

# Table of contents

 <https://doi.org/10.1075/sin.23.toc>

Pages v–vii of

**Professional Identity Constructions of Indian Women**

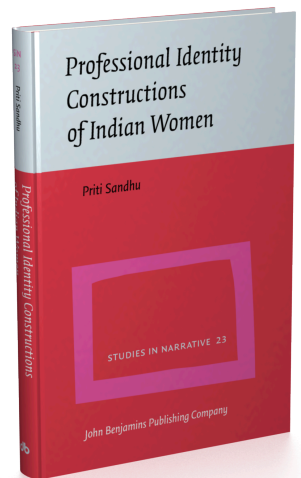
**Priti Sandhu**

[*Studies in Narrative*, 23] 2016. ix, 348 pp.

© John Benjamins Publishing Company

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: [www.copyright.com](http://www.copyright.com)).

For further information, please contact [rights@benjamins.nl](mailto:rights@benjamins.nl) or consult our website at [benjamins.com/rights](http://benjamins.com/rights)



# Table of contents

Transcription key	IX
CHAPTER 1	
<b>Introduction</b>	<b>1</b>
1.1 Late modernity in the western, industrialized world	4
1.2 Late modernity and postcolonial India	6
1.3 Discourse	9
1.4 Narratives	13
1.5 Identity	17
1.6 Narratives and identities	21
1.7 Gender and gendered identity performances	26
1.8 Power and its intersectionality with discourse	28
1.9 Discursive empowerments and disempowerments	34
1.9.1 Positionings between interactants	41
1.9.2 Positionings emanating from the storied world	42
1.10 Enactments of discursive empowerments and discursive disempowerments	43
1.10.1 Stylization	44
1.10.2 Reported speech	46
1.10.2.1 Direct speech	47
1.10.2.2 Indirect speech	47
1.10.2.3 Quasi direct speech	47
1.10.2.4 Choral dialogue	48
1.10.2.5 Choral thought	48
1.10.3 Mock languages	49
1.10.4 Emotion-indexing devices	50
1.10.5 Negative self- or other-labeling	50
1.10.6 Similes and metaphors	51
1.10.7 Laughter and laughing tone	51
1.10.8 Stress and intonation variations	52
1.10.9 Irony and sarcasm	53
1.10.10 Lexical and syntactic choices	54
1.11 The ensuing chapters	55

## CHAPTER 2

**Contextualizing the study**

57

- 2.1 English in India 58
  - 2.1.1 English in British Colonial India 59
  - 2.1.2 English in post-Independence India 62
- 2.2 Current linguistic educational policy: The 'Three Language Formula' 64
- 2.3 Schools 66
- 2.4 Ongoing discourses and debates about the position of English 70
- 2.5 Patriarchy in India 75
- 2.6 The current project 78
  - 2.6.1 Research sites 79
    - 2.6.1.1 Delhi 80
    - 2.6.1.2 Dehradun 81
    - 2.6.1.3 Mussoorie 85
    - 2.6.1.4 Haridwar 86
    - 2.6.1.5 Rishikesh 86
  - 2.6.2 The participants 87
  - 2.6.3 Data collection 89
  - 2.6.4 Data analysis 91
- 2.7 Conclusion 92

## CHAPTER 3

**Job advertisements**

93

- 3.1 Ridhima's story: Changing directions 95
- 3.2 Mrigya's story: Implicating gender 119
- 3.3 Krutika's story: Is the answer another degree, this time in EME? 127
- 3.4 Deepika's story: Restricted domains 136
- 3.5 Conclusion 144

## CHAPTER 4

**Job interviews**

147

- 4.1 Jeevika's story: The consequences of speaking in Hindi during job interviews 148
- 4.2 Hetal's story: The negative consequences of revealing a Hindi medium background to interviewers 161
- 4.3 Aarushi's story: Small, private companies and sexual harassment 174
- 4.4 Sarika's story: When an EME school certificate trumps an HME BA degree 185
- 4.5 Lavanya's story: When a lie gets you the job 192
- 4.6 Conclusion 200

CHAPTER 5	
<b>On the job</b>	<b>203</b>
5.1 Chetna's story: Medium of education and professional, workplace relationships	204
5.2 Dhara's story: Building strategic partnerships at the workplace	218
5.3 Gargi's story: Conscripting established paternalistic norms	233
5.4 Vinita's story: Emulating EME speech styles	243
5.5 Yukti's story: 'Good' English vs. 'bad' English	250
5.6 Conclusion	256
CHAPTER 6	
<b>Personal domains</b>	<b>257</b>
6.1 Romantic relationships	258
6.2 Brishti's story: The importance of having the 'right' degree	259
6.3 Nalini's story: Potential fallout of not having the 'right' job or the 'right' MoE	263
6.4 Kavita's story: The cost of accepting a not quite 'good' enough job	269
6.5 Tanvi's story: Essential requirement for marriage – an MBA degree	275
6.6 Arranged marriages	279
6.7 Falguni's story: Medium of education and lifestyles	280
6.8 Ishanvi's story: No full-time job, no marriage	286
6.9 Familial and social positionings	293
6.10 Upasna's story: Family taunts	294
6.11 Eshita's story: Society's sarcasm	302
6.12 Conclusion	307
CHAPTER 7	
<b>Reiterations and implications</b>	<b>311</b>
7.1 Theoretical underpinnings and their salience	312
7.2 Methodological iterations and implications	318
7.3 MoE, professional opportunities, and urban North Indian women	324
<b>References</b>	<b>327</b>
<b>Index</b>	<b>347</b>