# Demand for Grants 2026-27 Analysis
## Education

**Highlights**

- Centre and states together spend around 4% of GDP on education, lower than the recommended 6%.
- At the primary school level, learning outcomes continue to be poor, 8% students drop out at the secondary level. Enrolment in private schools is increasing.
- Contribution of HEIs in research and development is low. On average, 50% of funds for research and innovation are utilised annually.

Education is listed in the Concurrent List of the Constitution.[1] This means that education is a shared responsibility of both the Centre and states. The Centre is responsible for determining the standards of higher education institutions (HEIs).[2] States are responsible for development of school and higher education.

The National Education Policy, 2020 guides the overall development and direction of the education sector in the country.[3] Some of its key features include: (i) universal access to school education from pre-primary to grade 12, (ii) including vocational education in mainstream education, and (iii) establishing multidisciplinary research universities.[3]

The Union Ministry of Education is responsible for formulating national policies and schemes on education. At the school education level, the Ministry funds the Samagra Shiksha scheme, the mid-day meal scheme (PM POSHAN), and some schools such as Kendriya Vidyalayas and Navodaya Vidyalayas. With respect to higher education, the Ministry funds autonomous bodies like IITs, NITs, central universities, and gives grants to universities through UGC.

This note examines the allocation to the Ministry of Education in 2026-27. This includes allocations to the Department of School Education and the Department of Higher Education. The note also highlights some of the key challenges in the sector.

## Overview of finances

The Ministry has been allocated Rs 1,39,289 crore for the year 2026-27.[4] This is 14% higher than the revised estimates of 2025-26. The Department of School Education and Literacy has been allocated Rs 83,562 crore (60% of the Ministry's budget), and Department of Higher Education has been allocated Rs 55,727 crore (40% of the Ministry's budget).[56] See Table 1 for share of allocation to the respective departments.

**Announcements in budget speech 2026-27**

- Five university townships will be established in the industrial and logistic corridors.
- Support will be provided to the Indian Institute of Creative Technologies, Mumbai to establish gaming and content creator laboratories in 15,000 secondary schools and 500 colleges.

**Table 1: Expenditure of Ministry of Education (in Rs crore)**

| Departments | 2024-25 Actuals | 2025-26 Revised | 2026-27 Budget | Change from 25-26 RE to 26-27 BE |
|---|---|---|---|---|
| School Education | 65,159 | 70,567 | 83,562 | 18% |
| Higher Education | 45,577 | 51,382 | 55,727 | 8% |
| **Total** | **1,10,736** | **1,21,949** | **1,39,289** | **14%** |

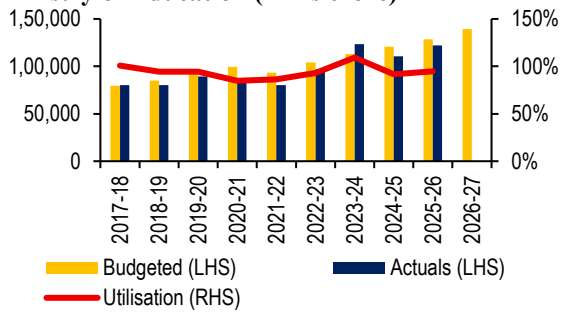
Note: BE is Budget Estimates and RE is Revised Estimates.
Sources: Demand No. 25 and 26, Expenditure Budget 2026-27; PRS.

### Expenditure and allocation

Between 2017-18 and 2026-27, the Ministry's expenditure grew at a compounded annual growth rate (CAGR) of 5%. The Standing Committee on Education (2025) recommended that the allocation to the Ministry must be increased between 8% and 10% of allocation made in the previous year.[7] This will ensure that the Departments keep up with inflation trends.[7]

As per the revised estimates of 2025-26, around 95% of the funds allocated will be utilised. The Standing Committee (2025) had noted that until February 2025, the department of school education had utilised around 59% of the allocated funds.[7] The remaining funds would have to be utilised within the last two months of the financial year. It recommended that expenditure in the last quarter must be limited to 33% of the allocation. Not more than 15% of the allocation must be spent in the last month of the financial year.[7]

**Figure 1: Expenditure and allocation to the Ministry of Education (in Rs crore)**




Note: Revised estimates of 2025-26 are taken as actuals.
Sources: Union Budgets 2017-18 to 2026-27; PRS.

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**Table 2: Main heads of the Ministry's expenditure (in Rs crore)**

| Heads | 2024-25 | 2025-26 RE | 2026-27 BE | % Change from 25-26 RE to 26-27 BE | Share in Ministry's Budget |
|---|---|---|---|---|---|
| **School Education** | **65,159** | **70,567** | **83,562** | **18%** | **60%** |
| Samagra Shiksha | 36,502 | 38,000 | 42,100 | 11% | 30% |
| Autonomous bodies* | 14,090 | 15,907 | 16,867 | 6% | 12% |
| PM POSHAN | 9,903 | 10,600 | 12,750 | 20% | 9% |
| PM SHRI | 3,504 | 4,500 | 7,500 | 67% | 5% |
| **Higher Education** | **45,577** | **51,382** | **55,727** | **8%** | **40%** |
| Central Universities | 16,042 | 17,085 | 17,440 | 2% | 13% |
| IITs | 10,309 | 11,525 | 12,123 | 5% | 9% |
| NITs and IIEST | 5,393 | 5,854 | 6,260 | 7% | 4% |
| UGC and AICTE | 3,816 | 3,691 | 3,939 | 7% | 3% |
| Student Aid | 1,205 | 1,740 | 2,160 | 24% | 2% |
| PM USHA | 301 | 800 | 1,850 | 131% | 1% |
| IISER | 1,459 | 1,357 | 1,319 | -3% | 1% |
| Others | 8,212 | 10,890 | 14,981 | 38% | 11% |
| **Total** | **1,10,736** | **1,21,949** | **1,39,289** | **14%** | **100%** |

Note: *Allocations to the autonomous bodies are made to schools like Kendriya Vidyalaya and Navodaya Vidyalaya. It is also provided to autonomous institutions like National Council of Educational Research and Training and National Bal Bhawan. BE is the Budget Estimates and RE is the Revised Estimates.
Source: Demands No. 25 and 26, Expenditure Budget 2026-27, Union Budget; PRS.

## Issues and Analysis

The National Education Policy, 2020 recommends school education to be provided in four stages : (i) foundational (3 to 8 years), (ii) preparatory (8 to 11 years), (iii) middle (11 to 14 years), and (iv) secondary (14 to 18 years).[3] The Right of Children to Free and Compulsory Education (RTE) Act, 2009 mandates free and compulsory education to all children between age six and 14 years.[8]

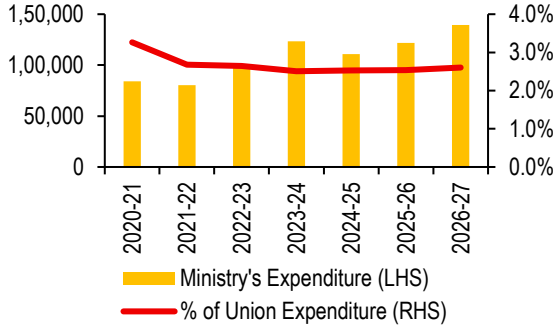
As of 2025, there were around 1.5 lakh schools, with nearly 25 crore children enrolled in them.[9] More children have enrolled in government schools (49%) as compared to private schools (39%).[9] Around 12% of students were enrolled in government-aided and religious schools.[9] As of 2024-25, there were nearly 10 lakh teachers in the country.[9] Around 51% of them in the country teach in government schools, and 39% in private schools.[9] Around 10% of teachers teach in government aided and religious schools.[9]

Higher education in India is provided through institutions of national importance, central universities, state universities, private universities, and deemed-to-be universities. As of January 2026, there were 1,395 universities.[10] Around four crore students are enrolled in HEIs.[10] As of 2021-22, there were 16 lakh teachers in the HEIs.[11]

### Low public spending on education

The National Education Policy, 2020 recommends the combined spending of the centre and states on education to be 6% of GDP.[3] However, as of 2020-21, this combined spending is around 4% of GDP.[12] While the overall expenditure of Ministry has been increasing since 2021-22, the share of spending on education as a proportion of the overall expenditure is decreasing (see Figure 2). This has remained nearly unchanged since 2023-24.

**Figure 2: Expenditure of the central government on education (in Rs crore)**




Note: Figures for 2025-26 are Revised Estimates, and for 2026-27 are Budget Estimates. .
Sources: Union Budget documents of various years; PRS.

Other countries such as Germany, USA, and United Kingdom spend higher share of their GDP on education (see Table 3).

**Table 3: Spending on education as share of GDP in selected countries**

| Countries | % of GDP | As of year |
|---|---|---|
| India | 4.1 | 2022 |
| China | 4.0 | 2023 |
| Germany | 5.2 | 2022 |
| Japan | 3.3 | 2021 |
| South Africa | 6 | 2024 |
| United States | 5.4 | 2021 |
| United Kingdom | 5.9 | 2021 |

Sources: World Bank; PRS.

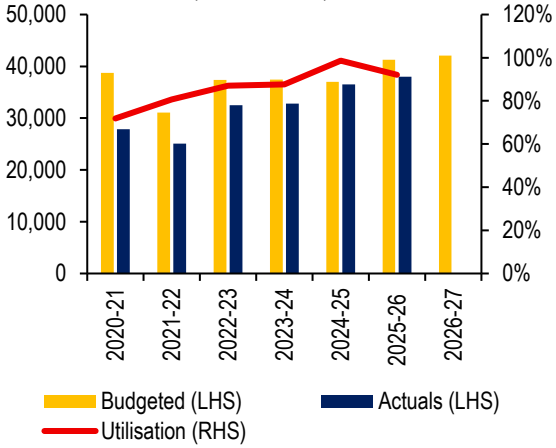
## *School Education*

### Samagra Shiksha Abhiyan

This scheme, launched in 2018, subsumed schemes such as Sarva Shiksha Abhiyan, Rashtriya Madhyamika Shiksha Abhiyan, and several teacher education initiatives. Key objectives of the scheme include: (i) supporting states to implement the National Education Policy, 2020 and RTE Act, 2009, (ii) ensuring equity and inclusion at all levels of school education, (iii) strengthening teacher training, (iv) ensuring minimum standards in schooling provisions, and (v) promoting vocational education.

This is a centrally sponsored scheme, implying that both the centre and states are responsible for funding the scheme. The centre and states share funds in the ratio of 60:40 in most states, and 90:10 in Himalayan and north-eastern states. In 2026-27, Rs 42,100 crore has been allocated to the scheme (30% of the Ministry's budget).[5] This is 11% higher than the revised estimates of 2025-26. On average, 86% of allocation is utilised annually (see Figure 3). The utilisation of funds has been improving over the years. However, it has marginally decreased in 2025-26 (revised figures).

**Figure 3: Utilisation of funds under Samagra Shiksha scheme (in Rs crore)**




Note: Revised estimates of 2025-26 are taken as actuals.
Sources: Union Budget documents of various years; PRS.

### PM POSHAN

This scheme, launched in 2021-22, subsumed the Mid-day Meal scheme. Under the scheme, one nutritious meal in a day is provided to children in schools from pre-primary to grade 8. This is equivalent to the age group of three to 14 years. The scheme aims at reducing stunting, underweight, anaemia in children. The Standing Committee on Education (2025) noted that adolescent malnutrition continues to be a concern (see Table 4).[22] It also noted that there is a lack of monitoring mechanism to ensure meal quality.[22] The Committee recommended the following: (i) expand scheme to secondary grades, (ii) include breakfast in the scheme, and (iii) conduct quality audits through independent agencies.[22] The Committee also recommended providing milk, iron, and protein components in the meals.[22]

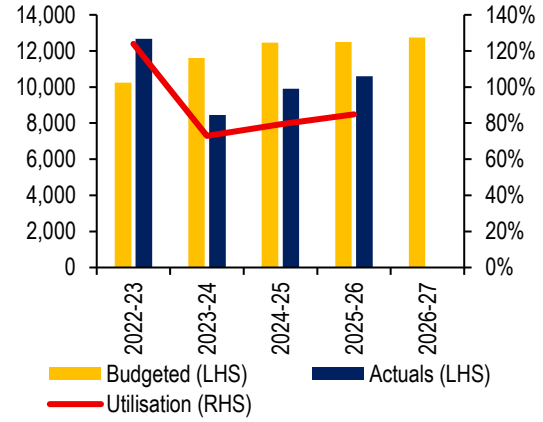
**Table 4: Malnutrition in children**

| Age group | Stunted | Wasted | Overweight | Anaemic |
|---|---|---|---|---|
| under five years* | 36% | 19% | 3% | 67% |
| 5 to 9 years | 22% | 5% | 4% | 24% |
| 10 to 14 years | 26% | 8% | 5% | 28% |
| 15 to 19 years | | 5% | 4% | |

Sources: *NFHS-5, 2019-21; Comprehensive National Nutrition Survey, 2016-18; PRS.

In 2026-27, Rs 12,750 crore has been allocated to the scheme (9% of the Ministry's budget).[5] This is 20% higher than revised estimates of 2025-26. This allocation covers nearly 11.2 crore children studying in government and government-aided schools.[13] The utilisation of funds decreased in 2023-24. However, it has been increasing since then (see Figure 4).

**Figure 4: Utilisation of funds under PM-POSHAN scheme (in Rs crore)**



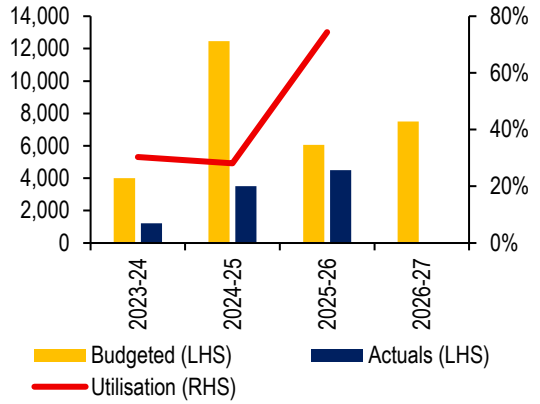

Note: Revised estimates of 2025-26 are taken as actuals.
Sources: Union Budget documents of various years; PRS.

### PM SHRI

The scheme aims at upgrading around 14,500 government schools as per the goals of the National Education Policy, 2020.[14] The scheme will be implemented between 2022-23 and 2027-28 with a central share of Rs 18,128 crore. The state share for this period is Rs 9,232 crore. As of 2024-25, 26% of the total central share has been released.[15]

In 2026-27, Rs 7,500 crore has been allocated to the scheme.[5] This is 67% higher than the revised estimates of 2025-26. The utilisation of funds has increased between 2024-25 and 2025-26 (see Figure 5). As of January 2026, 13,070 PM SHRI schools have been upgraded.[14]

**Figure 5: Utilisation of funds under PM-SHRI scheme (in Rs crore)**



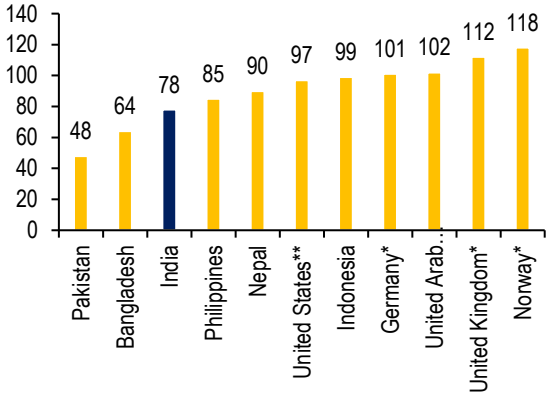

Note: Revised estimates of 2025-26 are taken as actuals.
Sources: Union Budget documents of various years; PRS.

## Poor enrolment and high dropout rate in secondary grades

### Low enrolment ratio at secondary grades

The National Education Policy, 2020 aims at achieving 100% Gross Enrolment Ratio (GER) at all school levels.[3] GER refers to the total number of students enrolled in a specific education level, regardless of their age, divided by official school-age population for that level.[9] With the RTE Act, 2009 mandating enrolment at the primary education level, enrolment at primary stage is around 91% (see Table 5). However, GER in secondary grades continue to be low. As of 2024-25, GER in secondary and higher secondary grades was 78.7% and 58.4%, respectively.[16] See Figure 6 for a comparison of GER in secondary education with other countries.

**Figure 6: GER (in %) in secondary grade in India and other countries as of 2024**




Note: *numbers are indicative as of 2023; **numbers are indicative as of 2022.
Sources: World Bank; PRS.

GER in primary and upper primary grades are higher. The transition rates from lower grades to higher grades also varies (see Table 5). Transition rate is the percentage of students who pass from one grade to the next higher grade.

**Table 5: Enrolment and transition rates across different grades**

| Grade | GER (in %) | Transition rate (in %) |
|---|---|---|
| 1 to 5 (primary) | 90.9 | Not applicable |
| 6 to 8 (upper primary) | 90.3 | 92.2 |
| 9 to 10 (secondary) | 78.7 | 86.6 |
| 11 to 12 (higher secondary) | 58.4 | 75.1 |

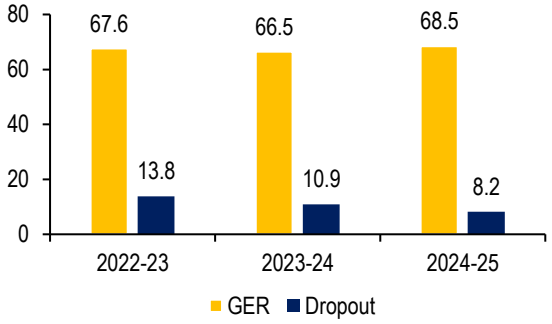
Sources: UDISE report, Existing Structure, 2024-25; PRS.

The Economic Survey (2025-26) noted that GER in secondary grades is low because of fewer secondary schools.[17] Around 17% of schools in rural areas are secondary schools. In urban areas, this share is 38%.[17]

### High dropout rate at secondary grades

Dropout rate measures the percentage of students who leave a specific grade without completion.[9] As of 2024-25, the dropout rate at secondary level is 8.2%.[9] This is higher than that in preparatory grade (2.3%) and middle grade (3.5%).[9]

**Figure 7: GER and dropout rates (in %) in secondary grades (9 to 12)**




Sources: UDISE reports; PRS.

The Ministry noted that high dropout rate at secondary grade is due to the following reasons: (i) supporting household income, (ii) performing domestic chores, and (iii) not interested in studies.[18] See Table 6 for reasons for adolescents not attending school.

**Table 6: Reasons for not attending school for out-of-school adolescents (14 to 18 years)**

| Reason | % children |
|---|---|
| Supplement household income | 44% |
| Attend domestic chores | 28% |
| Education not necessary | 8% |
| School too far | 1% |
| Other | 19% |

Sources: Unit level data of PLFS 2023-24; PRS.

States such as West Bengal (20%), Gujarat (14%), and Karnataka (12.3%) have highest dropout rates at secondary levels.[9] The Economic Survey (2025-26) recommended that skilling must be integrated with secondary schools in order to make schools more relevant to students.[17] It will also provide

them early exposure to employable skills.[17] School education must be aligned with national skilling priorities.[17] This will reduce the share of dropout students and build a productive workforce.[17]

## Teacher vacancies

Pupil Teacher Ratio (PTR) is defined as average number of students per teacher at a specific level of education.[9] The National Education Policy, 2020 recommends PTR to be 30:1 at each level of school education.[3] As of 2024-25, the average PTR in schools is 24:1.[9] This is better than the recommended level. However, NITI Aayog (2021) has noted that 36% of government schools in India had less than 50 students and just one or two teachers.[19] This leads to teachers teaching multiple grades.[3] This may result in lowering PTR.

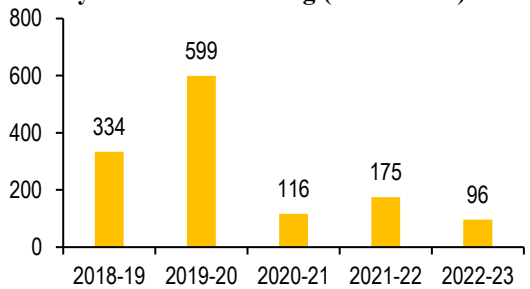
Also, PTR is higher than the recommended level in certain states. These include Bihar (34), Jharkhand (40), and Uttar Pradesh (33).[9] NITI Aayog (2023) noted that shortage of teachers as one of the challenges in achieving recommended PTR levels.[20] As of 2024-25, nearly 10 lakh teaching posts were vacant.[21] Some of the reasons for shortage of teachers include: (i) lack of regular recruitment, (ii) non-sanctioning of posts, (iii) lack of teachers specialised in a subject, and (iv) small school size affecting distribution of teachers across schools.[7]

The Standing Committee on Education (2025) also noted that the recruitment of contractual teachers in central government schools such as KVs has nearly doubled between 2023-24 and 2024-25.[22] It recommended that vacancies of teaching posts must be filled through regular appointment.[22]

## Challenges with teacher training

Teacher training constitutes one of the vital components of Samagra Shiksha scheme. Since 2019-20, there has been an overall decrease in the expenditure made on teacher training under the scheme (see Figure 8).

**Figure 8: Decrease in the expenditure of the Ministry on teacher training (in Rs crore)**




Sources: Unstarred Question No. 1995, Ministry of Education, Rajya Sabha, December 20, 2023; PRS.

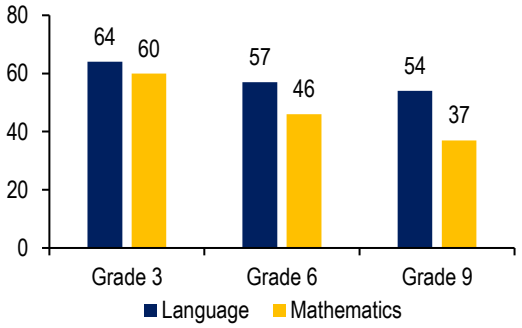
The National Council for Teacher Education (NCTE) delineates minimum qualifications required for teaching at various levels of education.[23] These range from passing senior secondary (for teaching at pre-primary level) to attaining post-graduation along with a B.A.Ed. or B.Sc. Ed. (for senior secondary level).[23] As of 2024-25, 50% of teachers at pre-primary levels are not professionally qualified.[9] More than 10% of teachers at all other levels of school are not professionally qualified as of 2024-25.[16] These figures are higher in north-eastern states (see Table 18 in the Annexure).

The National Initiative for School Heads and Teachers' Holistic Advancement (NISHTHA) was launched under the Samagra Shiksha scheme in 2019.[24] It guides teacher training and seeks to enhance capacity of teachers, school heads and other resource persons. It trains these entities through digital learning modules. As of January 2026, 43% of the targeted teachers and 49% of the targeted school heads have been trained under the programme.[24]

## Learning outcomes continues to be poor

The Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) 2024, conducted by NCERT, assesses the learning outcomes in children at the end of foundational, preparatory, and middle stage.[25] As per the assessment, the average score in language and mathematics decreases as children progress to higher grades (see Figure 9).

**Figure 9: Average score in language and mathematics across grade 3, 6, and 9**




Sources: PARAKH 2024; PRS.

According to the National Achievement Survey (NAS), between 2017 and 2021, there was a decline in learning outcomes of children in grade 3, 5, 8, and 10.[26] See Table 7 for average score in language and mathematics across different grades in 2017 and 2021.

**Table 7: Decrease in average score in language and mathematics across different grades**

| | Language | | Mathematics | |
|---|---|---|---|---|
| Grade | 2017 | 2021 | 2017 | 2021 |
| 3 | 67 | 62 | 63 | 57 |
| 5 | 58 | 55 | 53 | 44 |
| 8 | 56 | 53 | 42 | 36 |
| 10 | 36 | 43 | 34 | 32 |

Sources: NAS 2017 and 2021; PRS.

The Economic Survey (2025-26) noted that focus must be shifted from ensuring enrolment to improve learning outcomes.[17] Some of the recommendations to bridge learning gaps across grades include: (i) refining instructional strategies, and (ii) providing additional learning though digital infrastructure.[25] The Survey recommended strengthening of district and state teacher training institutions.[17] Parents and communities must also be involved to create a learner focused environment for students.[17]

**NIPUN Bharat Mission:** The mission was launched in 2021 to ensure foundational literacy and numeracy by 2026-27.[27] This includes achieving proficiency in basic arithmetic and reading by grade 3.[27] The program also sets targets for learning outcomes, designing teaching-learning material, and teacher training.[27] Between 2021-22 and 2023-24, an outlay of Rs 7,178 crore was approved towards the scheme.[28] Out of this, Rs 5,007 crore (70%) has been spent.[28]

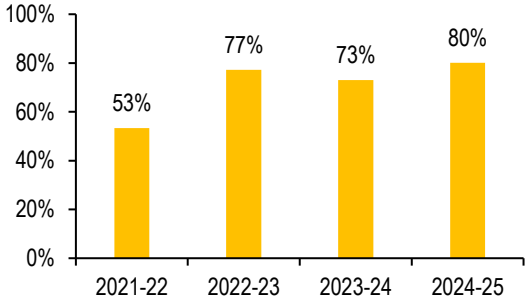
A Foundational Learning Study 2022 was conducted as a baseline study for NIPUN mission.[29] According to the study, 52% of students up to grade 3 met minimum standards for proficiency in numeracy and 54% of students met minimum standards for English.

## Low access to pre-school education

The National Education Policy, 2020 aims to provide universal access to early childhood care and education (ECCE) to children between three to eight years.[3] ECCE refers to the learning and development of a child up to the age of eight years. ECCE in India is provided through pre-schools and anganwadi centres (AWCs).[3] According to the National Education Policy, 2020, ECCE allows children to develop physically, cognitively, socio-emotionally, and culturally.[3] It is also necessary for development of early language, literacy and numeracy.[3] However, access to pre-school education is poor. As of 2024-25, out of nearly 8.7 lakh government schools, 34% had AWCs and 29% had pre-primary sections.[9]

The National Education Policy, 2020 also emphasises on at least one year of preparatory class for all children entering grade 1.[9] The share of children entering grade 1 having preschool experience has increased over the years (see Figure 10). As of 2024-25, 80% of students enrolled in grade 1 had pre-school experience.[9] 24% of these children had a pre-school experience in an AWC or ECCE centre.[9]

**Figure 10: Share of children enrolled in grade 1 having pre-school experience**



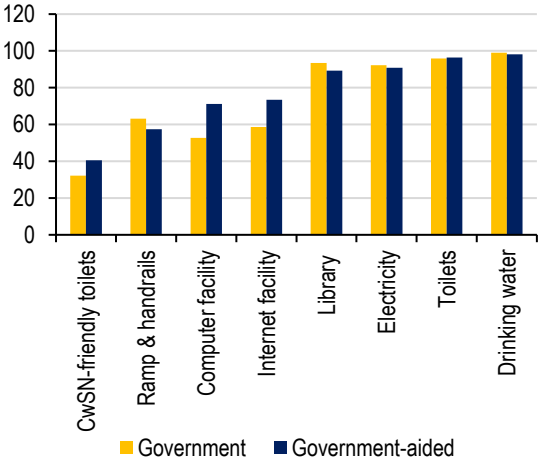

Sources: UDISE reports; PRS.

The National Education Policy, 2020 proposed a three-month of school preparation module named 'vidyapravesh'.[9] The module was launched in 2021 to provide ECCE to all children entering grade 1.[30] As of February 2024, 8.5 lakh schools are implementing 'vidyapravesh' module.[31] Nearly 1.3 crore children are benefitted from this module in 2024-25.[32]

## Poor infrastructure

The RTE Act, 2009 mandates the government to provide basic infrastructure in schools.[8] These include drinking water, libraries, toilets, and electricity. However, there is a lack of infrastructure for children with disabilities (CwD). There is also a lack of digital infrastructure like computer and internet facilities (see Figure 11).

**Figure 11: Government and government-aided schools (in %) with basic infrastructure facilities**




Sources: UDISE 2024-25; PRS.

### Lack of infrastructure for children with special needs

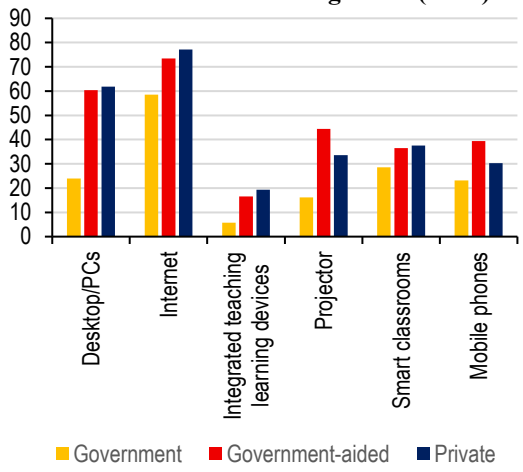
The National Education Policy, 2020 aims at providing equitable and inclusive education to all children.[3] This includes children with special needs (CwSN) and children coming from underserved backgrounds.[3] As of 2024-25, there are nearly 12.3 lakh children with disability (CwD) enrolled in schools.[9] However, schools do not have the infrastructure to meet the learning needs of

CwD. As of 2024-25, 36% schools have CwD friendly toilets.[9] For the same year, 60% schools have ramps with handrails for CwD.[9] Under Samagra Shiksha scheme, the following initiatives are taken: (i) block-level identification and assessment of CwSN, (ii) making videos accessible in Indian sign language, (iii) providing braille books, and (iv) providing stipend to girls with special needs.[33,34,35]

### Lack of digital infrastructure

The National Education Policy, 2020 aims at emphasising the use of technology for learning.[3] It also states that eliminating digital divide is essential for digital education in the country.[3] However, there is a lack of digital infrastructure in schools. Private schools have greater coverage of all forms of digital infrastructure as compared to government and government-aided schools (see Figure 12).

**Figure 12: Digital and ICT infrastructure in schools across different management (in %)**



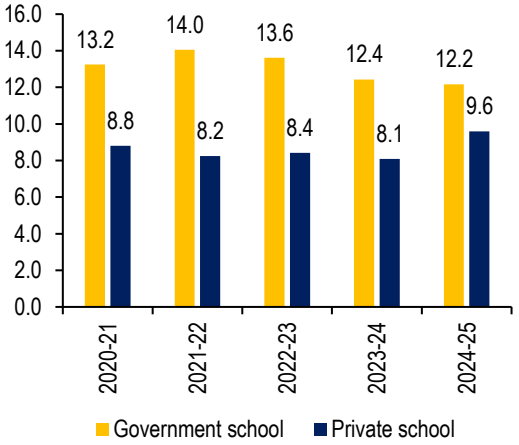

Sources: UDISE, 2024-25; PRS.

In 2020, the Ministry launched PM eVidya initiative to offer education through internet, radio, and TVs.[36] Nearly 200 DTH TV and 400 radio channels are enabled under the initiative.[36] Digital Infrastructure for Knowledge Sharing (DIKSHA) platform provides curriculum aligned virtual content across all grades along with QR coded textbooks.[36]

## Increase in enrolment in private schools, despite high cost

According to National Sample Survey Office (NSS), as of 2025, the cost of school education in a private school is 10 times higher than that in a government school.[37] This cost is higher in urban areas than in rural areas.[37] Despite the high cost of school education in private schools, the number of students enrolling in private schools are increasing. The enrolment dropped in 2021-22, during the pandemic. However, it has increased in 2024-25. Nearly 9.6 crore children are enrolled in private schools as of 2024-25.[9] This is highest in the last five years (see Figure 13).[37]

**Figure 13: Enrolment in schools (in crore)**




Sources: UDISE reports; PRS.

According to the NSSO 75th round, 34% of the population stated that the quality of public institution is not satisfactory (see Table 8).[38] Public institutions include government schools, universities, and colleges.

**Table 8: Reasons for studying in private institutions as of 2017-18 (in %)**

| Reason | Share |
|---|---|
| Quality of public institution not satisfactory | 34% |
| Private institution located nearby | 27% |
| Uses English as medium of instruction | 17% |
| Provides facilities such as transport and hostels | 14% |

Sources: Household Social Consumption on Education in India, NSSO, 2017-18; PRS.

## Cost of education in government schools

The RTE of 2009 aims at providing free education to all children between age six and 14 years.[8] However, according to the Comprehensive Modular Survey on Education conducted by NSO (April to June 2025), around 27% of students reported that they are paying course fees in government schools at different levels of education (see Table 9).[37] The average cost per student in government school is Rs 2,863 per year.[37] This cost covers expenditure on course fee and transportation.[37] Around 8% of students enrolled in grades 1 to 8 are paying an average course fee of Rs 229 per year in a government school.[39]

**Table 9: Average annual cost per student in a government school across different enrolments**

| Level of Enrolment | Rural | Urban | All |
|---|---|---|---|
| Pre-primary | 557 | 1,094 | 627 |
| Primary | 1,676 | 2,827 | 1,818 |
| Middle | 2,520 | 3,646 | 2,682 |
| Secondary | 4,362 | 5,512 | 4,581 |
| Higher Secondary | 7,206 | 7,568 | 7,293 |

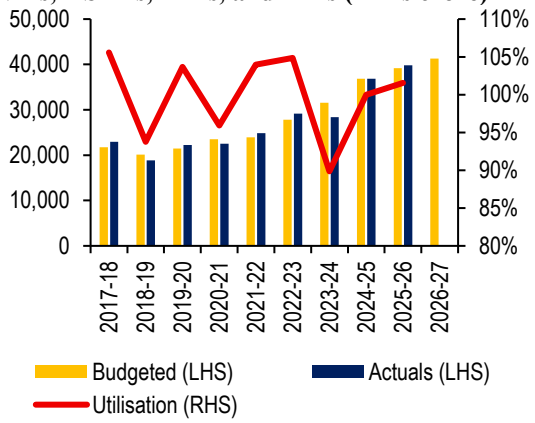
Sources: Comprehensive Modular Survey: Education, 2025; PRS.

## *Higher Education*

### Allocation to the HEIs

A large share of the Department of Higher Education's budget goes towards funding HEIs. For 2026-27, an outlay of Rs 41,303 crore has been allocated to the HEIs like central universities, IITs, NITs, IISERs, IIITs, and IIMs (30% of the Ministry budget).[6] This is 4% higher than the revised estimates of 2025-26. Allocations to the HEIs have increased in between 2018-19 and 2026-27. However, the utilisation drops nearly in alternate years. It increased from 2021-22 to 2022-23. It also increased between 2024-25 and 2025-26. The expenditure of these HEIs grew at CAGR of 7%.

**Figure 14: Utilisation of funds in HEIs like IITs, NITs, IISERs, IIITs, and IIMs (in Rs crore)**



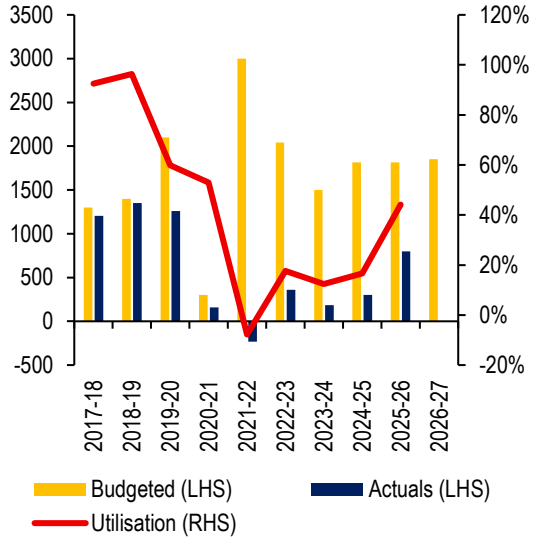

Note: Revised estimates of 2025-26 are taken as actuals.
Sources: Union Budget documents of various years; PRS.

### PM USHA

The Pradhan Mantri Rashtriya Uchhatar Shiksha Abhiyaan (PM-RUSA) was launched in 2013 to fund upgradation of infrastructure, education, and overall quality of HEIs.[40] It was implemented in two phases: (i) RUSA 1.0 in 2012-17, and (ii) RUSA 2.0 in 2017-22. In 2024, the scheme was renamed as Pradhan Mantri Ucchatar Shiksha Abhiyaan (PM USHA). The scheme has been expanded to fund HEIs to build digital infrastructure and covert single-stream HEIs into multi-disciplinary institutions.

An outlay of Rs 1,850 crore has been allocated to the scheme for 2026-27.[6] This is 131% higher than the revised estimates of 2025-26. Since 2017-18, the scheme has seen under-utilisation, with utilisation of less than 20% of the budget allocation between 2020-21 and 2024-25 (see Figure 15). The Ministry estimates underutilisation in 2025-26 as well. The Standing Committee on Education (2023) noted that this was due to low utilisation of funds by states and less project proposals received from them.[41]

**Figure 15: Low-utilisation of funds under PM USHA scheme (in Rs crore)**

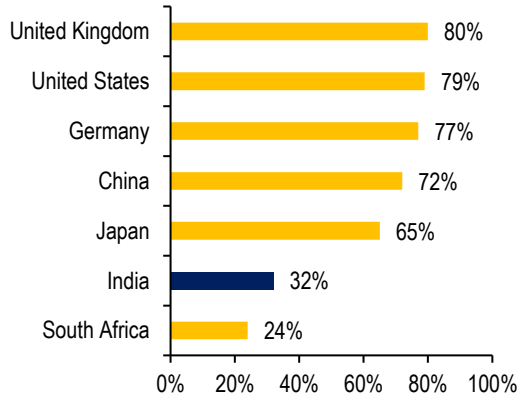



Note: Figures in 2021-22 are in negative due to net recoveries. Revised Estimates of 2025-26 are taken as actuals.
Sources: Union Budget documents of various years; PRS.

### Low enrolment in higher education

The National Education Policy, 2020 aims at achieving 50% GER in HEIs by 2030.[3] As of 2021-22, the GER was 28.4%.[11] GER in higher education in India remains lower than several other advanced economies (see Figure 16).

**Figure 16: Comparison of GER in tertiary education across selected countries (as of 2022)**




Note: Tertiary education refers to all formal post-secondary education, including public and private universities, technical training institutes, and vocational schools.
Sources: World Bank; PRS.

There are wide inter-state disparities in higher education enrolment. States such as Tamil Nadu (47%) and Kerela (41%) have higher GER than states such as Bihar (17%), Jharkhand (19%), and Uttar Pradesh (24%).[11] There is also unequal distribution of universities across the country. NITI Aayog (2025) noted that states where the university density is lower than average include Bihar, Uttar Pradesh, and West Bengal.[42] The university density is defined as total number of universities per one lakh eligible population.[42]

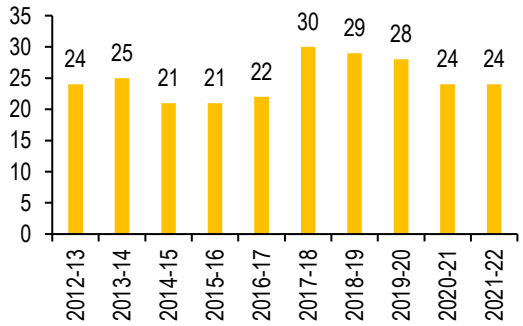
**The Viksit Bharat Shiksha Adhishthan Bill, 2025**

The Viksit Bharat Shiksha Adhishthan (VBSA) Bill was introduced in Lok Sabha on December 15, 2025.[43] It establishes VBSA (the Commission) as a single regulator for all HEIs. It replaces three existing regulators: (i) the University Grants Commission, (ii) All India Council for Technical Education, and (iii) National Council for Teacher Education. Three councils will be established under the Commission. These include: (i) regulatory council, (ii) accreditation council, and (iii) standards council. The Bill was referred to a Joint Parliamentary Committee on December 16, 2025.

## Faculty vacancies in HEIs

In higher education, the number of students per faculty in a classroom teaching is higher than recommended. The Standing Committee on Education (2023) recommended the pupil teacher ratio (PTR) in HEIs to be 15:1.[44] This means that there should be one teacher for every 15 students. As of 2021-22, PTR in HEIs is 23:1.[11] High PTR results in higher number of students being taught by a faculty in a classroom. PTR has improved since 2017-18 (see Figure 17). However, states such as Bihar (64:1), Jharkhand (54:1), and Uttar Pradesh (35:1) have higher PTR.[11]

**Figure 17: PTR (in %) in HEIs between 2017-18 and 2021-22**




Sources: AISHE reports; PRS.

The Standing Committee on Education (2025) noted that faculty vacancies in HEIs impacts the PTR.[45] It dilutes the quality of teaching in such institutions.[45] As of December 2024, 29% of teaching posts in central universities were lying vacant (see Table 10).[45]

**Table 10: Vacancy in faculty posts across HEIs (as of January, 2025)**

| Position | Sanctioned | Filled | Vacant | % of vacancy |
|---|---|---|---|---|
| Professor | 2,540 | 1,113 | 1,427 | 56 |
| Associate Professor | 5,102 | 3,149 | 1,953 | 38 |
| Assistant Professor | 11,298 | 9,268 | 2,030 | 18 |
| **Total** | **18,940** | **13,530** | **5,410** | **29** |

Sources: 364th report on Demands for Grants 2025-26 of the Department of Higher Education; PRS.

Vacancies are higher in institutions of national importance like Indian Institutes of Information Technology (IIITs) and Indian Institutes of Technology (IITs) (see Table 11).

**Table 11: Vacancies in centrally funded HEIs (as of March, 2023)**

| Institutions | Sanctioned | Filled | Vacant | Vacancy |
|---|---|---|---|---|
| Central Universities* | 18,940 | 13,530 | 5,410 | 29% |
| IITs | 11,292 | 6,712 | 4,415 | 39% |
| IIITs | 1,315 | 599 | 705 | 54% |
| NITs | 7,483 | 5,277 | 2,206 | 29% |
| IIMs | 1,570 | 1,086 | 484 | 31% |
| IISERs | 735 | 683 | 52 | 7% |
| **Total** | **41,351** | **27,133** | **14,042** | **34%** |

Note: *figures are as of 31st December, 2024.
Sources: *364th Report, Standing Committee on Education, Women, Children, Youth and Sports, March 2025; 348th Report, Standing Committee on Education, Women, Children, Youth and Sports, March 2023; PRS.

According to the Ministry reasons for vacancies include retirement, resignation, or transfer of faculties to newly opened institutions.[46] The vacancies in centrally funded HEIs are filled through a recruitment drive stated in September, 2022.[46] As of July 2025, around 28,450 posts have been filled.[46] This includes 16,507 faculty positions.[46]

## Accreditation of HEIs

The National Assessment and Accreditation Council (NAAC) evaluates the quality of HEIs. Its grading is based on criteria such as curriculum, teaching quality, infrastructure and research. As of August 2025, NAAC had accredited around 46% of all HEIs (see Table 12).[47]

**Table 12: Total number of NAAC accredited HEIs (as of August, 2025)**

| HEI | Accredited institutions | Total institutions |
|---|---|---|
| Universities | 1,078 | 1,168 |
| Colleges | 19,837 | 45,473 |
| **Total** | **20,915** | **46,641** |

Sources: NAAC and AISHE 2021-22; PRS.

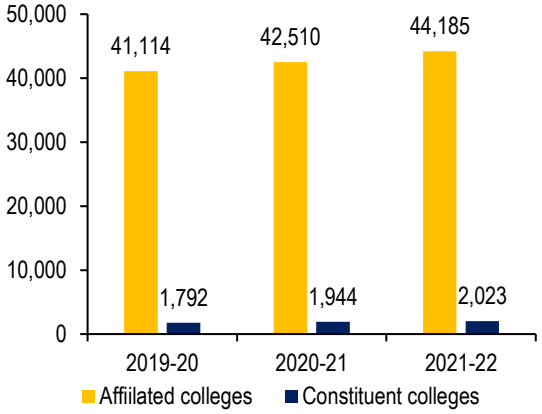
NITI Aayog (2025) noted that several colleges do not choose to get accredited due to high costs of the process.[42] The National Knowledge Commission (2009) had recommended allowing multiple agencies to be included in the accreditation process through licencing.[48] It recommended that these entities should follow uniform parameters set by the regulator of higher education.[48] According to the VBSA Bill, 2025, HEIs will be accredited according to the Institutional Accreditation Framework, developed by the accreditation council. The framework will provide accreditation on the basis of educational outcomes and

transparency in public disclosure of academic, financial, and operational matters.

Colleges in India are usually affiliated with a university. The National Knowledge Commission (2009) noted that each university was affiliating a large number of colleges, making it difficult to enforce minimum standards of curriculum, teaching and infrastructure. NITI Aayog (2025) noted that affiliated colleges face major delays in obtaining approval for new courses from the university.[42]

To end the system of affiliating colleges, the National Education Policy, 2020 provides for establishment of autonomous degree granting colleges or constituent colleges. However, the number of affiliated colleges have increased from 2019-20 to 2021-22 (see Figure 18).

**Figure 18: Number of affiliated colleges and constituent colleges**




Sources: AISHE reports; PRS.

As of January 2026, there are 1,658 autonomous colleges recognised by UGC.[49] These colleges are provided autonomous status for a specific period.[50] Such colleges have autonomy over their administrative and academic matters.[50] These colleges however do not grant their own degrees.[50] The degree is granted by the parent university to which they are affiliated.[50] Constituent colleges are entirely a part of the university, and are administered by the university.[3] As of 2021-22, there are 2,023 constituent colleges and 44,185 affiliated colleges.[11]

## Establishment of new HEIs

As of 2021-22, there are 1,168 universities in India.[11] This includes 53 central universities, 423 state public universities, and 33 government deemed-to-be universities.[11] Between 2014-15 and 2020-21, 10 central universities and 107 state public universities have been established.[51,11] The number of IITs and IIMs have also increased. Between 2014-15 and 2024-25, seven IITs and eight IIMs were created.[52]

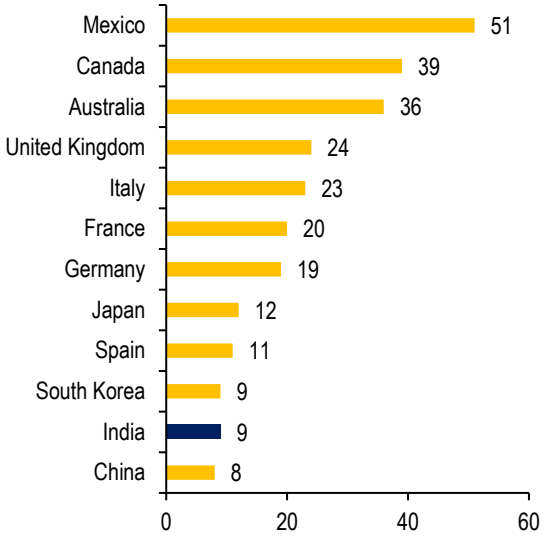
CAG (2021) noted several issues in the construction of around eight IITs established during 2008-14.[53] There were instances of delay in land transfers for the project. This led to extension of the project from six years to 13 years. The revised estimates of the project also increased from Rs 6,080 crore to Rs 14,332 crore.

## Limited role of higher education in research and development

In 2020-21, India spent 0.64% of its GDP on research and development.[54] The share of universities in the India's research expenditure was 9%.[54] This is lower than several other countries (see Figure 19).

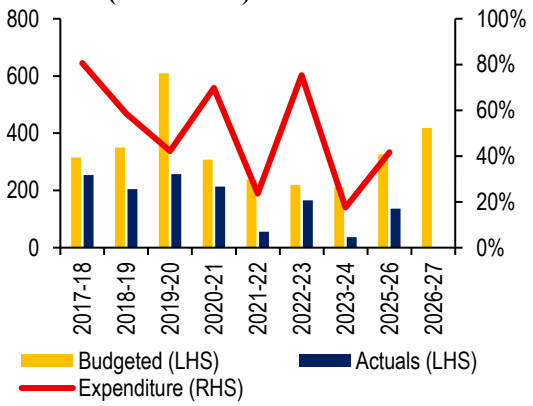
An outlay of Rs 418 crore has been allocated for research and innovation in the higher education. This is 208% higher than the revised estimates of 2025-26. However, in 2025-26, revised estimate is 58% lower than its budgeted estimate (Rs 327 crore). Since 2017-18, the scheme has been witnessing under-utilisation consistently (see Figure 20). On average, 50% of the funds allocated are utilised annually.

**Figure 19: Share of universities in research spending across selected countries (in %)**




Sources: Research and Development Statistics at a glance 2022-23, Ministry of Science and Technology; PRS.

**Figure 20: Utilisation of funds for research and allocation (in Rs crore)**




Note: Revised estimates of 2025-26 are taken as actuals.
Sources: Union Budget documents of various years; PRS.

In 2026-27, around 72% of the funds for research and innovation will be spent on the Multidisciplinary Education and Research Improvement in Technical Education (MERITE) scheme. MERITE is a central sector scheme with a total outlay of Rs 4,200 crore for 2025-26 to 2029-30.[55] Around Rs 2,100 crore of this allocation has been provided as a loan from the World Bank.[55] The scheme aims at improving research and innovation in across 175 engineering institutions and 100 polytechnics. An outlay of Rs 300 crore has been allocated to the scheme for 2026-27.[6]

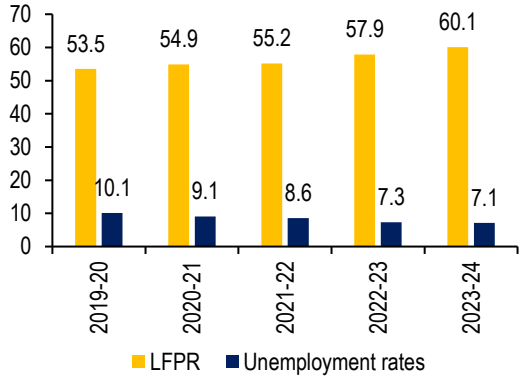
To conduct interdisciplinary research, three centres of excellence in artificial intelligence (AI-COEs) have been established in field of health, agriculture, and sustainable cities.[56] These include AI-COEs in IISC Bangalore, IIT Kanpur, and IIT Ropar.[56] In 2025, AI-COE in the field of education was announced to be established in IIT Madras.[56] These four AI-COEs receive allocation from the Ministry.[6] For 2026-27, an outlay of Rs 350 crore has been allocated for the same.[6] As of December, 2025, six research parks have also been established in five IITs and one IISc.[57]

The Economic Survey (2017-18) stated that in India, universities are largely restricted to teaching rather than promoting quality research.[58] NITI Aayog (2025) noted that the country's contribution to global research publications has increased between 2017 and 2024.[42] However, the share of higher education in total research publication of India is 10%.[42] The Institutions of National Importance and private deemed universities contribute more to the research publications.[42] The contribution of state universities in the total publication is 14.7%.[42] The faculty in state universities are recruited for teaching roles rather than research responsibilities.[42] This results in deficiency in research capacity within the university.[42] Some of the recommendations to improve research in education includes: (i) introduction of national research policy, (ii) establishment of research hubs, (iii) research training for faculty, and (iv) tax exemptions for research equipment.[42]

## Increase in unemployment among graduates

As of 2023-24, the LFPR among individuals aged 15 years and above is 60%.[60] The labour force participation rate (LFPR) measures persons in employment or seeking employment as a share of a given population.[59] The unemployment rate among individuals having secondary education and higher is 7.1%.[60] Unemployment rate measures the share of persons who are willing and able to work but cannot find a job.[59]

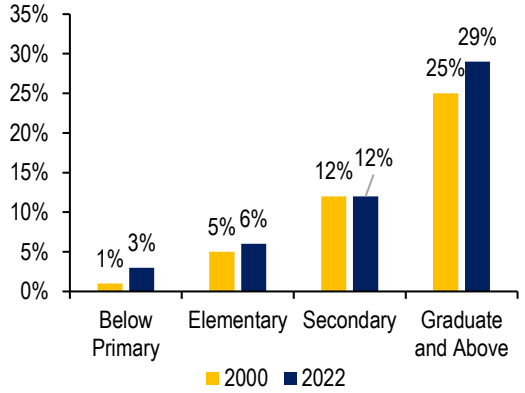
**Figure 21: LFPR and unemployment rate among 15 years and above (in %)**




Sources: PLFS reports; PRS.

The International Labour Organisation (2024) also noted that persons with higher education in India have higher rate of unemployment.[59] There is also an increase in unemployment rates among graduates and post graduates between 2000 and 2022 (see Figure 22).

**Figure 22: Increase in unemployment among graduates between 2000 and 2022**




Sources: International Labour Organisation 2024; PRS.

As of 2021-22, there are 48 lakh graduates in India. However, as of 2023-24, 13% of graduates in India are unemployed.[60] According to the Economic Survey, 2024-25, 53% of graduates are employed in roles below their educational qualification.[61] A key reason behind this include difference in educational qualification and skill requirements.[60] NITI Aayog (2025) recommended that courses offered in colleges must be restructured in order to address dynamic shifts in technology and industry demands. Some key recommendations include: (i) focus on internships and apprenticeships, (ii) integrating technology into course content, and (iii) involving industry partners in curriculum development.

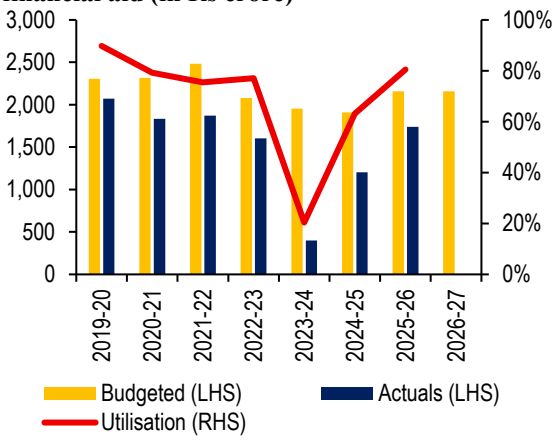
## Lower allocation towards scholarships

To promote higher education, the Ministry provides financial aid to students. This includes: (i) interest subsidy, (ii) scholarships, and (iii) doctoral research fellowships.[62] Scholarships include an aid of: (i) Rs 30,000 to three lakh rupees for students of

Jammu and Kashmir, and (ii) Rs 12,000 to 20,000 for students from other parts of India.[62] However, the Standing Committee on Education (2022) noted that existing scholarships are not sufficient in covering the complete cost of higher education.[63]

In 2026-27, Rs 2,160 crore has been allocated for financial aid.[6] This is 24% higher than the revised estimates of 2025-26. There has been under-utilisation of funds for financial aid since 2019-20 till 2023-24 (see Figure 23). However, it is increasing since then.

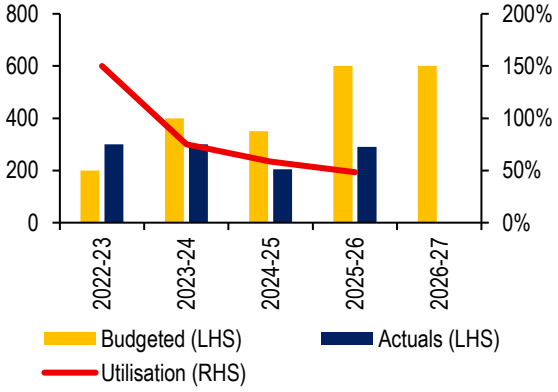
**Figure 23: Decline in utilisation of funds for financial aid (in Rs crore)**




Note: Revised estimates of 2025-26 are taken as actuals.
Sources: Union Budget documents of various years; PRS.

Interest subsidies constitute the largest portion of financial aid. Since 2023-24, spending on scholarships and interest subsidies has been merged into the Pradhan Mantri Ucchatar Shiksha Protsahan Yojana (PM-USP). An outlay of Rs 1,560 crore has been allocated to PM-USP for 2026-27.[6] An outlay of Rs 600 crore has been allocated to doctoral fellowships.[6] Utilisation of funds for doctoral fellowships has also decreased since 2022-23 (see Figure 24).

**Figure 24: Decrease in utilisation of funds under doctoral fellowship (in Rs crore)**




Note: Revised estimates of 2025-26 are taken as actuals.
Sources: Union budget documents of 2019-20 to 2025-26; PRS.

**PM Vidyalaxmi:** In November 2024, the Union Cabinet approved the Pradhan Mantri Vidyalaxmi scheme.[64] The scheme aims at providing financial support to students pursuing higher education in top HEIs.[64] It will guarantee 75% of the outstanding amount on loans up to Rs 7.5 lakh.[64] The scheme will also extend interest subsidy on loans up to Rs 10 lakh to one lakh students annually.[64] An outlay of Rs 3,600 crore has been allocated to the scheme for period of 2024-25 to 2030-31.[64] Nearly seven lakh students are expected to benefit from the scheme.[64] As of January, 2026, around 23,000 students have benefitted from the scheme. Loan amount of around Rs 6,600 crore has been disbursed as of January 2026.

The Standing Committee on Education (2025) noted that number of beneficiaries under the scheme is low.[65] It also noted that around 902 quality HEIs were eligible for the scheme.[65] It recommended that the scheme should also be extended to cover remaining HEIs.[65] There were several first time borrowers who did not possess a credit score at the time of applying for the loan.[65] This led to several banks not sanctioning the loans.[65] The Committee recommended that guidelines must be issued to exempt families having ration cards from providing credit score.[65]

## Vocational education and training

Vocational education refers to training in manual or semiskilled roles. As of 2023-24, 26% of the population aged 15 to 29 years have received vocational training.[60] This is lower than that in developed economies such as Japan (80%), USA (52%), UK (68%).[66]

The National Education Policy, 2020 aims at exposing at least 50% of all students to vocational education at the school level by 2035.[3] Vocational courses aligned with the National Skills Quality Framework are offered to students from grade 9 to 12.[67] As of December 2025, the skill training is provided in around 25 thousand schools enrolling nearly 35 lakh students.[67] The Economic Survey (2025-26) also recommended that vocational education be integrated from grade 6 to 12.[17]

### PM-Internship scheme

To enhance employability, the National Education Policy, 2020 recommends all HEIs to provide their students internship opportunities.[3] In July 2024, the central government announced a scheme to provide internship opportunities for one crore youth in top 500 companies.[68,69] The scheme receives funding from Ministry of Corporate Affairs. An outlay of Rs 4,788 crore has been allocated to the scheme for 2026-27. In 2024-25, the scheme targeted 1.25 lakh internships.[69] As of August 2025, around 72,000 internship opportunities have been notified by partner companies.[70] Around 32% of these offers were accepted.[70]

## Annexure

**Table 13: Gross Enrolment Ratio in schools in 2024-25 (in %)**

| States/UTs | Foundational* (pre-school to grade 2) | | | Preparatory (grade 3 to 8) | | | Middle (grade 6 to 8) | | | Secondary (grade 9 to 10) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Andhra Pradesh | 48.9 | 48.2 | 48.5 | 90.6 | 91.7 | 91.1 | 100.1 | 102.0 | 101.0 | 76.7 | 80.4 | 78.5 |
| Arunachal Pradesh | 73.2 | 72.7 | 73.0 | 99.7 | 102.5 | 101.1 | 83.4 | 90.5 | 86.9 | 54.1 | 59.4 | 56.7 |
| Assam | 52.6 | 53.8 | 53.2 | 105.2 | 111.8 | 108.4 | 84.6 | 98.2 | 91.1 | 55.0 | 68.2 | 61.5 |
| Bihar | 24.6 | 24.3 | 24.5 | 84.4 | 88.8 | 86.5 | 65.9 | 72.2 | 68.9 | 41.9 | 47.6 | 44.7 |
| Chhattisgarh | 48.0 | 47.7 | 47.9 | 89.1 | 90.6 | 89.9 | 89.6 | 93.0 | 91.3 | 60.2 | 71.2 | 65.6 |
| Delhi | 50.0 | 54.8 | 52.2 | 100.5 | 110.1 | 104.8 | 113.1 | 122.0 | 117.1 | 88.3 | 95.7 | 91.7 |
| Goa | 72.2 | 69.6 | 70.9 | 118.0 | 118.1 | 118.1 | 112.6 | 120.3 | 116.2 | 95.8 | 106.4 | 100.8 |
| Gujarat | 35.5 | 36.7 | 36.1 | 90.1 | 95.8 | 92.7 | 90.9 | 95.1 | 92.8 | 60.7 | 61.4 | 61.0 |
| Haryana | 45.0 | 45.9 | 45.4 | 94.7 | 98.7 | 96.5 | 100.8 | 104.6 | 102.5 | 79.8 | 82.4 | 81.0 |
| Himachal Pradesh | 70.4 | 70.0 | 70.2 | 104.5 | 106.9 | 105.6 | 101.4 | 105.4 | 103.2 | 90.9 | 96.5 | 93.6 |
| Jammu and Kashmir | 94.1 | 92.3 | 93.2 | 104.4 | 107.6 | 105.9 | 74.9 | 80.0 | 77.3 | 53.8 | 56.8 | 55.2 |
| Jharkhand | 38.6 | 37.3 | 38.0 | 95.9 | 97.6 | 96.7 | 81.2 | 85.3 | 83.1 | 58.0 | 63.2 | 60.6 |
| Karnataka | 41.5 | 41.9 | 41.7 | 106.6 | 109.0 | 107.7 | 101.8 | 103.9 | 102.8 | 77.5 | 85.3 | 81.3 |
| Kerala | 56.8 | 56.5 | 56.6 | 93.1 | 93.6 | 93.3 | 97.8 | 100.1 | 98.9 | 92.7 | 95.5 | 94.1 |
| Madhya Pradesh | 40.5 | 38.4 | 39.5 | 80.5 | 81.4 | 81.0 | 81.1 | 82.7 | 81.8 | 55.9 | 57.6 | 56.7 |
| Maharashtra | 39.8 | 41.9 | 40.8 | 101.9 | 109.3 | 105.3 | 94.5 | 98.9 | 96.5 | 81.6 | 82.6 | 82.1 |
| Manipur | 91.5 | 92.3 | 91.9 | 128.9 | 133.1 | 130.9 | 90.2 | 95.6 | 92.8 | 67.2 | 70.2 | 68.7 |
| Meghalaya | 126.2 | 124.2 | 125.3 | 161.2 | 167.0 | 164.0 | 105.0 | 126.8 | 115.6 | 52.6 | 72.7 | 62.5 |
| Mizoram | 99.0 | 100.7 | 99.9 | 121.7 | 122.4 | 122.0 | 101.9 | 106.9 | 104.3 | 68.3 | 79.3 | 73.7 |
| Nagaland | 80.4 | 81.4 | 80.9 | 85.4 | 89.0 | 87.1 | 67.1 | 75.2 | 71.0 | 46.6 | 54.8 | 50.5 |
| Odisha | 35.2 | 34.8 | 35.0 | 94.4 | 94.8 | 94.6 | 94.8 | 96.4 | 95.5 | 70.4 | 74.3 | 72.3 |
| Punjab | 81.3 | 80.9 | 81.1 | 104.3 | 106.0 | 105.1 | 100.0 | 103.2 | 101.5 | 83.4 | 89.0 | 86.0 |
| Rajasthan | 41.4 | 40.4 | 40.9 | 92.4 | 96.0 | 94.1 | 90.9 | 93.5 | 92.1 | 75.1 | 73.2 | 74.2 |
| Sikkim | 91.1 | 89.5 | 90.3 | 95.0 | 91.4 | 93.3 | 74.3 | 77.5 | 75.8 | 56.7 | 63.7 | 60.2 |
| Tamil Nadu | 54.0 | 54.6 | 54.3 | 90.5 | 93.0 | 91.7 | 96.4 | 98.9 | 97.6 | 86.2 | 92.8 | 89.4 |
| Telangana | 63.9 | 63.2 | 63.6 | 109.0 | 112.2 | 110.5 | 109.9 | 113.5 | 111.6 | 80.6 | 86.8 | 83.6 |
| Tripura | 55.7 | 56.2 | 56.0 | 115.8 | 118.7 | 117.2 | 96.4 | 103.7 | 99.9 | 63.4 | 72.3 | 67.7 |
| Uttar Pradesh | 31.9 | 31.2 | 31.6 | 89.6 | 91.8 | 90.6 | 81.8 | 86.3 | 83.9 | 61.0 | 60.8 | 60.9 |
| Uttarakhand | 58.8 | 59.7 | 59.2 | 109.7 | 116.1 | 112.6 | 101.0 | 107.2 | 103.9 | 84.2 | 90.4 | 87.1 |
| West Bengal | 52.6 | 53.9 | 53.2 | 107.2 | 109.3 | 108.2 | 99.1 | 103.8 | 101.4 | 70.0 | 80.6 | 75.2 |
| **All-India** | **41.4** | **41.4** | **41.4** | **93.8** | **97.0** | **95.4** | **88.3** | **92.5** | **90.3** | **66.8** | **70.5** | **68.5** |

Note: *GER at foundational level is excluding enrolments in anganwadis and standalone pre-primary schools.
Sources: Unified District Information System for Education Plus, 2024-25 NEP Structure; PRS.

**Table 14: Pupil Teacher Ratio in school education across states in 2024-25**

| States/UTs | Pupil Teacher Ratio (PTR) | | | |
|---|---|---|---|---|
| | Foundational* (pre-school to grade 2) | Preparatory (grade 3 to 8) | Middle (grade 6 to 8) | Secondary (grade 9 to 10) |
| Andhra Pradesh | 12 | 13 | 15 | 15 |
| Arunachal Pradesh | 6 | 5 | 7 | 12 |
| Assam | 10 | 11 | 13 | 15 |
| Bihar | 9 | 18 | 19 | 34 |
| Chhattisgarh | 10 | 11 | 15 | 19 |
| Delhi | 14 | 18 | 28 | 19 |
| Goa | 13 | 14 | 14 | 10 |
| Gujarat | 12 | 17 | 24 | 30 |
| Haryana | 11 | 13 | 17 | 15 |
| Himachal Pradesh | 10 | 9 | 8 | 8 |
| Jammu and Kashmir | 10 | 7 | 9 | 15 |
| Jharkhand | 12 | 17 | 24 | 40 |
| Karnataka | 9 | 13 | 17 | 21 |
| Kerala | 12 | 13 | 18 | 16 |
| Madhya Pradesh | 9 | 10 | 14 | 19 |
| Maharashtra | 10 | 15 | 24 | 26 |
| Manipur | 9 | 7 | 9 | 12 |
| Meghalaya | 14 | 10 | 12 | 12 |
| Mizoram | 9 | 6 | 6 | 9 |
| Nagaland | 8 | 5 | 7 | 11 |
| Odisha | 7 | 10 | 15 | 21 |
| Punjab | 15 | 12 | 15 | 13 |
| Rajasthan | 9 | 11 | 12 | 16 |
| Sikkim | 5 | 3 | 6 | 7 |
| Tamil Nadu | 12 | 12 | 18 | 16 |
| Telangana | 10 | 11 | 12 | 13 |
| Tripura | 9 | 10 | 15 | 14 |
| Uttar Pradesh | 8 | 13 | 22 | 33 |
| Uttarakhand | 9 | 9 | 13 | 14 |
| West Bengal | 11 | 13 | 27 | 25 |
| **All-India** | **10** | **13** | **17** | **21** |

Sources: Unified District Information System for Education Plus, 2024-25 NEP Structure; PRS.

**Table 15: Gross Enrolment Ratio in higher education in 2021-22 (in %)**

| States/UTs | All categories | SCs | STs | States/UTs | All categories | SCs | STs |
|---|---|---|---|---|---|---|---|
| Andhra Pradesh | 37 | 35 | 34 | Meghalaya | 25 | 110 | 23 |
| Arunachal Pradesh | 37 | - | 40 | Mizoram | 32 | 241 | 33 |
| Assam | 17 | 19 | 26 | Nagaland | 19 | - | 19 |
| Bihar | 17 | 16 | 35 | Odisha | 22 | 23 | 16 |
| Delhi | 49 | 36 | - | Puducherry | 62 | 43 | - |
| Goa | 36 | 40 | 28 | Punjab | 27 | 19 | - |
| Gujarat | 24 | 32 | 20 | Rajasthan | 29 | 27 | 28 |
| Haryana | 33 | 27 | - | Sikkim | 39 | 43 | 36 |
| Himachal Pradesh | 43 | 34 | 45 | Tamil Nadu | 47 | 39 | 44 |
| Jammu and Kashmir | 25 | 20 | 19 | Telangana | 40 | 39 | 38 |
| Jharkhand | 19 | 15 | 14 | Tripura | 21 | 20 | 16 |
| Karnataka | 36 | 28 | 26 | Uttar Pradesh | 24 | 22 | 39 |
| Kerala | 41 | 28 | 29 | Uttarakhand | 42 | 32 | 42 |
| Madhya Pradesh | 29 | 27 | 18 | West Bengal | 26 | 23 | 15 |
| Maharashtra | 35 | 36 | 17 | **All-India** | **28** | **26** | **21** |
| Manipur | 35 | 61 | 23 | | | | |

Sources: All India Survey of Higher Education 2021-22; PRS.

**Table 16: Pupil Teacher Ratio in higher education in 2021-22**

| State | Regular and Distance Mode | Regular Mode | State | Regular and Distance Mode | Regular Mode |
|---|---|---|---|---|---|
| Andhra Pradesh | 18 | 16 | Manipur | 20 | 19 |
| Arunachal Pradesh | 28 | 23 | Meghalaya | 24 | 22 |
| Assam | 28 | 25 | Mizoram | 21 | 17 |
| Bihar | 69 | 64 | Nagaland | 20 | 18 |
| Chhattisgarh | 27 | 26 | Odisha | 25 | 23 |
| Delhi | 49 | 21 | Punjab | 17 | 15 |
| Goa | 17 | 15 | Rajasthan | 29 | 26 |
| Gujarat | 28 | 27 | Sikkim | 22 | 17 |
| Haryana | 26 | 22 | Tamil Nadu | 16 | 14 |
| Himachal Pradesh | 29 | 24 | Telangana | 16 | 14 |
| Jammu and Kashmir | 35 | 24 | Tripura | 40 | 36 |
| Jharkhand | 58 | 54 | Uttar Pradesh | 36 | 35 |
| Karnataka | 16 | 15 | Uttarakhand | 27 | 22 |
| Kerala | 19 | 15 | West Bengal | 37 | 29 |
| Madhya Pradesh | 31 | 30 | **All-India** | **26** | **23** |
| Maharashtra | 27 | 23 | | | |

Sources: All India Survey of Higher Education 2021-22; PRS

**Table 17: Vacancies of teachers in schools as of 2022-23**

| States/UTs | Sanctioned | In-position | Vacant | % vacancy |
|---|---|---|---|---|
| Andhra Pradesh | 1,56,895 | 1,17,887 | 39,008 | 25% |
| Arunachal Pradesh | 14,062 | 13,570 | 492 | 3% |
| Assam | 1,80,309 | 1,67,092 | 13,217 | 7% |
| Bihar | 5,92,541 | 4,05,332 | 1,87,209 | 32% |
| Chhattisgarh | 2,21,067 | 1,82,375 | 38,692 | 18% |
| Delhi | 46,671 | 40,788 | 5,883 | 13% |
| Goa | 1,806 | 1,802 | 4 | 0% |
| Gujarat | 2,03,136 | 1,83,173 | 19,963 | 10% |
| Haryana | 65,608 | 62,511 | 3,097 | 5% |
| Himachal Pradesh | 43,609 | 41,821 | 1,788 | 4% |
| Jammu & Kashmir | 97,649 | 92,635 | 5,014 | 5% |
| Jharkhand | 1,86,865 | 1,12,508 | 74,357 | 40% |
| Karnataka | 1,77,845 | 1,53,964 | 23,881 | 13% |
| Kerala | 31,506 | 29,488 | 2,018 | 6% |
| Madhya Pradesh | 3,63,099 | 2,93,432 | 69,667 | 19% |
| Maharashtra | 2,95,026 | 2,76,822 | 18,204 | 6% |
| Manipur | 14,913 | 14,567 | 346 | 2% |
| Meghalaya | 19,437 | 19,437 | 0 | 0% |
| Mizoram | 8,560 | 5,987 | 2,573 | 30% |
| Nagaland | 16,066 | 16,066 | 0 | 0% |
| Odisha | 2,29,006 | 2,29,006 | **0** | 0% |
| Punjab | 92,084 | 91,955 | 129 | 0% |
| Rajasthan | 2,99,387 | 2,73,991 | 25,396 | 8% |
| Sikkim | 2,968 | 2,968 | 0 | 0% |
| Tamil Nadu | 1,44,968 | 1,43,215 | 1,753 | 1% |
| Telangana | 97,710 | 86,362 | 11,348 | 12% |
| Tripura | 29,494 | 21,761 | 7,733 | 26% |
| Uttar Pradesh | 5,79,622 | 4,53,594 | 1,26,028 | 22% |
| Uttarakhand | 46,053 | 35,120 | 10,933 | 24% |
| West Bengal | 5,32,568 | 4,77,668 | 54,900 | 10% |
| **All-India** | **48,10,226** | **40,62,661** | **7,47,565** | **16%** |

Sources: Unstarred Question No. 1460, Ministry of Education, Rajya Sabha, August 2, 2023; PRS.

**Table 18: Percentage of professionally not qualified teachers in schools as of 2024-25: All management**

| States/UTs | Pre-Primary | Primary (grade 1 to 5) | Upper Primary (grade 6 to 8) | Secondary (grade 9 to 10) | Higher Secondary (grade 11 to 12) |
|---|---|---|---|---|---|
| Andhra Pradesh | 75.6 | 4.5 | 7.3 | 8.0 | 27.4 |
| Arunachal Pradesh | 71.3 | 17.9 | 13.6 | 12.9 | 8.0 |
| Assam | 66.8 | 18.9 | 28.9 | 48.3 | 45.1 |
| Bihar | 71.4 | 13.6 | 16.0 | 6.7 | 8.8 |
| Chhattisgarh | 73.9 | 15.8 | 11.5 | 16.8 | 14.6 |
| Delhi | 40.0 | 3.8 | 3.7 | 1.3 | 0.6 |
| Goa | 39.2 | 2.8 | 3.1 | 2.8 | 4.6 |
| Gujarat | 49.6 | 6.2 | 6.5 | 3.8 | 3.5 |
| Haryana | 63.5 | 11.2 | 10.5 | 6.6 | 5.6 |
| Himachal Pradesh | 53.2 | 4.8 | 6.5 | 5.3 | 4.9 |
| Jammu and Kashmir | 87.0 | 30.9 | 27.4 | 12.5 | 12.4 |
| Jharkhand | 65.4 | 15.1 | 13.6 | 6.5 | 8.0 |
| Karnataka | 36.3 | 5.2 | 5.0 | 10.9 | 17.6 |
| Kerala | 15.1 | 2.5 | 3.9 | 2.8 | 2.8 |
| Madhya Pradesh | 78.1 | 13.6 | 13.0 | 23.1 | 14.2 |
| Maharashtra | 46.3 | 5.3 | 6.4 | 3.7 | 4.1 |
| Manipur | 56.7 | 21.2 | 23.5 | 28.7 | 23.5 |
| Meghalaya | 76.2 | 35.4 | 25.3 | 40.4 | 43.1 |
| Mizoram | 69.1 | 20.3 | 15.4 | 19.2 | 16.7 |
| Nagaland | 52.3 | 31.8 | 31.1 | 35.2 | 23.9 |
| Odisha | 71.5 | 6.6 | 5.5 | 5.0 | 27.0 |
| Punjab | 68.9 | 11.6 | 11.9 | 5.0 | 5.4 |
| Rajasthan | 73.1 | 11.2 | 7.9 | 5.4 | 4.0 |
| Sikkim | 67.9 | 23.7 | 19.1 | 17.5 | 11.6 |
| Tamil Nadu | 69.9 | 5.2 | 7.7 | 2.0 | 1.9 |
| Telangana | 65.4 | 12.4 | 10.8 | 4.0 | 33.4 |
| Tripura | 76.0 | 32.1 | 11.4 | 18.5 | 10.6 |
| Uttar Pradesh | 70.1 | 17.6 | 16.8 | 15.2 | 15.9 |
| Uttarakhand | 69.7 | 14.2 | 10.4 | 4.6 | 4.1 |
| West Bengal | 38.3 | 14.2 | 6.8 | 3.9 | 3.2 |
| **All-India** | **51.8** | **12.3** | **11.5** | **9.6** | **10.6** |

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