



University of Warwick, School of Law & Centre for Education Studies

**Introduction to and Progress Report on the
Implementation of the Research Project:**

A Fair Chance for Education: Gendered Pathways to Educational Success in Haryana

Report Submitted to: Research Advisory Group

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1. Introduction

A Fair Chance for Education: Gendered Pathways to Educational Success in Haryana is a collaborative and interdisciplinary Research Project run by the University of Warwick School of Law and Centre for Education Studies. This project is funded by the Fair Chance Foundation, the Warwick Collaborative Postgraduate Research Scholarships, with additional contributions from the University of Warwick's donor community. The project team at Warwick is composed of Professor Ann Stewart (PI), Dr Emily Henderson (Co-I), and Associate Professor Ian Abbott (Co-I), and is supported by Project Partners in India: Professor Nandini Manjrekar from the Tata Institute for Social Sciences (TISS) Mumbai, Dr Nidhi Sabharwal from the National University of Educational Planning and Administration (NUEPA) and Dr Manish Jain from Ambedkar University Delhi (AUD). The project includes two fully funded doctoral studentships; these two students will complete the majority of the empirical research for the project. The empirical work will include both quantitative and qualitative data collection, including survey work and narrative interviews with students. The project focuses on the key areas of gender, education and human rights in the state of Haryana.

The overarching **research questions** that the research project is investigating are as follows:

1. Which factors affect young people's progression to higher education?
 - How these factors are gendered?
2. How can gender-related barriers to young people progressing to higher education be addressed through evidence-based intervention?
 - What are the challenges and opportunities of designing and conducting an intervention in this area?

Alongside the research questions, the project has a number of **key objectives** which are as follows:

- To contribute to capacity building in Indian higher education through
 - two funded doctorates
 - project activities for students and colleagues, such as methodological workshops
 - project visits in India and UK.
- To design, implement and evaluate an intervention that targets obstacles identified in the first stage of the study, thus contributing to the knowledge of 'what works' in the Global South countries higher education policy landscape.
- To produce useful, robust evidence that may bring about social change.

2. Project Origins and Development Process

2.1 Project Development

Following a number of smaller funded ventures, Fair Chance Foundation entered into discussion with the University of Warwick about the idea of funding a larger-scale project which could produce strong evidence for social change. Initial discussions with the Fair Chance Foundation in 2016 about the nature of the desired project led to the conclusion that its focus would be on one Indian state, with concrete impact being at the core of the project, and that the project would focus on gender and education. Haryana was selected as the state that the project would explore, given its history of sex-ratio imbalance and other gender-related issues, but project design would then have the potential to be upscaled to other states. Following these discussions, a literature review was commissioned and conducted by Dr Manish Jain and Professor Nandini Manjrekar, 'Social Context of Girls' Education in Haryana'.

The **literature review** explored issues relating to gender and education in Haryana, and identified the following key points:

- A marked sex ratio imbalance, also early marriage practices and strong son-preference.
- Relatively high literacy, which has shown improvement. Participation of girls in education, though there are marked enrolment gaps in urban areas and for SC and OBC girls, and high attrition at secondary levels and a fall in enrolment for tertiary level education.
- Differences across the state due to proximity/overlap with National Capital Region (NCR); uneven distribution of urbanisation and income. Changes in agricultural sector towards mechanisation.
- Economic development not correlating with decreased sex-ratio difference.
- Role of khap panchayats in maintaining caste and gender traditional norms.

A **scoping meeting** was then held in New Delhi (30 September-1 October 2016) with the Warwick team (Professor Ann Stewart, Dr Emily Henderson, Ian Abbott), Fair Chance Foundation (Sumir Karayi, Corrie Pope), project partners Professor Nandini Manjrekar and Dr Manish Jain, with an additional partner Dr Nidhi Sabharwal (NUEPA). Further colleagues attended part of the meeting in a consultative capacity. Professor Manjrekar and Dr Jain presented the literature review at this meeting. As a result of this meeting, it was established that the research project, which would span five years (from January 2017), would explore access to higher education by considering the gendered nature of the obstacles and support networks that prevent or facilitate young people's access to higher education. This would involve a small-scale targeted intervention which would be designed based on findings from initial empirical research.

2.2 Development of Project Components

The project established funding for two fully-funded **PhD Studentships** - one based in the University of Warwick Centre for Education Studies and the other in the School of Law. The Studentships are jointly funded by the Fair Chance Foundation and Warwick Collaborative Postgraduate Research Scholarships (WCPRS), with additional contributions from the University of Warwick's donor community. WCPRS is a scheme which encourages departments at Warwick to locate non-traditional sources of PhD funding, which the university then matches. Regarding the Studentships themselves, the first doctoral candidate is researching the issue of gender and access to higher education in

Haryana from October 2017 until March 2021, with fieldwork running between approximately September 2018 and March 2019. The second doctoral candidate will research the implementation of an intervention based on the findings of the first studentship; the studentship will run from October 2018 until March 2022, with fieldwork lasting from approximately September 2019 to March 2020.

The project also involved the formation of a **Consultative Group** to include scholars working across Education Studies, Women's and Gender Studies, Human Rights and Socio-legal Studies, including early career researchers. The broad composition of the Consultative Group ensures that the project is being informed by a range of disciplinary perspectives and will provide a space where the project can be informed by colleagues from different stages of the academic career path (see Annexure 1 for the Terms of Reference). Project partners were requested to make recommendations for membership of the Consultative Group. The consultative group includes 16 members (see Annexure 2 for the membership), who are predominantly academics working in Delhi, Mumbai and Haryana. The inaugural meeting was held on Tuesday 18th April 2017 in the Indian Habitat Centre, and included a project briefing and a participatory workshop relating to access to higher education. The team is in the process of developing a Moodle site (virtual learning environment) for the Consultative Group, so that sharing of resources and online discussion can be facilitated.

The **Warwick project team visited India** in April 2017. This involved meetings with the project partners, as well as with the Consultative Group. It included a research seminar on gender and higher education research at NUEPA (Dr Henderson), and a workshop on Gender and Intersectionality and blogging at AUD (Dr Henderson and Mr Abbott). The visit also included a visit to Central University Haryana (CUH) and Narnaul College in Mahendragarh district, organised by Consultative Group member Dr Renu Yadav. At CUH, Dr Sabharwal, Dr Henderson and Mr Abbott presented a project briefing to faculty and students, and met with the Director. At Narnaul College, the team met with the college's senior leadership and other faculty, and received a tour of the premises. The PhD student Anjali Thomas participated in all of the visit activities as preparation for starting her doctorate in October.

The project's **Research Advisory Group** (RAG) was formed in October 2017, following recommendations that were submitted by the project partners to the project team. The membership is included in Annexure 3. The purpose of the RAG is to provide independent expertise and accountability for the project. Terms of Reference are in Annexure 4.

2.3 Communication Strategy

The project's communication strategy is multi-faceted and aims to produce impact from the project in a variety of ways.

These include **sharing resources** and developments with the project partners and the Consultative Group, who are then encouraged to both send on useful resources to their contacts, and to reciprocate by sharing resources with the project team. Thus far this has been successful in raising the team's awareness of issues and incidents in Haryana and relating to gender and education in India.

The project has a **web-page** which is embedded in the University of Warwick website, and can be reached through the url www.warwick.ac.uk/haryana, and which is updated with news and project information, including a newsfeed.

The project has recently developed a **blog**, which can be reached at the url <https://genderedpathwaystoeducation.wordpress.com/>. The blog is managed and edited by the project PhD students with assistance from Dr Henderson. The blog acts as a platform for sharing project developments, and is also a platform where guest contributors can write posts. The blog aims to post a new piece a minimum of once per month. The posts so far include two posts which are outputs from the AUD workshop from the April 2017 visit. The posts are shared on other social media sites such as Facebook and Twitter.

2.4 Project philosophy and structure

The project is based on principles of action research, and as such is exploratory in nature. This means that, somewhat unusually for this type of intervention-related project, each stage of the project influences the design of the next. This choice of research philosophy draws on notions of collaborative research which is rooted in local practice, concepts and epistemologies, and as such requires time for the formation of partnerships and flexibility for ideas to develop. The implication of this research philosophy is that a fixed research proposal cannot be developed in advance of all stages of research. Instead, each stage of research is developed and presented as a micro-project proposal within the project as a whole.

The stages of the project can as such be mapped as follows:

1. Pilot research in February 2018 (proposal included in Section 3.)
2. PhD student 1 research (proposal in progress, examined for upgrade from MPhil to PhD status in approx. June 2018).
3. Planning and initiation of intervention based on PhD student 1 findings.
4. PhD student 2 researches the intervention (proposal will follow).
5. Recommendations made on the basis of PhD student 1 & 2.

2.5 Project current status

At the time of writing, the project team is involved in the following **project activities**:

- Recruitment of second PhD student (Nikita Samanta was offered the scholarship 19 January 2018, and has been subsequently offered admission to study).
- Planning of February 2018 project visit activities, including the Inaugural RAG meeting, the Second Consultative Group meeting, activities with partner institutions.
- Planning of small-scale pilot research, to be conducted in the week of 12th February 2018 (for further details see section 3). Ethical approval was gained from the Humanities & Social Sciences Research Ethics Committee (HSSREC) on Wednesday 13th December 2017.

3. Pilot Study

3.1 Rationale for pilot study

The purpose of conducting a small-scale pilot research project is manifold:

- Establish base-line findings relating to access to higher education in Haryana.
- Discover important themes and topics that will inform the design of the first PhD student's empirical project.
- Compare our initial findings with the literature review and subsequent literature we have reviewed.
- Develop our relationships with contacts in Haryana to widen the scope of the study across districts.

3.2 Pilot study design

The inaugural CG meeting included a participatory workshop about designing pilot research for the project. The ideas from this exercise included suggestions on how to choose districts for study, which type of institution, and how gender should be understood. Following a rich discussion of the outcomes of the workshop, the Warwick team proposed to research students at government colleges, due to the relatively local provision of government college-based higher education and its relatively inclusive nature.

The districts were chosen based on (i) contrast (eg. proximity to NCR), (ii) statistical profile regarding sex ratio and education, (iii) strength of local contacts. Anjali Thomas (PhD student) produced a briefing on 5 districts: Bhiwani, Hisar, Mahendragarh, Rohtak, Sonipat. The brief (see annexure 5) was shared with project partners and the CG. Responses were collated and Sonipat (near NCR), and Mahendragarh (rural) were selected. Based on contacts, one co-educational government college was selected in each district, on the basis of contacts who could arrange access.

Within a comparative case study methodology, the methods chosen are as follows:

1. Institutional profile and background statistics (to be compiled before and during the visit) for documentary analysis.
2. Semi-structured interview with college Principal or nominated member of senior leadership to augment the institutional profile and understanding of student types, institutional policies.
3. Quantitative survey of approx. 90 undergraduates (second year) in each college, across Science, Social Science and Humanities, sample to include men and women students. Survey to assess socioeconomic status, family education history, mobility (social and geographical).
4. Focus groups with 5 women students and 5 men students in each college (second year, mix of disciplines), focusing on their perceptions of barriers and enablers for access to higher education. For thematic and discourse analysis.
5. Semi-structured biographical interviews with 2 women students and 2 men students in each college (second year, mix of disciplines), focusing on their perceptions of the barriers and enablers that had entered their own educational trajectories. For thematic and discourse analysis.

The university ethics procedure was followed and ethical approval was granted (see annexure 6).

The research instruments for the pilot were workshopped at Warwick on 17 January 2017 by Ann Stewart, Emily Henderson, Anjali Thomas, and were then shared with Ian Abbott (absent on 17 January) and the project research partners. Based on feedback, the instruments were revised and sent to three volunteers from the CG: Sharmila Rathee, Manju Panwar, Roma Smart Joseph for feedback and to test the questionnaire on some of their students for clarity. This stage is in progress at the time of writing.

3.3 Pilot research implementation

At the time of writing, the implementation strategy is in the stages of completion, so this next section will be updated verbally in the meeting.

Timeline

- 13 February - researcher training
- 14 February - travel to sites
- 15 February - day 1 at sites, including meeting with college leadership and staff, interview with Principal, survey implementation
- 16 February - day 2 at sites, including focus group discussions (FGDS) and interviews, plus 'mop-up' of other activities; return to Delhi
- Following the visit - transcription and translation of data, followed by thematic and discourse analysis and construction of case study comparison

Mahendragarh

- Project member - Ann Stewart
- CG member attending - Renu Yadav
- Research assistants - 1 x woman PhD student, 1 x man PhD student (to conduct FCDs and interviews and assist with the survey and assist with Hindi language needs)

Sonipat

- Project members - Emily Henderson, Anjali Thomas
- CG member attending - Sharmila Rathee
- Research assistant - 1 x man PhD student (to conduct FCDs and interviews and assist with the survey and assist with Hindi language needs)

It is planned that findings from the pilot research will be disseminated at conferences/seminars and on social media in the form of blog posts.

4. Project timeline

4.1 Phase 1 - January 2017-October 2017 (and before)

- Literature review and scoping meeting in Delhi
- Project partners established
- Project nature, key areas and funding established
- Recruitment of PhD student 1
- Research coordinator recruitment
- Creation of project website
- Project visit to Delhi/Haryana
- Formation of Consultative Group and Inaugural Meeting
- Formation of Research Advisory Group

4.2 Phase 2 - October 2017-August 2018 - development

- PhD student 1 arrived
- Blog launched
- Pilot research planned
- Recruitment of PhD student 2
- Project visit to Delhi/Haryana, including Inaugural RAG meeting, Second Consultative Group meeting, and pilot research activities
- Development of PhD student 1 research proposal (to be examined for MPhil to PhD 'upgrade' in approx. July 2018)

4.3 Phase 3 - August 2018-August 2019 - exploratory empirical research

- PhD student 1 departs for fieldwork
- PhD student arrives
- Indian partner/s visit UK
- Development of PhD student 2 research proposal (to be examined for MPhil to PhD 'upgrade' in approx. July 2019)
- PhD student 1 produces preliminary findings and subsequently detailed findings
- Intervention ideas developed and implementation set up

4.4 Phase 4 - September 2019-August 2020 - intervention research

- Intervention begins
- PhD student 2 departs for fieldwork
- Project team visit India
- PhD student 1 writes up thesis

4.5 Phase 5 - September 2020+ - dissemination

- PhD student 1 viva
- PhD student 2 writes up and then viva
- Dissemination activities

Annexure 1 - Consultative Group Terms of Reference

Membership

The Consultative Group (CG) membership comprises:

- 1) The core project team from the University of Warwick
 - Ann Stewart, Professor, Law School
 - Emily Henderson, Assistant Professor, Centre for Education Studies
 - Ian Abbott, Associate Professor, Centre for Education Studies

- 2) The project partners
 - Dr Manish Jain (Ambedkar University Delhi)
 - Professor Nandini Manjrekar (TISS Mumbai).
 - Dr Nidhi Sabharwal (NUEPA)

- 3) The CG core members
 - Anima Mali
 - Renu Yadav
 - Sharmila Rathee
 - Manju Panwar
 - Kamlesh Narwana
 - Manika Bora
 - Khyochano Ovung
 - Parimala Doss
 - Shubhra Nagalia
 - Meena Gopal
 - Alka Shah
 - Laksh Venkataraman
 - Rachna Chaudhary
 - Lovitoli Jimo
 - Sangita Thosar
 - Roma Smart Joseph

- 4) The PhD students involved in the Project
 - Student 1: Anjali Thomas
 - Student 2: TBC

Aims and Purpose

The project, which started in 2017 and will run over five years until 2022, is designed around principles of collaborative research, and it is integral to the project's research philosophy to ensure that the project is beneficial to as many different groups as possible. As one feature of the project, the role of the CG is to establish a research community for the project.

The aims of this group are twofold:

- to ensure that the project is being informed by a range of disciplinary perspectives;
- to provide a space where the project can be informed by colleagues from different stages of the academic career path.

The intended benefits of being a member of the CG include:

- participation in the development of a large-scale five-year funded research project (for those who have not been exposed to this scale of research);
- opportunities to meet and work with colleagues from different cities and institutions (for all members).

The project will include a number of project visits in India and the UK. There will be opportunities to be involved in events/discussions for future visits located in India, and opportunities for some members to visit the University of Warwick over the course of the five years.

Commitment and Expectations

Minimum commitment of CG core members:

- to respond to emails calling for suggestions or feedback on decisions relating to the project,
- to actively disseminate project findings among appropriate networks as and when they are released.

Desirable commitment:

This could involve

- organising a relevant event or visit for the next India-based visit,
- writing a blog post about the project,
- meeting with one of the two PhD students who are located within the project during their fieldwork.

Mode of Operation

The CG will meet during each project team visit to India. Between visits, CG members will have access to a CG Moodle site (an online collaborative platform) to share documents and information. Furthermore, CG members may develop collaborative links with the project doctoral students during their doctoral projects. If approved by the project team, activities could also take place outside of project visits, which the project team may or may not be able to attend.

The CG will be informed of developments in the project on a regular basis (approximately every 1-2 months). The initial point of contact is the project administrator Julie Mansuy (FCFHaryana@warwick.ac.uk), who will direct queries to the project team as appropriate, and who will also manage the day-to-day running of the Moodle.

Annexure 2 - Consultative Group Membership

Manika Bora

NUEPA

Rachna Chaudhary

Ambedkar University Delhi

D. Parimala

University of Delhi

Meena Gopal

Mumbai

Lovitoli Jimo

Ambedkar University Delhi

Anima Mali

Tata Institute of Social Sciences

Shubhra Nagalia

Ambedkar University Delhi

Kamlesh Narwana

Delhi University

Khyochano Ovung

Ambedkar University Delhi

Manju Panwar

Women's University, Sonipat

Sharmila Rathee

University of Delhi

Alka Shah

PhD, Baba Saheb Bhimrao Ambedkar University, Lucknow (Central University)

Roma Smart Joseph

Isabella Thoburn College, Lucknow, UP

Sangita Thosar

TISS Mumbai

Laksh Venkataraman

TERI University, Delhi

Renu Yadav

Central University Haryana

Annexure 3 - Research Advisory Group Membership

Kiran Bhatta

Senior Fellow at the Centre for Policy Research [CPR]

Dr Bhatta works on issues of institutional functioning in elementary education. She coordinates the PAGE [Public Accountability and Governance in Education] project at CPR, which is aimed at analyzing systems of data management, accountability and community monitoring in education, through action research. Her current research focuses on decentralized data systems for education, the response of the judiciary to implementing the RTE Act and an examination of the regulatory framework for education. She is also the founder-coordinator of The Forum for Deliberations in Education [The Forum] – a collaborative initiative that conducts a monthly seminar series on education. Prior to joining CPR she was the National Coordinator for RTE at the NCPCR- mandated to monitor the RTE Act. She has also worked as an Education specialist at UNICEF and on several research projects such as the PROBE report on Basic Education and the FOCUS report on early childhood care. Dr Bhatta will bring strong policy perspectives to the project and with her experience with policy and community networks bring ideas on dissemination of the project findings.

Farida Khan

Professor (Retired), Department of Education, Jamia Millia Islamia University, New Delhi; Member, National Minorities Commission

Prof Khan has been associated with teaching psychology, gender, curriculum studies and research methodology for over thirty years. She has written extensively in the areas of math education, teacher education and women's studies, and been associated with several academic committees in universities. She has been part of several national level committees and also a member of the National Commission on Minorities. Prof Khan would be able to substantively contribute to the project conceptually, methodologically and also give direction to framing its policy implications.

Pankaj Mittal

Additional Secretary, University Grants Commission; Former Vice Chancellor at Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonipat

Dr(Mrs) Pankaj Mittal, Additional Secretary, UGC is a Fulbright scholar and has been a topper in MSc and PhD in Agricultural Statistics from IARI, New Delhi. She has a wide-ranging experience of about three decades in Higher Education in the fields of Policy Planning and Management of Higher Education including Promotion of Access, Equity, Relevance, Quality and Human Resource Management. Dr Mittal was appointed as the first regular Vice Chancellor of Bhagat Phool Singh Mahila Vishwavidyalaya at the age of 44 years. She was also the proud recipient of Fulbright Nehru Scholarship grant for Educational administrators in 2017 and of the Padamshree Subhashini Devi Award in 2018. Dr. Mittal has been a member of various Committees and Professional Bodies including Programme Advisory Board and HRM Network Steering Committee on Human Resource Management of Association of Common wealth Universities, London, Pay Review Committee for University and College teachers in Haryana, Kerala State Council for Higher Education, Rehabilitation Council of India, Haryana State Council for Higher Education and Haryana Innovation Council. She

has published a number of papers, articles, occasional papers and reports on issues relating to higher education and women empowerment in national and international journals.

Claire Noronha

Founding Member and Director of Collaborative Research and Dissemination (CORD)

Claire Noronha has experience in doing field-based research in education in India for over 15 years. She was a member of the PROBE team which conducted the research and analysis for the landmark *Public Report on Basic Education (PROBE)* (Oxford University Press, 1999). With CORD she has been researching issues related to private schools for the poor for over a decade in several studies ranging from a field study of private schools in three northern states in 1999, to the exploratory study done with Professor Prachi Srivastava of the University of Ottawa. She was Principal Investigator for the work in India of the RECOUP research consortium (2005-2010) which focused on improving education outcomes for disadvantaged young people. She has also published widely including the work, 'Schooling and Domestic Transitions: Shifting Gender Relations and Female Agency in Rural Ghana and India', with Madelaine Arnot and Patricia Jeffrey in *Comparative Education*. She would bring strong policy and research perspective to the project with her wide experience of research including surveys and attention to the field. Further, we may draw upon her for dissemination of the project findings.

Ratna M. Sudarshan

Former Fellow, NUEPA; Trustee: Institute of Social Studies Trust New Delhi

Ratna M. Sudarshan is a feminist scholar specialising in gender, education and work. She is a former fellow of NUEPA and former Director of Institute of Social Studies Trust (ISST), New Delhi. Ratna M. Sudarshan is currently serving as a trustee of ISST, and is also associated in an advisory capacity with other organizations working on issues of education, work, gender and development. The research with which she has been associated is fieldwork based and attempts to connect practitioner experience with policy discussions. Ratna M. Sudarshan will bring with her the experience on multiple ways to bridge the gaps between research, action and policy.

Asha Singh

Dean, Faculty of Social Sciences (Emerita), Principal Magadh Mahila College, and Former HOD of Economics (Emerita), Patna University, Patna

Professor Asha Singh is an alumna of Patna Women's College at Patna University and was a Lecturer at Magadh Mahila College in the Economics Department from 1974. She completed her Doctoral Research in 1982 on "Poverty in English Economic Thought – from Adam Smith to Arthur Cecil Pigou". Her academic career has lasted more than 44 years, during which she has guided 11 students through their doctoral programmes. Asha helped with the development of as well as founded and coordinated several B. Com and BBA courses. In addition to her numerous publications in books and journals, Asha was also the organizing secretary of an International Conference on 'Youth Unemployment in India: Dimensions, Challenges and Strategies' and of a seminar on 'Social Security for Unorganized Workers in India'. She recently participated in a project on "Reforming Higher Education for Civic Learning and Community Engagement: Diversity and Discrimination in Higher

Educational Institutions in Bihar" undertaken by NIEPA (CPRHE) jointly with the ICSSR, New Delhi. She worked as the Project Team Leader for Bihar state.

Annexure 4 - Research Advisory Group Terms of Reference

The Project Team

- 1) The core project team from the University of Warwick
 - Ann Stewart, Professor, Law School
 - Emily Henderson, Assistant Professor, Centre for Education Studies
 - Ian Abbott, Associate Professor, Centre for Education Studies
- 2) The project partners
 - Dr Manish Jain (Ambedkar University Delhi)
 - Professor Nandini Manjrekar (TISS Mumbai).
 - Dr Nidhi Sabharwal (NUEPA)
- 3) The Consultative Group
- 4) The Research Advisory Group
- 5) The PhD students involved in the Project
 - Student 1: Anjali Thomas
 - Student 2: TBC

Membership

The Research Advisory Group (RAG) membership comprises:

- The RAG core members:
 - Kiran Bhatta
 - Farida Khan
 - Pankaj Mittal
 - Claire Noronha
 - Ratna Sudarshan
 - Asha Singh

Aims and Purpose

The project, which started in 2017 and will run over five years until 2022, is designed around principles of collaborative research, and it is integral to the project's research philosophy to ensure that the project is beneficial to as many different groups as possible. As one feature of the project, the role of the RAG is provide expert advice and accountability for the project.

The aims of this group are twofold:

- to ensure that the project accesses expert advice regarding the research aims and direction and processes;
- to contribute to the accountability structure for the project by providing independent views on the functioning of the project.

Commitment

We would like to be able to draw on the expertise of the group to assist us with the development of the project. We will be mindful of other calls on your time.

Commitment of RAG members:

- to respond to emails calling for suggestions or feedback on decisions relating to the project within a reasonable time frame,
- to advise on the processes and design of the project,
- to advise on and facilitate the development of the project in relation to policy and other potential impacts,
- to actively disseminate project findings among appropriate networks as and when they are released.

Mode of Operation

The RAG will meet at key stages of the project.

The RAG will be informed of developments in the project when appropriate. The initial point of contact is the project administrator Julie Mansuy (FCFHaryana@warwick.ac.uk), who will direct queries to the project team as appropriate.

Annexure 5 - Brief on Districts Shortlisted for the Team Visit in February 2018

Brief prepared by Anjali Thomas, PhD student on the Haryana project, in collaboration with the project team.

The Project is aimed at enhancing the educational achievement of youth in Haryana. The project focuses on gendered issues relating to youth entering government colleges in Haryana.

The reports shared on the education department website lists 113 government colleges, whereas the 2015-15 AISHE (All India Survey of Higher Education) report says that there are 169 government colleges in the state.

According to the AISHE 2015-16 report, Gross Enrolment Ratio (GER) in Higher education in India is 24.5%, which is calculated for 18-23 years of age group. GER for male population is 25.4% and for females, it is 23.5%. For Scheduled Castes, it is 19.9% and for Scheduled Tribes, it is 14.2% as compared to the national GER of 24.5%. However, Haryana has reported a better GER of 26.1 (overall), 26.4 (overall-female), 25.9 (overall-male), 17 (SC), 16.7 (SC female) and 17.3 (SC male). While the GER is higher overall, the state-wide GER for the SC population is lower than the national averages.

This report also states that there is a greater out-turn (successful completion among females (74478) than males (46280)). This follows the trends regarding masculinity by Prem Chowdhry (2005). This is definitely a cause for concern as caste and gender, along with class, can be counted as multiple burdens in an individual's educational trajectory.

Along with the number of recorded government colleges in each district we will also be looking at social factors like sex-ratio, male and female literacy rates, urbanisation, work-force participation, proximity or distance from NCR (National Capital Region) and availability of key informants.

From a range of sources, including statistical data, academic literature and availability of contacts, we have shortlisted four districts to visit in February, to collect some small-scale data to inform the larger research project. We aim to reduce this to three districts.

We have selected 1) Sonipat (proximity to Delhi, sex ratio), 2) Mahendragarh (rurality, sex ratio, contacts at Narnaul and CUH), 3) Sirsa OR Hisar (rurality, distant from Delhi, lower female literacy). We will make the final decision on 3) once one of our project members has visited Sirsar for another project in December.

We therefore invite comments and suggestions for 1) government colleges where CG members have contacts in these districts, 2) comments, information and documents about these districts.

Further information on the shortlisted districts

District	Urban Population %	Sex ratio	0-6 sex ratio	Female Literacy	Literacy	SC	Total Colleges	Aided Colleges	girls to boys (1-8)
Hisar	31.74	872	851	62.3	72.9	23.4	7	5	0.85
Mahendragarh	14.41	895	775	64.6	77.7	17	12		0.81
Sirsa	24.65	897	862	60.4	68.8	29.9	4	4	0.85
Sonipat	31.27	856	798	69.8	79.1	18.6	4	9	0.81

Mahendragarh is a district with a large number of government colleges in comparison to other districts. However, it reports a very low literacy rates among females. Mahendragarh also has the lowest 0-6 sex ratio and the lowest girls to boys’ ratio in class1-8 in schools. This makes Mahendragarh a very curious case requiring encouragement for greater gender parity. When looking at gender in Higher Education, we also need to pay attention to the gendered enrolment and pursuit of disciplines. Hisar and Sonipat also have a variety of institutes for science and technological disciplines (STEM).

The following table looks at the university, location and gendered distribution of government college across the shortlisted districts.

Districts and the Universities	Non-Rural			Rural			Grand Total
	Coed	Women’ s	Total	Coed	Women’ s	Total	
Hisar							
Kurukshetra University	3	1	4	3		3	7

Guru Jambheshwar University of Science and Technology							
Lala Lajpat Rai University of Veterinary and Animal Sciences							
Chaudhary Charan Singh Haryana Agricultural University							
Mahendergarh							
Maharshi Dayanand University	4	2	6	4	2	6	12
Central University Haryana							
Sirsa							
Ch. Devi Lal University	2	1	3	1		1	4
Sonipat							
Maharshi Dayanand University	3		3		1	1	4
Bhagat Phool Singh Mahila University							
Deenbandhu Chhotu Ram University of Science & Technology, Murthal							
IIT, Sonipat							

1) Sonipat

- The general Sex Ratio of the district was 856 in 2011. The district stands at 20th place being the second last amongst the 21 districts of the State.
- In terms of Child Sex Ratio (0-6 year's age group) the district stands at 18th place with a Child Sex Ratio of 798.
- The percentage of Scheduled Caste Population to Total Population in the district is 18.6 per cent and it ranks at 14th position.
- In terms of literacy Sonipat stands at 8th place. The literacy rate in 2011 is 79.1 percent, with 87.2 percent for males and 69.8 percent for females.

- The Work Participation Rate (WPR) of Sonipat district is 36.1 per cent in comparison to 35.2 per cent of the State. The Work Participation Rate of Males in Sonipat is 50.1 per cent, whereas the Female Work Participation Rate is 19.8 per cent.

The following table lists out the names, location and gender profile of the ten colleges in Sonipat:

S. No.	Name	Rural/Urban	Coed/ Women's
1	Govt. College Barota (Gohana)	Urban	Coed
2	Govt. College For Women, Murthal	Rural	Women's
3	Govt.P.G.College, Gohana	Urban	Coed
4	Shaheed Dalbir Singh Govt. College, Kharkhoda	Urban	Coed

2) Mahendragarh

- The general Sex Ratio of the district which is 895 in 2011. The district stands at 5th place amongst the 21 districts of the State.
- In terms of Child Sex Ratio (0-6 years age group) the district stands **at last position with a Child Sex Ratio of 775.**
- The percentage of Scheduled Caste Population to Total Population in the district is 17 per cent and it ranks at 18th position.
- In terms of literacy Mahendragarh stands at 10th place. The literacy rate in 2011 is 77.7 percent, with 89.7 percent for males and 64.6 percent for females.
- The Work Participation Rate (WPR) of Mahendragarh district is 36.7 per cent in comparison to 35.2 per cent of the State. The Work Participation Rate of Males in Mahendragarh is 47.9 per cent, whereas the Female work Participation Rate is 24.3 per cent.

The following table lists out the names, location and gender profile of the ten colleges in Mahendragarh:

S. No.	Name	Rural/Urban	Coed/ Women's
1	Baijnath Choudhary Govt College For Women, Nangal Choudhary	Rural	Women's
2	Gc Krishan Nagar	Rural	Coed

3	Govt College Of Education, Narnaul	Urban	Coed
4	Govt College Kanina	Urban	Coed
5	Govt College, Narnaul	Urban	Coed
6	Govt. College For Women, Ateli (Mahendergarh)	Rural	Women's
7	Govt. College For Women, Narnaul	Urban	Women's
8	Govt. College, Ateli, Mahendergarh	Rural	Coed
9	Govt. College, Mahendergarh	Urban	Coed
10	Govt. College, Satnali	Rural	Coed
11	Govt.College For Women, Mahendergarh	Urban	Women's
12	Shadeed Major Satish Dahiya Government College, Nangal Chaudhary	Rural	Coed

3a) Hisar

- The general Sex Ratio of the district was 872 in 2011. The district stands at 15th place amongst the 21 districts of the State.
- In terms of Child Sex Ratio (0-6 years age group) the district stands at 6th place with a Child Sex Ratio of 851.
- The percentage of Scheduled Caste Population to Total Population in the district is 23.4 per cent and it ranks at 5th position.
- In terms of literacy Hisar stands at 15th place. The literacy rate in 2011 is 72.9 percent, with 82.2 percent for males and 62.3 percent for females.
- The Work Participation Rate (WPR) of Hisar district is 39.7 per cent in comparison to 35.2 per cent of the State. The Work Participation Rate of Males in Hisar is 52.4 per cent, whereas the Female work Participation Rate is 25 per cent.

The following table lists out the names, location and gender profile of the ten colleges in Hisar:

S. No.	Name	Rural/Urban	Coed/ Women's
1	F.G.M.Govt. College, Adampur	Rural	Coed

2	Govt College Narnaund	Rural	Coed
3	Govt. College For Women, Hisar	Urban	Women's
4	Govt. College, Barwala(Hisar)	Urban	Coed
5	Govt.College Nalwa	Rural	Coed
6	Govt.College, Hisar	Urban	Coed
7	N.M Govt. College, Hansi	Urban	Coed

3b) Sirsa

- The general Sex Ratio of the district was 897 in 2011. The district stands at 4th place amongst the 21 districts of the State.
- In terms of Child Sex Ratio (0-6 year's age group) the district stands at 4th place with a Child Sex Ratio of 862.
- The percentage of Scheduled Caste Population to Total Population in the district is 29.9 per cent and it ranks at 2nd position after Fatehabad.
- In terms of literacy Sirsa stands at 19th place. The literacy rate in 2011 is 68.8 percent, with 76.4 percent for males and 60.4 percent for females.
- The Work Participation Rate (WPR) of Sirsa district is 38.8 per cent in comparison to 35.2 per cent of the State. The Work Participation Rate of Males in Sirsa is 54.1 per cent, whereas the Female Work Participation Rate is 21.6 per cent.

The following table lists out the names, location and gender profile of the four colleges in Sirsa:

S. No.	Name	Rural/Urban	Coed/ Women's
1	Ch. Mani Ram Jhorar Govt. College, Mithi Sureran, Ellenabad(Sirsa)	Rural	Coed
2	Dr. Bhim Rao Ambedkar Govt. College, Dabwali	Urban	Coed
3	Govt National College, Sirsa	Urban	Coed
4	Govt. College For Women, Sirsa	Urban	Women's

Sources for brief:

AISHE (All India Survey of Higher Education) 2015-16 and 2017-18

DISE 2014-15

Census 2011

Department of Higher Education, Haryana (<http://highereduhry.com/HigherEducation.aspx>)

Annexure 6 - Ethics Approval



WARWICK
THE UNIVERSITY OF WARWICK

Humanities and Social Sciences Research Ethics Committee
Kirby Corner Road
Coventry
CV4 8UW

Wednesday, 13 December 2017

Professor Ann Stewart
Law
University of Warwick
Coventry
CV4 7AL

Dear Professor Stewart,

Ethical Application Reference: 34/17-18

Title: A Fair Chance for Education: Gendered Pathways to Educational Success in Haryana, India [Pilot Project]

Thank you for submitting your updated ethics application to the Humanities and Social Sciences Research Ethics Sub-Committee, following the letter of conditional approval on **06 December 2017**. We are pleased to advise you that, under the authority delegated to us by the University of Warwick Research Governance and Ethics Committee, full approval for your project is hereby granted for the duration of the study.

Before conducting your research it is strongly recommended that you complete the on-line ethics course: https://www2.warwick.ac.uk/services/ids/researchers/opportunities/development_support/research_integrity/
Support is available from your Departmental contact in Research & Impact Services

Any material changes to any aspect of the project will require further consideration by the Committee and the PI is required to notify the Committee as early as possible should they wish to make any such changes.

May I take this opportunity to wish you the very best of luck with this study.

Yours sincerely

Dr Fiona MacCallum
Chair, Humanities and Social Sciences Research Ethics Sub-Committee