SOCIAL CONTEXT OF ACHIEVEMENT MOTIVATION: A STUDY OF WOMEN STUDENTS IN A UNIVERSITY IN DELHI

Dissertation submitted to Jawaharlal Nehru University in partial fulfilment of the requirements for the award of the degree of

MASTER OF PHILOSOPHY

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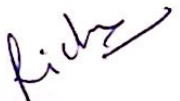**Jawaharlal Nehru University**
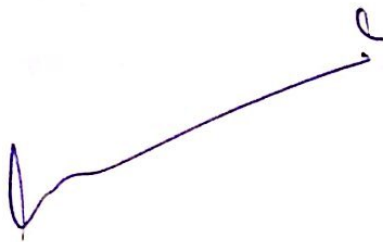
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DECLARATION

I, **Richa Kumari,** declare that this dissertation entitled **"Social Context of Achievement Motivation: A Study of Women Students in a University in Delhi"** is submitted by me in partial fulfillment for the award of the degree of **MASTER OF PHILOSOPHY** of Jawaharlal Nehru University. I further declare that the dissertation has not been previously submitted for any degree of this or any other University and is my original work.

(Richa Kumari)

CERTIFICATE

We recommended that this dissertation be placed before the examiners for the award of the degree of Master of Philosophy in this University.

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To

My dear husband Arvind

&

My lovely son Aryan

CONTENTS

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Chapter 1

Introduction

In life situations to achieve success motivation plays a significant role. Achievement-motivation also plays a critical role in the creation of independent state and comprehensive personality. Hyde (2012) defined achievement motivation as

"Achievement Motivation is the desire to accomplish something of value or importance through one's efforts, to meet standard or excellence in what one does."(Hyde 2012, pp.181).

Achievement-motivation has been a noteworthy issue of discussion among researchers. There are substantial arguments over its functioning from different theoretical approaches (Weiner, 2013). Measurement and comparison of gender differences has been the focal point of achievement-motivation studies from its commencement to present time (McClelland et. al, 1953, Atkinson and Feather, 1966, Horner, 1976, Eccles, 1987 & 2002, Busseya and Bandura 1999). However, researchers have not investigated the mechanisms/ process (es) through which this achievement-motivation is constructed. The existing body of literature does not acknowledge social constructs which are salient in particular social context and may have greater influence on making of individual achievement-motivation.

A critical look at achievement-motivation researches shows that historically achievement motivation is studied in a homogenized way in psychological research. As gender is also a social construct, it is not understood in achievement-motivation studies with its intra-categorical variation. Women's achievement motivation is studied in a homogenized way in psychological literature. Women are understood as a segregated category in comparison to men in this field. Meece, Glienke, and Burg (2006) articulate that previous investigators focus on the difference in men's and women's motive for success. McClelland, Atkinson, Clark and Lowell (1953) Thematic Apperception Test (TAT) look at women based on a binary division. However, in the late 1970s "fear of success" in women approach was refuted because of biased research methodologies and inconsistent findings across studies (Meece, Glienke, and Burg, 2006). Eccles (1987, 1994) focused on socialization and social expectation in understanding gender variation in achievement motivation, but her research took men and women as a monolithic category and did not concentrate on the different social categories.

There is an urgent need to understand the dynamics behind this achievement-motivation concept with the concern of women. An abundant number of women of India are lagging behind in educational and professional sectors (The Global Gender Gap Report, 2015, and British Council Report, 2015). The large numbers of research studies in achievement motivation have been conducted to compare the level of motivation between women and men. However, there are not many studies conducted so far to understand the process of achievement- motivation and establish the extent of variation among women, who belong to different social categories, like Scheduled Castes (SC)/ Scheduled Tribes (ST), Other Backward Caste (OBC) and Other Caste; and sectors (Rural(R)/Urban (U). This trend blinds the researcher towards variations that exist among different women. In this study, an effort is made to explore such variations in achievement motivation, especially women in higher education.

A limited number of researchers have tried to know the intersections of multiple identities of women in different areas of education and work. In this connection, Kvansny and Trauth (2009) studied underrepresentation of women as IT worker and learner in U.S. and to know the variation that persists among black women. Researchers measured the intersectionality of gender, race, and class to know deviation in the experience of Black women. Interviews were conducted on two groups of women – those as worked IT professional and those continuing their first year IT course in the college. The finding of the study reveals that sample women were facing overt and covert forms of oppressions in their respected organizations. It also is pushing the "longstanding negative stereotype" which highly spread in U.S against black women.

Women as a heterogeneous group, accompany multiple social identities. Kosambi (1995) analyzed that Indian people are "endowed with the multiplicity of identity" in the form of caste, social class, religion, language, gender, age and urban/ rural habitation. She further argues that none of the community is monolithic in nature and considered with "overlapping" traits of language, religion, and caste as major constructors of an identity. Because in every category trait has changed, thus, categories of women will also influence with this diversity. Along with the multiplicity of identity, different roles are associated with the ladies, for example- women as wives, mothers or as inactive characters (Nambissan, 2005). More complexity has emerged in recognizing women as a monolithic category because all women do not share same status and same experience (Kosambi, 2005). It is tough to understand them as a homogenous category.

In contemporary India, accessing higher education may result in providing stable economic basis. Women access to and continuity in higher education is based on interest and skills. Mostly it is found that socialization plays a major role in the construction of interest and expertise of an individual/ woman. Class and caste play important functions in the socialization process. The interaction between class and caste may have influence on women's motivation to achieve in higher education.

Therefore, the objectives of this research are to analyze the achievement motivation of women belong to various caste and class in higher education. The attempt is to explore the process of facing the problem and strategies for overcoming the same. This study will try to provide the answer that how women have been managing different types of struggle they encountered during their period of educational growth with the intersection of various class and caste. Thus, understanding the process is an efficient way to recognize the hidden realities of multiple identities within women and to address Indian women's achievement motivation in an accurate manner.

1.2. Dissertation Overview

This dissertation presents the idea on achievement-motivation research which increased swiftly after the work of McClelland et.al. (1953). It has grown in multifaceted and multidirectional ways in the past six decades. Primarily, its research focuses was on measurement of particular need of achievement. In its expansion cycle, it touched several areas, such as how achievement motivation differs in individuals, how its varies with gender, why women face fear from success, and differences in the level of risk taking to later developments such as given value to the social issues in building of achievement-motivation. Unfortunately, its expansion leads to query in social psychology that why the achievement motivation researches not give importance to the social structure variables. As will be shown, this growth comes with different theoretical perspectives. Therefore, it is expected through the exploration of review, which also creates the base for this exploratory investigation; that it will help to understand achievement motivation as a process by situating it close to social reality.

Chapter 2 will attempt to meet the need by incorporating a detailed review on history of achievement motivation from the beginning of 19th century onwards to recent developments. This review's centrality is to critically investigate the past researches of achievement motivation by keeping in mind the importance of social structure. The review will also

illuminate on the importance of social structure in relation of achievement motivation. Social structures come with different social constructs, which influence the process of socialization of every individual. Therefore, by knowing the importance of social structure in particular social context, a segment of review is devoted to social constructs; caste which is salient in India. Hence, caste is also come with class differences; therefore, next part is discussed to identify position of class variable in achievement motivation research. Hence, achievement motivation history shows the poor position of women and it is also supported by the recent reports (UGC, 2015) in India. This gives a push to this research to understand how social structure may change the experience of women and how these experiences may later impact their achievement motivation construction. Therefore, the chapter will end with a section on women experience and their struggles in higher education which cannot be untouched from the prevalent social constructs. The previous review creates the base of present exploratory study; therefore, achievement motivation is explored within two social constructs; caste and class, on women students enrolled in higher education.

Moreover, in chapter 3 attribution theory is presented which provides an important base to understand the achievement motivation and the factors influence on its construction process. Therefore, the causal antecedent's concept of Bernard Weiner (1986), which seems useful to understand the past experiences with incorporation of social constructs, is discussed. Next chapter is the continuation of the last two chapters which have given the base to do exploratory inquiry therefore, in the chapter 4, characteristics of participants, tools; Gender and Achievement Motivation Interview Schedules 1 and 2 (GAMIS-1 and GAMIS-2) ,how they were constructed and what they include are discussed. A segment is included on the procedure of data collection which is important part of any study, so researcher experience is also discussed. The chapter ends with giving reasons why JNU is selected as a site of this research.

The chapter 5 will present the results of the study according to three themes i.e. experience of discrimination, support system and gendered role and expectations. A critical evaluation is attempted. The last chapter (6) is also trying to present how this research is unique and how it will add and incorporate with the existing achievement motivation literature. The limitations are also discussed along with future directions.

Chapter 2

Review of Literature

2.1. Introduction

This study is based on the premise that achievement-motivation has a significant role to play in different life situations in attaining success. It is the aspiration that continues to stimulate one's life, and the motivation to achieve is fuelled by this aspiration which is continuous in nature. Individuals with a high achievement- motivation situate standards of excellence (McClelland et al., 1953) and display high levels of aspirations regarding achievement goals (Heckhausen, 1955). Therefore, being motivated is a constant need and high achievement-motivation plays a crucial role in the construction of a sense of independence in each individual.

Numerous studies give evidence on the functioning of achievement-motivation from different theoretical approaches i.e. the trait (need), drive, Gestalt, expectancy value and attribution. Additionally, many studies have focused on measuring and comparing achievement-motivation between male and female subjects (McClelland et.al 1953, Atkinson and Feather 1966,) rather than exploring how social constructs such as gender, caste and class and other variables influence the process of achievement-motivation. Researchers have not however, investigated mechanisms/ process(es) through which this achievement-motivation is constructed. The existing body of literature does not acknowledge social constructs such as class, caste, and gender in understanding of achievement-motivation in individuals. These social constructs come with hierarchical divisions which urges us to look at achievement-motivation from an intra-categorical (McCall,1993) perspective, particularly that of gender. In Indian context, there has been focus on caste and class based challenges in academic life in educational literature (Singh, 2013). Dalit literature in particular has successfully depicted challenges of higher education students in caste system but no empirical study in social psychology has hitherto attempted to explore the question from a caste-class perspective vis a vis gender differentiation. This study contributes to this neglected area of research by exploring the impact of caste and class in gender experience in educational setup; especially struggles and strategies among women students in higher education situated in New Delhi. This outlook will be helpful in understanding the variation of social constructs prominent in a

particular social context, and also their effect on the process of achievement-motivation which may significantly impact a person's attributes as well.

Keeping this viewpoint, the aim of this chapter is to present the seminal works on achievement-motivation critically. For this, literature review is organized into three sections. In the opening section the attempt is to historicize achievement-motivation research. Next segment explores the position and treatment of achievement motivation from the perspective of various social structures; especially gender. And the last section investigates women's experience within higher education which gives an insight into intersectionality of different factors associated with life conditions that influence their achievement-motivation.

2.2. Achievement Motivation: a Historical Overview

A genealogical study of any concept opens up layers of its systematic development. In this reviewing process, the central question explores how achievement- motivation pioneers understand gender, especially women. Hence this section attempts to know the origins of achievement-motivation, the trend of studies which were conducted on achievement-motivation, and its extension from the periphery to the central part of the discipline.

In psychology, achievement- motivation concept is shown to have originated more than six decades ago (McClelland, Atkinson, Clark, & Lowell, 1953) but its traces are much older. Heckhausen (1967) in his book 'The Anatomy of Achievement Motivation' accounted that Achievement-motivation is historically connected with the two pioneers of German psychology i.e. Narziss Ach (1910) and Kurt Lewin (1926) (cite). Narzis Ach (1910) described the behaviour of subjects in his laboratory by employing the concept of "determining tendency" and the Kurt Lewin (1926) utilized the concept of "quasi-need" (as cited in Heckhausen, 1967). Similarly, Weiner (2013) presented a historical development of this concept which shows that the base of achievement-motivation research begun much earlier than McClelland and also influenced by the works of many former psychologists like-William McDoughall, Henry Murray, Clark Hull and Kurt Lewin.

In its conceptual development, achievement motivation has been denoted by many abbreviations such as Ms (Motive to Approach Success; Atkinson, 1957; Heckhausen, 1963), nAch (Need for Achievement; McClelland, Clark, Roby, & Atkinson, 1949; Murray, 1938), or P (Prestatiemotivatie, i.e., achievement motivation in Dutch; Hermans, 1970). Although no abbreviation is seen to reflect an involvement of social constructs concerning achievement-

motivation. It is a clear indication that in earlier achievement-motivation researches no importance was given to social constructs and because gender as an essential domain and thus it was also untouched in existing achievement-motivation studies. Even pioneers (McClelland, Atkinson, Clark, & Lowell, 1953) of achievement-motivation did not take women subjects in their investigation (as cited in Hyde, 2008). This approach shows the amateur attitude and negligence on the part of gender and social structure variables in theoretical understanding of achievement- motivation.

Moreover, achievement-motivation research trend shows that in the beginning stage measurement of a particular motive labelled as "need for achievement" was the leading aim. Following that, it shifted its focus on specific child rearing pattern (Winter bottom, 1953), and later to raise the economic growth of underdeveloped countries; McClelland model was applied by many firms to its labor force to increase their productivity (McClelland and Winter, 1969 as cited in Leslie and Fyans, 1978). Afterward, Horner (1968) conducted an important research on female achievement-motivation, where she introduced a concept called "fear of success" which directly leads to "motive to avoid success" was found higher in women than men. (Cite). In this research, she reasoned that "potential success" stimulate "fear of success motive" which in turn creates enough worry to obstruct the achievement states increasingly in women in comparison to men (Blumen et.al in Leslie and Fyans, 1978).

Post 1960, new areas of examinations (discussed in detail in the next section) also emerged in study of achievement-motivation such as risk taking (Atkinson and Feather, 1966), expectancy-value theory (Eccles 1987,2002) social cognitive theory of gender difference (Bussey and Bandura,1999) and attribution theory (Weiner,1986). All of these theories included social characteristics to understand achievement- motivation. This tendency of research shows that achievement-motivation study and theory progressed from inherent characteristics to the outcome of social constructs. Consequently, it has attained a "multifaceted" and "multidirectional" nature (Leslie and Fyans, 1978). But even when the various social characteristics are being looked at, it is evident that the analysis stops at a very superficial level. The intra-categorical variations are far from being subjected to deeper analysis.

Despite all efforts to involve the impact of social factors on achievement-motivation research, gender is studied as binary division of female and male (Bussey and Bandura,1991 and Eccles et.al.1983). Although, in response various psychology and interdisciplinary

studies ((Naomi Weinstein 1968/1993 and Nency Henly 1974 as cited in Wilkinson 1997, Mohanty 1988, Frable 1997, Shield 2008, Lewis and Sharp 2008, Mrudula, Callahan, and Kang, 2013, Brewer, Conard and King 2002, and Stewart and McDermott, 2004) and waves of feminist movements (Kimberle Crenshaw 1991,1994, McCall1993 as cited in Quest and Hyde,2016, Shield, 2008, and Collins 2000, 2015) condemned the tendency to treat women as a monolithic category. Thus, it gives a noteworthy push to understand the interaction of different social constructs in achievement motivation by accepting the importance of differences within women. In the next section, the literature review reveals the position of gender and especially women in achievement-motivation research vis a vis two important variables of Indian context i.e. caste and class.

2.3. Social Structure and Achievement-Motivation

Social structures exist and vary in each society. They appear in the form of social stratification (socio-economic status, gender, race, age, castes), also called social constructs. Many research revealed that these are the social restraints which unquestionably impact on many aspects of human life. Morgan and Schwalbe (1990) reported that social structure can influence the 'pattern of experience' of a person. Understanding of any social structure is directly related to know the cause behind a particular behaviour. It may facilitate in recognising the process between social stratification through different social constructs. Each society has its social constructs such as race, religion, gender, ethnicity, class and caste. However, only some social construct have become salient in a particular social location. Such as in western countries, race is a salient social construct, and in Indian context caste appears as a salient one. Therefore, human behaviour is tightly interwoven with these social construct through the socialization process and may vary in different social contexts.

Despite so much significance of social constructs in understanding human behaviour, this has not been investigated satisfactorily and still remains an isolated topic in achievement-motivation researches. Although, social structures received modest attention in sociology and sociology of education and other social writings but psychological studies of achievement motivation studies almost untouched this area. Mostly earlier research studies on achievement motivation neglected social structure in research; even they did not take female as a sample in their research study (Lawton, 1968).

A critical look of achievement motivation researches shows that historically achievement motivation is studied in a homogenized way in psychological research. As gender is also a

social construct, it is not in achievement-motivation studies with its intra-categorical variation. Especially, women are understood as a segregated category in comparison to men in this field. Meece, Glienke, and Burg (2006) articulate that previous investigators focused on the differences in men's and women's motive for success. For example- McClelland, Atkinson, Clark, and Lowell (1953) applied Thematic Apperception Test (TAT) on college going, men and women. TAT result showed that women were fearful of success or less success oriented. Further, achievement motivation investigation looks at women based on binary division such as the introduction of the expectancy-value model of Atkinson (1957, 1964). But it was also criticised because it only predicted men career's aspirations and did not gave emphasis to women. As result of this, Horner (1968) proposed "fear of success" as an additional avoidance motive which found higher in females.

However, in the late 1970s "fear of success" in women approach was refuted because of biased research methodologies and inconsistent findings across studies (Meece, Glienke, and Burg, 2006). In this process, Eccles (1987, 1994,2011) was the pioneer who undermines the biological differences and focuses on the socialization and social expectation to understand why gender variation are produced in both sexes. She mapped out why women and men take different choices about career and relate it to the more detailed Expectancy Value Model (as cited in Shields and Dicicco, 2011). Her design gives strength to future researchers to understand the diversity within women and men. Similarly, the social cognitive theory of gender development and differentiation developed by Bussey and Bandura (1999) neglected the differences within women group. They used "Perceived self-efficacy" term to define gender differences in academic achievement and motivation. However, both of theoretical models were again based on the binary division of gender. Women were not studied with the intra-categorical variation basis which could come out from their ethnicity and social location. This attitude of achievement motivation research markedly shows that these studies not mapped out the important social structures which play important role in one's life.

Even though, an insignificant number of researchers have studied ethnic identity and motivation. For example- Saito (2002) investigated the within group differences in Vietnamese American High School Students with a particular focus on achievement motivation. They considered ethnicity as the combination of "family demographics, socio-economic resources, and several socio-cultural factors." The primary purpose of the study was to recognize the "psychosocial construct of identity, motivation, and educational behaviour," that can help to Vietnamese student academic achievement. The researcher also

scrutinizes the similarities and differences between higher achievers and lower achievers with the identification of factors responsible for that state. The findings of the research revealed that academic achievement of Vietnamese American students was influenced by their motivational state. Moreover, construction of the motivational behaviour may be mediated by ethnicity and cultural factors. This study provides a good platform to understand the long-standing issues such as multifaceted social identities impact on achievement motivation. These studies (Hyde 2013, Saito, 2002) also give a major push that women should be investigated by a particular socio-cultural context with their multiples identities.

It is explicable from the above depicted review that the seminal work of McClelland, Atkinson, Clark, and Lowell (1953), Eccles (1987, 1994), Bussey and Bandura (1999) and Weiner (1986) on achievement motivation make it an important field of discussion among psychologists and social psychologists from 1950's to till present. But all of these research works do not acknowledge the presence of particular social context-specific variables. It can be thought that the noteworthy points of social structure were entirely ignored by them. India is a diverse country, where disparity is present in the form of different region, geographical location, language and other social constructs such as caste, class, religion, and race. These social constructs also mix up at a different rate with the socialization process of an individual which create people of this context more composite and hybrid in nature. In all of these social constructs, caste has been central to Indian society. It is an important national variable as compared to universal existing variable as gender and race. It may put a great impact on human mind as it has more psychological value on human mind than physical like; in gender and race. But it is also link to the class, because within caste there can be class differences. Therefore, it cannot be looked as a single entity otherwise it comes with class differences. This linkage comes with inherent differences and hierarchies and may put major impact on the achievement-motivation construction process. Regrettably, there is lack of/ no work is offered to understand the psychological impact of caste and class on construction process of achievement-motivation. . In the next section, the social construct; caste and class are discussed in relation to achievement-motivation especially in the case of gender.

2.4 Class

It is evident from the empirical and theoretical literature that class identity is a critical component to understand the construction process of any behaviour or experience. Frable

(1997) analyzed in *Annual Review of Psychology* class as a type of identity seen negligible from the psychological domain. Class identities use by psychologists is seen in two ways:

1. To display research sample as an "independent variable." For example- "most subjects were white and middle class."

2. To show that class does not intertwine with other identity constructs. (Frable, 1997).

This literature reveals that class identity is mostly used as an autonomous control agent. However, the approach of intersectionality with other identities has not been thoroughly researched. Hodgetts and Griffin (2015) have also outlined that there is limited research conducted in the discipline psychology which focuses majorly on social class and their relation to other identities seen from intersectionality approach.

Academic achievement is the final product of achievement-motivation process. What variables impact on academic motivation they will definitely impact on process of achievement-motivation. Keeping this view in mind some studies on academic achievement which specifically focus on social class are discussed.

Numerous western researchers have investigated the social class impact on the academic motivation. However, these studies have been limited to only school and college settings. Niles (1981) examined the relationship between social class and academic achievement in the school system. Similarly, Downing (2008) conducted a study on the campus of Marian College, situated in Indianapolis, Indiana to assess the relationship between social class and academic achievement. The researcher examined students' socio-economic status and their academic achievement for admissions in the college. The result of the investigation revealed that income plays a significant role in access to college and academic achievement. Overall, findings showed that students should belong to *"general middle class"* income categories to sustain in college.

However, it is to be noted that these studies have focussed social class identity limited to income and gender, where gender was represented as a monolithic category. These studies have not emphasized the aspect of social structure and its social constructs within female and male groups. Social class variable alone cannot describe the complex processes of construction to understand achievement motivation among students. It should be study with a prominent variable of a particular context. Chanana (1993) and Kosambi (1995) also have

reasoned that class is a major factor in Indian society where the class with caste, religion, and region shapes an individual identity. Mecce, Glienke, and Burg (2006) also stated that:

"Women are constituted as women through the complex interaction between class, culture, religion and other ideological institutions and frameworks. They are not "women"—a coherent group—solely based on a particular economic system or policy."

Class as a variable and their relation to other identities have limited use in research studies related to intra-categorical approach. Only a couple of studies have used class with other identities to understand academic achievement. For example – Becares and Priest (2015) applied intersectionality approach to examine inequalities in academic and non-academic outcomes among eighth-grade students. The study was conducted on ethnic/racial group students - Latino, Black and White (girl and boy in each group) and four classes of socio-economic advantages/ disadvantages. The result of the study reveals that white boy performed better in academic assessments compare to black boys and girls and Latino girls but not in socio-emotional outcomes. Latino boys showed small differences compare to white boys, showing that intersecting racial/ethnic and gender discrimination had detrimental effect in patterning academic results and predicted success in adult life. Considering the above explanation, it is obvious that class is an important variable about assessing academic achievement motivation among students or youth in education. The class as a social construct can contribute to understand the influence of it on the construction process of achievement-motivation. This inclination of research shows that researcher is giving attention to understand relation between academic achievement and class but not linking class with the other social construct such as caste to show the influence on the achievement motivation. These limitations direct this research to understand the impact of class on construction process of achievement motivation by investigating 'how social class is associated with construction of achievement motivation? (R1). Class identity is a major component of this study, but caste identity is also a potentially significant type which cannot be put aside for this present study. Next section shows the studies which carried out with relation to caste in the Indian context.

2.5 Caste

Caste is a complex social and psychological construct. Caste group members position themselves, psychologically, about the caste system. Caste also understands as a social identity. Caste identity as a potentially important and influential variable in many fields (Jaspal, 2011). The Indian society is a hierarchy ridden society. Regarding caste, it may be classified into four broad categories, namely: the Upper Caste, Other Backward Castes (OBC), the Scheduled Castes (SC) and Scheduled Tribes (ST). The STs and SCs in Indian society have been subjected to various kinds of sufferings including lagging in academic achievement, and personality. (Daftuar et al., 2000).

Students may differed significantly in Achievement motivation over caste categories. Nambissan (2005) also pointed out that social structure in India such as caste and community status influence the nature of participation in educational institutions. Even among migrant communities from India caste still plays a role in their choices of subjects, as evidenced in a study by Leirvik on Norwegians of Indian origin. High caste status is used as a motivational drive for the children in encouraging them to study prestigious subjects and hence validating their family situation among the minority communities living in Norway. Subjects like law, medicine, and engineering were preferred by some of the high caste families wherein their status itself worked out as a resource for spurring on achievement.

In the Indian context, 'caste' as a major identity came in the light when social justice policy took birth with the Government of India Act, 1935. In that process the schedules that give their names to the castes and tribes inward reservation. Social class and higher education became critical points of concern in India, because of its dichotomised features, one is which placed on policy and another in the form of facing struggles (Deshapande, 2013).

Singh (2013) study the experiences and struggles of particular caste (Dalit and Adivasi) students in the higher education, but within women differences because of a particular caste not studied. Even though, no effort has been made till now to know the process of women achievement-motivation by incorporation of within caste variable into the intra-categorical approach in higher education. However, within-class differences of women with relation to achievement-motivation have not studied in the Indian higher education context. Therefore, next section of the research is on to understand the condition of achievement motivation researches in Indian context by focusing on gender.

Achievement- motivation research in India

Reading the above literature, It is well known from the seminal work of McClelland, Atkinson, Clark, and Lowell (1953), Eccles (1987, 1994), Bussey and Bandura (1999) and Weiner (1986) that Achievement-motivation is an important field of discussion among psychologists and social psychologists from 1950's to till present. But all of these research works do not acknowledge the presence of particular social context-specific variables. It can be thought that the other noteworthy points entirely ignored by them. Hence, India is a diverse country, where disparity is present in the form of region, geographical location, language and other subdivisions such as caste, class, religion, and race also mix up at a different rate with the socialization process of an individual which create people of this context more composite and hybrid in nature. For example- Caste may be a major feature with overlapping of other identities in a particular region, but it may not be so significant in other provinces. Thus, social structure hierarchies cannot be untouched in the environment of academic institutions. In this relation, various researchers studied Achievement-motivation in educational settings from school to higher education level. Therefore, the next paragraph illuminates the position of achievement-motivation researches in relation of women in India. Additionally, the social construct; caste and class are also studied in relation to achievement-motivation especially in the case of gender. To illustrate this brief discussion of Achievement-motivation a range of studies of Indian context is given below. This review will be helpful to recognize the overall orientation and gaps of Achievement- motivation studies in Indian context; especially in relation to women. The more recent evidences on achievement motivation research shows that the gender is still now understood on binary division (Haque,2014, Awan et.al, 2011, Adsul and Kamble 2006, Parveen, 2014, Chetri, 2014, Ghosh, Kuamri and Chamundeswari,2015). These studies brief review is presented as:

- Parveen (2014) examined the achievement-motivation in the sports (basketball players) field among boys and girls in Rohtak district of Haryana. The result of the study finds no significant difference between male and female basketball players achievement-motivation level.

- Adsul and Kamble (2008) study investigated the interaction effects of gender, economic background and caste differences on achievement motivation possessed by college students in Sangli city of Maharashtra due to societal transformation. The findings revealed that gender difference in achievement motivation was significant wherein male students and female students had higher and average level of

achievement motivation respectively. Even caste differences had significant effect on achievement motivation. Forward caste (upwardly mobile) and scheduled caste group students showed a high achievement motivation as compared to other backward and nomadic tribes group students who showed average level achievement motivation. However, economic background of family was not found to be signification in this study. Overall the study indicated that the influence of social constructs such as caste, gender and economic background of family together does not have any effect on the achievement motivation of college students.

- In the study by Kaura and Sharma (2016) on "The effect of gender on achievement motivation" examined on 60 adolescents (females and male) reported that there was no significant difference between gender and achievement motivation. However, they found that girls had high levels of achievement motivation as compared to boys which could be because females tend to view themselves as actually achieving and having good attitudes towards school and life (p.507).

- Another study conducted by Parveen(2014) in Rohtak district tried to examine the psychological difference between male and female basketball players in relation to their sports academic motivation. And, it found that there was no psychological difference between male and female basketball players.

- Kaur (2004) compared achievement motivation of students on 200 girls and boys of 11th class from urban and rural areas of Ludhiana district, Punjab. Results showed that there was a significant difference between achievement motivation of boys and girls and a significant diffrence between achievement motivation of rural and urban students.

- Chetri (2014) undertook a study to investigate the achievement motivation of adolescents and its relationship with academic achievement on 480 secondary school leavers studying in various government and non government managed schools of Sikkim . The finding of the study revealed that there was no significant difference in achievement motivation with regard to gender and locale variation (rural vs. urban) but significant differences in relation to management variation (government vs. private school).

All of these studies looking gender on the basis of binary division and give significant push to understand the situation of women achievement motivation as a process. This situation also push to with look them with intra-categorical variations on the basis of

particular social structure hierarchies. Next section is on the nature of women experience in higher education.

2.4. Nature of women's experience in Higher education

Women's experiences in the higher educational setup leads this discussion because despite the extensive research in the field of achievement –motivation, scant attention has been paid to experiences of women and their different salient identities. Studying experience is also significant because the social location facilitates it. Therefore, an understanding of experience paves the way in recognising the pattern of attribution of a person in a particular social context. Focus on women's experience in no way implies dilution in significance of men's experiences. Evidence suggests that female candidates face a combination of structural handicap and prejudice in higher education. In women's higher education literature, some conceptual clarity exists about what and how they experience, survive and strategise to continue the academic journey. Apart from psychology, various disciplinarian researchers tried to study the women experience within higher education from, racial, emotional and migration perspectives (Aitchison and Mowbray 2013). However many of these studies did not use intra-categorical approach to differentiate within the category of woman in a particular social context. Another more severe issue is the lack of emphasis on the diversity of identities while considering experiences. Quantitative reports are rare on 'within women' differences of experience in psychology; especially in achievement motivation literature. Women's experiences and challenges within higher education mostly revolve around support system, gendered expectations, and othering issues. This situation may somewhat differ in the Indian social context as caste and class variables play a significant role in the socialization of one's life. Therefore, the hegemonic relations and power structure present within a university structure may influence the process of women achievement motivation in the field of higher education.

In this context, experience literature tries to capture the problems and challenges of University women students through three lenses i.e. the support system, gendered expectation, and otherness. Bagilhole (2007) noted that support is a competent indicator of successful completion of women academic journey. Support here means social support from nearby academic circle and family. Some women students reported spouse or partner support as a primary factor to study (Taplin and Jegede,2001 as cited in Raddon, 2007), others focus on family members' positive roles to sustain women motivation and commitment (Aitchison

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and Mowbray, 2013), and yet others reported that women candidates found a consistent moral support from the institution, eg: race-based Black college, which help them to know the 'real world' of racial discrimination in the higher education (Morgan et al, 2009). In contrast to these findings, Aitchison and Mowbray (2013) cited that lack of support, lack of understanding and disinterest by the partner, children and family accounted by several women students of higher education. This situation leads them to an unpleasant emotional state where they experience "provoked periods of inactivity and disenchantment during their studies/ or prompted periods of self-doubt and discontent." Furthermore, it is evident that support is not only a single entity, it connects with the social milieu. Particular social context provides multiple roles and responsibility to both women and men, attaining higher education increase the responsibility of women because of gendered expectation of society. These additional tasks may vary with different caste and class of women in a particular social context and also may be helpful to maintain their achievement motivation in higher education. But in this study, the effort is to acknowledge a complete absence of the so-called Universalistic principle based mainstream psychological literature; especially in the achievement motivation segment.

Shirley Hune (2006), in her study demonstrated that women in higher education face discrimination in terms of race both overtly and in subtle ways, especially directing them into specific academic field and not others and restricts their place in US campus. They were discriminated against on the basis of class, in terms of accents, speech pattern, life experiences, dress and so forth. Kvansy Allison and Morgan (2009) reported this fact of the feeling of otherness amongst female candidates in higher education. They argued that the experience is of not fitting at the University.

From the above review of the literature, it is observed that attempt has not been made to understand the women achievement-motivation concept with concerning their social categories. Achievement-motivation concept cannot be put apart from knowing the experiences and struggles which women face as belonging to a particular caste and class. In the process of learning how they have struggled to face the difficulty encountered in the process. In the Achievement -motivation conception within women differences; especially belong to different caste and class, and in Indian social context is still unrevealed. Therefore, in this study, the main objective is as follows:

Objective of the study

- To examine variations in experience of discrimination, support system, and gendered roles and expectations across different sub categories of women.

Research Questions

2. How do women students with the intersection of caste and class identities define themselves? Moreover, what values and beliefs associated with this identification?

3. What types of struggles have been faced by women during higher education with the intersection of caste and class?

Chapter 3

Attribution Theory; as a theoretical framework

The literature review explicitly suggests that achievement-motivation studies do not acknowledge intra-categorical variation which comes with social structure hierarchies. However, a number of researchers other than psychology reported the problems faced by students in academic environment because of different social constructs (Singh, 2013). From this situation, the question emerges that can we comprehend achievement-motivation as a process whose construction is effected by different castes and different classes particularly in women. Can we understand the impact of caste and class on achievement-motivation process through experiences of different caste and different class of women students pursuing higher education?

To identify this process Attribution Theory (1986) provides a wealthy framework. It was developed by Bernard Weiner (1979, 1985, & 1995). Attribution means - individual's perception of the causes of his or her own successes or failures. This theory mainly focuses on why people respond differently to the same result. Fritz Heider is known as the pioneer of this concept who stated that "In common sense psychology (as a scientific psychology) the result of an action is felt to depend on two sets of conditions, namely, factors within the person and factors within the environment" (p. 551, in Weiner 1985). This theory emphasizes on knowing 'why' an event, outcome or results occur? This tendency of knowing 'why' is called causal analysis. This causal analysis can be useful in the present research because it helps us to know why women students after many affirmative action's and policies of government are not reaching a state of equal participation in education and professional sectors in India. This study explores this question by knowing the role of social constructs; prominent in a social context (clues that responsible for causal decision) which leads to attribution and then impact on the process of achievement-motivation also.

In this context Weiner (1986) also described that "how students perceive the causes of their prior successes and failures is the most important factor determining how they will approach a particular task and how long they will persist at it" (as cited in Strategies and Motivation Book). Thus, this study is provided a platform for knowing the causal analysis of achievement motivation construction process of women students in higher education by

knowing the different reasons for causal decision. So it is apparent that attribution theory explores the systematic analysis of causal structure behind an outcome or result.

It also presents a specific account of causal antecedents which is responsible in influencing causal decisions and thus attribution of a person. Knowing and discovering the different causal antecedents which affect the construction process of achievement-motivation is the main aim behind applying Weiner's attribution model to this study. In simple terms these are variety of antecedents' cues which are likely to persuade causal attribution. A causal antecedent is merely a clue that allows you to reach a causal decision. So, if you receive an A grade on an examination and all others have lower grades (the antecedent of social norms), then you know that easy grading or an easy exam are not the causes, and the cause is likely something about you, such as ability or effort. Past experience is an important antecedent because if you never received an A grade before, perhaps this was only luck, but if you always had As, then you are more sure of the high ability/high effort ascription.

Let us rephrase the situation in the caste and class context. Social constructs (castes and classes) are merely clues that allow a person to arrive at a causal decision especially in Indian context. Because these clues (caste and class) have their significant impact on the socialisation process of an individual. Similarly, different social contexts can have different types of causal antecedents. In this case securing 'A' is dependent on different factors which is related to previous educational training of the individual and how that individual was equipped in previous educational institutes to utilise the opportunities in terms of learning and carrying them forward to the next level. Here in case of research within JNU one is expected to have a particular kind of training in terms of medium of instruction , academic language of subject/discipline, and academic networks over the years which itself are related to caste-class factors in terms of social capital. At the same time it has to be observed that these factors are not independent of each other rather they contribute and influence each other. Thus, lack or failure in one can result in lack or failure in the other factor too and consistency in performance in terms of scoring good grades. Also it reflects on availability of support in previous training of the students and likewise failures or low grades continuously reflect lack of support system both at academic and social group level and these can be interrelated too at times.

Attribution theory proposes that people attribute on the basis of their prior experiences. For exploring the relationship between reasons Sandra Graham (1991) accounted teacher

feedback as an important indirect attribution cue which can show off in the form of pity, anger, for failure outcome and praise for success (Graham,1991). Similarly Chipperfield et al. (2009) studied the causes of emotions in older adults. He did an analysis of emotion antecedents by using Weiner Attribution model. No study is found which has used the social construct (of a particular context) as antecedents which lead to causal decision. Therefore, attribution theory clearly provides a path to understand the construction process of achievement-motivation, because it provides a way to know the variety of antecedents which are responsible for causal attribution.

Chapter 4

Method

4.1 Participants

The main objective of present study searched in following manner- 1.) To find Impact of different castes and different class on the construction process of women achievement motivation, 2.) To study the struggles encountered by different caste and class of women and a comparison of their values and belief regarding their attributes. Based on these objectives, the focus of the present study was on a group of young women students. The reasons behind the choice of women students lie on the conditions of their under-representation and backward position in Indian higher education (UGC report, 2015) and professional sector (British Council Report, 2015). Thus, the inclusion and exclusion conditions were - 1) Castes; Schedule Castes / Schedule Tribes/ Other Backward Classes/ General, 2) Class; high, middle and lower economic classes, 3) Currently enrolled in M.Phil./ Ph.D./ Post-doctoral fellow in the central university located in capital city of Delhi 4) pursuing the discipline of sciences or humanities or social sciences and 5) belong to rural or urban area. Thirty woman students from different castes and class (N= 30, 7 SC, 7 ST, 7 OBC, 9 General) from Jawaharlal Nehru University took part in the study.

4.2 Measures

The two tools used in this study which were self constructed by the researcher as follows-

1. GAMIS I
2. GAMIS II

GAMIS 1: This tool has been used to explain the socio-economic and educational background of the respondents for this study. With the help of GAMIS I the researcher was able to explore the relationship between caste and class in relation to educational motivation of the sample. GAMIS- I was used for data on individual background like their location, marital status, intersection of social class. These helped to determine the impact of social factors on the achievement motivation of women.

GAMIS II consisted of both open ended and closed ended questions which will help to understand a deeper view of the respondent towards the struggles and aspiration towards higher education. GAMIS II deals with three different sections:

1. Experience of the discrimination
2. Support system
3. Gender expectations

The questions in this section were related to the experience of discrimination addressed various levels of discrimination faced by respondents in the university setting. The questions related to support system dealt with the factors which support and promote their education. It also helped to understand the role of families to promote education and the differences between the castes and class. The third section, gender expectations regarding education and motivation dealt with the attitude towards education held by the families and the pressure experiences regarding this concern.

4.3 The procedure of data collection and field experiences

The objectives of study required comprehensive and in-depth information from a sample of women students studying in the session of 2016-17 in Jawaharlal Nehru University. The total time needed for such interview for a student was estimated to be one and half hour on an average. This estimate was obtained at the time of exploring tools for the study. As mentioned earlier two tools, namely, GAMIS-1 and GAMIS-2 were used. Needless to mention GAMIS-1 was used for data on individual background and GAMIS-2 on their experiences followed by a detailed personal interview.

Investigator initially approached three women students who were personally known to her. They were explained about the purpose of the study and further requested them to cooperate and provide the required data. They agreed to extend the necessary cooperation. They were also requested to suggest some names of other woman students who could be approached for the study. They, in turn, suggested some names, addresses with telephone numbers of such students. Accordingly the investigator then approached those students for data collection. In this way, it became a chain to contact other students of the university. In this operation, electronic communication (phone, text messages) and social media application; what's app messenger played a significant role.

Efforts were made to interview, more or less, equal numbers of women respondents from the aforementioned four social categories, namely, SC, ST, OBC, and General. Also, efforts were made to see that they belong to different regions/states of the country as well as representing various disciplines, like, Science, Social Science, etc., as far as possible.

The place of interview was selected carefully so that interviewees do not feel any impediments while expressing their views. Most of the interviews were conducted in respondent's hostel room in the absence of their room partner. Some were carried out on the tea points, and a few in the laboratories (science discipline students).

Investigator firstly tried to establish proper rapport with each respondent by having an informal discussion. Further, she was assured that information provided will be kept confidential and will be used only for research purpose. Further her identity would not be disclosed in any case.

Some of the interviewees initially agreed to give the interview. They enquired 'how much time it will take.' Since it was of long duration, they refused to extend the necessary cooperation. One student, especially from SC group, said, that "Everyone comes to do research on SC/ST category but, nothing is done to elevate his or her status." One common difficulty faced by the investigator was that not a single student agreed to give an interview during the daytime. The main cause for this situation was as most of the sample students were residing in the University hostels. Among them, four students offered the time of interview after dinner only. Such a situation further complicated the process of getting the respondents which also slowed down the process of data collection.

The process of data collection required extra efforts in the persuasion of each respondent to provide data unlike data collection of a group of entities. In the present case the researcher carefully listened to the subject's experiences and noted them down separately. In the process, few respondents also showed negativity and took more time to fill in information in GAMIS-1 (which collects background information) especially on caste, sub-caste, and class items. It is considered offending and prejudiced to ask for somebody's caste openly, the explicit reference to caste here made stigmatised group membership salient for some participants.

Completing information on GAMIS-1 and GAMIS-2 was not the sole purpose of the study, the focus was to initiate a focused discussion on issues involving respondent's perception and

their past and present experiences. During the interview, one respondent specially mentioned - not to address respondent by her sub-caste. At the end of each interview, investigator personally thanked each respondent for the considerable help.

In addition to above, the researcher also recorded down each subject's extraordinary gestures shown during the interview. Further, she checked each filled-in schedule for completeness and correct information on the same day. This whole procedure of doing interview took approximately forty days.

4.4 Site of the study

For this study, Jawaharlal Nehru University (JNU) was chosen. It is a central university situated in the south Delhi, India. Its multicultural structure provides an inclusive representation of people from all social categories and regions of India. Inclusion clause is crucial here because it was amongst the first Universities which started affirmative policies by its own. This can be easily seen in its deprivation point systems for the backward regions students at the time of admission, especially five extra points for being a female. It is evident that all these diverse characteristics and provisions are provided to JNU student population. Accordingly this site was found useful for the present study as students from diverse backgrounds gather in a unified educational setup which is driven by quality research of a specific nature and language. Thus the experiences of each of these differing social structures becomes salient in attaining academic achievement and may also be duly expressed through challenges faced by these students.

4.5. Procedure of Data Analysis

As per requirement of the objectives of study, participants in the investigation were taken from four different castes; SCs, STs, OBCs, and General, and different economic class; existing within these castes groups; lower, middle and higher (see table-). The first step was to do organisation of raw data into a presentable form, therefore, the first step began with the coding of each item in GAMIS-1 and GAMIS-2 (attached in appendices). All this coding done by using MS-Excel. Following that various types of tables and graphs were created from the GAMIS-1. Since, GAMIS-2 items nature was to collect in-depth information from different castes and class of women therefore; the next step was to divide GAMIS-2 in different themes. This classification was persuaded by the last section of review of literature

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i,e. nature of women experiences in higher education which provides a strong base to understand types of struggles faced to overcome those challenges by women.

A total of three themes were find out from interview schedule as – experience of discrimination, support system and gendered expectation. For each theme a group of questions were list out from the GAMIS-2. After identification of each item for particular groups, data was organized according to two main variables of study that is different caste and different class. As study main aim to find out the intra-categorical variation between different caste and class, therefore, three matrix of GAMIS-1 and GAMIS-2 were prepared. The construction of each matrix was based on the particular theme based items. This was helpful to recognize different castes based response separately and also assist to recognize the pattern of responses according to different levels of class. Consequently, it has been found a support to analyze the link between different castes group with their variation of income group. Other then matrix, in the study a great scope of analysis comes from the women explanations of their experience, which were the part of GAMIS-2, in the form of open ended questions. Therefore, women experience is also discussed wherever found relevant in the result and discussion section. Since, by using full name the person involved in interview can be easily identified, therefore, to protect their identity researcher is using the initials of interviewees than their full names. Moreover, next section is shows the result of the study, which later analytically discussed in the discussion section

Chapter-5

Result and Discussion

This chapter deals with the results obtained upon analysing the data. It is presented via three broad themes which emerged from review of literature. The interview schedule was also based on these themes which are: (a) students' experience of discrimination, (b) support systems available to continue their studies and (c) gendered roles and expectations. All three themes provide much evidence to understand the importance of social constructs; caste and class on construction process of achievement motivation. The same is presented as follows:

5.1 Students' Experience of Discrimination

Discrimination is an experience which can be sensed in different forms, such as, microaggression, otherness, outsiderness, pressure etc. , it is 'negative' and 'harmful' behaviour which may influence a person because of her membership to a particular group (pp.178 ,Wood and Graham, 2010). Numerous research studies have supported these evidences (Wood and Graham 2010, Cotterill1, Jackson and Letherby, 2007, Bagilhole, 2007, Colleen Chesterman et al. 2005, Hune, 2006, Singh,2013). Studies conducted on women students in higher education have also supported this view. As mentioned in an earlier chapter, the experience of discrimination in Indian situation are expected due to variation in social structure and in different social context existing in the society. In this respect, these three subsections deal with i) Students facing discrimination from their peers, friends, teaching faculty and administrative personnel by caste and income class, ii) important factors associated with discrimination, and iii) types of impediments faced by students due to their castes are being presented and discussed separately as given below.

5.1.1 Women Students experiences of Discrimination from Peers, Friends, Faculty and Administrative personnel

The responses of sampled students who faced discrimination from their peers, friends, teaching faculty and administrative personnel of the University are presented in table 5.1.

Table 5.1 result shows that women from all castes reported facing discrimination, however, their experience of discrimination varied according to the income group they belonged to. It may be observed that out of total 30 students, students belonging to lower and middle income

group faced relatively more discrimination than the students of higher income group from their peers, teaching faculty and administrative personnel. In a relative analysis of SCs, STs, OBCs and General category students, it is observed in case of OBC students discrimination faced is only from their peers while SC's and General category students felt discrimination from their teaching faculty as well .

Table -5.1 Women Students faced Discrimination from Peers, Friends, Faculty and Administrative personnel						
Categories	Class	SC	ST	OBC	General	Total
Samples (n)	-	6	7	8	9	30
	Lower	0	1	4	0	5
	Middle	2	1	1	2	6
Peers	High	0	1	1	1	3
Friends	Lower	0	0	0	1	1
	Middle	1	0	0	0	1
	High	0	0	0	0	0
Faculty	Lower	2	0	1	1	4
	Middle	2	1	0	4	7
	High	1	1	0	0	2
Administrative Personnel	Lower	0	1	1	0	2
	Middle	0	1	0	0	1
	High	0	0	0	0	0

Further, some important points emerged from the detail discussion through in-depth interviews which provide insightful meanings to understand these discrimination experienced by different subcategories of women. Although, it may be seen that lower and middle income group of women faced more discrimination, but their social context and location play a significant role. In comparison to other castes, a very high proportion of OBC candidates 6 who belong to all income groups (4 from lower class) were experiencing discrimination from their peers. Some other causes were also reported for discrimination such as their poor communication skill, belonging to rural area, dark skin color, economic class and religion. Some specific contents are described here to understand the importance of social context role of in constructing experience of discrimination and also to evaluate its impact on construction of achievement motivation.

Here is SAJ, a young woman, from rural Kerala belonging to the the lower economic group and OBC social group :

My caste and dark skin are the main issue among my peers time to time. Hence, I belong to neearby costal area, so this skin colour is due to my location. To show myself well off among them I wear western dresses. But reservation is a critical issue in my life, when I will be in power , I will definitely teach them (upper caste) a lesson.

But it would be a mistake to think that this kind of discrimination in a University is experienced by women only with dark skin person of particular caste and class but it is spread in larger degree.There are many social contexts where these discriminatory experiences emerge. It is significant that each of the interviewee mentioned some specific reason of discrimination. Following, in a OBC social group and lower income group case the situation is different.

AAK, a topper in her department, belongs to lower economic status of OBC caste, but she faced comment due to admission under reserved category.

I am first rank holder in my department, I am getting JRF in OBC category, but students from General category in an indirect manner comment that I am getting JRF benefit because of my OBC status. I think I have got this stigma for my whole life and I cannot separate myself from it.

It goes without saying that OBC caste become salient in these above narratives. Other than peers, experience of discrimination is also relatively more reported from faculty by all three levels of income groups of SC category than other caste.

SA, belong to SC caste and lower income group is now pursuing Ph.D:

"I have not realized any discrimination on the basis of my caste before entering in this University. As I have taken all my education with hindi medium till M.A., so at the first day of session I discussed my language problem with all faculties, but they advised me to take admission in hindi medium institution. I felt bad and continued here, I raelised later that my language problem sharing experience give them a sign to do identification of my past education medium of leraning, my social background and my caste also. In those days many times image of suicide came in my mind and disturb me a lot but my parents supported me, and I searched other options took help from the caste based political groups to understand my problems".

This description clearly shows that dalit women have to face a 'double' discrimination and 'pressure' from the faculty (Singh,2013). This experience of discrimination was reported with

many components such as not being a normal student, feeling demotivated, understanding caste and lower class position as a stigma, feeling fear in asking questions in class etc.

Poor communication skills especially lack of command over English is considered to be a major problem and reported by students of other categories and groups also. Many of them reported that they felt discriminated over this issue in front of the faculty as they earlier studied in hindi/regional language medium of instruction.

In all of these situations location, caste and class come as major indicators which pose many types of challenges for women students in higher education. More importantly it may alter their motivation to achieve success. To get a more clear picture of experience of discrimination the factors reported by students are presented in Table-5.1.2. below.

5.1.2 Students indicated important factors associated with discrimination

In this section factors associated with discriminations as reported by women students by their caste and income group are presented in Table 5.2 below.

Table 5.2 Students indicated important factors associated with discrimination					
Discrimination Factors					
Social Group	Sample (n)	My Caste	My personal Looks	Communication Skills	Location of Family
SC,s	6	3	2	2	1
ST,s	7	2	1	3	0
OBC,s	8	3	1	3	1
General	9	2	1	3	1

The data from Table 5.2 shows that most of the respondents in SC category reported facing caste based discrimination in comparison to STs, OBCs and General category who also faced discrimination but based on communication skills. In SCs, 3 respondents faced discrimination on the basis of caste, 2 on the basis of personal looks, 2 on the basis of communication skills and 1 on the basis of location of the family. Communication skill is reported as a major factor in experiencing discrimination by all categories of respondents with variation in percentage. The discrimination is not unified to only one factor as many respondents faced discrimination on multiple factors.

Further, strength to understand their reasons comes from their detailed records which may provide a linkage between different social constructs and discrimination to understand their problems. Regarding identification of caste as factor of discrimination other factors also involved which make women experience more complex. Like, mostly lower income group students reported discrimination. Their rural/urban region, parents' education and parents occupation also were responsible for discrimination and no discrimination.

Such as a student SU, belonging from SC and lower income group, and brought up in Kolkata, West Bengal reported no discrimination faced in the University. She reported that because her city has a knack of speaking in English everywhere, therefore, her caste and language did not create a problem in the University and she felt more motivated because of her language asset. This maybe understood as a state where the English language is creating a barrier for some specific demography of students and also a smooth the path for some particular locations.

Being ST with lower and higher income group, women's experience of discrimination may also be categorised on the basis of their location and social context. Out of 7 SC, 4 belonged from Manipur, 2 from Jharkhand, and 1 from West Bengal. Mostly Manipur girls were facing outsiderness and othering but not inside the University rather outside of it on the basis of their racial features, which highlight their different among groups. However, Jharkhand women students were facing these experiences on the basis of their state conflict identity, whereas West Bengal respondent was not experiencing on these factors otherwise low economic group was the main factor.

All these factors show that different categories of women faced diverged challenges in higher education. Location, language, personal look are interconnecting to each other and develop as a process where different caste and class also play a major role in making of this. It maybe interpreted as that sum of these factors put great influence on the making of the achievement motivation. The kind of experience faced by subcategories of people depends on a social context strongly.

5.1.3 Reaction of Students in response to comments from friends, academic group and faculty about admission under reserved category.

Women students were asked to provide information about their reactions on comments from friends, academic group. In this case only those students are considered who have received one or another kind of government/ institutional support in promotion of their education goals. Only 21 students of SC, ST and OBC category only are included for the purpose.

From Table 5.3 it may be observed that out of 21 students, 6 students of lower class faced comments from friends, academic group and faculty on admission under reserved category as a positive challenge to go ahead.

Table 5.3 Reaction of Students in response to comments from friends, academic group and faculty about admission under reserved category.					
Response Category	**Class**	**SC,s**	**ST,s**	**OBC,s**	**Total**
Sample (n)	-	6	7	8	21
Felt discomfort able and less confident	Lower	0	0	2	2
	Middle	0	0	1	1
	High	0	1	1	2
Felt sad about my caste	Lower	1	0	0	1
	Middle	0	0	0	0
	High	0	0	0	0
Understood it as my right	Lower	2	1	0	3
	Middle	0	0	1	1
	High	0	1	0	1
Took it as positive challenge go ahead	Lower	3	1	2	6
	Middle	0	2	1	3
	High	0	1	0	1
	Total	6	7	8	21

For each parameter laid out, response mostly came from the lower class students. Lower class students from two categories; 2 from SC and 1 from ST understood reservation as their right. It can be well understood by narrations of students who give answers in depth.

Such as SA, a SC women student described

I have got admission under reservation quota and I also getting Rajiv Gandhi National Fellowship. In English speaking skill am not very good. When I was filling my form to avail fellowship, one of my group mates identified me and said "OK, you come in SC category. 'After some days later I found I excluded from that group. Therefore, I do not want to reveal my identity in front of anybody. Now I make friends only from my caste group.

It would be a mistake to think that such prejudice exists only inside the University; they flourishes in other regional context also which leads to discrimination (Singh, 2013). It clearly shows that how belonging to a particular caste creates problems in building good relations with other caste students. This factor maybe understood as a significant clue on which basis other people make causal decision. Students who have faced this type of situation, and also those who made comments may understand caste as an antecedent to their causal decisions. And if affected students feel sad, discomforted and less confident on basis of their caste then without doubt experience related to caste may impact on the construction process of achievement motivation.

In this relation, Haque (2016) also saw implication of college peer culture on achievement motivation. Study findings show that mostly students "use others" values to shape their understanding to benefit themselves. But then the query emerges here that if students or group of students who have faced many struggles due to particular caste, class, poor communication skills and have also been excluded from the peer group, then how will they be able to harness motivation from other students to achieve their goals. Taheri et. al. (2015) also supported this finding by giving importance to friends' attitude about education, professor's social behaviour (eg. respect) to improve students' educational achievement motivation of students of medical sciences at Guilan University, Iran. Wankhede (2013) also argued that caste and casteism have greater influence in academic life and these issues come with the strong traditional barriers in education and have discriminatory solid characters. Likewise, Adsul and Kamble (2008) also showed significance of caste, gender and economic status on achievement motivation of students. Next section is based on the findings on sources of support which create the path of higher education.

5.2 Sources of Support available in duration of studies

Support system is a significant aspect to attain success in academic life or to be continuingly motivated to achieve a goal. Bagilhole (2007) and Bagilhole and Good (2001) reported that successful education can be taken from being a part of socialisation process than only based on individual talent. Researchers offered many ways to be successful in academic journey as taking help from others on technical issues, informal communication etc. They argued that "Success is not achieved by publishing more, or even doing better research. But through personal contacts, friendship, and with co-operative work with key players in the field'' (Bagilhole and Good, 2001).Further, Raddon (2007), also conducted a study in relation to

motivations to study, time and support. Study findings suggest that having support is more important for women learners because they may indulge in double or triple workload of caring roles and domestic work in home being combined with paid employment.

It was considered important to collect information regarding sources of support available for continuation of their studies to students belonging to different castes namely SC, ST, OBC and General. The results thus obtained are presented in Table 5.4. It is found that maximum number of students (24) have mentioned support from their parents. The distribution of number of students for each category of castes is almost equal ranging from 5 to 7. This pattern is more or less similar for support from family. Further, it is interesting to note that the next source of support available is from self support itself. Out of the total 30 students 23 have indicated such support. Caste-wise the numbers of such students are more or less equal. Use of new technologies is found to be a great support as indicated by 19 out of 30 students. This support is more or less equal across all the four castes. Other types of support indicated by students are colleagues, flexibility of course, workplace and support from partner spouse.

Table 5.4: Types of Support available duration of studies by the students of different caste groups					
Source of Support	SC,s	ST,s	OBC,s	General	Total
Sample(n)	6	7	8	9	30
Course Tutor/ Administrative Staff	0	2	0	0	2
Family	5	4	6	4	19
Support from the partner spouse	1	0	2	5	8
Workplace	0	3	2	4	9
Use of new technologies	5	4	5	5	19
Colleague	5	2	0	5	12
Self	6	6	5	6	23
Spending Weekends at Home	2	0	0	2	4
Parents	6	5	7	6	24
Flexibility of course	4	3	3	1	11
Course material	1	2	0	3	6
Domestic support from partner	1	2	0	3	6

The sources of support available according to class are shown in table 5.5. It is found that support of parents/ family is available maximally in the lower income group followed by middle income group. Similarly the support by self is highest at the lower income group followed by the middle income group. The pattern in case of support of use of new

technologies, colleagues, and flexibility of course, workplace and support from partner spouse are found to be in the similar fashion.

Table 5.5 Types of Support available during studies by students of different class				
Types of Support	Lower	Middle	High	Total
Sample(n)	14	12	4	30
Course Tutor/ Administrative Staff	1	1	0	2
Family	11	5	3	19
Support from the partner spouse	2	4	2	8
Workplace	5	4	0	9
Use of new technologies	8	8	3	19
Colleague	6	6	0	12
Self	11	10	2	23
Residential Weekends	4	0	0	4
Parents	12	8	4	24
Flexibility of course	5	4	2	11
Course material	2	2	2	6
Domestic support from partner	2	3	1	6

Although, on the whole all students reasoned family and parents as a major source of support during their studies, one student from general category and upper caste (Rajput) reported family as a barrier in her education journey. Her narratives will to aid the reader to understand the complexity of caste with a particular location of student

RIT, a PhD scholar from science discipline belonging to General category, sub-caste Rajput, expressed her thought on family support.

I am the first generation learner in my family, after passing graduation father and other relatives started pressure on me for getting married. But only my mother supported me at that time and sends me for the coaching. I have scored gold medal and government scholarship which only provided to meritorious student. But my father and relative specially females again putting pressure of marriage on me, when I refused they replied ' In our caste (especially put pressure on this word Rajput) daughters not take more education" . At the time of PhD admission time all my study material burned and all financial support stopped by my father and aunt. They said doing more study will hampered with your domestic skills and will result in poor adjustment with your in-laws home. They also said more education will create problem to find out an educated boy for you within Rajput caste. But my maternal uncle supported me financially. I do not have good relation with my father. I rarely go to my home. Still now my family is making pressure on me to do marriage. But I want to first complete my Ph.D.

The above depicted narrative showed that how patriarchy creates a bundle of problems for women students. Pressure of marriage is also reported by some other women students. Derne

(2003) supported the similar type of problems faced by middle class, upper caste north Indian daughters because their father have only one primary concern – to arranging their marriages.

Hence this support system section analyses gives enough information to understand the next part of issue related to gender based roles and responsibilities.

5.3 Gendered Roles and Expectations

Mostly students enter in higher education at the period of youth and young adulthood, therefore a responsibility to become independent also come emerges. In this stage, becoming self independent in terms of finances is a great challenge, because these pressures come from societal expectations. Many studies also reported that women faced challenges in higher education. Hence, it is considered to be significant in understanding the views on part time job along with higher education. The results obtained in this issue are presented in the Table 5.6

Table 5.6: Students Views on Part-time Job						
Explanation	Income	SC,s	ST,s	OBC'S	General	Total
Sample(n)	-	6	7	8	9	30
As a bridge between higher education and family responsibilities.	Lower	2	2	1	0	5
	Middle	2	3	1	2	8
	High	1	0	0	0	1
As a support to your own education.	Lower	2	2	4	2	
	Middle	2	3	2	3	10
	High	1	1	0	0	2
An extra role/ burden.	Lower	0	1	0	0	1
	Middle	1	3	2	2	8
	High	0	0	0	1	1
A heavy pressure from the family.	Lower	0	0	0	0	0
	Middle	0	1	0	0	1
	High	0	0	0	0	0
Not needed while studying.	Lower	1	0	1	1	3
	Middle	0	1	0	1	2
	High	0	0	0	1	1

Table 5.6 shows that 10 out of 30 students economically belonged to middle class who relied on part time job as a support to their own education. This trend was also relatively similar across all castes in middle class group. Interestingly, middle class also understood part time job as an extra role/burden parallel with higher education. From Table 5.6 it may be considered that middle class women students were increasingly open to part time job in comparison to other class women.

In-depth interviews explained that getting part time job is a bridge between higher education and family responsibilities. But some of them also took it as an extra responsibility. As many students reported that the scholarship they are getting from UGC is not sufficient to survive in Delhi and also it does not reach on time. Therefore, they have to do the part time jobs. In case of a married women, discussion revealed that her husband was putting a heavy pressure on her to continue the job. Therefore, her approach towards study was getting demotivated, because she was not able to do the time management between part time job, domestic responsibilities, child care and higher education, that leads to segmented motivation towards study.

As some of the women respondents had children, and while taking higher education, they have to leave their children in the day care services. In result of that a very high emotion of guilt can be reported by all mothers who were not able to give proper time to their children because of engaging in research work. This type of experience is also reported by some other studies on doctoral women candidates who faced these types of challenges while maintaining a balance between higher education and gendered roles expectations. (Ramsay, 2007, McDowell, 1990, Ramsay and Letherby, 2006, Raddon,2007, Sellers, 2007, Asher,). From these findings it may interpret that while women were expected to achieve well in higher education, but they were also likely to complete all domestic, child caring and nurturing, earning as well as social expectations regarding rules of marriage and running a family.

Results and discussion of all above mentioned themes (experience of discrimination, support system and gendered roles and expectation) provide a different approach to understand the achievement motivation and social stratification (by class, caste, and location) in particular social context. It may also provide a base to understand women and intersections between the domains of higher education and different social structures. It also raises the question of how women achievement motivation is skewed in social psychology without understanding their struggles of particular social context. Achievement motivation theories and literature almost

neglected the intra-categorical variation due to different salient social context in concern of women. No research work tried to understand achievement-motivation as a construction process and also how social constructs of particular social context may be responsible to impact on the construction process of achievement- motivation. This study has tried to fill this gap by focusing on how different categories of women achievement motivation construction process may influence in a social context by different salient social constructs. I hope it will also be helpful in understanding the concept of achievement motivation as a psychological construct in an accurate manner.

Conclusion

The most significant feature of the study was to understand the achievement motivation as a mechanism/ process (es) which is effected by the particular salient features of a social context. Drawing upon the attribution theory to examine women's experience in higher education , I identified three themes i.e. experience of discrimination, support system, and gendered roles and expectations. However, the existing body of research on achievement motivation does not acknowledge sufficiently the importance of social context in making of achievement motivation. Therefore, Indian social context and its prominent variables (caste and class) were chosen to see their role and impact on achievement motivation. Women were taken as sample for this study to know within group differences and also to know their types of struggles during higher education. Perhaps this knowledge may provide support to the women by making policies for them. Therefore, the main objective of the study was to examine variations in the experiences of discrimination, support system, and gendered roles across different sub categories of women.

In this study an attempt is made to know the construction process of achievement motivation, although it needs to be clarified that the process is very complex. I believe that this investigation (at least) signifies the conceptualization of achievement motivation at intra-categorical level. The findings of the study which clearly show differences within group (SC, ST, OBC, General social group and lower ,middle and higher class) . It also gives new direction to future study to add more variables as described by respondents such as race, religion and age to know more social reality.

It may be noted that most of the research on gender and achievement motivation has hitherto examined between male and female and not much attention has been paid to within group differences by incorporating social context. In this context conceptualization of within group

differences in achievement motivation has received support which has implications for social psychology literature. The study, however, was not without its limitations. The most important limitation is the absence of longitudinal study of women experiences.

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Gender- Achievement Motivation Interview Schedule-1(GAMIS-1)

Purpose of the study:

Women pursuing higher education have been managing their level of Achievement- Motivation by overcoming different types of struggles encountered by them from time to time. These struggles could be due to various reasons, such as, intersection of class and caste. Through this study, an attempt is made to explore the process (es) involved in overpowering these struggles. The following Gender- Achievement Motivation Interview Schedule-1 (GAMIS-1) is related to collection of Individual and family background information for use in the study.

Dear Respondents,

Please provide answer to each of the questions give in the GAMIS-1.

- The information you provide will be treated as confidential and will use only for research purpose.
- Indicate your choice by use of a tick (√) mark in the box ☐
- In case of blank response (Please specify), kindly mention in writing.

Background Information

1. Full Name ……………………………………………………………………………...

2. Home Address;
   (a). Name of the Village / Town…………………………………………………………..
   (b). District Name…………………………………………………………………………..
   (c). State/UT ………………………………………………………………………………..

3. Age in completed years …………………………………………………………………….

4. Marital Status
   (i) Single ☐
   (ii) Married ☐
   (iii) Divorced ☐
   (iv) Other ☐

   Please specify……...

5. In case of married, do you have children?
   (i) Yes ☐
   (ii) No ☐

6. Program of study-

(i) M.Phil. ☐
(ii) Ph.D. ☐
(iii)Post- Doctoral Fellow ☐

7. Discipline of study-
    (i) Science ☐
    (ii) Social Science ☐
    (iii)Humanities ☐

8.(a) In terms of Social Class, I identify myself as-

(i) SC ☐
(ii) ST ☐
(iii) OBC ☐
(iv) General ☐

(a) Please specify your caste……………………………………………………….

9. Parents' Qualification

9(a) Father's Qualification   (b) Mother's Qualification

(i). Illiterate	☐	(i). Illiterate	☐
(ii). Below secondary	☐	(ii). Below secondary	☐
(iii). Secondary	☐	(iii). Secondary	☐
(iv). Senior Secondary	☐	(iv). Senior Secondary	☐
(v). Graduate	☐	(v). Graduate	☐
(vi).Postgraduate and above	☐	(vi).Postgraduate and above	☐

10. Parents Occupations-

Occupations		9 (a). Father's Occupation	9 (b). Mother's Occupation
(i)	Legislators, senior officials and Managers	☐	☐
(ii)	Professionals	☐	☐
(iii)	Associate Professionals	☐	☐
(iv)	Clerks	☐	☐
(v)	Service worker and Shop & Market sales worker	☐	☐
(vi)	Skilled agriculture and Fishery work	☐	☐
(vii)	Craft and related trade work	☐	☐
(viii)	Plant and machine operators and assemblers	☐	☐
(ix)	Elementary Occupations	☐	☐

11. Parents Annual Income-

(i). Below one lakh   ☐

(ii). One to three lakh   ☐

(iii).Three to five lakh   ☐

(iv). Five to ten lakh   ☐

(v). Above ten lakh   ☐

12.(a) Are you engaged in any job (part time / full time) along with your research work?

(i) Yes ☐   (ii) No ☐

(b) In case of yes is it?

(i). Full time   ☐

(ii). Part –Time   ☐

13. In case you are earning what is the proportion of your earning to your total house-hold income?

(i)   Below 20%
(ii)   20% to 40%
(iii)   40% to 80%
(iv)   Above 80%

14. Please provide details of your past education.

	Government school/ College/University	Private School/ Self Finance College/ University
(i) Below secondary	☐	☐
(ii) Secondary	☐	☐
(iii)Senior Secondary	☐	☐
(iv)Graduation	☐	☐
(v) Post Graduation	☐	☐

Appendix – B

Gender- Achievement Motivation Interview Schedule-2 (GAMIS-2)

Dear Respondent,

- The information you provide will be treated as confidential and will use only for research purpose.
- Indicate your choice by use of a tick (√) mark in the box ☐.
- In case of blank response (Please specify), kindly mention reasons in writing.

Q.1. Reasons for studying in the present course

    (i) Promotion Reason

    (ii) Encouraged by workplace to get a professional qualification

    (iii) For a Change in Career

    (iv) To get a job.

    (v) Personal desire to study further.

    (vi) Pressure by somebody

Q.2. Which of the following factor(s) is/are most responsible to reach up to the present educational level? (Give one or more answer as applicable)

    (i) Positive attitude of family towards girls' education.

    (ii) Financial support to meet the cost of studies.

    (iii) Financial support by the government for socially backward classes.

    (iv) Availability of educational facilities for girls in the nearby region.

    (v) Any other factor, Please Specify;-

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

Q.3. which of the following personal attributes helped you to come to this education level?

    (i) Devoted and hard working

    (ii) Consistent and competitive

    (iii) Organized

    (iv) Time management

    (v) Ambitious

    (vi) Any other, please specify

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……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Q.4.(a) Have you faced any kind of discrimination in your present program of study

    (i)   Yes   (ii)   No

(b) If yes, from whom

    (i)   Peers
    (ii)   Friends
    (iii)   Faculty in the department
    (iv)   Administrative Personnel

(c) Give below the main factors associated with that discrimination.

    (i) My Caste
    (ii) My Social Class
    (iii) My personal looks
    (iv) My poor communication skills
    (v) Being a female
    (vi) Belonging to rural Area

(d) Please share your experience what type of discrimination you faced;-

……………………………………………………………………………………………………
……………………………………………………………………………………………………

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Q. 5 (a). Do you feel "Othering" in your student group?

(i)Yes   (ii) No

(b) If yes, then on what basis

   (i)   Caste
   (ii)   Class
   (iii)   Region (Rural/Urban)
   (iv)   Age
   (v)   Married/Unmarried
   (vi)   Language
   (vii)   Gender

Q.6. (a) Do you face anyone/more of these situations in your present education journey?

   (i) Being ignored or overlooked.
   (ii) Being suspect of cheating because once received a good grade on test/ assignment.
   (iii) Being followed or observed while in public places.
   (iv)Not have such kind of experience

   (b). If you find yourself in any of the above mentioned first three responses i,e. (i),(ii)
and (iii), how do you react to the situation?

   (i) Often lose confidence
   (ii) Taking Stress
   (iii) Hypertension
   (iv) Feeling of revenge

Q.7.(a) Do you face 'Outsiderness'in your present education?

   (i) Yes   (ii) No

(b) How do you react to 'Outsiderness' in institution?

     (i) Anger

(ii) Pain

(iii) Sadness

(iv) Exhaustion

Q.8.(a) Does sometimes you face comments from your friends/ academic group/ faculty on your status of affirmative action?

   (i) Yes   (ii) No

(b) If yes, then please specify your experience

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

(c) If yes, then how you feel after that

   (i)   Feel discomfort able and less confident.

   (ii)   Feel sad about your caste.

   (iii)   Feel sad about your class

   (iv)   Understand it is as your right

   (v)   Take it as a positive challenge to go ahead.

Q. 9.(a) Are you facing these problematic situations because of changing to a new institution?

   (v) (i)Yes   (ii) No

  (b)If yes, then describe the difference of environment of present and past institution:-

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

Q.10. (a)Is this micro aggression changing towards you with getting more education or with spending more time in the department

(i) Yes   (ii) No

(b) If yes, then how please share your experience:-

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Q.11.(a) Has anybody told you earlier that you have to face challenges in getting higher education as you belong to a particular caste?

(i)Yes   (ii) No

(b) If yes, by whom?

(i) Parents

(ii) Observing from childhood.

(iii) Institution based political groups

(iv) Any other, please specify

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Q.12. What types of impediment are you facing because of your caste?

 (i) Being rendered invisible.

 (ii) Discounted among group/alone.

 (iii) Ignored or silenced in everyday situations.

 (iv) No such experience

Q.13. How do you understand your social class for your present state.

(i) As a productive one

(ii) As a stigma

(iii) No influence

Q. 14. During your life period till now did you experience anything extra ordinary which help you to enhance your capabilities to do better in education?

……
……
……
……
……

Q. 15. In spite of that what are the factors which promoted your education?

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……
……
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……

Q.16. In your opinion what kind of support/ facilities you would like to improve your achievement- motivation in your studies?

……
……
……
……
……

Q.17.(a)What has been the most beneficial to you in terms of supporting you through the duration of your studies?

(i) Course Tutor/ Administrative Staff
(ii) Family

(iii) Support from the partner spouse

(iv) Workplace

(v) Use of new technologies

(vi)Colleague

(vii)   Self

(viii)   Residential Weekends

(ix) Parents

(x) Flexibility of course

(xi) Course material

(xii)   Domestic support from partner

(xiii)   No support

(b). Please explain how they supported?

....
....
....
....
....

Q.18. What do you think, why your parents send you for higher education?

    (i) Parents want to settle you in a prosperous family.

    (ii) They do not want to send you for higher education.

    (iii) To get a good job.

Q.19. Do you think your parents do differentiation between girls and boys education?

  (i) Yes   (ii) No

If yes, how please explain

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………………………….

Q. 20.(a) Do/ did your parents often talk about or pressure you for marriage while continuing education?

    (i) Yes

    (ii) No

(b). if yes, then what was/were the reason/s that they have gave?

    (i) Highly educated boys will find lucrative employment, they can demand large dowries.

    (ii) Getting more education create conflict in adjustment with partner/family.

    (iii) More education is harmful in the development of a woman's domestic skills.

    (iv) A women's education is her husband responsibility.

    (v) In our caste daughters do not take higher education.

    (vi) Other

Any other, Please explain and also specify how you do/did you feel?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

Q. 21. How do you understand to part time wok with higher education?

    (i) As a bridge between higher education and family responsibilities.

    (ii) As a support to your own education.

    (iii) An extra role/ burden.

    (iv) A heavy pressure from the family.

    (v) Not needed while studying.

Q.22. How pressure of competition/ submission increase tension in family?

    (i) Missing family events.

    (ii) Using childcare to make time for their research work.(increase in time spent by the child at childcare)

(iii) Anxiety about missing family time become the determination to use time productive and effectively.

Q.23. What do you feel while maintaining balance between family/ private life/ part time work and scholarly commitment?

    (i)   Feeling of guilt.

    (ii)   Feedback on chapters from supervisor feels you upset.

    (iii)   Frustration about the high cost in terms of times.

    (iv)   Feeling of intellectual satisfaction and pleasure in scholarly work.

    (v)   Feeling of less enthusiasm and segmented motivation towards study.

Q.24.What is the strategies adopted by you to continue your education?

    (i) Professional Counselling

    (ii) Yoga and Meditation

    (iii) Taken time away from studies.

    (iv)Forming a supportive network with other research students.

    (v) Taking help from caste based political student group

Q.25.What is your sources of emancipation?

    (i) Personal agency

    (ii) Technology is an important asset

    (iii) Supportive environment from the institution staff.

Q.26.What type of implicit response you have to face because of your social class?

    (i) Low expectations from faculty and among class fellows.

    (ii) Differential educational treatment

    (iii) Negative stereotypes about your intellectual abilities.

    (iv) Negative assumptions about your personal life.

    (v) Not such type of experience.

Q. 27. How people think about you in your department if you are not able to do longer hours of work because of your family and private life?

………………………………………………………………………………………………

………………………………………………………………………………………………

Appendix – C

Coding Design of GAMIS-1 & GAMIS-2

Col_No	Item	Variable	Description of Code
1-2	S. No.	**Id_No**	01-30
3-6	S.name	**Name**	4 character
7	Tool	**Tool**	GAMIS-1, GAMIS-2
8	2(a)	**Area**	R-1,U-2
9-10	2©	**State**	Rajasthan-1, Haryan-2, Uttar Prdaesh-3, Jharkhand-4, Assam-5, Manipur-6, West Bengal-7, Madhya Pradesh-8, Tamilnadu-9, Kerala- 10, Himachal Pradesh-11, Uttrakhand-12
11-12	3	**Age**	2 digits
13	4	**Mst**	Single-1,Mrd-2,Divor-3,Other-4
14	5	**Child**	Y-1,No-2
15	6	**Course**	Mphil-1,Phd-2,PdocF-3
16	7	**Discpl**	SC-1,Social-2,Hum-3
17	8(a)	**Caste**	SC-1,ST-2,OBC-3,GEN-4
18-19	8(b)	**S-Caste**	………………….
20	9(a)	**F_qul**	Illit-1,Bel Sec-2,Sec-3, Sr Sec-4,Graduate-5, Post Grduate and above-6
21	9(b()	**M-qul**	Illit-1,Bel Sec-2,Sec-3, Sr Sec-4,Graduate-5, Post graduate and above-6
22	10(a)	**F_ocu**	Leg/Sr Official/Managers-1, Professional-2,Ass Professional-3, Clerks-4,Servise/Shop/Market Sales worker-5, Skilled Agri/Fishery Work-6, Craft Etc.-7,Plant/Machine Operators-8,Elemantary Ocu-9

Col_No	Item	Question	Description of Code
23-24	10 (b)	**M-ocu**	Leg/Sr Official/Managers-1, Professional-2,Ass Professional-3, Clerks-4,Servise/Shop/Market Sales worker-5, Skilled Agri/Fishery Work-6, Craft Etc.-7,Plant/Machine Operators-8,Elemantary Ocu-9, House Wife-10
25	11	**Income**	Below 1 Lac-1, 1to 3 Lac-2, 3 to 5 Lac -3, 5 to 10 Lac-4,Above 10 Lac-5
26	12(a)	**Job**	Y-1, No-2
27	12(b)	**Nature**	Full-time-1, Part-time-2
28	13(i)	**B-sec**	Govt-1, Private-2
29	13(ii)	**Sec**	Govt-1, Private-2
30	13(iii)	**S_sec**	Govt-1, Private-2
31	13(iv)	**Gradu**	Govt-1, Private-2
32	13(v)	**P-gadu**	Govt-1, Private-2

Coding Design of GAMIS -2

Col_No	Item	Question	Description of Code
1-2	S. No.	**Id_No**	01-30
3	Tool	**Tool**	GAMIS-1, GAMIS-2
4	1	Reason for study in present course	Promotion reason-1, Encouraged by workplace -2, For a change in career-3, To get a job-4, Personal desire to study further-5, pressure by somebody-6
5	2	Factors most responsible for reach up to the present educational level.	Positive attitude of family towards girl's education-1, Financial support by family-2, Financial support by government foe socially backward classes-3, Availability of educational facilities for girls in nearby region-4, Any other-5
6	4 (a)	Faced any kind of Discrimination in present program	Y-1, No-2

7	4 (b)	If yes, from whom	Peers-1, Friends-2, Faculty in the department-3, Administrative Personnel-4
8	4(c)	Factors associated with that discrimination	Caste-1, Class-2, Personal Looks-3, Poor communication Skill-4, Being a female-5, Rural Area-6
9	4(d)	Share your experience of discrimination	…………………………..
10	5(a)	Do you feel Othering?	Y-1, No-2
11	5(b)	If yes, on what basis	Csate-1, Class-2, Region-3, Age-4, Marital status-5, Language-6
12	6(a)	Do you face any of these situations in present education	Being ignored or overlooked-1, Being suspect of cheating-2, being followed or observed in public places-3, Not have such kind of experience-4
13	6(b)	If you find yourself in the above mentioned three responses i,e. how do you react?	Often lose confidence-1, Taking stress-2, Hyperstension-3, Feeling of Revenge-4
14	7(a)	Reaction to 'otherness'	Anger-1, Pain-2, Sadness-3, Exhausation-4
15	8(a)	Comments from friends/academic group/faculty on your affirmative action	Y-1, No-2
16	8 (b)	If yes, then how you feel after that	Feel discomfortable and less confident-1, Feel sad about your caste-2, Feel sad about your class-3, understand it as your right-4, Take it as a positive challenge to go ahead-5
17	9(a)	These problematic situation because of changing to a new institution	Y-1, No-2
18	9(b)	If yes, then describe the experience of the environment of present and	……………………….

		past institution	
19	10(a)	Is this micro-aggression changing towards you with getting more education or spending more time in the department?	Y-1, No-2
20	10 (b)	If yes, then please share your experience	....
21	11(a)	Has anybody told you earlier that you have face challenges in higher education as you belong to a particular caste?	Y-1, No-2
22	11(b)	If yes, by whom	Parents-1, Observing from childhood-2, institution based political group-3,Any other-4
23	12	What type of impediments are you facing because of your caste?	Being render invisible-1, Discounted among people-2, Ignored or silenced in everyday situations-3, No such experience-4
24	13	How do you understand your caste for your present state.	As a productive one-1, As a stigma-2, No influence-3
25	14	During your life period till now did you experience anything extra ordinary which help you to enhance your capabilities to do better in education.	....
26	15	What are the other factors which promoted your education	……………………………………
27	16	In your opinion what kind of support/facilities you would like to improve your achievement-motivation in your studies?	……………………………………..
28-29	17(a)	What has been the most beneficial to you in terms of	Cores tutor/Academic staff-1, Family-2, Support from the partner/spouse-3,

		supporting you through the duration of your studies?	Workplace-4, Use of new technologies-5, Colleagues-6, Self-7, Residential Weekends-8, Parents-9, Flexibility of course-10, Course material-11, Domestic support from patner-12, No support-13
30	17(b)	Explain how they supported?	……………………………………
31	18	How do you understand to part time work with higher education?	As a bridge between higher education and family responsibilities-1, A support to your own education-2, an extra role/ burden-3, A heavy pressure from the family-4, No needed while studying -5
32	19	How pressure of completion/submission increase tension in family?	Missing family events-1, Using childcare to make time for their research-2, Anxiety about missing family time become the determination to use time productive and effectively-3
33	20	What do you feel while maintaining balance between family and scholarly commitment?	Feeling of guilt-1, Feedback on chapters from supervisor feels you upset-2, Frustration about the high cost in terms of time-3, Feeling of intellectual satisfaction and pleasure in scholarly work-4, Feeling of less enthusiasm and segmented motivation towards study-5
34	21	What are the strategies adopted by you to continue your education?	Professional counselling-1, Yoga and meditation-2, Taken time away from studies-3, Forming a supportive network with our research students-4, Taking help from caste based political student group-5
35	22	What are your sources of emancipation?	Personal agency-1, Technology is an important asset-2, Supportive environment from the institution staff-3
36	23	What type of implicit response you have to face because of your caste?	Low expectations from faculty and among class fellows-1, Differential education treatment-2, Negative stereotypes about intellectual abilities-3, Negative assumptions about personal life, No such experience.

| 37	24	How people think about you in your department if you are not able to do longer hours of work because of your family and private life?	……………………………………...

Appendix-D

List of Tables and Graphs based on determining characteristics collected during the interviews.
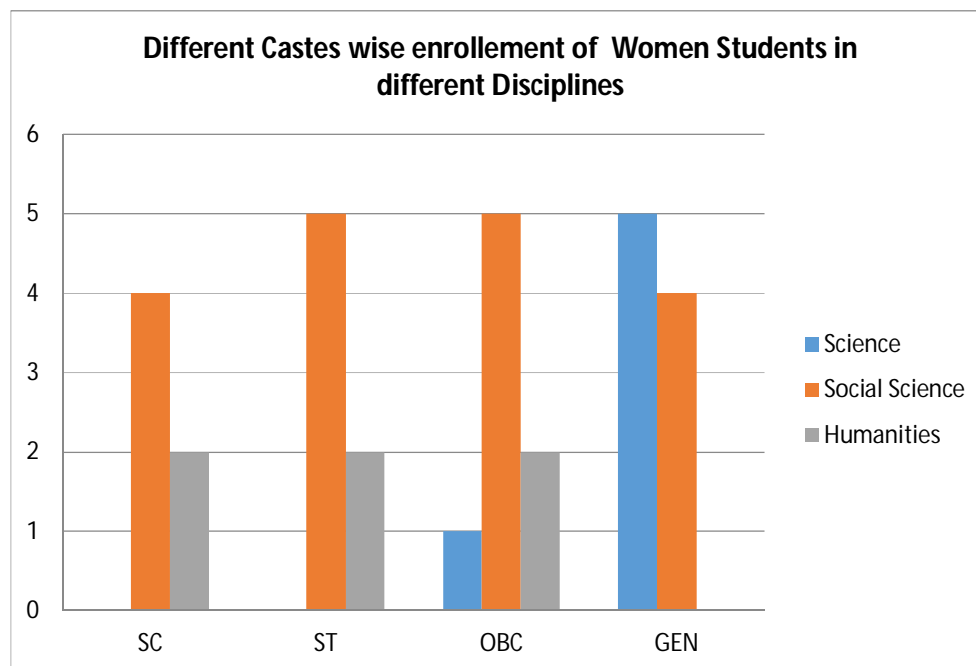
Table-1

Number of Women Students enrolled different caste wise in various courses

Course	SC	ST	OBC	Gen	Total
M.Phil.	2	2	3	6	13
Ph.D	4	5	5	2	16
Post-Doc Fellow	0	0	0	1	1
Total	6	7	8	9	30
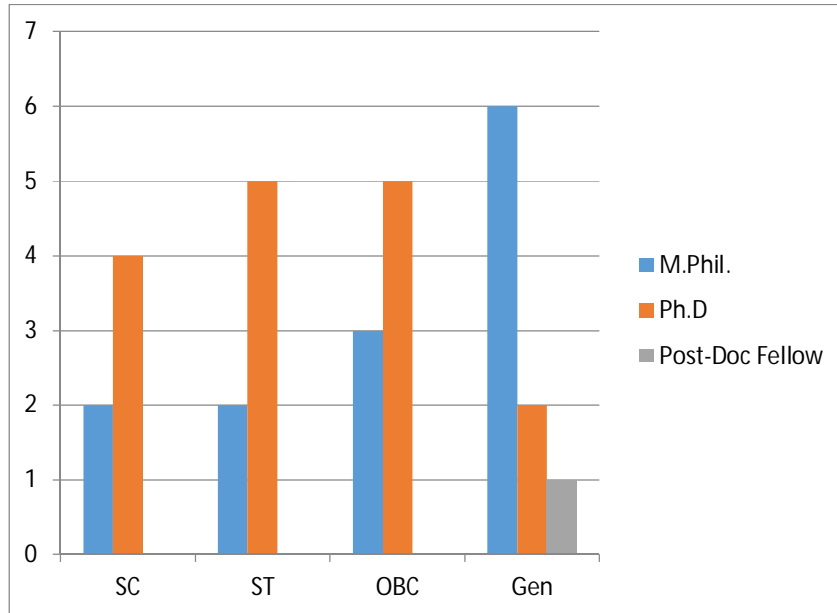
Table-2

No. of women students enrolled caste-wise in different discipline					
Discipline	SC	ST	OBC	GEN	Total
Science	0	0	1	5	6
Social Science	4	5	5	4	18
Humanities	2	2	2	0	6
Total	6	7	8	9	30

Table-3

Castes wise family income group of women students					
Income Group	SC	ST	OBC	GEN	Total
Below 1 lac	3	0	2	1	6
1-3 lac	0	2	3	3	8
3-5 lac	2	3	1	2	8
5-10 lac	0	1	1	2	4
Above 10 lac	1	1	1	1	4
Total	6	7	8	9	30

Within castes economic class wise differences of women students
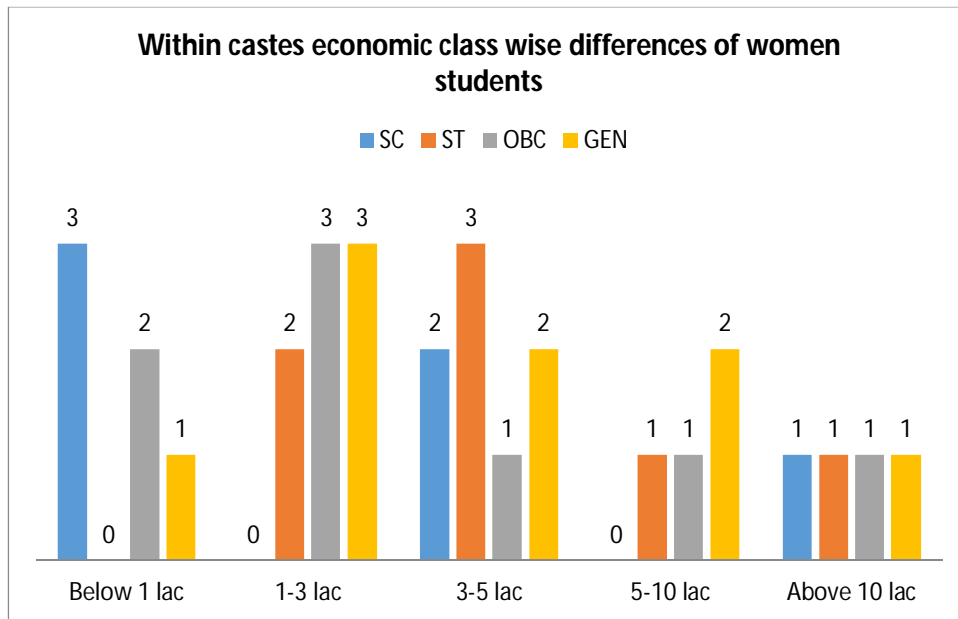
Table-4

Castes wise marital status of women students					
Marital Status	SC	ST	OBC	GEN	Total
Unmarried	5	6	7	5	23
Married	1	1	1	4	7
Total	6	7	8	9	30

Castes wise marital status of women students
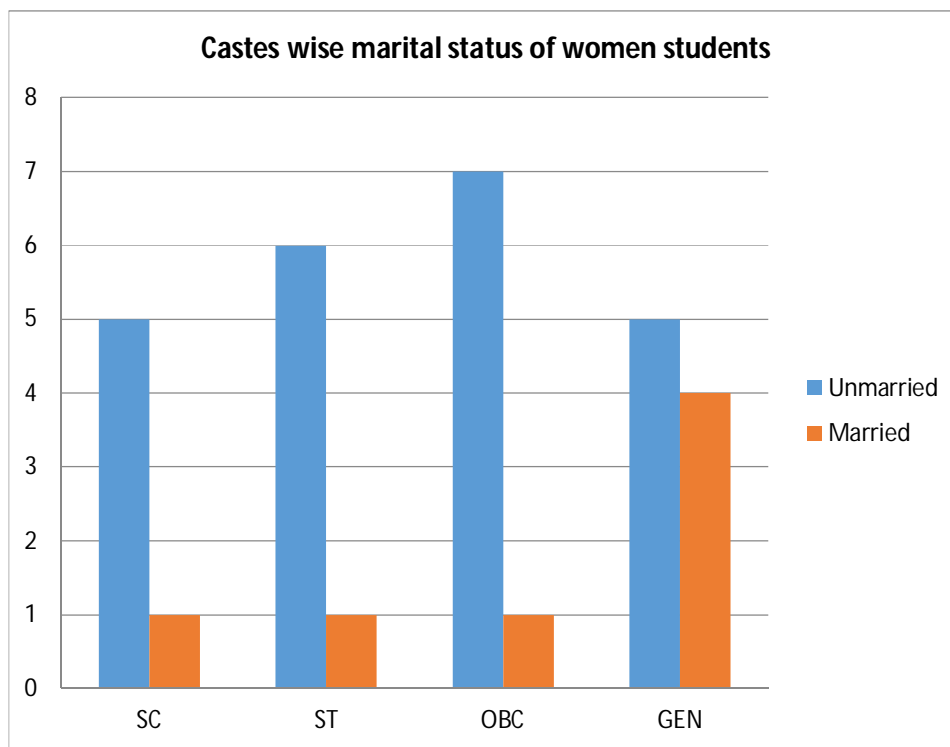
Table-5

Castes wise age group of women students					
Age group(in years)	SC	ST	OBC	GEN	Total
21-25	2	3	5	2	12
26-30	4	3	2	5	14
31-35	0	0	1	1	2
36-40	0	1	0	1	2
Total	6	7	8	9	30

Castes wise age group of women students
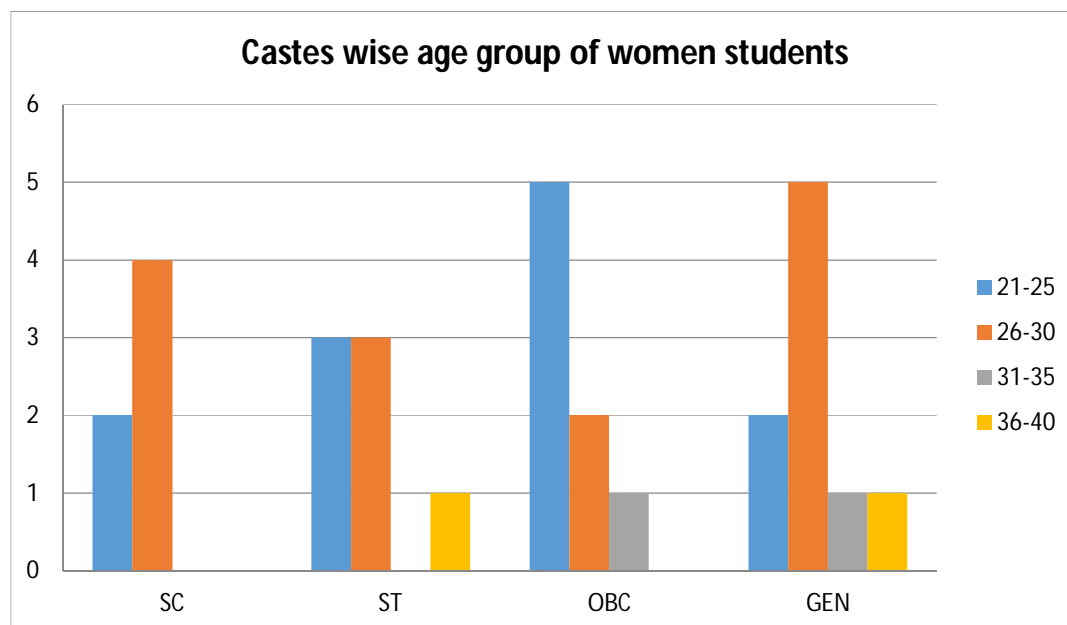
Table-6

Castes wise locale of women students					
Area	SC	ST	OBC	GEN	Total
Rural	3	2	2	2	9
Urban	3	5	6	7	21
Total	6	7	8	9	30

Castes wise locale of women students
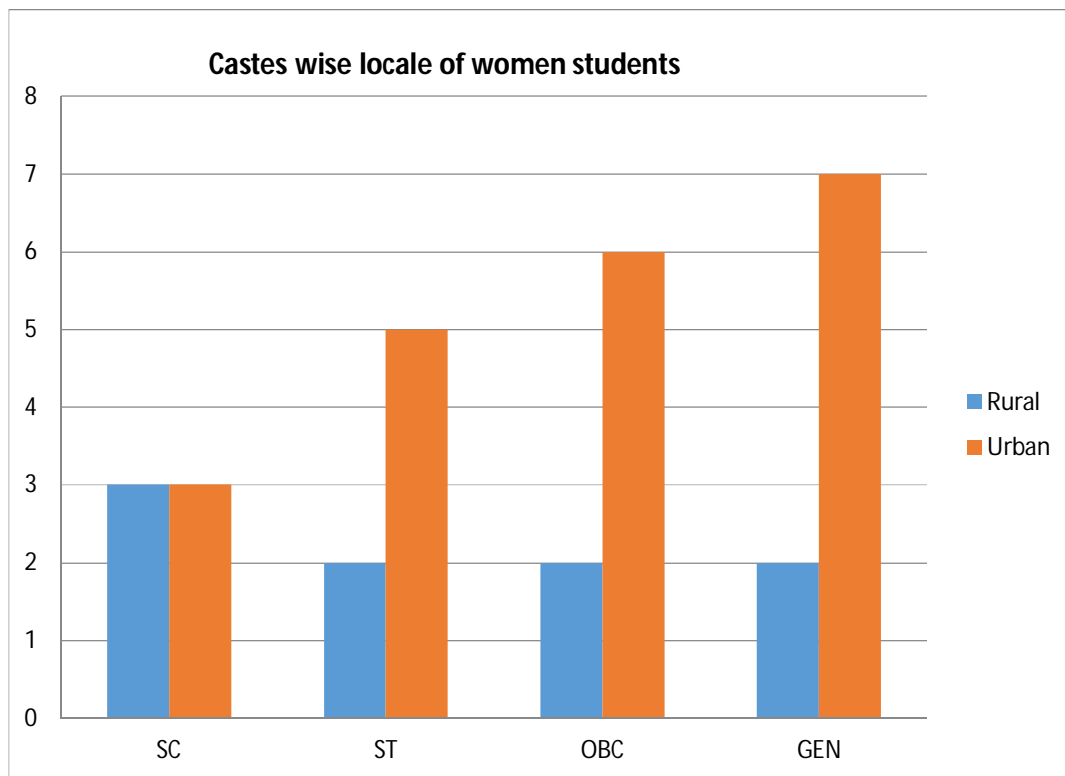
Table-7

Castes wise Father's education of women students					
Level Of education	SC	ST	OBC	GEN	Total
Illiterate	2	0	0	1	3
Below Secondary	0	1	1	0	2
Secondary	0	1	0	1	2
Sr. Secondary	1	0	2	0	3
Graduate	1	4	4	4	13
Postgraduate and above	2	1	1	3	7
Total	6	7	8	9	30
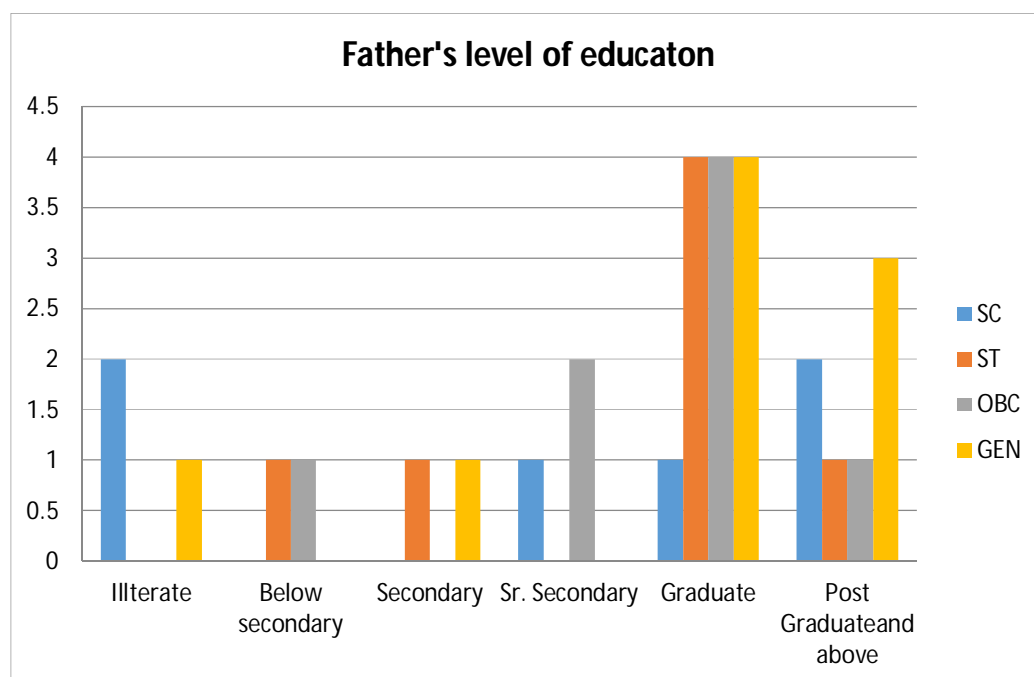
Table-8

Women Students having children					
Income Group	SC	ST	OBC	GEN	Total
Below 1 lac	0	0	0	0	0
1-3 lac	0	1	0	1	1
3-5 lac	0	0	1	1	2
5-10 lac	0	0	0	2	2
Above 10 lac	1	0	0	0	1
Total	1	1	1	4	7

Table-9
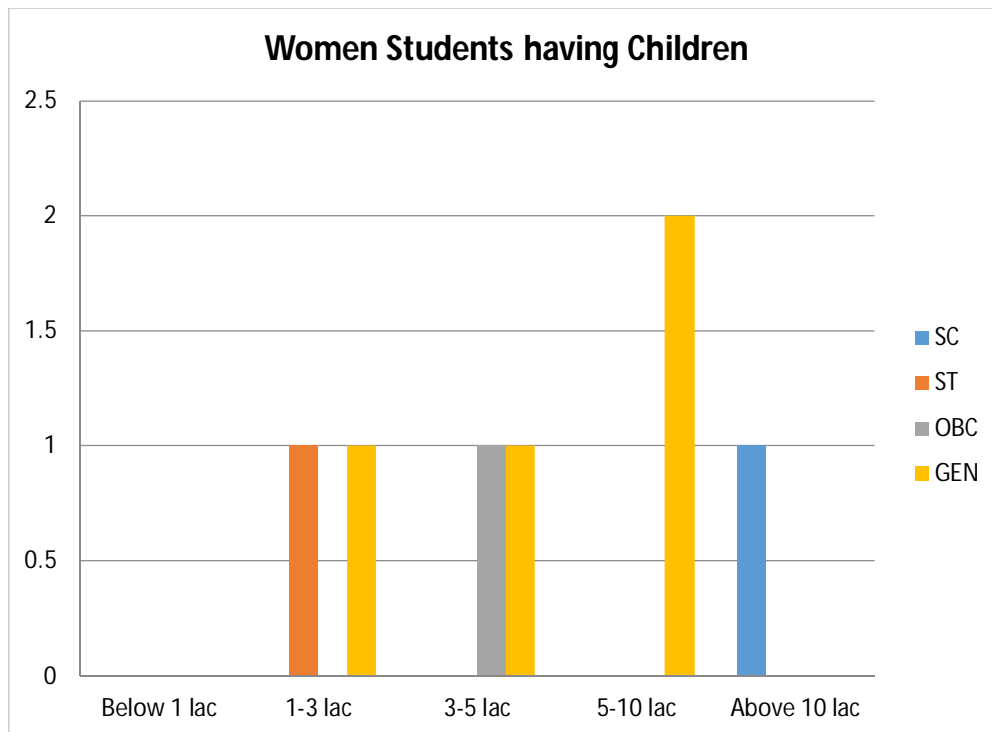
No. of State	Nmae of State	SC	ST	OBC	GEN	Total
State and caste wise representation of women students
1	Assam	1	0	0	0	1
2	Haryana	0	0	0	2	2
3	Himachal Pradesh	0	0	0	1	1
4	Jharkhand	0	2	2	0	4
5	Kerala	1	0	2	0	3
6	Madhya Pradeh	0	0	0	1	1
7	Manipur	0	4	0	0	4
8	Rajasthan	0	0	1	0	1
9	Uttarakhand	0	0	0	1	1
10	Uttar Pradesh	3	0	3	4	10
11	West Bengal	1	1	0	0	2
Total		6	7	8	9	30

State wise reprnation of women students with different castes