



Intersectional Impact Of Social Class, Caste And Gender On Student's Educational Expectations And Attainment

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Conceptual Background and Rationale of the Study:

A fundamental feature of education in modern democratic societies is the emphasis laid on the equalization of educational opportunities (henceforth, EEO). But the ideal of EEO as held by any society has always been the subject to change and interpretations. Successive interpretations of EEO are more demanding with respect to the changes they require in the current state of education. Initially the concept of EEO was limited only to the absence of formal barriers, later it was realized that educational opportunities cannot be solely construed in terms of the formal features of educational institutions, instead they must be construed in terms of the interaction between these features and psycho-social traits of students which are shaped by their family and the social groups they belong to. From 1960 onwards most of researches, particularly in field of sociology of education shifted their focus on the impact of psychosocial traits that has on education, and how these traits are influenced by social structures. In this backdrop this study has been conceived as it attempts to explore the intersectional impact of social class, caste and gender on students' educational expectations and attainment.

Rationale of the study-

Educational expectation is significant intervening variable that explains student's educational attainment (Looker, 1997) and it is rooted in deep understandings of structural as well as personal constraints operating in their everyday lives (Buchmann & Dalton.2002). Many researchers claimed that students educational expectation is closely related with their family backgrounds (Bourdieu & Passeron. 1979, Shehidul et al. 2015: areau, 1987). Complete alignment between high expectations and high achievement is the most important predictor of future educational behaviour among Students. But educational expectation is a psychosocial variable and is influenced by social structures of class, caste, gender and ethnicity. Several researches found expectation -attainment gap among minority group students (McCarron &

Inkelas.,2006), among different races (Perry,et al., 2016: Mickelson,1990; Cheng S, Starks B, 2002; Cheng S, Starks B,2002; Oian Z. Blair S. 1999), among social class (Khattab, 2014) along the line of rural urban divide, and between genders (McCarron & Inkelas, 2006).

Impact of gender was found critical for female students in making career choices (Cvencek, Meltzoff & Greenwald, 2011), Some studies conducted to explore the interplay of gender and its impact on student's educational choices found that female students from higher class locations had more opportunities to select their preferred course and educational institutions (Bourdieu & Passeron, 1979; Dryler,1998; Guskel, 1985)

These structural barriers are also found in Indian society, hence it can be assumed that student's educational expectations and its attainment may be influenced by class, caste, gender and gender roles. Several researches have been done to study the impact of social class and gender on student's educational attainment and achievement and it was found that the type of schooling provided to the students depends on their gender and class which subsequently affects their educational achievement (Banerjee et al.,2 2007: Desai, Dubey, Vanneman & Banerji 2009; Desai et al 2010, Vaid.2004). Girls are influenced by gender sereotypes while choosing their subject preferences (Jeffry & Basu, 1996: Rampal, 2002).

There is increasing acknowledgement within both theoretical and empirical research of the need to move beyond analyzing single categories to consider simultaneous interactions between different aspects of social identity. Some studies (Paik, 2009: Bhagyatheeswaran. L. et al., 2016) focused on the barriers of caste and tribal affiliation for women education in Indian context. However researcher did not come across any study dealing with inter sectionality of social class caste and gender and it's impact on student's educational expectations and the expectation- attainment gap. So in this backdrop the present study is proposed which is formally titled as-

"Intersectional Impact of Social Class, Caste and Gender on Student's Educational Expectations and Attainment".

Theoretical Framework: Bourdieu's theory of Social Reproduction will be used as the theoretical framework for the present study.

Research Question: How intersections of social class, caste and gender affect student's educational expectations and its attainment?

Objectives of the study-

1. To assess student's educational expectations and its attainment in terms of their social class, caste and gender.
2. To study the intersections among social class, caste and gender and its impact on students' educational expectations and its attainment.
3. To study the intersections among social class, caste and gender and its impact on educational expectations- attainment gap.

4. To find out the reasons for student's educational expectations-attainment gap.

Operational definition of the terms used:

Intersectional Impact- Intersection means dialectic relationship among the variables. For present study it refers to dialectic/mutual interactions among caste, class and gender in social context. Intersectional Impact refers to composite effect of class, caste and gender and its impact on student's educational expectations and attainment.

Educational Expectations- Expectation is defined as the strong belief that somebody will achieve something. For the present study educational expectation is defined as students' resolve to continue the study, to terminate study. rationale for selection of a course and its future benefits.

Educational Attainment- Attainment means the action or fact of achieving a goal towards which one has worked For the present study educational attainment is defined as whether the students achieved their educational expectations or not.

Students- Students who are enrolled in senior secondary class (XI-XII).

Social class- A division of a society based on social and economic status. For the present study social class has been defined as amount of social capital possessed by the students.

Caste- Caste refers to ascribed and permanent, hierarchical social status of an individual which is clearly bounded publically recognized and named. It provides or restricts access to power and privileges.

Gender- Gender refers to the socio-cultural meanings attached to men and women in a social context. Power privileges and opportunities are distributed along the line of gender identities.

Research Methodology and procedure: For the present study mix method approach will be used. Suitable mix method research design will be adopted as per the need of the study.

Tools for data collection: The following tools will be used in this study- Questionnaire & Semi structured Interview Schedule.

Population: All senior secondary students of Pune district constitute the population of this study.

Sampling: For the quantitative phase of the study appropriate number of students will be selected through suitable sampling method. For the qualitative phase of the study a subset of the students from first phase sample will be selected purposively.

Data Analysis: Present study will generate both quantitative and qualitative data, therefore suitable data analysis techniques will be used to analyze the data.

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