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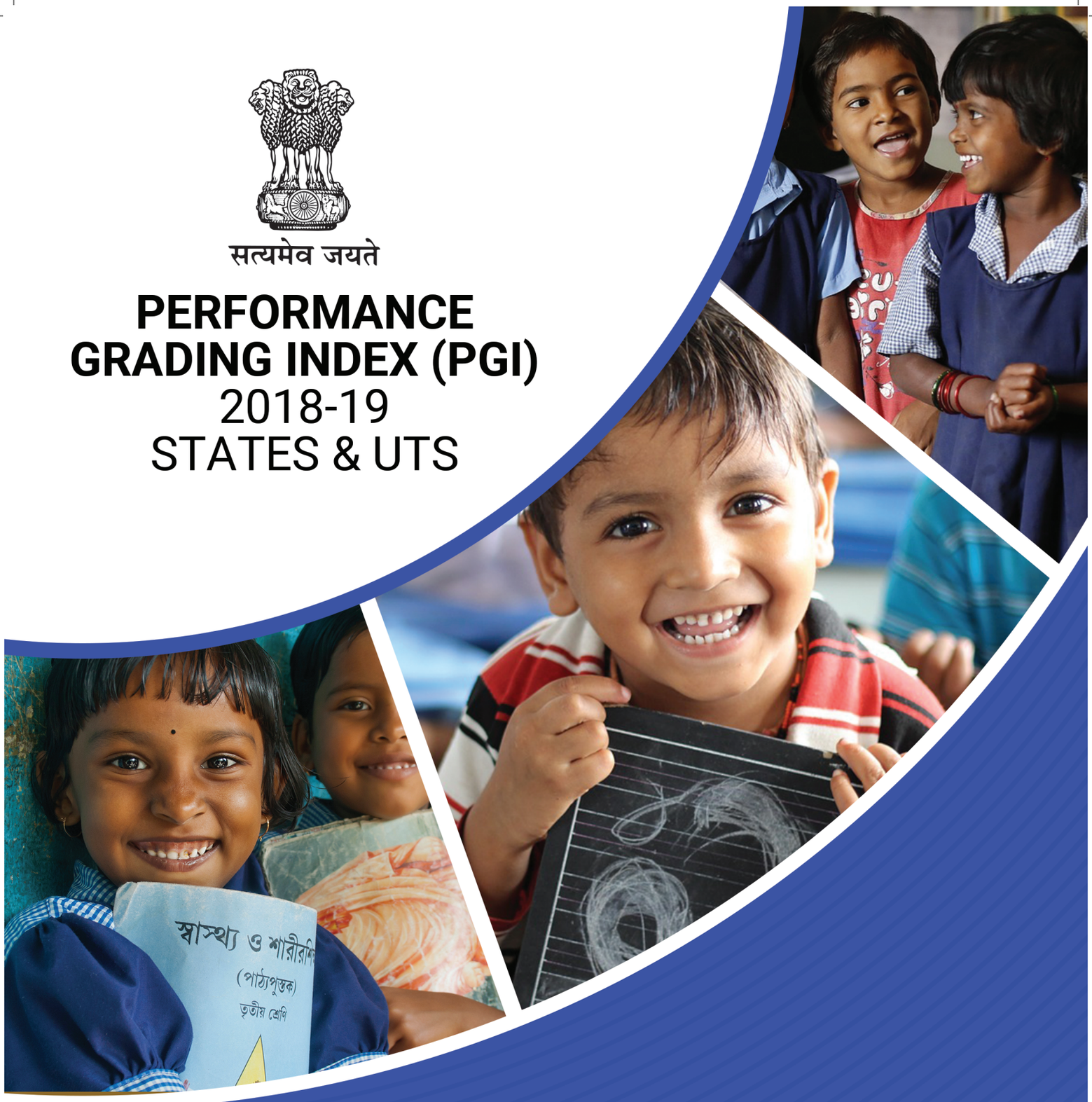
PERFORMANCE GRADING INDEX (PGI)
2018-19
STATES & UTS



Catalysing Transformational Change in School Education

Learning Outcomes and Quality | Access | Infrastructure and Facilities | Equity | Governance Process

Department of School Education & Literacy - MHRD, Goverment of India

Contents

PERFORMANCE GRADING INDEX (PGI) **2018-19** -
OF ALL STATEs AND UTs ON SCHOOL EDUCATION

Introduction

1.1. The Indian Education System is one of the largest in the world with more than 15 lakh schools, 94 lakh teachers and nearly 25 crores students[1] from varied socio economic backgrounds. The system strives to maintain standards and uniformity across the country while giving ample scope for the country's diverse culture and heritage to grow and flourish.

1.2. The schemes initiated by the Department of School Education and Literacy (DoSEL) along with the implementation of the Right of Children to Free and Compulsory Education Act, have resulted in significant improvement in accessibility. As a logical next step, the focus has now shifted from access to quality of education. DoSEL, therefore, has **designed the Performance Grading Index (PGI) to catalyse transformational change in the field of school education.**

1.3. The PGI for the States and Union Territories (UTs) was first published in 2019 for the reference year 2017-18. The present publication, PGI 2018-19 at State/UT level, has been prepared with the same set of 70 parameters used for PGI 2017-18. In PGI 2018-19, data for 54 of the 70 parameters are for the year 2018-19. The updating of these data and vetting of the same have been carried out by concerned States/UTs at different levels, namely, school, district and State/UT level using the online portals of Shagun, UDISE+ and Mid Day Meal (MDM), created and maintained by the DoSEL, MHRD. For the remaining 16 parameters, scores from National Achievement Survey

[1] Number of schools, teachers and students are from UDISE+ 2018-19 (provisional)

(NAS) 2017 conducted by the National Council of Educational Research and Training (NCERT) has been used in both PGI 2017-18 and PGI 2018-19.

1.4. The PGI exercise envisages that the Index would propel States and UTs towards undertaking multi-pronged interventions that will bring about the much-desired optimal education outcomes. The PGI is expected to help States and UTs to pinpoint the gaps and accordingly prioritize areas for intervention to ensure that the school education system is robust at every level. At the same time it is expected to act as a good source of information for best practices followed by States and UTs which can be shared.

1.5. The PGI scores and grades achieved by the States and UTs in 2018-19 bear a testimony to the efficacy of the PGI system. Many States and UTs have made substantial improvements in many of the outcome parameters, along with measurable improvements in their governance- and management-related parameters.

1.6. The PGI evaluation provides **grade to the States and UTs**, as opposed to ranking. Grading, by allowing several States and UTs to be considered at the same level, eliminates the phenomenon of one improving only at the cost of others, thereby casting a stigma of underperformance on the latter, though, in effect they may have maintained status quo or even done better than earlier.

Methodology

2.1. The architecture of the PGI emanates from the rationale that ensuring an efficient, inclusive and equitable school education system is contingent upon the constant monitoring of an interconnected matrix of inputs, outputs and outcomes, and the development of a quick response system for course correction.

2.2. The information on the indicators is drawn from data available from the Unified District Information System for Education Plus (UDISE+), National Achievement Survey (NAS) of National Council of Educational Research and Training (NCERT), Mid-Day Meal (MDM) website, Public Fund Management System (PFMS) and the Shagun portal. These portals have been created and maintained by the DoSEL, MHRD. Each State/UT has multiple user IDs and passwords at different stages, for uploading the latest data, checking uploaded data, verifying and editing data and vetting these data. The final PGI is computed based on these vetted data of the States/UTs. For tabulating the results of PGI 2018-19, Dadra & Nagar Haveli, Daman & Diu, Jammu and Kashmir and Ladakh have been considered as 4 UTs.

2.3. The PGI is structured in two categories, namely, Outcomes, and Governance & Management and comprises 70 indicators in aggregate with a total weightage of 1000. The detailed list of indicators under each Domain, the respective weights, the data source and the benchmark levels are detailed in Annexure-1.

2.4. The total weightage under the PGI is 1000 points with each of the 70 indicators having an assigned weightage of either 10 or 20 points. For some of the indicators, there are sub-indicators. In these sub-indicators, the total points of the indicator have been distributed among these sub-indicators. If all sub-indicators are also counted, the total number of parameters considered in the PGI becomes 96. The States and UTs have been assessed based on their performance against the benchmark for each indicator and sub-indicator. This benchmark/optimum level for each indicator has been carefully identified and the DoSEL has ensured that these are reasonable and attainable. They may be changed at a later stage depending upon the need.

2.5. Weightage against each indicator has been divided into 10 groups - 0, 1-10, 11-20 and so on up to 91-100. Thus, a State which has achieved 91% of the benchmark of an indicator will get

maximum points (10 or 20 whichever is applicable for the particular indicator). However, in case of a few Indicators, a lower value would score a higher weightage e.g. equity indicators, time taken for release of funds and single teacher schools. For Equity Indicators, a difference of 'O' (zero) between different categories has been considered as the best performance and the absolute value of the difference has been considered for grading.

2.6. Some of the indicators comprise of a few sub-indicators. For these, the total weight assigned to the indicator has been distributed among the sub-indicators.

2.7. In PGI 2017-18, the nomenclature for PGI scores has been defined. The same cut-offs and naming convention has been retained in PGI 2018-19. Thus, the highest achievable stage in PGI is Level I, which is for scores 951-1000. In between, an equal width of 50 points has been kept for each Level. In the PGI, Level II means PGI score 901-950, Level III: 851-900, Level IV: 801-850, and so on up to Level IX: 551-600. The last one, namely Level X is for scores 0-550. The Level-wise cut-offs remain same over the years. In 2017-18, the Top-most score was in the range 801-850, which was called Grade 1. In 2018-19, the top score has crossed that range and has reached Level III, i.e., score range 851-900. **This score range 851-900 is named Grade I+, which is higher than Grade I.**

2.8. The Levels and Grades are based on the total score obtained by the States and UTs on their performance on all the 70 indicators during 2018-19 (except the data sourced from NAS, which is for the year 2017). Thus, position of a State/UT in different grading categories is relative and can change depending upon its performance each year. At the same time, all States and UTs can occupy the highest Level/Grade simultaneously.

2.9. Grading, in an ideal situation, allows all the States and UTs to be construed as star performers and be at Level I which is the goal that the PGI hopes to achieve.

Summary of Findings

3.1. Overall PGI score in 2018-19: The Levels and Grades attained by States and UTs in PGI 2018-19 are in Chart 1. Three States and UTs, namely Chandigarh, Gujarat and Kerala have attained Level III (score 851-900), i.e., Grade I+. Only one State, namely Arunachal Pradesh is in Grade VI, i.e., score range 551 – 600.

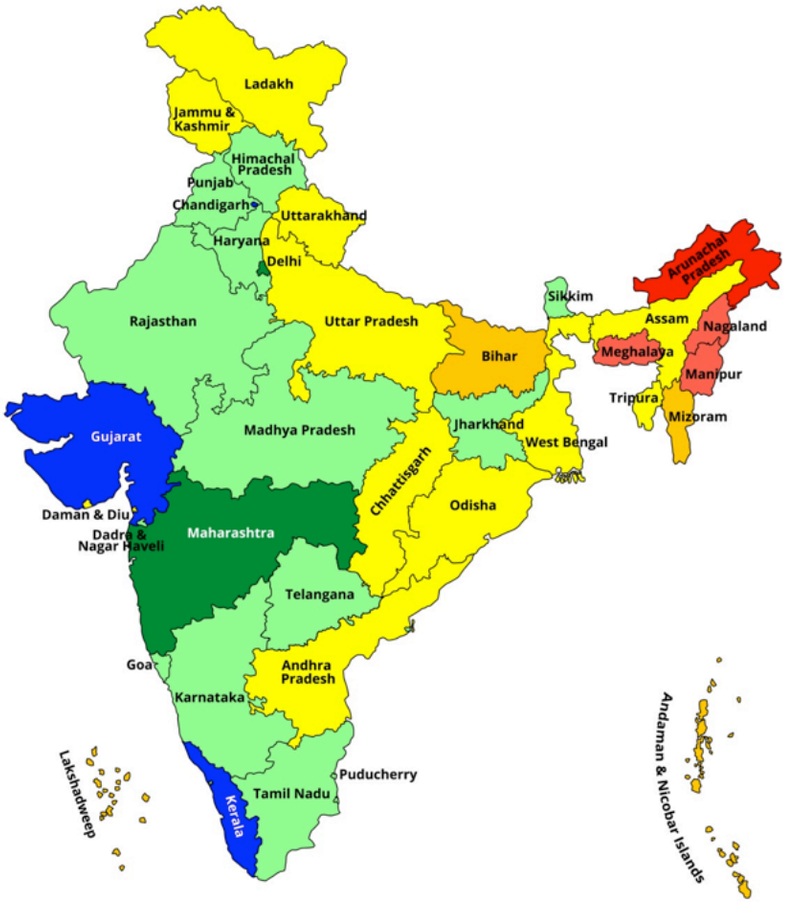


Chart 1

PGI 2018-19 on School Education : States/UTs

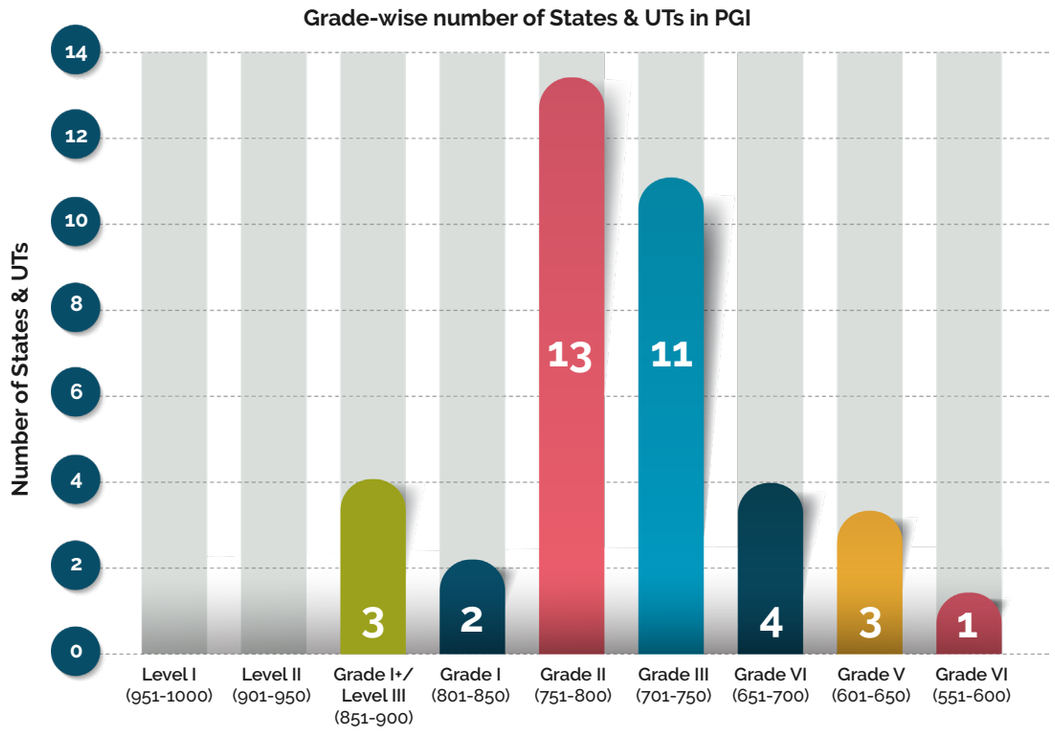
Score range	Colour
851-900	
801-850	
751-800	
701-750	
651-700	
601-650	
551-600	

3.2. For the first time, 3 States and UTs have crossed the threshold of 85% PGI score and reached Grade I+. A total of 34 States and UTs have improved their total PGI score compared to 2017-18. Statement 1 shows the number of States/UTs in different Levels and Grades for the current year. Statement 1 and Chart 1 give number and names of States and UTs in a particular Level/Grade. The names of the States and UTs appearing in each Level/Grade presented in Statement 1 are in alphabetical order.

Statement 1 - Number and Names of States/UTs in Different PGI Levels and Grades: 2018-19

Level/Grade (scores)	Names of States/UTs							No. of States/ UTs
Level I (951 - 1000)								NIL
Level II (901 - 950)								NIL
Level III (851 - 900) Grade I+	Chandigarh	Gujarat	Kerala					3
Level IV (801 - 850) Grade I	Maharashtra	NCT of Delhi						2
Level V (751 - 800) Grade II	Dadra and Nagar Haveli Puducherry	Goa Punjab	Haryana Rajasthan	Himachal Pradesh Sikkim	Jharkhand Tamil Nadu	Karnataka Telangana	Madhya Pradesh	13
Level VI (701 - 750) Grade III	Andhra Pradesh Tripura	Assam Uttar Pradesh	Chhattisgarh Uttarakhand	Daman and Diu West Bengal	Jammu and Kashmir (UT)	Ladakh (UT)	Odisha	11
Level VII (651 - 700) Grade IV	Andaman and Nicobar Islands	Bihar	Lakshadweep	Mizoram				4
Level VIII (601 - 650) Grade V	Manipur	Meghalaya	Nagaland					3
Level IX (551 - 600) Grade VI	Arunachal Pradesh							1
Level X (0 - 550) Grade VII								NIL

Chart 2 - Number of States/UTs in Different Levels/Grades of PGI: 2018-19

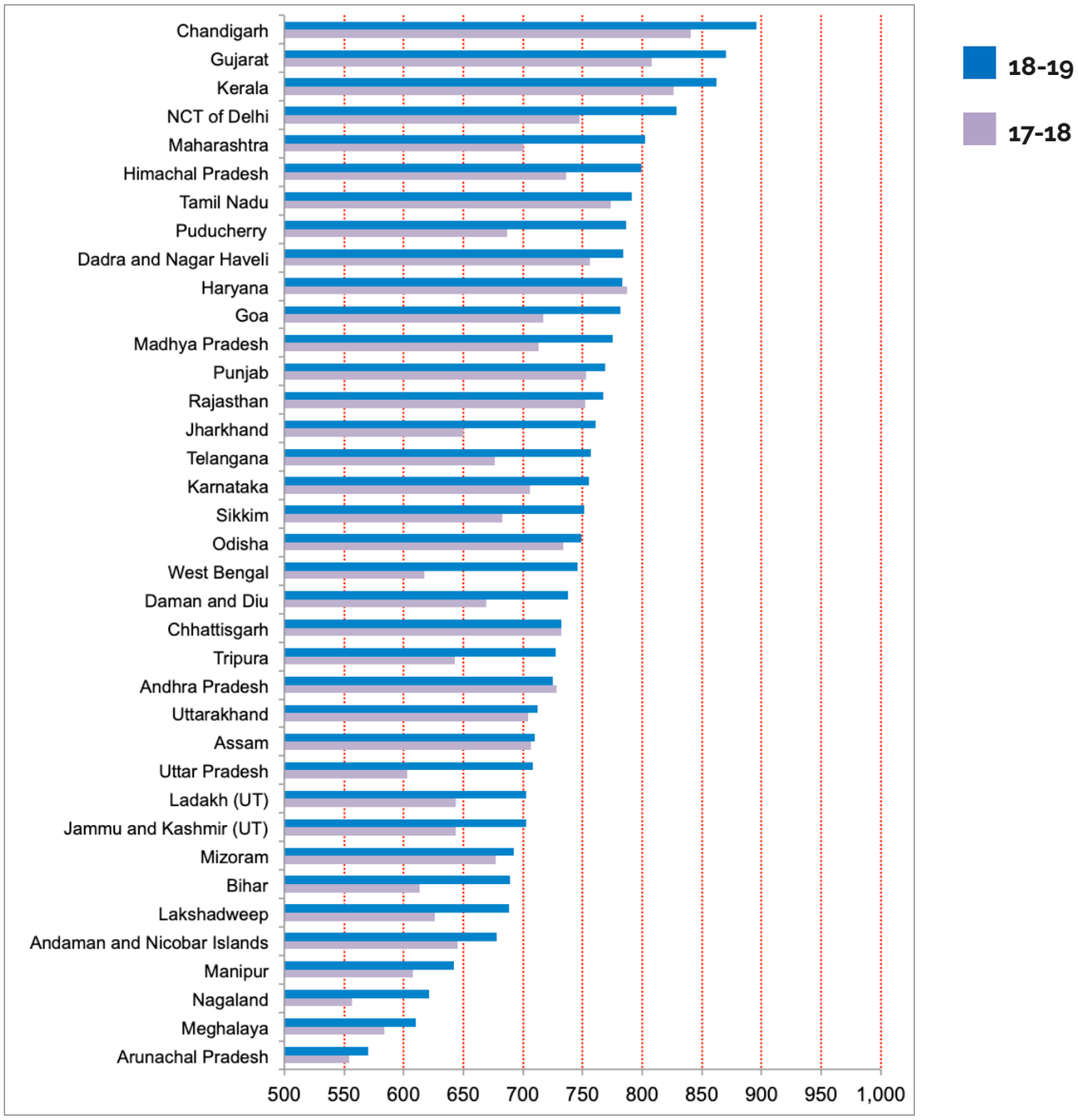


3.3. Improvements over previous year: A major purpose of the PGI is creation of an environment which would nudge each State/UT to improve its performance continuously. Chart 3 shows the scores of all the States/UTs in PGI 2018-19 and 2017-18 for all the States and UTs. The State-wise performance in PGI 2018-19 compared to PGI 2017-18 shows that 34 States and UTs have improved their PGI score in 2018-19 compared to the previous year. **Four** States/UTs, namely Maharashtra (Grade I), Jharkhand (Grade II), Uttar Pradesh and West Bengal (both in Grade III) have improved their score by more than 10%. **Fifteen** States/UTs, namely, Chandigarh and Gujarat (in Grade I+); NCT of Delhi (in Grade I); Himachal Pradesh, Puducherry, Goa, Madhya Pradesh, Telangana and Sikkim (in Grade II); Daman & Diu, Tripura, Jammu & Kashmir (UT) and Ladakh (UT) (in Grade III); Bihar and Lakshadweep (in Grade IV) and Nagaland (in Grade V) have improved their PGI score by 5% to 10%. **One** State, Chhattisgarh has maintained their 2017-18 score. Only **two** States, namely Andhra Pradesh (in Grade III) and Haryana (in Grade II) have scored less than 2017-18, although their Grade remains the same in both the current and the previous year. Remaining **fifteen** States/UTs have improved their PGI score by less than 5%. shows the number of States/UTs in different levels/grades of PGI score in current and the preceding year, clearly indicating a general shift upwards.

Statement 2 - Number of States/UTs in different PGI grades

	2018-19	2017-18
Grade I+ (851-900)	3	0
Grade I (801-850)	2	3
Grade II (751-800)	13	5
Grade III (701-750)	11	10
Grade IV (651-700)	4*	6
Grade V (601-650)	3	10*
Grade VI (551-600)	1	3

Chart 3 - PGI scores of States/UTs: 2018-19 and 2017-18



3.4. Inter State Differential: On a maximum possible of 1000 points, the range between the States and UTs with the highest and the lowest score is more than 300 which is 30% of the maximum points. Thus, there exists a considerable difference within the States and UTs as far as their performance in the arena of School Education is concerned as assessed by PGI 2018-19. The inter-State differential has increased marginally in 2018-19 compared to the previous year. Thus, the PGI system has helped both the performing and aspiring States and UTs to improve their performance, although the performing States/ UTs have improved more in the past year.

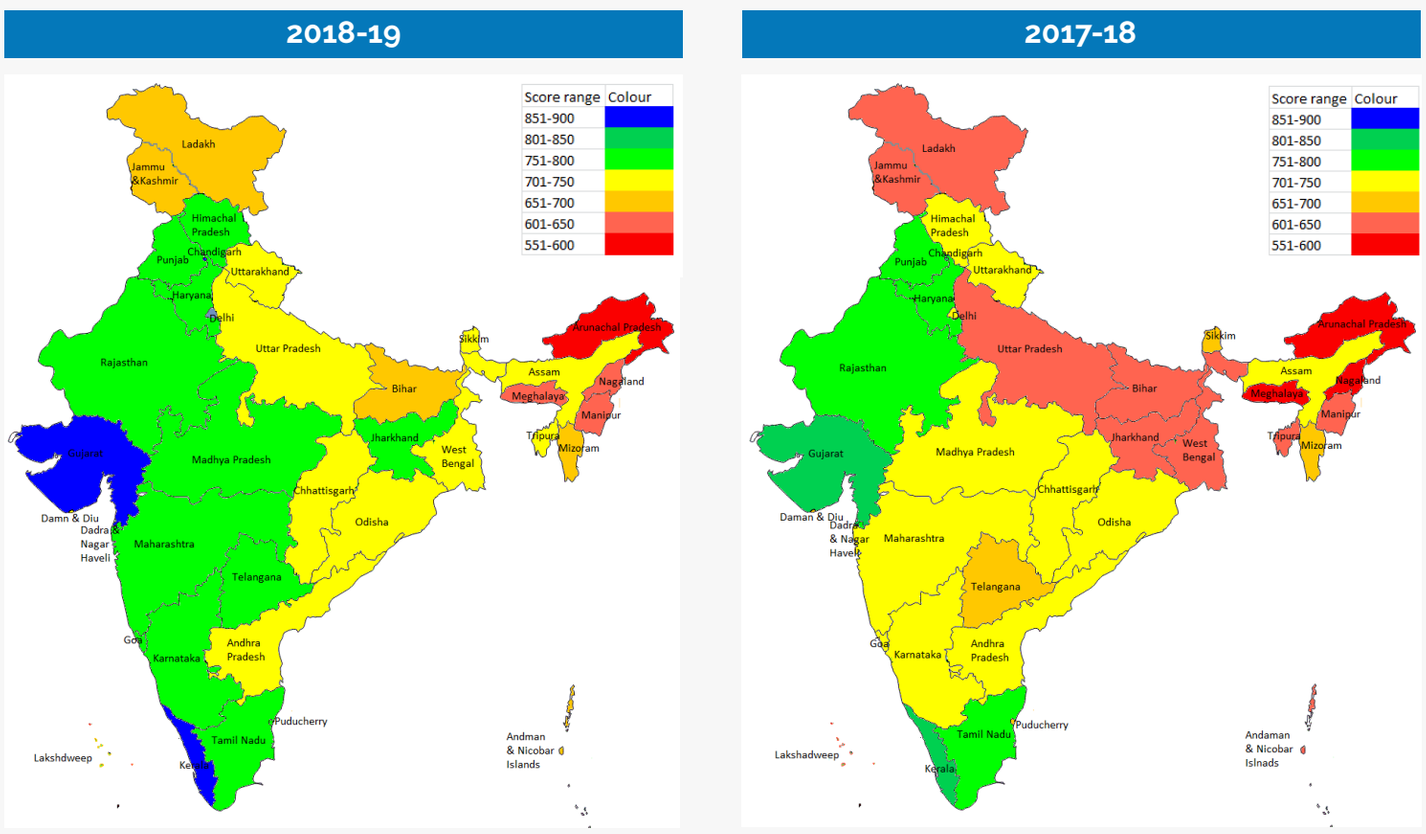
3.5. Best Achievers vis-à-vis the Utimate Goal: As can be observed from Chart 3,

the States/UTs which are in Level III or Grade I+ as per the evaluation this year still have considerable ground to cover to reach the maximum aggregate of 1000 points.

3.6. Size vis-a-vis Performance: The Performance of a State/UT is often perceived to be linked to the size (geographical area) of the State/UT as it has a bearing on several logistic, administrative and other issues. However, size does not appear to be a determining factor in the performance of States and UTs in the field of School Education as assessed by the PGI. Thus, Chandigarh, Gujarat and Kerala, which are in the top level (Grade I+), are ranked 35th, 5thand 23rd respectively in terms of their geographical size among 37 States/UTs. Similarly, the States which are in Grades VI and V, are ranked 14th (Arunachal Pradesh), 24th (Meghalaya), 26th (Nagaland) and 25th (Manipur) respectively in terms of geographical size.

3.7. Population vis-a-vis Performance: Population sometimes may be construed to be a hindrance to development as it tends to increase the financial outlays for interventions by the Government. In terms of population size, the Level 3 and Grade 1 States and UTs are 31st (Chandigarh), 9th (Gujarat), 13th (Kerala), 19th (NCT of Delhi) and 2nd (Maharashtra). The population ranking of four States namely Arunachal Pradesh, Meghalaya, Nagaland and Manipur which are in Grades 5 and 6, are 28th, 24th, 26th and 25th respectively. **Hence, the effect of population on the performance of States and UTs is inconclusive.**

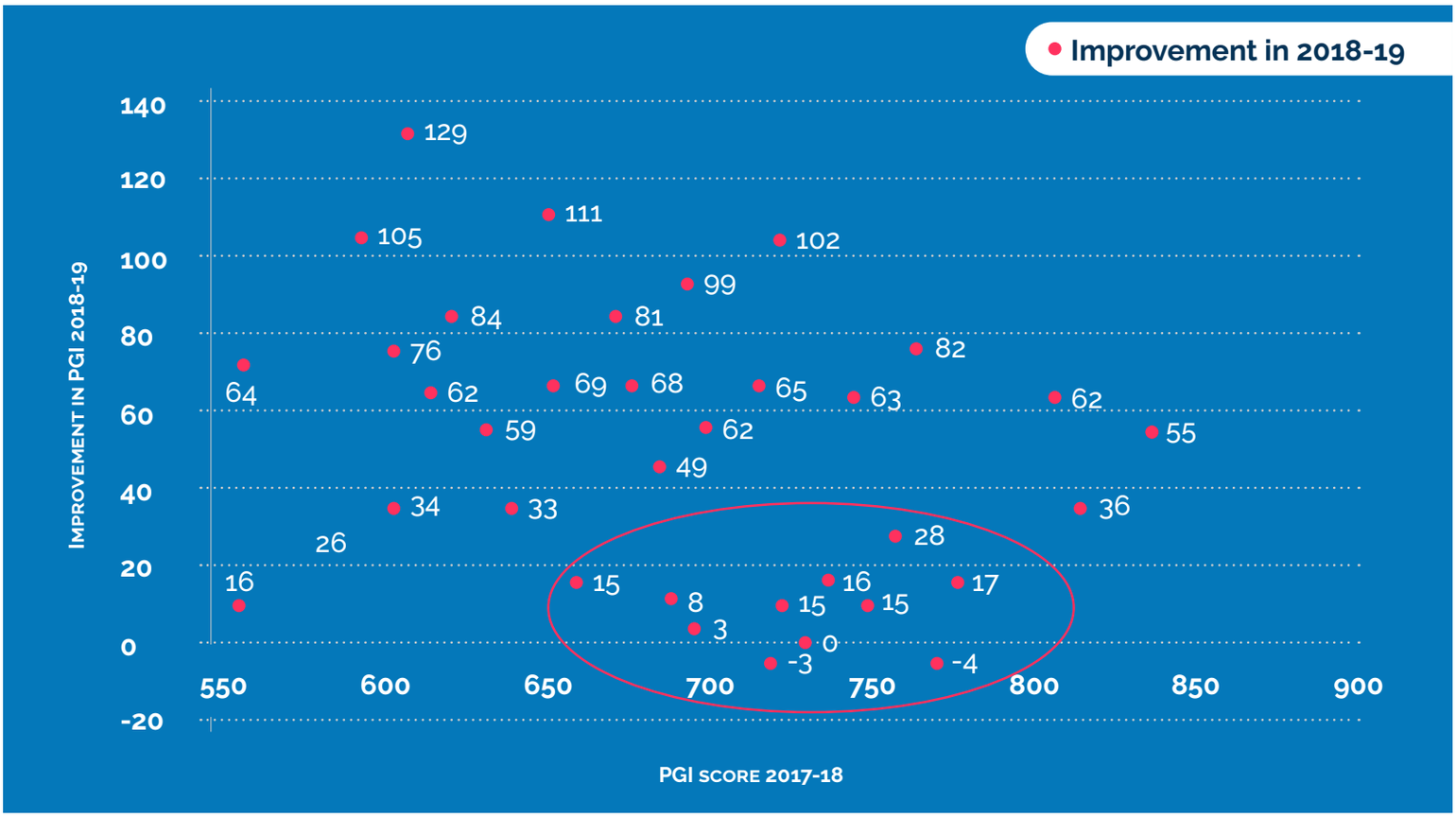
Chart 4 - PGI scores of States/UTs: 2018-19 and 2017-18



4. Relationship between **the current performance of States and UTs** and reaching the highest levels:

4.1. As mentioned earlier, one of the main purposes of PGI is to make the States and UTs aware of the areas where there is scope for improvement and strive to reach the maximum possible score and be in the highest grade. All States and UTs, wherever they are placed, should strive to move up to the higher Grades in the subsequent years and as a country, the aim is that all the States and UTs should be in the highest.

Chart 5: Improvements in PGI scores of 2018-19 by States/UTs over their total score of 2017-18



4.2. The improvements in scores of PGI 2018-19 over the previous year has been depicted in the form of a scatter plot in Chart 5. It shows in general more improvements in scores of States and UTs which were having less PGI scores in 2017-18. For some of the States/UTs, the reason for this improvements have been improvements in their data reporting mechanisms while for some others, the improvements have been in specific Domains, which have been discussed subsequently. On the other hand, the States/UTs with high PGI scores have generally shown lesser change in scores. One point of concern however remains that there are a group of States and UTs in the middle range (between 651 to 850) whose PGI score has improved by less than 30 points in this one year from 2017-18 to 2018-19. Some of them are Andhra Pradesh (2017-18 score

728, change: -3), Haryana (2017-18 score 787, change: -4), Chhattisgarh (2017-18 score 732, change: 0), Assam (2017-18 score 707, change: 3), Uttarakhand (2017-18 score 704, change: 8), Odisha (2017-18 score 734, change: 15), Rajasthan (2017-18 score 752, change: 15), Punjab (2017-18 score 753, change: 16), Tamil Nadu (2017-18 score 774, change: 17), Dadra & Nagar Haveli (2017-18 score 756, change: 28). The focus on performance in different Domains by these States and UTs will largely decide the overall improvement in performance of the entire country.

4.3. With respect to domain 1 of category 1, there is no change in scores in most of the parameters as these are based on the NAS. Bihar, Tripura and West Bengal have shown improvement by at least 10 points in this parameter, primarily due to an improvement in their reporting mechanisms. Statement 3 below shows the number of States and UTs who have shown improvement by at least 10 points or reduction by at least 5 points in their scores over previous year for the remaining Domains. As most of the data for these Domains have been recorded through the UDISE+ and Shagun portals of the States and UTs, it reflects realistically year-on-year change.

Statement 3: Number of States/UTs showing high improvements/reductions in PGI 2018-19 scores compared to previous year

	Increase by 10 points or more	Decrease by 5 points or more
Category 1 Domain 2 (access)	4	2
Category 1 Domain 3 (infrastructure and facilities)	20	4
Category 1 Domain 4 (equity)	1	15
Category 2 Domain 1 (governance processes)	29	5

4.4. An analysis of the Domain wise performance (Charts 6 to 10) shows that while the best performing States and UTs have done very well or fairly well across all Domains, all of them still have some way to go before they reach the highest levels. Thus, while Chandigarh, Kerala and Gujarat may be in Level 3 vis-à-vis the balance 34 States and UTs, they have scored between 851-900 points out of a possible maximum of 1000. These States and UTs therefore still need to improve their performance so that they can ultimately reach Level 1 in the shortest time. Depending on how well they comply with the indicators, the other States and UTs can also improve their performance and reach level 1 without too much delay.

Chart 6 - Performance of States/UTs in PGI Category 1 Domain 1- Learning Outcomes & Quality: 2018-19

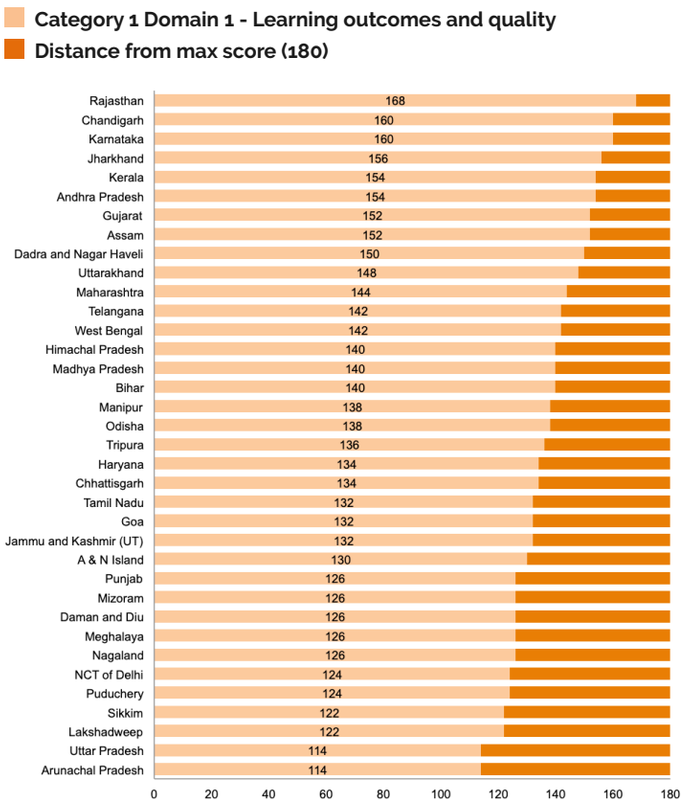


Chart 7 - Performance of States/UTs in PGI Category 1 Domain 2-Access-2018-19

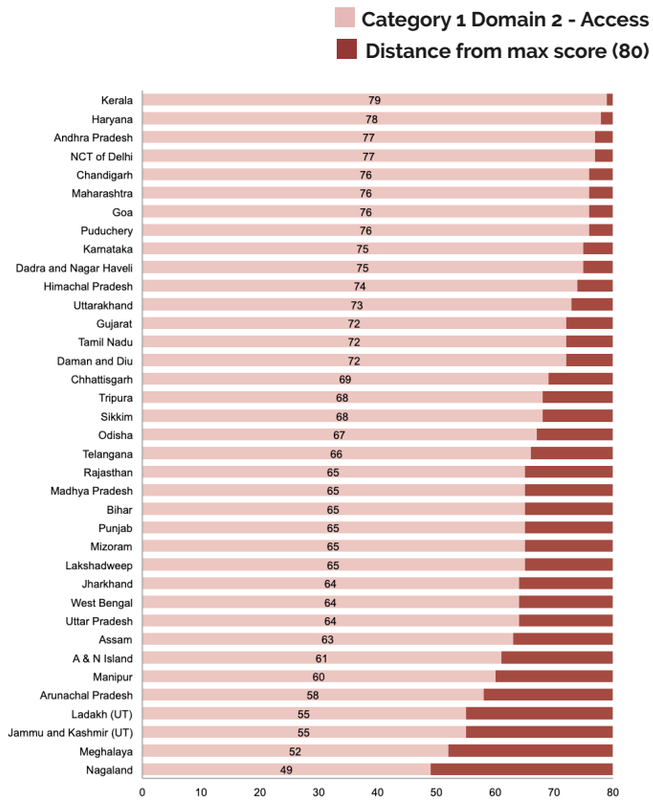


Chart 8 - Performance of States/UTs in PGI Category 1 Domain 3 – Infrastructure and Facilities: 2018-19

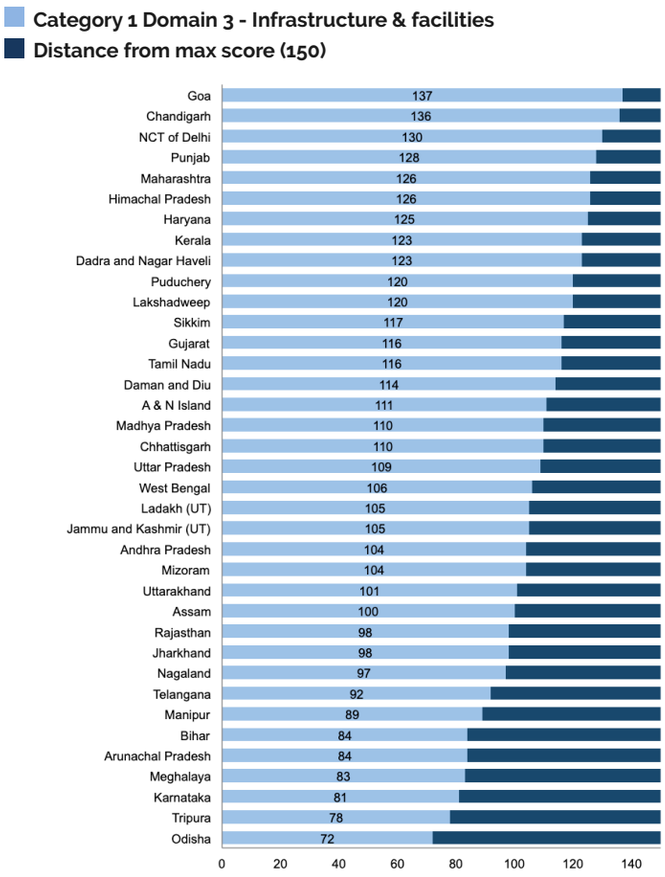


Chart 9 - Performance of States/UTs in PGI Category 1 Domain 4-Equity-2018-19

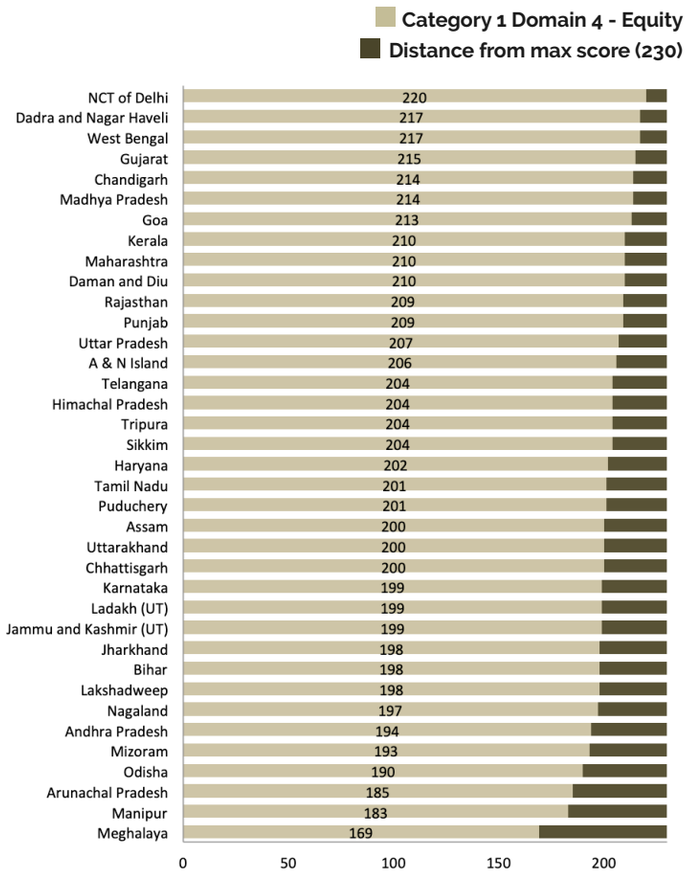
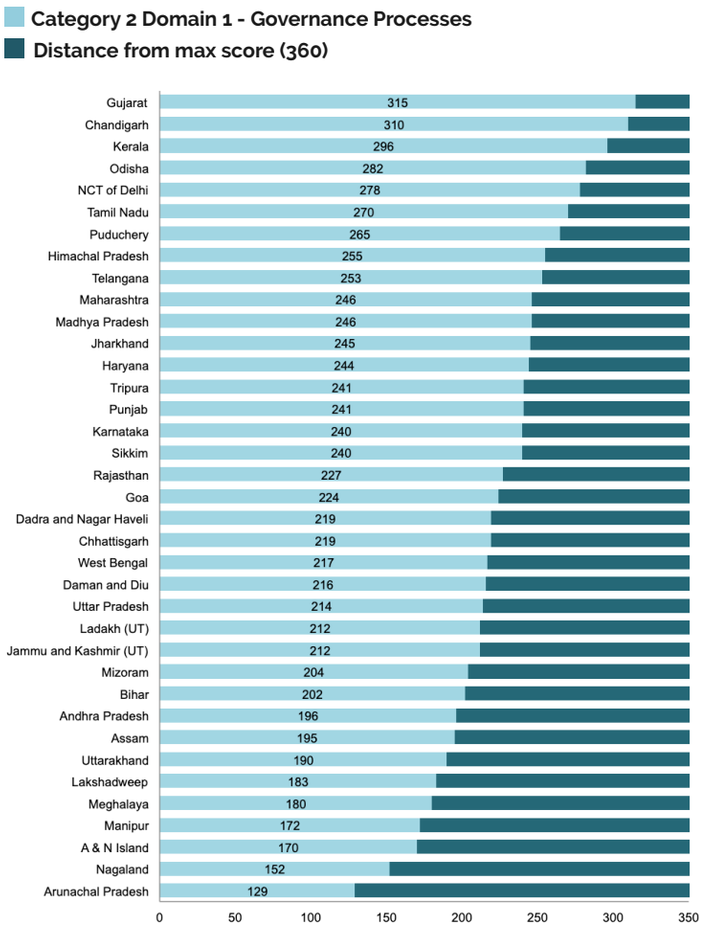


Chart 10 - Performance of States/UTs in PGI Category 2 Domain 1-Governance Processes-2018-19



Good Practices

5.1. Each State/UT, it is heartening to note, has some areas where it has done exceedingly well and Annexure-2 enumerates one such area for each State/UT. The list is not exhaustive as there are several other areas where each State/UT may have performed very well. This proves that it is possible for all States and UTs to reach the benchmark of all the indicators. It is expected that the PGI would act as a platform for the States and UTs to share the best practices and thereby enable all States and UTs to improve their overall performance.

The Weak Links

6.1. A Domain wise analysis also brings out some areas of general concern for all the States and UTs. It is pertinent to note that in case of all the four Domains categorised under Outcomes, the top score is more than 90% of the maximum possible points in the respective Domain. However, in case of the Domain relating to Governance & Management, the top score (315, Gujarat) is 87.5% of the maximum points (360). At the other end of the spectrum, the minimum score obtained in this Domain is below 40% (35.8%). This clearly implies that this is the area all States and UTs must focus upon. The PGI accords the highest importance to this Domain because compliance with the indicators here will lead to critical structural reforms in areas ranging from monitoring the attendance of teachers to ensuring a transparent recruitment of teachers and principals.

6.2. While it is common knowledge that shortage of teachers and principals and administrative staff, lack of regular supervision and inspection, inadequate training of the teachers, timely availability of finances (all of which are captured in the Governance and Management Domain) are some of the factors plaguing the education system in the country, it is for the first time that there is a reliable tool which corroborates this. Through the PGI, the shortfalls can be measured objectively and regularly. This is crucial for taking necessary steps to eliminate the gaps.

6.3. The second area that requires attention is the Domain for Infrastructure and facilities, where the lowest score obtained was only 48% of the maximum points. This is a cause for concern as a proper school building with adequate facilities is a must to improve the overall quality of school education. Indicators like availability of ICT facilities, timely availability of textbooks and uniforms, which are critical inputs for better performance of students (and mentioned in the RTE Act), are measured in the Infrastructure & Facilities Domain. Significant shortfalls in these areas have also been captured by the Index. On the brighter side, the minimum PGI score in the infrastructure domain has improved by 10 percentage points between 2018-19 and 2017-18, indicating that the States and UTs have started to take action for improving their infrastructure and facilities, albeit by varying extent. Therefore, the PGI has so far been successful in nudging the States and UTs to improve both their governance process and infrastructure facilities.

Learning Outcomes

7.1. This is perhaps the most important Domain and is the ultimate goal of the Index. However, unlike other Domains which are relatively easier to comply with e.g. providing infrastructure facilities or setting up mechanisms to check attendance, improving Learning Outcomes takes time and patience. All the other Domains support Learning Outcomes and converge towards it. The actual improvement in Learning Outcomes is being handled under a separate initiative which comprises a comprehensive programme to improve the capacities of teachers and the entire system of assessment. An integrated 4 years B.Ed. programme will usher in reforms in pre-service teacher education while a Central Assessment Agency will carry out professional assessment at par with global levels. India's participation in the PISA in 2021 and associated CBSE exam reforms will take the school system from the present largely rote learning based system towards a more competency based one. Rigorous and robust in service teachers training and school principals' leadership development programme will be complemented by e-content under DIKSHA which will support both the teachers and students. ICT will be leveraged at all levels and particularly under the revamped

UDISE+, to ensure the collection of reliable and credible data, which alongwith enhanced GIS mapping of schools will help in decision making.

7.2. In case of Learning Outcomes, it has been observed that, in general, the scores obtained in the higher standards are less than those in the lower standards. It is therefore, imperative to ensure better interventions at the lower standards as it will have a positive cascading effect at the higher levels. The forthcoming NAS would provide more clarity in quantifying the improvements in learning outcomes.

Way Ahead

8.1. The PGI Report for 2018-19 will be further analysed State/UT wise. The Reports will be available on the portal of MHRD. In order to reflect the true picture of the respective States and UTs, quality of and responsiveness to data uploaded by the States and UTs would be of significant importance. To achieve this, efforts have been made to upgrade the data sources by making them more comprehensive, user friendly, and subjecting them to cross checks, thereby enhancing the reliability and robustness of the information obtained. The main source of data that is the UDISE+ is updated on an annual basis in consultation with the State/UT level MIS coordinators and other stakeholders who are responsible for data uploading and processing.

8.2. The **Shagun# repository** portal is also being upgraded and the States and UTs are being requested to provide images/videos of good practices for sharing with others. It is proposed that, in future, awards for various categories would be based on these evidences suitably corroborated by spot inspections on a random sampling basis. The National Achievement Survey (NAS) conducted by NCERT to measure the learning outcomes is also being streamlined to make the assessment process more objective. A reliable, timely and participative information system coupled with a robust and efficient data analytics framework is the key to successful implementation of any Government programme. In the arena of School Education & Literacy, guided by the enabling legislative framework of Right to Education and visionary Sustainable Development Goals (SDG), Government Schemes like Samagra Siksha (SS), Mid Day Meal (MDM) and similar such schemes by the States would deliver the desired result if they are monitored effectively. The framework of a real time data availability system (namely, UDISE+, Shagun, etc.) and an objective and holistic performance evaluation framework provided through PGI would provide the right combination for effective implementation of policy in the School Education sector. A performance based grant would provide the required incentive to the States and UTs to ensure their continuous and focused attention to this sector which is crucial for overall growth and development of the country.

#Shagun comes from the word "Shaala" (meaning school) and "Gunvatta" (meaning excellence)

Annexure – 1

List of Indicators, respective **data source & weight** for PGI

Sl. No.	Indicator No.	Indicator	Data Source	Weight	Bench Mark
1	2	3	4	5	6
		Category 1: Outcomes			
		Domain 1 – Learning Outcomes and Quality			
1	1.1.1	% of Elementary schools which have displayed class wise Learning Outcomes	Shagun	20	100% of Govt. and aided elementary schools.
2	1.1.2	Average Language score in Class 3 - Govt and aided schools	NAS	20	The latest round of NAS for classes 3, 5 and 8 tested the LOs of the students. The report cards give the percentage of students assessed who answered correctly. The benchmark will be 75% of all students who answered correctly i.e. States and UTs obtaining this score will get full weightage points.
3	1.1.3	Average Mathematics score in Class 3 - Govt and aided schools	NAS	20	
4	1.1.4	Average Language score in Class 5 - Govt and aided schools	NAS	20	
5	1.1.5	Average Mathematics score in Class 5 - Govt and aided schools	NAS	20	
6	1.1.6	Average Language score in Class 8 - Govt and aided schools	NAS	20	
7	1.1.7	Average Mathematics score in Class 8 - Govt and aided schools	NAS	20	
8	1.1.8	Average Science score in Class 8 - Govt and aided schools	NAS	20	
9	1.1.9	Average Social Science score in Class 8- Govt and aided schools	NAS	20	
		Domain 1 - Learning Outcomes: Total Domain Weight		**180**	
		Category 1: Outcomes			
		Domain 2 – Access			
10	1.2.1	Adjusted Net Enrolment Ratio (ANER) at elementary level as per entry age of the State/UT	UDISE	10	100% of All Schools
11	1.2.2	Adjusted Net Enrolment Ratio (ANER) at secondary level as per entry age of the State/UT	UDISE	10	100% of All Schools
12	1.2.3	Retention rate at primary level	UDISE	10	100% of All Schools
13	1.2.4	Retention rate at elementary level	UDISE	10	100% of All Schools
14	1.2.5	Retention rate at secondary level	UDISE	10	100% of All Schools
15	1.2.6	Transition rate from primary to upper-primary level	UDISE	10	100% of All Schools
16	1.2.7	Transition rate from upper-primary to secondary level	UDISE	10	100% of All Schools
17	1.2.8	Percentage of identified Out-of-school-children mainstreamed in last completed academic year (Class 1 to 8)	Shagun	10	100% of the target given in the PAB of corresponding Samagra Shiksha - Govt. Schools
		Domain 2 - Access: Total Domain Weight		**80**	
		Category 1: Outcomes			
		Domain 3 – Infrastructure & Facilities			
18	1.3.1	Percentage of schools having CAL in Upper Primary Level	UDISE	20	100% of Govt. upper primary schools.
		Percentage of secondary schools having lab facility	UDISE		100% of Govt. secondary schools
19	1.3.2	a) Integrated Science Lab		10	
20	1.3.3	b) Computer lab		10	

Sl. No.	Indicator No.	Indicator	Data Source	Weight	Bench Mark
1	2	3	4	5	6
21	1.3.4	% of schools having Book Banks/Reading Rooms/Libraries	UDISE	20	100% of all schools
22	1.3.5	% of schools covered by vocational education subject	UDISE		25% of composite Govt. secondary and higher secondary schools
		a) Classes 9 & 10		10	
		b) Classes 11 & 12		10	
23	1.3.6	% of primary schools provided graded supplementary material	Shagun	20	100% of Govt. primary schools
24	1.3.7	% of elementary schools' children taking mid-day meal against target approved in PAB - Govt and aided schools	MDM Portal	10	100% of corresponding PAB target of MDM
25	1.3.8	% of days midday meal served against total working days - Govt and aided elementary schools	MDM Portal	10	100% of 200 days at Primary level and 220 days at Upper Primary level, as per RTE Act
26	1.3.9	Percentage of schools having functional drinking water facility - All Schools	UDISE	10	100 % of all schools
27	1.3.10	Percentage of Elementary Level students getting Uniform within three months of start of academic year - Govt. Schools	UDISE	10	100% of all students in Govt. elementary schools.
28	1.3.11	Percentage of Elementary Level students getting Free Textbook within one month of start of academic year	UDISE	10	100% of all students in Govt. and Govt. aided elementary schools.
		Domain 3 - Infrastructure & Facilities: Total Domain Weight		**150**	
		Category 1: Outcomes			
		Domain 4 – Equity			
29	1.4.1	Difference in student performance in Language between Scheduled Castes (SC) and General category in Govt. and Aided elementary schools: Class 3, 5 & 8	NAS	20	Since there should be zero difference between SC/ST students and General Category students, maximum weightage points will be given to a score of 0 under these indicators. (0 value to be given 100 marks). Absolute value of the difference will be taken. Lower the difference better is the grade. Average performance of the three classes (3, 5 & 8) will be taken.
30	1.4.2	Difference in student performance in Mathematics between Scheduled Castes (SC) and General category in Govt. and Aided elementary schools Class 3, 5 & 8	NAS	20	
31	1.4.3	Difference in student performance in Language between Scheduled Tribes (ST) and General category in Govt. and Aided elementary schools : Class 3, 5 & 8	NAS	20	
32	1.4.4	Difference in student performance in Mathematics between Scheduled Tribes (ST) and General category in Govt. and Aided elementary schools : Class 3, 5 & 8	NAS	20	
33	1.4.5	Difference in student performance in Language between Urban and Rural areas in Govt. and Aided elementary schools : Class 3, 5 & 8	NAS	10	Difference in % of urban students answering correctly and % of rural students answering correctly can be measured here (Rural - Urban) and the target may be set as greater than or equal to 0.
34	1.4.6	Difference in student performance in Mathematics between Urban and Rural areas in Govt. and Aided elementary schools : Class 3, 5 & 8	NAS	10	

Sl. No.	Indicator No.	Indicator	Data Source	Weight	Bench Mark
1	2	3	4	5	6
					Since there should be zero difference between rural and urban students, maximum weightage points will be given to a score of 0 under these indicators. Absolute value of the difference will be taken
35	1.4.7	Difference in student performance in Language between Boys and Girls in Govt. and Aided elementary schools: Class 3, 5 & 8	NAS	10	Difference in % of boys answering correctly and % of girls answering correctly can be measured here (girls - boys) and the target may be set as greater than or equal to 0. Since there should be zero difference between boys and girls, maximum weightage points will be given to a score of 0 under these indicators. Absolute value of the difference will be taken
36	1.4.8	Difference in student performance in Mathematics between Boys and Girls in Govt. and Aided elementary schools: Class 3, 5 & 8	NAS	10	
37	1.4.9	a) Difference between SCs and General Category's Transition Rate from Upper Primary to Secondary level	UDISE	10	0 in All Schools (There should be zero difference)
		b) Difference between STs and General Category's Transition Rate from Upper Primary to Secondary level		10	0 in All Schools (There should be zero difference)
38	1.4.10	Difference between boys' and girls' Transition Rate from Upper Primary to Secondary level	UDISE	10	0 in All Schools (There should be zero difference)
39	1.4.11	Difference between Minorities and General Category's Transition Rate from Upper Primary to Secondary level	UDISE	20	0 in All Schools (There should be zero difference)
40	1.4.12	Gross enrolment ratio of CWSN (age group 6-18 years)	Shagun (UDISE for enrolment and MSJE for population)	10	100% of CWSN children in that age group in all schools
41	1.4.13	% of entitled CWSN receiving Aids and Appliances for Govt and aided schools	Shagun	10	100% of target in PAB of corresponding SS
42	1.4.14	Percentage of schools having ramp for disabled children to access school building	UDISE	10	100% of all schools
43	1.4.15	Percentage of schools having functional CWSN friendly toilets	UDISE	10	100% of all schools
44	1.4.16	Percentage of schools having functional toilet			
		a) Boys toilet	UDISE	10	100 % of all schools

Sl. No.	Indicator No.	Indicator	Data Source	Weight	Bench Mark
1	2	3	4	5	6
		b) Girls toilet	UDISE	10	100 % of all schools
		Domain 4 - Equity: Total Domain Weight		**230**	
		TOTAL CATEGORY 1 WEIGHT		**640**	
		Category 2 : Governance & Management			
		Domain 1 – Governance Processes			
45	2.1.1	% of Children whose Unique ID is seeded in SDMIS	UDISE	10	100% of all students in all schools aged 6 to 18 years.
46	2.1.2	% of Teachers whose Unique ID is seeded in any electronic database of the State Government/UT Administration	Shagun	10	100% of all teachers in all schools
47	2.1.3	% of average daily attendance of students captured digitally (States and Uts may set digital mechanism similar to AMS of MDM	Shagun	10	75% of all students in all Govt. and Govt. Aided Schools
48	2.1.4	% of average daily attendance of teachers recorded in an electronic attendance system	Shagun	10	80% of all teachers in all govt. and govt. aided schools
49	2.1.5	% of Schools at Elementary level Covered Under Twinning/Partnership	Shagun	10	50% of all schools
50	2.1.6	% of Schools at Elementary level displaying photo of elementary teachers for Govt and aided schools - Govt. and aided schools	Shagun	10	100% of all elementary Govt. and aided schools.
51	2.1.7	% of single teacher primary schools	UDISE	10	There should be no single teacher school at primary level, therefore bench mark to be set as zero (0)
52	2.1.8	% of primary schools having PTR as per RTE norm	UDISE	10	100% of all schools at primary level
53	2.1.9	% of primary and upper primary schools meeting head-teacher norms as per RTE	UDISE	10	100% of all schools
54	2.1.10	% of secondary schools having principals/head masters in position	UDISE	20	100% of all schools
55	2.1.11 a.	% Upper Primary schools meeting norms of subject-teacher as per RTE	UDISE	10	100% of all schools
	2.1.11 b.	% Secondary Schools who have teachers for all core subjects	UDISE	20	100% of all schools
56	2.1.12	% of academic positions filled in state and district academic institutions (SCERT/SIE & DIETs) at the beginning of the given academic year 2018-19	Shagun	10	100% of all academic posts sanctioned by the State Government/UT Admn.
57	2.1.13	Average occupancy (in months) of District Education Officer (or equivalent) in last 03 years for all Districts	Shagun	10	100% of all such posts sanctioned by the State Government/UT Admn.
58	2.1.14	Average occupancy (in months) of Principal Secretary/ Secretary (Education), SPD (SSA) & SPD (RMSA) for last 03 years	Shagun	10	100% of all such posts sanctioned by the State Government/UT Admn.
59	2.1.15	Details of visits to the elementary schools during the previous academic year:	UDISE	10	100% of all Govt. and aided schools. Weightage points will be given as per average performance of a, b and c.
		(a) % of schools visited at least 3 times for academic inspections			
		(b) % of schools visited at least 3 times by CRC Co-ordinator			
		(c) % of schools visited at least 3 times by Block level officer (BRC/BEO)			
60	2.1.16	a) Average number of days taken by State Govt./UT Administration to release total Central share of funds to societies (during the financial year)	Shagun	10	Within 15 days of receipt of central share of funds by the State/UT

Sl. No.	Indicator No.	Indicator	Data Source	Weight	Bench Mark
1	2	3	4	5	6
		b) Average number of days taken by State Govt./UT Administration to release total State share due to societies (during the financial year) (not applicable to UTs without legislature)	Shagun	10	Within 30 days of receipt of central share of funds by the State. In case of Uts without legislature, entire 20 weightage points will be assigned to part (a).
61	2.1.17	% of teachers evaluated (during the corresponding year)	Shagun (State/UT/ PINDICS)	10	100% of teachers in Govt. and aided schools.
62	2.1.18	% of govt. head-teachers/principals who have completed School Leadership (SL) training in the financial year - Measured against sanctioned number by Central government - At a minimum, the training should include all aspects of SLDP laid out by NCSL, NUEPA	Shagun	20	100% of the target in PAB of corresponding SS
63	2.1.19	% of schools that have completed self-evaluation and made school improvement plans during the financial year	Shagun	10	100% of all Govt. and aided schools.
64	2.1.20	% of teachers provided with sanctioned number of days of training during the financial year - Govt. and aided	Shagun	20	100% of the target in PAB of corresponding SS
65	2.1.21	Number of new teachers recruited through a transparent online recruitment system as a % of total number of new teachers recruited during the year	Shagun	20	100% of all newly recruited teachers in Govt. schools
66	2.1.22	Number of teachers transferred through a transparent online system as a % of total number of teachers transferred during the year	Shagun	20	100% of all eligible teachers in Govt. schools
67	2.1.23	Number of head-teachers/principals recruited through a merit-based selection system as a % of total number of head-teachers/principals recruited during the year	Shagun	20	50% of all head-teachers/principals recruited in Govt. schools
68	2.1.24	% State/UT budget share spent on school education to total State/UT budget of corresponding financial year	Shagun	20	At least 20%
69	2.1.25	Funds (including value of goods and services in kind) arranged through PPP, CSR etc. as a percentage of State/UT budget on school education during the year	Shagun	10	At least 1%
70	2.1.26	Percentage of each of the following registered under PFMS:		10	Weightage points will be average of all three
		a) Schools			100
		b) SCERT/SIE	Shagun		100
		c) DIETs			100
		TOTAL CATEGORY 2 WEIGHT		**360**	
		Total Weight		**1000**	

Note : 'All Schools' includes all classes from 1 to 12 & all school managements

Annexure – 2

Most and least **improved Domains** for each **State** and **UT**

SN	State	Domain with maximum improvement	Domain with lowest improvement
1	Andaman & Nicobar Islands	Domain 3: Infrastructure (+16.00%)	Domain 2: Access (-5.00%)
2	Andhra Pradesh	Domain 2: Access (+8.75%)	Domain 5: Governance Process (-4.17%)
3	Arunachal Pradesh	Domain 2: Access (+15.00%)	Domain 4: Equity (-5.22%)
4	Assam	Domain 3: Infrastructure (+18.67%)	Domain 5: Governance Process (-4.44%)
5	Bihar	Domain 5: Governance Process (+17.22%)	Domain 4: Equity (-2.17%)
6	Chandigarh	Domain 5: Governance Process (+13.89%)	Domain 4: Equity (+0.43%)
7	Chhattisgarh	Domain 2: Access (+3.75%)	Domain 4: Equity (-2.61%)
8	Dadra & Nagar Haveli	Domain 3: Infrastructure (+8.67%)	Domain 4: Equity (-1.74%)
9	Daman & Diu	Domain 5: Governance Process (+14.72%)	Domain 2: Access (-1.25%)
10	Delhi	Domain 5: Governance Process (+15.28%)	Domain 4: Equity (+2.61%)
11	Goa	Domain 5: Governance Process (+16.94%)	Domain 3: Infrastructure (-0.67%)
12	Gujarat	Domain 3: Infrastructure (+11.33%)	Domain 2: Access (+1.25%)
13	Haryana	Domain 3: Infrastructure (+6.00%)	Domain 4: Equity (-3.91%)
14	Himachal Pradesh	Domain 3: Infrastructure (+20.00%)	Domain 2: Access (-2.50%)
15	Jammu & Kashmir (UT)	Domain 5: Governance Process (+12.22%)	Domain 4: Equity (-1.74%)
16	Jharkhand	Domain 5: Governance Process (+28.06%)	Domain 4: Equity (-2.61%)

17	Karnataka	Domain 5: Governance Process (+20.83%)	Domain 3: Infrastructure (-12.67%)
18	Kerala	Domain 5: Governance Process (+11.67%)	Domain 4: Equity (-3.04%)
19	Ladakh (UT)	Domain 5: Governance Process (+12.22%)	Domain 4: Equity (-1.74%)
20	Lakshadweep	Domain 3: Infrastructure (+14.67%)	Domain 4: Equity (-3.48%)
21	Madhya Pradesh	Domain 5: Governance Process (+10.83%)	Domain 4: Equity (+2.17%)
22	Maharashtra	Domain 5: Governance Process (+25.28%)	Domain 4: Equity (-0.87%)
23	Manipur	Domain 3: Infrastructure (+14.00%)	Domain 4: Equity (-4.35%)
24	Meghalaya	Domain 3: Infrastructure (+17.33%)	Domain 4: Equity (-7.39%)
25	Mizoram	Domain 2: Access (+10.00%)	Domain 5: Governance Process (-1.11%)
26	Nagaland	Domain 3: Infrastructure (+22.67%)	Domain 4: Equity (+0.87%)
27	Odisha	Domain 5: Governance Process (+16.39%)	Domain 3: Infrastructure (-14.67%)
28	Puducherry	Domain 5: Governance Process (+27.50%)	Domain 4: Equity (-2.17%)
29	Punjab	Domain 5: Governance Process (+7.50%)	Domain 2: Access (-11.25%)
30	Rajasthan	Domain 2: Access (+11.25%)	Domain 5: Governance Process (-1.94%)
31	Sikkim	Domain 3: Infrastructure (+18.00%)	Domain 4: Equity (+2.61%)
32	Tamil Nadu	Domain 5: Governance Process (+12.78%)	Domain 2: Access (-8.75%)
33	Telangana	Domain 5: Governance Process (+23.89%)	Domain 3: Infrastructure (-2.67%)
34	Tripura	Domain 5: Governance Process (+18.89%)	Domain 4: Equity (-1.30%)
35	Uttar Pradesh	Domain 3: Infrastructure (+24.00%)	Domain 1: LO and Quality (-10.00%)
36	Uttarakhand	Domain 4: Equity (+2.61%)	Domain 3: Infrastructure (-0.67%)
37	West Bengal	Domain 3: Infrastructure (+32.00%)	Domain 5: Governance Process (+7.78%)

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Performance Grading Index