

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

(Twitter: @FCFHaryana Web: www.warwick.ac.uk/haryana)



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Dr Emily Henderson (Warwick University Centre for Education Studies);

Dr Nidhi Sabharwal (National Institute of Educational Planning and
Administration, New Delhi)



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)



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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 social-cultural 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.