

Changing Enrolment Patterns in Arts and Science Colleges in Kerala

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George Zachariah

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Centre for Socio-economic & Environmental Studies
Khadi Federation Building, NH By-Pass, Padivattom, Kochi – 682 024
Kerala, India, Tel: 0484-2805107, 2805108 Email: cses@dataone.in URL: csesindia.org

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ABBREVIATIONS

IHRD	Institute of Human Resource Development
LBS	Lal Bahadur Shastri Centre for Science and Technology
MES	Muslim Education Society
UGC	University Grants Commission
AICTE	All India Council for Technical Education
SC	Scheduled Caste
ST	Scheduled Tribe
OEC	Other Eligible Community
OBC	Other Backward Community
SEBC	Socially and Economically Backward Community
KPCR	Kumara Pillai Commission Report
UG	Under Graduate
PG	Post Graduate
KRPLLD	Kerala Research Programme on Local Level Development

Changing Enrolment Patterns in Arts and Science Colleges in Kerala

Section I

Introduction

The broad objective of the study is two-fold. Firstly, the study seeks to assess the changes in demand for higher education in Arts and Science colleges in Kerala. Secondly, the study seeks to examine the changes in the socio-economic and academic profile of the students in these colleges. The study is conducted in the context of the decline in the number of young people in the college going age group as a result of the decrease in birth rate in the state as also in the context of the proliferation of higher educational institutions mostly in the unaided or self-financing sector.

For over two decades, Kerala has been witnessing tremendous growth in opportunities for higher and technical education. This has been mainly due to the starting of self-financing colleges¹ for engineering, medical and para-medical courses, management, computer Science etc. There was also an increase in the number of self-financing or unaided Arts and Science colleges offering courses especially in the non-conventional subjects. Besides, a number of government and aided colleges themselves started conventional and non conventional courses which were largely unaided by the government. Another phenomenon in education sector as pointed out by Ajith Kumar and George (2009) “is the rapid increase in the number of ‘non-formal’ educational institutions. These are not affiliated to any University or government. Most of them offer job-oriented courses and are run purely on commercial basis. There is no reliable estimate of the number of these institutions or the students enrolled in them. However, there are reasons to believe that their number is not small”

Self – financing courses in para-medical education and teacher education were started by universities in Kerala as early as 1980s. But it was in July 1993, that the government of Kerala gave sanction for starting self-financing engineering colleges. Initially Institute of Human Resource Development (IHRD), Lal Bahadur Shastri Centre for Science and

Technology (LBS) and Muslim Educational Society (MES) were permitted to start one engineering college each. There was continuous increase in the number of unaided institutions in the higher education, technical education and medical education since 1991(See Table 1).

Table 1: Ownership of Higher Educational Institutions in 1991 and 2007-08

Type of Institution	1991					2007-08				
	Govt. Regular	Aided	Unaided	Total	% of Unaided in Total	Govt. Regular	Aided	Unaided	Total	% of Unaided in Total
Arts and Science Colleges	40	132	0	172	0.0	39	150	153	342	44.7
Polytechnics	24	6	0	30	0.0	43	6	9	58	15.5
Engineering Colleges	5	3	0	8	0.0	11	3	72	86	83.7
Medical Colleges	5	0	0	5	0.0	5	0	8	13	61.5
Ayurveda Colleges	3	2	1	6	16.7	3	2	8	13	61.5
Dental Colleges	2	0	0	2	0.0	3	0	6	9	66.7
Homoeo Colleges	2	3	0	5	0.0	2	3	0	5	0.0
Nursing Colleges	3	0	0	3	0.0	5	0	42	47	89.4
Pharmacy Colleges	1	0	0	1	0.0	2	0	17	19	89.5

Ajith Kumar and George, 2009

The private aided colleges, which dominated the Arts and Science college sector contributing to more than three-fourths of the number of colleges in 1991, had a share of only 44 per cent in 2007-08. The increase in the Arts and Science colleges is now mostly in the self financing mode. In 2007-08, the self-financing Arts and Science colleges outnumbered the aided colleges. Most of the newly started 'job-oriented' courses are now conducted on self-financing basis, either in the newly started unaided institutions or in the existing aided colleges themselves.

It is observed that a few years ago, there used to be heavy rush for admission in Arts and Science colleges. Most of the colleges were forced to obtain special sanction from the

University/Government for admitting additional number of students in different courses. Sanctioning ten per cent additional seats every year to various courses was almost a routine in those days. Certain subjects, mostly in the science stream, were considered to be more coveted and even meritorious students found it difficult to get admission for a subject of their choice. This situation seems to have undergone a sea change in recent years.

Research Problem

The demographic transition in the state has already led to a decline in the number of people in the college going age group. Besides, there has been an exodus of students from the conventional Arts and Science colleges to professional colleges and also to new generation courses and colleges, promoted as job oriented. It is felt that this exodus will impact on the students' strength and the student composition in the regular Arts and Science colleges offering traditional or conventional courses. This hypothesis has its origin in the author's own experience as the principal of an aided post graduate Arts and Science college. This view was shared by authorities of a few other colleges during the author's personal discussions with them.

With a view to verifying the above observation on a pilot basis we examined the strength of final year students at the degree level in a college in central Travancore during 2002 and 2008. The college offers courses only in the common conventional subjects viz, Mathematics, Physics, Chemistry, Botany and Zoology in the science stream, English in the language stream and History and Economics in the social science stream. It was found that there was a decline in enrolment between 2002 and 2008. There were 130 students in the five science subjects in the third year degree classes in 2002. But by the year 2008, the student strength had declined to 101 in the same classes. In the streams of language and social sciences, the decline was from 103 to 84 during the period.

Another important trend was also noticed in that college. Along with a fall in enrolment, a fall in demand for admission was also evident. The number of applicants had come down in 2008. For most of the subjects, there were no applicants for community quota or

management quota. Many Scheduled Caste (SC) / Scheduled Tribe (ST) students got admitted in the general quota itself and therefore the SC/ST quota was not filled fully. This was quite surprising for those who were familiar with the admission scene in colleges some years ago.

A Brief Overview of Literature

Despite, the proliferation of Arts and Science colleges, there has been no study on the profile of students of Arts and Science colleges either in the aided stream or in the unaided stream at any point of time. In contrast, there are a few studies on the enrolment pattern of students in the professional colleges. A study by CSES (1997) brought out that the students in the professional courses like B.Tech, MBA and MCA in Kerala belong to the urban higher income groups, mostly from the higher castes and communities. For many students, their low income, low social and educational status of parents and long distance to colleges acted as barriers to entry to other professional courses. Kulavelil's (2003) study of engineering college students also came to more or less similar findings. The study of MBBS students by Gasper and Sebastian (1995) showed that a major section of the students come from upper income strata. Another study by N. Ajith Kumar (2004) on the private cost of medical and para-medical education in Kerala arrived at similar findings. Salim (1997) who made a study of students' profile in professional education in both medical and engineering degree courses concurred with the above findings that the education system in Kerala is discriminatory against the poor, the under-privileged, economically and socially backward and the rural population. Sivasankaran and Suresh Babu (2008) who studied wastage in Engineering education in Kerala found that academic merit, economic and social status and caste backgrounds of students have great influence on their academic achievements. Many students who get admission on grounds other than academic merit find it difficult to complete the course. Zachariah (2008) brought out the dimensions like the caste and gender of the students dropping out from Arts and Science colleges in Kerala. But as the focus of this study was on wastage in higher education by way of dropouts, it did not cover other aspects of student profile.

Objectives of the Study

1. To explore the changes in the demand for admissions in the conventional Arts and Science colleges both in the regular colleges² and the self-financing colleges subject- wise, region- wise, gender- wise, religion/caste- wise etc.
2. To document the changes in profile of the students with special reference to gender, economic status, academic merit, religion/ caste, region etc.
3. To identify the possible reasons for such changes in profile.
4. To examine the pattern in the dropout rates³ in Arts and Science colleges at the under graduate (U.G.) and post graduate (P.G) levels, subject-wise and according to the type of colleges and courses. (aided or self-financing)
5. To explore the short term and long term consequences of the changes for the students, the educational system and economy.

Research Methodology

The study made use of both primary and secondary data.

- Both qualitative and quantitative methods were used in collecting primary data and information
- Depth interviews with the principals, management, faculty, officials and other stake-holders were held to obtain qualitative information.
- Primary data was collected from admission register, term fee register, daily fee collection register and other office documents in different colleges.
- Data about the entire students of classes from physical science, social science, commerce and language streams were collected for studying the changing student profile. For the purpose, data pertaining to two time periods were collected – one prior to the proliferation of self-financing courses (1999) and two a later year (2006). Students of each course were selected for drawing up their profile. It was the details of the students who were enrolled in the courses in 1999 (1999 - 2002 batch) and 2006 (2006 - 2009 batch) which were collected.
- Two regular colleges each were selected from the three affiliating universities viz Kerala, Mahatma Gandhi and Calicut. In addition, one newly started self-

financing college each offering non-traditional, job oriented courses from the three universities were selected. The list of colleges and the courses offered by each of them are given as annexure I⁴

- The newly started unaided courses in aided Arts and Science colleges, sponsored either by the University Grants Commission (U.G.C) or the college managements themselves were covered in this study for studying the students' profile. In recent years, regular colleges were allowed to start courses in 'self-financing' mode. They are mostly 'job oriented' and are sponsored by the U.G.C or the university or the management itself. The management collects fees at the rate fixed by them which are higher than in regular colleges or as directed by the U.G.C. Managements have the freedom to appoint staff, subject to the minimum qualification prescribed.
- While selecting colleges, equal representation was given to the Travancore, Cochin, and Malabar regions.
- With a view to make a comparison with the university departments, a case study of two university departments offering statistics (CUSAT) and economics (Kerala University) was made.

Comparison was made between the profiles of students in 1999 and 2006. Comparisons were also made between the profiles of U.G. and P.G students. Besides, profiles of students of regular aided colleges as also students of self-financing courses in aided colleges and unaided colleges were compared.

Limitations of the Study

The major limitation of the study arises from the limited number of colleges, university departments and courses covered in our sample. The sample also is not fully representative of all Arts and Science colleges in Kerala. It did not cover any government college. The small sample was necessitated by the limited budget and the time frame. Besides, many colleges do not keep their records for long in a retrievable form. Access to the records also was not forthcoming very easily from the authorities of many colleges. Therefore in the selection of sample colleges we had to include only those colleges which

maintained their records at the two time periods in retrievable form and who were willing to make the data available to us. In fact, we could not make use of the data collected from a college as the information provided was incomplete. We visited another college for data collection after obtaining prior permission from the principal, but at the last moment he refused to make the records available to us.

Section II

Changes in Student Enrolment

One of the objectives of the study was to ascertain whether there was a fall in enrolment in Arts and Science colleges as a result of the decline in population belonging to the college going age group. An analysis based on the category of courses and colleges is presented in Table 2.

Table 2: Number of Students Enrolled in 1999 and 2006

Sample		U.G.		P.G.	
		1999-2002 Batch	2006-2009 Batch	1999-2001 Batch	2006-2008 Batch
Nature of course	Regular College	1564	1413	309	344
	Self-financing Course in Regular College	103	82	*	68
	Unaided Self-financing College	67	296	*	52
Total		1734	1791	309	464
Gender	Male	651	809	53	124
	Female	1083	982	256	340
Total		1734	1791	309	464
Region	Travancore/Cochin	1460	1447	304	443
	Malabar	274	344	5	21
Total		1734	1791	309	464
Religion	Hindu	780	927	149	238
	Christian	736	479	138	182
	Muslim	215	375	20	40
	Data not available	3	10	2	4
Total		1734	1791	309	464
Category	SC\ST ⁵	142	236	23	51
	OBC\OEC	628	872	81	151
	Others	961	679	203	261
	Data not available	3	4	2	1
Total		1734	1791	309	464

*There was no unaided P.G. course in 1999.

The table shows that there was no decline in the total students' strength between 1999 and 2006. In fact, there was an increase in students' strength from 1734 in 1999 to 1791 in 2006, showing an increase of 3 per cent. But there was decline in students' strength in

the aided courses in regular colleges at the Under Graduate level (U.G.) level. The number of students in the self-financing stream in the aided colleges also came down at the U.G. level. There was an increase in enrolment in P.G. courses in regular colleges. There were no post graduate students in the self-financing stream in regular colleges in 1999, but there were 68 students in this stream at the P.G. level in 2006. It was in the unaided colleges that huge increase had taken place at the under graduate level. In 1999 there were no P.G. level courses in unaided colleges in our sample. But in 2006 there were 52 students in the P.G. classes.

Gender-wise there was decline in the number of female students at the U.G. level. But there was increase at the P.G. level. Enrolment of male students increased at both levels. Region-wise, there was marginal decline in Travancore-Cochin region but only at the U.G. level. Religion-wise, there was steep decline of Christian students at the U.G. level but not at the P.G. level. The strength of Hindu and Muslim students increased at both levels. The number of students belonging to SC/ST and Other Backward Community (OBC) / Other Eligible Community (OEC) increased at both the U.G. and P.G. levels. There was a steep decline in the students' strength of forward caste Hindus and Christians, other than OBCs and OECs at the U.G. level, but there was increase in their number at the P.G. level.

Table 3 gives the subject- wise analysis of the students' strength at the U.G. and P.G. levels. The table shows that there was decline in student enrolment in Physics, Mathematics, Statistics, Chemistry, Botany and Zoology among science subjects at the U.G. level. In social sciences, there was decline in History, Economics and Sociology. Among languages, there was decline in both English and Hindi. There was increase in strength for Commerce, Computer Science, Electronics and Communicative English

Table 3: Number of Students Enrolled in U.G. and P.G. Courses – Subject-wise

Subject	U.G.		P. G.	
	1999-2002 Batch	2006-2009 Batch	1999-2001 Batch	2006-2008 Batch
Economics	223	208	31	28
Commerce	167	200	28	36
Physics	171	160	34	37
Zoology	159	150	22	26
Mathematics	148	92	41	41
Chemistry	134	110	30	37
English	112	98	47	50
Botany	138	125	10	10
History	128	114	---	---
Sociology	43	39	21	22
Polymer Chemistry	49	50	5	11
Computer Science	30	32	---	---
Hindi	31	24	---	---
Statistics	31	19	---	---
Electronics	12	37	---	---
Communicative English	23	25	---	---
Malayalam	21	24	---	---
Analytical Chemistry	---	---	19	14
Applied Chemistry	---	---	21	10
Total	1620	1507	309	322

Note: Only the courses held in both 1999 and 2006 are included in the table.

At the P.G. level there was decline in enrolment in fewer subjects. These subjects were Economics, Analytical Chemistry and Applied Chemistry.

Our study shows that a few courses which were started in regular colleges in the self-financing stream at the U.G. level were discontinued by 2006. These were Industrial Chemistry, Electrical Equipments and maintenance and Taxation. They were courses started at the initiative of U.G.C with their initial financial contribution. The courses were discontinued either because the U.G.C aid stopped or because the demand for such courses decreased. Some colleges complained that the university machinery was not quick enough to respond to the needs of the students in these courses specially in constituting Boards of Examinations and in conducting examinations in time. Besides, many students and parents became apprehensive of the job opportunity claimed for such courses.

Changes in Students' Profile

This section examines the changes in the profile of the students covered by our study in different types of colleges and courses.

Gender

The gender composition of students is given in Table 4.

Table 4: Share of Female Students in the Total Number of Students

Type of Courses	U.G.				P.G.			
	1999-2002 Batch		2006-2009 Batch		1999-2001 Batch		2006-2008 Batch	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Regular	1017	65.0	829	58.7	256	82.8	270	78.5
Self-financing	66	38.8	153	40.5	---	---	70	58.3
Total	1083	62.5	982	54.8	256	82.8	340	73.3

Notes: Self-financing courses comprise of self-financing courses in aided colleges and in purely self-financing colleges

In the aided regular colleges where we made the study, female students outnumbered male students both during 1999 and 2006. The position was the same in both under graduate and post graduate courses. The proportion of female students was much higher in P.G. courses than in U.G. courses in both the years. But the proportion of female students came down at both levels.

In the case of self-financing courses at the U.G. level conducted in regular colleges as also in the fully unaided colleges, the proportion of female students was lower than that of male students during 1999 and 2006. Their proportion however increased marginally during this period. There were no P.G. courses in self-financing stream in 1999 as noted earlier. In the few courses started since then, female students outnumbered male students though their proportion was lower than in the P.G. courses in regular colleges.

The region wise differences in gender composition of students are presented in Table 5.

Table 5: Gender Composition of Students - Region-wise

Region			1999 Admission				2006 Admission			
			Regular		Self-financing		Regular		Self-financing	
			No.	%	No.	%	No.	%	No.	%
U.G.	Travancore/Cochin	Male	417	32.3	104	61.2	458	41.1	200	40.2
		Female	873	67.7	66	38.8	656	58.9	133	59.8
	Malabar	Male	130	47.4	---	---	126	42.1	25	55.6
		Female	144	52.6	---	---	173	57.9	20	44.4
P.G.	Travancore/Cochin	Male	52	17.1	---	---	69	20.7	45	27.6
		Female	252	82.9	---	---	264	79.3	65	72.4
	Malabar	Male	1	20.0	---	---	5	45.5	5	50.0
		Female	4	80.0	---	---	6	54.5	5	50.0
Total		Male	600	32.0	104	61.2	658	37.5	275	55.2
		Female	1273	68.0	66	38.8	1099	62.5	223	44.8

In regular colleges, girls outnumbered boys in both Travancore-Cochin region covered by Kerala and Mahatma Gandhi Universities and Malabar region covered by the Calicut University. The proportion of girls was higher in P.G. courses than in U.G. courses in both regions. The percentage of girl students was more in Travancore than in Malabar. But there has been a decline in the proportion of the girls at both P.G. and U.G. level between 1999 and 2006. The only exception was the case of under graduate courses in Malabar. It may be noted that the percentage of female students in the regular P.G. courses in Malabar showed a steep decline from 80 per cent in 1999 to 55 per cent in 2006.

In the case of the self-financing courses in regular colleges⁶ and self-financing colleges proper, the trend seen is different from that in regular aided colleges and courses. The proportion of girls in unaided courses at the under graduate level in Travancore-Cochin region was lower than that of regular colleges in 1999. In the colleges covered by our study in Malabar region, there was no unaided course in 1999 either at the U.G. level or at the P.G. level. In Travancore-Cochin region there was no self-financing course in 1999 at the P.G. level. But, the proportion of girls in the unaided courses in Travancore-Cochin

region increased between 1999 and 2006. In fact, this proportion of girls was marginally higher than the corresponding proportion in regular colleges in 2006 (At the U.G. level the proportion of girls in Malabar region in 2006 was less than the proportion in regular colleges). In 2006, the proportion of girls at the P.G. level in unaided courses was less than the proportion in regular colleges. But the girls outnumbered boys even in the unaided stream at the P.G. level in both Travancore and Malabar region.

Table 6 and 7 present the distribution of boys and girls at the U.G. and P.G. levels in regular colleges in 1999 and 2006 according to the subjects studied.

Table 6: Subject-wise Enrolment of Boys and Girls in Regular Colleges at U.G Level

Subject		1999-2002 Batch						2006-2009 Batch					
		Male		Female		Total		Male		Female		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	Physics	68	39.8	103	60.2	171	100.0	82	51.3	78	48.8	160	100.0
	Mathematics	66	44.6	82	55.4	148	100.0	41	44.6	51	55.4	92	100.0
	Statistics	12	38.7	19	61.3	31	100.0	5	26.3	14	73.7	19	100.0
	Chemistry	37	27.6	97	72.4	134	100.0	45	40.9	65	59.1	110	100.0
	Polymer Chemistry	20	40.8	29	59.2	49	100.0	21	42.0	29	58.0	50	100.0
	Botany	34	24.6	104	75.4	138	100.0	24	19.2	101	80.8	125	100.0
	Zoology	31	19.5	128	80.5	159	100.0	33	22.0	117	78.0	150	100.0
Sub total		268	32.3	562	67.7	830	100.0	251	35.6	455	64.4	706	100.0
Social Science	History	35	27.3	93	72.7	128	100.0	67	58.8	47	41.2	114	100.0
	Economics	95	42.6	128	57.4	223	100.0	93	44.7	115	55.3	208	100.0
	Sociology	18	41.9	25	58.1	43	100.0	16	41.0	23	59.0	39	100.0
Sub total		148	37.6	246	62.4	394	100.0	176	48.8	185	51.2	361	100.0
Commerce	Commerce	87	52.1	80	47.9	167	100.0	111	55.5	89	44.5	200	100.0
Languages	English	40	35.7	72	64.3	112	100.0	33	33.7	65	66.3	98	100.0
	Malayalam	2	9.5	19	90.5	21	100.0	8	33.3	16	66.7	24	100.0
	Hindi	2	6.5	29	93.5	31	100.0	5	20.8	19	79.2	24	100.0
Sub total		44	26.8	120	73.2	164	100.0	46	31.5	100	68.5	146	100.0

Note: Sometimes existing courses are discontinued or new courses are started. Therefore, only the courses held in both years are included in the table.

Table 7: Subject - wise Enrolment of Boys and Girls in Regular Colleges at P.G. Level

Subject		1999-2001 Batch						2006-2008 Batch					
		Male		Female		Total		Male		Female		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	Physics	8	23.5	26	76.5	34	100.0	9	24.3	28	75.7	37	100.0
	Mathematics	7	17.1	34	82.9	41	100.0	3	7.3	38	92.7	41	100.0
	Chemistry	3	10.0	27	90.0	30	100.0	11	29.7	26	70.3	37	100.0
	Analytical Chemistry	3	15.8	16	84.2	19	100.0	5	35.7	9	64.3	14	100.0
	Polymer Chemistry	1	20.0	4	80.0	5	100.0	5	45.5	6	54.5	11	100.0
	Applied Chemistry	1	4.8	20	95.2	21	100.0	1	10.0	9	90.0	10	100.0
	Botany	0	0.0	10	100.0	10	100.0	0	0.0	10	100.0	10	100.0
	Zoology	3	13.6	19	86.4	22	100.0	5	19.2	21	80.8	26	100.0
Sub total		26	14.3	156	85.7	182	100.0	39	21.0	147	79.0	186	100.0
Social Science	Economics	9	29.0	22	71.0	31	100.0	3	10.7	25	89.3	28	100.0
	Sociology	1	4.8	20	95.2	21	100.0	10	45.5	12	54.5	22	100.0
Sub total		10	19.2	42	80.8	52	100.0	13	26.0	37	74.0	50	100.0
Commerce	Commerce	7	25.0	21	75.0	28	100.0	6	16.7	30	83.3	36	100.0
Languages	English	10	21.3	37	78.7	47	100.0	11	22.0	39	78.0	50	100.0

Note: Sometimes existing courses are discontinued or new courses are started. Therefore, only the courses held in both years are included in the table.

The table shows that the girls outnumbered boys in all the courses in 1999. The only exception was the commerce stream. By 2006 the position underwent some changes. The boys outnumbered girls in subjects like Physics, History and Commerce at the U.G. level. At the P.G. level girls outnumbered boys in every course.

An interesting observation from the tables is that the proportion of girls at the P.G. level was much more than the proportion at the under graduate level. The proportion of girls declined in 2006 in most courses. The subjects where the proportion declined were: Physics, Chemistry, Zoology, History, Economics, Commerce, Malayalam and Hindi at the U.G. level. In Statistics, Botany, Sociology and English the proportion of girls increased in 2006.

The favourable position for girls noted in the aided colleges was not seen in the self-financing courses (See Table 8 & and 9).

Table 8: Subject- wise Enrolment of Boys and Girls in Self-financing Courses at U.G. Level

Subject		1999-2002 Batch						2006-2009 Batch					
		Male		Female		Total		Male		Female		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	Physics	---	---	---	---	---	---	6	42.9	8	57.1	14	100.0
	Industrial Chemistry	13	54.2	11	45.8	24	100.0	---	---	---	---	---	---
	Biotechnology	---	---	---	---	---	---	8	21.1	30	78.9	38	100.0
	Electrical Equipments and Maintenance	25	86.2	4	13.8	29	100.0	---	---	---	---	---	---
	Computer Science	23	76.7	7	23.3	30	100.0	17	53.1	15	46.9	32	100.0
	Electronics	10	83.3	2	16.7	12	100.0	33	89.2	4	10.8	37	100.0
Social Science	Journalism	---	---	---	---	---	---	20	66.7	10	33.3	30	100.0
Commerce	Commerce	17	68.0	8	32.0	25	100.0	19	61.3	12	38.7	31	100.0
	Commerce with Computer Application	---	---	---	---	---	---	61	67.8	29	32.2	90	100.0
	Taxation	12	44.4	15	55.6	27	100.0	26	59.1	18	40.9	44	100.0
	Tourism and Travel Management	---	---	---	---	---	---	8	72.7	3	27.3	11	100.0
	Tax Procedure and Practices	---	---	---	---	---	---	22	84.6	4	15.4	26	100.0
Languages	Communicative English	4	17.4	19	82.6	23	100.0	5	20.0	20	80.0	25	100.0

Table 9: Subject- wise Enrolment of Boys and Girls in Self-financing Courses at P.G. Level

Subject		2006-2008 Batch					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Science	Biotechnology	4	23.5	13	76.5	17	100.0
	Home Science	1	16.7	5	83.3	6	100.0
Sub total		5	21.7	18	78.3	23	100.0
Social Science	History	5	22.7	17	77.3	22	100.0
	Economics	6	46.2	7	53.8	13	100.0
	Social work	11	42.3	15	57.7	26	100.0
Sub total		22	36.1	39	63.9	61	100.0
Commerce	Commerce	5	50.0	5	50.0	10	100.0
	Commerce with Computer Application	0	0.0	3	100.0	3	100.0
	Finance	18	78.3	5	21.7	23	100.0
Sub total		23	63.9	13	36.1	36	100.0

In 1999, except in two courses viz Taxation and Communicative English, boys outnumbered girls at the U.G. level. But the position changed slightly in 2006. In Physics the girls outnumbered boys. In the newly started BSc. Course in Biotechnology, the girls had an overwhelming presence. In Computer Science and Commerce, the girls improved

their position. In Communicative English, the dominance of girls continued even in 2006. But in Electronics and Taxation, the position of girls came down further.

The position of girls in self-financing P.G. courses in 2006 shows an altogether different picture than at the under graduate level. Except in two courses – Commerce and Finance, the girls outnumbered boys by a large margin. It is the better academic merit of the girls at the qualifying examination that leads to the large proportion of girls both at the U.G. level and P.G level as may be seen from Table 10. The proportion of girls with first class in the total number of students was more than their counterpart male students. This was true of both regular courses and self-financing courses. The only exception was P.G. regular courses.

Table 10: Gender-wise distribution of Students securing First class at the Qualifying Examination

Gender		U.G.		P.G.	
		1999-2002 Batch	2006-2009 Batch	1999-2001 Batch	2006-2008 Batch
Regular	Male	17.7	38.3	40.0	83.3
	Female	27.4	55.0	56.4	81.4
Self-financing	Male	22.0	51.1	---	---
	Female	26.7	62.5	---	---

Religion/ Caste and Community-wise Distribution of Students

Table 11 presents the changes in the religious and caste composition of students in our sample colleges both in the aided and self-financing streams between 1999 and 2006.

Table 11: Religion/Caste Composition of Students at U.G. and P.G. Level

Religion and Caste			1999 Admission				2006 Admission			
			Regular		Self-financing		Regular		Self-financing	
			No.	%	No.	%	No.	%	No.	%
U.G.	Hindu	O.B.C.	284	18.2	24	14.1	293	20.9	91	24.1
		SC\ST	137	8.8	5	2.9	226	16.1	10	2.6
		OEC	3	0.2	0	0.0	2	0.1	1	0.3
		Others	288	18.4	39	22.9	230	16.4	74	19.6
	Total		712	45.6	68	40.0	751	53.5	176	46.6
	Christian	O.B.C.	6	0.4	0	0.0	13	0.9	1	0.3
		OEC	94	6.0	2	1.2	90	6.4	4	1.1
		Others	540	34.6	94	55.3	268	19.1	103	27.2
	Total		640	41.0	96	56.5	371	26.4	108	28.6
	Muslim	O.B.C.	209	13.4	6	3.5	281	20.0	94	24.9
Sub Total			1561	100.0	170	100.0	1403	100.0	378	100.0
P.G.	Hindu	O.B.C.	53	17.3	---	---	65	19.0	22	18.8
		SC\ST	23	7.5	---	---	47	13.7	4	3.4
		OEC	0	0.0	---	---	0	0.0	1	0.9
		Others	73	23.8	---	---	86	25.1	13	11.1
	Total		149	48.5	---	---	198	57.7	40	34.2
	Christian	O.B.C.	0	0.0	---	---	3	0.9	1	0.9
		OEC	8	2.6	---	---	13	3.8	6	5.1
		Others	130	42.3	---	---	102	29.7	57	48.7
	Total		138	45.0	---	---	118	34.4	64	54.7
	Muslim	O.B.C.	20	6.5	---	---	27	7.9	13	11.1
Sub Total			307	100.0	---	---	343	100.0	117	100.0

Note: Data with respect to 19 students in different categories was not available in the colleges.

The table shows that both Hindus and Muslims improved their share in total enrolment. The share of Christians came down drastically. Among the Hindus, the share of SC/ST students almost doubled in regular U.G. courses. The share of students belonging to OBCs too increased but to a small extent. The share of OECs remained only marginal in both 1999 and 2006. The share of forward caste Hindus came down to some extent. More or less the same trends were noted in the P.G. courses also except that all categories of Hindus including the forward castes improved their shares. However, there was no presence of OECs among Hindus at P.G. level. Among the Christians, the share of OBCs was very low at both U.G. and P.G. level in 1999 as also in 2006. This may be because the 'catchment areas' of the colleges in our sample did not have a large population of Latin Christians who constitute the major OBC category among Christians. The share of

OEC Christians, mostly Dalit converts was much higher than that of OBC Christians. This again may be partly due to the fact that the Dalit Christians have a significant presence in the hinterland of the colleges in our sample. Both the OBC and OEC Christians improved their share at the U.G. and P.G. levels. But the share of 'forward' Christians came down steeply at both the U.G. and P.G. level. However their share was higher at the P.G. level than at the U.G. level.

The proportion of Muslims has made a drastic increase between 1999 and 2006 at the under graduate level. Though their share increased even at the P.G. level, the increase was not as significant as in the case of under graduate courses.

The religious / caste and community composition of students changes drastically when it comes to unaided courses. The share of Hindus was lower than that in regular colleges in both 1999 and 2006.

Among the Hindus, the share of OBCs increased significantly between 1999 and 2006. In fact, their share in unaided colleges was higher than in regular colleges in 2006. The share of SC/ST and OEC students was very low in both 1999 and 2006. It was much lower than in regular colleges. The share of forward caste Hindus in unaided courses/colleges was more than that of regular colleges in 1999 and 2006. However, their share came down marginally between the two years. The share of Christians in the unaided stream which was very high in 1999 came down by almost half between 1999 and 2006. The presence of OBC and OEC Christians in the unaided stream was very low in both 1999 and 2006. The 'forward' Christians constituted the majority in unaided courses in 1999. Their share came down by half in 2006. This accounts for the decline in the share of Christians as a group noted earlier. The share of Muslims which was very low in 1999 showed a steep increase between 1999 and 2006. Muslims accounted for one-fourth of the total number of students in the unaided stream at the under graduate level.

There were no P.G. courses in the unaided sector in 1999. The composition of students in unaided courses in 2006 shows substantial presence of OBC Hindus who outnumbered the 'forward' caste Hindus. The share of SC/STs was very low. As in the case of under

graduate courses, there was very little presence of OBC Christians in the P.G. courses. The OEC Christians were more than OBC Christians. But the Christians belonging to the forward communities constituted nearly 50 per cent of the student population in unaided courses. Their share at the P.G. level was almost double that at the under graduate level. The share of Muslims at the P.G. level was less than half of their share at the U.G. level.

Table 12 gives the caste/community-wise distribution of students irrespective of their religious affiliation in regular and unaided courses in 1999 and 2006.

Table 12: Caste/ Community-wise Distribution of Students

Category		1999 Admission				2006 Admission			
		Regular		Self-financing		Regular		Self-financing	
		No.	%	No.	%	No.	%	No.	%
U.G.	O.B.C.	499	32.0	30	17.6	588	41.7	186	49.2
	SC\ST	137	8.8	5	2.9	226	16.0	10	2.6
	OEC	97	6.2	2	1.2	93	6.6	5	1.3
	Others	828	53.0	133	78.3	502	35.7	177	46.9
	Total	1561	100.0	170	100.0	1409	100.0	378	100.0
P.G.	O.B.C.	73	23.8	---	---	95	27.6	36	30.2
	SC\ST	23	7.5	---	---	47	13.7	4	3.4
	OEC	8	2.6	---	---	13	3.8	7	5.9
	Others	203	66.1	---	---	189	54.9	72	60.5
	Total	307	100.0	---	---	344	100.0	119	100.0

Note: Data was not available with respect to 10 students in all.

The table shows a steep increase in the share of OBCs belonging to the three religions taken together at the U.G. level between 1999 and 2006. In 2006, they constituted the single largest category outnumbering forward caste Hindus and Christians taken together. The number of students belonging to the forward caste/ community came down steeply between 1999 and 2006. The share of SC/ST almost doubled in regular colleges. OECs made marginal increase in their share.

At post graduate level, the OBCs improved their share. Despite the decrease in their share, forward caste Hindus and Christians together form the majority of students at the

P.G. level unlike at the U.G. level. The share of SC/ST also improved. It may be noted that the share of OBCs, OECs, and SC/ST in P.G. courses was less than in the U.G. courses in the regular stream.

Comparison between unaided and regular U.G. courses shows that the presence of OBCs, SC/STs and OECs in unaided courses was lower than in regular courses. The forward caste Hindus and Christians accounted for nearly four fifth of the students population in 1999. But the situation had undergone drastic changes between 1999 and 2006. OBCs improved their shares substantially. They constituted nearly half of the students in unaided courses. Their share in unaided courses was more than that in regular courses. In fact, OBCs outnumbered every other group in 2006. The share of SC/ST which was very low in 1999 came down further. The OECs maintained their meagre share.

As seen earlier, there were no unaided courses at the P.G. level in 1999. The distribution of students at the P.G. level in 2006 shows that the share of OBCs was much lower at the P.G. level than at the U.G. level. However, their share in unaided P.G. courses was more than in regular colleges. SC/STs and OECs had larger share at the P.G. level than at the U.G. level. The share of SC/STs in the unaided stream was much lower than in the regular colleges. The share of OECs in unaided stream was more than their share in regular colleges. The forward caste Hindus and Christians accounted for three-fifths of the P.G. students in the unaided stream in 2006. Their share at the P.G. level was more than their share at U.G. level. Besides, their share in unaided stream was higher than in the regular stream.

Caste/ Community-wise distribution of students enrolled for studying different subjects in regular colleges at U.G. and P.G. levels in 1999 and 2006 are given in Table 13 and 14

**Table 13: Subject-wise Distribution of Students at U.G. Level in Regular Colleges
by Caste/Community**

Subject		1999-2002 Batch								2006-2009 Batch							
		SC\ST		OBC\OEC		Others		Total		SC\ST		OBC\OEC		Others		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	Physics	6	3.5	58	33.9	107	62.6	171	100.0	19	11.9	64	40.0	77	48.1	160	100.0
	Mathematics	10	6.8	44	29.7	94	63.5	148	100.0	6	6.6	42	46.2	43	47.3	91	100.0
	Statistics	0	0.0	11	35.5	20	64.5	31	100.0	1	5.3	13	68.4	5	26.3	19	100.0
	Chemistry	6	4.5	40	29.9	88	65.7	134	100.0	11	10.0	48	43.6	51	46.4	110	100.0
	Polymer Chemistry	1	2.1	21	43.8	26	54.2	48	100.0	9	18.0	28	56.0	13	26.0	50	100.0
	Botany	14	10.2	68	49.6	55	40.1	137	100.0	26	20.8	71	56.8	28	22.4	125	100.0
	Zoology	18	11.3	80	50.3	61	38.4	159	100.0	23	15.3	96	64.0	31	20.7	150	100.0
Sub total		55	6.6	322	38.9	451	54.5	828	100.0	95	13.5	362	51.3	248	35.2	705	100.0
Social Science	History	19	15.0	54	42.5	54	42.5	127	100.0	26	22.8	61	53.5	27	23.7	114	100.0
	Economics	38	17.0	77	34.5	108	48.4	223	100.0	41	19.7	99	47.6	68	32.7	208	100.0
	Sociology	2	4.7	15	34.9	26	60.5	43	100.0	7	17.9	21	53.8	11	28.2	39	100.0
Sub total		59	15.0	146	37.2	188	47.8	393	100.0	74	20.5	181	50.1	106	29.4	361	100.0
Commerce	Commerce	18	10.8	55	32.9	94	56.3	167	100.0	37	18.6	78	39.2	84	42.2	199	100.0
Languages	English	4	3.6	40	35.7	68	60.7	112	100.0	14	14.4	32	33.0	51	52.6	97	100.0
	Malayalam	1	4.8	12	57.1	8	38.1	21	100.0	3	13.0	14	60.9	6	26.1	23	100.0
	Hindi	0	0.0	15	48.4	16	51.6	31	100.0	3	12.5	14	58.3	7	29.2	24	100.0
Sub total		5	3.0	67	40.9	92	56.1	164	100.0	20	13.9	60	41.7	64	44.4	144	100.0

Note: Only the courses held in both 1999 and 2006 are included in the table.

**Table 14: Subject-wise Distribution of Students at P.G. Level in Regular Colleges
by Caste/Community**

Subject		1999-2001 Batch								2006-2008 Batch							
		SC/ST		OBC/OEC		Others		Total		SC/ST		OBC/OEC		Others		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	Physics	0	0.0	5	14.7	29	85.3	34	100.0	5	13.5	9	24.3	23	62.2	37	100.0
	Mathematics	2	5.0	7	17.5	31	77.5	40	100.0	4	9.8	15	36.6	22	53.7	41	100.0
	Chemistry	1	3.3	11	36.7	18	60.0	30	100.0	4	10.8	8	21.6	25	67.6	37	100.0
	Analytical Chemistry	0	0.0	7	36.8	12	63.2	19	100.0	0	0.0	2	14.3	12	85.7	14	100.0
	Applied Chemistry	1	4.8	6	28.6	14	66.7	21	100.0	0	0.0	4	40.0	6	60.0	10	100.0
	Polymer Chemistry	0	0.0	4	80.0	1	20.0	5	100.0	2	18.2	9	81.8	0	0.0	11	100.0
	Botany	2	20.0	4	40.0	4	40.0	10	100.0	2	20.0	7	70.0	1	10.0	10	100.0
	Zoology	4	18.2	6	27.3	12	54.5	22	100.0	5	19.2	8	30.8	13	50.0	26	100.0
Sub total		10	5.5	50	27.6	121	66.9	181	100.0	22	11.8	62	33.3	102	54.8	186	100.0
Social Science	Economics	6	19.4	10	32.3	15	48.4	31	100.0	10	35.7	8	28.6	10	35.7	28	100.0
	Sociology	3	15.0	6	30.0	11	55.0	20	100.0	4	18.2	7	31.8	11	50.0	22	100.0
Sub total		9	17.6	16	31.4	26	51.0	51	100.0	14	28.0	15	30.0	21	42.0	50	100.0
Commerce	Commerce	2	7.1	4	14.3	22	78.6	28	100.0	9	25.0	10	27.8	17	47.2	36	100.0
Languages	English	2	4.3	11	23.4	34	72.3	47	100.0	2	4.0	14	28.0	34	68.0	50	100.0

Note: Only the courses held in both 1999 and 2006 are included in the table.

The tables show that at the under graduate level, SC/ST communities in regular colleges had improved their shares dramatically in all subjects. The only exception was the case of Mathematics where their share came down marginally in 2006. In Statistics and Hindi, there was no SC/ST student in 1999. But they made their small presence in 2006. When it comes to post graduate level also their share improved in almost all the subjects. In Botany and English, they maintained their small share. In Analytical Chemistry, there was no presence of SC/ST students both in 1999 and 2006. In Applied Chemistry, they had a small presence in 1999. But there was no presence in 2006. The share of SC/ST students at the P.G. level was higher than at the U.G. level in Physics, Mathematics, Chemistry, Polymer Chemistry, Zoology, Economics, Sociology and Commerce.

The share of OBCs improved in all subjects at the U.G. level between 1999 and 2006. In fact, in 2006 they constituted the majority among students studying Statistics, Polymer Chemistry, Botany, Zoology, History, Sociology, Malayalam and Hindi. But in 1999 OBC/OECs had formed the majority only in two subjects viz, Zoology and Malayalam. At the P.G. level the share of OBCs increased between 1999 and 2006 in all subjects except Chemistry, Analytical Chemistry and Economics. In Polymer Chemistry and Botany, they constituted the majority in 2006. The share of these two subjects at the P.G. level was more than that at the U.G. level

The forward caste Hindus and 'forward' Christians together constituted the majority in most of the subjects at the under graduate level in 1999. The few exceptions were in natural sciences like Botany and Zoology, History in social sciences and Malayalam in the language stream. But their dominant position came down in all subjects at the undergraduate level by 2006. The decline was very steep in subjects like Statistics, Polymer Chemistry, Botany, Zoology, History, Economics, Sociology, Malayalam and Hindi. At the P.G. level also there was decrease in their share in most subjects. The decline was quite steep in Botany. In Polymer Chemistry they had no presence at all. It was only in subjects like Chemistry, and Analytical Chemistry that their share increased.

The caste/community wise distribution of students of unaided courses are given in Table 15 and 16

Table 15: Subject-wise Distribution of Students at U.G. Level in Self-financing Courses by Caste/Community

Subject		1999-2002 Batch								2006-2009 Batch							
		SC\ST		OBC\OEC		Others		Total		SC\ST		OBC\OEC		Others		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	Industrial Chemistry	0	0.0	1	4.2	23	95.8	24	100.0	---	---	---	---	---	---	---	---
	Physics	---	---	---	---	---	---	---	---	0	0.0	13	92.9	1	7.1	14	100.0
	Biotechnology	---	---	---	---	---	---	---	---	1	2.6	16	42.1	21	55.3	38	100.0
	Electrical Equipments and Maintenance	2	6.9	11	37.9	16	55.2	29	100.0	---	---	---	---	---	---	---	---
	Computer Science	0	0.0	4	13.3	26	86.7	30	100.0	0	0.0	11	34.4	21	65.6	32	100.0
	Electronics	0	0.0	0	0.0	12	100.0	12	100.0	2	5.4	20	54.1	15	40.5	37	100.0
Social Science	Journalism	---	---	---	---	---	---	---	---	2	6.7	14	46.7	14	46.7	30	100.0
Language	Communicative English	1	4.3	1	4.3	21	91.3	23	100.0	1	4.0	5	20.0	19	76.0	25	100.0
Commerce	Commerce	2	8.0	9	36.0	14	56.0	25	100.0	0	0.0	22	71.0	9	29.0	31	100.0
	Commerce with Computer Application	---	---	---	---	---	---	---	---	4	4.4	44	48.9	42	46.7	90	100.0
	Taxation	0	0.0	6	22.2	21	77.8	27	100.0	0	0.0	25	56.8	19	43.2	44	100.0
	Tourism and Travel Management	---	---	---	---	---	---	---	---	0	0.0	7	63.6	4	36.4	11	100.0
	Tax Procedure and Practices	---	---	---	---	---	---	---	---	0	0.0	14	53.8	12	46.2	26	100.0

Table 16: Subject-wise Distribution of Students at P.G. Level in Self-financing Courses by Caste/Community

Subject		2006-2008 Batch							
		SC\ST		OBC\OEC		Others		Total	
		No.	%	No.	%	No.	%	No.	%
Science	Biotechnology	0	0.0	7	41.2	10	58.8	17	100.0
	Home Science	0	0.0	1	20.0	4	80.0	5	100.0
Social Science	History	0	0.0	5	22.7	17	77.3	22	100.0
	Economics	0	0.0	9	69.2	4	30.8	13	100.0
	Social work	1	3.8	7	26.9	18	69.2	26	100.0
Commerce	Commerce	2	20.0	1	10.0	7	70.0	10	100.0
	Commerce with Computer Application	1	33.3	2	66.7	0	0.0	3	100.0
	Finance	0	0.0	11	47.8	12	52.2	23	100.0

Note: There was no self-financing course during 1999 at the P.G. level.

Coming to unaided courses, forward caste Hindus and Christians had a very dominant presence in all subjects in 1999. But their presence decreased substantially in subjects like Computer Science, Electronics, Communicative English, Commerce and Taxation.

But despite the decline in the share of students belonging to these communities, they were in majority in subjects like Biotechnology, Computer Science and Communicative English. At the post graduate level in the self-financing stream, their share continued to be very high. The only exception was the case of Economics and Commerce with Computer Application where the OBCs constituted the majority.

In self-financing courses SC/STs had very little presence both in 1999 and 2006. The only exception was the case of two commerce streams and Social Work at the P.G. level.. However, there was no presence for SC/STs in Finance under the commerce stream. OBC students constituted the majority at the U.G. level in Commerce, Tourism and Travel Management, Tax Procedure and Practices, Physics, Electronics and Taxation. In Commerce with Computer Application, they constituted the single largest group. At the P.G. level, the OBCs and OECs constituted the majority in Economics and Commerce with Computer Application.

Students' Performance in the Qualifying Examination

Table 17 gives the distribution of students in the regular colleges at the under graduate level in different subjects according to the class which they obtained at the qualifying examinations.

Table 17: Distribution of Students in Regular Courses at U.G. Level According to the Classes Obtained at the Qualifying Examination

Subject		1999-2002 Batch		2006-2009 Batch		
		No.	%	No.	%	
Science	Physics	First class	33	43.4	45	71.4
		Second class	15	19.7	14	22.2
		Third class	28	36.8	4	6.3
		Total	76	100.0	63	100.0
	Mathematics	First class	38	39.6	42	75.0
		Second class	18	18.8	10	17.9
		Third class	40	41.7	4	7.1
		Total	96	100.0	56	100.0
	Statistics	First class	10	32.3	12	63.2
		Second class	11	35.5	5	26.3
		Third class	10	32.3	2	10.5
		Total	31	100.0	19	100.0
	Chemistry	First class	35	42.7	42	61.8
		Second class	20	24.4	10	14.7
		Third class	27	32.9	16	23.5
		Total	82	100.0	68	100.0
	Botany	First class	20	26.3	26	34.7
		Second class	24	31.6	28	37.3
		Third class	32	42.1	21	28.0
		Total	76	100.0	75	100.0
	Zoology	First class	17	21.8	35	41.7
		Second class	36	46.2	24	28.6
		Third class	25	32.1	25	29.8
		Total	78	100.0	84	100.0
Total	First class	153	34.9	202	55.3	
	Second class	124	28.2	91	24.9	
	Third class	162	36.9	72	19.7	
	Total	439	100.0	365	100.0	
Social Science	History	First class	7	8.8	17	25.4
		Second class	15	18.8	14	20.9
		Third class	58	72.5	36	53.7
		Total	80	100.0	67	100.0
	Economics	First class	22	17.2	39	30.7
		Second class	30	23.4	43	33.9
		Third class	76	59.4	45	35.4
		Total	128	100.0	127	100.0
	Sociology	First class	1	2.3	24	61.5
		Second class	16	37.2	9	23.1
		Third class	26	60.5	6	15.4
		Total	43	100.0	39	100.0
Total	First class	30	12.0	80	34.3	
	Second class	61	24.3	66	28.3	
	Third class	160	63.7	87	37.3	
	Total	251	100.0	233	100.0	
Commerce	Commerce	First class	1	3.2	23	50.0
		Second class	9	29.0	16	34.8
		Third class	21	67.7	7	15.2
		Total	31	100.0	46	100.0
Language	Hindi	First class	0	0.0	13	54.2
		Second class	5	16.1	7	29.2
		Third class	26	83.9	4	16.7
		Total	31	100.0	24	100.0
	English	First class	16	23.5	45	78.9
		Second class	23	33.8	9	15.8
		Third class	29	42.6	3	5.3
		Total	68	100.0	57	100.0
Total	First class	17	13.1	81	63.8	
	Second class	37	28.5	32	25.2	
	Third class	76	58.5	14	11.0	
	Total	130	100.0	127	100.0	

Note: Marks of students enrolled in Christian College, M.A. College and St.Stephen's College. Marks were not entered in the registers of other colleges.

The table shows a phenomenal increase in the students getting first class at the qualifying examinations between 1999 and 2006 in all subjects. However, this comparison has to be made with a large degree of caution. The students who got admission in U.G. classes in 1999 belonged to two streams - those coming out of the pre-degree courses in colleges and those coming from the higher secondary schools. It is believed that the scheme of valuation in pre-degree classes in the nineties was more stringent than in the plus two classes in 2006.

The table shows that natural sciences attracted relatively less meritorious students as compared to physical sciences. In 1999, Physics followed by Chemistry and Mathematics attracted more students with first class. In 2006, it was Mathematics followed by Physics and Statistics which attracted more students with first class. The relative position of Chemistry came down from second to fourth. Natural sciences like Zoology and Botany attracted a smaller proportion of students with first class.

Social Sciences generally attract students with less merit as indicated by the number of students with first class who get admitted. Among the three subjects in Social Sciences, it was in the order of Economics, History and Sociology that the students with first class were attracted in 1999. By 2006, sociology was the most preferred subject followed by Economics and History. Commerce attracted only one candidate with first class in 1999. But their number increased to 23 in 2006. The proportion of students with first class seeking admission to B.Com course was more than for Economics but less than for Sociology in 2006. Among the two languages, Hindi attracted no student with first class in 1999. But by 2006, the proportion of students with first class enrolled for studying Hindi was 54 per cent. As for English the proportion of students with first class increased from 24 per cent in 1999 to 79 per cent in 2006. In fact, the proportion of students with first class in English classes in 2006 was the highest among all subjects including physical sciences.

Table 18 gives the distribution of students in the regular colleges at the P.G. level in different subjects according to the class which they got at the qualifying examinations. We could take into account the marks of students from Christian College, Chengannur,

Mar Athanasius College, Kothamangalam and St. Stephen's College, Pathanaopuram as no data regarding marks was available in the records of other colleges.

Table 18: Distribution of Students in Regular Courses at P.G. Level according to the Class Obtained at the Qualifying Examination

Subject		1999-2001 Batch		2006-2008 Batch		
		No.	%	No.	%	
Science	Physics	First class	13	100.0	36	94.7
		Second class	0	0.0	1	2.6
		Third class	0	0.0	1	2.6
		Total	13	100.0	38	100.0
	Mathematics	First class	17	89.5	16	88.9
		Second class	1	5.3	0	0.0
		Third class	1	5.3	2	11.1
		Total	19	100.0	18	100.0
	Chemistry	First class	20	90.9	25	100.0
		Second class	2	9.1	0	0.0
		Total	22	100.0	25	100.0
	Analytical Chemistry	First class	0	0.0	8	100.0
		Total	0	0.0	8	100.0
	Zoology	First class	10	100.0	14	87.5
		Second class	0	0.0	2	12.5
		Total	10	100.0	16	100.0
Sub Total		First class	60	95.2	99	96.1
		Second class	3	4.8	3	2.9
		Third class	0	0.0	1	1.0
		Total	63	100.0	103	100.0
Social Sciences	Economics	First class	11	57.9	13	46.4
		Second class	1	5.3	6	21.4
		Third class	7	36.8	9	32.1
		Total	19	100.0	28	100.0
Commerce	Commerce	First class	8	42.1	15	88.2
		Second class	7	36.8	2	11.8
		Third class	4	21.1	0	0.0
		Total	19	100.0	17	100.0
Language	English	First class	8	44.4	16	64.0
		Second class	6	33.3	7	28.0
		Third class	4	22.2	2	8.0
		Total	18	100.0	25	100.0

Note: Marks of students enrolled in Christian college, M.A. College and St. Stephen's college

The table shows that the proportion of students with first class in P.G. classes was much higher than in the under graduate classes both in 1999 and 2006. The only exception was English.

The proportion of students with first class was less in self-financing colleges than in regular colleges, as may be seen from Table 19.

Table 19: Distribution of Students in Self-financing Courses at U.G. Level according to the Class Obtained at the Qualifying Examination

Subject			1999-2002 Batch		2006-2009 Batch	
			No.	%	No.	%
Science	Physics	First class	---	---	8	57.1
		Second class	---	---	4	28.6
		Third class	---	---	2	14.3
		Total	---	---	14	100.0
	Industrial Chemistry	First class	7	33.3	---	---
		Second class	9	42.9	---	---
		Third class	5	23.8	---	---
		Total	21	100.0	---	---
	Electrical Equipments and Maintenance	First class	10	35.7	---	---
		Second class	13	46.4	---	---
		Third class	5	17.9	---	---
		Total	28	100.0	---	---
Sub Total		First class	17	34.7	8	57.1
		Second class	22	44.9	4	28.6
		Third class	10	20.4	2	14.3
		Total	49	100.0	14	100.0
Commerce	Commerce	First class	---	---	14	48.3
		Second class	---	---	7	24.1
		Third class	---	---	8	27.6
		Total	---	---	29	100.0
	Taxation	First class	2	7.4	---	---
		Second class	9	33.3	---	---
		Third class	16	59.3	---	---
		Total	27	100.0	---	---
	Tax Procedure and Practices	First class	---	---	17	65.4
		Second class	---	---	9	34.6
		Total	---	---	26	100.0
	Total		First class	2	7.4	31
Second class			9	33.3	16	29.1
Third class			16	59.3	8	14.5
Total			27	100.0	55	100.0

Note: Data regarding marks in the qualifying examinations were available only in the following colleges.

1. Christian College Chengannur. – Unaided Course
2. Mar Athanasius College, Kothamangalam – Unaided Courses
3. St. Stephen's College, Pathanapuram – Unaided Course
4. Jamia Nadwiyya Arts and Science College, Malppuram – Purely Self-financing Courses

There was no P.G. course in self-financing stream in 1999. There were a few P.G. courses in 2006. The marks of students enrolled in these courses were not available.

Dropout Phenomenon

Generally all the students who enroll for a course may not be able to complete it. When students leave a course before completing it, that implies wastage in the education system. It impacts the society as well as the finances of the state.

Table 20 gives the dropout rates in regular courses at U.G. and P.G. levels.

Table 20: Dropout Rates in Regular Courses at U.G. and P.G. Levels

Subject		1999 Admission			2006 Admission		
		First year (No.)	Final year (No.)	Dropout (%)	First year (No.)	Final year (No.)	Dropout (%)
U.G.	Physics	158	139	12.0	151	137	9.3
	Mathematics	121	107	11.6	84	78	7.1
	Chemistry	114	106	7.0	93	88	5.4
	Botany	128	112	12.5	100	89	11.0
	Zoology	155	127	18.1	124	113	8.9
	History	133	128	3.8	127	114	10.2
	Economics	194	182	6.2	167	148	11.4
	English	122	112	8.2	108	98	9.3
	Commerce	153	135	11.8	166	154	7.2
	Polymer Chemistry	56	49	12.5	56	50	10.7
	Malayalam	21	21	0.0	24	24	0.0
	Hindi	33	31	6.1	29	24	17.2
	Statistics	33	31	6.1	19	19	0.0
	Sociology	47	43	8.5	42	39	7.1
Total	1468	1323	9.9	1290	1175	8.9	
P.G.	Physics	35	34	2.9	37	37	0.0
	Mathematics	41	41	0.0	41	41	0.0
	Chemistry	19	19	0.0	24	24	0.0
	Botany	10	10	0.0	10	10	0.0
	Zoology	10	10	0.0	10	10	0.0
	Economics	31	31	0.0	29	28	3.4
	English	49	47	4.1	52	50	3.8
	Analytical Chemistry	19	19	0.0	15	14	6.7
	Commerce	31	28	9.7	36	36	0.0
	Polymer Chemistry	5	5	0.0	11	11	0.0
	Sociology	23	21	8.7	22	22	0.0
	Applied Chemistry	22	21	4.5	10	10	0.0
	Total	295	286	3.1	297	293	1.3

Note: Courses available during both years 1999 and 2006.

Our study shows that the dropout rates had come down between the two years in all science subject and in Commerce and Sociology. The rates were higher for History, Economics, English and Hindi. There were no dropouts in Malayalam in both years. For Statistics, there were two dropouts in 1999 but none in 2006. At the P.G. level, there were

no dropouts in a majority of subjects. Our findings concur with the findings of Zachariah (2008) that the tendency to dropout is found more among U.G. students than among P.G. students.

Table 21: Dropout Rates in Self-financing Courses at U.G. and P.G. levels

Subject		1999 Admission			2006 Admission		
		First year (No.)	Final year (No.)	Drop out (%)	First year (No.)	Final year (No.)	Drop out (%)
U.G.	Physics	---	---	---	16	14	12.5
	Industrial Chemistry	25	24	4.0	---	---	---
	Commerce	26	25	3.8	33	31	6.1
	Biotechnology	---	---	---	40	38	5.0
	Journalism	---	---	---	33	30	9.1
	Taxation	27	27	0.0	48	44	8.3
	Communicative English	23	23	0.0	25	25	0.0
	Computer Science	30	30	0.0	36	32	11.1
	Electronics	12	12	0.0	40	37	7.5
	Tourism and Travel Management	---	---	---	12	11	8.3
	Commerce with Computer Application	---	---	---	95	90	9.6
	Tax Procedure and Practices	---	---	---	27	26	3.7
Total		143	141	1.4	405	378	6.7
P.G.	History	---	---	---	22	22	0.0
	Economics	---	---	---	13	13	0.0
	Commerce	---	---	---	15	10	33.3
	Biotechnology	---	---	---	18	17	5.6
	Social work	---	---	---	26	26	0.0
	Finance	---	---	---	23	23	0.0
	Home Science	---	---	---	6	6	0.0
	Commerce with Computer Application	---	---	---	3	3	0.0
Total		---	---	---	126	120	4.8

Note: T.C. date was not available from St.Stephen's college, Pathanapuram

In the self-financing courses the dropouts were more than in the regular courses at the U.G. level. At the P.G. level there was a fairly large proportion of dropouts in Commerce in 1999.

Though the dropout rates are low, there is a substantial number of students who take their Transfer Certificate and leave the courses in the first year. This is particularly true about science subjects especially at the U.G. level (See Table 22).

Table 22: Students who leave the Aided Courses in Regular Colleges in the First year

Subject		1999 Admission		2006 Admission	
		Students enrolled	T.C.	Students enrolled	T.C.
U.G.	Physics	195	37	174	23
	Mathematics	141	20	102	18
	Chemistry	140	26	102	9
	Botany	146	18	107	7
	Zoology	177	22	135	11
	History	135	2	128	1
	Economics	195	1	171	4
	English	128	6	116	8
	Commerce	158	5	170	4
	Polymer Chemistry	61	5	62	6
	Malayalam	24	3	24	0
	Hindi	36	3	31	2
	Statistics	36	3	24	5
	Sociology	48	1	42	0
Total		1630	152	1388	98
P.G.	Physics	45	10	42	5
	Mathematics	44	3	41	0
	Chemistry	30	11	24	0
	Botany	10	0	10	0
	Zoology	13	3	10	0
	Economics	34	3	31	2
	English	53	4	57	5
	Analytical Chemistry	26	7	16	1
	Commerce	33	2	38	2
	Polymer Chemistry	9	4	11	0
	Sociology	25	2	24	2
	Applied Chemistry	22	0	10	0
Applied Physics	---	---	8	0	
Total		344	49	322	17

Note: T.C. date was not available from St. Stephen's college, Pathanapuram

Table 23: Students who leave the Colleges in Self-financing Courses in the First Year

Subject		1999 Admission		2006 Admission	
		Students enrolled	T.C.	Students enrolled	T.C.
U.G.	Physics	---	---	22	6
	Industrial Chemistry	25	0	---	---
	Commerce	26	0	46	13
	Biotechnology	---	---	41	1
	Journalism	---	---	33	0
	Taxation	30	3	48	0
	Communicative English	23	0	26	1
	Computer Science	31	1	39	3
	Electronics	12	0	40	0
	Tourism and Travel Management	---	---	12	0
	Commerce with Computer Application	---	---	95	0
	Tax Procedure and Practices	---	---	28	1
Total		147	4	430	25
P.G.	History	---	---	22	0
	Economics	---	---	13	0
	Commerce	---	---	16	1
	Biotechnology	---	---	18	0
	Social work	---	---	26	0
	Finance	---	---	24	1
	Home Science	---	---	7	0
	Commerce with Computer Application	---	---	3	0
Total		---	---	129	3

Note: T.C. date was not available from St.Stephen's college, Pathanapuram

This tendency is less visible in the self-financing courses except in the case of Commerce and Physics at U.G. level in 2006 (See Table 23).

Economic Status-Education Aid

One of the objectives of the study was to examine the economic status of the students. It was found however, that the data on income or financial position of the students are not available in the records of the students maintained by the colleges. Therefore we had, as an indirect means, tried to ascertain whether the students were availing of any financial aid either on account of their caste status or on account of their financial status under the Kumara Pillai Commission Report (KPCR). The findings are given in Table 24.

Table 24: Students Availing Educational Aid in Regular Colleges

Educational aid under		1999 Admission		2006 Admission	
		No.	%	No.	%
U.G.	KPCR	473	33.5	665	47.1
	SC/ST	118	8.3	226	16.0
	OEC	97	6.9	93	6.6
	No Aid	726	51.3	429	30.4
Total		1414	100.0	1413	100.0
P.G.	KPCR	72	23.3	134	39.0
	SC/ST	23	7.4	47	13.7
	OEC	8	2.6	13	3.8
	No Aid	206	66.7	150	43.6
Total		309	100.0	344	100.0

Note: Data was not available for 150 students. They were excluded from the table.

The table shows that there has been a large increase in the share of students availing of educational aid in regular colleges between 1999 and 2006 under all schemes at the under graduate level. The share of students availing aid increased from 49 per cent to 69 per cent. At the post graduate level, the increase was from 33 per cent to 56 per cent. It may however be noted that the proportion of students availing financial aid was lower at the P.G. level than at the U.G. level in both 1999 and 2006. This implies that the proportion of relatively more affluent students in higher social economic groups was more in the P.G. classes.

The proportion of students availing educational aid under the KPCR scheme both at the U.G. and P.G. level was increasing. But their proportion was less at the P.G. level.

Disaggregated picture of students availing KPCR scholarship is given in Table 25. The table shows that share of OBCs has increased from 52 per cent in 1999 to 61 per cent in 2006. The share of forward caste Hindus and Christians availing KPCR scholarships declined from 49 per cent to 39 per cent. At the P.G. level the share of OBC was lower

but it showed an increase from 35 per cent to 46 per cent in 2006. The share of ‘others’ availing KPCR scholarships in P.G. courses were higher than at the U.G. level. But their share came down from 65 per cent to 54 per cent in 2006.

Table 25: Share of OBCs and ‘Others’ in the Total Number of Students in Regular Colleges Availing KPCR Scholarship

Category			1999 Admission		2006 Admission	
			No.	%	No.	%
U.G.	KPCR	OBC	245	51.5	408	61.4
		Others*	231	48.5	257	38.6
		Total	476	100.0	665	100.0
P.G.	KPCR	OBC	25	34.7	62	46.3
		Others	47	65.3	72	53.7
		Total	72	100.0	134	100.0

*Others refers to forward caste Hindus and Christians other than OBCs and OECs.

Table 26 gives the proportion of students availing KPCR scholarships to the total student’s population in the respective caste/category. The table shows steep increase in the share of students availing educational aid in each group of students. The share has been increasing in the case of OBCs as also ‘others’ both at the U.G. and P.G. level. The table indicates that an increasing proportion of poorer students from OBCs and forward caste/community are getting enrolled by availing KPCR scholarships.

Table 26: Percentage of Students Receiving Educational Aid in Regular Colleges Under KPCR among OBCs and ‘Others’

Caste/Community		% of students in:	
		1999 Admission	2006 Admission
U.G.	OBC	55.3	68.7
	Others*	30.5	51.2
P.G.	OBC	33.8	65.3
	Others	23.2	38.1

*Others refers to forward caste Hindus and Christians other than OBCs and OECs

University Departments at a Glance

Our study covers two university departments, Economics department from Kerala University and Statistics department from Cochin University of Science and Technology. These University departments do not offer any U.G. course. Unlike in the case of P.G. departments in colleges, there was decline in the strength of P.G. students in both the university departments. As in regular colleges, in these P.G. departments also, female students had a majority in both the years under study. However, their proportion has come down drastically from 72 per cent in 1999 to 52 per cent in 2006. The trend noticeable is the same as noted in the case of P.G. courses in regular colleges as well as in self-financing colleges. In fact, the proportion of girls in the university departments was lower than in the P.G. departments of unaided colleges.

Table 27: Selected Aspects of the Students' Profile in the University Departments

		1999 Admission		2006 Admission	
		Number	Percent	Number	Percent
Gender	Male	13	27.7	20	47.6
	Female	34	72.3	22	52.4
Total		47	100.0	42	100.0
Educational aid	No Educational Aid	17	36.2	8	19.0
	SC	9	19.1	2	4.8
	KPCR	0	0.0	5	11.9
	OBC	0	0.0	3	7.1
	No record	21	44.7	24	57.1
Total		47	100.0	42	100.0
Religion	Hindu	37	78.7	31	73.8
	Christian	7	14.9	6	14.3
	Muslim	2	4.3	5	11.9
	Not mentioned	1	2.1	0	0.0
Total		47	100.0	42	100.0

Data regarding the religious-composition in the university departments shows that Hindu students had an overwhelming majority; the share of Christians and Muslims was low. There was a slight fall in the proportion of the Hindu students in the later year. The proportion of Muslim students more than doubled and that of Christian students remained

more or less constant. The share of Hindus in the P.G. departments of the university was very much more than in the P.G. departments of colleges. The same was the case with Muslim in 2006, but not in 1999. The share of Christians in university departments was much less than their share in colleges. Their proportion in P.G. courses in colleges was twice that of their share in university departments.

During the same period, the proportion of the SC students declined from 19 per cent to 14 per cent in university departments. Despite this fall, their proportion in university departments was more than in colleges. A major decline was found in the category of 'Others' and was from 57 per cent to 31 per cent. Their share in university departments was much lower than in colleges. In regular colleges, the proportion of SC students of P.G. classes increased from 8 per cent to 14 per cent.

Table 28: Caste/Community-wise Distribution of Students in the University Departments

Caste/Community	1999 Admission		2006 Admission	
	Number	Percent	Number	Percent
O.B.C.	10	21.3	23	54.8
SC	9	19.1	6	14.3
Others	27	57.4	13	31.0
Not mentioned	1	2.1	0	0.0
Total	47	100.0	42	100.0

Section III

Implications

Our study shows that there has been a decline in the number of students in many subjects and courses. The decline was more in the regular colleges in both the aided and self-financing streams. There was increase in the total number of students in the unaided colleges. This indicates that the decline in regular colleges under aided and self-financing stream was not on account of the decrease in the student population as a result of the decline in population in the college going age group. It may be more due to migration of students to other purely self-financing Arts and Science colleges or professional colleges. The decrease in the number of students in many subjects has implications for the teaching community as they may have to be taken care of as 'protected teachers' as in the case of schools. If the present trend continues, the physical capacity of the colleges built up over the years will go unutilized. The reasons for the migration of students from regular colleges and aided courses to self-financing courses and colleges require to be probed in depth. The policy makers will also have to think of how to make the regular courses more attractive by increasing the quality of curriculum and teaching. It may also be necessary to think of ways and means to make these traditional courses more job-oriented without undermining the core character and strength of the subjects concerned.

The study noted that there has been a major shift in the composition of student population. An increasing proportion of students belonging to SC/ST and OBC/OEC communities are entering regular colleges in almost all the subjects. It can be interpreted both in positive and negative ways. It is a positive development in as much as those who did not get adequate access to art and science colleges in the past are now getting such access. But it is to be noted that the proportion of SC/ST communities is very low in the self-financing courses and colleges. The share of OBC/OEC communities is however increasing even in those colleges though their share is lower than in regular Arts and Science colleges. The percentage of OBCs and forward caste students availing educational aid under KPCR is increasing, indicating the entry of poorer segments in each community into Arts and Science colleges. The fact that an increasingly large

proportion of students are not paying any fees, but are availing direct subsidy has financial implications for the government. Small students' strength in many courses at U.G. and P.G. levels also has financial implications for the government.

Some of the courses started in the self-financing stream are discontinued. Some of them were recommended by the U.G.C which financed them to some extent in the initial years. The low students' strength and the discontinuation of courses may be due to more than one reason. It may indicate poor assessment of the job orientation of the courses and the market demand for students completing these courses. It may also be that the poor planning and insufficient academic inputs have made the students of these courses unemployable.

The general assumption is that the traditional courses in regular colleges are less job-oriented than the self-financing courses as also the professional courses (not studied by us). If this assumption is true, the implications for the SC/STs and to some extent OBCs are not all that favourable to them. It was found that the academic performance of a large proportion of SC/ST/OEC communities and to some extent OBC communities is poor. Besides, an increasing proportion of students has poor economic status. It is necessary, therefore that remedial coaching is strengthened in colleges to avoid large scale failures. Since a majority of students come from lower socio-economic background, there is also a need for developing communication skills and other soft skills to improve their employability.

Agenda for Future Research

As we had seen earlier, the study suffers from the thin sample of colleges and courses which is not fully representative of the Arts and Science colleges in Kerala. It is therefore advisable to conduct a larger study with a much larger and more representative sample. Besides, our study covers only the self-financing courses in the aided colleges and Arts and Science colleges in the unaided sector. To fully document the destination of migrant students from Arts and Science colleges it is necessary to include the professional colleges also in this larger study. A comparison between the profiles of students in Arts

and Science and professional colleges, will be necessary, if one has to study the reasons for the increasing trend of migration of students belonging to forward caste Hindus and Christians. Such a comparison is necessary to assess the long term socio-economic consequences of the migratory trends noted by us.

The reasons for the discontinuation of a number of self-financing courses in the aided colleges and self-financing colleges require to be studied. It is quite likely that many of the 'job-oriented' courses offered in these colleges as well as in some of the professional colleges may not be all that 'job-oriented' as was projected earlier. As stated by the vice-chancellor of Mahatma Gandhi University recently, majority of the new generation courses are frauds. Many of them are not really job-oriented. Some of these courses are, in fact traps into which students, mostly belonging to middle class, looking for job opportunities fall unwittingly. (Gurukkal 2010) In all the studies till now, there has been no effort to ascertain from the students regarding the factors which weigh with them in choosing courses and colleges and formulating their career plans. Their views and aspirations should be important inputs in planning and designing courses and curriculum in colleges.

Notes

- ¹ Self-financing colleges are run purely on self-financing pattern, but affiliated to a university and are subjected to the regulations of the apex bodies like the All India Council for Technical Education (AICTE). Unlike in the case of regular colleges, Self-financing colleges enjoy more freedom in student admissions fixing the fees structure and staff appointments.
- ² Regular colleges are Government colleges or private aided colleges. In such colleges faculty and other staff are paid by the government and fees which are highly subsidized are collected from the students and are remitted in the government treasury. In government colleges staff appointment is made by the state Public Service Commission. In private aided colleges staff appointment is made by committees with representatives of the management, government and the concerned university
- ³ Dropout rate is calculated based on the student strength at the end of the year of admission and at the end of the final year of the courses. If initial enrolment is taken as the basis for calculating dropout rate, the rate arrived at can be exaggerated. As many students join initially with the intention of leaving if and when they get a subject or course or college of their choice, colleges also admit students beyond the sanctioned strength. . Some of these vacancies are filled with new entrants. This is why the number of TCs issued during the early months of the first year is fairly large. Hence our decision to calculate the dropout rate as mentioned above.
- ⁴ The regular colleges covered in the study are Christian college, Chenganur and St. Stephen College Pathanapuram (Kerala University), Mar Athanasius College, Kothamangalam and CMS college, Kottayam (MG University), Marthoma College, Chungathara, Nilambur and MES KVEEYAM College, Valancherry (Calicut University). All the above colleges, excepting MES KVEEYAM College conduct self-financing courses also. Unaided (Self-financing) colleges taken for the study are Yeldo Mar Baselios College, Kothamangalam (MG University). KVVS College of Science and Technology, Adoor (Kerala University) and Jamia Nadwiyya Arts and Science College, Malappuram (Calicut University).
- ⁵ We here put SC/ST students as one category because the number of ST students is meagre in our sample. Their number in our sample was only 6 in 1999 and 14 in 2006. This is in tune with their low proportion in Kerala's student population (1.4 %) and total population (1.1 %). Location of our college also can be a reason.
- ⁶ In recent years, regular colleges were allowed to start courses in 'self-financing' mode. They are mostly 'job oriented' and are sponsored by the U.G.C or the university or the management itself. The management collects fees at the rate fixed by them which are higher than in regular colleges or as directed by the sponsors. Managements have the freedom to appoint staff, subject to the minimum qualification prescribed.

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Annexure 1
Colleges in our Sample and the courses offered by them
A. Regular Colleges

College	U.G. course	P.G. course
Christian College, Chengannur	Physics	Physics
	Mathematics	Analytical Chemistry
	Chemistry	Economics
	Botany	English
	Zoology	
	History	
	Economics	
	English	
St. Stephens College, Pathanapuram	Physics	Physics
	Mathematics	Chemistry
	Chemistry	Zoology
	Botany	
	Zoology	
	Economics	
	Commerce	
Marthoma College, Nilambur	Physics	
	Botany	
	Polymer Chemistry	
	Economics	
	Commerce	
MES KVEEYAM College, Valanchery	Physics	Polymer Chemistry
	Zoology	
	Polymer Chemistry	
	Commerce	
MA College, Kothamangalam	Physics	Physics
	Mathematics	Mathematics
	Statistics	Chemistry
	Chemistry	Economics
	Botany	Commerce
	Zoology	English
	History	
	Economics	
	Sociology	
	Hindi	
	English	
CMS College, kottayam	Physics	Physics
	Mathematics	Mathematics
	Chemistry	Chemistry
	Botany	Botany
	Zoology	Zoology
	History	Analytical Chemistry
	Economics	Applied Chemistry
	Home Science	Applied Physics
	Commerce	Sociology
	Malayalam	Commerce
	English	English

B. Self-financing Courses in Regular Colleges

College	U.G. course	P.G. course
Christian College, Chengannur	Industrial Chemistry	
St. Stephens College, Pathanapuram	Electrical Equipments and Maintenance	
Marthoma College, Nilambur		Commerce
MA College, Kothamangalam	Taxation	
	Tax Procedure and Practices	
CMS College, kottayam	Biotechnology	History
	Communicative English	Economics
		Biotechnology
		Home Science

C. Purely Self-financing Colleges

College	U.G. course	P.G. course
Yeldo Mar Basellious College, Kothamangalam	Journalism	Social work
	Commerce with Computer Application	Finance
	Taxation	
KVVS College of Science and Technology, Adoor	Commerce	Commerce with Computer Application
	Biotechnology	
	Commerce with Computer Application	
	Computer Science	
	Electronics	
	Tourism and Travel Management	
Jamia Nadwiyya Arts and Science college, malappuram	Physics	
	Commerce	

D. Profile of Scheduled Tribe Student

Profile of ST Students		Number of ST students in:	
		1999	2006
College	Marthoma College, Nilambur	3	3
	MA College, Kothamangalam	2	8
	CMS College, Kottayam	1	3
Total		6	14
U.G/P.G.	Degree	5	8
	Post Graduate	1	6
Total		6	14
Regular		6	14
Total		6	14
Gender	Male	2	5
	Female	4	9
Total		6	14
Subject	Physics	0	2
	Botany	0	1
	Zoology	1	0
	History	0	3
	Economics	4	3
	Commerce	0	4
	Hindi	0	1
	Sociology	1	0
Total		6	14

Annexure II

Educational Concession to Students

Concession to Scheduled Castes, Scheduled Tribes

All students belonging to Scheduled Castes, Scheduled Tribes, Kudumbi, Other Backward Communities and Christians Converts from them securing admission to the college will be given concession.

Students belonging to Scheduled Castes, Scheduled Tribes, Kudumbi Community and Converts from Scheduled Castes and Scheduled Tribes will be given the following concession:

- a) Full fee concession i.e., the student will not be required to pay any fees.
- b) A lumpsum grant for purchase of books and dress at the following rates:-

B.A./B.Sc. - 525

M.A/M.Sc. - 675

M.Phil - 1,800

A monthly stipend of Rs.315 to student coming from places beyond 8 kms. of the College and Rs. 270 to those coming from places within 8 kms. of the College and Rs. 65 who are the inmates of Hostel expect Post Matric Hostel. The stipend is payable in advance in the college office.

The Other Backward Communities and Christian Convert Students will be given full fee concession on production of necessary Community and Income Certificates from the Tahsildars concerned. Students who have produced certificates for concession while studying in the junior class must again produce the certificates in the senior class at the beginning of the academic year and get the concession renewed.

All Scheduled Castes, Scheduled Tribes, X'ian Convert, K.P.C.R. and S.E.B.C., O.B.C. students should submit their applications for full fee concession to the Principal within 15 days from the date of their admission to the college or re-opening of the College as the case may be. Students studying in senior classes should submit their applications for renewal of concession every year within 15 days of the re-opening of the College.

Government employees who have joined the College after obtaining leave for study purposes will not be given concession for the period of leave with allowances:

If a Scheduled Caste, Scheduled Tribe or Kudumbi student who is in receipt of concession from the State Government is awarded scholarship or financial assistance from the Government of India or any other source so much of the amount of such financial assistance from outside source shall be short claimed

If a Scheduled Caste, Scheduled Tribe or Kudumbi students who is in receipt of concession from the State Government is awarded scholarship or financial assistance from the Government of India or any other source so much of the amount of such financial assistance from outside source shall be short claimed from the Department of Backward Communities and in the case of the Other Backward Communities and Christian Convert students who have been awarded financial assistance from other sources the entire value of concessions received from the State shall be got refunded to the credit of the Department of Harijan Welfare.

Unified Fee Concession

In addition to the above the following concessions are also available to students of this College who satisfy the following conditions:

Fee concession under the unified fee concession schemes based on merit and income to the students, who secure 45% and more marks at the respective qualifying examination. Out of the total strength 5% of the students are eligible for full concession and 5% for concession based on merit.

These concessions will be granted to the students at the commencement of each course and will be renewed from year to year till the completion of the course subject to production of Income Certificate and to satisfactory progress, good conduct and regularity in attendance

Students Aid Fund

Deserving students are given aid under this scheme

Concession under the Kumara Pillai Commission Report

Fee concession to Degree and Post-Graduate Students are available under the K.P.C.R.

The income limit for Post-Graduate students Rs. 42,000 per annum.

Source: <http://www.universitycollege.co.in/index.php/studentscorner/concession>