

# **A Fair Chance for Education: Gendered Pathways to Educational Success in Haryana, India**

February 2019 Visit Report

**Emily F. Henderson  
Anjali Thomas  
Julie Mansuy**



**Centre for Education Studies and School of Law  
University of Warwick**

May 2019

## Contents

<b>Introduction</b>	<b>3</b>
<b>Project Team Meeting</b>	<b>3</b>
<b>International Seminar on Employment and Employability of Higher Education Graduates, NIEPA (National Institute of Educational Planning and Administration) and British Council</b>	<b>4</b>
<b>Meetings at CPRHE (Centre for Policy Research in Higher Education) at NIEPA (National Institute of Educational Planning and Administration)</b>	<b>5</b>
<b>Meeting with Project Partner Dr Manish Jain</b>	<b>7</b>
<b>Third Consultative Group Meeting</b>	<b>7</b>
<b>Meeting at Bhagat Phool Singh Mahila Vishwavidyalaya (BPSMV)</b>	<b>10</b>
<b>Visit to Rural Government College in Sirsa District</b>	<b>12</b>
<b><i>Day 1</i></b>	<b><i>12</i></b>
<b><i>Day 2</i></b>	<b><i>14</i></b>
<b><i>Day 3</i></b>	<b><i>17</i></b>
<b>Debriefing and Planning Meeting</b>	<b>18</b>
<b>Next Steps</b>	<b>18</b>

## **Introduction**

Emily Henderson arrived in New Delhi on the Sunday 17th February 2019. On the Monday 18th February, she met with Anjali Thomas in order to discuss the advancement of Anjali's fieldwork and plan the upcoming meetings and activities for the 2 weeks of the visit. Both Emily and Anjali attended the 'International Seminar on Employment and Employability of Higher Education Graduates' at NIEPA during the two following days, where they were able to develop a more in depth understanding of some of the key themes of the project, such as aspects of the Higher Education system in India. Emily also acted as a discussant on one of the panels. On the Thursday 21st, Emily and Anjali attended meetings in NIEPA, where they met with Professor Varghese, NIEPA's Vice Chancellor, and discussed the project's past activities as well as were able to discuss ideas for the project's plan of action. They were also able to meet project partner Dr Nidhi Sabharwal in relation to the pilot data analysis phase. On the 22nd February, the Emily and Anjali first met with project partner Dr Manish Jain to update him on the development of the project and listen to his insights and feedback. This was followed by a Consultative Group meeting that same day, where members of the group were able to present their research and Emily and Anjali had a chance to update the group on the advancement of the project and get some feedback.

After the weekend, the second week of the visit started with Emily and Anjali traveling to BPSM University in Sonipat for a meeting with project Consultative Group member Manju Panwar. The pair then travelled to Sirsa in the afternoon ready for their government colleges visits the next few days. On the 26th February, Emily and Anjali visited Rural Government College, and had a tour, meetings, and various interactions. On Wednesday 27th February, the pair went back to Rural Government College to visit a teacher's house and the community. On the 28th, Emily and Anjali visited a College student's house and travelled back to Delhi in the evening. Finally, on the 1st March, Emily and Anjali were able to have a debrief day which allowed them to review the aspects they had worked on throughout the visit, including the analysis of pilot data and planning of outputs, and the considerations for the next stage of the project. Emily came home the following day and Anjali stayed for the rest of her fieldwork.

## **Project Team Meeting**

*18 February 2019*

On 18 February, Anjali Thomas and Emily Henderson met in Delhi to discuss updates on the progress of Anjali's fieldwork, and the progress of the pilot data analysis.

Anjali reported that she had successfully completed the fieldwork in two of the three districts, with Sonipat remaining. She reported that the fieldwork had taken a slightly different form as in practice it had been challenging to find students who were willing for Anjali to interview their families. As such the design had become less 'neat' than planned, with some extra student interviews and different variations on family interviews. However, it was deemed that she had sufficient data from each site and that the way in which the family data collection had panned out would in itself lead to interesting methodological reflections on working with families. Emily reported that the pilot data analysis was well underway with both quantitative and qualitative data.

Following this Anjali and Emily discussed the remaining logistical details about the visit, particularly the plans for the visit to Sirsa. Moreover, they finalised the agenda and timings for the CG meeting and discussed their respective presentations on fieldwork (Anjali) and pilot analysis (Emily) in advance of the CG meeting.

### **International Seminar on Employment and Employability of Higher Education Graduates, NIEPA (National Institute of Educational Planning and Administration) and British Council**

*19-20 February 2019*

Emily and Anjali were kindly invited to attend the 'International Seminar on Employment and Employability of Higher Education Graduates' organised by NIEPA (National Institute of Educational Planning and Administration) in collaboration with British Council. The seminar was held in India Habitat Centre, Delhi, with a reception in the British Council Delhi premises. This was a two-day event with an impressive programme of speakers and attendees from across India and beyond. The seminar brought together educationists, academicians and decision makers from Afghanistan, Nepal, Bangladesh, Sri Lanka, Ethiopia, United Kingdom. Close to 125 participants, including 28 international participants, attended the seminar. The seminar was comprised of relatively short presentations and keynote speeches, some of which were based on experiences of working in higher education institutions and supra- or extra-institutional bodies, and some of which were based on empirical studies of employability in relation to higher education graduates. The aim of the event was to bring together multiple stakeholders to share best practice, ideas for national improvement and research findings, and to engage in networking.

Emily was kindly invited to act as discussant on the panel which was dedicated to sharing the findings from the NIEPA study on employability, 'Education and employment of higher education graduates', chaired by Professor Shyam B. Menon. The keynote was Professor Mona Khare of NIEPA, who presented on the NIEPA employability study from the perspective of the lead researcher. Following this, some of the researchers who had contributed to the study at the regional level presented on the aspects of the project upon which they had worked. Emily joined the esteemed panel on the dais and provided a ten-minute discussion of the panel and of the seminar theme, including reflections on how employability was being framed and the methodologies used to research this topic. The discussion was very well received by the panel, the audience and the seminar organisers.



*Figure 1: Emily on the dais to discuss 'Education and employment of higher education graduates'*

After the first day, the attendees were transferred to the British Council premises for a dinner reception. The second day took a similar format to the first day, with an inspiring final session which synthesised the insights and gains from the seminar. For further reference, a separate report will be authored by the seminar organisers which will include more substantive information on the discussions from this seminar.

Emily and Anjali were highly appreciative of the opportunity to attend this seminar, and the seminar proved valuable in renewing contact with the British Council in India and NIEPA, as well as to provide the team with fresh networking opportunities. The seminar provided a unique insight into the higher education sector and research field in India and the seminar proved to be an excellent learning experience for the team.

Anjali and Emily also met with Dr Pankaj Mittal, Research Advisory Group member, at this occasion, as she was giving a presentation there. She was looking forward to hearing further updates on the project and Anjali and Emily informed her there would be a Research Advisory Group meeting during Ann Stewart's visit in the autumn.

### **Meetings at CPRHE (Centre for Policy Research in Higher Education) at NIEPA (National Institute of Educational Planning and Administration)**

*21 February 2019*

This day was spent in the NIEPA campus with several meetings. The day began with a brief meeting with members of the CPRHE team. The Director of CPRHE, Prof Varghese (also VC of NIEPA) shared a macro perspective of the broad objective, research themes and activities of the centre and how it interacts with several national bodies and the government. This was followed by a brief session where the researchers and consultants shared their

current and upcoming research projects. The meeting attendees discussed some of the research outputs of this centre, especially the research papers, reports and policy briefs which have constituted a major contribution to the evidence base for higher education research in India.



*Figure 2: Meeting with CPRHE team*

Emily and Anjali were honoured with a special lunch invitation to join Prof Varghese and project partner Dr Nidhi S. Sabharwal for lunch at NIEPA, where they were also joined by other senior visitors to NIEPA. Outside of the formal meetings, Nidhi generously took time out of her busy schedule to engage in significant discussions about the development of the report on the findings from the Pilot phase research which was conducted in February 2018. Emily, Anjali and Nidhi discussed how the data from the questionnaire needs to be presented and managed, particularly utilising Nidhi's substantial experience in this regard from her reporting on national research projects at NIEPA. They also discussed plans for publication of the research outputs of the Project. Finally, they discussed the agenda and details for the Consultative Group Meeting the following day.

They concluded the day with a meeting with Prof Varghese in his office. During this meeting they shared a copy of the report from Dr Nidhi S. Sabharwal, Dr Renu Yadav and Ms Sharmila Rathee's visit to University of Warwick in October 2018, and discussed the progress of the institutional agreement with NIEPA. During this meeting they also discussed the different International and Indian research associations which focus on education and higher education. Emily also thanked Prof Varghese for supporting Anjali's association with CPRHE as a Fellow and for Nidhi's involvement and contribution to the development and progress in the Project.

## **Meeting with Project Partner Dr Manish Jain**

*22 February 2019*

Before the CG meeting on 22 February, Dr Manish Jain was invited to meet with Emily and Anjali, since he had been unwell during the last visit so had not been personally updated on the project progress for some time. The meeting commenced with tea and an update from Manish on the institutional agreement with Ambedkar University, Delhi. Manish, Emily and Anjali proceeded to discuss his continued interest and involvement in the project. Manish updated us with his recent work on the history of teaching history in India and an interest in the educational policies of the Delhi Government. Emily and Anjali also shared an update on the progress of the project especially with regard to the progress in Anjali's work in the field for her doctoral study.

Manish, Emily and Anjali had a very insightful and stimulating conversation about the preliminary findings and observations from the field and what these might indicate for us with regard to the development of the project. Manish contextualised the project within changing dynamics of gender, education and family in India. He suggested that the team seek out some alternative terminology around the emotional ties that are recurring in the data as dominant reasons to remain in the family home during college (as opposed to staying in a hostel to attend a different college), particularly for women students. He suggested that this is often couched in the negative language of 'dependence', but that this could be more positively framed as 'emotional ties' and understood within the frame that women leave their homes after marriage so perhaps may be avoiding an early rupture with their families. Manish also asserted that it is important to consider what our participants find to be utterable and unutterable in an interview context - as a 'rational' explanation for choices - in their specific contexts within Haryana. This helpful discussion gave the team much food for thought in the development of the findings from the pilot study and Anjali's fieldwork.

## **Third Consultative Group Meeting**

*22 February 2019*

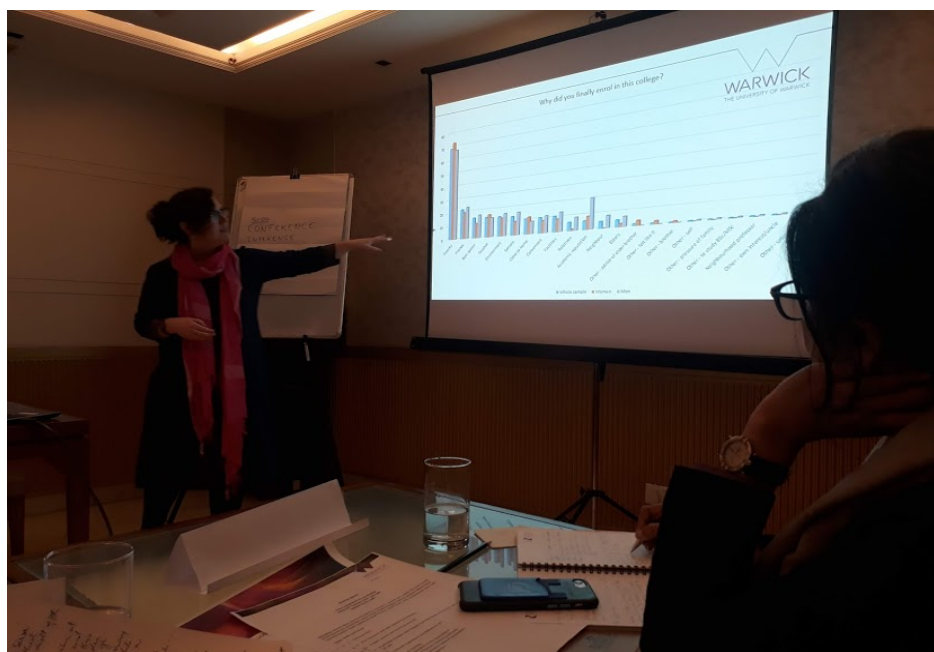
Attended: Manika Bora, Parimala D., Manish Jain, Lovitoli Jimo, Roma Joseph, Emily Henderson, Sachin Malik, Kamlesh Narwana, Manju Panwar, Sharmila Rathee, Nidhi Sabharwal (Chair), Alka Shah, Anjali Thomas, Anjali Tiwari, Laksh Venkataraman.

Apologies: Rachna Chaudhary, Anima Mali, Shubhra Nagalia, Renu Yadav.

The Consultative Group (CG) meeting commenced after a lunch with the members of the CG at the India Habitat Centre in New Delhi. After lunch, Emily welcomed the members of the CG. Emily established that, since the first meeting focussed on the social context of higher education in Haryana, and the second meeting explored the literature on access to higher education in an international context and in the context of India, the third CG meeting would focus on the pilot study and the progress in the field work being done by Anjali. This meeting was kindly chaired by Dr Nidhi Sabharwal and commenced with an invitation to all the members of the CG to update those present about their own research interests and

work. This was followed by an update by Emily about the development of the project and the agenda and plan for the project visit to India and Haryana in February 2019.

This was followed by a presentation by Emily on the data from the pilot phase of the project and how it has influenced Anjali's doctoral work, which focuses on the role of the family in the gendered educational trajectories of undergraduate students in Haryana.



*Figure 3: Emily presenting on the pilot phase of the research in the CG group - the graph shows the overwhelming prevalence of parental involvement in the final decision to enrol in the chosen college.*

After Emily's presentation, the members of the CG were asked to discuss their reaction to the findings and insights from the pilot study in groups of two and three. Several interesting questions were raised. For example, one question was about how the gendered differences in access to education differed between the two districts. Emily responded that the districts were not appearing as substantially different in the data, though both districts had a very different 'feel'. This was corroborated by one of the CG members who is conducting research in Haryana and has found a similar lack of district effect. As such Emily asserted that perhaps the lack of significant difference was related to having sampled colleges in small towns in each district, while the third district that Anjali was working on showed more difference due to the rural nature of the college. Another question was regarding students' agency in decision-making about HE choices. Emily replied that articulating choice and agency is difficult and subtle because sometimes one cannot be aware of how much agency is limited by invisible structures that constrain what students are even aware of. Another CG member indicated that the purpose of HE could be enhancing marriage prospects. Another still asked if scholarships have any effect on the enrolment of marginalised groups; Emily responded that some scholarships are appearing in the survey but these are not discussed in the qualitative data.

After a short break for tea, Anjali presented the research questions which were guiding her doctoral research, the methodology that she was following and the progress in data



collection from two of three districts. She also shared some very tentative findings, observations and insights.

There was a lot of positive feedback and questions on the methodology and the sample that was recruited from the two sampled colleges in Mahendargarh and Sirsa districts. There was also interest in the challenges of working and researching with families and how the presence and the role of the researcher interacts with the gender, caste and class identities of the undergraduate students and their family members. One meeting attendee highlighted the function of education for first generation students and reminded us of the role of distance education. Another CG member suggested that the team may need to examine family habitus as well as specific members of the family; Anjali responded that she was examining the family data in terms of narratives which would open up her approach to these wider considerations. One CG member inquired if the college seems to have affected the choice of students, for example government colleges having more emphasis on affirmative action; this had not appeared as a clear finding so far in Anjali's preliminary analysis. A CG member discussed different perceptions on married women getting education and employment - sharing that sometimes women actually want to become home-makers but their in-laws pressure them to obtain higher education qualifications in order to increase their earning capacity in their marital homes. Finally, a CG member asked about the role of the researcher in this study, particularly as a non-Haryanvi researcher. Anjali discussed the multiple roles she played in terms of positioning herself as approachable with both students and their parents.

Emily concluded this meeting by briefly discussing the development of the report for the pilot study, the continuation of Anjali's field work in Sonipat, the progress in Nikita's work with the project and her preparations to start her field work in the following year. Finally, Emily thanked the group for its enthusiasm and participation in the event. The feedback and discussion during the meeting were very insightful and thought provoking and will definitely shape the development of the project.



*Figure 4: Third CG group meeting attendees*

## Meeting at Bhagat Phool Singh Mahila Vishwavidyalaya (BPSMV)

25 February 2019

During the previous visit the team had visited BPSMV, which is the university where Dr Manju Panwar is based (CG member); they had received a warm welcome there and felt that this university was an important contact for the project due to its important work in developing women's higher education. As such the team planned a second visit there on the way to Sirsa.

Emily and Anjali were welcomed by Manju at the university and introduced to the Vice Chancellor (Dr Sushma Yadav) and the Registrar (Dr Ipshita Bansal). During this meeting, they introduced the project, the interest in gender and higher education in Haryana and the research that they are conducting in Haryana. The Registrar shared that she had just come back from a Leadership Training programme at Oxford University which was organised by the Ministry of Human Resource Development in India. She shared some interesting observations, her own experiences in other Women's Universities and educational institutions in India and her earlier work with women-led management and leadership in Indian Universities. The Registrar also shared an overview of the undergraduate colleges that are affiliated to their university. This was of particular interest to the team with regard to the next stage of the Project in Haryana. During this interaction the team thanked the VC and the Registrar with boxes of biscuits. They in turn presented Emily and Anjali with potted plants. This meeting was recorded and published in the local Hindi newspapers.

# बेटियों को शिक्षित करने में सक्रिय भूमिका निभाएं माता-पिता : हैडरसन

गोहाना, 26 फरवरी (अरोड़ा): शिक्षा की गुणवत्ता के लिए स्वच्छ शोध को बढ़ावा देना जरूरी है। यह बात गांव खानपुर कलां स्थित भगत फूलसिंह महिला विश्वविद्यालय की कुलपति प्रो. सुषमा यादव ने कही। वह मंगलवार को विश्वविद्यालय में इंग्लैंड स्थित यूनिवर्सिटी ऑफ वारवीक की सहायक प्रोफेसर डा. इमिली हैडरसन के साथ शोध विषय पर विचार-विमर्श कर रही थीं। कार्यक्रम में कुलपति प्रो. सुषमा यादव, कुलसचिव प्रो. इप्शिता बंसल, डा. मंजु पंवार और शोध छात्रा अंजलि ने इंग्लैंड की सहायक प्रोफेसर डा. इमिली हैडरसन के साथ शोध विषय पर विचार-विमर्श किया। इस कार्यक्रम में शिक्षा एवं शोध



डा. इमिली हैडरसन को सम्मानित करती प्रो. सुषमा यादव। (अरोड़ा)

के क्षेत्र में दोनों विश्वविद्यालयों के परस्पर संबंधों पर भी गहन मंथन हुआ। डा. इमिली हैडरसन ने महिला शिक्षा को बढ़ावा देने की बात कही। उन्होंने कहा कि बेटियों को शिक्षित बनाने में माता-पिता अपनी सक्रिय भूमिका निभाएं।

Figure 5: Clipping from Punjab Kesari newspaper (27 February 2019)



Figure 6: Clipping from local newspaper (27 February 2019)

This meeting was followed by a formal interaction with Postgraduate students in the Department of Social Work and students from the Education department who were being trained to become teachers. One of the faculty members in the Department of Social Work, Mr. Gian Chand, explained the course structure of the MA in Social Work programme and invited us to interact with the students in the seminar room. Emily introduced the project and its interest in gender and higher education in Haryana to the students in Hindi.



Figure 7: Emily explaining the project to students at BPMSV

This was followed by a brief discussion led by Anjali. During the interaction Anjali and Emily asked the students about their own educational backgrounds and the barriers they had encountered while accessing higher education. It was interesting to note that many of the students were first generation higher education students and that in some cases the students had to put in a lot of effort to convince their parents before they could enrol in Master's level study. Gian shared that apart from Haryana they also have a huge number of

students from Uttar Pradesh; this state has a social reputation of being unsafe for women, so parents prefer to send their daughters to the women's university in Haryana.



*Figure 8: Anjali engaging in interactive discussions with students at BPMSV*

After a very interesting discussion with the students, Emily and Anjali were invited by the members of the Faculty, Dr Manju Panwar, Mr Gian Chand and Mr Soham to lunch. After thanking the faculty for this wonderful opportunity to interact with their students and for their hospitality, including the presentation of a small gift to Manju for her efforts, Emily and Anjali departed from the Campus towards Sirsa.

### **Visit to Rural Government College in Sirsa District**

*26-28 February 2019*

During the period of 26 to 28 February, Anjali and Emily engaged in interactions and visits in connection with the rural government college where Anjali has conducted her fieldwork. The college is located in Sirsa district but the name and exact location are not included here in order to protect the anonymity of the students and college. The interactions were in Hindi and Emily participated in Hindi with the assistance of Anjali.

#### **Day 1**

On the first day, Anjali and Emily arrived at the college in the morning. The college is in a rural setting a short drive from a nearby small town. The college is relatively small but with sizeable lawns to the front and rear of the college buildings. As Anjali and Emily arrived, groups of students were sitting on the lawns. Anjali and Emily were greeted by the key contact, who gave us a short tour of the college, showing us where the classrooms and administrative offices were.

Following the tour, Anjali and Emily were invited to sit in the library, which was a small room surrounded with book cabinets from which students could borrow books. Four of the college teachers (English, Political Science, Commerce, Physical Education) joined us to form a small circle and Anjali and Emily engaged in a lively discussion with the teachers for some

time, over tea and biscuits. The discussion ranged across several topics, including the nature of the college and the teaching profession. The teachers shared that it was compulsory to engage in 5 years of rural teaching experience, but that many teachers frequently transferred from college to college during that time. However, there were some conditions for women teachers to request placements near to their homes. Anjali and Emily asked the teachers if they were local to Sirsa and found that two of the teachers had completed their higher education in Sirsa, while one had completed in Kurukshetra and one out of state in Maharashtra. However, all teachers were originally from Haryana. The teachers shared that they had not originally planned to be higher education teachers, but rather had reached this career through different trajectories, influenced for example by a mother who was a teacher. The teachers also shared that the level of the students in the college was relatively low compared to other colleges where they had taught, and it was felt that the expectations of the teachers had been lowered to fit the student population in this college.



*Figure 9: Emily Interacting with students at the sampled college in Sirsa*

Following this interaction, Anjali and Emily moved into a formal interaction with the college students, who were ushered into a relatively large classroom by the teachers. The women students were ushered to the front benches and the men students to the benches behind. Anjali explained the project to the students, many of whom she had already met during her fieldwork period at the college. She explained that Emily was here as her PhD supervisor to see the context for herself and to continue the work of the project at large. Anjali asked some general questions to the students which allowed us to gauge the college population in

advance of the questionnaire analysis. For example, most if not all of the students were first generation higher education learners, many came from villages and many had never met someone from another country. The students offered some perspectives on their experiences of access to the college, and their experiences as undergraduate students in the college. They were also given the opportunity to ask Emily some questions. They asked some questions about the difference between India and the UK and what education in UK involves. Towards the end of the interaction the men students were ushered out and the women students were given some time with the guests as they had been reticent to participate while the men students were present. The women students asked Emily to speak in English so that they could hear the accent.

Following the formal interaction, Emily and Anjali remained in the classroom for some time, which serves as the women students' common room. Here the women students became more confident in asking questions and some discussion ensued on an informal note. For example, one student had recently got married but was staying in her family home to complete her studies, as her new husband was currently located in another state for his work. Photographs were also taken by several students. Anjali and Emily then moved out of the room into the college grounds and had further discussions with some of the women students. They were then joined by some men students and the women students immediately moved off, with the exception of one woman student who joined us briefly and who seemed to be a noteworthy student as the men students respectfully informed us that she was an 'awesome' student. The discussions with the men students ranged around their career plans, their choice of college and also some comparisons between UK and India. One of the students was pursuing the necessary qualifications to join the police and had just cleared two hurdles (the written examination and the physical fitness examination) in the process.

Following this, Emily and Anjali formally thanked the key contact for his support and presented him with a souvenir from the University of Warwick. They then returned to their accommodation and engaged in discussions of this experience and also engaged in some pilot data analysis and analysis of Anjali's fieldwork data.

## **Day 2**

On the second day of the college visit activities, Anjali and Emily arrived at the college in the morning and were greeted by some of the administrative staff at the college, who are highly dedicated to their work; they shared some interesting perspectives on their own backgrounds. Following this, Anjali and Emily were served tea while engaging in further informal interactions with women students. Again, it was observed that while they were discussing with women students, men students did not approach. Within this co-educational setting there appeared to be almost total segregation along gender lines. The students were completing some assignments, so Anjali and Emily looked at some text books and engaged in some informal conversation.

Anjali and Emily were then ushered into the Principal's office, as he had been absent the previous day so had been unable to meet us on that day. Anjali and Emily were joined by a history teacher. Anjali and Emily engaged in a discussion of the project, and of the UK higher education system and the differences and similarities with India. The history teacher offered some insights on the legacies of colonisation in India. Tea and sweets were served during the meeting and the Principal also shared that he was delighted to have been able to

contribute to the project, particularly given the rural nature of the college. Emily presented him with a souvenir from the University of Warwick and some photos were taken.

Anjali and Emily then departed the college with the Hindi teacher and one of the administrative staff. Anjali and Emily visited the village where the Hindi teacher resides. Firstly, Anjali and Emily were invited to join a special pre-wedding ritual that was occurring in one of the Hindi teacher's relative's homes. The ritual was a women's neighbourhood ritual where the women of the village had gathered in the home of the bride-to-be to sing songs and dance. Anjali and Emily met different family members and discussed the wedding plans, and also discussed the educational trajectories and future life plans with some of the relatives, which gave us further insights for the project. It was notable that there was a significant generational difference in levels of education, with the grandmothers having received no formal education and the bride-to-be having been educated to Master's level. Anjali and Emily observed interesting interweaving of traditional rural village life - dress, customs, house style - and modernity in the form of enhanced education, presence of gadgets such as washing machine and AC among the wedding presents, use of smartphones to video the ritual. Anjali and Emily presented the bride-to-be with some sweets as a token of our appreciation and she was extremely pleased to have received our visit; in turn members of the household presented us with some sweets as a token of their appreciation for our visit.



*Figure 10: Women singing and dancing in the house of the Bride to be*

Following the ritual, Anjali and Emily were escorted to the Hindi teacher's house by her husband. The Hindi teacher and college administrator had kindly prepared a traditional Haryanvi meal for us, which Anjali and Emily ate in the parlour of the house while engaging in informal discussions with the teacher and her husband. The teacher had been educated to PhD level and her husband to undergraduate level - he was a landowning farmer. The house was the teacher's in-laws' house ('*sasural*'), which was where she resided. It was clear that the teacher had a positive influence on the community as at least two different students appeared during our visit - the teacher seems to encourage members of the local village to continue with their studies. This helped us to see the presence of a 'key influencer' in a village setting. After lunch Anjali and Emily were given a tour of the house including the roof terrace on the second floor which enabled us to see the geography of the village. It was a large village centred around a large pond and a sizeable temple. The teacher's house was evidently one of the larger houses, but other multi-level houses were also visible, as were smaller more rustic houses. Anjali and Emily could see several families engaging in domestic chores including children in school uniforms. While on the roof two different school buses were passing by from secondary schools whose names were recognisable from the survey data as feeder schools for the college. Following the tour Anjali and Emily presented the teacher and the college administrator with some sweets in recognition of their kindness and hospitality, and photos were taken.



*Figure 11: Emily being served lunch in the Teacher's home*





*Figure 12: A view of the village*

Anjali and Emily then returned to the hotel and engaged in further discussions of the experiences and their relevance to the project, as well as some further data analysis for the pilot study and Anjali's fieldwork.

### **Day 3**

On the final day of the interactions with the college, Anjali and Emily visited one of the college students in her home. She had kindly agreed to an informal discussion with us and had collected together her family members to join us.

The house was located in one of the villages near to the college which was also the place of residence of one of Anjali's interview participants and some of the questionnaire respondents. The house was quite different from the teacher's house and again from the house of the bride-to-be, which although on one level in a compound style, had several rooms and substantial courtyard space. The student was from the Scheduled Caste group.

The house was still relatively substantial in outside space but had fewer rooms. Anjali and Emily were received in an outside area that seemed to form an outside vestibule courtyard area between the main enclosure of the house and the lane. As such Anjali and Emily were not invited into the inner parts of the house. The student and her siblings brought some chairs and a table around which tea and biscuits were served. During the interaction Anjali and Emily were briefly joined by different family members and neighbours who joined and left again at their leisure. The father of the family briefly joined and then returned to the

inside, but a family uncle and a neighbour played a significant role in the discussion, as well as the student, her two sisters and brother, and her mother.

The discussion ranged across a variety of topics. Anjali explained her research topic and the family showed great interest in this topic. The student was an exception in her family as she was the fourth youngest child (after two sisters and one brother) but was the first to go to college. Her eldest sister is educated till class 12, is married and residing at her marital home in another village. Her second elder sister had not completed 10th (equivalent in UK terms to year 11) but was now returning to try again, and her brother had completed class 12 and a technical course and was now following a computer course. The student had found out about the college from seniors in the same village who were attending and had only applied for admission to this college. She was able to walk to the college with friends. This walk takes about an hour in each direction and it was considered to be convenient for her. Her family had very little history of formal education. Neither of her parents had received any formal education and her uncle had completed primary education but not moved into secondary school. The discussion also touched on comparisons between UK and India, such as what villages look like in UK.

The interaction concluded with warm thanks being given and the presentation of some sweets to the student and her family to express our gratitude for the warm welcome.

Following the interaction, Emily and Anjali returned to Delhi and engaged in discussions of the interactions and further pilot data analysis on the journey.

### **Debriefing and Planning Meeting**

*1 March 2019*

On the final day before Emily's departure, Anjali and Emily held a day-long meeting in Delhi to debrief and engage in further planning for the project. During the meeting they constructed the plan for the visit report, discussed ideas for the next phase of the project, and formalised their reflections on the visit as a whole.

### **Next Steps**

Following the visit, Anjali will remain in India until April to conduct fieldwork in the third district. If time allows, she will also endeavour to make visits and presentations in some of the institutes with which the team is in contact for the project. There is a team meeting on Monday 4 March to debrief with the whole team about the visit.

Next steps include sharing of ideas and development of plans for the second phase of the project, around which Nikita Samanta's PhD is based; continuation of the pilot phase data analysis and development of the report and dissemination plans; consideration of the next visit (which Ann will conduct) and the RAG meeting which will be held during that visit.