

ROLE OF THE YOUTH IN NATION BUILDING IN THE CONTEXT OF GLOBALIZATION

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Education is a life long process. Education makes an individual a real human being. It is an essential human virtue. Man becomes man through education. He learns something at every movement and in every day life. Education equipped the individual on social, moral, cultural, and spiritual factors and this makes life progressive cultured and civilized.

In a limited scope, education is continued to the school and the university instruction. Education starts from the day a child is admitted into a school and ends when the child completes studies and leaves at the college or university stage.

In the broader sense, education means the totality of experience gained by an individual from birth till death. It is not mere transformation of information by the teacher. It is also not just the acquisition of knowledge by the personality.

1. COMMUNITY INVOLVEMENT IN EDUCATION PROGRAMMES:

The community, alike family, have a great influence upon the child because the child comes in contact with his relations and members of neighbourhood families at a very early stage. Therefore, impact of the community on the growth and development of the child is almost equal to that of the family.

a. Importance of Community:

Community is an important informal and active agency of education. Just as the family and the school have a great influence upon the child, much in the same way the community also modifies the behaviour of child through social contacts, group activities and group dynamics in such a way that he begins to participate in all the desirable activities of the community of which he is an integral part. It is why we still hear the saying that children of a community develop as the adults of that community wish them to become. Infact, the child does not develop in the environment of his family alone, the environment of the community also moulds and modifies the behaviour of the child according to its ideas, ideals and goals.

b. Meaning and Definition of Community:

Generally community indicates a group of people living together on a geographical piece of land having common ways of working and common ideals to achieve. Thus community may be a number of people living together in the neighbourhood sharing common ways of living and common experience.

To make the meaning of community more clear, we are giving some definitions below:

[1] "A community may be thought of as the total organization of social within a limited area." - Ogburn & Nimkoff

[2] "A community is the smallest territorial group that can embrace all aspects of social life - K.Davis

[3] "By community is to understand a group of social beings living a common life including all the infirm variety and complexity of relations which result from common life or constitute it."- Ginsberg

c. Community as an Agency of Education:

Community is a dynamic form of organization for the betterment and progress of its members. It is an informal type of agency of education as it is not formed with the express- purpose of providing education to its members. But as it is an organized body, its members have to follow certain rules and regulations made and adopted by its members collectively. They are living together under a social organization, and

Observing certain rules and regulations and requires a particular way of thinking and living. Thus, every member has to adjust himself properly in the society. This educates the individual members of the society in such a way that they are in a position to adjust themselves in society, as well as promote the well-being of the whole of the society. We may conclude by saying that society as an agency of education provides general and liberal education in the socialization of its individual members.

Every community has its various needs and glaring problems. When these needs are met and problems solved, the standard of community rises higher and higher. This progress goes on gradually and continually. On the contrary, a community which is unable to provide right type of education to its members, it remains cramped up and stagnant with the result that its progress of the members is blocked and stunted. Therefore each community tries to plan its progress and development by providing purposeful and effective education to its members especially children. In other words, a community tries to mould education according to its social, economic and political needs or aspirations. This is an ongoing and continuing process. The school run by a community is therefore called a miniature of society. In short, the community, as an agency of education, influence its children both formally and informally.

“A community cannot expect something for nothing. If it wishes its young people to serve their community well, it must provide whatever educational advantages are needed by the young people, individually and collectively, to prepare themselves for that service.”- Crow and brow

d. Educational Functions of the Community:

(i). **Establishment of Schools:-**The community establishes various types of schools so that the culture of the community may be presented, developed and transmitted to its children. Many communities establish their own communal schools to train their children for the welfare and advancement of their community interests.

(ii). **Formulation of Aims and Control on Education:-**The community determines the aims of education. It also supervises and guides the educational process followed in the schools establishment by it.

(iii). **Provision of Universal Education:-**The community determines the various stages of education. At the same time it strives to provide universal education. Hence the community establishes vocational, industrial and technical schools according to its needs.

(iv). **Provision of Vocational and Industrial Education:-**In modern age there is a great demand for vocational and industrial education. Hence the community establishes vocational, industrial and technical schools according to its needs.

(v). **Adult Education:-**Community welfare and its development needs that adults should also be educated. Thus the community makes provision for adults education also.

(vi). **Finance of Schools:-**To shoulder the responsibility of running the schools smoothly and efficiently arrangement of required finance is essential. The community makes necessary provision of finance for school building, furniture and salary of teachers.

(vii). **Co-Operation Between Citizens and School Leaders:-** Close cooperation between citizens and leaders of schools is necessary. Hence the community tries to maintain as much close cooperation between parents, managers of institutions and teachers.

2. COMMUNITY RESOURCES FOR SCHOOLS:

There are vast resources of the community which can be utilized for improvement of the school. The community, even at the stage of its under-development, possesses abundant resources like firms and farms, temples and monuments, flora and fauna, fairs and festivals, rivers and hills which can be utilized for the benefit of the school, particularly for effective learning experiences. A community may be backward and poor in economic conditions, but rich in natural resources. The teacher should recognize these assets for their utilization in organizing both curricular and co-curricular programmes.

Similarly, there are local artisans, artists, carpenters, blacksmiths, ironsmiths, painters, etc., whose expertise can be utilized for teaching school children. They can be invited to schools for talking and demonstrating various skills to children. Even teachers, retired teachers, doctors, engineers, as well as unemployed educated youth may be engaged for teaching children in their own fields.

Such employment of local resource persons for organizing curricular and co-curricular programmes leads to bring about awareness about the needs, deficiencies and paucity of resources. This helps in collecting funds and supplying necessary equipment. On the one hand, ensuring better school-community relations on the other. In the initial stage even the community provides its club house, temple or church-yard and such other public places for accommodating new schools.

The physical and human resources of the community should be utilized for organizing various school programmes which would promote social awareness and better relations. Mohanty (1983) has, therefore, suggested “with experience, enlightenment and training in citizenship, these disadvantages can be reduced to the minimum and the school would be made self-dependent, self-respecting community centres.” (p. 114)

3. SCHOOL RESOURCES FOR THE COMMUNITY:

A child grows in the community as well as in the school. He learns by living as a member of the community. He is trained to grow in a desired manner in the school and to live his individual as well as community life effectively.

Both the physical and human resources of the school belong to the community. The students, the teachers and other staff members come from the community. All the physical facilities are provided by the community either directly or indirectly through government. There should not be any difficulty in utilizing these resources for well-being of the community. Rather, there are many advantages in it.

Now-a-days, the programmes of the school should not be carried on in the ivory tower of the school and the learning experiences should not be limited to the four walls of the class-room. The school should provide all kinds of experiences by sharing in the community activities. The services for participation of children in the community work are, for example, literacy drives, health campaigns, road construction, etc. This will break the barriers between the school and the community and make the school life lively, realistic and meaningful.

The school halls can be used for organizing village's meetings and marriage reception, the school play-ground can be utilized for village sports and games: the school furniture and equipment can be borrowed for holding meetings and functions. The Education Commission, 1964-66 have aptly remarked that since it is very costly to provide and maintain the physical plant of educational institutions, it is necessary to utilize it fully as far as possible for longest period on each day and for all the days in the

year by making suitable administrative arrangement. The libraries, laboratories, workshops, etc. can be utilized for the community programmes.

The modern school is a community centre and the teacher is the “friend, philosopher and guide” of the people. By organizing the community programmes and providing school resources for the community work, the position of teachers is improved and they gain confidence and respect.

4. WAYS AND MEANS OF IMPROVING SCHOOL- COMMUNITY RELATIONS:

Categories of Community Participation

It goes without saying that the school is for the community and the community for the school. The school should contribute to the development of the community and the community must contribute to the development of the school. The school has to share its resources for the use of the community and the community is to make its reserves available to the school for organizing various programmes. Thus, there should be a two-way traffic between the school and the community in utilizing their resources both human and physical for bringing about their mutual improvement.

It is also understood that community participation is necessary for improving the school-community relations in general and school programmes in particular. Generally, there are three categories of community participation:

- (i) Spontaneous-persons come forward of their own to participate without any external support or force.
- (ii) Sponsored-persons participate because some official instructions or endorsements are issued. No force is imposed, but it has been externally supported.
- (iii) Compulsory-persons participate because it has been made compulsory. Violating it may lead to coercion and punishment.

With a view to removing deficiencies in the physical resources of the school the community may decide to send their children to the school for increasing enrolment. It is voluntary or “spontaneous” participation. If the community is persuaded for the above action by appropriate authority with some incentives like matching grants or creating posts of additional teachers, it may be considered as “sponsored” participation. If the parents are forced to do the same with some coercive measures, e.g. disallowing children or withholding the results or any other steps, it is called “compulsory”.

In a democratic country like India, compulsory participation is rather better than the former. But spontaneous participation in community activities/services is the best. This sustains for longer period and established the ideal of co-operative participation.

It has, therefore, been rightly observed by the NCERT(1987), “The NPE has besides many other things, envisaged expansion of educational opportunities making education relevant to the societal needs, decentralization of management etc., which are not likely to be achieved without active participation of the community. It emphasizes decentralization and the creation of a spirit of autonomy for educational activities as well.”(p.47)

5.METHODS OF IMPROVING SCHOOL-COMMUNITY RELATIONS:

Although improving the school-community relations is a two-way process, the onus or the main responsibility lies with the school. The teachers, particularly, the head master should take initiative in promoting the better school-community relations through various methods and strategies. Some of them are as follows:

- a. it is essential that should know the community well-its culture, values and life-styles, its problems and prospects, etc. it can be done through mixing with the people, participating in their social and cultural functions.
- b. Only knowing the community is not enough. It is more important that teachers should identify themselves with the community and try to approach the community on equal terms and with due respect.
- C. It is also desirable that teachers should appreciate and understand the problems of the community with sympathy and instead of imposing their own ideas or preconceived notions on them should try to persuade and motive.
- d. It is found that teachers go on finding faults with parents and pupils, may be on genuine grounds. But such complaints cannot help much. Rather teachers should give positive suggestions for removing the faults or solving their problems.
- e. The co-operation of the community leaders should be enlisted for solving the school problems. These leaders may be from among emerging youths or elders.
- f. Teachers should attend the social, religious and other functions of the community, so that they can come closer to the people who can take interest in the school issues and improvement.
- g. There should be some formal organizations or forums for facilitating school-community relations and co-ordination. Some of them are parent-teacher associations, guardians meetings, parents day, etc.

There should be free-exchange of ideas and mutual co-operation among the school teachers and parents. This will democratize school organization and administration and improve support for implementing various school improvement programmes.

6. ROLE OF COMMUNITY IN FULFILLING THE NATIONAL GOALS:

National Goals:

Since the dawn of civilization, education continued to evolve, diversify and extend to reach and give coverage to all human beings. Also, flux in natural phenomena and flexibility are laws of nature. Things continuously change and the man continuously try adjust himself with the change conditions in the society through flexibility in his nature. Now the society and the nation as whole have reached a stage, when its economic structure has taken a form. Social and cultural conditions have totally changed. The education has to met challenges in these changed conditions. These challenges are (a) to provide human resources for the changed economic structures, (b) to create a sense of common citizenship, (c) to enculturate and strengthen, national culture, (d) to promote national integration, (e) to create conditions to face the challenging conditions due to the development of science and technology which entailed industrialization and modernization, (f) to create conditions for the cultivation of moral values, (g) to foster closer relations between education and life of the people which is need of the day.

The Education commission (1964-66) headed by Dr. D.S.Kothari had highlighted some problems for the National development such as: (a) Self-sufficiency in food, which the Nation has attained to some extent, (b) Economic growth for full employment. The demographic growth of the Nation has hindered this aim. Large number of youths is still unemployed, (c) Social and National integration, which was envisaged by the Commission, still to be achieved. Sociability of the individuals has to be done in right direction, (d) Indian society being hierarchically stratified on caste basis deficient in social mobility. There is a social distance between rich and poor, educated and uneducated. This is to be narrowed down, (e) If education is not given in the traditions of the people, the educated may tend to be alienated form their own culture, (f) There exists regional and lingual loyalties, which are dangerous for national integration. These are to be moderated; (g) The modern education has caused the disappearance of old values. These values are to be strengthened, (h) Our modem education does not create a sense of honor for manual work and labour. The students run for degrees and aspire only white collated jobs. This tendency is to be checked. (j) We have to see that our education system should help in the political development in the right direction, which is necessary for strengthening of democracy and democratic values. This is fully, unreleased because of the bewilderment of the students due to exploitation by political parties on caste and religions lines, (k) Education should also contribute to the defense preparedness of the country, (l) Also awakening about the religious tolerance in our multi-religious and multi-cultural society is to be inculcated by education.

We are still having all these problems to be solved. There is a need of collective discipline. Education should be so designed that creation of a committed wok force is created and work culture be revived. Synthesis of the multiplicity of languages,

brotherhood, sharing, cooperation, cooperative leadership and elimination of corruption are the needs of the day. So in our national perception the education should be designed for all round development of the child. It has an enculturating role. It is to be given to all irrespective of caste, creed, religion and sex. Educational should help stop atrocities on fair sex. So education should create a sense of equality. It should not be bookish. Education should generate on aesthetic sense in the youth so as to enable them to enjoy a creative life.

Infact, desire provide good education to one's child has such a momentum and universal appeal that the parents are awe of not institutions that dispense it but also of teachers that impart it. Demographic burst and democratic and socio-economic upward mobility desire made the work of education difficult.

As such, the need of the day is that through education we have to socialize the individual in such a way that he/she become a pious, generous, kind considerate to all and a nice cultured human being and a same society be developed.

CONCLUSION:

In order to boost economic development, India has introduced liberalized economic policy. This is likely to affect all facts of human life including health, education, housing. If any one sector or section gets undue or unbearable development, it becomes difficult for all other sectors or sections to keep the balance. If people are properly educated, they may think and act. Otherwise they may blindly follow the leader, who mostly has personal aspirations and biases.

Thus it becomes inevitable to create a learning Society, rather a human and enlightened society for ensuring peace, progress and prosperity to all. Libraries, reading rooms, information centres, counseling bureaus etc., can help in achieving the aims and objectives of community/ people's education necessary for India in the contemporary society and aiming at a better twenty first century.

Voluntary Agencies (NGO's) have a major role to play in giving the people the education and awareness that they need through appropriate interventions and action.

Governments should support such endeavours ensuring adequate screening, monitoring, evaluation and follow up.

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