



6<sup>th</sup> July 2020

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### Structure of the Presentation



- Introduction to the research project (Ann Stewart)
- Introduction to the research design and timeline, with a focus on collaborative practices (Emily Henderson)

• Relevance of project to wider development in Higher Education (as a research field and as a sector) in

India (Nidhi S. Sabharwal)

### Structure of the Project

- Collaborative working groups:
  - Core project group
    - Ann Stewart, Emily Henderson, with Julie Mansuy (University of Warwick)
    - Nidhi Sabharwal (NIEPA)
    - Manish Jain (Ambedkar University Delhi)
    - Nandini Manjrekar (TISS Mumbai)
  - Research advisory group comprising experts in the field of gender and education
  - Consultative group including scholars working across Education Studies, Women's and Gender Studies, Human Rights and Socio-legal Studies, including early career researchers. Project visits to UK and India to develop collaborations
- Two doctoral scholarships for Indian students to gain a PhD from Warwick
- The project is designed around principles of collaborative research, and it is integral to the investigative team's research philosophy that the project is beneficial to as many different groups as possible.







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

- Five-year action research project exploring the gendered factors that contribute to educational success for young people in Haryana, India.
- Haryana experiences significant **gender-based practices** that affect the ability of young people to access and remain within the education system, and to progress into **higher education**.
- The project therefore focuses on **gendered social relations** and **gender differences** in **choices**, **obstacles and opportunities** for young people as they progress through the education system, and ultimately intends to devise project actions that can bring about **positive social change**.
- We are focusing on **one state** in order to understand the state mechanisms and contextual nuances.





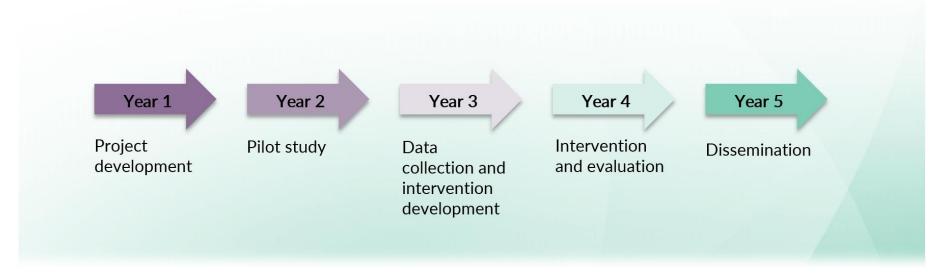
### Research design

- Scoping phase and preparation of project
- Phase 1 comparative case study of 3 colleges in 3 districts of Haryana (FGDs, interviews, questionnaire survey)
- Phase 2 PhD 1 (Anjali Thomas) on the family as a gendered site of access to higher education – interviews with students and their families
- Phase 3 PhD 2 (Nikita Samanta) on the institutional processes shaping and supporting access to higher education for young men and women – ethnographic study of setting up and conducting outreach activities
- Phase 4 Impact and dissemination at local, state and national level





# **Timeline**





#### Collaboration

- Ethos
  - Capacity-building
  - Sustainable collaborative working
- Practices
  - Reading meetings
  - Visits
  - Involvement in SRHE activities
    - Network seminar
    - Conference symposium (supported by British Council)
- Questions for collaborative working in the international Higher Education field (as a branch of Social Sciences)







## Gendered Inequalities in Access

- Even when indicators of equality in access show positive sign, gendered gap in access continue to persist;
- Disparities are higher in elite institutions, technical and professional courses;
- Admission policies of the institutions, gender and socialcultural capital of the students determines access to elite higher education institutions, technical and professional courses;
- Students from privileged backgrounds and male still maintain their relative advantage and have greater access to opportunities offered by higher education for social and economic mobility.



### Conclusion



 Public policies have helped in widening access of the disadvantaged in higher education;

 Scope for devising better public policies to ensure equality to higher education opportunities across genders.