PERFORMANCE GRADING INDEX (PGI)

2020-21

For States and Union Territories

सत्यमेव जयते

Government of India

Ministry of Education

Department of School Education and Literacy

PERFORMANCE GRADING INDEX (PGI) FOR STATES & UNION TERRITORIES

2020-21

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1. Introduction

1.1.   Performance Grading Index (PGI) is a relatively new index that measures the performance of States/UTs on a uniform scale to catalyse the transformational change in the field of school education. One of the objectives of the PGI is to provide insight on the status of school education in States & UTs, including key levels that drive their performance and critical areas of performance. It pinpoints the gaps and helps States/UTs in prioritising the areas for intervention to ensure that the school education system is robust at every level.

1.2.   On one hand it aims to propel States & UTs towards undertaking multi-pronged intervention that will bring about the much-desired optimal education outcomes, on the other hand it motivates States and UTs to adopt best practices followed by the top performing States. Department of School Education & Literacy (DoSEL) has so far released 3 PGI reports for States/ UTs i.e. for the years 2017-18 to 2019-20.

1.3.   The PGI scores and grades achieved by the States and UTs in 2020-21 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. Apart from this, the impacts of COVID-19 on some the parameters relating to teachers and student's attendance could also be seen in this year's report for few of the States/UTs.

1.4.   The PGI evaluation classifies States and UTs into grade/ levels, as opposed to ranking. Grading allows 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 performed better than earlier.

2. Data Source

2.1.   The PGI is constructed based on identified 70 indicators and 2 Categories containing 5 Domains. The data for PGI 2020-21 is drawn from several sources, viz., Unified District Information System for Education Plus (UDISE +) 2020-21, National Achievement Survey

(NAS) 2017, MDM Portal and data provided by MIS Co-ordinators of the respective States /UTs.

2.2.   For 8 indicators each of Learning Outcomes domain and Equity domain, data is drawn from NAS 2017. Similarly, for 7 indicators of Access, 8 indicators of Infrastructure and Facilities domain, 7 indicators of Equity domain and 9 indicators of Governance Processes domain data is drawn from UDISE Plus report 2020-21. For 2 indicators of Infrastructure & Facilities domain MDM data is used and for rest of the 21 indicators data has been filled up by respective State/UT MIS.

2.3.   UDISE + data and NAS data were pre-filled in PGI portal and State entered data of about 21 indicators including data from State MIS. 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 in the form of final certification. The final PGI score for 2020-21 is computed based on the final figures reflected in PGI portal by States/UTs.

3. Methodology

3.1.   The architecture of the PGI emanates from the rationale that an efficient, inclusive and equitable school education system is contingent upon the regular monitoring of interconnected matrices of inputs, outputs and outcomes related to school education indicators, and the development of a quick response system for course correction in the entire system.

3.2.   The PGI structure comprises of total weightage of 1000 points across 70 indicators, which are grouped under 2 Categories viz., Outcome, Governance & Management. These categories are further divided into 5 domains, viz., Learning Outcomes (LO), Access (A), Infrastructure & Facilities (IF), Equity (E) and Governance Process (GP). Following the same approach of State PGI in the previous years, States/ UTs are graded.

3.3.   The summary of category, domain and Indicators used in PGI index is as under:

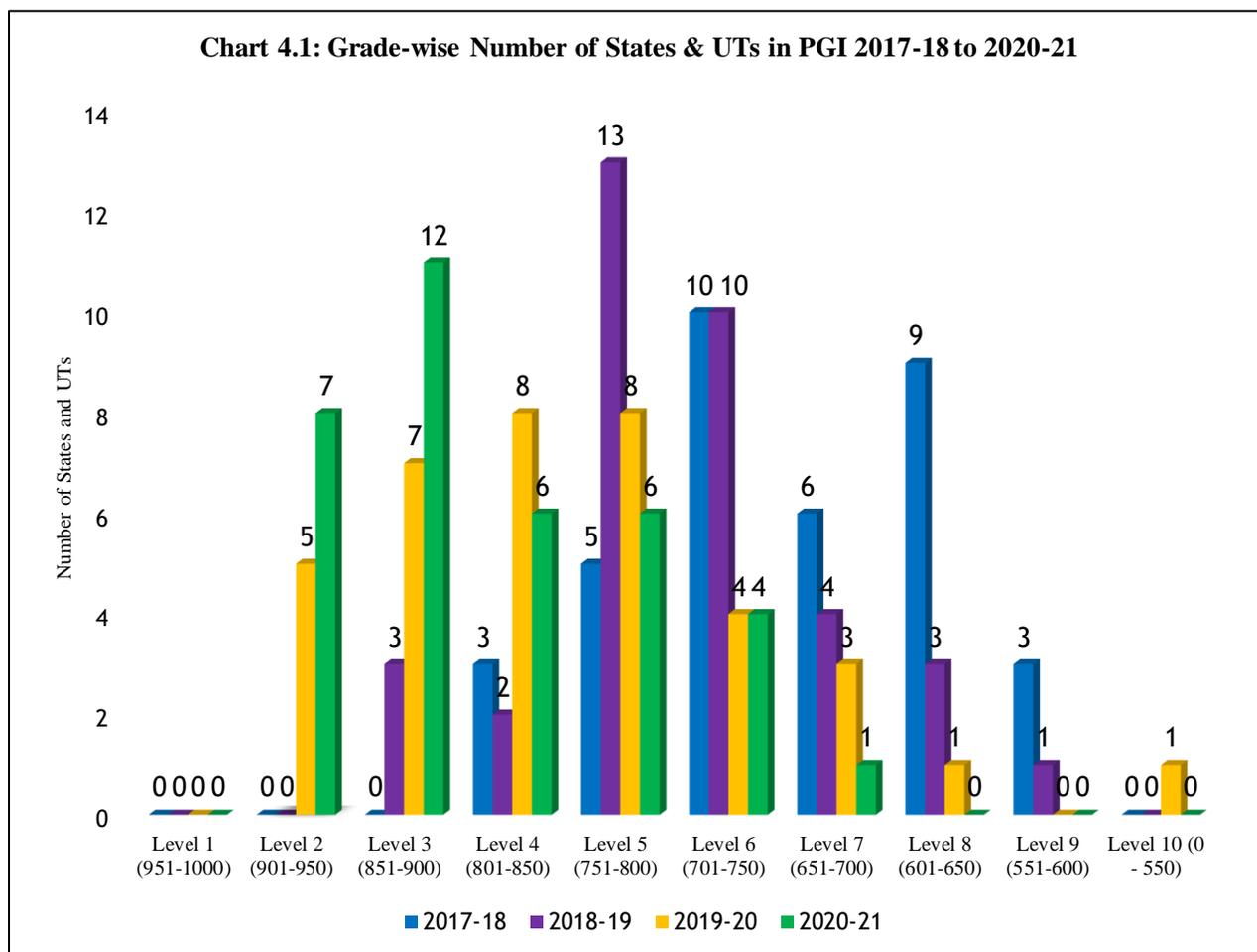| Categories	Domain	Indicators	Sub Indicators	Total Weight
1. Outcomes	Learning Outcomes (LO)	9	0	180
	Access (A)	8	0	80
	Infrastructure & Facilities (IF)	11	2	150
	Equity (E)	16	18	230
2.Governance Management(GM)	Governance Process (GP)	26	6	360
Total	5	70	26	1000

3.4. As was done in the previous years, the points assigned to indicators are either 10 or 20, whereas points assigned to each Domain ranges from 80 to 360. Weightage against each indicator has been divided into 10 groups: 0, 0-10, 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. The details of indicators/ sub-indicators and their respective weight are at Annexure-3.

3.5. As was done in the previous reports of PGI, the same cut-offs and naming convention has been retained in the present PGI report also. 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.

4. Summary of PGI: States/ UTs.

4.1. The Levels attained by States/UTs in PGI during 2017-18 to 2020-21 are in Chart 4.1. None of the State attained highest Level (Level 1). The top-most score in 2017-18 was Level IV which improved to Level II, i.e., score range 901-950 in 2020-21 implying consistent improvement of performance of States/UTs over last 4 years. No state reached top 2 levels in 2017-18 and 2018-19 whereas in 2020-21, 7 States have reached Level-2. Similarly, no state has performed below Level VII in 2020-21 where as in 2017-18 there were 12 States/UTs which

performed below Level VII showing remarkable improvement of States /UTs in last 4 years.

Chart 4.1: Grade-wise Number of States & UTs in PGI 2017-18 to 2020-21

Level	2017-18	2018-19	2019-20	2020-21
Level 1 (951-1000)	0	0	0	0
Level 2 (901-950)	0	0	5	7
Level 3 (851-900)	0	3	7	12
Level 4 (801-850)	3	2	8	6
Level 5 (751-800)	5	13	8	6
Level 6 (701-750)	10	10	4	4
Level 7 (651-700)	6	4	3	1
Level 8 (601-650)	9	3	1	0
Level 9 (551-600)	3	1	0	0
Level 10 (0 - 550)	0	0	1	0

Number of States and UTs

■ 2017-18   ■ 2018-19   ■ 2019-20   ■ 2020-21

4.2.   Level attained by States /UTs in 2020-21 is presented in Table 4.2. A total of 7 States and UTs, namely Kerala, Punjab, Chandigarh, Maharashtra, Gujarat, Rajasthan, and Andhra Pradesh have attained Level II (score 901-950) in 2020-21 as compared to none in 2017-18. 12 States/UTs joined Level III (score 851-900), 6 States/UTs joined Level IV (score 801-850), 6 States in Level V (score 751-800), 4 States in Level VI and one State viz., Arunachal Pradesh stayed in Level VII (score 651-700) in PGI 2020-21. A total of 27 States and UTs have improved their total PGI score in 2020-21 as compared to 2019-20.

Table 4.2: PGI Levels attained by various States/UTs in 2020-21

Level(scores)	Names of States/ UTs							Total
Level I (951 - 1000)	None							NIL
Level II (901 - 950)	Andhra Pradesh	Chandigarh	Gujarat	Kerala	Maharashtra	Punjab	Rajasthan	7
Level III (851 - 900)	Andaman & Nicobar Islands Puducherry	Dadra and Nagar Haveli and Daman and Diu	Haryana Tamil Nadu	Himachal Pradesh Uttar Pradesh	Karnataka West Bengal	Lakshadweep NCT of Delhi	Odisha	12
Level IV (801 - 850)	Assam	Chhattisgarh	Jammu & Kashmir	Jharkhand	Ladakh	Tripura		6
Level V (751 - 800)	Bihar	Goa	Madhya Pradesh	Mizoram	Sikkim	Telangana		6
Level VI 701 - 750)	Manipur	Meghalaya	Nagaland	Uttarakhand				4
Level VII (651 - 700)	Arunachal Pradesh							1
Level VIII (601 - 650)	No State/UT at Level VIII or below.							

4.3. **Improvements over previous years**: A major purpose of the PGI is creation of an environment that would nudge each State/UT to improve its performance continuously. The following Chart represents year wise improvement in Levels attained by States/UTs in PGI from 2017-18 to 2020-21
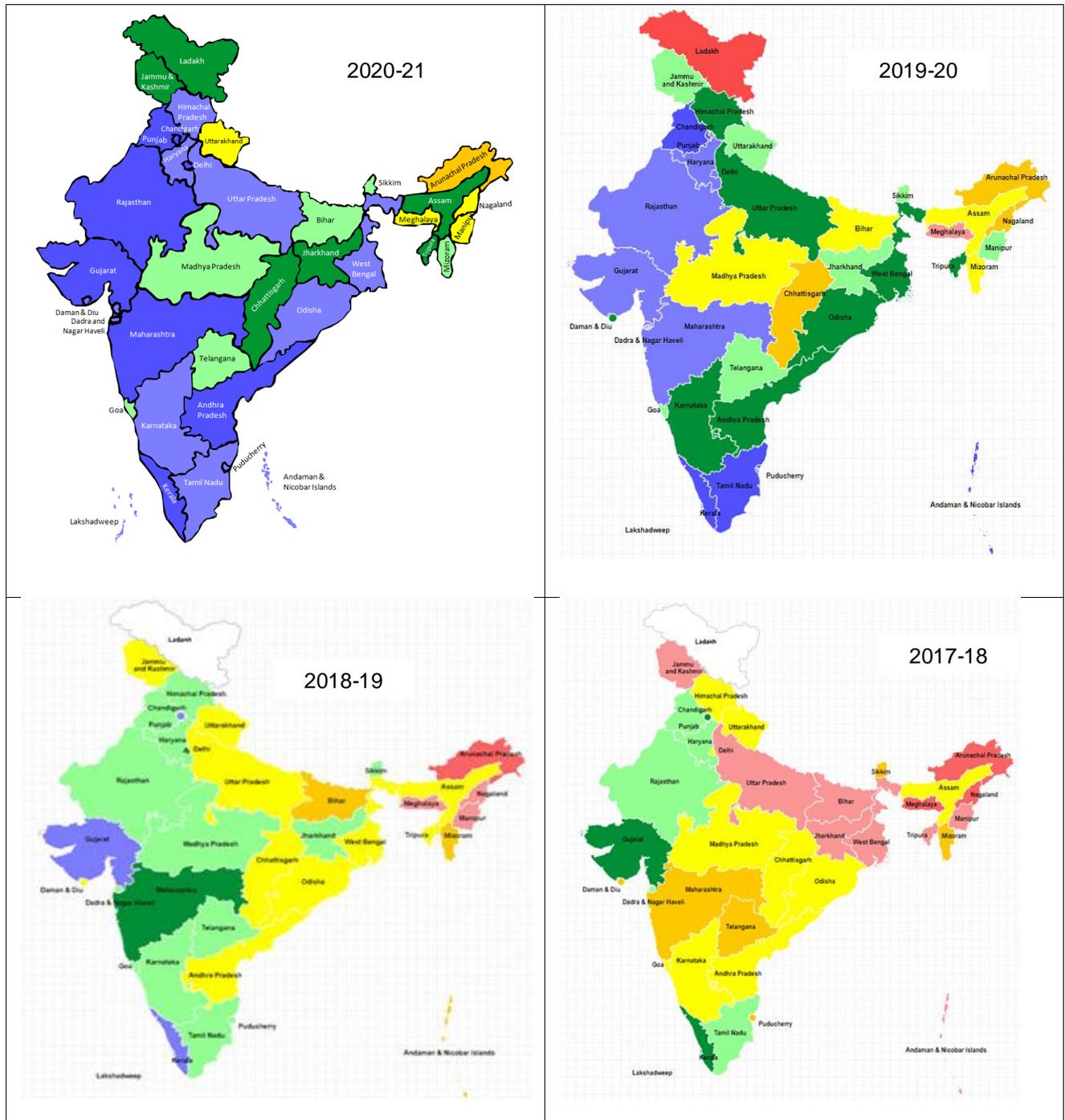
Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Score Range	951-1000	901-950	851-900	801-850	751-800	701-750	651-700	601-650	551-600	0-550
Colour										

4.4. The details of overall as well as Domain wise PGI scores for 2017-18 to 2020-21 by States/UTs are given at **Annexure-1 & Annexure-2** respectively**.**

5. Inter-State Disparity: The maximum and minimum scores obtained by State in 2020-21 are 928 and 669 respectively**.** The deviation between the maximum and minimum scores obtained by States is 259 or 39 %, of the minimum points, indicating that, State Arunachal Pradesh has to put more efforts to reach the top slot. This disparity was 51 % in 2017-18 indicating that, PGI also helped to bridge the performance gap among States/UTs over the years which may be due to efforts of the Government such as look East policy. The reduction in Inter-State differential is also due to close monitoring of schemes through evidence based PGI which might have helped both the performing and aspiring States and UTs to improve their performance.

5.1.   **Best Achievers vis-à-vis the Ultimate Goal:** In 2020-21, a total of 7 States/UTs reached Level II (score 901– 950) up from 5 States/UTs in 2019-20 and no State/UT in Level 2 till 2018-19. More heartening fact is that, no State figured in the bottoms 3 Levels in 2020-21 as against 2 States in bottom 3 Levels in 2019-20. The most significant performer in 2020-21 is Ladakh which has attained the Level 4 in 2020-21 from Level 10 in 2019-20 might be due to focused attention of UT administration on School education. Other notable outcome of PGI 2020-21 is that 7 States/UTs namely Gujarat, Andhra Pradesh, Maharashtra, Chandigarh, Punjab, Kerala and Rajasthan have achieved 900 plus scores in 2020-21 indicating desires among States to secure top slot.

5.2.   **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, Rajasthan, Maharashtra, Gujarat, Andhra Pradesh, Punjab, Kerala, and Chandigarh which are in Level 2, are ranked 1st, 3rd, 5th, 7th, 20th, 23rd, and 35th respectively in terms of their geographical size among States/UTs. Similarly, the States which are in Level VI and VII are ranked 14th (Arunachal Pradesh), 19th (Uttarakhand), 24th (Meghalaya), 25th (Manipur), and 27th (Nagaland) respectively in terms of geographical size.

6. Domain wise Analysis

The PGI scores are the aggregate score of 5 domains of educational attainment of States/ UTs viz., Learning Outcomes (LO), Access (A), Infrastructure & Facilities (IF), Equity (E) and Governance Process (GP). The performance of States/UTs in each of these categories is presented in this section. The domain wise analysis brings out areas of good practices and weak links among States/UTs providing insights into future action plan. With respect to domain 1, there is no change in scores in most of the parameters as

these are based on the NAS 2017 and for the last four years same data is being repeated due to availability of NAS data once in 4 years. The details of domain-wise scores of each State/UT for the years 2017-18 to 2020-21 are given at Annexure -2.

6.1.   **Access Domain**: Curtailing dropout and ensuring universal access to education at all levels by 2030 is one of the primary goals of National Education Policy (NEP) 2020 and Sustainable Development Goal. Areas such as enrolment, retention of students, out of total student show many students make transition to higher class / levels and identifying and mainstreaming of out of school children are some of the important indicators through which performance of Access domain is measured in PGI. States/UTs viz., Ladakh, Andhra Pradesh, West Bengal, J&K, Bihar, Karnataka, Arunachal Pradesh, Odisha, Chhattisgarh, Telangana, Nagaland, Uttar Pradesh, Rajasthan, Gujarat, NCT of Delhi, Jharkhand, , A&N Island, Tamil Nadu, has made improvement in 2020-21 as compared to 2019-20. States such as Assam, Haryana, Kerala, Maharashtra, Punjab, and Sikkim have maintained same level of 2019-20, performance got deteriorated in respect of States/UTs such as Puducherry, Mizoram, Meghalaya, Lakshadweep, Manipur, Chandigarh Tripura, Uttarakhand, Himachal Pradesh and Goa. The State/UT wise performance during the period 2019-20 and 2020-21is at Chart 6.1.

Chart 6.1: Performance of States/UTs in Access domain (% change in 2020-21 Vis-a-Vias 2019-20)
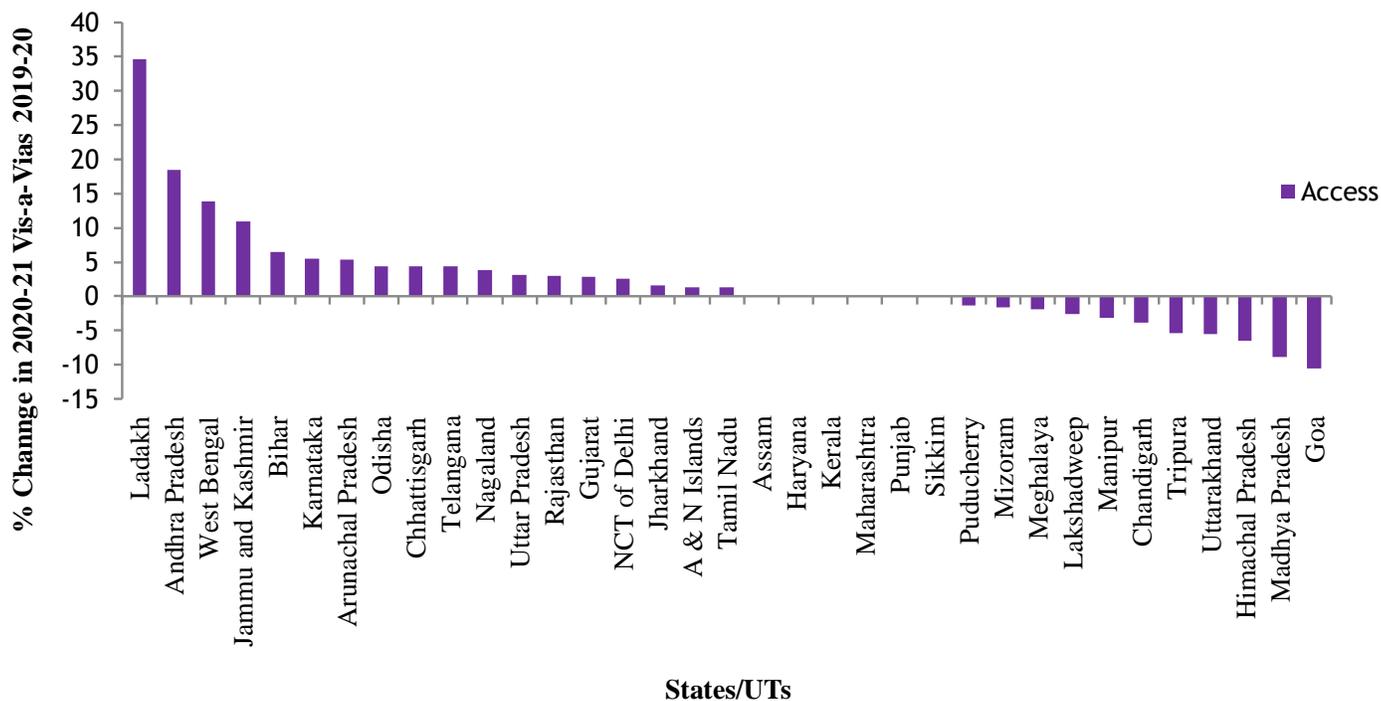
6.2. **Infrastructure & Facilities Domain**: To ensure decent and pleasant service conditions at schools, it is necessary to provide adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources become paramount importance. Pleasant school environment tends to promote teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. Government has taken various measures in this direction and provides financial assistance to States /UTs under Samagra Shiksha Scheme. Indicators like availability of ICT facilities, timely availability of textbooks and uniforms, which are critical inputs for better performance of students, are measured in this domain. The performance of States/UTs in this domain reflects progress and the same is shown in Chart 6.2.

Chart 6.2: Performance of States/UTs in Infrastructure & Facilities domain (% change in 2020-21 Vis-a-Vias 2019-20)
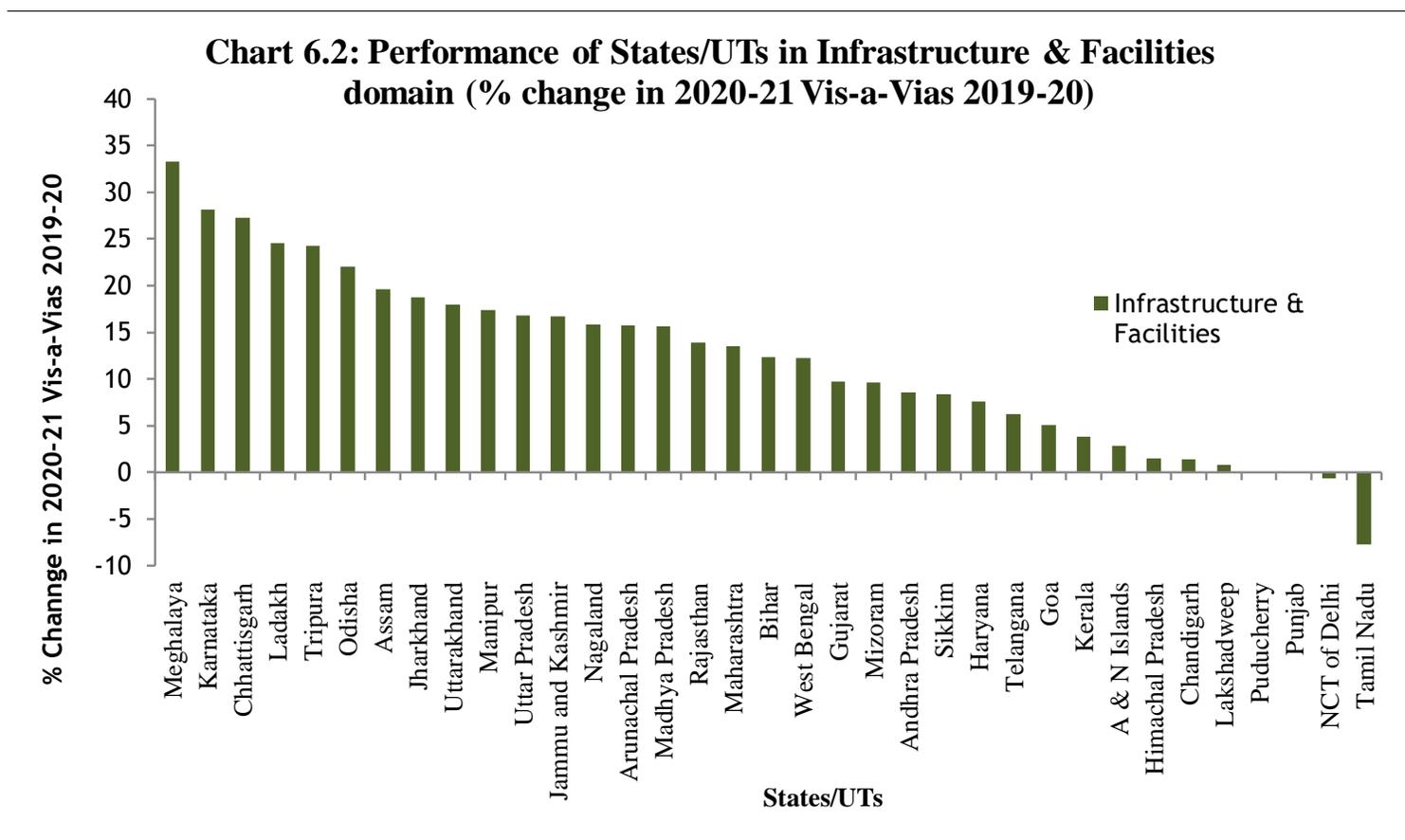
6.3. **Equity Domain:** Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education an essential goal in its own right is also critical to achieving an inclusive

and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. NEP 2020 also reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. The State/UT wise performance over 2019-20 to 2020-21 in equity domain is presented in Chart 6.3.

Chart 6.3: Performance of States/UTs in Equity domain (% change in 2020-21 Vis-a-Vias 2019-20)
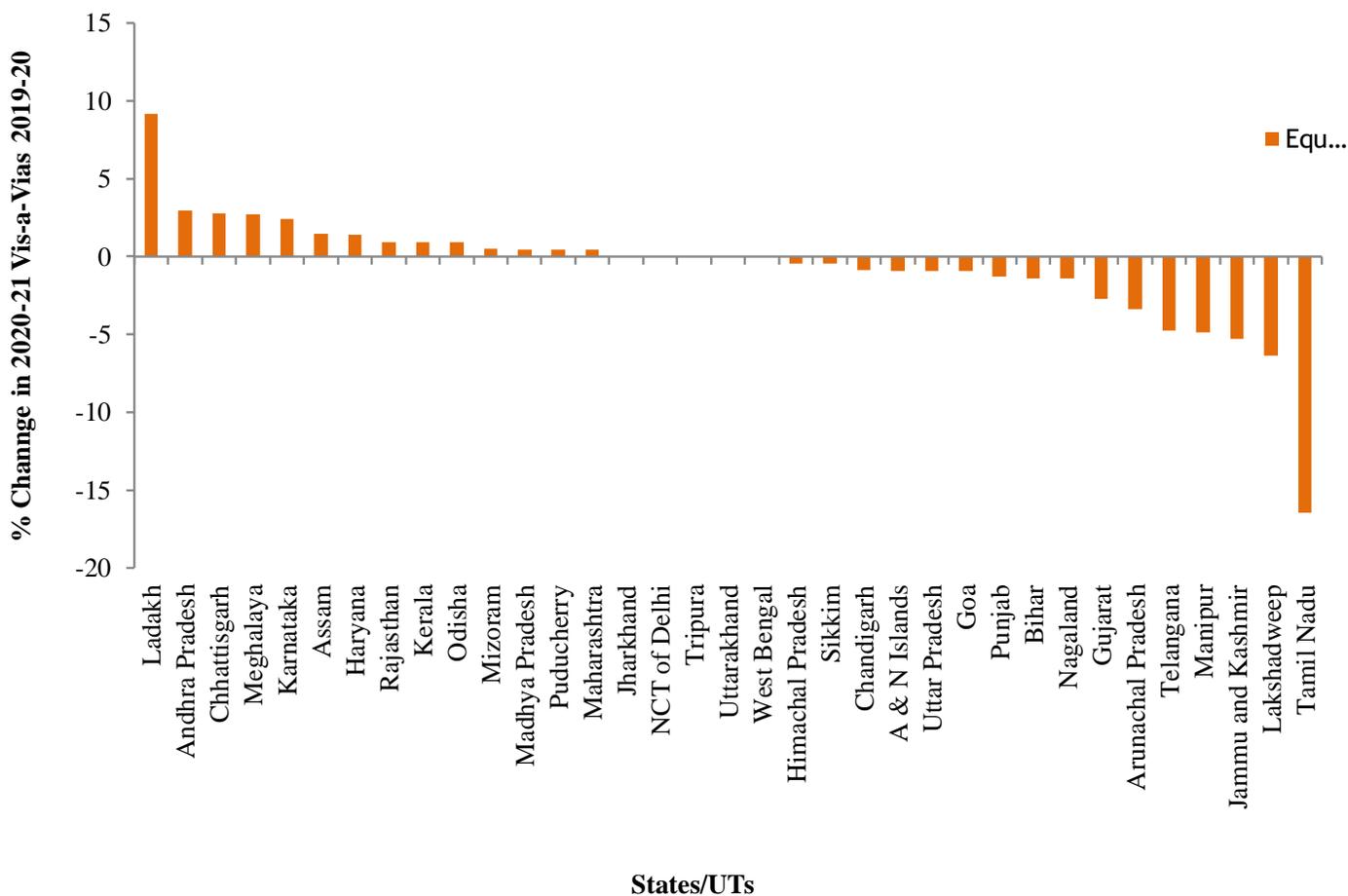
6.4.   **Governance Process Domain:** Minimum government and maximum governance, the concept aims to reform the government structure and make it more accountable and transparent. India has a very complex system which calls for small and efficient system. In this endeavour, Governance Process domain aims to capture the performance of all States/UTs through indicators making use of IT instead of human

interface. This includes digital attendance of students, teachers, transfer of fund digitally, time taken by State government to release the funds, filling vacancy and transfer of teachers through transparent online system etc. The Chart 6.4 indicates the State/UT wise performance during 2019-20 and 2020-21.

Chart 6.4: Performance of States/UTs in Governance Processes domain (% change in 2020-21 Vis-a-Vias 2019-20)
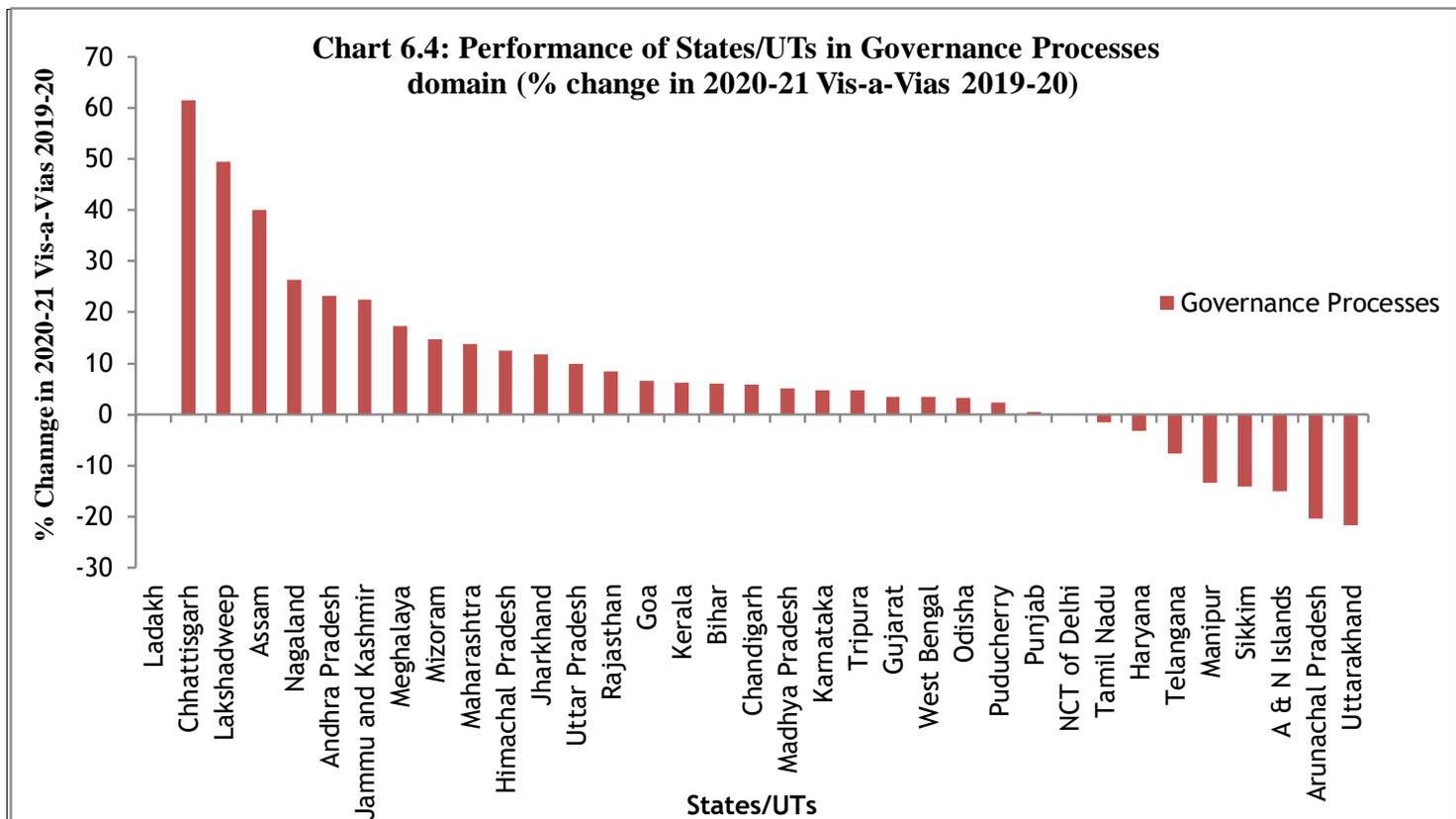
6.5. A Domain-wise analysis also brings out some areas of general concern for all the States and UTs. In 2020-21, the top score in the Domain relating to Governance & Processes (346, Punjab) has crossed 90% of the maximum points (360) whereas three States/UTs, Viz., Ladakh (76), Chhattisgarh (169) and Nagaland (174) have scored less than 50% of the maximum possible score in this domain. Moreover, in the domain Governance Processes, there are 24 States/UTs which have scored less than 288 (80% of the maximum possible score). It clearly implies that this is the area many States and UTs must focus upon. The PGI too 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.

7. Way forward:

7.1.   To align with NEP 2020 initiatives, the PGI Report for 2021-22 will be revamped by adding new indicators to expand the coverage without altering total points. By doing so, Domains such as teachers, digital education, learning outcome etc will get enhanced weight in the Index. The revamped PGI 2021-22 will replace the redundant and saturated indicators. The marking system will also undergo changes making it more specific. The classification of points obtained by States/UTs will also be converged to the new classification adopted in PGI District structure.

Performance Grading Index (PGI) for States and Union Territories: Overall scores of States/ UTs2017-18 to 2020-21

State/ UT	Total			
	17-18	**18-19**	**19-20**	**20-21**
Kerala	826	862	901	928
Maharashtra	700	802	869	928
Punjab	753	769	929	928
Chandigarh	836	887	912	927
Gujarat	808	870	884	903
Rajasthan	752	767	859	903
Andhra Pradesh	728	725	811	902
NCT of Delhi	747	829	898	899
Puducherry	689	786	889	897
Odisha	734	749	838	877
Himachal Pradesh	736	799	839	869
West Bengal	617	746	834	867
Haryana	787	783	862	865
Karnataka	706	755	813	862
Dadra and Nagar Haveli	747	784	867	858
Daman and Diu	658	738	816	
Tamil Nadu	774	791	906	855
Andaman and Nicobar Islands	647	678	901	853
Lakshadweep	626	688	754	851
Uttar Pradesh	603	708	804	851
Assam	707	710	738	848
Ladakh	NA	NA	545	844
Chhattisgarh	732	732	700	843
Jharkhand	650	761	790	841
Jammu and Kashmir	644	703	763	834
Tripura	643	727	801	834
Goa	717	782	783	795
Bihar	613	689	747	773
Madhya Pradesh	713	775	748	771
Mizoram	677	692	723	765
Telangana	676	757	772	754
Sikkim	683	751	772	751
Manipur	608	642	767	741
Nagaland	557	621	667	728
Uttarakhand	704	712	752	719
Meghalaya	584	610	649	716
Arunachal Pradesh	554	570	698	669

Performance Grading Index (PGI) for States and Union Territories: Domain-wise scores of States/ UTs, 2017-18 to 2020-21

State/ UT	D1 - Learning Outcomes and Quality (180)				D2 - Access (80)				D3 - Infrastructure and Facilities (150)				D4 - Equity (230)				D5 - Governance Processes (360)			
	17-18	18-19	19-20	20-21	17-18	18-19	19-20	20-21	17-18	18-19	19-20	20-21	17-18	18-19	19-20	20-21	17-18	18-19	19-20	20-21
Andaman and Nicobar Islands	130	130	130	130	65	61	73	74	87	111	141	145	205	206	219	217	160	170	338	287
Andhra Pradesh	154	154	154	154	70	77	65	77	99	104	117	127	194	194	204	210	211	196	271	334
Arunachal Pradesh	114	114	100	104	46	58	56	59	63	84	108	125	197	185	209	202	134	129	225	179
Assam	152	152	150	152	64	63	62	62	72	100	112	134	208	200	207	210	211	195	207	290
Bihar	128	140	140	140	56	65	62	66	86	84	81	91	203	198	214	211	140	202	250	265
Chandigarh	160	160	160	160	75	76	77	74	133	136	147	149	213	214	223	221	255	301	305	323
Chhattisgarh	134	134	134	134	66	69	69	72	113	110	110	140	206	200	218	224	213	219	169	273
Dadra and Nagar Haveli	150	150	150	126	73	75	74	73	110	123	140	143	221	217	226	226	193	219	277	290
Daman and Diu	126	126	126		73	72	73		99	114	135		208	210	226		152	216	256	
Goa	132	132	132	132	75	76	76	68	138	137	137	144	209	213	209	207	163	224	229	244
Gujarat	152	152	152	152	71	72	69	71	99	116	123	135	207	215	220	214	279	315	320	331
Haryana	134	134	134	134	74	78	75	75	116	125	131	141	211	202	217	220	252	244	305	295
Himachal Pradesh	140	140	140	140	76	74	77	72	96	126	131	133	209	204	220	219	215	255	271	305
Jammu and Kashmir	132	132	132	132	53	55	55	61	88	105	114	133	203	199	208	197	168	212	254	311
Jharkhand	154	156	156	156	53	64	63	64	95	98	112	133	204	198	212	212	144	245	247	276
Karnataka	160	160	160	160	69	75	72	76	100	81	96	123	212	199	206	211	165	240	279	292
Kerala	154	154	154	154	78	79	79	79	123	123	130	135	217	210	216	218	254	296	322	342
Ladakh	NA	NA	114	132	NA	NA	49	66	NA	NA	110	137	NA	NA	196	214	NA	NA	76	295
Lakshadweep	122	122	122	122	67	65	76	74	98	120	127	128	206	198	205	192	133	183	224	335
Madhya Pradesh	140	140	140	140	58	65	68	62	99	110	109	126	209	214	217	218	207	246	214	225
Maharashtra	144	144	144	144	76	76	76	76	113	126	126	143	212	210	224	225	155	246	299	340
Manipur	138	138	142	142	60	60	62	60	68	89	109	128	193	183	206	196	149	172	248	215
Meghalaya	126	126	126	126	50	52	53	52	57	83	87	116	186	169	186	191	165	180	197	231
Mizoram	126	126	126	126	57	65	59	58	102	104	125	137	184	193	210	211	208	204	203	233
Nagaland	126	126	126	126	43	49	53	55	63	97	101	117	195	197	213	210	130	152	174	220
NCT of Delhi	124	124	124	124	72	77	77	79	114	130	149	148	214	220	224	224	223	278	324	324
Odisha	134	138	138	138	69	67	68	71	94	72	109	133	214	190	219	221	223	282	304	314
Puducherry	124	124	124	124	77	76	77	76	114	120	134	134	206	201	219	220	168	265	335	343
Punjab	126	126	126	126	74	65	79	79	139	128	150	150	200	209	228	225	214	241	346	348
Rajasthan	168	168	168	168	56	65	68	70	84	98	101	115	210	209	215	217	234	227	307	333
Sikkim	122	122	116	120	58	68	63	63	90	117	131	142	198	204	213	212	215	240	249	214
Tamil Nadu	132	132	132	132	79	72	77	78	121	116	142	131	218	201	219	183	224	270	336	331
Telangana	142	142	142	142	66	66	69	72	96	92	113	120	205	204	210	200	167	253	238	220
Tripura	126	136	138	138	67	68	74	70	70	78	99	123	207	204	211	211	173	241	279	292
Uttar Pradesh	132	114	132	132	62	64	65	67	73	109	113	132	202	207	213	211	134	214	281	309
Uttarakhand	148	148	148	148	72	73	73	69	102	101	100	118	194	200	214	214	188	190	217	170
West Bengal	122	142	142	142	53	64	65	74	58	106	114	128	195	217	219	219	189	217	294	304

List of Indicators, respective data source and 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 (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	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 (2017-18) (Class 1 to 8)	SMIS	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.
19	1.3.2	Percentage of secondary schools having lab facility a) Integrated Science Lab	UDISE	10	100% of Govt. secondary schools
20	1.3.3	b) Computer lab	UDISE	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	SMIS	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
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 -
34	1.4.6	Difference in student performance in Mathematics between Urban and Rural	NAS	10	

Sl. No.	Indicator No.	Indicator	Data Source	Weight	Bench Mark
1	2	3	4	5	6
		areas in Govt. and Aided elementary schools : Class 3, 5 & 8			Urban) and the target may be set as greater than or equal to 0. 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 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)	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	SMIS	10	100% of target in PAB SSA and PAB RMSA 2017-18.
42	1.4.14	Percentage of schools having ramp for disabled children to access school building	UDISE	10	100% of all schools

Sl. No.	Indicator No.	Indicator	Data Source	Weight	Bench Mark
1	2	3	4	5	6
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	UDISE		
		a) Boys toilet		10	100 % of all schools
		b) Girls toilet		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	SMIS	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	SMIS	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	UDISE	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	UDISE	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	SMIS	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	SMIS	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	U-DISE	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.

Sl. No.	Indicator No.	Indicator	Data Source	Weight	Bench Mark
1	2	3	4	5	6
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 2017-18)	Shagun	10	Within 15 days of receipt of central share of funds by the State/UT
		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)		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 year 2017-18)	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 2017-18	Shagun	20	100% of the target in PAB of SSA and PAB of RMSA 2017-18
		- Measured against sanctioned number by Central government			
		- At a minimum, the training should include all aspects of SLDP laid out by NCSL, NUEPA			
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. schools
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,	Shagun	10	At least 1%

Sl. No.	Indicator No.	Indicator	Data Source	Weight	Bench Mark
1	2	3	4	5	6
		CSR etc. as a percentage of State/UT budget on school education during 2017-18			
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 1: 'All Schools' includes all classes from 1 to 12 & all school management's viz., Government, Local Body, Other Ministries, Aided & Private.

Note 2: Weightage points will be calculated on the same basis as was done during the grading under SSA conducted during September - October 2017.