



UDISE+ ANALYSIS OF YEAR 2024-25 NEP & EXISTING STRUCTURE Analytical Note: Policy and Data



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POLICY ANALYSIS

Introduction

India's school education system today represents one of the largest education ecosystems in the world but also one of the most complex to govern. The latest Unified District Information System for Education Plus (UDISE+) 2024-25 release reaffirms this scale, reporting around 1.47 million schools, nearly 9.7 million teachers and close to 247 million students across various stages of schooling. After a phase of delayed releases linked to digitisation transitions and study-wise record restructuring, this cycle marks a welcome return to timeliness. It goes beyond simply reporting numbers to capturing how the system is trying to to stabilise post-COVID while responding to emerging policy priorities under the National Education Policy (NEP), 2020.

India's commitment to school education continued to be anchored in its constitutional guarantees and by its commitment under Sustainable Development Goal 4 of quality education. The Global Education Monitoring Report notes that "countries progressing towards this goal typically confront the dual challenge of ensuring that increased access does not mask inequities and children do not only enter school but complete schooling equitably" (Global Education Monitoring Team, UNESCO, 2025). The UDISE+ 2024-25 findings reflect this duality. On one hand, India has made significant strides in school infrastructure, foundational participation, and gender inclusion owing to the mandatory provisions under the Right to Education Act, 2009 and successful policy implementations. On the other the UDISE+ data highlights continuing challenges in retention rate, disparities across marginalised groups and regions, unequal access to digital readiness, and access to universal education for children with special needs (CWSN).

In this context, UDISE+ report should be seen as more than a statistical update. It is a lens through which India's school education system can be examined in relation to rights, access, equity, policy priorities and global commitments. This note, therefore, interprets that data through governance, rights and policy lens. It recognises achievements of the Union and State governments, acknowledges systemic resilience post-COVID, while also draws attention to areas that demand careful, context-sensitive strengthening.

Government Vision and Initiatives

India's commitment to universal and equitable schooling is rooted in its constitutional guarantees, global obligations and developmental priorities. The **Right to Education Act, 2009 (RTE)** provided the first strong legal guarantee of universal education at elementary level. Since then, policy frameworks have steadily evolved from narrow emphasis on access to education towards strengthening participation, improving quality, and expanding inclusion. The **National Education Policy, 2020 (NEP)** marked a strategic shift towards restructuring schooling into Foundational, Preparatory, Middle and Secondary stages, focus on learning outcomes, digital integration, teach development and inclusive learning environments, forming the foundation of the major programme designs across the sector.

At the core of implementation is the **SAMAGRA Shiksha Abhiyan**, which integrates earlier fragmented schemes into a single framework of planning and financing from pre-primary to secondary schooling. It supports infrastructure, teacher recruitment and training, learning materials, digital resources, safety and sanitation facilities and more. Alongside this, programmes such as **PM POSHAN** play a key role in supporting attendance and reducing early dropouts by addressing child nutrition and learning readiness. Other complementary programmes such as **PM SHRI, NIPUN Bharat, NISHTHA, DIKSHA SWAYAM** seek to create schools that integrate better teaching practices, stronger community engagement, and focus on learning outcomes.

Throughout 2024-25, government's policy attention has remained concentrated on stabilising schooling post the pandemic. Budget speeches, standing committee briefings, and ministerial communications

emphasise around foundational learning stability, retention and participation at secondary levels, modernisation of school infrastructure, digital integration, and social and gender inclusion. These are consistent with the NEP guidelines and Sustainable Development Goal-4 of quality education. Even the strengthening of the UDISE+ cycle also signals a deliberate governance focus on reliable education data. Yet, despite these efforts, the current UDISE+ cycle also indicates that India is now in a phase of reforms must deepen rather than merely expand, particularly around equitable adolescent participation, meaningful inclusion and system strengthening.

Methodology

A key strength of the last two UDISE+ releases is the reporting framework that presents India's schooling outcomes through two parallel structures, the 'Existing Structure' and the 'NEP Structure'. This structure ensures that while the system transitions into a new policy architecture, historical comparability remains, and policymakers do not lose sight of the long-term trends.

This data, analysed in this note, consciously works within this dual framework. It strictly adheres to UDISE+ national definitions for Gross Enrolment Ratio, National Enrolment Ratio (NER), Adjusted NER, Retention Rates, Transition Rates, Dropout Rates, and Age-specific Enrolment. In doing so, the note translates administrative statistics into a coherent policy narrative, enabling UDISE+ to be read not just as a dataset but as evidence for policy reforms.

Key Findings

1. **School Distribution and Structural Capacity:** According to the UDISE+ 2024-25, India has 1.47 million schools serving about 246.9 million students. Nearly half, about 49.6%, of schools at Foundational+ Preparatory stages, while Middle and Secondary schools form the rest. Although the national average school size is roughly 168 students, the distribution is highly uneven. Over half of all schools enrol fewer than 100 students and nearly one-fifth serve 30 or fewer learners. These institutions therefore require careful and context-sensitive planning rather than uniform administrative approaches.

The National Education Policy 2020's (NEP) school complex model represents an important policy effort to strengthen academic ecosystems through resource sharing, peer learning among teachers and improved learning opportunities across neighbouring institutions. However, studies suggest that consolidation needs to be approached carefully to avoid unintended barriers, particularly in geographically or socio-economically vulnerable contexts (Global Education Monitoring Team, UNESCO, 2025). From a child-rights lens, many small schools serve habitations where distance, safety and local accessibility are critical, particularly for younger children and adolescent girls. Rationalisation can therefore support quality only if guided by RTE distance norms and habitation realities rather than purely administrative efficiency.

Regional patterns reinforce this concern. Northern states together host more than 6.1 lakh schools and nearly 97 million students, often with smaller school size, while the East remains heavily foundational in structure and the South and West show more consolidated school distribution.

2. **Decline in Overall Enrolment:** One of the most debated data points of the UDISE+ 2024-25 is the reported decline in school enrolment. It has reduced from approximately 255.7 million in 2022-23, characterised as the post-COVID recovery period, to about 232.9 million in 2024-25, representing a continued decline of 0.89%. This decline in the enrolment may not necessarily be due to regression in access, it instead has demographic and policy explanations. One of the major reasons suggested

by experts is a shift towards student-level tracking system. This has cleansed the data by correcting the earlier duplication and over-counting of children, especially in states where children were simultaneously enrolled in multiple institutions. This contributed to a sharp decline in the enrolment numbers (Mehta, Enrolment Declines at School Education Level: A Data-Based Analysis (UDISE+2024-25), 2025). Further, this decline may also be attributed to India's declining fertility rates and shrinking young-age cohort. India's total fertility rate (TFR) is dipping to 1.29 which is lower than the replacement rate of 2.1 (Mascarenhas, 2024). However, what is important to note is that two-third of enrolled learners remain within foundational and elementary stages.

3. School Infrastructure Facilities: UDISE+ 2024–25 reaffirms that India has made substantial progress in school infrastructure, which now forms the backbone of access, safety and learning readiness. Out of 1.47 million schools, infrastructure coverage is close to universal for core facilities. Girls' toilets are available in 1.42 million schools, with about 96 percent reported functional, while boys' toilets exist in 1.39 million schools, with 98.1 percent functional. Around 1.38 million schools have electricity connections with functionality also above 98 percent, and 1.46 million schools report access to functional drinking water. These shifts mark a very different system than a decade ago, when basic facilities were among the biggest barriers to schooling. However, infrastructure gains are uneven when examined through inclusion and digital readiness lenses. Digital access expansion has only reached 9.51 Lakh schools, with 9.33 Lakh reporting internet connectivity issues. Inclusive infrastructure too remains an area of major concern, only about 36.8% schools nationally provide toilets for 'Children with Special Needs' (CWSN). Regional data also reflects variance and consolidation. In North, while Chandigarh leads with 100% coverage of functional girls' toilets and electricity, it has the fewest (206 schools) digital facilities. Madhya Pradesh is the lowest performing state in functional girls' toilets. Out of the anyway low 2.19 Lakh schools with toilets for 'Children with Special Needs' (CWSN) in North, 1.23 lakh are consolidated in Uttar Pradesh. In South, functional electricity reaches 99.4% of schools, East and West reports strong performance in drinking water and sanitation, however, with significant gaps in inclusive and digital facilities. These advances reflect sustained governmental prioritisation under SAMAGRA Shiksha, the Right to Education Act's compliance mechanisms, judicial mandates and state-led administrative initiatives. International research affirms that safe, dignified and predictable schooling environments contribute significantly to participation and retention, especially for girls, first-generation learners and children from vulnerable households (UNICEF, 2019). The UDISE+ trend indicates that India has largely crossed the "minimum infrastructure" threshold and now stands at a second-generation reform stage, where questions of inclusiveness, functionality, maintenance, accessibility and capability-building matter more than installation alone (Global Education Monitoring Team, UNESCO, 2025).

4. Pupil-Teacher Ratio: UDISE+ 2024–25 indicates that India commands one of the world's largest teacher workforces, which has enabled substantive improvement in Pupil–Teacher Ratios (PTR). PTR stands at 10 at Foundational, 13 at Preparatory, 17 at Middle, and 21 under the NEP-defined Secondary structure, while under the existing structure, PTR is 15 for Secondary (Classes 9–10) and 23 for Higher Secondary (Classes 11–12). These figures reflect sustained recruitment, provisioning under SAMAGRA Shiksha and steady administrative strengthening. However, the data also reveals that structural nuances under these averages are important for policy reflection. First, regionally, the South and East reflect consistently better PTR outcomes, especially at secondary level, whereas Western states display comparatively higher teacher load and several Northern states present mixed performance. Second, there is a substantial PTR imbalance across

education levels. PTR values rise significantly with grade progression, peaking at 23 learners per teacher in Higher Secondary, highlighting the difficulty of providing adequate subject-specialist staffing. Third, the longstanding institutional vulnerabilities continue with the presence of over 1 Lakh Single-Teacher Schools, concentrated largely at primary level (Economic Times , 2025). These schools raise severe pedagogical constraints, including multi-grade classroom management, restricted personalisation, limited co-curricular exposure and work overload on the teacher (Mehta, Education for All In India, 2025). Global evidences stress that secondary education requires stable staffing, professional support frameworks, and more specialised teachers, demanding resource-intensive staffing. Similarly, it highlights the need for adequate teacher provisioning at early stages to avoid adverse long-term learning consequences due to foundation deficit (Global Education Monitoring Team, UNESCO, 2025).

One of the most important structural shifts in India's school education landscape in the past few years is the feminisation of the teaching profession. According to UDISE+ 2024-25 data, women now constitute more than 54% of India's school teachers nationally, with their numbers are growing beyond primary to secondary and high-secondary stages. Experts argue that this feminisation is a result of improved infrastructure, safe school environment and expansion of modernised classrooms (Banerjee, 2025). However, this feminisation has been particularly noticeable in the private unaided sector, often associated with contractual employment and weaker service security (Centre of Excellence in Teacher Education, 2023). This feminisation holds critical implication that women teachers at upper primary and secondary levels support improved girls' retention, attendance and completion, as it enhances the perception of safety, therefore, influencing parental decisions around their daughters' education (Banerjee, 2025).

5. **Participation (Enrolment, Retention and Dropout) by Gender:** The UDISE+ 2024-25 data marks a remarkable evolution in India's gender participation history. Females now demonstrate stronger continuation into higher schooling stages than males, a complete change of historical disadvantage. For all social groups nationally, Gross Enrolment Ratio (GER) shows a consistent female advantage. At Preparatory stage, GER stands at 95.4% (female 97%, male 93.8%), at Middle 90.3% (female 92.5%, male 88.3%), at Secondary under existing structure 78.7% (Female 80.2%, Male 77.3%), and at Higher Secondary under existing structure 58.4% (Female 60.9%, Male 56.2%). Retention trends follow a similar pattern, indicating a nearly 9%-point female advantage. While it is important to celebrate the increased girls' participation in education, it is critical to review that the overall enrolment declines with grade progression.

This shift reflects years of layered public investment like scholarships, residential hostels, social mobilisation, safety infrastructure, female teacher recruitment and more. It has been acknowledged that targeted investments for females, particularly in adolescent years, were among most pursued components of school education policy. However, at the same time, these number invite a more nuanced reading of emerging male adolescent vulnerability. As per global findings, boys' dropout is often associated with economic pressures, expectations of early work participation rather than disengagement alone (Global Education Monitoring Team, UNESCO, 2025). The UDISE+ 2024-25 data reflects that India's school system has moved beyond the era of gender parity debates and now requires to focus on gender-responsive adolescent policy, capable of acknowledging males' attrition risks and protecting female's progress, particularly when seen in marginalised contexts.

6. **Participation (Enrolment, Retention and Dropout) by Marginalised Social Groups (SC, ST, OBC):** The UDISE+ 2024-25 data reaffirms that India's progress towards educational equity has been strong in

early stages of schools but they continue to persist as a children move into adolescence. For Scheduled Castes (SC), GER remains close to parity at Preparatory and Middle level with 9.8% and 96.1%, respectively, but falls to 82% at Secondary (Existing Structure) and further to 59.5% at Higher Secondary (Existing Structure). For Scheduled Tribes (ST), the GER drops sharply from 101.7% and 99.5% at Preparatory and Middle Level to 66.9% at Secondary level. In contrast, the Other Backward Class (OBC) learners constitute the stabilising backbone of national schooling participation, forming roughly 43%-46% share of the total national enrolment across stages. This means that OBC participation significantly shapes the national average, underscoring the need for conscious focus on SC and ST while analysing the adolescent retention policy.

This data also highlights that despite persistent public perception that private schools offer “quality education”, the public education system continues to take the responsibility of sustaining equity. Private schools are more prominent among relatively advantaged households, whereas government schools remain the primary institutional guarantee of educational inclusion for historically marginalised groups (Mehta, Education for All in India, 2025). Therefore, ensuring quality education and a dignified environment in government schools is not only a sectoral priority but also a commitment to social justice. UNICEF’s equity in education framework emphasises that while policies related to universal access create opportunities, retention for marginalised learners requires consistent financial support, safe and inclusive environments, and social protection measures (UNICEF, 2019). These should be reflected in India’s union budget priorities for children.

7. **Participation (Enrolment, Retention and Dropout) by Minority Population:** At the national level, minorities together account for 23.3% of enrolments at Foundational Stage. However, as children progress through schooling, like other social groups, their proportional participation steadily declines to 18.4% at Secondary and 16.7% at Higher Secondary Level (existing structure). Within this, Muslims constitute 18% of enrolments at Foundational level, declining to 17.4% at Preparatory, 15.4% at Middle, 14.2% at Secondary (existing structure) and only 12% at Higher Secondary (existing structure). Regionally, the East and North sustain higher absolute presence, consistent with demographic concentration, but the trend of attrition across levels is visible across all regions. States such as West Bengal and Assam, where minorities constitute over one-third to nearly half of enrolments at several stages, highlight how region-specific social geography shapes participation risks. In this context, policy measures like “rationalisation” need particular deliberation to avoid unintentional deepening of access barriers.

Policy Recommendations

The UDISE+ 2024-25 findings establish that India’s school education system has achieved considerable foundational stability marked by widespread infrastructure provision, improved participation equity, and advances in gender inclusion. These accomplishments position India to move beyond the traditional focus on access and compliance towards a nuanced phase of deepening fairness, capability and adolescent security within schooling. In this context, the following are some recommendations embedded in governance, budgetary prioritisation and programme design:

1. **Institutionalise Inclusion:** Institutionalising inclusion as a non-negotiable developmental norm should be a foremost policy priority. While infrastructure coverage is now near-universal, persistent gaps in facilities for CWSN underscore the difference between coverage and meaningful accessibility. Embedding CWSN inclusion across all dimensions of schooling calls for deliberate fiscal allocations within the Union and state budgets and a strengthened implementational framework. This aligns

with the Right of Persons with Disabilities Act, 2016 and UNICEF’s education strategy which emphasises that inclusive education must extend comprehensively from physical access to pedagogical support (UNICEF, 2019). Budget lines under SAMAGRA Shiksha need explicit recurrent funds for inclusive infrastructure, learning materials, assistive technologies, and learning materials.

2. **Focus Towards Adolescent Schooling:** The UDISE+ data clearly position adolescent schooling as the system’s most sensitive responsibility. National trends indicate that while enrolment in foundational and preparatory stages is strong, retention pressures mount sharply at secondary and higher secondary levels across social groups and regions. This pattern is not a failure of access alone; it is a confluence of life circumstances, economic stress, and uneven institutional distribution. Policy must therefore treat adolescence not merely as a transitional academic stage but as a phase requiring integrated socio-economic support. This requires strengthening proximate secondary schooling through expansion and upgradation of schools in low-density and marginalised areas, residential provisions in regions with poor connectivity, and financial support for vulnerable families.
3. **Strategic Teacher Workforce Planning:** UDISE+ 2024-25 data reflects notable progress in PTR, but there exists a distributional imbalance. This requires strategic teacher workforce planning. Policy responses must prioritise equitable distribution of specialist teachers at higher grades, predictable and transparent recruitment cycles, and strengthened professional development. The continued feminisation of the teaching profession presents a valuable opportunity for gender-sensitive schooling environments. However, it must be accompanied by dignified employment conditions and supportive working environments.
4. **Digital Inclusion and Capacity:** The uneven pattern of digital readiness highlights that infrastructure presence must be translated into meaningful learning integration, teacher training, digital resource localisation and technology maintenance. Budgetary emphasises must therefore shift from one off capital releases to sustained capability development, including funds for digital recourse curation, digital literacy, adaptive learning platforms and monitoring mechanisms. Along with these advanced requirements, there is a serious resource requirement for ensuring electricity and internet access.

Conclusion

The UDISE+ 2024-25 cycle marks a significant moment not only because it restores timeliness but because it provides an evidence-based view of a system that has matured beyond its earlier preoccupations with access and minimum provisioning. The data reaffirms that India has consolidated substantial achievements, expansion of infrastructure, meaningful gains in participation, stronger gender inclusion, and improved governance through data structures. At the same time, the data has helped recognise that systems which are near securing entry and basic stability must necessarily move towards more complex tasks of sustaining continuity, deepening equity and ensuring capability.

Educational vulnerabilities today are not defined by the absence of schools, but by uneven retention into adolescence, social inequities, digital and disability inclusion gaps, and regional disparities. This demonstrates that India’s school education system is not in crisis but under transition. It is transforming from guaranteeing entry to guaranteeing completion, to providing dignity and deeply responsive equity. This transition demands increased and sustained financing, institutional sensitivity, and policy coherence and efforts remain collaborative. With these imperatives acknowledged, India stands in a strong position today to build an education ecosystem that is resilient, inclusive and rights-affirming in the truest sense.

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National and Regional Analysis

Distribution of Schools and Enrolments by Level of Education

National Overview

In 2024–25, India has 1,471,473 schools serving 246,932,680 students. Number of Foundational + Preparatory school is 730518 (49.6 percent), Middle 434013 (29.5 percent), and Secondary (NEP 9–12) 306942 (20.9 percent). Under the existing framework, Secondary (9–10) enrolment is 142749 (9.7 percent) and Higher Secondary (11–12) 164193 (11.2 percent). On average, each school serves about 168 students.

Regional Insights

South Region

The South has 254,229 schools with 46,699,504 students. Of these, 122410 (48.0 percent) are in Foundational + Preparatory, 59040 (23.22 percent) in Middle, and 72779 (28.63 percent) in Secondary (NEP). Under the existing structure, 47424 (18.65 percent) are in Secondary (9–10) and 25355 (9.97 percent) in Higher Secondary (11–12). On average, each school serves about 184 students.

East Region

The East has 384,672 schools with 63,893,773 students. Of these schools, 219497 (57.06 percent) are in Foundational + Preparatory, 106897 (27.79 percent) in Middle, and 58278 (15.15 percent) in Secondary (NEP). Under the existing structure, 29190 (7.59 percent) are in Secondary (9–10) and 29088 (7.56 percent) in Higher Secondary (11–12). On average, each school serves about 166 students.

North Region

The North has 612,253 schools with 97,311,222 students. Of these, 292361 (47.75 percent) are in Foundational + Preparatory, 195301 (31.9 percent) in Middle, and 124591 (20.35 percent) in Secondary (NEP). Under the existing structure, 40638 (6.64 percent) are in Secondary (9–10) and 83953 (13.71 percent) in Higher Secondary (11–12). On average, each school serves about 159 students.

West Region

The West has 220,319 schools with 39,028,181 students. Of these, 96250 (43.69 percent) are in Foundational + Preparatory, 72775 (33.03 percent) in Middle, and 51294 (23.28 percent) in Secondary (NEP). Under the existing structure, 25497(11.57 percent) are in Secondary (9–10) and 25797(11.71 percent) in Higher Secondary (11–12). On average, each school serves about 177 students.

School Infrastructure Facilities

National Overview

In 2024–25, India's 1,471,473 schools show near universal coverage of basic facilities, though gaps remain in digital and inclusive infrastructure. A total of 1,421,205 schools report girls' toilets, of which 1,372,881 (96.6 percent) are functional. Similarly, 1,390,242 schools have boys' toilets, with 1,334,739 (96.0 percent)

functional. Electricity connections are available in 1,377,945 schools, of which 1,352,061 (98.1 percent) are functional. Access to safe drinking water is nearly universal, with 1,456,968 schools reporting functional provision, and 1,411,644 schools have handwashing facilities. On the digital front, 951,868 schools are equipped with computers and 933,987 have internet facilities. Inclusive facilities are limited, as only 523,143 schools (around 36.8 percent) provide toilets for children with special needs.

Regional Insights

South Region

In the South region, school infrastructure coverage mirrors the national picture with variations in quality and scale. 246,335 schools report girls' toilets, of which 243,814 (99.0 percent) are functional. Boys' toilets are available in 232,008 schools, with 228,229 (98.4 percent) functional. Electricity is reported in 251,874 schools, of which 250,323 (99.4 percent) are functional. Functional drinking water reaches 253,686 schools, and handwashing facilities are available in 246,848. Digital access remains uneven: 198,090 schools have computers and 190,674 have internet connectivity. Only 69,019 schools report CWSN toilets, pointing to continuing gaps in inclusive infrastructure. Andaman & Nicobar Islands leads in functional girls' toilets at 100.0 percent, while Telangana is lowest at 97.0 percent. In electricity, Lakshadweep reports 100.0 percent functional coverage, compared to Telangana at 98.1 percent. On digital facilities, Tamil Nadu has the highest number of schools with computers (53,676), while Lakshadweep has the fewest (36). For inclusive access, Tamil Nadu tops with 29,606 schools having CWSN toilets, whereas Lakshadweep lags with just 24.

East Region

In the East region, school infrastructure coverage mirrors the national picture with variations in quality and scale. 372,911 schools report girls' toilets, of which 365,691 (98.1 percent) are functional. Boys' toilets are available in 367,743 schools, with 359,577 (97.8 percent) functional. Electricity is reported in 356,986 schools, of which 352,012 (98.6 percent) are functional. Functional drinking water reaches 376,646 schools, and handwashing facilities are available in 360,065. Digital access remains uneven: 187,901 schools have computers and 236,537 have internet connectivity. Only 111,906 schools report CWSN toilets, pointing to continuing gaps in inclusive infrastructure. West Bengal leads in functional girls' toilets at 100.0 percent, while Arunachal Pradesh is lowest at 80.8 percent. In electricity, Bihar reports 99.6 percent functional coverage, compared to Arunachal Pradesh at 86.8 percent. On digital facilities, Odisha has the highest number of schools with computers (47,241), while Sikkim has the fewest (1,166). For inclusive access, Odisha tops with 44,532 schools having CWSN toilets, whereas Nagaland lags with just 271.

North Region

In the North region, school infrastructure coverage mirrors the national picture with variations in quality and scale. 590,658 schools report girls' toilets, of which 558,859 (94.6 percent) are functional. Boys' toilets are available in 584,261 schools, with 549,808 (94.1 percent) functional. Electricity is reported in 557,412 schools, of which 546,660 (98.1 percent) are functional. Functional drinking water reaches 607,493 schools, and handwashing facilities are available in 588,006. Digital access remains uneven: 387,453 schools have computers and 338,857 have internet connectivity. Only 219,916 schools report CWSN toilets, pointing to continuing gaps in inclusive infrastructure. Chandigarh leads in functional girls' toilets

at 100.0 percent, while Madhya Pradesh is lowest at 90.6 percent. In electricity, Chandigarh reports 100.0 percent functional coverage, compared to Ladakh at 92.4 percent. On digital facilities, Uttar Pradesh has the highest number of schools with computers (157,798), while Chandigarh has the fewest (206). For inclusive access, Uttar Pradesh tops with 123,461 schools having CWSN toilets, whereas Chandigarh lags with just 186.

West Region

In the West region, school infrastructure coverage mirrors the national picture with variations in quality and scale. 211,301 schools report girls' toilets, of which 204,517 (96.8 percent) are functional. Boys' toilets are available in 206,230 schools, with 197,125 (95.6 percent) functional. Electricity is reported in 211,673 schools, of which 203,066 (95.9 percent) are functional. Functional drinking water reaches 219,143 schools, and handwashing facilities are available in 216,725. Digital access remains uneven: 178,424 schools have computers and 167,919 have internet connectivity. Only 122,302 schools report CWSN toilets, pointing to continuing gaps in inclusive infrastructure. Dadra & Nagar Haveli and Daman & Diu leads in functional girls' toilets at 100.0 percent, while Chhattisgarh is lowest at 94.5 percent. In electricity, Dadra & Nagar Haveli and Daman & Diu reports 100.0 percent functional coverage, compared to Maharashtra at 93.7 percent. On digital facilities, Maharashtra has the highest number of schools with computers (89,346), while Dadra & Nagar Haveli and Daman & Diu has the fewest (421). For inclusive access, Maharashtra tops with 67,668 schools having CWSN toilets, whereas Goa lags with just 157.

Number of Schools by Category and Level of Education

National Overview

At the national level, India has 1,471,473 schools in 2024–25. Of these, 730,518 schools serve the Foundational and Preparatory stages, while 434,013 schools are classified as Middle. A further 306,942 schools fall under the Secondary stage as defined in the NEP framework (Classes 9–12). In the existing system, 142,749 schools offer Secondary education (Classes 9–10), and 164,193 schools provide Higher Secondary education (Classes 11–12). These figures highlight the broad base of provision at the early levels, narrowing as students' progress to higher stages.

Regional Insights

In the South, there are 254,229 schools in total. Among them, 122,410 schools are at the Foundational and Preparatory stages, 59,040 at the Middle level, and 72,779 under the NEP-defined Secondary stage. Within the existing framework, 47,424 schools cater to Secondary (9–10) and 25,355 to Higher Secondary (11–12). This indicates a balanced spread, though with a clear rise in schools offering full Secondary under the NEP.

The East region records 384,672 schools. Here, 219,497 schools are in the Foundational and Preparatory stages, 106,897 are Middle schools, and 58,278 are at the Secondary (NEP) stage. In the older framework, 29,190 schools provide Secondary (9–10) and 29,088 cater to Higher Secondary (11–12). The East stands out for its very strong concentration of schools in the lower stages, particularly Foundational.

The North accounts for 612,253 schools, the largest among the regions. Of these, 292,361 are Foundational and Preparatory schools, 195,301 serve at the Middle level, and 124,591 are classified as

NEP Secondary schools. Under the existing structure, there are 40,638 schools for Secondary (9–10) and 83,953 for Higher Secondary (11–12). The North’s distribution underscores both its scale and the relatively strong coverage in the senior classes.

In the West, there are 220,319 schools. This includes 96,250 schools at the Foundational and Preparatory stages, 72,775 at the Middle level, and 51,294 schools providing NEP-defined Secondary education. In the existing system, 25,497 schools cater to Secondary (9–10) and 25,797 to Higher Secondary (11–12). The West shows a balanced distribution across levels, with a slightly higher relative presence of schools at the Middle stage.

Pupil–Teacher Ratio (PTR)

National Insights

At the national level, pupil–teacher ratios (PTR) for 2024–25 rise steadily across grade levels. PTRs stand at 10 for Foundational, 13 for Preparatory, 17 for Middle, 21 for Secondary (NEP), 15 for Secondary (9–10), and 23 for Higher Secondary. This trend highlights that while teacher availability is sufficient at the entry level, teacher loads increase significantly at higher grades, peaking in Higher Secondary where each teacher is responsible for 23 pupils on average.

Regional Insights

South Region

The South records PTRs of 10.1 at Foundational, 10.8 at Preparatory, 14.4 at Middle, 14.0 at Secondary (NEP), 10.6 at Secondary (9–10), and 19.5 at Higher Secondary. Against national benchmarks, the South performs close to average at Foundational but significantly better at all other levels, especially at secondary stages where PTRs are 15–33 percent lower than national figures. This reflects strong staffing and effective deployment of teachers.

East region

The East shows PTRs of 9.1 at Foundational, 9.6 at Preparatory, 13.3 at Middle, 17.7 at Secondary (NEP), 13.5 at Secondary (9–10), and 20.2 at Higher Secondary. These are consistently better than national values, with particularly favorable performance at early grades where PTRs are 9–26 percent lower. Even at Higher Secondary, PTR is 12 percent below the national benchmark. However, compared to the South, the East’s Secondary (NEP) level remains higher.

North Region

The North posts PTRs of 10.3 at Foundational, 11.0 at Preparatory, 14.2 at Middle, 16.0 at Secondary (NEP), 11.4 at Secondary (9–10), and 17.1 at Higher Secondary. This region is slightly above the national level at Foundational (+3 percent) but better at all higher stages, with PTRs 15–26 percent lower. Its strongest performance is at Higher Secondary, where teacher availability is notably stronger than the national average.

West Region

The West experiences the highest teacher load among all regions. PTRs are 11.8 at Foundational, 14.8 at Preparatory, 20.6 at Middle, 21.4 at Secondary (NEP), 17.6 at Secondary (9–10), and 22.2 at Higher Secondary. These correspond to deviations of +18 percent at Foundational, +21 percent at Middle, and +17 percent at Secondary (9–10). The region performs marginally better than the national figure only at Higher Secondary, but overall, it remains the most stressed, indicating urgent need for teacher recruitment at lower and middle levels.

Enrolment of Students by School Management and Level of School Education

National Overview

In 2024–25, India enrolled 246,932,680 students across all school managements, including 127,598,518 boys (51.7 percent) and 119,334,162 girls (48.3 percent). Enrolment by level shows 52,312,506 in Foundational (21.2 percent), 66,115,921 in Preparatory (26.8 percent), 63,695,100 in Middle (25.8 percent), and 64,809,153 in Secondary (NEP 9–12, 26.2 percent). In the existing framework, 37,165,436 students are in Secondary (15.1 percent) and 27,643,717 in Higher Secondary (11.2 percent). This reflects a wide base in the early years that narrows sharply as students reach the senior-most classes.

Government schools host 121,589,911 students, Government-Aided 24,761,526, Private unaided 95,856,710, and Others 4,724,533. By level, Private unaided schools carry the largest share at the Foundational stage with 26,490,344 students (50.6 percent), while Government follows with 22,464,476 students (42.9 percent). At the Secondary stage, Government regains the lead with 30,959,293 students (47.8 percent), though Private unaided continue to remain significant at 24,208,298 (37.4 percent). Government-Aided schools provide a steady presence, enrolling 4,009,003 students (6.3 percent) at Middle and rising to 7,103,264 (11.0 percent) at Secondary. Others remain small but visible, ranging between 2.5 and 3.9 percent of enrolment across levels.

Regional Insights

East Region

The East region enrolled 63,893,773 students in 2024–25, with 32,092,072 boys (50.2 percent) and 31,801,701 girls (49.8 percent). The level-wise distribution shows 13,195,180 at Foundational (20.7 percent), 18,320,555 at Preparatory (28.7 percent), 16,623,480 at Middle (26.0 percent), and 15,754,558 at Secondary (NEP, 24.7 percent). Under the existing structure, 9,594,048 are in Secondary (15.0 percent) and 6,160,510 in Higher Secondary (9.6 percent). By management, Foundational enrolments are carried largely by Government schools (9,108,717, 69.0 percent), with Aided (201,214, 1.5 percent), Private unaided (2,989,469, 22.7 percent), and Others (895,780, 6.8 percent). At the Secondary (NEP) stage, the distribution shifts: Government accounts for 11,612,805 (73.7 percent), Aided 1,130,670 (7.2 percent), Private unaided 2,585,715 (16.4 percent), and Others 425,368 (2.7 percent).

In the East, girls account for 48.1 percent of enrolment at the Foundational stage, compared to 51.9 percent boys. At the Secondary (NEP) level, girls actually form a slight majority at 52.0 percent, while boys are at 48.0 percent. By Higher Secondary, the gap grows further, with girls at 52.6 percent of enrolment. This indicates that unlike other regions, the East not only maintains gender balance but shows stronger retention of girls in the senior grades. Government schools carry most of the enrolment at the entry stages, while private unaided and aided schools expand their role in higher classes.

North Region

The North region enrolled 97,311,222 students in 2024–25, with 51,252,962 boys (52.7 percent) and 46,058,260 girls (47.3 percent). The level-wise distribution shows 21,113,049 at Foundational (21.7 percent), 26,278,258 at Preparatory (27.0 percent), 24,985,708 at Middle (25.7 percent), and 24,934,207 at Secondary (NEP, 25.6 percent). Under the existing structure, 13,723,567 are in Secondary (14.1 percent) and 11,210,640 in Higher Secondary (11.5 percent). By management, Foundational enrolments are carried largely by Government schools (7,198,734, 34.1 percent), with Aided (98,718, 0.5 percent), Private unaided (13,352,293, 63.2 percent), and Others (463,304, 2.2 percent). At the Secondary (NEP) stage, the distribution shifts: Government accounts for 8,547,495 (34.3 percent), Aided 3,368,676 (13.5 percent), Private unaided 12,932,714 (51.9 percent), and Others 85,322 (0.3 percent).

Girls form 46.6 percent of enrolment at the Foundational stage, compared to 53.4 percent boys. At Secondary, girls' share is 47.5 percent, and at Higher Secondary it is 48.0 percent. This shows that gender balance is not sharply skewed, but boys still slightly outnumber girls at every stage. Government schools continue to take in most children at the entry years, while private unaided and aided schools account for a growing share at the senior levels, reflecting family choices for higher classes.

South Region

The South region enrolled 46,699,504 students in 2024–25, with 23,878,996 boys (51.1 percent) and 22,820,508 girls (48.9 percent). The level-wise distribution shows 10,296,820 at Foundational (22.0 percent), 11,128,635 at Preparatory (23.8 percent), 11,856,229 at Middle (25.4 percent), and 13,417,820 at Secondary (NEP, 28.7 percent). Under the existing structure, 7,623,236 are in Secondary (16.3 percent) and 5,794,584 in Higher Secondary (12.4 percent). By management, Foundational enrolments are carried largely by Government schools (2,686,931, 26.1 percent), with Aided (822,795, 8.0 percent), Private unaided (6,710,681, 65.2 percent), and Others (76,413, 0.7 percent). At the Secondary (NEP) stage, the distribution shifts: Government accounts for 5,255,898 (39.2 percent), Aided 2,460,723 (18.3 percent), Private unaided 5,698,305 (42.5 percent), and Others 2,894 (0.0 percent).

Girls account for 48.1 percent of enrolment at the Foundational stage, slightly fewer than boys at 51.9 percent. By Secondary (NEP), the balance shifts, with girls forming 50.2 percent of students, just ahead of boys. At Higher Secondary, girls' share rises further to 52.2 percent. This shows that unlike other regions, the South not only maintains parity but sees stronger participation of girls in the senior grades. Government schools continue to carry most of the enrolment in the early years, while private unaided and aided schools gain importance in the higher classes, reflecting parents' choices for senior schooling.

West Region

The West region enrolled 39,028,181 students in 2024–25, with 20,374,488 boys (52.2 percent) and 18,653,693 girls (47.8 percent). The level-wise distribution shows 7,707,457 at Foundational (19.7 percent), 10,388,473 at Preparatory (26.6 percent), 10,229,683 at Middle (26.2 percent), and 10,702,568 at Secondary (NEP, 27.4 percent). Under the existing structure, 6,224,585 are in Secondary (15.9 percent) and 4,477,983 in Higher Secondary (11.5 percent). By management, Foundational enrolments are carried largely by Government schools (3,470,094, 45.0 percent), with Aided (780,538, 10.1 percent), Private unaided (3,437,901, 44.6 percent), and Others (18,924, 0.2 percent). At the Secondary (NEP) stage, the distribution shifts: Government accounts for 1,639,295 (15.3 percent), Aided 6,070,607 (56.7 percent), Private unaided 2,991,564 (28.0 percent), and Others 1,102 (0.0 percent).

Girls make up 47.8 percent of enrolment at the Foundational stage, compared with 52.2 percent boys. At Secondary (NEP), girls' share remains lower at 47.9 percent, and in Higher Secondary it is 49.4 percent, showing only a modest recovery. This indicates that boys continue to slightly outnumber girls across all levels, with the gap most visible in the earlier stages. Government schools remain the main providers in the entry years, while private unaided and aided schools become more important at secondary and higher secondary, reflecting family choices for advanced schooling.

Gross Enrolment Ratio (GER) by Gender and Level of Education: All Social Groups, Scheduled Castes (SC), Scheduled Tribes (ST)

National Overview

For All Social Groups, GER at the Foundational stage is 41.4 percent, with boys at 41.4 and girls at 41.4. This shows a gap of 0.0 percentage points. At the Preparatory stage, GER rises to 95.4 percent (boys 93.8, girls 97.0). The gap here is 3.2 points. In Middle school, GER stands at 90.3 percent, with boys at 88.3 and girls at 92.5. The difference is 4.2 points. At Secondary (NEP), GER is 68.5 percent (boys 66.8, girls 70.5), with a gap of 3.7 points. Under the existing structure, Secondary GER is 78.7 percent (boys 77.3, girls 80.2), and Higher Secondary GER is 58.4 percent (boys 56.2, girls 60.9). Here the gaps are 2.9 and 4.7 points respectively. GER values above 100 percent reflect over-age and under-age enrolments as well as population denominator effects.

For Scheduled Castes (SC), GER at the Foundational stage is 38.8 percent, with boys at 38.7 and girls at 39.0. This shows a gap of 0.3 percentage points. At the Preparatory stage, GER rises to 99.8 percent (boys 98.0, girls 101.8). The gap here is 3.8 points. In Middle school, GER stands at 96.1 percent, with boys at 93.4 and girls at 99.1. The difference is 5.7 points. At Secondary (NEP), GER is 70.8 percent (boys 67.5, girls 74.5), with a gap of 7.0 points. Under the existing structure, Secondary GER is 82.0 percent (boys 79.5, girls 84.8), and Higher Secondary GER is 59.4 percent (boys 55.3, girls 63.9). Here the gaps are 5.3 and 8.6 points respectively.

For Scheduled Tribes (ST), GER at the Foundational stage is 44.3 percent, with boys at 44.6 and girls at 43.9. This shows a gap of 0.7 percentage points. At the Preparatory stage, GER rises to 101.7 percent (boys 101.1, girls 102.3). The gap here is 1.2 points. In Middle school, GER stands at 99.5 percent, with boys at 97.9 and girls at 101.1. The difference is 3.2 points. At Secondary (NEP), GER is 66.9 percent (boys 64.0, girls 69.8), with a gap of 5.8 points. Under the existing structure, Secondary GER is 81.3 percent (boys 78.9, girls 83.8), and Higher Secondary GER is 51.9 percent (boys 48.4, girls 55.5). Here the gaps are 4.9 and 7.1 points respectively.

Regional Insights

East Region

For All Social Groups, GER at the Foundational stage is 68.4 percent, with boys at 68.4 and girls at 68.4. This shows a gap of 0.0 percentage points. At the Preparatory stage, GER rises to 109.2 percent (boys 107.9, girls 110.5). The gap here is 2.6 points. In Middle school, GER stands at 90.5 percent, with boys at 87.0 and girls at 94.3. The difference is 7.3 points. At Secondary (NEP), GER is 62.9 percent (boys 58.7, girls 67.2), with a gap of 8.5 points. Under the existing structure, Secondary GER is 77.5 percent (boys 72.7, girls 82.7), and Higher Secondary GER is 48.7 percent (boys 45.1, girls 52.4). Here the gaps are 10.0 and 7.3 points respectively.

For Scheduled Castes (SC), GER at the Foundational stage is 184.5 percent, with boys at 201.6 and girls at 169.9. This shows a gap of 31.7 percentage points. At the Preparatory stage, GER rises to 249.8 percent (boys 245.4, girls 258.6). The gap here is 13.3 points. In Middle school, GER stands at 226.9 percent, with boys at 204.8 and girls at 252.3. The difference is 47.5 points. At Secondary (NEP), GER is 166.9 percent (boys 164.8, girls 170.3), with a gap of 5.5 points. Under the existing structure, Secondary GER is 218.8 percent (boys 251.5, girls 204.8), and Higher Secondary GER is 121.2 percent (boys 109.4, girls 134.4). Here the gaps are 46.7 and 25.0 points respectively.

For Scheduled Tribes (ST), GER at the Foundational stage is 71.1 percent, with boys at 70.9 and girls at 71.4. This shows a gap of 0.5 percentage points. At the Preparatory stage, GER rises to 118.8 percent (boys 117.8, girls 119.8). The gap here is 2.1 points. In Middle school, GER stands at 97.1 percent, with boys at 93.5 and girls at 101.0. The difference is 7.5 points. At Secondary (NEP), GER is 65.2 percent (boys 60.9, girls 69.6), with a gap of 8.6 points. Under the existing structure, Secondary GER is 81.4 percent (boys 76.5, girls 86.6), and Higher Secondary GER is 49.4 percent (boys 45.6, girls 53.3). Here the gaps are 10.0 and 7.7 points respectively.

North Region

For All Social Groups, GER at the Foundational stage is 60.0 percent, with boys at 60.1 and girls at 59.9. This shows a gap of 0.2 percentage points. At the Preparatory stage, GER rises to 101.1 percent (boys 99.1, girls 103.5). The gap here is 4.4 points. In Middle school, GER stands at 97.1 percent, with boys at 94.0 and girls at 100.8. The difference is 6.8 points. At Secondary (NEP), GER is 78.7 percent (boys 75.9, girls 81.9), with a gap of 6.0 points. Under the existing structure, Secondary GER is 86.7 percent (boys 84.6, girls 89.0), and Higher Secondary GER is 70.7 percent (boys 67.3, girls 74.9). Here the gaps are 4.4 and 7.6 points respectively.

For Scheduled Castes (SC), GER at the Foundational stage is 83.8 percent, with boys at 69.4 and girls at 145.5. This shows a gap of 76.2 percentage points. At the Preparatory stage, GER rises to 136.7 percent (boys 114.1, girls 180.7). The gap here is 66.6 points. In Middle school, GER stands at 102.9 percent, with boys at 95.4 and girls at 113.0. The difference is 17.6 points. At Secondary (NEP), GER is 99.5 percent (boys 86.9, girls 114.5), with a gap of 27.5 points. Under the existing structure, Secondary GER is 112.1 percent (boys 100.7, girls 110.4), and Higher Secondary GER is 87.7 percent (boys 73.2, girls 102.8). Here the gaps are 9.7 and 29.5 points respectively.

For Scheduled Tribes (ST), GER at the Foundational stage is 58.0 percent, with boys at 58.8 and girls at 57.1. This shows a gap of 1.7 percentage points. At the Preparatory stage, GER rises to 106.6 percent (boys 106.2, girls 107.1). The gap here is 0.9 points. In Middle school, GER stands at 97.6 percent, with boys at 95.8 and girls at 99.6. The difference is 3.8 points. At Secondary (NEP), GER is 74.3 percent (boys 72.8, girls 75.8), with a gap of 3.0 points. Under the existing structure, Secondary GER is 80.5 percent (boys 79.4, girls 81.7), and Higher Secondary GER is 67.9 percent (boys 66.0, girls 69.9). Here the gaps are 2.2 and 3.9 points respectively.

South Region

For All Social Groups, GER at the Foundational stage is 57.6 percent, with boys at 57.8 and girls at 57.3. This shows a gap of 0.5 percentage points. At the Preparatory stage, GER rises to 96.2 percent (boys 95.9, girls 96.5). The gap here is 0.6 points. In Middle school, GER stands at 98.0 percent, with boys at 96.5 and girls

at 99.5. The difference is 3.0 points. At Secondary (NEP), GER is 84.8 percent (boys 81.5, girls 88.3), with a gap of 6.8 points. Under the existing structure, Secondary GER is 94.3 percent (boys 92.9, girls 95.9), and Higher Secondary GER is 75.3 percent (boys 70.0, girls 81.0). Here the gaps are 3.0 and 11.0 points respectively.

For Scheduled Castes (SC), GER at the Foundational stage is 48.7 percent, with boys at 48.4 and girls at 49.0. This shows a gap of 0.7 percentage points. At the Preparatory stage, GER rises to 96.0 percent (boys 95.0, girls 97.1). The gap here is 2.1 points. In Middle school, GER stands at 96.6 percent, with boys at 95.8 and girls at 97.6. The difference is 1.8 points. At Secondary (NEP), GER is 82.6 percent (boys 78.9, girls 86.4), with a gap of 7.5 points. Under the existing structure, Secondary GER is 92.0 percent (boys 90.7, girls 93.5), and Higher Secondary GER is 72.9 percent (boys 66.8, girls 79.2). Here the gaps are 2.8 and 12.5 points respectively.

For Scheduled Tribes (ST), GER at the Foundational stage is 48.8 percent, with boys at 48.3 and girls at 49.5. This shows a gap of 1.2 percentage points. At the Preparatory stage, GER rises to 99.2 percent (boys 98.0, girls 100.6). The gap here is 2.6 points. In Middle school, GER stands at 100.6 percent, with boys at 98.6 and girls at 102.9. The difference is 4.3 points. At Secondary (NEP), GER is 79.1 percent (boys 75.1, girls 83.6), with a gap of 8.5 points. Under the existing structure, Secondary GER is 90.2 percent (boys 88.0, girls 92.6), and Higher Secondary GER is 67.5 percent (boys 61.4, girls 74.3). Here the gaps are 4.5 and 12.9 points respectively.

West Region

For All Social Groups, GER at the Foundational stage is 51.2 percent, with boys at 51.4 and girls at 50.9. This shows a gap of 0.4 percentage points. At the Preparatory stage, GER rises to 102.8 percent (boys 101.1, girls 104.7). The gap here is 3.6 points. In Middle school, GER stands at 101.7 percent, with boys at 99.0 and girls at 104.9. The difference is 5.9 points. At Secondary (NEP), GER is 79.2 percent (boys 74.3, girls 85.3), with a gap of 11.0 points. Under the existing structure, Secondary GER is 91.6 percent (boys 89.3, girls 94.5), and Higher Secondary GER is 66.8 percent (boys 59.9, girls 76.0). Here the gaps are 5.3 and 16.1 points respectively.

For Scheduled Castes (SC), GER at the Foundational stage is 44.4 percent, with boys at 45.0 and girls at 43.7. This shows a gap of 1.3 percentage points. At the Preparatory stage, GER rises to 98.9 percent (boys 97.7, girls 100.2). The gap here is 2.5 points. In Middle school, GER stands at 92.8 percent, with boys at 92.3 and girls at 93.3. The difference is 1.0 points. At Secondary (NEP), GER is 75.2 percent (boys 70.5, girls 80.5), with a gap of 10.1 points. Under the existing structure, Secondary GER is 85.8 percent (boys 82.2, girls 90.1), and Higher Secondary GER is 64.7 percent (boys 58.7, girls 71.3). Here the gaps are 7.8 and 12.6 points respectively.

For Scheduled Tribes (ST), GER at the Foundational stage is 38.8 percent, with boys at 38.7 and girls at 39.0. This shows a gap of 0.3 percentage points. At the Preparatory stage, GER rises to 86.6 percent (boys 84.7, girls 88.7). The gap here is 4.0 points. In Middle school, GER stands at 87.9 percent, with boys at 85.6 and girls at 90.4. The difference is 4.8 points. At Secondary (NEP), GER is 65.8 percent (boys 61.7, girls 70.2), with a gap of 8.5 points. Under the existing structure, Secondary GER is 77.2 percent (boys 74.1, girls 80.7), and Higher Secondary GER is 53.7 percent (boys 48.5, girls 59.3). Here the gaps are 6.6 and 10.8 points respectively.

Net Enrolment Ratio (NER) by Gender and Level of Education: All Social Groups

National Overview

For All Social Groups, NER at the Foundational stage is 36.9 percent. Girls' NER stands at 37.2 percent compared to 36.7 percent for boys, giving them a lead of 0.5 points. At the Preparatory stage, NER is 68.8 percent. Girls record 70.1 percent against 67.6 percent for boys, a gap of 2.5 points. In Middle school, NER is 64.8 percent. Girls reach 66.1 percent compared to 63.6 percent for boys, a lead of 2.5 points. At Secondary (NEP), NER is 52.2 percent. Girls record 53.7 percent compared to 50.8 percent for boys, a margin of 2.9 points. Under the existing structure, Secondary NER is 47.5 percent. Girls are at 48.6 percent compared to 46.6 percent for boys, a gap of 2.0 points. At Higher Secondary, NER is 35.8 percent. Girls stand at 37.6 percent compared to 34.2 percent for boys, a difference of 3.4 points.

Regional Insights

East Region

For All Social Groups, NER at the Foundational stage is 57.5 percent. Girls' NER stands at 58.0 percent compared to 57.0 percent for boys, giving them a lead of 1.0 points. At the Preparatory stage, NER is 77.8 percent. Girls record 79.1 percent against 76.0 percent for boys, a gap of 3.2 points. In Middle school, NER is 64.1 percent. Girls reach 67.3 percent compared to 61.2 percent for boys, a lead of 6.1 points. At Secondary (NEP), NER is 49.5 percent. Girls record 53.1 percent compared to 46.0 percent for boys, a margin of 7.1 points. Under the existing structure, Secondary NER is 47.0 percent. Girls are at 50.5 percent compared to 43.7 percent for boys, a gap of 6.8 points. At Higher Secondary, NER is 31.0 percent. Girls stand at 33.8 percent compared to 28.4 percent for boys, a difference of 5.4 points.

North Region

For All Social Groups, NER at the Foundational stage is 55.3 percent. Girls' NER stands at 55.6 percent compared to 55.2 percent for boys, giving them a lead of 0.3 points. At the Preparatory stage, NER is 72.1 percent. Girls record 73.6 percent against 70.8 percent for boys, a gap of 2.7 points. In Middle school, NER is 68.2 percent. Girls reach 70.1 percent compared to 66.4 percent for boys, a lead of 3.7 points. At Secondary (NEP), NER is 59.6 percent. Girls record 61.8 percent compared to 57.8 percent for boys, a margin of 4.1 points. Under the existing structure, Secondary NER is 50.2 percent. Girls are at 51.7 percent compared to 49.0 percent for boys, a gap of 2.7 points. At Higher Secondary, NER is 40.8 percent. Girls stand at 43.2 percent compared to 38.9 percent for boys, a difference of 4.3 points.

South Region

For All Social Groups, NER at the Foundational stage is 55.6 percent. Boys' NER stands at 55.6 percent compared to 55.5 percent for girls, giving them a lead of 0.2 points. At the Preparatory stage, NER is 73.5 percent. Boys record 73.7 percent compared to 73.3 percent for girls, a gap of 0.4 points. In Middle school, NER is 71.9 percent. Girls reach 72.2 percent compared to 71.6 percent for boys, a lead of 0.6 points. At Secondary (NEP), NER is 65.6 percent. Girls record 68.2 percent compared to 63.2 percent for boys, a margin of 4.9 points. Under the existing structure, Secondary NER is 67.9 percent. Girls are at 69.1 percent compared to 66.8 percent for boys, a gap of 2.3 points. At Higher Secondary, NER is 53.8 percent. Girls stand at 57.7 percent compared to 50.2 percent for boys, a difference of 7.5 points.

West Region

For All Social Groups, NER at the Foundational stage is 49.4 percent. Girls' NER stands at 49.4 percent compared to 49.3 percent for boys, giving them a lead of 0.0 points. At the Preparatory stage, NER is 83.9 percent. Girls record 85.5 percent against 82.5 percent for boys, a gap of 3.0 points. In Middle school, NER is 81.4 percent. Girls reach 83.8 percent compared to 79.4 percent for boys, a lead of 4.4 points. At Secondary (NEP), NER is 63.7 percent. Girls record 68.9 percent compared to 59.6 percent for boys, a margin of 9.3 points. Under the existing structure, Secondary NER is 59.4 percent. Girls are at 61.1 percent compared to 58.0 percent for boys, a gap of 3.1 points. At Higher Secondary, NER is 42.9 percent. Girls stand at 48.8 percent compared to 38.5 percent for boys, a difference of 10.3 points.

Adjusted Net Enrolment Ratio (ANER): All Management

National Overview

At the national level, adjusted enrolment ratios highlight strong participation at early stages but reveal declines as children advance through higher levels of schooling. At the Foundational stage, ANER is 46.1 percent, with boys at 45.4 and girls at 46.8, indicating near parity at entry. The Preparatory stage shows the highest participation, with ANER reaching 86.1 percent (boys 83.8, girls 88.6), where girls continue to hold a slight advantage. By the Middle stage, enrolment dips modestly to 81.4 percent (boys 79.3, girls 83.7). At Secondary level, enrolment falls sharply: under the NEP structure, ANER is 52.2 percent (boys 50.8, girls 53.7), while in the existing structure (Classes 9–10) it is 59.8 percent (boys 57.8, girls 62.0). These patterns underline that while early grades achieve high participation, retention weakens significantly in later grades, with girls generally maintaining an advantage over boys.

Regional Insights

South

In South, enrolment at the Foundational level is 67.6 percent, which is +46.6% compared to the national figure. Boys record 67.3 percent (+48.2%), while girls stand at 67.9 percent (+45.0%), showing that girls outpace boys. At the Preparatory stage, ANER rises to 98.6 percent (+14.5% vs national), with boys at 97.4 (+16.2%) and girls at 99.9 (+12.8%), reinforcing the gender advantage for girls. By the Middle stage, enrolment shifts to 96.1 percent (+18.1%), with boys at 94.2 (+18.8%) and girls at 98.2 (+17.3%). Here the region remains above the national level, and the gender gap widens in favour of girls. At Secondary under NEP, enrolment is 65.6 percent (+25.7%), with boys 63.2 (+24.5%) and girls 68.2 (+27.0%). The data indicates that girls retain an advantage. In the existing 9–10 structure, ANER is 83.1 percent (+39.0%), with boys 80.0 (+38.4%) and girls 86.6 (+39.7%). This shows that the region sustains enrolment better than national.

East

In East, enrolment at the Foundational level is 64.9 percent, which is +40.7% compared to the national figure. Boys record 63.8 percent (+40.6%), while girls stand at 66.0 percent (+40.9%), showing that girls outpace boys. At the Preparatory stage, ANER rises to 90.2 percent (+4.8% vs national), with boys at 87.4 (+4.3%) and girls at 93.3 (+5.3%), reinforcing the gender advantage for girls. By the Middle stage, enrolment shifts to 74.6 percent (-8.3%), with boys at 70.5 (-11.0%) and girls at 79.1 (-5.5%). Here the

region falls below the national level, and the gender gap widens in favour of girls. At Secondary under NEP, enrolment is 49.5 percent (-5.2%), with boys 46.0 (-9.4%) and girls 53.1 (-1.1%). The data indicates that girls retain an advantage. In the existing 9–10 structure, ANER is 53.9 percent (-9.8%), with boys 49.6 (-14.2%) and girls 58.5 (-5.6%). This shows that the region struggles with retention compared to national averages.

North

In North, enrolment at the Foundational level is 67.7 percent, which is +46.8% compared to the national figure. Boys record 67.0 percent (+47.6%), while girls stand at 68.5 percent (+46.3%), showing that girls outpace boys. At the Preparatory stage, ANER rises to 96.2 percent (+11.8% vs national), with boys at 93.5 (+11.5%) and girls at 99.5 (+12.3%), reinforcing the gender advantage for girls. By the Middle stage, enrolment shifts to 90.5 percent (+11.2%), with boys at 87.2 (+9.9%) and girls at 94.6 (+13.0%). Here the region remains above the national level, and the gender gap widens in favour of girls. At Secondary under NEP, enrolment is 59.6 percent (+14.2%), with boys 57.8 (+13.7%) and girls 61.9 (+15.2%). The data indicates that girls retain an advantage. In the existing 9–10 structure, ANER is 71.9 percent (+20.3%), with boys 68.9 (+19.1%) and girls 75.6 (+21.9%). This shows that the region sustains enrolment better than national.

West

In West, enrolment at the Foundational level is 57.4 percent, which is +24.6% compared to the national figure. Boys record 57.2 percent (+25.9%), while girls stand at 57.8 percent (+23.5%), showing that girls outpace boys. At the Preparatory stage, ANER rises to 100.9 percent (+17.2% vs national), with boys at 98.7 (+17.7%) and girls at 103.5 (+16.8%), reinforcing the gender advantage for girls. By the Middle stage, enrolment shifts to 99.3 percent (+22.0%), with boys at 96.2 (+21.3%) and girls at 102.9 (+23.0%). Here the region remains above the national level, and the gender gap widens in favour of girls. At Secondary under NEP, enrolment is 63.7 percent (+22.0%), with boys 59.6 (+17.2%) and girls 68.9 (+28.3%). The data indicates that girls retain an advantage. In the existing 9–10 structure, ANER is 74.7 percent (+24.9%), with boys 71.2 (+23.2%) and girls 78.9 (+27.3%). This shows that the region sustains enrolment better than national.

Age-Specific Enrolment Rate (ASER): All Management

National Insights

At the national level, participation rates remain high in the early years. For ASER Age 6–10 years, enrolment reaches 83.2 percent, with boys at 81.3 and girls at 85.4. This strong early coverage extends into ASER Age 11–13 years, where total participation is 92.7 percent (boys 91.0, girls 94.7). Combining ages 6–13, overall enrolment remains at 86.8 percent, indicating near-universal attendance through the elementary cycle. However, participation begins to decline at older ages. For ASER Age 14–15 years, enrolment falls to 77.3 percent (boys 76.0, girls 78.6), and by ASER Age 16–17 years, rates drop further to 77.2 percent (boys 76.6, girls 77.8). These figures highlight strong early participation, but reveal significant attrition at secondary and higher secondary stages.

Regional Insights

East

In East, participation at ASER Age 6–10 years is 90.2 percent, which is $\Delta +8.4\%$ compared to the national average. Boys record 89.0 ($\Delta +9.5\%$), while girls reach 91.5 ($\Delta +7.1\%$). At ASER Age 11–13 years, total participation is 89.1 percent ($\Delta -3.8\%$), with boys at 87.2 ($\Delta -4.2\%$) and girls at 90.9 ($\Delta -4.0\%$). For ages 6–13 overall, East records 89.7 percent ($\Delta +3.4\%$), with boys at 88.3 and girls at 91.2. Participation falls at older ages: at 14–15 years, total is 78.1 percent ($\Delta +1.0\%$), and by 16–17 years, it is 51.8 percent ($\Delta -32.9\%$). These figures show how East compares to the national trend, with clear indications of where retention is stronger or weaker across age groups.

North

In North, participation at ASER Age 6–10 years is 91.3 percent, which is $\Delta +9.8\%$ compared to the national average. Boys record 90.2 ($\Delta +10.9\%$), while girls reach 92.5 ($\Delta +8.3\%$). At ASER Age 11–13 years, total participation is 93.3 percent ($\Delta +0.6\%$), with boys at 92.1 ($\Delta +1.2\%$) and girls at 94.6 ($\Delta -0.1\%$). For ages 6–13 overall, North records 93.1 percent ($\Delta +7.3\%$), with boys at 91.7 and girls at 94.3. Participation falls at older ages: at 14–15 years, total is 83.5 percent ($\Delta +8.0\%$), and by 16–17 years, it is 52.0 percent ($\Delta -32.6\%$). These figures show how North compares to the national trend, with clear indications of where retention is stronger or weaker across age groups.

South

In South, participation at ASER Age 6–10 years is 93.6 percent, which is $\Delta +12.5\%$ compared to the national average. Boys record 92.8 ($\Delta +14.2\%$), while girls reach 94.5 ($\Delta +10.6\%$). At ASER Age 11–13 years, total participation is 96.2 percent ($\Delta +3.7\%$), with boys at 95.0 ($\Delta +4.5\%$) and girls at 96.9 ($\Delta +2.3\%$). For ages 6–13 overall, South records 94.9 percent ($\Delta +9.4\%$), with boys at 94.0 and girls at 95.9. Participation falls at older ages: at 14–15 years, total is 91.6 percent ($\Delta +18.5\%$), and by 16–17 years, it is 62.4 percent ($\Delta -19.1\%$). These figures show how South compares to the national trend, with clear indications of where retention is stronger or weaker across age groups.

West

In West, participation at ASER Age 6–10 years is 95.7 percent, which is $\Delta +15.1\%$ compared to the national average. Boys record 94.8 ($\Delta +16.6\%$), while girls reach 96.7 ($\Delta +13.2\%$). At ASER Age 11–13 years, total participation is 96.9 percent ($\Delta +4.5\%$), with boys at 96.2 ($\Delta +5.7\%$) and girls at 97.7 ($\Delta +3.1\%$). For ages 6–13 overall, West records 96.2 percent ($\Delta +10.8\%$), with boys at 95.4 and girls at 97.0. Participation falls at older ages: at 14–15 years, total is 84.0 percent ($\Delta +8.6\%$), and by 16–17 years, it is 53.6 percent ($\Delta -30.5\%$). These figures show how West compares to the national trend, with clear indications of where retention is stronger or weaker across age groups.

Note on $\Delta\%$ interpretation: The $\Delta\%$ values represent the relative difference compared to the national average. For example, if girls' participation in a region is 91.5 ($\Delta +7.1\%$), it means 91.5% of girls are enrolled in that region, which is 7.1% higher than the national average for girls in the same age group.

OBC Enrolment

National Insights

At the Foundational stage, OBC enrolment forms 43.3 percent of total enrolment (boys 43.5, girls 43.2). This indicates near parity at entry and sets the baseline for subsequent stages.

At the Preparatory stage, the OBC share is 45.8 percent (boys 45.8, girls 45.8), holding slightly above Foundational and confirming stable representation in primary years.

By the Middle stage, OBC enrolment is 45.4 percent (boys 45.3, girls 45.5), maintaining consistency through the end of elementary schooling.

In Secondary (NEP), the OBC share is 46.0 percent (boys 46.1, girls 45.9). Under the existing Classes 9–10 structure, it stands at 45.2 percent (boys 45.4, girls 45.1).

At Higher Secondary (Classes 11–12), OBC enrolment reaches 46.9 percent nationally (boys 47.0, girls 46.9), representing the highest stage-wise share and indicating sustained participation through senior secondary.

Regional Insights

South

In the early grades, South records a Foundational OBC share of 49.8 percent (boys 49.9, girls 49.8), $\Delta +15.1\%$ vs national. At Preparatory, the region posts 51.0 percent (boys 50.9, girls 51.0), $\Delta +11.2\%$ vs national. Gender differences at these stages are minimal.

By the Middle stage, South stands at 50.9 percent (boys 50.9, girls 50.9), $\Delta +12.2\%$. At Secondary, South records 51.5 percent under NEP (boys 51.6, girls 51.4, $\Delta +12.0\%$), and 51.3 percent under the existing 9–10 structure (boys 51.5, girls 51.2, $\Delta +13.6\%$). These figures indicate whether South converges towards or diverges from the national profile during the secondary transition.

At Higher Secondary, South records 51.8 percent (boys 51.9, girls 51.7), $\Delta +10.4\%$ vs national. Across stages, the pattern suggests stronger-than-national representation of OBC students. Girls are either at par or ahead in select stages.

East

In the early grades, East records a Foundational OBC share of 23.1 percent (boys 23.2, girls 23.1), $\Delta -46.6\%$ vs national. At Preparatory, the region posts 23.4 percent (boys 23.3, girls 23.4), $\Delta -49.0\%$ vs national. Gender differences at these stages are minimal.

By the Middle stage, East stands at 23.9 percent (boys 24.0, girls 23.8), $\Delta -47.4\%$. At Secondary, East records 24.6 percent under NEP (boys 24.7, girls 24.5, $\Delta -46.5\%$), and 24.4 percent under the existing 9–10 structure (boys 24.5, girls 24.3, $\Delta -46.1\%$). These figures indicate whether East converges towards or diverges from the national profile during the secondary transition.

At Higher Secondary, East records 25.0 percent (boys 25.1, girls 24.9), $\Delta -46.7\%$ vs national. Across stages, the pattern suggests consistently lower representation of OBC students. Girls are either at par or ahead in select stages.

North

In the early grades, North records a Foundational OBC share of 23.4 percent (boys 23.5, girls 23.3), Δ -46.0% vs national. At Preparatory, the region posts 23.5 percent (boys 23.5, girls 23.5), Δ -48.7% vs national. Gender differences at these stages are minimal.

By the Middle stage, North stands at 23.0 percent (boys 23.0, girls 23.0), Δ -49.4%. At Secondary, North records 23.4 percent under NEP (boys 23.4, girls 23.4, Δ -49.2%), and 23.2 percent under the existing 9–10 structure (boys 23.2, girls 23.2, Δ -48.7%). These figures indicate whether North converges towards or diverges from the national profile during the secondary transition.

At Higher Secondary, North records 23.6 percent (boys 23.7, girls 23.6), Δ -49.6% vs national. Across stages, the pattern suggests consistently lower representation of OBC students. Girls are either at par or ahead in select stages.

West

In the early grades, West records a Foundational OBC share of 28.5 percent (boys 28.4, girls 28.6), Δ -34.1% vs national. At Preparatory, the region posts 29.1 percent (boys 29.0, girls 29.3), Δ -36.4% vs national. Gender differences at these stages are minimal.

By the Middle stage, West stands at 30.0 percent (boys 30.0, girls 30.1), Δ -33.9%. At Secondary, West records 31.6 percent under NEP (boys 31.8, girls 31.4, Δ -31.3%), and 31.3 percent under the existing 9–10 structure (boys 31.4, girls 31.1, Δ -30.8%). These figures indicate whether West converges towards or diverges from the national profile during the secondary transition.

At Higher Secondary, West records 32.0 percent (boys 32.3, girls 31.7), Δ -31.8% vs national. Across stages, the pattern suggests consistently lower representation of OBC students. Girls are consistently ahead of boys.

Muslim Enrolment

National Insights

At the Foundational stage, the Muslim share of total enrolment is 18.0 percent nationally (boys 17.8, girls 18.3), indicating the baseline at entry. This holds at the Preparatory stage with 17.4 percent (boys 17.1, girls 17.7), and remains steady through Middle where it is 15.4 percent (boys 14.9, girls 16.0). In Secondary, the picture differs by structure: under NEP, Muslim enrolment comprises 13.3 percent (boys 12.4, girls 14.2); under the existing Classes 9–10 structure it is 14.2 percent (boys 13.4, girls 15.2). At Higher Secondary (11–12), the share stands at 12.0 percent nationally (boys 11.2, girls 12.9).

Regional Insights

South

In South, the Muslim share at Foundational is 26.6 percent (Δ +47.8% vs national), rising to 26.4 at Preparatory (Δ +51.9%) and 25.7 at Middle (Δ +66.7%). At Secondary, South records 24.6 percent under the NEP structure (Δ +85.0%) and 25.1 under the existing 9–10 structure (Δ +77.1%). By Higher Secondary, the Muslim share is 23.9 percent (Δ +99.0%). These comparisons indicate where the region stands relative to the national pattern through schooling transitions.

East

In East, the Muslim share at Foundational is 13.7 percent (Δ -23.9% vs national), rising to 13.4 at Preparatory (Δ -23.0%) and 12.1 at Middle (Δ -21.7%). At Secondary, East records 10.2 percent under the NEP structure (Δ -22.9%) and 10.8 under the existing 9–10 structure (Δ -23.6%). By Higher Secondary, the Muslim share is 9.3 percent (Δ -22.7%). These comparisons indicate where the region stands relative to the national pattern through schooling transitions.

North

In North, the Muslim share at Foundational is 20.6 percent (Δ +14.7% vs national), rising to 20.2 at Preparatory (Δ +15.9%) and 18.7 at Middle (Δ +21.7%). At Secondary, North records 16.8 percent under the NEP structure (Δ +26.2%) and 17.2 under the existing 9–10 structure (Δ +21.3%). By Higher Secondary, the Muslim share is 16.3 percent (Δ +35.9%). These comparisons indicate where the region stands relative to the national pattern through schooling transitions.

West

In West, the Muslim share at Foundational is 9.9 percent (Δ -45.1% vs national), rising to 9.6 at Preparatory (Δ -45.1%) and 9.0 at Middle (Δ -41.6%). At Secondary, West records 7.7 percent under the NEP structure (Δ -42.0%) and 8.3 under the existing 9–10 structure (Δ -41.4%). By Higher Secondary, the Muslim share is 6.9 percent (Δ -42.3%). These comparisons indicate where the region stands relative to the national pattern through schooling transitions.

Minority Enrolment

National Insights

Minority enrolment accounts for nearly one in four children at the Foundational stage (23.3%), indicating strong representation in the early years. However, as children progress through the system, the share of minority students declines consistently. By Higher Secondary, minorities form only 16.7% of enrolments — a drop of almost 7 percentage points from Foundational.

Gender patterns reveal that girls are consistently slightly better represented than boys at every stage — for example, 23.6% girls vs. 23.0% boys at Foundational, and 17.5% girls vs. 15.8% boys at Higher Secondary. This suggests that while overall participation of minorities declines with each stage, girls within minority communities tend to sustain enrolment better than boys.

At the Secondary stage, the NEP structure shows a 17.7% minority share, while under the existing 9–10 framework it is slightly higher at 18.4%, highlighting structural nuances but reinforcing the overall pattern of decline.

Regional Insights

South

Minority representation starts lower (32.65% Foundational) and stabilizes through 30.7% by Higher Secondary. This indicates weaker retention compared to the national trend, especially at higher grades.

East

The East consistently shows the highest minority representation — 47.98% at Foundational and still nearly 42.98% at Higher Secondary. This reflects stronger presence and retention of minorities, though the downward trend is still visible.

North

Patterns are similar to the East, with high initial representation (30.55% at Foundational) but a steady reduction to 27.35% by Higher Secondary.

West:

Levels are closer to the South, with minority share beginning at 14.28% and falling to 12.84%, showing average representation but significant decline at higher stages.

Overall, the data highlights a systematic decline in minority enrolment as education levels rise, with the steepest drops occurring at the transition to Secondary and Higher Secondary. While girls fare marginally better than boys, the underlying challenge is clear: retention of minority students weakens significantly beyond the Foundational and Preparatory stages. Regionally, East and North sustain stronger minority participation, whereas South and West lag behind, pointing to region-specific policy and programmatic priorities.

Dropout Rates by Gender and Level of School Education

National Insights

For All Social Groups, the dropout rate at the Preparatory stage is 2.3 percent. Boys record 2.7 percent compared to 1.8 percent for girls, a gap of 0.9 points. At the Middle level, dropout rises to 3.5 percent. Boys are at 4.1 percent while girls are at 2.9 percent, a difference of 1.2 points. At Secondary (NEP), the dropout rate is 8.2 percent. Boys stand at 9.7 percent compared to 6.6 percent for girls, leaving a margin of 3.1 points. Under the existing Secondary structure, dropout is higher at 11.5 percent. Boys reach 13.3 percent compared to 9.6 percent for girls, a gap of 3.7 points.

Regional Insights

East Region

For All Social Groups, the dropout rate at the Preparatory stage is 4.0 percent. Boys record 4.7 percent compared to 3.3 percent for girls, a gap of 1.4 points. At the Middle level, dropout rises to 4.8 percent. Boys are at 6.0 percent while girls are at 3.6 percent, a difference of 2.4 points. At Secondary (NEP), the dropout rate is 9.5 percent. Boys stand at 10.6 percent compared to 8.4 percent for girls, leaving a margin of 2.2 points. Under the existing Secondary structure, dropout is higher at 13.3 percent. Boys reach 14.7 percent compared to 12.0 percent for girls, a gap of 2.7 points.

North Region

For All Social Groups, the dropout rate at the Preparatory stage is 1.4 percent. Boys record 1.7 percent compared to 1.1 percent for girls, a gap of 0.6 points. At the Middle level, dropout rises to 2.6 percent. Boys are at 2.9 percent while girls are at 2.2 percent, a difference of 0.7 points. At Secondary (NEP), the dropout rate is 6.4 percent. Boys stand at 7.7 percent compared to 4.9 percent for girls, leaving a margin of 2.9 points. Under the existing Secondary structure, dropout is higher at 8.5 percent. Boys reach 9.9 percent compared to 7.0 percent for girls, a gap of 2.8 points.

South Region

For All Social Groups, the dropout rate at the Preparatory stage is 1.0 percent. Boys record 1.2 percent compared to 0.8 percent for girls, a gap of 0.5 points. At the Middle level, dropout rises to 1.6 percent. Boys are at 2.0 percent while girls are at 1.1 percent, a difference of 0.8 points. At Secondary (NEP), the dropout rate is 7.2 percent. Boys stand at 9.1 percent compared to 5.3 percent for girls, leaving a margin of 3.8 points. Under the existing Secondary structure, dropout is higher at 9.5 percent. Boys reach 11.6 percent compared to 7.3 percent for girls, a gap of 4.3 points.

West Region

For All Social Groups, the dropout rate at the Preparatory stage is 0.6 percent. Boys record 0.7 percent compared to 0.4 percent for girls, a gap of 0.3 points. At the Middle level, dropout rises to 2.4 percent. Boys are at 2.6 percent while girls are at 2.2 percent, a difference of 0.4 points. At Secondary (NEP), the dropout rate is 10.6 percent. Boys stand at 13.1 percent compared to 8.1 percent for girls, leaving a margin of 5.0 points. Under the existing Secondary structure, dropout is higher at 13.1 percent. Boys reach 15.8 percent compared to 10.3 percent for girls, a gap of 5.5 points.

Transition Rates by Gender and Level of School Education

National Overview

For All Social Groups, the transition from Foundational to Preparatory is 98.6 percent. Girls record 99.2 percent compared to 98.0 percent for boys, a gap of 1.2 points. From Preparatory to Middle, the transition rate is 92.2 percent. Girls stand at 93.0 percent against 91.5 percent for boys, a difference of 1.5 points. From Middle to Secondary, the transition is 86.6 percent. Girls reach 87.3 percent compared to 85.9 percent for boys, leaving a margin of 1.4 points. The sharpest decline appears from Secondary to Higher Secondary, with a transition rate of 75.1 percent. Girls record 77.9 percent compared to 72.4 percent for boys, a gap of 5.5 points.

Regional Insights

East Region

For All Social Groups, the transition from Foundational to Preparatory is 92.6 percent. Girls record 93.2 percent compared to 91.9 percent for boys, a gap of 1.3 points. From Preparatory to Middle, the transition rate is 88.6 percent. Girls stand at 90.6 percent against 86.8 percent for boys, a difference of 3.8 points. From Middle to Secondary, the transition is 83.0 percent. Girls reach 85.3 percent compared to 80.6

percent for boys, leaving a margin of 4.7 points. The sharpest decline appears from Secondary to Higher Secondary, with a transition rate of 67.9 percent. Girls record 69.5 percent compared to 66.3 percent for boys, a gap of 3.2 points.

North Region

For All Social Groups, the transition from Foundational to Preparatory is 98.0 percent. Girls record 98.4 percent compared to 97.5 percent for boys, a gap of 0.9 points. From Preparatory to Middle, the transition rate is 95.9 percent. Girls stand at 96.6 percent against 95.1 percent for boys, a difference of 1.5 points. From Middle to Secondary, the transition is 90.5 percent. Girls reach 91.2 percent compared to 89.9 percent for boys, leaving a margin of 1.3 points. The sharpest decline appears from Secondary to Higher Secondary, with a transition rate of 83.8 percent. Girls record 85.9 percent compared to 81.7 percent for boys, a gap of 4.1 points.

South Region

For All Social Groups, the transition from Foundational to Preparatory is 98.5 percent. Girls record 98.7 percent compared to 98.2 percent for boys, a gap of 0.5 points. From Preparatory to Middle, the transition rate is 98.0 percent. Girls stand at 98.5 percent against 97.4 percent for boys, a difference of 1.1 points. From Middle to Secondary, the transition is 97.7 percent. Girls reach 98.1 percent compared to 97.3 percent for boys, leaving a margin of 0.8 points. The sharpest decline appears from Secondary to Higher Secondary, with a transition rate of 82.8 percent. Girls record 86.8 percent compared to 79.0 percent for boys, a gap of 7.8 points.

West Region

For All Social Groups, the transition from Foundational to Preparatory is 99.2 percent. Girls record 99.3 percent compared to 99.0 percent for boys, a gap of 0.3 points. From Preparatory to Middle, the transition rate is 98.3 percent. Girls stand at 98.6 percent against 98.0 percent for boys, a difference of 0.6 points. From Middle to Secondary, the transition is 92.9 percent. Girls reach 93.5 percent compared to 92.4 percent for boys, leaving a margin of 1.1 points. The sharpest decline appears from Secondary to Higher Secondary, with a transition rate of 83.0 percent. Girls record 86.4 percent compared to 79.6 percent for boys, a gap of 6.8 points.

Retention Rates by Gender and Level of School Education

National Overview

For All Social Groups, retention at the Foundational stage is 98.9 percent. Girls stand at 99.7 percent compared to 98.1 percent for boys, a gap of 1.6 points. At the Preparatory stage, retention is 92.4 percent. Girls record 93.4 percent compared to 91.5 percent for boys, a difference of 1.9 points. In Middle school, retention is 82.8 percent. Girls reach 84.2 percent against 81.5 percent for boys, leaving a margin of 2.7 points. At Secondary (NEP), retention is 47.2 percent. Girls record 49.6 percent compared to 45.0 percent for boys, a gap of 4.6 points. Under the existing Secondary structure, retention is 62.9 percent. Girls are at 64.2 percent compared to 61.7 percent for boys, a difference of 2.5 points. At Higher Secondary, retention is 47.2 percent. Girls reach 49.6 percent compared to 45.0 percent for boys, a margin of 4.6 points.

Regional Insights

East Region

For All Social Groups, retention at the Foundational stage is 88.7 percent. Girls stand at 89.2 percent compared to 88.2 percent for boys, a gap of 1.1 points. At the Preparatory stage, retention is 77.3 percent. Girls record 78.7 percent compared to 75.9 percent for boys, a difference of 2.9 points. In Middle school, retention is 67.5 percent. Girls reach 70.6 percent against 64.6 percent for boys, leaving a margin of 5.9 points. At Secondary (NEP), retention is 34.6 percent. Girls record 37.9 percent compared to 31.6 percent for boys, a gap of 6.3 points. Under the existing Secondary structure, retention is 51.3 percent. Girls are at 55.3 percent compared to 47.7 percent for boys, a difference of 7.6 points. At Higher Secondary, retention is 34.6 percent. Girls reach 37.9 percent compared to 31.6 percent for boys, a margin of 6.3 points.

North Region

For All Social Groups, retention at the Foundational stage is 95.5 percent. Girls stand at 95.9 percent compared to 95.2 percent for boys, a gap of 0.6 points. At the Preparatory stage, retention is 92.1 percent. Girls record 92.5 percent compared to 91.7 percent for boys, a difference of 0.8 points. In Middle school, retention is 85.5 percent. Girls reach 86.3 percent against 84.8 percent for boys, leaving a margin of 1.6 points. At Secondary (NEP), retention is 61.6 percent. Girls record 64.3 percent compared to 59.2 percent for boys, a gap of 5.1 points. Under the existing Secondary structure, retention is 73.5 percent. Girls are at 74.8 percent compared to 72.4 percent for boys, a difference of 2.4 points. At Higher Secondary, retention is 61.6 percent. Girls reach 64.3 percent compared to 59.2 percent for boys, a margin of 5.1 points.

South Region

For All Social Groups, retention at the Foundational stage is 97.1 percent. Girls stand at 97.6 percent compared to 96.7 percent for boys, a gap of 1.0 points. At the Preparatory stage, retention is 97.3 percent. Girls record 97.5 percent compared to 97.2 percent for boys, a difference of 0.3 points. In Middle school, retention is 95.0 percent. Girls reach 96.8 percent against 93.1 percent for boys, leaving a margin of 3.7 points. At Secondary (NEP), retention is 73.2 percent. Girls record 77.8 percent compared to 68.9 percent for boys, a gap of 8.9 points. Under the existing Secondary structure, retention is 90.6 percent. Girls are at 92.2 percent compared to 88.6 percent for boys, a difference of 3.6 points. At Higher Secondary, retention is 73.2 percent. Girls reach 77.8 percent compared to 68.9 percent for boys, a margin of 8.9 points.

West Region

For All Social Groups, retention at the Foundational stage is 98.5 percent. Girls stand at 98.6 percent compared to 98.4 percent for boys, a gap of 0.2 points. At the Preparatory stage, retention is 98.6 percent. Girls record 98.7 percent compared to 98.4 percent for boys, a difference of 0.3 points. In Middle school, retention is 92.1 percent. Girls reach 92.3 percent against 91.9 percent for boys, leaving a margin of 0.4 points. At Secondary (NEP), retention is 56.8 percent. Girls record 62.1 percent compared to 52.0 percent for boys, a gap of 10.1 points. Under the existing Secondary structure, retention is 74.9 percent. Girls are at 78.3 percent compared to 71.8 percent for boys, a difference of 6.5 points. At Higher Secondary, retention is 56.8 percent. Girls reach 62.1 percent compared to 52.0 percent for boys, a margin of 10.1 points.

The UDISE+ 2024–25 analysis reinforces that India’s education system has made notable gains in expanding access, improving gender parity, and strengthening basic infrastructure. Participation at the early stages of schooling is near universal, and girls continue to perform as well as or better than boys across several indicators. These are significant achievements that provide a strong foundation for future progress.

At the same time, the findings draw attention to persistent and systemic challenges. Retention weakens substantially at the secondary stage, with transition to higher secondary emerging as a critical bottleneck. Teacher deployment remains uneven, with Pupil–Teacher Ratios rising sharply in higher classes and certain regions facing particular stress. Equity gaps are also visible, especially for children belonging to Scheduled Castes, Scheduled Tribes, and minority communities, whose participation levels lag behind national averages.

The evidence makes clear that the task ahead is not only about expanding access, but also about ensuring sustained participation, equity, and quality. This requires targeted interventions to support vulnerable groups, improve teacher availability at higher levels, and strengthen inclusive infrastructure. Regional disparities also demand tailored strategies rather than one-size-fits-all solutions.

As a whole, the UDISE+ 2024–25 data provides a comprehensive mirror to the system—showing both the distance covered and the gaps that remain. For policymakers, practitioners, and civil society, the challenge now lies in translating these insights into actionable strategies that will secure the goals of inclusiveness, equity, and quality set out under the National Education Policy 2020.

Glossary of Key UDISE+ Terms

◆ Age-Specific Enrolment Rate (ASER):

Percentage of children of a specific age group who are enrolled in any grade, regardless of the level of education.

$$ASER_a = (\text{Enrolment of children aged } a / \text{Population of children aged } a) \times 100$$

◆ Adjusted Net Enrolment Ratio (ANER):

Percentage of children of the official age group for a given level of education who are enrolled either in that level or in a higher level.

$$ANER_L = (\text{Enrolment of official age group in level } L + \text{Enrolment of same age group in higher levels}) / \text{Population of official age group for level } L \times 100$$

◆ Dropout Rate:

Proportion of students from a cohort enrolled in a particular grade or level in one school year who do not continue in the education system the following year.

$$\text{DropoutRate}_t = (E_t - (P_{t+1} + R_t)) / E_t \times 100$$

Where:

◆ E_t = Enrolment in grade at year t

◆ P_{t+1} = Promoted to next grade in year $t+1$

◆ R_t = Repeaters in same grade

◆ Enrolment:

The total number of pupils registered at a given level of education, regardless of age.

◆ **Gross Enrolment Ratio (GER):**

Total enrolment in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to that level. (GER can exceed 100% if there are over-age or under-age students enrolled.)

$$\text{GER}_L = (\text{Total enrolment at level L} / \text{Population of official age group for level L}) \times 100$$

◆ **Management Types of Schools:**

Government Schools – Managed by Central/State/UT Governments or local bodies.

Government-Aided Schools – Privately managed but receiving financial aid from government.

Private Unaided Schools – Managed by private entities without government funding. Others –

Special categories not covered above.

◆ **Net Enrolment Ratio (NER):**

Enrolment of pupils in the official age group for a given level of education, expressed as a percentage of the corresponding population.

$$\text{NER}_L = (\text{Enrolment of official age group in level L} / \text{Population of official age group for level L}) \times 100$$

◆ **Pupil–Teacher Ratio (PTR):**

The average number of pupils per teacher at a specific level of education in a given year.

$$\text{PTR}_L = (\text{Total enrolment at level L} / \text{Number of teachers at level L})$$

◆ **Retention Rate:**

The percentage of a cohort of pupils enrolled in the first grade of a given level of education who are expected to reach the final grade of that level.

$$\text{RetentionRate}_L = (\text{Number of pupils reaching final grade of level L} / \text{Number of pupils enrolled in Grade 1 of level L}) \times 100$$

◆ **School Levels – Existing Structure:**

Secondary – Classes 9–10. Higher Secondary – Classes 11–12.

◆ **School Levels – NEP Framework:**

Foundational Stage – Pre-primary, Grades 1–2 (ages 3–8). Preparatory Stage – Grades 3–5 (ages 8–11). Middle Stage – Grades 6–8 (ages 11–14). Secondary Stage – Grades 9–12 (ages 14–18).

◆ **Transition Rate:**

The percentage of pupils who progress from one level of education to the next in the following school year (e.g., Primary → Upper Primary, Upper Primary → Secondary, Secondary → Higher Secondary).

$$\text{TransitionRate}_{\{L \rightarrow L+1\}} = (\text{New entrants in level (L+1) of year} / \text{Enrolment in final grade of level L of previous year}) \times 100$$

◆ **Note on Acronyms:**

For brevity, certain State/UT names have been shortened in the annexure tables.

◆ **Andaman & Nicobar Islands → A&N Islands**

◆ **Dadra and Nagar Haveli and Daman and Diu → DNH & DD**

◆ **Jammu and Kashmir → J&K**

Table A: Top 5 States with Values

Indicators	Top State 1	Top State 2	Top State 3	Top State 4	Top State 5	Top Value 1	Top Value 2	Top Value 3	Top Value 4	Top Value 5	India
PTR: Foundational	Punjab	DNH & DD	Delhi	Meghalaya	Chandigarh	15	14	14	14	13	10
PTR: Higher Secondary Existing	Jharkhand	Maharashtra	Odisha	Uttar Pradesh	Andhra Pradesh	47	37	37	35	30	23
PTR: Middle	Delhi	West Bengal	DNH & DD	Gujarat	Jharkhand	28	27	26	24	24	17
PTR: Preparatory	Bihar	Delhi	DNH & DD	Gujarat	Jharkhand	18	18	17	17	17	13
PTR: Secondary Existing	Jharkhand	Gujarat	Bihar	Uttar Pradesh	Maharashtra	30	27	26	22	20	15
PTR: Secondary NEP	Jharkhand	Bihar	Uttar Pradesh	Gujarat	Maharashtra	40	34	33	30	26	21
Enrollment All Foundational: Total(Boys+Girls)	Uttar Pradesh	Maharashtra	West Bengal	Madhya Pradesh	Bihar	8175278	3824091	3769548	3675094	3674380	52312506
Enrollment All Foundational: Total- Boys	Uttar Pradesh	Maharashtra	Madhya Pradesh	Bihar	West Bengal	4386594	1989061	1957199	1943033	1918201	27495703
Enrollment All Foundational: Total- Girls	Uttar Pradesh	West Bengal	Maharashtra	Bihar	Madhya Pradesh	3788684	1851347	1835030	1731347	1717895	24816803
Enrollment All Higher Secondary: Total (Boys+Girls) Existing	Uttar Pradesh	Maharashtra	Bihar	Rajasthan	Tamil Nadu	5035581	2779182	2041279	1954925	1770260	27643717
Enrollment All Higher Secondary: Total- Boys Existing	Uttar Pradesh	Maharashtra	Rajasthan	Bihar	Tamil Nadu	2643270	1442127	1031878	985358	848319	13784291
Enrollment All Higher Secondary: Total- Girls Existing	Uttar Pradesh	Maharashtra	Bihar	Rajasthan	Tamil Nadu	2392311	1337055	1055921	923047	921941	13859426
Enrollment All Middle: Total (Boys+Girls)	Uttar Pradesh	Bihar	Maharashtra	West Bengal	Rajasthan	11276496	5693809	5444476	4384726	4196153	63695100
Enrollment All Middle: Total- Boys	Uttar Pradesh	Maharashtra	Bihar	West Bengal	Rajasthan	5852739	2864791	2830299	2209606	2204135	32873194
Enrollment All Middle: Total- Girls	Uttar Pradesh	Bihar	Maharashtra	West Bengal	Rajasthan	5423757	2863510	2579685	2175120	1992018	30821906
Enrollment All Preparatory: Total(Boys+Girls)	Uttar Pradesh	Bihar	Maharashtra	West Bengal	Rajasthan	12594028	6953812	5613086	4386910	4301510	66115921
Enrollment All Preparatory: Total- Boys	Uttar Pradesh	Bihar	Maharashtra	Rajasthan	West Bengal	6637459	3555290	2912581	2254330	2238220	34336748
Enrollment All Preparatory: Total- Girls	Uttar Pradesh	Bihar	Maharashtra	West Bengal	Rajasthan	5956569	3398522	2700505	2148690	2047180	31779173
Enrollment All Secondary: Total (Boys+Girls) Existing	Uttar Pradesh	Maharashtra	West Bengal	Bihar	Rajasthan	5707964	3611776	2965393	2769948	2463711	37165436
Enrollment All Secondary: Total (Boys+Girls) NEP	Uttar Pradesh	Maharashtra	Bihar	West Bengal	Rajasthan	10743545	6390958	4811227	4540327	4418636	64809153
Enrollment All Secondary: Total- Boys Existing	Uttar Pradesh	Maharashtra	West Bengal	Bihar	Rajasthan	3014522	1927118	1438352	1334940	1310601	19108582

Indicators	Top State 1	Top State 2	Top State 3	Top State 4	Top State 5	Top Value 1	Top Value 2	Top Value 3	Top Value 4	Top Value 5	India
Enrollment All Secondary: Total- Boys NEP	Uttar Pradesh	Maharashtra	Rajasthan	Bihar	West Bengal	5657792	3369245	2342479	2320298	2153798	32892873
Enrollment All Secondary: Total- Girls Existing	Uttar Pradesh	Maharashtra	West Bengal	Bihar	Rajasthan	2693442	1684658	1527041	1435008	1153110	18056854
Enrollment All Secondary: Total- Girls NEP	Uttar Pradesh	Maharashtra	Bihar	West Bengal	Rajasthan	5085753	3021713	2490929	2386529	2076157	31916280
Enrollment All Total (Boys+Girls)	Uttar Pradesh	Maharashtra	Bihar	West Bengal	Rajasthan	42789347	21272611	21133228	17081511	16364187	246932680
Enrollment All: Total- Boys	Uttar Pradesh	Maharashtra	Bihar	Rajasthan	West Bengal	22534584	11135678	10648920	8657646	8519825	127598518
Enrollment All: Total- Girls	Uttar Pradesh	Bihar	Maharashtra	West Bengal	Rajasthan	20254763	10484308	10136933	8561686	7706541	119334162
Enrollment Govt. Foundational: Total(Boys+Girls)	West Bengal	Uttar Pradesh	Bihar	Maharashtra	Gujarat	3268673	2847783	2502671	1518455	1250560	22464476
Enrollment Govt. Foundational: Total- Boys	West Bengal	Uttar Pradesh	Bihar	Maharashtra	Gujarat	1648140	1394766	1235021	757406	633342	11136632
Enrollment Govt. Foundational: Total- Girls	West Bengal	Uttar Pradesh	Bihar	Maharashtra	Madhya Pradesh	1620533	1453017	1267650	761049	629397	11327844
Enrollment Govt. Higher Secondary: Total (Boys+Girls) Existing	Bihar	West Bengal	Rajasthan	Madhya Pradesh	Tamil Nadu	1831547	1382161	1036564	830648	732354	10509003
Enrollment Govt. Higher Secondary: Total- Boys Existing	Bihar	West Bengal	Rajasthan	Madhya Pradesh	Tamil Nadu	869481	629806	474691	376718	324604	4780611
Enrollment Govt. Higher Secondary: Total- Girls Existing	Bihar	West Bengal	Rajasthan	Madhya Pradesh	Tamil Nadu	962066	752355	561873	453930	407750	5728392
Enrollment Govt. Middle: Total (Boys+Girls)	Bihar	Uttar Pradesh	West Bengal	Madhya Pradesh	Rajasthan	4696513	4677680	3827228	2358550	2232174	34272156
Enrollment Govt. Middle: Total- Boys	Bihar	Uttar Pradesh	West Bengal	Madhya Pradesh	Rajasthan	2244202	2232670	1914969	1139249	1034078	16598329
Enrollment Govt. Middle: Total- Girls	Bihar	Uttar Pradesh	West Bengal	Madhya Pradesh	Rajasthan	2452311	2445010	1912259	1219301	1198096	17673827
Enrollment Govt. Preparatory: Total (Boys+Girls)	Uttar Pradesh	Bihar	West Bengal	Madhya Pradesh	Maharashtra	6687468	5765182	3858172	2348273	2213837	37797786
Enrollment Govt. Preparatory: Total- Boys	Uttar Pradesh	Bihar	West Bengal	Madhya Pradesh	Maharashtra	3316992	2840572	1953670	1148974	1097924	18694150
Enrollment Govt. Preparatory: Total- Girls	Uttar Pradesh	Bihar	West Bengal	Madhya Pradesh	Rajasthan	3370476	2924610	1904502	1199299	1116426	19103636
Enrollment Govt. Secondary: Total (Boys+Girls) Existing	West Bengal	Bihar	Madhya Pradesh	Rajasthan	Tamil Nadu	2622793	2363123	1355244	1343624	870985	16546490
Enrollment Govt. Secondary: Total (Boys+Girls) NEP	Bihar	West Bengal	Rajasthan	Madhya Pradesh	Tamil Nadu	4194670	4004954	2380188	2185892	1603339	27055493
Enrollment Govt. Secondary: Total- Boys Existing	West Bengal	Bihar	Madhya Pradesh	Rajasthan	Tamil Nadu	1267897	1103045	658868	623173	425179	7891716
Enrollment Govt. Secondary: Total- Boys NEP	Bihar	West Bengal	Rajasthan	Madhya Pradesh	Tamil Nadu	1972526	1897703	1097864	1035586	749783	12672327

Indicators	Top State 1	Top State 2	Top State 3	Top State 4	Top State 5	Top Value 1	Top Value 2	Top Value 3	Top Value 4	Top Value 5	India
Enrollment Govt. Secondary: Total-Girls Existing	West Bengal	Bihar	Rajasthan	Madhya Pradesh	Tamil Nadu	1354896	1260078	720451	696376	445806	8654774
Enrollment Govt. Secondary: Total-Girls NEP	Bihar	West Bengal	Rajasthan	Madhya Pradesh	Tamil Nadu	2222144	2107251	1282324	1150306	853556	14383166
Enrollment Govt.: Total (Boys+Girls)	Bihar	West Bengal	Uttar Pradesh	Madhya Pradesh	Rajasthan	17159036	14959027	14892455	8128161	7782390	121589911
Enrollment Govt.: Total-Boys	Bihar	West Bengal	Uttar Pradesh	Madhya Pradesh	Rajasthan	8292321	7414482	7226710	3929858	3641568	59101438
Enrollment Govt.: Total-Girls	Bihar	Uttar Pradesh	West Bengal	Madhya Pradesh	Rajasthan	8866715	7665745	7544545	4198303	4140822	62488473
Enrollment Govt. Aided Foundational: Total(Boys+Girls)	Maharashtra	Kerala	Tamil Nadu	Karnataka	Meghalaya	708236	487200	188471	115462	102009	1903265
Enrollment Govt. Aided Foundational: Total- Boys	Maharashtra	Kerala	Tamil Nadu	Karnataka	Meghalaya	360626	244939	90224	58097	52828	950108
Enrollment Govt. Aided Foundational: Total- Girls	Maharashtra	Kerala	Tamil Nadu	Karnataka	Meghalaya	347610	242261	98247	57365	49181	953157
Enrollment Govt. Aided Higher Secondary: Total(Boys+Girls) Existing	Maharashtra	Uttar Pradesh	Gujarat	Odisha	Tamil Nadu	2031197	1556619	550864	456912	387030	5908946
Enrollment Govt. Aided Higher Secondary: Total-Boys Existing	Maharashtra	Uttar Pradesh	Gujarat	Odisha	Kerala	1036615	840528	261768	219210	188285	2982446
Enrollment Govt. Aided Higher Secondary: Total-Girls Existing	Maharashtra	Uttar Pradesh	Gujarat	Odisha	Tamil Nadu	994582	716091	289096	237702	214450	2926500
Enrollment Govt. Aided Middle: Total (Boys+Girls)	Maharashtra	Uttar Pradesh	Kerala	Tamil Nadu	Karnataka	2885259	1261810	720515	599347	351174	6621822
Enrollment Govt. Aided Middle: Total- Boys	Maharashtra	Uttar Pradesh	Kerala	Tamil Nadu	Karnataka	1506300	638217	361823	293965	185104	3385906
Enrollment Govt. Aided Middle: Total-Girls	Maharashtra	Uttar Pradesh	Kerala	Tamil Nadu	Karnataka	1378959	623593	358692	305382	166070	3235916
Enrollment Govt. Aided Preparatory: Total(Boys+Girls)	Maharashtra	Kerala	Tamil Nadu	Karnataka	Uttar Pradesh	1538353	564584	352756	217108	107096	3205763
Enrollment Govt. Aided Preparatory: Total- Boys	Maharashtra	Kerala	Tamil Nadu	Karnataka	Uttar Pradesh	789414	284066	171307	110731	43616	1606164
Enrollment Govt. Aided Preparatory: Total- Girls	Maharashtra	Kerala	Tamil Nadu	Karnataka	Uttar Pradesh	748939	280518	181449	106377	63480	1599599
Enrollment Govt. Aided Secondary: Total(Boys+Girls) Existing	Maharashtra	Uttar Pradesh	Gujarat	Kerala	Karnataka	2426180	1530216	963252	499157	477951	7121730
Enrollment Govt. Aided Secondary: Total(Boys+Girls) NEP	Maharashtra	Uttar Pradesh	Gujarat	Kerala	Tamil Nadu	4457377	3086835	1514116	882795	818486	13030676
Enrollment Govt. Aided Secondary: Total- Boys Existing	Maharashtra	Uttar Pradesh	Gujarat	Kerala	Karnataka	1271823	824522	507231	252422	245252	3701940
Enrollment Govt. Aided Secondary: Total- Boys NEP	Maharashtra	Uttar Pradesh	Gujarat	Kerala	Odisha	2308438	1665050	768999	440707	396099	6684386
Enrollment Govt. Aided Secondary: Total- Girls Existing	Maharashtra	Uttar Pradesh	Gujarat	Kerala	Karnataka	1154357	705694	456021	246735	232699	3419790

Indicators	Top State 1	Top State 2	Top State 3	Top State 4	Top State 5	Top Value 1	Top Value 2	Top Value 3	Top Value 4	Top Value 5	India
Enrollment Govt. Aided Secondary: Total- Girls NEP	Maharashtra	Uttar Pradesh	Gujarat	Kerala	Tamil Nadu	2148939	1421785	745117	442088	435151	6346290
Enrollment Govt. Aided: Total (Boys+Girls)	Maharashtra	Uttar Pradesh	Kerala	Tamil Nadu	Gujarat	9589225	4503248	2655094	1959060	1654796	24761526
Enrollment Govt. Aided: Total- Boys	Maharashtra	Uttar Pradesh	Kerala	Tamil Nadu	Gujarat	4964778	2367256	1331535	938831	845333	12626564
Enrollment Govt. Aided: Total- Girls	Maharashtra	Uttar Pradesh	Kerala	Tamil Nadu	Gujarat	4624447	2135992	1323559	1020229	809463	12134962
Enrollment Pvt. Foundational: Total(Boys+Girls)	Uttar Pradesh	Madhya Pradesh	Rajasthan	Tamil Nadu	Maharashtra	4926407	2420981	2350193	2069087	1580153	26490344
Enrollment Pvt. Foundational: Total- Boys	Uttar Pradesh	Madhya Pradesh	Rajasthan	Tamil Nadu	Maharashtra	2785284	1341933	1323639	1094937	861753	14602984
Enrollment Pvt. Foundational: Total- Girls	Uttar Pradesh	Madhya Pradesh	Rajasthan	Tamil Nadu	Maharashtra	2141123	1079048	1026554	974150	718400	11887360
Enrollment Pvt. Higher Secondary: Total(Boys+Girls) Existing	Uttar Pradesh	Rajasthan	Andhra Pradesh	Karnataka	Maharashtra	3188984	917386	800792	717423	678060	11072302
Enrollment Pvt. Higher Secondary: Total- Boys Existing	Uttar Pradesh	Rajasthan	Andhra Pradesh	Maharashtra	Tamil Nadu	1686056	556781	411487	372703	351077	5958681
Enrollment Pvt. Higher Secondary: Total- Girls Existing	Uttar Pradesh	Andhra Pradesh	Karnataka	Rajasthan	Maharashtra	1502928	389305	370120	360605	305357	5113621
Enrollment Pvt. Middle: Total (Boys+Girls)	Uttar Pradesh	Rajasthan	Madhya Pradesh	Maharashtra	Karnataka	5069526	1941488	1565070	1488071	1374371	21681064
Enrollment Pvt. Middle: Total- Boys	Uttar Pradesh	Rajasthan	Madhya Pradesh	Maharashtra	Karnataka	2854500	1158584	892789	839715	750746	12303728
Enrollment Pvt. Middle: Total- Girls	Uttar Pradesh	Rajasthan	Madhya Pradesh	Maharashtra	Karnataka	2215026	782904	672281	648356	623625	9377336
Enrollment Pvt. Preparatory: Total (Boys+Girls)	Uttar Pradesh	Rajasthan	Maharashtra	Madhya Pradesh	Karnataka	5227252	2124815	1846225	1639931	1511252	23477004
Enrollment Pvt. Preparatory: Total- Boys	Uttar Pradesh	Rajasthan	Maharashtra	Madhya Pradesh	Karnataka	2981714	1223875	1017379	920954	821633	13147805
Enrollment Pvt. Preparatory: Total- Girls	Uttar Pradesh	Rajasthan	Maharashtra	Madhya Pradesh	Karnataka	2245538	900940	828846	718977	689619	10329199
Enrollment Pvt. Secondary: Total (Boys+Girls) Existing	Uttar Pradesh	Rajasthan	Maharashtra	Karnataka	Madhya Pradesh	3709884	1117674	943483	804254	763981	13135996
Enrollment Pvt. Secondary: Total (Boys+Girls) NEP	Uttar Pradesh	Rajasthan	Maharashtra	Karnataka	Andhra Pradesh	6898868	2035060	1621543	1521677	1370391	24208298
Enrollment Pvt. Secondary: Total- Boys Existing	Uttar Pradesh	Rajasthan	Maharashtra	Madhya Pradesh	Karnataka	1985571	686314	534712	440797	437578	7344262
Enrollment Pvt. Secondary: Total- Boys NEP	Uttar Pradesh	Rajasthan	Maharashtra	Karnataka	Tamil Nadu	3671627	1243095	907415	784881	748660	13302943
Enrollment Pvt. Secondary: Total- Girls Existing	Uttar Pradesh	Rajasthan	Maharashtra	Karnataka	Madhya Pradesh	1724313	431360	408771	366676	323184	5791734
Enrollment Pvt. Secondary: Total- Girls NEP	Uttar Pradesh	Rajasthan	Karnataka	Maharashtra	Andhra Pradesh	3227241	791965	736796	714128	632626	10905355

Indicators	Top State 1	Top State 2	Top State 3	Top State 4	Top State 5	Top Value 1	Top Value 2	Top Value 3	Top Value 4	Top Value 5	India
Enrollment Pvt.: Total(Boys+Girls)	Uttar Pradesh	Rajasthan	Madhya Pradesh	Maharashtra	Tamil Nadu	22122053	8451556	6915383	6535992	6026126	95856710
Enrollment Pvt.: Total- Boys	Uttar Pradesh	Rajasthan	Madhya Pradesh	Maharashtra	Tamil Nadu	12293125	4949193	3891122	3626262	3258637	53357460
Enrollment Pvt.: Total- Girls	Uttar Pradesh	Rajasthan	Madhya Pradesh	Maharashtra	Tamil Nadu	9828928	3502363	3024261	2909730	2767489	42499250
GER- All:: Foundational Girls	Meghalaya	Mizoram	J&K	Manipur	Sikkim	124.2	100.7	92.3	92.3	89.5	41.4
GER- All:: Foundational Boys	Meghalaya	Mizoram	J&K	Manipur	Sikkim	126.2	99	94.1	91.5	91.1	41.4
GER- All:: Foundational Total	Meghalaya	Mizoram	J&K	Manipur	Sikkim	125.3	99.9	93.2	91.9	90.3	41.4
GER- All:: Higher Secondary Girls Existing	Chandigarh	Puducherry	Goa	A&N Islands	DNH & DD	122.8	104.9	102.6	97.9	94.8	60.9
GER- All:: Higher Secondary Boys Existing	Chandigarh	Kerala	Puducherry	Goa	Himachal Pradesh	96.5	87.3	87.2	86	81.1	56.2
GER- All:: Higher Secondary Total Existing	Chandigarh	Puducherry	Goa	Kerala	A&N Islands	107.4	95.5	93.8	89.5	85.8	58.4
GER- All:: Middle Girls	Chandigarh	Meghalaya	Delhi	Goa	DNH & DD	131.2	126.8	122	120.3	117.3	92.5
GER- All:: Middle Boys	Delhi	Goa	Chandigarh	Telangana	DNH & DD	113.1	112.6	112	109.9	107.3	88.3
GER- All:: Middle Total	Chandigarh	Delhi	Goa	Meghalaya	DNH & DD	120.3	117.1	116.2	115.6	111.8	90.3
GER- All:: Preparatory Girls	Meghalaya	Manipur	Mizoram	Tripura	Goa	167	133.1	122.4	118.7	118.1	97
GER- All:: Preparatory Boys	Meghalaya	Manipur	Mizoram	Goa	Tripura	161.2	128.9	121.7	118	115.8	93.8
GER- All:: Preparatory Total	Meghalaya	Manipur	Mizoram	Goa	Tripura	164	130.9	122	118.1	117.2	95.4
GER- All:: Secondary Girls	Chandigarh	Goa	DNH & DD	Himachal Pradesh	Karnataka	110.1	107.5	104.9	102.6	101.3	70.5
GER- All:: Secondary Girls Existing	Chandigarh	Goa	DNH & DD	Puducherry	Himachal Pradesh	120.7	106.4	105.1	103.5	96.5	80.2
GER- All:: Secondary Boys	Chandigarh	DNH & DD	Goa	West Bengal	Delhi	118.7	114.3	110.1	104.8	104.7	66.8
GER- All:: Secondary Boys Existing	Chandigarh	Goa	Kerala	Puducherry	Himachal Pradesh	99.9	95.8	92.7	91	90.9	77.3
GER- All:: Secondary Total	Goa	Chandigarh	Himachal Pradesh	Karnataka	Telangana	105.2	103.5	100.9	100.6	98.4	68.5
GER- All:: Secondary Total Existing	Chandigarh	Goa	Puducherry	Kerala	Himachal Pradesh	108.7	100.8	96.9	94.1	93.6	78.7
NER- All:: Foundational Girls	Meghalaya	J&K	Mizoram	Manipur	Sikkim	100	83.1	82.4	79.5	78.6	37.2

Indicators	Top State 1	Top State 2	Top State 3	Top State 4	Top State 5	Top Value 1	Top Value 2	Top Value 3	Top Value 4	Top Value 5	India
NER- All:: Foundational Boys	Meghalaya	J&K	Ladakh	Sikkim	Mizoram	99.8	84.8	81.2	79.1	78.3	36.7
NER- All:: Foundational Total	Meghalaya	J&K	Mizoram	Ladakh	Sikkim	100	83.9	80.3	78.9	78.9	36.9
NER- All:: Higher Secondary Girls Existing	Puducherry	Chandigarh	Tamil Nadu	Goa	Delhi	86.2	79.9	76	72.3	68.8	37.6
NER- All:: Higher Secondary Boys Existing	Puducherry	Tamil Nadu	Kerala	Chandigarh	Delhi	71.9	66.3	65.2	64	58.8	34.2
NER- All:: Higher Secondary Total Existing	Puducherry	Tamil Nadu	Chandigarh	Kerala	Goa	78.6	71	70.7	66	64.7	35.8
NER- All:: Middle Girls	Chandigarh	Goa	DNH & DD	Tripura	Delhi	100	99.6	93.9	89.7	86.7	66.1
NER- All:: Middle Boys	Goa	Chandigarh	DNH & DD	Karnataka	Kerala	93	88.4	86	85.1	82.6	63.6
NER- All:: Middle Total	Goa	Chandigarh	DNH & DD	Karnataka	Tripura	96.1	94.5	89.5	85.7	85.7	64.8
NER- All:: Preparatory Girls	Meghalaya	Tripura	Goa	Manipur	Maharashtra	100	100	98	94.5	93.2	70.1
NER- All:: Preparatory Boys	Goa	Tripura	Meghalaya	Manipur	Karnataka	98	97.2	94.5	91.3	89.6	67.6
NER- All:: Preparatory Total	Meghalaya	Tripura	Goa	Manipur	Karnataka	99.7	99.2	98	92.9	90.3	68.8
NER- All:: Secondary Girls	Chandigarh	Goa	DNH & DD	Kerala	Delhi	100	91.1	86.8	82.6	75.3	53.7
NER- All:: Secondary Girls Existing	Puducherry	Tamil Nadu	Delhi	Chandigarh	DNH & DD	83.6	82.7	82.5	78	77.9	53.7
NER- All:: Secondary Boys	Chandigarh	Goa	Kerala	Delhi	Maharashtra	83	80.9	80.6	70.1	65.9	50.8
NER- All:: Secondary Boys Existing	Tamil Nadu	Puducherry	Kerala	Goa	Delhi	80	77.1	74	73.3	72.5	46.6
NER- All:: Secondary Total	Chandigarh	Goa	Kerala	Delhi	DNH & DD	90.3	85.7	81.6	72.5	71.1	52.2
NER- All:: Secondary Total Existing	Tamil Nadu	Puducherry	Delhi	Goa	Kerala	81.3	80.2	77.1	75.3	73.8	47.5
Dropout rate - Overall: Middle Girls	Mizoram	Bihar	Gujarat	Meghalaya	Madhya Pradesh	10.3	6.6	6.3	6	5.9	2.9
Dropout rate - Overall: Middle Boys	Mizoram	Bihar	Meghalaya	Assam	Madhya Pradesh	12.8	11.9	9.9	7	6.7	4.1
Dropout rate - Overall: Middle Total	Mizoram	Bihar	Meghalaya	Madhya Pradesh	Gujarat	11.6	9.3	7.8	6.3	5.8	3.5
Dropout rate - Overall: Preparatory Girls	Bihar	Mizoram	Meghalaya	Ladakh	Rajasthan	9.8	7.8	5	4	3.6	1.8
Dropout rate - Overall: Preparatory Boys	Bihar	Mizoram	Ladakh	Meghalaya	Assam	12.9	8	7.9	7.7	4.8	2.7

Indicators	Top State 1	Top State 2	Top State 3	Top State 4	Top State 5	Top Value 1	Top Value 2	Top Value 3	Top Value 4	Top Value 5	India
Dropout rate - Overall: Preparatory Total	Bihar	Mizoram	Meghalaya	Ladakh	Assam	11.4	7.9	6.4	6	3.7	2.3
Dropout rate - Overall: Secondary Girls	West Bengal	Arunachal Pradesh	Assam	Gujarat	Mizoram	17.8	13.6	11.6	11.4	11.4	6.6
Dropout rate - Overall: Secondary Girls Existing	Arunachal Pradesh	Assam	West Bengal	Meghalaya	Mizoram	17.7	16.7	16.7	16.6	16	9.6
Dropout rate - Overall: Secondary Boys	West Bengal	Karnataka	Chhattisgarh	Gujarat	Arunachal Pradesh	23	16	15.7	15.5	14.6	9.7
Dropout rate - Overall: Secondary Boys Existing	West Bengal	Karnataka	Chhattisgarh	Arunachal Pradesh	Madhya Pradesh	23.4	21.9	19.2	19	18.9	13.3
Dropout rate - Overall: Secondary Total	West Bengal	Arunachal Pradesh	Gujarat	J&K	Mizoram	20.3	14.1	13.6	12.8	12.8	8.2
Dropout rate - Overall: Secondary Total Existing	West Bengal	Arunachal Pradesh	Karnataka	Assam	Meghalaya	20	18.3	18.3	17.5	17.4	11.5
Transition rate: Foundational to Preparatory Boys	DNH & DD	Delhi	Haryana	Lakshadweep	Maharashtra	100	100	100	100	100	98
Transition rate: Foundational to Preparatory Girls	Bihar	DNH & DD	Delhi	Haryana	Himachal Pradesh	100	100	100	100	100	99.2
Transition rate: Foundational to Preparatory Total	DNH & DD	Delhi	Haryana	Lakshadweep	Maharashtra	100	100	100	100	100	98.6
Transition rate: Middle to Secondary Boys	Lakshadweep	Kerala	Puducherry	Maharashtra	Chandigarh	100	99.5	99.3	98.5	98.4	85.9
Transition rate: Middle to Secondary Girls	Puducherry	Chandigarh	Kerala	Telangana	Himachal Pradesh	99.9	99.8	99.8	99.6	98.4	87.3
Transition rate: Middle to Secondary Total	Kerala	Puducherry	Chandigarh	Lakshadweep	Telangana	99.6	99.6	99	99	98.9	86.6
Transition rate: Preparatory to Middle Boys	Chandigarh	DNH & DD	Goa	Puducherry	Himachal Pradesh	100	99.9	99.8	99.7	99.6	91.5
Transition rate: Preparatory to Middle Girls	Chandigarh	DNH & DD	Goa	Haryana	Puducherry	100	100	100	100	100	93
Transition rate: Preparatory to Middle Total	Chandigarh	DNH & DD	Puducherry	Goa	Telangana	100	100	100	99.9	99.9	92.2
Transition rate: Secondary to Higher Secondary Boys Existing	Chandigarh	Delhi	Lakshadweep	Punjab	A&N Islands	100	98.2	92	89.7	89.4	72.4
Transition rate: Secondary to Higher Secondary Girls Existing	Chandigarh	Delhi	A&N Islands	DNH & DD	Puducherry	100	100	95.5	95.1	94.4	77.9
Transition rate: Secondary to Higher Secondary Total Existing	Chandigarh	Delhi	A&N Islands	DNH & DD	Lakshadweep	100	100	92.5	91.4	91.3	75.1
Transition rate: Upper Primary to Secondary Boys Existing	Lakshadweep	Kerala	Puducherry	Maharashtra	Chandigarh	100	99.5	99.3	98.5	98.4	85.9
Transition rate: Upper Primary to Secondary Girls Existing	Puducherry	Chandigarh	Kerala	Telangana	Himachal Pradesh	99.9	99.8	99.8	99.6	98.4	87.3
Transition rate: Upper Primary to Secondary Total Existing	Kerala	Puducherry	Chandigarh	Lakshadweep	Telangana	99.6	99.6	99	99	98.9	86.6

Indicators	Top State 1	Top State 2	Top State 3	Top State 4	Top State 5	Top Value 1	Top Value 2	Top Value 3	Top Value 4	Top Value 5	India
Retention rate: Foundational Boys	Bihar	Delhi	Gujarat	Haryana	Jharkhand	100	100	100	100	100	98.1
Retention rate: Foundational Girls	Bihar	Delhi	Gujarat	Haryana	Jharkhand	100	100	100	100	100	99.7
Retention rate: Foundational Total	Bihar	Delhi	Gujarat	Haryana	Jharkhand	100	100	100	100	100	98.9
Retention rate: Higher Secondary Boys Existing	Chandigarh	Lakshadweep	Kerala	Delhi	Himachal Pradesh	100	100	87.1	81.7	79.3	45
Retention rate: Higher Secondary Girls Existing	Chandigarh	Lakshadweep	Kerala	Delhi	Puducherry	100	100	92.9	90.2	87.2	49.6
Retention rate: Higher Secondary Total Existing	Chandigarh	Lakshadweep	Kerala	Delhi	Himachal Pradesh	100	100	89.9	85.7	81.8	47.2
Retention rate: Middle Boys	Chandigarh	Delhi	Andhra Pradesh	Kerala	DNH & DD	100	100	98.6	98.2	95.7	81.5
Retention rate: Middle Girls	Andhra Pradesh	Chandigarh	Delhi	Lakshadweep	Kerala	100	100	100	100	99.5	84.2
Retention rate: Middle Total	Andhra Pradesh	Chandigarh	Delhi	Kerala	Haryana	100	100	100	98.9	96.5	82.8
Retention rate: Preparatory Boys	A&N Islands	Chandigarh	DNH & DD	Delhi	Goa	100	100	100	100	100	91.5
Retention rate: Preparatory Girls	A&N Islands	Andhra Pradesh	Chandigarh	DNH & DD	Delhi	100	100	100	100	100	93.4
Retention rate: Preparatory Total	A&N Islands	Andhra Pradesh	Chandigarh	DNH & DD	Delhi	100	100	100	100	100	92.4
Retention rate: Secondary Boys	Chandigarh	Lakshadweep	Kerala	Delhi	Himachal Pradesh	100	100	87.1	81.7	79.3	45
Retention rate: Secondary Boys Existing	Chandigarh	Kerala	Andhra Pradesh	Haryana	Lakshadweep	100	99.1	95	94.4	90.1	61.7
Retention rate: Secondary Girls	Chandigarh	Lakshadweep	Kerala	Delhi	Puducherry	100	100	92.9	90.2	87.2	49.6
Retention rate: Secondary Girls Existing	Chandigarh	Lakshadweep	Kerala	Andhra Pradesh	Haryana	100	100	99.9	97.6	97.1	64.2
Retention rate: Secondary Total	Chandigarh	Lakshadweep	Kerala	Delhi	Himachal Pradesh	100	100	89.9	85.7	81.8	47.2
Retention rate: Secondary Total Existing	Chandigarh	Kerala	Lakshadweep	Andhra Pradesh	Haryana	100	99.5	96.9	96.3	95.6	62.9

Table B: Bottom 5 State with Values

Indicators	Bottom State 1	Bottom State 2	Bottom State 3	Bottom State 4	Bottom State 5	Bottom Value 1	Bottom Value 2	Bottom Value 3	Bottom Value 4	Bottom Value 5	India
PTR: Foundational	Ladakh	Sikkim	Arunachal Pradesh	A&N Islands	Odisha	5	5	6	7	7	10
PTR: Higher Secondary Existing	Sikkim	Ladakh	Lakshadweep	Himachal Pradesh	A&N Islands	7	8	8	9	10	23
PTR: Middle	Ladakh	Mizoram	Sikkim	Arunachal Pradesh	Nagaland	3	6	6	7	7	17
PTR: Preparatory	Ladakh	Sikkim	Arunachal Pradesh	Nagaland	A&N Islands	3	3	5	5	6	13
PTR: Secondary Existing	Ladakh	Sikkim	A&N Islands	Himachal Pradesh	Goa	5	5	6	6	8	15
PTR: Secondary NEP	Ladakh	Sikkim	Himachal Pradesh	A&N Islands	Lakshadweep	7	7	8	9	9	21
Enrollment All Foundational: Total(Boys+Girls)	Lakshadweep	A&N Islands	Ladakh	Sikkim	DNH & DD	3409	19101	20072	36839	37790	52312506
Enrollment All Foundational: Total- Boys	Lakshadweep	A&N Islands	Ladakh	Sikkim	DNH & DD	1735	9717	10343	19217	20043	27495703
Enrollment All Foundational: Total- Girls	Lakshadweep	A&N Islands	Ladakh	Sikkim	DNH & DD	1674	9384	9729	17622	17747	24816803
Enrollment All Higher Secondary: Total (Boys+Girls) Existing	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	1153	5129	10237	13326	14524	27643717
Enrollment All Higher Secondary: Total- Boys Existing	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	562	2273	4856	6031	6841	13784291
Enrollment All Higher Secondary: Total- Girls Existing	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	591	2856	5381	7295	7683	13859426
Enrollment All Middle: Total (Boys+Girls)	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	2805	11322	16679	25166	36914	63695100
Enrollment All Middle: Total- Boys	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	1362	5522	8526	12751	19397	32873194
Enrollment All Middle: Total- Girls	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	1443	5800	8153	12415	17517	30821906
Enrollment All Preparatory: Total(Boys+Girls)	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	3154	12937	13935	24940	35916	66115921
Enrollment All Preparatory: Total- Boys	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	1640	6542	7153	13020	18845	34336748
Enrollment All Preparatory: Total- Girls	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	1514	6395	6782	11920	17071	31779173
Enrollment All Secondary: Total (Boys+Girls) Existing	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	1804	7647	11391	17305	21681	37165436

Indicators	Bottom State 1	Bottom State 2	Bottom State 3	Bottom State 4	Bottom State 5	Bottom Value 1	Bottom Value 2	Bottom Value 3	Bottom Value 4	Bottom Value 5	India
Enrollment All Secondary: Total(Boys+Girls) NEP	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	2957	12776	21628	30631	36205	64809153
Enrollment All Secondary: Total- Boys Existing	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	909	3601	5898	8616	11313	19108582
Enrollment All Secondary: Total- Boys NEP	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	1471	5874	10754	14647	18154	32892873
Enrollment All Secondary: Total- Girls Existing	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	895	4046	5493	8689	10368	18056854
Enrollment All Secondary: Total- Girls NEP	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	1486	6902	10874	15984	18051	31916280
Enrollment All: Total(Boys+Girls)	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	12325	57107	71343	117576	146825	246932680
Enrollment All: Total- Boys	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	6208	28281	36150	59635	76439	127598518
Enrollment All: Total- Girls	Lakshadweep	Ladakh	A&N Islands	Sikkim	DNH & DD	6117	28826	35193	57941	70386	119334162
Enrollment Govt. Foundational: Total(Boys+Girls)	Lakshadweep	Ladakh	A&N Islands	Goa	Sikkim	3409	8093	10681	11878	12534	22464476
Enrollment Govt. Foundational: Total- Boys	Lakshadweep	Ladakh	A&N Islands	Goa	Sikkim	1735	3901	5373	6068	6496	11136632
Enrollment Govt. Foundational: Total- Girls	Lakshadweep	Ladakh	A&N Islands	Goa	Sikkim	1674	4192	5308	5810	6038	11327844
Enrollment Govt. Higher Secondary: Total (Boys+Girls) Existing	Lakshadweep	Goa	Ladakh	Meghalaya	A&N Islands	1153	3782	4213	7669	8266	10509003
Enrollment Govt. Higher Secondary: Total- Boys Existing	Lakshadweep	Ladakh	Goa	Meghalaya	A&N Islands	562	1835	1945	3353	3942	4780611
Enrollment Govt. Higher Secondary: Total- Girls Existing	Lakshadweep	Goa	Ladakh	Meghalaya	A&N Islands	591	1837	2378	4316	4324	5728392
Enrollment Govt. Middle: Total(Boys+Girls)	Lakshadweep	Ladakh	Goa	A&N Islands	Sikkim	2805	5004	8059	11556	16810	34272156
Enrollment Govt. Middle: Total- Boys	Lakshadweep	Ladakh	Goa	A&N Islands	Sikkim	1362	2185	4199	5866	8318	16598329
Enrollment Govt. Middle: Total- Girls	Lakshadweep	Ladakh	Goa	A&N Islands	Sikkim	1443	2819	3860	5690	8492	17673827
Enrollment Govt. Preparatory: Total (Boys+Girls)	Lakshadweep	Ladakh	A&N Islands	Sikkim	Goa	3154	4891	8338	12238	12634	37797786
Enrollment Govt. Preparatory: Total- Boys	Lakshadweep	Ladakh	A&N Islands	Sikkim	Goa	1640	2260	4240	6396	6490	18694150
Enrollment Govt. Preparatory: Total- Girls	Lakshadweep	Ladakh	A&N Islands	Sikkim	Goa	1514	2631	4098	5842	6144	19103636

Indicators	Bottom State 1	Bottom State 2	Bottom State 3	Bottom State 4	Bottom State 5	Bottom Value 1	Bottom Value 2	Bottom Value 3	Bottom Value 4	Bottom Value 5	India
Enrollment Govt. Secondary: Total(Boys+Girls) Existing	Lakshadweep	Ladakh	Goa	A&N Islands	Meghalaya	1804	4341	4864	8618	11091	16546490
Enrollment Govt. Secondary: Total(Boys+Girls) NEP	Lakshadweep	Ladakh	Goa	A&N Islands	Meghalaya	2957	8554	8646	16884	18760	27055493
Enrollment Govt. Secondary: Total- Boys Existing	Lakshadweep	Ladakh	Goa	A&N Islands	Meghalaya	909	1941	2550	4430	4733	7891716
Enrollment Govt. Secondary: Total- Boys NEP	Lakshadweep	Ladakh	Goa	Meghalaya	A&N Islands	1471	3776	4495	8086	8372	12672327
Enrollment Govt. Secondary: Total- Girls Existing	Lakshadweep	Goa	Ladakh	A&N Islands	Meghalaya	895	2314	2400	4188	6358	8654774
Enrollment Govt. Secondary: Total- Girls NEP	Lakshadweep	Goa	Ladakh	A&N Islands	Meghalaya	1486	4151	4778	8512	10674	14383166
Enrollment Govt.: Total(Boys+Girls)	Lakshadweep	Ladakh	Goa	A&N Islands	Sikkim	12325	26542	41217	47459	67063	121589911
Enrollment Govt.: Total- Boys	Lakshadweep	Ladakh	Goa	A&N Islands	Sikkim	6208	12122	21252	23851	33347	59101438
Enrollment Govt.: Total- Girls	Lakshadweep	Ladakh	Goa	A&N Islands	Sikkim	6117	14420	19965	23608	33716	62488473
Enrollment Govt. Aided Foundational: Total (Boys+Girls)	Mizoram	Sikkim	J&K	Haryana	Ladakh	0	22	76	148	221	1903265
Enrollment Govt. Aided Foundational: Total- Boys	Mizoram	Sikkim	J&K	Haryana	A&N Islands	0	14	34	63	120	950108
Enrollment Govt. Aided Foundational: Total- Girls	Mizoram	Sikkim	J&K	Haryana	Ladakh	0	8	42	85	92	953157
Enrollment Govt. Aided Higher Secondary: Total (Boys+Girls) Existing	J&K	Ladakh	Sikkim	A&N Islands	Haryana	0	0	179	467	561	5908946
Enrollment Govt. Aided Higher Secondary: Total- Boys Existing	J&K	Ladakh	Sikkim	Haryana	A&N Islands	0	0	91	116	210	2982446
Enrollment Govt. Aided Higher Secondary: Total- Girls Existing	J&K	Ladakh	Sikkim	A&N Islands	Manipur	0	0	88	257	341	2926500
Enrollment Govt. Aided Middle: Total (Boys+Girls)	J&K	Ladakh	Sikkim	A&N Islands	Haryana	32	137	313	388	468	6621822
Enrollment Govt. Aided Middle: Total- Boys	J&K	Ladakh	Haryana	Sikkim	A&N Islands	16	78	120	175	194	3385906
Enrollment Govt. Aided Middle: Total- Girls	J&K	Ladakh	Sikkim	A&N Islands	Haryana	16	59	138	194	348	3235916
Enrollment Govt. Aided Preparatory: Total (Boys+Girls)	Sikkim	J&K	Haryana	A&N Islands	Ladakh	24	49	212	313	315	3205763
Enrollment Govt. Aided Preparatory: Total- Boys	Sikkim	J&K	Haryana	A&N Islands	Ladakh	17	21	64	170	224	1606164

Indicators	Bottom State 1	Bottom State 2	Bottom State 3	Bottom State 4	Bottom State 5	Bottom Value 1	Bottom Value 2	Bottom Value 3	Bottom Value 4	Bottom Value 5	India
Enrollment Govt. Aided Preparatory: Total- Girls	Sikkim	J&K	Ladakh	A&N Islands	Haryana	7	28	91	143	148	1599599
Enrollment Govt. Aided Secondary: Total(Boys+Girls) Existing	J&K	Ladakh	Sikkim	A&N Islands	Haryana	15	40	240	375	434	7121730
Enrollment Govt. Aided Secondary: Total(Boys+Girls) NEP	J&K	Ladakh	Sikkim	A&N Islands	Haryana	15	40	419	842	995	13030676
Enrollment Govt. Aided Secondary: Total- Boys Existing	J&K	Ladakh	Sikkim	Haryana	A&N Islands	7	18	140	147	196	3701940
Enrollment Govt. Aided Secondary: Total- Boys NEP	J&K	Ladakh	Sikkim	Haryana	A&N Islands	7	18	231	263	406	6684386
Enrollment Govt. Aided Secondary: Total- Girls Existing	J&K	Ladakh	Sikkim	A&N Islands	Haryana	8	22	100	179	287	3419790
Enrollment Govt. Aided Secondary: Total- Girls NEP	J&K	Ladakh	Sikkim	A&N Islands	Haryana	8	22	188	436	732	6346290
Enrollment Govt. Aided: Total(Boys+Girls)	J&K	Ladakh	Sikkim	A&N Islands	Haryana	172	713	778	1775	1823	24761526
Enrollment Govt. Aided: Total- Boys	J&K	Sikkim	Ladakh	Haryana	A&N Islands	78	437	449	510	890	12626564
Enrollment Govt. Aided: Total- Girls	J&K	Ladakh	Sikkim	A&N Islands	Haryana	94	264	341	885	1313	12134962
Enrollment Pvt. Foundational: Total (Boys+Girls)	A&N Islands	Ladakh	DNH & DD	Goa	Sikkim	8188	11758	15264	19215	24283	26490344
Enrollment Pvt. Foundational: Total- Boys	A&N Islands	Ladakh	DNH & DD	Goa	Sikkim	4224	6313	8593	10459	12707	14602984
Enrollment Pvt. Foundational: Total- Girls	A&N Islands	Ladakh	DNH & DD	Goa	Sikkim	3964	5445	6671	8756	11576	11887360
Enrollment Pvt. Higher Secondary: Total(Boys+Girls) Existing	Ladakh	A&N Islands	Sikkim	Goa	DNH & DD	916	1504	1575	2222	3541	11072302
Enrollment Pvt. Higher Secondary: Total- Boys Existing	Ladakh	Sikkim	A&N Islands	Goa	Arunachal Pradesh	438	666	704	1141	1938	5958681
Enrollment Pvt. Higher Secondary: Total- Girls Existing	Ladakh	A&N Islands	Sikkim	Goa	DNH & DD	478	800	909	1081	1555	5113621
Enrollment Pvt. Middle: Total(Boys+Girls)	A&N Islands	Goa	Ladakh	Sikkim	DNH & DD	4735	5017	6181	8043	8784	21681064
Enrollment Pvt. Middle: Total- Boys	A&N Islands	Goa	Ladakh	Sikkim	DNH & DD	2466	2625	3259	4258	5135	12303728
Enrollment Pvt. Middle: Total- Girls	A&N Islands	Goa	Ladakh	DNH & DD	Sikkim	2269	2392	2922	3649	3785	9377336
Enrollment Pvt. Preparatory: Total (Boys+Girls)	A&N Islands	Ladakh	DNH & DD	Goa	Sikkim	5284	7731	11313	12081	12678	23477004

Indicators	Bottom State 1	Bottom State 2	Bottom State 3	Bottom State 4	Bottom State 5	Bottom Value 1	Bottom Value 2	Bottom Value 3	Bottom Value 4	Bottom Value 5	India
Enrollment Pvt. Preparatory: Total- Boys	A&N Islands	Ladakh	DNH & DD	Goa	Sikkim	2743	4058	6324	6470	6607	13147805
Enrollment Pvt. Preparatory: Total- Girls	A&N Islands	Ladakh	DNH & DD	Goa	Sikkim	2541	3673	4989	5611	6071	10329199
Enrollment Pvt. Secondary: Total (Boys+Girls) Existing	A&N Islands	Goa	Sikkim	Ladakh	DNH & DD	2398	2611	3156	3266	4919	13135996
Enrollment Pvt. Secondary: Total(Boys+Girls) NEP	A&N Islands	Ladakh	Sikkim	Goa	DNH & DD	3902	4182	4731	4833	8460	24208298
Enrollment Pvt. Secondary: Total- Boys Existing	A&N Islands	Goa	Sikkim	Ladakh	DNH & DD	1272	1335	1613	1642	2798	7344262
Enrollment Pvt. Secondary: Total- Boys NEP	A&N Islands	Ladakh	Sikkim	Goa	DNH & DD	1976	2080	2279	2476	4784	13302943
Enrollment Pvt. Secondary: Total- Girls Existing	A&N Islands	Goa	Sikkim	Ladakh	DNH & DD	1126	1276	1543	1624	2121	5791734
Enrollment Pvt. Secondary: Total- Girls NEP	A&N Islands	Ladakh	Goa	Sikkim	DNH & DD	1926	2102	2357	2452	3676	10905355
Enrollment Pvt.: Total (Boys+Girls)	A&N Islands	Ladakh	Goa	DNH & DD	Sikkim	22109	29852	41146	43821	49735	95856710
Enrollment Pvt.: Total- Boys	A&N Islands	Ladakh	Goa	DNH & DD	Sikkim	11409	15710	22030	24836	25851	53357460
Enrollment Pvt.: Total- Girls	A&N Islands	Ladakh	DNH & DD	Goa	Sikkim	10700	14142	18985	19116	23884	42499250
GER- All:: Foundational Girls	Bihar	Uttar Pradesh	Odisha	Gujarat	Jharkhand	24.3	31.2	34.8	36.7	37.3	41.4
GER- All:: Foundational Boys	Bihar	Uttar Pradesh	Odisha	Gujarat	Jharkhand	24.6	31.9	35.2	35.5	38.6	41.4
GER- All:: Foundational Total	Bihar	Uttar Pradesh	Odisha	Gujarat	Jharkhand	24.5	31.6	35	36.1	38	41.4
GER- All:: Higher Secondary Girls Existing	Bihar	Nagaland	Arunachal Pradesh	Meghalaya	J&K	40.4	43.4	45.8	46.5	46.6	60.9
GER- All:: Higher Secondary Boys Existing	Meghalaya	Bihar	Nagaland	Assam	Arunachal Pradesh	33	35.9	36.5	39.8	41.6	56.2
GER- All:: Higher Secondary Total Existing	Bihar	Meghalaya	Nagaland	Assam	Arunachal Pradesh	38.1	39.7	39.8	43.5	43.7	58.4
GER- All:: Middle Girls	Bihar	Nagaland	Sikkim	J&K	Lakshadweep	72.2	75.2	77.5	80	81.3	92.5
GER- All:: Middle Boys	Bihar	Nagaland	Sikkim	J&K	Ladakh	65.9	67.1	74.3	74.9	76.8	88.3
GER- All:: Middle Total	Bihar	Nagaland	Sikkim	J&K	Lakshadweep	68.9	71	75.8	77.3	81.1	90.3

Indicators	Bottom State 1	Bottom State 2	Bottom State 3	Bottom State 4	Bottom State 5	Bottom Value 1	Bottom Value 2	Bottom Value 3	Bottom Value 4	Bottom Value 5	India
GER- All:: Preparatory Girls	Madhya Pradesh	A&N Islands	Bihar	Nagaland	Chhattisgarh	81.4	84.1	88.8	89	90.6	97
GER- All:: Preparatory Boys	Madhya Pradesh	A&N Islands	Bihar	Nagaland	Chhattisgarh	80.5	83.2	84.4	85.4	89.1	93.8
GER- All:: Preparatory Total	Madhya Pradesh	A&N Islands	Bihar	Nagaland	Chhattisgarh	81	83.6	86.5	87.1	89.9	95.4
GER- All:: Secondary Girls	Bihar	Nagaland	Uttar Pradesh	J&K	Madhya Pradesh	51.1	61.8	64.3	66.1	68.2	70.5
GER- All:: Secondary Girls Existing	Bihar	Nagaland	J&K	Madhya Pradesh	Arunachal Pradesh	47.6	54.8	56.8	57.6	59.4	80.2
GER- All:: Secondary Boys	Bihar	Uttar Pradesh	Nagaland	J&K	Madhya Pradesh	54.8	64.3	67.2	67.5	68.2	66.8
GER- All:: Secondary Boys Existing	Bihar	Nagaland	Meghalaya	J&K	Arunachal Pradesh	41.9	46.6	52.6	53.8	54.1	77.3
GER- All:: Secondary Total	Bihar	Nagaland	Uttar Pradesh	J&K	Arunachal Pradesh	47.7	56.9	64.3	64.8	66.1	68.5
GER- All:: Secondary Total Existing	Bihar	Nagaland	J&K	Arunachal Pradesh	Madhya Pradesh	44.7	50.5	55.2	56.7	56.7	78.7
NER- All:: Foundational Girls	Bihar	Uttar Pradesh	Jharkhand	Odisha	Madhya Pradesh	20.3	26	32.2	33.7	35.2	37.2
NER- All:: Foundational Boys	Bihar	Uttar Pradesh	Jharkhand	Odisha	West Bengal	20.1	25.6	32.5	33.9	34.5	36.7
NER- All:: Foundational Total	Bihar	Uttar Pradesh	Jharkhand	Odisha	West Bengal	20.2	25.8	32.3	33.8	35	36.9
NER- All:: Higher Secondary Girls Existing	Bihar	J&K	Gujarat	Madhya Pradesh	Meghalaya	21.6	23.9	24.7	24.9	25.7	37.6
NER- All:: Higher Secondary Boys Existing	Meghalaya	Bihar	Arunachal Pradesh	J&K	Nagaland	17.3	18.9	22.2	22.2	22.8	34.2
NER- All:: Higher Secondary Total Existing	Bihar	Meghalaya	J&K	Gujarat	Arunachal Pradesh	20.2	21.4	23	24	24.2	35.8
NER- All:: Middle Girls	Bihar	Nagaland	J&K	Sikkim	Arunachal Pradesh	51.4	53.9	54.3	54.5	56	66.1
NER- All:: Middle Boys	Bihar	Nagaland	Arunachal Pradesh	J&K	Sikkim	46.6	47.6	51.1	51.2	52.6	63.6
NER- All:: Middle Total	Bihar	Nagaland	J&K	Arunachal Pradesh	Sikkim	48.9	50.6	52.6	53.5	53.5	64.8
NER- All:: Preparatory Girls	Madhya Pradesh	Puducherry	Uttar Pradesh	Tamil Nadu	Andhra Pradesh	56.1	56.3	60.3	60.6	61.8	70.1
NER- All:: Preparatory Boys	Madhya Pradesh	Puducherry	Uttar Pradesh	Bihar	Tamil Nadu	56.2	56.6	57.4	59.7	60	67.6

Indicators	Bottom State 1	Bottom State 2	Bottom State 3	Bottom State 4	Bottom State 5	Bottom Value 1	Bottom Value 2	Bottom Value 3	Bottom Value 4	Bottom Value 5	India
NER- All:: Preparatory Total	Madhya Pradesh	Puducherry	Uttar Pradesh	Tamil Nadu	Bihar	56.2	56.5	58.8	60.3	61.6	68.8
NER- All:: Secondary Girls	Bihar	J&K	Madhya Pradesh	Uttar Pradesh	Arunachal Pradesh	36.8	41.6	42.2	43.3	43.4	53.7
NER- All:: Secondary Girls Existing	Bihar	Uttar Pradesh	J&K	Madhya Pradesh	Arunachal Pradesh	31.2	32.5	35.7	36.6	37.1	53.7
NER- All:: Secondary Boys	Bihar	Nagaland	Meghalaya	Arunachal Pradesh	J&K	32.1	37.1	39	39.5	39.7	50.8
NER- All:: Secondary Boys Existing	Bihar	Uttar Pradesh	Arunachal Pradesh	Nagaland	Meghalaya	26.6	31.4	31.8	34.4	34.6	46.6
NER- All:: Secondary Total	Bihar	Nagaland	J&K	Arunachal Pradesh	Madhya Pradesh	34.3	40.5	40.6	41.4	41.9	52.2
NER- All:: Secondary Total Existing	Bihar	Uttar Pradesh	Arunachal Pradesh	J&K	Madhya Pradesh	28.8	31.9	34.4	35.2	37.3	47.5
Dropout rate - Overall: Middle Girls	Chandigarh	Jharkhand	Puducherry	Telangana	Delhi	0	0	0	0	0.2	2.9
Dropout rate - Overall: Middle Boys	Puducherry	Telangana	Maharashtra	Kerala	Goa	0	0.3	0.5	0.6	0.8	4.1
Dropout rate - Overall: Middle Total	Puducherry	Telangana	Chandigarh	Kerala	Himachal Pradesh	0	0	0.4	0.4	0.5	3.5
Dropout rate - Overall: Preparatory Girls	Chandigarh	DNH & DD	Delhi	Haryana	Himachal Pradesh	0	0	0	0	0	1.8
Dropout rate - Overall: Preparatory Boys	DNH & DD	Delhi	Haryana	Himachal Pradesh	Maharashtra	0	0	0	0	0	2.7
Dropout rate - Overall: Preparatory Total	Chandigarh	DNH & DD	Delhi	Haryana	Himachal Pradesh	0	0	0	0	0	2.3
Dropout rate - Overall: Secondary Girls	Jharkhand	Uttar Pradesh	Uttarakhand	Puducherry	Kerala	0	1.5	1.6	2	2.5	6.6
Dropout rate - Overall: Secondary Girls Existing	Chandigarh	Jharkhand	Uttarakhand	Puducherry	A&N Islands	1.1	2.4	3	3.1	3.5	9.6
Dropout rate - Overall: Secondary Boys	Jharkhand	Lakshadweep	Bihar	Manipur	Uttar Pradesh	0	3.1	3.4	3.9	3.9	9.7
Dropout rate - Overall: Secondary Boys Existing	Chandigarh	Lakshadweep	Jharkhand	Kerala	Uttarakhand	2.8	3.2	4.6	5.8	6	13.3
Dropout rate - Overall: Secondary Total	Jharkhand	Uttar Pradesh	Uttarakhand	Bihar	Manipur	0	2.8	3	3.2	3.4	8.2
Dropout rate - Overall: Secondary Total Existing	Chandigarh	Jharkhand	Lakshadweep	Uttarakhand	Kerala	2	3.5	4.1	4.6	4.8	11.5
Transition rate: Foundational to Preparatory Boys	Mizoram	Meghalaya	Arunachal Pradesh	Nagaland	Manipur	77	81.4	83.7	87.8	89.4	98

Indicators	Bottom State 1	Bottom State 2	Bottom State 3	Bottom State 4	Bottom State 5	Bottom Value 1	Bottom Value 2	Bottom Value 3	Bottom Value 4	Bottom Value 5	India
Transition rate: Foundational to Preparatory Girls	Mizoram	Arunachal Pradesh	Meghalaya	Nagaland	Manipur	77.5	83.6	84.5	89.8	90	99.2
Transition rate: Foundational to Preparatory Total	Mizoram	Meghalaya	Arunachal Pradesh	Nagaland	Manipur	77.2	82.9	83.7	88.8	89.7	98.6
Transition rate: Middle to Secondary Boys	Meghalaya	Bihar	Mizoram	Madhya Pradesh	Jharkhand	60.6	64.4	74.1	77.4	78.4	85.9
Transition rate: Middle to Secondary Girls	Meghalaya	Bihar	Uttar Pradesh	Madhya Pradesh	Mizoram	68.6	68.9	77.6	78.3	81.4	87.3
Transition rate: Middle to Secondary Total	Meghalaya	Bihar	Madhya Pradesh	Mizoram	Uttar Pradesh	65	66.7	77.8	77.8	78.1	86.6
Transition rate: Preparatory to Middle Boys	Bihar	Meghalaya	Manipur	Sikkim	Assam	69.7	71.7	83.5	85.9	87.8	91.5
Transition rate: Preparatory to Middle Girls	Bihar	Meghalaya	Manipur	Jharkhand	Uttar Pradesh	74	79.3	85.1	91.5	91.6	93
Transition rate: Preparatory to Middle Total	Bihar	Meghalaya	Manipur	Jharkhand	Sikkim	71.8	75.5	84.3	89.6	89.6	92.2
Transition rate: Secondary to Higher Secondary Boys Existing	Meghalaya	West Bengal	Karnataka	Mizoram	Ladakh	47.1	54.4	54.9	57.6	58.5	72.4
Transition rate: Secondary to Higher Secondary Girls Existing	Meghalaya	Mizoram	West Bengal	Assam	Arunachal Pradesh	48.3	59.3	60.2	61	61.6	77.9
Transition rate: Secondary to Higher Secondary Total Existing	Meghalaya	West Bengal	Mizoram	Arunachal Pradesh	Assam	47.8	57.4	58.5	60.7	61.4	75.1
Transition rate: Upper Primary to Secondary Boys Existing	Meghalaya	Bihar	Mizoram	Madhya Pradesh	Jharkhand	60.6	64.4	74.1	77.4	78.4	85.9
Transition rate: Upper Primary to Secondary Girls Existing	Meghalaya	Bihar	Uttar Pradesh	Madhya Pradesh	Mizoram	68.6	68.9	77.6	78.3	81.4	87.3
Transition rate: Upper Primary to Secondary Total Existing	Meghalaya	Bihar	Madhya Pradesh	Mizoram	Uttar Pradesh	65	66.7	77.8	77.8	78.1	86.6
Retention rate: Foundational Boys	Mizoram	Arunachal Pradesh	Meghalaya	Nagaland	Rajasthan	58.8	72.3	75.3	83	88.5	98.1
Retention rate: Foundational Girls	Mizoram	Arunachal Pradesh	Meghalaya	Nagaland	Rajasthan	59.5	73.9	79.4	83.3	90.9	99.7
Retention rate: Foundational Total	Mizoram	Arunachal Pradesh	Meghalaya	Nagaland	Rajasthan	59.2	73.1	77.3	83.1	89.6	98.9
Retention rate: Higher Secondary Boys Existing	Meghalaya	Arunachal Pradesh	Mizoram	Bihar	Assam	12.3	18	23.1	23.8	25.9	45
Retention rate: Higher Secondary Girls Existing	Meghalaya	Arunachal Pradesh	Bihar	Mizoram	Assam	18.2	20.7	26.9	29.1	30.4	49.6
Retention rate: Higher Secondary Total Existing	Meghalaya	Arunachal Pradesh	Bihar	Mizoram	Assam	15.2	19.4	25.3	26	28.1	47.2

Indicators	Bottom State 1	Bottom State 2	Bottom State 3	Bottom State 4	Bottom State 5	Bottom Value 1	Bottom Value 2	Bottom Value 3	Bottom Value 4	Bottom Value 5	India
Retention rate: Middle Boys	Meghalaya	Nagaland	Arunachal Pradesh	Mizoram	Manipur	34.3	46.2	48.5	48.8	58.6	81.5
Retention rate: Middle Girls	Meghalaya	Nagaland	Arunachal Pradesh	Mizoram	Manipur	44.4	50.8	53.6	54	61.6	84.2
Retention rate: Middle Total	Meghalaya	Nagaland	Arunachal Pradesh	Mizoram	Manipur	39.2	48.5	51	51.3	60.1	82.8
Retention rate: Preparatory Boys	Meghalaya	Mizoram	Arunachal Pradesh	Nagaland	Manipur	50.7	53.7	55.4	67	67.8	91.5
Retention rate: Preparatory Girls	Mizoram	Arunachal Pradesh	Meghalaya	Manipur	Nagaland	56.7	56.9	57.4	67.3	70.7	93.4
Retention rate: Preparatory Total	Meghalaya	Mizoram	Arunachal Pradesh	Manipur	Nagaland	54	55.1	56.1	67.6	68.8	92.4
Retention rate: Secondary Boys	Meghalaya	Arunachal Pradesh	Mizoram	Bihar	Assam	12.3	18	23.1	23.8	25.9	45
Retention rate: Secondary Boys Existing	Meghalaya	Arunachal Pradesh	Bihar	Mizoram	Nagaland	23.2	29.9	34	35.8	41.7	61.7
Retention rate: Secondary Girls	Meghalaya	Arunachal Pradesh	Bihar	Mizoram	Assam	18.2	20.7	26.9	29.1	30.4	49.6
Retention rate: Secondary Girls Existing	Meghalaya	Arunachal Pradesh	Bihar	Mizoram	Uttar Pradesh	32.7	34.8	37.8	42.9	48.4	64.2
Retention rate: Secondary Total	Meghalaya	Arunachal Pradesh	Bihar	Mizoram	Assam	15.2	19.4	25.3	26	28.1	47.2
Retention rate: Secondary Total Existing	Meghalaya	Arunachal Pradesh	Bihar	Mizoram	Nagaland	27.9	32.3	35.9	39.2	45	62.9