

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY
LOK SABHA
UNSTARRED QUESTION NO. 2355
ANSWERED ON 03.08.2026

**Sanctioned and Vacant Teaching Posts in
Kendriya Vidyalayas and Central Universities**

2355. Shri Naveen Jindal:
Shri Ajay Bhatt:

Will the Minister of EDUCATION be pleased to state:

- (a) the total number of sanctioned teaching posts lying vacant in various Kendriya Vidyalayas and central universities/institutions in the country, State/UT-wise and school/university/institution-wise, especially in Uttarakhand;
- (b) whether the Government proposes to fill these vacancies on a priority basis or in a time-bound manner particularly in aspirational districts, tribal areas and North-Eastern States, if so, the details of the steps taken by the Government in this regard;
- (c) whether the Government has conducted any assessment of the quality of teaching outcomes under NIPUN Bharat and other foundational literacy and numeracy programmes and if so, the details and the key findings thereof along with the corrective measures taken thereon;
- (d) whether the Government has taken any actions to ensure quality research-oriented teaching in Kendriya Vidyalayas; and
- (e) if so, the details thereof?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SHRI JAYANT CHAUDHARY)**

(a) & (b) Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) managing Kendriya Vidyalayas (KVs) and Navodaya Vidyalayas (NVs) respectively and Central Higher Education Institutions (CHEIs) under Ministry of Education including Central Universities (CUs) and Centrally Funded Technical Institutions

(CFTIs) are autonomous organizations. As autonomous institutions, faculty recruitment is done within the institutions itself, in accordance with their Recruitment Rules and Regulations. The recruitment powers vests with the respective Board of Governors/Executive Committee/Board of Management.

Vacancies keep on arising 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. Filling up of vacancies is a continuous process and efforts are made to fill up the vacancies as per the provisions of the relevant recruitment rules.

As per information received from KVS, 12867 offers of appointments for various posts of teaching and non-teaching staff were issued through Direct Recruitment during mission recruitment from September, 2022 to July, 2025. Further, as per information received from NVS, recruitment to 2341 various posts of teaching and non-teaching staff has been made through Direct Recruitment from the year 2022-23 to December, 2025.

In addition to above, a total of 8714 teaching vacancies in respect of KVS and 5045 teaching vacancies in respect of NVS have been notified in the month of November, 2025 for the direct recruitment in KVs and NVs across the country including Aspirational Districts, Tribal-areas and North-Eastern States. The Tier-I and Tier-II examination have been conducted in January, 2026 and March, 2026, respectively.

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. 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. From September 2022, all CHEIs have undertaken Mission Mode recruitment drive to fill the vacancies. Up to 23.05.2026 (i.e. the date of last Rozgar Mela), a total number of 32114 posts have been filled up by all CHEIs, including 18757 faculty positions in Mission Mode.

(c) National Education Policy (NEP) 2020 gives the highest priority to achieving

universal Foundational Literacy and Numeracy (FLN) for all children by Grade II. To achieve this objective, Ministry of Education launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat Mission) on 5th July 2021, to create an enabling ecosystem for early learning across States and Union Territories.

Under the Mission, a range of systemic interventions have been undertaken. These include nationwide implementation of Vidya Pravesh, a three-month school-readiness module for all Grade 1 students; large-scale teacher and school head training through NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement)-FLN focusing on activity-based and child-centric pedagogy; provision of play-based and digital learning resources such as DIKSHA (Digital Infrastructure for Knowledge Sharing)- FLN content, Jaadui Pitara & e-Jaadui Pitara for children in the 3–8 age group, Primers developed in 121 Local Languages for FLN in mother tongue. Further, guidelines on co-location of Anganwadi Centres with primary schools, released on 3rd September 2025, ensure convergence between school education and Anganwadis, supporting smoother transition from pre-school to Grade 1.

PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is conducted to evaluate the learning competencies of students in FLN, Language and Mathematics at the end of each of the educational stages i.e. Foundational, Preparatory and Middle in Grades 3, 6 & 9. PARAKH is conducted once in three years.

The latest PARAKH Rashtriya Sarvekshan, 2024 was conducted on 4th December, 2024. The State/UT wise PARAKH 2024 report has been officially released in public domain on 2nd July, 2025. The state-wise and district-wise performance is available on the PARAKH Rashtriya Sarvekshan Dashboard: <http://dashboard.parakh.ncert.gov.in/en>.

PARAKH Rashtriya Sarvekshan 2024 findings highlight a significant improvement in FLN skills outcomes, reflecting the positive impact of the NIPUN Bharat Mission as envisioned in NEP 2020. It reflects that the performance of children in Grade 3 in rural school is better than urban schools and government schools have

performed better than private schools at foundational stage.

Further, KVS also regularly monitors the implementation of FLN initiatives, including NIPUN Bharat in their respective schools, through academic monitoring and analysis of student learning outcomes. The assessment indicates an improvement in FLN competencies, supported by competency-based teaching, teacher capacity building, and remedial interventions. Based on the assessment findings, KVS has further strengthened teacher training, academic monitoring, mentoring, and remedial support to enhance learning outcomes.

(d) & (e) As per information received from KVS, KVS promotes research-oriented teaching and inquiry-based learning through a range of pedagogical practices such as experiential learning, project-based learning, multidisciplinary projects for Classes VI to VIII, practical component in curriculum in Science, Humanities and Commerce, projects under the National Children's Science Congress (NCSC) and the MANAK INSPIRE Award Scheme, participation in Science Exhibitions, Science and Mathematics Olympiads, CBSE challenges, activities under Atal Tinkering Labs, Eco Clubs, Artificial Intelligence and Computational Thinking initiatives, field visits, and 10 Bagless Days initiative for middle stage and educational excursions. These initiatives foster scientific temper, critical thinking, creativity, innovation, problem-solving skills and research aptitude among students.
