

**The return of the native: An  
ethnographic revisit to Sripuram in  
South India**

Laksh



- Ethnography both as a method (data collection technique) and a methodology (a theoretical and philosophical framework) (Brewer 1994: 231).
- Thick description
- Immersion-Detachment-Immersion (*Malinowskian dictum*)

# Micro-contexts

Intersectional implications  
of CCE;

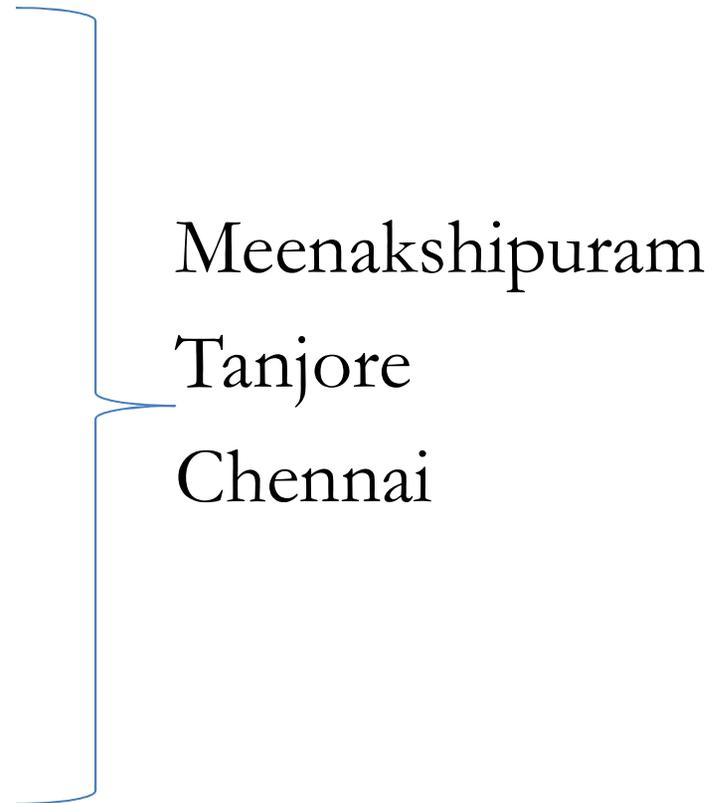
Adaptive preferences and  
the social construction of  
capabilities formations; &

Capitals and capabilities

EUEYs & EUYs  
[Orphan Children;  
Teachers &  
Opinion leaders  
(VEC members;  
Bhairavi &  
PRI Presidents)]

# Macro-contexts

Social, cultural, historical,  
political & institutional  
contexts



# The sequence

- Prior to fieldwork
- During the fieldwork
- After fieldwork

Preparation;  
Documentation  
Analysis

&

1. Observation is the primary research tool
2. *Reflexive* field-notes
3. Conversational interviews & transcriptions (f4)
4. Qualitative follow-ups
  1. Everyday interactions in the immersion phase
  2. Telephonic discussions in the detachment phase
5. Textual patterns & analysis (Atlas Ti & VennMaker)

# Intersection

Intersectionality assumes a methodology that “sees everything as interactions, not ‘main effects’” (Choo and Ferree 2010, 136)

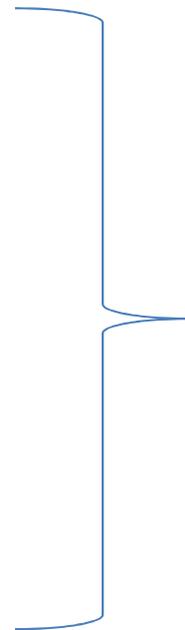
—Systemic [post-secondary]

—Structural [caste, class & gender]

—Agency [Educated un/under employed youths]

# Native factors

Advantages



Social, cultural, historical,  
**linguistic**, political &  
institutional contexts

# Implications

- How shall we move beyond the HCA bashing in education?
- Ethical individualism *of* the **collectivist** social order/s [methodological implications of CA];
- Discrimination-specific identical arguments vs. the thesis of opportunity deprivation [structural];

- Capabilities formation of the EUYs & EUEYs are primarily influenced by the **agency interactions** with both structure & system in Sripuram and outside.
- The ideals of Education assumes the **omnipotent role** of solving all the social ills. [MHRD]
- Approach to education by structure; agency; and *even* by the system is predominantly HCA (**Lakshmi through Saraswati**);

## Venkataraman (2014a & 2015) on intersectionality

- Allows to deconstruct the **cumulative** effects;
- It disaggregates the complexities;
- Loosening of ascriptive hold by the achieved status & roles;
- Agency freedom is being shaped by the intersectional social forces;
- Capabilities contestation of the social forces are mainly on the ideals of HCA (both Education & Employment);
- Thus, the social construction of capabilities are **intersectionally** located;

## Venkataraman (2014b) on caste

- The changing nature and forms of the caste system are often **assumed to be static** in mainstream discussions;
- The egalitarian idealism often reinvents the same old wheels where the **stereotypical** analysis is reproduced;

## Venkataraman (2013) on system

- As a local bureaucracy, the School universalizes without quality (**UwQ**);
- HCA ideals of the “higher” caste/s keep the **gate** closed to the “others”;
- As educational functionings are intersectionally influenced, the social construction of capabilities are **complex** in Sripuram;

**THANKS**