The Union Ministry of Education Releases the Report on Unified District Information System for Education Plus (UDISE+) 2025-26 on School Education in India

Posted On: 07 JUL 2026 6:10PM by PIB Delhi

The Union Ministry of Education today released a Report on Unified District Information System for Education Plus (UDISE+) 2025-26 on School Education in India.

The key findings of the report are enumerated below:

Increase in the Number of Teachers

Increase in the number of teachers 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 during the reporting year (2025-26). There is an increase of 8.3% in the number of teachers during the reporting year as compared to 2022-23. A comparative statement of the number of teachers in the last four years is presented in the following table.

Number of Teachers

Educational Indicator	2022-23	2023-24	2024-25	2025-26
Teachers	94,83,294	98,07,600	1,01,22,420	1,02,73,020

Improved Pupil Teacher Ratio (PTR)

The Pupil-Teacher Ratio (PTR) at the Foundational, Preparatory, Middle, and Secondary levels are now reported at 10, 12, 17, and 21 respectively, recording a significant improvement qua NEP's recommended ratio of 30:1. The improved PTR facilitates more individualized attention and stronger interaction between teachers and students, contributing to enhanced learning experiences and better academic outcomes.

Pupil Teacher Ratio

Educational Indicators		2022-23	2023-24	2024-25	2025-26
Pupil Teacher Ratio (Number)	Foundational	11	10	10	10
	Preparatory	14	13	13	12
	Middle	18	18	17	17
	Secondary	23	21	21	21

Reduced Drop Out Rates

The academic year 2025–26 has seen a notable reduction in dropout rates across preparatory and secondary levels as compared to the last years namely, 2022-23, 2023-24, and 2024-25. At the preparatory level, the dropout rate declined from 2.3% in 2024-25 to 1.8% in 2025-26 and at the secondary level from 8.2% to 7.0%. 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. The comparative statement for the last three years is presented as a table below:

Dropout Rate

Educational Indicators		2022-23	2023-24	2024-25	2025-26
Dropout Rate (%)	Preparatory	8.7	3.7	2.3	1.8
	Middle	8.1	5.2	3.5	3.6
	Secondary	13.8	10.9	8.2	7.0

Improved Student Retention Rate

The academic year 2025–26 has shown a positive trend in student retention at the middle and secondary levels. Retention rates increased from 82.8% (2024-25) to 83.7% (2025-26) at the middle level and from 47.2% (2024-25) to 51.9% (2025-26) at the secondary level. A marginal decline was observed at the Foundational and Preparatory levels in 2025–26, following three consecutive years of improvement from 2022–23 to 2024–25. 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.

Student Retention Rate

Educational Indicators		2022-23	2023-24	2024-25	2025-26
Retention Rate (%)	Foundational	92.1	98.0	98.9	98.5
	Preparatory	90.9	85.4	92.4	91.1
	Middle	75.8	78.0	82.8	83.7
	Secondary	44.1	45.6	47.2	51.9

Improved GER

There has been a considerable improvement in the Gross Enrolment Ratio (GER) at the secondary level during the academic year 2025–26. The GER at the secondary level increased from 68.5% in 2024–25 to 71.7% in 2025-26. This growth reflects enhanced access to education and increased student participation at higher levels. 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.

GER

Educational Indicators		2022-23	2023-24	2024-25	2025-26
Gross Enrolment Ratio (GER) (%)	Middle	90.0	89.5	90.3	89.6
	Secondary	67.6	66.5	68.5	71.7

Improved Transition Rate

Academic year 2025–26 has witnessed considerable improvement in transition rates across key educational stages. The transition rate from foundational to preparatory stage increased from 98.6% in 2024-25 to 99.2% in 2025-26, from preparatory to middle stage from 92.2% to 93.8%, and from middle to secondary stage from 86.6% in 2024-25 to 88.3% in 2025-26. The improvement indicates 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	2025-26

Transition Rate (%)	**Foundational to Preparatory**	**92.2**	**98.1**	**98.6**	**99.2**
	Preparatory to Middle	**87.9**	**88.8**	**92.2**	**93.8**
	Middle to Secondary	**86.7**	**83.3**	**86.6**	**88.3**

Reduced Zero Enrolment and Single Teacher Schools

The Indian schooling system has reported characteristics of zero enrolment as also single teacher schools. There has been a consistent decline in the number of zero enrolment schools as also single teacher schools. The UDISE + findings are instrumental in strategizing and rationalising the allocation of teachers while balancing PTR. Single teacher schools have reduced by around 3% in the reporting year (2025-26) in comparison with the previous year. Similarly, the number of schools having zero enrolment witnessed a decline of around 29%.

Zero Enrolment and Single Teacher Schools

Educational Indicators	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Single Teacher Schools (Numbers)	**118190**	**110971**	**104125**	**100843**
Zero Enrolment Schools (Numbers)	**10294**	**12954**	**7993**	**5663**

Improved Infrastructure

Increase in Number of Schools having Computer Access

The academic year 2025–26 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, increasing from 64.7% in 2024-25 to 69.9% in 2025-26. This growth reflects a strong 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**	**2025-26**
Computer	**47.7**	**57.2**	**64.7**	**69.9**

Increase in Number of Schools having Internet Access

Access to internet facilities in schools has seen a considerable increase in the academic year 2025–26. The percentage of schools with internet connectivity increased from 63.5% in 2024-25 to 67.4% in 2025-26. The 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	2025-26
Internet	**49.7**	**53.9**	**63.5**	**67.4**

Improvements in Schools having Basic Infrastructure Facilities

Significant strides have been made in strengthening basic infrastructure in schools during the academic year 2025–26, creating a more supportive and student-friendly learning environment. Today, 95.0% of schools are powered with electricity, 98.5% have girls' toilets, and 97.2% have boys' toilets - ensuring dignity and hygiene for all students. Handwashing facilities are now available in 96.9% of schools, and access to safe drinking water has reached 99.5%. 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	2025-26
Electricity	**91.7**	**91.8**	**93.6**	**95.0**
Drinking water	**98.4**	**98.3**	**99.3**	**99.5**
Girls Toilets	**97.0**	**97.2**	**97.3**	**98.5**
Boys Toilets	**95.6**	**95.7**	**96.2**	**97.2**
Handwash	**94.1**	**94.7**	**95.9**	**96.9**
Playground	**82.0**	**82.4**	**83.0**	**81.9**
Library	**88.3**	**89.0**	**89.5**	**90.5**

Rainwater Harvesting	**28.0**	**28.4**	**29.4**	**29.9**

In 2025-26, 58.2% of schools were 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**	**2025-26**
Ramps with handrails	**51.0**	**52.3**	**54.9**	**58.2**

Improved Female Representation

Academic year 2025–26 has seen an increase in the representation of female teachers, with women now comprising 54.9% 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 trend in the academic year 2025–26, with girls' enrolment reaching 48.4% in 2025-26, up from 48.3% in 2024-25. The 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**	**2025-26**
Girls Enrolment (%)	**48.0**	**48.1**	**48.3**	**48.4**
Female Teachers (%)	**52.3**	**53.3**	**54.2**	**54.9**

The detailed UDISE Report 2025–26, in both the Existing and NEP formats, is available at the following links:

https://udiseplus.gov.in/#/en/page/publications

https://www.dsel-education.gov.in/documents

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