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J Madegowda

Enhancing Academic Excellence: An Analysis of UGC's Draft Regulations, 2025 in the Context of Global Policies

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– **Communication**

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Enhancing Academic Excellence: An Analysis of UGC's Draft Regulations, 2025 in the Context of Global Policies

J Madegowda*

In higher educational institutions (HEIs), the quality of education directly impacts the competency and employability of graduates. Unlike the corporate sector, where defective products can be replaced or rectified, the outcomes of educational deficiencies are irreversible. Employers, often seen as the 'customers' of HEIs, cannot return underprepared graduates for remedial education. Therefore, the role of faculty members becomes critical. Recruiting qualified and competent teachers is essential for maintaining academic standards and ensuring graduates are well-equipped to meet industry demands. Faculty quality significantly influences student learning, research outputs, and institutional reputation.

To achieve and sustain high educational standards, HEIs must recruit an adequate number of qualified faculty and invest in their continuous professional development. This involves providing competitive salaries, opportunities for research, and professional growth, as well as creating a supportive work environment. Non-monetary benefits such as recognition, academic freedom, and a healthy work-life balance also play a crucial role in faculty retention. By adhering to regulations and best practices, HEIs can ensure that they attract, develop, and retain top talent, thereby fostering a culture of excellence and accountability in higher education.

The quality of higher education is, therefore, intrinsically linked to the qualifications and performance of its teaching and academic staff. Establishing and maintaining minimum qualifications for appointment and promotion, coupled with effective measures for upholding standards, are paramount. This necessitates a multifaceted approach encompassing legal regulations, accreditation processes, and performance evaluation systems (Igbojekwe & Ugo-Okoro, 2015; Pam & Scott, 2013; Makhoul, 2019). However, the landscape is far from uniform, with significant variations in approaches across different countries, disciplines, and even within institutions (Mishra, 2011; Craft, 1994; Aggarwal et al. 2016; Cass, 2014).

In the above context, the notification of the draft "UGC (Minimum Qualifications for Appointment and Promotion of Teachers and Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) Regulations, 2025" on January 6, 2025, is of significant importance. Once implemented, these regulations will apply to all universities established or incorporated by

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