

ANDHRA PRADESH - A CASE STUDY ON THE IMPACT OF RESERVATION IMPLEMENTED IN AP ON THE EDUCATIONAL PROGRESS OF BACKWARD CLASSES

The Government has always been sympathetic to the plight of the Backward Classes. They have strived to better their lot by various means.

Government of Andhra Pradesh have appointed a Commission in April, 1968 vide G.O.Ms.No.870, Edn. Dated 12-4-1968, under the Commissions of Inquiry Act 1952 with the following terms of reference.

- i. to determine the criteria to be adopted in considering whether any sections of citizens of India in the State of Andhra Pradesh (other than SCs & STs) may be treated as Social and Educationally Backward Classes and in accordance with such criteria prepare a list of such Backward Classes setting out also their approximate number and their territorial distribution.
- ii. to investigate the conditions of all such socially and educationally Backward Classes, and the difficulties under which they labor, and make recommendations as to the special provisions which may be made by the Government for their advancement and for promotion of their education and economic interest, generally and with particular reference to - 1) the reservation of seats in Educational Institutions maintained by State or receiving aid out of state funds, 2) the concessions such as scholarships which may be given by way of assistance, 3) the percentage of promotion of such reservation the quantum of such assistance and the period during which such reservation of such assistance may be made or given; and

- iii. to advise the Government as to the Backward Classes of citizens, which are not adequately represented in the services under the state and prepare a list of all such BCs and make recommendations.

The Commission adopted the following criteria for determining the social and educational backwardness of citizens.

1. General poverty of the class or community as a whole.
2. Occupations pursued by the classes.
3. Caste in relation to Hindus and
4. Educational Backwardness.

Basing on the recommendations of Anantharaman Commission, dated 23-9-1970 vide G.O.Ms.No.1793 Education Department have issued orders communicating the list of Social and Educationally Backward Classes, concessions with regard to reservations in Educational Institutions, Services etc. From time to time certain modifications have been made to the BCs list. At present, 93 communities have been included in the list of BCs. All these communities are divided in four groups and percentage of reservation provided is as follows:-

Group	Communities	No. of communities	% of Reservation
Group A	Aboriginal Tribes, Vimukthi Jaties. Nomadic, Semi Nomadic etc	38	7
Group B	Vocational Groups	20	10
Group C	SCs converted to Christianity	1	1
Group D	Other Classes	34	7

BC Commission was appointed on 13.03.1997 to look into the inclusion of additional communities & revision of existing communities with Justice D. Subramanyam as Chairman & Other member.

From time to time Government is extending the concessions to BCs. Vide G.O.Ms.No.23, BCW (C2) Dept., dated 31-5-2001 Government have extended the concessions for the BCs in respect of reservation of seats in Educational Institutions as well as reservations in services including the percentage of reservation of posts, age concession of 5 years for the purpose of recruitment for a further period of 10 years with effect from 1-6-2001.

Consequent on the above position and on the notification of the constitution 93rd amendment Act, 2005 effecting the 104th amendment to the constitution in January 2006 the Government of India indicated its intention to provide reservation for students coming from the socially and educationally backward classes of citizens popularly known as “Other Backward Classes” (OBCs) in higher educational institutions.

The Government of Andhra Pradesh has been implementing 25% reservation for backward classes in educational institutions and service and the present concessions have been extended up to 10 years from 01.06.2001, Vide G.O. Ms. No. 23 BCW (C2) Dept. dated 31.05.2001.

In the present scenario, a small study has been conducted with an intent to study the experience in the implementation of the reservation policy in the Engineering course in Andhra Pradesh.

Engineering is one of the important courses of higher education, which many students aspire to achieve, as it opens up career and employment opportunities in various fields like industry, services, software technology etc.

Andhra Pradesh has been one of the leading states in the country in providing educational opportunities in engineering courses by increasing the number of seats and colleges for Engineering.

BRIEF NOTE ON THE ADMISSION PROCESS IN ANDHRA PRADESH FOR ENGINEERING

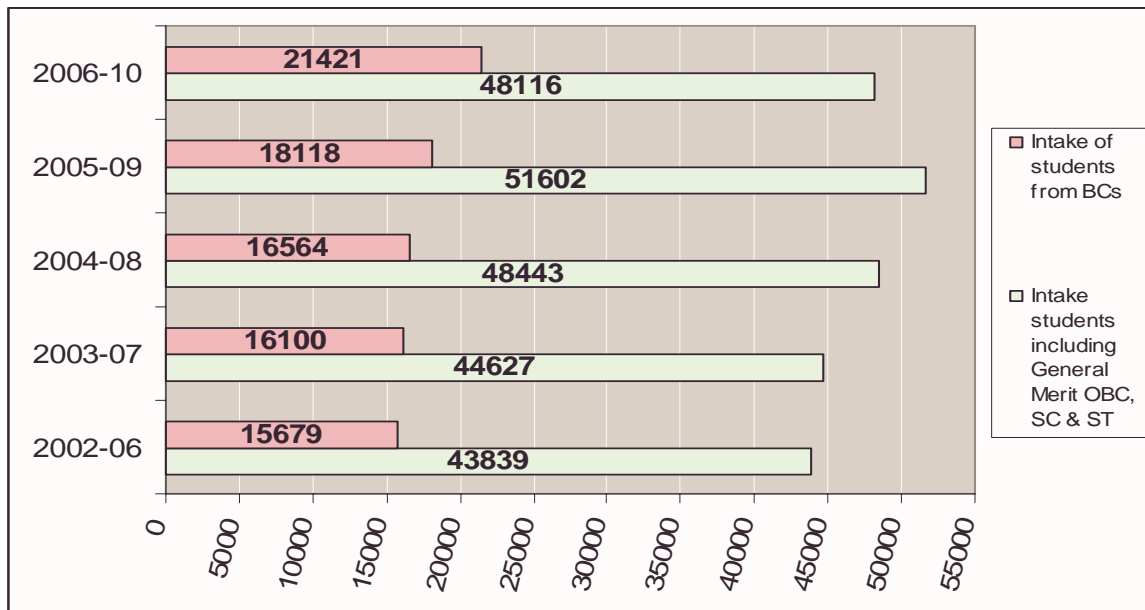
The Government of Andhra Pradesh through the APSCHE conducts a common entrance test in the month of May called the Engineering and Medicine Common entrance test (EAMCET) The admission process for Engineering is taken up by counselling based on marks scored in EAMCET.

A small study was done on the admission particulars of students to engineering courses from years from 2002 to 2005 in general and the percentage of BCs of the total students admitted. The intake to the various disciplines of engineering has been increasing over the years as depicted in the following table.

Table 1 - Intake of Total students & BCs

Batch	Intake students including General Merit OBC, SC & ST	% Increase	Intake of students from BCs	BC Students as % of Total
2002-06	43839	Base	15679	35.76
2003-07	44627	1.80	16100	36.08
2004-08	48443	10.50	16564	34.19
2005-09	51602	17.70	18118	35.11
2006-10	48116	--	21421	44.51

Graph showing the increased intake of BC Students of Total Students



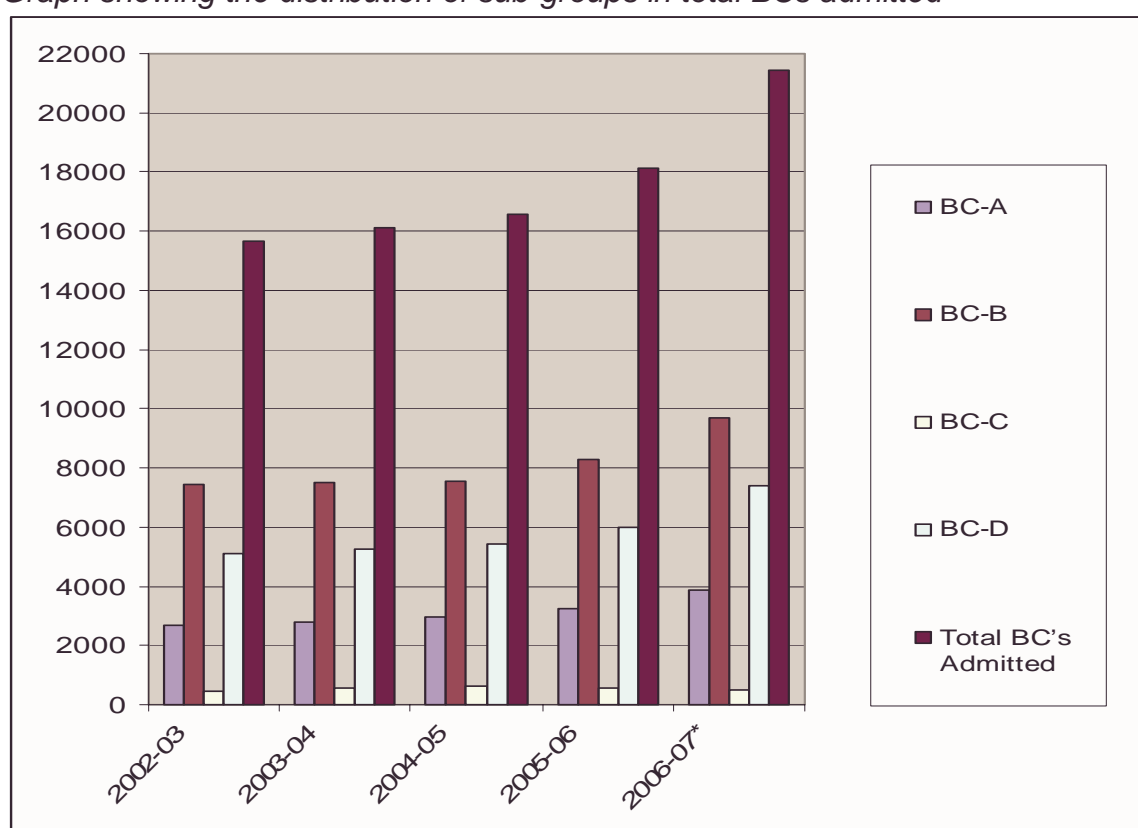
The details of the admissions sub group wise for the last 5 years is as follows.

Table 2- BCs admitted through EAMCET sub groups wise

Year	BC-A	BC-B	BC-C	BC-D	Total BC's Admitted	Total candidates Admitted
2002-03	2674	7439	458	5108	15679	43839
2003-04	2813	7511	544	5241	16100	44627
2004-05	2975	7569	609	5411	16564	48443
2005-06	3262	8280	560	6007	18118	51602
2006-07*	3858	9700	487	7376	21421	48116

* as on 4.9.2006

Graph showing the distribution of sub-groups in total BCs admitted



There has been an increase of 17.70 in the intake in 2005 as compared to the base year of 2002. Accordingly the % of BC admissions has been consistently in the category of 35% to 36%.

In the year 2006, the percentage of BC admission is 44.51% of the total admissions completed so far. (The admission process is still continuing)

Where as, the Government of Andhra Pradesh has provided for 25% reservation in educational institutions for BCs, the backward classes have been admitted to the extent of 36%.

The details of Scholarships and Reimbursement of tuition free applications received by Government of Andhra Pradesh are enclosed below:

Table 3 - Post-metric Scholarships

Year	No. of applications received		Total applications received	% of increase
	Renewal	Fresh		
2001-02	145423	201750	347173	BASE
2002-03	171626	222871	394497	13.63
2003-04	194631	248208	442839	12.25
2004-05	168307	334627	502934	13.57
2005-06	192255	298996	491251	-2.23

Graph

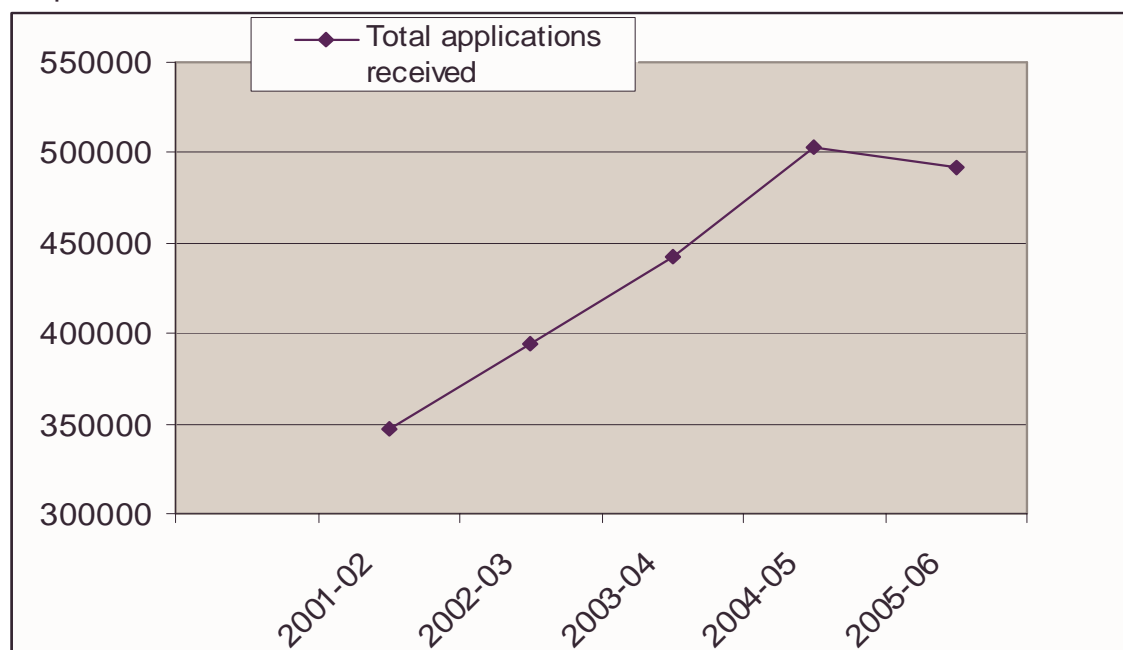
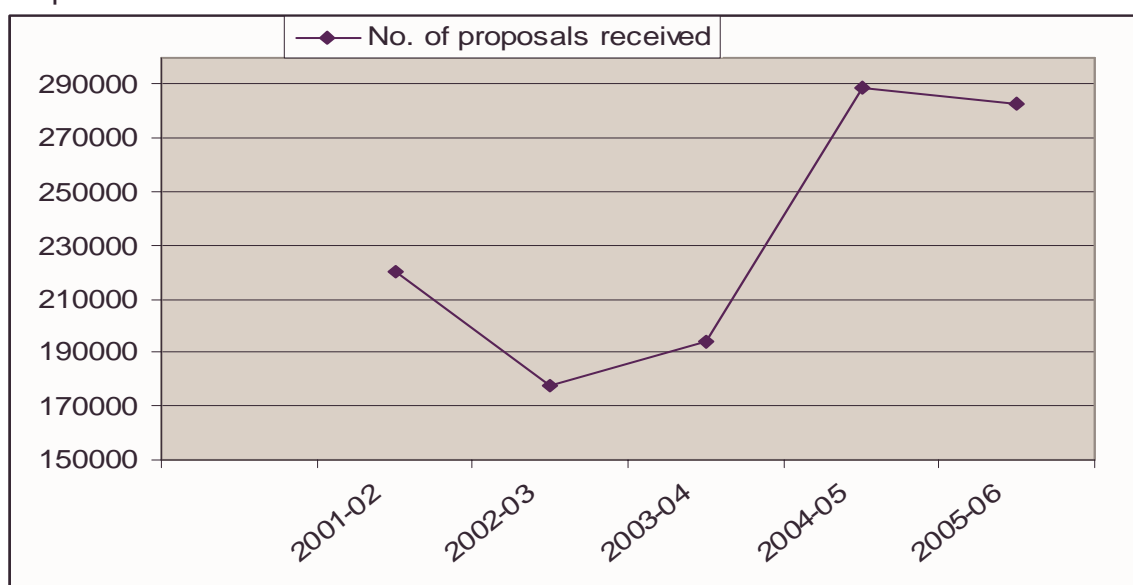


Table 4 - Reimbursement of Tuition Fee

Year	No. of proposals received	% of increase
2001-02	219799	Base
2002-03	177653	-19.17
2003-04	194081	9.24
2004-05	288991	48.9
2005-06	283185	-2.01

Graph



REIMBURSEMENT OF TUITION FEE AND SPECIAL FEES						
Name of the Course	No. of Proposals received 2001-02	No. of Proposals received 2002-03	No. of Proposals received 2003-04	No. of Proposals received 2004-05	No. of Proposals received 2005-06	% of increase 2001-02 & 2005-06
Engineering	9243	13104	22470	8369	26674	188.59
Medical	237	313	515	322	1080	355.70
P.G.	5424	4226	7600	4147	7349	34.79
Degree	79046	62552	72630	8358	95421	20.72
Inter	118189	90430	83979	8894	145925	23.47
Poly-Technic	4527	3852	4517	1315	3335	-26.33
Law	1813	1931	998	850	1042	-42.53
B.Ed.,	450	447	574	82	1610	257.78
Others	870	798	798	139	749	13.91
Total	219799	177653	194081	11.24	283185	28.84

It is evident from the statistics that the number of B.C. Students opting for higher studies have increased.

Conclusions

More than 10% of backward classes have been admitted in the open competition quota, apart from the 25% in reserved quota. Therefore the backward classes are competing by merit in the open competition category. Also it is not that the backward classes are getting admission in reservation quotas only in engineering courses in Andhra Pradesh.

However, reservation has provided equality of opportunity and scope for progress for B.C. Students. **An analysis of the number of students applying for Scholarships & Reimbursement of tuition Fee** shows that there is an increase of percentage of applications on average. This means that there is an increase in poor BC students opting for higher studies which is an offshoot of the reservation for BCs.

- Enclosures :
- 1.G.O.Ms.No.23 BC.Welfare (C2) Department Dt. 31.05.200.
 2. G.O.Ms.No.1793, Edn, Dept, dated, 23.09.1970.
 3. Postmatric Scholarships Information 2001-02 to 2006 –07.
 4. Reimbursement of Tuition Fees and Special Fees Course wise
2002-03 to 2005-06.
 - 5.EAMCET – Statement showing the number of BC Candidates
Admitted 2002-03 to 2006-07.

Implementation of reservation policy in higher educational institutions - An interim study of the experience in the state of Karnataka

-N.R.Shetty *

Government of India intends to provide reservation for students from the “Other Backward Classes” (OBCs) in higher educational institutions. An Oversight Committee has been appointed to monitor the implementation of the policy. The Committee considers expansion, inclusion and excellence as the moving spirit behind the new reservation policy.

Several southern states such as Karnataka have been implementing reservation policies favouring OBCs in higher educational institutions. The present case study examines the extent of implementation and its effect on the performance of the students.

Keywords: Reservation Policy, OBCs, Higher Educational Institutions, Karnataka

1. Introduction

Creation of an egalitarian society has been the vision of the founder fathers of the Constitution of India. The Article 16 of the constitution provides that there shall be equal opportunity for all citizens in matters relating to employment or appointment in an office under the state. However, the clause (4) under the Article 16 permits reservation in favour of backward classes. (Brij Kishore Sharma, 2002).

The Indian society has been characterised by stratification based on caste system. Traditional discrimination has led not only to social backwardness but also economic backwardness that stems from the social discrimination. Though the definition of “backwardness” has been a point of debate, the definition “Backward Classes of citizens means the class of citizens who are socially and educationally backward as may be notified by the Government from time to time” is considered for the purpose of the study.

* *Dr N.R.Shetty is former Vice Chancellor of the Bangalore University and former Principal, Karnataka Regional Engineering College, Surathkal*

The Department of Management Studies, Nitte Meenakshi Institute of Technology, Bangalore, carried out the study. The Team comprised of Dr Sankarnarayanan, Dean, Mr Shanath Kumar, Head of the department, Mr Govinda Sharma, Mr John Manohar, Mr Manoharan and Ms Princy Thomas.

At least 35% of the India's population in the age group of 20 to 25 aspires for higher education but the present enrolment into higher education, beyond secondary level education, is only 9% to 11% as against 45% to 85% in the developed countries.

The need for private participation in this mammoth task cannot be overemphasized. But the market forces by themselves cannot deliver social justice. Commenting on the role of government, Joseph Stiglitz opines, "I had studied the failures of both markets and Governments, and was not so naïve to think that government could remedy every failure.

Neither was I so foolish as to believe that markets by themselves solved every societal problem. Inequality, unemployment, pollution: these were all important issues in which government has to take an important role" (Stiglitz).

Consequent to the notification of the Constitution (Ninety-Third Amendment) Act, 2005, effecting the 104th Amendment to the Constitution in January 2006, the Government of India indicated its intention to provide reservation for students coming from the socially and educationally backward classes of citizens, popularly known as "Other backward Classes" (OBCs) in higher educational institutions.

An Oversight Committee, under the chairmanship of Mr M.Veerappa Moily, former Chief Minister of Karnataka, has been set up by the Prime Minister's Office on the 27th May 2006 to monitor the implementation of the policy. The Committee would, inter alia, look into:

- 1) Implementation of 27% reservation for the OBCs in institution of higher learning and
- 2) Assessment of additional infrastructure and other requirements for increasing the overall availability of seats so that the present level of seats available to the general category of students does not decline

The Oversight Committee considers *expansion*, *inclusion* and *excellence* as the moving spirit behind the new reservation policy. The principle of expansion shall ensure that the increase of intake allows for inclusion of the otherwise underprivileged students into the stream of higher education but does not reduce the number of seats available for the students from general category. Due care is to be taken that capacities are expanded in areas where there are opportunities on account of employability. In institutions of

excellence, the admission threshold will be decided by the institutes themselves to preserve their excellence (Interim Report of the Oversight Committee, 27 July 2006).

Several of the southern states such as Andhra Pradesh, Karnataka, Kerala and Tamilnadu, have adopted reservation policies in favour of OBCs. Government of Karnataka, on the basis of the report submitted by the Karnataka Third Backward Classes Commission headed by Justice O.Chinnappa Reddy and the guidelines issued by the Supreme Court in *Indra Sawhney Vs Union of India* (AIR 1993 SC 477) adopted a reservation policy vide order No SWD 252 BCA 94 dated 31-01-1995 providing 32% reservation to the Other Backward Classes (OBCs), in addition to 18% reservation to Schedule Caste and Schedule Tribes, for admission to professional courses and appointments as follows:

Category I	4%
Category II (A)	15%
Category II (B)	4%
Category III (A)	4%
Category III (B)	5%
Total	32%

(Department of Backward Classes, Karnataka)

Regional Engineering Colleges (RECs) such as NIT at Suratkal had been following the above reservation policy for the Home-state admission until they attained deemed university status.

The Chairman of the Oversight Committee, Mr M.Veerappa Moily, in his letter dated 11th August 2006 desired that a study of implementation of the OBC policy in Karnataka in the professional colleges be taken up. Accordingly this study has been undertaken.

The intent of the study is to examine the experience in implementation of the policy in the medical, dental and engineering courses that are sought after because of the job opportunities. However, due to limited time available for the study, implementation of the policy in the engineering disciplines of Visvesvaraya Technological University has been studied in the present phase. The interim study was presented to the Oversight Committee on 28th August 2006. The present revision (September 2006), attempts to

include some of the suggestions received during the presentation as practical considering the time limitation. A detailed study is underway.

2. Case study of Visvesvaraya Technological University (VTU)

Brief on VTU

Visvesvaraya Technological University (VTU) was established on 1st April 1998 as per VTU Act 1994 of the Government of Karnataka. The university is named after the engineer-statesman-industrialist extraordinary Sir M.Visvesvaraya. The campus, “Jnana Sangama”, is located at Belgaum, Karnataka. It is a member of Association of Commonwealth Universities and a member of Association of Indian Universities. As one of the largest technological Universities in India with 120 Engineering colleges are affiliated to it, VTU trains more than 150,000 engineers under 26 undergraduate, 59 postgraduate and doctoral programmes (Annual Report 2004-2005, Visvesvaraya Technological University).

The University has achieved the tremendous task of bringing various colleges affiliated earlier to different Universities, with different syllabi, different procedures and different traditions under one umbrella (Wikipedia).

2.2 Methodology of study

Secondary data has been used for the study. Senior faculty members of NMIT visited the offices of Common Entrance Test (CET) cell at Bangalore and the VTU office at Belgaum between 18th August and 22nd August 2006 to collect the data. Further visits were again made between 30th August and 26th September 2006. Even though visits were made to Rajiv Gandhi University of Health Sciences, Bangalore, no meaningful data could be collected.

Data regarding admission and performance of students of four batches namely, 1998 (admission) – 2002 (graduation), 1999-2003, 2000-2004 and 2001-2005 have been collected, tabulated and analysed.

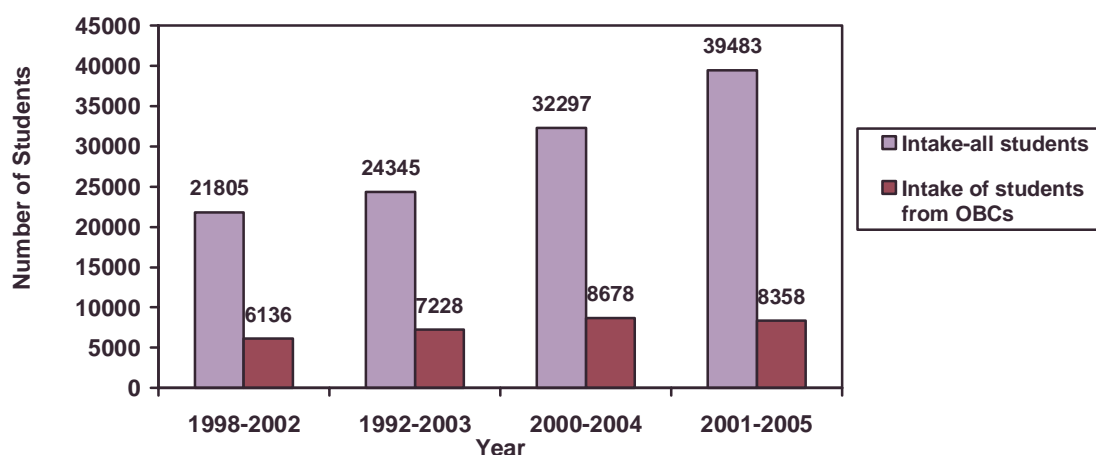
3. Findings and discussion

3.1 General

The intake to the various disciplines of engineering has been increasing over the years as depicted in the following table (Refer Table 1).

Table 1: Intake of students – total and OBC students

Batch	Intake, all students including General Merit, OBC & SC, ST	% Increase	Intake of students from OBCs	OBC students as % of total
1998-2002	21805	Base	6136	28.14
1999-2003	24345	11.65	7228	29.69
2000-2004	32297	48.11	8678	26.87
2001-2005	39483	81.07	8358	21.17

Intake of Students- Total and OBC Students

There has been an increase of 81.07% in the intake in the year 2001 as compared to the base year of 1998. Though there has been an increase in the absolute number of OBC students, their representation as a percentage of the total appears to have decreased (28.14% in the year 1998 to 21.17% in the year 2001).

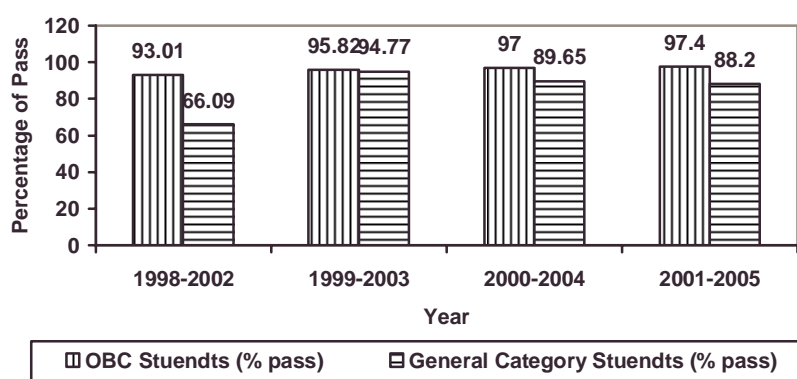
3.1.1 Performance of the OBC students vis-à-vis the General category students

The performance of the OBC students vis-à-vis General category students is indicated in the following table (Refer Table 2). The performance is measured by the number of students who graduated as a percentage of students who took the examination.

Table 2: Comparison of performance of General category students and OBC students

Batch	General category			OBC students		
	Number of students taking exams	Number graduated	% pass	Number of students taking exams	Number graduated	% pass
1998-2002	9136	6038	66.09	5824	5417	93.01
1999-2003	14353	13602	94.77	6917	6628	95.82
2000-2004	21556	19326	89.65	8264	8016	97.00
2001-2005	28634	25254	88.20	8113	7902	97.40

Percentage of students graduating - OBC vis-a-vis General Category



The percentage of students from the OBC category passing the examination (graduating) has been increasing from 93.01% (batch 1998-2002) to 97.4% (batch 2001-2005). The performance has been consistently better than the performance of the General category students.

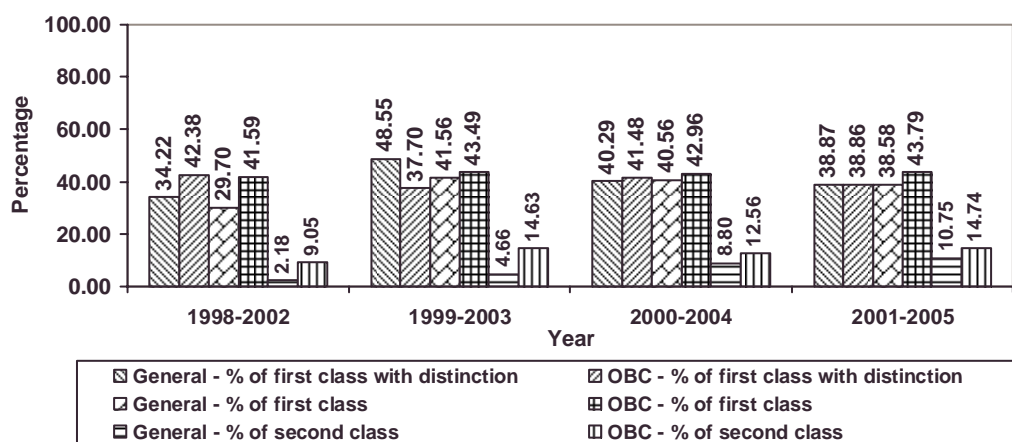
3.1.2 Analysis of results of the OBC students vis-à-vis General category students

An analysis of the results obtained by the OBC students vis-à-vis General category students is presented in the following table, indicating the percentage of first classes with distinction, first class and second class (Refer Table 3):

Table 3: Analysis of performance of General category and OBC students

Batch	General category students					OBC students				
	% of first classes with distinction	% of first classes	% of second classes	% of failures	Total %	% of first classes with distinction	% of first classes	% of second classes	% of failures	Total %
1998-2002	34.22	29.70	2.18	33.91	100.00	42.38	41.59	9.05	6.99	100.00
1999-2003	48.55	41.56	4.66	5.23	100.00	37.70	43.49	14.63	4.18	100.00
2000-2004	40.29	40.56	8.80	10.35	100.00	41.48	42.96	12.56	3.00	100.00
2001-2005	38.87	38.58	10.75	11.80	100.00	38.86	43.79	14.74	2.60	100.00

Analysis of performance - General category vis-a-vis OBC students



Percentages are with respect to number of students who took the examination. The number of first classes with distinction amongst OBC students is in the range of 37.70% to 42.38%, which compares favourably with the performance of General category students (34.22% to 48.55%). The number of first classes amongst OBC students is in the range of 41.59% to 43.79%, which compares favourably with the performance of General category students (29.70% to 41.56%).

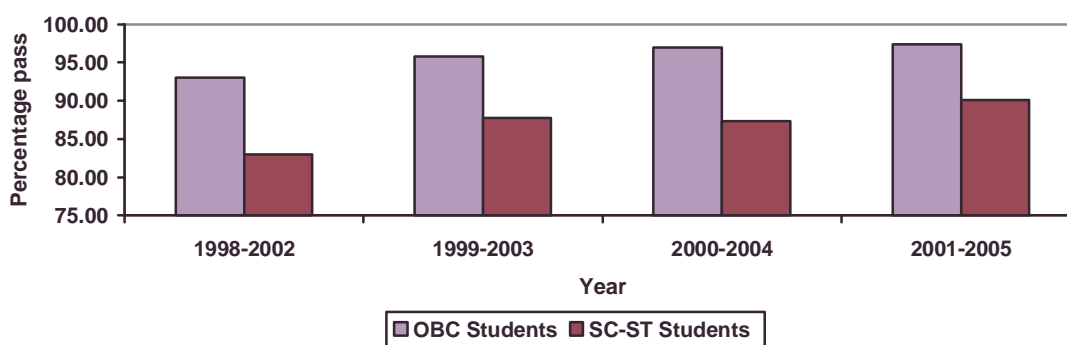
3.1.3 Performance of the OBC students vis-à-vis SC-ST students

The performance of the OBC students vis-à-vis SC-ST students is indicated in the following table (Refer Table 4). The performance is measured by the number of students who graduated as a percentage of students who took the examination.

Table 4: Comparison of performance of SC-ST students and OBC students

Batch	SC-ST students			OBC students		
	Number of students taking exams	Number graduated	% pass	Number of students taking exams	Number graduated	% pass
1998-2002	1222	1014	82.98	5824	5417	93.01
1999-2003	1539	1351	87.78	6917	6628	95.82
2000-2004	1655	1446	87.37	8264	8016	97.00
2001-2005	2002	1804	90.11	8113	7902	97.40

Percentage students graduating - OBC vis-a-vis SC-ST Students



The percentage of students from the OBC category passing the examination (graduating) has been increasing from 93.01% (batch 1998-2002) to 97.4% (batch 2001-2005). The performance of the OBC students has been consistently better than the performance of the SC-ST students.

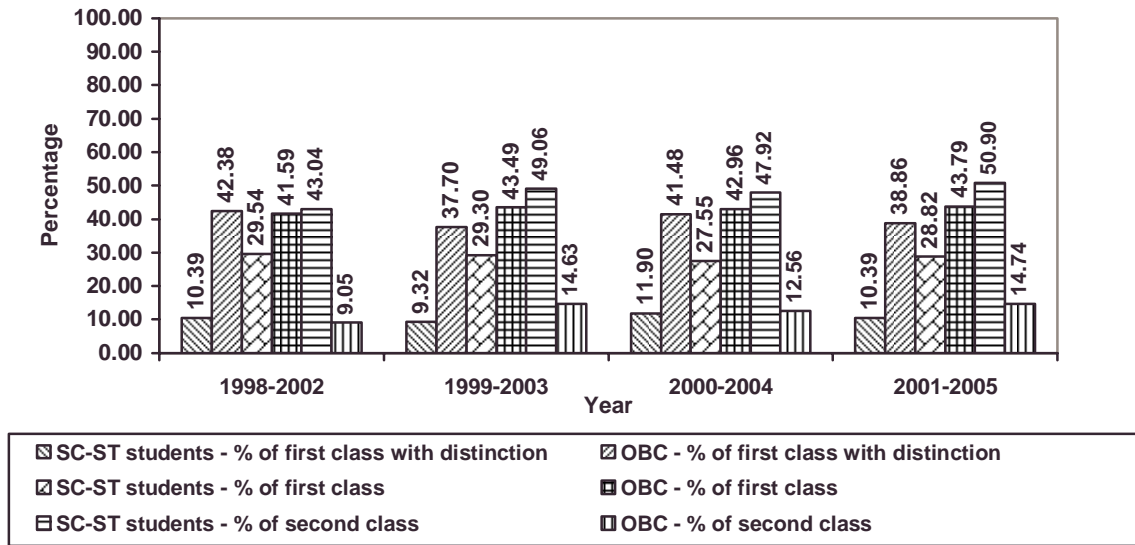
3.1.4 Analysis of results of the OBC students vis-à-vis SC-ST students

An analysis of the results obtained by the OBC students vis-à-vis SC-ST students is presented in the following table, indicating the percentage of first classes with distinction, first class and second class (Refer Table 5):

Table 5: Analysis of performance of SC-ST and OBC students

Batch	SC-ST students					OBC students				
	% of first classes with distinction	% of first classes	% of second classes	% of failures	Total %	% of first classes with distinction	% of first classes	% of second classes	% of failures	Total %
1998-2002	10.39	29.54	43.04	17.02	100.00	42.38	41.59	9.05	6.99	100.00
1999-2003	9.32	29.30	49.06	12.22	100.00	37.70	43.49	14.63	4.18	100.00
2000-2004	11.90	27.55	47.92	12.63	100.00	41.48	42.96	12.56	3.00	100.00
2001-2005	10.39	28.82	50.90	9.89	100.00	38.86	43.79	14.74	2.60	100.00

Analysis of performance - SC-ST and OBC students



Percentages are with respect to number of students who took the examination. The number of first classes with distinction amongst OBC students is in the range of 37.70% to 42.38%, which compares favourably with the performance of SC-ST students (9.42% to 11.90%). The number of first classes amongst OBC students is in the range of 41.59% to 43.79%, which compares favourably with the performance of SC-ST students (27.55% to 29.54%). The results of the SC-ST students are skewed more towards the second class.

4. Interim study & scope for further study

The present study is an interim study due to paucity of time & resources.

The study is presently limited to students from engineering disciplines. The study is based on aggregate numbers for OBCs; category wise study will be taken up during the detailed study, if the data is available.

The study will be continued to encompass medical and dental colleges when sufficient funds, resources and administrative support are available.

5. Conclusions

The intake of OBC students in the stream of engineering has been approximately in the range of 21.17% and 29.69%. The recommended intake percentage as per the Government Order is 32%.

The performance of OBC students in terms of pass (93.01% to 97.4% passes) has been exceeding the performance of General category students (66.09% to 94.77%). The SC-

ST students have performed well in terms of pass but the results are skewed more towards second class. The percentage of first classes with distinction (37.7% to 42.38%), first class (41.59% to 43.79%) amongst OBC students are quite encouraging and compares well with General category students.

Thus, there does not seem to be any reduction or loss of performance due to introduction of OBC candidates. The aspect of excellence in terms of ranks obtained by the OBC students can be further explored.

There is a scope to extend the study by relating this performance with the minimum cut-off marks adopted during the admission. The performance in the other professional courses such as medical and dental courses can also be studied.

It may be implied that given a chance, the so-called Backward Classes can also perform. For the continued performance, the importance of infrastructure & resources cannot be overstressed. The most important resource is the quality of faculty and this has to be borne in mind while exercising the option of expansion. In other words, the concept of expansion is to be closely monitored to sustain excellence. The implementation needs to be taken up in phases to allow building-up of resources.

As market forces cannot be entirely trusted to deliver social justice, government intervention is a must.

“Caste is a reality of our culture. Though reservation is not a solution for it, it is first step towards empowering backward sections” (Feroze Khan)

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RESERVATION POLICY AND ACADEMIC PERFORMANCE: A TAMILNADU CASE STUDY

Dr. M. Anandakrishnan
(Chairman MIDS & Chairman IIT Kanpur)

Abstract: The evolution of reservation policy in Tamilnadu over the past several decades has resulted in the following distributions of the reservation among the different categories:

OC	Open Category	31%
BC	Backward Class	30%
MBC	Most Backward Class	20%
SC	Scheduled Caste	18%
ST	Scheduled Tribes	1%.
	Total	69%

The academic performance of the various categories in the Higher Secondary Education in Tamilnadu State Board, the professional courses Entrance Examinations and the Final year performances at the State level institutions as well as in a premier engineering institution and a prestigious Arts and Science College in Tamilnadu are analyzed. The analysis shows the performance of the students in reserved categories in comparable to those in the Open Category and the institutions with high percentage of students from reserved categories have not in anyway deteriorated in quality.

1. EVOLUTION OF RESERVATION POLICY

Reservation in education and public service began in the Madras Presidency (much of it now in Tamilnadu) existed since 1831. The British Raj initiated this in response to petitions from various public groups. Over the next few decades the provisions of reservation were progressively redefined and modified, correcting anomalies and rationalizing affirmative action.

During the period 1910-1920 the Non-Brahmin movement was founded in Madras Presidency. Tamilnadu introduced the policy of reservation for the downtrodden communities viz., BC, SC & ST in admission into Educational Institutions and in appointment in the Public Services, in the year 1921.

The movement launched by the Backward Classes during the years 1930-1950 gave a new caste idiom to South Indian politics and the policies about the Backward Classes. Reservation for the Backward Classes to the extent of 25 per cent was introduced in 1950.

In 1969, the DMK Govt. under **Mr. M Karunanidhi** appointed the first Tamilnadu State Backward Classes Commission with Mr. A N Sattanathan as the chairman. The Commission found that the Most Backward Classes (MBC) in Tamilnadu had a very small presence in State services and professional colleges as they were clubbed together with other castes. Mr. Sattanathan Commission recommended a separate educational and employment reservation of 16% for the Most Backward Classes and 17% for the Backward Classes.

The report of the Mr. Sattanathan Commission in 1970 states that some castes have taken full advantage of the state's protective measures and made rapid strides, while many others continue to trail behind and are still in the lower stages of stagnancy. Therefore, the Commission recommended the removal of the 'creamy layer' from the list of beneficiaries by exclusion of those families of salaried persons whose annual income exceeded Rs 9,000, landowners with more than 10 acres of land and business people with taxable income exceeding Rs 9,000. The then DMK Govt. did not attempt to eliminate the creamy layer nor did it offer separate reservation for Most Backward Classes.

In 1971, the DMK government hiked the reservation for the Backward Classes from 25% to 31% and for the Scheduled Castes and Scheduled Tribes from 16 per cent to 18 per cent.

In 1979, The AIADMK Govt. headed by Mr. M. G. Ramachandran issued a Government Order in July 1979 prescribing an annual income lower than Rs 9,000 for Backward Classes as eligibility to get the benefits of reservation. In 1980, when the AIADMK was defeated in Lok Sabha election, MGR not only withdrew this order but increased the reservation for the Backward Classes from 31% to 50%.

In 1982, when the total reservation exceeded 50 per cent, the Supreme Court on October 15, 1982, directed the State Government to constitute the second Tamilnadu Backward Classes Commission. Accordingly the commission was constituted with Mr. J. A. Ambasankar as Chairman

The Ambasankar Commission started reviewing the existing list of Backward Classes in the reservation bracket. The Commission found that, of the total number of BC students admitted to professional courses more than 75% were from 34 of the 222 backward classes. This commission had identified the creamy layer in each caste group, and had recommended that they be removed from the list of beneficiaries. The Commission recommended that economics and occupation should be identified as two criteria with which the creamy layer can be identified. This was not implemented.

In 1989, the DMK Government for the first time introduced 20% for MBC and 30% for BC. As per the directive of Madras High Court in 1990, DMK Government introduced a new G.O for reservation of Scheduled Tribes. The ratio then became BC 30%, MBC 20%, SC 18% and ST 1%.

During 1990-91, when the agitation started by the Mandal Committee report engulfed Northern India, the Southern states were mostly silent. In 1993, another Tamilnadu State Backward Classes Commission came into existence on March 15, 1993, at the Supreme Court's instance. It was formed to examine and recommend upon the requests relating to inclusion and exclusion from the list of Backward Classes and Most Backward Classes.

The Commission looked into three factors while identifying a caste group as backward: social backwardness, economic backwardness and educational backwardness. The weightage allotted is 50 % for social, 40 % for educational and 10% for economic backwardness. This Commission stated that in Tamilnadu 246 caste groups were considered backward.

In 1994, consequent to the judgement delivered by the Supreme Court of India restricting the total reservation under Article 16(4) to 50%, Tamilnadu Government had unanimously passed a Bill to enable the Government to continue the reservation at 69% which became an Act subsequently (Tamilnadu Act 45 of 1994) and the said Act was included in the Ninth Schedule of the Constitution to protect the interests of these classes.

However in pursuance of the Supreme Court judgement, the admission capacity is increased each year up to 19% to accommodate the OC students who are not selected due to the 69% reservation criteria.

2. POPULATION DISTRIBUTION

The population characteristics of Tamilnadu are shown in Table 1. The distribution of the population among the various categories is shown in Table 2.

TABLE: 1
TAMILNADU AT A GLANCE

Area (Sq.Km.)	130058
Population (As per 2001 Census)	62405679
By Sex	
Male	31400909
Female	31004770
By Area	
Rural	34921681
Urban	27483998
Density (per Sq. Km)	480
Literacy	
Literates	40524545
Literacy Rate 2001	73.45%

TABLE - 2
CATEGORYWISE POPULATION Vs. RESERVATION

Category	Population (2001)	% of Total Population	% of Reservation
Backward Classes	2,87,93,980	46.14%	30%
Most Backward Classes	1,08,77,310	17.43%	20%
Denotified Communities	21,46,755	3.44%	
Scheduled Classes	1,18,57,504	19.00%	18%
Scheduled Tribes	6,51,321	1.04%	1%
Others	80,78,809	12.95%	-
Total	6,24,05,679	100%	69%

3. HIGHER SECONDARY PERFORMANCE

Pass Percentages

The total number of students who appeared for the Higher Secondary Examination (+2) during years 2001-2006 among the various categories and their pass percentages are shown in TABLE 3 (a) and (b)

TABLE : 3 (a)
HIGHER SECONDARY PERFORMANCE CATEGORYWISE

Category	2001			2002			2003		
	Appeared	Pass	%	Appeared	Pass	%	Appeared	Pass	%
OC	31863	28810	90.42	32349	29909	92.46	31887	27911	87.53
BC	200376	174163	86.92	215049	191209	88.91	230334	184996	80.32
MBC	81001	65262	80.57	91730	76012	82.86	101599	73753	72.59
SC	74468	54874	73.69	82944	62729	75.63	91473	58787	64.27
ST	1735	1291	74.41	1800	1380	76.67	1978	1311	66.28
Total	389443	324400	83.30	423872	361239	85.22	457271	346758	75.83

TABLE : 3 (b)

Category	2004			2005			2006		
	Appeared	Pass	%	Appeared	Pass	%	Appeared	Pass	%
OC	32458	28405	87.51	31212	27653	88.60	29992	26402	88.03
BC	247917	201752	81.38	248659	203594	81.88	250516	200849	80.17
MBC	116307	85664	73.65	120056	89274	74.36	127763	91249	71.42
SC	108002	69523	64.37	109941	71078	64.65	111640	69215	62.00
ST	2405	1490	61.95	2414	1552	64.29	2524	1529	60.58
Total	507089	386834	76.29	512282	393151	76.75	522435	389244	74.51

(*Source: Computed from HSE Results 2001-06, Govt. Data Centre, Chennai)

It may be seen that the percentage pass in the OC category and to the some extent in BC category is relatively higher then the other categories. The lower percentage of pass in the case of MBC, SC & ST is mainly because of their rural background, poorer classroom environment, lower income status and lack of coaching systems. The reservation policy is however helped to include these communities to gain opportunities in the educational institutions.

4. ACADEMIC SCORES

In the case of admission to the Professional Courses in Tamilnadu, the scores obtained by the students in higher secondary examination in mathematics, physics and chemistry is considered. For the Engineering Courses the following weightages are

adopted: 100% for Mathematics and 50% each in Physics and Chemistry for the total of 200 marks. Similarly for Medical, Dental, Agriculture, Veterinary, Pharmacy and other paramedical courses the scores obtained are weighted as follows, 100% for Biology and 50% each in Physics and Chemistry for the total of 200 marks. The number of students from different categories, who sought admission to engineering during the years 2001-2005 and among them those who obtained above 120 out of 200 with the three subjects taken together are shown in Table 4 (a) (b) (c).

TABLE 4. STUDENTS SEEKING ENGINEERING ADMISSION WITH HIGHER SECONDARY MARKS ABOVE 120

TABLE 4 (a): 2001 HIGHER SECONDARY EXAM

Category	Total Applied	Total HSC marks >120	Percentage
OC	11652	11650	99.98
BC	25389	25389	100.00
MBC	7926	7914	99.85
SC	6794	4864	71.59
ST	197	119	60.41

TABLE 4 (b): 2002 HIGHER SECONDARY EXAM

Category	Total Applied	Total HSC marks >120	Percentage
OC	12066	12028	99.69
BC	34013	33678	99.02
MBC	10580	10259	96.97
SC	7621	6178	81.07
ST	234	178	76.07

TABLE 4 (c): 2003 HIGHER SECONDARY EXAM

Category	Total Applied	Total HSC marks > 120	Percentage
OC	10028	9907	98.79
BC	26333	25127	95.42
MBC	8180	7448	91.05
SC	6033	4488	74.39
ST	181	128	70.72

TABLE 4 (d): 2004 HIGHER SECONDARY EXAM

Category	Total Applied	Total HSC marks > 120	Percentage
OC	9531	9454	99.19
BC	27724	26829	96.77
MBC	8665	8061	93.03
SC	6099	4787	78.49
ST	186	140	75.27

TABLE 4 (e): 2005 HIGHER SECONDARY EXAM

Category	Total Applied	Total HSC marks > 120	Percentage
OC	8461	8392	99.18
BC	33972	32941	96.97
MBC	11486	10782	93.87
SC	7377	6071	82.30
ST	230	176	76.52

It may be seen from the above tables that the percentage of students, who scored above 120 out of 200 in all categories is substantially high and are capable of coping with the academic requirements of the courses.

5. ENTRANCE EXAMINATION SCORES

In the admission to the professional courses in Tamilnadu, entrance examinations are held in two papers, one in mathematics and the other in physical sciences (physics and chemistry) for Engineering admissions; and for Medical admission one in biology and the other in physical sciences. The weightage for the entrance examination scores for the Engineering admissions is 50 for mathematics and 50 for physical sciences, while for the Medical admissions 50 for Biology and 50 for physical sciences. The merit list of the students for admission to all professional courses is based on a total of 300 marks out of which 200 is from Higher Secondary performance and 100 for Entrance examination scores.

The total number of students who appeared for the entrance examination from the various categories in Tamilnadu and among them those who scored 50% and above in the Entrance examination for Engineering Admissions are shown in Table 5 (a), (b), (c), (d) & (e).

TABLE 5. APPLICANTS SCORING MORE THAN 50% IN ENTRANCE EXAMS FOR ENGINEERING ADMISSIONS 2001 - 2005**TABLE 5 (a): 2001 Entrance Exam**

Category	Total Applied	Entrance Mark > 50	Percentage
OC	11652	8355	71.70
BC	25389	20822	82.01
MBC	7926	5604	70.70
SC	6794	2554	37.59
ST	197	67	34.01

TABLE 5 (b): 2002 Entrance Exam

Category	Total Applied	Entrance Mark > 50	Percentage
OC	12066	8647	71.66
BC	34013	23721	69.74
MBC	10580	6215	58.74
SC	7621	2728	35.80
ST	234	63	26.92

TABLE 5 (c): 2003 Entrance Exam

Category	Total Applied	Entrance Mark > 50	Percentage
OC	10028	7576	75.55
BC	26333	18328	69.60
MBC	8180	4746	58.02
SC	6033	2215	36.71
ST	181	54	29.83

TABLE 5 (d): 2004 Entrance Exam

Category	Total Applied	Entrance Mark > 50	Percentage
OC	9531	6103	64.03
BC	27724	14834	53.51
MBC	8665	3598	41.52
SC	6099	1479	24.25
ST	186	39	20.97

Table 5 (e): 2005 Entrance Exam

Category	Total Applied	Entrance Mark >50	Percentage
OC	8461	4437	52.44
BC	33972	12671	37.30
MBC	11486	3168	27.58
SC	7377	1124	15.24
ST	230	30	13.04

It may be seen that the entrance examination scores of the students in reservation category is considerably lower than the students of Open Category. These students don't have the facility of the coaching centers that are available to the urban students and to those who come from the rich families. Hence, entrance examination creates special disadvantage to these students even though their higher secondary performance is relatively comparable to the Open Categories.

6. ADMISSIONS

The admission process in Tamilnadu is made on the basis of a Single Window System with merit list of students prepared according to their scores out of 300 (200 HSE + 100 Entrance) and ranked according to categories. The number of students in different ranges of marks is given in Table 6 for higher secondary scores. and Table 7 for entrance scores.

TABLE 6. STUDENTS SEEKING ENGINEERING ADMISSION WITH MORE THAN 80% SCORE IN MPC SUBJECTS IN HIGHER SECONDARY 2001-2006

6 (a). 2001 Higher Secondary Scores in MPC

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
190-200	8990	899
180-190	9620	962
170-180	8662	866
160-170	7373	737

6(b). 2002 Higher Secondary Scores in MPC

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
190-200	16380	1638
180-190	12813	1281
170-180	9929	993
160-170	7760	776

6(c). 2003 Higher Secondary Scores in MPC

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
190-200	9163	916
180-190	8861	886
170-180	7343	734
160-170	6107	611

6(d). 2004 Higher Secondary Scores in MPC

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
190-200	10824	1082
180-190	9868	987
170-180	7772	777
160-170	6235	624

6(e). 2005 Higher Secondary Scores in MPC

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
190-200	15691	1569
180-190	11834	1183
170-180	8913	891
160-170	6806	681

The number students in different range of entrance scores for the year 2001 to 2005 is shown Table 7

TABLE 7. STUDENTS SEEKING ENGINEERING ADMISSION WITH MORE THAN 50% SCORE IN ENTRANCE TESTS (2001-2005)

7(a). 2001 Engineering Entrance Test

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
90-100	1636	164
80-90	5351	535
70-80	8260	826
60-70	10417	1042
50-60	12118	1212

7(b). 2002 Engineering Entrance Test

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
90-100	1876	188
80-90	5626	563
70-80	8711	871
60-70	11479	1148
50-60	13727	1373

7(c). 2003 Engineering Entrance Test

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
90-100	997	100
80-90	4377	438
70-80	7316	732
60-70	9489	949
50-60	10862	1086

7(d). 2004 Engineering Entrance Test

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
90-100	425	43
80-90	2274	227
70-80	4919	492
60-70	7823	782
50-60	10613	1061

7(e). 2005 Engineering Entrance Test

Range of Marks	Total Number of Persons in ten marks range	Average No. of persons in 1 mark Difference
90-100	109	11
80-90	1008	101
70-80	3197	320
60-70	6638	664
50-60	10478	1048

It may be seen from Tables 6 and 7 that for each one mark difference in HSE and Entrance Tests for Engineering admission, there would be about say 1500-2000 Students. Since, the entrance examination scores substantially pull down the scores of the students coming from

Backward Community, MBC, SC & ST these students would be at a severe disadvantage in gaining admission without a reservation policy.

7. PERFORMANCE IN PROFESSIONAL COURSES

Each year the number of students admitted to engineering courses in Tamilnadu has been substantially increasing during the last ten years. The data relating to the intake capacity and the number admitted during from the year 1996-2006, is shown in Table 8.

TABLE 8. Growth in Engineering Colleges in Tamilnadu

Year	Govt.	Aided	Self-Finance	Total	Intake
1996-1997	7	3	71	81	20250
1997-1998	7	3	76	86	21500
1998-1999	7	3	104	114	28500
1999-2000	7	3	113	123	30750
2000-2001	7	3	150	160	40491
2001-2002	7	3	212	222	55500
2003-2004	7	3	223	243	73780
2005-2006	8	3	226	237	79382
2006-2007	8	3	240	251	90000*

(* Approximate only)

Source: AICTE)

At present in Tamilnadu, the reservation formula is applied only for the govt. share of the intake capacity, which is 100% in the case of Government institutions and 90% in Govt. aided institutions, 50% in unaided non-minority institutions and 30% in minority institutions and none in private deemed universities running professional courses.

The academic performance varies considerably among these institutions, depending on the availability of the teacher strength, infrastructure and teaching and learning methods. Hence, it is difficult to assess the relative performance of the different categories of the students for the State as a whole. The pass rate of students in 229 engineering colleges affiliated to Anna University for the year 2003 - 2004 is shown in Table 9.

TABLE 9. Performance of Affiliated Colleges of Anna University for 2003-2004

Pass Percentage	Number of	Number	Number	Average
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Range	Colleges	Appeared	Passed	Pass %
80-100	0	-	-	-
70-80	5	6669	4983	74.7
60-70	21	24826	15872	63.9
50-60	22	21861	11866	54.3
40-50	31	24457	11168	45.7
30-40	66	42502	15087	35.5
20-30	52	26680	6926	26.0
10-20	27	10364	1629	15.7
0-10	5	1343	132	9.8

(Source: Anna University)

However, it would be useful to analyze the data for one of the premier institutions namely Anna University Constituent Colleges in Chennai. Out of 2100 students admitted in the academic year 2001, about 1950 students graduated in the year 2005 in 28 branches in Full Time and Part Time. The academic achievement of these graduating students in various categories is shown in the Table 10.

TABLE 10. CATEGORYWISE RESULTS OF 2005 BATCH GRADUATES FROM ANNA UNIVERSITY CONSTITUENT COLLEGES

	OC (%)	BC (%)	MBC (%)	SC/ST (%)	Total (%)
I Class with distinction	1.37	6.18	3.43	2.74	13.72
I Class	7.29	32.79	18.22	14.57	72.86
II Class	1.34	6.04	3.35	2.68	13.42

It may be seen that the percentage of the students from backward communities with high performance is considerably large. In other words, the students from reserved categories have been capable of coping with the academic requirements of the graduation. In spite of the fact, that the Constituent Colleges of Anna University have followed 69% reservation since the year 1990, its status and prestige as a premier technical institution in the country has not diminished in anyway as seen from the high achievement of students belonging to all categories.

8. PERFORMANCE OF ARTS & SCIENCE COLLEGES

The above conclusion is equally valid in the case of prestigious Arts and Science College, which follow the Tamilnadu Reservation Policy. The data from one such college namely, St. Joseph College, Trichy are shown in table 11(a) and (b)

Table 11 (a). CATEGORYWISE STRENGTH OF 2003-04 BATCH UNDERGRADUATES FROM ST. JOSEPH'S COLLEGE, TIRUCHIRAPPALLI

Majors	2003-04					2004-05					2005-06				
	OC	BC	MBC	SC	TOT	OC	BC	MBC	SC	TOT	OC	BC	MBC	SC	TOT
Eco	4	32	10	8	54	3	32	6	7	48	2	21	8	11	42
Eng	3	38	11	8	60	4	36	10	8	58	4	50	7	9	70
His	5	37	12	10	64	6	37	13	9	65	3	33	8	14	58
Tam	3	34	9	14	60	5	39	8	7	59	2	31	9	16	58
Com	6	62	17	5	90	11	78	17	6	112	13	105	11	13	142
Bot	3	19	6	9	37	-	-	-	-	-	-	-	-	-	-
Chem	6	52	21	15	94	8	76	21	6	111	9	107	7	11	134
CS	4	36	12	4	56	4	27	11	7	49	5	57	5	2	69
Maths	6	58	26	15	105	6	66	30	6	108	5	93	5	14	117
Phy	5	55	23	5	88	4	72	20	10	106	3	122	10	5	140
Stat	2	12	7	6	27	2	12	4	5	23	3	18	6	6	33
PB	-	-	-	-	-	3	24	9	12	48	3	32	10	14	59
Total	47	435	154	99	735	53	475	140	71	739	49	637	76	101	863

(Eco - Economics; Eng – English; His – History; Tam – Tamil; Com – Commerce; Bot – Botany; Chem – Chemistry; CS – Computer Science; Maths – Mathematics; Phy – Physics; Stat – Statistics; PB – Plant Biology & Plant Biotechnology)

TABLE 11 (b). Overall Performance of Various Majors during 2003-2006

	2003-04	2004-05	2005-06	Average
Economics	96.69	98.36	97.16	97.40
English Literature	100.00	96.86	94.87	97.24
History	98.28	92.46	92.18	94.31
Tamil Literature	95.86	99.34	98.08	97.76
Commerce	96.70	94.16	96.04	95.63
Chemistry	96.77	94.64	97.44	96.28
Computer Science	95.79	99.45	93.30	96.18
Mathematics	98.40	98.31	93.38	96.70
Physics	98.37	94.15	98.82	97.11
Botany	98.65	-	-	98.65
Plant Biology & PBT	-	98.24	97.78	98.01
Statistics	99.33	97.92	96.67	97.971
Total	97.71	96.72	95.97	96.94

(Source: St. Joseph's College, Tiruchirappalli)

This institution is about 150 years old having produced great many stalwarts such as President APJ Abdul Kalam and many other scholars, scientists and engineers from the disadvantaged sections of the society. The large percentage of enrolled students coming from BC, MBC, SC and ST Communities and equally large pass percentage in the final year indicates that the students from these communities are capable high performance and maintain the standards of the institutions. The fact that the University Grants Commission has recognized this institution as a College with potential excellence shows that the predominance of the students from disadvantaged sections of the community has in no way lowered the standards of the institution.

9. CONCLUSION

The experience in Tamilnadu reservation policy has clearly demonstrated that the students from backward sections of the society have performed at a level of excellence comparable to the Open Categories. This policy has not resulted in any deterioration in the standards of the premier institutions. However, it is also seen without the reservation policy large number of students from backward communities would have been denied admission to the prestigious institutions because of shortage of a few percentage points in their Higher Secondary and Entrance Examination Scores.

Reservation for Socially & Educationally Backward Classes in the Professional Courses in Kerala A Case Study*

Introduction

Traditionally, education in Kerala was the monopoly of the higher castes - the Namboodiris, Nairs and Syrian Orthodox Christians. Later, the European missionaries set up church schools to instruct and convert members of the lowest castes - especially in Travancore region. This prompted the progressive Hindu rulers of Travancore in setting up their own schools. In 1817, the Princess of Travancore called for a state education system, saying 'there should be no backwardness in the spread of enlightenment' because 'by diffusion of education the people would become better subjects...' By the turn of the century, Kerala already had a literacy rate double that of the rest of India, had begun a small programme of grants for 'low-caste children' and was in its fourth decade of female education^[1]. India's reservation for the disadvantaged classes in education was pioneered by the princely states of Travancore and Kochi along with Mysore with popular support. Though such reservations existed, it was formalised only in 1966.

The history of professional education in Kerala dates back to the pre-independence period. Students were given admission based on the marks secured in the qualifying examinations. This format continued till early 1980s when a marks scam resulted in a few undeserving candidates securing admissions for professional courses through manipulation of mark lists. Following directions from the Supreme Court in the Marks List case, the Government initiated the system of entrance examinations for medical admission in 1981. From 1982 onwards, engineering admissions were also made through entrance examinations.

Number of Colleges and Number of Seats

The first Engineering College in the State started in 1939 (College of Engineering, Trivandrum) by the Maharaja of Travancore and the first Medical College came up in Travancore-Cochin State in 1951 (Medical College, Trivandrum).

* Prepared by Centre for Management Development, Thycaud, Thiruvananthapuram – 14, Kerala.

^[1] *New internationalist*, issue 241 - March 1993

Engineering: During the year 1981, there were 5 Engineering Colleges and 1100 students were admitted for various engineering courses in these colleges. Till 1986, the number of Engineering Colleges remained the same, but the number of seats was gradually increased to 1950. In 1987, two more engineering colleges were started and the number of students enrolled for engineering courses became 2100. In 1990, two more Engineering Colleges added and the number of seats available for engineering courses became 2600. During the latter part of 1990s, Self Financing Colleges were commenced in the Government sector. From 2000 onwards, there has been a remarkable increase in the number of colleges till 2005, as the Government started to sanction more Self Financing Colleges in Private Sector. As of now, Kerala has 84 Engineering Colleges and the intake of students for engineering courses is 23196¹.

Category-wise Distribution of Colleges and Seats for Engineering Courses

No	Category	Number of Colleges	Number of Seats	Percentage of Seats
1.	Government and Aided Colleges	14	4076	17.57
2.	State owned Self Financing Colleges	21	4630	19.96
3.	Private Self Financing Colleges	49	14490	62.47
	Total	84	23196	100.00

Source: Economic Review 2005, State Planning Board, GoK

Prospectus for Admission to the Professional Degree Courses, CEE, GoK

Medical: In 1981 the number of Medical Colleges in the State was four (Medical College, Thiruvananthapuram, Medical College, Kozhikode (1957), Medical College, Kottayam (1962), and T.D. Medical College, Alappuzha (1963)) and there were 600 seats for MBBS course. In 1982, Trichur Medical College commenced with 100 seats for MBBS. In 1995, the first self financing Medical College in the State started at Pariyaram of Kannur District (Academy of Medical Sciences Kannur, 100 seats for MBBS). As of now there are 17 Medical Colleges (twelve self financing colleges) and the number of seats for MBBS is 1850.

Category-wise Distribution of Colleges and Seats for MBBS

No	Category	Number of Colleges	Number of Seats	Percentage of Seats
1.	Government Colleges	5	700	37.84
2.	State owned Self Financing Colleges	2	200	10.81
3.	Private Self Financing Colleges	10	950	51.35
	Total	17	1850	100.00

(Source: Website of Ministry of Health and Family Welfare, GoI)

¹ Source: Economic Review 2005, State Planning Board, Government of Kerala

The number of medical colleges at present is **seventeen** while the number of engineering colleges is **eighty four**. The recent growth in the number of Engineering Colleges can be seen from the table below:

Number of Engineering Colleges in Kerala

No	Year	Number of Colleges
1.	1997	15
2.	1998	15
3.	1999	21
4.	2000	30
5.	2001	44
6.	2002	69
7.	2003	76
8.	2004	83
9.	2005	84

(Source: Economic Review (1997 to 2005), State Planning Board, GoK)

Admission Policy:

Government and Aided Professional Colleges:

In the admission for professional courses in Government and Aided Colleges, the State Government follows a mandatory reservation policy by which 65 percent of the total seats (leaving the seats set apart for All India Quota, Government of India nominees, special reservation, persons with disabilities and management) is kept for admission according to merit; 25 percent for Socially and Economically Backward Classes (SEBC, category-wise break-up is given in Table below) and 10 percent for Scheduled Castes and Scheduled Tribes (SC – 8% and ST – 2%).

Self Financing Colleges:

In the case of self financing colleges, 50 percent of the total seats available in a college will be ‘Government’ seats, and the same formula of reservation applies to that percentage of seats. The rest of the seats are management seats.

Category-wise Reservation Percentage for SEBC Candidates

No	Category	Reservation Percentage
1.	Ezhava	9.00
2.	Muslim	8.00
3.	Other Backward Hindu	5.00
4.	Latin Catholic and Anglo Indian	2.00
5.	Backward Christian	1.00

The reservation to the SEBC is in accordance with the provisions contained in the G.O.(P)208/66/Edn. dated 2.5.1966 as amended from time to time. Even before the concept of creamy layer has been introduced by the Government of India in 1993 (annual family income of more than Rs. 1 lakh), annual income limit for candidates belonging to the SEBC had been prescribed for eligibility of admissions under reservation. The Government of Kerala adopted the creamy layer limit of the annual family income of Rs. 1 lakh during the second part of 1990s, which later got revised to Rs. 2.5 lakhs in 2004. For all the courses, the candidates also have a relaxation of 5 percent in the cut-off marks in the qualifying examinations (candidates under the general category should have 50% marks for qualifying to be admitted to the professional courses, while SEBC candidates require only 45% for Mathematics/Biology and 45% in the case of optional subjects put together).

SEBC candidates admitted in professional courses

To understand the progress of reservation in recent years a case study has been conducted for the last six years. Details of SEBC candidates who have secured admissions in the government seats (through quota and otherwise) in the professional courses in Kerala since 2000 are given in the following tables:

**Number of SEBC Candidates Admitted for Various Professional Colleges through
Entrance Examinations (Engineering and Medical)**

Year	Ezhava		Muslim		Backward Hindu		Backward X'tian		Latin Catholic		Total for SEBC			Total Seats Allotted
	Res	Merit	Res	Merit	Res	Merit	Res	Merit	Res	Merit	Res.	Merit	Total	
2000 E	593	403	483	246	332	161	70	3	133	64	1611	877	2488	7178
2000 M	145	125	125	153	83	46	19	3	34	14	406	341	747	1718
2001 E	553	493	486	315	307	282	55	12	126	76	1527	1178	2705	8400
2001 M	141	102	123	156	82	61	18	0	33	22	397	341	738	1688
2002 E	811	1033	701	586	444	480	92	39	186	149	2234	2287	4521	11804
2002 M	175	216	152	258	98	98	23	12	40	30	488	614	1102	2349
2003 E	617	1003	519	688	360	448	74	16	134	151	1704	2306	4010	9472
2003 M	225	311	196	370	125	158	25	15	50	53	621	907	1528	3112
2004 E	422	1147	362	911	201	577	38	38	92	179	1115	2852	3967	9222
2004 M	257	380	215	577	144	180	36	16	66	59	718	1212	1930	3680
2005 E	522	1224	469	948	307	588	58	32	107	158	1463	2950	4413	10683
2005 M	322	335	293	556	186	156	40	22	72	55	913	1124	2037	4055

E – Engineering, M – Medical (includes courses like MBBS, BDS, BAMS, BHMS, B.Sc – Ag. and B.Sc. – Nurs.)

Res. - Reservation

Source: Details furnished by the Commissioner for Entrance Examinations, GoK.

**Percentage of SEBC Candidates Admitted for Various Professional Colleges
through Entrance Examinations (Engineering and Medical)**

Year	Ezhava* (%)		Muslim* (%)		Backward Hindu* (%)		Backward X'tian* (%)		Latin Catholic* (%)		Total for SEBC* (%)		
	Res.	Merit	Res	Merit	Res	Merit	Res.	Merit	Res.	Merit	Res.	Merit	Total
2000 E	8.26	5.61	6.73	3.43	4.63	2.24	0.98	0.04	1.85	0.89	22.44	12.22	34.66
2000 M	8.44	7.28	7.28	8.91	4.83	2.68	1.11	0.17	1.98	0.81	23.63	19.85	43.48
2001 E	6.58	5.87	5.79	3.75	3.65	3.36	0.65	0.14	1.50	0.90	18.18	14.02	32.20
2001 M	8.35	6.04	7.29	9.24	4.86	3.61	1.07	0.00	1.95	1.30	23.52	20.20	43.72
2002 E	6.87	8.75	5.94	4.96	3.76	4.07	0.78	0.33	1.58	1.26	18.93	19.37	38.30
2002 M	7.45	9.20	6.47	10.98	4.17	4.17	0.98	0.51	1.7	1.28	20.77	26.14	46.91
2003 E	6.51	10.59	5.48	7.26	3.80	4.73	0.78	0.17	1.41	1.59	17.99	24.35	42.34
2003 M	7.23	9.99	6.30	11.89	4.02	5.08	0.80	0.48	1.61	1.70	19.96	29.15	49.11
2004 E	4.58	12.44	3.93	9.88	2.18	6.26	0.41	0.41	1.00	1.94	12.09	30.93	43.02
2004 M	6.98	10.33	5.84	15.68	3.91	4.89	0.98	0.43	1.79	1.60	19.51	32.93	52.44
2005 E	4.89	11.46	4.39	8.87	2.87	5.50	0.54	0.30	1.00	1.48	13.69	27.61	41.30
2005 M	7.94	8.26	7.23	13.71	4.59	3.85	0.99	0.54	1.78	1.36	22.52	27.72	50.24

E – Engineering, M – Medical (includes courses like MBBS, BDS, BAMS, BHMS, B.Sc - Ag and B.Sc. - Nurs.)

Source: Details furnished by the Commissioner for Entrance Examinations, GoK.

*Percentages arrived from the admission details furnished by the Commissioner for Entrance Examinations, GoK

**Number of SEBC Candidates Admitted for
Various Professional Colleges through Entrance Examinations**

Year	Ezhava		Muslim		Backward Hindu		Backward X'tian		Latin Catholic		Total for SEBC			Total Seats Allotted
	Res.	Merit	Res.	Merit	Res.	Merit	Res.	Merit	Res.	Merit	Res.	Merit	Total	
2000	738	528	608	399	415	207	89	6	167	78	2017	1218	3235	8896
2001	694	595	609	471	389	343	73	12	159	98	1924	1519	3443	10088
2002	986	1249	853	844	542	578	115	51	226	179	2722	2901	5623	14153
2003	842	1314	715	1058	485	606	99	31	184	204	2325	3213	5538	12584
2004	679	1527	577	1488	345	757	74	54	158	238	1833	4064	5897	12902
2005	844	1559	762	1504	493	744	98	54	179	213	2376	4074	6450	14738

Res. - Reservation

Source: Details furnished by the Commissioner for Entrance Examinations, GoK.

**Percentage of SEBC Candidates Admitted for
Various Professional Colleges through Entrance Examinations**

Year	Ezhava* (%)		Muslim* (%)		Backward Hindu* (%)		Backward X'tian* (%)		Latin Catholic* (%)		Total for SEBC* (%)		
	Res.	Merit	Res.	Merit	Res.	Merit	Res.	Merit	Res.	Merit	Res.	Merit	Total
2000	8.30	5.94	6.83	4.49	4.67	2.33	1.00	0.07	1.88	0.88	22.67	13.69	36.36
2001	6.88	5.90	6.04	4.67	3.86	3.40	0.72	0.12	1.58	0.97	19.07	15.06	34.13
2002	6.97	8.82	6.03	5.96	3.83	4.08	0.81	0.36	1.60	1.26	19.23	20.50	39.73
2003	6.69	10.44	5.68	8.41	3.85	4.82	0.79	0.25	1.46	1.62	18.48	25.53	44.01
2004	5.26	11.84	4.47	11.53	2.67	5.87	0.57	0.42	1.22	1.84	14.21	31.50	45.71
2005	5.73	10.58	5.17	10.20	3.35	5.05	0.66	0.37	1.21	1.45	16.12	27.64	43.76

Res. - Reservation

Source: Details furnished by the Commissioner for Entrance Examinations, GoK.

*Percentages arrived from the admission details furnished by the Commissioner for Entrance Examinations, GoK

It will be seen that the number of candidates who had secured admissions in the merit category (without reservation) in each of the subcategory of SEBC was less than the count of candidates admitted through reservations up to 2001. From the year 2002 onwards, as the number of seats increased, more candidates from Ezhava, Muslim, Backward Hindu, and Latin Catholic other than Anglo Indian communities (from 2003 onwards) secured admission through merit, when compared to those through the mandatory reservation. However, in the case of the Backward Christian community, the category admissions out numbered the admissions through merit in all the five years. It may also be noted that the candidates who had secured admission in the merit category could include those who come under the 'creamy layer' of SEBC.

It is interesting to note that:

- Over the years, except in 2005, there is a steady increase in the percentage of SEBC candidates admitted for Professional Courses in Kerala.
 - The increase in percentage of admission of SEBC candidates is found to be proportional to the number of seats for various professional courses.
 - Percentage of SEBC candidates admitted for professional courses (candidates coming both under merit and reservation together) in Kerala is to the tune of 43 percentage to 46 percentage in the recent years.
 - The maximum percentage admission of SEBC candidates is reported in 2004 (45.71 %).
 - In 2004, as much as 52.44 percent candidates from SEBC were admitted for courses like MBBS, BDS, BAMS, BHMS, B.Sc (Agri.) and B.Sc. (Nurs.) altogether.
 - Even though the category-wise admission percentage for non-creamy layer candidates is found to be less than the mandatory percentage in these years, the over all percentage of SEBC candidates admitted for professional courses exceeds the reserved seats.
 - Increase in the number of seats, especially for Engineering Courses, may have resulted in non-availability of eligible SEBC candidates due to:
 - Lack of candidates who had secured cut off marks for the qualifying examination (45% for Mathematics and 45% in the case of optional subjects put together)
 - Lack of candidates who had scored more than the cut off percentage (10%) for the Entrance Examination.
- This may have resulted in the decrease in percentage of non-creamy layer SEBC candidates being admitted for Engineering Courses during the recent years, i.e., year 2003, year 2004 and year 2005.
- It is also seen that, some of the SEBC candidates, who come under the non-creamy layer category, have availed Educational Assistances from Nationalised Banks and opted for better engineering branches under management quota in various Self Financing Colleges in the State/Country.

Dropouts from professional courses

Calculating the dropout rates of the professional students belonging to the SEBC in Kerala has not been possible, as relevant data are not maintained anywhere. Discussions with faculty members/staff advisors in the professional colleges and officers in the Directorates of Technical/Medical Education revealed that the drop out rates of SEBC candidates is close to zero across semesters/years. However, it was observed that certain students belonging to the SEBC do take a longer period to successfully complete their studies and pass out of the courses.