GOVERNMENT OF KERALA

DEPARTMENT OF GENERAL EDUCATION

EDUCATIONAL STATISTICS

2024-25



STATISTICS DIVISION

DIRECTORATE OF GENERAL EDUCATION

THIRUVANANTHAURAM



Government of Kerala
General Education Department

EDUCATIONAL STATISTICS
2024-25

Statistics Division
Directorate of General Education
Thiruvananthapuram

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പരീക്ഷാ കമ്മീഷണർ
കേരളം സർക്കാർ

MESSAGE

The Directorate of General Education, Government of Kerala, has consistently maintained a pioneering role in fostering educational excellence, equity, and transparency. Central to this commitment is the systematic collection, rigorous analysis, and dissemination of reliable empirical data that reflect the pulse of the state's educational ecosystem. The publication **Educationai Statistics 2024–25** serves as a comprehensive compendium designed to capture the multifaceted dimensions of general education in Kerala, providing policymakers, educational administrators, researchers, and the public with an authoritative statistical baseline.

The compilation of this extensive statistical framework is the culmination of sustained collaborative effort, meticulous verification, and rigorous cross-sectoral coordination. I extend my deepest appreciation to **Shri R. S. Shibu,** Additional Director (G) and Controlling Officer of the Statistics Division; **Shri S. Abdul Salam,** Senior Joint Director and Head of the Statistics Division; and all supporting statistical staff at both the head ofiice and DDE offices. Their analytical rigor, thorough data verification, and editorial dedication were instrumental in transforming raw datasets into this coherent, publication-ready document..

It is our earnest hope that ***Educational Statistics 2024–25*** will serve as an indispensable reference tool for strategic planning, academic research, and evidence-based governance, guiding the continuous evolution and strengthening of **Kerala's General Education Sector.**

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03/11/2026

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PREFACE

Empirical evidence and robust data systems form the bedrock of visionary policy formulation, strategic resource allocation, and effective governance in public education. The Directorate of General Education, Government of Kerala, has long recognized that managing a complex and dynamic schooling network requires regular, accurate, and multi-dimensional statistical insights. The publication ***Educational Statistics 2024–25*** stands as a testament to this ongoing commitment to transparency and evidence-based planning.

This comprehensive volume spans 19 core thematic chapters and specialized data metrics, meticulously detailing the structural landscape of schools, student enrollment dynamics, institutional infrastructure, and workforce distribution across both teaching and non-teaching cadres. In addition to traditional metrics, this edition places significant emphasis on inclusive and specialized educational domains—offering detailed analytical insights into tribal schools, fisheries schools, Anglo-Indian institutions, schools affiliated with alternative boards, inclusive education for the disabled (IED), pre-primary education, multi-grade learning centers, and minority-status institutions. Furthermore, dedicated evaluations on critical developmental indicators, such as student retention, dropout rates, interstate and international student mobility, and multidisciplinary data metrics, ensure a holistic perspective of the state's educational program.

The compilation of a publication of this magnitude relies on seamless inter-tier cooperation. I express my sincere gratitude to **Shri. Arun K Vijayan IAS**, Director of General Education, whose vision and guidance help the most in shaping this publication. I place on record my heartfelt appreciation to the dedicated team of STATISTICS DIVISION headed by Shri.S.Abdul Salam,Senior Joint Director as well as the district-level statistical personnel across all Deputy Director of Education (DDE) offices. Their meticulous field-level data verification, analytical diligence, and formatting precision were instrumental in bringing this landmark 19-chapter report to fruition on schedule.

It is our sincere hope that *Educational Statistics 2024–25* will serve as an indispensable reference document for educational administrators, researchers, local self-governments, and policy-makers as we collectively work toward elevating the quality and reach of general education in Kerala.

02-11-2026

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CHAPTER I
GENERAL EDUCATION SECTOR-AN OVERVIEW

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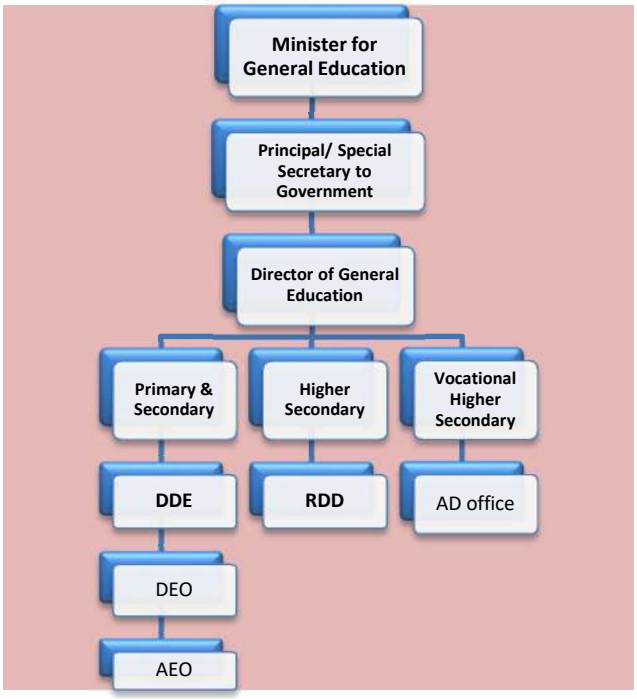
1.1. Introduction

In Kerala, the school education system is widely recognized for its high standards and focus on inclusive learning. The General Education Department of the Government of Kerala is the primary administrative body responsible for overseeing school education in the state. Renowned for its high literacy rates and inclusive educational policies, Kerala's state syllabus is designed to provide a holistic and comprehensive learning experience that reflects the state's unique cultural heritage and progressive social values. The curriculum is developed by the State Council of Educational Research and training (SCERT). The General Education Department of Kerala oversees the school system from pre- primary to higher secondary level. It is built on a foundation of social equity, ensuring that quality education is accessible to everyone, regardless of their socio-economic background. The Kerala State Education Board, formally known as the General Education Department of Government of Kerala, is one of the most successful and progressive state-level education systems in India. Known for achieving the highest literacy rate in the country, the Kerala State Syllabus focuses on an inclusive and student-centric approach to learning.

1.2 Administrative Structure



The administrative framework of the General Education Department in Kerala is a sophisticated multi-tier system that integrates policy formulation with grassroots execution. At the apex, the department is led by the **Minister for General Education**, with the **Secretary to Government** overseeing administrative matters at the Secretariat. The executive core is the **Directorate of General Education (DGE)**, headed by the Director of General Education. The Directorate is supported by a specialized team of Additional Directors and Joint Directors who manage diverse portfolios ranging from academic standards to administrative quality control and data analysis.

Beyond the headquarters, the system transitions into a localized hierarchy designed for regional efficiency. Established in 1991 in alignment with the National Policy on Education, Kerala's Higher Secondary wing began with a modest foundation of 31 schools and 231 teachers. The sector has since undergone substantial expansion, currently offering 52 subjects in diverse combinations and 13 languages, with English as the primary medium of instruction. Following the administrative integration on June 1, 2019, the wing has functioned under the unified authority of the Director of General Education (DGE). At the regional level, administration is decentralized across seven Regional Deputy Directors (RDDs), each overseeing two revenue districts. These regional headquarters are strategically located in Thiruvananthapuram, Chengannur, Kottayam, Ernakulam, Malappuram, Kozhikode, and Kannur, as detailed in the table below.

Name of RDD	Districts under administrative control
Thiruvananthapuram	Thiruvananthapuram & Kollam
Kottayam	Kottayam & Idukki
Ernakulam	Ernakulam and Thrissur
Malappuram	Malappuram & Palakkad
Kannur	Kannur & Kasaragod
Chengannur	Pathanamthitta & Alappuzha
Kozhikode	Kozhikode and Wayanad

The Vocational Higher Secondary Education (**VHSE) wing** is monitored by seven **Assistant Director (AD)** offices located at Kuttipuram, Thrissur, Payyannur, Chengannur, Vadakara, Kollam, and Ernakulam. Each Assistant Director's office oversees the functioning of VHSE schools across two districts, as detailed in the following table

Name of AD Offices	Districts under control
Kuttipuram	Palakkad & Malappuram
Thrissur	Thrissur & Idukki
Payyannur	Kannur, Kasaragod
Chengannur	Alappuzha, Pathanamthitta
Vadakara	Kozhikode, Wayanad
Kollam	Thiruvananthapuram, Kollam
Ernakulam	Kottayam, Ernakulam

There are 14 DDE offices, 41 DEO offices and 163 AEO offices in Kerala to overlook the functioning of School with classes Pre - primary to Class X. Office of the Deputy **Director of Education (DDE)** serves as the primary administrative hub for school education at the **Revenue District** level in Kerala. It acts as the vital link between the Directorate of General Education (DGE) at the state headquarters and the grassroots-level educational offices (DEOs and AEOs). The table illustrates the district level number of DEO and AEO offices.

Sl.No.	District	Number of DEO Offices	Number of AEO offices
1	Thiruvananthapuram	3	12
2	Kollam	3	12
3	Pathanamthitta	2	11
4	Alappuzha	4	11
5	Kottayam	4	13
6	Idukki	2	07
7	Ernakulam	4	14
8	Thrissur	3	12
9	Palakkad	3	12
10	Malappuram	4	17
11	Kozhikkode	3	17
12	Wayanad	1	03
13	Kannur	3	15
14	Kasaragod	2	07
	Total	**41**	**163**

1.3. Structure of Schooling

In Kerala, the school structure is defined by a systematic progression from pre primary to higher secondary education, categorized by the level of instruction and the governing administrative body. The **Primary Education** is divided into Lower Primary (Classes 1 to 4) and Upper Primary (Classes 5 to 7). These foundational years are primarily overseen by Assistant Educational Officers (AEOs) at the sub-district level. Following this is the **Secondary** stage (Classes 8 to 10), culminating in the Secondary School Leaving Certificate (SSLC) examination. High schools are generally managed by District Educational Officers (DEOs). The final tier is **Higher Secondary Education** (Classes 11 and 12), where students choose specialized streams—Science, Humanities, or Commerce—alongside the **Vocational Higher Secondary (VHSE)** track, which blends academic learning with technical skill development.

Since the administrative merger in 2019, all these wings—General (Class 1 to 10), Higher Secondary, and Vocational—operate under the unified authority of the **Directorate of General Education (DGE)**, ensuring a seamless transition for students as they progress through the different stages of their schooling.

1.4. Curriculum and Pedagogy

The state's academic roadmap is guided by the **Kerala School Curriculum, developed by the State Council of Educational Research and Training (SCERT)**. While aligned with the National Curriculum Framework (NCF), it is uniquely tailored to the state's socio-cultural context. The curriculum emphasizes **Critical Pedagogy**, encouraging students to move beyond

textbooks to analyze social realities and develop independent thinking skills. It is designed to be inclusive, ensuring that the learning environment is accessible to students with diverse needs through differentiated instruction and specialized support materials.

While Malayalam remains the primary medium of instruction, the state syllabus is also offered through English, Tamil, and Kannada mediums across various schools. Furthermore, through the initiatives of KITE (Kerala Infrastructure and Technology for Education), Kerala has achieved the distinction of being the first state in India to implement high-tech classrooms in all public schools.

1.5. School Categories

Schools following the state syllabus are classified into three primary management categories: **Government Schools**, which are entirely owned and managed by the State Government; **Aided Schools**, which are owned by private managements but regulated under the Kerala Education Rules (KER), with the state providing full funding for staff salaries; and **Recognized Unaided Schools**, which are privately managed without government financial assistance. This institutional framework ensures a diverse educational landscape where both public and private sectors operate under a unified regulatory standard to provide the state syllabus across Kerala.

1.6 Key Features of the System

- **SCERT Curriculum:** The curriculum is designed by the **State Council of Educational Research and Training (SCERT)**. It is regularly updated to align with the National Curriculum Framework while maintaining a strong connection to Kerala's unique culture and social values.
- **Grading System:** Kerala was a pioneer in moving away from a high-pressure "marks-only" system to a more holistic **Grading System**. Evaluation is based on both Continuous Evaluation (CE) and Terminal Evaluation (TE).
- **IT @ School:** Kerala is known for its "Little Kites" program and the integration of **Free and Open-Source Software (FOSS)** in classrooms, making it one of the most digitally advanced school systems in India.

1.7. Key Strengths & Achievements

- **Highest Literacy Rate:** Kerala consistently maintains a literacy rate of over **94%**, the highest in India.
- **Low Dropout Rates:** Due to strong social support and mid-day meal programs, the state has one of the lowest school dropout rates in the country.
- **Inclusive Education:** Programs like the **"Inclusive Sports Manual"** and the establishment of **Autism Complexes** in every district ensure that differently-abled children are integrated into the mainstream.

- **Public Education Rejuvenation Mission:** A major government initiative that upgraded thousands of school buildings and turned traditional classrooms into "Smart Classrooms."

1.8. Digital & AI Revolution

Kerala is a pioneer in **ICT (Information and Communication Technology)** in schools through **KITE** (Kerala Infrastructure and Technology for Education).

- **Hi-Tech Classrooms:** Over 45,000 classrooms from Class 8 to 12 have been converted into Hi-Tech labs.
- **AI Training:** Kerala is the first state in India to provide large-scale **Artificial Intelligence (AI) training** to its teachers (over 20,000 teachers trained as of 2024-25).

The "Kerala Model" of education focuses not just on academic scores but on **physical health, mental well-being, and social responsibility**, making the school the "nucleus of the community."

1.9. Institutions functioning under the control of the Director of General Education

The **Director of General Education (DGE)**has a pivotal administrative role in the Kerala education system, serving as the executive head of the **Directorate of General Education**. This department was formed by integrating the erstwhile Directorates of Public Instruction (DPI), Higher Secondary Education (HSE), and Vocational Higher Secondary Education (VHSE) to streamline school administration.

The Director of General Education (DGE) oversees the entire spectrum of school education in the state, from Pre-primary to Higher Secondary levels, exercising administrative control over key functional arms such as the Pareeksha Bhavan and the Textbook Office. The **Pareeksha Bhavan** serves as the central authority for conducting major public examinations, including the Secondary School Leaving Certificate (SSLC) and Higher Secondary examinations, ensuring the streamlined management of evaluation and certification. Supporting the logistical side of education, the **Textbook Office** manages a comprehensive distribution system based on a "Hub and Spoke" model. This framework coordinates the movement of materials through 14 district hubs to school societies, ensuring that textbooks are delivered to every corner of the state well before the start of the academic year.

Teachers Training Institutes (TTIs) are another essential academic units functioning under the direct administrative control of the **Director of General Education (DGE)**. These institutes are responsible for conducting the **Diploma in Elementary Education (D.El.Ed)** program, ensuring a steady supply of qualified educators for the state's primary and upper primary schools. While their academic curriculum is prescribed by SCERT and examinations are

conducted by Pareeksha Bhavan, the DGE manages the administrative governance, staff approvals, and admission processes for both Government and Aided TTIs across the state.

1.10. Institutions/agencies functioning under General Education Department, Government of Kerala

While the **Director of General Education (DGE)** is the administrative head of school-level education, several institutions operate as autonomous or semi-autonomous bodies under the **General Education Department** of the Government of Kerala. These organizations report directly to the **Secretary of General Education** rather than the DGE.

The following institutions are technically under the Education Department but outside the direct administrative control of the DGE:

- **Samagra Shiksha Kerala (SSK)**

  Samagra Shiksha Kerala (SSK) functions as an autonomous partner agency rather than a subordinate office of the Director of General Education (DGE). As the state-level implementation body for the centrally sponsored **"Samagra Shiksha"** scheme, it is led by a **State Project Director (SPD)**—typically a senior official who reports directly to the Secretary of General Education. Unlike the DGE's office, which is primarily state-funded, SSK operates through a financial partnership between the Central and State Governments (60:40 ratio), focusing on project-based interventions such as school grants, teacher training, and inclusive education. To execute these initiatives, SSK maintains a distinct administrative hierarchy, comprising **District Project Offices (DPO)** at the district level and **Block/Cluster Resource Centers (BRC/CRC)** that operate alongside, yet independent of the Office of the Assistant Educational Officer (AEO) offices.

- **State Council of Educational Research and Training (SCERT)**

  The **State Council of Educational Research and Training (SCERT)** Kerala is an autonomous body that functions as the academic wing of the General Education Department. While it works in close coordination with the Director of General Education (DGE), it remains outside the DGE's direct administrative control. SCERT is entrusted with the planning and implementation of academic programs from pre-school to higher secondary levels, including curriculum design and the development of teaching-learning materials.It is led by a Director and governed by a body chaired by the Honorable Minister for Education, reporting directly to the Secretary of General Education.

- **Kerala Infrastructure and Technology for Education (KITE)**

  KITE (Kerala Infrastructure and Technology for Education) is a Special Purpose Vehicle (SPV) under the General Education Department, functioning as an autonomous entity independent of the Director of General Education's administrative oversight. It serves as the primary agency for ICT-enabled education and infrastructure modernization across the state. While it operates under its own management structure led by a CEO, KITE provides

the essential digital platforms—such as **'Sampoorna' and 'Samanwaya'**—and high-tech classroom infrastructure that are vital to the daily operations and data management of the Directorate of General Education.

- **SIEMAT-Kerala (State Institute of Educational Management and Training)**

The **State Institute of Educational Management and Training (SIEMAT-Kerala)** is an autonomous institution under the General Education Department, functioning outside the direct administrative jurisdiction of the Director of General Education. It serves as the apex body for educational planning and management within the state. SIEMAT is primarily responsible for the capacity building and professional development of educational administrators and school heads, while also conducting research and providing technical support to the government for effective policy implementation in the education sector.

- **SIET Kerala (State Institute of Educational Technology)**

The **State Institute of Educational Technology (SIET-Kerala)** is an autonomous body under the General Education Department, functioning independently of the Director of General Education's administrative oversight. It serves as the state's nodal agency for the development and production of multimedia educational content. SIET is dedicated to enhancing the learning experience through the creation of audio-visual resources and the training of teachers and students in educational technology, reporting directly to the Secretary of General Education.

- **Vidya Kiranam**

Vidya Kiranam is the flagship educational mission of the Government of Kerala, designed to modernize public schools and ensure digital inclusivity. It operates as a mission-mode project under the General Education Department, functioning outside the routine administrative hierarchy of the Director of General Education. The mission focuses on the large-scale upgradation of school infrastructure and the implementation of ICT-enabled learning environments. By coordinating between various autonomous bodies and government departments, Vidya Kiranam ensures that the benefits of the state's educational "High-Tech" initiatives reach every student, reporting directly to the department's top leadership.

- **SCOLE-Kerala (State Council for Open and Lifelong Education)**

SCOLE-Kerala (State Council for Open and Lifelong Education) is an autonomous body under the General Education Department, functioning independently of the Director of General Education's administrative control. Tasked with promoting open and distance learning, it provides a flexible educational framework for the Higher Secondary and Vocational Higher Secondary Education sectors. SCOLE-Kerala caters to a diverse learner base—including those outside the formal schooling system—by offering various academic and skill-upgradation programs. Led by an Executive Director, the council manages its own

network of study and examination centers across the 14 districts, reporting directly to the Secretary of General Education.

- **State Institute for the Mentally Challenged (SIMC)**

The **State Institute for the Mentally Challenged (SIMC)**, located at Pangappara, is an autonomous institution under the General Education Department, functioning independently of the Director of General Education's administrative jurisdiction. It serves as a premier center for the education, vocational training, and rehabilitation of individuals with intellectual disabilities. Through its specialized teacher-training programs and multidisciplinary therapy services, the institute plays a critical role in the state's inclusive education framework, reporting directly to the Secretary of General Education.

- **Kerala Mahila Samakhya Society (KMSS)**

The **Kerala Mahila Samakhya Society (KMSS)** is an autonomous organization under the General Education Department, functioning independently of the Director of General Education's administrative oversight. Tasked with the mandate of "Education for Women's Equality," the society focuses on empowering women and girls from marginalized sectors through legal literacy, gender sensitization, and rehabilitative care. By managing specialized interventions such as Nirbhaya Homes and community-based education projects, KMSS addresses the social barriers to learning, reporting directly to the Secretary of General Education.

- **State Resource Centre (SRC)**

The **State Resource Centre (SRC), Kerala** is an autonomous institution under the General Education Department, functioning outside the administrative jurisdiction of the Director of General Education. It is dedicated to the promotion of non-formal, adult, and continuing education across the state. The SRC serves as a specialized resource agency for literacy programs and vocational skill development, while also providing academic support for open schooling initiatives. Governed by a body chaired by the Secretary of General Education, the center operates under its own Director to implement lifelong learning strategies that complement the state's formal educational framework.

- **District Institute of Education and Training (DIET)**

The **District Institute of Education and Training (DIET)** is a district-level autonomous academic body under the General Education Department, functioning independently of the direct administrative control of the Director of General Education. With one institute situated in each of the 14 districts, DIET serves as the primary agency for pre-service and in-service teacher training, as well as academic resource support. By conducting localized research and developing district-specific educational strategies, DIET ensures the quality of elementary and secondary education, reporting through SCERT to the Secretary of General Education.

CHAPTER II
THE LANDSCAPE OF SCHOOLS IN GENERAL EDUCATION SECTOR

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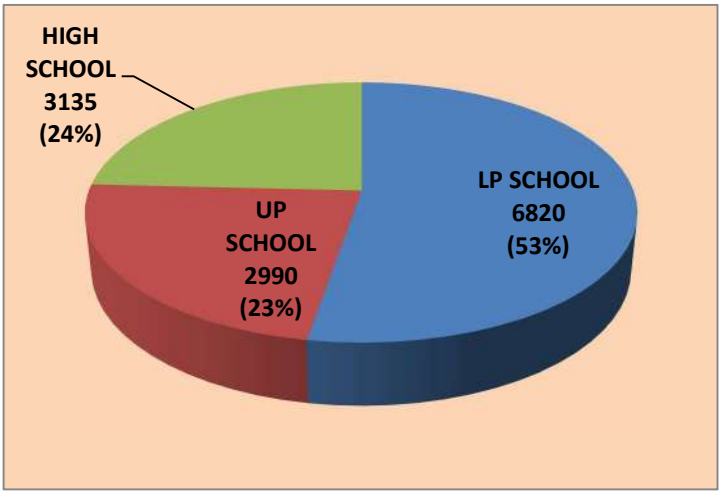
Directorate of General Education

2.1 Introduction

The General Education sector in Kerala is a sophisticated, multi-tiered ecosystem defined by its unique management structure, which includes Government, Aided, and recognized unaided schools. This landscape operates under the Directorate of General Education (DGE) and is decentralized across Revenue Districts, Educational Districts (DEOs), and Educational Sub-districts (AEOs) to ensure granular administrative oversight. General Education Sector constitutes 12945 schools which include 6820 Lower Primary Schools, 2990 Upper Primary School and 3135 High School.



The integration of the Higher Secondary Education (HSE) and Vocational Higher Secondary Education (VHSE) wings marks a strategic shift toward a unified administrative and academic framework within the Directorate of General Education. By merging these two distinct streams, the department aims to eliminate functional redundancies, streamline statewide data collection, and optimize the allocation of institutional resources. This structural convergence facilitates a more cohesive approach to monitoring student enrollment and infrastructure management, ensuring that both academic and vocational streams operate under a standardized set of proceedings. Currently, the sector encompasses **2,076** Higher Secondary schools, **389** Vocational Higher Secondary schools, and **8,290** pre-primary schools; however, it is a significant operational reality that very few of these function as independent entities. Instead, the vast majority are integrated units operating alongside existing Lower Primary, Upper Primary, and High Schools. Ultimately, this unification serves to enhance administrative efficiency by providing a singular, robust command structure while managing the complexities of these composite school environments.

The table provides a comprehensive breakdown of the number of schools in Kerala for the academic year 2024-25, categorized by their level of education and management type. A significant observation across most levels (except VHSE) is the dominance of Aided Schools. In the LP (Lower Primary) and UP (Upper Primary) Levels, Aided schools significantly outnumber Government schools. For instance, in the LP level, there are 3,900 Aided schools compared to 2,598 Government schools. While there are only 51 direct Government Pre-Primary schools, there is a massive presence of 3,400 Govt PTA-run schools.The total number of schools at this level (8,290) is the highest among all categories, indicating a strong focus on early childhood education in the state. The gap between Government High School (1,229) and Aided High School (1,433) is relatively smaller here compared to the primary levels. In higher secondary (HSS) sector, the number of Government (819) and Aided (845) schools is almost identical, showing a balanced contribution from both sectors at this level. In VHSE this is the only category where Government schools (261) clearly lead over Aided schools (128), with zero unaided schools recorded.

SCHOOLS	GOVT	AIDED	UNAIDED	TOTAL
Pre Primary	3400+51*	4302	537	8290
LP	2598	3900	322	6820
UP	873	1869	248	2990
HS	1229	1433	473	3135
HSS	819	845	412	2076
VHSE	261	128	0	389

2.2 An overview of Pre - primary schools

The pre-primary education landscape in Kerala is defined by a heavy reliance on the Aided and Government Sectors, which together constitute over 90% of the state's 8,270 schools. The Aided sector is the primary provider with 4,302 institutions, followed closely by 3,380 Govt PTA schools, while purely Government-run schools remain minimal at only 51 statewide. Geographically, the distribution is concentrated in the northern districts; **Malappuram** leads the state with 1,102 schools—the only district to surpass the thousand-mark—while **Kannur** and **Kozhikode** also show high figures, particularly within the Aided category. In contrast, southern districts like **Thiruvananthapuram** and **Kollam** show a stronger presence of Govt PTA managed schools. The Unaided sector maintains a smaller footprint of 537 schools, with its highest concentrations in Malappuram and Ernakulam. Overall, the data reflects a decentralized management model where aided participation far outpace direct government administration in early childhood education.

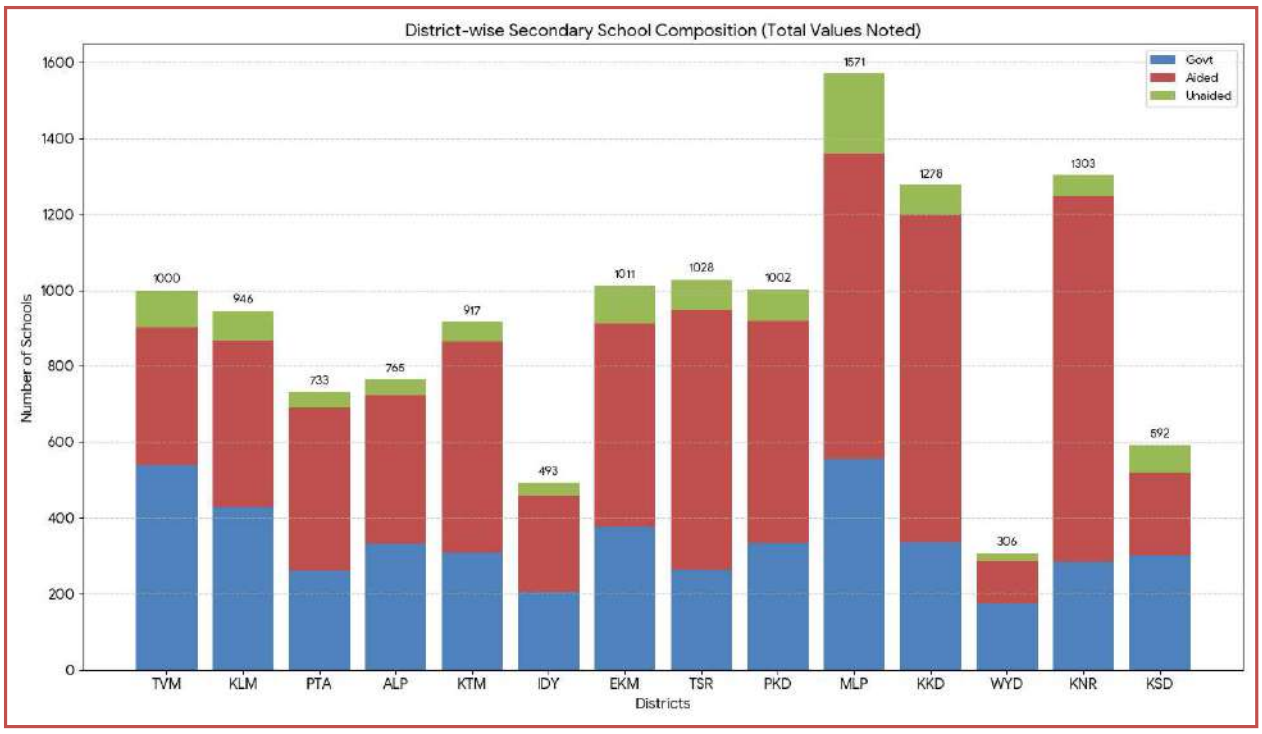
Table : 2.2.1

Dist	Number of Preprimay schools				
	Govt	Govt PTA	Aided	Unaided	Total
TVM	7	414	167	65	653
KLM	4	335	195	31	565
PTA	2	213	211	22	448
ALP	5	284	235	16	540
KTM	5	231	251	27	514
IDY	2	100	103	18	223
EKM	6	292	280	54	632
TSR	6	176	410	54	646
PKD	4	232	439	31	706
MLP	2	411	581	108	1102
KKD	4	192	566	35	797
WYD	1	129	69	14	213
KNR	2	178	658	24	862
KSD	1	193	137	38	369
Total	**51**	**3380**	**4302**	**537**	**8270**

2.3. An overview of Secondary School

The secondary education landscape in Kerala is characterized by a strong tripartite management system, with **Aided schools** serving as the primary backbone of the infrastructure. Out of a total of **12,945** schools, the Aided sector accounts for the largest share with **7,202** institutions (approximately 55.6%), followed by **4,700** Government schools (36.3%) and **1,043** Unaided schools (8.1%). District-wise data reveals that **Malappuram** holds the highest educational density with **1,571** schools, leading in all three categories, while **Wayanad** has the lowest total at **306**. While the Aided sector dominates in most regions—most notably in **Kannur**, where Aided schools (963) nearly triple the number of Government schools—the Government sector remains the primary provider in districts like **Kasaragod** and **Wayanad**. This distribution highlights a robust public-private partnership where the state heavily relies on Aided institutions to meet the educational needs of the majority, particularly in the North and Central districts.

The bar diagram given below gives the direct comparison of the total volume of schools across districts while simultaneously showing the internal breakdown of Government, Aided, and Unaided institutions



The table given below presents a detailed statistical breakdown of secondary schools in Kerala, categorized by their management type across all 14 districts.

Table: 2.3.1

District	Number of Secondary Schools			
	Govt	Aided	Unaided	Total
TVM	539	363	98	1000
KLM	429	439	78	946
PTA	262	429	42	733
ALP	331	393	41	765
KTM	309	556	52	917
IDY	204	256	33	493
EKM	377	536	98	1011
TSR	264	684	80	1028
PKD	333	585	84	1002
MLP	556	805	210	1571
KKD	336	864	78	1278
WYD	173	113	20	306
KNR	285	963	55	1303
KSD	302	216	74	592
Total	**4700**	**7202**	**1043**	**12945**

2.4. An overview of Higher Secondary School

The higher secondary education sector in Kerala demonstrates a balanced distribution between state and aided management, with a total of **2,076** schools across the state. Unlike the secondary sector, there is near parity between **Aided schools**, which account for **845** institutions (40.7%), and **Government schools** at **819** (39.5%), while the **Unaided sector** shows a more significant presence here with **412** schools (19.8%). Malappuram leads the state with the highest volume of **248** higher secondary schools, followed closely by **Ernakulam** (209) and **Thrissur** (204). District-wise trends show that the Government remains the primary provider in regions like **Thiruvananthapuram**, **Kannur**, and **Kasaragod**, whereas the Aided sector is more dominant in **Ernakulam**, **Thrissur**, and **Kottayam**. This distribution reflects a strategic infrastructure model where the state maintains a strong presence in higher secondary education while the private and aided sectors provide substantial support in urban and high-demand hubs.

The table given below presents a detailed statistical breakdown of Higher secondary schools in Kerala, categorized by their management type across all 14 districts.

Table: 2.4.1

District	Number of Higher Secondary Schools			
	Govt	Aided	Unaided	Total
TVM	79	55	44	178
KLM	61	55	22	138
PTA	31	44	20	95
ALP	45	64	15	124
KTM	40	70	26	136
IDK	34	32	16	82
EKM	67	92	50	209
TSR	71	94	39	204
PKD	63	62	30	155
KKD	65	85	29	179
MLPM	85	88	75	248
WYD	33	19	9	61
KNR	81	61	19	161
KSD	64	24	18	106
Total	**819**	**845**	**412**	**2076**

2.5. An overview of Vocational Higher Secondary

The Vocational Higher Secondary Education (VHSE) sector in Kerala is primarily a state-led initiative, with **Government schools** making up **261** of the **389** total institutions, representing approximately **67.1%** of the sector. The remaining **128** schools (**32.9%**) are **Aided**, while the **Unaided sector** has no presence in this category across any district. **Kollam** stands out as the district with the highest vocational school density, totaling **52** institutions, and is notably the region where Aided schools (**32**) outnumber Government schools (**20**).In Alappuzha district

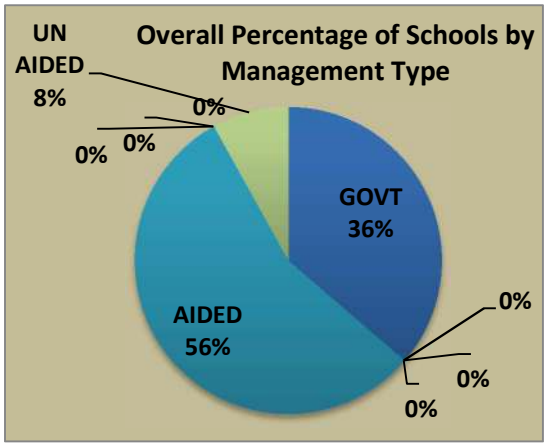
Aided School outnumber the Government Schools. Conversely, districts like **Malappuram**, **Kannur**, and **Kasaragod** show heavy government dominance, with the state providing nearly all vocational training infrastructure. This management structure indicates that vocational education in Kerala is treated as a essential public service, ensuring technical skill development is accessible throughout the state without reliance on private, unaided investment.

Table: 2.5.1

Dist	Number of Vocational Higher Secondary			
	Govt	Aided	Unaided	Total
TVM	30	11	0	**41**
KLM	20	32	0	**52**
PTA	14	7	0	**21**
ALP	10	17	0	**27**
KTM	21	10	0	**31**
IDY	11	5	0	**16**
EKM	22	12	0	**34**
TSR	26	10	0	**36**
PKD	18	7	0	**25**
MLP	24	3	0	**27**
KKD	20	8	0	**28**
WYD	8	2	0	**10**
KNR	18	1	0	**19**
KSD	19	3	0	**22**
Total	**261**	**128**	**0**	**389**

2.6 An analysis of secondary schools according to School Management and School level

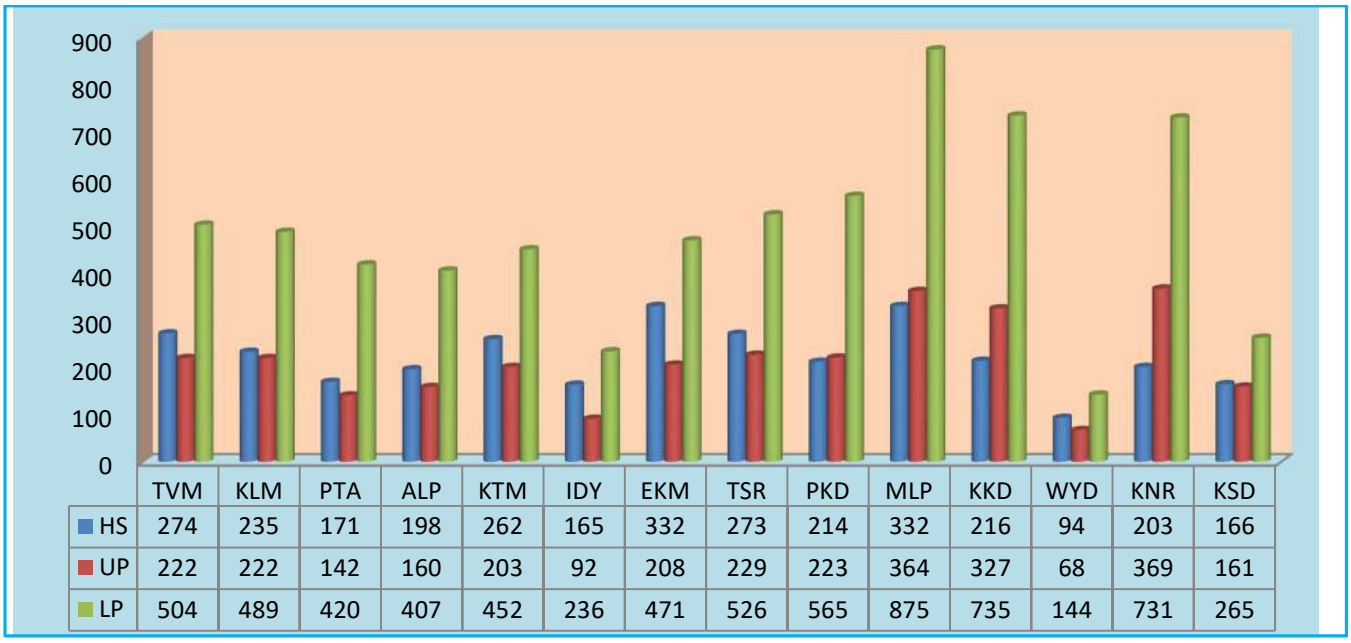
The provided data outlines the distribution of educational institutions across 14 districts in Kerala, categorized by management type (Government, Aided, and Un-aided) and educational level (HS, UP, and LP). A total of **12,945** schools are recorded, with the **Aided sector** maintaining the largest share at **55.6% (7,202 schools)**, followed by the **Government sector** at **36.3% (4,700 schools)**, and the **Un-aided sector** at **8.1% (1,043 schools)**. District-wise analysis reveals that **Malappuram (MLP)** has the highest concentration of schools with **1,571** institutions, significantly outperforming other districts, particularly in the Aided and Un-aided categories. Conversely, **Wayanad (WYD)** recorded the lowest total with 306 schools. Across the state, Lower Primary Lower Primary (LP) schools constitute the majority of the infrastructure, particularly in



the Government and Aided sectors, reflecting a strong emphasis on foundational education across all administrative districts.

Table: 2.6.1

DIST	Number of Schools															
	GOVERNMENT				AIDED				UN-AIDED				TOTAL			
	HS	UP	LP	TOTAL	HS	UP	LP	TOTAL	HS	UP	LP	TOTAL	HS	UP	LP	TOTAL
TVM	131	101	307	**539**	94	97	172	**363**	49	24	25	**98**	**274**	**222**	**504**	**1000**
KLM	88	66	275	**429**	127	132	180	**439**	20	24	34	**78**	**235**	**222**	**489**	**946**
PTA	51	43	168	**262**	112	86	231	**429**	8	13	21	**42**	**171**	**142**	**420**	**733**
ALP	65	69	197	**331**	127	79	187	**393**	6	12	23	**41**	**198**	**160**	**407**	**765**
KTM	73	63	173	**309**	168	132	256	**556**	21	8	23	**52**	**262**	**203**	**452**	**917**
IDY	85	25	94	**204**	70	61	125	**256**	10	6	17	**33**	**165**	**92**	**236**	**493**
EKM	101	89	187	**377**	178	101	257	**536**	53	18	27	**98**	**332**	**208**	**471**	**1011**
TSR	87	57	120	**264**	151	163	370	**684**	35	9	36	**80**	**273**	**229**	**526**	**1028**
PKD	92	44	197	**333**	78	161	346	**585**	44	18	22	**84**	**214**	**223**	**565**	**1002**
MLP	112	96	348	**556**	89	229	487	**805**	131	39	40	**210**	**332**	**364**	**875**	**1571**
KKD	83	71	182	**336**	100	238	526	**864**	33	18	27	**78**	**216**	**327**	**735**	**1278**
WYD	62	21	90	**173**	25	41	47	**113**	7	6	7	**20**	**94**	**68**	**144**	**306**
KNR	101	68	116	**285**	79	279	605	**963**	23	22	10	**55**	**203**	**369**	**731**	**1303**
KSD	98	60	144	**302**	35	70	111	**216**	33	31	10	**74**	**166**	**161**	**265**	**592**
Total	**1229**	**873**	**2598**	**4700**	**1433**	**1869**	**3900**	**7202**	**473**	**248**	**322**	**1043**	**3135**	**2990**	**6820**	**12945**



2.7 AEO-wise Statistical Analysis of Lower Primary (LP) and Upper Primary (UP) Schools

The **Assistant Educational Office (AEO)** serves as the primary administrative and regulatory link between the Directorate of General Education (DGE) and the primary education sector in Kerala. While the DDE (Deputy Director) oversees the entire revenue district, the AEO operates at the Educational Sub-District level, focusing on the grassroots management of schools. The AEO has immediate inspectional and administrative control over Government Lower Primary (GLPS) and Upper Primary (GUPS) schools, Aided Primary and Upper Primary schools., Recognized schools (non-aided) within their specific sub-district geographical limits. In Kerala 6820Lower Primary schools and 2990 Upper Primary schools are operating under the control of 163 Assistant Educational Offices. District wise number of Lower Primary and Upper Primary schools under 163 AEO Offices are shown in table given below.

Table : 2.7.1

SlNo.	Name of Assistant Educational Office	LOWER PRIMARY				UPPER PRIMARY			
		Govt	Aided	Un aided	Total	Govt	Aided	Un aided	Total
1	Neyyattinkara	18	27	2	47	2	5	2	**9**
2	Parassala	15	26	1	42	4	9	4	**17**
3	Kattakkada	26	26	2	54	6	8	3	**17**
4	Balaramapuram	23	17	3	43	5	7	0	**12**
	Neyyattinkara D E O Total	**82**	**96**	**8**	**186**	**17**	**29**	**9**	**55**
5	Thiruvananthapuram South	26	9	3	38	14	3	8	**25**
6	Thiruvananthapuram North	12	13	3	28	13	6	2	**21**
7	Kaniyapuram	40	3	3	46	11	6	0	**17**
	Thiruvananthapuram D E O Total	**78**	**25**	**9**	**112**	**38**	**15**	**10**	**63**
8	Attingal	28	9	3	40	16	11	2	**29**
9	Nedumangadu	36	6	1	43	11	7	0	**18**
10	Palode	27	13	1	41	12	8	1	**21**
11	Kilimanoor	27	11	2	40	4	16	2	**22**
12	Varkkala	29	12	1	42	3	11	0	**14**
	Attingal D E O Total	**147**	**51**	**8**	**206**	**46**	**53**	**5**	**104**
I	**TRIVANDRUM DIST. TOTAL**	**307**	**172**	**25**	**504**	**101**	**97**	**24**	**222**
13	Chavara	17	18	1	36	5	6	2	**13**
14	Chathannoor	19	15	8	42	8	13	9	**30**
15	Karunagappally	24	13	0	37	6	12	2	**20**

SlNo.	Name of Assistant Educational Office	LOWER PRIMARY				UPPER PRIMARY			
		Govt	Aided	Un aided	Total	Govt	Aided	Un aided	Total
16	Kundara	18	21	4	43	5	17	5	**27**
17	Kollam	14	30	4	48	5	11	1	**17**
	Kollam D E O Total	**92**	**97**	**17**	**206**	**29**	**59**	**19**	**107**
18	Kottarakkara	29	16	3	48	6	9	0	**15**
19	Kulakkada	36	8	4	48	3	7	2	**12**
20	Sasthamkotta	26	5	0	31	5	10	1	**16**
21	Veliyam	23	21	2	46	4	17	0	**21**
	Kottarakkara D E O Total	**114**	**50**	**9**	**173**	**18**	**43**	**3**	**64**
22	Chadayamangalam	9	18	2	29	6	12	0	**18**
23	Anchal	29	8	1	38	6	9	0	**15**
24	Punalur	31	7	5	43	7	9	2	**18**
	Punalur D E O Total	**69**	**33**	**8**	110	**19**	**30**	**2**	**51**
II	**KOLLAM DIST. TOTAL**	**275**	**180**	**34**	**489**	**66**	**132**	**24**	**222**
25	Adoor	41	7	5	53	5	17	1	**23**
26	Konni	22	10	3	35	2	9	2	**13**
27	Pandalam	12	7	3	22	4	3	1	**8**
28	Pathanamthitta	18	24	0	42	5	10	0	**15**
	Kozhenchery	6	27	0	33	3	11	1	**15**
29	Ranni	16	28	0	44	6	7	2	**15**
	Pathanamthitta D EO Total	**115**	**103**	**11**	**229**	**25**	**57**	**7**	**89**
30	Mallappally	12	30	4	46	2	2	0	**4**
31	Pullad	8	26	0	34	5	9	0	**14**
32	Aranmula	11	14	2	27	4	5	0	**9**
33	Thiruvalla	14	33	4	51	6	7	4	**17**
34	Vennikkulam	8	25	0	33	1	6	2	**9**
	Thiruvalla D E O Total	**53**	**128**	**10**	**191**	**18**	**29**	**6**	**53**
III	**PATHANAMTHITTA DIST.TOTAL**	**168**	**231**	**21**	**420**	**43**	**86**	**13**	**142**
37	Chengannoor	26	23	6	55	9	12	3	**24**
38	Kayamkulam	18	32	4	54	8	9	2	**19**
39	Mavelikkara	36	30	2	68	11	11	2	**24**
	Mavelikkara D E O Total	**80**	**85**	**12**	**177**	**28**	**32**	**7**	**67**
40	Alappuzha	11	17	5	33	5	5	2	**12**
41	Ambalappuzha	16	18	0	34	3	10	0	**13**
	Harippad	14	14	2	30	7	11	0	**18**

SlNo.	Name of Assistant Educational Office	LOWER PRIMARY				UPPER PRIMARY			
		Govt	Aided	Un aided	Total	Govt	Aided	Un aided	Total
	Alappuzha D E O Total	**41**	**49**	**7**	**97**	**15**	**26**	**2**	**43**
42	Cherthala	25	18	0	43	5	5	2	**12**
43	Thuravoor	21	12	0	33	8	5	0	**13**
	Cherthala D E O Total	**46**	**30**	**0**	**76**	**13**	**10**	**2**	**25**
44	Mankompu	11	5	1	17	5	4	0	**9**
45	Thalavady	9	12	2	23	4	4	0	**8**
46	Veliyanad	10	6	1	17	4	3	1	**8**
	Kuttanadu D E O Total	**30**	**23**	**4**	**57**	**13**	**11**	**1**	**25**
IV	**ALAPPUZHA DIST. TOTAL**	**197**	**187**	**23**	**407**	**69**	**79**	**12**	**160**
47	Changanassery	20	25	5	50	6	14	0	**20**
48	Kottayam East	11	25	4	40	9	6	2	**17**
49	Kottayam West	10	28	1	39	9	5	1	**15**
50	Pampady	9	11	2	22	3	3	0	**6**
	Kottayam D E O Total	**50**	**89**	**12**	**151**	**27**	**28**	**3**	**58**
51	Ettumanoor	10	18	0	28	5	7	0	**12**
52	Palai	16	14	0	30	3	12	0	**15**
53	Ramapuram	14	12	0	26	3	10	0	**13**
54	Kozhuvanal	5	13	0	18	2	2	0	**4**
	Palai D E O Total	**45**	**57**	**0**	**102**	**13**	**31**	**0**	**44**
55	Vaikom	16	18	0	34	8	8	1	**17**
56	Kuravilangad	21	22	3	46	9	9	0	**18**
	Kaduthuruthy D E O Total	**37**	**40**	**3**	**80**	**17**	**17**	**1**	**35**
57	Erattupetta	9	23	3	35	2	14	0	**16**
58	Kanjirappally	18	25	3	46	2	27	1	**30**
59	Karukachal	14	22	2	38	2	15	3	**20**
	Kanjirappally D E O Total	**41**	**70**	**8**	**119**	**6**	**56**	**4**	**66**
V	**KOTTAYAM DIST TOTAL**	**173**	**256**	**23**	**452**	**63**	**132**	**8**	**203**
60	Arakulam	10	9	1	20	4	7	0	**11**
61	Thodupuzha	19	22	0	41	5	19	0	**24**
62	Adimali	15	10	1	26	4	9	0	**13**
	Thodupuzha D E O Total	**44**	**41**	**2**	**87**	**13**	**35**	**0**	**48**
63	Kattappana	10	22	4	36	1	14	3	**18**

SlNo.	Name of Assistant Educational Office	LOWER PRIMARY				UPPER PRIMARY			
		Govt	Aided	Un aided	Total	Govt	Aided	Un aided	Total
64	Munnar	12	33	3	48	3	2	1	**6**
65	Peerumedu	16	17	4	37	**7**	**3**	**1**	**11**
66	Nedumkandam	12	12	4	28	1	7	1	**9**
	Kattappana D E O Total	**50**	**84**	**15**	**149**	**12**	**26**	**6**	**44**
VI	**IDUKKI DIST. TOTAL**	**94**	**125**	**17**	**236**	**25**	**61**	**6**	**92**
67	Ernakulam	10	28	4	42	3	16	1	**20**
68	Mattancherry	5	27	0	32	4	8	2	**14**
69	Thrippunithura	13	21	2	36	6	11	0	**17**
70	Vypin	5	25	0	30	4	10	0	**14**
	Ernakulam D E O Toal	**33**	**101**	**6**	**140**	**17**	**45**	**3**	**65**
71	Koothattukulam	8	6	0	14	3	4	0	**7**
72	Muvattupuzha	9	10	2	21	10	3	0	**13**
73	Kallorkkadu	5	11	0	16	**2**	**4**	**0**	**6**
74	Piravom	11	8	3	22	8	3	2	**13**
	Muvattupuzha D E O Total	**33**	**35**	**5**	**73**	**23**	**14**	**2**	**39**
75	Kolenchery	20	9	2	31	11	4	2	**17**
76	Aluva	17	24	5	46	5	9	5	**19**
77	Ankamali	21	27	3	51	6	8	1	**15**
78	North Paravoor	24	19	2	45	4	5	2	**11**
	Aluva D E O Total	**82**	**79**	**12**	**173**	**26**	**26**	**10**	**62**
79	Perumbavoor	18	16	3	37	12	5	2	**19**
80	Kothamangalam	21	26	1	48	11	11	1	**23**
	Kothamangalam D E O Total	**39**	**42**	**4**	**85**	**23**	**16**	**3**	**42**
VII	**ERNAKULAM DIST. TOTAL**	**187**	**257**	**27**	**471**	**89**	**101**	**18**	**208**
81	Chalakkudy	12	24	4	40	6	15	2	**23**
82	Irinjalakkuda	5	33	4	42	5	13	0	**18**
83	Kodungalloor	18	17	3	38	6	17	2	**25**
84	Mala	4	38	0	42	3	10	0	**13**
	Irinjalakkuda D E O Total	**39**	**112**	**11**	**162**	**20**	**55**	**4**	**79**
85	Cherpu	8	31	2	41	3	11	0	**14**
86	Thrissur East	9	29	6	44	3	12	1	**16**
87	Thrissur West	12	33	4	49	6	11	0	**17**
	Thrissur D E O Total	**29**	**93**	**12**	**134**	**12**	**34**	**1**	**47**
88	Chavakkadu	16	34	4	54	6	17	0	**23**
89	Kunnamkulam	7	35	2	44	5	13	2	**20**

SlNo.	Name of Assistant Educational Office	LOWER PRIMARY				UPPER PRIMARY			
		Govt	Aided	Un aided	Total	Govt	Aided	Un aided	Total
90	Mullassery	3	21	1	25	3	5	2	**10**
91	Valappad	9	38	2	49	4	27	0	**31**
92	Wadakkancherry	17	37	4	58	7	12	0	**19**
	Chavakkadu D E O Total	**52**	**165**	**13**	**230**	**25**	**74**	**4**	**103**
VIII	**THRISSUR DIST. TOTAL**	**120**	**370**	**36**	**526**	**57**	**163**	**9**	**229**
93	Alathur	15	37	1	53	2	19	4	**25**
94	Chittoor	30	13	1	44	9	8	1	**18**
95	Kollamkodu	20	24	3	47	3	15	5	**23**
96	Palakkad	22	11	1	34	6	15	3	**24**
97	Parali	12	19	0	31	2	13	0	**15**
98	Kuzhalmannam	16	22	0	38	2	7	0	**9**
	Palakkad D E O Total	**115**	**126**	**6**	**247**	**24**	**77**	**13**	**114**
99	Ottappalam	2	41	1	44	1	19	1	**21**
100	Pattambi	11	38	2	51	4	10	1	**15**
101	Shornur	3	46	3	52	1	14	0	**15**
102	Thrithala	21	21	1	43	3	9	1	**13**
	Ottappalam D E O Total	**37**	**146**	**7**	190	**9**	**52**	**3**	**64**
103	Mannarkadu	36	33	9	78	9	17	2	**28**
104	Cherplassery	9	41	0	50	2	15	0	**17**
	Mannarkkad DEO Total	**45**	**74**	**9**	**128**	**11**	**32**	**2**	**45**
IX	**PALAKKAD DIST. TOTAL**	**197**	**346**	**22**	**565**	**44**	**161**	**18**	**223**
105	Keezhissery	13	16	1	30	3	12	1	**16**
106	Kondotti	25	37	0	62	7	20	2	**29**
107	Malappuram	19	41	1	61	7	13	2	**22**
108	Mankada	14	43	2	59	5	14	1	**20**
109	Manjery	37	29	2	68	10	11	1	**22**
110	Perinthalmanna	13	30	3	46	1	17	3	**21**
	Malappuram D E O Total	**121**	**196**	**9**	**326**	**33**	**87**	**10**	**130**
111	Edappal	19	26	0	45	6	12	4	**22**
112	Kuttippuram	26	30	4	60	3	17	6	**26**
113	Ponnani	12	24	2	38	4	10	1	**15**
114	Thiroor	18	47	2	67	7	17	2	**26**
	Thiroor D E O Total	**75**	**127**	**8**	**210**	**20**	**56**	**13**	**89**
115	Areacode	18	17	5	40	7	7	1	**15**
116	Melattur	15	14	1	30	1	10	0	**11**

SlNo.	Name of Assistant Educational Office	LOWER PRIMARY				UPPER PRIMARY			
		Govt	Aided	Un aided	Total	Govt	Aided	Un aided	Total
117	Nilamboor	29	21	5	55	10	17	5	**32**
118	Wandoor	29	16	4	49	4	8	1	**13**
	Wandoor D E O Total	**91**	**68**	**15**	**174**	**22**	**42**	**7**	**71**
119	Parappanangadi	12	23	2	37	7	14	2	**23**
120	Vengara	24	34	1	59	8	17	4	**29**
121	Thanoor	25	39	5	69	6	13	3	**22**
	Thiroorangadi DEO Total	61	96	8	165	21	44	9	**74**
X	**MALAPPURAM DIST. TOTAL**	**348**	**487**	**40**	**875**	**96**	**229**	**39**	**364**
122	Chevayur	14	34	0	48	5	19	2	**26**
123	Kozhikodu City	16	17	4	37	15	8	1	**24**
124	Kozhikodu Rural	10	21	3	34	3	6	1	**10**
125	Feroke	14	21	1	36	4	12	4	**20**
	Kozhikodu D E O Total	**54**	**93**	**8**	**155**	**27**	**45**	**8**	**80**
126	Vadakara	1	51	2	54	0	19	0	**19**
127	Chombala	6	43	2	51	1	15	1	**17**
128	Kunnummel	17	42	1	60	3	13	0	**16**
129	Meladi	8	44	0	52	3	19	1	**23**
130	Nadapuram	8	51	0	59	3	8	2	**13**
131	Koyilandi	12	24	2	38	8	21	2	**31**
132	Thodannoor	1	50	0	51	3	14	0	**17**
	Vadakara D E O Total	**53**	**305**	**7**	**365**	**21**	**109**	**6**	**136**
133	Kunnamangalam	10	18	4	32	0	11	0	**11**
134	Thamarassery	6	15	2	23	4	8	1	**13**
135	Koduvally	12	23	2	37	6	9	0	**15**
136	Balussery	15	30	1	46	3	24	0	**27**
137	Perambra	16	29	0	45	5	20	0	**25**
138	Mukkom	16	13	3	32	5	12	3	**20**
	Thamarassery DEO	**75**	**128**	**12**	**215**	**23**	**84**	**4**	**111**
XI	**KOZHIKODU DIST. TOTAL**	**182**	**526**	**27**	**735**	**71**	**238**	**18**	**327**
139	Sulthanbatheri	35	13	3	51	5	16	5	**26**
140	Vythiri	25	13	0	38	9	9	1	**19**
141	Mananthavadi	30	21	4	55	7	16	0	**23**
	Wayanadu D E O Total	**90**	**47**	**7**	**144**	**21**	**41**	**6**	**68**

SlNo.	Name of Assistant Educational Office	LOWER PRIMARY				UPPER PRIMARY			
		Govt	Aided	Un aided	Total	Govt	Aided	Un aided	Total
XII	**WAYANADU DIST TOTAL**	**90**	**47**	**7**	**144**	**21**	**41**	**6**	**68**
142	Kannur South	1	58	0	59	0	17	2	**19**
143	Kannur North	4	49	0	53	7	29	2	**38**
144	Pappinissery	9	39	2	50	4	20	1	**25**
	Kannur D E O Total	**14**	**146**	**2**	**162**	**11**	**66**	**5**	**82**
145	Mattannur	7	45	1	53	2	21	0	**23**
146	Chokli	1	51	0	52	2	12	2	**16**
147	Iritty	12	35	0	47	11	21	1	**33**
148	Koothuparamba	5	49	2	56	2	16	0	**18**
149	Panoor	6	42	0	48	1	19	2	**22**
150	Thalassery North	1	51	0	52	1	18	0	**19**
151	Thalassery South	6	34	1	41	4	19	1	**24**
	Thalassery D E O Total	**38**	**307**	**4**	**349**	**23**	**126**	**6**	**155**
152	Payyannur	19	22	1	42	9	19	2	**30**
153	Thalipparamba North	17	27	0	44	7	17	7	**31**
154	Thalipparamba South	5	37	2	44	2	12	0	**14**
155	Madayi	15	34	0	49	8	16	2	**26**
156	Irikkur	8	32	1	41	8	23	0	**31**
	Thaliparamba DEO Total	**64**	**152**	**4**	220	**34**	**87**	**11**	**132**
XIII	**KANNUR DIST. TOTAL**	**116**	**605**	**10**	**731**	**68**	**279**	**22**	**369**
157	Kasaragod	34	14	2	50	19	9	8	**36**
158	Kumbala	18	27	1	46	3	17	2	**22**
159	Manjeswar	24	24	2	50	1	16	8	**25**
	Kasaragod D E O Total	**76**	**65**	**5**	**146**	**23**	**42**	**18**	**83**
160	Beckal	18	7	1	26	13	2	3	**18**
161	Cheruvathur	16	16	1	33	11	11	4	**26**
162	Chittarickal	13	11	0	24	3	9	3	**15**
163	Hosdurg	21	12	3	36	10	6	3	**19**
	Kanjangad D E O Total	**68**	**46**	**5**	**119**	**37**	**28**	**13**	**78**
XIV	**KASARAGOD DIST TOTAL**	**144**	**111**	**10**	**265**	**60**	**70**	**31**	**161**
KERALA STATE TOTAL		**2598**	**3900**	**322**	**6820**	**873**	**1869**	**248**	**2990**

2.8 DEO - wise statistical analysis of High Schools

The **District Educational Office (DEO)** serves as the middle-tier administrative hub within the Department of General Education. While the Revenue District is headed by a Deputy Director of Education (DDE), the Educational District—managed by the DEO—is specifically focused on the administration and supervision of secondary education. In Kerala 3135High schools are operate under the control of 41District Educational Offices. Districtwise number of High schools under DEO Offices are shown in table given below.

Table : 2.8.1

Sl.No.	Name of Educational District	Govt	Aided	Un aided	Total
1	Neyyattinkara	34	39	12	85
2	Thiruvananthapuram	47	30	23	100
3	Attingal	50	25	14	89
I	**Thiruvananthapuram Dist Total**	**131**	**94**	**49**	**274**
4	Kollam	44	56	16	116
5	Punaloor	24	28	1	53
6	Kottarakkara	20	43	3	66
II	**Kollam Dist Total**	**88**	**127**	**20**	**235**
7	Pathanamthitta	34	67	6	107
8	Thiruvalla	17	45	2	64
III	**PathanamthittaDist Total**	**51**	**112**	**8**	**171**
9	Mavelikkara	21	47	3	71
10	Alappuzha	17	28	1	46
11	Cherthala	19	27	1	47
12	Kuttanad	8	25	1	34
IV	**Alappuzha Dist Total**	**65**	**127**	**6**	**198**
13	Kottayam	28	51	10	89
14	Pala	9	43	4	56
15	Kaduthuruthi	16	27	2	45
16	Kanjirappilly	20	47	5	72
V	**Kottayam Dist Total**	**73**	**168**	**21**	**262**
17	Thodupuzha	37	34	4	75
18	Kattappana	48	36	6	90
VI	**Idukki Dist Total**	**85**	**70**	**10**	**165**
19	Ernakulam	29	58	15	102
20	Muvattupuzha	17	31	8	56
21	Aluva	35	61	24	120
22	Kothamangalam	20	28	6	54
VII	**Ernakulam Dist Total**	**101**	**178**	**53**	**332**
23	Iringalakkuda	28	50	8	86
24	Thrissur	23	57	8	88
25	Chavakkad	36	44	19	99
VIII	**Thrissur Dist Total**	**87**	**151**	**35**	**273**

26	Manarkkad	17	18	11	46
27	Palakkad	45	42	22	109
28	Ottappalam	30	18	11	59
IX	**Palakkad Dist Total**	**92**	**78**	**44**	**214**
29	Malappuram	37	32	46	115
30	Thirurangadi	20	19	33	72
31	Thirur	24	18	36	78
32	Wandoor	31	20	16	67
X	**Malappuram Dist Total**	**112**	**89**	**131**	**332**
33	Kozhikkodu	31	29	16	76
34	Vadakara	28	31	5	64
35	Thamarassery	24	40	12	76
XI	**KozhikkoduDist Total**	**83**	**100**	**33**	**216**
36	Wayanad	62	25	7	94
XII	**Wayanad Dist Total**	**62**	**25**	**7**	**94**
37	Kannur	20	12	5	37
38	Thalassery	26	39	7	72
39	Thaliparamba	55	28	11	94
XIII	**Kannur Dist Total**	**101**	**79**	**23**	**203**
40	Kanjangdd	53	16	10	79
41	Kasaragod	45	19	23	87
XIV	**Kasaragod Dist Total**	**98**	**35**	**33**	**166**
Kerala State Total		**1229**	**1433**	**473**	**3135**

2.9 Trends in School Statistics: A Comparative Study of LP, UP, and HS Sectors (2010-11 to 2024-25)

This table provides a comprehensive overview of the number of schools categorized by management type—**Government, Aided, and Un-aided**—and level (High School, Upper Primary, and Lower Primary) over a 15-year period. The total number of schools has seen a gradual increase, rising from **12,644** in 2010-11 to **12,945** in 2024-25. The peak was recorded in 2020-21 with **12,995** schools. There has been a steady growth in the government sector. The total count rose from **4,504** to **4,700**. Notably, the number of Government High Schools (HS) increased significantly from **1,066** to **1,229**. This category remains the largest sector but has shown a slight downward trend in recent years. After peaking at **7,277** in 2010-11, the total number of aided schools slightly decreased to **7,202** by 2024-25. This sector experienced a notable jump around 2015-16 (from 851 to 1,123 schools). However, in the last decade, the numbers have remained relatively stable, hovering around the **1,040 - 1,080** range. **High Schools (HS)** have shown the most consistent growth across all management types, increasing from **2,874** to **3,135**. The data indicates a steady strengthening of the **Government sector** and a consistent expansion of **High School** facilities across the state over the last 15 years, while the Aided and

Un-aided sectors have maintained a stabilized presence. The details are shown in table given below.

Table : 2.9.1

YEAR	GOVERNMENT				AIDED				UN-AIDED			
	HS	UP	LP	TOTAL	HS	UP	LP	TOTAL	HS	UP	LP	TOTAL
2010-11	1066	899	2539	**4504**	1429	1870	3978	**7277**	379	217	267	**863**
2011-12	1089	924	2607	**4620**	1406	1845	3910	**7161**	379	217	267	**863**
2012-13	1107	906	2606	**4619**	1407	1847	3903	**7157**	401	210	251	**862**
2013-14	1159	858	2602	**4619**	1406	1845	3896	**7147**	399	210	251	**860**
2014-15	1161	857	2601	**4619**	1406	1846	3893	**7145**	397	205	249	**851**
2015-16	1162	865	2592	**4619**	1406	1848	3886	**7140**	453	266	404	**1123**
2016-17	1225	873	2597	**4695**	1433	1873	3914	**7220**	461	242	363	**1066**
2017-18	1227	871	2597	**4695**	1433	1871	3912	**7216**	459	244	357	**1060**
2018-19	1228	870	2597	**4695**	1432	1873	3911	**7216**	460	244	346	**1050**
2019-20	1228	870	2595	**4693**	1432	1873	3911	**7216**	458	242	342	**1042**
2020-21	1229	870	2597	**4696**	1432	1873	3909	**7214**	471	265	349	**1085**
2021-22	1229	871	2597	**4697**	1433	1871	3908	**7212**	463	263	338	**1064**
2022-23	1229	871	2598	**4698**	1433	1871	3906	**7210**	463	258	330	**1051**
2023-24	1228	873	2597	**4698**	1434	1870	3903	**7207**	469	251	323	**1043**
2024-25	1229	873	2598	**4700**	1433	1869	3900	**7202**	473	248	322	**1043**

2.10. Category wise analysis of schools

The following table provides a comprehensive breakdown of schools by category.

Table : 2.10.1

Sl.No.	Category of Schools	Govt.	Aided	Unaided	Total
1	Lower Primary Schools	2598	3900	322	**6820**
2	Upper Primary Schools	873	1869	248	**2990**
3	High Schools	1229	1433	473	**3135**
4	Higher Secondary Schools	819	845	412	**2076**
5	Vocational Higher Secondary Schools	261	128	0	**389**
6	Technical High Schools	39	0	0	**39**
7	Technical Higher Secondary Schools	15	0	0	**15**
8	Schools working along with Teachers	11	13	1	**25**
9	Pre Primary schools (Govt-51, Govt. PTA-3380)	3431	4302	537	**8270**
10	Anglo Indian schools	0	17	1	**18**
11	Special Schools	7	36	2	**45**

Sl.No.	Category of Schools	Govt.	Aided	Unaided	Total
12	Fisheries Schools	48	0	0	**48**
13	Tribal Schools	90	0	0	**90**
14	Sports Schools	4	0	0	**4**
15	Model Residential Schools	27	0	0	**27**
16	Schools for Differently Abled Children	0	0	344	344
17	Schools following Muslim Calendar	10	31	0	41
18	Shift Schools	3	78	0	81
19	Sessional Schools	1	0	0	1
20	Multi Grade Learning Centers (MGLC)	11	0	0	11

As the details concerning LP, UP, HS, HSS, and VHSE sectors were addressed previously, they are omitted from the following discussions.

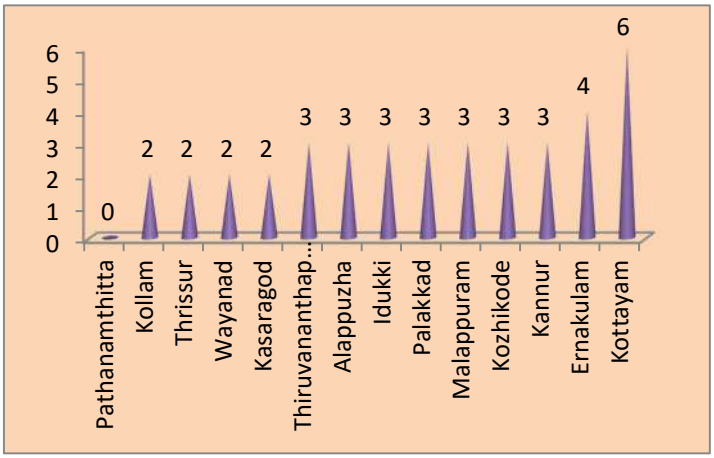
2.10.1. Technical High Schools (THS)

Technical High Schools are specialized secondary educational institutions that integrate conventional academic curricula with intensive vocational and technical training. Unlike traditional high schools that focus primarily on a broad liberal arts or general science foundation, technical high schools aim to equip students with specific trade skills and engineering fundamentals alongside their standard diploma requirements. These schools provide secondary education with a focus on technical vocational skills alongside general subjects. The details are shown in table given below.

Table: 2.10.1.1

Sl.No.	District	Number of Schools (THS)		
		Rural	Urban	Total
1	Thiruvananthapuram	2	1	3
2	Kollam	2	0	2
3	Pathanamthitta	0	0	0
4	Alappuzha	2	1	3
5	Kottayam	6	0	6
6	Idukki	3	0	3
7	Ernakulam	4	0	4
8	Thrissur	1	1	2
9	Palakkad	2	1	3
10	Malappuram	3	0	3
11	Kozhikode	2	1	3
12	Wayanad	2	0	2
13	Kannur	3	0	3
14	Kasaragod	2	0	2
	Total	**34**	**5**	**39**

During the academic year 2024-25, total number of Technical High schools (THS) under Technical Education Department is 39.Out of these 34 schools are in rural area and 5 schools are in urban area. The highest number of Technical High schools is in Kottayam (6) district, Ernakulam follows with 4 schools and while Pathanamthitta district has no Technical High schools.



The chart illustrates the distribution of technical High schools across various districts in Kerala. The data shows a significant variation in the availability of these institutions, ranging from districts with no schools to those with several.

2.10.2 Technical Higher secondary schools (THSS)

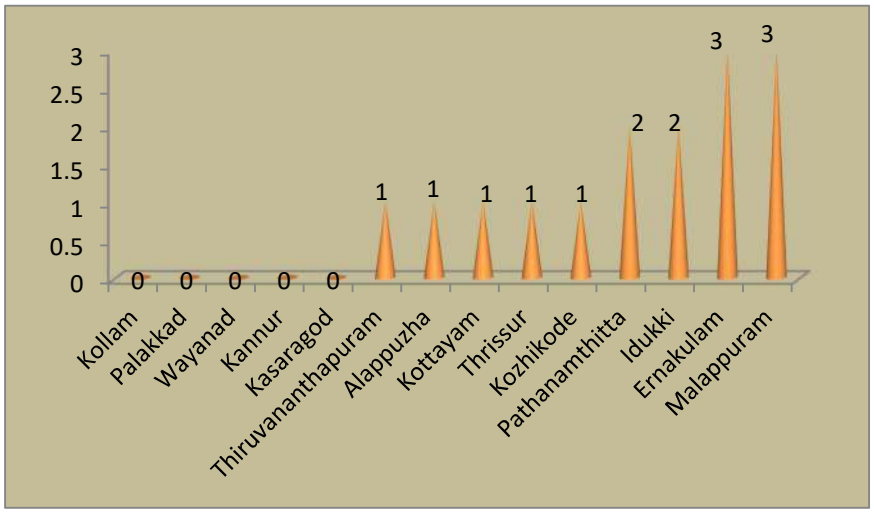
Technical Higher Secondary Schools (THSS) in Kerala represent a specialized stream of education designed to bridge the gap between academic learning and technical proficiency. These institutions provide a unique curriculum that integrates standard higher secondary subjects with specialized technical training. Most Technical Higher Secondary Schools in the state are managed by the **Institute of Human Resources Development (IHRD)**, a scientific and educational institution established by the Government of Kerala. The first school of this kind, the Model Technical Higher Secondary School, Kaloor, was established in 1990 to provide education in hi-tech sectors. The primary goal of these institutions is to foster a generation that is technically literate and capable of contributing to the technological and economic growth of the state. By introducing engineering and technological concepts at the higher secondary level, these schools prepare students specifically for higher education in Engineering, Technology, and Applied Sciences. The details are shown in table given below.

Table: 2.10.2.1

Sl.No.	District	Number of Schools (THSS)		
		Rural	Urban	Total
1	Thiruvananthapuram	**0**	**1**	**1**
2	Kollam	0	0	0
3	Pathanamthitta	2	0	2
4	Alappuzha	1	0	1
5	Kottayam	1	0	1
6	Idukki	2	0	2
7	Ernakulam	1	2	3
8	Thrissur	1	0	1

Sl.No.	District	Number of Schools (THSS)		
		Rural	Urban	Total
9	Palakkad	0	0	0
10	Malappuram	3	0	3
11	Kozhikode	1	0	1
12	Wayanad	0	0	0
13	Kannur	0	0	0
14	Kasaragod	0	0	0
	Total	**12**	**3**	**15**

During the academic year 2024-25, total number of Technical Higher Secondary schools (THSS) under Technical Education Department is 15. Out of these, 12 schools are in rural area and 3 schools are in urban area. The highest number of Technical Higher Secondary schools is in Ernakulam (3) and Malappuram (3) districts. While Kollam, Palakkad, Wayanad, Kannur and Kasaragod districts have no THSS. The provided chart illustrates the district wise distribution of Technical Higher Secondary Schools (THSS)under the general Education sector. The data indicates an uneven distribution of technical education facilities across the state. While certain districts like Ernakulam and Malappuram lead in numbers, a significant portion of the state (five districts) lacks these specialized educational institutions entirely.



2.10.3 Anglo Indian Schools

Anglo-Indian Schools in Kerala are a distinct group of educational institutions with a legacy dating back to the colonial era. Originally established to cater to the children of the Anglo-Indian community-descendants of European (Portuguese, Dutch, French, and British) and Indian unions-these schools have evolved into premier institutions open to all, while still maintaining their unique cultural and administrative identity. Anglo Indian have the constitutional rights under Articles 30 (1) and 366 (2), which assure right of the minorities to establish Educational Institutions. In 1945 itself, Govt. of Cochin has approved the beginning of 13 Anglo Indian Schools in the state. During 2024-25 there are 18 Anglo Indian schools in Kerala and the details are shown in table & Chart given below.

Most of Anglo-Indian Schools are working in Ernakulam District (13 Nos). Rest of them is working in Thrissur (2), Kozhikode (1), and Kannur (2) districts. Out of 18 schools 7 schools are lower primary, 3 schools are upper primary, 4 schools are high school and 4 schools are higher secondary schools. Out of 18 Anglo Indian schools 17 schools are in Aided sector and one school is in unaided sector. 9 schools are situated in rural area and 9 schools in urban area.

SL.NO.	District	LP	UP	HS	HSS	Total
1	**Ernakulam**	6	2	4	1	**13**
2	**Kannur**	0	0	0	2	**2**
3	**Kozhikode**	0	0	0	1	**1**
4	**Thrissur**	1	1	0	0	**2**
	Total	**7**	**3**	**4**	**4**	**18**

The Provided bar chart illustrates the trend in the number of Anglo-Indian Schools over a ten-year period, from 2015-16 to 2024-25. The number of Anglo-Indian schools remained perfectly stagnant from 2015-16 to 2023-24, the count stayed constant at 19 schools. In the 2024-25 the number of Anglo-Indian schools dropped from 19 to 18.



2.10.4 Special Schools (Visually and Hearing Impaired)

Special schools for children with visual and hearing impairments are specialized educational institutions designed to provide an inclusive and accessible learning environment. Unlike mainstream schools, these institutions utilize specific pedagogical methods, assistive technologies, and tailored curricula to ensure that students can achieve academic and personal growth without barriers. Specifically designed for students with disabilities (Hearing and Visually Impaired). There are 45 Schools in Kerala during 2024-25 for educating students with special needs. Out of 45 special schools, 31 schools are for hearing impaired, 12 schools are for visually and hearing impaired. Among 45 schools, 26 schools are in rural area and 19 schools are in urban area. Out of 45 schools, 13 schools are Upper Primary Schools, 14 schools are High Schools and 18 schools are Higher Secondary Schools. The details are shown in table given below.

Table : 2.10.4.1

DIST	GOVT.				AIDED				UNAIDED				TOTAL
	LP	UP	HS	HSS	LP	UP	HS	HSS	LP	UP	HS	HSS	
TVM	0	1	0	1	0	1	0	0	0	0	0	0	3
KLM	0	0	0	0	0	0	0	1	0	0	0	0	1
PTA	0	0	0	0	0	0	0	3	0	0	0	0	3
ALP	0	0	0	0	0	0	0	0	0	0	0	0	0
KTM	0	0	1	0	0	2	1	1	0	0	0	0	5
IDK	0	0	0	0	0	1	0	0	0	0	0	0	1
EKM	0	0	0	0	0	2	2	1	0	0	0	0	5
TSR	0	1	0	1	0	0	2	1	0	0	1	0	6
PKD	0	0	0	1	0	1	0	1	0	0	0	0	3
MPM	0	0	0	0	0	1	2	2	0	1	0	0	6
KKD	0	0	0	0	0	1	1	2	0	0	0	0	4
WND	0	0	0	0	0	0	1	1	0	0	0	0	2
KNR	0	0	0	0	0	0	2	1	0	0	0	0	3
KZD	0	1	0	0	0	0	1	1	0	0	0	0	3
TOTAL	**0**	**3**	**1**	**3**	**0**	**9**	**12**	**15**	**0**	**1**	**1**	**0**	**45**

The vast majority of special schools are Aided, while Government and Unaided institutions make up a small fraction of the total. Higher Secondary schools and High schools are the most common levels for these specialized institutions. Thrissur and Malappuram lead with 6 schools each. Alappuzha is the only district listed with zero special schools. Idukki and Kollam have only 1 school each. The number of Special schools (hearing and Visually Impaired) were consistent during the period form 2015-16 to 2024-25, the count remains constant at 45 schools.

2.10.5 Fisheries Schools

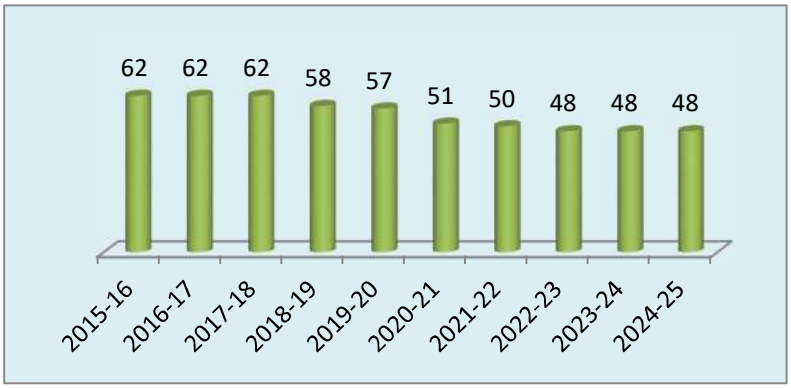
Fisheries schools in Kerala, commonly referred to as **Regional Fisheries Technical High Schools (RFTHS)**, are specialized institutions designed to provide academic empowerment to children from the fishing community. Managed by the **Fisheries Department** of the Government of Kerala, these schools aim to bridge the educational gap within coastal populations. The primary goal of these institutions is to ensure that children from traditional fishing families have access to quality education that combines general academic subjects with specialized technical training. This dual

District	LP	UP	HS	HSS	TOTAL
TVM	0	0	0	1	1
KLM	0	0	1	0	1
PTA	0	0	0	0	0
ALP	0	0	1	0	1
EKM	1	1	0	1	3
TSR	5	2	1	2	10
MPM	5	2	1	0	8
KKD	7	3	2	1	13
KNR	2	0	1	0	3
KSD	2	5	1	0	8
TOTAL	**22**	**13**	**8**	**5**	**48**

approach helps students preserve their community's heritage while gaining the skills necessary for modern employment. Fisheries School in Kerala is run by the government under both the Department of General Education and Department of Fisheries. Highest numbers of the fisheries schools are there in Kozhikode district (13)while there are no such schools in Pathanamthitta, Kottayam, Idukki, Palakkadand and Wayanad district.

38 Fisheries schools were run by Directorate of General Education and 10 Fisheries schools were run by Fisheries Department. Kozhikode has the highest number of Fisheries schools with a total of 13. Thrissur follows with 10 schools Pathanamthitta, Kottayam, Idukki, Palakkad and Wayanad have zero fisheries schools. The majority of these institutions are at the Lower Primary (LP) level. As the educational level increase (from LP to HSS),the number of specialized fisheries schools decreases significantly.

The number of Fisheries schools were consistent during the period from 2015-16 to 2017-18. later on, the number of those schools have shown a decreasing trend till 2022-23, remaining constant at 48 schools for the three consecutive years.



2.10.6 Tribal Schools

Tribal schools are specialized educational institutions established to provide formal education to children from Scheduled Tribes (ST) and indigenous communities. These schools are designed to bridge the educational gap between tribal populations and the general public, accounting for the unique geographical, cultural, and linguistic contexts of these communities.

Common Models of Tribal Schools

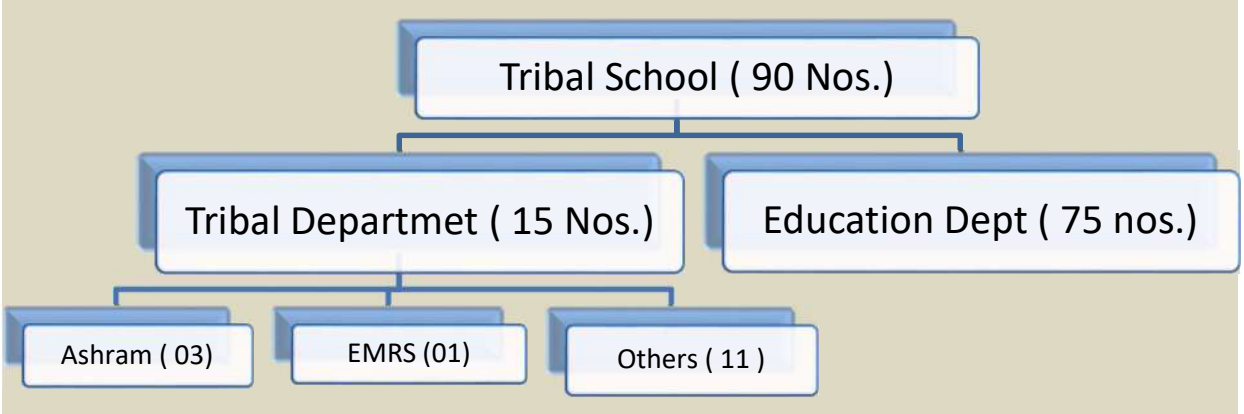
In many regions, particularly in India, tribal education is delivered through specific institutional frameworks:

- **Eklavya Model Residential Schools (EMRS):** These are flagship residential schools aimed at providing high-quality middle and high school education to ST students in remote areas, similar to the *Navodaya Vidyalayas*.
- **Ashram Schools:** These are residential schools specifically designed for tribal children, providing free boarding and lodging to ensure that the nomadic or isolated nature of their parents' work does not disrupt their education.
- **Government Primary/High Schools (Tribal Track):** Standard government schools located within tribal sub-plan areas that receive additional funding for tribal welfare.

During the 2024–25 academic year, Kerala operated 90 tribal schools, 75 of which are under the administrative control of the Director of General Education (DGE), while the remaining 15 fall under the Tribal Department. Although the Tribal Department maintains administrative oversight of these 15 institutions, the General Education Department remains responsible for providing their teaching staff.

The 15 schools managed by the Tribal Department include:

- **01 EMRS (Ekalavya Model Residential School)**: Located in Idukki district, offering classes from 1 to 12.
- **03 Ashram Schools**: One in Palakkad district (classes 1–12), one in Wayanad district (classes 1–10), and one in Kozhikode district (classes 1–4).
- **11 Normal Tribal Schools**.



Both the EMRS and Ashram schools are residential institutions, whereas all tribal schools located in tribal tracts under the DGE are non-residential. Notably, there are no tribal schools located in the Alappuzha or Ernakulam districts. The district wise details are illustrated below.

Table: 2.10.6.1

DISTRICT	Tribal Schools				
	LP	UP	HS	HSS	TOTAL
Thiruvananthapuram	12	0	2	0	14
Kollam	4	0	0	1	5
Pathanamthitta	1	1	1	1	4
Alappuzha	0	0	0	0	0
Kottayam	3	1	1	0	5
Idukki	10	3	5	7	25
Eranakulam	0	0	0	0	0
Thrissur	5	1	0	1	7
Palakkad	9	0	3	3	15
Malappuram	3	0	1	1	5

DISTRICT	Tribal Schools				
	LP	UP	HS	HSS	TOTAL
Kozhikode	1	0	0	0	1
Wayanad	0	0	2	3	5
Kannur	0	1	0	1	2
Kasargode	0	1	0	1	2
Total	**48**	**8**	**15**	**19**	**90**

The Provided table outlines the distribution of 90 Tribal schools across various districts in Kerala for the academic year 2024-25. Idukki has the highest number of Tribal schools with a total of 25. Palakkad follows with 15 schools. Kozhikode has the lowest number of Tribal schools (1). Both Alappuzha and Ernakulum have zero tribal schools recorded. 48 lower primary schools highest concentration is in this category. In the base year 2015-16, the total number of tribal schools was 87. There was a slight increase of 3 schools moving into the next academic year.

2.10.7 Sports School

Kerala has a well-established ecosystem of sports schools designed to identify and nurture athletic talent from a young age, blending rigorous physical training with standard academic curricula. These institutions are primarily governed by the Directorate of Sports and Youth Affairs (DSYA) and the Kerala State Sports Council. In Kerala, sports schools such as Sri Ayyankali Memorial Govt. Model Residential School (MRS), Vellayani, Thiruvananthapuram and G.V. Raja Sports VHSS, Mailam, Thiruvananthapuram is currently operational. Additionally, sports divisions under the Department of Sports are functioning at **G.V.H.S.S. for Girls, Kannur**, and **Govt. V.H.S.S. for Boys, Kunnamkulam**. Sri Ayyankali Memorial Govt. MRS (under the SC Development Dept.) and G.V. Raja Sports VHSS (under the Sports Dept.) are the only institutions that function entirely as dedicated sports schools. At Govt. V.H.S.S. for Boys (Kunnamkulam) and G.V.H.S.S. for Girls (Kannur), specific sports divisions are maintained for boys and girls, respectively.

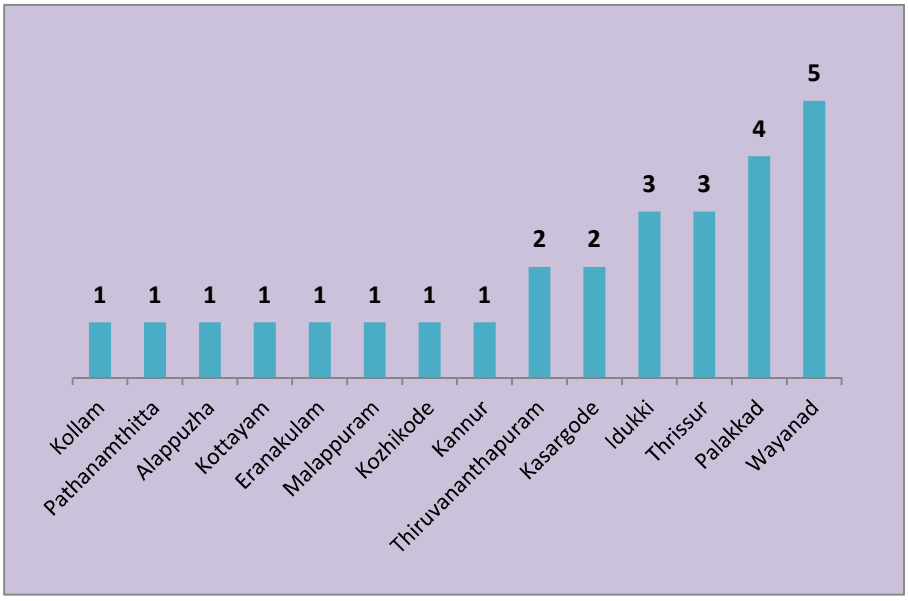
2.10.8 Model Residential Schools

Model Residential Schools (MRS) in Kerala represent a significant educational initiative aimed at providing high-quality, free education to children from Scheduled Tribes (ST) and Scheduled Castes (SC). These institutions are designed to bridge the educational gap by offering a residential environment that fosters both academic excellence and holistic development. In Kerala, during the 2024-25 academic year, there are **27** Model Residential Schools operating in the government sector. There are **10** Model Residential Schools operating under the SC Development Department and **17** schools under the ST Development Department. Among these, **5** are High Schools and **22** are Higher Secondary Schools. The details are shown in table given below.

Table : 2.10.8.1

District	Under SC Dept				Under ST Dept				TOTAL
	LP	UP	HS	HSS	LP	UP	HS	HSS	
Thiruvananthapuram	0	0	0	1	0	0	0	1	2
Kollam	0	0	0	0	0	0	0	1	1
Pathanamthitta	0	0	0	0	0	0	0	1	1
Alappuzha	0	0	0	1	0	0	0	0	1
Kottayam	0	0	0	0	0	0	0	1	1
Idukki	0	0	0	1	0	0	0	2	3
Eranakulam	0	0	0	1	0	0	0	0	1
Thrissur	0	0	1	1	0	0	0	1	3
Palakkad	0	0	0	2	0	0	0	2	4
Malappuram	0	0	0	0	0	0	0	1	1
Kozhikode	0	0	1	0	0	0	0	0	1
Wayanad	0	0	0	0	0	0	2	3	5
Kannur	0	0	0	0	0	0	0	1	1
Kasargode	0	0	1	0	0	0	0	1	2
Total	**0**	**0**	**3**	**7**	**0**	**0**	**2**	**15**	**27**

This table provides a statistical breakdown of educational institutions (likely hostels or residential schools) across various districts in Kerala, categorized by the governing department (SC or ST) and the education level. ST Department Manages the majority of the facilities, accounting for 17 out of 27 institutions (approx. 63%). SC Department Manages 10 out of 27 institutions (approx. 37%). The facilities are heavily concentrated in the higher secondary sectors, with no presence in primary or upper primary levels across the state. Wayanad district stands out with the highest number of Model Residential schools (5), followed closely by Palakkad with 4 schools. Several districts including Kollam, Pathanamthitta, Alappuzha, Kottayam, Ernakulam, Malappuram, Kozhikode, and Kannur have only **1** institution each.



2.10.9 Schools for Differently abled children

Children with intellectual challenges (Intellectually Disabled - ID) require special consideration, individual attention, and appropriate learning methods. Ordinary schools are often unable to provide them with the necessary support. Special schools play a major role in helping children facing intellectual challenges develop their skills and find their own place in society. By strengthening these schools and bringing about changes in social perspectives, a better future and self-respect can be ensured for these children. All schools for differently abled children are in unaided sector. There are 344 such schools in the state of which 238 are located in rural area and the 106 remaining schools are urban area. The details are shown in Table 2.21.1 and 2.21.2.

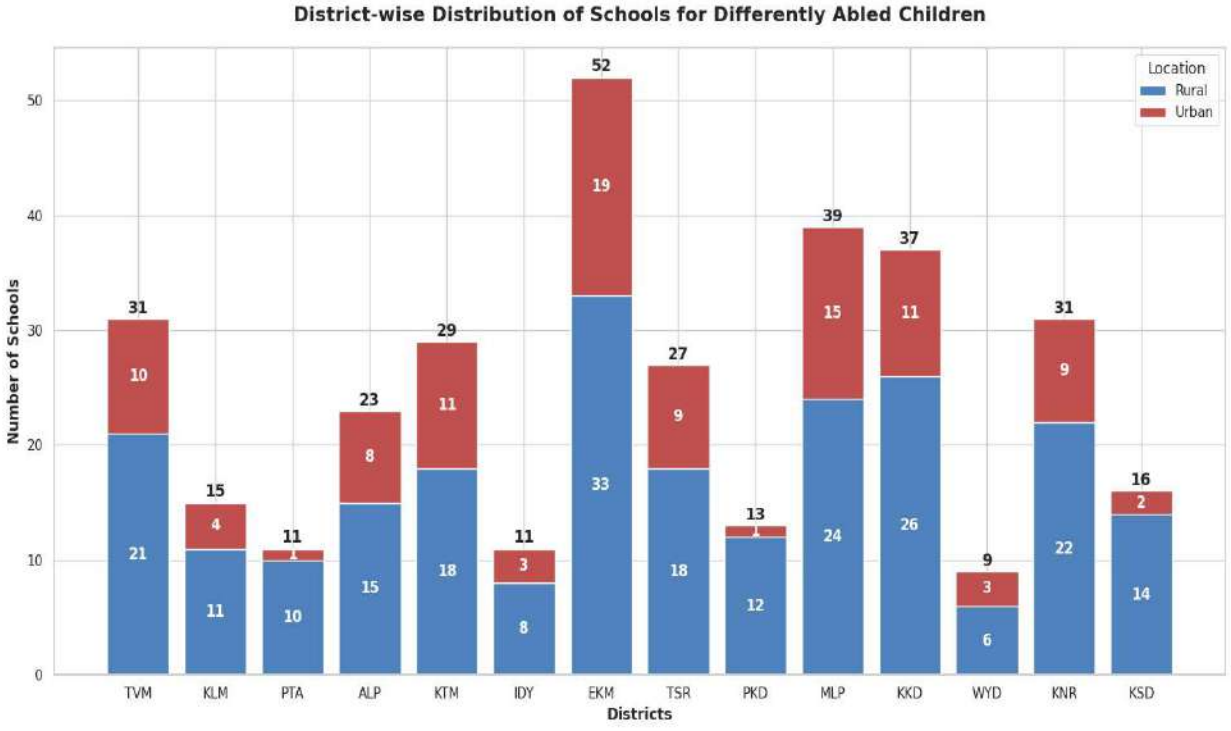
Considering the enrollment, instead of usual classification of standard viz;1 to 10, those students are enrolled into 11 groups as given below.

- Early Intervention group children between 0 & 3 years of age
- Pre primary – Children between 3-6 years
- Primary I - Students of 7 year and achieve 80% of items in the pre
- Primary II - Students of between 8-14 years and do not achieve 80%
- Secondary group - Students of between 11-14 years and promoted
- Pre vocational I
- Pre vocational II
- Care group - (Children with low ability or need special care) Below
- Care group - (Children with low ability or need special care)Above
- Vocational students of age 18 to 35 years
- Vocational students of age above 35 years

Across the state of Kerala, there are a total of **344** schools dedicated to differently abled children, all of which are managed within the **Unaided (private) sector**. A comprehensive analysis of the geographic distribution reveals a significant focus on rural accessibility, with **238** institutions (**69%**) located in rural areas compared to **106** (**31%**) in urban centers. **Ernakulam** serves as the primary hub for these specialized services with **52** schools, while **Malappuram** and **Kozhikode** follow with **39** and **37** institutions, respectively. The data highlights a strong decentralized approach in several districts; for instance, **Palakkad**, **Pathanamthitta**, and **Kasaragod** maintain very few urban facilities, instead focusing almost entirely on rural tracts to ensure specialized support is available to families outside major municipal cores. Conversely, urbanized districts like **Ernakulam** and **Malappuram** maintain the highest number of urban specialized schools, reflecting their higher population densities. Overall, the network ensures that approximately seven out of every ten specialized schools are situated in rural regions, addressing the critical need for inclusive education throughout the state.

DISTRICT	Number of Schools		
	RURAL	URBAN	TOTAL
Thiruvananthapuram	21	10	**31**
Kollam	11	4	**15**
Pathanamthitta	10	1	**11**
Alappuzha	15	8	**23**
Kottayam	18	11	**29**
Idukki	8	3	**11**
Ernakulam	33	19	**52**
Thrissur	18	9	**27**
Palakkad	12	1	**13**
Malappuram	24	15	**39**
Kozhikode	26	11	**37**
Wayanad	6	3	**9**
Kannur	22	9	**31**
Kasargod	14	2	**16**
TOTAL	**238**	**106**	**344**

The following chart illustrates the distribution of the **344 schools for differently abled children** in Kerala. These institutions are characterized by a significant rural presence across all districts.



2.10.11 Schools following Muslim Calendar

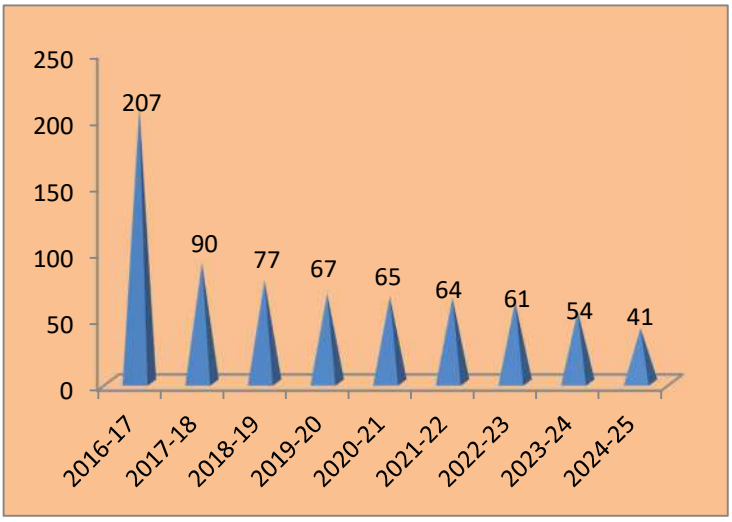
In the diverse educational landscape of Kerala, a specific category of educational institutions operates according to a schedule aligned with Islamic religious observances. Primarily located in regions with significant Muslim populations. Unlike the standard academic calendar where Saturday and Sunday are the weekend, these schools observe Friday as a total holiday and Saturday as a working day. Schools operating according to the Muslim calendar remain closed during the month of Ramadan and operate for the remainder of the month. The details are shown in table and chart given below.

Table: 2.10.11.1

DIST	HIGH SCHOOL			LPSCHOOL			UPSCHOOL			TOTAL		
	GOVT	AIDED	TOTAL	GOVT	AIDED	TOTAL	GOVT	AIDED	TOTAL	GOVT	AIDED	TOTAL
PKD	0	0	0	0	1	1	0	1	1	0	2	2
MLP	0	0	0	4	2	6	1	7	8	5	9	14
KKD	0	0	0	1	4	5	0	0	0	1	4	5
KNR	0	0	0	0	7	7	0	0	0	0	7	7
KSD	0	0	0	4	5	9	0	4	4	4	9	13
Total	**0**	**0**	**0**	**9**	**19**	**28**	**1**	**12**	**13**	**10**	**31**	**41**

In Kerala during the 2024-25 academic years, there are 41 such schools operating in this manner. Of these 41 schools, 10 are Government schools, 31 are Aided schools. Schools operating under the Muslim calendar are located only in the district of Palakkad, Malappuram, Kozhikode, Kannur and Kasaragod. Among these, the highest number of schools following the Muslim calendar is in Malappuram District (14), and the lowest in Palakkad district (2). The chart given below shows the number of schools functioning as per Muslim calendar from 2026-17 to 2024-25.

The provided chart illustrates a significant downward trend in the number of schools following the Muslim calendar over a nine-year period. The data clearly indicates a transition away from the Muslim calendar towards the standard academic calendar. Over the nine-year span shown, the total number of schools following this calendar has decreased by approximately 80% (from 207 to 41). And the graph serves as visual evidence of this ongoing systemic change in the educational structure of these regions.



2.10.12 Shift system Schools.

The **Shift System** in Kerala's education sector is a strategic administrative arrangement where a single school building hosts two separate shifts of classes in one day. This system is primarily implemented in schools with a very high student strength but limited infrastructural facilities, or in areas where educational demand exceeds the available classroom space. In shift schools, the teachers do not change according to the shifts, but there is a change in students based on their class levels. The school day is typically split into two:

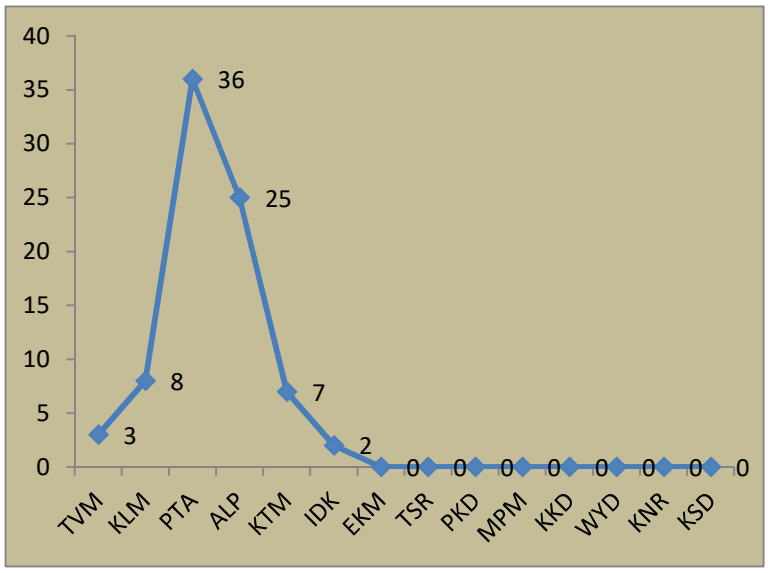
- **Forenoon (Morning) Shift:** Usually runs from early morning until noon.
- **Afternoon Shift:** Starts around midday and concludes in the evening.

In recent years, with the "General Education Protection Mission," the Kerala government has been heavily investing in high-tech classrooms and new buildings. As a result, many schools that previously operated on a shift basis are now transitioning back to regular single-session timings. The details are shown in table and chart given below.

Table: 2.10.12.1

DIST	LP			UP			HS			Grand Total		
	Govt	Aided	Total	Govt	Aided	Total	Govt	Aided	Total	Govt	Aided	Total
TVM	0	3	3	0	0	0	0	0	0	0	3	**3**
KLM	0	5	5	0	2	2	1	0	1	1	7	**8**
PTA	0	35	35	0	1	1	0	0	0	0	36	**36**
ALP	0	18	18	2	5	7	0	0	0	2	23	**25**
KTM	0	7	7	0	0	0	0	0	0	0	7	**7**
IDK	0	2	2	0	0	0	0	0	0	0	2	**2**
EKM	0	0	0	0	0	0	0	0	0	0	0	**0**
TSR	0	0	0	0	0	0	0	0	0	0	0	**0**
PKD	0	0	0	0	0	0	0	0	0	0	0	**0**
MPM	0	0	0	0	0	0	0	0	0	0	0	**0**
KKD	0	0	0	0	0	0	0	0	0	0	0	**0**
WYD	0	0	0	0	0	0	0	0	0	0	0	**0**
KNR	0	0	0	0	0	0	0	0	0	0	0	**0**
KSD	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**0**	**70**	**70**	**2**	**8**	**10**	**1**	**0**	**1**	**3**	**78**	**81**

A total of 81 schools in the state are functioning in a shift system, Schools operating on a shift system are located in the districts of Thiruvananthapuram, Kollam, Pathanamthitta, Alappuzha, and Kottayam. Out of these, a vast majority are aided schools (78), while only 3 schools are Government schools. The shift system is most prevalent in the Lower Primary section, with 70 schools (all Aided) following this method. This accounts for approximately 86% of the total schools in the shift system. Pathanamthitta district, with a total of 36 schools has the highest number of schools in the shift system and Idukki district, with a total of 2 schools has the lowest number of schools in the shift system. A large majority of districts, including Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, Wayanad, Kannur, and Kasaragod, report zero schools working in a shift system. The data reveals a highly skewed distribution. While the shift system is almost non-existent in the northern and central districts of Kerala, it remains notably active in a few southern districts, particularly in Pathanamthitta and Alappuzha



2.10.13 Sessional System Schools

The **Sessional System** in Kerala's education sector is a strategic administrative arrangement where a single school building hosts two separate sessions of classes in one day. This system is primarily implemented in schools with a very high student strength but limited infrastructural facilities, or in areas where educational demand exceeds the available classroom space. In sessional schools, teachers and students change according to the session." The school day is typically split into two:

- **Forenoon (Morning) Sessions:** Usually runs from early morning until noon.
- **Afternoon Sessions:** Starts around midday and concludes in the evening.

In the current academic year 2024-25, only one school in the Palakkad district (GMMGHSS) has operated as a **sessional school**.

2.10.14 Multi Grade Learning Centers (MGLC)

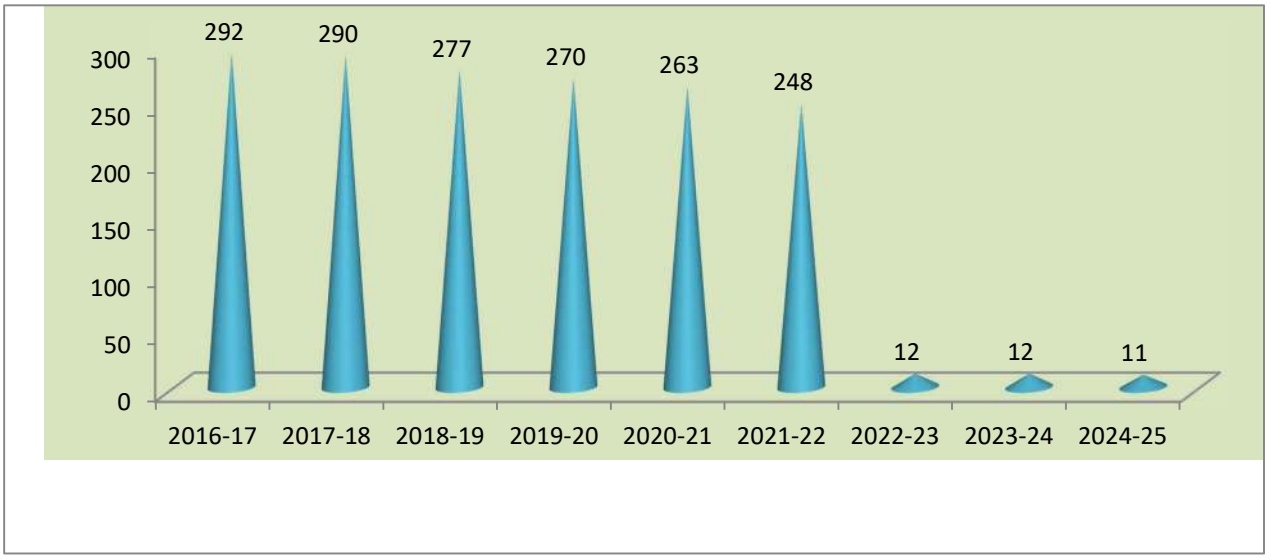
Multi-Grade Learning Centers (MGLCs), popularly known as **'Ekadhyapaka Vidyalayams'** (Single-Teacher Schools), were established in Kerala in **1997** under the District Primary Education Program (DPEP). These centers were specifically designed to provide primary education (Classes 1 to 4) to children living in the state's most remote and marginalized areas,

such as tribal settlements and isolated coastal regions, where establishing a formal primary school was difficult. In recent years, the Kerala government has been phasing out MGLCs following the implementation of the **Right to Education (RTE) Act.** The goal is to ensure that these children receive a more comprehensive education with better facilities. Most of these centers have been closed, and the students have been integrated into nearby formal Government Schools. The teachers, who served for many years on a small honorarium, have also been being redeployed into other government service roles (like part-time or full-time sweepers) as a rehabilitation measure. The details are shown in above table and in chart given below. Only in 6 districts, MGLCs are working now.

SL No	District	No. of MGLC functioning
1	Idukki	1
2	Palakkad	1
3	Malappuram	6
4	Kozhikodu	1
5	Kannur	1
6	Kasaragod	1
	TOTAL	**11**

There is a total of 11MGLCs currently functioning in the state. Malappuram district has the highest number of functional MGLCs, with 6 centers. Idukki, Palakkad, Kozhikode, Kannur and Kasaragod districts have only a single center functioning. During the academic year 2024-25 Out of the 11 MGLCs 4 were functioning as per the Government Order, while the remaining 7 MGLCs are functioned under Stay Order.

The chart given below given the number of MGLC's functioning from 2016-17 to 2024-25.



The graph provides the number of **MGLCs (Multi-Grade Learning Centers)** in Kerala for the period **2016–17 to 2024-25**. According to Government Order **G.O.(MS)No.57/2021/GEDN**, 236 MGLCs were closed. Consequently, during the **2022-23 academic year,** only 12 MGLCs were operational in Kerala. In the **current academic year**, 11 MGLCs are functioning in the state. From the graph, it is evident that the number of MGLCs is decreasing with each passing year.

2.10.15 Schools attached to Teacher Training Institutes (TTIs).

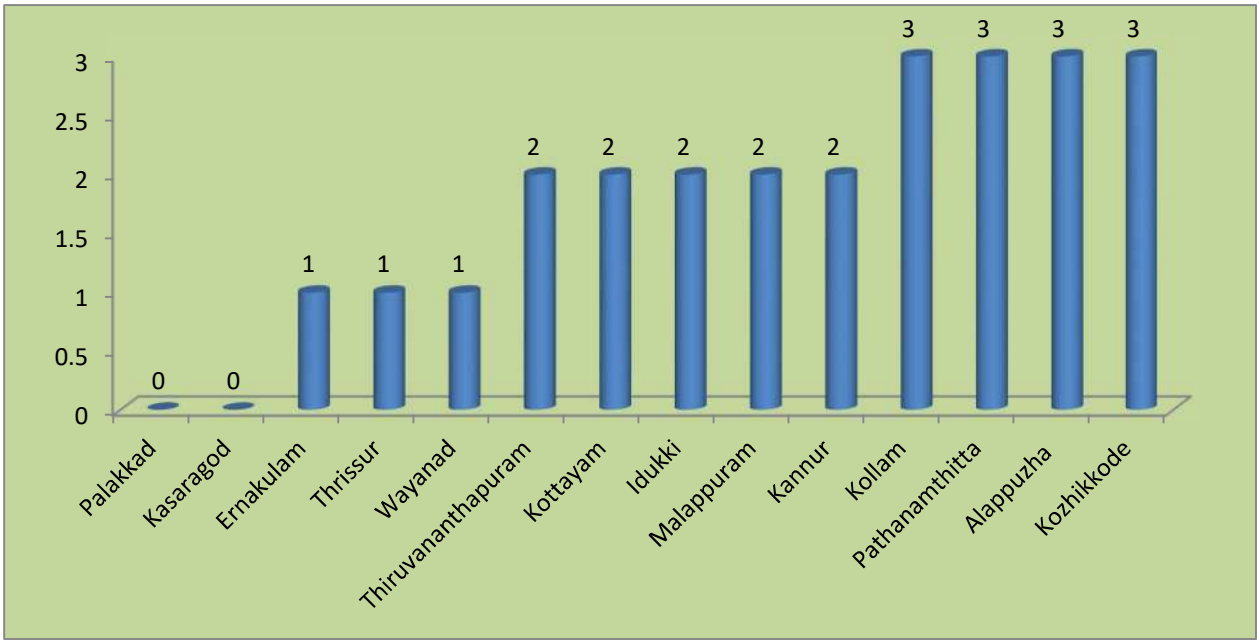
Teacher Training Institutes (TTIs) play a pivotal role in the professional development of educators. In the Kerala education sector, many of these institutes have **attached primary schools** (Lower Primary and Upper Primary) that serve as practicing schools for student teachers. These attached schools are essential for providing a hands-on environment where trainees can apply pedagogical theories in real classrooms. For the academic year **2024-25**, the distribution of these attached schools across various districts highlights a collaborative framework between government and aided sectors. The details are shown in table & Chart given below.

Table: 2.10.15.1

District	Govt		Aided		Unaided		Total		
	LP	UP	LP	UP	LP	UP	LP	UP	Total
Thiruvananthapuram	1	0	0	1	0	0	1	1	2
Kollam	1	2	0	0	0	0	1	2	3
Pathanamthitta	0	0	1	2	0	0	1	2	3
Alappuzha	0	1	0	2	0	0	0	3	3
Kottayam	0	1	1	0	0	0	1	1	2
Idukki	2	0	0	0	0	0	2	0	2
Ernakulam	0	1	0	0	0	0	0	1	1
Thrissur	0	0	1	0	0	0	1	0	1
Palakkad	0	0	0	0	0	0	0	0	0
Malappuram	0	0	2	0	0	0	2	0	2
Kozhikkode	1	1	1	0	0	0	2	1	3
Wayanad	0	0	0	1	0	0	0	1	1
Kannur	0	0	1	0	0	1	1	1	2
Kasaragod	0	0	0	0	0	0	0	0	0
Total	**5**	**6**	**7**	**6**	**0**	**1**	**12**	**13**	**25**

There are 12 LP schools and 13 UP schools attached to TTIs across Kerala (Total: 25 schools). Government Sector: 5 LP and 6 UP schools (Total: 11). Aided Sector: 7 LP and 6 UP schools (Total: 13). Unaided Sector: There is only one UP school in this category, located in the Kannur district. An analysis of this table reveals that the majority of primary schools attached to

TTIs in Kerala belong to the Government and Aided sectors. The participation of the unaided sector is minimal, consisting of just a single school. Additionally, there is one more school in the UP category (13) compared to the LP category (12). The chart given below illustrates the district wise number of schools attached with TTIs. Alappuzha, Kollam, Pathanamthitta, Kozhikode district has the highest number of TTIs attached schools.



CHAPTER III
STUDENTS ENROLLMENT 2024-25

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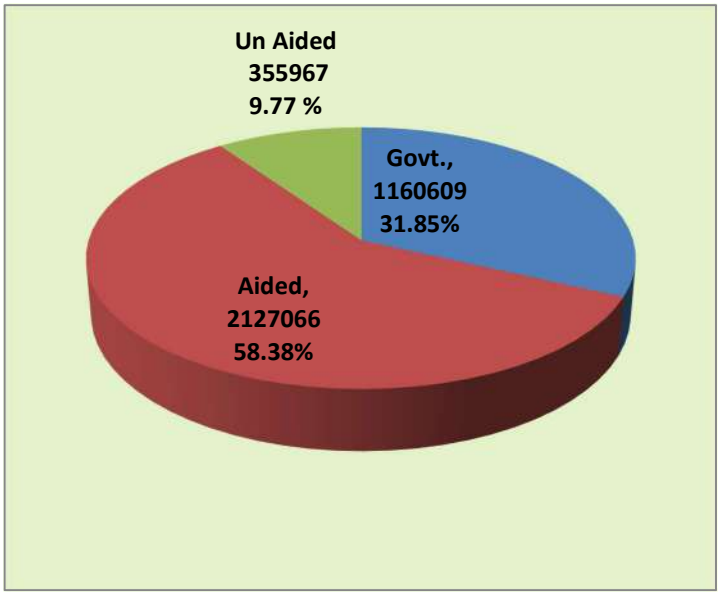
In Kerala's highly structured educational landscape, student enrollment is the fundamental metric governing the administrative and financial health of the school system, acting as a "nervous system" that triggers critical legal and employment consequences. Under the Kerala Education Rules (KER), these figures form the legal basis for the annual staff fixation order. If student's enrollment falls below the established student-teacher ratios—typically 1:30 for Lower Primary and 1:35 for Upper Primary-class divisions are closed, rendering teachers "surplus." This necessitates the complex re-deployment of protected teachers, posing a significant administrative and financial burden on the state treasury. Beyond staffing, a school's financial vitality is directly proportional to its student strength, as funding for maintenance, midday meals, uniforms, and textbooks is disbursed on a per-capita basis through the Sampoorna portal. Furthermore, modernization initiatives by agencies like KITE prioritize "Hi-Tech" upgrades and digital resources for schools with robust enrollment, while those with dwindling numbers risk a cycle of declining infrastructure. To ensure accountability and prevent "ghost enrollments," the government mandates UID/Aadhaar verification, making enrollment the most heavily audited metric in the department. Ultimately, these figures determine institutional viability. Schools falling below minimum strength are labeled "Schools without minimum strength" and face potential mergers.

The General education sector in Kerala has achieved significant progress, becoming a model for the entire country. The primary catalyst for this transformation has been the 'Public Education Rejuvenation Mission' (Pothuvidhyabhyasa Samrakshana Yagnam) implemented by the State Government. The core objective of this mission was to transform public schools into 'Centers of Excellence'. Through substantial financial investments via mechanisms like the Kerala Infrastructure Investment Fund Board (KIIFB), school buildings, laboratories, libraries, and sanitation blocks were upgraded to modern standards. Public schools were turned into high-tech learning spaces equipped with computers, laptops, projectors, and screens. The KITE VICTERS educational channel and various digital platforms promoted digital learning, which proved to be an excellent medium for online classes during the COVID-19 pandemic.

Kerala also became the first Indian state to provide training in emerging technologies like Artificial Intelligence (AI) for both students and teachers. The curriculum was updated periodically, and new textbooks were introduced to stay relevant. Kerala stands far ahead of the national average in ensuring that children who enroll in the first standard complete their education through the tenth standard. The state also leads in efficient implementation of

the Mid-day Meal scheme and the timely distribution of textbooks and uniforms. With the improvement of physical infrastructure and teaching methods, the acceptance of public schools has increased, leading to more students seeking admission in Government and Aided schools. The physical, academic, and administrative changes brought about through the Public Education Rejuvenation Mission have helped to elevate Kerala's education sector to global standards.



In Kerala educational framework, the 'Sixth Working Day' is the most critical milestone of an academic year. It serves as the official "census date" when student strength is frozen to determine the administrative and financial roadmap for every school in the state. According to the figures for the 2024-25 academic year, a total of 36,43,642 students are enrolled in Classes 1 to 10, with the distribution across different sectors reflecting the unique landscape of Kerala's educational system. The Government-Aided sector accounts for the largest share with 2,127,066 students (58.38%), followed by the Government sector with 1,160,609 students (31.85%), and the Recognized Unaided sector comprising 355,967 students (9.77%). These verified enrollment figures serve as the foundational metric for state-wide administrative planning, resource allocation, and the annual staff fixation process.

3.1. Class wise and gender wise enrollment of students in General Education Sector

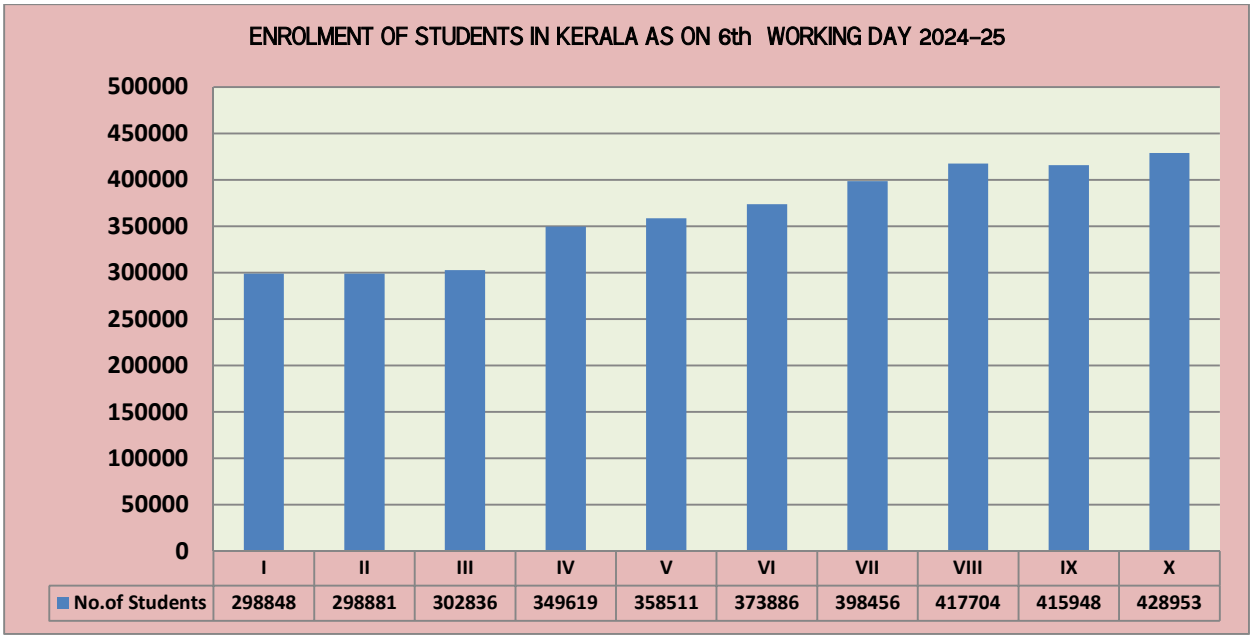
According to the enrollment figures for the 2024-25 academic year, a total of 36,43,642 students are enrolled in Classes I to X across the state's schools, consisting of 1853,948 boys (50.88%) and 17,89,694 girls (49.12%). The data reveals a progressive increase in student volume from lower to higher standards, with the highest concentrations found in the upper classes. Specifically, while Class I records the lowest enrollment at 2,98,848, figures rise steadily through the middle grades, where Classes III through VII maintain strengths between 3,00,000 and 4,00,000. This upward trend culminates in the secondary section, where Classes VIII, IX, and X each exceed 400,000 students, with Class X reaching a peak enrollment of 428,953. Unaided sector is highest in Standard I and lowest in Standard X. This visual decline signifies a shift where students might be moving from unaided schools to Government or Aided institutions as they

approach board exams (Standard X). The detailed breakdown of student enrollment across various standards in the General Education sector is as follows.

Table: 3.1.1

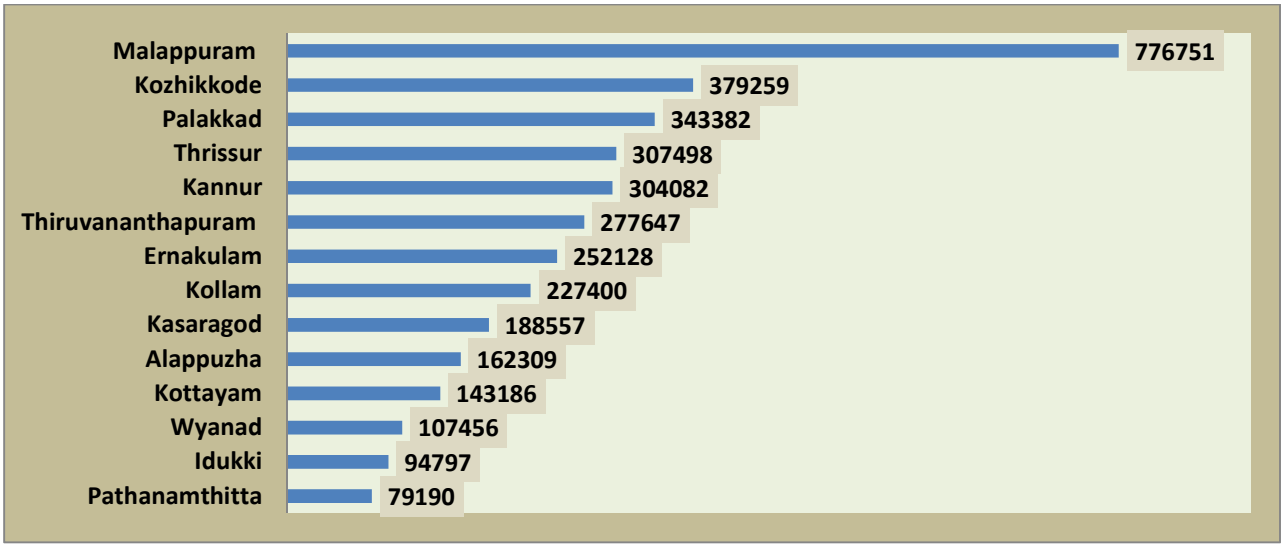
STD	GOVT.			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
I	47032	45614	**92646**	79486	78854	**158340**	25815	22047	**47862**	152333	146515	**298848**
II	49576	48781	**98357**	79750	79605	**159355**	21590	19579	**41169**	150916	147965	**298881**
III	51944	49970	**101914**	82203	81621	**163824**	19156	17942	**37098**	153303	149533	**302836**
IV	60779	58237	**119016**	95839	93589	**189428**	21436	19739	**41175**	178054	171565	**349619**
V	51563	49871	**101434**	111649	110550	**222199**	18484	16394	**34878**	181696	176815	**358511**
VI	54591	52531	**107122**	117327	115512	**232839**	18019	15906	**33925**	189937	183949	**373886**
VII	59831	58084	**117915**	125055	122792	**247847**	17417	15277	**32694**	202303	196153	**398456**
VIII	71011	66837	**137848**	125248	124337	**249585**	16359	13912	**30271**	212618	205086	**417704**
IX	71526	66761	**138287**	125841	122810	**248651**	15371	13639	**29010**	212738	203210	**415948**
X	75803	70267	**146070**	129308	125690	**254998**	14939	12946	**27885**	220050	208903	**428953**
Total	**593656**	**566953**	**1160609**	**1071706**	**1055360**	**2127066**	**188586**	**167381**	**355967**	**1853948**	**1789694**	**3643642**

The following bar diagram illustrates the total student enrollment from Standard I to X, showing a progressive increase across grade levels. The diagram shows a general progression in numbers from Standard I to Standard X. This is significant because it indicates high retention rates across the primary and secondary levels. The notable increase in totals as students reach Standard VIII suggests that the school system successfully absorbs a larger cohort in the high school section, possibly due to student migration from other systems or previous years' enrollment patterns.



3.2 Regional Variations in Kerala's School Enrollment

During the 2024-25 academic year, Kerala's public education sector displayed significant regional variations in student density. Malappuram district reports the state's highest enrollment (**7,76,751**), leading in Government, Aided, and Unaided categories. Five districts (Thrissur, Palakkad, Malappuram, Kozhikode, and Kannur) each exceeded **three lakh** students. Conversely, Pathanamthitta and Idukki remain the only districts with enrollment figures below **one lakh**, with Pathanamthitta recording the state minimum of **79,190**.



District wise Student Enrollment in the Public Education Sector for the Academic Year 2024-25 is provided below:

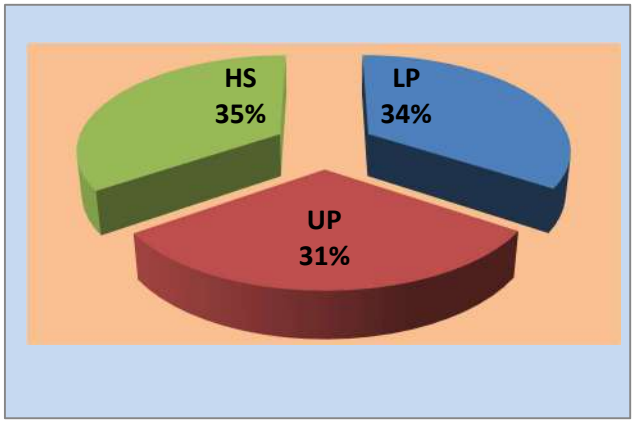
Table: 3.2.1

DIST	GOVT.			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
TVM	64949	67681	132630	56705	51846	108551	18393	18073	36466	140047	137600	277647
KLM	46597	44325	90922	60047	59497	119544	8892	8042	16934	115536	111864	227400
PTA	10560	10098	20658	26288	25185	51473	3589	3470	7059	40437	38753	79190
ALPY	27868	27519	55387	50976	49484	100460	3493	2969	6462	82337	79972	162309
KTM	12078	10685	22763	54363	54914	109277	6241	4905	11146	72682	70504	143186
IDK	15675	13775	29450	29560	28605	58165	3754	3428	7182	48989	45808	94797
EKM	26716	23287	50003	83737	85869	169606	17536	14983	32519	127989	124139	252128
TSR	35307	28764	64071	101687	107425	209112	19106	15209	34315	156100	151398	307498
PKD	56982	58036	115018	98086	92435	190521	19460	18383	37843	174528	168854	343382
MPM	126474	123597	250071	219194	214571	433765	49975	42940	92915	395643	381108	776751
KKD	55763	52157	107920	124031	122789	246820	12709	11810	24519	192503	186756	379259
WND	27610	25433	53043	23726	23979	47705	3320	3388	6708	54656	52800	107456
KNR	38775	36339	75114	107110	104227	211337	9361	8270	17631	155246	148836	304082
KGD	48302	45257	93559	36196	34534	70730	12757	11511	24268	97255	91302	188557
Total	593656	566953	1160609	1071706	1055360	2127066	188586	167381	355967	1853948	1789694	3643642

3.3 Section wise Variations in Kerala's School Enrollment

In accordance with state-level criteria, the school education structure is categorized into three functional stages: **Lower Primary (LP)** for Standards I to IV, **Upper Primary (UP)** for Standards V to VII, and **High School (HS)** for Standards VIII to X.

LP section encompasses **12,50,184** students. It is characterized by relatively stable enrollment across the first three standards, followed by a sharp increase in **Standard IV**, where the total reaches **3,49,619**. Out of the total 1,250,184 students enrolled in Classes 1 to 4 in the public education sector, 4,11,933 students (32.95%) are studying in government schools, 6,70,947 students (53.67%) in aided schools, and 1,67,304 students (13.38%) in unaided schools.



UP Section is with 11,30,853 students, this is the least populated of the three sections. However, it marks a major transition for the Aided sector, which sees an enrollment jump of over 32,000 students between Standards IV and V. Out of the total 11,30,853 students enrolled in Classes 5 to 7 in the public education sector, 3,26,471 students (28.87%) are studying in government schools, 7,02,885 students (62.15%) in aided schools, and 1,01,497 students (8.97%) in unaided schools.

HS Section is the most populous stage, containing 12,62,605 students. Enrollment peaks in Standard X (4,28,953), driven by the highest recorded figures in both the Government (1,46,070) and Aided (2,54,998) sectors. The detailed data is given below. Out of the total 12,62,605 students enrolled in Classes 8 to 10 in the public education sector, 4,22,205 students (33.44%) are studying in government schools, 7,53,234 students (59.66%) in aided schools, and 87,166 students (6.90%) in unaided schools.

Table : 3.3.1

STD	GOVT.			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
LP	209331	202602	411933	337278	333669	670947	87997	79307	167304	634606	615578	1250184
UP	165985	160486	326471	354031	348854	702885	53920	47577	101497	573936	556917	1130853
HS	218340	203865	422205	380397	372837	753234	46669	40497	87166	645406	617199	1262605
Total	**593656**	**566953**	**1160609**	**1071706**	**1055360**	**2127066**	**188586**	**167381**	**355967**	**1853948**	**1789694**	**3643642**

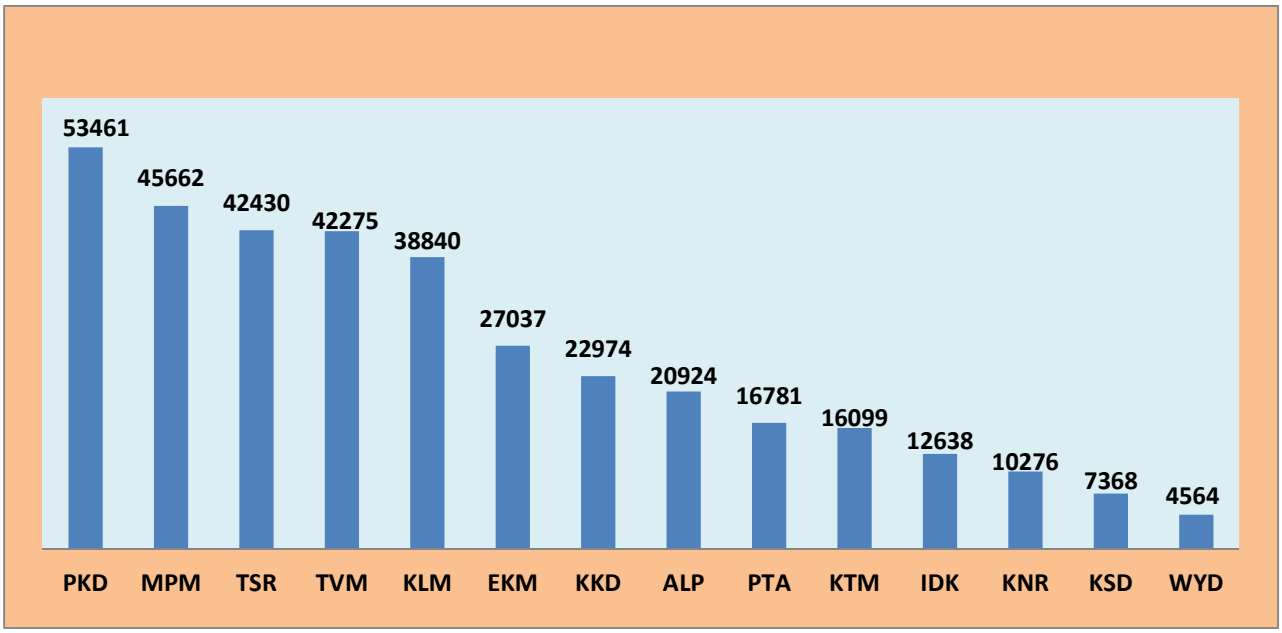
3.4 Trends in Student Enrollment for SC Category 2024-25

During the 2024–25 academic year, the Scheduled Caste (SC) category accounted for 3,61,329 students, representing 9.92% of the total enrollment in Kerala's public education sector. A management-wise analysis reveals that the majority of SC students are enrolled in aided schools, totaling 2,03,083 (56.2%). This is followed by government schools with 1,46,135 students (40.4%) and unaided schools with 12,111 students (3.4%). Regarding class-wise distribution, the lowest enrollment within this category is recorded in Class 1 (30,657), while the highest is in Class 10 (40,518). Detailed class-wise data for SC students is presented below.

Table: 3.4.1

STD	GOVT.			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
I	6731	6294	13025	7988	7687	15675	982	975	1957	15701	14956	30657
II	6895	6788	13683	8019	7669	15688	808	830	1638	15722	15287	31009
III	7134	6698	13832	8026	7762	15788	734	799	1533	15894	15259	31153
IV	8051	7785	15836	9141	8865	18006	840	808	1648	18032	17458	35490
V	6400	6160	12560	11051	10891	21942	588	525	1113	18039	17576	35615
VI	6669	6338	13007	11593	11336	22929	580	454	1034	18842	18128	36970
VII	7272	6889	14161	12504	11935	24439	500	463	963	20276	19287	39563
VIII	8497	8010	16507	11577	11395	22972	406	377	783	20480	19782	40262
IX	8399	8174	16573	11683	11121	22804	361	354	715	20443	19649	40092
X	8653	8298	16951	11637	11203	22840	386	341	727	20676	19842	40518
TOTAL	**74701**	**71434**	**146135**	**103219**	**99864**	**203083**	**6185**	**5926**	**12111**	**184105**	**177224**	**361329**

A district-level analysis of Scheduled Caste (SC) enrollment shows that Palakkad leads with the highest number of students (53,461), followed by Malappuram with 45,662. Conversely, the lowest enrollment is recorded in Wayanad district (4,564).



Notably, Thiruvananthapuram district registers the highest concentration of SC students within government schools, totaling 24,485. The comprehensive district-wise distribution is detailed in the table below.

Table: 3.4.2

DIST	GOVT.			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
TVM	12011	12474	24485	8125	7413	15538	1115	1137	2252	**21251**	**21024**	**42275**
KLM	8608	8218	16826	10462	10368	20830	619	565	1184	**19689**	**19151**	**38840**
PTA	3068	2983	6051	5206	5023	10229	245	256	501	**8519**	**8262**	**16781**
ALPY	4108	4107	8215	6355	5997	12352	176	181	357	**10639**	**10285**	**20924**
KTM	2157	1938	4095	5762	5746	11508	257	239	496	**8176**	**7923**	**16099**
IDK	3049	2576	5625	3040	3112	6152	460	401	861	**6549**	**6089**	**12638**
EKM	4412	4011	8423	8369	8419	16788	907	919	1826	**13688**	**13349**	**27037**
TSR	6416	5617	12033	14642	14580	29222	652	523	1175	**21710**	**20720**	**42430**
PKD	10790	10441	21231	15940	14741	30681	807	742	1549	**27537**	**25924**	**53461**
MPM	10580	10105	20685	12240	11908	24148	403	426	829	**23223**	**22439**	**45662**
KKD	4286	4120	8406	7106	6772	13878	347	343	690	**11739**	**11235**	**22974**
WND	1258	1201	2459	953	993	1946	82	77	159	**2293**	**2271**	**4564**
KNR	1881	1679	3560	3344	3248	6592	60	64	124	**5285**	**4991**	**10276**
KGD	2077	1964	4041	1675	1544	3219	55	53	108	**3807**	**3561**	**7368**
Total	**74701**	**71434**	**146135**	**103219**	**99864**	**203083**	**6185**	**5926**	**12111**	**184105**	**177224**	**361329**

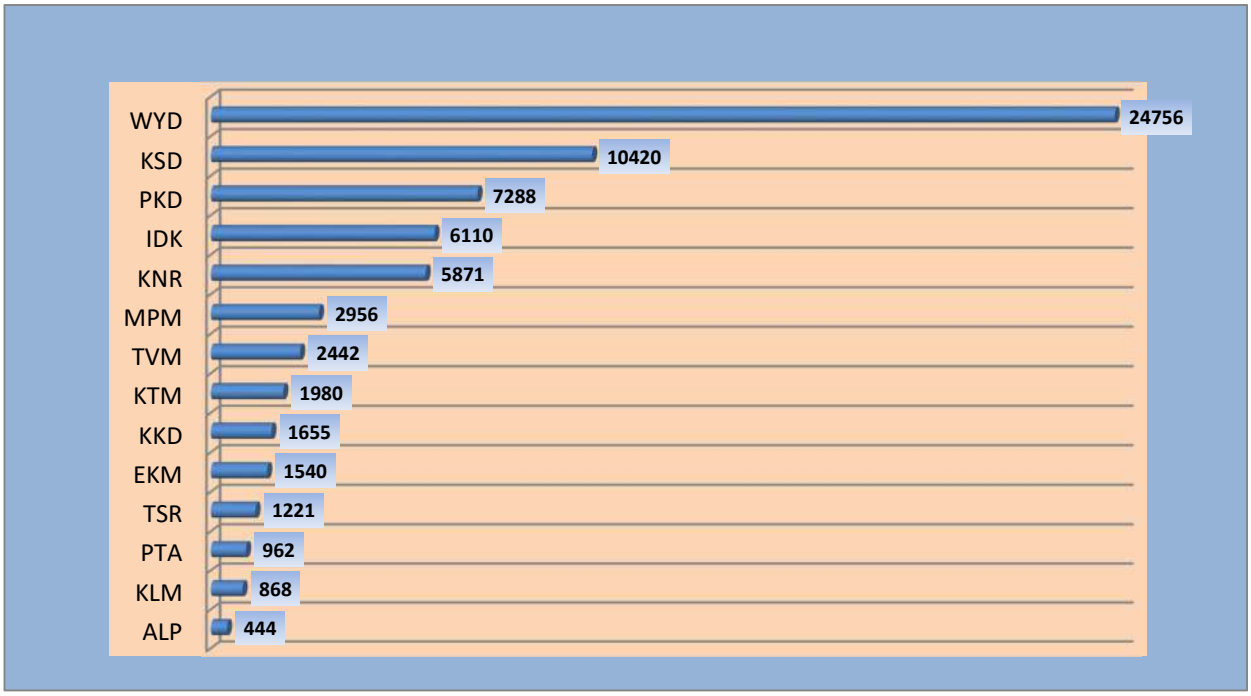
3.5. Trends in Student Enrollment for ST Category

In the General education sector of Kerala for the academic year 2024-25, 68,513 students (1.88%) belong to the Scheduled Tribe (ST) category. The majority of Scheduled Tribe students are enrolled in government schools. Specifically, 40,567 students (59.21%) study in government schools, 26,232 students (38.29%) in aided schools, and 1,714 students (2.50%) in unaided schools. Within the Scheduled Tribe category, the lowest enrollment is in Class 1 (6,246 students), while the highest enrollment is in Class 8 (7,491 students). The class-wise data for Scheduled Tribe students is provided below.

Table: 3.5.1

STD	GOVT.			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
I	1768	1608	3376	1315	1309	2624	125	121	246	**3208**	**3038**	**6246**
II	1966	1911	3877	1375	1409	2784	129	102	231	**3470**	**3422**	**6892**
III	1824	1674	3498	1277	1313	2590	101	77	178	**3202**	**3064**	**6266**
IV	1945	1788	3733	1370	1325	2695	112	92	204	**3427**	**3205**	**6632**
V	1911	1692	3603	1340	1373	2713	88	69	157	**3339**	**3134**	**6473**
VI	1934	1846	3780	1410	1378	2788	97	80	177	**3441**	**3304**	**6745**
VII	2112	2041	4153	1448	1469	2917	74	67	141	**3634**	**3577**	**7211**
VIII	2534	2371	4905	1265	1199	2464	84	38	122	**3883**	**3608**	**7491**
IX	2526	2296	4822	1255	1154	2409	81	58	139	**3862**	**3508**	**7370**
X	2525	2295	4820	1144	1104	2248	78	41	119	**3747**	**3440**	**7187**
TOTAL	**21045**	**19522**	**40567**	**13199**	**13033**	**26232**	**969**	**745**	**1714**	**35213**	**33300**	**68513**

Based on the data for Scheduled Tribe (ST) student enrollment in 2024-25, there is a significant geographical disparity in student distribution across the districts. **Wayanad** emerges as the primary hub for ST education, boasting the highest total enrollment with 24,756 students, followed by **Kasaragod** (10,420) and **Palakkad** (7,288). Conversely, districts like **Alappuzha** (444) and **Kollam** (868) show the lowest representation.



The data highlights a strong reliance on **Government schools**, which host the majority of students (40,567), particularly in Wayanad where over 16,000 ST students are enrolled in the government sector alone. While **Aided schools** also play a substantial role with 26,232 students—surpassing government enrollment in districts like Kottayam and Ernakulam—the **Unaided sector** remains a minimal contributor to ST education, accounting for only 1,714 students statewide. Overall, the enrollment is relatively balanced by gender, with 35,213 boys and 33,300 girls enrolled across all districts and school types. The table showing the district-wise data for Scheduled Tribe students is provided below

Table: 3.5.2

DIST	GOVT.			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
TVM	869	883	1752	299	288	587	54	49	103	**1222**	**1220**	**2442**
KLM	264	182	446	232	183	415	4	3	7	**500**	**368**	**868**
PTA	287	200	487	269	196	465	3	7	10	**559**	**403**	**962**
ALPY	114	109	223	95	116	211	4	6	10	**213**	**231**	**444**
KTM	250	403	653	642	651	1293	19	15	34	**911**	**1069**	**1980**
IDK	2060	1865	3925	983	925	1908	143	134	277	**3186**	**2924**	**6110**
EKM	400	305	705	435	353	788	23	24	47	**858**	**682**	**1540**
TSR	386	370	756	200	248	448	11	6	17	**597**	**624**	**1221**
PKD	2115	2134	4249	1139	1226	2365	407	267	674	**3661**	**3627**	**7288**
MPM	899	773	1672	598	624	1222	45	17	62	**1542**	**1414**	**2956**
KKD	255	319	574	537	511	1048	23	10	33	**815**	**840**	**1655**
WND	8295	7721	16016	4235	4313	8548	107	85	192	**12637**	**12119**	**24756**
KNR	1531	1194	2725	1536	1586	3122	9	15	24	**3076**	**2795**	**5871**
KGD	3320	3064	6384	1999	1813	3812	117	107	224	**5436**	**4984**	**10420**
Total	**21045**	**19522**	**40567**	**13199**	**13033**	**26232**	**969**	**745**	**1714**	**35213**	**33300**	**68513**

3.6 An Overview of Student Enrollment from APL Categories

Out of the 36,43,642 students enrolled in General Education Sector of Kerala for the academic year 2024-25, 20,17,703 (55.38%) belong to APL category. Among them, 11,94,096 students (59.18%) study in aided schools, 5,14,693 students (25.51%) in government schools, and 3,08,914 students (15.31%) in unaided schools. The highest number of APL students is enrolled in Malappuram district (4,88,906), while the lowest enrollment is in Pathanamthitta district (36,698). The district-wise data of APL category students is provided below.

Table : 3.6.1

DIST	GOVT			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
TVM	23605	26122	49727	24751	20919	45670	14961	14587	29548	63317	61628	**124945**
KLM	20644	19997	40641	31211	31005	62216	7149	6381	13530	59004	57383	**116387**
PTA	3357	3293	6650	12347	11807	24154	3025	2869	5894	18729	17969	**36698**
ALPY	9310	9403	18713	22808	22022	44830	2754	2183	4937	34872	33608	**68480**
KTM	3905	3424	7329	28304	28569	56873	5434	4207	9641	37643	36200	**73843**
IDK	5095	4296	9391	15768	14810	30578	2685	2434	5119	23548	21540	**45088**
EKM	11504	10132	21636	48656	49513	98169	15109	12882	27991	75269	72527	**147796**
TSR	13977	10850	24827	52553	57117	109670	16116	12826	28942	82646	80793	**163439**
PKD	22441	23973	46414	48657	45765	94422	16623	15693	32316	87721	85431	**173152**
MPM	66032	65099	131131	138564	135285	273849	45107	38819	83926	249703	239203	**488906**
KKD	28132	26332	54464	73472	72544	146016	11589	10771	22360	113193	109647	**222840**
WND	6592	5912	12504	10119	9972	20091	2868	2867	5735	19579	18751	**38330**
KNR	22353	21149	43502	72073	69554	141627	8758	7671	16429	103184	98374	**201558**
KGD	24502	23262	47764	23533	22398	45931	11837	10709	22546	59872	56369	**116241**
Total	**261449**	**253244**	**514693**	**602816**	**591280**	**1194096**	**164015**	**144899**	**308914**	**1028280**	**989423**	**2017703**

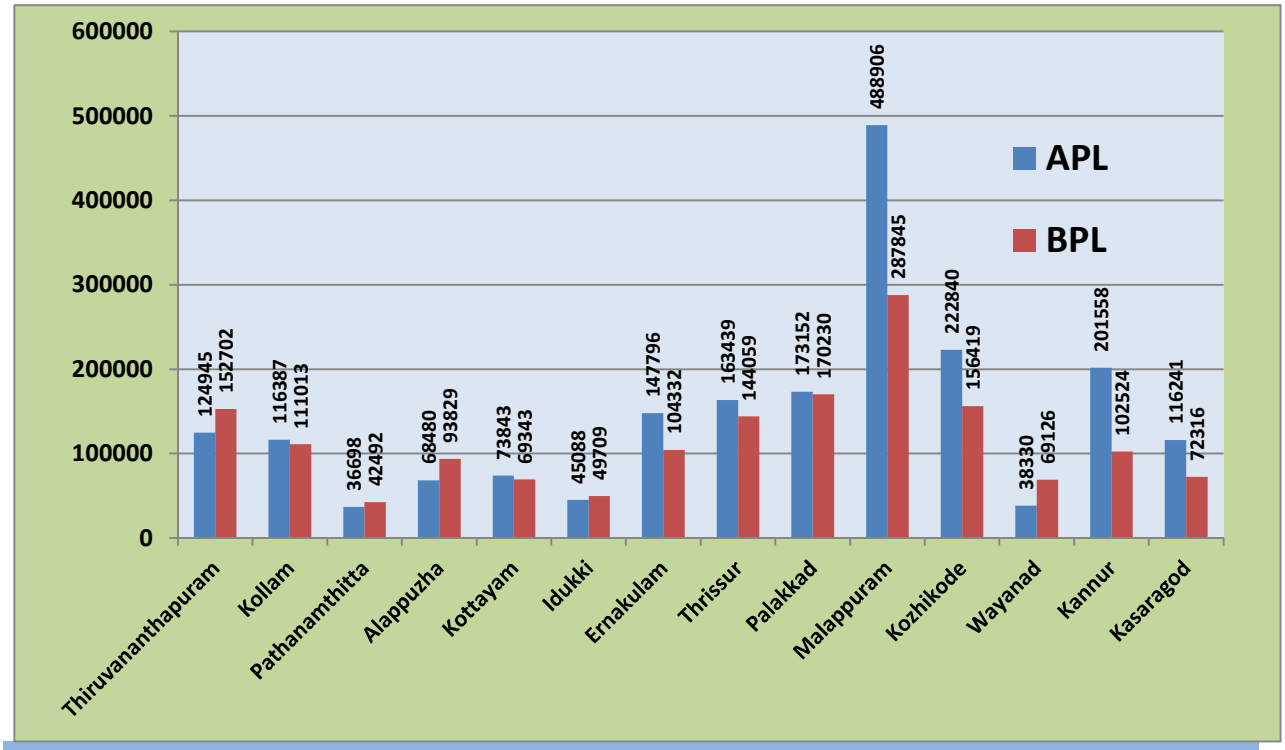
3.7. An Overview of Student Enrollment from BPL Categories

Out of the 36,43,642 students enrolled in General Education Sector of Kerala for the academic year 2024-25, 16,25,939 (44.62%) belong to the BPL category. Among them, 9,32,970 students (57.38%) study in aided schools, 6,45,916 students (39.73%) in government schools, and 47,053 students (2.89%) in unaided schools. The highest number of BPL students is enrolled in Malappuram district (2,87,845), while the lowest enrollment is in Pathanamthitta district (42,492). The district-wise data for BPL category students is provided below.

Table: 3.7.2

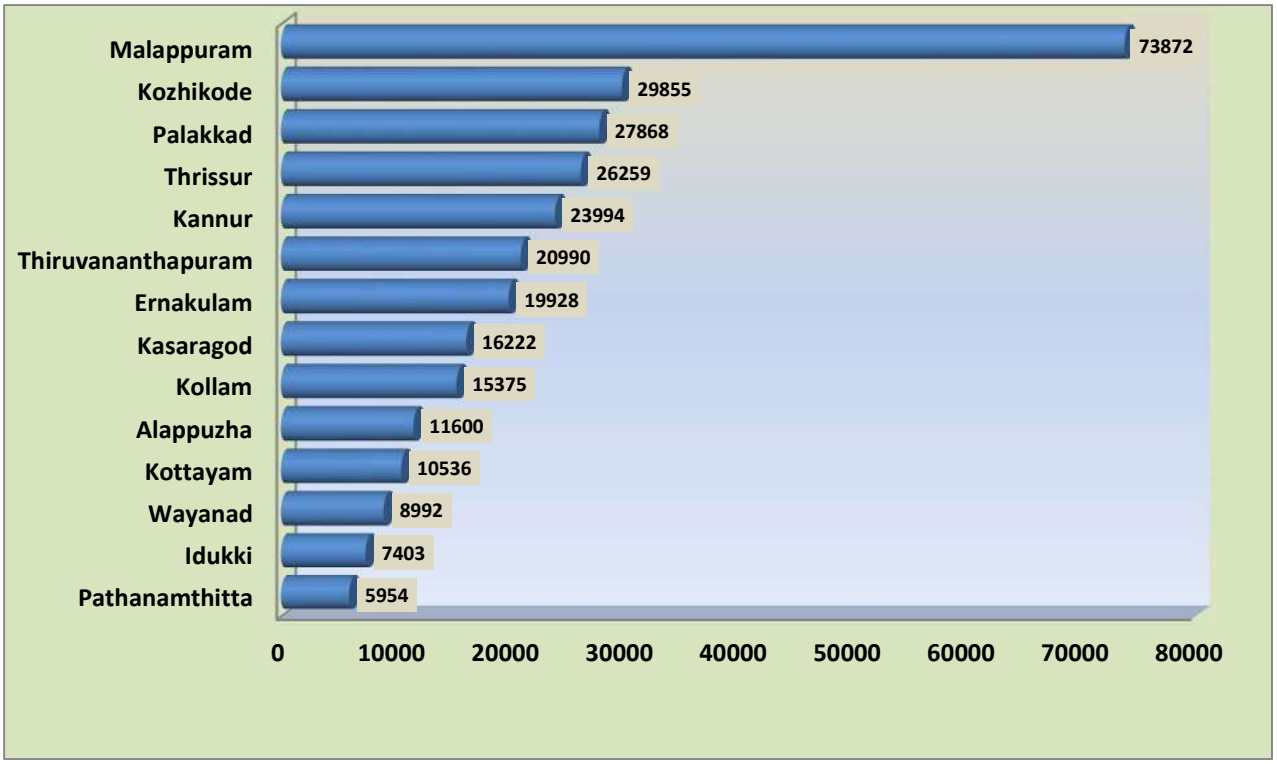
DIST	GOVT			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
TVM	41344	41559	82903	31954	30927	62881	3432	3486	6918	76730	75972	**152702**
KLM	25953	24328	50281	28836	28492	57328	1743	1661	3404	56532	54481	**111013**
PTA	7203	6805	14008	13941	13378	27319	564	601	1165	21708	20784	**42492**
ALPY	18558	18116	36674	28168	27462	55630	739	786	1525	47465	46364	**93829**
KTM	8173	7261	15434	26059	26345	52404	807	698	1505	35039	34304	**69343**
IDK	10580	9479	20059	13792	13795	27587	1069	994	2063	25441	24268	**49709**
EKM	15212	13155	28367	35081	36356	71437	2427	2101	4528	52720	51612	**104332**
TSR	21330	17914	39244	49134	50308	99442	2990	2383	5373	73454	70605	**144059**
PKD	34541	34063	68604	49429	46670	96099	2837	2690	5527	86807	83423	**170230**
MPM	60442	58498	118940	80630	79286	159916	4868	4121	8989	145940	141905	**287845**
KKD	27631	25825	53456	50559	50245	100804	1120	1039	2159	79310	77109	**156419**
WND	21018	19521	40539	13607	14007	27614	452	521	973	35077	34049	**69126**
KNR	16422	15190	31612	35037	34673	69710	603	599	1202	52062	50462	**102524**
KGD	23800	21995	45795	12663	12136	24799	920	802	1722	37383	34933	**72316**
Total	**332207**	**313709**	**645916**	**468890**	**464080**	**932970**	**24571**	**22482**	**47053**	**825668**	**800271**	**1625939**

A graphical representation of student enrollment across districts, categorized by APL and BPL, is presented below.



3.8 An Overview of Class 1 Enrollment

According to the data from sixth working day of 2024-25 academic year, the total number of students in Class 1 in Kerala is 2,98,848. This is an increase of 781 students compared to the previous academic year. At the state level, the highest enrollment is in aided schools (1,58,340). Additionally, 92,646 students joined government schools and 47,862 students joined the unaided sector in Class 1.



Malappuram district recorded the highest number of Class 1 admissions (73,872 students), while Pathanamthitta district recorded the lowest (5,954 students). Taking the total state figures into account, more boys (1,52,333) than girls (1,46,515) have enrolled in Class 1. The district-wise data for students admitted to Class 1 is provided below.

Table: 3.8.1

DIST	GOVT			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
TVM	5430	5242	10672	3068	2989	6057	2301	1960	4261	10799	10191	20990
KLM	3721	3620	7341	2820	2724	5544	1349	1141	2490	7890	7485	15375
PTA	1331	1291	2622	1168	1134	2302	527	503	1030	3026	2928	5954
ALPY	2753	2728	5481	2463	2500	4963	578	578	1156	5794	5806	11600
KTM	1407	1357	2764	3171	3122	6293	787	692	1479	5365	5171	10536
IDK	1196	1199	2395	2100	1981	4081	500	427	927	3796	3607	7403
EKM	2909	2608	5517	5314	5454	10768	1924	1719	3643	10147	9781	19928
TSR	2645	2440	5085	8280	8406	16686	2360	2128	4488	13285	12974	26259

DIST	GOVT			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
PKD	3562	3332	6894	8085	7900	15985	2651	2338	4989	14298	13570	27868
MPM	11524	11624	23148	19049	18864	37913	7114	5697	12811	37687	36185	73872
KKD	3418	3220	6638	9826	9790	19616	1854	1747	3601	15098	14757	29855
WND	2031	2049	4080	1958	1921	3879	559	474	1033	4548	4444	8992
KNR	1855	1739	3594	8873	8888	17761	1460	1179	2639	12188	11806	23994
KGD	3250	3165	6415	3311	3181	6492	1851	1464	3315	8412	7810	16222
TOTAL	**47032**	**45614**	**92646**	**79486**	**78854**	**158340**	**25815**	**22047**	**47862**	**152333**	**146515**	**298848**

3.9 Students enrolment in General Education Sector-A comparison Between 2023-24 & 2024-25.

A decline in student enrollment has been recorded for 2024-25 academic year when compared to the previous year. The total student strength decreased from 37,46,647 in 2023-24 to 36,43,642 in 2024-25, marking a total reduction of 1,03,005 students. The most significant drop was observed in Class 3. Conversely, an increase in enrollment was noted in Classes 1 and 8. While government and aided schools show a decrease of 62,945 and 54,104 students respectively, the unaided sector recorded an increase of 14,044 students.

Table: 3.9.1

STD	GOVT.			AIDED			UNAIDED			TOTAL		
	2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation
I	92646	99566	-6920	158340	158583	-243	47862	39918	7944	298848	298067	
II	98357	104291	-5934	159355	163878	-4523	41169	37472	3697	298881	305641	-6760
III	101914	120718	-18804	163824	188880	-25056	37098	41472	-4374	302836	351070	-48234
IV	119016	120279	-1263	189428	191831	-2403	41175	41527	-352	349619	353637	-4018
V	101434	108457	-7023	222199	227616	-5417	34878	34539	339	358511	370612	-12101
VI	107122	118059	-10937	232839	245198	-12359	33925	32828	1097	373886	396085	-22199
VII	117915	122275	-4360	247847	249562	-1715	32694	31023	1671	398456	402860	-4404
VIII	137848	137262	586	249585	244640	4945	30271	28763	1508	417704	410665	7039
IX	138287	145497	-7210	248651	255508	-6857	29010	27564	1446	415948	428569	-12621
X	146070	147150	-1080	254998	255474	-476	27885	26817	1068	428953	429441	-488
TOTAL	**1160609**	**1223554**	**-62945**	**2127066**	**2181170**	**-54104**	**355967**	**341923**	**14044**	**3643642**	**3746647**	**-103005**

In the 2024-25 academic year, when comparing district-wise student enrollment with the previous year, Malappuram is the only district to record an increase in the number of students. Compared to the previous year, 68 additional students enrolled there. On the other hand, the largest decrease in student strength was recorded in Thiruvananthapuram district

Table : 3.9.2

DIST	GOVT.			AIDED			UNAIDED			TOTAL		
	2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation
TVM	132630	141955	-9325	108551	112756	-4205	36466	35948	518	277647	290659	-13012
KLM	90922	98595	-7673	119544	124392	-4848	16934	17294	-360	227400	240281	-12881
PTA	20658	22357	-1699	51473	53640	-2167	7059	6935	124	79190	82932	-3742
ALPY	55387	59277	-3890	100460	104930	-4470	6462	6394	68	162309	170601	-8292
KTM	22763	24299	-1536	109277	115060	-5783	11146	11588	-442	143186	150947	-7761
IDK	29450	31748	-2298	58165	60665	-2500	7182	7203	-21	94797	99616	-4819
EKM	50003	53695	-3692	169606	174322	-4716	32519	32764	-245	252128	260781	-8653
TSR	64071	67312	-3241	209112	214167	-5055	34315	33420	895	307498	314899	-7401
PKD	115018	120526	-5508	190521	195110	-4589	37843	36259	1584	343382	351895	-8513
MPM	250071	257371	-7300	433765	434451	-686	92915	84861	8054	776751	776683	68
KKD	107920	114015	-6095	246820	252734	-5914	24519	23229	1290	379259	389978	-10719
WND	53043	55442	-2399	47705	48682	-977	6708	6243	465	107456	110367	-2911
KNR	75114	79138	-4024	211337	217233	-5896	17631	16902	729	304082	313273	-9191
KGD	93559	97824	-4265	70730	73028	-2298	24268	22883	1385	188557	193735	-5178
TOTAL	**1160609**	**1223554**	**-62945**	**2127066**	**2181170**	**-54104**	**355967**	**341923**	**14044**	**3643642**	**3746647**	**-103005**

3.10 New Students Enrollment

Students enrolled in Classes 1 to 9 (across Government, Aided, and Unaided sectors) during the previous academic year constitute the current cohort for Classes 2 to 10. In a closed system with no external entry or exit, these figures would remain constant. However, an analysis of new admissions for 2024-25 reveals an intake of 27,588 additional students in Classes 2 to 10. This significant increase clearly indicates a migration of students from other syllabi to the State syllabus. However, a sectoral analysis shows a decline of 8,441 students in the Government sector and 7,001 in Recognized Unaided schools. Conversely, the Aided sector show a substantial increase of 43,030 students, suggesting a consolidated preference for the public sector (Government and Aided) over private unaided institutions.

Table: 3.10.1

STD	GOVT.			AIDED			UN AIDED			TOTAL		
	2023-24	2024-25	Diagonal Variation	2023-24	2024-25	Diagonal Variation	2023-24	2024-25	Diagonal Variation	2023-24	2024-25	Diagonal Variation
I	99566			158583			39918			298067		
II	104291	98357	-1209	163878	159355	772	37472	41169	1251	305641	298881	**814**
III	120718	101914	-2377	188880	163824	-54	41472	37098	-374	351070	302836	**-2805**

STD	GOVT.			AIDED			UN AIDED			TOTAL		
	2023-24	2024-25	Diagonal Variation	2023-24	2024-25	Diagonal Variation	2023-24	2024-25	Diagonal Variation	2023-24	2024-25	Diagonal Variation
IV	120279	119016	-1702	191831	189428	548	41527	41175	-297	353637	349619	**-1451**
V	108457	101434	-18845	227616	222199	30368	34539	34878	-6649	370612	358511	**4874**
VI	118059	107122	-1335	245198	232839	5223	32828	33925	-614	396085	373886	**3274**
VII	122275	117915	-144	249562	247847	2649	31023	32694	-134	402860	398456	**2371**
VIII	137262	137848	15573	244640	249585	23	28763	30271	-752	410665	417704	**14844**
IX	145497	138287	1025	255508	248651	4011	27564	29010	247	428569	415948	**5283**
X		146070	573		254998	-510		27885	321		428953	**384**
TOTAL			**-8441**			**43030**			**-7001**			**27588**
Class I	**99566**	**92646**	**-6920**	**158583**	**158340**	**-243**	**39918**	**47862**	**7944**	**298067**	**298848**	**781**

Regarding Class I admissions for the current academic year, the General Education Sector recorded a marginal net increase of 781 students. While a sectoral breakdown reveals significant declines in the Government and Aided sectors-by 6,920 and 243 students, respectively-the substantial growth of 7,944 students in the Unaided sector offset these losses. This growth in the unaided sector was the primary factor in maintaining a positive enrollment trend for the General Education Sector as a whole.

3.11 Ten-Year Enrollment Trends of School Students

A steady increase in student enrollment has been observed across the public education sector—comprising Government, Aided, and Recognized Unaided schools—from 2015-16 onwards. This growth trajectory demonstrated notable resilience during the 2020-21 COVID-19 pandemic, as the State effectively mitigated challenges through the implementation of digital and online learning platforms. The success of these interventions prompted a substantial migration of students from Central syllabi to the State syllabus in the 2021-22 academic years, resulting in an unprecedented enrollment spike. While a downward trend followed from 2022-23 onwards, this spike should be viewed as a statistical exception; had this anomaly not occurred, the General Education Sector would likely have maintained a consistent and organic growth pattern.

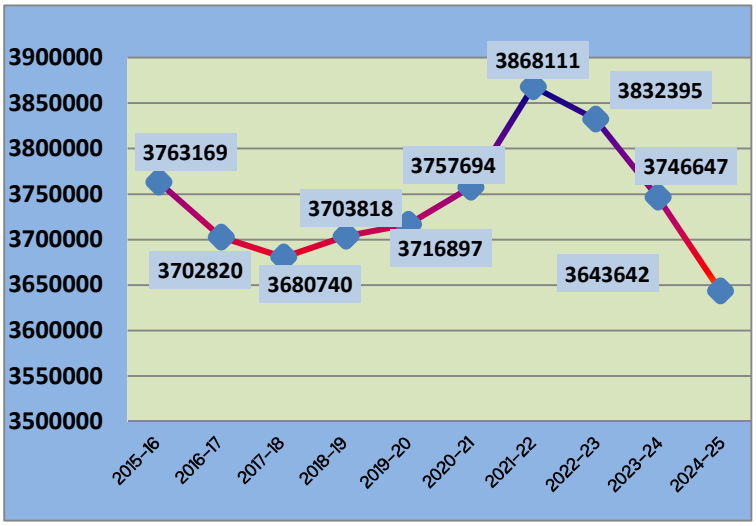


Table: 3.11.1

YEAR	GOVT.			AIDED			UNAIDED			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
2015-16	591207	570444	1161651	1104775	1096585	2201360	205471	194687	400158	1901453	1861716	**3763169**
2016-17	572463	553219	1125682	1087715	1076414	2164129	211423	201586	413009	1871601	1831219	**3702820**
2017-18	577327	549385	1126712	1080701	1060093	2140794	220135	193099	413234	1878163	1802577	**3680740**
2018-19	586917	559056	1145973	1088153	1065729	2153882	213392	190571	403963	1888462	1815356	**3703818**
2019-20	599146	569440	1168586	1090804	1067648	2158452	207322	182537	389859	1897272	1819625	**3716897**
2020-21	618607	578572	1197179	1107213	1069936	2177149	204682	178684	383366	1930502	1827192	**3757694**
2021-22	659071	608299	1267370	1145522	1099091	2244613	191992	164136	356128	1996585	1871526	**3868111**
2022-23	654782	618232	1273014	1124734	1101615	2226349	177681	155351	333032	1957197	1875198	**3832395**
2023-24	626783	596771	1223554	1099680	1081490	2181170	182519	159404	341923	1908982	1837665	**3746647**
2024-25	593656	566953	1160609	1071706	1055360	2127066	188586	167381	355967	1853948	1789694	**3643642**

3.12 Ten-Year Trend of Newly Enrolled Students

The table below details the enrollment of new students in Classes 2 to 10 across the Government, Aided, and Unaided sectors over the past decade. A longitudinal comparison reveals a consistent migration of students from alternative syllabi to the State syllabus. This sustained growth serves as a clear indicator of the success and public confidence in the State's planned educational development initiatives.

Table: 3.12.1

Class	NUMBER OF *NEW STUDENTS* IN KERALA 2015-16 to 2025-26 (GOVT, AIDED & UN AIDED) Class-wise									
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
II	9264	7598	9124	13373	11938	15699	24310	9449	2473	814
III	18483	9389	9570	12120	10527	13685	22951	7255	-2465	-2805
IV	19012	8897	8868	11724	10330	13370	22418	7685	291	-1451
V	39305	28462	27261	30231	29211	29750	36364	18899	7595	4874
VI	13230	11194	12599	16948	15144	16162	21096	10174	4616	3274
VII	10520	8789	9848	13161	12026	13235	18296	7737	3029	2371
VIII	20614	22144	24892	31876	32831	30696	33996	23869	15935	14844
IX	17360	18274	18462	15442	14612	11048	9743	6646	5829	5283
X	-12569	-8019	-3602	-1827	-1573	864	3025	-57	1018	384
Total	**135219**	**106728**	**117022**	**143048**	**135046**	**144509**	**192199**	**91657**	**38321**	**27588**

The sectoral analysis of last 10 years enrolment data reveals that student numbers are rising in Government and Aided schools but falling in the unaided sector. The modernization of infrastructure and improved learning standards has enhanced the appeal of

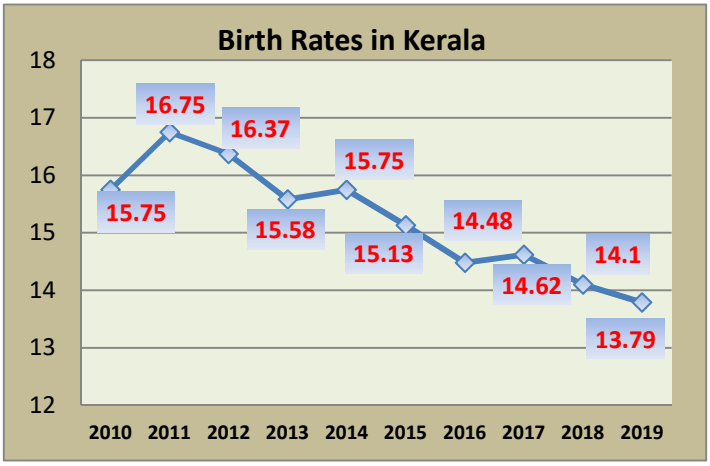
public education. Consequently, there has been a notable shift of students moving away from unaided schools in favor of the public education system.

Table: 3.12.2

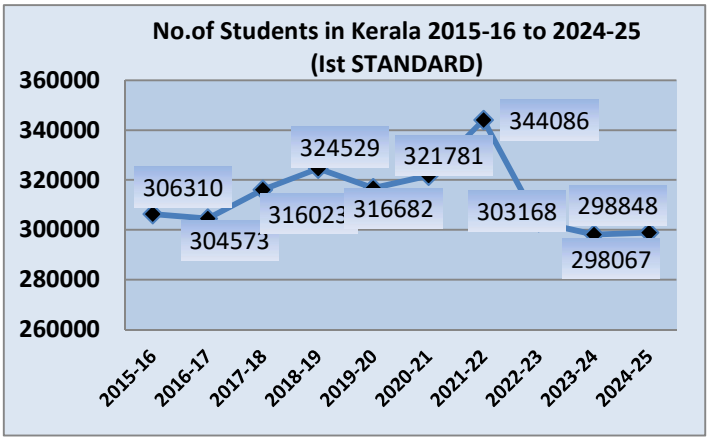
YEAR	GOVT	AIDED	UN AIDED	TOTAL
2015-16	64864	54907	15448	135219
2016-17	30409	85757	-9438	106728
2017-18	55897	84110	-22985	117022
2018-19	65576	109074	-31602	143048
2019-20	65383	101565	-31902	135046
2020-21	64821	101386	-21698	144509
2021-22	92082	135474	-35357	192199
2022-23	44915	75055	-28313	91657
2023-24	-4799	47680	-4560	38321
2024-25	-8441	43030	-7001	27588

3.13. Birth Rate Trends vs. Class 1 Enrollment Statistics

A child typically enters Class 1 approximately five to six years after birth. Consequently, the birth rates recorded from 2010 to 2019 directly influence school admissions between 2015 and 2024. The birth rate, which stood at 15.75 in 2010, declined to 13.79 by 2019. As shown in the table below, there has been a significant drop in the birth rate over this ten-year period, which will naturally impact future school enrollments.



In the 2015-16 period, 3,06,310 students were enrolled in Class 1, a figure that declined to 2,98,848 by 2024-25. Despite the falling birth rate, a spike in enrollment was observed in the 2021-22 academic year. This anomaly was due to the COVID-19 situation, which led students who would have otherwise joined the unaided sector or other syllabi to seek admission in public schools. Ultimately, the steady decline in Kerala's birth rate has become a primary factor in the diminishing number of students entering the school system.



3.14. Students enrolment in Higher Secondary School education during 2024-25 (First and Second Year)

There are a total of 2,076 higher secondary schools in the state, comprising 819 government schools, 845 aided schools, and 412 un-aided schools. An analysis of the student enrollment figures for 2024-25 academic year reveals that a total of 7,70,034 students are studying in the higher secondary sector in Kerala. This total includes 3,45,240 students in government sector, 3,68,825 in aided sector, and 55,969 in un-aided sector. Examining the district-wise data, Malappuram district has the highest number of students, with a total of 1,36,496. Among them, 72,483 study in government schools, 50,949 in aided schools, and 13,064 in un-aided schools. Kozhikode ranks second in terms of student strength (79,642), followed by Thiruvananthapuram in third place (64,698). The lowest number of higher secondary students is recorded in Idukki district (20,343).

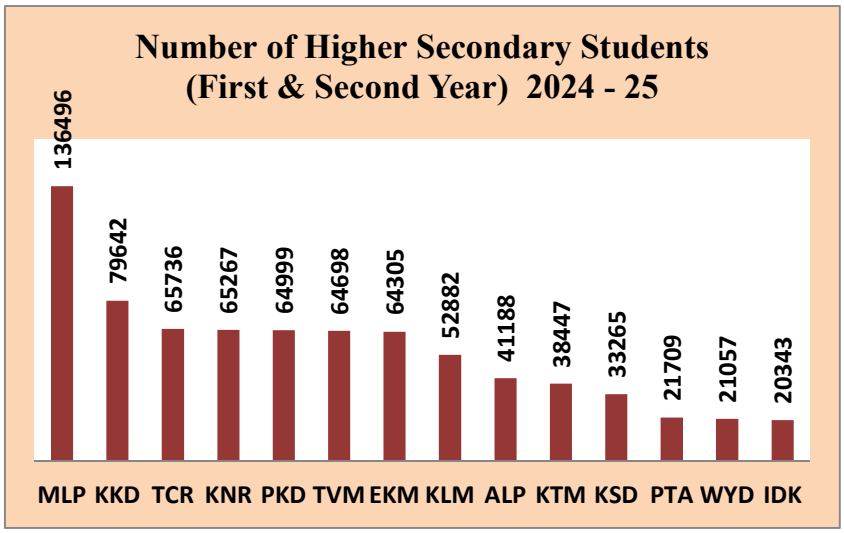


Table: 3.14.1

DIST	Government			Aided			Un-Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	15095	16090	**31185**	13837	12722	**26559**	2789	4165	**6954**	31721	32977	**64698**
KLM	10692	11642	**22334**	13982	13410	**27392**	1538	1618	**3156**	26212	26670	**52882**
PTA	2981	2742	**5723**	7436	7445	**14881**	618	487	**1105**	11035	10674	**21709**
ALP	5186	6735	**11921**	14782	12388	**27170**	958	1139	**2097**	20926	20262	**41188**
KTM	4287	4275	**8562**	12615	13404	**26019**	1731	2135	**3866**	18633	19814	**38447**
IDK	3474	3450	**6924**	5742	5629	**11371**	1080	968	**2048**	10296	10047	**20343**
EKM	9710	10297	**20007**	19044	19303	**38347**	3137	2814	**5951**	31891	32414	**64305**
TCR	12232	12246	**24478**	18220	19038	**37258**	2089	1911	**4000**	32541	33195	**65736**
PKD	15675	18093	**33768**	13626	13757	**27383**	1884	1964	**3848**	31185	33814	**64999**
KKD	18396	17748	**36144**	18506	20471	**38977**	2604	1917	**4521**	39506	40136	**79642**
MLP	37288	35195	**72483**	22157	28792	**50949**	7552	5512	**13064**	66997	69499	**136496**
WYD	6429	6168	**12597**	3294	3760	**7054**	726	680	**1406**	10449	10608	**21057**
KNR	19085	17809	**36894**	12364	14081	**26445**	1171	757	**1928**	32620	32647	**65267**
KSD	11663	10557	**22220**	3988	5032	**9020**	924	1101	**2025**	16575	16690	**33265**
TOTAL	**172193**	**173047**	**345240**	**179593**	**189232**	**368825**	**28801**	**27168**	**55969**	**380587**	**389447**	**770034**

A gender-based analysis of the aforementioned data reveals a higher proportion of female students (389,447) compared to male students (380,587) at the Higher Secondary level. While this demographic distribution is consistent within the Government sector, the Aided and Recognized Unaided sectors exhibit a contrasting trend, with male enrollment exceeding female enrollment. A comprehensive district-wise distribution of first and second-year students is detailed in the tables provided below.

Table: 3.14.2

Number of Higher Secondary Students (First Year) 2024 - 25												
DIST	Government			Aided			Un-Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	7450	8061	15511	6879	6465	13344	1348	2029	3377	15677	16555	32232
KLM	5258	5749	11007	6943	6617	13560	747	792	1539	12948	13158	26106
PTA	1438	1294	2732	3714	3647	7361	308	236	544	5460	5177	10637
ALP	2636	3361	5997	7516	6394	13910	433	510	943	10585	10265	20850
KTM	2033	2062	4095	6250	6672	12922	838	1053	1891	9121	9787	18908
IDK	1732	1727	3459	2916	2772	5688	547	477	1024	5195	4976	10171
EKM	4868	5071	9939	9480	9672	19152	1590	1432	3022	15938	16175	32113
TCR	6121	6096	12217	9074	9670	18744	1040	1002	2042	16235	16768	33003
PKD	7821	9098	16919	6774	6964	13738	887	986	1873	15482	17048	32530
KKD	9160	9014	18174	9136	1032	19461	1293	968	2261	19589	20307	39896
MLP	20565	1840	38969	1093	1449	25429	3417	2656	6073	34918	35553	70471
WYD	3169	3153	6322	1653	1879	3532	337	342	679	5159	5374	10533
KNR	9657	8892	18549	6184	7048	13232	610	358	968	16451	16298	32749
KSD	6172	5420	11592	1974	2556	4530	431	544	975	8577	8520	17097
TOTAL	88080	8740	175482	8942	9517	184603	1382	1338	27211	191335	195961	387296

Table: 3.14.3

Number of Higher Secondary Students (Second Year) 2024 - 25												
DIST	Government			Aided			Un-Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	7645	8029	15674	6958	6257	13215	1441	2136	3577	16044	16422	32466
KLM	5434	5893	11327	7039	6793	13832	791	826	1617	13264	13512	26776
PTA	1543	1448	2991	3722	3798	7520	310	251	561	5575	5497	11072
ALP	2550	3374	5924	7266	5994	13260	525	629	1154	10341	9997	20338
KTM	2254	2213	4467	6365	6732	13097	893	1082	1975	9512	10027	19539
IDK	1742	1723	3465	2826	2857	5683	533	491	1024	5101	5071	10172
EKM	4842	5226	10068	9564	9631	19195	1547	1382	2929	15953	16239	32192
TCR	6111	6150	12261	9146	9368	18514	1049	909	1958	16306	16427	32733
PKD	7854	8995	16849	6852	6793	13645	997	978	1975	15703	16766	32469
KKD	9236	8734	17970	9370	10146	19516	1311	949	2260	19917	19829	39746
MLP	16723	16791	33514	11221	14299	25520	4135	2856	6991	32079	33946	66025
WYD	3260	3015	6275	1641	1881	3522	389	338	727	5290	5234	10524
KNR	9428	8917	18345	6180	7033	13213	561	399	960	16169	16349	32518
KSD	5491	5137	10628	2014	2476	4490	493	557	1050	7998	8170	16168
TOTAL	84113	85645	169758	90164	94058	184222	14975	13783	28758	189252	193486	382738

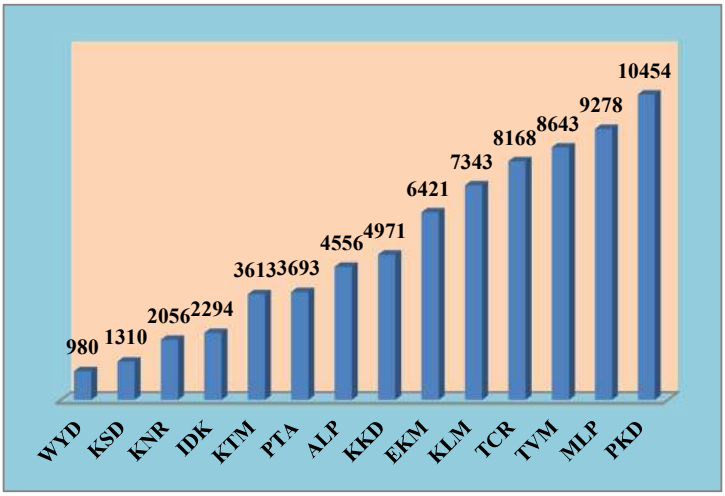
3.14.1SC Enrollment Trends in Higher Secondary Education.

During 2024-25 academic year, Kerala's higher secondary sector recorded a total of 73,780 students from the Scheduled Caste (SC) category, reflecting a near-even gender distribution of 37,189 girls and 36,591 boys. Analysis of school management types reveals that the vast majority of these students are concentrated in state-supported institutions, with the aided sector accounting for the highest enrollment 36,450, followed closely by the government sector with 35,917 students. In stark contrast, participation within the unaided sector remains marginal, with only 1,413 students enrolled, highlighting the critical role of public and aided frameworks in providing higher secondary education to this demographic.

Table: 3.14.1.1

Number of Higher Secondary Students (First Year & Second Year) 2024 - 25 Scheduled Caste												
DIST	Govt			Aided			Un-Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	2299	2526	4825	1773	1740	3513	101	204	305	4173	4470	**8643**
KLM	1560	1862	3422	1920	1950	3870	32	19	51	3512	3831	**7343**
PTA	504	496	1000	1295	1336	2631	35	27	62	1834	1859	**3693**
ALP	653	843	1496	1611	1368	2979	9	72	81	2273	2283	**4556**
KTM	467	494	961	1187	1385	2572	24	56	80	1678	1935	**3613**
IDK	626	552	1178	429	515	944	103	69	172	1158	1136	**2294**
EKM	1113	1108	2221	1989	2071	4060	86	54	140	3188	3233	**6421**
TCR	1953	1839	3792	2068	2218	4286	37	53	90	4058	4110	**8168**
PKD	2657	3070	5727	2407	2133	4540	99	88	187	5163	5291	**10454**
KKD	1387	1299	2686	1117	1127	2244	26	15	41	2530	2441	**4971**
MLP	3056	2693	5749	1715	1734	3449	37	43	80	4808	4470	**9278**
WYD	360	257	617	131	164	295	20	48	68	511	469	**980**
KNR	709	660	1369	345	329	674	11	2	13	1065	991	**2056**
KSD	452	422	874	187	206	393	1	42	43	640	670	**1310**
TOTAL	**17796**	**18121**	**35917**	**18174**	**18276**	**36450**	**621**	**792**	**1413**	**36591**	**37189**	**73780**

From a district-wise perspective, Palakkad records the highest concentration of higher secondary students Scheduled Caste (SC) category in the state with a total of 10,454, followed by Malappuram and Thiruvananthapuram with 9,278 and 8,643 students, respectively. Conversely, Wayanad reports the state's lowest enrollment for this category at just 980 students. Significant regional disparities are further evident in the northern districts, where SC student



participation remains comparatively low in Kasaragod (1,310) and Kannur (2,056).

In the state's higher secondary sector, a total of 73,780 students belonging to Scheduled Caste are enrolled. Out of this total, there are 36,933 students in the first year and 36,847 students in the second year. The detailed enrollment figures for first-year and second-year higher secondary students are provided below

Table: 3.14.1.2

Number of Higher Secondary Students (First Year) 2024 - 25 Scheduled Caste												
DIST	Govt			Aided			Un-Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	1075	1297	2372	883	910	1793	45	107	152	2003	2314	4317
KLM	768	928	1696	972	920	1892	16	11	27	1756	1859	3615
PTA	238	248	486	662	698	1360	19	12	31	919	958	1877
ALP	341	418	759	796	701	1497	2	34	36	1139	1153	2292
KTM	228	232	460	585	684	1269	12	26	38	825	942	1767
IDK	309	279	588	236	258	494	56	36	92	601	573	1174
EKM	563	556	1119	1006	1049	2055	43	36	79	1612	1641	3253
TCR	992	949	1941	1066	1169	2235	22	30	52	2080	2148	4228
PKD	1331	1558	2889	1211	1067	2278	54	41	95	2596	2666	5262
KKD	676	640	1316	551	543	1094	14	10	24	1241	1193	2434
MLP	1499	1315	2814	862	828	1690	19	17	36	2380	2160	4540
WYD	180	136	316	67	83	150	8	28	36	255	247	502
KNR	359	330	689	163	165	328	3	1	4	525	496	1021
KSD	235	198	433	102	93	195	0	23	23	337	314	651
TOTAL	8794	9084	17878	9162	9168	18330	313	412	725	18269	18664	36933

Table: 3.14.1.3

Number of Higher Secondary Students (Second Year) 2024 - 25 Scheduled Caste												
DIST	Govt			Aided			Un-Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	1224	1229	2453	890	830	1720	56	97	153	2170	2156	4326
KLM	792	934	1726	948	1030	1978	16	8	24	1756	1972	3728
PTA	266	248	514	633	638	1271	16	15	31	915	901	1816
ALP	312	425	737	815	667	1482	7	38	45	1134	1130	2264
KTM	239	262	501	602	701	1303	12	30	42	853	993	1846
IDK	317	273	590	193	257	450	47	33	80	557	563	1120
EKM	550	552	1102	983	1022	2005	43	18	61	1576	1592	3168
TCR	961	890	1851	1002	1049	2051	15	23	38	1978	1962	3940
PKD	1326	1512	2838	1196	1066	2262	45	47	92	2567	2625	5192
KKD	711	659	1370	566	584	1150	12	5	17	1289	1248	2537
MLP	1557	1378	2935	853	906	1759	18	26	44	2428	2310	4738
WYD	180	121	301	64	81	145	12	20	32	256	222	478
KNR	350	330	680	182	164	346	8	1	9	540	495	1035
KSD	217	224	441	85	113	198	1	19	20	303	356	659
TOTAL	9002	9037	18039	9012	9108	18120	308	380	688	18322	18525	36847

3.14.2 ST Enrollment Trends in Higher Secondary Education.

For the academic year2024-25, the state's higher secondary sector recorded a total enrollment of 12,107 students in Scheduled Tribe (ST) category, consisting of 5,837 boys and 6,270 girls. A management-wise analysis reveals that the government sector accommodates the majority of these students with 6,558 enrollments, while the aided and unaided sectors account for 3,615 and 1,934 students, respectively.

District-wise statistics for the higher secondary sector indicate that Wayanad has the highest concentration of Scheduled Tribe (ST) students, with a total of 3,778. The majority of these students (2,362) are enrolled in government institutions. Other districts with significant ST representation include Kasaragod (1,908), Palakkad (1,278), Kannur (1,212), and Idukki (1,017), while Alappuzha records the state's lowest enrollment with only 77 students. Furthermore, gender-based analysis confirms that girls outnumber boys within the ST category at the higher secondary level, mirroring broader educational trends in the state.

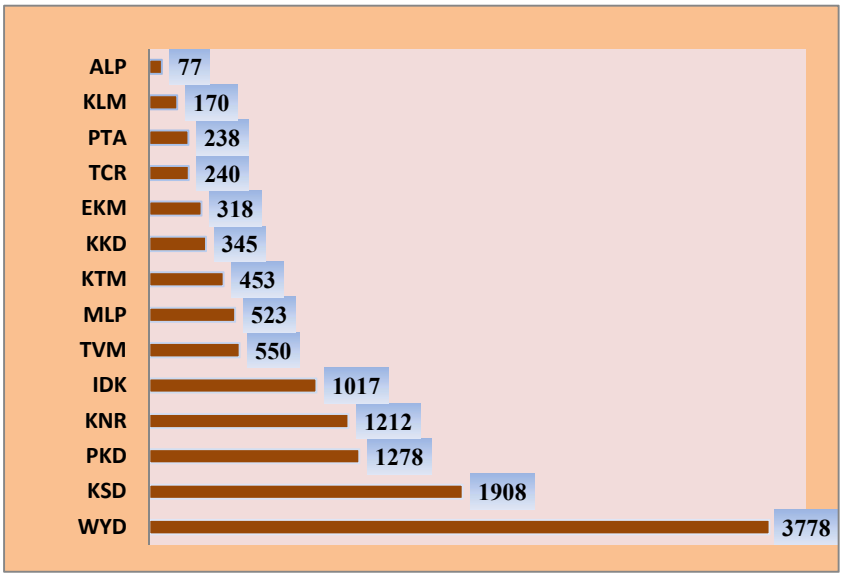


Table: 3.14.2.1

Number of Higher Secondary Students (First Year & Second Year) 2024 - 25 Scheduled Tribe												
DIST	Govt			Aided			Un-Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	82	120	202	91	104	195	14	139	153	187	363	550
KLM	31	41	72	19	18	37	60	1	61	110	60	170
PTA	37	43	80	52	44	96	62	0	62	151	87	238
ALP	18	13	31	24	15	39	0	7	7	42	35	77
KTM	33	50	83	142	142	284	1	85	86	176	277	453
IDK	217	227	444	196	182	378	130	65	195	543	474	1017
EKM	58	51	109	97	88	185	20	4	24	175	143	318
TCR	58	56	114	16	30	46	15	65	80	89	151	240
PKD	430	383	813	81	81	162	69	234	303	580	698	1278
KKD	92	98	190	55	53	108	22	25	47	169	176	345
MLP	99	110	209	105	124	229	43	42	85	247	276	523
WYD	1170	1192	2362	371	514	885	292	239	531	1833	1945	3778
KNR	261	308	569	221	269	490	153	0	153	635	577	1212
KSD	675	605	1280	220	261	481	5	142	147	900	1008	1908
TOTAL	**3261**	**3297**	**6558**	**1690**	**1925**	**3615**	**886**	**1048**	**1934**	**5837**	**6270**	**12107**

The state's higher secondary sector currently has a total enrolment of 12,107 students belonging to **Scheduled Tribe** category. This population is distributed almost equally across both academic years, with 6,025 students in the first year and 6,082 in the second year. A comprehensive breakdown of these enrollment figures for the first and second-year cohorts is provided below.

Table: 3.14.2.2

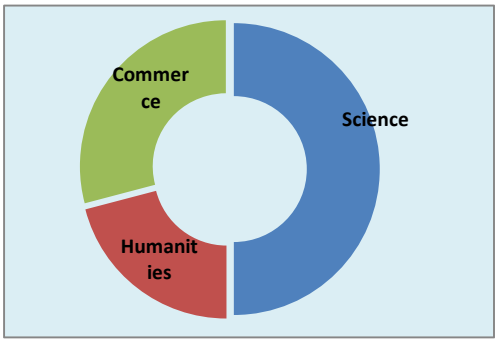
Number of Higher Secondary Students (First Year) 2024 - 25 Scheduled Tribe												
DIST	Govt			Aided			Un-Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	43	66	109	46	53	99	6	66	72	95	185	280
KLM	16	23	39	7	4	11	35	1	36	58	28	86
PTA	18	16	34	29	24	53	30	0	30	77	40	117
ALP	10	5	15	16	6	22	0	7	7	26	18	44
KTM	19	19	38	68	69	137	1	48	49	88	136	224
IDK	112	117	229	105	89	194	72	34	106	289	240	529
EKM	26	31	57	42	43	85	9	4	13	77	78	155
TCR	24	32	56	8	12	20	5	30	35	37	74	111
PKD	216	190	406	37	42	79	34	116	150	287	348	635
KKD	42	41	83	24	32	56	13	15	28	79	88	167
MLP	46	42	88	48	56	104	16	19	35	110	117	227
WYD	561	623	1184	194	266	460	138	116	254	893	1005	1898
KNR	145	156	301	105	118	223	65	0	65	315	274	589
KSD	351	288	639	115	135	250	2	72	74	468	495	963
TOTAL	**1629**	**1649**	**3278**	**844**	**949**	**1793**	**426**	**528**	**954**	**2899**	**3126**	**6025**

Table:3.14.2.3

Number of Higher Secondary Students (Second Year) 2024 - 25 Scheduled Tribe												
DIST	Government			Aided			Un-Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	39	54	93	45	51	96	8	73	81	92	178	270
KLM	15	18	33	12	14	26	25	0	25	52	32	84
PTA	19	27	46	23	20	43	32	0	32	74	47	121
ALP	8	8	16	8	9	17	0	0	0	16	17	33
KTM	14	31	45	74	73	147	0	37	37	88	141	229
IDK	105	110	215	91	93	184	58	31	89	254	234	488
EKM	32	20	52	55	45	100	11	0	11	98	65	163
TCR	34	24	58	8	18	26	10	35	45	52	77	129
PKD	214	193	407	44	39	83	35	118	153	293	350	643
KKD	50	57	107	31	21	52	9	10	19	90	88	178
MLP	53	68	121	57	68	125	27	23	50	137	159	296
WYD	609	569	1178	177	248	425	154	123	277	940	940	1880
KNR	116	152	268	116	151	267	88	0	88	320	303	623
KSD	324	317	641	105	126	231	3	70	73	432	513	945
TOTAL	**1632**	**1648**	**3280**	**846**	**976**	**1822**	**460**	**520**	**980**	**2938**	**3144**	**6082**

3.14.3 Subject-Wise Enrollment Trends in Higher Secondary Education.

A total of 7,70,034 students are studying at the higher secondary level in Kerala. Among these, the Science stream is the most preferred, with a total of 3,85,023 students. There are 2,23,840 students in the Commerce stream and 1,61,171 students in the Humanities stream. These figures clearly indicate that the majority of students show strong interest in pursuing Science.



Subject-wise gender distribution reveals a notable disparity in the Science stream, where female enrollment (2,24,964) significantly exceeds that of males (1,60,059). Conversely, male students maintain higher representation in both the Commerce (1,36,591 boys vs. 87,249 girls) and Humanities (83,937 boys vs. 77,234 girls) streams. These trends suggest a stronger inclination toward science among girls, while boys show a relative preference for Commerce and Humanities.

In the district-wise analysis, Malappuram leads across all academic streams, recording 52,162 students in science, 45,458 in Commerce, and 38,876 in Humanities. Other districts with substantial participation in the Science stream include Ernakulam (37,108), Thiruvananthapuram (36,983), and Kozhikode (36,187), whereas Wayanad reports the state's lowest Science enrollment at 8,561. Beyond Malappuram, the Commerce stream is most prominent in Kozhikode (24,793) and Kannur (20,526). Similarly, the highest Humanities enrollments outside of Malappuram are found in Kozhikode (18,662) and Palakkad (16,121). These patterns indicate that subject selection is heavily influenced by both local school availability and regional professional interests.

Table: 3.14.3.1

Subject wise Higher Secondary Students (First Year & Second Year) 2024-25

DIST	Science			Humanities			Commerce			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	15632	21351	36983	7342	5893	13235	8747	5733	14480	31721	32977	64698
KLM	13982	17427	31409	4545	4334	8879	7685	4909	12594	26212	26670	52882
PTA	5775	7864	13639	1793	1305	3098	3467	1505	4972	11035	10674	21709
ALP	10585	13623	24208	3144	2534	5678	7197	4105	11302	20926	20262	41188
KTM	9819	15108	24927	3369	2246	5615	5445	2460	7905	18633	19814	38447
IDK	4564	6302	10866	1957	1388	3345	3775	2357	6132	10296	10047	20343
EKM	15495	21613	37108	4520	3172	7692	11876	7629	19505	31891	32414	64305
TCR	15095	20421	35516	5848	4990	10838	11598	7784	19382	32541	33195	65736
PKD	12762	16719	29481	7790	8331	16121	10633	8764	19397	31185	33814	64999
KKD	14774	21413	36187	9707	8955	18662	15025	9768	24793	39506	40136	79642
MLP	20279	31883	52162	18530	20346	38876	28188	17270	45458	66997	69499	136496

Subject wise Higher Secondary Students (First Year & Second Year) 2024-25												
DIST	Science			Humanities			Commerce			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
WYD	3375	5186	8561	3296	3182	6478	3778	2240	6018	10449	10608	21057
KNR	12600	17815	30415	7660	6666	14326	12360	8166	20526	32620	32647	65267
KSD	5322	8239	13561	4436	3892	8328	6817	4559	11376	16575	16690	33265
TOTAL	**160059**	**224964**	**385023**	**83937**	**77234**	**161171**	**136591**	**87249**	**223840**	**380587**	**389447**	**770034**

When analyzing the subject-wise statistics of higher secondary students in Kerala for the 2024-25 academic year, students studying Science subjects are at the forefront in terms of numbers. There are 1,91,983 students in the first year and 1,93,040 students in the second year, making a total of 3,85,023 students studying in science groups. After Science, the Commerce stream has the highest number of students (a total of 2,23,840), followed by the Humanities stream with 1,61,171 students.

In Science stream, the number of students is higher in the second year. However, in Humanities and Commerce streams, more students are studying in the first year. These variations reflect the educational interests and facilities available in each district. The detailed subject wise enrollment figures for first-year and second-year higher secondary students are provided below

Table: 3.14.3.2

Subject wise Higher Secondary Students (First Year) 2024-25												
DIST	Science			Humanities			Commerce			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	7709	10716	18425	3653	2945	6598	4315	2894	7209	15677	16555	32232
KLM	6964	8666	15630	2173	2147	4320	3811	2345	6156	12948	13158	26106
PTA	2887	3813	6700	894	650	1544	1679	714	2393	5460	5177	10637
ALP	5325	6944	12269	1617	1259	2876	3643	2062	5705	10585	10265	20850
KTM	4789	7451	12240	1680	1104	2784	2652	1232	3884	9121	9787	18908
IDK	2284	3140	5424	986	690	1676	1925	1146	3071	5195	4976	10171
EKM	7685	10750	18435	2298	1585	3883	5955	3840	9795	15938	16175	32113
TCR	7463	10261	17724	2944	2525	5469	5828	3982	9810	16235	16768	33003
PKD	6343	8407	14750	3882	4200	8082	5257	4441	9698	15482	17048	32530
KKD	7348	10815	18163	4842	4519	9361	7399	4973	12372	19589	20307	39896
MLP	9908	15930	25838	1004	1062	20667	1496	9000	23966	34918	35553	70471
WYD	1671	2594	4265	1663	1613	3276	1825	1167	2992	5159	5374	10533
KNR	6335	8914	15249	3871	3326	7197	6245	4058	10303	16451	16298	32749
KSD	2699	4172	6871	2250	1944	4194	3628	2404	6032	8577	8520	17097
TOTA	**79410**	**112573**	**191983**	**42797**	**39130**	**81927**	**69128**	**44258**	**113386**	**191335**	**195961**	**387296**

Table: 3.14.3.3

Subject wise Higher Secondary Students (Second Year) 2024-25												
DIST	Science			Humanities			Commerce			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	7923	10635	18558	3689	2948	6637	4432	2839	7271	16044	16422	**32466**
KLM	7018	8761	15779	2372	2187	4559	3874	2564	6438	13264	13512	**26776**
PTA	2888	4051	6939	899	655	1554	1788	791	2579	5575	5497	**11072**
ALP	5260	6679	11939	1527	1275	2802	3554	2043	5597	10341	9997	**20338**
KTM	5030	7657	12687	1689	1142	2831	2793	1228	4021	9512	10027	**19539**
IDK	2280	3162	5442	971	698	1669	1850	1211	3061	5101	5071	**10172**
EKM	7810	10863	18673	2222	1587	3809	5921	3789	9710	15953	16239	**32192**
TCR	7632	10160	17792	2904	2465	5369	5770	3802	9572	16306	16427	**32733**
PKD	6419	8312	14731	3908	4131	8039	5376	4323	9699	15703	16766	**32469**
KKD	7426	10598	18024	4865	4436	9301	7626	4795	12421	19917	19829	**39746**
MLP	1037	15953	26324	8486	9723	1820	1322	8270	21492	32079	33946	**66025**
WYD	1704	2592	4296	1633	1569	3202	1953	1073	3026	5290	5234	**10524**
KNR	6265	8901	15166	3789	3340	7129	6115	4108	10223	16169	16349	**32518**
KSD	2623	4067	6690	2186	1948	4134	3189	2155	5344	7998	8170	**16168**
TOTAL	**80649**	**112391**	**193040**	**41140**	**38104**	**79244**	**67463**	**42991**	**110454**	**189252**	**193486**	**382738**

3.15 Students enrolment in Vocational Higher Secondary Education (VHSE)

Vocational Higher Secondary Education is a unique sector within General Education system of Kerala that emphasizes vocational skills alongside academic learning. Launched during the 1983-84 period, this scheme aims to equip students who have completed Class 10 for higher studies while simultaneously developing their professional competencies. Currently, the curriculum is structured in accordance with the National Skills Qualifications Framework (NSQF) standards. Along with regular subjects like Science, Commerce, and Humanities, around thirty diverse vocational subjects—including Agriculture, Engineering, Medical Laboratory Technology, and IT—are taught here. Significant importance is given to practical training in laboratories and industrial visits alongside theoretical classes. Students completing the course can directly enter the workforce or pursue higher education, including in prestigious professional colleges. In short, this educational model in Kerala plays a vital role in addressing unemployment and creating a skilled young generation.

The VHSE infrastructure in Kerala consists of 389 schools, showing a significant reliance on the government sector for vocational training. Of the total institutions, 261 are Government schools (67%), while 128 are Aided schools (33%). A total of 55,341 students are

enrolled in the VHSE sector across the state during 2024-25. The data reveals a distinct gender gap in enrollment, with boys accounting for 33,800 students (61%) and girls accounting for 21,541 students (39%). Kollam records the highest student strength in the state with 7,610 enrollees, while districts like Wayanad (1,541), Kannur (2828), Alappuzha (280), Kasaragod (2526) and Idukki (2120) show much lower student concentrations.

Table: 3.15.1

District	Schools			Students		
	Govt	Aided	Total	Boys	Girls	Total
Thiruvananthapuram	30	11	**41**	3363	2303	**5666**
Kollam	20	32	**52**	4837	2773	**7610**
Pathanamthitta	14	7	**21**	1732	1146	**2878**
Alappuzha	10	17	**27**	1581	1221	**2802**
Kottayam	21	10	**31**	2229	1313	**3542**
Idukki	11	5	**16**	1328	792	**2120**
Ernakulam	22	12	**34**	2877	1741	**4618**
Thrissur	26	10	**36**	2967	1828	**4795**
Palakkad	18	7	**25**	2464	1308	**3772**
Malappuram	24	3	**27**	3135	2094	**5229**
Kozhikkode	20	8	**28**	3274	2140	**5414**
Wayanad	8	2	**10**	836	705	**1541**
Kannur	18	1	**19**	1686	1142	**2828**
Kasaragod	19	3	**22**	1491	1035	**2526**
TOTAL	**261**	**128**	**389**	**33800**	**21541**	**55341**

Across the 14 districts of Kerala, a total of 55,341 students are enrolled in the VHSE category. Among them, 27,314 are first-year students and 28,027 are studying in the second year. When examining the ratio of boys to girls, it is evident that boys show a higher interest in this sector, with a total of 33,800 boys compared to 21,541 girls.

The highest number of students is recorded in Kollam district, which has a combined total of 7,610 students across the first and second years. This is closely followed by Thiruvananthapuram (5,666), Kozhikode (5,414), and Malappuram (5,229). Conversely, the lowest student participation is recorded in Wayanad district with 1,541 students. Number of students are relatively lower in hilly regions such as Idukki (2,120) and Kasaragod (2,526).

When comparing the total figures of the first and second years, most districts show a slight increase or maintain a similar count. The following table and graph depict the distribution of VHSE students.

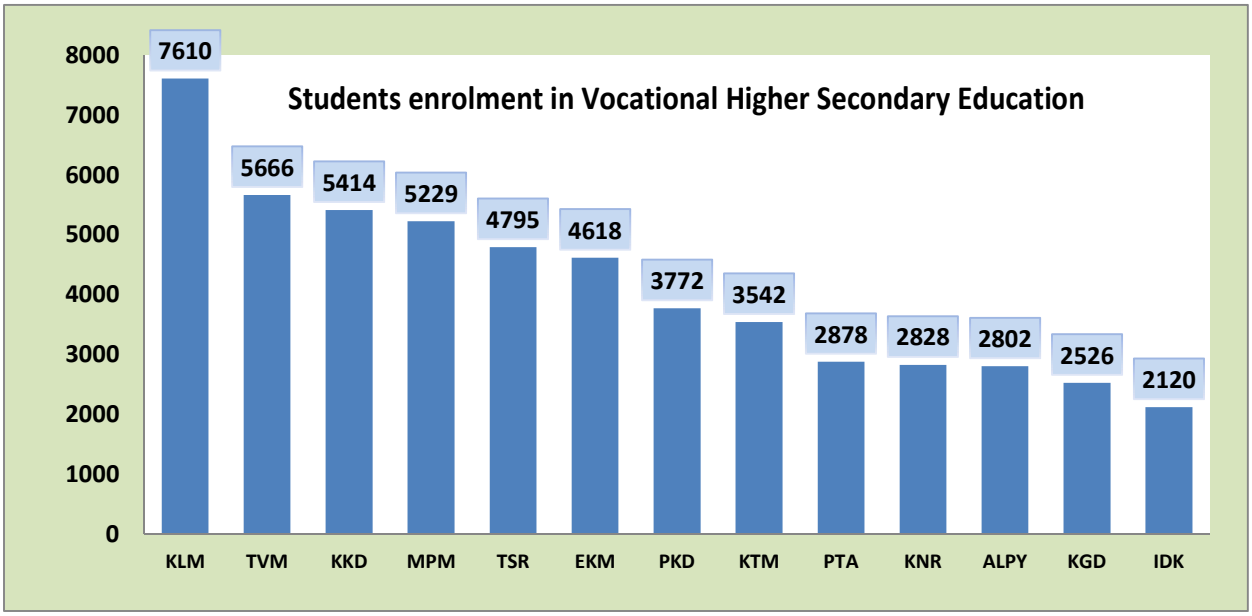


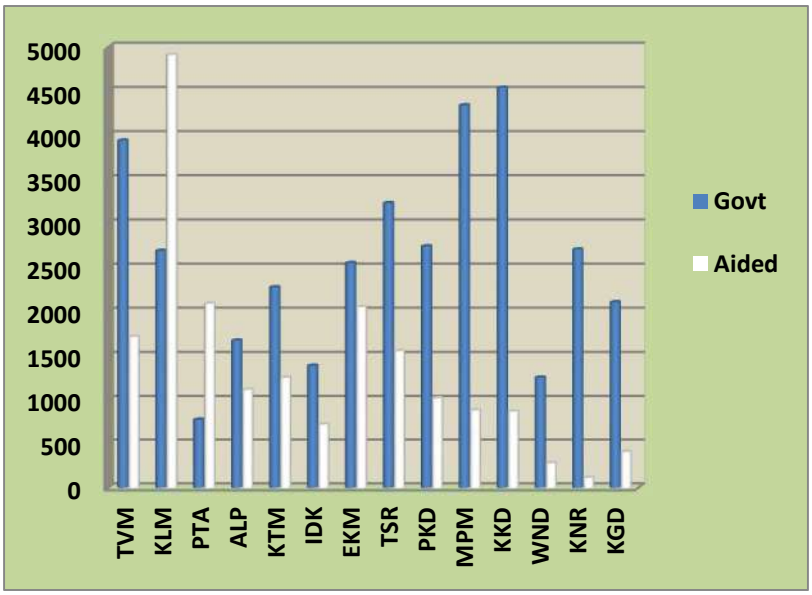
Table: 3.15.2

Number of VHSE Students in First Year and Second Year									
District	First Year			Second Year			First & Second Year		
	Boys	Girls	Total	Male	Female	Total	Male	Female	Total
Thiruvananthapuram	1658	1174	**2832**	1705	1129	**2834**	3363	2303	**5666**
Kollam	2367	1386	**3753**	2470	1387	**3857**	4837	2773	**7610**
Pathanamthitta	848	547	**1395**	884	599	**1483**	1732	1146	**2878**
Alappuzha	753	569	**1322**	828	652	**1480**	1581	1221	**2802**
Kottayam	1068	674	**1742**	1161	639	**1800**	2229	1313	**3542**
Idukki	682	386	**1068**	646	406	**1052**	1328	792	**2120**
Ernakulam	1439	849	**2288**	1438	892	**2330**	2877	1741	**4618**
Thrissur	1502	921	**2423**	1465	907	**2372**	2967	1828	**4795**
Palakkad	1241	637	**1878**	1223	671	**1894**	2464	1308	**3772**
Malappuram	1550	1011	**2561**	1585	1083	**2668**	3135	2094	**5229**
Kozhikkode	1534	1084	**2618**	1740	1056	**2796**	3274	2140	**5414**
Wayanad	432	347	**779**	404	358	**762**	836	705	**1541**
Kannur	858	575	**1433**	828	567	**1395**	1686	1142	**2828**
Kasaragod	708	514	**1222**	783	521	**1304**	1491	1035	**2526**
TOTAL	**16640**	**10674**	**27314**	**17160**	**10867**	**28027**	**33800**	**21541**	**55341**

3.15.1 Management-wise Student Enrollment in Kerala's VHSE Sector

The majority of VHSE students in Kerala rely on government schools. A total of 36,289 students are studying in the government sector statewide. This includes 21,836 boys and 14,453 girls. The highest number of students in government schools are found in the districts of Kozhikode (4,541), Malappuram (4,343), and Thiruvananthapuram (3,944). These figures suggest

that students, particularly in northern Kerala, primarily choose government institutions for vocational education.



There is a total of 19,052 students in aided schools. This comprises 11,964 boys and 7,088 girls. Kollam district has the highest number of students in the aided sector with 4,914. Significant participation in the aided sector is also seen in districts like Pathanamthitta (2,098) and Ernakulam (2,060). Conversely, the number of students in the aided sector is notably low in districts such as Kannur (116) and Wayanad (280).

Comparing the government and aided sectors, approximately 65.5% of the total VHSE students' study in government schools. Kollam and Pathanamthitta are the only districts where more students study in aided schools than in government schools. For instance, in Kollam, there are 4,914 students in the aided sector compared to only 2,696 in the government sector. In the remaining 12 districts, government schools hold the majority. The following table and graph depict the distribution of VHSE students.

Table: 3.15.1.1

Number of VHSE Students in Kerala-Management Wise

District	Govt			Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Thiruvananthapuram	2275	1669	**3944**	1088	634	**1722**	3363	2303	**5666**
Kollam	1548	1148	**2696**	3289	1625	**4914**	4837	2773	**7610**
Pathanamthitta	467	313	**780**	1265	833	**2098**	1732	1146	**2878**
Alappuzha	930	750	**1680**	651	471	**1122**	1581	1221	**2802**
Kottayam	1399	884	**2283**	830	429	**1259**	2229	1313	**3542**
Idukki	810	585	**1395**	518	207	**725**	1328	792	**2120**
Ernakulam	1580	978	**2558**	1297	763	**2060**	2877	1741	**4618**
Thrissur	2029	1206	**3235**	938	622	**1560**	2967	1828	**4795**
Palakkad	1760	987	**2747**	704	321	**1025**	2464	1308	**3772**
Malappuram	2703	1640	**4343**	432	454	**886**	3135	2094	**5229**
Kozhikkode	2825	1716	**4541**	449	424	**873**	3274	2140	**5414**
Wayanad	695	566	**1261**	141	139	**280**	836	705	**1541**
Kannur	1602	1110	**2712**	84	32	**116**	1686	1142	**2828**
Kasaragod	1213	901	**2114**	278	134	**412**	1491	1035	**2526**
TOTAL	**21836**	**1445**	**3628**	**1196**	**7088**	**19052**	**33800**	**21541**	**55341**

3.15.2 Community-wise Student Enrollment in Kerala's VHSE Sector

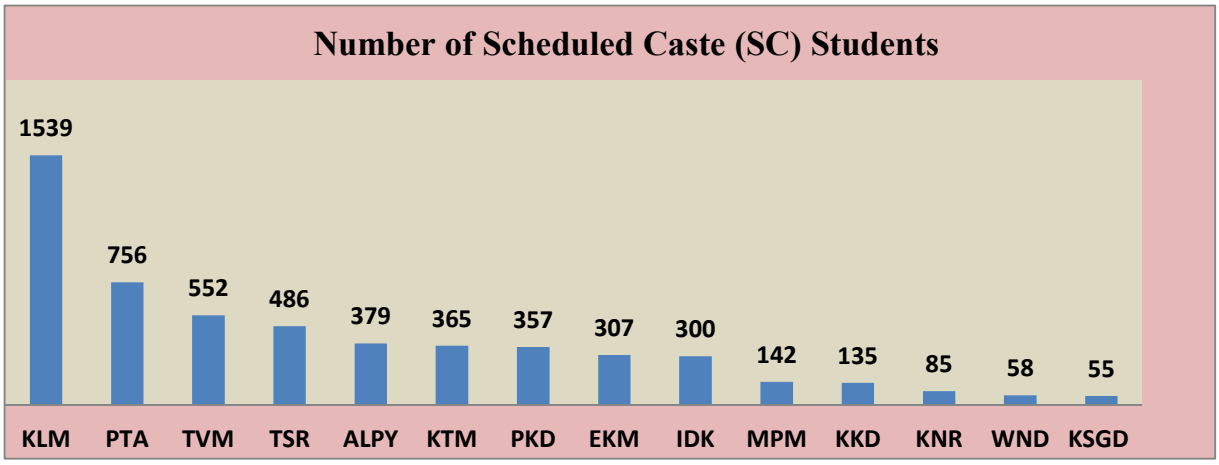
Out of the total VHSE students in Kerala, 5,516 belong to the Scheduled Caste (SC) category. This includes 3,267 boys and 2,249 girls. The highest number of students from this category is in Kollam district (1,539), followed by Pathanamthitta (756) and Thiruvananthapuram (552). Conversely, participation from this category is relatively low in districts such as Malappuram (142), Kozhikode (135), Kannur (85), Wayanad (58), and Kasaragod (55).

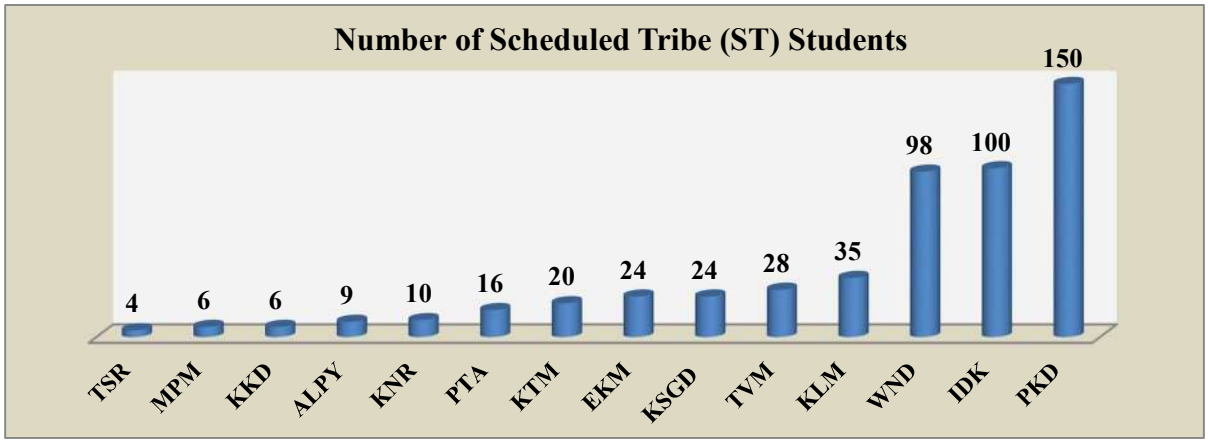
Table. 3.15.2.1

Community wise number of VHSE Students in Kerala 2024-25

District	All Communities			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Thiruvananthapuram	3363	2303	**5666**	301	251	**552**	16	12	**28**
Kollam	4837	2773	**7610**	947	592	**1539**	20	15	**35**
Pathanamthitta	1732	1146	**2878**	482	274	**756**	10	6	**16**
Alappuzha	1581	1221	**2802**	206	173	**379**	6	3	**9**
Kottayam	2229	1313	**3542**	220	145	**365**	11	9	**20**
Idukki	1328	792	**2120**	185	115	**300**	57	43	**100**
Ernakulam	2877	1741	**4618**	170	137	**307**	15	9	**24**
Thrissur	2967	1828	**4795**	275	211	**486**	1	3	**4**
Palakkad	2464	1308	**3772**	228	129	**357**	80	70	**150**
Malappuram	3135	2094	**5229**	73	69	**142**	1	5	**6**
Kozhikkode	3274	2140	**5414**	72	63	**135**	3	3	**6**
Wayanad	836	705	**1541**	27	31	**58**	48	50	**98**
Kannur	1686	1142	**2828**	49	36	**85**	2	8	**10**
Kasaragod	1491	1035	**2526**	32	23	**55**	17	7	**24**
TOTAL	**33800**	**21541**	**55341**	**3267**	**2249**	**5516**	**287**	**243**	**530**

The total number of students from the Scheduled Tribe (ST) category is 530. This comprises 287 boys and 243 girls. Based on geographical characteristics, the highest enrollment from this category is seen in Palakkad (150), Idukki (100), and Wayanad (98) districts. Meanwhile, the number of students from this category is very low in districts like Thrissur (4), Malappuram (6), Kozhikode (6), and Alappuzha (9).





3.15.3 Subject-Wise Distribution of VHSE Students in Kerala

Number of Students (First year and Second year) - Subject wise					
District	Engineering Group	Medical Group	Humanities Group	Commerce Group	Total
Thiruvananthapuram	1608	2966	337	755	**5666**
Kollam	2804	3663	143	1000	**7610**
Pathanamthitta	809	1307	37	725	**2878**
Alappuzha	505	1617	58	622	**2802**
Kottayam	991	1825	97	629	**3542**
Idukki	738	1044	0	338	**2120**
Ernakulam	1012	2633	221	752	**4618**
Thrissur	1377	1717	170	1531	**4795**
Palakkad	1440	1260	110	962	**3772**
Malappuram	1763	2421	30	1015	**5229**
Kozhikkode	1855	2485	30	1044	**5414**
Wayanad	366	1060	55	60	**1541**
Kannur	957	1215	0	656	**2828**
Kasaragod	648	896	124	858	**2526**
Total	**16873**	**26109**	**1412**	**10947**	**55341**

The Vocational Higher Secondary Education (VHSE) sector in Kerala serves a total of 55,341 students across its first and second-year cohorts, with the Medical Group emerging as the most preferred stream, enrolling 26,109 students statewide. In this group, Kollam leads with 3,663 students, followed by Thiruvananthapuram and Ernakulam, while Kasaragod reports the lowest participation. The Engineering Group follows as the second-largest category with 16,873 students, where Kollam again maintains the highest enrollment (2,804), contrasted by Wayanad, which has the state's minimum of 366 students. The Commerce Group accounts for 10,947 students and is most prominent in Thrissur, though it sees marginal engagement in Wayanad with only 60 enrollments. Finally, the Humanities Group remains the smallest stream with a total of 1,412 students, primarily concentrated in Thiruvananthapuram, Ernakulam, and Thrissur. In Idukki and Kannur, no students opted humanities group.

CHAPTER IV
SCHOOL INFRASTRUCTURE 2024-25

Prepared by
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4.1 Introduction

Adequate infrastructural facilities form the backbone of a strong and effective school education system, as they directly influence access, equity, safety, and quality of learning. In the state, schools function under diverse managements—Government, Aided, and Unaided—and cater to students across primary, upper primary, and secondary levels. The availability of essential infrastructure such as safe buildings, drinking water, sanitation facilities, electricity, playgrounds, compound walls, and technology-enabled classrooms is crucial for creating a conducive learning environment. The data on infrastructural facilities for the year 2024–25 provides a comprehensive picture of the current status of these amenities and highlights both achievements and gaps across different categories of schools. School infrastructure is affected by several interrelated factors, including availability of financial resources, age and location of school buildings, management capacity, enrolment patterns, and policy priorities. Rural and remote schools often face greater challenges in accessing funds, skilled manpower, and timely maintenance, while older institutions may struggle with outdated or temporary structures. Differences in management types also influence infrastructure development, as Government and Aided schools largely depend on public funding and grants, whereas Unaided schools rely on private resources. These factors collectively shape the uneven distribution of facilities observed across the state.

The presence of good infrastructure has a far-reaching impact on the educational process and student outcomes. Safe and permanent buildings enhance security and attendance, while access to drinking water and sanitation facilities supports student health, dignity, and hygiene, particularly for younger children and adolescent girls. Playgrounds contribute to physical well-being, teamwork, and overall personality development, and compound walls ensure safety and a secure learning environment. Furthermore, the availability of smart classrooms and modern learning tools strengthens teaching effectiveness, improves student engagement, and prepares learners for a technology-driven future. Conversely, deficiencies in infrastructure can adversely affect enrolment, retention, and learning levels, and may widen disparities between different types of schools. Therefore, a systematic assessment of infrastructural facilities is essential for informed planning and targeted interventions. This chapter aims to present an analytical overview of the existing infrastructure in schools across the state, identify critical gaps, and underscore the need for sustained investment and policy support to ensure that every child has access to a safe, inclusive, and high-quality learning environment.

4.2 Infrastructure Facilities in Schools in Kerala 2024–25

The basic infrastructure facilities mentioned here refer to those available in **4,689 Government schools, 7,127 Aided schools, and 1,025 Unaided schools** in Kerala that follow the State Syllabus. Schools classified as non-functional and permanently closed have been excluded from this report. *Table 4.2.1 presents the distribution of selected infrastructure facilities in Government, Aided, and Unaided schools in Kerala following the State Syllabus during the year 2024–25. The data shows the proportion of schools lacking certain basic facilities or operating with limited infrastructure. Overall, the table indicates that most schools in Kerala have access to essential facilities, although some gaps remain in specific areas.*

The availability of drinking water and sanitation facilities in schools is almost universal. Only 0.3 percent of schools overall do not have drinking water facilities. Among them, 0.6 percent of Government schools and 0.1 percent of Aided schools lack this facility, while no Unaided schools report such a deficiency. Similarly, the absence of urinal facilities is very minimal, affecting only 0.1 percent of schools overall, primarily in Government schools (0.2 percent). This suggests that Kerala has largely ensured the provision of basic sanitation and drinking water facilities in schools.

In terms of building infrastructure, the majority of schools operate in permanent (pucca) buildings. Only 0.8 percent of schools overall do not have pucca buildings, with Government schools showing a slightly higher percentage (1.4 percent) compared to Aided schools (0.6 percent). Unaided schools report no such cases. Schools functioning in thatched sheds are extremely rare, indicating considerable progress in improving school building infrastructure. However, about 1.0 percent of schools operate in rented buildings, with Government schools accounting for a larger share (2.4 percent) compared to Aided (0.1 percent) and Unaided schools (0.3 percent).

Electricity access in schools is almost universal. Only 0.1 percent of Government schools report not having an electric connection, while Aided and Unaided schools show no such deficiency. This indicates that electrical infrastructure is well established across schools in the state.

Despite these positive aspects, some infrastructure gaps remain. A significant proportion of schools do not have playground facilities. Overall, 22.8 percent of schools lack playgrounds, with the highest percentage found in Government schools (37.1 percent), followed by Aided schools (16.2 percent) and Unaided schools (3.8 percent). The absence of playgrounds may limit opportunities for physical activities and the overall development of students.

Another notable issue is the absence of compound walls in many schools. About 19.5 percent of schools overall do not have compound walls. The problem is more prominent in Aided schools (22.8 percent) and Government schools (18.0 percent), whereas Unaided schools

show a comparatively lower percentage (4.1 percent). The lack of compound walls may raise concerns regarding safety, security, and proper boundary management within school premises.

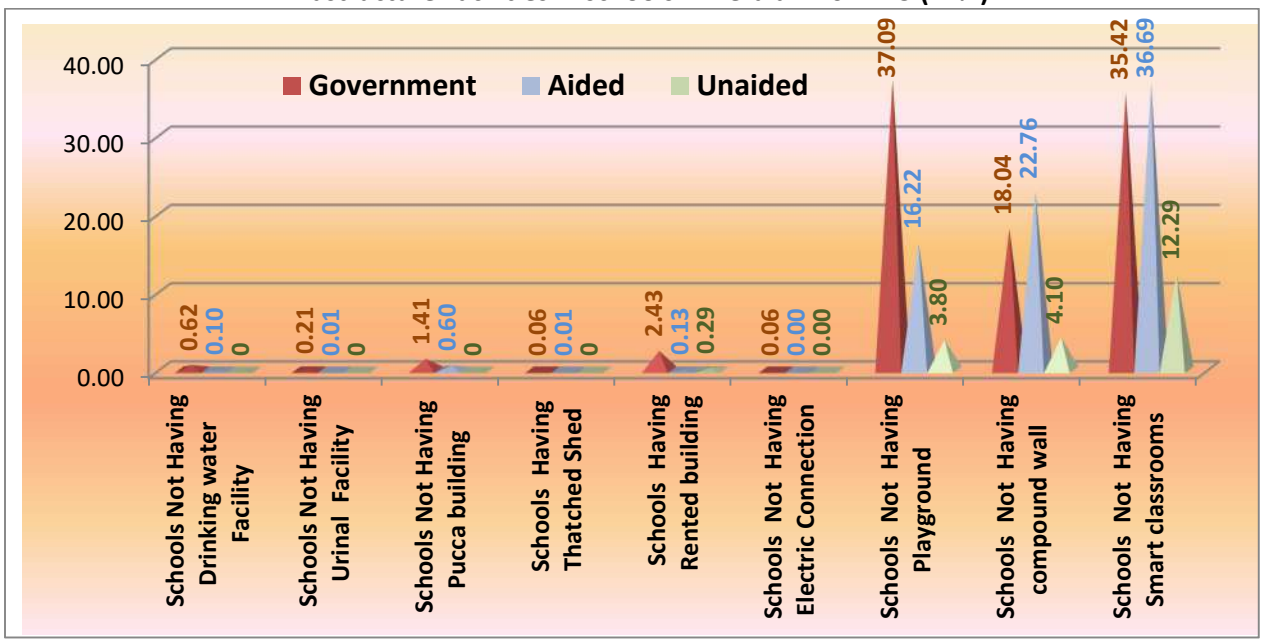
The availability of smart classrooms also remains limited in a considerable number of schools. About 34.3 percent of schools overall do not have smart classrooms. The proportion is higher in Aided schools (36.7 percent) and Government schools (35.4 percent), while Unaided schools show a relatively lower percentage (12.3 percent). This indicates that digital learning infrastructure is comparatively better in Unaided schools, while Government and Aided schools still require further improvement in this area.

Overall, the data suggests that Kerala has achieved substantial progress in ensuring essential infrastructure facilities such as drinking water, sanitation, electricity, and permanent buildings in schools. However, improvements are still needed in areas such as playgrounds, compound walls, and smart classrooms, particularly in Government and Aided schools, to further enhance the quality of the school environment and support better educational outcomes.

Table-4.2.1
Infrastructure Facilities in schools in Kerala 2024-25

#	Facilities	Government		Aided		Unaided		Total	
		Number	%	Number	%	Number	%	Number	%
1	Schools Not Having Drinking water Facility	29	0.6	7	0.1	0	0	36	0.3
2	Schools Not Having Urinal Facility	10	0.2	1	0.0	0	0	11	0.1
3	Schools Not Having Pucca building	66	1.4	43	0.6	0	0	109	0.8
4	Schools Having Thatched Shed	3	0.1	1	0.0	0	0	4	0.0
5	Schools Having Rented building	114	2.4	9	0.1	3	0.3	126	1.0
6	Schools Not Having Electric Connection	3	0.1	0	0.0	0	0	3	0.0
7	Schools Not Having Playground	1739	37.1	1156	16.2	39	3.8	2934	22.8
8	Schools Not Having compound wall	846	18.0	1622	22.8	42	4.1	2510	19.5
9	Schools Not Having Smart classrooms	1661	35.4	2615	36.7	126	12.3	4402	34.3

Graph 4.2.1
Infrastructure Facilities in schools in Kerala 2024-25 (in %)



4.3 District-wise data on the availability of drinking water facilities in schools 2024-25

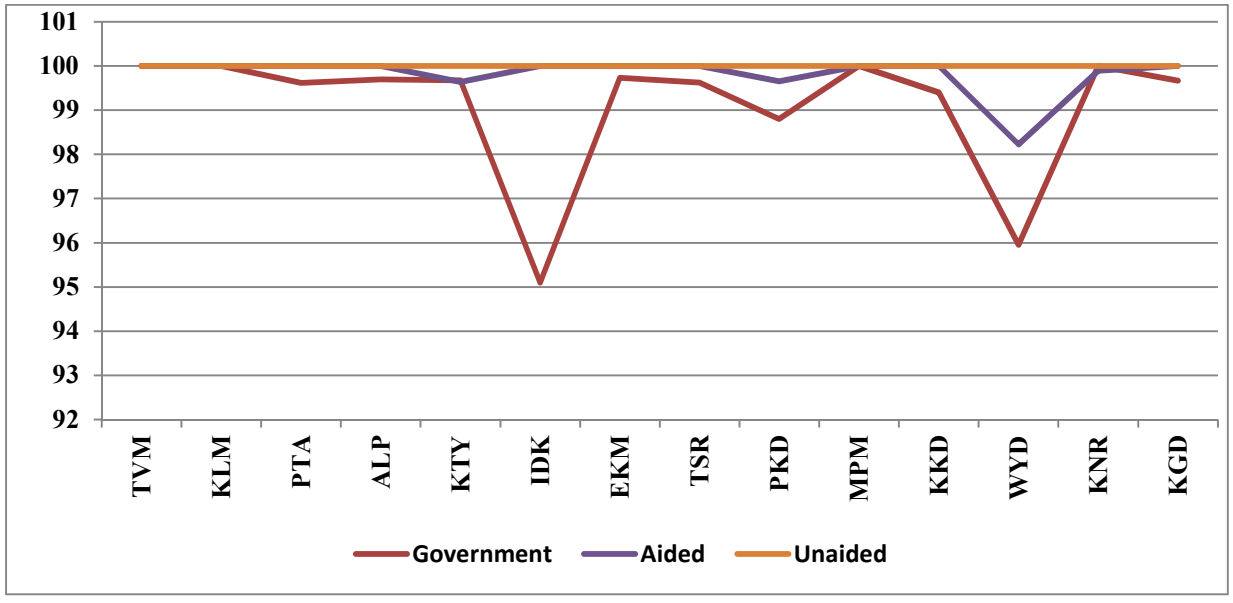
Table-4.3.1 presents district-wise data on the availability of drinking water facilities in schools across different management types—Government, Aided, and Unaided—in the state. Overall, the situation is highly satisfactory, with **12,805 out of 12,841 schools (99.7%)** having drinking water facilities. Among the management categories, **Unaided schools show complete coverage (100%)**, with all **1,025 schools** having drinking water facilities. **Aided schools also demonstrate nearly universal coverage (99.9%)**, with **7,127 schools** almost entirely equipped with drinking water facilities. **Government schools show slightly lower coverage (99.4%)**, though the majority of the **4,689 government schools** still have access to safe drinking water.

At the district level, several districts have achieved **100% coverage**, including **Thiruvananthapuram, Kollam, and Malappuram**, where every school has a drinking water facility. Most other districts also report very high coverage, generally above **99%**, indicating strong infrastructure provision. Districts such as **Pathanamthitta, Alappuzha, Ernakulam, Thrissur, Kannur, and Kasaragod** show near-universal access with **99.8–99.9%** coverage. However, a few districts record comparatively lower levels, though still high overall. **Wayanad (97.1%)** and **Idukki (98.0%)** have the lowest overall percentages, mainly due to a lower proportion of government schools with drinking water facilities (96.0% in Wayanad and 95.1% in Idukki). **Palakkad (99.4%)** also shows a slightly lower percentage compared with other districts.

Table 4.3.1
District-wise data on the availability of drinking water facilities in schools 2024-25

Sl. No.	District	Number of Schools having drinking water facility-2024-25							
		Government		Aided		Unaided		Total	
		Number	%	Number	%	Number	%	Number	%
1	Thiruvananthapuram	536	100	363	100	98	100	997	100.0
2	Kollam	429	100	437	100	76	100	942	100.0
3	Pathanamthitta	261	99.6	421	100	41	100	723	99.9
4	Alappuzha	329	99.7	387	100	38	100	754	99.9
5	Kottayam	307	99.7	550	99.6	50	100	907	99.7
6	Idukki	194	95.1	256	100	32	100	482	98.0
7	Ernakulam	372	99.7	516	100	93	100	981	99.9
8	Thrissur	264	99.6	668	100	77	100	1009	99.9
9	Palakkad	329	98.8	576	99.7	84	100	989	99.4
10	Malappuram	555	100	806	100	210	100	1571	100.0
11	Kozhikode	332	99.4	859	100	77	100	1268	99.8
12	Wayanad	166	96.0	111	98.2	20	100	297	97.1
13	Kannur	285	100	954	99.9	55	100	1294	99.9
14	Kasaragod	301	99.7	216	100	74	100	591	99.8
Total		**4660**	**99.4**	**7120**	**99.9**	**1025**	**100**	**12805**	**99.7**

Graph.4.3.1
District wise distribution of Drinking Water Facilities in schools in Kerala 2024-25 (%)



4.4 District-wise data on the availability of urinal and latrine facilities in schools

The table-4.4.1 presents district-wise data on the availability of urinal and latrine facilities in schools across Kerala for the academic year 2024–25. The data is categorized into Government, Aided, and Unaided schools and indicates the number of schools having these facilities along with the percentage coverage. Overall, the data shows that Kerala has achieved almost universal availability of sanitation facilities in schools, reflecting the state's strong commitment to maintaining proper infrastructure and hygiene standards in the education sector.

At the state level, a total of 4,679 Government schools, 7,126 Aided schools, and 1,025 Unaided schools have urinal or latrine facilities. The percentage coverage is 99.8 percent for Government schools and 100 percent for both Aided and Unaided schools. This indicates that nearly all schools in the state provide essential sanitation facilities to students. The complete coverage in the Aided and Unaided sectors suggests strict compliance with infrastructure requirements, while the slight gap in Government schools indicates that only a very small number of schools still require improvement.

A district-wise analysis reveals that most districts have achieved full coverage in all categories of schools. Districts such as Thiruvananthapuram, Kollam, Alappuzha, Kottayam, Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, Wayanad, Kannur, and Kasaragod report 100 percent availability of urinal and latrine facilities across Government, Aided, and Unaided schools. This reflects effective implementation of sanitation policies and regular monitoring of school infrastructure by the authorities.

However, two districts show minor gaps in coverage. In Pathanamthitta district, Government schools have a coverage of 99.6 percent, while Aided and Unaided schools have achieved 100 percent coverage. Similarly, Idukki district shows the lowest percentage among Government schools at 95.6 percent; while Aided schools have 99.6 percent coverage and Unaided schools have 100 percent. The relatively lower percentage in Idukki may be due to geographical challenges such as hilly terrain, remote locations, and difficulties in infrastructure development.

In terms of the number of schools with sanitation facilities, Malappuram district has the highest number of Government schools (555) and also the highest number of Unaided schools (210) with such facilities. Kannur (955) and Kozhikode (859) have the highest numbers of Aided schools with urinal and latrine facilities. On the other hand, districts like Wayanad and Idukki have fewer schools overall, which explains the smaller numbers reported in these districts.

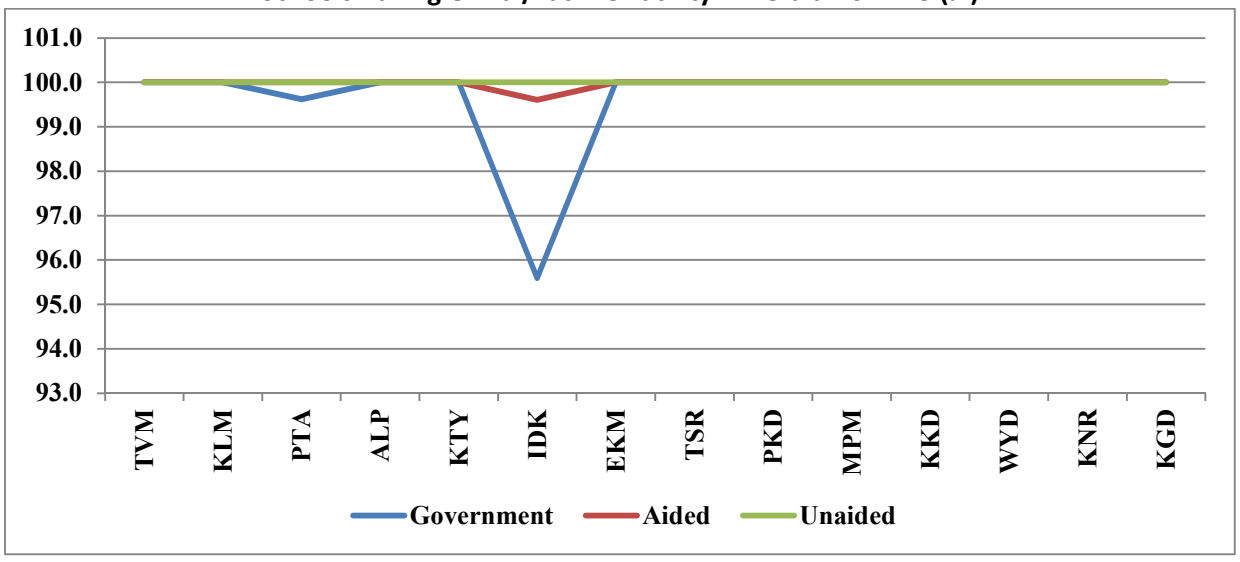
The data clearly indicates that Kerala has made significant progress in ensuring sanitation facilities in schools. The near-complete coverage demonstrates effective planning and implementation of educational infrastructure policies. Proper sanitation facilities play an important role in maintaining student health, improving attendance, and creating a safe and hygienic learning environment, especially for girl students.

In conclusion, the state has successfully achieved almost universal access to urinal and latrine facilities in schools during the year 2024–25. Only a few Government schools in certain districts require additional attention to achieve complete coverage. Continued monitoring, infrastructure development in remote areas, and proper maintenance of existing facilities will help Kerala maintain and further strengthen its high standards in school sanitation.

Table 4.4.1
Number of Schools having Urinal/Latrine Facility in Kerala-2024-25

Sl. No.	District	Government		Aided		Unaided	
		Number	%	Number	%	Number	%
1	Thiruvananthapuram	536	100.0	363	100.0	98	100
2	Kollam	429	100.0	437	100.0	76	100
3	Pathanamthitta	261	99.6	421	100.0	41	100
4	Alappuzha	330	100.0	387	100.0	38	100
5	Kottayam	308	100.0	552	100.0	50	100
6	Idukki	195	95.6	255	99.6	32	100
7	Ernakulam	373	100.0	516	100.0	93	100
8	Thrissur	265	100.0	668	100.0	77	100
9	Palakkad	333	100.0	578	100.0	84	100
10	Malappuram	555	100.0	806	100.0	210	100
11	Kozhikode	334	100.0	859	100.0	77	100
12	Wayanad	173	100.0	113	100.0	20	100
13	kannur	285	100.0	955	100.0	55	100
14	kasaragod	302	100.0	216	100.0	74	100
Total		**4679**	**99.8**	**7126**	**100.0**	**1025**	**100**

Graph. 4.4.1
Schools having Urinal/Latrine Facility in Kerala-2024-25 (%)



4.5. District-wise data of schools having pucca (permanent) buildings in Kerala for - 2024–25

The table-4.5.1 presents district-wise data on the **number of schools having pucca (permanent) buildings in Kerala for the year 2024–25**. The data is categorized by school management types—Government, Aided, and Unaided—and shows the number of schools with pucca buildings along with the corresponding percentage. Overall, the data indicates that Kerala has achieved a very high level of infrastructure development in its school education sector, with most schools functioning in safe and permanent buildings.

At the state level, **4,623 Government schools (98.6%), 7,084 Aided schools (99.4%), and 1,025 Unaided schools (100%)** are reported to have pucca buildings. This shows that almost all schools across the state operate in permanent structures. The Unaided sector has achieved **complete coverage (100%)**, while Aided schools are also very close to full coverage. Government schools show slightly lower coverage compared to the other sectors, though the percentage remains very high.

A district-wise analysis shows that several districts have achieved **100 percent availability of pucca buildings in multiple school categories**. Districts such as **Kollam, Alappuzha, Ernakulam, and Malappuram** report full coverage in Government and Aided schools, while **all districts have 100 percent coverage in Unaided schools**. This reflects the strong infrastructure standards maintained by private managements and the effective implementation of educational development programs across the state.

Some districts show slightly lower percentages in Government schools. **Palakkad (93.7%)** records the lowest percentage of Government schools with pucca buildings, followed by **Idukky (95.1%)**. These districts may face certain challenges related to geographical conditions, such as hilly terrain, remote settlements, or older school buildings that are yet to be upgraded. Similarly, districts like **Thiruvananthapuram (97.8%), Pathanamthitta (97.7%), Wayanad (97.7%), and Kozhikode (98.2%)** also show small gaps that indicate the presence of a few schools still functioning in non-permanent or semi-permanent structures.

In the Aided school category, the coverage is very high across all districts. Most districts report **100 percent pucca buildings**, while a few districts such as **Palakkad (95.5%), Kozhikode (98.6%), Thiruvananthapuram (99.4%), and Pathanamthitta (99.8%)** show marginal gaps. However, the overall infrastructure quality in aided schools remains strong, with almost every school operating in permanent buildings.

Looking at the distribution of schools with pucca buildings, **Malappuram district has the highest number of Government schools (555) and Aided schools (806)** with such facilities. **Kannur (954) and Kozhikode (847)** also have a large number of aided schools with pucca buildings, reflecting the strong presence of the aided school sector in these districts. Districts like **Wayanad and Idukki** have comparatively fewer schools due to their smaller population and geographical characteristics.

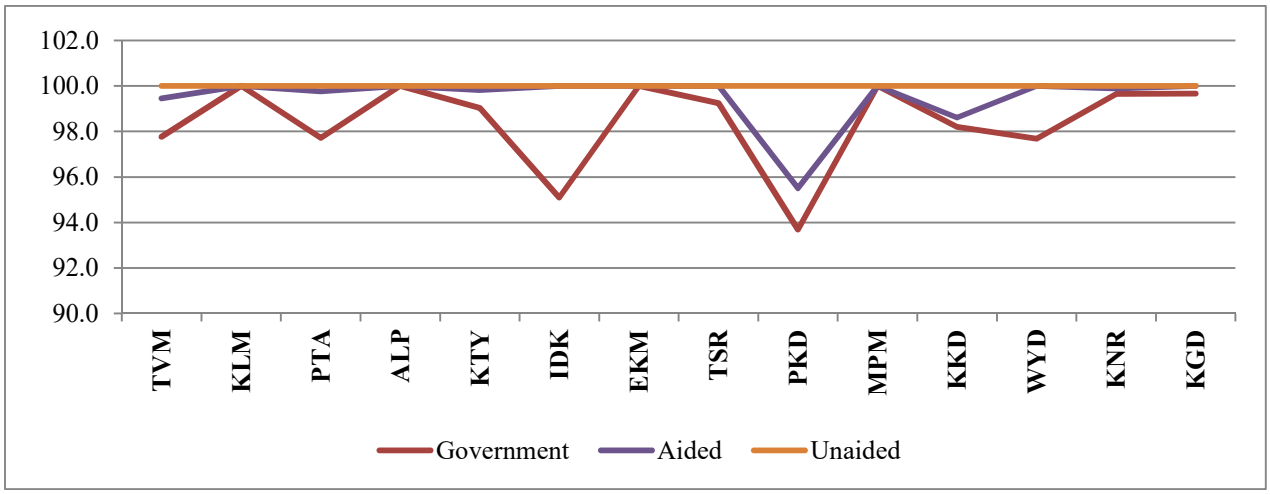
Overall, the data demonstrates that **Kerala has made significant progress in ensuring proper school infrastructure**, with almost all schools functioning in permanent buildings. Pucca school buildings are important for providing a safe, stable, and conducive learning environment for students. They also ensure protection from weather conditions and support the effective functioning of educational activities.

In conclusion, the state has achieved **near-universal coverage of pucca school buildings during 2024–25**, with only a small percentage of Government schools in a few districts still requiring infrastructure upgrades. Continued investment in school infrastructure, particularly in geographically challenging districts, will help Kerala achieve **complete coverage and maintain its high standards in the education sector.**

Table-4 5.1
Number of Schools having Pucca building in Kerala- 2024-25

Sl. No.	District	Government		Aided		Unaided	
		Number	%	Number	%	Number	%
1	Thiruvananthapuram	524	97.8	361	99.4	98	100
2	Kollam	429	100.0	437	100.0	76	100
3	Pathanamthitta	256	97.7	420	99.8	41	100
4	Alappuzha	330	100.0	387	100.0	38	100
5	Kottayam	305	99.0	551	99.8	50	100
6	Idukki	194	95.1	256	100.0	32	100
7	Ernakulam	373	100.0	516	100.0	93	100
8	Thrissur	263	99.2	668	100.0	77	100
9	Palakkad	312	93.7	552	95.5	84	100
10	Malappuram	555	100.0	806	100.0	210	100
11	Kozhikode	328	98.2	847	98.6	77	100
12	Wayanad	169	97.7	113	100.0	20	100
13	Kannur	284	99.6	954	99.9	55	100
14	Kasaragod	301	99.7	216	100.0	74	100
Total		**4623**	**98.6**	**7084**	**99.4**	**1025**	**100**

Graph. 4.5.1
Number of Schools having Pucca building in Kerala- 2024-25 (%)



4.6. Schools with Thatched Shed in Kerala 2024–25.

In the State, only 3 Government schools out of a total of 4,689 and 1 Aided school out of 7,127 are reported to be functioning in thatched sheds. Among the Government schools, one is located in Palakkad district and two are in Idukki district. The only Aided school functioning in a thatched shed is situated in Palakkad district. This indicates that the vast majority of schools across the State operate in permanent structures. Furthermore, in the Unaided sector, no school has been reported to be functioning in a thatched shed, reflecting the overall adequacy of school infrastructure in the State.

4.7. Schools functioning in rented buildings in Kerala 2024–25.

In Kerala during 2024–25, a total of **126 schools (1.0%)** are reported to be functioning in rented buildings. Among these, the **Government sector accounts for the largest share with 114 schools (2.4%)**, followed by the **Aided sector with 9 schools (0.1%)** and the **Unaided sector with 3 schools (0.3%)**. This indicates that only a small proportion of schools in the State operate from rented premises, suggesting that the majority of schools function in their own permanent buildings.

District-wise distribution shows that **Malappuram district reports the highest number of schools functioning in rented buildings with 34 schools (2.2%)**, comprising 32 Government schools, one Aided school, and one Unaided school. **Kannur follows with 27 schools (2.1%)**, including 25 Government schools, one Aided school, and one Unaided school. **Kozhikode has 22 schools (1.7%)** functioning in rented buildings, consisting of 16 Government schools and six Aided schools, which is the highest number in the Aided sector. **Palakkad district reports 15 Government schools (1.5%)**, while **Thrissur has 11 schools (1.1%)**, including 10 Government schools and one Aided school.

A comparatively smaller number of schools functioning in rented buildings are observed in **Pathanamthitta (5 schools), Kasaragod (4 schools), Ernakulam (4 schools), and Alappuzha (3 schools)**, while **Kottayam reports only one Government school** operating in a rented building. On the other hand, **Thiruvananthapuram, Kollam, Idukki, and Wayanad districts report no schools functioning in rented buildings**, indicating the availability of permanent school buildings in these districts.

Sector-wise, the Government sector shows a relatively higher dependence on rented buildings compared to the Aided and Unaided sectors. The Aided sector has only a few such cases in **Thrissur, Malappuram, Kozhikode, and Kannur**, while the Unaided sector reports only three schools in rented buildings located in **Ernakulam, Malappuram, and Kannur**. Overall, the data indicate that the proportion of schools functioning in rented buildings in Kerala is very low, reflecting the generally adequate physical infrastructure available for school education in the State.

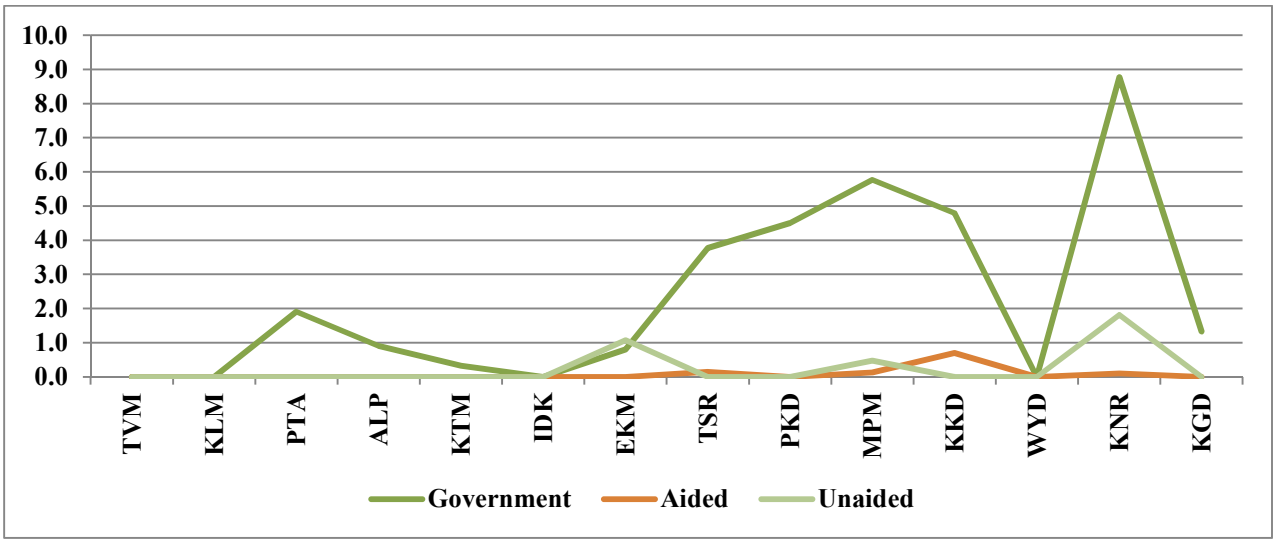
Table-4.7.1

Schools functioning in rented buildings in Kerala - 2024–25.

Sl. No.	District	Number of Schools functioning in Rented Buildings							
		Government		Aided		Unaided		Total	
		Number	%	Number	%	Number	%	Number	%
1	Thiruvananthapuram	0	0.0	0	0.0	0	0.0	0	0.0
2	Kollam	0	0.0	0	0.0	0	0.0	0	0.0
3	Pathanamthitta	5	1.9	0	0.0	0	0.0	5	0.7
4	Alappuzha	3	0.9	0	0.0	0	0.0	3	0.4
5	Kottayam	1	0.3	0	0.0	0	0.0	1	0.1
6	Idukki	0	0.0	0	0.0	0	0.0	0	0.0
7	Ernakulam	3	0.8	0	0.0	1	1.1	4	0.4
8	Thrissur	10	3.8	1	0.1	0	0.0	11	1.1
9	Palakkad	15	4.5	0	0.0	0	0.0	15	1.5
10	Malappuram	32	5.8	1	0.1	1	0.5	34	2.2
11	Kozhikode	16	4.8	6	0.7	0	0.0	22	1.7
12	Wayanad	0	0.0	0	0.0	0	0.0	0	0.0
13	Kannur	25	8.8	1	0.1	1	1.8	27	2.1
14	Kasaragod	4	1.3	0	0.0	0	0.0	4	0.7
Total		**114**	**2.4**	**9**	**0.1**	**3**	**0.3**	**126**	**1.0**

Graph-4.7.1

Schools functioning in rented buildings in Kerala - 2024–25 (%)



4.8. Number of Schools having Compound Walls in Kerala- 2024-25.

At the State level, **3,843 Government schools (82.0%)**, **5,505 Aided schools (77.2%)**, and **983 Unaided schools (95.9%)** have compound walls. This indicates that a large majority of schools in the State are provided with compound walls, with the **Unaided sector showing the highest coverage**, followed by the Government and Aided sectors.

District-wise analysis reveals that the **highest proportion of Government schools with compound walls is observed in Alappuzha (93.3%)**, followed by **Kollam (89.5%)** and **Thiruvananthapuram (89.4%)**. Most districts report Government sector coverage above 80 per cent. However, significantly lower percentages are seen in **Idukki (36.3%)** and **Wayanad (49.7%)**, indicating comparatively limited infrastructure facilities in these districts. In the **Aided sector**, **Alappuzha records the highest percentage (93.3%)**, followed by **Ernakulam (86.8%)**, **Thiruvananthapuram (86.5%)**, **Malappuram (83.6%)**and **Palakkad (83.2%).** On the other hand, **Wayanad (32.7%)** and **Idukki (44.1%)** show relatively low proportions of aided schools with compound walls.

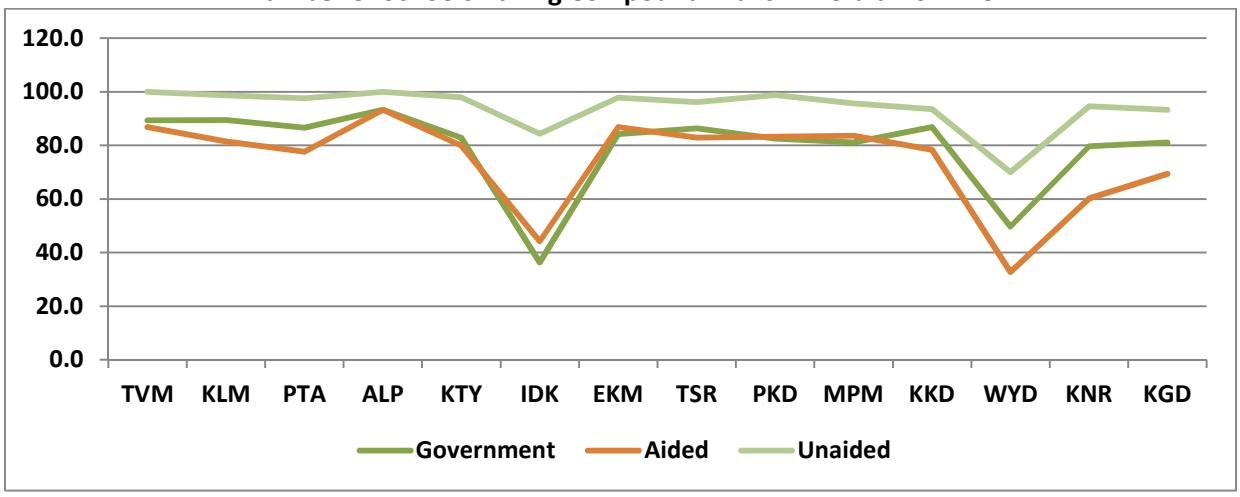
The **Unaided sector shows consistently high coverage across districts**, with most districts reporting more than 90 per cent of schools having compound walls. **Thiruvananthapuram and Alappuzha report complete coverage (100%)**, while **Kollam (98.7%), Palakkad (98.8%), and Kottayam (98.0%)** also show very high proportions. The comparatively lower percentages in this sector are observed in **Wayanad (70.0%)** and **Idukki (84.4%)**, though they remain higher than those in the Government and Aided sectors in the same districts.

Overall, the data indicate that **the majority of schools in Kerala have compound walls, particularly in the Unaided sector**, which reflects better infrastructural provision in private institutions. However, **districts such as Idukki and Wayanad show comparatively lower availability of compound walls across sectors**, suggesting the need for focused infrastructural improvements in these areas to ensure adequate safety and boundary protection for school premises.

Table-4.8.1
Number of Schools having Compound Walls in Kerala-2024-25

Sl. No.	District	Number of Schools having Compound Walls					
		Government	%	Aided	%	Unaided	%
1	Thiruvananthapuram	479	89.4	315	86.8	98	100.0
2	Kollam	384	89.5	356	81.5	75	98.7
3	Pathanamthitta	227	86.6	327	77.7	40	97.6
4	Alappuzha	308	93.3	361	93.3	38	100.0
5	Kottayam	255	82.8	441	79.9	49	98.0
6	Idukky	74	36.3	113	44.1	27	84.4
7	Ernakulam	314	84.2	448	86.8	91	97.8
8	Thrissur	229	86.4	554	82.9	74	96.1
9	Palakkad	275	82.6	481	83.2	83	98.8
10	Malappuram	450	81.1	674	83.6	201	95.7
11	Kozhikode	290	86.8	673	78.3	72	93.5
12	Wayanad	86	49.7	37	32.7	14	70.0
13	kannur	227	79.6	575	60.2	52	94.5
14	kasaragod	245	81.1	150	69.4	69	93.2
	Total	**3843**	**82.0**	**5505**	**77.2**	**983**	**95.9**

Graph-4.8.1
Number of Schools having Compound Walls in Kerala-2024-25



4.9. Number of Schools having Play Ground in Kerala- 2024-25

At the State level, **2,950 Government schools (62.9%)**, **5,971 Aided schools (83.8%)**, and **986 Unaided schools (96.2%)** are reported to have playgrounds. Altogether, **9,907 schools (77.2%)** in the State have playground facilities. This indicates that while a majority of schools provide playgrounds, the availability is considerably higher in the **Aided and Unaided sectors** compared to the **Government sector**.

District-wise analysis shows that **Kottayam records the highest proportion of schools with playgrounds (85.7%)**, followed by **Thrissur (84.9%)**, **Wayanad (82.4%)**, **Kasaragod (82.3%)**, and **Pathanamthitta (81.5%)**. **Thiruvananthapuram (80.2%)**, **Alappuzha (80.1%)**, and **Palakkad (79.1%)** also report relatively high availability of playground facilities. On the other hand, comparatively lower proportions are observed in **Kannur (66.6%)**, **Kozhikode (69.6%)**, and **Malappuram (74.4%)**, indicating relatively limited playground availability in these districts.

In the **Government sector**, the proportion of schools having playgrounds varies significantly across districts. The highest percentages are observed in **Wayanad (72.8%)**, **Kasaragod (72.2%)**, **Kottayam (71.8%)**, and **Pathanamthitta (71.4%)**, whereas relatively lower proportions are seen in **Kozhikode (53.3%)**, **Kollam (53.1%)**, **Ernakulam (56.6%)**, and **Malappuram (57.7%)**.

In the **Aided sector**, the availability of playgrounds is comparatively high in most districts, with particularly high proportions in **Thiruvananthapuram (95.0%)**, **Wayanad (93.8%) Kollam (92.7%)**, **Kottayam (92.4%)**, **Thrissur (90.1%)**, **Kasaragod (90.7%)**, and **Alappuzha (90.7%)**. However, relatively lower percentages are observed in **Kozhikode (73.5%)** and **Kannur (66.4%)**.

The **Unaided sector shows the highest level of playground availability**, with almost all districts reporting very high proportions. Several districts, including **Thiruvananthapuram, Kollam, Pathanamthitta, Alappuzha, Thrissur, Palakkad, and Wayanad**,

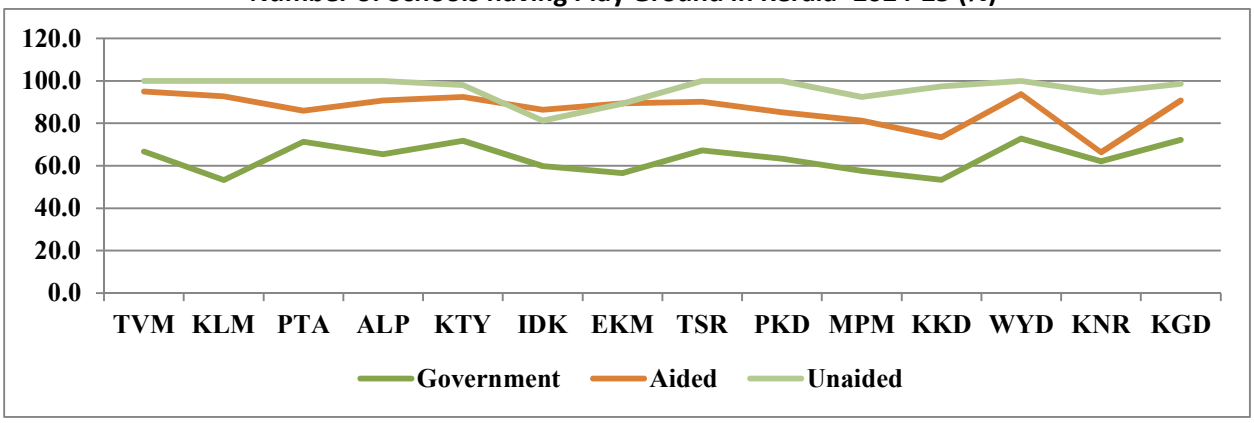
report **100 per cent of unaided schools having playgrounds**. Slightly lower but still high proportions are observed in **Ernakulam (89.2%)**, **Malappuram (92.4%)**, **Kozhikode (97.4%)**, **Kannur (94.5%)**, and **Kasaragod (98.6%)**.

Overall, the data indicate that **a substantial majority of schools in Kerala have playground facilities**, particularly in the Aided and Unaided sectors. However, the comparatively lower proportion in the **Government sector** and in districts such as **Kozhikode, Kannur, and Malappuram** suggests the need for focused efforts to improve playground infrastructure in these areas to ensure better physical and recreational facilities for students.

Table-4.9.1
Number of Schools having Play Ground in Kerala- 2024-25

#	District	Number of Schools having Play Ground							
		Government		Aided		Unaided		Total	
		No.	%	No.	%	No.	%	No.	%
1	Thiruvananthapuram	357	66.6	345	95.0	98	100.0	800	80.2
2	Kollam	228	53.1	405	92.7	76	100.0	709	75.3
3	Pathanamthitta	187	71.4	362	86.0	41	100.0	590	81.5
4	Alappuzha	216	65.5	351	90.7	38	100.0	605	80.1
5	Kottayam	221	71.8	510	92.4	49	98.0	780	85.7
6	Idukky	122	59.8	221	86.3	26	81.3	369	75.0
7	Ernakulam	211	56.6	461	89.3	83	89.2	755	76.9
8	Thrissur	178	67.2	602	90.1	77	100.0	857	84.9
9	Palakkad	211	63.4	492	85.1	84	100.0	787	79.1
10	Malappuram	320	57.7	655	81.3	194	92.4	1169	74.4
11	Kozhikode	178	53.3	631	73.5	75	97.4	884	69.6
12	Wayanad	126	72.8	106	93.8	20	100.0	252	82.4
13	Kannur	177	62.1	634	66.4	52	94.5	863	66.6
14	Kasaragod	218	72.2	196	90.7	73	98.6	487	82.3
Total		**2950**	**62.9**	**5971**	**83.8**	**986**	**96.2**	**9907**	**77.2**

Graph -4.9.1
Number of Schools having Play Ground in Kerala- 2024-25 (%)



4.10. Availabilty of Electricity Connection in Schools in Kerala 2024-25

The table-4.10.1 presents district-wise data on the **availability of electric connections in schools across Kerala for the academic year 2024–25**. The data is categorized into Government, Aided, and Unaided schools and shows the number of schools with electricity along with the percentage coverage. Overall, the data indicates that Kerala has achieved almost universal electrification in its schools, ensuring that students and teachers have access to essential electrical facilities that support modern teaching and learning processes.

At the state level, **4,685 Government schools (99.9%), 7,127 Aided schools (100%), and 1,025 Unaided schools (100%)** have electric connections. This shows that nearly every school in Kerala has access to electricity. Both Aided and Unaided schools have achieved **complete electrification**, while Government schools show a very small gap of only **0.1 percent**, indicating that almost all Government schools are equipped with electricity.

A district-wise analysis shows that **almost all districts report 100 percent electrification** across Government, Aided, and Unaided schools. Districts such as **Thiruvananthapuram, Kollam, Pathanamthitta, Alappuzha, Kottayam, Idukki, Ernakulam, Thrissur, Malappuram, Kozhikode, Wayanad, Kannur, and Kasaragod** have achieved **full electrification in all school categories**. This reflects the successful implementation of infrastructure development policies and the importance given to providing electricity in educational institutions throughout the state.

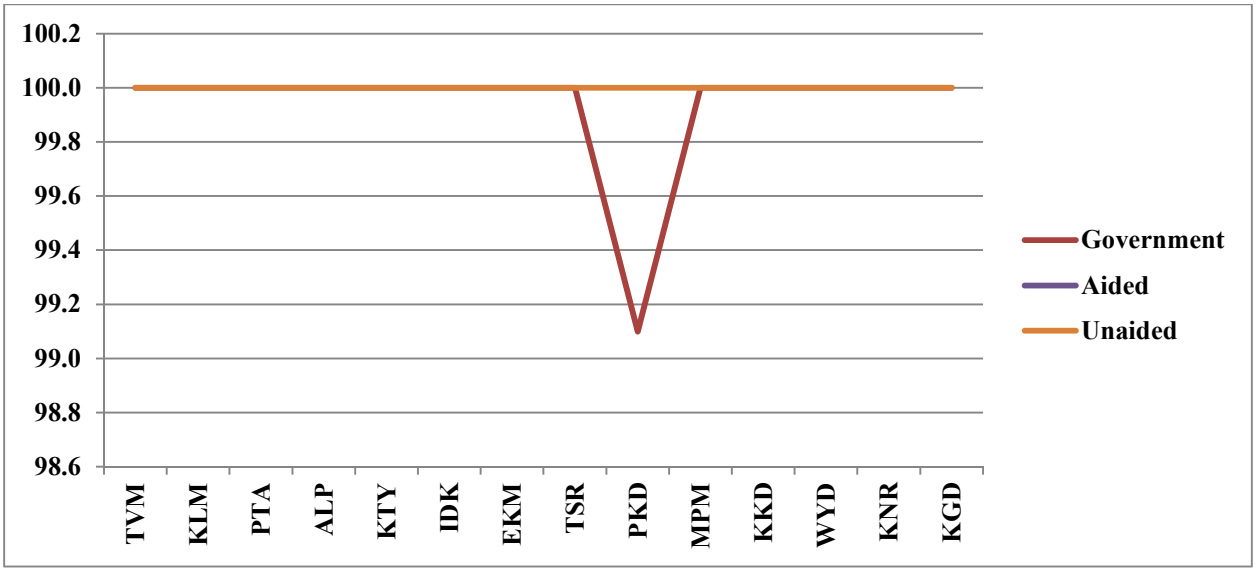
However, **Palakkad district shows a slight gap in Government schools**, with **99.1 percent coverage**, while Aided and Unaided schools in the district have achieved 100 percent electrification. This suggests that only a very small number of Government schools in Palakkad may still require electrical connectivity or upgrades. Despite this minor gap, the district still maintains very high overall electrification coverage.

In terms of the number of schools with electricity, **Malappuram district records the highest number of Government schools (555) and Unaided schools (210)** with electric connections. **Kannur (955) and Kozhikode (859)** have the highest numbers of Aided schools with electricity. Districts like **Wayanad and Idukki** have fewer schools overall, which explains the comparatively smaller numbers of electrified schools in these areas. The availability of electricity in schools plays a crucial role in supporting **modern educational activities**, including the use of digital learning tools, smart classrooms, lighting, fans, laboratory equipment, and other technological resources. Electrified schools also provide a more comfortable and effective learning environment for students and teachers.

In conclusion, the data clearly shows that **Kerala has achieved near-universal electrification in schools during the year 2024–25**. Only a very small number of Government schools in Palakkad require further attention to achieve complete coverage.

Table 4.10.1 Number of Schools having Electricity Connection in Kerala- 2024-25							
#	District	Government		Aided		Unaided	
		Number	%	Number	%	Number	%
1	Thiruvananthapuram	536	100.0	363	100	98	100
2	Kollam	429	100.0	437	100	76	100
3	Pathanamthitta	261	100.0	421	100	41	100
4	Alappuzha	330	100.0	387	100	38	100
5	Kottayam	308	100.0	552	100	50	100
6	Idukky	204	100.0	256	100	32	100
7	Ernakulam	373	100.0	516	100	93	100
8	Thrissur	265	100.0	668	100	77	100
9	Palakkad	330	99.1	578	100	84	100
10	Malappuram	555	100.0	806	100	210	100
11	Kozhikode	334	100.0	859	100	77	100
12	Wayanad	173	100.0	113	100	20	100
13	Kannur	285	100.0	955	100	55	100
14	Kasaragod	302	100.0	216	100	74	100
Total		4685	99.9	7127	100	1025	100

Graph-4.10.1
Number of Schools having Electricity Connection in Kerala- 2024-25 (%)



4.11. Number of Schools having Smart Class Rooms in Kerala 2024-25

The availability of smart classrooms in schools in Kerala during 2024–25 shows that out of 8,439 schools, about 65.7 percent have smart classroom facilities. The proportion is highest among Unaided schools (87.7 percent), followed by Government schools (64.6 percent) and Aided schools (63 percent). This indicates that while digital infrastructure has expanded

significantly across the State, a considerable share of Government and Aided schools still lack smart classroom facilities compared to Unaided institutions.

District-wise analysis reveals notable variations in the availability of smart classrooms. The highest overall proportions are observed in Kannur (77.0 percent), Idukki (76.0 percent), Thrissur (75.8 percent), and Malappuram (73.8 percent), indicating relatively better digital infrastructure in these districts. On the other hand, lower levels are seen in Alappuzha (51.5 percent), Pathanamthitta (52.6 percent), and Wayanad (56.2 percent), suggesting the need for further improvement in these regions.

In Government schools, the availability of smart classrooms is relatively high in districts such as Idukki (81.4 percent), Kannur (80.0 percent), and Thrissur (77.4 percent). However, the proportion is comparatively lower in Alappuzha (48.8 percent) and Wayanad (54.3 percent). Among Aided schools, higher percentages are recorded in Thrissur (73 percent), Malappuram (72 percent), and Idukki (71 percent), while Pathanamthitta (43 percent) and Kasaragod (44 percent) show lower levels of availability.

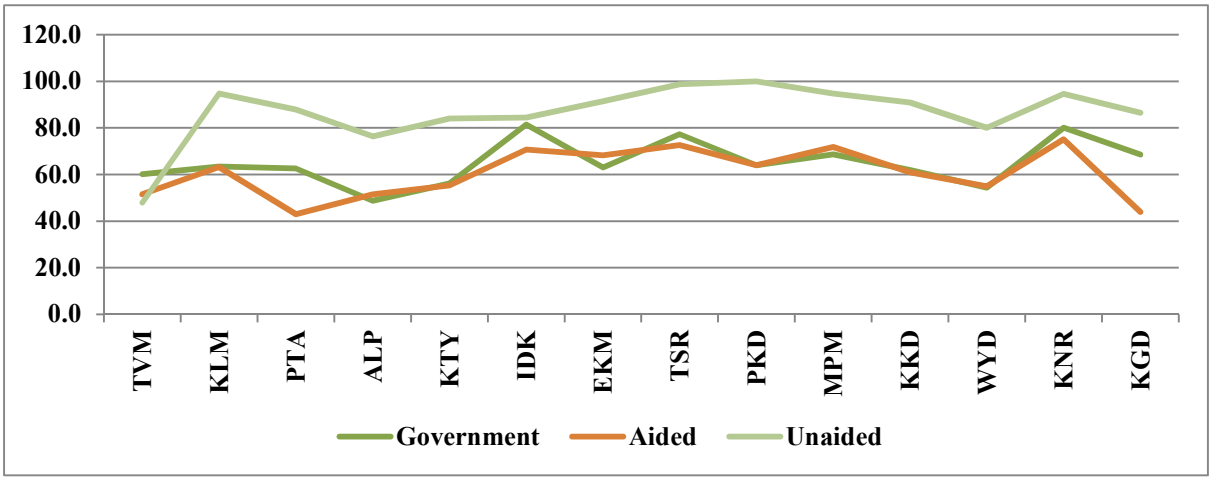
Unaided schools generally show very high coverage of smart classrooms across districts. In Palakkad, all Unaided schools (100 percent) have smart classroom facilities. Similarly, several districts such as Kollam, Ernakulam, Thrissur, Malappuram, Kozhikode, and Kannur report more than 90 percent coverage in Unaided schools.

Table-4.11.1
Number of Schools having Smart Class Rooms in Kerala 2024-25

#	District	Number of Schools having Smart Class Rooms							
		Government		Aided		Unaided		Total	
		Number	%	Number	%	Number	%	Number	%
1	Thiruvananthapuram	322	60.1	187	52	47	48.0	556	55.8
2	Kollam	272	63.4	276	63	72	94.7	620	65.8
3	Pathanamthitta	164	62.6	181	43	36	87.8	381	52.6
4	Alappuzha	161	48.8	199	51	29	76.3	389	51.5
5	Kottayam	173	56.2	305	55	42	84.0	520	57.1
6	Idukky	166	81.4	181	71	27	84.4	374	76.0
7	Ernakulam	235	63.0	352	68	85	91.4	672	68.4
8	Thrissur	205	77.4	485	73	76	98.7	766	75.8
9	Palakkad	213	64.0	370	64	84	100.0	667	67.0
10	Malappuram	381	68.6	579	72	199	94.8	1159	73.8
11	Kozhikode	207	62.0	523	61	70	90.9	800	63.0
12	Wayanad	94	54.3	62	55	16	80.0	172	56.2
13	Kannur	228	80.0	717	75	52	94.5	997	77.0
14	Kasaragod	207	68.5	95	44	64	86.5	366	61.8
Total		**3028**	**64.6**	**4512**	**63**	**899**	**87.7**	**8439**	**65.7**

Graph-4.11.1

Number of Schools having Smart Class Rooms in Kerala 2024-25 (%)



4.12. Conclusion

Thus, we can conclude that Kerala has made remarkable progress in ensuring the basic infrastructural facilities required for effective schooling. Essential amenities such as drinking water, sanitation, electricity, and permanent school buildings are now almost universally available across schools in the State. The extremely low percentage of schools lacking these fundamental facilities reflects sustained policy efforts and strong institutional commitment toward improving the quality of school infrastructure. In particular, the near elimination of thatched school structures and the widespread availability of pucca buildings highlight a significant transformation in the physical learning environment.

At the same time, the report brings attention to certain gaps that require focused intervention. A notable proportion of schools continue to function without playgrounds, which may affect the overall physical development and well-being of students. Similarly, the absence of compound walls in a considerable number of schools raises concerns regarding safety and security. The limited availability of smart classrooms also indicates that while basic infrastructure is largely in place, the integration of modern, technology-enabled learning tools remains uneven, particularly in Government and Aided schools.

The disparities observed between Government, Aided, and Unaided schools further suggest the need for more targeted and equitable resource allocation. Government schools, in particular, account for a higher share of deficiencies in several indicators, including playground access, rented buildings, and certain basic facilities. Addressing these gaps will be crucial for ensuring uniform standards of infrastructure and learning conditions across all categories of schools.

In conclusion, while Kerala's school infrastructure system demonstrates strong foundational strength and near-universal access to essential facilities, the next phase of development should prioritize quality enhancement and equity. Investments in recreational

spaces, safety infrastructure, and digital learning environments will be key to creating a more holistic and future-ready education system.

KERALA SCHOOL INFRASTRUCTURE REPORT 2024-25

HIGHLIGHTS OF THE CHAPTER

- *During 2024-25, the availability of drinking water in schools in Kerala is almost universal. Only 0.3 percent of schools overall do not have drinking water facilities. Among them, 0.6 percent of Government schools and 0.1 percent of Aided schools lack this facility, while no Unaided schools report such a deficiency.*
- *The availability of sanitation facilities in schools in the State is also almost universal during 2024-25. Absence of urinal facilities is very minimal, affecting only 0.1 percent of schools overall, primarily in Government schools (0.2 percent).*
- *Overall only 0.8 percent of schools do not have pucca buildings, with Government schools showing a slightly higher percentage (1.4 percent) compared to Aided schools (0.6 percent). Unaided schools report no such cases.*
- *Schools functioning in thatched sheds are extremely rare, indicating considerable progress in improving school building infrastructure. However, about 1.0 percent of schools operate in rented buildings, with Government schools accounting for a larger share (2.4 percent) compared to Aided (0.1 percent) and Unaided schools (0.3 percent).*
- *Electricity access in schools is almost universal. Only 0.1 percent of Government schools report not having an electric connection, while Aided and Unaided schools show no such deficiency.*
- *A significant proportion of schools do not have playground facilities. Overall, 22.8 percent of schools lack playgrounds, with the highest percentage found in Government schools (37.1 percent), followed by Aided schools (16.2 percent) and Unaided schools (3.8 percent).*
- *About 19.5 percent of schools overall do not have compound walls. The problem is more prominent in Aided schools (22.8 percent) and Government schools (18.0 percent), whereas Unaided schools show a comparatively lower percentage (4.1 percent).*
- *About 34.3 percent of schools overall do not have smart classrooms. The proportion is higher in Aided schools (36.7 percent) and Government schools (35.4 percent), while Unaided schools show a relatively lower percentage (12.3 percent).*

CHAPTER V
A STATISTICAL PROFILE OF TEACHING WORK FORCE – GENERAL EDUCATION SECTOR

Prepared by
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5.1 Introduction

Kerala has emerged as a state that has achieved significant progress in the field of education, and the crucial role played by teachers in this achievement is highly noteworthy. Teachers are the cornerstone of a strong education system. Systematic and reliable data about teachers helps in making accurate decisions across all areas of the education sector.

This chapter, based on the 2024–25 academic year data, presents a detailed analytical overview of school teachers in Kerala. It includes statistical analyses based on the total number of teachers working under the General Education Department of Kerala, the number of teachers by district, the number of teachers categorized by management type of institutions (Government, Aided, Unaided), the number of teachers by level of education (Lower Primary, Upper Primary, High School), and by category (SC/ST/others). It also covers the number of language teachers and subject-wise distribution of teachers.

Teacher data provides authenticity and support for teachers to voice their needs and advocate for better educational policies. This study helps in understanding teacher deployment, subject ratios, workload, and training requirements. It will be useful for policy-making in the education sector, planning various initiatives necessary for the state's educational progress, and implementing training programs aimed at improving teacher's effectiveness.

5.2 Teachers in Secondary Education Sector in Kerala - A general Analysis.

In the academic year 2024–25, a total of 1,55,447 teachers are serving in 12,945 schools in Secondary Education Sector under the General Education Department of Kerala. Of these, 54,820 teachers (35.27%) are working in Government schools, 87,668 teachers (56.39%) in Aided schools, and 12,959 teachers (8.34%) in recognized Unaided schools. Among the total teachers in the state, 37,394 (24.06%) are men and 118,053 (75.94%) are women.

Year	Number of Teachers			
	Government	Aided	Unaided	Total
2023-24	53326	89878	13302	156506
2024-25	54820	87668	12959	155447
Difference	1494	-2210	-343	-1059
Difference (%)	2.80	-2.46	-2.58	-0.68

The data comparing the academic years 2023–24 and 2024–25 shows a mixed trend in the distribution of teachers across different management categories in Kerala. The number of teachers in government schools increased from 53,326 to 54,820, reflecting a growth of 1,494 teachers, or

2.80%. This indicates a strengthening of the public education sector. In contrast, aided schools experienced a decline, with the number of teachers dropping from 89,878 to 87,668, a reduction of 2,210 teachers (-2.46%). Similarly, unaided schools also saw a decrease from 13,302 to 12,959 teachers, marking a fall of 343 teachers (-2.58%).

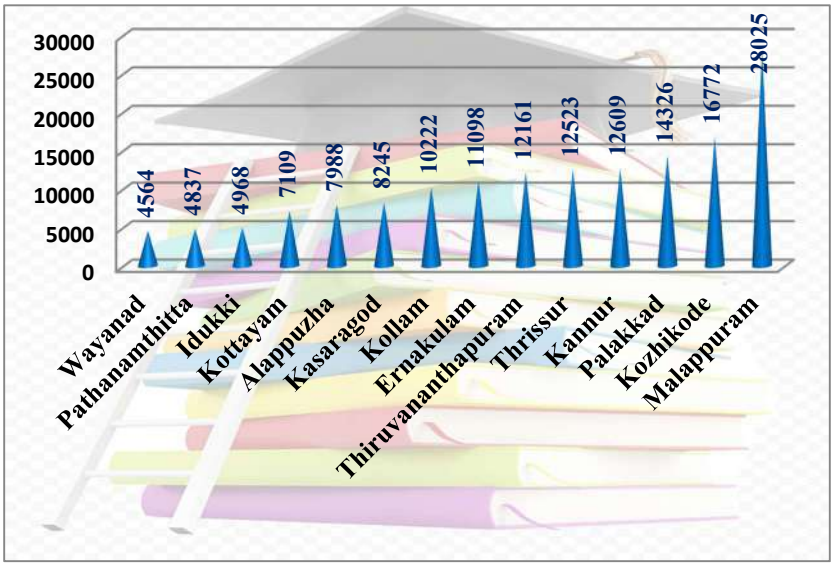
Overall, the total number of teachers in the state decreased slightly from 1,56,506 to 1,55,447, showing a net reduction of 1,059 teachers (−0.68%). This suggests that while government schools are expanding their teaching workforce, both aided and unaided sectors are witnessing a contraction, leading to a marginal overall decline in the total number of teachers.

5.3 Teachers in Secondary Education Sector in Kerala - District wise Analysis

The district-wise distribution of teachers in Kerala for 2024–25 shows a total workforce of 1,55,447 teachers across government, aided, and unaided institutions. Among these, aided schools account for the largest share (87,668 teachers), followed by government schools (54,820), while the unaided sector remains comparatively small (12,959). This highlights the continued importance of the aided sector in Kerala's educational structure, functioning as a major partner alongside the public system.

A district-level analysis reveals significant variation in teacher distribution. Malappuram has by far the highest number of teachers (28,025), reflecting its large population and high student enrolment. Other districts with relatively high totals include Palakkad (14,326), Thrissur (12,523), Kannur (12,609), and Ernakulam (11,098). In contrast, districts such as Wayanad (4,564), Pathanamthitta (4,837), and Idukki (4,968) report the lowest teacher counts, which is consistent with their smaller populations and fewer educational institutions.

Examining the sector-wise pattern, aided schools dominate in almost all districts, particularly in Malappuram (15,337), Thrissur (8,324), Palakkad (8,194), and Kannur (8,676). Government school teachers are also substantial in districts like Malappuram (9,942), Thiruvananthapuram (6,322), and Kozhikode (4,911). The unaided sector, although smaller, shows noticeable presence in districts such as Malappuram (2,746), Ernakulam (1,415), and Palakkad (1,282), indicating pockets of private educational expansion.



Gender distribution across the state shows a clear predominance of female teachers. Out of the total 155,447 teachers, 118,053 are female while 37,394 are male. This pattern is consistent across all districts, indicating that teaching in Kerala continues to be a female-dominated profession. Districts such as Malappuram (18,479 female vs. 9,546 male), Kozhikode (11,323 female vs. 5,449 male), and Thrissur (11,210 female vs. 1,313 male) show particularly large gender gaps. Even in districts with lower overall teacher numbers like Wayanad and Idukki, female teachers outnumber male teachers by a significant margin. This trend reflects broader social patterns in Kerala, where teaching—especially at the school level—has traditionally attracted a higher proportion of women.

Overall, the data reflects three key trends: the dominance of the aided school sector, wide inter-district disparities linked to population and demand, and a persistent gender imbalance in the teaching workforce. The table given below gives the district wise illustration of teachers in Kerala's General Education sector.

Table-5.3.1

District	Government	Aided	Unaided	Total		
				Male	Female	Total
Thiruvananthapuram	6322	4663	1176	2201	9960	12161
Kollam	4403	5332	487	1984	8238	10222
Pathanamthitta	1748	2674	415	655	4182	4837
Alappuzha	2881	4792	315	1355	6633	7988
Kottayam	1817	4807	485	1318	5791	7109
Idukki	1896	2739	333	1111	3857	4968
Ernakulam	3024	6659	1415	1355	9743	11098
Thrissur	2949	8324	1250	1313	11210	12523
Palakkad	4850	8194	1282	3660	10666	14326
Malappuram	9942	15337	2746	9546	18479	28025
Kozhikode	4911	10634	1227	5449	11323	16772
Wayanad	2501	1781	282	1194	3370	4564
Kannur	3417	8676	516	3688	8921	12609
Kasaragod	4159	3056	1030	2565	5680	8245
Total	**54820**	**87668**	**12959**	**37394**	**118053**	**155447**

5.4 District-wise number of Teachers –Comparison with previous year (2024–25 vs 2023–24).

The comparison of district-wise number of teachers in Kerala between 2024–25 and 2023–24 shows a slight overall decline in the teaching workforce. The total number of teachers decreased from 156,506 to 155,447, marking a reduction of 1,059 teachers or −0.68%. This indicates a marginal contraction at the state level, though the trend is not uniform across districts.

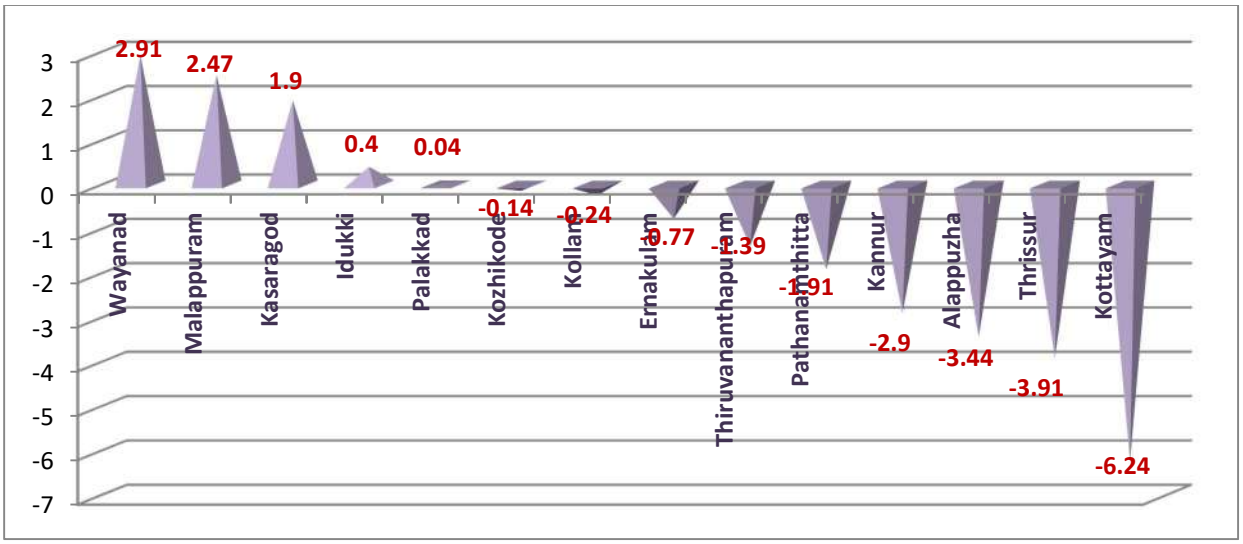
A closer look reveals that only a few districts recorded growth, while the majority experienced declines. Malappuram shows the highest increase, adding 675 teachers (+2.47%), followed by Wayanad (+129; +2.91%) and Kasaragod (+154; +1.90%). Idukki and Palakkad also recorded minimal growth, with increases of 20 (+0.40%) and 6 (+0.04%) respectively. On the other hand, most districts witnessed a reduction in number of teachers. The largest decline is observed in Thrissur (−509; −3.91%), followed by Kottayam (−473; −6.24%), which also records the highest percentage decrease. Kannur (−376; −2.90%) and Alappuzha (−285; −3.44%) also show notable reductions. Even major districts like Thiruvananthapuram (−171; −1.39%) and Ernakulam (−86; −0.77%) experienced declines, indicating that the decrease is widespread rather than region-specific.

Some districts such as Kozhikode (−0.14%) and Kollam (−0.24%) show only marginal decreases, suggesting relative stability in their teacher workforce. Overall, the data points to a mixed pattern, with limited growth concentrated in a few districts and a broader trend of slight decline across the state. This may reflect factors such as rationalization of teacher posts, changes in student enrolment, or administrative adjustments in staff allocation. The tables given below gives the district wise break up of teachers with their comparison over the last year.

Table-5.4.1

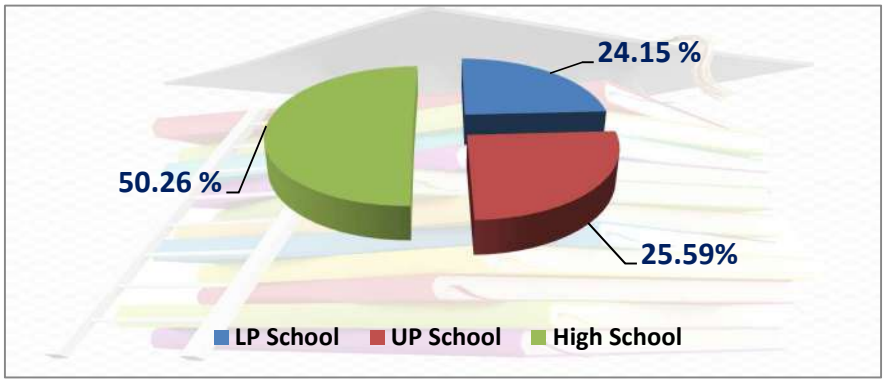
District	2024–25	2023–24	Difference	% Change
Malappuram	28,025	27,350	+675	+2.47%
Kasaragod	8,245	8,091	+154	+1.90%
Wayanad	4,564	4,435	+129	+2.91%
Idukki	4,968	4,948	+20	+0.40%
Palakkad	14,326	14,320	+6	+0.04%
Kozhikode	16,772	16,796	−24	−0.14%
Kollam	10,222	10,247	−25	−0.24%
Ernakulam	11,098	11,184	−86	−0.77%
Pathanamthitta	4,837	4,931	−94	−1.91%
Thiruvananthapuram	12,161	12,332	−171	−1.39%
Alappuzha	7,988	8,273	−285	−3.44%
Kannur	12,609	12,985	−376	−2.90%
Kottayam	7,109	7,582	−473	−6.24%
Thrissur	12,523	13,032	−509	−3.91%
Total	**155,447**	**156,506**	**−1,059**	**−0.68%**

The diagram below illustrates the percentage change in the number of schools between the 2023-24 and 2024-25 academic years



5.5 District-wise number of Teachers - School level analysis.

The distribution of school teachers in Kerala for 2024–25, classified by school level, reveals clear patterns in both staffing concentration and institutional structure. Out of the total 155,447 teachers, the largest share is concentrated in high schools, which employ 78,130 teachers (50.26%). Upper Primary (UP) schools account for 39,774 teachers (25.59%), while Lower Primary (LP) schools have 37,543 teachers (24.15%). In terms of school infrastructure, these teachers are distributed across 3,135 high schools, 2,990 UP schools, and 6,820 LP schools. This indicates that although LP schools are far more numerous, they have fewer teachers per school on average, while high schools, despite being fewer in number, require a much larger teaching workforce due to subject specialization and higher academic requirements.



Across all school levels, the aided sector dominates teacher employment. In high schools, aided institutions employ 52.41% of teachers, compared to 36.26% in government schools and 11.33% in unaided schools. This dominance is even more pronounced in UP schools, where aided institutions account for 64.80% of teachers, leaving government schools with 29.53% and unaided schools with only 5.67%. A similar trend is observed in LP schools, where aided schools employ 55.80% of teachers, followed by government (39.27%) and unaided (4.93%). These figures clearly show that aided schools form the backbone of teacher employment across all levels of schooling in Kerala.

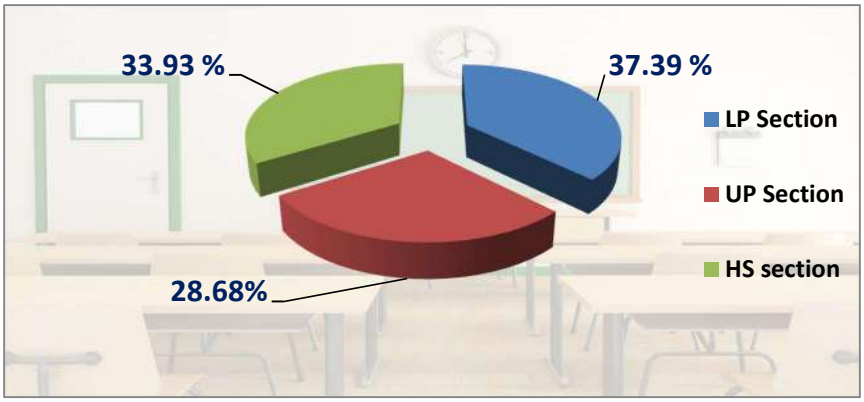
Government schools, however, show a relatively stronger presence at the LP level (39.27%) compared to UP (29.53%) and high school (36.26%), suggesting that the public system plays a more significant role in foundational education. On the other hand, the unaided sector remains limited overall, though its share is relatively higher in high schools (11.33%) than in primary levels, indicating comparatively greater private participation in secondary education.

Overall, the data highlights three major trends: a strong concentration of teachers at the high school level despite fewer institutions, the overwhelming dominance of the aided sector across all school levels, and the comparatively smaller yet notable role of unaided schools, especially in secondary education. The table below provides a breakdown of school teachers in Kerala's General Education sector, categorized by academic level.

School Level	Govt.	%	Aided	%	Unaided	%	Total
High School	28,332	36.26%	40,946	52.41%	8,852	11.33%	78,130
Upper Primary School (UP)	11,745	29.53%	25,774	64.80%	2,255	5.67%	39,774
Lower Primary School (LP)	14,743	39.27%	20,948	55.80%	1,852	4.93%	37,543
Total	**54,820**	**35.27%**	**87,668**	**56.40%**	**12,959**	**8.34%**	**155,447**

5.6 Section Wise Number of School Teachers in Kerala in 2024-25

The section-wise distribution of school teachers in Kerala for 2024–25 shows how the teaching workforce is organized across Lower Primary (LP), Upper Primary (UP), and High School Sections. Out of the total 155,447 teachers, the largest share is in Lower Primary sections with 58,115 teachers, followed by High Schools with 52,748 teachers, and Upper Primary sections with 44,584 teachers. This indicates that while high schools had the highest concentration in the earlier school-level classification, section-wise distribution highlights a stronger presence of teachers at the foundational LP level, reflecting the importance of early education in staffing patterns.



Across all sections, the aided sector continues to dominate teacher employment. In High Schools, aided institutions account for 56.69% of teachers, followed by government schools (33.52%) and unaided schools (9.79%). A similar trend is seen in Upper Primary sections, where aided schools employ 61.39% of teachers, government schools 30.31%, and unaided schools 8.31%. In Lower Primary sections, aided schools again hold the majority with 52.31%,

while government schools account for 40.66% and unaided schools 7.04%. This consistent pattern confirms the strong dependence on aided schools across all levels of schooling in Kerala.

Government schools show their strongest presence in the Lower Primary section (40.66%), compared to Upper Primary (30.31%) and High School (33.52%). This suggests that government institutions play a more significant role in early-stage education, particularly in ensuring access at the foundational level. On the other hand, the unaided sector remains relatively small across all sections, though its share is slightly higher in High Schools (9.79%), indicating greater private involvement in secondary education compared to primary levels.

Overall, the data highlights three key trends: a strong concentration of teachers in the Lower Primary section when viewed by school sections, the continued dominance of the aided sector across all educational stages, and a limited but more visible role of unaided schools in higher grades. These patterns reflect Kerala's unique schooling structure, where aided institutions form the backbone of teacher employment, while government and unaided schools play complementary roles across different educational levels. The table given below gives the number of school teachers according to various sections.

Section	Number Of Teachers						
	Govt.	%	Aided	%	Unaided	%	Total
High School	17,681	33.52	29,902	56.69	5,165	9.79	52,748
Upper Primary (UP)	13,512	30.31	27,368	61.39	3,704	8.31	44,584
Lower Primary (LP)	23,627	40.66	30,398	52.31	4,090	7.04	58,115
Total	**54,820**	**35.27**	**87,668**	**56.4**	**12,959**	**8.34**	**1,55,447**

5.7 Subject wise Number of School Teachers in Kerala in 2024-25.

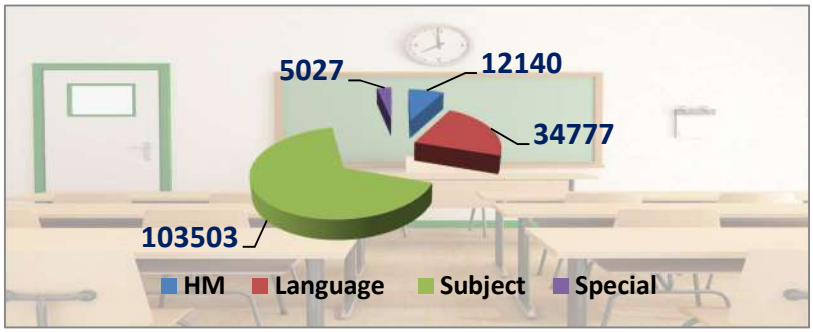
During the academic year 2024–25, out of a total of 155,447 teachers working under the General Education Department in Kerala, 12,140 (7.81%) are Head Teachers, 34,777 (22.37%) are Language Teachers, 103,503 (66.58%) are Subject Teachers, and 5,027 (3.23%) are Special Teachers.

During the academic year 2024-25, out of a total of 12,140 Head Teachers, the majority, 6,708 (55.26%), are working in Aided schools, followed by 4,590 (37.81%) in Government schools and 842 (6.93%) in Unaided schools. When analyzed by school level, more than half, 6,361 (52.40%), are in Lower Primary (LP) schools, while 2,933 (24.16%) are in High Schools and 2,846 (23.44%) in Upper Primary (UP) schools, reflecting the larger number of LP institutions requiring administrative heads. In terms of gender, there is a clear female predominance, with 8,376 (69.0%) women compared to 3,764 (31.0%) men.

Language Teachers form the second largest category with 34,777 teachers, and their subject-wise distribution highlights the prominence of certain languages. Hindi teachers constitute the largest group at 9,093 (26.15%), followed by Arabic teachers at 8,255 (23.74%). Malayalam teachers (6,697; 19.26%) and English teachers (6,306; 18.13%) occupy the next

positions, while Gujarati and Konkani are minimally represented with only one and two teachers respectively. A majority of language teachers, 20,633 (59.33%), are deployed in High Schools, indicating that language instruction becomes more intensive at higher levels, while 9,576 (27.54%) work in UP schools and 4,568 (13.14%) in LP schools. Gender distribution again shows a strong female majority, with 24,176 (69.52%) women and 10,601 (30.48%) men.

Subject Teachers constitute the largest segment of the teaching workforce, emphasizing the central role of subject-based instruction in the education system. Out of the total, 47,056 (45.46%) are in LP schools, 31,252 (30.19%) in UP schools, and 25,195 (24.34%) in High Schools, showing that the need for subject teachers is greatest at the foundational level. Within High Schools, Mathematics teachers form the largest group at 7,544 (29.94%), followed by Social Science teachers at 6,874 (27.28%), Physical Science teachers at 6,245 (24.78%), and Natural Science teachers at 4,532 (17.98%), indicating a fairly balanced distribution among core subjects. Gender-wise, this category shows the highest female dominance, with 83,051 (80.24%) women compared to only 20,452 (19.76%) men.



Special Teachers represent the smallest category but show distinct specialization trends. Nearly half, 2,338 (46.51%), are Physical Education teachers, followed by Drawing teachers at 915 (18.20%). Tailoring teachers (709; 14.10%), Music teachers (694; 13.81%), and Sculpture teachers (152; 3.02%) make up the rest, indicating that physical education and arts-related subjects dominate this segment. A striking feature is their concentration in High Schools, where 4,738 (94.25%) are posted, compared to 261 (5.19%) in UP schools and only 28 (0.56%) in LP schools. Unlike other categories, the gender distribution here is relatively balanced, with 2,576 (51.24%) men and 2,451 (48.76%) women. The table given below is the Subject wise Number of School Teachers in Kerala

Category of Teachers	Government	%	Aided	%	Unaided	%	Total
Head Teachers	4,590	37.81	6,708	55.26	842	6.94	12,140
Language Teachers	10,879	31.28	20,877	60.03	3,021	8.69	34,777
Subject Teachers – HS	8,657	34.36	14,253	56.57	2,285	9.07	25,195
Subject Teachers – UP	10,095	32.30	18,844	60.30	2,313	7.40	31,252
Subject Teachers – LP	19,438	41.31	24,078	51.17	3,540	7.52	47,056
Special Teachers	1,161	23.10	2,908	57.85	958	19.06	5,027
Total	**54,820**	**35.27**	**87,668**	**56.40**	**12,959**	**8.34**	**155,447**

5.8 Number of Part-Time Teachers in Kerala during 2024-25.

For the academic year 2024–25, a total of 2,617 (1.68%) part-time teachers are serving under the General Education Department of Kerala. Among them, 822 (31.41%) are employed in Government schools, 1,499 (57.28%) in Aided schools, and 296 (11.31%) in recognized Unaided schools. In terms of gender distribution, 726 (27.74%) of the part-time teachers are male, while a significantly larger proportion—1,892 (72.30%)—are female, indicating a strong female representation in part-time teaching roles.

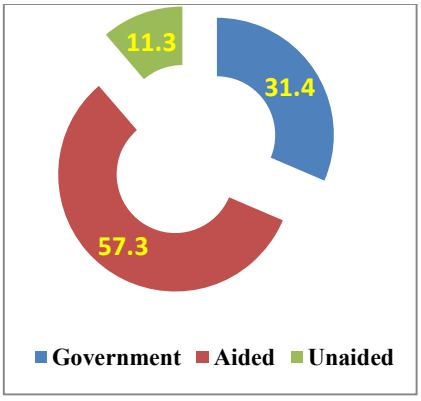
When analyzed by school section, the highest concentration of part-time teachers is found in the Upper Primary (UP) section, with 1,771 teachers (67.67%). This is followed by the High School section, which has 463 (17.69%) part-time teachers and the Lower Primary (LP) section with 383 (14.64%). However, when viewed as a proportion within each section's total teaching workforce, part-time teachers constitute 720 (27.51%) in High Schools, 1,666 (63.66%) in UP schools, and 231 (8.83%) in LP schools. This indicates that reliance on part-time teachers is particularly high in the UP section.

District-wise analysis reveals that Kozhikode has the highest number of part-time teachers, with 353 (13.49%), followed by Kannur with 306 (11.69%) and Thrissur with 303 (11.58%). On the other hand, the lowest numbers are reported in Idukki, with 64 (2.45%), followed by Wayanad with 68 (2.60%) and Kasaragod with 89 (3.40%). This distribution highlights notable regional variations in the deployment of part-time teachers across the state. The table given below gives the number of Part time teachers across various districts.

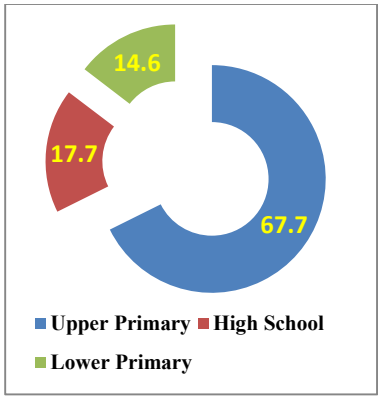
District	Government	Aided	Unaided	Male	Female	Total	%
Thiruvananthapuram	81	84	9	52	122	174	6.65
Kollam	53	141	8	45	157	202	7.72
Pathanamthitta	68	120	28	30	186	216	8.25
Alappuzha	39	55	6	14	86	100	3.82
Kottayam	66	83	2	23	128	151	5.77
Idukki	24	28	12	15	49	64	2.45
Ernakulam	67	84	3	23	131	154	5.88
Thrissur	78	176	49	58	246	303	11.58
Palakkad	22	117	17	60	96	156	5.96
Malappuram	74	81	126	117	164	281	10.74
Kozhikode	77	251	25	141	212	353	13.49
Wayanad	33	35	0	19	49	68	2.60
Kannur	104	201	1	92	214	306	11.69
Kasaragod	36	43	10	37	52	89	3.40
Total	**822**	**1499**	**296**	**726**	**1892**	**2617**	**100.00**
%	**31.41**	**57.28**	**11.31**	**27.74**	**72.30**	**100**	-

Number of Part-Time Teachers in Kerala during 2024-25 in % can be depicted as below.

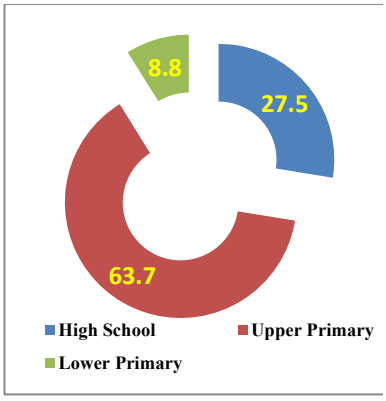
By management Type



By School Section



By School level



5.9 Number of School Teachers in Kerala in 2024-25-Social Category wise Analysis.

In the academic year 2024–25, under the General Education Department of Kerala, there are 6,129 (3.94%) teachers from Scheduled Castes and 1,259 (0.81%) teachers from Scheduled Tribes working across government, aided, and recognized unaided schools.

Among teachers from the Scheduled Caste category, 82.66% are working in Government schools. While 12.16% are employed in Aided schools, only 318 (5.19%) Scheduled Caste teachers are working in Unaided schools within the public education sector in the state.

Among teachers from the Scheduled Tribe category, 92.37% are working in Government schools. While 5.55% are employed in Aided schools, only 26 (2.06%) Scheduled Tribe teachers are working in Unaided schools within the public education sector in the state.

In the academic year 2024–25, out of 54,820 teachers working in Government schools, 9.2% belong to the Scheduled Caste category and 2.1% belong to the Scheduled Tribe category. However, in aided schools, the representation of these categories is only 0.85% and 0.08% respectively. In unaided schools, Scheduled Caste teachers constitute only 2.45%, and Scheduled Tribe teachers constitute only 0.20%. The table given below gives the number of School Teachers in Kerala in 2024-25-Social Category wise Analysis.

Category	Number of Teachers in 2024-25							
	Government	%	Aided	%	Unaided	%	Total	%
Scheduled Caste	5,066	9.2	745	0.85	318	2.45	6,129	3.94
Scheduled Tribe	1,163	2.1	70	0.08	26	0.20	1,259	0.81
Others	48,591	88.64	86,853	99.07	12,615	97.35	148,059	95.25
Total	**54,820**	**100**	**87,668**	**100**	**12,959**	**100**	**155,447**	**100**

5.10 Teacher-Student ratio

The teacher–student ratio refers to the proportion between the total number of teachers and the total number of students in schools across the state. It indicates how many students are taught by a single teacher. This ratio is generally used as an important indicator of educational quality. When a teacher is responsible for fewer students, they can provide more individual attention and manage the learning process more effectively. This, in turn, improves students' academic outcomes and has a significant impact on their social and emotional development. Regulating this ratio is a contemporary necessity to reduce classroom overcrowding, ensure better working conditions for teachers, and provide high-quality learning opportunities for every child.

In the academic year 2024–25, the teacher-student ratio in Kerala's public education sector is 23.44. This means that, on average, there is one teacher for every 23.44 students. The district with the best (i.e., lowest) teacher–student ratio is Pathanamthitta (16.37), indicating a much more favorable situation than the state average. The district with the worst (i.e., highest) ratio is Malappuram (27.72).

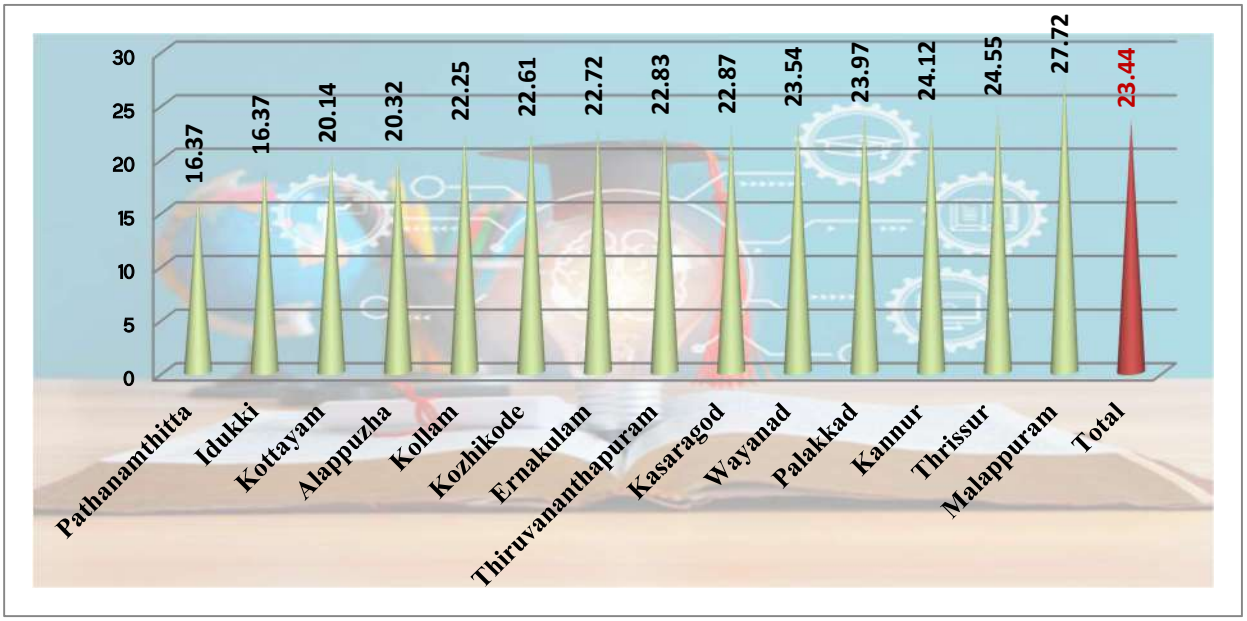
In all districts (except Pathanamthitta), the worst ratios (higher values) are recorded in unaided schools. Particularly high (and therefore poor) teacher–student ratios are observed in Kollam (34.77), Kannur (34.17), and Malappuram (33.84). The ratios in aided schools across all districts are close to the average (24.26). Government schools perform better, with an average ratio of 21.17, which is lower (and thus better) than the overall average of 23.44.

Among Government schools, the best ratios are found in Pathanamthitta (11.82) and Kottayam (12.53). In Malappuram district, the ratios in all categories (Government: 25.15, Aided: 28.28, Unaided: 33.84) are worse than the average, indicating an overall unfavorable situation in the district. In contrast, Pathanamthitta district shows better-than-average ratios across all categories, with government schools (11.82) performing particularly well. The table given below gives the Teacher–Student Ratio over various districts.

#	District	Teacher-Student ratio			
		Government	Aided	Unaided	Total
1	**Pathanamthitta**	11.82	19.25	17.01	16.37
2	**Idukki**	15.53	21.24	21.57	19.08
3	**Kottayam**	12.53	22.73	22.98	20.14
4	**Alappuzha**	19.22	20.96	20.51	20.32
5	**Kollam**	20.65	22.42	34.77	22.25
6	**Kozhikode**	21.98	23.21	19.98	22.61
7	**Ernakulam**	16.54	25.47	22.98	22.72
8	**Thiruvananthapuram**	20.98	23.28	31.01	22.83
9	**Kasaragod**	22.50	23.14	23.56	22.87
10	**Wayanad**	21.21	26.79	23.79	23.54

#	District	Teacher-Student ratio			
		Government	Aided	Unaided	Total
11	**Palakkad**	23.72	23.25	29.52	23.97
12	**Kannur**	21.98	24.36	34.17	24.12
13	**Thrissur**	21.73	25.12	27.45	24.55
14	**Malappuram**	25.15	28.28	33.84	27.72
	Total	**21.17**	**24.26**	**27.47**	**23.44**

The following diagram illustrates the district wise Teacher–Student Ratio in Kerala in 2024–25



5.11 The comparison of teacher–student ratios in Kerala between 2023–24 and 2024–25

The comparison of teacher–student ratios in Kerala between 2023–24 and 2024–25 shows a mixed but meaningful trend across different school categories. Overall, the state's average ratio improved from 23.94 in 2023–24 to 23.44 in 2024–25, indicating a slight reduction in the number of students per teacher and, therefore, a modest improvement in classroom conditions.

This improvement is primarily driven by government schools, where the ratio decreased significantly from 22.94 to 21.17. This suggests better teacher availability or a reduction in student load per teacher, which can enhance instructional quality and individual attention. Aided schools, on the other hand, remained almost unchanged, with a marginal decrease from 24.27 to 24.26, indicating a stable but stagnant situation without notable improvement.

In contrast, unaided schools show a concerning trend. The teacher–student ratio increased from 25.70 to 27.47, meaning that teachers in these schools are now handling more students on average. This rise points to growing classroom pressure, which may negatively affect teaching effectiveness and student learning outcomes if not addressed.

Overall, while Kerala's public education sector shows slight improvement in average terms, the divergence between school types is becoming more pronounced. Government schools are improving, Aided schools are largely static, and Unaided schools are experiencing worsening conditions, highlighting the need for targeted policy attention, especially in the unaided sector.The table given below gives the comparison of teacher–student ratios in Kerala between 2023–24 and 2024–25

Year	Teacher-student Ratio			
	Government	Aided	Unaided	Total
2023–24	22.94	24.27	25.70	23.94
2024–25	21.17	24.26	27.47	23.44

Key Observations

- In the academic year 2024–25, a total of 155,447 teachers are working in 12,945 schools under the General Education Department of Kerala. Of these, 54,820 (35.27%) teachers are in Government schools, 87,668 (56.39%) in Aided schools, and 12,959 (8.34%) in recognized Unaided schools.
- In 2023–24, the total number of teachers in Government, Aided, and recognized Unaided schools was 156,506. In 2024–25, there was a decrease of 1,059 teachers (-0.68%) compared to the previous year.
- Of the total teachers in the state, 37,394 (24.06%) are male and 118,053 (75.94%) are female.
- The highest number of teachers is in Malappuram district (18.03%), while the lowest is in Wayanad district (2.94%).
- Compared to the previous year, the number of teachers increased in Malappuram, Kasaragod, Wayanad, Idukki, and Palakkad districts in 2024–25, while it decreased in Thiruvananthapuram, Kollam, Alappuzha, Pathanamthitta, Kottayam, Ernakulam, Thrissur, Kozhikode, and Kannur districts.
- In 2024–25, under the General Education Department of Kerala, 37,543 (24.15%) teachers are in 6,820 LP schools, 39,774 (25.59%) in 2,990 UP schools, and 78,130 (50.26%) in 3,135 high schools.
- In the same year, 58,115 (37.39%) teachers are in the LP section, 44,584 (28.68%) in the UP section, and 52,748 (33.93%) in the high school section.

- Out of the total 155,447 teachers in 2024–25, 12,140 (7.81%) are head teachers, 34,777 (22.37%) are language teachers, 103,503 (66.58%) are subject teachers, and 5,027 (3.23%) are special teachers.
- In the academic year 2024–25, under the General Education Department of Kerala, 6,129 (3.94%) teachers belong to the Scheduled Caste category and 1,259 (0.81%) belong to the Scheduled Tribe category across government, aided, and recognized unaided schools.
- Among government school teachers (54,820), 9.2% are from the Scheduled Caste category and 2.1% from the Scheduled Tribe category. In aided schools, their representation is only 0.85% and 0.08% respectively, while in unaided schools it is 2.45% (SC) and 0.20% (ST).
- In 2024–25, the teacher–student ratio in Kerala's public education sector is 23.44. The best (lowest) ratio is in Pathanamthitta district (16.37), while the worst (highest) is in Malappuram district (27.72).
- Compared to 2023–24, the state's teacher–student ratio improved in 2024–25, decreasing from 23.94 to 23.44, indicating an overall improvement in the ratio.

CHAPTER V
A STATISTICAL PROFILE OF TEACHING WORK FORCE – GENERAL EDUCATION SECTOR

Prepared by
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6.1 Introduction

Non-teaching staff in Kerala's education department play a highly significant role. The efficiency of schools and the smooth execution of administrative processes are ensured through their work. A friendly and supportive environment that enables students to learn and teachers to teach effectively is made possible by their services. A shortage of such staff can reduce the efficiency of schools and lower the quality of education. Therefore, it is essential to recognize their position and contributions and to provide them with adequate support and development.

Non-teaching staff form the backbone of the effective functioning of any educational institution. Their services are crucial in areas such as school administration, examination-related duties, laboratory maintenance, and library management, communication with other offices and departments, and many other activities. Without their support, teachers would find it difficult to fulfill their primary responsibility of teaching efficiently. In the current system, which increasingly incorporates modern technologies, it is essential to provide proper training to non-teaching staff and to recruit new personnel. This will help reduce workload and improve overall efficiency.

This chapter includes information about non-teaching staff in government, aided, and unaided schools, as well as those working in the offices of Deputy Directors of Education in districts, District Educational Officers, Assistant Educational Officers, and in offices such as the Directorate of General Education, Pareeksha Bhavan, and the Textbook Office.

6.2 Analysis of the Non-Teaching Staff Strength under the Directorate of General Education.

In the academic year 2024–25, a total of 22,983 non-teaching staff are serving under the Directorate of General Education in the state. Among them, 18,539 (80.66%) are working in schools. In addition, 1,200 (5.22%) non-teaching staff are working in the offices of the Deputy Directors of Education in the districts, 917 (3.99%) in the offices of District Educational Officers, and 1,827 (7.95%) in the offices of Assistant Educational Officers. At the state-level offices, 350 (1.52%) non-teaching staff are serving in the Directorate of General Education, 124 (0.54%) in Pareeksha Bhavan, and 26 (0.11%) in the Text Book Office. The following table gives theNon-Teaching Staff Strength under the Directorate of General Education (in Numbers and Percentage).

	SCHOOLS				DDE	DEO	AEO	DGE	Pareeksha Bhavan	Text Book Office	Total
	Govt.	Aided	Un Aided	Total							
No.	8012	8054	2473	18539	1200	917	1827	350	124	26	22983
%	34.86	35.04	10.76	80.66	5.22	3.99	7.95	1.52	0.54	0.11	100

6.3 Comparative Analysis of the Non-Teaching Staff under the Directorate of General Education.

The comparison of non-teaching staff strength for the years 2023–24 and 2024–25 under the Directorate of General Education shows a largely stable workforce with only marginal overall growth. The total number of non-teaching staff increased slightly from 22,922 in 2023–24 to 22,983 in 2024–25, reflecting a 0.3% increase. This indicates that the overall staffing pattern has remained almost constant, with only minor adjustments across different categories.

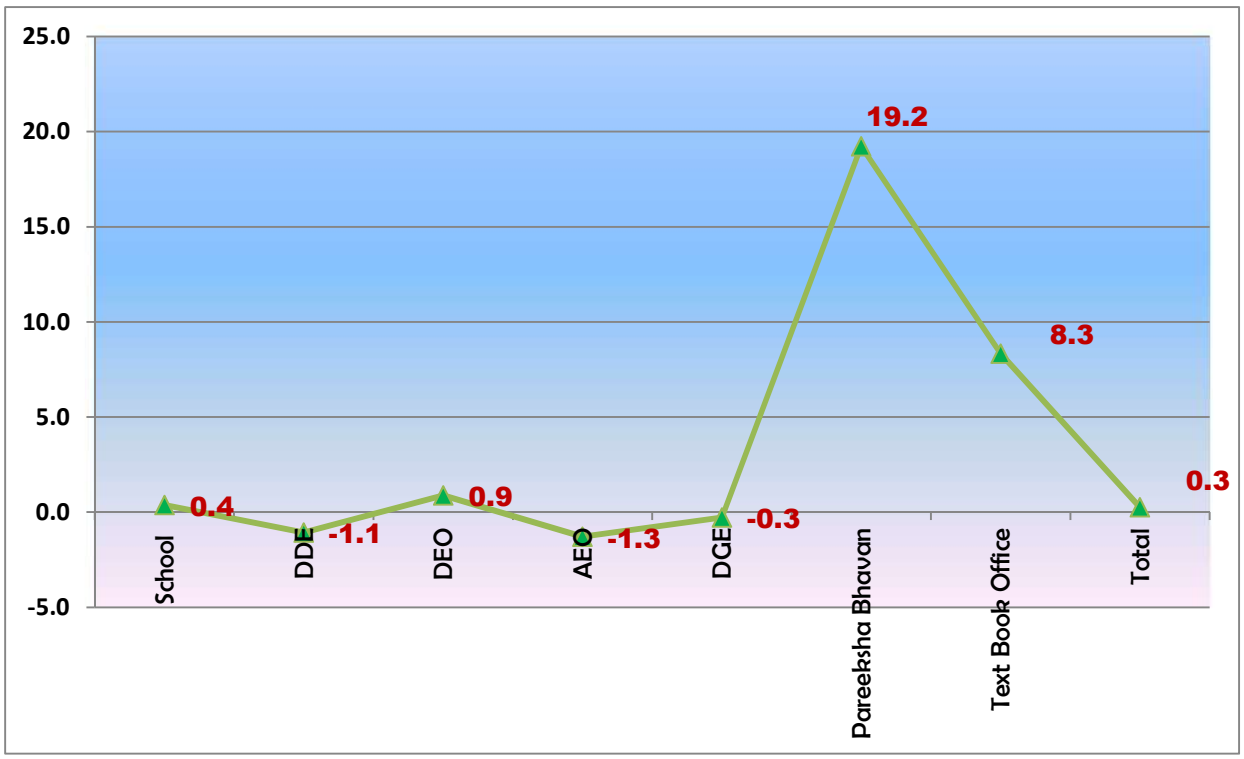
At the school level, the total number of non-teaching staff rose from 18,470 to 18,539, registering a modest 0.4% growth. Within this, government schools experienced a notable increase of 3.8% (from 7,722 to 8,012), suggesting strengthening of staff support in the public sector. In contrast, aided schools saw a slight decline of 0.9%, while unaided schools recorded a more significant decrease of 5.5%, indicating a gradual reduction of non-teaching staff in privately managed institutions.

In the administrative offices, the trend is mixed. The number of staff in Deputy Director of Education (DDE) offices decreased by 1.1%, and Assistant Educational Offices (AEOs) also showed a decline of 1.3%, while District Educational Offices (DEOs) registered a marginal increase of 0.9%. These variations suggest minor redistributions or rationalization of staff at different administrative levels, without any major structural changes.

At the state-level offices, the Directorate of General Education (DGE) witnessed a slight decrease of 0.3%, indicating stability at the top administrative level. However, Pareeksha Bhavan showed a significant increase of 19.2%, and the Text Book Office recorded an 8.3% rise, though both started from relatively small staff bases. This increase may reflect growing responsibilities related to examinations and textbook management, possibly due to expanding academic and administrative demands. The following table gives the comparative analysis of the number of non-teaching staff under the Directorate of General Education**.**

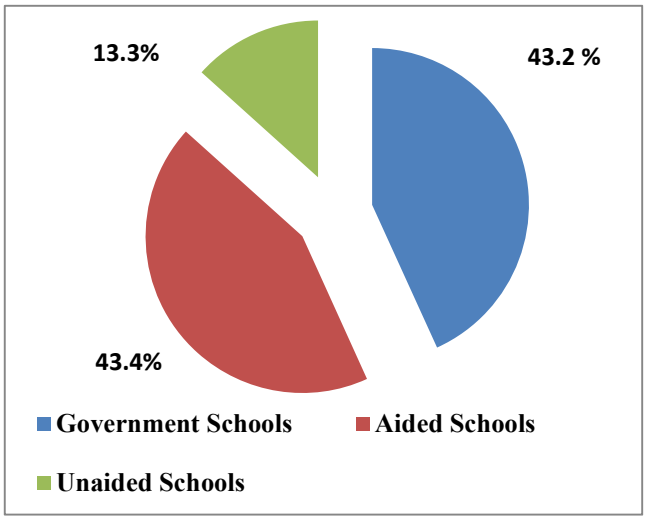
Year	SCHOOLS				DDE	DEO	AEO	DGE	Pareeksha Bhavan	Text Book Office	Total
	Govt	Aided	Un Aided	Total							
2024-25	8012	8054	2473	18539	1200	917	1827	350	124	26	22983
2023-24	7722	8130	2618	18470	1213	909	1851	351	104	24	22922
Diff.%	3.8	-0.9	-5.5	0.4	-1.1	0.9	-1.3	-0.3	19.2	8.3	0.3

This following diagram illustrates a comparative analysis of non-teaching staff percentages under the Directorate of General Education for the 2023-24 and 2024-25 accademic years.



6.4 Analysis of the Number of Non-Teaching Staff in Schools in the State.

In the 2024-25 academic year, a total of 18,539 non-teaching staff is working in schools under the Directorate of General Education in Kerala. This staffs are distributed across Government, Aided, and Unaided schools, and their composition across social categories shows notable patterns of representation.

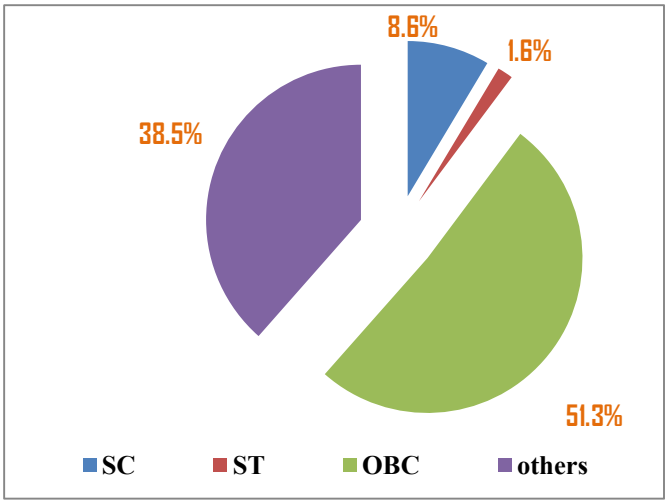


In Government schools, which employ 8,012 non-teaching staff, the majority belong to the OBC category (57.5%), followed by SC (14.5%) and ST (3.1%). This indicates comparatively better representation of SC and ST communities in government schools, reflecting inclusive recruitment practices in the public sector.

In Aided schools, which have the highest number of staff at 8,054, the composition shows a strong presence of OBC employees

(44.0%), while SC (3.0%) and ST (0.5%) representation is relatively low. This highlights that although aided schools account for a large share of the workforce, the participation of SC and ST communities remains limited in this sector.

In Unaided schools, with 2,473 non-teaching staff, OBC employees form the majority (54.8%), followed by SC (7.6%) and ST (0.8%). While the overall staff strength is lower compared to other school types, the dominance of the OBC category remains consistent.



Overall, at the state level, OBC employees constitute the largest share of non-teaching staff at 51.3%, followed by SC at 8.6% and ST at 1.6%. This distribution clearly shows that OBC communities form the dominant group among non-teaching staff in Kerala schools, while SC representation is moderate and ST representation remains comparatively low across all categories. The following table gives the number of non-Teaching staff in schools in the State in 2024-25.

School Type	Category	Number of Non Teaching staff	%
Government Schools	Total	8012	100.0
	SC	1165	14.5
	ST	246	3.1
	OBC	4606	57.5
Aided Schools	Total	8054	100.0
	SC	242	3.0
	ST	37	0.5
	OBC	3547	44.0
Unaided Schools	Total	2473	100.0
	SC	187	7.6
	ST	19	0.8
	OBC	1354	54.8
TOTAL	Total	18539	100.0
	SC	1594	8.6
	ST	302	1.6
	OBC	9507	51.3

6.5 Post-wise Analysis of Non-Teaching Staff in Schools in the State in 2024-25.

In the 2024–25 academic year, a review of the post-wise distribution of non-teaching staff in schools under the state shows that Office Attendants constitute the largest share, accounting for 41.2% of the total non-teaching staff. In addition, categories such as Full-Time Menial workers, Clerks, and Part-Time Contingent Employees each account for more than 10% of the total workforce. The lowest number of employees is found in posts such as Senior Superintendent and Female Guides.

In the social category-wise analysis, among Scheduled Caste (SC) employees, the highest representation is seen in the posts of Part-Time Menial (19.6%), Part-Time Contingent Employees (18.5%), and Sweepers (16.8%). However, in major administrative posts such as Office Attendants and Clerks, the representation of SC employees is relatively lower, at 5.9% and 6.7% respectively.

Among Scheduled Tribe (ST) employees, their overall representation in school non-teaching staff is only 1.6%. Post-wise analysis shows that out of 21 categories of posts, only 5 posts have more than 2% ST representation, indicating a very limited presence across most job categories.

For the Other Backward Classes (OBC), their overall share among non-teaching staff is 51.3%. Post-wise distribution shows that in 18 out of 21 categories of posts, OBC representation is 38.5% or higher, indicating a strong and consistent presence across almost all job categories in school-level non-teaching positions. The following table gives the Post-wise Analysis of Non-Teaching Staff in Schools in the State.

Sl No.	Designation	Total No.	%	SC	%	ST	%	OBC	%
1	Office Attendant	7647	41.2	448	5.9	132	1.7	3929	51.4
2	Full Time Menial	3495	18.9	272	7.8	59	1.7	1743	49.9
3	Clerk	2834	15.3	189	6.7	37	1.3	1366	48.2
4	Part Time Contingent Employee	2181	11.8	403	18.5	38	1.7	1177	54.0
5	Part Time Menial	623	3.4	122	19.6	11	1.8	329	52.8
6	Senior Clerk	442	2.4	48	10.9	11	2.5	250	56.6
7	Ayah	434	2.3	28	6.5	5	1.2	213	49.1
8	Sweeper	208	1.1	35	16.8	2	1.0	121	58.2
9	Watchman	172	0.9	7	4.1	0	0.0	112	65.1
10	Cook	140	0.8	12	8.6	3	2.1	68	48.6
11	Attender	123	0.7	9	7.3	1	0.8	84	68.3
12	Librarian	87	0.5	5	5.7	0	0.0	49	56.3
13	Sweeper Cum Scavenger	35	0.2	4	11.4	0	0.0	23	65.7
14	Male Matron	26	0.1	1	3.8	1	3.8	10	38.5

Sl No.	Designation	Total No.	%	SC	%	ST	%	OBC	%
15	Female Matron	25	0.1	2	8.0	1	4.0	10	40.0
16	Clerk Cum Residential Tutor	17	0.1	8	47.1	1	5.9	3	17.6
17	Male Guide	13	0.1	0	0.0	0	0.0	5	38.5
18	Head Clerk	11	0.1	0	0.0	0	0.0	5	45.5
19	Female Guide	9	0.0	0	0.0	0	0.0	2	22.2
20	Supernumerary Clerk	9	0.0	0	0.0	0	0.0	6	66.7
21	Senior Superintendent	8	0.0	1	12.5	0	0.0	2	25.0
Total		**18539**	**100**	**1594**	**8.6**	**302**	**1.6**	**9507**	**51.3**

6.6. District wise analysis of Non-Teaching Staff in Schools in the State in 2024-25.

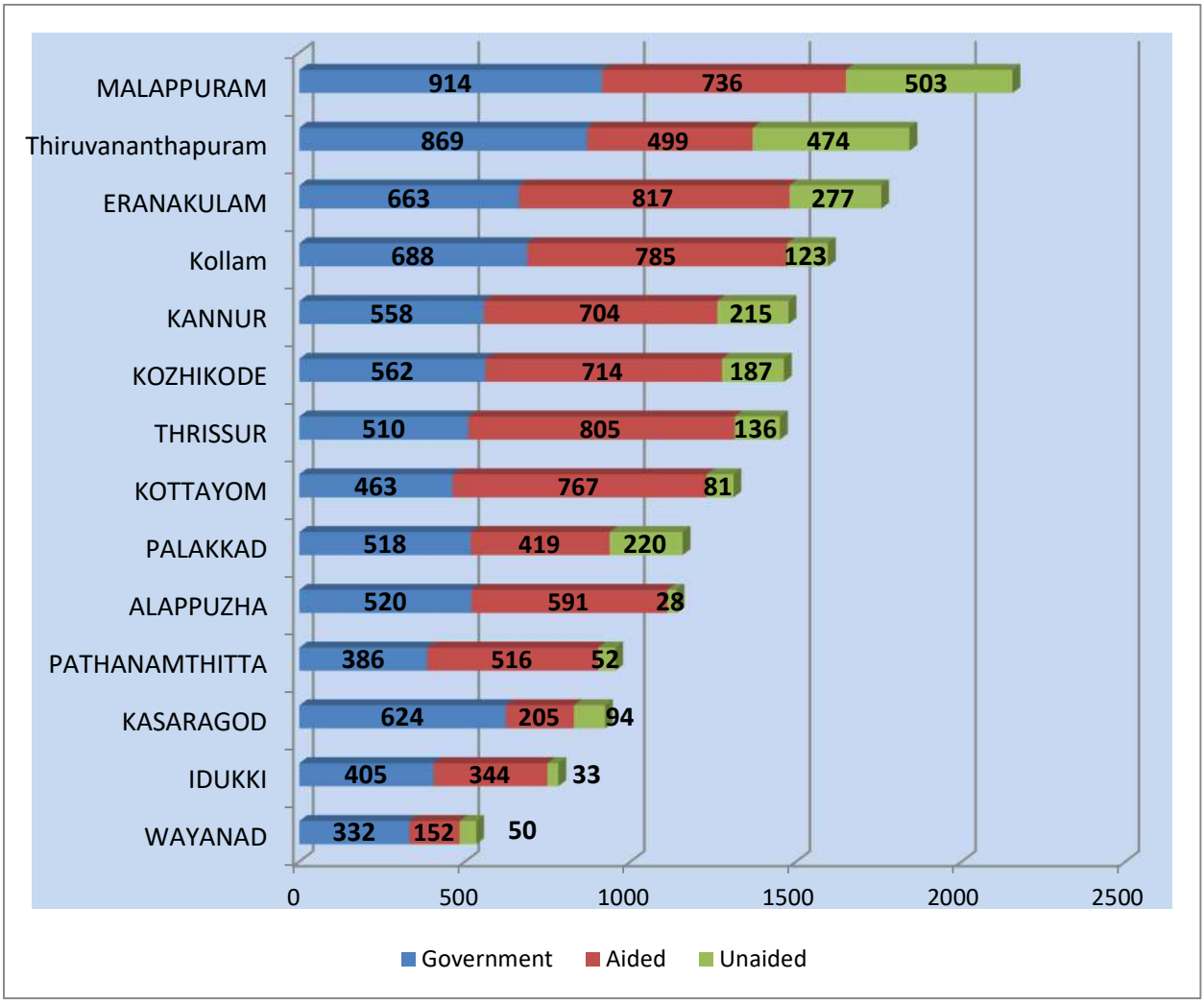
During the 2024–25 academic year, the district-wise distribution of non-teaching staff in schools under the Directorate of General Education shows a total of 18,539 employees across Government, Aided, and Unaided schools in Kerala. Among the districts, Malappuram records the highest number of non-teaching staff with 2,153 (11.61%), followed by Thiruvananthapuram with 1,842 (9.94%) and Ernakulam with 1,757 (9.48%). These districts also show a relatively higher concentration of staff in Unaided schools, particularly Malappuram and Thiruvananthapuram, indicating a larger school network and higher institutional density.

At the mid-range, districts such as Kollam (1,596; 8.61%), Kannur (1,477; 7.97%), Kozhikode (1,463; 7.89%), Thrissur (1,451; 7.83%), and Kottayam (1,311; 7.07%) show a fairly balanced distribution of non-teaching staff across Government and Aided schools. Lower staffing numbers are observed in districts like Alappuzha (1,139; 6.14%), Palakkad (1,157; 6.24%), Pathanamthitta (954; 5.15%), Kasaragod (923; 4.98%), Idukki (782; 4.22%), and Wayanad (534; 2.88%). Among these, Wayanad has the lowest share of non-teaching staff, which may be linked to its relatively smaller number of schools. The following table gives the district wise analysis of Non-Teaching Staff in Schools in the State.

#	District	Number of non-teaching staff in Schools							
		Govt.	%	Aided	%	Unaided	%	Total	%
1	Wayanad	332	4.14	152	1.89	50	2.02	534	2.88
2	Idukki	405	5.05	344	4.27	33	1.33	782	4.22
3	Kasaragod	624	7.79	205	2.55	94	3.80	923	4.98
4	Pathanamthitta	386	4.82	516	6.41	52	2.10	954	5.15
5	Alappuzha	520	6.49	591	7.34	28	1.13	1139	6.14

6	Palakkad	518	6.47	419	5.20	220	8.90	1157	6.24
7	Kottayam	463	5.78	767	9.52	81	3.28	1311	7.07
8	Thrissur	510	6.37	805	10.00	136	5.50	1451	7.83
9	Kozhikode	562	7.01	714	8.87	187	7.56	1463	7.89
10	Kannur	558	6.96	704	8.74	215	8.69	1477	7.97
11	Kollam	688	8.59	785	9.75	123	4.97	1596	8.61
12	Ernakulam	663	8.28	817	10.14	277	11.20	1757	9.48
13	Thiruvananthapuram	869	10.85	499	6.20	474	19.17	1842	9.94
14	Malappuram	914	11.41	736	9.14	503	20.34	2153	11.61
Total		8012	100.00	8054	100.00	2473	100.00	18539	100

The following diagram illustrates the district-wise distribution of non-teaching staff across state schools for the 2024-25 academic year.



6.7 Number of Ministerial Staff in Deputy Director of Education Offices in 2024-25

The district-wise distribution of ministerial (non-teaching) staff in the Deputy Director of Education (DDE) offices during the 2024-25 academic year shows a total of 1,200 employees across Kerala. The overall social composition indicates that OBC employees form the majority with 615 staff (51.3%), followed by SC employees with 117 (9.8%), and ST employees with 17 (1.4%). This clearly shows a strong dominance of OBC representation in ministerial positions at the district administrative level.

At the district level, the highest number of ministerial staff is seen in Malappuram and Kozhikode (100 each), followed closely by Ernakulam and Thrissur (98 and 96 respectively). These districts also show relatively strong OBC representation, with Kozhikode (69.0%), Kannur (74.5%), and Kollam (68.8%) recording particularly high proportions, indicating a significant concentration of OBC employees in northern districts.

In terms of Scheduled Caste (SC) representation, the highest proportion is observed in Thrissur (16.7%), followed by Malappuram (13.0%), Alappuzha (12.9%), Idukki (12.5%), and Pathanamthitta (12.3%). This shows that SC representation is comparatively stronger in central and some southern districts, though it remains below 10% at the state level overall.

For Scheduled Tribe (ST) representation, the overall share is very low at 1.4%, with only a few districts showing noticeable presence. The highest ST representation is observed in Wayanad (10.4%), followed by Idukki (5.6%), and smaller shares in districts like Kottayam (2.1%), Malappuram (2.0%), and Ernakulam and Kannur (1.0–1.1%). Several districts report zero ST representation, indicating a highly uneven distribution.

Overall, the data highlights a clear pattern of OBC dominance across most districts, relatively moderate SC representation, and very limited ST representation, with concentration mainly in tribal-dominant districts like Wayanad and Idukki. This suggests that while administrative ministerial staffing is broadly distributed across districts, social representation varies significantly depending on regional demographic patterns. The following table gives the number of Ministerial Staff in Deputy Director of Education Offices.

Sl.No	District	Total	SC	%	ST	%	OBC	%
1	THIRUVANANTHAPURAM	90	6	6.7	1	1.1	40	44.4
2	KOLLAM	96	6	6.3	0	0.0	66	68.8
3	PATHANAMTHITTA	65	8	12.3	0	0.0	35	53.8
4	ALAPPUZHA	93	12	12.9	0	0.0	37	39.8
5	KOTTAYOM	95	11	11.6	2	2.1	39	41.1

Sl.No	District	Total	SC	%	ST	%	OBC	%
6	IDUKKY	72	9	12.5	4	5.6	32	44.4
7	ERANAKULAM	98	8	8.2	1	1.0	61	62.2
8	THRISSUR	96	16	16.7	1	1.0	17	17.7
9	PALAKKAD	96	8	8.3	0	0.0	36	37.5
10	MALAPPURAM	100	13	13.0	2	2.0	61	61.0
11	KOZHIKODE	100	4	4.0	0	0.0	69	69.0
12	WAYANAD	48	5	10.4	5	10.4	21	43.8
13	KANNUR	94	6	6.4	1	1.1	70	74.5
14	KASARAGOD	57	5	8.8	0	0.0	31	54.4
	TOTAL	**1200**	**117**	**9.8**	**17**	**1.4**	**615**	**51.3**

Diagrams 6.7.1 through 6.7.3 present a multi-dimensional analysis of ministerial staff in Deputy Director of Education (DDE) offices for 2024-25, covering total proportions, district-wise distributions, and social category breakdowns.

Diagram 6.7.1
Number of Ministerial Staff in Deputy Director of Education Offices in 2024-25 (%).

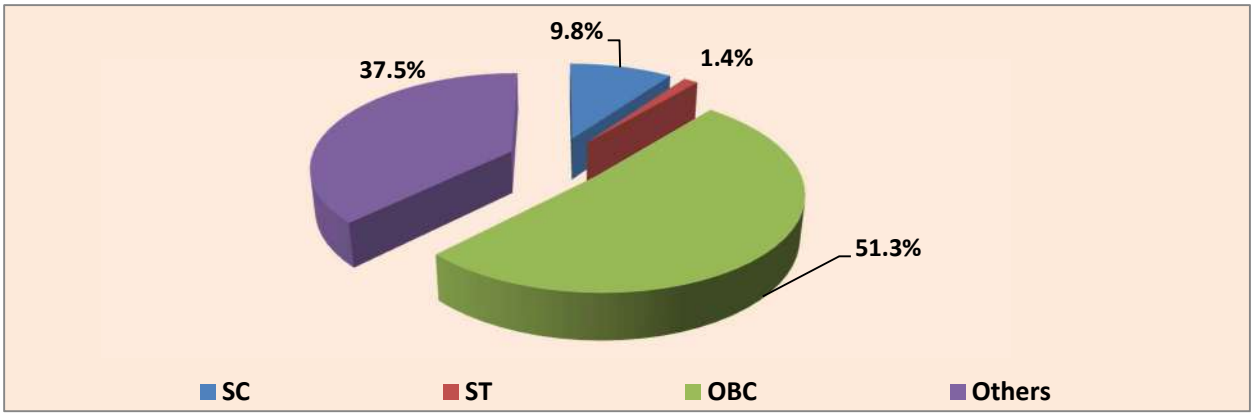


Diagram 6.7.2
Number of Ministerial Staff in Deputy Director of Education Offices in 2024-25 (%)-District Wise analysis.

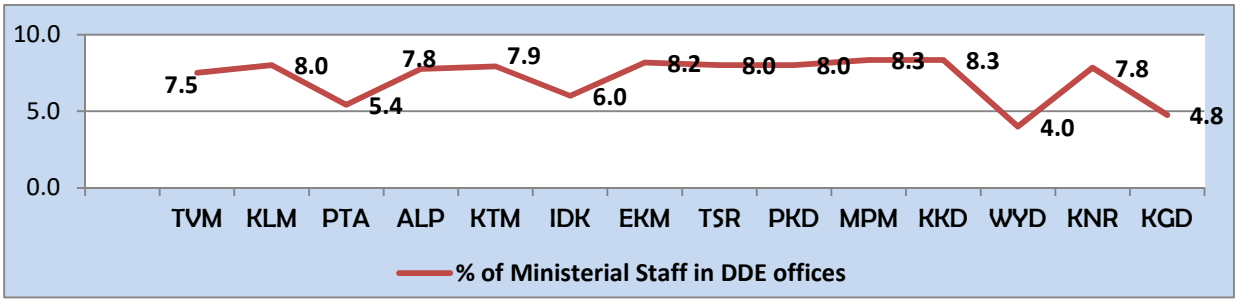
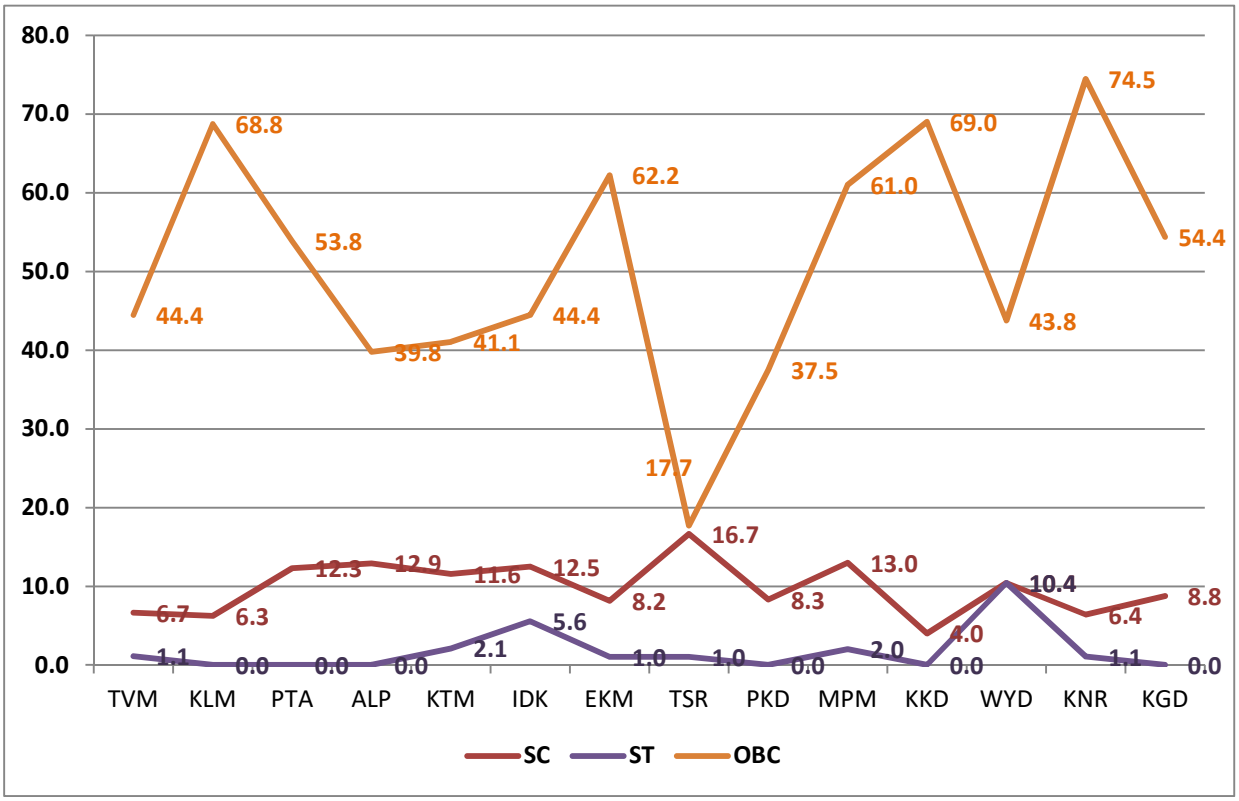


Diagram 6.7.3
Number of Ministerial Staff in Deputy Director of Education (DDE) Offices in 2024-25 (%)-Social Category wise analysis.



6.8 Number of Ministerial Staff in Deputy Director of Education (DDE) Offices in 2024-25 -post-wise analysis.

The post-wise distribution of ministerial staff in Deputy Director of Education (DDE) Offices during the 2024–25 academic year reveals a total workforce of 1,200 employees, with a clear concentration in clerical and mid-level administrative positions. The largest share is held by Clerks (474; 39.5%), followed by Senior Clerks (245; 20.4%) and Junior Superintendents (122; 10.2%), indicating that routine administrative and record management functions form the backbone of DDE office operations. Other supporting roles such as Office Attendants (74; 6.2%) also contribute significantly, while higher-level posts like Deputy Director (14; 1.2%) and Administrative Assistant (13; 1.1%) constitute only a small fraction, reflecting a pyramidal staffing structure.

From a social category perspective, OBC employees dominate across most posts, accounting for 51.3% of the total workforce, with particularly high representation in roles such as LD Typist (82.1%), Administrative Assistant (76.9%), and Clerk (52.1%). Scheduled Caste (SC) employees constitute 9.8% overall, with relatively higher representation in certain posts such as Deputy Director (42.9%), Driver (33.3%), Senior Superintendent (23.1%), and Full-Time Menial

(21.4%), though their presence in major clerical categories like Clerk (9.9%) and Senior Clerk (8.2%) remains moderate.

Scheduled Tribe (ST) representation is very limited at 1.4% overall, with only a few posts showing any presence, such as Driver (11.1%), Fair Copy Superintendent (10.0%), and UD Typist (4.0%), while many positions have no ST representation at all.

Overall, the data highlights that ministerial staffing in DDE offices is heavily concentrated in clerical roles, with a clear dominance of OBC employees across most categories, moderate representation of SC employees in select posts, and minimal participation of ST employees, indicating an uneven distribution of social representation across different designations. The following table gives the number of Ministerial Staff in Deputy Director of Education (DDE) Offices in 2024-25 -Post- Wise analysis.

#	Designation	Total	%	SC	%	ST	%	OBC	%
1	Deputy Director	14	1.2	6	42.9	0	0.0	4	28.6
2	Administrative Assistant	13	1.1	0	0.0	0	0.0	10	76.9
3	Accounts Officer	13	1.1	1	7.7	0	0.0	6	46.2
4	APFO	13	1.1	0	0.0	0	0.0	6	46.2
5	Senior Superintendent	26	2.2	6	23.1	0	0.0	7	26.9
6	Muslim Education Inspector	7	0.6	0	0.0	0	0.0	7	100.0
7	Junior Superintendent	122	10.2	12	9.8	1	0.8	56	45.9
8	Fair Copy Superintendent	10	0.8	0	0.0	1	10.0	6	60.0
9	CA	14	1.2	0	0.0	0	0.0	8	57.1
10	Sr. Clerk	245	20.4	20	8.2	4	1.6	115	46.9
11	Clerk	474	39.5	47	9.9	7	1.5	247	52.1
12	UD Typist	25	2.1	3	12.0	1	4.0	17	68.0
13	LD Typist	28	2.3	0	0.0	0	0.0	23	82.1
14	Record Attender	13	1.1	0	0.0	0	0.0	7	53.8
15	OA	74	6.2	10	13.5	0	0.0	43	58.1
16	Driver	9	0.8	3	33.3	1	11.1	2	22.2
17	FTM	14	1.2	3	21.4	0	0.0	8	57.1
18	PTCM	1	0.1	0	0.0	0	0.0	0	0.0
19	Store Keeper (JS)	1	0.1	0	0.0	0	0.0	0	0.0
20	Noon Feeding Ssupervisor	13	1.1	1	7.7	0	0.0	4	30.8
21	Statistical Assistant Gr-I	17	1.4	2	11.8	1	5.9	10	58.8
22	SL. Gr. Typist	19	1.6	0	0.0	1	5.3	8	42.1
23	Sr. Gr. Typist	15	1.3	1	6.7	0	0.0	8	53.3
24	Super Numeracy clerk	10	0.8	1	10.0	0	0.0	7	70.0
25	Statistical Assistant Gr-II	10	0.8	1	10.0	0	0.0	6	60.0
	Total	**1200**	**100.0**	**117**	**9.8**	**17**	**1.4**	**615**	**51.3**

6.9. Number of Ministerial Staff in District Education Offices (DEO) in 2024-25

The district-wise distribution of ministerial staff in District Educational Offices (DEO) during the 2024–25 academic year shows a total of 917 employees across Kerala, with a fairly balanced spread across districts but some noticeable variations. Ernakulam records the highest number with 104 staff (11.3%), followed by Kottayam (85; 9.3%) and Alappuzha (80; 8.7%), indicating a relatively higher administrative workload in these districts. On the other hand, Wayanad has the lowest number with 24 staff (2.6%), reflecting its smaller administrative size.

In terms of social composition, OBC employees form the majority with 459 staff (50.1%), showing strong representation across most districts. Districts such as Kozhikode (68.3%), Malappuram (65.8%), and Thrissur (63.2%) have particularly high OBC shares, while relatively lower representation is seen in Wayanad (29.2%) and Kannur (28.8%).

Scheduled Caste (SC) employees account for 94 staff (10.3%) overall, with comparatively higher representation in districts like Kollam (13.9%), Thrissur (13.2%), Kottayam (12.9%), and Alappuzha (12.5%). However, in some districts such as Wayanad, SC representation is absent, indicating uneven distribution.

Scheduled Tribe (ST) representation remains low at 20 staff (2.2%) statewide, though certain districts show relatively better presence. Wayanad has the highest ST share (12.5%), followed by Idukki (6.3%) and Kottayam (3.5%), which aligns with the demographic concentration of tribal populations in these regions. Several districts report minimal or no ST representation.

Overall, the data indicates that ministerial staffing in DEO offices is moderately distributed across districts, with OBC dominance, moderate SC presence, and limited ST representation, reflecting broader social patterns while also highlighting regional disparities in representation. The following table gives the number of Ministerial Staff in District Education Offices (DEO) in 2024-25

#	District	Total	%	SC	%	ST	%	OBC	%
1	THIRUVANANTHAPURAM	72	7.9	5	6.9	0	0.0	43	59.7
2	KOLLAM	72	7.9	10	13.9	1	1.4	24	33.3
3	PATHANAMTHITTA	49	5.3	6	12.2	0	0.0	24	49.0
4	ALAPPUZHA	80	8.7	10	12.5	1	1.3	37	46.3
5	KOTTAYAM	85	9.3	11	12.9	3	3.5	38	44.7
6	IDUKKI	48	5.2	3	6.3	3	6.3	18	37.5
7	ERANAKULAM	104	11.3	13	12.5	0	0.0	56	53.8

#	District	Total	%	SC	%	ST	%	OBC	%
8	THRISSUR	68	7.4	9	13.2	1	1.5	43	63.2
9	PALAKKAD	65	7.1	5	7.7	2	3.1	31	47.7
10	MALAPPURAM	73	8.0	7	9.6	2	2.7	48	65.8
11	KOZHIKODE	63	6.9	7	11.1	2	3.2	43	68.3
12	WAYANAD	24	2.6	0	0.0	3	12.5	7	29.2
13	KANNUR	66	7.2	2	3.0	2	3.0	19	28.8
14	KASARAGOD	48	5.2	6	12.5	0	0.0	28	58.3
	TOTAL	**917**	**100.0**	**94**	**10.3**	**20**	**2.2**	**459**	**50.1**

Diagrams 6.9.1 through 6.9.3 provide a detailed percentage-based analysis of ministerial staff in District Education Offices (DEO) for 2024-25, categorized by social group, district-level distribution, and a consolidated view of both variables

Diagram 6.9.1

Number of Ministerial Staff in District Education Offices (DEO) in 2024-25-Social Category wise (%).

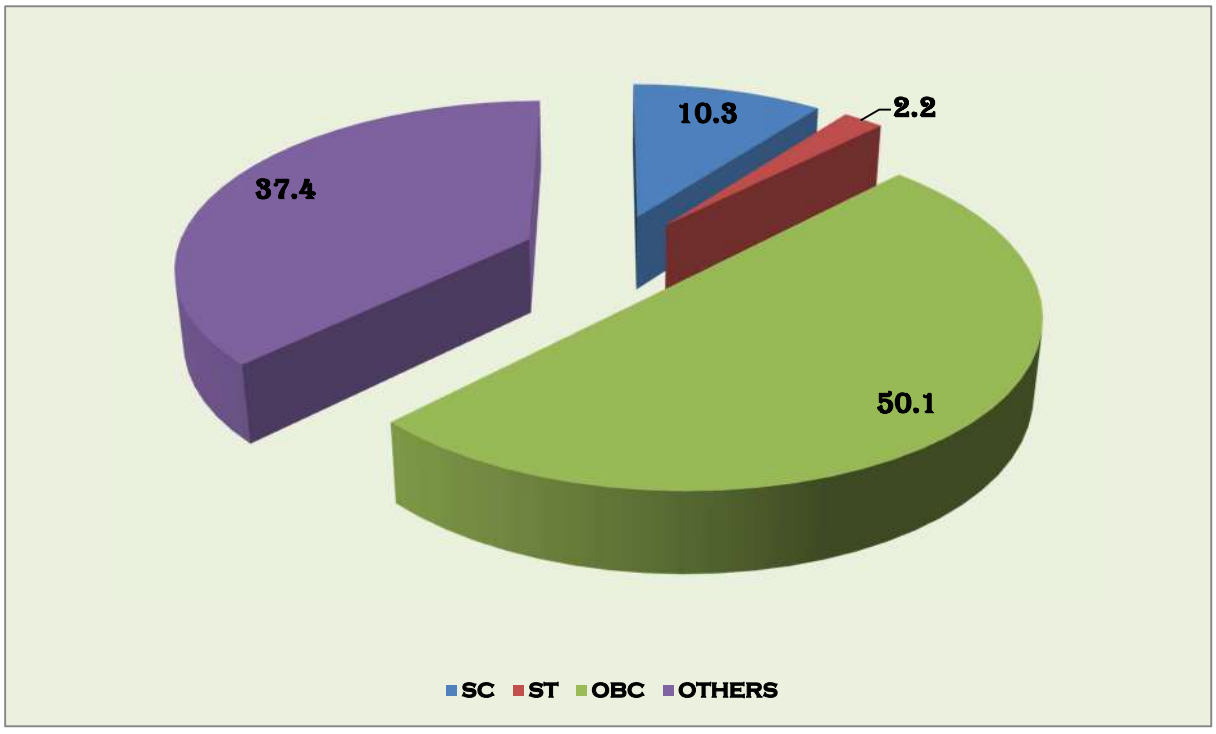


Diagram 6.9.2
Number of Ministerial Staff in District Education Offices (DEO) in 2024-25-District- wise (%)

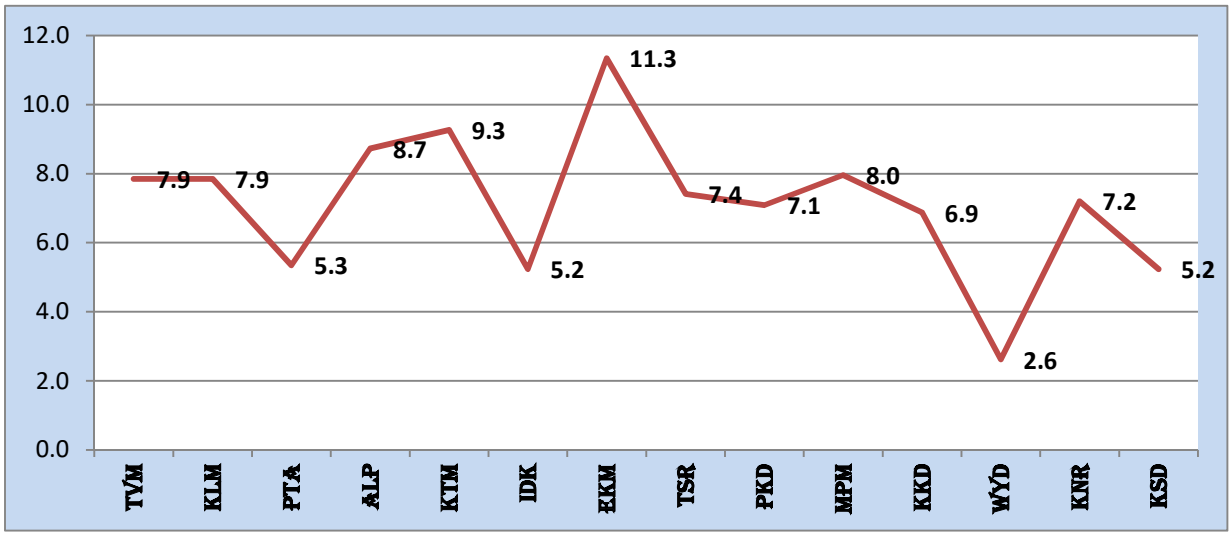
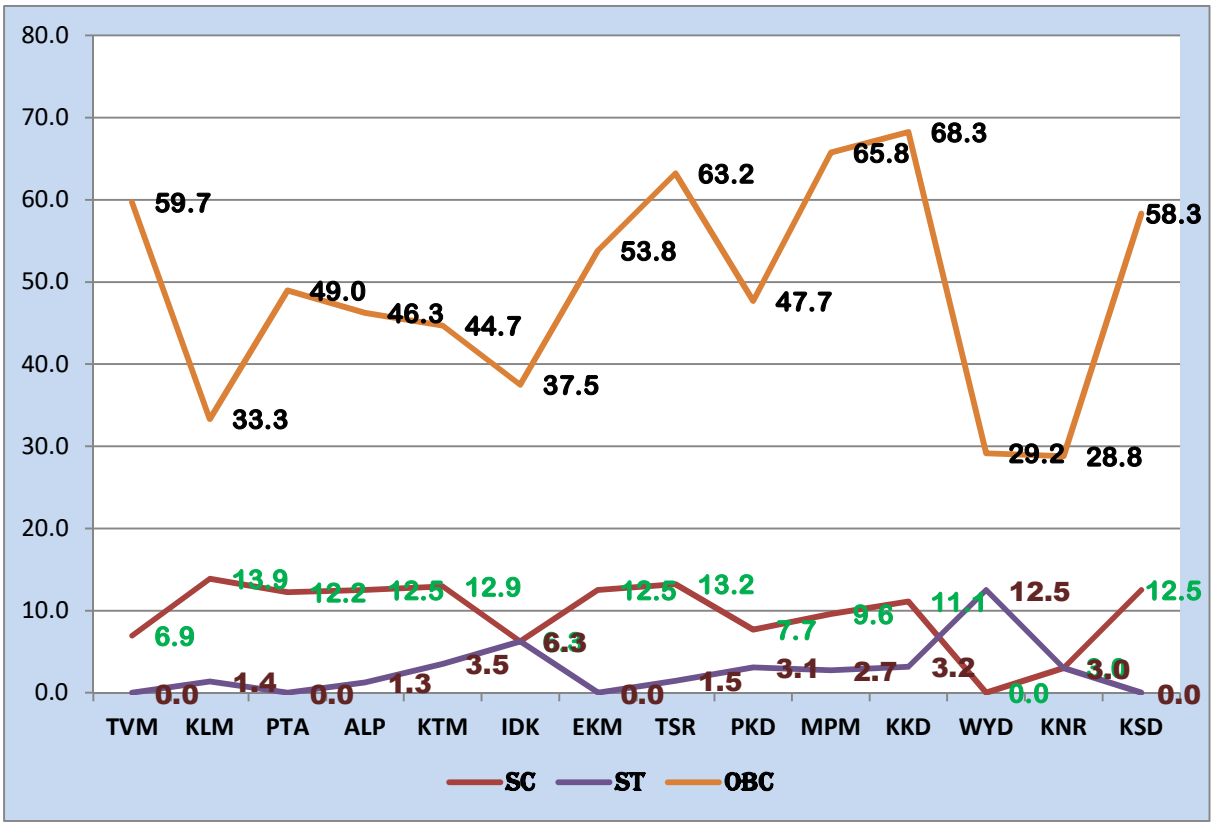


Diagram 6.9.3
Number of Ministerial Staff in District Education Offices (DEO) in 2024–25: District-wise and Social Category-wise Distribution (%)



6.10 Number of Ministerial Staff in District Education Offices (DEO) in 2024–25- Post wise Analysis

The data on Ministerial Staff in District Education Offices (DEO) for 2024–25 shows a total workforce of 917 employees distributed across a wide range of posts, with a clear concentration in clerical and support roles. The largest share of staff is in the post of Clerk (29.3%), followed by Senior Clerk (19.6%), Office Assistant (12.3%), and Junior Superintendent (8.7%). Together, these four categories account for nearly 70% of the total workforce. Posts such as UD Typist, DEO staff, Personnel Assistant, Record Attender, and FTM each contribute between 4% and 5% of the workforce.

From a social category perspective, the overall distribution shows that OBC employees form the majority, accounting for 50.1% of the total staff. Scheduled Castes (SC) represent 10.3%, while Scheduled Tribes (ST) account for only 2.2%, which is significantly low. OBC representation is consistently high across most posts, particularly in roles like Office Assistant, Junior Superintendent, and typist categories, indicating that they form the backbone of the administrative workforce. SC representation is present across various posts but tends to be moderate and somewhat uneven, with relatively better representation in certain smaller categories but lower presence in the largest clerical posts.

The most striking feature of the data is the very low representation of ST employees across almost all categories. Overall, the staffing pattern reflects a clerically driven administrative system with a broad base and a narrow top, combined with noticeable disparities in social category representation, particularly for Scheduled Tribes. The following table gives the number of Ministerial Staff in District Education Offices (DEO) in 2024–25- Post wise Analysis.

#	Post	Total	%	SC	%	ST	%	OBC	%
1	DEO	41	4.5	8	19.5	0	0.0	19	46.3
2	PERSONNEL ASSISTANT	41	4.5	6	14.6	0	0.0	18	43.9
3	JUNIOR SUPERINTENDENT	80	8.7	4	5.0	1	1.3	45	56.3
4	HEAD CLERK	1	0.1	0	0.0	0	0.0	1	100.0
5	SR. CLERK	180	19.6	15	8.3	7	3.9	77	42.8
6	CLERK	269	29.3	29	10.8	9	3.3	123	45.7
7	UD TYPIST	47	5.1	6	12.8	1	2.1	27	57.4
8	LD TYPIST	26	2.8	2	7.7	0	0.0	13	50.0
9	RECORD ATTENDER	40	4.4	5	12.5	1	2.5	18	45.0
10	OA	113	12.3	10	8.8	1	0.9	70	61.9

#	Post	Total	%	SC	%	ST	%	OBC	%
11	WATCHER	9	1.0	2	22.2	0	0.0	4	44.4
12	FTM	38	4.1	3	7.9	0	0.0	21	55.3
13	PTCM	6	0.7	1	16.7	0	0.0	4	66.7
14	STORE KEEPER (JS)	22	2.4	2	9.1	0	0.0	13	59.1
15	COUNTER	3	0.3	0	0.0	0	0.0	3	100.0
16	SUPERNUMERARY CLERK	1	0.1	0	0.0	0	0.0	0	0.0
17	SELECTION GRADE TYPIST	5	0.5	1	20.0	0	0.0	4	80.0
	Total	**917**	**100.0**	**94**	**10.3**	**20**	**2.2**	**459**	**50.1**

6.11 District-wise and social category-wise analysis of the number of Ministerial staff in Assistant Education Offices (AEO) for 2024–25

The district-wise distribution of Ministerial Staff in Assistant Education Offices (AEO) for 2024–25 shows a total workforce of 1,827 employees, with noticeable variation across districts. The highest concentration of staff is found in Malappuram (10.4%), Kozhikode (10.3%), and Kannur (10.1%), followed closely by Ernakulam (8.4%). These districts together account for a significant share of the total workforce, reflecting either larger populations, more administrative units, or higher service demand. On the other end, Wayanad has the smallest workforce (2.0%), followed by Idukki (4.0%) and Kasaragod (4.3%), indicating relatively smaller administrative requirements in these districts.

The mid-range group includes districts like Thiruvananthapuram, Kollam, Kottayam, Palakkad, Thrissur, Alappuzha, and Pathanamthitta, each contributing between about 6.5% and 7.6% of the total staff. This relatively even distribution suggests a balanced administrative presence across these regions, without extreme concentration or scarcity. Overall, the staffing pattern shows a mild skew toward northern districts like Malappuram, Kozhikode, and Kannur, which collectively form a major administrative cluster.

From a social category perspective, Other Backward Classes (OBC) dominate the workforce across most districts, making up 51.5% of the total. Their representation is particularly high in Kozhikode (63.5%), Kannur (60.9%), Kasaragod (60.8%), Palakkad (60.4%), and Malappuram (60.0%), indicating a strong presence in northern Kerala. Scheduled Castes (SC) account for 12.3% overall, with relatively higher representation in districts like Wayanad (16.7%), Kollam (15.3%), Malappuram (15.3%), and Alappuzha (15.1%). However, SC representation is lower in districts such as Kannur (8.2%) and Kottayam (10.1%), showing some regional variation.

Scheduled Tribes (ST) constitute only 2.6% of the total workforce, indicating a significant underrepresentation overall. However, there are notable exceptions: Wayanad (16.7%) and Idukki (9.6%) show comparatively high ST representation, which aligns with the higher tribal population in these districts. In contrast, several districts such as Malappuram (0.5%), Pathanamthitta (0.8%), and Alappuzha (0.8%) have extremely low ST presence, highlighting a clear imbalance in inclusion across regions.

In summary, while OBCs form the majority across most districts, SC representation is moderate but variable, and ST representation remains critically low except in tribal-dominated districts like Wayanad and Idukki. The following table gives the district-wise and social category-wise analysis of the number of ministerial staff in Assistant Education Offices (AEO) for 2024–25.

#	District	Total	%	SC	%	ST	%	OBC	%
1	**THIRUVANANTHAPURAM**	137	7.5	19	13.9	3	2.2	62	45.3
2	**KOLLAM**	137	7.5	21	15.3	4	2.9	72	52.6
3	**PATHANAMTHITTA**	118	6.5	15	12.7	1	0.8	44	37.3
4	**ALAPPUZHA**	119	6.5	18	15.1	1	0.8	62	52.1
5	**KOTTAYAM**	138	7.6	14	10.1	8	5.8	54	39.1
6	**IDUKKI**	73	4.0	10	13.7	7	9.6	29	39.7
7	**ERANAKULAM**	153	8.4	17	11.1	5	3.3	70	45.8
8	**THRISSUR**	135	7.4	16	11.9	2	1.5	59	43.7
9	**PALAKKAD**	139	7.6	15	10.8	3	2.2	84	60.4
10	**MALAPPURAM**	190	10.4	29	15.3	1	0.5	114	60.0
11	**KOZHIKODE**	189	10.3	21	11.1	2	1.1	120	63.5
12	**WAYANAD**	36	2.0	6	16.7	6	16.7	11	30.6
13	**KANNUR**	184	10.1	15	8.2	2	1.1	112	60.9
14	**KASARAGOD**	79	4.3	8	10.1	2	2.5	48	60.8
	TOTAL	**1827**	**100.0**	**224**	**12.3**	**47**	**2.6**	**941**	**51.5**

Diagrams 6.11.1 through 6.11.3 provide a multi-layered analysis of ministerial staff within Assistant Education Offices (AEO) for 2024–25, detailing their distribution by social category, district, and a consolidated percentage-wise breakdown of both variables.

Diagram6.11.1
Number of Ministerial Staff in Assistant Education Offices (AEO) in 2024–25- Social Category wise Analysis

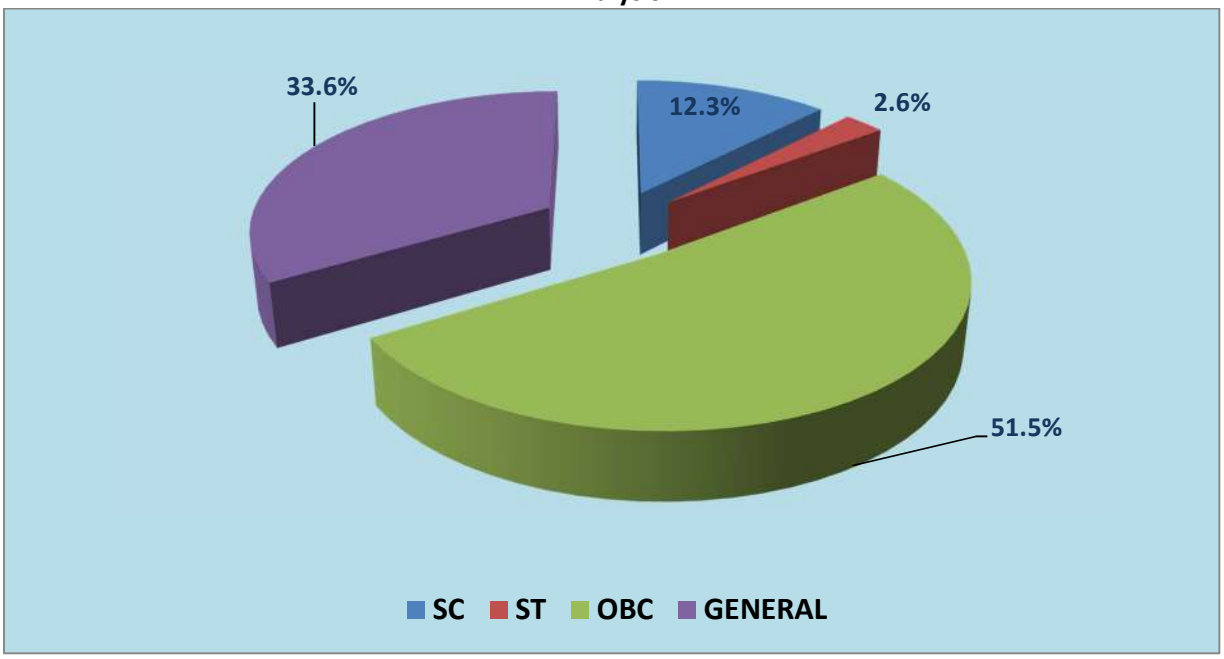


Diagram 6.11.2
Number of Ministerial Staff in Assistant Education Offices (AEO) in 2024–25- District wise Analysis.

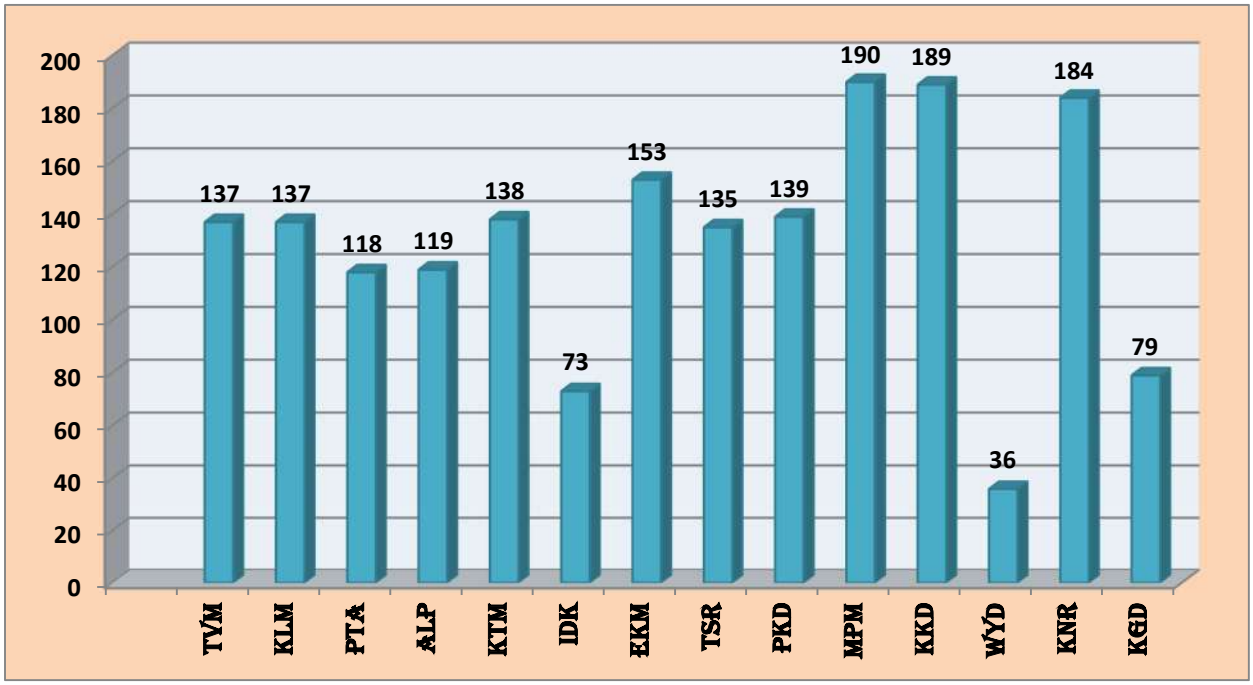
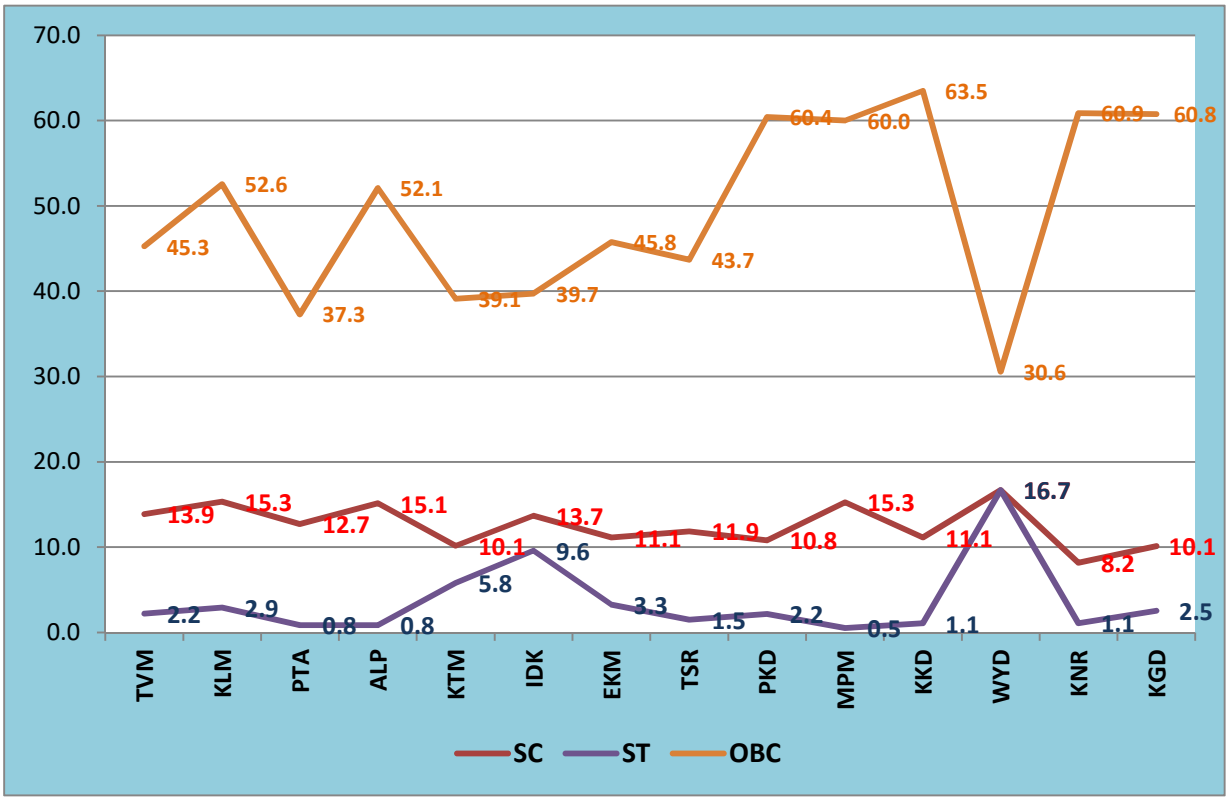


Diagram 6.11.3
District-wise and social category-wise analysis of the number of ministerial staff in Assistant Education Offices (AEO) for 2024–25 (%).



6.12Number of Ministerial Staff in Assistant Education Offices (AEO) in 2024–25- Post wise analysis

The post-wise distribution of Ministerial Staff in 163 Assistant Education Offices (AEO) in the State for 2024–25 shows a total workforce of 1,827 employees, with a strong concentration in clerical and mid-level administrative roles. The largest share of staff is in the post of Clerk (24.1%), followed by Senior Clerk (21.2%), making these two categories alone account for nearly 45% of the total workforce. Other significant posts include AEO (9.0%), Senior Superintendent (8.6%), Office Assistant (8.6%), FTM (8.6%), and Noon Meal Officer (8.6%).

From a social category perspective, Other Backward Classes (OBC) form the majority with 51.5% of the total staff and dominate across most posts, particularly in categories like UD Typist (67.3%), FTM (56.3%), OA (55.7%), and Noon Meal Officer (51.9%). Scheduled Castes (SC) account for 12.3% overall, with relatively higher representation in the AEO post (23.2%), Clerk (13.6%), OA (13.9%), and FTM (13.3%), though their presence declines in higher supervisory roles such as Senior Superintendent (5.7%). Scheduled Tribes (ST) constitute only 2.6% of the total workforce, indicating a significant underrepresentation. Their presence is

minimal across most posts, with slightly better representation in AEO (5.5%) and FTM (4.4%), but negligible or absent in many categories.

Overall, while OBC representation is consistently strong, SC representation is moderate and uneven across posts, and ST representation remains critically low. The following table gives a post wise analysis on the number of Ministerial Staff in Assistant Education Offices (AEO) in during 2024-25.

#	Name of Post	Total	%	SC	%	ST	%	OBC	%
1	**AEO**	164	9.0	38	23.2	9	5.5	63	38.4
2	**Senior Superintendent**	158	8.6	9	5.7	2	1.3	79	50.0
3	**Head Clerk**	6	0.3	1	16.7	0	0.0	3	50.0
4	**Sr. Clerk**	388	21.2	42	10.8	9	2.3	197	50.8
5	**Clerk**	441	24.1	60	13.6	13	2.9	210	47.6
6	**UD Typist**	110	6.0	12	10.9	1	0.9	74	67.3
7	**LD Typist**	43	2.4	4	9.3	1	2.3	25	58.1
8	**Record Attender**	1	0.1	0	0.0	0	0.0	1	100
9	**OA**	158	8.6	22	13.9	3	1.9	88	55.7
10	**Watcher**	3	0.2	0	0.0	0	0.0	3	100
11	**FTM**	158	8.6	21	13.3	7	4.4	89	56.3
12	**PTCM**	2	0.1	0	0.0	0	0.0	2	100
13	**Noon Meal Officer**	158	8.6	14	8.9	2	1.3	82	51.9
14	**Supernumerary clerk**	24	1.3	1	4.2	0	0.0	17	70.8
15	**Supernumerary OA**	4	0.2	0	0.0	0	0.0	3	75.0
16	**Sl. Gr Typist**	6	0.3	0	0.0	0	0.0	3	50.0
17	**Senior Grade Typist**	1	0.1	0	0.0	0	0.0	1	100
18	**JR Superintendent**	2	0.1	0	0.0	0	0.0	1	50.0
Total		**1827**	**100.0**	**224**	**12.3**	**47**	**2.6**	**941**	**51.5**

6.13 Number of Ministerial Staff in Directorate of General Education in 2024–25

The data on Ministerial Staff in the Directorate of General Education for 2024–25 shows a total workforce of 350 employees, distributed across a wide range of administrative, technical, and support posts. The staffing structure reveals a clear concentration in clerical and mid-level administrative roles, with Senior Clerk (24.6%) and Clerk (21.7%) together accounting for nearly 46% of the total workforce. Other notable categories include Office Attendant (9.4%), Junior Superintendent (7.4%), and Typist (7.4%), indicating that routine administrative and support functions form the backbone of the Directorate. In contrast, higher-level posts such as Director, Additional Director, Joint Director, and various senior officers exist in very small

numbers, reflecting a typical hierarchical administrative structure with a narrow top and a broad operational base.

From a social category perspective, Other Backward Classes (OBC) constitute the majority with 56.0% of the total staff and are well represented across most posts, particularly in clerical and support roles such as Senior Clerk, Clerk, and Office Attendant. Scheduled Castes (SC) account for 9.1% of the workforce, with their presence more noticeable in certain lower and mid-level posts like Driver (28.6%), Part Time Menial (20.0%), Fair Copy Superintendent (20.0%), and Typist (15.4%), though their representation in higher administrative roles is minimal. Scheduled Tribes (ST) representation is extremely low at just 1.4%, with only a single instance of representation in the Accounts Officer (PF) post and absence across nearly all other categories.

Overall, while OBC representation is strong and dominant, SC representation is relatively low and uneven, and ST representation is critically minimal. The table given below gives the number of Ministerial Staff in Directorate of General Education in 2024–25.

#	Name of Post	Total	%	SC	%	ST	%	OBC	%
1	Director	1	0.3	0	0	0	0	1	100
2	Additional Director	2	0.6	0	0	0	0	2	100
3	Senior Administrative Officer	1	0.3	0	0	0	0	0	0
4	Senior Law Officer	1	0.3	0	0	0	0	0	0
5	Senior Finance Officer	1	0.3	0	0	0	0	0	0
6	Senior finance and accounts officer	1	0.3	0	0	0	0	0	0
7	Finance officer II	1	0.3	0	0	0	0	1	100
8	Joint Director / Joint Commissioner	2	0.6	0	0	0	0	2	100
9	Deputy Director	2	0.6	0	0	0	0	1	50
10	Super Check Officer	1	0.3	0	0	0	0	0	0
11	Asst Director(Statistics)	1	0.3	0	0	0	0	1	100
12	Arabic Special Officer	1	0.3	0	0	0	0	1	100
13	Senior Superintendant	7	2	0	0	0	0	5	71
14	Personal Assistants	2	0.6	0	0	0	0	0	0
15	Administrative Assistant(General)	1	0.3	0	0	0	0	1	100
16	Administrative Assistant(Purchase)	1	0.3	0	0	0	0	0	0
17	Additional Administrative Assistant	1	0.3	0	0	0	0	0	0

#	Name of Post	Total	%	SC	%	ST	%	OBC	%
18	Accounts Officer (PF)	1	0.3	0	0	1	100	0	0
19	Accounts Officer (Audit)	1	0.3	0	0	0	0	1	100
20	Engineering Laison Officer	1	0.3	0	0	0	0	1	100
21	Research Officer (Statistics)	1	0.3	0	0	0	0	0	0
22	Statistical Officer (Statistics)	1	0.3	0	0	0	0	1	100
23	Assistant Super Check Officer	1	0.3	0	0	0	0	0	0
24	Junior Superintendent	26	7.4	4	15.4	0	0	11	42
25	Fair Copy Superintendent	5	1.4	1	20	0	0	3	60
26	Research Assistant (Statistics)	3	0.9	0	0	0	0	2	67
27	Statistical Assistant Gr 1	3	0.9	0	0	0	0	1	33
28	Senior Clerk	86	24.6	7	8.1	4	4.7	50	58
29	Statistical Assistant Gr 11	3	0.9	0	0	0	0	2	67
30	Clerk	76	21.7	6	7.9	0	0	43	57
31	Typist	26	7.4	4	15.4	0	0	11	42
32	Office Attendant	33	9.4	1	3	0	0	24	73
33	Night Watchman	3	0.9	0	0	0	0	1	33
34	Confidential Assistant	12	3.4	1	8.3	0	0	7	58
35	Full Time Menial	8	2.3	1	12.5	0	0	3	38
36	Part Time Menial	15	4.3	3	20	0	0	7	47
37	Driver	7	2	2	28.6	0	0	5	71
38	Daffedar	1	0.3	1	100	0	0	1	100
39	Attender	2	0.6	0	0	0	0	2	100
40	Packer	1	0.3	0	0	0	0	1	100
41	Binder	2	0.6	0	0	0	0	2	100
42	Sergeant	0	0	0	0	0	0	0	0
43	Work Experience	5	1.4	1	20	0	0	2	40
	Total	**350**	**100**	**32**	**9.1**	**5**	**1.4**	**196**	**56**

6.14 Number of Ministerial Staff in Pareeksha Bhavan under Directorate of General Education in 2024–25.

The data on Ministerial Staff in Pareeksha Bhavan under the Directorate of General Education for 2024–25 shows a total workforce of 124 employees, distributed across various administrative and support posts. The staffing pattern is heavily concentrated in clerical roles, with the post of Clerk alone accounting for 50.8% of the total workforce, making it the single largest category by a wide margin. Other notable posts include Junior Superintendent (9.7%), Typist (8.1%), Office Attendant (6.5%), and PTCM (6.5%). The distribution of staff across other categories such as Driver, Record Attender, Binder, Lorry Cleaner, and FTM is relatively small, each contributing a minor share to the overall workforce.

From a social category perspective, Other Backward Classes (OBC) form the majority, accounting for 56.5% of the total staff and showing strong representation across most posts, including Clerk, Junior Superintendent, and PTCM. Scheduled Castes (SC) constitute 14.5% of the workforce and have a relatively stronger presence in certain posts such as Office Attendant (37.5%) and Clerk (20.6%), indicating some level of inclusion in both support and clerical roles. Scheduled Tribes (ST), however, account for only 3.2% of the total staff, with very limited representation, appearing only in a few posts like Junior Superintendent and Driver.

Overall, while OBC representation is strong and SC representation is moderate, ST representation remains low. The table given below gives the number of Ministerial Staff in Pareeksha Bhavan under Directorate of General Education in 2024–25.

Sl No	Name of Post	Total	%	SC	%	ST	%	OBC	%
1	**Joint Commissioner**	1	0.8	1	100.0	0	0.0	0	0.0
2	**Secretary**	1	0.8	0	0.0	0	0.0	1	100
3	**PA to Secretary**	1	0.8	0	0.0	0	0.0	1	100
4	**Senior Superintendent**	3	2.4	0	0.0	0	0.0	0	0.0
5	**Junior Superintendent**	12	9.7	0	0.0	1	8.3	7	58.3
6	**Fair Copy Superintendent**	1	0.8	0	0.0	0	0.0	1	100
7	**Clerk**	63	50.8	13	20.6	2	3.2	32	50.8
8	**Confidential Assistant**	1	0.8	0	0.0	0	0.0	1	100
9	**Typist**	10	8.1	1	10.0	0	0.0	5	50.0
10	**Office Attendant**	8	6.5	3	37.5	0	0.0	3	37.5
11	**Driver**	4	3.2	0	0.0	1	25.0	2	50.0
12	**Record Attender**	2	1.6	0	0.0	0	0.0	2	100
13	**Lift Operator**	0	0.0	0	0.0	0	0.0	0	0.0
14	**Binder**	2	1.6	0	0.0	0	0.0	2	100
15	**Lorry Cleaner**	3	2.4	0	0.0	0	0.0	3	100

Sl No	Name of Post	Total	%	SC	%	ST	%	OBC	%
16	**FTM**	3	2.4	0	0.0	0	0.0	2	66.7
17	**PTCM**	8	6.5	0	0.0	0	0.0	7	87.5
18	**System Manager**	1	0.8	0	0.0	0	0.0	1	100
	Total	124	100.0	18	14.5	4	3.2	70	56.5

6.15 Number of Ministerial Staff in Text Book Office under Directorate of General Education in 2024–25

The data on Ministerial Staff in the Text Book Office under the Directorate of General Education for 2024–25 shows a very small workforce of 26 employees, distributed across a variety of posts. Despite the small size, the structure reflects a typical administrative hierarchy with a mix of supervisory, clerical, and support roles. The largest share of staff is found in Junior Superintendent (15.4%), followed by Senior Clerk (11.5%) and Part Time Menial (11.5%). Clerical roles such as Clerk and Clerk (Deployed) together account for 15.4%, indicating that even in a small office, routine administrative functions remain central. Most other posts, including Text Book Officer, Personal Assistant, Typist, Driver, and Confidential Assistant, are represented by only one employee each, highlighting a highly compact and function-specific staffing pattern.

From a social category perspective, Other Backward Classes (OBC) constitute the largest group with 42.3% of the total staff and are present across several posts, especially in clerical and support roles. Scheduled Castes (SC) account for 11.5% of the workforce, with notable representation in Part Time Menial (66.7%) and some presence in Junior Superintendent (25.0%). Scheduled Tribes (ST) representation is minimal at 3.8%, with only one individual in the Text Book Officer post. A striking feature of the data is that many posts show no representation from SC or ST categories, reflecting limited diversity in such a small workforce. The following table gives the number of Ministerial Staff in Text Book Office under Directorate of General Education in 2024–25**.**

#	Name of Post	Total	%	SC	%	ST	%	OBC	%
1	Text Book Officer	1	3.8	0	0.0	1	100.0	0	0.0
2	Personal Asst	1	3.8	0	0.0	0	0.0	0	0.0
3	Senior Superintendent/Chief Accountant	1	3.8	0	0.0	0	0.0	0	0.0
4	Junior Superintendent	4	15.4	1	25.0	0	0.0	2	50.0
5	Senior Clerk	3	11.5	0	0.0	0	0.0	0	0.0
6	Clerk	2	7.7	0	0.0	0	0.0	1	50.0
7	Clerk (Deployed)	2	7.7	0	0.0	0	0.0	0	0.0
8	Selection Grade Typist	1	3.8	0	0.0	0	0.0	1	100.0
9	Typist	1	3.8	0	0.0	0	0.0	1	100.0
10	Record Attender	1	3.8	0	0.0	0	0.0	1	100.0

11	Confidential Assistant	1	3.8	0	0.0	0	0.0	1	100.0
12	Driver	1	3.8	0	0.0	0	0.0	1	100.0
13	Counter	1	3.8	0	0.0	0	0.0	0	0.0
14	Office Attendant	2	7.7	0	0.0	0	0.0	2	100.0
15	Full-Time Menial	1	3.8	0	0.0	0	0.0	0	0.0
16	Part Time Menial	3	11.5	2	66.7	0	0.0	1	33.3
	Total	**26**	**100.0**	**3**	**11.5**	**1**	**3.8**	**11**	**42.3**

6.16 Key Observations

- During the academic year 2024–25, a total of **22,983 non-teaching/ministerial staff** are working under the General Education Department in the state. Of these, **18,539 (80.66%)** are working in schools. In the offices of Deputy Directors of Education across districts, **1,200 (5.22%)** non-teaching staff are employed; in District Education Offices, **917 (3.99%)**; in Assistant Education Offices, **1,827 (7.95%)**; in the Directorate of General Education, **350 (1.52%)**; in Pareeksha Bhavan, **124 (0.54%)**; and in the Text Book Office, **26 (0.11%)**.
- Compared to the academic year 2023–24, there has been a 0.3% increase in the total number of non-teaching/ministerial staff under the General Education Department in 2024–25.
- In 2024–25, the number of non-teaching staff working in schools is 18,359. Among them, 8,012 (43.2%) are in government schools, 8,054 (43.4%) in aided schools, and 1,354 (13.3%) in unaided schools.
- Among the 18,359 non-teaching staff in schools, 1,594 (8.6%) belong to Scheduled Castes (SC), 302 (1.6%) to Scheduled Tribes (ST), and 9,507 (51.3%) to Other Backward Classes (OBC).
- In 2024–25, 41.2% of the total non-teaching staff are in the post of Office Attendant. In addition, posts such as Full Time Menial, Clerk, and Part-Time Contingent Employees each account for more than 10% of the total staff. The least number of employees are in posts like Senior Superintendent and Female Guide.
- District-wise, the highest number of non-teaching staff in government schools is in Malappuram (11.61%), followed by Thiruvananthapuram (9.94%) and Ernakulam (9.48%). The lowest numbers are in Wayanad (2.88%), followed by Idukki (4.22%) and Kasaragod (4.98%).
- Across the 14 offices of Deputy Directors of Education, 1,200 ministerial staff are employed. Of these, 117 (9.75%) belong to SC, 17 (1.41%) to ST, and 615 (51.25%) to OBC.
- Among these offices, the highest number of staff are in Malappuram and Kozhikode (100 each), followed by Ernakulam (98), Kollam (96), Thrissur (96), Palakkad (96), and Kottayam (95). The lowest numbers are in Wayanad (48), followed by Kasaragod (57) and Idukki (72).

- In 2024–25, among the 25 categories of posts in Deputy Director offices, the largest shares are Clerk (39.5%), Senior Clerk (20.4%), Junior Superintendent (10.2%), and Office Attendant (6.2%). Together, these four posts account for over 76% of the total. All other posts each account for 2% or less. Posts such as Muslim Education Inspector (7), Driver (9), PTCM (1), and Store Keeper (JS) (1) have very low numbers.
- In the 41 District Education Offices, 917 ministerial staff are employed. Among them, 94 (10.3%) belong to SC, 20 (2.2%) to ST, and 459 (50.1%) to OBC.
- The highest number of staff in District Education Offices is in Ernakulam (104 / 11.3%), followed by Kottayam (85 / 9.3%) and Alappuzha (80 / 8.7%). The lowest numbers are in Wayanad (24 / 2.6%), followed by Idukki (48 / 5.2%), Kasaragod (48 / 5.2%), and Pathanamthitta (49 / 5.3%). Districts with a high number of educational institutions like Malappuram (73 / 8.0%), Kollam (72 / 7.9%), and Thiruvananthapuram (72 / 7.9%) also have substantial staff.
- In these District Education Offices, among the 17 categories of posts, Clerk (29.3%), Senior Clerk (19.6%), Office Attendant (12.3%), and Junior Superintendent (8.7%) together account for over 70% of total posts. Posts such as Head Clerk (1), Watcher (9), PTCM (6), Counter (3), Supernumerary Clerk (1), and Selection Grade Typist (5) account for 1% or less each.
- In the 163 Assistant Education Offices, 1,827 ministerial staff are employed. Among them, 224 (12.3%) belong to SC, 47 (2.6%) to ST, and 941 (51.5%) to OBC.
- The highest number of staff in these offices is in Malappuram (190 / 10.4%), Kozhikode (189 / 10.3%), Kannur (184 / 10.1%), and Ernakulam (153 / 8.4%). The lowest numbers are in Wayanad (36 / 2.0%), Idukki (73 / 4.0%), and Kasaragod (79 / 4.3%). In the remaining districts, the percentage ranges between 6.5% and 7.6%.
- Among the 18 categories of posts in Assistant Education Offices, Clerk (24.1%) and Senior Clerk (21.2%) are the most numerous. Other major posts include AEO (9.0%), Noon Meal Officer (8.6%), FTM (8.6%), Office Attendant (8.6%), Senior Superintendent (8.6%), and UD Typist (6.0%). Posts like Senior Grade Typist and Record Attender have only one employee each, while PTCM and Junior Superintendent have only two each.
- In the Directorate of General Education, 350 ministerial staff are employed. Among them, 32 (9.1%) belong to SC, 5 (1.4%) to ST, and 196 (56.0%) to OBC.
- Among the 43 categories of posts in the Directorate, Senior Clerk (24.6%) and Clerk (21.7%) are the largest categories. Office Attendant (9.4%), Typist (7.4%), and Junior Superintendent (7.4%) also have significant shares. There are 21 posts with only one employee each.
- In Pareeksha Bhavan, 124 ministerial staff are employed across 18 categories of posts. The largest categories are Clerk (63 / 50.8%), Junior Superintendent (12 / 9.7%), and Typist

(10 / 8.1%). PTCM (6.5%) and Office Attendant (6.5%) also have notable shares. There are six posts with only one employee each.

- Among the 124 staff in Pareeksha Bhavan, 18 (14.5%) belong to SC, 4 (3.2%) to ST, and 70 (56.5%) to OBC.
- In the Text Book Office, 26 ministerial staff are employed across 16 categories of posts. The largest categories are Junior Superintendent (4 / 15.4%), Part-Time Menial (3 / 11.5%), and Senior Clerk (3 / 11.5%). There are ten posts with only one employee each and three posts with two employees each.
- Among the 26 staff in the Text Book Office, 3 (11.5%) belong to SC, 1 employee belongs to ST, and 11 (42.3%) belong to OBC.

CHAPTER VII
AN OVERVIEW OF SCHOOLS AFFILIATED WITH OTHER EDUCATION BOARD

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7.1 Introduction

In Kerala, while the majority of schools follow the SCERT (State Council of Educational Research and Training) syllabus, there are a significant and growing number of institutions affiliated with national and international boards. While the Central Board of Secondary Education (CBSE) serves as the primary alternative to the State syllabus in Kerala, a diverse educational landscape is maintained by several other recognized boards. This includes a significant number of schools under the Council for the Indian School Certificate Examinations (CISCE), which offers the ICSE (Class 10) and ISC (Class 12) qualifications. The national frameworks represent a significant segment of the state's educational choices; this chapter focuses specifically on the institutional profiles and distribution of schools affiliated with the CBSE and ICSE boards. This chapter focuses on **CBSE** and **ICSE** affiliated schools but international schools fall outside the scope of this study.

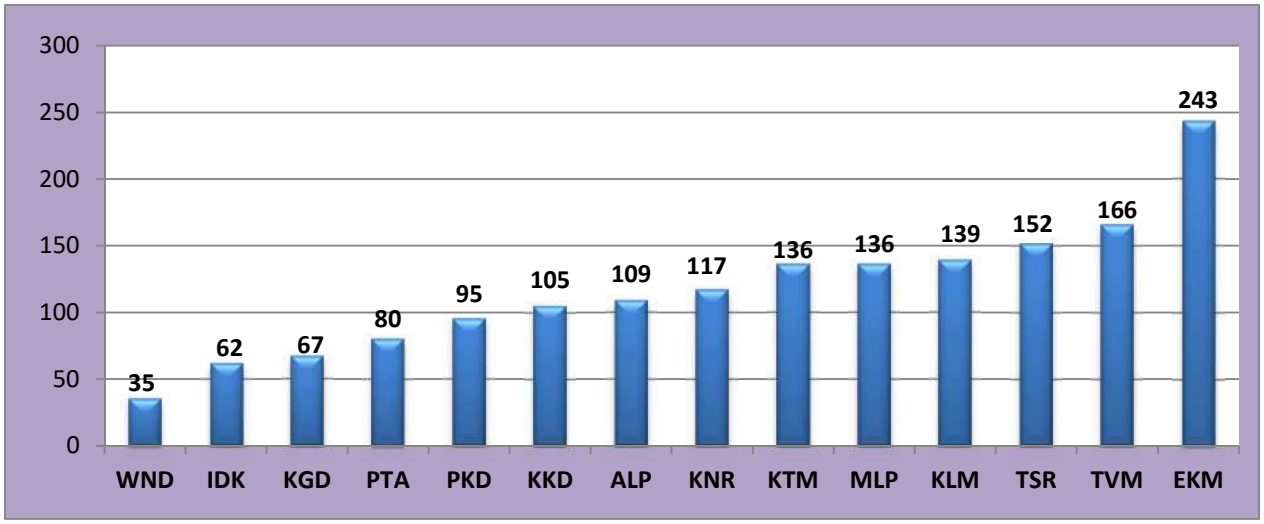
7.2 Non – State syllabus schools - At a glance

Within the non-state syllabus sector in Kerala, there are 1,642 educational institutions affiliated with the CBSE and ICSE boards. These institutions collectively cater to a student population of 1,104,438 [(1012698 (I-X)-91.69%, 91740 (XI-XII)-8.3%)] supported by a professional workforce of 58,710 teachers. A comprehensive district-wise statistical breakdown of these figures is provided in the table below.

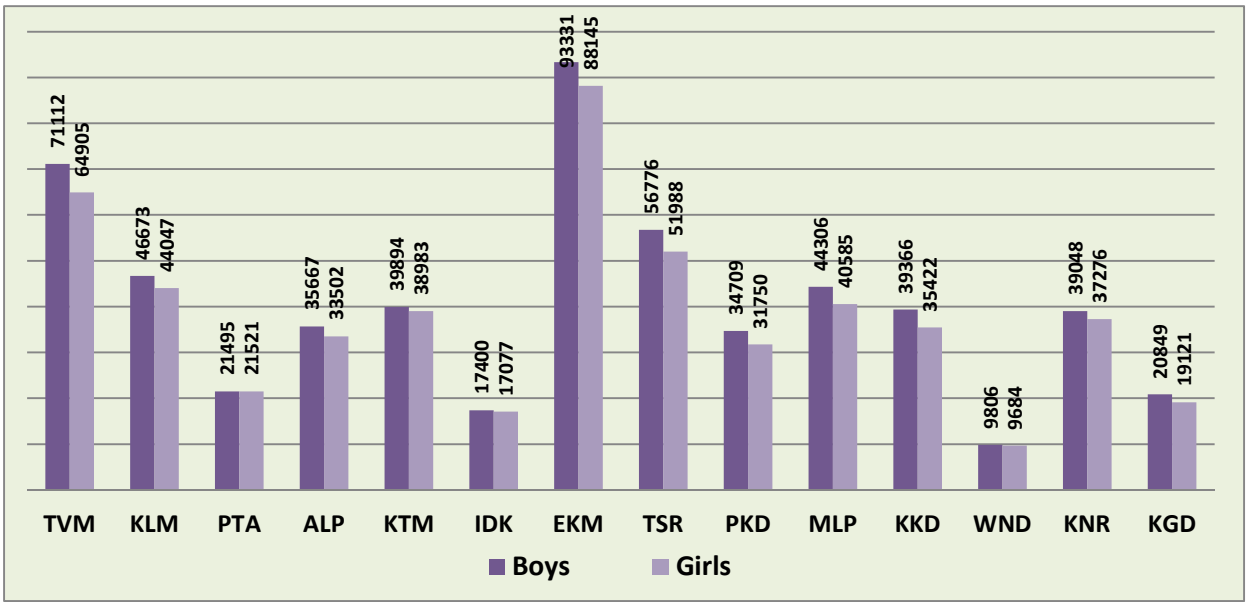
SL NO	DISTRICT	NO OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
1	TVM	166	71112	64905	136017	701	6001	6702
2	KLM	139	46673	44047	90720	493	4204	4697
3	PTA	80	21495	21521	43016	276	2211	2487
4	ALP	109	35667	33502	69169	265	3334	3599
5	KTM	136	39894	38983	78877	524	4123	4647
6	IDK	62	17400	17077	34477	317	1509	1826
7	EKM	243	93331	88145	181476	889	8917	9806
8	TSR	152	56776	51988	108764	542	5442	5984
9	PKD	95	34709	31750	66459	353	3027	3380
10	MLP	136	44306	40585	84891	837	3970	4807

SL NO	DISTRICT	NO OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
11	KKD	105	39366	35422	74788	515	3362	3877
12	WND	35	9806	9684	19490	184	852	1036
13	KNR	117	39048	37276	76324	455	3343	3798
14	KGD	67	20849	19121	39970	254	1810	2064
TOTAL		**1642**	**570432**	**534006**	**1104438**	**6605**	**52105**	**58710**

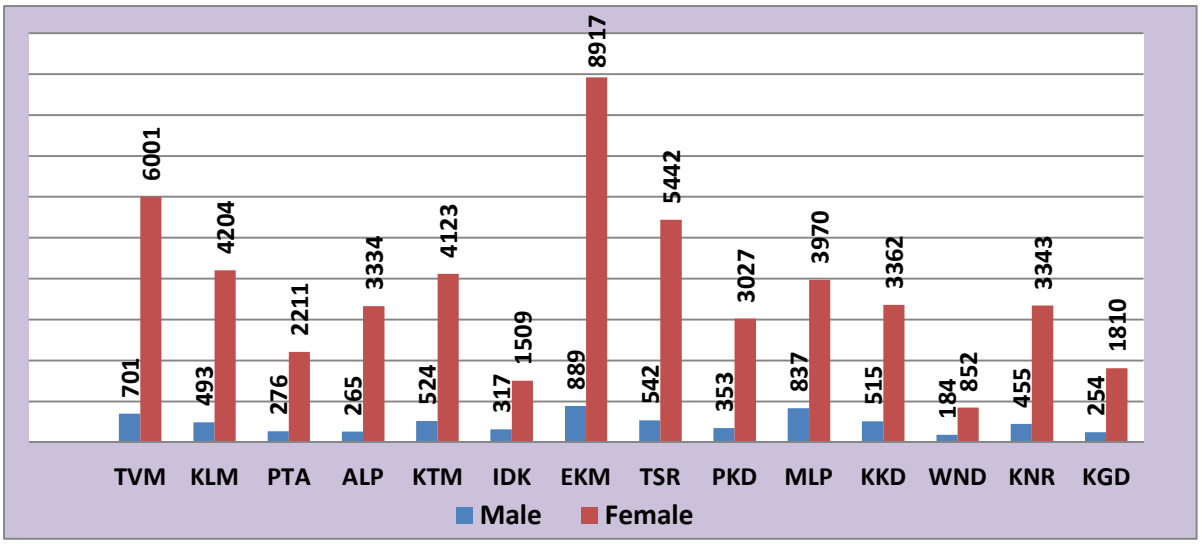
The data reveals a total of 1,642 schools following a non-state syllabus. There is a significant disparity in how these institutions are distributed geographically. Ernakulam (EKM) stands out as the primary educational hub with 243 schools, accounting for nearly 15% of the total institutions. In contrast, Wayanad (WND) has the lowest presence with only 35 schools. This suggests a heavy concentration of non-state syllabus education in urban or economically developed centers like Thiruvananthapuram (TVM) and Ernakulam, while high-range or rural districts like Idukki (IDK) and Wayanad remain underserved. The following chart gives the district wise number schools following non – state syllabus in ascending order of school count.



Regarding student enrollment and gender demographics, the collective student body across these institutions totals 1,104,438. The data indicates a slight gender imbalance, with 570,432 boys compared to 534,006 girls. Ernakulam (EKM) maintains the highest student concentration with 181,476 individuals, followed by Thiruvananthapuram (TVM) with 136,017. Conversely, Wayanad (WND) accounts for the lowest volume of students, recording just 19,490. While the regional trend generally leans toward higher male enrollment, Pathanamthitta (PTA) demonstrates nearly perfect gender parity with 21,495 boys and 21,521 girls. Notably, Pathanamthitta is the only district in the dataset where female enrollment actually exceeds male enrollment, albeit by a marginal difference of only 26 students. The following chart gives the district wise number of students studying in non – state syllabus schools according to gender.



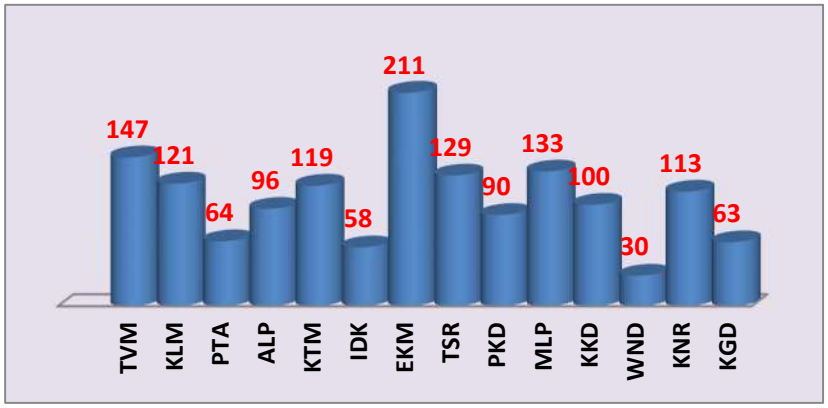
The workforce supporting these institutions consists of a total of 58,710 teachers. The most striking aspect of the faculty data is the overwhelming gender imbalance in favor of female educators, with 52,105 female teachers compared to only 6,605 male teachers. This means that roughly 88.7% of the teaching staff across these schools are women. In Thiruvananthapuram, for instance, female teachers (6,001) outnumber males (701) by more than eight times. This trend is consistent across all districts, highlighting that the non-state syllabus education sector is a female-dominated profession in this region.



The succeeding paragraphs give an exclusive analysis of educational institutions affiliated with the CBSE and ICSE boards.

7.2.1 Educational Institutions affiliated with CBSE Boards.

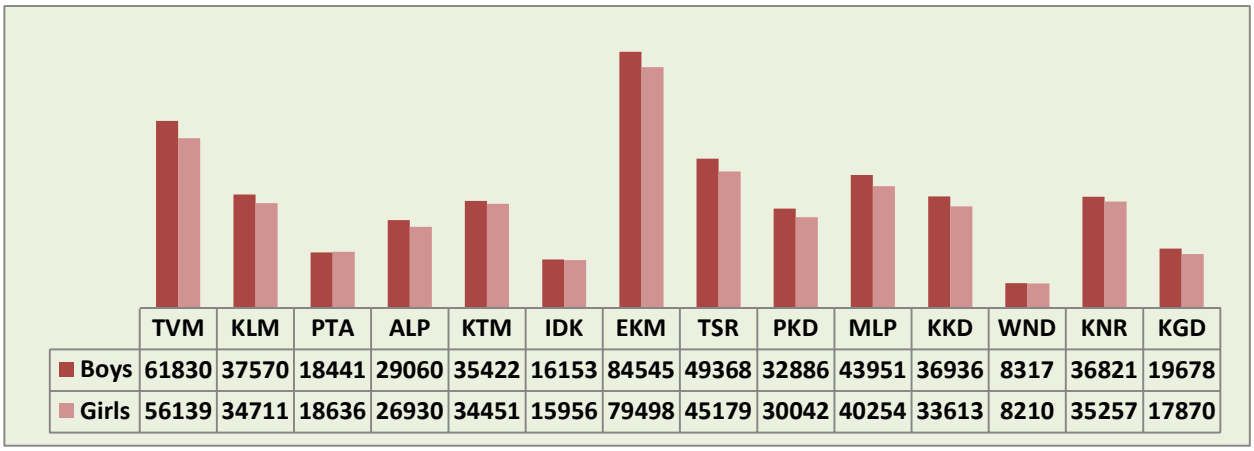
The provided data offers a comprehensive overview of the CBSE educational landscape in Kerala, detailing a robust network of 1,474 schools. These institutions serve a total student population of 9,87,724, maintained by a dedicated workforce of 52,755 teachers. A district-wise analysis reveals that Ernakulam serves as the primary hub for CBSE education, leading the state with 211 schools and the highest student enrollment of 1,64,043. Conversely, Wayanad represents the smallest footprint with only 30 schools and 16,527 students. The data also highlights a significant gender distribution within the faculty; of the total teaching staff, approximately 88% are female (46,663), compared to just 12% male (6,092). Overall, the student population shows a relatively balanced gender ratio, with 5,10,978 boys and 4,76,746 girls enrolled across the state's CBSE affiliated institutions



#	DIST.	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
1	TVM	147	61830	56139	117969	626	5187	5813
2	KLM	121	37570	34711	72281	422	3463	3885
3	PTA	64	18441	18636	37077	240	1873	2113
4	ALP	96	29060	26930	55990	218	2713	2931
5	KTM	119	35422	34451	69873	466	3686	4152
6	IDK	58	16153	15956	32109	306	1385	1691
7	EKM	211	84545	79498	164043	823	8041	8864
8	TSR	129	49368	45179	94547	478	4744	5222
9	PKD	90	32886	30042	62928	341	2873	3214
10	MLP	133	43951	40254	84205	828	3925	4753
11	KKD	100	36936	33613	70549	500	3170	3670
12	WND	30	8317	8210	16527	163	738	901
13	KNR	113	36821	35257	72078	438	3184	3622
14	KGD	63	19678	17870	37548	243	1681	1924
TOTAL		1474	510978	476746	987724	6092	46663	52755

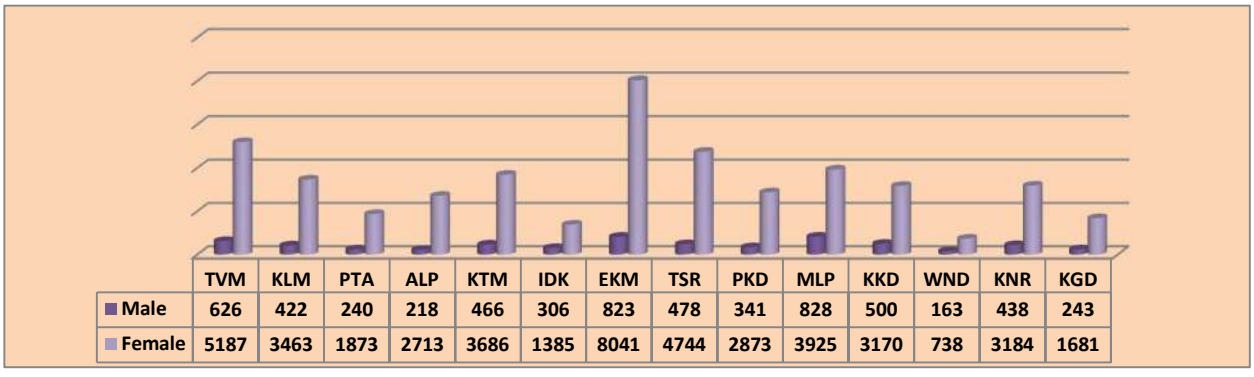
The student body across Kerala's CBSE-affiliated schools is characterized by a massive enrollment of 987,724 students, reflecting the curriculum's significant footprint in the state. A detailed breakdown reveals a total of 510,978 boys and 476,746 girls, indicating a relatively balanced gender distribution with a slight male majority. Geographically, student

concentration is highest in Ernakulam, which leads the state with 164,043 students, followed by Thiruvananthapuram with 117,969. These two districts are the only ones to surpass the 1,00,000-student mark, contrasting sharply with Wayanad, which records the lowest enrollment at 16,527 students. Other significant enrollment centers include Thrissur (94,547) and Malappuram (84,205), while high-altitude or smaller districts like Idukki (32,109) and Pathanamthitta (37,077) maintain much lower student populations. Overall, the data illustrates a robust and widely distributed student population that is most densely clustered in Kerala's urban and commercial hubs.



	TVM	KLM	PTA	ALP	KTM	IDK	EKM	TSR	PKD	MLP	KKD	WND	KNR	KGD
Boys	61830	37570	18441	29060	35422	16153	84545	49368	32886	43951	36936	8317	36821	19678
Girls	56139	34711	18636	26930	34451	15956	79498	45179	30042	40254	33613	8210	35257	17870

The teaching faculty within Kerala's CBSE-affiliated schools is composed of a total of 52,755 teachers. A profound gender imbalance characterizes this workforce, with 46,663 female teachers (approximately 88.5%) compared to 6,092 male teachers (approximately 11.5%). Geographically, the distribution of staff closely mirrors student enrollment trends, with Ernakulam employing the largest faculty of 8,864 teachers, followed by Thiruvananthapuram with 5,813 and Thrissur with 5,222. In contrast, Wayanad has the smallest teaching community with only 901 members. On average, the teacher-student ratio across the state stands at approximately one teacher for every 18.7 students, though this varies by district. The highest concentrations of male teachers are found in Malappuram (828) and Ernakulam (823), while Wayanad and Alappuzha record the lowest numbers of male faculty members at 163 and 218 respectively.

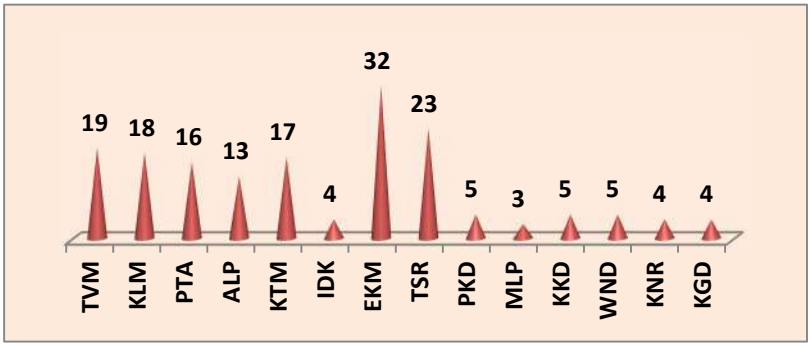


	TVM	KLM	PTA	ALP	KTM	IDK	EKM	TSR	PKD	MLP	KKD	WND	KNR	KGD
Male	626	422	240	218	466	306	823	478	341	828	500	163	438	243
Female	5187	3463	1873	2713	3686	1385	8041	4744	2873	3925	3170	738	3184	1681

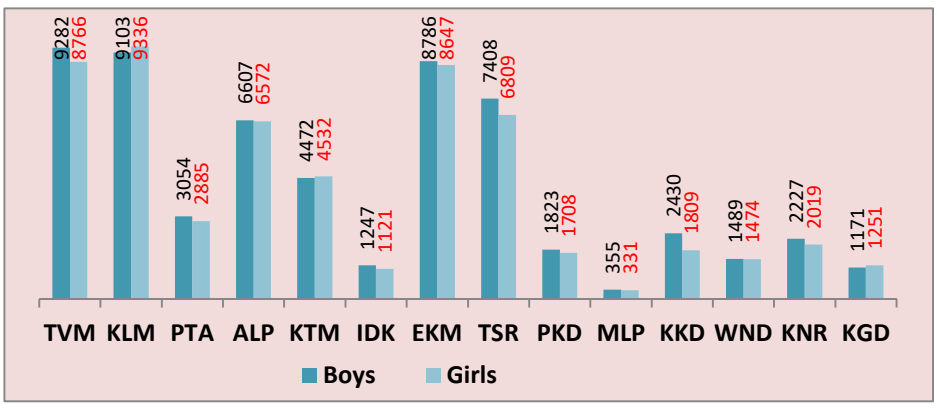
7.2 Educational Institutions affiliated with ICSE Boards.

ICSE schools in India represent a distinct and highly regarded segment of the nation's education system. The Indian Certificate of Secondary Education (ICSE) examination is conducted by the Council for the Indian School Certificate Examinations (CISCE), a private board established in 1986 in India. CISCE designs its examinations in the general education course according to the recommendations of the New Education Policy 2020. The Indian School Certificate (ISC) examination is also conducted by CISCE, specifically for Class 12 students. Today, CISCE stands as a prominent education board in India, empowering students to build and secure their careers through in-depth knowledge and proficiency in English.

The ICSE educational network in Kerala comprises a total of 168 schools, which are strategically distributed with a higher density in the southern and central regions. Ernakulam serves as the primary hub for this curriculum, leading the state with 32 schools, followed by Thrissur with 23, Thiruvananthapuram with 19, and Kollam with 18. The presence of ICSE institutions is more moderate in districts like Kottayam (17), Pathanamthitta (16), and Alappuzha (13). In contrast, the northern and high-range districts show a much smaller footprint, with Palakkad, Kozhikode, and Wayanad each containing 5 schools, while Idukki, Kannur, and Kasaragod have only 4 institutions each. The curriculum has its most limited reach in Malappuram, which records only 3 schools statewide. Number of ICSE schools shows a slight increase from the previous academic year, 2023-24, which had 167 affiliated schools, with the addition of one newly affiliated school located in the Thrissur district. All these schools are private unaided, 99 in rural areas and 69 in urban areas. 81 ICSE schools are high schools and the remaining 87 ICSE schools offer higher secondary education. 161 ICSE schools offer pre-primary classes.

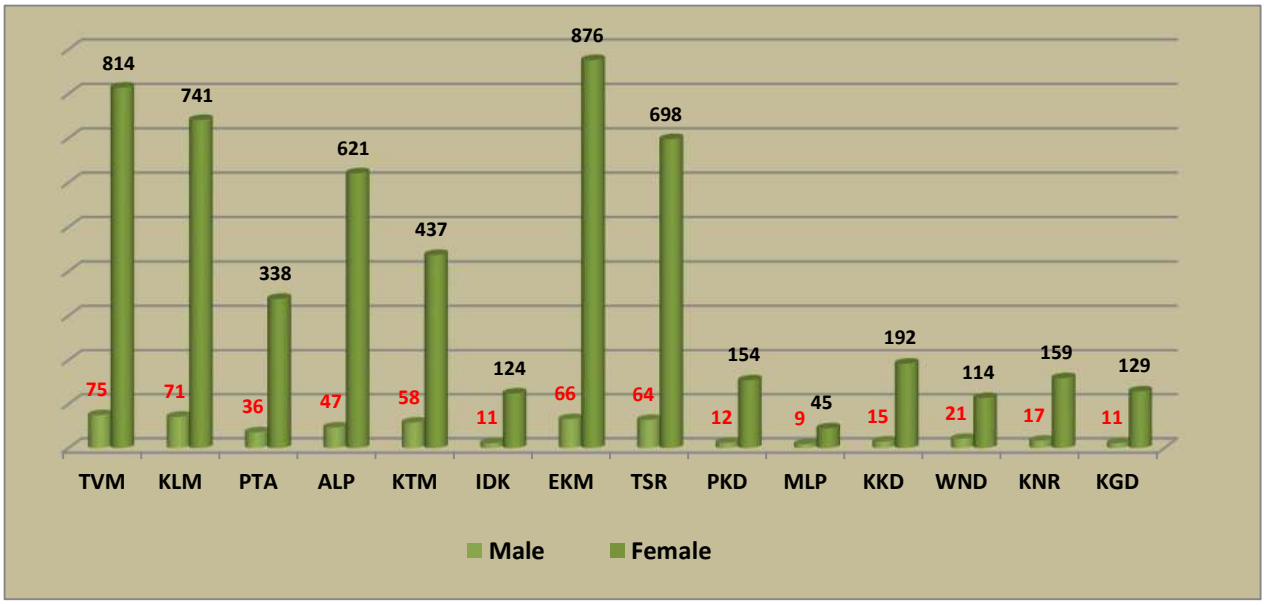


The ICSE student population in Kerala consists of 116,714 students, with a nearly even distribution between 59,454 boys and 57,260 girls. Geographically, the highest concentration of students is found in Kollam, which leads the state with 18,439 students, followed



closely by Thiruvananthapuram with 18,048 and Ernakulam with 17,433. Other districts with significant enrollment include Thrissur and Alappuzha, which host 14,217 and 13,179 students respectively. In contrast, several districts maintain much smaller ICSE student bodies, notably Malappuram, which has the lowest enrollment in the state with only 686 students. Regional enrollment is also comparatively low in Idukki (2,368), Kasaragod (2,422), and Wayanad (2,963), reflecting a curriculum that is primarily centered in Kerala's southern and central urban corridors.

The teaching faculty within Kerala's ICSE schools is composed of 5,955 professionals, characterized by a significant gender imbalance where 5,442 are female and only 513 are male.



Geographically, the largest concentration of teachers is found in Ernakulam with 942 staff members, followed by Thiruvananthapuram with 889 and Kollam with 812. Other districts with substantial teaching bodies include Thrissur (762) and Alappuzha (668). Conversely, the workforce is smallest in Malappuram, which employs only 54 teachers. Additional districts with relatively low faculty counts include Idukki and Wayanad, each recording 135 teachers, and Kasaragod with 140. This distribution highlights that the majority of the ICSE teaching workforce is concentrated in the state's southern and central urban centers.

The following table provides a comprehensive breakdown of the number of schools, students, and teachers in ICSE Schools.

SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
1	TVM	19	9282	8766	18048	75	814	889
2	KLM	18	9103	9336	18439	71	741	812
3	PTA	16	3054	2885	5939	36	338	374
4	ALP	13	6607	6572	13179	47	621	668

SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
5	KTM	17	4472	4532	9004	58	437	495
6	IDK	4	1247	1121	2368	11	124	135
7	EKM	32	8786	8647	17433	66	876	942
8	TSR	23	7408	6809	14217	64	698	762
9	PKD	5	1823	1708	3531	12	154	166
10	MLP	3	355	331	686	9	45	54
11	KKD	5	2430	1809	4239	15	192	207
12	WND	5	1489	1474	2963	21	114	135
13	KNR	4	2227	2019	4246	17	159	176
14	KGD	4	1171	1251	2422	11	129	140
TOTAL		168	59454	57260	116714	513	5442	5955

7.3 Categorization of Educational Institutions under the CBSE Framework

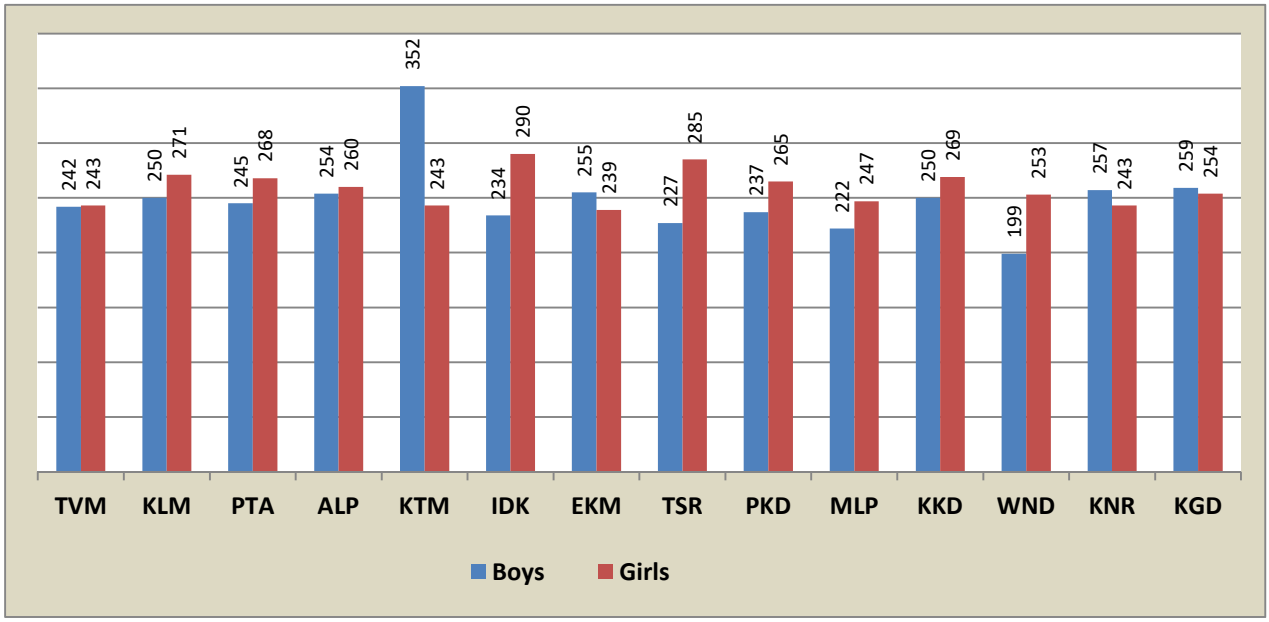
In Kerala, while the Central Board of Secondary Education (CBSE) is the overarching academic board, the schools affiliated with it are broadly categorized based on their administration, funding, and target demographic. The three main pillars of CBSE education in Kerala are Jawahar Navodaya Vidyalayas (JNV), Kendriya Vidyalayas (KV), and Independent (Central Govt, State Govt, and Private) CBSE Schools. Each serves a distinct purpose within the state's educational landscape. For the year 2024 – 25, there are 1422 CBSE syllabus schools (excluding JNVs and KVs).38 Kendriya Vidyalayas (KV) and 14 Jawahar Navodaya Vidyalayas (JNV). Both Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas follow the CBSE syllabus. Kendriya Vidyalayas primarily serve the children of employees of the central government, including defense personnel and paramilitary forces. Jawahar Navodaya Vidyalayas, on the other hand, are residential schools primarily for talented students from rural backgrounds. These schools constitute a smaller fraction of the other syllabus schools in the state. An analysis on each category is described below.

7.3.1 Jawahar Navodaya Vidyalaya (JNV)

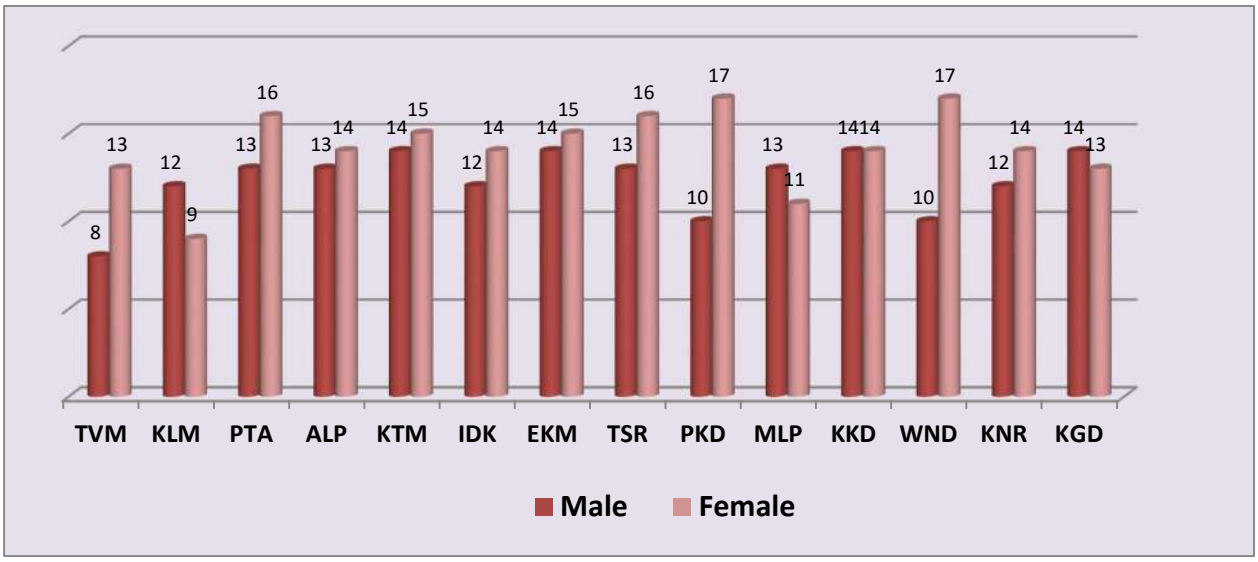
Jawahar Navodaya Vidyalaya (JNV) is a system of central schools for talented students predominantly from rural areas in India, targeting gifted students who lack access to accelerated learning due to financial, social and rural disadvantages. They are run by Navodaya Vidyalaya Samiti, an autonomous organization under the Department of School Education and Literacy, Ministry of Education. JNVs are fully residential and co-educational schools affiliated to Central Board of Secondary Education (CBSE), with classes from VI to XII. A comprehensive district-wise statistical breakdown of these figures is provided in the table below.

SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
1	TVM	1	242	243	485	8	13	21
2	KLM	1	250	271	521	12	9	21
3	PTA	1	245	268	513	13	16	29
4	ALP	1	254	260	514	13	14	27
5	KTM	1	352	243	595	14	15	29
6	IDK	1	234	290	524	12	14	26
7	EKM	1	255	239	494	14	15	29
8	TSR	1	227	285	512	13	16	29
9	PKD	1	237	265	502	10	17	27
10	MLP	1	222	247	469	13	11	24
11	KKD	1	250	269	519	14	14	28
12	WND	1	199	253	452	10	17	27
13	KNR	1	257	243	500	12	14	26
14	KGD	1	259	254	513	14	13	27
TOTAL		14	3483	3630	7113	172	198	370

There is total 14 JNVs in Kerala, one in each district. In the academic year 2024-25, JNV schools have 7113 students in classes 1 to 12 and 5271 students in classes 1 to 10. The district with the highest number of students is Kottayam (595 students), followed by Idukki (524 students). The district with the lowest number of students is Wayanad (452 students). The number of students in JNV is more or less the same in all districts (may be because every district has one JNV each). The bar diagram given above shows the district wise number of male and female students and male students in JNVs.



The data reveals a total workforce of 370 teachers across the state, with a clear majority being female. Female teachers account for 198 (53.5%) of the staff, while male teachers make up 172 (46.5%). This trend of higher female representation is consistent in most districts, most notably in Palakkad (PKD) and Wayanad (WND), where female teachers (17) significantly outnumber their male counterparts (10). Conversely, districts like Kollam (KLM) and Malappuram (MLP) show a higher concentration of male teachers. The bar diagram given below shows the district wise number of male and female teachers in JNVs.



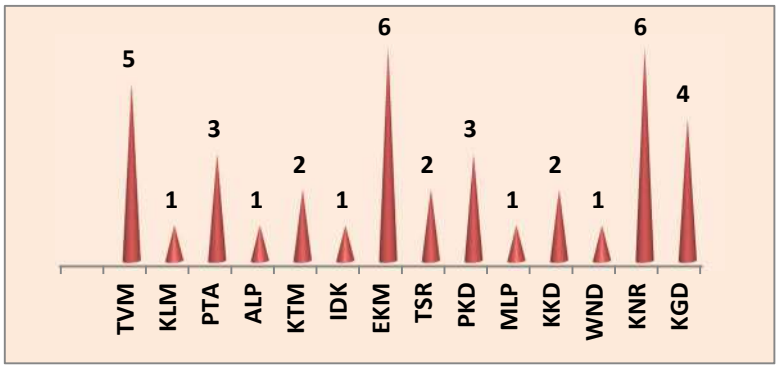
7.3.2 . KendriyaVidyalayas (KVs)

Kendriya Vidyalayas (KVs), also known as Central Schools, are a system of premier central government schools in India, established in 1963. Operating under the Ministry of Education, they primarily serve the children of transferable central government employees, including defense personnel and paramilitary forces. KVs are known for their focus on academics, co-curricular activities, and holistic development, playing a significant role in providing quality education at affordable fees and fostering national integration. Kendriya Vidyalayas play a significant role in the educational landscape of Kerala, catering to a diverse student population and contributing significantly to the academic and co-curricular development of children. A comprehensive district-wise statistical breakdown of number of schools, students and teachers is provided in the table below.

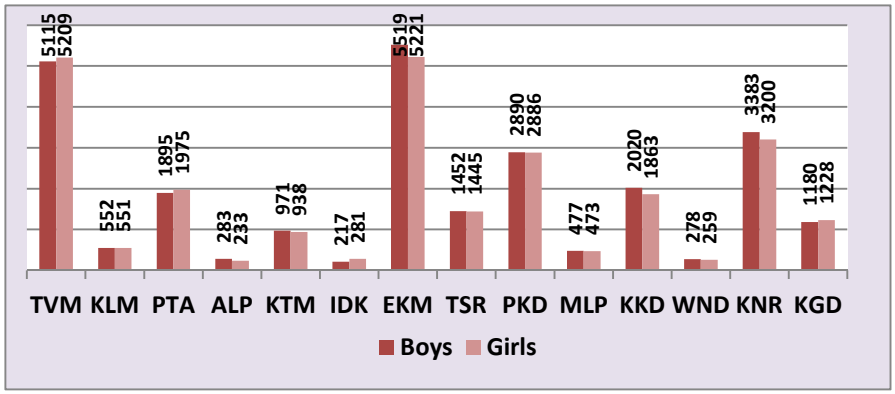
SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
1	TVM	5	5115	5209	10324	82	224	306
2	KLM	1	552	551	1103	15	28	43
3	PTA	3	1895	1975	3870	46	110	156
4	ALP	1	283	233	516	5	17	22

SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
5	KTM	2	971	938	1909	12	56	68
6	IDK	1	217	281	498	12	23	35
7	EKM	6	5519	5221	10740	86	246	332
8	TSR	2	1452	1445	2897	35	72	107
9	PKD	3	2890	2886	5776	43	112	155
10	MLP	1	477	473	950	14	14	28
11	KKD	2	2020	1863	3883	29	77	106
12	WND	1	278	259	537	12	9	21
13	KNR	6	3383	3200	6583	79	165	244
14	KGD	4	1180	1228	2408	36	59	95
TOTAL		38	26232	25762	51994	506	1212	1718

The distribution of Kendriya Vidyalayas in Kerala reflects a strategic placement of these central institutions, primarily concentrated in districts with significant administrative, defense, or industrial presence. With a total of 38 KVs listed across the 14 districts, the data reveals a balanced yet slightly skewed distribution toward the northern and southern tips of the state.



Ernakulam (EKM) and Kannur (KNR) emerge as the primary hubs, each hosting 6 schools. Ernakulam's high count is likely due to its status as a commercial and defense center (home to the Southern Naval Command), while Kannur's prominent tally includes significant defense and project-sector schools like those in Ezhimala and Kelton Nagar. Thiruvananthapuram (TVM) follows closely with 5 schools. As the state capital and a major center for defense (Pangode) and space research (VSSC), the high number of KVs here caters to the large population of transferable central government employees. Districts like Kollam (KLM), Alappuzha (ALP), Idukki (IDK), Malappuram (MLP), and Wayanad (WND) have the lowest representation

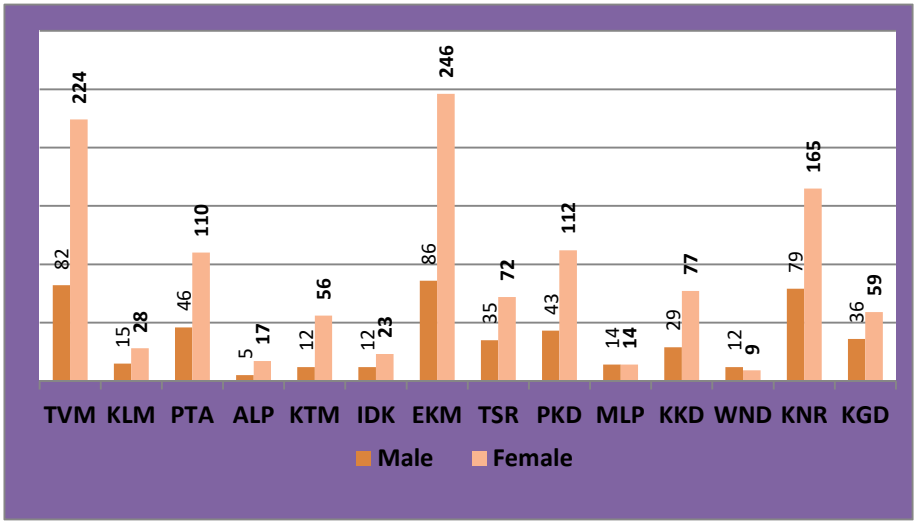


with only 1 school each. In the case of Wayanad and Idukki, this single presence is vital due to their hilly terrain and relatively remote locations.

The total enrollment of students in KVs in Kerala is 51,994 consisting of 26,232 boys and 25,762 girls. The data indicates a healthy and nearly equal gender ratio across the state's central school system. Ernakulam (EKM) and Thiruvananthapuram (TVM) are the clear leaders in enrollment. Ernakulam records the highest overall count with 10,740 students, closely followed by the capital city, Thiruvananthapuram, with 10,324 students. These two districts alone account for nearly 40% of the total KV student population in Kerala, underscoring their status as major hubs for central government and defense personnel. The data highlights a significant disparity in student density between urban/defense hubs and rural or hilly regions. While Kannur remains a strong northern bastion with 6,583 students, districts like Idukki (498 students), Wayanad (537 students), and Alappuzha (516 students) show much lower enrollment. This reflects the presence of only a single Kendriya Vidyalaya in those areas, catering to a smaller, more localized group of central employees compared to the multi-school clusters found in Ernakulam or Thiruvananthapuram.

The workforce supporting these institutions consists a total of 1,718 teachers, comprising 506 male and 1,212 female teachers. This highlights a significant gender disparity, with female teachers outnumbering their male counterparts by a ratio of approximately 5:2. The most striking highlight of KVs is the overwhelming presence of female teachers in almost every district. In major educational hubs like Ernakulam (EKM) and Thiruvananthapuram (TVM), female teachers constitute nearly 74% of the total staff. This trend is even more pronounced in districts like Kottayam (KT M), where female teachers (56) outnumber male teachers (12) by nearly five times. This reflects a broader national trend in the primary and secondary education sectors where teaching is a female-dominated profession.

Consistent with student enrollment and school count data, Ernakulam and Thiruvananthapuram host the largest teaching bodies. Ernakulam leads the state with 332 teachers, followed by Thiruvananthapuram with 306. Kannur (KNR) also maintains a strong presence with 244 teachers. Together, these three districts account for over 50% of the KV teaching workforce in Kerala. The concentration of staff in these regions is directly



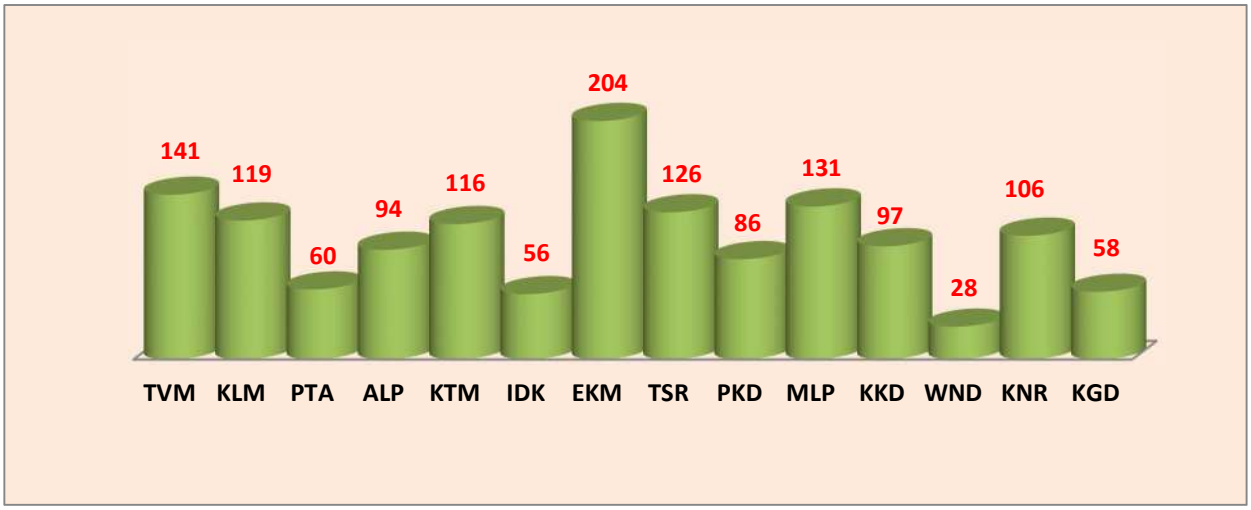
proportional to the higher number of KV units operating there to serve central government and defense sectors.

7.3.3 Independent (Central Govt, State Govt, Private) CBSE Schools

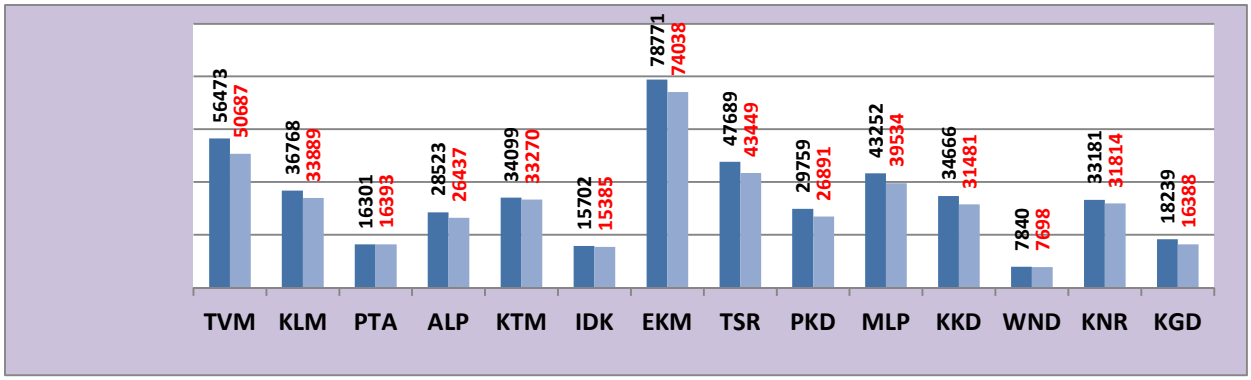
The table given below provides a detailed breakdown of CBSE schools (Central Government, State Government and private unaided CBSE schools) across the 14 districts of Kerala, revealing significant regional disparities in educational infrastructure. Ernakulam (EKM) stands out as the primary hub with the highest number of schools at 204, followed by the capital district, Thiruvananthapuram (TVM), with 141 institutions. In contrast, hilly and less urbanized regions show much lower figures, with Wayanad (WND) recording the state's minimum of only 28 schools. The data shows a concentration of CBSE-affiliated private education in the central and southern urban corridors, specifically in districts like Thrissur (TSR), Kollam (KLM), and Malappuram (MLP), which all maintain counts above 115. Meanwhile, districts such as Idukki (IDK) and Kasaragod (KGD) remain on the lower end of the spectrum with 56 and 58 schools respectively, highlighting a potential gap in private school accessibility between the state's coastal/midland urban centers and its high-range or northernmost territories.

SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
1	TVM	141	56473	50687	107160	536	4950	5486
2	KLM	119	36768	33889	70657	395	3426	3821
3	PTA	60	16301	16393	32694	181	1747	1928
4	ALP	94	28523	26437	54960	200	2682	2882
5	KTM	116	34099	33270	67369	440	3615	4055
6	IDK	56	15702	15385	31087	282	1348	1630
7	EKM	204	78771	74038	152809	723	7780	8503
8	TSR	126	47689	43449	91138	430	4656	5086
9	PKD	86	29759	26891	56650	288	2744	3032
10	MLP	131	43252	39534	82786	801	3900	4701
11	KKD	97	34666	31481	66147	457	3079	3536
12	WND	28	7840	7698	15538	141	712	853
13	KNR	106	33181	31814	64995	347	3005	3352
14	KGD	58	18239	16388	34627	193	1609	1802
TOTAL		**1422**	**481263**	**447354**	**928617**	**5414**	**45253**	**50667**

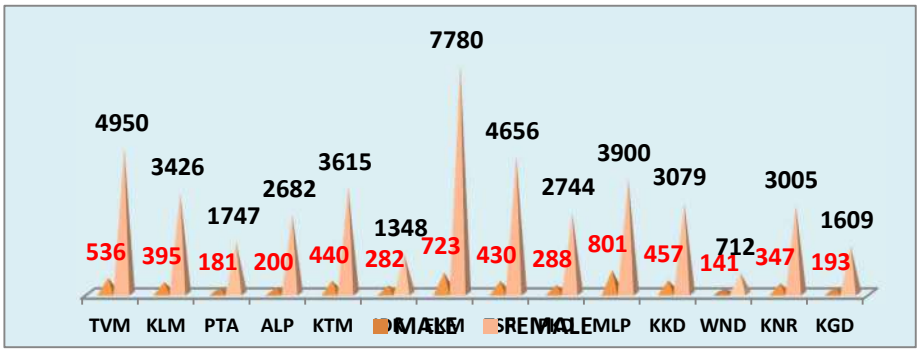
The diagram given below shows the pictorial representation of district wise number of CBSC schools in Kerala.



While going to student enrollment in CBSE schools across Kerala, categorized by gender and district. Ernakulam (EKM) emerges as the most significant educational hub, leading the state with a total of 152,809 students, followed by Thiruvananthapuram (TVM) with 107,160 students. Consistent with the school distribution data, Wayanad (WND) shows the lowest enrollment figures with only 15,538 student's total. Across almost every district, there is a consistent trend of higher enrollment among boys compared to girls, with the notable exception of Pathanamthitta (PTA), where the number of girls (16,393) slightly exceeds the number of boys (16,301).The diagram given below shows the pictorial representation of district wise student's enrolment in CBSE Schools.



The distribution of teaching staff in CBSE schools across Kerala, revealing a significant gender disparity within the profession. Ernakulam (EKM) leads the state with the



largest teaching workforce, totaling 8,503 teachers, followed by Thiruvananthapuram (TVM) with 5,486. A striking feature of the report is the overwhelming predominance of female educators; in every single district, female teachers vastly outnumber their male counterparts, often by a ratio of more than 10:1. For instance, in Ernakulam, there are 7,780 female teachers compared to just 723 males. Conversely, Wayanad (WND) records the lowest number of educators, with a total staff of 853, reflecting the smaller number of schools in that region.

7.4 Analysis of CBSE schools in Kerala according to school Management.

Of the 1,422 CBSE schools, six are under Central Government management, and two are managed by the Kerala State Scheduled Tribes (ST) Development Department as the Nodal Department. The remaining 1,414 schools operate within the private unaided sector. A detailed analysis of these three categories follows

7.4.1 CBSE School managed by Central Government

The table given below describes the number of schools, students and teachers in Central Government CBSE schools in Kerala. It reveals a highly localized distribution, with only three out of fourteen districts - Thiruvananthapuram (TVM), Palakkad (PKD), and Kannur (KNR) . Each of these three districts operates two schools. Thiruvananthapuram stands out as the primary educational hub, hosting 1,369 students, which constitutes roughly 69% of the total student population. In contrast, Kannur and Palakkad have significantly smaller student bodies with 323 and 280 students, respectively. A demographic analysis shows a consistent trend where male students outnumber female students across all active districts, most notably in Thiruvananthapuram, where boys represent approximately 68% of the enrollment. Regarding the teaching staff, the distribution of the 130 total teachers follows the student density. Thiruvananthapuram employs the largest faculty with 68 teachers, maintaining a perfect gender balance of 34 males and 34 females. Palakkad and Kannur follow with 34 and 28 teachers, respectively. Interestingly, while Palakkad has a higher proportion of male teachers (21), Kannur's faculty is predominantly female (23). The workload distribution varies significantly across the state: Thiruvananthapuram maintains a Pupil-Teacher Ratio (PTR) of approximately 20:1, whereas Palakkad and Kannur enjoy much smaller ratios of roughly 8:1 and 11:1. This suggests that while the capital handles a much higher volume of students, the schools in the northern and central active districts may offer more personalized instruction due to lower student-to-staff ratios.

SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
1	TVM	2	936	433	1369	34	34	68
2	KLM	0	0	0	0	0	0	0
3	PTA	0	0	0	0	0	0	0

SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
4	ALP	0	0	0	0	0	0	0
5	KTM	0	0	0	0	0	0	0
6	IDK	0	0	0	0	0	0	0
7	EKM	0	0	0	0	0	0	0
8	TSR	0	0	0	0	0	0	0
9	PKD	2	162	118	280	21	13	34
10	MLP	0	0	0	0	0	0	0
11	KKD	0	0	0	0	0	0	0
12	WND	0	0	0	0	0	0	0
13	KNR	2	184	139	323	5	23	28
14	KGD	0	0	0	0	0	0	0
TOTAL		6	1282	690	1972	60	70	130

7.4.2 CBSE schools with Kerala State ST Department as Nodal Department

The ST Development Department oversees two primary CBSE-affiliated institutions in the Thiruvananthapuram district. The first is an Eklavya Model Residential School (EMRS), funded by the Ministry of Tribal Affairs (MoTA) and managed by the Kerala State EMRS Society. The second is a Model Residential School (MRS), established with CBSE affiliation to provide national-level academic standards for tribal students. Collectively, these two schools serve 500 students (230 male and 270 female) and are staffed by 47 teachers (16 male and 31 female).

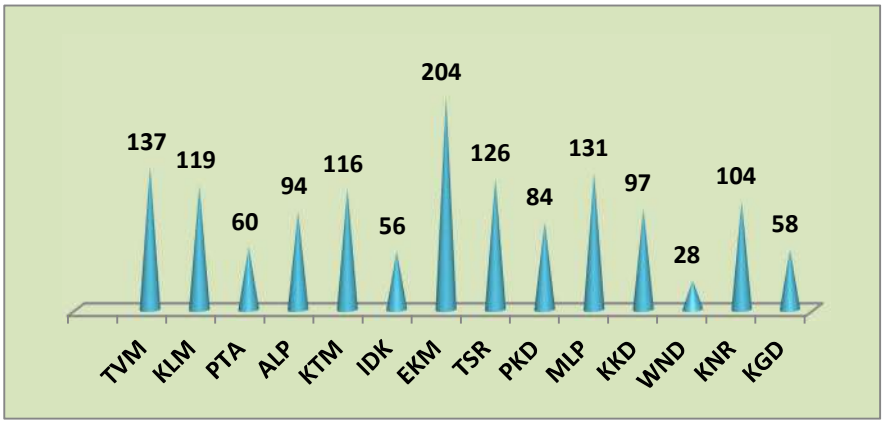
7.4.3 Private Unaided Schools affiliated with the CBSE

A total of 1,414 private unaided schools with CBSE affiliation operate across Kerala. These institutions cater to 9.26 lakh students and employ a teaching staff of 50,490. The district-wise distribution of this data is detailed in the table below

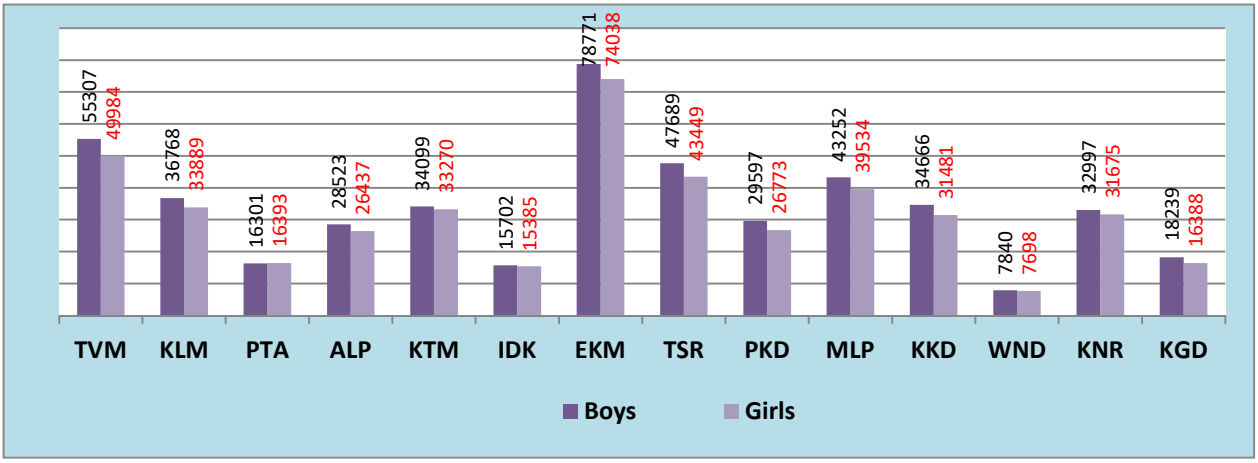
SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
1	TVM	137	55307	49984	105291	486	4885	5371
2	KLM	119	36768	33889	70657	395	3426	3821
3	PTA	60	16301	16393	32694	181	1747	1928
4	ALP	94	28523	26437	54960	200	2682	2882
5	KTM	116	34099	33270	67369	440	3615	4055
6	IDK	56	15702	15385	31087	282	1348	1630
7	EKM	204	78771	74038	152809	723	7780	8503
8	TSR	126	47689	43449	91138	430	4656	5086
9	PKD	84	29597	26773	56370	267	2731	2998

SL NO	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS			NO. OF TEACHERS		
			Boys	Girls	Total	Male	Female	Total
10	MLP	131	43252	39534	82786	801	3900	4701
11	KKD	97	34666	31481	66147	457	3079	3536
12	WND	28	7840	7698	15538	141	712	853
13	KNR	104	32997	31675	64672	342	2982	3324
14	KGD	58	18239	16388	34627	193	1609	1802
TOTAL		1414	479751	446394	926145	5338	45152	50490

Ernakulam (EKM) leading the state with 204 schools, making it the primary hub for private CBSE education. Following Ernakulam, Thiruvananthapuram (TVM) hosts 137 schools, while Malappuram (MLP), Thrissur (TSR), Kollam (KLM), and Kottayam (KTM) all maintain strong numbers, each exceeding 100 institutions. This broad distribution suggests a high demand for the CBSE curriculum across both urban and semi-urban centers in Kerala. On the lower end of the spectrum, the hilly and less urbanized districts show a sparser distribution of private unaided schools. Wayanad (WND) has the fewest institutions with only 28 schools, followed by Idukki (IDK) with 56 and Kasaragod (KGD) with 58. The central and southern regions appear to have a higher density of these schools compared to the northern reaches of the state, excluding Malappuram and Kannur.



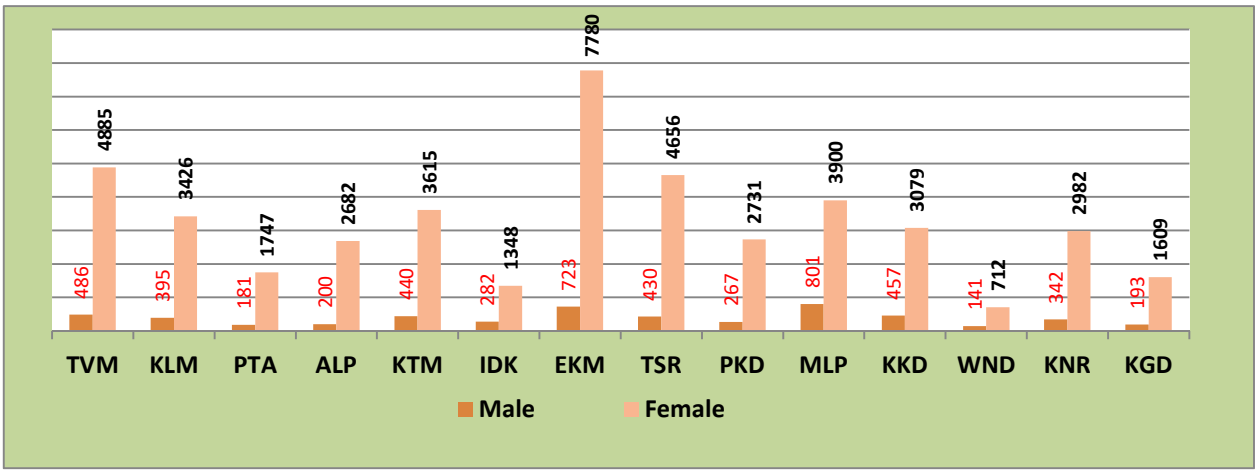
The data regarding student enrollment in private unaided CBSE schools across Kerala reveals a significant educational landscape with a total population of nearly 9,26,145



students. Ernakulam (EKM) emerges as the clear leader in this sector, boasting the highest enrollment with over 1,52,809 students (78,771 boys and 74,038 girls), which aligns with its status as the state's commercial hub. Thiruvananthapuram (TVM) and Thrissur (TSR) also show substantial figures, both exceeding 90,000 total students.

Conversely, the hilly and tribal-majority district of Wayanad (WND) shows the lowest participation in the private CBSE sector, with only 15,538 students in total. From a demographic perspective, the data shows a consistent trend where enrollment for boys slightly exceeds that of girls in almost every district. Pathanamthitta (PTA) stands out as a unique exception in this dataset, being the only district where the number of girls (16,393) marginally surpasses the number of boys (16,301). Overall, the high enrollment numbers in districts like Malappuram, Kollam, and Kottayam-all surpassing 60,000 students underscore the widespread reliance on private unaided institutions for CBSE education throughout the state, particularly in urbanized coastal and central regions.

The statistical data regarding the teaching workforce in private unaided CBSE schools across Kerala reveals a profound gender disparity, with female educators overwhelmingly dominating the sector in every district. Out of a total workforce of 50,490 teachers, female teachers account for more than 90% of the positions.



Ernakulam (EKM) serves as the primary employment hub with a total of 8,503 teachers (7,780 female and 723 male), followed by Thiruvananthapuram (TVM) with 5,371 and Thrissur (TSR) with 5,086. Even in districts with the lowest total staff counts, such as Wayanad (WND) which has only 853 teachers, the ratio remains heavily skewed toward female staff.

A district-wise analysis of male representation shows that Malappuram (MLP) has the highest number of male teachers at 801, which is notably higher than even the more populous Ernakulam in that specific category. In contrast, districts like Wayanad, Pathanamthitta (PTA), and Kasaragod (KGD) report the fewest male educators, all falling below the 200 numbers. The data suggests that while the private CBSE sector is a massive employer within the state's education system, it relies almost exclusively on a female-driven workforce. This trend is

consistent across the geographical breadth of Kerala, from the high-density urban centers to the smaller hiller regions, highlighting a systemic characteristic of the private unaided schooling model in the state.

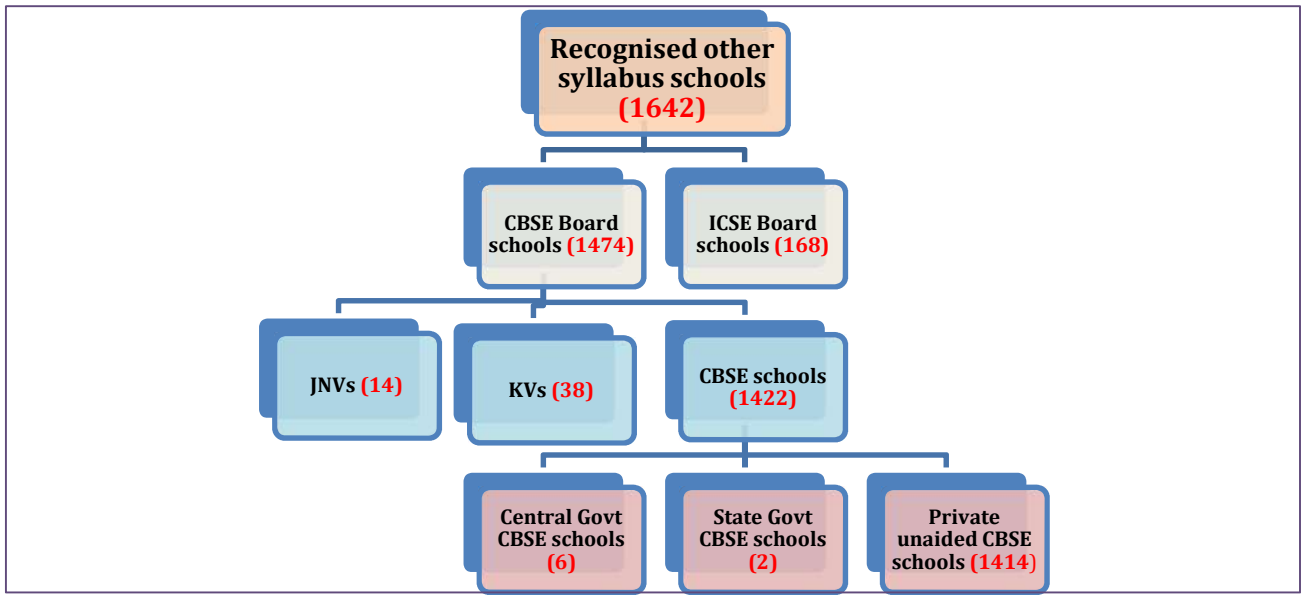
7.5. Non Teaching staff in Schools outside the Kerala State Education Board

The non-teaching staff distribution across schools following other syllabi in Kerala is characterized by a significant female majority, with 16,346 females (approximately 63.5%) compared to 9,400 males. This workforce of 25,746 individuals is overwhelmingly concentrated in Private Unaided CBSE schools, which employ 22,869 staff members—nearly 89% of the total recorded. ICSE schools represent the next largest employer with 2,471 staff, while government-run or assisted institutions like Jawahar Navodaya Vidyalayas (JNV), Kendriya Vidyalayas (KV), and State Government CBSE schools maintain a much smaller non-teaching footprint. Geographically, Ernakulam and Thiruvananthapuram serve as the primary hubs for this workforce, while districts like Wayanad and Idukki show the lowest staffing levels. Notably, while female staff dominates the private sector, male staff are more prevalent in JNV and KV institutions. The following table provides a district-wise breakdown of non-teaching staff across various categories of institutions following a non-state syllabus in Kerala.

DIST	JNV		KV		ICSE		Central Govt.CBSE Schools (Other than JNV & KV)		State Govt. CBSE Schools		Private unaided CBSE Schools		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TVM	7	5	13	7	130	228	43	7	15	10	1262	1848	**1470**	**2105**
KLM	7	2	0	1	87	203	0	0	0	0	713	1229	**807**	**1435**
PTA	8	7	9	3	79	143	0	0	0	0	344	615	**440**	**768**
ALP	6	3	3	0	117	154	0	0	0	0	386	778	**512**	**935**
KTM	7	5	5	1	52	146	0	0	0	0	559	991	**623**	**1143**
IDK	14	5	1	0	5	27	0	0	0	0	312	359	**332**	**391**
EKM	6	7	9	5	161	300	0	0	0	0	1253	2521	**1429**	**2833**
TSR	6	6	7	11	92	217	0	0	0	0	640	1605	**745**	**1839**
PKD	7	3	10	2	19	38	6	1	0	0	517	917	**559**	**961**
MLP	6	5	3	1	4	12	0	0	0	0	756	1220	**769**	**1238**
KKD	7	4	4	1	16	58	0	0	0	0	637	884	**664**	**947**
WND	8	2	1	1	11	29	0	0	0	0	197	261	**217**	**293**
KNR	6	4	9	10	15	36	14	20	0	0	402	836	**446**	**906**
KGD	9	4	5	2	34	58	0	0	0	0	339	488	**387**	**552**
Total	**104**	**62**	**79**	**45**	**822**	**1649**	**63**	**28**	**15**	**10**	**8317**	**14552**	**9400**	**16346**

7.6 VISUAL EXECUTIVE SUMMERY

Flow diagram 1
Number of affiliated schools outside the Kerala State Education Board



Flow diagram 2
Number of Students in Recognized other syllabus schools in Kerala

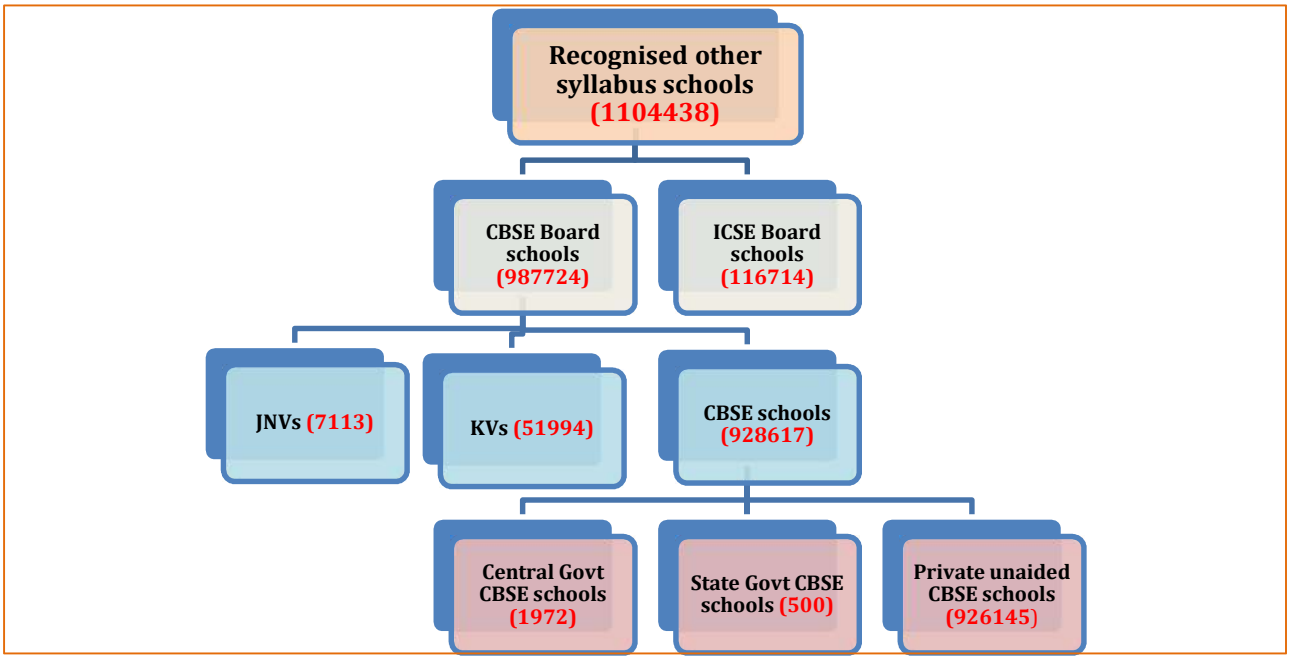


Diagram 3

Number of Teachers in other syllabus schools in Kerala

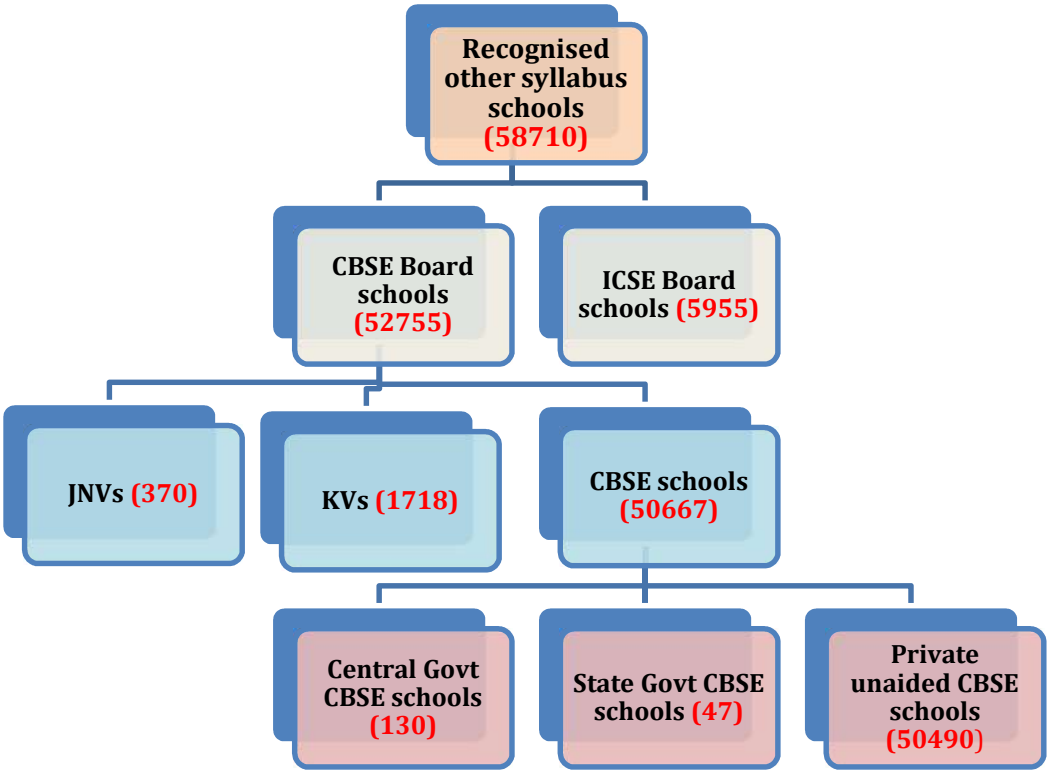
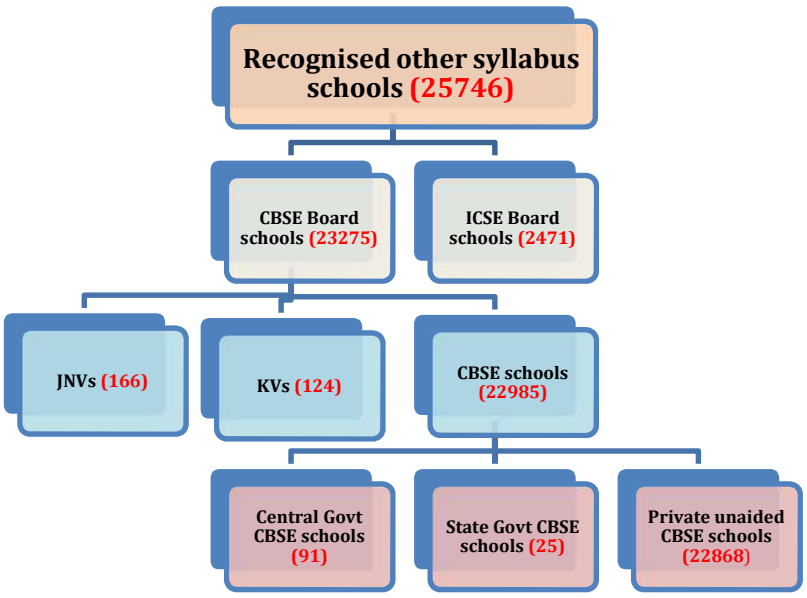


Diagram 4

Number of Non Teachers in other syllabus schools in Kerala



CHAPTER: VIII
ANGLO INDIAN SCHOOLS IN KERALA

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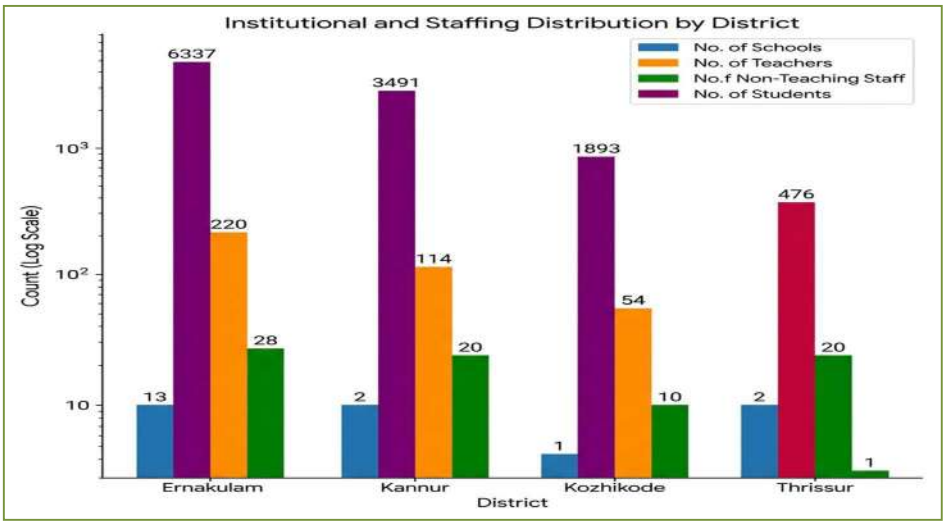
8.1. Introduction

Anglo-Indian schools in Kerala represent a unique historical and educational legacy stemming from the state's colonial past, primarily established in coastal hubs like Kochi, Kozhikode, and Thalassery to serve the specific cultural and linguistic needs of the Anglo-Indian community. Originally governed by the Code of Regulations for European Schools and protected under Article 337 of the Constitution, most of these institutions transitioned from ICSE or Madras syllabi to the Kerala State Syllabus (SSLC/HSE) by the 1980s while maintaining English as their primary medium of instruction. Administratively, the majority of these schools operate as government-aided minority institutions under the oversight of the Directorate of General Education (DGE), enjoying protections under Article 30 to manage their own administration and infrastructure.

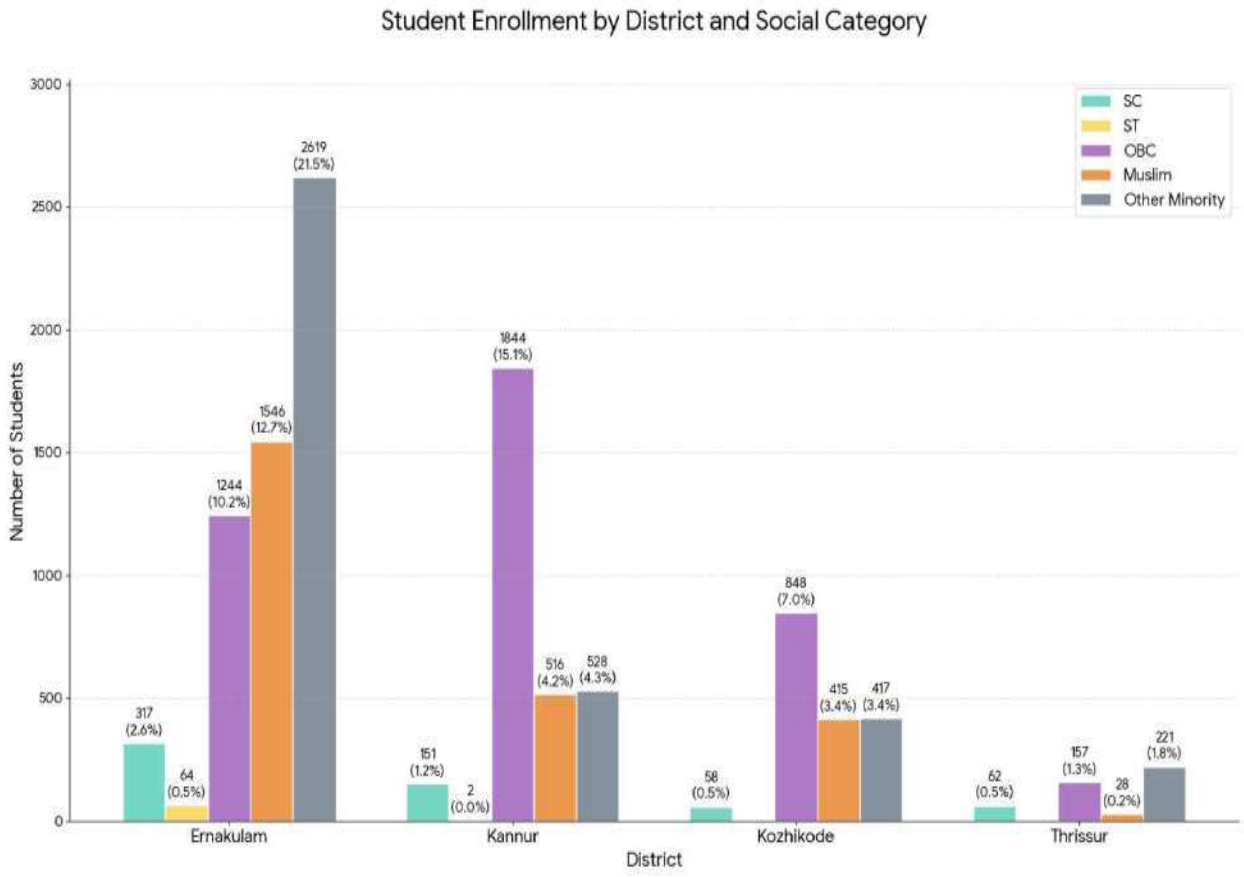
Anglo-Indian schools for the academic year 2024–25 shows a total of 18 schools serving 12,197 students with 408 teachers and 59 non-teaching staff. It reveals a significant geographic concentration in Ernakulam, which hosts 13 of the state's 18 institutions (72%) and accounts for over half of the total student enrollment with 6,337 pupils. While Ernakulam serves as the primary hub, schools in Kozhikode and Kannur exhibit much higher institutional density, averaging 1,893 and 1,745 students per school respectively, compared to the state average of 677. The workforce is comprised of 408 teachers and 59 non-teaching staff, maintaining a healthy overall teacher-student ratio of approximately 1:30. Interestingly, staffing patterns vary considerably across districts; Thrissur maintains the most favorable teacher-student ratio at 1:24 but operates with a minimal administrative footprint of only one non-teaching staff member for its two schools. In contrast,



Kozhikode and Kannur show higher administrative support with 10 non-teaching staff members per institution, reflecting the larger scale of their individual campus operations.

8.2 Gender and Social Category-wise Distribution of Student Enrollment in Anglo-Indian Schools.

The student enrollment data for 2024–25 reveals a significant gender disparity, with girls comprising approximately 58% of the total population, totaling 7,079 compared to 5,118 boys. This gap is most pronounced in Kozhikode, which operates as an all-girls domain with 1,893 female students and zero male enrollment. Socially, the institutions serve a diverse demographic where Other Backward Classes (OBC) and Other Minorities represent the largest segments at 33.6% and 31.0% respectively, followed by Muslim students at 20.5%. Ernakulam stands out as the most diverse and populous hub, hosting 6,337 students and the highest numbers of Scheduled Caste (588 total) and Scheduled Tribe (66 total) representatives across its 13 schools. While Thrissur district maintain a lean student body of 476, the overall data reflects a robust educational network that integrates various social categories, predominantly supported by large-scale institutional operations in Ernakulam and high-density enrollment in Kozhikode and Kannur. The charts given provide a comprehensive statistical breakdown of the 12,197 students enrolled across Ernakulam, Kannur, Kozhikode, and Thrissur.



Box 1.0

Key Findings

- **Ernakulam:** Shows the highest diversity across all categories. It has the largest number of "Other Minority" students (**2,619**) and "Other Backward Classes" (**1,244**).
- **Kannur:** Has a significant "Other Backward Classes" population, totaling **1,844 students**, which represents over **50%** of its local enrollment.
- **Thrissur:** While small in total numbers, it has a high concentration of "Other Minority" students (**221**), accounting for **46%** of its total student strength
- SC and ST representation is highest in Ernakulam (**317 SC** and **64 ST** students), while Thrissur and Kozhikode show minimal to zero ST enrollment

The following table provides a detailed breakdown of student enrollment by social category and gender

DISTRICT	All Communities			SC		ST		OBC		Muslim		Other Minority	
	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Ernakulam	2976	3361	6337	187	130	34	30	790	454	818	728	819	1800
Kannur	1891	1600	3491	83	68	1	1	979	865	271	245	352	176
Kozhikode	0	1893	1893	0	58	0	0	0	848	0	415	0	417
Thrissur	251	225	476	38	24	0	0	81	76	15	13	113	108
Total	**5118**	**7079**	**12197**	**308**	**280**	**35**	**31**	**1850**	**2243**	**1104**	**1401**	**1284**	**2501**

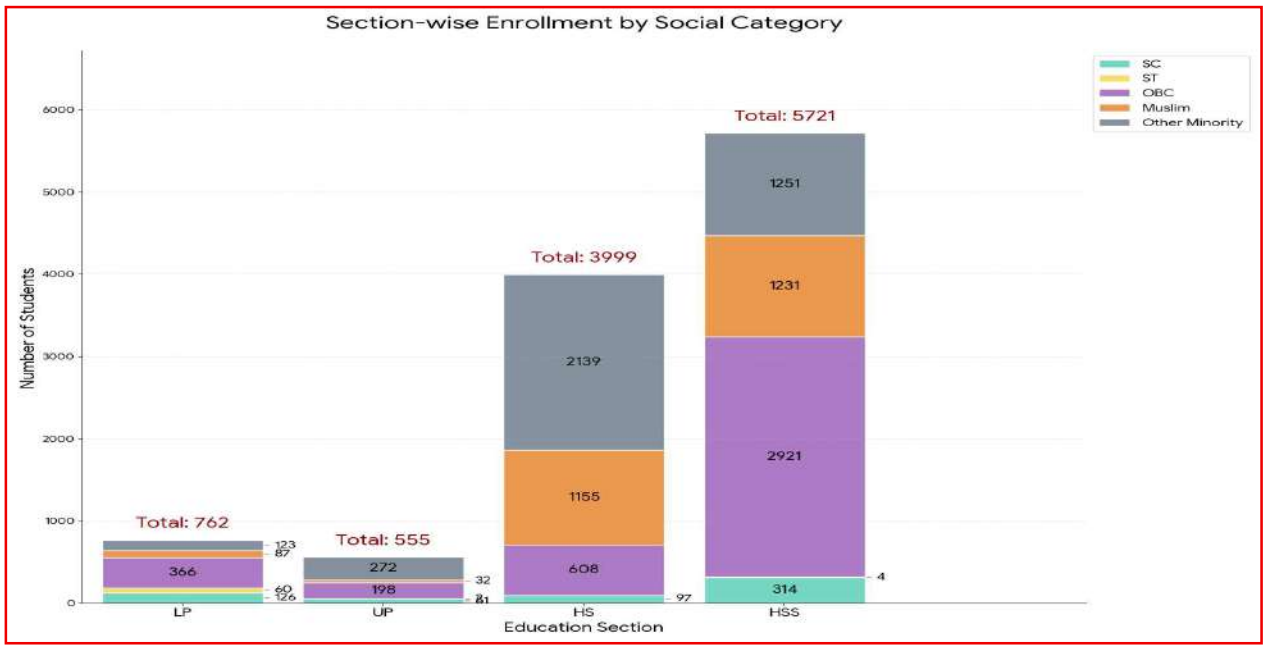
8.3 Management wise analysis of student's enrolment

The student enrollment data across the four districts for the 2024-25 period reveals a heavy concentration of students within the aided sector, which supports a total of 11,605 students compared to only 522 in the unaided sector. Ernakulam stands as the primary educational hub, hosting the entirety of the unaided sector's enrollment and more than half of the total aided student population, with a notable demographic lean toward the "Others" category. Across all districts, social category representation shows that students in the "Others" (6,963) and OBC (4,032) categories form the vast majority of the aided sector, while Scheduled Caste (544) and Scheduled Tribe (66) populations remain significantly lower. Regional variations are distinct, as Kannur shows a high concentration of OBC students (1,844) nearly rivaling its "Others" category, whereas Thrissur and Kozhikode report zero Scheduled Tribe enrollment and maintain relatively smaller student bodies overall. In the unaided sector, specifically within Ernakulam, the distribution continues to favor "Others" (417), with negligible representation from marginalized social categories, including a complete absence of ST students.

Dist.	No. of students in Aided sector				No. of students in Un Aided sector			
	SC	ST	OBC	Others	SC	ST	OBC	Others
Ernakulam	273	64	1183	4299	44	0	61	417
Thrissur	62	0	157	256	0	0	0	0
Kozhikode	58	0	848	987	0	0	0	0
Kannur	151	2	1844	1421	0	0	0	0
Total	**544**	**66**	**4032**	**6963**	**44**	**0**	**61**	**417**

8.4 Section wise analysis of student's enrolment.

The analysis of student enrollment across various educational levels reveals a significant upward trajectory as student's progress from primary to higher secondary sections. While the Lower Primary (LP) and Upper Primary (UP) sections maintain relatively modest enrollment numbers, staying below 1,000 students each, there is a dramatic surge at the secondary levels. The Higher Secondary School (HSS) section emerges as the largest demographic hub, hosting 6,586 students, which represents more than half of the total student body. A notable gender disparity also becomes evident at these advanced stages; although enrollment is nearly balanced in the LP section, female students significantly outnumber males in the HSS section by a margin of 1,094. Socially, the High School and Higher Secondary levels are dominated by OBC and Minority communities, with OBC students forming the largest individual demographic block in HSS at 2,921 individuals. In contrast, Scheduled Caste (SC) and Scheduled Tribe (ST) representation remains consistent at the primary levels but does not experience the same aggressive scaling seen in other categories at the higher educational stages. The following stacked bar diagram provides a comparative analysis of enrollment trends across various school levels and social groupings.



Box 2.0

Key findings

- **HSS (Higher Secondary School)**: Features the highest total enrollment of **5,721** students, with **OBC** being the largest social category within this group at **2,921** students.
- **HS (High School)**: Shows a total of **3,999** students, where the **Other Minority** community has the highest representation of **2,139** students.
- **LP & UP (Primary Levels)**: These sections have smaller totals of **762** and **555** students, respectively

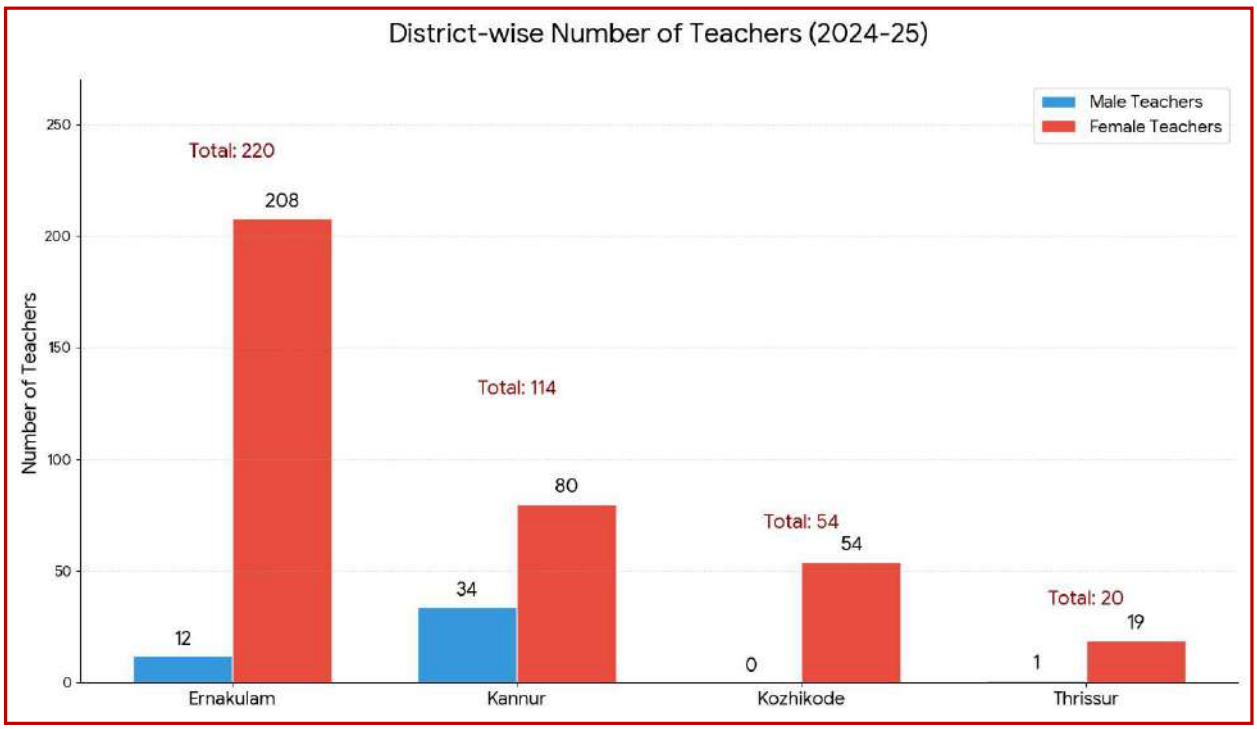
The tabular data given below presents the Section-Wise Enrolment of Students for the 2024-25 academic year, detailing student distribution across four educational levels: Lower Primary (LP), Upper Primary (UP), High School (HS), and Higher Secondary School (HSS). The data is categorized by gender (Boys and Girls) across several demographic groups, including Scheduled Caste, Scheduled Tribe, Other Backward Communities (OBC), Muslim, and Other Minority groups.

##	ALL COMMUNITIES		SC		ST		OBC		MUSLIM		OTHER MINORITY	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
LP	414	410	65	61	32	28	167	199	50	37	72	51
UP	332	247	35	16	0	2	112	86	19	13	148	124
HS	1626	2582	50	47	0	0	421	187	557	598	495	1644
HSS	2746	3840	158	156	3	1	1150	1771	478	753	569	682
TOTAL	**5118**	**7079**	**308**	**280**	**35**	**31**	**1850**	**2243**	**1104**	**1401**	**1284**	**2501**

8.5 An analysis of Teachers in Anglo Indian Schools

The analysis of the teaching staff distribution for the 2024-25 academic year reveals a total of 408 educators across the four districts, with a heavy concentration of 220 teachers (approximately 54%) in Ernakulam. A stark gender disparity is evident throughout the workforce, as female teachers account for 361 positions (88.5%), while male teachers represent only 11.5%. This imbalance is most absolute in Kozhikode, where the entire teaching staff of 54 is female. Furthermore, the data highlights a significant lack of diversity in social category representation; there are only two Scheduled Caste teachers-both female and located in Ernakulam-and zero representation from the Scheduled Tribe community across all districts. While Kannur and Thrissur maintain staff strengths of 114 and 20 respectively, the overall profile of the teaching staff remains predominantly female with negligible participation from marginalized social categories. The table and the chart given below illustrates the District Wise

Number of Teachers for the 2024-25 academic year, providing a comparative look at the teaching workforce across four districts in Kerala



The following table gives the district wise number of teachers according to social category and gender

DISTRICT	ALL COMMUNITIES			SCHEDULED CASTE		SCHEDULED TRIBE	
	Male	Female	Total	Male	Female	Male	Female
Ernakulam	12	208	220	0	2	0	0
Kannur	34	80	114	0	0	0	0
Kozhikode	0	54	54	0	0	0	0
Thrissur	1	19	20	0	0	0	0
TOTAL	**47**	**361**	**408**	**0**	**2**	**0**	**0**

Box 3.0

Key Findings

- ✓ Ernakulam possesses the largest teaching workforce with **220** total staff members, followed by Kannur with **114**.
- ✓ Female teachers overwhelmingly dominate the workforce, particularly in Ernakulam (**208** females) and Kozhikode, where all **54** teachers are female
- ✓ Across the four districts, there are **408** teachers in total, comprised of **361** females and only **47** males
- ✓ Male representation is lowest in Thrissur (**1**) and non-existent in Kozhikode (**0**).

The analysis of teacher distribution by section and management type reveals that the workforce is overwhelmingly concentrated in the **Aided** sector, which employs 381 teachers (93%), compared to just 27 teachers in the **Unaided** sector. The **Higher Secondary School (HSS)** section constitutes the largest portion of the staff with 219 educators, followed by **High School (HS)** with 129, while the **Primary (LP and UP)** sections are significantly smaller with 30 teachers each. A pronounced gender imbalance persists across the entire profile; female teachers make up approximately 88.5% of the total staff (361 positions), whereas male teachers account for only 11.5% (47 positions). Notably, the **Lower Primary** section is staffed entirely by female teachers, and while male representation increases at higher levels, it remains a minority even in the HSS section. The provided table details the distribution of teachers across different educational levels—**Lower Primary (LP)**, **Upper Primary (UP)**, **High School (HS)**, and **Higher Secondary School (HSS)**—categorized by management type and gender.

	AIDED			UNAIDED			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
LP	0	30	30	0	0	0	0	30	30
UP	1	29	30	0	0	0	1	29	30
HS	8	94	102	1	26	27	9	120	129
HSS	37	182	219	0	0	0	37	182	219
TOTAL	**46**	**335**	381	**1**	**26**	27	**47**	**361**	**408**

Box 4.0

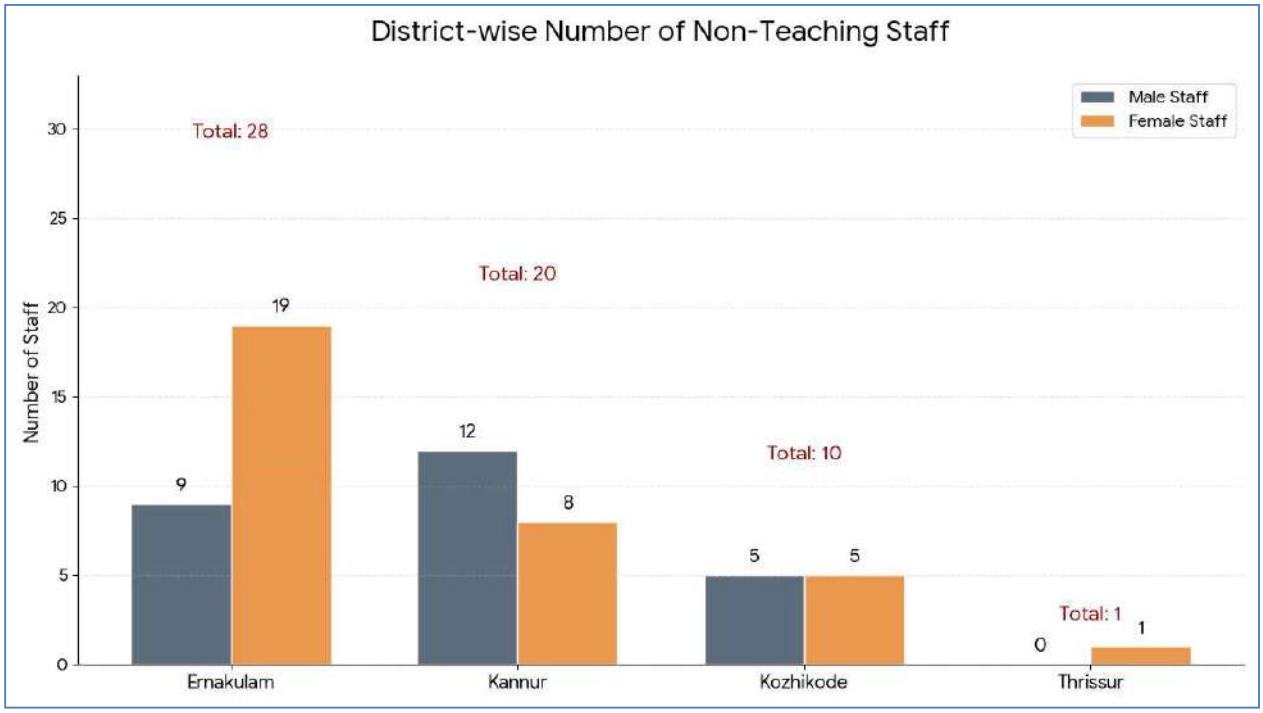
Key Findings

- **HSS**: Remains the largest section with **219** teachers, notably showing the highest number of male teachers (**37**).
- **HS**: The only section with a significant **Unaided** presence, consisting of **27** teachers (mostly female).
- **LP & UP**: Staffing is almost entirely female within the **Aided** sector

8.6. An analysis of Non Teachers in Anglo Indian Schools.

The analysis of non-teaching staff across the four districts reveals a total workforce of 59 individuals, with a heavy regional concentration in Ernakulam, which accounts for 28 staff members (approximately 47%), followed by Kannur with 20. Unlike the teaching sector, the non-teaching workforce displays a more balanced gender distribution, though women still maintain a slight majority with 33 female staff members (56%) compared to 26 males (44%). Notably, Ernakulam has a significant female majority (19 to 9), while Kannur is the only district where male staff outnumber females (12 to 8). Social diversity within this workforce is extremely limited, as there are zero Scheduled Caste members across all districts and only one Scheduled Tribe staff member, a female recorded in Kozhikode. The remaining staff levels are minimal, with Kozhikode employing 10 individuals and Thrissur reporting only a single non-teaching staff

member.The table and the chart given below illustrates the District Wise Number of Teachers for the 2024-25 academic year, providing a comparative look at the non teaching workforce across four districts in Kerala



The following table gives the district wise number of non-teaching staffs according to their social category and gender.

DISTRICT	ALL COMMUNITIES			SCHEDULED CASTE		SCHEDULED TRIBE	
	Male	Female	Total	Male	Female	Male	Female
Ernakulam	9	19	28	0	0	0	0
Kannur	12	8	20	0	0	0	0
Kozhikode	5	5	10	0	0	0	1
Thrissur	0	1	1	0	0	0	0
TOTAL	**26**	**33**	**59**	**0**	**0**	**0**	**1**

8.7 Comparison with Previous year

The comparative data for Anglo-Indian schools in Kerala for the years 2023–24 and 2024–25 indicates a slight overall decline in institutions, enrollment, and staffing. The total number of schools decreased from 19 to 18, while student strength dropped from 12,573 to 12,197. Similarly, the number of teachers reduced from 429 to 408, and the number of non-teaching staff declined from 62 to 59, suggesting a modest contraction in the system.

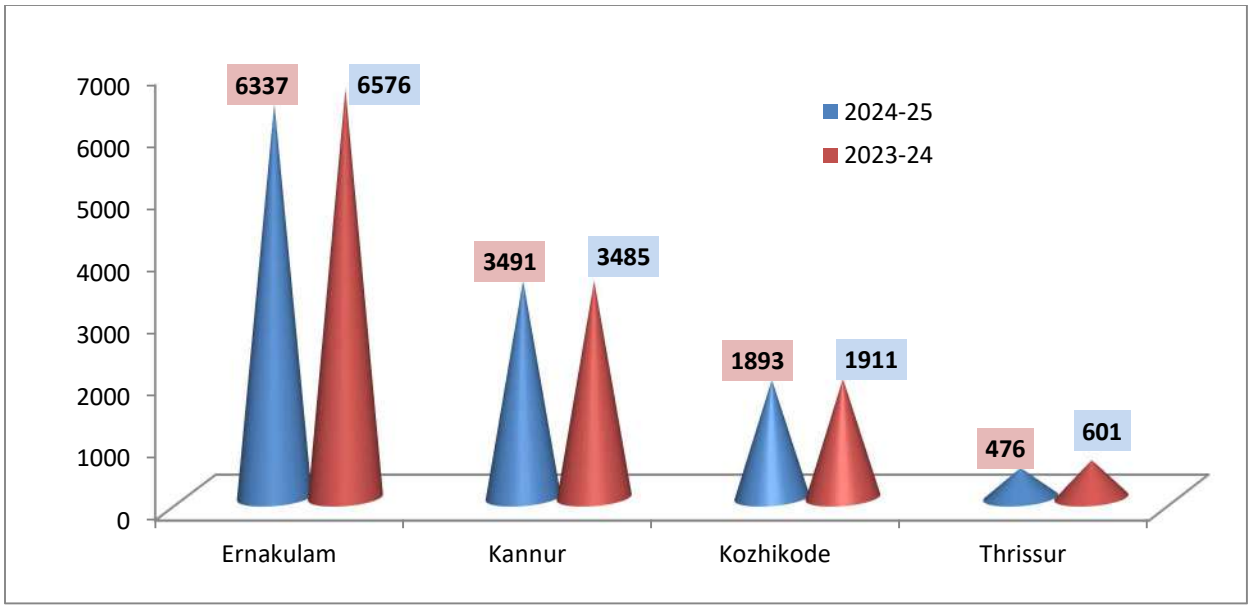
At the district level, Ernakulam remained stable in the number of schools (13) but experienced a decrease in students (from 6,576 to 6,337), teachers (233 to 220), and non-teaching staff (31 to 28). Kannur showed consistency in the number of schools (2) and teachers

(114), with a slight increase in student enrollment (from 3,485 to 3,491) and non-teaching staff (19 to 20). Kozhikode maintained the same number of schools (1), while student enrollment slightly decreased (1,911 to 1,893), accompanied by a marginal increase in teachers (53 to 54), with non-teaching staff remaining unchanged.

A more noticeable decline is seen in Thrissur, where the number of schools reduced from 3 to 2, along with a drop in student strength (601 to 476), teachers (29 to 20), and non-teaching staff (2 to 1). Overall, while some districts show stability or minor fluctuations, the data points to a gradual reduction in Anglo-Indian school presence and resources across the state.The comparative data for the academic years **2023-24** and **2024-25** across four districts is given below.

District	No. of Schools		No. of Students		No. of Teachers		No. of Non-teaching Staffs	
	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24
Ernakulam	13	13	6337	6576	220	233	28	31
Kannur	2	2	3491	3485	114	114	20	19
Kozhikode	1	1	1893	1911	54	53	10	10
Thrissur	2	3	476	601	20	29	1	2
Total	**18**	**19**	**12197**	**12573**	**408**	**429**	**59**	**62**

Across the four districts, total student enrollment saw a **3% decline**, dropping from **12,573** in 2023-24 to **12,197** in 2024-25. **Ernakulam** remains the largest hub despite a loss of 239 students, while **Thrissur** faced the sharpest relative decrease, falling by approximately **20.8%**. In contrast, **Kannur** remained remarkably stable, showing an increase of 6 students, while **Kozhikode** experienced a minor dip of less than 1%.The chart given below gives a comparison of students enrolment over the years 2023-24, 2024-25.



CHAPTER IX
FISHERIES SCHOOLS IN KERALA

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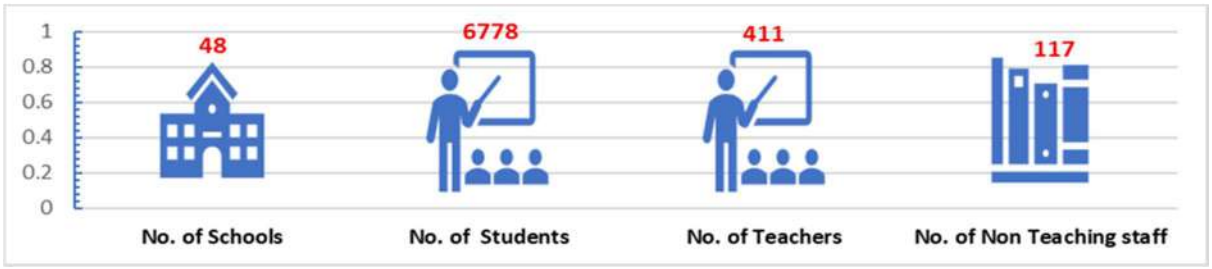
9.1 Introduction

The Fisheries Schools in Kerala, specifically the Government Regional Fisheries Technical High Schools (GRFTHS), represent a unique educational model designed to uplift the socio-economic status of the coastal community. Recognizing that children from fishermen families often face geographical and financial barriers to quality education, the Government of Kerala established these specialized residential institutions. These schools function as a bridge between traditional coastal life and modern academic excellence. By integrating the standard state curriculum with technical training in fisheries science, the government aims to empower the younger generation with the skills necessary for both higher education and professional maritime careers.

Under the combined oversight of the Department of Fisheries and the Directorate of General Education, these institutions serve as vital centers for social engineering, ensuring that the children of the state's "Sons of the Sea" are provided with the tools to compete in a globalized world.

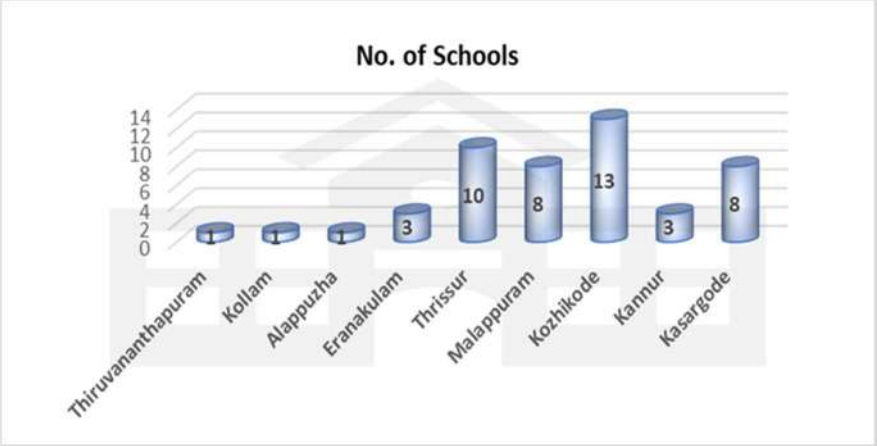
9.2Fisheries Schools in Kerala: An Overview

In the academic year 2024–25, Fisheries Schools in Kerala comprise a network of 48 schools serving a total student population of 6,778. Thrissur leads the region significantly, accounting for 2,056 students across 10 schools. To support this student body, the system employs a total of 411 teachers and 117 non-teaching staff. The workforce is divided between two primary authorities: the Directorate of General Education (DGE), which employs 330 teachers across various school levels, and the Fisheries Department, which manages 81 teachers and all non-teaching staff, primarily focusing on High School and Higher Secondary levels. Demographic data reveals a notable gender disparity in enrolment, with boys comprising approximately 56.5% (3,833) of the population and girls comprising 43.5% (2,945).

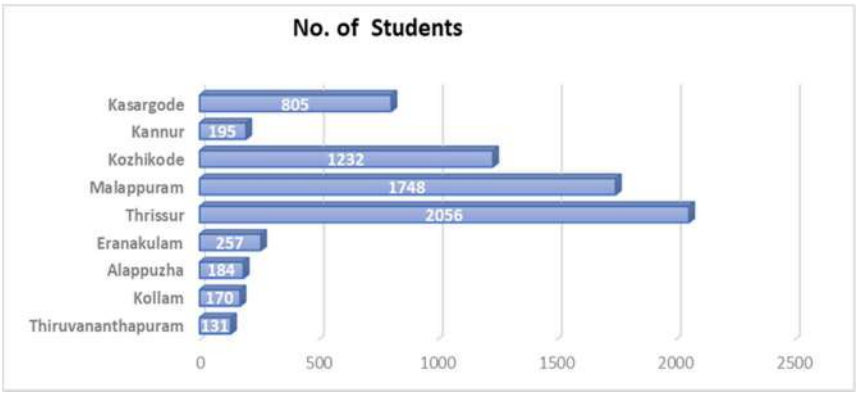


9.3 Fisheries Schools in Kerala- District wise Analysis

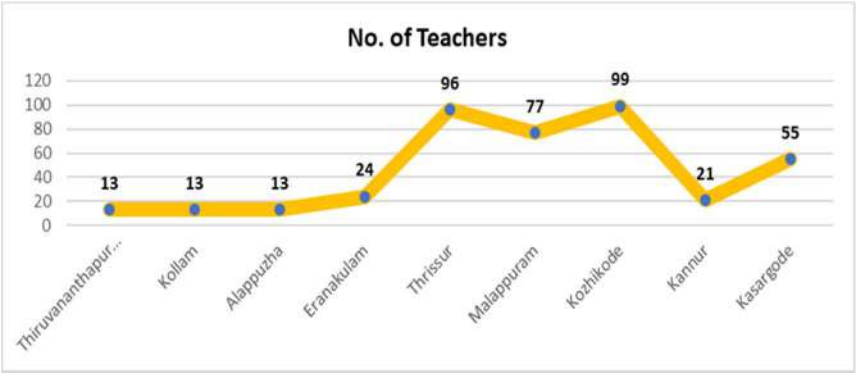
District-wise analysis of fisheries schools in Kerala shows that a total of 48 fisheries schools are operating across the state; however, the infrastructure is heavily concentrated in certain districts. Kozhikode has the highest number of institutions, with 13 schools, followed by Thrissur with 10. Malappuram and Kasaragod each have 8 schools. In contrast, Thiruvananthapuram, Kollam, and Alappuzha have only one school each. Meanwhile, Pathanamthitta, Kottayam, Idukki, Palakkad, and Wayanad do not have any fisheries schools, as these districts lack coastal areas and significant fishing communities.



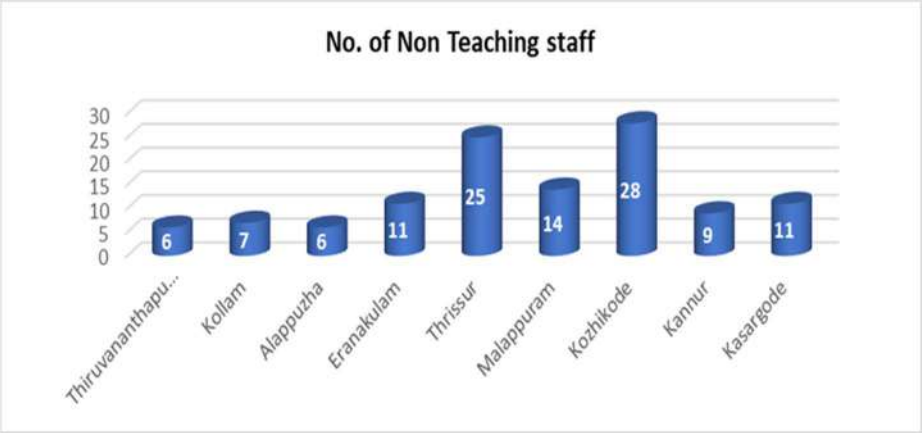
In terms of Student Enrolment, the data shows a combined total of 6,778 individuals. Interestingly, while Kozhikode has the most Schools, Thrissur maintains the largest student population with 2,056 people. Malappuram also shows high density with 1,748 students. On the lower end of the spectrum, Thiruvananthapuram has the smallest active enrolment with 131, followed closely by Kollam with 170.



The Teaching Workforce consists of 411 educators across the active regions. Kozhikode utilizes the largest faculty with 99 teachers, while Thrissur employs 96 and Malappuram has 77. In districts with only one school—such as Thiruvananthapuram, Kollam, and Alappuzha—the staff size is significantly smaller, with exactly 13 teachers assigned to each of those locations



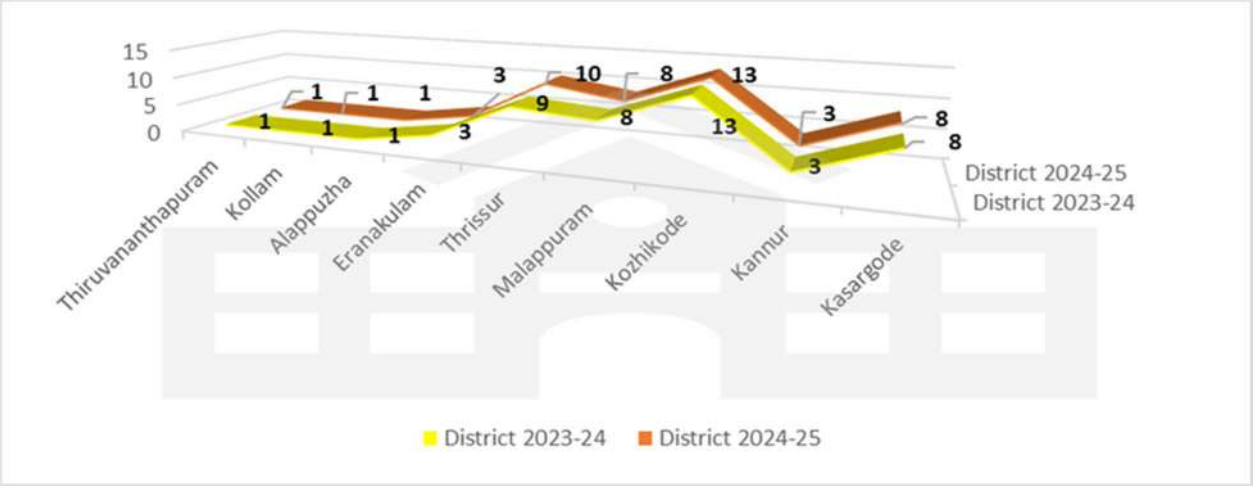
Finally, the Non-Teaching Staff totals 117 personnel providing essential administrative support. Kozhikode requires the most assistance with 28 staff members, while Thrissur follows with 25. The smaller operations in Thiruvananthapuram and Alappuzha operate with the minimum support necessary, employing only 6 non-teaching members each to manage their daily functions.



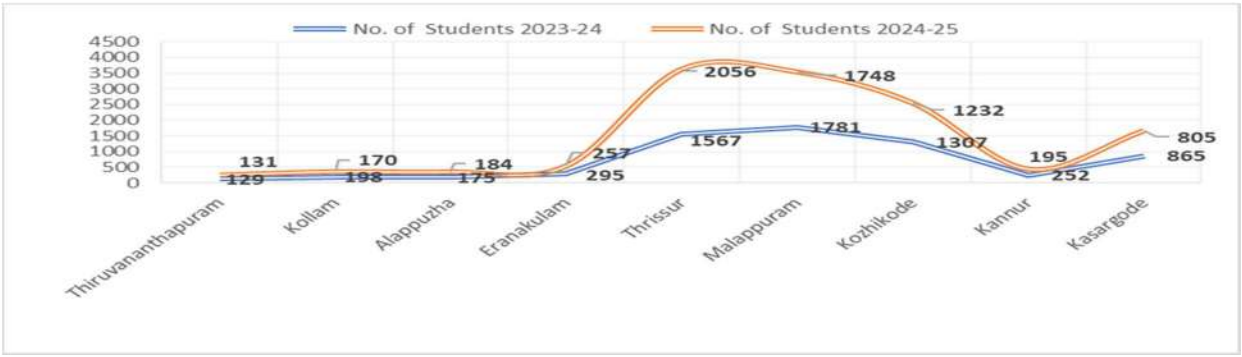
NUMBER OF SCHOOLS, STUDENTS AND TEACHERS IN DISTRICTS 2024-25				
District	**No. of Schools**	**No. of Students**	**No. of Teachers**	**No. of Non Teaching staff**
Thiruvananthapuram	1	131	13	6
Kollam	1	170	13	7
Pathanamthitta	0	0	0	0
Alappuzha	1	184	13	6
Kottayam	0	0	0	0
Idukki	0	0	0	0
Eranakulam	3	257	24	11
Thrissur	10	2056	96	25
Palakkad	0	0	0	0
Malappuram	8	1748	77	14
Kozhikode	13	1232	99	28
Wayanad	0	0	0	0
Kannur	3	195	21	9
Kasargode	8	805	55	11
Total	**48**	**6778**	**411**	**117**

9.4 District-Wise Comparison with Previous Year.

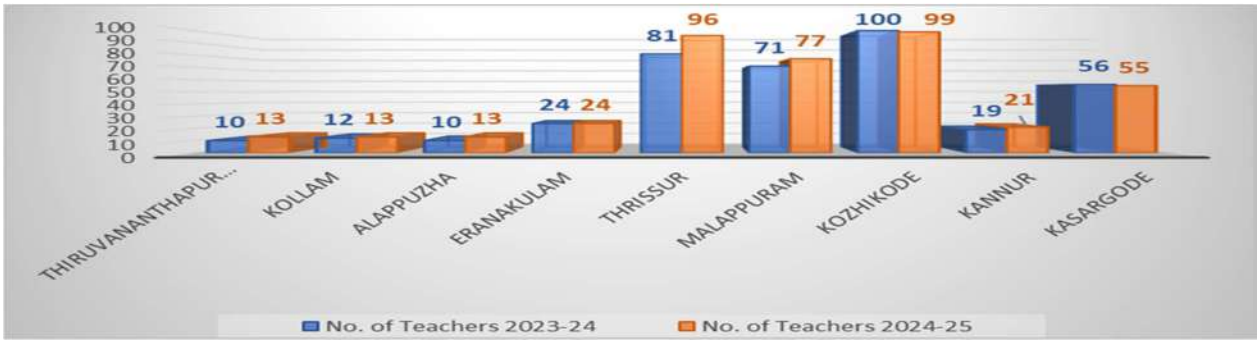
The total number of fisheries schools in the State increased from 47 in 2023-24 to 48 in 2024-25. This growth was driven by Thrissur, which added one new institution, while Kozhikode remained the district with the highest count at 13 schools. The chart below compares the number of schools between the academic years 2023–24 and 2024–25.



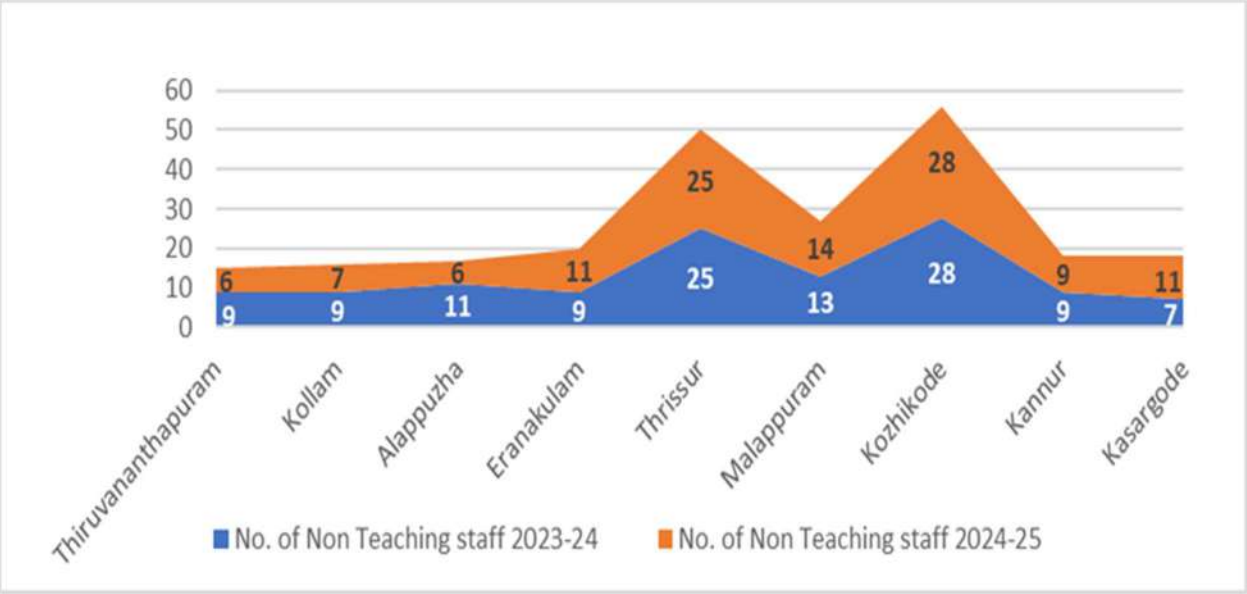
Total enrollment grew from 6,569 students in 2023-24 to 6,778 in 2024-25, a net increase of 209. Thrissur saw the most significant rise, reaching 2,056 students, though some districts like Kozhikode and Ernakulam faced minor declines during the 2024-25 academic term. The chart below compares the number of students between the academic years 2023–24 and 2024–25



The number of teachers increased from 383 in 2023-24 to 411 in 2024-25. This expansion was most notable in Thrissur and Malappuram, ensuring a better student-teacher ratio for the 2024-25 period despite a few minor reductions in other districts. The chart below compares the number of teachers between the academic years 2023–24 and 2024 –25.



The non-teaching staff saw a slight decrease from 120 personnel in 2023-24 to 117 in 2024-25. While Kasargod added administrative staff, districts such as Thiruvananthapuram and Alappuzha reduced their counts, indicating a shift in administrative resource management for the 2024-25 year. The chart below compares the number of non-teachers between the academic years 2023–24 and 2024 –25.

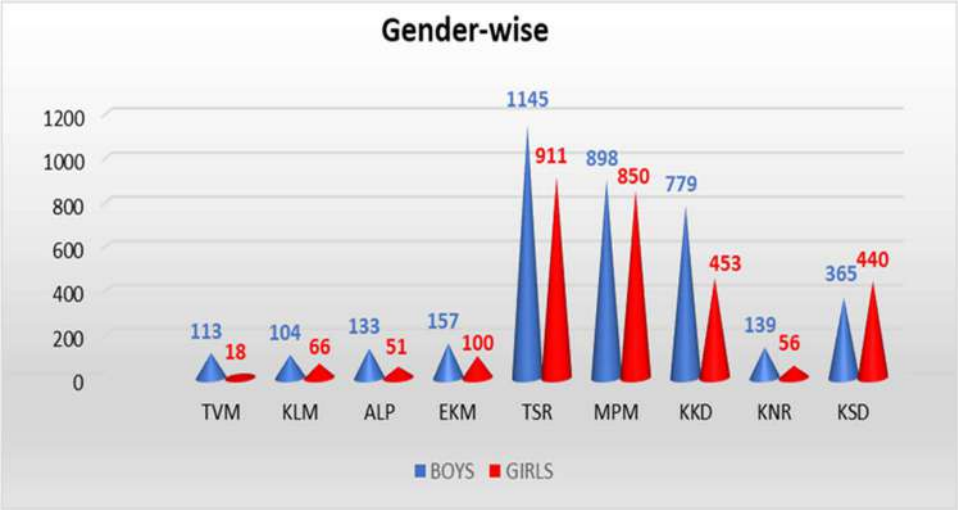


The following table gives the comparative Statement of Schools, Students, and Staff Strength across Districts for the Academic Years 2023–24 and 2024–25.

District	No. of Schools		No. of Students		No. of Teachers		No. of Non-Teaching staff	
	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
Thiruvananthapuram	1	1	129	131	10	13	9	6
Kollam	1	1	198	170	12	13	9	7
Alappuzha	1	1	175	184	10	13	11	6
Eranakulam	3	3	295	257	24	24	9	11
Thrissur	9	10	1567	2056	81	96	25	25
Malappuram	8	8	1781	1748	71	77	13	14
Kozhikode	13	13	1307	1232	100	99	28	28
Kannur	3	3	252	195	19	21	9	9
Kasargode	8	8	865	805	56	55	7	11
Total	**47**	**48**	**6569**	**6778**	**383**	**411**	**120**	**117**

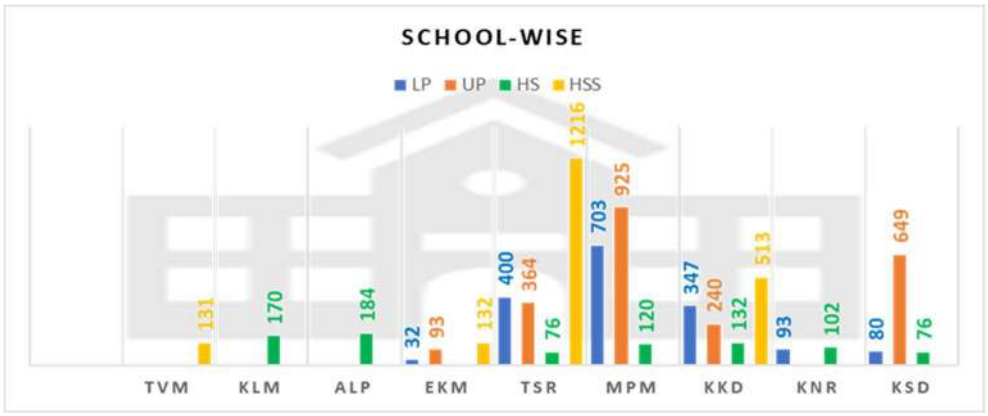
9.5 School level and Gender-wise distribution of students in Fisheries Schools in Kerala

The gender-based analysis of the dataset reveals a distinct shift in student enrollment dynamics across the state as students' progress through the educational tiers. Out of the total 6,778 students enrolled for the 2024–25 academic year, boys constitute the majority at 56.55% (3,833 students) compared to girls at 43.45% (2,945 students). This overall gap, however, is not uniform; near-perfect gender parity is maintained in the foundational years, with Lower Primary (LP) and Upper Primary (UP) sections showing an almost equal 1:1 ratio. The disparity emerges sharply at the secondary level, where boys make up 62.09% of High School (HS) enrollment and reach a prominent 2:1 ratio in Higher Secondary Schools (HSS), where girls account for only 33.43% of the student population. On a regional level, major enrollment hubs like Thrissur and Kozhikode heavily drive this trend due to substantial male majorities in their higher secondary sections, with Kozhikode's HSS boys outnumbering girls by more than four to one. Conversely, Malappuram demonstrates remarkably steady gender balance across its large student base, while Kasaragod stands out as the sole district where girls outnumber boys overall (54.66%), fueled by an exclusively female cohort in its High School reporting sector. Ultimately, while early-stage education successfully reflects gender equality, the secondary and higher secondary stages experience a steep decline in female representation, creating a pronounced male skew in the state's total enrollment profile.



The section-wise analysis of the dataset reveals a distinct structural distribution, where student volume and geographic concentration shift significantly across the different tiers of the school system. The Upper Primary (UP) section emerges as the largest segment, accommodating 2,271 students (33.51% of the total enrollment), driven heavily by massive cohorts in Malappuram and Kasaragod. This is followed closely by the Higher Secondary School (HSS) section with 1,992 students (29.39%), though its footprint is highly localized, relying almost entirely on Thrissur—which alone accounts for 61% of all HSS enrollment—and Kozhikode. The Lower Primary (LP) section constitutes 24.42% of the student strength (1,655

students) with major hubs in Malappuram and Thrissur, while the High School (HS) section remains the smallest block, representing just 12.69% of total enrollment (860 students) distributed across a scattering of districts led by Alappuzha and Kollam. Structurally, the data highlights a clear divergence between early and advanced schooling stages: the primary tiers (LP and UP) function as balanced, high-volume co-educational blocks that maintain near-perfect gender parity across a 1:1 ratio. In contrast, the secondary and higher secondary tiers (HS and HSS) contract into regional clusters and experience a sharp decline in female student representation, culminating in a severe 2:1 male-to-female imbalance by the higher secondary level.



District-wise and Section-wise Distribution of Students by Gender for the Academic Year 2024–25 is given below.

DISTRICT	LP		UP		HS		HSS		TOTAL		
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
TVM	0	0	0	0	0	0	113	18	113	18	**131**
KLM	0	0	0	0	104	66	0	0	104	66	**170**
PTA	0	0	0	0	0	0	0	0	0	0	**0**
ALP	0	0	0	0	133	51	0	0	133	51	**184**
KTM	0	0	0	0	0	0	0	0	0	0	**0**
IDK	0	0	0	0	0	0	0	0	0	0	**0**
EKM	21	11	42	51	0	0	94	38	157	100	**257**
TSR	208	192	183	181	50	26	704	512	1145	911	**2056**
PKD	0	0	0	0	0	0	0	0	0	0	**0**
MPM	354	349	467	458	77	43	0	0	898	850	**1748**
KKD	162	185	123	117	79	53	415	98	779	453	**1232**
WYD	0	0	0	0	0	0	0	0	0	0	**0**
KNR	48	45	0	0	91	11	0	0	139	56	**195**
KSD	39	41	326	323	0	76	0	0	365	440	**805**
TOTAL	**832**	**823**	**1141**	**1130**	**534**	**326**	**1326**	**666**	**3833**	**2945**	**6778**

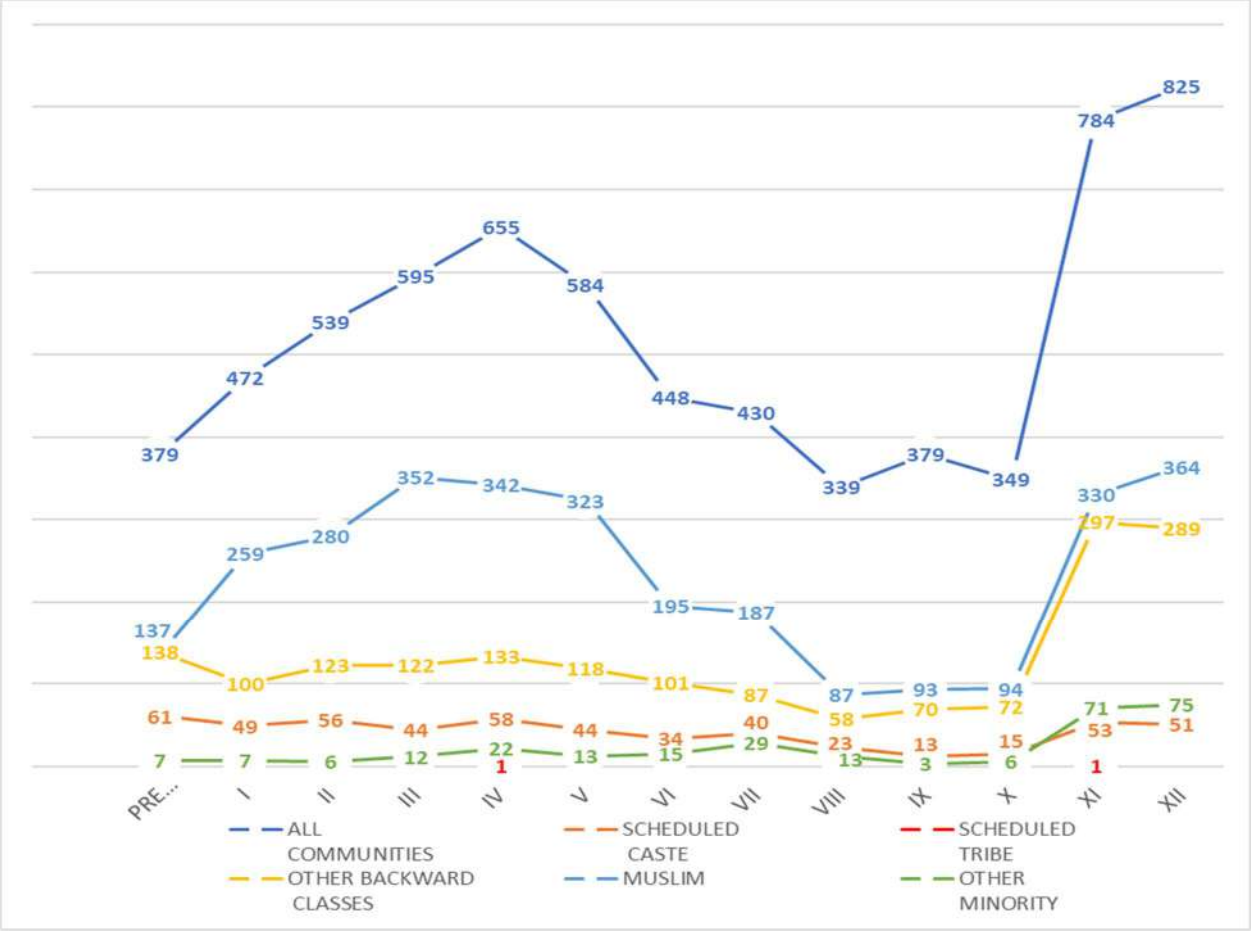
9.6 Social Category wise distribution of Students in Fisheries Schools in Kerala

The community-wise analysis of the dataset reveals distinct enrollment shares and shared socio-educational trends among the Scheduled Caste (SC), Scheduled Tribe (ST), and Other Backward Classes (OBC) categories, which collectively constitute 33.21% of the total student strength (2,251 out of 6,778 students). The OBC community forms the largest group with 1,708 students, exhibiting a pronounced male skew where boys represent 60.19% (1,028 students) and girls account for 39.81% (680 students). In contrast, the SC community shows a smaller but significantly more balanced distribution of 541 students, comprising 54.53% boys (295) and 45.47% girls (246), while the ST presence is nearly non-existent in this dataset, registering only two female students across the entire table (one each in Class IV and Class XI). A critical, shared pattern between the SC and OBC groups is a drastic contraction in female enrollment during the high school phase (Classes VIII to X); while boys' numbers remain steady, girls' enrollment plunges into single digits-dropping to just 3 SC girls and 4 OBC girls in Class IX. This phase is followed by a massive expansion in Higher Secondary (Classes XI and XII), which serves as a major concentration hub, holding over 34% of the entire OBC student base and nearly 17% of the SC population, though both communities maintain a heavy male majority during these final two years. Standard-wise and Category-wise Distribution of Students by Gender for the Academic Year 2024–25.

STD	All Communities		SC		ST		OBC		MUSLIM		Other Minorities	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
PRE PRIMARY	183	196	29	32	0	0	65	73	63	74	3	4
I	257	215	32	17	0	0	53	47	138	121	4	3
II	268	271	31	25	0	0	64	59	140	140	1	5
III	315	280	22	22	0	0	73	49	178	174	5	7
IV	314	341	27	31	0	1	57	76	171	171	7	15
V	292	292	18	26	0	0	58	60	167	156	6	7
VI	226	222	15	19	0	0	50	51	99	96	9	6
VII	217	213	24	16	0	0	49	38	86	101	16	13
VIII	208	131	9	14	0	0	50	8	57	30	9	4
IX	252	127	10	3	0	0	66	4	63	30	3	0
X	234	115	11	4	0	0	64	8	57	37	6	0
XI	518	266	35	18	0	1	198	99	226	104	47	24
XII	549	276	32	19	0	0	181	108	249	115	48	27
TOTAL	**3833**	**2945**	**295**	**246**	**0**	**2**	**1028**	**680**	**1694**	**1349**	**164**	**115**

An analysis of the dataset by standard reveals a structural pattern resembling an hourglass, where student volume, gender balance, and community representation shift dynamically between the four main educational phases. The Foundational Phase (Pre-Primary to

Class IV) forms a massive, highly stable base accommodating 37.27% of the total enrollment (2,526 students), characterized by exceptional gender parity and a heavy demographic reliance on the Muslim community, which systematically constitutes over half of the early classrooms. This high-volume tapers down into the Middle School Phase (Classes V to VII), which holds 23.71% of the student population (1,607 students) while seamlessly maintaining uniform co-educational distribution across all standards, including a perfectly identical gender split in Class V. However, a major structural disruption occurs during the High School Phase (Classes VIII to X), which contracts into the smallest segment of the dataset with just 1,065 students (15.71%) due to a severe and sudden drop-off in female enrollment; this phase is marked by a widening gender gap where boys outnumber girls two to one by Class X, a crisis driven primarily by acute drops in female retention within the OBC and SC categories. Finally, the system experiences a massive expansion in the Higher Secondary Phase (Classes XI and XII), surging back up to 1,609 students—with Class XII holding the single highest enrollment in the dataset at 825 students-fueled by an influx of OBC, Muslim, and "Other Minority" students that dramatically diversifies the demographic profile while locking in a rigid, male-dominated 2:1 gender ratio across the final years of schooling. The chart given below gives the diagrammatic representation of the above.

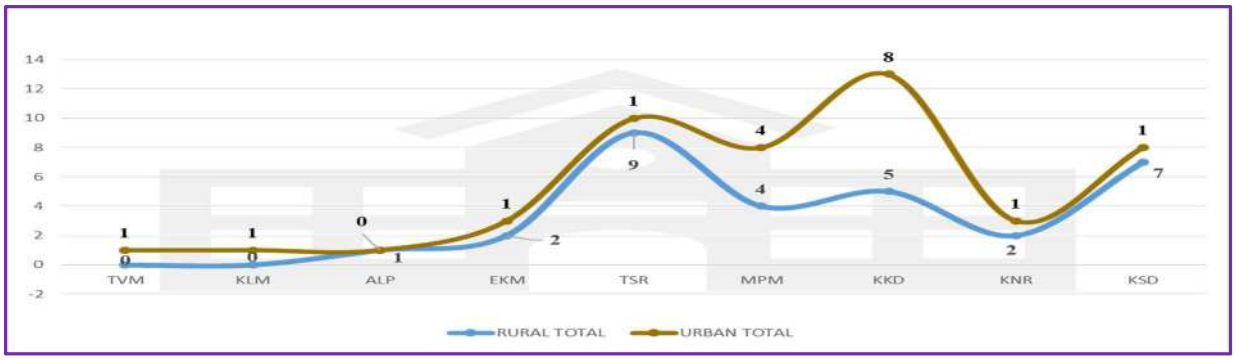


9.7 Rural -Urban Classification of Fisheries Schools in Kerala

The analysis of the 48 reporting schools reveals a structured geographic distribution that leans primarily toward rural placement, with 30 institutions (62.50%) located in rural areas compared to 18 (37.50%) in urban centers. This rural-urban split varies drastically across the different school sections, highlighting a clear administrative pattern where foundational education is decentralized, while advanced schooling consolidates into urban spaces. The Lower Primary (LP) section is overwhelmingly rural, accounting for 17 of the 22 total LP schools (77.27%), and the Upper Primary (UP) section maintains a rural majority with 8 out of 13 schools (61.54%), ensuring early educational access is positioned close to village localities. However, this trend completely inverts at the secondary levels; the High School (HS) section is predominantly urban with 5 out of 8 schools (62.50%), and the Higher Secondary School (HSS) section mirrors this skew with 3 out of 5 schools (60.00%) situated in urban blocks, indicating that rural students must likely commute to urban zones for advanced education. Regionally, Kozhikode leads the dataset with 13 institutions balanced across 5 rural and 8 urban sections, making it the only district with a highly developed urban infrastructure across all four tiers. Conversely, Thrissur focuses almost entirely on rural development with 9 of its 10 schools located in rural zones, while Malappuram and Kasaragod demonstrate perfectly even distributions with 4 rural and 4 urban schools each. The table given below gives the Rural & Urban classification of Fisheries Schools in the State.

DIST	RURAL					URBAN					GRAND
	LP	UP	HS	HSS	TOTAL	LP	UP	HS	HSS	TOTAL	TOTAL
TVM	0	0	0	0	0	0	0	0	1	1	1
KLM	0	0	0	0	0	0	0	1	0	1	1
PTA	0	0	0	0	0	0	0	0	0	0	0
ALP	0	0	1	0	1	0	0	0	0	0	1
KTM	0	0	0	0	0	0	0	0	0	0	0
IDK	0	0	0	0	0	0	0	0	0	0	0
EKM	1	1	0	0	2	0	0	0	1	1	3
TSR	5	2	0	2	9	0	0	1	0	1	10
PKD	0	0	0	0	0	0	0	0	0	0	0
MPM	3	1	0	0	4	2	1	1	0	4	8
KKD	5	0	0	0	5	2	3	2	1	8	13
WND	0	0	0	0	0	0	0	0	0	0	0
KNR	1	0	1	0	2	1	0	0	0	1	3
KSD	2	4	1	0	7	0	1	0	0	1	8
Total	**17**	**8**	**3**	**2**	**30**	**5**	**5**	**5**	**3**	**18**	**48**

The chart given below gives the Rural & Urban classification of Fisheries Schools in the State.



9.8 DGE and Fisheries Department Comparison

The data reveals a significant disparity in the scale of operations between DGE and Fisheries Department schools. Across the 14 districts, there are a total of 38 schools under the DGE compared to 10 under the Fisheries Department. This difference is most pronounced in student enrolment, where DGE schools cater to a vast majority with 5,655 students, while Fisheries schools support 1,123. This trend extends to staffing as well; the DGE employs 330 teachers and 56 non-teaching staff, significantly outnumbering the 81 teachers and 61 non-teaching staff found in the Fisheries sector. Interestingly, the Fisheries Department maintains a much higher ratio of non-teaching staff relative to its teacher population compared to the DGE.

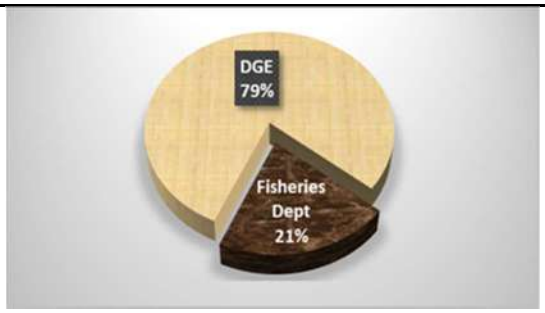
Geographically, the educational infrastructure is concentrated in specific districts, with others showing no presence from either department. Thrissur, Malappuram, and Kozhikode emerge as the primary hubs for DGE schools, collectively accounting for over 4,700 students and a majority of the teaching staff. In contrast, the Fisheries Department's presence is more evenly spread across coastal regions like Thiruvananthapuram, Kollam, and Alappuzha, though on a much smaller scale per district. The following table gives the district wise number of schools, students, teachers and non teachers.

District	No. of Schools		No. of Students		No. of Teachers		No. of Non Teaching staff	
	DGE	Fisheries	DGE	Fisheries	DGE	Fisheries	DGE	Fisheries
Thiruvananthapuram	0	1	0	131	0	13	0	6
Kollam	0	1	0	170	0	13	0	7
Pathanamthitta	0	0	0	0	0	0	0	0
Alappuzha	0	1	0	184	0	13	0	6
Kottayam	0	0	0	0	0	0	0	0
Idukki	0	0	0	0	0		0	0
Eranakulam	2	1	125	132	13	11	3	8
Thrissur	9	1	1980	76	96	0	20	5

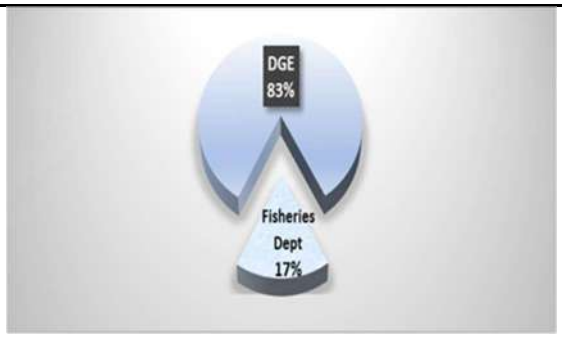
District	No. of Schools		No. of Students		No. of Teachers		No. of Non Teaching staff	
	DGE	Fisheries	DGE	Fisheries	DGE	Fisheries	DGE	Fisheries
Palakkad	0	0	0	0	0	0	0	0
Malappuram	7	1	1628	120	72	5	8	6
Kozhikode	11	2	1100	132	91	8	16	12
Wayanad	0	0	0	0			0	0
Kannur	2	1	93	102	8	13	2	7
Kasargode	7	1	729	76	50	5	7	4
Total	38	10	5655	1123	330	81	56	61

Diagram 9.8.1
DGE and Fisheries Department School Comparison

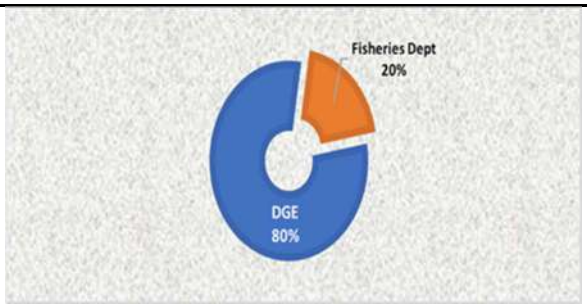
Schools



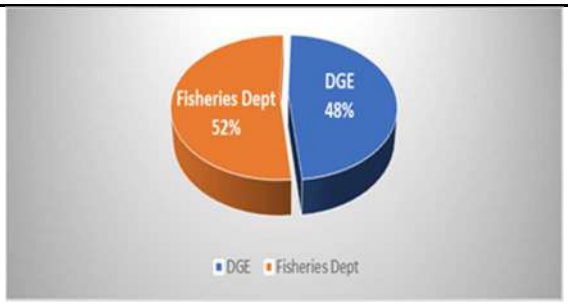
Students



Teachers



Non-Teaching Staff



9.9 Distribution of Teachers by Department, School Level, and Social Category.

The DGE has a larger workforce with a total of 330 teachers, primarily concentrated in the LP and UP sections, which account for 252 of its staff. In contrast, Fisheries Department employs 81 teachers who are assigned to the HS and HSS levels. Regarding social

representation, the DGE includes 32 teachers from Scheduled Castes but none from Scheduled Tribes. The Fisheries Department shows a broader mix in its smaller staff, including 12 teachers from Scheduled Castes and 4 from Scheduled Tribes, the latter of whom are exclusively employed at the HSS level. (Table 9.9.1)

As per the district wise data, under DGE, Thrissur (96) and Kozhikode (91) have the highest concentrations. Notably, the DGE data shows zero Scheduled Tribe teachers across all listed districts. In contrast, the Fisheries department employs a much smaller total of 81 teachers. While most districts have low figures in this category, Thiruvananthapuram, Kollam, Alappuzha, and Kannur each report exactly 13 teachers from "All Communities." Scheduled Tribe representation is also minimal in the Fisheries department, with a total of only 4 teachers, the majority of whom (3) are located in Thiruvananthapuram district. Overall, the data reveals significant disparities in teacher distribution between the two departments and across different districts is illustrated in table given below.

Table: 9.9.1

School Level and Social Category wise distribution of Teachers.

School level	DGE			FISHERIES DEPARTMENT		
	ALL	SC	ST	ALL	SC	ST
LP	125	11	0	0	0	0
UP	127	13	0	0	0	0
HS	0	0	0	57	7	0
HSS	78	8	0	24	5	4
TOTAL	**330**	**32**	**0**	**81**	**12**	**4**

Table: 9.9.2

District wise and Social Category wise Distribution of Teachers.

DISTRICT	DGE			FISHERIES		
	ALL	SC	ST	ALL	SC	ST
TVM	**0**	0	0	13	4	3
KLM	**0**	0	0	13	2	0
ALP	**0**	0	0	13	0	0
EKM	**13**	1	0	11	1	1
TSR	**96**	9	0	0	1	0
MPM	**72**	8	0	5	1	0
KKD	**91**	9	0	8	2	0
KNR	**8**	1	0	13	1	0
KSD	**50**	4	0	5	0	0
TOTAL	**330**	**32**	**0**	**81**	**12**	**4**

Diagram 9.9.1.1
School Level and Social Category wise distribution of Teachers.

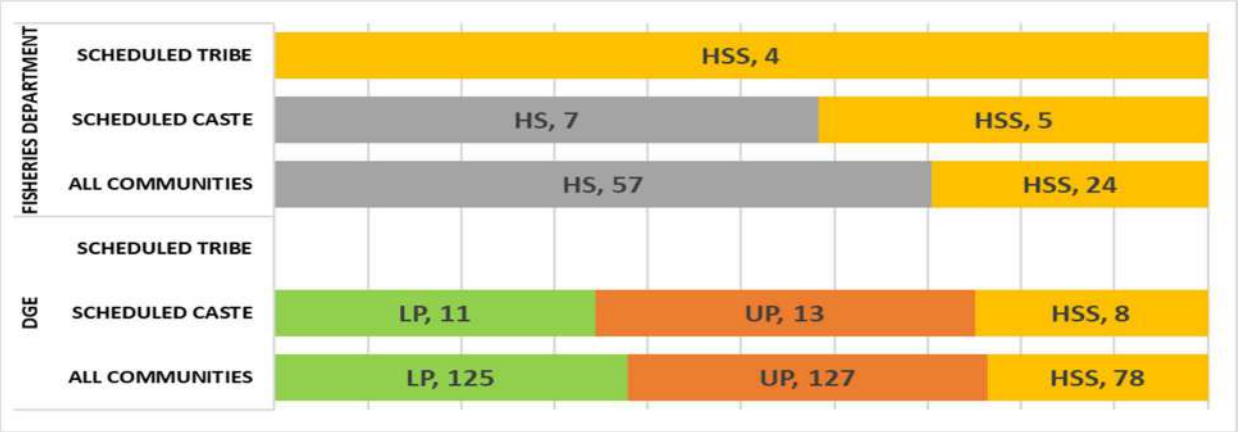


Diagram 9.9.2.1
District wise and Social Category wise Distribution of Teachers under DGE.

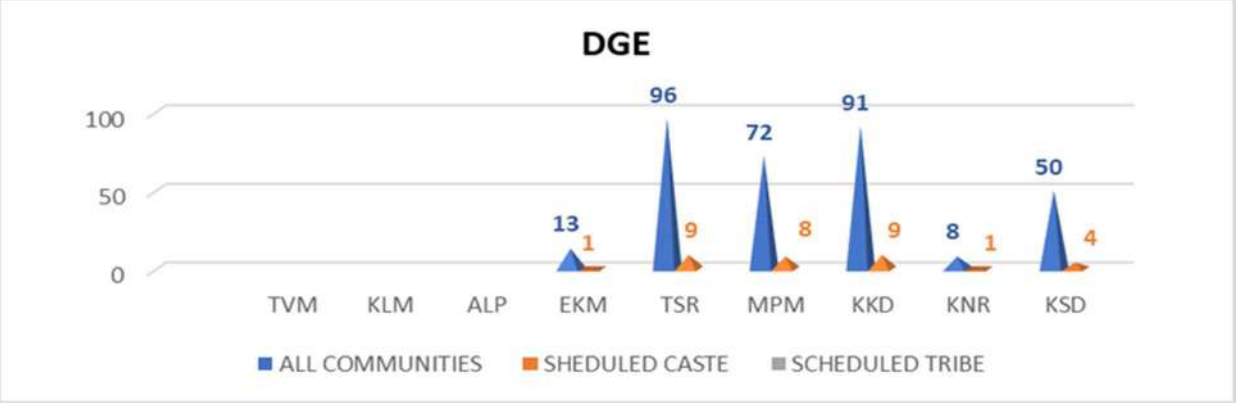
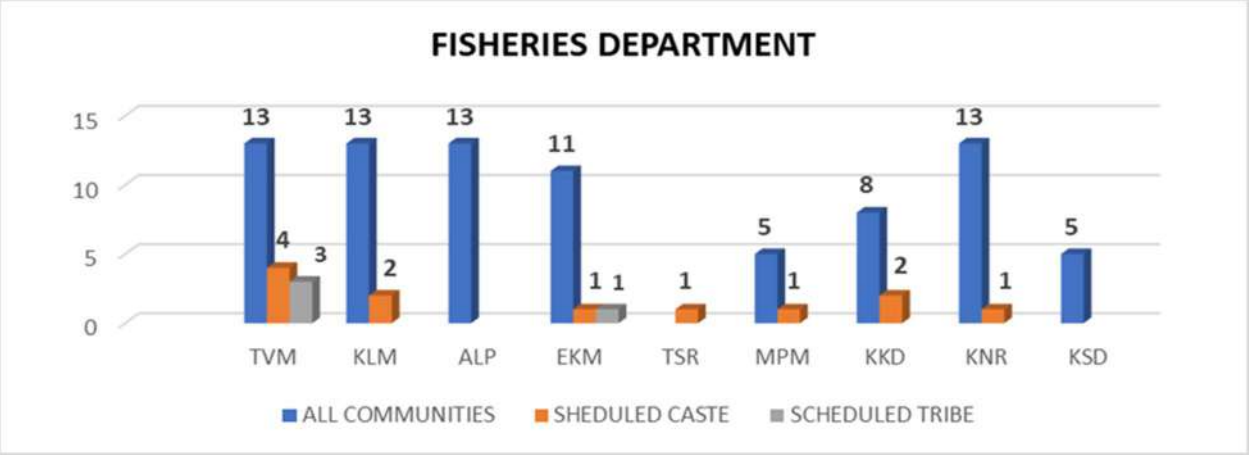


Diagram 9.9.2.2
District wise and Social Category wise Distribution of Teachers under Fisheries Department.



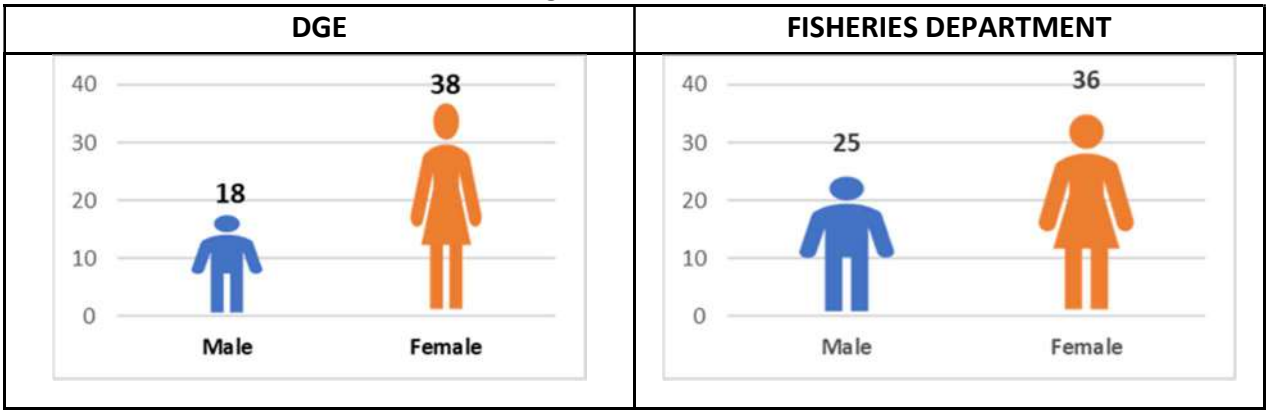
9.10. District-wise Non-Teaching Staff Fisheries Schools in Kerala

The distribution of non teaching staff across departments reveals that the Fisheries Department holds a dominant 52.14% share with 61 staff members, while the DGE accounts for the remaining 47.86% with 56 members. Overall engagement peaks in the Thrissur (TSR) and Kozhikode (KKD) districts, which are also the only regions to maintain a balanced split between the two departments. In contrast, the Fisheries Department maintains exclusive control in Kollam (KLM)and Alappuzha (ALP) where 100% of the reported non-teaching staff fall under its jurisdiction.

Table 9.10.1
District Wise Number of Non-Teaching Staff.

DISTRICT	DGE		FISHERIES DEPARTMENT		TOTAL	
	Male	Female	Male	Female	Male	Female
TVM	0	0	2	4	2	4
KLM	0	0	1	6	1	6
PTA	0	0	0	0	0	0
ALP	0	0	2	4	2	4
KTM	0	0	0	0	0	0
IDK	0	0	0	0	0	0
EKM	0	3	3	5	3	8
TSR	7	13	3	2	10	15
PKD	0	0	0	0	0	0
MPM	3	5	2	4	5	9
KKD	4	12	8	4	12	16
WYD	0	0	0	0	0	0
KNR	1	1	2	5	3	6
KSD	3	4	2	2	5	6
TOTAL	18	38	25	36	43	74

Diagram 9.10.1
Distribution of Non-Teaching Staff in Fisheries Schools in the State.



9.11.Enrollmentof Students in Fisheries School Hostels

The Fisheries Department hostels currently accommodate a total of 489 students, comprising 386 boys and 103 girls. Thiruvananthapuram leads in enrolment with 78 students, followed closely by Malappuram with 77 and Kasargod with 76. The demographic distribution is largely gender-segregated, as hostels in Thiruvananthapuram, Kollam, Alappuzha, Ernakulam, Thrissur, Malappuram, and Kannur exclusively cater to male students. In contrast, Kasargod is the only district with an exclusively female population of 76 students, while Kozhikode stands out as the sole district offering mixed enrollment with 18 boys and 27 girls.

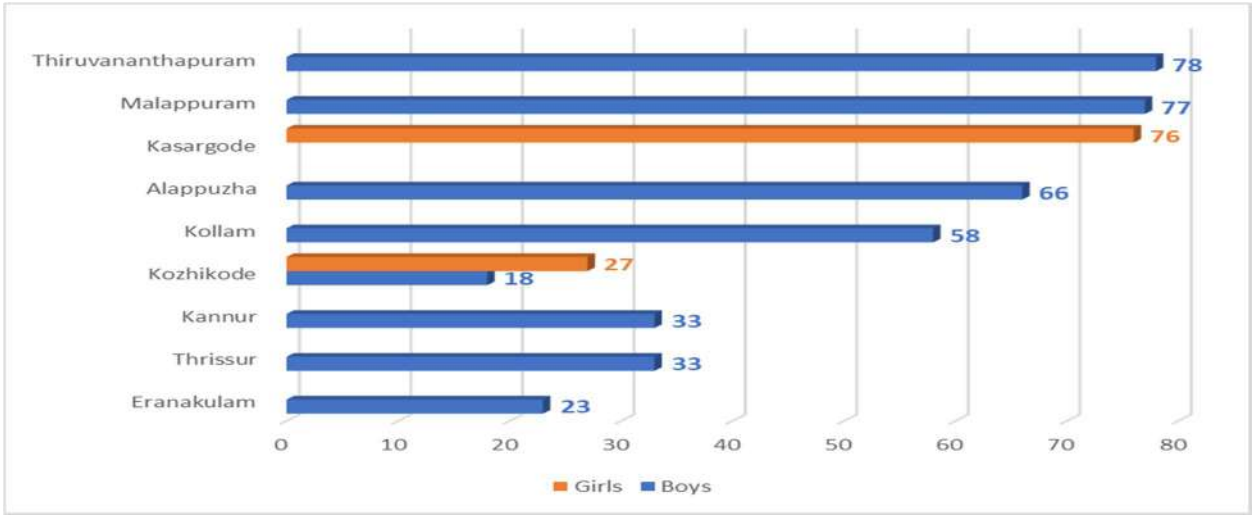
Table 11.1

District wise Number of Students Staying in Hostels

Sl. No.	Name of District	FISHERIES DEPARTMENT		
		Boys	Girls	TOTAL
1	Thiruvananthapuram	78	0	78
2	Kollam	58	0	58
3	Pathanamthitta	0	0	0
4	Alappuzha	66	0	66
5	Kottayam	0	0	0
6	Idukki	0	0	0
7	Eranakulam	23	0	23
8	Thrissur	33	0	33
9	Palakkad	0	0	0
10	Malappuram	77	0	77
11	Kozhikode	18	27	45
12	Wayanad	0	0	0
13	Kannur	33	0	33
14	Kasargode	0	76	76
TOTAL		386	103	489
NB:No Fisheries school hostels under General Education Department				

Diagram11.1

District wise Number of Students Staying in Hostels



9.12. Key findings

The Fisheries Schools in Kerala have successfully established themselves as a specialized educational niche, showing a **3.2% annual growth** in enrollment and a high **1:16 teacher-student ratio** that favors academic quality.

However, the data reveals three critical areas for policy review:

1. **Gender Retention:** There is a significant "leaking pipeline" for female students entering High School, likely exacerbated by the **severe lack of female hostel facilities** in 7 out of 9 districts.
2. **Administrative Imbalance:** The **Fisheries Department** maintains a disproportionately high number of non-teaching staff relative to its student enrolment compared to the **DGE**.
3. **Inclusivity Gaps:** While the schools serve Muslim and OBC communities effectively, they have yet to successfully integrate the **Scheduled Tribe (ST)** community, which is represented by only two students across the entire state.

CHAPTER X
CLASS IX STUDENT RETENTION IN KERALA -2024-25

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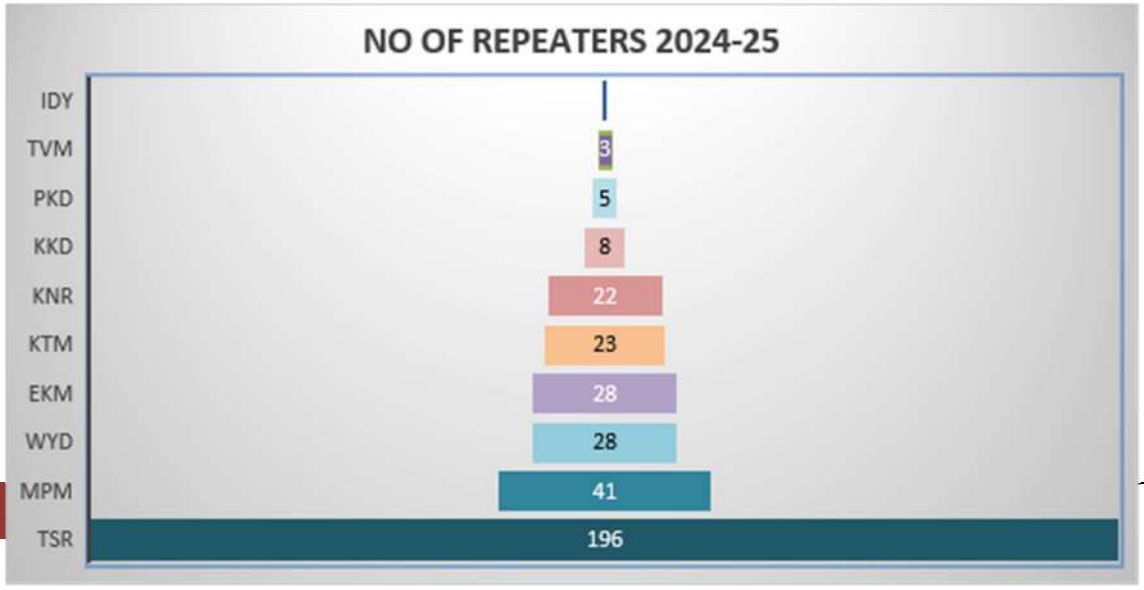
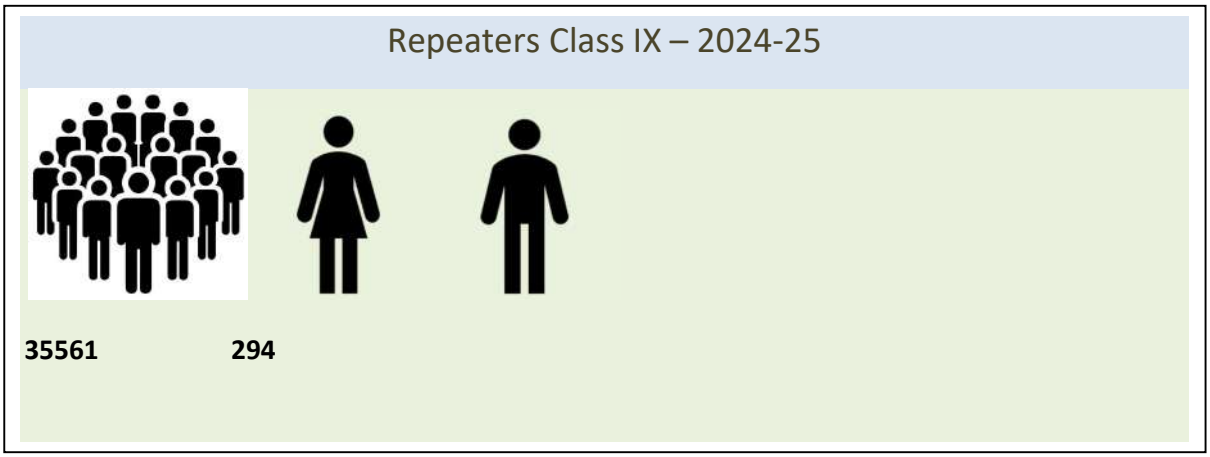
Kerala's education system is a global model for equity, boasting nearly 100% literacy, gender parity, and minimal dropouts due to robust welfare initiatives. As the first state to offer a barrier-free academic path from primary school to graduation, Kerala treats quality education as a fundamental right.

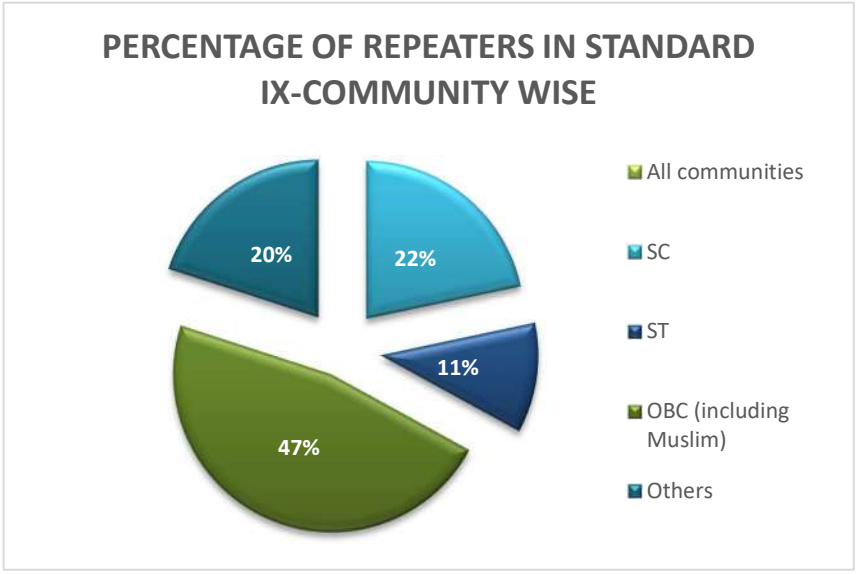
However, due to academic or personal reasons, some students may still require an additional year in the same grade to complete their studies. In transition phases like Class 9, where the curriculum becomes more rigorous in preparation for the SSLC Board Examinations, some students find the increased academic demands difficult to navigate. In such instances, repeating a grade is not viewed as a failure but as a strategic opportunity to bridge learning gaps and gain greater clarity in core subjects like Mathematics and Science. For students who do not meet specific academic benchmarks or attendance requirements, the state coordinates various interventions—including specialized counseling and the Continuous and Comprehensive Evaluation (CCE) system—to provide the necessary support, ensuring they return to the mainstream with renewed confidence.

2024-25 academic year, there are a total of 355 students repeating Class 9 in the state. The highest number of repeaters is recorded in Thrissur district (196 students), while the lowest is in Idukki district (one student). The figures for other major districts are as follows: Malappuram (41), Ernakulam (28), Wayanad (28), Kottayam (23), and Kannur (22). Meanwhile, it is notable that there are no repeaters in Class 9 in the districts of Kollam, Pathanamthitta, Alappuzha, and Kasaragod. In the academic year 2023-24, there were 583 repeaters in Class 9.





The community-wise distribution of student repeaters in Standard IX reveals a major concentration within the OBC (including Muslim) category, which accounts for nearly half of the total at 47%. The remaining portion is primarily divided between the SC community at 22% and the Others category at 20%, while the ST community represents the smallest share at 11%. Collectively, historically and socially disadvantaged groups (OBC, SC, and ST) comprise 80% of all repeating students, indicating that academic stagnation is heavily skewed toward these demographics and underscoring a critical need for targeted educational interventions and policy support for these specific student communities.



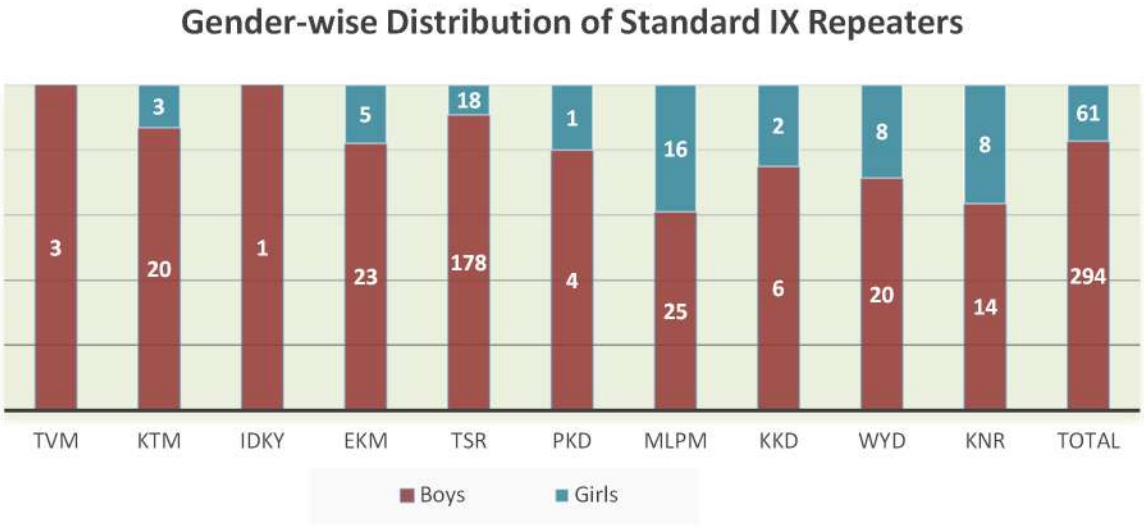
When examining the data by social category, the largest group among Standard IX repeaters in Kerala is the OBC community, with a total of 167 students. A significant portion of this group is concentrated in the districts of Thrissur (70) and Malappuram (38). This is followed by the Scheduled Caste (SC) category with 77 students, notably with 63 of them hailing from Thrissur district. The "Others" category includes 71 students, where 62 were reported from Thrissur. The Scheduled Tribe (ST) category has the lowest overall count with 40 students. While the OBC community has the highest number of repeaters and the ST community the lowest, the data consistently shows that boys outnumber girls across all categories. The *Table 1* for this is provided below.

Table. 1
Distribution of Standard IX Repeaters in Kerala by District and Category

DIST	ALL COMMUNITIES			SCHEDULED CASTE			SCHEDULED TRIBES			OBC (Including Muslim)			OTHERS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	3	0	3	0	0	0	0	0	0	3	0	3	0	0	0
KLM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PTA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTM	20	3	23	7	0	7	3	0	3	10	2	12	0	1	1
IDKY	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0
EKM	23	5	28	3	0	3	0	0	0	16	3	19	4	2	6
TSR	178	18	196	59	4	63	1	0	1	60	10	70	58	4	62
PKD	4	1	5	1	0	1	3	1	4	0	0	0	0	0	0
MLP	25	16	41	2	0	2	1	0	1	22	16	38	0	0	0
KKD	6	2	8	0	1	1	0	0	0	6	1	7	0	0	0
WYD	20	8	28	0	0	0	17	8	25	1	0	1	2	0	2
KNR	14	8	22	0	0	0	3	3	6	11	5	16	0	0	0
KGD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**294**	**61**	**355**	**72**	**5**	**77**	**28**	**12**	**40**	**130**	**37**	**167**	**64**	**7**	**71**

According to the statistics for the 2024-25 academic year, there are a total of 355 repeaters across the 14 districts of Kerala. While nearly half of the districts have a very low number of such students, high figures in certain districts significantly drive up the state average. The most striking data point lies in the gender ratio; 82.8% (294 students) of the total repeaters are boys, while girls account for only 17.2% (61 students). This represents a ratio of approximately 5:1, meaning for every one girl repeating the grade, there are five boys. A breakdown by social categories shows that the OBC community leads with 47% (167 students). The remaining figures include Scheduled Castes at 21.7%, others at 20%, and Scheduled Tribes at 11.3%.

From a social perspective, the OBC and Others categories showed the most significant progress, with reductions of 127 and 84 students, respectively. However, the Scheduled Tribe (ST) category was the only group to see an overall statewide increase of 10 students. The primary reasons for this rise were the figures reported from the Wayanad and Kannur districts.



A significant concentration of Grade IX repeaters exists within specific regions of Kerala, with 355 students reported statewide. A stark gender disparity is evident in these statistics; boys account for the vast majority with 294 students (82.8%), while girls comprise only 61 (17.2%). Regionally, Thrissur (TSR) stands out as the primary outlier, contributing 196 repeaters approximately 55% of the entire state's total. While other districts such as Malappuram (41), Wayanad (28), and Ernakulam (28) show moderate numbers, districts including Kollam, Pathanamthitta, Alappuzha, and Kasaragod maintained an exemplary record with zero repeaters reported.

A comparative study reveals (Table 2) a significant decline in the number of Standard IX Repeaters in Kerala for the 2024-25 academic year compared to 2023-24. Statewide, the number of repeaters dropped from 583 to 355, marking a total reduction of 228 students. This positive change is most evident in the Thrissur (TSR) district, which saw a decrease of 121 repeaters. Notable declines were also recorded in Palakkad (-47) and Kottayam (-33). While most districts showed improvement, Ernakulam and Wayanad saw slight increases in the number of repeaters, by 9 and 6 students, respectively.

Table. 2
Comparison of students Repeaters in Standard IX -2023-24 & 2024-25

COMPARISON STUDENTS' REPEATERS IN STANDARD IX - 2023-24 & 2024-25															
DIST	ALL COMMUNITIES			SCHEDULED CASTE			SCHEDULED TRIBES			OBC (Including Muslim)			OTHERS		
	2023-24	2024-25	Variation	2023-24	2024-25	Variation	2023-24	2024-25	Variation	2023-24	2024-25	Variation	2023-24	2024-25	Variation
TVM	3	3	0	0	0	0	0	0	0	3	3	0	0	0	0
KLM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

COMPARISON STUDENTS' REPEATERS IN STANDARD IX - 2023-24 & 2024-25															
DIST	ALL COMMUNITIES			SCHEDULED CASTE			SCHEDULED TRIBES			OBC (Including Muslim)			OTHERS		
	2023-24	2024-25	Variation	2023-24	2024-25	Variation	2023-24	2024-25	Variation	2023-24	2024-25	Variation	2023-24	2024-25	Variation
PTA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALP	1	0	-1	0	0	0	0	0	0	0	0	0	1	0	-1
KTM	56	23	-33	8	7	-1	5	3	-2	19	12	-7	24	1	-23
IDKY	8	1	-7	0	0	0	4	0	-4	2	1	-1	2	0	-2
EKM	19	28	9	1	3	2	0	0	0	10	19	9	8	6	-2
TSR	317	196	-121	82	63	-19	1	1	0	117	70	-47	117	62	-55
PKD	52	5	-47	12	1	-11	2	4	2	38	0	-38	0	0	0
MLP	58	41	-17	1	2	1	0	1	1	57	38	-19	0	0	0
KKD	20	8	-12	0	1	1	0	0	0	19	7	-12	1	0	-1
WYD	22	28	6	0	0	0	18	25	7	4	1	-3	0	2	2
KNR	26	22	-4	0	0	0	0	6	6	25	16	-9	1	0	-1
KGD	1	0	-1	0	0	0	0	0	0	0	0	0	1	0	-1
Total	**583**	**355**	**-228**	**104**	**77**	**-27**	**30**	**40**	**10**	**294**	**167**	**-127**	**155**	**71**	**-84**

An analysis of the data over the past seven years reveals a dramatic transformation in student retention patterns within Kerala's education system, largely dictated by shifting academic policies and the global pandemic. In the pre-pandemic period of 2018-19, repeaters stood at a peak of 2,602 students, which began a steady decline to 1,986 the following year. The onset of COVID-19 accelerated this downward trend, with numbers dropping to 1,149 in 2020-21 and reaching a historic low of just 29 students in 2021-22—a result of liberal "all-pass" promotion policies intended to support students during the crisis. As the education system returned to standardized evaluations and pre-pandemic rigor, the count saw a significant rebound to 583 in 2023-24 before stabilizing at 355 students for the 2024-25 academic year. Ultimately, this seven-year trajectory indicates that while administrative interventions during the pandemic caused an artificial dip in repetitions, the current figures represent a system that is recalibrating toward a balanced and sustainable academic standard.

Table.3

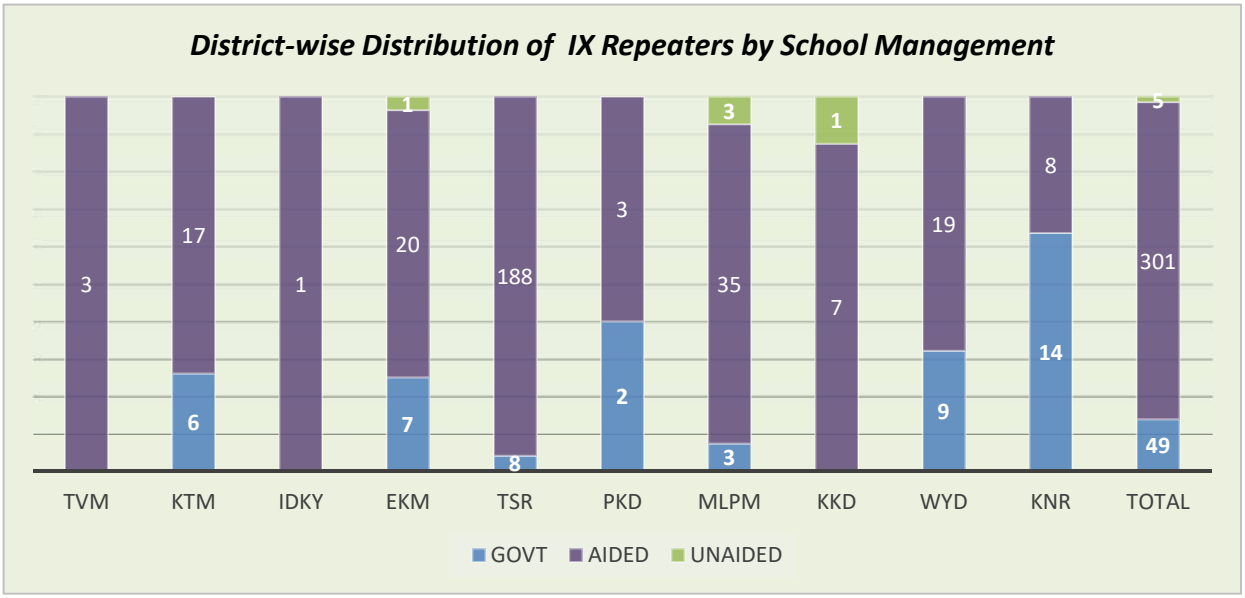
District-wise Distribution of Standard IX Repeaters in Kerala by School Management and Gender: Academic Year 2024-25

MANAGEMENT SECTOR (GOVT, AIDED & UNAIDED)												
DIST	GOVT SCHOOLS			AIDED SCHOOLS			UNAIDED SCHOOLS			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	0	0	0	3	0	3	0	0	0	3	0	3
KLM	0	0	0	0	0	0	0	0	0	0	0	0
PTA	0	0	0	0	0	0	0	0	0	0	0	0
ALP	0	0	0	0	0	0	0	0	0	0	0	0
KTM	4	2	6	16	1	17	0	0	0	20	3	23
IDKY	0	0	0	1	0	1	0	0	0	1	0	1
EKM	7	0	7	16	4	20	0	1	1	23	5	28
TSR	8	0	8	170	18	188	0	0	0	178	18	196
PKD	2	0	2	2	1	3	0	0	0	4	1	5
MLPM	0	3	3	22	13	35	3	0	3	25	16	41
KKD	0	0	0	6	1	7	0	1	1	6	2	8
WYD	5	4	9	15	4	19	0	0	0	20	8	28
KNR	11	3	14	3	5	8	0	0	0	14	8	22
KGD	0	0	0	0	0	0	0	0	0	0	0	0
Total	**37**	**12**	**49**	**254**	**47**	**301**	**3**	**2**	**5**	**294**	**61**	**355**

It is evident that the vast majority of Standard IX repeaters in Kerala are from the Aided school sector. Out of the 355 total reported students, 301 (approximately 85%) are from Aided schools. In contrast, only 49 students in Government schools and just 5 students in unaided schools are repeating their studies in Standard IX. District wise information for Govt, Aided, and Unaided sectors is presented clearly in the *chart*. Thrissur district stands at the forefront of these statistics, accounting for 55% of the state's total repeaters (196 students). It is particularly noteworthy that 188 of these students belong to Aided schools within the district. Meanwhile, districts like Kollam, Pathanamthitta, Alappuzha, and Kasaragod maintained an excellent record of zero repeaters across all sectors.

Another significant aspect of these figures is the gender disparity. Boys constitute 83% of the total repeaters (294 boys compared to 61 girls). This trend of academic retention being higher among boys is observed across all school management categories. These statistics suggest that future educational interventions should be strategically focused on Aided schools in Thrissur and on providing specific academic support for male students

Table.4
District-wise and Community-wise Distribution of Standard IX Repeaters in Kerala
Academic Year 2024-25



DIST	Scheduled Caste				Scheduled Tribe				OBC (including Muslim)				Muslim				Other Minority (Christians, Sikhs, Parsies)			
	Govt	Aided	Unaided	Total	Govt	Aided	Unaided	Total	Govt	Aided	Unaided	Total	Govt	Aided	Unaided	Total	Govt	Aided	Unaided	Total
TVM	0	0	0	0	0	0	0	0	0	3	0	3	0	3	0	3	0	0	0	0
KLM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PTA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTM	2	5	0	7	1	2	0	3	2	10	0	12	1	2	0	3	0	5	0	5
IDKY	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
EKM	1	2	0	3	0	0	0	0	5	13	1	19	4	3	1	8	0	3	0	3
TSR	1	62	0	63	0	1	0	1	2	68	0	70	2	48	0	50	1	24	0	25
PKD	1	0	0	1	1	3	0	4	0	0	0	0	0	0	0	0	0	0	0	0
MLPM	0	2	0	2	0	1	0	1	3	32	3	38	2	29	2	33	1	0	0	1
KKD	0	1	0	1	0	0	0	0	0	6	1	7	0	6	0	6	0	0	0	0
WYD	0	0	0	0	6	19	0	25	1	0	0	1	0	0	0	0	2	0	0	2
KNR	0	0	0	0	0	6	0	6	14	2	0	16	12	2	0	14	0	0	0	0
KGD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**5**	**72**	**0**	**77**	**8**	**32**	**0**	**40**	**27**	**135**	**5**	**167**	**21**	**93**	**3**	**117**	**4**	**32**	**0**	**36**

The statewide data for Grade IX repeaters in Kerala reveals a total of 355 students, with a heavy concentration in the Aided school sector, which accounts for 301 students (84.8%). Government schools report 49 repeaters (13.8%), while Unaided schools show a minimal impact with only 5 students (1.4%). Geographically, the distribution is highly uneven; Thrissur emerges as the primary outlier, contributing 196 students-more than half of the state's total. In contrast, districts like Kollam, Pathanamthitta, Alappuzha, and Kasaragod have maintained an exemplary record with zero repeaters across all management types.

From a community perspective, the OBC category (including Muslims) represents the largest group with 167 repeaters, followed by the Muslim community specifically (117) and Scheduled Castes (77). Scheduled Tribes account for 40 repeaters, with a notable localized concentration in Wayanad, where ST students make up 25 of the district's 28 total repeaters. While Thrissur dominates the figures for SC, OBC, and Minority communities within Aided schools, Kannur presents a unique case as the only district where Government school repeaters (14) outnumber those in the Aided sector (8). Overall, the data indicates that academic retention is a localized challenge primarily affecting specific demographics within Aided institutions.

CHAPTER XI
INTERSTATE AND INTERNATIONAL STUDENTS WITHIN THE GENERAL EDUCATION SECTOR

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11.1 Introduction

Kerala has witnessed a significant inflow of interstate migrant workers from various parts of India in recent decades. These workers migrate to the state in search of better employment opportunities, particularly in sectors such as construction, manufacturing, agriculture, and services. Along with them, many children migrate and become part of Kerala's school system. The education of interstate migrant workers' children has therefore become a key area of strategic concern. The educational system in Kerala is widely recognized for its high literacy rate, strong public schooling network, well-trained teachers, and emphasis on inclusive education. Government initiatives such as free education, midday meals, free textbooks and uniforms, and access to health facilities have helped make schooling accessible to children from migrant families. In addition, special programs such as language support classes and migrant-friendly schools aim to integrate these children into the mainstream education system.

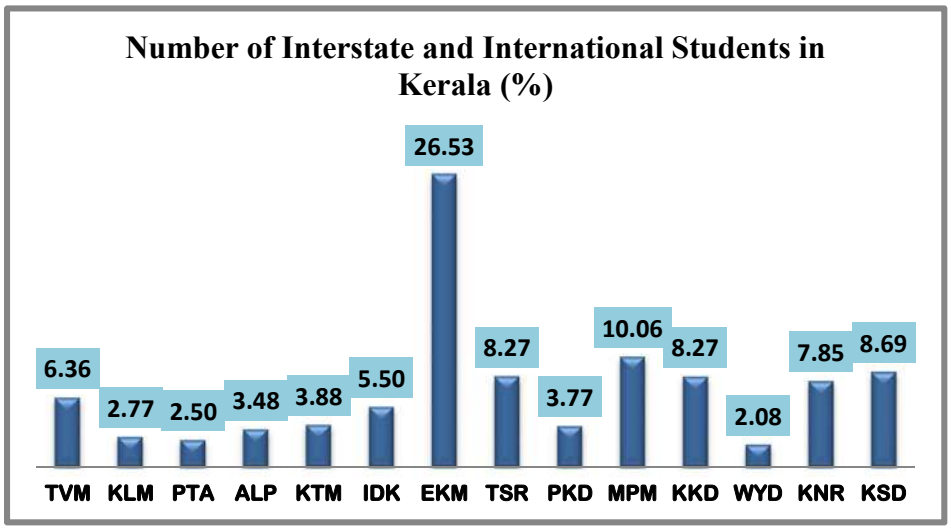
The migration of workers to Kerala is mainly driven by better wages, availability of employment, and comparatively better living conditions. However, the children of migrant workers often face several challenges in the schooling process; including language barriers, frequent mobility, cultural differences, and economic insecurity. Studying their educational experience helps in understanding issues related to access, adaptation, and inclusion within Kerala's education system. In recent years, a notable increase has been observed in the number of interstate students enrolled in schools in Kerala. During the academic year 2023–24, there were 21,299 interstate students. In the academic year 2024–25, this number increased further by 3,266 students, indicating a growing presence of migrant children in the state's school system.

This chapter provides a detailed analysis of interstate and international student enrollment across grades I to X within the General Education sector for the academic year 2024-25. Please note that this analysis pertains exclusively to the primary and secondary sections and does not include data for the Higher Secondary (HSE) or Vocational Higher Secondary (VHSE) sectors.

11.2 Interstate and International Students enrolment

During the academic year 2024–25, out of a total of 3,534,702 students enrolled in schools under General Education, 24,525 students (0.69%) were interstate and international students, of which 13,553 are boys and 10,972 are girls, indicating that boys form

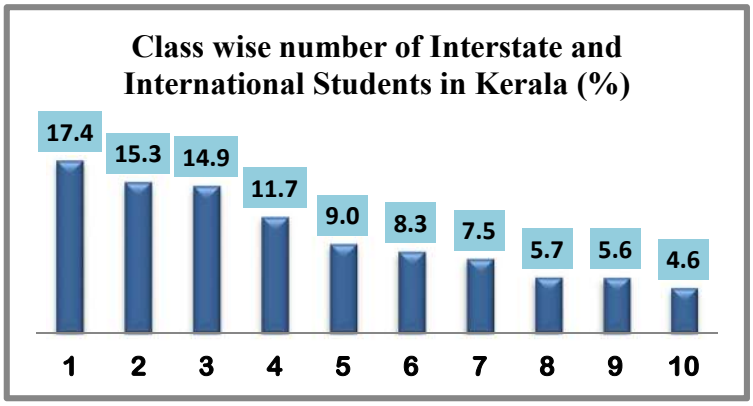
a slightly higher proportion than girls. The distribution of students across districts is highly uneven. Ernakulam records the highest number of inter-state students with 6,506 students (26.53%), making it the major centre for inter-state education. This is followed by Malappuram with 2,467 students (10.06%). Districts such as Kasaragod (8.69%), Thrissur (8.27%), Kozhikode (8.27%), and Kannur (7.85%) also account for a significant share of inter-state students. On the other hand, districts like Wayanad (2.08%), Pathanamthitta (2.50%), Kollam (2.77%), and Alappuzha (3.48%) show relatively low representation. In terms of gender, although the difference is not very large, boys outnumber girls in all districts except Kollam, where the number of girls slightly exceeds that of boys. The table below presents the district-wise enrollment details of interstate and international students in the General Education sector (Grades I to X) for the academic year 2024-25.



#	Districts	Number of Inter-state students			
		Boys	Girls	Total	%
1	Thiruvananthapuram	797	762	1559	6.36
2	Kollam	328	352	680	2.77
3	Pathanamthitta	336	276	612	2.50
4	Alappuzha	458	396	854	3.48
5	Kottayam	536	415	951	3.88
6	Idukki	757	592	1349	5.50
7	Ernakulam	3534	2972	6506	26.53
8	Thrissur	1083	946	2029	8.27
9	Palakkad	511	413	924	3.77
10	Malappuram	1390	1077	2467	10.06
11	Kozhikode	1191	837	2028	8.27
12	Wayanad	273	236	509	2.08
13	Kannur	1082	844	1926	7.85
14	Kasaragod	1277	854	2131	8.69
	Total	**13553**	**10972**	**24525**	**100.00**

11.2.1 Class-wise enrolment analysis of interstate and International Students

A total of 24,525 students are enrolled across classes I to X, out of which 13,553 are boys and 10,972 are girls, showing that boys constitute a slightly higher share than girls at all levels of schooling. The data clearly indicates that the concentration of interstate and international students is higher in the lower classes and gradually declines as the class level increases. Class I records the highest number of students with 4,266 students (17.4%), followed by Class II (15.3%) and Class III (14.9%). Together, Classes I to III account for nearly half of the total interstate and international students, highlighting a strong inflow at the primary education level. From Class IV onwards, there is a steady decrease in enrolment. Class IV accounts for 11.7%, while Classes V and VI contribute 9.0% and 8.3% respectively. The decline becomes more pronounced in the upper classes, with Classes VII to X collectively accounting for a smaller proportion of students. Class X records the lowest share, with 1,130 students (4.6%).



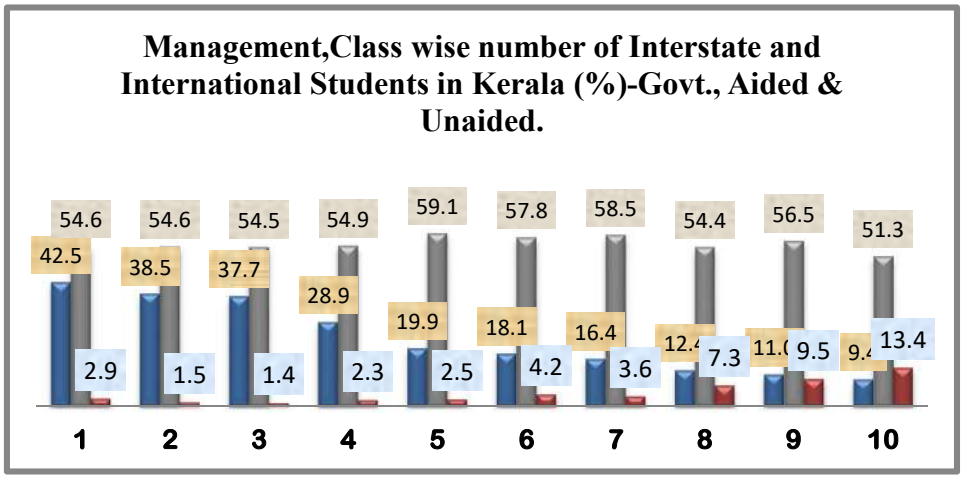
In terms of gender composition, boys outnumber girls in every class, although the difference is not very wide. Female participation remains substantial across all classes, indicating relatively balanced gender representation among interstate and international students. However, the gradual decline in both boys' and girls' enrolment in higher classes suggests possible factors such as return migration, transfer to other education systems, or completion of schooling at lower levels. The following table presents the Class-wise distribution of interstate and international students in Kerala along with their gender composition

STD	Number of students			
	Boys	Girls	Total	%
1	2339	1927	4266	17.4
2	1958	1783	3741	15.3
3	2000	1646	3646	14.9
4	1577	1304	2881	11.7
5	1236	979	2215	9.0
6	1156	875	2031	8.3
7	1029	816	1845	7.5
8	798	589	1387	5.7
9	820	563	1383	5.6
10	640	490	1130	4.6
Total	**13553**	**10972**	**24525**	**100.0**

11.2.2 School Management wise and class-wise analysis of interstate and International students

The data reveals that Aided sector dominate the enrolment of interstate and international students in Kerala, accounting for 13,619 students (55.5%) out of a total 24,525. Government schools follow with 10,018 students (40.8%), while Unaided schools enroll a relatively small share of 888 students (3.6%). This indicates that aided institutions accommodating most significant part of migrant and international student populations across the state. Across all standards, Aided schools consistently maintain the largest share, generally ranging between 51% and 59%. Their proportion peaks in Standard V (59.1%) and remains relatively stable thereafter.

In contrast, the share of Government schools shows a steady decline with increasing class level. Government schools account for 42.5% in Standard I, but this drops continuously to 9.4% by Standard X. The Unaided school segment, though small overall, shows a notable upward trend in higher classes. From just 2.9% in Standard I, the unaided share rises steadily to 13.4% in Standard X. Management-wise enrollment of interstate and international students, including their respective percentage shares by grade, is presented in the table below.



Grade	Govt. School		Aided School		Unaided School		Total
	Number	%	Number	%	Number	%	
1	1812	**42.5**	2331	**54.6**	123	**2.9**	**4266**
2	1643	**38.5**	2041	**54.6**	57	**1.5**	**3741**
3	1609	**37.7**	1987	**54.5**	50	**1.4**	**3646**
4	1233	**28.9**	1581	**54.9**	67	**2.3**	**2881**
5	850	**19.9**	1309	**59.1**	56	**2.5**	**2215**
6	772	**18.1**	1173	**57.8**	86	**4.2**	**2031**
7	699	**16.4**	1080	**58.5**	66	**3.6**	**1845**
8	531	**12.4**	755	**54.4**	101	**7.3**	**1387**
9	470	**11.0**	782	**56.5**	131	**9.5**	**1383**
10	399	**9.4**	580	**51.3**	151	**13.4**	**1130**
Total	**10018**	**40.8**	**13619**	**55.5**	**888**	**3.6**	**24525**

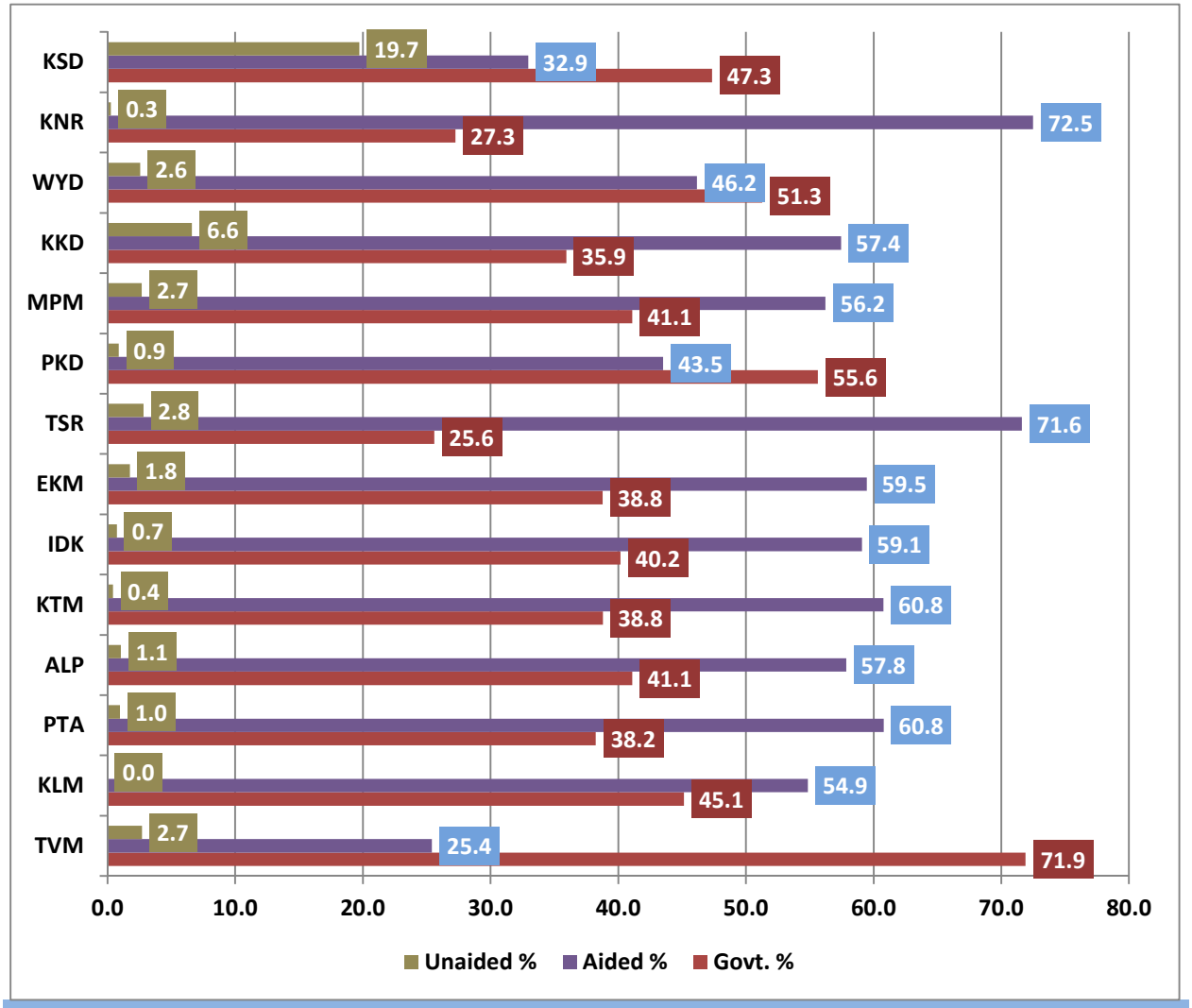
11.2.3 School Management wise, District-wise distribution of Interstate and International students in Kerala.

The School Management wise, District-wise distribution of interstate and international students in Kerala shows, across the state, Aided schools enroll the majority of interstate and international students (55.5%), followed by Government schools (40.8%), while Unaided schools account for only 3.6%. This overall pattern is reflected in most districts, underscoring the central role played by aided institutions in absorbing migrant student populations. Government schools dominate in a few districts, most notably Thiruvananthapuram, where 71.9% of interstate and international students are enrolled in government schools. A similar, though less pronounced, trend is seen in Palakkad (55.6%), Wayanad (51.3%), and Kasaragod (47.3%), suggesting stronger reliance on the public school system in these districts, possibly due to wider school networks, free education schemes, and accessibility for migrant families.

In contrast, Aided schools overwhelmingly dominate in several central and northern districts. Kannur (72.5%) and Thrissur (71.6%) record the highest aided-school shares, followed by Pathanamthitta and Kottayam (60.8% each), Ernakulam (59.5%), Idukki (59.1%), Alappuzha (57.8%), Kozhikode (57.4%), and Malappuram (56.2%). This indicates a strong preference or availability of aided institutions in these regions, which may be perceived as offering a balance between affordability and quality. The Unaided school sector remains marginal in most districts, often below 3%. However, Kasaragod stands out as a significant exception, where 19.7% of interstate and international students are enrolled in unaided schools (420 students). Kozhikode (6.6%) also shows a relatively higher presence of unaided institutions compared to the state average. The table and the chart provided below offers a comprehensive breakdown of the aforementioned enrolment data.

District	Government	%	Aided	%	Unaided	%	Total
Thiruvananthapuram	1121	71.9	396	25.4	42	2.7	1559
Kollam	307	45.1	373	54.9	0	0.0	680
Pathanamthitta	234	38.2	372	60.8	6	1.0	612
Alappuzha	351	41.1	494	57.8	9	1.1	854
Kottayam	369	38.8	578	60.8	4	0.4	951
Idukki	542	40.2	797	59.1	10	0.7	1349
Ernakulam	2523	38.8	3869	59.5	114	1.8	6506
Thrissur	519	25.6	1453	71.6	57	2.8	2029
Palakkad	514	55.6	402	43.5	8	0.9	924
Malappuram	1014	41.1	1387	56.2	66	2.7	2467
Kozhikode	729	35.9	1165	57.4	134	6.6	2028

District	Government	%	Aided	%	Unaided	%	Total
Wayanad	261	51.3	235	46.2	13	2.6	509
Kannur	525	27.3	1396	72.5	5	0.3	1926
Kasaragod	1009	47.3	702	32.9	420	19.7	2131
Total	**10018**	**40.8**	**13619**	**55.5**	**888**	**3.6**	**24525**



11.2.4 An analysis of interstate students according to their mother State/country.

Out of a total of 24,525 inter-state and international students, 24,189 students, accounting for 98.6 per cent, are from other Indian states, while only 336 students (1.4 per cent) are from other countries. This clearly indicates that student migration to Kerala is predominantly domestic in nature, with international student participation remaining minimal. Among the inter-state students, Tamil Nadu is the largest contributing state with 4,294 students, constituting 17.5 per cent of the total. This is followed by Assam with 3,882 students (15.8 per cent), West Bengal

with 3,758 students (15.3 per cent), Bihar with 3,380 students (13.8 per cent), and Uttar Pradesh with 2,731 students (11.1 per cent). Collectively, these five states account for approximately 73.5 per cent of the total inter-state student population in Kerala, indicating a high level of regional concentration.

The analysis of southern and neighboring states shows that, in addition to Tamil Nadu, Karnataka contributes a significant share with 1,762 students (7.2 per cent). Other southern regions such as Andhra Pradesh (0.6 per cent), Telangana (0.1 per cent), Lakshadweep (0.5 per cent), and Puducherry (0.0 per cent) contribute comparatively smaller proportions. A prominent feature of the data is the strong representation from eastern and north-eastern states. Assam, West Bengal, Bihar, Jharkhand (4.3 per cent), and Odisha (4.1 per cent) together form a major source of inter-state students. Additionally, states such as Manipur, Nagaland, Tripura, Meghalaya, Arunachal Pradesh, and Sikkim contribute smaller shares ranging from 0.1 per cent to negligible levels. Students from northern and central Indian states show moderate to low representation. Rajasthan accounts for 2.7 per cent of inter-state students, while Madhya Pradesh and Maharashtra each contribute 1.2 per cent, Gujarat 1.0 per cent, and Delhi 0.8 per cent. States such as Punjab, Haryana, Uttarakhand, Chhattisgarh, and Himachal Pradesh each contribute between 0.1 and 0.2 per cent.

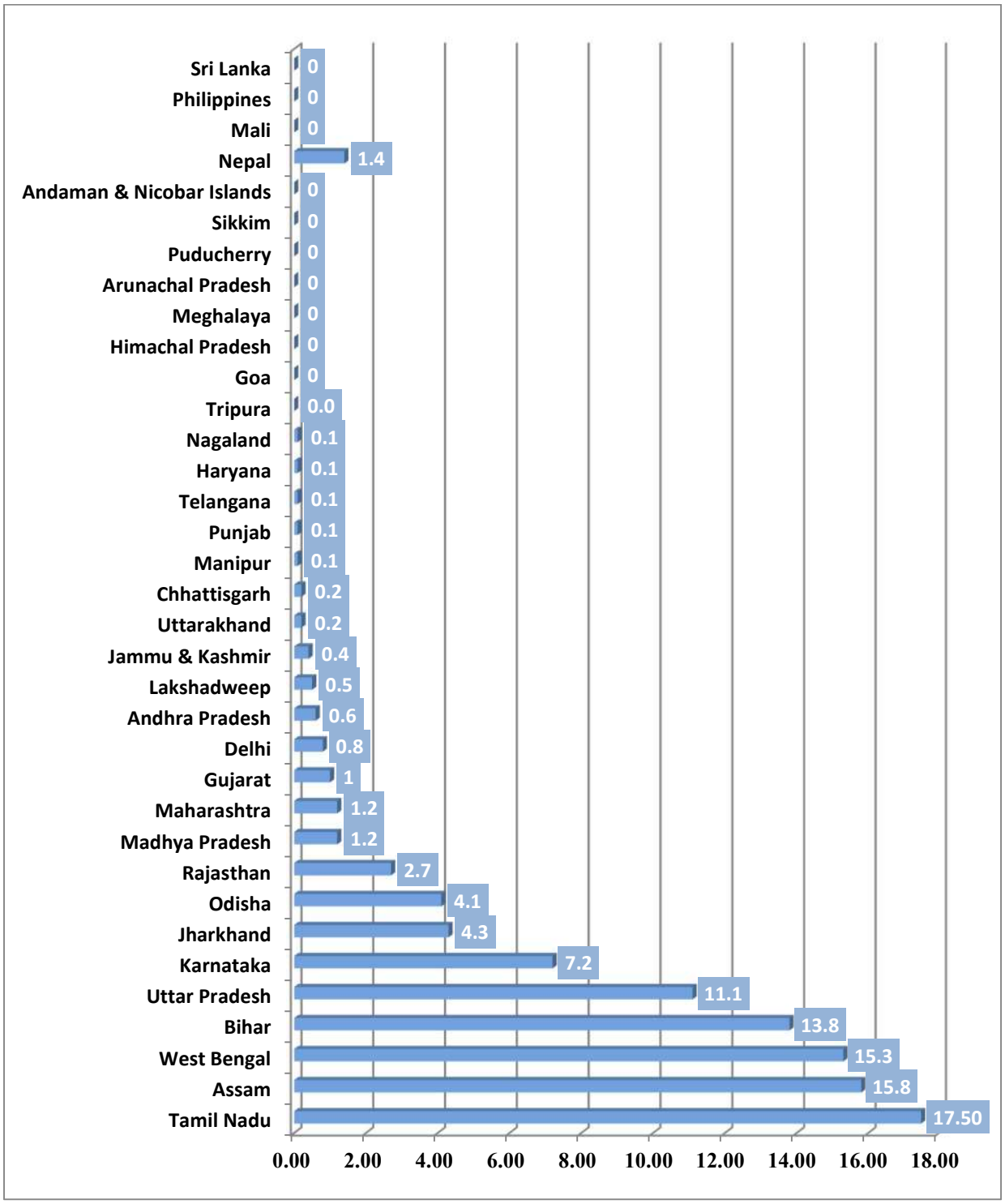
With respect to international students, the total number stands at 336, representing 1.4 per cent of the overall student population under consideration. Nepal alone accounts for 332 students, constituting almost the entire international student cohort. The remaining students are from Mali, the Philippines, and Sri Lanka, each contributing a negligible share. The following table details the number of interstate students by state, including their respective percentage shares.

The Distribution of Mother State and Country of Inter-State and International Students Studying in Kerala

#	State / Union Territory	Number of Students	%
1	Tamil Nadu	4,294	17.5
2	Assam	3,882	15.8
3	West Bengal	3,758	15.3
4	Bihar	3,380	13.8
5	Uttar Pradesh	2,731	11.1
6	Karnataka	1,762	7.2
7	Jharkhand	1,055	4.3
8	Odisha	1,003	4.1
9	Rajasthan	653	2.7

#	State / Union Territory	Number of Students	%
10	Madhya Pradesh	304	1.2
11	Maharashtra	304	1.2
12	Gujarat	242	1.0
13	Delhi	193	0.8
14	Andhra Pradesh	141	0.6
15	Lakshadweep	127	0.5
16	Jammu & Kashmir	107	0.4
17	Uttarakhand	48	0.2
18	Chhattisgarh	42	0.2
19	Manipur	36	0.1
20	Punjab	28	0.1
21	Telangana	28	0.1
22	Haryana	21	0.1
23	Nagaland	14	0.1
24	Tripura	9	0.0
25	Goa	6	0.0
26	Himachal Pradesh	6	0.0
27	Meghalaya	6	0.0
28	Arunachal Pradesh	4	0.0
29	Puducherry	2	0.0
30	Sikkim	2	0.0
31	Andaman & Nicobar Islands	1	0.0
Total (Inter-State Students)		**24,189**	**98.6**
#	**Country**	**Number of Students**	**%**
1	Nepal	**332**	**1.4**
2	Mali	**2**	**0.0**
3	Philippines	**1**	**0.0**
4	Sri Lanka	**1**	**0.0**
Total (International Students)		**336**	**1.4**
Total Inter-State and International Students		**24,525**	**100.0**

The chart given below illustrates the percentage share of interstate students, ranked by increasing magnitude across states



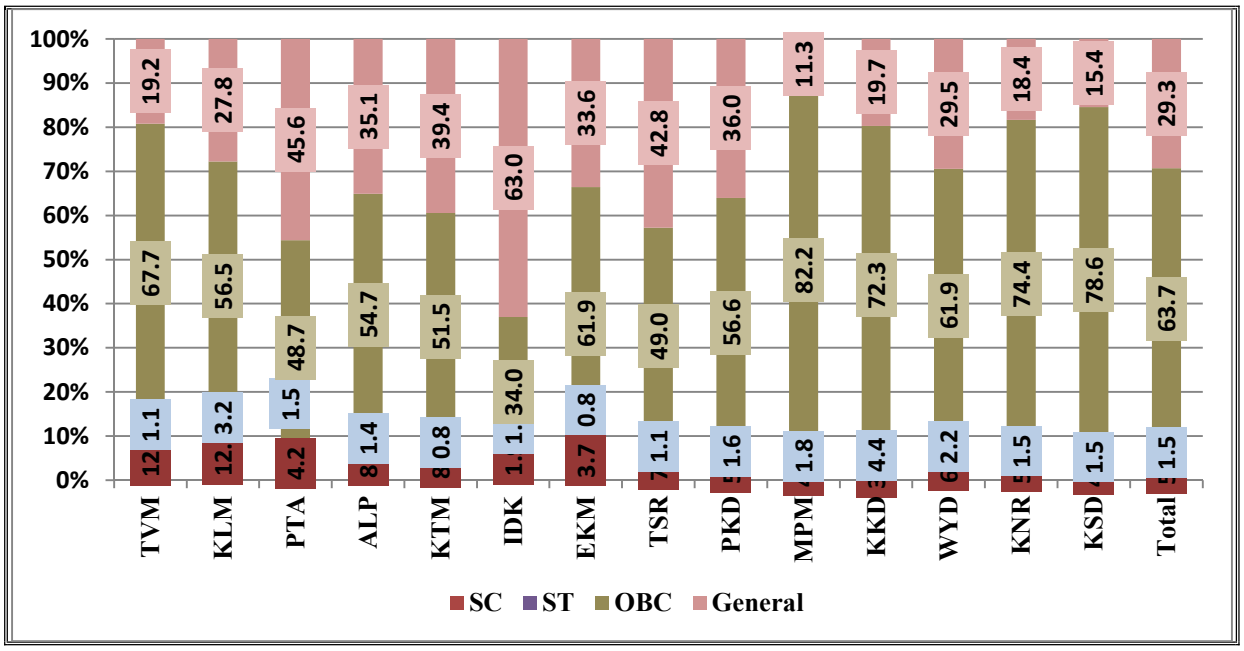
11.2.5 An analysis of interstate students according to their social category

The 2024-25 data on interstate and international students in Kerala shows a clear dominance of Other Backward Classes (OBC), who constitutes 15,616 students or 63.7% of the total 24,525 students. The General category follows with 7,193 students, making up 29.3%, while Scheduled Castes (SC) and Scheduled Tribes (ST) account for smaller proportions of 5.5% (1,341 students) and 1.5% (375 students), respectively.

At the district level, Ernakulam leads with a total of 6,506 students, including 4,029 OBC (61.9%) and 2,186 General category students (33.6%). Thiruvananthapuram follows with 1,559 students, with 1,055 (67.7%) OBC and 300 (19.2%) General category students. Malappuram district shows the highest concentration of OBC students at 2,029 (82.2%), but a relatively low General category population of 280 (11.3%). Northern districts such as Kasaragod, Kozhikode, and Kannur also have strong OBC representations of 1,675 (78.6%), 1,467 (72.3%), and 1,432 (74.4%) students respectively, while Kozhikode has the highest ST percentage (4.4%) at 90 students. In contrast, Idukki district has a unique profile with 850 (63%) General category students, 458 (34%) OBC, but only 26 (1.9%) SC and 15 (1.1%) ST students. The table given below shows the district-wise breakdown of interstate students by social category and their respective percentage shares

District	Number of Interstate/International students in Kerala								
	SC	%	ST	%	OBC	%	General	%	Total
Thiruvananthapuram	187	12.0	17	1.1	1055	67.7	300	19.2	1559
Kollam	85	12.5	22	3.2	384	56.5	189	27.8	680
Pathanamthitta	26	4.2	9	1.5	298	48.7	279	45.6	612
Alappuzha	75	8.8	12	1.4	467	54.7	300	35.1	854
Kottayam	78	8.2	8	0.8	490	51.5	375	39.4	951
Idukki	26	1.9	15	1.1	458	34.0	850	63.0	1349
Ernakulam	241	3.7	50	0.8	4029	61.9	2186	33.6	6506
Thrissur	145	7.1	22	1.1	994	49.0	868	42.8	2029
Palakkad	53	5.7	15	1.6	523	56.6	333	36.0	924
Malappuram	113	4.6	45	1.8	2029	82.2	280	11.3	2467
Kozhikode	71	3.5	90	4.4	1467	72.3	400	19.7	2028
Wayanad	33	6.5	11	2.2	315	61.9	150	29.5	509
Kannur	112	5.8	28	1.5	1432	74.4	354	18.4	1926
Kasaragod	96	4.5	31	1.5	1675	78.6	329	15.4	2131
Total	**1341**	**5.5**	**375**	**1.5**	**15616**	**63.7**	**7193**	**29.3**	**24525**

The chart given below illustrates the percentage share of interstate students within each district according to social category.



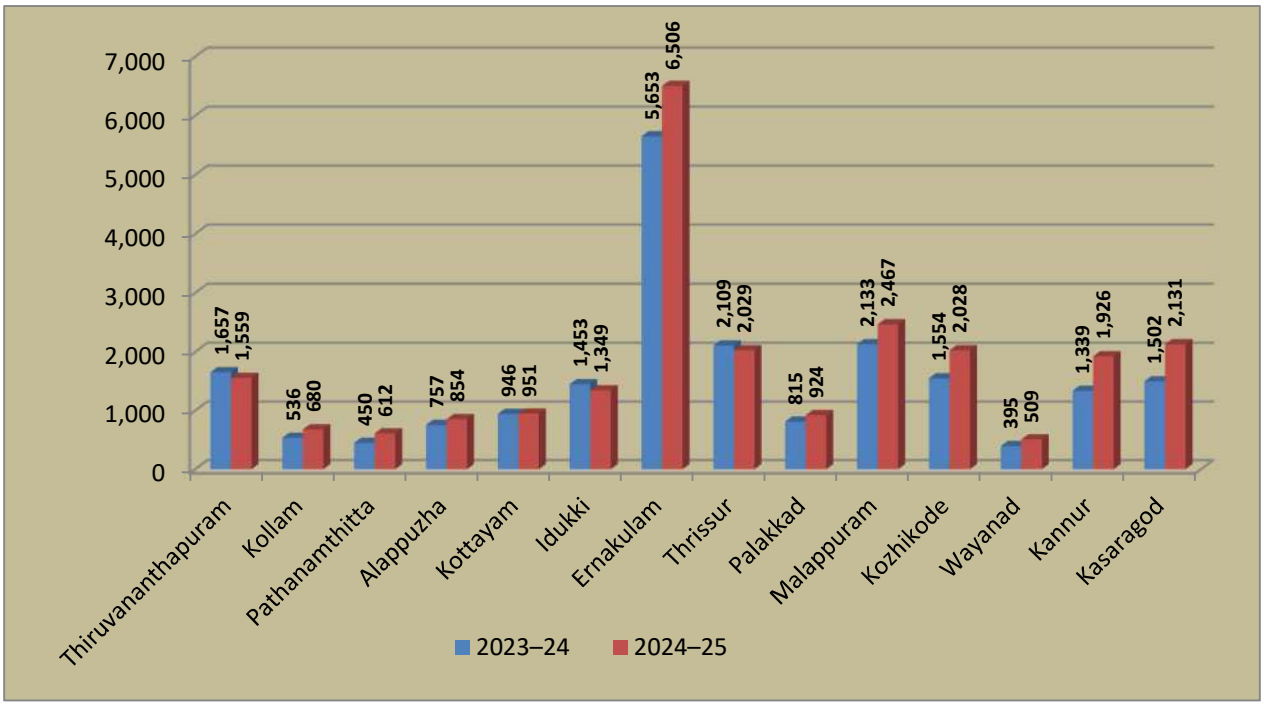
11.2.6 Comparison of Interstate and International Students in Kerala for the academic years 2023–24 and 2024–25

The data shows an overall significant increase of 15.1% in the number of Interstate and International students across the districts, rising from 21,299 in 2023–24 to 24,525 in 2024–25. This indicates growing attractiveness of the state's educational institutions, possibly due to improved academic reputation, better infrastructure, or wider outreach beyond state and national boundaries. Districts such as Kannur (43.8%), Kasaragod (41.9%), Pathanamthitta (36.0%), and Kozhikode (30.5%) recorded the highest percentage growth, highlighting strong emerging demand in northern and central regions. Ernakulam continues to be the major hub, contributing the largest absolute increase (+853 students), reinforcing its role as the state's primary education and migration center. On the other hand, a few districts experienced a decline, notably Idukki (-7.2%), Thiruvananthapuram (-5.9%), and Thrissur (-3.8%). The table given below illustrate the district wise comparison of interstate students over 2023-24 and 2024-25.

#	District	2023–24	2024–25	Difference	% Change
1	Thiruvananthapuram	1,657	1,559	-98	-5.9
2	Kollam	536	680	144	26.9
3	Pathanamthitta	450	612	162	36.0
4	Alappuzha	757	854	97	12.8
5	Kottayam	946	951	5	0.5
6	Idukki	1,453	1,349	-104	-7.2

#	District	2023–24	2024–25	Difference	% Change
7	Ernakulam	5,653	6,506	853	15.1
8	Thrissur	2,109	2,029	-80	-3.8
9	Palakkad	815	924	109	13.4
10	Malappuram	2,133	2,467	334	15.7
11	Kozhikode	1,554	2,028	474	30.5
12	Wayanad	395	509	114	28.9
13	Kannur	1,339	1,926	587	43.8
14	Kasaragod	1,502	2,131	629	41.9
	Total	**21,299**	**24,525**	**3,226**	**15.1**

Comparison of Interstate and International Students in Kerala for the academic years 2023–24 and 2024–25.



11.2.7 Highlights of the Chapter

- During the academic year 2024–25, out of a total of 3,534,702 students enrolled in schools under General Education, 24,525 students (0.69%) were interstate and International students, of which 13,553 are boys and 10,972 are girls, indicating that boys form a slightly higher proportion than girls.
- *The distribution of inter-state students across districts is highly uneven. Ernakulam hosts the largest share with 6,506 students (26.53%), followed by Malappuram (10.06%). Kasaragod, Thrissur, Kozhikode, and Kannur each account for notable proportions (around*

8–9%). In contrast, Wayanad, Pathanamthitta, Kollam, and Alappuzha record relatively low representation (below 4%).

- The enrollment of interstate and international students is higher in the lower classes and gradually declines as the class level increases. Class I records the highest number of students with 4,266 students (17.4%), followed by Class II (15.3%) and Class III (14.9%). From Class IV onwards, there is a steady decrease in enrolment. Class X records the lowest share, with 1,130 students (4.6%).
- Out Of the 24,525 inter-state and international students, 10,018 students (40.85%) are enrolled in Government schools, 13,619 students (55.53%) in Aided schools, and 888 students (3.62%) in Unaided schools.
- Out Of the 24,525 inter-state and international students, 98.6% (24,189) are from other Indian states and only 1.4% (336) are from abroad. Tamil Nadu is the largest source state with 4,294 students (17.5%), while Nepal alone accounts for 332 students, comprising almost the entire international student population. The remaining international students are from Mali, the Philippines, and Sri Lanka, in negligible numbers.
- *Out of the 24,525 inter-state and international students, Other Backward Classes (OBC) constitute 15,616 (63.7%), the General category accounts for 7,193 (29.3%), while Scheduled Castes (SC) and Scheduled Tribes (ST) represent smaller proportions of 5.5% (1,341 students) and 1.5% (375 students), respectively.*
- Compared to the 2023–24 academic year, the number of inter-state students increased by 3,266 (15.1%) in 2024–25. The highest percentage growth was observed in Kannur (43.8%), Kasaragod (41.9%), Pathanamthitta (36.0%), and Kozhikode (30.5%). Although Ernakulam recorded the highest absolute increase (+853 students), some districts registered a decline, particularly Idukki (-7.2%), Thiruvananthapuram (-5.9%), and Thrissur (-3.8%).

CHAPTER XII
TRIBAL SCHOOLS IN KERALA

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12.1 Introduction

While Kerala is globally celebrated for its high literacy rates and the "Kerala Model" of development, the educational trajectory of its tribal populations remains a nuanced chapter in the state's success story. Concentrated primarily in the rugged terrains of Wayanad, Palakkad (Attappady), and Idukki, Kerala's 36 distinct tribal communities face a complex intersection of geographical isolation, socio-economic marginalization, and linguistic barriers. Tribal schools, ranging from Government Tribal Upper Primary (GTUP) schools to specialized Model Residential Schools (MRS), serve as the frontline in the effort to integrate these communities into the state's progress. However, the transition from traditional life to formal classrooms involves navigating significant hurdles—most notably the "language gap" between tribal dialects and Malayalam, and the ongoing struggle against high dropout rates. This report explores the current infrastructure, pedagogical interventions, and the persistent socio-cultural challenges that define the state of tribal education in Kerala today.

12.2 Tribal schools - a general analysis

The educational infrastructure for tribal communities in Kerala is characterized by a significant regional concentration, primarily within the state's highland and forested districts. Idukki (IDK) serves as the primary hub, hosting 25 schools and 4,601 students, which represent approximately 33% of the total tribal student population. Palakkad (PKD) follows as the second largest provider with 15 schools and 2,277 students, while Wayanad (WND) maintains a high density of learners, averaging 376 students per its 5 schools. Across the state, the average student-teacher ratio is a favorable 18:1, though regional disparities exist, ranging from a low of 10:1 in Pathanamthitta (PTA) to 32:1 in Kasaragod (KGD). Notably, districts like Alappuzha (ALP) and Ernakulam (EKM) report no specialized tribal schools, highlighting a distinct urban-rural divide that aligns with the geographic settlement patterns of Kerala's indigenous tribes.

An analysis of tribal school enrollment data in Kerala highlights a heavy concentration of students in the state's high-range and eastern belt. Idukki emerges as the primary center for tribal education, catering to 4,601 students, which is more than double the enrollment of the next highest district, Palakkad (2,277). Together with Wayanad, these three districts account for over 62% of the total tribal student population recorded.This geographical clustering aligns with the historical and demographic distribution of scheduled tribes within the

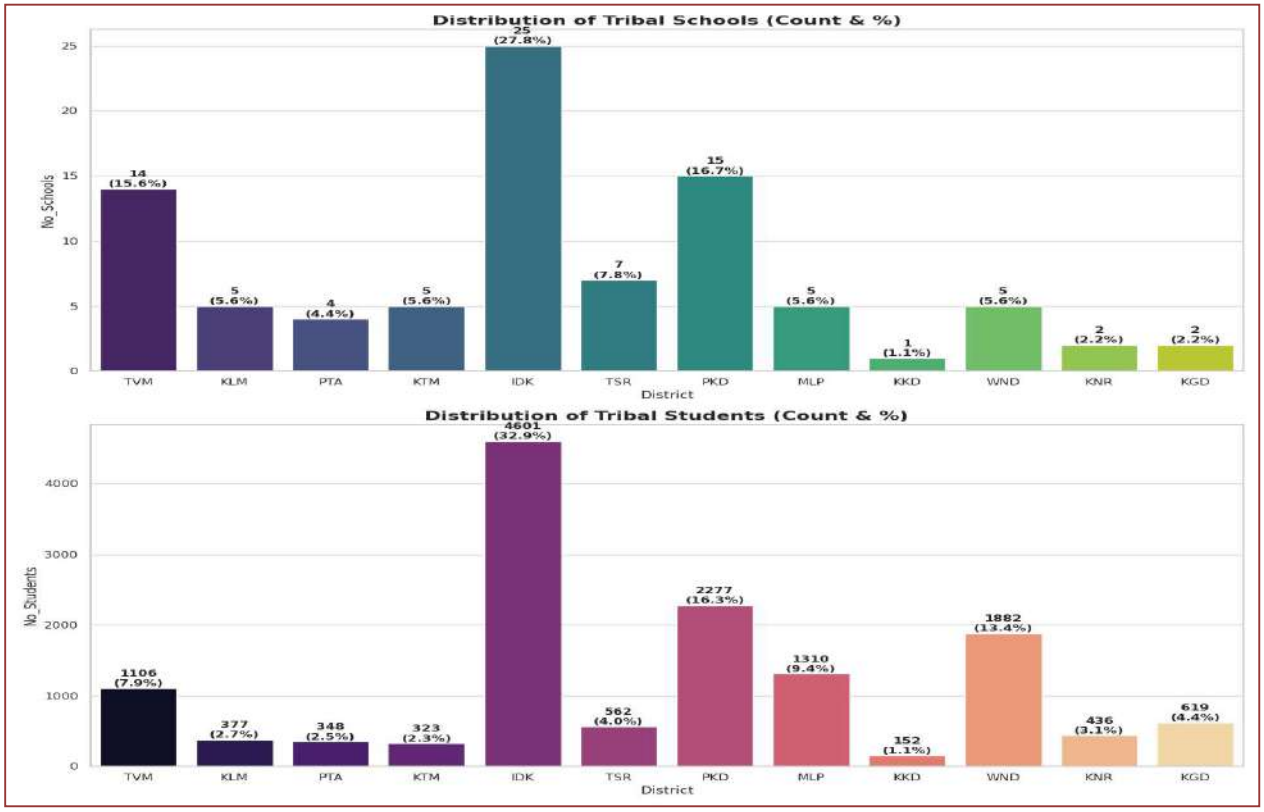
Western Ghats region. In contrast, districts like Kozhikode and Kottayam show significantly lower figures, suggesting either a smaller tribal demographic in those specific areas or a higher rate of integration into general stream schools. This data underscores the critical importance of Idukki and Palakkad as focal points for educational resource allocation and specialized tribal welfare programs in the state.

Box 12.2.1

Key Findings

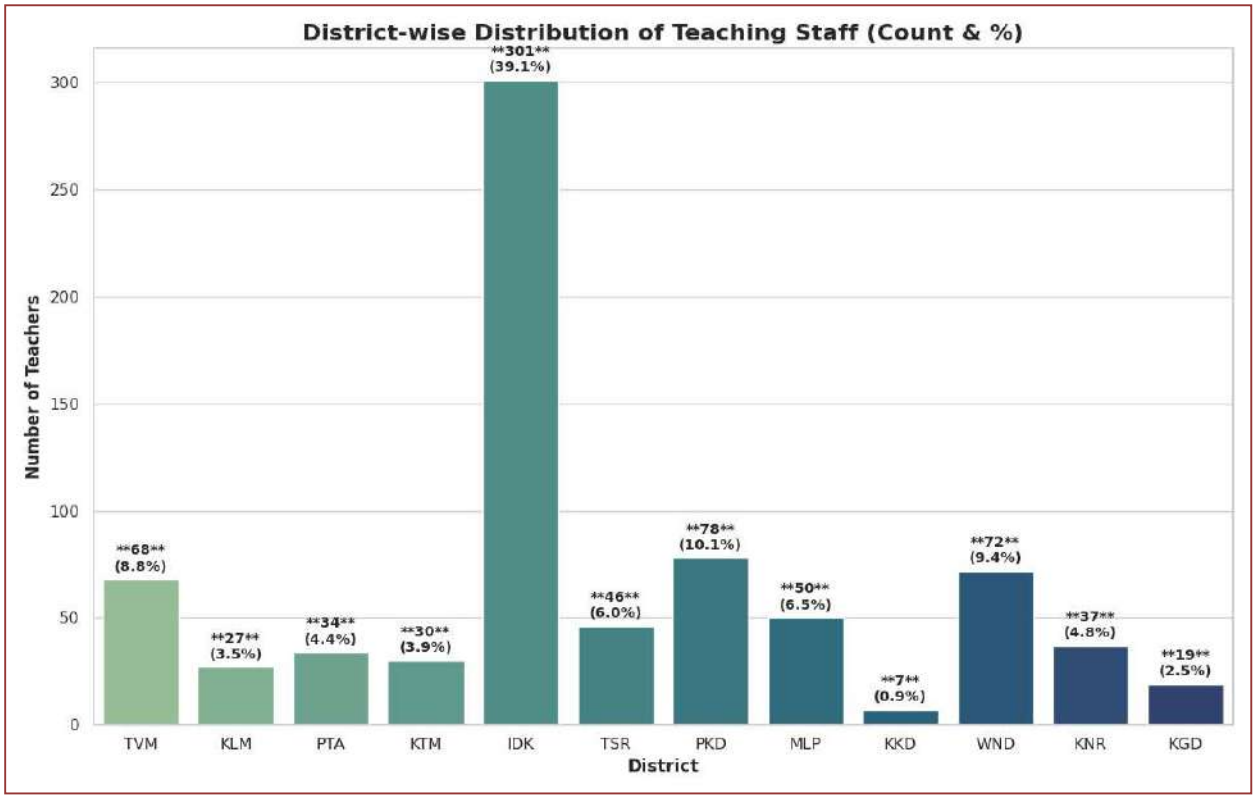
- **Idukki (IDK)** accounts for over **one-fourth (27.8%)** of tribal schools and nearly **one-third (32.9%)** of the total tribal school student population in Kerala
- **Wayanad (WND)** holds **13.4%** of the total students despite having only **5.6%** of the schools, indicating significantly higher enrollment per institution compared to the state average.
- The districts of **Idukki, Palakkad, and Wayanad** combined cater to **62.6%** of all tribal school students in the state

The following charts provide a comprehensive statistical overview of the district-wise distribution of tribal schools and student enrollment across Kerala.



The distribution of teaching staff across Kerala's tribal schools reveals a total workforce of 769 teachers, with a clear concentration of personnel in the state's most prominent

tribal education hubs. Idukki (IDK) dominates the staffing landscape with 301 teachers, accounting for roughly 39% of the total teaching strength to support its extensive student base. This is followed by Palakkad (PKD) and Wayanad (WND), which employ 78 and 72 teachers respectively. Interestingly, districts with smaller student populations, such as Pathanamthitta (PTA) and Kottayam (KTM), maintain relatively robust staffing with 34 and 30 teachers, suggesting a high teacher-to-student ratio that allows for more focused instruction. Conversely, Kozhikode (KKD) operates with the leanest staff of just 7 teachers, reflecting its limited infrastructure of a single school. This workforce distribution underscores a strategic alignment of human resources with the density of tribal settlements, ensuring that the highest concentrations of educators are positioned where the student demand is most significant. The chart given below illustrate the district wise distribution of teaching staffs in Tribal Schools across the state.



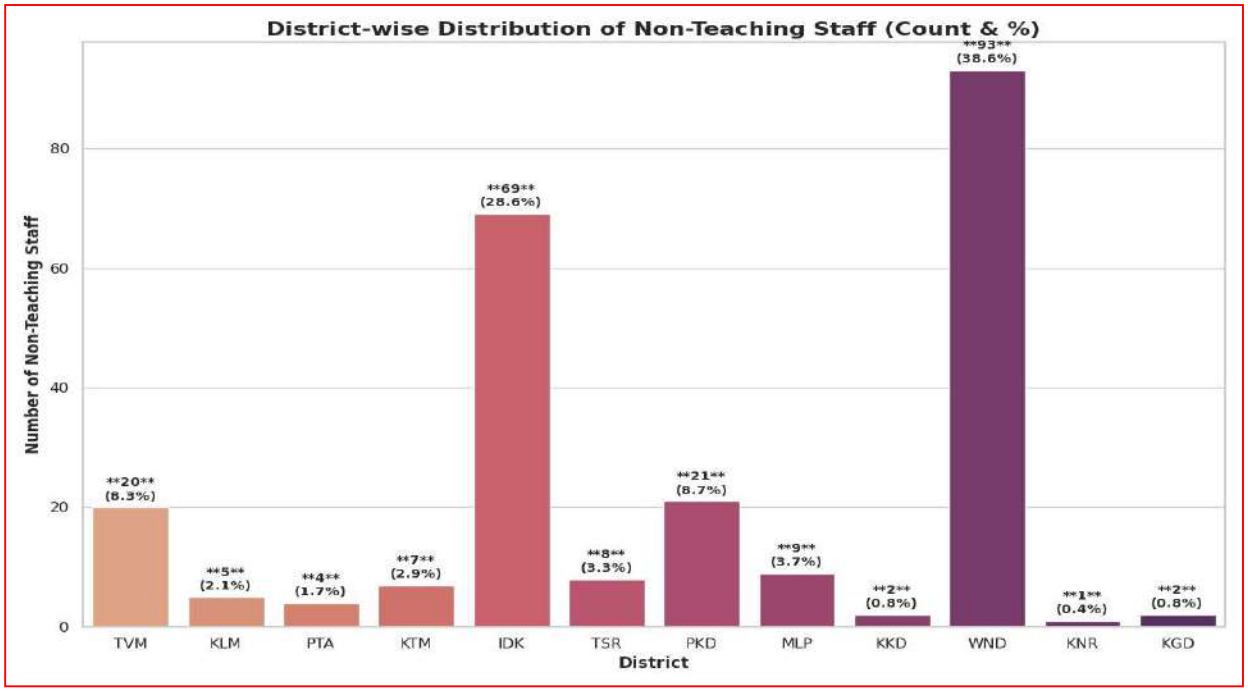
Box 12.2.2

Key findings

- **769** teachers across all tribal schools.
- **Idukki (IDK)** holds the largest workforce with **301 teachers**, representing **39.1%** of the total.
- **Palakkad (PKD)** and **Wayanad (WND)** follow with **10.1%** and **9.4%** of the workforce, respectively.
- **Kozhikode (KKD)** has the fewest teachers, accounting for only **0.9%** (7 teachers) of the state's tribal teaching resources.

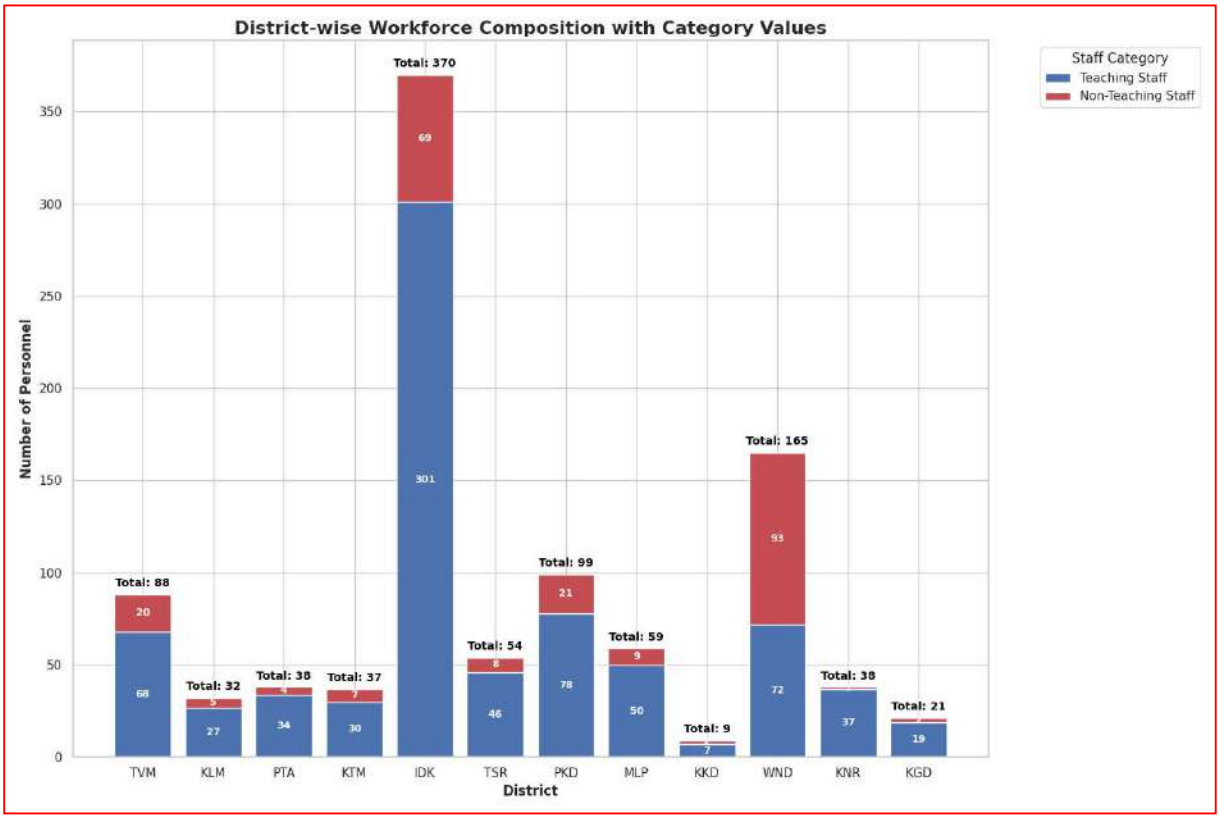
The distribution of non-teaching staff across Kerala's tribal schools reveals a total of 241 personnel, with staffing levels that reflect the operational demands of specific regions rather than just school or student counts. Wayanad (WND) holds the largest contingent with 93 personnel, accounting for 38.6% of the statewide total; this high concentration relative to its school count suggests a significant emphasis on residential facilities and student welfare services in that district. Idukki (IDK) maintains the second-largest support workforce with 69 staff members (28.6%), followed by Palakkad (PKD) and Thiruvananthapuram (TVM) with 21 and 20 members respectively. In contrast, districts like Kannur (KNR) and Kozhikode (KKD) operate with minimal support, employing only 1 and 2 non-teaching staff members. This distribution highlights that while teaching staff is generally proportional to student enrollment, non-teaching resources are heavily concentrated in districts with large-scale residential infrastructure, ensuring the necessary logistical support for the state's tribal education network.

The following chart illustrates the distribution of the 241 non-teaching staff members across Kerala's tribal education network.



The combined workforce supporting Kerala’s 90 tribal schools consists of 1,010 personnel, comprising 769 teachers and 241 non-teaching staff. This integrated staffing model reveals a strategic division between academic instruction and institutional operations. Idukki (IDK) maintains the largest overall human resource presence with 370 total employees, where a strong emphasis is placed on classroom instruction with 301 teachers. In contrast, Wayanad (WND) presents a unique operational profile where non-teaching staff (93) actually outnumber teachers (72), a distribution that highlights the district's heavy reliance on large-scale residential infrastructure and comprehensive student welfare services. Other major hubs like Palakkad (PKD)

and Thiruvananthapuram (TVM) show a more conventional balance, with total staff counts of 99 and 88 respectively. Overall, while teaching positions are generally aligned with student enrollment, the allocation of non-teaching personnel is dictated by the logistical demands of providing boarding and lodging, ensuring that the state's tribal education network functions as a holistic support system for students from remote backgrounds. The following stacked graph illustrates the workforce composition in tribal schools, with the specific numerical values for both Teaching and Non-Teaching staff embedded within each category segment.



Box 12.2.3

Key findings

- **Idukki (IDK)** maintains the largest total personnel count with **370** staff members, where teaching staff forms the vast majority of the column
- **Wayanad (WND)** stands out because the non-teaching segment (red) is larger than the teaching segment (blue), accounting for more than half of its **165** total staff.
- **Wayanad (WND)** stands out because the non-teaching segment (red) is larger than the teaching segment (blue), accounting for more than half of its **165** total staff.
- Districts such as **Palakkad (PKD)** and **Thiruvananthapuram (TVM)** show a balanced vertical stack, with totals of **99** and **88** respectively.

- ❖ The minimal height of the stacks in **Kozhikode (KKD)** and **Kasaragod (KGD)** reflects the small-scale nature of tribal education facilities in those regions.

Provided below is a concise summary of table of all the information above

District	No. of Schools	No. of Students	No. of Teachers	No. of non-Teachers
TVM	14	1106	68	20
KLM	5	377	27	5
PTA	4	348	34	4
ALP	0	0	0	0
KTM	5	323	30	7
IDK	25	4601	301	69
EKM	0	0	0	0
TSR	7	562	46	8
PKD	15	2277	78	21
MLP	5	1310	50	9
KKD	1	152	7	2
WND	5	1882	72	93
KNR	2	436	37	1
KGD	2	619	19	2
Total	**90**	**13993**	**769**	**241**

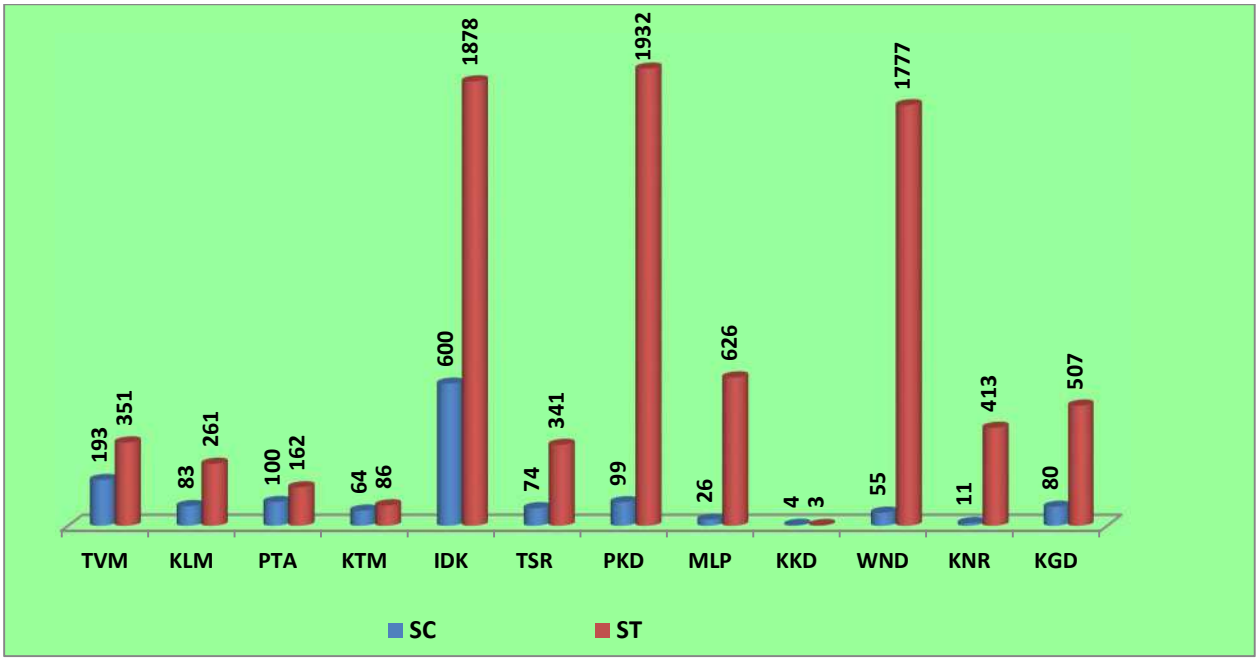
12.3 Social category wise analysis of students enrolled in Tribal Schools

The provided table offers a detailed demographic breakdown of 13,993 individuals across various districts, highlighting a significant concentration of Scheduled Tribe (ST) populations within the tracked institutions. Collectively, the ST community represents nearly 60% of the total enrollment, with the highest concentrations found in Palakkad, Idukki, and Wayanad. Idukki stands out as the most populous district in this dataset, accounting for 4,601 individuals (approximately 33% of the total), while districts like Alappuzha and Ernakulam show no recorded data, indicating a specific regional or departmental focus. The social composition across the districts is diverse: while the Scheduled Caste (SC) group makes up about 10% of the total, the remaining 30% is distributed among OBC, Muslim, and Other Minority Communities. Interestingly, the distribution of minority groups varies sharply by geography; for instance, Malappuram and Kozhikode show the highest proportions of the Muslim community, whereas Idukki accounts for the majority of the Other Minority Community (OMC) demographic. Overall,

the data underscores a specialized demographic landscape where the ST community is the primary stakeholder, particularly in the highland and tribal-heavy belts of the state.

District	All Community (AC)	Scheduled Caste (SC)	Scheduled Tribe (ST)	Other Backward Community (OBC)	Muslim (MU)	Other Minority Community (OMC)
TVM	1106	193	351	216	162	103
KLM	377	83	261	13	8	1
PTA	348	100	162	53	0	23
ALP	0	0	0	0	0	0
KTM	323	64	86	74	25	46
IDK	4601	600	1878	765	337	660
EKM	0	0	0	0	0	0
TSR	562	74	341	36	84	24
PKD	2277	99	1932	188	20	4
MLP	1310	26	626	61	513	78
KKD	152	4	3	4	128	13
WND	1882	55	1777	37	1	6
KNR	436	11	413	8	1	0
KGD	619	80	507	23	1	0
Total	**13993**	**1389**	**8337**	**1478**	**1280**	**958**

The chart below illustrates the enrollment of SC and ST students across various districts within tribal schools



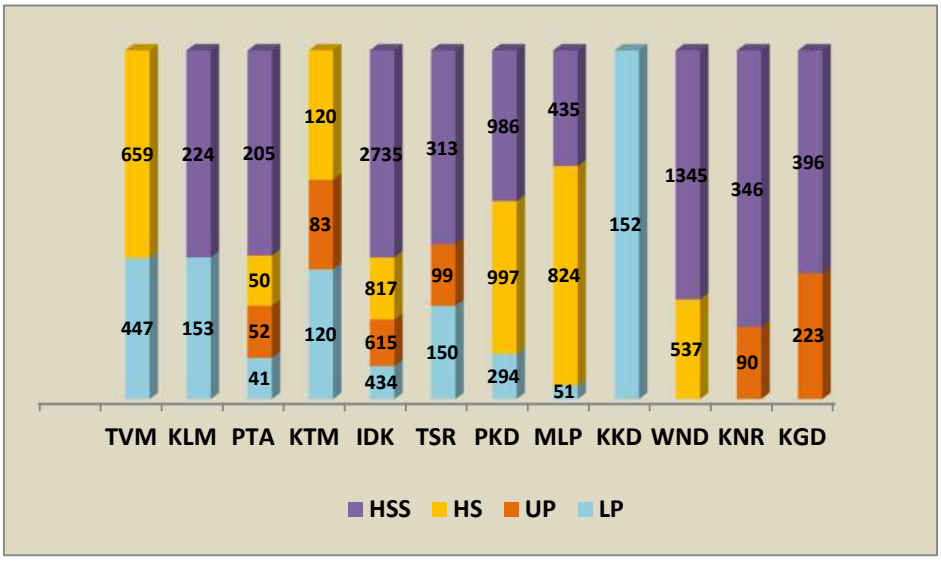
12.4 Work force analysis in Tribal Schools according to their social Category.

An analysis of the teaching faculty within Kerala's tribal school system reveals a balanced demographic professional structure, with 124 Scheduled Tribe (ST) and 120 Scheduled Caste (SC) educators currently in service. Idukki remains the administrative stronghold for both categories, accounting for approximately 32% of the state's total SC and ST teaching workforce. While the state maintains a near-equal split between the two groups, significant regional variations exist; districts such as Thiruvananthapuram and Kasaragod demonstrate a clear preference for ST personnel—likely to facilitate better cultural rapport with indigenous students—whereas districts like Wayanad and Thrissur rely more heavily on SC faculty. This strategic distribution ensures that despite the total absence of departmental schools in Alappuzha and Ernakulam, the 12 active districts are staffed by a workforce that reflects the diverse social backgrounds of the communities they serve, balancing institutional needs with representative inclusivity

District	No. of Teachers			No. of Non Teaching Staff		
	All Community (AC)	Scheduled Caste (SC)	Scheduled Tribe (ST)	All Community (AC)	Scheduled Caste (SC)	Scheduled Tribe (ST)
TVM	68	3	15	20	1	1
KLM	27	2	6	5	0	3
PTA	34	4	1	4	1	0
ALP	0	0	0	0	0	0
KTM	30	4	7	7	1	1
IDK	301	41	37	69	8	4
EKM	0	0	0	0	0	0
TSR	46	10	4	8	1	2
PKD	78	21	27	21	5	9
MLP	50	10	6	9	0	0
KKD	7	0	1	2	0	0
WND	72	13	10	93	31	32
KNR	37	9	2	1	0	0
KGD	19	3	8	2	0	17
Total	**769**	**120**	**124**	**241**	**48**	**69**

12.5 Number of Students in Tribal Schools - Section wise

A state-wide evaluation of Kerala's tribal educational landscape reveals a robust system serving **13,993 students**, with a clear institutional emphasis on secondary and higher secondary education. The data indicates that nearly **50% of the total student population** is enrolled at the Higher Secondary level (6,985 students), highlighting the success of these departmental schools in retaining students through advanced academic stages. **Idukki** emerges as the state's educational capital, catering to **33% of all tribal students** and employing a massive workforce of 301 teachers. Furthermore, the administrative structure in **Wayanad** and **Palakkad** underscores a specialized focus on high-capacity residential schooling, where large non-teaching teams (led by Wayanad's 93 members) support significant student bodies in the High School and HSS sections. With zero specialized schools in **Ernakulam and Alappuzha**, the state's strategy remains effectively concentrated in the eastern and northern belts, ensuring that human and infrastructural resources are focused where the demographic demand for tribal-specific education is most acute.

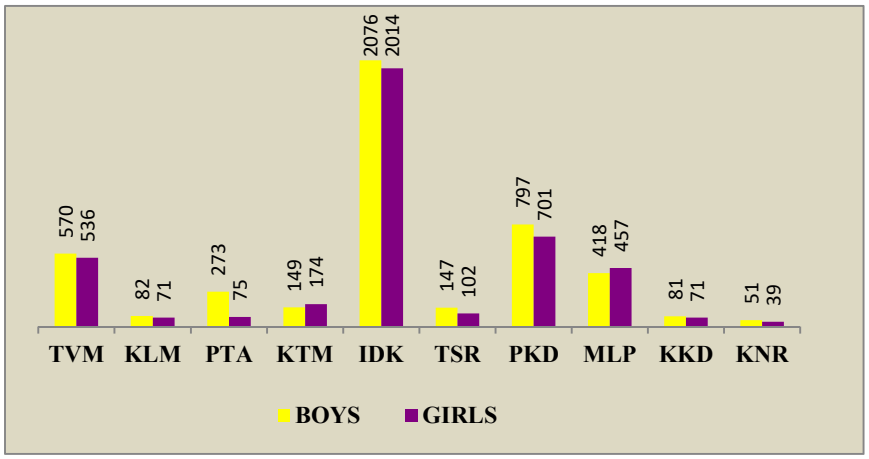


District	LP		UP		HS		HSS		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
TVM	220	227	0	0	350	309	0	0	570	536	**1106**
KLM	82	71	0	0	0	0	224	0	306	71	**377**
PTA	22	19	23	29	23	27	205	0	273	75	**348**
ALP	0	0	0	0	0	0	0	0	0	0	**0**
KTM	56	64	35	48	58	62	0	0	149	174	**323**
IDK	237	197	292	323	440	377	1466	1269	2435	2166	**4601**
EKM	0	0	0	0	0	0	0	0	0	0	**0**
TSR	99	51	48	51	0	0	0	313	147	415	**562**
PKD	155	139	0	0	518	479	322	664	995	1282	**2277**
MLP	31	20	0	0	387	437	223	212	641	669	**1310**

District	LP		UP		HS		HSS		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
KKD	81	71	0	0	0	0	0	0	81	71	**152**
WND	0	0	0	0	260	277	683	662	943	939	**1882**
KNR	0	0	51	39	0	0	346	0	397	39	**436**
KGD	0	0	111	112	0	0	0	396	111	508	**619**
Total	**983**	**859**	**560**	**602**	**2036**	**1968**	**3469**	**3516**	**7048**	**6945**	**13993**

12.6 Gender wise analysis of student's enrollment in Tribal Schools

The distribution of student enrollment across these institutions reflects a deep-rooted geographic focus, with the majority of the student body concentrated in the Idukki, Palakkad, and Wayanad districts. While the aggregate data suggests a healthy gender balance, individual district analysis reveals significant fluctuations; for instance, the high female enrollment in Kasaragod and Thrissur contrasts sharply with the male-centric figures in Kannur and Kollam. This disparity highlights the varying regional dynamics of tribal education and emphasizes the critical role of these schools in providing tailored academic access to the state's most remote communities.

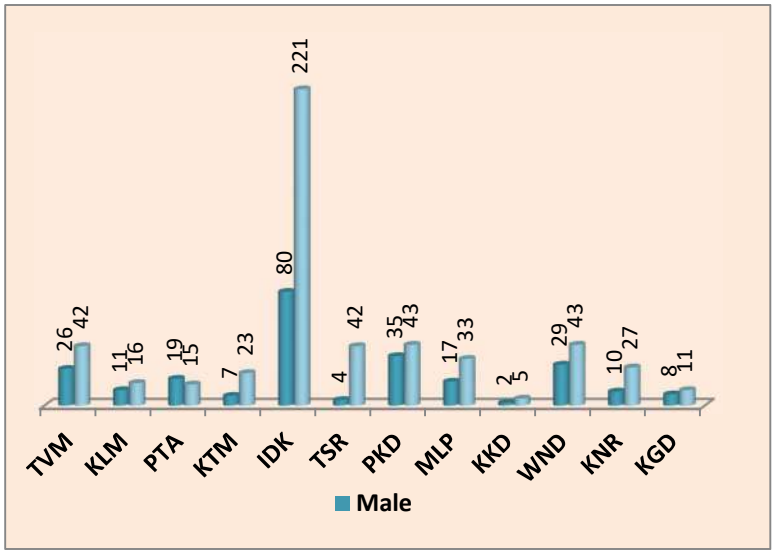


District	No. of Schools	No. of Students		No. of Teachers		No. of Non-Teaching Staff	
		Boys	Girls	Male	Female	Male	Female
TVM	14	570	536	26	42	9	11
KLM	5	306	71	11	16	1	4
PTA	4	273	75	19	15	3	1
ALP	0	0	0	0	0	0	0
KTM	5	149	174	7	23	3	4
IDK	25	2435	2166	80	221	28	41
EKM	0	0	0	0	0	0	0
TSR	7	147	415	4	42	4	4

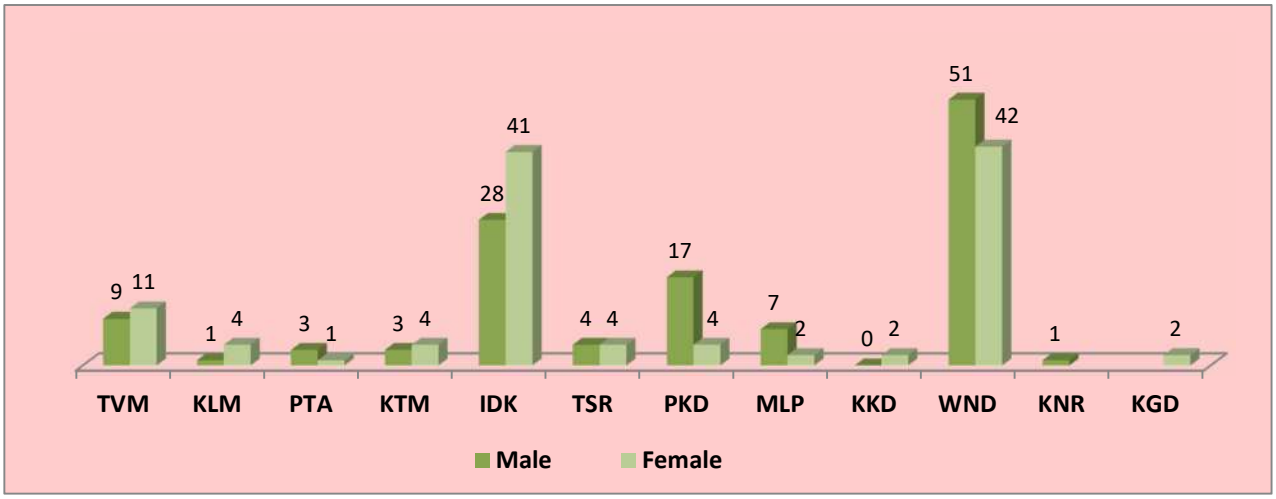
District	No. of Schools	No. of Students		No. of Teachers		No. of Non-Teaching Staff	
		Boys	Girls	Male	Female	Male	Female
PKD	15	995	1282	35	43	17	4
MLP	5	641	669	17	33	7	2
KKD	1	81	71	2	5	0	2
WND	5	943	939	29	43	51	42
KNR	2	397	39	10	27	1	0
KGD	2	111	508	8	11	0	2
Total	**90**	**7048**	**6945**	**248**	**521**	**124**	**117**

12.7 Gender wise analysis of work force in Tribal Schools

An evaluation of the teaching workforce in Kerala's tribal schools reveals a total of 769 **educators**, characterized by a strong female representation which constitutes **68.5%** of the total faculty. **Idukki** serves as the central pillar of the state's tribal education infrastructure, housing **301 teachers**—nearly four times the faculty size of any other district. This high concentration in Idukki, followed by **Palakkad (78)** and **Wayanad (72)**, aligns with the demographic density of indigenous populations in the Western Ghats region. The data highlights a gender-diverse professional environment, particularly in districts like **Thrissur**, where female teachers outnumber males ten-to-one (42 to 4). Conversely, the minimal staffing in **Kozhikode (7)** and **Kasaragod (19)** underscores a more localized, smaller-scale educational presence in the northern reaches. Overall, the workforce distribution mirrors the institutional footprint, ensuring that the highest volume of academic human resources is stationed in the primary tribal heartlands to meet the specific educational needs of these communities.



The distribution of non-teaching staff across tribal schools in Kerala reveals a significant concentration of personnel in specific highland regions, reflecting the geographical



focus of tribal educational infrastructure. Idukki (IDK) stands out as the primary hub, accounting for a substantial majority of the workforce with 301 total staff members (80 male and 221 female). Other districts like Palakkad (PKD), Wayanad (WYD), and Thiruvananthapuram (TVM) show moderate staffing levels, while districts such as Alappuzha (ALP) and Ernakulam (EKM) report no non-teaching personnel, indicating a lack of departmental tribal schools in those areas.

12.8 An overview of Tribal Schools according to its management Category

Out of the 90 Tribal Schools in the state, 75 schools are under the administrative control of the Director of General Education and 15 are under the administrative control of Tribal Department. A management wise break up of schools, student's enrolment and work force is discussed in tables and diagrams given below.

Table 12.8.1

Tribal schools managed by General Education Department

District	No. of Schools	No. of Students		No. of Teachers		No. of Non Teaching Staff	
		Boys	Girls	Male	Female	Male	Female
TVM	14	570	536	26	42	9	11
KLM	4	82	71	2	13	1	4
PTA	4	273	75	19	15	3	1
ALP	0	0	0	0	0	0	0
KTM	5	149	174	7	23	3	4
IDK	23	2076	2014	73	207	28	41
EKM	0	0	0	0	0	0	0
TSR	6	147	102	0	27	4	2
PKD	13	797	701	34	30	17	3
MLP	4	418	457	10	24	6	2
KKD	1	81	71	2	5	0	2
WND	0	0	0	0	0	0	0
KNR	1	51	39	2	7	1	0
KGD	0	0	0	0	0	0	0
Total	**75**	**4644**	**4240**	**175**	**393**	**72**	**70**

Table 12.8.2

Tribal schools managed by Tribal Department

District	No. of Schools	No. of Students		No. of Teachers		No. of Non Teaching Staff	
		Boys	Girls	Male	Female	Male	Female
TVM	0	0	0	0	0	0	0
KLM	1	224	0	9	3	0	0
PTA	0	0	0	0	0	0	0
ALP	0	0	0	0	0	0	0
KTM	0	0	0	0	0	0	0
IDK	2	359	152	7	14	0	0
EKM	0	0	0	0	0	0	0
TSR	1	0	313	4	15	0	2
PKD	2	198	581	1	13	0	1
MLP	1	223	212	7	9	1	0
KKD	0	0	0	0	0	0	0
WND	5	943	939	29	43	51	42
KNR	1	346	0	8	20	0	0
KGD	2	111	508	8	11	0	2
Total	**15**	**2404**	**2705**	**73**	**128**	**52**	**47**

Diagram 12.8.1

Management wise number of Tribal Schools

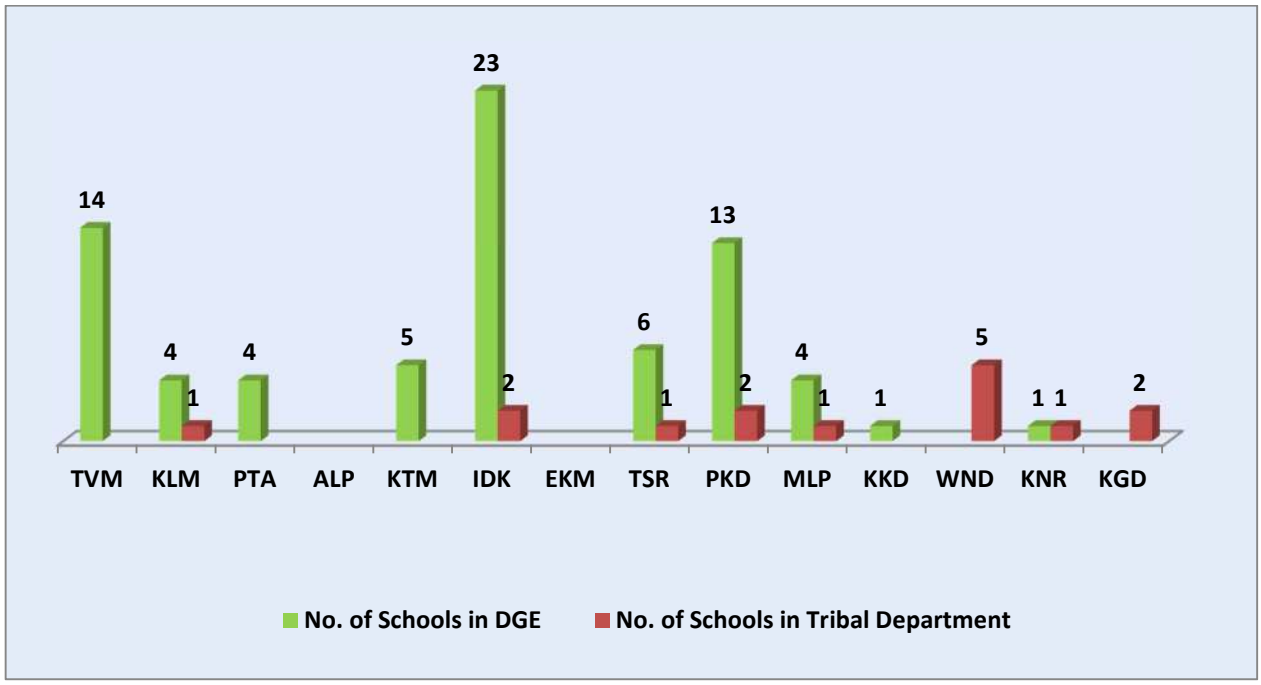
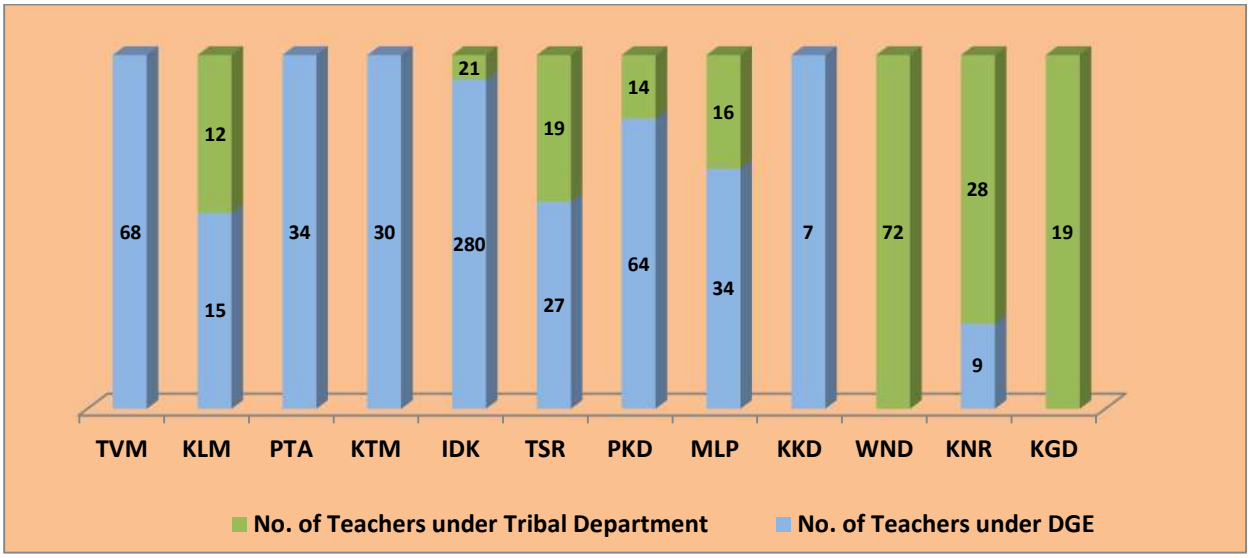


Diagram 12.8.2
Management wise number of Teachers in Tribal Schools



CHAPTER XIII
INCLUSIVE EDUCATION FOR THE DISABLED (IED)

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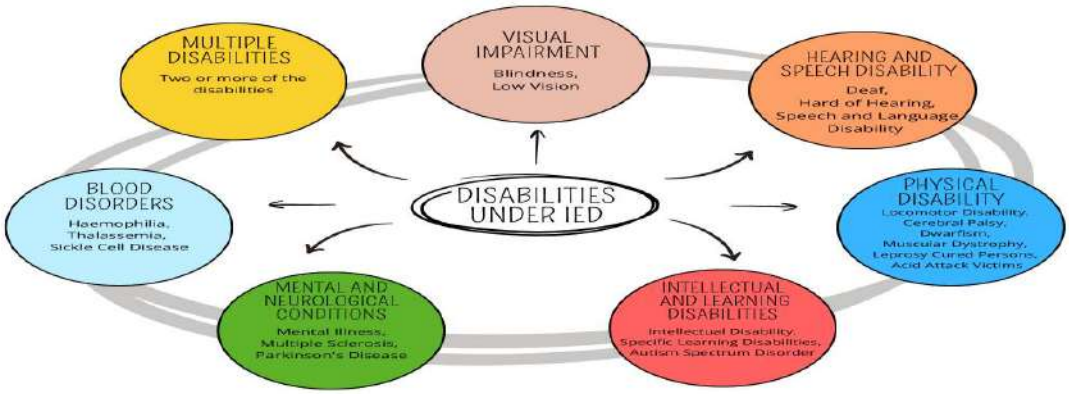
13.1 Introduction

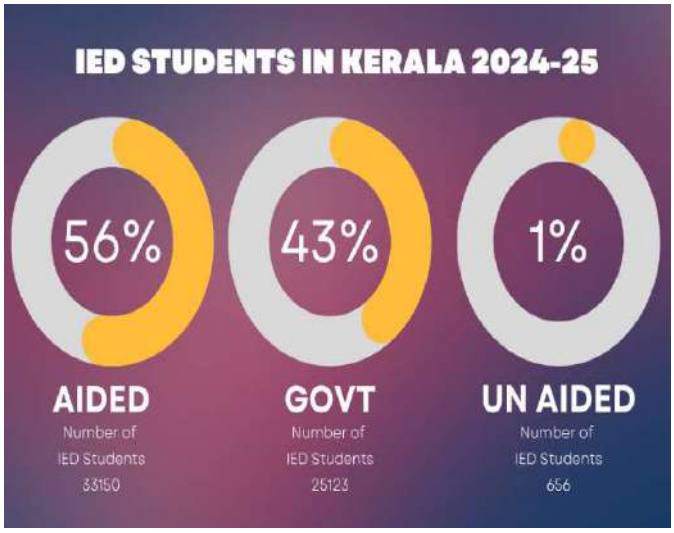
Kerala has established a comprehensive, rights-based model for Inclusive Education for Children with Special Needs (CWSN), transitioning from isolated special schooling to a unified mainstream system driven primarily by Samagra Shiksha Kerala (SSK) under the Directorate of General Education. This robust framework aligns with the mandates of the Right to Education (RTE) Act and the Rights of Persons with Disabilities (RPwD) Act, 2016, utilizing advanced digital platforms like the Sampoorna and Samanwaya portals to systematically track student enrollment, manage teacher-student ratios, and streamline staff fixation. At the grassroots level, Block Resource Centres (BRCs) serve as vital administrative and instructional hubs across all educational blocks, deploying specialized teaching-learning materials, organizing medical identification camps, and facilitating crucial therapeutic interventions such as physiotherapy, occupational therapy, speech therapy, and music or behavioral therapy. Social integration is further championed through innovative programs like 'Changathikoottam' (Group of Friends), where peer groups and special educators regularly visit the homes of severely or multiply disabled, bedridden children to prevent social isolation. Structurally, the state ensures continuity of care from the elementary stage—where Home-Based Education (HBE) is extended to those unable to attend school—through the secondary and senior secondary stages (Classes IX to XII) under the Inclusive Education for Disabled at Secondary Stage (IEDSS) framework, which focuses heavily on distributing assistive devices and mandating barrier-free physical infrastructure like ramps and adapted toilets across general educational institutions. To encourage academic retention and progress into higher education, Kerala has institutionalized highly adaptive and flexible assessment methodologies, including provisions for scribes, extended examination hours, and alternative, tech-enabled evaluation formats—such as digital writing boards or video presentations with subtitles—allowing students with diverse physical or sensory challenges to demonstrate proficiency without conventional barriers. For individuals with severe intellectual disabilities who require long-term care and vocational training outside the mainstream classroom, the local self-governments (Grama Panchayats and Municipalities), in collaboration with the Kudumbashree Mission, manage BUDS Schools and Rehabilitation Centres through local plan funds. Supported by continuous capacity-building programs for general teachers and dedicated, RCI-registered Special Education Teachers, this multi-tiered system ensures that educational data tracking, physical infrastructure, community care, and classroom instruction converge seamlessly to protect and promote the educational rights of every disabled child in the state.

The Department of General Education in Kerala classifies children under the Inclusive Education for the Disabled (IED) category based on the Rights of Persons with Disabilities (RPWD) Act, 2016, recognizing and supporting 21 specific types of disabilities to ensure tailored educational interventions for every child's unique challenges. These 21 disabilities are systematically grouped into seven core categories: Visual Impairment, which includes Blindness and Low Vision; Hearing and Speech Disability, encompassing Deafness, Hard of Hearing, and Speech and Language Disabilities; and Physical Disability, which covers Locomotor Disability, Cerebral Palsy, Dwarfism, Muscular Dystrophy, Leprosy Cured Persons, and Acid Attack Victims. Furthermore, the framework encompasses Intellectual and Learning Disabilities, consisting of Intellectual Disability, Specific Learning Disabilities, and Autism Spectrum Disorder; Mental and Neurological Conditions, which comprise Mental Illness, Multiple Sclerosis, and Parkinson's disease; Blood Disorders, covering Haemophilia, Thalassemia, and Sickle Cell Disease; and finally, Multiple Disabilities, which refers to conditions where an individual experiences two or more of these specified disabilities simultaneously.

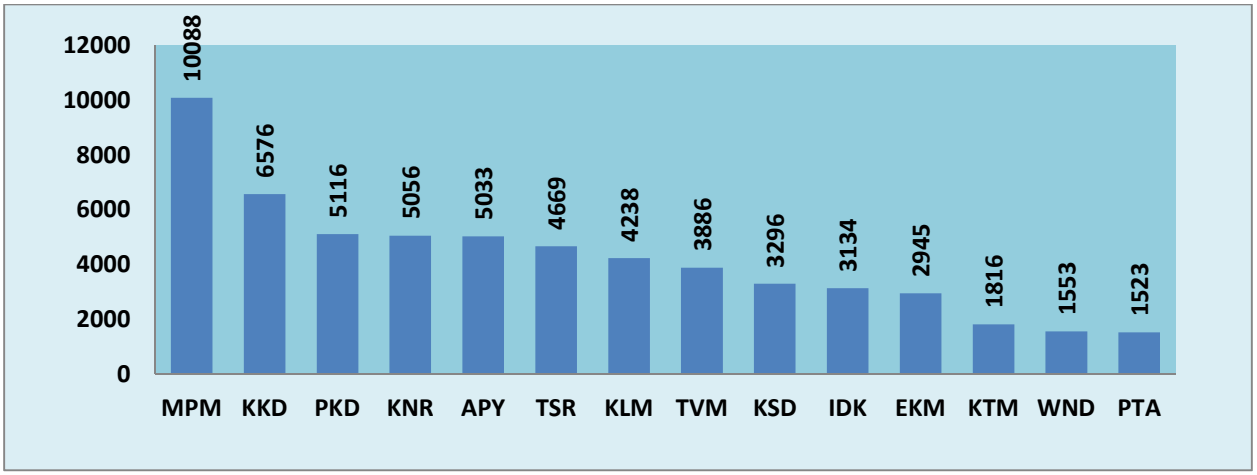


13.2 Enrolment of Students with Special Needs (IED)

The enrollment data for Inclusive Education for the Disabled (IED) students in Kerala for the academic year 2024-25 reveals a total of 58,929 registered students across the state. A sector-wise breakdown shows that the Aided sector accommodates the largest share of IED students with 33,150 enrollments, accounting for 56.25% of the total. This is followed by the Government sector, which supports 25,123 students, representing 42.63% of the state's total enrollment. In sharp contrast, the unaided sector handles a very minimal share, registering only 656 students, which



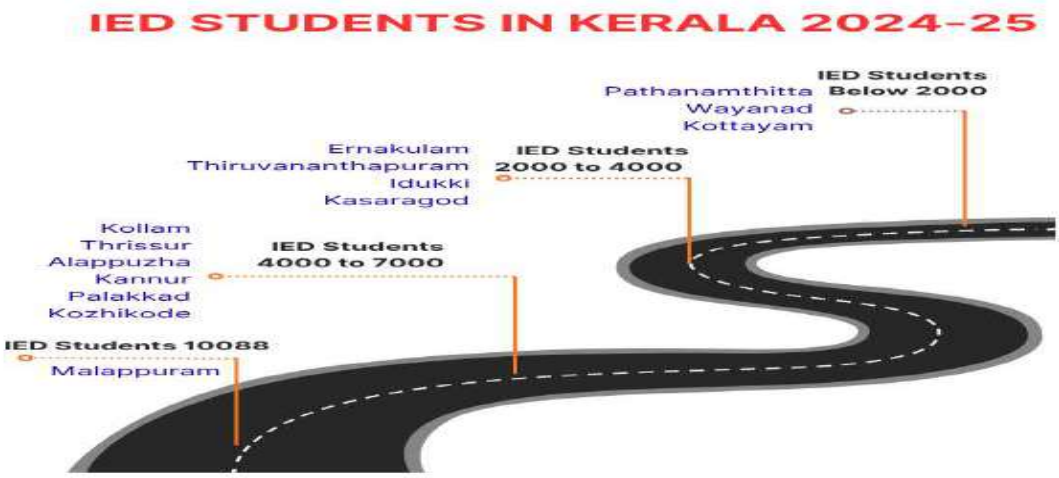
translates to a mere 1.11%. Across all management categories, a clear gender distribution trend is visible: boys consistently outnumber girls. Out of the state total, boys account for 35,197 enrollments (59.73%), while girls comprise 23,732 enrollments (40.27%). At the district level, Malappuram emerges as the district with the highest total enrollment, supporting 10,088 students (comprising 4,704 in Government, 5,181 in Aided, and 203 in Unaided schools). Conversely, Pathanamthitta records the lowest overall representation with just 1,523 total students. Enrolment Status of Children with Special Needs (CWSN) by District and School Type is given in the tables and chart below.



District	GOVT.			AIDED			UNAIDED			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVPM	1350	956	**2306**	944	587	**1531**	26	23	**49**	2320	1566	**3886**
KLM	1188	802	**1990**	1295	952	**2247**	1	0	**1**	2484	1754	**4238**
PTA	310	169	**479**	679	359	**1038**	4	2	**6**	993	530	**1523**
ALP	984	689	**1673**	1986	1369	**3355**	5	0	**5**	2975	2058	**5033**
KTM	431	245	**676**	739	400	**1139**	0	1	**1**	1170	646	**1816**
IDK	745	438	**1183**	1169	766	**1935**	8	8	**16**	1922	1212	**3134**
EKLM	659	432	**1091**	1057	698	**1755**	69	30	**99**	1785	1160	**2945**
TSR	1061	610	**1671**	1622	1281	**2903**	54	41	**95**	2737	1932	**4669**
PKD	1437	944	**2381**	1611	1118	**2729**	3	3	**6**	3051	2065	**5116**
MLPM	2641	2063	**4704**	3035	2146	**5181**	119	84	**203**	5795	4293	**10088**
KKD	1387	898	**2285**	2550	1728	**4278**	9	4	**13**	3946	2630	**6576**
WYD	536	392	**928**	351	268	**619**	2	4	**6**	889	664	**1553**
KNR	1056	615	**1671**	2003	1319	**3322**	42	21	**63**	3101	1955	**5056**
KSGD	1237	848	**2085**	725	393	**1118**	67	26	**93**	2029	1267	**3296**
Total	**15022**	**10101**	**25123**	**19766**	**13384**	**33150**	**409**	**247**	**656**	**35197**	**23732**	**58929**

13.2.1 Key Findings

- Malappuram (10,088 students | 17.12% of State Total): Malappuram stands out as the single largest hub for IED enrollment in the state. It is the only district to cross the 10,000-student milestone. Interestingly, its enrollment is balanced almost equally between Government schools (4,704) and Aided schools (5,181). It also holds the highest number of private Unaided registrations (203)
- **Kozhikode (6,576 students | 11.16% of State Total):** Ranking second, Kozhikode relies heavily on its **Aided sector**, which absorbs **4,278 students**—nearly double its Government sector intake (**2,285**).
- Palakkad (5,116 students | 8.68% of State Total) & Kannur (5,056 students | 8.58% of State Total): Both districts cross the 5,000-student mark. Palakkad features a strong Government footprint (2,381), whereas Kannur's enrollment is heavily concentrated in Aided schools (3,322).



13.3 A Comparative Study of Class-wise IED Enrolment

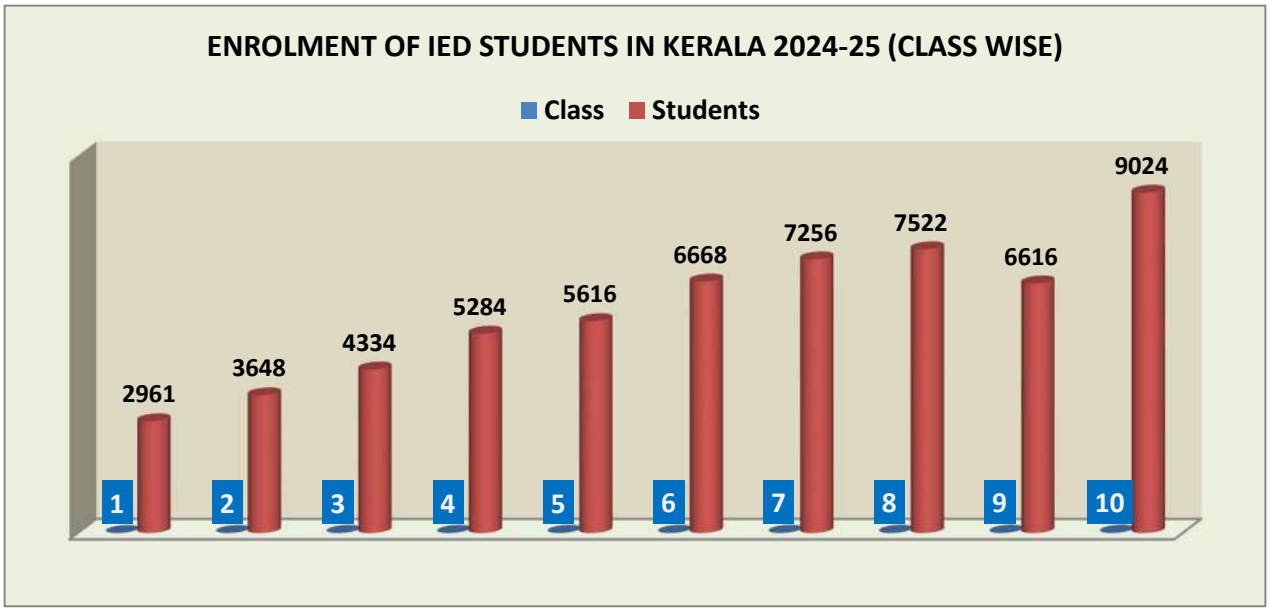
When analyzing the enrollment of students under the Inclusive Education for the Disabled (IED) category for the 2024-25 academic year, a steady increase in the number of students is observed from lower to higher Classes. While the total number of students in class 1 is 2,961, this figure rises significantly to 9,024 by Class 10.

A gender-based analysis indicates that boys outnumber girls across all class levels. For instance, in Class 1, there are 1,795 boys and 1,166 girls, whereas, in Class 10, the numbers stand at 5,740 and 3,284 respectively.

An analysis of school management types reveals that the Aided sector accommodates the largest share of the IED student population. For instance, in Class 10, the Aided sector accounts for 5,287 students, significantly outperforming the Government sector's enrollment of 3,529. Conversely, the Un-aided sector maintains a marginal presence with

consistently low figures across all grade levels. The chart and table given below gives the class wise enrolment of IED students according school management type.

Class	GOVT.			AIDED			UNAIDED			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	843	537	1380	937	613	1550	15	16	31	1795	1166	**2961**
2	1041	647	1688	1153	782	1935	18	7	25	2212	1436	**3648**
3	1243	825	2068	1323	908	2231	18	17	35	2584	1750	**4334**
4	1492	1026	2518	1556	1167	2723	22	21	43	3070	2214	**5284**
5	1434	907	2341	1889	1338	3227	27	21	48	3350	2266	**5616**
6	1629	1169	2798	2202	1624	3826	26	18	44	3857	2811	**6668**
7	1652	1396	3048	2431	1726	4157	32	19	51	4115	3141	**7256**
8	1886	1256	3142	2528	1761	4289	55	36	91	4469	3053	**7522**
9	1573	1038	2611	2380	1545	3925	52	28	80	4005	2611	**6616**
10	2229	1300	3529	3367	1920	5287	144	64	208	5740	3284	**9024**
Total	**15022**	**10101**	**25123**	**19766**	**13384**	**33150**	**409**	**247**	**656**	**35197**	**23732**	**58929**

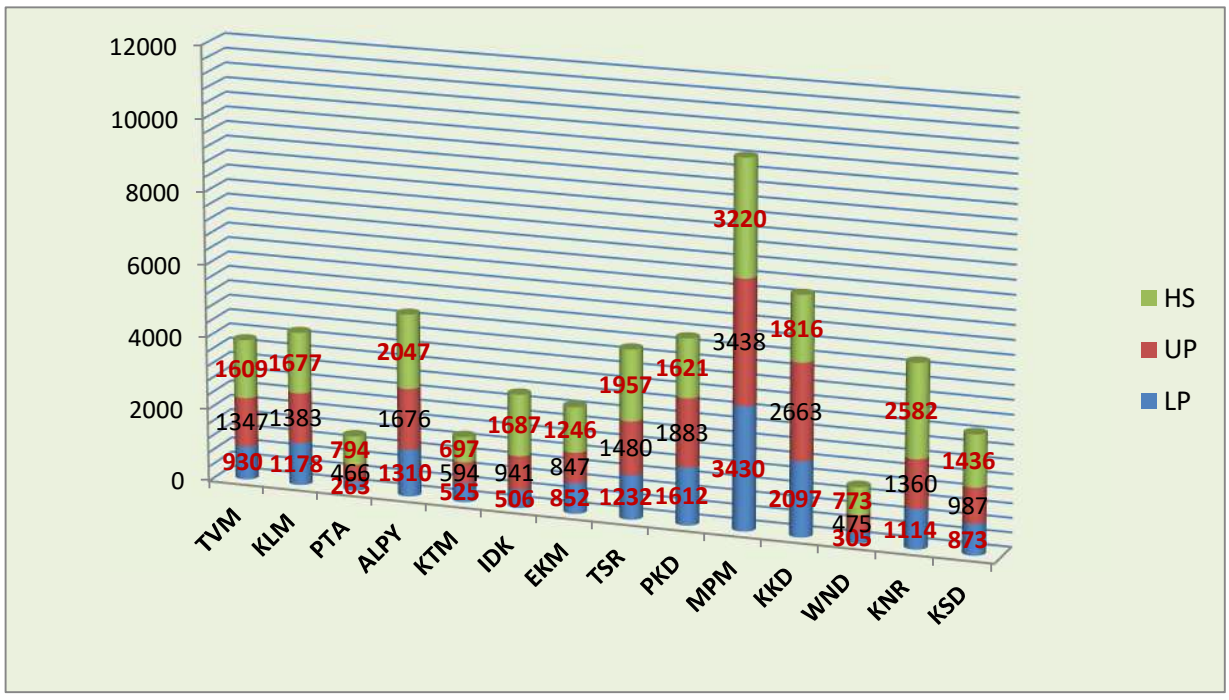


3.4 Section wise analysis of IED Students enrolment.

An analysis of the IED student enrollment for the 2024-25 academic year across the LP, UP, and HS sectors highlights the diverse participation trends within the state's general education system. The High School (HS) sector records the highest enrollment with a total of 23,162 students, comprising 14,214 boys and 8,948 girls. This is followed by the Upper Primary (UP) sector with 19,540 students and the Lower Primary (LP) sector with 16,227 students. Across all three levels, data indicates that the number of boys in the IED category is consistently higher than that of girls.

A district-wise breakdown by sector shows that Malappuram district leads at every educational level, with 3,430 students in the LP sector, 3,438 in the UP sector, and 3,220 in the HS sector. Conversely, the lowest enrollment figures were recorded in Pathanamthitta for both the LP (263) and UP (466) sectors, while Kottayam district reported the lowest number in the HS sector with 697 students. Although districts like Wayanad and Pathanamthitta show an upward trend in student strength as they progress to the High School level, their overall numbers remain lower compared to other districts in the state.

District	LP			UP			HS			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Thiruvananthapuram	576	354	930	799	548	1347	945	664	1609	2320	1566	**3886**
Kollam	753	425	1178	786	597	1383	945	732	1677	2484	1754	**4238**
Pathanamthitta	171	92	263	297	169	466	525	269	794	993	530	**1523**
Alappuzha	793	517	1310	923	753	1676	1259	788	2047	2975	2058	**5033**
Kottayam	326	199	525	396	198	594	448	249	697	1170	646	**1816**
Idukki	278	228	506	562	379	941	1082	605	1687	1922	1212	**3134**
Ernakulam	522	330	852	500	347	847	763	483	1246	1785	1160	**2945**
Thrissur	736	496	1232	854	626	1480	1147	810	1957	2737	1932	**4669**
Palakkad	905	707	1612	1063	820	1883	1083	538	1621	3051	2065	**5116**
Malappuram	1928	1502	3430	1909	1529	3438	1958	1262	3220	5795	4293	**10088**
Kozhikode	1278	819	2097	1549	1114	2663	1119	697	1816	3946	2630	**6576**
Wayanad	168	137	305	278	197	475	443	330	773	889	664	**1553**
Kannur	695	419	1114	807	553	1360	1599	983	2582	3101	1955	**5056**
Kasaragod	532	341	873	599	388	987	898	538	1436	2029	1267	**3296**
Total	**9661**	**6566**	**16227**	**11322**	**8218**	**19540**	**14214**	**8948**	**23162**	**35197**	**23732**	**58929**



CHAPTER XIV
SCHOOL DROPOUT 2024-25

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14.1 Introduction

Ensuring access to education for all students and completely eliminating school dropouts by 2030 are key objectives of the National Education Policy 2020 (NEP 2020) and the Sustainable Development Goals (SDGs). To achieve these goals, the Government of Kerala has implemented several school-level schemes and initiatives, including the Public Education Rejuvenation Campaign ('PothuVidyabhyasa Samrakshana Yajnam'), free education, midday meal programs, free textbooks, and school uniforms. Although these interventions have not completely eradicated school dropouts, they have significantly reduced the dropout rate compared to previous years. This report focuses exclusively on Kerala State syllabus schools under the Directorate of General Education, covering Government, Aided, and Recognized Unaided schools across the state. It presents district-wise data on student dropouts from these schools and serves as a foundational reference for more detailed analyses in the subsequent sections of the report.

Despite the efforts made by the Department of General Education, Government of Kerala, to improve students' educational outcomes, a certain number of students continue to drop out of school each year. A student is classified as a dropout if he or she is continuously absent from school for 15 days or does not appear for the annual examination. This report includes all students who were enrolled in Classes 1 to 10 during the 2024–25 academic year and subsequently discontinued their studies without obtaining a Transfer Certificate (TC).

In the academic year 2015–16, a total of 8,224 students from Classes 1 to 10 in Kerala's General Education sector discontinued their studies midway. Over the years, concerted efforts have led to a remarkable improvement, with the number of dropouts declining to 2,914 (0.08%) students in 2024–25. Among them, 1,310 students (44.96%) were identified as children of inter-state or migrant workers, or students whose families had migrated to other states or countries. Excluding these students, the number of children who actually discontinued schooling within Kerala during 2024–25 stands at 1,604.

The major factors contributing to school discontinuation include adverse family circumstances, chronic illnesses, accidents, and a lack of sustained interest in schooling among some children, particularly those from tribal and other marginalized communities.

14.2 Drop out in Kerala in 2024-25 - At a glance

During the academic year 2024–25, a total of 36,43,642 students were enrolled in Classes I to X in Government, Aided, and Recognized Unaided schools functioning under the Directorate of General Education, Kerala. This represents the student population following the Kerala State syllabus in the general education sector. Of the total enrolment, 2,914 students (0.08%) were identified as having discontinued their studies during the academic year.

Among these students, 1,489 (51.10%) were enrolled in Government schools, 1,382 (47.43%) in Aided schools, and 43 (1.48%) in Recognized Unaided schools. The distribution of dropouts largely reflects the enrolment pattern in the state, where the majority of students study in Government and Aided institutions. Nevertheless, the presence of dropouts across all management categories underscores the need for continued efforts to ensure student retention.

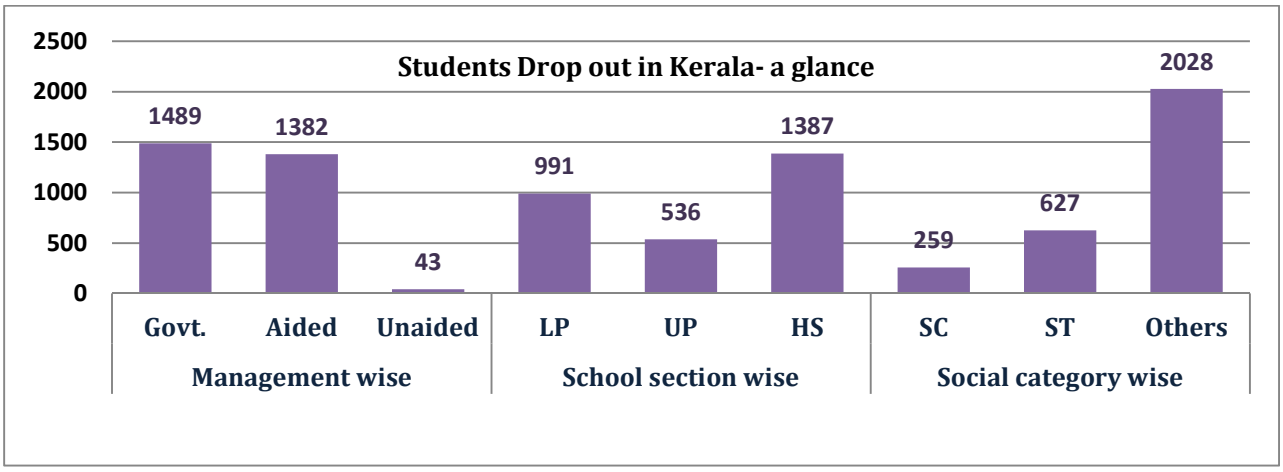
For analytical purposes, Classes I to IV are grouped under the Lower Primary (LP) section, Classes V to VII under the Upper Primary (UP) section, and Classes VIII to X under the High School (HS) section.During 2024-25, of the total number of students who dropped out in the State, 991 (34.01%) were from the LP section, 536 (18.39%) were from the UP section, and 1,387 (47.60%) were from the HS section. The relatively higher proportion of dropouts at the High School level indicates that students become more vulnerable to discontinuing their education as they progress to higher grades.

The social category-wise analysis shows that 259 students (8.89%) belonged to the Scheduled Caste (SC) category and 627 students (21.52%) belonged to the Scheduled Tribe (ST) category. Together, SC and ST students accounted for 886 dropouts, representing 30.41% of the total number of students who discontinued their studies during 2024–25. This highlights the continued educational challenges faced by socially disadvantaged communities, particularly Scheduled Tribe students, and emphasizes the need for targeted interventions to improve retention and educational participation among these groups. The following table provides a comprehensive glance at the student dropouts in Kerala, along with their percentages.

Table.14.2.1
Dropouts in schools following the state syllabus in Kerala in 2024-25.

Student Drop out	Management wise			School section wise			Social category wise			Total
	Govt.	Aided	Unaided	LP	UP	HS	SC	ST	Others	
Number	1489	1382	43	991	536	1387	259	627	2028	2914
Percentage	51.1	47.43	1.48	34.01	18.39	47.6	8.89	21.52	69.6	0.08

Diagram 14.2.1
Dropouts in schools following the state syllabus in Kerala in 2024-25.



14.3. District wise analysis of Student Drop out in Kerala in 2024-25

District-wise analysis reveals significant variation in dropout levels across Kerala. Ernakulam recorded the highest number of dropouts (535 students; 18.36% of the State total), followed by Wayanad (465; 15.96%), Malappuram (384; 13.18%), Palakkad (292; 10.02%), and Idukki (242; 8.30%). These five districts together accounted for nearly two-thirds of all dropouts reported in the State. Conversely, Pathanamthitta (53 students), Alappuzha (57 students), and Kasaragod (60 students) registered the lowest dropout numbers, indicating comparatively better student retention during the academic year 2024–25.

A notable feature is the exceptionally high number of High School dropouts in Wayanad (373 students), accounting for more than 80 per cent of the district's total dropouts. Similarly, Palakkad (165 students), Ernakulam (152 students), and Thrissur (115 students) recorded significant concentrations of dropouts at the High School level.

With regard to school management, district-level patterns reveal that Government schools recorded particularly high dropout numbers in Wayanad (357 students), Ernakulam (265 students), and Malappuram (172 students). Aided schools also showed substantial dropout figures in Ernakulam (262 students), Malappuram (203 students), and Palakkad (134 students).

Analysis by social category indicates that students belonging to the Scheduled Tribes (ST) accounted for 627 students (21.52%), while Scheduled Castes (SC) accounted for 259 students (8.89%). Other Communities category constituted the largest share of dropouts, with 2,028 students (69.60%).

Although students from the Other Communities category represented the majority of dropouts in absolute terms, the concentration of ST dropouts was particularly high in Wayanad, where 388 ST students discontinued schooling. This single district accounted for nearly

62 per cent of all ST dropouts in the State, highlighting the educational vulnerability of tribal communities in the district. Palakkad also recorded a significant number of ST dropouts (100 students), while Idukki (43 students) and Kannur (38 students) reported comparatively higher ST dropout levels than most other districts.

For SC students, the highest numbers of dropouts were observed in Thrissur (39 students), Ernakulam (37 students), Palakkad (36 students), and Kollam (34 students). The concentration of dropouts among disadvantaged social groups in certain districts suggests the need for targeted interventions to address socio-economic and geographic barriers to educational continuity.

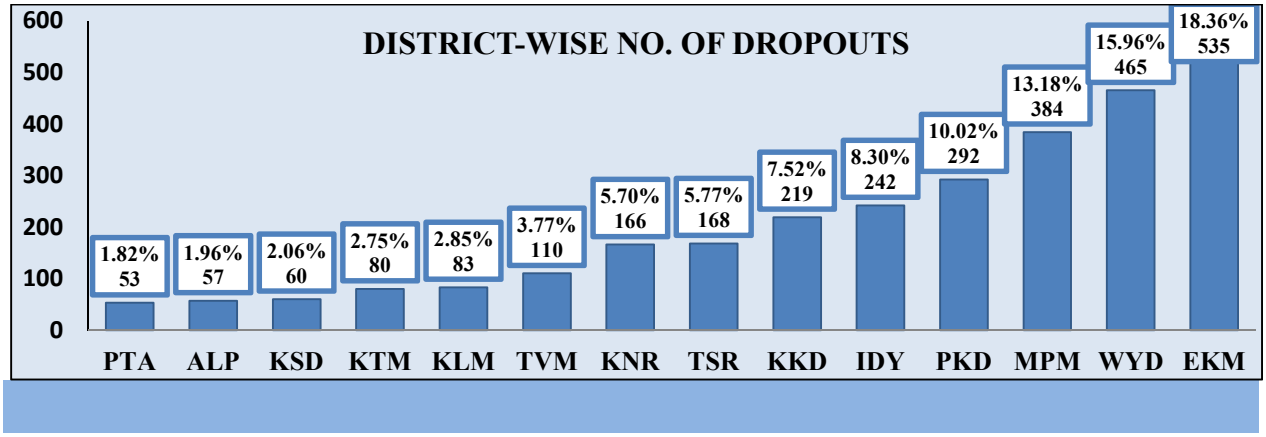
Table 14.3.1

Section wise, Management wise and Social Category wise number of Dropouts in Kerala in 2024-25.

District	School section wise			Management wise			Social category wise			Total
	LP	UP	HS	Govt.	Aided	Unaided	SC	ST	Others	
Thiruvananthapuram	40	20	50	63	46	1	12	1	97	110
Kollam	21	8	54	23	60	0	34	11	38	83
Pathanamthitta	22	11	20	23	29	1	8	4	41	53
Alappuzha	32	7	18	25	32	0	2	1	54	57
Kottayam	29	4	47	34	46	0	10	3	67	80
Idukki	82	57	103	125	116	1	23	43	176	242
Ernakulam	245	138	152	265	262	8	37	6	492	535
Thrissur	44	9	115	69	94	5	39	3	126	168
Palakkad	67	60	165	149	134	9	36	100	156	292
Malappuaram	209	93	82	172	203	9	17	24	343	384
Kozhikode	96	52	71	86	132	1	14	4	201	219
Wayanad	47	45	373	357	100	8	2	388	75	465
Kannur	36	20	110	73	93	0	13	38	115	166
Kasaragod	21	12	27	25	35	0	12	1	47	60
Total	**991**	**536**	**1387**	**1489**	**1382**	**43**	**259**	**627**	**2028**	**2914**

Diagram 14.3.1

District wise number of Drop out in Kerala in 2024-25



14.4 Standard wise Dropout in Kerala, 2024-25.

During 2024-25, a total of 2,914 students dropped out from Standards I to X in Kerala. The pattern of dropout is not uniform across grades. Dropout levels are comparatively lower in the primary classes, decline further in the upper-primary middle grades, and then rise sharply in the secondary stage, particularly in Standards IX and X.

Among all classes, Standard IX recorded the highest number of dropouts (547 students, 18.8% of the total), followed by Standard X (504 students, 17.3%). Together, these two classes account for 1,051 students, representing more than one-third (36.1%) of all dropouts in the state. This concentration of dropouts in the secondary stage suggests that students face increasing academic, economic, social, or personal challenges as they approach the completion of school education.

In the primary stage (Standards I–V), dropout numbers remain relatively moderate. Standard I recorded 275 dropouts, Standard II 272, and Standard III 255, while the numbers declined to 189 in Standard IV and 155 in Standard V. The gradual reduction from Standard I to Standard V may indicate that students who remain enrolled beyond the initial years are more likely to continue their schooling.

The upper-primary stage (Standards VI–VIII) shows a mixed trend. Dropouts increased from 155 in Standard V to 205 in Standard VI, then declined to 176 in Standard VII, before rising sharply to 336 in Standard VIII. A pronounced escalation is evident at the secondary stage (Standards IX and X). The number of dropouts rose from 336 in Standard VIII to 547 in Standard IX, an increase of nearly 63%. Although the figure decreased slightly to 504 in Standard X, it remained exceptionally high.

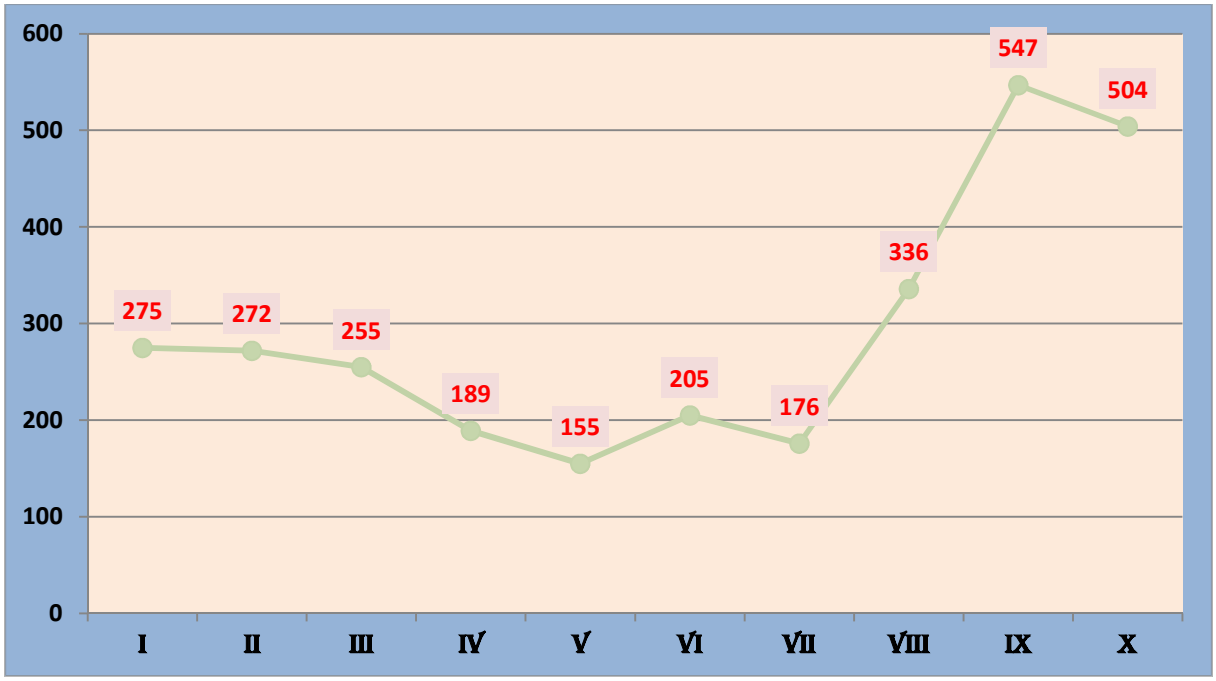
District-wise patterns reveal that several districts contribute substantially to the higher dropout figures in the upper grades. Wayanad recorded exceptionally high dropouts in Standards IX (165) and X (130), while Palakkad reported 64 and 48, respectively. Thrissur also showed a sharp concentration in Standards IX (60) and X (40). In contrast, districts such as Pathanamthitta, Alappuzha, and Kasaragod maintained relatively lower dropout numbers across most standards.

Table 14.4.1
Standard wise number of Dropout in Kerala in 2024-25

District	Number of Drop out by Standard wise										
	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Thiruvananthapuram	8	15	9	8	7	7	6	10	21	19	**110**
Kollam	6	8	3	4	0	5	3	10	15	29	**83**
Pathanamthitta	8	2	9	3	2	3	6	1	7	12	**53**
Alappuzha	11	2	11	8	2	3	2	6	3	9	**57**
Kottayam	8	9	9	3	0	4	0	10	20	17	**80**
Idukki	15	24	26	17	19	25	13	29	41	33	**242**
Ernakulam	54	73	74	44	44	51	43	53	57	42	**535**
Thrissur	8	16	10	10	4	3	2	15	60	40	**168**

District	Number of Drop out by Standard wise										
	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Palakkad	26	17	17	7	14	19	27	53	64	48	**292**
Malappuram	65	56	47	41	30	35	28	15	27	40	**384**
Kozhikode	35	26	15	20	15	20	17	25	22	24	**219**
Wayanad	24	10	5	8	10	18	17	78	165	130	**465**
Kannur	6	11	10	9	5	7	8	22	40	48	**166**
Kasaragod	1	3	10	7	3	5	4	9	5	13	**60**
Total	**275**	**272**	**255**	**189**	**155**	**205**	**176**	**336**	**547**	**504**	**2914**

Diagram 14.4.1
Standard wise number of Dropout in Kerala in 2024-25



14.5 Gender -wise distribution of Dropout in Kerala (2024-25)

The distribution of student dropouts across districts and genders in Kerala for 2024–25 indicates that out of the total dropouts, 1,830 students (62.8%) are boys, while 1,084 students (37.2%) are girls.

Among the districts, Ernakulam recorded the highest number of dropouts for both boys (322) and girls (213), while Pathanamthitta reported the lowest, with 33 boys and 20 girls.

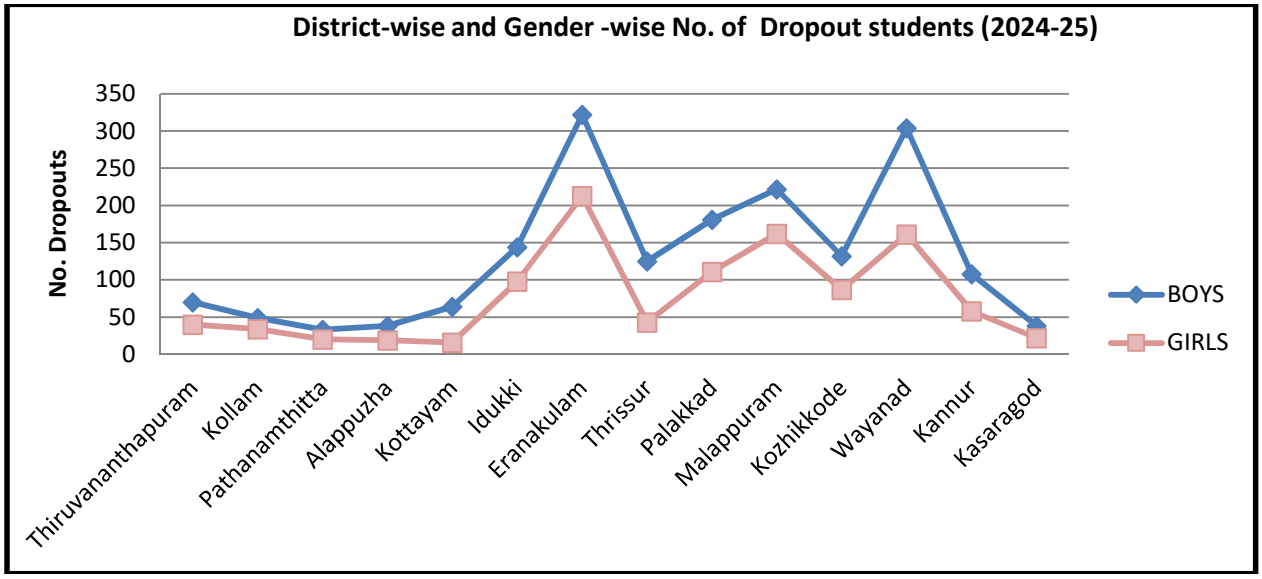
Table 14.5.1
District-wise and Gender-wise number of Students Dropout (2024-25)

DISTRICT	Number of Drop out		
	BOYS	GIRLS	TOTAL
Thiruvananthapuram	70	40	110
Kollam	49	34	83
Pathanamthitta	33	20	53
Alappuzha	38	19	57
Kottayam	64	16	80
Idukki	144	98	242
Ernakulam	322	213	535
Thrissur	125	43	168
Palakkad	181	111	292

The accompanying graph provides a visual representation of the dropout distribution by district and gender, highlighting that boys consistently account for a larger proportion of dropouts across nearly all districts.

Malappuram	222	162	384
Kozhikode	132	87	219
Wayanad	304	161	465
Kannur	108	58	166
Kasaragod	38	22	60
TOTAL	**1830**	**1084**	**2914**

Diagram 14.5.1
District-wise and Gender –wise number of Dropout (2024-25)



14.6 Social Category-wise distribution of Dropout in Kerala (2024-25)

The district-wise and social category-wise dropout data indicate that a total of 2,914 students dropped out, of whom 886 students (30.4%) belonged to Scheduled Castes (SC) and Scheduled Tribes (ST). Specifically, 259 SC students and 627 ST students dropped out. The data reveal significant disparities across districts, with dropout concentration being particularly high among tribal communities in certain regions.

Among all districts, Wayanad recorded the highest number of socially disadvantaged student dropouts, accounting for 390 students (44.02%) of the total SC/ST dropouts in the state. This figure is overwhelmingly driven by 388 ST students, highlighting the acute educational vulnerability of tribal populations in the district. Wayanad alone contributes nearly 62% of all ST dropouts reported statewide, indicating a need for focused interventions targeting tribal settlements, educational access, retention, and support systems.

The second-highest share was reported in Palakkad, with 136 SC/ST dropouts (15.35%), including 100 ST students and 36 SC students. Together, Wayanad and Palakkad account for almost 60% of all SC/ST dropouts in the state, suggesting that districts with substantial tribal populations face the most severe retention challenges. Idukki also reported a

relatively high number of dropouts (66 students; 7.45%), with ST students (43) outnumbering SC students (23), further reinforcing the pattern of tribal educational disadvantage in hilly and remote regions.

A second cluster of districts showing moderate dropout levels includes Kannur (51 students; 5.76%), Kollam (45 students; 5.08%), Ernakulam (43 students; 4.85%), Thrissur (42 students; 4.74%), and Malappuram (41 students; 4.63%). In these districts, dropout numbers are relatively balanced between SC and ST categories, although Kollam and Kannur exhibit notable ST representation among dropouts. These districts may require targeted monitoring and support for vulnerable communities, though the scale of the issue is considerably lower than in Wayanad and Palakkad.

Table 14.6.1
Dropouts- District wise and Social Category wise

District	Dropout	No. of students			
	Total	SC	ST	Total	%
Thiruvananthapuram	110	12	1	13	1.47
Kollam	83	34	11	45	5.08
Pathanamthitta	53	8	4	12	1.35
Alappuzha	57	2	1	3	0.34
Kottayam	80	10	3	13	1.47
Idukki	242	23	43	66	7.45
Ernakulam	535	37	6	43	4.85
Thrissur	168	39	3	42	4.74
Palakkad	292	36	100	136	15.35
Malappuram	384	17	24	41	4.63
Kozhikkode	219	14	4	18	2.03
Wayanad	465	2	388	390	44.02
Kannur	166	13	38	51	5.76
Kasaragod	60	12	1	13	1.47
Total	**2914**	**259**	**627**	**886**	**100**

At the lower end of the spectrum, Alappuzha recorded the fewest SC/ST dropouts (3 students; 0.34%), followed by Pathanamthitta (12 students; 1.35%), and Thiruvananthapuram, Kottayam, and Kasaragod (13 students each; 1.47%). These districts demonstrate relatively stronger retention among socially disadvantaged students and may offer lessons regarding effective educational support mechanisms, accessibility, and community engagement.

From a social-category perspective, the data clearly show that ST students are disproportionately affected, constituting 70.8% (627 out of 886) of all SC/ST dropouts, while SC students account for 29.2% (259 out of 886). In districts such as Wayanad, Palakkad, Idukki, and Kannur, ST dropouts significantly exceed SC dropouts, underscoring persistent barriers faced by tribal communities, including geographical isolation, economic hardship, language issues, seasonal migration, and limited access to educational resources.

Overall, the analysis suggests that while dropout among socially disadvantaged groups is a statewide concern, it is highly concentrated geographically and socially, particularly among ST students in tribal-dominated districts.

14.7. Social Category and Gender-wise Analysis of Dropouts in Kerala

The table given below provides a gender-wise breakdown of dropouts among Scheduled Caste students across districts. The pattern shows that SC boys consistently have higher dropout rates, with a total of 167 boys compared with 92 girls statewide. Districts like

Thrissur (29 SC boys), Kollam (20), Ernakulam (25) and Palakkad (22) exhibit higher dropout numbers among SC boys, whereas districts such as Alappuzha (2) and Wayanad (2) record minimal SC dropout levels. SC girls show lower dropout figures, yet districts like Kollam (14) and Palakkad (14) still report noticeable numbers. Overall, the SC dropout pattern remains moderate across most districts except a few clusters with significant imbalances.

The gender-wise ST dropout distribution reflects a sharply different pattern, particularly influenced by tribal population concentration. Statewide, 405 ST boys and 222 ST girls have dropped out, with Wayanad alone accounting for 248 boys and 140 girls—making it the highest ST dropout district by a large margin. Palakkad (62 boys, 38 girls) and Idukki (34 boys, 9 girls) also show higher ST dropout numbers, consistent with their tribal settlements. On the other hand, coastal and urban districts such as Alappuzha, Kasaragod, and Thiruvananthapuram report very low ST dropout figures, usually fewer than five students. The wide variation indicates strong demographic influence on dropout trends.

Overall, the data clearly shows that dropout patterns among SC and ST students in Kerala are deeply shaped by district-level demographic and social characteristics. SC dropouts are more evenly distributed across districts, with boys showing higher vulnerability. However, ST dropout patterns are concentrated overwhelmingly in districts with large tribal populations, especially Wayanad and Palakkad. Together, the tables highlight the importance of region-specific interventions to address dropout challenges among SC–ST communities, with special focus needed in tribal belts where the concentration is the highest.

Table 14.7.1
Social Category and Gender-wise number of Student Dropouts in Kerala (2024–25)

District	Scheduled Caste			Scheduled Tribe		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Thiruvananthapuram	7	5	12	1	0	1
Kollam	20	14	34	8	3	11
Pathanamthitta	6	2	8	3	1	4
Alappuzha	2	0	2	0	1	1
Kottayam	9	1	10	2	1	3
Idukki	15	8	23	34	9	43
Ernakulam	25	12	37	2	4	6
Thrissur	29	10	39	2	1	3
Palakkad	22	14	36	62	38	100
Malappuram	8	9	17	13	11	24
Kozhikkode	5	9	14	2	2	4
Wayanad	2	0	2	248	140	388
Kannur	8	5	13	27	11	38
Kasaragod	9	3	12	1	0	1
TOTAL	**167**	**92**	**259**	**405**	**222**	**627**

14.8. Reasons for Dropout in Secondary (I - X) Sections, 2024-25

During the 2024–25 academic year, the student dropout crisis in Kerala is fundamentally driven by two overwhelmingly dominant factors. The single largest reason is the high number of Children of Inter-State Workers, which accounts for 1,070 students (36.72% of the total 2,914 dropouts). This highlights a critical link between migrant labor mobility and educational continuity, with the highest concentration observed in Ernakulam (390) and Malappuram (169). The second major driver is a Lack of Interest in Learning, responsible for 704 students (24.16%), a problem that is uniquely concentrated in Wayanad district (297 cases), far exceeding all other specific reasons in that region.

A cluster of reasons relates directly to the physical movement of families and students. Relocation to Other States or Countries caused 213 students (7.31%) to discontinue their studies, representing permanent exits from the state's education system. Additionally, Change of Residence accounted for 32 students (1.10%) and Children of Parents Working in Other Countries for 27 students (0.93%). These factors collectively underscore how a student's educational trajectory is vulnerable to the domestic and international migration patterns of their families.

Personal hardship, encompassing health and financial stability, forms another significant category. Chronic Disease, Hospital Cases, and Accidents led to the dropout of 163 students (5.59%), pointing to the impact of prolonged medical issues and recovery periods on a student's ability to maintain attendance. Furthermore, Poor Financial Condition of the Family is cited for 43 students (1.48%), with the highest frequency in Wayanad (14), demonstrating that economic vulnerability remains a direct cause of educational discontinuation. Minor, related factors include Mental/Physical Challenges, which accounted for 19 students (0.65%).

The immediate family environment plays a crucial role, with instability and negative attitudes contributing to dropouts. Problems in Family are responsible for 174 students (5.97%) leaving school, with the highest figures in Ernakulam (32) and Palakkad (32), suggesting that domestic conflicts or challenging household circumstances disrupt education. Compounding this is the issue of Parents Negative Attitude Towards Education, which is cited for 78 students (2.68%), where a lack of familial prioritization of schooling directly results in the student's withdrawal.

A diverse set of behavioral, cultural, and safety issues contributes to the remainder of the figures. Cultural factors are evident in the 103 students (3.53%) who discontinued due to Given Priority to Religious Studies, concentrated predominantly in Malappuram (36) and Kozhikode (25). Modern behavioral issues like Mobile Phone Addiction accounted for 33 students (1.13%), while public safety and legal concerns included Police Cases (8 students) and the severe social issues of Violence Against Children/Child Marriage (4 students). Substance abuse, specifically the Consumption of Alcohol and Drugs, was a factor in 7 dropouts.

Finally, logistical challenges and unclassified cases round out the analysis. Long Distance to School (29 students) and Lack of Transportation Facilities (10 students) highlight infrastructure gaps that make regular attendance difficult in certain areas. Lack of Interest of Students to go to School After Festival Season affected 11 students, describing a specific pattern of disengagement following a break. All other unclassified reasons are grouped under Other Reason, which is a significant residual category of 186 students (6.38%). The size of this "Other Reason" category suggests that many unique, localized, or nuanced causes of dropout still exist outside of the standard identified factors

Table 14.8.1
Reasons for the Drop out in Kerala in 2024-25.

Reason for Drop out	Number	%	Reason for Drop out	Number	%
Children of inter-state workers	1068	36.72	Mobile phone addiction	33	1.13
Children of parents who are working in other countries	29	0.93	Police cases	8	0.27
Relocation to other states or countries	213	7.31	Violence against children/child marriage	4	0.14
Mental/Physical challenges	19	0.65	Long distance to school	29	1.00
Chronic disease, hospital cases, accident	163	5.59	Lack of transportation facilities	10	0.34
Consumption of Alcohol and Drugs	7	0.24	Lack of interest of students to go to school after festival season.	11	0.38
Given priority to religious studies	103	3.53			
Problems in Family	174	5.97	Lack of interest in learning	704	24.16
Parents negative attitude towards education	78	2.68	Change of residence	32	1.10
Poor financial condition of the family	43	1.48	Other reason	186	6.38

Diagram 8.1
Reasons for the Drop out in Kerala in 2024-25.

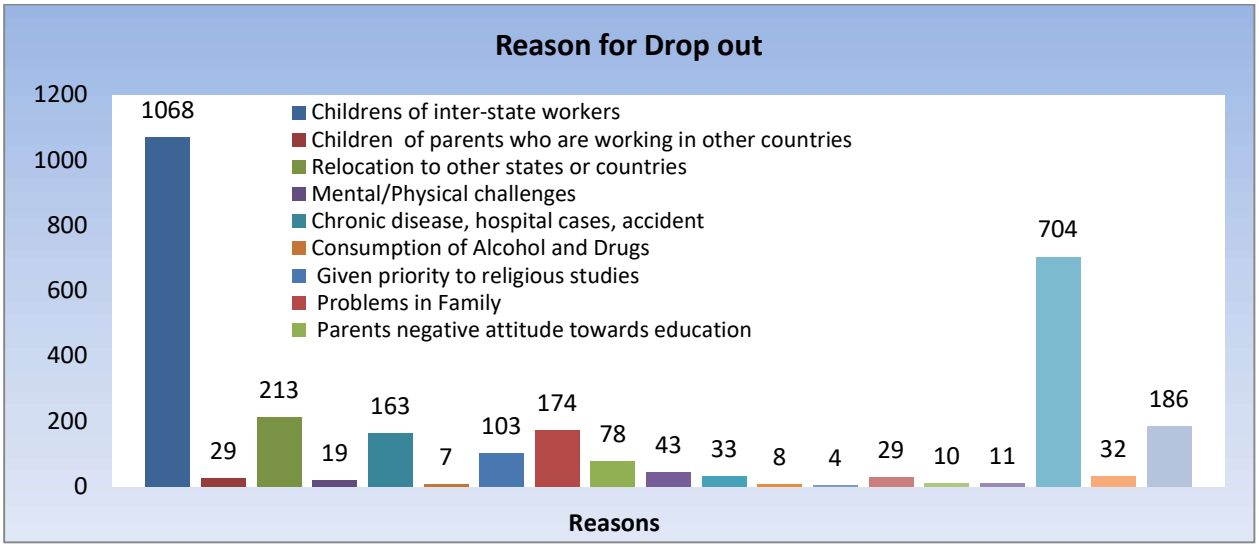


Table 14.8.2

District-wise analysis of reasons for Dropout (2024–25) in Kerala

Sl. No.	Reason for Drop out	TVM	KLM	PTA	ALP	KTM	IDK	EKM	TSR	PKD	MLP	KKD	WND	KNR	KGD
1	Children of inter-state workers	51	10	22	26	24	127	390	34	56	169	78	28	41	12
2	Children of parents who are working in other countries	3	3	0	5	1	0	3	0	0	2	5	3	4	0
3	Relocation to other states or countries	6	5	3	4	3	8	26	16	28	66	13	10	19	6
4	Mental/Physical challenges	2	0	0	1	1	1	4	4	2	2	2	0	0	0
5	Chronic disease, hospital cases, accident	5	5	8	1	10	6	15	18	21	21	19	23	11	0
6	Consumption of Alcohol and Drugs	1	0	0	0	0	0	4	2	0	0	0	0	0	0
7	Given priority to religious studies	6	1	0	0	0	1	3	0	4	36	25	2	14	11
8	Problems in Family	8	18	12	1	12	18	32	16	32	12	5	0	6	2
9	Parents negative attitude towards education	1	4	0	2	0	8	9	3	19	8	8	15	1	0
10	Poor financial condition of the family	0	2	1	0	0	5	4	0	7	6	2	14	1	1
11	Mobile phone addiction	1	2	0	2	3	7	5	3	1	5	1	1	1	1
12	Police cases	0	3	0	0	0	2	0	3	0	0	0	0	0	0
13	Violence against children/child marriage	0	0	0	0	0	1	2	1	0	0	0	0	0	0
14	Long distance to school	5	0	0	0	0	5	1	1	7	5	3	2	0	0
15	Lack of transportation facilities	0	0	0	0	0	0	1	0	0	1	2	6	0	0
16	Lack of interest in students to go to school after festival season.	0	1	0	0	0	0	0	0	1	4	0	5	0	0
17	Lack of interest in learning	13	23	4	1	25	42	30	60	92	34	20	297	55	8
18	Change of residence	0	5	0	3	0	1	3	0	3	5	8	4	0	0
19	Other reason	8	1	3	11	1	10	3	7	19	8	28	55	13	19
	TOTAL	**110**	**83**	**53**	**57**	**80**	**242**	**535**	**168**	**292**	**384**	**219**	**465**	**166**	**60**

14.9. District-wise Details of Student Deaths Reported in Kerala

The data concerning student fatalities across Kerala's school system reveals a total of 86 recorded deaths during the reporting period, spanning Class 1 to Class 10. A striking finding is the profound geographical imbalance in these figures. The district of Wayanad bears the heaviest burden, accounting for 43 deaths—exactly half of all student fatalities reported statewide. This exceptionally high death toll is solely attributable to the 2024 Wayanad landslides, which were triggered by extremely heavy rainfall and flooding in the Meppadi–Mundakkai–Chooralmala region. In sharp contrast, while Palakkad reported the next highest count at 11 deaths, several other districts recorded minimal numbers, and Kasaragod registered zero, underscoring the extreme variability of this tragic issue across the state.

The distribution of these deaths across school grades is far from consistent. Mortality rates exhibit specific peaks, most notably in the upper primary and secondary sections, with Class 4 (15 deaths), Class 10 (15 deaths), and Class 8 (12 deaths) reporting the largest number of cases. By comparison, no fatalities were recorded in Class 1. Within the most affected districts, the class-level statistics also show variation: Wayanad's high total is distributed across classes, including significant figures in Class 4 (11) and Class 10 (7), while Palakkad's data is heavily concentrated in a single grade, with 7 of its 11 total deaths occurring in Class 8. This grade-specific pattern implies that the underlying dangers may change depending on the age and academic stage of the students.

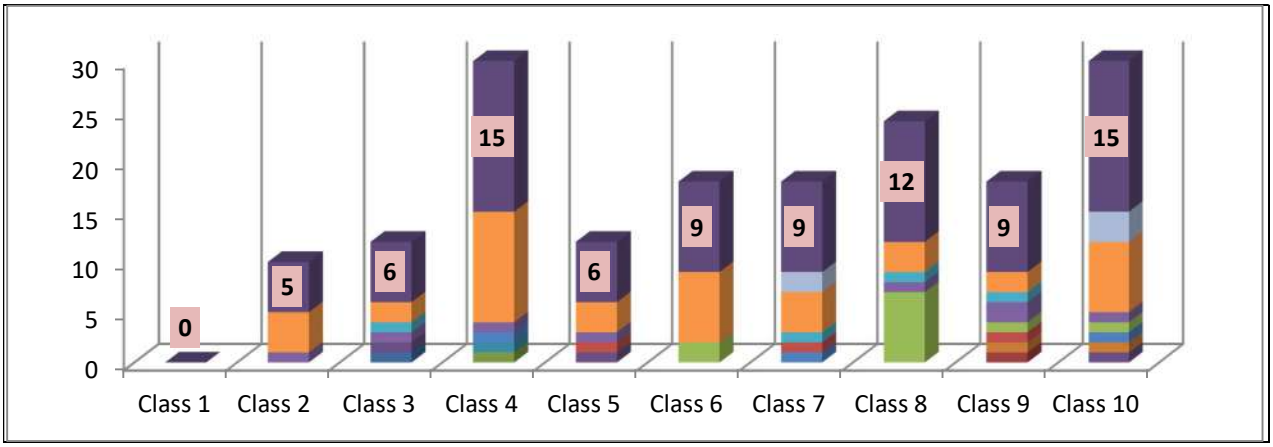
Table 14.9.1

District-wise list of students died while studying in school in Kerala in 2024-25

District	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Total
Thiruvananthapuram	0	0	1	0	0	0	0	0	0	0	1
Kollam	0	0	0	0	0	0	0	0	1	0	1
Pathanamthitta	0	0	0	1	0	0	0	0	0	0	1
Alappuzha	0	0	1	0	1	0	0	0	0	1	3
Kottayam	0	0	0	1	0	0	0	0	0	0	1
Idukki	0	0	0	0	0	0	0	0	1	1	2
Eranakulam	0	0	0	1	0	0	1	0	0	1	3
Thrissur	0	0	0	0	1	0	1	0	1	0	3
Palakkad	0	0	0	0	0	2	0	7	1	1	11
Malappuram	0	1	1	1	1	0	0	1	2	1	8
Kozhikkode	0	0	1	0	0	0	1	1	1	0	4
Wayanad	0	4	2	11	3	7	4	3	2	7	43
Kannur	0	0	0	0	0	0	2	0	0	3	5
Kasaragod	0	0	0	0	0	0	0	0	0	0	0
Total	**0**	**5**	**6**	**15**	**6**	**9**	**9**	**12**	**9**	**15**	**86**

Table 14.9.1

Class-wise number of Student Deaths Reported in Kerala, 2024–25



14.10. Trends in drop out by district-wise during 2015-16 to 2024-25 in Kerala.

The data reveals a highly successful long-term trend in educational retention, with the total number of student dropouts across Kerala falling from 8,224 (0.22 of enrollment) in 2015–16 to 2,914 (0.08 of enrollment) in 2024–25, marking a reduction of over 64. This decrease highlights the substantial impact of state government schemes and initiatives throughout the decade. The data shows that the issue has fundamentally shifted from a widespread problem to one concentrated in specific regions and recent-year fluctuations.

A critical break in the trend occurred in the 2020–21 academic year, where the total dropout figure plummeted to an anomalous low of just 515 students (0.01). This extreme dip is strongly linked to the initial phase of the COVID-19 pandemic, likely reflecting changes in school attendance requirements, automatic promotion policies, or modified reporting during a period of remote learning. Crucially, after this year, the number rebounded sharply but stabilized at a new, lower baseline, remaining consistently near 2,900 cases from 2022–23 onwards. This stabilization suggests that sustaining further reductions beyond the 0.08 mark is proving difficult.

While the state figures have improved, the distribution of the problem has changed dramatically. Wayanad saw the largest absolute reduction in dropouts over the decade, falling from a high of 1,380 in 2015–16 to 465 in 2024–25, yet it still remains a major contributor. In contrast, Ernakulam has emerged as the most volatile and highest-contributing district in the recent period, recording 535 dropouts in 2024–25 and peaking at 803 in 2022–23. This highlights the unique, persistent challenges within the Ernakulam district. Conversely, districts like Kasaragod (732 to 60) and Thrissur (635 to 168) achieved massive, enduring reductions, effectively mitigating their dropout issues.

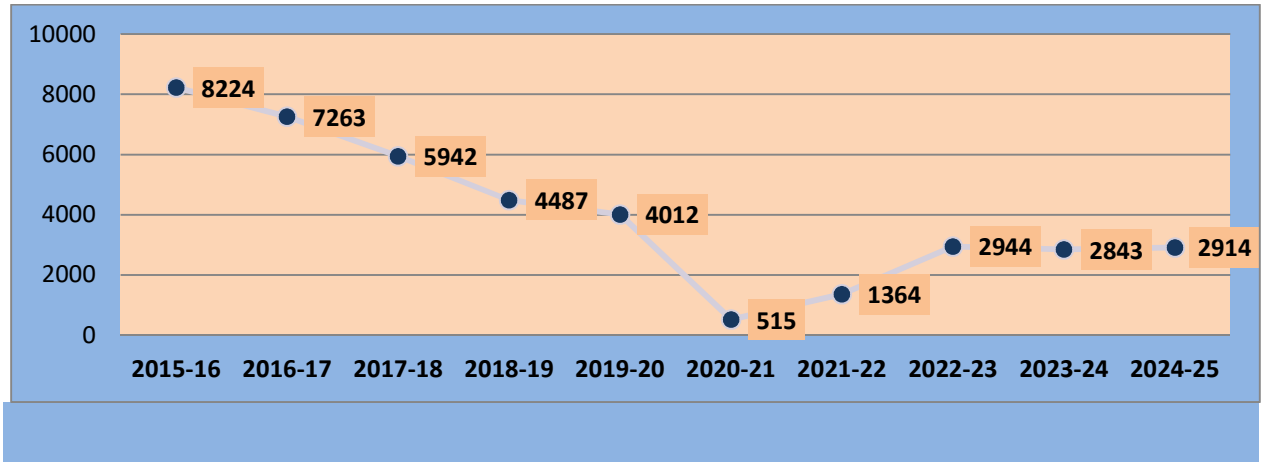
Analyzing the most recent period reveals a slight overall increase in dropouts, from 2,843 to 2,914. This marginal rise was driven by a significant spike in Malappuram, which

climbed sharply from 275 to 384 dropouts, making it the third-highest district. This sudden increase suggests a new, localized issue has taken hold. Positively, the other two highest-contributing districts showed improvement: Ernakulam reduced its figure from 638 to 535, and Kasaragod continued its decade-long success by nearly halving its dropouts from 138 to its lowest point of 60. These latest figures confirm that the problem's stability relies on managing high volatility in specific regions like Malappuram.

Table 14.10.1
Trends in district-wise drop out during 2015-16 to 2024-25 in Kerala.

District	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Thiruvananthapuram	377	585	479	377	434	23	63	46	53	110
Kollam	287	81	201	159	139	4	16	30	45	83
Pathanamthitta	64	49	58	29	4	4	3	29	37	53
Alappuzha	177	122	67	33	30	10	17	37	58	57
Kottayam	384	439	232	126	171	32	121	29	171	80
Idukki	411	710	530	336	305	53	143	274	284	242
Eranakulam	419	678	546	619	500	161	293	803	638	535
Thrissur	635	348	286	257	67	37	86	116	212	168
Palakkad	1042	888	878	491	527	26	129	360	165	292
Malappuram	780	506	628	660	494	14	240	431	275	384
Kozhikode	724	430	278	225	385	9	61	259	165	219
Wayanad	1380	1298	924	684	554	25	81	278	461	465
Kannur	812	498	428	201	178	98	52	92	141	166
Kasaragod	732	631	407	290	224	19	59	160	138	60
Kerala (Total)	**8224**	**7263**	**5942**	**4487**	**4012**	**515**	**1364**	**2944**	**2843**	**2914**
% of Dropout	**0.22**	**0.20**	**0.16**	**0.12**	**0.11**	**0.01**	**0.04**	**0.08**	**0.08**	**0.08**

Diagram 14.10.1
Trends in district-wise drop out during 2015-16 to 2024-25 in Kerala.



14.11 District-wise and gender- wise comparison of school dropouts (2023-24 and 2024-25)

The total number of dropouts across Kerala saw a slight increase, moving from 2,843 students in 2023–24 to 2,914 students in 2024–25. A critical observation in both years is the stark gender disparity. In 2024–25, Boys accounted for 1,830 dropouts (62.8), while Girls accounted for 1,084. This maintains the previous year's pattern (1,820 boys, 1,023 girls), indicating that male students are consistently more vulnerable to leaving school prematurely. The slight overall increase in dropouts was primarily driven by an increase in the number of girls dropping out (1,023 to 1,084), as the number for boys remained almost static.

The dropout crisis remains highly concentrated in a few specific districts, though the overall figures are volatile. Ernakulam consistently reported the highest number of dropouts in both years (638 in 2023–24 and 535 in 2024–25), maintaining its status as the top hotspot despite achieving a notable reduction of 103 students in the latest year. Wayanad remained the second-highest contributor, with its total figure (461 to 465) and its significant gender imbalance (304 boys to 161 girls in 2024–25) staying virtually unchanged. Conversely, Pathanamthitta consistently recorded the lowest total dropouts in both years, with figures of 37 and 53, respectively.

The most significant change between the two academic years was the notable increase in dropouts in Malappuram, which climbed sharply from 275 students in 2023–24 to 384 in 2024–25—an increase of 109 students. This surge, seen in both boys (from 184 to 222) and girls (from 91 to 162), suggests a rapidly developing, localized challenge. In contrast, Kasaragod achieved the most successful reduction, dropping from 138 to just 60 dropouts (a decrease of over 56). This major improvement was consistently reflected across both genders (boys: 90 to 38; girls: 48 to 22), indicating successful local interventions in the northernmost district.

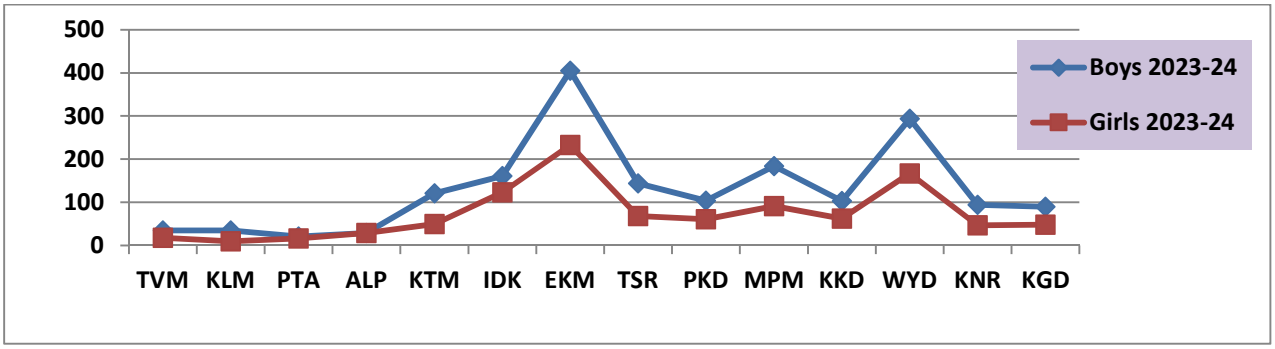
Table 14.11.1

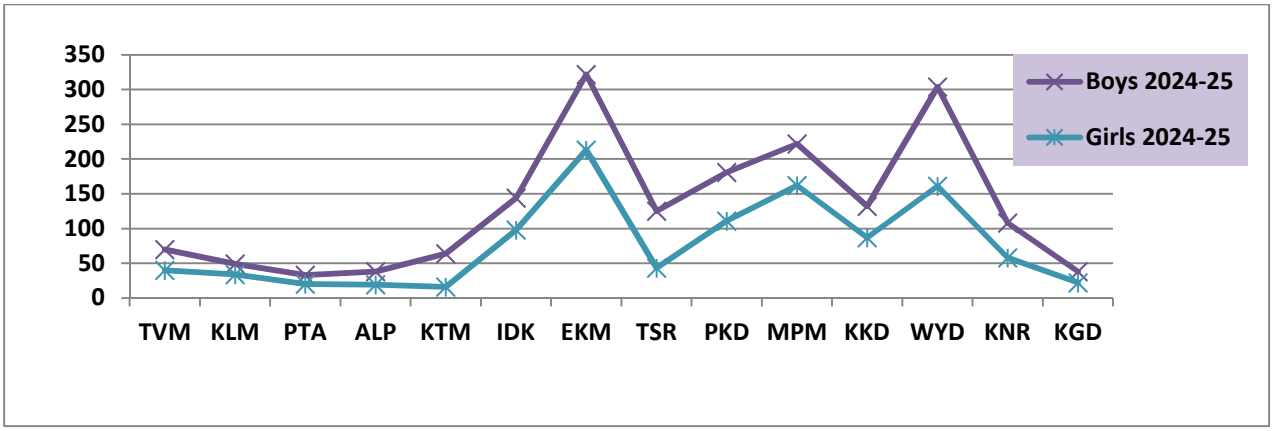
District-wise and gender- wise comparison of school dropouts (2023-24 and 2024-25)

DISTRICT	NUMBER OF DROPOUT STUDENTS					
	2023-24			2024-25		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Thiruvananthapuram	35	18	53	70	40	110
Kollam	35	10	45	49	34	83
Pathanamthitta	21	16	37	33	20	53
Alappuzha	29	29	58	38	19	57
Kottayam	121	50	171	64	16	80
Idukki	161	123	284	144	98	242
Eranakulam	405	233	638	322	213	535
Thrissur	144	68	212	125	43	168

DISTRICT	NUMBER OF DROPOUT STUDENTS					
	2023-24			2024-25		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Palakkad	104	61	165	181	111	292
Malappuram	184	91	275	222	162	384
Kozhikkode	103	62	165	132	87	219
Wayanad	294	167	461	304	161	465
Kannur	94	47	141	108	58	166
Kasaragod	90	48	138	38	22	60
TOTAL	**1820**	**1023**	**2843**	**1830**	**1084**	**2914**

Diagram 14.11.1
Gender- wise comparison of school dropouts (2023-24 and 2024-25)





14.12 Comparative Analysis of District-wise Dropout Trends: 2023-24 Vs.2024-25

The comparative data for the two academic years indicates a slight state-wide increase in total dropouts, rising from 2,843 in 2023–24 to 2,914 in 2024–25, resulting in a net increase of 71 students leaving school. This marginal overall change, however, is a composite of highly divergent and volatile trends at the district level, with massive improvements in some regions being offset by steep increases in others.

14.12.1 Deterioration: Districts with the Largest Increase in Dropouts

Three districts experienced significant surges in their dropout figures, signaling a concerning and sudden deterioration in educational retention for the 2024–25 academic year. Palakkad (PKD) showed the largest negative shift, with an increase of 127 dropouts (from 165 to 292). Malappuram (MPM) followed closely with an increase of 109 dropouts (from 275 to 384). Thiruvananthapuram (TVM) also registered a substantial increase of 57 dropouts (from 53 to 110). These increases, particularly in Palakkad and Malappuram, highlight the emergence of new, rapidly escalating regional challenges to school continuity.

14.12.2 Improvement: Districts with the Largest Decrease in Dropouts

Conversely, several districts demonstrated substantial success in retention efforts, achieving the largest numerical reductions in their dropout figures. Eranakulam (EKM) achieved the largest numerical reduction, decreasing by 103 dropouts (from 638 to 535). Kottayam (KTM) showed a major improvement with a decrease of 91 dropouts (from 171 to 80). Kasaragod (KSD) registered the most effective relative decrease, falling by 78 dropouts (from 138 to 60). Substantial improvements were also recorded in Thrissur (-44), Idukki (-42), and Kollam (-38), indicating effective, large-scale mitigation in multiple regions.

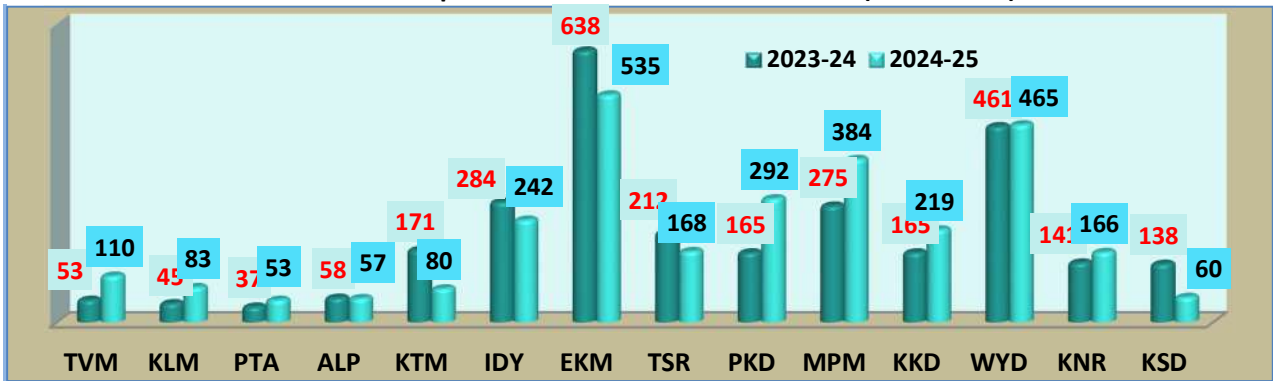
14.12.3 Stability and Minimal Change

Two districts showed minimal year-over-year change in their dropout figures. Wayanad (WYD)'s figure remained highly stable, with a minor increase of only 4 dropouts (from 461 to 465). While stable, this is significant as Wayanad remains one of the top two highest-contributing districts, suggesting the underlying factors maintaining its high total are deeply entrenched. Alappuzha (ALP)'s dropout figure was virtually unchanged, with a decrease of only 1 student (from 58 to 57).

Table 14.12.1
Analysis of District-wise Student Dropout Trends: 2023–24 vs. 2024–25

DIST	TVM	KLM	PTA	ALP	KTM	IDY	EKM	TSR	PKD	MPM	KKD	WYD	KNR	KSD	TOTAL
2023-24	53	45	37	58	171	284	638	212	165	275	165	461	141	138	2843
2024-25	110	83	53	57	80	242	535	168	292	384	219	465	166	60	2914
Difference	**57**	**38**	**16**	**-1**	**-91**	**-42**	**-103**	**-44**	**127**	**109**	**54**	**4**	**25**	**-78**	**71**

Diagram 14.12.1
District-wise Dropout Trends: 2023–24 vs. 2024–25 (in numbers)



CHAPTER XV
PRE PRIMARY SCHOOLS IN KERALA

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15.1. Introduction

Pre-primary education within the General Education sector serves as a crucial foundation for early childhood care and education, structurally bridging the gap between early childhood development and formal primary schooling. Administered through a localized framework, these sections operate on the premises of Government and Aided schools under the day-to-day oversight of Parent-Teacher Associations (PTAs) and School Management Committees (SMCs), with administrative supervision from local Assistant Educational Officers (AEOs). Structurally, the sector is aligning with standardized national frameworks by transitioning to a unified three-year cycle starting at age three, matching the state's entry age of six for Class 1. Rather than relying on traditional rote learning, the academic framework is governed by the State Council of Educational Research and Training (SCERT) through activity-based, child-centric curriculums like *Kalithoni*, which focus on sensory-motor, cognitive, and socio-emotional development while integrating early indicators for inclusive screening. Operationally, divisions are capped at 30 children, each staffed by a qualified teacher holding a Pre-Primary Teacher Training Certificate (PPTTC) and a dedicated helper (ayah). However, because these roles historically sit outside the formal Kerala Education Rules (KER), human resource management features a distinct dual-funding system, where staff appointed before August 2012 generally receives a government-disbursed honorarium, while post-2012 and Aided-school staffs are compensated through locally raised PTA or municipal resources. To maintain their operational status, these units must uphold strict safety and infrastructural standards, including well-ventilated classrooms with child-friendly furniture, separate low-commode sanitary facilities, and secure spaces dedicated to play and nutrition.

Varnakkoodaram (meaning *"Colourful Tent"*) is a flagship initiative launched by the General Education Department of Kerala through Samagra Shiksha Kerala (SSK) and funded under the centrally assisted STARS project to upgrade pre-primary wings in Government and Aided schools to international standards. Moving away from rigid, text-heavy classrooms with traditional desks and blackboards, this project transforms both indoor and outdoor school spaces into immersive, child-friendly learning environments using a dedicated budget allocation of up to ₹10 lakh per school. The cornerstone of the Varnakkoodaram model is its structural reorganization into **13 distinct activity corners** tailored for experiential, self-directed play and sensory exploration. These specialized zones include dedicated spaces for language

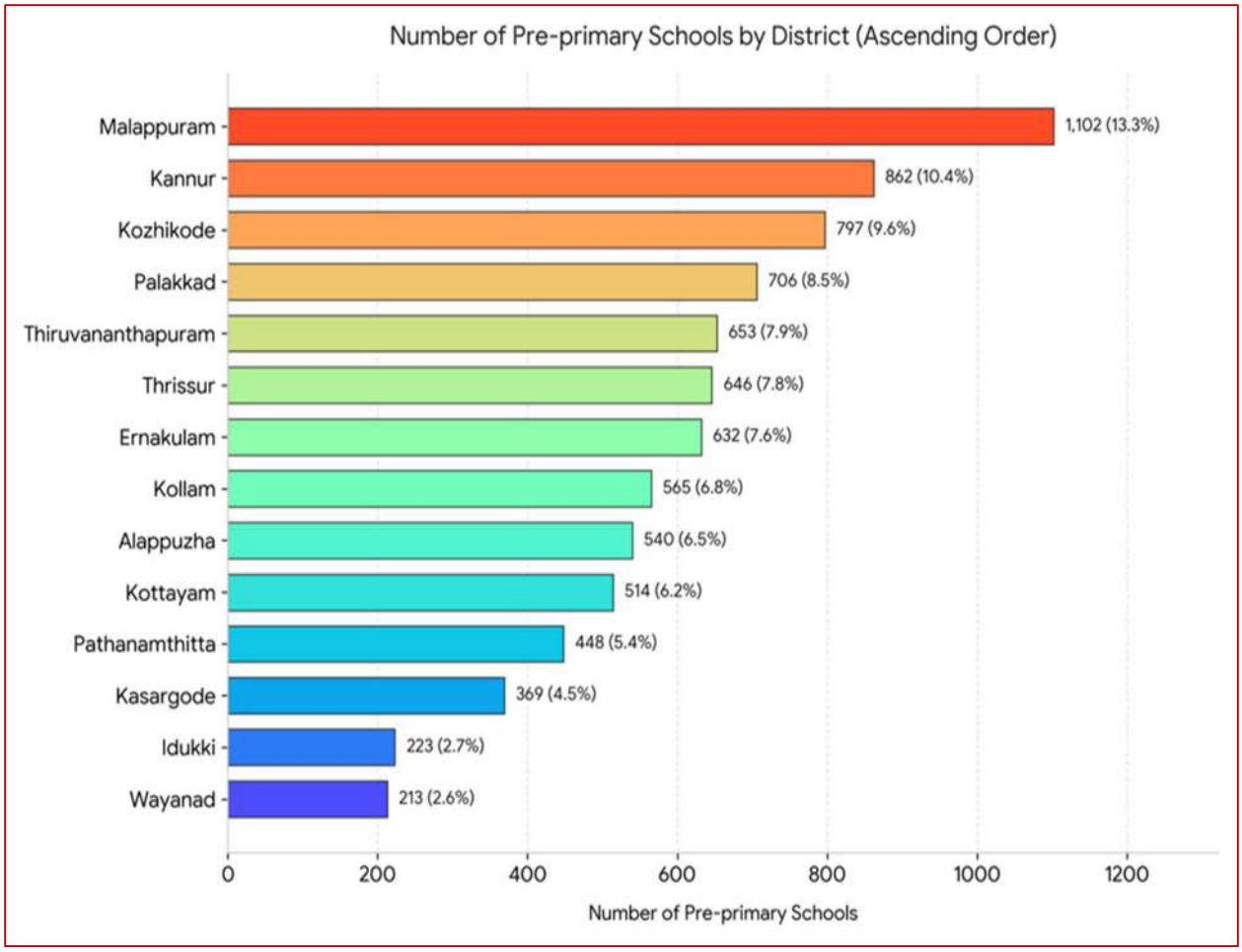
development, a cozy reading corner for print awareness, a math area with physical manipulatives, an art and drawing corner, a performance stage (*Kunjarang*) for dramatic play, a science exploration zone, a digital corner (*E-Idam*) for audio-visual SCERT modules, and tactile-heavy block building, craft, and music stations. This aesthetic overhaul is completed by a sensory table, an outdoor green garden (*Harithodyanam*), and an agile outdoor play zone equipped with low-risk fitness setups. Beyond its physical infrastructure, which utilizes vibrant, floor-to-ceiling thematic murals and custom low-height furniture, Varnakkoodaram enforces high administrative standards of inclusivity by maintaining eco-friendly, *Divyangjan*-accessible (disabled-friendly) designs. Now expanded to well over 1,500 pre-primary units across the state, the initiative successfully blends formal Early Childhood Care and Education (ECCE) goals with strong community participation through local Parent-Teacher Associations and neighborhood pre-school festivals.

15.2 Pre primary schools in Kerala - An overview

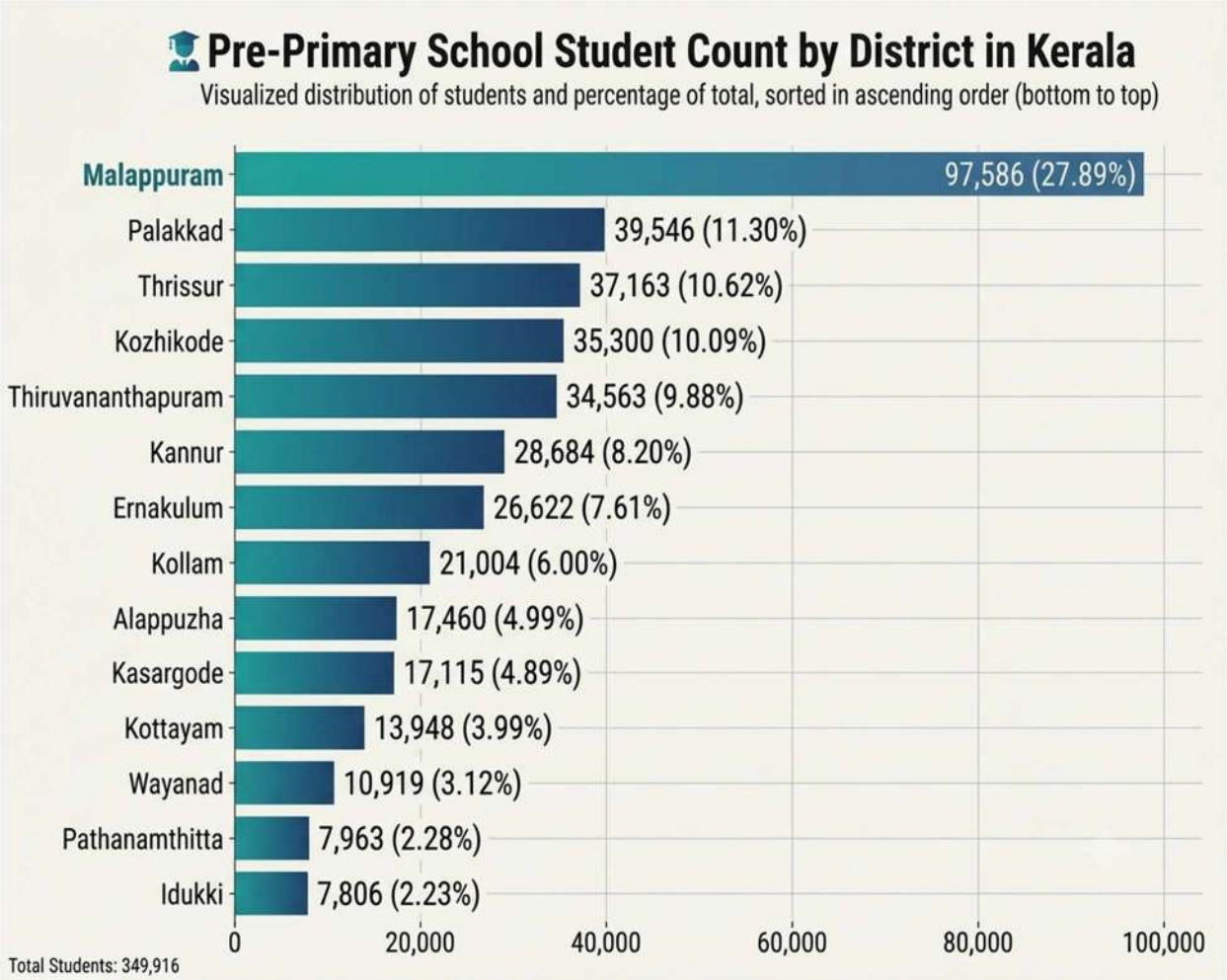
The Pre-Primary Abstract for the academic year 2024-25 reveals a comprehensive network of 8,270 pre-primary schools across Kerala, catering to a total student enrollment of 395679, children, managed by a workforce of 17,373 teachers and 8,239ayas. A district-wise analysis highlights significant demographic variance, with Malappuram dramatically leading the state across all metrics, housing 1,102 schools, 97,586 students, 3,486 teachers, and 1,537 ayas—accounting for nearly 25% of the state's total preschool student population. Following Malappuram, districts like Palakkad (39,546 students across 706 schools) and Thrissur (37,163 students across 646 schools) demonstrate dense enrollment profiles, while Kozhikode (35,300 students) and Thiruvananthapuram (34,563 students) maintain sizable, closely matched volumes. Conversely, geographically isolated or low-density regions exhibit much lower baseline figures; Idukki records the fewest schools at 223 (supporting 7,806 students), closely trailed by Wayanad with 213 schools (supporting 10,919 students), and Pathanamthitta reporting the absolute lowest student registration at 7,963 across 448 schools. On an operational level, the state maintains a highly favorable macro student-teacher ratio of approximately 22.76:1, though local workload disparities emerge, stretching to 28.39:1 in Palakkad and dipping to a highly personalized 14.40:1 in Pathanamthitta. Furthermore, school sizing varies substantially across the terrain; Malappuram averages a robust 88.55 students per school institution, whereas Pathanamthitta averages just 17.77 students per campus, underscoring the necessity for localized resource distributions, targeted infrastructure expansions like the Varnakkoodaram project, and district-specific staff allocations across the general education landscape.

Sl. No.	District	Number of Pre primary Schools	Number of students	Number of Teachers	Number of Ayas
1	Thiruvananthapuram	653	34563	1520	945
2	Kollam	565	21004	914	559
3	Pathanamthitta	448	7963	553	228
4	Alappuzha	540	17460	864	469
5	Kottayam	514	13948	861	423
6	Idukki	223	7806	352	148
7	Ernakulum	632	26622	1311	660
8	Thrissur	646	37163	1538	686
9	Palakkad	706	39546	1393	650
10	Malappuram	1102	97586	3486	1537
11	Kozhikode	797	35300	1711	590
12	Wayanad	213	10919	401	194
13	Kannur	862	28684	1737	823
14	Kasargode	369	17115	732	327
	Total	**8270**	**395679**	**17373**	**8239**

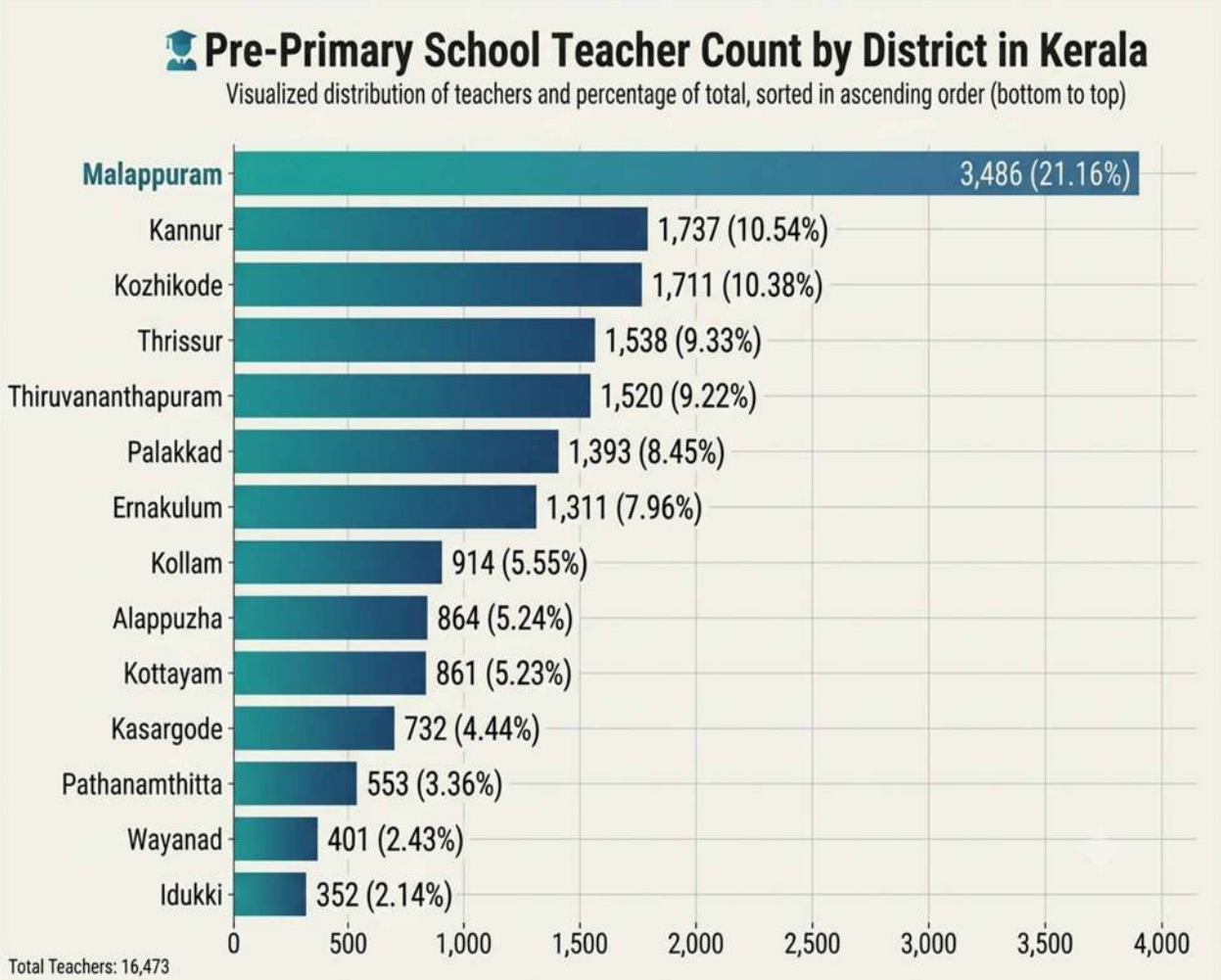
The horizontal bar chart given below, titled "Number of Pre Primary Schools by District" illustrates the institutional footprint of preschools across the state's 14 districts out of a total of 8,270 schools. Structured in descending order from top to bottom, the chart employs a dark-to-light gradient palette that visually highlights the progression from high institutional density to low concentration. At the lower baseline, Wayanad (213 schools, 2.6%) and Idukki (223 schools, 2.7%) represent the smallest institutional sectors in the state. Moving upward, the school volume steadily scales through a dense mid-tier cluster—including districts like Kottayam (514 schools, 6.2%), Alappuzha (540 schools, 6.5%), and the state capital Thiruvananthapuram (653 schools, 7.9%)—which reflects a balanced institutional layout relative to local demographics. The upper echelons of the data reveal a significant infrastructure concentration in northern Kerala, where Kozhikode (797 schools, 9.6%) and Kannur (862 schools, 10.4%) display substantial expansion. This development culminates prominently in Malappuram, which dramatically leads the entire state with 1,102 schools, accounting for a striking 13.3% of Kerala's total pre-primary school network.



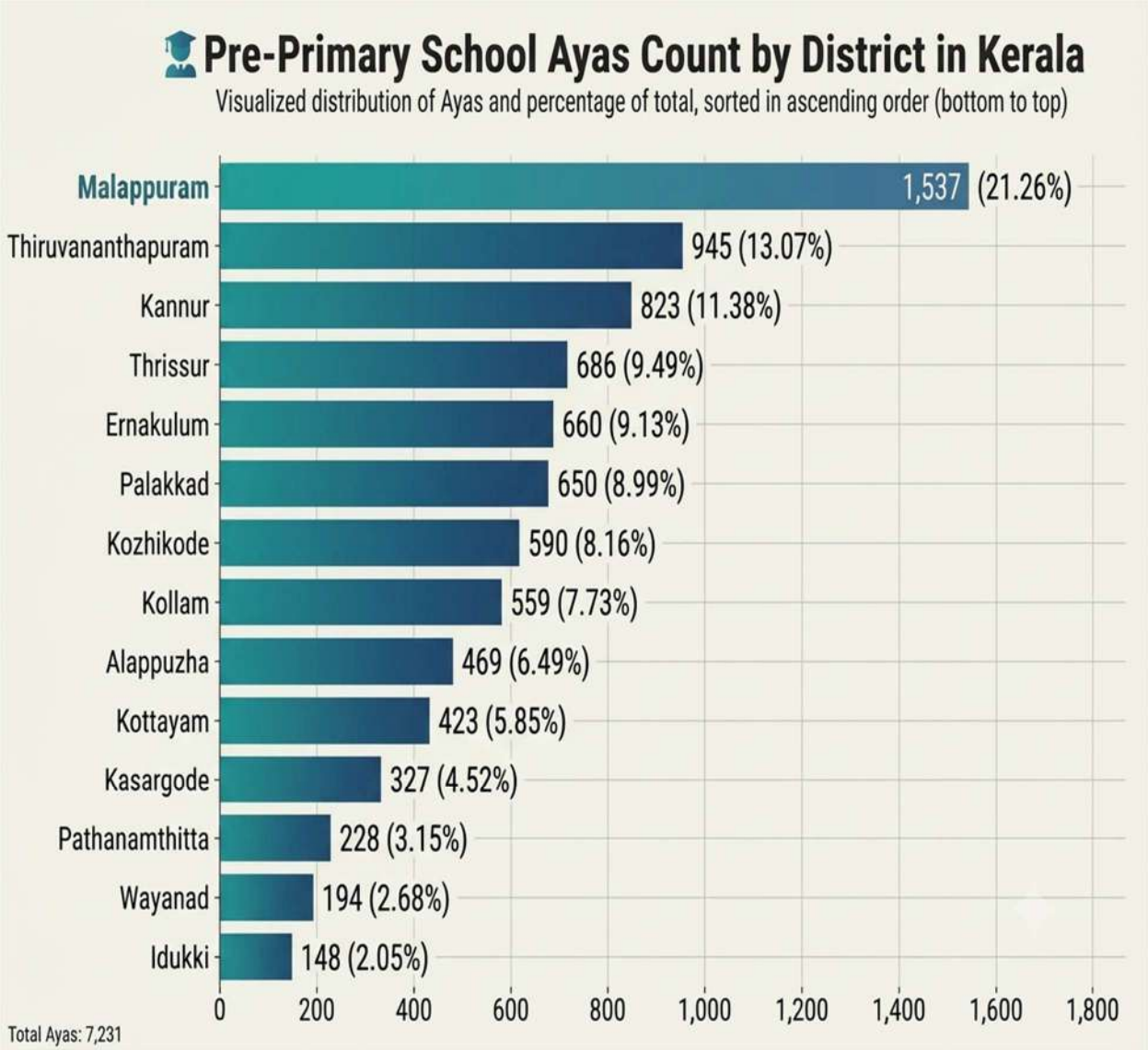
The horizontal bar chart titled " Pre primary School students count by District in Kerala' given below visually maps the vast regional differences in early childhood school registration across the state's 14 districts. Arranged in descending order from highest to lowest volume, the chart immediately emphasize the extreme statistical lead held by Malappuram, which dominates the dataset with a massive student enrollment approaching the 100,000 mark. Following this outlier, a dense mid-tier cluster comprising Palakkad, Thrissur, Kozhikode, and Thiruvananthapuram forms a clear secondary tier of high enrollment ranging roughly between 35,000 and 40,000 students. Moving down the chart, student volumes taper off systematically through districts like Kannur, Ernakulam, and Kollam, eventually hitting a lower-density plateau under 20,000 in Alappuzha, Kasargode, and Kottayam. Finally, the chart tops out at its base with Wayanad, Pathanamthitta, and Idukki, revealing that the state's most geographically isolated or low-population zones support only a fraction of the student population seen in the north. This visual hierarchy serves as a striking representation of Kerala's uneven early childhood education landscape, effectively highlighting where administrative resources and infrastructure developments are most critically demanded.



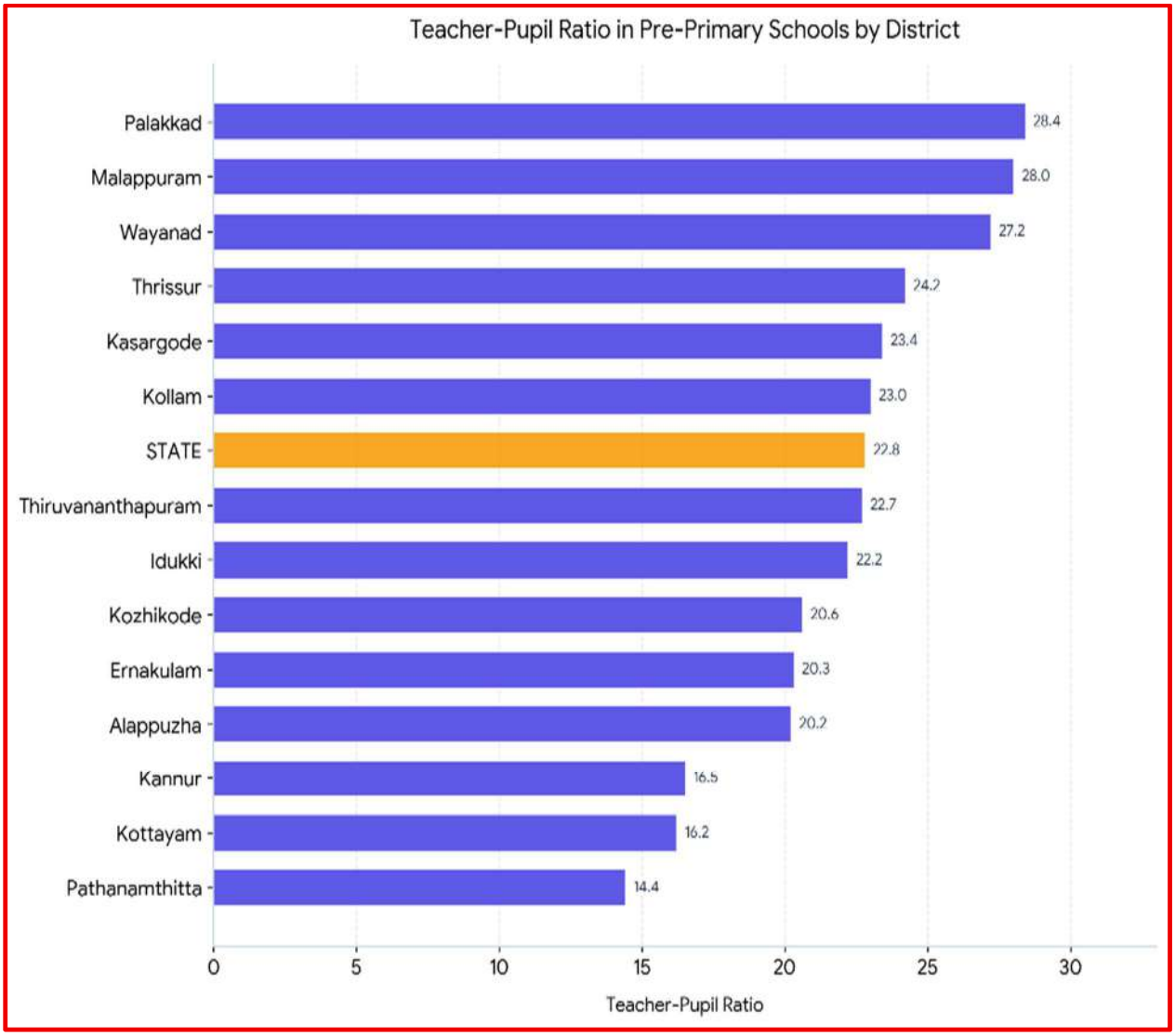
The horizontal bar chart, titled "Pre primary School Teacher count by District in Kerala' given below, illustrates the geographic allocation of the state's 17,373 pre-primary educators across all 14 districts. Structured in ascending order from top to bottom, the chart uses a light-green to deep-blue gradient palette to highlight the steady rise in teaching staff capacity. At the lower baseline, the chart identifies Idukki (352 teachers, 2.14%) and Wayanad (401 teachers, 2.43%) as having the smallest teaching workforces in the state. Moving up, the teaching population steadily expands through a moderate mid-tier cluster—including districts like Kottayam (861 teachers, 5.23%), Alappuzha (864 teachers, 5.24%), and Ernakulam (1,311 teachers, 7.96%)—reflecting regional staff scaling to meet urban and semi-urban student distributions. The upper section of the chart underscores a massive concentration of human resources in northern Kerala, where Kozhikode (1,711 teachers, 10.38%) and Kannur (1,737 teachers, 10.54%) maintain highly robust teacher frameworks. This workforce distribution reaches its absolute peak in Malappuram, which single-handedly commands an overwhelming 3,486 teachers-accounting for exactly 21.16% of the entire pre-primary teaching staff across the state.



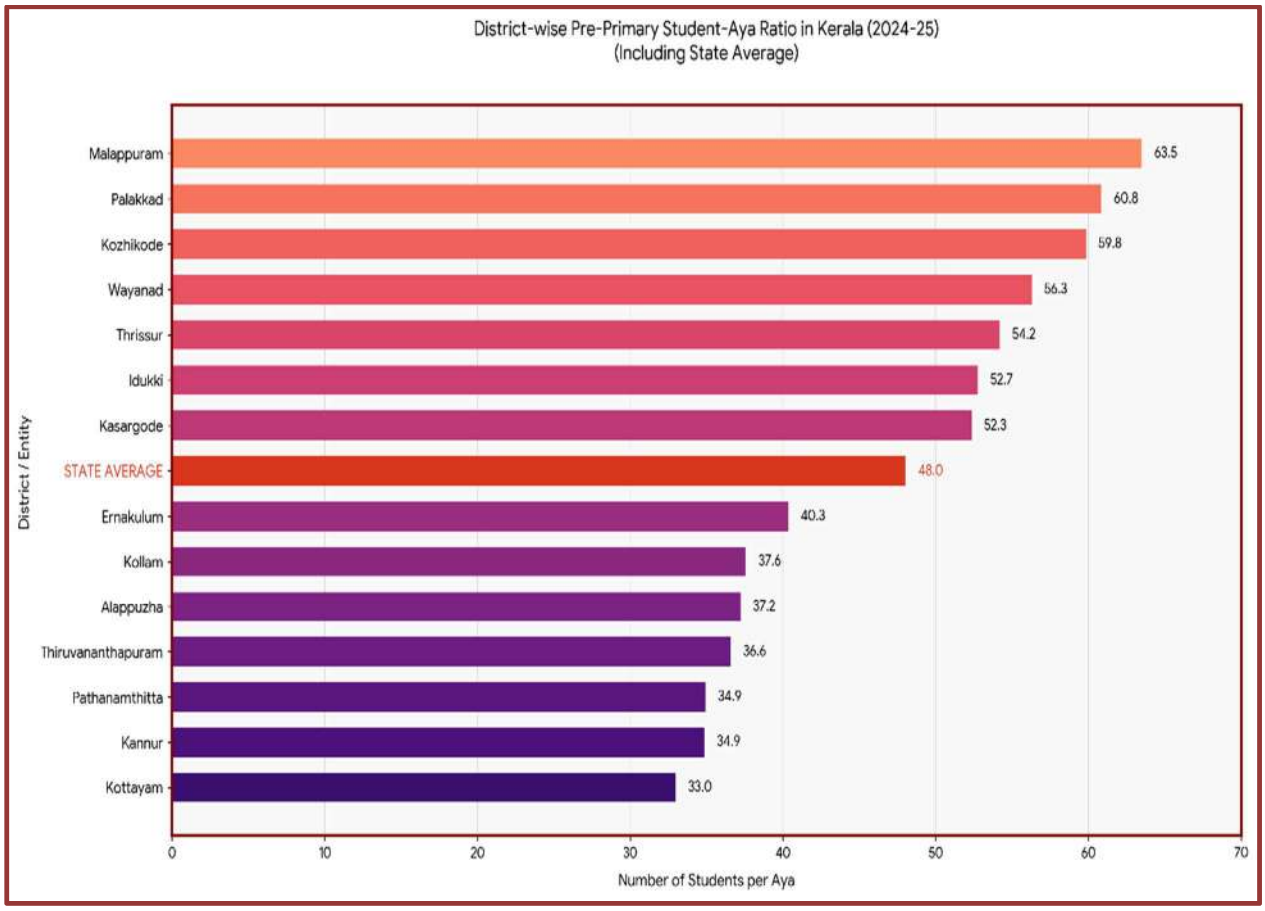
The horizontal bar chart, titled "Pre primary School Ayas count by District in Kerala' , given below, visually maps the deployment of the state's 8,239 pre-primary support helpers (ayas) across all 14 districts. Structured in ascending order from top to bottom, the chart uses a warm peach-to-deep-purple gradient palette to signify the expansion of the support workforce. At the lower baseline, the chart identifies Idukki (148 ayas, 2.05%) and Wayanad (194 ayas, 2.68%) as maintaining the smallest helper networks in the state. Moving upward, the support capacity scales moderately through central and southern districts—such as Kottayam (423 ayas, 5.85%), Alappuzha (469 ayas, 6.49%), and Ernakulam (660 ayas, 9.13%)—reflecting steady staff matching for standard preschool divisions. Towards the lower end of the chart, large-scale personnel commitments become evident in Kannur (823 ayas, 11.38%) and the state capital Thiruvananthapuram (945 ayas, 13.07%). This distribution reaches its absolute peak in Malappuram, which commands an overwhelming 1,537 ayas, single-handedly accounting for 21.26% of the entire pre-primary support workforce across Kerala.



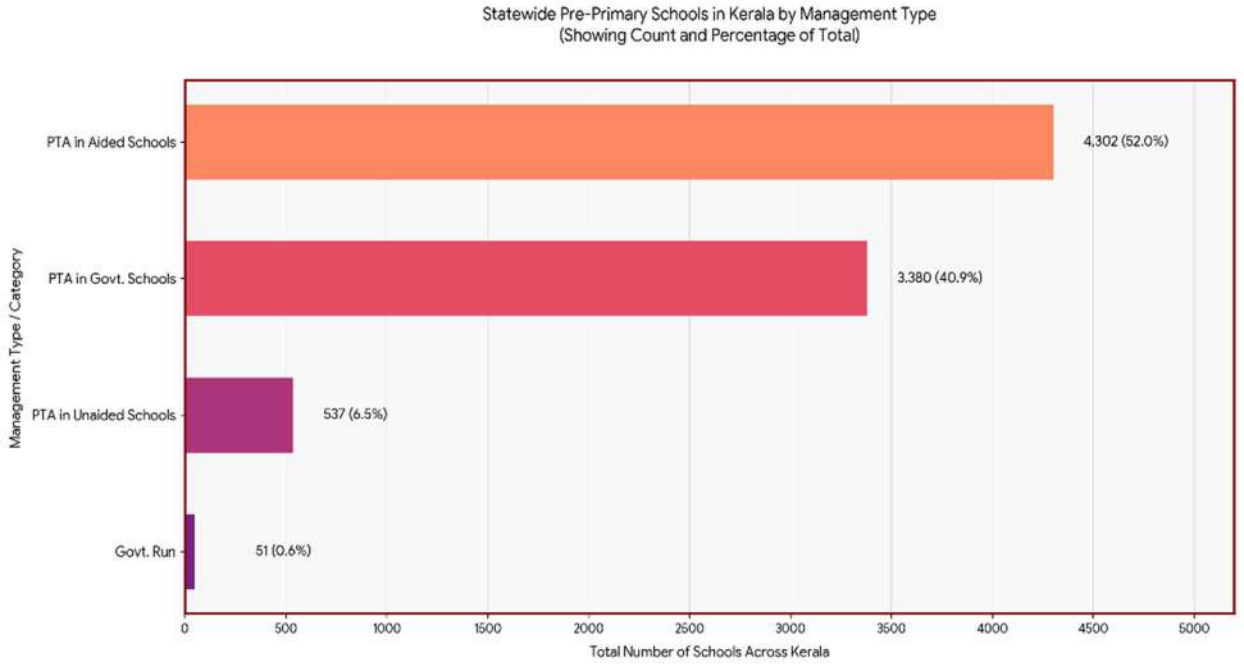
The horizontal bar chart, titled ' Teacher – pupil ration in pre primary Schools by District' , illustrates the varying workloads of early childhood educators across the state's 14 districts by mapping the average number of students assigned to a single teacher. At the lower baseline, Pathanamthitta records the most optimal student-teacher ratio in the state at 14.4, followed closely by Kottayam (16.2) and Kannur (16.5), indicating a high capacity for individualized attention per toddler. Moving downward, a solid mid-tier group of districts-including Alappuzha (20.2), Ernakulam (20.3), Kozhikode (20.6), and Thiruvananthapuram (22.7)-closely mirror the expected departmental standards for balanced division strengths. In sharp contrast, the teaching capacity becomes increasingly stretched toward the base of the chart, where classroom densities climb through Wayanad (27.2) and Malappuram (28.0), ultimately peaking in Palakkad with the state's highest density of 28.4 students per teacher.



The horizontal bar chart ' District wise pre primary student – aya ration in Kerala 2024-25' given below, illustrates the district-wise pre-primary student-aya ratio in Kerala for the year 2024–25, representing the average number of students per aya (support staff) across various districts. The ratio varies significantly across the state, ranging from a low of 33.0 students per aya in Kottayam to a high of 63.5 students per aya in Malappuram. Kottayam records the most favorable (lowest) student-aya ratio at 33.0, closely followed by Kannur and Pathanamthitta at 34.9 each, Thiruvananthapuram at 36.6, Alappuzha at 37.2, and Kollam at 37.6. Ernakulam maintains a moderate ratio of 40.3 students per aya. Conversely, higher ratios are observed in districts such as Kasargode (52.3), Idukki (52.7), Thrissur (54.2), Wayanad (56.3), Kozhikode (59.8), and Palakkad (60.8), culminating in the highest workload burden in Malappuram with 63.5 students per aya.



15.3 An overview of pre primary schools according to type of Management

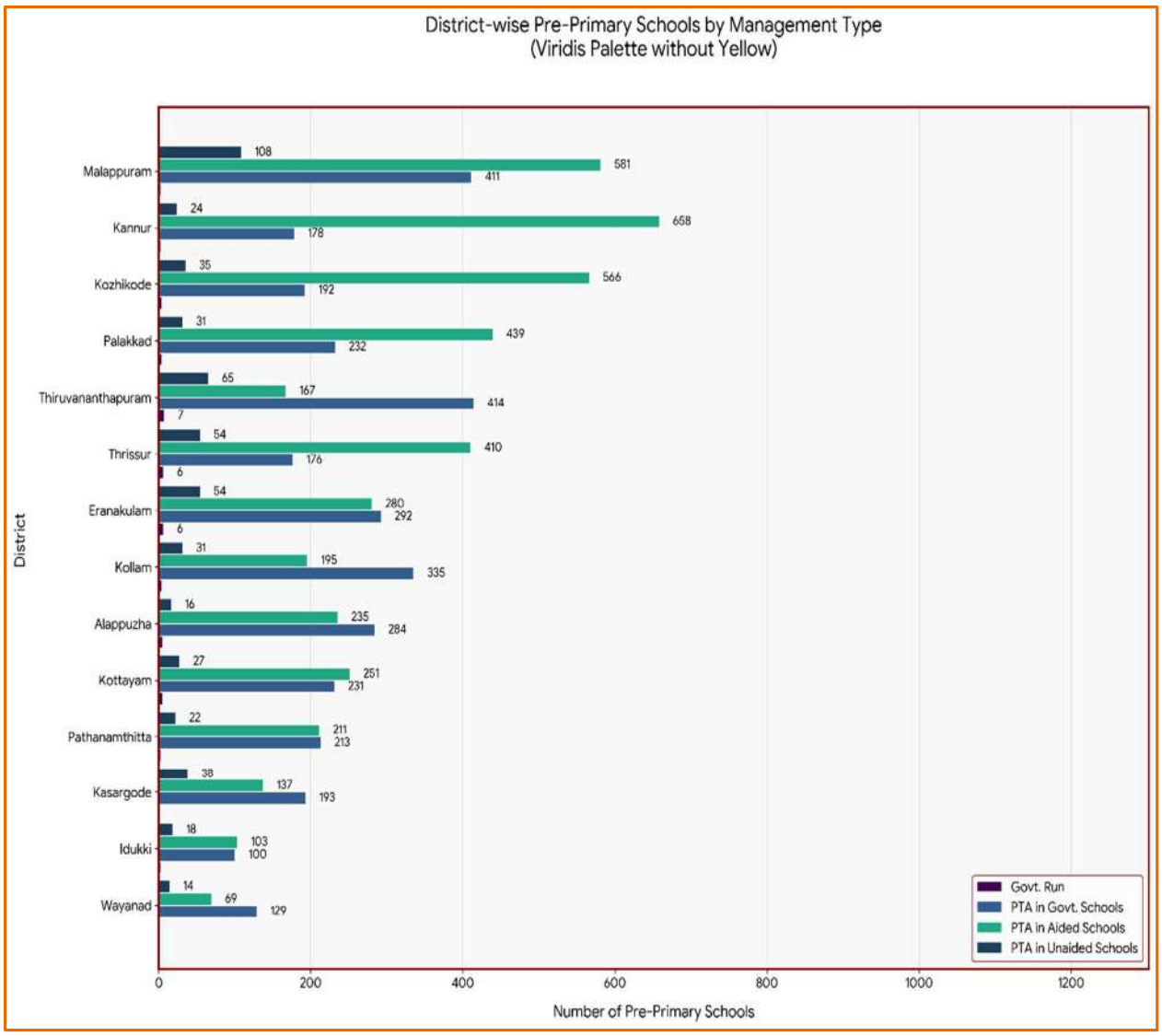


The provided dataset reveals a highly decentralized structural framework for Kerala's 8,270 pre-primary schools, demonstrating that the vast majority of early childhood operations rely on local community governance rather than direct departmental staffing. When aggregated state-wide, parent-teacher associations (PTAs) within government-aided private school campuses form the largest operational sector, commanding 4,302 schools (52.0%), with its strongest presence concentrated in northern districts like Kannur (658 schools), Malappuram (581), and Kozhikode (566). The second-largest segment comprises preschool wings built directly on public school grounds but functionally managed and funded by local committees, totaling 3,380 schools (40.87%) state-wide; this model sees its highest utilization in Thiruvananthapuram (414 schools) and Malappuram (411). In contrast, the unrecognized or self-financing community initiatives categorized as PTAs in un-aided schools represent a minor slice at 537 schools (6.5%), though Malappuram stands out here as well by registering a state-high 108 units. Finally, fully departmental pre-primary units established under direct government control constitute the smallest fraction of the ecosystem at just 51 schools (0.6%) state-wide, led marginally by Thiruvananthapuram (7 schools), Ernakulam (6), and Thrissur (6). This institutional breakdown underscores a unique administrative reality where 92.9% of the pre-primary framework is physically anchored within formal school systems but remains fundamentally dependent on localized community funding, PTA resource generation, and Local Self-Government Institution (LSGI) support for daily maintenance and staff honorariums.

District	Number of Pre Primary schools run by				Total
	Govt.	PTA in Govt.Schools	PTA in Aided Schools	PTA in un Aided Schools	
Thiruvananthapuram	7	414	167	65	653
Kollam	4	335	195	31	565
Pathanamthitta	2	213	211	22	448
Alappuzha	5	284	235	16	540
Kottayam	**5**	231	251	27	514
Idukki	2	100	103	18	223
Eranakulam	6	292	280	54	632
Thrissur	6	176	410	54	646
Palakkad	4	232	439	31	706
Malappuram	2	411	581	108	1102

District	Number of Pre Primary schools run by				Total
	Govt.	PTA in Govt.Schools	PTA in Aided Schools	PTA in un Aided Schools	
Kozhikode	4	192	566	35	797
Wayanad	1	129	69	14	213
Kannur	2	178	658	24	862
Kasargode	1	193	137	38	369
Total	**51**	**3380**	**4302**	**537**	**8270**

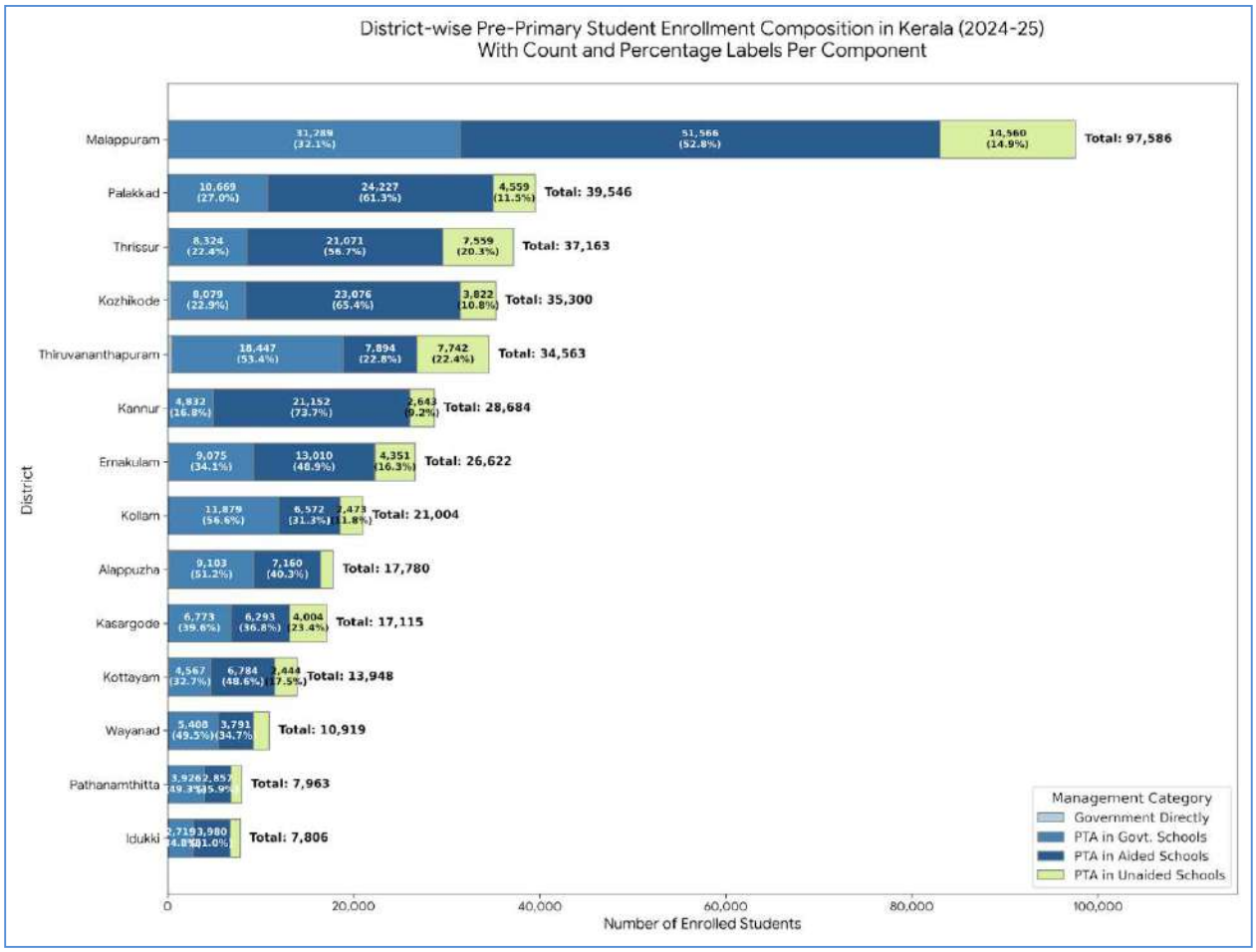
The grouped horizontal bar chart given below provides a detailed visual analysis of the institutional framework of pre-primary education across Kerala's 14 districts, grouping the four distinct management types side-by-side to reveal striking regional patterns. Structurally shifting from low-density baselines at the top to high-concentration clusters at the bottom, the diagram beautifully illustrates a clear north-south administrative divide. In the northern Malabar tract, particularly across Kannur, Malappuram, and Kozhikode, the elongated bars representing PTA in Aided Schools heavily dominate the graph, proving that early childhood infrastructure in these regions is deeply anchored within the private, government-aided school network. Conversely, looking toward southern districts like Thiruvananthapuram and Kollam, the PTA in Government Schools bars become the most prominent feature, signaling a strong reliance on public sector infrastructure where local communities utilize existing government school grounds to host pre-primary divisions. Malappuram stands out as a major institutional outlier at the base of the chart; it is the only district where multiple management bars cross major thresholds simultaneously, leading the state in PTA-aided setups (581), maintaining a massive footprint in PTA-government setups (411), and displaying a uniquely elongated bar for PTA in Un-Aided Schools (108) to meet its immense local student demand. In sharp contrast, the bars representing formal, directly run Government pre-primary schools remain virtually flat lines across all 14 districts—ranging from a maximum of just 7 schools in Thiruvananthapuram to a minimum of 1 in districts like Wayanad and Kasargod. This visual reality provides crucial administrative insight, demonstrating that while 92.9% of the state's preschool units are physically housed within the formal school system, their day-to-day operations are entirely decentralized, relying fundamentally on localized Parent-Teacher Associations and neighborhood resource pools rather than direct departmental staffing.



15.4. An analysis of student's enrolment according to type of Management.

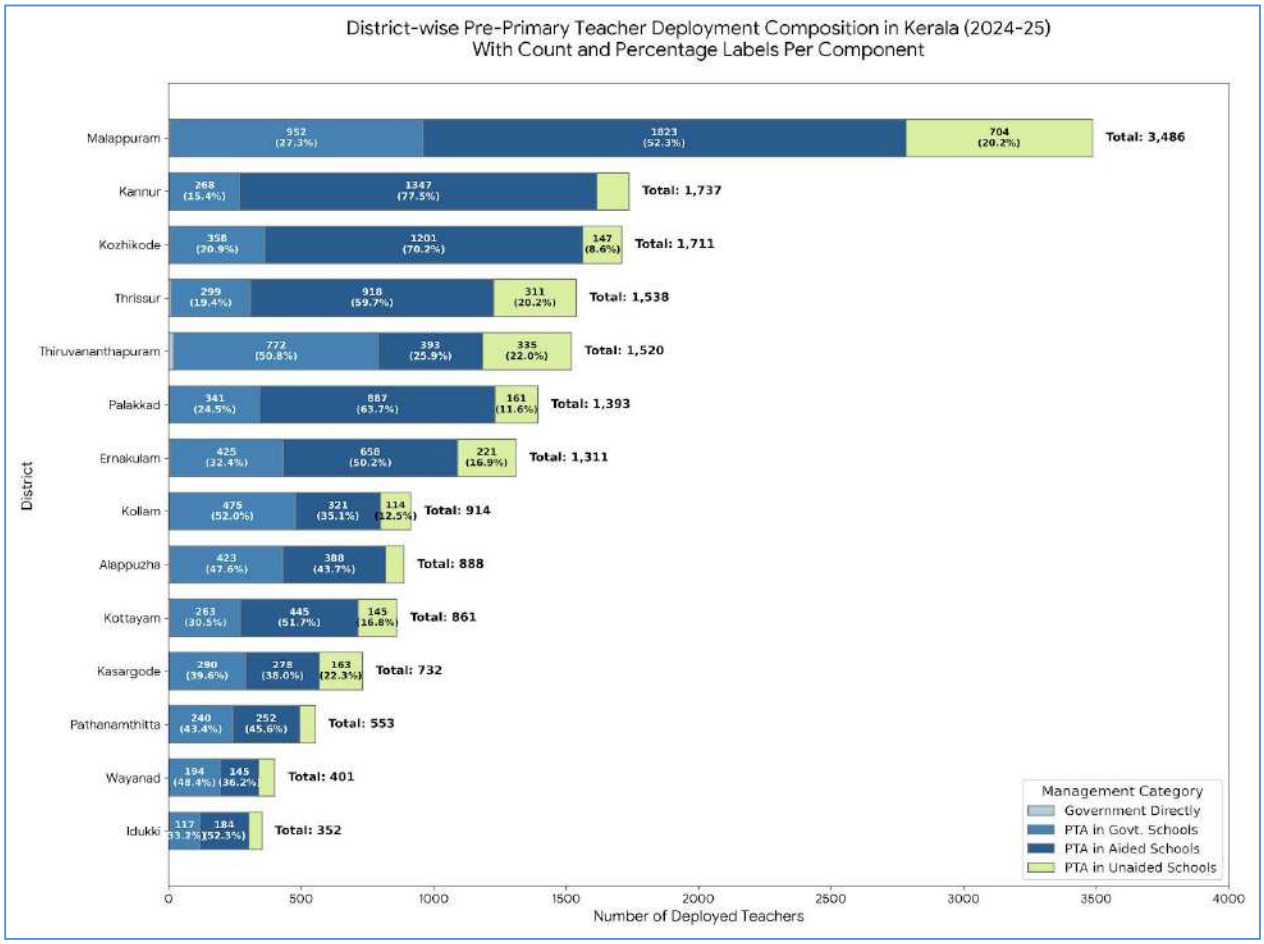
The student enrollment data across Kerala's pre-primary sector, encompassing a state-wide total of 395,679 children, demonstrates an overwhelming institutional reliance on localized community-funded frameworks rather than centralized departmental setups. When analyzed across the four distinct management categories, the "Managed by PTA in Aided Schools" tier emerges as the absolute pillar of early childhood education in the state, absorbing a majority share of 199,433 students (50.40%) and exhibiting a dense clustering in the northern and central belts, carried heavily by Malappuram (51,566 students), Palakkad (24,227 students), Kozhikode (23,076 students), Kannur (21,152 students), and Thrissur (21,071 students). The second-largest enrollment block is captured under the "Managed by PTA in Govt. Schools"

category, which accounts for 134770 children (34.06%) state-wide, serving as a critical operational vehicle that bridges local community funding with public school infrastructure, particularly visible in Malappuram (31,289 students) and southern bastions like Thiruvananthapuram (18,447 students) and Kollam (11,879 students). Self-financing market demand is systematically absorbed by the "Managed by PTA in Unaided (Recognized) Schools" category, which accommodates a notable 59,382 toddlers (15.00%) across the state, led uniquely by Malappuram (14,560 students) and moderately distributed across Thiruvananthapuram (7,742 students) and Thrissur (7,559 students). In stark contrast, the fully formal "Managed by Government" sector remains a nominal administrative envelope, processing the state's absolute baseline of just 2,094 students (0.53%) across all 14 districts, peaking marginally in Thiruvananthapuram (480 students) and Kozhikode (323 students) while touching an absolute floor of a mere 23 students in Wayanad. This distributed profile underscores an important structural reality where approximately 84.47% of all pre-primary students are physically integrated within formal public and aided institutional complexes, yet over 99.47% of these children remain profoundly dependent on localized Parent-Teacher Associations and neighborhood resource generation for their ongoing early educational care.



15.5 An overview of teaching work force according to type of Management

Based on the horizontal stacked bar chart illustrating the District-wise Pre-Primary Teacher Deployment Composition in Kerala for 2024-25, teacher deployment is highly uneven across districts, with Malappuram leading substantially at a total of 3,486 teachers-more than double the count of most other districts. It is followed by Kannur (1,737), Kozhikode (1,711), Thrissur (1,538), and Thiruvananthapuram (1,520), while Idukki has the lowest deployment with just 352 teachers. Looking at the management categories, PTA in Aided Schools generally constitutes the largest workforce segment in most districts, reaching its highest proportion in Kannur at 77.5% (1,737 teachers) and its largest absolute volume in Malappuram with 1,823 teachers. In contrast, PTA in Govt. Schools forms the dominant share in southern and northern-most districts like Thiruvananthapuram (50.8%), Kollam (52.0%), and Wayanad (48.4%). The share of PTA in Unaided Schools varies moderately, peaking proportionally in Thiruvananthapuram at 22.0% (335 teachers) and Kasargod at 22.3% (163 teachers). Conversely, the Government Directly managed sector represents a negligible or visually imperceptible fraction across all districts, indicating that pre-primary teacher deployment in Kerala relies almost entirely on various Parent-Teacher Association (PTA) frameworks rather than direct government management.



District-wise Distribution of Pre-Primary Student Enrollment and Teacher Deployment by Management Category in Kerala (2024-25) is given in table below,

District	Managed by Government		Managed by PTA in Govt. Schools		Managed by PTA in Aided schools		Managed by PTA in Unaided (Recognized) schools	
	Students	*Teachers*	Students	Teachers	Students	Teachers	Students	Teachers
TVM	480	20	18447	772	7894	393	7742	335
KLM	80	4	11879	475	6572	321	2473	114
PTA	42	2	3926	240	2857	252	1138	59
ALP	192	8	8783	399	7160	388	1325	69
KTM	153	8	4567	263	6784	445	2444	145
IDK	42	2	2719	117	3980	184	1065	49
EKM	186	7	9075	425	13010	658	4351	221
TSR	209	10	8324	299	21071	918	7559	311
PKD	91	4	10669	341	24227	887	4559	161
MPM	171	7	31289	952	51566	1823	14560	704
KKD	323	5	8079	358	23076	1201	3822	147
WYD	23	1	5408	194	3791	145	1697	61
KNR	57	2	4832	268	21152	1347	2643	120
KSD	45	1	6773	290	6293	278	4004	163
Total	**2094**	**81**	**134770**	**5393**	**199433**	**9240**	**59382**	**2659**

15.6 An overview of non-teaching work force (Ayas) according to Type of Management

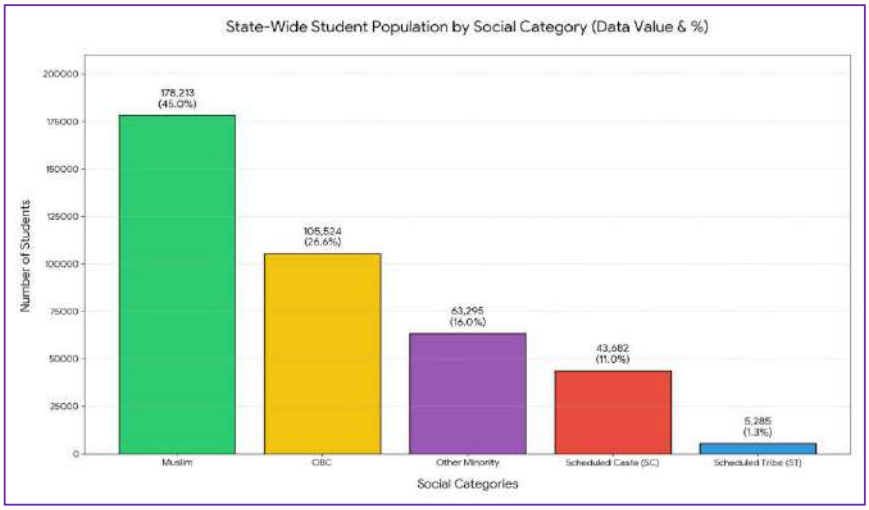
The data reveals a total workforce of 8,239 Ayas across 14 districts under four major school management classifications. The employment ecosystem is heavily dominated by two sectors: Aided Schools, which accommodate the largest share with 3,721 Ayas (45.16%), and PTA Managing Government Schools, which account for 3,133 Ayas (38.01%). Combined, these two categories comprise more than 83% of the total staff. In contrast, Unaided Schools employ 1,331 Ayas (16.15%), while Government Direct Managed schools have a negligible footprint with just 54 staff members (0.66%) state-wide. Geographically, the distribution of Ayas is highly uneven, reflecting variations in school density and regional student enrollment. Malappuram (MPM) emerges as a major outlier, commanding the highest numbers across almost all categories with a total of 1,537 Ayas, driven intensely by its high count of Aided School staff (714). Thiruvananthapuram (TVM) and Kannur (KNR) follow with 945 and 823 Ayas respectively. On the lower end of the spectrum, districts like Idukki (IDK) and Wayanad (WYD) report the lowest workforce sizes with only 148 and 194 Ayas, which aligns with their lower population density and smaller geographic school networks.

The following table presents the district-wise distribution and management-wise classification of Ayas across schools for the academic year 2024–25

DISTRICT WISE AND MANAGEMENT WISE NUMBER OF AYAS IN 2024-25						
Sl. No.	District	Govt. Direct Managing	PTA Managing Govt.Schools	Aided schools	Unaided schools	Total
1	TVM	10	509	216	210	945
2	KLM	4	332	168	55	559
3	PTA	2	128	68	30	228
4	APL	5	254	171	39	469
5	KTM	4	178	189	52	423
6	IDK	2	64	61	21	148
7	EKM	6	268	279	107	660
8	TSR	5	200	344	137	686
9	PKD	4	189	366	91	650
10	MPM	4	477	714	342	1537
11	KKD	4	156	364	66	590
12	WYD	1	103	64	26	194
13	KNR	2	130	628	63	823
14	KSD	1	145	89	92	327
Total		**54**	**3133**	**3721**	**1331**	**8239**

15.7 Student's enrolment analysis according to their social category

The dataset provides a comprehensive demographic mapping of 395,967 students across 8,270 schools in 14 districts. An analysis of the data by social categories reveals that the Muslim community forms the single largest demographic block, accounting for 178,183 students (45.0%) of the total student population. This is followed significantly by the Other Backward Classes (OBC) category with 105,591 students (26.6%) and Other Minorities (excluding Muslims) with 63,264 students (16.0%). The Scheduled Caste (SC) community comprises 43,557 students (11.0%), while the Scheduled Tribe (ST) population represents the smallest micro-demographic with 5,284 students (1.3%). Geographically, Malappuram (MPM) acts as a major population epicenter, hosting 97,586 total students—nearly a quarter of the entire dataset's footprint. This dense volume is heavily driven by the district's Muslim student enrollment, which stands at an overwhelming 78,096



students (approx. 80% of the district's total enrollment). In contrast, districts like Wayanad (WYD) exhibit unique demographic variations; despite having a smaller total student volume (10,919), it holds the state's highest concentration of Scheduled Tribe students with 1,405 children, representing roughly 26.5% of the state's entire ST student population.

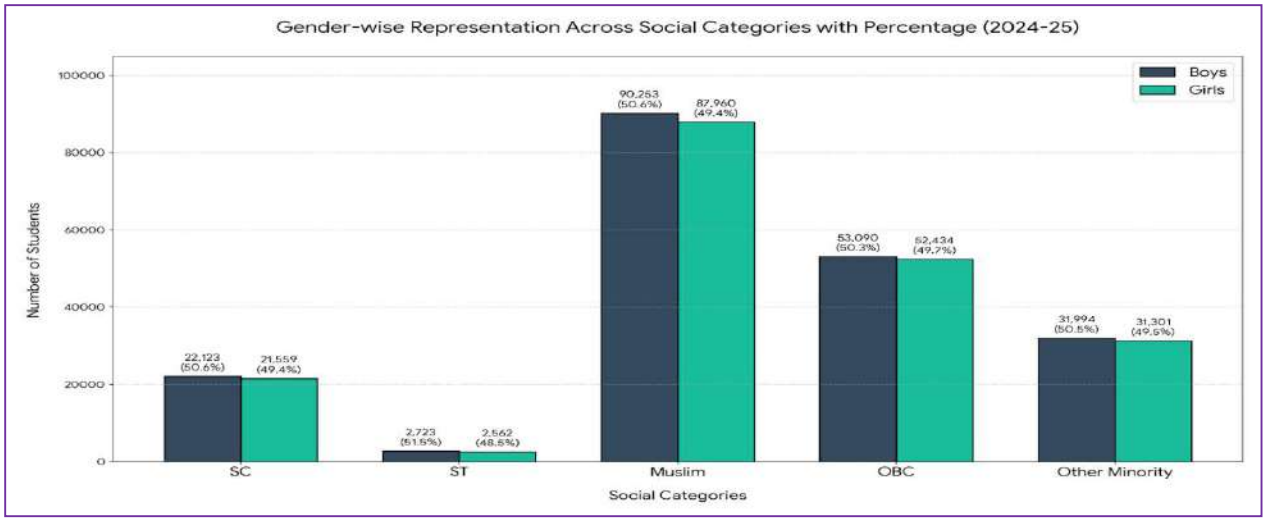


Table.15.7.1

Student's enrolment analysis according to their social category

Dist	Number of Schools	All Communities			Scheduled Caste		Scheduled Tribe		Muslim		OBC (Other than Muslim)		Other Minority	
		Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
TVM	653	17298	17265	34563	2668	2703	185	184	3046	3135	6817	6799	4582	4444
KLM	565	10666	10338	21004	2167	2008	38	40	2535	2555	3040	2825	2886	2910
PTA	448	4084	3879	7963	922	860	44	53	331	303	1045	1025	1742	1638
ALP	540	8800	8660	17460	1173	1167	280	115	2082	1551	3549	3661	1716	2166
KTM	514	7127	6821	13948	857	827	72	77	835	759	2263	2220	3100	2938
IDK	223	3901	3905	7806	473	449	154	124	369	324	1010	1085	1895	1923
EKM	632	13786	12836	26622	1798	1714	97	77	3577	3239	4439	4159	3875	3647
TSR	646	18795	18368	37163	2879	2800	56	53	5381	5193	5849	5877	4630	4445
PKD	706	20041	19505	39546	3325	3217	208	180	9103	8876	5605	5539	1800	1693
MPM	1102	49206	48380	97586	3292	3250	226	210	39268	38828	5333	5077	1087	1015
KKD	797	17563	17737	35300	1140	1089	99	91	9555	9329	5420	5760	1349	1468
WYD	213	5538	5381	10919	265	286	669	736	2603	2447	983	928	1018	984
KNR	862	14441	14243	28684	817	659	196	252	6885	6905	5170	5055	1373	1372
KSD	369	8767	8348	17115	274	478	398	370	4667	4502	2503	2355	925	643
Total	**8270**	**200013**	**195666**	**395679**	**22050**	**21507**	**2722**	**2562**	**90237**	**87946**	**53026**	**52365**	**31978**	**31286**

The tables below detail the distribution of student enrollment across various school management categories.

Table.15.7.2

Number of students enrolled in Government owned pre primary schools

Dist	Number of Schools	All Communities			Scheduled Caste		Scheduled Tribe		Muslim		OBC (Other than Muslim)		Other Minority	
		Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
TVM	7	239	241	480	49	51	5	5	27	42	90	77	68	66
KLM	4	41	39	80	8	8	1	0	2	2	12	14	18	15
PTA	2	25	17	42	10	3	0	0	1	3	8	8	6	3
ALP	5	93	99	192	12	13	0	0	42	43	27	29	12	14
KTM	**5**	71	82	153	12	5	0	1	20	18	21	36	18	22
IDK	2	18	24	42	2	4	0	0	1	1	9	8	6	11
EKM	6	84	102	186	6	16	1	0	8	8	31	45	38	33
TSR	6	99	110	209	35	36	0	0	16	19	21	32	27	23
PKD	4	50	41	91	6	4	0	0	25	21	7	9	12	7
MPM	2	72	99	171	19	16	0	1	33	38	13	28	7	16
KKD	4	162	161	323	15	12	0	0	46	57	79	70	22	22
WYD	1	13	10	23	0	1	0	1	2	1	11	7	0	0
KNR	2	27	30	57	3	2	0	0	6	1	16	24	2	3
KSD	1	25	20	45	0	1	0	0	24	18	1	1	0	0
Total	**51**	**1019**	**1075**	**2094**	**177**	**172**	**7**	**8**	**253**	**272**	**346**	**388**	**236**	**235**

Table 15.7.3

Number of students enrolled in PTA – run pre-primary schools in Government Schools

District	Number of Schools	All Communities			Scheduled Caste		Scheduled Tribe		Muslim		OBC (Other than Muslim)		Other Minority	
		Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Thiruvananthapuram	414	9327	9120	18447	1733	1792	140	146	1765	1733	3341	3279	2348	2170
Kollam	335	6023	5856	11879	1351	1257	30	36	1284	1362	1767	1632	1591	1569
Pathanamthitta	213	2030	1896	3926	561	514	28	34	172	143	533	496	736	709
Alappuzha	284	4446	4337	8783	695	677	158	69	945	673	1917	2000	731	918
Kottayam	231	2362	2205	4567	423	400	39	41	285	244	828	783	787	737
Idukki	100	1340	1379	2719	237	241	93	92	146	123	343	397	521	526
Ernakulam	292	4675	4400	9075	943	887	49	43	957	915	1502	1433	1224	1122
Thrissur	176	4229	4095	8324	862	809	14	17	1211	1189	1454	1447	688	633
Palakkad	232	5412	5257	10669	1039	995	108	79	2152	2156	1568	1562	545	465
Malappuram	411	15825	15464	31289	1477	1462	184	175	11781	11519	1965	1901	418	407
Kozhikode	192	4124	3955	8079	377	353	25	25	2192	2093	1202	1194	328	290
Wayanad	129	2658	2750	5408	136	166	425	463	1358	1403	408	407	331	311
Kannur	178	2465	2367	4832	219	192	80	109	993	967	859	792	314	307
Kasargode	193	3451	3322	6773	122	132	246	232	1414	1391	1340	1225	329	342
Total	**3380**	**68367**	**66403**	**134770**	**10175**	**9877**	**1619**	**1561**	**26655**	**25911**	**19027**	**18548**	**10891**	**10506**

Table.15.7.4

Number of students enrolled in PTA – run Pre primary schools in Aided Schools

District	Number of Schools	All Communities			Scheduled Caste		Scheduled Tribe		Muslim		OBC (Other than Muslim)		Other Minority	
		Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Thiruvananthapuram	167	3923	3971	7894	601	606	31	26	533	707	1997	1905	761	727
Kollam	195	3345	3227	6572	702	649	4	3	917	851	952	895	770	829
Pathanamthitta	211	1451	1406	2857	295	287	16	18	101	85	314	344	725	672
Alappuzha	235	3639	3521	7160	436	438	84	31	860	646	1401	1414	858	992
Kottayam	251	3417	3367	6784	369	375	23	33	404	395	1007	1037	1614	1527
Idukki	103	1999	1981	3980	160	136	39	19	182	162	526	529	1092	1135
Eranakulam	280	6784	6226	13010	690	682	40	30	1836	1599	2194	2013	2024	1902
Thrissur	410	10619	10452	21071	1795	1782	40	35	2509	2422	3473	3455	2802	2758
Palakkad	439	12434	11793	24227	2173	2093	98	99	5752	5537	3406	3172	1005	892
Malappuram	581	25792	25774	51566	1703	1675	38	33	20852	21017	2745	2599	454	450
Kozhikode	566	11357	11719	23076	690	664	74	66	6083	6278	3676	3798	834	913
Wayanad	69	1988	1803	3791	110	96	196	233	1009	818	326	332	347	324
Kannur	658	10585	10567	21152	580	457	115	142	5005	5136	3996	3924	889	908
Kasargod	137	3244	3049	6293	143	338	135	126	1556	1477	950	941	460	167
Total	**4302**	**100577**	**98856**	**199433**	**10447**	**10278**	**933**	**894**	**47599**	**47130**	**26963**	**26358**	**14635**	**14196**

Table. 15.7.4

Number of students enrolled in PTA – run Pre- primary schools in Recognized Unaided Schools

District	Number of Schools	All Communities			Scheduled Caste		Scheduled Tribe		Muslim		OBC (Other than Muslim)		Other Minority	
		Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Thiruvananthapuram	65	3809	3933	7742	285	254	9	7	721	653	1389	1538	1405	1481
Kollam	31	1257	1216	2473	106	94	3	1	332	340	309	284	507	497
Pathanamthitta	22	578	560	1138	56	56	0	1	57	72	190	177	275	254
Alappuzha	16	622	703	1325	30	39	38	15	235	189	204	218	115	242
Kottayam	27	1277	1167	2444	53	47	10	2	126	102	407	364	681	652
Idukki	18	544	521	1065	74	68	22	13	40	38	132	151	276	251
Ernakulam	54	2243	2108	4351	159	129	7	4	776	717	712	668	589	590
Thrissur	54	3848	3711	7559	187	173	2	1	1645	1563	901	943	1113	1031
Palakkad	31	2145	2414	4559	107	125	2	2	1174	1162	624	796	238	329
Malappuram	108	7517	7043	14560	93	97	4	1	6602	6254	610	549	208	142
Kozhikode	35	1920	1902	3822	58	60	0	0	1234	901	463	698	165	243
Wayanad	14	879	818	1697	19	23	48	39	234	225	238	182	340	349
Kannur	24	1364	1279	2643	15	8	1	1	881	801	299	315	168	154
Kasargode	38	2047	1957	4004	9	7	17	12	1673	1616	212	188	136	134
Total	**537**	**30050**	**29332**	**59382**	**1251**	**1180**	**163**	**99**	**15730**	**14633**	**6690**	**7071**	**6216**	**6349**

15.8 Government Pre-Primary Schools: An Overview of the Years 2024-25 and 2023-24

The table comparing the functioning of Government Pre-Primary Schools in Kerala for the academic years 2023-24 and 2024-25 is indicated below. Compared to last year, there has been absolutely no change in the number of schools in any district (0% Growth). Thiruvananthapuram (TVM) has the highest number of schools (7 schools). Although the number of schools remained constant, there was a decline in the number of students. The student strength dropped from 2,340 children last year to 2,094 this year. Most districts, except Kottayam, witnessed a decrease in the number of students. Even though the student count decreased, there was an increase in the number of teachers (from 73 to 81). The number of ayas also shows a slight increase (from 52 to 54).

Table. 15.8.1

Government Pre-Primary Schools: An Overview of the Years 2024-25 and 2023-24

Sl. No.	District	Number of Schools			Number of Students			Number of Teachers			Number of Ayas		
		2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation
1	TVM	7	7	0	480	502	-22	20	17	3	10	9	1
2	KLM	4	4	0	80	96	-16	4	4	0	4	4	0
3	PTA	2	2	0	42	56	-14	2	2	0	2	2	0
4	ALP	5	5	0	192	201	-9	8	6	2	5	4	1
5	KTM	**5**	**5**	0	153	150	3	8	5	3	4	5	-1
6	IDK	2	2	0	42	49	-7	2	2	0	2	2	0
7	EKM	6	6	0	186	246	-60	7	7	0	6	6	0
8	TSR	6	6	0	209	234	-25	10	6	4	5	3	2
9	PKD	4	4	0	91	102	-11	4	4	0	4	4	0
10	MLP	2	2	0	171	196	-25	7	7	0	4	4	0
11	KKD	4	4	0	323	334	-11	5	9	-4	4	7	-3
12	WYD	1	1	0	23	24	-1	1	1	0	1	0	1
13	KND	2	2	0	57	105	-48	2	2	0	2	1	1
14	KSD	1	1	0	45	45	0	1	1	0	1	1	0
Total		**51**	**51**	**0**	**2094**	**2340**	-246	**81**	**73**	**8**	**54**	**52**	**2**

15.9 PTA-Owned Pre-Primary Schools within Government Schools: An Overview of the Years 2024-25 and 2023-24

A comparative analysis table reviewing the number of pre-primary schools, students, teachers, and ayas managed by PTAs in government schools for the academic years 2023-24 and 2024-25 is indicated below. In this category, there was an overall increase of 25 pre-

primary schools across the state. Although the number of students decreased by 14,821 compared to last year, the number of teachers and ayas has increased.

Table. 15.9.1

PTA-Owned Pre-Primary Schools within Government Schools: An Overview of the Years 2024-25 and 2023-24

Sl. No	Dist	Number of schools			Number of Students			Number of Teachers			Number of Ayas		
		2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation
1	TVM	414	408	6	18447	21294	-2847	772	673	99	509	503	6
2	KLM	335	337	-2	11879	13362	-1483	475	479	-4	332	347	-15
3	PTA	213	215	-2	3926	4624	-698	240	244	-4	128	143	-15
4	ALP	284	270	14	8783	9356	-573	399	395	4	254	246	8
5	KTM	231	222	9	4567	5119	-552	263	252	11	178	173	5
6	IDK	100	101	-1	2719	3058	-339	117	135	-18	64	81	-17
7	EKM	292	292	0	9075	10776	-1701	425	421	4	268	259	9
8	TSR	176	188	-12	8324	10155	-1831	299	316	-17	200	205	-5
9	PKD	232	232	0	10669	11394	-725	341	341	0	189	182	7
10	MLP	411	398	13	31289	32732	-1443	952	932	20	477	456	21
11	KKD	192	194	-2	8079	9114	-1035	358	438	-80	156	162	-6
12	WYD	129	126	3	5408	6101	-693	194	205	-11	103	105	-2
13	KND	178	180	-2	4832	5332	-500	268	246	22	130	124	6
14	KSD	193	192	1	6773	7494	-721	290	294	-4	145	153	-8
Total		**3380**	**3355**	**25**	**134770**	**149911**	**-15141**	**5393**	**5371**	**22**	**3133**	**3139**	**-6**

15.10 Government Pre-Primary Schools: An Overview of the Years 2024-25 and 2023-24

A comparative analysis table reviewing the number of aided pre-primary schools, students, teachers, and ayas for the academic years 2023-24 and 2024-25 is indicated below. There has been an overall increase of **75 aided pre-primary schools** across the state.

- **Districts with the Highest Increase:** Alappuzha (ALP) - 16, Kottayam (KTM) - 25, Malappuram (MLP) - 28, Kannur (KNR) - 31, and Kasaragod (KSD) - 16.
- **Districts with a Decrease:** Thiruvananthapuram (TVM) - 28, Kollam (KLM) - 12, and Thrissur (TSR) - 25.
- While a decrease of **10,162 students** was recorded, there was an increase of **334 teachers** and **207 ayas**.

Table. 15.10.1

Aided Pre-Primary Schools:

An Overview of the Years 2024-25 and 2023-24

Sl. No.	Dist	Number of Schools			Number of Students			Number of Teachers			Number of Ayas		
		2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation
1	TVM	167	195	-28	7894	9999	-2105	393	453	-60	216	222	-6
2	KLM	195	207	-12	6572	8055	-1483	321	350	-29	168	202	-34
3	PTA	211	201	10	2857	2968	-111	252	247	5	68	77	-9
4	ALP	235	219	16	7160	6786	374	388	358	30	171	167	4
5	KTM	251	226	25	6784	7070	-286	445	445	0	189	182	7
6	IDK	103	101	2	3980	4422	-442	184	196	-12	61	62	-1
7	EKM	280	280	0	13010	13787	-777	658	626	32	279	262	17
8	TSR	410	435	-25	21071	24825	-3754	918	995	-77	344	384	-40
9	PKD	439	431	8	24227	23975	252	887	867	20	366	359	7
10	MLP	581	553	28	51566	52281	-715	1823	1686	137	714	670	44
11	KKD	566	566	0	23076	23224	-148	1201	1177	24	364	340	24
12	WYD	69	65	4	3791	3755	36	145	145	0	64	54	10
13	KNR	658	627	31	21152	21960	-808	1347	1098	249	628	441	187
14	KSD	137	121	16	6293	6488	-195	278	263	15	89	92	-3
Total		**4302**	**4227**	**75**	**199433**	**209595**	**-10162**	**9240**	**8906**	**334**	**3721**	**3514**	**207**

15.11 Review of Un-Aided Pre-Primary Schools for the Year 2024-25 and 2023-24

A comparative review table of Un-Aided Pre-Primary schools, students, teachers, and ayas for the academic years 2023-24 and 2024-25 is presented below. Overall, the un-aided pre-primary sector demonstrated an improved performance compared to the previous year. Although there was only a marginal increase in the number of schools, a substantial growth was recorded in student enrollment, teacher strength, and the number of ayas.

Table. 15.11.1

Review of Un-Aided Pre-Primary Schools for the Years 2024-25 and 2023-24

Sl. No.	District	Number of schools			Number of Students			Number of Teachers			Number of Ayas		
		2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation	2024-25	2023-24	Variation
1	TVM	65	64	1	7742	6362	1380	335	297	38	210	177	33
2	KLM	31	41	-10	2473	3788	-1315	114	162	-48	55	90	-35
3	PTA	22	27	-5	1138	1454	-316	59	79	-20	30	48	-18
4	ALP	16	16	0	1325	1191	134	69	86	-17	39	37	2
5	KTM	27	26	1	2444	2219	225	145	111	34	52	55	-3
6	IDK	18	17	1	1065	1242	-177	49	48	1	21	21	0
7	EKM	54	54	0	4351	4368	-17	221	223	-2	107	106	1
8	TSR	54	52	2	7559	6920	639	311	291	20	137	122	15
9	PKD	31	26	5	4559	3073	1486	161	102	59	91	61	30
10	MLP	108	108	0	14560	13995	565	704	603	101	342	280	62
11	KKD	35	35	0	3822	3670	152	147	135	12	66	63	3
12	WYD	14	14	0	1697	1780	-83	61	54	7	26	23	3
13	KND	24	27	-3	2643	3167	-524	120	144	-24	63	72	-9
14	KSD	38	29	9	4004	3362	642	163	112	51	92	83	9

CHAPTER XVI
SHIFT, SESSIONAL SCHOOLS IN KERALA

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16.1 Introduction

Shift schools (often referred to as double-shift schooling) operate an educational system where a single school building runs two separate sessions a day—typically a morning shift and an afternoon shift. Each shift serves an entirely different group of students while utilizing the same teaching staff. This approach is commonly used in regions where there is limited infrastructure, overcrowding, or a shortage of school buildings and teachers. By dividing students into shifts, schools can accommodate more learners without needing immediate expansion of facilities. While shift schooling helps improve access to education and reduces classroom congestion, it may also come with challenges such as shorter instructional time, limited extracurricular activities, and increased workload for teachers who may need to handle multiple shifts. Overall, shift schools are considered a practical solution in resource-constrained settings, balancing the demand for education with available resources.

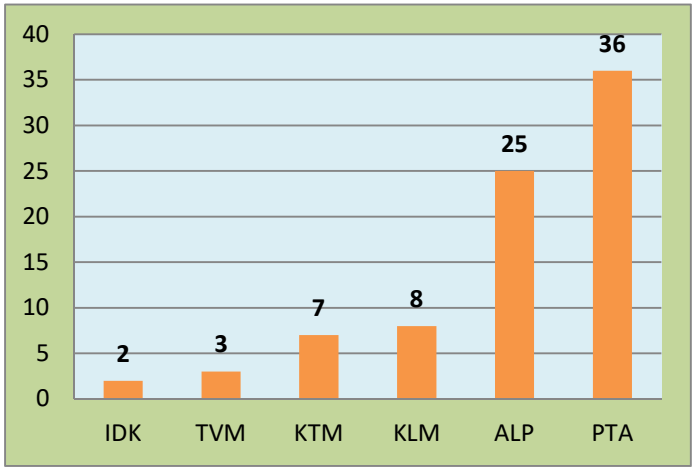
A sessional school system divides the academic year into distinct sessions or terms, each with its own structured schedule for instruction, evaluation, and enrollment. This framework organizes the educational process efficiently and helps mitigate school overcrowding. Unlike a double-shift system, a sessional school system utilizes entirely different sets of students and teachers for each session. On the other hand, divides the academic year into multiple sessions or terms, allowing flexibility in admissions, examinations, and curriculum pacing. It can help reduce overcrowding and make scheduling more efficient, especially in densely populated areas. Both systems were mainly introduced as practical solutions to resource constraints, though many schools now follow regular full-day schedules as facilities have improved.

DIST	LP			UP			HS			Grand Total		
	Govt	Aided	Total	Govt	Aided	Total	Govt	Aided	Total	Govt	Aided	Total
TVM	0	3	3	0	0	0	0	0	0	0	3	**3**
KLM	0	5	5	0	2	2	1	0	1	1	7	**8**
PTA	0	35	35	0	1	1	0	0	0	0	36	**36**
ALP	0	18	18	2	5	7	0	0	0	2	23	**25**
KTM	0	7	7	0	0	0	0	0	0	0	7	**7**
IDK	0	2	2	0	0	0	0	0	0	0	2	**2**
EKM	0	0	0	0	0	0	0	0	0	0	0	**0**
TSR	0	0	0	0	0	0	0	0	0	0	0	**0**
PKD	0	0	0	0	0	0	0	0	0	0	0	**0**
MPM	0	0	0	0	0	0	0	0	0	0	0	**0**

KKD	0	0	0	0	0	0	0	0	0	0	0	**0**
WYD	0	0	0	0	0	0	0	0	0	0	0	**0**
KNR	0	0	0	0	0	0	0	0	0	0	0	**0**
KSD	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**0**	**70**	**70**	**2**	**8**	**10**	**1**	**0**	**1**	**3**	**78**	**81**

The above table shows the distribution of shift schools in each districts in Kerala at different levels—Lower Primary, Upper Primary, and High School. A total of 81 schools follow this system, of which 78 are aided schools and only 3 are government schools. The majority are concentrated at the LP level with 70 schools, followed by 10 UP schools and just 1 HS School. District-wise, Pathanamthitta has the highest number with 36 schools, followed by Alappuzha with 25 and Kollam with 8. Thiruvananthapuram has 3 schools, while Kottayam and Idukki have 7 and 2 schools respectively. No shift or sessional schools are reported in districts like Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, Wayanad, Kannur, and Kasaragod.

The diagram illustrates the district-wise distribution of shift schools in Kerala. It clearly shows that these schools are unevenly distributed, with a strong concentration in a few districts. Pathanamthitta has the highest number with 36 schools, followed by Alappuzha with 25 schools. Kollam and Kottayam have 8 and 7 schools respectively, while Thiruvananthapuram has 3 and Idukki has 2 schools. On the other hand, several districts such as Ernakulam, Thrissur Palakkad), Malappuram), Kozhikode, Wayanad, Kannur, and Kasaragod show zero schools under this system.



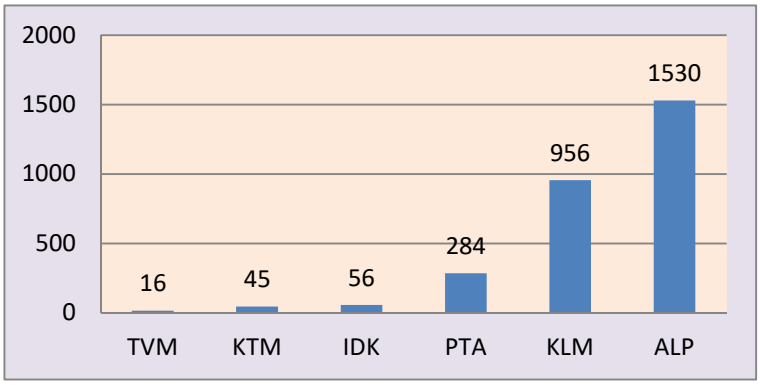
16.2 Review of students enrolment in Shift Schools

The table given below presents the distribution of students in shift schools across districts in Kerala at LP, UP and HS levels. The total number comes to 2887, with 2027 in aided schools and 860 in government schools. A striking feature is that the majority of students are concentrated at the LP level (1455), followed by UP (592) and HS (840). District-wise, Alappuzha has the highest total with 1530 students, mainly in LP (997) and UP (533) levels. Kollam follows with 956 students, where a significant number (840) are in the HS level under government schools. Pathanamthitta has 284 students, mostly in LP 247 and UP 37. Other districts like Idukki (56), Kottayam (45), and Thiruvananthapuram (16) have comparatively smaller numbers. Notably, several districts such as Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, Wayanad, Kannur, and Kasaragod report zero enrolment under this system. Overall, the data

shows that enrolment in shift and sessional schools is highly concentrated in a few southern districts, especially in aided LP schools, with a unique concentration of HS students in Kollam.

DIST	LP			UP			HS			Grand Total		
	Govt	Aided	Total	Govt	Aided	Total	Govt	Aided	Total	Govt	Aided	Total
TVM	0	16	16	0	0	0	0	0	0	0	16	16
KLM	0	94	94	0	22	22	840	0	840	840	116	956
PTA	0	247	247	0	37	37	0	0	0	0	284	284
ALP	0	997	997	20	513	533	0	0	0	20	1510	1530
KTM	0	45	45	0	0	0	0	0	0	0	45	45
IDK	0	56	56	0	0	0	0	0	0	0	56	56
EKM	0	0	0	0	0	0	0	0	0	0	0	0
TSR	0	0	0	0	0	0	0	0	0	0	0	0
PKD	0	0	0	0	0	0	0	0	0	0	0	0
MPM	0	0	0	0	0	0	0	0	0	0	0	0
KKD	0	0	0	0	0	0	0	0	0	0	0	0
WYD	0	0	0	0	0	0	0	0	0	0	0	0
KNR	0	0	0	0	0	0	0	0	0	0	0	0
KSD	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**0**	**1455**	**1455**	**20**	**572**	**592**	**840**	**0**	**840**	**860**	**2027**	**2887**

The diagram shows the district-wise distribution of total enrolment in shift schools in Kerala. It clearly indicates a highly uneven pattern, with enrolment concentrated in a few districts. Alappuzha records the highest enrolment with 1530 students, followed by Kollam with 956 students. Pathanamthitta has a moderate figure of 284 students. The remaining districts with comparatively low enrolment are Idukki with 56, Kottayam with 45, and Thiruvananthapuram with just 16 students. On the other hand, several districts such as Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, Wayanad, Kannur and Kasaragod show zero enrolment in this system. Overall, the diagram highlights that enrolment in shift and sessional schools is heavily concentrated in southern districts, particularly in Alappuzha and Kollam.



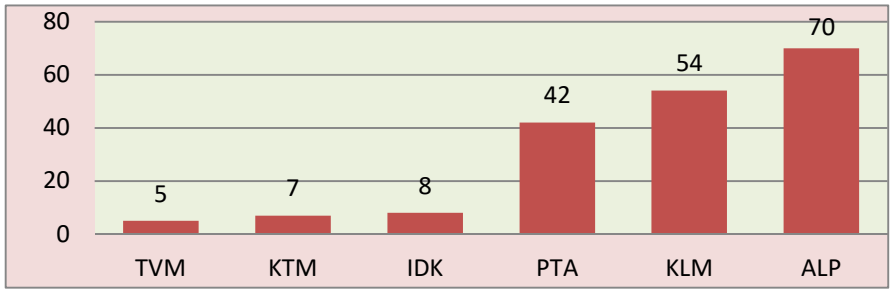
16.3 Teaching work force in Shift Schools

The table given below presents the distribution of teachers working in shift or sessional schools across districts in Kerala at LP, UP, and HS levels. The total number of teachers is 186, of which 141 are in aided schools and 45 in government schools. Most teachers are concentrated at the LP level (109), followed by UP (34) and HS (43) District-wise, Alappuzha has the highest number of teachers with 70, mainly in LP (41) and UP (29) sections. Kollam follows

with 54 teachers, including a notable 43 teachers at the HS level in government schools. Pathanamthitta has 42 teachers, largely at the LP level (41). Other districts such as Idukki (8), Kottayam (7), and Thiruvananthapuram (5) have relatively fewer teachers. Several districts including Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, Wayanad, Kannur, and Kasaragod report no teachers under this system. Overall, the data shows that teachers in shift and sessional schools are concentrated mainly in a few southern districts, especially in aided LP schools, with a significant presence of HS teachers in Kollam.

DIST	LP			UP			HS			Grand Total		
	Govt	Aided	Total	Govt	Aided	Total	Govt	Aided	Total	Govt	Aided	Total
TVM	0	5	5	0	0	0	0	0	0	0	5	5
KLM	0	7	7	0	4	4	43	0	43	43	11	54
PTA	0	41	41	0	1	1	0	0	0	0	42	42
ALP	0	41	41	2	27	29	0	0	0	2	68	70
KTM	0	7	7	0	0	0	0	0	0	0	7	7
IDK	0	8	8	0	0	0	0	0	0	0	8	8
EKM	0	0	0	0	0	0	0	0	0	0	0	0
TSR	0	0	0	0	0	0	0	0	0	0	0	0
PKD	0	0	0	0	0	0	0	0	0	0	0	0
MPM	0	0	0	0	0	0	0	0	0	0	0	0
KKD	0	0	0	0	0	0	0	0	0	0	0	0
WYD	0	0	0	0	0	0	0	0	0	0	0	0
KNR	0	0	0	0	0	0	0	0	0	0	0	0
KSD	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**0**	**109**	**109**	**2**	**32**	**34**	**43**	**0**	**43**	**45**	**141**	**186**

The diagram presents the distribution of values across different districts. It shows that several districts such as EKM, TSR, PKD, MPM, KKD, WYD, KNR, and KSD record zero values. In contrast, TVM has a small value of 5, followed by KTM with 7 and IDK with 8. A significant increase is observed in PTA, which records 42, while KLM shows a higher value of 54. The highest value is recorded in ALP with 70. Overall, the data indicates a strong concentration in the southern districts, particularly ALP, KLM, and PTA, while most other districts report no or minimal values.



16.4 Schools working under Sessional System

Under the sessional system, only one Government High School in the Palakkad district operates under this model. During the 2024–25 academic year, the school had an enrollment of 2,805 students and a teaching staff of 109.

CHAPTER XVII
SPORTS SCHOOLS IN KERALA

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17.1 Introduction

Kerala has a well-established ecosystem of sports schools designed to identify and nurture athletic talent from a young age, blending rigorous physical training with standard academic curricula. Sports schools in Kerala are primarily managed under the Directorate of Sports & Youth Affairs (DSYA) and the Kerala State Sports Council (KSSC), working in close coordination with the General Education Department. Kerala has a long-standing reputation as a powerhouse in Indian sports, a legacy built largely on its highly structured, state-backed grass-roots sports education infrastructure. The state's approach uniquely balances intensive, professional athletic training with mandatory academic schooling, allowing young talent to flourish without sacrificing their formal education. Unlike standard schools with a physical education period, sports schools are specialized residential institutions where the entire daily schedule, nutrition, and infrastructure are built around athletic development. They cater to students typically from Class 6 through Class 12 (Vocational Higher Secondary level).

17.2.Sports Schools in Kerala: An Overview

In Kerala, sports schools such as Sri Ayyankali Memorial Govt. Model Residential School (MRS), Vellayani, and G.V. Raja Sports VHSS, Mailam, are currently operational. Additionally, sports divisions under the Department of Sports are functioning at G.V.H.S.S. for Girls, Kannur, and Govt. V.H.S.S. for Boys, Kunnamkulam. Sri Ayyankali Memorial Govt. MRS (under the SC Development Dept.) and G.V. Raja Sports VHSS (under the Sports Dept.) are the only institutions that function entirely as dedicated sports schools. At Govt. V.H.S.S. for Boys (Kunnamkulam) and G.V.H.S.S. for Girls (Kannur), specific sports divisions are maintained for boys and girls; respectively.The table shows a total of 4 sports schools/divisions across three districts for the academic year 2024-25.

17.3 Sports Schools in Kerala- District wise Analysis.

There are a total of 4 sports schools across the listed regions. Thiruvananthapuram district has the highest number of sports schools, accounting for 2 schools (50 % of the total). Both Thrissur and Kannur districts have an equa l distribution, with 1 sports school each (25 % each of the total).The data indicates a concentrated presence of sports schools in the capital district, Thiruvananthapuram, which holds half of the total institutional strength shown in the table, while Thrissur and Kannur share the remaining half equally.

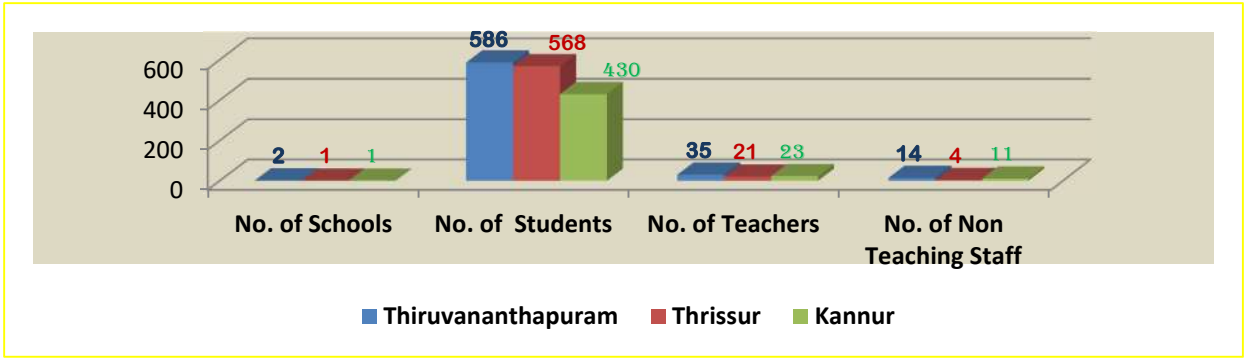
Table. 17.3.1
District-wise Statistics of Sports Schools in Kerala, 2024-25

District	No. of Schools	No. of Students	No. of Teachers	No. of Non Teaching Staff
Thiruvananthapuram	2	586	35	14
Thrissur	1	568	21	4
Kannur	1	430	23	11
Total	**4**	**1584**	**79**	**29**

The provided data presents the enrollment numbers for Sports Schools during the academic year 2024-25 across three major districts in Kerala: Thiruvananthapuram, Thrissur, and Kannur.Total Student Strength: A total of 1,584 students are enrolled in these sports schools across the three districts. Thiruvananthapuram stands at the top with the highest number of students, accommodating 586 students (approximately 37% of the total strength). Thrissur follows closely behind Thiruvananthapuram with a robust strength of 568 students. Kannur has the lowest representation among the three, with 430 students enrolled. The data shows a healthy distribution of sports students in these regions, with Thiruvananthapuram and Thrissur leading the initiative, contributing to more than 70% of the total student strength.

There are a total of 79 teachers working in sports schools across the three surveyed districts. Thiruvananthapuram has the highest number of sports school teachers with 35 teachers, which accounts for approximately 44.3% of the total strength. Kannur stands second with 23 teachers. Thrissur has the lowest number of sports school teachers among the listed districts, with 21 teachers. There is a total of 29 non-teaching sports staff members working across the highlighted districts. Thiruvananthapuram has the highest number of non-teaching sports staff with 14 members, which accounts for nearly half (approximately 48%) of the total workforce shown. Kannur stands in the second position with 11 staff members. Thrissur has the lowest representation with only 4 non-teaching sports staff members. The data indicates a significant concentration of sports-related non-teaching personnel in Thiruvananthapuram and Kannur, whereas Thrissur has a noticeably smaller share of this workforce.

Diagram. 17.3.1
District-wise Statistics of Sports Schools in Kerala, 2024-25.



17.4 District-Wise comparison with Previous Year.

There has been no change in the number of schools in any of the listed districts between the two academic years. The numbers remain completely identical. Thiruvananthapuram Leads with the highest count, maintaining 2 schools in both 2023-24 and 2024-25.Thrissur maintains a steady count of 1 school across both academic years. Kannur Similarly maintains a consistent count of 1 school for both years. The total number of schools across all three districts combined stands firmly at 4 for both time periods. The data highlights absolute stability in school infrastructure or selection within these specific parameters, showing zero expansion or reduction moving from the 2023-24 academic year into 2024-25.

The overall number of students has increased from 1,549 in 2023-24 to 1,584 in 2024-25. This represents an overall growth of 35 students (approximately a 2.26% increase). Thiruvananthapuram district recorded a decrease in student strength. The numbers dropped from 594 in 2023-24 to 586 in 2024-25 (a decline of 8 students). Despite the drop, it remains the district with the highest number of students in both academic years. Thrissur showed a positive growth trend. The student count increased from 555 in 2023-24 to 568 in 2024-25 (an increase of 13 students).Kannur registered the highest growth among the three districts. The number of students rose significantly from 400 to 430 (an increase of 30 students, which is a 7.5% growth rate). Although it has the lowest total number of students compared to the other two districts, its rapid growth is the primary driver behind the overall total increase.

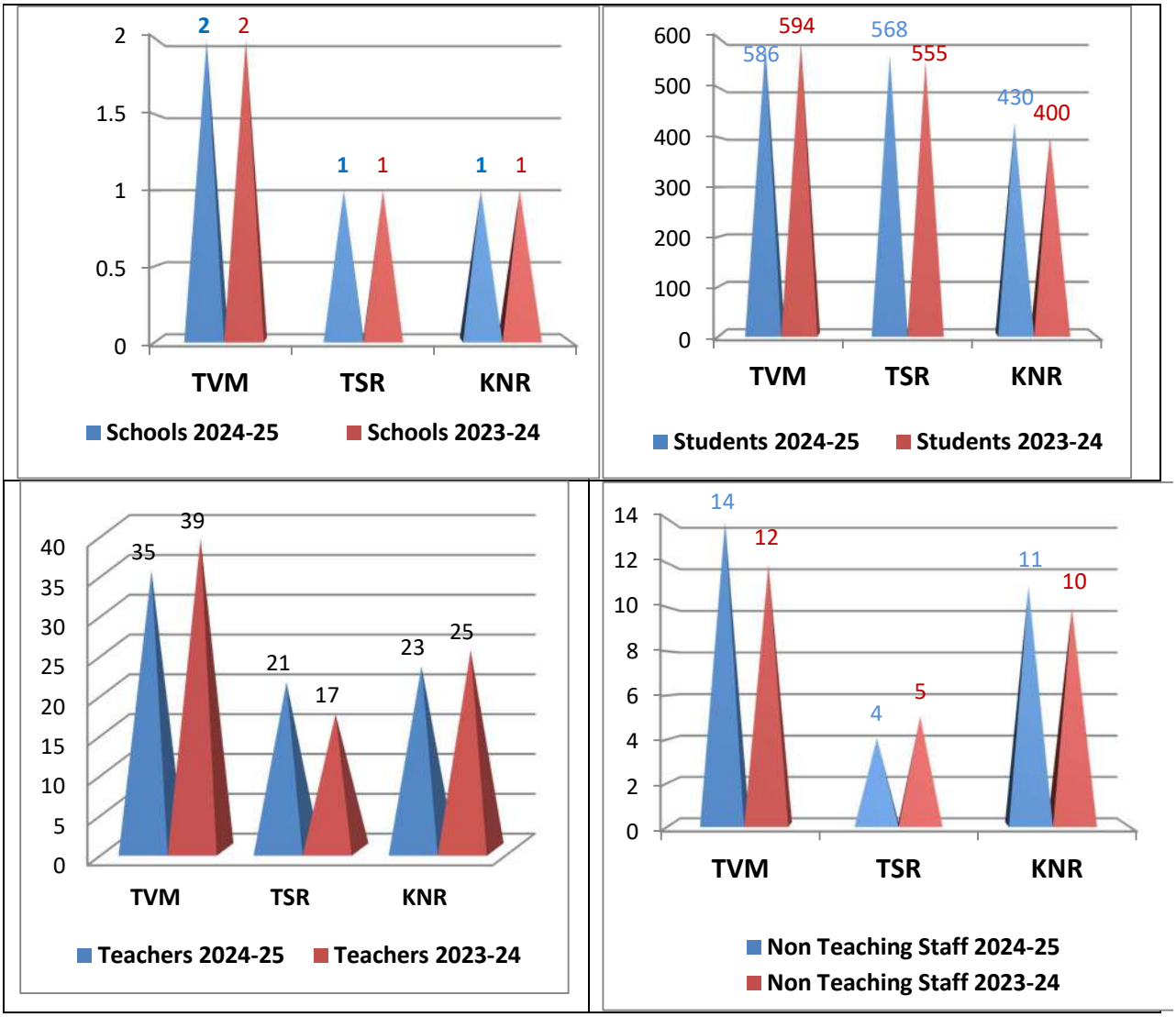
The overall number of teachers across the three districts has decreased from 81 in 2023-24 to 79 in 2024-25. This represents a net loss of 2 teachers (approximately an2.47% reduction).Thiruvananthapuram district recorded the most significant drop in teacher strength. The number of teachers decreased sharply from 39 in 2023-24 to 35 in 2024-25 (a decline of 4 teachers). Thiruvananthapuram still maintains the highest number of teachers among the three districts in both academic years. Thrissur is the only district that showed a positive growth trend. The teacher count increased from 17 in 2023-24 to 21 in 2024-25 (an addition of 4 teachers).Kannur also experienced a minor decrease in teacher strength. The number of teachers fell slightly from 25 in 2023-24 to 23 in 2024-25 (a decline of 2 teachers).

The total number of non-teaching staff across all three districts has increased from 27 in 2023-24 to 29 in 2024-25. Thiruvananthapuram has the highest number of non-teaching staff in both years. The count increased from 12 (in 2023-24) to 14 (in 2024-25). Kannur also showed a slight increase, moving from 10 staff members in 2023-24 to 11 staff members in 2024-25. In contrast to the other two districts, Thrissur witnessed a slight decrease in its non-teaching staff strength, dropping from 5 in 2023-24 to 4 in 2024-25.

Table 17.4.1
Comparison of Schools, Students, and Staff Strength across Districts for the Academic Years 2023–24 and 2024–25.

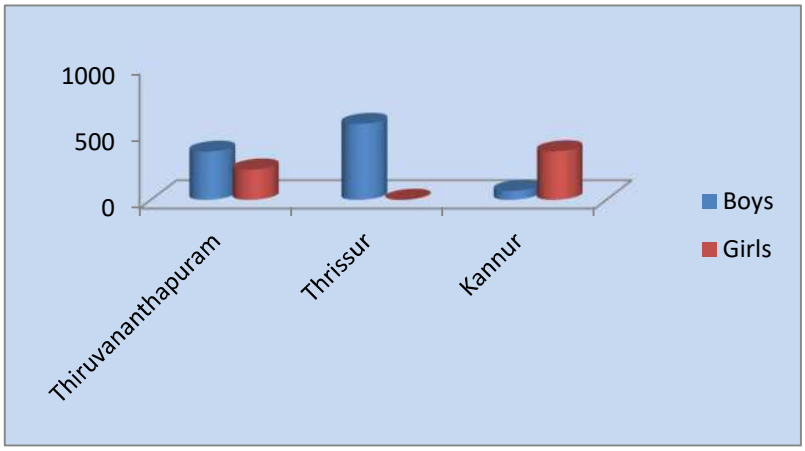
District	No. of Schools		No. of Students		No. of Teachers		No. of Non Teaching Staff	
	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24
Thiruvananthapuram	2	2	586	594	35	39	14	12
Thrissur	1	1	568	555	21	17	4	5
Kannur	1	1	430	400	23	25	11	10
Total	**4**	**4**	**1584**	**1549**	**79**	**81**	**29**	**27**

Diagram 17.4.1
Comparison of Schools, Students, and Staff Strength across Districts for the Academic Years 2023–24 and 2024–25.



17.5 Standard wise and Gender-wise distribution of students in Sports Schools in Kerala

There are a total of 1,584 students enrolled across all three districts, which includes 995 boys and 589 girls. The overall enrollment is heavily skewed towards boys, who make up approximately 62.8% of the total student population, while girls account for 37.2%.



Thiruvananthapuram district has 586 students (360 boys and 226 girls). This district shows a relatively balanced and consistent distribution of both boys and girls across almost all standards (from Class V to XII). The enrollment numbers generally peak in the middle-to-higher classes (Classes VIII, IX, and X).Thrissur district has 568 students (All 568 are boys; 0 girls). Thrissur might be an all-boys school or section. Kannur district has 430 students (67 boys and 363 girls). Kannur presents the exact opposite trend. It has a heavy female majority with 363 girls and only 67 boys. This is the only district where girls outnumber boys.

17.6. Class/Standard-wise Trends.

Classes VIII, IX, and X have the highest concentration of total students. Class X has the highest number of boys (260), while Class XII has the highest number of girls (132). Lower Standards: Classes V and VI have the lowest enrollment numbers overall (only 38 and 53 total students respectively), showing that intake or reporting is significantly lower in the primary-middle school phase compared to high school and higher secondary levels.

Table 17.6.1
STANDARD WISE ENROLMENT OF STUDENTS

SL No	District	V		VI		VII		VIII		IX		X		XI		XII		TOTAL	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	TVM	10	5	20	10	34	26	57	44	65	46	63	27	55	35	56	33	360	226
2	TSR	23	0	8	0	39	0	176	0	142	0	180	0	0	0	0	0	568	0
3	KNR	0	0	0	15	2	20	22	53	26	41	17	39	0	96	0	99	67	363
Total		**33**	**5**	**28**	**25**	**75**	**46**	**255**	**97**	**233**	**87**	**260**	**66**	**55**	**131**	**56**	**132**	**995**	**589**

17.7Social Category wise distribution of Students in Sports Schools in Kerala

The community-wise analysis of the dataset reveals distinct enrollment shares and shared socio-educational trends among the Scheduled Caste (SC), Scheduled Tribe (ST), and Other Backward Classes (OBC) categories, OBC (Except Muslim) group forms the largest single demographic block in the school, accounting for 555 students (346 boys and 209 girls).Scheduled Caste (SC) group represents a significant portion of the student body with 320 students (216 boys and 104 girls). Muslim students account for 272 admissions (164 boys and 108 girls).Other Minorities account for 275 admissions (184 boys and 91 girls).Scheduled Tribe (ST) group has the lowest representation in the school, totaling only 78 students (46 boys and 32 girls) across all grades. The student volume peaks heavily between Class VIII, IX, and X (with 352, 320, and 326 total students respectively). There is a drastic drop in total numbers when transitioning from Class X to Class XI. Class X has 326 students, whereas Class XI only has 186. This points to a significant drop-out or transfer rate after the 10th grade board examinations.

Table 17.7.1
STANDARD WISE AND CASTE WISE ENROLMENT OF STUDENTS

STD	ALL COMMUNITIES		SCHEDULED CASTE		SCHEDULED TRIBE		OTHER BACKWARD COMMUNITIES (Except Muslim)		MUSLIM		OTHER MINORITIES	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I-IV	0	0	0	0	0	0	0	0	0	0	0	0
V	33	5	12	5	2	0	9	0	2	0	6	0
VI	28	25	11	8	2	3	5	7	2	5	7	1
VII	75	46	19	9	7	5	23	18	6	0	15	10
VIII	255	97	55	19	6	6	97	37	41	10	44	17
IX	233	87	44	21	8	1	86	41	37	4	45	12
X	260	66	47	12	10	6	90	27	56	6	51	9
XI	55	131	14	13	6	5	17	35	9	44	9	25
XII	56	132	14	17	5	6	19	44	11	39	7	17
TOTAL	**995**	**589**	**216**	**104**	**46**	**32**	**346**	**209**	**164**	**108**	**184**	**91**

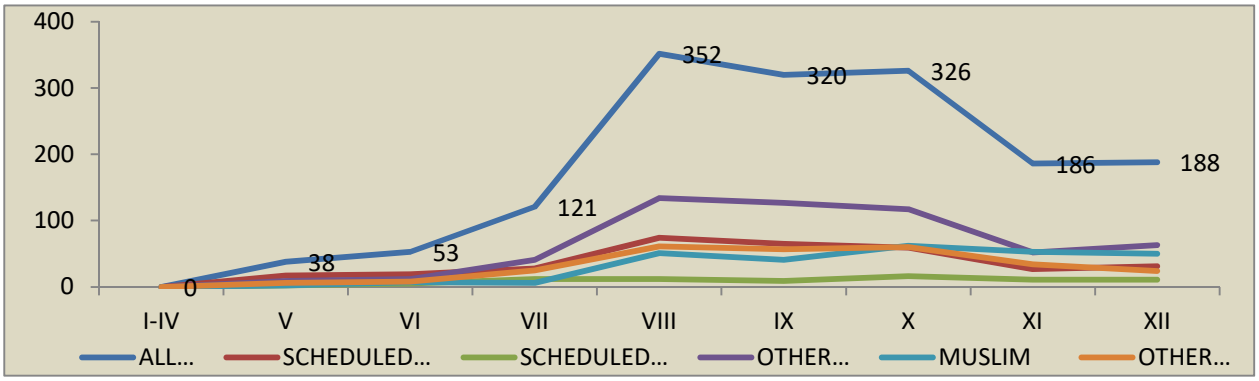
The line graph given below visualizes the data from the previous student enrollment table, plotting the enrollment numbers across different academic standards (X-axis, from I-IV to XII) for various social categories (represented by distinct colored lines). All lines originate exactly at the zero mark for the I-IV (Primary) section. This visually confirms that the school does not have lower primary batches, with active registration only beginning from Class V onwards. From Class V to VII, there is a steady and gradual upward trajectory across all community lines. Enrollment numbers slowly climb as students join the upper primary levels.

There is a dramatic, steep upward spike in enrollment when entering Class VIII. The graph reaches its highest plateau between Classes VIII and X. For instance, the total combined community's metrics peak sharply at 352 in Class VIII, dip slightly to 320 in Class IX, and rise again to 326 in Class X. This visual block represents the highest density of student population in the entire school. Immediately after Class X, all lines plunge sharply downwards. The total numbers drop from 326 (in Class X) down to 186 (in Class XI). After this sharp decline, the lines flatten out completely, showing almost identical numbers between Class XI (186) and Class XII (188). This structural "cliff" in the graph clearly demonstrates a significant transition phase where a large portion of the student body leaves the institution after completing their 10th-grade board exams, while those who do enroll for higher secondary remain steady until graduation.

DIAGRAM 17.7.1

STANDARD WISE AND SOCIAL CATEGORY WISE

ENROLMENT OF STUDENTS IN SPORTS SCHOOLS IN KERALA.



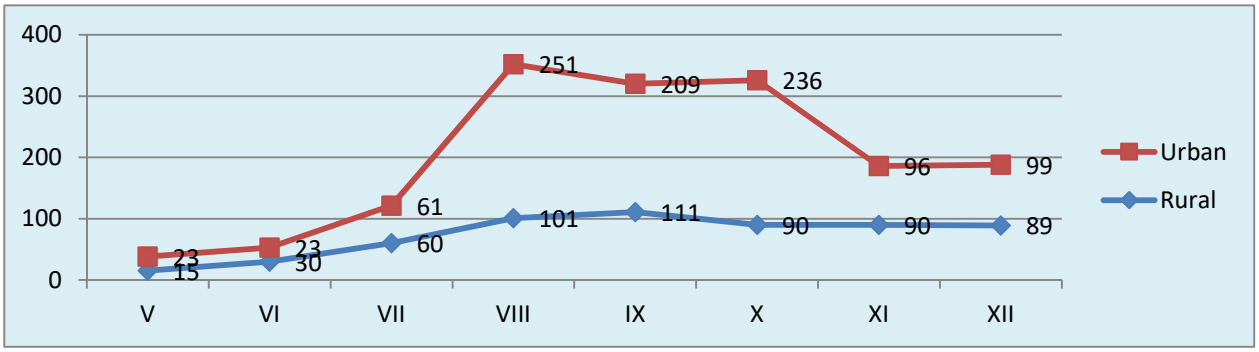
17.8 Rural -Urban Classification of Sports Schools in Kerala

The given table provides a standard-wise breakdown of student enrolment from Class V to XII, categorized by region (Rural and Urban) and gender (Boys and Girls). The data reveals significant variations in student distribution across different standards and locations. The total number of students enrolled in urban areas (998 students) is substantially higher than in rural areas (586 students). This indicates a higher concentration of students in urban educational institutions. Both rural and urban areas, the total enrolment of boys outnumbers that of girls. In rural areas, there are 360 boys compared to 226 girls. In urban areas, the gap is wider, with 635 boys and 363 girls. For both sectors, student strength peaks between Standards VIII and X. The highest single enrolment category is observed in urban areas for Standard VIII with 198 boys. Rural areas maintain a steady co-educational flow with a balanced mix of boys and girls in Classes XI and XII. In conclusion, the data highlights a clear preference or availability of educational infrastructure in urban regions. While lower classes show a male-dominated trend in strength, the higher secondary data reveals a complete shift in urban dynamics, heavily favoring female enrolment due to structural or institutional designs.

Table 17.8.1
STANDARD WISE ENROLMENT OF STUDENTS IN RURAL & URBAN AREA

STD	RURAL		URBAN	
	Boys	Girls	Boys	Girls
V	10	5	23	0
VI	20	10	8	15
VII	34	26	41	20
VIII	57	44	198	53
IX	65	46	168	41
X	63	27	197	39
XI	55	35	0	96
XII	56	33	0	99
TOTAL	**360**	**226**	**635**	**363**

Diagram 17.8.1
STANDARD WISE ENROLMENT OF STUDENTS IN RURAL & URBAN AREA.



The line graph compares data across two categories, Urban (represented by the red line with square markers) and Rural (represented by the blue line with diamond markers), across different classes or categories labeled from V to XII on the X-axis. The Y-axis represents the numerical values ranging from 0 to 400. Throughout the entire data set (from category V to XII), the Urban values remain consistently higher than the Rural values. Both Urban and Rural sectors show a steady upward trend starting from category V. Urban starts at 23 (V) and rises to 61 (VII).Rural starts at 15 (V) and rises to 60 (VII), almost catching up to the urban figures at category VII. There is a sharp and dramatic surge in the urban data between categories VII and VIII, where it jumps from 61 to its peak value of 251. In contrast, the Rural data shows a much more gradual and modest increase, moving from 60 to 101.The Urban data experiences a slight dip to 209 at IX before rising again to 236 at category X.The Rural data peaks at 111 during category IX and then slightly drops and stabilizes around 90 at category X.After category X, the Urban data drops significantly from 236 to 96 (XI) and finishes at 99 (XII).The Rural data remains almost completely flat and stabilized at the end, moving slightly from 90 (XI) to 89 (XII). The graph highlights a significant disparity between Urban and Rural metrics, particularly between categories VIII and X, where urban numbers are exponentially higher. However, towards the final categories (XI and XII), the gap narrows down drastically as urban numbers fall sharply while rural numbers remain steady.

CHAPTER XVIII
SPECIAL SCHOOLS IN KERALA

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18.1 Introduction

A special school is a specialized educational institution designed to cater to students with diverse disabilities and Special Educational Needs (SEN) that cannot be fully addressed within a mainstream environment. These schools prioritize a holistic approach to development, utilizing a significantly lower teacher-to-student ratio to ensure that every learner receives personalized attention and highly tailored instruction. At the core of their operation is the Individualized Education Program (IEP), a strategic roadmap that integrates academic learning with therapeutic interventions like speech, physical, and occupational therapy. Beyond traditional academics, special schools are equipped with specialized infrastructure—such as sensory rooms and assistive technologies—to foster an inclusive atmosphere where students can gain essential life skills, emotional resilience, and a sense of belonging, ultimately aiming to prepare them for the highest possible level of independence in their adult lives.

The data for the 2024-25 academic year reveals that there are 45 special schools across the 14 districts, serving a total of 2,805 students. The workforce supporting these institutions includes 533 teachers and 290 non-teaching staff, resulting in an overall student-teacher ratio of approximately 5.3:1. Malappuram and Kozhikode emerge as the primary hubs for special education, accounting for the highest student enrollments with 425 and 405 students respectively. In contrast, Alappuzha reports a complete lack of special education infrastructure, with zero schools or staff listed, while Idukki maintains a very small-scale operation consisting of a single school with only 9 students. Interestingly, staffing priorities vary by region; for instance, while Kozhikode employs the highest number of teachers (83), Palakkad is the only district where non-teaching staff (29) actually outnumber the teaching faculty (28). Overall, the distribution shows a concentration of resources in the northern and central districts, highlighting a significant disparity in access to specialized schooling in certain southern regions.

District	No. of Schools	No. of Students	No. of Teachers	No. of Non-Teaching staff
Thiruvananthapuram	3	143	49	16
Kollam	1	86	37	11
Pathanamthitta	3	255	46	29
Alappuzha	0	0	0	0
Kottayam	5	217	46	29
Idukki	1	9	7	6
Eranakulam	5	367	54	28

Thrissur	6	221	45	31
Palakkad	3	184	28	29
Malappuram	6	425	52	45
Kozhikode	4	405	83	26
Wayanad	2	132	22	10
Kannur	3	181	35	14
Kasaragod	3	180	29	16
Total	**45**	**2805**	**533**	**290**

18.2 Number of schools according to the type of support given

Out of 45 institutions, 31 are dedicated to the hearing impaired, while only 14 focus on the visually impaired, representing a nearly 7:3 ratio in resource allocation. Thrissur and Malappuram emerge as the primary hubs for these services, each hosting 6 schools in total. In contrast, districts such as Kollam and Idukki appear to have the most limited infrastructure, with only 1 specialized school each. A notable disparity exists in regional specialization; for instance, Pathanamthitta, Wayanad, and Kannur lack any schools for the visually impaired, while Idukki is the only district in the set without a facility for the hearing impaired. Overall, while the central and northern regions show higher concentrations of specialized education, the state-wide data indicates a much stronger institutional framework for hearing-impaired education than for visual impairment services.

District	Number of school focused on		
	Visually impaired	Hearing impaired	Total
Thiruvananthapuram	2	1	3
Kollam	0	1	1
Pathanamthitta	0	3	3
Kottayam	2	3	5
Idukki	1	0	1
Ernakulam	1	4	5
Thrissur	2	4	6
Palakkad	1	2	3
Malappuram	2	4	6
Kozhikkode	2	2	4
Wayanad	0	2	2
Kannur	0	3	3
Kasaragod	1	2	3
Total	**14**	**31**	**45**

18.3 Number of schools according to type of location and level of Schools

The distribution of special education facilities across the state shows a distinct preference for rural areas and a focus on higher educational levels. Out of the 45 total institutions, 26 are located in rural regions, while 19 are situated in urban centers. The data indicates a complete absence of standalone Lower Primary (LP) special schools in both sectors, with the institutional framework instead concentrated on Higher Secondary (HSS) levels, which account for 18 schools, followed by 14 High Schools and 13 Upper Primary schools. District-wise, Thrissur and Malappuram lead with 6 institutions each; however, Thrissur's infrastructure is

predominantly urban, whereas Malappuram's is almost entirely rural. Conversely, Alappuzha lacks any specialized schools entirely, and districts like Kollam and Idukki maintain only a single rural facility each. This creates a regional landscape where rural areas hold approximately 58% of the state's specialized educational resources, though the availability of support remains uneven across different districts and educational stages.

DIST	RURAL					URBAN					GRAND TOTAL
	LP	UP	HS	HSS	TOTAL	LP	UP	HS	HSS	TOTAL	
TVM	0	0	0	0	0	0	2	0	1	3	**3**
KLM	0	0	0	1	1	0	0	0	0	0	**1**
PTA	0	0	0	2	2	0	0	0	1	1	**3**
ALP	0	0	0	0	0	0	0	0	0	0	**0**
KTM	0	2	2	1	5	0	0	0	0	0	**5**
IDK	0	1	0	0	1	0	0	0	0	0	**1**
EKM	0	2	1	1	4	0	0	1	0	1	**5**
TSR	0	0	0	1	1	0	1	3	1	5	**6**
PKD	0	1	0	0	1	0	0	0	2	2	**3**
MPM	0	2	1	2	5	0	0	1	0	1	**6**
KKD	0	0	0	0	0	0	1	1	2	4	**4**
WND	0	0	1	0	1	0	0	0	1	1	**2**
KNR	0	0	2	1	3	0	0	0	0	0	**3**
KZD	0	0	1	1	2	0	1	0	0	1	**3**
TOTAL	**0**	**8**	**8**	**10**	**26**	**0**	**5**	**6**	**8**	**19**	**45**

18.4. Number of schools according to school management and level of Schools

The educational landscape across these districts is characterized by a strong reliance on Aided management, which oversees 36 of the 45 total schools. This management type is particularly dominant in the Higher Secondary (HSS) sector, where it controls 15 units compared to only 3 under Government management. While the majority of schools are located in rural areas (26 schools) , the administrative burden is largely carried by private Aided bodies rather than the public sector, which manages only 7 schools total. Geographically, districts like Kottayam (KTM) and Malappuram (MPM) show a heavy rural management focus with 5 schools each in rural zones , whereas Thrissur (TSR) represents the most complex management profile, balancing 2 Government, 3 Aided, and 1 Unaided school across a predominantly urban setting. Notably, across all management types and geographical locations, there is a total absence of Lower Primary (LP) schools, leaving the collective management focus entirely on Upper Primary, High School, and Higher Secondary levels.

DIST	GOVT.				AIDED				UNAIDED				Total
	LP	UP	HS	HSS	LP	UP	HS	HSS	LP	UP	HS	HSS	
TVM	0	1	0	1	0	1	0	0	0	0	0	0	**3**
KLM	0	0	0	0	0	0	0	1	0	0	0	0	**1**
PTA	0	0	0	0	0	0	0	3	0	0	0	0	**3**
ALP	0	0	0	0	0	0	0	0	0	0	0	0	**0**
KTM	0	0	1	0	0	2	1	1	0	0	0	0	**5**
IDK	0	0	0	0	0	1	0	0	0	0	0	0	**1**
EKM	0	0	0	0	0	2	2	1	0	0	0	0	**5**
TSR	0	1	0	1	0	0	2	1	0	0	1	0	**6**
PKD	0	0	0	1	0	1	0	1	0	0	0	0	**3**
MPM	0	0	0	0	0	1	2	2	0	1	0	0	**6**
KKD	0	0	0	0	0	1	1	2	0	0	0	0	**4**
WND	0	0	0	0	0	0	1	1	0	0	0	0	**2**
KNR	0	0	0	0	0	0	2	1	0	0	0	0	**3**
KZD	0	1	0	0	0	0	1	1	0	0	0	0	**3**
TOTAL	**0**	**3**	**1**	**3**	**0**	**9**	**12**	**15**	**0**	**1**	**1**	**0**	**45**

18.5 Students Enrollment

The enrollment data for special schools reveals a total of 2,805 students across the monitored districts, showing a distinct concentration in the northern and central regions of the state. Malappuram (MPM) leads with the highest enrollment at 15.15% (425 students), followed closely by Kozhikode (KKD) at 14.44% (405 students) and Ernakulam (EKM) at 13.08% (367 students). Conversely, Alappuzha (ALP) reported no students, and Idukki (IDK) recorded a minimal share of 0.32%. A significant trend across all districts is the total absence of enrollment in the Lower Primary (LP) section, with student numbers scaling upward as the grade levels increase. The Higher Secondary (HSS) level accounts for the majority of the population with 1,705 students, significantly outperforming the High School (HS) level's 784 students and the Upper Primary (UP) level's 316 students. From a gender perspective, there is a clear disparity: boys represent 57.5% (1,613 students) of the total enrollment, while girls make up 42.5% (1,192 students), a gap that persists across almost every educational stage and district.

DIST	LP		UP		HS		HSS		TOTAL			District share
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL	
TVM	0	0	30	27	0	0	41	45	71	72	143	5.10%
KLM	0	0	0	0	0	0	46	40	46	40	86	3.07%
PTA	0	0	0	0	0	0	151	104	151	104	255	9.09%
ALP	0	0	0	0	0	0	0	0	0	0	0	0.00%
KTM	0	0	27	13	54	31	46	46	127	90	217	7.74%
IDK	0	0	8	1	0	0	0	0	8	1	9	0.32%
EKM	0	0	41	13	66	53	105	89	212	155	367	13.08%
TSR	0	0	4	4	67	29	76	41	147	74	221	7.88%
PKD	0	0	17	14	0	0	84	69	101	83	184	6.56%

DIST	LP		UP		HS		HSS		TOTAL			District share
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL	
MPM	0	0	31	25	107	97	83	82	221	204	425	15.15%
KKD	0	0	30	14	57	43	153	108	240	165	405	14.44%
WYD	0	0	0	0	23	18	55	36	78	54	132	4.71%
KNR	0	0	0	0	48	36	55	42	103	78	181	6.45%
KSD	0	0	10	7	36	19	62	46	108	72	180	6.42%
TOTAL	**0**	**0**	**198**	**118**	**458**	**326**	**957**	**748**	**1613**	**1192**	**2805**	**100 %**

18.5.1 Students enrollment from SC category

The student enrollment data across various districts reveals a diverse landscape of participation, with total enrollment peaking in districts like Malappuram (425), Kozhikode (405), and Ernakulam (367). While these hubs drive overall volume, the representation of students from the Scheduled Caste (SC) category does not follow a uniform trend, showing significant regional fluctuations. For instance, Kollam exhibits the highest density of SC representation at 33.72%, despite having a relatively moderate total enrollment of 86 students. In contrast, high-volume districts like Malappuram and Kozhikode show much lower SC shares of 6.59% and 7.16% respectively. Gender distribution within the SC category also varies; districts such as Kollam and Palakkad show higher female enrollment, whereas Ernakulam and Kottayam lean toward higher male enrollment. Conversely, some areas like Alappuzha report no enrollment in this dataset, and others like Kannur show minimal SC integration at just 2.21%. Overall, the data suggests that SC student participation is influenced more by specific regional factors than by the total size of the student body in a given district.

DIST	All communities			Scheduled Caste			SC share
	Boys	Girls	Total	Boys	Girls	Total	
TVM	71	72	143	7	7	14	9.79%
KLM	46	40	86	11	18	29	33.72%
PTA	151	104	255	16	16	32	12.55%
ALP	0	0	0	0	0	0	0.00%
KTM	127	90	217	19	10	29	13.36%
IDK	8	1	9	0	0	0	0.00%
EKM	212	155	367	26	10	36	9.81%
TSR	147	74	221	23	18	41	18.55%
PKD	101	83	184	13	21	34	18.48%
MPM	221	204	425	13	15	28	6.59%
KKD	240	165	405	16	13	29	7.16%
WYD	78	54	132	4	1	5	3.79%
KNR	103	78	181	1	3	4	2.21%
KSD	108	72	180	13	6	19	10.56%
TOTAL	**1613**	**1192**	**2805**	**162**	**138**	**300**	**10.70%**

18.5.2 Students enrollment from ST Category

The total enrollment across all communities stands at 2,805 students, within which 101 belong to the Scheduled Tribe (ST) category. This group is composed of 54 boys and 47 girls, representing an overall ST share of 3.60% across the 14 districts. Wayanad (WYD) records the highest percentage of ST representation at 13.64%, followed by Idukki (IDK) and Kasaragod (KSD), which both report an ST share of 11.11%. Numerically, Kasaragod (KSD) has the highest volume of ST students with 20 individuals, while Alappuzha (ALP) and Kannur (KNR) show zero ST enrollment in this dataset. Districts with the largest overall student populations, such as Malappuram (MPM) with 425 students and Kozhikode (KKD) with 405 students, maintain ST shares of 3.06% and 3.46% respectively.

DISTRICT	All communities			SCHEDULED TRIBE			ST share
	Boys	Girls	Total	Boys	Girls	Total	
TVM	71	72	143	1	0	1	0.70%
KLM	46	40	86	1	2	3	3.49%
PTA	151	104	255	0	3	3	1.18%
ALP	0	0	0	0	0	0	0.00%
KTM	127	90	217	1	4	5	2.30%
IDK	8	1	9	1	0	1	11.11%
EKM	212	155	367	4	9	13	3.54%
TSR	147	74	221	1	1	2	0.90%
PKD	101	83	184	4	4	8	4.35%
MPM	221	204	425	9	4	13	3.06%
KKD	240	165	405	8	6	14	3.46%
WYD	78	54	132	10	8	18	13.64%
KNR	103	78	181	0	0	0	0.00%
KSD	108	72	180	14	6	20	11.11%
TOTAL	**1613**	**1192**	**2805**	**54**	**47**	**101**	**3.60%**

18.5.3 Students enrollment according to school level and grade

The total student enrollment of 2,805 is distributed across three primary school categories, as Lower Primary (LP) schools recorded no students in this dataset. Higher Secondary Schools represent the largest segment with 1,705 students, followed by High Schools with 784 students and Upper Primary (UP) schools with 316 students. Across all levels, there is a consistent gender distribution favoring boys, who number 1,613 compared to 1,192 girls. Enrollment figures generally increase with grade level, peaking in the senior secondary years where Grade XI and Grade XII account for 310 and 297 students respectively, all of whom are enrolled within Higher Secondary institutions. While pre-primary and primary grades (I-IV) are present in the dataset, they are managed through UP, High and Higher Secondary school structures rather than dedicated LP schools.

STD/ Grade	LP SCHOOLS			UP SCHOOLS			HIGH SCHOOLS			HIGHER SECONDARY SCHOOLS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
PRE PRIMARY	0	0	0	6	0	6	30	30	60	22	16	38
I	0	0	0	23	21	44	29	16	45	38	25	63
II	0	0	0	26	17	43	24	22	46	42	26	68
III	0	0	0	25	14	39	26	22	48	46	35	81
IV	0	0	0	23	15	38	33	27	60	28	38	66
V	0	0	0	24	17	41	45	24	69	57	39	96
VI	0	0	0	35	11	46	57	30	87	74	48	122
VII	0	0	0	36	23	59	48	37	85	75	47	122
VIII	0	0	0	0	0	0	53	46	99	73	66	139
IX	0	0	0	0	0	0	62	37	99	89	71	160
X	0	0	0	0	0	0	51	35	86	86	57	143
XI	0	0	0	0	0	0	0	0	0	166	144	310
XII	0	0	0	0	0	0	0	0	0	161	136	297
TOTAL	**0**	**0**	**0**	**198**	**118**	**316**	**458**	**326**	**784**	**957**	**748**	**1705**

18.5.4 District wise student's enrolment according to grade from pre primary to IV

Sl. No.	Name of District	Pre primary		I		II		III		IV	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Thiruvananthapuram	4	0	7	8	6	5	7	3	4	8
2	Kollam	0	0	3	0	2	0	4	2	0	3
3	Pathanamthitta	1	5	4	0	4	7	6	2	7	4
4	Alappuzha	0	0	0	0	0	0	0	0	0	0
5	Kottayam	0	0	10	6	9	7	12	5	11	5
6	Idukki	0	0	0	0	1	1	2	0	1	0
7	Eranakulam	10	6	10	7	14	9	17	12	14	8
8	Thrissur	6	4	7	3	12	1	4	5	3	3
9	Palakkad	5	4	2	8	8	5	4	4	7	5
10	Malappuram	16	20	17	12	12	13	14	15	15	17
11	Kozhikode	9	5	17	7	8	5	10	11	5	9
12	Wayanad	3	0	3	3	4	2	3	4	6	4
13	Kannur	2	2	5	4	7	5	6	5	7	8
14	Kasargode	2	0	5	4	5	5	8	3	4	6
	TOTAL	**58**	**46**	**90**	**62**	**92**	**65**	**97**	**71**	**84**	**80**

18.5.5 District wise student's enrolment according to grade from V to VIII

Sl. No.	Name of District	V		VI		VII		VIII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Thiruvananthapuram	8	4	6	5	7	5	4	2
2	Kollam	0	1	4	2	3	1	3	4
3	Pathanamthitta	7	4	12	4	9	11	13	11
4	Alappuzha	0	0	0	0	0	0	0	0
5	Kottayam	8	6	13	8	12	10	8	7
6	Idukki	1	0	1	0	2	0	0	0
7	Eranakulam	20	16	30	13	26	10	13	16
8	Thrissur	11	7	12	4	11	5	13	6
9	Palakkad	10	9	9	10	12	7	8	8
10	Malappuram	19	13	23	16	23	25	18	15
11	Kozhikode	18	9	24	10	20	15	17	20
12	Wayanad	7	1	7	6	8	6	9	3
13	Kannur	7	7	14	5	14	3	13	7
14	Kasargode	10	3	11	6	12	9	7	13
	TOTAL	**126**	**80**	**166**	**89**	**159**	**107**	**122**	**126**

18.5.6 District wise student's enrolment according to grade from IX to XII

Sl. No.	Name of District	IX		X		XI		XII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Thiruvananthapuram	1	2	1	2	5	11	11	17
2	Kollam	4	5	6	6	7	4	10	12
3	Pathanamthitta	17	10	15	6	30	24	26	16
4	Alappuzha	0	0	0	0	0	0	0	0
5	Kottayam	12	8	14	7	8	12	10	9
6	Idukki	0	0	0	0	0	0	0	0
7	Eranakulam	12	18	18	16	14	9	14	15
8	Thrissur	16	9	15	7	19	12	18	8
9	Palakkad	12	7	7	3	12	8	5	5
10	Malappuram	21	17	18	15	17	12	8	14
11	Kozhikode	25	14	18	10	35	30	34	20
12	Wayanad	5	7	5	6	9	6	9	6
13	Kannur	8	6	9	8	3	7	8	11
14	Kasargode	18	5	11	6	7	9	8	3
	TOTAL	**151**	**108**	**137**	**92**	**166**	**144**	**161**	**136**

18.6 District wise student's enrolment according to disability

The below dataset provides a district-wise breakdown of student enrollment categorized by various disabilities. Across the 14 districts, a total of 2805 students are identified with specific disabilities, with the majority being hearing impaired, totaling 2430 students (1381 boys and 1049 girls). Other recorded disabilities include mental challenges, affecting 3 students in Pathanamthitta (PTA), and "Other" disabilities, which account for 8 students in Kasaragod (KSD). Geographically, Kozhikode (KKD) and Ernakulam (EKM) show the highest numbers of visually impaired students, with 64 and 54 respectively, while districts like Kollam (KLM), Alappuzha (ALP), Wayanad (WYD), and Kannur (KNR) reported no disability-specific enrollment in the categories provided. In terms of total student volume inclusive of all categories, the grand total remains 2,805, consisting of 1,613 boys and 1,192 girls.

Dist	Visually Impaired		Hearing impaired		Mentally challenged		Others		Grand Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
TVM	30	27	41	45	0	0	0	0	71	72	143
KLM	0	0	46	40	0	0	0	0	46	40	86
PTA	0	0	151	104	2	1	0	0	153	105	258
ALP	0	0	0	0	0	0	0	0	0	0	0
KTM	39	23	88	67	0	0	0	0	127	90	217
IDK	8	1	0	0	0	0	0	0	8	1	9
EKM	41	13	171	142	0	0	0	0	212	155	367
TSR	7	7	140	67	0	0	0	0	147	74	221
PKD	17	14	84	69	0	0	0	0	101	83	184
MPM	31	25	190	179	0	0	0	0	221	204	425
KKD	41	23	199	142	0	0	0	0	240	165	405
WYD	0	0	78	54	0	0	0	0	78	54	132
KNR	0	0	103	78	0	0	0	0	103	78	181
KSD	10	7	90	62	0	0	6	2	106	71	177
TOTAL	**224**	**140**	**1381**	**1049**	**2**	**1**	**6**	**2**	**1613**	**1192**	**2805**

18.6.1 District wise enrolment of visually impaired students according grade from pre primary to IV

DIST	Pre primary		I		II		III		IV	
	B	G	B	G	B	G	B	G	B	G
TVM	0	0	5	7	4	5	4	2	3	6
KLM	0	0	0	0	0	0	0	0	0	0
PTA	0	0	0	0	0	0	0	0	0	0
ALP	0	0	0	0	0	0	0	0	0	0
KTM	0	0	4	3	5	2	3	1	3	1
IDK	0	0	0	0	1	1	2	0	1	0
EKM	0	0	4	3	5	3	6	2	5	1
TSR	0	0	1	0	1	1	0	0	0	1
PKD	0	0	0	3	3	3	1	2	1	1
MPM	0	0	4	4	3	1	3	3	6	4
KKD	0	1	4	1	2	2	2	3	1	1
WYD	0	0	0	0	0	0	0	0	0	0
KNR	0	0	0	0	0	0	0	0	0	0
KSD	0	0	2	0	0	1	1	1	2	0
TOTAL	**0**	**1**	**24**	**21**	**24**	**19**	**22**	**14**	**22**	**15**

18.6.2 District wise enrolment of visually impaired students according grade V to XII

DIST	V		VI		VII		VIII		IX		X		XI		XII		Grand Total		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	Total
TVM	7	2	3	3	4	2	0	0	0	0	0	0	0	0	0	0	30	27	57
KLM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PTA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTM	1	3	5	4	8	4	1	1	4	3	5	1	0	0	0	0	39	23	62
IDK	1	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	8	1	9
EKM	4	4	9	0	8	0	0	0	0	0	0	0	0	0	0	0	41	13	54
TSR	1	2	0	1	1	1	1	0	1	0	1	1	0	0	0	0	7	7	14
PKD	4	1	3	1	5	3	0	0	0	0	0	0	0	0	0	0	17	14	31
MPM	2	4	6	2	7	7	0	0	0	0	0	0	0	0	0	0	31	25	56
KKD	4	3	8	2	4	1	0	0	0	0	0	0	9	6	7	3	41	23	64
WYD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KNR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KSD	1	0	3	1	1	4	0	0	0	0	0	0	0	0	0	0	10	7	17
TOTAL	**25**	**19**	**38**	**14**	**40**	**22**	**2**	**1**	**5**	**3**	**6**	**2**	**9**	**6**	**7**	**3**	**224**	**140**	**364**

18.6.3 District wise enrolment of Hearing impaired students according grade from pre primary to IV

DISTRICT	Pre primary		II		III		IV	
	B	G	B	G	B	G	B	G
TVM	4	0	2	0	3	1	1	2
KLM	0	0	2	0	4	2	0	3
PTA	1	5	4	7	6	2	7	4
ALP	0	0	0	0	0	0	0	0
KTM	0	0	4	5	9	4	8	4
IDK	0	0	0	0	0	0	0	0
EKM	10	6	9	6	11	10	9	7
TSR	6	4	11	0	4	5	3	2
PKD	5	4	3	2	3	2	6	4
MPM	16	20	9	12	11	12	9	13
KKD	9	4	6	3	8	8	3	9
WYD	3	0	4	2	3	4	6	4
KNR	2	2	7	5	6	5	7	8
KSD	2	0	5	4	6	2	2	6
TOTAL	**58**	**45**	**66**	**46**	**74**	**57**	**61**	**66**

18.6.4 District wise enrolment of Hearing impaired students according grade from V to XII

DIST	V		VI		VII		VIII		IX		X		XI		XII		Grand Total		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	T
TVM	1	2	3	2	3	3	4	2	1	2	1	2	5	11	11	17	41	45	**86**
KLM	0	1	4	2	3	1	3	4	4	5	6	6	7	4	10	12	46	40	**86**
PTA	7	4	12	4	9	11	13	11	17	10	15	6	29	24	27	16	151	104	**255**
ALP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
KTM	7	3	8	4	4	6	7	6	8	5	9	6	8	12	10	9	88	67	**155**
IDK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
EKM	16	12	21	13	18	10	13	16	12	18	18	16	14	9	14	15	171	142	**313**
TSR	10	5	12	3	10	4	12	6	15	9	14	6	19	12	18	8	140	6 7	**207**
PKD	6	8	6	4	7	7	8	8	12	7	7	3	12	8	7	7	8 4	6 9	**153**
MPM	17	9	17	14	16	18	18	15	21	17	18	15	17	12	8	14	190	179	**369**
KKD	14	6	16	8	16	14	17	20	25	14	19	9	26	24	27	17	199	142	**341**
WYD	7	1	7	6	8	6	9	3	5	7	5	6	9	6	9	6	7 8	54	**132**
KNR	7	7	14	5	14	3	13	7	8	6	9	8	3	7	8	11	103	78	**181**
KSD	6	3	8	4	9	4	7	12	16	5	11	6	7	9	8	3	90	62	**152**
TOTAL	**98**	**61**	**128**	**69**	**117**	**87**	**124**	**110**	**144**	**105**	**132**	**89**	**156**	**138**	**157**	**135**	**1381**	**1049**	**2430**

18.6.5 District wise number of students staying Hostel according to grade from Pre primary to IV

DISTRICT	Pre primary		II		III		IV		V	
	B	G	B	G	B	G	B	G	B	G
TVM	0	0	5	5	4	4	3	8	7	4
KLM	0	0	2	0	4	2	0	3	0	1
PTA	0	5	4	7	6	2	7	4	7	4
ALP	0	0	0	0	0	0	0	0	0	0
KTM	0	0	9	7	11	5	11	5	8	6
IDK	0	0	1	1	2	0	1	0	1	0
EKM	3	2	12	9	12	11	12	7	16	16
TSR	0	0	6	1	1	3	1	2	7	6
PKD	0	0	4	1	3	3	5	6	3	7
MPM	1	0	11	12	11	14	15	17	18	13
KKD	0	0	4	4	7	8	4	7	15	8
WYD	0	0	5	1	3	3	6	4	6	1
KNR	0	0	7	4	6	4	7	8	8	7
KSD	2	0	0	2	4	1	3	1	4	0
TOTAL	**6**	**7**	**70**	**54**	**74**	**60**	**75**	**72**	**100**	**73**

18.6.6 District wise number of students staying Hostel according to grade from V to XII

DIST	VI		VII		VIII		IX		X		XI		XII		Grand Total		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	Total
TVM	6	4	7	4	2	2	0	2	4	2	9	4	8	3	60	49	109
KLM	4	2	3	1	3	4	4	5	6	6	4	4	7	8	40	36	76
PTA	12	4	9	10	12	11	16	10	15	6	24	19	22	16	138	98	236
ALP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTM	13	8	11	10	8	7	12	8	14	7	8	12	10	9	125	90	215
IDK	1	0	2	0	0	0	0	0	0	0	0	0	0	0	8	1	9
EKM	29	12	22	8	12	14	10	18	16	16	14	9	14	15	180	144	324
TSR	7	3	7	4	8	3	17	9	15	7	18	9	15	5	105	53	158
PKD	4	10	6	2	4	4	9	10	7	3	9	1	2	2	60	52	112
MPM	22	15	23	21	18	15	20	17	18	15	17	12	8	14	196	176	372
KKD	18	10	17	10	17	20	25	14	18	10	35	30	34	20	207	146	353
WYD	6	6	7	5	9	3	5	6	5	5	9	6	5	6	69	50	119
KNR	12	5	14	3	12	7	7	6	9	8	3	7	8	11	98	74	172
KSD	5	4	6	5	3	12	10	6	11	6	4	3	3	0	58	40	98
TOTA	**139**	**83**	**134**	**83**	**108**	**102**	**135**	**111**	**138**	**91**	**154**	**116**	**136**	**109**	**1344**	**100**	**2353**

18.7 Number of teaching staffs according to school level

The teaching workforce across the districts comprises a total of 533 educators, consisting of 143 males and 390 females. The Higher Secondary School (HSS) level represents the largest segment of this group with 296 teachers, followed by the High School (HS) level with 130 teachers, and the Upper Primary (UP) level with 107 teachers. No teaching staff were recorded for the Lower Primary (LP) level in any district. Kozhikode (KKD) maintains the highest overall teaching staff count with 83 members, while Alappuzha (ALP) reports no teaching personnel in this dataset. A significant gender disparity is evident in the Higher Secondary and High School sectors, where female teachers outnumber their male counterparts by a wide margin; however, the Upper Primary level shows a more balanced distribution with 51 males and 56 females.

DIST	LP		UP		HS		HSS		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
TVM	0	0	14	4	0	0	7	24	21	28	49
KLM	0	0	0	0	0	0	14	23	14	23	37
PTA	0	0	0	0	0	0	4	42	4	42	46
ALP	0	0	0	0	0	0	0	0	0	0	0
KTM	0	0	2	16	1	13	1	13	4	42	46
IDK	0	0	3	4	0	0	0	0	3	4	7
EKM	0	0	4	9	2	23	2	14	8	46	54
TSR	0	0	0	4	1	9	1	30	2	43	45
PKD	0	0	10	3	0	0	2	13	12	16	28
MPM	0	0	12	7	4	7	4	18	20	32	52
KKD	0	0	0	7	13	13	23	27	36	47	83
WYD	0	0	0	0	3	7	1	11	4	18	22
KNR	0	0	0	0	3	19	2	11	5	30	35
KSD	0	0	6	2	2	10	2	7	10	19	29
TOTAL	**0**	**0**	**51**	**56**	**29**	**101**	**63**	**233**	**143**	**390**	**533**

The teaching workforce is primarily concentrated within Aided institutions, which employ a total of 461 educators, including 122 males and 339 females. Government schools account for 68 teachers, with a distribution of 20 males and 48 females. The Unaided sector represents the smallest portion of the workforce, consisting of only 4 teachers (1 male and 3 female), all of whom are located in the Malappuram district. Kozhikode remains the district with the highest number of Aided school teachers at 83, while Thiruvananthapuram leads in Government school staff with 39 members. Across all management types, the total workforce of 533 teachers shows a consistent female majority, with 390 female teachers compared to 143 male teachers.

DISTRICT	GOVT		AIDED		UNAIDED		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
TVM	11	28	10	0	0	0	21	28	49
KLM	0	0	14	23	0	0	14	23	37
PTA	0	0	4	42	0	0	4	42	46
ALP	0	0	0	0	0	0	0	0	0
KTM	1	3	3	39	0	0	4	42	46
IDK	0	0	3	4	0	0	3	4	7
EKM	0	0	8	46	0	0	8	46	54
TSR	1	12	1	31	0	0	2	43	45
PKD	1	3	11	13	0	0	12	16	28
MPM	0	0	19	29	1	3	20	32	52
KKD	0	0	36	47	0	0	36	47	83
WYD	0	0	4	18	0	0	4	18	22
KNR	0	0	5	30	0	0	5	30	35
KSD	6	2	4	17	0	0	10	19	29
TOTAL	**20**	**48**	**122**	**339**	**1**	**3**	**143**	**390**	**533**

18.7.1 Number of Teachers from SC,ST categories

DISTRICT	ALL COMMUNITIES		SCHEDULED CASTE		SCHEDULED TRIBE	
	Male	Female	Male	Female	Male	Female
TVM	21	28	1	4	0	0
KLM	14	23	0	0	0	0
PTA	4	42	0	0	0	0
ALP	0	0	0	0	0	0
KTM	4	42	0	0	0	0
IDK	3	4	0	0	0	0
EKM	8	46	0	1	0	0
TSR	2	43	3	2	0	0
PKD	12	16	0	0	0	0
MPM	20	32	0	1	0	0
KKD	36	47	0	0	0	0
WYD	4	18	0	0	0	0
KNR	5	30	0	0	0	0
KSD	10	19	1	0	0	0
TOTAL	**143**	**390**	**5**	**8**	**0**	**0**

18.8 Number of Non teaching staffs

The provided data outlines the distribution of non-teaching staff across various districts, categorized by community and gender. There is a total of 305 non-teaching staff members recorded in this dataset. Within the "All Communities" category, there are 290 staff members, consisting of 132 males and 158 females. The Scheduled Caste (SC) category includes 15 members, with a notable majority of 12 females compared to 3 males. No staff members are reported under the Scheduled Tribe (ST) category for any district. Geographically, Malappuram (MPM) maintains the largest non-teaching workforce with 45 members. Thrissur (TSR) and Palakkad (PKD) follow with 35 and 31 members respectively. Conversely, Alappuzha (ALP) reports no non-teaching staff, and Idukki (IDK) has the smallest active workforce with only 6 members. Overall, female representation is higher than male representation in both the "All Communities" and "Scheduled Caste" groups across the state.

DISTRICT	ALL COMMUNITIES		SCHEDULED CASTE		SCHEDULED TRIBE	
	Male	Female	Male	Female	Male	Female
TVM	7	9	0	3	0	0
KLM	6	5	0	0	0	0
PTA	13	16	0	1	0	0
ALP	0	0	0	0	0	0
KTM	8	21	0	0	0	0
IDK	2	4	0	0	0	0
EKM	10	18	0	0	0	0
TSR	12	19	0	4	0	0
PKD	16	13	1	1	0	0
MPM	25	20	0	0	0	0
KKD	16	10	0	0	0	0
WYD	5	5	1	0	0	0
KNR	6	8	0	0	0	0
KSD	6	10	1	3	0	0
TOTAL	**132**	**158**	**3**	**12**	**0**	**0**

18.9 Comparison with previous year

The comparative data between the 2023-24 and 2024-25 academic years shows that the total number of schools across the 14 districts remained constant at 45. However, there has been a general decline in total student enrollment, which dropped from 2,973 to 2,805, reflecting a decrease of 168 students. This downward trend is mirrored in staffing levels, with the

number of teachers decreasing from 561 to 533 and non-teaching staff falling from 302 to 290. While most districts experienced a reduction in student numbers—notably Kozhikode, which saw a significant drop from 513 to 405—a few districts such as Thiruvananthapuram, Malappuram, and Kasaragod reported growth in their student populations. Staffing changes varied by region; for instance, while Thiruvananthapuram maintained its teacher count at 49, it saw a notable increase in non-teaching staff from 10 to 16. Conversely, districts like Thrissur and Kozhikode experienced more substantial reductions in their teaching or non-teaching workforce alongside shifting enrollment figures.

District	No of Schools		No of Students		No of Teachers		No of Non Teaching staffs	
	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
Thiruvananthapuram	**3**	**3**	126	143	**49**	**49**	**10**	**16**
Kollam	**1**	**1**	107	86	**41**	**37**	**9**	**11**
Pathanamthitta	**3**	**3**	266	255	**50**	**46**	**30**	**29**
Alappuzha	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Kottayam	**5**	**5**	228	217	**50**	**46**	**34**	**29**
Idukki	**1**	**1**	**12**	**9**	**7**	**7**	**6**	**6**
Eranakulam	**5**	**5**	**388**	**367**	**57**	**54**	**29**	**28**
Thrissur	**6**	**6**	232	221	**56**	**45**	**29**	**31**
Palakkad	**3**	**3**	194	184	**28**	**28**	**30**	**29**
Malappuram	**6**	**6**	416	425	**55**	**52**	**47**	**45**
Kozhikode	**4**	**4**	513	405	**81**	**83**	**36**	**26**
Wayanad	**2**	**2**	135	132	**23**	**22**	**10**	**10**
Kannur	**3**	**3**	193	181	**35**	**35**	**16**	**14**
Kazargode	**3**	**3**	163	180	**29**	**29**	**16**	**16**
Total	**45**	**45**	**2973**	**2805**	**561**	**533**	**302**	**290**

CHAPTER XIX
MULTIDISCIPLINARY DATA METRICS

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19.1 TEACHERS TRAINING INSTITUTE (TTI)

The Teacher Training Institute (TTI) network in Kerala, under the centralized administrative oversight of the Directorate of General Education (DGE) and executed via District Institutes of Education and Training (DIETs), serves as the foundational pillar for the state's primary and upper-primary schooling systems. The traditional Teacher Training Course (TTC) has been upgraded and aligned with national standards into a rigorous two-year, four-semester Diploma in Elementary Education (D.El.Ed) program, which blends theoretical pedagogy with a mandatory 25-day practical teaching internship. To cater to the state's diverse linguistic demographics, training is systematically offered across Malayalam, English, Tamil, and Kannada media tracks. The institutional framework is strategically stratified into Government, Aided, and Self-Financing institutes to balance merit-based accessibility with private participation, maintaining a highly competitive, merit-driven admission process based strictly on Higher Secondary (Plus Two) qualifying marks for candidates between 17 and 36 years of age.The following tables gives an insight in the TTIs in Kerala

Table.19.1.1

District and management wise number of TTIs, Students and Teachers in Kerala

District	Number of TTIs				Number of students				Number of Teachers			
	Govt.	Aided	Un Aided	Total	Govt.	Aided	Un Aided	Total	Govt.	Aided	Un Aided	Total
TVM	3	5	17	25	240	370	1764	2374	15	18	151	184
KLM	2	6	20	28	173	416	1831	2420	8	23	153	184
PTA	1	11	0	12	79	504	0	583	3	46	0	49
ALP	3	6	1	10	253	429	81	763	11	24	9	44
KTM	3	7	2	12	196	481	169	846	14	30	14	58
IDK	3	0	1	4	169	0	114	283	11	0	16	27
EKM	4	10	6	20	253	644	525	1422	16	40	53	109
TSR	3	7	5	15	233	457	408	1098	16	33	36	85
PKD	3	4	8	15	254	270	938	1462	15	20	72	107
MPM	2	3	21	26	378	216	2971	3565	16	14	220	250
KKD	3	2	9	14	568	146	1018	1732	24	10	79	113
WYD	2	1	4	7	151	51	607	809	9	6	37	52
KNR	4	1	5	10	237	62	714	1013	23	6	49	78
KSD	2	1	1	4	220	99	204	523	13	5	14	32
TOTAL	**38**	**64**	**100**	**202**	**3404**	**4145**	**11344**	**18893**	**194**	**275**	**903**	**1372**

Table.19.1.2
District and management wise number of SC students in TTIs

District	Government			Aided			Un Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	2	18	20	1	16	17	15	100	115	18	134	152
KLM	0	17	17	1	13	14	23	200	223	24	230	254
PTA	0	13	13	7	64	71	0	0	0	7	77	84
ALP	3	24	27	3	27	30	0	3	3	6	54	60
KTM	2	18	20	1	12	13	1	19	20	4	49	53
IDK	7	46	53	0	0	0	2	5	7	9	51	60
EKM	1	18	19	3	22	25	5	27	32	9	67	76
TSR	1	23	24	2	15	17	3	32	35	6	70	76
PKD	0	34	34	0	9	9	14	72	86	14	115	129
MPM	1	20	21	2	2	4	22	119	141	25	141	166
KKD	3	53	56	0	0	0	12	49	61	15	102	117
WYD	1	15	16	0	1	1	3	32	35	4	48	52
KNR	2	16	18	0	2	2	7	30	37	9	48	57
KSD	1	19	20	3	5	8	1	7	8	5	31	36
TOTAL	**24**	**334**	**358**	**23**	**188**	**211**	**108**	**695**	**803**	**155**	**1217**	**1372**

Table.19.1.3
District and management wise number of ST students in TTIs

District	Government			Aided			Un Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	0	4	4	1	2	3	9	63	72	10	69	79
KLM	0	1	1	0	0	0	0	5	5	0	6	6
PTA	0	1	1	1	4	5	0	0	0	1	5	6
ALP	0	6	6	1	0	1	0	0	0	1	6	7
KTM	1	4	5	0	4	4	0	3	3	1	11	12
IDK	0	2	2	0	0	0	1	2	3	1	4	5
EKM	3	4	7	1	2	3	1	6	7	5	12	17
TSR	0	9	9	0	3	3	0	0	0	0	12	12
PKD	2	1	3	2	3	5	6	10	16	10	14	24
MPM	1	0	1	0	1	1	2	16	18	3	17	20
KKD	0	1	1	0	2	2	0	5	5	0	8	8
WYD	1	2	3	0	1	1	9	38	47	10	41	51
KNR	0	4	4	0	1	1	1	5	6	1	10	11
KSD	1	11	12	0	3	3	1	6	7	2	20	22
TOTAL	**9**	**50**	**59**	**6**	**26**	**32**	**30**	**159**	**189**	**45**	**235**	**280**

Table.19.1.4

District and management wise number of Teachers in TTIs

District	Government			Aided			Un Aided			Total		
	Male	Female	Total	Male	Female	Total	Male	Femal	Total	Male	Female	Total
TVM	7	8	15	2	16	18	38	113	151	47	137	184
KLM	4	4	8	5	18	23	49	104	153	58	126	184
PTA	0	3	3	11	35	46	0	0	0	11	38	49
ALP	4	7	11	5	19	24	6	3	9	15	29	44
KTM	6	8	14	7	23	30	4	10	14	17	41	58
IDK	7	4	11	0	0	0	4	12	16	11	16	27
EKM	4	12	16	6	34	40	17	36	53	27	82	109
TSR	6	10	16	2	31	33	8	28	36	16	69	85
PKD	9	6	15	2	18	20	20	52	72	31	76	107
MPM	9	7	16	9	5	14	80	140	220	98	152	250
KKD	11	13	24	2	8	10	35	44	79	48	65	113
WYD	7	2	9	3	3	6	9	28	37	19	33	52
KNR	16	7	23	0	6	6	17	32	49	33	45	78
KSD	9	4	13	2	3	5	3	11	14	14	18	32
TOTAL	**99**	**95**	**194**	**56**	**219**	**275**	**290**	**613**	**903**	**445**	**927**	**1372**

Table.19.1.5

District and management wise number of Teachers (SC category) in TTIs

District	Government			Aided			Un Aided			Total		
	Male	Female	Total	Male	Female	Total	Male	Fem ale	Total	Male	Femal e	Total
TVM	0	1	1	0	0	0	1	0	1	1	1	2
KLM	1	0	1	1	0	1	2	9	11	4	9	13
PTA	0	0	0	0	2	2	0	0	0	0	2	2
ALP	0	1	1	0	0	0	0	0	0	0	1	1
KTM	1	0	1	0	0	0	1	1	2	2	1	3
IDK	3	2	5	0	0	0	1	1	2	4	3	7
EKM	4	3	7	4	3	7	3	1	4	11	7	18
TSR	0	0	0	1	0	1	0	0	0	1	0	1
PKD	1	0	1	1	0	1	4	1	5	6	1	7
MPM	1	0	1	1	0	1	10	11	21	12	11	23
KKD	0	0	0	0	0	0	4	1	5	4	1	5
WYD	0	0	0	0	0	0	1	3	4	1	3	4
KNR	0	0	0	0	1	1	0	1	1	0	2	2
KSD	0	4	4	0	0	0	0	1	1	0	5	5
TOTAL	**11**	**11**	**22**	**8**	**6**	**14**	**27**	**30**	**57**	**46**	**47**	**93**

19.2 TECHNICAL HIGH SCHOOLS IN KERALA.

Technical High Schools (THSs) in Kerala, administered under the state's technical education framework, constitute a specialized secondary education stream designed to integrate general academic learning with intensive, hands-on engineering and vocational training. Commencing primarily at Standard VIII, the curriculum heavily prioritizes workshop practice, laboratory exercises, and trade theory across disciplines like mechanical, electrical, electronics, and computer technologies alongside standard science and mathematics. The following tables give an insight in to the Technical High Schools in Kerala

Table.19.2.1

District wise number of Schools, Students and Teachers in Technical High Schools in Kerala

District	Number of			Number of SC			Number of ST			Total number of		
	School	Studen	Teache	Boy	Girls	Tot	Boys	Girl	Total	Boys	Girls	Total
TVM	3	596	19	67	8	75	3	0	3	554	42	596
KLM	2	341	26	65	5	70	7	0	7	323	18	341
PTA	0	0	0	0	0	0	0	0	0	0	0	0
ALP	3	608	18	201	5	206	0	0	0	576	32	608
KTM	6	627	49	70	2	72	4	1	5	609	18	627
IDK	3	383	42	34	1	35	7	0	7	370	13	383
EKM	4	391	48	37	1	38	0	0	0	379	12	391
TSR	2	658	39	66	10	76	0	0	0	592	66	658
PKD	3	1028	42	154	18	172	3	1	4	939	89	1028
MPM	3	933	50	72	12	84	0	0	0	870	63	933
KKD	3	738	34	53	12	65	0	0	0	695	43	738
WYD	2	450	23	24	2	26	14	2	16	418	32	450
KNR	3	736	15	42	2	44	4	1	5	682	54	736
KSD	2	375	24	10	3	13	0	2	2	346	29	375
TOTAL	**39**	**7864**	**429**	**895**	**81**	**976**	**42**	**7**	**49**	**7353**	**511**	**7864**

Table.19.2.2

District wise and social category (SC & ST) wise number of Teachers in Technical High Schools in Kerala

District	All Communities			Scheduled Caste			Scheduled Tribe		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
TVM	9	10	19	2	1	3	2	0	2
KLM	16	10	26	2	2	4	0	1	1
PTA	0	0	0	0	0	0	0	0	0
ALP	8	10	18	0	2	2	0	0	0
KTM	22	27	49	2	5	7	2	0	2
IDK	23	19	42	3	0	3	1	1	2

District	All Communities			Scheduled Caste			Scheduled Tribe		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
EKM	23	25	48	3	5	8	0	1	1
TSR	26	13	39	1	2	3	0	0	0
PKD	25	17	42	4	4	8	0	0	0
MPM	34	16	50	5	2	7	0	0	0
KKD	20	14	34	2	3	5	0	0	0
WYD	15	8	23	3	1	4	1	1	2
KNR	2	13	15	0	2	2	1	0	1
KSD	15	9	24	4	0	4	0	0	0
TOTAL	**238**	**191**	**429**	**31**	**29**	**60**	**7**	**4**	**11**

19.3 TECHNICAL HIGHER SECONDARY SCHOOLS IN KERALA.

Technical Higher Secondary Schools (THSSs) in Kerala, managed by the Institute of Human Resources Development (IHRD), are specialized co-educational institutions spanning Standards VIII through XII that integrate conventional academic education with an intensive foundation in engineering and information technology. Distinct from traditional higher secondary schools, the curriculum at the Plus Two level replaces biological sciences with technical alternatives, offering students a choice between a Physical Science stream (combining Mathematics, Physics, and Chemistry with Computer Science or Electronics Service Technology) and an Integrated Science stream. By heavily weighting the coursework toward practical workshop experience, electronics laboratories, and advanced computer applications, these schools are structured to cultivate early technical aptitude and provide graduates with a distinct competitive advantage in engineering entrance examinations, polytechnic diplomas, and technical undergraduate degree programs

Table.19.3.1

District wise number of Schools, Students and Teachers in Technical Higher Secondary Schools in Kerala

Dist	Number of			Number of SC students			Number of ST students			Total number of students		
	Schools	Students	Teachers	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TVM	1	56	8	3	2	5	0	0	0	45	11	56
KLM	0	0	0	0	0	0	0	0	0	0	0	0
PTA	2	558	35	25	25	50	0	0	0	367	191	558
ALP	1	177	12	0	1	1	0	0	0	99	78	177
KTM	1	299	23	10	1	11	0	0	0	237	62	299
IDK	2	452	31	41	21	62	32	17	49	307	145	452

Dist	Number of			Number of SC students			Number of ST students			Total number of students		
	Schools	Students	Teachers	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EKM	3	1247	58	58	29	87	3	1	4	931	316	1247
TSR	1	53	8	2	0	2	0	0	0	42	11	53
PKD	0	0	0	0	0	0	0	0	0	0	0	0
MPM	3	969	58	30	16	46	0	0	0	701	268	969
KKD	1	175	12	4	0	4	0	0	0	141	34	175
WYD	0	0	0	0	0	0	0	0	0	0	0	0
KNR	0	0	0	0	0	0	0	0	0	0	0	0
KSD	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**15**	**3986**	**245**	**173**	**95**	**268**	**35**	**18**	**53**	**2870**	**1116**	**3986**

Table.19.3.2

District wise and social category (SC & ST) wise number of Teachers in Technical Higher Secondary Schools in Kerala

District	All Communities			Scheduled Caste			Scheduled Tribe		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
TVM	2	6	8	0	0	0	0	0	0
KLM	0	0	0	0	0	0	0	0	0
PTA	3	32	35	0	1	1	0	0	0
ALP	3	9	12	1	0	1	0	0	0
KTM	4	19	23	0	2	2	0	0	0
IDK	4	27	31	0	4	4	0	1	1
EKM	4	54	58	1	7	8	0	0	0
TSR	0	8	8	0	0	0	0	0	0
PKD	0	0	0	0	0	0	0	0	0
MPM	7	51	58	0	4	4	0	0	0
KKD	1	11	12	0	0	0	0	0	0
WYD	0	0	0	0	0	0	0	0	0
KNR	0	0	0	0	0	0	0	0	0
KSD	0	0	0	0	0	0	0	0	0
TOTAL	**28**	**217**	**245**	**2**	**18**	**20**	**0**	**1**	**1**

19.4 SCHOOLS WITHOUT MINIMUM STRENGTH

In the administrative and legal framework of the Kerala General Education Department, schools that fall short of required student enrollment criteria are formally designated

as **"Schools without Sufficient Student Strength."** Historically termed "uneconomic schools," this vocabulary was officially retired through definitive government directives to avoid stigmatizing public education. Under the Kerala Education Rules (KER), a school is categorized as having insufficient strength if it fails to maintain a minimum average of **15 students per class** across Lower Primary (LP), Upper Primary (UP), and High School (HS) sections, though this floor is relaxed to **8 students per class** for recognized linguistic minority institutions in border regions. Falling into this statistical category triggers strict administrative and financial restrictions during annual staff fixation exercises: fresh appointments in Aided schools are restricted to a **daily-wage basis** rather than a regular scale of pay, vacancy fillings are preferentially limited to the **deployment of protected teachers**, and the standard sanctioning of additional divisions is heavily restricted to control public exchequer expenditure. The following table gives the district wise number of schools without sufficient student strength along with number of students and teachers according to management type of schools.

Table.19.4.1

District wise number of Schools, Students and Teachers in without minimum strength Schools in Kerala

DIST	GOVERNMENT				AIDED				TOTAL			
	Schools	Students	Teachers	Non Teaching	Schools	Students	Teachers	Non Teaching	Schools	Students	Teachers	Non Teaching
TVM	167	6927	886	218	74	2436	259	17	241	9363	1145	235
KLM	165	6381	709	171	97	3419	431	30	262	9800	1140	201
PTA	202	8348	1150	283	243	6147	664	80	445	14495	1814	363
ALP	144	5455	703	207	116	3705	455	33	260	9160	1158	240
KTM	222	9630	1261	329	205	6675	765	74	427	16305	2026	403
IDK	115	5874	719	211	68	2679	189	12	183	8553	908	223
ERM	185	9127	1109	313	129	4419	551	48	314	13546	1660	361
TSR	84	3829	437	110	137	4595	568	39	221	8424	1005	149
PKD	107	3999	460	98	115	4191	425	16	222	8190	885	114
MPM	33	1470	150	25	33	1471	156	6	66	2941	306	31
KKD	122	5080	624	118	218	8977	1002	156	340	14057	1626	274
WYD	44	1786	178	39	7	291	13	1	51	2077	191	40
KNR	107	4642	557	115	346	12938	1629	65	453	17580	2186	180
KSD	89	3656	410	75	32	1512	147	2	121	5168	557	77
Total	**1786**	**76204**	**9353**	**2312**	**1820**	**63455**	**7254**	**579**	**3606**	**139659**	**16607**	**2891**

19.5 SCHOOLS WITH RELEGIOUS MINORITY STATUS

Schools with religious minority status in Kerala—primarily managed by Christian and Muslim communities alongside smaller minority groups—operate under the constitutional protection of Article 30(1), which grants them the fundamental right to establish

and administer educational institutions of their choice. This status provides significant administrative autonomy under the Kerala Education Act and Rules (KER), including the privilege to appoint qualified institutional heads and teaching staff directly through community management channels rather than strictly following state seniority lists, as well as the right to reserve a percentage of student admissions for their own community. Furthermore, these institutions are generally exempt from the Right to Education (RTE) Act's mandate to reserve 25% of entry-level seats for economically weaker sections. To legally maintain these protections, an institution must satisfy the Supreme Court's "establishment and administration" criteria proving its community roots, obtaining formal clearance through the state's Directorate of Minority Welfare and final statutory certification via the National Commission for Minority Educational Institutions (NCMEI).

Table.19.5.1

District wise number of Schools with religious minority status in Kerala

DIST	CHRISTIAN			MUSLIM			OTHERS			TOTAL		
	AIDED	UN AIDED	TOTAL	AIDED	UN AIDED	TOTAL	AIDED	UNAIDED	TOTAL	AIDED	UNAIDED	TOTAL
TVM	153	10	163	8	1	9	0	0	0	161	11	172
KLM	121	4	125	15	0	15	0	0	0	136	4	140
PTA	198	0	198	0	0	0	0	0	0	198	0	198
ALP	167	3	170	5	0	5	1	0	1	173	3	176
KTM	394	9	403	4	0	4	0	0	0	398	9	407
IDY	180	8	188	1	0	1	0	0	0	181	8	189
EKM	290	26	316	15	6	21	1	0	1	306	32	338
TSR	216	23	239	10	6	16	0	0	0	226	29	255
PKD	48	8	56	29	10	39	0	0	0	77	18	95
MLP	25	4	29	192	37	229	0	0	0	217	41	258
KKD	96	4	100	81	6	87	0	0	0	177	10	187
WYD	55	0	55	6	0	6	0	0	0	61	0	61
KNR	108	2	110	44	1	45	0	0	0	152	3	155
KSD	27	3	30	19	14	33	4	0	4	50	17	67
TOTAL	**2078**	**104**	**2182**	**429**	**81**	**510**	**6**	**0**	**6**	**2513**	**185**	**2698**

19.6 TAMIL MEDIUM SCHOOLS

Tamil medium schools in Kerala are specifically structured to support the state's **linguistic minority** populations, ensuring access to mother-tongue education under state-subsidized and public frameworks. Concentrated primarily in border regions and pockets with historical migrant or plantation worker communities-such as **Idukki** (Devikulam, Munnar, Peerumedu, Marayoor), **Palakkad** (Chittur, Kozhipara, Muthalamada), and specific urban clusters in **Thiruvananthapuram** (like Chalai)-these institutions operate directly under the guidelines of the Directorate of General Education (DGE).

Table.19.6.1

District wise number of Schools, Students and Teachers in Tamil medium schools in Kerala

DIST	PURE			PARALLEL			PURE & PARALLEL		
	No. of Schools	No. of students	No. of teachers	No. of Schools	No. of students	No. of teachers	No. of Schools	No. of students	No. of teachers
TVM	3	220	22	11	367	61	14	587	83
KLM	2	44	15	2	172	18	4	216	33
PTA	1	19	2	0	0	0	1	19	2
ALP	0	0	0	0	0	0	0	0	0
KTM	0	0	0	0	0	0	0	0	0
IDK	49	2771	221	59	4496	366	108	7267	587
EKM	0	0	0	0	0	0	0	0	0
TSR	0	0	0	1	88	5	1	88	5
PKD	14	1232	97	44	2706	267	58	3938	364
MLP	0	0	0	0	0	0	0	0	0
KKD	0	0	0	0	0	0	0	0	0
WYD	2	95	11	3	71	20	5	166	31
KNR	0	0	0	0	0	0	0	0	0
KSD	0	0	0	0	0	0	0	0	0
	71	**4381**	**368**	**120**	**7900**	**737**	**191**	**12281**	**1105**

19.7 KANNADA MEDIUM SCHOOLS

Kannada medium schools in Kerala are established under the state's **linguistic minority** framework to provide mother-tongue education primarily to the Kannada-speaking population concentrated in the northern border district of **Kasaragod** (spanning regions like Manjeshwar, Kumbla, and Hosdurg). Administered under the rules of the Directorate of General Education (DGE), these schools span Lower Primary (LP), Upper Primary (UP), and High School (HS) sections. To protect these institutions from being shut down due to low student density compared to standard schools, the Kerala government enforces specific statutory exemptions under the Kerala Education Rules (KER), maintaining a relaxed lower baseline for "effective minimum strength" (~8 pupils per division) to prevent them from being declared uneconomic.

Table.19.7.1

District wise number of Schools, Students and Teachers in Kannada medium schools in Kerala

DIST	Management	PURE			PARALLEL			PURE & PARALLEL		
		No. of Schools	No. of students	No. of teachers	No. of Schools	No. of students	No. of teachers	No. of Schools	No. of students	No. of teachers
Kasaragod	Govt	21	1529	145	64	5999	430	85	7528	575
	Aided	52	5140	536	45	5678	286	97	10818	822
	Un aided	0	0	0	2	264	20	2	264	20
Total		**73**	**6669**	**681**	**111**	**11941**	**736**	**184**	**18610**	**1417**

19.8SANSKRIT/ARABIC/URDU LANGUAGES STUDYING SCHOOLS

Apart from specialized Oriental institutions, the vast majority of Sanskrit, Arabic, and Urdu language study occurs within **regular public and aided schools** across Kerala. Under the state's multi-lingual education policy, these languages are highly accommodated.

Sl No	District	Sanskrit			Arabic			Urdu		
		School	Students	Teachers	School	Students	Teachers	School	Students	Teachers
1	TVM	182	14446	188	308	25245	329	8	280	8
2	KLM	262	18781	243	293	23833	323	44	1643	44
3	PTA	116	7707	114	37	1921	37	0	0	0
4	ALP	143	14162	124	150	14966	174	4	138	3
5	KTM	133	13971	131	57	5103	60	5	309	5
6	IDY	75	8166	80	51	3625	46	0	0	0
7	EKM	170	22994	188	208	26907	235	6	205	6
8	TSR	322	52597	345	364	45263	396	105	5302	96
9	PKD	256	32536	295	545	95920	667	141	10042	144
10	MLP	273	24262	263	1476	413055	2593	414	40272	425
11	KKD	343	27992	356	927	143524	1163	326	16928	320
12	WYD	75	5917	63	157	21198	178	61	4238	56
13	KNR	348	25840	316	683	75007	696	234	15805	213
14	KSD	133	15035	130	323	65033	385	68	4627	67
TOTAL		2831	284406	2836	5579	960600	7282	1416	99789	1387

19.9 STATISTICAL REPORT ON ENGLISH MEDIUM SCHOOLS

DIST	GOVERNMENT			AIDED			UNAIDED			TOTAL		
	Schools	Students	Teachers	Schools	Students	Teachers	Schools	Students	Teachers	Schools	Students	Teachers
TVM	400	91157	4200	283	83388	2713	90	36466	1015	773	211011	7928
KLM	165	43313	1091	230	58098	1837	66	15321	344	461	116732	3272
PTA	52	5157	367	121	27734	1221	38	7362	383	211	40253	1971
ALP	206	36301	1326	288	82946	1898	29	5444	154	523	124691	3378
KTM	42	5835	278	237	78594	2200	48	11734	268	327	96163	2746
IDK	42	10331	518	124	39982	1745	30	6981	293	196	57294	2556
EKM	118	18607	1200	276	103139	4013	92	31925	950	486	153671	6163
TSR	155	37647	1591	409	144092	5618	69	30583	1266	633	212322	8475
PKD	137	55765	1649	297	96049	3258	80	35915	1272	514	187729	6179
MLP	372	89784	1940	590	182785	3344	196	81182	1703	1158	353751	6987
KKD	138	42791	1645	370	117209	4133	65	20140	686	573	180140	6464
WYD	80	18462	1178	74	25296	1112	19	6708	282	173	50466	2572
KNR	99	24239	1326	286	90192	3082	47	13958	454	432	128389	4862
KSD	100	30696	423	86	41664	664	75	22652	663	261	95012	1750
TOTAL	2106	510085	18732	3671	1171168	36838	944	326371	9733	6721	2007624	65303

19.10 MUSLIM CALENDER SCHOOLS

Muslim calendar schools in Kerala—historically concentrated in regions with high Muslim demographics like the Malappuram district, Kozhikode, and parts of Palakkad—represent a distinct administrative category of government and aided institutions operating under a modified academic calendar tailored to cultural and regional requirements. Regulated fully by the Directorate of General Education (DGE) under the Kerala Education Rules (KER), these schools systematically swap the standard weekend by observing Friday as a full weekly holiday to accommodate Juma prayers while running regular classes on Saturdays. Most notably, their annual instructional schedule shifts the major one-month vacation block to coincide with the holy month of Ramadan, adjusting operational days in April and May to ensure compliance with the mandatory state baseline of 200 to 220 working days. Despite these structural calendar modifications, these institutions remain completely integrated into the public education framework, adhering strictly to the uniform SCERT Kerala syllabus and participating identically in centralized examinations and state-level educational festivals.

Table 19.10.1
District wise number of schools, students, teaching and non-teaching staffs in schools following Muslim calendar

DIST	Schools			Students			Teaching Staff			Non Teaching Staff		
	Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total
PKD	0	2	2	0	350	350	0	22	22	0	1	1
MLP	5	9	14	2174	8737	10911	89	292	381	5	8	13
KKD	1	4	5	38	604	642	5	32	37	1	0	1
WYD	0	0	0	0		0	0	0	0	0	0	0
KNR	0	7	7	0	316	316	0	36	36	0	0	0
KSD	4	9	13	260	5943	6203	16	189	205	3	10	13
TOTAL	**10**	**31**	**41**	**2472**	**15950**	**18422**	**110**	**571**	**681**	**9**	**19**	**28**

Table 19.10.2
District wise number of schools, students, teaching and non-teaching staffs in schools following Muslim calendar according to school levels

DIST	HIGH SCHOOL			LPSCHOOL			UPSCHOOL			TOTAL		
	Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total
PKD	0	0	0	0	1	1	0	1	1	0	2	2
MLP	0	0	0	4	2	6	1	7	8	5	9	14
KKD	0	0	0	1	4	5	0	0	0	1	4	5
WYD	0	0	0	0	0	0	0	0	0	0	0	0
KNR	0	0	0	0	7	7	0	0	0	0	7	7
KSD	0	0	0	4	5	9	0	4	4	4	9	13
TOTAL	**0**	**0**	**0**	**9**	**19**	**28**	**1**	**12**	**13**	**10**	**31**	**41**

Table 19.10.3

District wise number of students in Schools following Muslim Calendar according to school level

DIST	SCHOOLS	GOVT			AIDED			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PKD	LPS	0	0	0	78	74	152	78	74	152
	UPS	0	0	0	90	108	198	90	108	198
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	168	182	350	168	182	350
MLP	LPS	402	394	796	352	359	711	754	753	1507
	UPS	695	683	1378	4051	3975	8026	4746	4658	9404
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	1097	1077	2174	4403	4334	8737	5500	5411	10911
KD	LPS	20	18	38	319	285	604	339	303	642
	UPS	0	0	0	0	0	0	0	0	0
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	20	18	38	319	285	604	339	303	642
KNR	LPS	0	0	0	167	149	316	167	149	316
	UPS	0	0	0	0	0	0	0	0	0
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	167	149	316	167	149	316
KSD	LPS	135	125	260	365	351	716	500	476	976
	UPS	0	0	0	2560	2667	5227	2560	2667	5227
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	135	125	260	2925	3018	5943	3060	3143	6203
STATE TOTAL	**LPS**	557	537	1094	1281	1218	2499	1838	1755	3593
	UPS	695	683	1378	6701	6750	13451	7396	7433	14829
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	**1252**	**1220**	**2472**	**7982**	**7968**	**15950**	**9234**	**9188**	**18422**

Table 19.10.4

District wise number of teachers in Schools following Muslim Calendar according to school level

DISTRICT	SCHOOLS	GOVT			AIDED			GRAND TOTAL		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
PALAKKAD	LPS	0	0	0	0	7	7	0	7	7
	UPS	0	0	0	3	12	15	3	12	15
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	3	19	22	3	19	22
MALAPPURAM	LPS	9	29	38	9	22	31	18	51	69
	UPS	14	37	51	123	138	261	137	175	312

DISTRICT	SCHOOLS	GOVT			AIDED			GRAND TOTAL		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	23	66	89	132	160	292	155	226	381
KOZHIKKODE	LPS	**2**	**3**	5	**14**	**18**	32	16	21	37
	UPS	0	0	0	0	0	0	0	0	0
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	2	3	5	14	18	32	16	21	37
KANNUR	LPS	0	0	0	9	27	36	9	27	36
	UPS	0	0	0	0	0	0	0	0	0
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	9	27	36	9	27	36
KASARAGOD	LPS	4	12	16	12	21	33	16	33	49
	UPS	0	0	0	44	112	156	44	112	156
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	4	12	16	56	133	189	60	145	205
STATE TOTAL	LPS	15	44	59	44	95	139	59	139	198
	UPS	14	37	51	170	262	432	184	299	483
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	**29**	**81**	**110**	**214**	**357**	**571**	**243**	**438**	**681**

Table 19.10.5

District wise number of non teachers in Schools following Muslim Calendar according to school level

DISTRICT	SCHOOLS	GOVT			AIDED			GRAND TOTAL		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
PALAKKAD	LPS	0	0	0	0	0	0	0	0	0
	UPS	0	0	0	1	0	1	1	0	1
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	1	0	1	1	0	1
MALAPPURAM	LPS	2	1	3	1	1	2	3	2	5
	UPS	1	1	2	6	0	6	7	1	8
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	3	2	5	7	1	8	10	3	13
KOZHIKKODE	LPS	0	1	1	0	0	0	0	1	1
	UPS	0	0	0	0	0	0	0	0	0
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	0	1	1	0	0	0	0	1	1
KANNUR	LPS	0	0	0	0	0	0	0	0	0
	UPS	0	0	0	0	0	0	0	0	0

DISTRICT	SCHOOLS	GOVT			AIDED			GRAND TOTAL		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0
KASARAGOD	LPS	0	3	3	0	0	0	0	3	3
	UPS	0	0	0	8	2	10	8	2	10
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	0	3	3	8	2	10	8	5	13
STATE TOTAL	**LPS**	2	5	7	1	1	2	3	6	9
	UPS	1	1	2	15	2	17	16	3	19
	HS	0	0	0	0	0	0	0	0	0
	TOTAL	**3**	**6**	**9**	**16**	**3**	**19**	**19**	**9**	**28**

19.11. MULTI GRADE LEARNING CENTERS IN KERALA (MGLCs)

Multi-Grade Learning Centers (MGLCs)—historically known as **"Eka-AdhyapakaVidyalayas"** or Single-Teacher Schools—were a specialized educational framework established in Kerala to provide primary education to children in remote, marginalized, and geographically isolated regions. Primarily scattered across tribal settlements (*oorus*), dense forest areas, and coastal pockets across districts like Wayanad, Idukki, Palakkad, and Malappuram, these centers operated under a single teacher who managed students from Standards I to IV simultaneously in one classroom. Administered initially to bridge the access gap for children unable to reach mainstream schools due to terrain or distance, MGLCs played a critical role in bringing universal primary literacy to the state's most vulnerable communities. Over the years, following the implementation of the Right to Education (RTE) Act and policy pushes for standardized, resource-rich schooling, the Kerala government initiated a structured transition to phase out or upgrade these centers, absorbing their qualified single teachers into the formal state school cadre as regular primary departmental staff and integrating the remaining students into mainstream public schools with dedicated transportation facilities.

Table 19.11.1

District wise number of MGLCs, number of students and teaching staffs in Kerala

Sl No	District	No. of MGLC functioning	No. of Students			No. of Teaching staff		
			Boys	Girls	Total	Men	Women	Total
1	Idukki	1	19	13	32	1	1	2
2	Palakkad	1	2	0	2	1	0	1
3	Malappuram	6	108	88	196	2	13	15
4	Kozhikodu	1	1	0	1	1	0	1
5	Kannur	1	10	4	14	0	3	3
6	Kasaragod	1	13	18	31	0	2	2
TOTAL		**11**	**153**	**123**	**276**	**5**	**19**	**24**

Table 19.11.2
District wise number of MGLCs, number of students and teaching staffs in Kerala – A comparison between 2023-24 & 2024-25.

Sl No	District	No. of MGLC functioning 2024-25	No. of MGLC functioning 2023-24	No. of Students 2024-25	No. of Students 2023-24	No. of Teaching staff 2024-25	No. of Teaching staff 2023-24
1	Idukki	1	1	32	23	2	2
2	Palakkad	1	1	2	3	1	1
3	Malappuram	6	7	196	311	15	16
4	Kozhikodu	1	1	1	5	1	1
5	Kannur	1	1	14	18	3	3
6	Kasaragod	1	1	31	37	2	2
Total		**11**	**12**	**276**	**397**	**24**	**25**

19.12 SCHOOLS FOR DIFFERENTLY ABLED CHILDREN IN KERALA

Schools for differently abled children in Kerala operate under a comprehensive dual framework managed by the Directorate of General Education (DGE) and the Department of Social Justice, aligning state resources with the national mandates of the Rights of Persons with Disabilities (RPwD) Act 2016. The state's specialized educational ecosystem is systematically categorized to address specific needs, comprising Government and Aided Special Schools for the visually impaired, hearing impaired, and those with intellectual disabilities or autism, with provisions under the Kerala Education Rules (KER) to grant formal aided status to eligible community-run institutions. In tandem with these specialized centers, Samagra Shiksha Keralam (SSK) drives a robust inclusive education model by establishing dedicated Resource Rooms with specialist educators within standard public schools, allowing children with special needs to study alongside mainstream peers. To ensure academic equity, the state provides structured financial grants to families and mandates significant evaluation concessions through the Commissioner for Government Examinations, including the provision of scribes, extra time during assessments, and language exemptions, while incorporating mandatory vocational training to transition students toward independent living.

Table 19.12.1
District wise number of School for differently abled according to school gender

Sl.No.	District	Number of Schools			
		Boys only	Girls only	Mixed	Total
1	Thiruvananthapuram	1	0	30	**31**
2	Kollam	0	1	14	**15**
3	Pathanamthitta	0	0	11	**11**
4	Alappuzha	0	0	23	**23**
5	Kottayam	0	0	29	**29**
6	Idukki	0	0	11	**11**

Sl.No.	District	Number of Schools			
		Boys only	Girls only	Mixed	Total
7	Ernakulam	1	0	51	**52**
8	Thrissur	0	0	27	**27**
9	Palakkad	0	0	13	**13**
10	Malappuram	0	0	39	**39**
11	Kozhikkode	0	0	37	**37**
12	Wayanad	0	0	9	**9**
13	Kannur	0	0	31	**31**
14	Kasargod	0	0	16	**16**
Total		**2**	**1**	**341**	**344**

Table 19.12.2

District wise number of student's enrolment in schools for differently abled according to gender

Sl.No.	District	Number of Schools	Total Number of Students		
			Boys	Girls	Total
1	Thiruvananthapuram	31	1578	866	2444
2	Kollam	15	652	367	1019
3	Pathanamthitta	11	672	424	1096
4	Alappuzha	23	1091	729	1820
5	Kottayam	29	1719	1142	2861
6	Idukki	11	658	407	1065
7	Ernakulam	52	2339	1538	3877
8	Thrissur	27	1557	1134	2691
9	Palakkad	13	746	421	1167
10	Malappuram	39	1839	1203	3042
11	Kozhikkode	37	1714	1102	2816
12	Wayanad	9	412	309	721
13	Kannur	31	1229	804	2033
14	Kasargod	16	558	366	924
Total		**344**	**16764**	**10812**	**27576**

Table 19.12.3

District wise number of schools for differently abled children with residential facility

Sl.No	District	Total Number of Schools	Number of Schools having Residential
1	Thiruvananthapuram	31	8
2	Kollam	15	6
3	Pathanamthitta	11	5
4	Alappuzha	23	5
5	Kottayam	29	12
6	Idukki	11	9
7	Ernakulam	52	10
8	Thrissur	27	10

Sl.No	District	Total Number of Schools	Number of Schools having Residential
9	Palakkad	13	4
10	Malappuram	39	5
11	Kozhikkode	37	5
12	Wayanad	9	4
13	Kannur	31	3
14	Kasargod	16	2
Total		**344**	**88**

Table 19.12.4
District wise number of Hostel staffs in schools for differently abled children

## Sl.No.	District District	Number of Schools having Residential Facility	Staff in Hostel		
			Helper	Matron	Total
1	Thiruvananthapuram	8	43	13	56
2	Kollam	6	19	9	28
3	Pathanamthitta	5	9	5	14
4	Alappuzha	5	24	6	30
5	Kottayam	12	84	42	126
6	Idukki	9	23	26	49
7	Ernakulam	10	37	14	51
8	Thrissur	10	67	17	84
9	Palakkad	4	18	5	23
10	Malappuram	5	22	4	26
11	Kozhikkode	5	21	9	30
12	Wayanad	4	15	4	19
13	Kannur	3	12	6	18
14	Kasargod	2	4	3	7
Total		**88**	**398**	**163**	**561**

Table 19.12.5
District wise number of Teachers in schools for differently abled
According to their nature of appointment.

Sl. No.	District	Number of Schools	Permanent Teachers		Non Permanent Teachers		Total		
			Male	Female	Male	Female	Male	Female	Total
1	Thiruvananthapuram	31	9	187	16	37	25	224	249
2	Kollam	15	7	72	6	32	13	104	117
3	Pathanamthitta	11	13	68	10	33	23	101	124
4	Alappuzha	23	3	112	4	25	7	137	144
5	Kottayam	29	17	201	13	75	30	276	306
6	Idukki	11	6	93	10	35	16	128	144
7	Ernakulam	52	22	356	27	71	49	427	476
8	Thrissur	27	7	138	13	124	20	262	282
9	Palakkad	13	8	97	2	25	10	122	132

Sl. No.	District	Number of Schools	Permanent Teachers		Non Permanent Teachers		Total		
			Male	Female	Male	Female	Male	Female	Total
10	Malappuram	39	15	172	17	31	32	203	235
11	Kozhikkode	37	17	252	5	26	22	278	300
12	Wayanad	9	4	71	2	9	6	80	86
13	Kannur	31	3	125	5	42	8	167	175
14	Kasargod	16	7	74	4	33	11	107	118
Total		**344**	**138**	**2018**	**134**	**598**	**272**	**2616**	**2888**

Table 19.12.6

District wise number of non-teaching staffs in schools for differently abled children

Sl.No.	District	Non Teaching Staff		
		Male	Female	Total
1	Thiruvananthapuram	75	186	261
2	Kollam	27	68	95
3	Pathanamthitta	33	70	103
4	Alappuzha	48	112	160
5	Kottayam	68	244	312
6	Idukki	37	77	114
7	Ernakulam	104	348	452
8	Thrissur	49	208	257
9	Palakkad	15	75	90
10	Malappuram	53	133	186
11	Kozhikkode	84	218	302
12	Wayanad	18	35	53
13	Kannur	41	128	169
14	Kasargod	29	64	93
Total		**681**	**1966**	**2647**

Table 19.12.7

Classification of students according disability

Students Classification	No. of Students	% of Students
Intervention group	51	0.18%
Pre primary	903	3.27%
Primary I	1478	5.36%
Primary II	2058	7.46%
Secondary group	2232	8.09%
Pre vocational I	2482	9.00%
Pre vocational II	1778	6.45%
Care group below 18 years	1369	4.96%
Care group above 18 years	2235	8.10%
Vocational students of age 18 to 35 years	10027	36.36%
Vocational students of age above 35 years	2963	10.74%
Total	**27576**	**100.00%**

20. Reference

1. *State Syllabus Schools Report 2024-25*
2. *Students Report 2024-25*
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4. *Teachers Report 2024-25*
5. *Non Teachers Report 2024-25*
6. *Non State Syllabus Schools Report 2024-25*
7. *Anglo Indian Schools Report 2024-25*
8. *Fisheries Schools Report 2024-25*
9. *Repeaters Report 2024-25*
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11. *School Dropout Report 2024-25*
12. *Interstate and International Students Report 2024-25*
13. *Tribal Schools Report 2024-25*
14. *Pre-Primary Schools Report 2024-25*
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16. *Sports School Report 2024-25*
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20. *Technical Higher Secondary Schools Report 2024-25*
21. *Schools without Minimum Strength Report 2024-25*
22. *Schools with Religious Minority Status Report 2024-25*
23. *Tamil Medium Schools Report 2024-25*
24. *Kannada Medium Schools Report 2024-25*
25. *Sanskrit/Arabic/Urdu Language SchoolsReport 2024-25*
26. *English Medium Schools Report 2024-25*
27. *Muslim Calendar Schools Report 2024-25*
28. *Multi Grade Learning Centers (MGLCs) Report 2024-25*
29. *Schools for Differently Abled Children Report 2024-25*
30. *Official website General Education Department*
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Disclosure: The data in this report has been compiled from statistical sources and has not been verified against original documents, registers, files, or other official records. Before relying on this information for any court or legal proceedings, its accuracy must be independently verified against the relevant original documents.