



सत्यमेव जयते

PERFORMANCE GRADING INDEX (PGI)

2017 - 18
STATES & UTs

CATALYSING TRANSFORMATIONAL CHANGE IN SCHOOL EDUCATION

Learning Outcomes
& Quality

Access

Infrastructure
& Facilities

Equity

Governance
Processes

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





INTRODUCTION

1



METHODOLOGY

2 - 4



PERFORMANCE OF STATES AND UTS 2017-18 - EXECUTIVE SUMMARY

5 - 12



ANNEXURE 1

i - iv



ANNEXURE 2

v - vii



ANNEXURE 3

viii - ix

PERFORMANCE GRADING INDEX OF ALL STATES AND UTs ON SCHOOL EDUCATION - 2017-18

INTRODUCTION

The Indian Education System is one of the largest in the world with more than 1.5 million schools, 8.5 million teachers and 250 million children 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.

PERFORMANCE GRADING INDEX

The Performance Grading Index (PGI) is a tool to provide insights on the status of school education in States and UTs including key levers that drive their performance and critical areas for improvement.

Grading will allow all States and UTs to occupy the highest level i.e. Grade I, at the same time, which is a sign of a fully developed nation.

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.**

The exercise, which is the first of its kind at such a scale, envisages that the Index will propel States and Union Territories (UTs) **towards undertaking multi-pronged interventions that will bring about the much-desired optimal education outcomes.** The purpose of the PGI therefore is 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 will also act as a good source of information for best practices followed by States and UTs which can be shared.

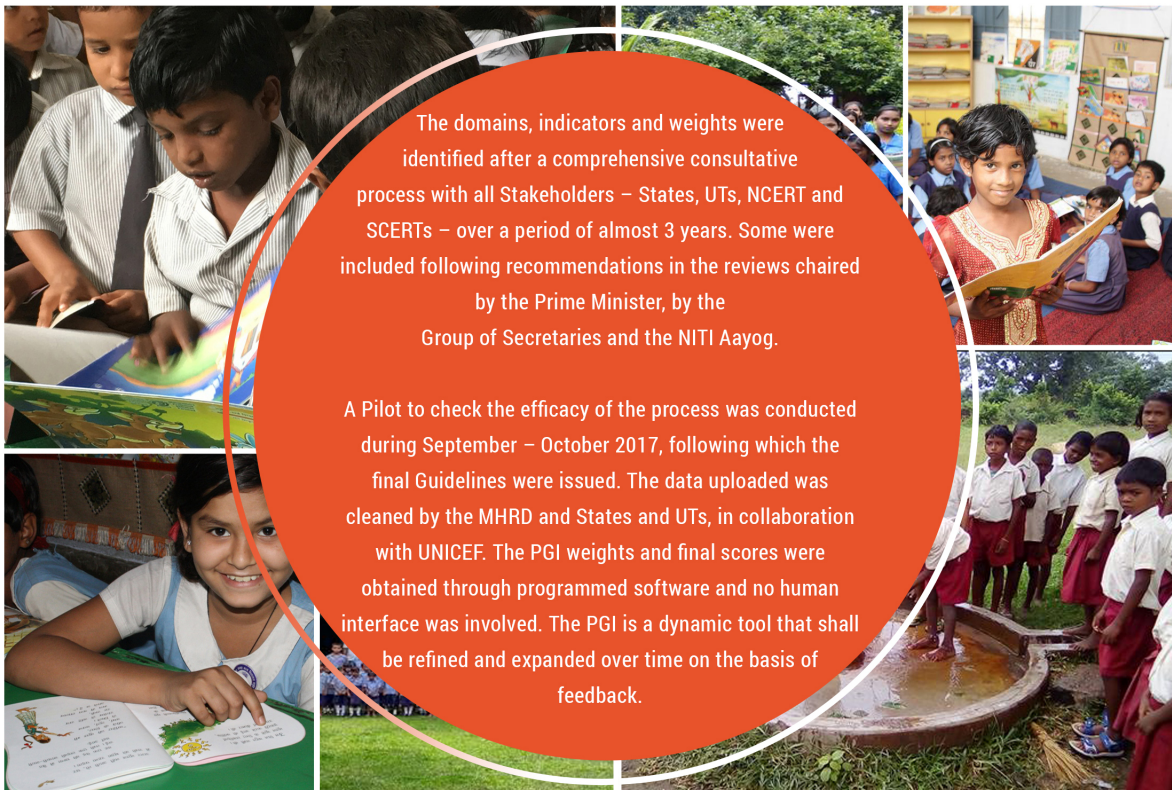


The evaluation will **grade the States and UTs**, as opposed to ranking. Grading, by allowing several States and UTs to be considered at the same level, eliminates the phenomenon of one improving only at the cost of others, thereby casting a stigma of underperformance on the latter, though, in effect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

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

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.

The information on the indicators are drawn from data available with the DoSEL from the Unified District Information System for Education (UDISE), National Achievement Survey (NAS) of NCERT, Mid Day Meal website, Public Financial Management System (PFMS) and the information uploaded by the States and UTs on the Shagun portal of DoSEL.



Accordingly, 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 I.

Most of these parameters are being monitored for the first time such as availability of electronic systems to capture attendance of students & teachers, occupancy of the officers at district & State levels, online recruitment & transfer of teachers, recruitment of head teachers/principals through a merit based selection system and amount spent on school education by States and UTs as a share of their total budget.

It goes without saying that effective governance and management will go a long way in improving the school education system and PGI has been conceptualised as a tool to encourage States and UTs to ensure that the outcomes included in the Index are delivered.

The total weightage under the PGI is 1000 points with each of the 70 indicators assigned a weightage of either 10 or 20 points. The States and UTs have been assessed on the basis of their performance against the benchmark for each 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.

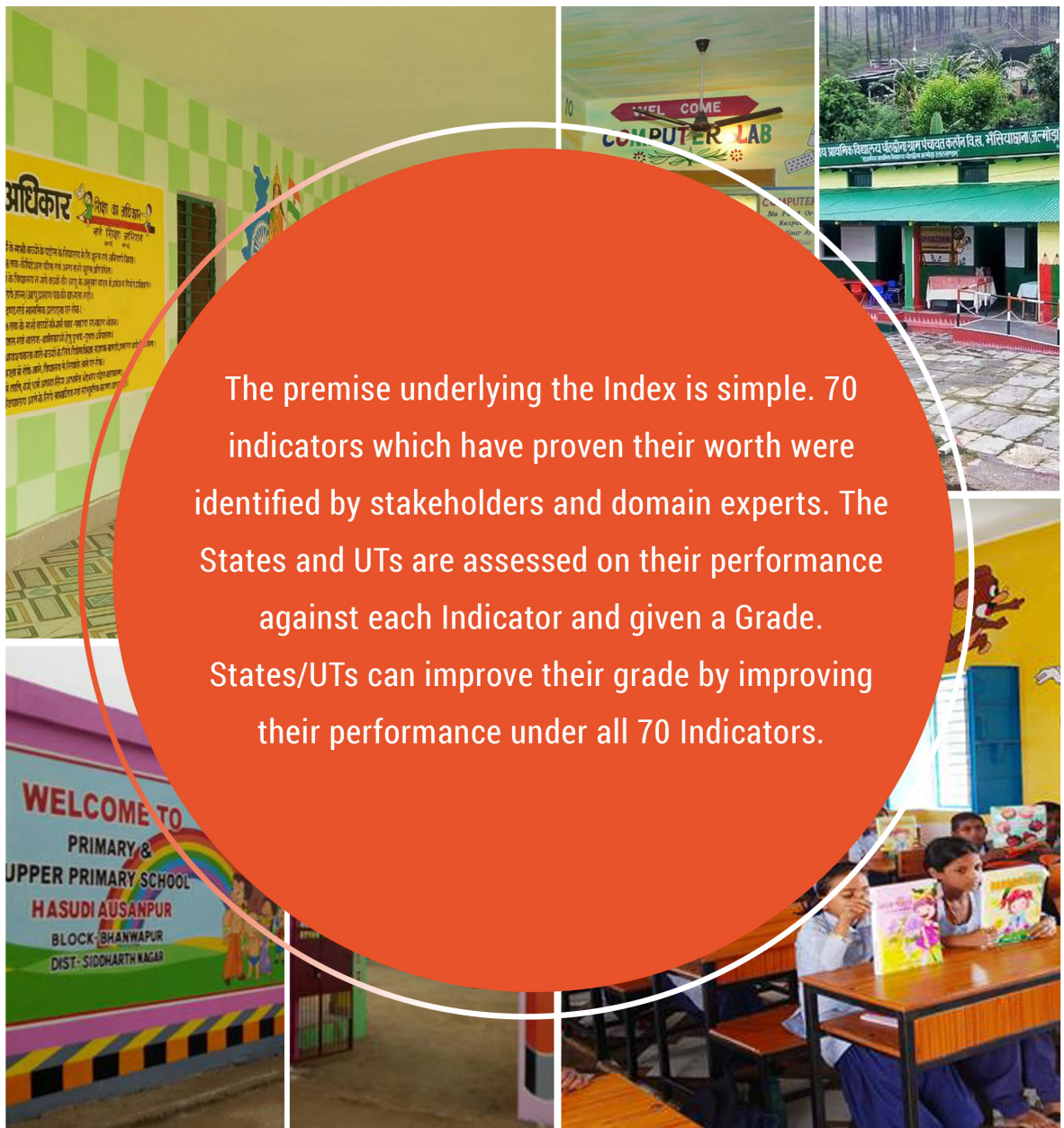
Weightages against each indicator have been divided into 10 groups - 0,1-10,11-20 and so on up to 91-100. Thus, a State which has achieved 91% of the benchmark of an Indicator, will get maximum points (10 or 20 whichever is applicable for the particular indicator). However, in case of a few Indicators, 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 '0' (zero) between different categories has been considered as the best performance and the absolute value of the difference has been considered for grading.



PGI has been calculated by taking the weighted average of scores secured under 70 indicators. The overall performance of a State or UT is therefore an aggregated measure ranging from 0 to 1000 with 10 levels or Grades. Based on the secured overall Index scores, the States and UTs have been assigned Grades within this.

The grades are based on the scores obtained by the States and UTs on their performance on all the 70 indicators during 2017-18 (except the data sourced from UDISE which is for the year 2016-17).

Thus, the grading categories are relative and can change depending upon the best performers in a given year. At the same time, all 36 States and UTs can occupy the highest grade simultaneously.



The premise underlying the Index is simple. 70 indicators which have proven their worth were identified by stakeholders and domain experts. The States and UTs are assessed on their performance against each Indicator and given a Grade. States/UTs can improve their grade by improving their performance under all 70 Indicators.

The grades of the States and UTs, based on PGI are shown in Figure 1. Figure 2 gives the synopsis of number and names of States and UTs in a particular Grade. The names of the States and UTs are in alphabetical order. While a detailed analysis of the performance – State/UT wise and Indicator wise is in process, the broad conclusions are as under.

1. 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 almost 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 the PGI.

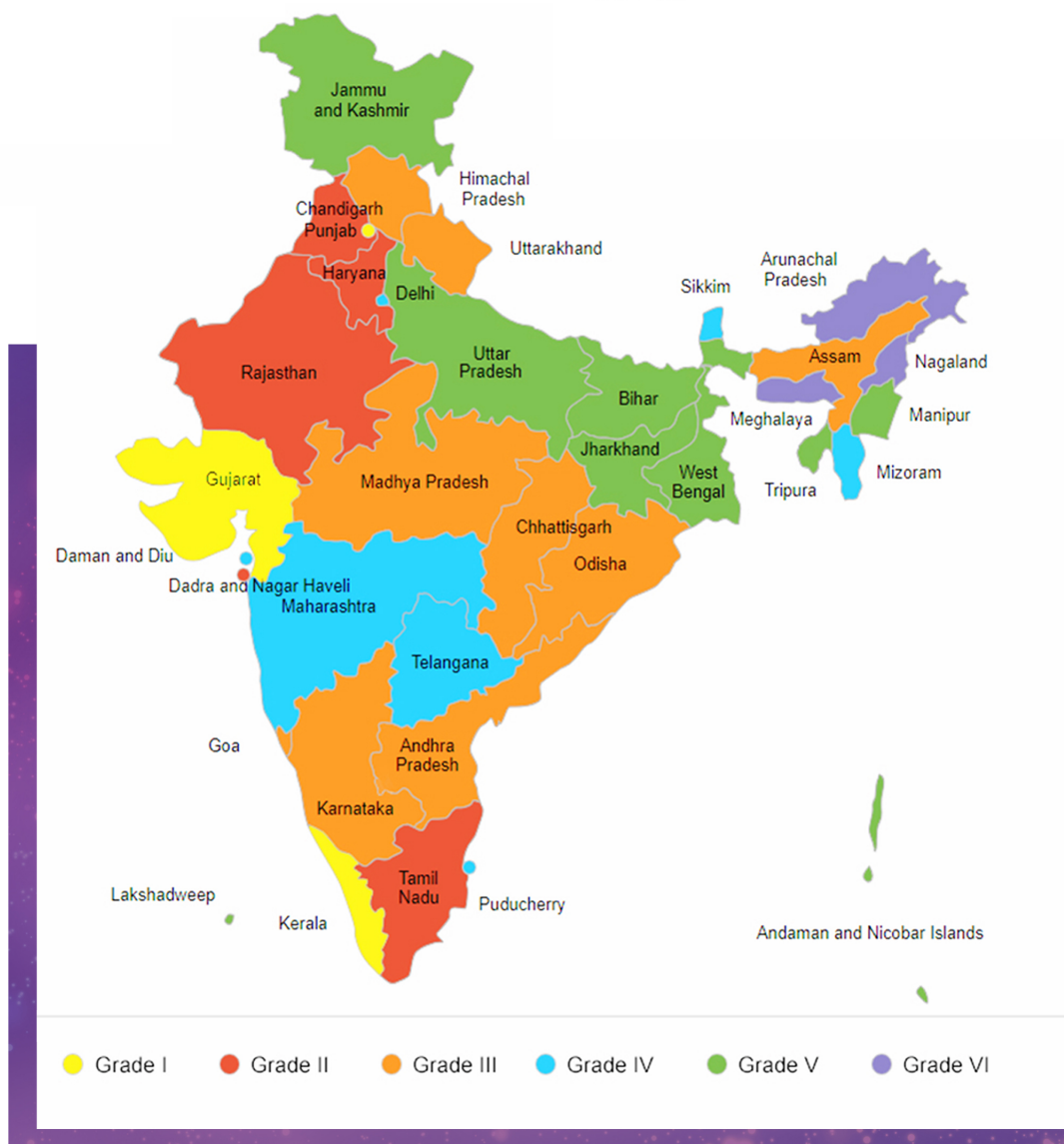


FIGURE – 1: PERFORMANCE OF STATES & UTs IN PGI: 2017-18

2. Best Achievers vis-a-vis the Ultimate Goal: As can be observed from Figure 2, the States and UTs which are in Grade I as per the evaluation this year, still have considerable ground to cover to reach the maximum aggregate of 1000 points.

Thus, Chandigarh, Kerala and Gujarat, which are in the first grade are ranked 34th, 22nd and 5th in terms of their size. Similarly, the States which are in Grade VI, are ranked 23rd (Meghalaya), 26th (Nagaland) and 15th (Arunachal Pradesh) respectively.

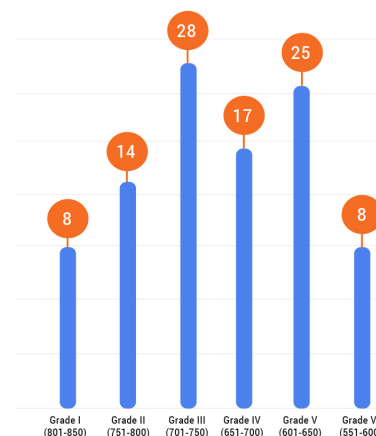
FIGURE – 2: GRADE WISE STATES & UTs PERFORMANCE

GRADE (WEIGHTS)	STATES & UTs										NUMBER OF STATES & UTs
Level I (951-1000)	NIL										
Level II (901-950)	NIL										
Level III (851-900)	NIL										
Grade I (801-850)	Chandigarh	Gujarat	Kerala								3
Grade II (751-800)	D&N Haveli	Haryana	Punjab	Rajasthan	Tamil Nadu						5
Grade III (701-750)	Andhra Pradesh	Assam	Chhattisgarh	Delhi	Goa	Himachal Pradesh	Karnataka	Madhya Pradesh	Odisha	Uttarakhand	10
Grade IV (651-700)	Daman & Diu	Maharashtra	Mizoram	Puduchery	Sikkim	Telangana					6
Grade V (601-650)	A&N Island	Bihar	J&K	Jharkhand	Lakshadweep	Manipur	Tripura	Uttar Pradesh	West Bengal		9
Grade VI (551-600)	Arunachal Pradesh	Meghalaya	Nagaland								3
Grade VII (01-550)	NIL										

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 Grade.

3. Size vis-à-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.**



4. Population vis-a -vis Performance:

Population may be construed to be a hindrance to development as it tends to increase the financial burden of interventions by the Government. In terms of population size, the Grade I States and UTs are 32nd (Chandigarh), 13th (Kerala) and 9th (Gujarat). The population ranking of three States viz. Meghalaya, Nagaland and Arunachal Pradesh which are in Grade VI, are 23rd, 25th and 27th respectively. **Hence, the effect of population on the performance of States and UTs is inconclusive.**

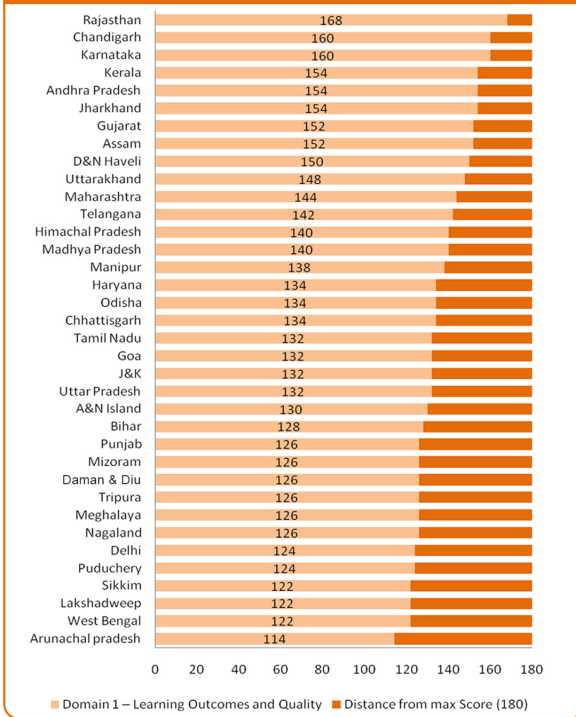
5. Correlation between the current performance of States and UTs and reaching the highest levels:

A summary of Domain wise performance of all the States and UTs is placed at Annexure II.

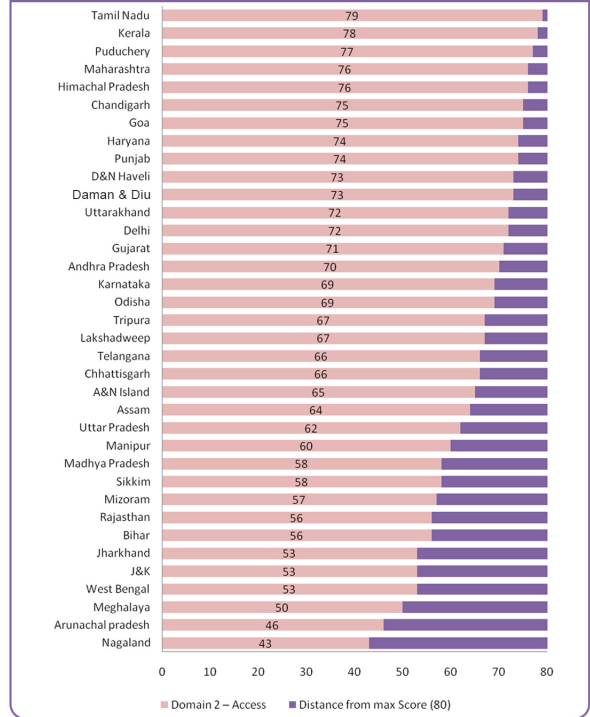
An analysis of the Domain wise performance (Figures 3 to 7) shows that while the best performing States and UTs have done very well or fairly well across all Domains all of them still have some way to go before they reach the highest levels. Thus while Chandigarh, Kerala and Gujarat may be in Grade I vis-à-vis the balance 33 States and UTs, they have scored between 801-850 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 I 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 I without too much delay.



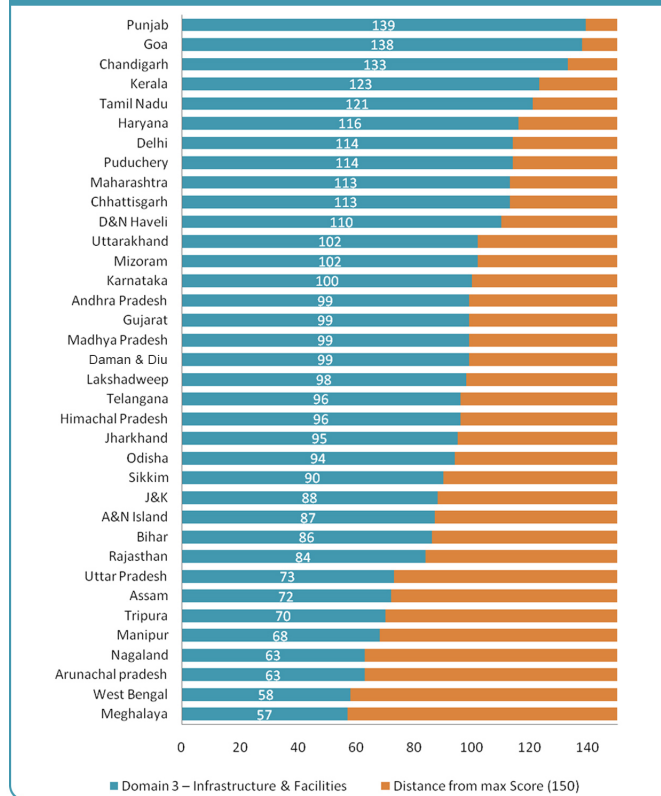
**FIGURE-3 PERFORMANCE OF STATES & UTs IN CATEGORY-1:
DOMAIN -1:LOs & QUALITY**

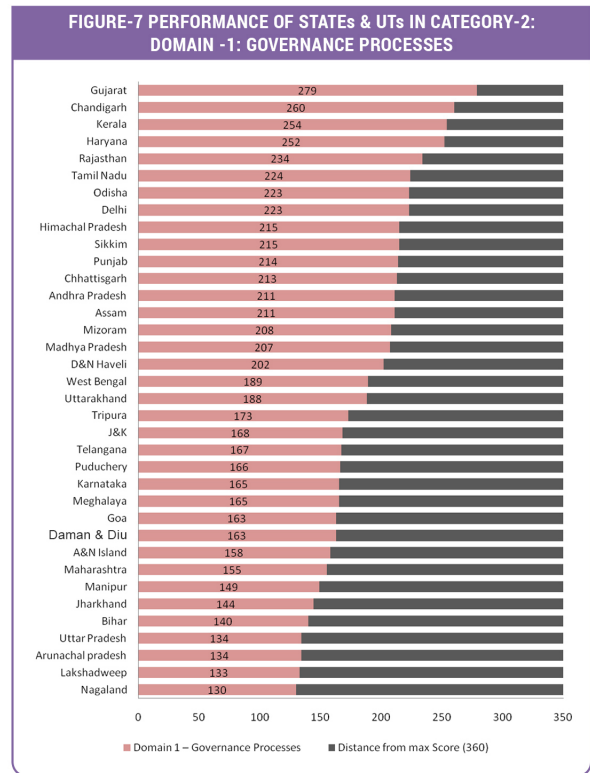
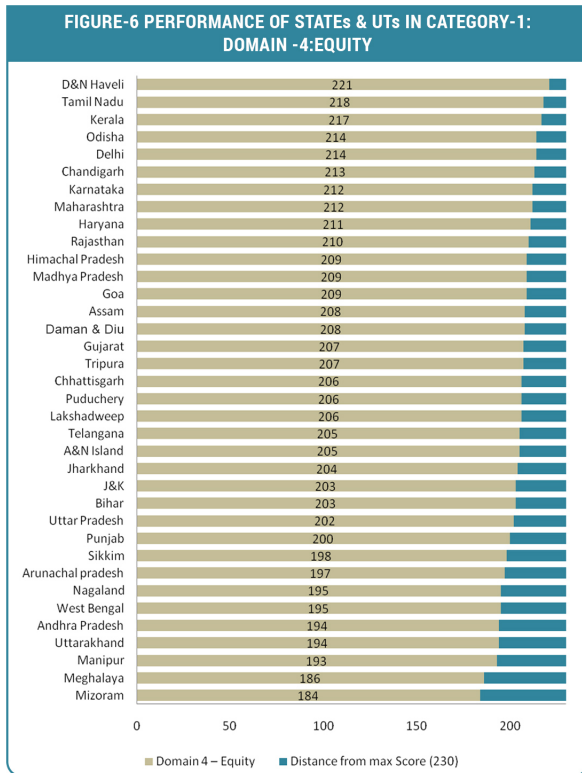


**FIGURE-4 PERFORMANCE OF STATES & UTs IN CATEGORY-1:
DOMAIN -2:ACCESS**



**FIGURE -5: PERFORMANCE OF STATES & UTs IN CATEGORY-1:
DOMAIN -3:INFRASTRUCURE & FACILITIES**





6. Good Practices:

Each State/UT, it is heartening to note, has some areas where it has done exceedingly well and Annexure III 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.

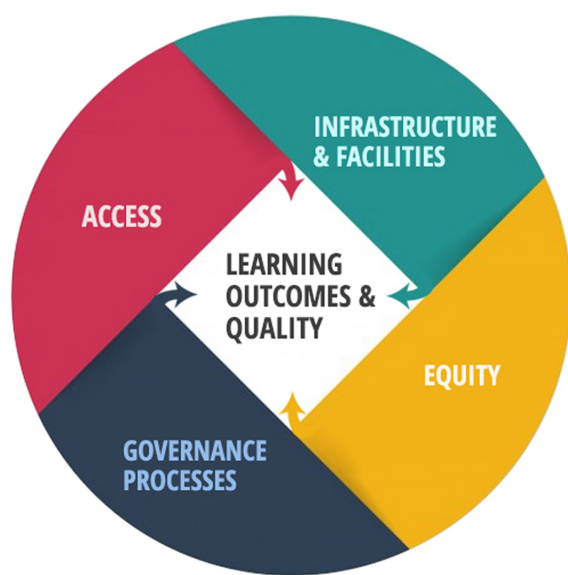


7. The Weakest Links:

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 (279, Gujarat) is only 78% of the maximum points (360). At the other end of the spectrum, the minimum score obtained in this Domain is below 40% (36.1%). 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.**

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.

The second area that requires attention is the Domain for Infrastructure and facilities, where the lowest score obtained was only 38% 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.



8. Learning Outcomes:

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 biased system towards a more competency based one. Rigorous and robust in service teachers training and school principals' leadership development programme will complement 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.

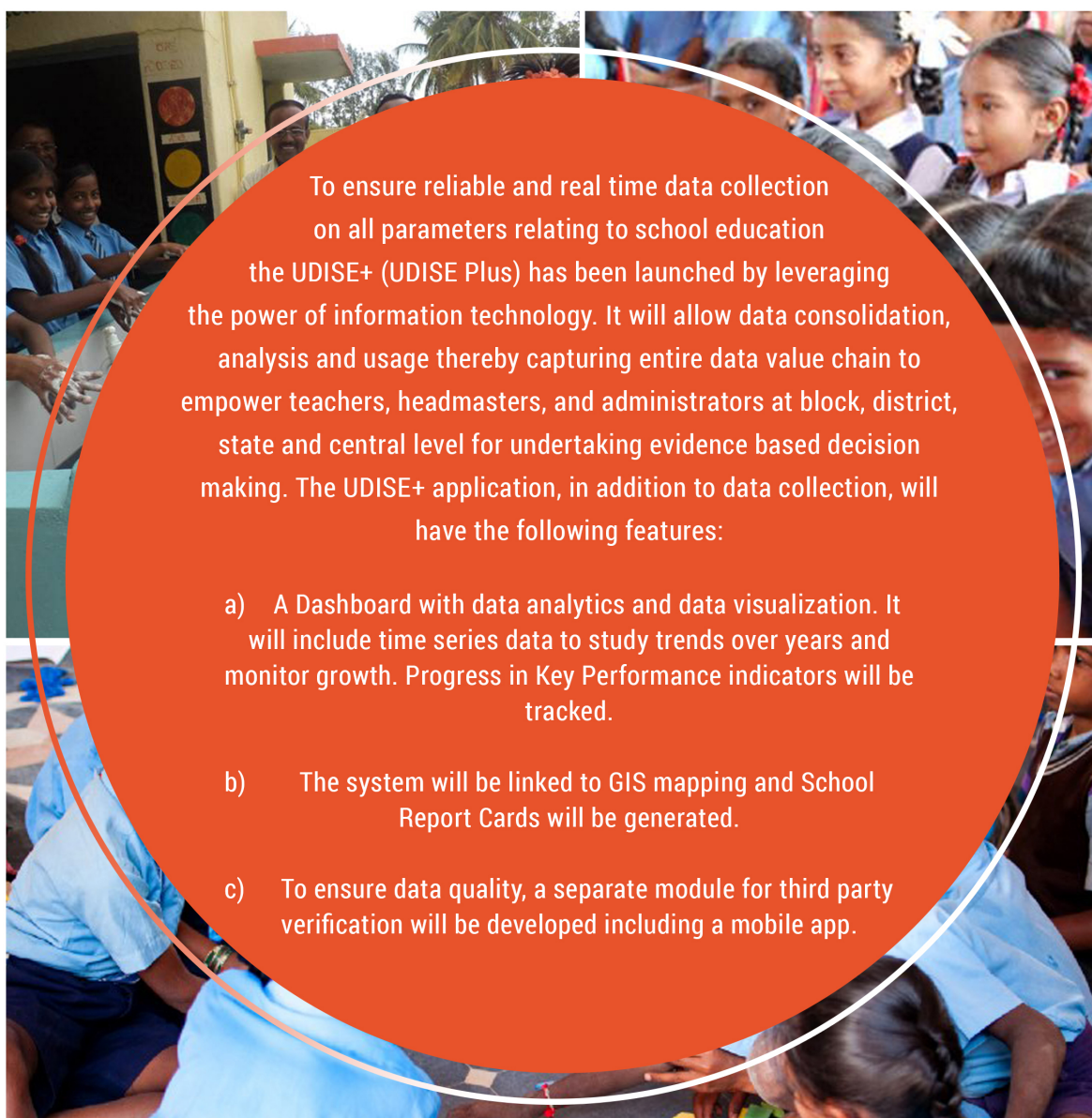
In case of Learning Outcomes, it has been observed that, in general, the scores obtained in the higher standards are less than those in the lower standards. It is therefore, imperative to ensure better interventions at the lower standards as it will have a positive cascading effect at the higher levels.



9. Way Ahead:

The PGI Report for 2017-18 will be further analysed State/UT wise. For the subsequent years it is expected that the Summary Report will be published every January and the detailed (State wise) Reports by April. The Reports will be available on the portal of Ministry of Human Resource Development. The Department also proposes to introduce a performance based grant to States and UTs which would be based on the PGI.

In view of these the quality of and responsiveness to data uploaded by the States and UTs would be of significant importance. To facilitate this, efforts are underway 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 being upgraded to UDISE+.



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 Shiksha (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 (viz. UDISE Plus, 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)



LIST OF INDICATORS FOR PGI

SR. 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 (NER) 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 (NER) 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		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		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 (2017-18) (Class 1 to 8)	Shagun	10	100% of the target given in the PAB of SSA 2017-18 - 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	
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 MDM PAB target 2017-18
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

LIST OF INDICATORS FOR PGI

SR. NO.	INDICATOR NO.	INDICATOR	DATA SOURCE	WEIGHT	BENCH MARK
1	2	3	4	5	6
27	1.3.10	Percentage of Elementary Level students getting Uniform within three months of start of academic year 2016-17 - 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 2016-17	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	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.
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	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
37	1.4.9	a) Difference between SC's 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 ST's 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	Shagun (UDISE for enrolment and MSJE for population)	20	0 in All Schools (There should be zero difference)
40	1.4.12	Gross enrolment ratio of CWSN (age group 6-18 years)		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 SSA and PAB RMSA 2017-18.
42	1.4.14	Percentage of schools having ramp for CWSN 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

LIST OF INDICATORS FOR PGI

SR. NO.	INDICATOR NO.	INDICATOR	DATA SOURCE	WEIGHT	BENCH MARK
1	2	3	4	5	6
44	1.4.16	Percentage of schools having functional toilet			
		a) Boys toilet	UDISE	10	100 % of all schools
		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 SD MIS	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: (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)	UDISE	10	100% of all Govt. and aided schools. Weightage points will be given as per average performance of a, b and c.
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 2017-18) b) Average number of days taken by State Govt./UT Administration to release total State share due to societies (during the financial year 2017-18) (not applicable to UTs without legislature)	Shagun Shagun	10 10	Within 15 days of receipt of central share of funds by the State/UT 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 year 2017-18)	Shagun (State /UT/ PINDICS)	10	100% of teachers in Govt. and aided schools.

LIST OF INDICATORS FOR PGI

SR. NO.	INDICATOR NO.	INDICATOR	DATA SOURCE	WEIGHT	BENCH MARK
1	2	3	4	5	6
62	2.1.18	% of govt. head-teachers/principals who have completed School Leadership (SL) training in the financial year 2017-18 (Measured against sanctioned by Central government)	Shagun	20	100% of the target in PAB of SSA and PAB of RMSA 2017-18
63	2.1.19	% of schools that have completed self-evaluation and made school improvement plans during the financial year 2017-18	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 2017-18- Govt. and aided	Shagun	20	100% of the target in PAB of SSA and PAB of RMSA 2017-18
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 2017-18	Shagun	20	100% of all newly recruited teachers in Govt. schoolss
66	2.1.22	Number of teachers transferred through a transparent online system as a % of total number of teachers transferred during 2017-18	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 2017-18	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 2017-18	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 2017-18	Shagun	10	At least 1%
70	2.1.26	Percentage of each of the following registered under PFMS:	UDISE	10	Weightage points will be average of all three
		a) Schools			100
		b) SCERT / SIE			100
		c) DIETs			100
		TOTAL CATEGORY 2 WEIGHT		360	
		TOTAL WEIGHT		1000	

NATIONAL FINDINGS

Component/Domain:	Learning Outcomes & Quality	Access	Infrastructure & Facilities	Equity	Governance Processes
Share in Index:	180	80	150	230	360
Lowest Score:	114	43	57	184	130
Highest Score:	168	79	139	221	279
Average Score:	136.8	65.3	96.4	204.8	189.6
Andaman & Nicobar Islands					
Andhra Pradesh					
Arunachal Pradesh					
Assam					
Bihar					
Chandigarh					
Chhattisgarh					
Daman & Diu					
Dadra & Nagar Haveli					
Delhi					
Goa					
Gujarat					

NATIONAL FINDINGS

Component/Domain:	Learning Outcomes & Quality	Access	Infrastructure & Facilities	Equity	Governance Processes
Haryana					
Himachal Pradesh					
J&K					
Jharkhand					
Karnataka					
Kerala					
Lakshadweep					
Madhya Pradesh					
Maharashtra					
Manipur					
Meghalaya					
Mizoram					
Nagaland					
Odisha					
Puducherry					

NATIONAL FINDINGS

Component/Domain:	Learning Outcomes & Quality	Access	Infrastructure & Facilities	Equity	Governance Processes
Punjab					
Rajasthan					
Sikkim					
Tamil Nadu					
Telangana					
Tripura					
Uttar Pradesh					
Uttarakhand					
West Bengal					

ANNEXURE - III

SR. NO.	NAME OF STATE/UT	INDICATOR (S) IN WHICH STATES / UTs PERFORMED WELL
1	A&N Islands	Percentage of elementary schools having PTR as per RTE norm is very high
2	Andhra Pradesh	Number of teachers transferred through a transparent online system as a percentage of total number of teachers transferred is quite good
3	Arunachal Pradesh	State spent a good share of State budget on education
4	Assam	State performed well in National Achievement Survey (NAS):2017 and obtained good average score in Language & Mathematics for Class 3
5	Bihar	Percentage of primary schools who have received graded supplementary material is very high
6	Chandigarh	Percentage of new teachers recruited through a transparent online recruitment system is very high
7	Chhattisgarh	Number of students whose Unique ID is seeded in SDMS is good
8	Daman & Diu	Percentage of average daily attendance of students captured digitally is very high
9	D&N Haveli	State has a good percentage of secondary schools with principals/ head masters in position
10	Delhi	State has a good percentage of Secondary Schools who have teachers for all core subjects
11	Goa	Percentage of schools offering vocational courses at Classes 11 & 12 is much higher than the average
12	Gujarat	Percentage of average daily attendance of teachers recorded in an electronic attendance system is very good
13	Haryana	State has good percentage of schools that have completed self-evaluation and made school improvement plans in the given financial year
14	Himachal Pradesh	The percentage of schools offering vocational courses at Classes 9 & 10 is quite high
15	J&K	Percentage of primary schools who received graded supplementary material is very good
16	Jharkhand	The State has a good percentage of elementary schools' children who are taking mid-day meal against target approved in PAB
17	Karnataka	The average number of days taken by State to release total Central share of funds to societies and to release total State share due to State societies is low
18	Kerala	Percentage of single teacher primary schools is very less in the State
19	Lakshadweep	State has a good percentage of schools with Book Banks/Reading Rooms/Libraries
20	Madhya Pradesh	The State is performing quite well in covering Schools at Elementary level under Twinning/ Partnership
21	Maharashtra	Average occupancy (in months) of Principal Secretary (Education), SPD (SSA) & SPD (RMSA) for last 03 years is quite good in the State
22	Manipur	The schools in the State have distributed Uniform within three months of start of academic year at Elementary Level
23	Meghalaya	Percentage of days mid day meal served against total working days is quite high
24	Mizoram	Percentage of elementary schools having PTR as per RTE norm is very high
25	Nagaland	Percentage of Schools who are displaying photos of elementary teachers in Govt and aided schools is quite high
26	Odisha	Percentage of teachers evaluated is very high
27	Puducherry	Percentage of elementary schools having PTR as per RTE norm is very high
28	Punjab	Percentage of schools having CAL in Upper Primary Level is very high
29	Rajasthan	Percentage of average daily attendance of teachers recorded in an electronic attendance system is very good

ANNEXURE - III

SR. NO.	NAME OF STATE/UT	INDICATOR (S) IN WHICH STATES / UTs PERFORMED WELL
30	Sikkim	The schools in the State have distributed Uniform within three months of start of academic year at Elementary Level
31	Tamil Nadu	Percentage of schools having functional drinking water facility is very high
32	Telangana	Percentage of average daily attendance of students captured digitally is very high
33	Tripura	Number of teachers transferred through a transparent online system as a percentage of total number of teachers transferred is quite good
34	Uttar Pradesh	Percentage of elementary schools' children taking mid-day meal against target approved in PAB - Govt and aided schools is good
35	Uttarakhand	State is performing well in collecting funds (including value of goods and services in kind) through PPP, CSR
36	West Bengal	Percentage of new teachers recruited through a transparent online recruitment system is very high



Department of School Education & Literacy-MHRD
Government of India
www.mhrd.gov.in

