



Educational Disparities Among Scheduled Caste Students: An Empirical Study of Plus Two Results in Kerala

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Abstract

This study examines disparities in educational outcomes among Scheduled Caste (SC) students in Kerala, focusing on their performance in Plus Two examinations under the state syllabus. Using ten years of secondary data from the Department of Higher Secondary Education and primary data collected from higher secondary school teachers in Palakkad district, the research identifies persistent gaps in pass percentages between SC students and the general student population. The findings reveal an average disparity of 19.77% in eligibility for higher studies, with contributing factors including parental education, economic hardship, lack of study facilities, and social disadvantage. Teachers surveyed highlighted the absence of targeted academic support and the need for systemic interventions. The study proposes actionable recommendations such as parental education programs, residential schooling, bridging courses, and district-level academic initiatives. By integrating statistical analysis with field insights, this paper underscores the urgency of inclusive educational strategies to improve SC students' access to higher education and contribute to achieving Sustainable Development Goal 4 (SDG4).

Key words : Scheduled Caste, Educational disparity, social equity, Inclusive education, "padanamuri" (study room)

INTRODUCTION

Education is the single most instruments for social and economic transformation. The socially and economically deprived classes of society find a ladder through education for its upward mobility. Education not only imparts knowledge and skill to the students, but also it socializes them and develop critical thinking about the existing social system. It plays a crucial and critical role in promoting informed and active citizenship. By fostering critical thinking and analytical skills, education empowers individuals to participate effectively in the democratic processes. Education plays an important role in dismantling barriers based on gender, race, caste, religion, colour and social background. Education provides a level playing field based on merit and talent, which gives capability to the individuals from marginalized communities to compete for opportunities and challenge societal inequalities. Education can also cultivate a sense of self-worth and self-respect by which the individual can think and grow as citizens of the nation. The secular and pluralist values of the constitution are inculcated to future generations through the education.

According to Kothari Commission (1964-66), “One of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged class to use education as a means to improve their condition.” The education system should focus on the inclusive development of Scheduled Castes students in our country where caste plays a crucial role in deciding future of a child in the society. The nation wants growth with social justice.

From an economic standpoint, an educated population is a vital element for driving national growth with inclusive development. Education acts as a powerful tool for breaking the vicious cycle of poverty. It also enables the individuals to pursue opportunities that may have been inaccessible to previous generations. Poverty among SCs is poignantly underscored; Per capita income among SCs is much lower compared to their counterparts. Scheduled Caste and Scheduled Tribe are the two largest socially disadvantaged sections of Indian society.

The core of marginalisation of scheduled caste people in the Indian society is the concept of ‘untouchability’. They were considered as impure and not allowed to enter in temples, schools and not allowed to take water from common wells or ponds. The rituals in hierarchical Hindu society denied public space for them which is the base of their social and economic exclusion. Stereotypes and prejudices about these communities continue to limit their access to opportunities in social and economic development. Educational disparities remain a significant concern which hinder their upward mobility and thus increase the economic disadvantage for many generations after independence of the country.

In the constitution of the nation article 46 says that “The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.” Hence it is the constitutional duty of the government to promote educational facilities for the scheduled caste and scheduled tribe communities in the country. The National Education Policy 2020 (NEP 2020) identified universal education as a key priority, with several initiatives aimed at transforming the education sector and empowering the nation’s youth. Improving education is also important for achieving Sustainable Development Goals (SDGs-4).

The literacy rate of India is 74.04% whereas the Scheduled Castes literacy rate is 66.1% in 2011. The literacy rates for the scheduled castes show a rising trend from 1991 to 2011, i.e., from 37.2% in 1991 to 54.7% in 2001 and to 66.1% in 2011. Kerala remained in first among all the states of the country in literacy rate among scheduled caste with a marginal growth from 79.6% in 1991 to 80.6 in 2011. The Indian states such as Bihar (19.5%, 28.5%, and 48.7%), Rajasthan (26.3%, 52.2%, and 59.8%) and Uttar Pradesh (26.8%, 46.3% and 61.0%) have shown very low rates of literacy and interestingly they are the states with the highest percentage of scheduled castes population for the decades 1991, 2001 and 2011 respectively. The level of education of the scheduled castes population can be seen majorly till a higher secondary level of education. Higher education among them is very low compared to general population in the country.

The state of Kerala stands well ahead of other states in social development indicators such as high literacy, school enrolment, improved access to healthcare, high life expectancy, low infant mortality and low birth rate, often at levels comparable to developed countries. Even though Kerala has a literacy rate of 93.71% among total population, the literacy rate among scheduled caste is significantly lower by 5.2 points in 2011 censuses. This disparity extent beyond literacy rate among scheduled caste people of the state. School drop outs among the SC students is very low in the state of Kerala up to secondary level of education. But their participation in higher education is not improved when compared to the general community. Despite Kerala's reputation for educational progress, SC students continue to face significant obstacles in achieving good Plus Two results. This study attempts to find the reason for failure of the students from the scheduled caste communities in higher secondary education which prevent them from entering to higher education sector.

Research Question

Students from Scheduled caste communities are significantly underrepresented in professional higher education programs in Kerala. Various studies shows that SC students face systemic barriers that hinder their academic performance and access to higher education due to historical and social reasons. The status of Plus Two results for Scheduled Caste (SC) students in Kerala is influenced by various socio-economic and educational factors. This study will find out the quantum of disparity in plus two results of SC students in comparison with others for the last ten years. What is the reason for the disparity in the plus two result of SC students of Kerala in comparison with others? What are the remedies available? What suggestions can be given to the district panchayat or government to take policy changes and action program in future to address the issue? This study will find answers to the above questions. How the support of society and government can ensure equitable outcomes for all SC students?

Literature Review

The article titled "An Analysis on Socio-Economic Phenomena of Scheduled Caste In India" says that the significant disparities faced by this community manifest across economic, social and psychological dimensions perpetuating cycle of exploitation. After analysis of socio-economic phenomena of scheduled caste in India they conclude their paper with a remark that lack of awareness and social biases based on caste system obstruct the individuals from availing the benefits of affirmative action and constitutional provisions by the government for their upliftment (Dodamani & Natikar, 2023).

After analysing the data from censuses of India for the years 1991, 2001 and 2011 Sumana Acharya and Harihara Sahoo finds that even though there is an increasing trend in literacy rate among SC population in India, the rates remain quite below the total figure. The level of education of scheduled caste is uneven among different states of India can be observed from this study. This study found major reason for the drop out and discontinuing of education among Scheduled caste is financial constraints. They also suggest to give focus on the dropout rates and promote higher education by providing educational infrastructure. (Sahoo & Acharya, 2019)

After analysing the trend in school enrolment and rate of drop outs in various states, Dr. Saravana kumar and Palanisamy concludes their paper “Status of Primary Education of Scheduled Caste Children” that the highest dropouts are recorded in Scheduled caste community. It also finds that economic condition of the parents and literacy level of parents are the major reason for drop outs among this community. In case of girl students’ early marriage is also a major reason for drop outs from schools. The absence of quality education in rural areas both in primary and secondary education in rural areas also play a major role in the retention of students in the schools (Saravanakumar, 2013).

The study in the article “Determinants of school dropouts in India: a study through survival analysis approach” says that due to prevalent economic poverty and social backwardness in Indian households, the risk of school dropout becomes high between 8 and 10th standard in various parts of the country. They attribute to factors like caste division, wealth quintile, type of institution, and regional difference for the school dropouts in India. Further, no interest in education, distance from school, unable to cope up/failure in studies and financial constraint are the major reasons which elevate the risk of school dropouts. (Garg et al., 2024). But Kerala was able to prevent these phenomena using the so-called state activism which made the children to go to school up to 12th standard. But they are not able to reach the higher education because of failure in plus two examinations.

The dropout rate also reduces the onward movement of a student in higher education and results in low enrolment rate. Although the government has developed policies for the SC to deal with their economic and caste disadvantages, the safeguards have not been adequate enough to give them equal access on par with others (Thorat & Khan, 2023).

After developing an empirical model which estimates the predicated probabilities of accessing Professional Higher Education among different socioeconomic groups in India, in the research it is found that youth belonging to Scheduled Caste community are less likely to access Professional Higher Education than other students (Choudhury & Kumar, 2024). This study also shows a light on the fact that this difference can be removed by changing the economic status of these communities. But in real life economic status is one of the major reasons for their backwardness in education and occupational status. According to them, these factors are mutually depending each other.

Saurabh and Ramamurthi in their research study published examines the trend of accumulating wealth after economic reforms 1991 by different social groups of India. The result of the study shows that a sudden increase in overall wealth inequality after economic reforms, was due to a sharp increase in wealth inequalities across the self-employed households in India. The wealth inequality among scheduled caste and others reduced within paid employed group after the economic reforms. But increased among self-employed group during this period. The dalit entrepreneurs finds it difficult to get finance from institutions and to market their product due to social conditioning of the society. This widens the economic inequality between scheduled

caste people and others after the liberalization period in India (Saurabh & Ramanamurthy, 2023). It is crystal clear that the people from these backward communities can progress economically only with higher education.

According to the world-renowned Indian origin Nobel literature Amartya Sen, development is a process of expanding the real freedoms that people enjoy. Development requires the removal of major sources of unfreedom. Freedom enhances the ability of people to help themselves and also to influence the world, and these matters central to the process of development. Deprivation of individual capabilities have close links with the lowness of income, which connects in both directions (i) low income can be a major reason for illiteracy and ill health as well as hunger and undernourishment, and (ii) conversely, better education and health help in the earning of higher income (Sen, 2000). He further adds that Kerala has relied on the expansion of basic education, health care and equitable land distribution for its success in reducing penury.

In their book 'Hunger and public action' Jean Dreze & Amartya Sen specially mention about Kerala and says Kerala deserves special attention in terms of public action against hunger and deprivation (221page) The programs in Kerala for health care and food have followed political demand. Along with this, the institutional changes in wage legislation and land reforms played a major role. Kerala's pattern of literacy shows lesser gender bias. Public action is not merely about public delivery by state, but a matter of public participation in the process of social change. Public not merely as the patient whose wellbeing commands attention but also as the 'agent' whose actions can transform society (Dreze & Sen, 1989).

In a working paper published by Centre for Development studies, Thiruvananthapuram, Dr. Kannan KP analyses the social status of Dalits, adivasis, other backward classes and Muslims in India in comparison with socially advantaged upper caste people using National Sample Survey and National Family Health Survey data for the period from 1993 to 2013 in this article. According to him the capability inequality of Scheduled Caste in education is deeply rooted in the caste system in the country. He that the factor of quality of education is a barriers for the weaker social groups because of the ability of socially advanced group of upper castes to obtain quality education. For Dalits Himachal Pradesh tops the list with 51 percent with at least a secondary pass or above followed by Mharashtra (50percent) and Kerala (48 percent) (Kannan, 2019). This analysis shows that even though Kerala tops in human development indices in the country, it lags behind in the case of education among scheduled castes in the country.

Various researcher had noted the fact that public action as a primary force behind the so-called Kerala model. Some social scientists have even felt that the state was sacrificing economic growth for social development (Tharakan, 2008). He analyses the historical order of development of Kerala in this study. The contributions of Christian missionaries and socio religious movements in the state is also discussed in this paper. The educational backwardness of Scheduled caste and other marginalised communities are disturbing in the state in the midst of total improvement in the education sector.

In the article “Explaining the Superior Education Outcomes of Kerala: The Role of State Activism and Historical Endowment” the researchers analyse the historical role of state activism in the achievement of higher education indicators of the state of Kerala. The study uses historical Census data and Employment-Unemployment rounds of the National Sample Survey and find that its contribution to improve education metrics of Scheduled Castes (vulnerable segment) was minimal. Even though there is a difference in higher education enrolment in elsewhere Travancore-Cochin area and other area, there is no significant difference in graduation of scheduled caste in these two regions of the state. The researchers give credit to agricultural movements in Non-Travancore-Cochin area which experienced active participation of scheduled caste. They conclude their paper with a suggestion to take necessary action to ease the bottlenecks that discourage students to enroll in higher education and increase its demand across different segments of the society (Rathore & Das, 2019). The proposed study will find out the bottlenecks that fails the scheduled caste students in plus two exams in the state which restrict their entry in to higher education.

An extensive review of literature established the importance of education in upliftment of SC communities. The working paper titled “Special component plan and the educational status of scheduled castes in Kerala” scrutinizes the the physical targets achieved in educational schemes which gives a mixed picture of exceeding target and falling short. This paper gives a comprehensive evaluation of SCP in uplifting the educational status of Kerala. This paper suggests for skill development, mentorship program and financial assistance and strong anti-discrimination policies to address the challenges of unemployment among education persons among SC community (Anilkumar, 2024). This work is a critical resource for policy makers to improve access to education for all sections of society regardless of caste.

This explores the relation between villages with low human development Index and percentage of scheduled caste and Tribe population in Kerala using the data from census 2011. Most villages of Kerala are under the high and very high human development category. However, despite being home to the first place in India to undergo human development, a wide gap can be observed among the villages in Kerala. The study finds that 28.24 percent villages with medium HDI is the one with more percent of scheduled caste population. In these least developed villages the literacy rate, health conditions, and standard of living are not as good as those of other, more highly developed villages (Das et al., 2022). This study shows that caste plays a relevant role in deciding the standard of living of people in an area in the state of Kerala.

According to the Unified District Information System for Education Plus statistics for the academic year 2023–2024 the Gross Enrolment Ratio for students belonging to the Scheduled Caste at secondary level is 94.7% in Kerala while national average is only 69.3 percent. Overall retention rate of students at secondary level in Kerala is 90.4 percent while all India average is 45.6 percentage only. Thus, it is evident that Kerala is ahead of other states of the country in providing universal education. The socio religious movements of Kerala have played a leading role along with state action for this achievement.

Historically leaders of scheduled caste communities like Ayyankali have fought against caste oppression for education of younger generation. But they were not able to succeed in starting educational institutions like other backward communities like Ezhava because of social constraints due to caste system prevailed. Education is a tremendous equalizer that raises people's living standards. So, equality in education is critical for a nation's social and economic progress for achieving Sustainable Development Goals.

Need Of the Study

Despite Kerala's high enrolment rates, Scheduled Caste students continue to face significant barriers in higher secondary education. Existing studies have not adequately explored longitudinal performance trends or field-level insights from educators. This study will explore the challenges and socio-economic factors affecting SC students in Kerala which affects their result in plus two examinations. As being qualified in plus two exam is a benchmark for entry in to higher education, this study will help to find the reasons and remedies for backwardness of the community in higher education. Suggestions for improvement of the result of SC students shall be formulated for future consideration by the government or district panchayat. The result of the study will have a nation-wide usage as SC students face backwardness in all parts of the country.

Objective Of the Study

1. To find the disparity between scheduled caste students and others in the higher secondary examination result of Kerala state syllabus.
2. To analyze the reason for this disparity in the result in higher secondary exam in Kerala.
3. To formulate various suggestions to preclude this disparity in the plus two result in future.

Methodology And Data Source:

The data for the present study is drawn from both primary data and secondary data. The result notifications published by the Department of Higher Secondary Education, Government of Kerala for the last 10 years (2015-2024) is used to get the data of plus two results. In this study the result of students in Kerala state syllabus is only considered for analysis. Primary data is collected from the higher secondary school teachers of Palakkad district of Kerala to meet the objective 2 and 3. The response of the teachers from selected schools are collected using pre structured questionnaire using google form.

Sampling:

Cluster sampling technique is used in this study. The number of Scheduled Castes is highest in Palakkad district in Kerala state- 403833 (13.29%) (Census 2011). The 14.37 percentage of the population of Palakkad district is Scheduled caste people. Hence in this study Palakkad district of Kerala is selected for collecting primary data from higher secondary teachers. Two schools each from six taluks of Palakkad district are randomly selected. One school is government school and the other one is aided school. Primary data is collected from 10 teachers each in the selected twelve higher secondary schools.

Results And Discussion

The percentage of students who are Eligible for Higher Studies (EHS) in total and the students from Scheduled caste community is available in the result notification of the higher secondary education department of Government of Kerala. On analysis of the plus two result for the last 10 years from 2015 to 2024, it can be noticed that there is a significant difference in the percentage of students eligible for higher studies. The passing rate of scheduled caste students are nearly 20% less than the total result of the students all over the state.

Year	Total EHS %	SC EHS %	difference
2015	83.96	63.4	20.56
2016	80.94	61.07	19.87
2017	83.37	64.16	19.21
2018	83.75	64.27	19.48
2019	84.33	66.21	18.12
2020	85.13	67.96	17.17
2021	87.94	71.52	16.42
2022	83.87	60.91	22.96
2023	82.95	60.87	22.08
2024	78.69	56.85	21.84
Average	83.493	63.722	19.771

(Source: Plus two Result notification of DHSE Kerala)

This remarkable difference of passing percentage of scheduled caste students and others, is a hurdle to be challenged by the society for equality in education. The reason for the backward position of the scheduled caste students in plus two education is tried to find out through google form given to the higher secondary teachers of Palakkad district of Kerala. A link of the google form with required questions was given to 10 teachers in 12 schools randomly selected from 6 taluks of Palakkad district of Kerala.

In the survey using google form, Majority of the teachers (81.7%) acknowledge the fact that there is a difference in plus two results of students from scheduled caste and others in their school. 90.8% of teachers agree that girls are performing better in the plus two class among scheduled caste students in their schools. The significant change in age of marriage among Scheduled Caste girls may be the reason for better performance of the girls in plus two class rooms.

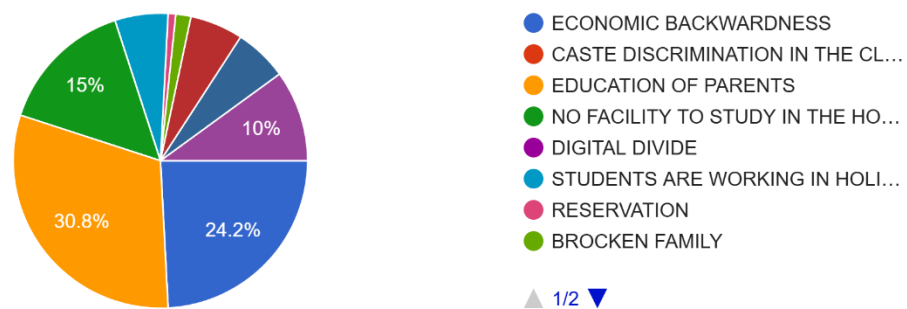
The reason for the disparity in plus two results of scheduled caste students and others as responded by the higher secondary teachers can be listed as below.

SlNo	Reason	No of respondents	Percentage
1	Education of parents	92	76.7%
2	Economic backwardness	83	69.2%
3	No facility to study in the home	56	46.7%
4	Addiction of parents to toxic substance	54	45%
5	Broken family	35	29.2%
6	Students are working after school hours	30	25%

(Source: Primary Data)

8. WHICH IS THE MAJOR REASON FOR THE FAILURE OF SC STUDENTS IN PLUS TWO

120 responses



According to the respondents the major reason for the failure of scheduled caste is education of parents (30.8%). Economic backwardness (23.6%), lack of facilities in their house (15.4%) and digital divide (10%) are other major reasons for the failure of the scheduled caste students in the plus two exam. The economic and educational backwardness of this community has historical and social reasons which can be resolved only through preferential and affirmative action by the government.

Two third teachers (65.8%) responded that there is no special coaching for the scheduled caste students in their schools for plus two examinations. Nearly Eighty percentage of the teachers (79.2%) opined that no academic programs are implemented in their school for improving the educational capability of scheduled caste students. The other twenty percentage teachers who told that there is a program for their academic benefit, have in fact mentioned about the general educational supporting programs of the Palakkad district panchayat as name of the program.

88 responded teachers have given valuable suggestions for the improvement of result in plus two exam which can be summarized as under. One of the teachers said that Economic backwardness, education of parents, broken family etc. affect student's education. So, students need proper support from the parents. Parental involvement in their studies, financial support, infrastructure facilities, programmes for emotional wellbeing can improve the educational backwardness of students of this community. Another teacher opined that from lower class, children have been in a situation where they do not receive the basic education they

need. Parents are unable to focus on their children's education as they prioritize maintaining the family. Most of the teachers put blame on parents as they were not aware of the value of education and suggested counselling for parents. One teacher suggested for special coaching for students of scheduled caste community to make them aware of their goals. It was also suggested for involvement of government and NGO's to provide learning facilities like "padanamuri" (study room), and other learning supports. One of the teachers was against the special coaching for SC students as it segregates the students from others.

Another teacher remarked that to improve the current educational backwardness of SC students both education department and SC department have to organize scientific psychological remedies. A teacher suggested to oorganize programs to eliminate the inferiority complex in children regarding their caste and to organize special schemes in the school to address their educational backwardness. It was also emphasized the need for improvement of basic education in the primary classes especially in Maths and English which will make them easy in higher classes.

One of the responding teachers suggested to design an education system with free food, accommodation and then give special training/coaching for job/ higher course from grass root level and allow them to compete with general category. This will instil a sense of pride in them, as they have not attained their position through reservation. Another teacher inked about the need for Special attention to SC students by teachers. In her opinion residential school would be more beneficial for these students. Another suggestion was to implement padanamuri programme, assure the involvement of local body institutions.

It was also suggested to take measures to solve the economic problems of their family to provide financial help for SC students. The awareness about the importance of education among students and parents is also very important and it was suggested to arrange students to interact with successful persons from their own community. One of the teachers complains that SC students, especially boys face attendance shortage because of their mental attitude towards education. She also suggested government to provide the scaffolding classes to parents and students to make them feel socially privileged group. One teacher mentioned that students should choose their higher course according to the marks and interest and otherwise they shall fail in the exams. One hinted an idea to provide Bridging course for Class XI Students with the help of a diagnostic test in the first month itself to find out their aptitude and interest. There was a suggestion for an awareness class to students to help them to choose the course which suitable for each student.

Another teacher reminded the role of teachers to study each student and their living conditions by visiting their homes. She also suggested for a practical approach than theoretical study. The teacher has to understand the areas where a student can reach according to their circumstances and abilities, and to intervene in the most practical way to help them to get there by providing facilities to study. Continuous monitoring with a friendly approach by teachers is also needed as SC students are regularly absent in school days. Continuous follow up activities must be done on the academic related activities of students, mere provision of financial support in the form grants and fee concession is not sufficient.

There is a role for society in providing Mentors and study homes near to their locality for their academic support. It is also suggested to give remedial teaching by giving printed notes etc to the students of this backward community. Providing supportive learning environment can make changes in the education of students with low financial background. A teacher pointed the need of parental involvement in their studies over and above the financial support and infrastructure facilities in the schools. The programmes for emotional wellbeing can improve the educational backwardness of SC students. It was also remarked that the curriculum should address more the living conditions of those students of this community.

There was suggestion for remedial support for broken families by providing regular employment opportunities to the parents. The lack of awareness among parents and students of this community about higher education, job opportunities and their chances to get better living condition through education is to be addressed properly by the society to improve their interest in studies.

SUGGETIONS

1. Provide parental education programme for parents of scheduled caste students.
2. Provide financial assistance to Scheduled caste students for their studies.
3. Make common study centres with academic and basic supports in villages with the help of voluntary organisations for the backward students to sit and study during night hours.
4. Provide learning facilities like "padanamuri", and other learning supports with the help of village panchayats and voluntary organisations.
5. Make the academic programmes in plus two classes in line with the needs and capability of each student.
6. The education department shall guarantee continuous monitoring and remedial measures for underperforming students by the teachers.
7. Teaching methodology has to be changed in higher secondary classes to suit the standards of each student after analysing their basic education status.
8. Residential school system may be given priority for the benefit of those students who have significant challenges in studying at home.
9. Career awareness guidance shall be given to the students to help them to choose their career in higher studies and job opportunities available for them after plus two educations.
10. Special attention needs to be given to SC students in the primary and secondary class itself to ensure that each student has achieved the academic standard prescribed for each class.
11. The district panchayat, which is controlling the higher secondary schools in Kerala shall design suitable academic programmes for improving the result of scheduled caste students in plus two exams.
12. The society in large and political and bureaucratic leaders in particular shall acknowledge the fact that there is a significant difference in the percentage of students eligible for higher studies among Scheduled caste students and others after plus two education in Kerala.

Impact Statement

This study offers a critical lens on the persistent educational disparities faced by Scheduled Caste students in Kerala, despite the state's overall progress in schooling. By combining longitudinal data with field-level insights, it highlights structural barriers to academic achievement and proposes targeted, scalable interventions. The findings contribute to policy dialogues on inclusive education, capability building, and equity in access to higher education—making it a valuable resource for researchers, educators, and development practitioners working to uplift marginalised communities.

CONCLUSION

The analysis of plus two results of Kerala for the last 10 years revealed that scheduled caste students failing more than others. There is significant difference of 19.77% percentage in passing of plus two exams in Kerala state syllabus. The reason for failure of the scheduled caste students in plus two exams in Kerala was enquired with the higher secondary teachers. According to the opinions elicited from the respondents, the education of parents (30.8%), Economic backwardness of the community (23.6%) and lack of facilities in their house (15.4%) are major reasons for the failure of the scheduled caste students in the plus two exam. The study has formulated many suggestions for the improvement of plus two results of scheduled caste students of Kerala such as parental education, financial assistance, providing learning facilities like "padanamuri", residential schools, new academic programs for these marginalized community etc. The foremost finding of the study is that there is a significant difference in the percentage of students eligible for higher studies among Scheduled caste students and others after plus two education in Kerala. A solution for this disparity can be formulated with the involvement of society at large and local governments in particular to achieve United Nation's sustainable Development Goal 4 (SDG 4) by ensuring inclusive and equitable quality education for all.

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