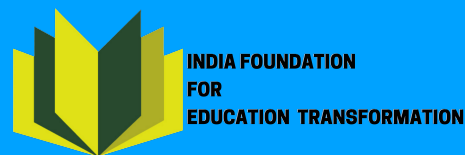


# MIDLINE IMPACT REPORT

Jan 2023 (Diyun Circle)



## Foundational Literacy, Numeracy & School Transformation program in partnership with District Administration, Changlang, Govt of Arunachal Pradesh

**ABOUT THE PROGRAM:** FLN & School Transformation Program is a District Administration-led NIPUN BHARAT-aligned program for class I -V to improve and build strong academic foundation in early graders. **India Foundation for Education Transformation (IFET)**, a registered education organisation is implementing the program vide Govt Order **No. C/DEV/EDN/2021 dated 18th November, 2021** in close collaboration with the District Administration and District Education Department, Changlang. The program also focuses on school transformation and initially it is being implemented in 30 Government Primary and Middle Schools in Diyun Administrative Circle.

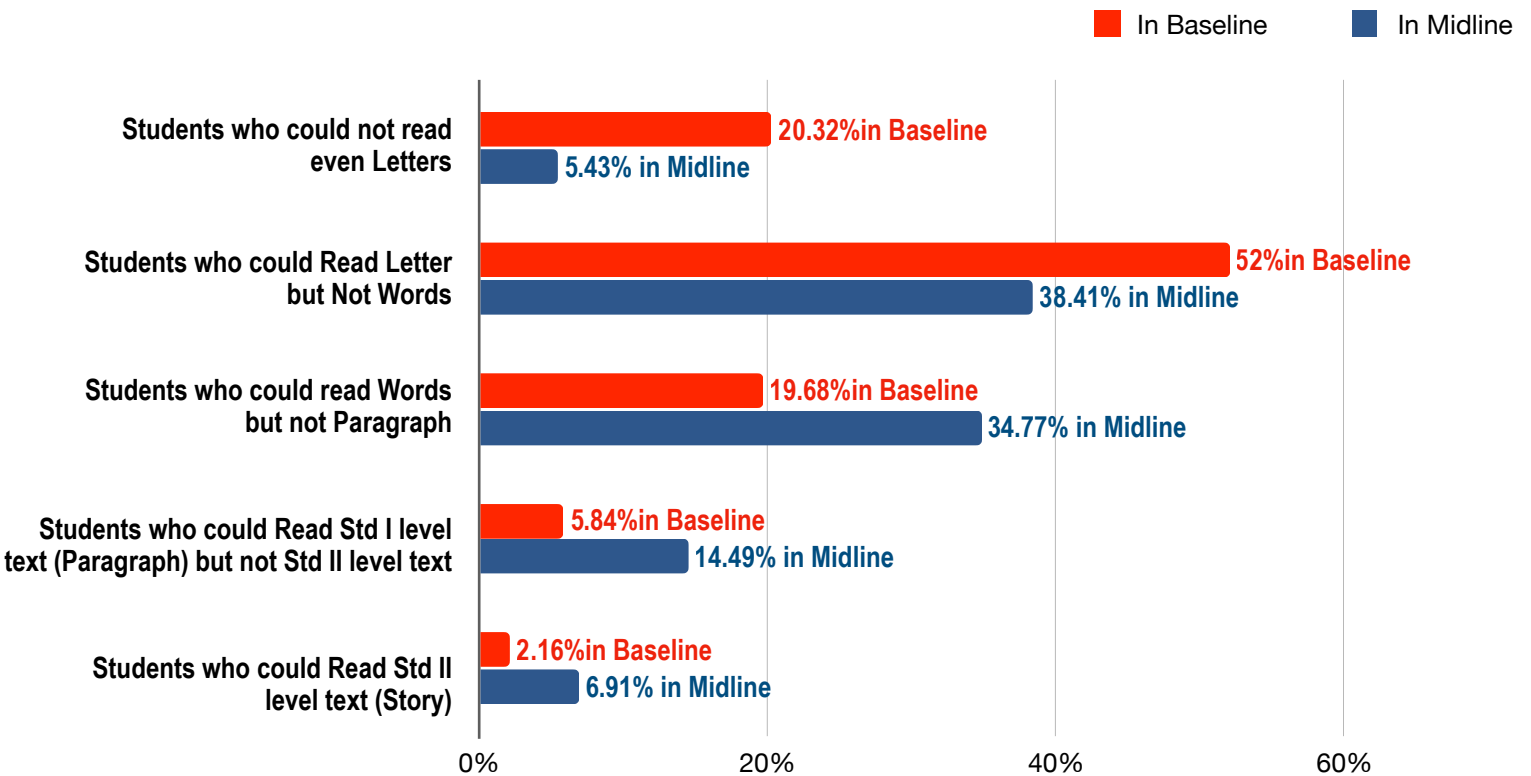
**ABOUT THE MIDLINE IMPACT REPORT:** ASER learning assessments designed by Pratham Education Foundation are conducted in all our 30 intervention Govt Primary Schools. In July 2022, an assessment is conducted as a diagnostic Baseline Test to understand the learning level of all the students in order to design contextualised effective instructional delivery in our FLN intervention in these 30 schools. Pratham Education Foundation have trained our team on the assessment tools who in turned trained the teachers of all the 30 schools. 1575 students of grade 1 to 5 who were present in schools on the day of the Baseline assessment are assessed out of 2526 total enrolled students. After the Baseline Assessment is completed, IFET in collaboration with the District Administration and Pratham Education have designed and distributed learning materials and teaching contents to teachers along with conducting series of Teacher's training, coaching, school visits, classroom observations and personalised supports to teachers.

In January 2023 the midline assessment were conducted using the same ASER learning assessments with an intention to measure improvement. 1622 students of grade 1 to 5 who were present in schools on the day of the Midline assessment are assessed out of 2526 total enrolled students.



# READING

Table 1: Comparative Percentage (%) of students by their reading level in English - Baseline & Midline Assessment  
ALL STUDENTS (Std I -V) CROSS 30 SCHOOLS



**FINDING:** In Baseline Assessment there were 20.32% of students (320 students) who could not even read the English Letter (A-Z) but in Midline the number has decreased to 5.43% which is about 88 students. There is a big increase in the "Word Level" - 15% increase in the number of students who have mastered the letter and now starting to read words. This groups of students make the largest group among all the levels and its a concern because a large number of students are yet to master Reading Standard I level text. Only 14.49% have recorded the ability to read Standard I level text, nevertheless the number has increased from 5.84% in Baseline to 14.49% in Midline. Students who could read Std II Level text were at 2.16% in Baseline and in Midline it increases to 6.19%.

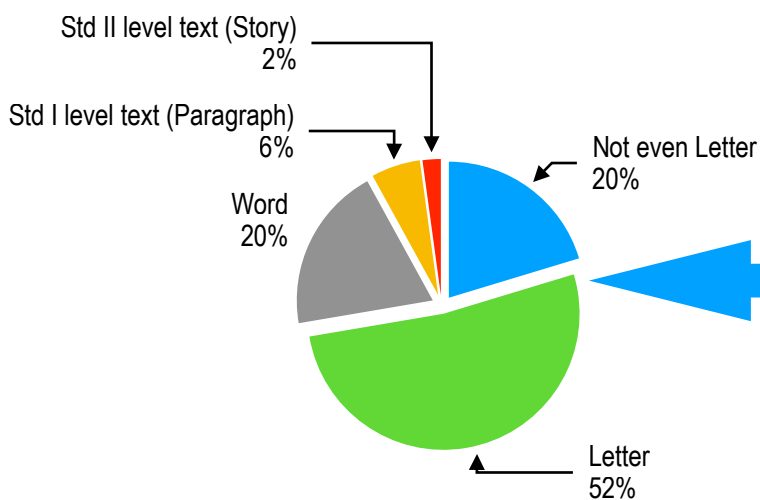


Table 2: Baseline Assessment: Percentage (%) of students by their reading level in English  
ALL STUDENTS (Std I -V) CROSS 30 SCHOOLS

In Baseline, there was a whopping 72% of students who could not read simple English words. And there was 20% of students of all students in the circle who could not identify or read even the letters.

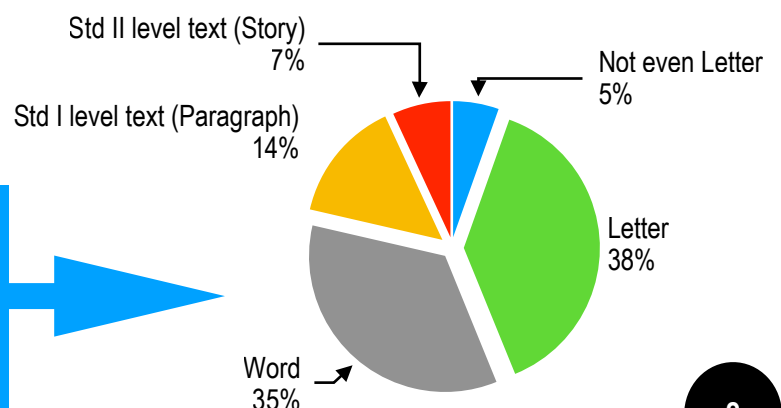
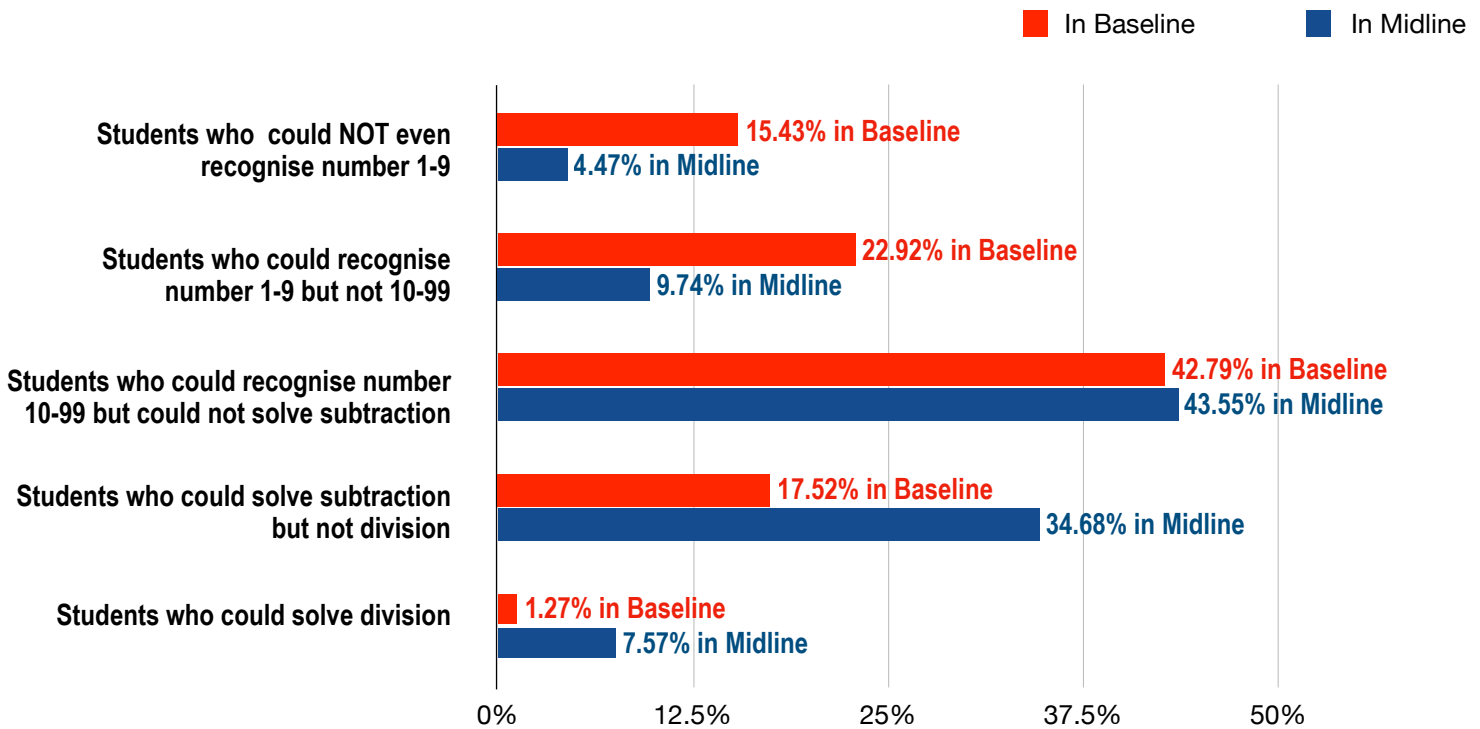


Table 3: Midline Assessment: Percentage (%) of students by their reading level in English  
ALL STUDENTS (Std I -V) CROSS 30 SCHOOLS

The FLN Program have enabled a significant improvement as recorded in the Midline Assessment, especially the number of students who could read English Words - from 28% in Baseline to 56% in Midline - an improvement of 28%.

# ARITHMETIC

Table 4: Comparative Percentage (%) of students by their Arithmetic Ability - Baseline & Midline Assessment  
ALL STUDENTS (Std I -V) CROSS 30 SCHOOLS



**FINDING:** The Midline Assessment has recorded a significant decrease in the number of students who could not recognise number 1-99 from 38% in Baseline to 14% in Midline. As a result we now have a large number of students 34.68% who could now solve subtraction with or without borrowing. In Baseline this number was at 17.52% only. There is also improvement in the percentage of students who could solve division, especially in class 4 & 5.

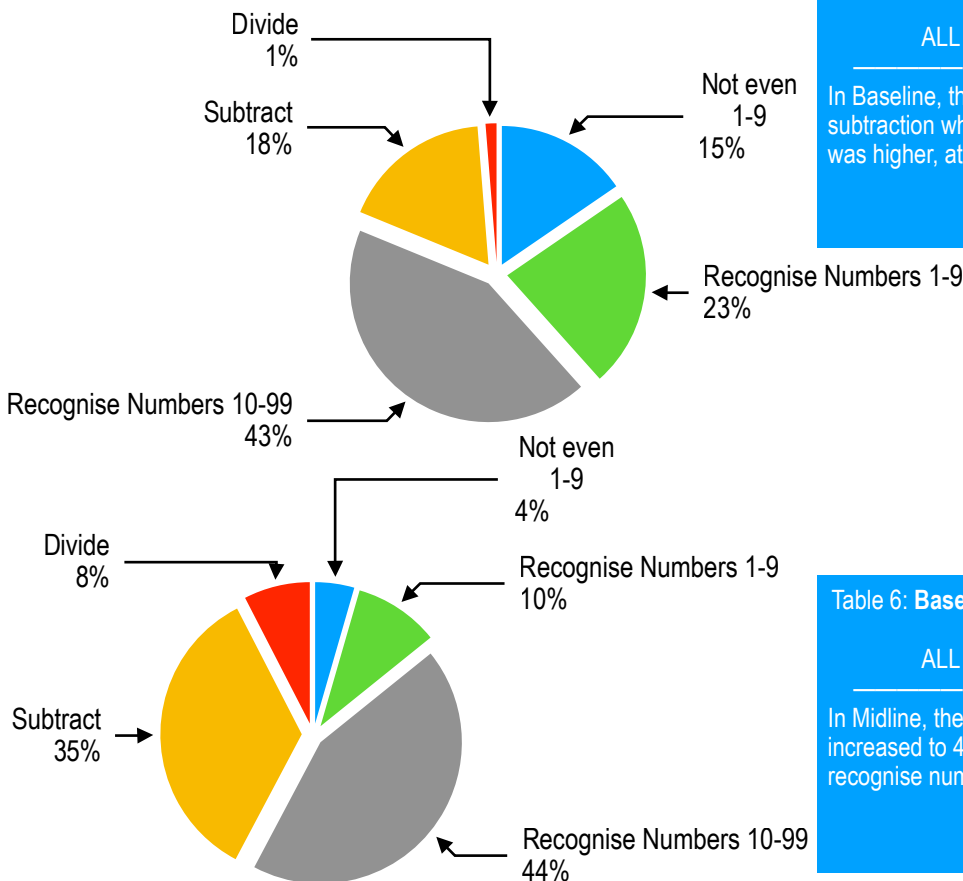


Table 5: Baseline Assessment: Percentage (%) of students by their reading level in English  
ALL STUDENTS (Std I -V) CROSS 30 SCHOOLS

In Baseline, there was only 19% of students who could solve subtraction while the number who could not recognise number 1-99 was higher, at 38%.

Table 6: Baseline Assessment: Percentage (%) of students by their reading level in English  
ALL STUDENTS (Std I -V) CROSS 30 SCHOOLS

In Midline, the number of students who could solve subtraction has increased to 43% while the number of students who could not recognise number 1-9 has decreased to 14% from 28%.

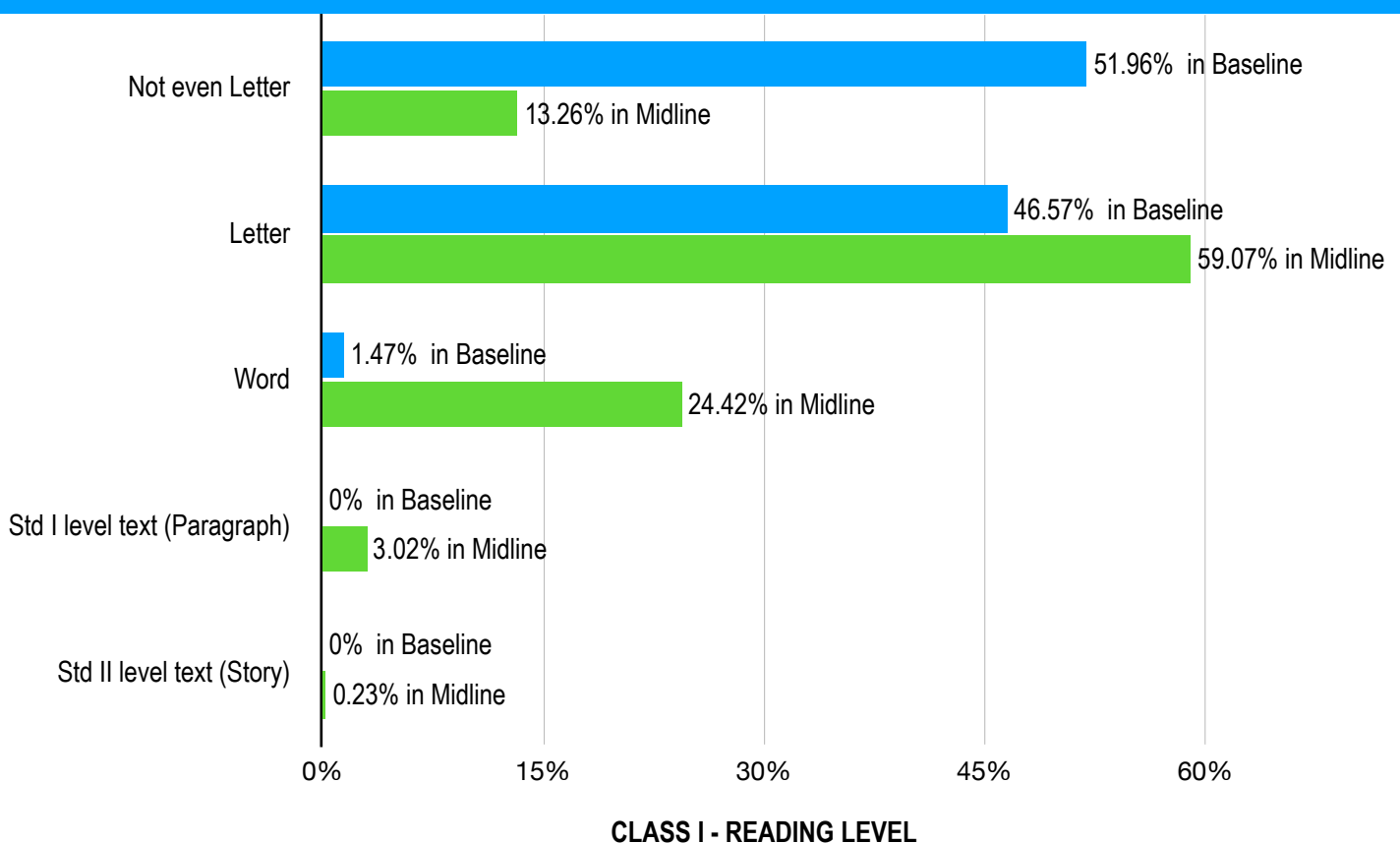
# READING

Table 7: BASELINE & MIDLINE COMPARATIVE NUMBER OF CHILDREN BY GRADE AND READING LEVEL

Std	Not even Letter		Letter		Word		Std I level text (Paragraph)		Std II level text (Story)		Total Students	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
Class 1	212	57	190	254	6	105	0	13	0	1	408	430
Class 2	50	13	214	150	52	140	3	29	0	5	319	337
Class 3	40	11	157	91	51	107	19	48	1	17	268	274
Class 4	6	3	156	82	100	122	15	67	14	29	291	303
Class 5	12	4	102	46	101	90	55	78	19	60	289	278
Total	320	88	819	623	310	564	92	235	34	112	1575	1622

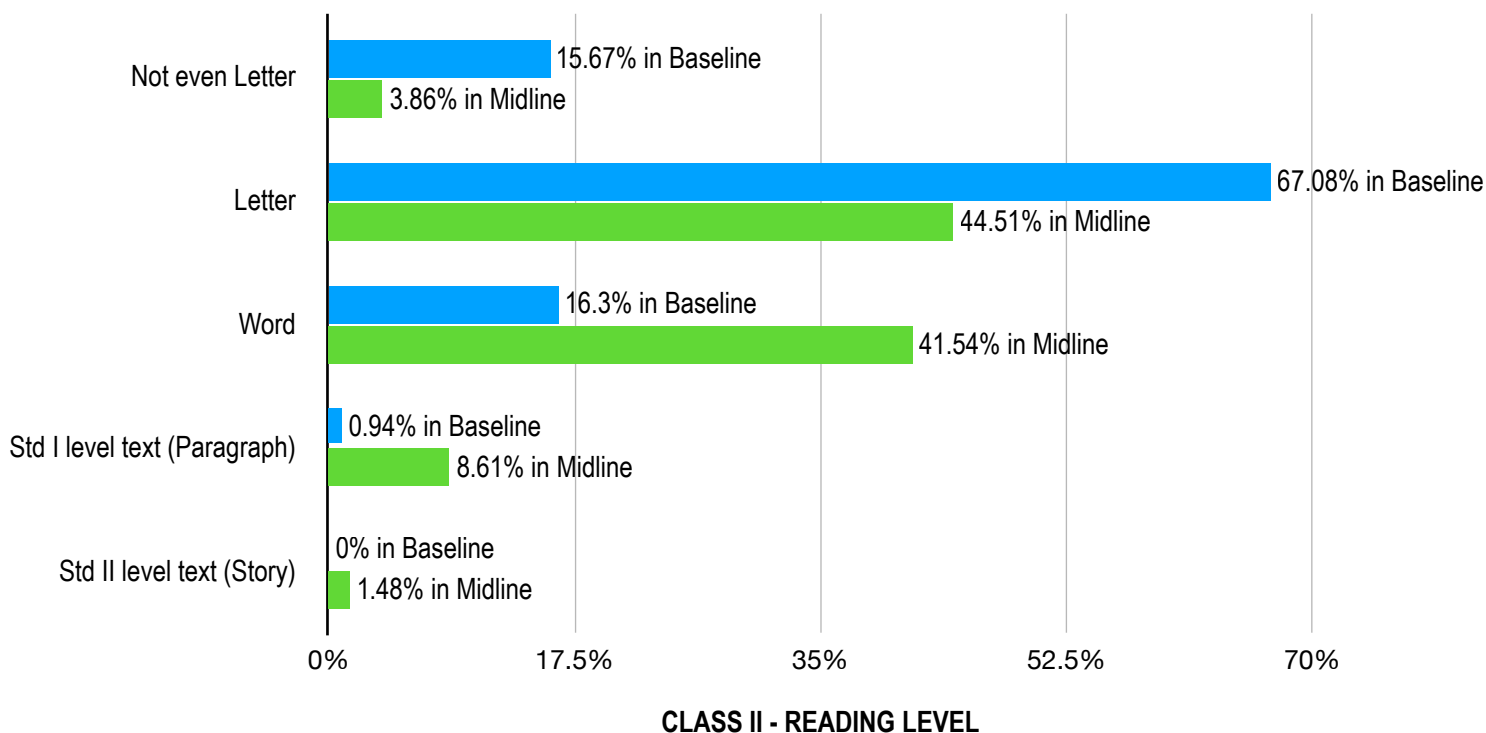
**FINDING:** In Table 7, each row shows the variation in children’s Reading Levels within a given grade. Among children in standard 1, 212 students cannot read even letter before the starting of the FLN program. However, the number has decreased now to 57 students as recorded in the Midline. Among children in standard V, in Baseline there was 102 students who can read letters but not words or higher. In Midline this number has decreased to 46. In the same standard there were only 19 students who could read standard II Level text but in Midline it increases to 60 students.

Table 8: Comparative Percentage (%) of students by their READING LEVEL - Baseline & Midline Assessment CLASS I - ACROSS 30 SCHOOLS



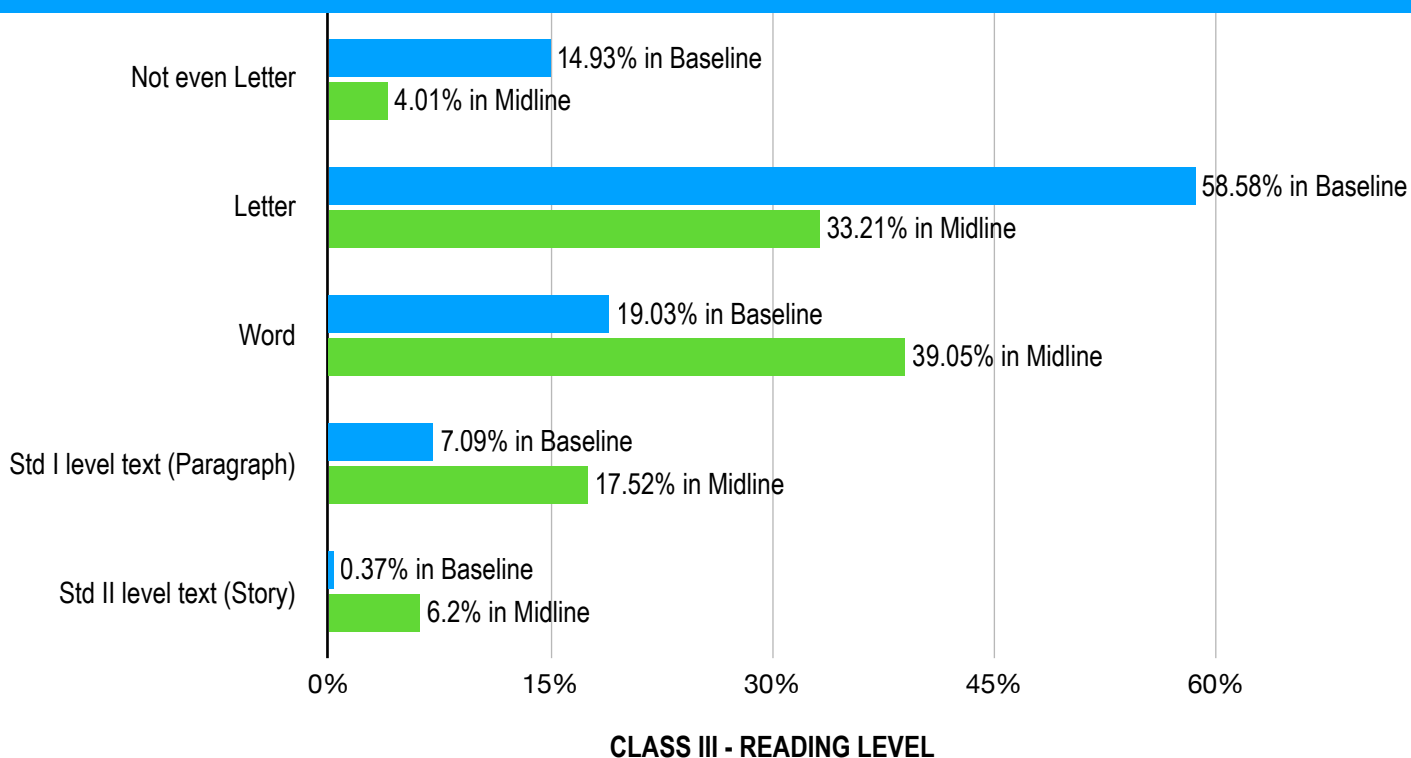
**FINDING:** Table 8 shows the comparative percentage of children in standard I in reading level in Baseline and Midline. In Baseline Assessment more than 50% of all students of standard I across 30 schools recorded their inability to read even letter. However, it is down to 13.26%. 24.42% of students now can read words but not paragraph in contrast to 1.47% recorded in the Baseline. The improvement in students who could read Standard I & II Level text is still meagre and require greater effort.

Table 9: Comparative Percentage (%) of students by their READING LEVEL - Baseline & Midline Assessment  
CLASS II - ACROSS 30 SCHOOLS



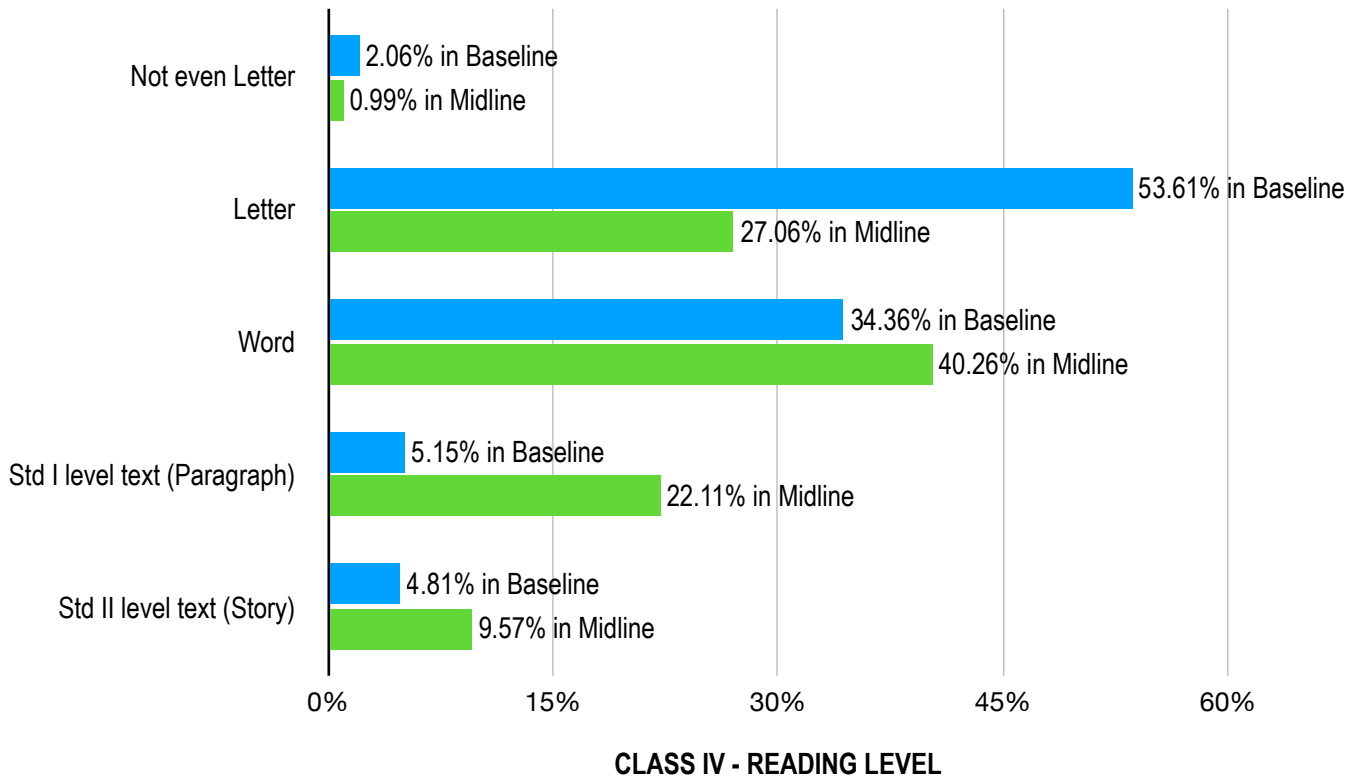
**FINDING:** Table 9 shows the comparative percentage of children in standard II in reading level in Baseline and Midline. In standard II, children have shown significant improvement in learning the letter and starting the words. In Baseline only 16% can read words but not standard I level text or higher but in Midline the percentage of this category has increased to 41%. There is a 8.61% increase in students who could read Standard I Level Text from 0.94% recorded during baseline.

Table 10: Comparative Percentage (%) of students by their READING LEVEL - Baseline & Midline Assessment  
CLASS III - ACROSS 30 SCHOOLS



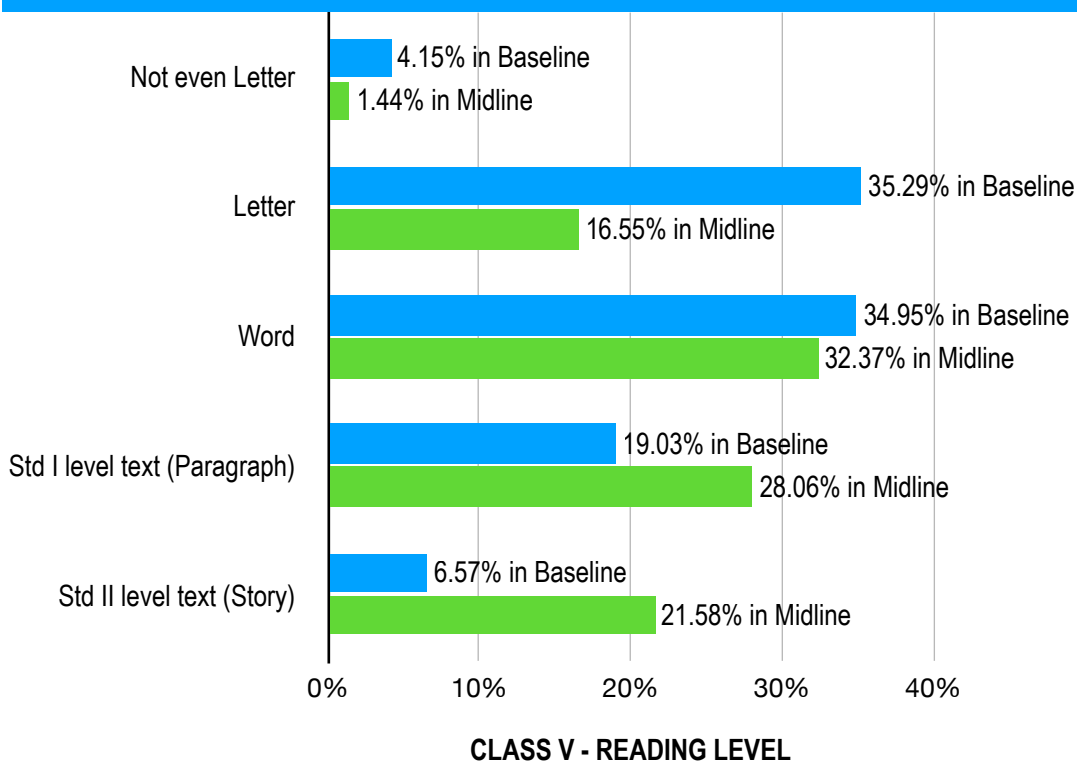
**FINDING:** Table 10 shows the comparative percentage of children in standard III in reading level in Baseline and Midline. 39% of children can now read words but not Std I Level Text against 19% as recorded in Baseline - an increase of 20%. There is also an 10% increase in the number of children who can read Std I level text. Students who could read Std II level text has increased from 0.37% in Baseline to 6.2% in Midline. In most states, however standard III children are supposed to have the ability to read at least Standard I Level Text and the fact that still a large number of students cannot read Level I text is a grave concern.

Table 11: Comparative Percentage (%) of students by their READING LEVEL - Baseline & Midline Assessment  
CLASS IV - ACROSS 30 SCHOOLS



**FINDING:** Table 11 shows the comparative percentage of children in standard IV in reading level in Baseline and Midline. Children of standard IV have shown improvement in their reading level in all the categories. 22.11% of students can read std I level text as compared to 5.15% during Baseline. There is also an increment of about 5% in the number of students who can read std II Level text.

Table 12: Comparative Percentage (%) of students by their READING LEVEL - Baseline & Midline Assessment  
CLASS V - ACROSS 30 SCHOOLS



**FINDING:** Table 12 shows the comparative percentage of children in standard V in reading level in Baseline and Midline. Children of standard V has shown 15% increase in the number of students who could read Standard II Level Text against 6.57% recorded in Baseline. 28% of children are those students who could read Standard I Level Text in contrast to 19% in Baseline. There are however still 17% students who cannot read simple English words.

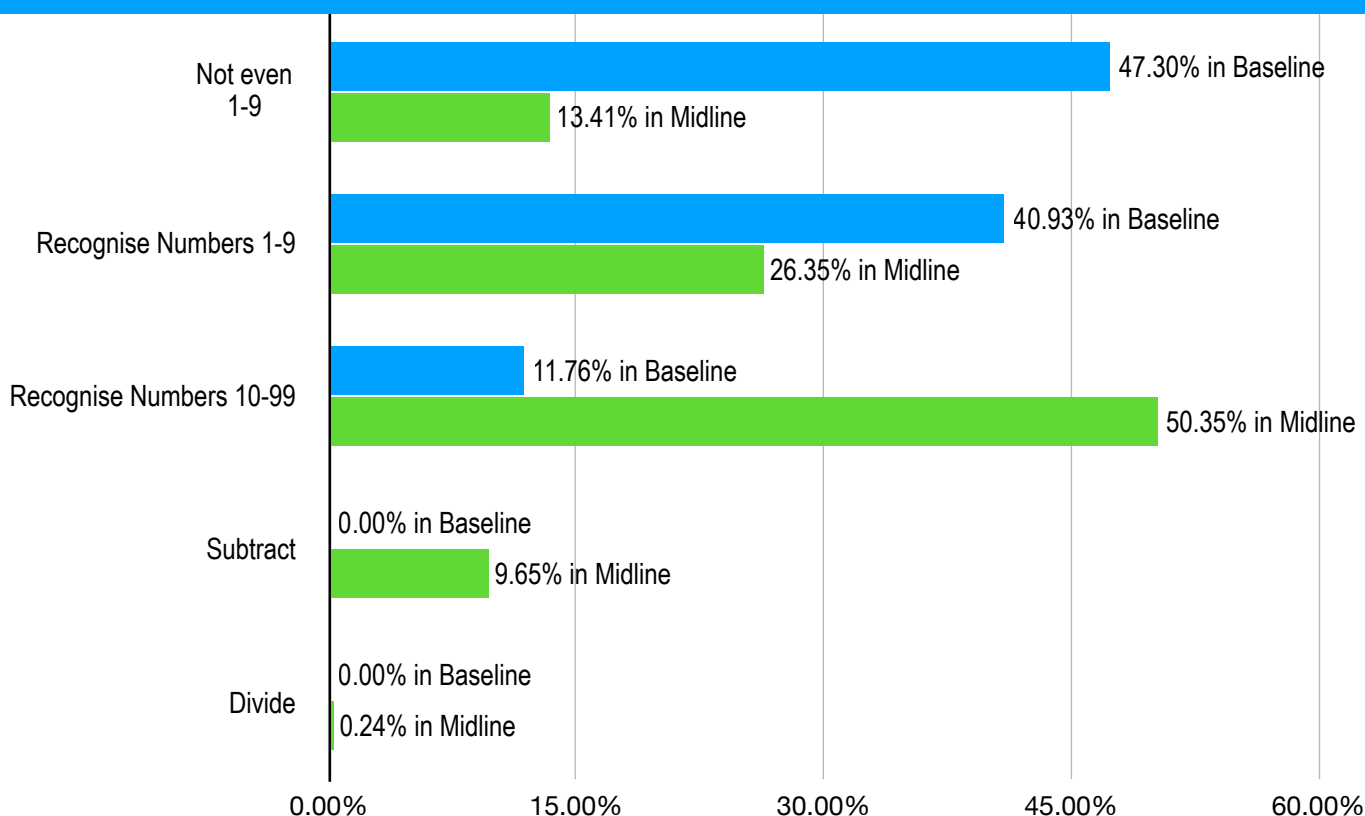
# ARITHMETIC

Table 13: BASELINE & MIDLINE COMPARATIVE NUMBER OF CHILDREN BY GRADE AND ARITHMETIC LEVEL

Std	Not even 1-9		Recognise Numbers 1-9		Recognise Numbers 10-99		Subtract		Divide		Total Students	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
Class 1	193	57	167	112	48	214	0	41	0	1	408	425
Class 2	27	10	114	27	163	206	14	86	0	1	319	330
Class 3	18	5	57	16	154	119	39	130	0	6	268	276
Class 4	3	0	12	1	194	97	75	176	7	35	291	309
Class 5	2	0	11	1	115	66	148	126	13	79	289	272
<b>Total</b>	<b>243</b>	<b>72</b>	<b>361</b>	<b>157</b>	<b>674</b>	<b>702</b>	<b>276</b>	<b>559</b>	<b>20</b>	<b>122</b>	<b>1575</b>	<b>1612</b>

**FINDING:** In Table 13, each row shows the variation in children's Arithmetic Levels within a given grade. Among children in standard I, while there is still a large number of children who can recognise number 1-99 but cannot do addition or subtraction, there is 42 students who can solve subtraction comparing to none in Baseline. Among children in standard IV, 176 students can now solve subtraction against 75 children. In division the number has increased from 7 to 35. In most Indian states, children are supposed to 2 digit by 2 digit subtraction with borrowing by standard II. And according to the report, there still a huge number of children who could recognise numbers from 1-99 but cannot solve subtraction.

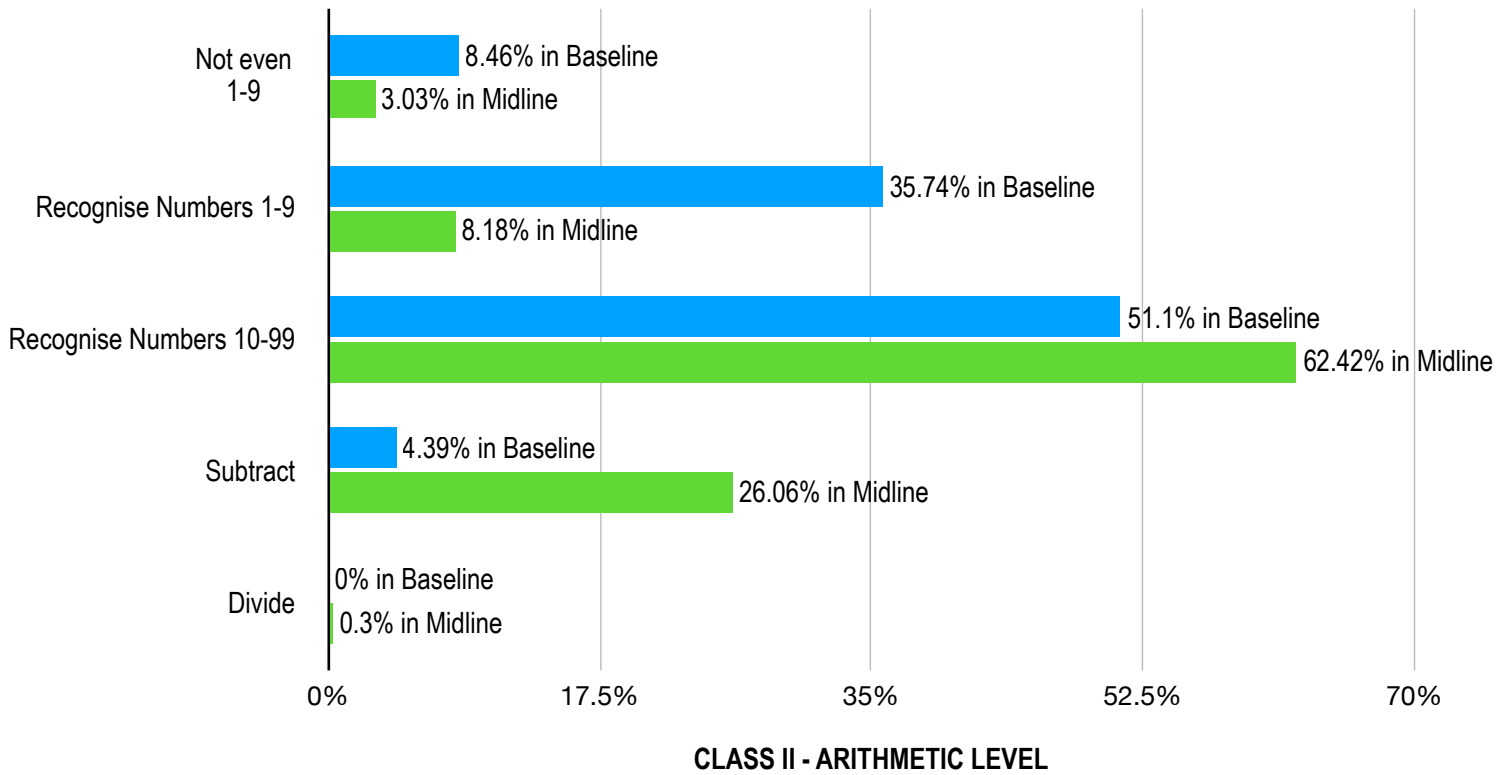
Table 14: Comparative Percentage (%) of children by their ARITHMETIC LEVEL - Baseline & Midline Assessment CLASS I - ACROSS 30 SCHOOLS



### CLASS I - ARITHMETIC LEVEL

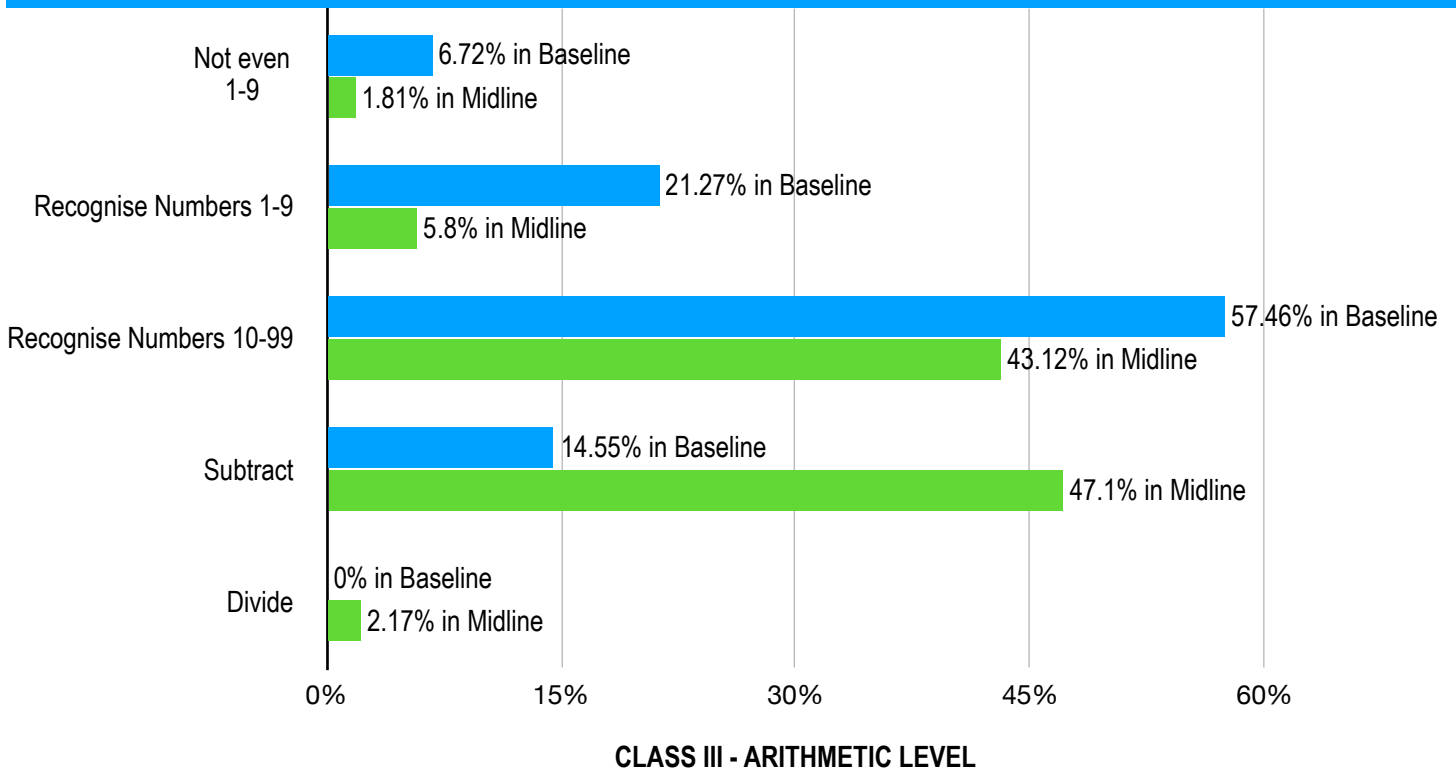
**FINDING:** Table 14 shows the comparative percentage of children in standard I in Arithmetic level in Baseline and Midline. In Baseline 47% of children could not recognise even the number 1-9. In midline this category of children has decreased to 13.41%. Similarly there were 40.93% of students who could recognise number 1-9 but could not recognise number 10-99 in Baseline. There is a decrease of 14% in Midline. The report shows that almost about 85% of children have learn the number 1-99 but they still have to learn subtraction. There is an increase of 9% in subtraction level against zero during Baseline.

Table 15: Comparative Percentage (%) of children by their ARITHMETIC LEVEL - Baseline & Midline Assessment  
CLASS II- ACROSS 30 SCHOOLS



**FINDING:** Table 15 shows the comparative percentage of children in standard II in Arithmetic level in Baseline and Midline. According to the Midline Assessment Data there is a significant number of children who now can recognise the number 1-99 and can solve subtraction, 26% in Midline compare to 4.39% recorded during Baseline.

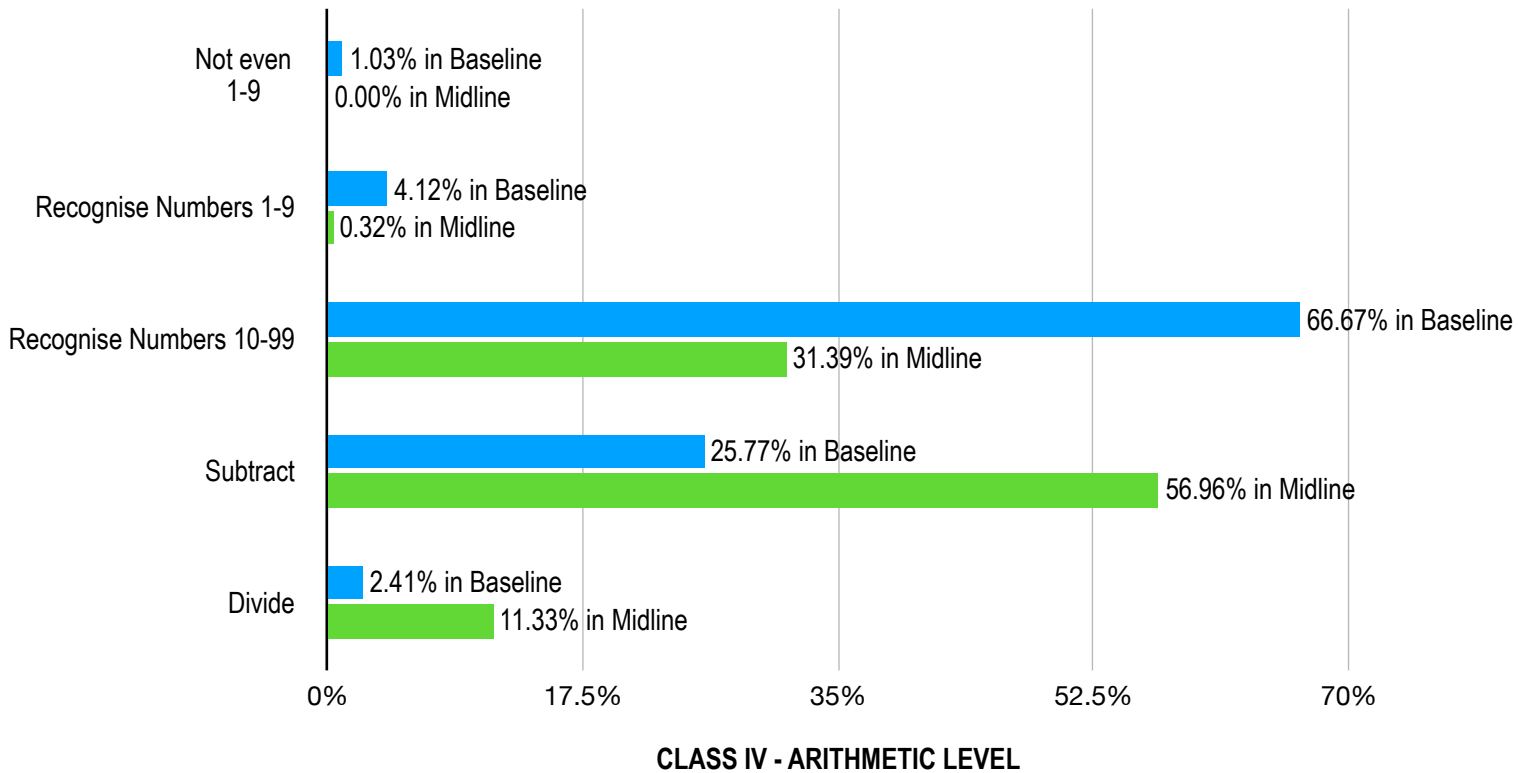
Table 16: Comparative Percentage (%) of children by their ARITHMETIC LEVEL - Baseline & Midline Assessment  
CLASS III- ACROSS 30 SCHOOLS



**FINDING:** Table 16 shows the comparative percentage of children in standard III in Arithmetic level in Baseline and Midline. Children of standard III have shown good increase in the number of students who could now solve Subtraction. It was 14.55% during Baseline but it has increased to 47% of children. The report also shows number of students who have learnt the number 1-99 as compared to the baseline.

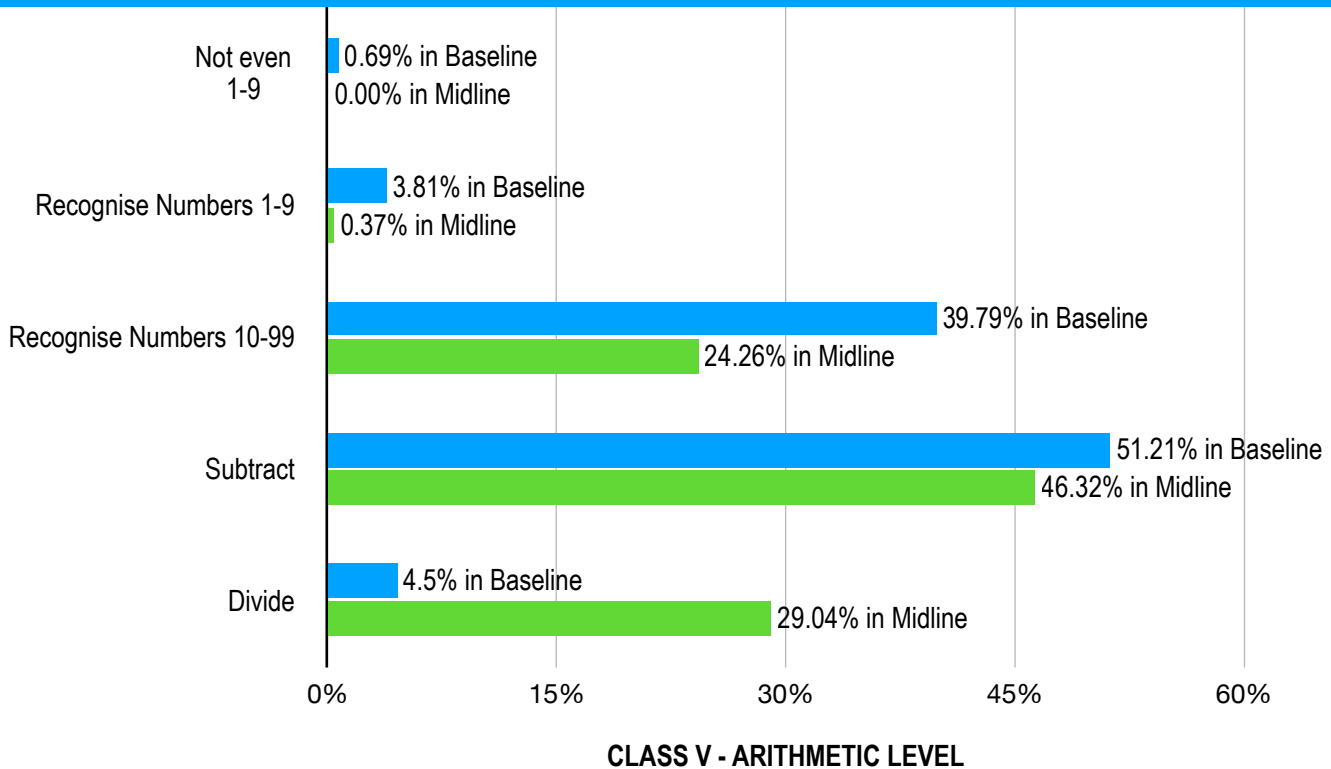


Table 17: Comparative Percentage (%) of children by their ARITHMETIC LEVEL - Baseline & Midline Assessment  
CLASS IV- ACROSS 30 SCHOOLS



**FINDING:** Table 17 shows the comparative percentage of children in standard IV in Arithmetic level in Baseline and Midline. Among all the standards, standard IV have shown the highest improvement especially in the number of students who could now solve subtraction and division. 56.97% of children can now solve subtraction and 11.33% can solve division as compare to 25.77% and 2.41% respectively in Baseline.

Table 18: Comparative Percentage (%) of children by their ARITHMETIC LEVEL - Baseline & Midline Assessment  
CLASS V- ACROSS 30 SCHOOLS



**FINDING:** Table 18 shows the comparative percentage of children in standard V in Arithmetic level in Baseline and Midline. There is about 25% of children who cannot solve subtraction against 43% four months back. The report also shows 29% of children transitioning from other level to Division level.

# ALL 30 GPS & GUPS SCHOOLS

## CLASS I READING

School-wise table showing proportion of government school children in Std I who cannot read even the English Letter yet. (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	57.14%	0.00%
GUPS Balupather	68.00%	0.00%
GUPS Jyotsnapur	66.67%	27.78%
GUPS Dumpani	0.00%	15.15%
GUPS Jyotipur - I	100.00%	5.00%
GPS Jyotipur - II	66.67%	64.29%
GUPS Haripur	100.00%	0.00%
GUPS Moitripur	85.00%	55.00%
GUPS Modoidweep	55.17%	9.76%
GPS Shantipur - II	47.06%	4.17%
GPS Manabhum	75.00%	20.00%
GPS Kamakhyapur	14.29%	0.00%
GPS Shantipur - I	80.00%	38.46%
GPS Dimapur	0.00%	0.00%
GPS Srirampur	45.00%	22.22%
GPS Udoipur - II	52.94%	0.00%
GUPS Udoipur - I	65.38%	26.32%
GPS Udoipur - III	23.53%	0.00%
GPS Rajnagar	7.14%	0.00%
GPS Dumba Mossang	33.33%	0.00%
GPS Jyotsnapur - II	51.85%	0.00%
GPS Sompoi - II	57.14%	0.00%
GPS Avoipur	38.46%	0.00%
GPS Dumpather - II	87.50%	0.00%
GPS Modoidweep	25.00%	9.52%
GPS Innaopother	0.00%	0.00%
GPS Kumchaika	66.67%	50.00%
GPS Innao Khampti	100.00%	0.00%
GPS Innao Singpho	42.86%	0.00%
GPS Innao Sengmai	NA	NA

School-wise table showing proportion of government school children in Std I who can read Words but not std I level text (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	0.00%	25.00%
GUPS Balupather	0.00%	0.00%
GUPS Jyotsnapur	0.00%	16.67%
GUPS Dumpani	0.00%	27.27%
GUPS Jyotipur - I	0.00%	45.00%
GPS Jyotipur - II	0.00%	0.00%
GUPS Haripur	0.00%	22.22%
GUPS Moitripur	15.00%	10.00%
GUPS Modoidweep	0.00%	17.07%
GPS Shantipur - II	0.00%	58.33%
GPS Manabhum	0.00%	40.00%
GPS Kamakhyapur	14.29%	0.00%
GPS Shantipur - I	0.00%	0.00%
GPS Dimapur	0.00%	0.00%
GPS Srirampur	0.00%	11.11%
GPS Udoipur - II	0.00%	0.00%
GUPS Udoipur - I	0.00%	0.00%
GPS Udoipur - III	5.88%	29.41%
GPS Rajnagar	0.00%	56.52%
GPS Dumba Mossang	0.00%	
GPS Jyotsnapur - II	0.00%	65.22%
GPS Sompoi - II	0.00%	60.00%
GPS Avoipur	7.69%	23.08%
GPS Dumpather - II	0.00%	37.50%
GPS Modoidweep	0.00%	19.05%
GPS Innaopother	0.00%	100.00%
GPS Kumchaika	0.00%	16.67%
GPS Innao Khampti	0.00%	0.00%
GPS Innao Singpho	0.00%	25.00%
GPS Innao Sengmai	0	0.00%

# ALL 30 GPS & GUPS SCHOOLS

## CLASS III & IV READING

School-wise table showing proportion of government school children in Std III who can read Std I Level Text (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	33.33%	50.00%
GUPS Balupather	13.33%	17.65%
GUPS Jyotsnapur	0.00%	0.00%
GUPS Dumpani	0.00%	13.04%
GUPS Jyotipur - I	0.00%	0.00%
GPS Jyotipur - II	0.00%	0.00%
GUPS Haripur	8.33%	8.33%
GUPS Moitripur	5.26%	5.26%
GUPS Modoidweep	0.00%	33.33%
GPS Shantipur - II	0.00%	0.00%
GPS Manabhumi	0.00%	22.22%
GPS Kamakhyapur	9.09%	45.45%
GPS Shantipur - I	0.00%	0.00%
GPS Dimapur	0.00%	0.00%
GPS Srirampur	0.00%	0.00%
GPS Udoipur - II	0.00%	0.00%
GUPS Udoipur - I	13.33%	0.00%
GPS Udoipur - III	20.00%	18.75%
GPS Rajnagar	66.67%	57.14%
GPS Dumba Mossang	NA	NA
GPS Jyotsnapur - II	0.00%	34.78%
GPS Sompoi - II	0.00%	0.00%
GPS Avoipur	0.00%	42.86%
GPS Dumpather - II	0.00%	14.29%
GPS Modoidweep	0.00%	40.00%
GPS Innaopother	25.00%	50.00%
GPS Kumchaika	0.00%	50.00%
GPS Innao Khampati	50.00%	50.00%
GPS Innao Singpho	0.00%	0.00%
GPS Innao Sengmai	0.00%	0.00%

School-wise table showing proportion of government school children in Std IV who can read Std I Level Text (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	0.00%	0.00%
GUPS Balupather	21.43%	33.33%
GUPS Jyotsnapur	10.53%	5.26%
GUPS Dumpani	13.33%	25.00%
GUPS Jyotipur - I	0.00%	37.50%
GPS Jyotipur - II	33.33%	0.00%
GUPS Haripur	0.00%	25.00%
GUPS Moitripur	0.00%	15.00%
GUPS Modoidweep	0.00%	9.09%
GPS Shantipur - II	0.00%	55.56%
GPS Manabhumi	0.00%	20.00%
GPS Kamakhyapur	0.00%	80.00%
GPS Shantipur - I	0.00%	0.00%
GPS Dimapur	0.00%	37.50%
GPS Srirampur	0.00%	0.00%
GPS Udoipur - II	0.00%	22.22%
GUPS Udoipur - I	5.26%	0.00%
GPS Udoipur - III	8.70%	33.33%
GPS Rajnagar	0.00%	66.67%
GPS Dumba Mossang	0.00%	0.00%
GPS Jyotsnapur - II	0.00%	10.71%
GPS Sompoi - II	20.00%	40.00%
GPS Avoipur	25.00%	25.00%
GPS Dumpather - II	0.00%	28.57%
GPS Modoidweep	7.69%	53.85%
GPS Innaopother	0.00%	
GPS Kumchaika	0.00%	0.00%
GPS Innao Khampati	0.00%	0.00%
GPS Innao Singpho	0.00%	0.00%
GPS Innao Sengmai	NA	NA

# ALL 30 GPS & GUPS SCHOOLS

## CLASS V READING

School-wise table showing proportion of government school children in Std V who can read Std I Level Text (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	27.27%	20.00%
GUPS Balupather	21.43%	14.29%
GUPS Jyotsnapur	10.53%	0.00%
GUPS Dumpani	23.08%	26.67%
GUPS Jyotipur - I	0.00%	30.00%
GPS Jyotipur - II	20.00%	71.43%
GUPS Haripur	20.00%	28.57%
GUPS Moitripur	8.33%	8.70%
GUPS Modoidweep	12.90%	16.67%
GPS Shantipur - II	35.71%	75.00%
GPS Manabhumi	0.00%	0.00%
GPS Kamakhyapur	0.00%	33.33%
GPS Shantipur - I	0.00%	0.00%
GPS Dimapur	0.00%	100.00%
GPS Srirampur	0.00%	0.00%
GPS Udoipur - II	42.86%	16.67%
GUPS Udoipur - I	42.11%	52.63%
GPS Udoipur - III	45.45%	38.46%
GPS Rajnagar	14.29%	14.29%
GPS Dumba Mossang	NA	NA
GPS Jyotsnapur - II	21.43%	24.00%
GPS Sompai - II	33.33%	0.00%
GPS Avoipur	12.50%	37.50%
GPS Dumpather - II	0.00%	0.00%
GPS Modoidweep	10.00%	36.36%
GPS Innaopother	0.00%	50.00%
GPS Kumchaika	NA	NA
GPS Innao Khampti	0.00%	33.33%
GPS Innao Singpho	33.33%	40.00%
GPS Innao Sengmai	NA	NA

School-wise table showing proportion of government school children in Std V who can read Std II Level Text (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	18.18%	40.00%
GUPS Balupather	14.29%	50.00%
GUPS Jyotsnapur	0.00%	13.33%
GUPS Dumpani	7.69%	40.00%
GUPS Jyotipur - I	41.67%	30.00%
GPS Jyotipur - II	0.00%	28.57%
GUPS Haripur	0.00%	0.00%
GUPS Moitripur	0.00%	4.35%
GUPS Modoidweep	0.00%	0.00%
GPS Shantipur - II	0.00%	12.50%
GPS Manabhumi	50.00%	50.00%
GPS Kamakhyapur	0.00%	44.44%
GPS Shantipur - I	0.00%	0.00%
GPS Dimapur	0.00%	0.00%
GPS Srirampur	0.00%	0.00%
GPS Udoipur - II	14.29%	50.00%
GUPS Udoipur - I	5.26%	0.00%
GPS Udoipur - III	0.00%	15.38%
GPS Rajnagar	42.86%	42.86%
GPS Dumba Mossang		100.00%
GPS Jyotsnapur - II	0.00%	36.00%
GPS Sompai - II	0.00%	100.00%
GPS Avoipur	0.00%	12.50%
GPS Dumpather - II	0.00%	0.00%
GPS Modoidweep	10.00%	18.18%
GPS Innaopother	50.00%	50.00%
GPS Kumchaika		
GPS Innao Khampti	0.00%	33.33%
GPS Innao Singpho	16.67%	40.00%
GPS Innao Sengmai	0.00%	0.00%

# ALL 30 GPS & GUPS SCHOOLS

## CLASS III ARITHMETIC

School-wise table showing proportion of government school children in Std III who can solve subtraction (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	22.22%	25.00%
GUPS Balupather	0.00%	58.82%
GUPS Jyotsnapur	0.00%	84.62%
GUPS Dumpani	10.00%	39.13%
GUPS Jyotipur - I	0.00%	50.00%
GPS Jyotipur - II	0.00%	60.00%
GUPS Haripur	16.67%	16.67%
GUPS Moitripur	26.32%	31.58%
GUPS Modoidweep	0.00%	83.33%
GPS Shantipur - II	46.67%	72.22%
GPS Manabhum	66.67%	55.56%
GPS Kamakhyapur	0.00%	18.18%
GPS Shantipur - I	0.00%	55.56%
GPS Dimapur	0.00%	100.00%
GPS Srirampur	11.11%	30.00%
GPS Udoipur - II	0.00%	100.00%
GUPS Udoipur - I	0.00%	12.50%
GPS Udoipur - III	33.33%	50.00%
GPS Rajnagar	100.00%	100.00%
GPS Dumba Mossang	50.00%	
GPS Jyotsnapur - II	0.00%	30.43%
GPS Sompoi - II	0.00%	0.00%
GPS Avoipur	0.00%	14.29%
GPS Dumpather - II	0.00%	28.57%
GPS Modoidweep	0.00%	60.00%
GPS Innaopother	25.00%	0.00%
GPS Kumchaika	0.00%	100.00%
GPS Innao Khampti	0.00%	100.00%
GPS Innao Singpho	50.00%	0.00%
GPS Innao Sengmai	0.00%	0.00%

School-wise table showing proportion of government school children in Std III who can solve division (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	0.00%	0.00%
GUPS Balupather	0.00%	0.00%
GUPS Jyotsnapur	0.00%	0.00%
GUPS Dumpani	0.00%	0.00%
GUPS Jyotipur - I	0.00%	0.00%
GPS Jyotipur - II	0.00%	0.00%
GUPS Haripur	0.00%	0.00%
GUPS Moitripur	0.00%	0.00%
GUPS Modoidweep	0.00%	0.00%
GPS Shantipur - II	0.00%	0.00%
GPS Manabhum	0.00%	0.00%
GPS Kamakhyapur	0.00%	0.00%
GPS Shantipur - I	0.00%	0.00%
GPS Dimapur	0.00%	0.00%
GPS Srirampur	0.00%	0.00%
GPS Udoipur - II	0.00%	0.00%
GUPS Udoipur - I	0.00%	0.00%
GPS Udoipur - III	0.00%	18.75%
GPS Rajnagar	0.00%	0.00%
GPS Dumba Mossang	0.00%	
GPS Jyotsnapur - II	0.00%	0.00%
GPS Sompoi - II	0.00%	0.00%
GPS Avoipur	0.00%	14.29%
GPS Dumpather - II	0.00%	0.00%
GPS Modoidweep	0.00%	0.00%
GPS Innaopother	0.00%	25.00%
GPS Kumchaika	0.00%	0.00%
GPS Innao Khampti	0.00%	0.00%
GPS Innao Singpho	0.00%	100.00%
GPS Innao Sengmai	0.00%	0.00%

# ALL 30 GPS & GUPS SCHOOLS

## CLASS IV ARITHMETIC

School-wise table showing proportion of government school children in Std IV who can solve subtraction (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	18.18%	45.45%
GUPS Balupather	85.71%	95.24%
GUPS Jyotsnapur	0.00%	47.37%
GUPS Dumpani	13.33%	75.00%
GUPS Jyotipur - I	0.00%	100.00%
GPS Jyotipur - II	66.67%	100.00%
GUPS Haripur	0.00%	75.00%
GUPS Moitripur	70.00%	80.00%
GUPS Modoidweep	25.93%	30.30%
GPS Shantipur - II	44.44%	33.33%
GPS Manabhum	75.00%	80.00%
GPS Kamakhyapur	66.67%	60.00%
GPS Shantipur - I	0.00%	66.67%
GPS Dimapur	12.50%	75.00%
GPS Srirampur	0.00%	50.00%
GPS Udoipur - II	0.00%	11.11%
GUPS Udoipur - I	10.53%	52.63%
GPS Udoipur - III	0.00%	57.14%
GPS Rajnagar	50.00%	44.44%
GPS Dumba Mossang	33.33%	66.67%
GPS Jyotsnapur - II	0.00%	21.43%
GPS Sompoi - II	40.00%	60.00%
GPS Avoipur	25.00%	62.50%
GPS Dumpather - II	14.29%	71.43%
GPS Modoidweep	38.46%	84.62%
GPS Innaopother	NA	NA
GPS Kumchaika	20.00%	80.00%
GPS Innao Khampti	100.00%	100.00%
GPS Innao Singpho	100.00%	0.00%
GPS Innao Sengmai	NA	NA

School-wise table showing proportion of government school children in Std IV who can solve division (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	0.00%	9.09%
GUPS Balupather	0.00%	0.00%
GUPS Jyotsnapur	0.00%	5.26%
GUPS Dumpani	0.00%	6.25%
GUPS Jyotipur - I	0.00%	0.00%
GPS Jyotipur - II	0.00%	0.00%
GUPS Haripur	0.00%	0.00%
GUPS Moitripur	5.00%	15.00%
GUPS Modoidweep	0.00%	0.00%
GPS Shantipur - II	0.00%	66.67%
GPS Manabhum	0.00%	0.00%
GPS Kamakhyapur	0.00%	0.00%
GPS Shantipur - I	0.00%	16.67%
GPS Dimapur	0.00%	12.50%
GPS Srirampur	0.00%	0.00%
GPS Udoipur - II	0.00%	0.00%
GUPS Udoipur - I	0.00%	10.53%
GPS Udoipur - III	0.00%	0.00%
GPS Rajnagar	0.00%	22.22%
GPS Dumba Mossang	0.00%	33.33%
GPS Jyotsnapur - II	20.69%	21.43%
GPS Sompoi - II	0.00%	40.00%
GPS Avoipur	0.00%	12.50%
GPS Dumpather - II	0.00%	0.00%
GPS Modoidweep	0.00%	15.38%
GPS Innaopother	NA	NA
GPS Kumchaika	0.00%	0.00%
GPS Innao Khampti	0.00%	0.00%
GPS Innao Singpho	0.00%	100.00%
GPS Innao Sengmai	NA	NA

# ALL 30 GPS & GUPS SCHOOLS

## CLASS V ARITHMETIC

School-wise table showing proportion of government school children in Std V who can solve subtraction (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	81.82%	69.23%
GUPS Balupather	71.43%	69.23%
GUPS Jyotsnapur	73.68%	57.89%
GUPS Dumpani	30.77%	66.67%
GUPS Jyotipur - I	50.00%	58.33%
GPS Jyotipur - II	20.00%	50.00%
GUPS Haripur	53.33%	54.55%
GUPS Moitripur	20.83%	14.63%
GUPS Modoidweep	19.35%	50.00%
GPS Shantipur - II	78.57%	100.00%
GPS Manabhumi	100.00%	0.00%
GPS Kamakhyapur	90.00%	50.00%
GPS Shantipur - I	16.67%	60.00%
GPS Dimapur	33.33%	100.00%
GPS Srirampur	0.00%	0.00%
GPS Udoipur - II	42.86%	66.67%
GUPS Udoipur - I	57.89%	60.87%
GPS Udoipur - III	36.36%	60.00%
GPS Rajnagar	57.14%	57.14%
GPS Dumba Mossang	NA	NA
GPS Jyotsnapur - II	78.57%	63.64%
GPS Sompoi - II	0.00%	16.67%
GPS Avoipur	62.50%	33.33%
GPS Dumpather - II	0.00%	0.00%
GPS Modoidweep	20.00%	10.00%
GPS Innaopother	50.00%	100.00%
GPS Kumchaika	NA	NA
GPS Innao Khampti	100.00%	28.57%
GPS Innao Singpho	83.33%	0.00%
GPS Innao Sengmai	0.00%	100.00%

School-wise table showing proportion of government school children in Std V who can solve division (Baseline and Midline)

School Name	Baseline	Midline
GUPS Modoi	0.00%	23.08%
GUPS Balupather	21.43%	15.38%
GUPS Jyotsnapur	0.00%	31.58%
GUPS Dumpani	23.08%	0.00%
GUPS Jyotipur - I	0.00%	16.67%
GPS Jyotipur - II	0.00%	50.00%
GUPS Haripur	0.00%	18.18%
GUPS Moitripur	8.33%	48.78%
GUPS Modoidweep	6.45%	41.67%
GPS Shantipur - II	0.00%	0.00%
GPS Manabhumi	0.00%	100.00%
GPS Kamakhyapur	0.00%	12.50%
GPS Shantipur - I	0.00%	0.00%
GPS Dimapur	0.00%	0.00%
GPS Srirampur	0.00%	42.86%
GPS Udoipur - II	0.00%	0.00%
GUPS Udoipur - I	0.00%	17.39%
GPS Udoipur - III	0.00%	10.00%
GPS Rajnagar	14.29%	14.29%
GPS Dumba Mossang	0.00%	100.00%
GPS Jyotsnapur - II	3.57%	9.09%
GPS Sompoi - II	0.00%	83.33%
GPS Avoipur	0.00%	50.00%
GPS Dumpather - II	0.00%	100.00%
GPS Modoidweep	10.00%	10.00%
GPS Innaopother	0.00%	0.00%
GPS Kumchaika	NA	NA
GPS Innao Khampti	0.00%	57.14%
GPS Innao Singpho	0.00%	0.00%
GPS Innao Sengmai	NA	NA

ARITHMETIC TOOL

Number recognition 1 & 9	Number recognition 10 & 99	Subtraction		Division
1    4	51    83	46    63 - 29    - 39		7) 879
7    3	37    65	47    45 - 28    - 17		6) 824
6    9	55    26	92    84 - 76    - 57		8) 985
5    2	91    43	52    66 - 14    - 48		4) 517
	36    27			

READING TOOL ENGLISH

A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there was another tree. The big tree was happy.

Rani likes her school. Her class is in a big room. Rani has a bag and a book. She also has a pen.

e	d	w	hand	star
s	c		bus	
g	h	z	cat	book
i	q		day	few
				old
			sing	bold

**Numeracy Assessment:**

All children are assessed using a simple arithmetic tool. The arithmetic test has 4 tasks:

- **Number recognition 1 to 9**
- **Number recognition 11 to 99**
- **Subtraction:** 2-digit numerical subtraction problems with borrowing.
- **Division:** 3-digit by 1-digit numerical division problems with remainder.

While developing the arithmetic tool for the ASER age group, Pratham has taken care to ensure compatibility with the learning outcomes defined for number recognition, subtraction (with borrowing), division (3-digits by 1- digit) in state textbooks for Std I, II and III/IV, respectively.

**Literacy Assessment:**

All children are assessed in English reading and comprehension using a simple tool. The test has 4 tasks:

- **Capital letters:** A set of commonly used capital letters.
- **Small letters:** A set of commonly used small letters.
- **Words:** Common, familiar 3 letter words. After reading, the child is asked for meaning of the words in her local language.
- **Simple sentences:** A set of 4 simple sentences, each having no more than 4-5 words. These words (or their equivalent) are in the introductory English textbooks of the states. After reading, the child is asked to say the meaning of the sentences in her local language.







About India Foundation For Education Transformation (IFET)

IFET is working in partnership with the District Administration, Changlang, Govt. of Arunachal Pradesh in implementing a NIPUN Bharat's aligned program "Foundational Literacy and Numeracy" with strong focus on school transformation in about 300 Government schools in a mission mode in a phase manner. For the initial three years, from 2022-2023 to 2024-2026 the program is being implemented only in 30 schools in a single administrative circle impacting about 4000 children by empowering 150 teachers. By working with 30 schools for three years our aim is to create a model which is worthy of replicating across India. In the 4th year we aim to scale our intervention to other administrative circles of the district.

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