



Ministry of Education releases report on Unified District Information System for Education Plus (UDISE+) 2024-25 on school education of India

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Ministry of Education released a detailed report on Unified District Information System for Education Plus (UDISE+) 2024-25 on school education of India. Below mentioned are the key findings of the report:

Increased Number of Teachers

For the first time in any academic year, since the beginning of UDISE +, the total number of teachers has crossed the 1 crore mark in 2024–25. The increase in teacher numbers is a critical step toward improving student-teacher ratios, ensuring quality education, and addressing regional disparities in teacher availability. The numbers are steadily increasing since 2022-23 and the reporting year. There is a rise of 6.7% number of teachers during the reporting year as compared to 2022-23. A comparative statement of the number of teachers in the last three years is presented in the following table.

Number of Teachers

Educational Indicator	2022-23	2023-24	2024-25
Teachers	94,83,294	98,07,600	1,01,22,420

Improved Pupil Teacher Ratio (PTR)

The Pupil-Teacher Ratio (PTR) at the Foundational, Preparatory, Middle, and Secondary levels are now reported as 10, 13, 17, and 21 respectively, all significantly improved ratio qua NEP's recommended ratio of 1:30. This improved PTR facilitates more individualized attention and stronger interaction between teachers and students, contributing to enhanced learning experiences and better academic outcomes.

People Teacher Ratio

Educational Indicators		2022-23	2023-24	2024-25
Pupil Teacher Ratio (Number)	Foundational	11	10	10
	Preparatory	14	13	13
	Middle	18	18	17
	Secondary	23	21	21

Reduced Drop Out Rates

The academic year 2024–25 has seen a notable reduction in dropout rates across the Preparatory, Middle, and Secondary levels as compared to the last two years namely, 2022-23, and 2023-24. At the Preparatory stage, the rate declined from 3.7% to 2.3%, at the Middle stage from 5.2% to 3.5%, and at the Secondary stage from 10.9% to 8.2% in comparison with the previous year. This downward trend highlights improved student retention and reflects the success of initiatives aimed at keeping children engaged in their education. The consistent decrease across all levels suggests that schools are becoming more supportive and responsive to students' needs, helping to reduce early departures from the system. A comparative statement for the last three years has been presented hereunder.

Dropout Rate

Educational Indicators		2022-23	2023-24	2024-25
Dropout Rate (%)	Preparatory	8.7	3.7	2.3
	Middle	8.1	5.2	3.5
	Secondary	13.8	10.9	8.2

Improved Student Retention Rate

The academic year 2024–25 has demonstrated a positive trend in student retention across all educational levels—Foundational, Preparatory, Middle, and Secondary. Retention rates have improved significantly compared to the previous year, increasing from 98.0% to 98.9% at the Foundational level, 85.4% to 92.4% at the Preparatory level, 78.0% to 82.8% at the Middle level, and 45.6% to 47.2% at the Secondary level. One of the key contributing factors to this improvement, particularly at the Secondary level, is the increase in the number of schools offering secondary education. This expansion has enhanced accessibility and encouraged continued enrolment. Overall, the rising retention rates are a strong indicator of progress in the education system and reflect the impact of targeted interventions.

Improved Retention Rate

Educational Indicators		2022-23	2023-24	2024-25
Retention Rate (%)	Foundational	92.1	98.0	98.9
	Preparatory	90.9	85.4	92.4
	Middle	75.8	78.0	82.8
	Secondary	44.1	45.6	47.2

Improved GER

There has been a noticeable improvement in the Gross Enrolment Ratio (GER) at the Middle and Secondary levels during the academic year 2024–25. The GER at the Middle level increased from 89.5% in 2023–24 to 90.3%, while at the Secondary level, it rose from 66.5% to 68.5%. This growth reflects enhanced access to education and increased student participation in higher grades. The steady rise in GER is a positive indicator of progress towards broader educational inclusion and retention at critical transition points in the school system.

Improved GER

Educational Indicators		2022-23	2023-24	2024-25
Gross Enrolment Ratio (GER) (%)	Middle	90.0	89.5	90.3
	Secondary	67.6	66.5	68.5

Improved Transition Rate

The academic year 2024–25 has witnessed an encouraging improvement in transition rates across key educational stages. The transition rate from Foundational to Preparatory increased from 98.1% to 98.6%, from Preparatory to Middle rose from 88.8% to 92.2%, and from Middle to Secondary improved from 83.3% to 86.6%. These upward shifts indicate a stronger progression of students through the education system, suggesting that more learners are continuing their studies without dropping out at transitional levels.

Transition Rate

Educational Indicators		2022-23	2023-24	2024-25
Transition Rate (%)	Foundational to Preparatory	92.2	98.1	98.6
	Preparatory to Middle	87.9	88.8	92.2

	Middle to Secondary	86.7	83.3	86.6
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Reduced Zero Enrolment and Single Teacher Schools

Indian schooling system has reported characteristics of zero enrolment as also the single teacher schools. Due to the conscious and meaningful governmental interventions there has been consistent decline in the number of zero enrolment schools as also in the single teacher schools. The UDISE + findings are instrumental in strategizing and rationalising the allocation of teachers appropriately in the schools balancing the judicious PTR. As may be seen from statement that single teacher schools have reduced by around 6% in the reporting year in comparison with the previous year. Similarly, the number of schools having zero enrolment witnessed a whopping decline of around 38%. This is a positive sign.

Zero Enrolment and Single Teacher Schools

Educational Indicators	2022-23	2023-24	2024-25
Single Teacher Schools (Numbers)	118190	110971	104125
Zero Enrolment Schools (Numbers)	10294	12954	7993

Improved Infrastructure

Increase in Number of Schools having Computer Access

The academic year 2024–25 witnessed significant progress in school infrastructure, particularly in the area of digital facilities. One of the most notable improvements is the increase in the number of schools with computer access, rising from 57.2% in 2023–24 to 64.7% this year. This growth reflects a stronger emphasis on integrating technology into classrooms, supporting digital learning, and preparing students for a tech-driven future. Enhancing digital infrastructure is a key step toward creating more modern and inclusive learning environments.

Schools with Computer Access (in %)

Infrastructure Facilities	2022-23	2023-24	2024-25
Computer	47.7	57.2	64.7

Increase in Number of Schools having Internet Access

Access to internet facilities in schools has seen a considerable rise in the academic year 2024–25. The percentage of schools with internet connectivity increased from 53.9% in the previous year to 63.5%. This significant improvement highlights a growing focus on strengthening digital infrastructure, enabling better access to online resources, digital content, and technology-enabled teaching methods.

Schools with Internet Facility (in %)

Infrastructure Facilities	2022-23	2023-24	2024-25
Internet	49.7	53.9	63.5

Improvements in Schools having Basic Infrastructure Facilities

Significant strides have been made in strengthening basic infrastructure in schools during the academic year 2024–25, creating a more supportive and student-friendly learning environment. Today, 93.6% of schools are powered with electricity, 97.3% have girls' toilets, and 96.2% have boys' toilets—ensuring dignity and hygiene for all students. Handwashing facilities are now available in 95.9% of schools, and access to safe drinking water has reached an impressive 99.3%. These improvements not only enhance the day-to-day school experience but also play a vital role in promoting health, attendance, and overall educational outcomes.

Schools with basic infrastructure (in %)

Infrastructure Facilities	2022-23	2023-24	2024-25
Electricity	91.7	91.8	93.6
Drinking water	98.4	98.3	99.3
Girls Toilets	97.0	97.2	97.3
Boys Toilets	95.6	95.7	96.2
Handwash	94.1	94.7	95.9
Playground	82.0	82.4	83.0
Library	88.3	89.0	89.5

Rainwater Harvesting	28.0	28.4	29.4
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During the reporting year, 54.9% of schools are equipped with ramps and handrails, marking a key step toward inclusive education by enhancing accessibility for students with disabilities and ensuring equal learning opportunities.

Schools with Ramps and handrails (in %)

Infrastructure Facilities	2022-23	2023-24	2024-25
Ramps with handrails	51.0	52.3	54.9

Improved Female Representation

The academic year 2024–25 has also seen a rise in the representation of female teachers, with women now comprising 54.2% of the total teaching workforce. This marks a positive shift towards gender balance in the education sector and reflects ongoing efforts to promote women's participation in the teaching profession. The growing presence of female teachers can have a significant impact on creating inclusive, supportive, and gender-sensitive learning environments across all levels of schooling.

Female representation in schools has shown a positive uptick in the academic year 2024–25, with girls’ enrolment reaching 48.3%, up from 48.1% in the previous year. Although modest, this improvement reflects ongoing efforts to promote gender equity in education and ensure greater access and participation for girls across all levels.

Female Representation in Education

Educational Indicators	2022-23	2023-24	2024-25
Girls Enrolment (%)	48.0	48.1	48.3
Female Teachers (%)	52.3	53.3	54.2

MV/AK