CHAPTER 4

HIGHER EDUCATION IN INDIA AND THE SCENARIO IN GUJARAT
4.1 Higher Education In India - Current Scenario

The current higher education scenario in India is quite impressive with 621 universities and 33,500 higher education institutes as per the March 2013 repot in TOI. India is also placed second in terms of student enrollment; however the gross enrolment ratio was 18.8% in 2011 less than the global average of 26%.

In 2012-13 budget the finance minister had initially announced to allocate Rs. 15,000 crore next year towards higher education. However in the fiscal year, 2013-14, the UPA central government had cut the spending on higher education by 13%, owing to shortage of funds.

The direct impact of this decision will be seen on the two initiatives of the government. The first impact will be on NMEICT, National Mission on Education through Information and Communication Technology, which aims at promoting quality through technology-enabled learning. There will be a cut in the budget of the Aakash tablet project of 700 crore by half. The ICT mission through NMEICT will now plan a fresh tender for 5 million tablets to help bridge the digital divide. ICT mission also aims to establish virtual laboratories and promote the creation of open-source learning material and provide IIT classroom teaching to engineering colleges.

The second impact will be on improving the standard and quality of the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs).

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19 March 2013, TOI News, New Delhi
20 http://monitor.icef.com/category/higher-education/
established in the 11th five-year plan (2007-12), during which 7 new IITs and 6 new IIMs were established in the last three years.

Another effect of shortage of funds was seen when the decision was taken to cancel funding of an amount Rs. 1,000 crore for the National Skill Development Corporation by the government. This decision will have a great impact on India’s skills-training initiative which was aimed at bridging the education-employment mismatch.

Such budget cuts are not uncommon and are seen across the world because of the recession and there is a common consensus by many, even in India, that elite institutes should raise funds themselves, rather than depend on state funding as this is the best route.

If one observes the employment opportunities created by Indian education sector, we can see clearly that in 2012, the academics and education sector in India provided 34,500 new job opportunities across India. This proves that education sector has emerged as the major employment driver in the country. Based on the Assocham survey and as reported in the Economic Times, Silicon India has reported education sectors as “sunshine sectors” as employment opportunities in this sector are at an all time high, second only to the IT sector in terms of job generator and will continue to grow.

In November 2012, Prime Minister Manmohan Singh made a major cabinet reshuffle in the leadership of the Education Ministry and M Mallipudi Pallam Raju replaced Kapil Sibal as Minister for HRD, which includes education. There were also two new junior ministers of state appointed. However due to
the national elections 2014, experts had predicted that the new leadership will mostly stick to existing higher education policies.

M Mallipudi Pallam Raju aimed at accommodating foreign universities after proper debate and deliberation. His other major focus was on linking education to jobs.

After a period of one and a half years, Shri Narendra Modi was sworn in as the new Prime Minister of India on 26th May 2014, following a unanimous victory of the BJP led allied parties. Shri Narendra Modi has handed over the strings of HRD ministry in the hands of the young and dynamic Smriti Malhotra Irani. She has already shown keen interest in understanding and improving the present scenario of education and has also issued a statement that, a new agenda will be declared soon, after careful inputs from all sources.

4.2 RUSA (Rashtriya Uchchatar Shiksha Abhiyan)21

The successful implementation of Sarva Shiksha Abiyan (SSA) and Rashtriya Madhyamik Shiksha Abiyan (RMSA) in India has resulted in bringing about fundamental changes in both primary and secondary education and made their base strong.

However, higher education in India has not been tapped in a concentrated manner, even though, we know that the future of India is in the hands of the young Indians, who by the year 2020 will have an average age of 29 years, which is quite favourable as compared to the projected average age of USA

as 40 years and 47 in Europe.

As compared to the equally fast developing and highly populated nation China, we in India will have an advantageous age group, as forecasted, in the year 2020. China will have 94 million people in the 20 - 24 age group, whereas India will have 116 million in the same age group, which is a positive sign, as these are the young adults who will directly contribute to the growth engine of the nation. Thus though we will have teeming millions in the population figures, the Indian demographics will be favourable as far as the dependency ratio is to be compared as a 29 year adult will contribute for a longer time and will also be independent and self-sufficient.

However the initial survey under the government’s RUSA (Rashtriya Uchchatar Shiksha Abhiyan) had pointed out that higher education in India is lacking both in access and quality.

That is why the major focus of the XIIth (2012-2017) plan has been on improving the quality of higher education and its accessibility to various far and remote parts of the nation so that the young Indian, who will be the catalyst of our shining future, will be educated, skilled and knowledgeable. Only such an educated group will be productive and efficient in the workplace.

**Keeping the above in mind the planning and funding approach of the XIIth plan has been as follows:**

1. Funding to be more focused on impact and results
2. All equity related schemes will be integrated to improve impact
3. Unplanned expansion will be avoided but the focus will be on increasing capacity in the existing system
4. Extensive focus on research and innovation.
The planning commission proposed an important paradigm shift in funding of state higher education system.

The higher education system in India has glaring limitations. The Gross Enrollment Ratio (GER) is only 18.8\%\textsuperscript{22} and further it is noted that the GER of SCs, STs, OBCs is even lower than the average GER. The GER for males is 20.9\% but for females is much lower at 16.5\%.

Higher education institutions in India are basically divided into 3 categories:
1. The centrally funded institutions (Central Universities, IITs, NITs, IISERs, Institutes of National Importance etc)
2. The state funded institutions
3. The private institutions

What is a paradox is that majority of central funds from UGC are directed to central universities. But 94\%\textsuperscript{23} of students are enrolled in state universities. This leads to lower quality of teaching staff, infrastructural facilities and overall neglect in the research output and general management in the state universities.

Another factor affecting funding is the intra – state difference, where it has been found that the funds are more liberal to urban and developed areas but there is paucity of funding in rural and tribal regions.

Many universities have started to rely on self financed and affiliated institutional fees to improve their financial corpus. Though these self financed institutions are considered as cash cows but the overall burden of their administration, examination and curriculum falls on the universities. Hence

\textsuperscript{22} All India Survey on Higher Education, Ministry of Human Resource Development, 2010

\textsuperscript{23} XII Five Year Plan, Planning Commission of India, New Delhi, 2012
higher education system at present has administratively over burdened universities, who do not have the required time to carry out their basic work of promoting research and faculty development.

4.3 An outline of the various Policies on Higher Education in India

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest of its kind in the world.

1. Since the early 20th century, various high level commissions were set up to develop higher education in India. The CABE (Central Advisory Board of Education) was set up to define the general educational policies and ensure that duplication was avoided between different provinces and universities in India. The CABE initiative was stated in the Sadler Commission / Calcutta University Commission (1917-19).

2. The University Education Commission report of 1949, under the leadership of Dr. S. Radhakrishnan, suggested placing University Education in the Concurrent List to ensure minimum standard of University education at the national level. However it was highly debated and not accepted in the then constituent assembly. Finally in 1976, the above recommendation was accepted as the 42nd Amendment of the Constitution when Education was made part of the concurrent list.
3. The Kothari Commission (1964-66) report became significant for National Education Policy framers as it was very detailed and studied the various aspects of Education.

4. In 1966, the Education Commission of India’s initiative introduced various autonomous colleges to increase the access to education for more people. However this initiative did not meet with much success and mostly colleges did not show any interest to become autonomous.

5. The comprehensive Kothari Commission (1964-66) report became the base for the National Policy on Education, 1968. The NPE (National Policy on Education) introduced the 10+2+3 structure, which was implemented successfully in most states. Science and Maths subjects were made part of compulsory syllabus till Class X. The NPE also made certain course restructuring at undergraduate level and set up various Centers of advanced studies for post-graduate education and research.

6. In 1985 there were major reforms in Higher Education Ministry specially focused on the following areas –
   - Freeze on the expansion of existing colleges and universities
   - Merit based admission process
   - Accreditation and Accountability scheme
   - Decentralisation of educational planning
   - Removing the Politicization of Education
These were good reforms and the aim was to bring India at par with the modern world but the widespread resistance shown by the existing state universities showed the perennial problem of the existing bureaucracies trying to maintain their hold on the entire system making it impossible to initiate any change for the larger picture.

7. The National Education Policy which was framed in 1986 supported setting up more free and creative association of Universities and Colleges. However it was noted that both the initiatives of 1966 and 1986 did not meet with much success. The National Policy on Higher Education (1986) aimed at implementing the vision of the Radhakrishnan Commission and the Kothari Commission into an action policy and hence set the following five main goals for higher education –

- **Access**: To provide opportunities to all who deserve and desire higher education, enhancement of the education institutional capacity of the higher education sector was planned.

- **Equity**: Equity involved fair access of the poor and the socially disadvantaged groups to higher education.

- **Quality and Excellence**: Education should be provided in accordance with accepted standards so that students receive available knowledge of the highest standards that helps them to enhance their human resource capabilities.

- **Relevance**: It involves promotion of education to develop human resources which will keep pace with the changing economic, social and cultural development of the country; and
• **Value Based Education**: involves inculcating basic moral values among the youth.

8. During the same time (1986), it is also noted that in the case of technical and Professional colleges autonomy was not given to experiment with curriculum. Hence new affiliating colleges came under rigid structures in these technical institutes.

9. Government initiative in increasing private investment in professional education is seen since 1980s, as it was realized that this would be the best alternate to increase the number of institutes and reach of quality Higher Education to masses. To increase the private investment in rural development, a report was prepared by Ambani on “A policy framework for reforms in education” in 1986.

10. India took the assistance of the World Bank to increase its technical education under TEQIP during 1987-2008.

11. NAAC and NBA were established in 1994

12. In 1996, the initiative of technology vision of India 2020 was taken

13. In 1998, the information technology action plan was established

14. National policy on education was formed in 1986, 1992 and 2000 to increase the overall standard and quality of education provided in India.
A supplementary policy document to the earlier 1986 document was made in 1992 which was called the Programme of Action (PoA). The **Action Plan of 1992** included schemes and programs that were directed towards the expansion of intake capacity in general and with respect to the disadvantaged groups such as the poor, SCs, STs, minorities, girls, physically challenged persons, and those in the educationally backward regions, in particular. The Schemes/Programs were designed to improve quality by strengthening academic and physical infrastructure, in order to promote excellence in those institutions which have exhibited potential for excellence, and to develop curriculum to inculcate right values among the youth.

15. Initiatives of 2003 include the New Science and Technology policy with an aim to develop India into a knowledge super power.

16. Government increased its focus on setting up specialized institutes like IIT, Design and manufacturing at Kanchipuram and Jabalpur in 2003-04, as the need of such institutes was realized, to increase the state of art designing and manufacturing new products, which would give a competitive edge to the country’s industrial growth.

17. There was an initiative to grant deemed university status to the IITs and NITs in 2004.
18. The year 2005-2006 was very significant in Educational reforms as Prime Minister had set up the National Knowledge Commission (NKC) in 2005. Sam Pitroda, was the Chairperson of NKC and spearheaded about 40 recommendations which had a focus on global and neo-liberal policies. It maintained, for example, that, ‘to respond to the global challenges more strongly than ever before, India today needs a knowledge-oriented paradigm of development to give the country a competitive advantage in all fields of knowledge’ (NKC 2006:11). The major NKC’s recommendations for educational reform were structured around 5 key dimensions of knowledge:

- Access to Knowledge
- Knowledge Concepts
- Creation of Knowledge
- Knowledge Applications
- Delivery of Services

19. An amount of 1000 million rupees had been allocated to Indian Institute of Science, Bangalore for becoming world class in the budget speech of 2005.

20. UGC was given the special task of identifying about 161 colleges during the 10th plan, among certain universities and colleges which had the “Potential For Excellence” to provide them with special grants.
4.4 Analysis of the various 5-Year Plans

An analysis of the past Five Year Plans indicates that, there have been continuous efforts to strengthen the base by developing infrastructure, improving the quality through several programs and schemes, introducing reforms in content and evaluation and encouraging creation of new knowledge through research.

The focus of 5th Five-Year Plan was on infrastructure development.

6th Plan onwards the focus shifted to consolidation and quality improvement.

7th Plan laid emphasis on research and academic developments. It was from this plan onward that the development of centers of excellence and area study programs got special attention.

From the 8th Plan onward, the need for differential funding was recognized, it was envisaged that the developing departments would be provided necessary funds to bring up their facilities and activities to an optimum level for their teaching and general research programs.

The 9th Plan aimed at gearing the system of higher education to meet the challenges arising out of the major social, economic and technological changes.

The focus of the 10th Plan was on quality and relevance of higher education, research and development, management in financing and the use of the new information and communication technologies. The 10th Plan provided the basis for higher education in the 21st century 24

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24 Working Group for the 11th Plan on Higher Education, Ministry of Human Resource Development
The 11th Plan laid renewed emphasis on higher education and the three
targets of broadening access, making higher education inclusive and
promoting improvements in quality.
In the 11th Plan, share of education in total plan outlay increased from mere
6.7% in the 10th Plan to 19.4%, of which 30% was earmarked for higher
education. This was a nine-fold increase over the 10th Plan, viz. Rs. 84,943
crores against Rs. 9,500 crores\(^{25}\)

4.5 Objectives of the Xlth (2007-12) and Xllth (2012-17) Plan

The Xlth as well as the Xllth Plan have continued to lay emphasis on
improving access, equity and excellence. Xllth Plan mentions that
expansion and consolidation of the institutes should be focused on, along
with special importance to quality. In the Indian system this is a hard aim to
achieve. Quality must be aimed at by each and every higher education
institution and not just by a few selected ones.

The Xllth plan lays out the following as the objectives that must guide
central, state and private institutions in the country\(^{26}\) –

- Higher education in India to be brought in line with the frontiers of
global trends in higher education and knowledge development;

- Improvement in overall quality of teaching-learning in an average
  higher education institution in the country;


\(^{26}\)XII Five year Plan, Planning Commission of India, New Delhi, 2012
• Reversing the trend of group inequalities in access to quality higher education;
• Creation of an additional capacity for 2 million more students from eligible age group to have access to higher education; and
• Undertaking governance and regulatory reforms that focus on institutional autonomy within a framework of accountability and build adaptive capacity of the system.

The XIIth Plan cautions against narrow strategies for improving access and equity, as they are done at the expense of quality. A holistic approach is recommended, wherein expansion is not just accommodating larger number of students in higher education, but also enabling these students to make choices of subjects, levels and institutions so that they can realize their full potential and realize their personal goals.

Redressing multiple and graded inequalities in higher education is not just about increasing the GER among disadvantaged groups but also enhancing their presence in centres of excellence, taking care of their post-admission needs and redesigning curricula to incorporate their specific requirements. The challenge of excellence is not just about placing a few institutions and individuals at par with global norms for excellence, it is also about expanding the pool of institutions, scholars and students who continuously strive to improve quality to achieve global excellence. Thus, an interconnected strategy for higher education development is needed to address issues of access, equity and excellence in a coordinated manner.

Access, Equity, and Excellence would be mainly focused during XIIth
Plan in higher education. These three are inter-linked and the ground realities of the higher education are quite different. Hence strategic shift in thinking is needed in several critical areas ranging from issues of access and equity to teaching-learning process, research, governance, funding and monitoring. These shifts are explained below.\(^{27}\)

1. Increase funds for higher education significantly and use them strategically. The investment has to come from both public and private sources and both from central and state exchequer.

2. Connect various funding streams to gain specific outcomes and desired impact. This will require necessary reforms in governance at all national, state and institutional levels and with suitable implementation and monitoring arrangements.

3. Encourage institutional autonomy and link meaningful academic autonomy and managerial flexibility with overall accountability through competitiveness.

4. Integrated and effective equity related schemes, instead of the existing multiple, diffused and low-value schemes to be implemented so as to give effect to the Constitutional ideal of Equality of Opportunity.

5. Institutional distinctiveness should be encouraged. Higher educational institutions must include multidisciplinary research universities as well as short-cycle vocational education institutions.

6. A renewed focus must be laid on research by integrating teaching and research.

7. Shift from input-centric and credential-focused approach to learner-

\(^{27}\) XII Five year Plan, Planning Commission of India, New Delhi
centric approach.

8. Consolidate the number of institutions to ensure that the capacity expansion is done at lower capital costs as well as quality is maintained while expanding the system. New institutions should be set up in uncovered areas.

9. A move towards internationalization of higher education is a necessity.

10. Creation of alliances and networks of academic institutions amongst themselves and with the research institutions and industry should be facilitated, to create a self-governing system.

4.6 Policy Initiatives by the Government for Higher Education during XIth five year plan (2007-2012)

1. During the XIth five year plan (2007 – 2012) the Government decided to focus on specifically on Education and took up various initiatives which can be seen at present in terms of both direct and indirect impact. The XIth five year plan, also called an Educational Plan with a huge allocation of budget as compared to earlier plans and also planning major expansion projects.

2. The NDC (National Development Council) increased the allocation of fund to UGC by four times in the 11th plan as compared to the 10th plan.

3. The Government announced increasing the reach of Higher Education by establishing 30 new centrally funded institutes. Fifteen new central universities have already been established within 2007 -12.

4. Further expansion plans included setting up 6 new IIM’s and 7 IIT’s apart from increasing the capacity of existing IIT’s and IIM’s to double and
setting up 20 National Institutes of Technology and 4 Indian Institute of Information Technology.

5. Also there were plans to set up about 2000 colleges of engineering and technology, 1300 polytechnics and 400 Undergraduate colleges and 50,000 skill development centers.

6. There was also a focus on increasing the number of colleges awarding degree programs in states and areas where enrolment ratio was of poor and lower strata of society. The state governments would be provided with support and incentive to expand and upgrade their present Universities and professional institutes.

7. National Education Mission through ICT.

8. Quality foreign education providers would be welcome for Foreign collaborations.

9. The P.M gave a speech on 15th August, 2007 wherein he encouraged Public – Private Partnership and assured the Governments support and cooperation in helping establishing such Institutes.

10. The concept of world-class university was initiated and the finance minister and allocated additional 1000 million Rupees each to universities of Mumbai, Calcutta, Chennai and Punjab Agricultural university in the budget speech of 2006.

The XIIth Plan broadly covers the following areas:

1. ACCESS
2. EQUITY
3. QUALITY
4. PROMOTION OF TALENT
5. SKILL DEVELOPMENT
6. STAND ALONE SCHEMES

1. ACCESS

For Universities

2. E-Contents
3. Establishment of Chairs

For Colleges

1. UGC Guidelines for recognition of Colleges under Section 2(f) and 2(b) of UGC Act 1956
2. Guidelines for the Scheme of Development Assistance to Colleges and Construction of Buildings
3. Guidelines for Development Grant to Colleges
For both Universities and Colleges

Development of Sports Infrastructure and Equipment in Universities and Colleges

2. EQUITY

For Universities

1. Centres for Study of Social Inclusion and Exclusion
2. Equal Opportunity Cell

For Colleges

1. Guidelines for the Special Scheme for Construction of Women’s Hostel for Colleges
2. Equal Opportunity Cell

For both Universities and Colleges

1. Coaching of SC/ST/OBC and Minority community students for entry into service
2. Coaching of SC/ST/OBC and Minority community students for NET
3. BSR Fellowships in Sciences for Students
4. D. S. Kothari Post Doctoral Fellowships in Sciences
5. MHRD/UGC – program on strengthening of Basic Science Research (BSR) in Universities
6. Remedial Coaching for SC/ST/OBC and Minority Community Students
7. Schemes for Persons with Disability
8. Maulana Azad National Fellowship For Minority Students
9. Post Doctoral Fellowship for SCs/STs
10. Post Doctoral Fellowship for Women (unemployed)
11. P.G. Scholarship for Professional Courses for SC/ST candidates
12. Post Graduate Indira Gandhi Scholarship for Single Girl Child
13. Post Graduate Merit Scholarship Scheme For University Rank Holders
14. Post Graduate Scholarship for Professional Courses for SCs/STs
15. Rajiv Gandhi National Fellowship for Students with Disabilities
16. Rajiv Gandhi National Fellowship for SC/ST Candidate

3. QUALITY

(i) Excellence

For Universities

1. Universities with Potential for Excellence
2. Joint Appointment of Faculty
3. Internal Quality Assurance Cell (IQAC) for Universities
4. Special Assistance Programme

For Colleges

1. Colleges with Potential for Excellence /College of Excellence
2. Centre with Potential for Excellence in a Particular Area
3. Autonomous Colleges
4. Internal Quality Assurance Cell (IQAC) for Colleges

(ii) Research
For Colleges

1. Faculty Development Programme (for Colleges teachers)
2. Scheme for Seminar/Symposia/Conference for Colleges
3. Travel Grant (for College Teachers)
4. Minor Research Projects (for Colleges Teachers)

For both Universities and Colleges

1. Major Research Projects
2. Research Award
3. Guidelines for the One Time Grant Scheme
4. MHRD/UGC Empowered Committee on Initiative on Start-UP Grant for newly Recruited Faculty
5. Career Oriented Courses

4. PROMOTION OF TALENT

1. Emeritus Fellows
2. Junior Research Fellowship in Science, Humanities and Social Sciences
3. Junior Research Fellowship (JRF) and Research Associateship (RA) for Foreign Nationals

5. SKILL DEVELOPMENT

1. Schemes for Community Colleges in Universities and Colleges
2. Guidelines for Introduction of Bachelor of Vocational (B. Voc) Programme in Universities and Colleges under the National Skill Qualification Framework (NSQF)

6. STAND ALONE SCHEMES

1. Guidelines for discontinuation of dissection and animal experimentation in Zoology/Life Sciences in a phased manner
2. UGC Guidelines on Student’s Entitlement
3. Guidelines for Introduction of One Year LLM Degree Programme, 2012

4.8 Public Private Partnerships in Higher Education in India

Benefits which the public – private partnerships deem to bring are:

- Access
- Quality assurance
- Saving in resources
- Promote autonomy
- Allowing educational institutions to run without licenses and ‘for profit’.
- Allowing them to run for profit and would encourage them further to make investment in this sector.
- Consequently these institutions would provide additional capacity (more seats) in the higher education sector.
- Here an assumption is being made that many entrepreneurs do want to enter the higher education market, on the grounds that India has a great tradition for private initiative in higher education.
• If the licensing requirements were done away with and higher education was to be a for profit activity, banks and financial institutions would start lending to educational entrepreneurs who would also bring new technology and innovation in higher education.

• Anecdotal evidence also suggests that, profit making in the higher education sector is already going on under table, if it were to be made legal government would firstly curb the amount of black money generated as well as additional revenue as tax on the profits.

• University Grants Commission may need to collect various types of information about higher educational institutions so as to better enforce its guidelines and quality assurance norms.

• It would basically include a registration system where every educational institution could be asked to furnish periodical information about fee structure, curriculum, number of students, teaching staff etc.

• In context to assurance of quality University Grants Commission is already empowered under the University Grants Commission Act, 1956 to formulate and enforce quality assurance norms for both the government run and privately run institutions.

• To have a periodical qualifying examination for specific professions can be another measure for assuring quality.

• The Bar Council of India has provided a very good example by conducting annual All India Bar Exam for Lawyers; failing which a person would not be allowed to practice law in India.

• The other benefits of public-private partnerships are saving in resources and promoting autonomy.
• At some rural place, it may be better to set up educational institutions using public-private partnerships, but it must be kept in mind that the institutions of higher learning have to be connected to accessible roads and must have constant electricity supply.

4.9 Some relevant data in Indian Higher Education

The current higher education system in India is massive with over 30 million students enrolled across 45,000 institutions.

**Enrollment Note:** Gross enrollment ratio (2013–14 est.): 22.5%

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**Chart 4.1 – Enrollment in regular and distance education (2013–14)**

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Total enrolment of students in higher education 2011-12 is 25.9 million (refer Chart 4.9)

Chart 4.2 - Enrollment in Degree and Diploma (2011–12)

Chart 4.3 - Enrollment in Undergraduate and Graduate courses (2011–12)
Chart 4.4 - Enrollment in various fields (2011–12)

Types of Institutions

Chart 4.5 - Different types of institutions (2011–12)
Chart 4.6 - Types of degrees awarded by different universities (2011–12)

AICTE approved technical institutions (2012-13)\textsuperscript{29}

Chart 4.7 - Number of different AICTE approved technical institutions (2012–13)

\textsuperscript{29}Extrapolated basis 2011-12 data from Twelfth Five Year Plan: chapter on higher education
Despite the current size, India’s GER lags that of other leading countries

India’s GER lags behind that of developed countries such as the US, Switzerland, Japan and the UK as well as the developing countries such as China, Brazil, Malaysia and the Philippines. Compared to developed countries, India witnesses more enrollments in Arts and Engineering while enrollment in Medical studies is lower.

The higher education system has grown significantly in the past two decades in terms of the number of institutions and enrollment –

- GER in higher education has more than doubled since 5.0% in 1999-2000 to 22.50% in 2012-13
- The number of universities/institutions of national importance has registered a seven-fold growth in the last four decades

Number of universities

![Number of Universities Chart](image)

Chart 4.8 - Growth trend in the number of universities (1980-81 to 2012–13)
Student enrollment has grown 12 times in the last four decades, increasing at a CAGR of 10.4% since 2000-01

Chart 4.10 – Growth trend in the number of colleges (1980-81 to 2011–12)
India has more than 33,000 affiliated colleges with around 20,000 added after 2000-01\textsuperscript{30}

Distance education, which offers affordable education to masses, has grown significantly in the recent past; high quality central institutions have also exhibited strong growth

Enrollment in distance education has more than tripled in the last decade growing at a CAGR of 11%

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{chart_distance_education.png}
\caption{Enrollment in distance education programs (in million)}
\end{figure}

Chart 4.11 - Enrollment in distance education programs (in million)\textsuperscript{31}

\textsuperscript{30} Source: Twelfth Five Year Plan: Chapter on higher education, UGC: Higher education in India at a glance, June 2013, MHRD Annual report 2011-12, EY estimates

\textsuperscript{31} Source: Twelfth Five Year Plan: Chapter on higher education 2012, UGC: Higher education in India at a glance, June 2013, MHRD Annual report 2012-13
The Government had doubled the number of central institutions over the last 6-7 years.

<table>
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<th>Institutes</th>
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<th>2012-13</th>
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<td>Central Universities</td>
<td>2</td>
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**Course and the new Innovative trends**

- **Engineering**: Rapid growth of niche specializations e.g. bioinformatics, environmental, thermal power & energy systems
- **Management sector**: focused management programs: e.g. family business, retail, real estate and urban infrastructure, 1Year / part-time / executive programs
- **Arts**: New course structures such as 4 Year research-focused liberal arts programs
- **Science**: Emergence of applied science courses such as actuarial science, clinical optometry, drug regulatory affairs, biotech, dietetics and applied nutrition

**Number of distance education institutions**

<table>
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<th>Year</th>
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<tr>
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<tr>
<td>1990-91</td>
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<td>2000-01</td>
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The number of institutions offering distance education is almost five times the number two decades ago

Progress in higher education in India has been driven by several factors

Enablers of progress in the higher education sector

1. Increasing private participation
2. International collaborations
3. Increasing industry-academia partnerships
4. Increased government allocation

► Increase in collaborations between Indian and foreign universities for faculty support and curriculum design, joint research, student-faculty exchange and twinning programs

► Increase in the share of the unaided private sector in terms of the number of institutions and enrollment since 2001

► Rise in the share of state private universities due to increased private participation (CAGR: 44% since 1995)

► Initiatives include guest lectures by industry practitioners, management development programs, live projects, consulting assignments, joint seminars, scholarships etc.
► Participation of industry bodies such as FICCI and institutions such as ISB, the IIMs and the IITs

► Increased budgetary allocation for higher education by the Government

► Budgetary allocation for implementation of National Mission on Education through Information and Communication Technology (NMEICT)

► Establishment of new model degree colleges

► Setting up of National Knowledge Network (NKN)

**UGC data by Prof. Ved Prakash, chairman(actg.) on 21<sup>st</sup> March 2012.**

![Educational Expenditure Chart](image-url)

*Chart 4.12 - Educational Expenditure as % of Public Expenditure*
Chart 4.13 - Public Expenditure on Education – Sector wise (Estimated): 2009-10

Chart 4.14 - Expenditure on Education (as % of GDP)

The private sector has played a significant role in expansion of capacity
Private sector and corporate participation is increasing –

Share of unaided private higher education institutions (percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Share of institutes</th>
<th>Share of enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>42.6%</td>
<td>32.9%</td>
</tr>
<tr>
<td>2007</td>
<td>61.8%</td>
<td>54.2%</td>
</tr>
<tr>
<td>2012</td>
<td>63.9%</td>
<td>58.9%</td>
</tr>
</tbody>
</table>

The share of the unaided private sector has increased significantly since 2001 in terms of the number of institutions and enrollment.

The number of state private universities has increased by 150 over the last decade partly driven by the increased participation of the corporate sector.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of state private universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>1</td>
</tr>
<tr>
<td>2001</td>
<td>2</td>
</tr>
<tr>
<td>2004</td>
<td>14</td>
</tr>
<tr>
<td>2007</td>
<td>28</td>
</tr>
<tr>
<td>2010</td>
<td>82</td>
</tr>
<tr>
<td>2012</td>
<td>140</td>
</tr>
</tbody>
</table>
Table: The Number of state private universities - *as on 28th October 2013

| 2013 | 165* |

Several private universities have been established recently with the support of the corporate sector. These include (illustrative):

► GD Goenka University (2013)
► Shiv Nadar University (2011)
► Azim Premji University (2011)
► Jaypee University of Engineering & Technology (2010)
► Dr. K.N. Modi University (2010)
► O.P. Jindal Global University (2009)

The Government, on its part, has increased the higher education budget and implemented several technology initiatives to improve the quality of higher education

Supportive government initiatives

Increased budget allocation
The Government of India has increased its planned expenditure on higher education by 37%, from INR195.1 billion in 2011-12 to INR267.5 billion in 2013-14.

Budget allocation under Rashtriya Uchhatar Shiksha Abhiyan (RUSA) during the Twelfth and Thirteenth Five Year Plans is INR 980 billion, of which the Central government will spend INR700 billion.

**Implementation of National Mission for Education through ICT (NMEICT)**

The Government’s allocation of INR40 billion during the Twelfth Five Year Plan for NMEICT.

Objective: To create high quality, curriculum-based interactive content for all subjects and host them on the Learning Management System (LMS) platform in open access.

Opportunity for all teachers and experts to pool their knowledge and resources for the benefit of every Indian student.

Initiatives on generation of e-content by the Consortium for Educational Communication for 68 subjects in undergraduate level courses and 77 subjects in postgraduate level courses.

INR477.2 million to Indian Institute of Technology, Rajasthan, for acquisition and testing of low-cost computing devices.

**National Knowledge Network (NKN)**
To interconnect all universities, libraries, laboratories, hospitals and agricultural institutions to share data and computing resources across country over a high-speed information network with gigabit capabilities

NKN has already connected 824 institutions and aims to connect more than 1500 institutions/organisations/laboratories under various categories throughout the country.

It also focuses on providing digital campuses, video-conference classrooms, wireless hotspots, and laptops/desktops to all students enrolled in professional/science courses, and Wi-Fi connectivity in hostels.

National Programme on Technology Enhanced Learning (NPTEL)

A joint initiative of the IITs and IISc enabling e-learning through online web and video courses in engineering, science and humanities streams aiming to enhance the quality of education provided in the country.

Establishment of new model degree colleges in educationally backward districts (EBDs)

Objective: To enhance access to degree courses in EBDs in the country, to achieve expansion in higher education with inclusion, equity and quality.

Financial assistance for establishment of Model Degree College in each of the identified 374 EBDs where the GER of higher education is less than the national GER.

Discipline-wise distribution of collaborative programs (2007)

Management/Business Administration 26.5%
Engineering & Technology/Computer 22.6%
Application/Information Technology 20.9%
Hotel Management/House Keeping 7.1%
Applied Arts 4.8%
Applied Science 18.1%

Some collaborations by Indian institutions

<table>
<thead>
<tr>
<th>Indian institutions</th>
<th>Foreign institution</th>
<th>Collaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISB, Hyderabad</td>
<td>MIT Sloan School of Management, US</td>
<td>Faculty support and curriculum design</td>
</tr>
<tr>
<td>Great Lakes Institute of Management</td>
<td>Yale University, University of Houston, Nanyang</td>
<td>Joint research, academic programs, and student/faculty</td>
</tr>
<tr>
<td></td>
<td>Technological University</td>
<td>exchange</td>
</tr>
<tr>
<td>Indian Institute of Science</td>
<td>University of Leicester, UK</td>
<td>Joint research on air vehicles</td>
</tr>
<tr>
<td>Shiv Nadar University</td>
<td>Carnegie Mellon University, US</td>
<td>Twinning program in engineering</td>
</tr>
</tbody>
</table>

Obama -Singh 21st century knowledge initiative

► Announcement of eight new partnerships in sectors including health, technology, energy and sustainable development, and training of human resources
Each project will receive an award of US$250,000 for developing online education, fostering economic growth, generating shared knowledge to address global challenges, and developing junior faculty at Indian and US higher education institutions\(^{32}\)

**Higher education institutions are also collaborating with industry players to maximize industry interaction throughout the value chain**

Avenues of industry-academia interaction

1. Guest lectures by industry representatives
2. Corporate involvement in curriculum and content design
3. Consulting on management and related issues by academia
4. Management development programs
5. Joint seminars by academia and industry
6. Academia generating ideas and acting as incubators for intrapreneurs
7. Industry experts in governing councils and boards of advisors
8. Financial and infrastructural support by industry for research
9. Industry visits for students and faculty
10. Live projects conducted under industry mentors
11. Scholarship schemes for students
12. Summer internship opportunities

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\(^{32}\) Source: UKTI Report 2007, United States-India Educational Foundation website, Websites of higher education institutions
Institution/Organization and their Key Initiatives\textsuperscript{33}

**FICCI – National Knowledge Functional Hub (NKFH)**

► FICCI’s collaborative framework through a hub and spoke model, engaging industry and academic institutions to create a knowledge network

► Key initiatives including curriculum designing workshops, industry exposure visits for students and faculty, leadership programs and mentoring of students by industry professionals through live projects

**ISB Hyderabad**

► SREI Infrastructure sponsoring a student run professional club at ISB and mentoring its members

► Experiential Learning Programme’- collaboration between student teams and industry on real-world business issues to encourage application base learning outside the classroom

► Annual industry events – ISB Leadership Summit (ILS) and ISB Pinnacle held at the Hyderabad and Mohali campuses respectively

**IIT Kanpur**

► Joint research in material sciences with Unilever

Tech Mahindra and five Indian universities

► Imparting technical skills of IT Infrastructure Management Services (IMS) to students

\textsuperscript{33} Source: Websites of higher education institutions, FICCI, “IIT-K signs research pact with Unilever,” The Times of India, “Tech Mahindra MoU with 5 Universities to groom students for IT,” The Indian Express, Infosys website, Aditya Birla Scholars website,
IIM Bangalore and Infosys BPO

► Partnership in developing course content

Adyta Birla Group and IIMs

► Scholarships to students

Delhi Technical University and Samsung Electronics India Ltd.

► Knowledge sharing through in-house tutorials, workshops, sponsored doctoral and post graduate programs as well as joint research

While the higher education system in India has witnessed significant expansion and progress over the past decades, there are some systemic issues that need to be addressed

a. Social Value

Objective - Widen the reach and enhance affordability of higher education so that it is accessible to all strata of society

Existing deficiency - Significant disparity in higher education across genders, social groups and geographies

b. Economic value

Objective - Support India’s economic agenda by creating job-ready and employable workforce through increased focus on imparting structural and technical skills

Existing deficiency - Low employability of graduates perceived by industry

c. Intellectual value
Objective - Pushing the frontiers of knowledge by enhancing quality and building excellence through research, partnerships etc.

Existing deficiency - Lagging behind other countries in university rankings and research output

Higher education architecture

1. Curricula and pedagogy - Outdated curricula not reflecting the requirements of dynamic market environment

2. Faculty - Vacant faculty positions, even in top institutions, Inadequate teacher training, High student-teacher ratios

3. Research - Low focus on research, even in top institutions, Lack of industry involvement to drive industry oriented research

4. Partnerships - High quality partnerships with foreign institutions restricted to a few institutions

5. Infrastructure - Most institutions not meeting infrastructure norms, Allocated funding for infrastructure development not being utilized effectively

Higher education foundation

6. Funding - Low government spending on research relative to other countries

7. Governance/Leadership - Multiple regulatory bodies with duplication and ambiguity of regulations

Social value
There is a wide disparity in the GAR across genders, social groups and regions, with rural areas and minority groups having a GAR significantly lower than the national average\(^{34}\).

“...gross enrollment in the country in 2010 was only about 19%, which is much below the world average of 29%. Adding to the woes is the low enrollment rate of the disadvantaged sections which is much below the national average”\(^{35}\).

“...many places in our country do not have higher educational institutions that are within the practical reach of aspiring students”

The southern states have a higher GER than northern and eastern states

GER by states, 2010\(^{36}\)

**Economic value Employability is a key concern\(^{37}\)**

Percentage of employable pool in top 30 percentile campuses and the rest of the campuses

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\(^{34}\) Source: Eleventh Five Year Plan: Chapter on Higher and Technical Education, Twelfth Five Year Plan: Chapter on higher education, UGC report: Issues related to expansion, inclusiveness, quality and finance November 2008, Press Information Bureau Govt. of India

\(^{35}\) Excerpt from the speech by Shri Prefab Mukherjee, President of India at the 90th convocation of the University of Delhi

\(^{36}\) Source: Twelfth Five Year Plan: Chapter on higher education

### Employable graduates

<table>
<thead>
<tr>
<th>Industry</th>
<th>Top 30% campuses</th>
<th>Rest of the campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and business dev.</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Teaching</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Accounting</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>IT services</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Analyst</td>
<td>81%</td>
<td>19%</td>
</tr>
</tbody>
</table>

“Companies are able to select only 8-9 out of 100 people who apply and that’s a pretty low selection ratio” - Kiran Karnik, former President NASSCOM

“Only 5% of India’s labour force in the age group 19-24 years is estimated to have acquired formal training.”- Excerpt from the address delivered by S Ramadorai, Advisor to the Prime Minister in National Skill Development Council at the Center for the Advanced Study of India (CASI) University of Pennsylvania

Almost half the graduates are not employable in any sector, based on the industry standards of employability
Graduates’ employability varies significantly across institutions; of the total number of employable graduates, a significant proportion comes from the country’s top 30% of colleges.

**FICCI-World Bank employer satisfaction survey, 2009**

Key results of survey conducted across 150 companies in India

► Around 64% of the surveyed employers are “somewhat”, “not very”, or “not at all” satisfied with the quality of engineering graduates’ skills

► Top skill gaps

► General skills – reliability, self motivation and willingness to learn

► Specific skills – problem solving, ability to design and conduct analyses, and reading

“… too many of our higher educational institutions are simply not up to the mark… still producing graduates in subjects that the job market no longer requires.” - Excerpt from the Prime Minister’s speech at a conference of vice-chancellors of central universities at Rashtrapati Bhawan in February 2013

“Employability is one such challenge, which has grappled India. Around eight million students join the workforce but only 10 to 15 lakh get jobs.” - Excerpt from the speech delivered by Jitin Prasada, Minister of State for Human Resource Development at the third National Conference of Vice Chancellors of open universities in September 2013
Intellectual value - India lags behind the other BRIC nations in university world rankings and research output/impact\(^{38}\)

**Global rankings**

Only four Indian higher education brands featured in the Times Higher Education World University Rankings 2013-14 of the top 400 global universities

<table>
<thead>
<tr>
<th>Country</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>4</td>
</tr>
<tr>
<td>China</td>
<td>12</td>
</tr>
<tr>
<td>Australia</td>
<td>25</td>
</tr>
<tr>
<td>UK</td>
<td>49</td>
</tr>
<tr>
<td>US</td>
<td>109</td>
</tr>
</tbody>
</table>

Times Higher Education World University Rankings (Top 400), 2013 –14

Out of the 48 countries studied, India ranks second last in the U21 rankings of national higher education systems

<table>
<thead>
<tr>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>36.3</td>
</tr>
<tr>
<td>Brazil</td>
<td>45.6</td>
</tr>
<tr>
<td>China</td>
<td>44.5</td>
</tr>
<tr>
<td>Russia</td>
<td>49.5</td>
</tr>
<tr>
<td>UK</td>
<td>74.9</td>
</tr>
<tr>
<td>Australia</td>
<td>77.2</td>
</tr>
<tr>
<td>US</td>
<td>100</td>
</tr>
</tbody>
</table>

\(^{38}\) Source: U21 Rankings of National Higher Education Systems 2012 report, UGC report on higher education India: Strategies and schemes during Eleventh Plan period (2007-2012) or universities and colleges, Presidentofindia.nic.in, Japan Science and Technology Agency website, Times Higher Education website
Research

Academics in China authored almost five times more research papers than India’s academics in 2011

Number of research papers by country, 2011

<table>
<thead>
<tr>
<th>Country</th>
<th>Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>4,367</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1,326</td>
</tr>
<tr>
<td>China</td>
<td>903</td>
</tr>
<tr>
<td>Japan</td>
<td>536</td>
</tr>
<tr>
<td>India</td>
<td>187</td>
</tr>
</tbody>
</table>

The relative impact of citations for India is half of that of the world average

<table>
<thead>
<tr>
<th>Relative impact of citations by country, 2007—11</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Average: 1.0</td>
</tr>
<tr>
<td>United Kingdom 1.25</td>
</tr>
<tr>
<td>United States 1.24</td>
</tr>
<tr>
<td>Japan 0.81</td>
</tr>
<tr>
<td>China 0.61</td>
</tr>
<tr>
<td><strong>India 0.51</strong></td>
</tr>
</tbody>
</table>
“There is need for Indian universities to catch up with counterparts in the quality of teaching and research. Research and innovation must be given new impetus. Out of 260 lakh students who were enrolled at the undergraduate level and above in 2011-12, only one lakh or 0.4 per cent had registered for PhD. The total number of patent applications filed by Indians in 2010, was close to only six thousand, while 3 lakh applications were filed by Chinese, around 1.7 lakh filed by Germans, 4.5 lakh by Japanese, and 4.2 lakh by Americans. The number of patent applications by Indians comprised only 0.3 per cent of the total applications filed in the world.” — Excerpt from speech delivered by Shri Pranab Mukherjee, President of India on the occasion of the convocation of SIDO KANHU MURMU in April 2013

Curricula, pedagogy and faculty Curricula and pedagogy is outdated; institutions face a severe shortage of well-trained quality faculty

1. Curricula and pedagogy

   • Outdated and irrelevant curricula

   “The curriculum in most cases is out-dated and irrelevant since the universities are often not enthusiastic in keeping their curricula up to date and relevant. Teaching-learning practices are mostly examination-oriented with focus on rote learning and memorization.” -Senior official, Planning Commission

   • Limited choice for students

   “Higher education curriculum in India offers little choice for students to study subjects of their own interest due to rigidity in the combinations.” -Senior official, Planning Commission
• Poor quality of curricula

“Higher education system in the country is faced with the problems of poor quality of curriculum...” - Parliamentary panel chaired by Francisco Sardinha, former Chief Minister of Goa, September 2013

“Our academic syllabus is not up to the highest standards as recognised by world universities “ - Excerpt from the speech delivered by Shri Pranab Mukherjee, President of India, at the convocation of the North Hill University, October 2013

2. Faculty

► Around 35% of faculty positions in state universities and 40% in central universities are lying vacant

► There is no mandatory formal teacher training program conducted to develop effective teaching skills

► While enrollment in higher education has grown six times in the last 30 years, faculty strength has only grown four times as reflected in the increasing student-faculty ratio

“The faculty at colleges has limited quality industry experience. The best practice may be to get significant bits of training, at least 25%, to be delivered by actual industry experts” — Lead Researcher, Tata Institute of Social Sciences (TISS)
**Student-faculty ratio (2011-12)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-81</td>
<td>14.2</td>
</tr>
<tr>
<td>1990-91</td>
<td>18.7</td>
</tr>
<tr>
<td>2000-01</td>
<td>20.4</td>
</tr>
<tr>
<td>2010-11</td>
<td>20.8</td>
</tr>
<tr>
<td>2011-12</td>
<td>27.8</td>
</tr>
</tbody>
</table>

“Many colleges have been employing teachers on contract to fill (the) gap... This outsourcing of teaching is hampering the quality of education.” – A former senior official at UGC while delivering a lecture on “Higher Education in India: New initiatives and new challenges”

**Research and partnerships** - There is lack of focus on research activity, and the number of high–quality partnerships are limited to only the top institutions in the country

**Research**

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39 Source: MHRD Annual Report 2012-13, UGC Annual report 2011-12, UGC report on HE in India 2011, “‘Lack of quality faculty affecting higher education’,” The Indian Express, “Only 10% fresh graduates and 25% MBA passouts are employable, says Tiss study,” DNA India, “Poor quality of curriculum hindering higher education system: Parliamentary Panel,” The Economic Times, Presidentofindia.nic.in, EY analysis

40 Source: UGC, Parliamentary standing Committee on human resource development: Report on the foreign educational institutions (Regulation of entry and operations) bill, 2010, Presidentofindia.nic.in, Higher education institutions websites.
Lack of corporate and inter-institutional linkages, under-resourced higher education institutions and under-qualified faculties have impeded growth of research in India.

India lags behind in publishing research papers; one of the reasons for this being the high teaching load on faculty.

“Capacity for doctorate education... is small and has remained stagnant over the past two decades... Low levels of funding, lack of performance culture and segregation of the country’s R&D institutions from universities and colleges have been responsible for this. Even the country’s top universities remain largely teaching focused with limited research and doctoral education,” - Senior official, Planning Commission

**Teaching load per faculty per annum (hours)**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIM-A</td>
<td>200</td>
</tr>
<tr>
<td>Average international standards</td>
<td>120</td>
</tr>
</tbody>
</table>

**Papers published per faculty per year**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIT</td>
<td>1</td>
</tr>
<tr>
<td>MIT</td>
<td>6</td>
</tr>
</tbody>
</table>

“In 2011, 42,000 patents were filed in our country, compared to over five lakh applications filed each in China and the US in the same year... Talent in academic and research positions in our institutions are difficult to retain due to
lack of adequate flexibility in our system.” - Excerpt from the speech delivered by Shri Pranab Mukherjee, President of India, at the 10th Convocation at NIT Kurukshetra in April 2013

Partnerships

►While the number of academia-academia and academia-industry partnerships are increasing, high quality and deep partnerships are largely limited to the top institutions in India

►UGC issued its guidelines last year, whereby only Indian higher education institutions that have been graded ‘A’ by the NAAC or the NBA are allowed to collaborate with foreign institutions, but only with those that feature among the top 500 global educational institutions

A significant proportion of institutions that enter international academic partnerships are unaccredited, which adversely affects their credibility

Type of partnership with international institutions % of institutions without required approval/affiliation

Programmatic collaboration 58%

Twinning 35%

Others 68%

Infrastructure and funding - While infrastructure norms are not being met by institutions, public spending on higher education has been stagnant and skewed towards Central institutions

“… almost 95% of the higher education institutions are under the purview of the states … but it’s the central government institutions that get bulk of the funding” - Ashok Thakur, Secretary Higher Education, GoI
UGC grants are skewed towards Central institutions which account for 2.6% of enrollment.

UGC grants (as a percentage of total grants) to different kinds of universities (2011-12)

Central universities 76.8%

State universities 17.6%

Deemed universities 2.4%

Others 3.2%

**Infrastructure**

- In 2008, 48% of universities and 69% of colleges did not meet the criterion of minimum investment in physical facilities and infrastructure.

Quality gaps in colleges in terms of academia. It was found that the number of A grade varsities and colleges were less since many of the varsities and colleges lacked proper physical infrastructure and more importantly quality teachers.

- Former senior official at UGC while delivering a lecture on “Higher Education in India: New initiatives and new challenges” at Gokhale Institute of Politics and Economics (GIPE).

**Funding**

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Public spending on higher education was 1.33% of India’s GDP in FY12. This has been almost flat over the last five years

**Public Expenditure on higher education** (as percentage of India’s GDP)

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>1.14</td>
</tr>
<tr>
<td>2007-08</td>
<td>1.09</td>
</tr>
<tr>
<td>2008-09</td>
<td>1.18</td>
</tr>
<tr>
<td>2009-10</td>
<td>1.29</td>
</tr>
<tr>
<td>2010-11</td>
<td>1.22</td>
</tr>
<tr>
<td>2011-12</td>
<td>1.33</td>
</tr>
</tbody>
</table>

**Governance/Leadership**

Several governance-related issues exist in the higher education system, including ambiguity of rules and lack of professional leadership in academic institutions

**Governance/Leadership**

- **Unfriendly regulations for private players**

“All type of institutions are measured by the same yardstick… No framework to differentiate and celebrate merit

… Unfriendly regulations for corporates opening colleges on non-profit basis… ” - Vice Chancellor of a newly established private Indian University

“Higher education is the most regulated sector…. All challenges revolve around this…” - Chancellor of a newly established private Indian University
• **Lack of professional leadership**

“People besides academia in governance of colleges... Regulations against a for profit organization discourages various investors... Several policies are out of alignment of the overall mission for e.g. taxation issues, student loans, service tax issues ... There are standardization issues – quality standards can’t be same for institutions offering different courses,” - Chancellor of a newly established private Indian University

“Governance in Indian Universities is plagued by political battles and micro regulation” - Vice Chancellor of a newly established private Indian University

• **Too many regulatory bodies working in isolation**

“There are 13 regulatory bodies in existence to regulate higher education. Each regulatory body functions in isolation. The regulatory provisions of the various Acts are substantially different from each other since they were created at different periods by different ministries. An over regulated system consisting of multiple agencies tends to increase inefficiency and breed corruption and malpractices..” - Planning Commission Working Group Report 2011

**Problems in Indian Higher Education:**

1. There are too many regulating bodies for education and each one of them has its own regulations for a particular kind of education with the University Grants Commission having a separate set of regulations for all higher educational institutes.
2. This leaves the educational providers hay-wired and unnecessarily forces them to put all their energy in following hundreds of regulations rather than improving quality or access.

3. The Comptroller and Auditor General of India is not allowed to inspect the accounts. Hence it is not possible to have sufficient accountability in such partnerships.

4. The Government has often tried to make an oversight system for the public-private partnerships arrangements but till now has been unable to take any serious measure.

5. Inevitably the Indian higher education market is moving towards de facto privatization and commercialization, now the choice remains with the government whether to allow a healthy and competitive environment for the higher educational institutions and reap the benefits of demographic dividend it would bring or have many more unsuccessful models of public-private partnerships, where private players would earn profit anyhow but would also be bottlenecked by red-tape and bureaucratic mechanism of government.
4.10 Higher Education in Gujarat: Present Scenario

The Central Government with the help of the State Governments has been emphasizing on compulsory elementary education in the country since India’s independence. Gujarat has participated actively in the race to make the task possible by setting its goals on educating each and every citizen of the state and also to strengthen the education status and situation of the state. The state follows a uniform structure of school education i.e. the 10+2 system which has also been adopted by other states and union territories of India.

Gujarat state at present has a total number of 43 universities including 21 State Universities, 2 central government universities, 1 deemed university, 2 Private Aided universities and 17 Private universities. Above these Gujarat boasts of 6 institutes of national importance, including IIM A, IIT, SVNIT, NID, PRL and EDI.

Gujarat is a State where higher education system has played major role in inspiring the minds of the youth both during the days of freedom movement and since independence. The Ahmedabad Education Society (AES) was created at the instance of Gandhiji. The higher education system of Gujarat has created national public figures in the social and educational arena. Gurumukh Nihal Singh and Prof. Dantiwala joined freedom movement from

http://www.rajbhavan.gujarat.gov.in/uniquepage.asp?id_pk=30

www.indianhighereducation.org

www.aiml.org

http://www.gujarateducation.net/facts/
the colleges of AEA. Prof. Gadgil was with Sarvajanik Education Society of Surat. Prof. Findley Shirass, Principal of Gujarat College, was one of the great experts on federal economic theory. Prof. V.K.R.V. Rao also taught at the Gujarat college.

The Gujarat Vidyapeeth is the oldest university in Gujarat. It was established by Mahatma Gandhi in 1920. The Maharaja Sayajirao University in Baroda and Gujarat University in Ahmedabad were established in 1949 and Sardar Vallabhbhai Patel University was also started in 1958.

Prior to year 1991, there were around 11 Universities in Gujarat and there were no private universities in Gujarat. In 1993, Government of Gujarat gave permission to private/ self finance institutions (Khokhani, K, 2005). The number has now gone to 17 private universities.

During 2002, many new state universities were established to cater to increase in enrolment in higher education and also provide access to far flung regions with higher education opportunities. Some of the new state universities established around 2002 include 1) Krantiguru Shyamji Krishna Verma Kachchh University, 2) Somanath Sanskrit University, 3) Agriculture university, which is divided in four universities, 4) Nirma University, 5) Dhirubhai Ambani University, 6) National law University at Gandhinagar, 7) Petrochemical University and many other universities.

**Chancellor**

The Governor by virtue of his office is also the Chancellor of most of the Universities in the State. His role as Chancellor, envisages creating right

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environment and conditions for the Universities so as to enable them to make
greater contribution to the cause of higher education in the State. It is the
Chancellor’s responsibility to steadily and continuously enhance the statute
and quality of the University education. Without meddling into the day to day
administration, he as the Chancellor has to share his vision, experience and
thought in furthering the interests of the higher education. In case of Gujarat,
out of 15 Universities, the Governor is the Chancellor of 14 Universities,
except the Maharaja Sayajirao University of Baroda where he is the Visitor

**Higher Education in the State: Post 1990**

After 1993, the private sector has grown rapidly in Gujarat. In the field of
education the state gives facilities and incentives to private sector for opening
educational institutions.

According to the UGC Annual Report 2007-08, Gross Enrolment Ratio (GER)
in the state was much below the 9.83 per cent average, this despite the fact
that Gujarat had 26 private and government universities and four agriculture
universities in the state.

Higher education in the state is concentrated in few districts only, even though
more pharmacy and engineering colleges are being added, the then
Commissioner of Higher Education, Jayanti Ravi, believed that for Gujarat to
remain in the top three most developed states and to become a global
economy, numerous universities will have to be set up and maximum number
of students will have to acquire higher education. She also gave importance to
overseas education, if possible, to equip Gujarati’s with an increased
awareness about the market conditions in the foreign countries. There he/ she
would become familiar with the business environment and learn firsthand
about the customs being followed globally. The global education also helps to develop business overseas and increases chances of success in the global market.

Many however do argue that when in this age of globalization, when major foreign institutes have their study centers in India, why should a student go abroad for higher studies. However the logic for it that work environment of a foreign country cannot be replicated in India.

So in spite of opening up a world class study centre’s in India these foreign institutes cannot bring the real global corporate environment in India. Thus, to gain real life experience in the global business arena one has to go abroad for higher studies.  

Gujarat state has been industrialized state for many decades. Gujarat higher education was under the state before 1991. Higher education institutions and universities have always been affected by politics. Vipin Shah (2002) noted that there was unequal planning and increased regional disparity in higher education during 1970s. There was no clear vision of government policy, which resulted in the decrease in the quality of higher education.

In History of Gujarat, Education was a social service and not market oriented activity. Education institutions were established by Gandhian fellow, social worker, politician or industrialist. Industrialist’s (referred to as Mahajan) believed that providing education was their social responsibility. Mahajan’s established many education and health service centers for society. However

today the scenario has changed and education has become an industry and profit making business model. Industrialists like Nirma, Ambani, Adani and others, have started many private universities and colleges, a specific new trend since globalisation with market oriented courses.

There are some higher education issues which emerge in the present era in Gujarat such as (1) High fees structure (2) Who gets the Access (3) Quality of Education (4) Exploitation of staff (6) Political influence. We should try to understand between markets of education and commercialized of education.

4.11 Changing concept of Education in Gujarat

The traditional concept of Gujarat is its bent towards entrepreneurship, which is considered to be an inborn talent among the Gujarati community, and not for the ability to develop professionally trained human resources. This image is however likely to change soon as the Government of Gujarat has embarked on a focused mission to make Gujarat an Education Hub for the country. The efforts are directed not only towards attracting students from other states within the country but also from various other countries. The State of Gujarat has noticed a great change in the industrial sector and market oriented economy in the last two decades. The State Govt. has developed the special industrial policy (2003) to cope up the changes and demand of the sector. All such industrial development has created a demand for new type of skills, which education sector is expected to fulfill. Accordingly, new engineering colleges, pharmacy colleges, commerce colleges, Petroleum University, fashion designing units etc. have emerged.
The state of Gujarat currently has about 43 universities of which 17 are private universities. It also has over 450 institutions of higher learning and research which educate approximately **6,31,535** students.

Commissionerate of Higher Education - Education Department – Government of India

<table>
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<th>S.No</th>
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<tr>
<td>1</td>
<td>Government Colleges</td>
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<td>5</td>
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<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>No. of Student</th>
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<td>Arts</td>
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</tr>
<tr>
<td>Commerce</td>
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<tr>
<td>Science</td>
<td>1,10,709</td>
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<tr>
<td>Education</td>
<td>57,201</td>
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<tr>
<td>Law College</td>
<td>14,959</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,31,535</strong></td>
</tr>
</tbody>
</table>
Gujarat is considered to be one of the fastest developing states and has made tremendous progress in terms of industrial development. However, the higher education system in Gujarat has been unable to deliver graduates fit to be readily employed in the market. There has been good improvement in the primary and secondary education sector but the higher education scenario needs further augmentation. However, the state government is taking aggressive steps to enhance both the infrastructure and quality of higher technical education within the state.

4.12 Institutional framework

The institutional framework for the education sector is a complex structure with responsibilities spread across various offices. The overall direction is provided by the Department of Education, while the implementation part is undertaken by various offices designated with specific aspects of the overall education system of the state. The administration and development of the education sector is governed by the Department of Education, which is headed by the Minister of Education. A Minister of State oversees the primary, secondary and adult education. The Principal Secretary directs the overall administration and development programmes in the education sector.

The office of the commissioner of higher education is looking forward to qualitative and quantitative development in the sectors of higher education through initiative research and reform in different field of higher education.
Objectives: To supervise, monitor & to regulate the program of higher education in colleges of different universities in the state.

Functions: Office of the Commissioner Higher Education is responsible for executing policy initiatives, regulating and funding higher education system of the State, in a network of universities, affiliated colleges and research institutions. It also has to meet emerging challenges through capacity building, promoting research and relevant industry linkage.

4.13 Major Activities by Commissioner Higher Education (Gujarat)

1. National Service Scheme – With an aim to develop interest among students of higher education towards higher education, the government allocates grants for NSS activities in the colleges associated with universities in the ratio of 7:5 from Central Government and State Government

2. Martyr Kinariwala Student Safety Group Insurance Scheme – It was started in 2000-01 with the objective of insuring the family of the students in higher and technical education, if there was an accidental death or permanent limb damage. Till date 209 out 431 applicants have been sanctioned the insurance amount and Rs. 209.13 lacs have been paid already.

3. To receive proposals for the required furniture in the government colleges of the State.

4. To prepare proposals to start new government colleges in the State

5. To approve the designations of the newly started government colleges as per the plan.
6. To prepare the budget estimates of the government colleges in the plan.

7. To allocate grants as per the expenditure registers of the government colleges in the plan.

8. To tally on the basis of the expense register every three months at the AG Office, Rajkot.

9. To prepare the proposals for the construction of the government colleges, hostels and quarters.

10. To send these estimates of building construction every year to the Education Department.

11. To permit the government colleges of the State to go on the educational tour.

12. Admission Procedure in the government ladies hostel and to approve the contracts for mess – canteen.

13. Office Automation - Aim of this project is to get transparency in administrative work through computerization of office. Currently this project put live in office and its run successfully.

14. Web Portal - Aim of this project is to connect all higher educational institution under one node. Currently the first phase of this project is under implementation. The link of this portal is www.egyan.org.in

Policy framework

The strength of any development oriented programme is derived from the inherent legislative directives framed in the form of a policy.

The education sector in Gujarat perhaps has not been shining to its
potential due to the lack of a concerted policy direction. Much of the current system of education derives itself from the National Policy on Education, 1976. Though the Indian constitution clearly mandates education as both a centre and state subject, there have been limited efforts in Gujarat for framing a focused education policy to enable holistic development of education. Gujarat at present ranks 9th on the Education Development Index (EDI). This index measures the performance of states on the Universalization of Elementary Education programme. This index is prepared by the National University of Educational Administration (NUEPA).


Chart 4.15 - Education Development Index – Gujarat is on 9th rank
4.14 State Initiatives - Higher and technical education

The limited resources and opportunities available to the state administration for development of higher and technical education have led to the private sector venturing into education with a wide spectrum of market conscious courses. These private institutions have largely been running on the self-financed mode and have been quite successful in attracting students in the ever expanding economy. The government has also decided to engage the private sector more actively in the non-formal modes of education through initiatives relating to skill development and language skill improvement.

Some of the government initiatives of involving the private sector are mentioned below:

1. **Private Universities Bill**

The State Assembly of Gujarat has recently passed the Private Universities Bill which allows the formation of private universities without having to pass legislation through the Assembly for the same. An institution wanting to acquire the status of a University can apply to the Department of Education for the same. The application is considered and evaluated by the department and if everything is found in order, an amendment to the schedule of the Private Universities Bill is initiated. By this measure, the time required for the approval process of formulating a University has been brought down to roughly 6 months. This will now enable the state to easily attract private sector investments in the education sector.
2. **Instituting an Independent Regulator**

The Education department is planning to institute an independent regulator for the higher and technical education sector. The regulator would oversee the functioning of various institutions within the state and will also act as a Grievance Redress mechanism for any issues arising in the sector. Along with being vigilant on the quality of education being provided, the regulator will help in removing the bottlenecks in the education sector in Gujarat and also constitute a quality assurance mechanism in the state.

3. **Society for Creation of Opportunities through proficiency in English (SCOPE)**

The Society for Creation of Opportunities through proficiency in English (SCOPE) is a registered society formed by the Government of Gujarat with a specific purpose to enhance the proficiency in English among the youth of Gujarat by imparting world-class quality training in practical business English. For running this programme, the state education department has partnered with private entities such as Cambridge for imparting English language skills among the graduates and trained about 70,000 persons by this scheme.
4. **Gujarat Knowledge Society (GKS)**

Gujarat Knowledge Society (GKS) is a society formed by the Govt. of Gujarat to prepare the youth for the knowledge based economy and society so as to stimulate creation of world class knowledge resources by developing new competencies in skills. It uses PPP model in which demand-driven skill training programmes are delivered by private training agencies in the classrooms and computer labs of existing Government schools and colleges. The Gujarat Knowledge Society has partnered with 18 different institutions to impart both IT based and non-IT based courses to graduates.

5. **Gujarat Technological University**

GTU has been established in the year 2007 to cover Technical Education of the State under one umbrella so as to have a common academic setup all over the Gujarat. The university will also seek to improve upon the curriculum of various disciplines so as to serve the human race better. GTU has a Core advisory group including experts from IIT, Bombay, IIT, Delhi and other prominent educational institutes is working on setting up norms, syllabus, examination and evaluation system, staff training, etc.

6. **Budgetary resources**

The plan budget by the Gujarat Higher Education Department for the year 2013-14 is estimated to be approximately Rs. 35,260 lakh.
7. Demand for education – gauging investments required

Higher and technical education

The demand for higher technical education has been estimated using projections for the age group of 17 to 20 to estimate the demand for engineering seats by 2021. To enable itself in becoming an education hub, Gujarat will have to first compete with some of the states within the country. For example, Andhra Pradesh alone currently has about 1,45,000 seats for engineering. If Gujarat is to achieve this number of seats, it will have to add about 122,000 seats. This would mean that Gujarat will need over 160 colleges with 750 seats each to be established by the year 2021.

Vision for the Education sector aims at the transformation of State into a globally recognised knowledge society. The proposed shelf of projects includes creation of specific institutions in growth sectors such as aviation, retail and maritime, Centres of Excellence across a wide range of areas, developing a policy framework for private sector participation in higher technical education and developing of two knowledge corridors that provide a fertile environment for these institutions and centres to flower.
8. Quality Enhancement Drive

In 2005 only 13 institutions were NAAC accredited, By July 2008, 173 have been credited by NAAC. This accreditation is needed for fund disbursement.

9. Teachers’ Education University – Innovative Teaching Methodology

The aim of Teachers’ Education University is to develop uniform curriculum for B.Ed and an Integrated 4 year B.Ed courses.

10. Children University – Balgokulam will focus

Balgokulam will focus on research in Child Psychology, Use of ICT in classroom, Pedagogy, teacher training and material production

11. New Courses introduced

New Courses introduced in Gujarat are M.Sc. in Medical bio-technology, Nano Science and Technology, Forensic Science and Marine Science, Genetic Engineering, P.G. Diploma in Port Management, Disaster Management, Hotel Management and Civil Aviation.
12. Regulatory Measures

The various measures that are taken are legal action against bogus study centres. Agencies involved in issuing certificates without permission from UGC, Distance Education Council etc.

“Education has a multiple effect on other social sectors like health, women development, employment, child development, labour etc. It is also of great instrumental value in the process of economic growth and development. Education not only improves the quality of life, it also provides opportunities for progress.”¹

Keeping this fact in mind Gujarat state has put in a lot of concentrated efforts in improving its education sector in all aspects and the future generation will see the benefit from the impact of these efforts.

¹ (Source: Socio Economic Review, Gujarat State, 2005-06)
### 4.15 Universities in Gujarat

#### State Government Universities

<table>
<thead>
<tr>
<th>No.</th>
<th>University</th>
<th>Place</th>
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<tr>
<td>1</td>
<td>Gujarat University</td>
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<tr>
<td>2</td>
<td>Sardar Patel University</td>
<td>Vallabhidyanagar</td>
</tr>
<tr>
<td>3</td>
<td>Veer Narmad South Gujarat University</td>
<td>Surat</td>
</tr>
<tr>
<td>4</td>
<td>The Maharaja Sayajirao University (M.S.University)</td>
<td>Baroda</td>
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<tr>
<td>5</td>
<td>Saurashtra University</td>
<td>Rajkot</td>
</tr>
<tr>
<td>6</td>
<td>Maharaja Krishnakumarsinhji Bhavnagar University</td>
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<tr>
<td>7</td>
<td>Hemchandracharya North Gujarat University (NGU)</td>
<td>Patan</td>
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<tr>
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<td>Krantiguru Shyamji Krishna Verma Kachchh University</td>
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<tr>
<td>9</td>
<td>Dr. Babasaheb Ambedkar Open University (BAOU)</td>
<td>Ahmedabad</td>
</tr>
<tr>
<td>9</td>
<td>Dr. Babasaheb Ambedkar Open University (BAOU)</td>
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<tr>
<td>10</td>
<td>Shree Somnath Sanskrit University</td>
<td>Veraval</td>
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<td>11</td>
<td>Children's University Gujarat</td>
<td>Gandhinagar</td>
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<td>12</td>
<td>Gujarat Forensic Sciences University (GFSU)</td>
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<tr>
<td>No.</td>
<td>University Name</td>
<td>City</td>
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<tr>
<td>13</td>
<td>Raksha Shakti University</td>
<td>Ahmedabad</td>
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<td>14</td>
<td>Kamdhenu University</td>
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<tr>
<td>15</td>
<td>The Indian Institute of Teacher Education</td>
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<tr>
<td>16</td>
<td>Gujarat Technological University</td>
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<td>Gujarat Ayurved University</td>
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<td><strong>Agricultural University</strong></td>
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<td>19</td>
<td>Navsari Agricultural University</td>
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<td>20</td>
<td>Sardarkrushinagar Dantiwada Agricultural University</td>
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<td>21</td>
<td>Junagadh Agricultural University</td>
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### Central Government Universities

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<td>2</td>
<td>Central University of Gujarat (CUG)</td>
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</tr>
<tr>
<td>3</td>
<td>Sumandeep Vidyapith (Deemed University)</td>
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### Private Aided Universities

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<tr>
<td>No.</td>
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<td>Place</td>
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<td>-----</td>
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<tr>
<td>1</td>
<td>Nirma University (NU)</td>
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<td>2</td>
<td>Ganpat University</td>
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<td>Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT)</td>
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<td>Pandit Deendayal Petroleum University (PDPU)</td>
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<td>6</td>
<td>Calorx Teachers’ University</td>
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<td>7</td>
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<td>Navrachana University</td>
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<td>Amadavad University</td>
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## Institute of National Importance

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<td>Sardar Vallabhbhai National Institute of Technology, Surat (SVNIT)</td>
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<td>National Institute of Design, Ahmedabad (NID)</td>
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<tr>
<td>6</td>
<td>Entrepreneurship Development Institute of India</td>
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Courtesy: [http://gujarat-education.gov.in/education/alluniversity.htm](http://gujarat-education.gov.in/education/alluniversity.htm)