

# PERFORMANCE GRADING INDEX (PGI) 2019-20

For States and Union Territories



Government of India, Ministry of Education  
Department of School Education and Literacy



# Contents

Chapter	Subject	Page No.
1	<b>Introduction</b>	<b>3-4</b>
2	<b>Methodology</b>	<b>5-6</b>
3	<b>Summary of Findings</b> <ul style="list-style-type: none"><li>- Overall PGI score in 2019-20</li><li>- Improvements over previous year</li><li>- Relationship between the current performance of States and UTs and reaching the highest levels</li><li>- Good practices and weak links</li><li>- Way ahead</li></ul>	<b>7-20</b> 7-8 9-12 13-17  17-18 19-20
4	<b>Annexure</b> <ul style="list-style-type: none"><li>- List of indicators, respective data source and weight</li></ul>	<b>21-25</b>



# PERFORMANCE GRADING INDEX (PGI) 2019-20 OF ALL STATES AND UTs ON SCHOOL EDUCATION

## Introduction

**1.1.** The Indian school Education System is one of the largest in the world with more than 15 lakh schools, nearly 97 lakh teachers and more than 25 crore students<sup>1</sup> 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 PGI for reference year 2018-19 was published in the year 2020. The present publication, PGI 2019-

20 at State/UT level, has been prepared with the same set of 70 parameters used for the two previous PGIs. In the present PGI, data for 54 of the 70 parameters are for the year 2019-20. 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



<sup>1</sup> Number of schools, teachers and students are from UDISE+ 2019-20 (provisional)



(MDM), created and maintained by the DoSEL, MoE. For the remaining 16 parameters, scores from National Achievement Survey (NAS) 2017 conducted by the National Council of Educational Research and Training (NCERT) have been used in all the three PGIs, namely, PGI 2017-18, PGI 2018-19 and PGI 2019-20.

**1.4.** The PGI exercise envisages that the Index would propel States & 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 2019-20 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 Financial Management System (PFMS) and the Shagun portal. These portals have been created and maintained by the DoSEL, MoE. 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. For PGI 2019-20, a data entry portal has also been developed for the States/UTs for the different levels of users.

The final PGI is computed based on the vetted data of the States/UTs. In the Statements and Charts of PGI 2019-20, Dadra & Nagar Haveli, Daman & Diu, Jammu and Kashmir and Ladakh have been shown separately. Moreover, the data for Ladakh has been compiled for the first time as a separate UT, its scores and grades for the earlier reference years for computing PGI are not available.

**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.

**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 subsequent PGIs. 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 was named Grade I+, which is higher than Grade I. In PGI 2019-20, the highest score

has reached level II, i.e., score range 901-950. This score range has now been named as 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 2019-20 (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.

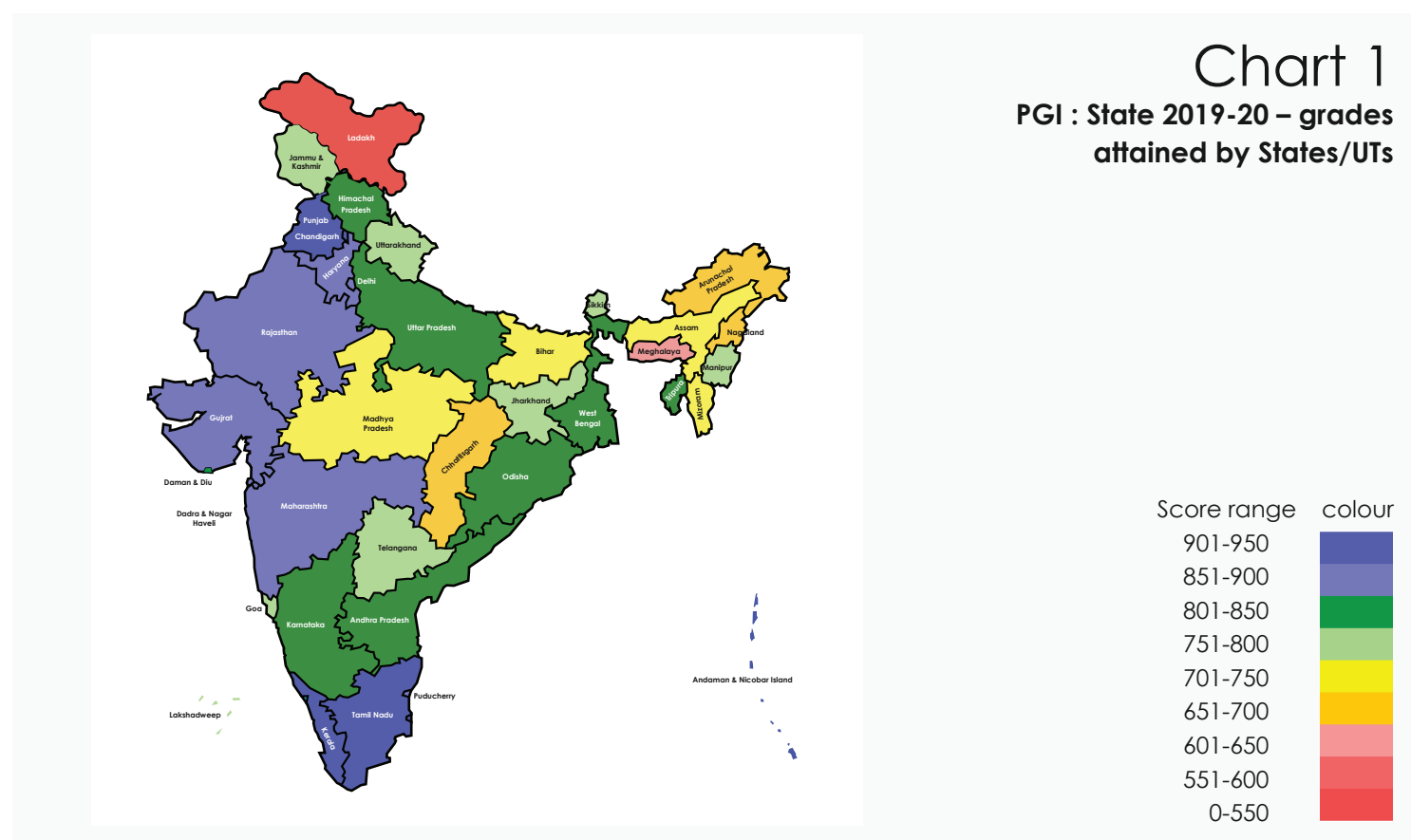




# Summary of Findings

**3.1. Overall PGI score in 2019-20:** The Levels and Grades attained by States and UTs in PGI 2019-20 are in Chart 1. Five States and UTs, namely Andaman and Nicobar Islands, Chandigarh, Kerala, Punjab and Tamil Nadu have attained Level II (score 901-950), i.e.,

Grade I++. One UT, namely Ladakh is in Grade VII, i.e., score range 0-550. No State/UT is in Grade VI and one State, namely Meghalaya is in Grade V, i.e., score range 601-650. Chart 1 depicts the levels and grades attained by the different States/UTs in PGI 2019-20.



### Notes:

1. PGI grades for Ladakh has been computed for the first time in 2019-20.
2. For comparison with previously published PGIs, grades of Dadra and Nagar Haveli and Daman and Diu have been shown separately for 2019-20 too.

**3.2.** For the first time, 5 States and UTs have crossed the threshold of 90% PGI score and reached Grade I++. A total of 33 States and UTs have improved their total PGI score in 2019-20 as compared to 2018-19.

Statement 1 gives the 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: 2019-20**

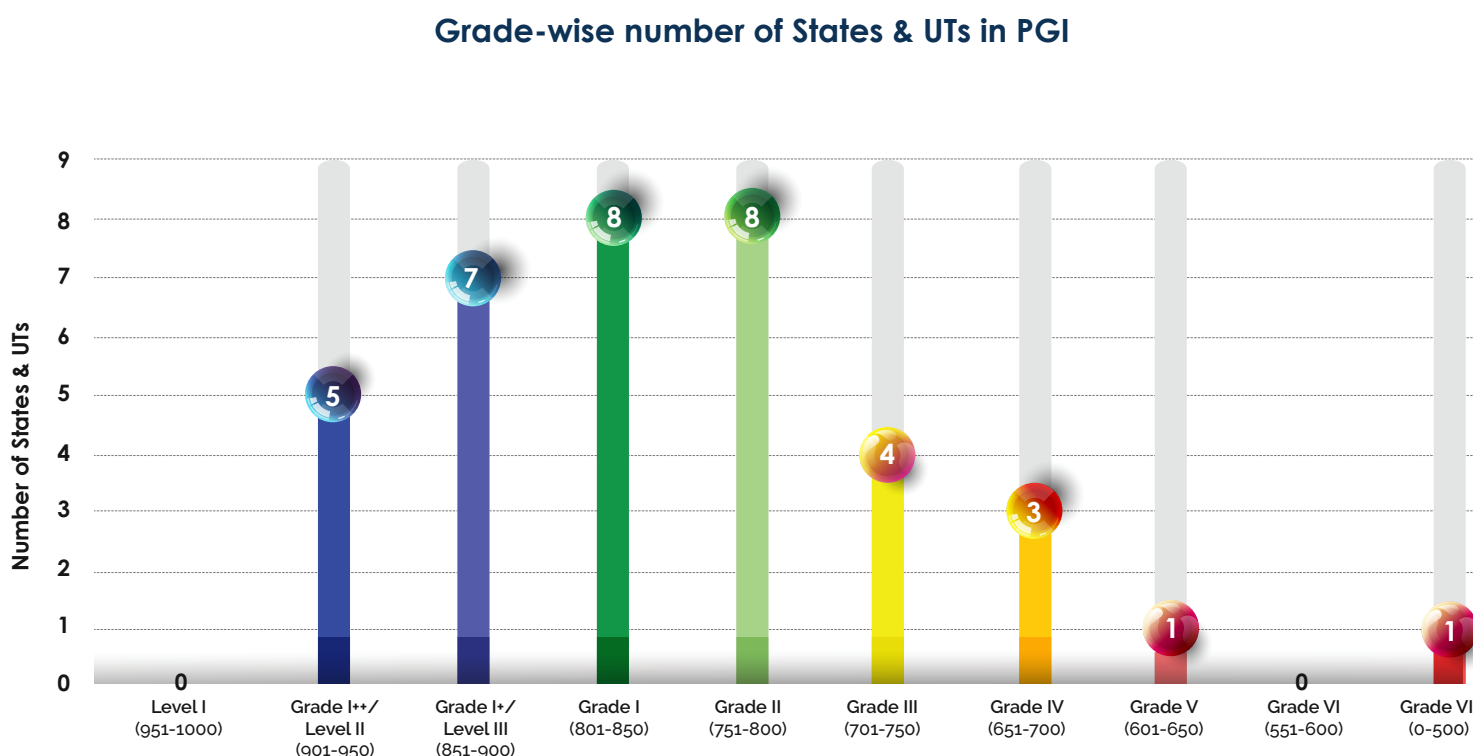
Grade (scores)	Names of States/UTs							No. of States/UTs
Level I (951 - 1000)								NIL
Level II (901 - 950) Grade I++	Andaman and Nicobar Islands	Chandigarh	Kerala	Punjab	Tamil Nadu			5
Level III (851 - 900) Grade I+	Dadra and Nagar Haveli	Gujrat	Haryana	Maharashtra	NCT of Delhi	Puducherry	Rajasthan	7
Level IV (801 - 850) Grade I	Andhra Pradesh West Bengal	Daman and Diu	Himachal Pradesh	Karnataka	Odisha	Tripura	Uttar Pradesh	8
Level V (751 - 800) Grade II	Goa Uttarakhand	Jammu and Kashmir	Jharkhand	Lakshadweep	Manipur	Sikkim	Telangana	8
Level VI (701 - 750) Grade III	Assam	Bihar	Madhya Pradesh	Mizoram				4
Level VII (651 - 700) Grade IV	Arunachal Pradesh	Chhattisgarh	Nagaland					3
Level VIII (601 - 650) Grade V	Meghalaya							1
Level XI (551 - 600) Grade VI								NIL
Level X (0 - 550) Grade VII	Ladakh							1

**Notes:**

1. For comparison with previously published PGIs, grades of Dadra and Nagar Haveli and Daman and Diu have been shown separately for 2019-20 too. However, in paragraphs 3.2 and 3.3, they have been counted once.



**Chart 2 - Number of States/UTs in Different Levels/Grades of PGI: 2019-20**



### 3.3. Improvements over previous year:

A major purpose of the PGI is creation of an environment that would nudge each State/UT to improve its performance continuously. Chart 3 shows the scores of all the States/UTs in PGI 2019-20 and 2018-19. The State-wise performance in PGI 2019-20 compared to PGI 2018-19 shows that 33 States and UTs have improved their PGI score in 2019-20 compared to the previous year. **Three** States/UTs, namely Andaman and Nicobar Islands (Grade I++), Punjab (Grade I++) and Arunachal Pradesh (Grade IV) have improved their score by more than 20%. **Eleven** States/UTs, namely Andhra Pradesh (Grade I), Manipur (Grade II), Tripura (Grade I), Uttar Pradesh (Grade I), Daman and Diu (Grade I), Dadra and Nagar Haveli (Grade I+), West Bengal (Grade I), Odisha (Grade I), Rajasthan (Grade I+), Haryana (Grade I+), Puducherry (Grade I+) and Tamil Nadu (Grade I++) have improved their score by 10% to 20%. **Ten** States/UTs,

namely, Meghalaya (Grade V), Nagaland (Grade IV), Bihar (Grade III), Uttarakhand (Grade II), Lakshadweep (Grade II), Jammu and Kashmir (Grade II), Karnataka (Grade I), Himachal Pradesh (Grade I), Maharashtra (Grade I+) and NCT of Delhi (Grade I+) have improved their PGI score by 5% to 10%. **Nine** States/UTs, namely, Mizoram (Grade III), Assam (Grade III), Sikkim (Grade II), Telangana (Grade II), Goa (Grade II), Jharkhand (Grade II), Gujarat (Grade I+), Kerala (Grade I++), Chandigarh (Grade I++) have improved their score by 0.1% to 5%. Only **two** States, namely Madhya Pradesh (in Grade III) and Chhattisgarh (in Grade IV) have scored less than 2018-19. PGI grades for **One** UT, Ladakh has been computed for the first time in 2019-20. Statement 2 shows the number of States/UTs in different levels/grades of PGI score in current year and the two preceding years, clearly indicating a general shift upwards.

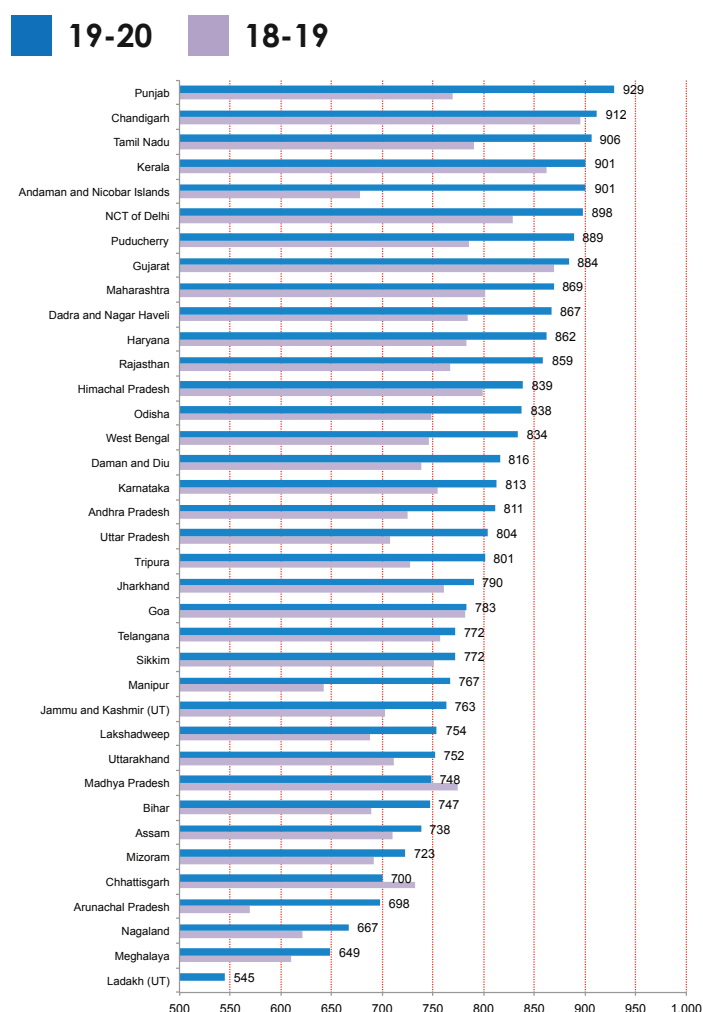
## Statement 2 - Number of States/UTs in different PGI grades

	2017-18	2018-19	2019-20
Level I (951-1000)	0	0	0
Grade I++ (901-950)	0	0	5
Grade I+ (851-900)	0	3	7
Grade I (801-850)	3	2	8
Grade II (751-800)	5	13	8
Grade III (701-750)	10	10	4
Grade IV (651-700)	6	4	3
Grade V (601-650)	9	3	1
Grade VI (551-600)	3	1	0
Grade VII (0 - 550)	0	0	1

### Notes:

1. PGI score for Ladakh (UT) have been computed for the first time in 2019-20.
2. Scores of Daman and Diu and Dadra and Nagar Haveli have been computed separately for all the 3 years and shown as such in Statement 2.

**Chart 3 - PGI scores of States/UTs: 2019-20 and 2018-19**



**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 384, which is 38% 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 2019-20. The inter-State differential has increased in 2019-20 compared to the previous year. Thus, the PGI system has helped both the performing and aspiring States and UTs to improve their performance.

### 3.5. Best Achievers vis-à-vis the Ultimate

**Goal:** Statement 2 shows that, for the first time in 2019-20, five States/UTs have reached Level II (score 901–950). Up to 2018-19, no State/UT could reach this level. One heartening fact observed in PGI 2019-20 is, many States that were not in the top grade have improved their performance significantly and achieved the highest grade in 2019-20. Some examples are Punjab (Grade I++ in 2019-20 from Grade II in 2018-19), Tamil Nadu (Grade I++ in 2019-20 from Grade II in 2018-19) and Andaman and Nicobar Islands (Grade I++ in 2019-20 from Grade IV in 2018-19). However, as can be observed from Chart 3, still there are 31 States/UTs that are in Level III/Grade I or lower this year and they still have considerable ground to cover to reach the maximum aggregate of 1000 points. Ladakh, whose PGI score has been separately computed for the first time, is in Grade VII (less than or equal to 550).

**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



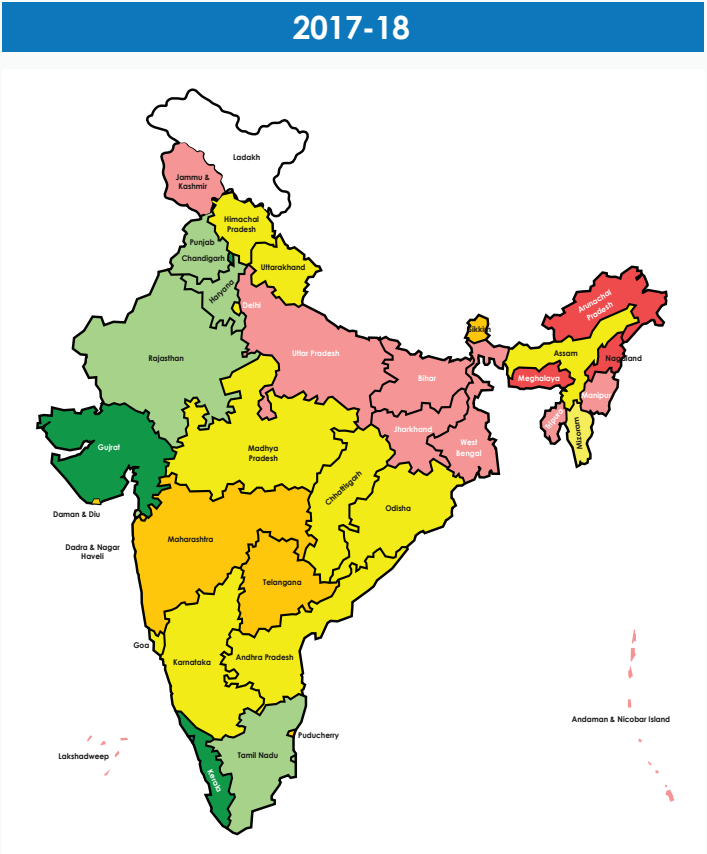
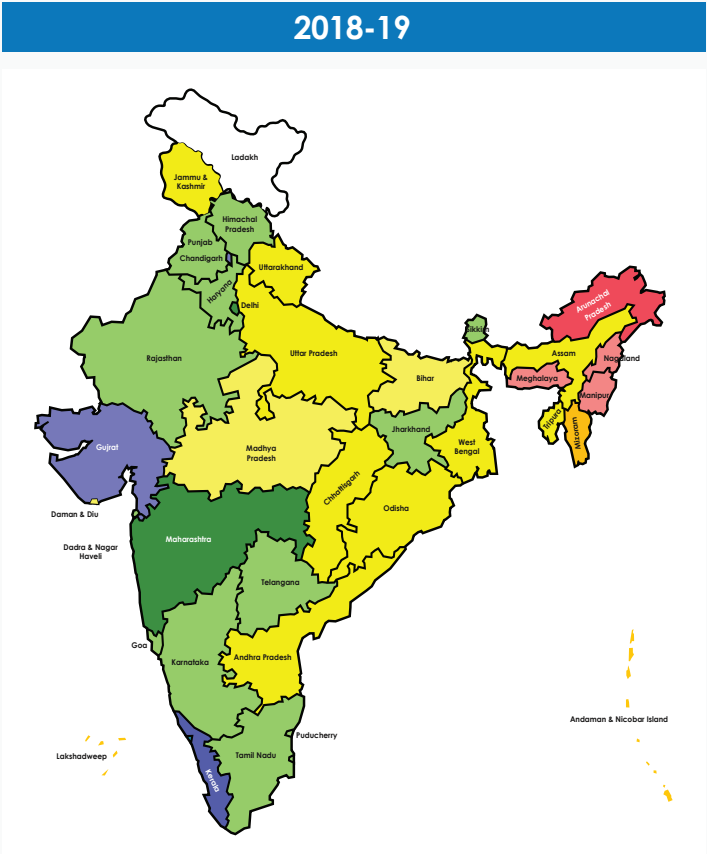
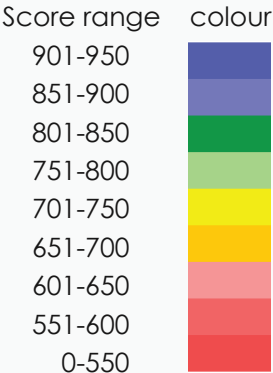
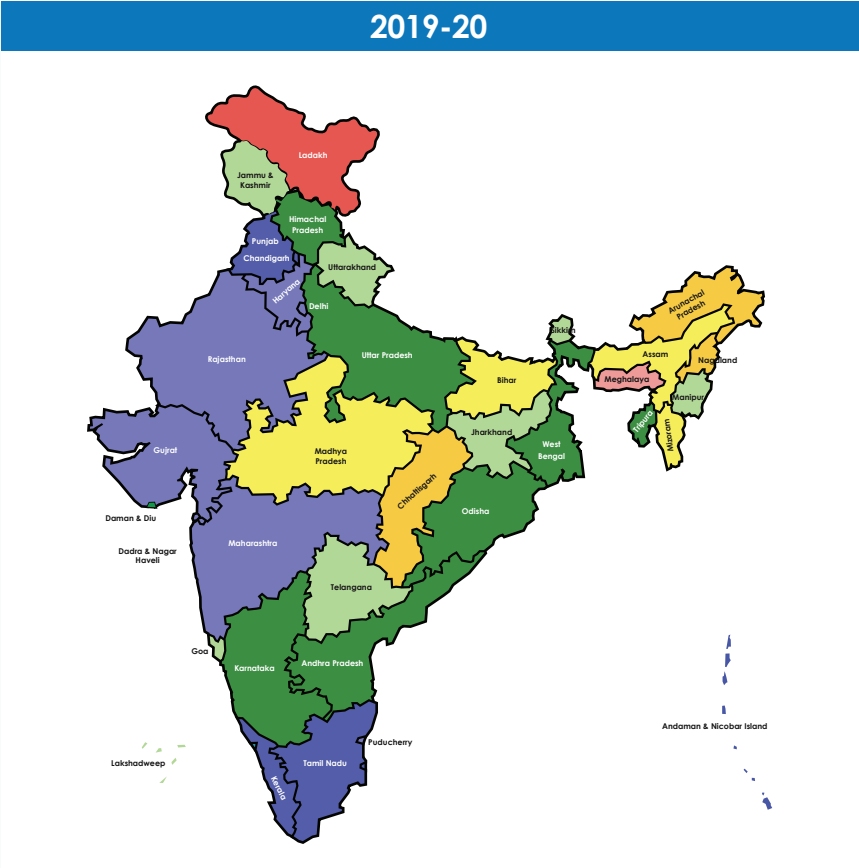
field of School Education as assessed by the PGI. Thus, Andaman and Nicobar Islands, Chandigarh, Kerala, Punjab and Tamil Nadu, which are in the top level (Grade I++), are ranked 29<sup>th</sup>, 35<sup>th</sup>, 23<sup>rd</sup>, 20<sup>th</sup> and 10<sup>th</sup> respectively in terms of their geographical size among States/UTs. Similarly, the States which are in Grades IV, V and VII, are ranked 17<sup>th</sup> (Ladakh), 24<sup>th</sup> (Meghalaya), 26<sup>th</sup> (Nagaland), 14<sup>th</sup> (Arunachal Pradesh) and 9<sup>th</sup> (Chhattisgarh) respectively in terms of geographical size.

**3.7. Population vis-a-vis Performance:**  
Population sometimes may be construed

as a hindrance to development as it tends to increase the financial outlays for interventions by the Government. In terms of population size, the Level 2/Grade I++ States and UTs are 33<sup>rd</sup> (Andaman and Nicobar Islands), 31<sup>st</sup> (Chandigarh), 13<sup>th</sup> (Kerala), 16<sup>th</sup> (Punjab), and 6<sup>th</sup> (Tamil Nadu). The population ranking of five States namely Arunachal Pradesh, Ladakh, Meghalaya and Nagaland, which are in Grades 4 or below, are 28<sup>th</sup>, 35<sup>th</sup>, 24<sup>th</sup> and 26<sup>th</sup> respectively. **Hence, the effect of population on the performance of States and UTs is inconclusive.**



Chart 4 - PGI grades of States/UTs – 2019-20, 2018-19 and 2017-18



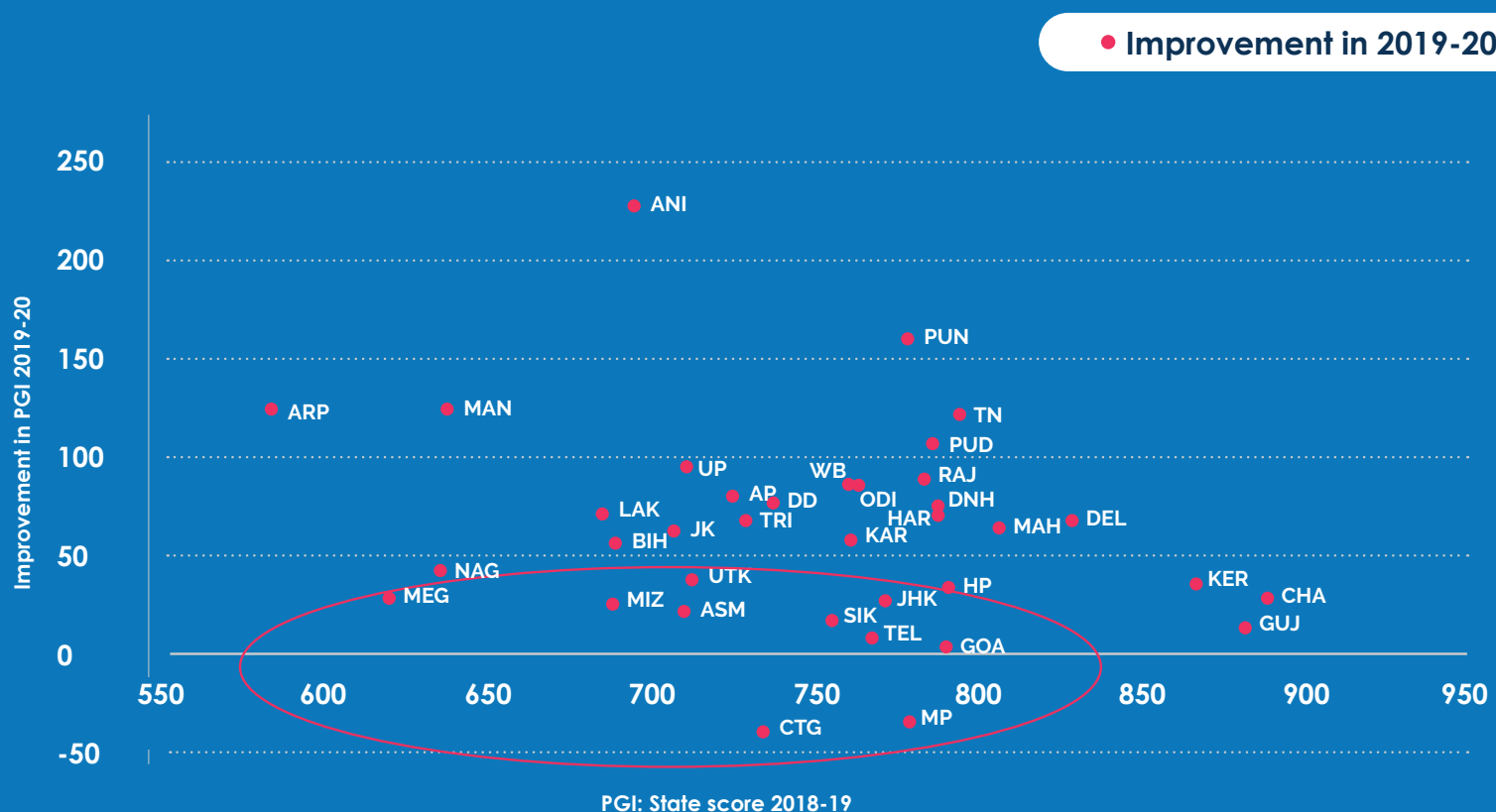


## 4. Relationship between the current performance of States and UTs and reaching the highest levels:

**4.1.** As mentioned earlier, one of the main purposes of the 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/Level. All States and UTs, wherever they are placed, should strive to move up to higher Grades/Levels 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 2019-20 by States/UTs over their total score in PGI 2018-19**



**4.2.** The improvements in scores of PGI 2019-20 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 that had lower PGI scores in 2018-19. For some of the States/UTs, the reason for this improvement has 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, which is reasonable. A State/UT that has already come near the highest possible score would have less scope of showing large improvements in score. One point of concern however remains that there are a group of States and UTs in the middle

range (between 600 to 800) whose PGI score has improved by less than 40 points in one year from 2018-19 to 2019-20. Some of them are Assam (2018-19 score 710, change: 28), Chhattisgarh (2018-19 score 732, change: - 32), Goa (2018-19 score 782, change: 1), Jharkhand (2018-19 score 761, change: 29), Madhya Pradesh (2018-19 score 775, change: -27), Meghalaya (2018-19 score 610, change: 39), Mizoram (2018-19 score 692, change: 31), Sikkim (2018-19 score 751, change: 21) and Telangana (2018-19 score 757, change: 15). The performance in different domains by these States and UTs in the subsequent years 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 2017. Uttar Pradesh has shown improvement by at least 10 points in this parameter due to an improvement in their reporting mechanisms. Statement 3 below shows the number of States and UTs that 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 realistic year-on-year change.



### Statement 3: Number of States/UTs showing high improvements/reductions in PGI 2019-20 scores compared to previous year

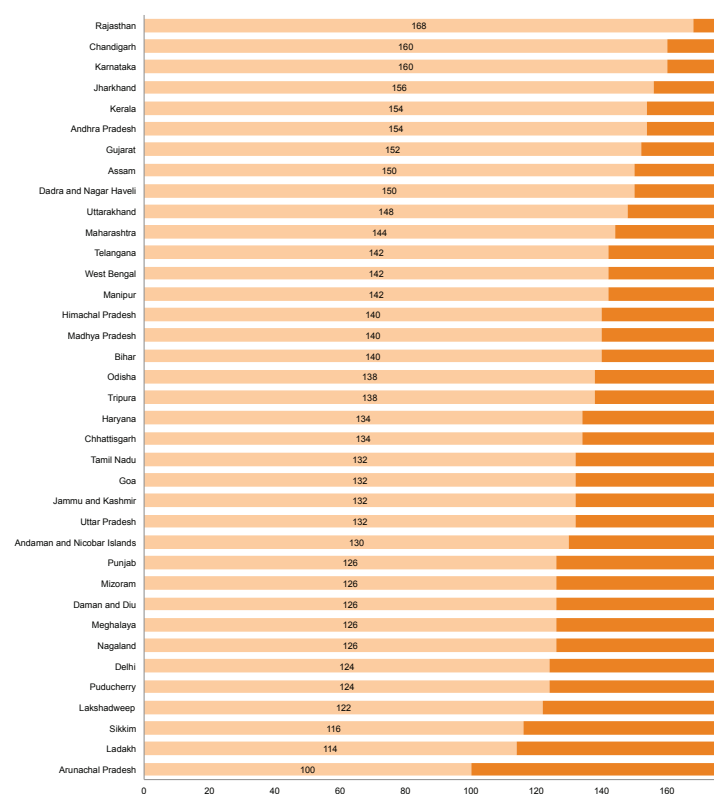
	Increase by 10 points or more	Decrease by 5 points or more
Category 1 Domain 2 (access)	3	3
Category 1 Domain 3 (infrastructure and facilities)	19	0
Category 1 Domain 4 (equity)	19	0
Category 2 Domain 1 (governance processes)	27	4

**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 Level 3 vis-a-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.

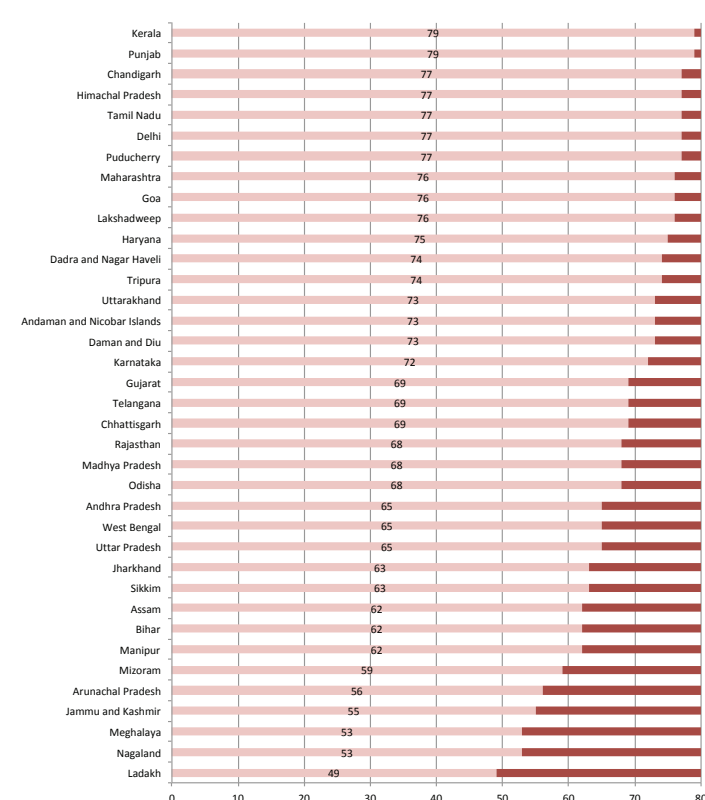
**Chart 6: Performance of States/UTs in PGI Category 1 Domain 1 - Learning Outcome and Quality - 2019-20**

Category 1 Domain 1 - Learning outcomes and quality  
Distance from max score (180)



**Chart 7: Performance of States/UTs in PGI Category 1 Domain 2 - Access - 2019-20**

Category 1 Domain 2 - Access  
Distance from max score (80)





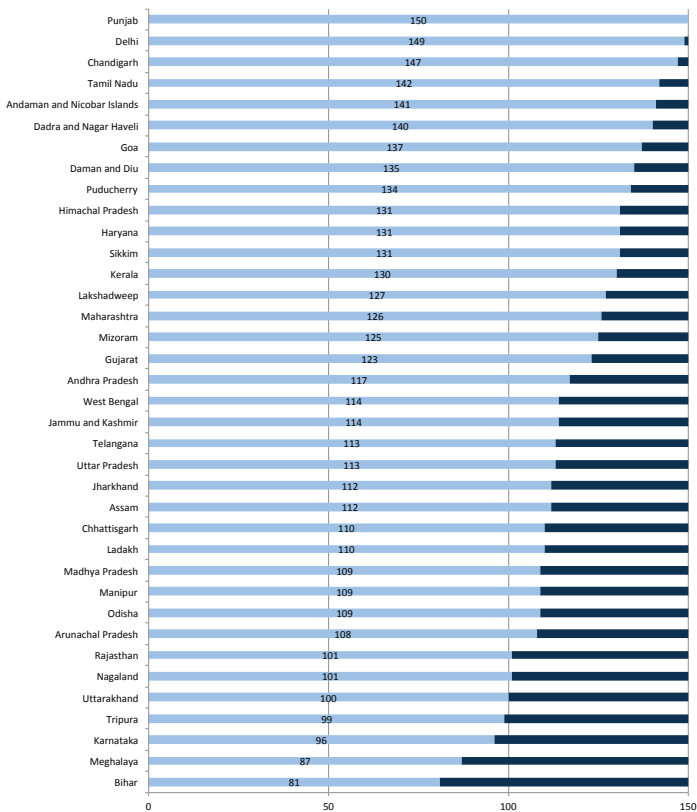


**4.5.** It may also be noted that Charts 6 to 10 have been arranged using domain-wise performance of the States/UTs, so that the relative position of the States/ UTs in each domain can be easily comprehended from the respective Chart. The details of domain-

wise and indicator-wise scores of each State/ UT is available online in the web portal of the Ministry of Education, namely, [https://www.education.gov.in/en/statistics-new?shs\\_term\\_node\\_tid\\_depth=391&Apply](https://www.education.gov.in/en/statistics-new?shs_term_node_tid_depth=391&Apply) with file name "PGI questions scores 2019-20.xlsx".

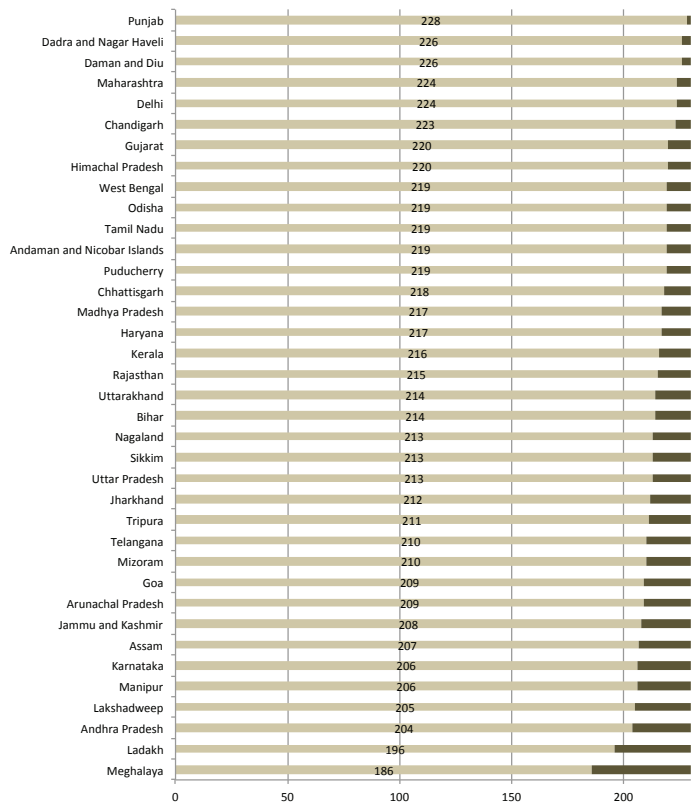
**Chart 8: Performance of States/ UTs in PGI Category 1 Domain 3 - Infrastructure and Facilities - 2019-20**

■ Category 1 Domain 3 - Infrastructure & facilities  
■ Distance from max score (150)

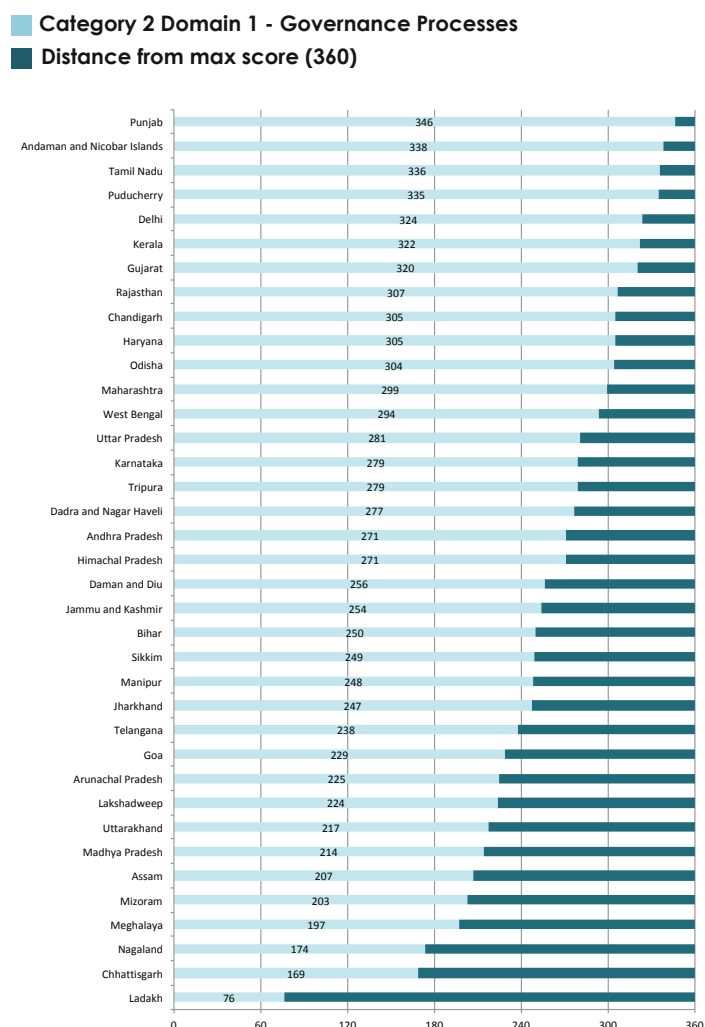


**Chart 9: Performance of States/ UTs in PGI Category 1 Domain 4 - Equity - 2019-20**

■ Category 1 Domain 4 - Equity  
■ Distance from max score (230)



**Chart 10: Performance of States/ UTs in PGI Category 2 Domain 1 - Governance Processes - 2019-20**



detailed analysis by the users, particularly the concerned States/UTs, the question-wise scores of each State/UT for the years 2018-19 and 2019-20 are uploaded in the web portal of this Department. This would help each State/UT to not only find out their own areas of improvement, but also identify the other States/UTs who can be contacted for sharing of strategies for further improvement. 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*

*Good Practices*

**5.1.** Each State/UT, it is heartening to note, has some areas where it has done exceedingly well. This proves that it is possible for all States and UTs to reach the benchmark of all the indicators. With a view to encourage more

**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 five Domains, the top score is more than 90% of the maximum possible points in the respective Domain. For the first time, the top score in the Domain relating to Governance & Management (346, Punjab) has crossed 90% of the maximum points (360). At the other end of the spectrum, three States/UTs, namely, Ladakh (76), Chhattisgarh (169) and Nagaland (174) have scored less than 50% of the maximum possible score in this domain. This domain (Governance Processes) is the only one where there are some States with less than 50% score. 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.

**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 that 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 twenty States/UTs have scored less than 120 (80% of maximum possible score in this domain). Two States, Bihar (81) and Meghalaya (87) recorded lowest scores in this domain. 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 and 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, two States, Andaman & Nicobar Islands (141 in 2019-20 from 111 in 2018-19) and Odisha (109 in 2019-20 from 72 in 2018-19) have shown marked improvements in the Infrastructure Domain between 2019-20 and 2018-19, 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 that comprises a comprehensive programme to improve the capacities of teachers and the entire system of assessment. An integrated 4-year 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 along with 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 2019-20 will be available on the portal of the Ministry of Education (MoE). 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 through the MIS coordinators at different levels of State Government and a three stage verification by the block, district and State level officers of the Education Departments of concerned States/UTs.

**8.2.** The Shagun# repository portal is also being populated on a continuous basis and the States and UTs 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 the Right to Education, the National Education Policy 2020 and visionary Sustainable Development Goals (SDGs), 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 (namely, UDISE+, Shagun, etc.) and an objective and holistic performance evaluation framework provided through the 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 "Gurvatta" (meaning excellence)





## 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
		<b>Category 1: Outcomes</b>			
		<b>Domain 1 – Learning Outcomes and Quality</b>			
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	
		<b>Domain 1 - Learning Outcomes: Total Domain Weight</b>		<b>180</b>	
		<b>Category 1: Outcomes</b>			
		<b>Domain 2 – Access</b>			
10	1.2.1	Adjusted Net Enrolment Ratio (ANER) at elementary level as per entry age of the State/UT	UDISE/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/UDISE+	10	100% of All Schools
12	1.2.3	Retention rate at primary level	UDISE/UDISE+	10	100% of All Schools
13	1.2.4	Retention rate at elementary level	UDISE/UDISE+	10	100% of All Schools
14	1.2.5	Retention rate at secondary level	UDISE/UDISE+	10	100% of All Schools
15	1.2.6	Transition rate from primary to upper-primary level	UDISE/UDISE+	10	100% of All Schools
16	1.2.7	Transition rate from upper-primary to secondary level	UDISE/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
		<b>Domain 2 - Access: Total Domain Weight</b>		<b>80</b>	
		<b>Category 1: Outcomes</b>			
		<b>Domain 3 – Infrastructure &amp; Facilities</b>			
18	1.3.1	Percentage of schools having CAL in Upper Primary Level	UDISE/UDISE+	20	100% of Govt. upper primary schools.
		Percentage of secondary schools having lab facility	UDISE/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/UDISE+	20	100% of all schools
22	1.3.5	% of schools covered by vocational education subject	UDISE/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/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/UDISE+	10	100% of all students in Govt. elementary schools.
28	1.3.11	Percentage of Elementary Level students getting Free Text-book within one month of start of academic year	UDISE/UDISE+	10	100% of all students in Govt. and Govt. aided elementary schools.
	<b>Domain 3 - Infrastructure &amp; Facilities: Total Domain Weight</b>			<b>150</b>	
		<b>Category 1: Outcomes</b>			
		<b>Domain 4 – Equity</b>			
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/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/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/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/UDISE+	10	100% of all schools
43	1.4.15	Percentage of schools having functional CWSN friendly toilets	UDISE/UDISE+	10	100% of all schools
44	1.4.16	Percentage of schools having functional toilet			
		a) Boys toilet	UDISE/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/UDISE+	10	100 % of all schools
		<b>Domain 4 - Equity: Total Domain Weight</b>		<b>230</b>	
		<b>TOTAL CATEGORY 1 WEIGHT</b>		<b>640</b>	
		<b>Category 2 : Governance &amp; Management</b>			
		<b>Domain 1 – Governance Processes</b>			
45	2.1.1	% of Children whose Unique ID is seeded in SD MIS	UDISE/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/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/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/UDISE+	10	100% of all schools
54	2.1.10	% of secondary schools having principals/head masters in position	UDISE/UDISE+	20	100% of all schools
55	2.1.11 a.	% Upper Primary schools meeting norms of subject-teacher as per RTE	UDISE/UDISE+	10	100% of all schools
	2.1.11 b.	% Secondary Schools who have teachers for all core subjects	UDISE/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 reference academic year	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/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
		<b>TOTAL CATEGORY 2 WEIGHT</b>		<b>360</b>	
		<b>Total Weight</b>		<b>1000</b>	
<b>Note : 'All Schools' includes all classes from 1 to 12 &amp; all school managements</b>					



# Department of School Education & Literacy - MOE

[www.MoE.gov.in](http://www.MoE.gov.in) | [seshagun.gov.in/shagun](http://seshagun.gov.in/shagun) | [pgi.seshagun.gov.in](http://pgi.seshagun.gov.in)