

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY**

RAJYA SABHA

STARRED QUESTION NO - 270

ANSWERED ON 12/08/2026

Teacher vacancies and recruitment delays in Government schools

270 Shri Kapil Sibal:

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

- (a) the total number of teacher vacancies in Government elementary and secondary schools as of mid-2026, with particular reference to rural, tribal and educationally backward districts across States;
- (b) the current status of recruitment processes under Samagra Shiksha and various State drives and the main reasons for persistent delays in filling sanctioned posts despite multiple announcements; and
- (c) the impact of prolonged teacher vacancies on pupil-teacher ratios, multi-grade teaching and learning outcomes, especially for students from marginalised and economically weaker sections?

ANSWER

**MINISTER OF EDUCATION
(SHRI PRALHAD JOSHI)**

(a) to (c): A statement is laid on the table of the House.

**STATEMENT REFERRED TO IN REPLY TO PARTS (A) TO (C) OF RAJYA SABHA
STARRED QUESTION NO. 270 ANSWERED ON 12/08/2026 ASKED BY HON'BLE
MEMBER OF PARLIAMENT SHRI KAPIL SIBAL REGARDING "TEACHER
VACANCIES AND RECRUITMENT DELAYS IN GOVERNMENT SCHOOLS".**

(a) to (c): Education being a subject in the Concurrent List of the Constitution, the majority of schools in the country are under the administrative control of the respective State Governments and Union Territory Administrations. Accordingly, the recruitment, service conditions and rational deployment of teachers, including in rural and tribal areas of the country, come under the purview of the respective State Governments/UT Administrations. The data relating to sanctioned teaching posts and vacant teaching posts in Government elementary and secondary schools, including State/UT-wise details and schools located in rural, tribal and educationally backward districts, is maintained by the respective State Governments and Union Territory Administrations.

As per the UDISE+, the State/UT-wise details of teachers in-position in Government schools across the country are placed at Annexure-I.

Recruitment of teachers is a continuous process undertaken by the respective State Governments/UT Administrations in accordance with their recruitment rules and procedures. Vacancies arise from time to time due to factors such as retirement, resignation, creation of new posts consequent to enhanced student enrolment and establishment of new schools. The timeline for filling up such vacancies is also determined by the respective State Governments/UT Administrations.

The Central Government, on its part, periodically advises States/UTs to fill up vacant posts of teachers through transparent and merit-based recruitment processes, including through autonomous teacher recruitment boards or similar organisations. The progress regarding filling up of teacher vacancies through competitive selection by the States/UTs, is periodically reviewed by the Department of School Education & Literacy with the States/UTs.

The National Education Policy (NEP), 2020 envisages a pivotal role for teachers and recommends adequate recruitment and rational deployment of teachers, including recruitment to a school or school complex and sharing of teachers across schools through grouping of schools, as adopted by the respective State Governments/UT Administrations. Further, under the Centrally Sponsored Scheme of Samagra Shiksha, States/UTs are encouraged to undertake rational and transparent deployment of teachers, including through online systems, and to adopt school complex/cluster-based approaches and teacher-sharing mechanisms, wherever feasible, to ensure equitable availability of teachers, particularly in rural, tribal and other underserved areas.

The Central Government, through the Centrally Sponsored Scheme of Samagra Shiksha, provides financial assistance to States/UTs to maintain appropriate Pupil-Teacher Ratio (PTR) at various levels of schooling in accordance with the norms prescribed under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, as amended from time to time.

Para 2.3 of the National Education Policy (NEP), 2020 emphasises maintaining a PTR of under 30:1 in each school and under 25:1 in areas with a high proportion of socio-economically disadvantaged students. As per the UDISE+ 2025-26 report, the PTR at the national level stands at 19 at the Primary level, 17 at the Upper Primary level, 15 at the Secondary level and 23 at the Higher Secondary level, which is within the norms envisaged under NEP 2020.

To improve the quality of school education and learning outcomes, particularly for children belonging to socio-economically disadvantaged groups and those studying in rural and tribal areas, the Government supports States/UTs under Samagra Shiksha through strengthening of Teacher

Education Institutions, implementation of NIPUN Bharat for Foundational Literacy and Numeracy (FLN), academic support through Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs), remedial teaching, bridge courses, Learning Enhancement Programmes and digital interventions. Further, the curriculum regulated by the National Council for Teacher Education (NCTE) places emphasis on multilingual classrooms, local contexts and inclusive education, while digital and blended modes are leveraged for capacity building of teachers in remote areas. For continuous professional development of in-service teachers, including teachers serving in tribal-dominated districts, the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) is implemented. The National Council of Educational Research and Training (NCERT), in collaboration with the National Education Society for Tribal Students (NESTS), also conducts regular NISHTHA training and capacity-building programmes for teachers of Eklavya Model Residential Schools (EMRS).

ANNEXURE REFERRED TO IN REPLY TO PARTS (A) TO (C) OF RAJYA SABHA STARRED QUESTION NO. 270 ANSWERED ON 12/08/2026 ASKED BY HON'BLE MEMBER OF PARLIAMENT SHRI KAPIL SIBAL REGARDING "TEACHER VACANCIES AND RECRUITMENT DELAYS IN GOVERNMENT SCHOOLS".

In-position Teachers in Government Schools (2025-26)

State	Elementary		Secondary
	Primary	Upper Primary	
ANDAMAN & NICOBAR ISLANDS	877	799	893
ANDHRA PRADESH	74616	7254	87545
ARUNACHAL PRADESH	3001	6576	3123
ASSAM	95731	40479	40954
BIHAR	164481	242606	635
CHANDIGARH	43	284	2270
CHHATTISGARH	74645	53452	10282
DADRA & NAGAR HAVELI AND DAMAN & DIU	546	1656	271
DELHI	18287	319	2343
GOA	1997	321	999
GUJARAT	27386	153108	3747
HARYANA	32256	10378	7120
HIMACHAL PRADESH	19080	5243	7270
JAMMU & KASHMIR	18748	38988	17578
JHARKHAND	35945	45188	16322
KARNATAKA	34830	95197	43325
KERALA	16294	15626	6447
LADAKH	734	2426	1054
LAKSHADWEEP	179	192	
MADHYA PRADESH	128006	122807	43375
MAHARASHTRA	91352	108297	15092
MANIPUR	6615	2944	3896
MEGHALAYA	9964	7587	1054
MIZORAM	5378	5560	2148
NAGALAND	5791	5968	4231
ODISHA	60916	78991	58487
PUDUCHERRY	1513	551	1064
PUNJAB	51471	8217	17558
RAJASTHAN	63341	116481	966
SIKKIM	2038	2220	2485
TAMILNADU	56778	47102	29931
TELANGANA	43867	14336	60283
TRIPURA	4862	5840	5926
UTTAR PRADESH	340103	259477	7025
UTTARAKHAND	22738	7270	5810
WEST BENGAL	239882	18261	27315
INDIA	1754291	1532001	538824

(Source: UDISE+ 2025-26)