More than 25 lakh children in Classes 1-8, 43 lakh children in Secondary grades, and a total of 68 lakh children dropped out between 2023-24 & 2024-25

Enrolment in Classes 1-12 declined by 2 million & Classes 1-5 declined by 3.46 million during 2023-24 & 2024-25

UDISE+ 2024-25: Preliminary Analysis*

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- After a gap of more than two years, the UDISE+ 2022-23 and 2023-24 data were released by the *Department of School Education & Literacy, Ministry of Education,* on December 30, 2024. The year 2021-22 data was released on November 30, 2022. The new publication, titled **Report On Unified District Information System Plus: UDISEPlus 2024-25,** was released on August 28, 2025, and is available on its official portal, i.e., https://udiseplus.gov.in and https://kys.udiseplus.gov.in/ for both the existing as well as for the NEP Structures. The portal also has the provision to download tables and microdata on specific parameters, including schools, infrastructure, enrollment, and teachers, and it is hoped that the same for the year 2024-25 shall also be made available quickly.

- Thanks to the Student Data Collection as a part of UDISEPlus, the time lag in data availability has started coming down; UDISEPlus 2024-25 data could be released within eight months. It is hoped that next year's UDISEPlus Report will see a further decline in the time lag, as only Grade I enrollment data will need to be collected anew. It may be observed that NIEPA, in collaboration with the Ministry of Education, began collecting student data in alignment with UDISE for the first time during the 2016-17 data collection. Individual student records covering more than 220 million students were recorded during this period, primarily using Aadhaar numbers.

- The UDISEPlus Report for 2024-25 briefly presents analysis at the all-India level and state-specific statements for all the States & Union Territories. It may be recalled that the Ministry has been managing UDISEPlus from 2018-19, and the present Report is the seventh in the series before which UDISE was conceptualized, managed, and nurtured between 1994-95 and 2017-18 by NIEPA. *It is hoped that with this publication, the Ministry will reconsider bringing out the rest of the publications brought out in the past by NIEPA from 2005-06 to 2017-18.*

- The UDISEPlus, as per the **NEP Structure**, presents various indicators as per the restructured school sector recommended by NEP, i.e., Preparatory, Foundational, Upper Primary, and Secondary phases, and is a welcome step and will be helpful while formulating Annual Plans under *Samagra Shiksha*. Another UDISEPlus Report for 2024-25 presents data based on the **existing structure** and is similar to those brought out from 2018-19 to 2023-24.

- One of the significant departures from the past UDISE data is the change in the Date of Reference, which historically used to be September 30, but for the first time, the data for the years 2022-23 and 2023-24 were both reported as March 31, 2024, as the cutoff date. The UDISEPlus 2024-25 data cutoff date is March 31, 2025, aligned with the financial year.

- The UDISEPlus reports for 2022-23 &2023-24, as well as 2024-25, indicate that individual student-wise data has been attempted for the first time at the national level (from 2022-23), marking a shift from the school-wise consolidated data used until 2021-22. As a result, the data in the 2022-23 to 2024-25 reports is not directly comparable with previous reports on various educational indicators, although the data within these reports remains comparable. Upon analyzing the 2022-23 UDISEPlus report, released on December 30, 2024, it becomes evident that dropout rates were calculated using grade-wise enrolment data from 2021-22. While the 2022-23 report emphasizes that its data is not comparable with that of 2021-22, it still relies on the 2021-22 data to calculate several efficiency metrics, including dropout rates at various educational levels.

- Since the UDISEPlus 2024-25 Report suggest that 2022-23 to 2024-25 data is not compatible with UDISEPlus 2021-22 and prior years data, it would be of interest to know how retention rates presented in UDISEPlus 2024-25 Report are calculated at Primary (I to V), Elementary (I to VIII), Secondary (I to X) and Higher Secondary (I to XII) levels are calculated which need enrolment in Grade I in the year 2020-21, 2017-18, 2015-16 and 2013-14, which are said to not be used as they are not comparable.

- The Reports mentioned that the Ministry of Education assumes no responsibility or liability for any errors or omissions in the data and indicators reported in the document as the **Report is based on voluntary uploading of data by the schools having active UDISE+ codes**, which somewhat discourages users from using data which is otherwise very rich in nature and the only source of information so far as the school education in India is concerned. Needless to mention, funds for UDISE-SDMS activities released to states have been approved by the Project Approval Board of Samagra Shiksha.

- The UDISEPlus portal should also present enrolment and efficiency indices at the disaggregated levels, such as block and district, so that they can be used to formulate annual work plans and allow users to view them.

- Overall, one gets the impression that UDISEPlus 2024-25 data is more consistent than that in the recent past, a positive development. However, there needs to be a more

transparent system. Why schools' data with the pseudo IDs is provided to users also needs to be explained, along with its benefits.

- UDISE+ data from 2022-23 to 2024-25 indicates steady improvements in school facilities, but the availability of computers and internet connectivity remains inadequate, despite significant progress. In 2024-25, 93.6% of schools have electricity (up from 91.8% in 2023-24), 64.7% have computers (up from 57.7%), and 63.5% have internet connectivity (up from 53.9%). While these figures reflect a notable increase from 2023-24, with computer availability rising by seven percentage points and internet access by 9.6 percentage points, over one-third of schools still lack these critical resources. This shortfall poses challenges for the UDISE+ system, which aims to be an online, paperless, real-time platform, as well as for managing the Student Data Management Information System (SDMIS), Permanent Education Number (PEN), and Automated Permanent Academic Account Registry (APAAR) data. Schools without computers or internet often rely on block-level resource centers (BRCs) or nearby cyber cafés to upload and update data, creating inefficiencies and delays. To support digital education and administrative systems, urgent computer and internet infrastructure investments are essential, particularly in underserved schools, to align with NEP 2020's vision of a technology-enabled education ecosystem.

Here are some quick observations.

Age-specific Child Population

UDISE+ 2024-25 enrolment indicators are based on moderated official child population provided by the *Report of the Technical Group on Population Projections*, National Commission on Population, Ministry of Health, and Family Welfare (July 2020); the moderation is based on the latest trends of SRS birth rate, saturation reports of UIDAI based on Aadhaar enrolment and the trends of adjoining States in case of smaller States & UTs is a step in the right direction but in the absence of 2021 Census, it is rather difficult to correctly

Table 1: Age-specific Projected Child Population

Year	6 to 10 Years			11 to 13 years		
	Boys	Girls	Total	Boys	Girls	Total
2019-20	62093000	56354000	118446400	37587800	34760400	72346800
2020-21	62147000	55998000	118144200	37063400	34386200	71448400
2021-22	62201000	55642000	117842000	36539000	34012000	70550000
2022-23	62278594	54618540	116897134	36978787	33420625	70402494
2023-24	61250534	54763343	116013877	36806827	33541400	70348227
2024-25	60605800	54254800	114860600	37232600	33327200	70559800
Change over the Previous Year						
Year	14 to 15 Years		Total	Total 16 to 17 Years		
2020-21			48900200	50056400		
2021-22			48425000	49647000		
2022-23			47919989	48887349		
2023-24			47636171	48295923		
2024-25			47245000	47299800		
Change over the Previous Year			**-3,91,171**	**-9,96,123**		

Source: UDISE+ various years reports, DoSE&L, Ministry of Education

project child population, including the SC and ST children in the current years. The same dramatically changed once the more recent census figures were available; even the existing enrollment ratios may have changed.

The projected child population reveals that the 6 to 13-year-old population declined to 185.42 million in 2024-25 from 186.36 million in 2023-24, thus showing a decline of 942 thousand in absolute terms or 0.51 percent in percentage form. The secondary age population, i.e., 14 to 15 years, declined by 391 thousand, and that of the higher secondary age group, i.e., 16 to 17 years, by 996 thousand.

The projected population suggests that India has a total child population aged 6 to 17 years, which is the tune of 280 million in 2024-25; the same in 2021-22 was 286 million. The progress in the enrolment ratio, if any, is also partially because of the decline in the clientele population, especially at the secondary and higher secondary levels of education.

UDISE+ Statistical Tables

- None of the UDISE+ 2024-25 tables has the time-series information; without this, one has to refer to individual year data to be downloaded from the portal or used from the PDFs. At least Table 1, presenting National Highlights of UDISE+ 2024-25 data, must also contain 2021-22 to 2023-24 data, allowing users to compare and view the progress made over time instantly, as done by educationforallinindia.com.

- States are at different levels of educational development, but no state-specific analysis of its implications for India's efforts towards universal school enrolment has been presented in the main report; this is important because of the NEP 2020 resolution to attain universal school enrolment by 2030. The Report failed to flag issues that need immediate attention from planners. *However, a few geographical maps (and charts) depicting educational facilities and other key indicators found a place in the reports at the all-India and state level; these help assess progress concerning universal school education. Observed a few additional state-specific charts in the 2024-25 Report, which add value to it.*

- UDISEPlus 2024-25 continues with the new variables added previously in the UDISEPlus 2022-23 and 2023-24 Reports: such as the average number of teachers per school (national level, seven teachers), average enrolment in a school (168 students), and schools without enrolment (7,993, 0.54 percent). Teachers in schools having zero enrolment (20,817 teachers), single-teacher schools (1,04,125 schools, 7.08 percent), enrolment in single-teacher Schools (33,76,769 students, 1.45 percent of total 233 million students), percentage of schools in enrolment slabs, etc. is a welcome step and give food for thought to planners which, if analyzed at the disaggregated levels, would reveal many interesting facts having a significant impact on universal school education. Tables in the co-curriculum activity room, kitchen garden facility in school, virtual classrooms, mobile phone usage for teaching purposes, and the like are welcome additions.

- The percentage of schools in enrolment slabs presented in the UDISEPlus Report indicates that of the 14,71,473 schools in 2024-25, about 57.8 percent (8,50,511

schools) have less than 100 students, and 6.6 percent have 500 or more students. Further, the data reveals that 5.1 percent (75,045 schools) of the total schools have less than 10 students compared to 8.0 percent of schools (1,17,718 schools) between 11 to 20 students, 9.1 percent of schools (1,33,904 schools) having enrolment between 21 to 30 students, which reveals that every fifth school in India has enrolment up to 30 students (22.3 percent); thus indicating a need for separate planning methodology for small schools which are in large numbers. Apex Planning Institute, NIEPA, may be advised to develop a planning tool exclusive to the smaller schools.

- *The UDISE+ 2025-26 Report must present the entry/intake rate as comprehensive information about enrolment in Grade I, and the corresponding single-age-6 child projected population is now available.* Meaningful planning is not expected without analyzing the entry rate (boys & girls, and SC and ST); bringing all children of age six under the education umbrella is necessary to move towards universal school education, as envisaged in the NEP 2020; this will also reveal the amount of the unfinished task.

UDISEPlus 2024-25: Coverage of Schools

Total Schools declined by 17,642 schools (1.18 percent) during 2021-22 and 2024-25 & 87,430 schools (5.61 percent) between 2017-18 and 2024-25

During 2017-18 to 2024-25, Government Schools declined by 81,221 (7.42%), and Private Unaided schools increased by 13,355 (4.09%)

- Like UDISE+ 2021-22, 2022-23 & 2023-24 Reports, UDISE+ 2024-25 Report is also silent on detailed analysis of the number of schools covered, especially on the declining number of schools under UDISEPlus over time, especially since 2018-19.

- The total number of schools and schools run under the Government shows a decline in 2024-25 from the previous year, i.e., 2023-24. The total number of schools in 2022-23 declined by 23,006, 1.54 percent of the total schools in the previous year. However, the same number increased by 5,782 schools in 2023-24. *As many as 14,89,115 schools were covered under UDISEPlus 2021-22, compared to which the same declined by 17,642 schools (1.18 percent) during the latest year 2024-25*.

- In a year before UDISE shifted to the Ministry of Education, as many as 15,58,903 schools were covered under UDISEPlus in the year 2017-18 compared to which UDISEPlus now has a lesser number of schools in 2024-25, and the decline was to the tune of 87,430 schools which is -5.61 percent of the total schools in 2017-18 but no explanation is presented in the Report on reasons behind the decline in coverage of schools under UDISEPlus. UDISEPlus reports have time series at the all-India level on several variables presented in graphs & maps, but the number of schools covered

under UDISEPlus is silent. Is the decline due to schools closing down or merging schools, with no information in the public domain?

- Not only has the total number of schools declined, but the same is true for schools under government management, which declined by a whopping -81,221 schools (7.42%) in 2024-25 from its previous level of 2017-18. *However, the Report is silent about the decline in government schools, which is alarming in a few states (see Table 3).* The Department of School Education & Literacy, Ministry of Education, may like to furnish reasons for the decline in schools, the criteria used, and whether the RTE 2009 norms of distance were followed. During 2023-24 to 2024-25, schools governed by the Government declined by 4,338 schools.

- Further, recognized private unaided schools gradually increased to 3,39,583 in 2024-25, but are also not free from sharp fluctuations. The UDISEPlus Reports do not present the number of schools over time, and no explanation is furnished for the decline in the number of schools. The UDISEPlus Report just stated that the Report is based on voluntary uploading of data by the schools, and the responsibility for the accuracy of the data rests with authorities at different levels, other than the national ones. How the nodal data collecting authority at the National level does not have any responsibility is a moot question.

Table 2: Number of Schools (All Schools): All-India

Year	Total Number of Schools	Increase/ Decrease	%age Change	Total Government Schools	Increase/ Decrease	Total Private Unaided Recognised Schools	Increase/ Decrease
2017-18	**15,58,903**			**10,94,543**			
2018-19	15,51,000	-7,903	-0.5	10,83,747	-10796	3,26,228	4,027
2019-20	15,07,708	-43,292	-2.8		**-51177**	3,37,499	11,271
2020-21	15,09,136	1,428	0.09	10,32,149	-521	3,43,314	5,815
2021-22	14,89,115	**-20,021**	**-1.33**	10,22,386	**-9663**	3,35,844	**-7470**
2022-23	14,66,109	-23,006	-1.54	10,16,010	-6376	3,23,430	-12,414
2023-24	14,71,891	5,782	0.39	10,17,660	1650	3,31,108	7,678
2024-25	14,71,473	-418	**-3.70**	10,13,322	-4,338	3,39,583	8,475
Change during 2021-22 to 2024-25	**-17,642**	**-1.18**		**-9,064**		**3,739**	
Change during 2017-18 to 2024-25	**-87,430**	**-5.61**		**-81,221 (-7.42%)**		**13355 (4.09%)**	

Source: UDISE & UDISEPlus Reports for different years.

Regional Disparities in School Numbers

The state-wise changes in school numbers provide crucial insights that potentially impact educational access and quality.

Rajasthan (-1,455), Madhya Pradesh (-1,292), Assam (-1,347), and Karnataka (-1,010) recorded the highest declines in the number of schools. These states collectively account for a substantial portion of the national decrease, indicating potential consolidation or closure of schools, particularly in rural or underperforming institutions. Himachal Pradesh (-496), Bihar (-347), and Gujarat (-271) also experienced significant reductions, suggesting regional challenges in maintaining school infrastructure or addressing demographic shifts.

Table 3: Number of Schools (All Schools): All-India, 2024-25

India/State/UT	Change over 2023-24		
	Number of		
	Schools	Enrolments	Teachers
Andaman & Nicobar Islands	-4	-776	382
Andhra Pradesh	-56	-287068	4428
Arunachal Pradesh	-261	-3891	417
Assam	-1347	119291	-1728
Bihar	-347	-214921	50453
Chandigarh	-23	-12694	-269
Chhattisgarh	187	30323	6450
Dadra & Nagar Haveli and Daman & Diu	1	5543	293
Delhi	59	-15546	1479
Goa	-8	-4189	602
Gujarat	-271	4619	-4990
Haryana	-23	169588	13033
Himachal Pradesh	-496	-1146	1694
Jammu & Kashmir	-104	24063	-329
Jharkhand	-99	293676	2612
Karnataka	-1010	-146052	18660
Kerala	-107	-117645	976
Ladakh	-34	465	476
Lakshadweep	-1	-266	-160
Madhya Pradesh	-1292	-188936	77968
Maharashtra	13	-103359	9387
Manipur	20	25684	569
Meghalaya	-14	8436	1276
Mizoram	33	-13881	1939
Nagaland	25	1446	529
Odisha	-128	-112858	8620
Puducherry	28	-4137	437
Punjab	-123	-80174	38
Rajasthan	-1455	-421878	16520
Sikkim	-9	-3819	-495
Tamil Nadu	-787	-474883	-708
Telangana	253	164207	16451
Tripura	20	676	72
Uttar Pradesh	**7271**	**1126553**	**76948**
Uttarakhand	-99	54415	3522
West Bengal	-230	-934014	7268
India	**-418**	**-1113148**	**314820**

Source: UDISEPlus, different years.

Share of Schools, Enrollment, and Teachers

The distribution of schools, enrollment, and teachers (Table 3a) across different educational levels in India for 2024-25 highlights some critical areas that need attention regarding resource allocation.

Table 3a: Share of Schools, Enrolment, and Teachers
All India, 2024-25

Level	In Schools	In Enrolment	In Teachers
Primary	49.6	48.0	23.4
Upper Primary	29.5	25.8	28.6
Secondary	9.7	15.1	15.8
Higher Secondary	11.2	11.2	32.2

Source: UDISEPlus 2024-25

1. **Disproportionate Distribution of Teachers**: A significant observation is the imbalance between the distribution of teachers and student enrollment across levels. Although Primary education has the highest share of enrolled students (49.6%) and schools (48.0%), it only has 23.4% of the teaching workforce; this suggests a potential gap in teacher availability at the foundational stage, which could affect the quality of education in Primary schools.
2. **Upper Primary and Higher Secondary Levels**: The Upper Primary level has a relatively high share of teachers (28.6%), possibly because this is a critical phase of education where children transition from basic learning to more complex subjects. Similarly, the Higher Secondary level, with 32.2% of teachers, reflects the need for specialized instruction, which likely requires more teachers to cater to different subjects.
3. **Secondary Education**: Although the number of schools (9.7%) and enrollment (15.1%) at the Secondary level is significant, the teaching share (15.8%) is relatively moderate; this could indicate that the focus on teacher allocation at secondary levels may not be as intensive as at the upper primary or higher secondary levels despite the considerable number of students in this phase.

The analysis suggests that there may be a need for more balanced resource distribution across all levels to improve educational outcomes and ensure equity in access to quality education across the country. Disaggregated analysis by states will reveal more about resource distribution.

 Enrolment

School enrollment in India has never been free from limitations, which is valid for UDISEplus data, especially between 2018-19 and the latest years, 2021-22 to 2025-24. A steep decline mars the enrollment data, which makes it challenging to ascertain the trends in enrollment.

1. Total Enrolment Trends (Grades I to XII)
- Decline in Enrolment: Total enrolment in Grades I to XII dropped from 250.99 million in 2017-18 to 232.89 million in 2024-25, a 7.2% reduction (-18.1 million). The most significant decline occurred between 2023-24 and 2024-25 (-2.08 million), despite a temporary peak of 255.74 million in 2021-22 (+4.75 million from 2017-18).

- Drivers: Declining birth rates, urban migration, socio-economic challenges (e.g., poverty, child labor), and post-COVID dropouts likely contributed. School closures further reduced access, particularly in rural areas.

Table 4: Enrolment

Management	2017-18	%age to Total Enrolment	2021-22	Change Over Previous Year	%age to Total Enrolment	2023-24	%age to Total Enrolment	2024-25	%age to Total Enrolment
Government	131771929	52.5	140498718	8073074	55.37	124256425	52.88	118378009	50.83
Aided Management	27988493	11.15	26647860	201528	10.73	25200960	10.73	24447171	10.50
Private Unaided	83311659	33.19	82450325	-5639060	31.93	80883167	34.42	85702047	36.80
Others	7917112	3.15	6143720	-699380	1.97	4622479	1.97	4358373	1.87
Total I to XII	250989193	100.00	255740623	1936162	100.00	234963031	100,00	232885600	100.00

2. Enrolment by Management
- **Government Schools**: Enrolment rose from 131.77 million (52.5%) in 2017-18 to 140.50 million (55.37%) in 2021-22 but fell sharply to 118.38 million (50.83%) by 2024-25, a loss of 22.12 million from the peak. The decline reflects school closures (e.g., Rajasthan: -1,455; Madhya Pradesh: 1,292) and perceived quality issues, despite increased teacher numbers.
- **Private Unaided Schools:** Enrolment grew from 83.31 million (33.19%) in 2017-18 to 85.70 million (36.80%) in 2024-25 (+2.39 million), with a notable rise of 4.82 million between 2023-24 and 2024-25. This reflects parental preference for private schools, driven by perceived quality and English-medium instruction, particularly in states like Uttar Pradesh and Telangana.
- **Aided Schools:** Enrolment declined from 27.99 million (11.15%) to 24.45 million (10.50%) (-3.54 million), with a stable share but reduced relevance due to competition from private schools.
- **Others:** Enrolment halved from 7.92 million (3.15%) to 4.36 million (1.87%) (-3.56 million), indicating reduced reliance on non-formal Madrasas and education in unrecognized schools due to regulation or quality concerns.

3. Implications
- **Equity Concerns:** The shift from Government (52.5% to 50.83%) to private schools (33.19% to 36.80%) risks widening disparities, as private schools are less accessible to low-income families.
- **Access Issues**: School closures correlate with enrolment declines, particularly in rural areas, limiting access for marginalized groups.
- **Policy Challenges:** Declining enrolment probably reflects demographic trends (lower birth rates) and policy gaps (e.g., inadequate retention post-COVID), requiring targeted interventions.

This unexplained decline makes it exceedingly difficult to assess the current state of school education in India. The inconsistency in the time-series enrollment data appears unrealistic and raises critical concerns for data users and planners.

Table 5: Level-specific Enrolment: 2020-21 & 2024-25 (*Source: UDISE+, different years*)

Level	2020-21	2021-22	2022-23	2023-24	2024-25	Change in 2024-25 over 2023-24	%age Change	Change in 2024-25 over 2021-22	%age Change
Primary	122021291	121842250	112421298	107837711	104381347	-3456364	-3.21	-17460903	-14.33
Upper Primary	65854199	66790692	63477866	63126015	63695100	569085	0.90	-3095592	-4.63
Elementary	**187875490**	**188632942**	**175899164**	**170963726**	168076447	-2887279	-1.69	-20556495	-10.90
Secondary	39006375	38528631	37934094	36863791	37165436	301645	0.82	-1363195	-3.54
Higher Secondary	26922596	28579050	27790658	27135514	27643717	508203	1.87	-935333	-3.27
Total, 1 to 12	**253804461**	**255740623**	**241623916**	**234963031**	**232885600**	**-2077431**	**-0.88**	-22855023	-8.94

Level-Specific School Enrollment Trends: 2020-21 to 2024-25

Significant changes across management types and educational levels characterize school enrollment in India.

- **Primary Level:** Sharpest decline of 14.33% (-17.46 million) from 2021-22 to 2024-25, with a 3.21% drop (-3.46 million) in 2024-25 alone, signaling persistent challenges in early education access and retention, likely due to school closures and post-COVID dropouts.
- **Upper Primary:** Declined by 4.63% (-3.10 million) since 2021-22 but increased by 0.90% (+0.57 million) in 2024-25, indicating stabilization and slight recovery at this level.
- **Elementary (Primary + Upper Primary):** Dropped by 10.90% (-20.56 million) from 2021-22, with a 1.69% decline (-2.89 million) in 2024-25, reflecting broader access issues in foundational education, particularly at the primary level.
- **Secondary Level:** Decreased by 3.54% (-1.36 million) since 2021-22 but saw a 0.82% increase (+0.30 million) in 2024-25, suggesting a modest rebound in enrolment.
- **Higher Secondary:** Declined by 3.27% (-0.94 million) from 2021-22 but grew by 1.87% (+0.51 million) in 2024-25, showing resilience and increasing demand at higher levels.
- **Trends (2023-24 to 2024-25):** The overall enrolment decline (-2.08 million) is driven primarily by a significant drop at the primary level (-3.46 million). However, gains in upper primary (+0.57 million), secondary (+0.30 million), and higher secondary (+0.51 million) indicate stabilization and recovery at higher levels, possibly due to targeted retention efforts or increased demand for advanced education. School closures (e.g., Rajasthan: -1,455; Madhya Pradesh: -1,292, Table 3) likely exacerbated primary-level declines, particularly in rural areas.

- **Key Outcome:** The steep primary-level decline highlights urgent access and retention challenges, compounded by demographic shifts and school consolidation. Stabilization at upper primary, secondary, and higher secondary levels in 2024-25 suggests partial recovery, but overall trends underscore the need for targeted interventions to address early education dropouts and ensure equitable access.

Enrollment Ratios

Recent trends in enrollment ratios reveal significant challenges in achieving universal education goals. The data shows concerning declines across multiple indicators, particularly after 2021-22, coinciding with SDMIS.

- **Primary and Elementary:** Sharp GER declines (90.9% and 90.6%) and low NERs (76.9% and 82.8%) in 2024-25, particularly at the primary level, signal a significant setback for NEP's 100% GER goal by 2030, driven by enrolment drops (-20.56 million elementary, and school closures.
- **Upper Primary:** Modest recovery in GER (+0.6%) and ASER (92.7%) in 2024-25 shows progress, but levels remain below 100%, requiring more substantial retention efforts.

Table 6: Enrolment Ratio: All-India, 2020-21 to 2024-25

Level	GER				NER			
	2020-21	2021-22	2023-24	2024-25	2020-21	2021-22	2023-24	2024-25
Primary	103.3	103.4	93.0	90.9	92.7	88.6	79	76.9
Upper Primary	92.2	94.7	89.7	90.3	74.1	71.3	66	67.3
Elementary	99.1	100.1	91.7	90.6	92.1	90.5	83.3	82.8
Secondary	79.8	79.6	77.4	78.7	52.5	47.9	48.3	47.5
Higher Secondary	53.8	57.6	56.2	58.4	34.7	34.2	33.8	35.8
Level	Adjusted NER				ASER*			
	2020-21	2021-22	2023-24	2024-25	2020-21	2021-22	2023-24	2024-25
Primary	98.6	99.1	85.9	83.2	98.6	99.1 (6-10 years)	85.3	83.2
Upper Primary	84.4	87.3	76.2	77.9	91.6	92.2 (11-13 years)	89.2	92.7
Elementary	96.0	96.5	87.2	86.8	96.0	96.5 (6-13 years)	86.7	86.8
Secondary	61.8	64.7	60.5	59.8	73.4	72.8 (14-15 years)	77	77.3
Higher Secondary	-	-	-	-	46.3	42.4 (16-17 years)	75.5	77.2

*Source: UDISE+ different years *ASER: Age-specific enrolment ratio.*

- **Secondary and Higher Secondary:** Slight GER gains (78.7% and 58.4%) and strong ASER growth (77.3% and 77.2%) in 2024-25 are positive, but low NERs (47.5% and 35.8%) highlight gaps in age-appropriate enrolment, far from NEP's target.
- **Overall:** *Declining GERs at primary and elementary levels, combined with slow progress at*

secondary and higher secondary, indicate India is off track for 100% GER by 2030. Urgent interventions are needed to address primary dropouts, school closures, and transition gaps, especially for marginalized groups. While improved data quality provides a more accurate picture, it highlights the considerable gap between the current status and universal education goals.

Table 7: Gender-Specific Gross Enrollment Ratios, 2024-25

Level	GER, 2024-25		
	Boys	**Girls**	**Total**
Primary: Grades I to V	89.6	92.3	90.9
Upper Primary: Grades VI to VIII	88.3	92.5	90.3
Elementary: Grades I to VIII	**89.1**	**92.4**	**90.6**
Secondary: Grades IX & X	77.3	80.2	78.7
Higher Secondary: Grades XI & XII	56.2	60.9	58.4

Source: UDISEPlus 2024-25

Gender-Specific Gross Enrolment Ratios, 2024-25

- The UDISE+ data for 2024-25 highlights key trends in educational enrolment across schooling levels in India, focusing on gender disparities. At the elementary level (Grades I–VIII), the overall Gross Enrolment Ratio (GER) is 90.6%, with girls (92.4%) outperforming boys (89.1%) by 3.3 percentage points. This pattern persists across primary (Grades I–V) and upper primary (Grades VI–VIII) levels, where girls' GERs (92.3% and 92.5%) exceed boys' (89.6% and 88.3%) by 2.7 and 4.2 percentage points, respectively.
- Enrolment declines significantly at higher levels. Primary education maintains a relatively high GER of 90.9%, but this drops to 78.7% at the secondary level (Grades IX–X) and further to 58.4% at the higher secondary level (Grades XI–XII), indicating substantial attrition in transitions from elementary to secondary and higher secondary education.
- The gender gap consistently favors girls across all levels, with the most significant disparity at the higher secondary level, where girls' GER (60.9%) surpasses boys' (56.2%) by 4.7 percentage points, widening from the 3.8-point gap in 2023-24. This reflects continued progress in gender parity, particularly for girls' education, reversing

historical trends. Across educational levels, UDISEPlus 2024-25 data reveal GPI is above one.

- *These findings indicate progress toward near-universal elementary education and improved gender parity, with girls outperforming boys across all levels.* However, the sharp decline in GER at secondary (78.7%) and higher secondary (58.4%) levels, coupled with the overall drop from 91.7% in 2023-24 to 90.6% in 2024-25 at the elementary level, highlights persistent challenges in student retention. Achieving the NEP 2020 goal of 100% GER by 2030 requires targeted interventions to address attrition and sustain gender equity gains.

School Efficiency Indicators: Dropout, Transition, and Retention Rates, 2024-25

The UDISE+ data for 2024-25 provides critical efficiency indicators to assess the retention capacity of India's school education system. These indicators, available at the all-India and state levels but absent at district and block levels, highlight trends in dropout, transition, and retention rates. Rising dropout rates and declining transition rates pose challenges to achieving universal school education, as outlined in the NEP 2020 (Table 8).

UDISE+ dropout rates are calculated based on all schools rather than common schools, a shift from the methodology used between 2005-06 and 2017-18, which may underestimate dropout rates. In 2024-25, some states reported zero dropout rates at primary and upper primary levels, which may reflect data inconsistencies. Reverting to the common schools methodology or clarifying the benefits of the current approach is recommended for accurate flow rate reporting. UDISE Report mentioned that dropout rates are now calculated based on individual student data, which means that the conventional flow rate method was not used. In the course of time, the Ministry may like to share the number of records lying in the SDMS-UDISE drop box.

Dropout Rates
- **Primary Level:** The dropout rate decreased significantly from 1.9% in 2023-24 to 0.8% in 2024-25, a marked improvement from the peak of 7.8% in 2022-23. Girls (0.3%) have a lower dropout rate than boys (0.0%), indicating better retention among girls, though the zero rate for boys suggests potential data reporting issues, which is also evident in primary enrolment, which is drastically declined in 2024-25 (17.46 million)
- **Upper Primary Level:** The dropout rate declined from 5.2% in 2023-24 to 4.1% in 2024-25, down from a high of 8.1% in 2022-23. Girls (3.5%) show a slightly higher dropout rate than boys (2.9%), reversing the minimal gender difference observed in 2023-24.
- **Secondary Level:** The dropout rate improved from 14.1% in 2023-24 to 13.3% in 2024-25, down from 16.4% in 2022-23. Girls (11.5%) continue to have a lower dropout rate than boys (9.6%), reflecting a gender advantage in retention.

Transition Rates
- **Primary to Upper Primary**: Improved from 88.8% in 2023-24 to 91.5% in 2024-25, with boys (93.0%) transitioning slightly higher than girls (92.2%), indicating improved progression.
- **Elementary to Secondary:** Rose from 83.3% in 2023-24 to 85.9% in 2024-25, with boys (87.3%) outperforming girls (86.6%), though the gap is narrow.

- **Secondary to Higher Secondary:** Improved marginally from 71.5% in 2023-24 to 72.4% in 2024-25, with boys (77.9%) showing a higher transition rate than girls (75.1%), reflecting better male progression.

Retention Rates
- **Primary (Grades I–V):** Increased from 85.4% in 2023-24 to 91.5% in 2024-25, with boys (93.4%) slightly outperforming girls (92.4%), indicating stronger retention.
- **Elementary (Grades I–VIII):** Rose from 78.0% in 2023-24 to 81.4% in 2024-25, with boys (84.2%) retaining better than girls (82.8%).
- **Secondary (Grades I–X):** Declined slightly from 63.8% in 2023-24 to 61.7% in 2024-25, with boys (64.2%) retaining better than girls (62.9%).
- **Higher Secondary (Grades I–XII):** Decreased marginally from 45.6% in 2023-24 to 45.0% in 2024-25, with boys (49.6%) outperforming girls (47.2%).

Table 8: Efficiency Indicators

Indicator	2021-22 Boys	2021-22 Girls	2021-22 Total	2019-20 Total	2022-23 Total	2023-24 Total	2024-25, Total	2024-25, Boys	2024-25, Girls
Dropout Rate									
Primary	1.6	1.4	**1.5**	1.5	7.8	1.9	0.8	0.0	0.3
Upper Primary	2.7	3.3	**3.0**	2.6	8.1	5.2	4.1	2.9	3.5
Secondary	13.0	12.3	**12.6**	16.1	16.4	14.1	13.3	9.6	11.5
Transition Rate									
Primary to Upper Primary	93.1	93.4	**93.2**	92.8	87.9	88.8	91.5	93.0	92.2
Elementary to Secondary	89.7	87.8	**88.8**	91.4	86.7	83.3	85.9	87.3	86.6
Secondary to Higher Secondary	77.6	79.3	**78.4**	71.6	71.3	71.5	72.4	77.9	75.1
Retention Rate									
Primary (1 to 5)	94.9	96.0	**95.4**	87.0	90.9	85.4	91.5	93.4	92.4
Elementary (1 to 8)	80.5	82.1	**81.2**	74.6	75.8	78.0	81.4	84.2	82.8
Secondary (1 to 10)	64.9	64.5	**64.7**	59.6	65.5	63.8	61.7	64.2	62.9
Higher Secondary (1 to 12)	43.1	44.2	**43.6**	40.2	44.1	45.6	45.0	49.6	47.2

Source: UDISE+, different years.

Key Observations and NEP 2020 Implications

- **Progress in Retention:** Significant reductions in dropout rates at primary (0.8%) and upper primary (4.1%) levels in 2024-25, alongside improved transition (91.5% primary to upper primary) and retention rates (91.5% primary, 81.4% elementary), signal progress toward universal education.

- **Persistent Challenges:** High secondary dropout rates (13.3%) and low retention at secondary (61.7%) and higher secondary (45.0%) levels indicate ongoing attrition, hindering NEP 2020's goal of 100% GER by 2030.
- **Gender Dynamics:** Girls show lower dropout rates at primary and secondary levels, but boys outperform in transition and retention across most levels, suggesting targeted interventions are needed to sustain girls' progression.
- **Policy Needs:** Addressing data inconsistencies (e.g., zero dropout rates), enhancing transitions to secondary and higher secondary levels, and improving retention through incentives (e.g., scholarships) are critical to achieving NEP goals.

Dropout Numbers: 2023-24 vs. 2024-25

The UDISE+ data for 2023-24 and 2024-25 show a significant reduction in computed dropout numbers across educational levels, particularly at the elementary stage, reflecting improved retention efforts. However, *persistent attrition, especially at the secondary level, underscores ongoing challenges in achieving universal school education per NEP 2020 goals.*

- **Elementary Level (Primary + Upper Primary):** The number of students who dropped out decreased from 5,436,853 in 2023-24 (Primary: 2,136,005; Upper Primary: 3,300,849) to 2,542,473 in 2024-25 (Primary: 313,144; Upper Primary: 2,229,329), a 53% reduction. This sharp decline, driven by a near-elimination of primary dropouts (0.3% rate) and a reduced upper primary dropout rate (3.5%), indicates more substantial retention efforts at early education stages, likely due to initiatives like mid-day meals or scholarships.
- **Secondary Level:** Dropout numbers decreased from 5,348,707 in 2023-24 (14.1% rate) to 4,274,025 in 2024-25 (11.5% rate), a 20% reduction. Despite this improvement, the high absolute number of dropouts (4.27 million) highlights significant retention challenges at this level, requiring targeted interventions to sustain student progression.

Key Observations and Implications: The substantial reduction in elementary dropouts (53%) is a positive step toward universal education, reflecting effective retention policies. However, the persistent high dropout numbers at the secondary level (4.27 million) indicate barriers such as socio-economic challenges, inadequate infrastructure, or lack of academic support. To further enhance retention and meet NEP 2020's goal of 100% GER by 2030, policies should focus on financial aid, improved school facilities, and tailored academic support, particularly for secondary students, to ensure progression through all educational levels.

Table 9: Estimated Number of Children Dropped out between 2021-22 & 2022-23, All India Level

Level	Enrolment, 2021-22	Dropout Rate, 2022-23	Children Dropped out between 2021-22 & 2022-23
Primary	121842250	7.8	9503696
Upper Primary	66790692	8.3	5543627
Elementary	**188632942**	-	**15047323**
Secondary	38528631	16.4	6318695
Higher Secondary	28579050		
Total, I to XII	**255740623**	**Total Dropped out in Grades I to X**	**21366018**
Estimated Number of Children Dropped out between 2022-23 & 2023-24, All India Level			
Level	Enrolment, 2022-23	Dropout Rate, 2023-24	Children Dropped out between 2022-23 & 2023-24
Primary	112421298	1.9	2136005
Upper Primary	63477860	5.2	3300849
Elementary	**175899158**	-	**5436853**
Secondary	37934094	14.1	5348707
Higher Secondary	27790658		
Total, I to XII	**241623910**	**Total Dropped out in Grades I to X**	**10785561**
Estimated Number of Children Dropped out between 2023-24 & 2024-25, All India Level			
Level	Enrolment, 2023-24	Dropout Rate, 2024-25	Children Dropped out between 2023-24 & 2024-25
Primary	104381347	0.3	**313144**
Upper Primary	63695100	3.5	**2229329**
Elementary	168076447		**2542473**
Secondary	37165436	11.5	4274025
Higher Secondary	27643717		-
Total, I to XII	232885600	**Total Dropped out in Grades I to X**	6816498

Source: Enrolment & Dropout Rates, UDISEPlus 2021-22 to 2024-25 Reports

Table 9a: Dropout Rate in Selected States: Cohort 2023-24

State	Primary Level	Upper Primary Level	Secondary Level
Assam	3.8	5.0	17.5
Mizoram	10.8	11.6	17.4
Rajasthan	3.6	3.6	7.7
Tamil Nadu	2.7	2.8	8.5
Telangana	0.0	0.0	13.2
UP	0.0	3.0	7.0
West Bengal	1.4	3.0	20.0
Arunachal Pradesh	4.8	5.1	18.3
Chhattisgarh	0.7	3.4	15.3
Gujarat	0.2	5.8	16.9
Karnataka	0.0	2.1	18.3
Bihar	2.9	9.3	6.9
MP	0.0	6.3	16.8
Jharkhand	0.0	1.7	3.5
All India			

Source: UDISEPlus 2023-24 Report

The UDISE+ 2024-25 data on state-specific dropout rates reveal significant challenges in India's school education system, particularly in achieving the NEP 2020 goal of universal education by 2030. Nationally, dropout rates improved from 2023-24 to 2024-25, falling to 0.8% at primary, 4.1% at upper primary, and 13.3% at secondary levels. However, states like Mizoram (10.8% primary, 11.6% upper primary, 17.4% secondary), Assam (3.8%, 5.0%, 17.5%), Arunachal Pradesh (4.8%, 5.1%, 18.3%), West Bengal (20.0% secondary), Karnataka (18.3% secondary), Bihar (9.3% upper primary, 6.9% secondary), Madhya Pradesh (6.3% upper primary, 16.8% secondary), and Gujarat (5.8% upper primary, 16.9% secondary) report alarmingly high dropout rates, especially at the secondary level, signaling severe retention issues. Rajasthan also shows notable primary (3.6%) and upper primary (3.6%) dropout rates. *Conversely, states like Telangana, Uttar Pradesh, Madhya Pradesh, and Jharkhand report zero or near-zero primary dropout rates, potentially indicating data inconsistencies.* These trends, particularly in critical states, highlight the need for targeted interventions like financial aid, improved infrastructure, and enhanced academic support to curb attrition and ensure equitable progress toward universal education.

Number of Repeaters, 2024-25

The UDISE+ data for 2024-25 highlights persistent challenges in India's school education system due to high repetition rates, despite the no-detention policy under the Right to Education Act, 2009. These repetition rates and high dropout rates (Table 9) reduce the system's efficiency and hinder progress toward the NEP 2020 goal of universal education by 2030. In 2024-25, approximately 3,127,294 students repeated primary grades (2.9% repetition rate, up from 2.1% in 2023-24), 1,073,142 repeated upper primary grades (1.7% repetition rate, stable from 2023-24), and 1,695,734 repeated secondary grades (4.6% repetition rate, up from 3.9% in 2023-24). Collectively, 4,200,436 students repeated elementary grades (primary and upper primary), a significant increase from 3.44 million in 2023-24, driven by a rising primary repetition rate. *The increase in repeaters, particularly at primary and secondary levels, underscores the need for enhanced academic support, targeted*

interventions, and policy revisions to address learning gaps and improve progression, especially in states with high dropout rates.

Table 9c: Repetition Rate					
Educational Level	2022-23	2023-24	2024-25	Enrolment in 2023-24	No. of Repeaters
Primary	1.3	2.1	2.9	107837711	31,27,294
Upper Primary	0.9	1.7	1.7	63126015	10,73,142
Secondary	2.7	3.9	4.6	36863791	16,95,734

Source: Calculated based on UDISEPlus 2022-23 to 2024-25 Reports. As many as 42,00,436 students repeated elementary grades in 2024-25.

Concluding Observations

The UDISE+ 2024-25 report represents a significant step forward in India's school-level data architecture, notably by adopting individual student records and aligning with NEP 2020's four-phase structure. The eight-month release lag marks a marked improvement in data timeliness, yet continued efforts are required to harmonize methodologies and restore compatibility with pre-2022 datasets.

Despite infrastructure gains - over 93 percent of schools electrified and nearly two-thirds equipped with computers and internet - persistent gaps leave more than one-third of institutions digitally disconnected. Strengthening digital access, especially in underserved regions, is critical for real-time data reporting and for harnessing technology in teaching-learning processes.

Enrollment trends reveal a troubling 7.2 percent decline in Grades I–XII since 2017-18, primarily driven by a 14.3 percent drop at the primary level. While secondary and higher secondary levels show modest recoveries, aggregate enrolment remains below pre-COVID peaks. Primary dropout rates have fallen sharply, but secondary attrition (13.3 percent) and low retention beyond Grade X underscore the urgency of targeted interventions - such as mid-day meals, scholarships, and remedial support - to sustain student progression.

Resource allocation is uneven: foundational grades account for nearly half of enrolment, yet receive less than one-quarter of teachers, whereas higher secondary commands over 32 percent of teaching staff. Equitable teacher deployment, informed by disaggregated state- and district-level data, bolsters learning outcomes across all phases.

A notable decline in total school coverage - down 5.6 percent since 2017-18, particularly among government institutions, raises concerns over access, especially in rural and marginalized communities. Clarifying the causes of school closures or mergers and ensuring adherence to RTE norms will be vital to uphold universal education commitments.

To optimize UDISE+ as a planning tool, future editions should integrate time-series comparisons within key tables, enhance portal functionalities for block- and district-level analytics, and incorporate entry-rate metrics for Grade I. Greater transparency around data

collection methodologies and pseudo-ID usage will reinforce user confidence and policy relevance.

Overall, UDISE+ 2024-25 offers a richer, more nuanced portrait of India's school education landscape, but achieving the NEP 2020 targets by 2030 demands sustained focus on early-grade access, retention strategies, digital equity, and granular resource planning.

For more details, please visit https://educationforallinindia.com.

Download UDISE+ 2024-25: Report on District Information System for Education Plus

Also visit: https://kys.udiseplus.gov.in/

UDISEPlus 2024-25 The Report was released on August 28, 2025, by the Department of School Education & Literacy, Ministry of Education, and Government of India. The Report is available on the official website, and users are advised to refer to the original reports published by the Ministry of Education.