CHAPTER - V

SUMMARY AND CONCLUSIONS
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At the dawn of independence, the priority before the government was to ensure equality of all sections of society. The social inequality that existed from times immemorial in different social segments, of the Indian society and the Scheduled castes, Scheduled Tribes, and the other Backward Castes (broadly known as Backward Classes) represent the social groups, which suffered through the ages due to caste prejudices, economic inequality, educational backwardness and lagging behind the field of education and economic development in comparison to certain advanced or the forward castes.

To minimize the social and economic deprivations, many social provisions were made to safeguard their interests along with the provision of equality before the law and prohibition of discrimination on grounds of race, religion, and caste. The constitutional provisions were made for the upliftment of the weaker sections, like the Scheduled Castes and Scheduled Tribes through reservations in educational Institutions and in jobs. It was then thought that, by providing education to these sections, the social mobility of these sections could be triggered through, educational and occupational mobility and there by aid their social inclusion into the main stream society over the generations.
The term 'backward class,' refers to specially, to those backward groups other than SCs and STs. They were referred to as the depressed classes during the British regime. Similarly, some include among backward class, those who are far below the upper cluster, some to those who are just above SCs and STs and some refer to middle cluster of caste hierarchy as backwards.

The State Governments were asked to enumerate the Backward Classes in their respective states and prepare a list of Backward Classes, for which 10 States responded and further 8 States and Union territories notified lists of OBCs for the grant of Post-Matric Scholarships. It was only in 1977, when the Janata Party that came to power, it appointed the Second Backward Classes Commission popularly known as the Mandal Commission, which submitted its report in 1980. The Commission identified 3,743 Backward Castes and recommended 27 per cent of reservations for OBCs in Government Service as well as in educational realm, since this economic development, accelerated by the expanding base of higher education would lead to the reduction of other kinds of disparities—social, regional, political—its contribution in stabilizing our society at this juncture of volatility cannot be underestimated, which in turn would help the process of development further. In short, whether India is to emerge strong and cohesive out of its present socio-political churning or it is to emerge as a global power, expansion and consolidation of higher education seems to be only panacea.
Education has been given priority by the planners, for education is certain to propel social mobility of the backward sections through educational and occupational mobility. Higher education in particular, is the main instrument for development and change. They produce trained manpower required for industry, agriculture, administration, services and all other sectors. Higher education assumed prominence after modernization more so after the globalization that threw open opportunities for youngsters of the nation, to seek global placements. This demand for technological courses widened the frontiers of professional education.

The idea of education as an important factor responsible for generating and accelerating development owes its origin to a series of researches conducted during the late fifties and early sixties by economists like Theodore, Schultz and a host of scholars. Much of the economic progress of advanced countries, that were among the backward and the poorest a few decades ago, they pointed out, was the outcome of the development of their human resources especially through higher education.

For almost four decades, the Backward Classes have been provided with reservations in educational Institutions and scholarships besides other welfare inputs. There had not been studies made on the impact of these educational inputs in the educational upliftment of the Backward Sections.
The real progress of these sections took speed after 1970 when there was tremendous expansion of hostels, provision of inputs for the educational upliftment of these downtrodden sections. The All India Educational Survey, that is conducted once in 5 years, did not document the educational progress made by the large chunk of backward classes. The survey, only examined the case of SCs and STs vis-à-vis other communities as it is constitutionally obligatory for providing special privileges SCs & STs. Even the state governments too had not made any serious effort to document the educational progress of the backward classes, who form numerically large chunk of population in their respective states.

The review of the literature available on the educational development of the disadvantaged sections in India clearly shows that the educational development of the Scheduled castes and Scheduled Tribes at primary and secondary levels of education assumed prominence during the consecutive All India Surveys that were made periodically and the independent researchers. The educational inputs that were provided, were mainly to stem the drop out levels at school level. Only C. Rami Reddy (2007) tried to examine progress of SCs in higher education, that is in the realm of professional education viz engineering and Medicine and M. Raganna (2011) STs in higher education particularly in Engineering education.
The only study made on the progress of the educational attainments of the Other Backward classes at the primary and upper primary level in Andhra Pradesh, is only through a survey conducted by Umamohan, Ch. (2002) for DPEP, Government of Andhra Pradesh. He has examined 12,000 respondents drawn from 65 Backward Communities, from 6,000 schools located in 160 Villages of 19 Districts of Andhra Pradesh. This is the only study made on the progress of OBCs in Primary and Upper primary level. No other study has ever been reported either in Andhra Pradesh or in any part of India. There were no studies made to highlight the educational attainments of the backward classes in higher education particularly professional education in the state of Andhra Pradesh in general and Anantapur district in particular.

STATEMENT OF THE PROBLEM

The provision of inclusive policy reservations in educational institutions, hostel facility, scholarships and other educational inputs to the backward class students is almost four decades old. Crores of rupees had been spent on these welfare inputs, but there had been no impact study made on the impact of these inclusive provisions of educational inputs to the backward sections and their impact on their educational advancement and their ultimate inclusion into the mainstream society. Whether these disadvantaged sections could utilize these inputs and scale better levels of education? Whether or not the OBCs able to demonstrate zeal to excel in and scale professional education
with equality of opportunity? Whether or not the welfare inputs have resulted in igniting a qualitative transformation of these disadvantaged sections in terms of forming better attitudes, awareness levels and value orientation? And whether or not these OBCs now feel socially included? are the questions, that were not examined by the researchers nor the government, which provided these educational and welfare inputs. To fill this research gap, the present study is undertaken to examine the aforesaid issues to assess the social inclusion of the backward classes through higher education, into the mainstream society, in Anantapur district of Andhra Pradesh.

The present research study set out to pursue the following objectives:

1. To examine the enrollment of OBC students into Engineering and Medical courses in Andhra Pradesh and in Anantapur District.

2. To draw the socio-economic profile of the Engineering and Medical Students from OBC communities in Anantapur district.

3. To describe the educational profile of the OBC students at various levels of their academic career to know their academic consistency levels.

4. To examine the qualitative benefits accrued to these OBC students in terms of formation aspirations, attitudes, levels of awareness and value orientation.
5. To describe the degree of their Social Inclusion, as they experience through their higher education.

The data was collected from a sample of 410 respondents drawn from both Engineering and Medical Streams, through Stratified Random sampling method. The backward class students enrolled in all the four years of study in the Five Branches of Engineering courses offered at JNTU, Anantapur were divided into strata from, which students belonging to BC A, B, C, D, E categories were selected at random and similarly, 70 OBC Medical students were drawn at random from among the 145 enrolled OBC students enrolled in Medicine, were stratified into four years of Medical course at the Anantapur Medical college, Anantapur, were selected for detailed study. Care was taken at the time of drawing sample to ensure proportionate representation of respondents by their gender, sub-caste and year of study from both Engineering and Medical streams.

The following are the major findings of the research study:

1. The findings show that students belonging to backward classes are found to be largest group with 46.16 per cent of the total enrolled students in various branches of engineering. It was amazing to see that, backward class girls students are found to be of 44.11 per cent among the total girls enrolled more than their allotted quota of 33.33 percent
reservation indicating their bagging of seats in the open category by sheer merit and through the reservation for backward class. It is indicative of the equality of opportunity that has emerged sequel to the system of reservation in educational institutions.

2. Out of the students enrolled for Medicine Backward class predominate with 48.83 per cent. The backward class girl students, form a major chunk of 44.51 per cent, among the total girls enrolled into medicine. In the case of forward castes and Scheduled Castes, Girls out-number boys. This drives homes the inference that girls are entering in more numbers into medicine more than their reservation quota.

3. It was found that 87.56 per cent of the respondents are between 17 -22 years of age, which means that the students from Backward Classes, are in the right age to be in the professional courses without any interruption in their academic career.

4. The females, are slightly higher in Medical stream, compared to engineering, similarly males are slightly higher in engineering than medical stream. Women are slightly higher than their reservation quota of 33 percent. It can be said that boys and girls from backward classes are into engineering and medical streams, making use of the inclusive policy of reservations. Besides the social inclusion of boys from the backward sections, there is also inclusion of once deprived, weaker sections, of society namely the women from these backward classes.
5. The students from all the five Sub Groups-A,B,C,D & E of Backward Castes, are entering professional educations mainly through the reservation channel but few of them are also bagging seats under open quota, which only indicate their academic progress and degree of social inclusion.

6. It was also observed that, girls from backward Classes are entering all branches of Engineering. They are found to be joining even the male preferred branches requiring hard physical work like Civil and Mechanical Engineering.

7. Among the respondents, 81.46 per cent are Hindus, followed by Muslims, 14.39 Percent and Christians are of least percentage of 4.15 Per cent on the sample. But Christians are better represented in medical stream (8.57 %), Compared to Engineering stream (3.24%). Similarly Muslims are better represented in Medical than in Engineering Stream.

8. Telugu is the mother tongue of most of the respondents (82.93%).

9. The marital status of respondents shows that, majority of the respondents (97.07) were unmarried on the other hand 2.93 of the respondents of which 75.5 per cent are girls.

10. Put together, 72.20 per cent of them hail from rural and semi urban areas. Only 27.80 hail from urban areas.
11. It was found that 85.29 per cent among Engineering students and 91.43 per cent of the medical students, hail from nuclear families. It was found that only 13.66 per cent come from joint families.

12. The housing conditions of these students shows that 90.49 per cent live in tiled and terraced houses. They are far better compared to other disadvantaged sections of the society like the scheduled castes and scheduled tribes.

13. On the whole 69.02 per cent of them, do not own any land at all, which is inclusive of 71.47 per cent of the parents of engineering students and 57.14 per cent of parents of medical students. Among the land owning, parents of medical graduates are relatively more, compared to parents of engineering students.

14. The average size of the land holdings among the parents of the backward class students are less than 6 acres, which means they were by and large small farmers with irrigated lands. The parents of the engineering students are more (65.22%) among the wet land holders, while it is only (34.78 %) among the parents of medical students. It can be seen that 27.56 per cent own only dry land. On the whole, among the parents of backward class students only 30 per cent own land the rest depend upon non agricultural occupations.

15. The occupations of the parents of the backward class students enrolled in professional courses in Anantapur show that, 65.3 per cent of them
on the whole are, either in dignified occupations or in self employment of business. There are about 35.1 per cent of them who are engaged in service, semi-professional and professional occupations and the income levels of 73.67 per cent of respondents is less than Rs.10,000 per month.

16. The mothers of 84.63 per cent of respondents are not employed, while about 15.37 per cent of the mothers of the respondents are employed, of which 71.43 are employed in service and semi-professional and professional occupations that require educational qualifications. In other words, these mothers though hailed from backward communities, could get educated and get gainful employment to support the professional education of their children.

17. The matrix on the educational level of the fathers and mothers of the respondents reveals that, in the case of 84.15 per cent of students, both of their parents are literates with more than secondary level of parental education. Both the parents of the backward class students being literates seemed to have influenced the educational attainments of their wards.

18. It was found that 53.42 per cent of them had entered school in the ages 3 and 4, which means that, more than half of them have had pre-schooling education. About 46.58 per cent of them had joined between 5 and 6 the year, the normal age of entry into class I in Primary school.
19. It was observed that 68.57 per cent of the Medical students and 45.59 per cent of the engineering and students, had studied their schooling in English medium, thus laying a sound foundation for their professional education from the primary school level itself.

20. About 69.02 per cent of the respondents have had their schooling from schools located in rural (35.61%) and Semi-Urban (33.41%). Only about 30.98 per cent had their education at schools from urban areas.

21. The conspicuous fact about the progress of the backward class students is that the backward class students, hailing from rural and had their schooling from Telugu medium and English medium from schools from semi- though urban areas could get into Engineering and Medical education from the premier Government Institutions such as Jawaharlal Nehru Technological University, Anantapur and Anantapur Medical college.

22. A sizable portion of the backward class students (70 %) of them had their education from Private Schools and Corporate Schools. This indicates the affordability and the good care their parents had taken in admitting their wards in good schools, thereby laying the foundation for their bright future.

23. During their schooling, only 6.10 per cent of respondents have availed hostel facility provided by the government and the rest have studied, as day scholars in the schools located nearby.
24. It was only 12.93 per cent of the respondents who had tuitions and the rest of the respondents had no extra tuitions during their school career. In the rural areas and the semi Urban areas the tuitions are not that popular.

25. The responses indicated that 46.10 per cent of them had not experienced any difficulty in their studies at all. One major difficulty expressed by about 17.80 per cent was inadequate teaching, followed by inadequate care and attention (9.02%), high standard (8.54%), lack of books (5.61%), lack of extra coaching at home (4.63%). At the face of the difficulties experienced at their schooling the amount of success and the merit that these students could achieve is something remarkable.

26. It was heartening to find that, almost 98.54 per cent of them had no failure during their academic career, while only 1.46 per cent admitted as having break in their academic career.

27. Among the respondents 70.00 per cent have admitted the influence of their school teachers as considerable in molding them and motivating them to achieve higher level of education by laying solid foundation at their school level.

28. Among the Backward Class students 87.56 of the students expressed as not having suffered discrimination of any sort from their teachers,
while 12.44 per cent of the respondents admitted of having been discriminated by their teachers in their schools.

29. The Backward Class students in professional education, 79.76 per cent had rated their school as Good to Excellent and a fraction of 17.32 Per cent had rated as moderate.

30. Among the respondents, 80.98 per cent rated their school teachers as excellent to Good, while 17.32 per cent rated them as moderate.

31. The Backward Class students of whom about 80.98 per cent, rated their school teachers as excellent and Good, while 17.32 per cent rated them as moderate.

32. The respondents also gave ratings for their schools, which show that, 79.76 per cent of them had rated their school as Good and Excellent and a fraction of 17.32 Per cent had rated as moderate.

33. Studying in the same class seems to be the major reason for 41.95 per cent of the respondents for making friendship followed by compatibility (20.73%), and the next consideration is by choosing a clever person good in studies is preferred. Hailing from the same caste and same sub- caste as the reasons for making friendship was expressed by a meager 1.12 per cent of respondents. The student from backward classes in professional education, are not mindful of caste or sub caste, thereby indicate more rational progressive tendency of making friendship with peers for their own class.
34. Majority of them, of the respondents (72.44%) admitted, of having free interactions with students belonging to higher castes, all the while in their education career.

35. It was observed that 97.07 per cent of the students denied of having had any quarrels with the higher caste students and there by indicate these students had a cordial, and friendly social atmosphere in the schools and colleges.

36. Among the Backward Class students it was found that, 53.90 per cent of the respondents on the whole, had been leaders either their class or school among which engineering students predominate (57.35%) and medicos (37.14%). leadership in school levels always come by virtue of their good performance in their studies.

37. Majority of the respondents (87.56%) have given credit to their teachers for their academic progress at their school level; at the Intermediate level, (69.26%) per cent of the respondents have opined about their teachers, as having contributed very much for their success at their Junior college level out of this, engineering students gave greater ranking than Medical students. On the whole, at their intermediate level an overall 98.28 per cent, has given favorable ratings indicating their teachers' contribution to their success at their intermediate level and an overwhelming majority on the whole, had acknowledged the contribution of their teachers in their academic
progress. The level at which it was recognized and acknowledged more was at the Intermediate stage. Both at the school stage and the professional stage the ratings slightly dipped.

38. It was observed that 51.46 per cent of the respondents had taken crash Intensive coaching for EAMCET and could grab seat in prestigious government colleges. Among this 92.86 per cent of Medical students had taken the crash course compared to engineering students, among whom only 42.94 had taken the crash coaching prior to their EAMCET exam.

39. It was heartening to find that 78.05 per cent had cleared the EAMCET at the first attempt out of which 90.29 per cent of the engineering students and 18.57 per cent of the medical students could secure their seats on their first attempt. That only 18.57 got at the first attempt while 64.29 bagged in the second attempt and there was about 17.14 per cent who could succeed in the third attempt.

40. It was found that 66.59 per cent of the candidates of which 72.35 engineering students and 38.58 per cent of the medical students had got seat in the college of their choice. Because of the high rank they had secured in the EAMCET examination.

41. It was observed that only 74.29 per cent of respondents had bagged the seat by reservation. It was indeed heartening to note that 25.71 per cent of respondents on the sample had bagged the seat in open quota,
which is quite creditable. If we analyze further, it can be seen among those who had bagged Engineering seat on open quota the sub castes of BC-B (42.42) and BC-C (45.45%) are more. The same sub castes of BC-B (33.33%), BC-C (33.33%), have also bagged open quota seats in the medical stream also. BC-C Christian students, who are less than 1 per cent in the total population and among them many bagging seats in the open category is indicative of their high level of performance to fetch them a seat in the choicest of colleges and the course of their choice.

42. Among the backward class students, 71.95 per cent (inclusive of 72.76% Engineering students and 71.76% of Medical students), had scored more than 80 per cent of marks in their class X exam. On the whole 97.32 per cent had scored more that 60 per cent at their class X public exam. Analyzing gender wise, among the girls enrolled for Engineering, 67.2 per cent had scored more than 80 percent, while 14.4 per cent had scored more than 70 per cent. On the whole among the engineering girls, 84.8 per cent had scored more than 70 percent and above that. Among the girls enrolled into medicine, 66.67 per cent had scored more than 80 per cent and 33.33 had scored more than 70 per cent, which means that 100 percent had scored more that 70 per cent in their class X public exam.
43. The performance of the backward classes at their Intermediate as shown in Table No 4.24 reveals that 76.34 per cent have scored more than 80 per cent of marks; 10.49 have scored more than 70 per cent of marks on the whole 96.59 per cent had scored more than 60 percent or above. Analyzing gender wise, among the girls enrolled for engineering courses, 84 per cent had scored more than 70 per cent, on the whole, 99.2 per cent had scored more than 60 per cent. Among the medical students all of them (100 %) had scored more than 70 per cent of marks.

44. For those whose marks are available, it was known that 12.62 per cent could score more than 80 per cent. None of the Medical student could score more than 80 per cent. Only engineering students could score that per cent. On the whole 95.02 per cent who had marks available had scored between 60-80 marks or above. Looking the performance gender wise, only 5.56 per cent of girls enrolled in medicine could score more than 70 per cent, while 88.89 per cent scored more than 60 per cent and one slid to second class. On the other hand among the girls enrolled into engineering only 39.47 per cent could score more than 80 per cent. About 35.83 per cent had scored more than 70 per cent and 34.12 per cent had, scored more than 60 per cent. On the whole, 95.60 had maintained the above 60 per cent consistency.
45. Among the respondents, (73.66%) expressed themselves as instrumental for achieving up to this extent. At their school level 64.88 per cent and at their intermediate level 67.07 per cent had taken credit for themselves, for their academic achievement. If analyzed further, this answer of attributing the success and achievement to self was more among medical students as high as school level (81.43%); Intermediate (81.43) and it rose to (88.57%) when they had reached professional level.

46. Giving credit to their fathers for their academic progress was more at their school level as felt by (71.46%) and which comes down to 66.34 per cent at their intermediate level and further dips to 63.90 per cent at their professional level. In this the medical students attribute more responsibility to their fathers (85.71%) at their school, 81.43 at their intermediate level, and 87.14 % at their professional level. It only shows that the fathers are more supportive to their wards’ academic progress.

47. Among the siblings support, it was relatively more for the medical students than for the engineering students.

48. In the case of 63.17 per cent of backward class students on the whole Engineering (62.65%) and medical (65.71%) opined that both their parents participated and were very much supportive for their educational performance and progress all through. Both the parents
participating in their studies, provided the needed emotional security which made them to excel.

49. It was found that 89.27 per cent of the respondents did not avail any hostel facility at all. Out of the 10.73 per cent who availed hostels, only 8.29 stayed in B.C welfare hostels who were mostly boys and the rest stayed in private hostels. At their intermediate level, only 43.66 per cent had availed hostel facility, of whom 11.46 per cent had stayed in social welfare hostels and the rest at the private hostels run by the corporate Junior colleges.

50. Most of the students, (79.51%), had put in hard work at their school level, while their efforts at their Intermediate level (83.17%) admitted of having put in hard work and about 73.41 per cent had put in hard work at their professional level. It only shows that Intermediate happens to be the most difficult as well as crucial for one’s educational career. The stress and strain is relatively lessened at their professional level.

51. It was only 4.63 per cent of respondents who had participated in protests during their academic career. This only shows that students who had reached professional education had remained stayed put to their educational career.

52. Among the backward class students, 38.82 per cent are focused on getting a job and settling down in life, about 23.53 are aiming to do
Post graduation in engineering and about 20.88 are aiming for a better status in their lives with a professional tag. On the other hand 78.57 per cent of the medical graduates had indicated that they wanted to do post graduation immediately.

53. About 46.59 per cent of respondents had expressed to have better quality of life as their aspiration; next comes the group of 21.95 per cent of respondents, who crave for better levels of education. About 14.15 per cent wanted a position in life where there is no discrimination based on caste.

54. The respondents opined that they would use their education to serve people and also use it to have a happy life was given first preference by majority of the respondents. Some wanted to enter Government service, while some wanted to serve the oppressed ones. The option to use their education to become rich opted as the last choice by these respondents. In all their responses the backward class students have indicated their positive attitude and value orientation towards education and life.

55. It was indeed heartening to find that 96.10 per cent of the respondents are exuberant to say with certainty that they can certainly get through the professional education with creditable performance. This shows their high level of confidence to come out in flying colors with professional education.
56. It was observed that 73.41 per cent had put in hard work at their professional level. While we glance at the percentage of their overall efforts one can decipher that all the backward class students had put in hard work at all levels, which is at the highest percentage at the Intermediate level compared to their school and professional level. The maximum effort is at the intermediate level, where their professional stream gets decided amidst terrific statewide competition.

57. Among the respondents, 41.71 per cent, on the whole had said they would have entered professional education even without the reservation by general merit, which included 42.94 per cent of engineering graduates and 35.71 per cent of the medicos. On the other hand, 58.29 per cent of the respondents inclusive 57.06 per cent of engineering graduates and 64.29 per cent of medical graduates acknowledged that but for the reservation system they would not have attained professional education, which had aided their social inclusion.

58. Majority of the backward class students, (83.17%) of them strongly endorse the value of equality of all humans in the society.

59. Most of the respondents (95.37%) given a categorical answer agreeing to caste as a man made system of stratification, characterized by inequality and social exclusion.
60. It was emphatically stated by 70.49 per cent of the respondents that special privileges are the only way to emancipate the backward classes, which they said had been proved in their own lives.

61. Considerable portion of the backward classes did agree and strongly agree that special privileges are permanently needed for the backward classes. There are only about 37.80 per cent of respondents who disagreed and said reservations are not permanently needed for them.

62. About 55.61 per cent of the respondents feel that Provision of special privileges provided to them has engendered jealousy among other forward castes.

63. Majority of the respondents (85.86%), are of the view that backward class students need welfare inputs to study well.

64. Majority of the respondents (89.27%) had indicated that education offers plenty of opportunities to come up in life.

65. The largest number of (35.37%) respondents, have opined that, they would protest openly and 19.02 said, they would seek protection and 8.29 per cent felt they would seek political intervention to champion their cause. Only about 19.02 clearly said that they would mobilize their own caste men to hit back at the exploiters and oppressors in a situation of oppression.

66. Among the respondents, two large segments, one with 36.83 per cent of them with their eyes set on achieving a respectable status and
another group of 33.41 per cent aiming to achieve something great in life as their immediate priorities in life. Getting a job at the earliest was wished by 20.98 per cent of respondents.

67. On the whole about 92.20 per cent of the respondents have expressed satisfaction level of somewhat to very much satisfied the way these welfare programmes are administered.

68. The majority of the respondents, that is, 80.49 per cent of respondents did not have this bitter experience. Somewhere somewhere time in the commensal interaction situations this happens.

69. It was reported by 19.51 of respondents that their family members too were subjected to ill-treatment because they belonged to backward classes. Though the severity of the caste system in the form of untouchability was not there yet the ill-treatment too these people just because they belonged to castes practicing defiling occupations is testimony to the fact that the casteist practices do exist even in the 21st century.

70. It was observed that 25 per cent of the female respondents said they and their family members had experienced ill treatment because they belonged to backward class. Among the women, 50 per cent of the BC C' women said they were victims of the casteist insinuations of higher castes. On the other hand women belonging to other sub-castes, only a little over 25 per cent of them had this experience.
71. On the whole among the respondents, 92.44 per cent had acknowledged that the status of the backward classes has improved considerably.

72. It was very much evident 96.10 per cent of them have high confidence levels pertaining to a bright future.

By way of summarizing, an attempt is made to respond to the issues raised in this research study. The first issue was to examine the enrollment of OBC students into Engineering and Medical courses, in select colleges of Anantapur District. The data collected in this present research study indicates that all the sub-castes of the backward classes are finding entry into Engineering and Medical courses. It was found that as against their reservation quota of 29 per cent, 46.16 per cent in Engineering and 48.83 per cent of the Medical seats are bagged by Boys and Girls belonging to backward classes. Almost 25 per cent of the backward class students had got their seat in professional stream in open quota, which shows their academic excellence. Backward class students are the predominant social group both in the Engineering and Medical streams. The girls belonging to backward classes are the major chunk among the girls enrolled into engineering and Medical streams. In Medical stream among the Forward castes and Scheduled castes, girls out number boys in enrolment. This is an indicator of their social empowerment as well as social inclusion.
The second issue was to draw the socio-economic profile of the Engineering and Medical Students from OBC communities in Anantapur district. The vivid description of the socio-economic characteristics of the backward class students in Engineering and medical courses at premier professional colleges of Anantapur, drives home the point that the backward class students though drawn predominantly from Rural and semi-urban background, their economic status as reflected in the occupational and income levels of their parents and their housing conditions reveal that, the students of backward classes hail from socio-economic conditions, which indicate a moderate position of neither very poor nor very rich, yet relatively backward. Their forefathers underwent social exclusion confined to traditional caste occupations. The secondary levels of education of their parents, who are mostly second generation literates, their fairly better housing conditions, with education and change of occupations among them, seemed to have strived hard to make their wards make full use of the welfare inputs to register remarkable progress within two generations to get into mainstream society, in remarkably quicker time span to enjoy equality of opportunity and assimilation on an egalitarian plane.

The third objective was to describe the educational profile of the OBC students at various levels. The findings of the study reveal that, about 98.54 per cent of them had no failure at any of the stage of their academic career,
which only shows their excellent level of performance throughout their academic career. The backward class students had shown remarkable academic consistency at the level of First class and above, at all levels of their academic career. At their Class X level it was 97.32 per cent; at their Intermediate level 96.59 per cent and at their Professional level at 95.02 percent had scored more than 60–80 percent or above. The academic consistency dips at their professional level, but it is consistently maintained between 60-70 percent level. These students though hailing from backward class families, could achieve high level of academic consistency at first class level with unbroken continuity of excellent performance demonstrated that the inclusive policy of reservation, did propel them to soar high in academics, in terms of higher professional education in Engineering and in Medicine to register excellent, academic performance with unbroken continuity of academic consistency.

The fourth objective formulated was to examine the qualitative benefits accrued to these OBC students in terms of formation aspirations, attitudes, levels of awareness and value-orientation. The data shows that the tremendous progress of higher professional education among these students belonging to backward class boys and girls result in, imbibing positive humanistic values orientation, excellent attitudes towards education, life and
career, exhibiting high confidence, self esteem and competence to take up lucrative career inside and outside India.

The fifth objective was to describe the degree of their Social Inclusion as they experience through their higher education. The findings of the study indicate that in their educational mobility, with a high note of excellence, remarkable consistency and the qualitative benefit accrued to them in the form of positive value orientation and achievement oriented attitude are indicative of the high degree of social inclusion and empowerment of once backward classes, now assuming equality with other castes on a note of social parity within a short span of time.
CONCLUSION

By way of concluding, it can be emphatically said that, the once socially excluded backward classes within two generations, could register considerable social inclusion with more than 25 per cent of them attaining equality and excellence over other forward castes to bag seats in the open quota, there by vindicating the stance that, protective discrimination is indeed an inclusive policy that aids the disadvantaged sections to join mainstream society over a period of time. The equality of opportunity that has emerged in education, has paved way for their social inclusion on egalitarian scale, very much evident in the quality and high academic consistency achieved at all levels of their academic career by these boys and girls belonging to all sub castes of the backward classes. The inclusive policy of reservation, has certainly aided their educational mobility throughout and with the ultimate professional education pursued by these students in premier institutions did imbibe positive value-orientation towards life and profession along with social responsibility, progressive attitude, awareness levels, and made them today to be brimming with high confidence levels. The social inclusion of the backward class students, through higher education, has certainly vindicated the inclusive policy of reservation to mainstreaming the disadvantaged section like that of the backward classes in Anantapur district of Andhra Pradesh signaling their social empowerment on an egalitarian plane with social parity and dignity.