CAREER DEVELOPMENT AND SOCIAL JUSTICE -
With Special Reference To India

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Objective

To address circumstances and needs of those who have significant barriers in their pursuit of meaningful education and employment.

To highlight the need of democratic approach to career education in which needs and wants of diverse patrons of the society are fulfilled.
Social Justice: What Does It Mean?

defined as "... promoting a just society by challenging injustice and valuing diversity."

exists when "all people share a common humanity and therefore have a right to equitable treatment, support for their human rights, and a fair allocation of community resources."

people are "not be discriminated against, nor their welfare and well-being constrained or prejudiced on the basis of gender, sexuality, religion, political affiliations, age, race, belief, disability, location, social class, socioeconomic circumstances, or other characteristic of background or group membership"
Social Justice In Modern Times

Social justice emphasize on more inclusive decision-making about ways to meet all people’s needs, including providing for their physical and psychological safety.

Equitable resource distribution, Social participation, Empowerment, Equal opportunities, Physical and psychological safety

Caste discrimination, Oppressive social class structure, Gender in-equality
Social Justice: Reference To Indian Society

- India is a complex society with diversity at its center.
- It is the seventh-largest in the world by nominal GDP and the third-largest by purchasing power parity.
- India’s per capita income is estimated to be US$ 1223.45 in 2010-11, at current prices, which is higher by 17.9 percent from the per capita income in 2009-10.
- In just eleven years, from 1993-94 to 2004-2005 the percentage of people below poverty line has declined from 36% to 28%, according to a survey conducted by National Sample Survey Organization (NSSO).
- Indian society has been characterized with deeply entrenched social inequalities between various social groups and castes since ancient times.
Unequal Education Opportunities

The disadvantaged social categories faces challenges like:

- Poor educational facilities
- High drop out rate after primary education
- Class discrimination in educational institutes
- Non-availability of resources for secondary education (funds, institutes, training)
- Lack of opportunities and required capability to act on the available opportunities

<table>
<thead>
<tr>
<th>Literacy rate*</th>
<th>General Population</th>
<th>Tribal</th>
<th>Scheduled Castes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>51%</td>
<td>24%</td>
<td>30%</td>
</tr>
<tr>
<td>Female (only)</td>
<td>39.3%</td>
<td>14.5%</td>
<td>19.0%</td>
</tr>
</tbody>
</table>

*According to the 1991 Census
Unequal Employment Opportunities

Reflected in dissimilar occupational profiles

- disadvantaged categories concentrated in low income occupations

Employment is concentrated in blue collar jobs

- With 89% of scheduled castes, 73% of low castes, and 72% of Muslims employees as compared with 47% of those of the remaining categories.
- The ratio of the other social categories to high caste earnings ranges from 0.950 for Brahmins to 0.367 for the scheduled castes.
- The average earnings of low castes, middle castes, and Muslims are about 50% of those of the high castes other than Brahmins.

So the disadvantaged categories invest less for lack of capacity as well as due to discouraging signals from the labor market. Thus disadvantages become cumulative, and unequal opportunities because of caste and class tend to reinforce each other.
LINKING SOCIAL JUSTICE AND CAREER DEVELOPMENT

In India, high caste employees earn more than employees of all other social categories because of their superior characteristics (education, father's education, occupation).
Thus, centuries old social prejudices and inequalities, based on caste at birth, continue to dog the modern Indian landscape that needs to be remedied.

| DEVELOPMENT | • aims to remove the big gap between the deprivation and opulence  
|             | • facilitate equality in the society  |
| CAREER DEVELOPMENT | • plays pivotal role in reducing the gap between privileged and un-privileged  
|             | • provides the platform of equal opportunity to grow  |
| CAREER EDUCATION | • is required for the progress of the individual as 'all' educated cannot always lead to growth  
|             | • natural extension of efforts to organize education for national development  |
The Indian Constitution enacted in 1949 and adopted in 1950 enshrines equality and social justice as the cardinal principles of the Indian democratic system.

Unique feature of the Indian Constitution is that while it upholds the principle of equality before law, it provides for affirmative discriminatory actions to uplift the social, economic and educational well-being of disadvantaged groups.

The Government of India has initiated a number of policy interventions with a view to ensuring equality and social justice at elementary level of education.

These programs lay special emphasis on the education of SCs, STs, Girls and Minorities.
Policy Interventions (1/2)

Interventions at the Level of Elementary Education

• ‘Sarva Shiksha Abhiyan’ (SSA) - Nation-wide Education for All (EFA) program; aims at
  • providing eight years of contextually useful and quality elementary education to all the children in the age group of 6-14
  • bridging both gender and social gaps in primary and upper primary classes
  • ensuring universal retention and satisfactory quality (universal achievement) with emphasis on education for life.

Interventions at the level of Secondary Education

• Numerous schemes at the secondary level for improving access, equity and quality.
• Remedial and special coaching are provided to SC and ST students
• special coaching is provided for preparing the students for competitive examinations for entry into professional courses
Policy Interventions (2/2)

**Participation in Higher Education**

- Several affirmative actions by the government in the form of reservations, scholarships, fee waivers, relaxation in minimum requirements for entry to these institutions.
- Resulted in increased presence of marginal groups like SCs, STs, OBCs and women in higher education system.

**Policy Interventions for Employment**

- Mandatory for all the organizations to provide 15% reservation to SCs, 7.5% reservation to STs
- 27% reservation to OBCs in all centrally funded organizations
- Relaxation given in the minimum qualifying marks for recruitment for the disadvantaged groups
SUGGESTED FUTURE PROSPECTS

- Vocational guidance and career counseling program spanning from early grades, to the middle and high school levels and expanding to career preparation at the college and industry level.
- Provide career oriented education, skills and right career direction to the youth.
- Common platform is required where industry, job seekers and government can share information.
Cardinal principle of promoting equality is not only to provide for **equal opportunity to all** in terms of access but also in the **condition for success**

Literature Cited

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