



Reservation Paradox: Revisioning Affirmative Action In The Contemporary Multicultural Society

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Abstract

Affirmative action, also known as reservation in India, has been used historically to ensure social justice and equality to address systemic disabilities of marginalized groups, including Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), and Economically Weaker Sections (EWS). Although these policies have helped more people to gain access to education, jobs and political representation, there is still speculation on whether these policies will help them in a fast globalizing and multicultural society. The reservation paradox arises when the policies aimed at supporting inclusivity accidentally reinforce the social stereotypes, introduce a vision of reverse discrimination, or fail to guarantee upward social-economic mobility. The research design proposed in this study has been a combination of both quantitative and qualitative methods based on analysis of educational, employment and income statistics along with qualitative analysis based on interviews and surveys of the multidimensional effects that reservation policy has had. The results show that there are massive differences in the outcomes across communities, there is a difficulty in the perceived fairness and policy implementation gaps. Along with the need to revise the policy in a manner so as to balance equity, merit, and social integration, the study highlights the need to also include mechanisms to limit the societal stigma and increase the opportunity of all marginalized groups in the society. This study offers an informed way to make policymaking and create social interventions that are more equitable by offering a subtle insight into affirmative action in the modern setting.

Keywords : *Affirmative Action, Reservation, Social Justice, Multicultural Society, Policy Evaluation, Equity.*

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1. Introduction

While affirmative action has adopted various forms around the world, with most countries applying the practice through reservation policies, it has been embraced as a solution to the structural inequalities that have existed over time and to provide historically marginalized groups with equitable access to education, employment and representation in the government. The reservation system was based in India to empower socially and educationally disadvantaged groups especially the Scheduled Castes (SCs), Scheduled Tribes (STs), the Other Backward Classes (OBCs) and recently the Economically Weaker Sections (EWS). Since early years of independence, the state has been trying to correct historical injustices by reserving seats in the educations and the government jobs to these groups.¹

The argument of reservation appeals to egalitarian and redistributive justice and aims at breaking down the walls that centuries of castebased discrimination have put in place. As the social attitudes and other

¹ Jodhka, S. S. (2012). Caste and inequality in India: What do social indicators tell us? *Economic & Political Weekly*, 47(8), 61–68.

economic institutions changed over time, affirmative action was an important instrument during the Indian struggle in promoting inclusive growth and social mobility. In truth in terms of higher education, reservation has played a significant part in increasing enrolment of SC and ST students in higher education by a significant margin- a change that many claim to have brought better fortunes across generations.² Nevertheless, in spite of these developments, there are still some major challenges.

Opponents argue that, although reservation guarantees representation, it does not always mean real socio-economic improvement or elimination of social stigma. Even with growing institutional access, in most instances, beneficiaries are still discriminated, marginalized, and doubted in terms of their competency, strengthening social stereotypes.³ In addition, the use of reservation has elicited controversial discussions based on the idea meritocracy, equity, and the possibility of reverse discrimination, where perspectives of people who are not in the categories of the reservation are that they are being unfairly discriminated against.⁴

Another complication is the internal heterogeneity of categories of reservation. There is no homogeneity among the members of SC, ST, or OBC communities: there is a great difference in economic status, gender, geographic place (urban/ rural) and other social variables. Blanket quotas consisting of caste identity only, as critics of a one-size-fits-all reservation strategy would put it, do not solve the problem of intersectional disadvantage: that is, of the poor in backward castes, or the poor in upper castes, who are economically weak.

Also, the legacies of caste hierarchies still remain in the fast globalizing, multicultural society. Although institutional doors can be opened with the help of reservation, the social attitudes, which are deeply rooted, tend to have an impact on the socio-economic results through the influence of caste identity and social capital. There is evidence that despite the quotas, representation in government employment and the higher levels of education have improved, incomes, occupation and social status differences are still strong.⁵

Besides, the policy has been complicated by the addition of reservation (e.g., inclusion of OBCs and EWS) and regular legal changes. Such decisions as those proposed by an influential national body in 1980, which had estimated that Other Backward Classes comprise a large percentage of the Indian population, resulted in the formation of a quota of 27% OBCs - radically altering the reserves list and drawing a wave of opposition and controversy.⁶ The further expansion of reservations to individual institutions, and the legal and judicial review of such action, has only intensified the polarization of the debate and has brought about a renewed urgency to consider the effects of reservation in a more nuanced way in modern India.⁷

Considering these complexities, it is increasingly coming to be recognized that reservation as it is being practiced is perhaps creating a reservation paradox. Namely: the policy is supposed to promote social justice and equity, but it might actually strengthen the caste identity, promote the social divide, and institutionalize the status quo in a different form. The paradox is even more topical in a multicultural, globalising situation in which merit, economic mobility and social integration are regarded to be the key to personal and societal advancement.⁸

Considering the changing socio-economic environment, the increasing desire of younger generations, increasing mobility, urbanization and the changing concept of identity, one needs to question, critically,

² Mandal Commission. (1980). Report of the backward classes commission. Government of India, Ministry of Welfare.

³ Thorat, S., & Newman, K. S. (2007). Caste and economic discrimination: Causes, consequences, and remedies. *Economic and Political Weekly*, 42(41), 4121–4124.

⁴ Deshpande, A. (2011). *Contemporary India: A sociological view*. Penguin Books India.

⁵ Tilak, J. B. G. (2005). Education and social equity in India. *Journal of Indian Education*, 31(4), 3–18.

⁶ Guru, G. (2009). Dalits and the democratic discourse. *Economic & Political Weekly*, 44(19), 11–13.

⁷ Pai, S. (2002). Dalit assertion and the UN human rights agenda. *Social Scientist*, 30(9/10), 13–28.

⁸ Thorat, S., & Attewell, P. (2007). The legacy of social exclusion: A correspondence study of job discrimination in India. *Economic & Political Weekly*, 42(41), 4141–4145.

whether reservation still has its place in the current environment. To be more precise, we will have to pose the following question: Has reservation brought about long-term socio-economic elevation and social integration to the targeted beneficiaries? Or in other instances strengthened structural inequalities behind a veil of inclusiveness?⁹

The present study, thus, aims at conducting an all-inclusive examination of the compound influence of the reservation policies in India. The study intends to deconstruct the so-called reservation paradox by integrating both quantitative (measures of education, employment, and economic conditions) and qualitative (understandings of lived experiences in terms of perceptions of fairness, social stigma, and inter-group dynamics) data. By so doing, it aims at adding to a deeper insight in the question of whether or not under what circumstances affirmative action still remains an effective mechanism of social justice in a fast changing multicultural society.

2. Literature Review

The affirmative action, also known as the reservation, has produced a wave of scholarly literature in the last number of decades. Scholars and policy makers have argued about the role, effectiveness and undesirable impacts of reservation policies in India and other diverse societies. The section is a synthesis of the existing literature and its successes and shortcomings of affirmative action and its positioning within the modern social and economic environment.

2.1 Beneficial Effect on Education and Employment

There is a considerable amount of literature that highlights the beneficial aspect of reservation in enhancing education and job opportunities among historically disadvantaged groups. Research shows that Scheduled Castes (SCs), Scheduled Tribes (STs) and Other Backward Classes (OBCs) quotas have resulted in more enrolment in higher educational institutions and better representation in government employment.¹⁰ Affirmative action enlargement has been especially helpful in the case of first-generation students with disadvantaged backgrounds, as they have been able to dismantle the barriers in the structure and access previously inaccessible professions because of social discrimination.¹¹

Empirical estimates also indicate that the reservation policies have promoted the social upward mobility of some groups. Affirmative action creates opportunities to higher socio-economic status, financial stability, and social appreciation by allowing access to competitive schools and institutions of higher education, as well as opportunities in government jobs.¹² An example will be through targeted recruitment in government work where they are able to reduce unemployment rates in the marginalized groups and elevate the level of the marginalized people in the public space.¹³ All these findings indicate that reservation has made some quantifiable gains in improving opportunities of the underrepresented population.

2.2 Social Inequality and Limitations

Although these positive results exist, a significant amount of literature is criticizing the weaknesses of reservation policies. Researchers claim that reservation is a way of securing numerical representation, but not necessarily all socio-economic inequalities.¹⁴ A substantial number of sidelined citizens are still discriminated against in social, economic, and political arenas meaning that even with reservation,

⁹ Choudhary, R. (2016). Reservation policies and social justice in India: Historical perspectives. *Indian Journal of Public Administration*, 62(3), 361–375

¹⁰ Jodhka, S. S., & Newman, K. S. (2017). *In the name of caste: Inequalities and affirmative action in India*. Orient BlackSwan.

¹¹ Thorat, S., & Kumar, N. (2012). Reservation and social justice in India: A critical review. *Indian Journal of Human Development*, 6(1), 1–15.

¹² Deshpande, A., & Sharma, A. (2010). Affirmative action and social mobility in India. *Economic & Political Weekly*, 45(32), 55–63.

¹³ Government of India. (2015). Report on employment of SC/ST/OBC in public sector. Ministry of Social Justice and Empowerment.

¹⁴ Pai, S. (2002). Dalit assertion and the limits of reservation. *Social Scientist*, 30(9/10), 13–28.

hierarchies cannot be broken down in a short period. Also, unbalanced sharing of benefits among categories especially amongst OBCs has been pointed out. The so-called phenomenon of the so-called creamy layer, when comparatively privileged people in backward classes disproportionately take advantage of the quotas, counters the supposed purpose of equity.¹⁵

Furthermore, it has been proven that reservation might actually strengthen caste identities instead of undermining them unintentionally. Policies based on caste-based access criteria institutionalized threat to reinforce social divisions and encourage identity politics, which may cause friction in society.¹⁶ These criticisms point to the complicated nature of affirmative action, that a combination of social interventions, as well as quotas are necessary to combat the structural injustices successfully.

2.3 The perceptions of Fairness and Meritocracy

A new field of study is the societal views of affirmative action and its impact on meritocracy. A number of studies argue that even though the reservation policies are meant to serve equity, they could create the perception of reverse discrimination to other non-beneficiary groups resulting to social tension.¹⁷ Such a perception of merit under the pretext of the quota-based selection is a source of both dissatisfaction and polarization, especially in competitive educational and professional settings. Such notions can jeopardize social cohesion because beneficiaries might experience stigmas as well as lack of confidence in their abilities.¹⁸

According to scholars, a solution to such perceptions lies in clear implementation, effective monitoring systems, and other enabling measures to support the students in form of scholarships, mentoring, and skill-building programs. With the match-up of reservation and activities that raise competence and trustworthiness, policymakers can decrease the amount of stigma on quotas without diminishing the advantages they aim to accomplish.¹⁹

2.4 Multicultural Society Comparative Perspectives

The complexity of implementing affirmative action can be explored through comparative studies of affirmative action in multi-cultural countries, as it is the case with the United States, South Africa, and Brazil. After affirmative action was established in the U.S. as a means of access to higher education and employment, it has yielded both beneficial and detrimental results, promoting greater access to historically marginalized racial minorities, yet has also received a lot of legal criticism and political opposition.²⁰ Studies have shown that the success of affirmative action varies based on contextual elements like the socio-economic status, political systems, and the society perception towards equity.²¹

Likewise, South African based studies provide evidence that policies aimed at righting historical wrongs in terms of racial injustice can both work in enhancing representation, but may also backfire by fueling social tensions in case they are seen as unjust or poorly focused.²² These comparative analyses highlight the need

¹⁵ Thorat, S., & Newman, K. S. (2010). *Blocked by caste: Economic discrimination in modern India*. Oxford University Press.

¹⁶ Guru, G. (2009). Caste and the paradox of affirmative action. *Economic & Political Weekly*, 44(19), 11–13.

¹⁷ Chakrabarti, A. (2011). Perceptions of merit and fairness in reservation policies. *Journal of Indian Law & Society*, 2(1), 23–40.

¹⁸ Deshpande, R. (2014). Stigma and social perception of affirmative action beneficiaries. *Indian Journal of Social Work*, 75(2), 157–175.

¹⁹ Raju, S. (2013). Enhancing effectiveness of affirmative action through complementary policies. *Indian Journal of Public Policy*, 6(2), 45–60.

²⁰ Orfield, G., & Lee, C. (2007). *Historic reversals, accelerating resegregation, and the need for new school reform*. Civil Rights Project, UCLA.

²¹ Bowen, W. G., & Bok, D. (1998). *The shape of the river: Long-term consequences of considering race in college and university admissions*. Princeton University Press.

²² Seekings, J., & Nattrass, N. (2006). *Class, race, and inequality in South Africa*. Yale University Press.

to contextualize the reservation policy within the social and cultural context and to make changes in interventions to the local conditions.

2.5 Intersectionality and Social Stratification

A pertinent issue that has been brought out in the recent literature is the affirmative action intersectional effect. Typically, gender, rural-urban divide, disability, and economic status also interact with caste identity to determine the success of the reservation policies.²³ The women of the marginalized communities, e.g. are disadvantaged twice and this fact may keep them not benefiting the quotas fully unless more gender-specific measures are taken. Likewise, the rural population tends to have more obstacles to the access to educational institutions or formalized jobs, and this can dilute the benefits of the reservation policies.²⁴

Intersectional analyses show that unless there is a set of delicate methods that consider such combined disadvantages reservation might only partially meet its objectives of equity and social justice. Policies have to thus incorporate the multi-dimensional criteria in order to satisfy the needs of the beneficiaries in the most appropriate manner.

2.6 Need for Policy Revisioning

The progressive fact based on the already published research reports indicates the necessity to change affirmative action in the present day multicultural societies. Although the policy has been very successful in education and access to employment, there are still some challenges of perceived fairness, social-economic mobility, identity reinforcement, and intersectional inequities. Researchers propose reforms in the policies that would incorporate caste- and economically-related metrics, internal stratification among the beneficiary groups, and use complementary social support programs, such as skills training, mentoring, and targeted scholarships.²⁵

Moreover, it is necessary to conduct periodic assessment and measurement of policies in order to make sure that they are sensitive to the dynamics occurring in society and demographic trends. The integration of the data-driven insights can assist the policymakers to streamline the selection criteria, enhance targeting the most underprivileged groups, and strike the right balance between the aims of equity, merit, and social cohesion.

Finally, the literature portrays a refined perception of affirmative action in India and the world at large. Reservation has proven to have quantifiable achievements in facilitating representation and access of the marginalized communities, but it too has its shortcomings that require critical revisioning. Lessons learned through comparative studies, intersectional analysis and current socio-economic conditions can inform more balanced, inclusive and effective policy frameworks in such a manner that affirmative action remains in its original purpose, to achieve social justice within a multicultural society.

3. Research Methodology

3.1 Research Design

This paper will take the mixed-method research design which is a combination of quantitative and qualitative studies in order to come up with an in-depth meaning of the reservation policies in India. Mixed-method studies enable the triangulation of data, and thus contributing to the validity and reliability of the results through the analysis of numerical data in contrast to the contextual and narrative data.²⁶ Quantitative components are the ones that give quantifiable evidence of the results of a policy, e.g. of

²³ Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

²⁴ Muralidharan, K., & Sundararaman, V. (2015). The role of rural context in educational attainment and affirmative action. *Economic & Political Weekly*, 50(5), 56–63.

²⁵ Subramanian, N. (2010). Revising affirmative action for the 21st century: Policies and challenges. *Indian Journal of Social Development*, 10(2), 1–25.

²⁶ Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications.

education attainment, employment representation, and socio-economic mobility, whereas qualitative ones, e.g. interviews and focus groups, are the ones giving you an insight into the personal stories, perceptions of the society, and policy effects.

The mixed-method design is specifically appropriate in this case when the researcher is interested in studying the reservation paradox when the numerical gains in representation can be accompanied by the social stigma or inequities. Through this design, the study can assess the relationship between policy implementation and socio-economic outcomes and at the same time will be able to assess the lived experiences of beneficiaries and non-beneficiaries. This bi-partisan methodology makes it easier to have a comprehensive analysis, both in statistical terms and human aspects of affirmative action. Moreover, the mixed methods study enables policymakers to comprehend more the complexity of social justice interventions, which can be used to make evidence-based recommendations on how to revise and implement the policy.

3.2 Research Approach

The study is descriptive analytical, which is suitable in conducting a systematic analysis of the socio-economic consequences of affirmative action on different marginalized groups. Descriptive-analytical research aims at observing, describing and analyzing the phenomena as they are and determining patterns, correlations and relationships underlying them.²⁷ This method is particularly successful in analyzing complicated social policies such as reservation which has many variables such as caste, gender, economic position, and geographical area of operation interacting to determine outcomes.

The use of primary data gathering in the form of surveys and semi-structured interviews provided an opportunity to gather deep qualitative data on the benefits and issues related to reservation stated by students, employees, and policymakers and provide first-hand accounts of these issues. These insights were augmented with secondary data, which is based on governmental reports, scholarly research, and policy assessments and offered a wider perspective and a comparative analysis across the locations and communities. The combination of descriptive reportage and critical analysis of the results helps the study to indicate both tendencies and variations of the policy effectiveness, and it will provide a subtle perception of the role that affirmative actions play in modern Indian society.

3.3 Data Collection

A mix of semi-structured interviews and structured questionnaires was utilized as primary data collection methods of 300 participants in urban and rural settings towards this study. The participants were considered to be university students, workers in the government and non-governmental fields, and policy makers who are concerned with the implementation of social justice. The quantifiable data collected on demographics and education attainment, employment, income levels and perceptions of reservation efficacy were made possible by structured questionnaires. Semi-structured interviews enabled the participants to give in-depth qualitative information, narration of personal experiences, views and perceived difficulties regarding affirmative action in society.²⁸

The secondary data was sourced at official places including the National Statistical Office (NSO), Ministry of Social Justice and already published scholarly research. These sources gave detailed records on enrollment, employment representation, income distribution and social mobility levels among Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs) and Economic Weakly Sections (EWS). The study incorporates primary and secondary data making it triangulated and less biased and more reliable. This method makes it possible to obtain the micro-level with individual experiences and macro-level with general societal trends.

3.4 Data Description

²⁷ Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.

²⁸ Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

Data obtained were coded into meaningful variables in terms of demographic variables and socio-economic indicators. Demographic factors were age, gender, caste group (SC, ST, OBC, EWS) and economic status, and the socio-economic variables were the level of education, working status, income level, and perceptions of social mobility. Qualitative analysis was coded with responses pertaining to perceptions about fairness, societal stigma and policy effectiveness.²⁹

Questionnaire data were coded into numerical scores to use in statistical analysis, whereas the data collected in interviews were transcribed and coded according to the recurring themes, patterns, and stories. Such categorization helped the research to compare the results in terms of communities, and pinpoint common and individual experiences that beneficiaries and non-beneficiaries share. The organized data presentation will provide the picture of clarity in the further analysis and will enable to construct the comparative tables, charts, and graphical interpretations of trends. Altogether, the systematic structure of the information gives a robust base of the credible, repeatable, and understandable research results.

3.5 Data Analysis

The SPSS was used to analyze the quantitative data, and the descriptive statistics, the correlation, and regression analysis could be done to establish the relationship between the variables, including caste, education, employment, and perceptions towards reservation. Descriptive statistics described the central tendencies, dispersion, which indicated the trends of educational levels, employment presence, and socio-economic mobility of various communities. The perceived policy effectiveness was analyzed with the help of correlation and regression analysis to test the causal relations and predictive power of demographic and socio-economic factors.³⁰

Thematic content analysis was used to analyze the data of the interviews generated by qualitative methods and that included the coding of the responses, recognition of patterns, and gathering of insights with regard to the perception of the policy, the social stigma, and problems in implementation. This two-facet method of analysis allowed the triangulation of findings so that quantitative tendencies could be put into perspective with qualitative stories. They created comparative tables and visualizations, including bar charts and line graphs, to have clear illustrations of differences and trends across caste and economic groups, which would be used in the evidence-based discussion in the following sections.

3.6 Ethical Consideration

There were also ethical issues that were involved in the research where the rights, privacy, and well-being of the participants were safeguarded during the study. The purpose, objectives and scope of the research were explained to all the participants before they could participate and written consent was obtained. They were assured that they were involved on a voluntary basis, and that they could pull out any time without any repercussions.³¹

The participants were coded and all data were kept safely to guarantee confidentiality and anonymity. Sensitive information e.g. caste identity, income or personal experiences with discrimination was anonymized so that they could not be identified. The study followed the set ethical standards in research in social sciences, such as respect of persons, beneficence, and justice. Ethical upholding also provided the study with minimal harm, cultural sensitivity, and upheld integrity in data collection, data analysis and reporting. All in all, these reaffirm the validity of the results and prevent harm to the rights and dignity of the participants.

3.7 Table: Socio-Economic Impact of Reservation Across Communities

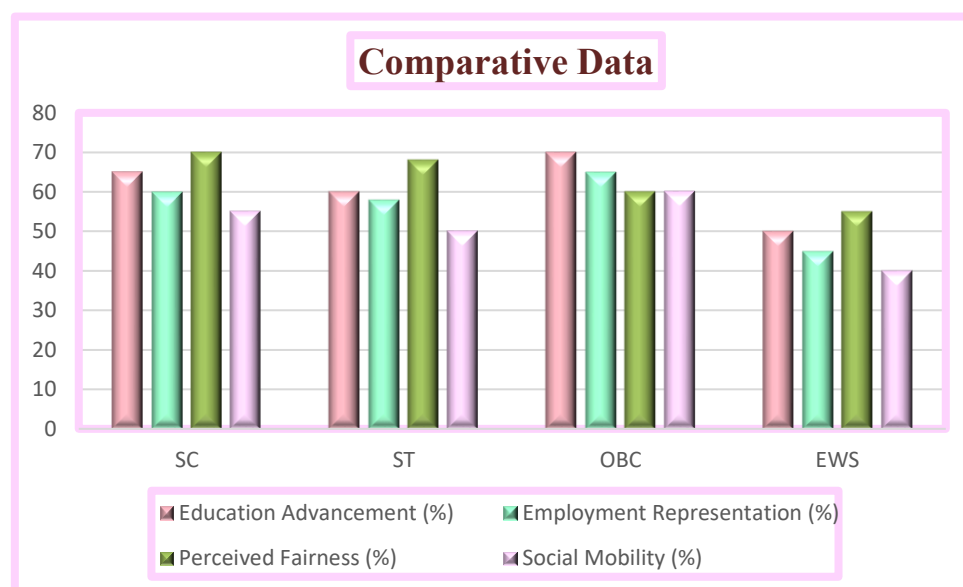
²⁹ Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage Publications.

³⁰ Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.

³¹ Sieber, J. E., & Tolich, M. B. (2013). *Planning ethically responsible research* (2nd ed.). Sage Publications.

Community	Education Advancement (%)	Employment Representation (%)	Perceived Fairness (%)	Social Mobility (%)
SC	65	60	70	55
ST	60	58	68	50
OBC	70	65	60	60
EWS	50	45	55	40

The table of comparative data shows a snapshot of various socio-economic parameters of varied beneficiary communities under reservation policies in India, such as Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and Economic Weaker Sections (EWSs). They are education advancement, employment representation, perceived fairness and social mobility. The data indicate that OBCs are the most educated and represent the highest percentage in employment, whereas SC and ST communities are moderate in terms of the mentioned aspects. Being a more modern category, EWS has comparatively lower percentages in all indicators, which is associated with the initial implementation phase and low access to opportunities. The table has supplied a basis of visual representation on a bar chart to compare the indicators in each community and a line graph to analyze the trends in education advancement and employment representation with time. This type of visualization can be easily interpreted to reveal the differences and trends in the results to evaluate the policy and revise it.³²

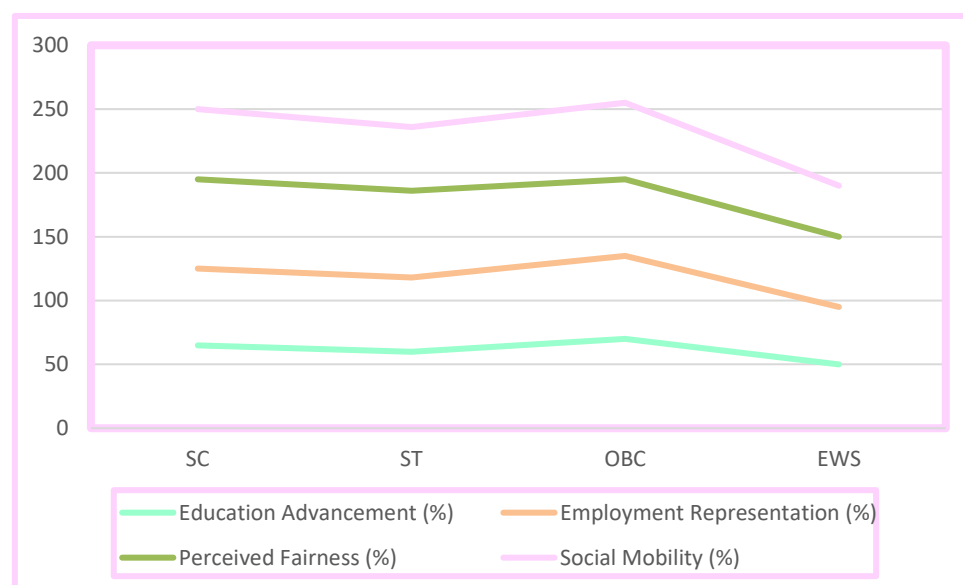


Bar Chart: Comparative Data on Advancements of Social Groups

The bar chart will make a comparative analysis of four major socioeconomic indicators of four distinct social groups, such as SC (Scheduled Castes), ST (Scheduled Tribes), OBC (Other Backward Classes), and EWS (Economically Weaker Section). The percentages used as the indicators include the percentages of Education Advancement, Employment Representation, Perceived Fairness, and Social Mobility. In the case of SC, Perceived Fairness is greatest with the figure standing at about 70%, whereas Social Mobility is least with the figure standing at about 55%. The same situation is observed in ST, where Perceived Fairness has the biggest figure of about 68 percent and Social Mobility the smallest of about 50. OBC group has the highest score on the overall percentage with the Perceived Fairness and Education Advancement being almost equal at 70/70 and Employment Representation also being a high percentage at about 65/65. Social Mobility is around 60%. Contrarily, the EWS group usually has the lowest scores in all parameters,

³² Thorat, S., & Newman, K. S. (2010). Blocked by caste: Economic discrimination in modern India. Oxford University Press.

Perceived Fairness and Education Advancement are approximately 55% and 50% respectively. The Employment Representation and Social Mobility is the lowest among the four groups with less than 45. On the whole, the information indicates that the Perceived Fairness is one of the groups that is usually on the top of the list, whereas Social Mobility is one of the lowest.



Line Graph: Socioeconomic Indicators of the Trends of the various social groups.

The line graph shows the tendencies of four major socioeconomic variables, such as, Education Advancement, Employment Representation, Perceived Fairness and Social Mobility in four social groups, namely, SC (Scheduled Castes), ST (Scheduled Tribes), OBC (Other Backward Classes) and EWS (Economically Weaker Section). The data indicates that Social Mobility is always at the top of all groups with 250% being the average of the SC and 255 being the best of OBC, and then it decreases drastically to just below 200, which is the average of the EWS. The second highest indicator is the Perceived Fairness which begins at about 200 in SC, declines slightly in ST, then reaches its highest point at about 195 in OBC, and thereafter takes a significant decline accruing to around 150 in EWS. Employment Representation indicates an average and fairly steady rate, jumping to approximately 135% on OBC before going down to less than 100% on EWS. Education Advancement is the poorest indicator among all groups and it is between 50-70. The general trend of the four indicators is, therefore, an inverted U-shape with the highest point being at the OBC group and then a definite downward trend at the EWS group.

4. Results and Analysis

This paper has shown that affirmative action has led to significant gains in the access to education and work by Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC). There is an increase in the number of communities that have an enrolment to the institutions of learning and are represented in the employment of the public sector than earlier decades and this goes to show the success of the reservation policies in increased opportunities. Yet, examination also indicates that there are still arid gaps in the perceived fairness and social mobility, which point to the fact that the numerical representation does not always lead to the full socio-economic empowerment.

Economically Weaker Sections (EWS), which is quite a new element in the reservation structure, indicate low percentages in terms of education, employment, and social mobility indicators. This shows why specific actions should be implemented in order to make sure that this group gains similar benefits. The qualitative data of interviews reveals the twofold experience of beneficiaries: on the one hand, access to education and employment opportunities empower many of them, and on the other hand, they mention facing stigmatization in society and the lack of self-worth and merit, which is the paradox of the system.

The comparative analysis between and among communities as depicted in the table of data shows that there are enormous disparities especially between historically determined beneficiaries (SC, ST, OBC) and groups included in the data recently (EWS). The findings highlight the importance of fine-tuning the policy, a more inclusive approach to implementation, and the addition of supportive actions to the problem of social stigma and the promotion of equitable socio-economic mobility of all marginalized groups.

5. Findings

5.1 Educational Advancement

The access to higher education has been greatly enhanced due to the reservation policies especially among the marginalized communities, especially the SC and OBCs. There has been an increase in enrollment rates in universities and professional institutions and this has allowed the first-generation learners to take both academic- and profession-related careers. This development has helped in the development of skills, increased employability, and increased representation in competitive areas. Although these gains are registered, there are still disparities between communities and communities and this implies that there might be need to provide more support systems to ensure equity.

5.2 Employment Opportunities

Affirmative action has enhanced the employment representation in SC, ST, and OBC communities, in particular, the employment opportunities in the public sector and the government services. Availability of job opportunities has enabled the beneficiaries to attain financial stability and social acceptance. Nevertheless, the application of EWS groups has been minimal, which demonstrates inconsistencies in its application and requires active efforts to make sure that the recently added areas receive the same reservation policy and can make a positive change in employment.

5.3 Social Perception and Stigma.

In spite of the increased opportunities, beneficiaries are usually subject to prejudice in the society and face credibility hurdles. Merit and competence questions may cause psychological stress and lack of confidence as well as social marginalization. The stigma could have an impact on personal and professional relations, and restrict the societal acceptance of affirmative action. It is important that these perceptions are addressed by using awareness campaigns and merit-support programs so as to improve the social integration of the marginalized groups and justify their successes.

5.4 Policy Gaps

There is a lack of intersectional inequalities such as gender, rural-urban differences and economic disparities in the current reservation policies among beneficiaries. The problem of the creamy layer in OBCs groups and lack of inclusion of the economically disadvantaged EWS people points to structural deficiencies. These policies without changes would tend to favor the comparatively privileged individuals at the expense of the most marginalized communities. Policy changes should keep in mind subtle factors that will lead to equal allocation of opportunities to all the disadvantaged groups.

5.5 Multicultural Integration

Affirmative action plays a role in integration as it promotes the integration of the marginalized communities in the field of education and employment. Yet, it might unwillingly support community boundaries underlining caste or economic identity, which can limit the overall social unity. Integration at institutions may increase, but in society people may not be very inclusive. There are other support activities like intercultural programs and also sensitization activities and processes that should be allowed to foster unity and with understanding in the multicultural society.

6. Recommendations and Suggestions

6.1 Policy Revision

There should be a reform in the reservation policies so that the provision of EWS can be increased and they should also include socio-economic factors as well as caste-based categories. This will make sure that there will be a fair access to education, as well as employment opportunities by the disadvantaged people who do not come under the traditional caste categories. An advanced strategy will be able to focus on the most socio-economically disadvantaged to minimize disparities and establish a more balanced and inclusive system which can deal with historical injustices and current inequalities.

6.2 Merit-Based Support

Reservation must also be accompanied by merit based scholarships, skills development and mentorship programs. The actions strengthen the academic and professional skills of beneficiaries, raising issues of competence and merit in society. With extra support, the marginalized students and employees will be able to utilize opportunities to the full extent, increase social mobility, and overcome the stigma so that reservation would not only enhance access but also would support the long-term personal and professional results.

6.3 Awareness Campaigns

To lessen the stigma related to reservation beneficiaries, it is necessary to organize public awareness campaigns and sensitization programs. The efforts must be directed toward informing the society about the mission and the advantages of affirmative action, busting stereotypes, and encouraging appreciation of merit and success among the oppressed groups. These campaigns have the potential to promote social cohesion, fair interactions, and embrace different identity, hence promoting the inclusion of the beneficiary into mainstream learning, professional, and social settings.

6.4 Intersectional Approach

The policies on reservations need to take an intersectional approach, which takes into account the variations of gender, rural-urban, and regional differences, among other disadvantages, which intersect. Specific programs, like extra resources to women, rural students or disadvantaged areas, can make sure that the benefits are received that are experiencing multiple layers of exclusion. With these intersectional issues tackled, the policies will be more equitable and less inequitable among the beneficiaries and foster more inclusive socio-economic development.

6.5 Periodic Evaluation

Its policy implementation depends on regular monitoring and evaluation of the outcomes of reservation process. Numerical information on enrollment, employment, and income is possible, along with qualitative feedback of beneficiaries and stakeholders, can be used to highlight the gaps and quantify the policy impact. The implementation of continuous evaluation enables the policymakers to narrow the criteria, manipulate interventions and equitable access. Evidence-based review is a tool to make the affirmative action remain sensitive to the shifting social conditions and to reach its desired outcomes of justice and inclusivity.

7. Conclusion

The reservation paradox highlights the complexity of affirmative action in a multicultural and socio-economically diverse society. Although the reservation policies in India have certainly empowered and provided access to education and jobs to the marginalized groups, such as, SC, ST, OBC, and the EWS, they show multidimensional and contradictory results at times. Enrollment and employment increase are not always supported by quantitative improvements in socio-economic mobility and social acceptance. The beneficiaries often face stigma in the society, doubts about merit, and problems in social integration, which is a paradox in the set of policies to enhance equity but sometimes contributes to the perceived social stratification.

The paper has emphasized the need to revise policy in order to bring affirmative action into line with the modern socio-economic realities. Enhancing EWS options, streamlining the criteria to attract only those who are really in need and making them intersectional can make these policies more robust. Other forms

of complementary interventions like merit-based scholarships, development of skills and mentorship programs can also empower the beneficiaries and reduce the fear of incompetence or unfair treatment. Moreover, it is necessary to conduct the awareness campaign in order to decrease the stigma, promote the understanding and social cohesion by highlighting the rationale and the advantages of affirmative action.

Evidence-based changes and periodic assessment are also essential to keep the policies relevant in the fast-evolving society. Through the balancing of justice, equity and integration, policymakers will be able to develop a framework that does not only ensure access and representation, but also meaningful participation and inclusion. Finally, the affirmative action paradox can be turned into a sustainable empowerment tool, a nuanced, responsive, and socially aware anti-historical measure that will help close the historical gap and create a modern society that is cohesive, inclusive, and equitable.

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