Tripura: South District

ASER 2019 'Early Years' was conducted in one district in Tripura. The survey reached a total of 60 villages, 1,202 households, and 1,257 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 enrol-led	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt		
Age 4	65.4	4.8	29.0	0.0	0.8	0.0	100
Age 5	54.9	1.8	40.5	0.7	2.1	0.0	100
Age 6	31.9	2.2	28.5	31.2	5.7	0.5	100
Age 7	3.4	0.7	7.8	79.2	8.5	0.4	100
Age 8	0.0	1.9	6.5	82.8	8.8	0.0	100

'Govt pre-primary' refers to pre-primary classes in government schools.
'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 enrol-led	Pre-primary	Std I	Std II	Std III	Std IV and above	Total
Age 4	0.0	79.5	17.0	3.5			100
Age 5	0.0	71.9	20.1	8.0	0.0		100
Age 6	0.4	55.3	37.7	6.6	0.0		100
Age 7	0.4	11.6	60.8	25.2	2.1		100
Age 8	0.0	8.3	7.5	61.8	22.3	0.0	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, 79.5% children are in a pre-primary class, 17% are in Std I, and 3.5% in Std II 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	74.3	72.6	58.6	38.4	48.0	71.6	11.7	59.8	56.4
Age 5	87.4	79.7	70.8	56.9	63.9	82.5	22.1	76.7	69.6

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, 74.3% can do a sorting task, 72.6% can do a spatial awareness task, 58.6% 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	58.9	47.7	49.3	45.5	26.5
Age 5	72.2	62.0	58.3	58.1	37.5
Age 6	79.5	66.1	70.1	69.3	50.9
Age 7	83.4	72.0	74.6	81.8	61.5
Age 8	88.5	77.3	84.3	87.4	71.4

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.

Tripura: South District

Children in Std I, II and III

Table 5: Enrollment status by grade and school type 2019

Std	Govt	Pvt	Total
Std l	88.3	11.7	100
Std ll	87.9	12.2	100
Std lll			

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 l	1.6	31.6	59.8	7.0	100
Std ll	1.3	2.3	28.0	68.4	100
Std lll					

This table shows the age distribution within each grade. For example, of all children enrolled in Std I, 1.6% children are 4 and 5 years old, 31.6% are 6, 59.8% are 7, and 7% 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 l	85.6	73.3	66.7	59.7
Std ll	88.4	79.4	82.2	69.0
Std lll				

This table shows the proportion of children in each grade who can correctly do cognitive and early language tasks. For example, in Std I, 85.6% can do a seriation task, 73.3% 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 l	21.2	26.1	19.0	33.8	100	
Std ll	15.6	20.3	15.6	48.5	100	87.6
Std lll						

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, 21.2% children cannot even read letters, 26.1% can read letters but not words or higher, 19% can read words but not a Std I level text or higher, and 33.8% 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 l	27.9	37.3	34.9	100
Std ll	13.0	26.5	60.5	100
Std lll				

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, 27.9% children cannot even recognize numbers up to 9, 37.3% children can recognize numbers up to 9 but cannot recognize numbers up to 99, and 34.9% 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 l	49.5	44.9	58.7	62.9	54.5	30.5	15.4	9.4
Std ll	58.4	53.9	78.2	76.7	71.2	50.7	37.6	26.0
Std lll								

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, 49.5% can do a 1-digit oral word addition problem, 44.9% can do a 1-digit oral word subtraction problem, 58.7% can do a 1-digit relative comparison task, and so on.

Data is not presented where sample size is insufficient.