Interrelationship Between Democracy and Education

Dr. Zunjarrao Shrimant Kadam
Associate Prof. Psychology
Yashwantarao Chavan Mahavidhyala Pachwad
drzunjarkadam@gmail.com

Abstract

The present education system is progressing towards the scientific and technological advancement which is necessary for a nation to mark the presence among developed nations of the world. In the race of expanding our capabilities through machines, we are forgetting that it is merely one aspect of progress. It is like a drop in the ocean of required skills and proficiencies. There is a big lacuna in our classrooms due to the absence of spirituality and morality. i.e., why we are preparing the citizens without SENSITIZATION. The teachers must think that how many students have realization to do something for their nation except earning money and living a luxurious lifestyle? And, do they feel bad when the politicians of their country discuss the "Beef Ban or not" to pull down their behavior, and code of conduct. The paper will also discuss the strategies to develop spirituality within and beyond the classrooms.

Key Word – Democracy, Education

Introduction –

Democracy believes in giving freedom to the people. But if people are not educated then their freedom may lead to anarchy and indiscipline. Democracy has always found education as its greatest support and constant company. Without education, democracy has limited relevance and effectiveness, and without democracy education loses its meaning. Thus democracy and education are reciprocal to each other. For democracy to continue to prosper, citizens must be taught to democratic, value, principles as a way of life. The necessary aspects for building democracy does not cultivate automatically among citizens. Therefore democracy should be a key aspect in every form of education at the earliest stages of education.

Democracy is currently the most widely accepted and promoted goal of development in societies around the world. Democracy is closely linked to the realization of human rights, granting political and civil liberties to all people. It opens the space for civil society to participate in decision making, to demand rights and interests, and to hold political leaders accountable. Democracy provides the best political environment available for the peaceful solution and prevention of disputes and conflicts. In India, in spite of her strong commitment to democracy, democratization of education is still a distant vision. We have achieved political democracy, but we are striving hard to realize social and economic democracy. Education has not yet been reoriented and reorganized to impart adequate knowledge, understanding, interest, skills for success of democracy.

The National Curriculum Framework (NCF, 2005) similarly strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy and peaceful conflict resolution.

Basic aims of education for democratic development –

Democracy, in all of its historic and contemporary forms, has played a pivotal role in shaping conceptions of public education. The entire education system its aim, curriculum, methodology, class management, school management, supervision etc. has to be democratized in order to make democracy as well as education a success.

Democracy believes in giving freedom to the people. But if they are not educated then their freedom may lead to anarchy and indiscipline. There

Email id's:- **aiirjpramod@gmail.com** Or **aayushijournal@gmail.com**
Chief Editor: - Pramod P. Tandale (Mob.08999250451**) website :- www.aiirjournal.com**

Page No.
92

should be economic betterment of the people. Democracy cannot be established if the basic needs of the people remain unfulfilled. Democracy can not be established if the basic needs of the people remain unfulfilled. Democracy can function properly only when the people are educated and are conscious of their right and duties. Education provides people with the capacity for better judgment regarding right and wrong, just and unjust. The skills and dispositions needed to actively participate in all aspects of democratic life include : the ability to think critically, a sense of efficacy, a commitment to compassionate action, and a desire to actively participate in political life by engaging in local decision making processes, lobbying, voting, etc., as well as the basic need to be able to read, write and do arithmetic.

The basic aims of education for democracy and development of –

- ❖ A balanced and harmonious human personality.
- ❖ Building of character that is moral and ethical development.
- ❖ Training for an efficient and productive existence in a society or culture.

The development of a well-integrated and harmonious personality of an individual is essential in a democracy. The association for education in citizenship has mentioned that each student should be given a full chance to develop himself as an individual personality so that he might be able to enjoy life through the exercise of holistic capacities and should be alive to the realities and possibilities of the world around him. He should know how to play his part as an active member of his community. He should be equipped adequately to contribute to society through his occupation. He should also know how to be in effective communication with his fellow men by articulation and creative activities

In a modern world of strife, stress and strain a balanced and harmonious personality can only seek and find adjustment with the surroundings. Hence, education should develop character, dynamism and social outlook for this purpose. Prof. humayun Kabir has rightly said, education should cater to all aspects of man's nature and give equal importance to all humanities, the sciences and technology, so that it can fit a man to perform justly and magnanimously to all the offices. The Association for Education in Citizenship has mentioned that earache student should be given a full chance to develop himself as an individual personality so that he might be able to enjoy life through the exercise of his capacities and should be alive to the realities and possibilities of the world around him.

Character building involves moral and ethical development of individuals. This means inculcation of human values such as honesty honesty, sciencerity, commitment and integrity. These are essential qualities for members of a democracy, and education has to develop these in individuals.

Since students of today are the citizens of tomorrow, they need to be trained in citizenship for an efficient and productive existence in a democratic society or culture. To be effective, a democratic citizen should have the understanding and the intellectual integrity to shift truth from falsehood, and must develop a scientific attitude to think objectively and base his conclusions on tested grounds.

Democratic principles as applied to education –

The principles of democracy liberty, equality, fraternity, brotherhood, cooperation are to be introduced, practiced so that education will not only be democratic in form but also in spirit. There might be unprecedented expansion of education at all levels leading to greater numbers of people having access to education, but the standards might not be up to the mark. Such an expansion of education would not be of much use to any democratic society.

1. **Liberty/Freedom in education :**
   Pestalozzi, one of the early educationists conceived that aim of education as freedom from dependence and achievement of self-reliance. He states that "Education through freedom is emphasized in a democracy and the child is to be educated in an atmosphere of freedom.

2. **Equality in Education :**
   All human being are born with a potential to achieve excellence in one field or the other. They grow and develop with experiences which vary from person to person. It is, therefore, imperative to provide adequate facilities to children to develop their abilities to the optimum.

3. **Fraternity in Education :**
   Universal brotherhood being an important tenant of democracy, its place in education is a fundamental significance. Students teachers, parents and even non-teaching staff should be bonded with love, sympathy, understanding and fellow feelings.

4. **Justice in Education :**
   Equalization of educational opportunities, liberty and fraternity are basic to justice. In order to train the students in citizenship, it is necessary that an ideal of social and economic justice is inculcated in them.

5. **Sharing responsibilities in Education :**
   Education is a joint responsibility of all con concerned students, teachers, parents, supervisors and so on. Every group has to share responsibility in the total process of education in their own way and according to their own capacities.

6. **Cooperation in Education :**
   As a corollary to the above, democracy as well as education is a cooperative enterprise. Cooperation as a principle of democracy has to be utilized in education in all its aspects – starting from planning to execution, from teaching to evaluation, from administration to supervision.

Strategies to democratic principles as applied to education :

1. **Academic Learning :**
   Democratic schools give platform to students the opportunity to choose what, when and how they learn. This is based on the idea that each person gains knowledge and skills in different ways, and that young adults who are directly involved in their academic process will find value and enjoyment in their education. Through this approach students have choices in setting and reaching their academic goals. They may also choose the process by which they reach these goals, such as classes, independent study, internships, projects, field trips and more.

2. **Personal Development :**
   Democratic education gives equal attention to personal development and academic learning. It recognizes that young adults face many challenges in preparing themselves for life after high school graduation. In addition to academic goals, students also set personal goals into their program.

3. **Problem Solving :**
   At democratic education system, student and teachers and staff work together to solve inter-personal and community problems. Democratic problem solving processes empower students to stand up for themselves and treat each other with respect.

4. **Decision Making :**
   Direct democracy of various form will be utilized for group decision making in democratic schools. School meetings address a variety of concerns that affect the school community and involve equal involvement of staff and students. This ensures that minority opinions are given equal weight, and also teaches students compromise and community consciousness.

5. **Community Involvement :**
   Democratic schools not only teach students citizenship, but also encourage awareness and concern for their community. Direct involvement in their education and in the school community teaches students community consciousness and concern for others. Democratic schools also teach respect for human rights and equality among individuals.

6. **Autonomy :**
   System of education and educational resources should be structured so as to maximize autonomy. Wherever possible, learners should be guided, and able to guide themselves, according to their own goals, purposes, objectives or values. It is recognition that, insofar as a person shares value with other members of a community, and associates with those members, it is a sharing freely undertaken, of their own volition, based on the evidence, reason and beliefs thy find appropriate.

7. **Diversity :**
   System of education and educational resources should be structured so as to maximize autonomy. The intent and design of such a system should not be to in some way make everybody the same, but rather to foster creativity and diversity among its members, so

Email id's:- **aiirjpramod@gmail.com** Or **aayushijournal@gmail.com**
Chief Editor: - Pramod P. Tandale (Mob.08999250451) website :- www.aiirjournal.com

Page No.
94

that each person in a society instantiates, and represents, a unique perspective, based on personal experience and insight, constituting a valuable contribution to the whole.

8. Openness :

System of education and educational resources should be structured so as to maximize openness. People should be able to freely enter and leave the system, and there ought to be a free flow of ideas and artefcts within the system. This is not to preclude the possibility of privacy, not to preclude the possibility that groups may wish to set themselves apart from the whole, openness works both ways, and one ought to be able to opt out as well as in.

9. Interactivity :

System of education and educational resources should be structured so as to maximize interactivity. This is a recognition both that learning results form a process of immersion in a community or society, and second that the knowledge of that community or society even that resulting from individual insight, is a product of the cumulative interactions of the society as a whole. Just as a language represents the collective wisdom of a society, so also an insight represented in that language is based on that collective insight.

Conclusion :

Democratization of education is not merely equality of educational opportunities or increase in the number of individuals enrolled in educational institutions. It also implies standardization of educational facilities. UNESCO has taken various initiatives in developing and operationization the concept of Equality of Educational Opportunity and made different endeavours in order to arouse sensitivity in responsible educational circles concerning the problems of democratization."

Education is considered essential for success of democracy, for desirable social change for social and national development and peace and progress throughout the world. As early as in 1948 therefore the international community charged UNESCO with the responsibility for promoting education throughout the world. In 1948, the UNO proclaimed the universal declaration of human rights including right to education. Article 26(I) says everyone has the right to education. Education shall be at least at the elementary and fundamental stages should be compulsory. Democracy cannot be established by mere government decrees and directives. Translation of the basics tenets of democracy into real life is a very slow process which is possible only through gradual modification of behavior and continuous social change. Democratization is possible when democracy not only becomes functional, but also gets reflected in the entire educational system and conduct of all person therein.

Refrences :

1. Aggarwal, J.C. (2013) Education in the Emerging India Society. Shipra Publication, New Delhi.
2. D. John (1997) Democracy and Education. An Introduction to the philosophy of education Free Press.
3. IGNOU (2010) Understanding Education, Education and Society, Indira Gandhi National Open University, School of Education, New Delhi.
4. L.Berman and M. Bruce (2013) Approaching Democracy : Pearson New Internatonal Edition, 8th Edition.
5. NCF (2005) National Curriculum Framework 2005] NCERT, New Delhi.
6. S. Amartya (2005) Human Rights and Capabilities, Journal of Human Development, 6,2 : 158.
7. http: // www. oecd. Org/educacation/school/ 1855975. Pdf
8. www.unesco. Org / education/deucprog/50y/ brochure/tle/140.htm.
9. http:// www.un.org/en/universal-declaration-human-rights/
10. https://www.goodreads. Com/author/quotes/20757.Martha C Nussbaum

Email id's:- **aiirjpramod@gmail.com** Or **aayushijournal@gmail.com**
Chief Editor: - Pramod P. Tandale (Mob.08999250451) **website :- www.aiirjournal.com**

Page No.
95