



Democratic Practices in Educational Institutions

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Abstract

Education is regarded as a fundamental foundation of wellbeing in all communities. A nation's politics, society, and culture all have a big impact on what is taught in schools. On the other side, education has an impact on society as well. Therefore, it is crucial to enhance the basis of education in schools, colleges, as well as universities in order to transform into a well-developed society. The greatest method to teach people about democracy is to implement democratic governance and teaching in the classroom. This essay sought to evaluate how well democratic principles are taught in schools and how well they contribute to the creation of a successful democratic society. It was determined that democratic practise and the calibre of administrative administration were directly related.

Keywords: Democracy, Education, Educational institutes, Civic competence, Administrative management.

1 Introduction

It is difficult to create the ideal environment in public educational institutions for the development of a sense of democracy because teachers and administrators cannot force students to feel this way; instead, they must create a social environment where students take on the role and responsibility of a participatory democracy for manifold benefits to themselves and the society. According to Dewey's philosophy, people find satisfaction when they use their special gifts to improve their society [1]. After the family, the basic education institutions are the most critical setting for socialization since they play a considerable part in the development of citizens' civic competency [2]. Classroom democracy is a subset of the larger idea of democratic as well as revolutionary praxis education (Figure 1). The pragmatism behind democratic education contends that

exploratory learning should be prioritized above explanatory learning as a means of developing critical thinkers [3].

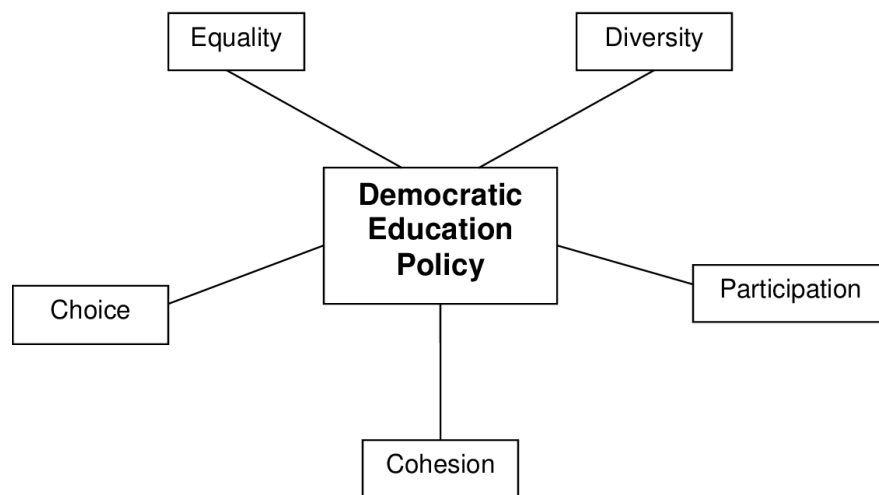


Figure 1: The concept of democratic education policy and diverse effects.

It involves a lot of things, including curriculum design procedures and their practical use in classrooms and at schools. Democratic education deals with how much the instructional technique used by the teacher is seen as being empowering & stays true to democratic aspirations, in addition to the design or content of the curriculum [4]. It is indisputable that democracy as well as education go hand in hand. As a result, schools should be considered to be fostering democracy from the ground up, particularly in subjects like Social Studies, which are required to generate citizens who are engaged and cognizant of democratic principles.

Problem Description

A democratic society is built in large part via democratic teaching and management in educational institutions. However, the majority of educational institutions fall short in implementing democratic governance and giving students a democratic education. The purpose of this essay is to foster an awareness of democratic governance and education. Additionally, it raises awareness of the value of democratic governance and learning in the modern world.

Objectives

The primary objectives of this research are:

- 1) Identify the building blocks of a democratic society
- 2) Understand what democratic education and administration is?
- 3) Create an awareness of the importance of democratic education and administration in today's era

2 Literature Review

Dewey regarded democracy to be more than just a system of governance because he saw it as a social way of life in which its elements evolve and are marked by the eradication of barriers class based, race, and equality of legal rights and duties [5].

According to Shin [6], democratic behaviors in the classroom serve as a foundation for students' engagement in democracy as adults. They add that one of the benefits of a democratic classroom is that it fosters students' civic engagement. The social and democratic constructivism in the academic environment encourages critical thinking among learners to also examine oppressive beliefs and educational methods entangled in dominance of others, which subsequently perpetuates injustice.

According to Collins et al., [7] (quoting Salia-Bao, 1991), Dewey held the view that problem solving in the classroom fosters critical thinking, which results in the most effective and most holistic teaching environment. Following Dewey's essence of democratic education, it was thought that such a teaching approach promoted participation among students by involving them in cooperative activities that would transform the classroom into a microcosm of democracy and thereby enable the child to learn democratic values and skills.

According to Doddington [8], democratic education is the cornerstone of democracy and is a necessary part of education at all levels of schooling. According to him, democratic classrooms are ones where instructors respect their students and are treated with the same respect in return. Teachers also show tolerance for their students' diversity in terms of everything from culture to economic status to learning preferences.

According to Giroux [9], sincere education cannot be achieved by influencing and controlling students' thoughts, but rather by involving them in a classroom process where they can practice democratic values, skills, and behavior by participating in cooperative discussions, shared research, and group decision-making. The denial of students' democratic engagement in schools, 'affects their active and efficient citizenship' [3].

3 Democratic Practices in School Classrooms

Most philosophical and historical theories of democracy include inherent references to the connections between democracy and education. Theoretically, liberal democracy's forefathers saw education as essential to the kind of society where people may realise their full potential. This idea had a big impact on how education systems throughout the globe were created, especially how formal education was universalized and why it was important.

Historically, the entity of the school has itself served as a "citizen" within its neighbourhood (or communities). Schools offer as public places where people of the community congregate to study, celebrate, participate, make choices (at board meetings, parent-teacher groups, etc.). (continuing education classes, community libraries, film series, etc.). Teachers and administrators operate as ambassadors for the institution to the outside world, often taking on leadership positions and becoming engaged participants in local affairs. Students who attend events and take part in school activities that take place outside of the regular school day [6]. They could see their professors behaving civically in situations other than those in which they are teaching.

The main emphasis of this article is on the application of democratic ideals in the classroom setting, paying close attention to the instructional methodology, student involvement, and freedom of speech, in addition to the teacher's approach to student activities. The relationship among education and democracy has to be looked at from a practical, pragmatic perspective in order to create stronger democratic societies.

Democratic Practice

Democratic practice is defined as the deliberate and thoughtful application of ideals that support democracy as a way of life, including equality, freedom, solidarity, justice, inclusion, tolerance, equity, social responsibility, and participation. Democratic practise necessitates a certain degree of criticality, analysis, and global perspective in addition to awareness. Democratic practises are those that seek to foster a critical mindset and the desire to participate in democratic processes within the communities of learners, the country, and eventually the world. Therefore, the end result of democratic education ought to include strong democratic awareness and the quickness to respond and question the status quo when necessary. As a result, the reconstructionist vision, which views schools as platforms for democratic participation, serves as the foundation for the link among education as well as democracy. Democratic education refers to the kind of instruction that strives to provide students the information and skills they need to participate fully in democratic processes in their societies.

3.1.1 Democratic Education and Society

Students must be inspired to use their rights and understand their obligations if we are to build a democratic society. The objectives are more easily attained with democratic education. Democratic leadership styles, curriculum, combined with teaching methods that combine pertinent information as well as provide students a variety of opportunities to put the skills they were painstakingly taught into practice, are characteristics of democratic education. Additionally, this kind of educational system is focused on the goals that individuals have for their educational pursuits [1].

Additionally, education should demonstrate its value to the society for which it is intended by equipping its graduates with the abilities, knowledge, and attitudes necessary for them to effectively and actively take part in and make a meaningful contribution to the formation of their socio-economic as well as political outlooks [10]. Thus, democracy in schools is essentially about the learner's independence and empowerment via the development of their significant intellectual qualities.

4 Curriculum and Broder Benefits of Democratic Practices in School

By supporting and assisting elders' attempts to teach youngsters their knowledge, abilities, and customs, project designers, administrators and teaching staff, including community members promoted cultural awareness among pupils. Themes like 'tales & local history' as well as 'crafts and ecology' are used to design the activities. Students were able to make links among their work with the elderly as well as their academic studies, bringing science, language arts, political science, even mathematics curriculum to everyday lives.

As kids were encouraged to support their seniors via a range of community service initiatives, the reciprocity of trade was highlighted. These may involve visiting senior "shut-ins" over the holidays to sing carols, regular visits, and then a final celebration when students give presentations on what they learned out of each elderly.

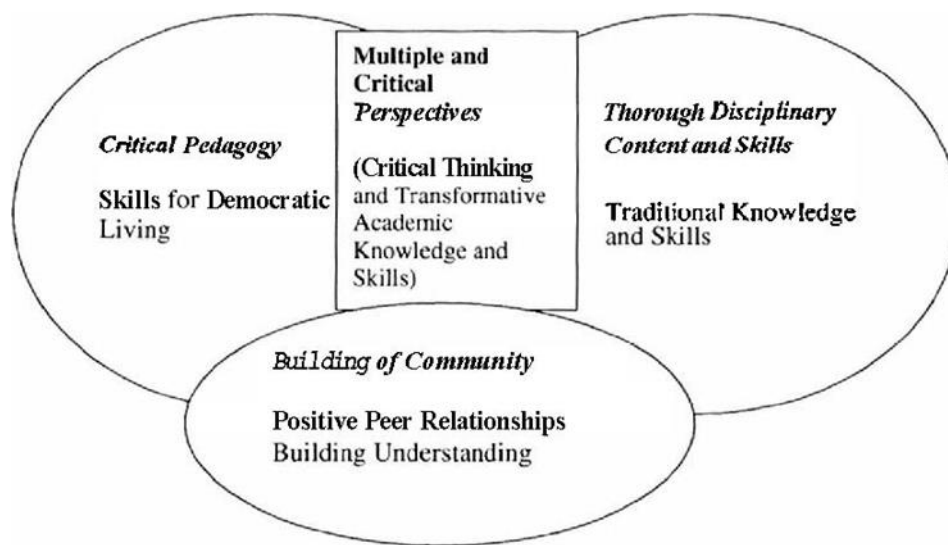


Figure 2: Democratic education and its manifold benefits.

These activities gave seniors a feeling of understanding and respect from the younger generation and showed them how much they could learn from the younger generation themselves.

Participants in the project listed many advantages of cultural exchange, Including: a) improved cross - generational appreciation and understanding.

b) a shared understanding that seniors as well as students alike are sources of motivation and understanding; elders feeling helpful, respected, as well as recognized; students learning to interact with the elders; elders and students feeling connected, which boosts self-esteem; the development of positive community relations.

c) a curriculum that is meaningful and relevant to kids.

Younger kids from their surrounding communities might get on well with older students and teachers in school.

Events for young children's days with the students in high school may include cooperative games, literacy projects, as well as other activities in the classroom. They may also create, design, execute, and reflect on these activities.

By observing the young children, assessing their own progress, and undertaking a research work of their very own, students in high school might likewise study early learning process.

Students may develop practical projects that address needs identified by the community that provide them with important learning opportunities. These initiatives often have a long-term effect on the community's quality of life.

5 Discussion

Dewey, the founder of American educational theory and a logician, presented a complete vision of democratic education as well as successfully integrated democratic goals and theories to educational practice [8]. Dewey's theories have shed light on some previously studied elements of education and learning as well as the significance of fair education. The theorist emphasizes two facets of a community's democratic structure. In order to preserve social order, he first advises authorities to focus their attention on issues that benefit everyone in society equally rather than just one particular group or special class of individuals. Secondly, to create contacts between social groupings. He discussed the connections underlying both political democracy & educational democracy as well as the numerous ways that political democracy affects educational democracy [11].

Key components of students' educational experiences may be found in the fact that schools are democratic organizations to varied degrees and that they play significant roles in local communities. The underlying principles ingrained in students' educational experiences—specifically, a school's curriculum—are shaped by these internal and external organizational realities. According to research cited by Berman, organized civic education curricula intended to teach civics to pupils in a didactic way are ineffective at instilling in students a feeling of social duty [12].

Teachers have a strong conviction that democratic practices in schools are the most effective method to improve student achievement and foster appropriate classroom conduct. According to [13], students are taught to employ the abilities that contribute to the degree of respect and tolerance in democratic classrooms. Democratic classroom procedures are a stand-alone indicator of maintaining order and good conduct. According to [14], the prevalence of authoritarian teaching approaches and the lack of variety in learning styles are two major causes of many allegedly serious disciplinary issues.

Therefore, democratic education is crucial in raising public understanding of democracy and should be available to all members of a functioning democracy. A democratic education must put out its best efforts to provide kids the greatest education possible in addition to being accessible to everyone [15]. It promotes the development of positive relationships between teachers and pupils. A democratic system of education ought to improve people's freedom of choice and aid them in leading fulfilling lives. Additionally, it ought to support a stronger sense of uniqueness. The spectrum of a student's interests should be expanded via democratic education.

6 Conclusion

The development of an individual's personality as well as learning process is greatly influenced by democratic education. In this perspective, education is seen to be a strategy that promotes a person's growth of self-determination. It is also regarded as a way to promote self-awareness with self-learning in a person, which thereby aids that person in realizing his or her values, goals, including obligations. According to the review's, the inclusion of democratic curriculum has a greater impact on students' political views than the manifest curriculum, which consists of programs and books in civic responsibility, governance, as well as other social

studies topics. Not the content itself, but the teaching methods are part of this underlying curricula. Teachers may directly influence the environment in the classroom, which might be a significant stage in the political education of young people. Another consistent predictor of student political opinions is the overall environment of school governance, which is another component of the latent curriculum. Following democratic ideals is essential for anybody participating in the management of any organization, since doing so is essential to the success of an educational institution.

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