HIGHER EDUCATION OUTREACH

WIDENING ACCESS TO HIGHER EDUCATION IN INDIA: INSTITUTIONAL APPROACHES

MODULE TUTOR GUIDE

Higher Education Outreach: What it means and why it is important

National Institute of Educational Planning and Administration

University of Warwick

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Accompanying resources for the project

In addition to this module, other resources about the project are available on the project website: www.warwick.ac.uk/WAHEI. This includes various project outputs such as project reports, training materials, and presentations, as well as other information about the project and the people involved.

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Tutor Guide

This guide is provided to enable you to conduct the module and to meets its objectives.

It begins by providing you with:

- the objectives of module; and
- the way in which the module is designed to meet these objectives.

Then it sets out:

- what is to be done prior to the day on which the module is conducted;
- a step-by-step guide to how to conduct each element of the module on the day; and
- what is to be done after the module is completed.

What is the purpose of this module?

It has three objectives:

1. To understand the significance and rationale of Higher Education (HE) outreach and its social benefits for the institution, faculty, students, and the wider community.

   This guide provides a step-by-step guide to: By the end of the module participants should:

   - know what is meant by HE outreach (and how it is different to community outreach);
   - be able to identify the social, economic, and geographical factors which affect HE outreach; and
   - know why HE outreach is important for socially and economically marginalised students and broadly for the equitable and just development of HE.

2. To discuss the role of faculty members in HE outreach and the challenges that faculty members may encounter in their engagement with HE outreach.

   By the end of the module participants should:

   - understand the role that they, as faculty members, already play in HE outreach activities;
   - recognise the challenges that they face in undertaking HE outreach activities;
   - recognise the importance of developing institutional awareness of HE outreach; and
   - recognise the importance of developing an institutional readiness to undertake HE outreach activities.

3. To comprehend the core components of effective institution-based HE outreach programmes, focusing on faculty members as ambassadors of HE knowledge outreach.

   By the end of the module, participants should:

   - be familiar with some ways of conducting HE outreach activities within an institutional setting, to encourage institutional readiness to undertake outreach programmes;

- be able to identify activities that are already conducted by their Higher Education Institution (HEI) that may be facilitating HE outreach, and how such existing practices could be further developed;
- feel enabled to share an understanding of HE outreach with others within their institutional setting; and
- feel enabled to support the development of appropriate HE outreach activities within their institutional setting and HE context.

How is the module to be conducted?

The module design is based on the assumption that the outcomes will be more likely to be achieved:

- if the participants have an opportunity to reflect on their own experiences and contexts; and
- if knowledge is gained through undertaking practical exercises.

The module is therefore designed in a way that combines the provision of information by the tutor with the conduct of a number of activities.

The module is also designed to build knowledge incrementally. Each session has its own objective and learning outcome, but each session *also* provides the basis for the session that follows it.

Role of the tutor

Because the module is based upon high levels of participation, the activities are conducted in smaller groups. It is therefore important for the tutor to take an *active* role in facilitating the activities being undertaken by the participants. Hints on how this may be done are provided for specific activities, but the tutor is encouraged to: observe each group dynamic; to circulate around the groups; and to encourage all participants to contribute.

Step by step guide

This guide provides a step-by-step guide to:

- what needs to be done prior to the conduct of the module; and
- how to undertake each session to assist the tutor in the conduct of the module, but *it is the responsibility of the tutor to ensure that the mode of conduct works efficiently and effectively*. In particular **it is very important** that the tutor keeps to the **time allocated** for each session and informs participants that these times will be adhered to. The tutor is strongly advised to use a stopwatch.

Prior to the date of the module

(At least one week prior to the module day.)

Read this guide and the module manual

Familiarise yourself with all the materials supporting the conduct of this module: this tutor guide, the module manual and the PowerPoint presentation for use by the tutor. These are all available on both of these links: https://wrap.warwick.ac.uk/id/eprint/201081/ and https://www.niepa.ac.in/WAHEI_HE_outreach_module

In this tutor guide, the time is split into 5 sessions. These sessions are often split into smaller parts. There are a number of group activities. These are set out in the guide but the additional materials for activities are provided in the appendices. These materials need to be in each participant's module pack. It is therefore very important that the tutor:

- understands the purpose of each exercise and can explain this to participants;
- is familiar with the materials for each exercise in order to guide the participants to the materials needed for each exercise; and
- considers whether **to use the PowerPoint (PPT) provided via link above** (the content is available in Appendix 10) and, if so, is familiar with their content in particular how they relate to specific sessions.

Work out and confirm the organisational arrangements

Arrangements	Details
Time allocated	This module is designed to be conducted **in person** (i.e., face-to-face). It takes *three hours* with a 15-minute break: 5 sessions (2 sessions over 90 minutes; 15-minute break; 3 sessions over 90 minutes). Any additional welcoming ceremonies and introductions *are not included* and will need to be *added to the overall time* allocated, so add appropriate time. E.g. 9:00 am – welcome and introductions; 9:30 am – commencement of module.
Number of participants	Ideally the numbers would be between 10 and 30. While larger numbers up to 50/60 are possible, these would make the module more difficult to conduct.
Number of tutors	If the numbers are over 15, then it would be important to consider using at least two tutors (i.e. consider one tutor per 15 participants).
Room suitability	It needs to be *big enough* and *set up* in a way that enables participants to be seated in *groups from the beginning of the module*, to facilitate the efficient conduct of each session. Consider horse shoe or café style, with enough space between to enable group participants to hear each other uninterrupted. Check whether the room has *technological resources*, e.g. linked screen for PPTs, etc., and consider the best way of conducting the module given the resources available.
pre allocate groups	The tutor decides: (a) on how to allocate participants to groups (e.g. separate participants from the same institution to increase knowledge; take account of gender and other characteristics); and (b) the maximum number for each group (but no more than 6/7 per group).
office support	Identify any support staff needed to assist with the preparation of module materials and room layout.

Prepare the materials for the module day

Set aside a day to:

- identify and procure paper, pens, sticky notes, different colour maker pens, folders, and laptop;
- prepare the module packs: identify and photocopy the relevant materials required for conducting the module (i.e. the activities set out in the appendices) and the module manual; and
- consider making name plates as these would assist with introductions and participation.

Contact participants

Contact the module participants:

- send out an email to all participants (Appendix 1); and
- copy and attach the content of Appendix 2 as pdf flyer.

The purpose of this flyer is to provide the participants with:

- an understanding that the module will cover outreach *for* ***accessing HE***. It is to make sure that they understand that it is not about the *community* outreach programmes with which they might be more familiar;
- introductory information about HE outreach; and
- a prompt ('bubbles') to reflect on their own possible role as faculty members in facilitating HE outreach.

Module conduct day

Welcoming ceremony/introductions

Before **any welcoming ceremony:**

- allocate the participants to their groups (if there are name plates, then use these to place participants in their groups);
- give each group a number;
- explain to participants that timing is very important for this module to work well, so you will therefore be using a stopwatch to ensure that everyone sticks to time; and
- alert the participants to the content of their packs and identify the materials for each activity.

The HE outreach module

Session 1: Introduction (30 minutes)

First session: Learning outcomes

By the end of this first session, the participants should be engaged with the module, understand the objectives, and understand the focus for the module—which is outreach for access to HE.

The following is offered as an example, but the tutor can use their own if this has been prepared in advance.

Part 1: Tutor conducts an ice-breaking session for rapport-building (participant centric). Time allocated: 15 minutes.

In the already allocated groups, participants are provided with paper/sticky notes and pen.

They each write down 2 true facts and 1 fact that is not true about themselves. These can be very simple statements. The group is then asked to decide for each person which statements are true or not.

Use PPT.

Tutor Tip

Encourage participants to note their answers quickly to leave time for sharing within the group.

Part 2: Group discussion activity (participant centric). Time allocated: 10 minutes.

The tutor displays the following questions on the screen:

1) Have you ever given any advice or help to young people or members of their family about going to college or university? What did they want to know? You can refer to your notes/thoughts in response to the flyer/bubbles sent to you in advance.

2) Does your university or college organise any events for young people and their families to learn more about HE in general, or about your particular institution? If so, what? Were you involved?

Ask groups to discuss and to allocate one person to note down their answers on chart paper. If it is possible, display the chart papers in the room (to enable reflection).

Use PPT.

Tutor Tip

Circulate around the groups to make sure they understand the task and that everyone is taking part; encourage the group to include all participants in the discussions.

Part 3: Tutor led roundup. Time allocated: 5 minutes.

Introduce the objectives of the module and a simple outline of the sessions that follows.

Use PPT if wished.

Session 2: HE outreach context and student decision-making (60 minutes)

Second session: Learning outcomes

The participants should be able to understand the social justice case for what is meant by outreach for HE access, appreciate the academic rationale/basis for outreach for HE access, and be able to apply this knowledge to a specific context (Module Objective 1).

The aim of the session is to address the *first objective* for this module: to understand the significance and rationale of outreach on HE knowledge and its social benefits for the institution, faculty, students, and the wider community. In particular, it seeks to increase awareness of the wider structural issues that some young people face in making **informed choices** about HE opportunities.

It encourages participants to see the **social justice case for HE outreach:** while the reservation system plays a very important role in opening HE to socially and economically disadvantaged groups (SEDGs), it does not *in itself* enable young people from such groups or those experiencing other barriers to make informed choices about HE and to take up the opportunities offered to them. *Information about HE* is vitally important. The exercise is designed to provide practical examples to illustrate these points.

Thus, HE education outreach **is not** only about increasing numbers of students in colleges and universities (**the business case).** Of course, this rationale can still be important (e.g. where student numbers are low). However, **the social justice rationale still applies to oversubscribed institutions where there is no obvious business case**. The distinction between the social justice and business cases for HE outreach is addressed more fully in the next session.

Part 1: Tutor conducted presentation (tutor centric). Time allocated: 30 minutes.

The tutor provides participants with the academic rationale for HE outreach using the material provided in the module manual relating to:

- definition of HE outreach and its rationale (5 minutes);
- understanding students' social, economic, and spatial HE context (8 minutes);
- factors influencing HE decision making (8 minutes); and
- current status of HE advice received by students (9 minutes).

This is presented to the whole group, but the participants should stay in their small groups in the room.

Use PPT if wished. The tutor is very welcome to think about ways of adapting the material to fit the particular context in which they are conducting the module.

Please do not exceed the 30 minutes allocated.

The next exercise, which is continued in the next session, uses stories to encourage participants to apply what they have learned in the first part of the session to a practical example, and to identify the structural challenges that some young people (and their families) face in accessing HE.

Appendix 3 provides five stories for the tutor to use. Each provides a different context and different challenges for the young people (and their families) involved. The questions listed at the top of each story are designed to help participants identify the specific issues that the young person (in conjunction with their families) faces, in potentially accessing HE and making an informed choice about what they could study.

The tutor is encouraged to adapt the details, (e.g. change the names of the young people involved to reflect the challenges faced by diverse social, cultural, and geographical contexts) or substitute other appropriate stories to fit the particular context in which they are conducting the module.

If tutors are using their own stories, these will need to be prepared in advance ready for distribution.

Appendix 4 provides a *reporting table* for each group to note no more than *4 key points* from the discussion.

Part 2: Group practical exercise (participant centric). Time allocated: 30 minutes.

Guide participants to the relevant materials in their module packs (Appendix 3: Stories; Appendix 4: Reporting table):

- Allocate one story to each group (if there are fewer groups use fewer stories).
- Ask each group to answer the questions below their story.
- Ask each group to nominate one person to record the group's answers in the reporting table provided.

Allocate 20 minutes for the above.

Then, identify 2 groups to share content (there is not enough time for all groups to share).

Allocate 10 minutes (5 minutes each) for those chosen to report.

Use PPT.

15-minute break

Session 3: The Role of Faculty in HE Outreach (30 minutes)

Third session: Learning outcomes

The participants should understand the role of faculty members in outreach for HE access, why their role is important, recognise the challenges faced by faculty members, and start to identify ways of addressing these challenges through institution-based initiatives. (Module Objective 2).

This session switches the focus from the structural challenges that young people and their families can face in accessing HE and in making informed choices, to the **role of faculty members in facilitating HE outreach**. It addresses the *second* and *key objective* of this module: to discuss the role of faculty in HE knowledge outreach and the challenges that faculty members encounter in their engagement with HE knowledge outreach. The session draws on information provided in the module manual and assumes (based on rigorous empirical research) that most outreach is currently being conducted informally, i.e. by personal volition of faculty members and often in their personal networks. The session contributes towards achieving the *third objective* of the module: to comprehend the core components of effective **institution-based** HE outreach programmes, focusing on faculty members as ambassadors of HE knowledge outreach. The session will raise the issue of institutional readiness to undertake outreach for HE access, which is addressed in more detail in Session 4.

Part 1: Tutor led brief review. Time allocated: 2 minutes.

Review of what the participants have gained from the first two sessions in particular what outreach for HE access means, the academic rationale, and why it is important for social justice.

Indicate that the content is now moving to focus on the role of faculty members.

In the next activity, some questions are provided to guide the tutor in the discussion. They seek to draw out the distinction between the social justice and business case for outreach for HE access in motivating faculty members or their HE institutions (i.e. HE outreach is not about increasing numbers although it can result in increased numbers; it is about enabling informed choices and supporting HE access for those who face barriers); to prompt discussion on the relationship between reservation policies and outreach for HE access.

Part 2: Tutor led question and answer session. Time allocated: 8 minutes.

Display these questions on the screen if possible.

Drawing again on your pre-module 'bubble' thoughts about undertaking HE outreach for access activities:

- Why do you do these activities? Would you say that you do these in a personal capacity (informally)—as a moral duty or as a community obligation perhaps?
- What challenges do you face? (e.g. workload and time constraints)
- Does your institution undertake any such activities?
- If yes, is this because your institution wants to increase numbers?
- If no, is this because your institution is oversubscribed?
- Or, is this because we assume that reservation policies are sufficient?

Use PPT.

Tutor Tip

Use the above questions as a guide. The tutor can substitute questions and add their own knowledge where appropriate.

The next exercise builds on the stories used in Session 2. It adds new content which focuses on the actual and potential role of faculty members in HE outreach, which supports informed choice. The questions are designed to encourage participants to think about:

- what they as individual faculty members (informally/in their personal networks) might do (and to prompt further reflection on what they might themselves be doing);
- what their institution could provide (formally/in an official capacity) (and to prompt reflection on what their institution is presently doing) in terms of outreach for HE access; and
- what challenges they presently face if they undertake HE outreach, either informally or in an official capacity.

The tutor is encouraged to adapt the details (e.g. change the names of the faculty members to reflect diverse social, cultural, and geographical based profiles) or substitute other appropriate details to fit the particular context in which they are conducting the module.

If tutors are using their own stories, these will need to be prepared in advance ready for distribution.

The overall aim is to encourage participants to think about **institutional readiness** to undertake outreach for HE access, which is addressed in more detail in the next session.

Part 3: Group practical exercise (participant centric). Time allocated: 20 minutes.

Guide participants to the relevant materials in their module packs (Appendix 5: Stories continued, and the reporting table already used in Session 2):

- Ask each group to return to the same story they used in Session 2.
- Ask each group to answer the questions set out above the continued stories.
- Ask each group to nominate one person to place their answers in the reporting table already provided (Appendix 4).

Allocate 15 minutes for the above.

Identify 2 groups (different to Session 2) to share answers.

Allocate 5 minutes for reports from the 2 groups chosen.

Use PPT.

Session 4: Institutional HE Outreach Plan: Core components in designing HE outreach programmes and implementing strategies with faculty engagement (50 minutes)

Fourth session: Learning outcomes

Participants should be familiar with some ways of conducting outreach activities within an institutional setting to encourage institutional readiness to undertake outreach programmes, should feel enabled to share an understanding of outreach with others within their institutional setting, should feel enabled to support the development of appropriate outreach activities within their institutional setting (Module Objective 3).

The session builds on Session 2 (structural challenges faced by students and their families) and Session 3 (the role presently played by faculty members in HE outreach and the challenges they face). This session highlights the roles that institutions can play in undertaking HE outreach. It draws on material provided in the module manual which sets out the range of activities that institutions can undertake in what is often called widening participation in international policy contexts. The session addresses the *third objective of the module*: to comprehend the core components of effective outreach programmes, focusing on faculty as ambassadors of HE outreach.

Part 1: Tutor conducted presentation. Time allocated: 5 minutes.

Using the material provided in the module manual (and using/adapting the PPT presentation), the tutor introduces:

- the rationale for institution-based HE outreach;
- types of HE outreach: outreach, inreach taster and open days, community based, virtual; and
- brief examples from WAHEI research project.

This presentation is conducted to the whole group, but the participants should stay in their small groups.

This next exercise is designed to:

- draw on learning from the stories involved in the previous practical exercises, in particular to take account of the structural challenges identified in Session 2, the role played, and challenges faced by faculty members in Session 3;
- build awareness of and support for an institutional approach to HE outreach;
- enable participants to understand the stages needed to develop an institutional outreach plan to facilitate HE outreach;
- enable participants to draft a plan to undertake a specific outreach activity; and
- enable participants to use the checklist for future learning and sharing.

Part 2: Group practical exercise (participant centric). Time allocated: 45 minutes.

Explain that each group will be drawing up a checklist for what is needed to plan and undertake an institutional HE outreach event.

There are 3 activities:

- School visit
- Taster or open day event
- Community based event

Allocate one activity to each group (if there are more groups then replicate).

Guide participants to the relevant materials in their module packs (Appendix 6: School visit; Appendix 7: Taster/open day; Appendix 8: Community-based event, each with a checklist):

- Ask each group to use the checklist as a guide to preparing a plan for the activity.
- Indicate that there are some prompts provided to help in the preparation, but participants can use their own experience and context to adapt.
- Ask each group to nominate 1 person to fill in the checklist on behalf of the group.

Allocate 30 minutes to this activity.

Then allocate 13 minutes for reporting back. Give a specific time, e.g. 2 or 3 minutes to each group for this (depending on the number of groups.) Ask one group member to share key elements. If there is more than one group undertaking an activity, ask subsequent groups to highlight only new points.

Allow 2 minutes for the tutor to make concluding remarks.

Use PPT.

Session 5: Conclusion (10 minutes)

The aim of this last session is to:

- reinforce the objectives of the module set out in the introduction to this guide;
- assess what learning has happened; and
- distribute the module manual.

Part 1: Tutor led presentation. Time allocated: 2 minutes.

The tutor highlights the module objectives and key points that have arisen over the course of the module, in particular to encourage faculty members to feel enabled to support the development of appropriate HE outreach activities within their institutional setting.

Use PPT if wished.

The below quick quiz enables the tutor to reflect on the conduct of the module and participants' learning. It is for the use of the tutor.

The tutor can use the time to distribute the **module manual**.

Part 2: Quick quiz. Time allocated: 8 minutes.

Guide participants to the quiz in the module pack (Appendix 9).

Ask participants to complete the quiz (8 minutes).

Collect the completed forms for your own review.

Appendix 1:
Draft email to be sent to participants one week before the module delivery day

Appendix 1 – Letter to participants

Add appropriate official headings

Dear Participant

Participation in the module on Higher Education Outreach: What it means and why it is important

Insert Date/Time/Location

I am looking forward to meeting you at the module on the *insert date*. The workshop will start at *insert time* **sharp** (include time for welcome and introductions before the start of the conduct of the module itself). It will take place in *insert building and room and any directions needed from hostel etc*. Please ensure that you are in attendance at that time.

Before you attend the module, I would like you to do a very small task to prepare for the module.

Please read the attached flyer which gives you some background information (in boxes) and some 'bubbles' which ask some questions. Please note down your thoughts about how you would answer the questions in these bubbles. I will ask you to share them when we meet.

Add here any necessary further information needed (e.g. I will see you all on the (day before) at (location) where accommodation is booked for you).

Yours sincerely,

Insert name of module tutor/contact details if appropriate

Appendix 2:
Pre-module Flyer with ‘bubbles’ to be attached to email

Appendix 2 – Pre-module Flyer: copy content and 'bubbles' and attach as pdf to email

Why do we need to think about outreach for Higher Education?

Entry into quality higher education (HE) can:

- open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage; and
- make quality HE opportunities available to all individuals must be among the highest priorities.

> *"This policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs".*
>
> (National Education Policy 2020, Section 14.1, p. 41)

NEP 2020 acknowledges:

a *"lack of knowledge of higher education opportunities"* and *"admission processes"* (14.3, p. 41) as substantial barriers for young people from socially and economically disadvantaged groups who are looking to access HE.

NEP 2020 has identified:

the role of government colleges, particularly in delivering on high-quality, localised HE provision, which includes improving HE outreach practices (MHRD, 2020, 14.4.1, p. 41).

What is Higher Education outreach?

HE outreach refers to specific practices aimed at ensuring that prospective applicants to higher education are aware of their options and understand the application processes.

A social justice lens

".. (A) social justice lens, …highlights the unfair distribution of and lack of equitable access to higher education and the need for systems and institutions of higher education to change to accommodate students' diverse backgrounds and needs. This starts even before a student reaches higher education when the emphasis is on access ….".

UNESCO 2022

What can I do to support? How can I do it?



Appendix 3:
Session 2: Stories

Appendix 3 – Session 2: Stories

Story 1: Anil

Anil, a 17-year-old lives in a remote village. His family are agricultural labourers. There are no graduates in his village. His teachers and his family know that he has a lot of curiosity and has always been keen to learn. His school is not able to offer any guidance on careers. Anil is unaware of the opportunities that higher education might offer him.

His family's financial struggles push him to take up daily wage work after Class 12, believing this to be his only path in life.

1. What challenges does Anil (and his family) face in potentially accessing HE?
2. Are these challenges economic, social, cultural, based on gendered assumptions? locational?
3. What could be done to assist Anil (and his family) to consider HE as a possible option?
4. What obstacles might there be in providing this assistance?

Story 2: Neha

Neha is a 20-year-old from a minority community. She has always dreamed of becoming a nurse but faces pressures from her community to marry early. After Class 12, her family arranged her marriage. As result she felt that she had to give up her educational aspirations. She lives with her husband and family in a small town.

She knows about a local women's co-operative and thinks about contacting them. She is curious to know what they do.

1. What challenges does Neha face in pursuing her dream and potentially accessing HE?
2. Are these challenges economic, social, cultural, based on gendered assumptions? locational?
3. What could be done to assist Neha (and her marital family) to consider HE as a possible option?
4. What obstacles might there be in providing this assistance?

Story 3: Priya

Priya is a 19-year-old from a tribal community. She excelled in her Class 12 exams. There is no one in her family or her local community that has direct lived experience of higher education. She has not been able to obtain any advice on careers. She cannot think how she could ever be able to go to college. Her family face many economic hardships. Her parents, daily wage earners, expect her to work in a nearby factory.

1. What challenges does Priya face in potentially accessing HE?
2. Are these challenges economic, social, cultural, based on gendered assumptions? locational?
3. What could be done to assist Priya (and her family) to consider HE as a possible option?
4. What obstacles might there be in providing this assistance?

Story 4: Akash

Akash is a 16-year-old from a Scheduled Tribe community in a remote village. He was born without sight. Despite living with this disability, he has always been determined to pursue education, inspired by stories of tribal leaders who uplifted their communities. He has persevered and has managed to learn at school. However, his village school is not able to offer any specialist support for him. His family is dependent on subsistence farming. They worry about his future but have no knowledge of educational opportunities for visually impaired students. Akash now fears that his dreams will end after Class 10.

1. What challenges does Akash face in potentially accessing HE?
2. Are these challenges economic, social, cultural, based on gendered assumptions? locational?
3. What could be done to assist Akash (and his family) to consider HE as a possible option?
4. What obstacles might there be in providing this assistance?

Story 5: Lipika

Lipika (prefers to be called Lipi) is a 17-year-old student who realised herself as a queer, trying to come out of her closet. Only her mother is aware about her gender identity. Lipi wants to study in a free and inclusive educational environment. Her mother wants her to be safe in her HEI and study without being questioned and judged. Lipi is not aware of the programmes and the HEIs where Lipi can study in an inclusive environment, which will also help Lipi to do more for other queers.

1. What challenges does Lipi face in potentially accessing HE?
2. Are these challenges economic, social, cultural, based on gendered assumptions? locational? institutional?
3. What could be done to assist Lipi (and Lipi's family) to consider HE as a possible option?
4. What obstacles might there be in providing this assistance?

Appendix 4:
Reporting Table for Sessions 2 and 3

Appendix 4 – Reporting Table for Sessions 2 and 3

Insert your group number:

Insert story number chosen:

Each group summarises the essence of their group discussion, one member delegated to fill in the content.

Session 2 context: why outreach is important for student, families, society	
Question 1 Challenges faced	
Question 2 Types of challenge	
Question 3 Assistance for enabling HE access?	
Questions 4 Obstacles to assistance	
Session 3 context: role of faculty members	
Question 1 Your response	

Question 2 Anything you can do?	
Question 3 What?	
Question 4 Institutional response?	
Question 5 Challenges faced?	

Appendix 5:
Stories continued

Appendix 5 – Session 3: Stories continued

Some points to consider in relation to the stories:

- Are there specific schemes or scholarships available to particular groups?
- Even if available, would accessing these be sufficient?
- Are there ways in which schools and colleges/universities might collaborate to provide support? E.g. Arranging a visit from a college to a school/s, or arranging a visit by school students to the college?
- Are there ways in which colleges/universities might be able to use existing community-based activities to provide information and advice?

Story 1: Anil

You are Dr Sharma, a faculty member in the nearest government college to where Anil lives (although it is still some distance away). A domestic worker in your home who has relatives in the village tells you about Anil. He says that Anil is unhappy about becoming a daily wage worker and wishes he could do something different. He also says that Anil is going to be attending a National Service Scheme camp organised in your college.

- What is your response?
- Do you think that you as a faculty member could do anything to help Anil?
- If so, what do you think you could do?
- Is there anything that your college as an institution might be able to do?
- What are the challenges you and your college might face in helping Anil?

Story 2: Neha

It is two years later and Neha is now 22. You are Dr Lakshmi, a faculty member in the department of education at the University of XYZ. A colleague of yours has been sharing her concern about early marriages within her community with you, because she knows that you are interested in the issue of loss of educational opportunities for women and have contacts with local women's co-operatives. She mentions Neha, whose husband is a distant relative of her own husband, as an example. She is reminded of Neha because she knows that Neha is coming to a community health awareness programme organised by the University of XYZ.

- What is your response?
- Do you think that you as a faculty member could do anything to help Neha meet her dream?
- If so, what do you think you could do?
- Is there anything that your university as an institution might be able to do?
- What are the challenges you and your university might face in helping Neha?

Story 3: Priya

You are Dr Murmu, a faculty member in a local state university. After one of your classes where you had been discussing the challenges faced by tribal communities, a student in your class approaches you. He says that his uncle has got to know someone from Priya's village who has talked about a clever young woman who, because there is no one to help, is going to become a factory worker. He asks you for advice for her but also wonders whether there is any chance that someone from the university could go to the village

- What is your response?
- Do you think that you as a faculty member could do anything to help Priya to gain HE access?
- If so, what do you think you could do?
- Is there anything that your university as an institution might be able to do?
- What are the challenges you and your university might face in helping Priya?

Story 4: Akash

You are Professor Rani, a faculty member from the Department of Social Work in a nearby government college. You invite a few of your colleagues to your home to meet Dr Patel, who works in a Social Work department in another state. Dr Patel is partially sighted. Over dinner, one of your own colleagues, Dr Sharma, says his sister (who is a teacher) has heard about Akash. Dr Sharma shares his sister's sadness that, due to his circumstances, Akash's efforts to stay in school will be wasted. Dr Patel asks 'why?'

- What is your response?
- Do you think that you could do anything to help Akash continue in education?
- If so, what do you think you could do?
- Is there anything that your university as an institution might be able to do?
- What are the challenges you and your college might face in helping Akash?

Story 5: Lipi

You are Dr Reena Patel, a faculty member from a local college who is a friend of Lipi's aunt. One day Lipi's aunt introduces Dr Patel to her sister, Lipi's mother. Lipi's mother takes the opportunity, when her sister is not present, to ask Dr Patel about her college. While they are talking, she says that she thinks that 'some young people who challenge traditional ways of living might not be welcomed or supported in colleges and universities'. Dr Patel realises that she is probably concerned about a queer young person.

- What is your response?
- Do you think that you as a faculty member could do anything to help Lipi feel that she could continue with her education?
- If so, what do you think you could do?
- Is there anything that your college as an institution might be able to do?
- What are the challenges you and your college might face in helping Akash?

Appendix 6:
Session 4: Preparing an institutional outreach plan (school visit)

Appendix 6 – Session 4: Preparing an institutional outreach plan (school visit)

In this exercise you are asked to use what you have learned about the structural challenges faced by Anil, Neha, Priya, Akash, and Lipi in accessing HE, and what role faculty members as individuals might play in assisting them and the challenges they face. You will have recognised that HE institutions have a social justice role in enabling these young people to access HE. You will have reflected on what HE institutions can do and what might be needed to enable faculty members to undertake outreach activities as part of their official role.

The task now is to use this knowledge and your own experiences to design a plan for an institutional activity which could assist students like Anil, Neha, Priya, Akash, Lipi, and many others who experience different barriers to access HE.

Activity 1: Planning/organising an institutional outreach visit to school/s

Complete a checklist using the template below for each of the steps that would be necessary to plan and organise such a visit.

*The assumption is that this activity will be conducted at the school/s **but** at the end of the checklist you are asked to consider whether a **similar outcome** could be achieved by conducting a virtual activity? What elements would be the same? What would be different? Note any advantages or disadvantages.*

Here are some prompts but please consider all that might be needed:

- What needs to be done before the visit? (Pre-event)
- What needs to be done on the day of the visit? (Event day)
- What needs to be done after the visit? (Post-event)

Before the visit

- What administrative approvals from institutional leaders would be needed to conduct the visit/s or activity? Who would need to authorise?
- How/who would identify the schools that would benefit from such outreach? Remember the circumstances of Anil, Neha, Priya, Akash and Lipi—remote schools; in tribal areas; no family experience of HE; very limited economic resources, etc.—plan with them in mind.
- Is there an existing framework (e.g. are such activities already part of an institutional policy)? Are schools already involved in such activities? How would this be determined? Is there an appropriate dedicated cell?
- Financial resources: How would funds be identified? What funds? Who provides?
- Human resources: How to identify who would be involved in such an event (human capital)? Which faculty members are selected to attend? Remember the circumstances of Anil, Neha, Priya, Akash, and Lipi. Student ambassadors? NSS volunteers? Is there an appropriate dedicated cell?
- Physical resources: What would be needed (halls, projectors, fields, auditoriums, institutional vehicles, etc.)?

Activity Plan at the school

- What is needed for the day itself? A schedule plan (day and time) that ensures availability of students, parents, carers, other stakeholders, etc.
- What details are needed for the visit itself?
- How to convey the purpose of the visit, importance of HE, and awareness for all including students, parents, carers, etc.?
- What activity might capture the attention of students as well as parents? E.g. Street plays (nukkad- natak), videos showcasing the achievements, or a virtual campus tour and other highlights of the HEI (maybe famous alumni, etc.).
- Interaction and games with students in smaller groups based on subject or stream (parents may join in).
- How would those responsible for preparation be identified?
- Feedback session (from students and parents) and inputs on their views of HE and the likely challenges to pursue HE (individual, family, logistics, etc.).
- Invitation for a HE Fair Day, Open Day, or Taster Session with students who have shown an interest in finding out more.
- How did the students and their parents (if present) react? Did they face particular challenges? How would what is learned be passed back to the those who would be responsible for organising a follow up event?

After the event

- What is needed to follow up?

Checklist for school outreach visit

Timeline	Task/Step	Date	Initials	Other elements needed?
Pre-event				

Event day				

Post-event				

Virtual event	List any changes at each stage below	List additional resources needed below	Advantages	Disadvantages

Appendix 7:
Session 4: Preparing an institutional outreach plan (taster/open day)

Appendix 7 – Session 4: Preparing an institutional outreach plan (taster/open day)

In this exercise you are asked to use what you have learned about the structural challenges faced by Anil, Neha, Priya, Akash, and Lipi in accessing HE, and what role faculty members as individuals might play in assisting them and the challenges they face. You will have recognised that HE institutions have a social justice role in enabling these young people to access HE. You will have reflected on what HE institutions can do and what might be needed to enable faculty members to undertake outreach activities as part of their official role.

The task now is to use this knowledge and your own experiences to design a plan for an institutional activity which could assist students like Anil, Neha Priya, Akash, Lipi, and many others who experience different barriers to access HE.

Activity 2: Planning/organising an institutional taster/open day at college/university

Complete a checklist using the template below for each of the steps that would be necessary to plan and organise such an event.

*The assumption is that young people and their families will visit the college or university **but** at the end of the checklist you are asked to consider whether a **similar outcome** could be achieved by conducting a virtual activity? What elements would be the same? What would be different? Note any advantages or disadvantages.*

Here are some prompts but please consider all that might be needed:

- What needs to be done before the visit? (Pre-event)
- What needs to be done on the day of the visit? (Event day)
- What needs to be done after the visit? (Post-event)

Consider options, are you organising a:

- full day Open Day (4-6 hours) – open to all;
- 'light' Open Day (2-3 hours) – open to all;
- full taster day (4-6 hours) – selective invitation; or
- 'light' taster day (2-3 hours) – selective invitation.

The first is the most complex to organise needing more resources; the last needs the least. Think about one you would like to plan or you could adapt the checklist to include two if you wish (e.g. plan a full and light open day or plan a taster and light taster day).

Before the event

- Choose the event. Who does this?
- What administrative approvals from institutional leaders would be needed to conduct the event? Who would need to authorise if university level/college/involving schools as the means through which to invite students and their families? What approvals are necessary from schools?
- How would you identify who is to be invited? How many invited? Who would do this? Remember the circumstances of Anil, Neha, Priya, Akash, and Lipi—remote schools; in tribal areas; no family experience of HE; very limited economic resources, etc.—plan with them in mind.
- Is there an existing framework (e.g. are events such as open days or other inreach activities already part of an institutional policy)? Is there an appropriate dedicated cell?
- Financial resources: How would funds be identified? What funds? Who provides?
- Human resources: How to identify who would be involved in such an event (human capital)? Which faculty members are selected to attend? Remember the circumstances of Anil, Neha, Priya, Akash, and Lipi. Student ambassadors? NSS volunteers? Is there an appropriate dedicated cell?
- Physical resources: What would be needed (halls, projectors, fields, auditoriums, institutional vehicles to transport students, etc.)? What about parents/families?

Activity Plan for the event

- What is need for the day itself? A schedule plan (day and time) that ensures availability of students, parents, carers, other stakeholders, etc.
- How to publicise if it is an open day? If it is a selective event, who is invited? How?
- What details are needed to conduce the event itself? Food? Transport? Space? Equipment?
- How to convey the purpose of the event to meet the social justice objectives?
- What activities might capture the attention of students as well as parents? E.g. Use student ambassadors for campus tours; interaction and games with students in smaller groups based on subject or stream (parents may join in); organise games/sports; videos showcasing courses; etc.?
- How would those responsible for preparation be identified?
- What training might be needed for faculty members or student ambassadors?
- Feedback session (from students and parents) and inputs on their views of HE and the likely challenges to pursue HE (individual, family, logistics, etc.)? Use questionnaires?

After the event

- What needed to follow up? How to capture learning?

Checklist for open/taster day

Timeline Which event?	Task/Step	Date	Initials	Other elements needed?
Pre-event				

Event day				

Post-event				

Virtual event	List any changes at each stage below	List additional resources needed below	Advantages	Disadvantages

Appendix 8:
Session 4: Preparing an institutional outreach plan (community-based event)

Appendix 8 – Session 4: Preparing an institutional outreach plan (community-based event)

In this exercise you are asked to use what you have learned about the structural challenges faced by Anil, Neha, Priya, Akash, and Lipi in accessing HE, and what role faculty members as individuals might play in assisting them and the challenges they face. You will have recognised that HE institutions have a social justice role in enabling these young people to access HE. You will have reflected on what HE institutions can do and what might be needed to enable faculty members to undertake outreach activities as part of their official role.

The task now is to use this knowledge and your own experiences to design a plan for an institutional activity which could assist students like Anil, Neha Priya, Akash, Lipi, and many others who experience different barriers to access HE.

Activity 3: planning/organising an outreach activity at a community-based event

This activity is designed to take place as part of an **existing community-based event or initiative.** This might be an event organised by a university or college as part of its community outreach activities. If so, the activity here is an addition, focusing on **outreach for accessing HE**. It might be an existing community event taking place in a village. It could be an 'education roadshow' taking place at the same time—a stall (a 'help desk') or a van equipped with informational materials (which could also be used for visiting remote schools or villages).

Therefore, this HE access focused activity is added to such an event. It can be a good way of using an already organised event and reaching out to diverse communities.

Complete a checklist using the template below for each of the steps that would be necessary to plan and organise an outreach for access activity within this context.

*The assumption is that this activity will be conducted physically at the community event **but** at the end of the checklist you are asked to consider whether a **similar outcome** could be achieved by conducting a virtual activity which was undertaken at the community event? What elements would be the same? What would be different? Note any advantages or disadvantages.*

Here are some prompts but please consider all that might be needed:

- What needs to be done before the event? (Pre-event)
- What needs to be done on the day of the event? (Event day)
- What needs to be done after the event? (Post-event)

Before the activity

- What administrative approvals from institutional leaders would be needed to conduct this activity? Who would need to authorise if university/college level activity?
- How would you identify a suitable event? Who would do this within the institution responsible for the activity?
- Is there an existing framework (e.g. are such activities already part of an institutional policy)? Is there an appropriate dedicated cell within the institution?

- Would holding this activity involve identifying existing collaborations between the HE institution and the community and building on these? But remember the target groups of Anil, Neha, Priya, Akash, and Lipi—remote schools; in tribal areas; no family experience of HE; very limited economic resources, etc.—plan with them in mind.
- Who would need to be engaged within the community (community leaders, village elders, panchayats, respected social workers)? What approvals would be needed?
- Financial resources: How would funds be identified? What funds? Who provides? What support would be needed from those responsible for the community event?
- Human resources: How to identify who would be involved in such an event (human capital)? Which faculty members are selected to attend? Remember the circumstances of Anil, Neha, Priya, Akash, and Lipi. Student ambassadors? NSS volunteers? Is there an appropriate dedicated cell?
- Physical resources: What would be needed (a stand, leaflets, projectors, videos, institutional vehicles)?

Activity Plan for the activity being held in the community

- What is need for the day itself? A schedule plan (day and time) that ensures availability of faculty members, student ambassadors, support staff, etc.
- What details are needed for the activity itself?
- How to convey the purpose of the visit, importance of HE, and awareness for those who you would want to attract to your activity?
- What activity might capture the attention of students, parents, and community members? E.g. street plays (nukkad- natak), videos showcasing college achievements, a virtual campus tour, maybe famous alumni. interactions and games so those attending might join in, et.?
- How would those responsible for preparation be identified?
- How to capture feedback from those attending (from possible students and their parents) so that one can follow up?
- Use lists of those attending and interested, to invite for a HE Fair Day, Open Day, or Taster Session.
- Can knowledge gained at this activity be used to lay the foundation for customised taster sessions?

After the event

- What is needed to follow up?

Checklist for outreach for HE access at a community based event

Timeline	Task/Step	Date	Initials	Other elements needed?
Pre-event				

Event day				

Post-event				

Virtually conducted activity at a community event	List any changes at each stage below	List additional resources needed below	Advantages	Disadvantages

Appendix 9:
Session 5: Module quiz

Appendix 9 – Session 5: Module quiz

Please answer the following questions. Please be very brief, you can use bullet points or notes.

In this module we have used the term ***higher education outreach***.

What does it mean?

Is it different to community outreach? Yes No

If yes how is it different?

On a scale of 1 - 5 where 1 is totally disagree and 5 is completely agree

The main purpose of HE outreach is to encourage all young people and their families to consider the possibility of proceeding to HE.

1	2	3	4	5

The main purpose of HE outreach is to help all young people and their families to make informed choices about HE before they seek admission to college/university.

1	2	3	4	5

The main purpose of HE outreach is to encourage and support young people and their families from disadvantaged groups/communities or experiencing disability to access HE.

1	2	3	4	5

The main purpose of HE outreach is to increase numbers on courses in my college/university.

1	2	3	4	5

There is no need for HE outreach if my college/university has sufficient numbers of students.

1	2	3	4	5

As a faculty member I can support HE access initiatives in my college/university.

1	2	3	4	5

This module has helped me to understand the importance of HE access.

1	2	3	4	5

After taking this module, I am more able to contribute to the development of HE access activities in my institution.

1	2	3	4	5

In your college/university is it possible to organise:

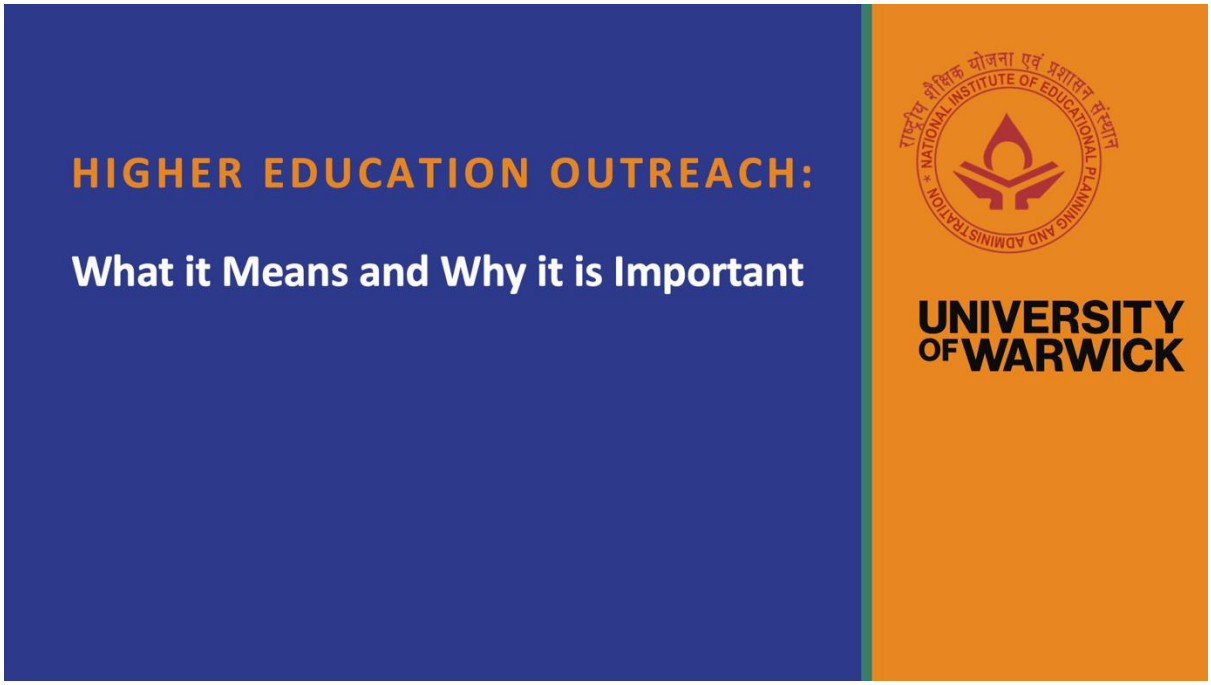
a 'taster' event/day	Yes	No
An open day	Yes	No
A HE outreach visit to schools	Yes	No

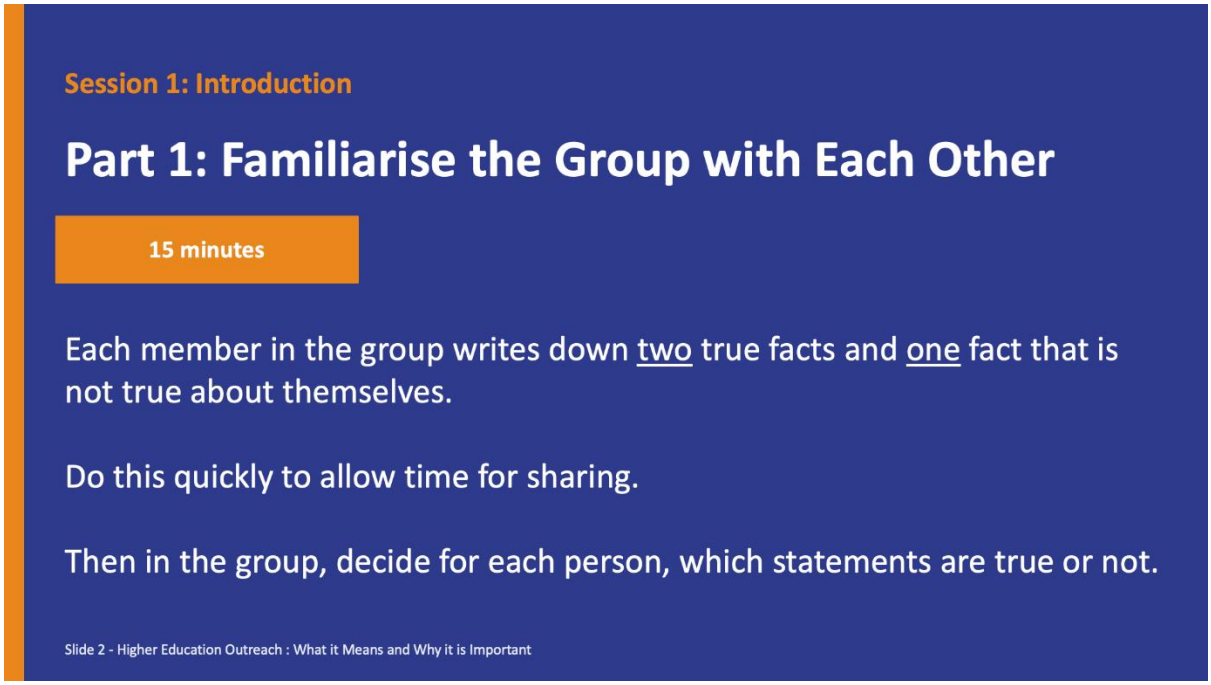
Any other HE outreach activity?

Appendix 10:
PowerPoint presentation

Appendix 10 – PowerPoint Presentation

The PowerPoint presentation is available at: https://wrap.warwick.ac.uk/id/eprint/201081/ and https://www.niepa.ac.in/collab_university_of_warwick (TBC).





Session 1: Introduction

Part 2: Group Discussion

10 minutes

In your groups, discuss the following questions and ask one person to make a note of answers:

1. Have you ever given any advice or help to young people or members of their family about going to college or university? What did they want to know? (Remember what you were sent before the module asking you to think about this).

2. Does your university or college organise any events for young people and their families to learn more about higher education in general, or about your particular institution? If so, what sort of event is organised? Were you involved?

Slide 3 - Higher Education Outreach : What it Means and Why it is Important

Session 1: Introduction

Part 3: Objectives of the Workshop

5 minutes

1. To understand the significance and rationale of Higher Education (HE) outreach and its social benefits for the institution, faculty, students, and the wider community.
2. To discuss the role of faculty members in HE outreach and the challenges that faculty members may encounter in their engagement with HE outreach.
3. To comprehend the core components of effective institution-based HE outreach programmes, focusing on faculty members as ambassadors of HE knowledge outreach.

Slide 4 - Higher Education Outreach : What it Means and Why it is Important

Session 2: HE Outreach Context and Student Decision-making

Part 1: Higher Education Outreach Context and Decision Making of Students

30 minutes for slides 5-20

- What is HE Outreach and its significance/rationale?
- Understanding students' social, economic, and spatial Higher Education context.
- Factors influencing Higher Education decision making.
- Current status of advice received by students.

Slide 5 - Higher Education Outreach : What it Means and Why it is Important

Understanding the HE Outreach Context

HE Massification

Higher education in India is currently in the massification stage, which means that many young people from families and communities with no prior history of completing school are now considering applying for higher education.

Social disparity persists

While overall enrolment rates have increased, social disparities in HE access persist, as do variations in course and institution choices.

NEP

The National Education Policy (NEP) 2020 focuses on expanding higher education (HE) access for socially and economically disadvantaged groups.

NEP

The policy acknowledges that students from socially and economically disadvantaged groups face significant barriers in accessing higher education, including a lack of information about the college-going process and making informed choices.

Slide 6 - Higher Education Outreach : What it Means and Why it is Important

Rationale of HE Outreach

HE has many functions in society.

The business case

It provides specific training and skills for specific professions and occupations (increases employability). It supports the national development and development of a knowledge economy. **This is often understood as the '*business case*' for expanding HE**

The social justice case

It has the potential to break the cycle of transmission of socio-economic disadvantage from one generation to the next and within a democratic society leads to an opening of the mind and to the creation of active citizens (beyond employability). HEIs are melting pots for students with diverse backgrounds which encourages a different identity—that of enlightened citizens. **This is often understood as the '*social justice case*' for expanding HE.**

The social justice rationale applies to oversubscribed institutions even where there is no obvious institution-based business case.

Slide 7 - Higher Education Outreach : What it Means and Why it is Important

Rationale of HE Outreach

Continued

- Reservations and scholarships are very important in opening HE to socially and economically disadvantaged groups, but alone do not enable young people from such groups or those experiencing other barriers to make informed choices about HE and to take up the opportunities offered to them.
- Information about HE for many (particularly first-generation entrants) is not based on direct experiences but uses unreliable, inaccurate, and informal sources. This can lead to selection of courses and institutions which may perpetuate gender and caste inequalities.
- HE outreach practices seek to equalise access to HE information and to ensure that decisions about HE are based on reliable, formal/institutional information to support equitable and socially justice access to HE.

Slide 8 - Higher Education Outreach : What it Means and Why it is Important

Defining Higher Education Outreach

The underlying principles of HE outreach include:

(i) acknowledging the importance of UG education; and

(ii) recognising that a person's background should not act as barrier from knowing about the potential of HE options or how to apply.

- **HE outreach**: a specific set of practices ensuring that prospective students (of HE) (school leaving students applying for HE) are aware of the options that are open to them and the processes they need to follow.
- It provides the knowledge that enables many young people to consider attending HE and enables them to access reliable and accurate information about HE.
- Specifically, it enables those who are the first generation in HE, without existing HE knowledge, to access HE.

Slide 9 - Higher Education Outreach : What it Means and Why it is Important

Defining Higher Education Outreach

Continued

- HE outreach is part of what is known in international policy and practices as 'widening participation' where prospective students from disadvantaged background are enabled to participate in HE.
- HE outreach requires Higher Education Institutions (HEIs) to develop institutional policies and practices to support prospective students (and their families) to consider accessing HE; to make informed choices about HE courses; and to understand enrollment policies and practices.

HE outreach institutional activities include:

- *Opening the doors of HEIs for prospective students and their families to visit the institution and understand more about what HE involves.*
- *Enabling faculty members (FMs) to visit schools to explain HE options and practices in HEIs.*

Slide 10 - Higher Education Outreach : What it Means and Why it is Important

HE Outreach is NOT Community Outreach

- Higher Education Institutions (HEIs) do engage with local communities, through the National Service Scheme (NSS) or other programmes. E.g., sanitation drive, financial literacy, immunisation, nutrition in school, etc. This is *community outreach*.
- 'HE outreach' refers to activities occurring before formal enrolment into HE. This may include taster days which host prospective students at HEIs, and school visits by alumni and/or academics (Harrison & Waller, 2017).
- **While community engagement is strong in Indian HE, the notion of HE outreach as a practice of sharing information and guidance on HE is less common.**
- The National Education Policy (NEP 2020) agenda recognizes a low HE outreach culture and acknowledges significant barriers in accessing HE (Sabharwal et al., 2024).
- Research has shown that Faculty Members (FMs) do not engage in formal institution based HE outreach practices but that these practices tend to be informally enacted. Within the public sector in India, there is currently limited HE outreach activity happening in an official capacity, although there is a proven appetite for this (Stewart et al., 2023).

Slide 11 - Higher Education Outreach : What it Means and Why it is Important

Young People Miss Out on the Opportunity to Attend HE Due to Many Factors

Factors:

Locational constraints:

Rural-urban divide, geographically difficult terrain (connectivity), isolation (tribal areas). Though these factors may not apply in all states, but there may be varied reasons relating to location, such as rural students having information lag, digital divide, etc.

Material constraints:

The state plays an important role but may lack resources to invest in schooling and HE.

Social and economic constraints:

(i) low parental education;

(ii) marriage age conflict;

(iii) family finances; and

(iv) difficulty in gaining accurate information about HE options (when students from disadvantaged social background are the first generation in their families to apply for HE).

Example: Recent, WAHEI study across 5 states found that overall, nearly 86% of students relied on informal sources with no involvement of faculty in choosing their undergraduate college/university.

Slide 12 - Higher Education Outreach : What it Means and Why it is Important

Young People Miss Out on the Opportunity to Attend HE Due to Many Factors

Continued

Intersectional disadvantage (e.g. the combined effect of caste, gender, location/rurality) reduces the likelihood of accessing HE.

HE has been historically low among marginalised caste, minority communities, tribal groups due to interwoven material and social constraint

Gender manifests in HE choices—some subjects are considered more suitable for young women, e.g., reflecting caring attributes and lead to jobs flexible for childcare duties

HE outreach can contribute to an equitable and socially just approach to HE.

Slide 13 - Higher Education Outreach : What it Means and Why it is Important

Current Status of HE Advice Received by Students

Findings

The Widening Access to Higher Education in India (WAHEI) five-state study of 464 faculty members from State Universities and Government Colleges, indicates that nearly 91.4% of FMs guided prospective UG students on their HE-related choices.

The advice and guidance provided by FMs ranged from assisting students in deciding whether to opt for HE, choosing the right college, course or subject, and guiding them through admission process.

These activities largely took place informally and within FMs personal networks rather than embedded in institutional practices, meaning some students are not benefitting from such advice.

Slide 14 - Higher Education Outreach : What it Means and Why it is Important

Current Status of HE Advice Received by Students

Continued

However, a majority of students in the WAHEI study reported that they had limited interaction with faculty members prior to joining college. The WAHEI five-state study of 2890 students from State Universities and Government Colleges indicates that only 14% of students reported involvement of a faculty member in their HE-related choice, while 86% reported no such involvement. The findings on encouragement to apply for higher education show that most students relied on close family members for motivation.

Research has also identified the rural serving state universities and government colleges in rural and semi-urban areas can play an important role as knowledge hubs.

It is important therefore to strengthen the role of HEIs and their efforts in delivering on an equitable and socially justice agenda of HE in India.

Slide 15 - Higher Education Outreach : What it Means and Why it is Important

Current Status of HE Advice Received by Students

Continued

WAHEI study revealed:

- A majority of students faced an information gap while making HE choices.
- FMs' involvement in college choice was reported by only 14% of students.
- Most of these FMs were family members or a personal connections.
- Stage of involvement: nearly two-thirds of students received guidance at the point of admissions, while over one-third were supported during the earlier decision-making phase.

Key takeaway

It highlights the need for institutional HE outreach (where all students irrespective of their background, family connection, etc.) can access HE information.

Slide 16 - Higher Education Outreach : What it Means and Why it is Important

Current Status of HE Advice Received by Students

Continued

Students were asked which issues are of paramount significance for them before enrolling and what they want to be guided on for HE choices. They indicated that they need guidance on:

Access

Whether to opt higher education and other alternatives.

Choices

Selection of course or subject and college/institution.

Admission Information

Admission process and exam preparation.

Campus Experience

Campus safety and security.

They suggested that visits organised by the HE institution to the campus (physical/virtual) are a much needed activity and would attract and support rural students.

Slide 17 - Higher Education Outreach : What it Means and Why it is Important

Pre-enrolment Activities of Students in the WAHEI Study across 5 States

Pre-Enrolment Activities undertaken by Students	State Universities	Government Colleges
Visited the college/university, i.e., physically stepped to the campus you pursued	22.2	36.4
Visited other college/universities to compare options	12.9	17.0
Discussed options for higher education study with other college/university staff (e.g., administrative staff)	4.0	7.5
Explored various online platforms, such as College Dunia, as well as your current college/university website	10.8	5.3
Referenced the college/university brochures for detailed information	9.5	3.4
Watched informative videos on YouTube related to college/university	13.8	5.1
Used social media platforms (e.g., Facebook, Instagram) to gather information and insights about college/university	8.7	4.1
Read about college/university in newspapers	7.8	3.1
Listened to radio FM providing information about higher education institutions	0.6	0.8
Visited Common service centres (e.g., Akshaya Kendra/e-Kendras, Saral, etc.,) to inquire about higher education options	0.7	1.7
Consulted with representatives or designated contact persons from various non-governmental organisations (NGOs) for advice related to higher education study	1.3	0.9
Visited College Fairs	1.7	4.7
Obtained information from the local administration, such as Gram Panchayat, Nagar Panchayat, Village Administrative Officers, Municipal Councils/Corporations and District Administration	1.2	2.5
None of the above	5.0	7.4

Slide 18 - Higher Education Outreach : What it Means and Why it is Important

Role of Faculty Members in engaging in HE outreach

- The involvement of FMs in HE outreach may be situated in different stages of students' progression to HE:
  - when in secondary education;
  - while completing final year of secondary education; and
  - when preparing during summer before starting of HE courses.
- FMs are vital sources of subject knowledge and expertise, providing meaningful academic experiences.
- There is a need to 'humanise' FMs, who may otherwise be perceived as unapproachable.
- FMs participation in HE outreach shapes the views and perceptions of HE outreach.

Slide 19 - Higher Education Outreach : What it Means and Why it is Important

Implications of WAHEI Study and Conclusion

HEIs and FMs are involved in HE outreach but not in an organised manner.

More direct, targeted activities are required at HEI level, which is also part of NEP 2020 expectations.

HE outreach needs to be institutionalised to make HE accessible to all (to do away with inequality of opportunity among school leaving students and to enable them to access quality HE).

Slide 20 - Higher Education Outreach : What it Means and Why it is Important

Session 2: HE Outreach Context and Student Decision-making

Part 2: Group Practical Exercise

30 minutes: 20 to discuss + 10 minutes (2 groups) to share

- In your packs find the documents headed 'Session 2: Stories and reporting table' (you will use the same table in the next session as well).
- Each group read the story allocated to them.
- Look at the questions below your story and discuss the answers in your group.
- Allocate one person to write your group's answers in the reporting table.
- If your group is chosen, share the answers with the whole group (5 minutes).

Slide 21 - Higher Education Outreach : What it Means and Why it is Important

Session 3: The Role of Faculty in HE Outreach

Part 2: Questions

8 minutes

Drawing again on your pre module 'bubble' thoughts about undertaking HE outreach for access activities:

- Why do you do these activities? Would you say that you do these in a personal capacity (informally)—as a moral duty or as a community obligation perhaps?
- What challenges do you face? (e.g. workload and time constraints)
- Does your institution undertake any such activities?
- If yes, is this because your institution wants to increase numbers?
- If no, is this because your institution is oversubscribed? Or is this because we assume that reservation policies are sufficient?

Slide 22 - Higher Education Outreach : What it Means and Why it is Important

Session 3: The Role of Faculty in HE Outreach

Part 3: Group Practical Exercise

20 minutes: 15 to discuss + 5 minutes (2 groups) to share

- In your packs find the documents headed 'Session 3: Stories continued' (you will be using the same reporting table).
- Each group return to the same story used in Session 2.
- Look at the questions above your story and discuss the answers in your group.
- Allocate one person to write your group's answers in the reporting table.
- If your group is chosen, share the answers with the whole group (2.5 minutes).

Slide 23 - Higher Education Outreach : What it Means and Why it is Important

Session 4: Institutional HE Outreach Plan

Part 1: Why *Institutional* HE Outreach

5 minutes for slides 24-32

- FM are *vital sources of knowledge* (already providing support informally in their own time but limited to personal networks) particularly in rural serving state universities/government colleges. But their knowledge is underutilised.
- Moving responsibility for HE outreach to HEIs (an institutional approach):
  - creates HEIs as valuable knowledge hubs;
  - enables FMs to undertake outreach activities as part of their professional responsibilities; and
  - supports an equitable and socially justice approach.

Slide 24 - Higher Education Outreach : What it Means and Why it is Important

Session 4: Institutional HE Outreach Plan

Part 1: What are the Challenges for FMs?

- FMs participating in HE outreach may face several institutional challenges:
  - Academic workloads and distribution of tasks.
  - Allocation of financial resources and the need for capacity building.
  - Lack of identification with local communities: FMs may be employed in HEIs in locations that are often unfamiliar to them and may not have local knowledge or identification with local communities
  - Inequalities in the academic profession: many reserved posts remain unfilled. FMs may be from privileged groups with little connection to the marginalised groups who would be the intended beneficiaries of HE outreach.
  - Currently, neither the training infrastructure nor the Academic Performance Indicator (API) includes reference to HE outreach activities.

Slide 25 - Higher Education Outreach : What it Means and Why it is Important

Session 4: Institutional HE Outreach Plan

Part 1: What Can Be Done? (i)

Outreach activities (undertaken outside the HEI, either physically or virtually).

Inreach activities (undertaken within the HEI, either physically or virtually).

Examples of **outreach**:

- HE outreach activities with schools: visits; developing more sustained links with schools serving underrepresented groups such as potential first generation learners; virtually provided activities.
- HE outreach activities added to a community-based event.
- Mentorship programmes for underrepresented school students involving current students.

Slide 26 - Higher Education Outreach : What it Means and Why it is Important

Session 4: Institutional HE Outreach Plan

Part 1: What Can Be Done? (ii)

Examples of **inreach**:

- Physical campus visits: Opening HEI doors for prospective students and families:
  - Open days or fairs tend to be larger-scale, promotional events, offering general information and open to all.
  - Taster days (or sessions) are smaller, invitation based and more targeted often aimed at students who may not yet see themselves as 'university material'. Students and their families come to the institution and discover what it is like; taste a class or a lab demonstration; take part in a sports activity; meet student ambassadors; see the facilities; etc.
- Virtual campus tours and online resources.
- Summer programmes: Extensive sessions during school holidays conducted at the HEI.
- Academic enrichment and preparedness programmes such as pre-degree courses.

Slide 27 - Higher Education Outreach : What it Means and Why it is Important

Examples of HE Outreach

The following four slides provide some examples of HE outreach activity across different Indian states, but tutors may substitute with examples their own examples.

Maharashtra · Kerala · Assam · Chhattisgarh

Slide 28 - Higher Education Outreach : What it Means and Why it is Important

Some Examples: Maharashtra

School based 'taster' inreach

In one government college, activities like 'Fun in Chemistry' and 'Science Open Day' are organised and school students in the locality are invited to visit the event. Students see the infrastructure of the HEI and the activities carried out in the science laboratories.

School based outreach

In another government college, faculty members as a group visit higher secondary schools in the nearby rural places and guide students in the institutions about the availability of career opportunities in HE. They inform the school students about admission process, employability, and other facilities.

Slide 29 - Higher Education Outreach : What it Means and Why it is Important

Some Examples: Kerala

Inreach HE open event

The University of Calicut provides a three-day Open House organised under SHASTRAYAN. The community, nearby schools, and students from affiliating colleges are invited. The whole staff of the University showcases itself in terms of departments, courses offered, labs, infrastructure, and research accomplishments. **Students are fully involved as volunteers for the event**. Every department is allocated funds.

Slide 30 - Higher Education Outreach : What it Means and Why it is Important

Some Examples: Assam

School based virtual inreach

A government college has set up a webpage known as TARANG where the faculty members/teachers from nearby rural schools and the Higher Secondary section can seek assistance for training, additional classes, information, etc., on the basis of their subject or for any academic matter. Through TARANG, students of nearly schools obtain permission for free college science lab facilities, library facilities, sports trainings, etc.

Slide 31 - Higher Education Outreach : What it Means and Why it is Important

Some Examples: Chhattisgarh

Community based HE outreach

A seven-day special camp at schools where FMs accompanied by NSS student volunteers stay at the school and organise multiple programmes including cleanliness drives, plantation drives, health camps, social awareness campaigning and activities meant for school children which includes providing information on HE courses, admission, etc.

Slide 32 - Higher Education Outreach : What it Means and Why it is Important

Session 4: Institutional HE Outreach Plan

Part 2: Planning an HE Outreach Event

30 minutes + 13 minutes

- The task is to create a checklist of what would be needed to undertake an institutional HE outreach activity.
- Each group has been allocated an activity.
- How would you and your institution plan for this activity (e.g. what approvals would be needed?) Who would be involved (number of teachers, departments, student ambassadors, sources of finance etc?) and how would you carry the activity out (e.g. transport?)
- You are provided with a checklist which gives you some prompts but you can use your own experience and context.
- Identify one member of the group to fill in the checklist on behalf of the group.
- You have 30 minutes to do this.
- Each group will share the key points (identified from the checklist) of their institutional plan (13 minutes for all groups to report).

Slide 33 - Higher Education Outreach : What it Means and Why it is Important

Session 5: Conclusion

Part 1: Objectives and Key Points (i)

2 minutes for slides 34-35

We hope that after taking part in this module you:

- understand what is meant by HE outreach (and how it is different to community outreach);
- can identify the social, economic, and geographical factors which affect HE outreach;
- understand why HE outreach is important for socially and economically marginalised students and for the equitable and just development of HE;
- understand the role that you as FMs already play in HE outreach activities;
- recognise the challenges you may face in undertaking HE outreach activities;

Slide 34 - Higher Education Outreach : What it Means and Why it is Important

Session 5: Conclusion

Part 1: Objective and Key Points (ii)

We hope that after taking part in this module you:

- recognise the importance of developing institutional awareness of HE outreach;
- recognise the importance of developing an institutional readiness (a plan) to undertake HE outreach activities;
- are familiar with some ways of conducting HE outreach activities within an institutional setting (checklist plan) to encourage institutional readiness to undertake outreach programmes; and
- able to identify activities that are already conducted by your HEI that may be facilitating HE outreach, and how such existing practices could be further developed.

Slide 35 - Higher Education Outreach : What it Means and Why it is Important

Session 5: Conclusion

Part 2: Quick Quiz

8 minutes

- Please complete the quick quiz provided in your module pack.
- The purpose of this quiz is only to enable the tutor to reflect on what they can learn about conducting such a module.
- You will also receive a copy of the module manual which provides you with some more information about HE outreach.

Slide 36 - Higher Education Outreach : What it Means and Why it is Important

Contributions

***The following have contributed to and supported the preparation of this PowerPoint which accompany the module: Higher Education Outreach**: What it means and why it is important*

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Slide 37 - Higher Education Outreach : What it Means and Why it is Important