

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

LOK SABHA
UNSTARRED QUESTION NO-5815
ANSWERED ON 30.03.2026

Adverse Pupil-Teacher Ratio

5815. Shri Brijmohan Agrawal:

Will the Minister of EDUCATION be pleased to state:

- (a) the total number of Government primary schools currently operating with a single teacher and less than prescribed ratio, State/UT-wise including Chhattisgarh;
- (b) the measures being taken under Samagra Shiksha to rationalize teacher placement and ensure that schools in Aspirational Districts meet the mandatory Pupil-Teacher Ratio (PTR) as per the RTE Act;
- (c) the steps taken by the Government to ensure that high-end infrastructure provided under the PM SHRI scheme is not rendered under-utilized in schools lacking dedicated subject or Information and Communication Technology (ICT) teachers;
- (d) the details of special incentives or housing facilities being planned to improve teacher retention in remote and tribal regions; and
- (e) the timelines for eradicating the single-teacher school model to ensure equitable learning outcomes as envisioned in the National Education Policy (NEP), 2020?

ANSWER

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

(a): As per UDISE+ (Unified District Information System for Education Plus) 2024-25, State/UT wise including Chhattisgarh Pupil Teacher Ratio (PTR) at primary level in government schools and number of single teacher government primary schools for the year 2024-25 are available at https://www.education.gov.in/en/parl_ques.

(b) to (e): Education being a subject in the Concurrent List of the Constitution, an overwhelming majority of the schools in the country comes under the administrative control of States/UTs. The recruitment, service conditions and rational deployment of teachers fall under the purview of the respective State Governments/UT Administrations. Recruitment of teachers is a continuous process, and vacancies arise on account of various factors such as retirement, resignation and increased requirement of teachers due to growth in student enrolment. The Central Government through the Centrally Sponsored Scheme of Samagra Shiksha, provides financial assistance to the States and UTs to maintain appropriate Pupil-Teacher Ratio (PTR) for various levels of schooling, as per norms prescribed in the Right of Children to Free and Compulsory Education (RTE) Act, 2009, as amended from time to time. Further, Under Samagra Shiksha one of the important interventions for strengthening school infrastructure is establishment and strengthening residential quarters for teachers, especially female teachers in sparsely populated or hilly and densely forested areas with difficult geographical terrain and border areas where a new primary or upper primary and secondary/senior secondary schools may not be viable

Under the PM SHRI Scheme, strengthening of teacher training is done through District Institutes of Education and Training (DIETs). There is financial provision of up to 3.00 lakh per DIET for capacity-building programmes of PM SHRI schools, along with assistance of up to 2,500 per teacher

for training of subject teachers, principals, special educators, ICT teachers, and master trainers. School principals are trained in leadership, management, and competency- based pedagogical planning. Teachers are also trained on the Holistic Progress Card, school safety and security, mental health and well-being, first-level counselling, and integration of ICT in teaching-learning practices, thereby enhancing overall teaching quality and school leadership in PM SHRI schools.

Strengthening of teacher training/education programmes is supported under the centrally sponsored scheme of Samagra Shiksha in alignment with the recommendations of the National Education Policy (NEP), 2020. The interventions under Samagra Shiksha are aimed at strengthening of physical infrastructure in Teacher Education Institutions (TEIs); support to State Councils of Educational Research and Trainings (SCERTs) so that they can effectively and efficiently carry out quality teacher education, research and develop state-specific curriculum framework, as a follow up to the National Curriculum Framework for School Education (NCF SE); capacity building of District Institute of Education and Training (DIET) functionaries; continuous academic support to schools through BRC/CRC etc.

The Ministry of Education is implementing a National Mission to improve learning outcomes at the School Education level through an integrated teacher training programme called 'National Initiative for School Heads' and Teachers' Holistic Advancement' (NISHTHA). Through NISHTHA, National Resource Groups are trained in Education Technology and Digital Teachers are certified.
