

Performance Grading Index 2.0 for States/UTs

2025-26



Government of India
Ministry of Education
Department of School Education & Literacy

Table of Contents

1. Introduction	1
2. Data Source	1
3. Methodology	2
4. Summary of PGI 2.0 2025-26: States/ UTs	4
5. Inter-State Disparity:	5
6. Domain wise Analysis	6
6.1. Learning Outcomes (LO) Domain	7
6.2. Access (A) Domain	8
6.3. Infrastructure & Facilities (I & F) Domain:	9
6.4. Equity (E) Domain:	10
6.5. Governance Processes (GP) Domain:	11
6.6. Teacher Education & Training (TE&T) Domain:	12
Annexure-1	13
Annexure-2	14
Annexure- 3	15

1. Introduction

1.1. A robust and well-structured assessment system forms the cornerstone for effective interventions and timely mid-course corrections. It enables continuous improvement and better outcomes for the future. With endeavor to establish evidence-based assessment system for school education across the country, the concept of Performance Grading Index was introduced. PGI, a holistic assessment of education system, helps States/UTs to identify specific interventions required to make transformational changes in school education in the light of National Education Policy (NEP) 2020 recommendations and Sustainable Development Goals. It enables the State Governments to identify key strengths, gaps, and priority areas requiring targeted policy attention. Performance Grading Index (PGI) has made remarkable progress since its inception in 2017.

1.2. The Indian Education System is one of the largest in the world with more than 14.67 lakh schools, 1.03 crore teachers and nearly 24.72 crore students from varied socio-economic backgrounds but performance of states were measured on different yard sticks making it difficult to compare. Post implementation of NEP 2020, PGI parameters are further aligned and revitalized PGI 2.0 has been constructed combining multifold indicators and domains to convert complex assessment system into a simple system by grading them in a common scale.

1.3. The Performance Grading Index (PGI) evaluates the performance of States and Union Territories by categorizing them into different grades rather than assigning ranks. This grading approach allows multiple States and UTs to be placed within the same performance band, thereby promoting a more balanced and constructive assessment framework. This approach avoids the unintended stigma of underperformance that rankings may impose on States and UTs, even when they have maintained their previous performance levels or achieved improvements over time.

2. Data Source

2.1. PGI 2.0 is constructed based on 70 indicators across 2 categories namely Outcomes and Governance and Management, comprising six domains: Learning Outcomes and Quality, Access, Infrastructure & Facilities, Equity, Governance Processes, and Teachers Education & Training. The framework is fully aligned with data from the Unified District Information System for Education Plus (UDISE+), PARAKH Rashtriya Sarvekshan 2024, PM POSHAN Portal, PRABAND Portal, and Vidyanjali Portal.

2.2. Data for 17 indicators under the Learning Outcomes and Equity domains is sourced from PARAKH Rashtriya Sarvekshan 2024. Additionally, data from UDISE+ 2025-26 is used for 7 indicators under the Access domain, 13 indicators under the Infrastructure & Facilities domain, 8 indicators under the Equity domain, 9 indicators under the Governance Processes domain, and 8 indicators under the Teachers’ Training domain. For the remaining indicators, PM POSHAN data is used for 2 indicators under the Infrastructure & Facilities domain, while 6 indicators under the Governance Processes domain draw data from the Vidyanjali Portal (1 indicator) and the PRABANDH Portal (5 indicators).

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 2.0 State/UT structure comprises of total weightage of 1000 points across 70 indicators, which are grouped under 2 Categories viz., Outcome and Governance & Management. These categories are further divided into 6 domains, viz., Learning Outcomes and Quality (LO), Access (A), Infrastructure & Facilities (I&F), Equity (E), Governance Processes (GP) and Teacher Education & Training (TE&T). Details of the indicators have been incorporated in the “Domain wise analysis” section. Following the same approach of PGI: Districts, scores obtained by States in PGI 2.0 have been classified into grades.

Table 3.1- Categories, Domains and Indicators used in PGI 2.0 2025-26

Categories	Domain	Indicators	Total Weight
1. Outcomes	Learning Outcomes and Quality (LO)	9	240
	Access (A)	7	80
	Infrastructure & Facilities (I&F)	15	190
	Equity (E)	16	260
2. Governance Management (GM)	Governance Processes (GP)	15	130
	Teacher Education & Training (TE&T)	8	100
Total		70	1000

3.3. The points assigned to indicators range from 5 to 30, whereas points assigned to each Domain ranges from 80 to 260. PGI State/UT 2.0 structure ensures for representative weightage for qualitative indicators viz., Learning Outcomes (LO), Equity (E) and Teacher Education & Training (TE&T) put together have a weight of 600 points. Therefore, PGI State/UT 2.0 is expected to measure State/UT level school performance more closely and qualitatively. The details of indicators/ sub-indicators and their respective weights are at **Annexure-3**. The benchmark/optimum level for each indicator has been carefully identified and the DoSE&L has ensured that these are reasonable.

3.4. The score of each indicator is arrived by multiplying proportionate score of the indicator with their respective weightage. For example, for the indicator of proficiency in Mathematics in grade 3, total weight is 30 and if a given State/UT has 50% students of grade 3 who achieved proficiency in Mathematics, their score for the indicator would be $30 \times 0.5=15$.

3.5. In PGI 2.0 State/UT, 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. The least score scored in PGI 2.0 (2021-22) was 420, hence $1000-420 = 580$, dividing 580 into 10 equal parts we get 58(or 60), which is the difference to be taken between two grades. Now starting from 400 (since the least value scored is 420) we divide our grades with a gap of intervals of 60. The highest achievable Grade is called Utkarsh, which is for State/UT scoring more than 90% of the grade range.¹ The same range of grades has been retained in compilation of PGI 2025-26.

Table 3.2- Details of grades and grade ranges used in PGI 2025-26

Grade Range	Score range	Grade
91% to 100%	941-1000	Utkarsh
81% to 90%	881-940	Uttam-1
71% to 80%	821-880	Uttam-2
61% to 70%	761-820	Uttam-3
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

3.6. The lowest grade is called Akanshi-3 is for scores up to 10% grade range with score range 401-460. The position of a State/UT can change depending upon its performance in each year. At the same

¹ Refer page 5 of report on PGI 2.0 (2021-22) for States/UTs at <https://spgi.udiseplus.gov.in/>

time, all States/UTs can occupy the highest-grade Utkarsh simultaneously, and that is the ultimate objective of this exercise.

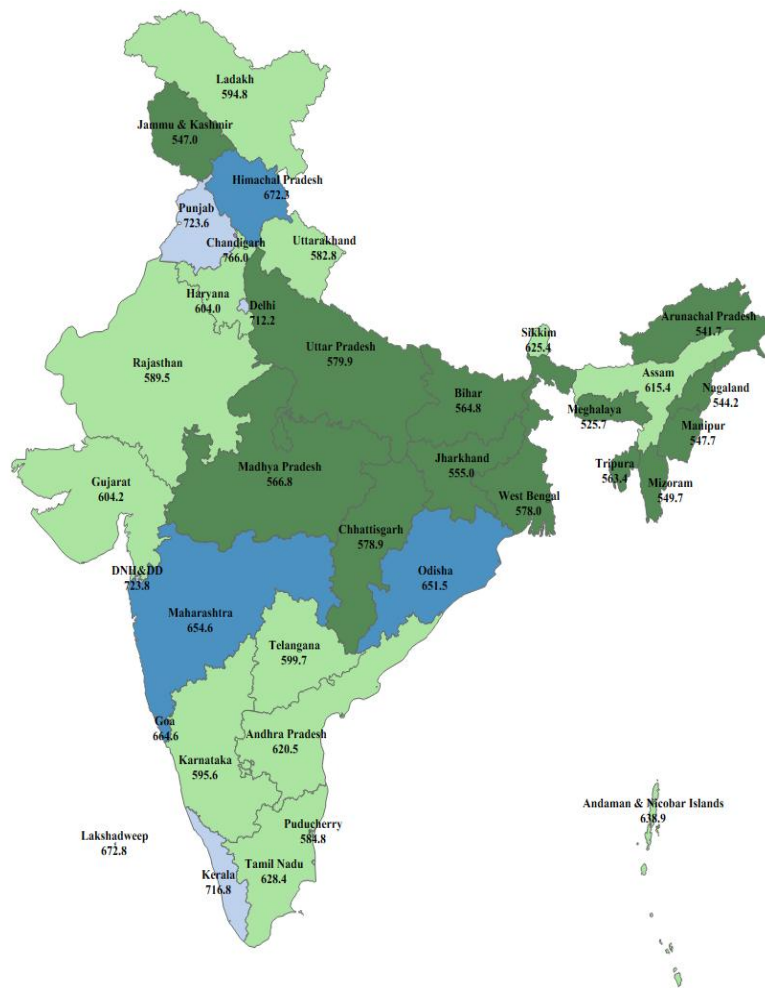
4. Summary of PGI 2.0 2025-26: States/ UTs

The Grades attained by States/UTs in PGI 2.0 2025-26 are in Table 4.1. The top-most grade attained is Uttam-3, i.e., score range 761-820 indicating that there is huge scope for improvement in performance by States/UTs. Grade attained by States /UTs in 2025-26 are presented in Map 4.1. Only Chandigarh has attained Grade Uttam-3, four States/UTs joined Grade Prachesta - 1, five States/UTs joined Grade Prachesta -2, thirteen States/UTs joined Grade Prachesta -3, and thirteen States/UTs joined grade Akanshi -1 in PGI 2025-26. The comparative table representing performance of States/UTs is presented below.

Table 4.1- Grades attained by States/UTs – 2025-26

Scores (% of total points)	Score range	Grade	Names of States/ UTs attaining the respective Grades	Total number of States/UTs
91% to 100%	941-1000	Utkarsh	None	NIL
81% to 90%	881-940	Uttam-1	None	NIL
71% to 80%	821-880	Uttam-2	None	NIL
61% to 70%	761-820	Uttam-3	Chandigarh	1
51% to 60%	701-760	Prachesta -1	DNH&DD, Punjab, Kerala & Delhi	4
41% to 50%	641-700	Prachesta -2	Lakshadweep, Himachal Pradesh, Goa, Maharashtra & Odisha	5
31% to 40%	581-640	Prachesta -3	A&N Islands, Tamil Nadu, Sikkim, Andhra Pradesh, Assam, Gujarat, Haryana, Telangana, Karnataka, Ladakh, Rajasthan, Puducherry & Uttarakhand	13
21% to 30%	521-580	Akanshi-1	Uttar Pradesh, Chhattisgarh, West Bengal, Madhya Pradesh, Bihar, Tripura, Jharkhand, Mizoram, Manipur, Jammu & Kashmir, Nagaland, Arunachal Pradesh & Meghalaya	13
11% to 20%	461-520	Akanshi-2	None	NIL
Up to 10%	401-460	Akanshi-3	None	NIL

Map 4.1: Grades attained by States/UTs – 2025-26



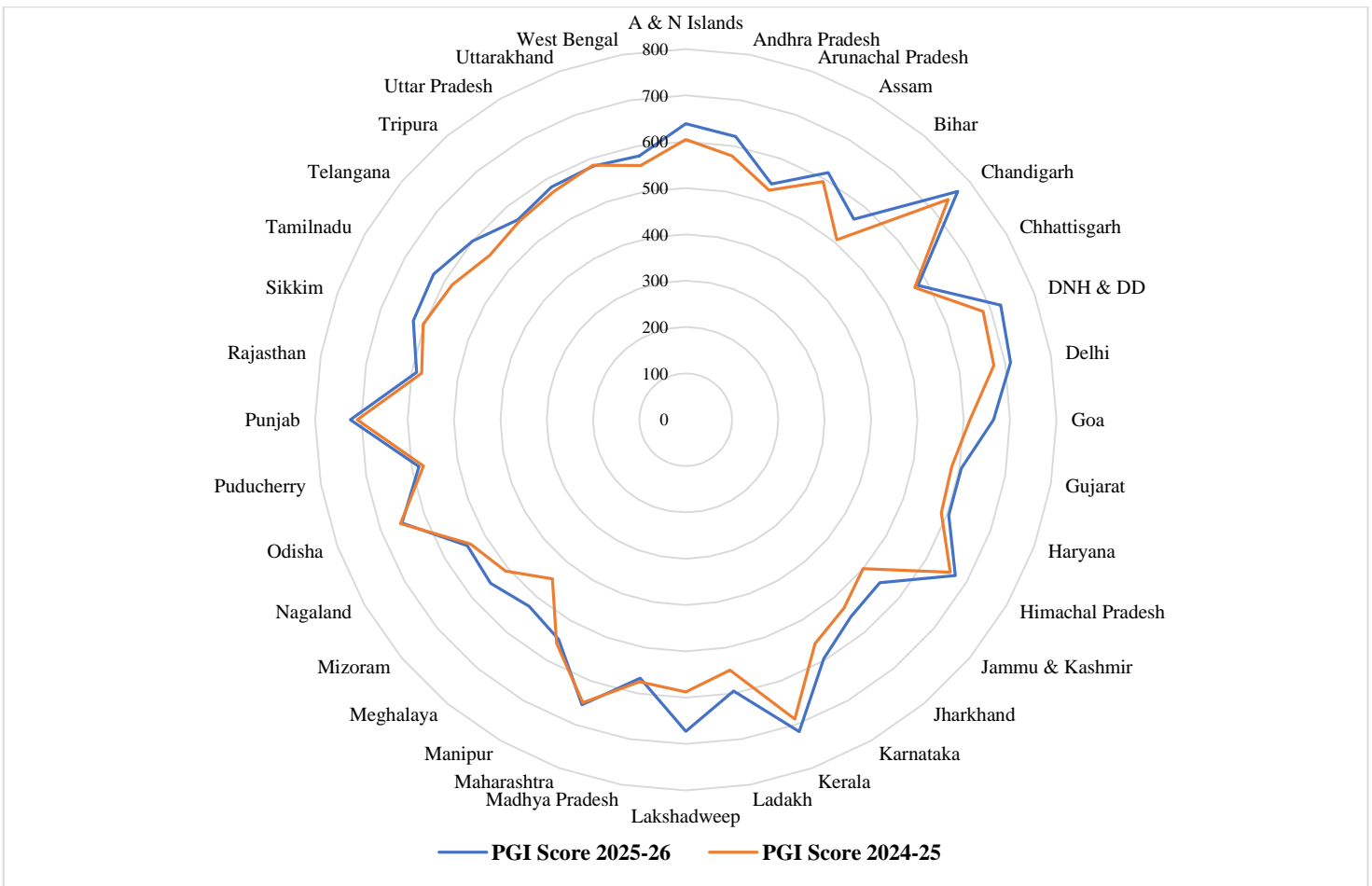
Grade Color	Grade Name	Grade Score	Number of States/UTs attaining the Grade
	Utkarsh	941-1000	NIL
	Uttam-1	881-940	NIL
	Uttam-2	821-880	NIL
	Uttam-3	761-820	1
	Prachesta -1	701-760	4
	Prachesta -2	641-700	5
	Prachesta -3	581-640	13
	Akanshi-1	521-580	13
	Akanshi-2	461-520	NIL
	Akanshi-3	401-460	NIL

The details of overall as well as Domain wise PGI State/UT 2.0 scores for 2025-26 by States/UTs are given at **Annexure-1, & 2** respectively.

5. Inter-State Disparity:

5.1. The maximum and minimum scores obtained by the States/UTs in 2025–26 are 766.0 and 525.7, respectively. The score gap of 240.3 points (31.4%), observed in Meghalaya, indicates that additional efforts are required for such States to reach the top grade. However, this gap has reduced from 51% in 2017–18 to 31.4% in 2025–26, suggesting that, PGI has helped these states to bridge the performance gap amongst States/UTs over the years. The reduction in Inter-State differential is also due to close monitoring of schemes through evidence based PGI and overall policy support of Government through look East policy initiatives. While making comparisons of PGI with previous editions, the change in the number of indicators may be kept in consideration.

Chart 5.1: Performance of States and UTs in 2025-26 and 2024-25



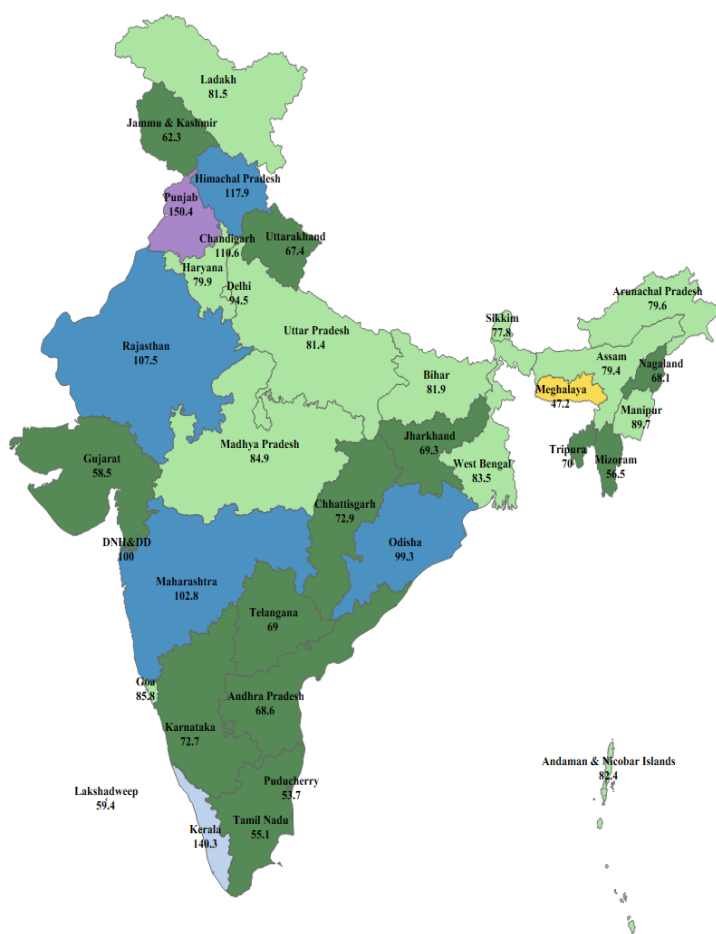
5.2. Best Achievers vis-à-vis the Ultimate Goal: The highest grade achieved so far by State /UT is Uttam-3 (with 77% score) as per evaluation this year, still have considerable ground to cover to reach the maximum aggregated 1000 points. This year, Meghalaya has achieved a score of 53%, while all other States/UTs have also recorded scores above 50% so far. This shows specific areas where States/ UTs need intervention and are presented in next section.

6. Domain wise Analysis

The PGI State/UT 2.0 scores are the aggregate score of 6 domains of educational attainment of States/ UTs viz., Learning Outcomes (LO), Access (A), Infrastructure & Facilities (I & F), Equity (E), Governance Process (GP) and Teacher Education & Training (TE & T). The performance of States/UTs in each of these domains is presented in this section. The domain-wise analysis highlights the 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 PARAKH Rashtriya Sarvekshan (PRS) 2024. The latest available data from the PARAKH Rashtriya Sarvekshan (PRS) pertains to 2024 and has been used for Domain 1 of the Performance Grading Index (PGI) 2.0 for States/UTs for the year 2024–25. Accordingly, the Domain 1 scores based on the 2024 PRS have been retained for the domain 1 in the PGI 2.0 for States/UTs for 2025–26. The top-most grade is Uttam-3 attained by Punjab. The State/UT wise performance during the period 2025-26 is presented in Map 6.1.

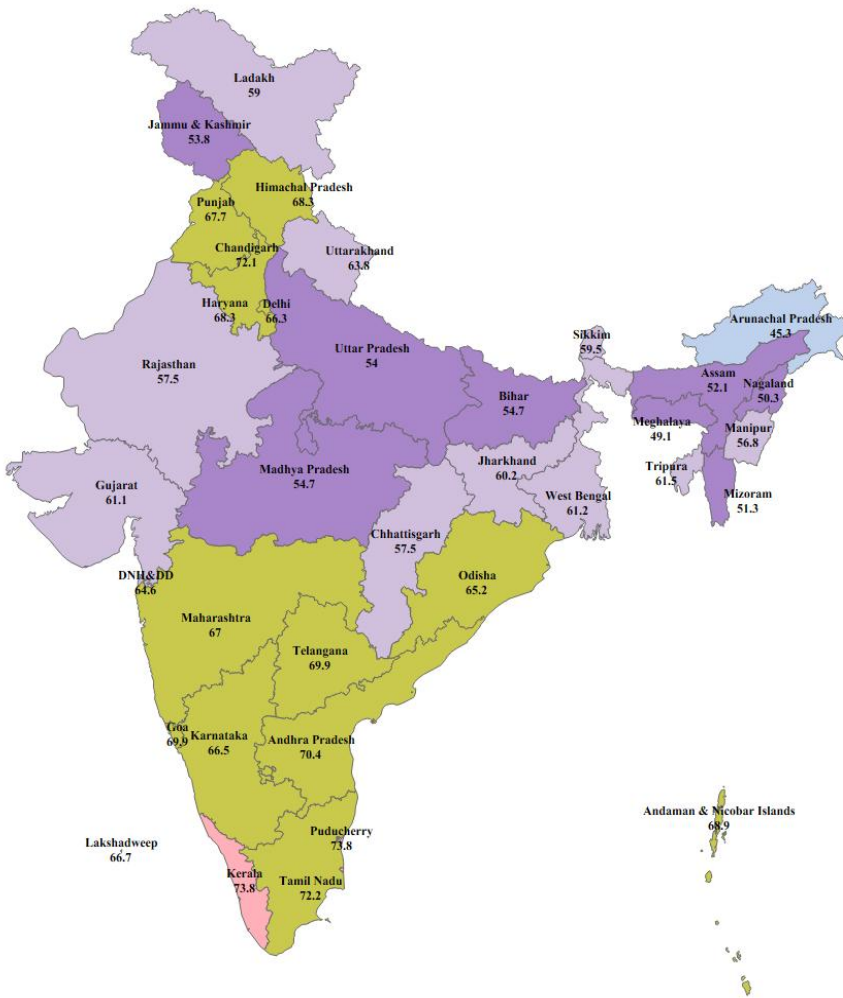
Map 6.1: Performance of State/UT in Category 1: Domain 1 – Learning Outcomes (LO)



Grade Color	Grade Name	Grade Score	Number of States/UTs attaining the Grade
	Utkarsh	218.4 – 240	NIL
	Uttam-1	194.4 – 218.3	NIL
	Uttam-2	170.4– 194.3	NIL
	Uttam-3	146.4 – 170.3	1
	Prachesta -1	122.4 – 146.3	1
	Prachesta -2	98.4 – 122.3	6
	Prachesta -3	74.4 – 98.3	13
	Akanshi-1	50.4 - 74.3	14
	Akanshi-2	26.4 – 50.3	1
	Akanshi-3	0 – 26.3	NIL

6.2. Access (A) Domain: Curtailing dropout and ensuring universal access to education at all levels by 2030 is one of the primary goals of National Education Policy (NEP) 2020 and Sustainable Development Goals. Handpicked indicators such as enrolment, retention of students, transition of students to next grade, etc. through which performance of Access domain is measured in PGI State/UT 2.0. This will also guide States/UTs to judge their relative performance. The top-most grade attained is Utkarsh and Kerala and Puducherry have attained this grade. The State/UT wise performance during the period 2025-26 is presented in Map 6.2.

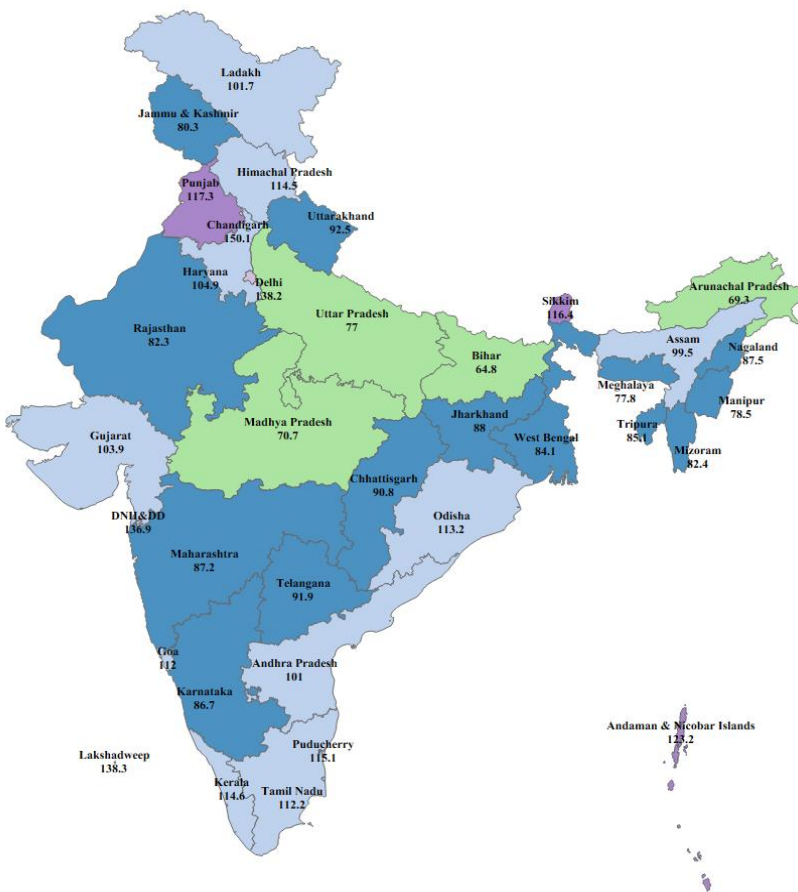
Map 6.2: Performance of State/UT in Category 1: Domain 2 – Access (A)



Grade Color	Grade Name	Grade Score	Number of States/UTs attaining the Grade
	Utkarsh	72.8 – 80.0	2
	Uttam-1	64.8 – 72.7	14
	Uttam-2	56.8 – 64.7	11
	Uttam-3	48.8 – 56.7	8
	Prachesta -1	40.8 – 48.7	1
	Prachesta -2	32.8 – 40.7	NIL
	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 (I & F) 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 becomes 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, which are critical inputs for better performance of students, are measured in this domain. The top-most grade attained is Uttam-2 and Chandigarh, Dadra & Nagar Haveli and Daman & Diu, Delhi & Lakshadweep have attained this grade. The performance of States/UTs in infrastructure domain for the year 2025-26 is presented in Map 6.3.

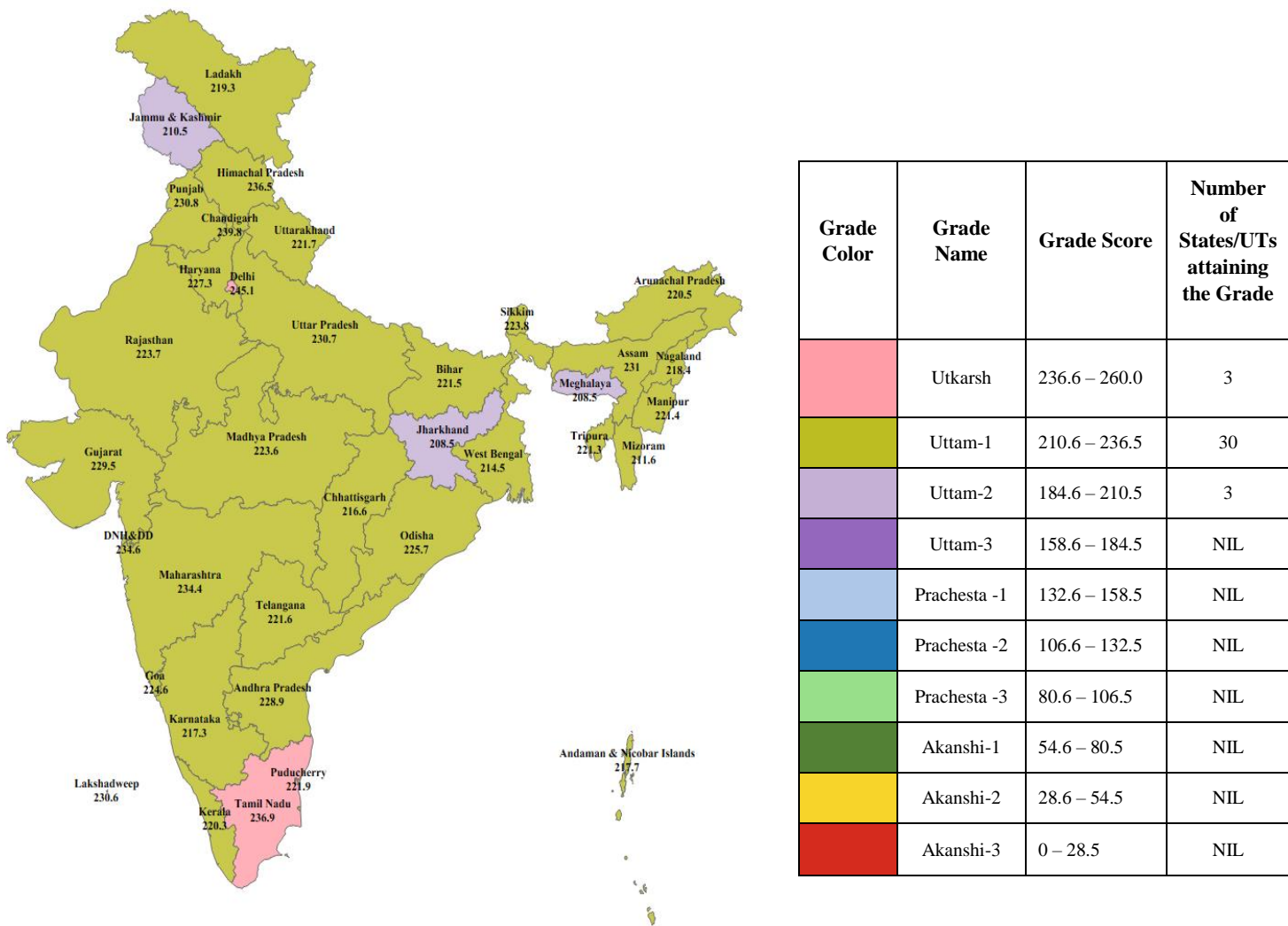
Map 6.3: Performance of State/UT in Category 1: Domain 3 – Infrastructure and Facility (IF)



Grade Color	Grade Name	Grade Score	Number of States/UTs attaining the Grade
	Utkarsh	172.9 – 190.0	NIL
	Uttam-1	153.9 – 172.8	NIL
	Uttam-2	134.9 – 153.8	4
	Uttam-3	115.9 – 134.8	3
	Prachesta -1	96.9 – 115.8	11
	Prachesta -2	77.9 – 96.8	14
	Prachesta -3	58.9 – 77.8	4
	Akanshi-1	39.9 – 58.8	NIL
	Akanshi-2	20.9 – 39.8	NIL
	Akanshi-3	0 – 20.8	NIL

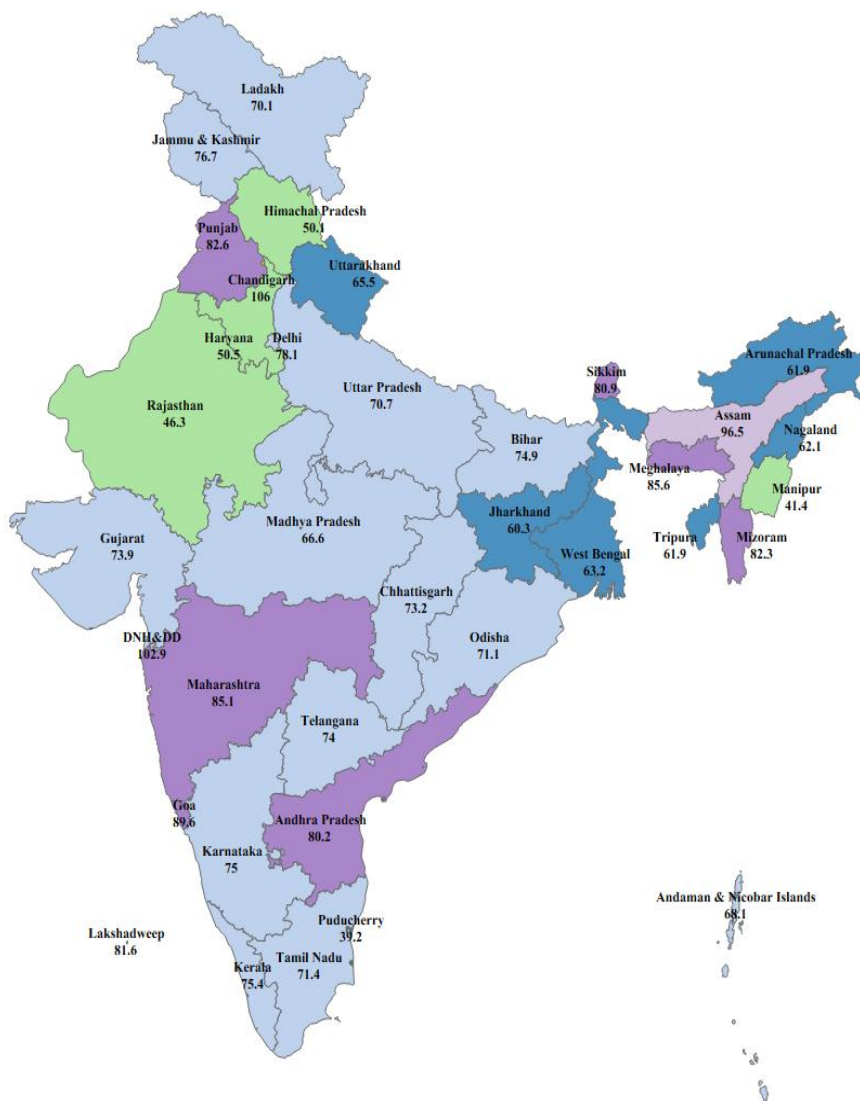
6.4. Equity (E) Domain: Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education, being an essential goal is also critical to achieving an inclusive and equitable society in which every citizen could dream, thrive, and contribute to the nation. 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 top-most grade attained is Utkarsh and Chandigarh, Delhi & Tamil Nadu have attained this grade. The State/UT-wise performance for the year 2025-26 in equity domain is presented in Map 6.4.

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



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 Process domain aims to capture the performance of all States/UTs through indicators making use of IT instead of human interface. This includes digital attendance of students, teachers, and time taken by State government to release the funds etc. The top-most grade attained is Uttam-1 and Chandigarh has attained this grade. Map 6.5 indicates the State/UT wise performance during the year 2025-26.

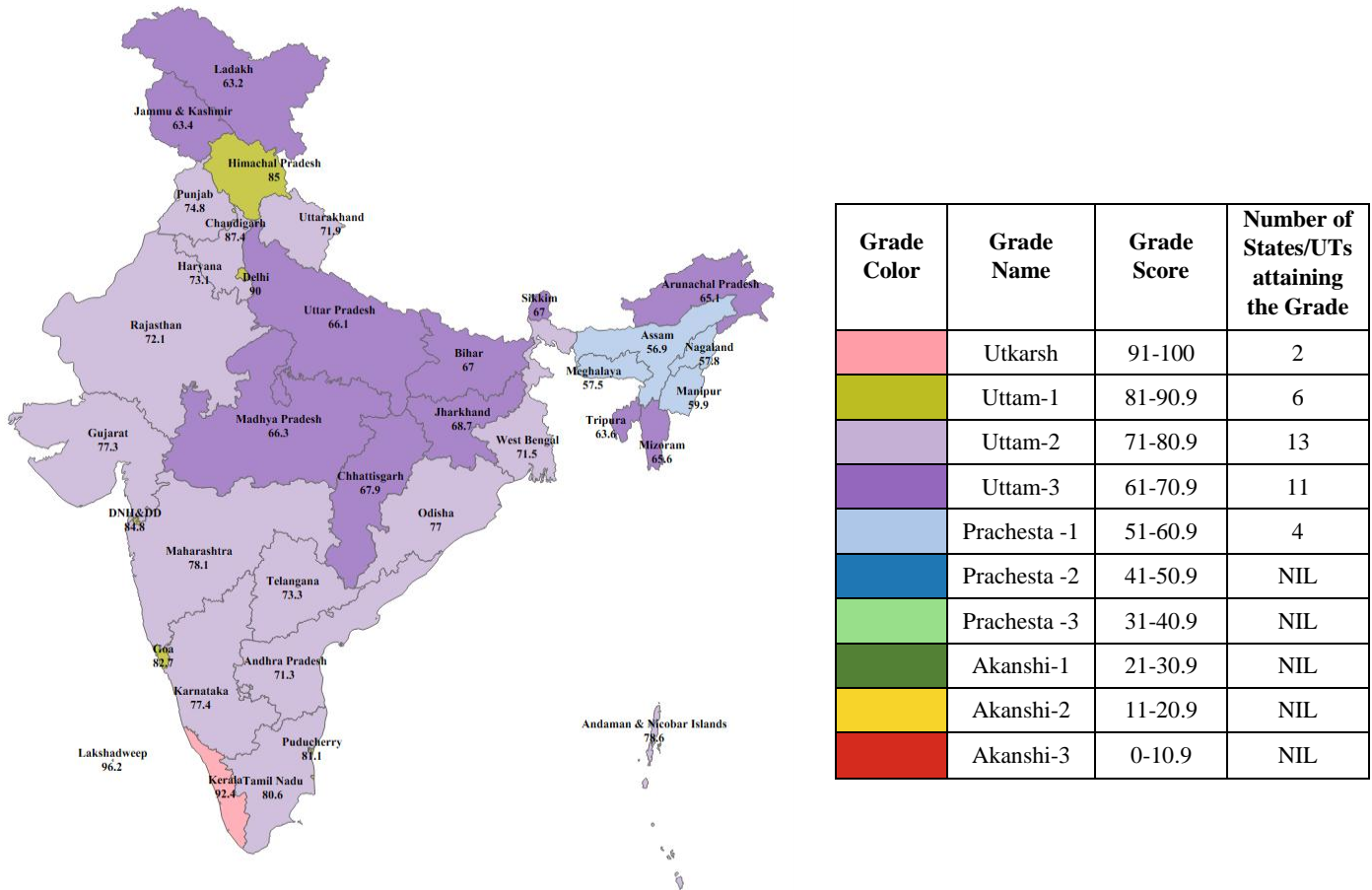
Map 6.5: Performance of State/UT in Category 2: Domain 5 – Governance Processes (GP)



Grade Color	Grade Name	Grade Score	Number of States/UTs attaining the Grade
	Utkarsh	118.3 – 130.0	NIL
	Uttam-1	105.3 – 118.2	1
	Uttam-2	92.3 – 105.2	2
	Uttam-3	79.3 – 92.2	8
	Prachesta -1	66.3 – 79.2	14
	Prachesta -2	53.3 – 66.2	6
	Prachesta -3	40.3 – 53.2	4
	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 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. The section aims to capture the proportion of teachers with minimal professional qualifications. The top-most grade attained is Utkarsh and Kerala & Lakshadweep have attained this grade. Map 6.6 indicates the State/UT wise performance during the year 2025-26.

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



Annexure-1

Scores and Grades attained by States/ UTs: PGI - 2.0, 2025-26

State/UT	Score		Grades	
	2024-25	2025-26	2024-25	2025-26
Andaman & Nicobar Islands	604.5	638.9 ↑	PRACHESTA-3	PRACHESTA-3
Andhra Pradesh	578.1	620.5 ↑	AKANSHI-1	PRACHESTA-3
Arunachal Pradesh	527	541.7 ↑	AKANSHI-1	AKANSHI-1
Assam	593.6	615.4 ↑	PRACHESTA-3	PRACHESTA-3
Bihar	507	564.8 ↑	AKANSHI-2	AKANSHI-1
Chandigarh	739.1	766.0 ↑	PRACHESTA-1	UTTAM-3
Chhattisgarh	570.7	578.9 ↑	AKANSHI-1	AKANSHI-1
DNH&DD	683.2	723.8 ↑	PRACHESTA-2	PRACHESTA-1
Delhi	675.5	712.2 ↑	PRACHESTA-2	PRACHESTA-1
Goa	613.2	664.6 ↑	PRACHESTA-3	PRACHESTA-2
Gujarat	582.9	604.2 ↑	PRACHESTA-3	PRACHESTA-3
Haryana	587.1	604.0 ↑	PRACHESTA-3	PRACHESTA-3
Himachal Pradesh	659.2	672.3 ↑	PRACHESTA-2	PRACHESTA-2
Jammu & Kashmir	500.2	547.0 ↑	AKANSHI-2	AKANSHI-1
Jharkhand	531.1	555.0 ↑	AKANSHI-1	AKANSHI-1
Karnataka	558.1	595.6 ↑	AKANSHI-1	PRACHESTA-3
Kerala	687.7	716.8 ↑	PRACHESTA-2	PRACHESTA-1
Ladakh	549.1	594.8 ↑	AKANSHI-1	PRACHESTA-3
Lakshadweep	587.7	672.8 ↑	PRACHESTA-3	PRACHESTA-2
Madhya Pradesh	574.1	566.8 ↓	AKANSHI-1	AKANSHI-1
Maharashtra	649.8	654.6 ↑	PRACHESTA-2	PRACHESTA-2
Manipur	557	547.7 ↓	AKANSHI-1	AKANSHI-1
Meghalaya	448	525.7 ↑	AKANSHI-3	AKANSHI-1
Mizoram	507.9	549.7 ↑	AKANSHI-2	AKANSHI-1
Nagaland	536.6	544.2 ↑	AKANSHI-1	AKANSHI-1
Odisha	655.2	651.5 ↓	PRACHESTA-2	PRACHESTA-2
Puducherry	575	584.8 ↑	AKANSHI-1	PRACHESTA-3
Punjab	709.1	723.6 ↑	PRACHESTA-1	PRACHESTA-1
Rajasthan	578.6	589.5 ↑	AKANSHI-1	PRACHESTA-3
Sikkim	603.3	625.4 ↑	PRACHESTA-3	PRACHESTA-3
Tamil Nadu	582.4	628.4 ↑	PRACHESTA-3	PRACHESTA-3
Telangana	552.2	599.7 ↑	AKANSHI-1	PRACHESTA-3
Tripura	559	563.4 ↑	AKANSHI-1	AKANSHI-1
Uttar Pradesh	569.1	579.9 ↑	AKANSHI-1	AKANSHI-1
Uttarakhand	584.5	582.8 ↓	PRACHESTA-3	PRACHESTA-3
West Bengal	557.1	578.0 ↑	AKANSHI-1	AKANSHI-1

Performance Grading Index (PGI) 2.0 for States and Union Territories: Domain-wise scores and grades of States/ UTs, 2025-26

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	82.4	68.9	123.23	217.7	68.1	78.6	PRACHESTA-3	UTTAM-1	UTTAM-3	UTTAM-1	PRACHESTA-1	UTTAM-2
Andhra Pradesh	68.6	70.4	101.05	228.9	80.2	71.3	AKANSHI-1	UTTAM-1	PRACHESTA-1	UTTAM-1	UTTAM-3	UTTAM-2
Arunachal Pradesh	79.6	45.3	69.26	220.5	61.9	65.1	PRACHESTA-3	PRACHESTA-1	PRACHESTA-3	UTTAM-1	PRACHESTA-2	UTTAM-3
Assam	79.4	52.1	99.51	231	96.5	56.9	PRACHESTA-3	UTTAM-3	PRACHESTA-1	UTTAM-1	UTTAM-2	PRACHESTA-1
Bihar	81.9	54.7	64.8	221.5	74.9	67	PRACHESTA-3	UTTAM-3	PRACHESTA-3	UTTAM-1	PRACHESTA-1	UTTAM-3
Chandigarh	110.6	72.1	150.11	239.8	106	87.4	PRACHESTA-2	UTTAM-1	UTTAM-2	UTKARSH	UTTAM-1	UTTAM-1
Chhattisgarh	72.9	57.5	90.78	216.6	73.2	67.9	AKANSHI-1	UTTAM-2	PRACHESTA-2	UTTAM-1	PRACHESTA-1	UTTAM-3
DNH&DD	100	64.6	136.85	234.6	102.9	84.8	PRACHESTA-2	UTTAM-2	UTTAM-2	UTTAM-1	UTTAM-2	UTTAM-1
Delhi	94.5	66.3	138.16	245.1	78.1	90	PRACHESTA-3	UTTAM-1	UTTAM-2	UTKARSH	PRACHESTA-1	UTTAM-1
Goa	85.8	69.9	111.99	224.6	89.6	82.7	PRACHESTA-3	UTTAM-1	PRACHESTA-1	UTTAM-1	UTTAM-3	UTTAM-1
Gujarat	58.5	61.1	103.91	229.5	73.9	77.3	AKANSHI-1	UTTAM-2	PRACHESTA-1	UTTAM-1	PRACHESTA-1	UTTAM-2
Haryana	79.9	68.3	104.86	227.3	50.5	73.1	PRACHESTA-3	UTTAM-1	PRACHESTA-1	UTTAM-1	PRACHESTA-3	UTTAM-2
Himachal Pradesh	117.9	68.3	114.5	236.5	50.1	85	PRACHESTA-2	UTTAM-1	PRACHESTA-1	UTTAM-1	PRACHESTA-3	UTTAM-1
Jammu & Kashmir	62.3	53.8	80.28	210.5	76.7	63.4	AKANSHI-1	UTTAM-3	PRACHESTA-2	UTTAM-2	PRACHESTA-1	UTTAM-3
Jharkhand	69.3	60.2	88	208.5	60.3	68.7	AKANSHI-1	UTTAM-2	PRACHESTA-2	UTTAM-2	PRACHESTA-2	UTTAM-3
Karnataka	72.7	66.5	86.73	217.3	75	77.4	AKANSHI-1	UTTAM-1	PRACHESTA-2	UTTAM-1	PRACHESTA-1	UTTAM-2
Kerala	140.3	73.8	114.61	220.3	75.4	92.4	PRACHESTA-1	UTKARSH	PRACHESTA-1	UTTAM-1	PRACHESTA-1	UTKARSH
Ladakh	81.5	59	101.67	219.3	70.1	63.2	PRACHESTA-3	UTTAM-2	PRACHESTA-1	UTTAM-1	PRACHESTA-1	UTTAM-3
Lakshadweep	59.4	66.7	138.3	230.6	81.6	96.2	AKANSHI-1	UTTAM-1	UTTAM-2	UTTAM-1	UTTAM-3	UTKARSH
Madhya Pradesh	84.9	54.7	70.74	223.6	66.6	66.3	PRACHESTA-3	UTTAM-3	PRACHESTA-3	UTTAM-1	PRACHESTA-1	UTTAM-3
Maharashtra	102.8	67	87.23	234.4	85.1	78.1	PRACHESTA-2	UTTAM-1	PRACHESTA-2	UTTAM-1	UTTAM-3	UTTAM-2
Manipur	89.7	56.8	78.54	221.4	41.4	59.9	PRACHESTA-3	UTTAM-2	PRACHESTA-2	UTTAM-1	PRACHESTA-3	PRACHESTA-1
Meghalaya	47.2	49.1	77.81	208.5	85.6	57.5	AKANSHI-2	UTTAM-3	PRACHESTA-2	UTTAM-2	UTTAM-3	PRACHESTA-1
Mizoram	56.5	51.3	82.44	211.6	82.3	65.6	AKANSHI-1	UTTAM-3	PRACHESTA-2	UTTAM-1	UTTAM-3	UTTAM-3
Nagaland	68.1	50.3	87.49	218.4	62.1	57.8	AKANSHI-1	UTTAM-3	PRACHESTA-2	UTTAM-1	PRACHESTA-2	PRACHESTA-1
Odisha	99.3	65.2	113.17	225.7	71.1	77	PRACHESTA-2	UTTAM-1	PRACHESTA-1	UTTAM-1	PRACHESTA-1	UTTAM-2
Puducherry	53.7	73.8	115.13	221.9	39.2	81.1	AKANSHI-1	UTKARSH	PRACHESTA-1	UTTAM-1	AKANSHI-1	UTTAM-1
Punjab	150.4	67.7	117.28	230.8	82.6	74.8	UTTAM-3	UTTAM-1	UTTAM-3	UTTAM-1	UTTAM-3	UTTAM-2
Rajasthan	107.5	57.5	82.35	223.7	46.3	72.1	PRACHESTA-2	UTTAM-2	PRACHESTA-2	UTTAM-1	PRACHESTA-3	UTTAM-2
Sikkim	77.8	59.5	116.41	223.8	80.9	67	PRACHESTA-3	UTTAM-2	UTTAM-3	UTTAM-1	UTTAM-3	UTTAM-3
Tamil Nadu	55.1	72.2	112.22	236.9	71.4	80.6	AKANSHI-1	UTTAM-1	PRACHESTA-1	UTKARSH	PRACHESTA-1	UTTAM-2
Telangana	69	69.9	91.93	221.6	74	73.3	AKANSHI-1	UTTAM-1	PRACHESTA-2	UTTAM-1	PRACHESTA-1	UTTAM-2
Tripura	70	61.5	85.06	221.3	61.9	63.6	AKANSHI-1	UTTAM-2	PRACHESTA-2	UTTAM-1	PRACHESTA-2	UTTAM-3
Uttar Pradesh	81.4	54	76.99	230.7	70.7	66.1	PRACHESTA-3	UTTAM-3	PRACHESTA-3	UTTAM-1	PRACHESTA-1	UTTAM-3
Uttarakhand	67.4	63.8	92.48	221.7	65.5	71.9	AKANSHI-1	UTTAM-2	PRACHESTA-2	UTTAM-1	PRACHESTA-2	UTTAM-2
West Bengal	83.5	61.2	84.12	214.5	63.2	71.5	PRACHESTA-3	UTTAM-2	PRACHESTA-2	UTTAM-1	PRACHESTA-2	UTTAM-2

List of Indicators, respective data source and weight for PGI- 2.0, 2025-26

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	30	PARAKH
2	Domain 1	1.2	Learning Outcome in Mathematics in Class 3 -All Schools	30	PARAKH
3	Domain 1	1.3	Learning Outcome in Language in Class 6 -All Schools	30	PARAKH
4	Domain 1	1.4	Learning Outcome in Mathematics in Class 6 -All Schools	25	PARAKH
8	Domain 1	1.5	Learning Outcome in TWAU (The World Around Us) in Class 6 - All Schools	25	PARAKH
5	Domain 1	1.6	Learning Outcome in Language in Class 9 -All Schools	25	PARAKH
6	Domain 1	1.7	Learning Outcome in Mathematics in Class 9 -All Schools	25	PARAKH
7	Domain 1	1.8	Learning Outcome in Science in Class 9 - All Schools	25	PARAKH
9	Domain 1	1.9	Learning Outcome in Social Science in Class 9 - All Schools	25	PARAKH
Total				240	
Domain 2: Access (A)					
10	Domain 2	2.1	Adjusted NER at Secondary level (All Schools)	10	UDISE+
11	Domain 2	2.2	NER at Higher Secondary level (11-12) (All Schools)	10	UDISE+
12	Domain 2	2.3	Retention rate at primary level (all Schools)	10	UDISE+
13	Domain 2	2.4	Retention rate at Elementary level (All Schools)	10	UDISE+
14	Domain 2	2.5	Retention rate at secondary level (All Schools)	10	UDISE+
15	Domain 2	2.6a	Completion Rate - Secondary (All Schools)	10	UDISE+
	Domain 2	2.6b	Completion Rate – Higher Secondary (All Schools)	10	UDISE+
16	Domain 2	2.7	Participation Rate in organized learning (One year before the official primary entry age)	10	UDISE+
Total				80	
Domain 3: Infrastructure & Facilities (I&F)					
17	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+

Sl. No.	Domain	Indicator Number	Indicator	Weight	Data Source
18	Domain 3	3.2a	Percentage of schools having integrated Science lab facility up to Secondary level	5	UDISE+
	Domain 3	3.2b	Percentage of schools having separate science lab facility for higher Secondary level	5	UDISE+
	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+
19	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+
20	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+
21	Domain 3	3.5a	Percentage of students who 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+
22	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
23	Domain 3	3.7	Percentage of Districts carried out social audit of PM-POSHAN Scheme - Government and Aided Schools	10	PM-POSHAN
24	Domain 3	3.8	Percentage of schools carried out health check-up of all students during the last academic year	10	UDISE+
25	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+
26	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+

Sl. No.	Domain	Indicator Number	Indicator	Weight	Data Source
27	Domain 3	3.11	Percentage of schools where Balavatika is started in the Co- located Anganwadi/school- Government and Government Aided Schools	10	UDISE+
28	Domain 3	3.12	Percentage of schools having Kitchen Garden - All Schools	10	UDISE+
29	Domain 3	3.13	Percentage of schools having functional Rainwater harvesting facility – All Schools	10	UDISE+
30	Domain 3	3.14	Percentage of schools having functional drinking water facility – All Schools	10	UDISE+
31	Domain 3	3.15	Percentage of schools having functional solar panel – All Schools	10	UDISE+
Total				190	
Domain 4: Equity (E)					
32	Domain 4	4.1a	Difference in student performance in Language between Scheduled Castes (SC) and General category in All Schools: Class 3	5	PARAKH
	Domain 4	4.1b	Difference in student performance in Language between Scheduled Castes (SC) and General category in All Schools: Class 6	5	PARAKH
	Domain 4	4.1c	Difference in student performance in Language between Scheduled Castes (SC) and General category in All Schools: Class 9	5	PARAKH
33	Domain 4	4.2a	Difference in student performance in Mathematics between Scheduled Castes (SC) and General category in All Schools: Class 3	5	PARAKH
	Domain 4	4.2b	Difference in student performance in Mathematics between Scheduled Castes (SC) and General category in All Schools: Class 6	5	PARAKH
	Domain 4	4.2c	Difference in student performance in Mathematics between Scheduled Castes (SC) and General category in All Schools: Class 9	5	PARAKH
34	Domain 4	4.3a	Difference in student performance in Language between Scheduled Tribes (ST) and General category in All Schools: Class 3	5	PARAKH
	Domain 4	4.3b	Difference in student performance in Language between Scheduled Tribes (ST) and General category in All Schools: Class 6	5	PARAKH
	Domain 4	4.3c	Difference in student performance in Language between Scheduled Tribes (ST) and General category in All Schools: Class 9	5	PARAKH
35	Domain 4	4.4a	Difference in student performance in Mathematics between Scheduled Tribes (ST) and General category in All Schools: Class 3	5	PARAKH
	Domain 4	4.4b	Difference in student performance in Mathematics between Scheduled Tribes (ST) and General category in All Schools: Class 6	5	PARAKH
	Domain 4	4.4c	Difference in student performance in Mathematics between Scheduled Tribes (ST) and General category in All Schools: Class 9	5	PARAKH

Sl. No.	Domain	Indicator Number	Indicator	Weight	Data Source
36	Domain 4	4.5a	Difference in student performance in Language between Urban and Rural areas in All Schools: Class 3	10	PARAKH
	Domain 4	4.5b	Difference in student performance in Language between Urban and Rural areas in All Schools: Class 6	5	PARAKH
	Domain 4	4.5c	Difference in student performance in Language between Urban and Rural areas in All Schools: Class 9	5	PARAKH
37	Domain 4	4.6a	Difference in student performance in Mathematics between Urban and Rural areas in All Schools: Class 3	10	PARAKH
	Domain 4	4.6b	Difference in student performance in Mathematics between Urban and Rural areas in All Schools: Class 6	5	PARAKH
	Domain 4	4.6c	Difference in student performance in Mathematics between Urban and Rural areas in All Schools: Class 9	5	PARAKH
38	Domain 4	4.7a	Difference in student performance in Language between Boys and Girls in All Schools: Class 3	10	PARAKH
	Domain 4	4.7b	Difference in student performance in Language between Boys and Girls in All Schools: Class 6	10	PARAKH
	Domain 4	4.7c	Difference in student performance in Language between Boys and Girls in All Schools: Class 9	10	PARAKH
39	Domain 4	4.8a	Difference in student performance in Mathematics between Boys and Girls in All Schools: Class 3	10	PARAKH
	Domain 4	4.8b	Difference in student performance in Mathematics between Boys and Girls in All Schools: Class 6	10	PARAKH
	Domain 4	4.8c	Difference in student performance in Mathematics between Boys and Girls in All Schools: Class 9	10	PARAKH
40	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+
41	Domain 4	4.10	Difference between boys and girls Transition Rate from Upper Primary to Secondary level	10	UDISE+
42	Domain 4	4.11	Difference between Minorities and General Category Transition Rate from Upper Primary to Secondary level	10	UDISE+
43	Domain 4	4.12	Percentage of schools having assistive tech-based solutions for CWSN – All Schools	10	UDISE+

Sl. No.	Domain	Indicator Number	Indicator	Weight	Data Source
44	Domain 4	4.13	Percentage of entitled CWSN receiving Aids and Appliances for Government and Aided Schools	10	UDISE+
45	Domain 4	4.14	Percentage of schools having ramp for CWSN to access school building – All Schools	10	UDISE+
46	Domain 4	4.15	Percentage of schools having functional CWSN friendly toilets – All Schools	10	UDISE+
47	Domain 4	4.16a	Percentage of Co-Ed and Boys schools having functional toilet - Boy's toilet	10	UDISE+
	Domain 4	4.16b	Percentage of Co-Ed and Girls schools having functional toilet - Girl's toilet	10	UDISE+
Total				260	
Category 2: Governance Management (GM)					
Domain 5: Governance Processes (GP)					
48	Domain 5	5.1	% Of Students with Aadhar seeded information- All Schools	5	UDISE+
49	Domain 5	5.2	Percentage of schools having system to capture students' attendance digitally - For Government and Aided Schools	5	UDISE+
50	Domain 5	5.3	Percentage of schools having system to capture teachers' attendance digitally - For Government and Aided Schools	5	UDISE+
51	Domain 5	5.4	Percentage of Anganwadi Centre (s) co-located in the school Premises - Government and Government Aided Schools	10	UDISE+
52	Domain 5	5.5	Percentage of schools having PTR as per RTE norm at primary level	10	UDISE+
53	Domain 5	5.6a	Percentage of primary schools meeting head-teacher norms as per RTE	5	UDISE+
	Domain 5	5.6b	Percentage of schools meeting head-teacher norms for Upper Primary level as per RTE	5	UDISE+
54	Domain 5	5.7	Percentage of Secondary Schools having Principals/Head masters in position	10	UDISE+
55	Domain 5	5.8	Average no of days taken by States/UTs to release Central share of fund on Elementary education/Secondary education/Teacher's education - Recurring	10	PRABANDH
56	Domain 5	5.9	Average no of days taken by States/UTs to release Central share of fund on Elementary education/Secondary education/Teacher's education- non-Recurring	10	PRABANDH
57	Domain 5	5.10	Percentage of children receiving orientation on cyber safety to students – All Schools	10	UDISE+

Sl. No.	Domain	Indicator Number	Indicator	Weight	Data Source
58	Domain 5	5.11	Percentage of schools having internet used for pedagogical purposes - All Schools	10	UDISE+
59	Domain 5	5.12	Average no of days taken by States/UTs to release State share of fund on Elementary education/Secondary education/Teacher's education	10	PRABANDH
60	Domain 5	5.13	Percentage of Out of School Children (OoSC) identified as per PRABANDH Portal	10	PRABANDH
61	Domain 5	5.14	Percentage of OoSC mainstreamed as per PRABANDH Portal	10	PRABANDH
62	Domain 5	5.15	Percentage of schools who have received assistance through Vidyanjali Portal - Government and Aided Schools	5	Vidyanjali Portal
Total				130	
Domain 6: Teacher Education & Training (TE&T)					
63	Domain 6	6.1	Percentage of schools having trained teachers for teaching CWSN – All Schools	10	UDISE+
64	Domain 6	6.2	Percentage of schools where teachers are providing career counselling and guidance to children – Secondary and Higher Secondary government Schools	10	UDISE+
65	Domain 6	6.3	Percentage of teachers whose Aadhar/Unique ID is seeded in electronic database - Government and Government Aided Schools	5	UDISE+
66	Domain 6	6.4	Proportion of teachers with minimal professional qualifications - Pre- Primary	15	UDISE+
67	Domain 6	6.5	Proportion of teachers with minimal professional qualifications - Primary	15	UDISE+
68	Domain 6	6.6	Proportion of teachers with minimal professional qualifications – Upper Primary	15	UDISE+
69	Domain 6	6.7	Proportion of teachers with minimal professional qualifications - Secondary	15	UDISE+
70	Domain 6	6.8	Proportion of teachers with minimal professional qualifications – Higher Secondary	15	UDISE+
Total				100	
Overall Total				1000	

Core Team of PGI 2.0 States/ UTs 2025-26

Shri Sanjay Kumar, Secretary

Dr. Pankaj K P Shreyaskar, Dy. Director General

Ms. Achennaro, Director

Ms. Aarti Mahawar, Deputy Director

Ms. Chandertara Das, Senior Statistical Officer

Shri Santan Singh, Senior Statistical Officer

Shri Jagdish Kumar, Senior Statistical Officer

Ms. Geetanjali, Senior Statistical Officer

Shri Nand Kishore, Senior Statistical Officer

Shri Vinay Kumar, Junior Statistical Officer

Shri Gaurav Meena, Junior Statistical Officer

NIC

Shri Saba Akhtar, Scientist F

Shri Abhishek Kundu, Scientist D

Shri Prabhat Mishra, Scientist D

Shri Kashif Rehman, Young Professional

Shri Aseel Roshan, Young Professional

Shri Manoj Kamat, Young Professional

Shri Abhishek Teotia, Young Professional

Ms. Bushra Naaz, Young Professional