EXPERT GROUP REPORT ON FINANCIAL REQUIREMENTS FOR MAKING ELEMENTARY EDUCATION A FUNDAMENTAL RIGHT

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MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION

REPORT

OF THE

GROUP OF EXPERTS

ON

THE FINANCIAL RESOURCE REQUIREMENTS FOR OPERATIONALISING THE PROPOSED 83rd CONSTITUTIONAL AMENDMENT BILL MAKING THE RIGHT TO FREE AND COMPULSORY EDUCATION UPTO 14 YEARS OF AGE A FUNDAMENTAL RIGHT

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GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION
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Date: 29-01-1999

Dear Shri Dasgupta,

I have great pleasure in submitting to you the report of the Group of Experts appointed by the Ministry to assess the total financial resources that may be required to be provided by the State for operationalising the Right to Free and Compulsory Education up to the age of 14 years as a justiciable Fundamental Right. The Group was fully cognisant of the urgency of the situation. The Constitution (83rd Amendment) Bill for making the Right a listed Fundamental Right under the Constitution of India was introduced in the Rajya Sabha, after the Supreme Court (in the Unnikrishnan Vs. The State of Andhra Pradesh case of 1993) had declared the Right to Education as a Fundamental Right flowing from the existing Fundamental Rights (mainly the Right to Life) listed in the Constitution, Article 45 being interpreted as only providing the parameters for its operation. On both counts, the responsibility of the Government of India for conducting these investigations urgently was obviously increased.

2. Though the Expert Group was appointed by a single Ministry viz. the Ministry of Human Resource Development, the members did not, very rightly, look upon the responsibility for finding state funds for the achievement of UEE as that of this Ministry alone. Needless to say, the beneficiaries of UEE would be activities in all walks of life including the fields of research in social sciences as well as science and technology. All Central Ministries and governments at all levels of the state in India - Central, State and Local, as defined in the Constitution - have to share this responsibility. The Group, however, had deliberately fallen short of trying to quantify the respective shares that should be borne because particularly the question of Centre-State division (though included in the terms of reference set by the Ministry) was intrinsically dependent on aspects of the division of fiscal powers which were clearly outside the purview of the Group and had to be examined by bodies such as the Finance Commission. The Group nevertheless has tried to make a few helpful recommendations for such appropriate bodies in this connection.

3. Looking at the Fundamental Right to elementary education as a justiciable legal right of all the people, the Group made the basic decision to calculate the cost of real formal schooling and did not accept the position, often urged on it implicitly or even explicitly, that the cost estimate should be reduced by assuming that only the cheaper variants of non formal or part time education needed to be provided for the millions of children who have remained out of school. Needless to add the members did, at the same time, feel fully convinced that the real formal school had to learn a great deal from the experience of the best of the non formal schooling experiments now being carried out successfully in the country.

4. The Group could not also accept the oft-repeated suggestion that profit-seeking private enterprise would be attracted in the foreseeable future, in a substantial way, to the schooling of the vast number of underprivileged children of India who had never been to school. Even though in the existing school sector the participation of private enterprise is about ten per cent and is

increasing, it was difficult to judge how far, if at all, this proportion could be projected also to providing schools for those large numbers of unfortunate children, particularly girl children of poverty-stricken families, that we should be really thinking about.

5. The two central questions that the Group did address squarely were: (a) how much will the progress to UEE cost over the next ten years and (b) where will the finances come from? I am happy to report that though at first sight the total financial commitment seems enormous, when spread over ten to fifteen years and supported by a switch from 3.8 to 6 per cent of the GDP as the share of all government expenditure on education, the end is achievable without any great difficulty.

6. Our exercises, undertaken by three of our economist members, Dr.D. K. Srivastava (of the NIPFP and the Finance Commission), Dr. J.B.G. Tilak and Dr. N.V. Varghese (both of the NIEPA) along with the Member-Secretary Shri Amarjeet Sinha, Director (E.E.) in the Ministry, show that the estimated additional expenditure for achieving UEE (based on the norm, typically, of two classrooms and two teachers per school and reaching gradually to a 1:30 teacher pupil ratio by the 10th year and calculating teachers' salary at the new revised rates) would be Rs.136,822 crore over the next 10 years. This implies that contrary to the prevalent belief even among many experts, no implausible scenario need be assumed to find the financial resource of this magnitude. No more would be required than a rate of growth of the GDP that one can reasonably hope for (5 per cent in real terms), along with a modest increase in the tax revenue: GDP ratio (from the present about 16 to about 18 per cent by 2007-08) and, most crucially, a rise in the allocation to education in the total of the Central and State budgetary expenditures from about 3.8 per cent of the GDP now to the long-promised 6 per cent. On average approximately 1% of the GDP additionally would be required to go into elementary education and no diversion is needed from the higher education sector at all. This surely is a far cry from what is frequently conjectured as only a utopian scenario needed for the achievement of UEE!

7. Of course, there is no "free lunch" that economists can provide for the country. The switch to the 6 per cent share of the GDP for education, which had been promised many times over the past thirty years, and is now reiterated by the Prime Minister, cannot be entirely painless for the other sectors. We may need moderate but perceptible downsizing of government expenditure elsewhere to make this possible as long as the tax revenue-to-GDP does not improve. I hope Parliament and the people of India would agree to the necessary shifts which seem still manageably small. If we choose to remain forgetful of our constitutional and legal responsibility for another ten years they will not remain so. The Group recognised that the state's constitutional liability has to be seen against its ability to pay largely out of its revenue resources. This is necessary to emphasize if only because in sufficiently adverse resource situations public expenditure may have to be downsized under other heads, so as to protect the nation's basic constitutional commitment.

8. The Group, however, urges Government constantly to bear in mind the obvious distinction between expenditure purported to be on education, and genuine and non-wasteful social investment in education. Undertaking expenditure on the vast scale indicated in the Report without setting in place a mechanism of continuous monitoring would be extremely unwise. In other words, the Group recognises that finding the money would be only a necessary but not sufficient condition for attaining UEE in human development terms.

9. May I take this opportunity to express the Group's appreciation of the contribution of Dr. R. V. V. Ayyar who preceded me as the Chairman of this Group. Though he left at very short

notice to move on to his next official assignment, the main work of the Group had already started under him and the members had had the benefit of his sound advice. I must also mention Shri Abhimanyu Singh, Joint Secretary in the Ministry who helped us in our discussions in more than one way. It is my pleasant duty to record my own appreciation of the great merit of the contributions of the experts in the Group. Their respective distinctions in the field of educational administration, economics of education, theoretical economics and public finance made this small but intensive study extremely valuable. In working with them, I felt both privileged and benefitted.

10. Finally, I must record the appreciation of the whole Group and myself of the dedicated and expert contribution of our Member Secretary Shri Amarjeet Sinha, both to the working of the Group and the preparation of the Report which I enclose. I am also very grateful to you for your several extremely helpful interactions with the Group. The Group gratefully acknowledges the contribution made by Shri B.S. Nehria, Dr. Roopa R. Joshi, Dr. Jyotsna Jha, Smt. Sibani Swain and Shri D.K. Saxena. Shri Sunil Singh Rawat and Shri Hans Raj assisted in the typing of the Report.

11. I hope that the Government will find this effort of the Group to have been worthwhile. I personally found it to be profoundly so.

With kindest regards,

Yours sincerely,

T. Majumdar

(Tapas Majumdar)

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CHAPTER - I

INTRODUCTION

THE BACKGROUND

1.1 The report of the Committee of State Education Ministers on implications of the proposal to make Elementary Education a Fundamental Right (Saikia Committee, January, 1997) had recommended the setting up of a Group of Experts to assess the financial resource requirements for operationalising the proposed 83rd Amendment Bill making the Right to Free and Compulsory Education up to 14 years a Fundamental Right.

1.2 Accordingly, the Group of experts to examine the financial requirements of the States/UTs was constituted in June, 1997 with the following terms of reference:-

a) to examine the financial requirements of the States/UTs with reference to the status of Universalisation of Elementary Education in the context of proposed follow up legislation on compulsory education by the States/UTs;

b) to identify the existing financial resources of the States/UTs and suggest measures for mobilising additional resources; and

c) to determine suitable sharing arrangement of financial requirements between the Central and State Governments.

1.3 Article 45 of the Constitution of India had specifically enjoined the State to strive to provide free and compulsory education for all citizens up to the age of 14 years within ten years of the commencement of the Constitution. The report of National Commission on Education 1964-66 had suggested at least 6% GNP public investment in education in order to achieve the goal of Universalisation of Elementary Education. The National Policy on Education 1968 accepted this recommendation and it has been reiterated in all subsequent Policy pronouncements made at the highest levels. The National Education Policy 1986 and its Programme of Action, 1992 provided for provision of elementary education of satisfactory quality for all 6-14 age group children by the turn of this century.

1.4 While recommending amendment to the Constitution of India to make the Right to Free and Compulsory Education up to 14 years of age a Fundamental Right, the Committee of State Education Ministers (Saikia Committee) had recommended norms regarding educational facilities which if not provided may become justiciable. It had also attempted a definition of free education. In order to ensure uniformity, the Saikia Committee had suggested that free elementary education should mean exemption from tuition fee; provision of free text books for all primary school children and for girls at upper primary level and provision of essential stationery to all children in primary classes.

1.5 As regards sharing of expenditure on elementary education, the Saikia Committee had recognised that the primary responsibility to promote elementary education should remain with the State Governments and that State Governments should consider measures which will enable local bodies in urban and rural areas to raise revenues for improvement of facilities in schools. It had even recommended considering the proposal to levy an education cess in this regard.

1.6 The starting point for a debate and discussion on the ways and means of financing educational development in India begins with the 1948 B.G. Kher Committee Report on the subject. The Kher Committee had recommended that a fixed percentage of Central and provincial revenues – about 10% of the Central and 20% of the Provincial – should be earmarked for education by the respective Governments. It had even suggested that about 70% of the expenditure on education should be borne by the local bodies and provinces and the remaining 30% by the Centre.

1.7 As regards the teacher pupil ratio, the Kher Committee had made a very perceptible observation – ***"in view of the present emergency, the Committee, with great reluctance agrees that only for five years, the teacher pupil ratio may be 1:40 instead of 1:30 though from the educational point of view, this should be restored earlier if possible, but in any case the position must be reviewed at the end of five years"***.

1.8 The report of the Education Commission 1964-66 addressed the issue of educational finance in great detail. It looked at the growth of educational expenditure in India in the post independence period and at the sources of educational finance. It recognised the need for public investments in order to meet the challenge of Universalisation of Elementary Education. While

suggesting a 6% allocation of GNP within 20 years (1985-86), the Education Commission reiterated that the programmes to be emphasised during the decade 1975-85 will include the provision of seven years of effective primary education. Although, most of the responsibility for the support of education was placed on Governmental funds, the Committee also felt that a total centralisation of all financial responsibilities for education on the Government would not be desirable. It, therefore, suggested raising of contributions from local communities, voluntary organisations and the local authorities. The Commission also argued for a larger financial responsibility for education for the Central Government.

1.9 The 1986 Policy further reiterated the need to focus on Universalisation of Elementary Education. The 1992 Programme of Action laid down a strategy for the achievment of Universalisation of Elementary Education with community mobilisation and creation of appropriate educational facilities.

1.10 The judgement of the Hon'ble Supreme Court in J.P. Unni Krishnan Vs. State of Andhra Pradesh, 1993 has already transformed an incremental development goal into an entitlement of all children up to 14 years by pronouncing the Right to Education to be a Fundamental Right derived from the Right to Life itself. As regards determining the extent of the responsibility of the State for upholding the Fundamental Right to Elementary Education, the operative definition of a State would have to be as laid down by Article 12 of the Constitution of India which includes "The Government and Parliament of India, Government and legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India".

1.11 The additional financial requirements for UEE were tentatively estimated by the Saikia Committee at Rs. 40,000 crores. This estimate had been worked out on the basis of average yearly expenditure incurred by Government per student. The number of out of school children in the 6-14 age group was taken as 6.3 crores and the per student expenditure was taken as Rs. 948/-. After adding the factor of 20% to the cost for meeting the requirement of improving the quality and the environment of school education to be provided, the Saikia Committee had calculated that additional funds of the order of Rs. 40,000 crores would be required over five years.

1.12 The Expert Group decided that the methodology of making the required calculation needed to be closely examined and, if necessary, refined and revised, as had been advised by the Saikia Committee itself. This has been done by the Group in the following ways.

COUNTING OUT-OF-SCHOOL CHILDREN

1.13 First, there is the basic problem of counting the target population of the children who are currently deprived of their right to elementary education. There are largely varying estimates of the actual number of children up to the age of 14 years who can be counted as children who do not go to school for one reason or another. For example, the Saikia Committee relies on the estimate, made from the available government records, of nearly 6.3 crore of children of ages from six to 14 years who currently do not go to school. The 1991 Census puts the number of children in the 6-14 age group not attending school at 7.54 crores. The Expert Group has, therefore, kept in mind the overall projections of 6-14 age population in order to compute norm based requirements for UEE. This has been done in order to ensure that quality schooling is available to all children, irrespective of the number of out of school children.

COSTING BY ACTIVITY COMPONENTS

1.14 Secondly, the Group realized that it was necessary to make the costing exercise transparent, which purpose was not served by using the overall per-student government expenditure on elementary education as an indicator of resource allocation. The Group accepted that costing had to be made by activity components such as investment in basic teaching facilities, infra-structure building, teacher training for quality improvement in classroom and out-of-classroom teaching practices, besides, of course expenditure on teacher salaries. The internal efficiency in resource allocation and time-planning of resource use cannot be improved except through a continuous process of activity audit based on unit costs of activity components. The Group felt that the task of achieving UEE in a cost-efficient manner within an acceptably short time span will not only be tremendously difficult, success in the task would crucially depend on continuous information feed-backs from the concerned citizens and on informed public debate. For this purpose too, transparent activity-wise cost estimates were necessary. While this implies that a continuous process of costing, monitoring and assessment of activities over time would need to be put in place, the present report has attempted to make a beginning in this direction.

COSTING ALTERNATIVE SCENARIOS OF SCHOOLING

1.15 The third area in which the Expert Group wished to take particular interest was that of examining the practicability of assimilating into the mainstream of elementary school education in India the knowledge and experience that is continuously being generated through the experiments in creating alternative modes and environments of elementary schooling in many parts of the country. The main costing exercise undertaken by the Group has, no doubt, been set firmly in the context of the existing schooling system that obtains for the vast majority of the Indian school children. However, the Group realized that much needed to be learnt from the experience acquired in the alternative schooling scenarios. It felt that such experience may prove invaluable in strengthening the efforts that are needed to substantially reduce, if not completely eliminate, the chronic wastage (side by side with the large shortages), of human and material resources caused by the internal managerial and cost inefficiencies, as well as the external inefficiency (i.e., the inability to respond to the needs of the labour market and the economy) of the conventional schooling system.

1.16 The Group was also aware that a relatively small section of our children have the good fortune of availing facilities of elementary education of good quality in select private schools and that this segment, in a few states, may be growing. It may be pointed, for example, that according to the Sixth All India Education Survey, there are already about 41000 lower and upper primary schools operating in the country which are unaided. But this still remains a relatively small segment of society. Moreover, in most cases, even private sector participation in elementary schooling is found to be quite heavily subsidized by the State through, for example, the provision of prime urban land at nominal prices, and by other means, though they continue to be classified as "unaided". The Group, therefore, has not been able to ascertain, or make any allowances for the extent of the private sector's contribution to elementary education in the present cost calculations included in the report.

THE APPROACH OF THE GROUP OF EXPERTS

1.17 This Group started its deliberations by taking stock of where we were, as reflected in national surveys regarding elementary education. It then proceeded to look at our likely scenario in 2001

based on population projections made by the Registrar General of Census. The requirements for UEE were then looked at in the context of existing educational facilities and the additional facilities which would be required in order to expand access to all children and to provide quality elementary education to them. The Group was clearly of the view that the children of the poorest must receive education which is comparable in facilities and quality with the best anywhere in the country. Though adoption of a common school approach, as suggested by the Kothari Commission, may not be feasible even though most desirable, the Group was very conscious that in no way should the facilities extended to the poor be less than what is provided to others. The Group worked on the presumption that those children who are still out of school belong to the poorest households where deprivation is all pervading and social opportunities available are very limited.

1.18 On issues like sharing of financial resources between Central and State Governments and measures for mobilising additional resources, the Group was very conscious of statutory bodies which undertake this function on behalf of the State like the Finance and Planning Commission. It was clearly of the view that in sectors where statutory bodies make the final decision, the Group would restrict itself only to making general suggestions and would not go into specific issues of sharing. The Group was also aware of the differences in educational levels across States and UTs and recognised that this would call for a variety of sharing arrangements with States if the goal of UEE had to be achieved in a given time frame.

STRUCTURE OF THE REPORT

1.19 The Second Chapter of this Report will present an overview on the issue of financing of elementary education and assessments made in some of the studies in this regard. Chapter –3 would work out financial requirements for UEE after defining the requirements and unit costs for each item. The All India Education Survey 1993 has been taken as the basis for ascertaining school facilities. Though efforts have been made to take note of investments in elementary education between 1993 and 1997-98, these would have to be re-visited by State Governments at the time of planning further expansion of their school system. Chapter-4 would look at the whole issue of mobilising additional resources for UEE in the macro context of competing demands for allocation of resources. It would try to establish how the additional requirements, though many times of the present levels of expenditure, when looked at in the overall context of allocation of

resources, assuming a certain rate of economic growth, does not amount to be insurmountable. Chapter-5 would look at issues of resource sharing between Centre and States. The recommendations regarding resource sharing would be broad as the Group felt that this is an area where the Finance Commission has the statutory authority to make alterations. The last Chapter would be the concluding remarks where an effort to understand the democratic context of making elementary education a Fundamental Right will be made. The two annexes will provide extracts from the copy of the order constituting the Group of Experts along with the membership, the State specific requirements of additional resources and relevant statistics that have been referred to in the body of the report.

MEETINGS OF THE GROUP

1.20 The Group worked under the Chairmanship of Dr. R.V.V. Ayyar, the then Additional Secretary, Department of Education, Ministry of Human Resource Development from June, 1997 to October, 1997 after which Professor Tapas Majumdar, Emeritus Professor of Economics, Dr. Zakir Hussain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi was appointed Chairman. Altogether eight meetings of the expert group were held between June 1997 to December 1998, the last one being held on 4th Dec.,98. The Group would like to thank Dr. R.V.V. Ayyar and the Task Force that worked under his guidance till October, 1997. The Group would like to thank everyone who has provided ideas and comments on our work and helped us in working out financial requirements for making elementary education a Fundamental Right.

FINANCING ELEMENTARY EDUCATION - AN OVERVIEW

2.1 The issue of financing education has been central to educational development in India. On account of neglect during the colonial period, investment in elementary education had been low and insufficient to meet the needs of education for all. Though a regulatory framework for educational administration had been laid down up to district level during the pre-Independence period, it did not provide for public investment on a large scale in order to meet the peoples' aspirations of education. The Government's Resolution on Education Policy 1913, for the first time, required local Governments to extend the application of the principle of free elementary education amongst the poorer and more backward section of the population. The Government of India Act 1919 provided the first major opportunity for Indians to take control of the Education Department and Compulsory Education Acts were passed in many provinces during this phase in order to promote rapid development of mass education. The Nationalist Movement had developed a critique of the colonial educational framework and the Wardha Declaration reflected this view point that encouraged free and compulsory education in the mother tongue and provided for productive forms of manual work. The Gandhian System of education emphasised self reliance (Swavalamban) and integration of physical and mental development (Samavaya).

THE BACKGROUND

2.2 The Constitution of India clearly laid down that the State shall provide free and compulsory education to all children upto 14 years within 10 years of the commencement of the Constitution. In 1948, the B.G. Kher Committee on the ways and means of financing educational development in India had recommended that the State must undertake the responsibility of providing, at least junior basic education for everybody without, however, detriment to existing facilities for secondary and higher education. It had also recommended that the provinces should aim at introducing universal compulsory education for children in the 6 to 11 age group within a period of 10 years. But, if financial conditions compel, the programme may be extended over a longer period but in no circumstances should it be given up.

2.3 The need for compulsory education and the limitation of finances to meet the need for adequate educational facilities, get reflected in the debates of the Central Advisory Board of Education. In 1964, the then Education Minister, Shri M.C. Chagla in his address to the Central Advisory Board of Education commented ***"Our Constitution fathers did not intend when they enacted Article 45 that we just set-up hovels, put students there, give untrained teacher, give them bad textbooks, no playground and say we have complied Article 45 and primary education is expanding. The compliance intended by our Constitutional fathers, was a substantial compliance. They meant that real education should be given to our children between the ages of 6 to 14".***

2.4 On the issue of source of educational finance, the report of the Education Commission made the following points :-

(a) Public expenditure on education has to be increased to 6% of GNP by 1986.

(b) Although most of the responsibilities for the support of education will be placed on Governmental funds, a total centralisation of all financial responsibilities for education in the Government will not be desirable. Attempts should, therefore, be made to raise contribution from local communities, voluntary organisations and the local authorities for this purpose.

(c) The assistance of the local community should be mobilised through the organisation of School Improvement Conference for improving the physical facilities in schools and the creation of school funds.

(d) In order to provide financial support to District School Board, the Zila Parishad should raise funds for education by levying cess on land revenue.

2.5 The Education Commission also commented on the role of the Centre. It was suggested that the Central Government should assume a larger financial responsibility for education by expanding central and centrally sponsored sectors. It recommended that these should have the following characteristics :-

(a) It should include programme of crucial importance and national in character.

(b) In the centrally sponsored sector, it should be possible for some programmes to vary from State to State according to their needs.

(c) Central assistance for programmes in the centrally sponsored sectors should be given for 5 years which may in certain cases be continued upto 10 years and not for plan period only as at present.

2.6 An analysis of the expenditure on education shows that the share of central spending to the overall expenditure on education is less than 10%. 90% of the expenditure comes from States. While Central Government support for education is small related to that of the State which covers the bulk of the recurring cost under non-plan head, Centre provides substantial plan funding for outlay and is often the only source of support for new programmes. Plan funding from Centre has increased after adoption of National Policy on Education 1986 which gave a meaningful definition to the concurrency of education enshrined in the Constitution through its 42nd Amendment. Even at constant prices, public expenditure on education increased at an annual rate of 8.3% till the 1980's. While the central expenditure has maintained an increasing trend, recent studies (S.P. Gupta; K.Seeta Prabhu) indicates that the expenditure of States in priority social sectors is not continuing at the earlier accelerated rate. This is largely on account of the unsatisfactory ways and means position in most States/UTs.

2.7 Analysis of the data also indicates that nearly 50% of the overall expenditure of Central and State Governments has been in the elementary education sector. In the recent years, the share of elementary education in the central plan expenditure has increased. An analysis of the sector-wise expenditure on education, both Centre and State during the First and Eighth five year plans indicate that the expenditure on elementary education in the first five year plan was 59% of the total expenditure on education. This percentage share is 48% in the Eighth five year plan. However, the increase in expenditure on elementary education alone has been more than the increase in the expenditure on education as a whole. During the last three five year plans, i.e. Sixth, Seventh and Eighth five year Plans, total expenditure on education increased 7 times whereas expenditure on elementary education alone increased 10 times. But the relative share of total education sector has been decreasing over this time.

2.8 The budgetary expenditure [illegible] States indicate that there is a wide variation in the allocation as a percentage [illegible] State Domestic Product. The national average of expenditure on education as a percentage of SDP is around 4%, though these indications could be deceptive, specially in slow growing regions like Bihar. On account of poor increase in SDP over the years in states such as Bihar, the relative percentage may appear to be high for education. As a percentage of total budgetary expenditure, there are substantial variations amongst States ranging between 10 to 27 percent of the revenue expenditure. There are also substantial variations amongst States in terms of per capita expenditure on education. The range of per capita expenditure is between Rs.176 in Bihar to Rs.423 in Kerala (1995-96). These figures confirm that the resource poor States are spending much less on elementary education than the national average. As 90% of the expenditure is currently met from States' funds, there are limitations on availability of financial resources for universalisation. It indicates the need for a larger presence of the Central Government in resource sharing specially, in poorer States which are not able to generate sufficient resources to meet the challenges of universalising elementary education.

Some Recent Studies

2.9 Some recent studies have made assessment of requirement for universalising primary education (Class I – V). It would be meaningful to look at some of them. In 1997, the World Bank made an assessment of financial requirement for universalising primary education. While projecting the financial resource requirement, the World Bank study made estimation for three scenarios :-

a) Maintaining the existing system for the estimated number of children ages 6 to 10 years now in schools;

b) existing system to accommodate the children ages 6 to 10 years not now in schools; and

c) Improving the quality of schooling offered to all students.

2.10. Based on these three scenarios, the study came to the following conclusion for primary education :-

(a) The cost of maintaining the system would rise from Rs.8000 crores in 1996 to more than 12000 crores in 2007;

(b) The cost of expansion at constant 1993 prices starting with Rs. 1498 crores in 1996 would rise to 6389 crores in 2007;

(c) The cost of improving quality would rise from 976 crores in 1996 to 1134 crores in 2007.

By these methods at 1993 prices, resource requirements by 2007 was expected to become Rs. 19665 crores.

2.11. These conclusions were approximation and did not use the 6th All India Educational Survey figures regarding educational facilities. The assessment also indicates that additional financial resources would be required most in States like, Andhra Pradesh, Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and West Bengal. The World Bank study did not present the State-wise requirement of resources to achieve universalisation of elementary education by 2000.

2.12. V.K. Ramchandran et al 1997 have estimated the investment required for universalisation of elementary education in 17 major States and for all India. They have used attendance rate to estimate the number of children in the age cohort 6 to 11 who are attending schools and who are not attending schools. Unit capital cost and recurrent cost of the schools with 150 children were estimated to be Rs.2500 (capital cost) and Rs. 1593 (recurrent cost) respectively in West Bengal. Ramachandran et al have applied the same methodology used for West Bengal to calculate investment requirement for 17 major States and for all India. Their study shows that the investment requirement is several times more than the current level in certain States. More than three times the current level of expenditure is in the States like, Andhra Pradesh (3.5%), Bihar(3.1%), J&K(4.5%), Uttar Pradesh (3.63%) and West Bengal (4.03%). More than 6% of the SDP is required to achieve the objective of UEE in States like. Bihar (8.4%), Orissa(8.61%), J&K(6.7%) and Uttar Pradesh (6.5%).

2.13 Based on the projections of population of the age-group 6-14, and based on expenditure per student in the 1980s, Tilak (1994) fitted a cost function to estimate the total requirement of financial resources for education for the period 1999-2000 AD. To universalise elementary education by the turn of the century, it was estimated that the resources have to be increased by three times in real terms between 1992-93 and 2000 AD -- from Rs.4.5 thousand crores to Rs.14.1 thousand crores in 1980-81 prices.

2.14 The Saikia Committee made an assessment of financial requirements on the basis of per pupil cost being currently incurred and estimated number of out of school children in 6 to 14 age group. The estimates were based on per pupil cost of Rs.948. Number of out of school children was estimated at 30 million in the 6 to 10 age group and 33 million in the 11 to 14 age group. After adding the factor of 20% of the cost for meeting the requirement of improving the quality of the environment of the school education to be provided and also allowing for the anticipated rate of increase in the price index, the Saikia Committee had concluded that additional funds of the order of Rs.40000 crores would be required over five years.

2.15 All these studies have made use of variety of methods to arrive at estimates for making elementary education universal. While learning from these studies, the Group of Experts decided to cost every activity required for universalising elementary education and tried to provide for all children in the 6 to 14 age group. These activities are as per certain norms that was agreed to by the Group as the minimum facilities that needed to be provided for each elementary school.

INTERNATIONAL COMPARISONS

2.16 International comparison of public expenditure on education in developing countries indicate that the 3.5% of GNP being currently spent in India on Education compares well with a few developing countries but is much less than what many advanced countries and on an average, developing countries are investing in human resource development. Countries like, Malaysia, Thailand and Republic of Korea spend more than us on education, though the expenditure as a percentage of GDP in People's Republic of China, Indonesia and Sri Lanka is lower than ours. This may even be on account of categorisation of social development spending, especially with regard to the infrastructure. Some efforts at assessing private expenditure on education has been made internationally, but there is still insufficient information on the size of the private sector. International comparison on salary of teachers indicate that the teacher's salary as a multiple of per capita GDP is higher in India than in China, Indonesia and Sri Lanka. While comparing with China, we have to also keep in mind the higher cost sharing by local Governments in that country. People's Republic of China has allowed local governments to raise additional resource for education through various means of taxation. Tax on each farmer, government employees, sale value of private business, construction etc. is utilised for financing education by local governments.

2.17 Though the 1980's and 1990's has brought considerable questioning of the role of State in all sectors of economic and social activities, there are strong arguments of continued State dominance in the education sector. Globally, States have to continue to spend more on education. There is also a need to learn from the experiences of other countries in the quest of universalisation of elementary education. The private sector's role globally in the elementary education sector continues to be negligible.

2.18 The Human Development Report for South Asia and the State of the World's Children Report 1999 (UNICEF) have focused on the need to universalise primary education. They have also stressed that the financial requirements in order to do so are very much within the fiscal capacities of developing countries. A norm of US $ 30 per child per annum has been suggested for developing countries for universalising primary education. It is higher than what we currently spend per capita.

2.19 The Group was unanimous that the State would continue to play a pivotal role in universalising elementary education. While economic reforms implies less government in certain sectors, it also implies greater state participation in the process of social development. The responsibility of additional financial requirements for UEE is therefore, to be faced by the state. In fact, given the high rates of return on investments in the elementary education sector, higher allocations for elementary education is not really a responsibility; it is much more an imperative for sustained economic growth and human well – being.

2.20 Examples of educational reforms in Zimbabwe that focussed on full utilisation of all resources and provision of need based requirements for schooling in a time bound way, and that of the BRAC experiment in Bangla Desh whereby low cost alternatives have been used for the expansion of Primary education, are often made in the Indian context. Much as there is a lot to learn from these international examples, the Indian context would require a more context specific approach that allows for diversities across this country. The Group felt that for sustainable quality based educational development, there would be a need to invest as low cost alternatives often flounder in the absence of adequate resource support over a longer period of time. Examples of People's Republic of China and Vietnam are also relevant as they indicate how effective prioritization helps in achievement of goals. Examples from within the country, like Kerala, Tamil

Nadu and Himachal Pradesh have much more to offer by way of replicability of efforts in other educationally backward regions.

FINANCIAL REQUIREMENTS FOR UNIVERSALISATION OF ELEMENTARY EDUCATION

APPROACH FOLLOWED BY THE GROUP

3.1 The Group decided to follow a norm based approach that provided for all children as per the minimum requirements that every school and child ought to have. While making the broad assumptions, the findings of the All India Educational Survey 1993, the National Family Health Survey, 1992-93 and the National Sample Survey, 1993-94 have all been taken into account in order to ascertain the present level of educational facilities and attendance rates of children.

3.2 As per the projections made by the Registrar General of India Census, there would be nearly 118.25 million children in the 6-11 age group and 74.47 million children in the 11-14 age group in the year 2001. The elementary education system would have to cater to these 200 million children plus under-age and over-age children who join class I to Class-VIII. It is presumed that the percentage of under-age and over-age children will come down as we move towards universalisation. The assessment of the facilities required for the 200 million children has been made on the basis of minimum facilities required to provide quality education for all. The following tables present state wise summary of the state of primary and upper primary education as per the 1993 All India Educational Survey and the total projected requirements to meet the needs of all and the additional requirements of the system. These Tables are based on figures as reported in the 1993 All India Educational Survey. Addition to infrastructure has taken place between 1993 and 1997 and it will be reflected in the final set of calculations.

TABLE -

STATUS OF PRIMARY EDUCATION 199

S.No	State	No. of 6-11 children (lakh)	No. of 6-11 children attending school (lakh)	No. of primary schools 199	No. of classrooms	No. of teachers
1	Andhra Pradesh	93.20	58.90	49194	104186	106900
2	Arunachal Pradesh	1.25	0.85	1166	3713	2590
3	Assam	34.16	23.94	28822	52291	69985
4	Bihar	135.84	69.68	52674	95091	111130
5	Goa	1.20	0.81	1029	2991	2904
6	Gujarat	53.86	40.77	13585	29201	31335
7	Haryana	23.55	19.14	5143	19838	17201
8	Himachal Pradesh	6.47	5.87	7732	23709	23135
9	J & K	11.34	9.71	9057	20193	17251
10	Karnataka	60.93	42.95	22128	44131	44837
11	Kerala	29.93	28.43	6701	43260	50691
12	Madhya Pradesh	93.07	57.98	72730	208675	179833
13	Maharashtra	113.56	90.93	41292	122643	134256
14	Manipur	2.38	2.11	3027	11215	10640
15	Meghalaya	2.69	2.01	4095	8196	8610
16	Mizoram	0.94	0.85	976	4432	3841
17	Nagaland	1.79	1.60	1305	6823	6365
18	Orissa	42.68	29.70	37239	99478	90197
19	Punjab	25.16	20.32	13085	47644	45415
20	Rajasthan	67.14	39.47	33271	125392	89528
21	Sikkim	0.61	0.41	532	2075	2717
22	Tamil Nadu	63.07	51.95	30329	101985	116287
23	Tripura	4.06	3.22	2029	7812	9031
24	Uttar Pradesh	205.93	126.33	86426	283848	300113
25	West Bengal	96.40	65.26	44884	134988	160497
26	A & N Islands	0.39	0.26	187	829	752
27	Chandigarh	0.74	0.49	43	414	406
28	D & N Haveli	0.19	0.12	125	239	197
29	Daman & Diu	0.12	0.08	45	164	295
30	Delhi	11.67	10.14	1962	26824	21943
31	Lakshadweep	0.06	0.04	19	117	259
32	Pondicherry	0.91	0.61	337	1786	1793
	All India	**1185.34**	**804.97**	**575139**	**1625797**	**1660942**

Source - (1) Sixth All India Educational Survey 199
(2) National Family Health Survey 1992-93

TABLE - 2

TOTAL REQUIREMENT FOR UNIVERSALISING PRIMARY EDUCATION 2001

S.No	State	Projected 6-11 population 2001 (lakh)	No. of required primary schools	No. of required rooms	No. of required teachers
1	Andhra Pradesh	82.97	56383.00	283758	283758
2	Arunachal Pradesh	1.57	3199	7263	7263
3	Assam	34.75	34701	121712	121712
4	Bihar	131.46	66003	451588	451588
5	Goa	1.49	1124	5062	5062
6	Gujarat	53.11	14681	178126	178126
7	Haryana	25.77	5672	86429	86429
8	Himachal Pradesh	7.87	21923	40430	40430
9	J & K	13.58	12019	48229	48229
10	Karnataka	57.80	30160	200598	200598
11	Kerala	29.52	8255	99954	99954
12	Madhya Pradesh	99.90	91394	351664	351664
13	Maharashtra	106.46	52724	366365	366365
14	Manipur	2.99	3437	10376	10376
15	Meghalaya	3.32	5672	12639	12639
16	Mizoram	1.12	1053	3808	3808
17	Nagaland	2.17	1465.00	7393	7393
18	Orissa	41.24	50098.00	150325	150325
19	Punjab	26.96	14656	106125	106125
20	Rajasthan	70.73	49530	252025	252025
21	Sikkim	0.71	891	2725	2725
22	Tamil Nadu	58.03	30952	194056	194056
23	Tripura	5.10	3697	18668	18668
24	Uttar Pradesh	213.90	129130	755704	755704
25	West Bengal	92.45	60819	320141	320141
26	A & N Islands	0.47	457	1836	1836
27	Chandigarh	0.89	45	2971	2971
28	D & N Haveli	0.23	213	854	854
29	Daman & Diu	0.15	48	503	503
30	Delhi	14.56	1998	48570	48570
31	Laksnadweep	0.08	20	267	267
32	Pondicherry	1.13	366	3795	3795
	All India	1182.50	751659	4118523	4118523

TABLE - 1

ADDITIONAL REQUIREMENT FOR PRIMARY EDUCATION

S.No.	State	Additional teachers required	Teachers added during 1993-97	Additional primary schools required	Primary schools added during 1993-97
1	Andhra Pradesh	176856	99	7189	0
2	Arunachal Pradesh	4673	508	2030	90
3	Assam	51737	11050	5879	1318
4	Bihar	340458	10670	14388	978
5	Goa	2058	0	95	2
6	Gujarat	146791	5671	1093	575
7	Haryana	69228	612	529	508
8	Himachal Pradesh	16305	38	14197	0
9	J & K	30978	4862	2962	1326
10	Karnataka	155761	23332	8032	42
11	Kerala	49263	17478	1554	24
12	Madhya Pradesh	171831	34655	18664	5964
13	Maharasntra	232107	23815	11432	0
14	Manipur	0	0	410	0
15	Meghalaya	4023	1559	1580	136
16	Mizoram	0	858	75	285
17	Nagaland	1028	410	160	109
18	Orissa	15928	20843	12859	4865
19	Punjab	60710	0	1571	0
20	Rajasthan	162497	5770	16269	530
21	Sikkim	6	700	359	0
22	Tamil Nadu	77769	0	623	290
23	Tripura	9637	1079	1668	16
24	Uttar Pradesh	455591	0	42704	4667
25	West Bengal	159644	13138	11975	2180
26	A & N Islands	1084	80	270	1
27	Chandigarh	2565	0	5	1
28	D & N Haveli	657	28	88	16
29	Daman & Diu	208	60	3	8
30	Delhi	26627	6362	37	222
31	Lakshadweep	8	23	1	0
32	Pondicherry	2002	354	29	13
	All India	2428030	184056	178730	24166

TAELE - .

STATUS OF UPPER PRIMARY EDUCATION 199

S.No	State	No. of 11-14 children (lakh)	No. of 11-14 children attending school (lakh)	No. of upper primary schools	No. of classrooms	No. of teachers
1	Andhra Pradesh	47.99	30.37	6418	39693	37524
2	Arunachal Pradesh	0.61	0.43	284	2080	1907
3	Assam	17.29	12.12	7138	34093	46355
4	Bihar	65.76	33.74	13765	74012	99886
5	Goa	0.81	0.54	116	730	860
6	Gujarat	30.17	22.83	18151	129747	135874
7	Haryana	13.25	10.77	1487	14405	12800
8	Himachal Pradesh	4.04	3.66	1105	4670	6311
9	J & K	5.75	4.95	2648	16040	18970
10	Karnataka	34.12	24.05	18263	119754	102969
11	Kerala	19.30	18.29	2927	52560	53489
12	Madhya Pradesh	48.07	29.94	16237	85013	88021
13	Maharashtra	62.28	50.75	16900	133423	153785
14	Manipur	1.37	1.23	702	5969	7190
15	Meghalaya	1.41	1.05	810	4034	3899
16	Mizoram	0.58	0.52	610	3472	3983
17	Nagaland	1.04	0.93	307	3546	3245
18	Orissa	22.62	15.74	10420	43809	41124
19	Punjab	14.57	11.77	1455	9604	8649
20	Rajasthan	34.68	20.39	10122	88125	79091
21	Sikkim	0.36	0.24	116	1168	1525
22	Tamil Nadu	37.10	30.57	5593	50123	62160
23	Tripura	2.13	1.69	434	2947	5330
24	Uttar Pradesh	104.13	63.83	19145	104936	100733
25	West Bengal	51.29	34.72	2976	25710	19009
26	A & N Islands	0.22	0.14	44	525	722
27	Chandigarh	0.42	0.28	29	414	425
28	D & N Haveli	0.09	0.06	43	392	417
29	Daman & Diu	0.08	0.05	19	193	144
30	Delhi	6.24	5.42	505	7797	7569
31	Lakshadweep	0.04	0.02	4	226	176
32	Pondicherry	0.56	0.37	120	1516	1670
	All India	**628.42**	**431.46**	**160909**	**1054970**	**1105813**

TABLE - C

TOTAL REQUIREMENT FOR UPPER PRIMARY 20

S.No	State	No. of 11-14 children in 2001(lakh)	No. of required upper primary schools	No. of required teachers	No. of required rooms
1	Andhra Pradesh	59.10	28192.00	197000	225192
2	Arunachal Pradesh	0.72	1598	2400	3998
3	Assam	21.50	17351	71667	89018
4	Bihar	84.32	33031	281067	314098
5	Goa	1.02	562	3400	3962
6	Gujarat	33.62	735	112067	112802
7	Haryana	15.02	2836	50067	52903
8	Himachal Pradesh	5.15	10968	17167	28132
9	J & K	6.75	6010	22500	28510
10	Karnataka	37.20	15080	124267	139347
11	Kerala	18.06	4128	60200	64325
12	Madhya Pradesh	60.90	45697	203200	248897
13	Maharashtra	63.51	26392	211700	238092
14	Manipur	1.69	1719	5500	7219
15	Meghalaya	1.61	2836	5367	8203
16	Mizoram	0.71	533	2700	3233
17	Nagaland	1.10	733.00	3667	4400
18	Orissa	26.94	25049.00	89800	114849
19	Punjab	15.30	7328	51000	58328
20	Rajasthan	43.42	24765	144733	169498
21	Sikkim	0.44	446	1467	1913
22	Tamil Nadu	38.07	15476	126900	142376
23	Tripura	2.50	1849	8333	10182
24	Uttar Pradesh	136.73	64565	455767	520332
25	West Bengal	59.60	30408	198667	229075
26	A & N Islands	0.27	229	900	1129
27	Chandigarh	0.51	24	1700	1724
28	D & N Haveli	0.11	107	367	475
29	Daman & Diu	0.10	24	333	357
30	Delhi	7.85	1000	26167	27167
31	Lakshadweep	0.05	10	167	177
32	Pondicherry	0.73	183	2433	2616
	All India	**744.70**	**375829**	**2482670**	**2858499**

TABLE - 6

ADDITIONAL REQUIREMENT FOR UPPER PRIMARY EDUCATION

S.No	State	Additional teachers required	Teachers added during 1993-97	Additional upper primary schools required	Upper primary schools added during 1993-97
1	Andhra Pradesh	159476	12768	21774	1315
2	Arunachal Pradesh	493	464	1314	17
3	Assam	25312	1950	213	99
4	Bihar	181181	974	19266	69
5	Goa	2540	0	446	0
6	Gujarat	0.00	6767	0	1127
7	Haryana	37267	1215	1349	144
8	Himachal Pradesh	10856	0	9860	0
9	J & K	3530	4392	3462	456
10	Karnataka	21295	16825	0	222
11	Kerala	6711	0	1201	71
12	Madhya Pradesh	115179	9959	29460	3091
13	Maharashtra	57914	23202	8454	3061
14	Manipur	0	0	1007	0
15	Meghalaya	1468	350	2020	35
16	Mizoram	0	478	0	92
17	Nagaland	422	1507	426	109
18	Orissa	48676	0	14629	1676
19	Punjab	42351	2577	5873	1090
20	Rajasthan	65642	12552	14643	2520
21	Sikkim	0	172	328	0
22	Tamil Nadu	64740	2294	9883	0
23	Tripura	3003	259	1415	0
24	Uttar Pradesh	355034	0	45420	772
25	West Bengal	179658	2219	27412	160
26	A & N Islands	178	0	185	1
27	Chandigarh	1275	0	5	4
28	D & N Haveli	0	0	64	5
29	Daman & Diu	189	0	5	1
30	Delhi	18598	0	495	54
31	Lakshadweep	0	0	6	0
32	Pondicherry	763	110	63	0
	All India	**1403754**	**101032**	**220678**	**16191**

(v) There is no trade-off between quantitative expansion and quality improvement. Universal enrolment and retention cannot be ensured unless conditions are provided for imparting education of satisfactory quality. The financial estimation therefore entails laying down of minimum norms for quality improvement, teacher training, professional support to teachers management and administration and costing based on such norms.

(vi) Over 95% of the current revenue expenditure on elementary education relates to teacher salaries only. There is little expenditure on other measures needed for universalisation such as demand generation, quality improvement and compensating the poorer families/wards the cost of education. Therefore, the current level of average budgeted expenditure on elementary education often used for estimation of the requirements for UEE is a gross underestimate. Resource estimation should therefore necessarily be more desegregated and should be based on the costs of different elements of the strategies for universalisation of elementary education.

(vii) To reiterate once again, strategies for universalisation have to be contextual and decentralised and go far beyond the conventional supply oriented strategies hitherto adopted in general. The objective should be to ensure that every child of 6-14 years participates in schooling of satisfactory quality. However, there are already many children of age group 6-14 years out of school; further it would be quite some time before school effectiveness is improved and every school has the reach, grasp and quality to ensure participation of all children that ought to be in school. Consequently, in the interim, alternative schooling may be an essential strategy. In financial estimation one should take note of the requirements of such alternative schooling. Unit costs for quality alternative schooling would almost be at par with formal schooling, though the items of expenditure may vary.

(viii) Given that education is a concurrent subject, financing of UEE is a joint responsibility of the Centre and States. There is wide variance among States in regard to financing of elementary education. Financing is not related to fiscal capacity. There have been instances of some States with higher per capita SDP,

spending lower on education in terms of parameters such as percentage of expenditure to SDP and percentage of expenditure on education to total budget. Therefore any formula for devolution of financial resources from the Centre to States should also be linked with the fiscal capacity of the States and performance of States in relation to financing of elementary education. It would also be necessary that such formula is related to other performance indicators which promote efficiency and effectiveness of expenditure.

(ix) UEE necessitates local area planning and management. The spirit of the 73rd and 74th Constitutional Amendments mandates that elementary education devolves on the local bodies along with the commensurate resources. Therefore, any formula for devolution of resources from the Centre to States should be conditional on satisfactory devolution of powers and functions and resources in keeping with the spirit of 73rd and 74th Constitutional Amendments.

(x) No national estimation can fully appreciate the local contexts as there is great diversity within the country. Given the federal framework, the states would have to develop their own strategies and earmark resources as per region specific norms.

(xi) Internal efficiency cannot be monetised but it is expected that a greater attention to the elementary education system and greater community participation in the affairs of the school is likely to increase the capacity of existing schools. Greater community participation is also likely to contribute towards improved utilisation of resources. These will have implications for the additionality of financial resources required. The assessments made by this Committee, should therefore, not be taken as final and perfect. The state governments would need to work them out in their local context.

(xii) As regards para teachers, the expert group felt that in very remote and backward regions, para teachers may play a useful role in the short run, in promoting higher school attendance. However, in the long run, there is no substitute to fully qualified and properly paid teachers. While all efforts to streamline selection procedure for school teachers should be made to encourage local persons willing to serve in remote rural locations get selected, there should be no compromise with the rigours of selection.

(xiii) The Group was aware of some important initiatives made under the Lok Jumbish Project, the Bihar Education Project, the Mahila Samakhya Project, the work of MV Foundation, Eklavya, Pratham Initiative in Mumbai, the District Primary Education Project, and a large number of other initiatives across the country. While endorsing wider practice of successful initiatives as per local contexts, the Group felt that all such endeavour required adequate financing in order to sustain, even though their dependence on community support is significant.

3.4 States vary considerably in the levels of enrolment and retention. The age-specific net enrolment ratio (i.e. proportion of children of the age Group 6-14 who are in school) varies from 51.3% (Bihar) to 94.8% (Kerala) (National Family Health Survey 1992 - 93). The resource estimation is dependent on the time frame within which universal participation can be achieved. In making the estimates two alternative time-frames are adopted;

(i) Universal participation by 2002-3 in states where the Net Enrolment Ratio is greater than 80 percent. (Delhi, Haryana, Himachal Pradesh, Punjab, J & K, Manipur, Mizoram, Nagaland, Goa, Maharashtra, Kerala, and Tamil Nadu.

(ii) Universal participation by the end of 2007-8 in states with NER less than 80 percent.

3.5 Any procedure for estimating the financial requirements for UEE is critically dependent on the availability of the following data:

(i) Population of children in the age group 6-14 years

(ii) Number of children in the age group 6-14 years who are enrolled in elementary classes (i.e. classes V-VIII)

(iii) Estimated addition to the population of children in the age group 6-14 years who should be enrolled during the next five years.

3.6 Data on the relevant age-group population are available from the Registrar-General of India (Census). The Group's projections of the population of children in the age groups 6-11 years and 6-14 years (based on the 1991 Census) have been made the basis for calculations.

3.7 As a starting point, a review of studies on out of school children was undertaken.

3.8 A study by Mr. Arun Mehta (1996) based on projections of students' enrolment and flows indicated that 6.4 crore children were expected to be out of school by 2001. It also made a projection state wise regarding likely time frame for the achievement of universalisation. The National Sample Survey organisation made an estimate of number of children currently not enrolled. For 1986-87, the figures were 48.2 million in 6-11 age group and 25 million in 12-14 age group. The NSS 50th Round Survey in 1993-94 found the school attendance rates among boys was 70% in the rural areas and 85% in the urban areas. It was 55% and 80% among girls in rural and urban areas respectively. In the NSS 50th Round Survey, it was also found that only 2-4% children had never attended school. Out of every 100 girls who were ever enrolled in schools, 42 in rural India and 18 in Urban India discontinued studies before completing the Class/level, they attended last. The corresponding number of boys were 27 and 14 respectively. The 1991 Census estimated the number of children not attending schools between 6-14 years at 7.55 crores. The National Family Health Survey, 1993 gave figures for net enrolment of 6-14 year old children. In the 6-14 age group, the percentage of de facto household population age 6-14 years attending school was 82.4 in urban areas and 62.6 in rural areas. The national average for school attendance as per NFHS was 67.5%. The attendance rates for boys was 75.5% whereas for girls, it was only 58.9%. Based on the attendance rates, as indicated by the NFHS, 1992-93, NSS 50th Round 1993-94 and taking the population projections for 2001 made by the Registrar General of India Census, nearly 60-70 million children would be out of school. For projection of norm based facilities, the total number of projected population of children as also out of school children and their numbers have been taken into account.

3.9 Data on enrolment of children in the age-group 6-14 years as collected during the Sixth All India Educational Survey (reference data 30 September 1993) are available. The other data source on gross enrolment in Classes I - VIII is that reported by the States and published by MHRD. These data include children who are less than 6 years old and those who are more than 14 years old. The normal practice is to deduct a certain percentage of estimated under-aged and over-aged children from the gross enrolment figures to arrive at the enrolment of 6-14 year olds in classes I-VIII.

3.10 The National Family Health Survey (1992-93) provides estimates of the proportion of children in the age group 6-14 who are out of school. It is proposed to use these data and the

population projections made by the Registrar-General of India (Census) mentioned above, to work out the estimates of the number of children who are out of school at present and the additional population in the age group 6-14 that needs to be enrolled during the next ten years.

3.11 Suffice to say that given the infirmity of the data, any estimation is bound to be approximate only. Further, the pace of universalisation is dependent on the strategies which have necessarily to be contextual and diverse, each with different cost requirements. Strategies would have to be revised based on experience of their effectiveness. In the light of all of the above, resource estimation cannot be a one-time exercise and it would require to be situated in State and region specific contexts. The diversity that is India rules out possibilities of a one time centralised assessment that could be valid for all times.

3.12 The Group has worked out the financial requirements for universalisation on the basis of the following norms :-

i) Provision of teachers in the ratio of 1:30 at primary and upper primary level, a provision of at least two teachers in every primary school, and a minimum of three teachers and a Head Master in every Upper Primary School.

ii) Provision of a upper primary school for every two primary schools. This would entail establishment of more than 2.21 lakh new upper primary schools.

iii) Provision of a primary school within one kilometer of every habitation. This would entail the establishment of nearly 1.84 lakh new primary schools.

iv) Provision of a classroom for every teacher and a separate Headmaster's room in upper primary school.

v) Provision of school equipments to all proposed new primary school and upper primary school as per the Operation Blackboard's norm of Rs. 10,000 per primary school and Rs.50,000 per upper primary school.

vi) Provision for school uniforms and scholarships to children below the poverty line. Provision has been made for 50% of all the enrolled children in the 6-14 age group.

vii) Provision of cooked meals/foodgrains for 50% of the enrolled children has been made though the final figure should be based on actual requirement and likelihood of success of the scheme.

viii) Provision of free text books and stationery has been made for all the children at primary and upper primary level as per norms given by the NCERT.

ix) Establishment of new DIETs, Block Resource Centres and Cluster resource centers have been made in uncovered regions.

x) Provision for maintenance of school buildings and other school infrastructure and replacement of school equipments at primary and upper primary stage have also been made on a regular basis.

xi) For disabled children, an assessment of 4% of the total children has been made and provisions made as per current norms in schemes for disabled persons. 4 % incidence of disability has been taken on the basis of some current assessments in this regard.

xii) Provision for teacher training, community monitoring of elementary education projects and classroom observation by resource persons has also been made.

xiii) The 1993 All India Educational Surveys provides basis for assessing educational facilities that were available to schools in 1993. Between 1993 and 1997-98, investments have been made by Central and State governments. In recruiting teachers, providing school facilities and in increasing budgetary allocations for elementary education, these investments would have to be taken into account.

xiv) Currently, there are expenditures on education which are incurred by other departments notably Ministry of Empowerment and Social Justice for Scheduled Castes, Scheduled Tribes and other backward class children. These include provision of scholarships and even residential schools in tribal areas. On an average, investments from other departments are about 10-15% of the total investments made by the Department of Education. The Ministry of Rural Areas and Employment provides resources for the construction of Primary school buildings. The projection of the additional requirement of funds is the total requirement for UEE and not of the Department of Education alone.

xv) No allowance has been made for private schools, as sufficient information regarding their presence is still not available. Compared to the large size of out of school children and their requirements, the presence of the private sector is a very small component and could not in any manner dilute the responsibility of the State to provide for free and compulsory education for all.

xvi) While assessing teachers' salaries, attempts have been made to provide for higher salaires in the light of State specific pay recommendations after the Fifth Central Pay Commission. Since every State has its own system of working out these requirements, no national pay

scales have been suggested. For purposes of calculations, provision @ Rs.5,000/- p.m. for primary school teachers and Rs. 6000/- per month for upper primary school teachers has been made.

xvii) As regards Non Formal Education, the Group was of the view that any form of quality education would require minimum facilities and salaries for teachers. While it is true that alternative forms of education may be necessary specially in very remote and small habitations, it can not be allowed to suffer by poor resource provision. The Group felt that good alternative schooling would also require costs almost at par with what is provided to formal schools. Better linkages between alternaive and formal schools were desired. The group felt that the present cost norms should be used to support alternative forms of schooling as well, if any.

xviii) Similarly, on the issue of salaries of teachers, some States have been experimenting with Shiksha karmi or Para Teachers. While promotion of the local context and selection of personnel willing to serve in remote rural locations is to be encouraged, provision of para teachers only as a means to reduce costs of elementary education would not be fair. Ultimately, in the long run, the arguments for equal pay for equal work would catch up. While the Group felt that para teachers could be useful in extremely remote locations, there should never be a national programme for recruiting para teachers. Quality elementary schooling would require proper provisioning and a system of continuous human resource development for well trained qualified and well equipped teachers. Arrangements for improvement of educational qualifications of teachers could be encouraged. The rigour of teacher selection, however must be maintained with a high degree of community involvement in a transparent selection process.

xix) Mobilisation of the community especially women, and an institutional role for community leaders in managing the affairs of elementary schools, holds the key to sustainable quality education for all. There is a need to reinforce the moral authority of the teacher and to use community persuasion through Panchayati Raj institution for bringing all children to the school. The participation of the poorest households by effective mobilisation is a pre-condition for UEE. No amount of resource provisioning can be a substitute for genuine community mobilisation.

3.13 As mentioned earlier, the estimates made above are based on costing of minimum norms that are required for provision of quality education. Between 1993-98 Central and State

Governments have made investments in the elementary education sector and to that extent, the overall projections would have to be adjusted. The provisions made over the four years, however, are very small compared to the size of investments required as per these projections.

3.14 Currently, the Governments are already spending on items likely scholarships, mid-day meals and free text books for some sections of children. Full details regarding current levels of spending of Central and State Governments is not entirely known, though recent surveys indicate that the coverage so far, except mid day meals/food grains, is not very high (PROBE Survey 1999).

3.15 As regards norms for teacher salaries and for teacher pupil ratio, here again, there are likely to be variations across States and the costs would reflect these diverse situations. As a consequence, the actual requirement could be different from what has been projected in the cost estimates. A provision of two teachers for every Primary School, irrespective of the number of students has been made.

CLARIFICATIONS REGARDING COSTING

3.16 Regarding the calculations, the following points have to be made :-

a) As per the All India Educational Survey, 1993, we need to establish an additional 1,84,055 primary schools in order to provide a primary school within one kilometer of each habitation in this country. Under the Education Guarantee Scheme in Madhya Pradesh, more than 17000 such centres have already been opened. Similar information regarding opening of new primary schools is available from other States also and the extent to which these new schools have been provided new buildings, teaching aids and new teachers, it will have implications for additional requirements. Since in many cases, schools are opened without basic facility contrary to the directions under the scheme of Operation Blackboard, it is often found that teachers from other schools are deployed in new schools in order to start these schools.

b) As per the national norm of having two primary schools for every upper primary school, the total requirements would be to set up an additional 2,20,678 upper primary schools.

c) Some States have been in the process of upgrading some of their primary schools into upper primary ones but the pace has to be considerably accelerated.

d) In order to provide a classroom for 30 children at the primary level and to provide at least two rooms to every newly established primary school, the total requirement for classrooms at the primary stage is 41.18 lakh. As per the 1993 All India Educational Survey, we already have 16.25 lakh classrooms made available in the primary school system. Under programmes of rural employment like Jawahar Rozgar Yojana and from funds under DPEP and other externally aided projects and other releases for school buildings like Finance Commission's grant and State plan matching shares under OB, nearly eight lakh rooms have either been added or would be added to the existing school infrastructure as per current levels of spending on construction of classrooms. Accordingly, a provision of constructing 16,92,726 primary classrooms have been kept as an additional requirement after making adjustments for the coverage between 1993 and 1997 and the likely coverage assuming the current investments to continue in the Ninth and Tenth Plan period.

e) At the upper primary level, in order to provide at 1:30 and a separate room for Headmaster in each upper primary school, the total requirement is of 28.58 lakh classrooms. Against this, as per the 1993 All India Educational Survey, there were only 10.55 lakh classrooms available. In our calculations for additional requirement, we have projected requirement for the balance 18,04,523 classrooms. The cost of construction on 1996-97 prices has been taken as Rs. 75,000 per classroom.

f) As regards additional primary school teachers, it is proposed that we begin by assuming 1:40 teacher pupil ratio and in the 10 year period between 1998-99 and 2007-2008, move towards a teacher pupil ratio of 1:30. On the assumption of a teacher pupil ratio of 1:30, we require an additional 24.58 lakh primary teachers over and above the 16.16 lakh such teachers who were there in the system at the time of the 1993 All India Educational Survey. As per the education statistics 1996-97, 183077 primary school teachers have been added to this system between 1993 and 1996-97. While calculating the requirement of additional teachers adjustments have also been made for the annual recruitment which is currently undertaken from the funds under the scheme of Operation Blackboard, DPEP and State plans. An annual allocation of Rs.600 crores is made on teachers' salaries under these projects and these are likely to continue over the Ninth and Tenth Plan period.

CONFERENCE OF STATE MINISTERS OF HIGHER AND TECHNICAL EDUCATION JANUARY 10-11, 2005

VENUE

CONFERENCE HALL, VIDHANA SOUDHA, BANGALORE

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SECONDARY & HIGHER EDUCATION,
NEW DELHI

CONFERENCE OF STATE MINISTERS OF HIGHER AND TECHNICAL EDUCATION
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Conference of State Ministers of Higher and Technical Education on 10th and 11th January, 2005, at the Conference Hall, Vidhana Soudha, Bangalore

Programme

DAY-I

Date: 10th January, 2005

3.00 PM to 3.05 PM	:	Opening Remarks by Education Secretary
3.05 PM to 3.10 PM	:	Welcome Address by MOS(E)
3.10 PM to 3.20 PM	:	Address by Chief Minister, Karnataka
3.20 PM to 4.00 PM	:	Inaugural Address by HRM
4.00 PM to 4.15 PM	:	Tea

4.15 PM: Start of 1st Session

Item : Admissions and Fixation of Tuition Fee for Professional Education through Self-financing Institutions.

- Initiation of discussions by Education Secretary
- Presentation by UGC
- Discussions
- Concluding remarks by HRM

7.30 PM : Dinner

DAY-II

Date: 11th January, 2005
10.00 AM : Start of 1st Session

Item: Regulations of Private Universities

- Initiation of discussions by Education Secretary
- Presentation by UGC
- Discussions

11.15 AM to 11.30: Tea

11.30 AM:

- Discussions Continues
- Concluding remarks by HRM

1.00 PM to 2.00 PM : Lunch

...../-

2.00 PM : Start of 2nd Session

Item: Entry of Foreign Universities in India

- Initiation of discussion by Education Secretary
- Presentation by UGC/MHRD
- Discussions
- Concluding remarks by HRM

3.15 PM to 3.30 PM : Tea Break

3.30 PM to 4.45 PM :

Item: Other issues in Higher & Technical Education

- Presentation
- Discussion
- Concluding remarks by HRM

4.45 PM to 5.15 PM : Press Conference

5.15 PM to 5.20 PM : Vote of thanks by Additional Secretary(E)

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BACKGROUND NOTE

Under the Constitutional scheme, 'education' is in the concurrent list, and the Union Government and the States exercise joint responsibilities. As a result, while the role and the responsibilities of the States in regard to education remains unaltered, the Union Government accepts a larger responsibility to reinforce the national and integrated character of education, to maintain quality and standards, to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advance studies, to look after the international aspect of education, culture and human resource development, and in general to promote excellence at the tertiary level of educational pyramid throughout the country.

2. In this context a dialogue with the States become necessary whenever new challenges are faced so as to evolve consensus strategies. Of late, there has been large mushrooming of private universities offering substandard education, which has necessitated need for evolving suitable mechanism for effective control on them. In addition, demand for higher educated manpower has impelled focus on the quality and quantity of manpower produced by the higher education system. Both for quantitative expansion and improvement in quality, the system requires large additional resources. The concept of 'investment in education' was explicitly adopted by the Government of India in the National Policy on Education, 1968. Besides its social dimensions, education is also an economic and political investment yielding long-term benefits. It is therefore not only justifiable

but also desirable to raise money from private sources in order to ease pressure on public spending. This of course, is not meant to release the State from its financial commitment, which have been substantial in India.

3. Apart from these, there is a growing concern to regulate admissions and tuition fees in private self-financing institutions, which have grown to a large extent. The Hon'ble Supreme Court in its judgments in TMA Pie case and also in Islamic Academy case have categorically stated a need for a Central legislation, in this context. A large number of States have also shown a keen interest in a Central legislation to regulate admissions and fees in these institutions.

4. All these issues whether related to entry of foreign universities, regulating private universities or bringing a Central Legislation need a wider consultations with a number of stakeholders. The Ministry of Human Resource Development has already initiated this process and this conference is also a big step to throw these issues and to find solutions.

5. The issue regarding admissions and fixation of tuition fees in the private self-financing institutions is receiving a lot of discussions in the recent past in view of need for addressing the related problems. Both, the UGC and AICTE are seized of this matter consequent to the judgements of the Hon'ble Supreme Court in the matter of TMA Pai Foundation and in the matter of Islamic Academy.

6. Consequent upon the judgement delivered on 31.10.2002 by the Hon'ble Supreme Court of India in TMA Pai Foundation Vs State of Karnataka and others, certain changes were required to be undertaken in various provisions of UGC Regulations and guidelines. Pursuant to

this, UGC notified on 10.6.2003 Interim Policy Regulations in respect of fee and admissions in colleges/deemed to be universities/universities. These Regulations were applicable to:

a) colleges affiliated to the universities other than all such technical institutions and the technical courses/programmes, which are governed by the existing Regulations of AICTE.

b) Institutions deemed to be universities under Section 3 of the UGC Act including such institutions which operate on self-financing basis without receiving maintenance of development grants from the Central Government, any State Government or any statutory body under their control and disbursing grants;

c) All the Universities including Universities not receiving grant-in-aid from the Central Government or any State Government or any grant disbursing statutory bodies of such Government for the maintenance or development expenditure of such universities; and

d) Universities established as a joint venture between a private trust or society and a State Government

7. These Regulations specified that the revision of UGC Regulations in respect of fee and admissions was under consideration and till such time the same were amended, these Interim Regulations shall apply.

8. Subsequently, in partial supersession of the Interim Policy Regulations dated 10.6.2003, the UGC on 17.12.2003 notified 'the University Grants Commission (Admission to specified professional programmes) Interim Regulations, 2003.

9. The UGC also notified on May 24, 2004 'the University Grants Commission (Admission to specified professional programmes) (1st

Amendment) Interim Regulations, 2003 specifying that the management quota for the specified professional programmes in self-financing deemed university shall be 15%.

10. Pursuant to the judgement of the Hon'ble Supreme Court in Unnikrishnan Case, the AICTE had made regulations, in May, 1994, inter alia, providing guidelines for admission of students to Professional College (Private colleges imparting technical education). As per these Guidelines, 50% of the seats in every professional college, course of programme was to be earmarked as 'free seats' and the remaining 50% seats as 'payment seats'. The students admitted in the payment seat category paid approximately three times the fees paid by those admitted under the free seat category.

11. The above scheme worked well for about 10 years when it was set-aside in the judgment-dated 31.10.2002 by the Supreme Court in TMA Pai Foundation and others Vs. State of Karnataka and others. There is no concept of 'free seat' or 'payment seat' as per the judgement. Though this judgement also emphasized that the merit should be the basis of selection in professional colleges, it provided for a uniform fee structure. It further stipulated that the percentage of the management quota has to be made by the respective State Government. However, these seats shall also be filled on the basis of merit and there should be no separate fee structure for such seats. Recognizing that education is by definition "Charitable", it prohibited charging of capitation fee. There can, however, be a reasonable revenue surplus, which may be generated by the educational institutions for the purpose of development of quality education and extension of institution.

12. Thereafter the five judges bench in the Islamic Academy of Education Vs. State of Karnataka interpreted the TMA Pai judgement in August 2003. The Supreme Court by this judgement recognized the fact that various State Governments and private institutions understood the judegment in different perspectives. Different State regulations were enacted/framed by different State Governments. This led to further litigation in several courts. The clarificatory judgement was primarily given in the case of unaided professional educational institutions (both minority and non-minority). By this judgement the Hon'ble Supreme Court set up two committees at the State level. One was for fixing the fee structure and the second for regulating admissions to the management quota. The apex Court further clarified in its judgement that the direction for setting up two sets of committees in the states has been passed under Article 141 of the Constitution of India which shall remain in force till appropriate legislation is enacted by the Parliament. Therefore, this was the desire of the Hon'ble Supreme Court that the Parliament should come up with an appropriate legislation.

13. The above clarificatory orders of the Hon'ble Supreme Court of India have not stopped further litigation. Any direction issued by either the Central level regulatory bodies like UGC/AICTE or the State Govt. is challenged further in various courts in the country. Recently the States of Kerala and Karnataka have come up with their own legislation for regulating admissions, fee etc. in the private unaided professional colleges. These legislations have been further challenged in the Supreme Court. The State Governments are requesting the Central Govt. to put this legislation in the 9th Schedule of the Constitution so that they are not challenged in any court. The issues that such a legislation should address, are as under:

i) The legislation should deal with private professional institutions, aided as well as unaided, minority as well as non-minority. It should also cover private deemed universities both minority and non-minority.

ii) The professional courses proposed to be covered should be engineering, architecture, pharmacy, computer application, medical and dental. It may be mentioned that the Ministry of Health deals the last courses; therefore, any proposed legislation should have the approval of that Ministry also.

iii) Categorization of Institutions: The private professional institutions have to be categorized into minority or non-minority and aided or unaided. The deemed to be universities, which are run by private societies/trusts, have also to be included within the ambit of the proposed legislation.

iv) Minority Status : The Supreme Court in the TMA Pai judgment have directed that for the purpose of determining the minority, the unit will be the State and not the whole of India. Thus, religious and linguistic minorities who have been put at par in Article 30 have to be considered state wise. However, the Hon'ble Court did not answer the question relating to the indicia for treating an educational institution as a minority educational institution, leaving this question to a regular bench. Therefore, the proposed legislation will have to address this question. The methodology of granting minority status to an institution should also be provided.

v) Management quota : The percentage of management quota both for minority and non minority institutions should be specified. In the Islamic Academy judgment, the Supreme Court has held that different percentage of quota for students to be admitted by the management in each minority or non-minority unaided professional colleges shall be separately fixed by the

respective State Governments. For the year 2003-04, the court directed that the seats be filled up by the institutions and the State Governments in the ratio 50:50. Further, in this judgment the court has held that a minority professional college can admit in their management quota a student of their own community/language in preference to a student of another community even if the other student is more meritorious. However, while admitting students of their community/language, inter-se merit of these students cannot be ignored.

The procedure for admission to management seats by the professional colleges has to be spelled out in the proposed legislation. In the Islamic Academy judgment, the Supreme Court directed the State Government should appoint a permanent committee, which will ensure that the test conducted by the association of colleges to fill up their management seats is fair and transparent. The institutions which have been established and who have had their own admission procedure for the last 25 years were free to apply to this committee for exemption.

vi) Common Entrance Test: It has been held by the Hon'ble Supreme Court that admission to any professional institution whether minority or non-minority; aided or unaided has to be on the basis of merit. Therefore, the proposed legislation must spell out the admission tests both at the central level and at the state level through which admissions have to be made. In addition 15% of the seats in the state level professional institutions are reserved to be filled on an all-India basis. The methodology of

filling these seats need to be specified in the legislation.

vii) Fees : The proposed legislation must clearly set out the mechanism for fixing of fees at the state level. Broad guidelines for fixing of fee structure can be given by the regulatory bodies like AICTE, UGC, Medical Council, and Dental Council etc. Another important question, which should be addressed, is the question of granting scholarship to the students belonging to the weaker sections. The Supreme Court has held that there should be a uniform fee structure. However, the scholarships, freeships etc. can be inbuilt into this fee structure and paid to the students belonging to the weaker sections of the society. It could be difficult for the state to fund these scholarships/freeships in the case of private professional institutions.

14. As would be obvious from the foregoing, the issues involved are complex ones involving several Supreme Court judgments and their implications. In view of the interests of various stakeholders like students, institutions concerned, State Governments, etc. involved, the issues need to be examined in consultation with all concerned before a view on need for Central legislation is taken.

15. Private higher education is not altogether a new phenomenon. Before Independence several leading institutions of higher learning were in the private sector, for example, the Fergusson College at Pune and the Deccan Education Society. However an unprecedented demand for access to higher education and limitations of Government resources have, in recent times, seen a sudden spurt in the growth of self-financing private universities/institutions.

16. Entry 66, List I of Schedule VII to the Constitution of India vests the Central Government with the power to legislate for "coordination

and determination of standards in institutions for higher education or research and scientific and technical institutions". Entry 25 of List III vests the State Governments with the powers to legislate upon "education, including technical, medical education and universities subject to the provisions of Entries 63, 64, 65 and 66 of List I, vocational and technical training of labour". The Supreme Court in the landmark case of Osmania University Teachers' Association (Appellant) Vs. State of Andhra Pradesh and Another (Respondents) (AIR: 1987, Supreme Court: 2034) has clearly stated that "Entry 25, List III relating to education including technical education, medical education and universities has been made subject to the power of Parliament to legislate under Entries 63 to 66 of List I. Entry 66, List I and Entry 25, List III should, therefore, be read together. Entry 66 gives power to Union to see that required standard of higher education in the country is maintained. The standard of higher education including scientific and technical should not be lowered at the hands of any particular State or States. Secondly, it is the exclusive responsibility of the Central Government to coordinate and determine the standards of higher education....". "It is needless to state that such a coordinated action in higher education with proper standards, is of paramount importance to national progress. It is in the national interest, the legislative field in regard to education has been distributed between List I and List III of the 7th Schedule.....". It further says that if the impact of the State law providing for such standards on Entry 66 of List I is so heavy or devastating as to wipe out or appreciably abridge the Central field, it may be struck down.....".

17. The Central Government, to discharge its constitutional responsibility entrusted under Entry 66, List I of Schedule VII of the

Constitution, has set up the University Grants Commission Act, 1956 which, inter-alia, entrusts it with the responsibility for coordination and determination of standards in institutions for higher education.

18. The word 'university' has been defined in Section 2(f) of the UGC Act to mean: "a university established or incorporated by or under a Central Act, a Provincial Act or a State Act, and includes any such institution as may, in consultation with the university concerned, be recognized by the Commission in accordance with the regulations made in this behalf under this Act". Section 23 of the Act imposing the penalty for using the word 'university' also provides that way. The words 'established or incorporated' refer to Acts under which universities are established or incorporated. Several universities in this country have been either established or incorporated under Special Statutes, such as, the Delhi University Act, the Banaras Hindu University Act, the Allahabad University Act, etc. In these cases, there is a special Act enacted either by the Central or the Provincial or the State Legislatures establishing and incorporating the particular universities. There is also another pattern – where under one Compendious Act several universities are either established or incorporated – for instance, the Madhya Pradesh Universities Act, 1973, The Maharashtra University Act, 1994, etc. It may be mentioned that the Maharashtra University Act, 1994, authorizes the State Government to constitute any new university under the Act by notification in the Official Gazette provided that no such notification shall be issued except on a Resolution passed by both Houses of the State Legislature.

19. Enactment of the legislations for setting up the private university through State Legislations is a recent phenomenon. An effective mechanism is required for the maintenance of standards of teaching, research and examination in private universities. For instance, in

almost all the State Universities, Governor happens to be the ex-officio Chancellor of the universities and enjoys sweeping powers. Besides, State Universities receiving grants from the University Grants Commission are obligated to follow the regulations made under the UGC Act, which inter-alia include (i) defining the qualification that should ordinarily be required by any person to be appointed to the teaching staff of the universities; (ii) defining the minimum standards of instructions for the grant of any degree by any university; (iii) regulating the maintenance of standards and the coordination of work or facilities in universities; and (iv) specifying the matter in respect of which fees may be charged, and scale of fees in accordance with which fees may be charged by a college under sub-Section (2) and Section 12(A), etc.

20. Under Section 3 of the UGC Act deemed university status is granted to the academic institutions which have met prescribed standards and which comply with various requirements laid down by the University Grants Commission. Similar conditions are required to be laid down for private universities. Otherwise it would be, perhaps, relying too much on the market forces for (i) establishment and expansion of institutions and (ii) funding such universities which might lead to commercialization of higher education in the absence of a regulatory mechanism for such institutions.

21 The UGC set up a Committee consisting of (i) Prof. Amrik Singh, (ii) Prof. S.K. Agarwala, and (iii) Prof. K.B. Powar to analyze the Chhatisgarh Niji Kshetra Vishwavidyalaya (Sthapna Aur Viniuman) Adhiniyam, 2001 and Uttar Pradesh Amity Information Technology University Ordinance, 2002. The Committee in its Report has, inter-alia, mentioned that the legislations in its present form do not ensure the maintenance of standards on the part of these universities and there was no foolproof mechanism available with the State

Governments to ensure this crucial requirement. The Committee was of the opinion that the legislations should be suitably modified so as to make it incumbent upon these universities to follow the standards as laid down by the statutory bodies, like, UGC and AICTE.

22. The enactment of Private University Acts by the State Governments gave rise to various crucial issues of equity and quality in the higher education as follows:-

(i) Whether a broad framework for setting up, financing and administration of such universities has been provided?

(ii) How far the State Governments shall be able to control the affairs of the private universities in the absence of any substantive powers provided under the Acts? What shall be the mechanism?

(iii) Whether the Regulations issued by the UGC aimed at maintaining standards in Higher Education, viz. the appointment of lecturers, the procedure for admission and regulation of fee, etc., shall be applicable to these universities? If yes, what shall be the mechanisms to enforce these regulations in the private universities?

(iv) In case the UGC Regulations are not applicable ipso facto to the private universities, what shall be the mechanism to determine and maintain the standards of teaching, examination and research in such universities?

(v) What is the Government of India policy in respect of private universities being set up by States?

23. As the establishment of self-financing private universities would require a broadly uniform set of guidelines for ensuring academic standards, prevention of commercialization and mismanagement, etc; the enactment of an enabling legislation of general applicability was considered expedient. The Private Universities (Establishment and Regulation) Bill, 1995 was, therefore, introduced in the Rajya Sabha on

28.5.1995 to provide for an enabling legislation for establishment and regulation of self-financing private universities by the Central Government.

24. This Bill was also referred to the Parliamentary Standing Committee on Human Resource Development and after detailed examination of the Bill and hearing a number of eminent academicians, private organizations, representatives of national level, students and teachers, a few State Governments and the UGC, the Committee presented its report to the Chairman, Rajya Sabha, on 26.3.1996.

25. Though the Ministry was generally of the view that the report of the Committee was of great persuasive value and deserving of the highest consideration of the Government, after detailed examination of the specific recommendations, it was felt that except for a couple of amendments based on the recommendations of the Committee and a few amendments correcting certain inadvertent mistakes subsequently found in the Bill, no other amendment was required in the Bill as introduced in the Rajya Sabha.

26. Though the Bill of 1995 was still pending before the Rajya Sabha, private universities were being established under the Acts of several State Legislatures. The Legislative Assembly of Chattisgarh enacted the Chattisgarh Niji Vishwavidyalaya (Sthapna Aur Viniyaman) Adhiniyam, 2001 to provide for establishment and regulation of self-financing private universities in the State.

27. This and similar other legislations by some other States resulted in mushrooming growth of self-financing private universities. This also brought about complaints of inadequate infrastructure, charging of exorbitant fee, non-maintenance of requisite standards in teaching and research. This attracted Government's attention and to address all

these issues, an Expert Committee was constituted under the Chairman, UGC. Based on the recommendations of this expert committee, the UGC issued regulations for the establishment and maintenance of standards of teaching, research, examination and extension services in the private universities. These regulations are called UGC (ESTABLISHSMENT AND MAINTENANCE OF STANDARDS IN PRIVATE UNIVERSITIES), REGULATIONS, 2003. The regulations have been notified in the Gazette of India on 27.12.2003.

28. The Hon'ble Supreme Court of India, in a judgment in the case of TMA Pai Foundation Vs the State of Karnataka and others, 90 AIR, 379 (2003), has recognized the regulatory authority of the Government "to ensure proper academic standards, atmosphere, and infrastructure (including qualified staff) and the prevention of misadministration by those in charge of management".

29. The UGC also appointed inspection committees under section 13 of the UGC Act to visit various State Private Universities in different States and to report on their standards. The committee has so far visited a number of private universities. Based on their reports some Universities have been de-notified.

30. Keeping in view, the role for education institutes of repute in growth of knowledge in all domains through various means including teaching and research, provision for granting academic freedom and autonomy, almost at par to that enjoyed by Universities, to deserving educational institutes was made under Section 3 of UGC Act. This section empowers the Central Government to confer the Status of University on institutes/colleges of excellence on the advice of UGC. Since, colleges/institutes covered under Section 3 of UGC Act, enjoy almost similar academic freedom in the respective disciplines as 'Universities' do have, they are named as 'deemed to be university'.

These institutes cannot be termed as University as they are not covered by the definition of 'University' given under Section 2 (f) of UGC Act.

31. UGC has prescribed guidelines for declaring an education institute as 'deemed to be university'. The applications for deemed to be Universities Status are processed in accordance with these guidelines. Recently, NIIT has submitted some ideas on proposed University of NIIT to Hon'ble Minister for Human Resource Development.

32. Presently, Deemed to be Universities are functioning as per their MOA and Rules / Regulations etc. which govern their academic, financial as well as administrative issues. An institute, before it is declared as Deemed to be University, is advised to consider adopting the MOA and Rules prescribed by University Grants Commission (UGC).

33. Deemed to be Universities require the approval of UGC, All Indian Council for Technical Education (AICTE), Medical Council of India (MCI) etc., as the case may be, for setting up / opening of new Departments / Schools / Centres, starting of new courses and programmes. The admissions and fixation of the fee are regulated by the relevant Regulations of UGC and relevant Statutory Bodies, which also take into account the pronouncement of the concerned judgements of Courts of the Law. The kind of degrees, diplomas, certificates they could award are also prescribed in UGC Act or in its subordinate legislation. Though UGC's regulations are binding on Deemed Universities but Commission does not has their representative to present their case when issues concerning them are debated in the Commission.

34. The issue of greater autonomy for deemed to be universities was engaging the attention of the Government for quite a time. Therefore,

Department of Secondary & Higher Education invited the views of deemed to be universities. A good number of universities have responded. All the Deemed Universities have pleaded for greater autonomy, which, for the sake of convenience, has been classified as academic autonomy, financial autonomy and administrative autonomy. The gist of the responses of Deemed to be Universities under the said categories is described below: -

35. Academic Autonomy - Almost all the institutions have opined for complete academic freedom so that they can offer relevant programmes as per the changing need of job market, formulate courses and design curriculum, as it is necessary to restructure or redesign the courses quickly to keep pace with the ever changing demand. These institutions are of the view that the existing regulations of UGC / AICTE on starting new courses / programmes, opening new centers / departments provides for seeking permission / approval, which cause considerable delay and is infringement on their academic autonomy. They also demanded that essentiality certificate from State Government may not be insisted upon.

36. Deemed to be Universities supported their assessment and accreditation by professional bodies in order to maintain the standards of education. It was also suggested that deemed to be universities which perform well for 15 years or more and have their accreditation and assessment done should be allowed to work with greater freedom.

37. Deemed to be Universities also view the regulations / directives for admission through the centralised test as interference with their academic freedom. They are of the considered opinion that the admission of the students in various programmes should, by and large be left to them.

38. The number of seats for a particular courses / programme may not be fixed and require approval of the statutory bodies like UGC / AICTE and be decided by Deemed Universities considering the interest of students and demand for courses.

39. UGC's regulations on the list of diplomas / degrees to be awarded by the universities was also not received well by deemed universities and considered against their autonomy.

40. Financial Autonomy - Deemed to be Universities are supportive of differential fee structure for the foreign and domestic students and demanded that NRI quota may be provided within the management quota.

41. Deemed Universities desire that they should have the right to determine their fee structure. Deemed Universities also express their observations on the definition of aided university as suggested by the UGC (all institutes receiving any kind of grant irrespective of its quantum be defined as aided institutes) and opined it causes a great deal of confusion and place majority of self-financing Deemed Universities at disadvantage, since the universities, which may receive even a token or very small grant from any Government agency for any work or research project comes under the purview of strict regulations meant for substantially funded institutions.

42. Administrative Autonomy - Universities opined that UGC may not be allowed to interfere in the selection of Vice-Chancellors, especially in cases of minority institutes.

43. Deemed Universities suggested that they should be given the power to create and fill the posts on the basis of their requirement. Deemed Universities also demanded the power to enter into MOU with

foreign or Indian Universities. Minority institutes demanded for affiliation powers and additional funds from UGC, AICTE, etc.

44. A view was conveyed that the approval of the State Government, UGC, etc should not be insisted for opening of the centres of distance education and they should be facilitated and allowed to set up nodal centres in India as well as abroad. Distance Education Council may be located outside IGNOU as an autonomous body and function for maintaining and coordinating standards in distance education.

45. In order to put forward the views of Central Universities and Deemed Universities, they should be given representation on the Commission. Deemed to be Universities felt that the model Act, model MOA and model curricula prescribed by UGC are violative of academic freedom of the universities and therefore should not be insisted upon.

46. An area of growing concern in the sector of higher & technical education is, with regard to the entry of foreign universities, either on their own or in collaboration with Indian Institutions. This question has been raised off and on, both in Parliament and outside. Unfortunately, there is no clear-cut policy of the Government of India in this regard. While on the one hand, there is a growing realization that the breaking down the barriers, as a consequence of "globalization", would inevitably effect the educational sector as a whole; there is a contending point of view that education is too sensitive to be left to 'market forces'. There have been several judgments of the Hon'ble Supreme Court including the one in TMA Pai matter and the Islamic Academy matter where the Hon'ble Supreme Court has come out strongly against 'commercialization of education'. In the absence of a clear-cut understanding of the various issues involved, we are not even in a position to allay fears about the uncertainties and consequences of the entry of foreign universities.

47. Although, we have over 94 lakh students enrolled in the higher and technical education system, which in absolute terms is a very high figure, it is only 8% of the population in the 18-23 age group. We have one of the lowest rates of access to higher and technical education in comparison to the average of 21% or so in the developing world and 40% or so in the developed world. Our commitment under the National Common Minimum Programme (NCMP) is first and foremost towards strengthening basic education. We are also committed to provide access to professional courses in education – no one shall be denied such access only for want of ability to pay. The resources available for higher and technical education would need to be more than tripled, if we are to increase access to higher and technical education. While the Government cannot absolve itself of public sector funding in higher education, there is a perception that private investment both domestic as well as foreign may be required to supplement the efforts. However, there are issues of equity, access and quality that need to be addressed.

48. Several of our institutions in higher and technical education such as the IITs and the IIMs have acquired international standing today; their origins could be traced to initial collaboration with world-class institutions. Thus we are not new to inviting collaboration for upgrading our own institutions. However, the question of allowing foreign universities on their own to operate in India is something, which is yet to be tried out. There are several positives as also areas of concern. The positives would include developing India as a educational hub, 'exporting education' as it were, furthering the prospects of our own institutions going abroad, as also substantial savings on the current drain on our resources because an estimated 100 thousand students go abroad for undergraduate and postgraduate studies. In the absence of any clear-cut policy, all kinds of substandard foreign

institutions are reportedly "plying their trade" in India. The University Grants Commission (UGC) Act, as its stands today, does not provide for regulation of foreign universities. Although we have issued some guidelines from All India Council for Technical Education (AICTE), in the absence of a definite policy, the applications received by the AICTE are not from any truly world-class institutions. In respect of quality, we have to draw the line. It cannot be a policy of `laissez faire'. There are several stakeholders who would need to be consulted before policy options are available to us, to finally decide.

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DISCUSSION PAPER PREPARED BY TECHNICAL EDUCATION BUREAU/AICTE WITH REGARD TO ITEM: ADMISSIONS AND FIXATION OF TUITION FEE FOR PROFESSIONAL EDUCATION THROUGH SELF FINANCING INSTITUTIONS

Perspective Planning for Technical Education Programmes: Growth of Technical Education has been quite substantial particularly in post 1990s and the growth is characterized by establishment of new Technical Institutions through private initiatives. As per the present procedure, All India Council for Technical Education (AICTE) considers for approval of new Technical Institution only to the proposals, which has been issued "No Objection Certificate (NOC)". It does not consider the proposals that are denied the "No Objection Certificate" by the concerned State Government. However, barring a few States, the State Governments have been quite liberal in issuing NOC to proposals. The request of AICTE for issue of NOC based on perspective plan for Technical Education has not borne much fruit. This has resulted in a situation where some states have intake much more than the number of students passing at Higher Secondary level and a number of seats are lying vacant.

2. The sudden expansion of Technical education in the number of Technical Institutions and intake capacity has led to several problems:

Teacher shortage,
Unfilled seats,
Admission of low quality students,
Unemployable graduates, and
Decline in quality of education.

3. Considering the difficulties in making rational judgments relating to growth policies and taking into account the current situation a planned growth of Technical Education is the need of hour. In this regard a Committee set up by AICTE to review of Under-Graduate

Engineering Education. The Committee has emphasized planned growth of technical education. Extract of the Committee on Growth of Technical Education is placed at **Annexure – 1.1(pages 30-42)** Some of the parameters suggested by the Committee for Perspective Planning of Technical Education are Population, expected output from higher secondary school, Existing Intake Capacity, Unfilled Intake Capacity, Net State Domestic Product, Potential for Absorption, and unemployment among Engineering graduates. Also, a committee constituted by MHRD for review of functioning of AICTE, has recommended regional balancing of intake of Technical Education.

4. **Decision Requested:** States may urgently develop Perspective Plan for development of Technical Education, so that equitable and spatial growth of institutions in the country with emphasis on quality is enabled. A communication from Member Secretary, AICTE already stands addressed (copy is placed at **Annexure– 1.2**) (pages 43- 44).

5. **Common Entrance Test(s) for admission to Technical Professional Programmes in the country:** In pursuance to the Judgment on August 14, 2003 of the 5-Judge Bench of the Supreme Court in the case of Islamic Academy of Education and others V/s. State of Karnataka and others read with Majority Judgment on October 31, 2002 of the 11- Judge Constitution Bench of the Supreme Court in the case of TMA Pai Foundation and others V/s. State of Karnataka and others and with a view to avoid mental and physical burden on students due to multiplicity of entrance tests, it has been decided that the admission to all professional educational institutions (both minority and non-minority) shall be held on the basis of merit determined through common entrance test (s). Each Institute cannot hold a separate test.

6. Accordingly, Guidelines for admissions from the academic session 2004-2005 to the technical professional programmes in the

country were issued by AICTE specifying that admission shall be made either through All India Common Entrance Tests or through State level tests. All India Tests shall be for those institutions that were holding their own entrance tests earlier and admitting all their students or certain percentage of them on All India basis. States may conduct their own common entrance test(s) for admission to institutions within their States or join the All India Test. State level tests shall however be restricted to fill up seats from the students of their own states only.

7. Management quota / seats in private unaided self financing institutions shall be filled either of the common entrance tests as above or through a common entrance test conducted through an approved Agency (including Association of all colleges of a particular type in the State). This option for filling up management seats shall be exercised by the institutions before issue of prospectus and intimated to the concerned Authority.

8. All admissions in different approved quotas shall be made strictly on the basis of inter-se merit based on common entrance tests as above. Seat allocation shall be coordinated by the State Authority in case of State level admissions and by the Central Authority in case of admissions made on All India basis.

9. Subsequently, keeping in view directions of Hon'ble High Court of Delhi in allowing Birla Institute of Technology to admit students on its own without preferring any entrance tests, Ministry of Human Resources Development, Government of India has issued an Office Memorandum vide F.17-23/2004-TS.I dated4th October, 2004 in allowing the Universities / Deemed Universities to hold its own entrance tests if they so desire. The text of the OM is placed at **Annexure – 2.1(pages 45-46)**.

10. **Decision Requested:** (i) States may kindly consider the proposal for moving towards a system of common entrance test(s) as above. For management quota seats, admission could be based on the CET or +2 Science inter se merit. (ii) Entrance test should also be strictly based on +2 Science curriculum to eliminate the need for extra coaching and (iii)The issue of allowing the due weightage to +2 examination result in addition to CET grade / rank should also examined.

11. **Fixation of Management Quota and Fee for Technical Education:** In pursuance to the Judgment on August 14, 2003 of the 5-Judge Bench of the Supreme Court in the case of Islamic Academy of Education and others v/s State of Karnataka and others read with Majority Judgment on October 31, 2002 of the 11- Judge Constitution Bench of the Supreme Court in the case of TMA Pai Foundation and others v/s State of Karnataka and others, Professional colleges are entitled to have certain percentage of seats as Management Quota, but it shall have uniform fee structure. The fee structure with Free seats and Payment seats have been done away with. As per the direction of the Hon'ble Court, Fee Structure shall be made keeping in view the infrastructure and facilities available, the investments made, salaries paid to faculty and staff, future plans for expansion and / or betterment of the Institution. However no profiteering should be allowed. The fee shall be fixed by the Fee Committee constituted by the State Government. As per the direction of the Hon'ble Court, the Management quota should be fixed by the concerned State Government, keeping in view the local needs.

12. **Decision Requested:** States may kindly constitute permanent committees for rational fixation of fee and the management quotas be fixed well in advance for smooth admission process.

13. **Implementation of AICTE Pay Scales for faculties in Technical Institution:** Quality of Technical Education, no matter how

good the curricula structure is, available infrastructure / equipment is, its effective delivery would depend upon the competence of the available faculty. Although in one hand there is acute shortage of faculty, in many Institutions they are not paid the Pay Scales as per AICCTE guidelines. In many cases teachers are not deputed for the quality improvement programmes / short term programmes organized for improvement of quality of faculty.

14. **Decision Requested:** States may kindly ensure implementation of AICTE Pay-scales.

15. **Technical Education conducted by Universities:** The All India Council for Technical Education was set up by an Act of Parliament i.e. The AICTE Act, 1987, with a view to the proper planning and coordinated development of Technical Education system throughout the country, the promotion of qualitative improvements of such education in relation to planned quantitative growth and regulation and proper maintenance of norms and standards in technical education system and for matters connected therewith.

16. U/s 10 of the AICTE Act, it is the duty of Council to take all steps as it may think fit for ensuring coordinated and integrated development of technical and management education and maintenance of standards. However, the Hon'ble Supreme Court of India in its judgment in the case of Bharatidasan University v/s AICTE dated September 24, 2001 have held that section 10(k) of AICTE Act does not cover University, but a technical institution. It has further held, " We also place on record the statement of the learned senior counsel for the appellant, which, in our view, even otherwise is the correct position of law, that the challenge of the appellant with reference to the Regulation in question and claim of AICTE that the appellant- university should seek and obtain prior approval of the AICTE to start a department or commence a new course

or programme in technical education does not mean that they have no obligation or duty to conform to the standards and norms laid down by AICTE for the purpose of ensuring co-ordinated and integrated development of technical education and maintenance of standards".

17. This has resulted in a number of University starting self-financing programmes imparting Technical Education without AICTE approval. In most of cases the basic facilities to impart such programmes including permanent qualified faculty are not available. This problem has been particularly acute after permission to start Private Universities in some States. A more recent phenomena has been to impart programmes in Technical Education under **Distance Education mode**. Everyday Universities / Deemed Universities are inviting applications from Private agencies including Societies / Trusts to open study centers all over the country. Universities charge fee to give permission to start study centers and also charge fees from students. A number of study centers have already been opened all over the country in various States. But basic facilities are not available. This has reached a situation, where not only the quality, but also the recognition of such a Degree is a question.

18. Decision Requested: States are requested to dissuade the Universities under their jurisdiction from resorting to the above practice and encourage them to obtain AICTE approval for courses conducted by them for planned growth of Technical Education.

19. New initiatives in Technical Education Sector : EDUSAT - The Indian Space Research Organisation (ISRO) has launched an exclusive geo-synchronous satellite for educational services (EDUSAT). The All India Council for Technical Education (AICTE) being responsible for coordinated development of technical education in the country at all levels; it has taken initiative to exploit this opportunity for

supplementing teaching learning process. The ultimate objective is to provide the virtual e-learning facility. The satellite system the EDUSAT will enable the real time education system with multi casting facility. It though does not intend to substitute the teacher or the conventional methods of learning, it will enrich the learning environment.

20. AICTE endeavors to utilize the advancement in Technology to provide quality education through distance education via satellite in a phased manner. To start with AICTE is offering receiving terminals (DRS) to 100 Government / Universities, so that students can get benefit from Technology Channel.

21. Decision Requested: States may encourage institutions to take benefit of the facility.

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1. ENGINEERING EDUCATION IN INDIA

1.1. Recent Past

The growth of technical education after independence of India was characterized by the expansion of the intake capacity of the existing technical institutions and opening of a few new engineering colleges and polytechnics. These were mostly institutions fully or substantially funded by the governments of the States or the Centre. In the initial stages their curricula were of conventional nature geared to needs of the government departments such as public works, irrigation, railways, defense etc., or of the large public sector undertakings such as steel, petroleum, coal, power etc. This was the period when the scope for career opportunities in the private sector was severely limited. In the late fifties deliberate efforts were made to provide engineering education of much wider relevance compatible with the global trends in technical education keeping in view the future needs of the country in public as well as private sectors. The emergence of the Indian Institutes of Technology (IITs) and the National Institute of Technology (NITs) around the country was meant to seek new directions to technical education in terms of content and quality of engineering education as well as in the methods of admission, teaching and learning, evaluation and governance.

In the later half of this phase many new disciplines such as aerospace, electronics, chemical, automobile, textile engineering were started with limited intake strength for the anticipated needs. The graduates of these new disciplines found jobs in appropriate government establishments, research institutions or in the private sector or became entrepreneurs. Many went abroad for higher studies and some returned with higher qualifications to take up teaching and

research or to participate in some of the new technological ventures such as space and atomic energy. The conventional engineering education system grew during this phase at a moderate pace and continued to exist in parallel with the new innovations in technical education in the IITs and NITs with occasional interactions but did not undergo any deep transformation. The number of engineering colleges increased from 44 in 1947 to 157 in 1980.

In response to the growing demand for technical education during the decades of the eighties and nineties there was a much higher growth rate in the number of technical institutions and in their intake capacities than in the previous four decades, especially after the private sector investments were permitted in self-financing mode. The increase in demand arose as a result of higher enrolments in the high schools and the aspirations of increasing number of first generation learners for higher education as a means of upward social mobility and economic security. The All India Council for Technical education (AICTE) was established in 1987 as a statutory body. The number of engineering colleges increased from 157 in 1980 to 1346 in 2004. The number of polytechnics increased from 101 in 1951 to 1244 in 2004. The growth during the eighties and nineties was largely through private institutions.

In permitting the growth of self-financing institutions then, the criteria were not defined in a manner to encourage the emergence of high quality institutions with reasonable control over their management practices. If some of them reached levels of acceptable quality, it was more by individual initiatives than by national policy design. The commercialization of education became rampant with the collection of capitation fees as a regular practice despite some states attempting to curb them through laws, which were ineffective. The rush for starting new technical institutions assumed highly undesirable political and

unethical dimensions of considerable proportions. These institutions functioned essentially under the conventional curricular structure though many new disciplines were introduced in response to the emerging demands. For academic purposes these were affiliated to various general universities or to the specially constituted Technological Universities in some states. Since most of them were family controlled, large portion of the various fees collected by them were unaccounted. Yet many of them invested liberally in infrastructures and academic facilities, though some diverted them for other purposes.

A few of the technical institutions became deemed universities with the hope of setting new and innovative directions under their autonomous status. However, in most cases the expectations have not been fulfilled. The degree of commercialization seems to have increased at the expense of quality.

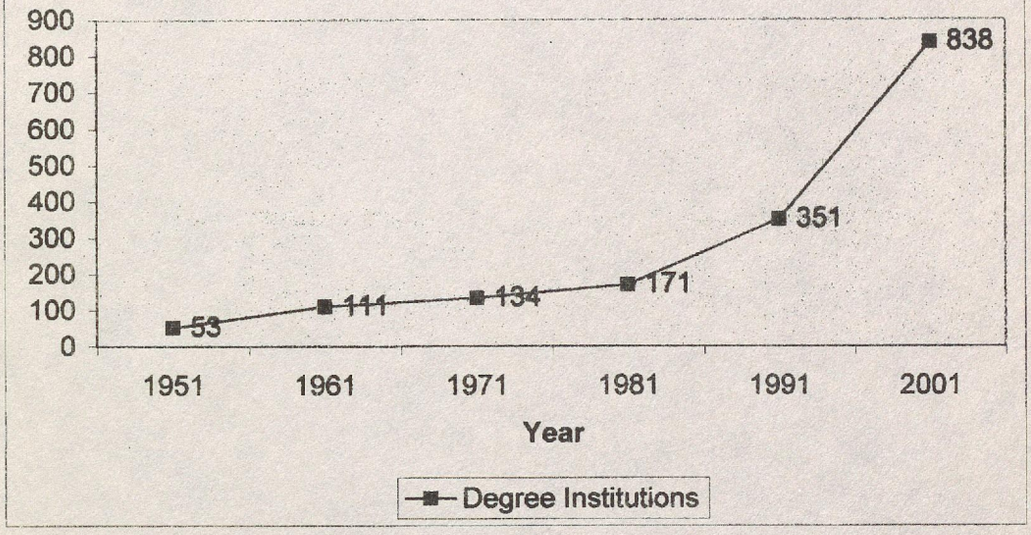
At the same time the institutions started earlier by state governments languished for want of adequate funds and teaching staff. Hence the development of government institutions was hampered even though the overwhelming preferences of the students for government institutions continued because of their reputation.

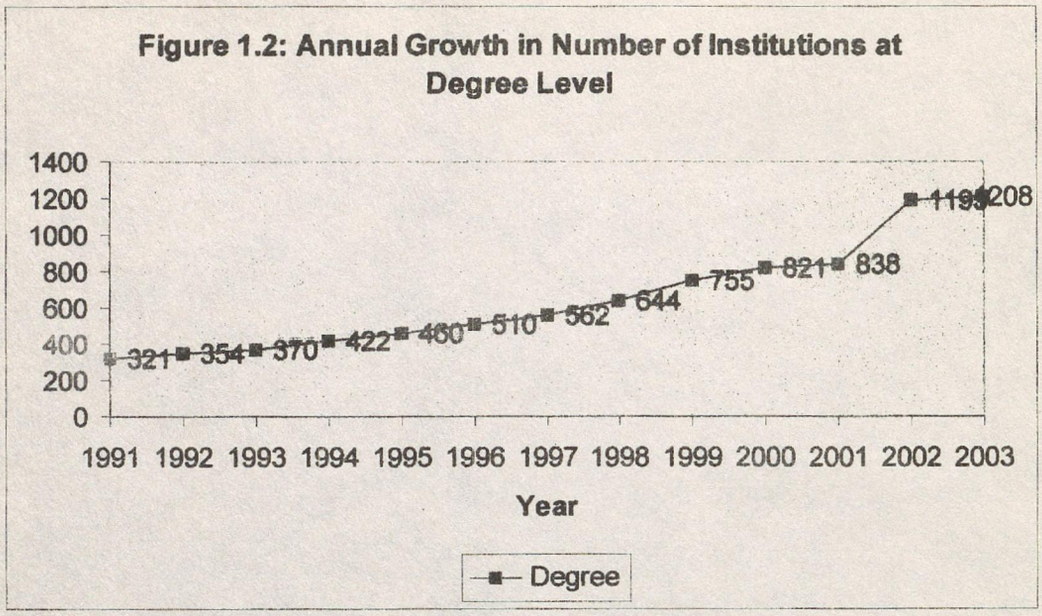
The non-availability of adequate number of competent teaching staff began to emerge as a serious problem during this phase seriously undermining the quality of technical education. This alone should have alerted the policy makers to undertake a serious introspection of the policies for the growth and quality of technical institutions. On the other hand the situation was allowed to escalate in an uncontrolled fashion with much steeper increase in the number of institutions and their intake capacities.

1.2. Intake Capacity

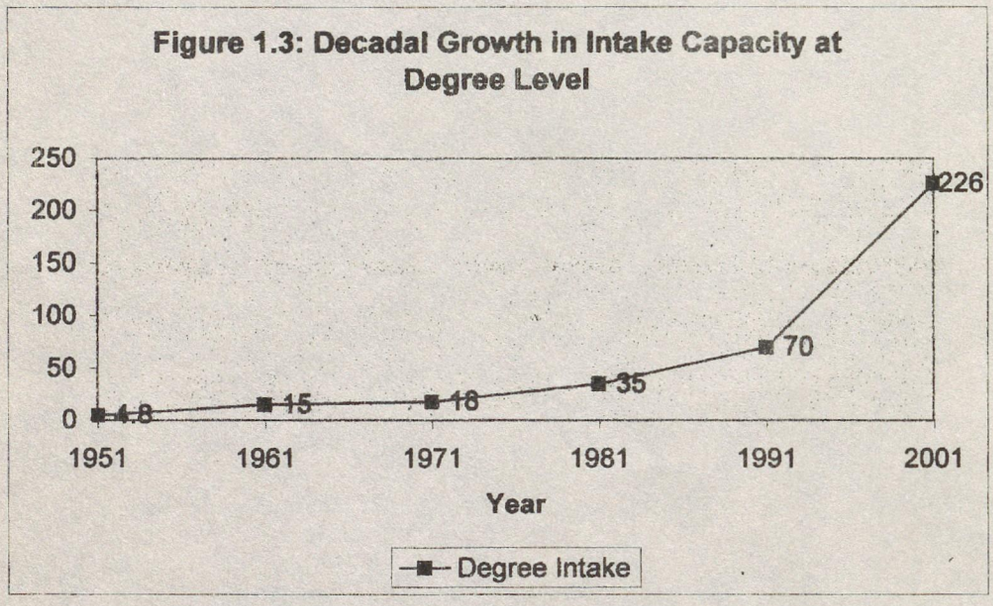
The decadal growth from 1950 to 2001 in number of degree level institutions is shown in Figure 1.1 and the annual growth from 1991 to 2003 is shown in Figure 1.2.

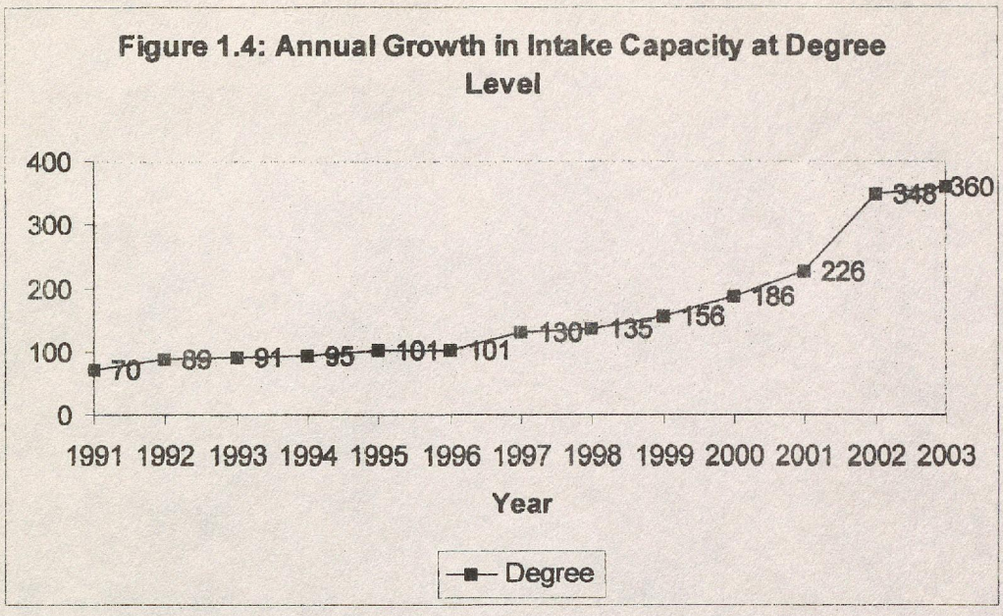
Figure 1.1: The Decadal Growth in the Number of Institutions at Degree Level Institutions





The decadal growth in intake capacity at degree level from 1991 to 2001 is shown in Figure 1.3 and the annual growth in intake capacity from 1991-2003 is shown in Figure. 1.4 indicating the trend towards sharp increase in recent years.





The increase in the intake capacity has differed widely among the States of India. The level of increase in intake capacity among the States during the period 1990-91 and 2003-04 is shown in Table 1.1.

Table 1.1 State-wise Increase in Intake capacity in Engineering Degree

State	**1990-91**	**2003-04**
Arunachal Pradesh	210	210
Andhra Pradesh	8070	66205
Assam	660	720
Bihar	2375	2375
Chandigarh	465	720
Chatisgarh	--	3495
Delhi	1290	3800
Goa	154	740
Gujarat	2780	10325
Haryana	1085	10105
Himachal Pradesh	210	970
Jammu & Kashmir	480	1245
Jharkhand	---	2070
Karnataka	19452	40920
Kerala	4512	19868
Madhya Pradesh	2265	15920
Maharashtra	20425	47450
Manipur	---	115
Meghalaya	---	135
Mizoram	---	120
Orissa	1325	10695
Pondicherry	300	1950
Punjab	1508	10701
Rajasthan	1629	10785
Sikkim	---	420
Tamil Nadu	12855	79302
Tripura	120	160
Uttaranchal	---	2350
Uttar Pradesh	3029	24773
West Bengal	2022	13269
TOTAL	**87221**	**383912**

The region-wise increase in intake capacity between 1990 and 2004 is shown in Table 1.2

Table 1.2 Region-wise Increase in Intake capacity in Engineering Degree

Region	**1990-1991**	**2003-2004**
Central	3590	29740
East	3012	27914
North	5404	28698
North West	6667	38326
South	21225	147457
South West	23964	60788
West	23359	48190

The Southern region consisting of Andhra Pradesh, Tamil Nadu and Pondicherry has 1,47,457 intake capacity; next largest are in Southwest and Western regions. The Central, Eastern, Northern and Northwestern regions have almost equal intake capacity ranging between 27914 and 38326. Sixteen states have large intake capacities amounting to nearly 98% of total intake capacity in the country.

1.3 Discipline wise Growth

The Discipline-wise growth in intake capacity at degree level from 1990 to 2003 is given in Table 1.3

Table 1.3 Discipline-wise Growth in Engineering Degree

DISCIPLINE	1990	2002	2004
Electronics	**17337**	**71966**	**257207**
Electrical	**10155**	**42573**	
Computer	**12143**	**70463**	
IT	--	**49584**	

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IT	--	**49584**	

Instrumentation	**3184**	**6755**	
Mechanical	**17658**	**36381**	**50908**
Production	**4696**	**5995**	
Civil	**13546**	**12265**	**15280**
Chemical	**4590**	**7437**	**6954**
Textiles	**1044**	**1394**	**2297**
Metallurgy	**815**	**748**	**707**
Mining	**670**	**992**	**NA**
Biotechnology	**---**	**3284**	**5360**
Others	**1383**	**8335**	**NA**

In the year 2002 out of a total intake capacity of 383912, the intake capacity in computer and information technology was 1,20,046 (34%) and in electrical and electronics discipline it was 1,14,539 (33%). In mechanical it was 10.5% and civil 4% only. These indicate the discipline-wise imbalances in the intake capacity. The corresponding situation for the year 2004 shows reversal of some of these trends indicating changing preferences of students. Furthermore any sharp increase during a year in a particular discipline as happened in computer and information technology in the recent past creates serious problems of acute shortage of qualified teachers and consequently deterioration in quality of graduates in that discipline

1.4 Graduations and Absorption

The graduates from a given state from the engineering colleges will be related to the admissions made four or more years before and the dropout. Approximately 90% of students actually admitted will graduate in four years or later. Based on the sanctioned intake capacities for the previous years and the available data on graduates in subsequent years it is estimated (Table 1.4) that around one lakh engineering graduates must have passed out in the year 2002 and that by 2006, it will reach to 2.5 lakhs.

Table 1.4 State-wise graduations of Engineering Graduates

State/Year	1998	1999	2000	2001	2002	2003
Andhra Pr.	5771	8741	9162	13975	14216	18366
Assam	522	526	558	586	455	463

Bihar	.	.	.	.	2270	2302
Delhi	1097	1085	1103	1120	1245	1831
Gujrat	3154	3336	3999	4399	3807	4715
Haryana	.	.	.	1397	2141	2459
Karnataka	12036	12259	12481	13586	16576	17308
Kerela	2937	3360	3764	3857	3838	4378
Madhya Pr	1666	2297	2207	2752	3788	5609
Maharashtr	.	.	.	.	26758	28420
Orissa	970	1248	1550	3178	3227	4646
Punjab	816	679	1365	1597	2356	3090
Rajasthan	1443	1469	1445	1472	1731	2427
Tamil Nadu	17469	9796	11629	13907	15889	21098
Uttar Pr.	.	.	.	.	8359	10044
West Bengal	2432	2069	2103	2385	2922	4199
INDIA	**50313**	**46865**	**51366**	**64211**	**109578**	**131355**

The National Technical Manpower Information System (NTMIS) supported by AICTE has established a methodology to obtain estimates for absorption and unemployment of fresh postgraduates, graduates and diploma holders passing out. It is based on regular collection of data, through follow up survey of fresh graduates and estimating yearly absorption rates for each batch getting first employment within three to four years after passing. From NTMIS data it is worth noting that out of total graduates in a given year about 10 to 15 % enroll for higher studies in India or abroad, 3 to 6% either get jobs outside India or not interested in any employment and around 2 to 3% go as apprentices and trainees. Thus, only 80 to 85% of the total graduates come into the job market. These percentages differ from year-to-year, branch-to-branch and state-to-state. However for purposes of planning it may be assumed that 80% of out-turn from the engineering colleges enter job market. It is estimated that total absorption in the country shall be the order of 80,000 in 2003 that will increase to 1,70,000 in 2007 while at the same time the unemployment may also increase from 62,000 in 2003 to 1,40,000 in 2007.

1.5 Growth Implications

Many serious implications regarding the viability, quality and credibility of the Indian technical education system have started to emerge. The most serious one relates to teacher shortage. Having come into existence by one means or the other, the institutions are pleading their inability to equip their institutions with adequate number of qualified teachers as required under the AICTE norms.

There is a tendency to water down the norms such as the student-teacher ratio, the age limits of principals and the proportions of senior faculty. Additionally the AICTE has to devise ways and means of increasing the programmes for training of teachers on a war footing. The efforts to develop acceptable contents and adopt technology enabled learning as well as visiting faculty schemes can compensate for the shortage of competent staff only up to a point.

Moreover there is a high turnover in the faculty positions especially at the senior level due to temptations offered by some institutions. Many senior faculty members from government institutions tend to move out to the self-financing institutions aggravating the shortages in government colleges. A few faculty members from some of the reputed institutions such as IITs and NITs also take voluntary retirement to join the self-financing colleges.

Another serious implication relates to unfilled capacity in these institutions, which tend to keep shuffling the admission capacity between disciplines year by year leading to unhealthy practices in the tenure of teachers and inadequacy of the necessary academic infrastructure.

Due to the proliferation of engineering colleges there is a sharp decrease in the number of students seeking admission to polytechnics,

which are facing survival problems. Many wish to convert the polytechnics to engineering colleges.

The aggravation of the unemployment situation for the trained technical manpower has serious social and economic implications. The level of unemployment among the engineering graduates is related to the size of intake. As a result of high unemployment level, many graduates tend to accept lower paid jobs incompatible with the qualification. The engineering jobs tend to be under valued. While the fat salaries enjoyed by a few tend to be highlighted, the plight of the vast number who remain jobless for considerable time after graduation goes unnoticed. The frustrations of qualified engineers have severe repercussions.

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Annexure 1.2

1-4/Corr-State-Sect/MS/AICTE/2004
December 1, 2004

Dear

I am writing to you in connection with measures which need to be urgently taken to streamline the existing process of giving approvals for new institutions, new courses and increase in intake. The procedure has to be delayered and demystified so that decisions become simple, straight, quick, transparent and responsive. With this in view, we are in the process of reviewing the existing provisions.

As a starting point, it would be necessary for you to take stock of the technical education scenario in the State and crystallize views on its future direction. Given the acute regional imbalances in technical education facilities, States would need to delve into the issue deep and develop a comprehensive perspective on planned and coordinated growth of technical education. This would include appraising the number of existing technical institutions in the State, growth trends in terms of student population, status with regard to vacant seats in different disciplines and institutions and employment potential of the courses currently available within the State. Based on an indepth analysis, a perspective plan could enable the State to clearly indicate to AICTE its thinking on the proposals for new courses/institutions and additional intake. This could result in greater objectivity in decision making.

We propose to keep the State government and also the affiliating University in picture at the time of inspection of the institution by the Expert Committee and also involve them at the time of the appraisal of the reports of the Expert Committee. The objective is to evolve

consensus on the spread of technical education wherein the point of view of the State Government and the affiliating University is greatly valued.

For the process to be carried out in time without delays, it would be imperative that NOC by the State government, wherever necessary, is sent to us well in time so that unilateral decisions by the AICTE are avoided.

I would be interacting with you regularly on issues affecting technical education and look forward to your valuable suggestions.

Yours Sincerely,

Sd/-

(Anuradha Gupta)

All State Secretaries

Annexure – 2.1

(Copy of letter)

F.17-23/2004-TS.I
Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education

Shastri Bhawan, New Delhi
Dated the 4th October, 2004

OFFICE MEMORANDUM

Subject: Streamlining Admissions to Engineering, Architecture and Planning Programmes in the Country.

In supersession of this Departments O.M. No.F.7-18/2002-TS.I dated the 15th October, 2003, it has been decided that all admissions to the undergraduate programmes in Engineering, Architecture and Planning in all the National Institutes of Technology (NITs), Indian Institutes of Information Technology (IIITs) Allahabad and Gwalior, National Institute of Forge & Foundry Technology (NIFFT), Ranchi, School of Planning & Architecture (SPA), New Delhi and other Institutes of Central Government as specified shall be made through All India Engineering Entrance Examination (AIEEE) conducted by the Central Board of Secondary Education (CBSE). All the other Deemed Universities will have the option to participate in the AIEEE or conduct their own Entrance Examination and admit students in a fair and transparent manner. All the Central Universities having engineering programmes at Undergraduate level will have the option of either participating in AIEEE or conduct their own Entrance Examination. Deemed Universities and Central Universities willing to participate in AIEEE will give their option to the University Grants Commission (UGC). UGC will get the option from all the Deemed Universities and forward the same to the CBSE and Central Counseling Board. The State Governments shall continue to hold their own common entrance tests for admission in Institutions within their States as before.

However, states willing to participate in the AIEEE for all or a part of the total seats in the state can participate in AIEEE by giving the option to the CBSE and Central Counseling Board.

2. All admissions in different approved quotas shall be made strictly on the basis of inter-se merit based on common entrance tests as above.

3. This comes into force with immediate effect. All concerned are advised to take necessary appropriate action in this regard.

Sd/-
(Ravi Mathur)
Joint Secretary to the Government of India
Tel No. 23381097

1. The Chairman UGC/AICTE/CBSE,
2. All State Governments/Union Territories
3. PS to HRM/Sr. PPS to the Education Secretary
4. All Joint Secretaries in the Department of S&HE

DISCUSSION PAPER PREPARED BY UNIVERSITY GRANTS COMMISSION ON PRIVATE UNIVERSITIES

1. INTRODUCTION

Today, participation of private enterprise in the field of higher education is a matter of debate in academic, bureaucratic and corporate circles all over the world. It is more so in the wake of globalization and related happenings leading to pressure on the higher education system to provide access to double or more the number of currently enrolled aspirants, particularly in the developing countries. The public resources to meet the demand has virtually ceased and there is not enough even to sustain the existing infrastructure in many countries. The pressure for access to higher education has been further mounting as the emerging knowledge based academic activities have put a premium on the value added human resources worldwide. The widening gap between the supply and demand has paved the way for the private providers to come in large numbers, as there seems to be no better option to expand the higher education.

2. GLOBAL SCENARIO

The first European University the Bologna University, was established by students in 1088, where salaries of the faculty were paid by students and they elected a rector of the university to steer the administrative and financial aspects, in addition to enforce a code of conduct for students. However, this structure of governance was short-lived and very soon it became the professorial guild where the academia, took the governance in its hands.

The University as an institution was carried over to Latin America by Spanish colonialists. Thus the first universities founded in this continent in the 16th and 17th centuries were Catholic universities of a

private nature. In 1950 there were fourteen private universities in Latin America.

Though a few private universities have now been established in Western Europe, but higher education has traditionally been free. Only Portugal has made a conscious effort to promote private higher education. The countries of the former USSR, and of Eastern Europe, with a history of communism, have found it difficult to provide public funds for higher education. This has led to the development of private universities in these countries.

Most African countries follow the public-oriented traditions of their erstwhile colonial rulers. However, public institutions are unable to cope with the demand for higher education because of financial stringency. This has forced the newly independent countries of sub-Saharan Africa to recognize private universities as an alternative. The same is true of Africa also.

Surprisingly, private higher education flourishes in some nations Asia-Pacific region, namely in South Korea, Japan, the Philippines and Indonesia. In these countries over 80 per cent of the students attended private institutions. Private Institutions are in the increase in Taiwan, Thailand, Malaysia and in the Indian sub-continent with Bangladesh and India having the maximum number of private universities / colleges. Even in China, private, post-secondary institutions are increasingly rapidly with the number exceeding 1200.

3. HISTORICAL PERSPECTIVE IN INDIA

India, being a welfare state has been considering higher education as a state responsibility. In fact, it has an incredible system which allows considerable academic autonomy to the institutions of

higher education even though it is fully or partially funded by the Central or State Government. Till recently, the educational institutions were generally Government or public institutions. However, since the last decade, there has been a policy shift and with the diminishing resources, on the one hand and the greater demand for higher educational institutions on the other, the Government has been left with no option but to allow private enterprise to enter the higher education system of the country. In fact, the need of the hour is to create a healthy and competitive structure, which will address issue of the socio-economic aspirations of people as well as balance various quality aspects for an emerging society like India.

4. PRIVATE UNIVERSITIES BILL, 1995

To channelize the entry of private enterprise and to ensure that the quality of education is maintained without commercialization, the Government of India placed a Private University Bill in Rajya Sabha in 1995 to allow establishment of Central Private Universities. The brief outline of the Bill is given below.

- The object of the Bill, introduced in Rajya Sabha in 1995, was to provide for the establishment and incorporation of self-financing universities and for the regulation of their functioning. It was based on the belief that private universities could play a subsidiary and supportive role to the endeavours of the State-run universities in the tertiary education section. Further, in emerging areas of science and technology these universities could provide useful instructional inputs by making available additional finance. The establishment of universities required a specific or enabling legislation, as it was necessary to have a broadly uniform set of guidelines for ensuring academic standards, prevention of commercialization and mismanagement.

- The Bill had provisions to allow registered societies, public trust and companies registered under the Companies Act, 1956 to set up universities. The University Grants Commission was to act as a 'Nodal Agency' to monitor, the functioning of these universities on behalf of the Central Government. Applications for establishing such universities were to be submitted to the Government of the State where the university was to set to be established. The State Government was then expected to forward the applications to the Central Government along with its recommendations. The Bill required that:

  - Every university was required to have a fund called Permanent Endowment Fund of Rs.10.00 crores.

  - The recognition and authorization for the conduct of programmes and award of degrees were to be in accordance with the law of the land.

  - A university established under the provisions of the Bill could not have the power of affiliating any college or other institution and could not have more than one campus.

  - Within three years of its establishment, the university had to obtain accreditation from a body nominated by the UGC and this was to be renewed every five years thereafter.

  - The university was not entitled to receive any aid from State or Central Government.

- The Chancellor, the head of the university, was to be appointed by the sponsoring body, with the approval of the Central Government, for a period of three years.

- The Chancellor had the power to appoint the Vice-Chancellor.

- The First Vice-Chancellor was to be appointed by the Central Government from a panel of three names proposed by the Chancellor.

- The Board of Governors was to be the Supreme governing body of the University. It was to consist of the Chancellor, the Vice-Chancellor, three persons nominated by the sponsoring body, one representative of the Central Government, one representative of the State Government concerned, and one academician, nominated by the UGC.

- In case of mismanagement, or violation of any of its directions, the Central Government could, after completing the procedures, order the University to close down.

➢ The Bill was not enacted because of opposition of some political parties. Interestingly, it did not receive the support of either the academics (who probably feared that the quality of education could be sub-standard, and private initiatives could lead to commercialization), or of the private sector itself (because of the unfavourable clauses relating to administrative control).

5. SUBSEQUENT DEVELOPMENTS

In the absence of a Central Bill, five State Governments passed their own bill for establishment of private universities. While four of them established private universities through separate Acts, the state of Chhattisgarh set up as many as 97 private universities through gazette notification under an omnibus Act. A brief account of universities established through these Act is given as under: -

S.No. T	State	No. of Universities set up	Mode
1.	Chhattisgarh	97 universities	Through an omnibus Act
2.	Uttaranchal	3 universities	Through separate Act
3.	Gujarat	2 universities	Through separate Act
4.	Himachal Pradesh	1 university	Through separate Act
5.	Uttar Pradesh	1 university	Through separate Act

The major difficulty was being faced in the State of Chhattisgarh due to an Omnibus Act. The main features of the Chhattisgarh Act are given below:

The Chhattisgarh Niji Kshetra Vishwavidyalaya (Sthapana aur Viniyam Adhiniyam, 2002 (Government of Chhattisgarh, 2002), allowed establishment of universities through notification in the government gazette, without the prior consideration of the legislature. The salient features of this 'umbrella Act' are:-

- A proposal for the establishment of a university shall be made in the form of an application containing a Project Report. The State Government, after considering the proposal, may establish the university by notification in the State Gazette.

- The University was not entitled to receive any grant from the State Government or the Central Government.

- The Governor of Chhattisgarh was to be the Visitor of the University.

- The head of the University was to be the Chancellor who was to be appointed by the sponsoring body with the prior approval of the Visitor.

- The Vice-Chancellor was to be the principal academic and administrative officer of the University. He was to be appointed by the Chancellor from a panel of three names recommended by the Governing Body.

- The Governing Body was to be the supreme authority of the University with powers to review the decisions of other bodies, approve the budget and annual report, lay down extensive policies, and take a decision regarding the voluntary liquidation of the University.

- The affairs of the University were to be managed by a Board of Management.

- The First Statutes of the University were to be prepared by the Governing Body and submitted to the Government for approval.

6. UGC'S REGULATIONS

Since quite a few of these universities did not appear to have adequate infrastructure both academic as well as physical, an effective regulatory mechanism was evolved by UGC to ensure the maintenance of standards in these universities by issuing Regulations for Establishment and Maintenance of Standards in Private Universities. Salient features of the Regulations are:-

- Each private university shall be established by a separate State Act.

- A private university shall be a unitary university having adequate facilities for teaching, research, examination and extension services.

- A private university established under a State Act shall ordinarily functioning within the boundaries of the State in which it is established. Only in exceptional cases will the university be permitted to open off-campus centres, off-shore campuses and study centres, after five years of its establishment. The off-campus centres and study centres were to be set up only after permission of the UGC, and the off-shore campuses only after prior permission of the Central Government.

- The already existing rules governing programmes, faculty qualifications, infrastructural facilities, financial viability etc., as laid down by the UGC, AICTE, the Bar Council of India (BCI), Distance Education Council (DEC), the Dental Council of India (DCI), the Nursing Council of India (NCI), the Medical Council of India (MCI), etc. were required to be fulfilled by the private universities.

- The universities were required to take prior permission from the UGC for starting any degree or diploma courses by submitting curriculum, contents, teaching and learning process, examination and evaluation system.

- The universities were required to follow admission procedures laid down by the UGC and fee fixation shall be in accordance with the norms of UGC and other statutory bodies.

- The universities were liable to be penalized for violating the Regulations under Section 24 of the UGC Act.

7. INSPECTION OF PRIVATE UNIVERSITIES

To monitor the standards in the private universities, the UGC mounted inspection on all these universities in keeping with the provisions contained under Section 13 of the UGC Act and in the above said Regulations. A questionnaire was sent in advance to all the private universities and information was solicited on various parameters. Expert committees were constituted for on the spot assessment of the universities. The experts visited all the private universities. It was observed from the reports that in most of the cases universities were having very little infrastructure.

8. AMENDMENT OF CHHATTISGARH ACT

Subsequent to issue of UGC Regulations the Chhattisgarh Govt. amended its Act to incorporate the definitions of Off-Campus Centre, Off-shore Campus and Study Centre that are included in the UGC Regulations. Further, the universities established under the Chhattisgarh Act were required to create an endowment fund of Rs.2

crore by 30.06.2004; and acquire a minimum of 15 acres of land within the municipal limits of the city in which the university is located, or 25 acres outside these limits; and construct on the campus building/s covering a minimum of 25,000 square feet. The Chhattisgarh Government was insisted that the universities shall pay to the government 1% of all fees collected from students within the State and 2% of fees collected outside the State.

As a result of this amendment, 60 universities were de-notified by the State Government of Chhattisgarh and only 37 universities are in existence now.

9. COURT CASES

Apart from this, two Public Interest Litigations against private universities, in the Hon'ble Supreme Court (one filed by Prof. Yashpal & other by Mr. Gopalji Aggarwal against the universities established in Chhattisgarh) two writ petitions in High Court of Delhi (by CV Raman University & ICFAI University) and 3 writ petitions in the Bilaspur High Court are pending.

10. ISSUES INVOLVED

(i) Whether jurisdiction of state private university shall be within the state or it may be allowed to function outside the state?

(ii) If we allow private universities to operate outside the state, shall the permission of the state in which the centres are to be established be considered as essential requirement?

(iii) Shall the permission of UGC be required for opening of study centres?

(iv) In case of study centres, should we allow only conventional education in face-to-face mode or we shall also allow education through distance mode. In case later is agreed, should the approval of Distance Education Council be mandatory?

(v) As per UGC Regulations, the study centres / off-campus centres can be established only after 5 years of existence of the main campus. However, in some universities, the establishment of study centres / off campus centres proceed the establishment of main campus. Should UGC Regulation be amended to provide for these study centres? What shall be the optimum period after which a university shall be allowed to open the study centre?

(vi) Whether reservation shall be provided in these private universities as per constitutional provisions.

(vii) What should be the mode of admission of students in private universities to ensure merit and transparency? Whether the admission shall be left with the university or they shall be regulated by the concerned State Government.

(viii) How shall we regulate the fee structure in private universities to avoid commercialization of education?

(ix) How, to ensure maintenance of standards in these private universities that whether they are abiding by the norms of statutory professional councils like AICTE, NCTE, MCI, DCI, BCI, etc.

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DISCUSSION PAPER PREPARED BY THE LANGUAGE BUREAU (WTO CELL) OF MHRD/NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION (NIEPA) REGARDING POLICY FRAMEWORK FOR ENTRY AND OPERATION OF FOREIGN EDUCATIONAL INSTITUTIONS IN INDIA

Need for discussion

1. With the opening of the economy there is increasing student mobility across the national boundaries and globalisation of education services has reached Indian shores. In India, FDI in education is through the automatic route. Consequently, many foreign educational institutions have set up their units in India. At present, there is no framework in existence which provides recognition to the degrees or certificates being issued by these Foreign Education Providers (FEPs), regulates their curriculum and fee structure, grants them geographical limits of operation, etc.

2. Since higher education is a concurrent subject, the Government of India does not legislate extensively on it. This has made it possible for FEPs to operate in India under various arrangements through the automatic FDI route in a State without the Union/State Governments' specific sanction/approval or knowledge.

3. Traditionally, in India education has not been considered to be a commercial venture. Though it is known that Private Educational Institutions do have fee structures where the profit motive is not hidden, but in light of the TMA Pai Case Judgement by the Supreme Court, education has been firmly set in the realm of non-commercial ventures.

4. The Doha Declaration in November 2001, for the first time, included services as one of the subjects for negotiations. Education is one of the services listed for discussion. The objective set forth was to

promote economic growth of the trading partners and development of developing and least developed countries. The Declaration also envisaged that the guidelines and procedure adopted for negotiations by the Council earlier for GATT would be adopted for services also. The guidelines and procedure for negotiations aimed at increased participation of developing countries, process of liberalisation with due respect for national policy objectives with no prior exclusion of any service sector. It was also decided that negotiations would proceed through Request and Offer approach.

5. The GATS Framework provides for progressive liberalization of services sector and according Most Favoured Nation Treatment to all member countries and National Treatment to service providers from all member States. The Framework also provides for selective liberalization of services for developing countries and with the proviso that Member State may exclude a service in larger social and national security interest.

General Agreement in Trade in Services (GATS)

6. As Education has been included as one of the services like any other service, the General Agreement in Trade in Services would also govern education. It is, therefore, essential to understand where education stands in the GATS framework.

7. For the purposes of negotiations under GATS framework, Education is divided under following categories –

a) Primary Education Services – Include the normal notion of primary education and pre-school education services, but excludes child day care services and adult literacy programmes

b) Secondary Education Services – Include High School Education, Technical & Vocational Education and School-type services for handicapped students.

c) Higher Education Services – Include two distinct groups, one relates to the teaching of practical skills in post-secondary, sub-degree technical and vocational education institutions and the other deals with more theoretical educational services provided by universities, colleges and specialised professional schools.

d) Adult Education Services – Refer to all education services that are not in the regular school and university systems. This includes general and vocational subjects, literacy programrmmes and any education services delivered by correspondence or broadcast. It excludes any programmes delivered through the regular education system.

e) Other Education Services – Include anything not mentioned elsewhere, with the exception of recreational matters. Four modes have been specified for negotiations on each category :-

Mode 1 **Cross Border Supply**

A situation where the service flows from the territory of one member country into the territory of another member country.

Mode 2 **Consumption Abroad**

A situation where consumer of a service moves into the territory of another member country to obtain the service

Mode 3 **Commercial Presence**

The service suppliers of a member country establish territorial presence (legal presence) in another member country with a view to provide their services

Mode 4 **Presence of Natural Persons**

A situation in which a service is delivered through persons of a member country temporarily entering the territory of another member country

8. For the current purpose, all the modes except Mode-2 come in the domain of FEPs.

9. As per the preamble of the GATS, the members of the WTO have the right to regulate the supply of services within their territories in order to meet their national policy objectives.

Issues involved

10. During the late 1996-97, several foreign delegations came to India to explore possibility of marketing the education programmes in India. Some of these were to offer professional education programmes and others for general education. Education services are viewed critical for socio-economic and cultural development and for democratic system of governance of the country. Therefore, the Government, industrialists, philanthropists, educationists and the society have always viewed provision of education services as an investment for the development of national entity and identity. It is precisely for this reason that education is also viewed as an important instrument for social transformation and development of the country.

11. In National Policy on Education, 1986 and modifications undertaken in 1992, it is clearly brought out that in our national perception, education is essentially for all and it has an acculturating role. Education develops manpower for different levels of economy. The Policy gives larger responsibility to the Union Government in regard to education to maintain quality and standards and to look after the international aspect of education, culture and human resource development and in general to promote excellence at all levels of the educational pyramids throughout the country. The policy provides for encouraging the efforts of non-government and voluntary organisations, at the same time, steps need to be taken to prevent establishment of institutions set up to commercialize education a principle reconfirmed by Supreme Court in TMA Pai case judgement.

12. This logic, however, may not apply to the FEPs, who would like to make the most of the market conditions prevailing in the market for quality technical/professional education. The issue is, can two separate sets of considerations apply to the domestic education provider and the FEPs?

13. Another important issue that emerges with the coming of Foreign Education Providers [FEPs] is that of mutual recognition of degrees and standard of education provided by these institutions. A study conducted by NIEPA has revealed that most of these FEPs are coming through the franchise arrangement routes with Indian partners. The study also reveals that equivalence and recognition is given by the institutions on mutual and institutional basis and these FEPs are not always accredited in their own countries or by any international accreditation agency. The basic motive of partnership for these FEPs is to supplement the foreign institutions' income by exploring new markets and providing job oriented courses which have enough employability.

14. There are also no standard setting mechanisms for FEPs at present. Although some of them have applied for recognition to AICTE, majority of them are operating in India even before any recognition is granted.

15. In spite of the fact that these arrangements are only between the institutions mostly under franchise arrangements and courses not being recognised in India, FEPs have still attracted a large number of students. Some of the advantages of FEPs coming to the country are :-

- ★ They bring new skills to India which would be required in the ever-growing economy. Developing educational systems for these new skills *ab initio* would not only be difficult but would

also be very expensive.

* The FEPs are more tuned to the requirements of the market and with the flexibility of their system (including in innovative curriculum, allowance for multiple-entry and exit, choice-based credit system and credit transfer facility) are able to address the needs of the students in a better way.
* The FEPs do fill up the gap between the demand and supply of quality education that exists in the country at present, to some extent. As per one estimate only 7% of the eligible group of students have access to higher education.

16. These advantages are not without risks. Hence the need for regulating the operation of the FEPs with which their expertise could be channelised to the national objectives in field of education in general and higher and professional education in particular.

17. An issue that does need addressing is that only such FEPs may be allowed entry in whose case their country of origin has a mutual recognition agreement with India for the degrees awarded by Indian universities.

Current position

In order to assess the various kinds of operations of foreign educational institutions in India and its impact, mainly in the context of GATS, was undertaken by NIEPA. Also, meeting was held with FEPs in India and discussions were held by forming various technical groups for higher education system as well as meetings of the Vice-Chancellors held, to understand the issues and concerns and to develop a consensus for taking approach towards internationalisation of higher education. Some of the papers based on the previous meetings/discussions/research have been enclosed for information. In a recent study conducted by National Institute of Educational Planning and Administration (NIEPA), it emerged that there are seven different types of operations by FEPs in India:

(i) Twinning – students undertake a part of their study in India and part abroad in the foreign university.

(ii) Franchisee – foreign institution grants permission to an institution in India to execute their programmes with their name, curriculum and evaluation methods.

(iii) Study and examination centres – The FEP ties up with the Indian partner to deliver its courses and also conduct examinations for the same.

(iv) Multiple Collaboration – An Indian institution ties up with many degree providers.

(v) Link Programme – Part credits are given for the course conducted in India and the balance for the course undertaken abroad. Difference with twinning lies in the fact that two separate degrees are provided.

(vi) Programmatic Collaboration – A joint degree is given by the Indian institution and the FEP.

(vii) Off-shore campus – Not yet seen since it would entail opening of a campus of the parent institution and would entail real FDI.

18. The study covered field survey of 131 FEPs over 13 major States and their Indian partners. The interesting areas that emerged were as follows:

(i) Geographical distribution – Tamil Nadu (23), Maharashtra (20) Delhi (19) and Andhra Pradesh (18) were the most attractive destinations.

(ii) Source countries – USA with 66 and UK with 59 were the largest source countries.

(iii) Courses offered – Hotel Management (55) and MBA (45) were the pick of the courses offered by these institutions. Technical courses like B. Tech. Medical, etc. came a distant third with 19.

(iv) Categories of courses – The FEPs provide two major

Position of University Grants Commission (UGC), All India Council for Technical Education (AICTE) and Association of Indian Universities (AIU)

19. Some of the features of the position of UGC, AICTE and AIU are as given below:

UGC –
- * The UGC Act, 1956 does not empower it to frame any regulations regarding FEPs.
- * An amendment to the Act is necessary and under consideration.

AICTE –
- * Regulations drafted in 2003 for entry of FEPs to facilitate collaborations and partnerships while safeguarding the interests of the students and enforcing accountability
- * Procedure for registration prescribed
- * The FEP can establish operations on its own or enter into collaborative arrangements

AIU –
- * Guidelines drafted in 1999
- * Indian partner should have sufficient infrastructure
- * Programme to be jointly implemented
- * Equivalence insisted upon

20. In a recent representation to the Government, the AIU has made some points against commercialisation of Higher Education such as : -

(i) Education remains a responsibility of the government and the cost needs to be borne by the society.

(ii) Commercialisation would affect pure research and therefore have adverse consequences on growth of knowledge; and

(iii) High cost of education

21. It further recommended that :-:

* Financial Institutions to be actively involved in

modernisation of infrastructure in Indian universities to make them competitive against FEPs

* Uniform cost-based fee structure; and
* A regulatory mechanism for FEPs

Guidelines for Entry & Operation of FEPs

22. In light of the above points, there is now absolute urgency that some guidelines be evolved for the FEPs for their operations in India. these guidelines would have to be such that they attract and not inhibit FDI in Higher Education but at the same time at no stage should the interest of the student community in particular and the country in general be put at any risk. It was also agreed in principle that FEPs be considered only for Higher Education and Elementary and other categories be kept away.

23. The broad guidelines for entry and operation of foreign educational institutions in India may be as follows:

(i) The foreign institution should register itself under Indian Society Act in India and shall be allowed to open educational institutions in India. Alternatively, they must find a suitable Indian partner to operate as education institution in India.

(ii) Only those Institutions/Organizations, which are recognized by the Government or accredited by any other authorised agency of the Government in its own country, will be permitted to open educational institution in India.

(iii) The institution shall abide by the Government of India's policy on education and shall maintain minimum standards as laid down by the concerned agencies and will be subject to external quality review by the designated agency of the Government of India. These institutions shall be open for participation for all citizens of India and foreign students irrespective of religion, sex, caste, class and creed.

(iv) All FEPs coming to India and programmes offered by them

should be accredited in their own countries and degrees/ diplomas awarded by them recognized by the authorised body of the State as equivalent to those given for their own campus programmes.

(v) Education Promotion Council:

a. Before the institution starts its function in any part of the country, it shall apply in appropriate format to the designated registering body and shall provide all information about its operations in the country in the interest of transparency. For this purpose, the application shall be made to the designated body, Education Promotion Council (hereinafter referred to as Council), formed by the Government of India, consisting of:

(i) University Grants Commission (UGC) – Chair

(ii) All India Council for Technical Education (AICTE)

(iii) Distance Education Council of India

b. The Council shall develop detailed procedure for recognition and registration of the foreign educational institutions and shall notify the same to all concerned.

c. The institutions shall ensure that they are registered with the Council and fulfil all criteria laid down by the Council for registration before applying.

d. The Council/Government of India will reserve the right to order closure of any educational institution if it is found to be violating the laid down guidelines or work against the national interest of the country and initiate any action required against the institution under the law of the land.

e. Educational institutions already existing independently or in collaboration with any other Indian institution shall immediately apply to the Council for registration failing which action will be initiated against them including

closing of the institute.

f. The Council shall have the right to examine the curriculum prescribed by these FEPs and it can issue directions as necessary.

g. The Council should prepare a database on all aspects of the foreign educational providers and students should be fully informed about the foreign institutions by the Council.

(vi) The curriculum followed by the institutions should be as per the need and requirement of the country and shall eschew that might have deleterious affect on the Indian culture and ethos.

(vii) The institution shall work within the broad framework of National Policy on Education and work on no-profit-no-loss basis, and shall abide by the Government's directives in the matters of fee, admission policy, salary structure and management of the institution.

(viii) At least 80% of the surplus generated by the institution shall be invested back for the development of the educational institution and not more than 20% of the surplus shall be allowed for going outside the country.

(ix) The teaching of national/regional language shall be compulsory in the institutions as per Government policy.

(x) The institution shall ensure that at least 51% members in the management and for teaching are qualified Indians in the field of education residing in India.

(xi) No objection from Embassy should be compulsory.

(xii) The institutions opening in India will be subject to quality assessment from time to time by National Academic Accreditation Council (NAAC) or National Board of Accreditation (NBA) or any other body identified by the Government.

24. The Government should try and provide level playing field for all kinds of education providers both domestic and foreign, in the context of fee structure and other such matters.

25. A schematic plan for attracting foreign students by way of providing hostels of international standard, attractive fee structure, reasonable prices of books, organisation of the educational trips by Tourism Ministry to the educational, historical and cultural places of significance be designed for long term policy.

26. The need of the hour is to have a more pro-active approach and keep a flexible policy to develop India as "Education Hub" in South East Asia. For this purpose, higher education will have to initiate several internal reforms to make higher education more flexible, competitive and relevant.

*****

379.1.1

शैक्षिक सांख्यिकी में अध्ययन क्र० I—1989
STUDIES IN EDUCATIONAL STATISTICS NO. I—1989

चुने हुए शैक्षिक आंकड़े
SELECTED EDUCATIONAL STATISTICS
1987-88

सत्यमेव जयते

(30 सितम्बर, 1987 तक)
(*As on* 30 *September*, 1987)

मानव संसाधन विकास मंत्रालय
(शिक्षा विभाग)
आयोजन, अनुश्रवण तथा सांख्यिकी प्रभाग
भारत सरकार
नई दिल्ली
1989

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DEPARTMENT OF EDUCATION)
PLANNING, MONITORING AND STATISTICS DIVISION
GOVERNMENT OF INDIA
NEW DELHI
1989

पुस्तक क्र.

विषय वस्तु
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प्राक्कथन

"चुनिन्दा शैक्षिक आंकड़े 1987–88" नामक पुस्तिका, इस मंत्रालय द्वारा प्रत्येक वर्ष निकाली जाने वाली श्रृंखला का तेरहवां अंक है। इस प्रकाशन में दी गई सूचना राज्यों से एकत्र की गई है। इनकी विशिष्ट जांच नहीं की जाती है इसलिए इन्हें अंतिम नहीं समझा जाना चाहिए।

मैं, अपेक्षित आंकड़े उपलब्ध कराने में विभिन्न राज्यों और संघ राज्य क्षेत्रों के शिक्षा निदेशालयों से प्राप्त सहायता के लिए हार्दिक धन्यवाद देना चाहूंगी। राष्ट्रीय सूचना केन्द्र और इस विभाग को सी० एम० आई० एस० एकक ने राज्यों से एकत्रित आंकड़ों के कम्प्यूटीकरणबद्ध प्रक्रिया में सहायता की है। मैं उन्हें इस सहायता के लिए भी धन्यवाद देती हूं। मैं सांख्यिकी प्रभाग के परियोजना कर्मचारियों के प्रति भी आभार व्यक्त करना चाहूंगी जिन्होंने इस प्रकाशन को अंतिम रूप देने में अनवरत प्रयास किए हैं।

डा० श्रीमती डी० एम० डी० रिबेलो
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नई दिल्ली,
अप्रैल, 1989

PREFACE

This brochure entitled "Selected Educational Statistics 1987-88" is the thirteenth in the series being brought out annually by this Ministry. The information given in this publication has been collected from the States. These are not subjected to detailed scrutiny and as such may be regarded as provisional.

I would like to place on record our grateful thanks for the assistance received from the Directorates of Education of various States and Union Territories in supplying the required data. The National Informatic Centre and CMIS Unit of this Department have helped in computerised processing of data collected from the States. Our thanks are also due to them for the assistance rendered. I would also like to convey my appreciation of the strenuous efforts made by the Project staff of Statistics Division in finalising this Publication.

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New Delhi
April, 1989

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चुने हुए शैक्षिक आंकड़े

SELECTED EDUCATIONAL STATISTICS

1987-88

सारांश

1. जनसंख्या

भारत की कुल जनसंख्या 1981 में 68.5 करोड़ से बढ़कर 1988 में 78.1 करोड़ हो गई है। अनुमान है कि 6–11 और 11–14 वर्ष आयु-वर्ग की प्रक्षिप्त जनसंख्या भी 1987 में 9.37 करोड़ और 5.41 करोड़ से बढ़कर 1988 में 9.49 करोड़ और 5.42 करोड़ हो गई है। इससे यह परिणाम निकलता है कि स्कूल जाने वाले 6–14 वर्ष आयु-वर्ग की जनसंख्या 1987 से 1988 की अवधि में 14.79 करोड़ से बढ़कर 14.91 करोड़ हो गई है।

2. संस्थाएं

सभी प्रकार की शैक्षिक संस्थाओं की संख्या में बढ़ोतरी हुई है। 1986–87 और 1987–88 के लिए चुनिन्दा प्रकार की संस्थाओं की तुलनात्मक स्थिति नीचे सारणी 1 में दी गई है:—

सारणी I—संस्थाओं की संख्या

संस्थाओं का प्रकार	1986–87	1987–88
(क) पूर्व-प्राथमिक स्कूल	11,844	14,765
(ख) प्राथमिक स्कूल	5,37,399	5,43,677
(ग) मिडिल स्कूल	1,37,196	1,41,014
(घ) हाई स्कूल	53,172	54,845
(ङ) उच्चतर माध्यमिक स्कूल (पुरानी पद्धति)	898	897
(च) उच्चतर माध्यमिक स्कूल (नई पद्धति)	10,170	11,115
(छ) इण्टर/जूनियर कालेज	4,655	4,448
(ज) कला, विज्ञान और वाणिज्य कालेज	4,151	4,329
(झ) विश्वविद्यालय	130	142

3. नामांकन

स्कूलों में कक्षा I से V, VI से VIII और IX तथा उससे उपर की कक्षाओं में नामांकन 1986–87 में 9 करोड़, 2.88 करोड़ और 1.76 करोड़ से बदलकर 1987–88 में क्रमशः 9.29, 2.99 और 1.79 करोड़ हो गया है।

लड़कियों का नामांकन भी कक्षा I से V, VI से VIII और IX और उससे ऊपर की कक्षाओं में 1986–87 में 3.61 करोड़, 1.02 करोड़ और 46 लाख से बढ़कर 1987–88 में क्रमशः 4.78 करोड़, 1.07 करोड़ और 54 लाख हो गया।

ABSTRACT

1. **Population**

The total population of India increased from 685 millions in 1981 to 781 millions in 1988. The projected population in the age-group 6—11 and 11—14 years is also estimated to have increased from 93.7 and 54.1 millions in 1987 to 94.9 millions and 54.2 millions in 1988. This implies that the school going population in the age groups 6—14 years has increased from 147.9 millions to 149.1 million during the period 1987 to 1988.

2. **Institutions**

There was an increase in the number of educational institutions of all types. A comparative position of selected type of institutions for the years 1986-87 and 1987-88 is given below in Table I:—

TABLE I—NUMBER OF INSTITUTIONS

Type of Institutions	1986-87	1987-88
(a) Pre-Primary Schools	11,844	14,765
(b) Primary Schools	5,37,399	5,43,677
(c) Middle Schools	1,37,196	1,41,014
(d) High Schools	53,172	54,845
(e) Higher Secondary Schools (Old Pattern)	898	897
(f) Higher Secondary Schools (New Pattern)	10,170	11,115
(g) Inter/Junior Colleges	4,655	4,448
(h) Arts, Science and Commerce Colleges	4,151	4,329
(i) Universities	130	142

3. **Enrolment**

The total enrolment in School Classes I—V, VI—VIII and IX and above changed from 90.0, 28.8 and 17.6 million in 1986-87 to 92.9, 29.9 and 17.9 million respectively in 1987-88.

The girls enrolment in Classes I—V, VI—VIII and IX and above also increased from 36.1, 10.2 and 4.6 millions in 1986-87 to 47.8, 10.7 and 5.4 millions respectively in 1987-88.

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प्राथमिक और मिडिल स्तरों के लिए नामांकन अनुपात सारणी II- में दिखाया गया है:—

सारणी II—नामांकन अनुपात

(संबंधित आयु-वर्ग जनसंख्या में नामांकन का प्रतिशत)

कक्षा/आयु वर्ग	1986–87			1987–88		
	लड़के	लड़कियां	कुल	लड़के	लड़कियां	कुल
I से V (6–11 वर्ष) . .	111.8	79.2	95.9	113.1	81.7	97.9
VI से VIII (11–14 वर्ष) . .	66.5	38.9	53.1	68.9	40.6	55.1

4. शिक्षक

प्राथमिक, मिडिल और हाई/उच्चतर माध्यमिक स्कूलों में शिक्षकों की संख्या 1986–87 में 15.22, 9.79 और 11.99 लाख से बढ़कर 1987–88 में क्रमशः 16.16, 10.14 और 12.42 लाख हो गई । सभी प्रकार के स्कूलों में सामान्य शिक्षा के लिए शिक्षकों की कुल संख्या 1986–87 में 37.00 लाख (26.00 लाख पुरुष और 11.00 लाख महिलाएं) से बढ़कर 1987–88 में 38.73 लाख (27.32 लाख पुरुष और 11.41 लाख महिलाएं) हो गई। प्राथमिक, मिडिल और हाई/उच्चतर माध्यमिक स्कूलों में प्रशिक्षित शिक्षकों का प्रतिशत 1987–88 में क्रमशः 88.41, 90.10 और 88.75 था।

प्राथमिक, मिडिल और हाई/उच्चतर माध्यमिक स्तरों में 1987–88 में शिक्षक-शिष्य का अनुपात क्रमशः 42, 33 और 29 था।

5. अनुसूचित जातियों और अनुसूचित जनजातियों में शिक्षा

1987–88 के दौरान कक्षा I से V, VI से VIII और IX से XI/XII में अनुसूचित जातियों का कुल नामांकन क्रमशः 146.76 लाख, 37.55 लाख और 18.29 लाख था। अनुसूचित जनजातियों के लिए तदनुरूपी आंकड़े क्रमशः 72.28, 14.51 और 5.78 लाख थे। 1987–88 में अनुसूचित जातियों और अनुसूचित जनजातियों के लिए नामांकन अनुपात नीचे सारणी III में दिखाया गया है।

सारणी III–नामांकन अनुपात

कक्षाएँ	अनु० जाति के			अनु० जनजाति के		
	लड़के	लड़कियां	कुल	लड़के	लड़कियां	कुल
I—V (6—11 वर्ष) . . .	118.25	76.86	98.11	121.71	73.16	98.09
V—VIII (11—14 वर्ष) . .	57.88	28.73	43.72	46.56	21.85	34.55

6. बजट प्रावधान

सभी राज्यों और संघ शासित क्षेत्रों के संबंध में शिक्षा (शिक्षा एवं अन्य विभाग) पर कुल बजट व्यय 1985–86 में 7642.2 करोड़ रुपये से बढ़कर 1986–87 में 8754.2 करोड़ रुपये (1154.5 करोड़ रुपये योजनागत और 7599.6 करोड़ रुपये योजनेतर) हो गया है जिससे वर्ष के दौरान 14.55 प्रतिशत की वृद्धि देखी गई। कुल राज्य बजट में शिक्षा पर बजट व्यय का प्रतिशत राज्यों के मामले में नागालैंड में न्यूनतम अर्थात् 13.8 प्रतिशत और केरल में अधिकतम अर्थात् 33.6 प्रतिशत था जबकि, संघ शासित क्षेत्रों के मामले में कुल व्यय में, शिक्षा पर बजट व्यय का प्रतिशत लक्षद्वीप में 12.7 प्रतिशत न्यूनतम से लेकर दिल्ली में अधिकतम अर्थात् 33.4 प्रतिशत रहा है। राज्यों में शिक्षा पर प्रति व्यक्ति बजट व्यय बिहार में न्यूनतम (56.0 रुपए) और नागालैंड में अधिकतम (248.1 रुपए) था, जबकि संघ शासित क्षेत्रों के मामले में यह दादरा और नागर हवेली में न्यूनतम (124.2 रुपए) और लक्षद्वीप के मामले में अधिकतम (527.3 रुपए) था।

The enrolment ratios for the Primary and Middle stages have been shown in the following Table II :—

TABLE II—ENROLMENT RATIOS

(*Percentage of Enrolment to the respective age-group population*)

Classes/Age group	1986-87			1987-88		
	Boys	Girls	Total	Boys	Girls	Total
I—V (6–11 Years)	111.8	79.2	95.9	113.1	81.7	97.9
VI—VIII (11–14 Years)	66.5	38.9	53.1	68.9	40.6	55.1

4. Teachers

The number of teachers in Primary, Middle and High/Higher Secondary Schools increased from 15.22, 9.79 and 11.99 lakhs respectively in 1986-87 to 16.16, 10.14 and 12.42 lakhs respectively in 1987-88. The total number of teachers in all types of schools for General Education increased from 37.00 lakhs (26.00 lakhs men and 11.00 lakhs women) in 1986-87 to 38.73 lakhs (27.32 lakhs men and 11.41 lakhs women) in 1987-88. The percentage of trained teachers in Primary, Middle and High/Higher Secondary Schools was 88.41, 90.10 and 88.75 respectively in 1987 88.

The teacher-pupil ratio in Primary, Middle and High/Higher Secondary Schools was 42, 33 and 29 respectively in 1987-88.

5. Education among Scheduled Castes and Scheduled Tribes

The total enrolment of Scheduled Castes was 146.76 lakhs 37.35 lakhs and 18.29 lakhs respectively in Classes I–V, VI–VIII and IX–XI/XII during 1987-88. The corresponding figures for Scheduled Tribes were 72.28, 14.54 and 5.78 lakhs respectively. Table III given below gives the enrolment ratios for Scheduled Castes and Scheduled Tribes in 1987-88.

TABLE III—ENROLMENT RATIOS

(*Scheduled Castes & Scheduled Tribes*)

Classes	Scheduled Castes			Scheduled Tribes		
	Boys	Girls	Total	Boys	Girls	Total
I—V (6—11 years)	118.25	76.86	98.11	121.71	73.16	98.09
VI—VIII (11—14 years)	57.88	28.73	43.72	96.56	21.85	34.55

6. Budget Provision

The total budgeted expenditure on Education (Education and other Departments) in respect of all the States and Union Territories increased from Rs. 76422 millions in 1985-86 to Rs. 87542 millions (Rs. 11545 million Plan and Rs. 75996 million Non-Plan) in 1986-87 showing an increase of 14.55% during the year. The percentage of budgeted expenditure on Education to total State Budget ranged from the lowest of 13.8% in Nagaland to the highest of 33.6% in Kerala in respect of States whereas for Union Territories, the percentage of budgeted expenditure on Education to total expenditure varies from as low as 12.7% in Lakshadweep to as high as 33.4% in case of Delhi. The per capita budgeted expenditure on Education in the States was the lowest in Bihar (Rs. 56.0) and the highest in Nagaland (Rs. 248.1) while in the case of Union Territories it was the lowest in Dadra & Nagar Haveli (Rs. 124.2 and the highest in the case of Lakshadweep (Rs. 527.3).

सारणी 1—क्षेत्रफल, जिलों की संख्या एवं आबाद गांवों की संख्या

TABLE I—AREA, NUMBER OF DISTRICTS AND NUMBER OF INHABITED VILLAGES

राज्य/संघ शासित क्षेत्र	क्षेत्रफल (कि. मी. में) Area (in Kilometre)	जिलों की संख्या Number of Districts	आबाद गांवों की संख्या Number of inhabited villages	State/Union Territory
1	2	3	4	1
आंन्ध्र प्रदेश	275068.0	23	27379	Andhra Pradesh
अरुणाचल प्रदेश	83743.0	11	3196	Arunachal Pradesh
असम	78438.0	17	21995	Assam
बिहार	173877.0	39	65566	Bihar
गोवा	3810.0	2	398	Goa
गुजरात	196024.0	19	18293	Gujarat
हरियाणा	44212.0	12	6745	Haryana
हिमाचल प्रदेश	55673.0	12	16722	Himachal Pradesh
जम्मू और कश्मीर	222236.0*	14	6503	Jammu & Kashmir
कर्नाटक	191791.0	20	27024	Karnataka
केरल	38863.0	14	1268	Kerala
मध्य प्रदेश	443446.0	45	33977	Madhya Pradesh
महाराष्ट्र	307690.0	30	39354	Maharashtra
मणिपुर	22327.0	8	2035	Manipur
मेघालय	22429.0	5	4874	Meghalaya
मिजोरम	21081.0	3	722	Mizoram
नागालैण्ड	16579.0	7	963	Nagaland
उड़ीसा	155707.0	13	46000	Orissa
पंजाब	50362.0	12	12188	Punjab
राजस्थान	342239.0	27	33305	Rajasthan
सिक्किम	7096.0	4	405	Sikkim
तमिलनाडु	130058.0	20	16448	Tamil Nadu
त्रिपुरा	10486.0	3	860	Tripura
उत्तर प्रदेश	294411.0	57	112191	Uttar Pradesh
पश्चिम बंगाल	88752.0	17	38454	West Bengal
अ. और नि द्वीप समूह	8249.0	2	491	A. & N. Islands
चंडीगढ़	114.0	1	26	Chandigarh
दादरा व नागर हवेली	491.0	1	70	Dadra & Nagar Haveli
दमन और दीव	N.A.	2	26	Daman & Diu
दिल्ली	1483.0	1	258	Delhi
लक्षद्वीप	32.0	1	10	Lakshadweep
पांडिचेरी	492.0	4	291	Pondicherry
भारत	3287259.0	446	538037	India

*पाकिस्तान तथा चीन के अवैध कब्जे के अंतर्गत क्षेत्र भी शामिल हैं ।

*Includes area under illegal occupation of Pakistan and China

सारणी (2) (क)—भारत की जनसंख्या एवं जन संख्या का घनत्व—1-3-1981 के अनुसार

TABLE II(a)—POPULATION OF INDIA AND DENSITY OF POPULATION 1981 CENSUS DATA (AS ON 1-3-1981)

राज्य/संघ शासित क्षेत्र	व्यक्ति Persons	पुरुष Males	स्त्रियां Females	जनसंख्या का घनत्व (प्रति कि. मी. लोगों की संख्या) Density of population per Sq. Km.)	State/Union Territory
1	2	3	4	5	1
आन्ध्र प्रदेश	5,35,49,673	2,71,08,922	2,64,40,751	195	Andhra Pradesh
असम	1,98,96,843	1,04,67,451	94,29,382	254	Assam
बिहार	6,99,14,734	3,59,30,560	3,39,84,174	402	Bihar
गुजरात	3,40,85,799	1,75,52,640	1,65,33,159	174	Gujarat
हरियाणा	1,29,22,618	69,09,938	60,12,680	292	Haryana
हिमाचल प्रदेश	42,08,818	21,69,931	21,10,887	77	Himachal Pradesh
जम्मू और कश्मीर	59,87,389	31,64,660	28,22,729	59*	Jammu & Kashmir
कर्नाटक	3,71,35,714	1,89,22,627	1,82,13,087	194	Karnataka
केरल	2,54,53,680	1,25,27,767	1,29,25,913	655	Kerala
मध्य प्रदेश	5,21,78,844	2,68,86,305	2,52,92,539	118	Madhya Pradesh
महाराष्ट्र	6,27,84,171	3,24,15,126	3,03,69,045	204	Maharashtra
मणिपुर	14,20,953	7,21,006	6,99,947	64	Manipur
मेघालय	13,35,819	6,83,710	6,52,109	60	Meghalaya
नागालैण्ड	7,74,980	4,15,910	3,59,020	47	Nagaland
उड़ीसा	2,63,70,271	1,33,09,786	1,30,60,485	169	Orissa
पंजाब	1,67,88,915	89,37,210	78,51,705	333	Punjab
राजस्थान	3,42,61,862	1,78,54,154	1,64,07,708	100	Rajasthan
सिक्किम	3,16,385	1,72,440	1,43,945	45	Sikkim
तमिलनाडु	4 84,08,077	2,44,87,624	2 39,20,453	372	Tamil Nadu
त्रिपुरा	20,53,058	10,54,846	9,98,212	196	Tripura
उत्तर प्रदेश	11,08.62,013	5,88,19,276	5,20,42,737	377	Uttar Pradesh
पश्चिम बंगाल	5,45,80,647	2,85,60,901	2,60,19,746	615	West Bengal
अ. और नि. द्वीप समूह	1,88,741	1,07,261	81,480	23	A. & N. Islands
अरुणाचल प्रदेश	6,31,839	3,39,322	2,92,517	8	Arunachal Pradesh
चंडीगढ़	4,51,610	2,55,278	1,96,332	3,961	Chandigarh
दादरा व नागर हवेली	1,03,676	52,515	51,161	211	Dadra & Nagar Haveli
दिल्ली	62,20,406	34,40,081	27,80,325	4,194	Delhi
गोवा, दमन और दीव	10,86,730	5,48,450	5,38,280	285	Goa, Daman & Diu
लक्षदीव	40,249	20,377	19,872	12,58	Lakshadweep
मिजोरम	4,93,757	2,57,239	2,36,518	23	Mizoram
पांडिचेरी	6,04,471	3,04,561	2,99,910	1,229	Pondicherry
भारत	68,51,84,692	35,43,97,884	33,07,86,808	216	INDIA

*The density of population has been worked out on comparable data.

Source : Census of India 1981—Primary Census Abstract, General Population

1596 Edu/89—4

सारणी-2 (ख)–प्रक्षिप्त जन संख्या—जोड़ स्कूल जाने वाला आयु वर्ग (1-3-1 988 के अनुसार)

TABLE II(b)—PROJECTED POPULATION—TOTAL SCHOOL GOING AGE-GROUPS (AS ON 1-3-1988)

(सैकड़ों में)
(In hundreds)

राज्य/संघ शासित क्षेत्र	6-11 वर्ष 6—11 Years			11-14 वर्ष 11—14 Years			State/Union Territory
	व्यक्ति Persons	पुरुष Males	स्त्रियां Females	व्यक्ति Persons	पुरुष Males	स्त्रियां Females	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	68588	34612	33976	40925	20573	20352	Andhra Pradesh
अरुणाचल प्रदेश	994	500	494	537	275	262	Arunachal Pradesh
असम	31084	16033	15051	17882	9262	8620	Assam
बिहार	100793	51018	49775	58582	29639	28943	Bihar
गोवा	1283	646	637	774	393	381	Goa
गुजरात	45522	23233	22289	26341	13521	12820	Gujarat
हरियाणा	19139	9721	9418	10642	5609	5033	Haryana
हिमाचल प्रदेश	5827	2941	2886	3374	1711	1663	Himachal Pradesh
जम्मू और कश्मीर	8448	4347	4101	4891	2524	2367	Jammu & Kashmir
कर्नाटक	51292	26045	25247	29476	14830	14646	Karnataka
केरल	30210	15343	14867	17657	8909	8748	Keala
मध्य प्रदेश	74014	38123	35891	42260	21537	20723	Madhya Pradesh
महाराष्ट्र	80927	41532	39395	47946	24592	23354	Maharashtra
मणिपुर	2145	1086	1059	1109	562	547	Manipur
मेघालय	2157	1074	1083	1165	577	588	Meghalaya
मिजोरम	746	381	365	447	228	219	Mizoram
नागालैण्ड	1230	627	603	732	375	357	Nagaland
उड़ीसा	35010	17731	17279	20848	10431	10417	Orissa
पंजाब	21402	11253	10149	12332	6543	5789	Punjab
राजस्थान	53792	27724	26068	29347	15164	14183	Rajasthan
सिक्किम	533	269	264	292	151	141	Sikkim
तमिलनाडु	56698	28937	27761	32937	16732	16205	Tamil Nadu
त्रिपुरा	2774	1411	1363	1612	821	791	Tripura
उत्तरप्रदेश	163915	86660	77255	92625	49198	43427	Uttar Pradesh
पश्चिम बंगाल	71659	36125	35534	41602	20937	20665	West Bengal
अ. नि. द्वीप समूह	367	181	186	184	96	88	A. & N. Islands
चंडीगढ़	705	375	330	403	218	185	Chandigarh
दादरा और नागर हवेली	163	85	78	92	47	45	Dadra & Nagar Haveli
दमन व दीव	*	*	*	*	*	*	Daman & Diu
दिल्ली	9208	4949	4259	5392	2938	2454	Delhi
लक्षदीप	58	28	30	30	15	15	Lakshadweep
पांडिचेरी	744	376	368	457	229	228	Pondicherry
भारत	949736	487672	462064	542473	278902	263571	INDIA

Note :—These projected population are based on 1981 Census
*Included in Goa

सारणी 2 (ग)--अनुसूचित जातियों की अनुमानित जनसंख्या--स्कूल जाने वाला आयु वर्ग (1-3-1988 के अनुसार)

TABLE II(c)—ESTIMATED POPULATION OF SCHEDULED CASTES—SCHOOL GOING AGE-GROUPS (AS ON 1-3-1988)

(सैकड़ों में)
(In hundreds)

राज्य संघ शासित क्षेत्र	6-11 वर्ष 6—11 Years			11-14 वर्ष 11-14 Years			State/Union Territory
	व्यक्ति Persons	पुरुष Males	स्त्रियां Females	व्यक्ति Persons	पुरुष Males	स्त्रियां Females	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	10199	5147	5052	6085	3059	3026	Andhra Pradesh
अरूणाचल प्रदेश	4	2	2	2	1	1	Arunachal Pradesh
असम	1896	978	918	1091	565	526	Assam
बिहार	14625	7403	7222	8501	4301	4200	Bihar
गोवा	28	14	14	17	9	8	Goa
गुजरात	3259	1663	1596	1886	968	918	Gujarat
हरियाणा	3650	1854	1796	2030	1070	960	Haryana
हिमाचल प्रदेश	1435	724	711	830	421	409	Himachal Pradesh
जम्मू और कश्मीर	702	361	341	407	210	197	Jammu & Kashmir
कर्नाटक	7730	3925	3805	4442	2235	2207	Karnataka
केरल	3027	1537	1490	1770	893	877	Kerala
मध्य प्रदेश	10436	5375	5061	5959	3037	2922	Madhya Pradesh
महाराष्ट्र	5778	2965	2813	3423	1756	1667	Maharashtra
मणिपुर	27	14	13	14	7	7	Manipur
मेघालय	8	4	4	4	2	2	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैंड	—	—	—	—	—	—	Nagaland
उड़ीसा	5132	2599	2533	3056	1529	1527	Orissa
पंजाब	5749	3023	2726	3312	1757	1555	Punjab
राजस्थान	9360	4824	4536	5107	2639	2468	Rajasthan
सिक्किम	31	16	15	17	9	8	Sikkum
तमिलनाडु	10404	5310	5094	6044	3070	2974	Tamil Nadu
त्रिपुरा	420	214	206	244	124	120	Tripura
उत्तर प्रदेश	34684	18337	16347	19599	10410	9189	Uttar Pradesh
पश्चिम बंगाल	15758	7944	7814	9148	4604	4544	West Bengal
अ. और नि द्वीप समूह	—	—	—	—	—	—	A & N Islands
चण्डीगढ़	99	53	46	57	31	26	Chandigarh
दादरा व नागर हवेली	4	2	2	2	1	1	Dadra & Nagar Haveli
दमन व दीव	*	*	*	*	*	*	Daman & Diu
दिल्ली	1659	892	767	971	529	442	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	119	60	59	73	37	36	Pondicherry
भारत	149583	76808	72775	85439	43927	41512	INDIA

Note : Population projections are based on 1981 Census.

* Included in Goa.

सारणी 2 (घ)—अनुसूचित जनजातियों की अनुमानित जन संख्या—स्कूल जाने वाला आयु वर्ग (1-3-1988 के अनुसार)

TABLE II(d)—ESTIMATED POPULATION OF SCHEDULED TRIBES—SCHOOL GOING AGE-GROUP (AS ON 1-3-1988)

(सैकड़ों में)
(In hundred)

राज्य/संघ शासित क्षेत्र	6-11 वर्ष 6-11 Years			11-14 वर्ष 11-14 Years			State/Union Territory
	व्यक्ति Persons	पुरुष Males	स्त्रियां Females	व्यक्ति Persons	पुरुष Males	स्त्रियां Females	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	4067	2052	2015	2427	1220	1207	Andhra Pradesh
अरूणाचल प्रदेश	694	349	345	375	192	183	Arunachal Pradesh
असम	3979	2052	1927	2289	1186	1103	Assam
बिहार	8376	4240	4136	4868	2463	2405	Bihar
गोवा	12	6	6	8	4	4	Goa
गुजरात	6482	3308	3174	3751	1925	1826	Gujarat
हरियाणा	—	—	—	—	—	—	Haryana
हिमाचल प्रदेश	268	135	133	155	79	76	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	—	—	Jammu & Kashmir
कर्नाटक	2519	1279	1248	1447	728	719	Karnataka
केरल	311	158	153	182	92	90	Kerala
मध्य प्रदेश	17001	8757	8244	9707	4947	4760	Madhya Pradesh
महाराष्ट्र	7437	3817	3620	4406	2260	2146	Maharashtra
मणिपुर	584	296	288	302	153	149	Manipur
मेघालय	1739	866	873	939	465	474	Meghalaya
मिजोरम	697	356	341	418	213	205	Mizoram
नागालैंड	1034	527	507	615	315	300	Nagaland
उड़ीसा	7853	3977	3876	4677	2340	2337	Orissa
पंजाब	—	—	—	—	—	—	Punjab
राजस्थान	6568	3385	3183	3584	1852	1732	Rajasthan
सिक्किम	123	62	61	68	35	33	Sikkim
तमिलनाडु	607	310	297	352	179	173	Tamil Nadu
त्रिपुरा	788	401	387	458	233	225	Tripura
उत्तर प्रदेश	344	182	162	194	103	91	Uttar Pradesh
पश्चिम बंगाल	4035	2034	2001	2342	1179	1163	West Bengal
अण्डमान और निकोबार द्वीप समह	45	22	23	23	12	11	A & N Islands
चण्डीगढ़	—	—	—	—	—	—	Chandigarh
दादरा व नागर हवेली	128	67	61	72	37	35	Dadra & Nagar Haveli
दमन व दीव	*	*	*	*	*	*	Daman & Diu
दिल्ली	—	—	—	—	—	—	Delhi
लक्षद्वीप	52	25	27	26	13	13	Lakshadweep
पांडिचेरी	—	—	—	—	—	—	Pondicherry
भारत	73699	37843	35856	42096	21643	20453	INDIA

Note: Population projections are based on 1981 Census.
* Included in Goa.

सारणी 3—1971 और 1981 के लिये वास्तविक साक्षरता पर
TABLE III—LITERACY RATES FOR 1971 AND 1981

राज्य/संघ शासित क्षेत्र	1971 साक्षरता दर 1971 Literacy Rates			1981 साक्षरता दर 1981 Literacy Rates			State/Union Territories
	व्यक्ति Persons	पुरुष Males	स्त्रियां Females	व्यक्ति Persons	पुरुष Males	स्त्रियां Females	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	24.57	33.18	15.75	29.94	39.26	20.39	Andhra Pradesh
असम	28.15	36.68	18.63	N.A.	N.A.	N.A.	Assam
बिहार	19.94	30.64	8.72	26.20	38.11	13.62	Bihar
गुजरात	35.79	46.11	24.75	43.70	54.44	32.30	Gujarat
हरियाणा	26.89	37.29	14.89	36.14	48.20	22.37	Haryana
हिमाचल प्रदेश	31.96	43.19	20.23	42.48	53.19	31.46	Himachal Pradesh
जम्मू और कश्मीर	18.58	26.75	9.28	26.69	36.29	15.88	Jammu & Kashmir
कर्नाटक	31.52	41.62	20.97	38.46	48.81	27.71	Karnataka
केरल	60.42	66.62	54.31	70.74	75.26	65.73	Kerala
मध्य प्रदेश	22.14	32.70	10.92	27.87	39.49	15.53	Madhya Pradesh
महाराष्ट्र	39.18	51.04	26.43	47.18	58.79	34.79	Maharashtra
मणिपुर	32.91	46.04	19.53	41.35	53.29	29.06	Manipur
मेघालय	29.49	34.12	24.56	34.08	37.89	30.08	Meghalaya
नागालैंड	27.40	35.02	18.65	42.57	50.06	33.89	Negaland
उड़ीसा	26.18	38.29	13.92	34.23	47.10	21.12	Orissa
पंजाब	33.67	40.38	25.90	40.86	47.16	33.69	Punjab
राजस्थान	19.07	28.74	8.46	24.38	36.30	11.42	Rajasthan
सिक्किम	17.74	25.37	8.90	34.05	43.95	22.20	Sikkim
तमिलनाडु	39.46	51.78	26.86	46.76	58.26	34.99	Tamil Nadu
त्रिपुरा	30.98	40.20	21.19	42.12	51.70	32.00	Tripura
उत्तर प्रदेश	21.70	31.50	10.55	27.16	38.76	14.04	Uttar Pradesh
पश्चिम बंगाल	33.20	42.81	22.42	40.94	50.67	30.25	West Bengal
अ. और नि. द्वीप समूह	43.59	51.64	31.11	55.16	58.72	42.14	A & N Islands
अरुणाचल प्रदेश	11.29	17.82	3.71	20.79	28.94	11.32	Arunachal Pradesh
चण्डीगढ़	61.56	66.97	54.35	64.79	69.00	59.31	Chandigarh
दादर व नागर हवेली	14.97	22.15	7.84	26.67	36.32	16.78	Dadra & Nagar Haveli
दिल्ली	55.61	63.71	47.75	61.54	68.40	53.07	Delhi
गोवा, दमन व द्वीप	44.75	54.31	35.09	56.66	65.59	47.56	Goa, Daman & Diu
लक्षद्वीप	43.66	56.48	30.56	55.07	65.24	44.65	Lakshadweep
मिजोरम	53.79	60.49	46.71	59.88	64.46	54.91	Mizoram
पांडिचेरी	46.02	57.29	34.62	55.85	65.84	45.71	Pondicherry
भारत	29.45	39.45	18.69	36.23	46.89	24.82	INDIA

Source: Primary Census Abstract General Population.

Note: Excludes Assam where Census could not be held owing to disturbed condition prevailing there at the time of 1981 Census.

1596 Edu/89—5

सारणी 4—संस्थाओं की संख्या
TABLE IV—NUMBER OF INSTITUTIONS

राज्य/संघ शासित क्षेत्र	विश्वविद्यालय	विश्वविद्यालय मानी गई संस्थाएं	राष्ट्रीय महत्व की संस्थाएं	इण्टरमीडिएट एवं माध्यमिक शिक्षा बोर्ड	अनुसंधान संस्थाएं	
	Universities	Institutions deemed as Universities	Institutions of National Importance	Board of Intermediate /Secondary Education	Research Institutions	State/Union Territory
1	2	3	4	5	6	1
आन्ध्र प्रदेश	12	3	1	2	—	Andhra Pradesh
अरुणाचल प्रदेश	1	—	—	—	—	Arunachal Pradesh
असम	3	—	—	2	—	Assam
बिहार	9	2	.	2	4	Bihar
गोवा	1	—	—	1	—	Goa
गुजरात	9	1	—	1	10	Gujarat
हरियाणा	3	—	—	1	—	Haryana
हिमाचल प्रदेश	3	—	—	1	1	Himachal Pradesh
जम्मू और कश्मीर	4	—	—	1	1	Jammu & Kashmir
कर्नाटक	8	1	—	2	2	Karnataka
केरल	6	—	1	1	1	Kerala
मध्य प्रदेश	12	—	—	1	—	Madhya Pradesh
महाराष्ट्र	11	3	1	1	19	Maharashtra
मणिपुर	1	—	—	1	—	Manipur
मेघालय	1	—	—	1	—	Meghalaya
मिजोरम	—	—	—	—	—	Mizoram
नागालैंड	—	—		1	—	Nagaland
उड़ीसा	5	—	—	2	—	Orissa
पंजाब	4	1	—	1	—	Punjab
राजस्थान	6	3	—	2	—	Rajasthan
सिक्किम	—	—	—	—	—	Sikkim
तमिलनाडु	10	2	1	5	1	Tamil Nadu
त्रिपुरा	1	—	—	1	1	Tripura
उत्तर प्रदेश	20	4	1	1	2	Uttar Pradesh
पश्चिमी बंगाल	8	—	2	2	6	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	—	—	1	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	Daman & Diu
दिल्ली	3	4	2	1	1	Delhi
लक्षद्वीप	—	—	—	—	—	Lakshadweep
पांडिचेरी	1	—	—	—	—	Pondicherry
भारत	142	24	10	34	49	INDIA

*As per the U.G.C. list as on 1-12-1988

सारणी 4—संस्थाओं की संख्या—जारी
TABLE IV—NUMBER OF INSTITUTIONS—Contd.

राज्य/संघ शासित क्षेत्र	कला, विज्ञान एवं वाणिज्य कालेज Arts' Science and commerce Colleges	इन्जीनियरी/ प्रौद्योगिकी कालेज Engineering and Technology Colleges	मेडिकल कालेज Medical Colleges (M.B.B.S.) only	शिक्षक प्रशिक्षण कालेज Teacher Training College	इन्टरमीडिएट/ जूनियर कालेज Intermediate/ Junior Colleges	State/Union Territory
1	7	8	9	10	11	1
आन्ध्र प्रदेश	361	27	10	48	643	Andhra Pradesh
अरुणाचल प्रदेश	3	—	—	—	—	Arunachal Pradesh
असम	160	3	3	9	6	Assam
बिहार	405	6	10	15	3	Bihar
गोवा	11	2	1	1	—	Goa
गुजरात	218	10	6	39	—	Gujarat
हरियाणा	114	2	1	18	—	Haryana
हिमाचल प्रदेश	37	1	1	2	—	Himachal Pradesh
जम्मु और कश्मीर	27	4	2	3	—	Jammu & Kashmir
कर्नाटक	372	50	18	60	193	Karnataka
केरल	142	7	5	19	36	Kerala
मध्य प्रदेश	375	11	6	19	—	Madhya Pradesh
महाराष्ट्र	548	74	16	81	—	Maharashtra
मणिपुर	23	—	1	3	5	Manipur
मेघालय	23	—	—	1	—	Meghalaya
मिजोरम	12	—	—	1	—	Mizoram
नागालैंड	16	1	—	1	4	Nagaland
उड़ीसा	182	3	3	34	182	Orissa
पंजाब	170	3	5	18	—	Punjab
राजस्थान	138	3	5	33	—	Rajasthan
सिक्किम	1	—	—	—	—	Sikkim
तमिलनाडु	203	37	13	22	—	Tamil Nadu
त्रिपुरा	11	1	—	1	—	Tripura
उत्तर प्रदेश	403	3	8	13	3373	Uttar Pradesh
पश्चिम बंगाल	302	9	10	43	—	West Bengal
अ.और नि.द्वीप समूह	1	—	—	1	—	A. & N. Islands
चण्डीगढ़	12	2	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	1	—	—	—	—	Daman & Diu
दिल्ली	52	2	4	—	—	Delhi
लक्षद्वीप	—	—	—	—	2	Lakshadweep
पांडिचेरी	6	1	1	—	1	Pondicherry
भारत	4329	262	129	485	4448	INDIA

सारणी 4—संस्थाओं की संख्या—जारी

TABLE IV—NUMBER OF INSTITUTIONS—Contd.

राज्य/संघ शासित क्षेत्र	उच्चतर माध्यमिक स्कूल नई पद्धति (10+2) Higher Secondary (10+2 New Pattern)	उच्चतर माध्यमिक स्कूल (पुरानी पद्धति) High Secondary (Old pattern)	हाई/पोस्ट बेसिक स्कूल High/Post Basic Schools	मिडिल/सीनियर बेसिक स्कूल Middle/Senior Basic School	State/Union Territory
1	12	13	14	15	1
आन्ध्र प्रदेश	48	—	5186	5724	Andhra Pradesh
अरुणाचल प्रदेश	38	—	55	219	Arunachal Pradesh
असम	365	—	2380	5181	Assam
बिहार	177	—	3563	12164	Bihar
गोवा	27	—	305	119	Goa
गुजरात	1298	—	3448	16000	Gujarat
हरियाणा	197	—	1897	1222	Haryana
हिमाचल प्रदेश	123	—	807	1075	Himachal Pradesh
जम्मू और कश्मीर	190	—	888	2282	Jammu & Kashmir
कर्नाटक	905*	—	3959	14790	Karnataka
केरल	21	—	2431	2885	Kerala
मध्य प्रदेश	2263	—	1491	13279	Madhya Pradesh
महाराष्ट्र	1350	—	7300	17500	Maharashtra
मणिपुर	30	—	349	436	Manipur
मेघालय	—	—	292	670	Meghalaya
मिजोरम	—	—	162	477	Mizoram
नागालैंड	—	—	111	343	Nagaland
उड़ीसा	—	—	4036	9269	Orissa
पंजाब	324	—	2405	1395	Punjab
राजस्थान	—	897	2171	8355	Rajasthan
सिक्किम	14	—	54	123	Sikkim
तमिलनाडु	1710	—	2819	5749	Tamil Nadu
त्रिपुरा	126	—	255	418	Tripura
उत्तर प्रदेश	—	—	2364	16582	Uttar Pradesh
पश्चिम बंगाल	1147	—	5654	4147	West Bengal
अण्डेमान और निकोबार द्वीप समूह	28	—	27	42	A. & N. Islands
चण्डीगढ़	10	—	54	33	Chandigarh
दादरा व नागर हवेली	3	—	5	39	Dadra & Nagar Haveli
दमन व दीव	2	—	16	17	Daman & Diu
दिल्ली	697	—	287	372	Delhi
लक्षद्वीप	—	—	9	4	Lakdshadweep
पांडिचेरी	22	—	65	103	Pondicherry
भारत	11115	897	54845	141014	INDIA

*Composite Junior colleges.

सारणी 4—संस्थाओं की संख्या—जारी

TABLE IV—NUMBER OF INSTITUTIONS—Contd.

राज्य/संघ शासित क्षेत्र	प्राथमिक/ जूनियर बेसिक स्कूल Primary/ Junior Basic Schools	पूर्व-प्राथमिक/ पूर्व बेसिक स्कूल Pre-Primary/ Pre-basic Schools	शिक्षक प्रशिक्षण स्कूल Teacher Training Schools	तकनीकी पौद्योगिकी संस्थान Poly-technic Institutes	तकनीकी एवं औद्योगिक आर्ट्स एवं क्राफ्ट्स स्कूल Technical Industrial Arts & Crafts Schools	State/Union Territory
1	16	17	18	19	20	1
आन्ध्र प्रदेश	46086	35	25	78	361	Andhra Pradesh
अरुणाचल प्रदेश	1036	249	—	—	3	Arunachal Pradesh
असम	26670	482	32	6	27	Assam
बिहार	51391	3	93	16	31	Bihar
गोवा	994	N.A.	5	3	15	Goa
गुजरात	12950	2050	89	26	978	Gujarat
हरियाणा	5048	27	—	20	120	Haryana
हिमाचल प्रदेश	7009	10	6	4	33	Himachal Pradesh
जम्मु और कश्मीर	8610	—	14	2	20	Jammu & Kashmir
कर्नाटक	24143*	5219	173	173	117	Karnataka
केरल	6817	246	99	25	151	Kerala
मध्य प्रदेश	65275	769	52	14	63	Madhya Pradesh
महाराष्ट्र	38300	800	6	140	1159	Maharashtra
मणिपुर	2777	1	—	1	25	Manipur
मेघालय	4158	1155	10	1	3	Meghalaya
मिजोरम	1033	—	2	1	1	Mizoram
नागालैंड	1270	—	3	1	3	Nagaland
उड़ीसा	39640	—	71	4	19	Orissa
पंजाब	12322	2	9	10	97	Punjab
राजस्थान	28507	34	36	14	68	Rajasthan
सिक्किम	489	528	1	—	1	Sikkim
तामिलनाडु	29319	22	75	139	175	Tamil Nadu
त्रिपुरा	1927	2615	3	1	3	Tripura
उत्तर प्रदेश	74480	35	121	48	78	Uttar Pradesh
पश्चिम बंगाल	50827	176	58	46	149	West Bengal
अ. और नि. द्वीप समूह	184	18	1	1	—	A. & N Islands
चण्डीगढ़	41	98	—	2	2	Chandigarh
दादरा व नागर हवेली	122	—	—	—	—	Dadra & Nagar Havveli
दमन व दीव	39	10	—	—	2	Daman & Diu
दिल्ली	1840	51	5	5	15	Delhi
लक्षद्वीप	19	20	—	—	—	Lakshadweep
पांडिचेरी	354	110	1	1	1	Pondicherry
भारत	543677	14765	990	782	3720	INDIA

*up-graded to Middle School, Hence Decrease.

1596 Edu/89—6

सारणी 5--स्तरों/कक्षाओं के अनुसार दाखिले
TABLE V—ENROLMENT BY STAGES/CLASSES

राज्य/संघ शासित क्षेत्र	पी. एच. डी./डी. एस. सी./डी. फिल Ph. D./D.Sc./D.Phill			एम. ए. M.A.			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	1182	497	1679	5700	2016	7716	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	101	4	105	Arunachal Pradesh
असम	147	70	217	1358	1260	2618	Assam
बिहार	329	50	379*	7179	2846	10025*	Bihar
गोवा	56	45	101	102	147	249	Goa
गुजरात	750	325	1075	2500	2400	4900	Gujarat
हरियाणा	546	203	749	2167	1872	4039	Haryana
हिमाचल प्रदेश	400	256	656	266	274	540	Himachal Pradesh
जम्मू और कश्मीर	215	173	388	780	830	1610	Jammu & Kashmir
कर्नाटक	400	120	520	6979	3191	10170	Karnataka
केरल	687	457	1144*	2288	2282	4570	Kerala
मध्य प्रदेश	1300	792	2092	9447	7503	16950	Madhya Pradesh
महाराष्ट्र	2400	1400	3800	8600	5600	14200	Maharashtra
मणिपुर	160	60	220	500	330	830	Manipur
मेघालय	42	28	70	341	230	571	Mehgalaya
मिजोरम	—	—	—	72	28	100	Mizoram
नागालैंड	—	—	—	4	8	12	Nagaland
उड़ीसा	242	59	301	3599	1240	4839	Orissa
पंजाब	294	423	717	3407	4382	7789	Punjab
राजस्थान	679	458	1137	10088	5266	15354	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	1283	762	2045	4954	3406	8360	Tamil Nadu
त्रिपुरा	—	—	—	99	99	198	Tripura
उत्तर प्रदेश	5788	2032	7820	42321	19731	62052	Uttar Pradesh
पश्चिम बंगाल	876	426	1302	6301	6042	12,343	West Bengal
अ. और नि. द्वीप समूह	—	—	—	33	35	68	A. & N. Islands
चण्डीगढ़	—	—	—	631	983	1614	Chandigarh
दादरा व नगर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	2815	1760	4575	2805	3050	5855	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	—	—	—	77	58	135	Pondicherry
भारत	20591	10396	30987	122699	75113	1 97812	INDIA

*Relates to 1986-87

सारणी 5—स्तरों/कक्षाओं के अनुसार दाखिले—जारी
TABLE V—ENROLMENT BY STAGES/CLASSES—Contd.

राज्य/संघ शासित क्षेत्र	एम.एस.सी. M.Sc.			एम.काम. M.Com.			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	8	9	10	11	12	13	1
आन्ध्र प्रदेश	3833	1240	5073	4170	905	5075	Andhra Pradesh
अरूणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	857	465	1322	386	9	395	Assam
बिहार	2258	560	2818	770	22	792*	Bihar
गोवा	53	61	114	144	68	212	Goa
गुजरात	2300	800	3100	3200	1300	4500	Gujarat
हरियाणा	414	314	728	145	125	270	Haryana
हिमाचल प्रदेश	176	55	231	104	35	139	Himachal Pradesh
जम्मू और कश्मीर	550	220	770	225	50	275	Jammu & Kashmir
कर्नाटक	2053	378	2431	851	117	968	Karnataka
केरल	1880	2416	4296*	880	564	1444	Kerala*
मध्य प्रदेश	5740	2788	8528	8096	1461	9557	Madhya Pradesh
महाराष्ट्र	4200	2500	6700	13500	2200	15700	Maharashtra
मणिपुर	210	100	310	15	5	20	Manipur
मेघालय	95	43	138	15	4	19	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैंड	7	—	7	5	—	5	Nagaland
उड़ीसा	1561	654	2215	647	15	662	Orissa
पंजाब	541	608	1149	74	54	128	Punjab
राजस्थान	1803	908	2711	7677	1466	9143	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	5521	3371	8892	2519	720	3239	Tamil Nadu
त्रिपुरा	86	33	119	—	—	—	Tripura
उत्तर प्रदेश	10835	3136	13971	8197	252	8449	Uttar Pradesh
पश्चिम बंगाल	2598	1717	4315	2314	250	2564	West Bengal
अ. और नि. द्वीप समूह	7	16	23	—	—	—	A. & N Islands
चण्डीगढ़	155	194	349	18	15	33	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	890	830	1720	670	700	1370	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	61	52	113	51	17	68	Pondicherry
भारत	48684	23459	72143	54673	10354	65027	INDIA

*Relates to 1986-87

सारणी 5—स्तरों/कक्षाओं के अनुसार दाखिले—जारी
TABLE V—ENROLMENT BY STAGES/CLASSES

राज्य/संघ शासित क्षेत्र	(बी. ए./बी. ए. (आनर्स) B.A./B.A.(Hons.)			बी. एस. सी./बी. एस. सी. (आनर्स) B.Sc./B.Sc. (Hons.)			State /Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	14	15	16	17	18	19	1
आन्ध्र प्रदेश	49579	24182	73761	46860	18218	65078	Andhra Pradesh
अरुणाचल प्रदेश	778	178	956	80	14	94	Aruncachal Pradesh
असम	26459	18787	45246	9850	2168	12018	Assam
बिहार	93876	22746	116623*	51812	4808	56620*	Bihar
गोवा	708	1509	2217	720	753	1473	Goa
गुजरात	31000	35000	66000	17500	8500	26000	Gujarat
हरियाणा	18998	14998	33996	4542	2451	6993	Haryana
हिमाचल प्रदेश	7810	3881	11691	3029	959	3988	Himachal Pradesh
जम्मू और कश्मीर	4150	5600	9750	5420	2318	7730	Jammu & Kashmir
कर्नाटक	42647	30005	72652	17743	10806	28549	Karnataka
केरल	21193	25163	46356*	20609	29079	49688*	Kerala
मध्य प्रदेश	53259	36177	89436@	35002	13733	48735@	Madhya Pradesh
महाराष्ट्र	56000	46500	102500	40500	20000	60500	Maharashtra
मणिपुर	3960	3300	7260	1900	840	2740	Manipur
मेघालय	2196	1792	3988	801	327	1128	Meghalaya
मिजोरम	928	555	1483	60	38	98	Mizoram
नागालेंड	1047	555	1602	135	47	182	Nagaland
उड़ीसा	22502	10256	32758	8762	1862	10624	Orissa
पंजाब	26646	24675	51321@	5059	3548	8607@	Punjab
राजस्थान	30488	17660	48148	22645	6113	28758	Rajasthan
सिक्किम	221	133	354	120	40	160	Sikkim
तमिलनाडु	32872	25226	58098	50671	33372	84043	Tamil Nadu
त्रिपुरा	3054	2934	5988	1095	393	1488	Tripura
उत्तर प्रदेश	169303	64212	233515	50734	11817	62551	Uttar Pradesh
पश्चिम बंगाल	68113	72309	140422	49002	19417	68419	West Bengal
अ. और नि. द्वीप समूह	378	344	722	91	88	179	A. & N. Islands
चण्डीगढ़	3133	3272	6405	1597	1230	2827	Chandigarh
दादरा नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व द्वीप	28	11	39	10	7	17	Daman & Diu
दिल्ली	26230	29800	56030	7450	5875	13325	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	758	511	1269	817	661	1478	Pondicherry
भारत	798314	522272	1320586	454616	199474	654090	INDIA

*Relates to 1986-87

@Decrease due to the non-admission in Part I of the Degree Course with the intrduction of 10+2 Pattern.

सारणी 5—स्तरों/कक्षाओं के अनुसार दाखिले —जारी
TABLE V—ENROLMENT BY STAGES/CLASSES—Contd.

राज्य/संघ शासित क्षेत्र	बी. काम./बी. काम. (आनर्स) B. Com /B. Com.(Hons.)			बी. ई./बी. एस सी. (इंजी)/बी. आर्क B.E./B.Sc. (Engg.)/B.Arch.			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	20	21	22	23	24	25	1
आन्ध्र प्रदेश	70374	17741	88115	15324	966	16290	Andhra Pradesh
अरुणाचल प्रदेश	28	2	30	—	—	—	Arunachal Pradesh
असम	6664	233	6897	2511	158	2669	Assam
बिहार	27402	1221	28623*	6607	90	6697*	Bihar
गोवा	2496	1974	4470	642	101	743	Goa
गुजरात	56000	29000	85000	11000	1000	12000	Gujarat
हरियाणा	6325	1719	8044	1632	49	1681	Haryana
हिमाचल प्रदेश	899	111	1010	—	—	—	Himachal Pradesh
जम्मू और कश्मीर	1210	290	1500	1805	110	1915	Jammu & Kashmir
कर्नाटक	30699	16897	47596	46050	3150	49200	Karnataka
केरल	11643	6761	18404*	8106	2895	11001*	Kerala
मध्य प्रदेश	42049	3985	46034@	2275	190	2465	Madhya Pradesh
महाराष्ट्र	125000	55000	180000	28550	1750	30300	Maharashtra
मणिपुर	170	60	230	—	—	—	Manipur
मेघालय	421	78	499	—	—	—	Meghalaya
मिजोरम	86	25	111	—	—	—	Mizoram
नागालैंड	138	20	158	—	—	—	Nagaland
उड़ीसा	6220	297	6517	2154	12	2166	Orissa
पंजाब	4970	1155	6125@	1627	89	1716	Punjab
राजस्थान	49144	3453	52597	4425	126	4551	Rajasthan
सिक्किम	84	9	93	—	—	—	Sikkim
तमिलनाडु	22450	11596	34046	16768	3001	19769	Tamil Nadu
त्रिपुरा	1883	72	1955	413	39	452	Tripura
उत्तर प्रदेश	35518	1505	37023	13670	507	14177	Uttar Pradesh
पश्चिम बंगाल	63325	7976	71301	7258	392	7650	West Bengal
अ. और नि. द्वीप समूह	36	9	45	—	—	—	A. & N. Island
चण्डीगढ़	740	311	1051	1246	138	1384	Chandigarh
दादरा व नागर हवेली				—	—	—	Dadra & Nagar Haveli
दमन व दीव	18	6	24	—	—	—	Daman & Diu
दिल्ली	22355	7950	30305	3240	310	3550	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडीचेरी	356	219	575	315	88	403	Pondicherry
भारत	588703	169675	758378	175618	15161	190779	INDIA

*Relates to 1986-87.

@Decrease is due to the non-admission in Part I of the Degree Course with the introduction of 10+2 Pattern in the State.

1596 Edu/89—7

सारणी 5--स्तरों/कक्षाओं के अनुसार दाखिले--जारी
TABLE—ENVOLMENT BY STAGES/CLASSES—Contd.

राज्य/संघ शासित क्षेत्र	बी. एड./बी. टी. B. Ed./B.T.			एम. बी. बी. एस. M.B.B.S.			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	26	27	28	29	30	31	1
आन्ध्र प्रदेश	4538	2857	7395	4605	2221	6826	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	..	—	—	Arunachal Pradesh
असम	808	350	1158	1403	555	1958	Assam
बिहार	6092	113	6205*	3465	933	4398*	Bihar
गोवा	26	75	101	197	188	385	Goa
गुजरात	3100	2100	5200	4500	1500	6000	Gujarat
हरियाणा	1817	2635	4452	415	195	610	Haryana
हिमाचल प्रदेश	34	6	40	261	81	342	Himachal Pradesh
जम्मू और काश्मीर	460	540	1000	905	350	1255	Jammu & Kashmir
कर्नाटक	2774	1850	4624	5324	1964	7288	Karnataka
केरल	1337	2441	3778*	3148	2075	5223*	Kerala
मध्य प्रदेश	2965	2395	5360	2995	1336	4331	Madhya Pradesh
महाराष्ट्र	7000	4000	11000	7500	4500	12000	Maharashtra
मणिपुर	—	—	—	340	120	460	Manipur
मेघालय	268	190	458	—	—	—	Meghalaya
मिजोरम	103	22	125	—	—	—	Mizoram
नागालैण्ड	79	64	143	—	—	—	Nagaland
उड़ीसा	1622	620	2242	1105	607	1712	Orissa
पंजाब	802	2392	3194	1542	795	2337	Punjab
राजस्थान	3744	2287	6031	2607	1410	4017	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	1368	1746	3114	4213	3227	7440	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	9019	7201	16220	5294	1580	6874	Uttar Pradesh
पश्चिम बंगाल	5217	4307	9524	2516	960	3476	West Bengal
अ. और नि. द्वीप समूह	26	53	79	—	—	—	A. & N. Islands
चंडीगढ़	108	484	592	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveil
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	260	525	785	2145	1785	3930	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshwdweep
पांडिचेरी	—	—	—	365	140	505	Pondicherry
भारत	53567	39253	92820	54845	26522	81367	INDIA

*Relates to 1986--89

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् पुस्तकालय पुस्तक क्रं.

सारणी 5--स्तरों/कक्षाओं के अनुसार दाखिले--जारी
TABLE V—ENROLMENT BY STAGES/CLASSES—contd.

राज्य/संघ शासित क्षेत्र	इन्टरमीडिएट/जूनियर कालेज Intermediate/Junior-Colleges			पूर्व स्नातक/पूर्व विश्वविद्यालय (दो वर्षीय पाठ्यक्रम) Pre-Degree/Pre-University (Two Years Course)			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	32	33	34	35	36	37	1
आन्ध्र प्रदेश	270382	108526	378908	—	—	—	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	250	121	371	—	—	—	Assam
बिहार	274585	47013	321598*	—	—	—	Bihar
गोवा	—	—	—	—	—	—	Goa
गुजरात	—	—	—	—	—	—	Gujarat
हरियाणा	—	—	—	56826	18384	75210	Haryana
हिमाचल प्रदेश	131	—	131	—	—	—	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	—	—	Jammu & Kashmir
कर्नाटक	27765	11348	39113	—	—	—	Karnataka
केरल	—	—	—	108074	105330	213404*	Kerala
मध्य प्रदेश	—	—	—	—	—	—	Madhya Pradesh
महाराष्ट्र	—	—	—	—	—	—	Maharashtra
मणिपुर	1070	680	1750	9250	6780	16030	Manipur
मेघालय	—	—	—	5771	5055	10826	Meghalaya
मिजोरम	—	—	—	1404	1141	2545	Mizoram
नागालैंड	287	117	404	2805	1504	4309	Nanaland
उड़ीसा	90035	24990	115025	—	—	—	Orissa
पंजाब	—	—	—	42293	27607	69900	Punjab
राजस्थान	—	—	—	—	—	—	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	—	—	—	—	—	—	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	714210	221821	936031	—	—	—	Uttar Pradesh
पश्चिम बंगाल	92588	60134	152722	—	—	—	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	5990	4269	10259	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	—	—	—	—	—	—	Delhi
लक्षद्वीप	—	—	—	328	130	458	Lakshadweep
पांडिचेरी	220	107	327	281	312	593	Pondicherry
भारत	1477513	479126	1956639	227032	166243	393275	INDIA

*Relates to 1986-87

सारणी 5--स्तरों/कक्षाओं के अनुसार दाखिले--जारी
TABLE V—ENROLMENT BY STAGES/CLASSES—contd.

राज्य/संघ शासित क्षेत्र	पूर्व विश्वविद्यालय (एक वर्षीय पाठ्यक्रम) Pre-University (One Year Course)			(उच्चतर माध्यमिक 10+2 पद्धति) Hr. Secondary (10+2) New Pattern			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	62	63	64	65	66	67	1
आन्ध्र प्रदेश	—	—	—	1392	601	1993*	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	2114	834	2948	Arunachal Pradesh
असम	—	—	—	135497	70326	205823	Assam
बिहार	—	—	—	15598	5112	20710	Bihar
गोवा	—	—	—	7863	6650	14513	Goa
गुजरात	—	—	—	19 6000	104000	300000	Gujarat
हरियाणा	—	—	—	31807	12721	44528	Haryana
हिमाचल प्रदेश	4869	1812	6681	10000	3000	13000	Himachal Pradesh
जम्मू और कश्मीर	405	460	865	49738	20549	70287	Jammu & Kashmir
कर्नाटक	—	—	—	88629	68536	157165	Karnataka
केरल	—	—	—	1018	618	1636	Kerala
मध्य प्रदेश	—	—	—	305372	98869	404241	Madhya Pradesh
महाराष्ट्र	—	—	—	401267	193313	594580@	Maharashtra
मणिपुर	—	—	—	940	680	1620	Manipur
मेघालय	—	—	—	—	—	—	Meghalaya
मजोरम	—	—	—	—	—	—	Mizoram
नागालैण्ड	—	—	—	1392	601	1993	Nagaland
उड़ीसा	—	—	—	—	—	—	Orissa
पंजाब	—	—	—	87038	50723	137761	Punjab
राजस्थान	—	—	—	—	—	—	Rajasthan
सिक्किम	—	—	—	817	349	1166	Sikkim
तमिलनाडु	—	—	—	228759	166077	394836	Tamil Nadu
त्रिपुरा	—	—	—	13707	6578	20285	Tripura
उत्तर प्रदेश	2817	892	3709	—	—	—	Uttar Pradesh
पश्चिम बंगाल	—	—	—	264880	127099	391979	West Bengal
अ. और नि. द्वीप समूह	—	—	—	1734	1324	3058	A. & N. Islands
चण्डीगढ़	—	—	—	848	1138	1986	Chandigarh
दादरा व नागर हवेली	—	—	—	348	165	513	Dadra & Nagar Haveli
दमन व दीव	—	—	—	489	193	682	Daman & Diu
दिल्ली	—	—	—	67660	54300	121960	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचरी	—	—	—	3475	2493	5968	Pondicherry
भारत	8091	3164	11255	1918382	996849	2915231	INDIA

*Relates to 1986-87

@data in respect of Maharashtra was supplied wrong last year, Hence decrease.

सारणी 5—स्तरों/कक्षाओं के अनुसार दाखिले—जारी

TABLE V—ENROLMENT BY STAGES/CLASSES—Contd.

राज्य/संघ शासित क्षेत्र	उच्चतर माध्यमिक (पुरानी पद्धति) Hr. Secondary (Old Pattern)			हाई/पोस्ट बेसिक (9 और 10 कक्षाएं) High/Post Basic (IX-X Classes)			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	44	45	46	47	48	49	1
आन्ध्र प्रदेश	—	—	—	556861	279397	836258*	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	5291	2225	7516	Arunachal Pradesh
असम	—	—	—	202111	137364	339475*	Assam
बिहार	—	—	—	614987	143883	758870	Bihar
गोवा	—	—	—	19641	16016	35657	Goa
गुजरात	—	—	—	424000	232000	656000	Gujarat
हरियाणा	—	—	—	167800	67647	235447	Haryana
हिमाचल प्रदेश	—	—	—	70000	35000	105000	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	68991	36002	104993	Jammu & Kashmir
कर्नाटक	—	—	—	420100	247795	667895*	Karnatka
केरल	—	—	—	401019	412044	813063	Kerala
मध्य प्रदेश	—	—	—	407028	130515	537543	Madhya Pradesh
महाराष्ट्र	—	—	—	1002000	514000	1516000	Maharashtra
मणिपुर	—	—	—	20720	15530	36250	Manipur
मेघालय	—	—	—	24454	20995	45449	Meghalaya
मिजोरम	—	—	—	5995	5468	11463	Mizoram
नागालैण्ड	—	—	—	9280	7230	16510	Nagaland
उड़ीसा	—	—	—	301756	135583	437339	Orissa
पंजाब	—	—	—	193275	137460	330735	Punjab
राजस्थान	107109	23255	130364	401569	86118	487687	Rajasthan
सिक्किम	—	—	—	2624	1521	4145	Sikkim
तमिलनाडु	—	—	—	632103	388770	1020873	Tamil Nadu
त्रिपुरा	—	—	—	24237	17208	41445	Tripura
उत्तर प्रदेश	—	—	—	1672218	376390	2048608	Uttar Pradesh
पश्चिम बंगाल	—	—	—	742808	357930	1100738	West Bengal
अ. और नि. द्वीप समूह	—	—	—	4361	3265	7626	A. & N. Islands
चंडीगढ़	—	—	—	6021	4752	10773	Chandigarh
दादरा और नागर हवेली	—	—	—	861	531	1392	Dadra & Nagar Haveli
दमन और दीव	—	—	—	2595	1680	4275	Daman & Diu
दिल्ली	—	—	—	123400	90540	213940	Delhi
लक्षदीव	—	—	—	793	449	1242	Lakshadweep
पांडिचेरी	—	—	—	10799	7277	18076	Pondicherry
भारत	107109	23255	130364	8539698	3912585	12452283	INDIA

*Previous year enrolment was taken as per the system of school classes i.e., VIII-X, wheras this year, it pertains to the classes IX-X. Hence decrease.

सारणी 5—स्तरों/कक्षाओं के अनुसार दाखिले —जारी

TABLE V—ENROLMENT BY STAGES/CLASSES—Contd.

राज्य/संघ शासित क्षेत्र	मिडिल/सीनियर बेसिक स्कूल—कक्षाएं 6—8 Middle/Senior Basic School —Classes VI—VIII			प्राथमिक स्तर—कक्षाएं 1—5 Primary Stage—Classes I—V			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	50	51	52	53	54	55	1
आन्ध्र प्रदेश	1256395	708258	1964653	4089317	3005882	7095199	Andhra Pradesh
अरुणाचल प्रदेश	13165	6957	20122	55031	37319	92350	Arunachal Pradesh
असम	557500	385793	943293	1799162	1486759	3285921	Assam
बिहार	1474072	494270	1968342	5468187	2677349	8145535	Bihar
गोवा	43454	36508	79962	77280	69105	146385	Goa
गुजरात	925000	574000	1499000	2976000	2226000	5202000	Gujarat
हरियाणा	456099	222146	678245	948826	685802	1634628	Haryana
हिमाचल प्रदेश	186400	127000	313400	357700	301900	659500	Himachal Pradesh
जम्मू और काश्मीर	179688	93862	273550	440374	274386	714760	Jammu & Kashmir
कर्नाटक	934578	660391	1594969	2941937	2428562	5370499	Karnataka
केरल	873115	837446	1710561	1674494	1590538	3265032	Kerala
मध्य प्रदेश	1531216	600828	2132044	4556081	2808252	7364333	Madhya Pradesh
महाराष्ट्र	2016000	1304000	3320000	5430000	4419000	9849000	Maharashtra
मणिपुर	46470	33330	79800	136330	110970	247300	Manipur
मेघालय	35743	31432	67175	109856	107223	217079	Meghalaya
मिजोरम	16217	15383	31600	53182	48973	102155	Mizoram
नागालैण्ड	22770	18720	41490	74500	70990	145490	Nagaland
उड़ीसा	536000	296000	832000	1992000	1444000	3436000	Orissa
पंजाब	438378	327152	765530	1098834	931727	2030561	Punjab
राजस्थान	969093	240907	1210000	3049966	1229685	4279651	Rajasthan
सिक्किम	8918	6958	15876	34430	27830	62260	Sikkim
तमिलनाडु	1626451	1149898	2776349	4038834	3435602	7474436	Tamil Nadu
त्रिपुरा	62814	45837	108651	201499	160963	362462	Tripura
उत्तर प्रदेश	3167767	1064610	4232377	8135444	4115736	12251180@	Uttar Pradesh
पश्चिम बंगाल	1522580	1189910	2712490	4872236	3589747	8461983	West Bengal
अ. और निकोबार द्वीप समूह	9430	7549	16979	19353	17044	36397	A & N Islands
चंडीगढ़	12927	9902	22829	24175	20716	44891	Chandigarh
दादरा व नागर हवेली	2531	1527	4058	8951	6051	15002	Dadra & Ngr. Haveli
दमन व दीव	4045	3336	7381	5705	5178	10883	Daman & Diu
दिल्ली	250200	194325	444525	443700	392450	836150	Delhi
लक्षदीव	1725	1201	2926	4435	3951	8386	Lakshadweep
पांडिचेरी	27704	16618	44322	51066	44980	96046	Pondicherry
भारत	19208445	10706054	29914499	55168885	37774671	92943556	INDIA

@ Decrease is due to the increase in enrolment (admission) in unrecognised Schools in Urban & Rural areas in U.P. Hence Decrease in recognised Schools.

सारणी 5--स्तरों/कक्षाओं के अनुसार दाखिले--जारी
TABLE V—ENROLMENT BY STAGES/CLASSES—Contd.

राज्य/संघ शासित क्षेत्र	पूर्व प्राथमिक/पूर्व बेसिक स्तर Pre-Primary/Pre-Basic Stage			शिक्षक प्रशिक्षण स्कूल Teacher Training School			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	56	57	58	59	160	61	1
आन्ध्र प्रदेश	8572	7606	16178	2539	1897	4436	Andhra Pradesh
अरूणाचल प्रदेश	5302	4181	9483	—	—	—	Arunachal Pradesh
असम	11140	9684	20824	1717	473	2190	Assam
बिहार	20724	9455	30179	3258	3200	6458	Bihar
गोवा	N A	N A	N A	85	426	511	Goa
गुजरात	79000	61000	140000	7500	7000	14500	Gujarat
हरियाणा	3761	2918	6679	—	—	—	Haryana
हिमाचल प्रदेश	3615	2800	6415	633	295	928	Himachal Pradesh
जम्मू और कश्मीर	8402	6200	14602	430	210	640	Jammu & Kashmir
कर्नाटक	173053	148767	321820	8358	12315	20673	Karnataka
केरल	7617	7225	14842	1850	5903	7753	Kerala
मध्य प्रदेश	58515	41268	99783	5541	1262	6803	Madhya Pradesh
महाराष्ट्र	95000	77000	172000	80	525	605	Maharashtra
मणिपुर	260	150	410	—	—	—	Manipur
मेघालय	28379	27913	56292	310	280	590	Meghalaya
मिज़ोरम	1680	1540	3220	296	137	433	Mizoram
नागालैण्ड	38030	36460	74490	58	28	86	Nagaland
उड़ीसा	—	—	—	135@	180@	315@	Orissa
पंजाब	6955	5924	12879	153	1150	1303	Punjab
राजस्थान	45593	40371	85964	5367	1757	7124	Rajasthan
सिक्किम	8899	7583	16482	58	26	84	Sikkim
तमिलनाडु	2077	2336	4413	2359	3373	5732	Tamil Nadu
त्रिपुरा	75938	74344	150282	—	—	—	Tripura
उत्तर प्रदेश	33629	18968	52597	3196	2041	5237	Uttar Pradesh
पश्चिम बंगाल	18571	15362	33933	3200	1225	4425	West Bengal
अ० और नि० द्वीप समूह	1578	1401	2979	66	78	144	A & N Islands
चण्डीगढ़	3579	3100	6679	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Ngr.Haveli
दमन व द्वीव	148	114	262	—	—	—	Daman & Diu
दिल्ली	29150	29640	58790	55	1080	1135	Delhi
लक्षद्वीप	639	680	1319	—	—	—	Lakshadweep
पांडिचेरी	3807	3106	6913	—	—	—	Pondicherry
भारत	773613	647096	1420709	47244	44861	92105	INDIA

@Admission in all the Teacher Trg. Schools have been with held a s per the decision of the Govt. Hence decrease.

सारणी 5--स्तरों/कक्षाओं के अनुसार दाखिले--समाप्त
TABLE V—ENROLMENT BY STAGES/CLASSES —Concld.

राज्य/संघ शासित क्षेत्र	प्रौद्योगिकी संस्थान Polytechnic Institutes			तकनीकी एवं औद्योगिकी आर्टस एवं क्राफ्टस स्कूल Technical Industrial, Arts and Craft School			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	62	63	64	65	66	67	1
आन्ध्र प्रदेश	22858	5312	28170	16564	2806	19370	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	3071	159	3230	3250	319	3569	Assam
बिहार	7253	1101	8354	588	680	1268	Bihar
गोवा	947	120	1067	2697	147	2844	Goa
गुजरात	12100	1800	13900	30000	20000	50000	Gujarat
हरियाणा	4821	548	5369	14984	3399	18383	Haryana
हिमाचल प्रदेश	557	63	620	4715	1366	6081	Himahal Pradesh
जम्मू और कश्मीर	1210	30	1240	1625	905	2530	Jammu & Kashmi r
कर्नाटक	34600	4400	39000	3163	455	3618	Karnataka
केरल	8050	1900	9950	19885	5400	25285	Kerala
मध्य प्रदेश	4120	77	4197	11407	1594	13001	Madhya Pradesh
महाराष्ट्र	40222	1984	42206	41000	22000	63000*	Maharashtra
मणिपुर	520	80	600	660	190	850	Manipur
मेघालय	238	20	258	150	108	258	Meghalaya
मिजोरम	164	26	190	75	22	97	Mizoram
नागालैण्ड	230	10	240	145	119	264	Nagaland
उड़ीसा	228	315	543	4763	27	4790	Orissa
पंजाब	3883	373	4256	12644	5073	17717	Punjab
राजस्थान	3219	1776	4995	7317	1700	9017	Rajasthan
सिक्किम	—	—	—	82	—	82	Sikkim
तमिलनाडु	50565	7256	57821	15282	3174	18456	Tamil Nadu
त्रिपुरा	145	—	145	315	54	369	Tripura
उत्तर प्रदेश	N.A	N.A.	N.A.	42594	2146	44740	Uttar Pradesh
पश्चिम बंगाल	4610	6805	11415	@	@	@	West Bengal
अ. और. नि. द्वीप समूह	108	21	129	—	—	—	A & N Islands
चण्डीगढ़	725	455	1180	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Ngr. Haveli
दमन व दीव	—	—	—	107	11	118	Daman & Diu
दिल्ली	2380	1390	37 70	6385	1792	8177	Delhi
लक्षदीव	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	392	152	544	220	—	220	Pondicherry
भारत	207216	36173	243389	240617	73487	314104	INDIA

* Relates to 1986-87

@ Included in Polytechnic Institutes.

सारणी 6—सामान्य शिक्षा के लिए स्कूलों की कक्षा 1—5 और 6—8 में दाखिले का अनुपात

TABLE VI—ENROLMENT RATIO IN CLASSES I—V AND VI—VIII OF SCHOOLS FOR GENERAL EDUCATION

राज्य/संघ शासित क्षेत्र	कक्षाएं 1—5 (6—11 वर्ष) Classes I—V (6—11 Year)			कक्षाएं 6—8 (11—14 वर्ष) Classes VI—VIII (11—14 years)			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	118.15	88.47	103.45	61.07	34.80	48.01	Andhra Pradesh
अरूणाचल प्रदेश	110.06	75.54	92.91	47.87	26.55	37.47	Arunachal Pradesh
असम	112.22	98.78	105.71	60.19	44.76	52.75	Assam
बिहार	107.18	53.79	80.81	49.73	17.08	33.60	Bihar
गोवा	119.63	108.49	114.10	110.57	95.82	103.31	Goa
गुजरात	128.09	99.87	114.27	68.41	44.77	56.91	Gujarat
हरियाणा	97.61	72.82	85.41	81.32	44.14	63.73	Haryana
हिमाचल प्रदेश	121.63	104.61	113.20	108.94	76.37	92.89	Himachal Pradesh
जम्मू और कश्मीर	101.31	66.91	84.61	71.19	39.65	55.93	Jammu & Kashmir
कर्नाटक	112.96	96.19	104.70	63.02	45.09	54.11	Karnataka
केरल	109.14	106.98	108.08	98.00	95.73	96.88	Kerala
मध्य प्रदेश	119.51	78.24	99.50	71.10	28.99	50.45	Madhya Pradesh
महाराष्ट्र	130.74	112.17	121.70	81.98	55.84	69.24	Maharashtra
मणिपुर	125.53	104.79	115.29	82.69	60.93	71.96	Manipur
मेघालय	102.29	99.01	100.64	61.95	53.46	57.66	Meghalaya
मिजोरम	139.59	134.17	136.94	71.13	70.24	70.69	Mizoram
नागालैण्ड	118.82	117.73	118.28	60.72	52.44	56.68	Nagaland
उड़ीसा	112.35	83.57	98.14	51.39	28.42	39.91	Orissa
पंजाब	97.65	91.80	94.88	67.00	56.51	62.08	Punjab
राजस्थान	110.01	47.17	79.56	63.91	16.99	41.23	Rajasthan
सिक्किम	127.99	105.42	116.81	59.06	49.35	54.37	Sikkim
तमिलनाडु	139.57	123.76	131.83	97.21	70.96	84.29	Tamil Nadu
त्रिपुरा	142.81	118.09	130.66	76.51	57.95	67.40	Tripura
उत्तर प्रदेश	93.88	53.27	74.74	64.39	24.51	45.69	Uttar Pradesh
पश्चिम बंगाल	134.87	101.02	118.09	72.72	57.58	65.20	West Bengal
अ० और नि० द्वीप समूह	106.92	91.63	99.17	98.23	85.78	92.28	A. & N. Islands
चण्डीगढ़	64.47	62.78	63.68	59.30	53.52	56.65	Chandigarh
दादरा व नागर हवेली	105.31	77.58	92.04	53.85	33.93	44.11	Dadra & Nagar Haveli
दमन व द्वीव	0.00	0.00	0.00	0.00	0.00	0.00	Daman & Diu
दिल्ली	89.65	92.15	90.81	85.16	79.19	82.44	Delhi
लक्षद्वीप	158.39	131.70	144.59	115.00	80.07	97.53	Lakshadweep
पांडिचेरी	135.81	122.23	129.09	120.98	72.89	96.98	Pondicherry
भारत	113.13	81.75	97.86	68.87	40.62	55.14	INDIA

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले

TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS

(क) उच्चतर माध्यमिक स्कूल/जूनियर कालेज पद्धति (10+2)

(a) Higher Secondary Schools/Junior Colleges (10+2 New Pattern)

राज्य/संघ शासित क्षेत्र	शिक्षकों की संख्या Number of Teachers			प्रशिक्षित शिक्षिकों की प्रतिशतता Percentage of Trained Teachers	State/Union Territory
	पुरुष Men	स्त्रियां Women	जोड़ Total		
1	2	3	4	5	1
आन्ध्र प्रदेश	5455	2747	8202	98.80	Andhra Pradesh
अरूणाचल प्रदेश	745	130	875	51.65	Arunachal Pradesh
असम	8360	1741	10101	25.00	Assam
बिहार	3631	1441	5072	97.77	Bihar
गोवा	316	232	548	74.00	Goa
गुजरात	26000	7500	33500	98.00	Gujarat
हरियाणा	3870	2855	6725	98.90	Haryana
हिमाचल प्रदेश	2298	1068	3366	90.00	Himachal Pradesh
जम्मू और कश्मीर	3391	1311	4702	86.00	Jammu & Kashmir
कर्नाटक	12285	4054	16339	100.00	Karnataka
केरल	494	1508	2002	88.00	Kerala
मध्य प्रदेश	23994	7431	31425	N.A.	Madhya Pradesh
महाराष्ट्र	42000	16500	58500	95.70	Maharashtra
मणिपुर	740	290	1030	34.00	Manipur
मेघालय	—	—	—	—	Meghalaya
मिजोरम	7	1	8	N.A.	Mizoram
नागालैण्ड	18	5	23	—	Nagaland
उड़ीसा*	—	—	—	—	Orissa*
पंजाब	5715	4878	10593	99.00	Punjab
राजस्थान	—	—	—	—	Rajasthan
सिक्किम	381	222	603	42.00	Sikkim
तमिलनाडु	41218	27379	68597	98.14	Tamil Nadu
त्रिपुरा	2654	1209	3863	49.50	Tripura
उत्तर प्रदेश	104597	20562	125159	96.00	Uttar Pradesh
पश्चिम बंगाल	28582	8478	37060	69.16	West Bengal
अ० और नि० द्वीप समूह	665	407	1072	95.01	A. & N. Islands
चण्डीगढ़	161	346	507	100.00	Chandigarh
दादरा व नागर हवेली	62	25	87	90.80	Dadra & Nagar Haveli
दमन व द्वीव	21	4	25	80.00	Daman & Diu
दिल्ली	11945	17670	29615	98.00	Delhi
लक्षद्वीप	30	2	32	100.00	Lakshadweep
पांडिचेरी	476	253	729	100.00	Pondicherry
भारत	330111	130249	460360	92.00	INDIA

*No separate teacher has been appointed for +2 Stage, existing teaching staff of Colleges manage the work of 10+2 stage.

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले—जारी

TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTION—contd.

(क) उच्चतर माध्यमिक स्कूल/जूनियर कालेज पद्धति (10+2)

(a) Higher Secondary Schools/Junior Colleges (10+2 New Pattern)

राज्य/संघ शासित क्षेत्र	दाखिले Enrolment			शिक्षक छात्र अनुपात Teacher Pupil Ratio	State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total		
1	6	7	8	9	1
आन्ध्र प्रदेश	194217	81186	275403	34	Andhra Prdesh
अरूणाचल प्रदेश	12182	6660	18842	22	Arunachal Pradesh
असम	136839	56720	193559	19	Assam
बिहार	145462	41695	187157	37	Bihar
गोवा	9193	7523	16716	31	Goa
गुजरात	581000	319000	900000	27	Gujarat
हरियाणा	135687	50194	185881	28	Haryana
हिमाचल प्रदेश	40277	24681	64958	19	Himachal Pradesh
जम्मू और कश्मीर	57584	32792	90376	19	Jammu & Kashmir
कर्नाटक	116394	35772	152166	9	Karnataka
केरल	23305	16693	39998	20	Kerala
मध्य प्रदेश	305372	98869	404241	13	Madhya Pradesh
महाराष्ट्र	1342000	685000	2027000	35	Maharashtra
मणिपुर	10150	7950	18100	18	Manipur
मेघालय	—	—	—	—	Meghalaya
मिजोरम	37	27	64	8	Mizoram
नागालैंड	287	117	404	18	Nagaland
उड़ीसा	—	—	—	—	Orissa
पंजाब	181933	113376	295309	28	Punjab
राजस्थान	—	—	—	—	Rajasthan
सिक्किम	5339	4061	9400	16	Sikkim
तमिलनाडु	1274170	812714	2086884	30	Tamil Nadu
त्रिपुरा	55496	38882	94378	24	Tripura
उत्तर प्रदेश	3354747	1058195	4412942	35	Uttar Pradesh
पश्चिम बंगाल	775469	383102	1158571	31	West Bengal
अ. और नि. द्वीप समूह	11825	9529	21354	20	A. & N. Islands
चंण्डीगढ़	6994	5989	12983	26	Chandigarh
दादरा व नागर हवेली	1358	812	2170	25	Dadra & Nagar Haveli
दमन व दीव	489	193	682	27	Daman & Diu
दिल्ली	385200	327600	712800	24	Delhi
लक्षद्वीप	14	1	15	—	Lakshadweep
पांडिचेरी	15053	9056	24109	33	Pondicherry
भारत	9178073	4228389	13406462	29	INDIA

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले—जारी

TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS—contd.

(ख) उच्चतर माध्यमिक स्कूल (पुरानी पद्धति) (कक्षाएं 9—11)

(b) Higher Secondary School (Old Scheme) (IX—XI)

राज्य संघ शासित क्षेत्र	शिक्षकों की संख्या Number of Teachers			प्रशिक्षित शिक्षिकों की प्रतिशतता % of Trained Teacher	State/Union Territory
	पुरुष Men	स्त्रियां Women	योग Total		
1	10	11	12	13	1
आन्ध्र प्रदेश	—	—	—	—	Andhra Pradesh
अरूणाचल प्रदेश	—	—	—	—	Arunachal Pradesh
असम	—	—	—	—	Assam
बिहार	—	—	—	—	Bihar
गोवा	—	—	—	—	Goa
गुजरात	—	—	—	—	Gujarat
हरियाणा	—	—	—	—	Haryana
हिमाचल प्रदेश	—	—	—	—	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	Jammu & Kashmir
कर्नाटक	—	—	—	—	Karnataka
केरल	—	—	—	—	Kerala
मध्य प्रदेश	—	—	—	—	Madhya Pradesh
महाराष्ट्र	—	—	—	—	Maharashtra
मणिपुर	—	—	—	—	Manipur
मेघालय	—	—	—	—	Meghalaya
मिजोरम	—	—	—	—	Mizoram
नागालैंड	—	—	—	—	Nagaland
उड़ीसा	—	—	—	—	Orissa
पंजाब	—	—	—	—	Punjab
राजस्थान	20910	6034	26944	96.75	Rajasthan
सिक्किम	—	—	—	—	Sikkim
तमिलनाडु	—	—	—	—	Tamil Nadu
त्रिपुरा	—	—	—	—	Tripura
उत्तर प्रदेश	—	—	—	—	Uttar Pradesh
पश्चिम बंगाल	—	—	—	—	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	A & N Islands
चण्डीगढ़	—	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	Dadara & Nagar Haveli
दमन व दीव	—	—	—	—	Daman & Diu
दिल्ली	—	—	—	—	Delhi
लक्षद्वीप	—	—	—	—	Lakshadweep
पांडिचेरी	—	—	—	—	Pondicherry
भारत	20910	6034	26944	96.75	INDIA

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले—जारी

TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS—Contd.

(ख) उच्चतर माध्यमिक स्कूल (पुरानी पद्धति) कक्षाएं (9—11)

(b) Higher Secondary School (Old Scheme) (Classes IX–XI)

राज्य/संघ शासित क्षेत्र	दाखिले Enrolment			शिक्षक छात्र अनुपात Teacher Rupil Ratio	State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total		
1	14	15	16	17	1
आन्ध्र प्रदेश	—		—	—	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	Arunachal Pradesh
असम	—	—	—	—	Assam
बिहार	—	—	—	—	Bihar
गोवा	—	—	—	—	Goa
गुजरात	—	—	—	—	Gujarat
हरियाणा	—	—	—	—	Haryana
हिमाचल प्रदेश	—	—	—	—	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	Jammu & Kashmir
कर्नाटक	—	—	—	—	Karnataka
केरल	—	—	—	—	Kerala
मध्यप्रदेश	—	—	—	—	Madhya Pradesh
महाराष्ट्र	—	—	—	—	Maharashtra
मणिपुर	—	—	—	—	Manipur
मेघालय	—	—	—	—	Meghalaya
मिजोरम	—	—	—	—	Mizoram
नागालैंड	—	—	—	—	Nagaland
उड़ीसा	—	—	—	—	Orissa
पंजाब	—	—	—	—	Punjab
राजस्थान	496824	137538	634362	24	Rajasthan
सिक्किम	—	—	—	—	Sikkim
तमिलनाडु	—	—	—	—	Tamil Nadu
त्रिपुरा	—	—	—	—	Tripura
उत्तर प्रदेश	—	—	—	—	Uttar Pradesh
पश्चिम बंगाल	—	—	—	—	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	A & N Islands
चण्डीगढ़	—	—	—	—	Chandigarh
दादर व नागर हवेली	—	—	—	—	Dadra & Nagar Haveli
दमन व दीप	—	—	—	—	Daman & Diu
दिल्ली	—	—	—	—	Delhi
लक्षदीप	—	—	—	—	Lakshadweep
पांडिचेरी	—	—	—	—	Pondicherry
भारत	496824	137538	634362	24	INDIA

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले—जारी

TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS—Contd.

(ग) हाई/पोस्ट बेसिक स्कूल
(c) High/Post Basic school

राज्य/संघ शासित क्षेत्र	शिक्षकों की संख्या Number of Teachers			प्रशिक्षित शिक्षकों की प्रतिशतता Percentage of Trained Teachers	State/Union Territory
	पुरुष Men	स्त्रियां Women	योग Total		
1	18	19	20	21	1
आन्ध्र प्रदेश	47902	20049	67951	99.33	Andhra Pradesh
अरूणाचल प्रदेश	572	122	694	39.76	Arunachal Pradesh
असम	20286	4796	25082	23.00	Assam
बिहार	35800	4442	40242	95.53	Bihar
गोवा	2608	3085	5693	84.00	Goa
गुजरात	15000	3000	18000	99.00	Gujarat
हरियाणा	23857	14957	38814	99.67	Haryana
हिमाचल प्रदेश	6105	2483	8588	98.00	Himachal Pradesh
जम्मू और कश्मीर	9132	4557	13689	80.00	Jammu & Kashmir
कर्नाटक	23694	7516	31210	94.00	Karnataka
केरल	36566	53558	90124	99.00	Kerala
मध्य प्रदेश	13072	3437	16509	N.A.	Madhya Pradesh
महाराष्ट्र	77800	36200	114000	94.00	Maharashtra
मणिपुर	3690	1170	4860	33.00	Manipur
मेघालय	1480	1226	2706	31.00	Meghalaya
मिजोरम	1004	188	1192	45.63	Mizoram
नागालैण्ड	1649	748	2397	63.00	Nagaland
उड़ीसा	31472	6980	38452	80.00	Orissa
पंजाब	20719	15756	36475	99.00	Punjab
राजस्थान	22675	5719	28394	96.52	Rasjasthan
सिक्किम	774	501	1275	41.35	Sikkim
तमिलनाडु	24730	16392	41122	99.66	Tamil Nadu
तिपुरा	3530	1184	4714	46.92	Tripura
उत्तर प्रदेश	25341	4814	30155	96.00	Uttar Pradesh
पश्चिम बंगाल	48981	32718	81699	46.56	West Bengai
अ. और नि. द्वीप समूह	355	346	701	96.01	A. & N. Islands
चण्डीगढ़	387	1508	1895	100.00	Chandigarh
दादरा व नागर हवेली	29	12	41	90.24	Dadra & Nagar Haveli
दमन व दीव	110	42	152	97.00	Daman & Diu
दिल्ली	2938	3942	6880	99.00	Delhi
लक्षद्वीप	216	54	270	99.00	Lakshadweep
पांडिचेरी	963	580	1543	97.00	Pondicherry
भारत	503437	252082	755519	86.49	INDIA

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले—जारी

TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS—*contd.*

(ग) हाई/पोस्ट बेसिक स्कूल

(c) High /Post Basic School

राज्य/संघ शासित क्षेत्र	दाखिले Enrolment			शिक्षक छात्र अनुपात Teacher Pupil Ratio	State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total		
1	22	23	24	25	1
आन्ध्र प्रदेश	1424218	841460	2265678	33	Andhra Pradesh
अरुणाचल प्रदेश	9809	6416	16225	23	Arunachal Pradesh
असम	424766	289706	714472	28	Assam
बिहार	1111070	286590	1397680	35	Bihar
गोवा	91141	76837	167978	30	Goa
गुजरात	314000	173000	487000	27	Gujarat
हरियाणा	841598	450496	1292094	33	Haryana
हिमाचल प्रदेश	171149	100043	271192	32	Himachal Pradesh
जम्मू और कश्मीर	173059	96527	269586	20	Jammu & Kashmir
कर्नाटक	476553	303770	780323	25	Karnataka
केरल	1252968	1235537	2488505	28	Kerala
मध्य प्रदेश	407028	130515	537543	33	Madhya Pradesh
महाराष्ट्र	2184000	1330000	3514000	31	Maharashtra
मणिपुर	55720	45860	101580	21	Manipur
मेघालय	33916	31642	65558	24	Meghalaya
मिजोरम	5975	5440	11415	10	Mizoram
नागालैण्ड	26718	24739	51457	21	Nagaland
उड़ीसा	301756	135583	437339	11	Orissa
पंजाब	500137	389375	889512	24	Punjab
राजस्थान	444447	128375	572822	20	Rajasthan
सिक्किम	12671	9916	22587	18	Sikkim
तमिलनाडु	725293	566187	1291480	31	Tamil Nadu
त्रिपुरा	63393	47335	110728	23	Tripura
उत्तर प्रदेश	785395	257932	1043327	35	Uttar Pradesh
पश्चिम बंगाल	1868640	1131906	3000546	37	West Bengal
अ. और नि. द्वीप समूह	8595	7057	15652	22	A. & N. Islands
चण्डीगढ़	25187	21951	47138	25	Chandigarh
दादरा व नागर हवेली	566	335	901	22	Dadra & Nagar Haveli
दमन व दीव	2595	1680	4275	28	Daman & Diu
दिल्ली	81550	79320	160870	23	Delhi
लक्षद्वीप	3004	1741	4745	18	Lakshadweep
पांडिचेरी	22734	17588	40322	26	Pondicherry
भारत	13849651	8224859	22074510	29	INDIA

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले—जारी

TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS—Contd.

(घ) मिडिल/सीनियर बेसिक स्कूल
Middle/Senior Basic School

राज्य/संघ शासित क्षेत्र	शिक्षकों की संख्या Number of Teachers			प्रशिक्षित शिक्षकों की प्रतिशतता Percentage of Trained Teachers	State/Union Territory
	पुरुष Men	स्त्रियां Women	योग Total		
1	26	27	28	29	1
आन्ध्र प्रदेश	29596	13266	42862	97.29	Andhra Pradesh
अरुणाचल प्रदे।	1047	228	1275	38.66	Arunachal Pradesh
असम	29216	6916	36132	25.00	Assam
बिहार	75035	16135	91170	94.58	Bihar
गोवा	433	537	970	94.00	Goa
गुजरात	71200	56000	127200	100.00	Gujarat
हरियाणा	7125	4352	11477	99.77	Haryana
हिमाचल प्रदेश	4836	1198	6034	98.00	Himachal Pradesh
जम्मू और कश्मीर	11387	5944	17031	81.00	Jammu & Kashmir
कर्नाटक	54214	32299	86513	93.00	Karnataka
केरल	20656	30330	50986	92.00	Kerala
मध्य प्रदेश	59945	17756	77701	N.A.	Madhya Pradesh
महाराष्ट्र	90200	51200	141400	94.58	Maharashtra
मणिपुर	3320	830	4150	51.00	Manipur
मेघालय	1872	1101	2973	33.00	Meghalaya
मिजोरम	2269	545	2814	53.87	Mizoram
नागालैंड	2592	675	3267	51.30	Nagaland
उड़ीसा	31304	4443	35747	80.00	Orissa
पंजाब	5503	4085	9588	98.00	Punjab
राजस्थान	53400	16693	70093	92.52	Rajasthan
सिक्किम	1100	459	1559	36.80	Sikkim
तमिलनाडु	33998	32093	66091	100.00	Tamil Nadu
त्रिपुरा	2993	872	3865	40.78	Tripura
उत्तर प्रदेश	72095	17758	89853	94.00	Uttar Pradesh
पश्चिम बंगाल	17895	6847	24742	63.77	West Bengal
अ. और नि. दीप समूह	369	295	664	90.00	A. & N. Islands
चण्डीगढ़	59	461	520	100.00	Chandigarh
दादरा व नागर हवेली	162	193	355	93.24	Dadra & Nagar Haveli
दमन व दीव	132	53	185	100.00	Daman & Diu
दिल्ली	1987	3082	5069	98.00	Delhi
लक्षद्वीप	66	50	116	96.00	Lakshadweep
पांडिचेरी	1045	715	1760	96.00	Pondicherry
भारत	687051	327111	1014162	90.10	INDIA

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले—जारी
TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS—contd.

(घ) मिडिल/सिनियर बेसिक स्कूल
(d) Middle/Senior Basic School

राज्य/संघ शासित क्षेत्र	दाखिले Enrolment			शिक्षक छात्र अनुपात Teacher Pupil Ratio	State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total		
1	30	31	32	33	1
आन्ध्र प्रदेश	1137599	758097	1895696	44	Andhra Pradesh
अरुणाचल प्रदेश	18662	12129	30791	24	Arunachal Pradesh
असम	613211	517965	1131176	31	Assam
बिहार	2607027	1154717	3761744	41	Bihar
गोवा	11078	9874	20952	22	Goa
गुजरात	2976000	2226000	5202000	41	Gujarat
हरियाणा	252471	177741	430212	37	Haryana
हिमाचल प्रदेश	64171	42879	107050	18	Himachal Pradesh
जम्मू और कश्मीर	258392	138610	397002	23	Jammu & Kashmir
कर्नाटक	1068164	771321	1839485	21	Kanataka
केरल	831024	777667	1608691	32	Kerala
मध्य प्रदेश	1531216	600828	2132044	27	Madhya Pradesh
महाराष्ट्र	2935000	2370000	5305000	38	Maharashtra
मणिपुर	40150	28450	68600	17	Manipur
मेघालय	25512	24681	50193	17	Meghalaya
मिजोरम	16016	15233	31249	11	Mizoram
नागालैण्ड	37584	34610	72194	22	Nagaland
उड़ीसा	536000	296000	832000	23	Orissa
पंजाब	98318	72015	170333	18	Punjab
राजस्थान	1520446	528409	2048855	29	Rajasthan
सिक्किम	12782	9892	22674	15	Sikkim
तमिलनाडु	1669062	1348353	3017415	46	Tamil Nadu
त्रिपुरा	54251	42307	96558	25	Tripura
उत्तर प्रदेश	2092194	666591	2758785	31	Uttar Pradesh
पश्चिम बंगाल	582505	428814	1011319	41	West Bengal
अण्डमान और निकोबार द्वीप समूह	7498	6410	13908	21	A. & N. Islands
चण्डीगढ़	5971	4497	10468	20	Chandigarh
दादरा व नागर हवेली	6773	4570	11343	32	Dadra & Nagar Haveli
दमन व दीव	4045	3336	7381	40	Daman & Diu
दिल्ली	68726	49370	118096	23	Delhi
लक्षद्वीप	1167	1575	2742	24	Lakshadweep
पांडिचेरी	27043	22147	49190	28	Pondicherry
भारत	21110058	13145088	34255146	33	INDIA

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले—जारी

TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS—contd.

(ङ) प्राथमिक/जूनियर बेसिक स्कूल

(e) Primary/Junior Basic Schools

राज्य/संघ शासित क्षेत्र	शिक्षकों की संख्या Number of Teachers			प्रशिक्षित शिक्षकों की संख्या Percentage of Trained Teachers	State/Union Territory
	पुरुष Men	स्त्रियां Girls	योग Total		
1	34	35	36	37	1
आन्ध्र प्रदेश	7102	26521	97543	96.71	Andhra Pradesh
अरुणाचल प्रदेश	1559	327	1886	41.03	Arunachal Pradesh
असम	49733	17101	66834	61.00	Assam
बिहार	93393	18567	111960	93.97	Bihar
गोवा	1187	1668	2855	92.00	Goa
गुजरात	17200	9900	27100	100.00	Gujarat
हरियाणा	8892	6351	15243	99.99	Haryana
हिमाचल प्रदेश	10774	5934	16708	97.00	Himachal Pradesh
जम्मू और कश्मीर	7835	5369	13204	82.00	Jammu & Kashmir
कर्नाटक	29325	10904	40229	90.00	Karnataka
केरल	20061	31228	51289	96.00	Kerala
मध्य प्रदेश	128892	35880	164772	N.A.	Madhya Pradesh
महाराष्ट्र	71000	43100	114100	92.60	Maharashtra
मणिपुर	7470	1750	9220	67.00	Manipur
मेघालय	4236	2471	6707	42.00	Meghalaya
मिजोरम	2101	1763	3864	50.85	Mizoram
नागालैण्ड	4673	1800	6473	88.00	Nagaland
उड़ीसा	63997	12024	76021	91.00	Orissa
पंजाब	21801	24971	46772	99.00	Punjab
राजस्थान	49099	16184	65283	86.45	Rajasthan
सिक्किम	1539	563	2102	48.46	Sikkim
तमिलनाडु	71852	45493	117345	100.00	Tamil Nadu
त्रिपुरा	6027	1686	7713	38.56	Tripura
उत्तर प्रदेश	221100	50313	271413	97.00	Uttar Pradesh
पश्चिम बंगाल	143942	40336	184278	60.12	West Bengal
अण्डमान और निकोबार द्वीप समूह	422	248	670	97.00	A. & N. Islands
चण्डीगढ़	25	367	392	100.00	Chandigarh
दादरा व नागर हवेली	112	48	160	92.05	Dadra & Nagar Haveli
दमन व दीव	137	140	277	90.00	Daman & Diu
दिल्ली	80460	11790	92250	100.00	Delhi
लक्षद्वीप	149	67	216	98.00	Lakshadweep
पांडिचेरी	1131	675	1806	90.00	Pondicherry
भारत	1191146	425539	1616685	88.41	INDIA

सारणी 7—संस्थावार शिक्षकों की संख्या एवं दाखिले—समाप्त

TABLE VII—NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS—concld.

(ङ) प्राथमिक/जूनियर बेसिक स्कूल
(e) Primary/Junior Basic School

राज्य/संघ शासित क्षेत्र	दाखिले Enrolment			शिक्षक छात्र अनुपात Teacher Pupil Ratio	State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total		
1	38	39	40	41	1
आंध्र प्रदेश	3155513	2320023	5475536	56	Andhra Pradesh
अरुणाचल प्रदेश	33909	21699	55608	29	Arunachal Pradesh
असम	1459369	1187634	2647003	48	Assam
बिहार	3729866	1846979	5576845	50	Bihar
गोवा	36826	34046	70872	25	Goa
गुजरात	651000	418000	1069000	39	Gujarat
हरियाणा	377529	312022	689551	45	Haryana
हिमाचल प्रदेश	351793	301817	653610	39	Himachal Pradesh
जम्मू और कश्मीर	233027	164115	397142	30	Jammu & Kashmir
कर्नाटक	2426453	2022630	4449083	111	Karnataka
केरल	864636	826824	1691460	33	Kerala
मध्य प्रदेश	4556081	2808252	7364333	45	Madhya Pradesh
महाराष्ट्र	2387000	2042000	4429000	39	Maharashtra
मणिपुर	98700	78400	177100	19	Manipur
मेघालय	110625	103327	213952	32	Meghalaya
मिजोरम	52179	48157	100336	26	Mizoram
नागालैण्ड	80290	74050	154340	24	Nagaland
उड़ीसा	1992000	1444000	3436000	45	Orissa
पंजाब	1002025	850724	1852749	40	Punjab
राजस्थान	2111613	826014	2937627	45	Rajasthan
सिक्किम	15997	12789	28786	14	Sikkim
तमिलनाडु	2857622	2413093	5270715	45	Tamil Nadu
त्रिपुरा	129117	103062	232179	30	Tripura
उत्तर प्रदेश	8242698	4053971	12296669	45	Uttar Pradesh
पश्चिम बंगाल	4175890	3220864	7396754	40	West Bengal
अण्डमान और निकोबार द्वीप समूह	7455	6594	14049	21	A. & N. Islands
चण्डीगढ़	5819	4771	10590	27	Chandigarh
दादरा व नागर हवेली	3994	2557	6551	41	Dadra & Nagar Haveli
दमन व दीप	5705	5178	10883	39	Daman & Diu
दिल्ली	375800	317360	693160	8	Delhi
लक्षद्वीप	2782	2285	5067	23	Lakshadweep
पांडिचेरी	26909	24643	51552	29	Pondicherry
भारत	41560222	27897880	69458102	42	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां

TABLE VIII—SCHEDULED CASTES /SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES

पी .एच. डी./डी. एस. सी./डी. फिल
Ph. D./D.Sc./D. Phill.

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित कुल छात्रों की संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	47	13	60	7	3	10	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	—	—	—	—	—	—	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	—	—	—	—	—	—	Goa
गुजरात	8	1	9	5	—	5	Gujarat
हरियाणा	15	1	16	—	—	—	Haryana
हिमाचल प्रदेश	15	6	21	9	1	10	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	N.A	N.A.	N.A.	NA.	NA.	N.A.	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	12	3	15	2	—	2	Madhya Pradesh
महाराष्ट्र	110	30	140	10	5	15	Maharashtra
मणिपुर	—	—	—	12	4	16	Manipur
मेघालय	—	—	—	28	11	39	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैण्ड	—	—	—	—	—	—	Nagaland
उड़ीसा	10	2	12	15	3	18	Orissa
पंजाब	4	3	7	—	—	—	Punjab
राजस्थान	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	49	21	70	—	—	—	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	278	32	310	6	1	7	Uttar Pradesh
पश्चिम बंगाल	26	16	42	4	—	4	West Bengal
अण्डमान और निकोबार द्वीप समूह	—	—	—	1	—	1	A. & N. Islands
चण्डीगढ़	—	—	—	—	—	—	Chandigarh
दादरा और नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	90	20	110	25	18	43	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	—	—	—	—	—	—	Pondicherry
भारत	664	148	812	124	46	170	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING A VARIOUS COLLEGE AND SCHOOL STAGES—contd.

एम. ए.
M.A.

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित छात्रों की कुल संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	1584	423	2007	216	30	246	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	99	4	103	Arunachal Pradesh
असम	103	49	152	140	60	200	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	—	1	1	—	—	—	Goa
गुजरात	450	150	680	250	250	500	Gujarat
हरियाणा	252	44	296	—	—	—	Haryana
हिमाचल प्रदेश	30	6	36	23	3	26	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	1216	322	1538	853	176	1029	Madhya Pradesh
महाराष्ट्र	1850	500	2350	200	100	300	Maharashtra
मणिपुर	5	2	7	106	14	120	Manipur
मेघालय	5	—	5	255	167	422	Meghalaya
मिजोरम	—	—	—	72	28	100	Mizoram
नागालैंड	—	—	—	4	8	12	Nagaland
उड़ीसा	283	62	345	129	33	162	Orissa
पंजाब	773	244	1017	—	—	—	Punjab
राजस्थान	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	979	352	1331	26	12	38	Tamil Nadu
त्रिपुरा	14	4	18	5	2	7	Tripura
उत्तर प्रदेश	8590	712	9302	319	153	472	Uttar Pradesh
पश्चिम बंगाल	230	120	350	15	4	19	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	84	31	115	47	10	57	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	250	136	386	70	35	105	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	2	1	3	—	—	—	Pondicherry
भारत	16700	3159	19859	2829	1089	3918	INDIA.

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

एम. एस. सी.
M.Sc.

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित छात्रों की कुल संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	373	122	495	46	6	52	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	49	20	69	33	20	50	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	—	—	—	—	—	—	Goa
गुजरात	25	10	35	25	5	30	Gujarat
हरियाणा	11	5	16	—	—	—	Haryana
हिमाचल प्रदेश	20	4	24	6	—	6	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	183	83	266	92	40	132	Madhya Pradesh
महाराष्ट्र	375	100	475	40	20	60	Maharashtra
मणिपुर	1	4	5	7	—	7	Manipur
मेघालय	3	—	3	25	22	47	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैंड	—	—	—	7	—	7	Nagaland
उड़ीसा	85	32	117	25	4	29	Orissa
पंजाब	18	6	24	—	—	—	Punjab
राजस्थान	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	568	205	773	25	19	44	Tamil Nadu
त्रिपुरा	1	3	4	1	1	2	Tripura
उत्तर प्रदेश	623	88	711	25	8	33	Uttar Pradesh
पश्चिम बंगाल	29	12	41	8	3	11	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	—	—	A.&N. Islands
चण्डीगढ़	18	5	23	5	2	7	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	25	6	31	2	1	3	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	1	—	1	—	—	—	Pondicherry
भारत	2408	705	3113	372	151	523	INDIA

सारणी 8--विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियों/अनुसूचित जनजातियों--जारी

TABLE VIII--SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES--contd.

एम. काम.
M. Com.

राज्य/संघ शासित क्षेत्र	इनमें संबंधित छात्रों की कुल संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	372	50	422	62	3	65	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	48	2	50	20	5	25	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	—	—	—	—	—	—	Goa
गुजरात	400	50	450	100	20	120	Gujarat
हरियाणा	7	—	7	—	—	—	Haryana
हिमाचल प्रदेश	8	2	10	7	—	7	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	493	22	515	261	18	279	Madhya Pradesh
महाराष्ट्र	1900	250	2150	250	25	275	Maharashtra.
मणिपुर	—	—	—	2	—	2	Manipur
मेघालय	—	—	—	9	2	11	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैण्ड	—	—	—	5	—	5	Nagaland
उड़ीसा	5	—	5	6	—	6	Orissa
पंजाब	5	—	5	—	—	—	Punjab
राजस्थान	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	370	49	419	6	3	9	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	575	37	612	32	—	32	Uttar Pradesh
पश्चिम बंगाल	25	8	33	2	1	3	West Bengal
अ० और नि० द्वीप	—	—	—	7	1	8	A.&N. Islands
चण्डीगढ़	4	1	5	3	—	3	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व द्वीप	—	—	—	—	—	—	Daman & Diu
दिल्ली	54	3	57	7	1	—	Delhi
लक्षद्वीप	—	—	—	—	—	8	Lakshadweep
पांडिचेरी	14	4	18	—	—	—	Pondicherry
भारत	4280	478	4758	779	79	858	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—Contd.

बी. ए./बी. ए. (आनर्स)
B.A./B.A. (Hons.)

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित छात्रों की कुल संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	8115	2799	10914	969	179	1148	Andhra Pradesh
अरूणाचल प्रदेश	—	—	—	730	107	837	Arunachal Pradesh
असम	1932	994	2926	2789	1051	3840	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	6	11	17	—	—	—	Goa
गुजरात	4600	2000	6600	3600	2000	5600	Gujarat
हरियाणा	2141	197	2338	—	—	—	Haryana
हिमाचल प्रदेश	775	150	925	358	54	412	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	16766	4576	21342	3805	765	4570	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	7793	1521	9314	5994	1261	7255	Madhya Pradesh
महाराष्ट्र	10100	3500	13600	1700	600	2300	Maharashtra
मणिपुर	120	60	180	1180	510	1690	Manipur
मेघालय	90	58	148	1537	1255	2792	Meghalaya
मिजोरम	—	—	—	928	489	1417	Mizoram
नागालैण्ड	—	—	—	900	482	1382	Nagaland
उड़ीसा	1941	293	2234	1368	287	1655	Orissa
पंजाब	4913	1887	6800	—	—	—	Punjab
राजस्थान	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	7	6	13	71	29	100	Sikkim
तमिलनाडु	6367	3183	9550	72	75	147	Tamil Nadu
त्रिपुरा	342	242	584	116	51	167	Tripura
उत्तर प्रदेश	32944	2539	35483	504	276	780	Uttar Pradesh
पश्चिम बंगाल	5501	4827	10328	340	222	562	West Bengal
अ० और नि० द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	163	64	227	50	14	64	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व द्वीप	—	—	—	6	3	9	Daman & Diu
दिल्ली	2600	1750	4350	130	125	255	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	72	36	108	—	—	—	Pondicherry
भारत	107288	30693	137981	27147	9835	36982	INDIA

सारणी 8--विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां--जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

बी. एससी./बी. एससी. (आनर्स)
B.Sc./B.Sc.(Hons.)

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित छात्रों की कुल संख्या Numbers of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	3837	1255	5092	511	89	600	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	69	8	77	Arunachal Pradesh
असम	648	107	755	467	100	567	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	1	—	1	—	—	—	Goa
गुजरात	250	75	325	150	50	200	Gujarat
हरियाणा	104	37	141	—	—	—	Haryana
हिमाचल प्रदेश	136	25	161	73	6	79	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	*	*	*	*	*	*	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	1611	378	1989	887	188	1075	Madhya Pradesh
महाराष्ट्र	3200	900	4100	400	150	550	Maharashtra
मणिपुर	20	18	38	140	40	180	Manipur
मेघालय	22	18	40	341	185	526	Meghalaya
मिजोरम	—	—	—	53	38	91	Mizoram
नागालैंड	—	—	—	122	39	161	Nagaland
उड़ीसा	428	75	503	442	45	487	Orissa
पंजाब	272	69	341	—	—	—	Punjab
राजस्थाद	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	3	—	3	22	6	28	Sikkim
तमिलनाडु	7515	3303	10818	129	75	204	Tamil Nadu
त्रिपुरा	53	25	78	22	7	29	Tripura
उत्तर प्रदेश	4633	262	4895	125	37	162	Uttar Pradesh
पश्चिम बंगाल	3893	3345	7238	119	43	162	West Bengal
अण्डमान और निकोबार द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	84	7	91	24	—	24	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व द्वीप	—	—	—	—	—	—	Daman & Diu
दिल्ली	298	90	388	8	12	20	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	64	24	88	—	—	—	Pondicherry
भारत	27072	10013	37085	4104	1118	5222	INDIA

*Included in B.A. (Incl. Hons.)

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

बी. काम./बी. काम (आनर्स)
B.Com./B. Com. (Hons.)

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित छात्रों की कुल संख्या Number of Students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आंध्र प्रदेश	4450	909	5359	596	106	702	Andhra Pradesh
अरूणाचल प्रदेश	—	—	—	22	—	22	Arunachal Pradesh
असम	347	25	372	321	27	348	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	15	5	20	—	—	—	Goa
गुजरात	4000	1200	5200	3200	1500	4700	Gujarat
हरियाणा	213	11	224	—	—	—	Haryana
हिमाचल प्रदेश	38	2	40	17	1	18	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	*	*	*	*	*	*	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	2530	146	2676	1405	43	1448	Madhya Pradesh
महाराष्ट्र	11500	2300	13800	2100	300	2400	Maharashtra
मणिपुर	3	—	3	16	4	20	Manipur
मेघालय	11	6	17	275	52	327	Meghalaya
मिजोरम	—	—	—	83	24	107	Mizoram
नागालैण्ड	—	—	—	60	8	68	Nagaland
उड़ीसा	301	23	324	267	49	316	Orissa
पंजाब	194	25	219	—	—	—	Punjab
राजस्थान	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	1	2	3	6	1	7	Sikkim
तमिलनाडु	2972	994	3966	64	30	94	Tamil Nadu
त्रिपुरा	168	14	182	59	2	61	Tripura
उत्तर प्रदेश	2653	21	2674	70	2	72	Uttar Pradesh
पश्चिम बंगाल	5898	84	5982	227	15	242	West Bengal
अ० और नि० द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	2	2	4	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	1	—	1	—	—	—	Daman & Diu
दिल्ली	1450	240	1690	40	10	50	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडचेरी	35	20	55	—	—	—	Pondicherry
भारत	36782	6029	42811	8828	2174	11002	INDIA

*Included in B.A. (Including Hons.)

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

बी. ई./बी. एस. सी. (इन्जी.)/बी. आर्क
B.E./B.S.c. (Eng.)/B. Arch.

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित कुल छात्रों की संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	1476	61	1537	331	10	341	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	132	7	139	173	14	187	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	2	1	3	13	—	13	Goa
गुजरात	450	5	455	200	—	200	Gujarat
हरियाणा	193	—	193	—	—	—	Haryana
हिमाचल प्रदेश	—	—	—	—	—	—	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	1940	160	2100	455	45	500	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	244	8	252	72	3	75	Madhya Pradesh
महाराष्ट्र	1900	75	1975	500	25	525	Maharashtra
मणिपुर	—	—	—	—	—	—	Manipur
मेघालय	—	—	—	—	—	—	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैण्ड	—	—	—	—	—	—	Nagaland
उड़ीसा	212	3	215	270	5	275	Orissa
पंजाब	230	—	230	1	—	1	Punjab
राजस्थान	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	1814	273	2087	99	9	108	Tamil Nadu
त्रिपुरा	56	1	57	60	—	60	Tripura
उत्तर प्रदेश	830	4	834	62	—	62	Uttar Pradesh
पश्चिम बंगाल	320	10	330	48	5	53	West Bengal
अ० और नि० द्वीप समूह	—	—	—	—	—	—	A.& N. Islands
चण्डीगढ़	180	10	190	33	—	33	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व द्वीप	—	—	—	—	—	—	Daman & Diu
दिल्ली	410	12	422	99	3	102	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	46	10	56	—	—	—	Pondicherry
भारत	10435	640	11075	2416	119	2535	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

बी. एड./बी. टी.
B. Ed./B.T.

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित कुल छात्रों की संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Trbies			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	704	217	921	274	89	363	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	130	15	145	61	11	72	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	—	—	—	—	—	—	Goa
गुजरात	275	110	385	175	125	300	Gujarat
हरियाणा	141	39	180	—	—	—	Haryana
हिमाचल प्रदेश	6	—	6	—	—	—	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N .A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	328	56	384	95	37	132	Madhya Pradesh
महाराष्ट्र	900	300	1200	125	50	175	Maharashtra
मणिपुर	—	—	—	—	—	—	Manipur
मेघालय	—	—	—	72	77	149	Meghalaya
मिजोरम	—	—	—	95	22	117	Mizoram
नागालैण्ड	—	—	—	51	30	81	Nagaland
उड़ीसा	150	70	220	190	45	235	Orissa
पंजाब	208	162	370	—	—	—	Punjab
राजस्थान	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	297	161	458	18	2	20	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	1252	252	1504	20	16	36	Uttar Pradesh
पश्चिम बंगाल	327	14	341	18	10	28	West Bengal
अ० और नि० द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	27	26	53	8	7	15	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व द्वीप	—	—	—	—	—	—	Daman & Diu
दिल्ली	15	52	67	6	4	10	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	—	—	—	—	—	—	Pondicherry
भारत	4760	1474	6234	1208	525	1733	INDIA

सारणी 8--विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित/जातियां अनुसूचित जनजातियां--जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—Contd.

एम. बी. बी. एस.
M.B.B.S.

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित छात्रों की कुल संख्या Number of students belonging to						State /Union Territory
	अनुसूचित जातियां Scheduled Caste			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	765	358	1123	165	59	224	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	79	27	106	175	50	225	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	6	2	8	—	—	—	Goa
गुजरात	350	110	460	250	50	300	Gujarat
हरियाणा	98	21	119	—	—	—	Haryana
हिमाचल प्रदेश	38	8	46	19	2	21	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	94	44	138	22	7	29	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	346	89	435	215	82	297	Madhya Pradesh
महाराष्ट्र	900	400	1300	350	100	450	Maharashtra
मणिपुर	20	3	23	140	40	180	Manipur
मेघालय	—	—	—	—	—	—	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैंड	—	—	—	—	—	—	Nagaland
उड़ीसा	73	22	95	64	18	82	Orissa
पंजाब	388	130	518	4	1	5	Punjab
राजस्थान	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	697	441	1138	34	18	52	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	153	19	172	38	1	39	Uttar Pradesh
पश्चिम बंगाल	562	29	591	15	13	28	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	—	—	—	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	248	218	466	28	60	88	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	99	33	132	—	—	—	Pondicherry
	4916	1954	6870	1519	501	2020	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES /SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

इण्टरमीडिएट/जूनियर कालेज
Intermediate/Junior Colleges

इनमें सम्बन्धित छात्रों की कुल संख्या
Number of Students belonging to

राज्य/संघ शासित क्षेत्र	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आंध्र प्रदेश	29506	9645	39151	4640	820	5460	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	4	2	6	6	—	6	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	—	—	—	—	—	—	Goa
गुजरात	—	—	—	—	—	—	Gujarat
हरियाणा	—	—	—	—	—	—	Haryana
हिमाचल प्रदेश	21	—	21	2	—	2	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	—	—	Jammu & Kashmir
कर्नाटक	2240	553	2793	323	108	431	Karnataka
केरल	—	—	—	—	—	—	Kerala
मध्य प्रदेश	—	—	—	—	—	—	Madhya Pradesh
महाराष्ट्र	—	—	—	—	—	—	Maharashtra
मणिपुर	30	20	50	120	90	210	Manipur
मेघालय	—	—	—	—	—	—	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैंड	—	—	—	256	114	370	Nagaland
उड़ीसा	4187	515	4702	2950	587	3537	Orissa
पंजाब	—	—	—	—	—	—	Punjab
राजस्थान	—	—	—	—	—	—	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	—	—	—	—	—	—	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	100835	22150	122985	119	734	853	Uttar Pradesh
पश्चिम बंगाल	6010	4613	10623	1130	580	1710	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	225	165	390	44	18	62	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	—	—	—	—	—	—	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	32	23	55	—	—	—	Pondicherry
भारत	143090	37686	180776	9590	3051	12641	INDIA

सारणी 8--विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां--जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOLS STAGES—contd.

पूर्व-स्नातक/पूर्व विश्वविद्यालय (दो वर्षीय)
Pre-Degree/Pre-Uni. (Two Year Course)

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित छात्रों की कुल संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	—	—	—	—	—	—	Andhra Pradesh
अरूणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	—	—	—	—	—	—	Assam
बिहार	—	—	—	—	—	—	Bihar
गोवा	—	—	—	—	—	—	Goa
गुजरात	—	—	—	—	—	—	Gujarat
हरियाणा	5998	478	6476	—	—	—	Haryana
हिमाचल प्रदेश	—	—	—	—	—	—	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	—	—	Jammu & Kashmir
कर्नाटक	—	—	—	—	—	—	Karnataka
केरल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Kerala
मध्य प्रदेश	—	—	—	—	—	—	Madhya Pradesh
महाराष्ट्र	—	—	—	—	—	—	Maharashtra
मणिपुर	270	160	430	2170	1160	3330	Manipur
मेघालय	270	120	390	4070	3880	7950	Meghalaya
मिजोरम	—	—	—	1396	1137	2533	Mizoram
नागालैण्ड	—	—	—	2731	1361	4092	Nagaland
उड़ीसा	—	—	—	—	—	—	Orissa
पंजाब	6780	2498	9278	—	—	—	Punjab
राजस्थान	—	—	—	—	—	—	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाड	—	—	—	—	—	—	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	—	—	—	—	—	—	Uttar Pradesh
पश्चिम बंगाल	—	—	—	—	—	—	West Bengal
अ. और निकोबार द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	—	—	—	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	—	—	—	—	—	—	Delhi
लक्षदीव	—	—	—	302	98	400	Lakshadweep
पांडेचेरी	1	—	1	—	—	—	Pondicherry
भारत	13319	3256	16575	10669	7636	18305	INDIA

सारणी 8--विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां--जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

पूर्व विश्वविद्यालय (एक वर्षीय पाठ्यक्रम)
Pre-University (One year Course)

इनमें सम्बन्धित कुल छात्रों की संख्या
Number of students belonging to

अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			State/Union Territory
लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	—	—	—	—	—	—	Andhra Pradesh
अरूणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	—	—	—	—	—	—	Assam
बिहार	—	—	—	—	—	—	Bihar
गोवा	—	—	—	—	—	—	Goa
गुजरात	—	—	—	—	—	—	Gujarat
हरियाणा	—	—	—	—	—	—	Haryana
हिमाचल प्रदेश	467	94	561	268	33	301	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	—	—	—	—	—	—	Karnataka
केरल	—	—	—	—	—	—	Kerala
मध्य प्रदेश,	—	—	—	—	—	—	Madhya Pradesh
महाराष्ट्र	—	—	—	—	—	—	Maharashtra
मणिपुर	—	—	—	—	—	—	Manipur
मेघालय	—	—	—	—	—	—	Meghalaya
मिज़ोरम	—	—	—	—	—	—	Mizoram
नागालैण्ड	—	—	—	—	—	—	Nagaland
उडीसा	—	—	—	—	—	—	Orissa
पंजाब	—	—	—	—	—	—	Punjab
राजस्थान	—	—	—	—	—	—	Rajasthna
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	—	—	—	—	—	—	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	180	72	252	14	6	20	Uttar Pradesh
पश्चिम बंगाल	—	—	—	—	—	—	West Bengal
अ. और निकोबार द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	—	—	—	—	—	—	Chandigarh
दादरा और नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	—	—	—	—	—	—	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचरी	—	—	—	—	—	—	Pondicherry
भारत	647	166	813	282	39	321	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी
TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

उच्चतर माध्यमिक (नई 10+2 पद्धति 11—12 कक्षाएं)
Hr. Secondary (10+2 Patt.)-XI-XII Classes

इनमें सम्बन्धित छात्रों की कुल संख्या
Number of students belonging to

राज्य/संघ शासित क्षेत्र	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	49	17	66	13	2	15	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	1548	627	2175	Arunachal Pradesh
असम	8908	3953	12861	10946	4533	15479	Assam
बिहार	832	204	1036	417	105	522	Bihar
गोवा	40	28	68	—	—	—	Goa
गुजरात	17200	6600	23800	16000	6100	22100	Gujarat
हरियाणा	2673	356	3029	—	—	—	Haryana
हिमाचल प्रदेश	800	160	960	/	140	310	Himachal Pradesh
जम्मू और कश्मीर	970	330	1300	—	—	—	Jammu & Kashmir
कर्नाटक	11211	3593	14804	1899	869	2768	Karnataka
केरल	14	9	23	1	—	1	Kerala
मध्य प्रदेश	39468	7979	47447	35833	6920	42753	Madhya Pradesh
महाराष्ट्र	53000	17000	70000	14000	3600	17600	Maharashtra
मणिपुर	30	20	50	180	70	250	Manipur
मेघालय	—	—	—	—	—	—	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैंड	—	—	—	—	—	—	Nagaland
उड़ीसा	—	—	—	—	—	—	Orissa
पंजाब	13335	5026	18361	—	—	—	Punjab
राजस्थान	—	—	—	—	—	—	Rajasthan
सिक्किम	28	9	37	170	73	243	Sikkim
तमिलनाडु	37651	15656	53307	947	685	1632	Tamil Nadu
त्रिपुरा	1573	618	2191	942	271	1213	Tripura
उत्तर प्रदेश	—	—	—	—	—	—	Uttar Pradesh
पश्चिम बंगाल	24732	9065	33797	4244	2355	6599	West Bengal
अ. और नि. द्वीप समूह	—	—	—	75	33	108	A. & N. Islands
चण्डीगढ़	60	45	105	—	—	—	Chandigarh
दादरा व नागर हवेली	15	8	23	186	44	230	Dadra & Nagar Haveli
दमन व दीव	15	1	16	16	1	17	Daman & Diu
दिल्ली	7245	3360	10605	66	68	134	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	363	163	526	—	—	—	Pondicherry
भारत	220212	74200	294412	87653	26496	114149	INDIA

*Decrease due to the Switch over from Hr. Sec (old Patt.) to 10+2 stage

सारणी 8--विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां--जारी
TABLE VIII--SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES--contd.

उच्चतर माध्यमिक (पुरानी पद्धति)
Hr. Secondary (Old Pattern)

इनमें सम्बन्धित छात्रों की कुल संख्या
Number of Students belonging to

राज्य/संघ शासित क्षेत्र	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	—	—	—	—	—	—	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	—	—	—	—	—	—	Assam
बिहार	—	—	—	—	—	—	Bihar
गोवा	—	—	—	—	—	—	Goa
गुजरात	—	—	—	—	—	—	Gujarat
हरियाणा	—	—	—	—	—	—	Haryana
हिमाचल प्रदेश	—	—	—	—	—	—	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	—	—	Jammu & Kashmir
कर्नाटक	—	—	—	—	—	—	Karnataka
केरल	—	—	—	—	—	—	Kerala
मध्य प्रदेश	—	—	—	—	—	—	Madhya Pradesh
महाराष्ट्र	—	—	—	—	—	—	Maharashtra
मणिपुर	—	—	—	—	—	—	Manipur
मेघालय	—	—	—	—	—	—	Meghalaya
मिजोरम	—	—	—	—	—	—	Mizoram
नागालैंड	—	—	—	—	—	—	Nagaland
उड़ीसा	—	—	—	—	—	—	Orissa
पंजाब	—	—	—	—	—	—	Punjab
राजस्थान	12441	619	13060	7395	223	7618	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	—	—	—	—	—	—	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	—	—	—	—	—	—	Uttar Pradesh
पश्चिम बंगाल	—	—	—	—	—	—	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	—	—	—	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	—	—	—	—	—	—	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	—	—	—	—	—	—	Pondicherry
भारत	12441	619	13060	7395	223	7618	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी
TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

हाई स्कूल—कक्षाएं 9-10
High School—Classes IX-X

इनमें सम्बन्धित छात्रों की कुल संख्या
Number of Students belonging to

राज्य/संघ शासित क्षेत्र	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	78845	37437	116282	16463	5324	21787	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	4768	1819	6587	Arunachal Pradesh
असम	32678	19950	52628	4385	1921	6306	Assam
बिहार	51254	6521	57775	35992	12114	48105	Bihar
गोवा	211	121	332	20	5	25	Goa
गुजरात	40700	18000	58700	37300	17200	54500	Gujarat
हरियाणा	20697	4890	25587	—	—	—	Haryana
हिमाचल प्रदेश	11000	5000	16000	1960	710	2670	Himachal Pradesh
जम्मू और कश्मीर	5600	1820	7420	—	—	—	Jammu & Kashmir
कर्नाटक	55297	22932	78229	11615	5020	16635	Karnataka
केरल	39296	41900	81196	2398	2262	4660	Kerala
मध्य प्रदेश	49139	9768	58907	35780	6678	42458	Madhya Pradesh
महाराष्ट्र	146500	63500	210000	45900	16900	62800	Maharashtra
मणिपुर	340	230	570	6050	3470	9520	Manipur
मेघालय	538	282	820	20627	17545	38172	Meghalaya
मिजोरम	—	—	—	5975	5440	11415	Mizoram
नागालैंड	—	150	150	7413	5516	12929	Nagaland
उड़ीसा	40134	10947	51081	27132	9648	36780	Orissa
पंजाब	29319	15546	44865	—	—	—	Punjab
राजस्थान	54938	3813	58751	34698	1939	36637	Rajasthan
सिक्किम	99	54	153	517	366	883	Sikkim
तमिलनाडु	102027	55150	157177	2799	1946	4745	Tamil Nadu
त्रिपुरा	3503	1952	5455	4986	2104	7090	Tripura
उत्तर प्रदेश	251061	21522	272583	5372	732	6104	Uttar Pradesh
पश्चिम बंगाल	93728	38410	132138	15527	7896	23423	West Bengal
अ. और नि. द्वीप समूह	—	—	—	452	304	756	A & N Islands
चण्डीगढ़	714	547	1261	—	—	—	Chandigarh
दादरा व नागर हवेली	73	45	118	472	213	685	Dadra & Nagar Haveli
दमन व दीव	141	67	208	202	87	289	Daman & Diu
दिल्ली	21400	9650	31050	120	70	190	Delhi
लक्षद्वीप	—	—	—	660	420	1080	Lakshadweep
पांडिचेरी	1471	748	2219	—	—	—	Pondicherry
भारत	1130703	390952	1521655	329583	127649	457232	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

माध्यमिक स्तर—कक्षाएं 6—8

Middle stage—Classes VI—VIII

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित छात्रों की कुल संख्या Number of Students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	199078	111158	310236	47841	19233	67074	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	9568	5695	15263	Arunachal Pradesh
असम	63820	48171	111991	89070	66784	155854	Assam
बिहार	136473	31186	167659	86060	30944	117004	Bihar
गोवा	643	453	1096	85	38	123	Goa
गुजरात	89400	55000	144400	81800	45800	127600	Gujarat
हरियाणा	71872	26382	98254	—	—	—	Haryana
हिमाचल प्रदेश	38000	25000	63000	6500	3200	9700	Himachal Pradesh
जम्मु और कश्मीर	14600	7800	22400	—	—	—	Jammu & Kashmir
कर्नाटक	122145	64594	186739	27549	16146	43695	Karnataka
केरल	96923	93206	190129	7054	6426	13480	Kerala
मध्य प्रदेश	210804	54248	265052	201621	52116	253737	Madhya Pradesh
महाराष्ट्र	292000	167000	459000	121833	56547	178380	Maharashtra
मणिपुर	670	510	1180	12050	8210	20260	Manipur
मेघालय	508	357	865	29826	28069	57895	Meghalaya
मजोरम	—	—	—	16016	15233	31249	Mizoram
नागालैण्ड	—	—	—	18101	14918	33019	Nagaland
उड़ीसा	81072	31248	112320	83409	34651	118060	Orissa
पंजाब	105516	62822	168338	—	—	—	Punjab
राजस्थान	146475	15912	162387	91445	8299	99744	Rajasthan
सिक्किम	379	313	692	1882	1711	3593	Sikkim
तमिलनाडु	306381	199241	505622	8435	5325	13760	Tamil Nadu
त्रिपुरा	10163	6534	16697	14491	8143	22634	Tripura
उत्तर प्रदेश	339685	75519	415204	5193	1565	6758	Uttar Pradesh
पश्चिम बंगाल	164279	82698	246977	42894	14608	57502	West Bengal
अ. और नि. द्वीप समूह	—	—	—	859	663	1522	A & N Islands
चण्डीगढ़	2305	1496	3801	—	—	—	Chandigarh
दादरा व नागर हवेली	112	89	201	1846	920	2766	Dadra & Nagar Haveli
दमन व दीव	154	132	286	462	343	805	Daman & Diu
दिल्ली	45300	28793	74093	185	118	303	Delhi
लक्षद्वीप	3	1	4	1661	1158	2819	Lakshadweep
पाडिचेरी	3799	2809	6608	—	—	—	Pondicherry
भारत	2542559	1192672	3735231	1007736	446863	1454599	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

प्राथमिक स्तर—कक्षा 1—5

Primary Stage—Classes I—V

राज्य संघ शासित क्षेत्र	इनमें सम्बन्धित कुल छात्रों की संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	825111	604202	1429313	278542	167481	446023	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	41001	27692	68693	Arunachal Pradesh
असम	188949	136627	325576	235513	198506	434019	Assam
बिहार	708142	248637	956779	446191	216170	662361	Bihar
गोवा	1845	1550	3395	198	119	317	Goa
गुजरात	269200	201000	470200	453000	311000	764000	Gujarat
हरियाणा	196316	149378	345694	—	—	—	Haryana
हिमाचल प्रदेश	90200	70800	161000	15400	10100	25500	Himachal Pradesh
जम्मू और कश्मीर	35300	23000	58300	—	—	—	Jammu & Kashmir
कर्नाटक	436686	322999	759685	104551	78199	182750	Karnataka
केरल	198107	183699	381806	20024	18107	38131	Kerala
मध्य प्रदेश	630507	382117	1012624	1030383	440925	1471308	Madhya Pradesh
महाराष्ट्र	822000	617000	1439000	506988	345347	852335	Maharashtra
मणिपुर	2710	2210	4920	48850	39760	88610	Manipur
मेघालय	1221	1239	2460	103935	98418	202353	Meghalaya
मिजोरम	—	—	—	52179	48157	100336	Mizoram
नागालैंड	—	—	—	72807	67203	140010	Nagaland
उड़ीसा	341726	212840	554566	480645	222361	703006	Orissa
पंजाब	371100	286529	657629	—	—	—	Punjab
राजस्थान	497987	149993	647980	357483	102296	459779	Rajasthan
सिक्किम	2022	1708	3730	7363	6077	13440	Sikkim
तमिलनाडु	827261	671658	1498919	33377	24764	58141	Tamil Nadu
त्रिपुरा	35623	28683	64306	62384	42301	104685	Tripura
उत्तर प्रदेश	1631438	641128	2272566	20221	11865	32086	Uttar Pradesh
पश्चिम बंगाल	840269	554672	1394941	219610	134781	354391	West Bengal
अ. और नि. द्वीप समूह	—	—	—	1996	1690	3686	A & N Islands
चण्डीगढ़	5770	4526	10296	—	—	—	Chandigarh
दादरा व नागर हवेली	185	150	335	7651	4878	12529	Dadar & Nagar Haveli
दमन व दीव	201	205	406	913	839	1752	Daman & Diu
दिल्ली	114200	87450	201650	278	250	528	Delhi
लक्षद्वीप	6	4	10	4330	3823	8153	Lakshadweep
पांडिचेरी	8831	9215	18046	—	—	—	Pondicherry
भारत	9082913	5593219	14676132	4605813	2623109	7228922	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

पूर्व प्राथमिक/पूर्व बेसिक स्तर

Pre-Primary/Pre-Basic Stage

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित कुल छात्रों की संख्या Number of students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आंध्र प्रदेश	874	613	1487	131	99	230	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	4241	3344	7585	Arunachal Pradesh
असम	1165	793	1958	1411	895	2306	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Goa
गुजरात	7300	5600	12900	4800	3500	8300	Gujarat
हरियाणा	226	178	404	—	—	—	Haryana
हिमाचल प्रदेश	300	250	550	38	35	73	Himachal Pradesh
जम्मू और कश्मीर	710	340	1050	—	—	—	Jammu & Kashmir
कर्नाटक	26532	21397	47929	5236	4893	10129	Karnataka
केरल	1020	934	1954	165	155	320	Kerala
मध्य प्रदेश	3798	2381	6179	2435	1389	38 24	Madhya Pradesh
महाराष्ट्र	5100	4400	9500	1800	1550	3350	Maharashtra
मणिपुर	—	—	—	—	—	—	Manipur
मेघालय	340	408	748	21091	22278	43369	Meghalaya
मिजोरम	—	—	—	1604	1466	3070	Mizoram
नागालैण्ड	—	—	—	—	—	—	Nagaland
उड़ीसा	—	—	—	—	—	—	Orissa
पंजाब	84	66	150	—	—	—	Punjab
राजस्थान	6317	4143	10460	993	899	1892	Rajasthan
सिक्किम	557	513	1070	1726	1537	3263	Sikkim
तमिलनाडु	78	37	115	17	9	26	Tamil Nadu
त्रिपुरा	17194	17713	34907	27602	26194	53796	Tripura
उत्तर प्रदेश	661	288	949	—	—	—	Uttar Pradesh
पश्चिम बंगाल	—	—	—	—	—	—	West Bengal
अ. और निकोबार द्वीप समूह	—	—	—	44	58	102	A. & N. Islands
चंडीगढ़	508	366	874	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	13	2	15	4	9	13	Daman & Diu
दिल्ली	4230	4150	8380	24	30	54	Delhi
लक्षद्वीप	—	—	—	624	545	1269	Lakshadweep
पांडिचेरी	343	270	613	—	—	—	Pondicherry
भारत	77350	64842	142192	73986	68985	142971	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

शिक्षक प्रशिक्षण स्कूल
Teacher Training School

इनमें सम्बन्धित कुल छात्रों की संख्या
Number of students belonging to

राज्य/संघ शासित क्षेत्र	अनुसूचित जातियां Scheduled Castes			अनुसूचित जनजातियां Scheduled Tribes			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	338	281	619	393	92	485	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	188	40	228	86	30	116	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	7	8	15	0	1	1	Goa
गुजरात	900	650	1550	950	900	1850	Gujarat
हरियाणा	—	—	—	—	—	—	Haryana
हिमाचल प्रदेश	135	53	188	85	33	118	Himachal Pradesh
जम्मू और कश्मीर	N.A.	N.A.	N.A.	—	—	—	Jammu & Kashmir
कर्नाटक	495	471	966	122	160	282	Karnataka
केरल	263	470	733	37	62	99	Kerala
मध्य प्रदेश	882	108	990	1048	201	1249	Madhya Pradesh
महाराष्ट्र	10	10	20	—	—	—	Maharashtra
मणिपुर	—	—	—	—	—	—	Manipur
मेघालय	8	3	11	301	277	578	Meghalaya
मिजोरम	—	—	—	296	137	433	Mizoram
नागालैण्ड	—	—	—	58	28	86	Nagaland
उड़ीसा	12	3	15	13	4	17	Orissa
पंजाब	33	238	271	—	—	—	Punjab
राजस्थान	1563	212	1775	811	80	891	Rajasthan
सिक्किम	1	1	2	6	4	10	Sikkim
तमिलनाडु	75	140	215	—	10	10	Tamil Nadu
त्रिपुरा	—	—	—	—	—	—	Tripura
उत्तर प्रदेश	398	211	609	21	11	32	Uttar Pradesh
पश्चिम बंगाल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	West Bengal
अ. और नि. द्वीप समूह	—	—	—	15	14	29	A. & N. Islands
चंडीगढ़	—	—	—	—	—	—	Chandigarh
दादरा और नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	8	95	103	—	2	2	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	—	—	—	—	—	—	Pondicherry
भारत	5316	2994	8310	4242	2046	6288	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—जारी

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—contd.

प्राद्योगिक संस्थान
Polytechnic Institutes

इनमें सम्बन्धित छात्रों की कुल संख्या
Number of students belonging to

राज्य/संघ शासित क्षेत्र	अनुसूचित जनजातियां Scheduled Caste			अनुसूचित जातियां Scheduled Tribes			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आंध्र प्रदेश	2705	386	3091	741	27	768	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	203	32	235	232	7	239	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	17	6	23	1	1	2	Goa
गुजरात	700	75	775	1000	50	1050	Gujarat
हरियाणा	709	47	756	—	—	—	Haryana
हिमाचल प्रदेश	118	9	127	37	3	40	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	—	—	Jammu & Kashmir
कर्नाटक	2652	343	2995	464	59	523	Karnataka
केरल	500	210	710	60	20	80	Kerala
मध्य प्रदेश	422	3	425	218	2	220	Madhya Pradesh
महाराष्ट्र	2791	135	2926	1187	10	1197	Maharashtra
मणिपुर	10	2	12	38	2	40	Manipur
मेघालय	12	—	12	92	9	101	Meghala
मिजोरम	—	—	—	164	26	190	Mizora
नागालैण्ड	792	0	792	230	10	240	Nagaland
उड़ीसा	10	28	38	10	25	35	Orissa
पंजाब	792	56	848	—	—	—	Punjab
राजस्थान	377	3	380	292	—	292	Rajasthan
सिक्किम	—	—	—	—	—	—	Sikkim
तमिलनाडु	7387	825	8212	197	45	242	Tamil Nadu
त्रिपुरा	24	—	24	29	—	29	Tripura
उत्तर प्रदेश	—	—	—	—	—	—	Uttar Pradesh
पश्चिम बंगाल	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	West Bengal
अ. और निको. द्वीप समूह	—	—	—	6	—	6	A. & N. Islands
चण्डीगढ़	106	69	175	13	7	20	Chandigarh
दादरा और नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	285	172	457	25	7	32	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	63	3	66	—	—	—	Pondicherry
भारत	20675	2404	23079	5036	310	5346	INDIA

सारणी 8—विभिन्न कालेज व स्कूल स्तरों में पढ़ रही अनुसूचित जातियां/अनुसूचित जनजातियां—समाप्त

TABLE VIII—SCHEDULED CASTES/SCHEDULED TRIBES STUDYING AT VARIOUS COLLEGE AND SCHOOL STAGES—concld.

तकनीकी व औद्योगिकी आर्टस एवं क्राफ्ट्स स्कूल
Technical Industrial, Arts and Craft Schools

राज्य/संघ शासित क्षेत्र	इनमें सम्बन्धित छात्रों की कुल संख्या Number of Students belonging to						State/Union Territory
	अनुसूचित जातियां Scheduled Castes			अनुसूचित जन जातियां Scheduled Tribes			
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3		5	6	7	1
आन्ध्र प्रदेश	1160	900	2060	855	427	1282	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	144	64	208	209	52	261	Assam
बिहार	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Bihar
गोवा	16	3	19	1	—	1	Goa
गुजरात	5500	3000	8500	5000	1500	6500	Gujarat
हरियाणा	2602	331	2933	—	—	—	Haryana
हिमाचल प्रदेश	956	264	1220	113	35	148	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	—	—	Jammu & Kashmir
कर्नाटक	119	—	119	27	2	29	Karnataka
केरल	1965	1085	3050	195	70	265	Kerala
मध्य प्रदेश	1219	69	1288	1710	65	1775	Madhya Pradesh
महाराष्ट्र	—	—	—	—	—	—	Maharashtra
मणिपुर	18	2	20	230	20	250	Manipur
मेघालय	11	5	16	41	21	62	Meghalaya
मिजोरम	—	—	—	75	22	97	Mizoram
नागालैण्ड	—	—	—	145	119	264	Nagaland
उड़ीसा	268	2	270	142	3	145	Orissa
पंजाब	3046	772	3818	—	—	—	Punjab
राजस्थान	1221	103	1324	728	38	766	Rajasthan
सिक्किम	2	—	2	19	0	19	Sikkim
तमिलनाडु	2203	357	2560	110	28	138	Tamil Nadu
त्रिपुरा	51	10	61	74	6	80	Tripura
उत्तर प्रदेश	780	30	810	62	5	67	Uttar Pradesh
पश्चिम बंगाल	220	301	521	31	2	33	West Bengal
अ. और नि० द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चंडीगढ़	—	—	—	—	—	—	Chandigarh
दादरा व नागर हवेली	—	—	—	—	—	—	Dadra & Nagar Haveli
दमन व दीव	3	—	3	7	2	9	Daman & Diu
दिल्ली	1360	305	1665	23	6	29	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	18	—	18	—	—	—	Pondicherry
भारत	22882	7603	30485	9797	2423	12220	INDIA

सारणी 9 (i)—अनुसूचित जाति के छात्रों का दाखिला अनुपात

TABLE IX(1)—ENROLMENT RATIO OF STUDENTS BELONGING TO SCHEDULED CASTES

राज्य/संघ शासित क्षेत्र	कक्षाएं 1—5 (6—11 वर्ष) Classes I—V (6—11 years)			कक्षाएं 6—8 (11—14 वर्ष) Class VI—VIII (11—14 Years)			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	160.32	119.59	140.14	65.08	36.73	50.98	Andhra Pradesh
अरुणाचल प्रदेश	—	—	—	—	—	—	Arunachal Pradesh
असम	193.20	148.81	171.71	112.96	91.61	102.67	Assam
बिहार	95.66	34.43	65.42	31.73	7.43	19.72	Bihar
गोवा	130.41	111.11	120.83	74.71	54.29	64.66	Goa
गुजरात	161.83	125.95	144.26	92.35	59.92	76.56	Gujarat
हरियाणा	105.90	83.17	94.72	67.19	27.49	48.41	Haryana
हिमाचल प्रदेश	124.57	99.64	112.23	90.21	61.06	75.84	Himachal Pradesh
जम्मू और कश्मीर	97.72	67.49	83.05	69.61	39.65	55.11	Jammu & Kashmir
कर्नाटक	111.26	84.89	98.28	54.65	29.27	42.04	Karnataka
केरल	128.86	123.31	126.13	108.58	106.33	107.46	Kerala
मध्य प्रदेश	117.30	75.51	97.03	69.42	18.57	44.48	Madhya Pradesh
महाराष्ट्र	277.20	219.35	249.04	166.30	100.15	134.08	Maharashtra
मणिपुर	198.05	165.62	182.04	94.62	74.00	84.45	Manipur
मेघालय	299.18	301.06	300.12	231.69	159.77	195.39	Meghalaya
मिज़ोरम	—	—	—	—	—	—	Mizoram
नागालैंड	—	—	—	—	—	—	Nagaland
उड़ीसा	131.47	84.02	108.05	53.02	20.46	36.75	Orissa
पंजाब	122.78	105.11	114.40	60.04	40.40	50.82	Punjab
राजस्थान	103.23	33.07	69.23	55.51	6.45	31.80	Rajasthan
सिक्किम	129.60	111.55	120.66	43.27	38.27	40.86	Sikkim
तमिलनाडु	155.79	131.85	144.07	99.79	67.00	83.66	Tamil Nadu
त्रिपुरा	166.75	139.00	153.12	81.76	54.56	68.41	Tripura
उत्तर प्रदेश	88.97	39.22	65.52	32.63	8.22	21.18	Uttar Pradesh
पश्चिम बंगाल	105.78	70.99	88.52	35.68	18.20	27.00	West Bengal
अ. और नि. द्वीप समूह	—	—	—	—	—	—	A. & N. Islands
चण्डीगढ़	109.83	97.90	104.24	75.47	57.72	67.32	Chandigarh
दादरा व नागर हवेली	88.12	77.86	83.21	96.48	80.07	88.45	Dadra & Nagar Haveli
दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	128.05	113.95	121.53	85.56	65.11	76.26	Delhi
लक्षद्वीप	—	—	—	—	—	—	Lakshadweep
पांडिचेरी	146.79	156.50	151.60	103.68	77.00	90.37	Pondicherry
भारत	118.25	76.86	98.11	57.88	28.73	43.72	INDIA

सारणी 9 (ii)—अनुसूचित जनजाति के छात्रों का दाखिला-अनुपात

TABLE IX (ii)—ENROLMENT RATIO OF STUDENTS BELONGING TO SCHEDULED TRIBES

राज्य/संघ शासित क्षेत्र	कक्षाएं 1—5 (6—11 वर्ष) Class I—V (6—11 Years)			कक्षाएं 6—8 (11—14 वर्ष) Classes VI—VIII (11—14 Years)			State/Union Territory
	लड़के Boys	लड़कियां Girls	योग Total	लड़के Boys	लड़कियां Girls	योग Total	
1	2	3	4	5	6	7	8
आन्ध्र प्रदेश	135.71	83.13	109.66	39.21	15.94	27.64	Andhra Pradesh
अरुणाचल प्रदेश	117.41	80.26	98.95	49.82	31.12	40.70	Arunachal Pradesh
असम	114.76	103.04	109.08	75.13	60.53	68.09	Assam
बिहार	105.24	52.26	79.08	34.94	12.87	24.03	Bihar
गोवा	32.61	19.87	26.28	23.01	10.61	16.91	Goa
गुजरात	136.93	97.99	117.86	42.48	25.09	34.02	Gujarat
हरियाणा	—	—	—	—	—	—	Hary ana
हिमाचल प्रदेश	113.83	76.08	95.13	82.59	41.83	62.50	Himachal Pradesh
जम्मू और कश्मीर	—	—	—	—	—	—	Jammu & Kashmir
कर्नाटक	81.76	63.08	72.56	37.83	22.45	30.19	Karnataka
केरल	126.71	118.25	122.54	76.87	71.32	74.12	Kerala
मध्य प्रदेश	117.67	53.48	86.54	40.76	10.95	26.14	Madhya Pradesh
महाराष्ट्र	132.83	95.39	114.60	53.91	26.35	40.48	Maharashtra
मणिपुर	165.31	137.98	151.82	78.80	55.16	67.14	Manipur
मेघालय	120.08	112.76	116.41	64.14	59.23	61.66	Meghalaya
मिजोरम	146.43	141.06	143.80	75.10	74.37	74.74	Mizoram
नागालैंड	138.24	132.68	135.51	57.46	49.75	53.70	Nagaland
उड़ीसा	120.85	57.37	89.52	35.65	14.83	25.25	Orissa
पंजाब	—	—	—	—	—	—	Punjab
राजस्थान	105.60	32.14	70.00	49.39	4.79	27.84	Rajasthan
सिक्किम	117.98	99.22	108.69	53.72	52.30	53.04	Sikkim
तमिलनाड	107.80	83.37	95.84	47.11	30.71	39.04	Tamil Nadu
त्रिपुरा	155.62	109.24	132.83	62.13	36.24	49.42	Tripura
उत्तर प्रदेश	111.11	73.13	93.21	50.26	17.16	34.74	Uttar Pradesh
पश्चिम बंगाल	107.98	67.37	87.84	36.39	12.56	24.55	West Bengal
अ. और नि. द्वीप समूह	90.84	74.84	82.73	73.71	62.06	68.14	A.&N. Islands
चण्डीगढ़	—	—	—	—	—	—	Chandigarh
दादरा व नागर हवेली	114.83	79.78	98.05	50.10	26.08	38.35	Dadra & Nagar Haveli
गोवा दमन व दीव	—	—	—	—	—	—	Daman & Diu
दिल्ली	—	—	—	—	—	—	Delhi
लक्षद्वीप	172.79	142.38	157.06	123.72	86.26	104.99	Lakshadweep
पांडिचेरी	—	—	—	—	—	—	Pondicherry
भारत	121.71	73.16	98.09	46.56	21.85	34.55	INDIA

सारणी 10—शिक्षा पर बजट व्यय (राजस्व लेखा)—शिक्षा तथा अन्य विभाग (1986-87)

TABLE X—BUDGETED EXPENDITURE (REVENUE ACCOUNT) ON EDUCATION AND OTHER DEPARTMENT (1986-87)



राज्य/संघ शासित क्षेत्र	बजट व्यय (राजस्व) (करोड़ रुपयों में)			प्रक्षिप्त जनसंख्या (1-3-87) के अनुसार	प्रति व्यक्ति बजट (व्यय) (रुपयों में)	शिक्षा पर व्यय का कुल बजट व्यय (राजस्व) से प्रतिशत	State/Union Territory
	Budgeted Expenditure (Revenue Account)			Projected popu-lation (As on 1-3-87)	Per capita* Budgeted Expendi-ture (in Rs.)	Percentage of Budgeted Expendi-ture on Edu-cation to total Budget (Revenue Account)	
	Plan	Non-Plan (Rs. in crores)	Total				
1	2	3	4	5	6	7	1
आन्ध्र प्रदेश	116.69	678.07	794.76	5,99,213	132.63	24.5	Andhra Pradesh
असम	67.42	217.84	285.26	228,211	125.00	25.9	Assam
बिहार	62.33	437.59	499.92	7,93,186	63.03	25.4	Bihar
गुजरात	112.47	476.15	588.62	3,84,280	153.17	25.4	Gujarat
हरियाणा	33.34	162.37	195.71	1,51,974	128.78	21.6	Haryana
हिमाचल प्रदेश	13.05	89.18	102.23	47,873	213.54	20.6	Himachal Pradesh
जम्मू और कश्मीर	24.30	95.60	119.90	68,456	175.15	19.1	Jammu & Kashmir
कर्नाटक	32.48	490.61	523.09	4,21,705	124.04	23.0	Karnataka
केरल	36.71	474.34	511.05	2,83,309	180.39	33.6	Kerala
मध्य प्रदेश	50.07	468.69	518.76	5,93,884	87.35	20.3	Madhya Pradesh
महाराष्ट्र	70.18	895.57	965.75	7,11,217	135.79	21.2	Maharashtra
मणिपुर	6.40	34.06	40.46	16,489	245.38	25.8	Manipur
मेघालय	3.83	21.83	25.66	15,749	162.93	15.7	Meghalaya
नागालैंड	4.23	27.34	31.57	9,822	321.42	13.8	Nagaland
उड़ीसा	41.56	217.76	259.32	2,93,590	88.33	21.1	Orissa
पंजाब	19.66	264.49	284.15	1,88,717	150.57	24.7	Punjab
राजस्थान	38.61	375.93	414.54	4,01,846	103.16	26.4	Rajsathan
सिक्किम	6.05	7.79	13.84	3,932	351.98	17.6	Sikkim
तमिलनाडु	119.52	531.41	650.93	5,34,124	121.87	26.6	Tamil Nadu
त्रिपुरा	11.85	34.84	46.69	23,803	196.15	19.4	Tripura
उत्तर प्रदेश	117.86	794.98	912.84	12,54,801	72.75	22.1	Uttar Pradesh
पश्चिम बंगाल	107.68	585.67	693.35	6,13,770	112.97	26.2	West Bengal
अ. और नि. द्वीप समूह	1.21	7.92	9.13	2,489	366.81	12.9	A & N Islands
अरुणाचल प्रदेश	6.58	14.29	20.87	7,466	279.53	13.8	Arunachal Pradesh
चण्डीगढ़	1.21	8.84	10.05	6,182	162.57	25.7	Chandigarh
दादरा व नागर हवेली	0.59	1.28	1.87	1,208	154.80	18.7	Dadra & Nagar Haveli
दिल्ली	32.82	125.87	158.69	79,095	200.63	33.4	Delhi
गोवा, दमन व दीव	5.47	28.95	34.42	12,538	274.53	21.7	Goa, Daman & Diu
लक्षद्वीप	0.59	2.06	2.65	440	602.27	12.7	Lakshadweep
मिज़ोरम	4.86	14.35	19.21	6,221	308.79	14.9	Mizoram
पांडिचेरी	4.93	13.94	18.87	6,923	272.57	20.8	Pondicherry
भारत	1154.55	7599.61	8754.16	77,62,513	112.77	23.8	INDIA

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शैक्षिक सांख्यिकी में अध्ययन क्र० I—1989
STUDIES IN EDUCATIONAL STATISTICS NO. I—1989

चुने हुए शैक्षिक आंकड़े
SELECTED EDUCATIONAL STATISTICS
1987-88

सत्यमेव जयते

(30 सितम्बर, 1987 तक)
(*As on* 30 *September*, 1987)

मानव संसाधन विकास मंत्रालय
(शिक्षा विभाग)
आयोजन, अनुश्रवण तथा सांख्यिकी प्रभाग
भारत सरकार
नई दिल्ली
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ABSTRACT OF SELECTED EDUCATIONAL STATISTICS

2001-2002

(AS ON 30th September, 2001)



Planning, Monitoring & Statistics Division
Department of Secondary & Higher Education
Ministry of Human Resource Development
Government of India
New Delhi
2003

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INDIA

EDUCATIONAL PROFILE

Elementary Education

YEAR	No. of Primary Schools	No. of Upper Primary Schools	No. of teachers		Enrolment**		Enrolment in classes		TOTAL Enrolment I-VIII
			Primary Schools	Upper Primary Schools	Primary Schools	Upper Primary Schools	I-V	VI-VIII	
1	2	3	4	5	6	7	8	9	10
1990-91	560935	151456	1616020	1072911	69646850	39635975	97375300	34025987	131401287
1996-97	603646	180293	1755907	1200480	75617748	44362931	108288142	38153808	146441950
1997-98	619222	185961	1823039	1236877	77393731	45671638	110326943	39484943	149811886
1998-99*	626737	190166	1903539	1277904	80255700	47233268	110985877	40353358	151339235
1999-2000*	641695	198004	1919340	1297805	82392929	49325995	113612541	42065198	155677739
2000-01*	638738	206269	1896791	1326652	81026064	49840785	113826978	42810005	156636983
2001-02*	664041	219626	1928075	1467920	83020693	50480718	113883060	44828235	158711295

Secondary Education

YEAR	No. of Schools		No. of teachers		Enrolment**		Enrolment in classes		TOTAL Enrolment IX-XII
	Secondary	Hr. Sec./Inter.	Secondary	Hr. Sec./Inter.	Secondary	Hr. Sec./Inter.	IX-X	XI-XII	
1	2	3	4	5	6	7	8	9	10
1990-91	60594	19209	808885	525860	25064067	16731034	14364985	4692414	19057399
1996-97	74339	28902	932809	680029	28611258	22711192	16950880	7037012	23987892
1997-98	76663	30477	935959	708373	28895323	24068890	17760947	7629104	25390051
1998-99*	79648	32790	1016914	730964	28784251	24744248	18451855	9315594	27767449
1999-2000*	82273	34547	970640	749790	28727703	25607403	18581500	9632957	28214457
2000-01*	87675	38372	1005845	755798	31005916	26225610	18992698	9851291	28843989
2001-02*	91435	42057	1018795	758700	33396375	26943892	20053986	10453229	30507215

** Including enrolment of attached pre-primary classes.

Higher Education

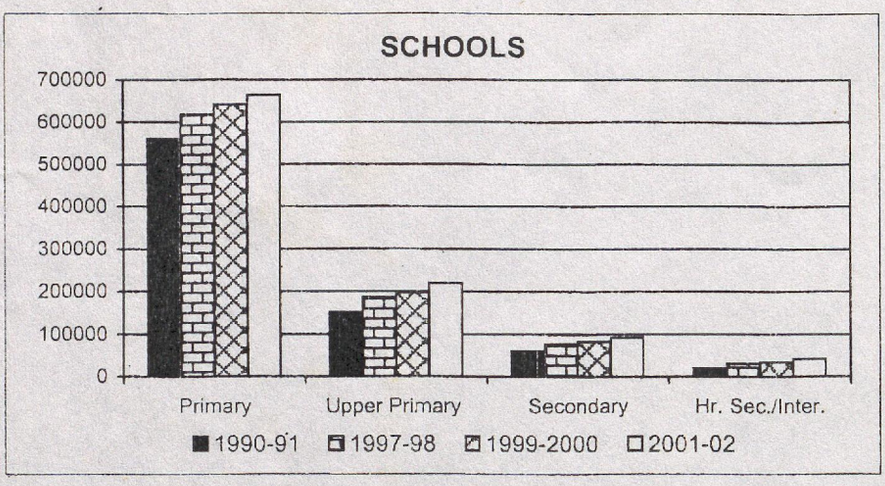
YEAR	No. of Institutions							Total Higher Education Institutes (col. 4 to 8)	Total Enrolment in Higher Education	Number of Teachers
	Universities/ Deemed Universities/Institutions of National Importance	Research Institutions	Arts, Science & Commerce Colleges	Engg., Tech., & Arch. Colleges	Medical Colleges(Allop/Ayur/Homeo/ Unani/Nurs./ Pharm. Etc.	Teacher Training Colleges	Others			
1	2	3	4	5	6	7	8	9	10	11
1986-87	159	47	4135	258	367	442	780	5982	5982709	271882
1996-97*	228	65	6759	418	655	697	1411	9940	6842598	354430
1997-98*	229	65	7199	458	769	848	1404	10678	7260418	370352
1998-99*	237	71	7494	540	755	818	1790	11397	7705520	386620
1999-2000*	244	71	7782	635	685	804	1959	11865	8050607	397721
2000-01*	254	77	7926	680	709	834	2657	12806	8399443	411628
2001-02*	272	79	8737	838	725	846	2004	13150	8821095	426797

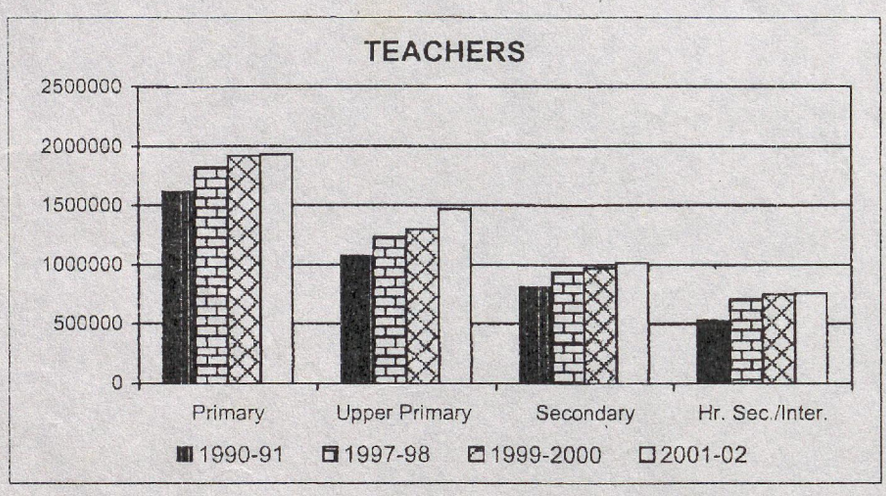
Note: In Uttranchal and Jharkhand states the details of institutions are not available so the total institutions are shown in others col. 9 for the year 2000-01 & 2001-02

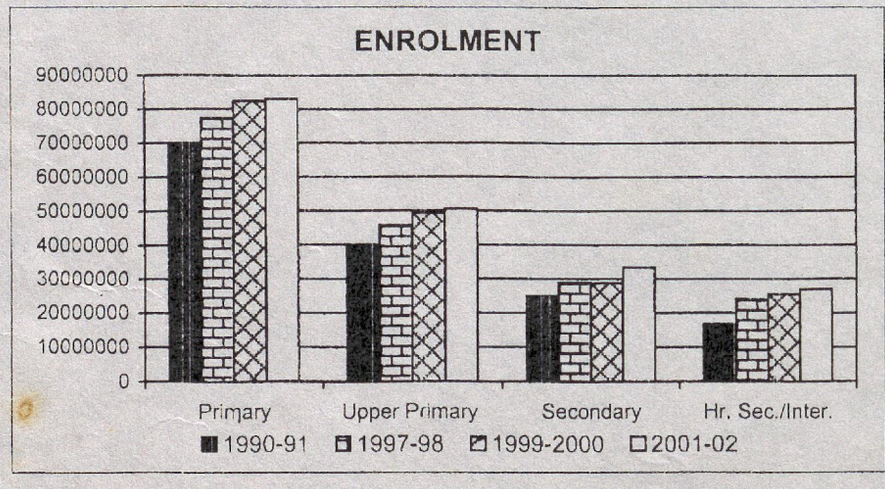
* Provisional

EDUCATION IN INDIA

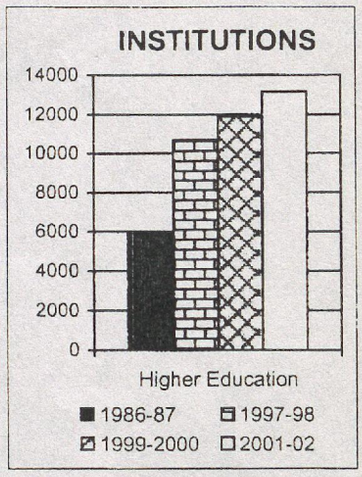
SCHOOL EDUCATION

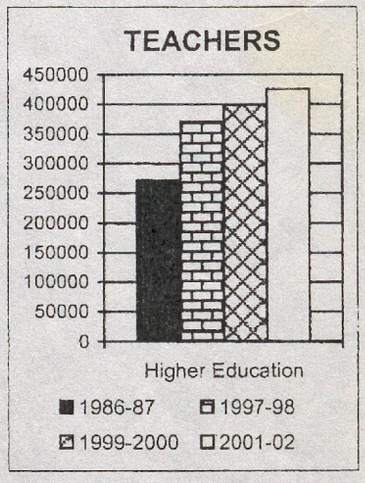


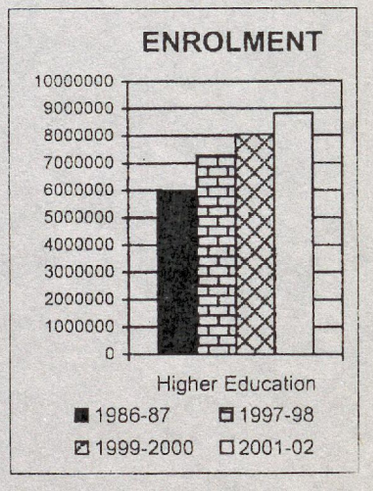




HIGHER EDUCATION







GOVT. EXPENDITURE ON EDUCATION IN INDIA

(In crore)

Year	Total expenditure on education (Trg. & Rev) by education and other Deptts.	Total expenditure on all sectors (Rev)	GDP at current prices(at factor cost) base year 1993-94	% of Education Expenditure to all sectors' Expenditure	% of Edu. Exp. to GDP
1	2	3	4	5	6
1951-52	64.46	814.13	10080	7.92	0.64
1955-56	118.39	1111.26	10332	10.65	1.15
1960-61	239.56	1997.93	16220	11.99	1.48
1965-66	432.61	4404.82	25586	9.82	1.69
1970-71	892.36	8787.12	42222	10.16	2.11
1975-76	1849.47	17958.99	75709	10.30	2.44
1980-81	3884.2	36398.39	130178	10.67	2.98
1985-86	8713.02	67091.41	249547	12.99	3.49
1990-91	19615.85	146711.53	510954	13.37	3.84
1991-92	22393.69	170370.38	589086	13.14	3.80
1992-93	25030.3	190327.45	673221	13.15	3.72
1993-94	28279.69	218535.15	781345	12.94	3.62
1994-95	Rev 32606.22	251691.92	917058	12.95	3.56
1995-96	Rev 38178.09	286194.55	1073271	13.34	3.56
1996-97	Rev 43896.48	329389.92	1243546	13.33	3.53
1997-98	Rev. 48552.14	370838.48	changed as per ESO 1390148	13.09	3.49
1998-99	Rev. 61578.91	439768.11	—»— 1598127	14.00	3.85
1999-2000	cf. ESO 01 Rev. 74816.09	512519.33	—»— 1761932	14.60	4.25
2000-2001*	82,024.18	82486.43	572160.14	—»— 1917724	14.42	(4.30) → 4.23
2001-2002**	83,079.85	84179.46	639048.06	—»— 2094013	13.17	(4.02) → 3.97

* *Provisional estimates of GDP*

** *quick estimates of GDP* , *Revised estimates of expenditure in col. 2&3*

Source: 1.National Accounts statistics published by C.S.O

2. MHRD publication titled 'Analysis of Budgeted Expenditure on Education'

	% to Total Exp.	% GDP
1989-90	13.64%	3.93%

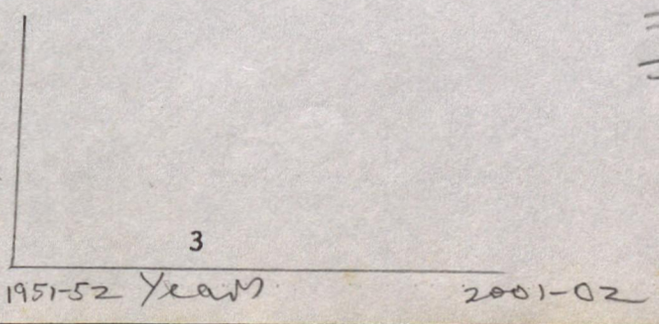
1999-00 : 1.2% increase in exp. by other depts.

2% of Total Rev. Exp. on Ed. = 74816 × .012

= 898 cr.

= 0.05% GDP

NPA-GDP



ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	INSTITUTIONS					
		University	Deemed University	Institutions of National Importance	Research Institutions	Arts, Science & Commerce Colleges	Engg., Tech., & Arch., Colleges
1	2	3	4	5	6	7	8
1	Andhra Pradesh	18	4	0	5	1080	164
2	Arunachal Pradesh	1	0	0	0	7	1
3	Assam	5	0	1	0	298	3
4	Bihar	11	1	0	11	742	9
5	Chattisgarh	4	0	0	0	213	2
6	Goa	1	0	0	0	22	3
7	Gujarat	10	2	0	16	422	29
8	Haryana	4	1	0	0	154	28
9	Himachal Pradesh	3	0	0	3	65	2
10	Jammu & Kashmir	4	0	0	0	73	4
11	Jharkhand	4	2	0	0		
12	Karnataka	13	3	1	1	916	112
13	Kerala	7	0	0	1	186	43
14	Madhya Pradesh	14	2	0	0	513	30
15	Maharashtra	19	9	1	19	1208	167
16	Manipur	2	0	0	0	50	0
17	Meghalaya	1	0	0	0	46	0
18	Mizoram	1	0	0	0	30	0
19	Nagaland	1	0	0	0	34	0
20	Orissa	8	0	0	0	567	19
21	Punjab	5	1	1	0	205	15
22	Rajasthan	9	4	0	0	267	7
23	Sikkim	1	0	0	0	2	1
24	Tamil Nadu	15	8	2	1	426	96
25	Tripura	1	0	0	0	14	1
26	Uttar Pradesh	19	8	1	10	758	34
27	Uttaranchal	6	0	0			
28	West Bengal	14	1	2	11	354	43
29	A&N Islands	0	0	0	0	2	0
30	Chandigarh	1	0	1	0	12	2
31	D&N Haveli	0	0	0	0	0	0
32	Daman & Diu	0	0	0	0	1	0
33	Delhi	5	6	2	1	59	18
34	Lakshadweep	0	0	0	0	0	0
35	Pondicherry	1	0	0	0	11	5
	INDIA	**208**	**52**	**12**	**79**	**8737**	**838**

Note: Data in respect of higher education of Jharkhand state are included in for col. 7 to 12 & Faculity wise institutions in respect of Uttaranchal are available, the total institutions are shown in total in Col. 12

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	INSTITUTIONS						
		Medical Colleges (Allo/ Ayur/ Homeo/ Unani/ Nurs./ Pharm. etc.	Teacher Training Colleges	Others (Includes Law, Management, MCA/IT, Agriculture etc.)	Total Higher Education Institutions (col.7 to 11)	Teacher Training Schools	Polytech. Institutes	Technical /Industrial/Arts & Craft Schools
1	2	9	10	11	12	13	14	15
1	Andhra Pradesh	29	87	93	1453	25	103	563
2	Arunachal Pradesh	0	0	0	8	0	1	2
3	Assam	7	32	27	367	1	8	32
4	Bihar	23	15	63	852	50	15	23
5	Chattisgarh	2	1	32	250	4		
6	Goa	9	2	7	43	1	4	14
7	Gujarat	41	51	107	650	78	47	260
8	Haryana	8	20	35	245	29	40	67
9	Himachal Pradesh	7	2	24	100	12	6	41
10	Jammu & Kashmir	6	8	34	125	14	12	37
11	Jharkhand				0	29	6	14
12	Karnataka	172	66	214	1480	134	186	117
13	Kerala	23	21	82	355	102	54	501
14	Madhya Pradesh	28	20	209	800	27	49	45
15	Maharashtra	116	242	128	1861	279	250	1901
16	Manipur	1	3	1	55	1	1	6
17	Meghalaya	0	2	0	48	7	1	3
18	Mizoram	0	1	0	31	2	2	4
19	Nagaland	0	2	0	36	1	2	3
20	Orissa	16	13	153	768	69	5	26
21	Punjab	34	23	51	328	27	19	111
22	Rajasthan	24	45	96	439	46	24	128
23	Sikkim	1	1	2	7	1	2	1
24	Tamil Nadu	97	22	184	825	82	165	157
25	Tripura	1	1	5	22	2	1	4
26	Uttar Pradesh	34	121	273	1220	56	81	118
27	Uttaranchal				78	9	0	0
28	West Bengal	19	26	46	488	58	40	100
29	A&N Islands	0	1	1	4	1	2	1
30	Chandigarh	4	3	3	24	1	2	2
31	D&N Haveli	0	0	0	0	0	1	0
32	Daman & Diu	0	1	0	2	1	1	2
33	Delhi	18	9	56	160	23	25	18
34	Lakshadweep	0	0	0	0	0	0	0
35	Pondicherry	5	5	0	26	3	5	1
	INDIA	**725**	**846**	**1926**	**13150**	**1175**	**1160**	**4302**

Note: Institutions in respect of cols. 14 & 15.of Chattisgarh are not available separately and are shown in the respective cols. Of M.P. State

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	INSTITUTIONS							
		Board of Intermediate Secondary Education	Pre-Degree Junior Colleges	Higher Sec. Schools	Pre-Degree Junior Colleges/ Higher Sec. Schools	High/Post Basic Schools	Middle/ Senior Basic Schools	Primary/ Junior Basic Schools	Pre-Primary/ Pre Basic Schools
1	2	16	17	18	19	20	21	22	23
1	Andhra Pradesh	2	2718	73	2791	11464	14472	58249	25
2	Arunachal Pradesh	0	0	71	71	120	347	1315	59
3	Assam	2	92	604	696	4136	8019	33236	199
4	Bihar	2	547	129	676	2899	9691	39299	1
5	Chattisgarh	1	0	1383	1383	1149	6358	31023	548
6	Goa	1	0	81	81	361	84	1033	0
7	Gujarat	2	0	2140	2140	4594	21205	15545	2923
8	Haryana	1	0	1436	1436	3143	1847	11208	27
9	Himachal Pradesh	1	0	708	708	1246	1768	10877	10
10	Jammu & Kashmir	1	0	275	275	1229	3728	10926	0
11	Jharkhand	2	0	109	109	1048	4187	16643	0
12	Karnataka	2	2184	0	2184	8612	27712	22404	4597
13	Kerala	1	0	1491	1491	2805	2983	6754	656
14	Madhya Pradesh	1	0	4150	4150	4321	25090	62530	1182
15	Maharashtra	1	834	3227	4061	11998	24574	45971	44672
16	Manipur	2	0	95	95	564	796	2573	1
17	Meghalaya	1	0	69	69	574	1041	5646	0
18	Mizoram	1	0	33	33	370	851	1377	0
19	Nagaland	1	0	23	23	321	479	1499	0
20	Orissa	2	800	231	1031	6282	11510	42104	373
21	Punjab	1	0	1674	1674	2227	2512	13074	2
22	Rajasthan	1	0	2312	2312	5122	16736	38342	66
23	Sikkim	0	0	33	33	77	129	501	739
24	Tamil Nadu	2	0	3608	3608	4903	5809	31488	7
25	Tripura	1	0	234	234	402	432	2095	4400
26	Uttar Pradesh	1	0	5798	5798	3275	20429	88927	43
27	Uttaranchal	1	907	0	907	686	3487	13795	0
28	West Bengal	2	0	2639	2639	6824	2384	52426	0
29	A&N Islands	0	0	48	48	44	55	208	21
30	Chandigarh	0	0	50	50	57	16	29	0
31	D&N Haveli	0	0	9	9	10	58	137	1
32	Daman & Diu	0	0	6	6	20	22	53	21
33	Delhi	3	0	1164	1164	414	680	2415	30
34	Lakshadweep	0	0	4	4	9	3	20	9
35	Pondicherry	0	1	67	68	129	132	319	236
	INDIA	**39**	**8083**	**33974**	**42057**	**91435**	**219626**	**664041**	**60848**

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	ENROLMENT								
		Higher Education			Polytechnic Institutes			Teacher Training Schools		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	24	25	26	27	28	29	30	31	32
1	Andhra Pradesh	434506	259373	693879	28137	10920	39057	2381	1464	3845
2	Arunachal Pradesh	4152	1811	5963	476	72	548	0	0	0
3	Assam	143886	80618	224504	3993	501	4494	60	61	121
4	Bihar	368859	110178	479037	2512	111	2623	1955	807	2762
5	Chattisgarh	91380	52524	143904				240	100	340
6	Goa	7967	11278	19245	1628	530	2158	8	79	87
7	Gujarat	274464	217427	491891	26417	5864	32281	5396	5978	11374
8	Haryana	142335	96882	239217	10112	1957	12069	2257	1251	3508
9	Himachal Pradesh	49461	36858	86319	1071	319	1390	743	364	1107
10	Jammu & Kashmir	29470	26133	55603	255	120	375	117	82	199
11	Jharkhand	133031	58382	191413	528	138	666	1104	547	1651
12	Karnataka	322754	214273	537027	41117	11681	52798	7553	7547	15100
13	Kerala	96015	144023	240038	18160	8124	26284	1274	5800	7074
14	Madhya Pradesh	283967	166775	450742	11953	4181	16134	1539	603	2142
15	Maharashtra	712338	448901	1161239	67574	16245	83819	12177	14569	26746
16	Manipur	15077	13014	28091	345	97	442	8	35	43
17	Meghalaya	8612	9126	17738	241	57	298	207	168	375
18	Mizoram	3360	2627	5987	203	142	345	126	87	213
19	Nagaland	5578	3957	9535	82	34	116	18	58	76
20	Orissa	223513	118248	341761	300	600	900	3700	3500	7200
21	Punjab	110094	123651	233745	6222	2615	8837	2076	3320	5396
22	Rajasthan	229968	113230	343198	9387	887	10274	1775	2042	3817
23	Sikkim	2238	1612	3850	104	18	122	26	20	46
24	Tamil Nadu	384235	313109	697344	72162	10128	82290	1935	2567	4502
25	Tripura	12206	8349	20555	232	56	288	251	8	259
26	Uttar Pradesh	666058	400437	1066495	21003	1157	22160	2422	1492	3914
27	Uttaranchal	65107	43437	108544	0	0	0	220	144	364
28	West Bengal	371262	342635	713897	4910	1140	6050	2615	1671	4286
29	A&N Islands	1845	1809	3654	260	141	401	38	80	118
30	Chandigarh	13742	17140	30882	777	459	1236	13	27	40
31	D&N Haveli	0	0	0	493	32	525	0	0	0
32	Daman & Diu	345	208	553	210	29	239	0	54	54
33	Delhi	87734	75653	163387	3101	1820	4921	165	147	312
34	Lakshadweep	0	0	0	0	0	0	0	0	0
35	Pondicherry	4722	7136	11858	1114	647	1761	139	309	448
	INDIA	**5300281**	**3520814**	**8821095**	**335079**	**80822**	**415901**	**52538**	**54981**	**107519**

Note: Enrolment in respect of Polytechnics/ Tech.,Inds., Art.& craft Schools of Chattishgarh state are included in the respective enrolment of M.P. State

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	ENROLMENT								
		Tech. Indus ,Arts & Crafts School			CLASSES -XI- XII			CLASSES -IX-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	33	34	35	36	37	38	39	40	41
1	Andhra Pradesh	38585	2357	40942	667787	421874	1089661	764853	590553	1355406
2	Arunachal Pradesh	180	71	251	7026	4117	11143	13846	9545	23391
3	Assam	3788	755	4543	206536	123352	329888	334437	258210	592647
4	Bihar	4326	569	4895	175654	111211	286865	609136	236959	846095
5	Chattisgarh			0	144591	81417	226008	217685	126282	343967
6	Goa	2284	327	2611	11697	11171	22868	20092	18632	38724
7	Gujarat	34197	2506	36703	356016	250584	606600	662474	443058	1105532
8	Haryana	12874	3101	15975	217185	132097	349282	305901	221745	527646
9	Himachal Pradesh	2395	1328	3723	68709	54609	123318	114689	103071	217760
10	Jammu & Kashmir	2142	897	3039	67490	46734	114224	133515	96706	230221
11	Jharkhand	2208	353	2561	6800	5479	12279	204657	108682	313339
12	Karnataka	3163	455	3618	342210	265826	608036	685132	577985	1263117
13	Kerala	43154	9036	52190	180733	221118	401851	524426	532015	1056441
14	Madhya Pradesh	4181	1327	5508	358870	197225	556095	635641	324677	960318
15	Maharashtra	165911	38912	204823	884402	637463	1521865	1524868	1202809	2727677
16	Manipur	313	132	445	9610	7372	16982	35529	31715	67244
17	Meghalaya	170	121	291	11134	9286	20420	18443	17708	36151
18	Mizoram	67	156	223	4654	4321	8975	13401	13761	27162
19	Nagaland	128	134	262	6173	4658	10831	14988	13441	28429
20	Orissa	6300	1000	7300	345200	147800	493000	404000	280000	684000
21	Punjab	14429	5037	19466	173688	128896	302584	293524	260385	553909
22	Rajasthan	10210	880	11090	316090	124242	440332	720213	273741	993954
23	Sikkim	103	5	108	2520	2057	4577	4236	4010	8246
24	Tamil Nadu	82290	16270	98560	462119	436310	898429	887472	698785	1586257
25	Tripura	325	65	390	16830	10753	27583	41584	34975	76559
26	Uttar Pradesh	46537	2319	48856	687689	316172	1003861	1759482	554879	2314361
27	Uttaranchal	0	0	0	59255	52975	112230	151937	116279	268216
28	West Bengal	8191	768	8959	370128	218146	588274	820036	556195	1376231
29	A&N Islands	100	38	138	2817	2707	5524	5803	5405	11208
30	Chandigarh	497	474	971	8212	9208	17420	11804	10532	22336
31	D&N Haveli	0	0	0	1030	666	1696	2025	1348	3373
32	Daman & Diu	413	47	460	1399	904	2303	1876	1568	3444
33	Delhi	1921	230	2151	113104	107550	220654	191342	163372	354714
34	Lakshadweep	0	0	0	426	378	804	1233	1103	2336
35	Pondicherry	0	122	122	8172	8595	16767	17283	16292	33575
	INDIA	**491382**	**89792**	**581174**	**6295956**	**4157273**	**10453229**	**12147563**	**7906423**	**20053986**

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	ENROLMENT								
		CLASSES - VI - VIII			CLASSES - I - V			Pre-Primary		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	42	43	44	45	46	47	48	49	50
1	Andhra Pradesh	1683793	1406158	3089951	4382038	4244203	8626241	273060	242730	515790
2	Arunachal Pradesh	29507	24410	53917	88768	73727	162495	21427	17172	38599
3	Assam	859785	658863	1518648	2238348	1842262	4080610	7846	5945	13791
4	Bihar	1276403	637304	1913707	4840097	2969015	7809112	101	85	186
5	Chattisgarh	615860	445771	1061631	1576655	1395940	2972595	163856	137944	301800
6	Goa	38524	34129	72653	62409	57657	120066	0	0	0
7	Gujarat	1279840	1100947	2380787	3624599	2870026	6494625	105610	76896	182506
8	Haryana	545023	443866	988889	1045688	923856	1969544	1154	876	2030
9	Himachal Pradesh	210629	191542	402171	372832	345478	718310	15358	10592	25950
10	Jammu & Kashmir	270672	205430	476102	583861	475444	1059305	26597	23050	49647
11	Jharkhand	470653	305796	776449	1637346	1216837	2854183	0	0	0
12	Karnataka	1459845	1296361	2756206	3421214	3095321	6516535	113041	78838	191879
13	Kerala	924361	841338	1765699	1293165	1230714	2523879	29034	24388	53422
14	Madhya Pradesh	1663470	1023830	2687300	4576068	3689079	8265147	102177	75811	177988
15	Maharashtra	3057663	2667336	5724999	6017047	5511235	11528282	1104587	1002378	2106965
16	Manipur	67686	59219	126905	155859	142512	298371	54532	50723	105255
17	Meghalaya	46921	49189	96110	163727	163405	327132	84938	88752	173690
18	Mizoram	25251	24321	49572	72676	61871	134547	0	0	0
19	Nagaland	33125	32558	65683	110697	101757	212454	47061	42089	89150
20	Orissa	919000	586000	1505000	2792000	1977000	4769000	17000	14000	31000
21	Punjab	527144	465557	992701	1099162	974226	2073388	21411	14119	35530
22	Rajasthan	2330982	975521	3306503	5099693	2832763	7932456	98436	70088	168524
23	Sikkim	11779	12843	24622	38837	38166	77003	12205	11003	23208
24	Tamil Nadu	1815266	1708770	3524036	2898511	2775246	5673757	0	0	0
25	Tripura	88112	77479	165591	241303	219204	460507	109461	105070	214531
26	Uttar Pradesh	3236917	1434851	4671768	8537218	4841005	13378223	23765	14735	38500
27	Uttaranchal	256334	233106	489440	520355	527443	1047798	0	0	0
28	West Bengal	1840838	1369789	3210627	5269573	4881789	10151362	0	0	0
29	A&N Islands	11418	10274	21692	20909	19113	40022	2945	2682	5627
30	Chandigarh	19271	17727	36998	30873	27177	58050	5646	4944	10590
31	D&N Haveli	6062	3782	9844	16017	12587	28604	0	0	0
32	Daman & Diu	4214	3563	7777	8306	7571	15877	1144	847	1991
33	Delhi	425751	357481	783232	726381	667849	1394230	24255	16144	40399
34	Lakshadweep	2616	2152	4768	4301	3701	8002	649	564	1213
35	Pondicherry	34243	32014	66257	52962	48386	101348	12773	10634	23407
	INDIA	**26088958**	**18739277**	**44828235**	**63619495**	**50263565**	**113883060**	**2480069**	**2143099**	**4623168**

Pre-primary in Chattisgarh include 137695 boys and 117608 girls of EGS

4.483 11.388

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	Number of Teachers						
		Higher Education Institutions	HIGHER SECONDARY SCHOOLS/JUNIOR COLLEGES			High /Post Basic Schools		
		Total	Men	Women	Total	Men	Women	Total
1	2	51	52	53	54	55	56	57
1	Andhra Pradesh	38694	22630	7599	30229	81241	64005	145246
2	Arunachal Pradesh	268	1454	354	1808	1286	432	1718
3	Assam	13068	15541	6188	21729	35058	12794	47852
4	Bihar	26941	15482	1983	17465	24169	2621	26790
5	Chattisgarh	4575	10965	4704	15669	4856	1771	6627
6	Goa	1516	729	727	1456	2395	4145	6540
7	Gujarat	14700	26332	10437	36769	22171	6313	28484
8	Haryana	9188	16860	14442	31302	19514	11313	30827
9	Himachal Pradesh	3210	8823	4791	13614	7189	3864	11053
10	Jammu & Kashmir	3872	4910	2640	7550	12967	6689	19656
11	Jharkhand	8039	1716	1019	2735	7231	2614	9845
12	Karnataka	47032	8446	2035	10481	52460	26887	79347
13	Kerala	18887	7250	13462	20712	30927	63173	94100
14	Madhya Pradesh	15324	32778	18604	51382	17778	9594	27372
15	Maharashtra	52483	76851	31383	108234	68047	27144	95191
16	Manipur	3887	1448	1080	2528	6044	3490	9534
17	Meghalaya	2938	452	497	949	2633	2576	5209
18	Mizoram	457	271	214	485	2190	663	2853
19	Nagaland	978	521	461	982	3297	2697	5994
20	Orissa	19111	7361	2263	9624	40630	10940	51570
21	Punjab	10517	16866	21643	38509	13688	15732	29420
22	Rajasthan	12431	32620	14043	46663	37610	12343	49953
23	Sikkim	46	740	329	1069	946	585	1531
24	Tamil Nadu	46797	75353	30140	105493	24650	26264	50914
25	Tripura	840	6182	3358	9540	6413	2322	8735
26	Uttar Pradesh	28177	78554	19657	98211	23162	5924	29086
27	Uttaranchal	3137	4964	730	5694	12069	1764	13833
28	West Bengal	22689	38527	15340	53867	54334	20018	74352
29	A&N Islands	279	996	942	1938	475	421	896
30	Chandigarh	5277	640	1778	2418	448	2260	2708
31	D&N Haveli		109	113	222	45	14	59
32	Daman & Diu	42	44	16	60	166	98	264
33	Delhi	10492	4087	2298	6385	17811	30695	48506
34	Lakshadweep	0	36	3	39	285	99	384
35	Pondicherry	905	1438	1451	2889	1033	1313	2346
	INDIA	**426797**	**521976**	**236724**	**758700**	**635218**	**383577**	**1018795**

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	Number of Teachers					
		Middle/Sr.Basic School			Primary/Jr. Basic School		
		Men	Women	Total	Men	Women	Total
1	2	58	59	60	61	62	63
1	Andhra Pradesh	49892	35371	85263	79874	47447	127321
2	Arunachal Pradesh	1983	693	2676	2321	1140	3461
3	Assam	45776	11922	57698	61982	25335	87317
4	Bihar	47252	13715	60967	65277	15640	80917
5	Chattisgarh	17470	4742	22212	55120	18751	73871
6	Goa	181	430	611	691	2068	2759
7	Gujarat	87767	83882	171649	12157	16232	28389
8	Haryana	5762	2989	8751	25372	24923	50295
9	Himachal Pradesh	5675	2161	7836	16122	13079	29201
10	Jammu & Kashmir	19659	11330	30989	16769	10763	27532
11	Jharkhand	18658	7840	26498	25539	5893	31432
12	Karnataka	94289	92307	186596	28619	18885	47504
13	Kerala	16110	32741	48851	12696	33114	45810
14	Madhya Pradesh	63540	32510	96050	120860	52910	173770
15	Maharashtra	166534	75731	242265	73398	103128	176526
16	Manipur	4908	2916	7824	6140	3502	9642
17	Meghalaya	3098	1869	4967	7124	6241	13365
18	Mizoram	4048	1699	5747	2715	2714	5429
19	Nagaland	2947	2082	5029	4109	2843	6952
20	Orissa	35595	6139	41734	83532	27508	111040
21	Punjab	6784	7136	13920	14482	26499	40981
22	Rajasthan	90167	30243	120410	73802	27004	100806
23	Sikkim	1080	621	1701	1905	1585	3490
24	Tamil Nadu	19836	40086	59922	44641	76842	121483
25	Tripura	4634	1361	5995	7286	6203	13489
26	Uttar Pradesh	77095	22599	99694	223374	70537	293911
27	Uttaranchal	11531	2846	14377	15557	13969	29526
28	West Bengal	8890	3234	12124	115874	36097	151971
29	A&N Islands	371	367	738	430	470	900
30	Chandigarh	27	245	272	10	275	285
31	D&N Haveli	210	311	521	146	67	213
32	Daman & Diu	125	119	244	115	282	397
33	Delhi	8433	13680	22113	13923	21526	35449
34	Lakshadweep	58	44	102	175	110	285
35	Pondicherry	724	850	1574	724	1632	2356
	INDIA	**921109**	**546811**	**1467920**	**1212861**	**715214**	**1928075**

30/9/01

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	Gross Enrolment Ratio (GER)								
		Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)			Classes I-VIII (6-14 yrs)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	64	65	66	67	68	69	70	71	72
1	Andhra Pradesh	104.71	103.22	103.97	56.13	48.32	52.28	84.42	80.47	82.47
2	Arunachal Pradesh	125.03	103.84	114.43	73.77	65.97	70.02	106.55	90.87	98.82
3	Assam	127.18	107.42	117.43	78.73	62.27	70.63	108.63	90.20	99.54
4	Bihar	95.45	61.19	78.70	38.22	21.07	30.07	72.72	45.78	59.69
5	Chattisgarh	124.24	108.13	116.12	78.86	57.15	68.01	106.95	88.93	97.89
6	Goa	68.58	57.66	62.86	75.54	65.63	70.54	71.08	60.39	65.55
7	Gujarat	132.82	111.16	122.29	73.18	67.96	70.67	109.52	94.50	102.25
8	Haryana	76.33	76.54	76.43	68.04	63.32	65.84	73.27	71.68	72.53
9	Himachal Pradesh	99.16	81.87	90.01	99.35	86.67	92.88	99.23	83.52	91.02
10	Jammu & Kashmir	102.43	78.07	89.85	84.32	64.40	74.39	95.91	73.37	84.41
11	Jharkhand	100.51	76.34	88.56	43.86	30.76	37.56	78.02	58.83	68.63
12	Karnataka	116.80	108.57	112.74	77.73	70.07	73.93	101.54	93.42	97.53
13	Kerala	85.87	85.11	85.50	100.47	94.96	97.77	91.41	88.85	90.16
14	Madhya Pradesh	119.82	102.16	111.24	70.76	46.90	59.27	101.13	81.34	91.55
15	Maharashtra	110.57	105.66	108.27	94.40	85.71	90.14	104.54	98.32	101.50
16	Manipur	108.24	90.77	99.13	83.56	72.22	77.86	99.35	84.41	91.65
17	Meghalaya	117.79	107.50	112.42	60.16	61.49	60.83	97.07	91.64	94.26
18	Mizoram	132.14	106.67	119.07	81.45	78.45	79.95	113.87	96.84	105.21
19	Nagaland	110.70	100.75	105.70	59.15	61.43	60.26	92.19	87.22	89.72
20	Orissa	133.52	97.25	115.64	67.03	44.33	55.89	107.19	76.39	92.03
21	Punjab	76.49	77.38	76.91	65.16	64.57	64.88	72.41	72.72	72.55
22	Rajasthan	139.07	83.17	112.15	102.01	47.47	76.19	124.84	69.74	98.48
23	Sikkim	117.69	112.25	114.93	61.99	71.35	66.55	97.34	98.09	97.72
24	Tamil Nadu	97.89	97.72	97.81	93.43	91.67	92.57	96.12	95.32	95.73
25	Tripura	111.20	93.28	101.88	72.22	62.99	67.59	97.17	82.87	89.83
26	Uttar Pradesh	80.93	49.36	65.72	46.94	23.47	35.91	67.49	39.42	54.10
27	Uttaranchal	99.88	101.43	100.65	75.39	71.95	73.71	90.21	90.11	90.16
28	West Bengal	112.72	106.82	109.80	60.51	46.96	53.88	92.14	83.50	87.88
29	A&N Islands	87.12	86.88	87.00	87.83	85.62	86.77	87.37	86.43	86.92
30	Chandigarh	56.13	54.35	55.29	62.16	68.18	64.91	58.31	59.08	58.67
31	D&N Haveli	145.61	104.89	124.37	101.03	63.03	82.03	129.88	90.94	109.85
32	Daman & Diu	103.83	84.12	93.39	105.35	71.26	86.41	104.33	79.53	90.98
33	Delhi	85.36	80.85	83.14	88.15	82.37	85.41	86.37	81.38	83.94
34	Lakshadweep	107.53	92.53	100.03	105.06	89.67	97.51	106.58	91.45	99.07
35	Pondicherry	84.07	69.12	76.20	97.84	86.52	92.02	88.98	75.14	81.76
	INDIA	**105.29**	**86.91**	**96.30**	**67.77**	**52.09**	**60.20**	**90.69**	**73.56**	**82.35**

GPI = 0.825 GPI = 0.769

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	Gross Enrolment Ratio (GER) OF SC STUDENTS								
		Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)			Classes I-VIII (6-14 yrs)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	73	74	75	76	77	78	79	80	81
1	Andhra Pradesh	111.00	107.89	109.45	79.40	64.55	72.22	100.31	93.73	97.07
2	Arunachal Pradesh	84.51	83.80	84.16	93.31	90.31	92.18	87.59	85.47	86.63
3	Assam	109.77	91.36	100.67	95.96	85.13	90.70	105.41	89.44	97.56
4	Bihar	96.90	57.23	77.69	43.21	22.95	33.67	80.81	47.34	64.74
5	Chattisgarh	100.55	87.64	94.05	91.19	65.81	78.69	97.70	81.21	89.45
6	Goa	78.33	73.18	75.68	52.74	44.31	48.55	68.41	62.46	65.39
7	Gujarat	109.13	100.06	104.70	100.21	81.54	91.29	106.34	94.43	100.56
8	Haryana	80.77	83.02	81.83	77.72	64.82	71.75	79.86	77.71	78.85
9	Himachal Pradesh	92.00	84.16	88.01	86.14	77.58	81.86	90.06	82.03	86.00
10	Jammu & Kashmir	90.02	64.80	76.90	93.91	83.63	88.82	91.28	70.50	80.64
11	Jharkhand	75.34	51.14	63.48	42.67	21.99	32.81	65.55	42.73	54.46
12	Karnataka	110.42	102.66	106.55	99.29	86.19	92.83	107.02	97.68	102.38
13	Kerala	85.09	82.53	83.83	96.48	90.29	93.45	89.55	85.55	87.59
14	Madhya Pradesh	119.19	101.79	110.75	97.49	59.68	79.55	112.60	89.38	101.40
15	Maharashtra	113.63	108.17	110.94	99.10	87.86	93.67	108.24	100.81	104.61
16	Manipur	95.70	85.05	90.22	74.84	64.21	69.42	88.84	78.26	83.41
17	Meghalaya	108.63	103.22	106.06	83.05	86.13	84.60	94.88	93.54	94.22
18	Mizoram	99.27	94.70	96.96	99.76	95.88	97.86	99.43	95.06	97.24
19	Nagaland	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
20	Orissa	113.27	97.53	106.40	99.52	65.26	85.21	108.74	87.44	99.57
21	Punjab	110.22	109.44	109.85	81.87	81.28	81.59	100.93	100.31	100.64
22	Rajasthan	113.88	51.30	83.86	99.94	42.10	74.49	108.83	48.30	80.63
23	Sikkim	84.93	80.27	82.55	57.66	60.10	58.91	76.49	74.02	75.23
24	Tamil Nadu	96.87	85.75	91.37	99.77	93.20	96.56	97.94	88.45	93.26
25	Tripura	104.46	93.51	98.87	92.25	81.32	86.77	100.69	89.85	95.18
26	Uttar Pradesh	91.63	52.64	73.04	54.59	20.38	38.51	79.83	42.56	62.14
27	Uttaranchal	106.41	108.47	107.43	90.80	82.24	86.62	101.34	100.11	100.73
28	West Bengal	114.19	101.91	108.07	86.22	62.80	75.05	106.63	91.99	99.42
29	A&N Islands	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
30	Chandigarh	82.86	74.86	78.85	75.57	73.48	74.58	80.31	74.41	77.41
31	D&N Haveli	113.22	109.14	111.21	100.79	81.82	91.12	109.38	100.30	104.85
32	Daman & Diu	101.22	74.22	86.54	97.08	70.12	82.38	99.47	72.49	84.78
33	Delhi	67.80	55.95	61.88	52.06	50.59	51.34	62.57	54.23	58.44
34	Lakshadweep	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
35	Pondicherry	99.78	83.17	90.97	96.96	91.68	94.32	98.60	86.50	92.32
	INDIA	**103.05**	**82.30**	**92.97**	**80.32**	**57.75**	**69.63**	**95.71**	**74.64**	**85.55**

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	Gross Enrolment Ratio (GER) OF ST STUDENTS								
		Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)			Classes I-VIII (6-14 yrs)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	82	83	84	85	86	87	88	89	90
1	Andhra Pradesh	100.48	89.35	94.98	62.24	38.36	50.75	90.43	76.48	83.58
2	Arunachal Pradesh	110.59	94.57	102.59	101.69	76.74	88.33	108.29	89.45	98.69
3	Assam	106.91	94.55	101.00	98.82	93.01	96.14	104.62	94.14	99.66
4	Bihar	92.89	61.72	79.67	52.77	34.46	45.77	83.69	56.26	72.31
5	Chattisgarh	110.50	95.49	103.01	96.28	75.80	86.54	106.37	90.16	98.39
6	Goa	104.31	77.84	92.58	94.66	74.62	84.36	102.66	77.15	91.01
7	Gujarat	120.59	111.66	116.37	74.76	61.99	68.52	106.15	95.29	100.97
8	Haryana	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	Himachal Pradesh	91.79	78.36	84.63	86.42	72.20	79.33	89.83	76.31	82.79
10	Jammu & Kashmir	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	Jharkhand	109.06	82.38	96.01	86.22	60.18	74.13	104.25	78.06	91.57
12	Karnataka	105.97	101.63	103.86	99.84	85.98	93.06	104.21	97.12	100.75
13	Kerala	98.31	98.08	98.20	86.87	83.48	85.24	93.99	92.60	93.32
14	Madhya Pradesh	91.59	67.41	79.41	64.64	40.87	53.70	84.75	61.51	73.28
15	Maharashtra	106.83	103.26	105.13	90.32	70.86	80.66	101.88	92.99	97.59
16	Manipur	109.40	92.46	100.75	72.53	59.85	66.10	98.03	82.50	90.12
17	Meghalaya	108.78	102.28	105.42	63.56	73.04	68.42	94.27	93.00	93.62
18	Mizoram	131.60	105.98	118.44	81.33	70.07	75.39	113.54	92.60	102.67
19	Nagaland	92.31	75.14	83.42	73.25	42.47	57.52	86.28	65.00	75.31
20	Orissa	119.88	83.33	102.82	78.42	45.39	63.24	107.90	72.59	91.49
21	Punjab	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22	Rajasthan	105.87	48.48	78.85	96.71	38.17	71.27	102.72	45.26	76.35
23	Sikkim	92.89	90.58	91.73	57.62	61.87	59.76	81.31	81.10	81.21
24	Tamil Nadu	98.02	92.86	95.52	84.95	91.86	88.37	92.84	92.45	92.65
25	Tripura	109.77	90.75	100.06	69.02	53.21	61.02	97.36	79.47	88.25
26	Uttar Pradesh	86.72	61.30	74.34	74.08	38.76	57.12	82.70	54.26	68.90
27	Uttaranchal	96.58	98.14	97.36	80.06	80.54	80.30	90.79	92.15	91.46
28	West Bengal	102.97	73.28	88.79	77.09	33.76	55.09	96.48	62.44	79.95
29	A&N Islands	82.20	58.94	69.17	77.87	60.39	68.34	80.67	59.43	68.88
30	Chandigarh	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31	D&N Haveli	113.62	80.77	96.58	106.84	61.91	84.75	111.75	75.95	93.43
32	Daman & Diu	108.74	95.54	102.02	101.31	60.84	79.41	106.16	82.45	93.81
33	Delhi	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
34	Lakshadweep	109.38	91.87	100.51	85.90	70.57	78.23	99.16	82.73	90.88
35	Pondicherry	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	INDIA	**106.92**	**85.06**	**96.29**	**82.08**	**57.28**	**70.26**	**99.82**	**77.34**	**88.95**

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	No.of girls enrolment per 100 boys enrolment in classes				% of trained teachers			
		XI-XII	IX-X	VI-VIII	I-V	Hr.Sec. Schools/ Inter. colleges	High / Post Basic School	Middle/ Sr. Basic School	Primary/ Jr. Basic School
1	2	100	101	102	103	104	105	106	107
1	Andhra Pradesh	63	77	84	97	95	91	88	94
2	Arunachal Pradesh	59	69	83	83	64	47	33	28
3	Assam	60	77	77	82	30	30	36	73
4	Bihar	63	39	50	61	95	99	95	95
5	Chattisgarh	56	58	72	89	68	62	68	61
6	Goa	96	93	89	92	81	97	98	94
7	Gujarat	70	67	86	79	99	99	94	98
8	Haryana	61	72	81	88	97	95	92	89
9	Himachal Pradesh	79	90	91	93	99	98	99	87
10	Jammu & Kashmir	69	72	76	81	75	75	69	61
11	Jharkhand	81	53	65	74	95	95		95
12	Karnataka	78	84	89	90	100	100	100	100
13	Kerala	122	101	91	95	59	99	96	98
14	Madhya Pradesh	55	51	62	81	75	68	67	65
15	Maharashtra	72	79	87	92	99	98	96	96
16	Manipur	77	89	87	91	47	28	19	22
17	Meghalaya	83	96	105	100	98	36	36	45
18	Mizoram	93	103	96	85	38	64	80	82
19	Nagaland	75	90	98	92	24	44	42	37
20	Orissa	43	69	64	71	100	100	99	99
21	Punjab	74	89	88	89	99	99	98	95
22	Rajasthan	39	38	42	56	95	89	91	86
23	Sikkim	82	95	109	98	51	44	42	50
24	Tamil Nadu	94	79	94	96	100	100	100	100
25	Tripura	64	84	88	91	34	25	20	28
26	Uttar Pradesh	46	32	44	57	97	97	95	98
27	Uttaranchal	89	77	91	101	100	100	100	100
28	West Bengal	59	68	74	93	86	86	81	67
29	A&N Islands	96	93	90	91	99	99	96	93
30	Chandigarh	112	89	92	88	100	100	100	100
31	D&N Haveli	65	67	62	79	93	96	97	96
32	Daman & Diu	65	84	85	91	100	95	100	100
33	Delhi	95	85	84	92	100	100	100	100
34	Lakshadweep	89	89	82	86	100	100	100	100
35	Pondicherry	105	94	93	91	96	94	92	96
	INDIA	**66**	**65**	**72**	**79**	**90**	**89**	**87**	**86**

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	Drop-out rates								
		Classes I- V			Classes I- VIII			Classes I- X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	91	92	93	94	95	96	97	98	99
1	Andhra Pradesh	42.62	43.46	43.03	61.25	65.16	63.09	68.51	71.98	70.12
2	Arunachal Pradesh	49.46	50.16	49.77	63.00	57.42	60.62	75.13	77.27	76.04
3	Assam	46.63	51.18	48.64	67.54	71.27	69.21	75.54	75.70	75.61
4	Bihar	60.70	63.11	61.64	73.75	76.59	74.79	81.11	85.99	82.87
5	Chattisgarh									
6	Goa	3.48	8.12	5.73	-1.30	9.89	4.19	42.92	41.47	42.21
7	Gujarat	27.21	22.13	25.05	50.02	55.92	52.52	68.02	72.94	70.22
8	Haryana	30.49	30.53	30.51	8.21	17.13	12.35	29.86	42.85	35.94
9	Himachal Pradesh	15.22	18.17	16.68	20.50	23.40	21.90	30.76	32.91	31.80
10	Jammu & Kashmir	32.16	25.38	29.27	32.25	27.30	30.14	50.16	47.18	48.94
11	Jharkhand									
12	Karnataka	23.86	23.87	23.87	50.80	51.20	50.99	60.19	63.24	61.65
13	Kerala	0.00	0.00	0.00	0.00	0.00	0.00	20.67	12.47	16.64
14	Madhya Pradesh	29.24	29.96	29.55	46.22	55.32	50.11	64.98	76.34	69.88
15	Maharashtra	6.08	8.77	7.37	35.36	38.90	37.03	48.92	55.98	52.28
16	Manipur	27.67	26.37	27.06	38.73	36.61	37.75	54.56	53.16	53.90
17	Meghalaya	57.17	56.75	56.96	77.07	76.90	76.99	82.99	83.88	83.44
18	Mizoram	60.59	57.82	59.31	61.17	58.50	59.89	72.08	67.11	69.73
19	Nagaland	38.63	44.44	41.50	55.66	50.80	53.36	65.02	64.84	64.94
20	Orissa	38.91	40.08	39.38	61.53	59.55	60.74	73.35	72.60	73.05
21	Punjab	21.28	19.29	20.34	35.31	38.83	36.99	38.94	38.25	38.62
22	Rajasthan	55.48	73.50	63.20	46.83	64.62	53.56	72.58	80.44	75.36
23	Sikkim	61.89	61.64	61.76	67.72	58.51	63.41	88.88	87.83	88.39
24	Tamil Nadu	30.16	24.03	27.24	43.95	35.43	40.07	55.64	59.97	57.66
25	Tripura	50.14	50.95	50.53	68.84	69.23	69.02	76.32	77.62	76.92
26	Uttar Pradesh	45.82	54.99	49.40	55.89	66.81	60.11	53.40	69.40	58.98
27	Uttaranchal									
28	West Bengal	39.40	40.41	39.86	67.65	74.38	70.87	77.04	80.46	78.52
29	A&N Islands	0.00	0.00	0.00	26.97	26.99	26.98	55.92	53.74	54.87
30	Chandigarh	15.48	9.50	12.72	3.37	-6.62	-1.22	11.13	12.93	11.99
31	D&N Haveli	28.04	44.28	35.41	49.39	62.68	55.41	71.64	71.51	71.59
32	Daman & Diu	0.00	0.00	0.00	10.27	23.85	16.68	34.79	38.45	36.55
33	Delhi	26.95	28.40	27.67	9.98	22.87	16.29	38.33	46.48	42.38
34	Lakshadweep	11.42	23.62	17.23	22.11	24.85	23.42	57.01	50.86	54.18
35	Pondicherry	0.00	0.00	0.00	2.60	3.27	2.92	26.31	24.13	25.26
	INDIA	**38.36**	**39.88**	**39.03**	**52.91**	**56.92**	**54.65**	**64.16**	**68.59**	**66.04**

Note: Dropout rates of Chattisgarhm Jharkhand and Uttaranchal states are shown combined with their respective parent state

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002

S. No.	STATES/UTS	No.of female teachers per 100 male teachers				Pupil Teacher Ratio (PTR)				
		Hr.Sec. Schools/ Inter. colleges	High Post Basic School	Middle/ Sr. Basic School	Primary/ Jr. Basic School	Higher Education Institutions	Hr.Sec. Schools/ Inter. colleges	High Post Basic School	Middle/ Sr. Basic School	Primary/ Jr. Basic School
1	2	108	109	110	111	112	113	114	115	116
1	Andhra Pradesh	34	79	71	59	18	38	34	39	41
2	Arunachal Pradesh	24	34	35	49	22	30	26	28	34
3	Assam	40	36	26	41	17	32	21	25	38
4	Bihar	13	11	29	24	18	23	45	54	73
5	Chattisgarh	43	36	27	34	31	28	42	44	44
6	Goa	100	173	238	299	13	18	25	16	20
7	Gujarat	40	28	96	134	33	43	28	38	68
8	Haryana	86	58	52	98	26	29	25	22	39
9	Himachal Pradesh	54	54	38	81	27	28	28	16	23
10	Jammu & Kashmir	54	52	58	64	14	20	18	19	31
11	Jharkhand	59	36	42	23	24	25	44	53	65
12	Karnataka	24	51	98	66	11	58	25	39	30
13	Kerala	186	204	203	261	13	19	29	28	28
14	Madhya Pradesh	57	54	51	44	29	27	29	29	44
15	Maharashtra	41	40	45	141	22	41	54	30	39
16	Manipur	75	58	59	57	7	24	20	19	22
17	Meghalaya	110	98	60	88	6	30	17	17	34
18	Mizoram	79	30	42	100	13	19	15	9	21
19	Nagaland	88	82	71	69	10	39	24	18	19
20	Orissa	31	27	17	33	18	51	23	36	39
21	Punjab	128	115	105	183	22	29	26	17	44
22	Rajasthan	43	33	34	37	28	29	29	40	51
23	Sikkim	44	62	58	83	84	18	20	18	16
24	Tamil Nadu	40	107	202	172	15	34	36	37	33
25	Tripura	54	36	29	85	24	22	23	18	31
26	Uttar Pradesh	25	26	29	32	38	43	43	30	44
27	Uttaranchal	15	15	25	90	35	20	19	34	35
28	West Bengal	40	37	36	31	31	47	49	51	56
29	A&N Islands	95	89	99	109	13	19	18	18	20
30	Chandigarh	278	504	907	2750	6	30	22	27	21
31	D&N Haveli	104	31	148	46	0	32	30	46	49
32	Daman & Diu	36	59	95	245	13	38	13	32	45
33	Delhi	56	172	162	155	16	22	22	21	32
34	Lakshadweep	8	35	76	63	0	21	9	48	27
35	Pondicherry	101	127	117	225	13	28	27	23	25
	INDIA	**45**	**60**	**59**	**59**	21	**36**	**33**	**34**	**43**

Note: PTR is calculated by type of school

S. No.	STATES/UTS	PROJECTED POPULATION (in 000's)as on 1st March, 2001								
		6-11 Years			11-14 Years			14-18 Years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	117	118	119	120	121	122	123	124	125
1	Andhra Pradesh	4185	4112	8297	3000	2910	5910	3682	3464	7146
2	Arunachal Pradesh	71	71	142	40	37	77	52	47	99
3	Assam	1760	1715	3475	1092	1058	2150	1313	1251	2564
4	Bihar	5071	4852	9923	3340	3025	6365	4038	3382	7420
5	Chattisgarh	1269	1291	2560	781	780	1561	956	903	1859
6	Goa	91	100	191	51	52	103	66	66	132
7	Gujarat	2729	2582	5311	1749	1620	3369	2283	2058	4341
8	Haryana	1370	1207	2577	801	701	1502	1021	869	1890
9	Himachal Pradesh	376	422	798	212	221	433	272	279	551
10	Jammu & Kashmir	570	609	1179	321	319	640	413	402	815
11	Jharkhand	1629	1594	3223	1073	994	2067	1297	1111	2408
12	Karnataka	2929	2851	5780	1878	1850	3728	2453	2367	4820
13	Kerala	1506	1446	2952	920	886	1806	1292	1259	2551
14	Madhya Pradesh	3819	3611	7430	2351	2183	4534	2876	2525	5401
15	Maharashtra	5442	5206	10648	3239	3112	6351	4170	3837	8007
16	Manipur	144	157	301	81	82	163	104	104	208
17	Meghalaya	139	152	291	78	80	158	100	101	201
18	Mizoram	55	58	113	31	31	62	40	39	79
19	Nagaland	100	101	201	56	53	109	72	67	139
20	Orissa	2091	2033	4124	1371	1322	2693	1668	1623	3291
21	Punjab	1437	1259	2696	809	721	1530	1091	959	2050
22	Rajasthan	3667	3406	7073	2285	2055	4340	2796	2441	5237
23	Sikkim	33	34	67	19	18	37	24	22	46
24	Tamil Nadu	2961	2840	5801	1943	1864	3807	2623	2515	5138
25	Tripura	217	235	452	122	123	245	157	155	312
26	Uttar Pradesh	10549	9808	20357	6896	6113	13009	8421	7043	15464
27	Uttaranchal	521	520	1041	340	324	664	416	373	789
28	West Bengal	4675	4570	9245	3042	2917	5959	3804	3571	7375
29	A&N Islands	24	22	46	13	12	25	17	15	32
30	Chandigarh	55	50	105	31	26	57	40	33	74
31	D&N Haveli	11	12	23	6	6	12	8	8	16
32	Daman & Diu	8	9	17	4	5	9	6	6	11
33	Delhi	851	826	1677	483	434	917	619	545	1163
34	Lakshadweep	4	4	8	2	2	4	3	3	6
35	Pondicherry	63	70	133	35	37	72	45	46	92
	INDIA	***60422***	***57835***	***118257***	***38495***	***35973***	***74468***	***48239***	***43488***	***91727***

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002 (AS ON 30TH SEPTEMBER, 2001)

SL. NO.	STATE/UT	Number of Districts (Revenue)	POPULATION (in lakhs)			Density (per sq.Km.) of Total pop.	SEX RATIO Females per 1000 Males		
			Male	Female	Total		1981	1991	2001
1	2	3	4	5	6	7	8	9	10
1	Andhra Pradesh	23	382.87	374.41	757.28	275	975	972	978
2	Arunachal Pradesh	13	5.74	5.17	10.91	13	862	859	901
3	Assam	23	137.88	128.51	266.38	340	910	923	932
4	Bihar	37	431.54	397.25	828.79	880	948	907	921
5	Chhatisgarh	16	104.52	103.44	207.96	154	996	985	990
6	Goa	2	6.86	6.58	13.44	363	975	967	960
7	Gujarat	25	263.44	242.53	505.97	258	942	934	921
8	Haryana	19	113.28	97.55	210.83	477	870	865	861
9	Himachal Pradesh	12	30.85	29.92	60.77	109	973	976	970
10	Jammu & Kashmir	14	53.01	47.69	100.70	99	892	896	900
11	Jharkhand	22	138.61	130.48	269.09	338	940	922	941
12	Karnataka	28	268.56	258.78	527.34	275	963	960	964
13	Kerala	14	154.69	163.70	318.39	819	1032	1036 Census	1058
14	Madhya Pradesh	45	314.57	289.28	603.85	196	921	912	920
15	Maharashtra	35	503.34	464.18	967.52	314	937	934	922
16	Manipur	9	12.07	11.81	23.89	107	971	958	978
17	Meghalaya	7	11.68	11.38	23.06	103	954	955	975
18	Mizoram	8	4.60	4.31	8.91	42	919	921	938
19	Nagaland	8	10.42	9.47	19.89	120	863	886	909
20	Orissa	30	186.12	180.95	367.07	236	981	971	972
21	Punjab	17	129.63	113.26	242.89	482	879	882	874
22	Rajasthan	32	293.82	270.91	564.73	165	919	910	922
23	Sikkim	4	2.88	2.52	5.40	76	835	878	875
24	Tamil Nadu	30	312.69	308.42	621.11	478	977	974	986
25	Tripura	4	16.36	15.55	31.91	304	946	945	950
26	Uttar Pradesh	70	874.66	785.87	1660.53	689	882	876	898
27	Uttaranchal	13	43.16	41.63	84.80	159	936	936	964
28	West Bengal	21	414.88	387.33	802.21	904	911	917	934
29	A & Nicobar Island	2	1.93	1.63	3.56	43	760	818	846
30	Chandigargh	1	5.08	3.93	9.01	7903	769	790	773
31	D. & N Haveli	1	1.22	0.99	2.20	449	974	952	811
32	Daman & Diu	2	0.92	0.66	1.58	1411	1062	969	709
33	Delhi	9	75.71	62.12	137.83	9294	808	827	821
34	Lakshadweep	1	0.31	0.29	0.61	1894	975	943	947
35	Pondicherry	4	4.87	4.87	9.74	1979	985	979	1001
	INDIA	*601*	5312.77	4957.38	10270.15	324	934	927	933

ABSTRACT OF SELECTED EDUCATIONAL STATISTICS 2001-2002 (AS ON 30TH SEPTEMBER, 2001)

SL. NO.	STATE/UT	LITERACY RATE (1991 Census) (in %)		GAP (col.3-4)	LITERACY RATE (2001 Census) (in %		GAP (col.6-7)	Decadal changes in Literacy Rates	
		Males	Females		Males	Females		Males	Females
1	2	3	4	5	6	7	8	9	10
1	Andhra Pradesh	55.13	32.72	22.41	70.85	51.17	19.68	15.72	18.45
2	Arunachal Pradesh	51.45	29.69	21.76	64.07	44.24	19.83	12.62	14.55
3	Assam	61.87	43.03	18.84	71.93	56.03	15.90	10.06	13.00
4	Bihar	51.37	21.99	29.38	60.32	33.57	26.75	8.95	11.58
5	Chhatisgarh	58.07	27.52	30.55	77.86	52.40	25.46	19.79	24.88
6	Goa	83.64	67.09	16.55	88.88	75.51	13.37	5.24	8.42
7	Gujarat	73.39	48.92	24.47	80.50	58.60	21.90	7.11	9.68
8	Haryana	69.10	40.47	28.63	79.25	56.31	22.94	10.15	15.84
9	Himachal Pradesh	75.41	52.26	23.15	86.02	68.08	17.94	10.61	15.82
10	Jammu & Kashmir	0.00	0.00	0.00	65.75	41.82	23.93	N.A	N.A
11	Jharkhand	55.80	25.52	30.28	67.94	39.38	28.56	12.14	13.86
12	Karnataka	67.26	44.34	22.92	76.29	57.45	18.84	9.03	13.11
13	Kerala	93.62	86.17	7.45	94.20	87.86	6.34	0.58	1.69
14	Madhya Pradesh	58.54	29.35	29.19	76.80	50.28	26.52	18.26	20.93
15	Maharashtra	76.56	52.32	24.24	86.27	67.51	18.76	9.71	15.19
16	Manipur	71.63	47.60	24.03	77.87	59.70	18.17	6.24	12.10
17	Meghalaya	53.12	44.85	8.27	66.14	60.41	5.73	13.02	15.56
18	Mizoram	85.61	78.60	7.01	90.69	86.13	4.56	5.08	7.53
19	Nagaland	67.62	54.75	12.87	71.77	61.92	9.85	4.15	7.17
20	Orissa	63.09	34.68	28.41	75.95	50.97	24.98	12.86	16.29
21	Punjab	65.66	50.41	15.25	75.63	63.55	12.08	9.97	13.14
22	Rajasthan	54.99	20.44	34.55	76.46	44.34	32.12	21.47	23.90
23	Sikkim	65.70	46.76	18.94	76.73	61.46	15.27	11.03	14.70
24	Tamil Nadu	73.75	51.33	22.42	82.33	64.55	17.78	8.58	13.22
25	Tripura	70.58	49.65	20.93	81.47	65.41	16.06	10.89	15.76
26	Uttar Pradesh	54.82	24.37	30.45	70.23	42.98	27.25	15.41	18.61
27	Uttaranchal	72.79	41.63	31.16	84.01	60.26	23.75	11.22	18.63
28	West Bengal	67.81	46.56	21.25	77.58	60.22	17.36	9.77	13.66
29	A & Nicobar Island	78.99	65.46	13.53	86.07	75.29	10.78	7.08	9.83
30	Chandigargh	82.04	72.34	9.70	85.65	76.65	9.00	3.61	4.31
31	D. & N Haveli	53.56	26.98	26.58	73.32	42.99	30.33	19.76	16.01
32	Daman & Diu	82.66	59.40	23.26	88.40	70.37	18.03	5.74	10.97
33	Delhi	82.01	66.99	15.02	87.37	75.00	12.37	5.36	8.01
34	Lakshadweep	90.18	72.89	17.29	93.15	81.56	11.59	2.97	8.67
35	Pondicherry	83.68	65.63	18.05	88.89	74.13	14.76	5.21	8.50
	INDIA	64.13	39.28	24.85	75.96	54.28	21.68	11.83	15.00

(Source: ***Provisional Population Totals : India .***

Census of India 2001, Paper 1 of 2001)

LIST OF DISTRICTS IN WHICH GENDER GAP INCREASED IN 2001 THAN GENDER GAP IN 1991 CENSUS

SL.NO	India and State/ Union territory*/District	Literacy Rate 1991			Gender gap in literacy	Literacy Rate 2001			Gender gap in literacy	Gender gap increased during 2001 over 1991in percentage points
		Persons	Males	Females		Persons	Males	Females		
Andhra Pradesh										
1	Mahbubnagar	29.53	40.80	18.03	22.77	45.53	57.87	32.83	25.04	2.27
Arunachal Pradesh										
2	West Kameng	46.31	55.03	35.22	19.81	61.67	71.02	48.56	22.46	2.65
3	East Kameng	26.20	37.69	14.02	23.67	40.89	52.66	28.86	23.80	0.13
4	Lower Subansiri	30.07	38.26	21.41	16.85	45.01	53.68	36.19	17.49	0.64
Assam										
5	Kokrajhar	40.47	49.46	30.83	18.63	52.55	61.90	42.65	19.25	0.62
Bihar										
6	Pashchim Champaran	27.99	39.62	14.41	25.21	39.63	51.91	25.85	26.06	0.85
7	Sitamarhi	28.49	39.86	15.49	24.37	39.38	51.02	26.35	24.67	0.30
8	Supaul	28.11	40.96	13.74	27.22	37.80	53.23	21.02	32.21	4.99
9	Araria	26.19	36.99	14.01	22.98	34.94	46.50	22.14	24.36	1.38
10	Kishanganj	22.22	33.12	10.38	22.74	31.02	42.80	18.49	24.31	1.57
11	Purnia	28.52	38.92	16.80	22.12	35.51	46.16	23.72	22.44	0.32
12	Madhepura	27.72	39.31	14.41	24.90	36.19	48.87	22.31	26.56	1.66
13	Saharsa	29.98	42.37	15.83	26.54	39.28	52.04	25.31	26.73	0.19
Chhatisgarh										
14	Surguja	27.34	39.01	15.21	23.80	55.37	68.19	42.17	26.02	2.22
15	Kawardha	29.78	45.42	14.16	31.26	55.39	71.35	39.60	31.75	0.49
16	Bastar	23.06	32.41	13.70	18.71	45.48	57.09	33.97	23.12	4.41
17	Dantewada	16.46	22.87	10.09	12.78	30.01	39.59	20.59	19.00	6.22
Gujarat										
18	Gandhinagar	73.78	84.85	62.04	22.81	76.83	87.92	64.85	23.07	0.26
Jharkhand										
19	Garhwa	26.06	39.03	11.85	27.18	39.39	54.69	22.91	31.78	4.60
20	Giridih	32.24	49.81	13.91	35.90	45.16	63.07	27.05	36.02	0.12
21	Deoghar	37.92	54.12	19.74	34.38	50.53	66.93	32.33	34.60	0.22
22	Sahibganj	29.37	39.51	18.27	21.24	37.91	48.33	26.78	21.55	0.31
Karnataka										
23	Raichur	34.34	46.75	21.70	25.05	49.54	62.02	36.84	25.18	0.13
Maharashtra										
24	Washim	65.79	77.63	53.28	24.35	74.03	86.01	61.32	24.69	0.34
Manipur										
25	Churachandpur	58.17	66.38	49.30	17.08	74.67	84.98	64.40	20.58	3.50
Madhya Pradesh										
26	Sheopur	27.55	40.73	12.27	28.46	46.61	62.19	28.99	33.20	4.74
27	Shivpuri	33.03	47.50	15.64	31.86	59.55	74.78	41.54	33.24	1.38
28	Guna	34.58	48.86	17.99	30.87	59.93	74.70	43.06	31.64	0.77
29	Tikamgarh	34.78	47.52	19.96	27.56	55.80	68.83	40.98	27.85	0.29
30	Chhatarpur	35.20	46.87	21.32	25.55	53.44	65.50	39.38	26.12	0.57
31	Sidhi	29.15	43.23	13.61	29.62	52.82	68.03	36.43	31.60	1.98
32	Jhabua	19.01	26.29	11.52	14.77	37.08	48.75	25.50	23.25	8.48
33	Dhar	34.54	47.62	20.71	26.91	52.70	66.18	38.62	27.56	0.65
34	Barwani	28.08	36.77	19.01	17.76	41.35	51.09	31.35	19.74	1.98
35	Rajgarh	31.81	46.73	15.62	31.11	54.05	69.53	37.37	32.16	1.05
36	Jabalpur	64.60	75.64	52.23	23.41	76.21	91.40	59.47	31.93	8.52
37	Mandla	37.02	50.45	23.48	26.97	60.77	76.71	45.39	31.32	4.35

CONT.....

LIST OF DISTRICTS IN WHICH GENDER GAP INCREASED IN 2001 THAN GENDER GAP IN 1991 CENSUS

Sl. No.	India and State/ Union territory*/District	Literacy Rate 1991			Gender gap in literacy	Literacy Rate 2001			Gender gap in literacy	Gender gap increased during 2001 over 1991
		Persons	Males	Females		Persons	Males	Females		
Orissa										
38	Gajapati	29.37	41.76	17.44	24.32	41.73	55.14	28.91	26.23	1.91
39	Nuapada	27.52	42.31	12.78	29.53	42.29	58.78	26.01	32.77	3.24
40	Kalahandi	31.08	46.85	15.28	31.57	46.20	62.88	29.56	33.32	1.75
41	Rayagada	23.01	36.53	15.63	20.90	35.61	47.35	24.31	23.04	2.14
42	Nabarangapur	18.62	28.10	9.01	19.09	34.26	47.37	21.02	26.35	7.26
43	Koraput	24.64	33.98	15.15	18.83	36.20	47.58	24.81	22.77	3.94
44	Malkangiri	20.04	28.24	11.69	16.55	31.26	41.21	21.28	19.93	3.38
Rajasthan										
45	Bikaner	41.73	54.63	27.03	27.60	57.54	70.78	42.55	28.23	0.63
46	Sawai Madhopur	37.04	55.15	16.07	39.08	57.34	76.75	35.44	41.31	2.23
47	Jodhpur	40.69	56.74	22.58	34.16	57.38	73.86	39.18	34.68	0.52
48	Jaisalmer	30.05	44.99	11.28	33.71	51.40	66.89	32.25	34.64	0.93
49	Barmer	22.98	36.56	7.68	28.88	59.65	73.64	43.91	29.73	0.85
50	Jalor	23.76	38.97	7.75	31.22	46.51	65.10	27.53	37.57	6.35
51	Sirohi	31.94	46.24	16.99	29.25	54.39	70.58	37.37	33.21	3.96
52	Tonk	33.67	50.64	15.24	35.40	52.39	71.25	32.30	38.95	3.55
53	Bundi	32.75	47.40	16.13	31.27	55.80	72.17	37.76	34.41	3.14
54	Bhilwara	31.65	45.95	16.50	29.45	51.09	68.12	33.47	34.65	5.20
55	Rajsamand	33.09	50.66	15.54	35.12	55.82	74.05	37.89	36.16	1.04
56	Udaipur	34.90	48.73	20.41	28.32	59.26	74.47	43.71	30.76	2.44
57	Dungarpur	30.55	45.71	15.40	30.31	48.32	66.19	31.22	34.97	4.66
58	Banswara	26.00	38.16	13.42	24.74	44.22	60.24	27.86	32.38	7.64
59	Chittaurgarh	34.28	50.55	17.15	33.40	54.37	71.82	36.45	35.37	1.97
60	Jhalawar	32.94	48.22	16.18	32.04	57.98	74.29	40.39	33.90	1.86
Tripura										
61	Dhalai	61.53	68.22	54.29	13.93	61.56	70.90	51.57	19.33	5.40
Uttar Pradesh										
62	Moradabad	30.67	40.35	19.03	21.32	45.74	56.66	33.32	23.34	2.02
63	Rampur	25.37	33.79	15.31	18.48	38.95	48.62	27.87	20.75	2.27
64	Jyotiba Phule Nagar	31.96	44.98	16.58	28.40	50.21	63.49	35.07	28.42	0.02
65	Budaun	24.64	33.96	12.82	21.14	38.83	49.85	25.53	24.32	3.18
66	Bareilly	32.88	43.44	19.93	23.51	47.99	59.12	35.13	23.99	0.48
67	Pilibhit	32.10	44.37	17.22	27.15	50.87	63.82	35.84	27.98	0.83
68	Shahjahanpur	32.07	42.68	18.59	24.09	48.79	60.53	34.68	25.85	1.76
69	Kheri	29.71	40.58	16.35	24.23	49.39	61.03	35.89	25.14	0.91
70	Lalitpur	32.12	45.23	16.62	28.61	49.93	64.45	33.25	31.20	2.59
71	Bahraich	22.67	32.27	11.01	21.26	35.79	46.32	23.27	23.05	1.79
72	Balrampur	23.75	34.43	11.22	23.21	34.71	46.28	21.58	24.70	1.49
73	Siddharthnagar	27.16	40.92	11.95	28.97	43.97	58.68	28.35	30.33	1.36
74	Maharajganj	28.90	45.67	10.28	35.39	47.72	65.40	28.64	36.76	1.37
75	Varanasi	51.88	66.66	35.00	31.66	67.09	83.66	48.59	35.07	3.41
76	Sonbhadra	34.40	47.56	18.65	28.91	49.96	63.79	34.26	29.53	0.62
Dadra & Nagar Haveli										
77	Dadra & Nagar Haveli	40.71	53.56	26.98	26.58	60.03	73.32	42.99	30.33	3.75
Daman & Diu										
78	Diu	75.34	85.24	64.39	20.85	74.14	85.63	64.16	21.47	0.62
Delhi										
79	New Delhi	80.59	86.33	73.19	13.14	82.54	88.70	74.64	14.06	0.92

List of Districts with female literacy rate lower than National female literacy rate and gender gap higher than National gender gap in census 2001

Sl.No	State	Name of districts with female literacy rate lower than National female literacy rate(54.16)	Name of districts with gender gap higher than National gender gap (21.69)
1	2	3	4
1.	Andhra Pradesh	**Visakhapatnam, Khammam,** Vizianagaram, Warangal, Karimnagar, Srikakulam, Prakasam, Adilabad, Medak, Mahbubnagar, Anantapur, Nalgonda, Nizamabad, Cuddapah, Kurnool **(15 districts)**	**Chittoor,** Vizianagaram, Warangal, Karimnagar, Srikakulam, Prakasam, Adilabad, Medak, Mahbubnagar, Anantapur, Nalgonda, Nizamabad, Cuddapah, Kurnool **(14 districts)**
2.	Arunachal Pradesh	**West Siang, Upper Subansiri, East Siang, Lower Subansiri, Dibang Valley, Upper Siang, Tawang, Lohit**, West Kameng, Changlang, East Kameng, Tirap **(12 districts)**	West Kameng(22.46), Changlang(22.98), East Kameng(23.80), Tirap(24.76) **(4 districts)**
3.	Assam	Marigaon, Goalpara, Dhubri, Sonitpur, Darrang,Bongaigaon Barpeta, Hailakandi Tinsukia,Kokrajhar Karbi Anglong **(11 districts)**	----------NIL------
4.	Bihar	**All Districts numbering 37.**	All districts except **Sheohar, Bhagalpur , Katihar (34 districts)**
5	Chhatisgarh	**Dantewada,** Jashpur, Bastar Koriya, Surguja, Mahasamund, Korba, Bilaspur, Kawardha Janjgir-Champa, **(10 districts)**	**Dhamtari , Raigarh, Raipur**, Jashpur, Bastar, Koriya, Surguja, Mahasamund, Korba, Bilaspur, Kawardha, Janjgir-Champa, **(12 districts)**
6.	Gujarat	The Dangs, Narmada Surendranagar, Patan, Dohad, Sabar Kantha, Panch Mahals, Banas Kantha **(8 districts)**	**Junagadh, Mahesana, Gandhinagar, Anand, Bhavnagar, Kheda,** The Dangs, Narmada, Surendranagar, Patan, Dohad, Sabar Kantha, Panch Mahals, Banas Kantha, **(14 districts)**
7.	Haryana	**Sirsa,** Kaithal,Fatehabad Hisar, Jind, Bhiwani, Gurgaon **(7 districts)**	**Sonipat,Jhajjar, Faridabad, Rewari Mahendragarh**, Kaithal,Fatehabad Hisar, Jind, Bhiwani, Gurgaon **(11 districts)**
8	Himachal Pradesh	Chamba **(one district)**	**Lahul & Spiti, Kullu,** Chamba **(3 districts)**

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ABSTRACT OF SELECTED EDUCATIONAL STATICTICS 2001-2002

1	2	3	4
9.	Jharkhand	**Pakaur, Sahibganj**, Gumla, Ranchi, Chatra, Dhanbad, Lohardaga, Hazaribagh, Palamu, Bokaro, Godda, Dumka, Pashchimi Singhbhum, Garhwa, Deoghar, Giridih, Kodarma, **(17 districts)**	**Purbi Singhbhum**, Gumla, Ranchi, Chatra, Dhanbad, Lohardaga, Hazaribagh, Palamu, Bokaro, Godda, Dumka, Pashchimi Singhbhum, Garhwa(, Deoghar, Giridih, Kodarma, **(16 districts)**
10	Jammu & Kashmir	**Srinagar,** Kathua, Leh (Ladakh), Pulwama, Anantanag, Badgam Baramula, Rajauri, Udhampur, Kupwara, Punch, Kargil, Doda, **(13 districts)**	Kathua, Leh (Ladakh), Pulwama, Anantanag, Badgam, Baramula, Rajauri , Udhampur, Kupwara, Punch, Kargil, Doda, **(12 districts)**
11	Karnataka	**Chamarajanagar, Mandya, Kolar,** Bijapur, Bidar, Belgaum, Bellary, Gulbarga, Raichur, Gadag, Bagalkot, Koppal, **(12 districts)**	Bijapur, Bidar, Belgaum, Bellary, Gulbarga, Raichur, Gadag, Bagalkot, Koppal. **(9 districts)**
12	Maharashtra	**Gadchiroli, Nandurbar**, Parbhani Hingoli, Jalna **(5 districts)**	**Solapur, Buldana), Latur, Aurangabad(, Osmanabad, Washim, Bid, Nanded**, Parbhani, Hingoli, Jalna. **(11 districts)**
13	Madhya Pradesh	**Barwani,** Jhabua, Seoni Shahdol, Harda, West Nimar, East Nimar, Chhatarpur, Panna, Satna, Vidisha, Damoh, Dhar, Tikamgarh, Rewa, Umaria, Sehore, Dewas, Mandla, Katni, Sidhi, Guna, Dindori, Rajgarh, Sheopur, Shivpuri, Neemuch, Morena, **(28 districts)**	**Chhindwara, Hoshangabad, Balaghat,Gwalior, Ratlam,Sagar, Ujjain, Shajapur, Bhind, Mandsaur, Jabalpur**, Jhabua, Seoni, Shahdol, Harda, West Nimar, East Nimar, Chhatarpur, Panna, Satna, Vidisha, Damoh, Dhar, Tikamgarh, Rewa, Umaria, Sehore, Dewas, Mandla, Katni, Sidhi, Guna, Dindori, Rajgarh, Sheopur, Shivpuri, Neemuch, Morena. **(38 districts)**
14	Manipur	**Senapati, Chandel Tamenglong, (3 districts)**	**Thoubal, (one district)**
15	Meghalaya	West Garo Hills, South Garo Hills **(2 districts)**	**.....NIL.....**
16	Mizoram	Lawngtlai **(one district)**	**.....NIL.....**
17	Nagaland	Mon, Tuensang**(2 districts)**	**.....NIL.....**
18	Orissa	**Malkangiri,** Koraput, Rayagada, Kendujhar, Gajapati, Debagarh, Nabarangapur, Bargarh, Mayurbhanj, Ganjam, Balangir, Nuapada, Sonapur, Kalahandi, Kandhamal, Baudh **(16 districts)**	**Bhadrak, Baleshwar, Dhenkanal, Jharsuguda, Sambalpur, Nayagarh, Anugul,** Koraput, Rayagada, Kendujhar, Gajapati, Debagarh, Nabarangapur, Bargarh, Mayurbhanj, Ganjam, Balangir, Nuapada, Sonapur, Kalahandi, Kandhamal, Baudh **(22districts)**

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ABSTRACT OF SELECTED EDUCATIONAL STATICTICS 2001-2002

1	2	3	4
19	Punjab	Sangrur, Mansa, Bathinda Muktsar, Firozpur, **(5 districts)**	.....NIL.....
20	Rajasthan	Ganganagar, Hanumangarh, Churu, Bikaner, Barmer, Udaipur, Ajmer, Banswara, Sirohi, Dhaulpur, Jhalawar, Bundi, Jaisalmer, Bhilwara, Baran, Jodhpur, Nagaur, Alwar, Dungarpur, Chittaurgarh, Karauli, Rajsamand, Pali, Dausa. Bharatpur, Jalor, Tonk, Sawai Madhopur**(28 districts)**	**Kota, Jhunjhunun, Jaipur, Sikar,** Ganganagar, Hanumangarh, Churu, Bikaner, Barmer, Udaipur, Ajmer, Banswara, Sirohi, Dhaulpur, Jhalawar, Bundi, Jaisalmer, Bhilwara, Baran, Jodhpur, Nagaur, Alwar, Dungarpur, Chittaurgarh, Karauli, Rajsamand, Pali, Dausa. Bharatpur, Jalor, Tonk, Sawai Madhopur **(32 districts)**
21	Sikkim	West **(one district)**	**East, South, North**, West **(4 districts)**
22	Tamil Nadu	**Dharmapuri,** Viluppuram, Ariyalur **(3 districts)**	**Cuddalore, Pudukkottai, Kapur Perambalur, Tiruvanamalai** Viluppuram, Ariyalur **(7districts)**
23	Tripura	**Dhalai (one district)**	**....NIL.....**
24	Uttar Pradesh	**Rampur, Saharanpur,** Farrukhabad, Meerut, Bijnor, Bahraich, Moradabad, Kannauj, Bareilly, Budaun, Muzaffarnagar, Barabanki, Balrampur, Firozabad, Kheri, Unnao, Mainpuri, Shahjahanpur, Sitapur, Ambedkar Nagar, Mahoba, Faizabad, Hardoi, Chitrakoot, Pilibhit, Azamgarh, Mau, Baghpat, Jyotiba, Phule Nagar, Fatehpur, Etah, Jalaun, Shravasti, Rae Bareli, Jhansi, Basti, Ballia, Aligarh, Sonbhadra, Gonda, Hathras, Sultanpur, Chandauli, Siddharthnagar, Allahabad, Mirzapur, Ghazipur, Agra, Lalitpur, Pratapgarh, Hamirpur, Gorakhpur, Sant Kabir Nagar, Kaushambi, Bulandshahar , Deoria, Banda, Jaunpur, Mathura, Kushinagar, Varanasi, Maharajganj,Sant Ravidas Nagar **(63 districts)**	**Ghaziabad, Kanpur Dehat, Etawah, Gautam Buddha Nagar,** Farrukhabad, Meerut, Bijnor, Bahraich, Moradabad, Kannauj, Bareilly, Budaun, Muzaffarnagar, Barabanki, Balrampur, Firozabad, Kheri, Unnao, Mainpuri, Shahjahanpur, Sitapur, Ambedkar Nagar, Mahoba, Faizabad, Hardoi, Chitrakoot, Pilibhit, Azamgarh, Mau, Baghpat, Jyotiba, Phule Nagar, Fatehpur, Etah, Jalaun, Shravasti, Rae Bareli, Jhansi, Basti, Ballia, Aligarh, Sonbhadra, Gonda, Hathras, Sultanpur, Chandauli, Siddharthnagar, Allahabad, Mirzapur, Ghazipur, Agra, Lalitpur, Pratapgarh, Hamirpur, Gorakhpur, Sant Kabir Nagar, Kaushambi, Bulandshahar , Deoria, Banda, Jaunpur, Mathura, Kushinagar, Varanasi, Maharajganj, Sant Ravidas Nagar **(65 districts)**
25	Uttaranchal	Hardwar, Tehri Garhwal Uttarkashi **(3 districts)**	**Udhamsingh Nagar, Garhwal, Chamoli, Pithoragarh, Almora, Rudraprayag, Bageshwar, Champawat**, Hardwar, Tehri Garhwal, Uttarkashi **(11 districts)**
26	West Bengal	**Jalpaiguri** , Uttar Dinajpur, Bankura, Puruliya **(4 districts)**	Uttar Dinajpur, Bankura, Puruliya **(3 districts)**
27	Dadra & Nagar Haveli	Dadra & Nagar Haveli **(one district)**	Dadra & Nagar Haveli **(one district)**
Total number of districts		**309**	**324**
Total common districts		**247**	

2001-02

	I-V			I-VIII			I-X		
SC	43.73	47.05	45.18	58.61	63.63	60.73	71.14	74.91	72.71
↓T	51.04	54.07	52.34	67.28	72.69	69.52	79.95	82.89	←

Plg. Comm.