

Issues & Challenges for Role of Youth Power in Education

Dr. Padma Raut

Principal

Shri. Laxmanrao Mankar College Of Education Amegoan Dist. Gondia

Abstract

Youth power is supreme in the life of a nation, for its energy, the fire of enthusiasm, the discipline and dedication of the youth that protects today's society and builds up a better tomorrow. The youth is the spring of life. It is the age of discoveries and dreams. The youth, both as individuals and organizations, have a very constructive role in nation building. Their role in education is appreciable at these days. The creative effort of the youth has to play pre-dominant role in creating, spearheading and spreading a silent revolution in the human society driving away the notorious notions and evil-like qualities such as idleness, selfishness, ignorance, arrogance, indiscipline and other social disorders. That creative effort of the youth, which will overline these qualities, has to save the younger generation from the world of misunderstanding, suspicious, prejudices, superstition and complacency by improving purity of mind and quality of thought. It has to destroy the cruel class, caste, color and race tyrannies, which are unnatural, manmade and ugly deformities in human society, and are eroding the values and growth of human society. The youth has to rise to the occasion and build a creative effort to meet the challenges before them. They have to dedicate themselves in making this effort, particularly so in a society where the youth is caught in the cobwebs of a much misunderstood social set up. The youth has to overcome difficulties in order to undertake the task of making a new socio-economic order that will ensure a peaceful life to all human beings in society.

Keywords: Youth, Education, Power, Enthusiasm, Society.

I. INTRODUCTION

PRESENT EDUCATION SYSTEM:

Our present educational system is not playing a significant role in shaping the future of our youth. It makes students corrupt and teaches them only indulgence and self-centeredness.

Some of the major problems with this system are as under. The aim of this system has become to make money for the owners of the institutes and in turn this education also makes youth who are hungry for indulgence, power and money. They just think of partying, sex, fashion, food, gadgets and vehicles. They blindly follow western styles and culture. For these youth, earning money is the only goal of the life and their only motivational force is money. They want to go abroad and earn money and stay there forever. These youths perceive the education as a means of making money. This education only gives degrees/diplomas without any basic knowledge. It tries to make people literate, not educate. It prepares them for a job in an MNC and totally ignores their overall development. The present examination system & evaluation system ignores skills, and aptitudes among students. This examination system is not a true test of child's capacity. This does injustice to those who are really intelligent and genius. By the virtue of this system, those who are routine, regular, and average in their thinking, approach and intellect appear bright and intelligent; and those who are unconventional, out of box, above ordinary in their thinking, approach and intellect appear as losers and fools. At an advance stage in life, these seemingly "bright" people take higher positions in society and organizations and thus the whole society is downgraded by the mess they create. This system produces followers instead of leaders. These "bright" people have no vision and have short term goals. When they grow in life they are not able to give shape to their life, to the society, to the country and to the new generation. No doubt that present educational system is making engineers, doctors, CAs and other officers but there is lack of values. The present system tests only what a student has crammed or is able to copy. It does not test what the student has learned and what ideas they have of life and work. It does not test the character, the aptitude and the attitude of the student. This is the reason why our bureaucrats and police officers become corrupt (even if their intention at the beginning may not have been such). It does not emphasize on patriotism and humanity. Youth have very little or no value for our heritage and culture. It only prepares the youth as the job seekers or job mongers with low value system. There are very little or no human values. People don't respect human life now. Honesty is laughed at by the people; sincerity and hard work are considered foolish, elders are not respected, women are considered as sex objects only. There is no sense of duty and sacrifice. There is lack of total personality development. The system churns out indifferently trained, poorly motivated students, who have few job prospects. For these students, success means having money whatever the means. This education is not able to develop leadership qualities in students. There is less emphasis on research activities and knowledge orientation. The system doesn't inspire

children to go beyond what is set to be the limits. What the students learn is routine and regular. Students are forced to do lot of routine work just to get marks. Students are not encouraged to take activities of their interest. There is too much stress on getting marks and this encourages children to mug up & pass exams rather than learning concepts. Institutions are giving more stress on completing syllabus and help the students to pass the exam instead of building their character and enhancing their personalities. This education system is detached from the real world. It doesn't make children ready to face the world outside. The system aims to create a complacent labor force which is driven by the large MNCs and the MNC friendly governments. The system only teaches to memorize things. It makes children workers who are best at repetition. The aim is simply to reduce as many individuals as possible to the same safe level, to breed and train them to a standard level or the common level. There is no originality whatsoever in any way. There is too much focus on reaching to the top but there is absolutely no guidance about the means to reach there. There are no intellectual discussions happening. It only trains them to memorize things. Those who come triumphant in this system has only three qualities - perseverance, ability to memorize ideas, concepts and rules and ability to write what they have memorized.

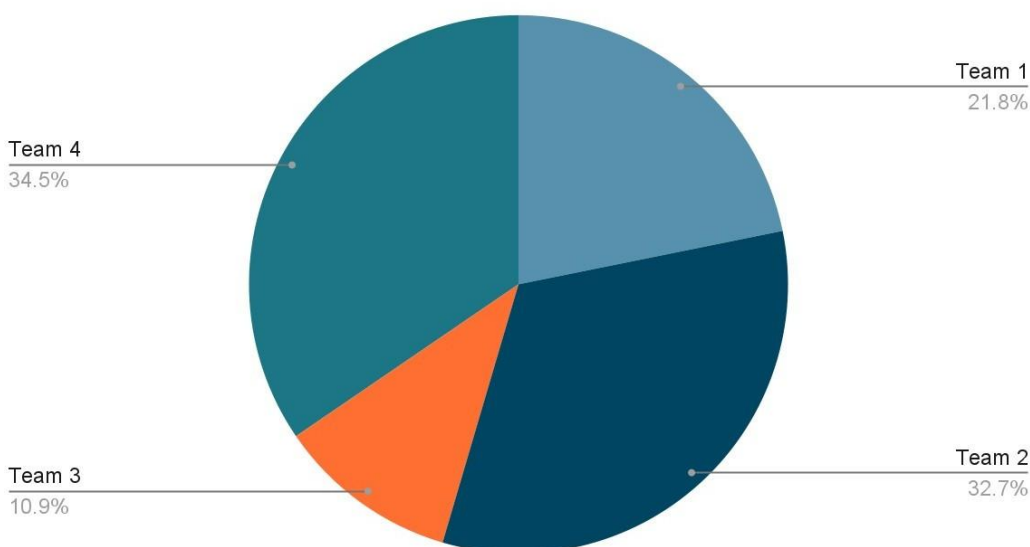
POWER OF YOUTH:

Youth is the spring of life. It is the age of discovery and dreams. India is of largest of youth population in the world today. The entire world is eyeing India as a source of technical manpower. They are looking at our as a source of talents at low costs for their future super profits. If Indian youth make up their mind and work in close unity with working class people, they can hold the political power in their hands. Indian youth has the power to make our country from developing nation to a developed nation. The youth hopes for a world free of poverty, unemployment, inequality and exploitation of man by man.

ROLE OF YOUTH:

The role of youth is of most importance in today's time. It has underplayed itself in field of politics. It should become aspiring entrepreneur rather than mere workers. It can play a vital role in elimination of terrorism. Young participation is important because youth are the country's power. Youth recognize problems and can solve them. Youth are strong forces in social movements. They educate children about their rights. They help other young people attain a higher level of Intellectual ability and to become qualified adults.

Points scored



The given chart shows the role of youth in different arenas of development -Team 1 - Role in social development

Team 2 - Democratic progress

Team 3 - Role in development of individual perspective Team 4 - Role of youth in national development

PROBLEMS:

Unfortunately no one is bothered to dream any s vision. Martin Luther has said, "I have a Dream" and the dream come largely true. If he had not thought of that dream he would have accomplished nothing in his life.

Another problem is its indifferent attitude towards things, situation and politics. The new cool formula of “let the things be” is proving fatal to India’s development. Lack of unity and spirit is the major setback. It’s time the youth, the students have to realize their power, their role, their duties and their responsibility and stand up for their rights. Now it’s time that instead of brain drain we should act like magnets and attract world to India.

YOUTH AND THE GLOBAL PARTNERSHIP:

The Global Partnership for Education engages with youth advocates through its advocacy team. 29 young people from 19 countries participated in GPE’s Replenishment Pledging Conference in Brussels in June 2014; they spoke in the opening and closing ceremonies, participated as panelists in parallel sessions and led a dedicated “Youth Zone” and Ideas Wall to engage the conference’s 800 participants in conversations about how to better include young people in their organizations and ministries. Youth organizations are active participants in national and regional education coalitions. They are represented on the GPE Board of Directors through the CSO seats. The GPE Secretariat is also working to identify best practices for engaging youth in advocacy and education systems in partner countries. Responding to the multiple crises experienced at local, regional and global levels requires timely and relevant adult learning and education for sustainable development programs. Currently, climate change education and disaster preparedness education are just two examples of programs that contribute to responding to this situation of crisis. The rapid spread of the Ebola virus in West Africa has reminded us that like disasters and climate change, diseases can easily cross borders and become global health problems that pose a threat to achieving the goals of sustainable development. However, while the above-mentioned educational initiatives are vital (and often successful) for addressing the crisis at hand, there can be a tendency for these programs to be too focused on education and learning ‘about’ the problem in order to solve it. As a result, these programs often miss out on the opportunities that a situation of crisis provides for education and learning ‘for’ sustainable development.

IMPORTANCE OF YOUTH EDUCATION:

In the realm of education and learning, these tensions continue to act as roadblocks to the achievement of an education and learning for shaping our common future. Disciplinary boundaries continue to dominate how we learn to understand and propose solutions to the current global problems. For example, environmental science and economic perspectives continue to dominate climate change education and the proposed mitigation and adaptation responses. Too often the social dimensions that contribute to greater vulnerability of those marginalized by poverty and the powerful interests are acknowledged but rarely addressed. States that have primarily contributed to the problem continue to avoid taking responsibility for appropriate action, despite an agreement around differentiated responsibilities. Similarly, the dominance of formal education efforts at all levels, in attempting to respond to the learning needed for the issues we face, has often been at the expense of the significant contribution of informal and non-formal (including community, youth and adult education). The counter argument is that there aren’t enough resources to fund the goals of access to quality education for all children, youth and adults. Time and again, this argument has been proven to be untrue, as billions continue to be spent on defense and security. Education advocates cite that the \$26 billion needed to achieve universal primary education is equivalent to the amount spent in current global military activities in one week. The resource gap argument, based on the inability of the public purse to finance education, has led to the growing influence of private capital through what has been called innovative financing mechanisms like public-private partnerships. While there are opportunities for genuine innovative financing, such proposals within the current global imbalance of power, may lead to education privatization, which has resulted in two-tier education provision, quality for those who can afford it and low quality for the marginalized and vulnerable. This imbalance will continue to block us from truly achieving access to inclusive and quality education for all as a basic human right. Climate change and disaster risk reduction education continues to dominate the education and learning agenda for sustainable development. Both are urgently needed. But at this stage, unfortunately, both have a tendency to be reactive educational responses often based on equally narrow attempts to address the environmental dimension without tackling the underlying development models that have significantly contributed to both problems. It is these tensions between the ideally holistic sustainable development paradigm and the reality of the dominance of neoliberal power, and its influence our ability to re-think and re-structure our education systems to not just react, but to be responsive to our common future, that we need keep in mind as we review the global agreements and their future implications to local youth and adult education policy, practice and advocacy. If we are to reflect on recent experiences, for example in the ongoing climate change negotiations, the dominant economic and political powers have continued to exert pressure to defend their own interests, couched as global agreements. Therefore, we need to appreciate these global agreements for what they are worth, aspiration goals that we all need to contextualize into local, national and at times regional realities. Given that ICAE’s platform is the international level; we need to ensure that there is a separate and explicit education goal that embodies the principle of access to inclusive quality education as a basic right, within lifelong

learning, for all is not negotiable. The task ahead is to ensure that these goals are translated into regional and local policies and actions, working collaboratively with regional and national civil society organizations and allied partners in government, intergovernmental agencies and the private sector. This will involve capacity-building of CSOs which will ensure that these goals are contextualized, implemented, monitored and achieved. At the same time, ICAE should enhance its own capacity to contribute to the global voice that draws from the rich experiences and the diverse contextual challenges of its membership.

II. CONCLUSION:

India can become a developed nation only if everyone contributes to the best of his or her capacity and ability. Youth is wholly experimental and with the full utilization of the talents of the Youth, India will become a complete Nation. Let us hope for the same.

‘Youth is like a fire It crept forward. A Spark at first Growing into a flame The brightening into a Blaze’.

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