Reservation policy in India: The Practice of Reservation policy on Education in India.

Sonkhothang haokip
Research Scholar,
Department of Political Science,
Mahatma Gandhi University Meghalaya.

Brown and Rau say that ‘Education is the total of experiences which makes the attitude of child and young and decides the character’. Education can removes injustice, illiteracy, and fulfills the knowledge. Education can also change the capacity of thinking, ideas, recommendations and mental feelings according to the nation, age and circumstances. By which the man recognizes his virtues and gets ability to give them proper expression, without education, all round development is beyond imagination not only of the personality of a person but also the development of the culture and civilization and the progress of the nation and whole society. At present, the Indian education system is one of the fastest developments in the world but the evolution and the improvement of educations from primary level to higher education in India was due to the existence of Christian Missionaries and the British administrator.

The practice of Indian educational system was started from ‘Saints’ in ancient period. The Ancient scripture’s popularly known as Vedas was formed the strong foundations of Indian civilization. The method of teaching for the Students in those days was in the form of Shruti (listening) and Smriti (memorizing). Since there were no schools, Students resided in the forest at their teacher’s residence and lived a simple life as celibates till the completion of their education. In Medieval Period Education, Primary Education was imparted in schools known as maktabs and language skills were taught in secondary known as madrasahs. The beginning of modern education started with the missionaries who migrated to India as the Portuguese. Portuguese pattern of education began to manifest itself in the form of primary schools, orphanages teaching vocational skills and a few colleges and a university.

Genesis of reservation policy and education.

History of India recorded that India Reservation policy was already started since ancient times and it has been an arrangement and prevailing since thousands years ago. Thousands of years ago our religious books were the main sources of law during English empire. In the ancient times, reservations had its roots in the practice of Untouchability, Caste System and
the Verna system. The caste system in the ancient times was a form of reservation where the upper caste like the Brahmins and Kshatriyas were supposed to perform ‘elite’ functions and enjoyed jobs opportunities, educational opportunity and other certain privileges. Reservation policy was introduced due to the lower castes like the Vaishays and the Sudras did not enjoy any privilege, especially in education and were asked to perform ‘menial’ and subordinate works. In the past, the Hindus books of Geeta, Vedas, and Puranasi clearly said that the education was only for the Brahmins. The atrocities and exploitation of the lower castes in those ancient times has its contribution to the advent of modern form of reservation system which is put in place to protect and secure the interest of the lower castes. The system was expected to provide equal opportunities, equal status in society, and to uplift the lower caste people.

The system of reservation policy in Modern India first occurred in Tamil Nadu. In 1831, other backward classes and other backward communities in Tamil Nadu launch a power movement called the Dravidian Movement. This led to the initiation of reservation in education and public service in the Madras Presidency and Princely state south of the Vidhaya. This reservation was introduced by the Britishers in response to several petitions from various groups. The main goal of princely states and the British government was to introduce representation and reservation policy to backward communities’. Subsequently, Mahatma Jyotirao Phule, made a demand of free and compulsory education for everyone along with proportional reservation in government’s jobs. Thereafter, in 1848, she became the first person who realized the need of Education and started the first school for untouchable in Poona (Pune). In 1874, the princely state of Mysore provided representation to the deprived section of the society and became the first to take note of representation to backward communities. During the period between 1874 and 1885 the governor of Mysore reserved 20 percent of middle and lower levels jobs in the police department for the Brahmins and 80 percent for Muslim, Hindu and Indian Christian. Since backward Commission is necessary to look into the matter, the so-called Hunter Commission was appointed in 1882 by the Princely state. The commission was appointed to solve the Education and Economic problems, like providing of free and compulsory education to backward classes.

Reservations were introduced for backward classes in different places but with same objectives. In 1901, reservation was introduced in Mahrasta (in the princely State of Kolhapur) by Shahu Maharaj in favor of Non-Brahmin and Backward Classes. He provided free Education to everyone and open several hostel in Kolhapur to make it easier for everyone to received education. In 1908, Reservation was introduced in favor of a number of Caste and communities that had share a little in the administration by the British. In 1914, the governor of Mysore introduced a system of nomination of qualified backward class candidates to the post of Assistant commissioners great innovation by Vishweshvarayya, the Dewan of Mysore, was the institution of scholarship for backward class of students. In 1917, a sum of one lakh Rupees
was provided in the budget to provide scholarship for BCs and depressed classes. In 1918 the Mahaja of Mysore appointed a committee under the Chairmanship of Chief Justice C. Miller to investigate and report on the situation and suggest measure to provide adequate representation to depressed classes. The committee was found that the Brahmins Community was over represented in Services. Committee also suggests exemption from Qualifying educational text, relaxation and enhancement of scholarship to backward classes. In 1921 preferential recruitment for backward communities was instituted formally for the first time in its college and state service. This was the start of reservation policy officially in India. Madras started quota based communal representation in its government services and educational institution in 1921.

In 1921, Reservation of government jobs for “non-Brahmin” was introduced for the first time in Mysore by Krishna Raje Wediyar, the prince of Mysore (now Karnataka). Owing to this, Tamil Nadu had a militant anti-Brahmin movement and also Dravida Kazhagam started demanding to grand special quotas. As per their demand, the Madras Presidency granted reservation in the government jobs and educational opportunity. In the second decades of 20th century the leaders of depressed class Dr. Bhim Rao ambedkar demanded legal reservation. It resulted on 20th August 1917, first time the talk of representation to the untouchables was total in the report by Montague cheksford. In which it was written that the general people was suppressed by the clever class. In 1930 the Royal commission of the Government of India submitted the report. In this report the representation of members of all the costs should be provided in government services according to the ratio. On 12th November 1930 the round table conference was arranged. In this conference Dr. Bhin Rao Ambedkar was invited by Vic Roy. In the conference Dr Bhin Rao Ambedkar presented the demand of depressed class in 1928 before the Simon commission. For example the reservation in education, services, the partnership in administration and the seats in parliament and Assemblies etc. Dr. Ambedkar revised the same in the conference and put different demands for the development of depressed class with the memorandum.

Reservation, which were so far confined to provincial and locals levels, were for the first time appeared on national scene formally with the communal award of 1932. The Poona pact, or commonly known as Gandhi –Ambedkar Agreement of 1932. The Poona pact provided for the increase in the number of reserved seats as well as adequate representation for the depressed castes in the central legislatures as well as provincial legislature. However, reservation of jobs including in educational institutions, 8.33 for the SCs and not for Ss in the government in pre-independence India began since 1943.
Reservation policy on Education system after Independence

Constitution and Reservation (Govt. policy).

There are so many things important and necessary for human beings on this Earth. Treating equally of all the people becomes one of the most important demands after independence of India. To promote and imposing reservation is one of the objective criteria for treating the Indian people equally. After independence our Indian constitution makers modified and changed the old system of reservation policy. The reservation is undertaken to address the historic oppression, inequality and discrimination faced by those communities and to give these communities a place. It is intended to realize the promise of equality enshrined in the Constitution. To remove various discrimination or depressed classes and to treat equally of all the people, the Indian Government provided Reservation for the weaker section of society in the fundamental rights of the Indian constitution. Article 15(4) special provision of reservation was imposed to raise the standard of education of the depressed /exploited class in the field of education. In Article 46 the special provision of special boarding and scholarship etc has been arranged for SC and ST. In Article 15(4): “All citizens shall have equal opportunities of receiving education. It also states that “The State shall promote with special care the educational and economic interest of the weaker sections of society (in particular SC and ST), and shall protect them from social “injustice” and all forms of exploitation”. In Article 29(2) there is a provision that any students of weaker section stands in merit. The scholarship will also be provided to those students who have been transferred into the Bodh Dharma from SC and ST. According to Article 340, this provision of reservation is mainly based on Schedule caste and Schedule Tribes as well as Other Backward Classes (OBC) who are socially and educationally backward classes of citizens within the territory of India.

The reservation policy and the Commissions

To provide reservation in jobs and educational institutions the Indian government of India was set up Commissions for Schedule caste and Schedules and other backward classes. In 1953, after Independence, for the first time in India established the Kaka Saheb Kalelkar Commission and the commission was appointed by the Government of India with 11 members to look into the matters of socially and Educationally Backward Classes citizen of India; especially the Schedule Caste and Schedule Tribes. This Commission was constituted for the provision of Reservation to backward classes problems. At the beginning, in 1954, the ministry of Education suggested that 20% of places should be reserved for schedule caste and schedule tribe in Educational institutions as per the proportion of the state’s population. At present, for example States like Kerala, Mizoram, Nagaland and Arunachal Pradesh, Tamil Nadu and Maharashtra went up to 90%. The backward classes have classified as four categories. The four categories are as follows:
1. Low social position in the traditional caste hierarchy of Hindu society,
2. Lack of general educational advancement among the majority of a caste or community.
3. Inadequate or lack of representation in government services.
4. Inadequate representation in trade, commerce and industry.

According to the Kalelkar Commission report they were identified around 2399 caste or groups as Backward Classes with recommendation but the Government of India did not accept their recommendation.

The last commission was established in 1979, called Mandal commission to identify the socially and educationally other backward classes of India. In 1980, the commission identified that there is 52% Other Backward classes of India’s population excluding schedule caste and schedule tribes. So, the Mandal Commission's report and recommended that member of other backward classes could be granted reservation to 27 percent of jobs under the Central Government and Public sector. In 1982, it was specified that 15% and 7.5% of vacancies in public sector and government aided educational institution should be reserved separately for the Schedule Caste and Schedule Tribes, respectively. For the first time, schools were opened at the District Head Quarters only for untouchables in 1981-82. But these schools were closed very soon, due to the teachers of the general caste were not willing to teach in these schools. After this the government opened the opportunity to all under Varter Act in government service. But the result was Zero because the government did not want to make angry to the general caste Hindu as well. Thus, up to the end of 19th century the entrances of the untouchables remain closed in the school and the government officers.

The special commitment of the National Policy on Education, 1986 (revised in 1992) to improve the educational status of STs continues to be the major strength in launching special intervention and incentives to improve the accessibility for the tribals who live in the far-flung and remote areas and remain isolated. Therefore, efforts for universalizing primary education continued, especially through the programme of Sarva Shiksha Abhiyan. One of the special features of this programme is the participation of STs parents/guardians in the activities of schools, which ensures ownership of the programme of Nutritional Support to Primary Education or the Mid-Day Meals acts as a support service to increase retention rates.

In the context of higher and technical education, special provisions also launched such as relaxation in minimum qualifying cut-off percentages, reservation of seats, remedial coaching and scholarships were being extended by the Department of Secondary and Higher Education. Special Concessions were also given to Schedule Tribes Students for improving their skills in the up-coming/modern trades which have better employability. The 93rd Constitutional Amendment and the Implementation has great significances in the history of India because the amendment opens the door for weaker section of societies. The Amendment came into force in 2006, under Articles 15(clause5) and the states are allowed to make special provision by law to those who are weak in socially and educationally backward classes especially to Schedule caste and Schedule Tribes. Special provision in the admission to educational
institution including private educational institution also included in this Amendment. Provision of 27 percent for other backward classes was passed in the 93rd Constitutional Amendment Act in 2006 for implementing reservation in Admissions.

The latest provision of reservation was in 2019, the government announces the 10% reservation in educational institutions and government jobs for economically weaker section of general category. Over the years many students from reserved categories, especially those belonging to Schedule Caste, Schedule Tribes, and other backward classes, have been admitted in reputed universities and colleges of India basis quota. As per AISHE report 2015-16, out of a total of 3,45,84,781 students enrolled in Indian higher education institutions in recently is that, a total of 52.56% students were from reserved categories (SC, ST, OBC) and the remaining 47.44% belonged to General category. Reservation quota in context of Indian higher education system basically means that a set percentage of seats are reserved in all universities and colleges for students who are socially and educationally backward or belong to different castes such as SC and ST. In Indian higher education institutions, 15% and 7.5% seats are reserved for SC and ST category, respectively. Apart from that, 27% of seats is reserved for OBC category students. This takes the total percentage of reservation in Indian colleges and universities to 49.5% leaving 50.5% of available seats for General category candidates. The total provision of reservation in higher education and in other fields, for SCs, STs and OBCs should not exceed 50%.

Practice of education in reservation policy

The practice of reservation system in education in India is divided into five categories such as reservation on the basis of Caste, Religion based on reservation, management quota system, gender biased quota, and reservation for NRIs in higher Education institutes.

a) Reservation on the basis of caste. Equality before law is clearly defined under Article 14 of the Indian constitution. It means that the State and Central government will not distinguish any of the Indian citizens on the basis of their gender, caste, creed, religion etc. For these, central government of India and all the states government have made the allocation of seats in educational institutes for the SC, ST and OBC in various ratios. In higher education, the Central government has allotted a reservation of 15% and 7.5% of seats for the SC, ST, and 27% for OBC. But this is not same to every state because allocation of seats in State run educational institutions should be as per the proportion of the state’s population. For example in Assam the rules for reservation in government aided educational institutes are 27% for OBC, SC for 15% and ST for 7.5%. In West Bengal reservation in government aided educational institutes are 22% for SC and 6% for ST and 7% for OBC categories, in most of the tribals states in North East India like
Meghalaya, Mizoram, Nagaland, etc. followed more than 50%, 70%, 80% and 90% in the state services and educational institutions.

b) Religion based reservation. This provision is made especially to religious minorities in India. Since Muslim and Christian are minorities in terms of religion, the centre and state run higher educational institutes have also allotted a percentage of seats. There is also around 50% of reservation of seats in religious minority educational institutes for the Muslim and Christians. For example the state government of Tamil Nadu provided 3.5% reservation for the Muslim and the Christian.

c) Management quota system. Although there is reservation in management, it is said that the high economic or rich people in India enjoy the share of seats in management quota in higher educational institutes. Because there is possibility for the rich people who can buy these seats irrespective of the castes and religions. Whatsoever, many of the recognized higher education institutes in India reserve a 15% of total seats to be filled as management quota?

d) Reservation based on Non-Resident India (NRI). NRI is a citizen of India who holds an Indian passport and has temporarily immigrated to another country for six months or more for employment, education or any other purposes. NRI in Higher Education Institutes is an abroad opportunity for further studies provided by the government of India. But this is only to some colleges and universities offering higher education reserved a quota of 15% seats for NRIs in Gulf country. For example in Bangalore seats are reserved in engineering, medical and M.B.A colleges for students of Indian origin but have migrated to other countries.

e) Gender biases quota. It is understood that Reservation is provided in different fields, likewise reservation of seats in higher education also provided to the girls and women by the government of India. To know about this, many of the law colleges in India allotted 30% of reservation seats for women and girls. For example the Bihar Engineering Board of the state allots 3% of the total seats in engineering, medical and pharmacy of the girls.

Provision regarding Anglo- Indian community

Special provision of educational has granted for the benefit of Anglo- Indian community under Article 337. This provision of special concession to the Anglo- India community shall cease after 30 years from the 25.1.1980. And also, imposed some restriction that no educational shall be entitle to receive any grand unless 40% of annual admissions therein made available to member of communities other than the Anglo- Indian Community. For example, the State order which prevented the Anglo – Indian Schools to admit students of other communities was unconstitutional due to prevented the Anglo- Indian School from
performing the constitutional obligation of admitting at least 40 percent students of other communities.

The special commitment of the National Policy on Education came up in 1986 (revised in 1992) to improve the educational status of STs continues to be the major strength in launching special intervention and incentives to improve the accessibility for the tribals who live in the far-flung remote areas and remain isolated. Therefore, efforts for universalizing primary education continued, especially through the programme of Sarva Shiksha Abhiyan. One of the special features of this programme is the participation of STs parents/guardians in the activities of schools, which ensures ownership of the programme of Nutritional Support to Primary Education or the Mid-Day Meals acts as a support services to increase retention rates. Tribal Projects through which a package of 6 services viz. health check-ups; immunization, supplementary feeding; referral services; non-formal pre-school education and health and nutrition education were being extended to 4.77 million children and 0.96 million mothers. The concept of Mini-Anganwadis introduced in the tribal areas was only to ensure that ICDS services reach the tribal women and children even in the remotest tribal areas.

In the field of higher and technical education, special provisions such as reservation of seats, relaxation in minimum qualifying cut-off percentages, remedial coaching and scholarships were being extended by the Department of Secondary and Higher Education. Concessions were also given to STs Students for improving their skills in the up-coming/modern trades which have better employability. The Ministry of Labor implements specially training programmes for upgrading of skills of STs, besides improving the working conditions of St Workers. The Schemes of 'Coaching – cum- Guidance Centre for spread all over the country takes care of the special needs of educated ST job seekers. Of these, 13 Centre provide facilities for training in shorthand and typewriting. These Centers provide occupational information as well as individual guidance and conduct confidence building programmes for the benefits of the St Job seekers.

**The provision of reservation in the field of Education.**

Articles 46 and 29 (2) of the constitution provides reservation in the fields of education. The direction has been given that the limit of reservation should not be more than 50% and in this percentage of 50% the candidates will remain of every weaker section of society. It was attempt to know that the knowledge of the informers about the provisions of reservation which are imposed in educational field. The data are shown in table.

The data of the table is given below regarding the provision of reservation in the field of Education.
<table>
<thead>
<tr>
<th>Knowledge of provision</th>
<th>Number of the informers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regarding Services</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Yes</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>(43.10)</td>
</tr>
<tr>
<td>No</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>(56.5)</td>
</tr>
<tr>
<td>Total</td>
<td>348</td>
</tr>
<tr>
<td></td>
<td>(100.00)</td>
</tr>
</tbody>
</table>

The data of the table indicates that informers have the knowledge about the provisions of reservation. The informers are well acquainted and careful about the provision of reservation which is imposed in the field of education. But, those informers who have no knowledge did not share their ideas about the provision of reservation. Based on the data of the tables, it clears that those boys and girls informers are careful regarding the provisions of reservation and they are all well acquainted (serially 43.10%,27% informers) regarding the admission in the Schools, colleges, scholarship and relaxation in fees which is available in the educational institutions. But there is also unknown reservation provisions in the field of education who are studying in Degree Colleges.

**Reservation policy and Education of Women.**

The important of education cannot be denied in the development of both man and women in the context of civilization. Proper education is not only helpful in the development of personality but also it is helpful in the building of positive environment. Social and political class in India is strongly in favor of providing preferential treatment to women in order to create a level playing field for all of its citizens. Due to their generosity, Women in India could get reservation or preferential treatment in education and jobs. But, there is misconception about the provisions of reservation to women education is that this preferential treatment of women in India as discrimination against them in admission to schools, colleges, and universities. No doubt, education gives an opportunity of employment to the people and make careful to them and society etc. but the condition of the women also is weak here. For example, in Kerala, out of 83% of education women, 64% are uneducated in India. And also, according to the census report population of 1991 of Bihar, Rajasthan, and Uttar Pradesh, almost 27 lakhs women have no knowledge of words formation. So, in these conditions, the educational situation of the women is very pathetic and pitiable today. Thus the benefit of
reservation in the field of education which is provided to the women then will it be proper. In this connection the information of the data are shown in the table given by the informers.

| Resolution | Number of the informers |  |
|------------|-------------------------|  |
|            | Boys  | Girls | Total |
| Proper     | 99    | 155   | 254   |
| Improper   | 249   | 119   | 368   |
| Total      | 348   | 274   | 622   |

As per the given above data, mostly 59.16% informers accepted improper the proposal of the government regarding reservation in education to the women. The number of boys’ informers (71.55%) is more than the girls’ informers (43.43%). Only 40.48% of the whole tell proper the proposal of the government reading reservation in education to the women. 44.80% informers supporters of this reservation the numbers of girls is more (55.57%) comparatively boys informers only 28.45% boys informers support this reservation system. Those informers (71.55) opposed this reservation of women in education; they supported the research scholars’ logic in this way that such system can take the birth of feeling of general and non-general caste. Which may be more harmful than casteism. Less than half of the whole women informers arose the question on the support of women’s reservation in education.

**Agreed and disagreed of Reservation on Educational basis.**

Reservation on educational base means that reservation of benefit should be provided to that person whose family’s educational condition is of low standard or whose family’s members are uneducated but he must be educated either he may be of any caste or class. The concerning data are shown in the table.

| Consent | Number of the informers |  |
|---------|-------------------------|  |
|         | Boys  | Girls | Total  |
| Yes.    | 36    | 10    | 45     |
| No.     | 312   | 264   | 576    |
| Total   | 348   | 274   | 622    |

As per the data given above, mostly 91.16% informers are not agree to imposed reservation system in educational basis. Only 8.84% informers showed their consent on educational basis. The girls’ informers of whole are more in number than boys who are not agree for reservation on educational basis. The number of such informers’ 93.03% and 10.34%. The comparative
study of table no. 7.1 and 7.2 clears that mostly informers are not infavour of another basis except educational basis.

**Position of Schedule Caste and Schedule Tribes in Educational Institutions**

The position of Schedule caste and Schedule Tribes in educational institutions is also as same as with other problems. Highly qualified candidates are appointed in respect of teaching jobs in most of the Universities but to get highly qualified candidates are not available from among the Schedule Caste and Tribes. Although there is provision of considerations and reserved posts for Schedule Caste and Tribes, all these considerations did not allow the implementation of reservation policy in University appointments to the teaching posts. However, in Karnataka, the reservation policy of filling 15 percent of seats by the Schedule Casts has been adopted by the Universities since 1976. But the case studies of four Karnataka Universities as to teaching posts appointments are very less and totally unsatisfactory picture of Schedule Castes appointments. Thus, in Bangalore University, percentage of Schedule caste teachers is 2 percent only, in Mysore 2.6 percent, in Karnataka 0.8 percent and in Agriculture University 0.6 percent. The following Table shows the meager percentage of S.C. teachers.

<table>
<thead>
<tr>
<th>position</th>
<th>Mysore</th>
<th>Bangalore</th>
<th>Karnataka</th>
<th>Agriculture University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No</td>
<td>S.C. Total No</td>
<td>S.C. Total No</td>
<td>S.C. Total No</td>
</tr>
<tr>
<td>Professor</td>
<td>69</td>
<td>1</td>
<td>57</td>
<td>3</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>90</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>288</td>
<td>4</td>
<td>251</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>477</td>
<td>9</td>
<td>308</td>
<td>8</td>
</tr>
</tbody>
</table>

The Table shows highly difference about the number of teachers’ appointments. For example, out of 275 Professor only 4 Schedule Caste Professor were appointed, out of 447 Associate Professor, only 6 Schedule Caste and out of 1,421 Assistant Professor only 17 Schedule Caste persons were appointed. This means that they have not followed the reservation percentage and qualified Schedule Caste candidates are generally not available. Causes of these unfair appointments might be five reasons in Karnataka study: may be hostile selection committee or indifferent of employers or non availability of qualified candidates or corrupt practice and
the roster system. However, it is generally believed that the indifference of employers and hostile selection committees should be the two main factors. In addition to that, Vice-Chancellors ignored and underestimate the interest of the Schedule caste candidates as they would be less helpful in political battle in the temple of learning. Vice-Chancellors act according to the tune of teachers’ politicians of influential groups and compose the Selection Committee accordingly. It was also the same things when they had done the survey in Kakatiya University and Rajasthan University. For example, out of 165 teachers, 126 belonged to Forward caste or Classes, 36 belonged to Backward Classes and only 3 belonged to the Schedule castes, in the former teaching staff positions. Thus, the percentage of Scheduled Castes teachers was 1.82 percent.

The above survey clearly justified that Scheduled castes are extremely negligible in University teaching profession because the discriminatory policy in the selection system and the ways in which unwritten reservations work are very horrifying. The selection of candidates does not necessarily indicate the non-availability of better candidates than the candidate chosen, but on invisible and untold reservation usurped in favour of dominant class basis. Whoever objected the reservation to Schedule Castes and Schedule Tribes cannot shut eyes on these inner stories of frustrating the cause of Schedule caste and Schedule tribes and grabbing all benefits on the basis untellable and invisible reservations. This is the selfish practiced by the politicians and higher authority in University which not only the cause of SCs and STs is suffering but also the cause of learning is severely threatened. Lastly, Schedule caste and Schedule tribes seats are not allowed to fill in the Right to information (RTI). But, when it was seek Right to information by Mr. Mahendra Pratap Singh, it’s revealed that there was no SC/ST Professors in 4 Central University - JNU, Delhi University, B.H.U. and Allahabad. The following is the overall figures of sanctioned and filled in posts:

<table>
<thead>
<tr>
<th>University</th>
<th>Sanction Post for SC</th>
<th>Filled in</th>
<th>Sanction Post for ST</th>
<th>Filled in</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMU</td>
<td>283</td>
<td>1</td>
<td>142</td>
<td>0</td>
</tr>
<tr>
<td>DU</td>
<td>255</td>
<td>44</td>
<td>128</td>
<td>14</td>
</tr>
<tr>
<td>JNU</td>
<td>109</td>
<td>24</td>
<td>55</td>
<td>9</td>
</tr>
<tr>
<td>BHU</td>
<td>362</td>
<td>115</td>
<td>181</td>
<td>30</td>
</tr>
</tbody>
</table>

In another incident is that, warrant was issued by the National Commission of Schedule Castes to arrest HRD Secretary who failed to appear before Commission at the date of hearing fixed to hear the complained of Hindu Chaudary, General Secretary of SC/ST Employees Welfare of B.H.U. The reason is that, ‘the University authorities manipulated and ignored the reservation policy while filling up vacant posts, promotions and other benefits “. When complained about it, the University with a view to teach her lesson wrongfully deducted Rs
27,000 from her salary and frames a vigilance case against her. Overall assessment of the poor, vulnerable and deplorable condition of SC/ST is that their problems have not improved significantly. Social discrimination is still continues to despise them and exploit them too. Not only these but also still attacked, raped, denied access to places of worship, common water sources, education, dignified jobs and other rights.

Conclusion

Although Reservation policy was introduced for the weaker section of society in Indian, in every aspect there are reservation problems and educational reservation problem is one of them. Developed Country like America also adopted reservation policy as an affirmative action and do not have as problems as India had. The main reason is that the concerned governments provided too much lesser percentage rather than abiding the exact percentage provided by the law of the constitution. In 1980s, the younger generations of all caste have had access to educational resources is also unsatisfactory. After Independence, the receiving of general educations to the Backward Caste increased at a faster rate than that of the upper-caste, but very low in higher educations. The Mandal Commission was established in 1979, to “identify the socially, educationally backward classes, to consider the question of seats reservations, quotas for people to redress caste discrimination, and used eleven social, economic, and educational indicators to determine “backwardness”, but these also strongly manipulated by the higher caste. For example, in 2006 Arjun Singh cabinet minister of MHRD of the United Progressive Alliance government was accused of playing caste politics when he introduces reservation for OBCs in educational institutions all around. Corruptions therefore translated into power and a means to enter the political arena, once only open to upper caste members.

About the women’s Reservation Bill issue, most of the women in India do not know what exactly the bill contains except the 33% reservation of women. Lack of education is the main factors in this regard and to become better position, few educated women as well as members of parliament raise their voice for more participation at the parliament through reservation. According to them, greater presence of women in Parliament will be a step towards empowerment of India women and that there larger presence as the result of this bill will change the very nature of politics, make it less corrupt, more sensitive to women’s needs, more educational development and generally more democratic and compassionate but this is also objected by the members of Lok sabha in the Parliament of India.
Articles 16 (4A) and 16 (4B) have been inserted flow from Article 16 (4) under the constitutional Amendments. But this is also not changed the structure of Articles 16(4). These amendments are confined only to SCs and STs. We reiterate that the ceiling-limit of 50%, the concept of creamy layer and the compelling reasons, namely, backwardness, inadequacy of representation and overall administrative efficiency are all constitutional requirements without which the structure of equality of opportunity in Article would be collapse. In this regard the concerned States will have to examine the provided reservation percentage in each case the existence of the compelling reasons, like how munch reservation percentage are provided for OBCs, SCs, and STs as per the proportion of the backward classes population, inadequacy of representation and overall administrative efficiency before making provisions for reservation. Whatsoever, provisions of reservation becomes something which is better than nothing for many states but it is impossible to say that reservation is not benefitted to everyone. Lastly, not to let the politicians and government for manipulating the reservation percentage, public voice is very important by utilizing the method of protest, bandh, strikes, sit in protest, public procession etc.

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