

**SOCIAL STRUCTURE, PSYCHO-SOCIAL AND ACADEMIC EXPERIENCES AT
SCHOOL**

KHUSHBEEN KAUR SOHI



DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

INDIAN INSTITUTE OF TECHNOLOGY DELHI

JULY, 2022

©Indian Institute of Technology Delhi (IITD), New Delhi, 2022

**SOCIAL STRUCTURE, PSYCHO-SOCIAL AND ACADEMIC EXPERIENCES AT
SCHOOL**

by

Khushbeen Kaur Sohi

Department Of Humanities And Social Sciences

Submitted

in fulfilment of the requirements for the award of the degree of Doctor of Philosophy

to the



INDIAN INSTITUTE OF TECHNOLOGY DELHI
July 2022

CERTIFICATE

This is to certify that the thesis titled “**Social Structure, Psycho-Social and Academic Experiences at School**” being submitted by **Ms. Khushbeen Kaur Sohi** to the Indian Institute of Technology Delhi in the fulfilment of the requirements for the award of the degree of **Doctor of Philosophy** is a record of bonafide research work carried out by her under my supervision at the Department of Humanities and Social Sciences, Indian Institute of Technology Delhi.

The results documented herein have not been submitted in part or full to any other University or Institute for the award of any degree or diploma to the best of my knowledge.



Prof. Purnima Singh

Research Supervisor
Department of Humanities and Social Sciences
Indian Institute of Technology Delhi
New Delhi, India

Acknowledgements

As I submit my thesis, I offer gratitude to the Almighty for being my side, each step of this endeavor.

I would like to extend my most sincere gratitude to my research supervisor, Purnima Ma'am. I thank her for the opportunity and the unending faith in me. Its hard to describe in words what Ma'am has meant to me during this time. I am truly thankful for the guidance, the invaluable feedback, the kindness and warmth during the tough times. I will be forever be grateful to her.

I would like to offer special thanks to Prof. Girishwar Misra, and Dr. Arvind K Mishra, for critical inputs on this work.

Thanks are due to all the participants who were a part of this research for their time and cooperation. School authorities, teachers and NGO authorities who facilitated the proceedings of this research deserve a special mention. I am grateful for their kind cooperation.

I thank faculty members, office members, and friends at the Department of Humanities and Social Sciences, IIT Delhi for their support through the different phases of this work.

I would like to thank my parents for their unending support and encouragement. Their advice, their faith in me, their support, is my biggest asset. I thank my sister, who has been the most important guiding force in my life, in whatever I have done. I am forever grateful to her for looking over me and for always having my back. What she brings to my life, is invaluable and something that I extremely cherish.

I would like to thank my second set of parents and my husband for their tremendous patience and understanding in this journey. This would not have been possible without their loving support. I

have to mention here, the newest addition to my life, my little daughter, who somehow just understood when my time and attention was divided during the most crucial stage of my work.

Khushbeen

Abstract

Social class and caste groups have not been adequately researched in social psychology research in India. Social structural identities, such as those afforded by social class and caste, gain salience in specific contexts. One such significant context is school which is the focus of the present thesis. Schools today represent diversity in the social identities of learners owing to government initiatives to uplift marginal communities by giving them an opportunity to be a part of mainstream schools. The existence of such diversity in the student body brings to the fore psycho-social issues stemming from the presence of students from the low-status and high-status groups within a system that is shaped, more or less, by values of dominant/high-status groups in a society. However, these remain under-researched in the Indian context. Also, due to an over-emphasis on academic performance, psychosocial indicators of student functioning in the context of diversity in the school space have not received much attention. Four studies were conducted to address these issues.

Study 1 entailed a qualitative inquiry into dynamics of socioeconomic diversity in the student body at private schools in Delhi. Semi-structured interviews were conducted with students from economically weaker sections (EWS; $n= 14$) and children who come to private schools without any kind of reservation (non-EWS; $n= 10$) to explore issues of belonging/exclusion, and their academic and social life at school. Interviews were also conducted with parents of EWS students and teachers to arrive at a comprehensive understanding of the situation. The findings revealed extreme privilege and joy among EWS participants for being able to be a part of private schools and receive the highly sought after “English-medium education”. However, the school was also seen as a space where students realized social class differences and this for EWS participants resulted in increased

consciousness about one's class, and experiences of rejection. Differences between EWS students and their non-EWS counterparts in the academic and social integration into the private school education system got highlighted.

Study 2 used self-report measures to explore the impact of social structure on the experience of school exclusion. The influence of teacher support and peer support in this relationship was also looked at. The sample included students belonging to the EWS category (n=170) and non-EWS students (n=170). Findings documented difficulties with inclusion faced by EWS students. Further, the need to go beyond studying social support as a global construct and looking at its various aspects was addressed in this study by exploring perceptions of the different types of support (i.e. emotional, informational, appraisal, and instrumental) received by students. Emotional support came out to be the most important; only perceived emotional support from teachers and peers was found to mediate the relationship between social class and feelings of school exclusion. This finding has the potential to inform interventions and teacher training programs aimed at ensuring integration of EWS into the private schools in the true sense.

Study 3 was designed to explore the impact of social structure on the experience of exclusion at school, self-esteem, academic efficacy and engagement of students using self-report measures. For the purpose of this study, the social structural variables of class and caste (caste is an integral component of Indian society's social structure) were examined. For the study with social class, the sample included EWS students (n=170) and non-EWS students (n=170). For the study with caste, the sample included students from the reserved category (including students from scheduled caste, scheduled tribe and other backward classes; n=134) and general category

students (n=134). School exclusion and self-esteem emerged as significant processes that mediate the relation between social structural variables of class and caste and student outcomes.

Study 4 attempted to move beyond a deficit perspective about the performance of students from lower classes and explored possible social-contextual bases of students' performance. In doing so, the research made a novel attempt at exploring the relationship between social class and self-construal in the Indian context. The sample included students belonging to the EWS category (n=140) and non-EWS students (n=140). Using self-report measures, it was observed that while the non-EWS students differed significantly from EWS students on independent self-construal (with the former being higher on the construct), there was no significant difference between the two groups of students on interdependent self-construal. Further, literature on self-construal and academic identity were weaved together to understand student performance. The performance of higher-class students was predicted to be influenced by an independent self-construal and value for learning. For the students from lower classes, an interdependent self-construal and a sense of belonging to the school environment were predicted to be important for performance. Partial support was found for the proposed relationships.

Findings of the four studies reiterate the importance of psychological inquiry into the scenario of diversity at educational institutions in India. The findings revealed social-psychological and academic problems faced by EWS students and students of reserved category. These call for immediate attention and action. The relevance of the findings in the context of the new National Education Policy (2020) has been discussed.

सार

स्कूल में सामाजिक संरचना, मानसिक-सामाजिक और शैक्षणिक अनुभव

भारत में सामाजिक मनोविज्ञान अनुसंधान में सामाजिक आर्थिक वर्ग और जाति समूहों पर पर्याप्त रूप से शोध नहीं किया गया है। सामाजिक संरचनात्मक पहचान, जैसे कि सामाजिक आर्थिक वर्ग और जाति द्वारा वहन की जाने वाली, विशिष्ट संदर्भों में प्रमुखता प्राप्त करती हैं। ऐसा ही एक महत्वपूर्ण संदर्भ स्कूल है जो वर्तमान शोध का फोकस है। स्कूल आज शिक्षार्थियों की सामाजिक पहचान में विविधता का प्रतिनिधित्व करते हैं, जो कि सरकार की पहल के कारण सीमांत समुदायों के उत्थान के लिए उन्हें मुख्यधारा के स्कूलों का हिस्सा बनने का अवसर देता है। छात्र निकाय में इस तरह की विविधता का अस्तित्व एक प्रणाली के भीतर निम्न-स्थिति और उच्च-स्थिति समूहों के छात्रों की उपस्थिति से उत्पन्न मनो-सामाजिक मुद्दों को सामने लाता है, जो कमोबेश, प्रमुख / उच्च समूहों के मूल्यों से आकार लेते हैं। हालाँकि, ये भारतीय संदर्भ में कम शोधित हैं। साथ ही, अकादमिक प्रदर्शन पर अधिक जोर देने के कारण, स्कूल में विविधता के संदर्भ में छात्र के कामकाज के मनोसामाजिक संकेतकों पर ज्यादा ध्यान नहीं दिया गया है। इन मुद्दों का पता लगाने के लिए चार अध्ययन किए गए।

अध्ययन 1 में दिल्ली के प्राइवेट स्कूलों में छात्र निकाय में सामाजिक-आर्थिक विविधता की गतिशीलता की गुणात्मक जांच की गई। आर्थिक रूप से कमजोर वर्गों (ईडब्ल्यूएस-EWS; एन = 14) के छात्रों और बिना किसी आरक्षण के प्राइवेट स्कूलों में आने वाले बच्चों (गैर-ईडब्ल्यूएस-non EWS; एन = 10) से स्कूल में अपनापन/बहिष्करण, शैक्षणिक और सामाजिक जीवन के मुद्दों का पता लगाने के लिए अर्ध-संरचित साक्षात्कार आयोजित किए गए थे। स्थिति की व्यापक समझ पर पहुंचने के लिए ईडब्ल्यूएस छात्रों और शिक्षकों के माता-पिता के साथ साक्षात्कार भी आयोजित किए गए थे। निष्कर्षों ने ईडब्ल्यूएस प्रतिभागियों के बीच प्राइवेट स्कूलों का हिस्सा बनने और "अंग्रेजी-माध्यम शिक्षा" प्राप्त करने में सक्षम होने के लिए अत्यधिक विशेषाधिकार और खुशी का खुलासा किया। हालाँकि, स्कूल को एक ऐसे स्थान के रूप में भी देखा गया जहाँ छात्रों को सामाजिक आर्थिक वर्ग के अंतरों का एहसास हुआ और इसके परिणामस्वरूप ईडब्ल्यूएस प्रतिभागियों के लिए अस्वीकृति के अनुभव में वृद्धि हुई।

प्राइवेट स्कूल शिक्षा प्रणाली में शैक्षणिक और सामाजिक एकीकरण में ईडब्ल्यूएस छात्रों और उनके गैर-ईडब्ल्यूएस समकक्षों के बीच अंतर पर प्रकाश डाला गया।

अध्ययन 2 ने स्कूल बहिष्करण के अनुभव पर सामाजिक संरचना के प्रभाव का पता लगाने के लिए स्व-रिपोर्ट उपायों का उपयोग किया। इस संबंध में शिक्षक समर्थन और साथियों के समर्थन के प्रभाव को भी देखा गया। सैंपल में ईडब्ल्यूएस छात्र (एन = 170) और गैर-ईडब्ल्यूएस छात्र (एन = 170) शामिल थे। निष्कर्षों ने ईडब्ल्यूएस छात्रों द्वारा सामना किए जाने वाले समावेशन में कठिनाइयों का दस्तावेजीकरण किया। इसके अलावा, सामाजिक समर्थन की वैश्विक अवधारणा से हट कर सामाजिक समर्थन के विभिन्न पहलुओं को देखने के लिए छात्रों द्वारा प्राप्त विभिन्न प्रकार के समर्थन (यानी भावनात्मक, सूचनात्मक, मूल्यांकन और सहायक) की धारणाओं को देखा गया था। भावनात्मक समर्थन सबसे महत्वपूर्ण निकला; शिक्षकों और साथियों से पाया जाने वाला केवल भावनात्मक समर्थन सामाजिक आर्थिक वर्ग और स्कूल बहिष्कार की भावनाओं के बीच संबंधों को मध्यस्थ करता पाया गया। इस खोज में सही अर्थों में प्राइवेट स्कूलों में ईडब्ल्यूएस के एकीकरण को सुनिश्चित करने के उद्देश्य से हस्तक्षेप और शिक्षक प्रशिक्षण कार्यक्रमों को सूचित करने की क्षमता है।

अध्ययन 3 को स्कूल में बहिष्कार के अनुभव, आत्म-सम्मान, अकादमिक प्रभावकारिता और कक्षा संदर्भ के भीतर सीखने से संबंधित गतिविधियों में छात्र की भागीदारी पर सामाजिक संरचना के प्रभाव का पता लगाने के लिए आत्म-रिपोर्ट उपायों का उपयोग कर डिज़ाइन किया गया था। इस अध्ययन के उद्देश्य के लिए, सामाजिक आर्थिक वर्ग और जाति (जाति भारतीय समाज की सामाजिक संरचना का एक अभिन्न अंग है) की जांच की गई। सामाजिक आर्थिक वर्ग के अध्ययन के लिए, सैंपल में ईडब्ल्यूएस छात्र (एन = 170) और गैर-ईडब्ल्यूएस छात्र (एन = 170) शामिल थे। जाति के साथ अध्ययन के लिए, सैंपल में आरक्षित वर्ग (अनुसूचित जाति, अनुसूचित जनजाति और अन्य पिछड़ा वर्ग के छात्रों सहित; $n = 134$) और सामान्य श्रेणी के छात्र ($n = 134$) शामिल थे। स्कूल बहिष्करण और आत्म-सम्मान महत्वपूर्ण प्रक्रियाओं के रूप में उभरे जो आर्थिक वर्ग और जाति और छात्र परिणामों के बीच संबंधों को मध्यस्थ करते हैं।

अध्ययन 4 ने निम्न सामाजिक आर्थिक वर्गों के छात्रों के प्रदर्शन के बारे में घाटे के परिप्रेक्ष्य से आगे बढ़ने का प्रयास किया और छात्रों के प्रदर्शन के संभावित सामाजिक-प्रासंगिक आधारों का पता लगाने की कोशिश की। ऐसा करते हुए, शोध ने भारतीय संदर्भ में सामाजिक आर्थिक वर्ग और स्व-निर्माण (self-construal) के बीच संबंधों की खोज करने का एक नया प्रयास किया। सैंपल में ईडब्ल्यूएस (एन = 140) और गैर-ईडब्ल्यूएस (एन = 140) छात्र शामिल थे। स्व-रिपोर्ट उपायों का उपयोग करते हुए, यह देखा गया कि जहां गैर-ईडब्ल्यूएस छात्र स्वतंत्र स्व-निर्माण (independent self-construal) पर ईडब्ल्यूएस छात्रों से काफी भिन्न थे, वहीं अन्योन्याश्रित स्व-निर्माण (interdependent self-construal) पर छात्रों के दो समूहों के बीच कोई महत्वपूर्ण अंतर नहीं था। इसके अलावा, छात्रों के प्रदर्शन को समझने के लिए आत्म-निर्माण और शैक्षणिक पहचान पर साहित्य को एक साथ बुना गया था। उच्च सामाजिक वर्ग के छात्रों के प्रदर्शन को एक स्वतंत्र आत्म-संरचना और सीखने के मूल्य से प्रभावित होने की भविष्यवाणी की गई थी। निम्न सामाजिक आर्थिक वर्गों के छात्रों के लिए, एक अन्योन्याश्रित आत्म-संरचना और स्कूल के वातावरण से अपनापन होने की भावना को प्रदर्शन के लिए महत्वपूर्ण होने की भविष्यवाणी की गई थी। प्रस्तावित संबंधों के लिए आंशिक समर्थन मिला।

चार अध्ययनों के निष्कर्ष भारत में शैक्षणिक संस्थानों में विविधता के परिदृश्य में मनोवैज्ञानिक जांच के महत्व को दोहराते हैं। निष्कर्षों ने ईडब्ल्यूएस छात्रों और आरक्षित वर्ग के छात्रों के सामने आने वाली सामाजिक-मनोवैज्ञानिक और शैक्षणिक समस्याओं का खुलासा किया। इन पर तत्काल ध्यान देने और कार्रवाई की मांग की गई है। नई राष्ट्रीय शिक्षा नीति (2020) के संदर्भ में निष्कर्षों की प्रासंगिकता पर चर्चा की गई है।

Table of Contents

Certificate.....	i
Acknowledgements.....	ii
Abstract.....	iv
Table of Contents.....	vii
List of Figures.....	xi
List of Tables.....	xiii
Glossary of Terms.....	xiv
Chapter 1: Introduction	1
1.1 Social Structural Variables at School.....	1
1.1.1 Social Class at School.....	4
1.1.2 Caste at School.....	5
1.2 Importance of Studying Social Class and Caste in Social Psychology.....	8
1.3 Review of Literature.....	10
1.3.1 The Indian Schooling System.....	10
1.3.2 Inclusive Education.....	14
1.3.3 Implications of policies Aimed at Inclusion: The case for School Belonging/Exclusion.....	18
1.3.3.1 School belonging/Exclusion.....	22
1.3.4 School Support and Belonging/Exclusion.....	26
1.3.5 School Belonging/Exclusion and Student Outcomes (Academic Efficacy and Engagement).....	28
1.3.6 Academic Performance, Self-Construal and Academic Identity.....	37
1.4 Gaps in Research.....	41
1.5 Broad Objectives of the Research.....	42
Chapter 2: Exploring Students', Parents' and Teachers' Experiences In The Context Of Socioeconomic Diversity At School.....	43
2.1 Introduction.....	43
2.2 Social Class at Educational Institutions.....	43
2.2.1 Socioeconomic Diversity at School.....	44
2.2.2 The Indian Context.....	45

2.3 Rationale for the Study.....	50
2.4 Research Objectives.....	51
2.5 Method.....	51
2.5.1 Context of the Study.....	51
2.5.2 Sample.....	52
2.5.3 Procedure.....	52
2.6 Analytic Framework.....	53
2.7 Results.....	55
2.8 Discussion.....	82
Chapter 3: Social Structure And The Experience Of School Exclusion: Understanding The Role Of School Support.....	90
3.1 Introduction.....	91
3.2 Social Class and the Experience of School Exclusion.....	93
3.3 School Support as a Mediator between Social Class and the Experience of School Exclusion	95
3.4 Rationale for the study.....	99
3.5 Method.....	100
3.5.1 Participants.....	100
3.5.2 Measures.....	101
3.5.3 Procedure.....	103
3.6 Results.....	103
3.7 Discussion.....	113
Chapter 4: The Role of Social Structure, Perceived Exclusion And Self In Students' Academic Experiences.....	116
4.1 Introduction.....	117
4.2 Social Structure and School Experiences (Academic Efficacy and Engagement).....	120
4.2.1 Social Class and School Experiences (Academic Efficacy and Engagement).....	121
4.2.1.1 Social Class and Academic Efficacy.....	121
4.2.1.2 Social Class and Engagement.....	122

4.2.2 Caste and School Experiences (Academic Efficacy and Engagement).....	124
4.2.2.1 Caste and Academic Efficacy.....	124
4.2.2.2 Caste and Engagement.....	125
4.3 Social Structure and Experience of School Exclusion.....	126
4.3.1 Social Class and Experience of School Exclusion.....	126
4.3.2 Caste and Experience of School Exclusion.....	129
4.4 School Exclusion and Self-Esteem of Students.....	130
4.5 Self-Esteem and its Connections with School Experiences (Academic Efficacy and Engagement).....	133
4.6 Rationale for the Study.....	136
4.7 Method (Study 1).....	138
4.7.1 Participants.....	138
4.7.2 Measures.....	138
4.7.3 Procedure.....	140
4.8 Results.....	140
4.9 Method (Study 2).....	144
4.9.1 Participants.....	144
4.9.2 Measures.....	145
4.9.3 Procedure	147
4.10 Results.....	148
4.11 Discussion.....	150
Chapter 5: Social Structure and School Performance: Role of Self-Construal and Academic Identification.....	155
5.1 Introduction.....	155
5.2 Self-Construal.....	157
5.2.1 The Independent Self-Construal.....	158
5.2.2 The Interdependent Self-Construal.....	158
5.2.3 Self-construal in the Indian context.....	159
5.2.4 Class & Self-Construal.....	161
5.3 Academic Identity: Two Important Dimensions – Internally Negotiated (Value)	

and Externally Supported (Belonging).....	164
5.4 Self-Construal, Academic Identification and Two Routes to Academic Performance.....	166
5.5 Rationale for the Study.....	170
5.6 Method.....	171
5.6.1 Participants.....	171
5.6.2 Measures.....	171
5.6.3 Procedure	174
5.7 Results.....	174
5.8 Discussion.....	182
Chapter 6: General Discussion-Weaving the Thread.....	185
6.1 Summary of Findings.....	185
6.1.1 Summary of Study-1.....	186
6.1.2 Summary of Study-2.....	189
6.1.3 Summary of Study-3.....	190
6.1.4 Summary of Study-4.....	191
6.2 Limitations, Implications, and Future Directions.....	192
References.....	199
Appendix.....	260
Curriculum Vitae.....	278

List of Figures

Figure 1: Comparison of themes obtained across the various samples.....	56
Figure 2: Classification of themes based on Students', Parents', and Teachers' Interviews.....	57
Figure 3: Mediator model of the indirect effect of social class on feelings of school exclusion through perceived emotional support received from teachers.....	106
Figure 4: Mediator model of the indirect effect of social class on feelings of school exclusion through perceived informational support received from teachers.....	107
Figure 5: Mediator model of the indirect effect of social class on feelings of school exclusion through perceived appraisal support received from teachers.....	108
Figure 6: Mediator model of the indirect effect of social class on feelings of school exclusion through perceived instrumental support received from teachers.....	109
Figure 7: Mediator model of the indirect effect of social class on feelings of school exclusion through perceived emotional support received from peers.....	110
Figure 8: Mediator model of the indirect effect of social class on feelings of school exclusion through perceived informational support received from peers.....	111
Figure 9: Mediator model of the indirect effect of social class on feelings of school exclusion through perceived appraisal support received from peers.....	112
Figure 10: Mediator model of the indirect effect of social class on feelings of school exclusion through perceived instrumental support received from peers.....	113
Figure 11: Serial mediator model of the indirect effect of social class on academic efficacy through school exclusion and self-esteem.....	143
Figure 12: Serial mediator model of the indirect effect of social class on engagement through school exclusion and self-esteem.....	144
Figure 13: Serial mediator model of the indirect effect of caste on academic efficacy through school exclusion and self-esteem.....	150
Figure 14: Serial mediator model of the indirect effect of social class on percentage of marks through independent self-construal and value of education.	176
Figure 15: Serial mediator model of the indirect effect of social class on performance rating through independent self-construal and value of education.....	177

Figure 16: Serial mediator model of the indirect effect of social class on performance satisfaction through independent self-construal and value of education.....	178
Figure 17: Moderated mediation model of indirect effect of social class on percentage of marks through interdependent self-construal moderated by school belonging.....	179
Figure 18: Moderated mediation model of indirect effect of social class on performance rating through interdependent self-construal moderated by school belonging.....	180
Figure 19: Moderated mediation model of indirect effect of social class on performance satisfaction through interdependent self-construal moderated by school belonging.....	181

List of Tables

Table 1: Summary of the Measures (Study 2, Chapter 3).....	102
Table 2: Correlations among Variables (Study 2, Chapter 3).....	104
Table 3: Summary of the Measures (Study 3, Chapter 4).....	140
Table 4: Correlations among Variables (Study 3, Chapter 4).....	142
Table 5: Summary of the Measures (Study 3, Chapter 4).....	147
Table 6: Correlations among Variables (Study 3, Chapter 4).....	149
Table 7: Summary of the Measures (Study 4, Chapter 5).....	174
Table 8: Mean group differences between the Non-EWS and EWS students.....	175
Table 9: Index of moderated mediation (outcome: percentage of marks).....	179
Table 10: Index of moderated mediation (outcome: performance rating).....	180
Table 11: Index of moderated mediation (outcome: performance satisfaction).....	181

Glossary of Terms

TERM	EXPLANATION/DEFINITION
Academic Efficacy	Students' belief about how successfully can they achieve academic goals.
CBSE	The Central Board of Secondary Education (CBSE) is a national level board of education in India, under the aegis of the Government of India. It is a regulatory body for public and private schools in India.
Engagement	Student's participation in the activities related to learning within the classroom setting.
EWS students	Students from Economically Weaker Section of the society. Government regulation requires private schools to reserve twenty five percent of the seats in private schools for them.
General caste/General caste category	Students who do not receive any reservation in educational institutions.
Independent Self-Construal	A self characteristic of cultures that value individual autonomy, exploration and expression of one's unique attributes. A neat separation of the subject (oneself) and the object (others/social context) is upheld.
Interdependent Self-Construal	A self characteristic of cultures that value relatedness with others, fitting in, and sensitivity to the thoughts, feelings, and behaviours of others as important influences on one's own behavior. The self is defined in terms of relationship to others and to social groups
NEP	The National Education Policy of India 2020 (NEP 2020). It is a comprehensive framework that suggests reforms for education at all levels including elementary educations, higher education, and vocational training. It was approved by the Government of India in July 2020.
Non-EWS students	Students who study in private schools without any reservation and enter school through the general admission process. They usually come from middle-class and upper-middle-class households.

Peer Support	Emotional, instrumental, informational, and appraisal support received from peers. Emotional support includes facets such as love, trust and empathy received from the person providing support. Instrumental support encompasses providing resources such as one's time, money, etc in order to help the other person. Informational support involves sharing something that could be useful to the individual such as giving advice. Appraisal support includes providing some kind of assessment, evaluation, or observation related to the person in question.
Reserved caste/Reserved caste category	Students who receive reservation in educational institutions i.e. students from scheduled caste, scheduled tribe, and other backward classes.
RTE	The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) was passed by the Indian Parliament in August 2009. It guarantees free and compulsory education for children between the age of 6 to 14 years in India.
School Belonging	The extent to which students feel personally accepted, respected, included and supported by others in the school environment.
School Exclusion	One's perception of not being accepted, supported or respected by others at school.
Self-Esteem	A favourable or unfavourable opinion/attitude toward the self.
Teacher Support	Emotional, instrumental, informational, and appraisal support received from teachers. Emotional support includes facets such as love, trust and empathy received from the person providing support. Instrumental support encompasses providing resources such as one's time, money, etc in order to help the other person. Informational support involves sharing something that could be useful to the individual such as giving advice. Appraisal support includes providing some kind of assessment, evaluation, or observation related to the person in question.
Value of Education	The perceived importance, interest, or enjoyment of engaging in academic tasks.