

# ***SUCCESS AND SCHOOLING = EMPOWERMENT***

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IDCA Conference Chicago 18-19 October Shweta  
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# Education in Primary School

- ▶ At least 98% of the population was enrolled in primary school from 2009 to 2013.

# Education in Primary School

- ▶ “A 2010 report by the National Council for Teacher Education estimated that an additional 1.2 million teachers were needed to fulfil the RTE Act requirements, and last year the RTE Forum, a civil society collective of around 10,000 non-governmental organizations (NGOs), found that only 5% of government schools complied with all the basic standards for infrastructure set by the act. Some 40% of primaries had more than 30 students per classroom, and 60% didn't have electricity. The RTE Forum also reported official figures showing that 21% of teachers weren't professionally trained.”
- ▶ Report From <http://www.theguardian.com/education/2013/mar/11/indian-children-education-opportunities>

# Characteristics of Educational Systems

- ▶ Preoccupation with textbooks and external examinations
- ▶ Vocational education in India has unfortunately still not become socially acceptable.
- ▶ The missing context of value education and moral science
- ▶ Use of Technology and Distance Education
- ▶ Governance of Education systems centralized and hierarchical

Source: Government of India report on educational policy needs, 2013

# Characteristics of Educational Systems

- ▶ Testing dependent
- ▶ Weaker Infrastructure
- ▶ Market awareness of curriculum and skills focus
- ▶ Privatization and standards of teacher training and learning outcomes

Source: Government of India report on educational policy needs, 2013

# Problem Areas in Education

- ▶ Learning outcomes! While the goals of universal primary education have been met; the debate is on the learning outcomes!
- ▶ Under privileged and low income groups in particular are at the receiving end of poor quality education!
- ▶ A function of poorly trained staff; under evaluation, reduced motivations, and growing mismatch between social realities and education
- ▶ Increased drop outs and repetitions of the same grade
- ▶ Decentralization and local governance of the schools causing disparity in resources and outcomes.

# Correlates of (kind of) Work

- ▶ Tracing orientation, access, opportunity, and growth to and from “jobs”
  - ▶ Individual level
    - ▶ Marital status
    - ▶ Caste (Scheduled Castes (Dalit); Tribal, General Hindu)
    - ▶ Religion
    - ▶ Economic Class
    - ▶ Educational achievement;
  - ▶ Societal
    - ▶ Economic and political geography of regions ( State based comparison)

# Globalization and It's Effect on Education and Work

- ▶ Employment Patterns
- ▶ Changing labor relations
  - ▶ By Field – agriculture
  - ▶ By Institution (State to Small Businesses)
  - ▶ Occupational mobility
  - ▶ Wage disparity
  - ▶ Substitutability of labor
- ▶ State and Global Laws for Market, Employment, and Employer



# Missing Links in Examination of Education and Work

- ▶ Conceptualization of construct and category work
- ▶ Causality - Worker as a desired category for social Identification?
- ▶ Black box - Work environments and Interaction Between Abstract and Concrete?
- ▶ Outcomes – Is work a replaceable category?

# What Is the key?

- ▶ Increasing funding?
- ▶ Training teachers?
- ▶ Providing scholarships?
- ▶ Promoting education?
- ▶ Or