NITI Aayog

THE SUCCESS OF OUR SCHOOLS

SCHOOL EDUCATION QUALITY INDEX

SEQI

2019

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सत्यमेव जयते

MESSAGE

I congratulate the NITI Aayog for launching the School Education Quality Index (SEQI).

The Ministry of Human Resource Development and NITI Aayog have seamlessly come together to assess the performance of States and UTs in order to comprehensively transform how we view school education in India.

The SEQI, being a subset of our Performance Grading Index (PGI) which was released by my Ministry in April 2019, converges our vision to ensure that our school education system reorients its priorities on enhancing learning outcomes of our children, in addition to other equity and access outcomes, along with strengthening governance processes.

The Performance Grading Index is already very successful in encouraging States and UTs to take up major governance and systemic reforms. I am confident that the SEQI will similarly nudge the States, UTs and the entire school education ecosystem to strive for excellence in all domains of educational outcomes, governance and processes.

I am happy to inform that my Ministry has initiated the process of grading Districts and Schools also in order to provide more granular insights. I am certain that all these indices will provide directional insights to educational policy makers and stakeholders across the length and breadth of the country.

I convey my best wishes to team NITI on the release of SEQI.

(Ramesh Pokhriyal 'Nishank')

सबको शिक्षा, अच्छी शिक्षा।

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FOREWORD

Inclusive development hinges upon ensuring quality education. Proper schooling prepares individuals for social and civic responsibility, builds social capital and encourages effective cognitive development.

The idea of a New India envisages an enlightened citizenry, an India where public policy is proactively engaging with an aspirational population. Internationally, achieving the 2030 Sustainable Development Goals (SDGs) constitutes a global resolve for holistic socio-economic progress. As the nodal agency for tracking and coordinating the implementation of the SDGs in India and as per its mandate to promote cooperative and competitive federalism, NITI Aayog has continuously endeavoured to evolve national indices which chart the pathway to an inclusive, sustainable and prosperous tomorrow.

The School Education Quality Index (SEQI) has been developed to provide insights and data-based feedback on the success of school education across the States and Union Territories of India. The index attempts to provide a platform for promoting evidence-based policy making and highlights possible course-corrections in the education sector.

While the Right to Education Act ensured access to education for all children, there is a felt need to improve the quality of education and service delivery. Data from assessments such as the National Achievement Survey and the Annual Status of Education Report reinforces the need for system-level interventions across the school education system, with a focus on improving grade-level competency and ensuring that India's schooling system delivers on learning outcomes.

The measurement of quality-related education outcomes is imperative for incentivizing States and Union Territories to improve the performance of their school systems. Initiatives of the NITI Aayog such as the Sustainable Action for Transforming Human capital – Education (SATH-E) further emphasise the need for innovative policy design customised to the unique needs of the States. Developed in close partnership with the Ministry of Human Resource Development, States and Union Territories, the World Bank and sector experts, SEQI aims to provide a credible regular assessment of the performance and effectiveness of policy interventions across all States and Union Territories.

The development of SEQI was a collaborative and participatory exercise spanning over eighteen months and included consultations with experts in school education, statistics and the development sector. In the true spirit of federalism, the index involved extensive engagement with the States and Union Territories for finalisation of the indicators, sensitisation workshops on methodology, data collection and validation.

Quality school education is a function of a targeted focus on learning outcomes, efficient governance structures, provision of necessary infrastructure and ensuring equitable academic opportunities. SEQI exists in a symbiotic ecosystem, which converges efforts across the Government to evolve an education landscape which resonates with the ideals of a youthful nation and which realises the potential of every single child across India.

Amitabh Kant
CEO, NITI Aayog

ACKNOWLEDGEMENTS

ABBREVIATIONS

CAL	Computer Aided Learning
CWSN	Children with Special Needs
DIET	District Institute of Education and Training
DoSEL	Department of School Education and Literacy
ICT	Information and Communications Technology
IEP	Individualized Education Program
IVA	Independent Validation Agency
MHRD	Ministry of Human Resource Development
MIS	Management Information System
NA	Not Applicable
NAS	National Achievement Survey
NCERT	National Council of Education Research and Training
NER	Net Enrolment Ratio
NIEPA	National Institute of Education Planning and Administration
NITI	National Institution for Transforming India
NPSSE	National Programme on School Standards and Evaluation
NSQF	National Skills Qualification Framework
OBC	Other Backward Classes
OoSC	Out of School Children
PAB	Project Approval Board
PTR	Pupil Teacher Ratio
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SC	Scheduled Caste
SCERT	State Council of Education Research and Training
SDMIS	Student Data Management Information System
SDP	School Development Plan
SEQI	School Education Quality Index
SL	School Leadership
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
UID	Unique Identification
UDISE	Unified District Information System for Education
UT	Union Territory

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EXECUTIVE SUMMARY

About the Index

The School Education Quality Index (SEQI) was developed to evaluate the performance of States and Union Territories (UTs) in the school education sector. The index aims to bring an outcomes focus to education policy by providing States and UTs with a platform to identify their strengths and weaknesses and undertake requisite course corrections or policy interventions. In line with NITI Aayog's mandate to foster the spirit of competitive and cooperative federalism, the index strives to facilitate the sharing of knowledge and best practices across States and UTs.

Developed through a collaborative process including key stakeholders such as MHRD, the World Bank and sector experts, the index consists of 30 critical indicators that assess the delivery of quality education. These indicators are categorized as follows:

Category 1: Outcomes

- Domain 1: Learning Outcomes

- Domain 2: Access Outcomes

- Domain 3: Infrastructure & Facilities for Outcomes

- Domain 4: Equity Outcomes

Category 2: Governance Processes Aiding Outcomes

Schooling should result in tangible learning outcomes. To ensure the system is geared towards learning, SEQI assigns almost half its weight to learning outcomes. This sends a strong signal across the nation to ensure the focus remains centred on learning.

SEQI focuses on indicators that drive improvements in the quality of education rather than on inputs or specific processes. The index thus seeks to institutionalise a focus on improving education outcomes with respect to learning, access, equity and governance in India.

To facilitate like-to-like comparisons, States and UTs have been grouped as Large States, Small States and UTs. Within each of these groups, the indicator values have been appropriately scaled, normalized and weighted to generate an overall performance score and ranking for each State and UT.

States and UTs are ranked on their overall performance in the reference year 2016-17, as well as on the change in their performance between the reference year and base year (2015-16). The rankings present incredible insights on the status of school education across States/UTs and their relative progress over time.

Key Results

1. There are large variations in the overall scores for States and UTs as well as in how they perform in different category areas in the reference year (2016-17).

Large States: The overall performance score for Large States ranged from 76.6 percent for Kerala to 36.4 percent for Uttar Pradesh.

Figure A: Large States: Overall and Category-wise Performance, 2016-17
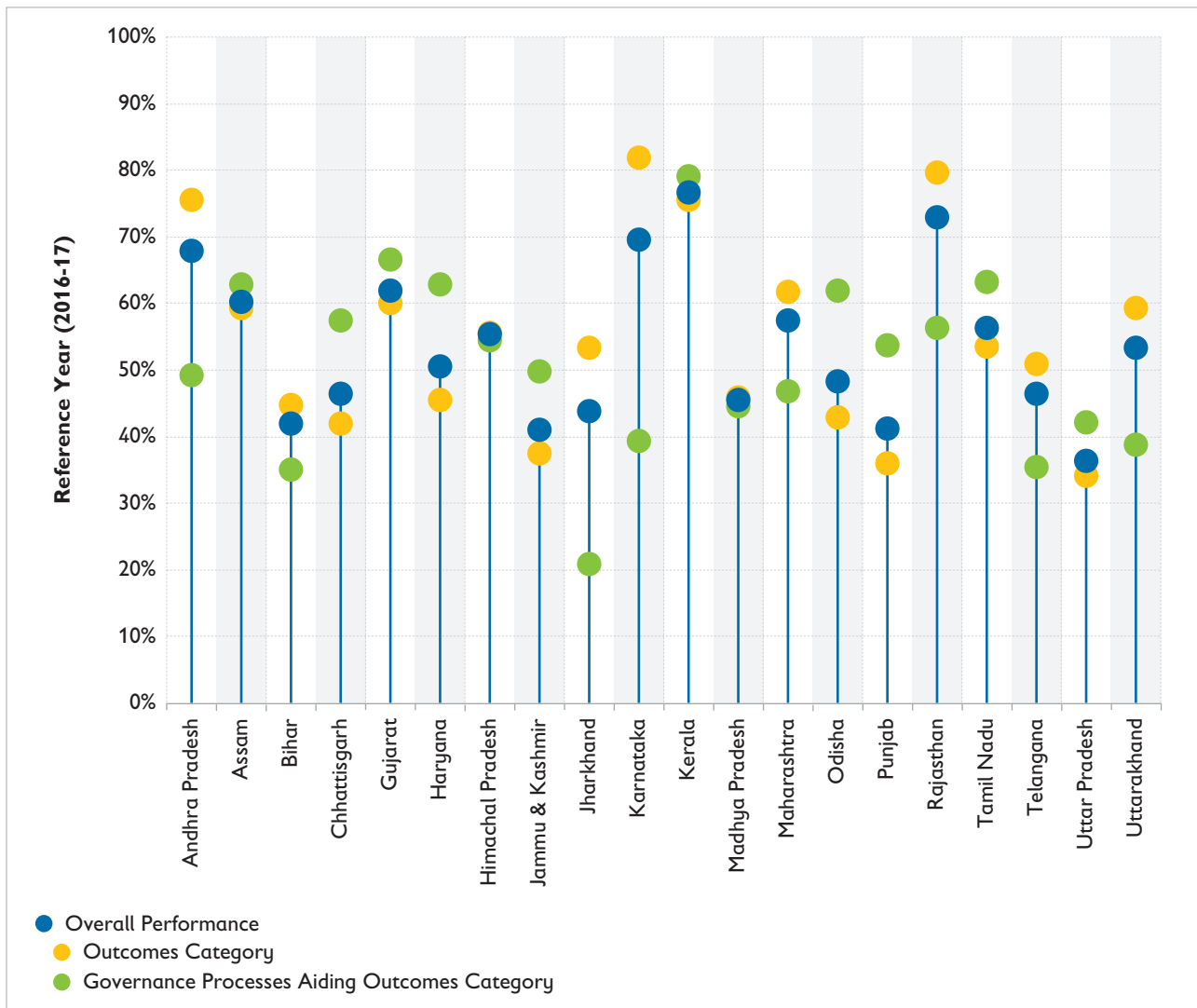
- ● Overall Performance
- ● Outcomes Category
- ● Governance Processes Aiding Outcomes Category

Note: The Outcomes Category score for Himachal Pradesh is 55.6 percent and Madhya Pradesh is 46.0 percent.

Small States and UTs: Among Small States, the overall performance score varied from 68.8 percent for Manipur to 24.6 percent for Arunachal Pradesh. In UTs, the overall performance score ranged from 82.9 percent for Chandigarh to 31.9 percent for Lakshadweep.

Figure B: Small States and UTs: Overall and Category-wise Performance, 2016-17

Small States

Union Territories

- ● Overall Performance
- ● Outcomes Category
- ● Governance Processes Aiding Outcomes Category
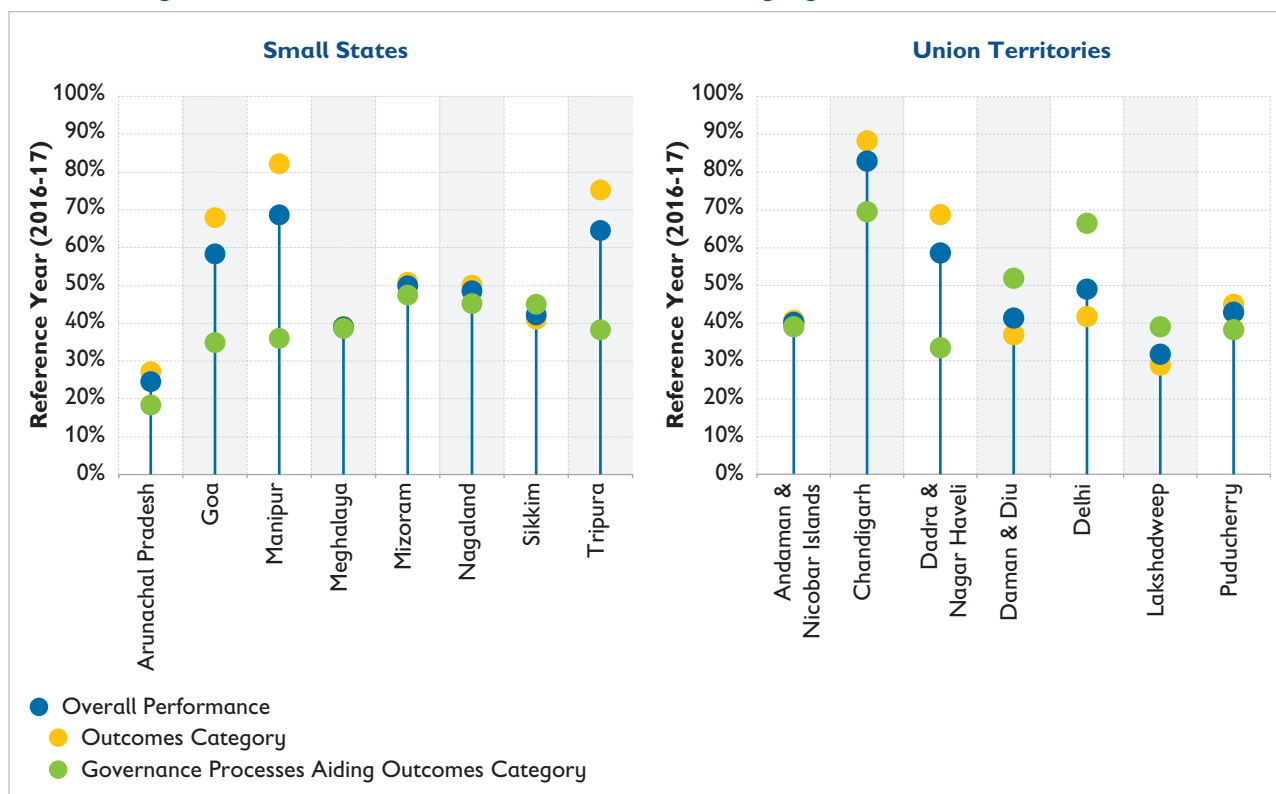
Note: The Outcomes Category score for Andaman & Nicobar Islands is 40.8 percent, Meghalaya is 39.2 percent and Mizoram is 50.8 percent.

Most States and UTs perform better on Outcomes than on Governance Processes Aiding Outcomes, but there is variation within these categories in terms of specific areas of strength and weakness. It is, therefore, important for States and UTs to strengthen their capacity to address their specific areas for improvement.

2. **A small group of States and UTs significantly outpace all others in their rates of improvement.**

Large States: Out of the 20 Large States, 18 improved their overall performance score between 2015-16 and 2016-17. Five of these States (Haryana, Assam, Uttar Pradesh, Odisha, Gujarat) showed high rates of improvement, with increases of 18.5, 16.8, 13.7, 12.4 and 10.6 percentage points respectively.

Figure C: Large States: Overall Performance and Rank, 2015-16 and 2016-17

Base Year Rank (2015-16)

Kerala	1	77.6%
Tamil Nadu	2	63.2%
Maharashtra	3	58.6%
Himachal Pradesh	4	58.1%
Karnataka	5	56.6%
Gujarat	6	52.4%
Rajasthan	7	51.2%
Haryana	8	51.0%
Punjab	9	50.7%
Uttarakhand	10	49.5%
Andhra Pradesh	11	48.4%
Chhattisgarh	12	48.4%
Odisha	13	47.8%
Madhya Pradesh	14	44.4%
Assam	15	39.3%
Jammu & Kashmir	16	34.8%
Telangana	17	34.7%
Uttar Pradesh	18	32.8%
Bihar	19	30.0%
Jharkhand	20	28.5%

Reference Year Rank (2016-17)

82.2%	1	Kerala —
73.4%	2	Tamil Nadu —
69.5%	3	Haryana ▲ 5
63.0%	4	Gujarat ▲ 2
62.8%	5	Himachal Pradesh ▼ 1
62.5%	6	Maharashtra ▼ 3
60.2%	7	Odisha ▲ 6
59.4%	8	Rajasthan ▼ 1
59.1%	9	Punjab —
56.1%	10	Assam ▲ 5
56.1%	11	Andhra Pradesh —
54.9%	12	Chhattisgarh —
52.9%	13	Karnataka ▼ 8
48.1%	14	Uttarakhand ▼ 4
47.2%	15	Madhya Pradesh ▼ 1
47.1%	16	Jammu & Kashmir —
46.5%	17	Uttar Pradesh ▲ 1
39.0%	18	Telangana ▼ 1
37.3%	19	Bihar —
30.6%	20	Jharkhand —

Small States: Among the eight Small States, five showed an improvement in their overall performance score between 2015-16 and 2016-17, of which three stood out (Meghalaya, Nagaland and Goa), with gains of 14.1, 13.5 and 8.2 percentage points respectively.

Figure D: Small States: Overall Performance and Rank, 2015-16 and 2016-17

Base Year Rank (2015-16)

			Reference Year Rank (2016-17)
Tripura	1	48.5% → 56.1%	1 Tripura —
Mizoram	2	47.7%	2 Goa ▲ 1 53.8%
Goa	3	45.6%	3 Manipur ▲ 1 46.9%
Manipur	4	45.3%	4 Mizoram ▼ 2 46.5%
Sikkim	5	43.9% → 43.0%	5 Sikkim —
Arunachal Pradesh	6	30.4%	6 Meghalaya ▲ 1 38.4%
Meghalaya	7	24.3%	7 Nagaland ▲ 1 35.9%
Nagaland	8	22.4%	8 Arunachal Pradesh ▼ 2 28.4%
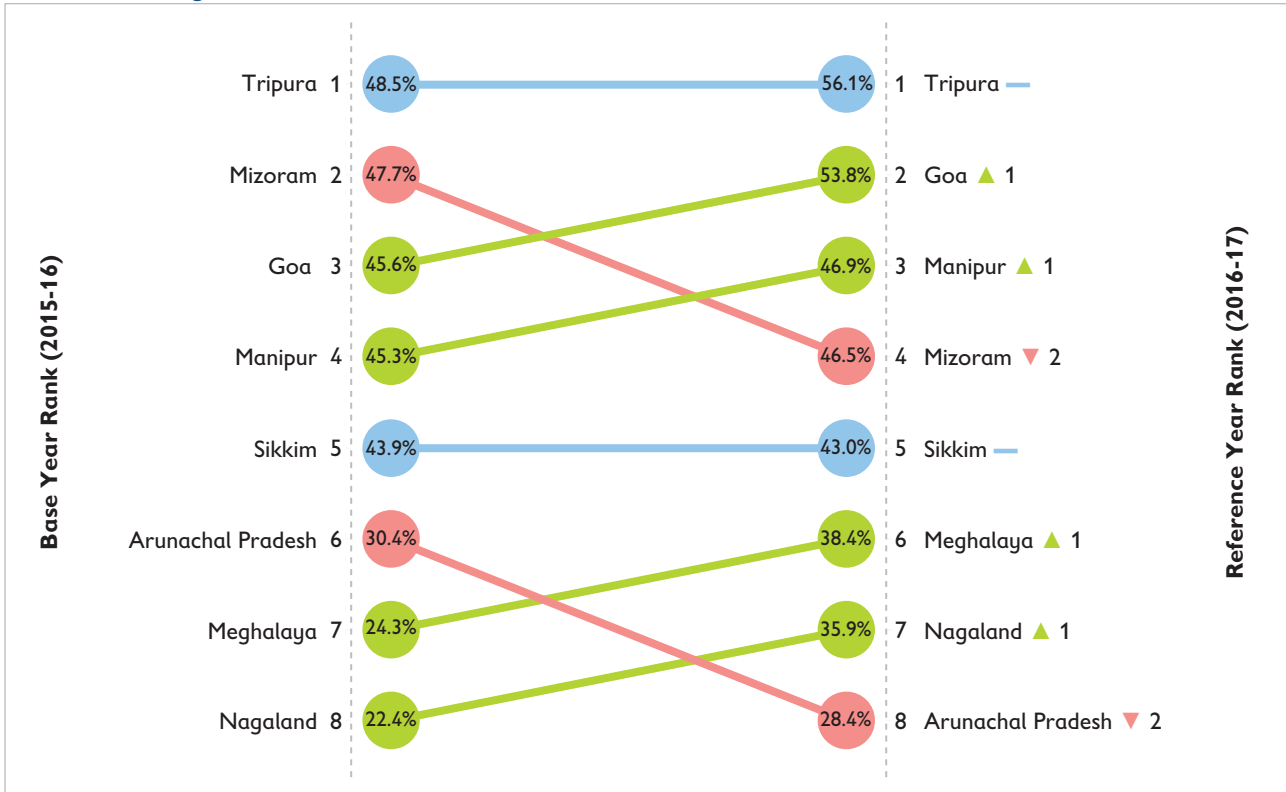
Union Territories: All seven UTs showed an improvement in their overall performance score between 2015-16 and 2016-17. Three of them (Daman & Diu, Dadra & Nagar Haveli and Puducherry) stood out for the size of the increase, with gains of 16.5, 15.0 and 14.3 percentage points, respectively.

Figure E: UTs: Overall Performance and Rank, 2015-16 and 2016-17

Base Year Rank (2015-16)

			Reference Year Rank (2016-17)
Chandigarh	1	70.0% → 73.9%	1 Chandigarh —
Delhi	2	60.0% → 69.9%	2 Delhi —
Andaman & Nicobar Island	3	42.8%	3 Puducherry ▲ 1 55.1%
Puducherry	4	40.8%	4 Daman & Diu ▲ 2 50.5%
Lakshadweep	5	37.5%	5 Dadra & Nagar Haveli ▲ 2 44.9%
Daman & Diu	6	34.0%	6 Andaman & Nicobar Island ▼ 3 44.2%
Dadra & Nagar Haveli	7	29.9%	7 Lakshadweep ▼ 2 42.8%
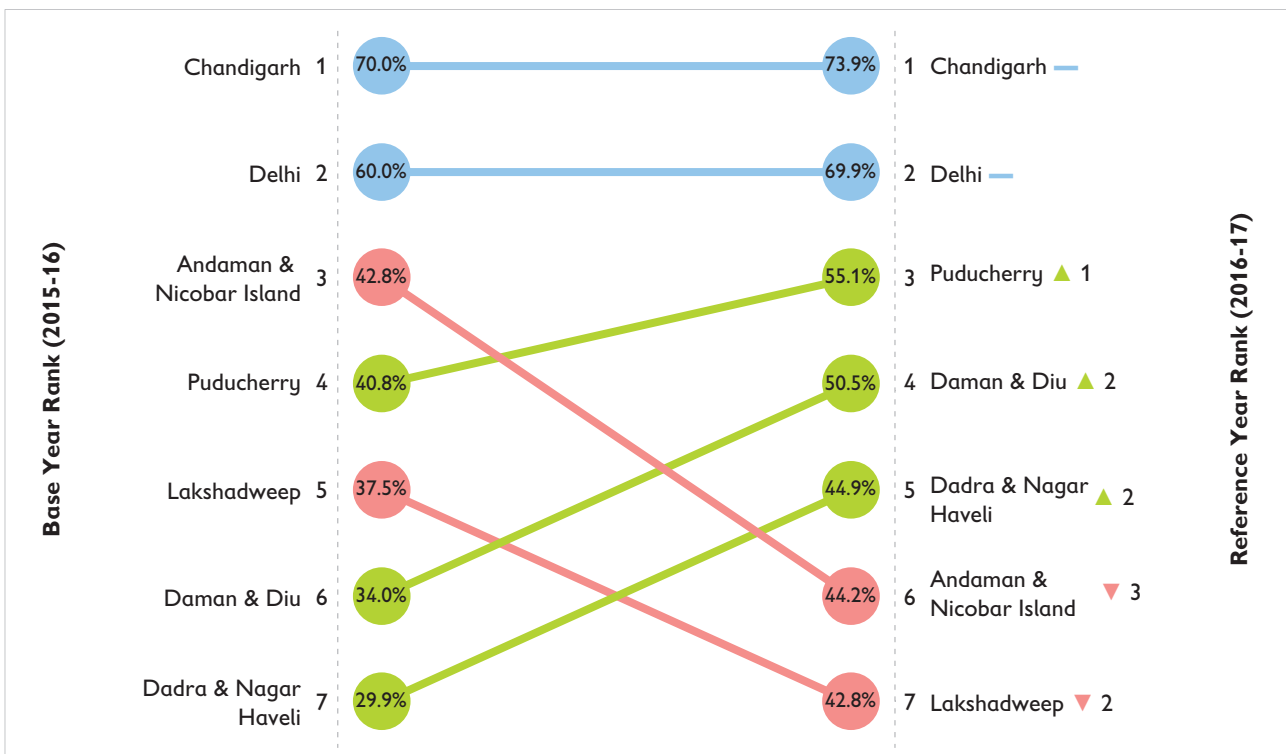
It is important to note that most of the States and UTs have shown commendable improvement between the base and reference years. The better performing States/UTs highlight the proven efficacy of reform and offer alternate policy prescriptions for similar States/UTs.

3. **Within the Outcomes category, there is a high degree of variation in State and UT performance on Learning Outcomes, Access Outcomes and Infrastructure & Facilities for Outcomes. On the other hand, there is little variation in Equity Outcomes.**

Large States: Karnataka leads the Large States on the Outcomes category, with a score of 81.9 percent. Uttar Pradesh scores the lowest at 34.1 percent.

Figure F: Large States: Outcomes Category and Domain-specific Performance, 2016-17

- Outcomes Category
- Learning Outcomes Domain
- Access Outcomes Domain
- Infrastructure & Facilities for Outcomes Domain
- Equity Outcomes Domain
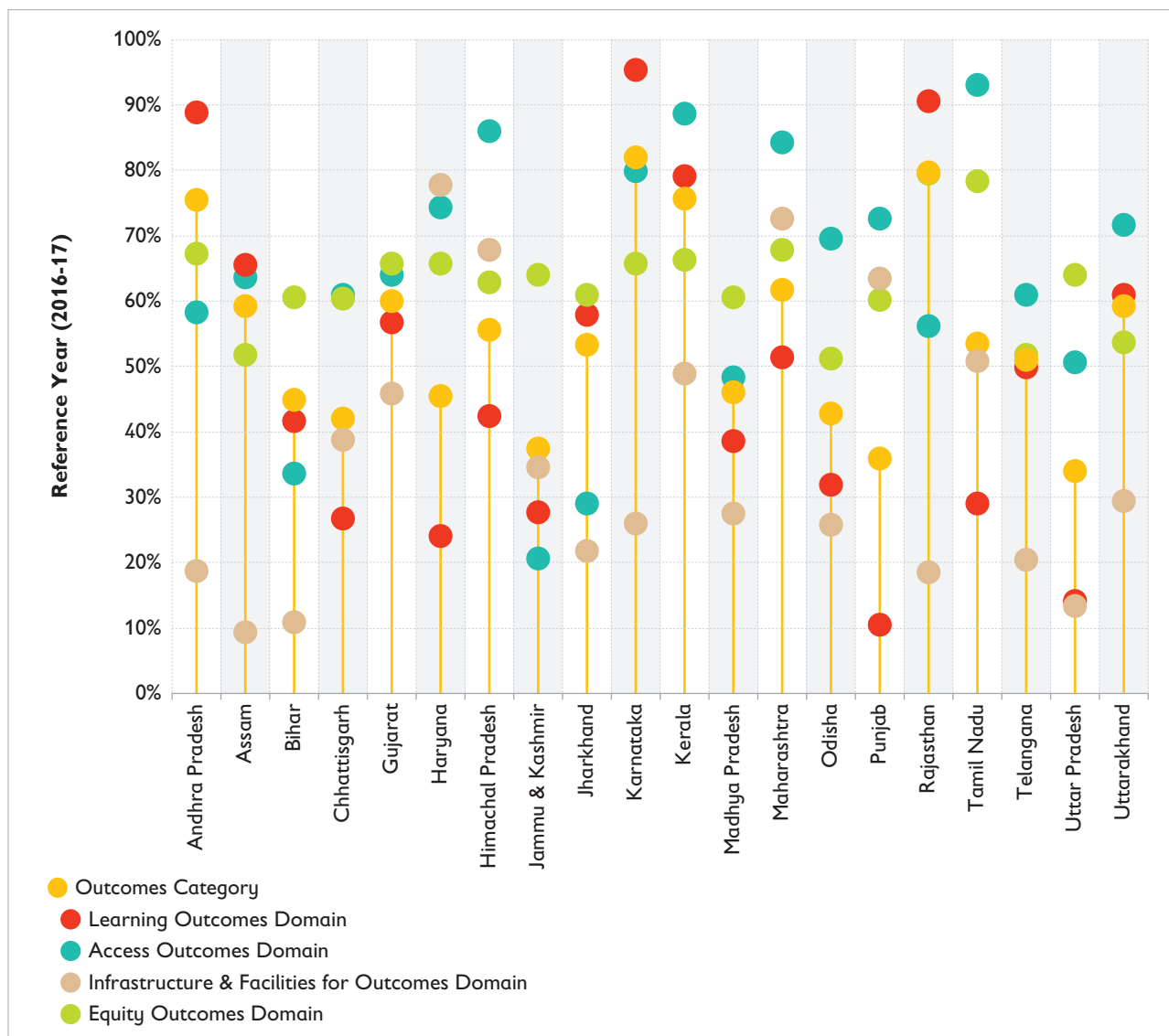
Note: The Equity Outcomes Domain score for Rajasthan is 79.4 percent.

Small States and UTs: Manipur ranks first among the Small States on the Outcomes category, with a score of 82.1 percent. Arunachal Pradesh has the lowest score at 27.2 percent. Chandigarh is the best performing UT on the Outcomes category, with a score of 88.4 percent, while Lakshadweep received the lowest score (28.9 percent).

Figure G: Small States and UTs: Outcomes Category and Domain-specific Performance, 2016-17
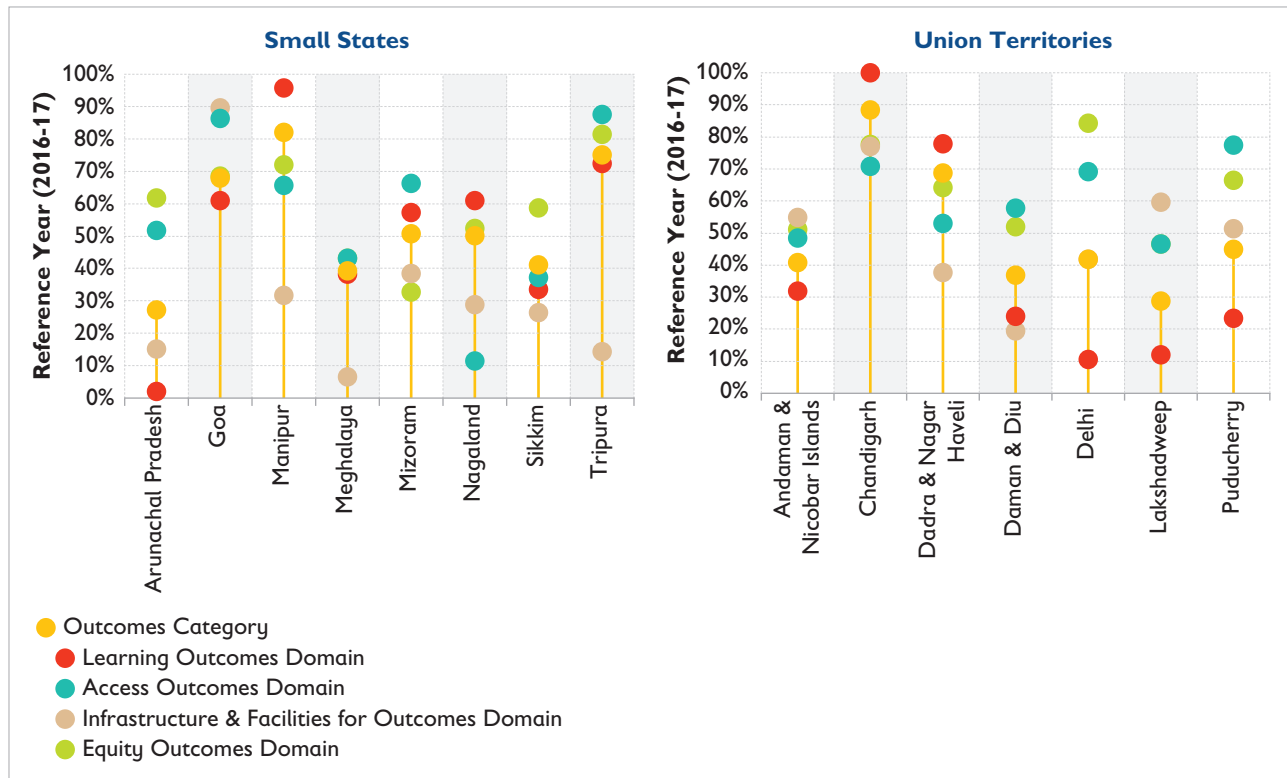
Note: The Equity Outcomes Domain score for Chandigarh is 77.6, Goa is 68.5, Lakshadweep is 46.5 and Meghalaya is 43.1. The Infrastructure & Facilities for Outcomes Domain score for Delhi is 41.9.

Scores on the Outcomes category are primarily driven by Learning Outcomes, which receives more than 50 percent of the total weight assigned to this category. In addition to the challenges of improving learning outcomes, the results highlight that educational access and infrastructure are continuing issues for States/UTs and require additional focus and investments.

4. **In the Governance Processes Aiding Outcomes category, overall performance is primarily driven by scores for school leadership, teacher availability and transparency in teacher/school leader recruitment.**

The Governance Processes Aiding Outcomes category accounts for about 30 percent of the overall score. It includes indicators related to student and teacher attendance systems, availability of in-service teacher professional development, school leadership, accountability, transparency in teacher recruitment and financial discipline.

Large States: Kerala leads the Large States in this category, with a score of 79.0 percent, while Jharkhand has the lowest score of 21.0 percent.

Figure H: Large States: Change in Performance on the Governance Processes Aiding Outcomes Category

State	Change	Base Year (2015-16)	Reference Year (2016-17)
Haryana	+24.3%	38.5%	62.9%
Assam	+18.8%	44.0%	62.8%
Odisha	+18.5%	43.4%	61.9%
Jammu & Kashmir	+18.4%	31.4%	49.8%
Gujarat	+18.1%	48.5%	66.6%
Telangana	+16.2%	19.2%	35.4%
Punjab	+15.8%	37.9%	53.7%
Uttar Pradesh	+15.2%	27.0%	42.2%
Tamil Nadu	+14.5%	48.7%	63.2%
Chhattisgarh	+13.7%	43.8%	57.5%
Rajasthan	+12.3%	44.1%	56.4%
Bihar	+10.6%	24.6%	35.2%
Jharkhand	+9.4%	11.5%	21.0%
Kerala	+8.3%	70.7%	79.0%
Himachal Pradesh	+6.9%	47.7%	54.6%
Maharashtra	+6.1%	40.8%	46.9%
Uttarakhand	+4.3%	34.5%	38.8%
Madhya Pradesh	+0.9%	43.7%	44.5%
Andhra Pradesh	-1.4%	50.7%	49.3%
Karnataka	-13.5%	52.8%	39.3%

● Base Year (2015-16)
● Reference Year (2016-17)

Small States and UTs: Mizoram ranks first among Small States, with a score of 47.5 percent, while Arunachal Pradesh ranks last with a score of 18.3 percent. Chandigarh is the best-performing UT, with a score of 69.5 percent, while Dadra & Nagar Haveli received the lowest score of 33.5 percent.

Investments to strengthen performance on Governance Processes Aiding Outcomes category indicators could have an immediate positive impact on a State/UT's SEQI scores and, over the medium term, also enhance their education outcomes.

Figure I: Small States and UTs: Change in Performance on the Governance Processes Aiding Outcomes Category

State	Change	Base Year (2015-16)	Reference Year (2016-17)
Nagaland	+23.1%	22.1%	45.2%
Meghalaya	+20.6%	18.1%	38.7%
Tripura	+13.2%	25.1%	38.3%
Mizoram	+10.1%	37.4%	47.5%
Goa	+8.4%	26.5%	34.9%
Manipur	+5.5%	30.5%	36.0%
Arunachal Pradesh	+2.2%	16.1%	18.3%
Sikkim	+0.5%	44.5%	45.0%

● Base Year (2015-16)
● Reference Year (2016-17)

UT	Change	Base Year (2015-16)	Reference Year (2016-17)
Puducherry	+24.5%	13.7%	38.2%
Daman & Diu	+20.9%	31.1%	52.0%
Dadra & Nagar Haveli	+15.6%	17.9%	33.5%
Andaman & Nicobar Islands	+14.8%	24.3%	39.1%
Delhi	+12.7%	53.7%	66.4%
Lakshadweep	+9.0%	30.1%	39.1%
Chandigarh	+8.5%	61.0%	69.5%

● Base Year (2015-16)
● Reference Year (2016-17)

Conclusion

SEQI serves as a useful tool to assess the success of India's school education system. The index comprises indicators that will help steer a State/UT's efforts to improve the delivery of quality education. It is hoped that the index provides instructive feedback to States/UTs and non-governmental service providers to drive crucial reforms and encourage innovation in cost-effective policy approaches.

SEQI is envisioned as a dynamic instrument that will continue to evolve. Over time, the relevance of the existing indicators and the availability of data for new indicators will be factored into the index design. In particular, the linkages between policy actions and SEQI indicators will be analyzed to reflect the efforts made by States and UTs to improve school education. It is hoped that the index will help facilitate the sharing of best practices and drive improvements in the delivery of quality education across India.

ABOUT THE INDEX

Aim and Purpose

SEQI aims to drive policy reforms that will improve the quality of school education. The index seeks to institutionalise a focus on enhancing education outcomes by driving improvements in learning levels, access, equity, infrastructure and governance processes.

The index recognises that school education is a subject on the Concurrent List and that State-level leadership is crucial for improving outcomes in a cost-effective manner. The index will serve as a regular and transparent review of the status of school education quality across the States and UTs.

Index Categories and Domains

SEQI is based on a set of indicators that measure the overall effectiveness, quality and efficiency of the Indian school education system. The index encourages States/UTs to improve their scores by showing progress across these aspects.

Table 1: Summary of Index Categories and Domains

Category	Domain	Number of indicators	Total weight
1. Outcomes	1.1 Learning Outcomes	3	360
	1.2 Access Outcomes	3	100
	1.3 Infrastructure & Facilities for Outcomes	3	25
	1.4 Equity Outcomes	7	200
2. Governance Processes Aiding Outcomes	Covering student and teacher attendance, teacher availability, administrative adequacy, training, accountability and transparency	14	280
Total		**30**	**965**

List of Indicators, Corresponding Weights and Data Sources

Table 2: Indicator Description

S.No.	Indicator	Weight	Data Source	School Management	Valence
	Category 1: Outcomes				
	Domain 1.1: Learning Outcomes				
1.1.1	**Average score in Class 3**	200	NAS	Government & Government Aided	Positive
(a)	Language	100			
(b)	Mathematics	100			
1.1.2	**Average score in Class 5**	100	NAS	Government & Government Aided	Positive
(a)	Language	50			
(b)	Mathematics	50			

S.No.	Indicator	Weight	Data Source	School Management	Valence
1.1.3	**Average score in Class 8**	60	NAS	Government & Government Aided	Positive
(a)	Language	30			
(b)	Mathematics	30			
**Category 1: Outcomes** **Domain 1.2: Access Outcomes**				
1.2.1	**Adjusted Net Enrolment Ratio (NER)**	40	UDISE	All management	Positive
(a)	Elementary level	20			
(b)	Secondary level (Class 9 to 10)	20			
1.2.2	**Transition rate**	40	UDISE	All management	Positive
(a)	Primary to Upper-primary level	20			
(b)	Upper-primary to Secondary level	20			
1.2.3	**Percentage of identified Out-of-School Children mainstreamed in last completed academic year (Class 1 to 8)**	20	MHRD's *ShaGun* MIS/States	Government & Government Aided	Positive
**Category 1: Outcomes** **Domain 1.3: Infrastructure & Facilities for Outcomes**				
1.3.1	**Computer Related Learning**	10	UDISE	All management	Positive
(a)	Percentage of schools having Computer-Aided Learning (CAL) at Elementary level	5			
(b)	Percentage of Secondary schools with computer lab facility	5			
1.3.2	**Percentage of schools having book banks/reading rooms/libraries (Class 1 to 12)**	5	UDISE	All management	Positive
1.3.3	**Percentage of schools covered by vocational education (Class 9 to 12)**	10	UDISE	Government & Government Aided	Positive
**Category 1: Outcomes** **Domain 1.4: Equity outcomes**				
1.4.1	**Difference (Absolute value) in performance between Scheduled Caste (SC) and General Category students**	30	NAS	Government & Government Aided	Negative
(a)	Language				
	Class 3	5			
	Class 5	5			
	Class 8	5			
(b)	Mathematics				
	Class 3	5			
	Class 5	5			
	Class 8	5			

S.No.	Indicator	Weight	Data Source	School Management	Valence
1.4.2	**Difference (Absolute value) in performance between Scheduled Tribe (ST) and General Category students**	30	NAS	Government & Government Aided	Negative
(a)	Language				
	Class 3	5			
	Class 5	5			
	Class 8	5			
(b)	Mathematics				
	Class 3	5			
	Class 5	5			
	Class 8	5			
1.4.3	**Difference (Absolute value) in performance between students studying in Rural and Urban areas**	30	NAS	Government & Government Aided	Negative
(a)	Language				
	Class 3	5			
	Class 5	5			
	Class 8	5			
(b)	Mathematics				
	Class 3	5			
	Class 5	5			
	Class 8	5			
1.4.4	**Difference (Absolute value) in student performance between boys and girls at Elementary level**	30	NAS	Government & Government Aided	Negative
(a)	Language				
	Class 3	5			
	Class 5	5			
	Class 8	5			
(b)	Mathematics				
	Class 3	5			
	Class 5	5			
	Class 8	5			
1.4.5	**Difference (Absolute value) in Transition Rate in all schools from Upper-primary to Secondary level**	40	UDISE	All management	Negative
(a)	SC and General Category	10			
(b)	ST and General Category	10			
(c)	OBC and General Category	10			
(d)	Boys and Girls	10			

S.No.	Indicator	Weight	Data Source	School Management	Valence
1.4.6	**Percentage of entitled Children With Special Needs (CWSN) receiving aids and appliances (Class 1 to 10)** _Note:This is measured against targets set in the PAB minutes where the number of students receiving aids/appliances is specified._	30	MHRD's _ShaGun_ MIS/States	Government & Government Aided	Positive
1.4.7	**Percentage of schools with toilet for girls (Class 1 to 12)**	10	UDISE	All management	Positive
Category 2: Governance Processes Aiding Outcomes					
Attendance					
2.1	**Student attendance**	50	MHRD's _ShaGun_ MIS/States	Government & Government Aided	Positive
(a)	Percentage of children whose unique ID is seeded in Student Data Management Information System (SDMIS)	20			
(b)	Percentage of average daily attendance of students in SDMIS/electronic/digital database updated atleast every month (Class 1 to 12) _Note: Data is collected monthly and aggregated._	30			
2.2	Teacher attendance	30	MHRD's _ShaGun_ MIS/States	Government & Government Aided	Positive
(a)	Percentage of teachers whose unique ID is seeded in any electronic database of the State Government/UT Administration (Class 1 to 12)	10			
(b)	Percentage of average daily attendance of teachers recorded in the electronic attendance system _Note: Data is collected monthly and aggregated._	20			
Teacher adequacy					
2.3	**Percentage of single teacher schools**	10	UDISE	All management	Negative
2.4	**Percentage of schools meeting teacher norms as per RTE Act**	20	MHRD's _ShaGun_ MIS/States	Government & Government Aided	Positive
(a)	Percentage of Elementary schools meeting teacher norms	10			
(b)	Percentage of Upper-primary schools meeting subject-teacher norms	10			
2.5	**Percentage of Secondary schools with teachers for all core subjects (Class 9 to 10)**	10	MHRD's _ShaGun_ MIS/States	Government & Government Aided	Positive
Administrative adequacy					
2.6	**Percentage of schools with Head-Master/Principal**	20	UDISE	All management	Positive

S.No.	Indicator	Weight	Data Source	School Management	Valence
	Training				
2.7	**Percentage of academic positions filled in State and District academic training institutions at the beginning of the given academic year** *Note: Measured against number of positions approved/sanctioned by MHRD*	15	MHRD's *ShaGun* MIS/States	-	Positive
(a)	SCERTs or equivalent	5			
(b)	DIETs	10			
2.8	**Percentage of teachers provided with sanctioned number of days of training in the given financial year (Class 1 to 10)**	20	MHRD's *ShaGun* MIS/States	Government & Government Aided	Positive
2.9	**Percentage of head-masters/ principals who have completed School Leadership training in the given financial year (Class 1 to 12)**	15	MHRD's *ShaGun* MIS/States	Government & Government Aided	Positive
	Accountability & transparency				
2.10	**Percentage of schools that have completed self-evaluation and made school improvement/development plans in the given financial year**	20	MHRD's *ShaGun* MIS/States	All management	Positive
(a)	Percentage of schools that have completed self-evaluation	5			
(b)	Percentage of schools that have made school improvement/development plans *Note: Includes only those self-evaluation systems that are approved by the DoSEL-MHRD.*	15			
2.11	**Timely release of funds** *Note: Includes funds for both SSA and RMSA. On release of Central share of funds, the Central share is supposed to be transferred to State implementation societies within 15 days and the State share is supposed to be released to State implementation societies within 30 days.*	10	MHRD's *ShaGun* MIS/States	-	Negative
(a)	Average number of days taken by State/ UT to release total Central share of funds to societies (during the previous financial year)	5			
(b)	Average number of days taken by State to release total State share due to State societies (during the previous financial year) *Note: This indicator is not applicable for UTs. Most UTs do not contribute a State/ UT share and this reduces the ability to compute and compare scores.*	5			

S.No.	Indicator	Weight	Data Source	School Management	Valence
2.12	**Number of new teachers recruited through a transparent online recruitment system as a percentage of total number of new teachers recruited in the given financial year.** *Note:The transparent recruitment system should include:* *a) annual assessment of the teacher demand – displayed online; b) written test (may or may not be online); c) online advertisement for recruitment; d) online display of marks secured by all applicants; e) online display of objective, merit-based criteria for selection; f) transparent, online counselling for teachers.*	20	MHRD's *ShaGun* MIS/States	-	Positive
2.13	**Number of teachers transferred through a transparent online system as a percentage of total number of teachers transferred in the given year (Class 1 to 12)** *Note:The transparent online transfer system should:* *a) include a regular and annual transfer;* *b) be done on an electronic and transparent online system; c) include teacher preferences; d) be based on an objective transfer policy*	20	MHRD's *ShaGun* MIS/States	-	Positive
2.14	**Number of head-masters/principals recruited through a merit-based selection system as a percentage of total number of head-masters/ principals recruited (in the given financial year) (Class 1 to 12)**	20	MHRD's *ShaGun* MIS/States	-	Positive

Notes:

- *In general, base year refers to 2015-16 and reference year refers to 2016-17.The exceptions to this are the NAS-based indicators for which there is no base year data and for which the reference year data is from 2017-18.The lack of base year data for NAS is because the 2017 survey is not comparable to previous cycles.*

- *If a State/UT did not submit data for a required indicator, a score of 'Zero' was assigned.*

- *If an indicator is Not Applicable (NA) for a State/UT, it has been excluded from the calculation, and the weight reallocated to the remaining sub-indicators (if available) or to the entire domain/category.*

State and Union Territory Categorization

States and UTs have been categorised into three groups – Large States, Small States and UTs to facilitate like-to-like comparison.

Table 3: Grouping of States and UTs

Group	Number	States/UTs
Large States[1]	20	Andhra Pradesh, Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Punjab. Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh and Uttarakhand
Small States	8	Arunachal Pradesh, Goa, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura
Union Territories	7	Andaman & Nicobar Islands, Chandigarh, Dadra & Nagar Haveli, Delhi, Daman & Diu, Lakshadweep and Puducherry

Scoring Methodology

For indicators where a higher value signifies better performance (indicators with positive valence), the scaled value (S) for the ith indicator (S_i), for the State or UT (X) with data value (X_i), has been calculated as follows:

$$\text{Scaled value } (S_i) = \frac{[(X_i - \text{Minimum value}) \times 100]}{[\text{Maximum value} - \text{Minimum value}]}$$

Similarly, for indicators where a lower value signifies better performance (indicators with negative valence), the scaled value was calculated as follows:

$$\text{Scaled value } (S_i) = \frac{[(\text{Maximum value} - X_i) \times 100]}{[\text{Maximum value} - \text{Minimum value}]}$$

The minimum and maximum values of each indicator were ascertained based on the values for that indicator across States or UTs within the relevant group (Large States, Small States and UTs). The resultant scaled value for each indicator lies between 0 and 1, with the best performing State or UT receiving a score of 1.

Based on the scaled values (S_i), the overall performance score has been calculated for each year after the application of indicator-wise weights (W_i):

$$\text{Overall Performance Score }_{(Year)} = \frac{\sum W_i * S_i}{\sum W_i}$$

States/UTs' overall performance scores for a given year have been used to arrive at their ranking for that year. The difference between the scores for reference and base years has been used to compute the change in performance over time. Therefore, the index presents two types of ranking: (i) overall performance (reference year ranking) and (ii) incremental performance (difference in overall performance between reference and base years).

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1. West Bengal did not participate in this round of SEQI.

The Index Development Process

The idea of developing a quality index to rank States and UTs on their performance in school education originated in 2017. SEQI was conceptualized, designed and developed between July 2017 and February 2019, with the final report generated for publication in June 2019.

Table 4: Timelines for the Development of SEQI

S. No.	Step/Activity	2017	2018				2019	
			Jan-Mar	Apr-Jun	Jul-Sep	Sep-Dec	Jan	Feb-June
1	Conceptualization & design of the index	▓	▓					
2	State/UT consultation workshops	▓	▓					
3	Data collection			▓	▓	▓		
4	Validation of data and workshops with States/UTs				▓	▓	▓	
5	Index score and rank computation					▓	▓	
6	Peer review & report generation							▓

Key Stakeholders – Roles and Responsibilities

The index was developed through a highly collaborative exercise involving key stakeholders who supported the process of selecting, finalising and assigning weights to indicators; collecting, cleaning and validating data and drafting the report.

Table 5: Key Stakeholder Roles and Responsibilities for Index Development

NITI Aayog	MHRD	States and UTs	World Bank	Independent Validation Agency (IVA)	Web Portal Developer
Development of SEQI in close partnership with MHRD and States/UTs	Support on development and finalisation of SEQI indicators	Provide inputs on SEQI indicators and weights	Provide inputs on SEQI indicators and weights	Validation of data submitted by States/UTs	Development of web-series to link data from *ShaGun* portal to SEQI portal
Overall management and facilitation of interaction between States/UTs and the IVA	Provide published data (NAS and UDISE)	Input the required data on the *ShaGun* portal	Analysis and visualization of data collected and validated by the IVA	Review of supporting documents and participation in data validation workshops with States/UTs	Maintenance of online electronic records
Report writing and dissemination	Development of and facilitating access to *ShaGun* portal for collecting data from States/UTs	Coordination with different departments, Districts and the IVA; Adopt and share SEQI with various departments	Drafting and finalizing the SEQI report; Facilitating peer reviews	Generation and validation of SEQI scores and ranks; and final data certification on the portal	Publishing of SEQI results on portal

Detailed deliberations on the indicators were held with MHRD, States/UTs administrators and sector experts through consultation workshops.

Table 6: Details of State/UT Consultation Workshops for SEQI

Venue	Date	Participant States/UTs
Chandigarh	07.07.2017	Chandigarh, Delhi, Goa, Himachal, Jammu & Kashmir, Kerala and Tamil Nadu
Raipur, Chhattisgarh	14.07.2017	Andaman & Nicobar Islands, Chhattisgarh, Daman & Diu, Madhya Pradesh, Punjab and Rajasthan
Bengaluru, Karnataka	21.07.2017	Gujarat, Karnataka, Maharashtra and Uttarakhand
Bhubaneshwar, Odisha	31.07.2017	Haryana, Jharkhand, Manipur, Meghalaya, Nagaland, Odisha, Telangana and Uttar Pradesh
Guwahati, Assam	04.08.2017	Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Mizoram, Sikkim and Tripura

A 'SEQI – The Success of Our Schools' guidebook, detailing the indicators, scoring methodology, weights and data sources, was published in May 2018.

Data Collection

The data used to compute SEQI has been mostly sourced from publicly available data sources (published Unified District Information System for Education (UDISE) data and NAS (2017) results). Where data is not available in the public domain, duly verified information has been sought from the States and UTs.

States/UTs appointed nodal officers for collating and submitting the data required for SEQI. Data was submitted online through the MHRD's *ShaGun* portal and extracted into NITI Aayog's online portal (http://social.niti.gov.in/). Data from publicly available data sets and sources was directly fed into the system by the IVA. The process of data entry and submission by the States and UTs began in April 2018 and ended in December 2018.

Data Validation and Score Computation

Under the supervision of NITI Aayog, the data was validated and finalized by an Independent Validation Agency (IVA). The first level of verification was desk based and revealed differences across States and UTs in the underlying sources and comparability of the data submitted for a few indicators. To correct for these differences, the coverage of the affected indicators was revised to help improve comparability and to ensure the data is sourced from publicly available sources.

The second round of verification focused on data directly submitted by the States and UTs. This data was not publicly available and pertained to the Governance Processes Aiding Outcomes category indicators. The IVA organized workshops where the data requirements and calculation methodologies were explained to participating States/UTs, who provided documentary evidence for the data submitted. A few indicators were subsequently dropped from the index as verifiable documentary proof for the data was not available in some States/UTs.

Table 7: Details of State/UT Data Validation Workshops

Venue	Date	Participant States/UTs
NITI Aayog, New Delhi	12.09.2018	Andhra Pradesh, Bihar, Chhattisgarh, Goa, Gujarat, Haryana, Himachal, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and Uttarakhand
NITI Aayog, New Delhi	13.09.2018	Arunachal Pradesh, Assam, Chandigarh, Delhi, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Sikkim and Tripura
Via Video-conferencing (For States/UTs that were unable to attend the workshops in New Delhi)	28.09.2018	Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu, Jammu & Kashmir, Lakshadweep and Telangana

The finalised data was then used by the IVA to calculate scaled values, overall performance scores and ranks. The validation agency also validated the scores and ranks that were simultaneously generated in the online portal hosted by NITI Aayog. This served as a mechanism to cross-check the index scores and ranks.

Limitations

- The analysis of States'/UTs' incremental performance excludes data on learning outcomes. This is because learning outcomes data from the latest round of NAS 2017 is not comparable with that from previous cycles (due to changes in test items, coverage and reporting scales).

- The lack of time series data for many indicators restricted the team's ability to use statistical techniques to derive indicator, domain and category-wise weights. Instead, weights were derived in consultation with MHRD, sectors experts and States and UTs.

- Originally, the index was based on 33 indicators with a total weight of 1000 points. However, due to the lack of reliable data, some of the indicators/sub-indicators had to be dropped. Subsequently, the index was revised to 30 indicators with a total weight of 965 points. In cases where a sub-indicator was dropped, its weight was re-assigned to the other sub-indicators under the same indicator. In cases where an entire indicator was dropped, its weight allocation was removed and the overall index weight was revised downwards. For a detailed list of the original indicators, sub-indicators and corresponding weights, please refer to Annexure II.

- To ensure that all index data points remain consistent with published data sources and evidence submitted by the States and UTs, some indicators had to be modified. As a result, while most indicators cover only the performance of Government-managed schools, a few cover all school types (Government, Government Aided and privately managed) (see Annexure II for further details).

MAIN FINDINGS
OVERALL PERFORMANCE

Reference Year (2016-17) Performance

Overall Performance on Outcomes and Governance

Overall performance is the weighted aggregate of a State or UT's performance on the two categories: (i) Outcomes and (ii) Governance Processes Aiding Outcomes.

The Outcomes category comprises four domains: (a) Learning Outcomes, (b) Access Outcomes, (c) Infrastructure & Facilities for Outcomes and (d) Equity Outcomes. Scores on this category are primarily driven by Learning Outcomes, which receives more than 50 percent of the total weight assigned to this category.

The Governance Processes Aiding Outcomes category includes indicators related to student and teacher attendance systems, teacher and administrative adequacy, training, as well as accountability and transparency. Scores on this category are primarily driven by a State's performance on indicators related to school leadership, teacher availability and transparency in teacher/school leader recruitment.

A. Large States

Kerala, Rajasthan, Karnataka, Andhra Pradesh, Gujarat and Assam are the best-performing Large States, each achieving an overall performance score above 60.0 percent. Kerala has the highest overall performance score of 76.6 percent. Uttar Pradesh ranks last among the Large States, with an overall performance score of 36.4 percent.

States' overall performance may hide variations in their performance on the underlying categories. Of the 20 Large States, 10 perform better on the Outcomes category, with the most noticeable performance differences observed in the cases of Karnataka, Jharkhand and Andhra Pradesh. The other Large States perform better on the Governance Processes Aiding Outcomes category, with the most noticeable performance differences observed in the cases of Odisha, Punjab and Haryana.

In the Outcomes category, Karnataka leads the Large States, with a score of 81.9 percent while Uttar Pradesh has the lowest score of 34.1 percent. In the Governance Processes Aiding Outcomes category, Kerala has the highest score of 79.0 percent while Jharkhand comes in last with a score of 21.0 percent.

Figure 1: Large States: Overall and Category-wise Performance, 2016-17
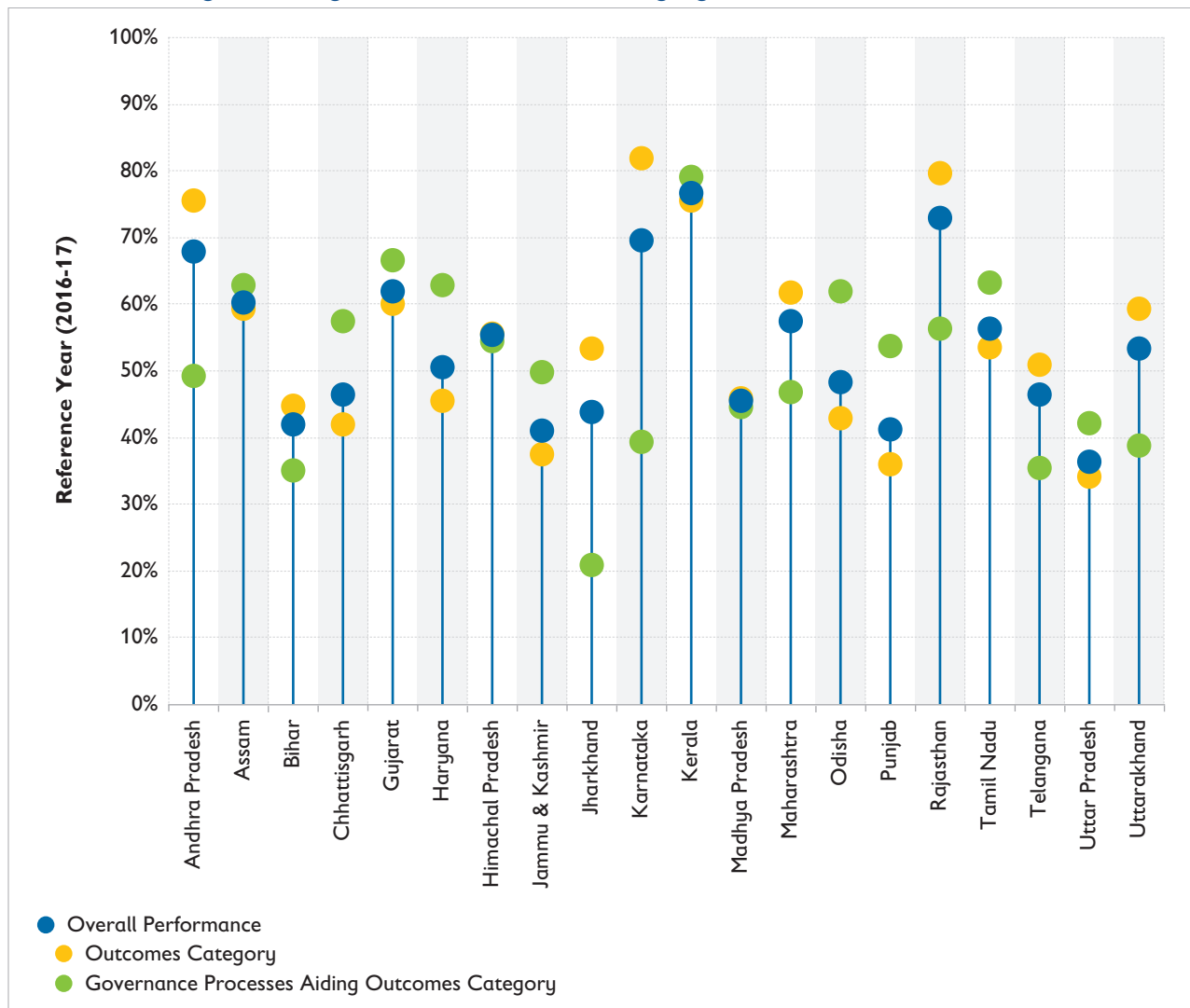
Note: The Outcomes Category score for Himachal Pradesh is 55.6 percent and Madhya Pradesh is 46.0 percent.

B. Small States

Manipur, Tripura and Goa are the top-performing Small States, each achieving an overall performance score above 55 percent. Manipur has the highest overall performance score of 68.8 percent. Arunachal Pradesh ranks last, with an overall performance score of 24.6 percent.

Of the eight Small States, seven perform better on the Outcomes category, with the most noticeable performance differences observed in the cases of Manipur, Tripura and Goa. Sikkim is the only Small State that performs better on the Governance Processes Aiding Outcomes category.

Manipur ranks first among the Small States on the Outcomes category, with a score of 82.1 percent. Arunachal Pradesh has the lowest score, at 27.2 percent. In the Governance Processes Aiding Outcomes category, Mizoram has the highest score of 47.5 percent while Arunachal Pradesh ranks last with a score of 18.3 percent.

Figure 2: Small States: Overall and Category-wise Performance, 2016-17
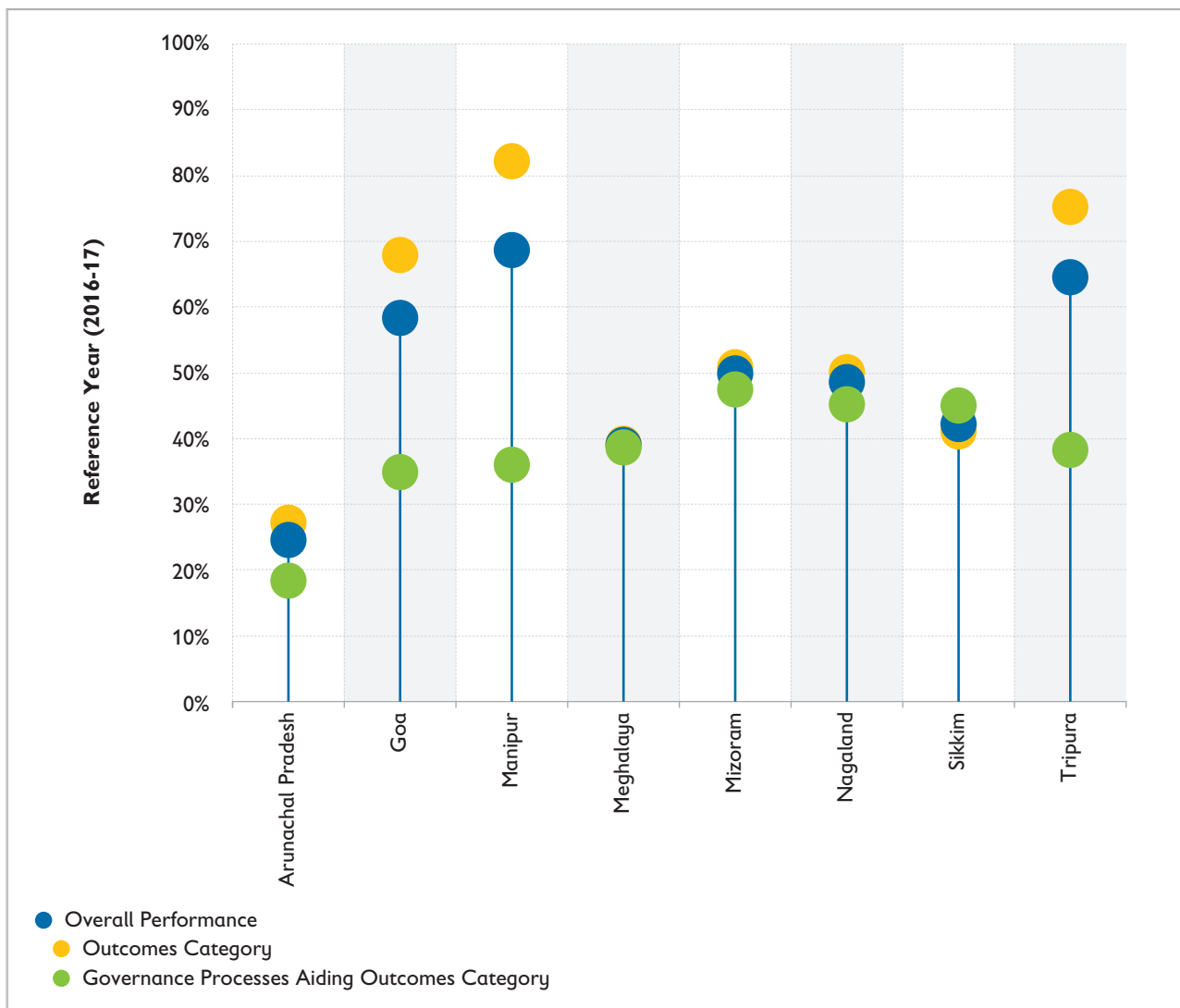
Note: The Outcomes Category score for Meghalaya is 39.2 percent and Mizoram is 50.8 percent.

C. Union Territories

Chandigarh and Dadra & Nagar Haveli are the top-performing UTs, with each achieving an overall performance score above 50.0 percent. Chandigarh has the highest overall performance score of 82.9 percent while Lakshadweep ranks last, with an overall performance score of 31.9 percent.

Of the seven UTs, four perform better on the Outcomes category, with the most noticeable performance difference observed in Dadra & Nagar Haveli. Delhi, Daman & Diu and Lakshadweep perform better on the Governance Processes Aiding Outcomes category.

Consistent with its overall score, Chandigarh is also the best-performing UT on the Outcomes and Governance Processes Aiding Outcomes categories, with scores of 88.4 percent and 69.5 percent respectively. Lakshadweep received the lowest score (28.9 percent) on the Outcomes category while Dadra & Nagar Haveli received the lowest score (33.5 percent) on the Governance Processes Aiding Outcomes category.

Figure 3: UTs: Overall and Category-wise Performance, 2016-17

- ● Overall Performance
- ● Outcomes Category
- ● Governance Processes Aiding Outcomes Category
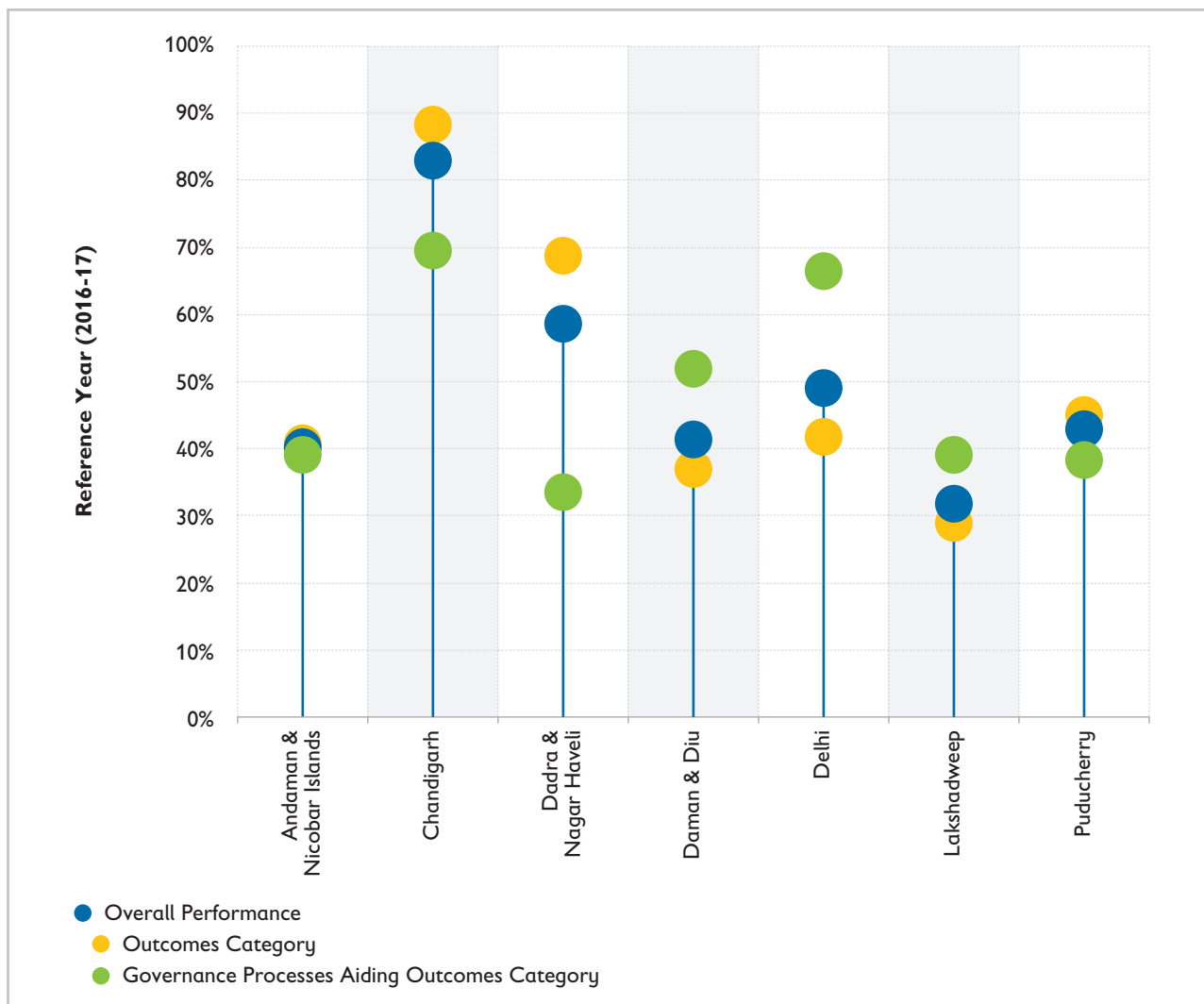
Note: The Outcomes Category score for Andaman & Nicobar Islands is 40.8 percent.

Domain-specific Performance on Outcomes

There is a high degree of variation in States' and UTs' performance on three of the domains that make up the Outcomes category: Learning Outcomes, Access Outcomes and Infrastructure & Facilities for Outcomes. In contrast, there is little variation among States and UTs in their Equity Outcomes.

States' and UTs' performance on Learning Outcomes is driven by their results on the NAS 2017. Their performance on Access Outcomes is primarily driven by enrolment ratios at the secondary level and transition rates from upper-primary to secondary level. In terms of Infrastructure & Facilities for Outcomes, States' and UTs' performance is strongly linked to the presence of CAL at the elementary level and vocational education at the secondary and senior-secondary level.

A. Large States

Karnataka, Rajasthan, Kerala and Andhra Pradesh have the highest scores on the Outcomes category, mainly due to their strong performance on Learning Outcomes. Uttar Pradesh, Punjab and Jammu & Kashmir have the lowest Outcomes category scores.

Figure 4: Large States: Outcomes Category and Domain-specific Performance, 2016-17
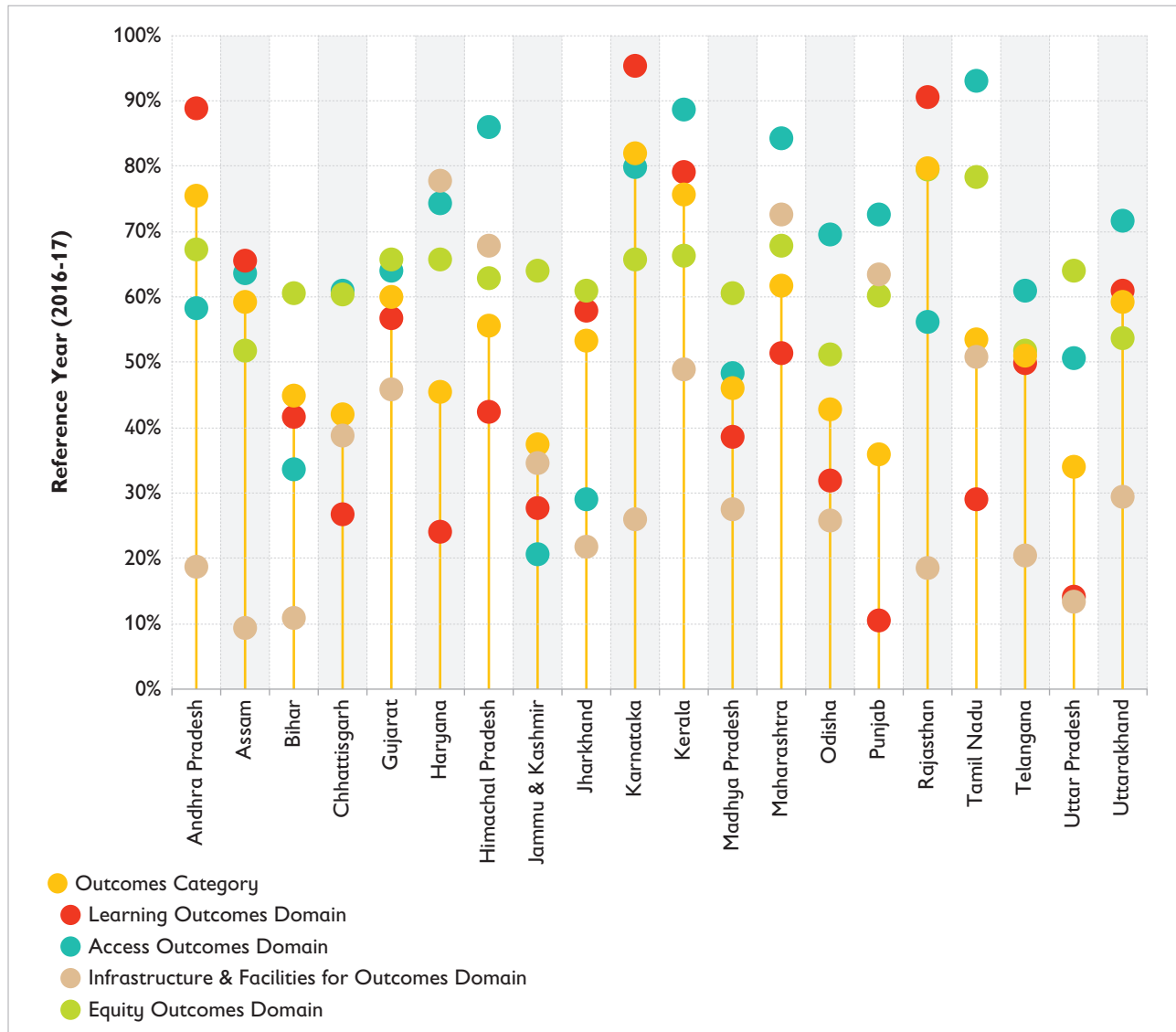
Note: The Equity Outcomes Domain score for Rajasthan is 79.4 percent.

B. Small States

Among the Small States, Manipur, Tripura and Goa have the highest scores on the Outcomes category while Arunachal Pradesh and Meghalaya have the lowest. Here again, States' performance is primarily driven by their Learning Outcomes scores.

Figure 5: Small States: Outcomes Category and Domain-specific Performance, 2016-17
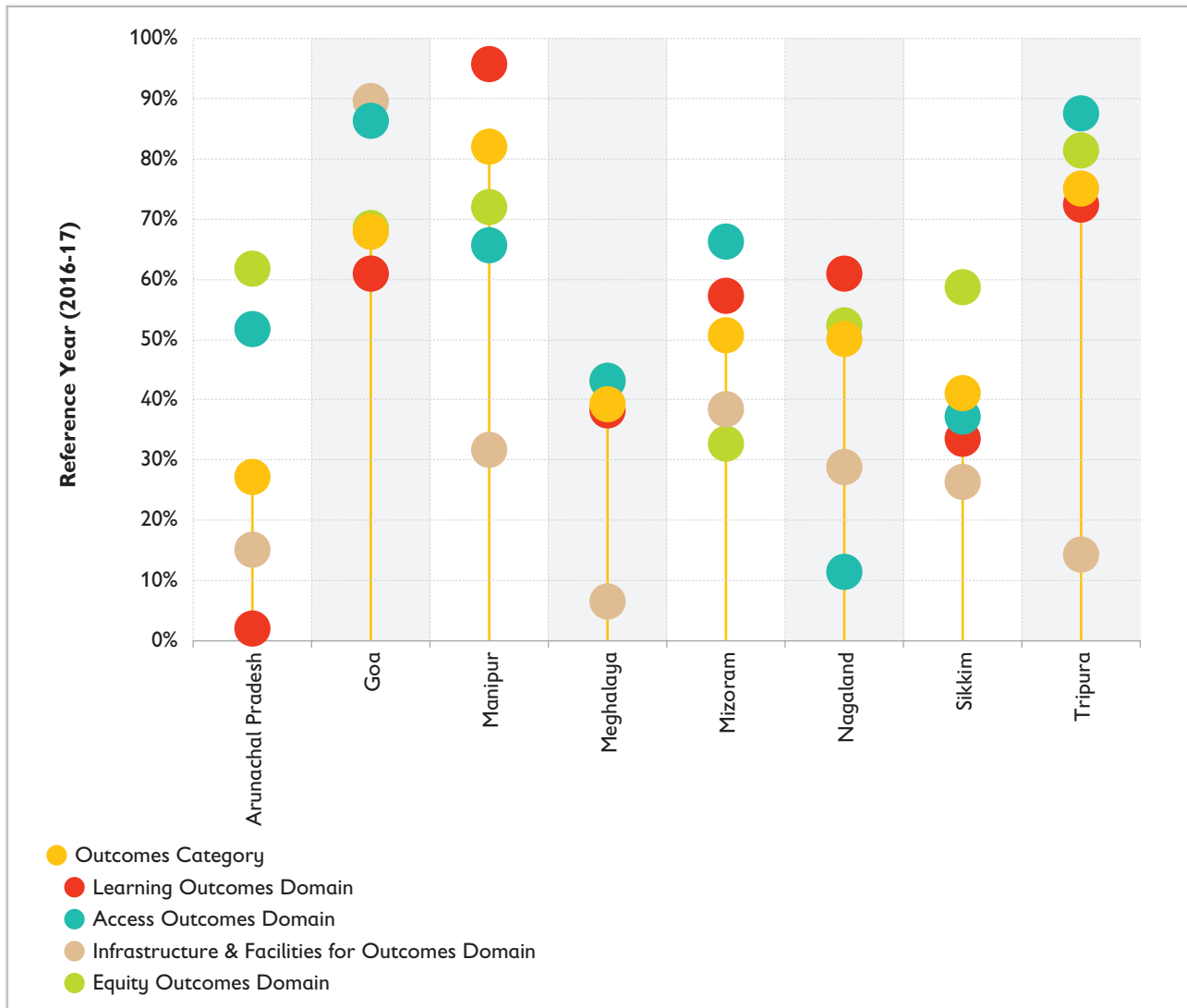
Note: The Equity Outcomes Domain score Goa is 68.5 and Meghalaya is 43.1.

C. Union Territories

Among UTs, Chandigarh and Dadra & Nagar Haveli have the highest Outcomes category scores, strongly linked to their performance on the NAS 2017. Lakshadweep and Daman & Diu received the lowest Outcomes scores.

Figure 6: UTs: Outcomes Category and Domain-specific Performance, 2016-17

Legend:
- Outcomes Category
- Learning Outcomes Domain
- Access Outcomes Domain
- Infrastructure & Facilities for Outcomes Domain
- Equity Outcomes Domain
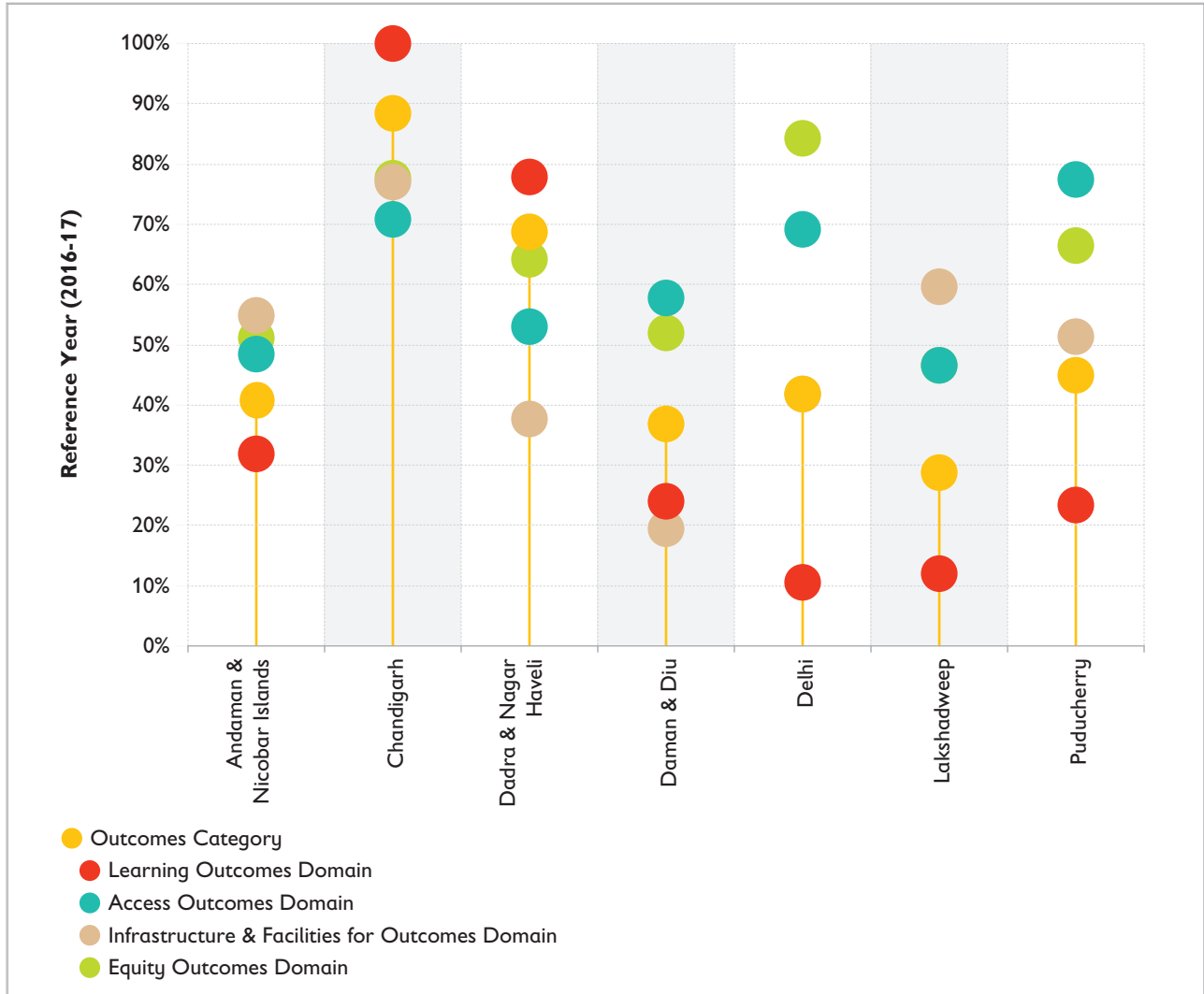
Note: The Equity Outcomes Domain score for Chandigarh is 77.6 and Lakshadweep is 46.5. The Infrastructure & Facilities for Outcomes Domain score for Delhi is 41.9.

MAIN FINDINGS
INCREMENTAL PERFORMANCE

Change in Ranks Over Time

Note: Due to the lack of comparable NAS data for the base (2015-16) and reference (2016-17) years, this section excludes NAS-based indicators (indicators 1.1.1, 1.1.2, 1.1.3, 1.4.1, 1.4.2, 1.4.3 and 1.4.4).

The ranking of States/UTs based on their scores for 2015-16 and 2016-17 reveals interesting trends in their progress at the national level. The identification of States/UTs that have outpaced the group in incremental performance, as well as improvement in specific categories and domains will provide a useful basis for inter-state learning.

In the absence of NAS-based indicators, change in overall performance scores/ranks are primarily driven by State/UT performance on the Governance Processes Aiding Outcomes category. This category accounts for about 58 percent of the index weight. Within the category, State/UT performance is primarily driven by indicators related to teacher management information systems, subject teacher availability and teacher training.

A. Large States

Among the 20 Large States, 18 improved their overall performance between 2015-16 and 2016-17. The average improvement in these 18 states is 8.6 percentage points although there is a lot of variation around that average in terms of the fastest and slowest improving States. Due to this variation, many States that improved their overall performance score still show a decline in rank.

For example, Rajasthan improved its overall performance score by more than eight percentage points, but still slipped in the overall ranking. This is because States like Haryana, Assam, Uttar Pradesh and Odisha improved their overall performance scores by 18.5, 16.8, 13.7 and 12.4 percentage points respectively, outpacing all the others. Only Karnataka and Uttarakhand experienced a decline in both their overall performance score and rank between 2015-16 and 2016-17.

Figure 7: Large States: Overall Performance Score and Rank, 2015-16 and 2016-17

Base Year Rank (2015-16)

		Score		Score			
Kerala	1	77.6%		82.2%	1	Kerala —	
Tamil Nadu	2	63.2%		73.4%	2	Tamil Nadu —	
Maharashtra	3	58.6%		69.5%	3	Haryana ▲ 5	
Himachal Pradesh	4	58.1%		63.0%	4	Gujarat ▲ 2	
Karnataka	5	56.6%		62.8%	5	Himachal Pradesh ▼ 1	
Gujarat	6	52.4%		62.5%	6	Maharashtra ▼ 3	
Rajasthan	7	51.2%		60.2%	7	Odisha ▲ 6	
Haryana	8	51.0%		59.4%	8	Rajasthan ▼ 1	
Punjab	9	50.7%		59.1%	9	Punjab —	
Uttarakhand	10	49.5%		56.1%	10	Assam ▲ 5	
Andhra Pradesh	11	48.4%		56.1%	11	Andhra Pradesh —	
Chhattisgarh	12	48.4%		54.9%	12	Chhattisgarh —	
Odisha	13	47.8%		52.9%	13	Karnataka ▼ 8	
Madhya Pradesh	14	44.4%		48.1%	14	Uttarakhand ▼ 4	
Assam	15	39.3%		47.2%	15	Madhya Pradesh ▼ 1	
Jammu & Kashmir	16	34.8%		47.1%	16	Jammu & Kashmir —	
Telangana	17	34.7%		46.5%	17	Uttar Pradesh ▲ 1	
Uttar Pradesh	18	32.8%		39.0%	18	Telangana ▼ 1	
Bihar	19	30.0%		37.3%	19	Bihar —	
Jharkhand	20	28.5%		30.6%	20	Jharkhand —	

Reference Year Rank (2016-17)

Note: The 2015-16 score for Andhra Pradesh was 48.42 and for Chhattisgarh was 48.40.

B. Small States

Five Small States have shown an improvement in their overall performance score between 2015-16 and 2016-17, with the average improvement being around nine percentage points. However, as in the case of Large States, there is considerable variation between the fastest and slowest improving States. States such as Meghalaya, Nagaland and Goa outpaced the others, improving by 14.1, 13.5 and 8.2 percentage points respectively, thus improving their ranks in the process.

Figure 8: Small States: Overall Performance Score and Rank, 2015-16 and 2016-17
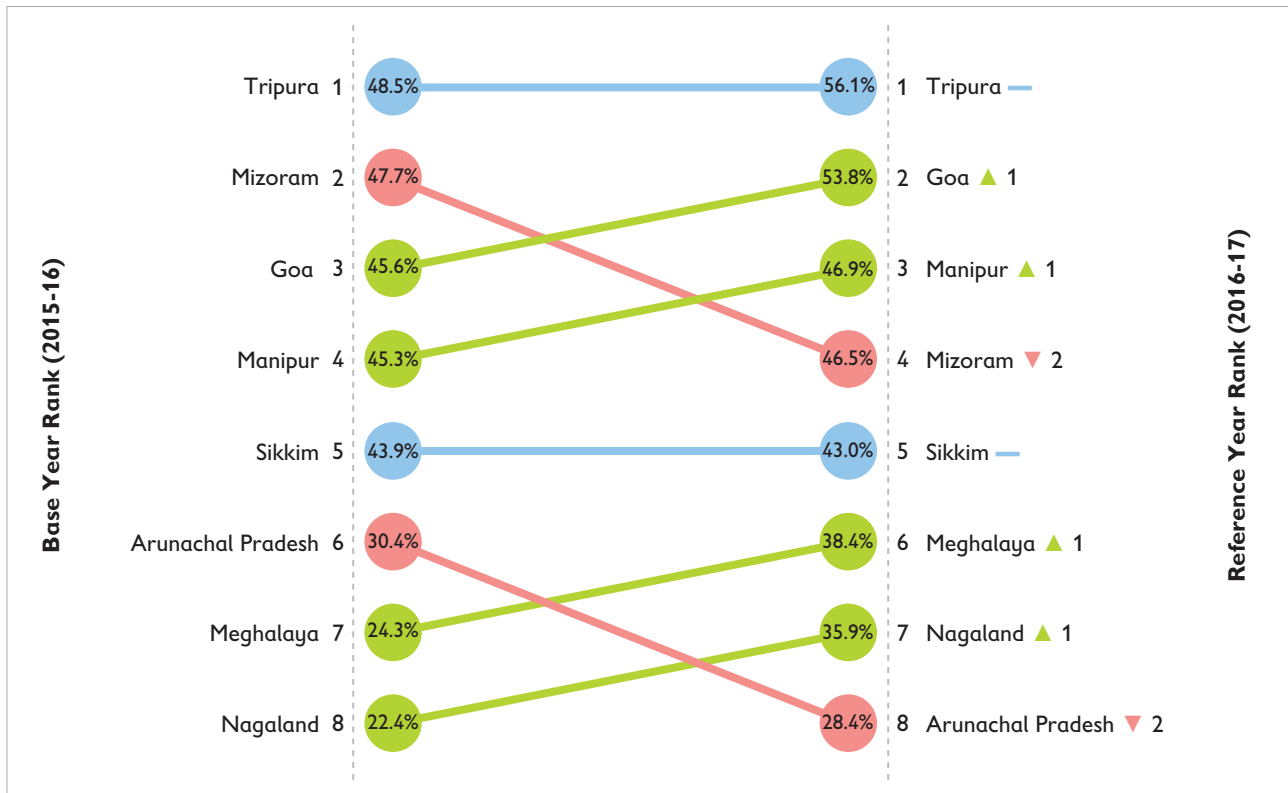
C. Union Territories

All seven UTs have shown an improvement in their overall performance scores. The average improvement is 9.5 percentage points. Daman & Diu, Dadra & Nagar Haveli and Puducherry improved their overall performance scores by 16.5, 15.0 and 14.3 percentage points respectively, which enabled them to improve their ranking.

Figure 9: UTs: Overall Performance Score and Rank, 2015-16 and 2016-17
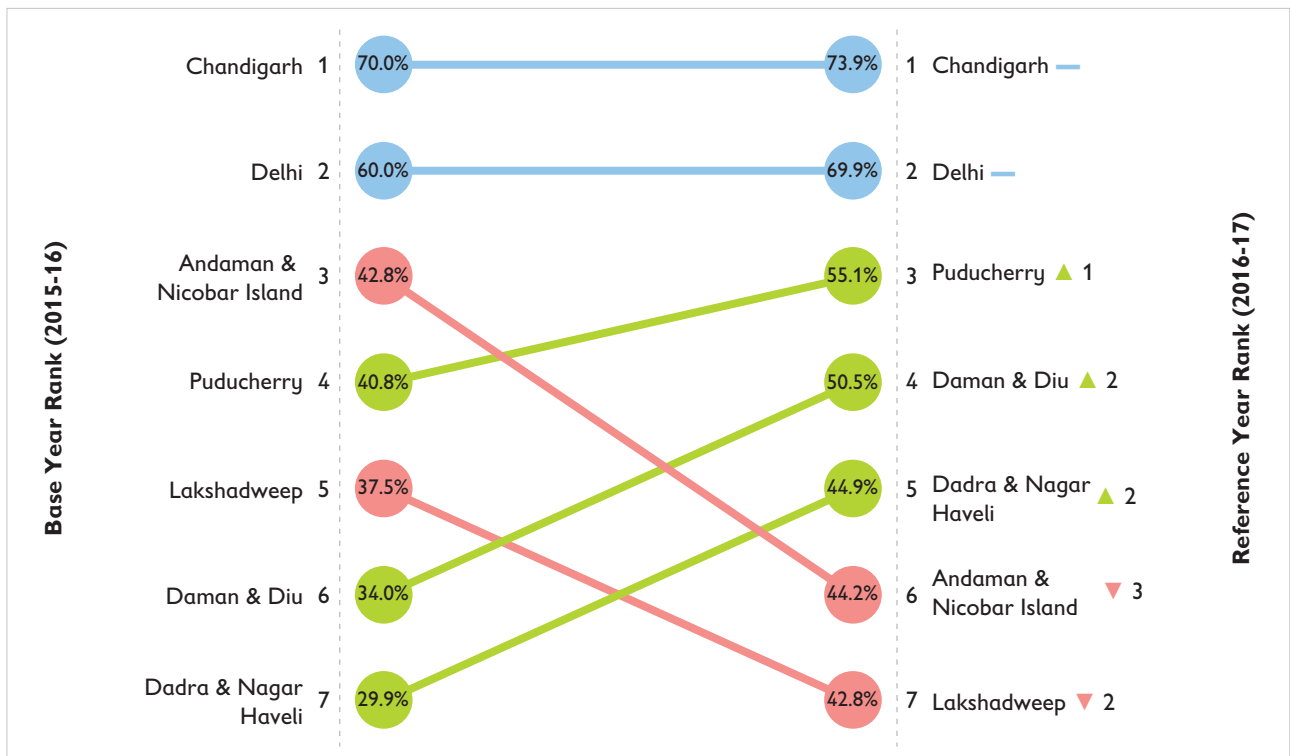
Change in Category and Domain Scores Over Time

Change in Outcomes Category Scores

The Outcomes category accounts for about 42.0 percent of the incremental performance score. In the absence of NAS-related indicators, changes in States' and UTs' scores on this category are primarily driven by changes in their performance on Access Outcomes and Equity Outcomes.

A. Large States

Overall, 14 of the Large States showed an improvement in their Outcomes category score and six showed a decline. Andhra Pradesh, Assam, Uttar Pradesh and Haryana improved their Outcomes scores by 10.0 percentage points or more. On the other hand, Outcomes scores for Telangana, Uttarakhand and Jharkhand fell by more than five percentage points. The change in scores ranged from a 20.1 percentage points increase in Andhra Pradesh to a 12.0 percentage point decrease in Telangana.

Figure 10: Large States: Change in Performance on the Outcomes Category

State	Change	Base Year (2015-16)	Reference Year (2016-17)
Andhra Pradesh	+20.1%	45.3%	65.4%
Assam	+14.2%	32.8%	47.0%
Uttar Pradesh	+11.4%	40.8%	52.2%
Haryana	+10.6%	68.1%	78.7%
Karnataka	+9.9%	61.6%	71.5%
Madhya Pradesh	+5.5%	45.4%	50.9%
Tamil Nadu	+4.3%	82.9%	87.2%
Odisha	+4.1%	53.8%	57.9%
Jammu & Kashmir	+4.1%	39.5%	43.6%
Bihar	+2.8%	37.4%	40.2%
Rajasthan	+2.6%	61.0%	63.6%
Himachal Pradesh	+1.6%	72.4%	74.0%
Maharashtra	+0.8%	83.1%	83.9%
Gujarat	+0.4%	57.7%	58.1%
Kerala	-0.6%	87.1%	86.5%
Punjab	-1.9%	68.2%	66.3%
Chhattisgarh	-3.2%	54.6%	51.4%
Jharkhand	-7.7%	51.6%	43.9%
Uttarakhand	-9.0%	70.0%	61.0%
Telangana	-12.0%	55.9%	43.9%

- 🟡 Base Year (2015-16)
- 🔵 Reference Year (2016-17)

B. Small States

Overall, four of the eight Small States showed an improvement in their Outcomes category score. Goa and Meghalaya improved their Outcomes score by more than five percentage points. On the other hand, scores for Mizoram and Arunachal Pradesh fell by more than five percentage points. The change in scores ranged from a 7.8 percentage points increase in Goa to a 16.5 percentage point decrease in Mizoram.

Figure 11: Small States: Change in Performance on the Outcomes Category

Goa +7.8% — 71.7% to 79.5%
Meghalaya +5.2% — 32.9% to 38.1%
Nagaland +0.4% — 22.8% 23.2%
Tripura +0.1% — 80.4% 80.4%
Sikkim -2.8% — 40.3% 43.1%
Manipur -3.8 — 61.6% 65.4%
Arunachal Pradesh -7.7% — 42.2% 49.9%
Mizoram -16.5% — 45.3% 61.8%

- Base Year (2015-16)
- Reference Year (2016-17)

Note: The 2015-16 score for Tripura was 80.373 and for 2016-17 it was 80.436. Its performance improved by 0.063 percentage points between the base and the reference year.

C. Union Territories

Overall, five of the seven UTs showed an improvement in their Outcomes category score. Dadra & Nagar Haveli and Daman & Diu improved their score by more than 10 percentage points. On the other hand, Andaman & Nicobar Islands score fell by 16.8 percentage points.

Figure 12: UTs: Change in Performance on the Outcomes Category

Dadra & Nagar Haveli +14.2% — 46.2% to 60.4%
Daman & Diu +10.5% — 37.9% to 48.4%
Delhi +6.1% — 68.5% to 74.6%
Puducherry +0.3% — 77.9% 78.2%
Lakshadweep +0.3% — 47.6% 47.9%
Chandigarh -2.5% — 79.8% 82.3%
Andaman & Nicobar Islands -16.8% — 51.3% 68.1%

- Base Year (2015-16)
- Reference Year (2016-17)
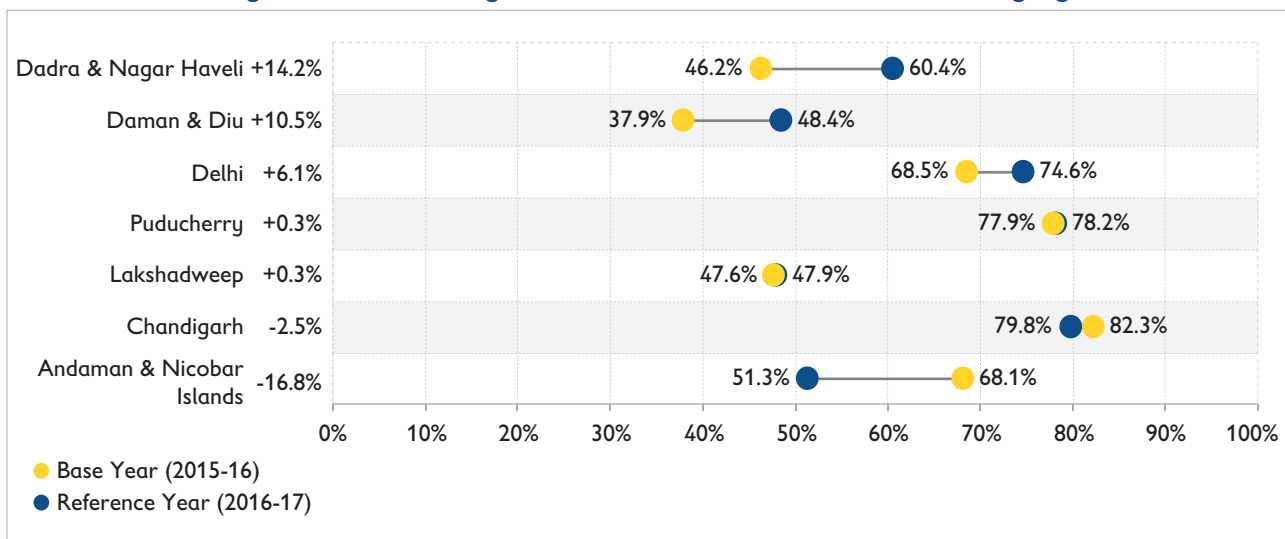
Change in Access Outcomes Domain Scores

The Access Outcomes domain accounts for about 49.0 percent of the Outcomes category incremental score and about 20 percent of the overall incremental score. It covers enrolment and flow-related indicators such as the adjusted net enrolment ratio, transition rates and the mainstreaming of out-of-school children.

A. Large States

Apart from Jharkhand, Bihar, Telangana, Jammu & Kashmir, Kerala and Punjab, all Large States improved their score on the Access Outcomes domain. Assam, Andhra Pradesh, Haryana, Uttar Pradesh, Gujarat, Rajasthan, Madhya Pradesh and Karnataka improved by more than 10 percentage points. On the other hand, the scores for Jharkhand and Bihar decreased by more than nine percentage points. The change in scores ranged from a 25.6 percentage points increase in Assam to a 14.2 percentage point decrease in Jharkhand.

The positive change in the scores of States like Assam, Andhra Pradesh and Haryana is driven by their improved performance on indicators like 'Transition Rate from Primary to Upper-Primary Level', 'Transition Rate from Upper-Primary to Secondary Level' and 'Percentage of Identified Out-of-School-Children

Figure 13: Large States: Change in Performance on the Access Outcomes Domain

State	Change	Base Year (2015-16)	Reference Year (2016-17)
Assam	+25.6%	38.1%	63.7%
Andhra Pradesh	+21.9%	36.3%	58.2%
Haryana	+15.4%	58.9%	74.3%
Uttar Pradesh	+12.0%	38.5%	50.5%
Gujarat	+11.8%	52.3%	64.1%
Rajasthan	+11.0%	45.2%	56.2%
Madhya Pradesh	+10.8%	37.5%	48.3%
Karnataka	+10.8%	69.1%	79.9%
Maharashtra	+6.4%	77.9%	84.3%
Tamil Nadu	+5.3%	87.8%	93.1%
Chhattisgarh	+4.4%	56.6%	61.0%
Odisha	+4.3%	65.2%	69.5%
Uttarakhand	+3.3%	68.4%	71.7%
Himachal Pradesh	+1.9%	84.0%	85.9%
Punjab	-1.0%	73.6%	72.6%
Kerala	-2.0%	90.7%	88.7%
Jammu & Kashmir	-3.3%	24.0%	20.7%
Telangana	-4.2%	65.2%	61.0%
Bihar	-9.3%	42.9%	33.6%
Jharkhand	-14.2%	43.2%	29.0%

● Base Year (2015-16)
● Reference Year (2016-17)

Mainstreamed (Class 1 to 8)'. These same indicators are causing the decline in Bihar's performance. In the case of Jharkhand, the negative change in performance can be attributed to a lower 'Adjusted NER at Elementary and Secondary Levels' and 'Transition Rate from Upper-Primary to Secondary Level'.

B. Small States

Access Outcomes improved in Goa, Manipur, Meghalaya and Tripura, but fell in Arunachal Pradesh, Mizoram, Sikkim and Nagaland. The change in scores ranged from a 6.9 percentage points increase in Goa to a 20.2 percentage point decrease in Arunachal Pradesh.

Like the trends among Large States, the top performing Small States on Access Outcomes, Goa and Manipur, have improved significantly in the 'Percentage of Identified Out-of-School-Children Mainstreamed'. On the other hand, poor performance on 'Transition Rate from Primary to Upper-Primary Level' and 'Adjusted NER at the Secondary Level' have led to a decline in this domain for Arunachal Pradesh.

Figure 14: Small States: Change in Performance on the Access Outcomes Domain

Base Year (2015-16)
Reference Year (2016-17)
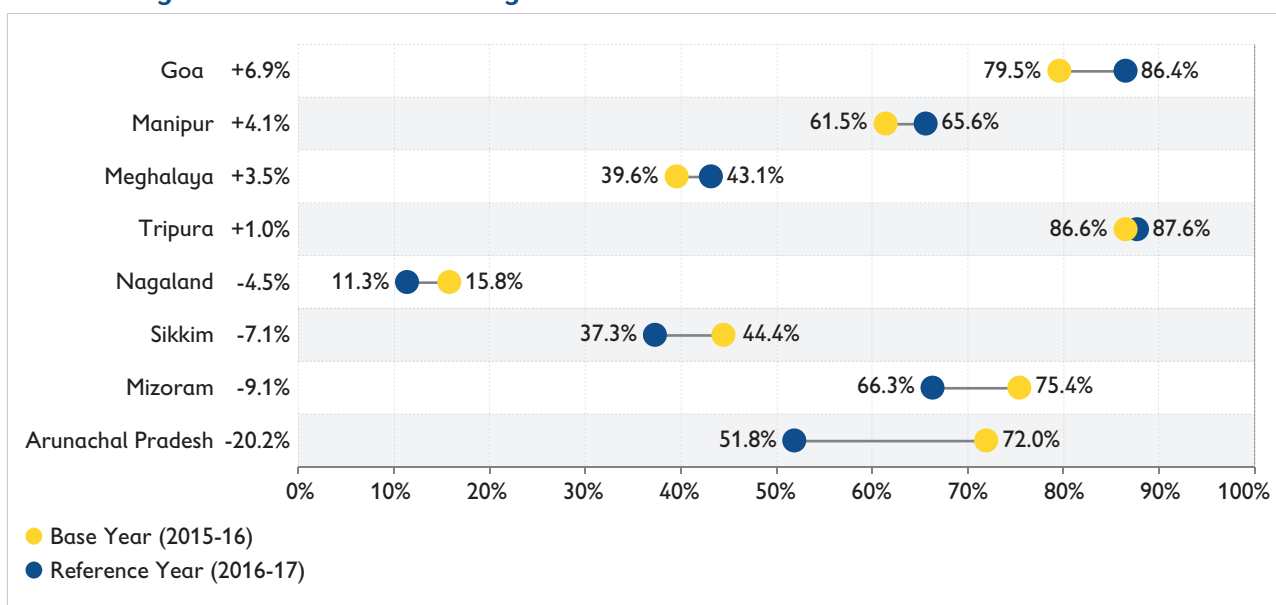
C. Union Territories

Daman & Diu and Dadra & Nagar Haveli improved their Access Outcomes score by more than 10 percentage points. Chandigarh has also marginally improved its score. Scores for all other UTs decreased. The change in scores ranged from a 14.9 percentage point increase for Daman & Diu to a 10.5 percentage point decrease for Andaman & Nicobar Islands.

Daman & Diu's higher score on Access Outcomes is due to its improved performance on 'Transition Rate from Primary to Upper-Primary Level' and 'Transition Rate from Upper-Primary to Secondary Level'. Meanwhile, Dadra & Nagar Haveli's higher score is due to its improvement in the 'Percentage of Out-of-School-Children Mainstreamed'. Andaman & Nicobar Islands and Puducherry have shown a decline in their 'Adjusted NER at Elementary and Secondary Levels', leading to a drop in their performance on Access Outcomes.

Figure 15: UTs: Change in Performance on the Access Outcomes Domain

UT	Change	Base Year	Reference Year
Daman & Diu	+14.9%	42.9%	57.8%
Dadra & Nagar Haveli	+14.1%	39.0%	53.1%
Chandigarh	+1.3%	69.6%	70.9%
Delhi	-1.0%	70.3%	69.3%
Lakshadweep	-1.5%	48.1%	46.6%
Puducherry	-5.3%	82.8%	77.5%
Andaman & Nicobar Islands	-10.5%	59.0%	48.5%

● Base Year (2015-16)
● Reference Year (2016-17)
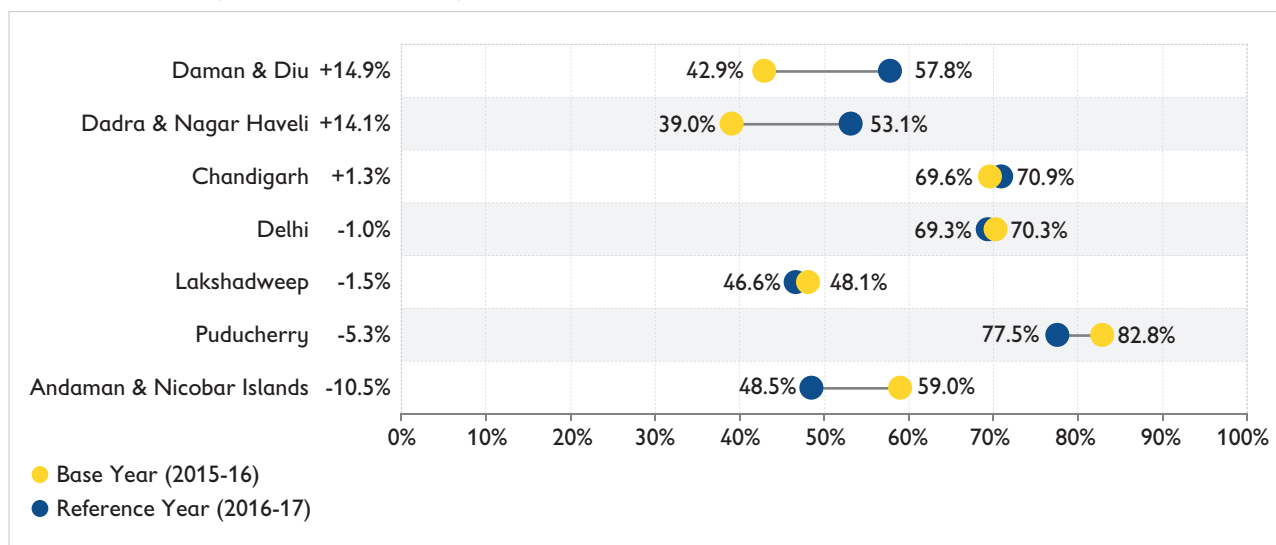
Change in Infrastructure & Facilities for Outcomes Domain Scores

The Infrastructure & Facilities for Outcomes domain accounts for about 12.0 percent of the Outcomes category incremental score and about five percent of the overall incremental score. It covers indicators related to computer-aided learning, vocational education and provision of computer laboratories and libraries in schools.

A. Large States

Twelve Large States improved their score on the Infrastructure & Facilities for Outcomes domain. Haryana, Chhattisgarh, Jammu & Kashmir and Himachal Pradesh improved their score by more than five percentage points. On the other hand, the scores for Kerala, Jharkhand and Andhra Pradesh decreased by more than five percentage points. The change in scores ranged from a 14.0 percentage point increase in Haryana to a 5.7 percentage point decrease in Kerala.

The improvement in scores for Haryana, Chhattisgarh and Jammu & Kashmir on Infrastructure & Facilities for Outcomes is a result of their improvement on 'Percentage of Schools Covered by Vocational Education in Classes 9 to 12'. Andhra Pradesh, Jharkhand and Kerala fell behind due to a decrease in the 'Percentage of Secondary Schools with Computer Lab Facility'.

Figure 16: Large States: Change in Performance on the Infrastructure & Facilities for Outcomes Domain

State	Change	Base Year (2015-16)	Reference Year (2016-17)
Haryana	+14.0%	63.8%	77.8%
Chhattisgarh	+9.6%	29.1%	38.7%
Jammu & Kashmir	+8.6%	26.1%	34.7%
Himachal Pradesh	+7.1%	60.8%	67.9%
Assam	+4.3%	5.1%	9.4%
Madhya Pradesh	+3.2%	24.4%	27.6%
Telangana	+3.0%	17.5%	20.5%
Punjab	+1.7%	61.8%	63.5%
Karnataka	+1.4%	24.6%	26.0%
Rajasthan	+0.6%	17.9%	18.5%
Bihar	+0.5%	10.4%	10.9%
Tamil Nadu	+0.2%	50.6%	50.8%
Odisha	-1.2%	25.8%	27.0%
Uttarakhand	-1.4%	29.4%	30.8%
Gujarat	-2.1%	45.9%	48.0%
Uttar Pradesh	-2.9%	13.4%	16.3%
Maharashtra	-3.3%	72.7%	76.0%
Andhra Pradesh	-5.1%	18.7%	23.8%
Jharkhand	-5.2%	21.7%	26.9%
Kerala	-5.7%	48.9%	54.6%

● Base Year (2015-16)
● Reference Year (2016-17)

B. Small States

Four Small States improved their scores on the Infrastructure & Facilities for Outcomes domain. Mizoram and Manipur improved their score by more than five percentage points. The change in scores ranged from a 6.1 percentage point increase in Mizoram to a 22.3 percentage point decrease in Sikkim.

The change in the 'Percentage of Schools Covered by Vocational Education in Classes 9 to 12' has driven improvement in Mizoram, which is the top-performing State, but has also caused the large decline in Sikkim.

Figure 17: Small States: Change in Performance on the Infrastructure & Facilities for Outcomes Domain

State	Change	Base Year (2015-16)	Reference Year (2016-17)
Mizoram	+6.1%	32.4%	38.5%
Manipur	+5.2%	26.6%	31.8%
Tripura	+4.4%	9.9%	14.3%
Goa	+0.1%	89.6%	89.7%
Nagaland	-2.3%	31.0%	28.7%
Arunachal Pradesh	-2.4%	17.5%	15.1%
Meghalaya	-4.3%	10.9%	6.6%
Sikkim	-22.3%	48.7%	26.4%

● Base Year (2015-16)
● Reference Year (2016-17)
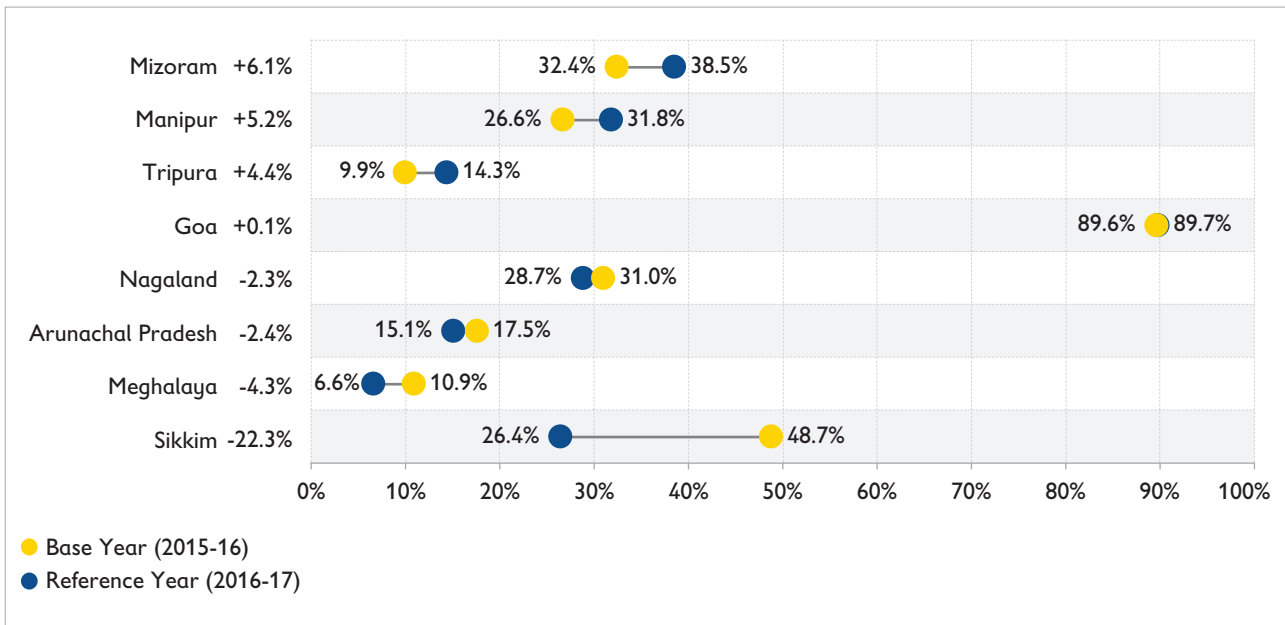
C. Union Territories

Five UTs improved their score on the Infrastructure & Facilities for Outcomes domain. Andaman & Nicobar Islands, Daman & Diu and Lakshadweep improved their score by more than 10.0 percentage points. On the other hand, the score for Chandigarh and Puducherry decreased by more than five percentage points. The change in score ranged from a 12.4 percentage point increase in Andaman & Nicobar Islands to a 11.0 percentage point decrease in Chandigarh.
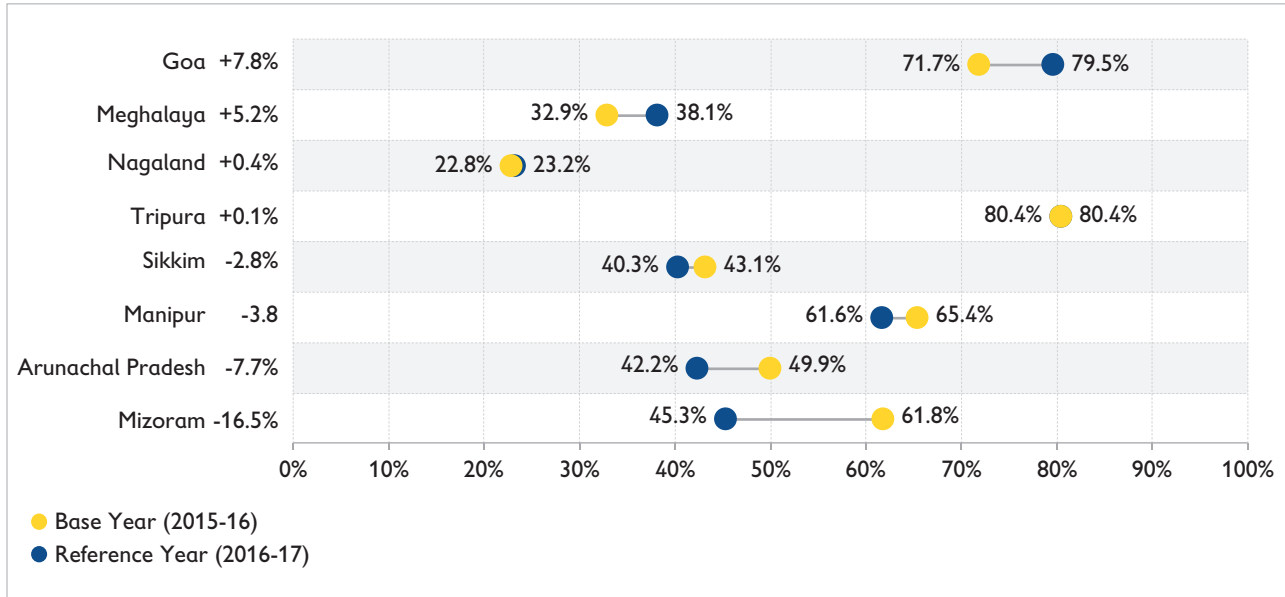
While Andaman & Nicobar Islands improved due to the increase in the 'Percentage of Schools Covered by Vocational Education in Classes 9 to 12', Daman & Diu showed improvement because of a steep rise in the 'Percentage of Schools with Computer Lab Facility'. Chandigarh's decline in this domain is due to the decrease in 'Percentage of Schools with Computer Lab Facility'.

Figure 18: UTs: Change in Performance on the Infrastructure & Facilities for Outcomes Domain

UT	Change	Base Year (2015-16)	Reference Year (2016-17)
Andaman & Nicobar Islands	+12.4%	42.6%	55.0%
Daman & Diu	+11.1%	8.4%	19.5%
Lakshadweep	+10.1%	49.6%	59.7%
Dadra & Nagar Haveli	+8.9%	28.8%	37.7%
Delhi	+5.5%	36.4%	41.9%
Puducherry	-7.8%	59.2%	51.4%
Chandigarh	-11.0%	88.0%	77.0%

● Base Year (2015-16)
● Reference Year (2016-17)
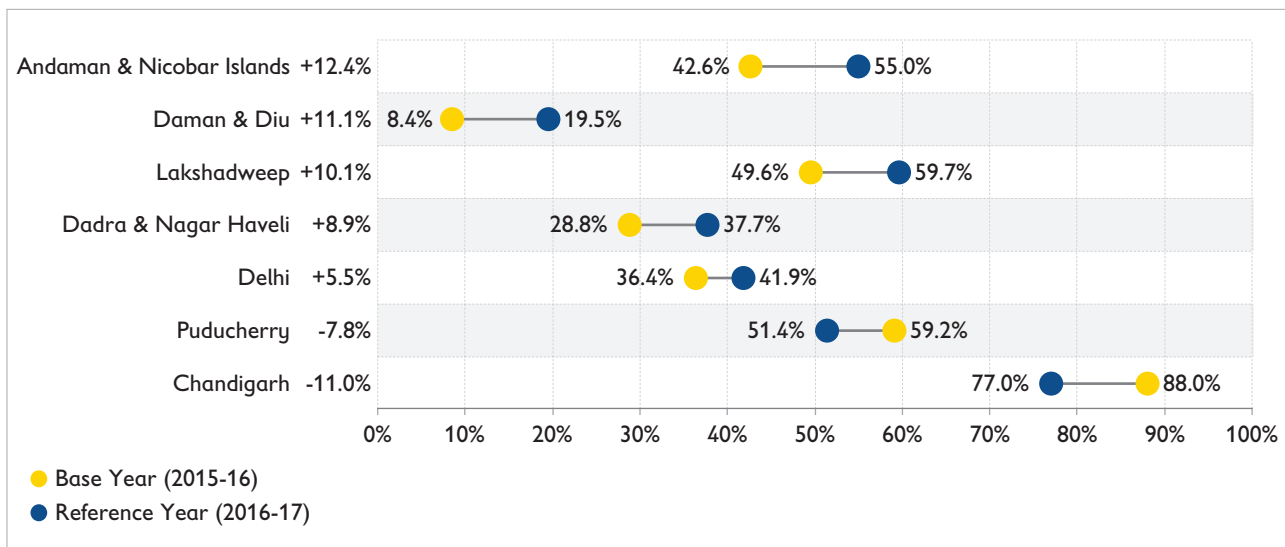
Change in Equity Outcomes Domain Scores

The Equity Outcomes domain accounts for about 39.0 percent of the Outcomes category incremental score and about 16.0 percent of the overall incremental score. It covers indicators related to inclusive education; the difference in transitions rates for boys and girls; and the difference in transition rates for General Category, Scheduled Caste (SC), Scheduled Tribe (ST) and Other Backward Classes (OBC) students.
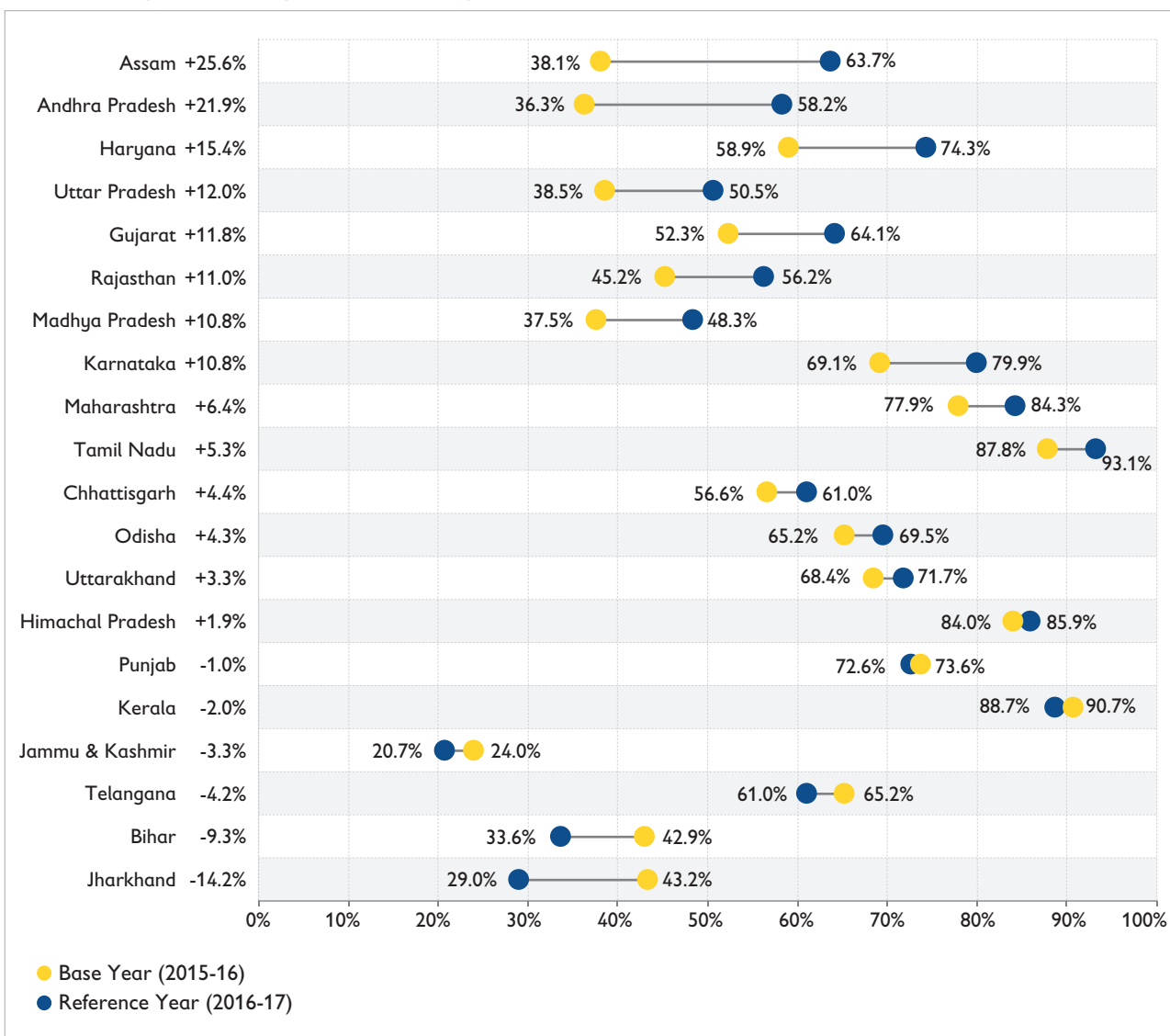
A. Large States

Among the Large States, Andhra Pradesh, Bihar, Uttar Pradesh, Jammu & Kashmir and Karnataka improved their score by more than 10.0 percentage points. On the other hand, the score for Uttarakhand, Telangana, Chhattisgarh and Gujarat decreased by more than 10.0 percentage points. The change in score ranged from a 25.6 percentage points increase for Andhra Pradesh to a 26.8 percentage point decrease for Uttarakhand. The indicator driving the change in performance, both for improving States like Andhra Pradesh and Bihar, and declining States like Uttarakhand, is 'Percentage of Entitled Children with Special Needs (CWSN) Receiving Aids and Appliances'.

Figure 19: Large States: Change in Performance on the Equity Outcomes Domain

Legend:
- ● Base Year (2015-16)
- ● Reference Year (2016-17)

State	Change	Base Year	Reference Year
Andhra Pradesh	+25.6%	63.3%	88.9%
Bihar	+18.7%	39.0%	57.7%
Uttar Pradesh	+15.1%	51.3%	66.4%
Jammu & Kashmir	+12.0%	63.0%	75.0%
Karnataka	+11.5%	63.8%	75.3%
Odisha	+5.6%	47.8%	53.4%
Tamil Nadu	+4.2%	86.9%	91.1%
Haryana	+3.5%	80.9%	84.4%
Assam	+3.0%	34.9%	37.9%
Kerala	+2.5%	92.9%	95.4%
Jharkhand	-0.4%	69.8%	69.4%
Madhya Pradesh	-0.4%	61.9%	61.5%
Himachal Pradesh	-0.4%	61.5%	61.1%
Punjab	-4.2%	63.5%	59.3%
Maharashtra	-4.7%	91.8%	87.1%
Rajasthan	-7.1%	94.2%	87.1%
Gujarat	-12.9%	67.4%	54.5%
Chhattisgarh	-16.9%	60.2%	43.3%
Telangana	-26.4%	56.4%	30.0%
Uttarakhand	-26.8%	84.2%	57.4%

B. Small States

Of the five Small States that showed an improvement on Equity Outcomes, Goa and Meghalaya improved their score by more than 10.0 percentage points. On the other hand, the score for Mizoram and Manipur decreased by more than 15.0 percentage points. The change in score ranged from a 11.3 percentage point increase for Goa to a 32.9 percentage point decrease for Mizoram.

Goa has improved due to a decrease in the 'Difference in Transition Rate in All Schools from Upper Primary to Secondary Level between SCs and General Category'. In the case of Meghalaya, the improvement is driven by an increase in the 'Percentage of Entitled CWSN Receiving Aids and Appliances'. Mizoram sees a decline due to an increase in 'Difference in Transition Rate in All Schools from Upper Primary to Secondary Level Between SCs, STs and General Category' and in 'Difference in the Transition Rate between Boys' and Girls'.

Figure 20: Small States: Change in Performance on the Equity Outcomes Domain
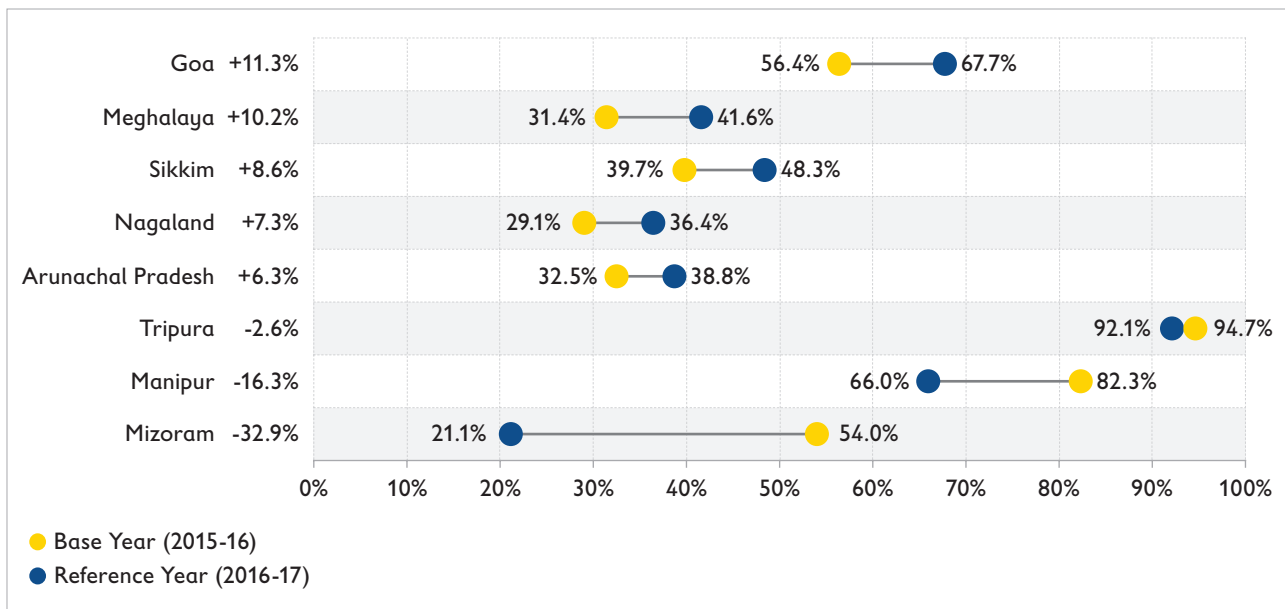
C. Union Territories

Four UTs improved their score on Equity Outcomes. Of these, Dadra & Nagar Haveli and Delhi improved their score by more than 15.0 percentage points. The largest improvement (16.2 percentage points) was observed in Dadra & Nagar Haveli. On the other hand, the score for Andaman & Nicobar Islands decreased by 33.9 percentage points.

The improved scores of Dadra & Nagar Haveli and Delhi on Equity Outcomes are linked to a decrease in the 'Difference in Transition Rate in All Schools from Upper Primary to Secondary Level between SCs/STs and General Category'. The decline in the performance of Andaman & Nicobar Islands can be attributed to the decrease in their 'Percentage of Entitled CWSN Receiving Aids and Appliances'.

Figure 21: UTs: Change in Performance on the Equity Outcomes Domain

	Base Year (2015-16)	Reference Year (2016-17)
Dadra & Nagar Haveli +16.2%	60.6%	76.8%
Delhi +15.3%	76.3%	91.6%
Puducherry +9.9%	77.5%	87.4%
Daman & Diu +4.9%	40.8%	45.7%
Lakshadweep -0.6%	45.8%	46.4%
Chandigarh -4.4%	91.8%	96.2%
Andaman & Nicobar Islands -33.9%	53.6%	87.5%

● Base Year (2015-16)
● Reference Year (2016-17)
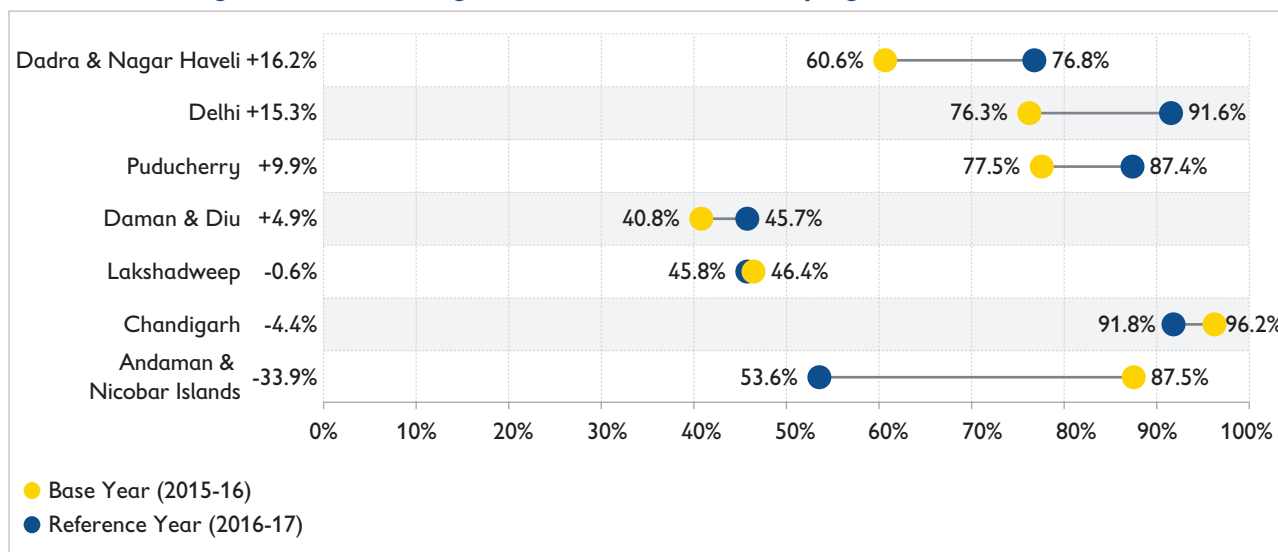
Change in Governance Processes Aiding Outcomes Category Scores

The Governance Processes Aiding Outcomes category accounts for about 58.0 percent of the incremental score and is in turn primarily driven by performance on indicators related to school leadership, financial discipline, teacher availability and availability of transparent systems for teacher/school leader recruitment.

A. Large States

Haryana, Assam, Odisha, Jammu & Kashmir, Gujarat, Telangana, Punjab and Uttar Pradesh all improved their score on this category by more than 15.0 percentage points. Scores for Karnataka and Andhra Pradesh decreased by 13.5 and 1.4 percentage points respectively.

Several indicators drive the change in a State's overall score on Governance Processes Aiding Outcomes. For example, the 'Percentage of Teachers Whose Unique ID is Seeded in Any Electronic Database' could explain the improved performance of Gujarat, Assam, Odisha and Jammu & Kashmir. The 'Percentage of Teachers Provided with Sanctioned Number of Days of Training' is linked to positive changes in Haryana and Jammu & Kashmir's performance but has led to a sharp decline for Karnataka.

Figure 22: Large States: Change in Performance on the Governance Processes Aiding Outcomes Category

State	Change	Base Year (2015-16)	Reference Year (2016-17)
Haryana	+24.4%	38.5%	62.9%
Assam	+18.8%	44.0%	62.8%
Odisha	+18.5%	43.4%	61.9%
Jammu & Kashmir	+18.4%	31.4%	49.8%
Gujarat	+18.1%	48.5%	66.6%
Telangana	+16.2%	19.2%	35.4%
Punjab	+15.8%	37.9%	53.7%
Uttar Pradesh	+15.2%	27.0%	42.2%
Tamil Nadu	+14.5%	48.7%	63.2%
Chhattisgarh	+13.7%	43.8%	57.5%
Rajasthan	+12.3%	44.1%	56.4%
Bihar	+10.6%	24.6%	35.2%
Jharkhand	+9.5%	11.5%	21.0%
Kerala	+8.3%	70.7%	79.0%
Himachal Pradesh	+6.9%	47.7%	54.6%
Maharashtra	+6.1%	40.8%	46.9%
Uttarakhand	+4.3%	34.5%	38.8%
Madhya Pradesh	+0.8%	43.7%	44.5%
Andhra Pradesh	-1.4%	49.3%	50.7%
Karnataka	-13.5%	39.3%	52.8%

● Base Year (2015-16)
● Reference Year (2016-17)

B. Small States

All Small States improved their score on the Governance Processes Aiding Outcomes category. Nagaland improved its score by 23.1 percentage points followed by Meghalaya at 20.6 percentage points.

Nagaland and Meghalaya both improved in the 'Percentage of Teachers Provided with Sanctioned Number of Days of Training'. Meghalaya has additionally shown a positive change in the 'Number of Head-Masters/Principals Recruited Through a Merit-Based Selection System as a Percentage of Total Number of Head-Masters/Principals Recruited' and 'Percentage of Schools Meeting Teacher Norms as per RTE in Elementary Schools'.

Figure 23: Small States: Change in Performance on the Governance Processes Aiding Outcomes Category

State	Change	Base Year (2015-16)	Reference Year (2016-17)
Nagaland	+23.1%	22.1%	45.2%
Meghalaya	+20.6%	18.1%	38.7%
Tripura	+13.2%	25.1%	38.3%
Mizoram	+10.1%	37.4%	47.5%
Goa	+8.4%	26.5%	34.9%
Manipur	+5.5%	30.5%	36.0%
Arunachal Pradesh	+2.2%	16.1%	18.3%
Sikkim	+0.5%	44.5%	45.0%

● Base Year (2015-16)
● Reference Year (2016-17)
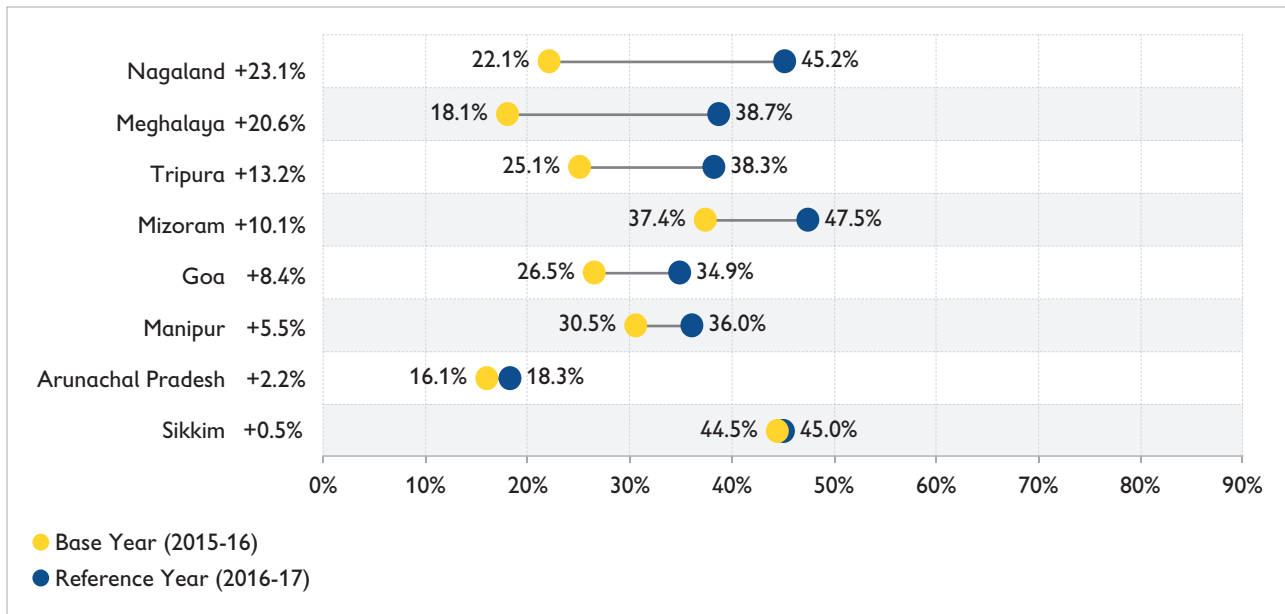
C. Union Territories

All UTs improved their score in the Governance Processes Aiding Outcomes category by at least 8.5 percentage points. Puducherry improved its score by 24.5 percentage points, followed by Daman & Diu at 20.9 percentage points.

Puducherry has the highest increase in percentage points. It shows a positive change on two indicators: 'Percentage Distribution of Schools with Head-Masters/Principals' and 'Percentage of Teachers Provided with Sanctioned Number of Days of Training'. Daman & Diu's improvement in this domain is driven by a steep increase in the 'Percentage of Average Daily Attendance of Teachers Recorded in the Electronic Attendance System'.

Figure 24: UTs: Change in Performance on the Governance Processes Aiding Outcomes Category
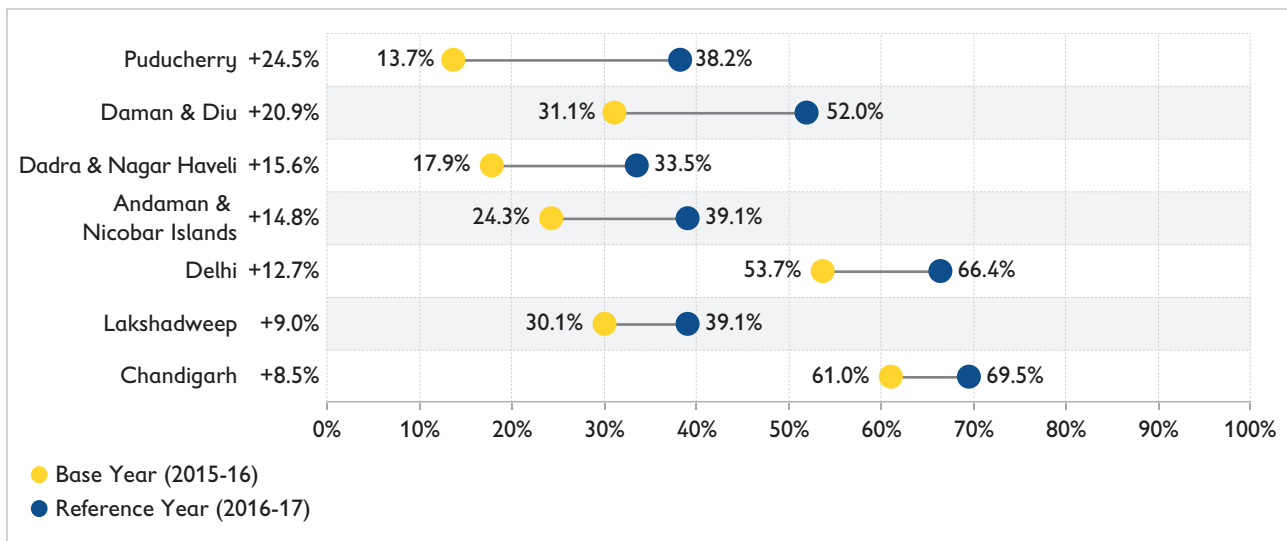
UT	Change	Base Year (2015-16)	Reference Year (2016-17)
Puducherry	+24.5%	13.7%	38.2%
Daman & Diu	+20.9%	31.1%	52.0%
Dadra & Nagar Haveli	+15.6%	17.9%	33.5%
Andaman & Nicobar Islands	+14.8%	24.3%	39.1%
Delhi	+12.7%	53.7%	66.4%
Lakshadweep	+9.0%	30.1%	39.1%
Chandigarh	+8.5%	61.0%	69.5%

● Base Year (2015-16)
● Reference Year (2016-17)

PERFORMANCE ON INDICATORS

This section presents States'/UTs' performance on each indicator included in SEQI. Where possible, it draws comparisons between base year and reference year performance. Data are presented first for Large States, and then for Small States and UTs.

Category 1: Outcomes

Domain 1: Learning Outcomes

Indicator 1.1.1: Average Score in Class 3 for Language & Mathematics

The Class 3 NAS scores reflect the quality of foundational learning (preschool education, Class 1 and Class 2) in a State. This is an important indicator as improvements in foundational learning are positively correlated with improved enrolment, retention and completion rates at higher levels of education as well as with improved labor market outcomes. Improved outcomes in foundational learning are also related to improved health-seeking behavior and reduced delinquency. Among the Large States, average performance on the Class 3 language test ranges from 79.0 percent for Andhra Pradesh to 58.0 percent for Uttar Pradesh. In the case of mathematics, average performance ranges from 75.0 percent for Karnataka to 56.0 percent for Punjab.

Figure 25: Average Score in Class 3 for Language & Mathematics – Large States
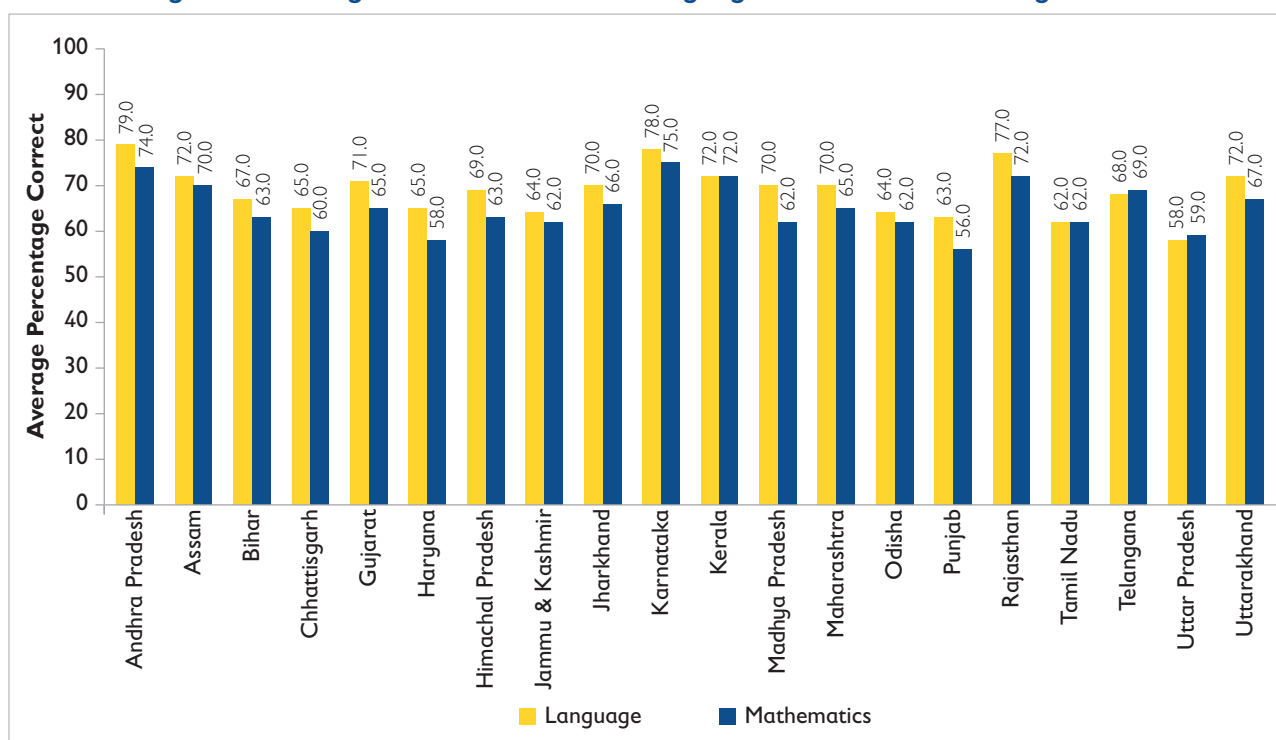
Among the Small States and UTs, Chandigarh has the highest average language and mathematics scores of 75.0 and 71.0 percent respectively while Arunachal Pradesh has the lowest average scores of 51.0 and 49.0 percent respectively.

Figure 26: Average Score in Class 3 for Language & Mathematics – Small States and UTs

Small States

State	Language	Mathematics
Arunachal Pradesh	51.0	49.0
Goa	66.0	59.0
Manipur	71.0	68.0
Meghalaya	62.0	57.0
Mizoram	69.0	61.0
Nagaland	67.0	64.0
Sikkim	60.0	55.0
Tripura	67.0	61.0

Union Territories

UT	Language	Mathematics
Andaman & Nicobar Islands	62.0	62.0
Chandigarh	75.0	71.0
Dadra & Nagar Haveli	71.0	66.0
Daman & Diu	66.0	57.0
Delhi	58.0	54.0
Lakshadweep	56.0	58.0
Puducherry	59.0	62.0
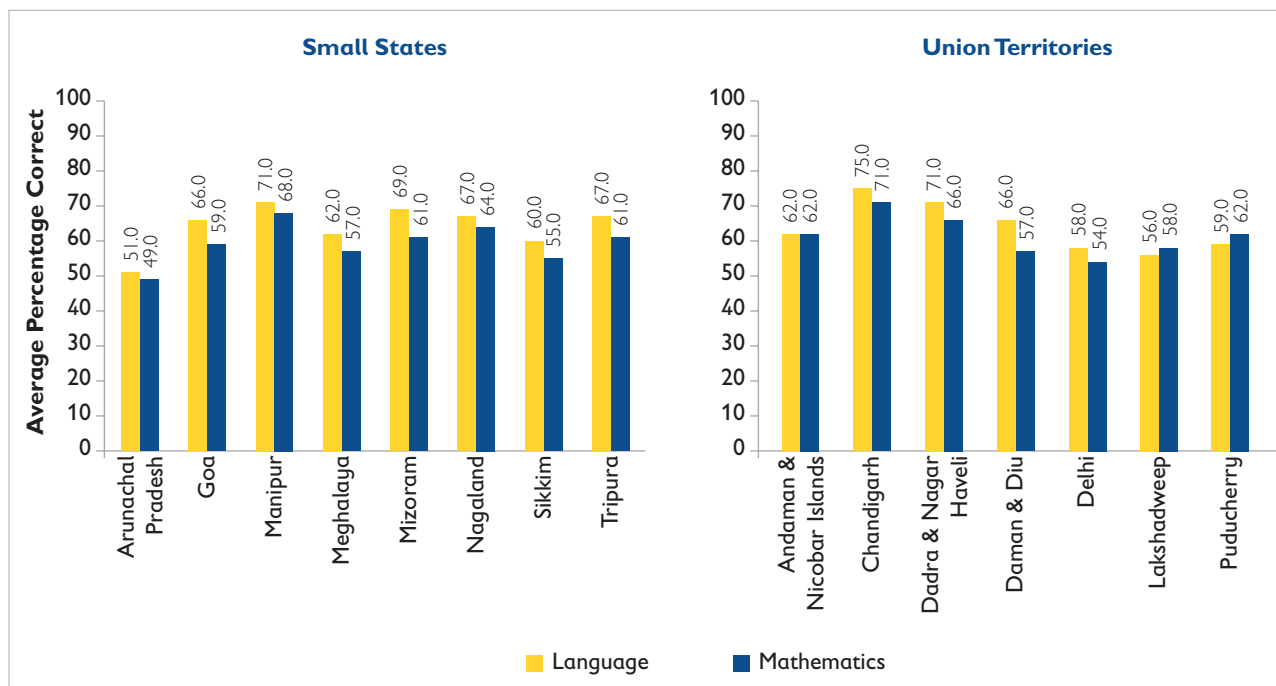
Indicator 1.1.2: Average Score in Class 5 for Language & Mathematics

In India, Class 5 is the senior-most grade at the primary level and therefore an important educational milestone in a student's life. The Class 5 NAS measures the quality of education at the end of primary education and students' preparedness to transition to the upper-primary level. Among the Large States, Karnataka has the highest average Class 5 language and mathematics scores of 71.0 and 67.0 percent respectively. Punjab and Uttar Pradesh have the lowest average language score of 50.0 percent; Punjab also has the lowest average mathematics score of 43.0 percent.

Figure 27: Average Score in Class 5 for Language & Mathematics – Large States
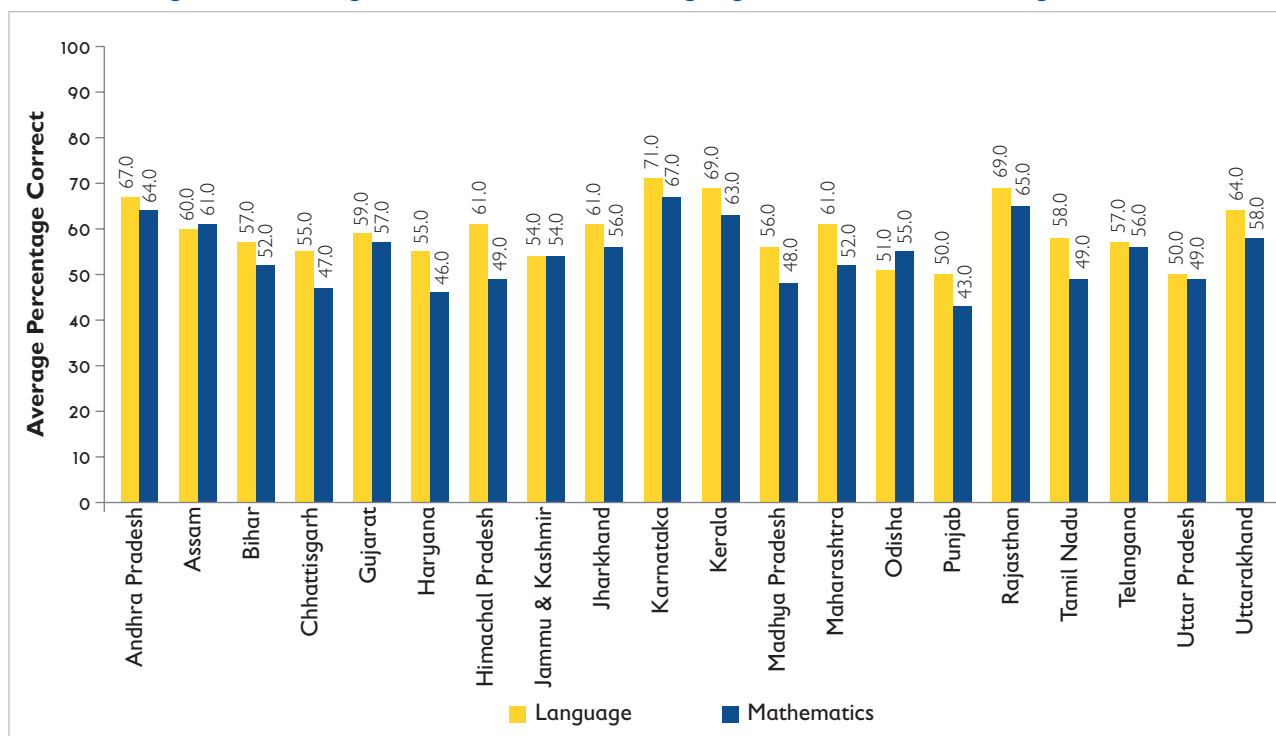
State	Language	Mathematics
Andhra Pradesh	67.0	64.0
Assam	60.0	61.0
Bihar	57.0	52.0
Chhattisgarh	55.0	47.0
Gujarat	59.0	57.0
Haryana	55.0	46.0
Himachal Pradesh	61.0	49.0
Jammu & Kashmir	54.0	54.0
Jharkhand	61.0	56.0
Karnataka	71.0	67.0
Kerala	69.0	63.0
Madhya Pradesh	56.0	48.0
Maharashtra	61.0	52.0
Odisha	51.0	55.0
Punjab	50.0	43.0
Rajasthan	69.0	65.0
Tamil Nadu	58.0	49.0
Telangana	57.0	56.0
Uttar Pradesh	50.0	49.0
Uttarakhand	64.0	58.0

Among the Small States and UTs, Chandigarh has the highest average language and mathematics scores of 69.0 and 64.0 percent respectively while Arunachal Pradesh has the lowest average scores of 43.0 and 39.0 percent respectively.

Figure 28: Average Score in Class 5 for Language & Mathematics – Small States and UTs
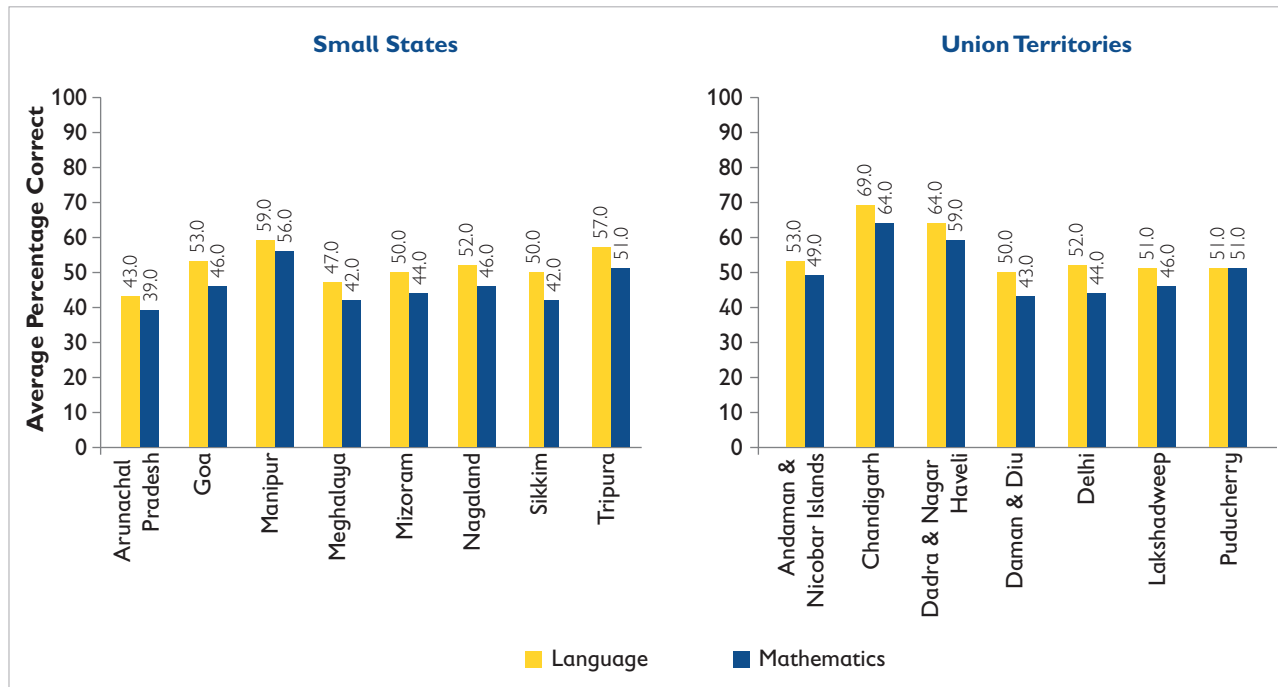
Indicator 1.1.3: Average Score in Class 8 for Language & Mathematics

In India, elementary education concludes with the completion of Class 8, after which students transition to secondary education. The Class 8 NAS measures the quality of education at the end of elementary education and students' preparedness to transition to the secondary level. Among the Large States, Rajasthan has the highest average Class 8 language and mathematics scores of 67.0 and 57.0 percent respectively. Jammu & Kashmir has the lowest average language score of 43.0 percent while Punjab has the lowest average mathematics score of 31.0 percent.

Among the Small States and UTs, Chandigarh has the highest average language and mathematics scores of 61.0 and 46.0 percent respectively. Arunachal Pradesh has the lowest average language score of 44.0 percent while Sikkim has the lowest average mathematics score of 30.0 percent.

Figure 29: Average Score in Class 8 for Language & Mathematics – Large States
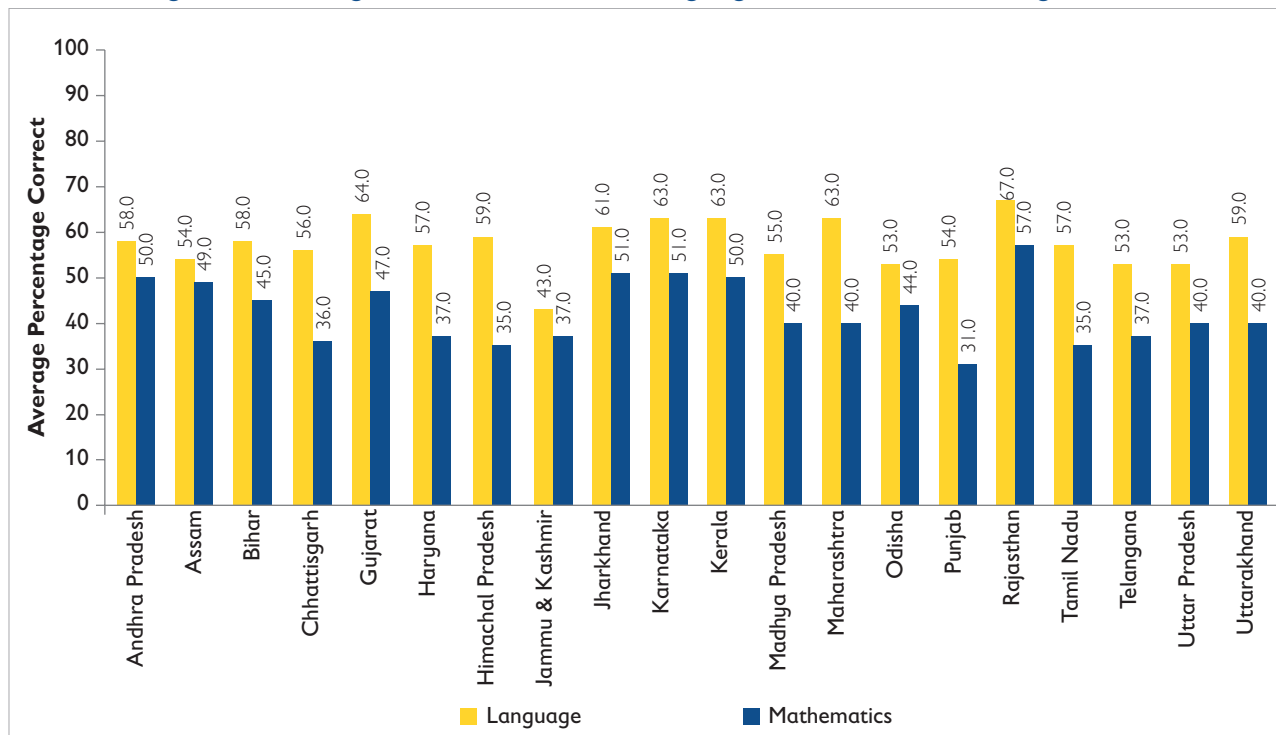
Figure 30: Average Score in Class 8 for Language & Mathematics – Small States and UTs
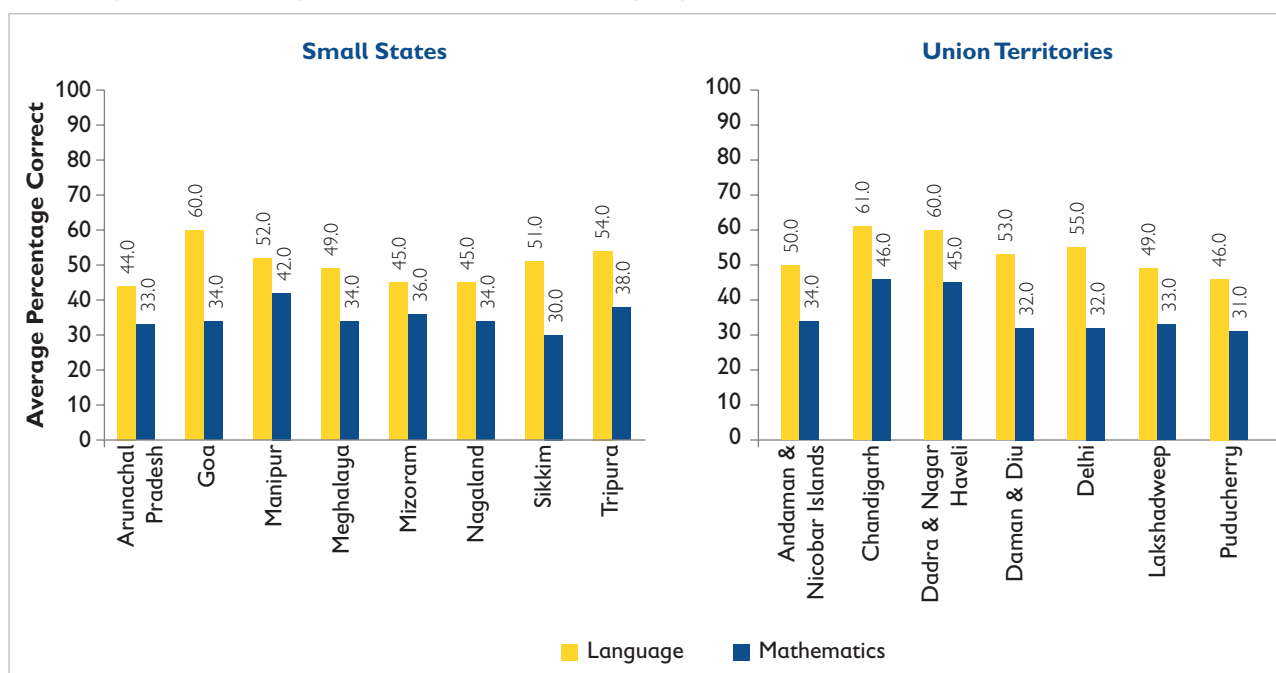
Domain 2: Access Outcomes

Indicator 1.2.1a: Adjusted Net Enrolment Ratio (NER) at Elementary Level

Adjusted NER refers to the total number of pupils in a particular stage of school education enrolled either in the corresponding stage or the next stage of school education expressed as a percentage of the corresponding population. Reference year data shows that 18 States and UTs reported an adjusted NER greater than 90.0 percent. In contrast, Nagaland, Sikkim and Jammu & Kashmir reported the lowest adjusted NERs of 76.7, 68.9 and 67.3 percent respectively.

Figure 31: Adjusted NER at Elementary Level – Large States
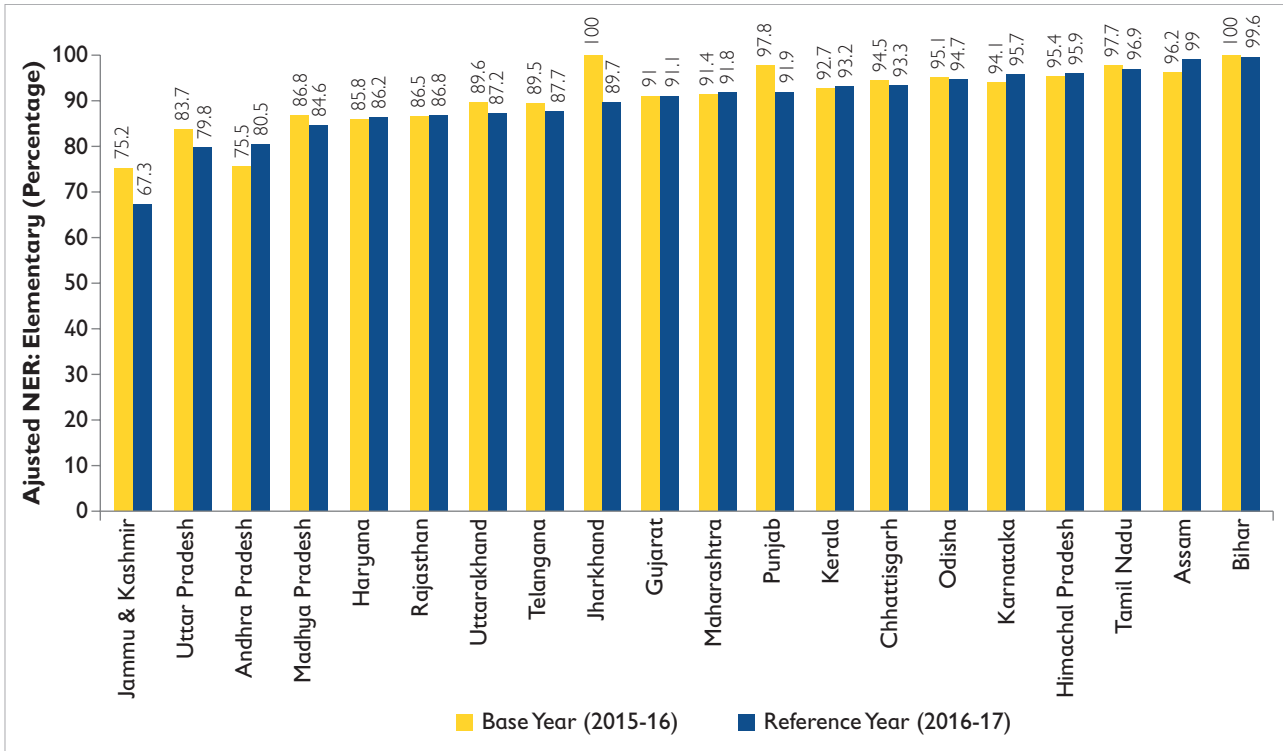
For most States and UTs, there is very little difference between their adjusted NER for 2015-16 and 2016-17. However, in the case of Sikkim, Nagaland, Jharkhand and Jammu & Kashmir, there was a decrease of five percentage points or more in their adjusted NER over this period.

Figure 32: Adjusted NER at Elementary Level – Small States and UTs
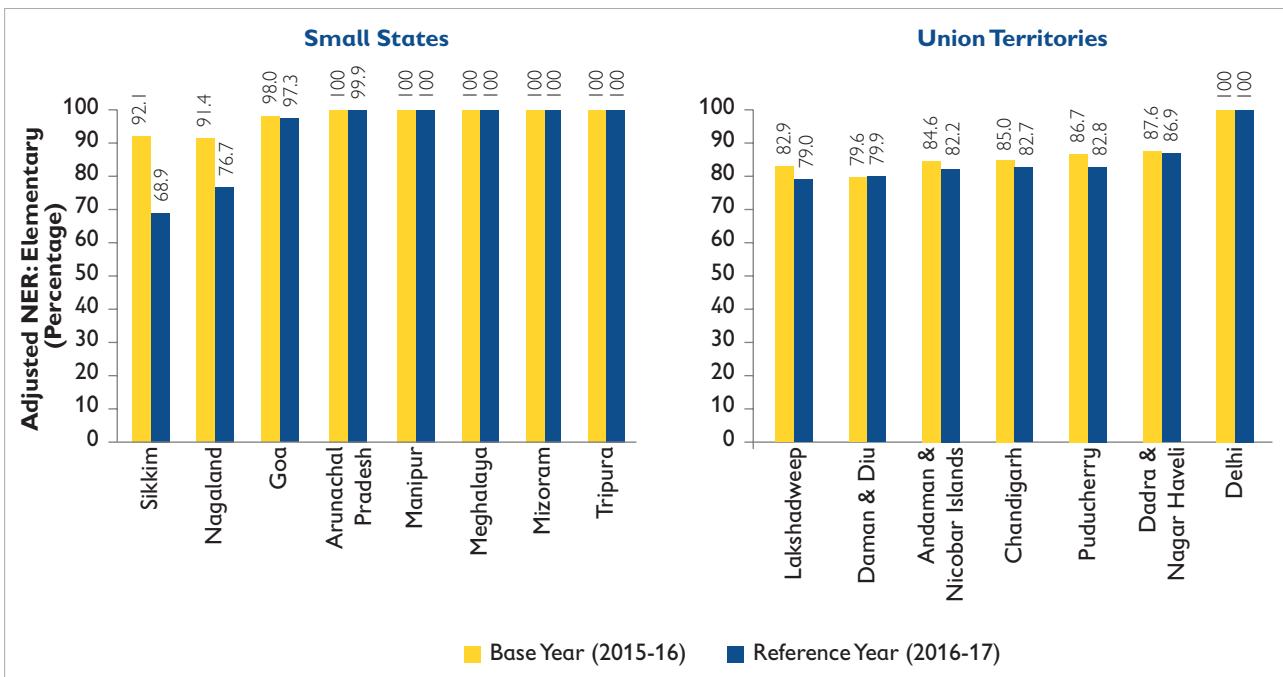
Indicator 1.2.1b: Adjusted Net Enrolment Ratio (NER) at Secondary Level

Reference year data shows that seven States and UTs reported an adjusted NER greater than 80.0 percent. In contrast, Sikkim, Nagaland and Jharkhand reported the lowest adjusted NERs of 22.1, 35.8 and 46.3 percent respectively.

Figure 33: Adjusted NER at Secondary Level – Large States
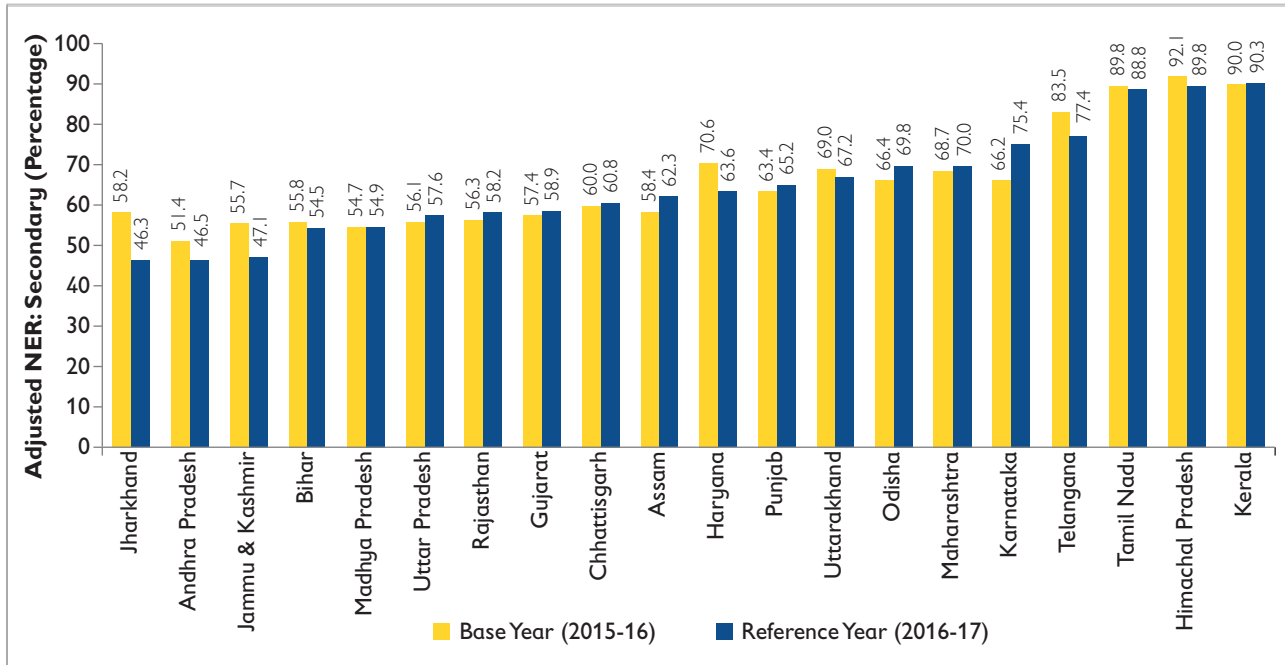
For most States and UTs, there is very little difference between their adjusted NER for 2015-16 and 2016-17. However, in the case of Sikkim, Arunachal Pradesh, Meghalaya, Jharkhand and Nagaland, there was a decrease of five percentage points or more in their adjusted NER over this time period. Less than half of the States and UTs reported an improvement in their adjusted NER. While the average adjusted NER for UTs and Large States is 73.6 and 65.2 percent respectively, the corresponding estimate for Small States is relatively lower at 57.7 percent.

Figure 34: Adjusted NER at Secondary Level – Small States and UTs
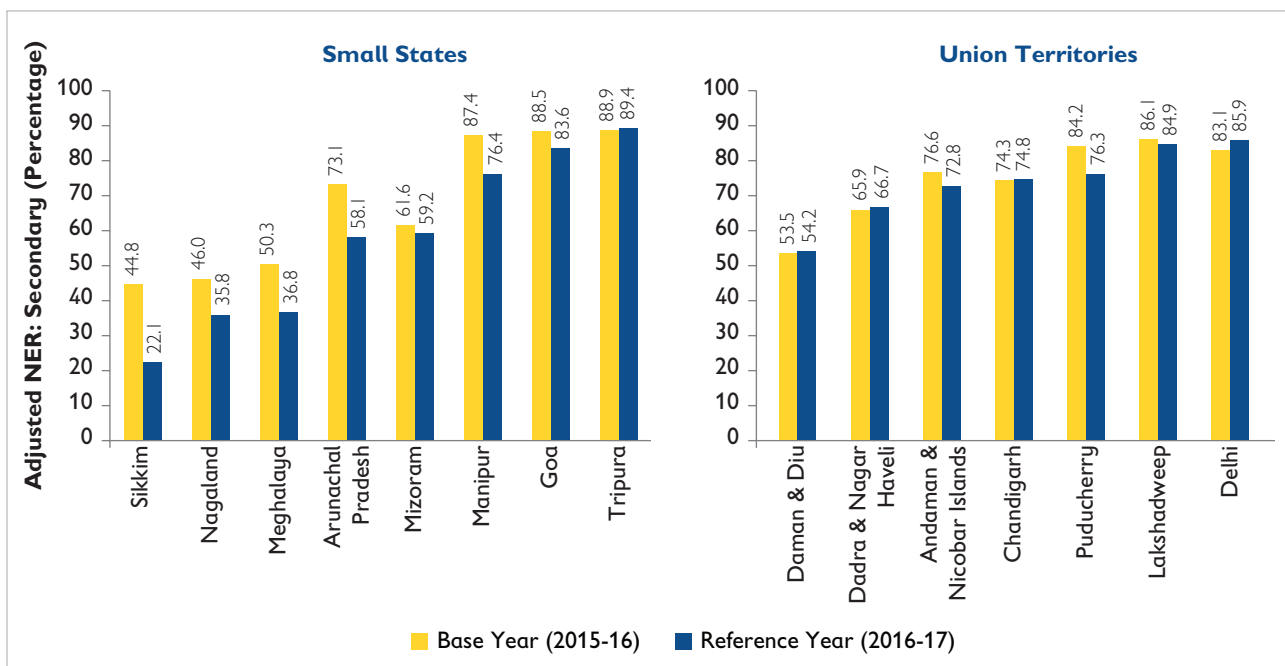
Indicator 1.2.2a: Transition Rate from Primary to Upper-Primary Level

The transition rate for primary to upper-primary level tracks the percentage of pupils enrolled in the highest grade at the primary level (Grade V) who transition to the lowest grade at the upper-primary level (Grade VI) in the next academic year. During 2016-17, 27 States and UTs reported a transition rate above 90.0 percent. In contrast, Uttar Pradesh, Jharkhand and Bihar reported the lowest transition rates of 77.9, 76.3 and 76.1 percent respectively.

Figure 35: Transition Rate from Primary to Upper-Primary Level – Large States
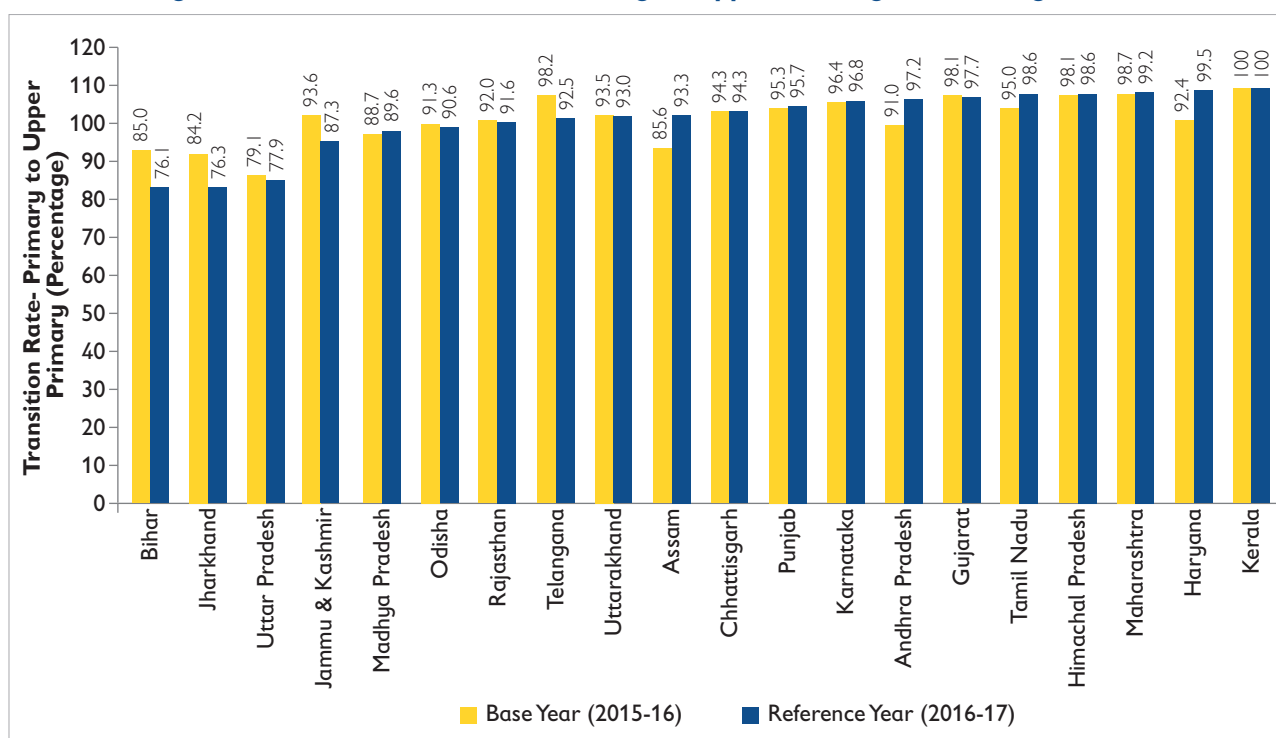
Among the Small States and UTs, Nagaland and Arunachal Pradesh reported a decrease of more than five percentage points in their transition rates over this period. The average transition rates for UTs, Large States and Small States were 98.2, 92.3 and 89.0 percent respectively.

Figure 36: Transition Rate from Primary to Upper-Primary Level – Small States and UTs
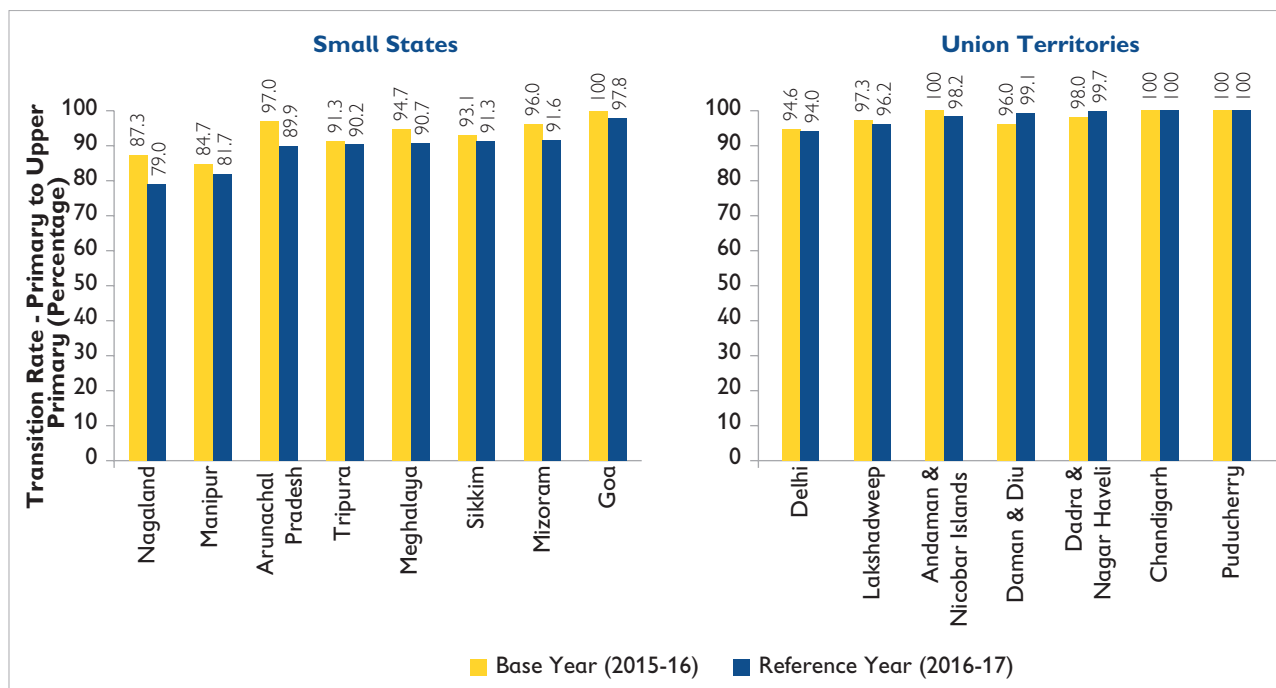
Indicator 1.2.2b: Transition Rate from Upper-Primary to Secondary Level

The transition rate for upper-primary to secondary level is the number of pupils admitted to the first grade of secondary-level education in a given year (Grade VIII), expressed as a percentage of the number of pupils enrolled in the final grade of upper-primary education (Grade VII) in the previous year. For the reference year, 24 States and UTs reported a transition rate of 90.0 percent and above. However, Jharkhand, Bihar and Meghalaya reported the lowest transition rates of 69.4, 73.9 and 73.9 percent respectively.

Figure 37: Transition Rate from Upper-Primary to Secondary Level – Large States
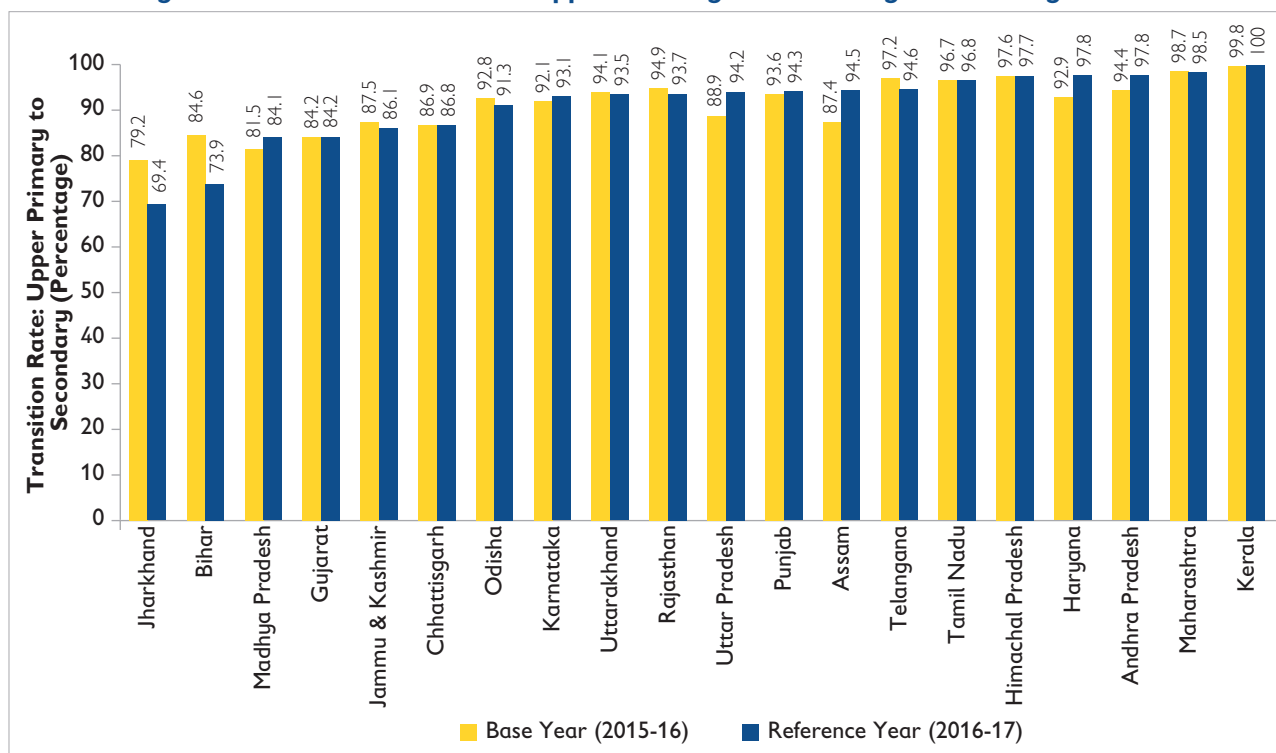
Most States and UTs reported marginal changes in their transition rates over this time period. However, in the cases of Nagaland and Bihar, declines of more than 10.0 percentage points were reported. Further, the average transition rates for UTs, Large States and Small States were 98.9, 91.1 and 87.2 percent respectively.

Figure 38: Transition Rate from Upper-Primary to Secondary Level – Small States and UTs
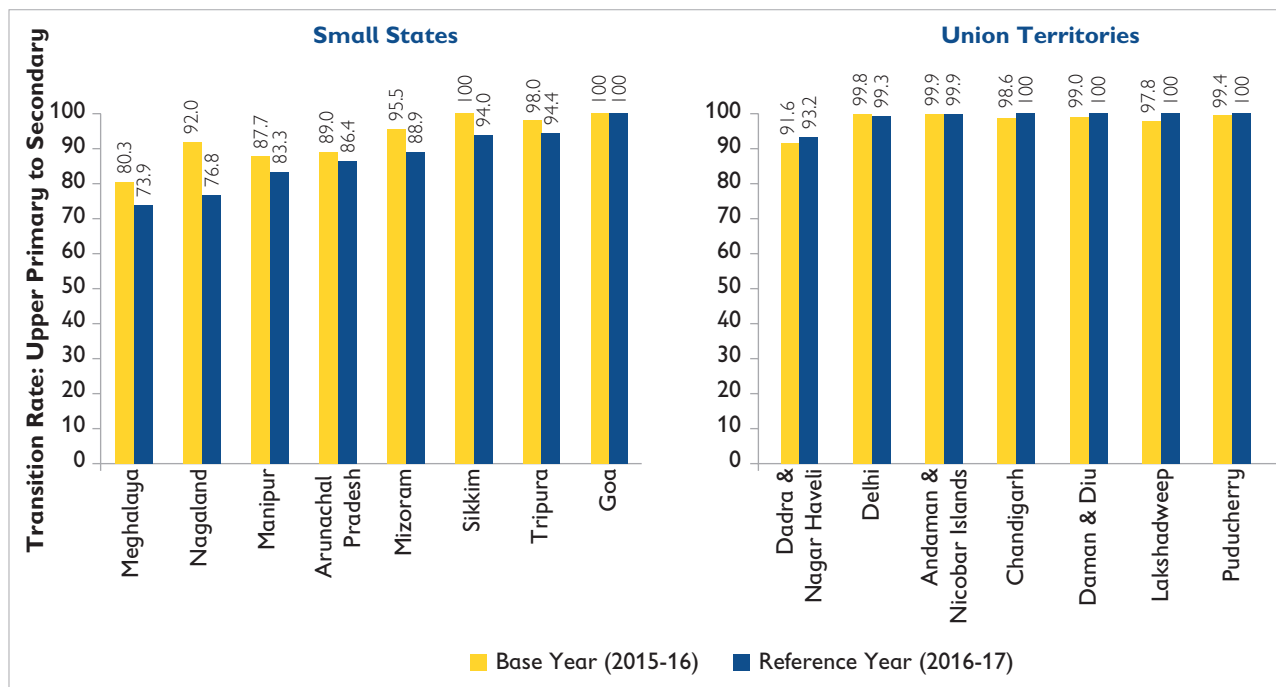
Indicator 1.2.3: Percentage of Identified Out-of-School Children Mainstreamed

As per MHRD, "*A 6-14-year-old child will be considered out-of-school if s/he has never been enrolled in an elementary school or if after enrolment has been absent from school without prior intimation for reasons of absence for a period of 45 days or more*". Further, the Right to Education Act norms stipulate the formulation of strategies to provide special training for out-of-school children (OoSC) to mainstream them within an age-appropriate class in a regular school. In 2016-17, Daman & Diu, Maharashtra, Puducherry, Uttar Pradesh and Uttarakhand were able to mainstream all of the OoSC that they had identified in the previous academic year. In contrast, Andaman & Nicobar Islands, Arunachal Pradesh, Lakshadweep and Nagaland did not report any mainstreaming of OoSC.

Several States and UTs reported an improvement in the percentage of OoSC mainstreamed against the number identified. However, Arunachal Pradesh, Mizoram, Kerala, Punjab, Bihar, Sikkim, Chhattisgarh and Madhya Pradesh reported a more than 10.0 percentage point decrease in the mainstreaming of identified OoSC over this period.

Figure 39: Percentage of Identified Out-of-School Children Mainstreamed – Large States
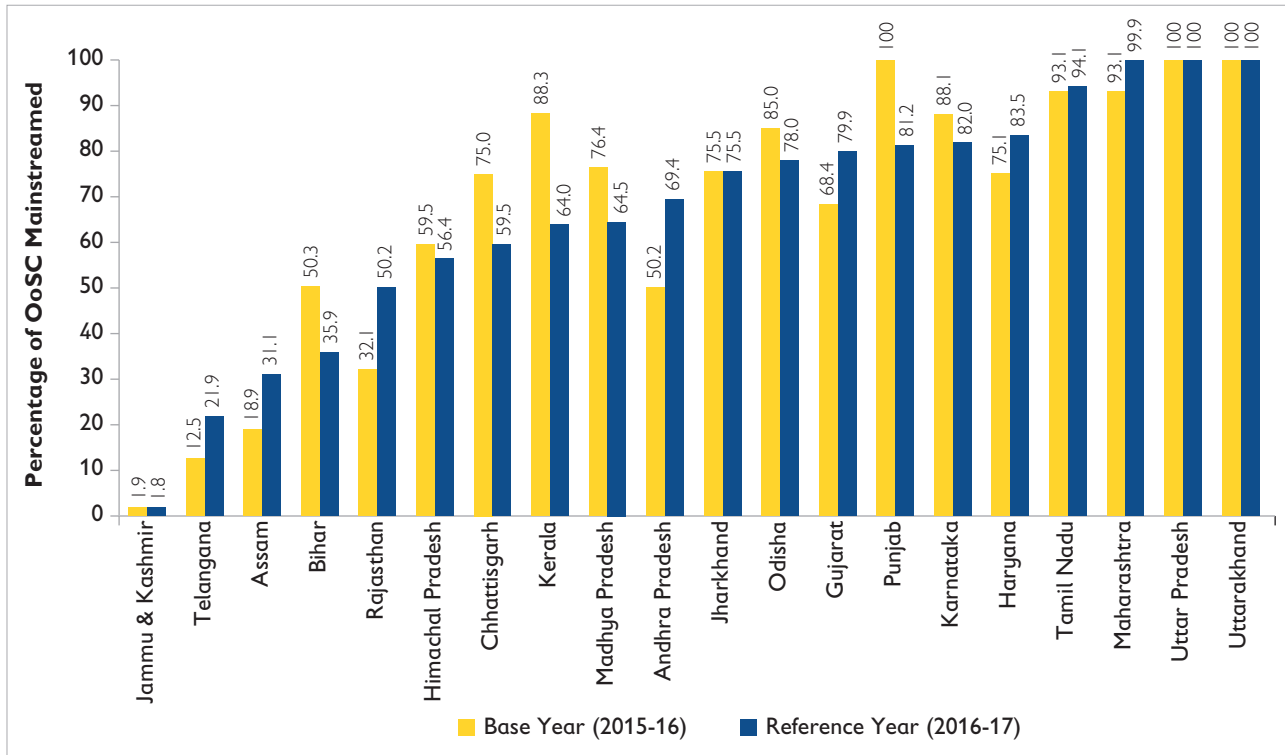
Figure 40: Percentage of Identified Out-of-School Children Mainstreamed – Small States and UTs
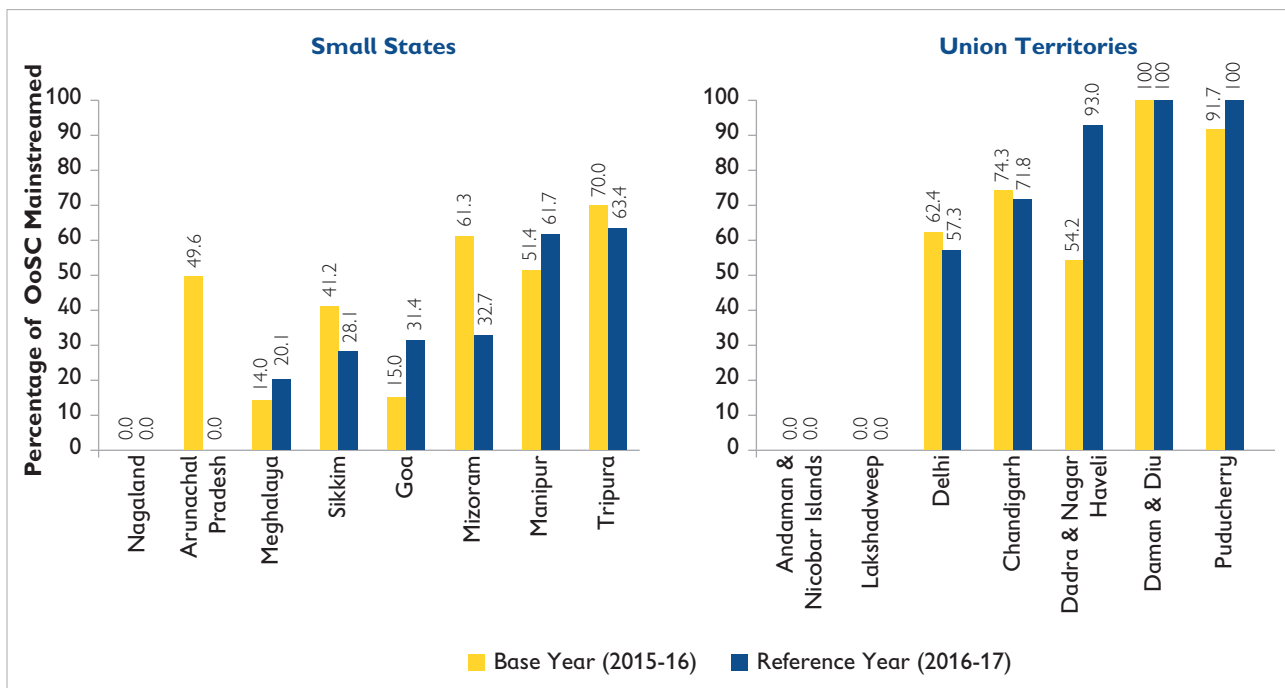
Domain 3: Infrastructure Outcomes

Indicator 1.3.1a: Percentage of Schools having Computer-Aided Learning (CAL) at Elementary Level

MHRD developed and operationalized a CAL program under the *Sarva Shiksha Abhiyan* (SSA) scheme, with the objective of integrating computers into classrooms as a learning tool. The figures below reflect State and UT data on the percentage of Government schools that are using CAL at the elementary level.

Figure 41: Percentage of Schools having CAL at Elementary Level – Large States
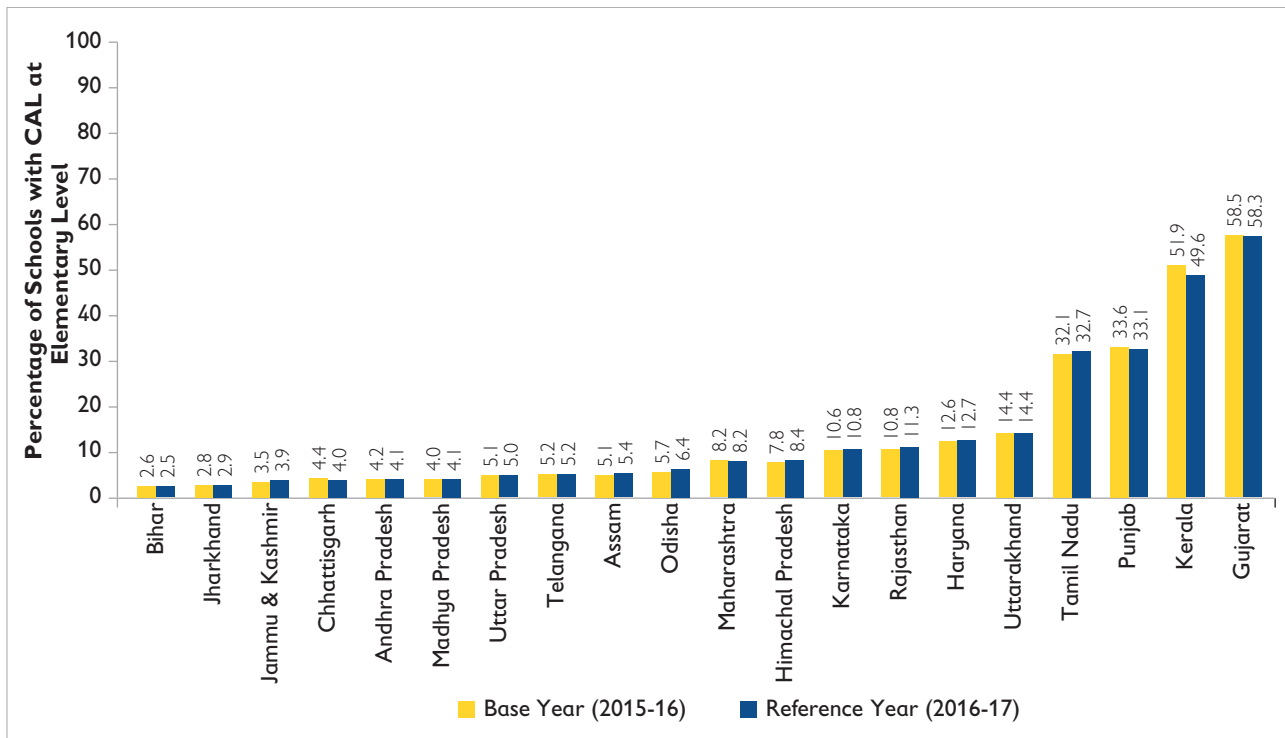
In 2016-17, only four States and UTs employed CAL in more than 50.0 percent of their schools at the elementary level. Among them, Chandigarh and Lakshadweep recorded the highest percentages of 76.7 and 75.6 percent respectively. In contrast, Bihar, Tripura, Jharkhand, Meghalaya, Jammu & Kashmir, Chhattisgarh, Andhra Pradesh and Madhya Pradesh had CAL in fewer than five percent of their elementary schools.

Figure 42: Percentage of Schools having CAL at Elementary Level – Small States and UTs

Small States / Union Territories

Base Year (2015-16)   Reference Year (2016-17)
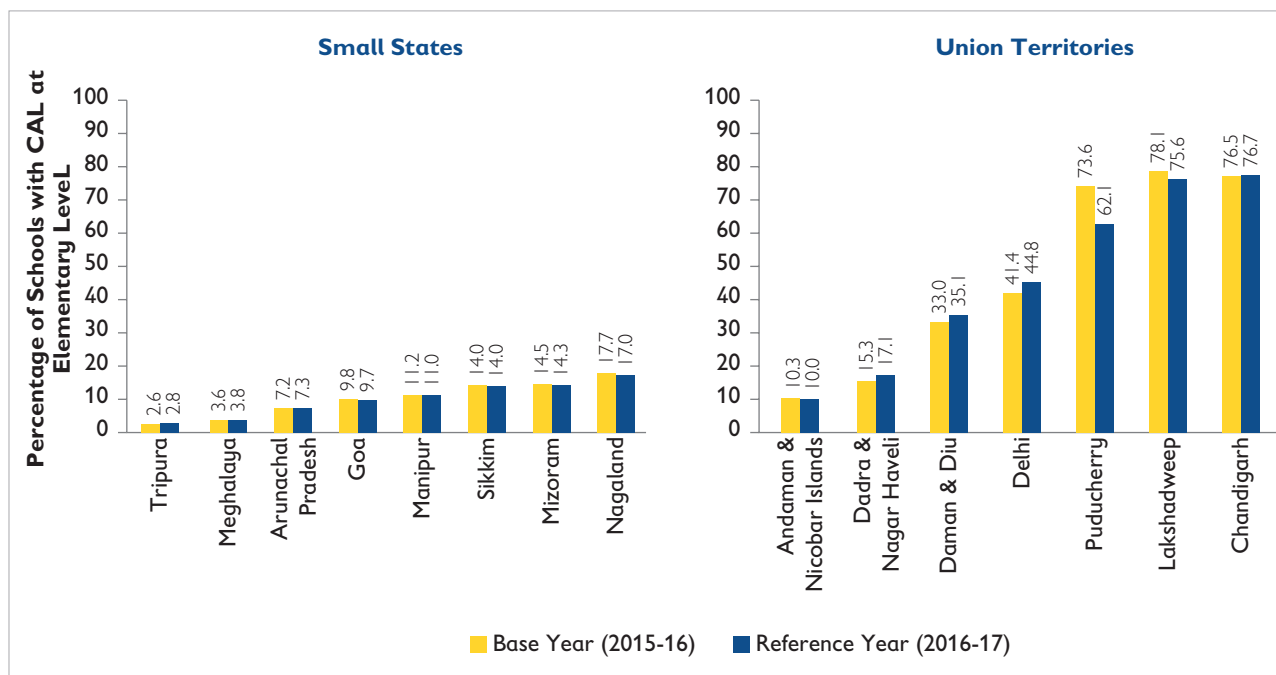
Indicator 1.3.1b: Percentage of Secondary Schools with Computer Lab Facility

Reference year data shows that only 10 States and UTs have been able to provide computer laboratories in more than 50.0 percent of their secondary schools. Among them, Lakshadweep and Dadra & Nagar Haveli have reported the highest percentage of schools with computer lab facilities; 84.6 and 81.0 percent respectively.

Figure 43: Percentage of Secondary Schools with Computer Lab Facility – Large States

Base Year (2015-16)   Reference Year (2016-17)

[61]
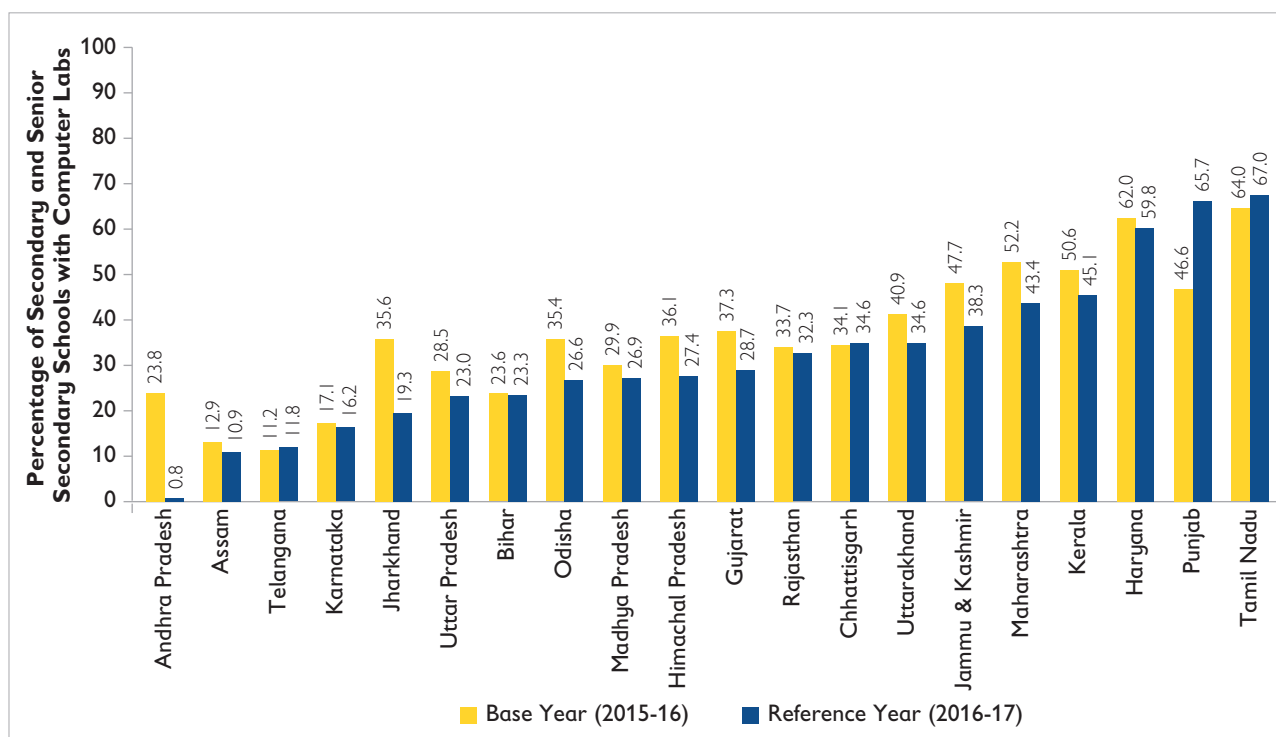
Between 2015-16 and 2016-17, the percentage of schools with computer laboratories reduced by more than 10.0 percentage points in Sikkim, Andhra Pradesh, Nagaland, Jharkhand, Arunachal Pradesh, Goa and Meghalaya.

Figure 44: Percentage of Secondary Schools with Computer Lab Facility – Small States and UTs
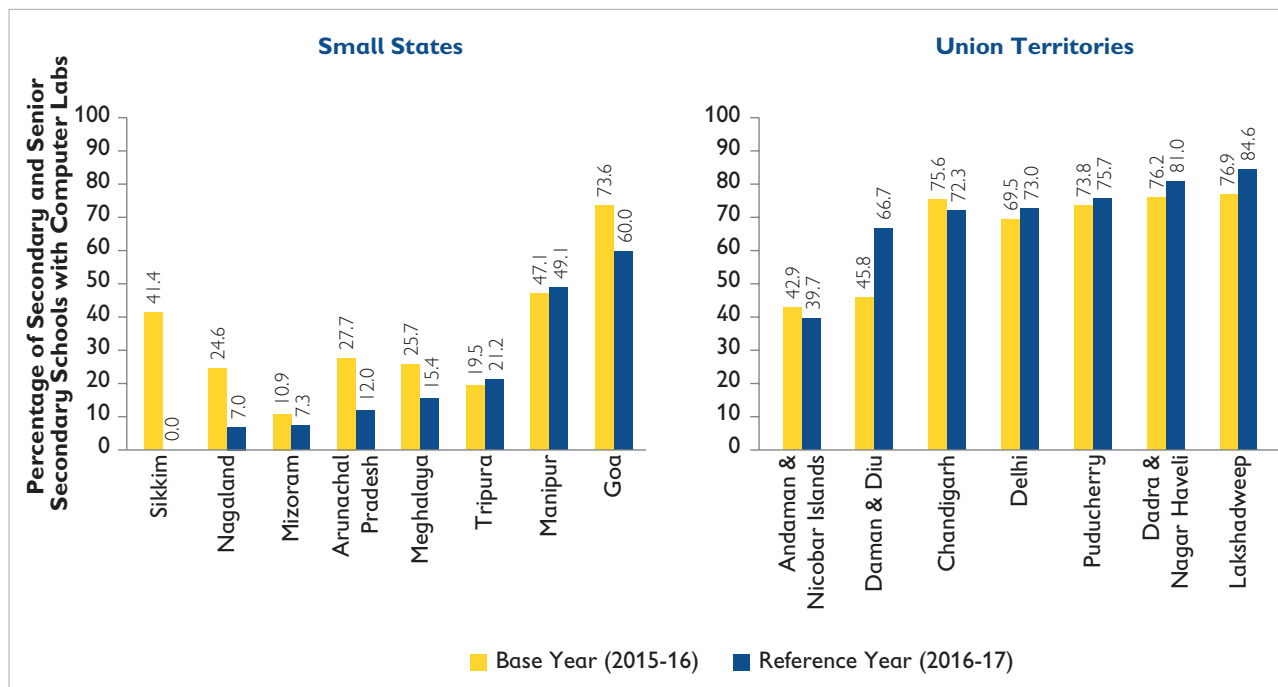
Indicator 1.3.2: Percentage of Schools having Book Banks/Reading Rooms/Libraries

As per Right to Education Act norms, each school is mandated to have a library with newspapers, magazines and subject-specific books for all students. As of 2016-17, 21 States and UTs have a book bank/reading room/library in more than 90.0 percent of their schools. However, Arunachal Pradesh and Meghalaya reported that only 28.4 and 12.4 percent of their schools respectively have such resources.

In 2016-17, the average number of schools with a library stood at 96.9 and 87.9 in UTs and Large States respectively. The corresponding number for Small States was much lower, at 48.7 percent.

Figure 45: Percentage of Schools having Book Banks/Reading Rooms/Libraries – Large States

Percentage of Schools with Libraries

State	Base Year (2015-16)	Reference Year (2016-17)
Assam	58.5	61.9
Jammu & Kashmir	63.0	64.2
Bihar	70.1	69.5
Rajasthan	71.5	72.8
Uttar Pradesh	74.2	72.8
Uttarakhand	89.6	89.9
Madhya Pradesh	90.0	90.0
Jharkhand	91.6	91.8
Telangana	91.8	92.3
Chhattisgarh	92.6	92.6
Odisha	92.3	93.0
Gujarat	92.9	94.7
Himachal Pradesh	95.7	95.1
Andhra Pradesh	96.0	95.8
Maharashtra	96.0	96.1
Karnataka	97.8	96.3
Haryana	96.9	96.6
Kerala	96.7	96.7
Punjab	96.2	96.9
Tamil Nadu	99.2	99.3

Base Year (2015-16) Reference Year (2016-17)

Figure 46: Percentage of Schools having Book Banks/Reading Rooms/Libraries – Small States and UTs

Small States

Percentage of Schools with Libraries

State	Base Year (2015-16)	Reference Year (2016-17)
Meghalaya	12.0	12.4
Arunachal Pradesh	26.3	28.4
Manipur	27.7	28.7
Nagaland	40.9	40.2
Tripura	43.2	43.9
Sikkim	60.4	58.9
Mizoram	77.4	77.6
Goa	99.2	99.2

Union Territories

UT	Base Year (2015-16)	Reference Year (2016-17)
Daman & Diu	95.9	87.6
Andaman & Nicobar Islands	96.4	96.9
Delhi	98.2	97.9
Chandigarh	99.0	98.0
Dadra & Nagar Haveli	97.4	98.3
Puducherry	99.9	99.9
Lakshadweep	97.8	100

Base Year (2015-16) Reference Year (2016-17)

Indicator 1.3.3: Percentage of Schools Covered by Vocational Education

The Government of India has been encouraging States/UTs to prioritise the introduction of vocational education in secondary and senior secondary schools. The objective is to facilitate school to work transition. The figures below reflect State and UT data on the percentage of schools that offer vocational programs. In 2016-17, only six States and UTs offered vocational education in more than 10.0 percent of their schools.

Table 8: Percentage of Schools Covered by Vocational Education

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Himachal Pradesh	13.2%	20.0%
Maharashtra	17.0%	19.7%
Haryana	9.4%	18.8%
Jammu & Kashmir	4.1%	10.8%
Punjab	8.0%	7.1%
Chhattisgarh	1.3%	5.8%
Assam	1.5%	2.7%
Madhya Pradesh	0.6%	2.1%
Uttar Pradesh	0.5%	0.0%
Telangana	0.1%	0.0%
Odisha	0.1%	0.0%
Kerala	1.4%	0.0%
Karnataka	0.1%	0.0%
Jharkhand	0.6%	0.0%
Gujarat	0.5%	0.0%
No Coverage in Base and Reference Year:	Andhra Pradesh, Bihar, Rajasthan, Tamil Nadu and Uttarakhand	
Small States		
Goa	74.0%	68.3%
Mizoram	3.2%	8.4%
Arunachal Pradesh	5.1%	1.9%
Manipur	0.0%	0.2%
Meghalaya	9.0%	0.0%
Sikkim	23.7%	0.0%
No Coverage in Base and Reference Year:	Nagaland and Tripura	
Union Territories		
Andaman & Nicobar Islands	8.5%	13.3%
Chandigarh	7.1%	8.5%
Puducherry	0.5%	0.0%
No Coverage in Base and Reference Year:	Dadra & Nagar Haveli, Daman & Diu, Delhi and Lakshadweep	

Domain 4: Equity

Indicator 1.4.1: Difference in Performance between Scheduled Caste (SC) and General Category Students

Ensuring equity in learning outcomes is a powerful predicator of the quality of education being provided to the more vulnerable sections of society. Here, equity does not only signify equity in input-related indicators, like provision of entitlements, but is more so reflective of equity in learning outcomes, i.e., the difference in the learning outcomes of children from vulnerable sections and those of General Category students. It captures absolute values and is neutral to the direction of the difference, i.e., whether General Category students outscored SC students or vice versa.

Among the Large States, the difference between SC and General Category student scores on the NAS language test ranges from zero (Class 3 Andhra Pradesh and Uttar Pradesh; Class 8 Assam, Tamil Nadu and Uttar Pradesh) to six (Class 5 Jammu & Kashmir; Class 8 Haryana, Kerala, Odisha and Uttarakhand). In mathematics, the difference ranges from zero (Class 3 Jammu & Kashmir, Uttar Pradesh and Karnataka; Class 5 Chhattisgarh, Punjab and Rajasthan; Class 8 Gujarat) to six (Class 3 Odisha; Class 5 Andhra Pradesh).

Among the Small States and UTs, the difference between SC and General Category student scores on the NAS language test ranges from zero (Class 3 Nagaland and Tripura; Class 5 Chandigarh, Dadra & Nagar Haveli, Daman & Diu and Tripura; Class 8 Goa) to 28 (Class 5 Andaman & Nicobar Islands). In mathematics, the difference ranges from zero (Class 3 Nagaland; Class 5 Dadra & Nagar Haveli and Tripura; Class 8 Delhi) to 30 (Class 3 Mizoram).

Table 9: Difference in Performance between SC and General Category Students

States/UTs	Language			Mathematics		
	Class 3	Class 5	Class 8	Class 3	Class 5	Class 8
Large States						
Andhra Pradesh	0	4	5	1	6	3
Assam	2	3	0	2	3	5
Bihar	2	3	5	2	2	3
Chhattisgarh	2	2	3	4	0	4
Gujarat	1	2	1	2	2	0
Haryana	4	4	6	4	3	3
Himachal Pradesh	1	1	4	1	1	1
Jammu & Kashmir	1	6	1	0	5	2
Jharkhand	2	3	5	4	1	3
Karnataka	2	1	4	0	1	1
Kerala	2	2	6	2	1	1
Madhya Pradesh	1	3	3	1	2	2
Maharashtra	2	4	3	1	1	3
Odisha	3	4	6	6	5	3
Punjab	1	2	4	1	0	2

States/UTs	Language			Mathematics		
	Class 3	Class 5	Class 8	Class 3	Class 5	Class 8
Rajasthan	2	2	3	1	0	2
Tamil Nadu	1	1	0	3	3	2
Telangana	1	5	2	1	1	3
Uttar Pradesh	0	2	0	0	1	2
Uttarakhand	4	3	6	3	3	2
Small States						
Arunachal Pradesh	2	4	4	2	1	2
Goa	3	2	0	2	2	1
Manipur	2	5	3	9	9	1
Meghalaya	16	6	3	16	15	6
Mizoram	17	10	2	30	4	6
Nagaland	0	6	9	0	5	3
Sikkim	3	3	3	1	4	1
Tripura	0	0	1	2	0	3
Union Territories						
Andaman & Nicobar Islands	NA	28	26	NA	22	18
Chandigarh	1	0	3	1	2	1
Dadra & Nagar Haveli	2	0	3	5	0	5
Daman & Diu	8	0	1	6	2	1
Delhi	1	3	1	2	3	0
Lakshadweep	NA					
Puducherry	3	2	11	5	2	8

Indicator 1.4.2: Difference in Performance between Scheduled Tribe (ST) and General Category Students

Among the Large States, the difference in ST and General Category student scores on the NAS language test ranges from zero (Class 5 Gujarat and Karnataka; Class 8 Himachal Pradesh) to 14 (Class 8 Kerala). In mathematics, the difference ranges from zero (Class 5 Bihar, Karnataka and Maharashtra; Class 8 Gujarat and Maharashtra) to 14 (Class 3 Kerala).

Among the Small States and UTs, the difference in ST and General Category student scores on the NAS language test ranges from zero (Class 3 Daman & Diu; Class 8 Daman & Diu and Sikkim) to 22 (Class 3 Meghalaya). In mathematics, the difference ranges from zero (Class 8 Daman & Diu) to 26 (Class 3 Mizoram).

Table 10: Difference in Performance between ST and General Category Students

States/UTs	Language			Mathematics		
	Class 3	Class 5	Class 8	Class 3	Class 5	Class 8
Large States						
Andhra Pradesh	4	8	7	5	11	6
Assam	8	9	5	6	11	9
Bihar	2	1	5	2	0	7
Chhattisgarh	2	1	4	4	2	3
Gujarat	2	0	2	3	2	0
Haryana	5	5	11	1	4	7
Himachal Pradesh	1	3	0	1	5	2
Jammu & Kashmir	3	4	2	2	2	2
Jharkhand	4	3	6	6	4	6
Karnataka	2	0	2	1	0	0
Kerala	12	10	14	14	3	3
Madhya Pradesh	4	6	7	4	5	6
Maharashtra	5	4	7	5	0	0
Odisha	8	9	11	11	9	6
Punjab	6	4	7	6	12	6
Rajasthan	5	7	7	6	6	5
Tamil Nadu	2	2	5	2	2	1
Telangana	7	10	6	5	5	4
Uttar Pradesh	2	11	4	2	10	3
Uttarakhand	8	5	6	6	8	7
Small States						
Arunachal Pradesh	7	10	10	7	6	4
Goa	2	1	2	5	3	2
Manipur	12	6	8	12	1	1
Meghalaya	22	7	6	21	18	5
Mizoram	18	15	1	26	7	6
Nagaland	5	1	1	3	3	6
Sikkim	6	2	0	2	1	1
Tripura	3	5	14	4	4	3
Union Territories						
Andaman & Nicobar Islands	2	2	10	1	4	1
Chandigarh	15	2	9	8	8	3
Dadra & Nagar Haveli	3	5	6	5	6	5
Daman & Diu	0	2	0	8	4	0
Delhi	2	4	1	2	4	2
Lakshadweep	N/A					
Puducherry	15	4	21	9	4	8

Indicator 1.4.3: Difference in Performance between Students in Rural and Urban Areas

Among the Large States, the difference in the performance of rural and urban students on the NAS language test ranges from zero (Class 3 Haryana, Odisha and Telangana; Class 5 Assam, Gujarat, Himachal Pradesh and Uttarakhand; Class 8 Chhattisgarh, Rajasthan, Tamil Nadu and Uttarakhand) to six (Class 3 Himachal Pradesh). In mathematics, the difference ranges from zero (Class 3 Gujarat, Haryana, Odisha, Punjab and Telangana; Class 5 Jammu & Kashmir, Kerala and Rajasthan; Class 8 Kerala and Telangana) to seven (Class 3 Himachal Pradesh; Class 8 Uttar Pradesh).

Among the Small States and UTs, the difference in the performance of rural and urban students on the NAS language test ranges from zero (Class 3 Arunachal Pradesh; Class 5 Puducherry; Class 8 Chandigarh) to 12 (Class 3 Andaman & Nicobar Islands). In mathematics, the difference ranges from zero (Class 3 Arunachal Pradesh, Chandigarh and Daman & Diu; Class 5 Goa; Class 8 Arunachal Pradesh and Delhi) to 10 (Class 3 Sikkim).

Table 11: Difference in Performance between Students in Rural and Urban Areas

States/UTs	Language			Mathematics		
	Class 3	Class 5	Class 8	Class 3	Class 5	Class 8
Large States						
Andhra Pradesh	3	3	2	3	2	5
Assam	1	0	3	1	2	4
Bihar	4	2	5	5	2	2
Chhattisgarh	1	1	0	1	2	3
Gujarat	1	0	1	0	1	3
Haryana	0	1	2	0	1	1
Himachal Pradesh	6	0	2	7	4	2
Jammu & Kashmir	5	3	4	4	0	1
Jharkhand	4	3	3	6	1	4
Karnataka	2	2	4	3	4	5
Kerala	2	1	2	2	0	0
Madhya Pradesh	4	3	1	4	2	1
Maharashtra	3	3	1	3	5	3
Odisha	0	1	1	0	3	5
Punjab	2	1	1	0	1	1
Rajasthan	1	1	0	2	0	3
Tamil Nadu	1	1	0	3	2	2
Telangana	0	1	2	0	1	0
Uttar Pradesh	4	1	3	1	1	7
Uttarakhand	4	0	0	1	4	5
Small States						
Arunachal Pradesh	0	1	5	0	2	0
Goa	1	3	4	3	0	1
Manipur	4	2	1	5	5	2

States/UTs	Language			Mathematics		
	Class 3	Class 5	Class 8	Class 3	Class 5	Class 8
Meghalaya	1	1	5	5	9	2
Mizoram	6	2	5	7	1	1
Nagaland	9	4	4	3	3	5
Sikkim	11	5	2	10	6	1
Tripura	1	1	10	2	3	3
Union Territories						
Andaman & Nicobar Islands	12	1	3	4	2	2
Chandigarh	1	2	0	0	1	3
Dadra & Nagar Haveli	1	5	5	2	3	2
Daman & Diu	6	9	1	0	4	1
Delhi	2	2	2	1	3	0
Lakshadweep	4	6	3	6	2	1
Puducherry	3	0	2	2	1	2

Indicator 1.4.4: Difference in Performance between Boys and Girls

Among the Large States, the difference in the performance of boys and girls on the NAS language test ranges from zero (Class 3 Bihar, Chhattisgarh, Rajasthan and Uttarakhand; Class 5 Bihar and Uttarakhand; Class 8 Assam, Rajasthan and Uttar Pradesh) to five (Class 8 Kerala). In mathematics, the difference ranges from zero (Class 3 Assam, Bihar, Gujarat, Jharkhand, Maharashtra, Odisha, Punjab, Rajasthan, Telangana and Uttar Pradesh; Class 5 Andhra Pradesh, Assam, Bihar, Chhattisgarh, Haryana, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Tamil Nadu; Class 8 Andhra Pradesh, Assam, Kerala, Odisha, Rajasthan and Telangana) to two (Class 3 Karnataka; Class 8 Gujarat, Haryana and Karnataka).

Among the Small States and UTs, the difference in the performance of boys and girls on the NAS language test ranges from zero (Class 3 Arunachal Pradesh, Dadra & Nagar Haveli and Manipur; Class 5 Arunachal Pradesh, Manipur, Nagaland and Tripura; Class 8 Manipur, Nagaland and Tripura) to seven (Class 5 Daman & Diu). In mathematics, the difference ranges from zero (Class 3 Arunachal Pradesh, Manipur, Andaman & Nicobar Islands, Dadra & Nagar Haveli, Delhi, Lakshadweep and Puducherry; Class 5 Andaman & Nicobar Islands, Manipur, Mizoram and Tripura; Class 8 Arunachal Pradesh, Daman & Diu, Delhi, Manipur and Sikkim) to five (Class 5 Daman & Diu).

Table 12: Difference in Performance between Boys and Girls

States/UTs	Language			Mathematics		
	Class 3	Class 5	Class 8	Class 3	Class 5	Class 8
Large States						
Andhra Pradesh	1	1	1	1	0	0
Assam	1	1	0	0	0	0
Bihar	0	0	2	0	0	1
Chhattisgarh	0	1	1	1	0	1
Gujarat	1	2	4	0	1	2
Haryana	2	2	2	1	0	2
Himachal Pradesh	1	1	1	1	1	1
Jammu & Kashmir	1	2	2	1	1	1
Jharkhand	1	1	1	0	0	1
Karnataka	1	2	2	2	1	2
Kerala	3	4	5	1	1	0
Madhya Pradesh	1	1	2	1	0	1
Maharashtra	1	3	3	0	1	1
Odisha	1	2	1	0	0	0
Punjab	1	2	4	0	1	1
Rajasthan	0	1	0	0	0	0
Tamil Nadu	2	2	4	1	0	1
Telangana	1	1	1	0	1	0
Uttar Pradesh	2	2	0	0	1	1
Uttarakhand	0	0	1	1	1	1
Small States						
Arunachal Pradesh	0	0	1	0	1	0
Goa	4	5	3	1	2	1
Manipur	0	0	0	0	0	0
Meghalaya	1	1	1	1	1	1
Mizoram	1	3	3	1	0	3
Nagaland	1	0	0	1	1	1
Sikkim	2	1	2	2	1	0
Tripura	2	0	0	1	0	1
Union Territories						
Andaman & Nicobar Islands	3	4	3	0	0	1
Chandigarh	1	2	2	2	1	2
Dadra & Nagar Haveli	0	3	4	0	3	2
Daman & Diu	3	7	4	2	5	0
Delhi	2	4	3	0	2	0
Lakshadweep	6	1	4	0	3	1
Puducherry	2	3	4	0	2	2

Indicator 1.4.5a: Difference in Transition Rate from Upper Primary to Secondary Level for SC and General Category Students

Among the Large States, the difference in reference year transition rates from upper primary to secondary level between SC and General Category students is smallest (0.01 percent) in Tamil Nadu and highest (19.6 percentage points) in Uttar Pradesh. For the Small States and UTs, the difference in transition rates is least (zero) in Puducherry and highest (56.8 percentage points) in Mizoram.

Among all the States and UTs, Delhi recorded the largest decline in the difference in transition rates between the base and reference years (i.e., from 20.3 percentage points to 3.6 percentage points). In contrast, Mizoram showed the largest increase in the difference in transition rates between the base and reference years (from zero to 56.7 percentage points).

Table 13: Difference in Transition Rate from Upper Primary to Secondary Level for SC and General Category Students

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Tamil Nadu	8.5%	0.1%
Himachal Pradesh	2.0%	0.5%
Maharashtra	1.0%	1.4%
Kerala	2.2%	1.5%
Odisha	5.6%	2.3%
Andhra Pradesh	0.5%	2.3%
Jammu & Kashmir	0.5%	3.0%
Punjab	0.2%	3.7%
Rajasthan	0.5%	4.4%
Bihar	7.8%	4.9%
Gujarat	5.2%	5.7%
Haryana	10.3%	5.7%
Madhya Pradesh	8.5%	6.4%
Assam	12.5%	6.5%
Karnataka	21.5%	8.8%
Chhattisgarh	5.4%	10.3%
Uttarakhand	7.4%	12.4%
Telangana	3.1%	15.9%
Jharkhand	18.9%	19.0%
Uttar Pradesh	22.8%	19.6%
Small States		
Goa	13.5%	0.5%
Tripura	3.1%	1.0%
Arunachal Pradesh	N/A	14.6%
Sikkim	5.4%	16.4%

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Manipur	10.1%	22.0%
Meghalaya	4.3%	22.2%
Nagaland	N/A	28.6%
Mizoram	0.0%	56.8%
Union Territories		
Andaman & Nicobar Islands	N/A	
Lakshadweep	N/A	
Puducherry	5.1%	0.0%
Chandigarh	2.3%	2.0%
Delhi	20.4%	3.6%
Dadra & Nagar Haveli	7.0%	4.7%
Daman & Diu	10.2%	13.5%

Indicator 1.4.5b: Difference in Transition Rates from Upper Primary to Secondary Level for ST and General Category Students

Among the Large States, the difference in reference year transition rates from upper primary to secondary level between ST and General Category students is smallest (zero) in Uttar Pradesh and highest (16.8 percentage points) in Madhya Pradesh. For the Small States and UTs, the difference in transition rates is smallest (zero) in Lakshadweep and highest (20.2 percentage points) in Manipur.

Among all the States and UTs, Sikkim recorded the largest decline in the difference in transition rates, from 16.9 percentage points in the base year to 5.7 percentage points in the reference year. In contrast, Manipur recorded the biggest increase in the difference in transition rates, from 0.6 percentage points in the base year to 20.2 percentage points in the reference year.

Table 14: Difference in Transitions Rates from Upper Primary to Secondary Level for ST and General Category Students

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Haryana	N/A	
Punjab	N/A	
Uttar Pradesh	0.0%	0.0%
Kerala	2.2%	1.5%
Rajasthan	1.0%	3.4%
Himachal Pradesh	1.6%	3.7%
Maharashtra	5.6%	5.1%
Uttarakhand	5.6%	5.2%
Odisha	10.6%	7.8%
Bihar	11.5%	9.2%
Andhra Pradesh	4.8%	10.2%

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Assam	15.4%	10.4%
Tamil Nadu	4.2%	10.9%
Telangana	6.1%	11.9%
Jammu & Kashmir	12.1%	12.1%
Jharkhand	15.3%	13.1%
Gujarat	13.6%	14.2%
Karnataka	18.1%	14.6%
Chhattisgarh	13.2%	15.1%
Madhya Pradesh	20.3%	16.8%
Small States		
Goa	0.0%	0.5%
Arunachal Pradesh	7.7%	0.7%
Tripura	1.1%	3.2%
Sikkim	16.9%	5.7%
Mizoram	6.4%	10.7%
Meghalaya	6.5%	12.3%
Nagaland	22.7%	13.4%
Manipur	0.6%	20.2%
Union Territories		
Puducherry	N/A	
Lakshadweep	2.5%	0.0%
Andaman & Nicobar Islands	3.3%	0.7%
Dadra & Nagar Haveli	6.7%	1.4%
Chandigarh	N/A	2.0%
Delhi	N/A	3.6%
Daman & Diu	10.2%	13.5%

Indicator 1.4.5c: Difference in Transition Rates from Upper Primary to Secondary Level for OBC and General Category Students

Among the Large States, the difference in reference year transition rates from upper primary to secondary level for OBC and General Category students is smallest (zero) in Odisha and highest (18.9 percentage points) in Telangana. For the Small States and UTs, the difference in transition rates is smallest (0.5 percentage points) in Goa and highest (36.4 percentage points) in Manipur.

Among all the States and UTs, Karnataka recorded the largest decline in the difference in transition rates, from 29.7 percentage points in the base year to 7.4 percentage points in the reference year. In contrast, Manipur recorded the largest increase in the difference in transition rates, from 8.7 percentage points in the base year to 36.4 percentage points in the reference year.

Table 15: Difference in Transition Rates from Upper Primary to Secondary Level for OBC and General Category Students

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Odisha	4.9%	0.0%
Maharashtra	0.3%	0.8%
Tamil Nadu	14.3%	0.9%
Andhra Pradesh	4.1%	1.3%
Kerala	2.2%	1.5%
Bihar	14.6%	1.6%
Punjab	6.4%	2.2%
Uttar Pradesh	11.7%	2.9%
Jammu & Kashmir	13.8%	3.1%
Madhya Pradesh	5.7%	3.4%
Himachal Pradesh	3.8%	3.7%
Rajasthan	2.4%	6.1%
Haryana	13.5%	6.6%
Karnataka	29.7%	7.4%
Chhattisgarh	4.5%	7.6%
Jharkhand	11.5%	8.4%
Assam	9.3%	8.7%
Uttarakhand	11.1%	11.6%
Gujarat	12.0%	12.2%
Telangana	2.0%	18.9%
Small States		
Mizoram	0.0%	NA
Goa	0.0%	0.5%
Tripura	3.4%	5.4%
Nagaland	31.0%	11.1%
Sikkim	18.0%	14.4%
Arunachal Pradesh	9.3%	14.6%
Meghalaya	25.6%	26.0%
Manipur	8.7%	36.4%
Union Territories		
Puducherry	7.6%	1.5%
Chandigarh	2.3%	2.0%
Andaman & Nicobar Islands	3.4%	2.9%
Delhi	3.2%	3.6%
Dadra & Nagar Haveli	4.2%	8.9%
Daman & Diu	10.2%	13.5%
Lakshadweep	0.0%	20.0%

Indicator 1.4.5d: Difference in Transition Rates from Upper Primary to Secondary Level for Boys and Girls

Among the Large States, the difference in reference year transition rates from upper primary to secondary level for boys and girls is smallest (0.2 percentage points) in Telangana and largest (15.3 percentage points) in Uttar Pradesh. For the Small States and UTs, the difference in transition rates is smallest (zero) in Goa and Lakshadweep and largest (6.3 percentage points) in Arunachal Pradesh.

Among all the States and UTs, Lakshadweep recorded the largest decline in the difference in transition rates, from 3.8 percentage points in the base year to zero in the reference year. In contrast, Uttar Pradesh recorded the largest increase in the difference in transition rates, from 11.3 percentage points in the base year to 15.3 percentage points in the reference year.

Table 16: Difference in Transition Rates from Upper Primary to Secondary Level for Boys and Girls

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Telangana	0.4%	0.2%
Tamil Nadu	0.4%	0.4%
Himachal Pradesh	1.5%	0.4%
Assam	1.2%	0.4%
Kerala	0.7%	0.5%
Andhra Pradesh	0.4%	0.5%
Uttarakhand	1.8%	0.6%
Bihar	0.7%	0.9%
Odisha	1.2%	0.9%
Punjab	1.4%	1.1%
Karnataka	0.8%	1.9%
Chhattisgarh	1.6%	2.0%
Jharkhand	3.1%	2.4%
Maharashtra	3.7%	2.5%
Haryana	2.9%	3.4%
Rajasthan	3.8%	3.8%
Jammu & Kashmir	2.4%	4.0%
Madhya Pradesh	8.1%	7.2%
Gujarat	10.1%	9.0%
Uttar Pradesh	11.3%	15.3%
Small States		
Goa	0.2%	0.0%
Sikkim	0.7%	0.2%
Meghalaya	0.5%	0.5%
Tripura	0.3%	1.0%
Manipur	1.9%	1.7%

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Nagaland	0.1%	3.2%
Mizoram	2.5%	5.8%
Arunachal Pradesh	6.6%	6.3%
Union Territories		
Lakshadweep	3.8%	0.0%
Daman & Diu	2.5%	0.1%
Delhi	0.5%	0.1%
Puducherry	0.2%	0.1%
Chandigarh	0.1%	1.1%
Andaman & Nicobar Islands	1.3%	1.4%
Dadra & Nagar Haveli	4.0%	3.4%

Indicator 1.4.6: Percentage of Entitled Children with Special Needs (CWSN) Receiving Aids and Appliances

RTE norms stipulate the provision of aids and appliances for every Child With Special Needs (CWSN). Under SSA and RMSA, there are funds earmarked for Inclusive Education. These funds are meant to assist schools in providing their CWSN with Individualized Education Program (IEP), aids and appliances and special education teacher resource support.

For the reference year, 18 States and UTs reported that at least 50.0 percent of the entitled CWSN have received aids and appliances in their respective classrooms. Among them, Chandigarh, Dadra & Nagar Haveli, Delhi, Jharkhand, Karnataka, Rajasthan and Tamil Nadu reported a perfect score. In contrast, Andaman & Nicobar Islands, Arunachal Pradesh, Lakshadweep, Mizoram, Nagaland, Odisha, Sikkim and Telangana did not record any CWSN in their schools receiving entitled aids and appliances. Among Large States and UTs, the average percentage of CWSN receiving aids and appliances is 60.2 percent and 58.9 percent respectively. The corresponding value for Small States is relatively lower at 30.4 percent.

Most States and UTs reported a marginal year on year change in the provision of aids and appliances. The exception to this was Andaman & Nicobar Islands, which reported a 100-percentage point decrease from its base year.

Table 17: Percentage of Entitled CWSN Receiving Aids and Appliances

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Jharkhand	100%	100%
Karnataka	100%	100%
Rajasthan	100%	100%
Tamil Nadu	100%	100%
Kerala	92.4%	98.1%
Andhra Pradesh	15.3%	98.0%
Haryana	100%	97.2%
Maharashtra	100%	86.5%
Uttar Pradesh	50.2%	82.8%
Jammu & Kashmir	53.4%	82.4%
Madhya Pradesh	80.7%	69.5%
Gujarat	86.0%	57.6%
Uttarakhand	100%	45.5%
Bihar	4.9%	37.8%
Assam	15.8%	15.2%
Chhattisgarh	33.3%	14.7%
Himachal Pradesh	10.3%	11.3%
Punjab	16.2%	8.2%
Odisha	0.0%	0.0%
Telangana	0.0%	0.0%
Small States		
Manipur	100%	99.4%
Tripura	100%	93.3%
Meghalaya	0.0%	36.5%
Goa	17.5%	13.9%
Arunachal Pradesh	0.0%	0.0%
Mizoram	0.0%	0.0%
Nagaland	0.0%	0.0%
Sikkim	0.0%	0.0%
Union Territories		
Chandigarh	100%	100%
Dadra & Nagar Haveli	69.0%	100%
Delhi	100%	100%
Puducherry	81.9%	68.2%
Daman & Diu	44.2%	44.2%
Andaman & Nicobar Islands	100%	0.0%
Lakshadweep	0.0%	0.0%

Indicator 1.4.7: Percentage of Schools with Toilets for Girls

For the reference year, 32 States and UTs reported that at least 95.0 percent of their schools had girls' toilets. Assam and Meghalaya reported the lowest percentages for this indicator; 83.4 and 84.1 percent respectively.

Most States and UTs reported similar year-on-year percentages for this indicator. However, Sikkim and Nagaland reported a decrease between the base and reference years; 2.5 and 2.1 percentage points respectively. The average percentage of schools having girls' toilets for UTs, Large States and Small States was 100, 97.6 and 96.7 percent respectively.

Table 18: Percentage of Schools with Toilets for Girls

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Himachal Pradesh	99.8%	100%
Gujarat	100%	100%
Tamil Nadu	99.9%	99.9%
Punjab	99.8%	99.8%
Andhra Pradesh	99.7%	99.8%
Uttar Pradesh	99.8%	99.7%
Haryana	99.6%	99.5%
Chhattisgarh	99.2%	99.5%
Kerala	99.2%	99.3%
Rajasthan	99.7%	99.2%
Maharashtra	99.4%	99.0%
Telangana	100%	98.5%
Jharkhand	96.8%	98.2%
Odisha	97.1%	98.2%
Karnataka	99.6%	97.4%
Jammu & Kashmir	95.0%	96.9%
Uttarakhand	97.2%	96.8%
Madhya Pradesh	96.7%	96.7%
Bihar	90.1%	90.1%
Assam	83.9%	83.4%
Small States		
Goa	100%	100%
Tripura	99.9%	99.9%
Mizoram	99.3%	99.2%
Manipur	98.7%	98.9%
Nagaland	99.9%	97.8%
Sikkim	99.8%	97.3%
Arunachal Pradesh	96.6%	96.1%
Meghalaya	84.3%	84.1%

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Union Territories		
Andaman & Nicobar Islands	100%	100%
Chandigarh	100%	100%
Dadra & Nagar Haveli	100%	100%
Daman & Diu	100%	100%
Delhi	100%	100%
Lakshadweep	100%	100%
Puducherry	100%	100%

Category 2: Governance Processes Aiding Outcomes

Indicator 2.1a: Percentage of Children whose Unique ID is Seeded in Student Data Management Information System (SDMIS)

States and UTs are encouraged to track their students through the SDMIS as a way to inform the Unified District Information System for Education (UDISE). UDISE is meant to serve as a longitudinal database for tracking the schooling status of students from pre-school to senior secondary and to provide a foundation for evidence-based policy responses. Given that the SDMIS norms became effective only in 2016-17, the base year values do not show any States and UTs using the database in 2015-16. However, reference year data shows that all States and UTs have successfully migrated from their existing Management Information Systems (MIS) to the SDMIS.

Table 19: Percentage of Students whose Unique ID is Seeded in SDMIS

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Andhra Pradesh	0.0%	100%
Assam	0.0%	100%
Bihar	0.0%	100%
Chhattisgarh	0.0%	100%
Gujarat	0.0%	100%
Haryana	0.0%	100%
Himachal Pradesh	0.0%	100%
Jammu & Kashmir	0.0%	100%
Jharkhand	0.0%	100%
Karnataka	0.0%	100%
Kerala	0.0%	100%
Madhya Pradesh	0.0%	100%
Maharashtra	0.0%	100%
Odisha	0.0%	100%
Punjab	0.0%	100%
Rajasthan	0.0%	100%

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Tamil Nadu	0.0%	100%
Telangana	0.0%	100%
Uttar Pradesh	0.0%	100%
Uttarakhand	0.0%	100%
Small States		
Arunachal Pradesh	0.0%	100%
Goa	0.0%	100%
Manipur	0.0%	100%
Meghalaya	0.0%	100%
Mizoram	0.0%	100%
Nagaland	0.0%	100%
Sikkim	0.0%	100%
Tripura	0.0%	100%
Union Territories		
Andaman & Nicobar Islands	0.0%	100%
Chandigarh	0.0%	100%
Dadra & Nagar Haveli	0.0%	100%
Daman & Diu	0.0%	100%
Delhi	0.0%	100%
Lakshadweep	0.0%	100%
Puducherry	0.0%	100%

Indicator 2.1b: Percentage of Average Daily Attendance of Students in SDMIS

As per the RTE norms, States/UTs are mandated to develop appropriate monitoring mechanisms to track and measure quality-based outcomes such as student attendance and learning outcomes. Under recent Information and Communications Technology (ICT) based initiatives, States and UTs have been encouraged to facilitate the tracking of students through sophisticated digital databases or the SDMIS. Reference year data shows that only seven States and UTs record and update student attendance data through the SDMIS or any digital database on a monthly basis. Kerala and Daman & Diu have reported the highest percentages at 92.1 and 81.8 percent respectively.

Table 20: Percentage of Average Daily Attendance of Students in SDMIS

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Kerala	92.4%	92.1%
Odisha	74.2%	74.2%
Andhra Pradesh	60.2%	70.2%
Bihar	69.8%	65.8%
Assam	54.4%	62.6%
No Coverage in Base and Reference Year:	Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh and Uttarakhand	
Small States		
No Coverage in Base andReference Year:	Arunachal Pradesh, Goa, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura	
Union Territories		
Daman & Diu	81.8%	81.8%
Delhi	63.8%	60.5%
No Coverage in Base and Reference Year:	Andaman & Nicobar Islands, Chandigarh, Dadra & Nagar Haveli, Lakshadweep and Puducherry	

Indicator 2.2a: Percentage of Teachers whose Unique ID is Seeded in any Electronic Database

Alongside the storage and tracking of student-related indicators, RTE norms also mandate States and UTs to develop mechanisms for capturing teacher indicators. Recently, many States and UTs have made efforts to develop a unique ID (UID) for each teacher in their education system. These unique IDs are meant to assist State Governments and UTs in monitoring and tracking teacher-related indicators across various electronic/digital databases.

Reference year data shows that 26 States and UTs have integrated their teachers' unique IDs into electronic databases. In fact, Andhra Pradesh, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tamil Nadu, Delhi and Lakshadweep have stored all their teachers' unique IDs in their respective electronic databases. However, nine States and UTs have not yet initiated the process of seeding teachers' unique IDs into electronic databases.

Table 21: Percentage of Teachers whose Unique ID is Seeded in Any Electronic Database

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Andhra Pradesh	100%	100%
Madhya Pradesh	100%	100%
Maharashtra	100%	100%
Punjab	100%	100%
Rajasthan	100%	100%
Tamil Nadu	100%	100%
Jammu & Kashmir	40.4%	96.8%
Kerala	72.7%	72.7%
Chhattisgarh	68.9%	70.8%
Odisha	0.0%	70.7%
Himachal Pradesh	68.7%	68.1%
Karnataka	64.3%	66.8%
Gujarat	0.0%	51.5%
Telangana	49.6%	49.0%
Assam	0.0%	45.3%
Haryana	44.6%	42.0%
Uttarakhand	0.0%	29.0%
Bihar	0.6%	16.3%
No Coverage in Base and Reference Year:	Uttar Pradesh and Jharkhand	
Small States		
Sikkim	97.5%	97.6%
Manipur	93.0%	93.0%
Mizoram	0.0%	53.1%
Tripura	22.5%	22.9%
No Coverage in Base and Reference Year:	Arunachal Pradesh, Goa, Meghalaya and Nagaland	
Union Territories		
Delhi	100%	100%
Lakshadweep	100%	100%
Chandigarh	65.4%	89.6%
Puducherry	38.2%	38.3%
No Coverage in Base and Reference Year:	Andaman & Nicobar Islands, Dadra & Nagar Haveli and Daman & Diu	

Indicator 2.2b: Percentages of Average Daily Attendance of Teachers Recorded in an Electronic Attendance System

To address teacher absenteeism in schools, unique teacher ID allocation has been designed to assist States and UTs in tracking teacher availability in classrooms on a real-time digital platform. Reference year data shows that only five States and UTs have recorded the daily attendance of teachers in their respective electronic systems. Daman & Diu and Assam have recorded the highest percentages at 97.3 and 73.0 percent respectively.

Table 22: Percentage of Average Daily Attendance of Teachers Recorded in an Electronic Attendance System

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Assam	77.7%	73.0%
Haryana	55.4%	55.4%
Andhra Pradesh	8.2%	8.5%
No Coverage in Base and Reference Year:	Bihar, Chhattisgarh, Gujarat, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh and Uttarakhand	
Small States		
No Coverage in Base and Reference Year:	Arunachal Pradesh, Goa, Manipur, Meghalaya, Mizoram Nagaland, Sikkim and Tripura	
Union Territories		
Daman & Diu	0.0%	97.3%
Delhi	69.7%	71.8%
No Coverage in Base and Reference Year:	Andaman & Nicobar Islands, Chandigarh, Dadra & Nagar Haveli, Lakshadweep and Puducherry	

Indicator 2.3: Percentage of Single Teacher Schools

Single teacher schools have an adverse effect on the provisioning of resources, on student learning outcomes and on the supervision of schools. Recently, there has been a push towards 'Consolidation of Small Schools' to promote a collective effort in increasing the efficiency of resource utilization by schools, leading to higher quality of education and improved student retention.

Reference year data shows that 29 States and UTs have single teacher schools. Arunachal Pradesh, Goa and Jharkhand have the highest percentages of single teacher schools at 26.6, 19.7 and 16.9 percentage points respectively. In contrast, six States and UTs do not have any single teacher schools. Most States and UTs have a reference year value similar to the base year. Andaman & Nicobar Islands showed the largest improvement between base and reference year, a 4.4 percentage point decrease, which has effectively eliminated all single teacher schools.

Table 23: Percentage of Single Teacher Schools

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Jharkhand	16.2%	16.9%
Andhra Pradesh	15.5%	14.1%
Telangana	11.8%	12.6%
Madhya Pradesh	12.8%	12.6%
Rajasthan	11.8%	12.3%
Uttarakhand	6.6%	8.2%
Karnataka	7.3%	6.9%
Assam	1.9%	6.7%
Himachal Pradesh	8.2%	6.7%
Jammu & Kashmir	6.0%	6.1%
Uttar Pradesh	8.5%	5.9%
Chhattisgarh	4.8%	5.4%
Bihar	4.1%	4.2%
Haryana	4.8%	3.9%
Punjab	5.5%	3.2%
Maharashtra	2.9%	3.1%
Odisha	3.6%	2.4%
Gujarat	1.7%	2.3%
Kerala	2.2%	2.1%
Tamil Nadu	2.2%	1.9%
Small States		
Arunachal Pradesh	26.8%	26.6%
Goa	19.7%	19.7%
Manipur	6.6%	7.2%
Meghalaya	7.0%	6.9%
Mizoram	2.0%	1.8%
Nagaland	1.7%	1.1%
Sikkim	0.2%	0.2%
Tripura	0.2%	0.0%
Union Territories		
Daman & Diu	0.7%	2.1%
Delhi	0.2%	0.1%
Andaman & Nicobar Islands	4.4%	0.0%
Dadra & Nagar Haveli	1.7%	0.0%
No Single Teacher Schools in Base and Reference Year:	Chandigarh, Lakshadweep and Puducherry	

Indicator 2.4a: Percentage of Elementary Schools Meeting Teacher Norms

Reference year data shows that 26 States and UTs are meeting the prescribed RTE teacher norms in at least 70.0 percent of their schools. Lakshadweep, Puducherry and Chandigarh have recorded the highest percentages, with values of 100, 98.9 and 98.5 percent respectively. In contrast, Jharkhand and Bihar, have recorded the low percentages on this indicator; 41.1 and 26.3 percent respectively.

Figure 47: Percentage of Elementary Schools Meeting Teacher Norms – Large States
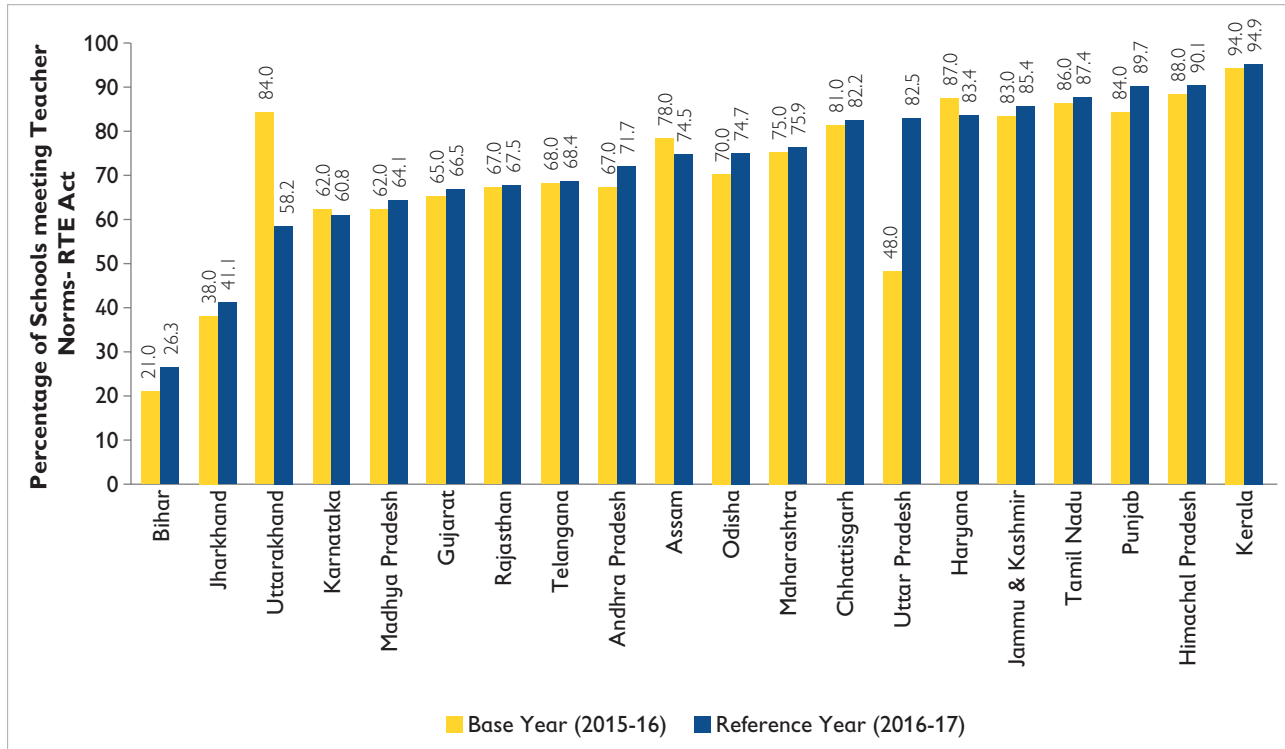
Figure 48: Percentage of Elementary Schools Meeting Teacher Norms – Small States and UTs
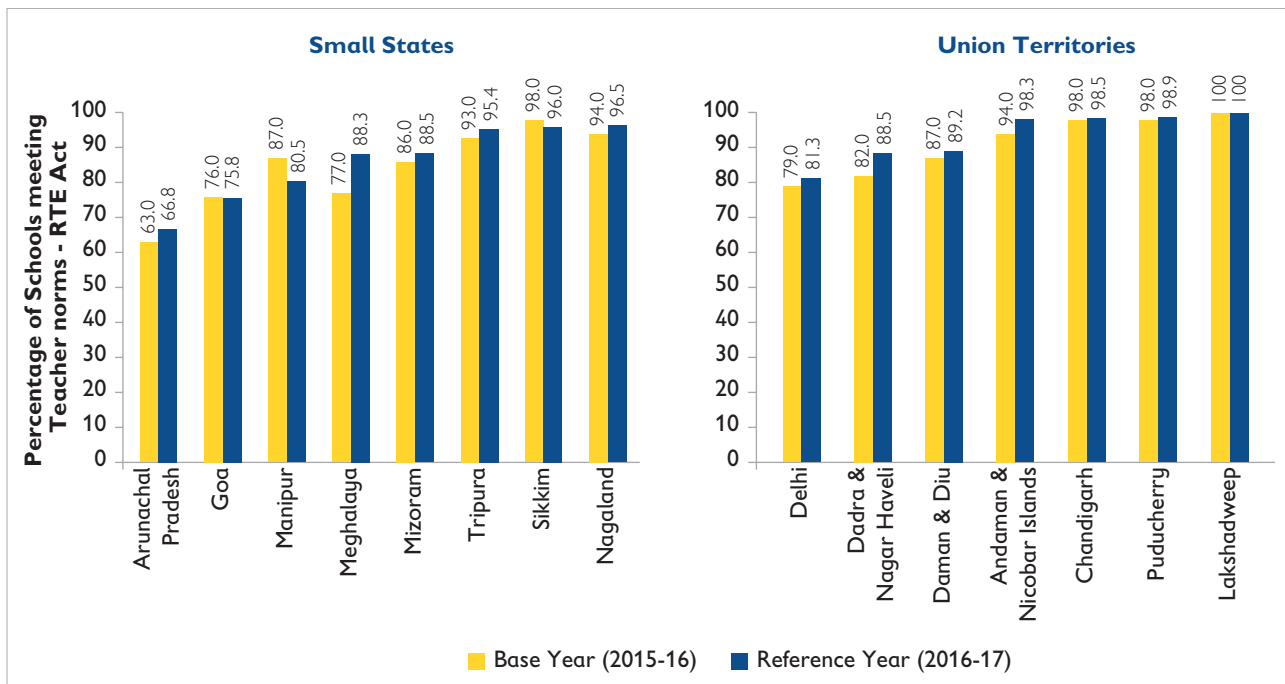
Most States and UTs have shown improvements over their base year value. Uttar Pradesh showed the biggest growth, with a 34.5 percentage point increase. In contrast, Uttarakhand had the biggest decline from its base year value, with a 25.8 percentage point decrease. The average percentage of schools meeting prescribed teacher norms for UTs and Small States is 93.5 and 86.0 percent respectively. The average percentage for Large States is relatively lower at 72.3 percent.

Indicator 2.4b: Percentage of Upper-Primary Schools Meeting Subject-Teacher Norms

Reference year data shows that 22 States and UTs have at least 50.0 percent of their upper-primary schools meeting the prescribed subject teacher norms. Chandigarh and Delhi have recorded the highest percentages at the upper-primary level, with scores of 96.3 and 87.8 percent respectively. In contrast, both Uttar Pradesh and Odisha have only 12.0 percent of their upper-primary schools meeting RTE prescribed subject teacher norms.

Most States and UTs have maintained a reference year value similar to their base year value. However, Puducherry recorded a 56-percentage point drop from its base year value. The average percentages for UTs and Small States are 70.8 and 60.9 percent respectively. In contrast, the average percentage for Large States is significantly lower at 42.1 percent.

Figure 49: Percentage of Upper-Primary Schools Meeting Subject-Teacher Norms – Large States
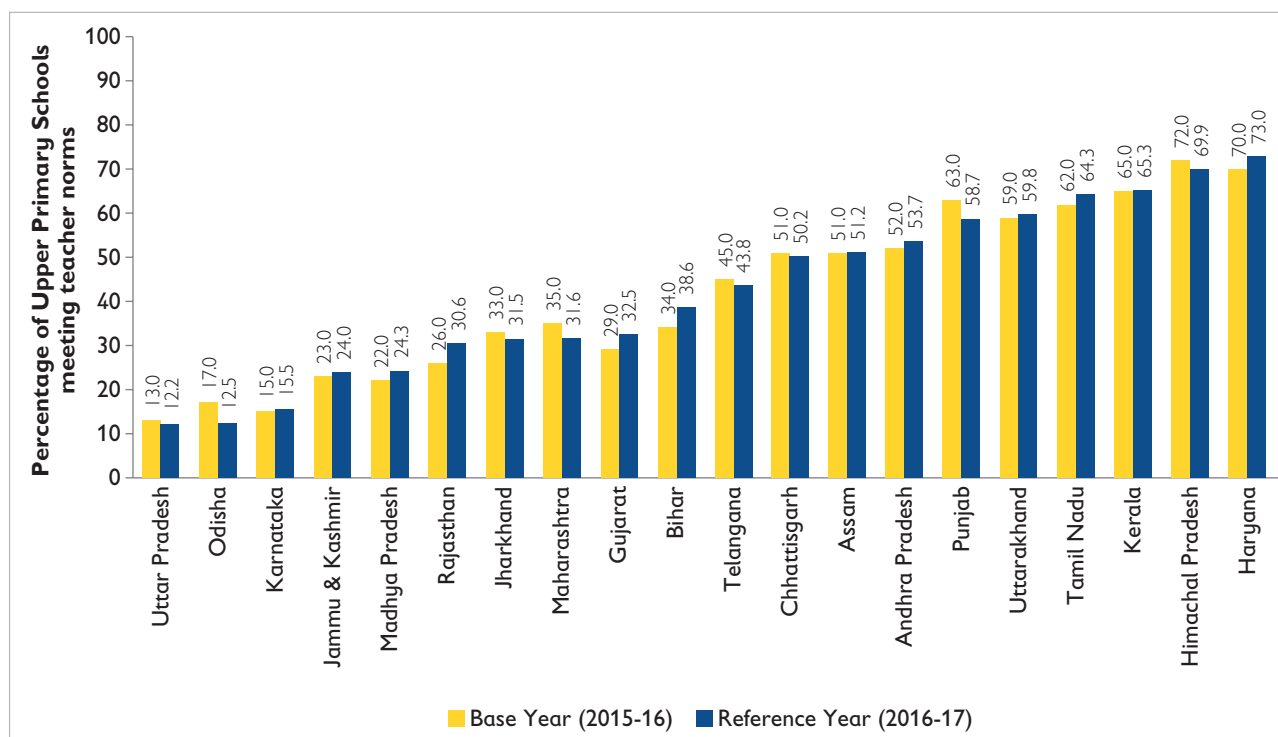
Figure 50: Percentage of Upper-Primary Schools Meeting Subject-Teacher Norms – Small States and UTs
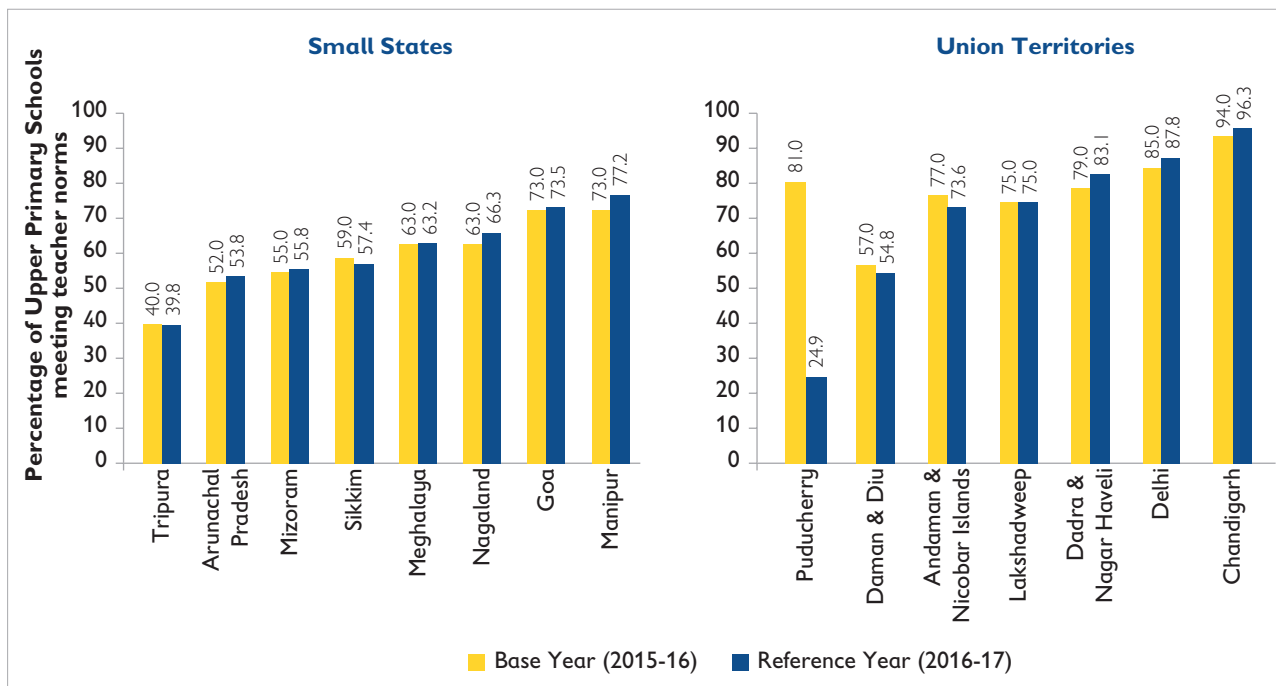
Indicator 2.5: Percentage of Secondary Schools with Teachers for All Core Subjects

As per RMSA norms, teacher recruitment is based on PTR and the subject-specific requirements of the State. Each school is mandated to have a minimum of five subject teachers specifically for the core subjects: English, Language, Mathematics, Science and Social Science.

Figure 51: Percentage of Secondary Schools with Teachers for All Core Subjects – Large States
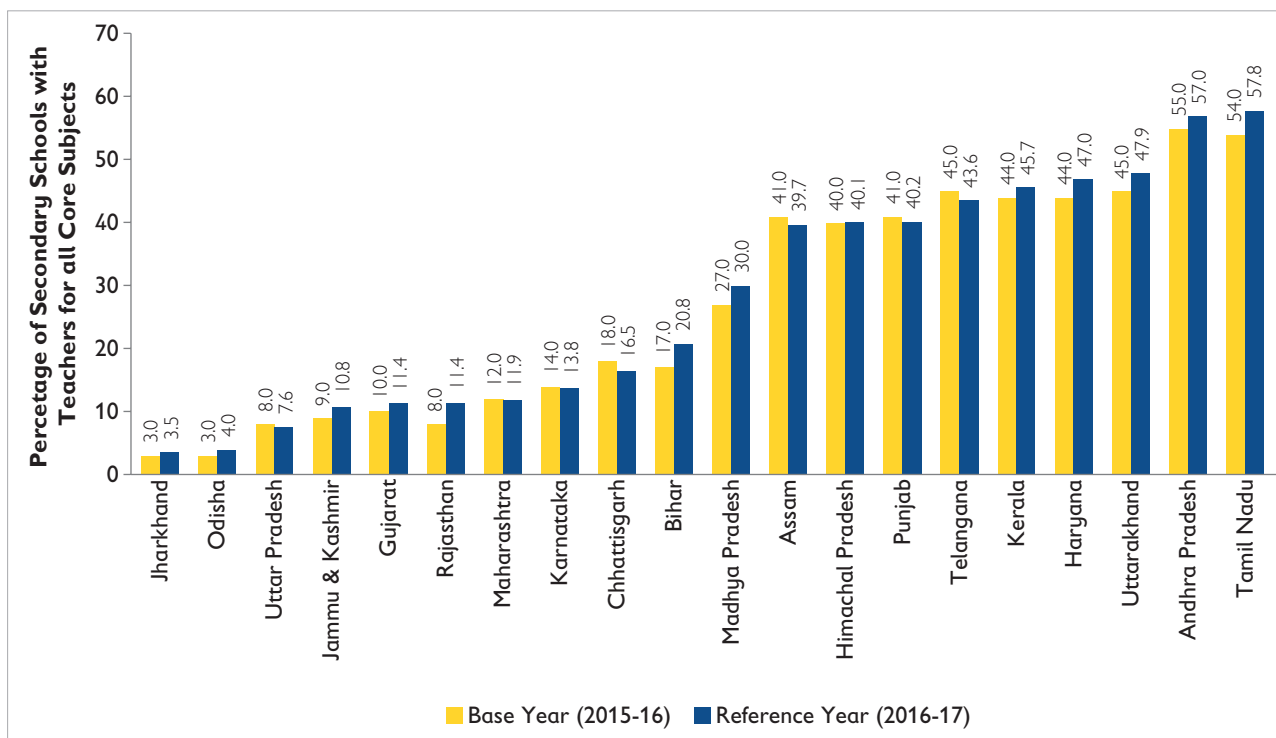
The reference year data shows that only seven States and UTs have at least 50.0 percent of their secondary schools meeting the prescribed core subject teacher norms. Delhi and Chandigarh have the highest percentages; 91.9 and 86.9 percent respectively. In contrast, Puducherry is meeting the core subject teacher availability norms in only 2.7 percent of their schools.

The average value for UTs and Small States is 53.5 and 37.4 percent respectively. The average for Large States is relatively lower, at 28.0 percent. Most States and UTs have reference year values similar to their base year. In contrast, Lakshadweep recorded a significant change, with a 26.0 percentage point increase from its base year value.

Figure 52: Percentage of Secondary Schools with Teachers for All Core Subjects – Small States and UTs
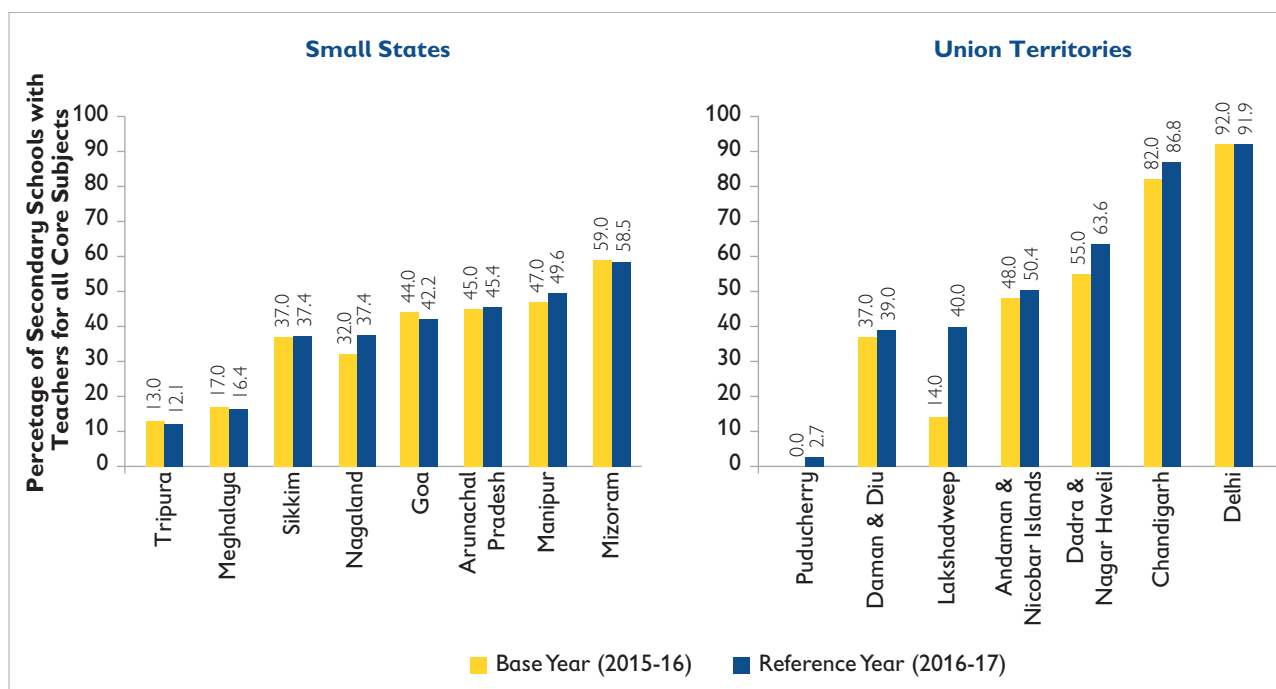
Indicator 2.6: Percentage of Schools with Head-Master/Principal

As per SSA norms, the post of a Head-Master or Principal is only sanctioned in the case of upper-primary schools. In lower primary school grades, the senior teacher or the head teacher discharges all administrative duties. Under RMSA, all secondary and higher secondary schools are mandated to appoint a Head-Master/Principal and an Assistant Head-Master/Vice Principal.

Reference year data shows that 26 States and UTs have filled the posts of Head-Master/Principal in at least 50.0 percent of their schools. Puducherry and Gujarat have recorded the highest percentages at 87.7 and 87.1 percent respectively. In contrast, Andaman & Nicobar Islands, Bihar and Arunachal Pradesh have filled the Head-Master/Principal positions in only 8.0, 19.5 and 25.5 percent of their schools respectively. It is important to note that as per the 2016-17 UDISE, Andhra Pradesh did not record any percentage for the reference year as the State has not submitted any data on this indicator.

Figure 53: Percentage of Schools with Head-Master/Principal – Large States
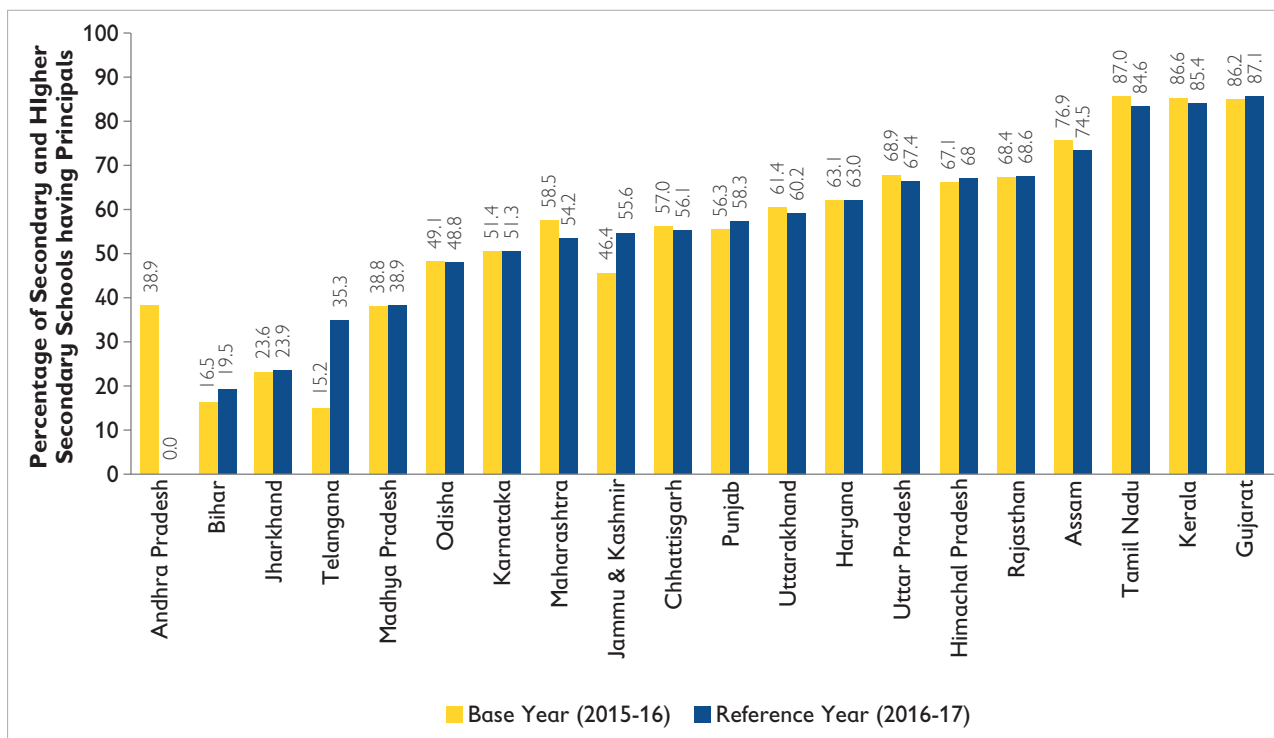
Averages for Small States, UTs and Large States on this indicator were 64.6, 58.1 and 55.0 percentage points respectively. Most States and UTs have reference year values similar to their base year value. Puducherry shows the biggest improvement, with a 26.5 percentage point increase from the base year. In contrast, Andaman & Nicobar Islands and Delhi recorded a decrease of 48.8 and 24.4 percentage points respectively from their base year values.

Figure 54: Percentage of Schools with Head-Master/Principal – Small States and UTs
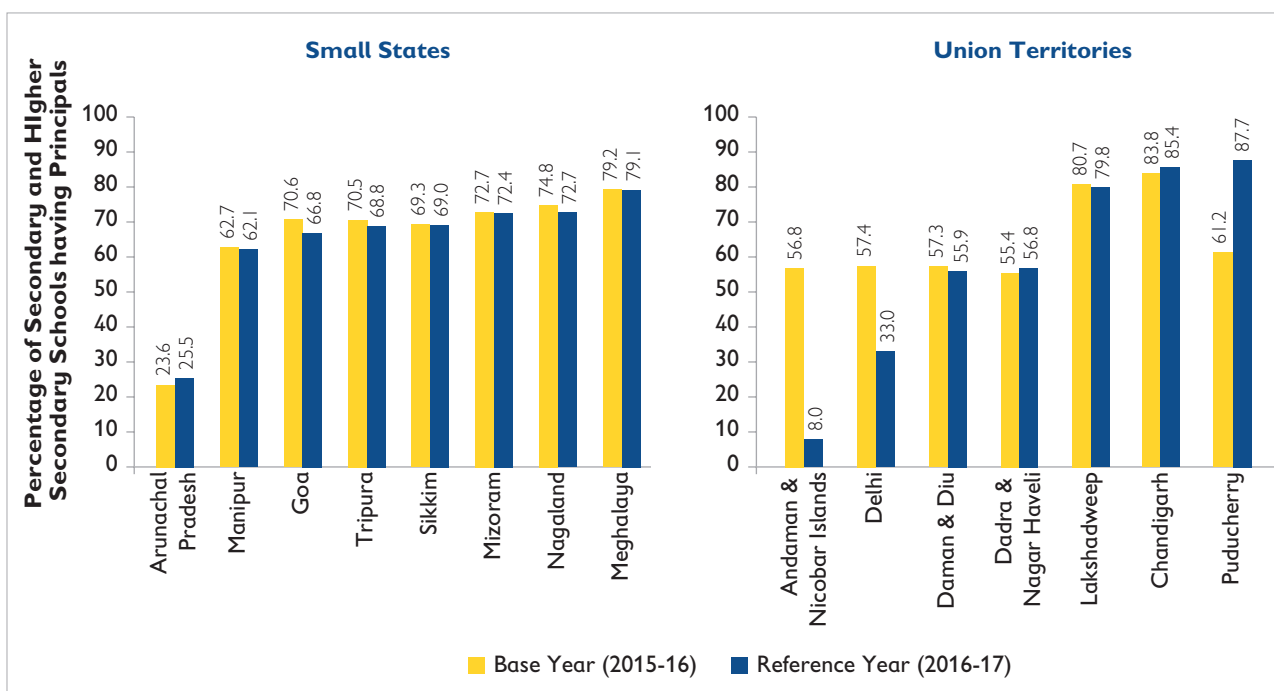
Indicator 2.7a: Percentage of Academic Positions filled at State Level Academic Training Institutions – SCERTs or Equivalent

The State Council of Educational Research and Training (SCERT) is the nodal agency for structural and policy reforms, along with capacity building for academic leadership, in States/UTs. All States and UTs currently have an operational SCERT (or an equivalent State academic support body) and a District Institute of Education and Training (DIET) in every District to support the SCERT in implementing and monitoring education-based schemes and programs at the District level.

Reference year data shows that 21 States and UTs have filled at least 60.0 percent of the academic positions in their State academic training institutions. Himachal Pradesh, Jammu & Kashmir and Punjab have been able to fill all academic positions in their respective State training institutions. In contrast, Andhra Pradesh and Jharkhand have recorded the lowest percentages of academic positions filled, at 11.4 and 12.2 percent respectively.

The average values on this indicator for Small States, Large States and UTs are 78.2, 66.5 and 62.2 percent respectively. Most States and UTs have reference year values similar to their base year value. Puducherry showed the biggest improvement, with a 16.6 percentage point increase from its base year. Rajasthan and Tamil Nadu recorded the largest declines of 9.7 and 11.4 percentage points respectively.

Table 24: Percentage of Academic Positions filled at State Level Academic Training Institutions – SCERTs or Equivalent

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Himachal Pradesh	100%	100%
Jammu & Kashmir	100%	100%
Punjab	100%	100%
Chhattisgarh	92.5%	90.0%
Karnataka	88.9%	88.9%
Telangana	88.5%	88.5%
Madhya Pradesh	83.7%	81.4%
Uttar Pradesh	77.8%	77.8%
Gujarat	75.0%	75.0%
Assam	67.4%	69.8%
Odisha	66.7%	66.7%
Uttarakhand	64.6%	64.6%
Haryana	63.6%	59.1%
Maharashtra	55.5%	55.9%
Tamil Nadu	65.4%	54.0%
Kerala	51.9%	53.8%
Rajasthan	58.1%	48.4%
Bihar	36.7%	32.7%
Jharkhand	12.2%	12.2%
Andhra Pradesh	11.4%	11.4%

Small States		
Nagaland	96.2%	94.2%
Meghalaya	96.4%	92.9%
Arunachal Pradesh	88.9%	88.9%
Manipur	86.4%	86.4%
Tripura	81.3%	81.3%
Mizoram	73.1%	73.1%
Goa	66.7%	66.7%
Sikkim	42.3%	42.3%
Union Territories		
Puducherry	66.7%	83.3%
Chandigarh	53.8%	61.5%
Delhi	59.1%	55.6%
Andaman & Nicobar Islands	48.4%	48.4%
Not Applicable	Dadra & Nagar Haveli, Daman & Diu and Lakshadweep	

Indicator 2.7b: Percentage of Academic Positions filled at District Level Academic Training Institutions - DIETs

Similar to SCERTs, the DIET is meant to provide academic and resource support at the grassroots level for all programs being undertaken in the area of elementary education.

Reference year data shows that 16 States and UTs have filled at least 60.0 percent of the academic positions in their District academic training institutions. Andaman & Nicobar Islands, Arunachal Pradesh, Karnataka and Nagaland have been able to fill all academic positions in their respective District institutions. In contrast, Andhra Pradesh and Telangana recorded the lowest percentages of filled positions; 19.4 and 36.0 percent respectively.

The reference year values for most States and UTs are similar to their base year values. Odisha and Tamil Nadu recorded the biggest improvements, with a 27.8 and 14.3 percentage point increase respectively over base year values. In contrast, Manipur recorded a 14.9 percentage point decrease from its base year value.

Table 25: Percentage of Academic Positions Filled at District Level Academic Training Institutions - DIETs

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Karnataka	100%	100%
Odisha	63.2%	91.0%
Haryana	79.3%	89.4%
Jammu & Kashmir	80.6%	82.9%
Himachal Pradesh	75.0%	73.9%
Uttarakhand	76.0%	70.8%
Punjab	72.2%	67.1%
Tamil Nadu	50.0%	64.3%
Maharashtra	61.7%	61.7%
Uttar Pradesh	56.7%	58.7%
Gujarat	56.8%	56.8%
Jharkhand	53.1%	53.1%
Madhya Pradesh	50.0%	49.5%
Assam	56.5%	49.1%
Chhattisgarh	44.4%	48.5%
Rajasthan	45.5%	45.4%
Kerala	42.3%	42.3%
Bihar	43.2%	41.7%
Telangana	36.0%	36.0%
Andhra Pradesh	19.4%	19.4%
Small States		
Arunachal Pradesh	100%	100%
Nagaland	100%	100%
Mizoram	84.5%	84.5%
Tripura	69.8%	69.8%
Goa	58.3%	58.3%
Meghalaya	55.6%	55.6%
Manipur	62.0%	47.1%
Sikkim	40.9%	40.9%
Union Territories		
Andaman & Nicobar Islands	100%	100%
Delhi	71.50%	68.60%
Lakshadweep	64.30%	64.30%
Puducherry	58.30%	58.30%
Not Applicable	Chandigarh, Dadra & Nagar Haveli and Daman & Diu	

Indicator 2.8: Percentage of Teachers Provided with Sanctioned Number of Days of Training

The Teacher Education Policy stipulates norms for the provision of in-service training for all teachers nationwide. In collaboration with the National Council of Educational Research and Training (NCERT) at the national level, SCERTs at the State level and DIETs at the District level, each State and UT is mandated to provide its teachers with a sanctioned number of trainings in a given financial year. Each State and UT is also provided with the flexibility to provide trainings relevant to their particular context.

Twenty-six States and UTs have provided at least 80.0 percent of their teachers with the sanctioned number of trainings in the reference year. Among them, 15 States and UTs have recorded a perfect score. In contrast, Arunachal Pradesh did not report any teacher trainings. Dadra & Nagar Haveli and Telangana also reported very low scores; 10.7 and 21.1 percent respectively.

Figure 55: Percentage of Teachers Provided with Sanctioned Number of Days of Training – Large States
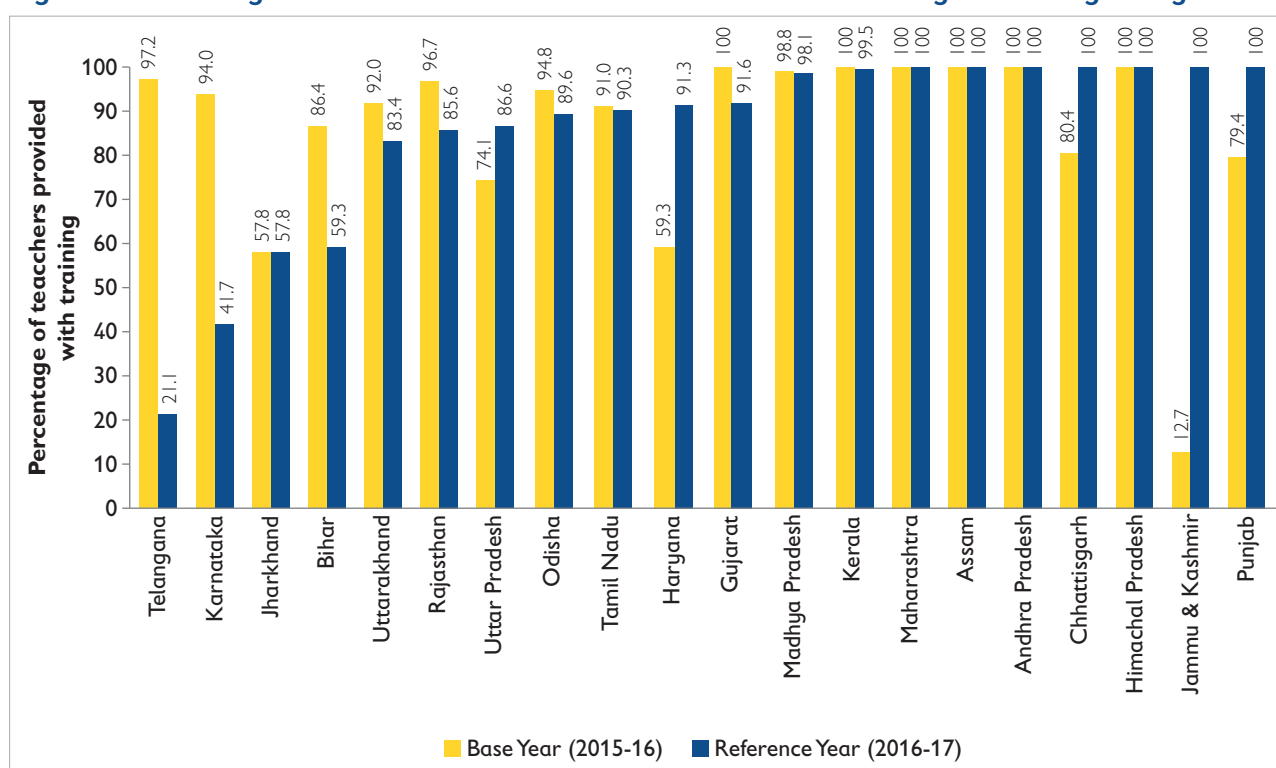
The average for Large States, UTs and Small States was 84.9, 81.9 and 72.7 percent respectively. Most States and UTs reported reference year values similar to their base year value. Jammu & Kashmir and Nagaland reported the greatest improvements over their base year values; 87.3 and 86.0 percentage points respectively. Arunachal Pradesh, Dadra & Nagar Haveli and Telangana recorded large declines of 100, 86.0 and 76.1 percentage points respectively.

Figure 56: Percentage of Teachers Provided with Sanctioned Number of Days of Training – Small States and UTs
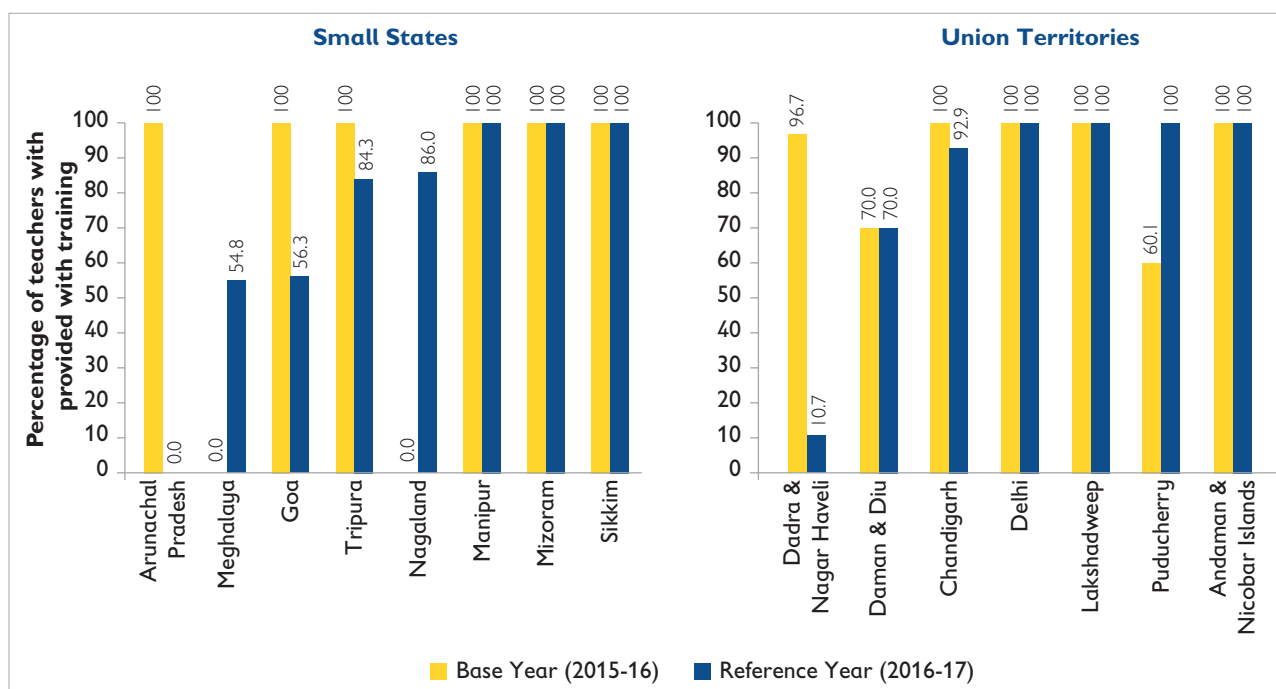
Indicator 2.9: Percentage of School Head-Masters and Principals who have Completed School Leadership Training

The professional development of head-masters/principals is a key lever for improving the quality of education provision. Therefore, SSA and RMSA norms have been revised to mandate States and UTs to organize School Leadership (SL) training programs for all head-masters/principals in Government schools.

Reference year data shows that only 20 States and UTs have conducted SL training for their respective head-masters/principals. In 12 of these States and UTs, all head-masters/principals have completed the training. Most States and UTs have reported reference year values similar to their base year values.

Table 26: Percentage of School Head-Masters/Principals who have Completed School Leadership (SL) Training

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Uttar Pradesh	0.0%	100%
Andhra Pradesh	100%	100%
Jammu & Kashmir	100%	100%
Kerala	100%	100%
Maharashtra	100%	100%
Odisha	100%	100%
Tamil Nadu	100%	100%
Telangana	0.0%	100%
Haryana	100%	97.1%

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Madhya Pradesh	100%	96.3%
Himachal Pradesh	92.0%	77.9%
Rajasthan	74.0%	67.1%
Uttarakhand	98.0%	50.8%
Gujarat	0.0%	45.2%
Karnataka	100%	28.7%
Bihar	9.1%	23.5%
Chhattisgarh	50.0%	0.0%
No Coverage in Base and Reference Year:	Jharkhand, Punjab and Assam	
Small States		
Goa	0.0%	100%
Sikkim	100%	0.0%
No Coverage in Base and Reference Year:	Arunachal Pradesh, Manipur, Mizoram, Nagaland, Tripura and Meghalaya	
Union Territories		
Chandigarh	89.9%	100%
Daman & Diu	100%	100%
Delhi	100%	100%
Andaman & Nicobar Islands	76.0%	0.0%
No Coverage in Base and Reference Year:	Dadra & Nagar Haveli, Lakshadweep and Puducherry	

Indicator 2.10a: Percentage of Schools that have Completed Self-Evaluation

The National Programme on School Standards and Evaluation (NPSSE), which is driven by the National Institute of Educational Planning and Administration (NIEPA), aims to help elementary and secondary schools carry out self-evaluations as a medium for improving education quality and management.

The reference year data shows that at least 50.0 percent of schools in 17 States and UTs have completed self-evaluations. Himachal Pradesh and Jharkhand recorded the highest percentages; 84.6 and 83.7 respectively. In contrast, seven States and UTs have yet to record any schools completing self-evaluations.

The average percentages for UTs, Large States and Small States were 57.1, 46.8 and 11.3 percent respectively. Several States and UTs have recorded an improvement over their base year values. Jharkhand and Andaman & Nicobar Islands recorded the biggest gains; 83.7 and 80.0 percentage points respectively.

Table 27: Percentage of Schools that have Completed Self-Evaluation

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Himachal Pradesh	85.0%	84.6%
Jharkhand	0.0%	83.7%
Maharashtra	83.7%	82.7%
Odisha	84.0%	82.7%
Chhattisgarh	87.7%	81.7%
Tamil Nadu	0.0%	78.6%
Andhra Pradesh	0.0%	76.3%
Madhya Pradesh	74.0%	73.1%
Gujarat	65.3%	64.3%
Karnataka	73.8%	61.7%
Uttarakhand	0.0%	57.7%
Kerala	14.7%	49.9%
Rajasthan	0.0%	30.8%
Punjab	0.0%	20.4%
Assam	0.0%	5.1%
Bihar	0.0%	2.3%
Telangana	0.0%	0.1%
No Coverage in Base and Reference Year:	Haryana, Jammu & Kashmir and Uttar Pradesh	
Small States		
Mizoram	40.8%	40.1%
Manipur	0.0%	19.7%
Goa	19.0%	14.6%
Tripura	0.0%	8.2%
Nagaland	0.0%	8.1%
No Coverage in Base and Reference Year:	Arunachal Pradesh, Meghalaya and Sikkim	
Union Territories		
Andaman & Nicobar Islands	0.0%	80.0%
Daman & Diu	78.6%	78.6%
Dadra & Nagar Haveli	0.0%	68.6%
Puducherry	0.0%	60.7%
Chandigarh	53.7%	58.2%
Delhi	0.0%	53.5%
No Coverage in Base and Reference Year:	Lakshadweep	

Indicator 2.10b: Percentage of Schools that have Made School Improvement/Development Plans

As per the RTE norms, every school is mandated to formulate an annual School Development Plan (SDP) as part of its monitoring and assessment strategy. Each SDP is supposed to cover the areas of physical access, enrolment, infrastructure, teacher information and student learning levels. The responsibility of developing the SDP lies with the School Management Committee.

At least 90 percent of schools in 19 States and UTs created SDPs in the reference year. Among them, 15 States and UTs reported a perfect score. In contrast, 13 States and UTs did not report any schools creating SDPs in the reference year.

Table 28: Percentage of Schools that have Made School Improvement/Development Plans

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Assam	0.0%	100%
Kerala	89.3%	100%
Madhya Pradesh	100%	100%
Maharashtra	100%	100%
Punjab	0.0%	100%
Rajasthan	0.0%	100%
Tamil Nadu	0.0%	100%
Telangana	0.0%	100%
Odisha	99.3%	99.0%
Gujarat	96.0%	95.7%
Chhattisgarh	89.0%	91.9%
Andhra Pradesh	0.0%	88.1%
Bihar	0.0%	58.7%
Jharkhand	0.0%	1.4%
Karnataka	100%	0.0%
No SDPsdeveloped in Base and Reference Year:	Haryana, Himachal Pradesh, Jammu & Kashmir, Uttar Pradesh and Uttarakhand	
Small States		
Mizoram	100%	100%
Nagaland	0.0%	100%
Tripura	0.0%	100%
No SDPs developed in Base and Reference Year:	Arunachal Pradesh, Goa, Manipur, Meghalaya and Sikkim	

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Union Territories		
Chandigarh	100%	100%
Dadra & Nagar Haveli	0.0%	100%
Delhi	0.0%	100%
Puducherry	0.0%	100%
Andaman & Nicobar Islands	0.0%	99.7%
No SDPs developed in Base and Reference Year:	Daman & Diu and Lakshadweep	

Indicator 2.11a: Average Number of Days Taken by State/UT to Release Total Central Share of Funds to Societies

Reference year data shows that, on average, the State/UT Governments of Daman & Diu, Kerala and Rajasthan take the least number of days (between 7 to 10 days) to release the total central share of funds to societies. In contrast, Puducherry and Manipur take the most amount of time: 150 and 116 days respectively. The average number of days recorded by Large States is 27 days. The averages for Small States and UTs are 52 and 47 days respectively.

Table 29: Average Number of Days Taken by State/UT to Release Total Central Share of Funds to Societies

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Kerala	7	10
Rajasthan	10	10
Tamil Nadu	12	12
Chhattisgarh	20	15
Karnataka	15	15
Odisha	17	15
Jammu & Kashmir	35	16
Gujarat	28	17
Assam	27	19
Himachal Pradesh	20	20
Madhya Pradesh	21	20
Jharkhand	23	25
Uttarakhand	25	25
Bihar	53	29
Telangana	136	32
Punjab	67	36
Andhra Pradesh	75	45

Haryana	75	50
Uttar Pradesh	60	60
Maharashtra	75	75
Small States		
Sikkim	21	21
Mizoram	29	26
Nagaland	53	32
Tripura	48	48
Meghalaya	54	56
Arunachal Pradesh	60	60
Goa	60	60
Manipur	104	116
Union Territories		
Daman & Diu	7	7
Chandigarh	10	12
Dadra & Nagar Haveli	19	35
Andaman & Nicobar Islands	40	40
Lakshadweep	40	40
Delhi	45	45
Puducherry	130	150

Indicator 2.11b: Average Number of Days Taken by State to Release Total State Share of Funds to Societies

Reference year data shows that, on average, the State Governments of Bihar, Madhya Pradesh and Uttarakhand require only one day to release the total State share of funds to societies. In contrast, Manipur takes 101 days. The average number of days recorded by Large States and Small States are 21 days and 46 days respectively.

Table 30: Average Number of Days Taken by State to Release Total State Share of Funds to Societies

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Bihar	8	1
Uttarakhand	1	1
Tamil Nadu	5	3
Rajasthan	7	7
Madhya Pradesh	1	1
Kerala	7	10
Chhattisgarh	20	15

Himachal Pradesh	15	15
Jammu & Kashmir	9	15
Karnataka	15	15
Odisha	17	15
Gujarat	28	17
Uttar Pradesh	20	20
Jharkhand	21	30
Maharashtra	30	30
Telangana	136	32
Punjab	67	36
Andhra Pradesh	75	45
Haryana	75	50
Assam	36	59
Small States		
Meghalaya	13	12
Goa	30	30
Sikkim	31	31
Nagaland	67	43
Mizoram	45	45
Tripura	45	45
Arunachal Pradesh	60	60
Manipur	25	101
Union Territories		
Not Applicable	Andaman & Nicobar Islands, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Lakshadweep and Puducherry	

Indicator 2.12: Percentage of New Teachers Recruited Through a Transparent Online System

States and UTs have been encouraged by the Government of India to develop online teacher recruitment systems to serve as a transparent system for teacher recruitment. Ten States and UTs reported using an online system for the recruitment of all new teachers in the reference year. Most States and UTs, however, are yet to adopt this practice.

Table 31: Percentage of New Teachers Recruited Through a Transparent Online System

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Assam	0.0%	100%
Chhattisgarh	100%	100%
Gujarat	100%	100%
Haryana	0.0%	100%
Jammu & Kashmir	100%	100%
Kerala	100%	100%
Odisha	0.0%	100%
Punjab	100%	100%
Rajasthan	100%	100%
Andhra Pradesh	100%	0.0%
Karnataka	100%	0.0%
Uttar Pradesh	100%	0.0%
No new Teachers recruited through a Transparent Online System in Base and Reference Year:	Bihar, Himachal Pradesh, Jharkhand, Uttarakhand, Madhya Pradesh, Maharashtra, Tamil Nadu and Telangana	
Small States		
No new Teachers recruited through a Transparent Online System in Base and Reference Year:	Arunachal Pradesh, Goa, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura	
Union Territories		
Chandigarh	100%	100%
No new Teachers recruited through a Transparent Online System in Base andReference Year:	Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu, Delhi, Lakshadweep and Puducherry	

Indicator 2.13: Percentage of Government School Teachers Transferred Through a Transparent Online System

Eight States and UTs reported using an online system for teacher transfers in the reference year. Among them, seven States and UTs used the system for all teachers transfers that year. Most States and UTs, however, are yet to adopt this practice.

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Chhattisgarh	0.0%	100%
Gujarat	100%	100%
Haryana	0.0%	100%
Karnataka	100%	100%
Kerala	100%	100%
Tamil Nadu	100%	100%
Uttar Pradesh	0.0%	100%
Andhra Pradesh	100%	0.0%
Madhya Pradesh	100%	0.0%
No teachers transferred through a Transparent Online System in the Base and Reference Year:	Assam, Bihar, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Odisha, Punjab, Maharashtra, Rajasthan, Telangana and Uttarakhand	
Small States		
No teachers transferred through a Transparent Online System in Base and Reference Year:	Arunachal Pradesh, Goa, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura	
Union Territories		
Delhi	47.3%	50.0%
No teachers transferred through a Transparent Online System in Base and Reference Year:	Andaman & Nicobar Islands, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Puducherry	

Indicator 2.14: Percentage of School Head-Masters/Principals Recruited Through a Merit-based Selection System

Given the importance of school leaders in enhancing the quality of schooling, States and UTs have been encouraged to adopt a merit-based system for the recruitment of head-masters/principals. Currently, vacancies for this post are typically filled on the basis of seniority.

Reference year data shows that only six States and UTs have a merit-based system for the recruitment of head-masters/principals. These six States and UTs have recruited all their head-masters/principals through a merit-based selection system for the reference year.

Table 33: Percentage of Government School Head-Masters/Principals Recruited Through a Merit-based Selection System

States/UTs	Base Year (2015-16)	Reference Year (2016-17)
Large States		
Gujarat	0.0%	100%
Himachal Pradesh	100%	100%
Rajasthan	100%	100%
No School Head-Master/Principal Recruited through a Merit-based Selection System in the Base and Reference Year:	Andhra Pradesh, Assam, Bihar, Chhattisgarh, Haryana, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Punjab, Tamil Nadu, Telangana, Uttar Pradesh and Uttarakhand	
Small States		
Meghalaya	0.0%	100%
Sikkim	100%	100%
No School Head-Master/Principal Recruited through a Merit-based Selection System in the Base and Reference Year:	Arunachal Pradesh, Goa, Manipur, Mizoram, Nagaland and Tripura	
Union Territories		
Chandigarh	100%	100%
No School Head-Master/Principal Recruited through a Merit-based Selection System in the Base and Reference Year:	Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu, Delhi, Lakshadweep and Puducherry	

CONCLUSION
AND
WAY FORWARD

SEQI is a useful tool for the systematic measurement of performance across States and Union Territories. The index reflects the diversity and complexity of the school education landscape in India. It also provides useful insights to States and UTs for data-driven decision making, including better targeting of interventions for quality enhancement.

SEQI is envisioned as a dynamic instrument that will continue to evolve. Over time, the relevance of the existing indicators and the availability of data for new indicators will be factored into the index design. In particular, the linkages between policy actions and SEQI indicators will be analyzed to reflect the efforts made by States and UTs to improve school education.

The index will also benefit from ongoing improvements to the quality of the data being collected through publicly available sources. Particular attention will be given to obtaining data from national learning surveys that allow for comparisons over time. Efforts will also be made to improve system coverage by including more data on non-governmental private schools. At the same time, care will be taken to balance any such enhancements with the need to maintain a core set of indicators so as to facilitate the tracking of changes in States'/UTs' performance over time.

Schooling should result in successful learning outcomes. A credible system of assessment in this regard is crucial to design remedial action.

SEQI focuses on indicators that can drive improvements in the quality of eduction rather than on inputs or specific processes. The index has been developed through the view of an outcome lens rather than a process lens.

The NITI Aayog aims to drive tangible policy improvements towards achieving quality education in a coherent and collaborative manner. The index seeks to institutionalise a focus on improving educational outcomes with respect to learning, access, quality and governance in India.

The NITI Aayog hopes that this index will institutionalise a strong focus on improving school education outcomes with respect to learning, access, equity and governance in India, and also help facilitate the sharing of best practices.

ANNEXURES

State/Union Territory	1.1.1: Class 3 NAS Score – Language		1.1.2: Class 3 NAS Score – Mathematics		1.1.3: Class 5 NAS Score – Language		1.1.4: Class 5 NAS Score – Mathematics		1.1.5: Class 8 NAS Score – Language		1.1.6: Class 8 NAS Score – Mathematics	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	NA	79%	NA	74%	NA	67%	NA	64%	NA	58%	NA	50%
Assam	NA	72%	NA	70%	NA	60%	NA	61%	NA	54%	NA	49%
Bihar	NA	67%	NA	63%	NA	57%	NA	52%	NA	58%	NA	45%
Chhattisgarh	NA	65%	NA	60%	NA	55%	NA	47%	NA	56%	NA	36%
Gujarat	NA	71%	NA	65%	NA	59%	NA	57%	NA	64%	NA	47%
Haryana	NA	65%	NA	58%	NA	55%	NA	46%	NA	57%	NA	37%
Himachal Pradesh	NA	69%	NA	63%	NA	61%	NA	49%	NA	59%	NA	35%
Jammu & Kashmir	NA	64%	NA	62%	NA	54%	NA	54%	NA	43%	NA	37%
Jharkhand	NA	70%	NA	66%	NA	61%	NA	56%	NA	61%	NA	51%
Karnataka	NA	78%	NA	75%	NA	71%	NA	67%	NA	63%	NA	51%
Kerala	NA	72%	NA	72%	NA	69%	NA	63%	NA	63%	NA	50%
Madhya Pradesh	NA	70%	NA	62%	NA	56%	NA	48%	NA	55%	NA	40%
Maharashtra	NA	70%	NA	65%	NA	61%	NA	52%	NA	63%	NA	40%
Odisha	NA	64%	NA	62%	NA	51%	NA	55%	NA	53%	NA	44%
Punjab	NA	63%	NA	56%	NA	50%	NA	43%	NA	54%	NA	31%
Rajasthan	NA	77%	NA	72%	NA	69%	NA	65%	NA	67%	NA	57%
Tamil Nadu	NA	62%	NA	62%	NA	58%	NA	49%	NA	57%	NA	35%
Telangana	NA	68%	NA	69%	NA	57%	NA	56%	NA	53%	NA	37%
Uttar Pradesh	NA	58%	NA	59%	NA	50%	NA	49%	NA	53%	NA	40%
Uttarakhand	NA	72%	NA	67%	NA	64%	NA	58%	NA	59%	NA	40%

State/Union Territory	1.1.1: Class 3 NAS Score – Language		1.1.2: Class 3 NAS Score – Mathematics		1.1.3: Class 5 NAS Score – Language		1.1.4: Class 5 NAS Score – Mathematics		1.1.5: Class 8 NAS Score – Language		1.1.6: Class 8 NAS Score – Mathematics	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	NA	51%	NA	49%	NA	43%	NA	39%	NA	44%	NA	33%
Goa	NA	66%	NA	59%	NA	53%	NA	46%	NA	60%	NA	34%
Manipur	NA	71%	NA	68%	NA	59%	NA	56%	NA	52%	NA	42%
Meghalaya	NA	62%	NA	57%	NA	47%	NA	42%	NA	49%	NA	34%
Mizoram	NA	69%	NA	61%	NA	50%	NA	44%	NA	45%	NA	36%
Nagaland	NA	67%	NA	64%	NA	52%	NA	46%	NA	45%	NA	34%
Sikkim	NA	60%	NA	55%	NA	50%	NA	42%	NA	51%	NA	30%
Tripura	NA	67%	NA	61%	NA	57%	NA	51%	NA	54%	NA	38%
Union Territories												
Andaman & Nicobar Islands	NA	62%	NA	62%	NA	53%	NA	49%	NA	50%	NA	34%
Chandigarh	NA	75%	NA	71%	NA	69%	NA	64%	NA	61%	NA	46%
Dadra & Nagar Haveli	NA	71%	NA	66%	NA	64%	NA	59%	NA	60%	NA	45%
Daman & Diu	NA	66%	NA	57%	NA	50%	NA	43%	NA	53%	NA	32%
Delhi	NA	58%	NA	54%	NA	52%	NA	44%	NA	55%	NA	32%
Lakshadweep	NA	56%	NA	58%	NA	51%	NA	46%	NA	49%	NA	33%
Puducherry	NA	59%	NA	62%	NA	51%	NA	51%	NA	46%	NA	31%

State/Union Territory	1.2.1(a): Adjusted NER at Elementary Level		1.2.1(b): Adjusted NER at Secondary Level		1.2.2(a): Transition Rate Primary to Upper Primary		1.2.2(b): Transition Rate Upper Primary to Secondary		1.2.3: Out of School Children (Elementary) Mainstreamed		1.3.1(a): Schools Having CAL at Elementary Level	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	75.5%	80.5%	51.4%	46.5%	91.0%	97.2%	94.4%	97.8%	50.2%	69.4%	4.2%	4.1%
Assam	96.2%	99.0%	58.4%	62.3%	85.6%	93.3%	87.4%	94.5%	18.9%	31.1%	5.1%	5.4%
Bihar	100%	99.6%	55.8%	54.5%	85.0%	76.1%	84.6%	73.9%	50.3%	35.9%	2.6%	2.5%
Chhattisgarh	94.5%	93.3%	60.0%	60.8%	94.3%	94.3%	86.9%	86.8%	75.0%	59.5%	4.4%	4.0%
Gujarat	91.0%	91.1%	57.4%	58.9%	98.1%	97.7%	84.2%	84.2%	68.4%	79.9%	58.5%	58.3%
Haryana	85.8%	86.2%	70.6%	63.6%	92.4%	99.5%	92.9%	97.8%	75.1%	83.5%	12.6%	12.7%
Himachal Pradesh	95.4%	95.9%	92.1%	89.8%	98.1%	98.6%	97.6%	97.7%	59.5%	56.4%	7.8%	8.4%
Jammu & Kashmir	75.2%	67.3%	55.7%	47.1%	93.6%	87.3%	87.5%	86.1%	1.9%	1.8%	3.5%	3.9%
Jharkhand	100%	89.7%	58.2%	46.3%	84.2%	76.3%	79.2%	69.4%	75.5%	75.5%	2.8%	2.9%
Karnataka	94.1%	95.7%	66.2%	75.4%	96.4%	96.8%	92.1%	93.1%	88.1%	82.0%	10.6%	10.8%
Kerala	92.7%	93.2%	90.0%	90.3%	100%	100%	99.8%	100%	88.3%	64.0%	51.9%	49.6%
Madhya Pradesh	86.8%	84.6%	54.7%	54.9%	88.7%	89.6%	81.5%	84.1%	76.4%	64.5%	4.0%	4.1%
Maharashtra	91.4%	91.8%	68.7%	70.0%	98.7%	99.2%	98.7%	98.5%	93.1%	99.9%	8.2%	8.2%
Odisha	95.1%	94.7%	66.4%	69.8%	91.3%	90.6%	92.8%	91.3%	85.0%	78.0%	5.7%	6.4%
Punjab	97.8%	91.9%	63.4%	65.2%	95.3%	95.7%	93.6%	94.3%	100%	81.2%	33.6%	33.1%
Rajasthan	86.5%	86.8%	56.3%	58.2%	92.0%	91.6%	94.9%	93.7%	32.1%	50.2%	10.8%	11.3%
Tamil Nadu	97.7%	96.9%	89.8%	88.8%	95.0%	98.6%	96.7%	96.8%	93.1%	94.1%	32.1%	32.7%
Telangana	89.5%	87.7%	83.5%	77.4%	98.2%	92.5%	97.2%	94.6%	12.5%	21.9%	5.2%	5.2%
Uttar Pradesh	83.7%	79.8%	56.1%	57.6%	79.1%	77.9%	88.9%	94.2%	100%	100%	5.1%	5.0%
Uttarakhand	89.6%	87.2%	69.0%	67.2%	93.5%	93.0%	94.1%	93.5%	100%	100%	14.4%	14.4%

State/Union Territory	1.2.1(a): Adjusted NER at Elementary Level		1.2.1(b): Adjusted NER at Secondary Level		1.2.2(a): Transition Rate Primary to Upper Primary		1.2.2(b): Transition Rate Upper Primary to Secondary		1.2.3: Out of School Children (Elementary) Mainstreamed		1.3.1(a): Schools Having CAL at Elementary Level	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	100%	99.9%	73.1%	58.1%	97.0%	89.9%	89.0%	86.4%	49.6%	0.0%	7.2%	7.3%
Goa	98.0%	97.3%	88.5%	83.6%	100%	97.8%	100%	100%	15.0%	31.4%	9.8%	9.7%
Manipur	100%	100%	87.4%	76.4%	84.7%	81.7%	87.7%	83.3%	51.4%	61.7%	11.2%	11.0%
Meghalaya	100%	100%	50.3%	36.8%	94.7%	90.7%	80.3%	73.9%	14.0%	20.1%	3.6%	3.8%
Mizoram	100%	100%	61.6%	59.2%	96.0%	91.6%	95.5%	88.9%	61.3%	32.7%	14.5%	14.3%
Nagaland	91.4%	76.7%	46.0%	35.8%	87.3%	79.0%	92.0%	76.8%	0.0%	0.0%	17.7%	17.0%
Sikkim	92.1%	68.9%	44.8%	22.1%	93.1%	91.3%	100%	94.0%	41.2%	28.1%	14.0%	14.0%
Tripura	100%	100%	88.9%	89.4%	91.3%	90.2%	98.0%	94.4%	70.0%	63.4%	2.6%	2.8%
Union Territories												
Andaman & Nicobar Islands	84.6%	82.2%	76.6%	72.8%	100%	98.2%	99.9%	99.9%	0.0%	0.0%	10.3%	10.0%
Chandigarh	85.0%	82.7%	74.3%	74.8%	100%	100%	98.6%	100%	74.3%	71.8%	76.5%	76.7%
Dadra & Nagar Haveli	87.6%	86.9%	65.9%	66.7%	98.0%	99.7%	91.6%	93.2%	54.2%	93.0%	15.3%	17.1%
Daman & Diu	79.6%	79.9%	53.5%	54.2%	96.0%	99.1%	99.0%	100%	100%	100%	33.0%	35.1%
Delhi	100%	100%	83.1%	85.9%	94.6%	94.0%	99.8%	99.3%	62.4%	57.3%	41.4%	44.8%
Lakshadweep	82.9%	79.0%	86.1%	84.9%	97.3%	96.2%	97.8%	100%	0.0%	0.0%	78.1%	75.6%
Puducherry	86.7%	82.8%	84.2%	76.3%	100%	100%	99.4%	100%	91.7%	100%	73.6%	62.1%

State/Union Territory	1.3.1(b): Secondary Schools with Computer Lab		1.3.2: Schools Having Book Banks/Reading Rooms/ Libraries		1.3.3: Secondary and Senior Secondary Schools Offering Vocational Education		1.4.1(a): Difference in NAS Language Scores for General Category and SC Students – Class 3		1.4.1(a): Difference in NAS Language Scores for General Category and SC Students – Class 5		1.4.1(a): Difference in NAS Language Scores for General Category and SC Students – Class 8	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	23.8%	0.8%	96.0%	95.8%	0.0%	0.0%	NA	0	NA	4	NA	5
Assam	12.9%	10.9%	58.5%	61.9%	1.5%	2.7%	NA	2	NA	3	NA	0
Bihar	23.6%	23.3%	70.1%	69.5%	0.0%	0.0%	NA	2	NA	3	NA	5
Chhattisgarh	34.1%	34.6%	92.6%	92.6%	1.3%	5.8%	NA	2	NA	2	NA	3
Gujarat	37.3%	28.7%	92.9%	94.7%	0.5%	0.0%	NA	1	NA	2	NA	1
Haryana	62.0%	59.8%	96.9%	96.6%	9.4%	18.8%	NA	4	NA	4	NA	6
Himachal Pradesh	36.1%	27.4%	95.7%	95.1%	13.2%	20.0%	NA	1	NA	1	NA	4
Jammu & Kashmir	47.7%	38.3%	63.0%	64.2%	4.1%	10.8%	NA	1	NA	6	NA	1
Jharkhand	35.6%	19.3%	91.6%	91.8%	0.6%	0.0%	NA	2	NA	3	NA	5
Karnataka	17.1%	16.2%	97.8%	96.3%	0.1%	0.0%	NA	2	NA	1	NA	4
Kerala	50.6%	45.1%	96.7%	96.7%	1.4%	0.0%	NA	2	NA	2	NA	6
Madhya Pradesh	29.9%	26.9%	90.0%	90.0%	0.6%	2.1%	NA	1	NA	3	NA	3
Maharashtra	52.2%	43.4%	96.0%	96.1%	17.0%	19.7%	NA	2	NA	4	NA	3
Odisha	35.4%	26.6%	92.3%	93.0%	0.1%	0.0%	NA	3	NA	4	NA	6
Punjab	46.6%	65.7%	96.2%	96.9%	8.0%	7.1%	NA	1	NA	2	NA	4
Rajasthan	33.7%	32.3%	71.5%	72.8%	0.0%	0.0%	NA	2	NA	2	NA	3
Tamil Nadu	64.0%	67.0%	99.2%	99.3%	0.0%	0.0%	NA	1	NA	1	NA	0
Telangana	11.2%	11.8%	91.8%	92.3%	0.1%	0.0%	NA	1	NA	5	NA	2
Uttar Pradesh	28.5%	23.0%	74.2%	72.8%	0.5%	0.0%	NA	0	NA	2	NA	0
Uttarakhand	40.9%	34.6%	89.6%	89.9%	0.0%	0.0%	NA	4	NA	3	NA	6

State/Union Territory	1.3.1(b): Secondary Schools with Computer Lab		1.3.2: Schools Having Book Banks/Reading Rooms/ Libraries		1.3.3: Secondary and Senior Secondary Schools Offering Vocational Education		1.4.1(a): Difference in NAS Language Scores for General Category and SC Students – Class 3		1.4.1(a): Difference in NAS Language Scores for General Category and SC Students – Class 5		1.4.1(a): Difference in NAS Language Scores for General Category and SC Students – Class 8	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	27.7%	12.0%	26.3%	28.4%	5.1%	1.9%	NA	2	NA	4	NA	4
Goa	73.6%	60.0%	99.2%	99.2%	74.0%	68.3%	NA	3	NA	2	NA	0
Manipur	47.1%	49.1%	27.7%	28.7%	0.0%	0.2%	NA	2	NA	5	NA	3
Meghalaya	25.7%	15.4%	12.0%	12.4%	9.0%	0.0%	NA	16	NA	6	NA	3
Mizoram	10.9%	7.3%	77.4%	77.6%	3.2%	8.4%	NA	17	NA	10	NA	2
Nagaland	24.6%	7.0%	40.9%	40.2%	0.0%	0.0%	NA	0	NA	6	NA	9
Sikkim	41.4%	0.0%	60.4%	58.9%	23.7%	0.0%	NA	3	NA	3	NA	3
Tripura	19.5%	21.2%	43.2%	43.9%	0.0%	0.0%	NA	0	NA	0	NA	1
Union Territories												
Andaman & Nicobar Islands	42.9%	39.7%	96.4%	96.9%	8.5%	13.3%	NA	NA	NA	28	NA	26
Chandigarh	75.6%	72.3%	99.0%	98.0%	7.1%	8.5%	NA	1	NA	0	NA	3
Dadra & Nagar Haveli	76.2%	81.0%	97.4%	98.3%	0.0%	0.0%	NA	2	NA	0	NA	3
Daman & Diu	45.8%	66.7%	95.9%	87.6%	0.0%	0.0%	NA	8	NA	0	NA	1
Delhi	69.5%	73.0%	98.2%	97.9%	0.0%	0.0%	NA	1	NA	3	NA	1
Lakshadweep	76.9%	84.6%	97.8%	100%	0.0%	0.0%	NA	NA	NA	NA	NA	NA
Puducherry	73.8%	75.7%	99.9%	99.9%	0.5%	0.0%	NA	3	NA	2	NA	11

State/Union Territory	1.4.1(b): Difference in NAS Math Scores for General Category and SC Students – Class 3		1.4.1(b): Difference in NAS Math Scores for General Category and SC Students – Class 5		1.4.1(b): Difference in NAS Math Scores for General Category and SC Students – Class 8		1.4.2(a): Difference in NAS Language Scores for General Category and ST Students – Class 3		1.4.2(a): Difference in NAS Language Scores for General Category and ST Students – Class 5		1.4.2(a): Difference in NAS Language Scores for General Category and ST Students – Class 8	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	NA	1	NA	6	NA	3	NA	4	NA	8	NA	7
Assam	NA	2	NA	3	NA	5	NA	8	NA	9	NA	5
Bihar	NA	2	NA	2	NA	3	NA	2	NA	1	NA	5
Chhattisgarh	NA	4	NA	0	NA	4	NA	2	NA	1	NA	4
Gujarat	NA	2	NA	2	NA	0	NA	2	NA	0	NA	2
Haryana	NA	4	NA	3	NA	3	NA	5	NA	5	NA	11
Himachal Pradesh	NA	1	NA	1	NA	1	NA	1	NA	3	NA	0
Jammu & Kashmir	NA	0	NA	5	NA	2	NA	3	NA	4	NA	2
Jharkhand	NA	4	NA	1	NA	3	NA	4	NA	3	NA	6
Karnataka	NA	0	NA	1	NA	1	NA	2	NA	0	NA	2
Kerala	NA	2	NA	1	NA	1	NA	12	NA	10	NA	14
Madhya Pradesh	NA	1	NA	2	NA	2	NA	4	NA	6	NA	7
Maharashtra	NA	1	NA	1	NA	3	NA	5	NA	4	NA	7
Odisha	NA	6	NA	5	NA	3	NA	8	NA	9	NA	11
Punjab	NA	1	NA	0	NA	2	NA	6	NA	4	NA	7
Rajasthan	NA	1	NA	0	NA	2	NA	5	NA	7	NA	7
Tamil Nadu	NA	3	NA	3	NA	2	NA	2	NA	2	NA	5
Telangana	NA	1	NA	1	NA	3	NA	7	NA	10	NA	6
Uttar Pradesh	NA	0	NA	1	NA	2	NA	2	NA	11	NA	4
Uttarakhand	NA	3	NA	3	NA	2	NA	8	NA	5	NA	6

State/Union Territory	1.4.1(b): Difference in NAS Math Scores for General Category and SC Students – Class 3		1.4.1(b): Difference in NAS Math Scores for General Category and SC Students – Class 5		1.4.1(b): Difference in NAS Math Scores for General Category and SC Students – Class 8		1.4.2(a): Difference in NAS Language Scores for General Category and ST Students – Class 3		1.4.2(a): Difference in NAS Language Scores for General Category and ST Students – Class 5		1.4.2(a): Difference in NAS Language Scores for General Category and ST Students – Class 8	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	NA	2	NA	1	NA	2	NA	7	NA	10	NA	10
Goa	NA	2	NA	2	NA	1	NA	2	NA	1	NA	2
Manipur	NA	9	NA	9	NA	1	NA	12	NA	6	NA	8
Meghalaya	NA	16	NA	15	NA	6	NA	22	NA	7	NA	6
Mizoram	NA	30	NA	4	NA	6	NA	18	NA	15	NA	1
Nagaland	NA	0	NA	5	NA	3	NA	5	NA	1	NA	1
Sikkim	NA	1	NA	4	NA	1	NA	6	NA	2	NA	0
Tripura	NA	2	NA	0	NA	3	NA	3	NA	5	NA	14
Union Territories												
Andaman & Nicobar Islands	NA	NA	NA	22	NA	18	NA	2	NA	2	NA	10
Chandigarh	NA	1	NA	2	NA	1	NA	15	NA	2	NA	9
Dadra & Nagar Haveli	NA	5	NA	0	NA	5	NA	3	NA	5	NA	6
Daman & Diu	NA	6	NA	2	NA	1	NA	0	NA	2	NA	0
Delhi	NA	2	NA	3	NA	0	NA	2	NA	4	NA	1
Lakshadweep	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Puducherry	NA	5	NA	2	NA	8	NA	15	NA	4	NA	21

State/Union Territory	1.4.2(b): Difference in NAS Math Scores for General Category and ST Students – Class 3		1.4.2(b): Difference in NAS Math Scores for General Category and ST Students – Class 5		1.4.2(b): Difference in NAS Math Scores for General Category and ST Students – Class 8		1.4.3(a): Difference in NAS Language Scores for Urban and Rural Areas – Class 3		1.4.3(a): Difference in NAS Language Scores for Urban and Rural Areas – Class 5		1.4.3(a): Difference in NAS Language Scores for Urban and Rural Areas – Class 8	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	NA	5	NA	11	NA	6	NA	3	NA	3	NA	2
Assam	NA	6	NA	11	NA	9	NA	1	NA	0	NA	3
Bihar	NA	2	NA	0	NA	7	NA	4	NA	2	NA	5
Chhattisgarh	NA	4	NA	2	NA	3	NA	1	NA	1	NA	0
Gujarat	NA	3	NA	2	NA	0	NA	1	NA	0	NA	1
Haryana	NA	1	NA	4	NA	7	NA	0	NA	1	NA	2
Himachal Pradesh	NA	1	NA	5	NA	2	NA	6	NA	0	NA	2
Jammu & Kashmir	NA	2	NA	2	NA	2	NA	5	NA	3	NA	4
Jharkhand	NA	6	NA	4	NA	6	NA	4	NA	3	NA	3
Karnataka	NA	1	NA	0	NA	0	NA	2	NA	2	NA	4
Kerala	NA	14	NA	3	NA	3	NA	2	NA	1	NA	2
Madhya Pradesh	NA	4	NA	5	NA	6	NA	4	NA	3	NA	1
Maharashtra	NA	5	NA	0	NA	0	NA	3	NA	3	NA	1
Odisha	NA	11	NA	9	NA	6	NA	0	NA	1	NA	1
Punjab	NA	6	NA	12	NA	6	NA	2	NA	1	NA	1
Rajasthan	NA	6	NA	6	NA	5	NA	1	NA	1	NA	0
Tamil Nadu	NA	2	NA	2	NA	1	NA	1	NA	1	NA	0
Telangana	NA	5	NA	5	NA	4	NA	0	NA	1	NA	2
Uttar Pradesh	NA	2	NA	10	NA	3	NA	4	NA	1	NA	3
Uttarakhand	NA	6	NA	8	NA	7	NA	4	NA	0	NA	0

State/Union Territory	1.4.2(b): Difference in NAS Math Scores for General Category and ST Students – Class 3		1.4.2(b): Difference in NAS Math Scores for General Category and ST Students – Class 5		1.4.2(b): Difference in NAS Math Scores for General Category and ST Students – Class 8		1.4.3(a): Difference in NAS Language Scores for Urban and Rural Areas – Class 3		1.4.3(a): Difference in NAS Language Scores for Urban and Rural Areas – Class 5		1.4.3(a): Difference in NAS Language Scores for Urban and Rural Areas – Class 8	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	NA	7	NA	6	NA	4	NA	0	NA	1	NA	5
Goa	NA	5	NA	3	NA	2	NA	1	NA	3	NA	4
Manipur	NA	12	NA	1	NA	1	NA	4	NA	2	NA	1
Meghalaya	NA	21	NA	18	NA	5	NA	1	NA	1	NA	5
Mizoram	NA	26	NA	7	NA	6	NA	6	NA	2	NA	5
Nagaland	NA	3	NA	3	NA	6	NA	9	NA	4	NA	4
Sikkim	NA	2	NA	1	NA	1	NA	11	NA	5	NA	2
Tripura	NA	4	NA	4	NA	3	NA	1	NA	1	NA	10
Union Territories												
Andaman & Nicobar Islands	NA	1	NA	4	NA	1	NA	12	NA	1	NA	3
Chandigarh	NA	8	NA	8	NA	3	NA	1	NA	2	NA	0
Dadra & Nagar Haveli	NA	5	NA	6	NA	5	NA	1	NA	5	NA	5
Daman & Diu	NA	8	NA	4	NA	0	NA	6	NA	9	NA	1
Delhi	NA	2	NA	4	NA	2	NA	2	NA	2	NA	2
Lakshadweep	NA	NA	NA	NA	NA	NA	NA	4	NA	6	NA	3
Puducherry	NA	9	NA	4	NA	8	NA	3	NA	0	NA	2

State/Union Territory	1.4.3(b): Difference in NAS Math Scores for Urban and Rural Areas – Class 3		1.4.3(b): Difference in NAS Math Scores for Urban and Rural Areas – Class 5		1.4.3(b): Difference in NAS Math Scores for Urban and Rural Areas – Class 8		1.4.4(a): Difference in NAS Language Scores for Boys and Girls – Class 3		1.4.4(a): Difference in NAS Language Scores for Boys and Girls – Class 5		1.4.4(a): Difference in NAS Language Scores for Boys and Girls – Class 8	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	NA	3	NA	2	NA	5	NA	1	NA	1	NA	1
Assam	NA	1	NA	2	NA	4	NA	1	NA	1	NA	0
Bihar	NA	5	NA	2	NA	2	NA	0	NA	0	NA	2
Chhattisgarh	NA	1	NA	2	NA	3	NA	0	NA	1	NA	1
Gujarat	NA	0	NA	1	NA	3	NA	1	NA	2	NA	4
Haryana	NA	0	NA	1	NA	1	NA	2	NA	2	NA	2
Himachal Pradesh	NA	7	NA	4	NA	2	NA	1	NA	1	NA	1
Jammu & Kashmir	NA	4	NA	0	NA	1	NA	1	NA	2	NA	2
Jharkhand	NA	6	NA	1	NA	4	NA	1	NA	1	NA	1
Karnataka	NA	3	NA	4	NA	5	NA	1	NA	2	NA	2
Kerala	NA	2	NA	0	NA	0	NA	3	NA	4	NA	5
Madhya Pradesh	NA	4	NA	2	NA	1	NA	1	NA	1	NA	2
Maharashtra	NA	3	NA	5	NA	3	NA	1	NA	3	NA	3
Odisha	NA	0	NA	3	NA	5	NA	1	NA	2	NA	1
Punjab	NA	0	NA	1	NA	1	NA	1	NA	2	NA	4
Rajasthan	NA	2	NA	0	NA	3	NA	0	NA	1	NA	0
Tamil Nadu	NA	3	NA	2	NA	2	NA	2	NA	2	NA	4
Telangana	NA	0	NA	1	NA	0	NA	1	NA	1	NA	1
Uttar Pradesh	NA	1	NA	1	NA	7	NA	2	NA	2	NA	0
Uttarakhand	NA	1	NA	4	NA	5	NA	0	NA	0	NA	1

State/Union Territory	1.4.3(b): Difference in NAS Math Scores for Urban and Rural Areas – Class 3		1.4.3(b): Difference in NAS Math Scores for Urban and Rural Areas – Class 5		1.4.3(b): Difference in NAS Math Scores for Urban and Rural Areas – Class 8		1.4.4(a): Difference in NAS Language Scores for Boys and Girls – Class 3		1.4.4(a): Difference in NAS Language Scores for Boys and Girls – Class 5		1.4.4(a): Difference in NAS Language Scores for Boys and Girls – Class 8	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	NA	0	NA	2	NA	0	NA	0	NA	0	NA	1
Goa	NA	3	NA	0	NA	1	NA	4	NA	5	NA	3
Manipur	NA	5	NA	5	NA	2	NA	0	NA	0	NA	0
Meghalaya	NA	5	NA	9	NA	2	NA	1	NA	1	NA	1
Mizoram	NA	7	NA	1	NA	1	NA	1	NA	3	NA	3
Nagaland	NA	3	NA	3	NA	5	NA	1	NA	0	NA	0
Sikkim	NA	10	NA	6	NA	1	NA	2	NA	1	NA	2
Tripura	NA	2	NA	3	NA	3	NA	2	NA	0	NA	0
Union Territories												
Andaman & Nicobar Islands	NA	4	NA	2	NA	2	NA	3	NA	4	NA	3
Chandigarh	NA	0	NA	1	NA	3	NA	1	NA	2	NA	2
Dadra & Nagar Haveli	NA	2	NA	3	NA	2	NA	0	NA	3	NA	4
Daman & Diu	NA	0	NA	4	NA	1	NA	3	NA	7	NA	4
Delhi	NA	1	NA	3	NA	0	NA	2	NA	4	NA	3
Lakshadweep	NA	6	NA	2	NA	1	NA	6	NA	1	NA	4
Puducherry	NA	2	NA	1	NA	2	NA	2	NA	3	NA	4

State/Union Territory	1.4.4(b): Difference in NAS Math Scores for Boys and Girls – Class 3		1.4.4(b): Difference in NAS Math Scores for Boys and Girls – Class 5		1.4.4(b): Difference in NAS Math Scores for Boys and Girls – Class 8		1.4.5(a) Difference in Upper Primary to Secondary Transition Rate – General and SC		1.4.5(b) Difference in Upper Primary to Secondary Transition Rate – General and ST		1.4.5(c) Difference in Upper Primary to Secondary Transition Rate – General and OBC	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	NA	1	NA	0	NA	0	0.5%	2.3%	4.8%	10.2%	4.1%	1.3%
Assam	NA	0	NA	0	NA	0	12.5%	6.5%	15.4%	10.4%	9.3%	8.7%
Bihar	NA	0	NA	0	NA	1	7.8%	4.9%	11.5%	9.2%	14.6%	1.6%
Chhattisgarh	NA	1	NA	0	NA	1	5.4%	10.3%	13.2%	15.1%	4.5%	7.6%
Gujarat	NA	0	NA	1	NA	2	5.2%	5.7%	13.6%	14.2%	12.0%	12.2%
Haryana	NA	1	NA	0	NA	2	10.3%	5.7%	NA	NA	13.5%	6.6%
Himachal Pradesh	NA	1	NA	1	NA	1	2.0%	0.5%	1.6%	3.7%	3.8%	3.7%
Jammu & Kashmir	NA	1	NA	1	NA	1	0.5%	3.0%	12.1%	12.1%	13.8%	3.1%
Jharkhand	NA	0	NA	0	NA	1	18.9%	19.0%	15.3%	13.1%	11.5%	8.4%
Karnataka	NA	2	NA	1	NA	2	21.5%	8.8%	18.1%	14.6%	29.7%	7.4%
Kerala	NA	1	NA	1	NA	0	2.2%	1.5%	2.2%	1.5%	2.2%	1.5%
Madhya Pradesh	NA	1	NA	0	NA	1	8.5%	6.4%	20.3%	16.8%	5.7%	3.4%
Maharashtra	NA	0	NA	1	NA	1	1.0%	1.4%	5.6%	5.1%	0.3%	0.8%
Odisha	NA	0	NA	0	NA	0	5.6%	2.3%	10.6%	7.8%	4.9%	0.0%
Punjab	NA	0	NA	1	NA	1	0.2%	3.7%	NA	NA	6.4%	2.2%
Rajasthan	NA	0	NA	0	NA	0	0.5%	4.4%	1.0%	3.4%	2.4%	6.1%
Tamil Nadu	NA	1	NA	0	NA	1	8.5%	0.1%	4.2%	10.9%	14.3%	0.9%
Telangana	NA	0	NA	1	NA	0	3.1%	15.9%	6.1%	11.9%	2.0%	18.9%
Uttar Pradesh	NA	0	NA	1	NA	1	22.8%	19.6%	0.0%	0.0%	11.7%	2.9%
Uttarakhand	NA	1	NA	1	NA	1	7.4%	12.4%	5.6%	5.2%	11.1%	11.6%

State/Union Territory	1.4.4(b): Difference in NAS Math Scores for Boys and Girls – Class 3		1.4.4(b): Difference in NAS Math Scores for Boys and Girls – Class 5		1.4.4(b): Difference in NAS Math Scores for Boys and Girls – Class 8		1.4.5(a) Difference in Upper Primary to Secondary Transition Rate – General and SC		1.4.5(b) Difference in Upper Primary to Secondary Transition Rate – General and ST		1.4.5(c) Difference in Upper Primary to Secondary Transition Rate – General and OBC	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	NA	0	NA	1	NA	0	NA	14.6%	7.7%	0.7%	9.3%	14.6%
Goa	NA	1	NA	2	NA	1	13.5%	0.5%	0.0%	0.5%	0.0%	0.5%
Manipur	NA	0	NA	0	NA	0	10.1%	22.0%	0.6%	20.2%	8.7%	36.4%
Meghalaya	NA	1	NA	1	NA	1	4.3%	22.2%	6.5%	12.3%	25.6%	26.0%
Mizoram	NA	1	NA	0	NA	3	0.0%	56.8%	6.4%	10.7%	0.0%	NA
Nagaland	NA	1	NA	1	NA	1	NA	28.6%	22.7%	13.4%	31.0%	11.1%
Sikkim	NA	2	NA	1	NA	0	5.4%	16.4%	16.9%	5.7%	18.0%	14.4%
Tripura	NA	1	NA	0	NA	1	3.1%	1.0%	1.1%	3.2%	3.4%	5.4%
Union Territories												
Andaman & Nicobar Islands	NA	0	NA	0	NA	1	NA	NA	3.3%	0.7%	3.4%	2.9%
Chandigarh	NA	2	NA	1	NA	2	2.3%	2.0%	NA	2.0%	2.3%	2.0%
Dadra & Nagar Haveli	NA	0	NA	3	NA	2	7.0%	4.7%	6.7%	1.4%	4.2%	8.9%
Daman & Diu	NA	2	NA	5	NA	0	10.2%	13.5%	10.2%	13.5%	10.2%	13.5%
Delhi	NA	0	NA	2	NA	0	20.4%	3.6%	NA	3.6%	3.2%	3.6%
Lakshadweep	NA	0	NA	3	NA	1	NA	NA	2.5%	0.0%	0.0%	20.0%
Puducherry	NA	0	NA	2	NA	2	5.1%	0.0%	NA	NA	7.6%	1.5%

State/Union Territory	1.4.5(d) Difference in Upper Primary to Secondary Transition Rate – Boys and Girls		1.4.6: Provision of Aids and Appliances to Entitled CWSN		1.4.7: Schools with Toilets for Girls		2.1(a): Seeding of Student UIDs in SDMIS		2.1(b): SDMIS coverage for Students' Average Daily Attendance		2.2(a): Seeding of Teacher UIDs in an Electronic Database	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	0.4%	0.5%	15.3%	98.0%	99.7%	99.8%	0.0%	100%	60.2%	70.2%	100%	100%
Assam	1.2%	0.4%	15.8%	15.2%	83.9%	83.4%	0.0%	100%	54.4%	62.6%	0.0%	45.3%
Bihar	0.7%	0.9%	4.9%	37.8%	90.1%	90.1%	0.0%	100%	69.8%	65.8%	0.6%	16.3%
Chhattisgarh	1.6%	2.0%	33.3%	14.7%	99.2%	99.5%	0.0%	100%	0.0%	0.0%	68.9%	70.8%
Gujarat	10.1%	9.0%	86.0%	57.6%	100%	100%	0.0%	100%	0.0%	0.0%	0.0%	51.5%
Haryana	2.9%	3.4%	100%	97.2%	99.6%	99.5%	0.0%	100%	0.0%	0.0%	44.6%	42.0%
Himachal Pradesh	1.5%	0.4%	10.3%	11.3%	99.8%	100%	0.0%	100%	0.0%	0.0%	68.7%	68.1%
Jammu & Kashmir	2.4%	4.0%	53.4%	82.4%	95.0%	96.9%	0.0%	100%	0.0%	0.0%	40.4%	96.8%
Jharkhand	3.1%	2.4%	100%	100%	96.8%	98.2%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Karnataka	0.8%	1.9%	100%	100%	99.6%	97.4%	0.0%	100%	0.0%	0.0%	64.3%	66.8%
Kerala	0.7%	0.5%	92.4%	98.1%	99.2%	99.3%	0.0%	100%	92.4%	92.1%	72.7%	72.7%
Madhya Pradesh	8.1%	7.2%	80.7%	69.5%	96.7%	96.7%	0.0%	100%	0.0%	0.0%	100%	100%
Maharashtra	3.7%	2.5%	100%	86.5%	99.4%	99.0%	0.0%	100%	0.0%	0.0%	100%	100%
Odisha	1.2%	0.9%	0.0%	0.0%	97.1%	98.2%	0.0%	100%	74.2%	74.2%	0.0%	70.7%
Punjab	1.4%	1.1%	16.2%	8.2%	99.8%	99.8%	0.0%	100%	0.0%	0.0%	100%	100%
Rajasthan	3.8%	3.8%	100%	100%	99.7%	99.2%	0.0%	100%	0.0%	0.0%	100%	100%
Tamil Nadu	0.4%	0.4%	100%	100%	99.9%	99.9%	0.0%	100%	0.0%	0.0%	100%	100%
Telangana	0.4%	0.2%	0.0%	0.0%	100%	98.5%	0.0%	100%	0.0%	0.0%	49.6%	49.0%
Uttar Pradesh	11.3%	15.3%	50.2%	82.8%	99.8%	99.7%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Uttarakhand	1.8%	0.6%	100%	45.5%	97.2%	96.8%	0.0%	100%	0.0%	0.0%	0.0%	29.0%

State/Union Territory	1.4.5(d) Difference in Upper Primary to Secondary Transition Rate – Boys and Girls		1.4.6: Provision of Aids and Appliances to Entitled CWSN		1.4.7: Schools with Toilets for Girls		2.1(a): Seeding of Student UIDs in SDMIS		2.1(b): SDMIS coverage for Students' Average Daily Attendance		2.2(a): Seeding of Teacher UIDs in an Electronic Database	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	6.6%	6.3%	0.0%	0.0%	96.6%	96.1%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Goa	0.2%	0.0%	17.5%	13.9%	100%	100%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Manipur	1.9%	1.7%	100%	99.4%	98.7%	98.9%	0.0%	100%	0.0%	0.0%	93.0%	93.0%
Meghalaya	0.5%	0.5%	0.0%	36.5%	84.3%	84.1%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Mizoram	2.5%	5.8%	0.0%	0.0%	99.3%	99.2%	0.0%	100%	0.0%	0.0%	0.0%	53.1%
Nagaland	0.1%	3.2%	0.0%	0.0%	99.9%	97.8%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Sikkim	0.7%	0.2%	0.0%	0.0%	99.8%	97.3%	0.0%	100%	0.0%	0.0%	97.5%	97.6%
Tripura	0.3%	1.0%	100%	93.3%	99.9%	99.9%	0.0%	100%	0.0%	0.0%	22.5%	22.9%
Union Territories												
Andaman & Nicobar Islands	1.3%	1.4%	100%	0.0%	100%	100%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Chandigarh	0.1%	1.1%	100%	100%	100%	100%	0.0%	100%	0.0%	0.0%	65.4%	89.6%
Dadra & Nagar Haveli	4.0%	3.4%	69.0%	100%	100%	100%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Daman & Diu	2.5%	0.1%	44.2%	44.2%	100%	100%	0.0%	100%	81.8%	81.8%	0.0%	0.0%
Delhi	0.5%	0.1%	100%	100%	100%	100%	0.0%	100%	63.8%	60.5%	100%	100%
Lakshadweep	3.8%	0.0%	0.0%	0.0%	100%	100%	0.0%	100%	0.0%	0.0%	100%	100%
Puducherry	0.2%	0.1%	81.9%	68.2%	100%	100%	0.0%	100%	0.0%	0.0%	38.2%	38.3%

State/Union Territory	2.2(b): MIS Coverage for Teachers' Average Daily Attendance		2.3: Single Teacher Schools		2.4(a): Elementary Schools Meeting Teacher Norms		2.4(b): Upper Primary Schools Meeting Subject Teacher Norms		2.5: Secondary Schools with Teachers for All Core Subjects		2.6: Distribution of Schools with Head-Master/Principal	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	8.2%	8.5%	15.5%	14.1%	67.0%	71.7%	52.0%	53.7%	55.0%	57.0%	38.9%	0.0%
Assam	77.7%	73.0%	1.9%	6.7%	78.0%	74.5%	51.0%	51.2%	41.0%	39.7%	76.9%	74.5%
Bihar	0.0%	0.0%	4.1%	4.2%	21.0%	26.3%	34.0%	38.6%	17.0%	20.8%	16.5%	19.5%
Chhattisgarh	0.0%	0.0%	4.8%	5.4%	81.0%	82.2%	51.0%	50.2%	18.0%	16.5%	57.0%	56.1%
Gujarat	0.0%	0.0%	1.7%	2.3%	65.0%	66.5%	29.0%	32.5%	10.0%	11.4%	86.2%	87.1%
Haryana	55.4%	55.4%	4.8%	3.9%	87.0%	83.4%	70.0%	73.0%	44.0%	46.7%	63.1%	63.0%
Himachal Pradesh	0.0%	0.0%	8.2%	6.7%	88.0%	90.1%	72.0%	69.9%	40.0%	40.1%	67.1%	68.0%
Jammu & Kashmir	0.0%	0.0%	6.0%	6.1%	83.0%	85.4%	23.0%	24.0%	9.0%	10.8%	46.4%	55.6%
Jharkhand	0.0%	0.0%	16.2%	16.9%	38.0%	41.1%	33.0%	31.5%	3.0%	3.5%	23.6%	23.9%
Karnataka	0.0%	0.0%	7.3%	6.9%	62.0%	60.8%	15.0%	15.5%	14.0%	13.8%	51.4%	51.3%
Kerala	0.0%	0.0%	2.2%	2.1%	94.0%	94.9%	65.0%	65.3%	44.0%	45.7%	86.6%	85.4%
Madhya Pradesh	0.0%	0.0%	12.8%	12.6%	62.0%	64.1%	22.0%	24.3%	27.0%	30.0%	38.8%	38.9%
Maharashtra	0.0%	0.0%	2.9%	3.1%	75.0%	75.9%	35.0%	31.6%	12.0%	11.9%	58.5%	54.2%
Odisha	0.0%	0.0%	3.6%	2.4%	70.0%	74.7%	17.0%	12.5%	3.0%	4.0%	49.1%	48.8%
Punjab	0.0%	0.0%	5.5%	3.2%	84.0%	89.7%	63.0%	58.7%	41.0%	40.2%	56.3%	58.3%
Rajasthan	0.0%	0.0%	11.8%	12.3%	67.0%	67.5%	26.0%	30.6%	8.0%	11.4%	68.4%	68.6%
Tamil Nadu	0.0%	0.0%	2.2%	1.9%	86.0%	87.4%	62.0%	64.3%	54.0%	57.8%	87.0%	84.6%
Telangana	0.0%	0.0%	11.8%	12.6%	68.0%	68.4%	45.0%	43.8%	45.0%	43.6%	15.2%	35.3%
Uttar Pradesh	0.0%	0.0%	8.5%	5.9%	48.0%	82.5%	13.0%	12.2%	8.0%	7.6%	68.9%	67.4%
Uttarakhand	0.0%	0.0%	6.6%	8.2%	84.0%	58.2%	59.0%	59.8%	45.0%	47.9%	61.4%	60.2%

State/Union Territory	2.2(b): MIS Coverage for Teachers' Average Daily Attendance		2.3: Single Teacher Schools		2.4(a): Elementary Schools Meeting Teacher Norms		2.4(b): Upper Primary Schools Meeting Subject Teacher Norms		2.5: Secondary Schools with Teachers for All Core Subjects		2.6: Distribution of Schools with Head-Master/Principal	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	0.0%	0.0%	26.8%	26.6%	63.0%	66.8%	52.0%	53.8%	45.0%	45.4%	23.6%	25.5%
Goa	0.0%	0.0%	19.7%	19.7%	76.0%	75.8%	73.0%	73.5%	44.0%	42.2%	70.6%	66.8%
Manipur	0.0%	0.0%	6.6%	7.2%	87.0%	80.5%	73.0%	77.2%	47.0%	49.6%	62.7%	62.1%
Meghalaya	0.0%	0.0%	7.0%	6.9%	77.0%	88.3%	63.0%	63.2%	17.0%	16.4%	79.2%	79.1%
Mizoram	0.0%	0.0%	2.0%	1.8%	86.0%	88.5%	55.0%	55.8%	59.0%	58.5%	72.7%	72.4%
Nagaland	0.0%	0.0%	1.7%	1.1%	94.0%	96.5%	63.0%	66.3%	32.0%	37.4%	74.8%	72.7%
Sikkim	0.0%	0.0%	0.2%	0.2%	98.0%	96.0%	59.0%	57.4%	37.0%	37.4%	69.3%	69.0%
Tripura	0.0%	0.0%	0.2%	0.0%	93.0%	95.4%	40.0%	39.8%	13.0%	12.1%	70.5%	68.8%
Union Territories												
Andaman & Nicobar Islands	0.0%	0.0%	4.4%	0.0%	94.0%	98.3%	77.0%	73.6%	48.0%	50.4%	56.8%	8.0%
Chandigarh	0.0%	0.0%	0.0%	0.0%	98.0%	98.5%	94.0%	96.3%	82.0%	86.8%	83.8%	85.4%
Dadra & Nagar Haveli	0.0%	0.0%	1.7%	0.0%	82.0%	88.5%	79.0%	83.1%	55.0%	63.6%	55.4%	56.8%
Daman & Diu	0.0%	97.3%	0.7%	2.1%	87.0%	89.2%	57.0%	54.8%	37.0%	39.0%	57.3%	55.9%
Delhi	69.7%	71.8%	0.2%	0.1%	79.0%	81.3%	85.0%	87.8%	92.0%	91.9%	57.4%	33.0%
Lakshadweep	0.0%	0.0%	0.0%	0.0%	100%	100%	75.0%	75.0%	14.0%	40.0%	80.7%	79.8%
Puducherry	0.0%	0.0%	0.0%	0.0%	98.0%	98.9%	81.0%	24.9%	0.0%	2.7%	61.2%	87.7%

State/Union Territory	2.7(a): Academic Positions Filled in SCERTs or Equivalent		2.7(b): Academic Positions Filled in DIETs		2.8: Teachers Provided With Sanctioned Number of Days of Training		2.9: Head-Masters/ Principals Completed School Leadership Training		2.10(a): Schools That Have Completed Self Evaluation		2.10(b): Schools That Have Made School Improvement Plans	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Large States												
Andhra Pradesh	11.4%	11.4%	19.4%	19.4%	100%	100%	100%	100%	0.0%	76.3%	0.0%	88.1%
Assam	67.4%	69.8%	56.5%	49.1%	100%	100%	0.0%	0.0%	0.0%	5.1%	0.0%	100%
Bihar	36.7%	32.7%	43.2%	41.7%	86.4%	59.3%	9.1%	23.5%	0.0%	2.3%	0.0%	58.7%
Chhattisgarh	92.5%	90.0%	44.4%	48.5%	80.4%	100%	50.0%	0.0%	87.7%	81.7%	89.0%	91.9%
Gujarat	75.0%	75.0%	56.8%	56.8%	100%	91.6%	0.0%	45.2%	65.3%	64.3%	96.0%	95.7%
Haryana	63.6%	59.1%	79.3%	89.4%	59.3%	91.3%	100%	97.1%	0.0%	0.0%	0.0%	0.0%
Himachal Pradesh	100%	100%	75.0%	73.9%	100%	100%	92.0%	77.9%	85.0%	84.6%	0.0%	0.0%
Jammu & Kashmir	100%	100%	80.6%	82.9%	12.7%	100%	100%	100%	0.0%	0.0%	0.0%	0.0%
Jharkhand	12.2%	12.2%	53.1%	53.1%	57.8%	57.8%	0.0%	0.0%	0.0%	83.7%	0.0%	1.4%
Karnataka	88.9%	88.9%	100%	100%	94.0%	41.7%	100%	28.7%	73.8%	61.7%	100%	0.0%
Kerala	51.9%	53.8%	42.3%	42.3%	100%	99.5%	100%	100%	14.7%	49.9%	89.3%	100%
Madhya Pradesh	83.7%	81.4%	50.0%	49.5%	98.8%	98.1%	100%	96.3%	74.0%	73.1%	100%	100%
Maharashtra	55.5%	55.9%	61.7%	61.7%	100%	100%	100%	100%	83.7%	82.7%	100%	100%
Odisha	66.7%	66.7%	63.2%	91.0%	94.8%	89.6%	100%	100%	84.0%	82.7%	99.3%	99.0%
Punjab	100%	100%	72.2%	67.1%	79.4%	100%	0.0%	0.0%	0.0%	20.4%	0.0%	100%
Rajasthan	58.1%	48.4%	45.5%	45.4%	96.7%	85.6%	74.0%	67.1%	0.0%	30.8%	0.0%	100%
Tamil Nadu	65.4%	54.0%	50.0%	64.3%	91.0%	90.3%	100%	100%	0.0%	78.6%	0.0%	100%
Telangana	88.5%	88.5%	36.0%	36.0%	97.2%	21.1%	0.0%	100%	0.0%	0.1%	0.0%	100%
Uttar Pradesh	77.8%	77.8%	56.7%	58.7%	74.1%	86.6%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Uttarakhand	64.6%	64.6%	76.0%	70.8%	92.0%	83.4%	98.0%	50.8%	0.0%	57.7%	0.0%	0.0%

State/Union Territory	2.7(a): Academic Positions Filled in SCERTs or Equivalent		2.7(b): Academic Positions Filled in DIETs		2.8: Teachers Provided With Sanctioned Number of Days of Training		2.9: Head-Masters/ Principals Completed School Leadership Training		2.10(a): Schools That Have Completed Self Evaluation		2.10(b): Schools That Have Made School Improvement Plans	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States												
Arunachal Pradesh	88.9%	88.9%	100%	100%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Goa	66.7%	66.7%	58.3%	58.3%	100%	56.3%	0.0%	100%	19.0%	14.6%	0.0%	0.0%
Manipur	86.4%	86.4%	62.0%	47.1%	100%	100%	0.0%	0.0%	0.0%	19.7%	0.0%	0.0%
Meghalaya	96.4%	92.9%	55.6%	55.6%	0.0%	54.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mizoram	73.1%	73.1%	84.5%	84.5%	100%	100%	0.0%	0.0%	40.8%	40.1%	100%	100%
Nagaland	96.2%	94.2%	100%	100%	0.0%	86.0%	0.0%	0.0%	0.0%	8.1%	0.0%	100%
Sikkim	42.3%	42.3%	40.9%	40.9%	100%	100%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
Tripura	81.3%	81.3%	69.8%	69.8%	100%	84.3%	0.0%	0.0%	0.0%	8.2%	0.0%	100%
Union Territories												
Andaman & Nicobar Islands	48.4%	48.4%	100%	100%	100%	100%	76.0%	0.0%	0.0%	80.0%	0.0%	99.7%
Chandigarh	53.8%	61.5%	NA	NA	100%	92.9%	89.9%	100%	53.7%	58.2%	100%	100%
Dadra & Nagar Haveli	NA	NA	NA	NA	96.7%	10.7%	0.0%	0.0%	0.0%	68.6%	0.0%	100%
Daman & Diu	NA	NA	NA	NA	70.0%	70.0%	100%	100%	78.6%	78.6%	0.0%	0.0%
Delhi	59.1%	55.6%	71.5%	68.6%	100%	100%	100%	100%	0.0%	53.5%	0.0%	100%
Lakshadweep	NA	NA	64.3%	64.3%	100%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Puducherry	66.7%	83.3%	58.3%	58.3%	60.1%	100%	0.0%	0.0%	0.0%	60.7%	0.0%	100%

Large States

State/Union Territory	2.11(a): Number of Days Taken to Release Central Share of Funds to Societies		2.11(b): Number of Days Taken to Release State Share of Funds to Societies		2.12: Percentage of Teachers Recruited Through Transparent Online System		2.13: Percentage of Teachers Transferred Through Transparent Online System		2.14: Percentage of Head-Masters/Principals Recruited Through a Merit Based Selection System	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Andhra Pradesh	75	45	75	45	100%	0.0%	100%	0.0%	0.0%	0.0%
Assam	27	19	36	59	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Bihar	53	29	8	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Chhattisgarh	20	15	20	15	100%	100%	0.0%	100%	0.0%	0.0%
Gujarat	28	17	28	17	100%	100%	100%	100%	0.0%	100%
Haryana	75	50	75	50	0.0%	100%	0.0%	100%	0.0%	0.0%
Himachal Pradesh	20	20	15	15	0.0%	0.0%	0.0%	0.0%	100%	100%
Jammu & Kashmir	35	16	9	15	100%	100%	0.0%	0.0%	0.0%	0.0%
Jharkhand	23	25	21	30	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Karnataka	15	15	15	15	100%	0.0%	100%	100%	0.0%	0.0%
Kerala	7	10	7	10	100%	100%	100%	100%	0.0%	0.0%
Madhya Pradesh	21	20	1	1	0.0%	0.0%	100%	0.0%	0.0%	0.0%
Maharashtra	75	75	30	30	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Odisha	17	15	17	15	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Punjab	67	36	67	36	100%	100%	0.0%	0.0%	0.0%	0.0%
Rajasthan	10	10	7	7	100%	100%	0.0%	0.0%	100%	100%
Tamil Nadu	12	12	5	3	0.0%	0.0%	100%	100%	0.0%	0.0%
Telangana	136	32	136	32	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Uttar Pradesh	60	60	20	20	100%	0.0%	0.0%	100%	0.0%	0.0%
Uttarakhand	25	25	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

State/Union Territory	2.11(a): Number of Days Taken to Release Central Share of Funds to Societies		2.11(b): Number of Days Taken to Release State Share of Funds to Societies		2.12: Percentage of Teachers Recruited Through Transparent Online System		2.13: Percentage of Teachers Transferred Through Transparent Online System		2.14: Percentage of Head-Masters/Principals Recruited Through a Merit Based Selection System	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Small States										
Arunachal Pradesh	60	60	60	60	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Goa	60	60	30	30	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Manipur	104	116	25	101	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Meghalaya	54	56	13	12	0.0%	0.0%	0.0%	0.0%	0.0%	100%
Mizoram	29	26	45	45	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Nagaland	53	32	67	43	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sikkim	21	21	31	31	0.0%	0.0%	0.0%	0.0%	100%	100%
Tripura	48	48	45	45	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Union Territories										
Andaman & Nicobar Islands	40	40	NA	NA	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Chandigarh	10	12	NA	NA	100%	100%	0.0%	0.0%	100%	100%
Dadra & Nagar Haveli	19	35	NA	NA	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Daman & Diu	7	7	NA	NA	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Delhi	45	45	NA	NA	0.0%	0.0%	47.3%	50.0%	0.0%	0.0%
Lakshadweep	40	40	NA	NA	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Puducherry	130	150	NA	NA	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

ANNEXURE II: ORIGINAL SEQI INDICATORS

Table (i): Original SEQI: Summary of Index

Category	Domain	Number of indicators	Total weight
1. Outcomes	1.1 Learning outcomes	3	360
	1.2 Access outcomes	3	100
	1.3 Infrastructure and facilities for outcomes	3	25
	1.4 Equity outcomes	7	200
2. Governance processes aiding outcomes	Covering attendance, teacher adequacy, administrative adequacy, training, accountability and transparency	17	315
Total		**33**	**1,000**

Table (ii): Original SEQI: Detailed List of Indicators

In order to address inaccuracies in data, some of the indicators in the SEQI had to be revised or dropped. Details of these are found in the remarks column below.

S.No.	Indicator	Weight	Valence	Data source	School Management	Remarks
Category 1: Outcomes Domain 1.1: Learning Outcomes						
1.1.1	**Average score in Class 3**	200				
(a)	Language	100	Positive	NAS	Government & Government Aided	-
(b)	Mathematics	100	Positive	NAS	Government & Government Aided	-
1.1.2	**Average score in Class 5**	100				
(a)	Language	50	Positive	NAS	Government & Government Aided	-
(b)	Mathematics	50	Positive	NAS	Government & Government Aided	-
1.1.3	**Average score in Class 8**	60				
(a)	Language	30	Positive	NAS	Government & Government Aided	-
(b)	Mathematics	30	Positive	NAS	Government & Government Aided	-
Category 1: Outcomes Domain 1.2: Access Outcomes						
1.2.1	**Adjusted Net Enrolment Ratio (NER)**	40				
(a)	Elementary level	20	Positive	UDISE	All management	-
(b)	Secondary level (Class 9 to 10)	20	Positive	UDISE	All management	-

S.No.	Indicator	Weight	Valence	Data source	School Management	Remarks
1.2.2	**Transition rate**	40				
(a)	Primary to Upper-primary level	20	Positive	UDISE	All management	-
(b)	Upper-primary to Secondary level	20	Positive	UDISE	All management	-
1.2.3	**Percentage of identified Out-of-school-children mainstreamed in last completed academic year (Class 1 to 8)**	20	Positive	MHRD's *ShaGun* MIS/ States	Government & Government Aided	-
Category 1: Outcomes **Domain 1.3: Infrastructure & facilities for outcomes**						
1.3.1	**Computer Related Learning:**	10				
(a)	Percentage of govt. schools having Computer-Aided Learning (CAL) at Upper-primary Level	5	Positive	UDISE	All management	Indicator has been revised to "Percentage of schools having CAL at elementary level" to match published UDISE data.
(b)	Percentage of secondary schools having computer lab facility – (Class 9 and 10)	5	Positive	UDISE	All management	Indicator has been revised to "Percentage of secondary schools with computer lab facility" to match published UDISE data from the State Report Cards.
1.3.2	**Percentage of schools having Book Banks/Reading Rooms/ Libraries (Class 1 to 12)**	5	Positive	UDISE	All management	-
1.3.3	**Percentage of schools covered by Vocational education:**	10				
(a)	Classes 9 and 10 *Note: Covers pre-vocational and vocational education– if any of the two is present, the criterion is met.*	5	Positive	UDISE	Government & Government Aided	Sub-indicators have been merged to match published UDISE data.
(b)	Classes 11 and 12	5	Positive	UDISE	Government & Government Aided	

S.No.	Indicator	Weight	Valence	Data source	School Management	Remarks
Category 1: Outcomes Domain 1.4: Equity outcomes Note: In case data for any of the following vulnerable groups is not available for a particular State/UT, the indicator weight will be equally distributed among the remaining sub-indicators/ indicators in the domain.						
1.4.1	**Difference (Absolute value) in performance between Scheduled Caste (SC) and General Category students**	30	Absolute value function with negative valence	NAS	Government & Government Aided	-
(a)	Language	15				
	Class 3	5				
	Class 5	5				
	Class 8	5				
(b)	Mathematics	15				
	Class 3	5				
	Class 5	5				
	Class 8	5				
1.4.2	**Difference (Absolute value) in performance between Scheduled Tribe (ST) and General Category students**	30	Absolute value function with negative valence	NAS	Government & Government Aided	-
(a)	Language	15				
	Class 3	5				
	Class 5	5				
	Class 8	5				
(b)	Mathematics	15				
	Class 3	5				
	Class 5	5				
	Class 8	5				
1.4.3	**Difference (Absolute value) in performance between students studying in Rural and Urban areas**	30	Absolute value function with negative valence	NAS	Government & Government Aided	-
(a)	Language	15				
	Class 3	5				
	Class 5	5				
	Class 8	5				
(b)	Mathematics	15				
	Class 3	5				
	Class 5	5				
	Class 8	5				

S.No.	Indicator	Weight	Valence	Data source	School Management	Remarks
1.4.4	**Difference (Absolute value) in student performance between boys and girls at Elementary level**	30	Absolute value function with negative valence	NAS	Government & Government Aided	-
(a)	Language	15				
	Class 3	5				
	Class 5	5				
	Class 8	5				
(b)	Mathematics	15				
	Class 3	5				
	Class 5	5				
	Class 8	5				
1.4.5	**Difference (Absolute value) in Transition Rate from Upper-primary to Secondary level**	40	Absolute value function with negative valence	UDISE	All management	-
(a)	SC and General Category	10				
(b)	ST and General Category	10				
(c)	Minorities and General Category	10				Here, OBCs have been considered as minorities to match published UDISE data.
(d)	Boys and Girls	10				
1.4.6	**Inclusive Education for Children with Special Needs (CWSN)**	30				
(a)	Gross Enrolment Ratio of CWSN (age group 6 to 18 years)	20	Positive	-	-	Indicator has been dropped due to unavailability of published data. The weight of this indicator has been distributed to 1.4.6 (b)
(b)	Percentage of entitled CWSN receiving aids and appliances (Class 1 to 10) *Note: This is measured against targets set in the PAB minutes, where number of students receiving aids/appliances is specified.*	10	Positive	*ShaGun/* States	Government & Government Aided	Revised weight of indicator- 30
1.4.7	**Percentage of schools having functional girls toilet (Class 1 to 12)**	10	Positive	UDISE	All management	Indicator has been revised to "Percentage of schools with toilet for girls" to match published UDISE data.

S.No.	Indicator	Weight	Valence	Data source	School Management	Remarks
**Category 2: Governance Processes Aiding Outcomes**						
**Attendance**						
2.1	**Student attendance**	50				
(a)	Percentage of children whose unique ID is seeded in Student Data Management Information System (SDMIS)	20	Positive	*ShaGun/* States	Government & Government Aided	-
(b)	Percentage of Average Daily Attendance of students in SDMIS / electronic/digital database updated at least every month – Class 1 to 12 *Note: Data is collected on a monthly basis and aggregated.*	30	Positive	ShaGun/ States	Government & Government Aided	-
2.2	**Teacher attendance**	30				
(a)	Percentage of teachers whose unique ID is seeded in any electronic database of the State Government/UT Administration (Class 1 to 12)	10	Positive	*ShaGun/* States	Government & Government Aided	-
(b)	Percentage of average daily attendance of teachers recorded in the electronic attendance system *Note: Data is collected monthly and aggregated.*	20	Positive	*ShaGun/* States	Government & Government Aided	-
**Teacher adequacy**						
2.3	**Percentage of single teacher schools**	10	Negative	UDISE	All management	Indicator has been revised to "Percentage single teacher schools" to match published UDISE data.
2.4	**Percentage of schools meeting teacher norms as per RTE Act:**	20		*ShaGun/* States	Government & Government Aided	-
(a)	Percentage of Elementary schools meeting teacher norms	10	Positive			
(b)	Percentage of Upper-primary schools meeting subject-teacher norms	10				
2.5	**Percentage Secondary Schools who have teachers for all core subjects (Class 9 to 10)**	10	Positive	*ShaGun/* States	Government & Government Aided	-

S.No.	Indicator	Weight	Valence	Data source	School Management	Remarks
			Administrative adequacy			
2.6	**Percentage of elementary schools meeting head-master norms as per RTE – All management**	10	Positive	UDISE	All management	Indicators have been merged to "Percentage distribution of schools with Head-Master/ Principal" to match published UDISE data.
2.7	**Percentage of secondary schools having head-masters/principals**	10	Positive	UDISE	All management	
2.8	**Average occupancy (in months) of Chief Education Officer/ District Education Officer in last 03 years for all Districts** *Note: If a State/UT has both a CEO and DEO, data for the senior-most officer in charge of education in the District is taken into account.* *Base year: April 1st 2013- March 31st 2016. Reference Year: April 1st 2014-March 31st 2017* *Full time means that the primary charge should be DEO of a district. Additional charges in other areas, may not be counted.*	20	Positive	MHRD's *ShaGun* MIS/ States	-	Indicator has been dropped due to inconsistencies in data submitted by States/UTs and the weight of the index has been revised downwards.
2.9	**Average occupancy (in months) of an officer (with regards to school education only), for following three posts at State level for last 03 years** *Note: Full time means that the primary charge should be PS-Education/ SPD-SSA/SPD-RMSA. Additional charges may be in other areas. For UTs or States with UT Cadre, officers holding additional charges also may get full credit.* *Base year: April 1st 2013- March 31st 2016. Reference Year: April 1st 2014-March 31st 2017*	15	Positive	MHRD's *ShaGun* MIS/ States	-	Indicator has been dropped due to inconsistencies in data submitted by States/UTs and the weight of the index has been revised downwards.
(a)	Principal Secretary/if not, Secretary *Note: Data for the senior-most (only one) policy officer in charge of education in the State is taken into account.*	5				
(b)	SPD (SSA)	5				
(c)	SPD (RMSA)	5				

S.No.	Indicator	Weight	Valence	Data source	School Management	Remarks
	Training					
2.10	**Percentage of academic positions filled in State and District academic training institutions at the beginning of the given academic year** *Note: Measured against number of positions approved/sanctioned by MHRD*	15	Positive	MHRD's *ShaGun* MIS/ States	-	-
	SCERTs or equivalent	5				
	DIETs	10				
2.11	**Percentage of teachers provided with sanctioned number of days of training in the given financial year (Class 1 to 10)**	20	Positive	MHRD's *ShaGun* MIS/ States	Government & Government Aided	-
2.12	**Percentage of Head-Masters/ Principals who have completed School Leadership (SL) training in the given financial year - (Class 1 to 12)**	15	Positive	MHRD's *ShaGun* MIS/ States	Government & Government Aided	-
	Accountability & transparency					
2.13	**Percentage of schools that have completed self-evaluation and made school improvement/development plans in the given financial year**	20	Positive	MHRD's *ShaGun* MIS/ States& UDISE	All management	-
a)	Percentage of schools that have completed self-evaluation	5				
b)	Percentage of schools that have made school improvement/ development plans *Note: Includes only those self-evaluation systems that are approved by the DoSEL-MHRD.*	15				
2.14	Timely release of funds *Note: Includes funds for both SSA and RMSA.* *On release of Central share of funds, the Central share is supposed to be transferred to State implementation societies within 15 days, and the State share is supposed to be released to State implementation societies within 30 days.*		Positive	MHRD's *ShaGun* MIS/ States	-	-
a)	Average number of days taken by State /UT to release total Central share of funds to societies (during the previous financial year)	5				

S.No.	Indicator	Weight	Valence	Data source	School Management	Remarks
b)	Average number of days taken by State /UT to release total State share due to State societies (during the previous financial year)	5				Indicator is NA for UTs and its weight has been redistributed to 2.14 (a) only for UTs.
2.15	Number of new teachers recruited through a transparent online recruitment system as a percentage of total number of new teachers recruited in the given financial year. *Note: The transparent recruitment system should include:* *a) annual assessment of the teacher demand – displayed online;* *b) written test (may or may not be online);* *c) online advertisement for recruitment;* *d) online display of marks secured by all applicants;* *e) online display of objective, merit-based criteria for selection;* *f) transparent, online counselling for teachers.*	20	Positive	MHRD's *ShaGun* MIS/ States	-	-
2.16	Number of teachers transferred through a transparent online system as a percentage of total number of teachers transferred in the given year (Class 1 to 12) *Note: The transparent online transfer system should:* *a) include a regular and annual transfer;* *b) be done on an electronic and transparent online system;* *c) include teacher preferences;* *d) be based on an objective transfer policy*	20	Positive	MHRD's *ShaGun* MIS/ States	-	-
2.17	Number of head-masters/ principals recruited through a merit-based selection system as a percentage of total number of head-masters/principals recruited (in the given financial year) – (Class 1 to 12)	20	Positive	MHRD's *ShaGun* MIS/ States	-	-