

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION

RAJYA SABHA
UNSTARRED QUESTION NO. 344
ANSWERED ON 22.07.2026

Improving teaching quality and institutional performance

344 Shri S.R. Sivalingam:

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

- (a) the details of findings available with Government regarding the impact of faculty shortages and adverse student-teacher ratios on academic quality, research productivity and learning outcomes in Higher Educational Institutions across the country;
- (b) the measures undertaken by Government to augment faculty strength, fill vacant teaching positions and enhance academic capacity in universities and colleges across the country; and
- (c) the programmes proposed to be taken by Government to improve teaching quality, strengthen institutional performance and promote better academic outcomes in Higher Educational Institutions across the country?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(DR. SUKANTA MAJUMDAR)**

(a) to (c) The Central Higher Education Institutions (CHEIs) under Ministry of Education are statutory autonomous organizations established under respective Central Acts of Parliament and governed by provisions of the Acts/Statutes/Ordinances/Regulations made thereunder. As autonomous institutions, faculty recruitment is done within the institutions itself, in accordance with their Acts and Regulations. The recruitment powers vests with the respective Board of Governors/Executive Committee/Board of Management.

Occurring of vacancies and filling thereof is a continuous process. The vacancies arise due to promotion, retirement, resignation, death, opening of new institutions, schemes or projects, and additional requirements on account of enhanced students' strength and expansion of capacity in existing institutions.

In August, 2021, all CHEIs under Ministry of Education were requested to undertake special drive to fill backlog vacancies in their institutions in Mission Mode. The CHEIs undertook special recruitment drives to fill the vacancies including of Scheduled Castes (SCs), Scheduled Tribes (STs) and Other Backward Classes (OBCs). In September 2022, Ministry of Education had also exhorted all the CHEIs to fill up the vacancies in Mission Mode. In October 2025, all the CHEIs have again been requested to fill up all the backlog vacancies in Mission Mode.

In Centrally funded Higher Education Institutions, measures have been taken to attract quality faculties which includes year-round open advertisements, recruitment through search-cum-selection procedures, special recruitment drive, mission mode recruitment and invitation to alumni/scientists/faculty, etc. The faculty recruitment processes are carried out by the CHEIs by inviting applications in a transparent manner, as part of a multi-step and robust screening process. The Acts and Statutes of various institutions specify the composition of selection committees, authorities responsible for recruitment of various levels of faculty, provision of independent subject experts and Visitor's nominees etc. so as to ensure transparency and academic rigour in recruitments. UGC has launched a common portal 'CU-CHAYAN' for faculty recruitment, making provision for listing of vacancies/ advertisements/ jobs across all Central Universities, thus making the entire recruitment process more transparent and accessible.

To enhance the quality of higher education, the Government of India has undertaken several measures, including the provision of quality infrastructure, strengthening of the research and innovation ecosystem, promotion of industry-academia linkages etc. As the result of these concerted efforts, India has witnessed a massive jump in its Global Innovation Index (GII) ranking from 66th position in 2013 to 40th in 2023. India is at 6th position (in 2022) in number of patent applications from 8th position (in 2012) as per WIPO's World Intellectual Property Indicators. India also occupies 3rd rank in terms of number of Ph.Ds awarded in Science and Engineering (S&E) as per 'Research and Development statistics at a glance 2022-23' published by Department of Science & Technology, Ministry of Science & Technology.

The National Education Policy 2020 seeks to transform higher education by focusing on skill-based education to meet the needs of the industry and the economy. Further, the NEP also recommends integrating vocational education with general education and strengthening industry-

academia collaboration in CHEIs. Towards this end, the University Grants Commission (UGC) has taken a new initiative to bring the industry and other professional expertise into the academic institutions through “Professor of Practice”. UGC has framed Guidelines for engaging Professor of Practice in Universities and Colleges on 30.09.2022. In order to bring in distinguished experts from various fields of engineering, science, technology, entrepreneurship etc. and to develop courses and curriculum to meet the industry and societal needs and to enable the CHEIs to work with industry experts on joint research project, concept of Professor of Practice has been adopted, and thereby provide exposure and mentorship to students by domain experts. Universities also adopt various measure like hiring Adhoc faculty, guest teachers, Visiting faculty, Adjunct faculty, etc.

The Government of India launched the Malaviya Mission Teacher Training Program (MMTTP) in 2023 across the country to improve teaching quality, strengthen institutional performance, and promote better academic outcomes in Higher Educational Institutions. The program is implemented through 151 MMTTCs. So far, more than 4 lakh faculty members have been trained across the country.

All India Council for Technical Education (AICTE) has also taken several measures to augment faculty strength, fill vacant teaching positions and enhance academic capacity in technical institutions across the country. To ensure timely recruitment, AICTE has issued directions to all AICTE-approved institutions to fill vacant posts of Principal/Director, faculty and non-faculty staff on priority, maintain updated staffing information on the AICTE Web Portal, and ensure transparent, merit-based recruitment in accordance with reservation policies and statutory provisions.

AICTE has undertaken comprehensive reforms in line with NEP 2020 to enhance the quality of teaching, institutional performance, and academic outcomes in technical education. Key initiatives include Outcome-Based Model Curricula, National Curriculum and Credit Framework (NCrF), multidisciplinary education, mandatory internships, Student Induction Programme, Universal Human Values, Indian Knowledge Systems, emerging technology programmes, and outcome-based assessment reforms.

To strengthen faculty and institutional capacity, AICTE implements ATAL Faculty Development Programmes, National Initiative for Training of Technical Teachers (NITTT), Quality Improvement Programme (QIP), Professors of Practice, AICTE IDEA Labs, Research Promotion Scheme (RPS), Vibrant Advocacy for Advancement and Nurturing of Indian Languages (VAANI), Industry Fellowship Programme and Industry Academia mobility initiatives. These efforts are complemented by strong industry partnerships, the AICTE Internship Portal, Apprenticeship Embedded Degree Programme (AEDP), National Education Alliance for Technology (NEAT), SWAYAM MOOCs, and Career Portal to promote experiential learning, employability, research, innovation, and entrepreneurship.
