

Project Details	
PI name	Professor Ann Stewart
Project title	Enhancing Informed Choices for Higher Education: Building Outreach Culture in Haryana, India
Award amount	£42,320.25 (approx. £17,000 returned)

Summary of application.
Please complete this section by copying the relevant information directly from your ESRC IAA application form.

The Fair Chance Foundation (FCF) 5-year funded project has established that developing an outreach culture at Government funded HE colleges is both possible and desirable in order that more young people i) access HE and ii) make informed choices about accessing HE. It is not sufficient to establish an outreach culture that engages with individual young people, as HE decisions are taken as a family unit. To build this culture it is essential to gain buy-in from local actors.

... A five-year project (01/01/2017-31/12/2021) exploring access to HE in Haryana, India. Focusing on gendered social relations and differences in choices, obstacles and opportunities for young people, the project seeks to devise a programme of actions leading to positive social change.

Phase 1 (2018) involved baseline research in state-funded HE colleges, which established that families are heavily involved in HE decision-making but that the basis for the decisions needed further exploration. **Phase 2** (PhD1, 2017- 2020) established that family group decisions about young people’s educational trajectories would benefit from tailored information about HE options, including relating to gender concerns. **Phase 3** (PhD2, 2018-2021) established that HE colleges currently use quota-type policies to equalise access to HE, but that there is willingness to engage in active outreach.

The key impact project objectives are therefore (i) to contribute to **developing an outreach culture** in Haryana, India (and beyond) and (ii) to **gain buy-in for outreach** from local actors (and national actors). The proposed impact project meets objective (i) through the development of **policy briefs** and the production of an **outreach toolkit (renamed an outreach activity resource (OAR))**. Objective (ii) is met through working with project partners on developing the resources and co-facilitating **targeted events**.

Impact aims
(i) to contribute to **developing an outreach culture** in Haryana, India (and beyond) and (ii) to **gain buy-in for outreach** from local actors (and national actors).

Objective 1: to contribute to developing an outreach culture in Haryana, India (and beyond)

1.1 To achieve a *more nuanced, evidence-based understanding* of issues that young women and men from marginalised backgrounds face when exploring HE options, in local and national debates.

1.2 To enhance *informed decision-making* that families from marginalised backgrounds engage in when making decisions about young people's HE options in Haryana.

1.3 To develop the *outreach facilitation skills* of HE colleges in Haryana.

Objective 2: to gain buy-in for outreach from local actors (and national actors)

2.1 To gain *buy-in for the need for outreach* on the access to HE agenda, both at state and national levels.

2.2 To gain *buy-in for active participation in outreach* by HE colleges in Haryana.

2.3 To *develop leadership in outreach* at the district, state and national levels.

Buy-in for outreach will be developed through the **continued involvement of FCF project partners and partner institutions**. The partners will be involved in developing the policy briefs and the outreach toolkit, in collaboration with the PI, Co-I and Research Coordinator. Specific **targeted events** will also occur. **Event 1**, a one-day state-level workshop organised by Dr Yadav at Central University Haryana (September, 2021). Morning: Presentation of policy briefs and consultation on recommendations. Afternoon: Presentation of draft toolkit, recruitment and briefing of colleges for the 'taster day' pilot. Proposed attendees (c.30): representatives from Haryana colleges; HE government representatives; lecturers; civil society representatives from our wider project network. **Event 2**, a one-day state-level workshop, organised by Dr Panwar at BPS Women's University (December, 2021), with the same attendees as in September (where possible) to complete the circle by feeding back on the piloted outreach toolkit and present the finalised policy briefs. **Event 3**, a one-day national-level workshop organised by Dr Sabharwal at CPRHE, NIEPA to present the policy briefs/outreach toolkit to attain buy-in at national level. Attendees (c.30): national HE policymakers, UGC/Association of Indian Universities; academic leaders.

How will you measure and evidence your impact?

Objective 1 evidenced by:

1.1 'What have you learned' evaluation of Event 1 (state level, c.30 attendees) and Event 3 (national level, c.30 attendees).

1.2 Evaluation of enhanced informed decision-making from piloted 'taster days' by prospective students/families (c.3 colleges, c.20 prospective students/c.20 family members for each college: c.120 evaluations) (i.e. what new knowledge gained?)

1.3 Evaluation of piloted 'taster days' by college staff (c.3 colleges, c.10 staff from each college: 30 evaluations) and their testimonies presented at Event 2.

Objective 2 evidenced by:

2.1 Attendance at Events 1&2 (state level, c.30 attendees) and 3 (national level, c.30 attendees); contributions to recommendations for the policy briefs as recorded/attributed in event report.

2.2 Number of colleges agreeing to pilot toolkit (c.3 colleges); successful implementation of pilot scheme (testimonies presented at Event 2); evaluations of Events 2&3 regarding future intention to utilise the outreach toolkit (c.5 concrete intentions at each event). They will be followed up by email in January 2022.

2.3 Interviews with project partners (c.3 representatives from pilot colleges plus Dr Yadav, Dr Panwar, Dr Sabharwal) at the start and end of participation in impact project, accounting for capacities gained.

Impact

Describe the impact achieved

Importance of nuanced evidence-based understandings of the issues that young women and men from marginalised backgrounds face when exploring HE options and for suggestions (recommendations) for local and national policymakers on how to develop informed choices for HE access (encapsulated in a **policy brief** - one *substantial* rather than three short on the advice of our partner at CPRHE/NIEPA) **recognised and endorsed** as **valuable contributions** to the development of HE outreach policies by **local HE policy makers** in Haryana and by **national HE policy makers**.

Over **1000 school students** in Haryana enabled to **engage in more informed decision making** in relation to **choices** relating to HE; **staff** in 3 government colleges **developed outreach skills** and **college principals** developed **leadership** in **active HE outreach**; **contribution of active outreach** (based on experiences and endorsement of college principals who piloted the OAR) **recognised** by local and national education policymakers.

Active HE outreach recognised by local and national education policymakers as making an important contribution to implementing national education policies relating to inclusion (OAR providing a useful guide for holding taster days in government colleges).

Provide evidence of the impact – see below for further information

1.1 'What have you learned' evaluation of Event 1 (state level, c.30 attendees) and Event 3 (national level, c.30 attendees).

- Event I: *online* workshop organised by Dr Yadav at Central University Haryana (September, 2021) took place with the agenda and attendees as set out above (30 attendees); impact evidenced in published report: [Thomas and Mansuy 2021](#)

'The workshop was extremely successful, in particular: • The stakeholders' feedback provided the FCF team with valuable insights into the context of HE within Government Colleges in Haryana • It identified further considerations for the development of the two documents presented. • As a result of the workshop, four colleges wish to undertake a pilot event based on the OAR.' ([Thomas and Mansuy 2021](#): 2)

Dr Hemant Verma – Deputy Director, Department of Higher Education, Haryana:

*‘expressed delight at the collaboration between the University of Warwick and CUH’
([Thomas and Mansuy 2021](#): 4)*

Prof Tankeshwar Kumar – Vice-Chancellor, Central University Haryana:

‘this topic is very important and that access to HE and gender-sensitive HE can bring social change.’ ([Thomas and Mansuy 2021](#): 4)

Evidence of engagement and ‘buy in’ for the OAR including to pilot it via taster days:

*‘The Chair (**Prof NovRattan Sharma – Dean Academics, MDU, Rohtak**) summarised the valuable contributions made by the discussants and remarked that several important issues had been highlighted in this session. The comments and suggestions made by the discussants are summarised below([Thomas and Mansuy 2021](#):7 -8)*

‘The OAR was well received overall with one discussant in particular saying that a “taster day is a wonderful idea to boost college enrolment”.’

‘Several discussants referred to the important role that family plays in HE decision making, confirming the need for a ‘family friendly’ approach to outreach within the OAR.’

‘It was very encouraging that the participants were engaged with the OAR and that many of the specific suggestions from discussants were supportive of the project’s general findings which highlight the importance of family, transport, and community, and the link between HE subjects and employment post-graduation in accessing HE.’

Reflection: Post-workshop (from published workshop report)

*‘The team was delighted with, and extremely grateful for, the very insightful contributions from all the workshop participants. The comments from the speakers have allowed the FCF Project to gain a more nuanced understanding of issues that young women and men from marginalised backgrounds face, particularly in the state of Haryana. The team also received feedback from participants after the event, further confirming the value of the workshop and the FCF Project’s work, as well as providing additional points to be considered for the Policy Brief and OAR. As an outcome of the workshop, four colleges in Haryana volunteered to take part in the piloting of the OAR.’
([Thomas and Mansuy 2021](#): 8-9)*

- Event 2: *online* workshop organised by Dr Panwar at BPS Women’s University, Haryana (January, 2022), took place with the agenda and attendees as set out in the summary with (51 attendees); impact evidenced in published report: [Thomas and Mansuy 2022](#)

Evidence of engagement and ‘buy in’ for the OAR including development of skills and leadership via pilot taster days:

‘Three colleges shared their experiences of piloting the OAR and their feedback on the potential of open days as an outreach activity to encourage informed access to higher education.’

The feedback on the OAR and on the college open days was very positive, with over 1000 school students, some accompanied by their families, participating in the open Days’ ([Thomas and Mansuy 2022](#):2)

‘Dr Panwar thanked all the speakers and resource persons of the workshop and sought feedback from the speakers, resource persons, and participants about the workshop. The overall verbal responses and written response in the chat box [during the event] indicated that the participants were satisfied with the way in which the workshop was conducted within the current post pandemic circumstance.’ ([Thomas and Mansuy 2022](#):10)

Post-workshop Reflections (from the published workshop report)

‘The OAR has sparked interest regarding organising outreach activities such as open days among the local government colleges. The three colleges who piloted the open days are located in different rural, semi-urban and urban locations and have used the resources available to them in their particular contexts in different and innovative ways. The OAR seems to have inspired the colleges to customise and improvise the planning and execution of open days in their respective higher education institutions. The team also received feedback from participants after the event, further confirming the value of the workshop and the FCF Project’s work, as well as further points to be considered for the Policy Brief and OAR.’ ([Thomas and Mansuy 2020: 12](#))

- Event 3: *webinar* (not workshop as originally planned) organised by Dr Sabharwal at CPRHE, NIEPA New Delhi (April 2022) with the agenda and attendees as set out in the summary took place (106 attendees); [impact evidenced in published report](#) ([Samanta and Stewart 2022](#))

‘The research findings with policy suggestions, and the use of the taster days (an outreach programme, in the form of a college visit day, to provide information about HE) were welcomed by key discussants, Dr Archana Thakur, Joint Secretary, UGC, New Delhi; Shri Harshit Mishra, Deputy Adviser (Education), NITI Aayog; Dr Rajinder Singh,

Principal, SD College, Ambala, Haryana who considered that the organisation of college taster days contributed valuable insights which could be used by local, regional and national policy makers.’ ([Samanta and Stewart 2022: 2](#))

Shri Harshit Mishra, Deputy Adviser (Education), National Institution for Transforming India (NITI Aayog):

*‘assured the project team that he would be **using the findings from the study in his appraisal notes and recommendations to the Department of Higher Education**. He expressed his enthusiasm for having the opportunity to learn about the project and its findings and its policy implications going forward, especially when it relates to gendered choices in HE.’ ([Samanta and Stewart 2022: 7](#))*

‘It was agreed that ‘taster days’ should be carried out from class 10 to provide information and guidance to students from an earlier stage, but such guidance and motivation should start from primary education (as occurs in some contexts in the UK).’ ([Samanta and Stewart 2022: 9](#))

Professor N. V. Varghese, Vice-Chancellor, NIEPA, New Delhi:

‘the project and its optimism towards the role of HE aligns with the ethos of NIEPA ... he [Prof Varghese] highlighted NIEPA’s role in knowledge production and that he was glad NIEPA was able to collaborate with the FCF project to produce knowledge that will be useful and relevant to stakeholders at various levels: it has aided colleges in Haryana, it has contributed to the academic research, and the policy community in India, which was evident from the attendees and speakers at the webinar.’ ...‘the study has contributed greatly to ensuring a democratic process in HE by highlighting challenges faced at not only the policy level but also the household level and suggesting an evidence-based solution i.e. the taster day.’ ([Samanta and Stewart 2022: 10](#))

- Statements from Dr Yadav and Dr Panwar on ‘what you have learned’ collected.

Dr Yadav: ‘Experiential learning is a great source of acquiring new knowledge and understanding of context. The same is with organizing collaborative International Workshop “A Fair Chance to Access Higher Education: Collaborative Workshop to develop a Policy Brief and Outreach Activity Resource” on 28th September 2021.

The vivid experiences of principals, higher education officials and extensive presentation of Prof. Ann, Dr. Emily and Dr. Nidhi, provide an insight how choices are affected by factors like distance, family and transportation in higher education for girls. This workshop also helped in better understanding for government initiatives to increase access and quality of higher education for girls. The workshop can be used as an effective tool to organize social outreach programme for girls to increase access to

higher education institutions. Informed choices can be created with activity like open day.'

Dr Panwar: 'High profile names in inaugural session helped to get maximum number of students, academicians and researchers scholars to attend the workshop without any registration fee. This workshop was not only helpful and beneficial for students but also enabled me to develop my skills in communication, team work and other valuable skills.' ... It was a great platform to discuss the outreach experiences in Haryana and other parts of India. Chief Guest address, Keynote speakers, Presidential address, resource persons, and Principals of four colleges deliberated on the outreach experiences which proved beneficial to the participants as they got ideas about the development of practical and effective outreach activity for promoting inclusive education for students belonging to the marginalized section of the society, which the New Education Policy also pays special attention.

Vice Chancellor of both the Universities namely B P S Women's University, Sonipat and Choudhary Devi Lal University, Sirsa were glad with outcome of the workshop and congratulated the university of Warwick for undertaking this research.'

- Statements (in the [recording](#) published on NIEPA website and published webinar report ([Samanta and Stewart 2022](#)) by national and local policy makers (see above).
- Statement at our final project Research Advisory Committee meeting by **Secretary General, Association of Indian Universities**, Professor Pankaj Mittal:

'the findings were very interesting and that they also resonated with her experience of working as the vice-chancellor of a women's university in Haryana and the challenges she saw students facing- especially with regard to male preference and HE choices made by families on behalf of women. She further shared that she is part of a committee which looks at the link between school education and higher education. She shared that the committee agreed that school students should be prepared and oriented towards higher education and college life and that 'Taster Days' would be the ideal term to use to address these programs. She shared that she would use the term 'Taster Day' going forward when discussing such events with school students. I adopt the concept of taster days' (minute RAC meeting June 2022).

1.2 Evaluation of enhanced informed decision-making from piloted 'taster days' by prospective students/families (c.3 colleges, c.20 prospective students/c.20 family members for each college: c.120 evaluations) (i.e. what new knowledge gained?)

- Taster days took place in 3 colleges; attended in total by over 1000 students (and 20 family members in 1 college) impact evidenced in reports from college principals in Event 2 published report ([Thomas and Mansury 2022](#))

1.3 Evaluation of piloted ‘taster days’ by college staff (c.3 colleges, c.10 staff from each college: 30 evaluations) and their testimonies presented at Event 2.

- Evaluation evidenced in presentations in published report for Event 2. Further evidence in presentation by Dr Singh, Principal Sanatan Dharma (SD) College, Ambala to national policy makers at Event 3 webinar ([Samanta and Stewart 2022: 2](#))

2.1 Attendance at Events 1&2 (state level, c.30 attendees) and 3 (national level, c.30 attendees); contributions to recommendations for the policy briefs as recorded/attributed in event report.

- Evidenced in the 3 event reports (see above) (30/ 51/106 attendees)

2.2 Number of colleges agreeing to pilot toolkit (c.3 colleges); successful implementation of pilot scheme (testimonies presented at Event 2); evaluations of Events 2&3 regarding future intention to utilise the outreach toolkit (c.5 concrete intentions at each event). They will be followed up by email in January 2022.

- 4 agreed at workshop 2; **3 colleges piloted** the OAR; evidence of successful implementation of pilot scheme in published report for Event 2 ([Thomas and Mansuy 2022](#)) and Event 3 ([Samanta and Stewart 2022: 2](#)) (see below for more details)

Dr Rajinder Singh Principal, Sanatan Dharma (SD) College, Ambala, Haryana at **national level webinar:**

‘Dr Singh shared that the event was a great success as it helped students gain valuable information as well as helped motivate them to access HE. He shared that they would like to invite parents to future outreach events. He also suggested that a few colleges could collaborate to organise a ‘college fair’ for students of a district where they could interact with multiple college staff in one place.’ ([Samanta and Stewart 2022:7](#))

2.3 Interviews with project partners (c.3 representatives from pilot colleges plus Dr Yadav, Dr Panwar, Dr Sabharwal) at the start and end of participation in impact project, accounting for capacities gained.

- Considerable informal feedback received on what was learned, meaning that formal interviews were not deemed necessary. The learning was further evidenced by the ability to develop and submit a joint publication based upon the piloting of the OAR, co-authored by Dr Yadav; Dr Sabharwal and Prof Stewart (see in publications below).

Does the impact differ from your original impact aims? Explain how and why

The means by which we had to develop the impact activities had to change due to Covid 19 conditions. The Warwick team could not travel to India and to Haryana in particular to provide the level of support that we anticipated providing to our partners and to the colleges involved in piloting the OAR. We had to rely substantially on our local partners, in particular Dr Renu Yadav,

Dr Manju Panwar and Dr Nidhi Sabharwal to develop and organise the 3 events (2 workshops in Haryana and 1 webinar (rather than a workshop) in Delhi. Their willingness and ability to undertake these events are an indication of **the process of developing an outreach culture.**

The first two (local Haryana) were held as online events; the third national event was blended – the Warwick team were able, at the last minute, to attend in person.

Further we had to rely entirely on our local partners to oversee and support the piloting of the OAR in the government colleges. The taster days based on the OAR were undertaken in extremely challenging circumstances amid the disruptions and anxieties associated with the Covid 19 pandemic in India. We were astonished that they were willing and able to undertake them – and amazed at the level of ‘buy in’ that this represented for our **work on active HE outreach.**

The main challenge that this change of process produced was on gathering evidence of impact set out in our original proposal. Because we were not able to be present in India, we were not able to be there to gather this as we would have wished. We anticipated being in Haryana prior to and after the two events to enable us to undertake these evaluations. We were not able to provide this support for our local colleagues. We were placing enormous burdens on them and on the 3 government colleges which undertook the piloting of the OAR.

We did urge Dr Yadav and Dr Panwar to set aside time at the online workshops for feedback sessions. We tried to devise ways of making this simple and quick. However, there was a reluctance to make any more demands on overstretched participants. Everyone was exhausted and overwhelmed with the demands made by the pandemic. We took the decision to avoid formal feedback sessions and the follow-up interviews/testimonies. However **arguably their willingness to take responsibility for the events as well as undertake the piloting and report back in detail to the workshop on the taster days was in the context considerable evidence of ‘buy in’ and the development of an outreach culture. Moreover we received substantial informal feedback indicating ‘buy in’ and learning.** The ability by our local partners to organise and manage these events (with far less support than was originally intended) also **demonstrates considerable skills development and leadership.**

What methods worked well in helping you to achieve impact that would be helpful for others to learn from?

None of this impact phase would have worked particularly in the context of the Covid pandemic without the **commitment of our partners in India.** Our research project was built around our commitment to participatory methods, partnership and co-development. It was devised to evolve in phases – with each phase involving learning from and building up the previous one. Our partners and collaborators contributed to the phased developments. We had therefore built strong relationships of trust over 5 years with our key partners, but also with a wider group of early career and interdisciplinary scholars (through our Project Consultative Group) and with a smaller group of experts and senior education policy makers (through our Research Advisory

Group). Their willingness to take on responsibilities and provide advice was in itself an impact outcome – evidence of building skills in relation to HE outreach initiatives. Without the local expertise in Haryana to assist and guide us the piloting of the OAR – and the subsequent endorsement of its usefulness- the project activities would not have been possible. Without the experience and expert guidance that we received from CPHRE/NIEPA and their willingness to host the national webinar, we would not have been able to access national level policy makers in such an effective way.

What obstacles did you face to achieving impact? (How) did you overcome them? Even if the project did not deliver its original aims it is helpful for us to learn lessons that can be applied to strengthen future projects

See above for the pandemic context. We relied on our partners who really delivered for us. Undertaking research in India (on sensitive issues, as ‘outside’ international researchers and making policy suggestions) is very challenging. We would not have been able to present our research for the consideration of policy makers without the support and endorsement of CPRHE/NIEPA. Their support for our research and willingness to organise Event 3 (webinar) was essential. They used their trusted position with national policy makers to enable us to present our findings. Their support for our research findings with the ‘tested’ OAR provided us with this access. We can only recommend our findings to policy makers for consideration – we cannot ensure their implementation. However, we were able to obtain explicit commitments from policy makers to consider them and recommend them to others.

Outputs

Please provide as much detail as possible about all outputs recorded in the webform in the box below. For example, please provide details of distribution numbers, number of views, type of audience, attendee numbers etc. where relevant.

- A substantial **policy brief**:

Stewart, A., Henderson, E. F., Sabharwal, N. S., Thomas, A., Samanta, N., Mansuy, J. (2022) ‘Supporting Gender-sensitive Higher Education Access and Choice in Haryana, India: Policy Brief’. https://warwick.ac.uk/fac/soc/law/research/projects/rlaaa3083/output/policy_brief_published.pdf

- **Outreach Activity Resource** (toolkit):

Samanta, N., Thomas, A., Mansuy, J., Stewart, A., Henderson, E. F., and Sabharwal, N. S. (2022) ‘Fair Chance for Education Outreach Activity Resource for Higher Education Institutions: Organising a College Visit ‘Taster Day’ for Potential Higher Education Applicants’. https://warwick.ac.uk/fac/soc/law/research/projects/rlaaa3083/output/fair_chance_for_education_outreach_activity_resource_published.pdf

- **Workshop 1** online workshop organised by Dr Yadav at Central University Haryana (September, 2021) Presentation of draft policy brief and consultation on recommendations. Presentation of draft toolkit, recruitment and briefing of colleges for the 'taster day' pilot. Attendees 30: representatives from Haryana colleges; HE government representatives; lecturers; civil society representatives:

Thomas, A. & Mansuy, J. (2021) A Fair Chance to Access Higher Education: Collaborative Workshop to develop a Policy Brief and Outreach Activity Resource on 28th September 2021 Workshop Report

https://warwick.ac.uk/fac/soc/law/research/projects/rlaaa3083/output/workshop_report_final.pdf

- **Workshop 2** online workshop organised by Dr Panwar at BPS Women's University, Haryana (January, 2022), Attendees 51: representatives from Haryana colleges; HE government representatives; lecturers; civil society representatives. Presentations on experience of outreach by range of attendees; presentation by 3 college principals on conducting the pilot taster days; their evaluation of the OAR
 - Dr. Karan Singh – Principal, Government College for Women, Pali, Rewari, Haryana;
 - Dr. Rajinder Singh – Principal, Sanatan Dharma College Ambala Cantt., Haryana;
 - Dr. Rajpal Kaushik – Associate Professor, Govt. College, Israna, Panipat, Haryana.

Thomas, A. & Mansuy, J. (2022) A Fair Chance to Access Higher Education: Collaborative Workshop to Develop a Policy Brief and Outreach Activity Resource on 28th January 2022 Workshop Report June 2022

https://warwick.ac.uk/fac/soc/law/research/projects/rlaaa3083/output/workshop_report_22.06.20.pdf

- **Webinar 3** (blended) organised by Dr Sabharwal at CPRHE, NIEPA New Delhi (April 2022) Attendees 106, National HE policymakers, UGC/Association of Indian Universities; academic leaders. Presentation of research findings; OAR; and presentation of case study piloted taster day by Dr Singh Principal Government College, ([Samanta and Stewart 2022:7](#))

Samanta, N.& Stewart, A. (2022) CPRHE/NIEPA and the University of Warwick Webinar on a Fair Chance for Education: Gendered Pathways to Higher Education Access and Choice Workshop April 5 2022 Report

https://warwick.ac.uk/fac/soc/law/research/projects/rlaaa3083/output/workshop3_niepa_report_final_17oct22.pdf

- **Taster Day 1** Government College Government College for Women, Pali, Rewari, Haryana 250 students from class 11 and 12; 10 teachers from 3 government schools; 20 parents. ([Thomas and Mansuy 2022](#): 6-7)

- **Taster Day 2** Government College Sanatan Dharma College Ambala Cantt., Haryana 660 students from class 11 and 12; 61 teaching staff from 24 government schools. [Thomas and Mansuy 2022](#): 7-8)
- **Taster Day 3** Government College Govt. College, Israna, Panipat, Haryana. 164 students; 9 teachers from government schools. [Thomas and Mansuy 2022](#): 8)

Website hosted by Warwick Law School – outputs listed and available for downloading (www.warwick.ac.uk/haryana)

Workshop 2 covered in **local newspapers** ([Thomas and Mansuy 2022: 11-12](#))

Information on all **events and outputs** circulated to project's [Consultative Group](#) (14 early career researchers) and [Research Advisory Committee](#) (6 senior HE policy makers) (along with presentations by the research team at the meetings of these groups).

Academic publications:

Stewart, A., Sabharwal, N.S., & Yadav, R. 'Building an outreach culture for fairer access to higher education in Haryana, India: a 'bottom up' contribution to policy implementation' (submitted Sept 2022) to *Policy Futures in Education Special Issue: Considering the global-local relationship in education*.

Henderson, E. F., Sabharwal, N. S., Thomas, A. (In press). From Gender Parity to Gender Prism: Looking Beyond Enrolment Parity to Explore Gendered Conditions of Access to Higher Education in Haryana, India. In Varghese, N. V. & Sabharwal, N. S. (Eds). *Indian Higher Education Report*. Routledge.

Henderson, E. F., Sabharwal, N. S., Thomas, A., Mansuy, J., Stewart, A., Rathee, S., Yadav, R., Samanta, N. (Under contract). *Gendered Frontiers of Higher Education Access and Choice in India*. Routledge.

Henderson, E. F., Thomas, A., Mansuy, J., Sabharwal, N.S., Stewart, A., Rathee, S., Yadav, R., & Samanta, N. (2021) 'A Fair Chance for Education: Gendered Pathways to Educational Success in Haryana' Phase 1 Findings Report
https://warwick.ac.uk/fac/soc/law/research/projects/rlaaa3083/output/fcf_phase_1_findings_report_final.pdf

Thomas, A. and Henderson, E. F. (2022). FCF Phase 2: The Role of Families in The Gendered Educational Trajectories of Undergraduate Students in Haryana, India. Coventry: University of Warwick.
https://warwick.ac.uk/fac/soc/law/research/projects/rlaaa3083/output/fcf_phase_2_report_final_1.pdf

Follow-on activity

Please provide as much detail as possible about each activity, including the funding source and amount if relevant.

Research grants (2)

Widening access to higher education in India: institutional approaches 4 year follow on project 2022-2026 (£0.5 million Fair Chance Foundation) Joint PI Dr Emily Henderson Education Studies Warwick/Dr Nidhi Sabharwal CPHRE/NIEPA; co-I Prof Ann Stewart Warwick Law School.

International Perspectives on Widening Participation in Law Schools 2021-2023 Warwick International Partnership fund £10,000 Prof Ann Stewart, Prof Ved Kumar National Law School Odisha & Prof Vijayakumar National Law School Bhopal

Research projects (2) see above

Joint presentation by Dr Nidhi Sabharwal and Prof Ann Stewart to *Law for All: Widening Access to Legal Education in the UK and Ireland Hosted online by the School of Law at Queen's University Belfast 17 November 2021 'Pathways to Educational Success in India' – now submission (2022) to book to be edited by Dr Andrew Godden, Queen's University Belfast.*