

Kerala: Thrissur

ASER 2019 'Early Years' was conducted in one district in Kerala. The survey reached a total of 49 villages, 1,223 households, and 1,417 children in the age group 4 to 8. Sampled children's pre-school and school enrollment status was recorded. Children did a variety of cognitive, early language, and early numeracy tasks. Activities to assess children's social and emotional development were also undertaken. All tasks were done one-on-one with children in their homes. In the following pages, data is presented in three sub-sections:

- **Pre-school and school enrollment:** This section provides a snapshot of all children in the ASER 'Early Years' sample in terms of their pre-school and school enrollment status, separately by age and pre-school/school type.
- **Early learning tasks:** Ability levels and expectations of children in the pre-primary age group are very different than those for older children. This section presents data on cognitive skills, early language, and early numeracy ability for children age 4 and 5. It also provides data on children's ability to identify emotions as a key indicator of their social and emotional development.
- **Children in early primary grades:** This section presents data on children's performance by grade for children in Std I, II and III, in order to look at the progression of children's ability levels over the first three years of primary school.

Pre-school and school enrollment

Table 1: % Children age 4-8 enrolled in different types of pre-schools and schools 2019

| Age | Pre-school | | | School | | | Not enrolled | Total |
|-------|------------|------------------|-------------|--------|------|-------|--------------|-------|
| | Anganwadi | Govt pre-primary | Pvt LKG/UKG | Govt | Pvt | Other | | |
| Age 4 | 14.9 | 36.2 | 44.8 | 0.9 | 0.3 | 0.0 | 3.0 | 100 |
| Age 5 | 0.5 | 34.3 | 55.9 | 3.6 | 4.7 | 0.0 | 1.1 | 100 |
| Age 6 | 0.0 | 8.7 | 10.2 | 43.2 | 37.5 | 0.0 | 0.4 | 100 |
| Age 7 | 0.0 | 0.0 | 0.0 | 50.6 | 48.5 | 0.5 | 0.5 | 100 |
| Age 8 | 0.0 | 0.0 | 0.0 | 56.9 | 42.7 | 0.0 | 0.4 | 100 |

'Govt pre-primary' refers to pre-primary classes in government schools.
 'Other' includes children going to any other kind of school.
 'Not enrolled' includes children who never enrolled or have dropped out.

Table 2: Schooling status and age-grade distribution % Children age 4-8 by schooling status and grade 2019

| Age | Not enrolled | Pre-primary | Std I | Std II | Std III | Std IV and above | Total |
|-------|--------------|-------------|-------|--------|---------|------------------|-------|
| Age 4 | 3.0 | 95.5 | 1.5 | | | | 100 |
| Age 5 | 1.1 | 89.9 | 8.0 | 1.0 | | | 100 |
| Age 6 | 0.4 | 18.9 | 71.9 | 8.8 | 0.0 | | 100 |
| Age 7 | 0.5 | 0.0 | 17.9 | 70.5 | 11.1 | 0.2 | 100 |
| Age 8 | 0.4 | 0.0 | 1.1 | 22.8 | 65.7 | 9.9 | 100 |

'Pre-primary' includes children going to anganwadis, government pre-primary classes, and private LKG/UKG.
 This table shows the schooling status and grade distribution at each age. For example, of all 4-year-olds, 3% children are not enrolled anywhere, 95.5% children are in a pre-primary class, and 1.5% are in Std I or above.

Early learning tasks

Table 3: % Children age 4-5 who can correctly do cognitive, early language, and early numeracy tasks 2019

| Age | Cognitive | | | | | Early language | | Early numeracy | |
|-------|-----------|-------------------|-----------|---------------------|--------|---------------------|-------------------------|------------------|-------------------------------|
| | Sorting | Spatial awareness | Seriation | Pattern recognition | Puzzle | Picture description | Listening comprehension | Counting objects | Relative comparison (objects) |
| Age 4 | 89.4 | 45.7 | 45.5 | 56.5 | 51.4 | 65.2 | 29.6 | 28.1 | 52.2 |
| Age 5 | 97.7 | 59.3 | 52.7 | 58.5 | 73.2 | 81.5 | 45.2 | 51.5 | 78.3 |

This table shows the proportion of children who can correctly do cognitive, early language, and early numeracy tasks at each age. For example, of all 4-year-olds, 89.4% can do a sorting task, 45.7% can do a spatial awareness task, 45.5% can do a seriation task, and so on.

Table 4: % Children age 4-8 who can correctly identify emotions 2019

| Age | Happy | Sad | Angry | Afraid | All 4 emotions |
|-------|-------|------|-------|--------|----------------|
| Age 4 | 92.0 | 82.4 | 84.3 | 71.7 | 65.0 |
| Age 5 | 95.3 | 85.4 | 90.7 | 81.6 | 76.6 |
| Age 6 | 96.0 | 89.7 | 93.6 | 88.1 | 83.6 |
| Age 7 | 97.3 | 92.1 | 96.2 | 91.0 | 87.9 |
| Age 8 | 94.6 | 93.5 | 94.8 | 97.4 | 91.6 |

The ability to identify emotions is an important part of social and emotional development. In this task, the child is shown 4 face cards, each showing a different emotion. She is asked to point to the card that corresponds to each emotion. This table shows the proportion of children who can correctly identify each emotion and those who can correctly identify all 4 emotions.

Data is not presented where sample size is insufficient.



Children in Std I, II and III

Table 5: Enrollment status by grade and school type 2019

| Std | Govt | Pvt | Total |
|---------|------|------|-------|
| Std I | 49.1 | 50.9 | 100 |
| Std II | 50.9 | 49.1 | 100 |
| Std III | 63.3 | 36.7 | 100 |

This table shows the proportion of children enrolled in each grade by school type.

Table 6: Age-grade distribution % Children enrolled in each grade by age 2019

| Std | Age 4 and 5 | Age 6 | Age 7 | Age 8 | Total |
|---------|-------------|-------|-------|-------|-------|
| Std I | 8.0 | 71.7 | 19.1 | 1.2 | 100 |
| Std II | 1.7 | 8.0 | 69.2 | 21.1 | 100 |
| Std III | 0.0 | 0.0 | 15.1 | 84.9 | 100 |

This table shows the age distribution within each grade. For example, of all children enrolled in Std I, 8% children are 4 and 5 years old, 71.7% are 6, 19.1% are 7, and 1.2% are 8 years old.



Table 7: % Children who can correctly do cognitive and early language tasks by grade 2019

| Std | Cognitive | | | Early language |
|---------|-----------|---------------------|--------|-------------------------|
| | Seriation | Pattern recognition | Puzzle | Listening comprehension |
| Std I | 79.6 | 78.7 | 76.0 | 61.3 |
| Std II | 92.9 | 91.0 | 86.6 | 76.4 |
| Std III | 96.4 | 94.4 | 94.6 | 83.6 |

This table shows the proportion of children in each grade who can correctly do cognitive and early language tasks. For example, in Std I, 79.6% can do a seriation task, 78.7% can do a pattern recognition task, and so on.

Table 8: Distribution of children's reading ability within each grade 2019

| Std | Not even letter | Letter | Word | Std I level text | Total | Of those who can read a Std I level text, % children who can answer both comprehension questions |
|---------|-----------------|--------|------|------------------|-------|--|
| Std I | 6.9 | 35.2 | 45.2 | 12.7 | 100 | |
| Std II | 4.6 | 11.1 | 29.5 | 54.8 | 100 | 90.0 |
| Std III | 1.2 | 7.4 | 17.9 | 73.6 | 100 | 93.4 |

Early language tasks are progressive. Each row shows the distribution of children's reading ability within each grade. For example, among children in Std I, 6.9% children cannot even read letters, 35.2% can read letters but not words or higher, 45.2% can read words but not a Std I level text or higher, and 12.7% can read a Std I level text or more.



Table 9: Distribution of children's ability to recognize numbers within each grade 2019

| Std | Not even 1-9 | Number recognition (1-9) | Number recognition (11-99) | Total |
|---------|--------------|--------------------------|----------------------------|-------|
| Std I | 2.1 | 18.7 | 79.3 | 100 |
| Std II | 1.0 | 4.9 | 94.2 | 100 |
| Std III | 1.1 | 2.1 | 96.8 | 100 |

Early numeracy tasks are progressive. Each row shows the distribution of children's ability to recognize numbers within each grade. For example, among children in Std I, 2.1% children cannot even recognize numbers up to 9, 18.7% children can recognize numbers up to 9 but cannot recognize numbers up to 99, and 79.3% can recognize numbers up to 99.

Table 10: % Children who can correctly do 1-digit and 2-digit numeracy tasks by grade 2019

| Std | 1-digit | | | | | 2-digit | | |
|---------|----------------------------|-------------------------------|---------------------------|------------------|---------------------|-----------------------------|------------------|---------------------|
| | Oral word problem addition | Oral word problem subtraction | Relative comparison (1-9) | Numeric addition | Numeric subtraction | Relative comparison (11-99) | Numeric addition | Numeric subtraction |
| Std I | 43.6 | 46.0 | 77.3 | 62.9 | 56.2 | 49.9 | 3.8 | 1.4 |
| Std II | 64.7 | 62.1 | 93.3 | 86.0 | 73.5 | 77.5 | 35.5 | 16.2 |
| Std III | 73.8 | 72.5 | 95.7 | 93.5 | 81.1 | 86.9 | 67.1 | 33.3 |

Each row shows the variation in children's ability to do 1-digit and 2-digit numeracy tasks within a grade. For example, among children in Std I, 43.6% can do a 1-digit oral word addition problem, 46% can do a 1-digit oral word subtraction problem, 77.3% can do a 1-digit relative comparison task, and so on.

Data is not presented where sample size is insufficient.