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HIGHER EDUCATION IN INDIA: THE REGIONAL DIMENSION* Moonis Raza and Yash Aggarwal

Abstract

The roots of Indian higher education lie deep in antiquity. The consolidation of British colonial rule was accompanied by a process of decisive break in the historical continuity of the educational tradition. Independent India inherited a system of higher education which was not only quantitatively microscopic as well as inadequate and qualitatively anaemic as well as dysfunctional. Caught in the web of the distortions of the inherited structure, policy making in the sphere of education during the earlier years after achievement of treedom had to respond to the seemingly contradictory demands for education of the masses (equity) and for education of a high standard and best utilisation of resources (efficiency).

It is unfortunate that the problems of identification, measurement and explanation of variations and imbalances in the sphere of education have not been adequately probed. In order to develop an understanding of regional variations, an attempt has been made in this paper to examine different aspects of regional variations in the development of higher education in India.

Surveying the educational progress, one finds that there exist great imbalances in higher education. It seems that expansion of higher education in certain areas has taken place at an increasing pace. But these islands of development having affluent academies, refflect the process of the impounding of the impulses of growth in pockets. Efforts have, no doubt, been made to alter this structure during the last thirty years of planned development, but the situation continues to be quite serious. It thus appears that the problems of educational development are intrinsically related to different aspects of socio-economic structure and the development process as a whole and a narrow sectoral approach of educational planning would not go far in achieving the objectives of "growth with equity".

^{*} Based partly on a study on Higher Education in India: A Survey, prepared for the National Commission on Teachers in Higher Education:India (1984)

THE REGIONAL DIMENSION

MOONIS RAZA YASH AGGARWAL

Introduction

Since the dawn of civilisation, education and development have been intrinsically linked through bi-directional causality. This is especially true of higher education, which not only provides the human capital for modernisation of the economy but also the necessary human inputs for the balanced development of the educational sysyem. The accelerated growth of modern industrialisation, unleashed since the beginning of the nineteenth century has brought about a qualitative change in the structure of the work-force by its progressive shift from the primary to the secondary and to the tertiary sectors of the economy. The period of rapid industrialisation witnessed the integration of the world market, on the one hand, and its fragmentation between the developed countries with high levels of industrialisation and the countries of the third world largely engaged in the production and extraction of primary products.

While in the developed countries of today, the industrial revolution had created conditions wherein the need for a skilled and educated manpower has slowly and steadily led to universalisation of primary education, the accompanying processes of development of under-development in the colonial empires necesstiated the persistence of illiteracy in the case of mass of people. This process of essential bi-polar differentiation exerted a profound impact on the educational development as well and led to high magnitudes of international disparities in the levels of educational development between the two. The persistence of low levels of education and high magnitudes of disparities therein are an important feature of the third world countries. It is no doubt true that efforts have been made to alter this relationhip in a number of ways. Inspite of such efforts the

present day inadequacies in their educational system are largely the composite effect of the distortions embedded in the system during the colonial period, on the one hand, and of the infirmities and limitations of the current development strategies, on the other.

The roots of Indian higher education lie deep in antiquity. It is no doubt true that the British let the traditional system continue for the first few decades after gaining political control over various parts of the country, but the pattern of higher education in vogue these days, in its essential characteristics, dates back to the middle of the last century, more specifically the years following the Education Despatch of 1854. The unnatural mixture of fossilized tradition and rootless modernity was concocted in the crucible of colonial India and consequently the policies of colonial India led to the disruption of the indigenous tradition of educationa development spread over the millinea and to the fragmentation of the historical continuum.

As the system of alien rule stablized itself, the universities and colleges in India were assigned triple functions. Intellectually to familiarise the students and through them the local population with European thought, relatively disentangled from the shackles of eccleciastical epistemology, culturally, to transmit and propogate the cultural values and norms specific to Britain, and politically, to produce a class of collaborating clerks and policemen for the various levels of the colonial administration. Institutes of higher education were given formal structures basically with these ends in view. The consolidation of British Colonial rule was thus accompainied by a process of decisive break in the historical continuity of the Indian educational tradition.

The basic thrust of the development models adopted by different countries during the first and second development decades was on growth, for example, \underline{a} la Harrod Domar model. The limitations of the growth models as a tool of socio-economic planning in the context of developing countries of the third world became evident during the

seventies as the "growth" of many countries was not only slow but failed to usher in the desired results but was also accompanied by the accentuation of intra and inter-regional disparities. The emphasis in planning, therefore, has now shifted from growth to growth with equity, which is now considered to be one of the major goals of social planning in many developing countries.

It did not take many years to recognise the bi-directional linkeges between education and socio-economic development and to identify the former as a crucial input in to the latter to achieve the goals of socio-economic development. It was in this content the Indian planner have been emphasising balanced regional development and the removal of regional imbalances and inequities as one of the maor objectives of regional planning ever since the inception of planned development. The First Five Year Plan, while taking note of the existing intra and inter-regional impalances, underlined the need for the equitable distribution of educational opportunities in specific terms and referred to it as one of the major targets of educational planning in India. During the last three decades of planned devlopment the emphasis was not only on the expansion of educational facilities at different levels but also on strengthening the scientific and technological content therein. With a view to achieve these objectives, special schemes were formulated for removing regional imbalances and inequities in the educational development of different social groups. The provision of special grants for educationally backward states and incentive schemes for scheduled castes, scheduled tribes and other backward classes fall in this category.

The interest in the analysis of regional disparities in educational development of different social groups and its variations across space is in fact not a new one. In this context, the analysis of aggregated data is essentially of an exploratory nature. Such an analysis, though quite helpful in comprehending the main attributes of the situation, tends to hide important regional variations. The specificity is of special significance as the problems of imbalances are deeply rooted in the regional sub-systems and any generalised

strategy would just not work anywhere. It is, therefore, unfortunate that the problems of identification, measurement and explanation of these variations and imbalances in the sphere of education have not been adequately probed either by the social scientists or by educational planners. Since remedial action for the minimization of disparities can be effectively undertaken within a regional frame; the need for detailed investigation at a disaggregated level cannot be over emphasized. In order to develop an understanding of these variations, disparities and imbalances, we have, in this paper, undertaken the analysis of the following five aspects of regional variations in the development of higher education in India:

- i) Spatial spread of higher education,
- ir) Faculty-wise enrolments,
- iii) Stage-wise enrolments,
 - iv) Enrolment of the scheduled castes, and
 - v) Male-female differentials in enrolment.

The Analytical Frame

For the purpose of this study the unit of analysis has been carefully selected. There were three options available to us in terms of the use of disaggregated data — state level, district level and N.S.S. region level. It may be noted that the States as the unit of analysis for examining different aspects of regional disparities in higher education would be quite unsuitable because of their internal hetrogeniety both in terms of the elements of diversity and disparity. It may not be meaningful to club Chota Nagpur Plateau with the North Bihar Plains or Gujarat Plains with Saurashtra. The same can be said with equal force about the magnitude of disparities within the boundaries of states. How does one, at any level of rationality, club together Jaisalmer and Jaipur, Burdwan and Siliguri or Meerut and Ghazipur.

The other alternative is to consider the district as the unit of

analysis. This is particularly true as more and more emphasis is now being laid on district level planning. The district as an administrative unit of the Indian polity has a particular vitality. is at this level that the emphasis shifts from the system of vertical linkages of sectoral planning to the system of horizontal linkages of regional planning. Working with a district as a unit of analysis was quite tempting. However, it would not have permitted us a meaningful comparison between the indices of college and university education in India, which has been the main focus of enquiry in this paper. This would be particularly true in view of the fact that a proportionately large number of districts do not have universities. It was, therefore, considered advisable to work with the 77 National Sample Surey regions (NSS) which are fairly homogeneous in terms of their ecological set up and are generally not marked by intra-regional disparities of high order. We have considered the classification of NSS regions corresponding to the year 1981. The list of the NSS regions with the districts included in each is given in Appendix 1 and their boundaries are shown in Fig. 1. However, wherever the situation permitted, the statewise and districtwise data has also been used.

The enrolment data corresponding to the year 1980-81 has been used in the present study. Districtwise data on stagewise and cultywise enrolments was obtained from the University Grants Commission separately for the affiliated colleges getting grant in aid under section 2F and for the universities and their teaching departments. The data relating to university and college enrolments was separately aggregated at the level of NSS regions. The two sets of data were pooled together to generate the variables for the system of higher education as a whole. The district-wise data on the enrolment of scheduled castes was unfortunately not available for 1980-81. In their case the latest districtwise data was available for the year 1977-78 for which year district level data of total enrolment was not available.

The following Table inidcates different levels of aggregation of enrolment data:

Stage wise - Total enrolment

- Under-graduate enrolment

- Post graduate enrolment

- Research enrolment

Sex wise - Male

- Female

Faculty wise - Arts (including Oriental Learning)

- Science

- Commerce

- Education

- Engineering/Technology

- Medicine

- Agriculture/Vet. Sc.

- Law

- Others

More specifically, with a view to bring out the regional aspects of higher education in India, the following indicators relating to the colleges, universities and for the total system of higher education have been derived for all the NSS regions and have been presented in the form of different tables and maps.

Variable No. Description

- 1. Enrolment per lakh of population
- 2. % Women in total enrolment
- 3. % Enrolment in Post-graduate and research to total enrolment
- 4. % Enrolment in arts to total enrolment
- 5. % Enrolment in science to total enrolment
- 6. % Enrolment in commerce to total enrolment
- 7. % Enrolment in engineering/technology to total enrolment
- 8. % Enrolment in medicine to total enrolment
- 9. % Women enrolment in arts to total women enrolment

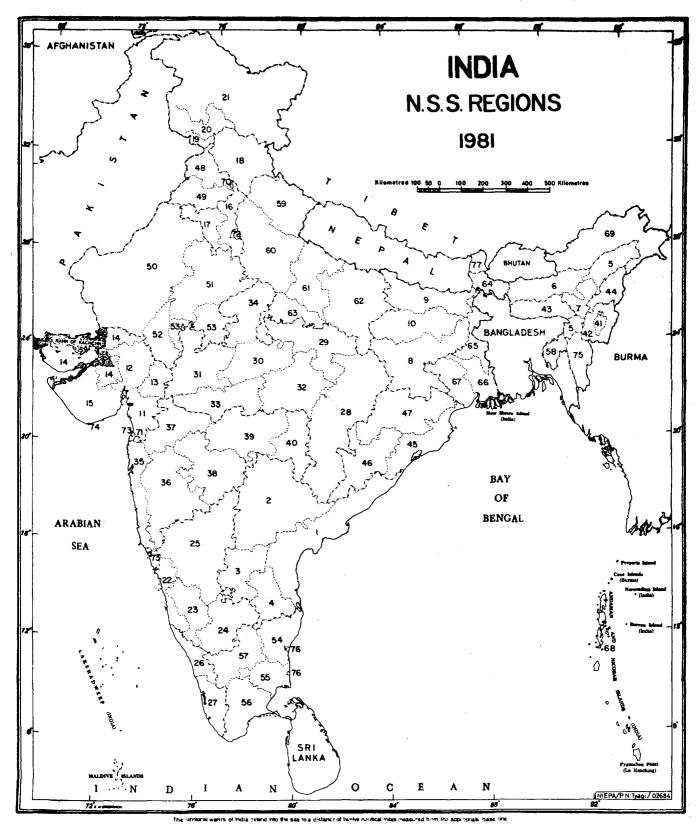


Fig. 1

- 10. % Women enrolment in science to total women enrolment
- 11. % Women enrolment in commerce to total women enrolment
- 12. % Women enrolment in engineering/technology to total women enrolment
- 13. % Women enrolment in medicine to total women enrolment
- 14. % Women enrolment in arts to total enrolment in arts
- 15. % Women enrolment in science to total enrolment in science
- 16. % Women enrolment in commerce to total enrolment in commerce
- 17. % Women enrolment in engineering/technology to total enrolment in engineering/technology
- 18. % Women enrolment in medicine to total enrolment in medicine

In addition to this the coefficient of equality has been used to examine the spatial variations in the spread of higher education among scheduled caste population in India.

Spatial Spread of Higher Education

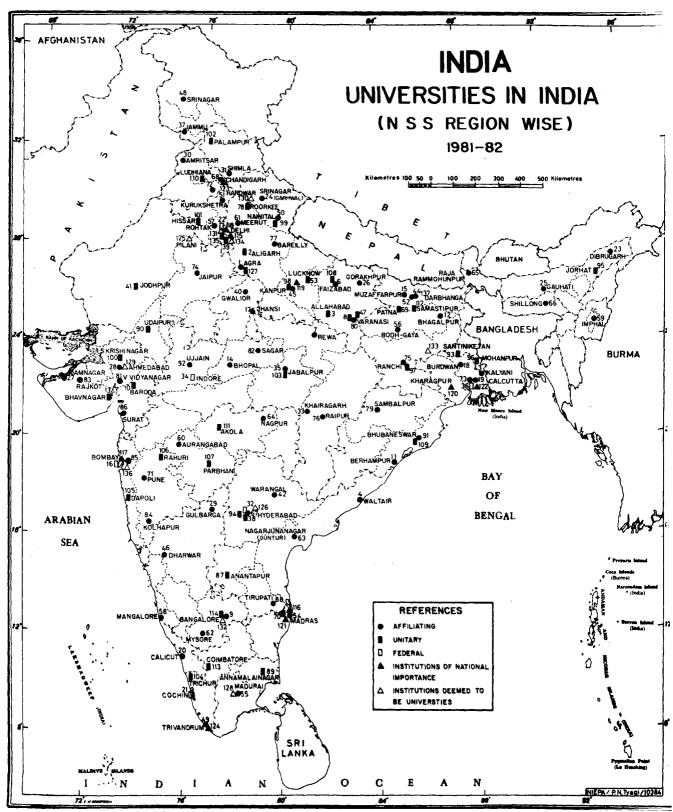
It may be noted that on the eve of independence, the system was quantitatively microscopic as well as inadequate and qualitatively anaemic as well as dysfunctional. constraints of such a situation did not permit an option between quantity and quality. Adequate and rapid expansion of the inherited miniscule was necessary in view of firstly, the need for import substitution in the field of the intellect and the building up of a self-reliant academic structure; secondly, the projected needs of planned economic development; and thirdly, the pressure from those who were denied higher education for centuries but who saw the possibility, however distant and difficult, of acquiring a university degree which is wrongly or rightly regarded as a passort to a comfortable white collar job.

In an analysis of the location of the institutes of higher education in India during the colonial period, it has been shown that on the eve of Independence, the location of institutions of higher learning were highly enclavised and consequently there were large

inter-regional variations in the availability of aducational facilities to the people of different regions in India. During the last three decades of planned development efforts have been made to alter this structure by opening institutions of higher education in educationally backward and isolated areas. This is in accordance with the policy of balanced regional development adopted by the policy planners in India.

The findings of our earlier analysis prsented in a study for the National Commission on Teachers, it has been shown that the enrolment in higher education has grown at a considerably high rate especially during the sixties and mid seventies. Consequently, the number of universities (including institutes deemed universities) increased from 27 in 1950-51 to 150 in 1984 and the number of colleges increased from 772 in 1955-56 to 5246 in 1983-84 Such an expansion was made possible by a substantial increase in the educational budget. The expenditure on education increased from Rs. 55 Crores in 1947 to 5,186 Crores in 1982. In terms of per capita expenditure on education, the increase has been from Rs.2.10 to Rs. 74.00. Looking at the higher education sector one finds that its expansion was highly varied both across time and space and the facilities for higher education are neither spread across space uniformally nor are they available to the same extent to different social groups in the same region. A preliminary exploration in this direction has been made by considering the spatial spread of universities and colleges in India. A university is considered to be a nodal location from which the impulses of educational development are transmitted to the surrounding areas. It is in this context that the location of a university has been considered to be an important input for balanced regional development. Figure 2 presents the location of universities

^{*} Moonis Raza, Y.P. Aggarwal & Mabud Hasan (1984); Higher Education in India - A Survey, National Commission on Teahcers-II, New Delhi



The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line

in different NSS regions of India. It is observed that there are as many as 20 NSS regions without a university. Among the 9 Union Territories only two i.e. Delhi and Chandigarh have universities whereas the remaining 7 do not have any university. In terms of college education, the position is better but is also quite unsatisfactory. While, by and large, every region has some facility for college education, the regional variations in the availability of such facilities are considerable. These inadequacies in the regional sapread of higher education notwithstanding, the inherited structure of enclavised educational facilities has undergone significant changes along desired lines.

The location of universities and/or that of colleges is a crude indicator for examining regional imbalances in the spatial spread of higher education. With a view to further probe into this phenomenon and to neutralize the size effect of the regions, we have calculated enrolment per lakh of population for higher education as a whole and for college and university levels eparately. The value in this indicator would bring out the ability of a region to participate in the process of higher learning. Appendix Table 2 presents enrolment per lakh of population for the college level and for higher education as a whole in the NSS regions in India. The spatial pattern of total enrolment per lakh of population is shown in Figure 3, and of college enrolment in Figure 4. The following generalisations may be abstracted from the table and figures.

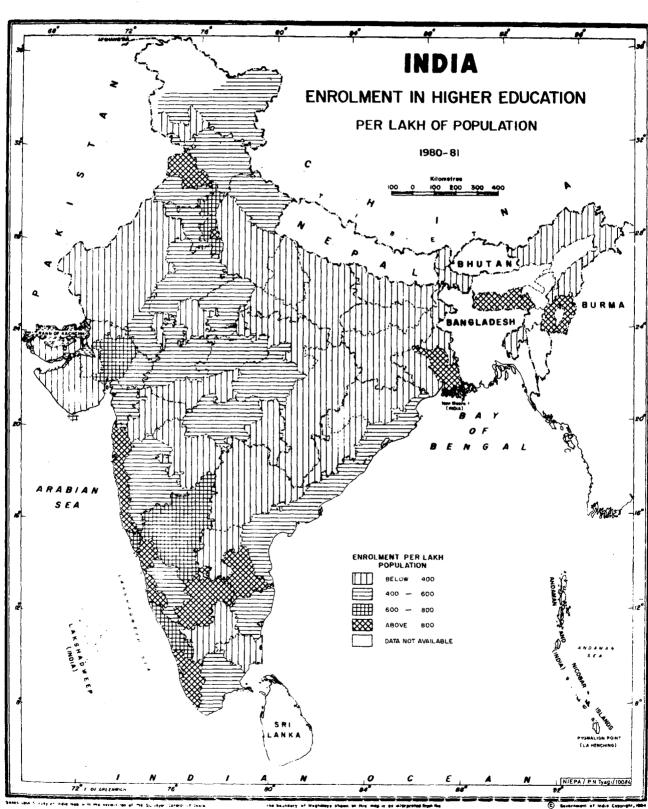
The spatial variations in enrolment per lakh of population are very large. It varies from 61 in Arunachal Pradesh to as high as 5366 for Chandigarh. The all India average number of students enrolled per lakh of population comes to about 400. There are a large number of regions in which the enrolment per lakh of population is less than this. There are only a few regions especially along the West coast, North East and the region comprising Calcutta, Delhi and Madras metropoles and the union territory of Chandigarh for which this indicator takes a value of more than 800. It may be noted that there are two types of regions falling in this group. The first type

corresponds to regions which because of low density get high value of enrolment per lakh of population whereas the others get high value of this indicator because of the concentration of a large number of institutions therein. Some of regions from North-East statesfall in the former, whereas the regions along the west and east coast fall in the latter category. It may be also noted that the areas corresponding to low values of the index correspond to the educationally backward states. The position with respect to college education is somewhat different. In their case it has been found that the areas with the low levels of enrolment correspond to Western Rajasthan outer hills of Jammu & Kashmir, Eastern Maharashtra and Arunachal Pradesh.

It follows from the above, that there are wide regional variations in the availability and utilization of the facilities for higher education in India. There are large areas in which such facilities do not exist at all. People from these areas have to go to the neighbouring regions for their higher education even though it is of the general type which is available in plenty in large cities. It is no doubt true that the enclavised character of higher education in India has changed to some extent during the last three decades of planned development, but the position is still far from satisfacoty. The following facultywise analysis of enrolment across regions would bring out the fact that disparities are not only in the quantity but particularly in the type of education.

Facultywise Enrolment

After having examined the spatial variation in the spread of higher education in India, let us probe into the facultywise pattern of enrolment. Such a structural analysis would bring out the extent of distortion in the educational development in different regions. It is expected that there would be an association between the nature of educational development in a region and the characteristics of its economic base. Facultywise analysis of enrolment would be crucial in understanding the nature of education - manpower linkages in the



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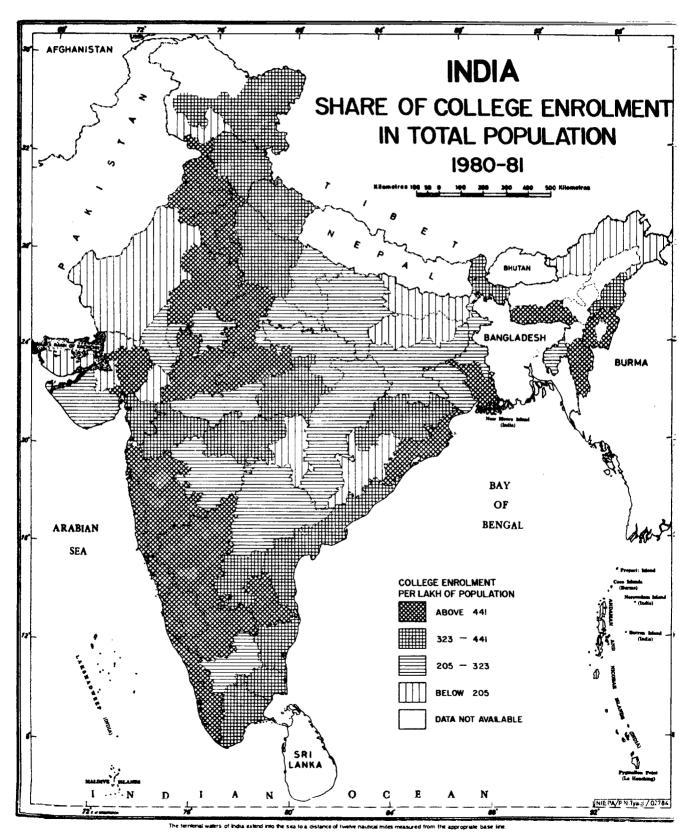


Fig.4

regional context and the possible mismatch therein. Appendix Table 3 & Appendix Table 4 present the regional distribution of facultywise enrolment. The corresponding spatial patterns are represented in Figure 5 and Figure 6. The following points are worth noting from the data presented in these tables and maps:

- There has been a shift from arts to the commerce faculty in many parts of the country. This may have been due to increased employment opportunities for commerce graduates in these regions. The share of enrolment in commerce (colleges) has been found to be very large in many regions of the country. In a large number of regions, it is even higher than the share of enrolment in arts. This is particularly true of coastal Andhra; eastern and northern plains of Gujarat and the coastal and inland regions of Maharashtra.
- ii) The share of enrolment in science to total enrolment is also showing large inter-regional variations. It varies from as low as nearly 3 percent in dry areas of Gujarat to as high as nearly 40% in Inland Tamil Nadu. There are 11 regions in which the share of science subjects is less than 10%.
- iii) Some regions have a significantly large share of enrolment in art subjects only. For example, in Assam Hill there is only arts enrolment. The regions having more than 60% of their enrolment in art subject are western Haryana, all regions of Himachal Pradesh, outer hills Jammu & Kashmir, Manipur, Meghalaya, Nagaland, Northern & Western Punjab, Tripura, eastern and southern Uttar Pradesh, Andaman and Nicobar and Arunachal Pradesh. These are generally less deeloped areas.

Iv) There are wide inter-regional variations in engineering and medical enrolment. 25 regions do not have either an engineering or a medical college. There are as many as 15 regions which have neither of them. It may thus be obsered that inspite of its crucial importance the professional component in higher, its regional spread continues to be quite inequitious.

Inter-regional Variations in Stagewise Enrolments

Stagewise analysis of enrolment in the regional context is of considerable significance as it brings out the essential features of the structure of the educational pyramid. Relatiely less developed regions have a pyramid with a heavy base and a tapering top. They will have to depend upon other regions, with pyramids approximating the cylinderical shape, for specialized R & D competence. It would be the latter, which would provide the leadership role and would emerge as the exporter of its technical and specialised manpower to other deficit region. A crude indicator of the multi-level structure may be the size of the postgraduate and reservn in total annotment. The share of post-graduate and research in college and in higher education as a whole has already been presented in Appendix Table 2. coresponding spatial patterns are depicted through Fig. 7. It may be noted that in more than ten regions, the facilities for post-graduate education are conspicious by their absence. The most prominent cluster with high share of post graduate and research enrolment comprises Western and Central Uttar Pradesh, Inland Central and Inland Castern maharashtra. Northern Orissa and the union territories of Chandigarh and Delhi.

It is interesting to note that in some cases, the educationally advanced states like Kerala and Maharashtra do not have high proportion of enrolment in post-graduate and research, whereas some of the educationally backward states have recorded high values of this ratio. It may appear to be paradoxical that the so called educationally advanced state have a lower content of post-graduate

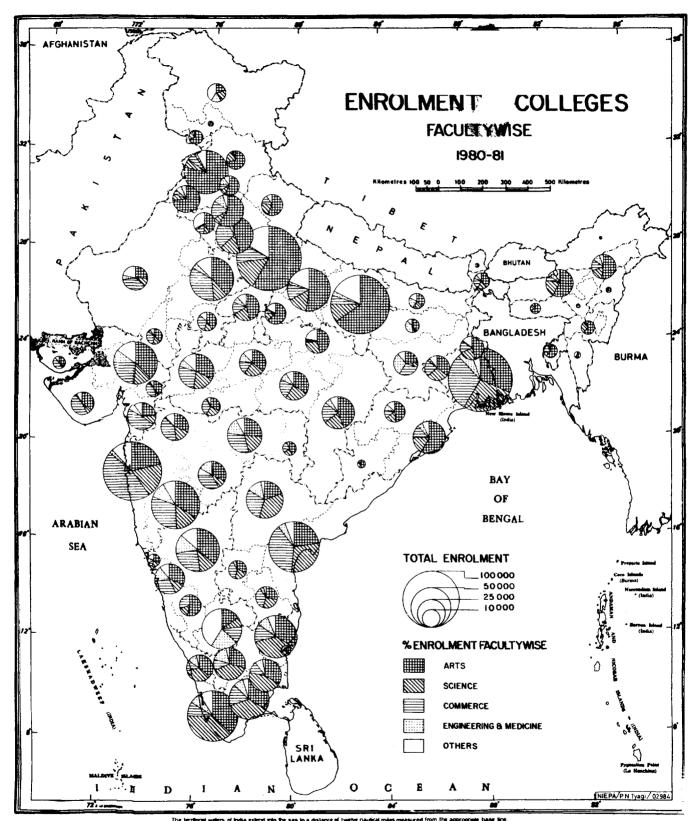


Fig. 5

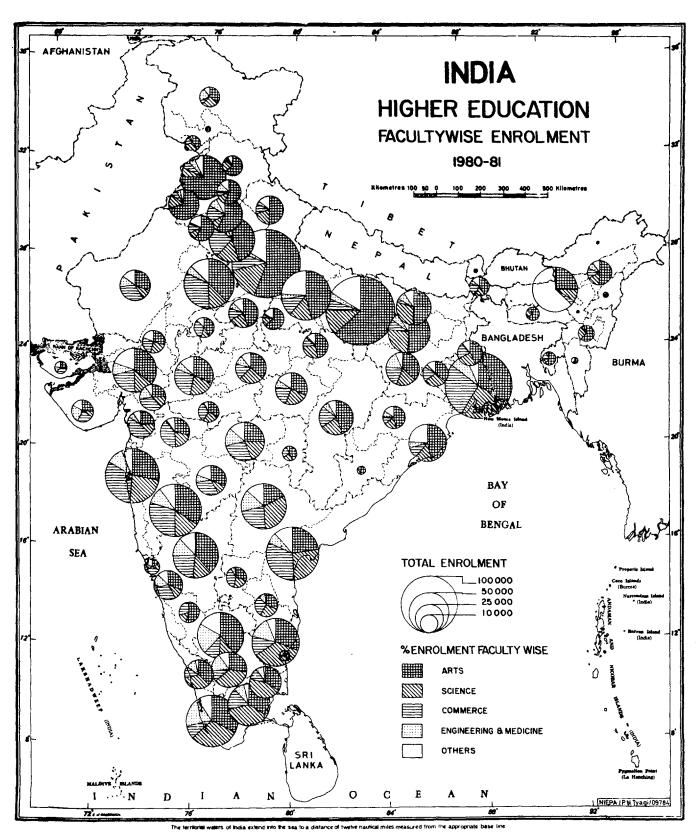
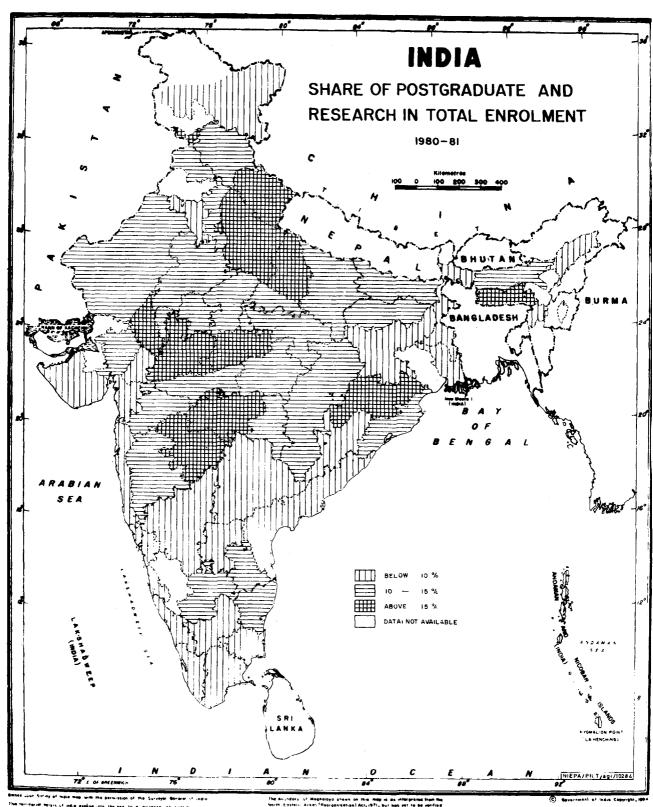


Fig. 6



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while some of the educationally backward states have high ratio of this indicator. This calls for a critical assessment of the relevance of post graduate education to the development process and the dyfunctional linkages between the two.

Male-Female Differentials

Caught in the web of the distortions of the inherited structure, policy making in the sphere of education during the earlier years after achievement of freedom had to respond to the scemingly contradictory demands for education of the masses (equity) and for education of a high standard and °best° utilisation of resources (efficiency). At the dynamics of growth it was neither possible nor desirable to accede to one to the exclusion of the other. Properly understood it may be stated that within a long range perspective, equity and efficiency are complimentary and not contradictory to each other. If the educational level of a large section of the work force is low, the efficiency level of the work force as a whole is bound to be low. Protective discrimination, as a measure of equity, is therefore simultaneously a measure for higher levels of efficiency. In the short run, however, it may sometimes happen that equity and efficiency get inversely related. The trade off, therefore, is not between equity and efficiency but between short and long term assessment of efficiency. Only the myopic and the shortsighted would advocate the sacrifice of long term gains at the altar of immediate growth. Only the fanatic and the doctrinaire would close their eyes to the problems of the present. The social concerns for equity and efficiency can, therefore, be only handled together, each one sustaining and be sustained by the other. In the following paragraphs we shall examine some of these aspects in detail.

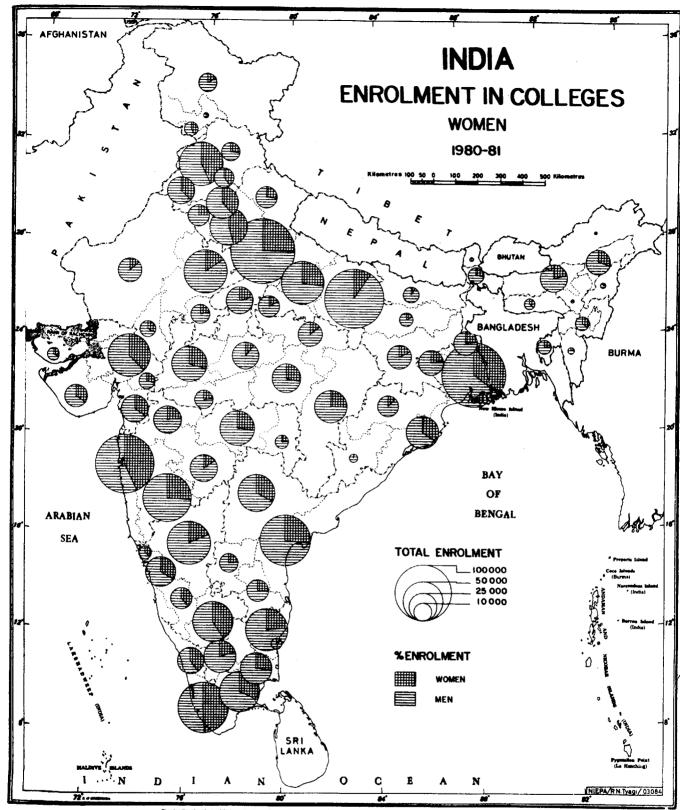
Male-female disparities in educational development are quite significant in most of the developing countries. In view of the socio-economic structure of contemporary India, regional variations in terms of women participation in higher education is expected to be of a high order. The percentage share of women in total as well as

college enrolment has been tabulated in Appendix Table 2. The corresponding spatial patterns have been presented in Figure 8 and Figure 9. The facultywise distribution of women enrolment has also been presented in Appendix Table 5 and Appendix Table 6.

Women participation in higher education shows large variations across regions. There are only a few regions in which the share of women enrolment to total enrolment is more than 35%. The regions with higher proportion of women enrolment are the union terrifories of Delhi and Chandigarh; Coastal Maharashtra, Southern Kerala, Inland Karnataka and Saurashtra in Gujarat. These figures might create the impression that the situation with respect to women education is quite satisfactory. However, it has been observed that the share of women enrolment in areas of high enrolment is very low. Thus the overall position with respect to women education is not very satisfactory.

It may be noted that with the exception of a few regions, the proportion of women going to university education is less than the proportion of girls going to colleges. Even in the colleges the emphasis of women students is on art subjects rather than on commerce or science. There are about 30 regions - mostly from educationally backward states - in which more than two-third of women enrolled are undergoing studies in arts subjects only. An analysis of the women's share in the enrolment of different faculties (Appendix Table 7 and 8) has also shown that in regions of high enrolments the share of women enrolment in arts faculties is very high. A perusal of Fig. 10 illustrates this point very well. Eastern Gujarat coastal Maharashtra, Western & Central U.P., Southern Kerala and Central Plains of West Bengal have more than 50 per cent of the total women enrolment in colleges in arts faculties only.

The foregoing analysis shows that the position with respect to women education is not very satisfactory. Even in those regions wherein their relative share seems to be high, the emphasis is only on the traditional subjects in arts facultie. There is thus an immediate need for bringing about structural changes in women education. The



stance of twelve nautical miles measured from the appropriate base t Fig. 8

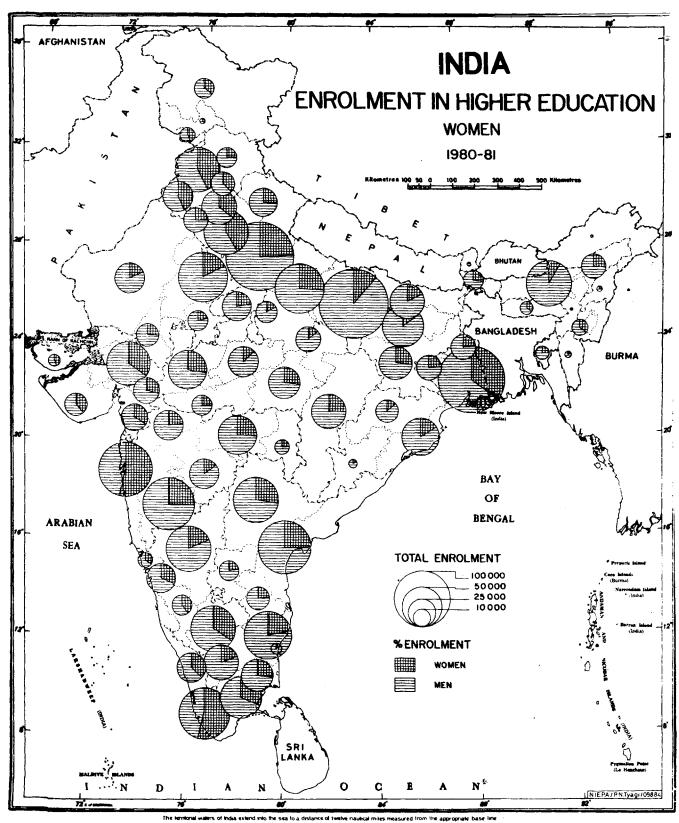


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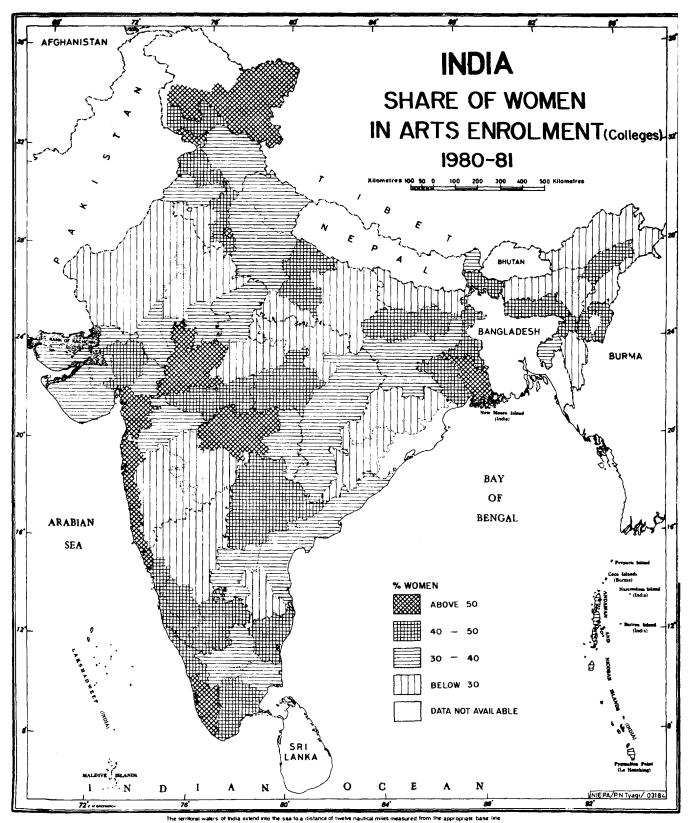


Fig. 10

relative deprivation of women in the field of education is particularly significant because it underlines all other attributes of deprivation. The scheduled caste are deprived, no doubt; but the scheduled castes women are more deprived than their men folk. The rural population are deprived, no doubt; but rural women are more deprived than their men-folk. A movement for women°s education in the Indian social context is, therefore, very much more than a movement for women°s education. It strikes at the very roots of the parasitic system of social inequities interwining the Indian polity, continuously sucking out its life blood and rendering it anaemic and weak. Women°s education is an instrument of liberation not only of women but of Indian society as a whole.

Scheduled Caste Enrolment: The Regional Dimension

Inequities between the educational levels of different social groups have been both the cause and the effect of the differentials between their levels of socio-economic development. Concern for equity in education, therefore, stems not only from a moral commitment to the deprived but from the view point of nation building as well. A human resource development strategy calls for the maturaion of the innate capabilities of all segments of the population with a view to their optimal utilisation. Special efforts have been made since independence to extend the benefits of higher education to weaker sections of society and particularly to the scheduld castes and scheduled tribes. As against a share of 15% in the total population, the share of the scheduled caste in enrolment barely touches the half of it. It is, however, encouraging to note that their enrolment has increased at a faster rate as compared to that of the non-scheduled population. Its compound growth rate from 1964-65 to 1977-78 was 11.6% as compared to 7.9% for total enrolment. As a result, the share of scheduled caste enrolment in general education has increased from 5.5 to 7.7% and for professional education from 4.3 to 6.8% during this period. The gap has narrowed down, no doubt, but it is still quite wide.

The spatial distribution of spread of higher education among scheduled castes is discussed below.

District-wise data for 1977-78 has been utilised for calculating coefficient of equality of scheduled caste enrolment in higher. education. The coefficient of equality is defined as follows.

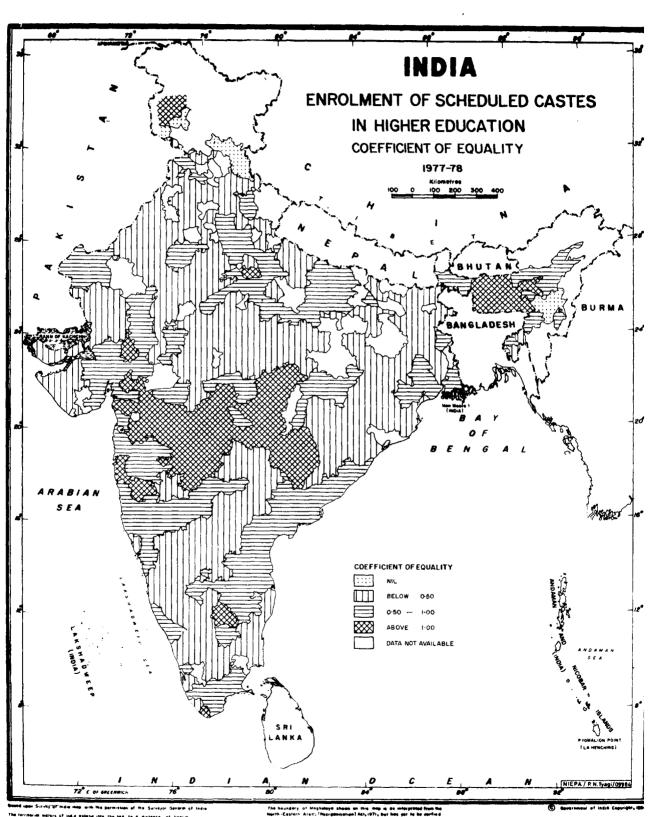
Coefficient of equality = % S.C. enrolment

%S.C. population

Fig.11 presents the spatial pattern of the coeffcient of equality. It may be observed from the map that there is only one cluster of districts, covering parts of Maharashtra, which has very high coefficient of equality and it may be inferred that the spread of higher education among scheduled castes is quite satisfactory in this region.

The districts with the value of the coefficient varying from 50% to 100% are located along the east coast and some parts of Gujarat, Uttar Pradesh and Maharashtra. These regions may be considered to have a fair spread of higher education among the scheduled castes. The most backward regions with respect to education among scheduled castes are Western and North Eastern Rajasthan, Northern and Central Madhya Pradesh, coastal Tamil Nadu, all regions of Karnataka excepting Coastal, all regions of Bihar and whole of Orissa.

Any enquiry into the spread of education among scheduled castes would remain incomplete, if we donct consider the spread of their enrolment over faculties and specifically the position of the spread of higher education among scheduled caste women. With this end in view, the following analysis based on statewise data has been undertaken.



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The statewise analysis of the percentage of scheduled caste female enrolment to total enrolment of scheduled castes in general and professional courses in particular is given in Table 1. High regional variations in their enrolments is quite evident therein. The extent of inter-state disparities in female scheduled caste enrolment have also been examined in terms of its location quotient. The location quotient is defined as follows:

The values of location quotients for the general and professional education are given in Table 2. It may be noted that out of 31 states and union territories, only 9 have location quotient greater than unity. Some of the educationally backward states have very low value of the location quotient for female education. The extent of disparities in educational development of scheduled caste females as compared to scheduled caste males have also been examined with the help of coefficient of equality and the results have been presented in Table 3. An examination of Table 3 reveals that the scheduled caste females are lagging for behind their male counterparts in the sphere of higher education. The ranking of the equality indices for the three reference period do not show any significant variation. The data thus clearly suggests that inspite of the massive efforts the made during the last 30 years, the male female disparities within the scheduled castes have also continued to persist.

Regional Disparities : A Comparative Analysis

A survey on higher education would remain incomplete if we ignore the spatial variations in the distribution of facilities for higher education and some other related indices. In order to develop an understanding of such variations we have undertaken the following analysis. The statwise data corresponding to the year 1975-76 has been used and the selected indices for this purpose are:

Percentage of Female Scheduled Caste Enrolment to Total
Scheduled Caste Enrolment

States/U.Ts.	General Higher Education			Professional & Other Education			
	1964-65	1971-72	1977-78	1964-65	1971-72	1977-78	
A.P.	10.72	23.44	22.98	21.50	10,38	18.52	
Assam	12.45	15,95	20.30	0.93	8.04	16.38	
Bihar	1.15	2.29	4.22	3.94	5.38;	6.11	
Gujarat	7.74	11.86	43.30	2.06	4.39	8,63	
Haryana	7884	4.65	5.82	e e e e e e e e e e e e e e e e e e e	4.48	11.77	
H.P.	17.39	9.32	12,00	10.77	34.87	8.87	
J&K	3.55	8.94	15.29	5.26	7.75	13.78	
Karnataka	10.58	10.12	15.73	9.72	12.62	- 23.19	
Kerala	28.01	37.91	46.98	36.27	27.24	.29.84	
M.P.	3.64	6.37	9.54	3.60	3.23	7.78	
Maharashtra	8.73	14.67	14.74	4.62	8.33	20:67	
Manipur	6.25	23.21	26.91	uan.	14.29	14.71	
Meghalaya	-	33.33	31.65		7.14	8.51	
Orissa	3.44	5.18	6.66	.2.65	6 - 83	9.48	
Punjab	4.31	7.14	13.70	13,89	13.56	24.98	
Rajasthan	1.73	1.17.	2.73	1.94	1.74	3.48	
Tamil Nadu	15.91	17.48	24.24	27.31	27.89	19.29	
Tripura	5.96	14.59	20.04	0	4.19	8.95	
U.P.	4.25	8.33	6.84	4.16	6.36	10.73	
W.Bengal	9.92	16.04	15.36	4.41	6.67	11.79	
Chandigarh	-	8.82	17.01		13.92	16.13	
Delhi	6.46	14.54	23.70	22.22	6.37	13.32	
Goa, Daman		26.67	22.00		0 .	23153	
Pondicherry	0	12.33	17.18	42.86	21.84	28.24	

TABLE - 2

Statewise Distribution of Location Quotients of Scheduled Caste Female Enrolment

States/U.Ts.	General Higher Education			Professional & Other Education			
	1964-65	1971-72	1977-78	1964-65	1971-72	1977-78	
A.P.	1 . 38	1.86	1.68	1.87	1.07	1.25	
Assam	1.60	1.27	1.48	0.08	0.83	1.10	
Bihar	0.15	0.18	0.31	0.33	0.55	0.41	
Gujarat	0.99	0.94	0.97	0.18	0.45	0.58	
Haryana	-	0.37	0.43	·na	0.46	0.79	
H.P.	2.23	0.74	0.88	0.94	3.60	0.93	
J&K	4.31	0.71	1.57	0.46	0.80	0.93	
Karnataka	1.36	0.80	1.15	0.85	1.30	1.56	
Kerala	3.60	3.01	3.44	3.16	2.81	2.01	
M.P.	0.47	0.51	0.70	0.31	0.33	0.52	
Maharashtra	1.2	1.16	1.08	0.40	0.46	1.39	
Manipur	0.80	1.84	1.97		1.47	0.99	
Meghalaya	••	2.64	2.32	-	0.74	0.57	
Orissa	0.44	0.41	0.49	0.23	0.70	0.64	
Punjab	0.55	0.57	1.00	1.21	1.40	1.68	
Rajasthan	0.22	0.09	0.20	0.17	0.18	0.23	
Tamil Nadu	2.05	1.39	1.77	2.38	2.87	1.30	
Tripura	0.77	1.16	1.47	0	0.43	0.60	
U.P.	0.54	0.66	0.50	0.36	0.65	0.72	
W∘Bengal	1.27	1.27	1.12	0.38	0.69	0.79	
Chandigarh	-	0.70	1.24	· -	1.44	1.09	
Delhi	0.83	1.15	1.73	1.93	0.66	0.90	
Goa, Daman		2.12	1.61		0	1.59	
Pondicherry	0 .	0.98	1.25	3.73	2.25	1.90	

TABLE - 3

Statewise Distribution of coefficient of Equality for Scheduled Caste Females

							• •
	General	Higher E	ducation	Professional & Other Education			
States/U.Ts.	1964-65	1971-72	1977-78		1964-65	1971-72	1977-78
A.P.,	21.34	46.79	45.98		42.77	20.72	36.97
Assam	26.13	33.46	42.57		1.97	16.86	34.35
Bihar	2.21	4.57	8.43		7.36	10.73	12,20
Gujarat	15.41	23.86	26.77		4.11	8.84	17.37
Haryana		9.64	12.07		-	9.30	24.42
H.P.	34.97	18.08	23.28		21.65	57.64	17.20
J&K	67.27	17.81	30.47		10.55	15.43	27.45
Karnataka	21.34	20.59	32.00		19.61	25.67	. 47.19
Kerala .	54.07	73.13	90.62		70.03	52,56	57.57
м.Р.	7.33	13.08	19.58		7.34	6.63	15.96
Maharashtra	17.65	29.69	29.83		9.34	16.96	441.82
Manipur	12.98	51.81	60.00		•••	31.89	32.82
Meghalaya	•••	75.50	71.68		***	16.18	19,28
Orissa (6.84	10.32	13.28		5.28	13.63	18.91
^o unjab	9.12	15.04	28.87		29.10	28.57	52,65
Rajasthan	3.55	2.41	5.62		3.98	3.59	7.17
Tamil Nadu	31.36	34.54	47.90		53 . 82	55.11	38.13
Tripura	12.13	29.80	40.93		n te	8.56	18.29
U.P.	8.55	17.21	14.13		8.37	13.13	2.16
W∍Bengal	20.92	34.20	32.77		9.29	14.23	25.15
Chandigarh	, man	21.44	41.37		_	33,85	39.22
Delhi	15.09	33.37	54.39		51.89	14.63	30.56
Goa, Daman	0	54.53	44.98			9.30	48.11
Pondicherry	Ö	24.39	33.99		84.72	43.21	55.88

- Number of institutions per 1000 population (16-26 years age group),
- ii) Enrolment of Students in higher education per 1000 population (16-26 years age group);
- iii) Teacher/worker ratio bringing into focus the importance of teaching occupation in the work force; and
- iv) Direct expenditure per student.

Inter-state variations in the four indices are presented in Table 4. The examination of statewise values of the selected indicators provide enough evidence to snow that there are large regional variations in terms of different measures of educational development. The educationally backward states are getting very low values in terms of all the three indices of educational development. It may be noted from the Table 4 that the union territory of Changidarh happens to have the highest values for all the three indices of educational development. This is so in view of the fact that it is a city with a very large number of institutions of higher education.

We have also tried to capture the overall picture of levels of higher education by compositing the four indicators that have been discussed earlier. Such a picture gives an approximate account of the existing pattern of education in various states. It shows the differences in the level of development of higher education, especially in those states where development has been arrested by a number of socio-economic and political factors. For the purpose of analysis, a composite index in respect to four variables has been computed. The four types of indices were first standarised and equal weights were attached to all the four indicators to arrive at a composite index of development of higher education in different states.

QUANTITATIVE INDICATORS FOR HIGHER EDUCATION DEVELOPMENT

State/Union	Institutions	Encolment	No. of	Qirect	Composit
Territory	per 1000 pop.	of students	Teachers		ure Index of
	(15-26 Years)	per 1000 pop	. per 1000	per stud	-qcleved tne
	* **	(16-26 Years)) workers		ment
Andhra Pradesh	0.0567	24.69	0.7308	810,21	2.8102
Assam	0.0465	23.17	0.8739	683°30	2,5884
Bihar	0.0448	23.43	0.6448	558160	2.2841
Gujarat	J.0579	30.60	1.0411	893.81	2.2548
Haryana	0.0611	56.97	1.3572	896,20	3.6821
Himachal Pradesh	0.0730	20.74	0.6944	1222.52	3.2494
Jammu & Kashmir	0.0650	26.29	1.0998	891.54	3.2890
Kerala	0.1048	66.17	1.5567	568,08	4.9237
Madhya Pradesh .	0.0524	23.32	0.6132	696.75	2.5192
Maharashtra	0.0126	7.30	1.0781	765.84	1.8373
Mysore	0.0697	33.74	1.0467	715.97	3.3489
Manipur	0.1138	46.63	1.2242	379.77	4.1295
Nagaland	0,0369	9.16	0.1946	114.16	1.0442
Orissa	0.0386	14.38	0.5300	944.45	2.2716
Punjab	0.0645	39.57	1.3646	886.93	3.7992
Rajasthan	0.0461	18.38	0.8154	1207.61	2.9394
Tamil Nadu	0.0510	26.58	0.9326	813.18	2.0917
Tripura	0.0503	22.15	0.9573	857.72	2,8318
Uttar Pradesh	0.1013	23.58	0.9425	636.97	3.4070
West Bengal	0.0612	41.35	1.2887	-680 -181	3,5382
A.N. Islands	0.0716	6.48	0.3734	1014.08	2.5330
Chandigarh	0.255	295.97	6.2064	2305.19	24.1926
Dader and Nagar					
Haveli	-41		-		· · · · ·
Delhi	0.0976	95.33	4.5270	1681.13	8.5664
Goa, Daman & Diu	0.0731	31.46	1.5161	1828.21	4.8423
L.M.&A. Islands	· · ·			-	
N.E.F.A.	0.0223	1.69	C.1150	2408.93	2.9341
Pondicherry	0.1213	42.62	3.9355	1809.38	8,2948
Mizoram '			* *.	•	•

It has been noted that the composite index of educational development also corresponds to the levels of literacy in these states. Some of the states having low levels of educational development are also characterised by the persistence of poverty, low levels of consumption, low levels of urbanization and lack of infrastructural tacilities.

Surveying the educational progress, one finds that there exist great imbalances in higher education. It seems that expansion of higher education in certain areas has taken place at an increasing pace. But these islands of development having affluent academies, refflect the process of the impounding of the impulses of growth in pockets. Efforts have, no doubt, been made to alter this structure during the last thirty years of planned development, but the situation continues to be quite serious. It thus appears that the problems of educational development are intrinsically related to different aspects of socio-economic structure and the development process as a whole and a narrow sectoral approach of educational planning would not go far in achieving the objectives of "growth with equity".

LIST OF NSS REGIONS AND THEIR COMPOSITION (1980-81)

SI. No.	State/ Union Territory	Description	Detailed Composi Name of Dist			
1	2	3	4			
1.	Andhra Pradesh	Coastal	Srikakulam Vishakhapatnam East Godavari West Godavari	(03)	Krishna Guntur Ongole Nellore	(05) (06) (07) (08)
2.		Inland Northern	Mehbubnagar Hyderabad Medak Nizamabad Adilabad	(13) (14) (15) (16) (17)	Karimnagar Warrangal Khammam Nalgonda	(18) (19) (20) (21)
3.		South Western	Anantapur Kurnoo!	(11) (12)		
4.		Inland Southern	Chittoor Cuddapah	(09) (10)		
5,	Assam	Plains Eastern	Sibsagar Lakhimpur	(05) (06)	Cachar Dibrugarh	(09) (10)
6.		Plains Western	Goalpara Kamrup	(01) (02)	Darrang Nowgong	(03) (04)
7.		Hills	Karbiangong North Cochar Hills	(07) (08)		
8.	Bihar	Southern	Santhal Parganas Hazaribagh Giridih Dhanbad	(25) (26) (27) (28)	Ranchi Palamu Singhbhum	(29) (30) (31)
9.		Northern	Saran Siwan Gopalganj Champaran (east) Champaran (west) Sitamarhi Vaishali	(08) (09) (10) (11) (12) (14) (15)	Darbhanga Madhubani Samastipur Mizafarpur Purnea Katihar Saharsa	(16) (17) (18) (13) (23) (24) (22)

	State/ Union Territory	-	Detailed Composition of Regions Description Name of District (Code)						
1	2,	3	4						
10.		Central	Patna Nalanda	(01) (02)	Bhojpur Robtas	(66) (67)			
		e e e e e e e e e e e e e e e e e e e	Gaya Aurangabad Nawada	(03) (04) (05)	Begusarai Munger Bhagalpur	(19) (20) (21)			
11. G	Gujarat	Eastern	Bharuch Surat	(16) (17)	Valsad The Dangs	(18) (190			
12.		Plains	Sabarkantha Mahesana Gandhinagar	(09) (10) (11)	Ahmadabad Kheda	(12) (13)			
13.		Plains Southern	Pnach Mahais	(14)	Vadodara	(15)			
14.		Dry Areas	Surendranagar Kuchchh	(03) (07)	Banas Kant	ha(08)			
15.		Saurashtra	Jamnagar Rajkot	(01) (02)	Bhavbnagar Amreli Junagadh	(04) (05) (06)			
16. Ha	ryana	Eastern	Ambala Karnal Rohtak Gurgaon	(01) (02) (03) (04)	Kurukshetr Sonipat Faridabad	a(09) (10) (12)			
17.		Western	Mahendragarh Hisar Jind	(05) (06) (07)	Bhiwani Sirsa	(08) (11)			
18. Hi	machal Prde	esh Hiamchal Pradesh	Chamba Kangra Mandi Kullu Lahaul Spiti	(01) (02) (03) (04) (05)	Solan Shimla Sirmaur Kinnaur Hamirpur	(07) (08) (09) (10) (11)			
19. Ja	mmu & Kashr	mir Mountaineous	Bilaspur	(06) (07) (08)	Una .	(12)			
20.		Outer Hills	Doda Udhampur	(05) (06)	Punch Rajauri	(10) (09)			

Detailed Composition of Regions Name of District (Code)	\$1.	State/	<u> </u>	latailed Compan	ition	of Regions	
Territory 1				Name of Dis	trict	(Code)	
		and the second s	occor ipi ion	· · · · · · · · · · · · · · · · · · ·			
			7				
Valley Kupwara (13) Ananthag (01) Pulwama (11)	1	2	3	4			
Valley	21.		Jhelum	Baramula	(03)	Badgam	(12)
						-	
Chats			,	•			
Chats	22. 1	Karnataka	Coastal and	Uttar Kannad	(15)		
Eastern Chikmagalur (11) Kodagu (08)							
24.	23.		Inland	Shimoga	(10)	Hassan	(09)
Southern Tumkur (02) Mysore (06)			Eastern	Chikmagalur	(11)	Kodagu	(08)
Southern Tumkur (02) Mysore (06)	24.		Inland	Kolar	(04)	Mandya	(12)
Bangalore (01)						•	
Northern Gulbarga (17) Ballary (05) Bijapur (14) Raichur (19) Belgaum (13) Chitradurga(03)				Bangalore	(01)	•	
Northern Gulbarga (17) Ballary (05) Bijapur (14) Raichur (19) Belgaum (13) Chitradurga(03)	25.		Inland	Bidar	(18)	Dharwar	(16)
Bijapur (14) Raichur (19) Belgaum (13) Chitradurga(03)							
Belgaum				~		•	
Southern Trichur (05)							a(03)
Southern Trichur (05) Quilon (09) Ernakulam (06) Trivandrum (10) Kottayam (07) Idukki (11) Kottayam (07) Idukki (11) Kottayam (08) Kaigarh (11) Kottayam (08) Kaigarh (11) Kottayam (07) Idukki (11) Kottayam (08) Kaigur (07) Kaigur (08) Kaigur (07) Kaigur (08) Kaigur (07) Kaigur (08) Kaigur (07) Kaigur (08) Kaigur (0	26. I	Kerala	Northern	Cannanore	(01)	Malappuram	(03)
Ernakulam (06) Trivandrum (10) Kottayam (07) Idukki (11) Alleppey (08) 28. Madhya Pradesh Chhatisgarh Bilaspur (39) Raigarh (40) Durg (41) Surguja (38) Raipur (42) Bastar (43) Raj Nandgaon (45) 29. Vindhya Panna (09) Shahdol (12) Rewa (11) Chhatarpur (08) Satna (10) Tikamgarh (07) Sidhi (13) 30. Central Raisen (27) Vidisha (25) Sagar (30) Bhopal (44) Damoh (31) Sehore (26) 31. Malwa Dewas (20) Rajgarh (24) Plateau Dhar (18) Ratlam (15) Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)				Kozhikore	(02)		
Kottayam	27.		Southern	Trichur	(05)	Quilon	(09)
28. Madhya Pradesh Chhatisgarh Bilaspur (39) Raigarh (40) Durg (41) Surguja (38) Raipur (42) Bastar (43) Raj Nandgaon (45)				Ernakulam	(06)	Trivandrum	(10)
28. Madhya Pradesh Chhatisgarh Durg (41) Raipur (42) Raj Nandgaon (45) 29. Vindhya Panna (09) Rewa (11) Chhatarpur (08) Satna (10) Sidhi (13) Central Raisen (27) Sagar (30) Bhopal (44) Damoh (31) Sehore (26) Malwa Plateau Dhar Indore Indore Jhabua (17) Mandsaur (140) Raigarh (40) Surguja (38) Raigarh (43) Raigarh (43) Raigarh (43) Chhatarpur (08) Tikamgarh (07) Sidhi (13) Vidisha (25) Sagar (30) Bhopal (44) Damoh (31) Sehore (26)				Kottayam	(07)	ld uk ki	(11)
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Raipur (42) Bastar (43) Raj Nandgaon (45) 29. Vindhya Panna (09) Shahdol (12) Rewa (11) Chhatarpur (08) Satna (10) Tikamgarh (07) Sidhi (13) 30. Central Raisen (27) Vidisha (25) Sagar (30) Bhopal (44) Damoh (31) Sehore (26) 31. Malwa Dewas (20) Rajgarh (24) Plateau Dhar (18) Ratlam (15) Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)	28. 1	Madhya Pradesh	Chhatisgarh	Bilaspur	(39)	Raigarh	(40)
Raj Nandgaon (45) 29. Vindhya Panna (09) Shahdol (12) Rewa (11) Chhatarpur (08) Satna (10) Tikamgarh (07) Sidhi (13) 30. Central Raisen (27) Vidisha (25) Sagar (30) Bhopal (44) Damoh (31) Sehore (26) 31. Malwa Dewas (20) Rajgarh (24) Plateau Dhar (18) Ratlam (15) Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)						Surguja	
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Satna (10) Tikamgarh (07) Sidhi (13) Central Raisen (27) Vidisha (25) Sagar (30) Bhopal (44) Damoh (31) Sehore (26) Malwa Dewas (20) Rajgarh (24) Plateau Dhar (18) Ratlam (15) Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)	29.		Vindhya				
Sidhi (13) Central Raisen (27) Vidisha (25) Sagar (30) Bhopal (44) Damoh (31) Sehore (26) Malwa Dewas (20) Rajgarh (24) Plateau Dhar (18) Ratlam (15) Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)						Chhatarpur	
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Sagar (30) Bhopal (44) Damoh (31) Sehore (26) Malwa Dewas (20) Rajgarh (24) Plateau Dhar (18) Ratlam (15) Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)				Sidhi	(13)		
Damoh (31) Sehore (26) Malwa Dewas (20) Rajgarh (24) Plateau Dhar (18) Ratlam (15) Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)	30.		Central				
Malwa Dewas (20) Rajgarh (24) Plateau Dhar (18) Ratlam (15) Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)							
Plateau Dhar (18) Ratlam (15) Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)				Damoh	(31)	Sehore	(26)
Indore (19) Shajapur (23) Jhabua (17) Mandsaur (14)	31.						
Jhabua (17) Mandsaur (14)			Plateau				
Ujjain (16)						Mandsaur	(14)
				Ujjain	(16)		

SI. No.	State/ Union Territory	Description	Detailed Compos Name of Dis			
1	2	3	. 4			
32.		South Central	Mandla Jabalpur Seoni	(34) (32) (36)	Chhindwara Balaghat	(35) (37)
33.		South Western	Narsimhapur Betul Hoshangabad	(33) (29) (28)	East Nimar West Nimar	(22)
		Northern	Gwalior Bhind Morena	(03) (02) (01)	Datia Guna Shivpuri	(04) (06) (05)
35.	Maharash t ra	Coastal	Thane Raigarh(Kulat	(02) pa)(03)	Greater Bombay Ratnagiri	(01) (04)
36.	end Table	Inland Western	Ahmadnagar Solapur Sangli	(08) (12) (11)	Pune Satara Kolhapur	(09) (10) (13)
37.		Inland Northern	Jalgaon : Dhule	(07) (06)	Nashik	(05)
38.		Inland Central	Aurangabad parbhani Osmanabad	(14) (15) (18)	Bid Nanded	(16) (17)
39.		Inland Eastern	Nagpur Wardha Akola	(24) (23) (20)	Amravati Buldana Yavatmal	(21) (19) (22)
40.		Eastern	Bhandara Chandrapur	(25) (26)		
41.	Manipur	Plains	Manpiur Central	(04)		
42.		Hflls	Manipur West Manpur East	(02)	Manipur North Manipur	(01)
			Tengnoupal	(06)	South Imphal	(03) (07)

SI.	State/		Detailed Compos	ition	of Regions	
No.	Union	Description	Name of Dis			
	Territory				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
1	2	3	4			
43.	Meghalaya	Meghalaya	East Khasi	(01)		
	,5.		West Khasi	(02)		
			Hills			
				(03)		
			East Garo	(0.4)		
			Hills West Garo	(04)		
			Hills	(05)		
			111115	(0))		
44.	Nagaland	Naga I and	Kohima	(01)	Mokokchung	(02)
	-	J	luensang	(03)	Zunheboto	(04)
			Wokha	(05)	Phek	(06)
			Mon	(07)		
45.	Orissa	Coastal	Baleshwar	(05)	Puri	(13)
7,5	01 1330	Coastat	Cuttack	(06)	Ganjam	(12)
			out rack	(007	oungum	(12)
46.		Southern	Phul bani	(80)		
			Kalahandi	(10)		
			Koraput	(11)		
47.		Northern	Mayurbhanj	(04)	Sambalpur	(01)
		HOI THEIT	Kendu jhar	(03)	Dhenkanal	(07)
			Sundargarh	(02)	Balangir	(09)
40	0			(04)		(05)
40•	Punjab	Northern	Gurdaspur	(01)	Jalandhar	(05)
			Amritsar	(02)	Ludhiana	(04)
			Kapurthala Rupnagar	(06) (08)	Hoshiarpur	(07)
			Rupnegar	(00)		
49.		Southern	Patiala	(09)	Bhatinda	(11)
			Sangrur	(10)	Faridkot	(12)
			Ferozopur	(03)		
50.	Rajasthan	Western	Ganganagar	(01)	Jodhpur	(13)
	, ragao, man	W6516111	Churu	(03)	Jaisalmer	(12)
			Bikaner	(02)	Barmer	(16)
			N a gaur	(14)	Jalor	(17)
			Pali	(15)	Sirohi	(18)
51.		North	Thun thunun	(04)	Alwar	(05)
J10		Eastern	Jhunjhunun Bharatpur	(06)	Jaipur	(08)
		20316111	Sawai Madhopur		Tonk	(11)
			Bhilwara	(19)	Ajmer	(10)
			Sikar	(09)		

SI. State/ No. Union De		etailed Compos			
No. Union De Territory	escription	Name of Dist	rrict (Code)	
1 2	3	4			
52.	Southern	Banswara Dungarpur	(23) (22)	Udaipur	(20)
53.	South Eastern	Jhalawar Kota	(26) (25)	Bundi Chittaurgar	(24) h(21)
54. Tamil Nadu	Coastal Northern	Madras Chengalpattu	(01) (02)	North Arcot South Arcot	
55.	Coastal	Thanjavur Pudukkottai	(11) (15)	Tiruchchira palli	(10)
56.	Southern	Madurai Ramanathapuram	(09) i(12)	Tiruneveli Kanniya Kumari	(13 <u>)</u> (14)
57.	Inland	Salem Coimbatore Periyar	(06) (07) (16)	Dharmapuri Nilgiri	(05) (08)
58. Tripura	Tripura	West Tripura South Tripura	(01) (03)	North Tripura	(02)
59. Uttar Pradesh	Himalayan	Pithoragarh Uttar kashi Tehri Garhwal Almora	(05) (01) (03) (060	Chamoli Dehra Dun Garhwai Nainital	(02) (15) (04) (07)
60.	West	Saharanpur Muzaffarnagar Moradabad Bulandshahr Shahjahanpur Budaun Mathura Farrukhabad Etawah Ghaziabad	(16) (17) (09) (19) (14) (10) (21) (25) (26) (56)	Bijnor Meerut Rampur Bareilly Pilibhit Aligarh Etah Mainpuri Agra	(08) (18) (11) (12) (13) (20) (23) (24) (22)
61.	Central		(34) (38) (37) (27) (36)	Sitapur Bara Banki Rae Baroli Fatehpur	(35) (42) (39) (28)

SI.	State/		etailed Compos	ition	of Pogions	
No.	Union	Description	Name of Dis			
	Territory	56361 1 p 1 1 611	Name of 513	11 101	(0000)	
1	. 2	3	4			<u></u>
•	٠ ـ ـ	,	-1			
62.		Eastern	Bahraich	(40)	Gonda	(41)
	Ÿ		Gorakhpur	(470	Basti	(46)
			Azamgarh	(49)	Deoria	(48)
			Faizabad	(43)	Ballia	(51)
			Sultanpur	(44)	Jaunpur	(50)
			Varanasi	(53)	Ghazipur	(52)
			Allahabad	(29)	Mirzapur	(54)
			Pratapgarh	(45)		
63.		Sourthern	Banda	(33)	Hamirpur	(32)
			Jhansi	(30)	Lalitpur	(55)
			Jalaun	(31)		
64.	West Bengal	Himalaya n	Darjiling	(01)	Jalpaiguri	(02)
		,	Koch Bihar	(03)	, 3	
65.	۸ .	Eastern	West Dinajpur	(04)	Maldah	(05)
		Plain	Murshidabad	(06)	Nadia	(07)
			Birbhum	()		
66.		Central	24 Parganas	(08)	Calcutta	(10)
		Plains	Hugli	(11)	Haora	(09)
			Bardhaman	(12)		
67.		Western	Bankura	(14)		
		Plains	Puruliya	(16)		
		-	Medinipur	(15)		
68.	Andaman and	Andman	Andamans			
	Nicobar Islands		Nicobars			
	•					
69.	Arunchal					
	Pradesh	Arunachal	West Kameng	(01)	Lower	
					Subansiri	(02)
			West Siang	(03)	Lihit	(04)
			Tirap	(05)	Upper	(07)
			T t- 1/	(05)	Subansiri	(07)
			East Kameng	(06)	East Siang Dibang	(80)
					Valley	(09)
70.	Chandigarh	Chandigargh	Chandigarh			
71	Dodro & Noses	Dodno	Dodge 6 N = "			
/ 1, 6	Dadra & Nagar Haveli	Dadra	Dadra & Nagar			
	HOACLI		Haveli .			

Si. State/ No. Union Territory	Description <u> </u>	Detailed Compos Name of Dis				-
1 2	3	4				
72. Delhi	Delhi	Delhi	(01)			
73. Goa, Daman & Diu	Goa, Daman and Diu	-Goa Diu	(01) (03)	Daman	(02)	
74. Lakshadweep*	Lakshadweep	Lakshadweep				
75. Mozoram	Mizoram	Aizawl Chhimtuupui	(01) (03)	Lunglei	(02)	
76. Pondicherry	Pondicherry	Pondicherry Mahe	(01) (03)	Karaikal Yanam	(02) (04)	
77. Sikkim						

^{*} Not covered by NSS.

ENROLMENT IN HIGHER EDUCATION : SOME BASIC INDICATORS 1980-81

STATE	REGION	ENROLMEN LAKH POPULATI	ON	% WOMEN	RESEAR	
			otal C	ollege Tot	al Colleg	
ANDHRA PRA		titin tista midd maa silliin cald siger acid midd silliga cond cold buda GCC.	agent when their wear water when	gget value (1) laguel angle 1700 ilgalii kingi bilata angle	ager Jack cope might dilps vigal films clieb distri	THE PERSON SETS AND ARRESTS AND THE
	Coastal	394			.7 2.80	9.2
	Inland Northern	269			.4 2.48	
	South Western			24.0 24		
4.	Inland Southern	1,850	1923	25.4 23	.7 .59	14.3
ASSAM						
5.	Plains Eastern	*			.2 .64	
	Plains Western	*			.2 1.73	10.1
7.	Hills	*		18.1 18	.1	wa
BIHAR						
8.	Southern	105	319	17.0 27	.2 .38	7.7
9.	Northern	126	218	8.4 18	.0 5.27	10.1
10.	Central	101	313	18.4 15	.1 -	
GUJARAT						
11.	Eastern	381	402	34.4 34	.0 2.42	7.4
12.	Plains Northern	657	710	36.3 34	.8 4.37	10.5
13.	Plains Southern	160	531	28.5 31	.6 2.72	9.5
14.	Dry Areas	154	154	44.4 44	.4 -	
15.	Saurashtra	206	249	33.7 39	.4 .86	5.9
HARYANA						
16.	Ea s tern	676	756	38.3 35	.6 5.13	11.0
17.	Western	526	5 66	25.1 24	.7 6.29	8.4
HIMACHAL PI	RADESH					
18.	Himachal Pradesh	369	434	27.0 25	.2 .36	10.9
JAMMU & KA	CHMID					
	Mountainous	485	599	44 A 43	.4 .16	16 5
20.	Outer Hills	78	78			
21.	Jhelum Valley	437				9.9
KARNATAKA						
22.	Costal and Ghats	1,163	1205	33.3 32	.0 1.72	3.0
23.	Inland Eastern	450	450			J.U
24.	Inland Southern	887	1005	and the second s	.5 1.02	10.4
25.	Inland Northern	582	624	18.6 18		6.5
KERALA						
26.	Northern	616	623	37 A 37	.4 7.42	0 0
27.	Southern	1,266	1266	53.1 53		
د ۱ ۵	Journal II	1,200	, 200	2201 22	• ((()	J • 1

STATE		REGION	ENROLME LAKH POPULAT		: % WOME	N k	POSTGRA RESEAR	
			Collage	Total	College	Total	College	a Total
MADHY	A PRAD	DESH	ে আনক্ষা আমানি ক্ষা ক্ষা ক্ষা ক্ষা ক্ষা ক্ষা ক্ষা ক্ষা	***************************************	THE SELECTION OF CHIEF SECTIONS	. 30 2.7 22 0	an transfer on the con-	THE REAL PROPERTY.
	28 i	Chhatisgarh	276	280	25.3	25.3	9,30	11.0
	29.	Vindhya	226	227	14.5	14.4	12.55	13.0
	30.	Central	485	595	10.7	12.2	14.00	19.4
	31。	Malwa Plateau	471	540	29.6	27.7	12:27	15.1
	32.	South Central	416	475	28.3	26.8	8.10	13.3
	33 。	South Western	267	267	24.6	24.6	13.38	13.4
	34.	Northern	495	501	21.7	21.9	11.18	12.0
	ASHTRA							
	35.	Coastal	846			53.8		
	36。	Inland Western	529			25.6		12.6
	37.	Inland Northern	350			23.0		
	38.	Inland Central	311			15.1		
	39。	Inland Eastern	431			25.7		
,	40.	Eastern	197	197	23.9	23.9	14.52	-14.5
MANTP								
	41.	Plains	*		*		*	*
	42.	Hills	1,133	3272	34 "6	34.6	*	×
MEGHAI								
•	43.	Meghalaya	881	977	36.5	34.9	•	17.5
NAGAL								
•	44.	Nagaland	389	388	24.0	24.0	P ₂ - A	ANP.
ORISS								
		Coastal	524			15.4		11.2
	46.	Southern	101	107		13.2		1.6
•	47,	Northern	365	384	13.1	13.6	15.04	19.6
PUNJA								•
	48.	Northern	889				8.81	10.3
•	49.	Southern	538	569	37.2	43.5	7.14	
RAJAS								
	50,	Western	. 162	232	14.0	18.2	12.68	14.2
	51。	North Eastern	449	556	15.5	17.5	10.11	13.8
	52,	Southern	278		32.1	25,9	8.39	16.6
	53.	South Eastern	294	294	21.1	21.1	12.71	12.7
TAMIL		•						
	54.	Coastal Northern				22.0		
	55 .	Coastal	362			26.6		7.4
	56.	Southern	423			31.4		8.4
	57。	Inland	315	341	20.2	19.0	7.18	9.8

STATE	REGION	ENROLMEI LAKH POPULAT			N %	% POSTGRADUATE & RESEARCH	
ald the ten take at 1 are to a	n den han for von der her han der von de von den den den den den den de de de de de von de de von de			College	Total	College	e Total
TRIPURA							
58.	Tripura	260	260	24.9	24.9	**	6 0%
UTTAR PR							
59.	Himalayan	350	524	27.2	25.5	12.19	24.9
60.	West	342	383	25.2	24.5	19.03	20.0
61.	- · · · · · · · · · · · · · · · · · · ·	319	399	27.5	25.7	11.41	15.5
62.		285	387			5.20	
63.	Southern	266	266	17.2	17.2	11.89	11.9
WEST BEN	IGAL						
64。	Himalayan	330	379	27.5	26.7	4421	8.9
65.		246	264		24.1		
66.	Central Plains	749	830	34.7	34.7	.95	
67.	Western Plains	· 286	286	23.9	23.9	auts.	-
UNION TE	RRITORIES						
68.	Andaman & Nicobar	139	139	35.5	35.5	6.87	6.9
69.	Arunachal Pradesh				11.7		
70.	Chandigarh	3,983	5366		37.6		19.6
71.		eli		***	404	***	***
72.	Delhi	776	1107	45.6	41.3	7.54	18.3
73.	,	618	618	35.5	35.5	4.52	4.5
74.				-			was
75.	Mizoram	590	590	17.7	17.7	w.	-
76.	Pondicherry	652	652	14.9	14.9	9.79	9.8
SIKKIM							
77.	Sikkim	376	376	12.3	12.3	c .e.	***

Note: Description of regions is given in the Appendix * Not available

- : Not Applicable

APPENDIX TABLE 3

COLLEGE ENROLMENT : FACULTYWSIE DISTRIBUTION - 1980-1981

State Regions	Arts (%)	Science (%)	Commerce (%)	Engg.	Medicine (%)
ANDHRA PRADESH					
1. Coastal	22.88	28.63	38.00	1.34	3.33
Inland Northern	19.51	34.94	29.41	4.76	8.04
South Western	30.39	22.97	38.35	0.00	6.60
4. Inland Southern	30.92	26.75	36.00	1.16	4.36
ASSAM					
5. Plains Eastern	52.48	16.94	15.52	4.83	4.69
Plains Western	57.93	20.13	6.43	3.47	3.18
7. Hills	100.00	-	***	-	-
BIHAR					
8. Southern	23.59	5.80	28.96	20.36	8.93
9. Nothern	38.23	14.83	5. 24	7.45	15.87
10. Central	30.94	5.47	3.65	9.09	29.31
GUJARAT					
11. Eastern	23.63	12.07	47.58	5.61	1.08
12. Plains Northern	36.81	12.98	22.10	4.04	6.10
13. Plains Southern	39.09	6.65	43.53	-	2.90
14. Dry Areas	26.23	3.45	32.34	_	1.03
15. Saurashtra	35.99	6.99	47.67	-	3.13
HARYANA					
16. Eastern	59.46	6.89	18.31	9.63	_
17. Western	64.01	8.42	13. 83	1.92	-
HIMACHAL PRADESH	-				
18. Himachal Pradesh	70.89	21.89	2.51		4.68
JAMMU & KASHMIR					
19. Mountainous	36.77	33.28	19.09	-	6.71
20. Outer Hills	70.23	26.58	3.17	_	_
21. Jhelum Valley	32.80	27.25	5.63	12.48	3.90
KARNATAKA					
22. Coastal and Ghats	31.34	11.97	28.92	12.23	5.11
23. Inland Eastern					-
24. Inland Southern				17.88	4.24
25. Inland Northern					
KERALA					
26. Northern	37.01	34.37	13.35	6.44	5.36
27. Southern	32.47		8.18	10.44	9.28
				CHARMATATI	ION CON
			- 1 Inst	to of sau	IC# :
				Adv 1. ct	\$ 1

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State: Regions	Arts	Science	Commerce	Engg.	Medicine
	(%)	(%)	(%)	(%)	(%)
MADHAYA PRADESH		·			
28. Chháttisgarh	44.13	21.05	20.76	3.88	1.71
29。_Vindhya	46.65	27.05	12.17	Aug.	1.99
30. Central	36.61	24.53	16.23	7.14	3.93
31. Malwa Plateau	32.55	20.61	28.27	3.72	2.95
32. South Contral	34.18	24.88	23.55	6.28	2.81
33. South Western	33.21	25.25	33.33	jean	.53
34. Northern	45.32	21.64	14.42	3.42	3.27
MAHARASHTRA			og a deser		
35. Coastal	26.12	23.73	34.15	2.41	7 - 71
36. Inland Western	34.51	14.93	31.68	5.43	5.41
37. Inland Northern	31.33	17.80	39.72		1.12
38. Inland Central	31.90	9.81	33.42	2.89	5.47
39. Inland Eastern	26.58	19.91	31.01	4.97	10.18
40. Eastern	43.93	20.27	28.85	~	
MANIPUR					
41. Plains	*	*	*	*	*
42. Hills	61.89	26.29	2.50	Mari.	5.00
MEGHALAYA	70 11	17.66	10.07		
43. Meghalaya	70.44	17.66	10.23	•	-
NAGALAND					
:44。Nagaland	68.50	13.44			-40
ORISSA					
45. Coastal	58.77	17.60	12.32	.=	5.20
46. Southern	58.87	24.39	16.73	***	J 6 Z O
47. Northern	48.26	16.84	11.90	6.07	3.84
	10020	. 3 . 3		0,00	
PUNJAB					
48. Northern	68.74	16.47	6.30	1.18	3.03
49. Southern	6384	17.66	6.52	2.93	4.80
RAJASTHAN					
50. Western	25.68	10.62	37.78	_	5.76
51. North Eastern	38.75	9.97	35.52	1.48	2.46
52. Southern	38.33		32.86	1 640	5.20
53. South Eastern	41.23	13.28	32.86		J • 20
South Eastern	41.62	13.20	J2 800	-	
TAMIL NADU					
54. Coastàl Northern	33.50	37.96	13.98	•20	8.10
55. Coastal	33.97	44.78		3.50	4.30
56. Southern	33.86	36.61	17.20	3.85	
57. Intand	29.42	39.79	10.91	14.53	2.33
TO LOUGA					
TRIPURA 58. Tripura	61.27	10.68	20.43	5.60	
Joe Hipura	01,21	10.00	20.47	2.00	_

State Regions	Arts (%)	Science (%)	Commerce (%)	Engg.	Medicine (%)
UTTAR PRADESH					
59. Himalayan	57.24	20.87	13.04	**	-
60. West	58.34	14.60	10.15	.18	1.05
δ1。Central	51.84	15.04	12.59	1.50	•33
62. Eastern	65.29	10.89	5.04	1.60	. 56
63. Southern	64.19	12.91	4.17	-	2.15
WEST BENGAL					
64. Himalayan	41.65	15.66	23.00	8.55	_
65. Eastern Plains	45.57	23.80	24.17	•58	_
66. Central Plains	32.85	26.7 9	29.84	2.29	4.41
67. Western Plains	36.07	28.55	21.69	•55	3.36
UNION TERRITORIES					
68. Andaman & Nicobar	67.93	27.09	4.96	-	_
69. Arunachal Pradesh	86.44	13.55	-	-	_
70. Chandigarh	57.54	9.60	9.26	11.28	2.94
71. Dadra	-	-		-	-
72. Delhi	46.06	17.30	28.49	2.11	5.31
73. Goa, Daman & Diu	17.49	14.44	35.93	6.04	8.09
74. Lakshadweep	-	-	-	-	•••
75. Mizoram	55.49	-	4.94	-	-
76. Pondicherry	36.71	33.95	6.67	-	14.75
SIKKIM					
77. Sikkim	22.25	14.57	12.02	***	-

Note: Description of regions is given in Appendix

^{*} Not available

APPENDIX TABLE 4
HIGHER EDUCATION: FACULTYWISE DISTRIBUTION OF ENROLMENT
1980~81

	Regions			Commerce		
ANDHRA	PRADESH				- 100 .70 000 000 100 000 000 0	22. We and with them to a district
1	Coastal	22.4	26.5	32.9	3.6	3.0
2	Inland Northern South Western	18.8	30.0	22.2	10.1	5.5
3	South Western	30.4	23.0	38.6	0.0	5.6
4	Inland Southern	31.2	21.2	32.2	5.8	3,5
ASSAM						
5	Plains Eastern Plains Western	50.6	16.0	14.1	4.4	4.3
6	Plains Western	45.1	8.9	3.0	49.7	5.3
7	Hills	0.0	0.0	0.0	0.0	0.0
BIHAR						
8	Southern	37.3	18.3	21.0	11.6	4.4
9	Northern	50.4	29.5	3.5	1.9	5.2
10	Central	50.9	25.7	8.3	2.2	3.3
GUJARAT	Ī					
11	Eastern	24.2	13.0	46.6	5.4	1.0
12	Plains Northern	36.1	13.6	21.4	3.7	5.5
13	Plains Southern	24.2	15.4	21 . 4 33 . 5	14.4	3.4
14	Dry Areas	26. 2	3.5	32.3 23.6	14.0	1.0
15	Saurashtra	26.1	7.7	23.6	22.5	3.0
HARYANA	4					
16	Eastern	57.5	8.5	. 17.5	8.2	0.0
17	Western	57.8	10.1	12.4	1.7	0.0
HTMACHA	AL PRADESH					
	Himachal Pradesh	64.3	19.7	3.9	0.0	3.7
LANANACI (2 MACCINALD					
	R KASHMIR Mountainous	40.5	31 3	16.0	0.0	5 5
		70.2	26.6	16.9	0.0	0.0
	Ghelum Valley	34.9	27.3	5.9		
KARNATA	N I A					
22	Coastal and Ghats	30.0	11.9	29.1	11.6	4.8
23	Inland Eastern	54.4	16.1	29.7	0.0	0.0
24	Inland Southern	40.0	10.7	11.2	18.0	3.3
25	Inland Northern	38.1	13.4	23.0	9,6	3.8
KERALA						
26	Northern	37.5	34.1	13.1	6.2	5.2
27	Southern	32.2	31.0	8.2	10.1	9.0
·	55 6 (110)	J 4. 3 4.	21.60	J • £		7.0

	Regions	Arts (%)		Commerce (%)	Engg. (%)	
Act to a sale some some does up	The state of the s	1/0/	V 10 1	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	. 10 / 	A Mile A.
MADHYA	PRADESH	Section 1			***	
28	Chhatisgarh	44.3	213	20.5	3.,9	1.7
29	Vindhya			12.1		
	Central			16.9		
31				28.3		
32				20.8		
				33.3		
34	Northern			14.3		3.2
MAHARAS	SHTRA					
35	Coastal	27.7	23.7	32.0	2.9	7.1
	inland Western			29.7		
37			17.8			
38		31.3		30.7		
				27.3		
40	Eastern	43.9	20.3			
MANIPUF						2.6
	Plains		31.7			
42	Hills	61.9	26.3	2.5	0.0	5.0
MEGHALA						
43	Meghalaya	68.9	18.6	7.9	0.0	0.0
NAGALAN	ID					
44	Nagaland	68 .5	13.4	0.0	0.0	0.0
ORISSA			•			
45	Coastal	46.5	14.6	9.3	1.8	3.8
46	Southern	58.9		16.7		0.0
	Northern	46.9	17.2	10.6	6.1	3.4
PUNJAB		•				
48	Northern	75.7	6.6	6.0	1.7	2.9
49	Southern	70.4	15.5	6.2	3.0	1.0
RAJASTH	IAN	·				
50	Western	30.8	10.5	32.5	4.2	4.1
51	North Eastern	37 . 5	11.9	32.7	2.9	2.1
52	Southern	30.1	18.5		2.4	3.4
53	South Eastern	41.2	13.3	32.9	0.0	
TAMIL N	IADH					
54	Coastal Northern	30.8	35.0	13.3	7.7	6.7
	Coastal	34.0	44.8	11.7	7.7 3.5	4.3
	Southern	34.0	37.1	16.9	3.8	4.2
57	Inland	27.2	36.8	10.0	14.1	2.2
		4104	JO 60	1000	1701	~ 0 ~
TR I PURA	•	61.7	. 40 7	00.4	r: -	0.0
58	Tripura	61.3	10.7	20.4	5.6	0.0

State	Regions	Arts (%)	Science (%)	Commerce (%)	Engg.	Medicine (%)
	The state of the s	CIA degle Lillia (per diper degle della gi	والمنطق والمنطق المنطق المنطق المنطقة ا	grave, jegg rom govjest and the med av. 1999	W 40 10 10 10 10	
UTTAR F	PRADESH					
59	Himalayan	50.0	20.6	11.0		
60	West	55.8	15.5	9.8	1.5	1 . +
61	Central	46.4	14.7	11.3	1.2	3.0
62	Eastern	63.5	12.0	5.5	2.3	.7
63	Southern	63.5	12.0	5.5	2.3	. 7
WEST BE	ENGAL				•	
64	Himalayan	41.7	16.6	21.4	6.8	0.0
65	Eastern Plains	43.1			٠5	
66	Central Plains				3.7	
67	Western Plains	36.1			.5	3.4
68	Andaman & Nicobar	68.0	27.0	5.0	0.0	0.0
69	Arunachal Pradesh					0.0
70	Chandigarh		13.4	7.0	9.0	2.5
71	Dadra & Nagar Haveli	0.0	0.0	0.0	0.0	0.0
72	Delhi	45.3			2.9	3.8
73	Goa, Daman & Diu	17.5	14.4	35.9	6.0	0.8
74	Lakshadweep	0.0	0.0	0.0	0.0	0.0
75	Mizoram	55.5	0.0	4.9	0.0	0.0
76	Pondicherry	36.7	33.9	6.7	0.0	14.7
77	Sikkim	22.3	14.6	12.0	0.0	0.0

APPENDIX TABLE 5

COLLEGE EDUCATION

FACULTYWISE DISTRIBUTION OF WOMEN ENROLMENT 1980-81

State Region	Arts	Science	Commerce	Engg.	Medicine
	1/6	B	Z	%	% ·
ANDHRA PRADESH				<u>-</u>	
1. Coastal	33.76	28.13	25.69	.03	3.95
2. Inland Northern	28.59	36.80	24.17	23.67	727
3. South Western	41.02	26.51	22.33	v.	7.72
4 Inland Northern	33.97	34.72	24.06	.05	5.11
ASSAM					
5. Plains Eastern	83.54	9.99	1.26	3.04	•58
6. Plains Western	77.05	12.09	.51	•65·	3.67
7. Hills	100.00	12:09	۰ <i>۱</i>	-	J.C /
7 11113	100.00				
BIHAR					
8. Southern	20.15	1.95	1.55	2.81	9.13
9. Northern	61.18	5.43	.12	•	19.90
10. Central	81.35	4.06	-	_ '	13.51
GUJARAT					
11. Eastern	38.44	10.13	42.78	.30	3.24
12. Plains Northern	48.49	8.11	33.13	.45	3.42
13. Plains Southern	54.24	5,20	29.23	-	5.92
14. Dry Areas	33.59	2.39	14.76	1.15	1.09
15. Saurashtra	37.75	4.33	3,51	13.09	7.58
HARYANA					
16. Eastern	74.63	4.01	4.48	•09	3.41
17. Western	74.16	4.98	2.06	.02	-
HIMACHAL PRADESH					
18. Himachal Pradesh	80.05	15.14	1.18	•••	3.61
10. Himachai i i adesii	00.00	12417	7.10		J.0.
JAMMU & KASHMIR					
19. Mountainous	53.20	30.56	1.89	· -	4.66
20. Outer Hills	. 85.01	14.47	.51		
21. Jhelum Valley	20.20	7.40	.25	•51	•92
KARNATAKA					
22. Coastal and Ghats	45.90	16.29	24.54	.59	3.77
23. Inland Eastern	61.06	15.09	17.58	•60	-
24. Inland Southern	47.86	24.94	11.34	1.76	4.93
25. Inland Northern	51.98	13.52	16.10	1.64	6.79
KERALA					
26. Northern	43.23	3.06	8.32	6.29	5.58
27. Southern	42.31			3.28	2.99
27. JOUTHERN	サム・シー	20.21	0 0 40	٧٠٧٠	2.00

State Region	Arts %	Science %	Commerce \$	Engg. %	Medicine %
MADHYA PRADESH					
28. Chhatisgarh	63.73	26.73	4,56	.40	1.56
29. Vindhya	60.54	29.03	1.83	.33	1.52
30. Central	67.90	16.03	.49	3.12	•
31. Malwa Platesu	63.26	5.88	3.75	.02	2.71
32. South Central	54.96	29.63	2.51	.63	2.02
33. South Western	55.20	33,91	6.42		.32
34. Northern	72.82	20.78	51،	.18	1.40
MAHARASHTRA					
35 Coastal	32.16	16.11	38.97	.21	4.99
36. Inland Western	38.31	15.29	33.86	.13	5.78
37. Inland Northern	44.26	15.03	34.02	*	.04
38. Inland Central	47.08	14.01	22.63	•56	7.71
39. Inland Eastern	57.01	10.34	15.36	1.46	8.63
40. Eastern	62,25	14.18	11.05	e na	
MANTPUR					
41. Plains	*	*	*	*	. *
42. Hills	7 5.77	19.21	•55	u.	3.06
MEGHALAY ^A				1.2.	
43. Meghalaya	83.66	11.13	0.87	· · ·	
NAGALAND					
44. Nagaland	80.86	9.09		guite	SFL -
ORISSA					
45. Coastal	nc		4.00	ω_p	****
46. Southern	67.85	10.71	-	nga	
47. Northern	65.14	16,70	1.23	.75	4.57
PUNJAB	•				
48. Northern	86.77	5.14	. 75	.04	1.83
49. Southern	43.17	3.98	.82	.11	1.75
RAJASTHAN			•		
50. Western	51.38	16.60	11.13	-	8.67
51. North Eastern	62.75	14.30	6.74	.12	5.7/
52. Southern	48.61	25.92	13.67		5.52
53. South Eastern	64.69	14.07	11.45	•••	
TAMIL NADU				:	
54. Coastal Northern	64.27	2.97	13.36	.20	14.10
55. Coastal	42.89	47.87	3.77	-	5.09
56. Southern	44.05		7.70	0,97	3.38
57. Inland	62.65	19.29	14.30	3.87	4.67
TRIPURA					
58° Tripura	89.16	6.62	1.05	•0	4579
· · · · · · · · · · · · · · · · · · ·					

State Region	Arts %	Science %	Commerce %	Engg. %	Medicine %
UTTAR PRADESH .					
59. Himalayan	81.15	13.43	1.27	_	_
60. West	79,22	9.22	1.97	_	1.13
61. Central	79.20	10.50	.29	.04	1.72
62. Eastern	82.62	5.81	3.34	.11	1.25
63. Southern	75.63	7.73	-	~	4.45
WEST DENGAL					
WEST BENGAL	70 70	17 (0	, 7E		1.87
64. Himalayan	72.32	13.68	4.75	-	1.0/
65. Eastern Plain	81.40	13.98	1.18	- •13	2.42
66. Central Plains	65.93	20.21	4.81	•12	1.30
67. Western Plains	66.00	19.20	1.88	B04	1.50
UNION TERRITORIES					
68. Andaman & Nicobar	69.89	26.88	3.22	-	-
69 Arunachal Pradesh	7 9.48	20.51	-	_	-
70. Chsandigarh	66.78	6.36	4.08	2.00	1.51
71. Dadra & Nagar Haveli		-	nue .	***	
72. Delhi	64.93	14.99	13.45	•29	5.14
73. Goa, Daman & Diu	31.52	17.09	34.64	•13	6.94
74. Lakshadweep	-	***	-	_	***
75. Mizoram	93.00		1.64		-
76. Pondicherry	63,50		8.86		22.06
77. Sikkim	56.25	25.00		Wast	

Note: Description of regions is given in Appendix
* Not available

APPENDIX TABLE 6
HIGHER EDUCATION: FACULTYWISE DISTRIBUTION OF WOMEN ENROLMENT 1980-81

State	Region				Engg.	Medicine (%)
ANDHRA	PRADESH				e magazine.	
	Costal	35.2	28.0	24.1	•2	3.9
2	Inland Northern	31.1	37.3	20.9 22.3 21.2	1.1	5.8
3	South Western	41.0	26.5	22.3	- .	7.7
4	Inland Southern	35.5	36.5	21.2	•4	4.4
ASSAM						
5	Plains Eastern	81.6	11.0	2.0	2.9	•6
	Plains Western	76.6	12.0	.5	۰6	3.7
7	Hills	#kdi	190			-
BIHAR						
8	Southern	35.0	11.0	3.7	15.4	6.2
9	Northern	70.2	19.1	e 1		6.0
10	Central	74.7	19.1 14.4	3.5	.1	1.9
GUJARA1	Т				,	
11	Eastern	39.6	10.3	41.4	.3	3.1
12	Plains Northern	AQ 1	8 7	31 7	Zi.	3.9
13	Plains Southern	34.0	20.7	31.2	2.9	3.2
14	Dry Areas	23.6	2.4	14.8	21.2	1.1
15	Saurashtra	8.0	1.4	31.2 14.8 3.5	32.7	7.7
HARYAN	4					
	Eastern	74.0	5.6	4.5	.1	3.1
17	Western	67.0	13.3	1.9	•••	₩.
H IMACH/	AL PRADESH					
	Himachal Pradesh	77.5	15.0	1 ,8	-	3.1
	& KASHMIR Mountaninous	57 5	27.1 14.5	2 1		3 0
	Outer Hills	97.0	2/•1	که ا ا	_	3.9
	Jheium Valley	22.8	14• <i>)</i> Ω 1	.5 .3	.5	
21	The rum varrey	22.0	0.1	ره	· •9	•9
KARNATA						
22	Costal and Ghats	45.6	16.6	24.3	. 6	3.7
23	Inland Eastern	61.1	15.1	17.6	•6	
24	Inland Southern	47.0	26.0	10.7	1.7	4.5
25	Inland Northern	52.6	14.6	15.1	1.5	6.2
KERALA						
26	Northern	43.8	32.9	8.2	6.1	5.4
27	Southern	42.4	36.4	6.5	3.2	2.9

		Arts (%)	Science	Commerce (%)	Engg.	(%)
	PRADESH					
28	Chhatisgarh	63.9	26.8	4.6	.4	1.5
29	Vindhya		29.1		ໍ້3	
30	Central		21.9		2.2	
31	Malwa Plateau		26.8		***	
32	South Central			2.4	•6	
33	South Western			6 - 4		
34	Northern	71.6	21.1	.5	.2	1
MAHARAS	SHTRA					
35	Coastal	33.2	16.8	3 6 。4	.4	5.0
	Inland Western	38.7	16.7	32.3	.1	6.5
37	Inland Northern		15.0		-	1-6
38	Inland Central		16.4			7.0
39	Inland Eastern		11.7		1.5	
40	Eastern	62.3	14.2	11.1		4674
MANTPUF						
	Plains		28.4	200	***	and the second
42	Hills	75,8	19.2	.6	₩.	3.1
MEGHAL	ŘΥÁ					
43	Meghalaya	82.7	12.3	.8	٠.	calife
NAGALAN	ND					
44	Nagaland	80.9	9.1	MANA	7.00	4479
ORISSA						
45	Coastal	67.0	24.1	۰6	-	case
	Southern		10.7		***	-
47	Northern	65.1		1.1	•6	3,9
PUNJAB						
48	Northern	83.3	8.5	.8	_	1.7
49	Southern	44.0	4.9	.8	- 1	1.7
RAJASTH	l An					
50	Western	61.2	15.4	9.5	.3	4.8
51	North Eastern	63.1	16.2	6.8	.4	4.2
52	Southern	43.9	31.4	13.2	**	4.4
53	South Eastern	64.7	14.1	11.5	II-	g e
TAMIL N	NADU					•
54	Coastal Northern	60.0	5.8	13.1	1.9	12.6
55	Coastal	42.9	47.9	3.8		5.1
56	Southern	44.3	38.7	7.6	1.0	3.3
57	Inland	51.6	19.0	14.0	3.8	4.6
TR I PUR <i>A</i>	4					
58	Tripura	89.2	6.6	1.1	-	-

State	Region			Commerce (%)		
UTTAR	PRADESH		ari mani 14 to 1000 taligo statu estat filad antigli 6.00			
59	Himalayan	74.5	17.5	1.0	₩,	***
60	West	77.3	10.7	1.9	.2	1.6
61	Central	74.3				4.0
62	Eastern	77.8	10.4	2.3	.2	1.0
63	Southern	75.6	7.7		-	4.5
WEST E	BENGAL					
64	Himalayan	71.6	14.5	4.3		1.5
65		79.5			-	-
6 6	Central Plains	65.7	19.2		.4	2.2
67	Western Plains	66.0			-	1.3
UNION	TERRITORIES					
68	Andaman & Nicobar	69.9	26.9	3.2		_
69	Arunachal Pradesh		20.5	-		dust.
70	Chandigarh	63.5			1.6	1.5
71	Dadra & Nagar Haveli	***	-	-	-	-
72	Delhi	64.1	15.5	11.2	•5	4.2
73	Goa, Daman & Diu	31.5	17.1		.1	6.9
74	Lakshadweep	_	-	_		
75	Mizoram	93.0	***	1.6		
76	Pondicherry	63.5	~~	8.9		22.1
77	Sikkim	56.3	25.0	•	-	

APPENDIX TABLE 7
SHARE OF WOMEN IN TOTAL ENROLMENT OF DIFFERENT FACULTIES :COLLEGES 1980-81

State Region	Arts	Science		Engg.	Medicine _{\overline}		
	%	%	%	% 	jo Jo		
ANDHRA PRADESH							
1. Coastal	39.81	26.51	18.24	.72	32.04		
2. Inland Northern	47.69	34.28	26 . 75	1.61	29.40		
3. South Western	32.37	27.68	13.89	-	28.06		
4. Inland Southern	27.91	32.97	15.98	1.25	29.76		
ASSAM							
5. Plains Eastern	48.39	17.93	2.47	19.16	3.77		
6. Plains Western	28.57	12.90	1.72	4:01	24.77		
7. Hills	18.09	00.00		66.79	<u></u>		
BIHAR							
8. Southern	31.65	12.51	1.98	21.52	37.87		
9. Northern	13.46	3.08	.19	***	10.54		
10. Central	48.41	00.00	_	~	8.48		
GUJARAT		·			•		
11. Eastern	56.00	28.90	30.88	1.86	22.62		
12. Plains Northern	47.78	22.66	52.93	4.11	20.36		
13. Plains Southern	39.72	22.39			38.40		
14. Dry Areas	39.89	30.66		7.15	26.66		
15. Saurashtra	36.38	55.33	21.21	4.56	33.27		
HARYANA							
16. Eastern	48.65	22.27	9.36	.37	**		
17. Western	29.07	14.85	3.74	.30	, ग		
HIMACHAL PRADESH							
18. Himachal Pradesh	30.44	18.64	12.64	titione ,	20.80		
JAMMU & KASHMIR							
19. Mountainous	64.23	40.76	4.40	*1.*	30.82		
20. Outer Hills	49.62	22.31			. -		
21. Jhelum Valley	52.27	23.06	3.82	2.17	20.12		
KARNATAKA							
22. Coastal and Ghats		45.28		1.63	24.56		
23. Inland Eastern		36.93	24.11	_	The		
24. Inland Southern	44.18		34.63				
25. Inland Northern	26.28	21.24	12.19	2.85	31.87		
KERALA							
26. Northern	43.62	35.93	23.29	16.49			
27. Southern	69.12	62.44	42.06	16.68	17.12		
			•				

State Region	Arts %	Science %	Commerce %	Engg. %	Medicine %
MAHDYA PRADESH					
28. Chhatisgarh	36.52	32.11	5.67	2.66	23.11
29. Vindhya	18.76	15.51	2.17	_	11.08
30. Central	19.77	6.96	.32	4.66	
31. Malwa Plateau	57.44	37.13	3.92		27.20
32. South Central	45.52	33.70	3.01	2.86	20.32
33. South Western	40.83	32.99	4.73		14.92
34. Northern	34.88	20.85	.78	1.16	9.32
MAHARASHTRA					
35. Coastal	65.65	36.20	60.82	4.71	34.52
36. Inland Western	28.87	26.64	27.79	.63	32.56
37. Inland Northern	32.45	19.40	19.68	*1986	1.01
38. Inland Central	22.47	21.73	10.31	2.99	21.48
39. Inland Eastern	36.39	13.65	13.02	7.74	22.29
40. Eastern	33.86	16.71	9.15	-	nav
MANIPUR					
41. Plains	* .	*	*	*	*
42. Hills	42.33	25.25	7.69		21.15
MEGHALAYA					
43. Meghalaya	43.32	22.99	3.13	***	-
NAGALAND					
44. Nagaland	28.35	16.23			VOID:
ORISSA					
45. Coastal	~-	.92	-		
46. Southern	3.63	1.38	_	180° *	Mile
47. Northern	17.68	12.98	1.36	1.62	15.59
PUNJAB					
48. Northern	47.20	34.04	5.13	1.55	25.85
49. Southern	39.75	35.34	8.63	•••	24.78
RAJASTHAN			: •		
50, Western	23.03	21.89	4.12		21.07
51, North Eastern	25.03	22.17	2.93	1.27	36.32
52. Southern	40.64	53.22	13.34		34.02
53. South Eastern	33.04	22.31	7.34	-	100
TAMIL NADU					
54. Coastal Northern	45.42	1.85	22.64	24.00	41.23
55. Coastal	33.57	28.42	8.58		31.46
56. Southern	41.17	33.39	14.16	7.95	24.91
57. Inland	36.14	9.79	26.46	5.38	39.59
TRIPURA					- i
58. Tripura	36.24	15.43	1.28	· · -	134
the state of the s					

State Region	Arts %	Science %	Commerce %	Engg. %	Medicine %
UTTAR PRADESH	P. B. B. A. C. B.				
59. Himalayan	38.58	17.51	2.66	_	~
60. West	34.19	15.89	4.89	w.	27.15
61. Central	41.79	19.10	0.63	0.87	24.58
62. Eastern	12.10	5.10	6.33	0.69	21.32
63. Southern	20.27	10.30	4.78		35.57
WEST BENGAL					
64. Himalayan	47.68	23.99	5.67		-
65. Eastern Plain	43.54	14.32	1.19	~	sav.
66. Central Plains	69.57	26.15	5 .5 9	1.98	19.04
67. Western Plains	43.75	16.08	2.08	**	9.25
UNION TERRITORIES					
68. Andaman & Nicobar	36.51	35.21	23.07	_	
69. Arunachal Pradesh	10.80	17.77	-	***	
70. Chandigarh	46.52	26 .5 5	17.66	7.13	20.62
71. Dadra & Nagar Haveli		-			-
72. Delhi	64.23	39.49	21.51	6.43	44.11
73. Goa, Daman & Diu	64.06	42.06	34.27	0.79	30.49
74. Lakshadweep		***	-	_	
75. Mizoram	29.51	-	5.88	-	-
76. Pondicherry	25.68	~-	19.72	-	22.19
77. Sikkim	31.03	21.05			-

^{*} Not available

APPENDIX TABLE 8

HIGHER EDUCATION: SHARE OF WOMEN IN ENROLMENT IN DIFFERENT FACULTIES 1980-81

State	Region	(%)	(%)	(%)	(%)	
ANDHRA	PRADESH					
1	Coastal	39.0	26.1	18.1		
			34.0			
	South Western		27.7			
4	Inland Southern	2 7. 0	31.8	16.6	1.6	29.8
ASSAM						
5	Plains Eastern	47.0	18.8	2.5	19.2	3.8
6	Plains Western	25.1	11.1	1.4	0.0	5.7
7	Hills	18.1	0.0	0.0	0.0	0.0
BIHAR						
8	Southern	24.9	15.4	4.7	36.1	37.9
9	Northern				0.0	
10	Central	22.2	8.4	6.4	• 7	8.5
GUJARAT	-					
11	Eastern	55.8	27.3	30.3	1.5	2.6
12	Plains Northern		22.1		4.1	
13	Plains Southern		44.7		6.4	
14	Dry Areas		30.7		67.2	
15	Saurashtra	30.3	18.6	14.7	44.6	51.0
HARYANA	À					
	Eastern	45 .7	. 23.4	9.1	•4	0.0
	Western		32.6		.3	
НІМАСНА	AL PRADESH					
	Himachal Pradesh	30.3	19.2	11.7	0.0	20.8
	RASHMIR		777 (- 1	0 0	70.0
	Mountainous			5:4		30.8
20		49.6	22.3	6.7	0.0	0.0
21	Jhelum Valley	52.8	23.9	3.4	2.1	20.1
KARNATA	λKA					
22	Coastal and Ghats	48.6	44.4	26.8	1.6	24.6
23	Inland Eastern	44.2	36.9	24.1	0.0	0.0
24	Inland Southern	40.5	85.3	33.0	3.2	46.9
25	Inland Northern	25.6	20.2	. 12.1	2.9	30.5
KERALA						
26	Northern	43.7	36.0	23.3	36.5	38.9
27	Southern	70.7	62.9	42.4	16.8	17.1

	Region	(%)	(%)	Commerce 不(%)	(%)	(%)
		the or color common colors as an extra color as the color		de van groud van 'n de 'n we omde meer deel defin 4000	in engage and the second and an extension and an extensio	PTING BUT WILL LIVE FOR MAN AND
	PRADESH	~ ~ 4	74.6			. 67 4
28	Chhatisgarh			5.7		
29 70	•			2.1		11.1
30	Central			.5		
31	Malwa Plateau			3.8		
32	South Central			3.2		
33				4.7		14.9
34	Northern	34.9	21.2	.8	1.2	9.3
4AHARAS						
35	Coastal	64.5		61.0		37 .7
	Inland Western	29.0		27.8		
37	Inland Norther			19.7		1.0
		22.5		10.2		21.5
39	Inland Eastern			13.0		21.9
40	Eastern	33.9	16.7	9.1	0.0	0.0
MANTPUR						
	Plains	21.0	17.9	0.0	0.0	0.0
	Hilla	42.3		7.7		
IEGHALA'	ΥA					
43	Meghalaya	41.9	23.2	3.5	0.0	0.0
	- ,	.,,,,	2.7 42	202	3.0	
NAGALAN 44	D Nagaland	30 A	16.2	0.0	0.0	0.0
44	Nagaranu	20.4	10.2	0.20	0.0	0.0
DRISSA						
45	Coastal			. 1		0.0
	Southern	3.6		0.0		
47	Northern	18.8	15.0	1.4	1.4	15.6
PUNJAB						
48	Northern	46.9	55.5	5.3	1.9	25.9
49	Southern	40.3	36.0	8.7	0.0	24.8
RAJASTH	ÂN					
50	Western	36.2	26.8	5.3	1.1	21.1
51	Nort Eastern	29.4	23.8	3.6	2.3	34.1
52	Southern	37.7	44.0	12.8	.5	34.0
53	South Eastern	33.0	22.3	7.3	0.0	0.0
AMIL N	anii					
54	Coastal Northern	42.8	3.6	21.6	5.6	41.2
55	Coastal	42.6 33.6	28.4	8.6	0.0	31.5
56	Southern	22.0 40.7		14.2	8.0	24.9
57	Southern Inland		32.8			
۱ ر	IIIIdiiU	36 . 1	9.9	26.5	5.1	39.6
RIPURA						
58	Tripura	36.2	15.4	1.3	0.0	0.0

State	Region ,	Arts (%)	Science ((%)	Commerce (%)	Engg.	Medicine (%)
UTTAR I	PRADESH			me apply care \$100 half half half fact more auth auff		- 450 MM had till der der Ger 1800
59	Himalayan	38.1	21.7	2.2	• 7	0.0
60	West		17.0			
61	Central	41.2	20.3	.8	•9	33.9
62	Eastern		9.7			
63	Southern	20.3	10.3	0.0	0.0	35.6
WEST B	ENGAL					
64	Himalayan	45.9	23.3	5.3	0.0	0.0
65		44.5	15.4	1.2	0.0	0.0
66	Central Plains		26.9			18.4
67	Western Plains	43.7	15.1	2.0	0.0	9.2
UNION	TERRITORIES					
68	Andaman & Nicobar	36.5	35.2	23.1	0.0	0.0
69	Arunachal Pradesh				0.0	0.0
70	Chandigarh	42.9	37.2	17.5	6.7	21.8
71	Dadra & Nagar Haveli	0.0	0.0	0.0	0.0	0.0
72	Delhi		38.6			45.8
73	Goa, Daman & Diu	64.1	42.1	34.3	.8	30.5
74	Lakshadweep					0.0
75	Mizoram	29.6	0.0	5.9	0.0	0.0
76	Pondicherry	25.7	0.0	19.7	0.0	22.2
77	Sikkim		21.2			0.0

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