HDI ranking ⁴	6
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	3.5 (11.9%)	1.7 (11.7%)	1.8 (12.1%)	Sex Ratio (2011) ¹	989
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.3%	0.2%	0.3%	HE Expenditure as a % of GSDP ³	0.21%
Gross Enrollment Ratio ²	19.2	18.6	19.7	Per Capita Expenditure on HE ³	₹1,410
Share of Graduates & above in total state population ⁵	5.3%	5.8%	4.8%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Meghalaya ranks twenty third among all states in India** with 10. MEG has 1.5% of all universities in the country. State Private Universities constitute 80% of the total universities followed by 1 each of Central University & Institution of National Importance.

Figure 110: Universities by Type and Key institutions - MEG

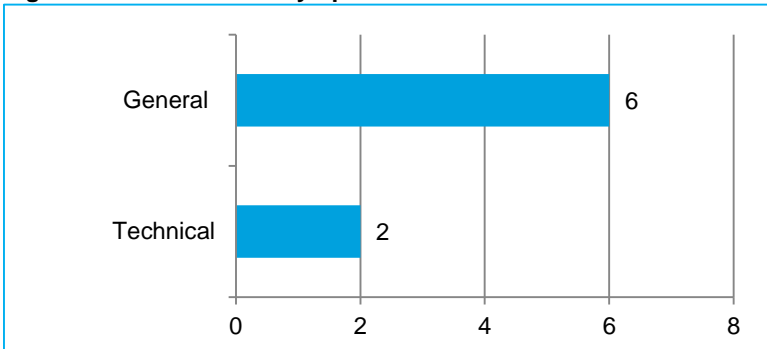


Key institutions in the state

1. IIM Shillong
2. North-Eastern Hill University
3. NIT, Meghalaya

There is no IIT or IISER's in the state.

Figure 111: Universities by Specialization - MEG



The bar graph alongside reflects the break-up of number of universities in MEG on the basis of specialization. As highlighted, 75% of the universities in the state are general in nature and the rest 25% are technical. The number of Degree granting institutions in MEG are 10.

Table 87: College & Institution Indicators - MEG

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	8	62	22
Average enrollment per college/ institution	1451	944	165
Total estimated enrolment (Lakhs)	0.1	0.6	0.04

MEG with 62 colleges has a share of 0.17% of all colleges in India. In terms of access, MEG has the **lower concentration amongst major states**

with 18 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, MEG (944) is **significantly higher than all India average of 715**. Total enrolment of students in regular mode in higher education institutes in MEG is around 0.6 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (82%), (ii) Teacher Education (8%) and (iii) Arts (5%). Out of the total colleges in the state, 90% are affiliated to universities and the remaining are constituent/university colleges, PG/off campus and recognized centres by the universities. In terms of management, MEG colleges are dominated by the government owned colleges forming 41% of all colleges in the state, followed by 30.8% of Private aided colleges and 28.2% that are private Unaided.

Figure 112: Type of Colleges - MEG

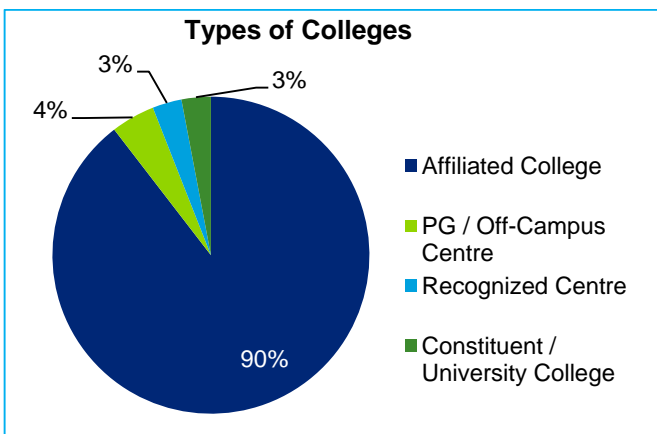


Table 88: Management of Colleges - MEG

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	28.2%	18.0%	604
Private Aided	30.8%	46.9%	1440
Government	41.0%	35.0%	806

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

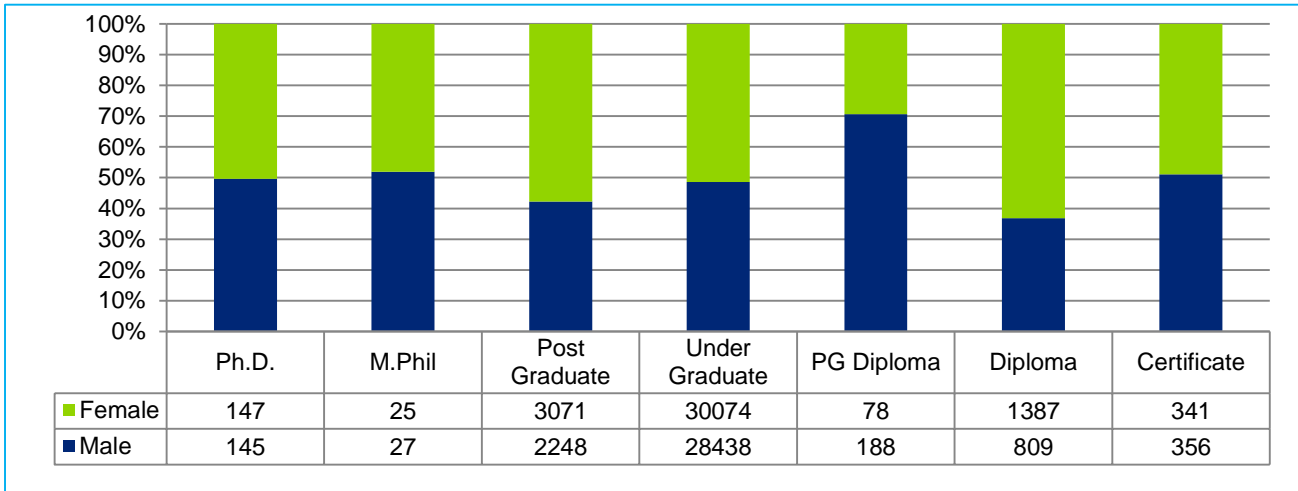
Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MEG, there are 22 such stand-alone institutions and the total enrolment in these is estimated to be around 0.04 lakhs.

Student Enrolment

By Level: The state-wise total Enrolment at various levels is 0.6 Lakhs. Break-up across various levels and split by gender is given in the figure below. As can be inferred, the highest share of enrolment (86.9%) is at under-graduate level, followed by post-graduate (7.9%) and Diploma (3.3%), with all other levels forming only 1.9%. Total enrolment at various levels through regular mode in MEG is 0.6 lakh which is around 89.8% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 17.2% and is colleges is 54.7% of the total enrolment in the state.

By Management: As can be seen from table above, maximum enrolment share (46.9%) is in private aided colleges in the state.

Figure 113: State-wise Total Enrolment at various levels - MEG

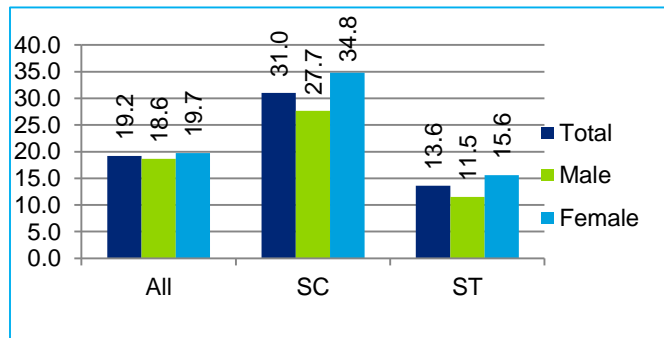


Foreign Students: Meghalaya is reported to have around 93 foreign students, which constitutes around 0.27% of total foreign students studying in India.

By Gender: In terms of gender, enrolment is skewed as only 47.8% comprises males, while 52.2% of the enrolment is females, indicating marginal gender disparity. The GER for males (18.6) is again marginally lesser than GER for females (19.7) resulting in a gender parity index of 1.13 (in comparison to 0.89 at all-India level).

By Social Group: The GER of SCs (31) is higher than the state GER of 25.4 whereas it is lower in case of STs (13.6). Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.97, but it is higher in case of STs (1.19). As can be seen from table on next page on Gender and Social representation, the share of student enrolment across all backward groups except OBC and SC in MEG is lesser than their proportionate share in population.

Figure 114: GER for All, SC & ST - MEG



Faculty and Staff

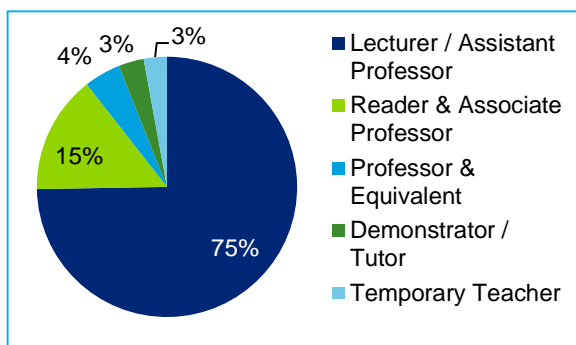
Table 89: Key Faculty & Staff Indicators - MEG

Key Indicators	MEG	INDIA
Pupil Teacher Ratio (PTR)	10.7	14.9
Teachers per College	88.1	47.9
Non-teaching staff per College	26.6	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR for colleges in MEG is 10.7 students per teacher which is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in MEG is estimated to be 0.05 lakhs and 0.02 lakhs** (extrapolating data available for 62.9% colleges in state). Given the number of colleges in the state, the number of teachers per college (88.1) is higher than the corresponding all-India levels unlike the non-teaching staff per college (26.6) which is lower as shown in the adjoining table.

Figure 115: Post-wise share of teaching staff -



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **75% of the teaching staff are at the level of Lecturer/ Assistant professor** followed by 15% at Readers/ Associate Professors and 4% at Professors and equivalent. Around 3% of the staff is Demonstrator/tutor and temporary teachers respectively.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented in non-teaching staff at higher education institutes as compared to males. In case of social groups also, all the groups except OBC and SC shown in

the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (57.9%) and non-teaching staff (40.8%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 90: Student, Faculty and Staff - Gender and Social representation - MEG

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.3%	49.7%	0.6%	88.5%	1.1%	5.8%	79.8%
Share of Enrolment	47.8%	52.2%	1.0%	61.0%	1.5%	1.1%	17.8%
Share of teaching staff	42.1%	57.9%	1.6%	66.1%	2.1%	2.9%	15.3%
Share of non-teaching staff	59.2%	40.8%	0.8%	68.0%	3.2%	5.7%	16.1%

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 2012-13

Mizoram (MIZ)

Key Indicators

Table 91: Key Indicators – MIZ

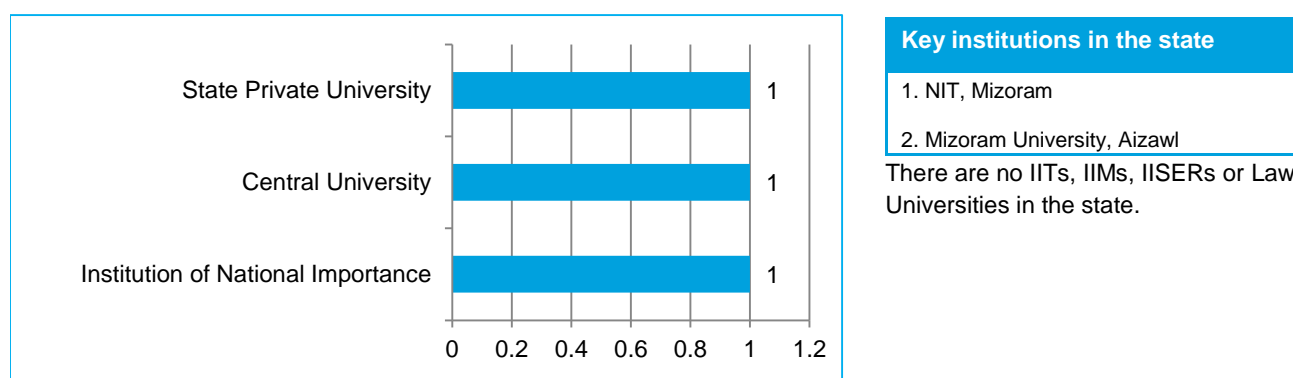
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	11.0	5.6	5.4	State GDP (2014) ³	₹8,053 Cr
Literacy Rate ¹	91.3	93.4	89.3	State HDI ranking ⁴	6
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	1.3 (12.2%)	0.7 (12.0%)	0.6 (12.4%)	Sex Ratio (2011) ¹	976
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.1%	0.1%	0.1%	HE Expenditure as a % of GSDP ³	1.22%
Gross Enrollment Ratio ²	22.2	22.4	22.0	Per Capita Expenditure on HE ³	₹5,509
Share of Graduates & above in total state population ⁵	5.4%	0.8%	2.6%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Mizoram has a total of 3 universities, of which 1 is a Central University, 1 is an Institute of National Importance, and 1 is a State Private University.

Figure 116: Universities by Type and Key institutions - MIZ

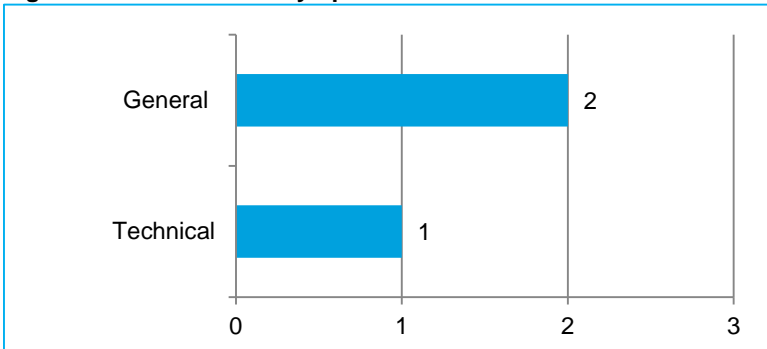


Key institutions in the state

1. NIT, Mizoram
2. Mizoram University, Aizawl

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

Figure 117: Universities by Specialization - MIZ



The bar graph alongside reflects the break-up of number of universities in MIZ on the basis of specialization. Mizoram has 2 general universities, but it lacks in medical, law, science and fine arts universities.

Table 92: College & Institution Indicators - MIZ

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	29	9
Average enrollment per institution	2870	678	147
Total estimated enrolment (Lakhs)	0.1	0.2	0.01

MIZ with 29 colleges has a share of 0.08% of all colleges in India. In terms of access, MIZ has 22 colleges per lakh population as compared to the all India average of 25 colleges

per lakh population. In terms of average enrolment per college, MIZ (678) is **slightly lesser than all India average of 715**. Total estimated enrolment of students in colleges in MIZ is around 0.2 lakhs.

Of the total colleges in the state, 79% are General colleges, followed by Education/ Teacher Education, Engineering & Technology, Law, Medical, paramedical and veterinary colleges, each comprising 3% of all colleges in the state. Out of the total colleges in the state, 93% are affiliated to universities and the rest 7% are constituent/university colleges. In terms of management, MIZ colleges are dominated by Government colleges forming 93.1% of all colleges in the state, followed by 3.4% owned by private aided and private unaided each.

Figure 118: Type of Colleges - MIZ

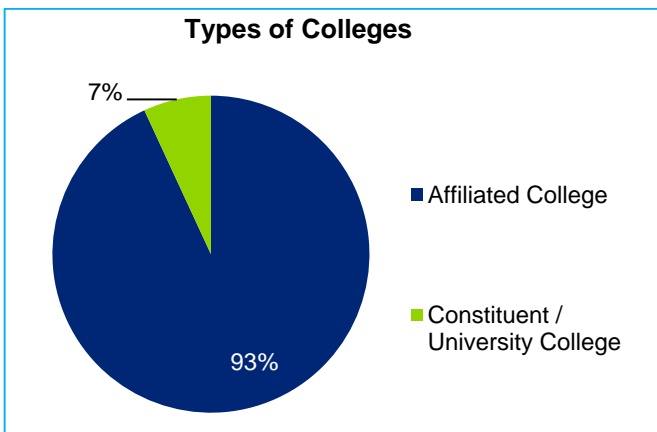


Table 93: Management of Colleges - MIZ

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	3.4%	0.8%	148
Private Aided	3.4%	1.3%	254
Government	93.1%	98.0%	713

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

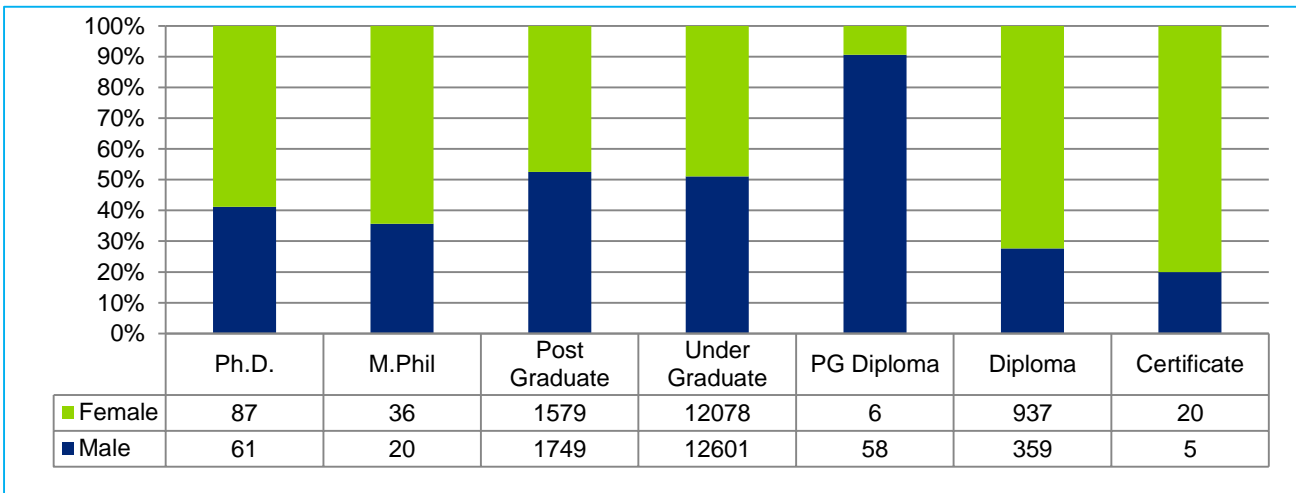
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In MIZ, there are 9 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 0.3 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (83.4%) is at under-graduate level, followed by post-graduate (11.2%) and Diploma (4.4%), with all other levels forming only 1.0%. Total enrolment at various levels through regular mode in MIZ is 0.2 lakh, which is around 77.8% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 29.1% and in colleges is 66.4% of the total enrolment in the state.

By Management: As can be seen from table 3, maximum enrolment share (98%) is in Government colleges in the state.

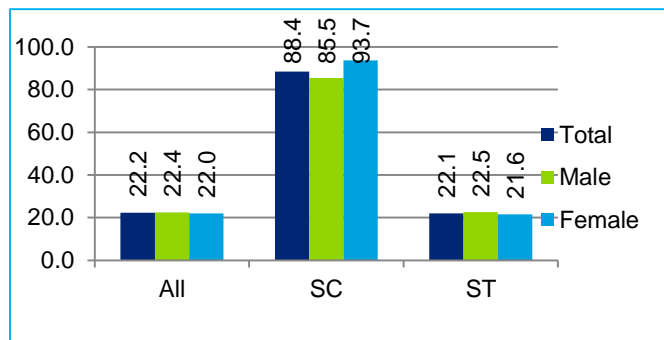
Figure 119: State-wise total enrolment at various levels - MIZ



By Gender: In terms of gender, enrolment is proportionate as 50.2% comprises males, while 49.8% of the enrolment is females, indicating significant gender equality. The GER for males (22.4) is similar to GER for females (22), resulting in a gender parity index of 0.93 (in comparison to 0.88 at all-India level). **In terms of overall GER, MIZ ranks 16th among all states in India.**

By Social Group: The GER of SCs (88.4) is greater than the state GER, while that of STs (22.1) is similar to the state GER of 22.2. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 1.44, but it is lower in case of STs (0.92). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except SC and OBC in MIZ is less than their proportionate share in population.

Figure 120: GER for All, SC & ST - MIZ



Faculty and Staff

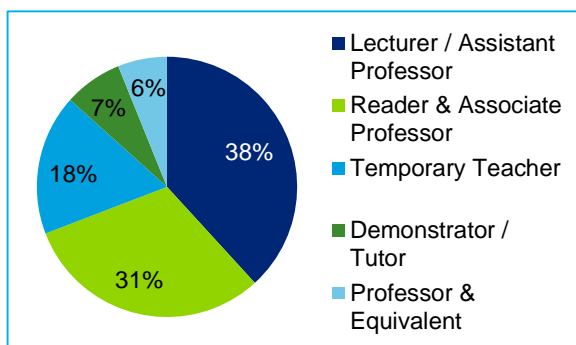
Table 94: Key Faculty & Staff Indicators - MIZ

Key Indicators	MIZ	INDIA
Pupil Teacher Ratio (PTR)	13.1	14.9
Teachers per College	51.9	47.9
Non-teaching staff per College	43.3	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in MIZ at 13.1 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in MIZ is estimated to be 0.02 lakhs and 0.01 lakhs** (extrapolating data available for all colleges in state). Given the large number of colleges in the state, the number of teachers per college (51.9) and non-teaching staff per college (43.3) is higher than the corresponding all-India levels as shown in the adjoining table.

Figure 121: Post-wise share of teaching staff -



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **38% of the teaching posts are at level of Lecturer/ Assistant professor**, followed by Readers/ Associate Professors (31%) and Temporary Teacher (18%). Around 7% of the staff is Demonstrator/tutor and 6% are Professor & equivalent.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the non-teaching and non-teaching in higher education institutes as compared to males. In case of social groups also, all the groups

except SC shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (44.1%) and non-teaching staff (35.9%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 95: Student, Faculty and Staff - Gender and Social representation - MIZ

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.6%	49.4%	0.4%	98.9%	0.4%	0.4%	96.1%
Share of Enrolment	50.2%	49.8%	0.5%	93.5%	0.9%	0.1%	25.4%
Share of teaching staff	55.9%	44.1%	2.2%	79.9%	4.8%	0.7%	41.5%
Share of non-teaching staff	64.1%	35.9%	0.5%	93.7%	2.1%	0.0%	69.3%

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 2012-13

Nagaland (NAG)

Key Indicators

Table 96: Key Indicators – NAG

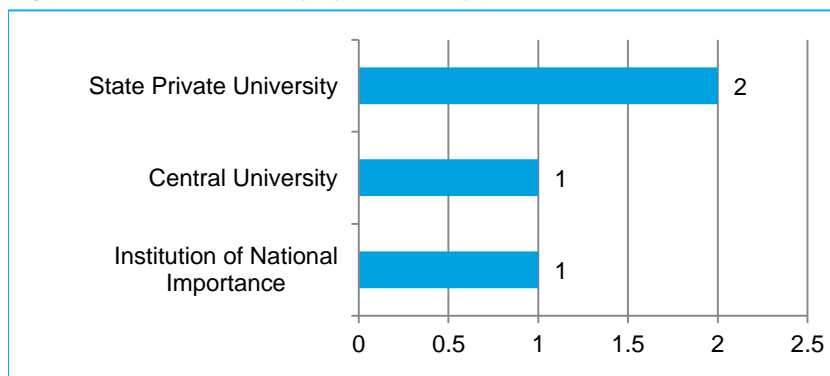
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	19.8	10.2	9.5	State GDP (2014) ³	₹14,832 Cr
Literacy Rate ¹	79.6	82.8	76.1	State HDI ranking ⁴	6
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	74.0 (12.1%)	38.1 (12.3%)	35.9 (11.9%)	Sex Ratio (2011) ¹	931
Share of state 18-23 pop. to All-India 18-23 pop. ¹	5.3%	5.2%	5.4%	HE Expenditure as a % of GSDP ³	0.53%
Gross Enrollment Ratio ²	14.7	16.6	12.8	Per Capita Expenditure on HE ³	₹2,413
Share of Graduates & above in total state population ⁵	7.9%	10.4%	5.4%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Nagaland ranks twenty fifth among all states in India** with 4 universities. NAG has 0.6% of all universities in the country.

Figure 122: Universities by Type and Key institutions - NAG

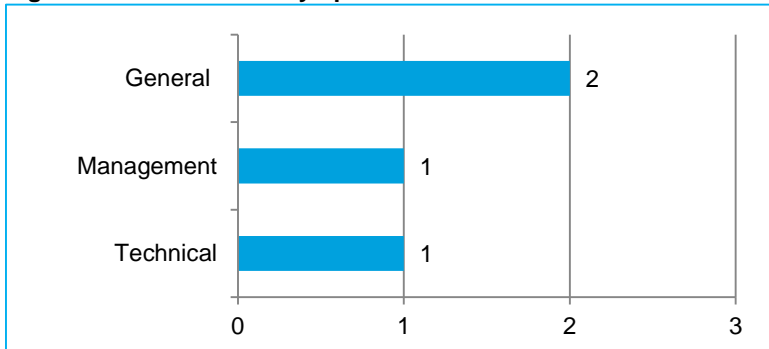


Key institutions in the state

1. NIT Nagaland
2. Nagaland University

There are no IIT's, IIM's and IISER's in the state.

Figure 123: Universities by Specialization - NAG



The bar graph alongside reflects the break-up of number of universities in NAG on the basis of specialization. The number of Degree granting institutions in NAG are 4.

Table 97: College & Institution Indicators - NAG

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	4	59	10
Average enrollment per college/ institution	2642	433	127
Total estimated enrolment (Lakhs)	0.1	0.3	0.01

NAG with 59 colleges has a share of 0.17% of all colleges in India. In terms of access, NAG has **lower concentration amongst all states** with 23 colleges per lakh population as compared to all India average of 25 colleges

per lakh population. In terms of average enrolment per college, NAG (433) is **significantly lesser than all India average of 715**. Total enrolment of students in higher education institutes in NAG is around 0.3 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (83%), (ii) Teacher Education (7%) and (iii) Law (5%) and. Out of the total colleges in the state, 97% are affiliated to universities and the remaining are recognized centres of the universities. In terms of management, NAG colleges are dominated by the Private Aided colleges forming 49.2% of all colleges in the state, followed by 35.6% owned by Government and 15.3% that are private unaided.

Figure 124: Type of Colleges - NAG

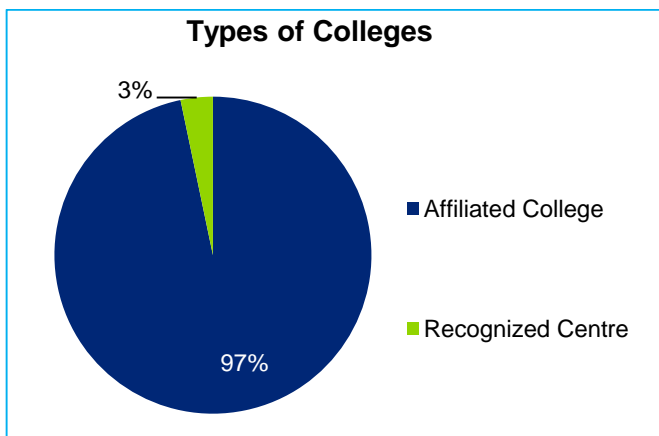


Table 98: Management of Colleges - NAG

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	15.3%	21.3%	604
Private Aided	49.2%	42.6%	376
Government	35.6%	36.1%	439

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

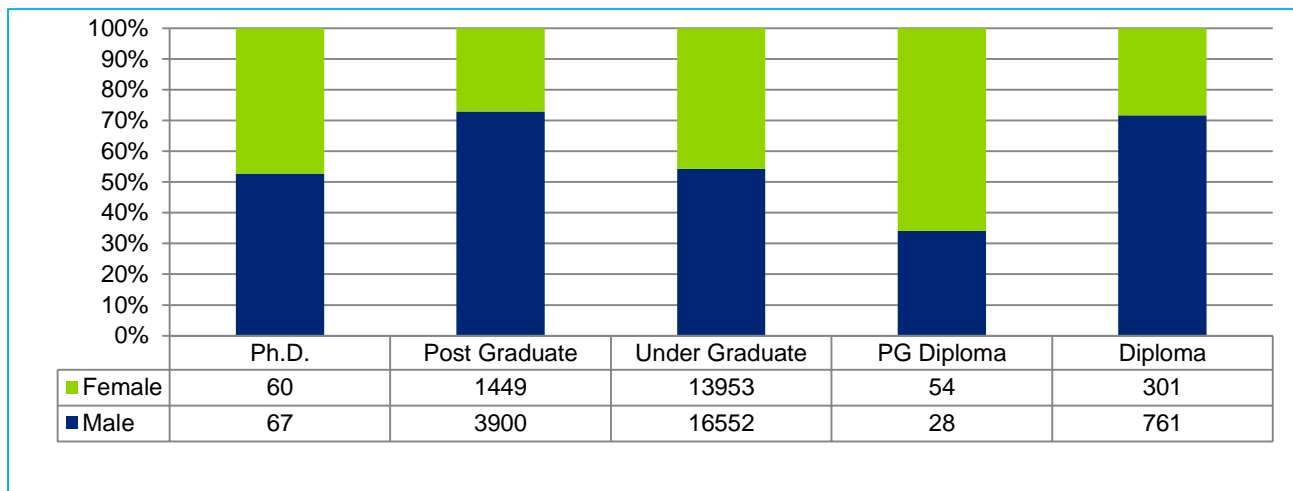
Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In NAG, there are 10 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

Student Enrolment

By Level: The state-wise total Enrolment at various levels is 0.3 Lakhs. Break-up across various levels and split by gender is given in the figure below. As can be inferred, the highest share of enrolment (82.2%) is at under-graduate level, followed by post-graduate (14.4%) and Diploma (2.9%), with Ph.D and PG Diploma forming only 0.6%. Total enrolment at various levels through regular mode in NAG is 0.2 lakh, which is around 76.4% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 28.5% and is colleges is 68.8% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (49.2%) is in private aided colleges in the state.

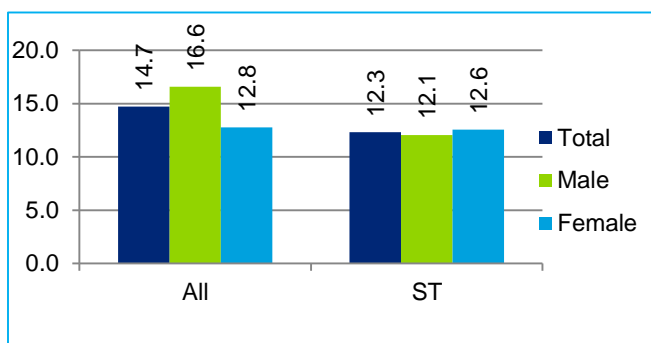
Figure 125: State-wise Total Enrolment at various levels - NAG



By Gender: In terms of gender, enrolment is skewed as 57.4 comprises males while only 42.6% of the enrolment is females, indicating significant gender disparity. The GER for males (16.6) is higher to GER for females (12.6), resulting in a gender parity index of 0.74 (in comparison to 0.89 at all-India level).

By Social Group: The GER for STs (12.3) is lower than the state GER of 14.7. The gender parity index for STs is 1.09. As can be seen from table on the next page on Gender and Social representation, the share of student enrolment across all backward groups except OBC and SC in NAG is lesser than their proportionate share in population.

Figure 126: GER for All, SC & ST - NAG



Faculty and Staff

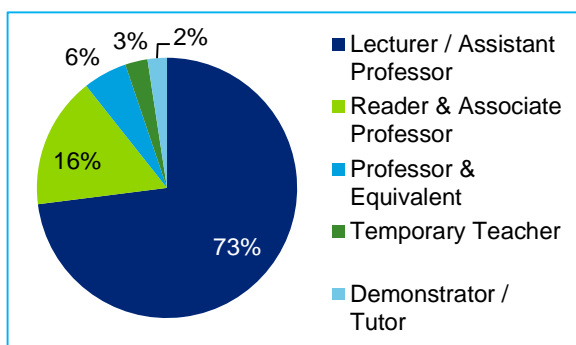
Table 99: Key Faculty & Staff Indicators - NAG

Key Indicators	NAG	INDIA
Pupil Teacher Ratio (PTR)	14.0	14.9
Teachers per College	31.0	47.9
Non-teaching staff per College	27.6	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in NAG at 14.1 students per teacher which is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in NAG is estimated to be 0.02 lakhs and 0.02 lakhs respectively** (extrapolating data available for 100% colleges in state). Given the large number of colleges in the state, the number of teachers per college (31.0) and non-teaching staff per college (27.6) is lower than the corresponding all-India levels as shown in the adjoining table.

Figure 127: Post-wise share of teaching staff - NAG



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **75% of the teaching staff is at the level of Lecturer/ Assistant professor**, 16% at Readers/ Associate Professors and 6% Professors. Around 3% of the staff is temporary teachers and 2% is Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented amongst the teaching and non-teaching in higher education institutes as compared to males. In case of social groups also, all the groups

except SC and teaching staff in OBC shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (48.6%) and non-teaching staff (34.4%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 100: Student, Faculty and Staff - Gender and Social representation - NAG

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.8%	48.2%	0.5%	96.7%	1.7%	0.6%	96.7%
Share of Enrolment	57.4%	42.6%	1.6%	72.9%	1.8%	0.4%	26.9%
Share of teaching staff	51.4%	48.6%	1.6%	72.7%	2.4%	0.5%	24.8%
Share of non-teaching staff	65.6%	34.4%	1.4%	82.7%	1.4%	0.4%	52.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2012-13

Odisha (ODI)

Key Indicators

Table 101: Key Indicators – ODI

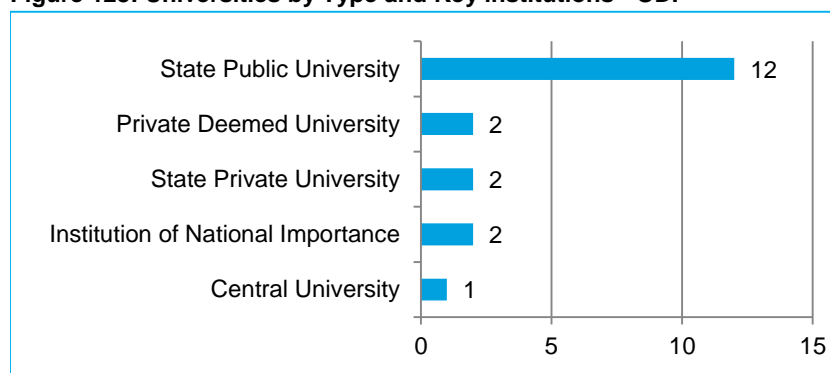
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	419.7	212.1	207.6	State GDP (2014) ³	₹ 288,414 Cr
Literacy Rate ¹	72.9	81.6	64.0	State HDI ranking ⁴	17 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	47.1 (11.2%)	23.4 (11.1%)	23.7 (11.4%)	Sex Ratio (2011) ¹	979
Share of state 18-23 pop. to All-India 18-23 pop. ¹	3.4%	3.2%	3.5%	HE Expenditure as a % of GSDP ³	0.56%
Gross Enrollment Ratio ²	16.3	18.6	14.1	Per Capita Expenditure on HE ³	₹ 2,659
Share of Graduates & above in total state population ⁵	5.4%	7.2%	3.6%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Odisha ranks seventeenth among all states in India** on total of number of universities with 19 universities. The state also **ranks eleventh on number of State Public Universities** with 12 universities. ODI has 2.8% of all universities in the country.

Figure 128: Universities by Type and Key institutions - ODI

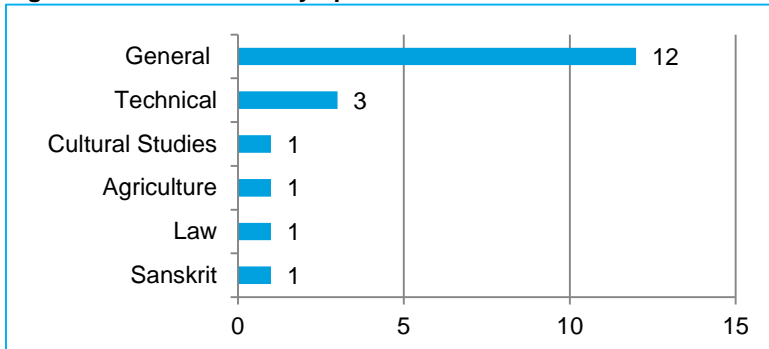


Key institutions in the state

1. IIT – Bhubaneswar
2. IIM Sambalpur
3. NIT, Rourkela
4. Central University of Orissa
5. National Law University, Cuttack

An IISER is proposed to be set-up in the state

Figure 129: Universities by Specialization - ODI



The bar graph alongside reflects the break-up of number of universities in ODI on the basis of specialization. Odisha **ranks fourteenth on number of General Universities** with 12 universities. The number of Degree granting institutions in ODI are 19.

Table 102: College & Institution Indicators - ODI

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	19	1096	260
Average enrollment per institution	4432	616	456
Total estimated enrolment (Lakhs)	0.8	6.8	1.19

ODI with 1096 colleges has a share of 3.09% of all colleges in India and **ranks tenth on total number of colleges in any state in India**. In terms of access, ODI has 23

colleges per lakh population as compared to the all India average of 25 colleges per lakh population. Average enrolment per college in ODI (616) is **less than all India average of 715**. Total enrolment of students in colleges in ODI is around 6.8 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (77%) (ii) Engineering & Technology (8%) and (iii) Arts (4%). Out of the total colleges in the state, 97% are affiliated to universities, and the remaining are Constituent/University Colleges (3%). The number of PG/Ooff campus colleges in ODI is very negligible. In terms of management, Private Aided colleges constitute 44.1% of all colleges in the state, followed by 33.3% that are owned by Government and 22.5% that are Private Unaided.

Figure 130: Type of Colleges - ODI

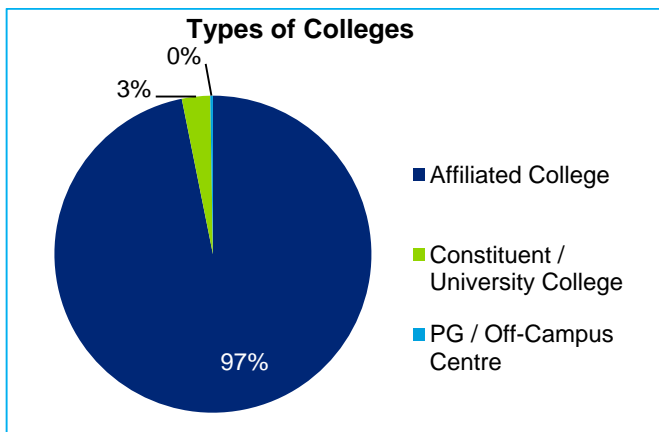


Table 103: Management of Colleges - ODI

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	22.5%	20.1%	549
Private Aided	44.1%	42.0%	586
Government	33.3%	37.9%	701

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13 sss

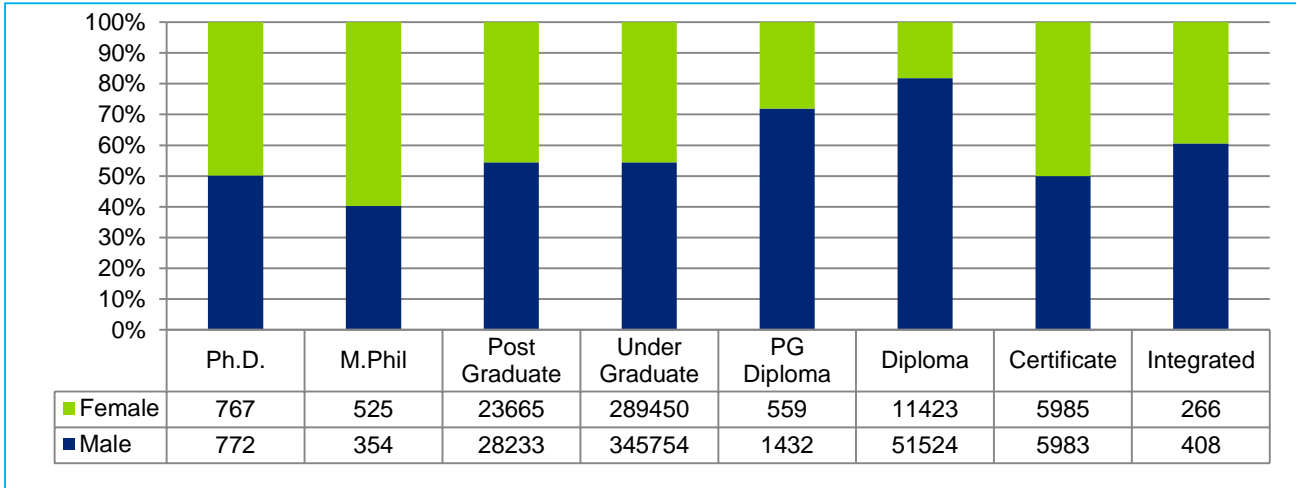
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In ODI, there are 260 such stand-alone institutions and the total enrolment in these is estimated to be around 1.19 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 7.70 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 (82.8%) is at under-graduate level, followed by Diploma (8.2%) and post-graduate (6.8%), with all other levels comprising only 2.2%. Total enrolment at various levels through regular mode in ODI is 4.0 lakhs, which is around 91.9% enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-Campus Centres is 11.0% and in colleges is 61.7% of the total enrolment in the state.

By Management: As can be seen from table 3, maximum enrolment share (42.0%) is in Private Aided colleges.

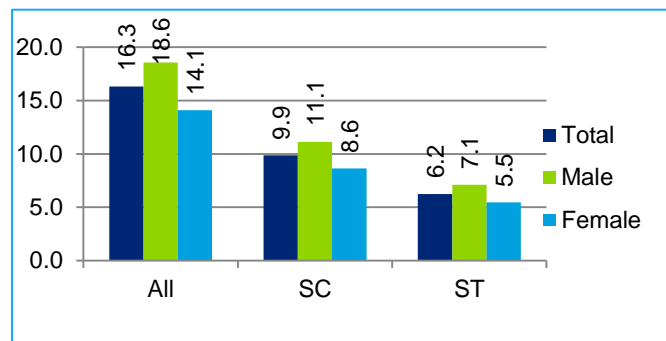
Figure 4: State-wise Total Enrolment at various levels - ODI



By Gender: In terms of gender, enrolment is skewed as 56.6% comprises males, while only 43.4% of the enrolment is females, indicating significant gender disparity. The GER for males (18.6) is higher than the GER for females (14.1), resulting in a Gender Parity Index of 0.82 (in comparison to 0.88 at all-India level). **In terms of overall GER, ODI ranks 23rd among all states in India.**

By Social Group: The GER of SCs (9.9) and STs (6.2) is lower than the state GER of 16.3. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SCs is 0.83 and in case of STs it is 0.82. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in ODI is lesser than their proportionate share in population.

Figure 131: GER for All, SC & ST - ODI



Faculty and Staff

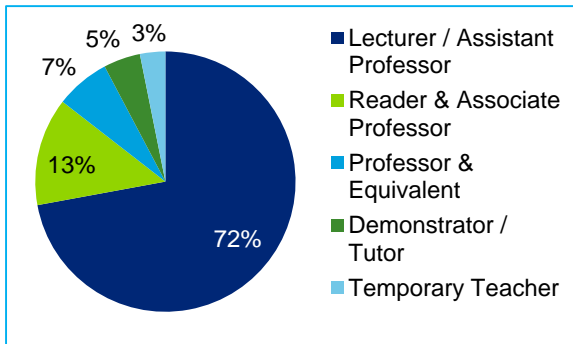
Table 104: Key Faculty & Staff Indicators - ODI

Key Indicators	ODI	INDIA
Pupil Teacher Ratio (PTR)	11.9	14.9
Teachers per College	51.9	47.9
Non-teaching staff per College	34.3	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in ODI at 11.9 students per teacher is lower than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in ODI is estimated to be 0.57 lakhs and 0.38 lakhs** (extrapolating data available for 70.1% colleges in state). The number of teachers per college (51.9) and non-teaching staff per college (34.3) is higher than the corresponding all-India levels as shown in the adjoining table.

Figure 132: Post-wise share of teaching staff - ODI



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **72% of the teaching posts are at level of Lecturers/ Assistant Professors.** 13% of the staff are Readers & Associate Professors, 7% are Professors & equivalent, 5% are Demonstrators/ Tutors and 3% are 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 significantly under-represented among the teaching (29.3%) and non-teaching (16.6%) staff in higher education institutes as compared to males. This is very low in comparison to all-India levels of 39% and 27.6% respectively.

In case of social groups also, shown in the table, all the groups show a deficit in terms of representation in both teaching and non-teaching staff in higher educational institutions as compared to their share of population in the state.

Table 105: 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%	18.9%	23.6%	36.7%	2.2%	1.3%
Share of Enrolment	56.6%	43.4%	10.7%	8.3%	19.0%	0.9%	0.2%
Share of teaching staff	70.7%	29.3%	2.5%	1.1%	10.7%	0.5%	0.3%
Share of non-teaching staff	83.4%	16.6%	7.7%	3.8%	12.9%	0.5%	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 2012-13

Punjab (PUN)

Key Indicators

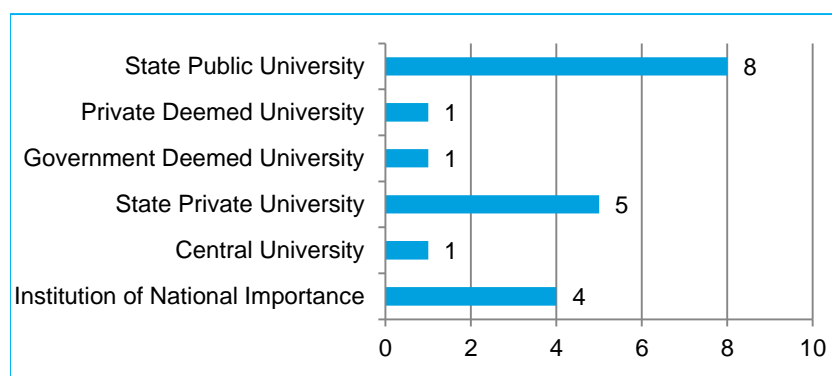
Table 106: Key Indicators – PUN

Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	277.4	146.4	131.0	State GDP (2014) ³	₹319,117 Cr
Literacy Rate ¹	75.8	80.4	70.7	State HDI ranking ⁴	2 (Major States)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	34.2 (12.3%)	18.5 (12.6%)	15.7 (12.0%)	Sex Ratio (2011) ¹	895
Share of state 18-23 pop. to All-India 18-23 pop. ¹	2.4%	2.5%	2.3%	HE Expenditure as a % of GSDP ³	0.34%
Gross Enrollment Ratio ²	23.9	22.5	25.6	Per Capita Expenditure on HE ³	₹2,732
Share of Graduates & above in total state population ⁵	7.4%	7%	7.8%		

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

Education Infrastructure

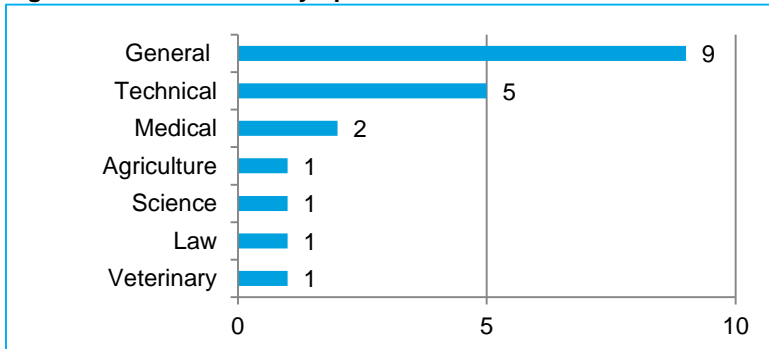
The break-up of number of universities in the state on the basis of type of university is shown below. PUN has 3% of all universities in the country.



Key institutions in the state

1. Central University of Punjab
2. IIT Ropar
3. IIM Amritsar
4. IISER Mohali
5. Rajiv Gandhi National University of Law, Patiala
6. Dr. B.R. Ambedkar NIT, Jalandhar

Figure 133: Universities by Specialization - PUN



The bar graph alongside reflects the break-up of number of universities in PUN on the basis of specialization.

Table 107: College & Institution Indicators - PUN

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	20	973	319
Average enrollment per institution	6,719	763	682
Total estimated enrolment (Lakhs)	1.3	7.4	2.18

PUN with 973 colleges has a share of 2.74% of all colleges in India. In terms of access, PUN has 29 colleges per lakh population which is higher than the India average of 25

colleges per lakh population. In terms of average enrolment per college, PUN (763) is **higher than all India average of 715**. Total estimated enrolment of students in colleges in PUN is around 7.4 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (43%), (ii) Engineering & Technology (18%) and (iii) Education/ Teacher Education (13%). 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, PUN colleges are dominated by the Private Unaided colleges forming 60.3% of all colleges in the state, followed by 21.8% owned by Government and 17.9% that are private aided.

Figure 134: Type of Colleges - PUN

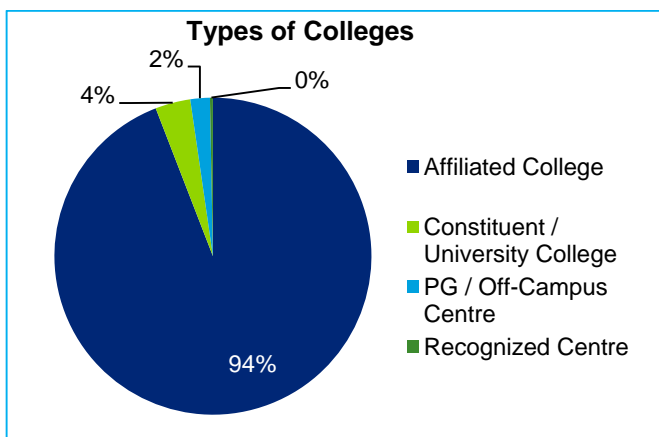


Table 108: Management of Colleges – PUN

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	60.3%	38.1%	482
Private Aided	17.9%	28.9%	1228
Government	21.8%	33.0%	1154

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

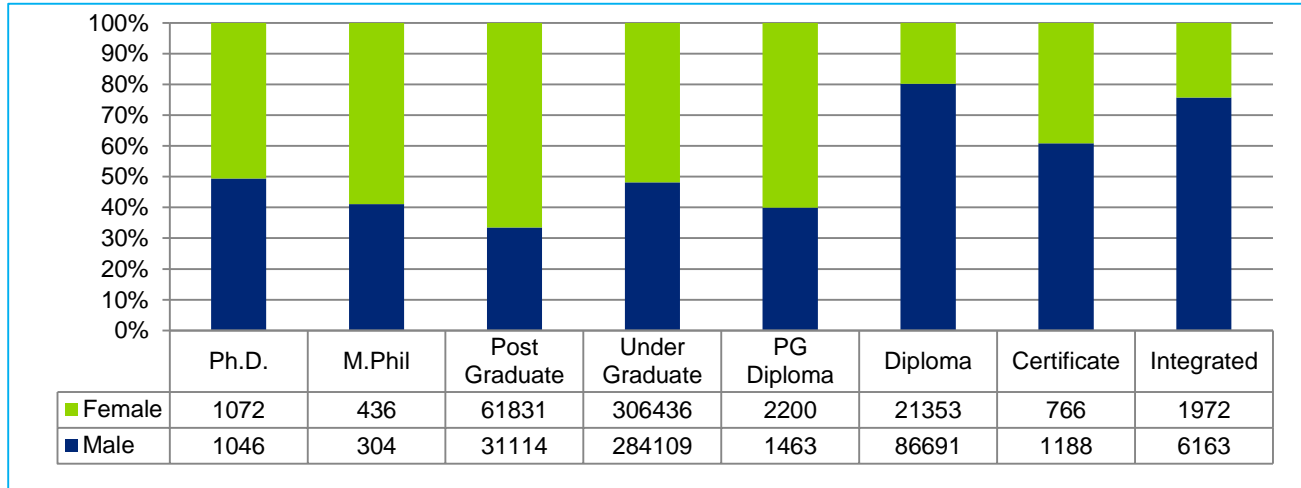
Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In PUN, there are 319 such stand-alone institutions and the total enrolment in these is estimated to be around 2.18 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 8.1 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 (13.4%) and post-graduate (11.5%), with all other levels forming only 1.2%. Total enrolment at various levels through regular mode in PUN is 7.7 lakh, which is around 95.2% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 16.6% and in colleges is 44.2% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (38.1%) is in Private unaided colleges.

Figure 135: State-wise Total Enrolment at various levels - PUN

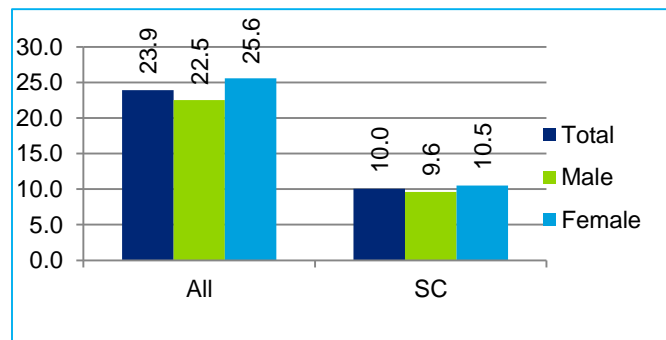


Foreign Students: Punjab is reported to have around 1,416 foreign students, which constitutes around 4.07% of total foreign students studying in India.

By Gender: In terms of gender, enrolment is skewed as 51.0 comprises males while only 49.0% of the enrolment is females, indicating gender disparity. The GER for males (22.5) is lower than GER for females (25.6), resulting in a gender parity index of 1.05 (in comparison to 0.88 at all-India level). **In terms of overall GER, PUN ranks 15th among all states in India.**

By Social Group: The GER of SCs (10.0) is substantially lower than the state GER of 23.9. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 1.10. As can be seen from table below on Gender and Social representation, the share of student enrolment across SCs in PUN is lesser than their proportionate share in population.

Figure 136: GER for All, SC & ST - PUN



Faculty and Staff

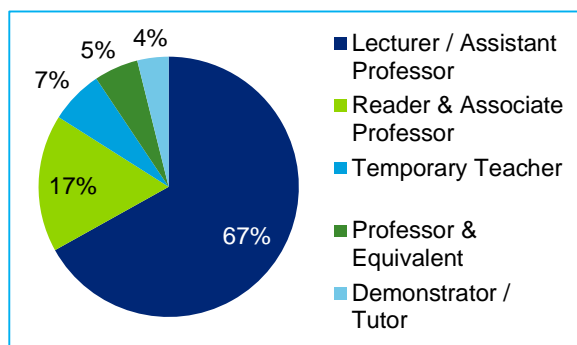
Table 109: Key Faculty & Staff Indicators - PUN

Key Indicators	PUN	INDIA
Pupil Teacher Ratio (PTR)	7.9	14.9
Teachers per College	96.2	47.9
Non-teaching staff per College	66.4	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in PUN at 7.9 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in PUN is estimated to be 0.94 lakhs and 0.65 lakhs** (extrapolating data available for 48.1% colleges in state). Further, given the large number of colleges in the state, the number of teachers per college (96.2) and non-teaching staff per college (66.4) is significantly higher than the corresponding all-India levels as shown in the adjoining table.

Figure 137: Post-wise share of teaching staff - PUN



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **67% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 17% Reader & Associate Professors, 7% Temporary Teachers, 5% Professor & Equivalent and 4% Demonstrator/ Tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups except ST have registered a deficit in terms of representation in both

teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (53.7%) and non-teaching staff (32.0%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 110: Student, Faculty and Staff - Gender and Social representation - PUN

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.8%	47.2%	36.7%	0.1%	14.0%	1.2%	61.3%
Share of Enrolment	51.0%	49.0%	14.1%	0.3%	7.6%	0.5%	15.5%
Share of teaching staff	46.3%	53.7%	4.6%	0.1%	2.3%	0.3%	13.7%
Share of non-teaching staff	68.0%	32.0%	15.0%	0.4%	4.7%	0.2%	8.3%

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 2012-13

Rajasthan (RAJ)

Key Indicators

Table 111: Key Indicators – RAJ

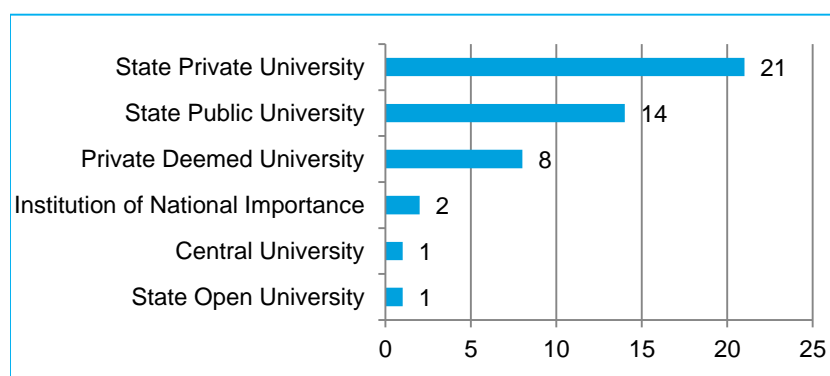
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	685.5	355.5	330.0	State GDP (2014) ³	₹513,688 Cr
Literacy Rate ¹	66.1	79.2	52.1	State HDI ranking ⁴	12 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	82.7 (12.1%)	43.6 (12.3%)	39.1 (11.8%)	Sex Ratio (2011) ¹	928
Share of state 18-23 pop. to All-India 18-23 pop. ¹	5.9%	5.9%	5.8%	HE Expenditure as a % of GSDP ³	0.41%
Gross Enrollment Ratio ²	18.3	21.4	14.8	Per Capita Expenditure on HE ³	₹1,667
Share of Graduates & above in total state population ⁵	6.5%	8.8%	4.1%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Rajasthan ranks third highest among all states in India with 47 universities** after Uttar Pradesh (59) and Tamil Nadu (56) on total of number of universities. The state also **rank first on number of State Private Universities** with 21 universities. RAJ has 7.0% of all universities in the country.

Figure 138: Universities by Type and Key institutions - RAJ

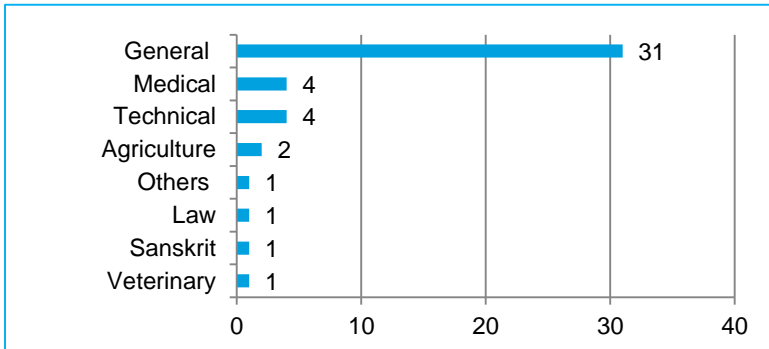


Key institutions in the state

1. Central University of Rajasthan
2. IIT Jodhpur
3. IIM Udaipur
4. National Law University, Jodhpur
5. Malaviya NIT, Jaipur

There is no IISER in the state.

Figure 139: Universities by Specialization - RAJ



The bar graph alongside reflects the break-up of number of universities in RAJ on the basis of specialization. Rajasthan **ranks second highest on number of General Universities** with 31 universities following Uttar Pradesh (36).

Table 112: College & Institution Indicators - RAJ

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	45	2,669	562
Average enrollment per institution	3,950	661	237
Total estimated enrolment (Lakhs)	1.8	17.6	1.33

RAJ with 2,669 colleges has a share of 7.51% of all colleges in India and **ranks #4 on total number of colleges in any state in India**. In terms of access, RAJ has 32 colleges per lakh population which is

higher than the all India average of 25 colleges per lakh population. In terms of average enrolment per college, RAJ (661) is **lesser than all India average of 715**. Total enrolment of students in colleges in RAJ is around 17.6 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (65%), (ii) Education / Teacher Education (16%) and (iii) Engineering & Technology (7%). Out of the total colleges in the state, 96% are affiliated to universities, and the remaining are recognized centres and constituent/university colleges. In terms of management, RAJ colleges are dominated by the Private Unaided colleges forming 71.2% of all colleges in the state, followed by 23.8% owned by Government and 5.0% that are private aided.

Figure 140: Type of Colleges - RAJ

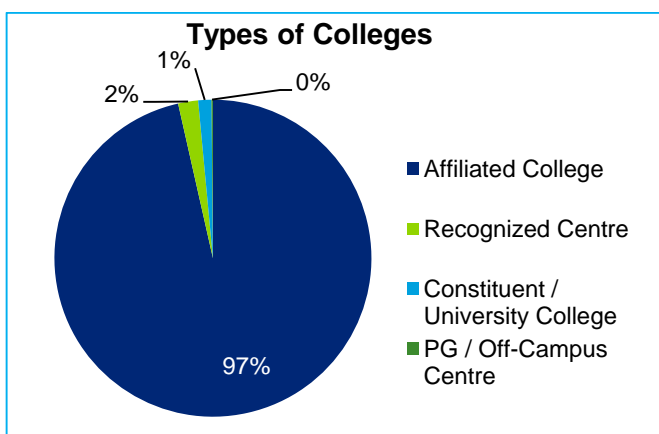


Table 113: Management of Colleges – RAJ

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	71.2%	38.6%	359
Private Aided	5.0%	5.0%	652
Government	23.8%	56.4%	1,567

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

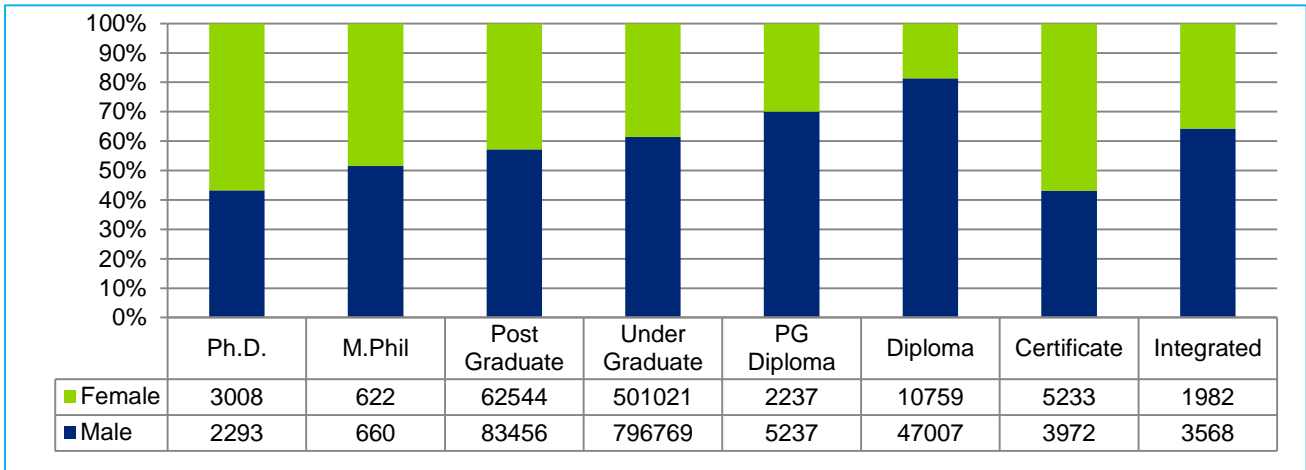
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In RAJ, there are 562 such stand-alone institutions and the total enrolment in these is estimated to be around 1.33 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 15.3 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (84.8%) is at under-graduate level, followed by post-graduate (9.5%) and Diploma (3.8%), with all other levels forming only 1.9%. Total enrolment at various levels through regular mode in RAJ is 14.6 lakhs, which is around 95.2% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 11.6% and colleges is 51.4% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (56.4%) is in government colleges.

Figure 141: State-wise total Enrolment at various levels - RAJ

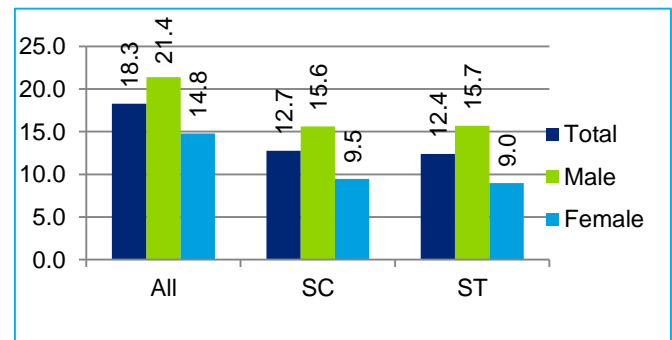


Foreign Students: Rajasthan is reported to have around 387 foreign students, which constitutes around 1.1% of total foreign students studying in India.

By Gender: In terms of gender, enrolment is skewed as 61.6% comprises males, while only 38.4% of the enrolment is females, indicating significant gender disparity. The GER for males (21.4) is significantly higher than GER for females (14.8), resulting in a gender parity index of 0.75 (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (12.7) and STs (12.4) is lower than the state GER of 18.3. Further, there is disparity within the social groups between male and female GER. The Gender Parity Index for SC is 0.66 is similar to STs (0.67). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in RAJ is less than their proportionate share in population.

Figure 142: GER for All, SC & ST - RAJ



Faculty and Staff

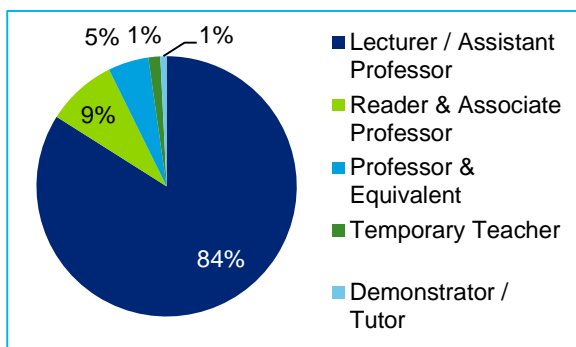
Table 114: Key Faculty & Staff Indicators - RAJ

Key Indicators	RAJ	INDIA
Pupil Teacher Ratio (PTR)	10.6	14.9
Teachers per College	62.2	47.9
Non-teaching staff per College	24.6	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in RAJ at 10.6 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in RAJ is estimated to be 1.66 lakhs and 0.66 lakhs** (extrapolating data available for 44.6% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (62.2) is higher where as the non-teaching staff per college (24.6) is lower than the corresponding all-India levels as shown in the adjoining table.

Figure 143: Post-wise share of teaching staff - RAJ



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **84% of the teaching posts are at level of Lecturer/ Assistant professor** followed by 9% Readers/ Associate Professors, 5% Professors, 1% Temporary teachers and 1% Demonstrator/tutor.

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

institutions as compared to their share of population in the state. Female representation in teaching (36.0%) and non-teaching staff (18.6%) is lower in comparison to all-India levels of 39% and 27.6% respectively.

Table 115: Student, Faculty and Staff - Gender and Social representation - RAJ

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.9%	48.1%	19.2%	13.0%	47.5%	7.9%	1.1%
Share of Enrolment	61.6%	38.4%	12.8%	8.7%	34.3%	1.5%	0.3%
Share of teaching staff	64.0%	36.0%	5.8%	3.0%	18.4%	1.5%	0.5%
Share of non-teaching staff	81.4%	18.6%	12.1%	4.9%	22.3%	1.2%	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 2012-13

Sikkim (SIK)

Key Indicators

Table 116: Key Indicators – SIK

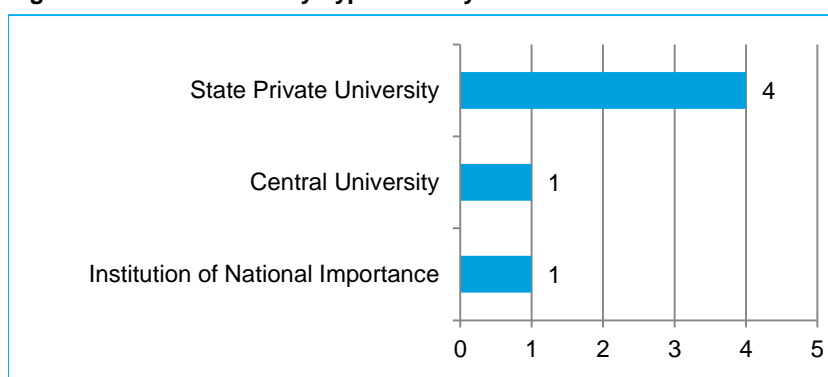
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	6.1	3.2	2.9	State GDP (2014) ³	₹ 9,957 Cr
Literacy Rate ¹	81.4	86.6	75.6	State HDI ranking ⁴	-
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	0.8 (13.2%)	0.4 (12.9%)	0.4 (13.5%)	Sex Ratio (2011) ¹	890
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.1%	0.1%	0.1%	HE Expenditure as a % of GSDP ³	0.34%
Gross Enrollment Ratio ²	24.3	21.8	26.9	Per Capita Expenditure on HE ³	₹2,451
Share of Graduates & above in total state population ⁵	6.9	9.2	4.1		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Sikkim ranks twenty fourth among all states in India** with 6 universities. SIK has 0.9% of all universities in the country.

Figure 144: Universities by Type and Key institutions - SIK

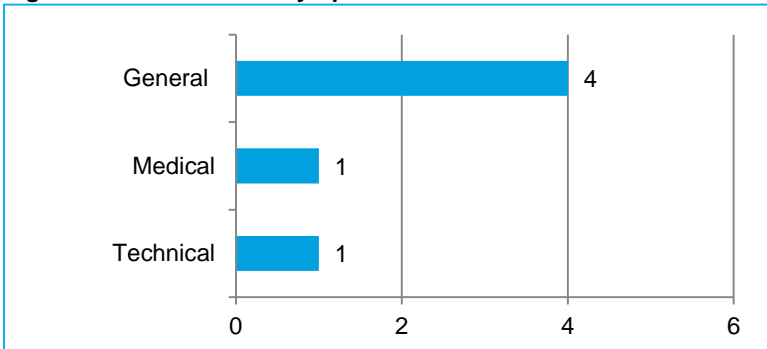


Key institutions in the state

1. Sikkim University
2. NIT, Sikkim

There are no IIT, IIM's and IISER's in the state.

Figure 145: Universities by Specialization - SIK



The bar graph alongside reflects the break-up of number of universities in SIK on the basis of specialization. The number of Degree granting institutions in SIK are 6.

Table 117: College & Institution Indicators - SIK

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	6	12	5
Average enrollment per institution	2,184	461	274
Total estimated enrolment (Lakhs)	0.13	0.1	0.01

SIK with 12 colleges has a share of 0.03% of all colleges in India. In terms of access, SIK has the **low concentration among major states** with 15 colleges per

lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, SIK (461) is **significantly lesser than all India average of 715**. Total enrolment of students in colleges in SIK is around 0.1 lakhs.

Of the total colleges in the state, the top four specializations are (i) General (50%), (ii) Education / Teacher Education (25%) (iii) Engineering & Technology (8%) and (iv) Medical-others and Science at 8% each. Out of the total colleges in the state, 55% are affiliated to universities, and the remaining 44% are constituent/university colleges. In terms of management, SIK colleges are dominated by Government owned constituting 58.3%, private unaided colleges form 41.7% of all colleges in the state.

Figure 146: Type of Colleges - SIK

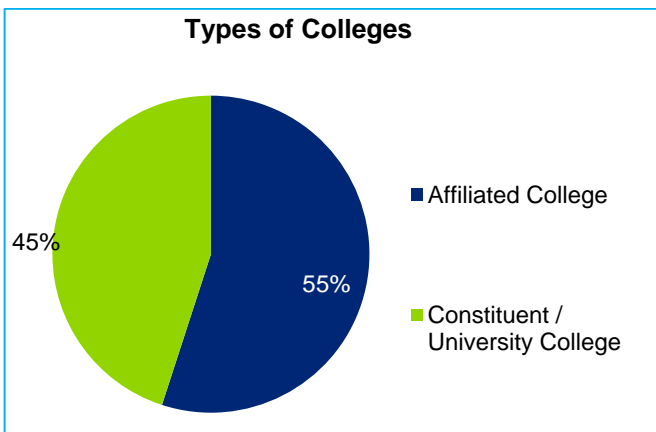


Table 118: Management of Colleges - SIK

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	41.7%	18.9%	209
Private Aided	-	-	-
Government	58.3%	81.1%	640

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

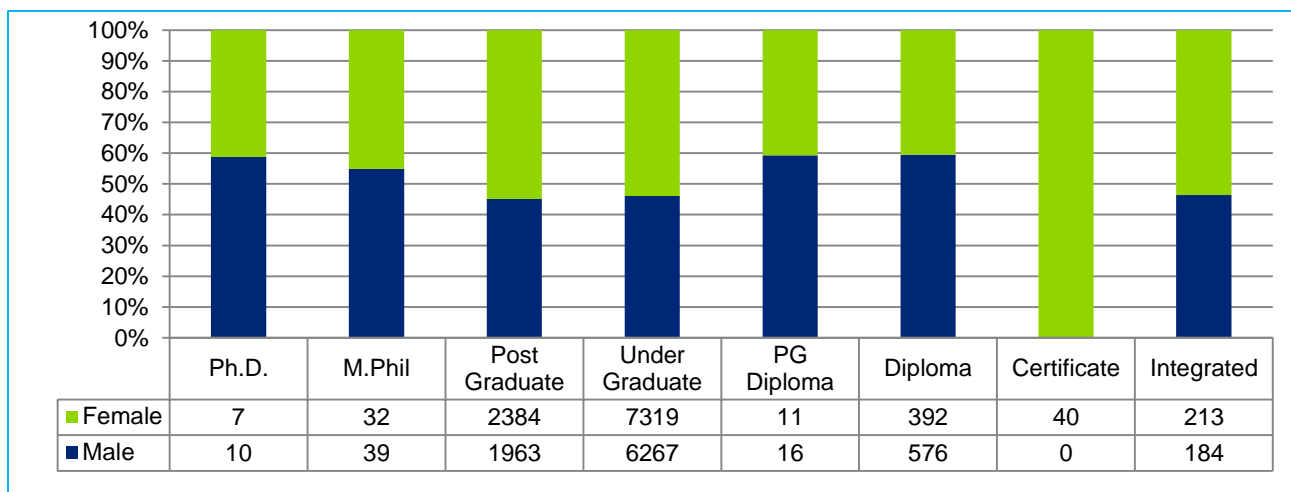
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In SIK, there are 5 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 0.2 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 (69.8%) is at under-graduate level, followed by post-graduate (22.3%) and Diploma (5.0%), with all other levels forming 2.8%. Total enrolment at various levels through regular mode in SIK is 0.12 lakhs, which is around 62.3% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 67.4% and in colleges is 28.4% of the total enrolment in the state.

By Management: As can be seen from table above, maximum enrolment share (58.3%) is in Government colleges in the state.

Figure 147: State-wise total Enrolment at various levels - SIK

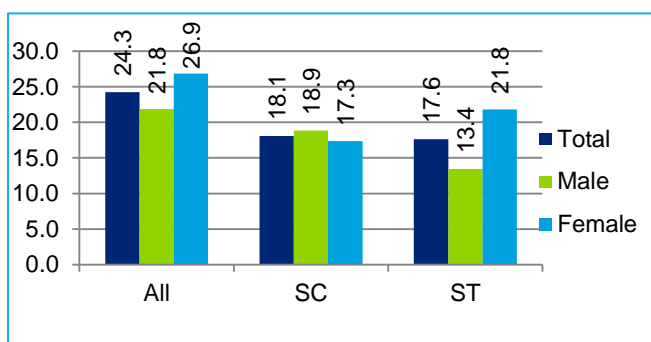


Foreign Students: Sikkim is reported to have around 570 foreign students, which constitutes around 1.64% of total foreign students studying in India. **It ranks tenth in attracting students from overseas.**

By Gender: In terms of gender, enrolment is skewed as only 46.5% comprises males, while 53.5% of the enrolment is females, indicating significant gender disparity. The GER for males (21.8) is lower to GER for females (26.9), resulting in a gender parity index of 0.95 (in comparison to 0.88 at all-India level)

By Social Group: The GER of SCs (18.1) and STs (17.6) is lower than the state GER of 24.3. Further, there is disparity within the social groups between male and female GER. The gender parity index for SC is 0.93, but it is higher in case of STs (1.44). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward in SIK is less than their proportionate share in population.

Figure 148: GER for All, SC & ST - SIK



Faculty and Staff

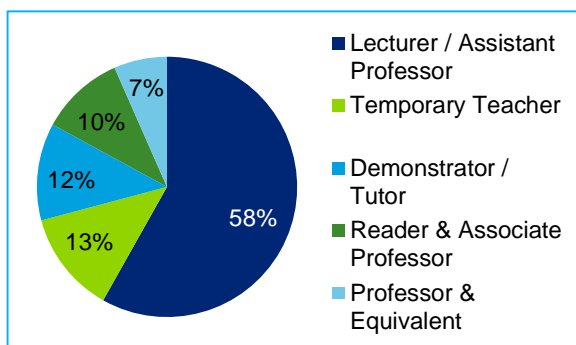
Table 119: Key Faculty & Staff Indicators - SIK

Key Indicators	SIK	INDIA
Pupil Teacher Ratio (PTR)	4.1	14.9
Teachers per College	112.3	47.9
Non-teaching staff per College	76.1	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in SIK at 4.1 students per teacher is better than the all India average of 14.9. **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** (extrapolating data available for 100% colleges in state). Given the number of colleges in the state, the number of teachers per college (112.3) and non-teaching staff per college (76.1) is higher than the corresponding all-India levels as shown in the adjoining table.

Figure 149: Post-wise share of teaching staff - SIK



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **58% of the teaching posts are at level of Lecturer/ Assistant professor.** Around 13% are Temporary teachers and 12% of Demonstrator/tutor. Around 10% of the staff is Reader/Associate Professor and 7% is Professor & equivalent.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching in higher education institutes as compared to males. In case of social groups also, all the groups except

Muslims shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (40.7%) and non-teaching staff (34.1%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 120: Student, Faculty and Staff - Gender and Social representation - SIK

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.9%	47.1%	8.1%	36.0%	43.2%	1.1%	31.6%
Share of Enrolment	46.5%	53.5%	3.6%	24.1%	19.1%	0.5%	0.8%
Share of teaching staff	59.3%	40.7%	3.5%	20.0%	15.9%	1.6%	1.2%
Share of non-teaching staff	65.9%	34.1%	6.9%	22.1%	36.8%	2.1%	2.7%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2012-13

Tamil Nadu (TN)

Key Indicators

Table 121: Key Indicators – TN

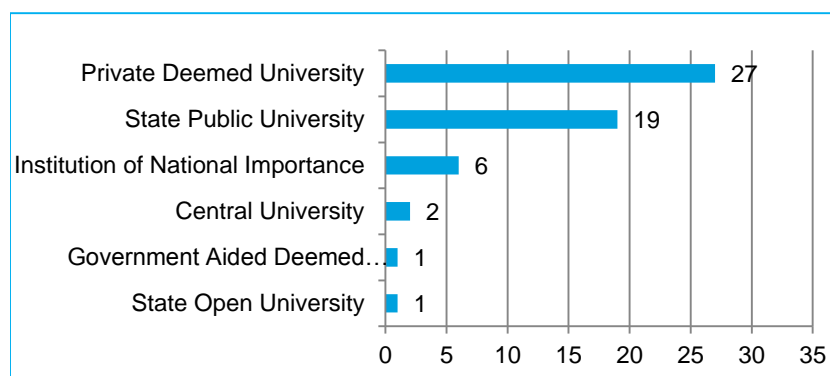
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	721.5	361.4	360.1	State GDP (2014) ³	₹850,319 Cr
Literacy Rate ¹	80.1 %	86.8 %	73.4 %	State HDI ranking ⁴	4 (among major states)
Pop. In 18-23 age group (lakhs) ¹	77.7	38.8	38.9	Sex Ratio (2011) ¹	996
Share to total state pop. (%)	(10.8%)	(10.7%)	(10.8%)	HE Expenditure as a % of GSDP ³	1.50%
Share of state 18-23 pop. to All-India 18-23 pop. ¹	5.5%	5.3%	5.8%	Per Capita Expenditure on HE ³	₹13,104
Gross Enrollment Ratio ²	42.0	45.4	38.7		
Share of Graduates & above in total state population ⁵	8%	9.7%	6.5%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Tamil Nadu ranks second highest among all states in India** with 56 universities just after Uttar Pradesh (59) on total of number of universities. The state also **rank five on number of State Public Universities** with 19 universities, and one on number of deemed universities with 28 universities. TN has 8.4% of all universities in the country.

Figure 150: Universities by Type and Key institutions - TN

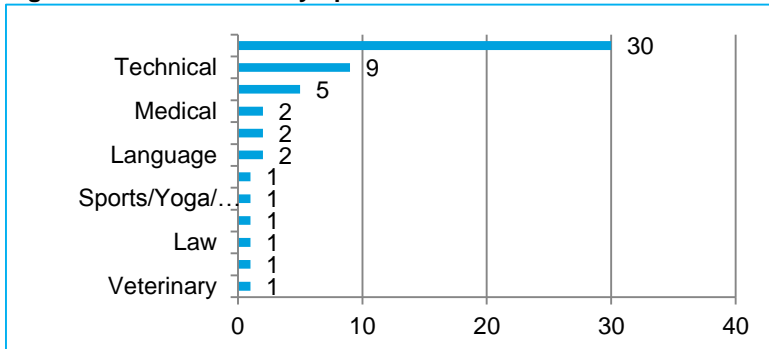


Key institutions in the state

1. IIT Madras
2. IIM Tiruchirapalli
3. NIT Tiruchirapalli
4. Central University of Tamil Nadu, Tiruvarur
5. Indian Maritime University, Chennai

There is no IISER or Law Universities in the state.

Figure 151: Universities by Specialization - TN



The bar graph alongside reflects the break-up of number of universities in TN on the basis of specialization. Tamil Nadu **rank third highest on number of General Universities** with 30 universities following Uttar Pradesh (36) and Rajasthan (31). The number of Degree granting institutions in TN are 55.

Table 122: College & Institution Indicators - TN

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	56	2372	1155
Average enrollment per institution	15675	816	372
Total estimated enrolment (Lakhs)	8.8	19.4	4.3

TN with 2372 colleges has a share of 6.68% of all colleges in India and **rank #6 on total number of colleges in any state in India**. In terms of access, TN has the **high**

concentration among major states with 31 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, TN (816) is **significantly greater than all India average of 715**. Total estimated enrolment of students in colleges in TN is around 19.4 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (60%), (ii) Engineering (13%) and (iii) Teacher Education (8%). Out of the total colleges in the state, 94% are affiliated to universities, followed by constituent/university colleges (5%), PG/off campus and recognized centres. In terms of management, TN colleges are dominated by the Private Unaided colleges forming 76.2% of all colleges in the state, followed by 10.7% private aided colleges and 13% that are government run.

Figure 152: Type of Colleges - TN

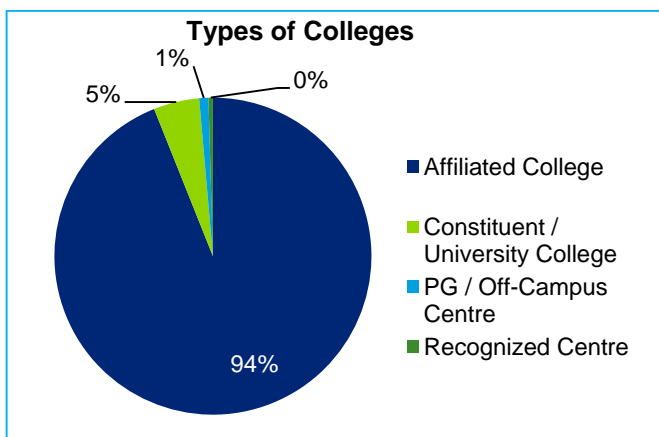


Table 123: Management of Colleges - TN

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	76.2%	63.6%	680
Private Aided	10.7%	19.2%	1461
Government	13%	17.2%	1075

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

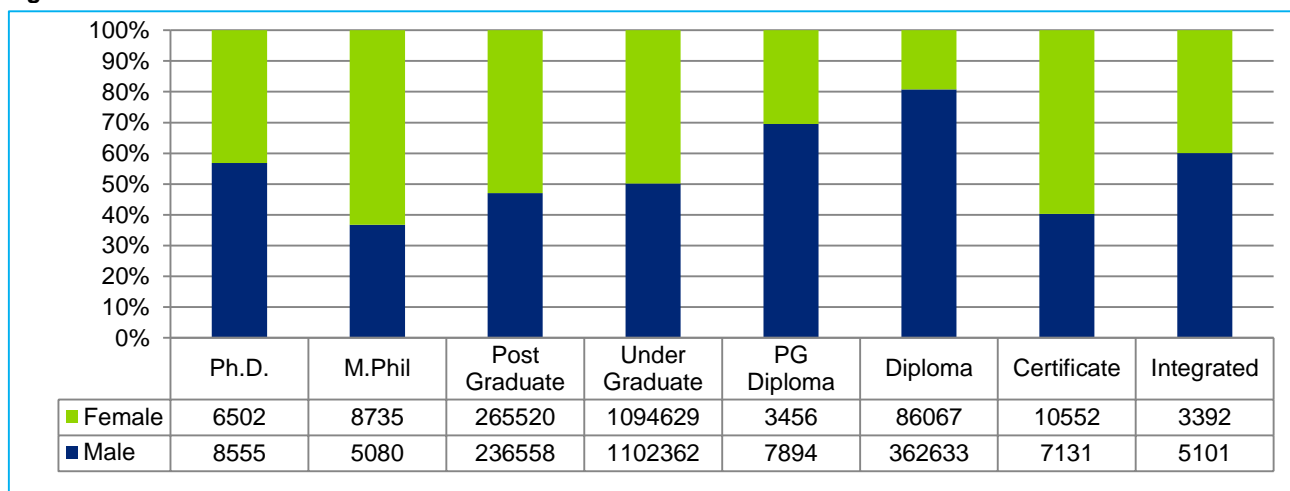
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In TN, there are 1155 such stand-alone institutions and the total enrolment in these is estimated to be around 4.3 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 32.1 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 (68.4%) is at under-graduate level, followed by post-graduate (15.6%) and Diploma (14%), with all other levels forming only 2.1%. Total enrolment at various levels through regular mode in TN is 26.1 lakh, which is around 81.3% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 27.3% and in colleges is 59.5% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (63.6%) is in private unaided colleges in the state.

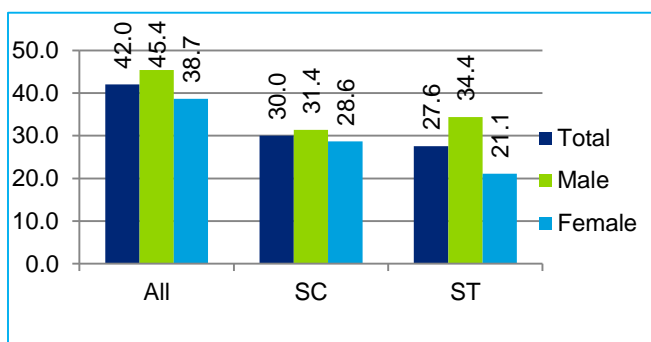
Figure 153: State-wise Total Enrolment at various levels - TN



Foreign Students: Tamil Nadu is reported to have around 4401 foreign students, which constitutes around 12.66% of total foreign students studying in India. **It ranks second highest in attracting students from overseas.**

By Gender: In terms of gender, enrolment is skewed as 46.0 comprises females, while only 54.0% of the enrolment is males, indicating gender disparity. The GER for males (45.4) is higher than GER for females (38.7), resulting in a gender parity index of 0.85 (in comparison to 0.89 at all-India level). **In terms of overall GER, TN ranks 3rd among all states in India.**

Figure 154: GER for All, SC & ST - TN



By Social Group: The GER of SCs (30) and STs (27.6) is lower than the state GER of 42. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.88, but it is lower in case of STs (0.81). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in TN is lesser than their proportionate share in population.

Faculty and Staff

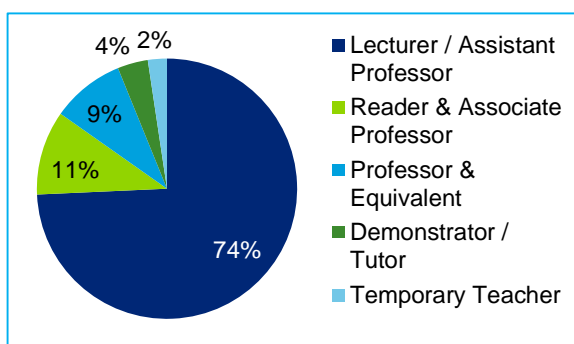
Table 124: Key Faculty & Staff Indicators - TN

Key Indicators	TN	INDIA
Pupil Teacher Ratio (PTR)	10.4	14.9
Teachers per College	78.3	47.9
Non-teaching staff per College	54.5	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in TN at 10.4 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in TN is estimated to be 1.86 lakhs and 1.29 lakhs** (extrapolating data available for 98.9% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (78.3) and non-teaching staff per college (54.5) is higher than the corresponding all-India levels as shown in the adjoining table.

Figure 155: Post-wise share of teaching staff - TN



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **74% of the teaching posts are at level of Lecturer/ Assistant professor**, followed by Reader & Associate professor (11%) and Professors (9%). Around 4% of the staff is Demonstrator/tutor and 2% is temporary teachers.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the teaching and non-teaching in higher education institutes as compared to males. In

case of social groups also, all the groups except ST shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (45.9%) and non-teaching staff (39.2%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 125: Student, Faculty and Staff - Gender and Social representation - TN

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.1%	49.9%	22.8%	0.8%	70.7%	5.0%	5.4%
Share of Enrolment	54.0%	46.0%	15.7%	0.7%	55.6%	2.6%	3.8%
Share of teaching staff	54.1%	45.9%	8.2%	0.3%	55.6%	1.9%	6.3%
Share of non-teaching staff	60.8%	39.2%	14.2%	1.0%	49.9%	1.1%	4.1%

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 2012-13

Telangana (TLG)

Key Indicators

Table 126: Key Indicators – TLG

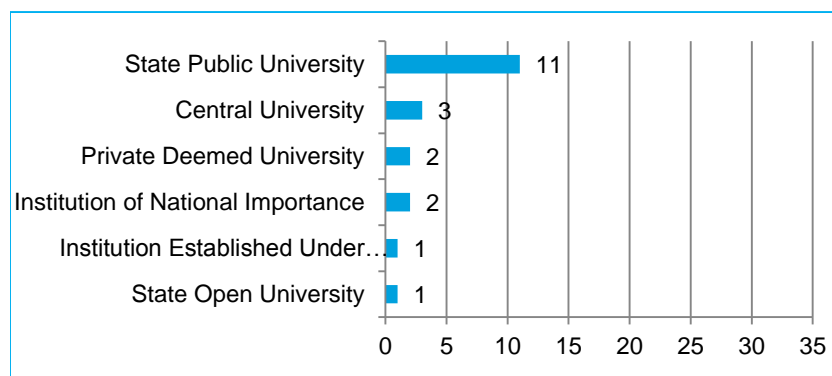
Indicator	Total	Male	Female
Total State Population, Lakhs ¹	351.94	177.04	174.90
Literacy Rate ¹	66.46%	74.95%	57.92%

Source: 1. Telangana State Government Portal

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Telangana has 11 State Public Universities, with 3 Central universities and 2 institutions of national importance.

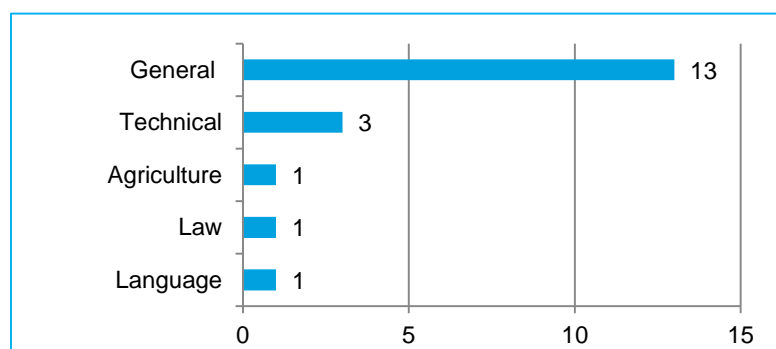
Figure 156: Universities by Type and Key institutions - TLG



Key institutions in the state

1. IIT, Hyderabad
2. NALSAR University of Law, Hyderabad
3. NIT, Warangal

Figure 2: Universities by Specialization- TLG



The bar graph alongside reflects the break-up of number of universities in TLG on the basis of specialization. Telangana **rank第十四 highest on number of General Universities** with 13 universities.

Table 127: College & Institution Indicators - TLG

Indicator	University	Colleges	Stand-alone
Total No. of Institutions	19	2252	343
Average enrollment per college/ institution	12422	561	221
Total estimated enrolment (Lakhs)	2.3	12.6	0.76

TLG with 2252 colleges has a share of 6.34% of all colleges in India and **rank #8 on total number of colleges in any state in India**. In terms of access, TLG has the **high concentration amongst**

major states with 54 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, TLG (561) is **lesser than all India average of 715**. Total enrolment of students in colleges in TLG is around 12.6 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (70%), (ii) Engineering (15%) and (iii) Pharmacy (4%). Out of the total colleges in the state 95% are affiliated colleges and the remaining are split between constituent/university colleges and Recognized Centres. In terms of management, TLG colleges are dominated by the Private Unaided colleges forming 82.2% of all colleges in the state, followed by 11% owned by Government and 6.9% that are private aided.

Figure 157: Type of Colleges - TLG

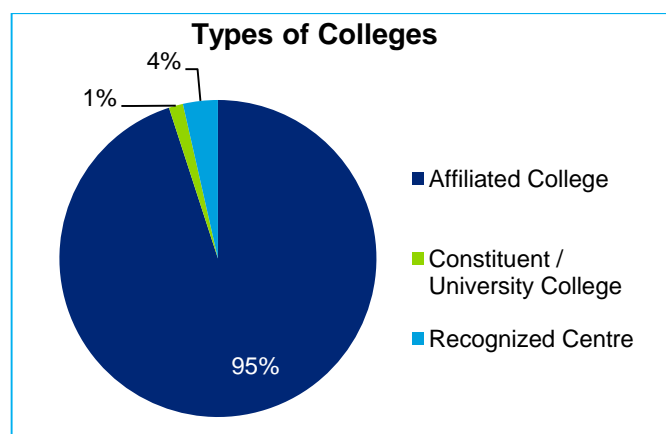


Table 128: Management of Colleges – TLG

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	82.2%	78.3%	535
Private Aided	6.9%	7.5%	615
Government	11.0%	14.1%	723

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

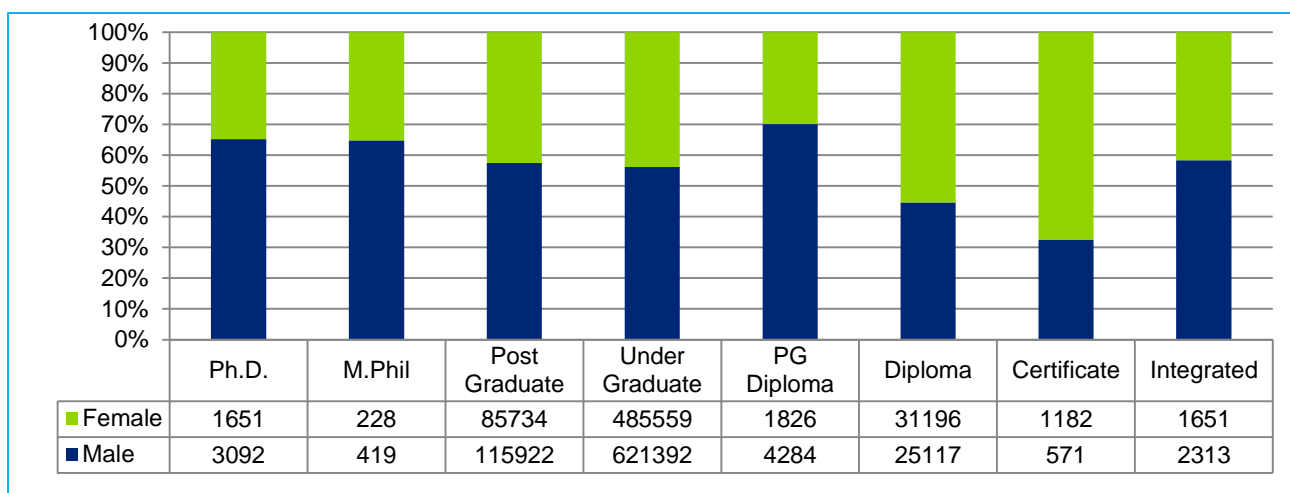
Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In TLG, there are 343 such stand-alone institutions and the total enrolment in these is estimated to be around 0.76 lakhs.

Student Enrolment

By Level: The state-wise Enrolment at various levels is 13.82 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (80.1%) is at under-graduate level, followed by post-graduate (14.6%) and Diploma (4.1%), with all other levels forming only 1.2%. Total enrolment at various levels through regular mode in TLG is 11.9 lakh, which is around 86.2% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 17.1% and in colleges is 71.5% of the total enrolment in the state.

By Management: As can be seen from table above, maximum enrolment share (82.2%) is in private unaided colleges in the state

Figure 158: State-wise Total Enrolment at various levels - TLG

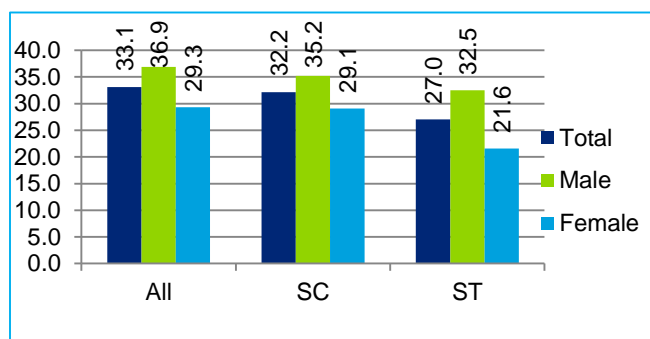


Foreign Students: Telangana is reported to have around 2,742 foreign students, which constitutes around 7.89% of total foreign students studying in India. **It ranks fourth highest in attracting students from overseas.**

By Gender: In terms of gender, enrolment is skewed as 55.9% comprises males, while only 44.1% of the enrolment is females, indicating significant gender disparity. The GER for males (36.9) is higher as compared to GER for females (29.3). **In terms of overall GER, TLG ranks 5th amongst all states in India.**

By Social Group: The GER of SCs (32.2) and STs (27.0) is lower than the state GER of 33.1. Further, there is disparity within the social groups between male and female GER.

Figure 159: GER for All, SC & ST - TLG



Faculty and Staff

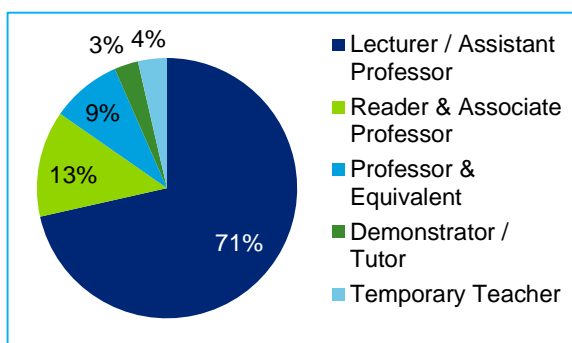
Table 129: Key Faculty & Staff Indicators - TLG

Key Indicators	TLG	INDIA
Pupil Teacher Ratio (PTR)	11.9	14.9
Teachers per College	47.3	47.9
Non-teaching staff per College	24.1	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

table.

Figure 160: Post-wise share of teaching staff -



The PTR of colleges in TLG at 11.9 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in TLG is estimated to be 1.06 lakhs and 0.54 lakhs** (extrapolating data available for 78.2% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (47.3) and non-teaching staff per college (24.1) is lower than the corresponding all-India levels as shown in the adjoining

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **71% of the teaching posts are at level of Lecturer/ Assistant professor** with there being almost equal numbers of Readers/ Associate Professors and Professors. Around 3% of the staff is Demonstrator/tutor and 4% is temporary teachers.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching in higher education institutes as compared to males. Female representation in teaching (38.4%) and non-

teaching staff (34.9%) is lower and higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 130: Student, Faculty and Staff - Gender and Social representation - TLG

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Enrolment	55.9%	44.1%	15.8%	7.4%	42.5%	6.5%	0.9%
Share of teaching staff	61.6%	38.4%	9.1%	3.2%	29.5%	5.2%	1.4%
Share of non-teaching staff	65.1%	34.9%	14.4%	4.9%	31.3%	5.6%	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 2012-13

Tripura (TRI)

Key Indicators

Table 131: Key Indicators – TRI

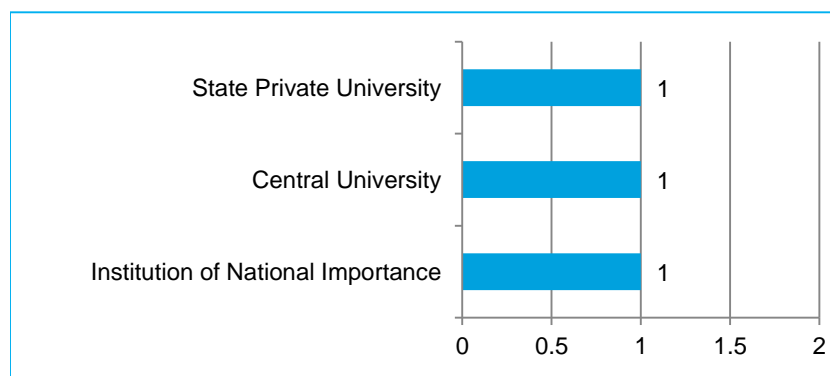
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	36.7	18.7	18.0	State GDP (2014) ³	₹23,855 Cr
Literacy Rate ¹	87.2	91.5	82.7	State HDI ranking ⁴	-
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	4.5 (12.2%)	2.2 (11.8%)	2.3 (12.7%)	Sex Ratio (2011) ¹	960
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.3%	0.3%	0.3%	HE Expenditure as a % of GSDP ³	1.10%
Gross Enrollment Ratio ²	14.1	16.6	11.7	Per Capita Expenditure on HE ³	₹4,672
Share of Graduates & above in total state population ⁵	4.4%	5.7%	3.1%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Tripura ranks twenty seventh among all states in India** with 3 universities on total number of universities. TRI has 0.4% of all universities in the country.

Figure 161: Universities by Type and Key institutions - TRI

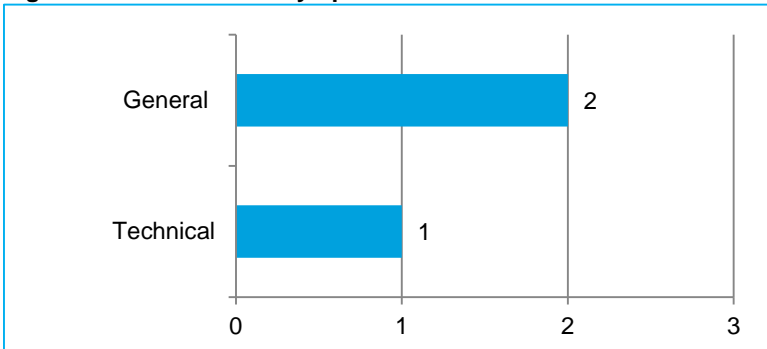


Key institutions in the state

1. Tripura university
2. NIT, Agartala

There are no IIT's, IIM's and IISER's in the state.

Figure 162: Universities by Specialization - TRI



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

Table 132: College & Institution Indicators - TRI

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	3	46	12
Average enrollment per institution	6,108	1,003	68
Total estimated enrolment (Lakhs)	0.2	0.5	0.01

TRI with 46 colleges has a share of 0.13% of all colleges in India. In terms of access, TRI has a **low concentration among major states** with 10

colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, TRI (1,003) is **significantly higher than all India average of 715**. Total enrolment of students in colleges in TRI is around 0.5 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (59%), (ii) Engineering & Technology (9%) and (iii) Nursing (7%). Out of the total colleges in the state, 90% are affiliated to universities, and the remaining 10% are constituent/university colleges. In terms of management, TRI colleges are dominated by Government owned colleges forming 86.4% followed by the Private unaided colleges forming 9.1% of all colleges in the state and 4.5% that are private aided.

Figure 163: Type of Colleges - TRI

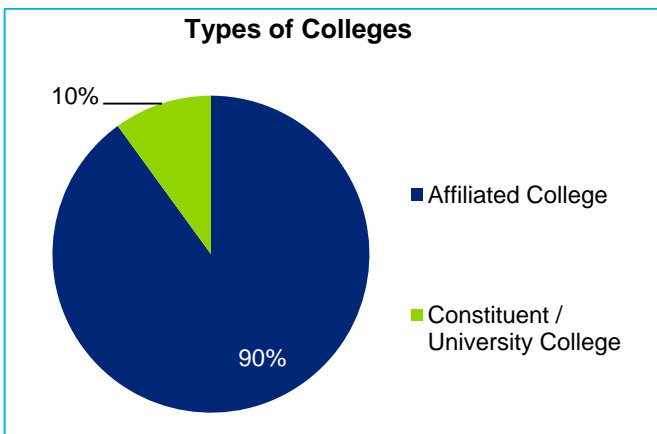


Table 133: Management of Colleges - TRI

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	9.1%	2.5%	281
Private Aided	4.5%	2.5%	543
Government	86.4%	95.0%	1,103

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In TRI, there are 12 such stand-alone institutions and the total enrolment in these is estimated to be around 0.01 lakhs.

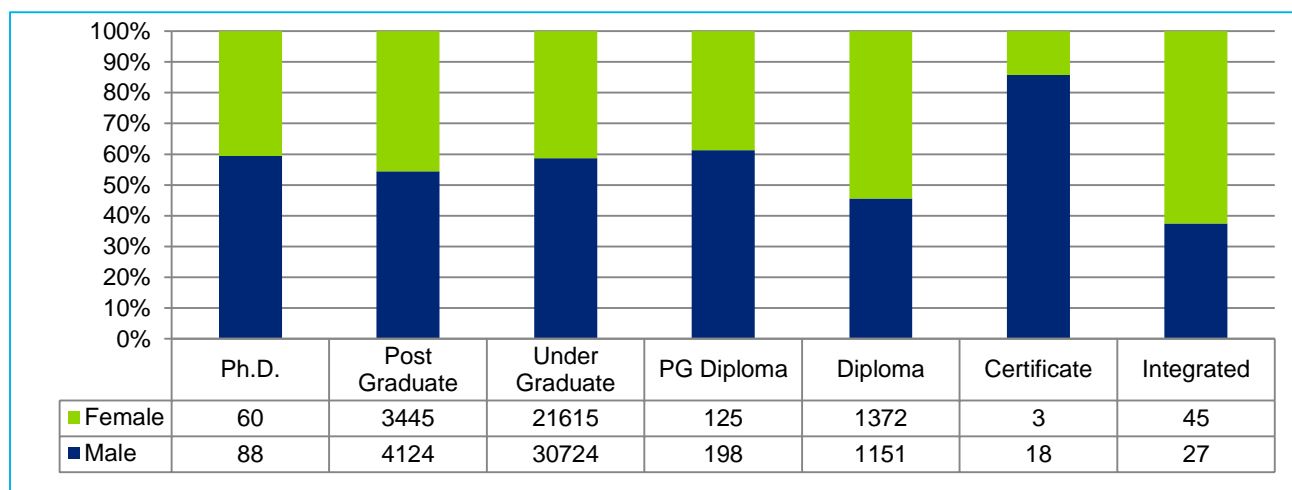
Student Enrolment

By Level: The state-wise total enrolment at various levels is 0.63 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (83.1%) is at under-graduate level, followed by post-graduate (12.0%) and Diploma (4.0%), with all other levels forming only 0.9%. Total enrolment at various levels through regular mode in TRI is 0.5 lakhs, which is around 82.3% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 29.1% and in colleges is 70.1% of the

total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (95.0%) is in Government colleges in the state.

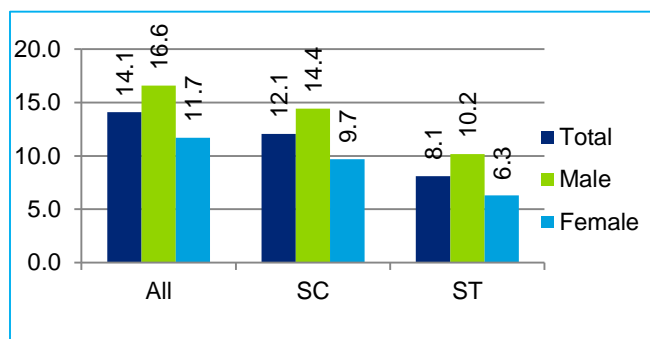
Figure 164: State-wise total Enrolment at various levels - TRI



By Gender: In terms of gender, enrolment is skewed as 57.7% comprises males, while only 42.3% of the enrolment is females, indicating significant gender disparity. The GER for males (16.6) is higher to GER for females (11.7), resulting in a gender parity index of 0.70 (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (12.1) and STs (8.1) is lower than the state GER of 14.1. 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 lower in case of STs (0.58). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in TRI is less than their proportionate share in population.

Figure 165: GER for All, SC & ST - TRI



Faculty and Staff

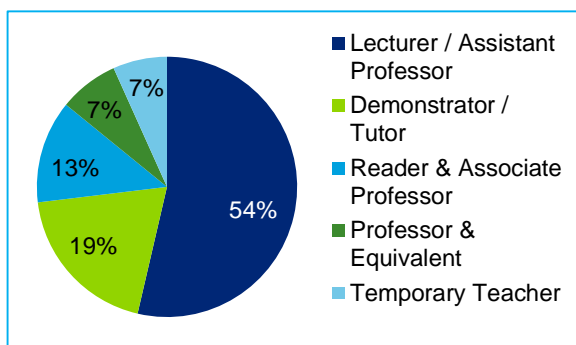
Table 134: Key Faculty & Staff Indicators - TRI

Key Indicators	TRI	INDIA
Pupil Teacher Ratio (PTR)	19.9	14.9
Teachers per College	50.3	47.9
Non-teaching staff per College	75.8	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in TRI at 19.9 students per teacher is lesser than the all India average of 14.9. **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** (extrapolating data available for 95.7% colleges in state). Given the number of colleges in the state, the number of teachers per college (50.3) and non-teaching staff per college (75.8) is higher than the corresponding all-India levels as shown in the adjoining table.

Figure 166: Post-wise share of teaching staff - TRI



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **54% of the teaching posts are at level of Lecturer/ Assistant professor** with there being 19% of Demonstrator/tutor, 13% of Readers/ Associate Professors. Around 7% of the staff is Professor and equivalent and 7% is Temporary teachers.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching 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 teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (34.9%) is lower than in comparison to all-India levels of 39% and in non-teaching staff (45.7%) is higher in comparison to the all-India levels of 27.6%.

Table 135: Student, Faculty and Staff - Gender and Social representation - TRI

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	52.3%	47.7%	18.6%	30.1%	20.9%	9.2%	3.9%
Share of Enrolment	57.7%	42.3%	16.3%	18.8%	13.9%	3.4%	0.7%
Share of teaching staff	65.1%	34.9%	9.9%	10.0%	4.9%	0.8%	-
Share of non-teaching staff	54.3%	45.7%	11.8%	13.3%	4.0%	0.4%	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 2012-13

Uttarakhand (UKT)

Key Indicators

Table 136: Key Indicators – UTK

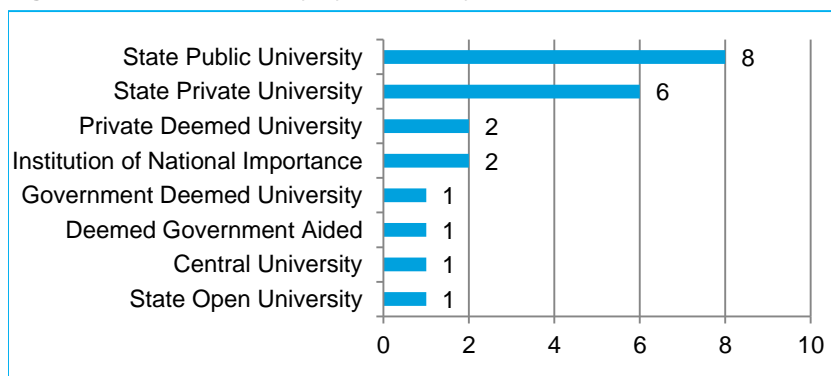
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	100.9	51.4	49.5	State GDP (2014) ³	₹132,969 Cr
Literacy Rate ¹	78.8	87.4	70.0	State HDI ranking ⁴	14 (All India Level)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	12.5 (12.4%)	6.4 (12.4%)	6.1 (12.3%)	Sex Ratio (2011) ¹	963
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.9%	0.9%	0.9%	HE Expenditure as a % of GSDP ³	0.41%
Gross Enrollment Ratio ²	33.3	32.6	34.0	Per Capita Expenditure on HE ³	₹2,937
Share of Graduates & above in total state population ⁵	9.0	9.4	8.6		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Uttarakhand ranks #12 among all states in India with 22 universities. UTK has 3.3% of all universities in the country.

Figure 167: Universities by Type and Key institutions - UTK

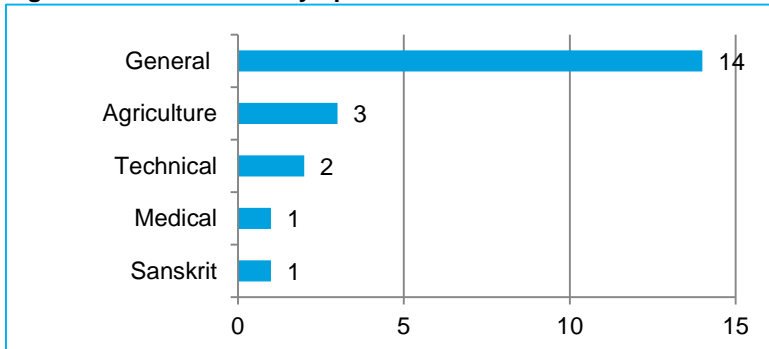


Key institutions in the state

1. Hemvati Nandan Bahuguna Garhwal University
2. NIT, Uttarakhand
3. IIT, Roorkee
4. IIM, Kashipur

There is no IISER's in the state.

Figure 168: Universities by Specialization - UTK



The bar graph alongside reflects the break-up of number of universities in UTK on the basis of specialization. Uttarakhand **rank #12 on number of General Universities** with 21 universities.

Table 137: College & Institution Indicators - UTK

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	21	390	101
Average enrollment per institution	4327	1029	270
Total estimated enrolment (Lakhs)	0.9	4.0	0.27

UTK with 390 colleges has a share of 1.1% of all colleges in India. In terms of access, UTK has the **higher concentration of 31 colleges per lakh population** as compared to the all India average of

25 colleges per lakh population. In terms of average enrolment per college, UTK (1029) is **significantly higher than all India average of 715**. Total enrolment of students in colleges in UTK is around 4.0 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (70%) (ii) Engineering & Technology (11%) and (iii) Management, Pharmacy (4%). 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, UTK colleges are dominated by the Private Unaided colleges forming 43.9% of all colleges in the state, followed by 42.5% owned by Government and 13.6% that are private aided.

Figure 169: Type of Colleges - UTK

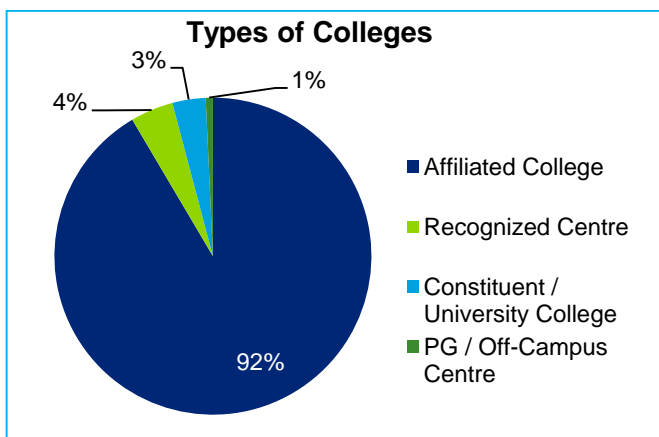


Table 138: Management of Colleges – UTK

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	43.9%	19.8%	464
Private Aided	13.6%	28.3%	2145
Government	42.5%	51.9%	1255

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

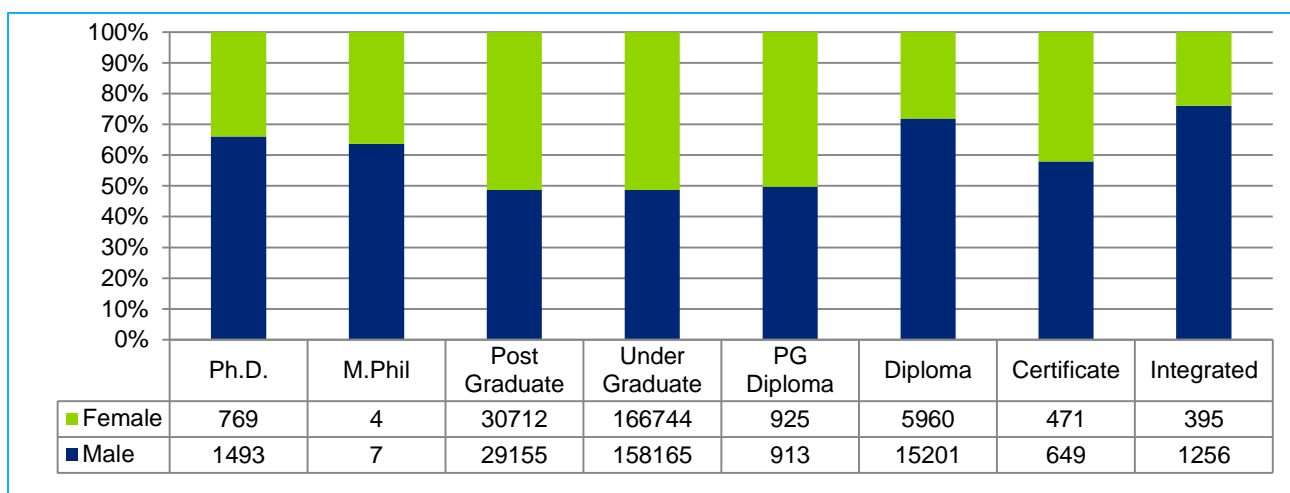
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In UTK, there are 101 such stand-alone institutions and the total enrolment in these is estimated to be around 0.27 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 4.1 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 (78.7%) is at under-graduate level, followed by post-graduate (14.5%) and Diploma (5.1%), with all other levels forming only 1.7%. Total enrolment at various levels through regular mode in UTK is 3.8 lakhs, which is around 92.8% enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-Campus Centres is 22.0% and in colleges is 56.9% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (51.9%) is in Government colleges.

Figure 4: State-wise Total Enrolment at various levels - UTK

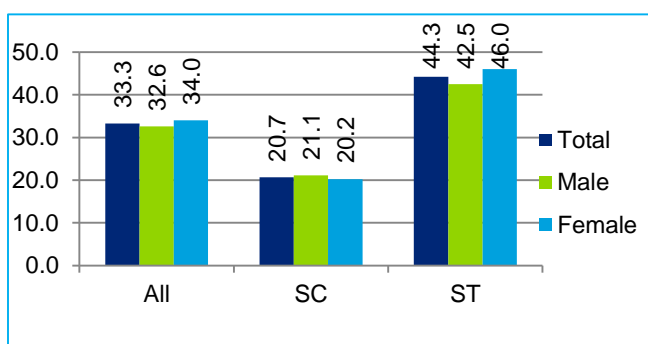


Foreign Students: Uttarakhand is reported to have around 256 foreign students, which constitutes around 0.74% of total foreign students studying in India.

By Gender: In terms of gender, enrolment is as 50.1% comprises males, while 49.9% of the enrolment is females. The GER for males (32.6) is similar to GER for females (34.0), with a Gender Parity Index of 1.07 (in comparison to 0.89 at all-India level). **In terms of overall GER, UTK ranks 6th among all states in India.**

By Social Group: The GER of SCs (20.7) is lower than the state GER of 33.3 and STs (44.3) is higher than the state GER of 33.3. The gender parity Index for SC is 1.01, but it is slightly higher in case of STs (1.06). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except ST in UTK is lesser than their proportionate share in population.

Figure 170: GER for All, SC & ST - UTK



Faculty and Staff

Table 139: Key Faculty & Staff Indicators - UTK

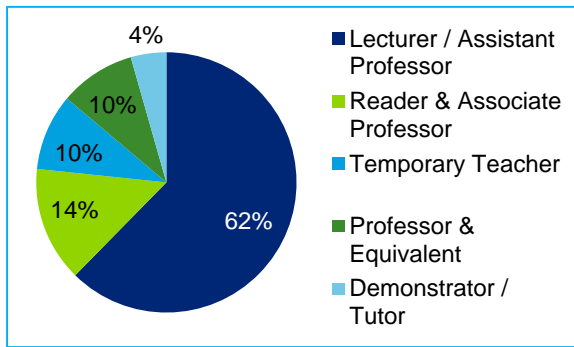
Key Indicators	UTK	INDIA
Pupil Teacher Ratio (PTR)	16.7	14.9
Teachers per College	61.7	47.9
Non-teaching staff per College	55.2	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in UTK at 16.7 students per teacher is higher than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in UTK is estimated to be 0.24 lakhs and 0.22 lakhs** (extrapolating data available for 58.5% colleges in state). Given the number of colleges in the state, the number of teachers per college (61.7) and non-teaching staff per college (55.2) is significantly higher than the corresponding all-India levels as shown in the adjoining

table.

Figure 171: Post-wise share of teaching staff - UTK



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **62% of the teaching posts are at level of Lecturer/ Assistant professor** with there being equal numbers of Temporary Teacher and Professors. Around 14% of the staff is Reader & Associate Professor and 4% is Demonstrator/Tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching 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 teaching and non-teaching in higher educational institutions as compared

to their share of population in the state. Female representation in teaching (34.4%) and non-teaching staff (16.8%) is lower in comparison to all-India levels of 39% and 27.6% respectively.

Table 140: Student, Faculty and Staff - Gender and Social representation - UTK

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.3%	48.7%	20.7%	2.5%	22.4%	18.8%	1.4%
Share of Enrolment	50.1%	49.9%	11.8%	4.2%	11.3%	1.2%	0.2%
Share of teaching staff	65.6%	34.4%	4.8%	0.8%	6.0%	1.3%	0.4%
Share of non-teaching staff	83.2%	16.8%	11.3%	0.9%	7.3%	0.4%	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 2012-13

Uttar Pradesh (UP)

Key Indicators

Table 141: Key Indicators – UP

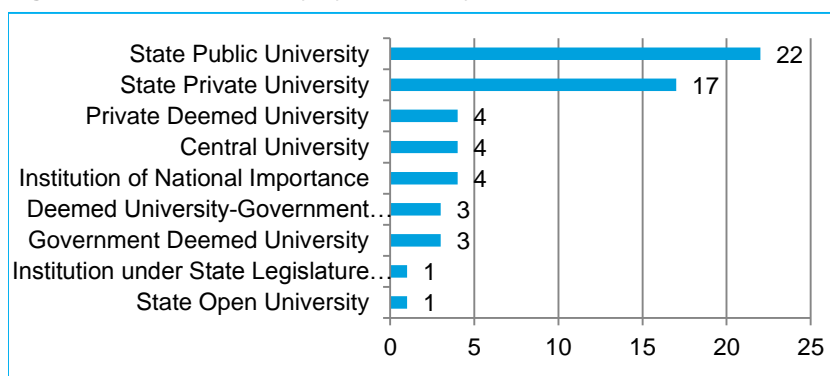
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	1998.1	1044.8	953.3	State GDP (2014) ³	₹850,319 Cr
Literacy Rate ¹	67.7%	77.3%	57.2%	State HDI ranking ⁴	13 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	237.2 (11.9%)	128.3 (12.3%)	108.8 (11.4%)	Sex Ratio (2011) ¹	912
Share of state 18-23 pop. to All-India 18-23 pop. ¹	16.9%	17.5%	16.2%	HE Expenditure as a % of GSDP ³	0.18%
Gross Enrollment Ratio ²	19.5	18.8	20.4	Per Capita Expenditure on HE ³	₹522 Cr
Share of Graduates & above in total state population ⁵	6.9%	8.3%	5.4%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. **Uttar Pradesh ranks the highest among all states in India** with 59 universities on total of number of universities. UP has 8.8% of all universities in the country.

Figure 172: Universities by Type and Key institutions - UP

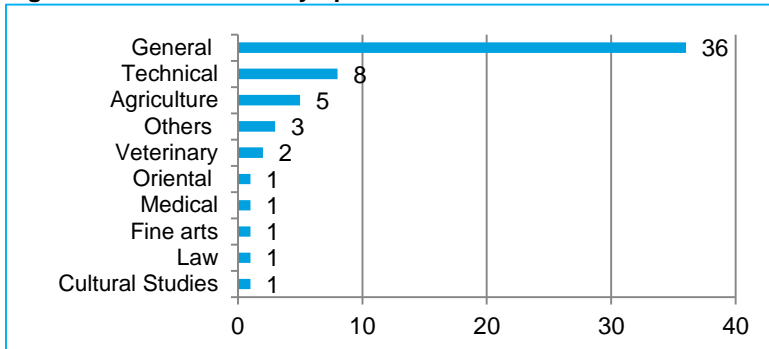


Key institutions in the state

1. Aligarh Muslim University, Aligarh
2. Babsaheb Bhimrao Ambedkar University, Lucknow
3. University of Allahabad, Allahabad
4. IIT, Kanpur
5. IIT, Banaras Hindu University
6. IIM, Lucknow
7. Ram Manohar Lohia National Law University, Lucknow
8. Motilal Nehru NIT, Allahabad

There is no IISER's in the state.

Figure 173: Universities by Specialization - UP



The bar graph alongside reflects the break-up of number of universities in UP on the basis of specialization. Uttar Pradesh **ranked the highest among all states in India on number of General Universities** with 36 universities.

Table 142: College & Institution Indicators - UP

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	59	5048	707
Average enrollment per institution	6296	1119	617
Total estimated enrolment (Lakhs)	3.7	56.5	4.36

UP with 5048 colleges has a share of 14.2% of all colleges in India and **ranked #1 on total number of colleges in any state in India.**

In terms of access, UP has **concentration of 21 colleges per lakh population** as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, UP (1119) is **significantly higher than all India average of 715**. Total enrolment of students in colleges in UP is around 56.5 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (82%) (ii) Arts, Engineering & Technology, Sanskrit (3%) and (iii) Law (2%). 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, UP colleges are dominated by the Private Unaided colleges forming 66.4% of all colleges in the state, followed by 19.0% owned by Government and 14.5% that are Private Aided.

Figure 174: Type of Colleges - UP

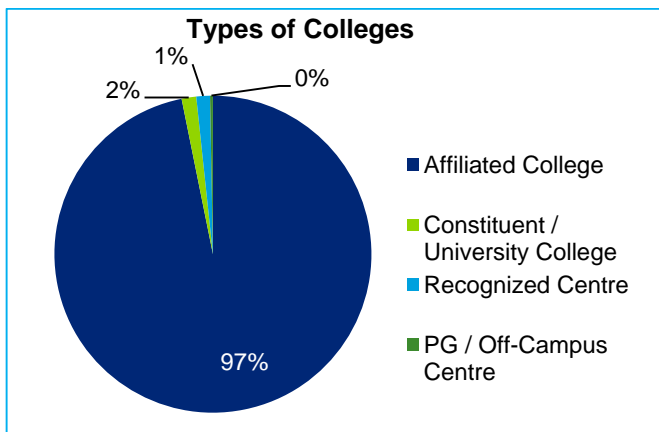


Table 143: Management of Colleges - UP

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	66.4%	58.1%	979
Private Aided	14.5%	25.8%	1990
Government	19.0%	16.1%	944

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

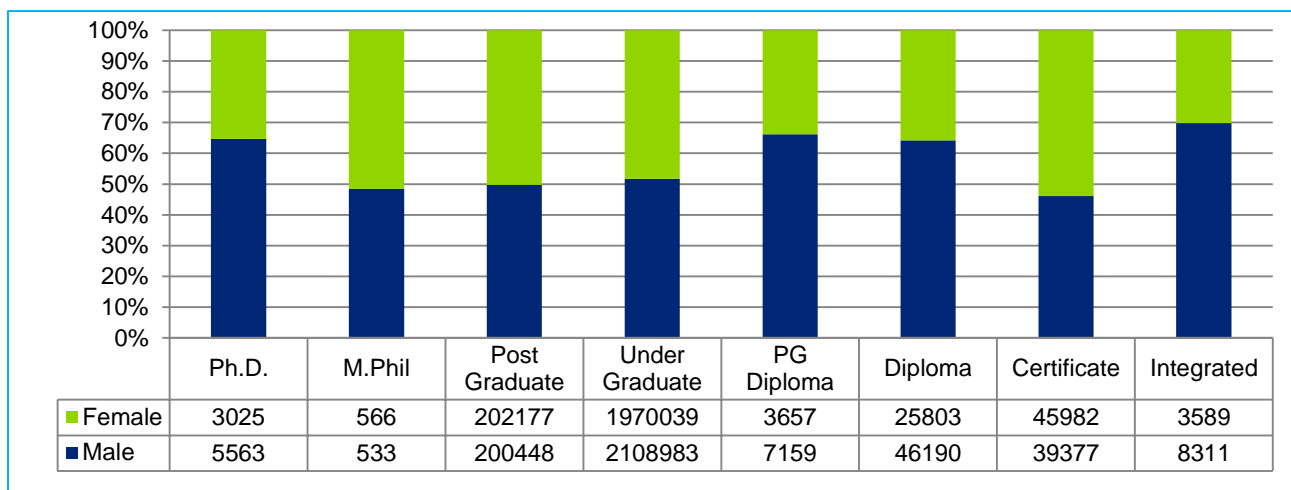
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In UP, there are 707 such stand-alone institutions and the total enrolment in these is estimated to be around 4.36 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 46.7 Lakhs. Break-up across various levels and split by gender is given in the figure / table below. As can be inferred, the highest share of enrolment (87.3%) is at under-graduate level, followed by post-graduate (8.6%) and Diploma (1.5%), with all other levels forming only 2.5%. Total enrolment at various levels through regular mode in UP is 44.9 lakhs, which is around 96.2% enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-Campus Centres is 8.0% and in colleges is 68.5% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (58.1%) is in Private Unaided colleges.

Figure 175: State-wise Total Enrolment at various levels - UP

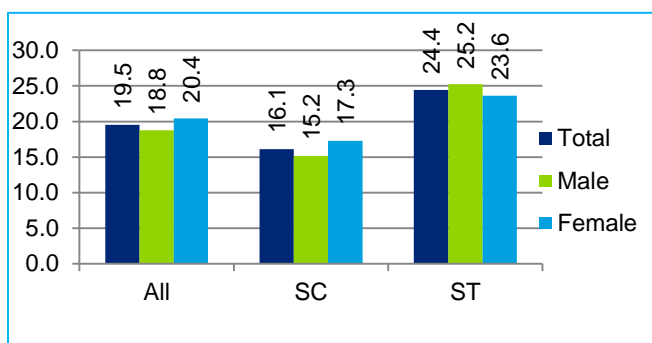


Foreign Students: Uttar Pradesh is reported to have around 1,886 foreign students, which constitutes around 5.42% of total foreign students studying in India. **It ranks #5 in attracting students from overseas.**

By Gender: In terms of gender enrolment 51.7% comprises males, while 48.3% of the enrolment is females. The GER for males (18.8) is similar to GER for females (20.4), with a Gender Parity Index of 0.98 (in comparison to 0.89 at all-India level).

By Social Group: The GER of SCs (16.1) is lower than the state GER of 25.4 but is higher in case of STs (24.4). The gender parity Index for SC is 1.05, but it is lower in case of STs (0.73). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in UP is lesser than their proportionate share in population.

Figure 176: GER for All, SC & ST - UP



Faculty and Staff

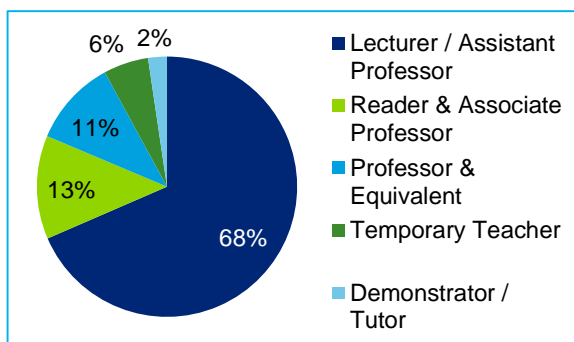
Table 144: Key Faculty & Staff Indicators - UP

Key Indicators	UP	INDIA
Pupil Teacher Ratio (PTR)	25.4	14.9
Teachers per College	44.0	47.9
Non-teaching staff per College	27.5	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in UP at 25.4 students per teacher is higher than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in UP is estimated to be 2.22 lakhs and 1.39 lakhs** (extrapolating data available for 56.6% colleges in state). However, given the large number of colleges in the state, the number of teachers per college (44.0) and non-teaching staff per college (27.5) is lower than the corresponding all-India levels as shown in the adjoining table.

Figure 177: Post-wise share of teaching staff - UP



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **68% of the teaching posts are at level of Lecturer/ Assistant professor** with there being almost equal numbers of Readers/ Associate Professors and Professors. Around 6% of the staff is Temporary Teacher 8% and 2% is Demonstrator/Tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching in higher education institutes as compared to males. In case of social groups also, all the groups shown except

ST non-teaching staff and other minority in the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (32.1%) and non-teaching staff (16.9%) is lower in comparison to all-India levels of 39% and 27.6% respectively.

Table 145: Student, Faculty and Staff - Gender and Social representation - UP

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	50.9%	49.1%	25.8%	0.8%	52.5%	18.8%	0.6%
Share of Enrolment	51.7%	48.3%	16.6%	0.6%	36.7%	4.4%	0.3%
Share of teaching staff	67.9%	32.1%	5.6%	0.3%	17.0%	3.6%	1.2%
Share of non-teaching staff	83.1%	16.9%	13.7%	0.9%	23.2%	8.8%	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 2012-13

West Bengal (WB)

Key Indicators

Table 146: Key Indicators – WB

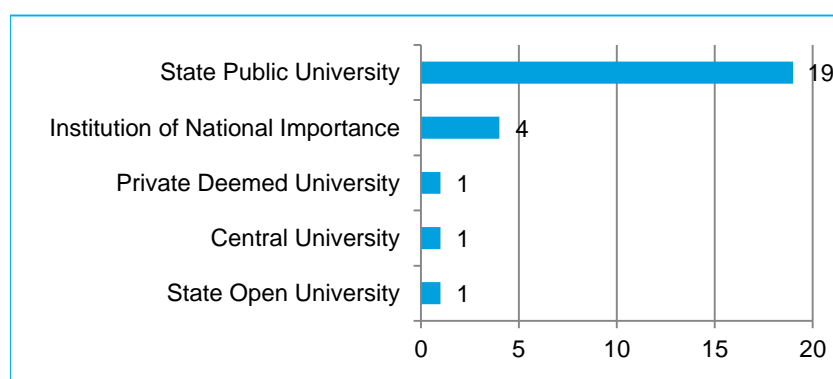
Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	912.8	468.1	444.7	State GDP (2014) ³	₹ 707,848 Cr
Literacy Rate ¹	76.3%	81.7%	70.54%	State HDI ranking ⁴	9 (among major states)
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	109.7 (12.0%)	55.4 (11.8%)	54.3 (12.2%)	Sex Ratio (2011) ¹	950
Share of state 18-23 pop. to All-India 18-23 pop. ¹	7.8%	7.6%	8.1%	HE Expenditure as a % of GSDP ³	0.31%
Gross Enrollment Ratio ²	15.1	17.1	13.2	Per Capita Expenditure on HE ³	₹ 1,623
Share of Graduates & above in total state population ⁵	6.3%	8.0%	4.5%		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. West Bengal ranks ninth highest among all states in India on the total number of universities. The state also **ranks fifth on number of State Public Universities** with 19 universities. WB has 3.9% of all universities in the country.

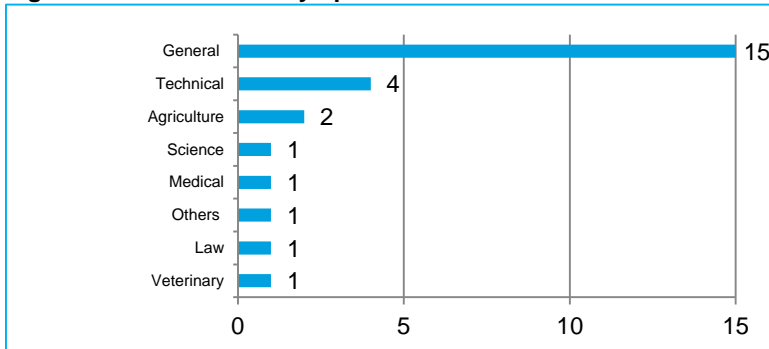
Figure 178: Universities by Type and Key institutions - WB



Key institutions in the state

1. University of West Bengal
2. IIT Kharagpur
3. IIM Calcutta
4. IISER (Indian Institute of Science Education & Research) – Kolkata
5. The West Bengal National University of Juridical Sciences, Kolkata
6. NIT, Durgapur
7. Visva Bharati, Shantiniketan

Figure 179: Universities by Specialization - WB



The bar graph alongside reflects the break-up of number of universities in WB on the basis of specialization. West Bengal **ranks tenth highest on number of General Universities** with 15 universities. The number of Degree granting institutions in WB are 27.

Table 147: College & Institution Indicators – WB

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	26	955	249
Average enrollment per institution	8980	1498	339
Total estimated enrolment (Lakhs)	2.3	14.3	0.84

WB with 955 colleges has a share of 2.69% of all colleges in India and **ranks fourteenth on total number of colleges in any state**

in India. In terms of access, WB has **low concentration among states** with 9 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. Average enrolment per college in WB (1498) is **significantly higher than all India average of 715**. Total enrolment of students in colleges in WB is around 14.3 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (64%) (ii) Education/ Teacher Education (12%) and (iii) Engineering and Technology (8%). Out of the total colleges in the state, 94% are affiliated to universities, and the remaining are Recognized Centres by the universities (3%), Constituent/University colleges (2%) or PG/Off Campus Centres (1%). In terms of management, Government colleges constitute 42% of all colleges in the state, followed by 36.3% that are Private Unaided and 21.6% that are Private Aided.

Figure 180: Type of Colleges - WB

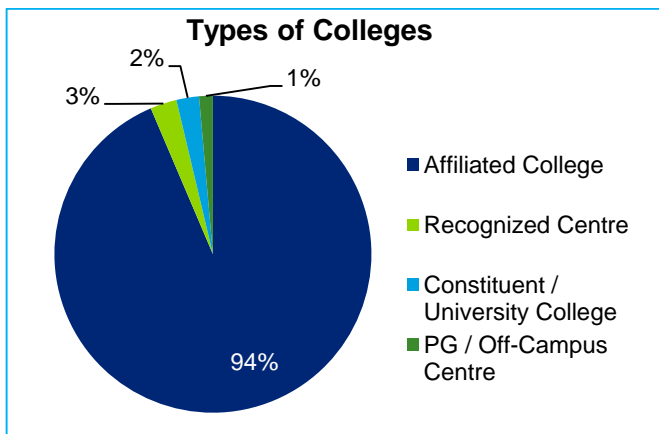


Table 148: Management of Colleges - WB

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	36.3%	9.7%	401
Private Aided	21.6%	28.5%	1971
Government	42%	61.8%	2204

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

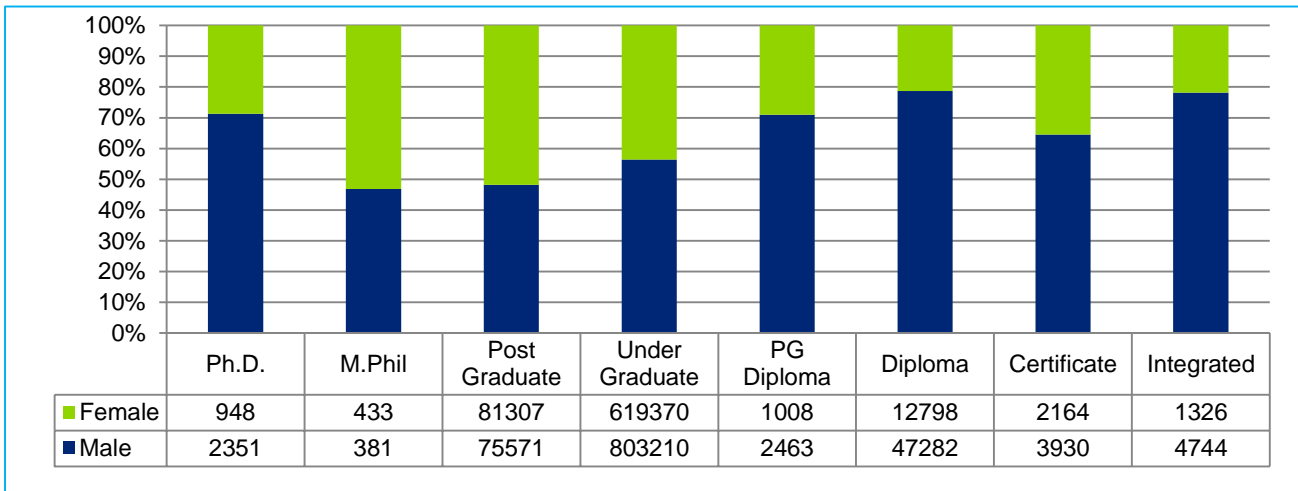
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In WB, there are 249 such stand-alone institutions and the total enrolment in these is estimated to be around 0.84 lakhs.

Student Enrolment

By Level: The state-wise total enrolment through Regular Mode at various levels is 16.60 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 (85.7%) is at under-graduate level, followed by post-graduate (9.5%) and Diploma (3.6%), with all other levels comprising only 1.2%. Total enrolment at various levels through regular mode in WB is 12.9 lakhs, which is around 92.9% enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-Campus Centres is 11.6% and in colleges is 83.8% of the total enrolment in the state.

By Management: As can be seen from table 3, maximum enrolment share (61.8%) is in Government colleges.

Figure 181: State-wise Total Enrolment at various levels - WB

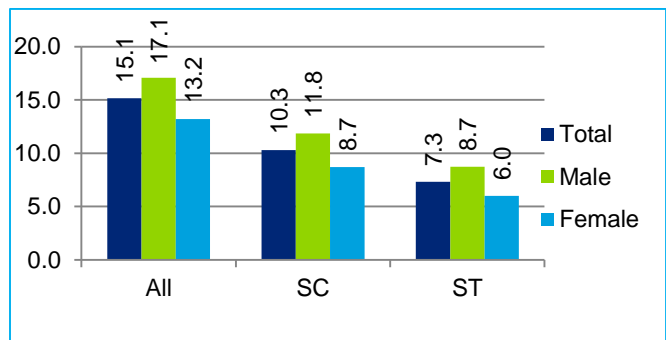


Foreign Students: West Bengal is reported to have around 845 foreign students, which constitutes around 2.43% of total foreign students studying in India. It ranks **eighth** in attracting students from overseas.

By Gender: In terms of gender, 56.6% enrolment is males, while 43.4% of the enrolment is females. The GER for males (17.1) is higher than the GER for females (13.2), resulting in a gender parity index of 0.76 (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (10.3) and STs (7.3) is lower than the state GER of 15.1. The gender parity Index for SCs is 0.75 and in case of STs, it is even lower at 0.69. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except OBC in WB is lesser than their proportionate share in population.

Figure 182: GER for All, SC & ST - WB



Faculty and Staff

Table 149: Key Faculty & Staff Indicators - WB

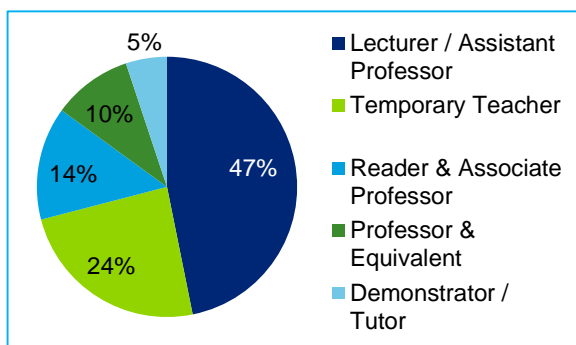
Key Indicators	WB	INDIA
Pupil Teacher Ratio (PTR)	31.6	14.9
Teachers per College	47.5	47.9
Non-teaching staff per College	36.0	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in WB at 31.6 students per teacher is much higher than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in WB is estimated to be 0.45 lakhs and 0.34 lakhs** (extrapolating data available for 95.4% colleges in state). The number of teachers per college (47.5) is almost equal to the corresponding all-India level and the non-teaching staff per college (36.0) is also higher than the corresponding all-India level as shown in the adjoining

table.

Figure 183: Post-wise share of teaching staff - WB



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **47% of the teaching posts are at level of Lecturers/ Assistant Professors.** 24% of the staff are Temporary Teachers, 14% of the staff are Readers & Associate Professors, 10% of the staff are Professors & Equivalent and 5% are Demonstrators / Tutors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching (32.8%) and non-teaching (17.4%) staff in higher education institutes as compared to males. Female representation in

teaching (32.8%) is higher in comparison to all-India level of 17.4% and non-teaching staff (17.4%) is lower in comparison to all-India levels of and 27.6% respectively.

In case of social groups also, shown in the table, all the groups show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state.

Table 150: Student, Faculty and Staff - Gender and Social representation - WB

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.5%	48.5%	29.2%	5.2%	5.8%	30.6%	1.0%
Share of Enrolment	56.6%	43.4%	16.6%	2.9%	5.9%	10.0%	0.4%
Share of teaching staff	67.2%	32.8%	5.4%	0.7%	2.3%	3.1%	0.4%
Share of non-teaching staff	82.6%	17.4%	11.5%	2.5%	2.7%	3.4%	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 2012-13

Andaman & Nicobar Islands (A&N)

Key Indicators

Table 151: Key Indicators – A&N

Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	3.8	2.0	1.8	State GDP (2014) ³	₹5,351 Cr
Literacy Rate ¹	86.6	90.3	82.4	State HDI ranking ⁴	-
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	0.4 (11.2%)	0.2 (11.0%)	0.2 (11.4%)	Sex Ratio (2011) ¹	876
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.03%	0.03%	0.03%	HE Expenditure as a % of GSDP ³	-
Gross Enrollment Ratio ²	20.2	17.8	22.7	Per Capita Expenditure on HE ³	-
Share of Graduates & above in total state population ⁵	8.6	9.2	8.1		

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

Education Infrastructure

Table 152: College & Institution Indicators – A&N

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	0	6	4
Average enrollment per institution	-	659	117
Total estimated enrolment (Lakhs)	0.05	0.04	0.005

A&N with 6 colleges has a share of 0.02% of all colleges in India. In terms of access, A&N has 14 colleges per lakh population as compared to the all India average of 25

colleges per lakh population. In terms of average enrolment per college, A&N (659) is **as good as the all India average of 715**. Total enrolment of students in colleges in A&N is around 0.04 lakhs.

Of the total colleges in the state, the top four specializations are (i) General (40%), (ii) Education / Teacher Education (20%), (iii) Engineering & Technology (20%) and Science (20%). Out of the total colleges in the state, 86% are affiliated to universities, and the remaining 14% is PG/Off campus centres by the universities. In terms of management, 100% of A&N colleges are Government colleges.

Figure 184: Type of Colleges – A&N

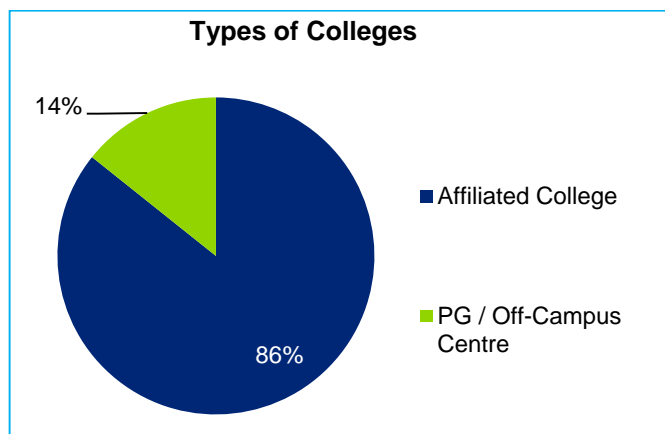


Table 153: Management of Colleges – A&N

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	0%	0%	0
Private Aided	0%	0%	0
Government	100%	100%	659

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

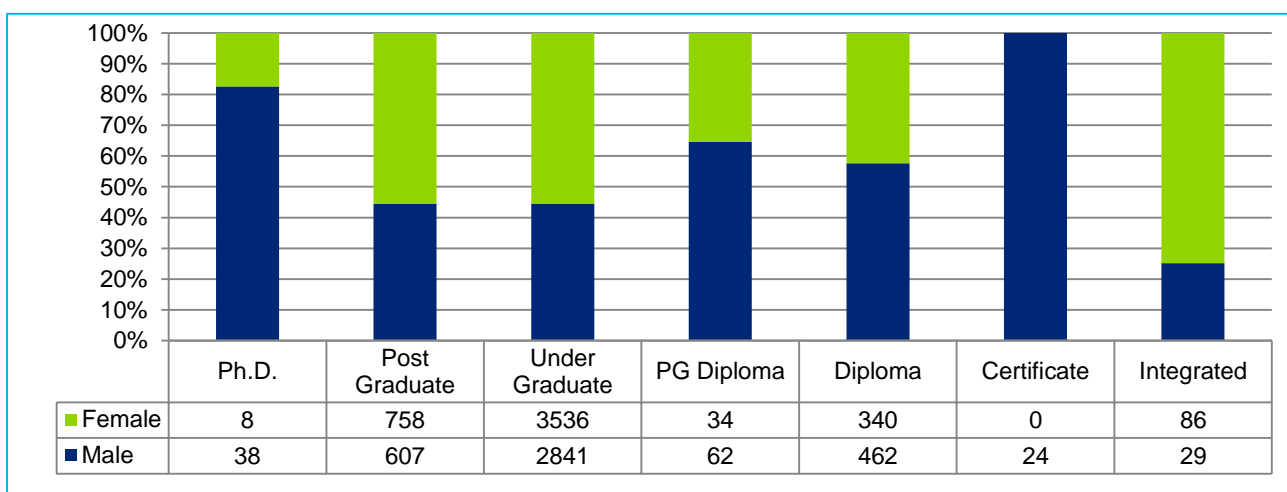
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In A&N , there are 4 such stand-alone institutions and the total enrolment in these is estimated to be around 0.005 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 0.09 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 (72.3%) is at under-graduate level, followed by post-graduate (15.5%) and Diploma (9.1%), with all other levels forming only 3.2%.

By Management: As can be seen from table 3 above, all enrolment (100%) is in Government colleges in the state.

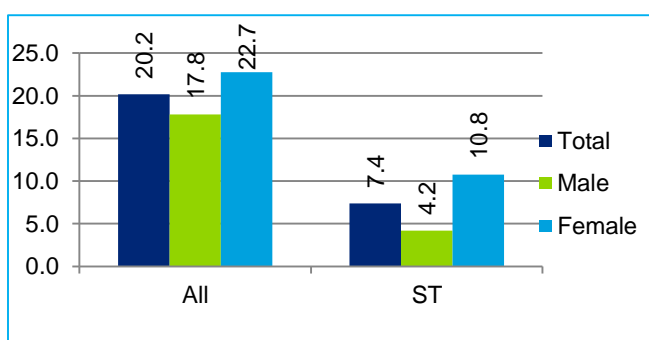
Figure 185: State-wise total enrolment at various levels – A&N



By Gender: In terms of gender, enrolment is skewed as 46.0% comprises males, while 54.0% of the enrolment is females. The GER for males (17.8) is lower than the GER for females (22.7), resulting in a gender parity index of 1.26 (in comparison to 0.88 at all-India level).

By Social Group: The GER of STs (7.4) is lower than the state GER of 20.2. The gender parity Index for ST is 2.18. As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except SC in A&N is less than their proportionate share in population.

Figure 186: GER for All, SC & ST – A&N



Faculty and Staff

Table 154: Key Faculty & Staff Indicators - A&N

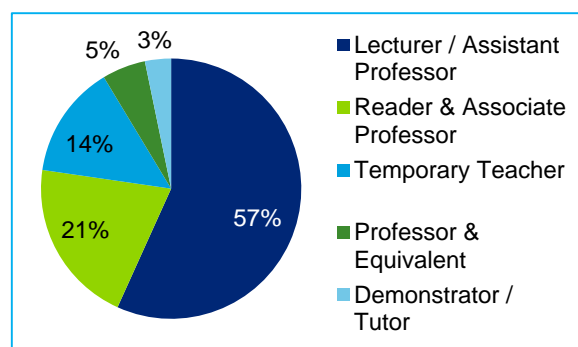
Key Indicators	A&N	INDIA
Pupil Teacher Ratio (PTR)	17.8	14.9
Teachers per College	37.0	47.9
Non-teaching staff per College	60.8	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in A&N at 17.8 students per teacher is higher than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in A&N is estimated to be 0.002 lakhs and 0.004 lakhs** (extrapolating data available for 83.3% colleges in state). Based on number of colleges in the state, the number of teachers per college (37.0) is lower than all India average and non-teaching staff per college (60.8) almost double the corresponding all-India levels as shown

in the adjoining table.

Figure 187: Post-wise share of teaching staff – A&N



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **57% of the teaching posts are at level of Lecturer/ Assistant professor**, followed by 21% of Readers/ Associate Professors and 14% temporary teachers. Around 5% of the staff is Professor & Equivalent and 3% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching in higher education institutes as compared to males. In case of social groups also, all the groups except SC, ST non-teaching and Muslim non-teaching staff shown in the

table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in the state. Female representation in teaching (28.1%) and non-teaching staff (26.0%) is lower in comparison to all-India levels of 39.0% and 27.6% respectively.

Table 155: Student, Faculty and Staff - Gender and Social representation - A&N

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.3%	46.7%	0.0%	6.5%	19.1%	8.8%	21.6%
Share of Enrolment	46.0%	54.0%	0.7%	2.6%	10.3%	1.9%	1.7%
Share of teaching staff	71.9%	28.1%	1.6%	1.6%	7.0%	4.9%	5.4%
Share of non-teaching staff	74.0%	26.0%	0.0%	6.6%	0.3%	11.2%	7.6%

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 2012-13

Chandigarh (CHD)

Key Indicators

Table 156: Key Indicators – CHD

Indicator	Total	Male	Female	Indicator	Value
Total State Population, Lakhs ¹	10.6	5.8	4.7	State GDP (2014) ³	-
Literacy Rate ¹	86.1	90.0	81.2	Sex Ratio (2011) ¹	818
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	1.5 (13.7%)	0.8 (14.3%)	0.6 (13.0%)	HE Expenditure as a % of GSDP ³	0.78%
Share of state 18-23 pop. to All- India 18-23 pop. ¹	0.1%	0.1%	0.1%	Per Capita Expenditure on HE ³	₹3,757
Gross Enrollment Ratio ²	54.6	51.8	58.3		
Share of Graduates & above in total state population ⁵	29.3	30.7	27.8		

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

Education Infrastructure

The break-up of number of universities in the state on the basis of type of university is shown below. Chandigarh ranks a joint #27 among all states in India with 3 universities. CHD has 0.4% of all universities in the country.

Figure 188: Universities by Type and Key institutions - CHD

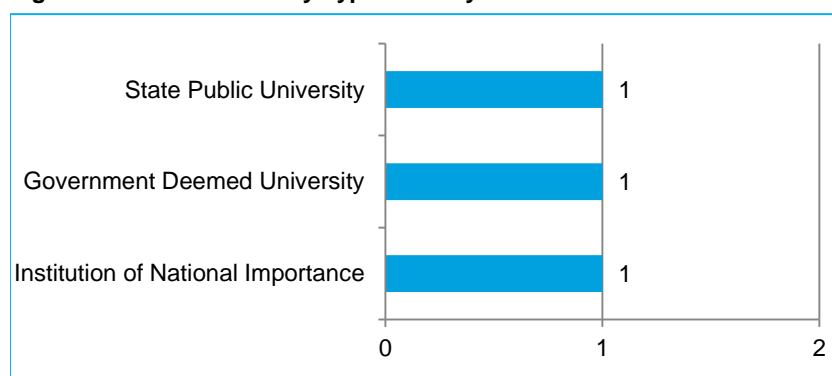
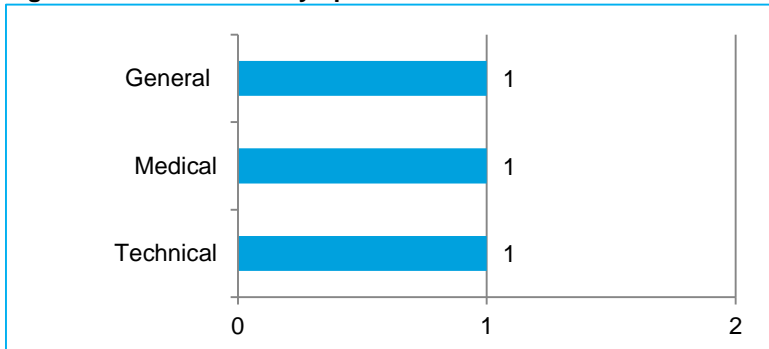


Figure 189: Universities by Specialization - CHD



The bar graph alongside reflects the break-up of number of universities in CHD on the basis of specialization. The state has no Law, Media or Agricultural Universities.

Table 157: College & Institution Indicators - CHD

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	3	27	5
Average enrollment per college/ institution	15230	1530	338
Total estimated enrolment (Lakhs)	0.5	0.4	0.02

CHD with 27 colleges has a share of 0.08% of all colleges in India. In terms of access, CHD has lower & better concentration with 18 colleges per lakh population as compared to the all India average of 25 colleges

per lakh population. In terms of average enrolment per college, CHD (1530) is significantly greater than all India average of 715. Total estimated enrolment of students in colleges in CHD is around 0.4 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (46%), (ii) Education/ Teacher Education (13%) and (iii) Teacher Education and Sports/Yoga/ Physical Education (8% each). Out of the total colleges in the state, 96% are affiliated to universities and the remaining are recognized centres by the universities. In terms of management, CHD colleges are dominated by the Government colleges forming 66.7% of all colleges in the state, followed by 29.2% owned that are Private Aided colleges and 4.2% that are Private Unaided.

Figure 190: Type of Colleges - CHD

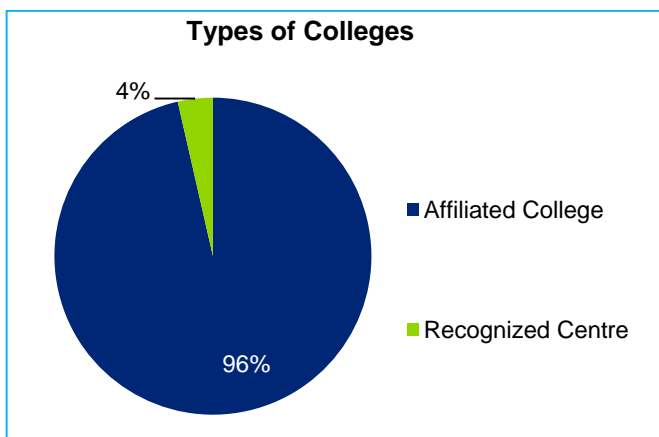


Table 158: Management of Colleges - CHD

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	4.2%	0.0%	11
Private Aided	29.2%	51.8%	2717
Government	66.7%	48.2%	1105

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

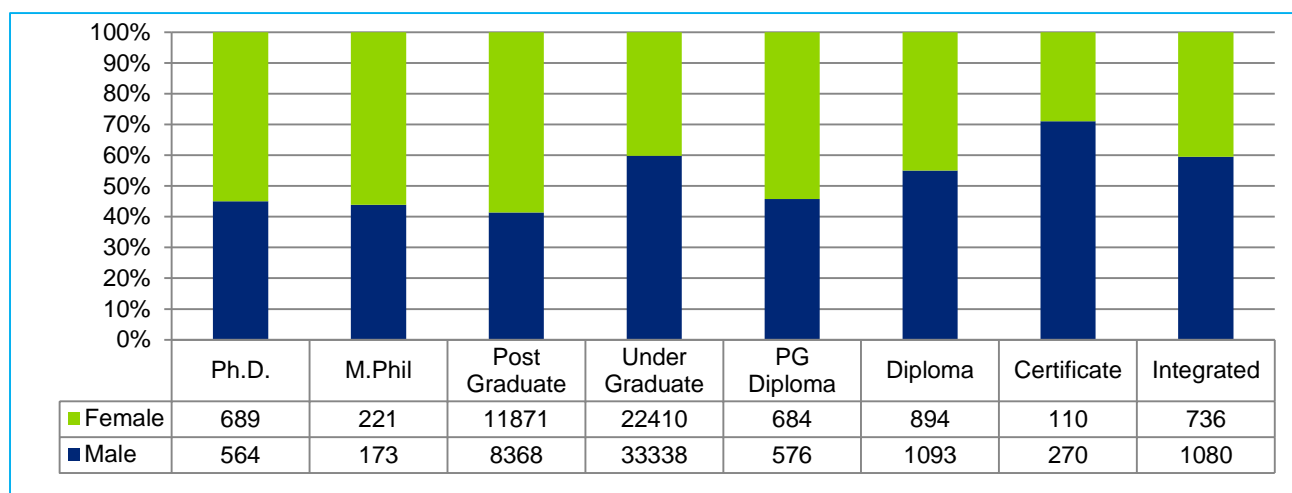
Stand-alone Institutions are those that are outside the purview of the university & College but require recognition from a Statutory Body. These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In CHD, there are 5 such stand-alone institutions and the total enrolment in these is estimated to be around 0.02 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 0.8 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 (67.1%) is at under-graduate level, followed by post-graduate (24.4%) and Diploma (2.4%), with all other levels forming only 6.1%. Total enrolment at various levels through regular mode in CHD is 0.6 lakh, which is around 68.9% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 55% and in colleges is 44.2% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (51.8%) is in Private Aided colleges in the state.

Figure 191: State-wise total enrolment at various levels - CHD

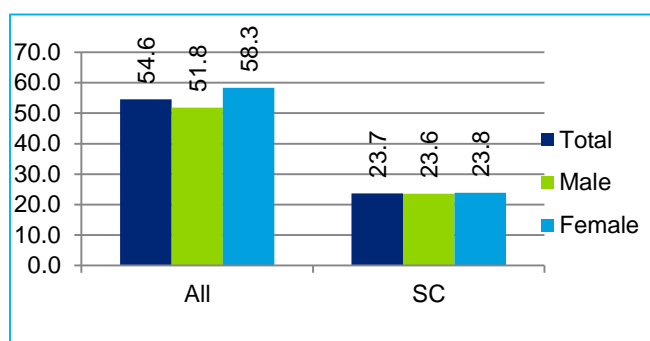


Foreign Students: Chandigarh is reported to have around 504 foreign students, which constitutes around 1.45% of total foreign students studying in India.

By Gender: In terms of gender, enrolment is skewed as 54.7% comprises males, while only 45.3% of the enrolment is females, indicating significant gender disparity. The GER for males (51.8) is lower than GER for females (58.3), resulting in a gender parity index of 1.64 (in comparison to 0.89 at all-India level). **In terms of overall GER, CHD ranks 1st among all states in India.**

By Social Group: The GER of SCs (23.7) is significantly lower than the state GER of 54.6. The gender parity Index for SC is 1.47. As can be seen from table below on Gender and Social representation, the share of student enrolment for SCs in CHD is lesser than their proportionate share in population.

Figure 192: GER for All, SC & ST - CHD



Faculty and Staff

Table 159: Key Faculty & Staff Indicators - CHD

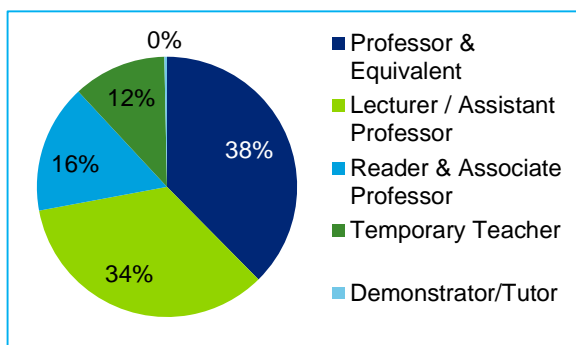
Key Indicators	CHD	INDIA
Pupil Teacher Ratio (PTR)	10.0	14.9
Teachers per College	153.4	47.9
Non-teaching staff per College	123.4	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in CHD at 10.0 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in CHD is estimated to be 0.04 lakhs and 0.03 lakhs** (extrapolating data available for 88.9% colleges in state). Given the number of colleges in the state, the number of teachers per college (153.4) and non-teaching staff per college (123.4) is significantly higher than the corresponding all-India levels as shown in the adjoining

table.

Figure 193: Post-wise share of teaching staff -



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **38% of the teaching posts are at level of Professor & Equivalent followed by 34% being at the level of Lecturer/Assistant Professor.** Around 16% comprises of Reader & Associate Professor and 12% of Temporary Teacher with the least being 0.03% of Demonstrator/Tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented in the non-teaching category in higher education institutes as compared to males. In

case of social groups also, all the groups except ST of teaching staff and Other Minority of non-teaching staff shown in the table show a deficit in terms of representation in higher educational institutions as compared to their share of population in the state. Female representation in teaching (52.4%) and non-teaching staff (37%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 160: Student, Faculty and Staff - Gender and Social representation - CHD

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	55.0%	45.0%	19.8%	0.2%	15.2%	4.3%	13.5%
Share of Enrolment	54.7%	45.3%	8.4%	1.6%	3.2%	0.2%	4.8%
Share of teaching staff	47.6%	52.4%	8.5%	1.0%	5.7%	0.3%	6.7%
Share of non-teaching staff	63.0%	37.0%	18.0%	0.3%	9.4%	0.5%	15.9%

Source: Share of population - Census 2011 & India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2012-13

Dadra & Nagar Haveli (D&N)

Key Indicators

Table 161: Key Indicators – D&N

Indicator	Total	Male	Female
Total State Population, Lakhs ¹	3.4	1.9	1.5
Literacy Rate ¹	76.2	85.2	64.3
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	0.5 (14.9%)	0.3 (16.8%)	0.2 (12.5%)
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.04%	0.04%	0.03%
Gross Enrollment Ratio ²	6.2	5.7	7.1
Share of Graduates & above in total state population ⁵	4.1	4.2	4.0

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

Education Infrastructure

Table 162: College & Institution Indicators - D&N

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	0	5	1
Average enrollment per institution	0	633	0
Total estimated enrolment (Lakhs)	0.002	0.03	0

D&N with 5 colleges has a share of 0.01% of all colleges in India. In terms of access, D&N has a low **concentration of 9 colleges per lakh** population as compared to the all India average of 25 colleges

per lakh population. In terms of average enrolment per college, D&N (633) is **almost as high as the all India average of 715**. Total enrolment of students in colleges in D&N is around 0.03 lakhs.

Of the total colleges in the state, the top four specializations are (i) General (40%), (ii) Education / Teacher Education (20%) (iii) Engineering & Technology (20%) and Pharmacy (20%). Out of the total colleges in the state, 83% are affiliated to universities, and the remaining 17% are recognized centres. In terms of management, D&N colleges are dominated by the Private Unaided colleges forming 60.0% of all colleges in the state and the remaining 40.0% is owned by Government colleges.

Figure 194: Type of Colleges - D&N

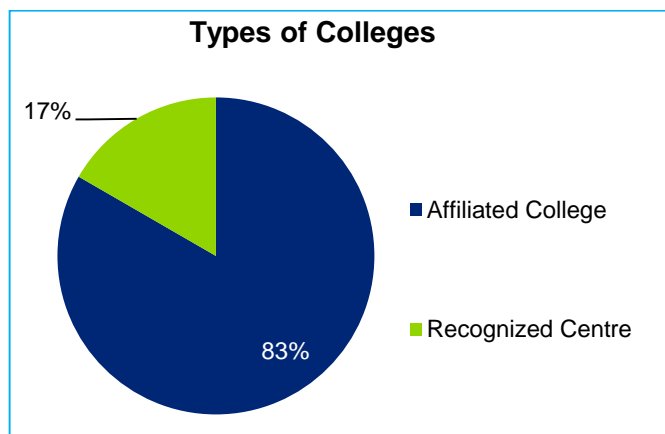


Table 163: Management of Colleges - D&N

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	60.0%	61.2%	646
Private Aided	0%	0%	0
Government	40.0%	38.8%	614

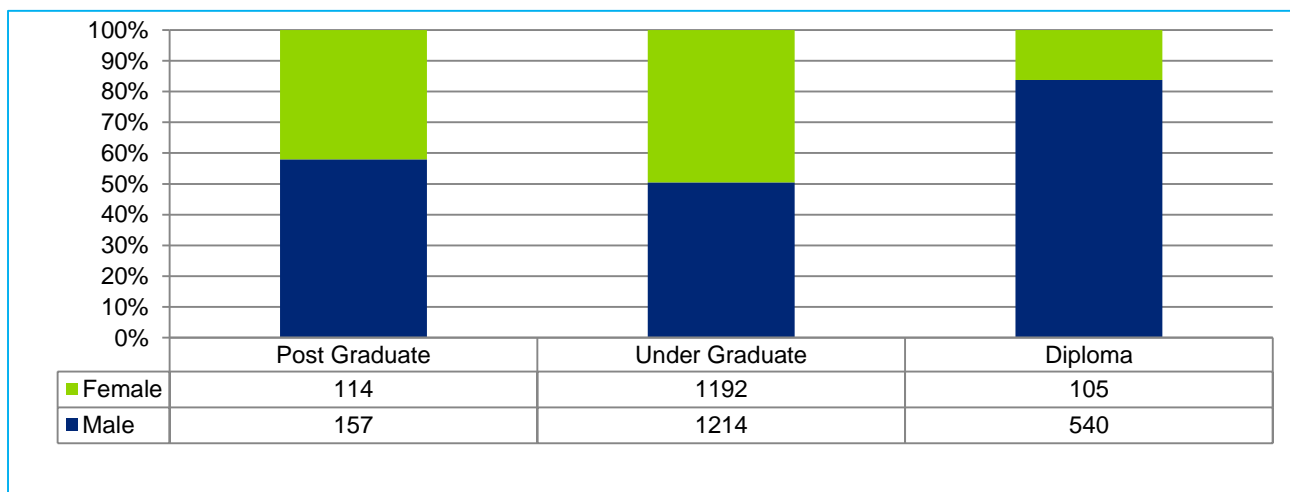
* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

Student Enrolment

By Level: The state-wise total enrolment 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 (72.4%) is at under-graduate level, followed by post-graduate (19.4%) and Diploma (8.2%). Total enrolment at various levels through regular mode in D&N is 0.03 lakhs, which is around 98.7% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 4.7% and in colleges is 95.3% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (61.2%) is in private unaided colleges.

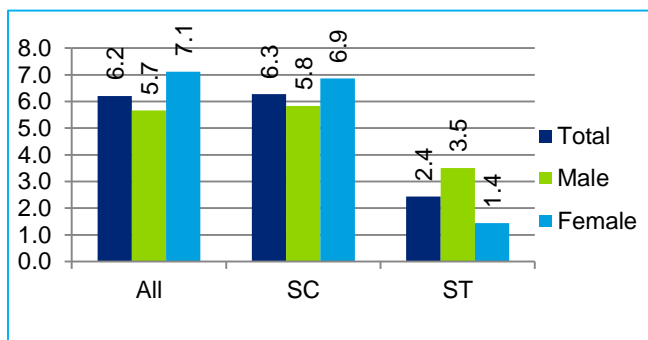
Figure 195: State-wise total enrolment at various levels - D&N



By Gender: In terms of gender, enrolment is skewed as 57.5% comprises males, while 42.5% of the enrolment is females, indicating gender disparity. The GER for males (5.7) is lower than the GER for females (7.1), resulting in a gender parity index of 1.0. (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (6.3) is slightly higher than the state GER of 6.2 and the GER of STs (2.4) is lower than state GER. Further, there is disparity within the social groups between male and female GER. The gender parity Index for SC is 0.90, and is much lower in case of STs (0.32). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups except SC and Muslims in D&N is less than their proportionate share in population.

Figure 196: GER for All, SC & ST - D&N



Faculty and Staff

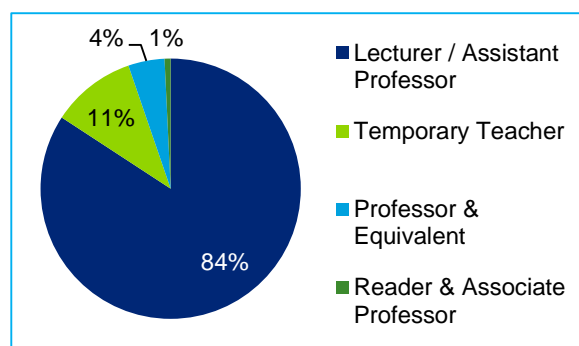
Table 164: Key Faculty & Staff Indicators - D&N

Key Indicators	D&N	INDIA
Pupil Teacher Ratio (PTR)	23.8	14.9
Teachers per College	26.6	47.9
Non-teaching staff per College	16.8	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in D&N at 23.8 students per teacher is much higher than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in D&N is estimated to be 0.001 lakhs and 0.001 lakhs.** The number of teachers per college (26.6) and non-teaching staff per college (16.8) is lower than the corresponding all-India levels as shown in the adjoining table.

Figure 197: Post-wise share of teaching staff - D&N



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **84% of the teaching posts are at level of Lecturer/ Assistant professor**, followed by 11% of Temporary teachers, 5% of Professors and 1% Readers/ Associate Professors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are under-represented among the teaching and non-teaching in higher education institutes as compared to males. In case of social groups also, all the groups except SC and Muslim – teaching staff shown in the table show a deficit in terms of representation in both teaching and non-teaching in higher

educational institutions as compared to their share of population in the state. Female representation in teaching (45.9%) and non-teaching staff (29.8%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 165: Student, Faculty and Staff - Gender and Social representation - D&N

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	56.4%	43.6%	0.5%	75.8%	7.9%	1.0%	1.4%
Share of Enrolment	57.5%	42.5%	1.6%	16.4%	4.5%	1.0%	0.2%
Share of teaching staff	54.1%	45.9%	3.8%	3.8%	7.5%	1.5%	0.8%
Share of non-teaching staff	70.2%	29.8%	8.3%	54.8%	6.0%	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 2012-13

Daman & Diu (D&D)

Key Indicators

Table 166: Key Indicators – D&D

Indicator	Total	Male	Female
Total State Population, Lakhs ¹	2.4	1.5	0.9
Literacy Rate ¹	87.1	91.5	79.6
Pop. In 18-23 age group (lakhs) ¹ Share to total state pop. (%)	0.5 (18.9%)	0.3 (22.5%)	0.2 (13.1%)
Share of state 18-23 pop. to All-India 18-23 pop. ¹	0.03%	0.05%	0.02%
Gross Enrollment Ratio ²	4.3	3.3	6.9
Share of Graduates & above in total state population ⁵	5.8	5.7	6.0

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

Education Infrastructure

Table 167: College & Institution Indicators - D&D

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	0	3	4
Average enrollment per institution	0	367	945
Total estimated enrolment (Lakhs)	0	0.02	0.04

D&D with 3 colleges has a share of 0.01% of all colleges in India. In terms of access, D&D has a low **concentration of 6** colleges per lakh population as compared to the all India average of 25

colleges per lakh population. In terms of average enrolment per college, D&D (367) is **significantly lower than all India average of 715**. Total enrolment of students in colleges in D&D is around 0.02 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (33%), (ii) Education / Teacher Education (33%) and (iii) Medical-Dental (33%). Out of the total colleges in the state, 100% are affiliated to universities. In terms of management, D&D colleges have equal representation of 33.3% from Private Unaided, Private Aided and Government.

Table 3: Management of Colleges - D&D

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	33.3%	33.8%	372
Private Aided	33.3%	5.4%	60
Government	33.3%	60.8%	670

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

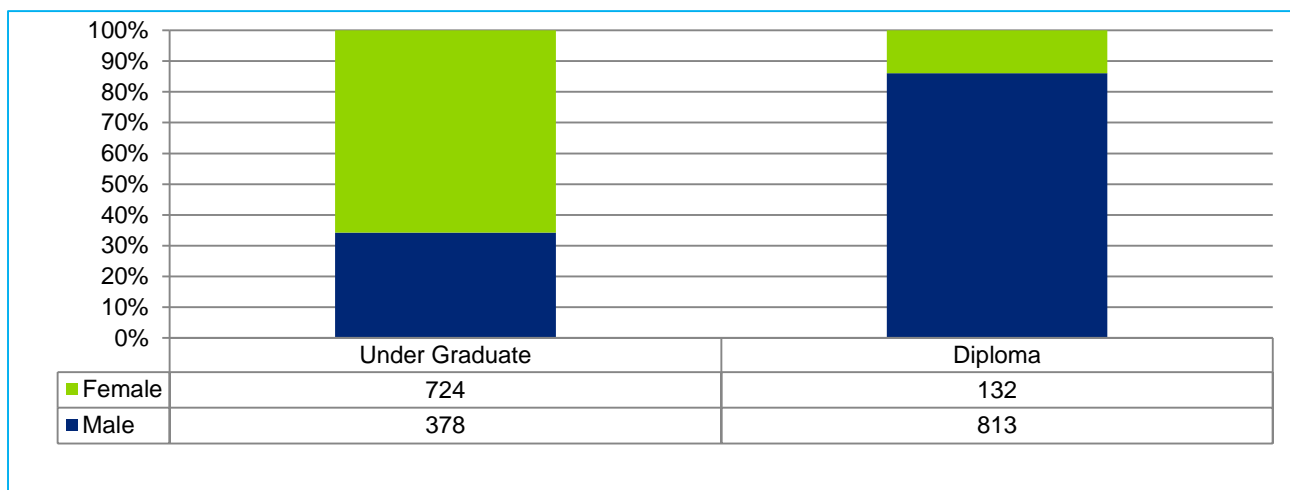
Student Enrolment

By Level: The state-wise total enrolment 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 (53.8%) is at under-graduate level and the remaining (46.2%) is held by Diploma. Total enrolment at various levels through regular mode in D&D is 0.02

lakhs, which is 100% of the total enrolment. Enrolment in colleges is 53.8% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (60.8%) is in Government colleges.

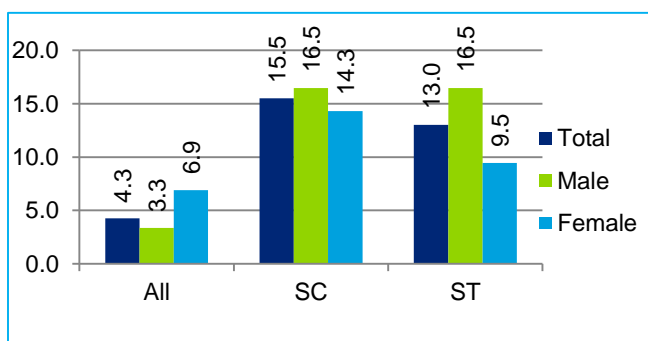
Figure 1: State-wise total Enrolment at various levels - D&D



By Gender: In terms of gender, enrolment is skewed as 58.2% comprises males, while only 41.8% of the enrolment is females, indicating significant gender disparity. The GER for males (3.3) is lower than GER for females (6.9), resulting in a gender parity index of 2.07 (in comparison to 0.88 at all-India level).

By Social Group: The GER of SCs (15.5) and STs (13.0) is higher than the state GER of 4.3. Further, there is disparity within the social groups between male and female GER. The Gender Parity Index for SC is 1.59, but it is lower in case of STs (0.43). As can be seen from table below on Gender and Social representation, the share of student enrolment across all backward groups in D&D is lesser than their proportionate share in population.

Figure 2: GER for All, SC & ST - D&D



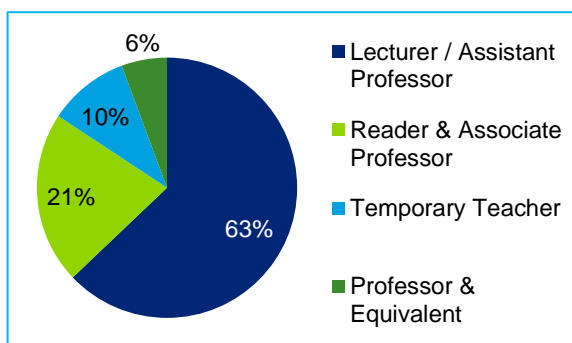
Faculty and Staff

Table 168: Key Faculty & Staff Indicators - D&D

Key Indicators	D&D	INDIA
Pupil Teacher Ratio (PTR)	6.9	14.9
Teachers per College	53.0	47.9
Non-teaching staff per College	55.7	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

Figure 3: Post-wise share of teaching staff - D&D



The PTR of colleges in D&D at 6.9 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in D&D is estimated to be 0.002 lakhs and 0.002 lakhs.** The number of teachers per college (53.0) and non-teaching staff per college (55.7) is higher than the corresponding all-India levels as shown in the adjoining table.

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the state. **63% of the teaching posts are at level of Lecturer/ Assistant professor**, followed by 21% of Readers/ Associate Professors, 10% temporary teachers and 6% Professors.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison with the state population. It reveals that females are significantly under-represented among the teaching and non-teaching in higher education institutes as compared to males. In case of social groups also, all the groups except other minority non-teaching staff shown in the table show a deficit in

terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of

population in the state. Female representation in teaching (28.9%) is lower in comparison to all-India levels of 39.0%.

Table 169: Student, Faculty and Staff - Gender and Social representation - D&D

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	61.8%	38.2%	6.6%	15.6%	31.7%	7.5%	2.5%
Share of Enrolment	58.2%	41.8%	6.2%	13.5%	13.3%	3.0%	2.3%
Share of teaching staff	71.1%	28.9%	2.5%	3.8%	4.4%	1.3%	1.9%
Share of non-teaching staff	71.3%	28.7%	1.2%	3.6%	1.8%	1.2%	5.4%

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 2012-13

Delhi (DEL)

Key Indicators

Table 170: Key Indicators – DEL

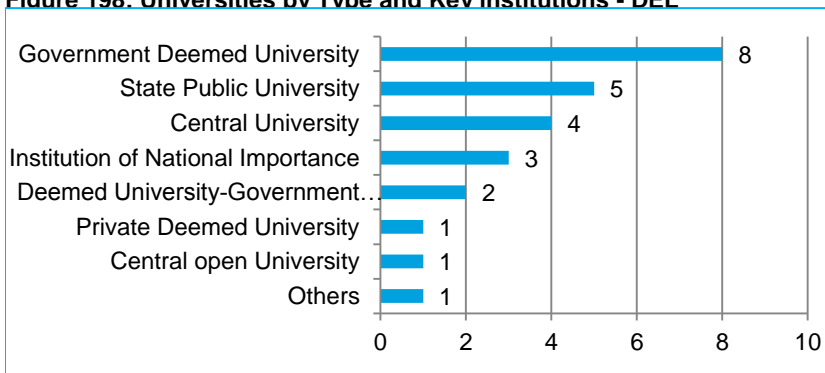
Indicator	Total	Male	Female	Indicator	Value
Total Population, Lakhs ¹	167.9	89.9	78.0	GDP (2014) ³	₹404,576 Cr
Literacy Rate ¹	86.2	90.9	80.8	HDI ranking ⁴	2
Pop. In 18-23 age group (lakhs) ¹ Share to total pop. (%)	21.2 (12.6%)	11.6 (12.9%)	9.6 (12.3%)	Sex Ratio (2011) ¹	868
Share of 18-23 pop. to All-India 18-23 pop. ¹	1.5%	1.6%	1.4%	HE Expenditure as a % of GSDP ³	0.25%
Gross Enrollment Ratio ²	39.6	38.7	40.8	Per Capita Expenditure on HE ³	₹3,694
Share of Graduates & above in total population ⁵	21.3	21.8	20.6		

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

Education Infrastructure

The break-up of number of universities in DEL on the basis of type of university is shown below. **Delhi ranks tenth highest amongst all states in India** with 25 universities. It also **ranks fourth on number of Deemed Universities** with 11 universities. DEL has 3.7% of all universities in the country.

Figure 198: Universities by Type and Key institutions - DEL

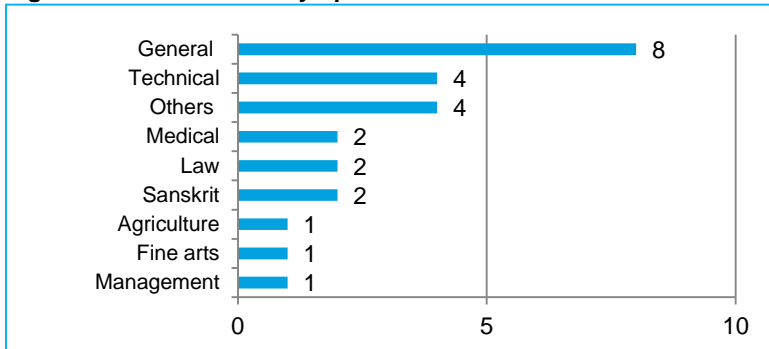


Key institutions

1. Jamia Millia Islamia, New Delhi
2. University of Delhi
3. Jawahar Lal Nehru University, New Delhi
4. Indira Gandhi National Open University, New Delhi
5. IIT Delhi
6. National Law University, Delhi
7. NIT, Delhi
8. All India Institute of Medical Sciences

There is no IIM in DEL.

Figure 199: Universities by Specialization - DEL



The bar graph alongside reflects the break-up of number of universities in DEL on the basis of specialization. The number of Degree granting institutions in DEL are 25.

Table 171: College & Institution Indicators - DEL

Indicator	Universities	Colleges	Stand-alone
Total No. of colleges/ institutions	25	187	130
Average enrollment per college/ institution	24522	1311	435
Total enrolment (Lakhs)	6.1	2.5	0.57

DEL with 187 colleges has a share of 0.53% of all colleges in India. In terms of access, DEL has **low**

concentration of 9 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. In terms of average enrolment per college, DEL (1311) is **significantly higher than the India average of 715**. Total enrolment of colleges in DEL is around 2.5 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (55%), (ii) Engineering (10%) and (iii) Teacher Education (8%). Out of the total colleges in DEL, 85% are affiliated to universities followed by 13% of recognized centres and the remaining are constituent/university colleges and PG/off campus. In terms of management, DEL colleges are dominated by the Government colleges forming 52.7% of all colleges in DEL, followed by 38.8% that are Private Unaided and 8.5% that are Private Aided.

Figure 200: Type of Colleges - DEL

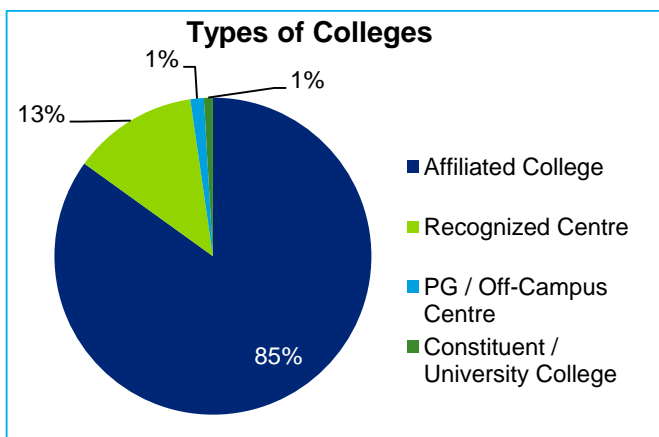


Table 172: Management of Colleges - DEL

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	38.8%	20.9%	708
Private Aided	8.5%	11.1%	1714
Government	52.7%	68.0%	1689

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

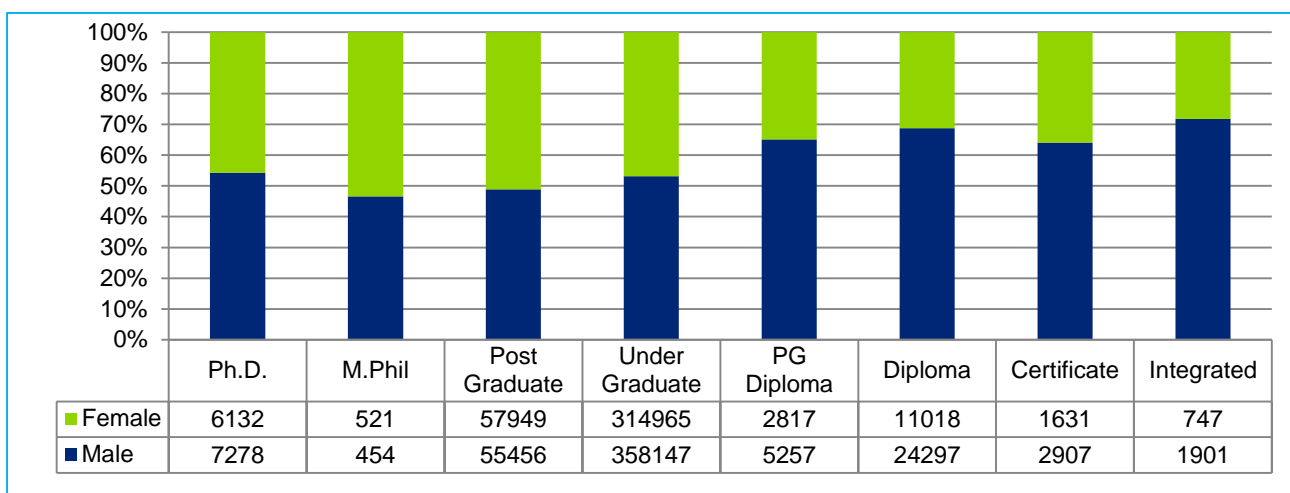
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one of the Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In DEL, there are 130 such stand-alone institutions and the total enrolment in these is estimated to be around 0.57 lakhs.

Student Enrolment

By Level: The state wise total enrolment at various levels is 8.5 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 (13.3%) and Diploma (4.1%), with all other levels forming only 3.5%. Total enrolment at various levels through regular mode in DEL is 3.3 lakh, which is around 38.5% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 72% and in colleges is 25.4% of the total enrolment in the state

By Management: As can be seen from table 3 above, maximum enrolment share (68.0%) is in government colleges.

Figure 201: State-wise Total Enrolment at various levels - DEL

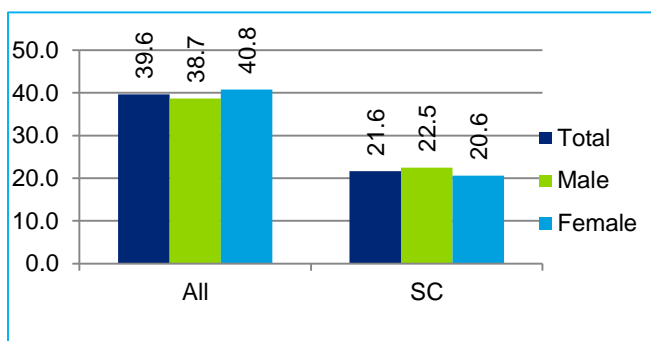


Foreign Students: Delhi is reported to have around 1840 foreign students, which constitutes around 5.3% of total foreign students studying in India.

By Gender: In terms of gender, enrolment for males is 53.5% and for females is 46.5%. The GER for males (38.7) is slightly lower to GER for females (40.8), resulting in a gender parity index of 1.00 (in comparison to 0.88 at all-India level). **In terms of overall GER, DEL ranks 4th** amongst all states in India.

By Social Group: The GER of SCs (21.6) is lower than the national GER of 39.6. The gender parity Index for SC is 0.86. As can be seen from table alongside on Gender and Social representation, the GER in males is slightly higher than the GER in females.

Figure 202: GER for All & SC - DEL



Faculty and Staff

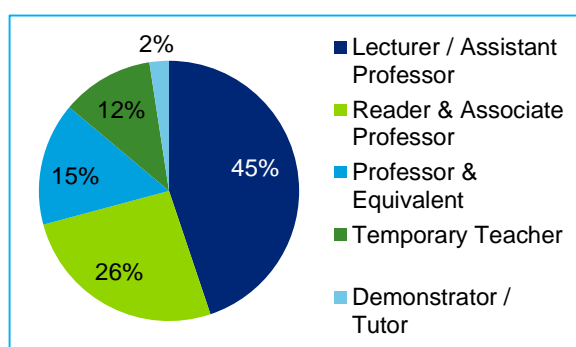
Table 173: Key Faculty & Staff Indicators - DEL

Key Indicators	DEL	INDIA
Pupil Teacher Ratio (PTR)	12.0	14.9
Teachers per College	109.2	47.9
Non-teaching staff per College	176.4	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

table.

Figure 203: Post-wise share of teaching staff - DEL



The PTR of colleges in DEL at 12.0 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in DEL is estimated to be 0.20 lakhs and 0.33 lakhs** (extrapolating data available for 88.2% colleges in DEL). Given the number of colleges in DEL, the number of teachers per college (109.2) and non-teaching staff per college (176.4) is significantly higher than the corresponding all-India levels as shown in the adjoining

In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in DEL. **45% of the teaching posts are at level of Lecturer/ Assistant professor**, followed by 26% of Readers/ Associate Professors. With there being almost equal amounts of Professor & Equivalent and temporary teachers, and 2% Demonstrator/tutor.

In terms of representation of various social groups and gender in the teaching and non-teaching staff, the table below provides the relative comparison within the population. It reveals that females are significantly under-represented amongst the non-teaching staff in higher education institutes as compared to males. In case of social groups also, all the groups except other ST shown in

the table show a deficit in terms of representation in both teaching and non-teaching in higher educational institutions as compared to their share of population in DEL. Female representation in teaching (51.9%) and non-teaching staff (29.1%) is higher in comparison to all-India levels of 39% and 27.6% respectively.

Table 174: Student, Faculty and Staff - Gender and Social representation - DEL

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	53.5%	46.5%	27.8%	0.6%	17.0%	12.1%	4.3%
Share of Enrolment	53.5%	46.5%	10.2%	1.6%	9.5%	1.5%	0.7%
Share of teaching staff	48.1%	51.9%	6.9%	1.8%	4.5%	2.1%	1.6%
Share of non-teaching staff	70.9%	29.1%	18.5%	3.5%	10.3%	1.0%	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 2012-13

Puducherry (PDY)

Key Indicators

Table 175: Key Indicators – PDY

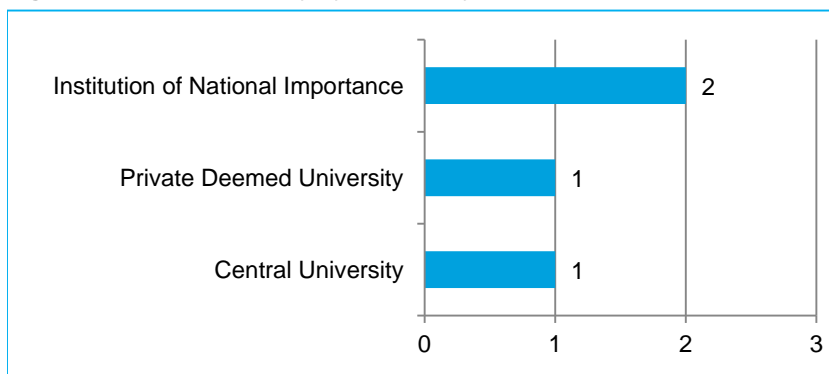
Indicator	Total	Male	Female	Indicator	Value
Total Union Territory Population, Lakhs ¹	12.5	6.1	6.4	Union Territory GDP (2014) ³	₹21,500 Cr
Literacy Rate ¹	85.9	91.3	79.9	Union Territory HDI ranking ⁴	-
Pop. In 18-23 age group (lakhs) ¹ Share to total Union Territory pop. (%)	1.3 (10.4%)	0.6 (10.3%)	0.7 (10.6%)	Sex Ratio (2011) ¹	1037
Share of Union Territory 18-23 pop. to All-India 18-23 pop. ¹	0.1%	0.1%	0.1%	HE Expenditure as a % of GSDP ³	0.49%
Gross Enrollment Ratio ²	44.1	46.6	41.8	Per Capita Expenditure on HE ³	₹4,508
Share of Graduates & above in total Union Territory population ⁵	16.2%	21.7%	10.9%		

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

Education Infrastructure

The break-up of number of universities in the Union Territory on the basis of type of university is shown below. Puducherry has a total of 4 universities. PDY has 0.6% of all universities in the country.

Figure 204: Universities by Type and Key institutions - PDY

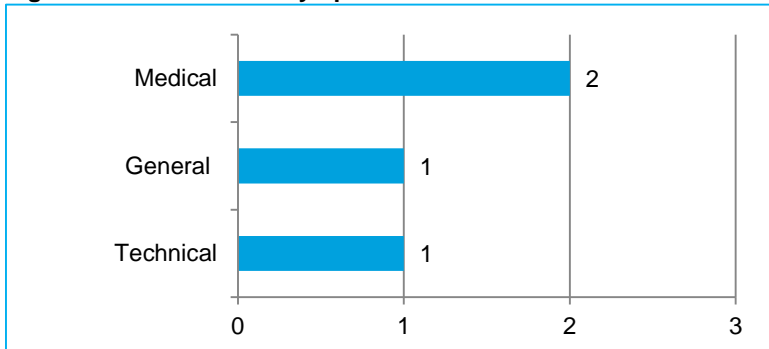


Key institutions in the Union Territory

1. Pondicherry University
2. NIT, Puducherry

There is no IIT, IIM or IISER's in the Union Territory.

Figure 205: Universities by Specialization - PDY



The bar graph alongside reflects the break-up of number of universities in PDY on the basis of specialization. Puducherry has 2 Medical institutions and 1 General and Technical institution. The Union Territory has no law, management or agricultural institutions.

Table 176: College & Institution Indicators - PDY

Indicator	Universities	Colleges	Stand-alone
Total No. of institutions	4	84	56
Average enrollment per institution	3,703	544	489
Total estimated enrolment (Lakhs)	0.1	0.5	0.27

PDY with 84 colleges has a share of 0.24% of all colleges in India and **rank #22 on total number of colleges in any state/UT in India**. In terms of access, PDY has the **high**

concentration among the states with 62 colleges per lakh population as compared to the all India average of 25 colleges per lakh population. Average enrolment per college in PDY (544) is **significantly lesser than all India average of 715**. Total estimated enrolment of students in colleges in PDY is around 0.5 lakhs.

Of the total colleges in the state, the top three specializations are (i) General (38%), (ii) Education/ Teacher Education (25%) and (iii) Engineering & Technology (14%). Out of the total colleges in the Union Territory, 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, PDY colleges are dominated by the Private Unaided colleges forming 62% of all colleges in the Union Territory, followed by 33.8% owned by Government and 4.2% that are Private Aided.

Figure 206: Type of Colleges - PDY

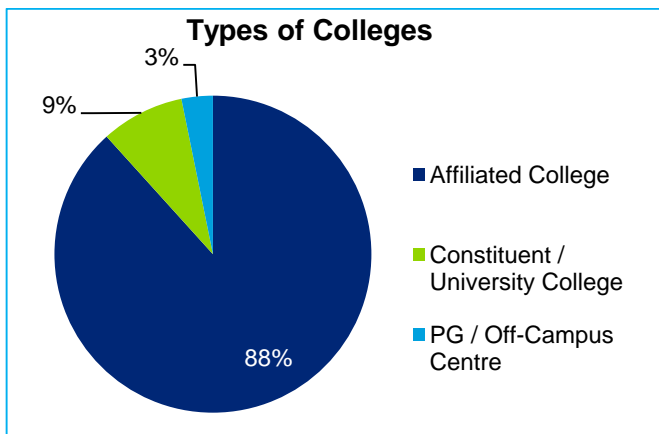


Table 177: Management of Colleges – PDY

Type of Management	Share of colleges	Share of enrolments	Avg enrolment / college
Private Unaided	62.0%	58.1%	510
Private Aided	4.2%	3.2%	417
Government	33.8%	38.7%	623

* Calculations in above table is based on the number of responses as given in the AISHE 2012-13

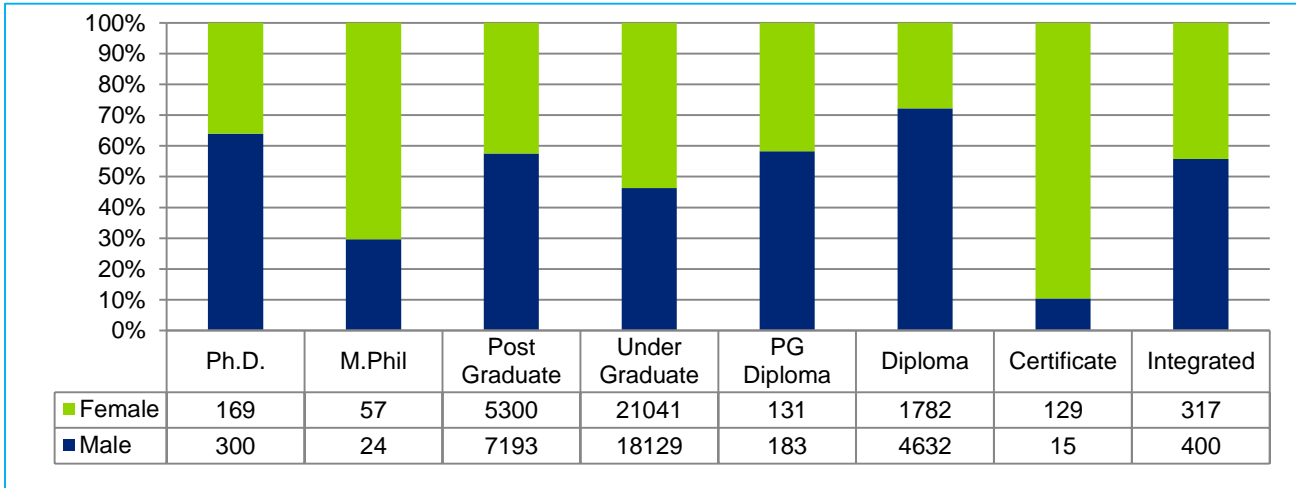
Stand-alone Institutions are those that are outside the purview of the university & College and they require recognition from one or other Statutory Bodies These include Polytechnics, PGDM, Nursing, Teacher Training, CA, CS etc. In PDY, there are 56 such stand-alone institutions and the total enrolment in these is estimated to be around 0.27 lakhs.

Student Enrolment

By Level: The state-wise total enrolment at various levels is 0.6 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 (65.5%) is at under-graduate level, followed by post-graduate (20.9%) and Diploma (10.7%), with all other levels forming only 2.9%. Total enrolment at various levels through regular mode in PDY is 0.5 lakh, which is around 90.4% of the total enrolment. Enrolment in University teaching departments and its Constituent Units/ Off-campus Centres is 24.8% and in colleges is 64.6% of the total enrolment in the state.

By Management: As can be seen from table 3 above, maximum enrolment share (62%) is in Private Unaided colleges in the Union Territory.

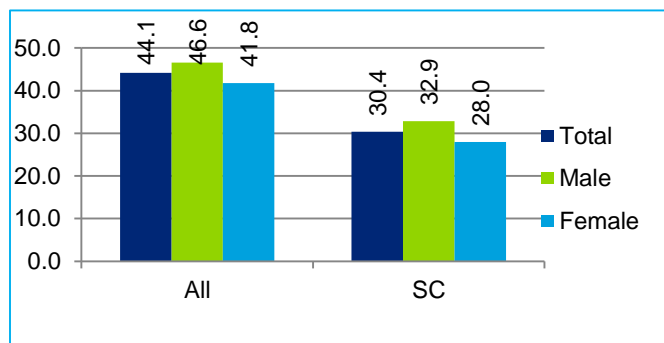
Figure 207: State-wise total enrolment at various levels - PDY



By Gender: In terms of gender, enrolment is as 51.6% comprises of males, while 48.4% of the enrolment comprises of females. The GER for males (46.6) is higher than the GER for females (41.8), resulting in a gender parity index of 0.90 (in comparison to 0.89 at all-India level). **In terms of overall GER, PDY ranks 2nd** among all states in India.

By Social Group: The GER of SCs (30.4) is significantly lower than the state GER of 44.1. Further, the gender parity Index for SC is 0.85. As can be seen from table 5 below on Gender and Social representation, the share of student enrolment across all backward groups except STs in PDY is lesser than their proportionate share in population.

Figure 208: GER for All, SC & ST - PDY



Faculty and Staff

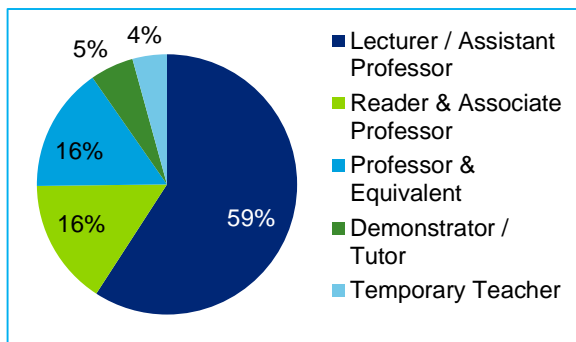
Table 178: Key Faculty & Staff Indicators - PDY

Key Indicators	PDY	INDIA
Pupil Teacher Ratio (PTR)	7.6	14.9
Teachers per College	72.0	47.9
Non-teaching staff per College	126.7	32.9

Calculation is based on the total number of responses as given in the AISHE 2012-13 survey

The PTR of colleges in PDY at 7.6 students per teacher is better than the all India average of 14.9. **Total number of teaching staff and non-teaching staff in all colleges in PDY is estimated to be 0.06 lakhs and 0.11 lakhs** (extrapolating data available for 84.5% colleges in UT). The number of teachers per college (72.0) and non-teaching staff per college (126.7) is significantly higher than the corresponding all-India levels as shown in the adjoining table.

Figure 209: Post-wise share of teaching staff - PDY



In terms of the post-wise share of teaching staff, the figure alongside provides the break-up in the Union Territory. **59% of the teaching posts are at level of Lecturer/ Assistant professor** with there being equal proportions of Readers/ Associate Professors and Professors. Around 5% of the staff are Demonstrators/tutors and 4% are 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 population. It reveals that females are under-represented among the teaching and non-teaching staff in higher education institutes as compared to males. Female representation in teaching (40.5%) and non-teaching staff (46.7%) is higher in comparison to all-India levels of 39.0% and

27.6% respectively.

In case of social groups also, all the groups except ST shown in the table show a deficit in terms of representation in both teaching and non-teaching staff in higher educational institutions as compared to their share of population in the Union Territory.

Table 179: Student, Faculty and Staff - Gender and Social representation - PDY

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	49.1%	50.9%	23.6%	0.0%	70.8%	11.3%	5.5%
Share of Enrolment	51.6%	48.4%	12.1%	1.0%	51.7%	2.6%	2.8%
Share of teaching staff	59.5%	40.5%	10.5%	0.9%	53.4%	1.2%	4.2%
Share of non-teaching staff	53.3%	46.7%	13.8%	1.0%	41.4%	0.2%	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 2012-13

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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

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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
AMRUT	Atal Mission for Rejuvenation and Urban Transformation
AQF	Australian Qualifications Framework
BE	Budget Estimates
BRT	Bus Rapid Transit System
CABE	Central Advisory Board of Education
CBCS	Choice Based Credit System
C-BERT	Cross-Border Education Research Team
CGPA	Cumulative Grade Point Average
CII	Confederation of Indian Industry
CSS	Centrally Sponsored Scheme
CU	Central Universities
CUSP	Center for Urban Science and Progress
DTTIPL	Deloitte Touche Tohmatsu India Private Limited
ECTS	European Credit Transfer System
EU	European Union
FEI	Foreign Educational Institution
FEP	Foreign Education Provider
FY	Fiscal Year
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GERMI	Gujarat Energy Research & Management Institute
GIDB	Gujarat Infrastructure Development Board
GIFT City	Gujarat International Finance Tec-City
GPI	Gender Parity Index
GSDP	Gross State Domestic Product
GSSCD	Graduate School of Smart Cities Development
GTU	Gujarat Technological University
HEIs	Higher Education Institutes
IBC	International Branch Campus
ICT	Information and Communication Technologies
IIE	Institute of International Education
IISER	Indian Institute of Science Education and Research

IIT	Indian Institute of Technology
ITPI	The Institute of Town Planners, India
MHRD	Ministry of Human Resource Development
MIT	Massachusetts Institute of Technology
MOOC	Massive Open Online Course
NAAC	National Assessment and Accreditation Council
NBA	National Board of Accreditation
NeGP	National e-Governance Plan
NER	North Eastern States
NITI	National Institution for Transforming India
NOFN	National Optical Fiber Network
NSDC	National Skill Development Corporation
NSQF	National Skills Qualification Framework
NSSO	National Sample Survey Office
OBCs	Other Backward Class
PGDM	Post Graduate Diploma in Management
PTR	Pupil Teacher Ratio
P2PU	Peer-to-Peer University
R&D	Research & Development
RE	Revised Estimates
RUSA	Rashtriya Uchchatar Shiksha Abhiyan
SCs	Scheduled Castes
SGPA	Semester Grade Point Average
SMART	Simplified, Mission-oriented, Accountable, Responsive & Transparent System
STs	Scheduled Tribes
SWAYAM	Study Web of Active-Learning for Young Aspiring Minds
TERI	The Energy and Resources Institute
TISS	Tata Institute of Social Sciences
UGC	University Grants Commission
UAE	United Arab Emirates
UK	United Kingdom
US	United States of America
UT	Union Territory
UTC	United Technologies Corporation

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The Mantosh Sondhi Centre; 23, Institutional Area,
Lodi Road, New Delhi-110003 (INDIA),
Tel: +91-11-24629994-7, Fax: +91-11-24626149
Email: info@cii.in; Web: www.cii.in