

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION

RAJYA SABHA
STARRED QUESTION NO. 190
ANSWERED ON-05/08/2026

Closure of professional educational institutions and quality improvement

190 Smt. Jebi Mather Hisham:

Will the Minister of *Education* be pleased to state:

- (a) whether Government has taken note of vacant seats in engineering colleges, State-wise/UT-wise details and the reasons therefor during the last three years;
- (b) whether engineering colleges have applied for closure, if so, State-wise/UT-wise details and reasons therefor;
- (c) State-wise/UT-wise number of technical, architecture, management and B.Ed. institutions that closed or discontinued courses during the last three years;
- (d) whether approvals or renewals of law colleges were withheld during the last three years, if so, State-wise/UT-wise details and the reasons therefor; and
- (e) the measures taken to improve the quality of higher education and align graduates' skills with industry requirements?

ANSWER

MINISTER OF EDUCATION
(SHRI PRALHAD JOSHI)

(a) to (e): A Statement is laid on the table of the House.

**STATEMENT REFERRED TO IN REPLY TO PARTS (A) TO (E) OF RAJYA SABHA
STARRED QUESTION NO. 190 ANSWERED ON 05.08.2026 ASKED BY SMT. JEBI
MATHER HISHAM, HON'BLE MEMBER OF PARLIAMENT REGARDING
“CLOSURE OF PROFESSIONAL EDUCATIONAL INSTITUTIONS AND QUALITY
IMPROVEMENT”**

(a) to (e): The National Education Policy (NEP) 2020 was launched by the Government of India with an aim to transform and improve the education quality of the country. NEP also aims to provide a standard of education that is inclusive, equitable, and of high quality, empowering learners for the future and contributing to national development. The NEP guides alignment and strengthening of digital tools to improve Quality of Education in the country.

Education is a concurrent list subject and is the shared responsibility of the Centre and the State. The admission to undergraduate and post graduate programmes in State Universities and affiliated colleges is regulated by the respective State Acts, Statutes and Regulations framed thereunder.

The All India Council for Technical Education (AICTE), a statutory body under the Ministry of Education, grants approval for conducting courses in Technical Education at diploma, undergraduate and post graduate levels to Technical Institutions, Institutions deemed to be Universities and standalone institutions in accordance with the provisions of the AICTE Act, 1987 and rules & regulations made thereafter. The details of vacant seats of Under Graduate courses (B.Tech./ B.E.) in AICTE approved Engineering colleges for the last 3 years is at **Annexure-I**. However, enrolment of students in UG courses (B.Tech./B.E) in AICTE approved institutions has increased consistently over the last three years, rising from 11,27,270 in 2023–24 to 12,57,768 in 2024–25 and further to 13,56,499 in 2025–26.

Further, AICTE processes applications for closure of institutions in accordance with the provisions of the Approval Process Handbook (APH). The State/UT-wise details of AICTE approved Higher Education Institutions (HEIs) in (i) Engineering & Technology and (ii) Management, which have applied for closure (institutions closed), for the last 3 years are at **Annexure-II**. Details of (i) State/ UT wise institutions that have discontinued B.Arch. courses (2024-25 to 2026-27) and (ii) details of total number of B.Ed. Programmes withdrawn (2022-23 to 2024-25) are at **Annexure-III**.

As per information received from the Department of Legal Affairs (Bar Council of India), regulation of Centers of Legal Education is governed by the Advocates Act, 1961 and the Rules of Legal Education, 2008, at present there is no general moratorium upon establishment of new centers of legal education, introduction of new courses, additional sections or increase in

intake. Applications are required to be received, scrutinized, inspected and decided individually under the Rules of Legal Education, 2008.

To improve the quality of higher education and align skills of the graduates' with industry requirements the following measures have already been taken:-

- Government of India provides financial support to State Governments under Rashtriya Uchchatar Shiksha Abhiyan (RUSA)/ Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) scheme under three components namely, “Enhancing Quality and Excellence in select State Universities”, “Infrastructure Grants to Universities” and “Multi-Disciplinary Education and Research Universities (MERU)” for improvement in Higher Education.
- A total of 43 Centrally Funded Institutions have been established in the country during last decade which includes Central Universities, IITs, IIMs, NITs, etc.
- University Grants Commission (UGC) has notified National Higher Education Qualifications Framework (NHEQF) to facilitate outcome-based, multidisciplinary and industry relevant learning while enabling integration of general, vocational and experiential learning.
- UGC has also introduced “Guidelines for Internship/Research Internship for Under Graduate Students”, to improve employability, develop interest for research and provide exposure to emerging technologies.
- Further, UGC has formulated the guidelines for Higher Educational Institutions to offer “Apprenticeship Embedded Degree Programme (AEDP)” to embed the competencies required by the industry in the university curriculum.
- To enhance employability of the students, the National Credit Framework (NCrF) has been issued by UGC, enabling integration of skill education into academia, having a provision for the accumulation of a maximum of 50% of the total credit required through skill-based courses.
- National Assessment and Accreditation Council (NAAC) - established UGC to conduct assessment and accreditation of Higher Educational Institutions (HEIs) and ensure conformance in terms of performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organisation, governance, financial well-being and student services.
- AICTE is actively strengthening skill development by embedding it into technical education. It partners with industries and institutions to offer online skill courses aligned with the regular curriculum, along with skill-focused programmes, compulsory internships, and vocational degrees.

- Further, AICTE periodically revises its Model Curriculum in consultation with academia, industry, professional bodies, and Institutions of National Importance to ensure alignment with industry requirements and technological advancements like Artificial Intelligence (AI), Data Science (DS), Machine Learning (ML), Cyber Security, Robotics, Quantum Computing, and other emerging technologies across technical disciplines.
- Through the Approval Process Handbook (APH), AICTE prescribes minimum standards relating to infrastructure, faculty qualifications, laboratories, student support systems (through scholarships) and academic processes for technical institutions.
- AICTE has made Internships an integral component of technical education to provide students with practical industry exposure and enhance employability.
- To promote a healthy competition among educational institutes and universities, National Institutional Ranking Framework (NIRF) was launched by the Government of India in 2015. The methodology of these rankings based on 5 broad parameters which are “Teaching, Learning and Resources,” “Research and Professional Practices,” “Graduation Outcomes,” “Outreach and Inclusivity,” and “Peer Perception”.
- The National Board of Accreditation (NBA) undertakes programme-level accreditation of technical and professional programmes offered by HEIs. NBA follows an outcome-based assessment and accreditation framework to strengthen programme quality and ensure that graduates possess relevant and globally comparable competencies.
- The Ministry of Education implements the National Apprenticeship Training Scheme (NATS) to impart on-the-job training in collaboration with industry to enhance the employability of youth.
- With a view to democratizing quality education through digital technology, the Ministry of Education has initiated the SWAYAM online platform to provide free access to courses from premier institutions. There have been more than 20,000 deliveries of courses on the platform, with cumulative enrolments exceeding 6 crores since its inception.
- Further, to strengthen industry-academia linkages and enhance learners' employability, the Ministry of Education in collaboration with eminent industry partners, has also launched the SWAYAM Plus platform. The platform offers more than 500 employability-focused courses across 15 sectors in collaboration with 89 industry partners.

**ANNEXURE REFERRED TO IN REPLY TO PARTS (A) TO (E) OF RAJYA SABHA
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Details of vacant seats in UG Courses (B.Tech. / B.E.) in AICTE approved Engineering colleges for the last 3 years

State/UT	2023-2024	2024-2025	2025-26
Andaman and Nicobar Islands	90	48	11
Andhra Pradesh	15,454	18,858	35,523
Arunachal Pradesh	0	0	0
Assam	520	667	825
Bihar	6,410	7,002	4,579
Chandigarh	306	294	204
Chhattisgarh	4,717	4,920	4,901
Daman and Diu	41	0	22
Delhi	1,368	853	850
Goa	0	248	527
Gujarat	10,848	7,148	8,389
Haryana	8,281	9,470	9,685
Himachal Pradesh	1,133	900	860
Jammu and Kashmir	2,859	2,600	2,278
Jharkhand	973	1,170	1,495
Karnataka	2,013	10,968	15,418
Kerala	16,782	11,704	11,633
Madhya Pradesh	13,466	16,316	11,744
Maharashtra	10,578	0	0
Manipur	25	27	13
Meghalaya	134	65	70
Mizoram	45	39	229
Nagaland	196	104	89
Odisha	4,758	4,412	6,780
Puducherry	2,639	2,108	2,157
Punjab	8,154	7,886	8,695
Rajasthan	14,071	14,416	12,044
Sikkim	121	95	63
Tamil Nadu	46,121	61,616	41,561
Telangana	17,556	23,383	31,689
Tripura	293	54	149
Uttar Pradesh	22,662	24,882	26,696
Uttarakhand	3,211	2,990	2,742
West Bengal	4,409	7,088	10,993

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- (i) **State/UT-wise details of AICTE approved Higher Education Institutions (HEIs) in Engineering & Technology which have applied for closure (institutions closed), for the last 3 years**

State	2023-2024	2024-2025	2025-2026
Andhra Pradesh	3	-	5
Arunachal Pradesh	1	-	-
Bihar	-	-	1
Chhattisgarh	2	2	-
Gujarat	-	1	5
Haryana	1	-	4
Himachal Pradesh	1	-	-
Jammu and Kashmir	1	-	-
Karnataka	2	2	3
Kerala	1	3	-
Madhya Pradesh	3	-	1
Maharashtra	4	2	3
Meghalaya	1	-	-
Punjab	6	2	4
Rajasthan	3	2	6
Tamil Nadu	9	15	16
Telangana	-	3	3
Uttar Pradesh	6	9	15
Uttarakhand	2	3	1

- (ii) **State/UT-wise details of AICTE approved Higher Education Institutions (HEIs) in Management which have applied for closure (institutions closed), for the last 3 year**

State/UTs	2023-2024	2024-2025	2025-2026
Andhra Pradesh	-	1	3
Delhi	2	-	-
Gujarat	1	2	3
Haryana	1	3	2
Karnataka	-	1	1
Kerala	-	-	1
Madhya Pradesh	13	21	11
Maharashtra	1	1	10
Odisha	-	2	1
Punjab	2	-	3
Rajasthan	-	2	-
Tamil Nadu	1	1	-
Telangana	-	1	2
Uttar Pradesh	10	7	15
Uttarakhand	1	-	1
West Bengal	-	-	1

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Details of (i) State/ UT wise institutions that have discontinued B.Arch. courses (2024-25 to 2026-27) and (ii) details of total number of B.Ed. Programmes withdrawn (2022-23 to 2024-25).

(i). Architecture

State /UT	No. of Architectural Institutions closed/ Progressive closure of B. Arch Courses
Andhra Pradesh	2
Gujarat	1
Karnataka	5
Maharashtra	5
Rajasthan	2
Uttar Pradesh	1

(ii). B.Ed.

S. No.	State/UT	Total
1.	Arunachal Pradesh	0
2.	Assam	3
3.	Bihar	14
4.	Jharkhand	4
5.	Manipur	0
6.	Meghalaya	0
7.	Mizoram	0
8.	Nagaland	0
9.	Sikkim	0
10.	Odisha	1
11.	Tripura	0
12.	West Bengal	25
13.	Maharashtra	13
14.	Rajasthan	7
15.	Madhya Pradesh	1
16.	Gujarat	10
17.	Chhattisgarh	3
18.	Goa	0
19.	Daman & Diu	0
20.	Dadar & Nagar Haveli	0
21.	Chandigarh	0
22.	Delhi	0

23.	Haryana	5
24.	Himachal Pradesh	11
25.	Punjab	9
26.	Uttar Pradesh	50
27.	Uttarakhand	5
28.	Andhra Pradesh	28
29.	Andaman & Nicobar Islands	0
30.	Karnataka	12
31.	Kerela	11
32.	Lakshadweep	0
33.	Puducherry	3
34.	Tamil Nadu	27
35.	Telangana	24
36.	Jammu & Kashmir	0