

Salma Public School

Rataul, Baghpat (UP)

Baseline Report

April 2025



Introduction

The Government of India approved the new National Education Policy (NEP) in July to transform the education system by providing equitable access to quality education, promoting innovation, and fostering holistic development. The policy emphasizes the need for a learner-centred approach and focuses on critical thinking, creativity, and problem-solving. Almost all states have made a major push in the area of Foundational Literacy and Numeracy (FLN) under the NIPUN Bharat mission (National Initiative for Proficiency in Reading with Understanding and Numeracy). This mission aims to ensure that every child in India attains foundational literacy and numeracy by the end of Grade 3.

About ASER Centre

Established in January 2008 as a specialized, independent unit within the Pratham network ASER Centre's approach has its roots in Pratham's work across urban and rural India, helping children acquire basic skills in reading and arithmetic.

ASER Centre uses simple yet rigorous methods to generate evidence at scale on the impact of social sector programs and policies, focusing primarily on the education sector. We aim not only to generate and disseminate evidence, but also to strengthen the link between evidence and action by building the capacity of individuals and institutions to design, conduct and understand assessments.

About Salma Public School (SPS)

The school was setup in 1993 in Rataul village of Baghpat district, Uttar Pradesh in a predominantly Muslim village by a scholarly couple who understood the need for modern primary school education in their village. Prof. Zahoor Siddiqui was a retired scholar of history at Delhi University and President of the Delhi University Teachers Association in 1977, and his wife Nishat Siddiqui was a school teacher in Delhi. They located the school in the Siddiqui ancestral home, built in the early 20th Century CE, and the capacity of the school has grown by constructing new rooms. In the first decade, Zahoor and Nishat faced numerous challenges in attracting students to a school offering a secular education but they persevered in the face of conservative thinking. Today, in 2025, SPS has 600 students with 40% girls in pre-primary to Standard 5 with 18 women teachers aged 20 to 45 years.

The school requested ASER Centre for an independent assessment of its students from Standard 1 to 5 to understand the learning levels of each child to enable them accordingly to improve these levels.

Timeline

10 SPS teachers were trained as evaluators on 3rd April 2025. The training consisted of theory and a pilot to provide understanding on the assessment process. Teachers setup email IDs for the very first time and effectively used Google Forms to complete a real time assessment of 371 children.

The assessment was rolled out on 4th to 15th April 2025, and covered almost all of the 400 children of the school from Standard I to V for language, arithmetic and English with the ASER testing tool. The data was recorded through Google Forms to avoid data entry.

The good news is SPS is significantly ahead of UP and India at Standards I to 5 (total 400 students) in Hindi, Math and English. Congratulations to the Salma students, teachers and management!

Nonetheless, there is significant work required on an ongoing basis to bring SPS students up to the competency levels and expected learning outcomes for that Standard as defined in the National Education Policy.

The school needs to intervene through the Islahi Taaleem (after school remedial program delivered by SPS teachers) to get all the children to the levels required for that Grade, and efforts should be directed to those children who are below Grade level learning.

Additional intervention is required to train teachers on pedagogy using innovative play-based, theme-centric classroom activities that bring fun in learning to the children and enhance the learning outcomes.

SPS Sample Description

Table 1: Number of children assessed by grade and sex.

Std	Boys	Girls	Total
I	67	36	103
II	55	33	88
III	35	21	56
IV	44	32	76
V	29	19	48
Total	230	141	371*

*Children present on the days of assessment.

Table 2: Number of children enrolled in different grades.

Std	Children by Std
I	120
II	92
III	61
IV	78
V	49
Total	400

Reading

Table 3: % Children by reading level and grade.

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	0	42	28	22	8	100
II	1	18	24	3	44	100
III	0	5	20	14	61	100
IV	0	4	1	11	84	100
V	0	0	0	8	92	100

The reading tool is progressive tool. How to read this table: Each row shows the variation in the children's reading levels within a given grade.. For example, among children in grade II 1.1% children even cannot read letter, 18.2% can read letters but not more, 23.9% can read word but not Std I level text or higher, 12.5% can read Std I level text but not Std II level text and 44.4% children can read Std II level text.

Reading Tool

राजू नाम का एक लड़का था।
उसकी एक बड़ी बहन व एक
छोटा भाई था। उसका भाई गाँव
के पास के विद्यालय में पढ़ने
जाता था। वह खूब मेहनत
करता था। उसकी बहन बहुत
अच्छी खिलाड़ी थी। उसे लंबी
दौड़ लगाना अच्छा लगता था।
वे तीनों रोज़ साथ-साथ
मौज-मस्ती करते थे।

हर रविवार नानी घर आती है।
हमारे लिए मिठाई लाती है।
मैं नानी के साथ सोता हूँ।
वह मुझे कहानी सुनाती है।

ह	च	ट	कुल	रोज़	बड़ा
ल	न		पानी	पूना	
फ	म	र	बलो	नही	
स	त		देर	कीज	

Table 4: % Children by reading level and sex.

Std	Not even letter		Letter		Word		Std I level text		Std II level text	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	0	0	46	33	27	31	19	28	8	8
II	2	0	27	3	25	21	11	15	35	61
III	0	0	9	0	29	5	11	19	51	76
IV	0	0	7	0	2	0	16	3	75	97
V	0	0	0	0	0	0	7	11	93	90

UP and India data as per ASER 2024 report is shown below in table 5 to 9 for reading and table 12 to 16 for arithmetic.

Table 5: % Children by reading level in grade I.

Learning Level	SPS	UP	India
Not even letter	0	30	32
Letter	42	42	39
Word	28	14	17
Std I level text	22	8	7
Std II level text	8	6	5
Total	100	100	100

SPS significantly ahead of UP and India, especially at the Letter and Std I text

Table 6: Children by reading level in grade II.

Learning Level	SPS	UP	India
Not even letter	1	12	15
Letter	18	31	32
Word	24	20	23
Std I level text	12	16	15
Std II level text	44	19	14
Total	100	100	100

SPS significantly ahead of UP and India, especially at the Letter and Std II text

Table 7: % Children by reading level in grade III.

Learning Level	SPS	UP	India
Not even letter	0	7	8
Letter	5	22	23
Word	20	18	22
Std I level text	14	19	20
Std II level text	61	34	27
Total	100	100	100

SPS significantly ahead of UP and India, especially at the Letter and Std II text

Table 8: % Children by reading level in grade IV.

Learning Level	SPS	UP	India
Not even letter	0	4	5
Letter	4	14	15
Word	1	1	18
Std I level text	11	20	22
Std II level text	84	49	40
Total	100	100	100

SPS significantly ahead of UP and India, especially at the Letter and Std II text

Table 9: % Children by reading level in grade V.

Learning Level	SPS	UP	India
Not even letter	0	4	4
Letter	0	11	12
Word	0	11	14
Std I level text	8	18	21
Std II level text	92	56	49
Total	100	100	100

SPS significantly ahead of UP and India, especially at the Letter and Std II text

Arithmetic

Table 10: grade.		Table 11: % Children arithmetic level by and sex.											
Std	Not even 1-9	Std	Not even number 1-9		Recognise number 1-9		Recognise number 11-99		Subtraction		Division		
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
I	0	I	0	0	33	42	67	58	0	0	0	0	
II	1	II	2	0	38	18	36	61	22	21	2	0	
III	0	III	0	0	17	10	40	24	43	67	0	0	
IV	0	IV	0	0	5	0	9	13	36	31	50	56	
V	0	V	0	0	0	0	17	0	38	37	45	63	

The arithmetic tool is progressive tool. How to read this table: Each row shows the variation in the children’s arithmetic levels within a given grade. Among children in grade II 1.1% children even cannot recognised 1-9 number, 30.7% can recognised 1-9 number but not more, 45.5% can recognised 11-99 number but not more, 51.8% can do subtraction but not division and 0.0% can do division.

Table 13: % % Children by arithmetic level in grade II.			
Learning Level	SPS	UP	India
Not even 1-9	1	8	11
Recognise number 1-9	31	33	34
Recognise number 11-99	46	35	37
Subtraction	22	17	14
Division	1	7	5
Total	100	100	100

SPS slightly ahead of UP and India. **This grade needs attention in Math**

Table 12: % Children by arithmetic level in grade II

de I.			
Learning Level	SPS	UP	India
Not even 1-9	0	24	26
Recognise number 1-9	36	42	40
Recognise number 11-99	64	26	27
Subtraction	0	7	5
Division	0	2	2
Total	100	100	100
SPS significantly ahead of UP and India, especially in recognizing numbers 11-99			
Table 14: % % Children by arithmetic level in grade III.			
Learning Level	SPS	UP	India
Not even 1-9	0	5	5
Recognise number 1-9	14	23	24
Recognise number 11-99	34	31	37
Subtraction	52	24	22
Division	0	16	11
Total	100	100	100
SPS ahead of UP and India, especially in subtraction			

Table 15: % % Children by arithmetic level in grade IV.			
Learning Level	SPS	UP	India
Not even 1-9	0	3	3
Recognise number 1-9	3	16	16
Recognise number 11-99	11	26	34
Subtraction	34	26	26
Division	53	29	22
Total	100	100	100
SPS ahead of UP and India, especially in subtraction and division			



Table 16: % Children by arithmetic level in grade V.

Learning Level	SPS	UP	India
Not even 1-9	0	2	2
Recognise number 1-9	0	11	12
Recognise number 11-99	10	24	30
Subtraction	38	23	25
Division	52	39	31
Total	100	100	100

SPS ahead of UP and India, especially in subtraction and division

Reading and comprehension in English

Table 17: % Children by reading level in English and grade.

Std	Not even capital letters	Capital letters	Small letters	Words	Sentences	Total
I	5	27	28	40	0	100
II	2	16	32	39	11	100
III	2	13	21	43	21	100
IV	0	1	5	33	61	100
V	0	0	4	29	67	100

Each row shows the variation in children's learning levels in English within a given grade. For example, among children in Std III, 1.8% cannot read even letters, 12.5% can read capital letters but not small letters or more, 21.4% can read small letters but not word or more, 42.9% can read words but not sentences and 21.4% can read sentences. For each grade, the total of these exclusive categories is 100%.

English Tool

Capital letter AJQ NE YRO Ask the child to recognise any 3 letters. At least 4 must be correct.	Small letter hpx um dgt Ask the child to recognise any 3 letters. At least 4 must be correct.
Word cat red sun new fan bus	Sentence What is the time? This is a large house. I like to read. She has many books.

Table 18: Of children who can read English at different levels, % who can comprehend by grade.

Std	Of those who can read words but not sentences, % who can tell their meaning	Of those who can read sentences, % who can tell their meaning
I	61	0
II	71	70
III	96	33
IV	76	67
V	64	66

Comprehension of word and sentences needs to become a focus of teaching pedagogy at SPS. Current Class III needs special attention.



Table 19: % Children by reading level in English and sex.

Std	Not even capital letter		Capital letter		Small letter		Words		Sentences	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	8	0	30	22	24	36	39	42	0	0
II	4	0	22	6	31	33	33	49	11	12
III	3	0	11	14	29	10	43	43	14	33
IV	0	0	2	0	7	3	32	34	59	63
V	0	0	0	0	7	0	38	16	55	84

UP and India data as per ASER 2022 report is shown below in table 21 to 25.

Table 20: Of those children who can read English at different levels, % who can comprehend by sex.

Std	Of those who can read words but not sentences, % who can tell their meaning		Of those who can read sentences, % who can tell their meaning	
	Boys	Girls	Boys	Girls
I	58	67	0	0
II	72	69	83	50
III	100	89	40	29
IV	71	82	77	55
V	55	100	50	81

Boys are ahead of the girls in comprehension

Table 21: % Children by reading level in English in grade I.

Learning Level	SPS	UP	India
Not even capital letters	5	47	48
Capital letters	27	23	20
Small letters	28	22	22
Words	40	6	8
Sentences	0	2	3
Total	100	100	100

SPS significantly ahead of UP and India

Table 22: % Children by reading level in English in grade II.			
Learning Level	SPS	UP	India
Not even capital letters	2	26	28
Capital letters	16	26	22
Small letters	32	32	31
Words	39	11	14
Sentences	11	6	6
Total	100	100	100
SPS significantly ahead of UP and India			

Table 23: % Children by reading level in English in grade III.			
Learning Level	SPS	UP	India
Not even capital letters	2	19	19
Capital letters	13	21	19
Small letters	21	35	33
Words	43	14	18
Sentences	21	11	11
Total	100	100	100
SPS significantly ahead of UP and India			

Table 24: % Children by reading level in English in grade IV.			
Learning Level	SPS	UP	India
Not even capital letters	0	13	13
Capital letters	1	18	15
Small letters	5	35	33
Words	33	18	22
Sentences	61	16	17
Total	100	100	100
SPS significantly ahead of UP and India			

Table 25: % Children by reading level in English in grade V.			
Learning Level	SPS	UP	India
Not even capital letters	0	11	9
Capital letters	0	15	13
Small letters	4	31	30
Words	29	20	24
Sentences	67	24	25
Total	100	100	100
SPS significantly ahead of UP and India			

Learning Outcomes

Note: The learning outcomes listed below are based on NCERT standards and children are assessed using the basic ASER tool; hence, child expected to achieve these outcomes at the end of the academic year. These outcomes are compared with basic ASER tool.

Hindi

Grade I: End of the grade, child should able to read, write and comprehend simple word, short paragraph and able to write simple words/sentences.

Grade II: End of the grade, child should able to read and comprehend short stories and able to write short text related to their personal life and his/her environment.

Grade III: End of the grade, child should able to read and comprehend short stories and able to write short text related to their personal life and his/her environment.

Grade IV: End of the grade, child should be able to discuss/ask questions about the themes, events, pictures, characters, titles etc. of the stories, give their opinions, give reasons for their views. Understand and discuss natural, social and other sensitive issues presented in various kinds of material (e.g. newspaper headlines, children's magazines etc). While being aware of the nuances of language such as pronunciation of words, pronouns, adjectives, gender and numbers etc. while writing for various purposes carefully use punctuation marks like, full stop, comma and question mark in written form. Use language creatively while writing stories, poems and other things using imagination.

Grade V: End of the grade, child should be able to discuss/ask questions/give independent comments/reasons/draw conclusions about the themes, events, pictures and characters, etc. of the read or heard works (Stories, poems etc based on humorous, adventure, social etc subjects. Express (verbally/written) on sensitive points presented in various materials (newspapers, children's literature, posters etc) for example, after reading the story. Identify the grammatical units of the language (such as *Kark-Chinh* verbs, tenses, antonyms, etc) and write while being mindful of them. Write using appropriate punctuation marks as per the purpose and context. Write stories, poems, letters etc using his/her imagination.

Arithmetic

Grade I: End of the grade, child should be able to recognise and write digits up to 9, addition and subtraction up to 9 and also recognises numbers up to 99. Observes, extends and creates patterns of shapes and numbers. For example, arrangement of shapes/ objects/ numbers, etc. Develops the concept of zero.

Grade II: End of the grade, child should be able to recognise and write numbers up to 99, addition and subtraction up to 99. Estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/ spoon/bucket etc.

Grade III: End of the grade, child should be able to recognise and write numbers up to 999, addition and subtraction up to 999. Estimates and measures length/distances and using standard units like centimetres or metres and identifies relationships.

Grade IV: End of the grade, child should be able to multiply 2 and 3 digit numbers – divide a number by another number using different methods like – pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication. Identify simple fractions and geometrical shape, length, weight read clock time and calculate time interval/ duration of familiar daily life events.

Grade V: End of the grade, child should be able to read and write number bigger than 1000 and perform four basic arithmetic operations on number beyond 1000. Divide four digit numbers by two digits, fractions and decimal. Angles, shapes, length, weight, volume, identify the pattern in triangular numbers and square number and collect data to relate to various daily situation and represent in tabular form and as bar graphs.

English

Grade I: End of the grade, child should be able to read, write and comprehend simple word.

Grade II: End of the grade, child should be able to read and comprehend short sentences and able to write simple sentences.

Grade III: End of the grade, child should be able to read and comprehend sentences. writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.

Grade IV: End of the grade, child should be able to recite poems, enact different roles in short skits, respond to simple instructions, announcement in English, responds verbally/in writing in English to

questions based on day-to-day life experiences, an article, story or poem heard or read. reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements. uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop. uses nouns, verbs, adjectives, and prepositions in speech and writing.

Grade V: End of the grade, child should be able to answer coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. uses synonyms such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context. identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs.

The outcomes above are extracted from “प्रारंभिक स्तर पर सीखने के प्रतिफल” by National Council of Educational Research and Training (NCERT) on 76 April 2017.



