Influence of Acculturation on the Ambition Level of Second and Third Generation Migrants of Andaman and Nicobar Islands

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Andaman and Nicobar Islands witnessed migration from 1857 during the penal settlement plan of the British Government followed by Independent migration after 1947. Government extended certain facilities to the migrants like job reservation, easy access to government jobs in the Islands, reservation for higher education etc during the 50's, 60's and 70's. Population of the Islands have now reached to an alarming level and the facilities and opportunities have shrunk down, yet people have not changed their mindset rather anything related to their ambition remain in and around the Islands only. This study aims to understand how acculturation has influenced the ambition level of the 2nd and 3rd generation migrants of the Islands. The study proposes to follow the methodology based on grounded theory. Using Theoretical sampling method, second and third generation migrants of the Islands were recruited. Individual interview sessions, lasting approximately 45 to 90 minutes were conducted with the participants to know how acculturation has impacted their ambition level. The transcripts of the interviews were thematically analysed with the help of NVivo 10. The attachment of the migrants to the Islands, their preference about education and ambition and cultural aspect were found to be the major aspects in shaping of ambition of the second and third generation migrants of the Islands.

Keywords: Andaman and Nicobar Islands, Acculturation, Migrants, Islands, Ambition

Andaman and Nicobar Islands houses people from different regions, ethnic groups, castes and creeds of Indian Sub continent and very few from Myanmar (Burma), Sri Lanka etc. The Islands were the penal settlement colony of the Britishers. In the aftermath of the war of 1857 (Anderson, 2009), the islands were utilised for deportation of political and criminal convicts (Zehmisch, 2012). During the British rule in India, the Andaman Penal colony functioned as a permanent outpost in the Indian ocean (Anderson, 2003). Considering the distance and isolation of the Islands, convicts never returned back, rather settled down in the Islands itself after the completion of the punishment tenure (Zehmisch, 2017). These people who preferred to live on the Islands itself are from different communities and they forget their differences and made themselves into one single cultural matrix and are now known as "Locals" (Dhar, 1985). In the Andaman Islands the settled convicts also faced the prospect of compromising caste, most essentially because they were locked to a common chain (Anderson, 2009).

Later the British Government also started a rehabilitation scheme which has the provision for the loyal convicts to settle down with their mainland families as free, self-supporting colonists at the end of their term (Zehmisch, 2012). To create families for the permanent settlement of the colony in Andaman Islands (Dhingra, 2005), the British Government encouraged self-supporters to marry convict women, too (Sen, 2004). In these weddings, no formal rules were observed rigidly and flexibility was practiced (as cited in Zehmisch, 2012). There was an attempt to reconstruct caste amongst 'Hindus' after 1884 (Sen, 2004), however, as suitable matches in the same caste and region were regularly lacking, inter-caste marriages became common and the offspring from theses unions were classified as 'local-born' community by the administration (Zehmisch, 2011). Common criminals and political prisoners

were brought to the jail in the Andaman's under the severe punishment scheme of the Britishers. Transportation was a punishment that separated offenders from the main society, isolated them in distant settlements overseas (Anderson, 2009). The migration of people to the Islands increased after independence. People also migrated to the Islands under different rehabilitation schemes of the Government of India and it allotted forest lands for cultivation to these migrants (Srivastava, 2003). After independence many more people from different states of India migrated to the Islands in search of jobs (Joy, 2017b) and other business purposes and later on settled down in the Islands.

Andaman society largely witnessed the phenomenon of acculturation (Joy, 2017a); it has impacted the lives of the migrants living on the Islands. Acculturation is defined as "the process of cultural change that occurs when individuals from different cultural backgrounds come into prolonged, continuous first hand contact with each other" (as cited in Berry, 1997). Greater social contact with individuals outside one's own ethnic group leads to new value cues and social pressure to conform to an alternate behaviour pattern (Nelson, 1982). Earlier migrants living in the Islands had the option to study in the Islands itself and later get settled with the available job on the Islands itself. Now, due to population rise and limited job opportunity, the scenario has changed a lot. Since, changes have happened with time, yet the aspiration level of the migrants have not changed accordingly. Student aspiration is a term that is very widely used in educational settings (Quaglia & Cobb, 1996). The word aspiration is widely used, yet it is poorly understood. Aspiration has been conceived as the ability of a student to identify and set goals for the future, while being inspired in the present situation to work for those goals (Quaglia & Cobb, 1996).

Aspiration has two dimensions i.e. inspiration and ambition. Ambition reflects the perception that is possible and desirable to think in future terms (Quaglia & Cobb, 1996). Ambition has a direct link between classroom learning environment and self concept. It is often aimed at an object which is considered not only to better one's environment, but will also change the individual (Pettigrove, 2007). It is like mastering a skill that requires prolonged efforts and the student should believe in himself that he is likely to succeed (Fels, 2004). Students' self-concept has a direct, strong, and powerful effect on the ambition (Young, 1998). The classroom learning environment also has a positive effect on students' self-concept, which in turn has an effect on students' ambition (Young, 1998). Young people with high career aspiration are more likely to enter a professional career in adulthood (Ashby & Schoon, 2010) and also there is a direct link between family social background (Sewell & Shah, 1968), family income and ambition (Ashby & Schoon, 2010). These factors are greatly influenced by the acculturative process and is seen among the migrants of the Islands. One of the foremost outcome of ambition is higher levels of education (Judge & Kammeyer-mueller, 2012). The educational system is the foundation by which individuals can attain positive work rewards (Meyer, 1977), and those who are ambitious will work hard to achieve high levels of education (Judge & Kammeyer-mueller, 2012).

In any acculturative process, people migrated from one place to another in search of a better living option and often succeed in their endeavour. The first generation will do it nicely, but for the coming generations, there is always a decline in the ambition level of the migrants. Many factors are linked with teenage career aspiration which include family background, educational performance, social set up, classroom environment, peer discussion, cultural aspects (Ashby & Schoon, 2010). These factors are directly influenced by acculturation. When people migrated from one place to another, then there is a great deflection in the original cultural set up. With time these differences grew stronger and stronger. Migrants living in the Islands are leading a confined lifestyle with very less opportunity compared with the people living in mainland India. Student's aspirations are also woven in and around these cultural set up. The ability to frame goals and then making attempts to pursue these goals (Oliveira-Castro & Harzem, 1990) is often referred as student

aspiration. Since aspiration can influence a student's learning, preparation for life choices, academic motivation and achievement, then it becomes important to have a proper bridge between these two aspects (Young, 1998). The home and school environments are the major factors which influences student aspiration (Quaglia & Cobb, 1996) and these factors are directly influenced by acculturation.

The purpose of the present study is to explore the interrelationship between acculturation, home and school environment and aspiration level of second and third generation migrants of Andaman and Nicobar Islands.

Major Concepts: The Acculturation framework

Assimilation: When an individual realizes the importance of both native and host culture and tries to maintain this feeling by learning the new culture along with maintaining the native culture (Berry, 2005).

Separation: When an individual is willing to maintain his own native culture and totally avoids the other culture and shows no interest in learning the host culture (Berry, 2005).

Marginalization: When an individual is neither interested in maintaining his native culture nor in learning something about the other culture(s) (Berry, 2005).

Integration: When an individual wants to maintain his native culture and on the other hand shows an interest in learning the host culture(s) (Berry, 2005).

Statement of the Problem

The present article describes a qualitative study of the influence of acculturation on the ambition level of 2nd and 3rd generation migrants of Andaman and Nicobar Islands. The overall aim of the study is also to seek an explanation on how acculturation has impacted the ambition level of 2nd and 3rd generation migrants of Andaman and Nicobar Islands.

Nature of Ambition

The study demands to come out with a satisfactory definition of Ambition and its Psychological aspects. According to Oxford English dictionary ambition is defined as "a strong or ardent desire of anything considered advantageous, honouring or creditable" (Oxford English Dictionary, 2015). In Psychological research, ambition represents the perception that an activity is important to future goals. It reflects an individual's perception that it is both possible and desirable to think in future terms and to plan for the future (Quaglia & Cobb, 1996). Ambition is the persistent and generalized striving for success, attainment and accomplishment (Judge & Kammeyer-mueller, 2012). In short, ambition is a burning desire to fulfil a goal. It is about attaining rather than achieving. When an individual is ambitious, he/she has a vision or goal. To fulfil that vision or goal the individual will envision his/her life in a certain way. Thus, an ambition drives motivation, determination and all the ingredients to achieve success in life.

Method

The study proposes to follow the methodology based on grounded theory. This theory is a research method that involves forming a theory based on the gathered data as opposed to gathering data after forming a theory (Corbin & Strauss, 1990). It is the systematic generation of theory from systematic research. It is a set of rigorous research procedures leading to the emergence of conceptual categories. These concepts/ categories are related to each other as a theoretical explanation of the action(s) that continually resolves the main concern of the participants in a substantive area. This study was conducted among the 2nd and 3rd generation migrants of Andaman and Nicobar. Active migration in the Islands started right from 1857 i.e. during British rule. A grounded theory approach was used for the present study because of the lack of knowledge regarding the impact of acculturation on the ambition level of second and third generation migrants of the Islands. Since the Islands are referred as the land of migrants, a unique culture was formed in the Islands and this unique culture is perceived to influence the ambition level of the 2nd and 3rd generation migrants of Andaman and Nicobar Islands.

Participants

Participants in the study were 2nd and 3rd generation of migrants of Andaman and Nicobar Islands who are born and brought up in the Islands itself. Participants were recruited based on the inclusion criteria. Based on the focus of the study, it was important to recruit both second and third generation migrants of the Islands who completed their schooling in the Islands itself. The participants were primarily recruited through two different rounds from different geographical locations of the Islands. The researcher personally met each participant, elaborated about the research study and requested to participate in the research study. On obtaining consent, using a comprehensive screening tool addressing inclusion and exclusion criteria was used for the final selection of participants for the study. The population for this study comprised of migrant background where an individual's age range was between 18 to 23 years. Participants were from both urban and rural backgrounds.

In grounded theory research participants are chosen as such that their contributions enables for the development of a new theory (Creswell, 2014). This study employed the theoretical sampling strategy which helped in the building of open and axial coding of the theory to be generated, which also ensures that the participants have adequate experience in the Islands scenario to provide rich description for the study (Corbin & Strauss, 1990). Participants were recruited based on the inclusion criteria. Since theoretical sampling strategy is used, data will be collected till each theme (or code) is saturated. A sample size of 13 migrants comprising of six third generation and seven second generation migrants from different geographical locations was used as baseline. On analysing the transcripts from these 13 participants, further four migrants comprising of two third generation and two second generation were selected to check the theoretical saturation of each theme (or code).

Inclusion and exclusion criteria

The inclusion criteria for the recruitment of participants for the study included migrants who are continuously staying in the Islands. The participants should be well versed in speaking and understanding the local dialect "Hindustani" and have completed their schooling in the Islands itself.

The exclusion criteria include if the participants are not mentally sound. For the second-generation migrants the participant was not born in the Island and for the third-generation migrants either of the parents was not born in the Islands. Also, the Aboriginal of the Islands or one of the parents or grandparents belong to the aboriginals of the Island were excluded.

Data collection

The research engaged the participants in an open-ended exploratory discussion using in-depth interview. Individual interview sessions, lasting approximately 45 to 90 minutes were conducted with the participants to know how acculturation has impacted the ambition level of 2nd and 3rd generation migrants of Andaman and Nicobar Islands.

The interview was mostly participant guided and were conducted in Hindi. The entire interview session was recorded using a recording device with the consent of the participants. The recordings were converted into transcripts in English for its coding and analysis. The transcripts were converted into codes, coding of the data was further refined by the formation of concepts and categories.

Ethical consideration

Informed consent was taken from all the participants for partaking in the research study. Consent documents were made clear to all the participants, with special emphasis on the timing of the interview. The participants were made clear that participating in the research study is completely voluntary and they can withdraw from the study at any time or choose not to participate. Also, the participants were made aware of that the complete interview session will be recorded using a recording device and they were also assured about the confidentiality aspect. All the study participants signed their respective

informed consent form before the start of each interview session.

Reflexive journal

A reflexive journal was maintained by the researcher to reduce researcher biasness. Regular entries were made in the reflexive journal during the research process especially during and after each interview. How I may have influenced the results of each interview was recorded in the journal which also enabled me to understand my subjectivities.

Process of Data Analysis

The process of data analysis starts with the transcription of all the verbal data. The transcripts were read line by line and were dissected into initial codes. The initial codes were further refined and were converted into themes. The themes were both theory driven as well as data driven. In this study the analysis of data were supported by thematic networks. This network was further used for interpreting the data and for reaching at a theoretical integration. The basic, organising and global themes were the elements of the thematic network and the details are given in Table 1.

Table 1: Table showing the basic, organising and global themes of this study

Basic Themes	Organising Themes	Global themes
Acceptance of Island Culture	Assimilation	Attachment to the Islands
Connection with original culture		
Birth in the Islands	Integration	
Knowledge about original culture		
Limited resources	Facilities	Preference about Education
Unsatisfactory experience	Teachers	
Support from teachers		

Motivation		
Financial constrains	Limitations	
Confined to the Islands		
Non-supportive	Parental influence	Ambition and cultural aspect
Supportive		
Job in the Islands itself	Hurdles	
Expectations		
Safe in the Islands	Cultural aspect	
Feel connected		
Satisfaction		

This research study arrived at three thematic networks with the Global themes, "Attachment to the Islands", "Preference about Education" and "Ambition and cultural aspect". Each thematic network is described in detail and supported by existing theories from the literature along with descriptions from the transcripts. After exploration, a summary of the main themes and patterns is recorded which leads to the formulation of findings. The findings can now address the research question and the theoretical interest with arguments grounded on the pattern that emerged during the exploration of the data.

Member check using synthesised analysed data.

To ensure the trustworthiness of the findings, the themes were sent back to the participants. They should be able to recognize that how acculturation has an impact on their ambition level. The participants were encouraged to engage in member check and for that the data needs to be presented in an accessible way (Birt, Scott, Cavers, Campbell, & Walter, 2016). This also mirrors a grounded theory approach where emerged themes are analysed and developed by further data collection (Charmaz, 2006). Member check also validates the results and gives an opportunity for reflection on personal experience

and the scope to add data (Birt et al., 2016). A synthesized summary from the emerging themes along with interview data quotes were sent back to the participants. They were asked to read, comment and return the report by rating each theme subject to their willingness. They were also asked to respond to some of the statements like, "Does this match your experience", "Do you want to change anything" and "Do you want to add anything". The findings were sent back to 12 participants. 10 participants responded to it and two of them were not able to respond back in time. Seven participants (70%) strongly agree while three participants (30%) agree that the findings match with their overall experience.

Result

This qualitative study explores the influence of acculturation on the ambition level of both second and third generation adolescent migrants of Andaman and Nicobar Islands. Three major themes were identified i.e. attachment to the Islands, preference about education and ambition and cultural aspect. These have been illustrated as a thematic network in figure 1.
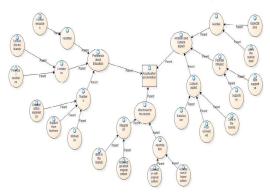

Figure 1 Thematic network representing the major themes pertaining to results of this research

Attachment to the Island

Both second and third generation migrants are happy with their stay in the Islands. They are adapted to the living conditions of the Islands. Most of the migrants preferred Assimilation strategy which has a coding reference of 11 (91.67%) and 5 (71.43%) respectively for the third and second-generation migrants, respectively. Integration and Assimilation are the most common acculturation strategies adapted by migrants across the globe (Berry, 2011). Migrants of the Island too adapted the Assimilation strategy as is evident from the transcripts, "I feel good and satisfied being a 3rd generation migrant" (Participant 01NR-A 3rd Generation migrant of the Islands) and "Andaman & Nicobar is safe from terrorist attacks and I feel very safe" (Participant 12VJ-A 2nd Generation migrant of the Islands). Table 2 indicates the percentage and coding reference of third and second generation migrants in the context of attachment to the Islands.

Some of the transcripts of the third-generation migrants supporting their assimilation strategy, "As compared to other places in the mainland there is less facilities in the Islands, but I think it is enough for me" (Participant 01NR-A 3rd Generation migrant of the Islands) and "I, being a 3rd generation migrant, come under the Pre-42 categories by which I am very much ok because it helps us in many ways" (Participant 07SS-A 3rd Generation migrant of the Islands).

Although the second-generation migrants get less privileges compared to the third-generation migrants, yet they too followed the assimilation strategy as is evident from the transcripts, "this island is a multicultural island" (Participant 11VP-A 2nd Generation migrant of the Islands) and "people in my society helped me a lot to pick up the right ambition. They always motivate me for every good thing" (Participant 13TJ-A 2nd Generation migrant of the Islands).

The third-generation migrants are either descendents of the people who arrived in the Islands during penal settlement period or migrated to the Islands under the settlement scheme of the government. They enjoy more privileges compared to second generation migrants in terms of reservation in higher education and jobs in government sector as is evident from the transcript, "It feels good being a 2nd generation migrant of these Islands, but we are lagging behind because we are not getting enough privileges as compared to the

Table 2: Number and percentage of coding references in the context of attachment to the Islands with respect of third and second generation migrants of the Islands.

Nodes	Number of coding reference		Percentage of coding reference	
	3rd Generation migrants	2nd Generation migrants	3rd Generation migrants	2nd Generation migrants
Assimilation	11	5	91.67 %	71.43 %
Integration	1	2	08.33 %	28.57 %

Table 3: Number and percentage of coding references in preference about education with respect of third- and second- generation migrants of the Islands.

Nodes	Number of coding reference		Percentage of coding reference	
	3rd Generation migrants	2nd Generation migrants	3rd Generation migrants	2nd Generation migrants
Teachers	21	09	33.87 %	24.32 %
Limitations	19	19	30.65 %	51.36 %
Facilities	22	09	35.48 %	24.32 %

3rd generation migrant like in terms of jobs and other reservations" (Participant 10VM-A 2nd Generation migrant of the Islands).

Preference about Education

Education plays an important role in shaping the ambition of a child. There is a direct link between classroom learning and self-concept. Schools are the breeding ground for acquiring skills for a child to shape up his ambition (Young, 1998). A properly nourished self-concept in the classroom environment had a direct link with the ambition of the child and the role of teachers is the maximum in this process (Quaglia & Cobb, 1996). The third-generation migrants consider all the three factors i.e. teachers which has a coding reference of 21 (33.87%), limitations with a coding reference of 19 (30.65%) and facilities with a coding reference of 22 (35.48%) as important for their preference about education. The second-generation migrants emphasize on the aspect of limitations, which has a coding reference of 19 (51.36%). Table 3 indicates the coding reference and percentage of coding reference in the context of preference for education in respect of third and second generation migrants of the Islands.

The second-generation migrants believe that schools do play a little role in shaping the ambition of a child, but on the other hand, third generation migrants totally disagree with this statement. They feel that their school experience is just satisfactory and appreciate the efforts put forward by the private schools of the Islands as is evident from the transcripts, "I didn't have any remarkable positive experience from my schoolings (Participant 02MN-A 3rd Generation migrant of the Islands), "I didn't get much motivation from my teachers or heads" (Participant 03AS-A 3rd Generation migrant of the Islands) and "In private school the teacher are given less salary even though they give much attention to students" (Participant 09IJ-A 2nd Generation migrant of the Islands).

Both second-generation migrants and third-generation migrants believe that schools rarely support a child to groom up his ambition and the case is even worse in government schools. Some of the transcripts supporting this are, "My schooling in this island is just satisfactory, particularly my studies in the private schools" (Participant 05RN-A 3rd Generation migrant of the Islands) and "Some teachers are just concerned about their salaries and never teach sincerely. These types of teachers spoil the reputation of the schools as well the future of the students" (Participant 12VJ-A 2nd Generation migrant of the Islands).

Financial constraints, lack of motivation from schools and limited facilities for higher education etc are additional roadblocks in the way to an ambitious approach. Some of the transcripts supporting this are, "...no school helped me to shape up my ambition" (Participant 02MN-A 3rd Generation migrant of the Islands) and "...due to financial problem I dragged myself down from my ambition" (Participant 11VP-A 2nd Generation migrant of the Islands). Most of them believe that financial problems restrict them to move from the Islands for higher education as is evident from the transcript, "...due to financial problem I dragged myself down from my ambition" (Participant 11VP-A 2nd Generation migrant of the Islands).

They also believe that the Islands don't have enough resources to fulfil their ambitions and there is a grave need to move out from the Islands for job coaching and other higher education which is evident from the transcripts, "I should move from these islands to shape my ambition because I think for my subject there is no institute for further degree" (Participant 03AS-A 3rd Generation migrant of the Islands) and "...this island doesn't have much to fulfil my goal like proper education and in order to shape my ambition I must move out of the island in order to get proper education to reach my goal" (Participant 10VM-A 2nd Generation migrant of the Islands).

Both second and third generation migrants believe that a teacher influence is very least in selecting and shaping of their ambition which is evident from the transcripts, "....I enjoyed my schooling, but teachers were not supportive" (Participant 06MT-A 3rd Generation migrant of the Islands) and "Some teachers are just concerned about their salaries and never teach sincerely. These types of teachers spoil the reputation of the schools as well the future and ambition of the students" (Participant 12VJ- A 2nd Generation migrant of the Islands). They even blame government school teachers with the comment that they are least bothered towards their students. Some teachers do put their sincere efforts, but the percentage is very less which is clear in the transcripts, '...in private schools the situation is different. Teachers and students here put on good efforts to get the best results" (Participant 05RN-A 3rd Generation migrant of the Islands) and "As far as teachers are concerned, few of them teach in a good way, but the number is very less, and few didn't teach with full sincerity" (Participant 12VJ-A 2nd Generation migrant of the Islands).

Ambition and cultural aspect

The word aspiration has been conceived as the ability of a student to identify and set goals for the future, while being inspired in the present situation to work for those goals (Quaglia & Cobb, 1996). Student aspiration is a term that is very widely used in educational settings (Young, 1998) and has two dimensions i.e. inspiration and ambition. Ambition reflects the perception that is possible and desirable to think in future terms (Quaglia & Cobb, 1996) which can be influenced by cultural factors. Both third- and second-generation migrants perceive cultural aspect as one of the important elements in their ambition formation, which has a coding reference of 27 (39.71 %) and 21(44.68%) respectively. Table 4 indicates the coding reference and percentage of coding reference in the context of ambition and cultural aspect in respect of third- and second-generation migrants of the Islands.

Table 4: Number and percentage of coding references in acculturation and cultural aspect with respect of third and second generation migrants of the Islands.

Nodes	Number of coding reference		Percentage of coding reference	
	3rd Generation migrants	2nd Generation migrants	3rd Generation migrants	2nd Generation migrants
Hurdles	25	21	36.76 %	44.68 %
Parental influence	16	05	23.53 %	10.64 %
Cultural aspect	27	21	39.71 %	44.68 %

Migrants are putting their best to fulfil their ambition with parental support only. The third-generation migrants of the Islands consider parental influence as one important factors, which has a coding reference of 16 (25.53 %) compared to that with the second-generation migrants where the coding reference is 5 (10.64%). The third-generation migrants also gear up with their ambition in line with their parental expectations and aspirations as is evident from the transcripts, "...only my family, my parent's involvement helped me to pick up my ambition" (Participant 03AS-A 3rd Generation migrant of the Islands) and "I am totally dependent on my parent's decisions when opting for my ambition" (Participant 05RN-A 3rd Generation migrant of the Islands).

Migrants also believe that there are many hurdles in their way for shaping their ambition. Lack of inspiring environment and monotonous lifestyle forces the migrants to follow an ambitionless life, which was explained by two participants, "The people of these islands are very much satisfied with any small government or private job in the Islands. So, they don't think of increasing their knowledge for developing the islands." (Participant 07SS-A 3rd Generation migrant of the Islands) and "I didn't get a proper environment and consequently I failed to achieve my goal" (Participant 11VP-A 2nd Generation migrant of the Islands).

Living in a small and confined Island with lack of exposure, migrants don't have enough confidence to face a bigger world. Some of the participants spoke on their intention of confining themselves in the Islands itself, "Yes I want to confine myself to the Island itself" (Participant 03AS-A 3rd Generation migrant of the Islands), "Yes, I am happy being an Andamani" (Participant 17BJ-A 2nd Generation migrant of the Islands) and "I never went outside of these islands so I don't know anything about outer world" (Participant 09IJ-A 2nd Generation migrant of the Islands).

Most of the migrant's wishes to grab any government sector job, whether big or small, matches with the qualification or not, just simply expects to settle down at the Islands itself with a government job and wants to lead their life without any difficulty. A sense of security perceived by both second and third generation migrants is evident in the transcripts, "My ambition is to get a good government job in any department in the Islands" (Participant 06MT-A 3rd Generation migrant of the Islands) and "I don't want to go outside the islands for grabbing a job rather I wish to do a job in my birthland itself" (Participant 12VJ-A 2nd Generation migrant of the Islands).

However, most of them want to leave the Islands for higher studies and learning expertise knowledge, but ultimately want to settle down in the Islands. Both third and second generation migrants are emotionally connected to the Islands and don't want to leave the Islands permanently as is evident from the transcripts, "I want to confine myself to the islands itself, but for my higher studies I need to go to the mainland" (Participant 03AS-A 3rd Generation migrant of the Islands) and "I should move outside for pursuing higher studies" (Participant 15AS-A 2nd Generation migrant of the Islands).

The Islands have its own unique limitations like limited government jobs and that too is open for All India basis and very few jobs in private sector. Since acculturation happened in the Islands, migrants confined their dreams and aspirations to the Islands itself. Migrants sense of satisfaction holds them to the Islands even in adverse circumstances as reported in the transcripts, "As compared to other places, in the mainland there is less facilities in the Islands but I think it is enough for me" (Participant 01NR-A 3rd Generation migrant of the Islands) and "I am confused for that, but I wish to give my service here in Andaman itself" (Participant 09IJ-A 2nd Generation migrant of the Islands). Earlier it was possible to grab a government Job or starting a business was not hectic and complicated because of the limited exposure of the Islands and the Islands needed more manpower for its development. Now with time, the scenario has totally changed, job opportunities have shrinked and migrants must move outside the Islands for their livelihood.

Discussion

The present study focussed on the impact of acculturation on the ambition level of third and second generation migrants of Andaman and Nicobar Islands. Three major themes were identified and described on how acculturation impacted the ambition level of the migrants. The first major theme identified in the study was the migrant's attachment to the Islands. Both the third and second generation migrants have adapted themselves according to the cultural climate of the Islands. The transcripts of majority of the migrants reveal that they have adapted the assimilation strategy. They feel good and satisfied being a part and parcel of the Islands. The second-generation migrants of the Islands get less privileged compared to the third-generation migrants, yet they also show a greater degree of attachment towards the Islands.

Andaman and Nicobar Islands with its unique cultural characteristics is known as "Mini India" for the outside world (Kailash, 2000). This unique name to the Islands is given because of giving shelter to people from different regions, religion, language, castes and cultures which migrated to Islands during colonial and post-colonial periods. People who migrated and settled down in the Islands during colonial period can be categorised into different communities. The first and the most dominant category is of the "Local Born". A rehabilitation scheme of the British Government allowed loyal convicts to settle down with their mainland families in the Islands itself as a self-supporting colonist after the end of their term. To strengthen this set up, the British encouraged self-supporters to marry convict women also, after their punishment term such that a family can reside in the Islands itself (Sen, 2004). These marriages were often intercaste, inter religion and inter-region due to the very limited options available and the offspring's of such marriages were classified as "Local Born" (Zehmisch, 2017). During 1920's many homogeneous communities like Moplah, Bhatu, Karen, Burmese and Ranchi's were brought to Andaman and Nicobar Islands (Kailash, 2000).

Later, post-independence migration witnessed the arrival of Bengali settlers in the Islands. Government provided many facilities to these local born and settlers as they were kept under the category of "Pre 42" and "settlers" and are now placed under the OBC category also (Krishnakumar, 2009). The descendents of these categories now reached upto either third or fourth generation. They also enjoy good reservation in higher education, jobs provided by the government and other privileges which are not extended to the 2nd generation migrants of the Islands.

The second major theme identified in the study was the preference of education of the migrants. The third-generation migrants consider lack of facilities as major hindrance while the second-generation migrants reported certain limitations as the major hindrance in the way of shaping their ambition. The impact of acculturation was as such that the people who migrated to the Islands especially during colonial period started thinking that the Islands are their own soil and they all are the sons of this soil. The assimilation process during acculturation made the migrants to believe that they belong to this land and will continue to stay here only till the end of their lives. Even though the migrants complain about the lack of facilities, yet they seem to be satisfied with the facilities they were having as the level of struggling and competitiveness were much lower as compared to the people living in the mainland. Both the second and third generation migrants are not satisfied with the environment as they receive and perceive it as one of the major hurdles on their way in shaping up their ambition. They also internalized that teachers influence is very least and perceived support of parents were the major sources of influence for both the category of migrants.

Ambition and cultural aspect was also identified as the third and final major theme of the study. The migrants asserted their identity in relation with their attachment to the Islands and perceive it as a sense of security and satisfaction in staying in the Islands itself. Both the second and third generation migrants are not satisfied with the prevailing education

system of the Islands. Financial constraints are the major road block for the migrants to acquire higher education along with lack of resources in the Islands and act as a source of perceived deprivation among the migrants to fulfil their ambition. The preferred location of job for the migrants is in the Islands itself.

On the other hand, the Islands have its own unique limitations like limited government jobs and that too is open for All India basis and few jobs in private sector. Earlier people from the mainland doesn't prefer to work in the Islands, but now more and more people are approaching for jobs in the Islands, which make the efforts of the migrants tougher. Since acculturation happened in the Islands, migrants confined their dreams and aspirations to the Islands itself and moving out from the Islands' is difficult as they would need to adjust in a new environment. In earlier times it was possible to grab a government job but, today it is difficult because of the limited exposure of the Islands and the Islands need more manpower for its development. Now, it's the right time for the migrants to change their mindsets in this aspect and should weave their ambitions accordingly. For fulfilling this, it is the duty of the society and educational institutions to train and inspire the young migrants about this great reality so that the young generation may emerge out with a positive aspiration, which will help them to shape their ambition and lead their life accordingly.

The present study revealed that both the second and third generation migrants of the Island preferred the assimilation strategy. They asserted their identity in the Islands cultural environment and perceive a sense of satisfaction and security in staying in the Islands itself. Migrants believe that their preference about education will help them to shape up their ambition, but for the third-generation migrants lack of facilities and limited resources while for the second-generation migrants' financial constraints are the major roadblocks in the path of shaping up of their ambitions. They also perceive that they receive minimum support from school and teachers, and the case is even worst in government schools. The imbibed cultural

aspect of the Islands on the migrants doesn't permit the migrants to move out of the Islands for acquiring a job and eventually migrants change their aspirations and tailor it according to the availability of job prospects in the Islands.

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