

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
RAJYA SABHA
UNSTARRED QUESTION NO:- 1961
ANSWERED ON-05/08/2026

New education policy and shortage of teachers

1961 # **Shri Ramji Lal Suman:**

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

- (a) whether it is a fact that the shortage of teachers is affecting the quality of teaching and learning of students;
- (b) whether it is possible to impart quality education under the National Education Policy (NEP), 2020 without an adequate number of teachers;
- (c) the status of vacant posts of teachers across the country, State-wise;
- (d) the details of steps taken by Government to fill the vacant posts during the last five years and the roadmap prepared; and
- (e) the number of guest and contractual teachers currently working and whether the NEP, 2020 can truly succeed by relying on them?

ANSWER

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

(a) to (e): The National Education Policy (NEP), 2020 recognizes teachers as the central pillar of the learning process and emphasizes ensuring the availability of qualified teachers through transparent and merit-based recruitment, rational deployment, continuous professional development and a positive working environment to improve the quality of school education and learning outcomes.

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 deployment of teachers fall within the administrative domain of the concerned States/UTs. The data relating to sanctioned teaching posts, vacant teaching posts and engagement of guest/contractual teachers in Government schools, including State-wise details, is maintained by the respective State Governments and Union Territory Administrations.

As per the UDISE+2025-26, the State/UT-wise details of teachers in-position in schools across the country are placed at Annexure.

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, with due care for consistency and sanctity and after a technology-based comprehensive teacher requirement planning and forecasting exercise, is periodically reviewed by the Department of School Education & Literacy with the States/UTs.

Further, 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 as per the norms prescribed under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, as amended from time to time.

The National Education Policy (NEP), 2020 emphasizes maintenance of a pupil-teacher ratio of under 30:1 in each school and under 25:1 in areas having large numbers of socio-economically disadvantaged students. As per UDISE+ 2025-26, the national PTR stands at 10 at the Foundational Stage, 12 at the Preparatory Stage, 17 at the Middle Stage and 21 at the Secondary Stage, which is within the norms envisaged under NEP 2020.

For enhancing quality of School Education, NEP 2020 lays emphasis on experiential learning, arts-integrated and sports integrated education, story-telling based pedagogy, integration of skill education, enhancing quality of pre-service and in-service training of teachers etc.

The following major initiatives have been taken to improve the quality of school education on equitable basis:

- i. National Curriculum Framework for School Education (NCF-SE) and National Curriculum Framework for Foundation Stage (NCF-FS) have been developed for children between ages 3-18 under the 5+3+3+4 curricular and pedagogical structure recommended by NEP 2020.
- ii. In accordance with NEP 2020 and the Curriculum Frameworks, textbooks that emphasize play-based, multidisciplinary, and experiential learning, from foundational years through to secondary have been developed. In addition to textbooks, innovative academic resources such as Special Modules, supplementary learning materials, and teachers' handbooks to support students and teachers in diverse areas of learning are continuously being developed.
- iii. National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) has been launched under Samagra Shiksha for ensuring that every child in the country necessarily attains foundational literacy and numeracy (FLN) by the end of Grade 3, and e-content for the same has been released at DIKSHA platform.
- iv. VIDYA PRAVESH-Guidelines for Three-month Play-based School Preparation Module for Grade-I Children have been released on 29th July, 2021 for all children to expose to a warm and welcoming environment in Grade-I. Jadui Pitara and e-Jadui Pitara, play based interactive learning resources have also been developed.
- v. NISHTHA Integrated Teacher Training Programme 1.0, 2.0, 3.0 and 4.0 has been introduced for different stages of school education for Teachers, Head Teachers/Principals and other stakeholders in Educational Management.
- vi. PARAKH Rashtriya Sarvekshan 2024 has been conducted on 4th December, 2024 by the Ministry of Education to evaluate children's progress and learning

competencies as an indicator of the health education system, and to take appropriate steps for remedial actions at different levels.

- vii. A 73 indicator-based matrix Performance Grading Index (PGI) has been developed to grade the States/UTs. District level Performance Grading Indices (PGI) have been prepared and a Web application for compilation of PGI-District has been developed.

The Central Government assists States and UTs through the Centrally Sponsored Scheme of Samagra Shiksha in delivering quality education and improving learning outcomes through various interventions. Support is provided, as per scheme norms, for RTE entitlements, composite school grants, library grants, grants for sports and physical education, student assessments, digital interventions, skill education, strengthening of Teacher Education Institutions like SCERTs and DIETs, professional development of teachers, support for DIKSHA, academic support through BRCs/CRCs, etc. Support for remedial teaching, bridge courses, and Learning Enhancement Programmes is also provided.

ANNEXURE REFERRED TO IN REPLY TO PARTS (A) TO (E) OF RAJYA SABHA UNSTARRED QUESTION NO. 1961 ANSWERED ON 05/08/2026 ASKED BY HON'BLE MEMBER OF PARLIAMENT SHRI RAMJI LAL SUMAN REGARDING "NEW EDUCATION POLICY AND SHORTAGE OF TEACHERS".

Number of teachers by level of Education 2025-26: All Management

State	Teachers in-position			
	Total	Foundational +Preparatory	Middle	Secondary
INDIA	10273020	2360500	2874027	5038493
ANDAMAN & NICOBAR ISLANDS	6137	1054	1123	3960
ANDHRA PRADESH	353745	103491	35363	214891
ARUNACHAL PRADESH	25277	4387	10954	9936
ASSAM	345219	103180	66877	175162
BIHAR	728945	171020	372687	185238
CHANDIGARH	10477	208	498	9771
CHHATTISGARH	288207	83315	87084	117808
DADRA & NAGAR HAVELI AND DAMAN & DIU	5359	758	1911	2690
DELHI	161367	27000	11975	122392
GOA	15965	3706	585	11674
GUJARAT	398473	33361	215658	149454
HARYANA	267649	38284	35267	194098
HIMACHAL PRADESH	103424	21164	10783	71477
JAMMU & KASHMIR	166163	28962	59206	77995
JHARKHAND	209586	44277	83965	81344
KARNATAKA	464814	44642	146784	273388
KERALA	294386	46023	59748	188615
LADAKH	7170	975	3043	3152
LAKSHADWEEP	729	179	192	358
MADHYA PRADESH	729057	137689	263719	327649
MAHARASHTRA	750272	136190	194163	419919
MANIPUR	41742	8230	7902	25610
MEGHALAYA	58234	18054	15669	24511
MIZORAM	25282	6301	11453	7528
NAGALAND	33138	7106	7921	18111
ODISHA	341909	69551	128649	143709
PUDUCHERRY	14098	1998	799	11301
PUNJAB	276779	55772	25786	195221
RAJASTHAN	793158	80768	224127	488263
SIKKIM	15182	3335	3881	7966
TAMILNADU	569909	116740	67516	385653
TELANGANA	370756	49759	59954	261043
TRIPURA	37819	7316	8017	22486
UTTAR PRADESH	1642764	577191	572804	492769
UTTARAKHAND	138055	30908	35795	71352
WEST BENGAL	581774	297606	42169	241999

Source: UDISE+ 2025-26