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Government of India

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PERFORMANCE GRADING INDEX

(PGI): 2.0

2021-22

STATES
&
UNION TERRITORIES

GOVERNMENT OF INDIA
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& LITERACY

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1. INTRODUCTION

Performance Grading Index (PGI) has made remarkable progress since its inception in 2017. PGI helped States/UTs to identify specific interventions required to make transformational changes in school education. In the last 4 years, States /UTs reached saturation level in many indicators of PGI, and few indicators became redundant due to rapid changes adopted during COVID-19 period. Teachers' education, being one of the important components of learning outcomes of students, had meagre representation in PGI whereas Governance which is a quantitative parameter had over representation. Certain policy initiatives and interventions introduced post implementation of National Education Policy (NEP) 2020 also necessitated for aligning indicators of PGI for proper tracking the progress.

The global education development agenda reflected in the Sustainable Development Goal 4 (SDG4) adopted by India in 2015 seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Such a goal will require proper assessment and monitoring of indicators set out in goals so that all of the critical targets of Sustainable Development can be achieved by 2030.

In the existing PGI of 70 indicators many of the indicators were filled by States/UTs often putting up additional burden on States/UTs and one of the factors affecting the timely release of report. Therefore, a need was felt to make PGI more dynamic, up to date, and reflect the true performance of the States/UTs, indicators of PGI have undergone transformational changes in 2021-22 and renamed as PGI-2.0.

PGI 2.0 aims to propel States & UTs towards undertaking multi-pronged interventions to achieve optimal education outcomes in terms of improving quality and also to motivate States and UTs to adopt best practices followed by the top performing States/UTs which can be replicated wherever possible in shortest possible time. To give emphasis to teacher education in school education, a separate category and domain on Teacher Education & Training (TET) is now added in PGI 2.0.

2. DATA SOURCE

- 2.1. The PGI 2.0 is constructed based on 73 indicators from 2 Categories containing 6 Domains. The PGI 2.0 is completely aligned with Unified District Information System for Education Plus (UDISE +), National Achievement Survey (NAS), PM POSHAN portal, PRABAND portal and Vidyanjali Portal data which now enables automatically to fill values of 69 indicators directly from UDISE+/NAS report. Out of these 69 indicators the States/UTs can now focus on verification of values and fill the data in respect of only 4 indicators as against 70 indicators in the previous PGI. For PGI 2.0 report 2021-22, UDISE+ 2021-22 data and NAS 2021 data have been used.
- 2.2. For 20 indicators related to Learning Outcomes domain and Equity domain, data is drawn from NAS 2021. Similarly, for 7 indicators of Access domain, 13 indicators of Infrastructure and Facilities domain, 8 indicators of Equity domain, 8 indicators of Governance Processes and 8 indicators from Teachers Training domain data is drawn from UDISE Plus report 2021-22. For the other 2 indicators of Infrastructure & Facilities domain, PM POSHAN data is used, for 3 indicators of Governance Processes domain data is used from Vidyanjali and PRABHAND portal. However, for the remaining 4 indicators data has been filled up by respective State/UT MIS.
- 2.3. Each State/UT has its own user IDs and passwords, for verifying the pre-filled data and for uploading the latest data on 4 indicators. Further, PGI portal also has the provision for final certification of the filled and verified data at the level of State Project Directors. The final PGI 2.0 score for 2021-22 is computed based on the final figures reflected in PGI 2.0 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 73 indicators, which are grouped under 2 Categories viz., Outcomes and Governance & Management. These categories are further divided into 6 domains, viz., Learning Outcomes (LO), Access (A), Infrastructure & Facilities (IF), Equity (E), Governance Processes (GP) and Teacher Education & Training (TET). Following the same approach of PGI: D, scores obtained by States/UTs in PGI 2.0 have been classified into grades.
- 3.3. The summary of category, domain and Indicators used in PGI 2.0 is as under:

| Categories | Domain | Indicators | Total Weight |
|-------------------------------|-------------------------------------|------------|--------------|
| 1. Outcomes | Learning Outcomes and Quality (LO) | 12 | 240 |
| | Access (A) | 7 | 80 |
| | Infrastructure & Facilities (IF) | 15 | 190 |
| | Equity (E) | 16 | 260 |
| 2. Governance Management (GM) | Governance Processes (GP) | 15 | 130 |
| | Teacher Education & Training (TE&T) | 8 | 100 |
| Total | | 73 | 1000 |

- 3.4. The points assigned to indicators range from 5 to 20, whereas points assigned to each Domain ranges from 80 to 260. PGI 2.0 structure ensures for representative weightage for qualitative indicators viz., Learning Outcomes (LO), Equity and Teacher Education & Training put together have a weight of 600 points. Therefore, PGI 2.0 is expected to measure State/UT level school performance more closely in the qualitative indicators. The details of indicators/sub-indicators and their respective weight are at **Annexure-3**. This benchmark/optimum level for each indicator has been carefully identified and the DoSE&L has ensured that these are reasonable.
- 3.5. The score of each indicator is arrived by multiplying proportionate score of the indicator with weightage of that indicator. For example, for the indicator of proficiency in Mathematics in grade 5, total weight is 20 and if a given State/UT has 50 % students of grade 5 who achieved minimum proficiency in Mathematics, then score obtained for this indicator is $20 \times 0.5 = 10$.

3.6. In PGI 2.0, the nomenclature for PGI scores is classified into various grades. To have a representative grade, the least score obtained by State/UT was taken as the starting point and then deducted from total score to get the grade range (i.e., 1000- least score of state). The resultant value was then divided into 10 equal class intervals to get grade range. For instance, the least score scored in PGI 2.0 is 420, hence $1000-420 = 580$, now dividing 580 into 10 equal parts we get 58 (rounded off to 60), which is the difference to be taken between two grades. Now starting from 400 (since the least value scored is 420) we will divide our grades with a gap of intervals of 60. The highest achievable Grade is called Daksh, which is for State/UT scoring more than 90% of the grade range. The details of grades and grade ranges so obtained as under:

| Scores (% of total points) | Score range | Grade |
|----------------------------|-------------|--------------|
| 91% to 100% | 941-1000 | Daksh |
| 81% to 90% | 881-940 | Utkarsh |
| 71% to 80% | 821-880 | Atti-Uttam |
| 61% to 70% | 761-820 | Uttam |
| 51% to 60% | 701-760 | Prachesta -1 |
| 41% to 50% | 641-700 | Prachesta -2 |
| 31% to 40% | 581-640 | Prachesta -3 |
| 21% to 30% | 521-580 | Akanshi-1 |
| 11% to 20% | 461-520 | Akanshi-2 |
| Up to 10% | 401-460 | Akanshi-3 |

3.7. The lowest grade Akanshi-3 is for scores upto 10% grade range. Thus, the position of a State/UT in different grading categories is relative and can change depending upon its performance in each year. At the same time, all States/UTs can occupy the highest-Grade Daksh simultaneously, and that is the ultimate objective of this exercise. Since the grading and the indicators have undergone changes, the results of PGI 2.0 are not strictly comparable with the previous PGI reports, though the pattern of achievement seems to be like the previous PGI results.

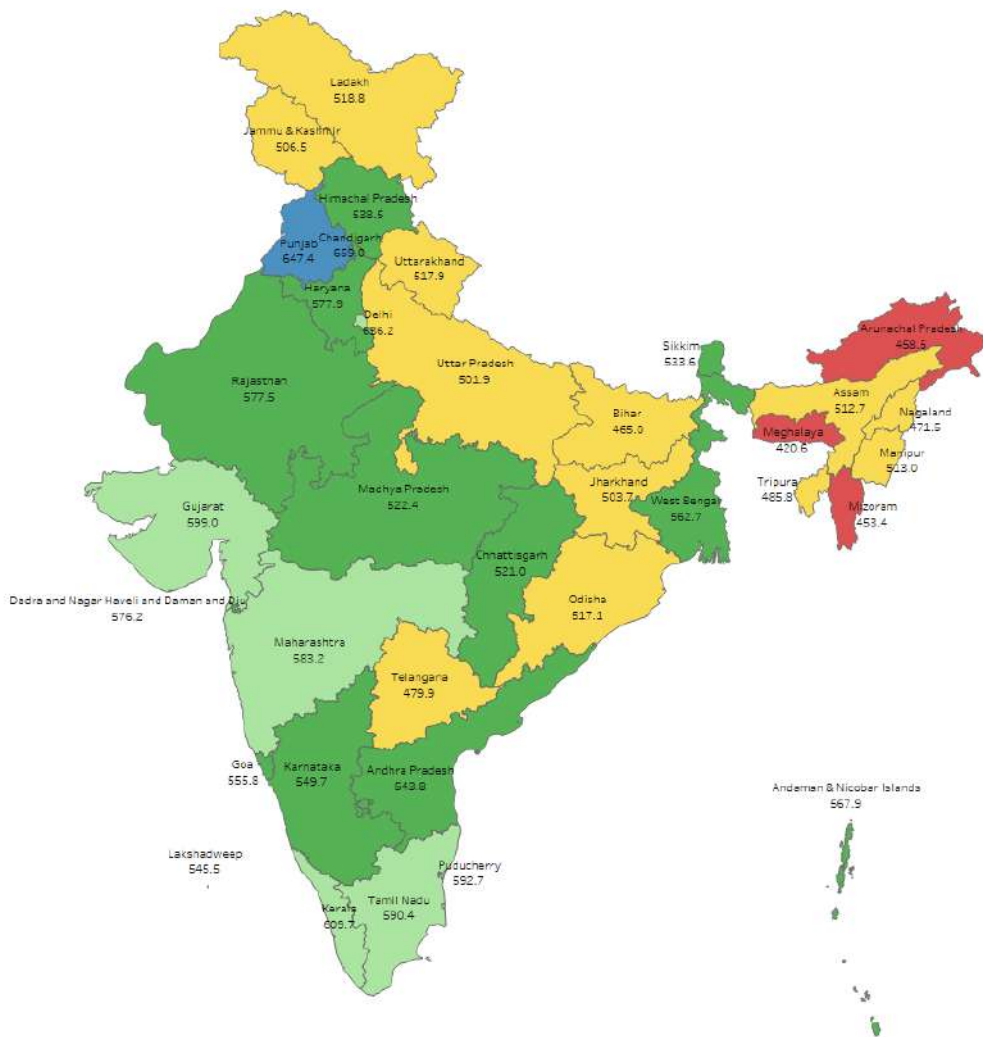


4. SUMMARY OF PGI: STATES/ UTS

- 4.1. The Levels attained by States/UTs in PGI 2.0 are in Chart 4.1. None of the States/UTs has attained the highest Grade i.e., Daksh. The top-most grade attained in PGI 2.0 is Prachesta - 2, i.e., score range 641-700 indicating that a good proportion of score of the redundant indicators was contained in the total scores of States/UTs in the previous years.
- 4.2. Grade attained by States /UTs in 2021-22 is presented in Table 4.2. Only 2 States and UTs, namely Punjab and Chandigarh have attained Grade Prachesta -2 (score 641-700) in PGI 2.0. 6 States/UTs joined Grade Prachesta - 3 (score 581-640), 13 States/UTs joined grade Akanshi -1 (score 521-580), 12 States/UTs in grade Akanshi - 2 (score 461-520) and 3 States in grade Akanshi – 3 in PGI 2.0.
- 4.3. The details of overall as well as Domain wise PGI 2.0 scores for 2021-22 by States/UTs are given at **Annexure-1 & Annexure-2** respectively.



Chart 4.1: Grades attained by States/UTs – 2021-22



| Grade Colour | Grade Name | Grade Score | Number of States/UTs attaining the Grade |
|--------------|--------------|-------------|--|
| | Daksh | 941-1000 | NIL |
| | Utkarsh | 881-940 | NIL |
| | Atti-Uttam | 821-880 | NIL |
| | Uttam | 761-820 | NIL |
| | Prachesta -1 | 701-760 | NIL |
| | Prachesta -2 | 641-700 | 2 |
| | Prachesta -3 | 581-640 | 6 |
| | Akanshi-1 | 521-580 | 13 |
| | Akanshi-2 | 461-520 | 12 |
| | Akanshi-3 | 401-460 | 3 |



Table 4.2: PGI 2.0 Grades attained by various States/UTs in 2021-22

| Grades (Scores) | Names of States/ UTs attaining the respective Grades | | | | | | | Total States/UTs in respective grade |
|----------------------------------|--|-------------------------------|--------------------------------|-----------------------|-----------------------|------------------------|-----------|--------------------------------------|
| Daksh (941 - 1000) | None | | | | | | | NIL |
| Utkarsh (881 - 940) | None | | | | | | | NIL |
| Atti – Uttam (821 – 880) | None | | | | | | | NIL |
| Uttam (761 - 820) | None | | | | | | | NIL |
| Prachesta – 1 (701 – 760) | None | | | | | | | NIL |
| Prachesta - 2 (641 – 700) | Chandigarh | Punjab | | | | | | 2 |
| Prachesta - 3 (581 - 640) | Gujarat | Kerala | Maharashtra | Delhi | Puducherry | Tamil Nadu | 6 | |
| Akanshi - 1 (521 - 580) | A & N Islands Karnataka | Andhra Pradesh Lakshadweep | Chhattisgarh Madhya Pradesh | DNH & DD Rajasthan | Goa Sikkim | Haryana West Bengal | 13 | |
| Akanshi - 2 (461 - 520) | Assam Nagaland | Bihar Odisha | J & K Telangana | Jharkhand Tripura | Ladakh Uttarakhand | Manipur U.P. | 12 | |
| Akanshi - 3 (401 - 460) | Arunachal Pradesh | Meghalaya | Mizoram | | | | 3 | |

5. INTER-STATE DISPARITY:

The maximum and minimum scores obtained by the States/UTs in 2021-22 are 659.01 and 420.64 respectively. The deviation between the maximum and minimum scores obtained by States/UTs is 238.37 or 23.8% of the maximum points, indicating that, States Arunachal Pradesh, Meghalaya and Mizoram has to put more effort to reach the top slot. This disparity was 51 % in 2017-18 indicating that, PGI also helped to bridge the performance gap amongst 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: As can be seen in Table 4.2, the States and UTs which are in grade Prachesta – 2 as per evaluation this year, still have considerable ground to cover to reach the maximum aggregated 1000 points. As mentioned earlier, one of the main purposes of PGI 2.0 is to make States and UTs aware of the areas where there is scope for improvement and strive to reach the maximum possible score.

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 2.0. Thus, Punjab and Chandigarh which are in Prachesta - 2, are ranked 21st and 35th respectively in terms of their geographical size amongst States/UTs. Similarly, the States which are in Akanshi - 3 are ranked 15th (Arunachal Pradesh), 24th (Meghalaya), 26th (Mizoram) respectively in terms of geographical size.

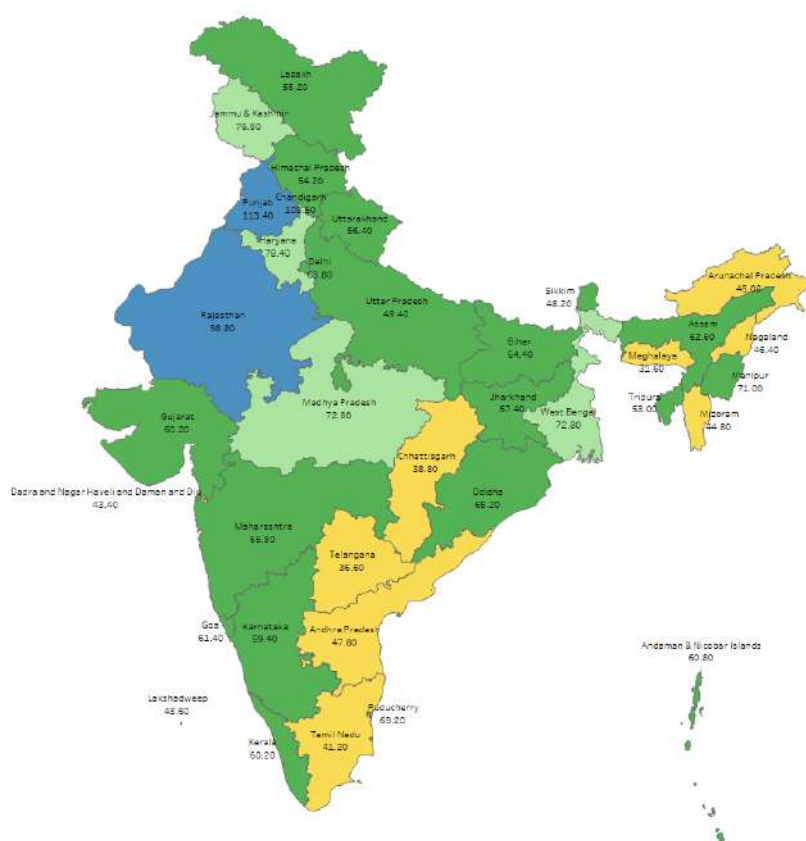


6. DOMAIN WISE ANALYSIS

The PGI 2.0 scores are the aggregate score of 6 domains of educational attainment of States/ UTs viz., Learning Outcomes (LO), Access (A), Infrastructure & Facilities (IF), Equity (E), Governance Processes (GP) and Teacher Education & Training (TET). The performance of States/UTs in each of these domains is presented in this section. The domain-wise analysis brings out areas of good practices and weak links amongst States/UTs providing insights into future action plans.

6.1. Learning Outcomes (LO) Domain: This perhaps is the most important Domain and is the ultimate goal of the index. However, unlike other domains which are relatively easier to comply with, improving Learning Outcomes takes time and patience. All other domains support Learning Outcomes and ultimately converge towards it. In this domain all the indicators covered are measured via the National Achievement Survey (NAS). The States/UTs wise performance in NAS – 2021 is depicted in Graph 6.1 below.

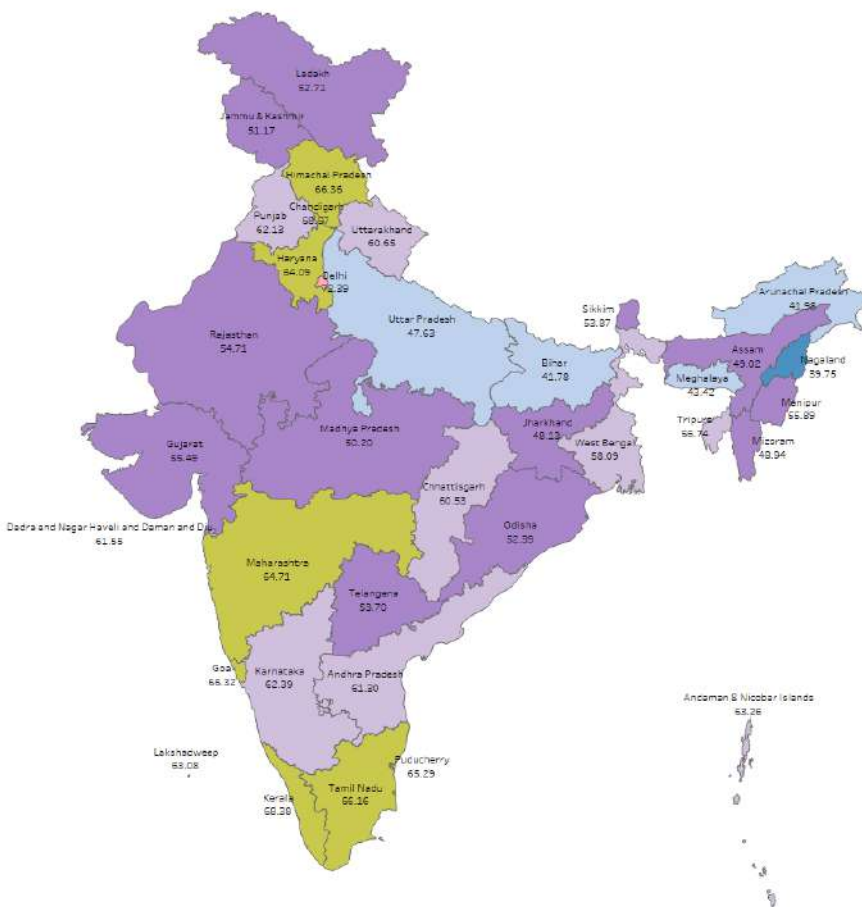
Chart 6.1: Performance of State/UT in Category 1: Domain 1 – Learning Outcomes and Quality (LO)



| Grade Colour | Grade Name | Grade Score | Number of States/UTs attaining the Grade |
|--------------|--------------|---------------|--|
| | Daksh | 218.4 – 240.0 | NIL |
| | Utkarsh | 194.4 – 218.3 | NIL |
| | Atti-Uttam | 170.4 – 194.3 | NIL |
| | Uttam | 146.4 – 170.3 | NIL |
| | Prachesta -1 | 122.4 – 146.3 | NIL |
| | Prachesta -2 | 98.4 – 122.3 | 3 |
| | Prachesta -3 | 74.4 – 98.3 | 4 |
| | Akanshi-1 | 50.4 – 74.3 | 19 |
| | Akanshi-2 | 26.4 – 50.3 | 10 |
| | Akanshi-3 | 0 – 26.3 | NIL |

6.2. Access (A) Domain: Curtailing drop out 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 identification and mainstreaming of out of school children are some of the important indicators through which performance of Access domain is measured in PGI 2.0. The State/UT wise performance during the period 2021-22 is in Chart 6.2.

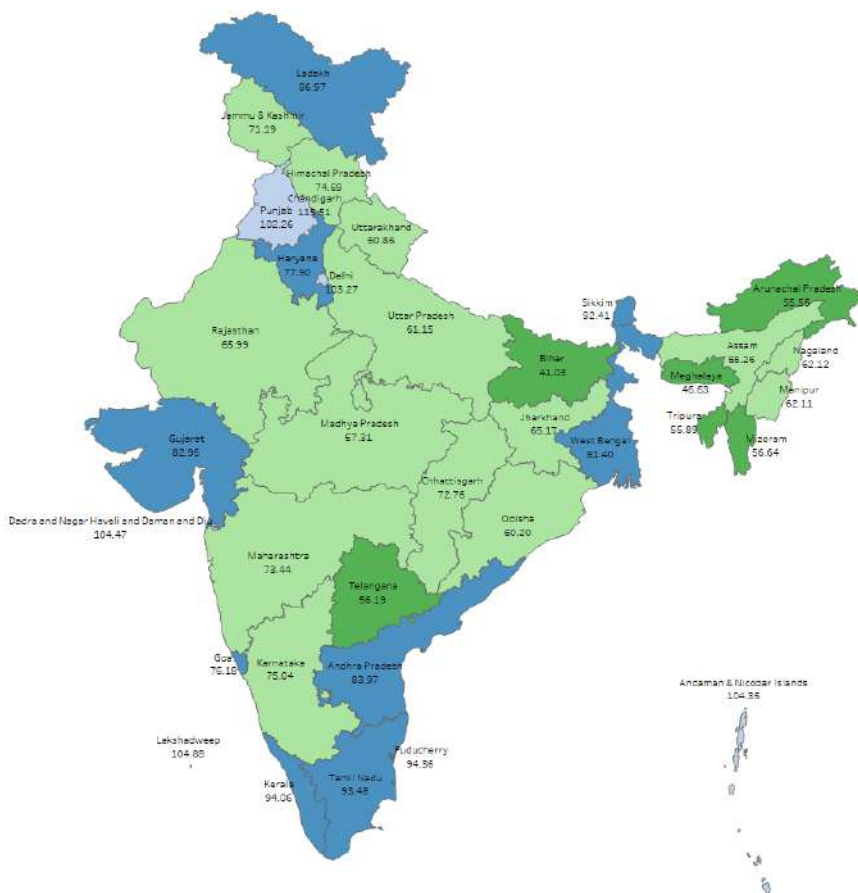
Chart 6.2: Performance of State/UT in Category 1: Domain 2 – Access (A)



| Grade Colour | Grade Name | Grade Score | Number of States/UTs attaining the Grade |
|--------------|--------------|-------------|--|
| | Daksh | 72.8 – 80.0 | 1 |
| | Utkarsh | 64.8 – 72.7 | 8 |
| | Atti-Uttam | 56.8 – 64.7 | 10 |
| | Uttam | 48.8 – 56.7 | 12 |
| | Prachesta -1 | 40.8 – 48.7 | 4 |
| | Prachesta -2 | 32.8 – 40.7 | 1 |
| | Prachesta -3 | 24.8 – 32.7 | NIL |
| | Akanshi-1 | 16.8 – 24.7 | NIL |
| | Akanshi-2 | 8.8 – 16.7 | NIL |
| | Akanshi-3 | 0 – 8.7 | NIL |

6.3. Infrastructure & Facilities (IF) 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 & recreational resources become paramount importance. Pleasant school environment tends to promote teachers and students, including children of all genders and Children with Special Needs (CWSN), receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. The 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 6.3.

Chart 6.3: Performance of State/UT in Category 1: Domain 3 – Infrastructure and Facility (IF)



6.4. Equity (E) Domain: Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education, being an essential goal is also critical to achieving an inclusive and equitable society in which every citizen could 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 for the year 2021-22 in equity domain is presented in Chart 6.4.

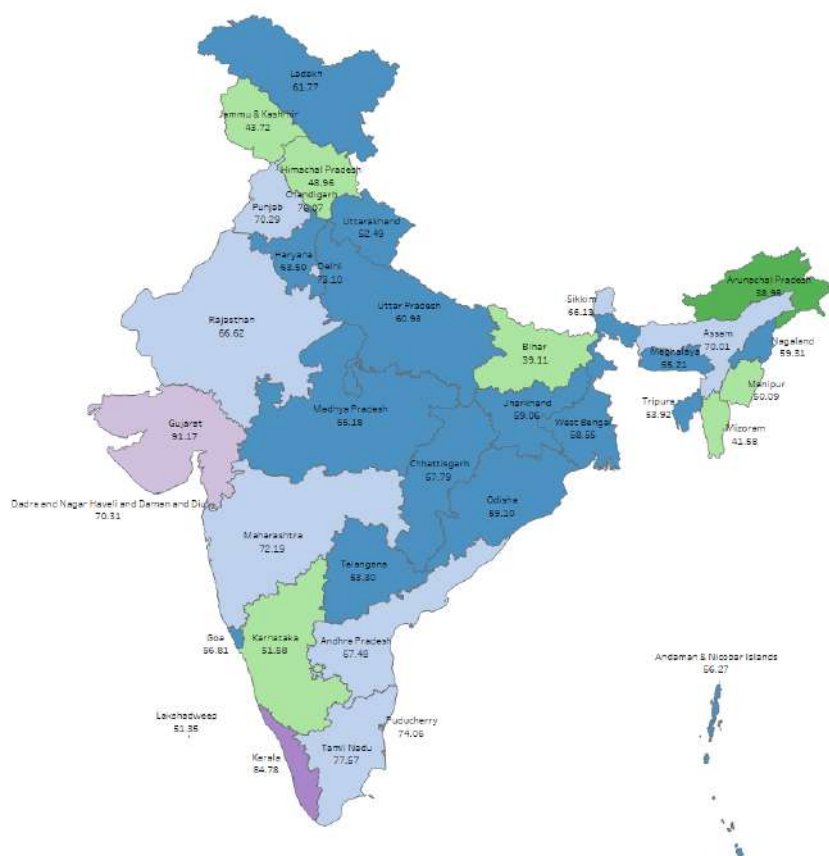
Chart 6.4: Performance of State/UT in Category 1: Domain 4 – Equity (E)



| Grade Colour | Grade Name | Grade Score | Number of States/UTs attaining the Grade |
|--------------|--------------|---------------|--|
| | Daksh | 236.6 – 260.0 | 1 |
| | Utkarsh | 210.6 – 236.5 | 31 |
| | Atti-Uttam | 184.6 – 210.5 | 4 |
| | Uttam | 158.6 – 184.5 | NIL |
| | Prachesta -1 | 132.6 – 158.5 | NIL |
| | Prachesta -2 | 106.6 – 132.5 | NIL |
| | Prachesta -3 | 80.6 – 106.5 | NIL |
| | Akanshi-1 | 54.6 – 80.5 | NIL |
| | Akanshi-2 | 28.6 – 54.5 | NIL |
| | Akanshi-3 | 0 – 28.5 | NIL |

6.5. Governance Processes (GP) 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 endeavor, Governance Processes 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 funds digitally, time taken by State government to release the funds, filling vacancy and transfer of teachers through transparent online system etc. Chart 6.5 indicates the State/UT wise performance during the year 2021-22.

Chart 6.5: Performance of State/UT in Category 2: Domain 5 – Governance Processes (GP)

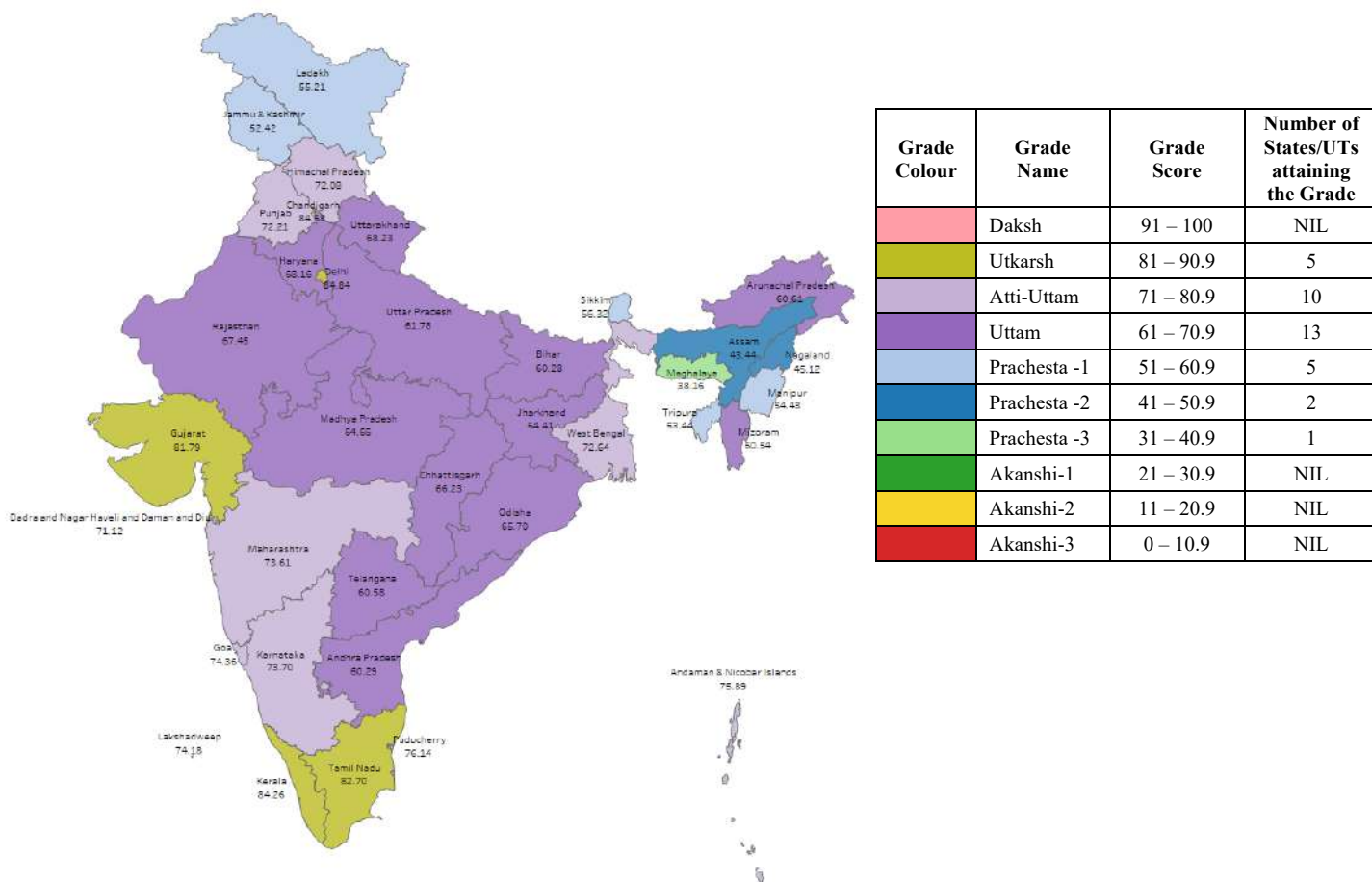


| Grade Colour | Grade Name | Grade Score | Number of States/UTs attaining the Grade |
|--------------|--------------|---------------|--|
| | Daksh | 118.3 – 130.0 | NIL |
| | Utkarsh | 105.3 – 118.2 | NIL |
| | Atti-Uttam | 92.3 – 105.2 | 1 |
| | Uttam | 79.3 – 92.2 | 1 |
| | Prachesta -1 | 66.3 – 79.2 | 11 |
| | Prachesta -2 | 53.3 – 66.2 | 15 |
| | Prachesta -3 | 40.3 – 53.2 | 7 |
| | Akanshi-1 | 27.3 – 40.2 | 1 |
| | Akanshi-2 | 14.3 – 27.2 | NIL |
| | Akanshi-3 | 0 – 14.2 | NIL |

6.6. Teacher Education & Training (TE&T) Domain:

As NEP 2020 para 5.1 mentions, Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. This domain aims to capture the proportion of teachers with minimal professional qualifications. Chart 6.6 indicates the State/UT wise performance during the year 2021-22.

Chart 6.6: Performance of State/UT in Category 2: Domain 6 – Teacher Education & Training (TE&T)



A Domain-wise analysis also brings out some areas of general concern for all the States and UTs. As PGI 2.0 focuses more on qualitative indicators, the progress of each State/UT in particular domain will help States/UTs to strategize their areas to focus upon.

7. WAY FORWARD:

Based on the scores obtained by the States/UTs and their Category/Domain wise performance, States/UTs need to take pro-active domain specific action to improve their score in future.



Scores and Grades attained by States/ UTs 2021-22: PGI – 2.0

| State/UT | Scores | Grades |
|--|--------|-------------|
| Andaman & Nicobar Islands | 567.9 | AKANSHI-1 |
| Andhra Pradesh | 543.8 | AKANSHI-1 |
| Arunachal Pradesh | 458.5 | AKANSHI-3 |
| Assam | 512.7 | AKANSHI-2 |
| Bihar | 465.0 | AKANSHI-2 |
| Chandigarh | 659.0 | PRACHESTA-2 |
| Chhattisgarh | 521.0 | AKANSHI-1 |
| Dadra and Nagar Haveli and Daman and Diu | 576.2 | AKANSHI-1 |
| Delhi | 636.2 | PRACHESTA-3 |
| Goa | 555.8 | AKANSHI-1 |
| Gujarat | 599.0 | PRACHESTA-3 |
| Haryana | 577.9 | AKANSHI-1 |
| Himachal Pradesh | 538.5 | AKANSHI-1 |
| Jammu & Kashmir | 506.5 | AKANSHI-2 |
| Jharkhand | 503.7 | AKANSHI-2 |
| Karnataka | 549.7 | AKANSHI-1 |
| Kerala | 609.7 | PRACHESTA-3 |
| Ladakh | 518.8 | AKANSHI-2 |
| Lakshadweep | 545.5 | AKANSHI-1 |
| Madhya Pradesh | 522.4 | AKANSHI-1 |
| Maharashtra | 583.2 | PRACHESTA-3 |
| Manipur | 513.0 | AKANSHI-2 |
| Meghalaya | 420.6 | AKANSHI-3 |
| Mizoram | 453.4 | AKANSHI-3 |
| Nagaland | 471.5 | AKANSHI-2 |
| Odisha | 517.1 | AKANSHI-2 |
| Puducherry | 592.7 | PRACHESTA-3 |
| Punjab | 647.4 | PRACHESTA-2 |
| Rajasthan | 577.5 | AKANSHI-1 |
| Sikkim | 533.6 | AKANSHI-1 |
| Tamil Nadu | 590.4 | PRACHESTA-3 |
| Telangana | 479.9 | AKANSHI-2 |
| Tripura | 485.8 | AKANSHI-2 |
| Uttar Pradesh | 501.9 | AKANSHI-2 |
| Uttarakhand | 517.9 | AKANSHI-2 |
| West Bengal | 562.7 | AKANSHI-1 |

Performance Grading Index (PGI) 2.0 for States and Union Territories: Domain-wise scores and grades of States/ UTs, 2021-22

| State/UT | Score | | | | | | Grade | | | | | |
|--|-------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------|-------------|-------------|-----------|-------------|-------------|
| | Domain 1 (240) | Domain 2 (80) | Domain 3 (190) | Domain 4 (260) | Domain 5 (130) | Domain 6 (100) | Domain 1 | Domain 2 | Domain 3 | Domain 4 | Domain 5 | Domain 6 |
| Andaman & Nicobar Islands | 60.8 | 63.3 | 104.4 | 207.3 | 56.3 | 75.9 | Akanshi-1 | Ati-uttam | Prachesta-1 | Ati-uttam | Prachesta-2 | Ati-uttam |
| Andhra Pradesh | 47.8 | 61.3 | 84.0 | 223.0 | 67.5 | 60.3 | Akanshi-2 | Ati-uttam | Prachesta-2 | Utkarsh | Prachesta-1 | Uttam |
| Arunachal Pradesh | 45.0 | 42.0 | 55.6 | 216.3 | 39.0 | 60.6 | Akanshi-2 | Prachesta-1 | Akanshi-1 | Utkarsh | Akanshi-1 | Uttam |
| Assam | 62.6 | 49.0 | 65.3 | 222.4 | 70.0 | 43.4 | Akanshi-1 | Uttam | Prachesta-3 | Utkarsh | Prachesta-1 | Prachesta-2 |
| Bihar | 64.4 | 41.8 | 41.0 | 218.4 | 39.1 | 60.3 | Akanshi-1 | Prachesta-1 | Akanshi-1 | Utkarsh | Prachesta-3 | Uttam |
| Chandigarh | 103.6 | 68.6 | 115.5 | 210.6 | 76.1 | 84.7 | Prachesta-2 | Utkarsh | Uttam | Utkarsh | Prachesta-1 | Utkarsh |
| Chhattisgarh | 38.8 | 60.5 | 72.8 | 224.9 | 57.8 | 66.2 | Akanshi-2 | Ati-uttam | Prachesta-3 | Utkarsh | Prachesta-2 | Uttam |
| Dadra and Nagar Haveli and Daman and Diu | 43.4 | 61.6 | 104.5 | 225.4 | 70.3 | 71.1 | Akanshi-2 | Ati-uttam | Prachesta-1 | Utkarsh | Prachesta-1 | Ati-uttam |
| Delhi | 63.8 | 72.4 | 103.3 | 238.8 | 73.1 | 84.8 | Akanshi-1 | Daksh | Prachesta-1 | Daksh | Prachesta-1 | Utkarsh |
| Goa | 61.4 | 66.3 | 76.2 | 220.7 | 56.8 | 74.4 | Akanshi-1 | Utkarsh | Prachesta-2 | Utkarsh | Prachesta-2 | Ati-uttam |
| Gujarat | 60.2 | 55.5 | 83.0 | 227.4 | 91.2 | 81.8 | Akanshi-1 | Uttam | Prachesta-2 | Utkarsh | Ati-uttam | Utkarsh |
| Haryana | 78.4 | 64.1 | 77.9 | 225.9 | 63.5 | 68.2 | Prachesta-3 | Utkarsh | Prachesta-2 | Utkarsh | Prachesta-2 | Uttam |
| Himachal Pradesh | 54.2 | 66.4 | 74.7 | 222.2 | 49.0 | 72.1 | Akanshi-1 | Utkarsh | Prachesta-3 | Utkarsh | Prachesta-3 | Ati-uttam |
| Jammu & Kashmir | 76.8 | 51.2 | 71.2 | 211.2 | 43.7 | 52.4 | Prachesta-3 | Uttam | Prachesta-3 | Utkarsh | Prachesta-3 | Prachesta-1 |
| Jharkhand | 57.4 | 48.1 | 65.2 | 209.5 | 59.1 | 64.4 | Akanshi-1 | Uttam | Prachesta-3 | Utkarsh | Prachesta-2 | Uttam |
| Karnataka | 59.4 | 62.4 | 75.0 | 227.6 | 51.6 | 73.7 | Akanshi-1 | Ati-uttam | Prachesta-3 | Utkarsh | Prachesta-3 | Ati-uttam |
| Kerala | 60.2 | 68.4 | 94.1 | 218.0 | 84.8 | 84.3 | Akanshi-1 | Utkarsh | Prachesta-2 | Utkarsh | Uttam | Utkarsh |
| Ladakh | 55.2 | 52.7 | 87.0 | 206.9 | 61.8 | 55.2 | Akanshi-1 | Uttam | Prachesta-2 | Ati-uttam | Prachesta-2 | Prachesta-1 |
| Lakshadweep | 43.6 | 63.1 | 104.9 | 208.4 | 51.4 | 74.2 | Akanshi-2 | Ati-uttam | Prachesta-1 | Utkarsh | Prachesta-3 | Ati-uttam |
| Madhya Pradesh | 72.8 | 50.2 | 57.3 | 222.2 | 55.2 | 64.7 | Prachesta-3 | Uttam | Prachesta-3 | Utkarsh | Prachesta-2 | Uttam |
| Maharashtra | 65.8 | 64.7 | 73.4 | 233.4 | 72.2 | 73.6 | Akanshi-1 | Utkarsh | Prachesta-3 | Utkarsh | Prachesta-1 | Ati-uttam |

| State/UT | Score | | | | | | Grade | | | | | |
|---------------|-------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------|-------------|-------------|-----------|-------------|-------------|
| | Domain 1 (240) | Domain 2 (80) | Domain 3 (190) | Domain 4 (260) | Domain 5 (130) | Domain 6 (100) | Domain 1 | Domain 2 | Domain 3 | Domain 4 | Domain 5 | Domain 6 |
| Manipur | 71.0 | 55.9 | 62.1 | 219.5 | 50.1 | 54.4 | Akanshi-1 | Uttam | Prachesta-3 | Utkarsh | Prachesta-3 | Prachesta-1 |
| Meghalaya | 31.6 | 43.4 | 46.6 | 205.6 | 55.2 | 38.2 | Akanshi-2 | Prachesta-1 | Akanshi-1 | Ati-uttam | Prachesta-2 | Prachesta-3 |
| Mizoram | 44.8 | 48.9 | 56.6 | 200.9 | 41.6 | 60.5 | Akanshi-2 | Uttam | Akanshi-1 | Ati-uttam | Prachesta-3 | Uttam |
| Nagaland | 46.4 | 39.8 | 62.1 | 218.8 | 59.3 | 45.1 | Akanshi-2 | Prachesta-2 | Prachesta-3 | Utkarsh | Prachesta-2 | Prachesta-2 |
| Odisha | 65.2 | 52.4 | 68.5 | 213.6 | 55.5 | 62.0 | Akanshi-1 | Uttam | Prachesta-3 | Utkarsh | Prachesta-2 | Uttam |
| Puducherry | 69.2 | 65.3 | 94.4 | 213.7 | 74.1 | 76.1 | Akanshi-1 | Utkarsh | Prachesta-2 | Utkarsh | Prachesta-1 | Ati-uttam |
| Punjab | 113.4 | 62.1 | 102.3 | 227.2 | 70.3 | 72.2 | Prachesta-2 | Ati-uttam | Prachesta-1 | Utkarsh | Prachesta-1 | Ati-uttam |
| Rajasthan | 98.8 | 54.7 | 66.0 | 223.9 | 66.6 | 67.5 | Prachesta-2 | Uttam | Prachesta-3 | Utkarsh | Prachesta-1 | Uttam |
| Sikkim | 48.2 | 53.9 | 92.4 | 216.7 | 66.1 | 56.3 | Akanshi-1 | Uttam | Prachesta-2 | Utkarsh | Prachesta-1 | Prachesta-1 |
| Tamil Nadu | 41.2 | 66.2 | 93.5 | 229.3 | 77.6 | 82.7 | Akanshi-2 | Utkarsh | Prachesta-2 | Utkarsh | Prachesta-1 | Utkarsh |
| Telangana | 36.6 | 53.7 | 56.2 | 219.5 | 53.3 | 60.6 | Akanshi-2 | Uttam | Akanshi-1 | Utkarsh | Prachesta-2 | Uttam |
| Tripura | 53.0 | 56.7 | 55.9 | 212.8 | 53.9 | 53.4 | Akanshi-1 | Ati-uttam | Akanshi-1 | Utkarsh | Prachesta-2 | Prachesta-1 |
| Uttar Pradesh | 49.4 | 47.6 | 61.2 | 221.0 | 61.0 | 61.8 | Akanshi-1 | Prachesta-1 | Prachesta-3 | Utkarsh | Prachesta-2 | Uttam |
| Uttarakhand | 56.4 | 60.7 | 60.9 | 219.3 | 52.5 | 68.2 | Akanshi-1 | Ati-uttam | Prachesta-3 | Utkarsh | Prachesta-2 | Uttam |
| West Bengal | 72.8 | 58.1 | 81.4 | 219.3 | 58.6 | 72.6 | Prachesta-3 | Ati-uttam | Prachesta-2 | Utkarsh | Prachesta-2 | Ati-uttam |

List of Indicators, respective data source and weight for PGI 2.0

| Sl. No. | Domain | Indicator Number | Indicator | Weight | Data Source |
|--|----------|------------------|--|--------|-------------|
| Category 1: Outcomes | | | | | |
| Domain 1: Learning Outcomes and Quality (LO) | | | | | |
| 1 | Domain 1 | 1.1 | Learning Outcome in Language in Class 3 -All Schools | 20 | NAS |
| 2 | Domain 1 | 1.2 | Learning Outcome in Mathematics in Class 3 -All Schools | 20 | NAS |
| 3 | Domain 1 | 1.3 | Learning Outcome in Language in Class 5 -All Schools | 20 | NAS |
| 4 | Domain 1 | 1.4 | Learning Outcome in Mathematics in Class 5 -All Schools | 20 | NAS |
| 5 | Domain 1 | 1.5 | Learning Outcome in Language in Class 8 -All Schools | 20 | NAS |
| 6 | Domain 1 | 1.6 | Learning Outcome in Mathematics in Class 8 -All Schools | 20 | NAS |
| 7 | Domain 1 | 1.7 | Learning Outcome in Science in Class 8 -All Schools | 20 | NAS |
| 8 | Domain 1 | 1.8 | Learning Outcome in Social Science in Class 8 -All Schools | 20 | NAS |
| 9 | Domain 1 | 1.9 | Learning Outcome in Language in Class 10 -All Schools | 20 | NAS |
| 10 | Domain 1 | 1.10 | Learning Outcome in Mathematics in Class 10 -All Schools | 20 | NAS |
| 11 | Domain 1 | 1.11 | Learning Outcome in Science in Class 10 -All Schools | 20 | NAS |
| 12 | Domain 1 | 1.12 | Learning Outcome in Social Science in Class 10 -All Schools | 20 | NAS |
| Domain 2: Access (A) | | | | | |
| 13 | Domain 2 | 2.1 | Adjusted NER at Secondary level (All Schools) | 10 | UDISE+ |
| 14 | Domain 2 | 2.2 | NER at Higher Secondary level (11-12) (All Schools) | 10 | UDISE+ |
| 15 | Domain 2 | 2.3 | Retention rate at primary level (all schools) | 10 | UDISE+ |
| 16 | Domain 2 | 2.4 | Retention rate at Upper primary level (All schools) | 10 | UDISE+ |
| 17 | Domain 2 | 2.5 | Retention rate at secondary level (All schools) | 10 | UDISE+ |
| 18 | Domain 2 | 2.6a | Completion Rate - Secondary | 10 | UDISE+ |
| | Domain 2 | 2.6b | Completion Rate - Higher Secondary | 10 | UDISE+ |
| 19 | Domain 2 | 2.7 | Participation Rate in organized learning (One year before the official primary entry age) | 10 | UDISE+ |
| Domain 3: Infrastructure & Facilities (I&F) | | | | | |
| 20 | Domain 3 | 3.1a | Percentage of schools having ICT lab- All Government and Government Aided Schools having classes Upper Primary and above | 10 | UDISE+ |
| | Domain 3 | 3.1b | Percentage of schools having Smart Classes - All Schools | 10 | UDISE+ |
| 21 | Domain 3 | 3.2a | Percentage of schools having integrated Science lab facility upto Secondary level | 5 | UDISE+ |
| | Domain 3 | 3.2b | Percentage of schools having separate science lab facility for higher Secondary level | 5 | UDISE+ |

| Sl. No. | Domain | Indicator Number | Indicator | Weight | Data Source |
|---------|----------|------------------|--|--------|-------------|
| | Domain 3 | 3.2c | Percentage of schools having separate rooms for Co-Curricular activities/Arts and Crafts - All Schools having Secondary and Higher Secondary level | 5 | UDISE+ |
| 22 | Domain 3 | 3.3a | Percentage of schools having Library/Book Bank/Reading Corner - All Schools | 5 | UDISE+ |
| | Domain 3 | 3.3b | Percentage of schools having separate room for library - All Schools | 5 | UDISE+ |
| 23 | Domain 3 | 3.4a | Percentage of schools offering pre-vocational exposure at Upper Primary level | 5 | UDISE+ |
| | Domain 3 | 3.4b | Percentage of Schools offering any vocational course under NSQF at Secondary and Higher Secondary level- Govt and Govt Aided Schools | 10 | UDISE+ |
| 24 | Domain 3 | 3.5a | Percentage of students got placed after receiving vocational Education - Class 10 | 5 | UDISE+ |
| | Domain 3 | 3.5b | Percentage of students who got placed after receiving vocational Education - Class 12 | 5 | UDISE+ |
| | Domain 3 | 3.5c | Percentage of students self employed after receiving vocational Education - Class 10 | 5 | UDISE+ |
| | Domain 3 | 3.5d | Percentage of students self employed after receiving vocational Education - Class 12 | 5 | UDISE+ |
| 25 | Domain 3 | 3.6 | Percentage of days midday meal served to children up to elementary level against total working days - Govt and aided elementary schools | 10 | PM-POSHAN |
| 26 | Domain 3 | 3.7 | Percentage of Schools carried out social audit of PM-POSHAN Scheme - Government and Aided Schools | 10 | PM-POSHAN |
| 27 | Domain 3 | 3.8 | Percentage of schools carried out health check-up of all students during the last academic year | 10 | UDISE+ |
| 28 | Domain 3 | 3.9a | Percentage of Co-ed and girls schools having Sanitary Pad vending Machine - For schools having Secondary and Higher Secondary Sections | 10 | UDISE+ |
| | Domain 3 | 3.9b | Percentage of Co-ed and girls schools having functional incinerator in girls toilets - For schools having Secondary and Higher Secondary Sections | 10 | UDISE+ |
| 29 | Domain 3 | 3.10 | Percentage of Elementary Level students getting Free Textbook within one month of start of academic year - For Government and Aided Schools | 10 | UDISE+ |
| 30 | Domain 3 | 3.11 | Percentage of schools where Balavatika is started in the Co-located Anganwadi/school- Government and Government Aided Schools | 10 | UDISE+ |
| 31 | Domain 3 | 3.12 | Percentage of schools having Kitchen Garden - All Schools | 10 | UDISE+ |
| 32 | Domain 3 | 3.13 | Percentage of schools having functional Rainwater harvesting facility - All Schools | 10 | UDISE+ |
| 33 | Domain 3 | 3.14 | Percentage of schools having functional drinking water facility - All Schools | 10 | UDISE+ |
| 34 | Domain 3 | 3.15 | Percentage of schools having functional solar panel - All Schools | 10 | UDISE+ |

| Sl. No. | Domain | Indicator Number | Indicator | Weight | Data Source |
|-----------------------------|----------|------------------|--|--------|-------------|
| Domain 4: Equity (E) | | | | | |
| 35 | Domain 4 | 4.1a | Difference in student performance in Language between Scheduled Castes (SC) and General category in All Schools: Class 3 | 5 | NAS |
| | Domain 4 | 4.1b | Difference in student performance in Language between Scheduled Castes (SC) and General category in All Schools: Class 5 | 5 | NAS |
| | Domain 4 | 4.1c | Difference in student performance in Language between Scheduled Castes (SC) and General category in All Schools: Class 8 | 5 | NAS |
| | Domain 4 | 4.1d | Difference in student performance in Language between Scheduled Castes (SC) and General category in All Schools: Class 10 | 5 | NAS |
| 36 | Domain 4 | 4.2a | Difference in student performance in Mathematics between Scheduled Castes (SC) and General category in All Schools: Class 3 | 5 | NAS |
| | Domain 4 | 4.2b | Difference in student performance in Mathematics between Scheduled Castes (SC) and General category in All Schools: Class 5 | 5 | NAS |
| | Domain 4 | 4.2c | Difference in student performance in Mathematics between Scheduled Castes (SC) and General category in All Schools: Class 8 | 5 | NAS |
| | Domain 4 | 4.2d | Difference in student performance in Mathematics between Scheduled Castes (SC) and General category in All Schools: Class 10 | 5 | NAS |
| 37 | Domain 4 | 4.3a | Difference in student performance in Language between Scheduled Tribes (ST) and General category in All Schools: Class 3 | 5 | NAS |
| | Domain 4 | 4.3b | Difference in student performance in Language between Scheduled Tribes (ST) and General category in All Schools: Class 5 | 5 | NAS |
| | Domain 4 | 4.3c | Difference in student performance in Language between Scheduled Tribes (ST) and General category in All Schools: Class 8 | 5 | NAS |
| | Domain 4 | 4.3d | Difference in student performance in Language between Scheduled Tribes (ST) and General category in All Schools: Class 10 | 5 | NAS |
| 38 | Domain 4 | 4.4a | Difference in student performance in Mathematics between Scheduled Tribes (ST) and General category in All Schools: Class 3 | 5 | NAS |
| | Domain 4 | 4.4b | Difference in student performance in Mathematics between Scheduled Tribes (ST) and General category in All Schools: Class 5 | 5 | NAS |
| | Domain 4 | 4.4c | Difference in student performance in Mathematics between Scheduled Tribes (ST) and General category in All Schools: Class 8 | 5 | NAS |

| Sl. No. | Domain | Indicator Number | Indicator | Weight | Data Source |
|---------|----------|------------------|--|--------|-------------|
| | Domain 4 | 4.4d | Difference in student performance in Mathematics between Scheduled Tribes (ST) and General category in All Schools: Class 10 | 5 | NAS |
| 39 | Domain 4 | 4.5a | Difference in student performance in Language between Urban and Rural areas in All Schools : Class 3 | 5 | NAS |
| | Domain 4 | 4.5b | Difference in student performance in Language between Urban and Rural areas in All Schools : Class 5 | 5 | NAS |
| | Domain 4 | 4.5c | Difference in student performance in Language between Urban and Rural areas in All Schools : Class 8 | 5 | NAS |
| | Domain 4 | 4.5d | Difference in student performance in Language between Urban and Rural areas in All Schools : Class 10 | 5 | NAS |
| 40 | Domain 4 | 4.6a | Difference in student performance in Mathematics between Urban and Rural areas in All Schools : Class 3 | 5 | NAS |
| | Domain 4 | 4.6b | Difference in student performance in Mathematics between Urban and Rural areas in All Schools : Class 5 | 5 | NAS |
| | Domain 4 | 4.6c | Difference in student performance in Mathematics between Urban and Rural areas in All Schools : Class 8 | 5 | NAS |
| | Domain 4 | 4.6d | Difference in student performance in Mathematics between Urban and Rural areas in All Schools : Class 10 | 5 | NAS |
| 41 | Domain 4 | 4.7a | Difference in student performance in Language between Boys and Girls in All Schools: Class 3 | 5 | NAS |
| | Domain 4 | 4.7b | Difference in student performance in Language between Boys and Girls in All Schools: Class 5 | 5 | NAS |
| | Domain 4 | 4.7c | Difference in student performance in Language between Boys and Girls in All Schools: Class 8 | 5 | NAS |
| | Domain 4 | 4.7d | Difference in student performance in Language between Boys and Girls in All Schools: Class 10 | 5 | NAS |
| 42 | Domain 4 | 4.8a | Difference in student performance in Mathematics between Boys and Girls in All Schools: Class 3 | 5 | NAS |
| | Domain 4 | 4.8b | Difference in student performance in Mathematics between Boys and Girls in All Schools: Class 5 | 5 | NAS |
| | Domain 4 | 4.8c | Difference in student performance in Mathematics between Boys and Girls in All Schools: Class 8 | 5 | NAS |
| | Domain 4 | 4.8d | Difference in student performance in Mathematics between Boys and Girls in All Schools: Class 10 | 5 | NAS |
| 43 | Domain 4 | 4.9a | Difference between SC's and General Category's Performance in Examination Result - Class 10 | 5 | UDISE+ |
| | Domain 4 | 4.9b | Difference between ST's and General Category's Performance in Examination Result - Class 10 | 5 | UDISE+ |
| | Domain 4 | 4.9c | Difference between SC's and General Category's Performance in Examination Result - Class 12 | 5 | UDISE+ |
| | Domain 4 | 4.9d | Difference between ST's and General Category's Performance in Examination Result - Class 12 | 5 | UDISE+ |
| 44 | Domain 4 | 4.10 | Difference between boys and girls Transition Rate from Upper Primary to Secondary level | 10 | UDISE+ |

| Sl. No. | Domain | Indicator Number | Indicator | Weight | Data Source |
|---|----------|------------------|--|--------|-------------|
| 45 | Domain 4 | 4.11 | Difference between Minorities and General Category Transition Rate from Upper Primary to Secondary level | 10 | UDISE+ |
| 46 | Domain 4 | 4.12 | Percentage of schools having assistive tech-based solutions for CWSN - All Schools | 10 | UDISE+ |
| 47 | Domain 4 | 4.13 | Percentage of entitled CWSN receiving Aids and Appliances for Government and Aided schools | 10 | UDISE+ |
| 48 | Domain 4 | 4.14 | Percentage of schools having ramp for CWSN to access school building | 10 | UDISE+ |
| 49 | Domain 4 | 4.15 | Percentage of schools having functional CWSN friendly toilets | 10 | UDISE+ |
| 50 | Domain 4 | 4.16a | Percentage of Co-Ed and Boys schools having functional toilet - Boys toilet | 10 | UDISE+ |
| | Domain 4 | 4.16b | Percentage of Co-Ed and Girls schools having functional toilet - Girls toilet | 10 | UDISE+ |
| Category 2: Governance Management (GM) | | | | | |
| Domain 6: Governance Processes (GP) | | | | | |
| 51 | Domain 5 | 5.1 | Percentage of Schools having child-wise tracking system implemented from Pre-primary to 12 | 5 | SMIS |
| 52 | Domain 5 | 5.2 | Percentage of schools having system to capture students attendance digitally - For Government and Aided schools | 5 | UDISE+ |
| 53 | Domain 5 | 5.3 | Percentage of schools having system to capture teachers attendance digitally - For Government and Aided schools | 5 | UDISE+ |
| 54 | Domain 5 | 5.4 | Percentage of Anganwadi Centre (s) co-located in the school Premises - Government and Government Aided Schools | 10 | UDISE+ |
| 55 | Domain 5 | 5.5 | Percentage of schools having PTR as per RTE norm at primary level | 10 | UDISE+ |
| 56 | Domain 5 | 5.6a | Percentage of schools meeting head-teacher norms for primary level as per RTE- Schools having Primary Classes | 5 | UDISE+ |
| | Domain 5 | 5.6b | Percentage of schools meeting head-teacher norms for Upper Primary level as per RTE | 5 | UDISE+ |
| 57 | Domain 5 | 5.7 | Percentage of Secondary Schools having Principals/Head masters in position | 10 | UDISE+ |
| 58 | Domain 5 | 5.8 | Average number of days taken by State Govt./UT Administration to release total Central share of funds to societies (during the financial year) | 10 | SMIS |
| 59 | Domain 5 | 5.9 | 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) | 10 | SMIS |
| 60 | Domain 5 | 5.10 | Percentage of children receiving orientation on cyber safety to students - All Schools | 10 | UDISE+ |
| 61 | Domain 5 | 5.11 | Percentage of schools having internet used for pedagogical purposes - All Schools | 10 | UDISE+ |

| Sl. No. | Domain | Indicator Number | Indicator | Weight | Data Source |
|--|----------|------------------|--|--------|-------------------|
| 62 | Domain 5 | 5.12 | Number of new teachers recruited through a transparent online recruitment system as a Percentage of total number of new teachers recruited during the year | 5 | SMIS |
| 63 | Domain 5 | 5.13 | Percentage of Out of School Children (OoSC) identified as per PRABANDH Portal | 10 | PRABANDH |
| 64 | Domain 5 | 5.14 | Percentage of OoSC mainstreamed as per PRABANDH Portal | 10 | PRABANDH |
| 65 | Domain 5 | 5.15 | Percentage of schools who have received assistance through Vidyanjali Portal - Government and Aided Schools | 10 | Vidyanjali Portal |
| Domain 6: Teacher Education & Training (TE&T) | | | | | |
| 66 | Domain 6 | 6.1 | Percentage of schools having trained teachers for teaching CWSN | 10 | UDISE+ |
| 67 | Domain 6 | 6.2 | Percentage of schools where teachers are providing career counselling and guidance to children - Government Schools | 10 | UDISE+ |
| 68 | Domain 6 | 6.3 | Percentage of teachers whose Aadhar/Unique ID is seeded in electronic database - Government and Government Aided Schools | 5 | UDISE+ |
| 69 | Domain 6 | 6.4 | Proportion of teachers with minimal professional qualifications - Pre-Primary | 15 | UDISE+ |
| 70 | Domain 6 | 6.5 | Proportion of teachers with minimal professional qualifications - Primary | 15 | UDISE+ |
| 71 | Domain 6 | 6.6 | Proportion of teachers with minimal professional qualifications - Upper Primary | 15 | UDISE+ |
| 72 | Domain 6 | 6.7 | Proportion of teachers with minimal professional qualifications - Secondary | 15 | UDISE+ |
| 73 | Domain 6 | 6.8 | Proportion of teachers with minimal professional qualifications - Higher Secondary | 15 | UDISE+ |

Core Team of PGI-D
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Ministry of Education

Shri Sanjay Kumar, Secretary
Shri. Venkataramana R.Hegde, Dy. Director General

Shri. Vikram Tanwar, Joint Director

Ms. Ritu, Dy. Director

Shri. R S Verma, Assistant Director

Shri. Sagar Choudhary, Assistant Director

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Shri. Santan Singh, Senior Statistical Officer

Shri. Jagdish Kumar, Senior Statistical Officer

Ms. Geetanjali, Senior Statistical Officer

Shri. Vinay Kumar, Junior Statistical Officer

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