

Understanding Kerala As A Knowledge Society: Critical Factors And Influences

Salahudheen. P.M.¹, Dr. R Muthu²

¹ Research Scholar(Part-time)Department of History, Annamalai University,Chidambaram Tamilnadu , Mail id:

salahupoonkavanam@gmail.com

²Assistant Professor, Department of History, MV Muthiah Government Arts College for Women, Dindigul, Tamilnadu, Mail id:

saranmuthu79@gmail.com

Citation: Salahudheen. P.M. et.al (2024). Understanding Kerala As A Knowledge Society: Critical Factors And Influences, *Educational Administration: Theory and Practice*, 30(3) 3457-3465

Doi: 10.53555/kuey.v30i3.10580

ARTICLE INFO

ABSTRACT

Kerala's evolution into a knowledge society is the result of a sustained historical, cultural, and socio-political transformation rooted in the state's commitment to inclusive education. This paper explores the critical factors that shaped Kerala's knowledge-centric development, including missionary initiatives, community-led reform movements, policy interventions, and modern educational planning. The study highlights how education has served as a key driver in empowering marginalized communities, dismantling caste-based disparities, and fostering social mobility. Using a historical-analytical methodology, the research examines archival data, government policies, and statistical reports to trace Kerala's literacy growth, expansion of higher education institutions, and migration trends. The work also analyses the cultural implications of globalization and the increasing preference for overseas education among Kerala's youth. It concludes that Kerala's prioritization of universal education reinforced by both state policies and community participation has been instrumental in positioning the state as a leading knowledge society in India, despite emerging challenges related to brain drain and cultural transition.

KEYWORDS: Cultural Assimilation, Disappearance of Traditional Employment, Migration Trend, Cultural Gap, Modernity, Commercialization

INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to economic growth, social justice and equality, scientific advancement, national integration and cultural preservation; and for India's continued ascent, progress, and leadership on the global stage. NEP (2020)

Kerala is a narrow strip of land lying between the Arabian Sea and the Western Ghats in the southernmost part of the Indian Sub-continent. The Western Ghats protect Kerala like a natural fort and have shielded the land from external onslaughts since ancient times. The Ghats are located at an elevation of five thousand feet from the sea level. The Arabian Sea is the next crucial geographical factor influencing Kerala's historical transformation through ages. A noteworthy physical feature of Kerala is the existence of a long coastline which has been attracting Europeans and other alien traders to this land from very early days. The influx of Europeans has brought about tremendous developments in the socio-cultural life of Kerala. Prior to the arrival of Europeans, Kerala remained as a traditional, stagnant society with its feudal and caste-based entity. The education was limited to the upper castes who were insignificant in number. This deplorable condition was beginning to improve after the implementation of modern education by the Europeans. The two situations prevailed in Kerala is noteworthy i.e. education was not accessible to the lower castes among the Hindu community where as only religious education was preferred by the Muslim community.

The emergence of knowledge societies, however, is not a spontaneous event but a gradual process in which societies acquire new traits and features. Knowledge has become more fundamental and strategic for most spheres of life and it is modifying, or even replacing the factors that have been constitutive of social action Stehr (2001). Before 2020 students of Kerala went to various states of India like Karnataka, Tamilnadu, Delhi and the city of Hyderabad for higher studies. But the current statistical data shows a steady increase in the number of students going abroad for their higher education. Kerala experiences the shortages of skilled labours as a

significant number of students prefer market-oriented courses in European Universities which make them to copy western cultures.

RESEARCH METHODOLOGY

This study adopts a historical and analytical research approach, utilizing both primary and secondary data sources to examine Kerala's emergence as a knowledge society. Data collection involved historical, descriptive, analytical, and comparative methods. Primary data was drawn from official government records, archival materials, Education Commission report and key policy documents, including the Kerala Education Bill (1958), various Five-Year Plans, and reports from the Kerala State Literacy Mission and Kerala Migration Surveys. These sources offer crucial insights into policy directions, literacy campaigns, and socio-political transformations that influenced the educational framework in the state. Additionally, first-hand inputs were obtained through the researcher's direct participation in education conferences, policy forums, and programmes organized by governmental and non-governmental bodies, allowing for expert opinions and insights from key stakeholders. Secondary data comprised academic books, peer-reviewed journals, statistical reports, and studies published by reputable institutions like the Ministry of Education (formerly MHRD), the Kerala State Planning Board, and UNESCO. These resources provided scholarly analysis, comparative trends, and contextual understanding of issues such as literacy, enrolment, Gross Enrolment Ratio (GER), and educational equity. Together, these diverse data sources support a comprehensive analysis of the social, cultural, and institutional factors that contributed to Kerala's transformation into a model knowledge society.

Content

Education is the first and foremost influential factor in the transformation of socio- economic condition of nation in large and particularly in the moulding of character of persons. It is widely accepted fact that providing education is the better way to empower the marginalized section of society. By the realisation of this fact, the makers of the constitution taken extreme care to provide education to all the citizens of India. Education is considered as the fundamental rights of every citizen as Article 21-A. According to Indian constitution under 86th amendment act 2002 there is right to free and compulsory education up to 6- 14 years of age. Article 45 of the constitution of India states that the state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years. Assimilating the spirit of the constitution when the five-year plans were introduced education was considered as a thrust area in the development of the nation. The first five-year plan envisaged to provide educational facilities to at least 60% of children of the school going age within the age group of 6 -14. Among the states of India, the credit goes to the state of Kerala in undertaking the task of mass education to all sections of society envisaged in the Indian constitution. So this study focus upon various factors that contributed to the development of education in Kerala there by transforming Kerala in to a knowledge society.

1. Missionary Works

The foundations of modern Western education in Kerala were laid by missionaries who accompanied European colonial expeditions. Their efforts played a transformative role in reshaping Kerala's traditional society. Early initiatives by the London Missionary Society (LMS), Church Missionary Society (CMS), and Basel Evangelical Mission (BEM) led to the establishment of schools initially attached to monasteries, which eventually evolved into colleges. Rev. William Thobias founded the first English school in Travancore, while Rev. Charles Mead also contributed to setting up schools in the region. The CMS Collegiate School was established in 1821 within the seminary at Kottayam. In 1818, Rev. J. Dasen set up a school at Mattanchery. The Basel Evangelical Mission founded schools at Thalassery; and Calicut, which was later upgraded Malabar Christian College in 1907, and the school at Thalassery later became Brennen College. Another institution, known as the "Rate School" launched in 1866, eventually grew into Victoria College Palakkad.

These missionary-led institutions introduced progressive ideas such as co-education, women's education, and universal access to schooling. They incorporated scientific, technical, and industrial knowledge into their curricula. Through this modern education, students were introduced to political concepts like liberty, equality, fraternity, and popular sovereignty, which broadened their perspectives and encouraged reform in traditional social structures. The missionaries thus advanced the vision of Joseph Fenn, who believed that "Christian children should not grow in ignorance," ensuring that education reached all segments of society (Ebnezer, 2005).

In addition to educational reform, missionary institutions significantly contributed to the development of Malayalam literature and journalism. The establishment of printing presses particularly the CMS Press in Kottayam enabled the production of books, periodicals, and newspapers in the Malayalam language. This not only promoted vernacular literature but also helped disseminate modern ideas. The first Malayalam newspaper, *Rajyasamacharam* (1847), was a missionary contribution. Other notable publications included *Paschimodayam* (1847), *Jnananikshepam* (1848), *Vidyasamgraham* (1864), *Keralopakari* (1874), *Satyanadakahalam* (1876), and *Nasrani Deepika* (1887). These periodicals became vital instruments for spreading political awareness and advocating social reform.

2. Community Endeavours

Based on the foundation laid in the latter half of the 19th century by the missionaries, further advances took place in the first half of the 20th century, resulting in a marked rise in the level of literacy and number of formal schools. This was in tandem with and a by-product of the social transformation that was taking place all over Kerala., reform movements, especially among the Ezhavas and the down trodden classes, the awakening of a nationalist consciousness and advances in the mobilisation of the working class and the peasantry combined to bring education to the fore of the agenda. Apart from Ezhavas and the down trodden classes, reform movements appeared in all major communities of Kerala viz Nair, Namboothiri's, Muslims and Christian. Reform movements among the Ezhavas community was taken place under the organisation SNDP Yogam, NSS was instrumental in the reform movement among the Nair community. Yoga Kshema Sabha laid the reformation endeavour among the Namboothiri community, Kerala Muslim Aikya Sangham was the pioneering reform organisation among the Muslim community, and Kerala Pulaya Mahasabha was leading community reform organisations among the depressed communities. The common features of all these organisations are the emphasis of providing education to the members of their community which led to the establishment of large numbers of educational institutions in various places of Kerala. The education system in Kerala had by this time assumed a pattern in which the majority of educational institutions were run by non-governmental agencies, generally described as private, aided and un aided. They were the result of the drive for education initiated in the 19th century by missionaries, various denominational bodies, community reform organisation and individuals.

3. Legislative Interventions

The first government of Kerala formed under the leadership of E M S Namboothirippad introduced the Kerala education Bill in 1958. It contained many revolutionary provisions like free and compulsory education to the children up to the age of 14. The Bill made it the obligation of guardian to send the children to schools. The encouragement given by the government for private public participation lead to the establishment of schools under privet management. In 1998, the Kerala government decided to delink the Pre- Degree course from the Universities and made it a part of School Education. It led to the increase of enrolment ratio in the higher secondary level. Another qualitative reform introduced in the field of primary education was the District Primary Education Programme (DPEP) in 1993. Various Universities were established specialized on different branches of knowledge like Cochin University of Science and Technology in 1971 on the model of Massachusetts institute of Technology, USA, Kerala Agricultural University in 1971, Kerala veterinary and Animal Sciences University in 2010, Kerala University of Fisheries and Ocean Studies in 2010, Kerala Health University in 2010, APJ Abdul Kalam Technological University in 2010, Kerala Digital University in 2020, NIT Calicut in 2002, IIT Palakkad in 2015 and IIM Kozhikode in 1996.

4. Educational Legislations of CH Muhammed Koya

CH Muhammed Koya a revered political figure in Kerala, held several key positions including Chief Minister, Deputy Chief Minister, Speaker, Minister of Education, and Member of the Lok Sabha. A visionary and intellectual, he believed education was the most powerful tool for social empowerment. He played a crucial role in establishing the University of Calicut and Cochin University of Science and Technology (CUSAT), drawing inspiration from the Massachusetts Institute of Technology during his U.S. visit. His legislative contributions included University Acts, the direct government payment system for private college lecturers, creation of an Appellate Tribunal for teacher grievances. He also championed a trilingual policy to improve students' communication skills for better employment opportunities.

During his four terms as Education Minister, CH spearheaded transformative reforms. He expanded access by opening numerous primary and secondary schools and conducted a landmark school survey to address regional disparities. He pushed for reservation policies to uplift marginalized communities and ensured the protection of all community rights. He initiated discussions on grading systems and internal marks and established the Bhasha Institute to promote translations in Malayalam. He also introduced free high school education making Kerala the first state in India to implement this constitutional vision and launched scholarships for minority girls to support their continued education.

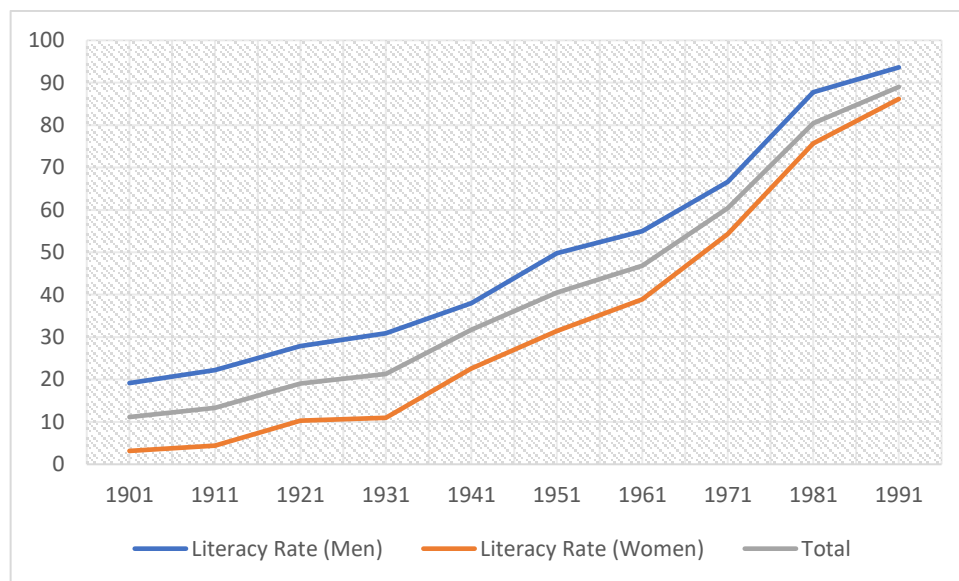
5. Total literacy mission

Kerala's impressive rise in literacy from 11.14% in 1901 to 89.01% in 1991 can be attributed to a combination of early social reform, progressive government policies, and effective grassroots initiatives. Christian missionaries and reformers like Sree Narayana Guru laid the foundation by promoting education among the lower castes and women. Post-independence, the state prioritized free and compulsory education, significantly boosting school enrolment. Landmark programmes such as the *Total Literacy Campaign* launched in 1990 by the Kerala State Literacy Mission, starting with Ernakulam district, played a pivotal role in adult and functional literacy. The *People's Plan Campaign* (1996) further decentralized education planning, while later initiatives like the *Akshaya* project combined digital and conventional literacy. Special efforts to include women and marginalized groups helped narrow the gender gap over time (Ramachandran, 1996; Government of Kerala, 2006; Dreze & Sen, 1995).

Table 1 *Growth of Literacy in Kerala*

Year	Literacy Rate (Men)	Literacy Rate (Women)	Total
1901	19.15	3.15	11.14
1911	22.25	4.43	13.31
1921	27.88	10.26	19.02
1931	30.89	11.00	21.34
1941	38.01	22.6	31.7
1951	49.79	31.41	40.47
1961	54.97	38.90	46.85
1971	66.62	54.31	60.42
1981	87.74	75.65	80.42
1991	93.62	86.17	89.01

The table 1 shows a steady rise in literacy rates in Kerala from 1901 to 1991. Male and female literacy improved significantly, with total literacy increasing from 11.14% in 1901 to 89.01% in 1991. The gender gap also narrowed over time.

Figure 1 *Growth of Literacy in Kerala*

6. Foreign remittance

Foreign remittances have significantly contributed to the advancement of education in Kerala, particularly through the rise of self-financing schools and professional colleges. The steady inflow of money from Keralites working abroad, especially in the Gulf countries, boosted household incomes and enabled families to prioritize spending on quality education. This growing demand encouraged private individuals, religious groups, and charitable trusts to establish self-financing institutions, including engineering, medical, paramedical, law, architecture and management colleges, often funded by remittance-based capital. As a result, the state witnessed a rapid expansion of educational infrastructure beyond the public sector, offering greater access to higher education even in rural and semi-urban regions.

7. Technological integration and innovation

Technological integration has significantly reshaped the educational landscape of Kerala, especially within self-financing institutions. Bolstered by increased financial resources from foreign remittances, many schools and colleges have upgraded their infrastructure with digital classrooms, e-learning platforms, and state-of-the-art laboratories. Self-financing professional colleges, in particular, have adopted innovations such as smart boards, virtual labs, and industry-relevant software to enhance both teaching quality and student engagement. These advancements have narrowed the gap between local and global educational standards, equipping students with essential technological skills to thrive in a competitive job market.

8. Community and parental involvement

The Parent-Teacher Association (PTA) plays a significant role in enhancing both the administrative and academic functioning of schools and colleges in Kerala by fostering strong cooperation between parents, teachers, and school authorities. It provides a platform for open dialogue, helping to address issues related to teaching quality, student performance, and institutional policies. PTAs actively support the development of infrastructure, organize academic enrichment programs, and promote extracurricular activities that contribute

to holistic student growth. They also help track student progress, encourage inclusive practices, and advocate for a safe, disciplined learning environment. By participating in decision-making bodies and contributing to school improvement plans, PTAs ensure transparency, accountability, and active community involvement, ultimately strengthening the overall quality of education.

Highlights of Kerala’s Educational success

1. Student enrolment in schools and colleges

The structure of enrolment in Kerala from 1960–61 to 1996–97 reflects a significant transformation in the distribution of students across various educational levels primary, secondary, and technical or professional. Initially, the system was dominated by primary education, highlighting efforts to achieve universal literacy. Over time, a marked increase in secondary and technical or professional enrolment indicates improved educational access, retention, and a growing emphasis on higher and skill-based learning. This evolution underscores Kerala’s progress toward a more balanced and advanced educational framework (Government of Kerala, *Statistics for Planning*, various issues; Dreze & Sen, 1995).

Table 2 Structure of Enrolment in Kerala (1960–61 to 1996–97)

Level / Year	1960-61	1965-66	1970-71	1975-76	1981-82	1985-86	1996-97
Primary	88.7	82.8	82.7	80.1	72.9	72.6	66.90
Secondary	10.0	14.4	14.7	16.6	22.2	22.3	27.30
Professional&Tech	1.3	2.8	2.6	3.3	4.9	5.1	5.80
Total	100	100	100	100	100	100	100

Table 3 shows a clear shift in the structure of enrolment in Kerala from 1960–61 to 1996–97, with the share of primary enrolment declining from 88.7% to 66.9%, while secondary education rose from 10.0% to 27.3%, and technical/professional education from 1.3% to 5.8%. This trend reflects Kerala’s educational progress, with more students advancing to higher levels, indicating improved access, retention, and a growing focus on vocational and skill-based learning.

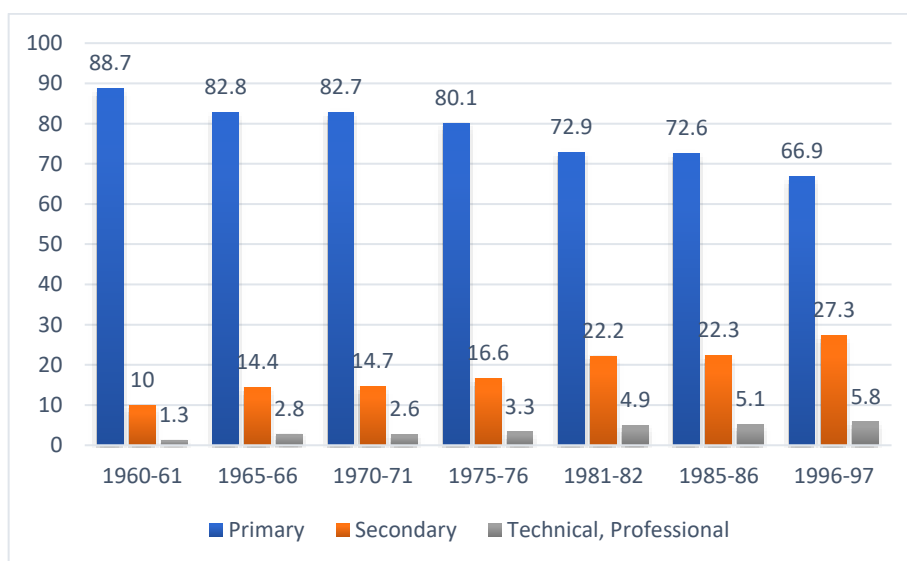


Figure 2 Structure of Enrolment in Kerala (1960–61 to 1996–97)

The Gross Enrolment Ratio (GER) is a key indicator used to measure the percentage of individuals enrolled in a particular level of education most often higher education relative to the total population within the official age group for that level, regardless of the students’ actual age. In Kerala, during the year 2011–12, GER for the age group 18–23 revealed significant caste-wise disparities. The general category recorded the highest GER at 33.1%, indicating greater access to higher education, while Scheduled Castes (17.89%), Scheduled Tribes (14.35%), and Other Backward Classes (13.79%) showed comparatively lower participation. The state’s overall GER was 21.91%, underlining both the expansion of higher education and the continuing inequalities in enrolment among various social categories. This metric is vital for evaluating inclusivity and identifying gaps in the educational landscape.

2. GER in Kerala and Caste representations

Kerala has one of the highest Gross Enrolment Ratios (GER) in India, showing strong access to education across all levels. While marginalized communities like SCs, STs, and OBCs have seen improved enrolment due to reservation policies and scholarships, gaps still remain especially in higher and professional education. High

costs in self-financing colleges often limit access for these groups, despite government support. Ongoing efforts aim to bridge these caste-based disparities through inclusive policies and targeted educational support.

Table 3 Caste- Wise details of GER in Kerala 2011-12 (3)

	SC	ST	OBC	GENERAL	TOTAL
Population in the age group 18-23(in lakh)	2.85	0.46	15.66	12.7	31.67
Gross enrolment (in lakh)	0.51	0.066	2.16	4.204	6.94
GER (%)	17.89	14.35	13.79	33.1	21.91

Table 3 indicates the 2011–12 GER data for Kerala shows clear disparities in higher education access among caste groups. The general category had the highest enrolment at 33.1%, while SC (17.89%), ST (14.35%), and OBC (13.79%) lagged behind the state average of 21.91%. This indicates unequal access and highlights the need for inclusive education policies.

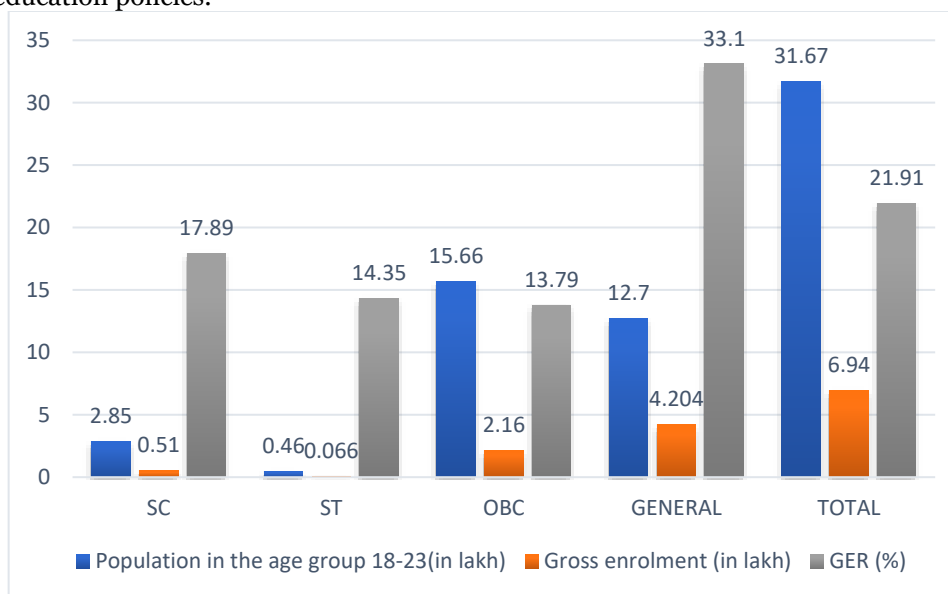


Figure 3 Caste- Wise details of GER in Kerala 2011-12 (3)

3. Enrolment of Girls in the Higher Education System

The past few years witnessed several changes in educational efforts and policies with a view to providing adequate facilities for higher education. As more colleges were set up, more seats were sanctioned, new courses were started, correspondence courses and private registration were introduced, and so on. The increase in the enrolment of students in the arts and science colleges alone give a clear indication of the rapid growth and expansion of higher education in the state. In 1964-65, the total enrolment of students for pre-degree, degree and postgraduate degree courses in the then existing 28 arts and science colleges was a mere 22,265. This went up to 2.82 lakh in 174 colleges in 1982-83, and further, to 3.54 lakh in 206 colleges in 1996-97. About 59% of the total enrolment is at the pre-degree level. An analysis of the enrolment of students in the higher education system in Kerala during 1995-96 shows that in most courses enrolment of girls is higher than that of boys. However, more boys are enrolled in professional/technical courses. The details, as given in Table 3.15, are revealing.

Table 4 Enrolment of Girls in the Higher Education System in Kerala

Course	Total Enrolment	Enrolment of Girls	Percentage of Girls
Pre-degree	2,07,850	1,12,254	54%
B.Ed	3,668	2,828	77%
B.A	58,453	37,539	64%
B.Sc	58,695	37,115	63%
B.Com	16,865	8,770	52%
M.B.B.S	3,367	1,259	37%
B.E./B.Tech	13,110	3,120	24%
M.Sc	3,738	2,586	69%
M.A	6,301	4,004	64%
M.Com	1,221	681	56%
Ph.D./D.Sc	1,526	678	44%

Source: Educational Statistics MHRD 1996, Government of India

Table 4 indicates girls show high enrolment in arts and education courses in Kerala, with over 60% in B.A, M.A, B.Ed, and M.Sc. However, their presence is much lower in professional courses like MBBS (37%) and B.Tech (24%), highlighting a gender gap in technical education.

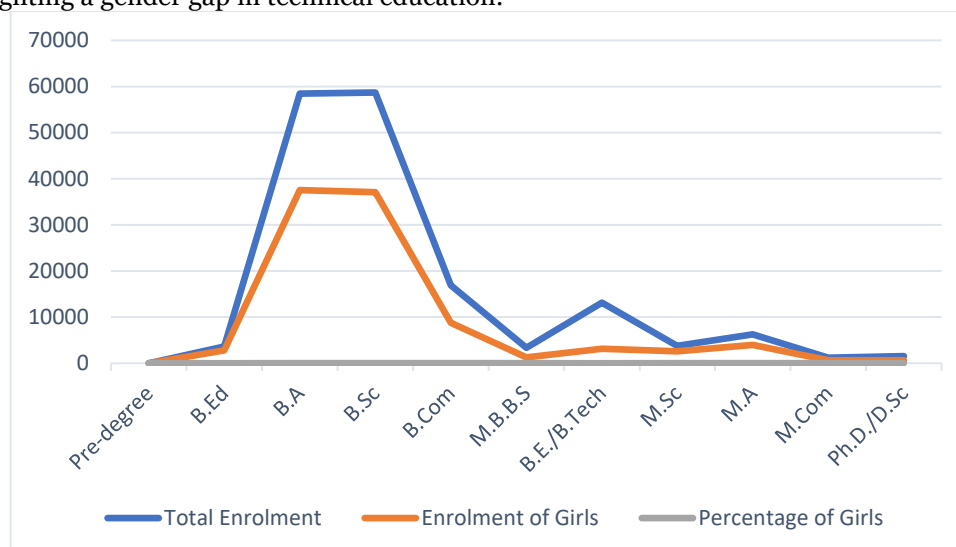


Figure 4 Enrolment of Girls in the Higher Education System in Kerala

DISCUSSION ON FINDINGS

The analysis of Kerala's transformation into a knowledge society reveals a confluence of historical, cultural, and policy-driven factors that collectively shaped the state's educational landscape. Both primary and secondary data sources have been instrumental in establishing the trajectory and critical influences on Kerala's education model.

1. Role of Primary Data

Primary data sources such as government records, archival materials, policy documents like the Kerala Education Bill (1958), and field-level inputs from policy forums and conferences offer direct insights into Kerala's systematic planning and commitment to inclusive education. For example, the Kerala State Literacy Mission's initiatives and the People's Plan Campaign (1996) illustrate grassroots engagement with decentralised education planning. The Total Literacy Campaign (1990) in Ernakulam is a landmark example of Kerala's success in adult education and literacy outreach.

Data from Kerala Migration Surveys (2023) and Higher Education Commission Reports (2022) provide evidence of ongoing transformations, such as increasing overseas education trends and brain drain, which suggest a shift in aspirations and cultural identity among Kerala's youth.

2. Use of Secondary Data

Secondary data including reports by the Ministry of Education, studies by economists like Dreze & Sen (1995), and work by scholars such as Ramachandran (1996) support a deeper contextual understanding of Kerala's socio-educational reforms. These sources help trace historical literacy trends, gender equity in enrolment, and caste-wise disparities in higher education participation.

Literacy rates from 1901 to 1991, supported by historical census data, illustrate a remarkable literacy rise from 11.14% to 89.01%, reflecting both male and female gains. Similarly, the Gross Enrolment Ratio (GER) breakdown in Table 4 clearly shows underrepresentation of SC, ST, and OBC groups in higher education, pointing toward areas requiring continued affirmative intervention.

Historical records show that Christian missionaries and community reform organizations like SNDP Yogam, NSS, and the Muslim Educational Society played a key role in promoting education among marginalized communities in Kerala. The widespread presence of aided institutions under Christian and Hindu management, and unaided ones under Muslim management, reflects the long-term impact of these early efforts. Education has long been a top priority for Kerala families, supported by government-run institutions that follow reservation policies and reduce the financial burden on families. These factors have made education widely accessible, especially to lower castes and socially disadvantaged groups, driving Kerala's educational progress.

Expansion and Challenges in Higher Education

The structure of enrolment (Table 3) and the enrolment of girls (Table 5) demonstrate Kerala's shift from primary-centric education toward increased participation in secondary, professional, and higher education.

The progressive increase in girls' enrolment across various courses marks a significant step toward gender equity, although technical fields remain male-dominated.

However, challenges remain. The findings highlight issues of educational quality, infrastructural gaps, and political influence in college expansion, which undermine Kerala's academic standards. While quantity has improved, the qualitative aspect of education in terms of faculty competence, research output, and employability lags behind. Kerala's emergence as a knowledge society is grounded in a complex interplay of historical legacies, community-driven reform, and state-supported educational expansion. Primary data validate the effectiveness of specific policies and initiatives, while secondary data contextualize their broader socio-economic implications. Nevertheless, persistent challenges like caste-based disparities, quality concerns, and brain drain—necessitate policy recalibration to sustain Kerala's position as a model knowledge society in India.

CONCLUSIONS

Kerala's evolution into a knowledge society is a testament to its unique blend of historical consciousness, social reform, and progressive educational policy. Rooted in early missionary efforts and amplified by dynamic community reform movements across various religious and caste groups, Kerala's educational trajectory reflects an inclusive and socially responsive model. The prioritization of universal education through constitutional mandates, state-led initiatives like the Total Literacy Campaign and decentralization efforts such as the People's Plan Campaign, positioned Kerala at the forefront of literacy and educational access in India. The rise in literacy from 11.14% in 1901 to 89.01% in 1991, along with increased enrolment at secondary and tertiary levels, illustrates both policy effectiveness and societal commitment. Kerala's achievements are further underscored by significant improvements in female literacy and enrolment, which contributed to narrowing gender disparities in education. Additionally, the role of aided institutions managed by religious and community organizations was instrumental in democratizing educational opportunities across social strata. However, the study also exposes persistent challenges that threaten to erode these gains. These include caste-wise disparities in access to higher education, infrastructural inadequacies in colleges, declining academic standards, and an increasing trend of brain drain driven by aspirations for global mobility. The GER figures reveal a troubling underrepresentation of SC, ST, and OBC populations in higher education, suggesting that access alone does not ensure equity.

Therefore, while Kerala's knowledge society stands as a model for other Indian states, its continued success depends on addressing qualitative gaps in education, reinforcing inclusive policies, and recalibrating higher education to meet global standards without compromising local relevance. Strategic investments in faculty development, research infrastructure, and student support systems, combined with affirmative action, will be essential to sustain Kerala's status as a vibrant and equitable knowledge society in the years ahead.

REFERENCES

1. Centre for Development Studies (CDS). (2023). *Kerala Migration Survey Report*. Thiruvananthapuram: CDS & World Bank.
2. Department of Higher Education – Higher education commission Report -2022, P.23
3. Dreze, J., & Sen, A. (1995). *India: Economic development and social opportunity*. Oxford University Press.
4. Ebnezer, S. (2005). *The role of Christian missionaries in shaping Kerala's modern education system*
5. Government of India. (1996). *Selected educational statistics 1996*. Ministry of Human Resource Development.
6. Government of Kerala. (2006). *Kerala State Literacy Mission: Annual report*. Thiruvananthapuram: Department of Education.
7. Jeffrey, R. (2004). *Politics, women and well-being: How Kerala became 'a model'*. Oxford University Press.
8. Kerala Sastra Sahitya Parishad. (1999). *Report of the Kerala Education Commission*. Trivandrum: KSSP.
9. Kumar, K. (1991). Political agenda of education: A study of colonialist and nationalist ideas. *Sage Publications India*.
10. Kumar, T. P. (2005). *Social reform movements in Kerala: A historical perspective*. Kerala Historical Society.
11. Kurien, C. T. (2000). *Global capitalism and the Indian economy*. Orient Longman.
12. Mathew, E. T. (1999). *Employment and unemployment in Kerala: Some neglected aspects*. Sage Publications.
13. Ministry of Education. (2021). *All India Survey on Higher Education (AISHE), 2020-21*. Government of India. <http://aishe.nic.in/>
14. Planning Commission. (2002). *Tenth Five Year Plan (2002–2007)*. Government of India.
15. Ramachandran, V. (1996). Education and the women's movement in Kerala. *Centre for Women's Development Studies*.

16. Ramachandran, V. (1996). *Education and the Women's Movement in Kerala*. Centre for Women's Development Studies.
17. Report of Kerala Migration Survey 2023
18. Tilak, J. B. G. (2001). Equity in higher education: India. In Zajda, J. (Ed.), *Education and social justice* (pp. 161–185). Springer.
19. UNESCO Institute for Statistics. (2022). *Global education monitoring report 2022: Inclusion and education – All means all*. <https://www.unesco.org/gem-report/>
20. United Nations Development Programme (UNDP). (2020). *Human Development Report: The Next Frontier—Human Development and the Anthropocene*. <https://hdr.undp.org/>
21. Varghese, N. V. (2006). *Growth and expansion of private higher education in Africa*. UNESCO International Institute for Educational Planning.