



# LEVEL OF DEMOCRATIC VALUES AMONG THE COLLEGE STUDENTS OF WEST TRIPURA

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**Abstract**—Philosophy is the mother of every knowledge. Under Philosophy there are different genres, among them Ethics holds a different and significant position. However, Democracy the very words has its origin in Greek, it is a compound word, ‘demos’ which means the people and ‘-kratia’ means power/rule, i.e., demokratia—democratic—democracy<sup>1</sup>. The current paper is going to examine the democratic values of the students of Tripura, specifically two very-known colleges of the state and try to find out the level of democracy among the students, the ratio of students and on behalf of it the significant difference in the level among girls and boys as well as the paper also tries to evaluate the level of differentiation between urban and rural students.

**Keywords**—Democracy, Philosophy, Ethics etc.

## INTRODUCTION

Democracy is popular slogan in the modern world. Every individual has own perception about the concept of democracy. Peoples’ view about personal rights and common values changes with the effects of globalization. Individual possesses democratic values; equality and equal opportunities, respecting freedom of life, honesty, justice, cooperation, tolerance, responsibility, self-esteem, sensibility, safety and peace, acceptance of differences, respect for diversity of peoples, freedom of expression, self-respect, respect for human dignity, effectiveness, solving individual conflicts in a peaceful way, supremacy of law and development. Democratic values are internalized and performed in daily life of individuals for their sustainability to build democratic society. Education is responsible to develop democratic values; respect for diversity, individual’s rights, responsibility, collaboration, equality, tolerance and patience among students. National curriculum 2006 also focuses to inculcate stated democratic values in primary, elementary and secondary levels’ students. Students are taught these values at three stages: i) conceptual clarification of democratic values ii) integration of values to enable students’ practical in life, iii) facilitation of democratic environment in educational institutions. Educational institution are social institutions and provide platform to learn and practice the concept of democracy. Educational institutions Are working as organizations to promote democratic education among

<sup>1</sup> <http://www.moadoph.gov.au> , <http://www.freiheit.org>

students. Parents, cultures and societies tried their best in developing the sense of awareness among children in this regard. Teachers play fundamental role in promoting students' attitudes towards democratic values and their volunteer involvement in democratic practices during student's stay at Educational institution. College is a place that provides opportunities to students for commitment towards democratic values in democratic society. Students enrolled in educational institutions are committed towards understanding of democratic values. Democratic values are standards of individual to live democratically in societies and are personal to every human being. Individuals committed towards democratic values recognize their rights by accepting civic responsibilities. Commitments towards democratic values ensure the stability of democracy and build a strong existence of democratic state. Education is responsible to develop democratic values; respect for diversity, individual's rights, responsibility, collaboration, equality, tolerance and patience among student.

## LITERATURE REVIEW

**Subba (2014)**, This paper introduces the importance of Democratic Values and place the role of teachers in the present democratic world. India is the solitary country in the world where greater importance is attached to the teacher. Schools are places where democratic ideals such as equality, freedom, justice are instilled in individuals. Teachers are the ultimate instruments of change. For democracy to continue to thrive, children must be taught to value it as a way of life. The necessary skills for building democracy do not develop automatically in children. Teaching democracy means preparing children to become citizens who will preserve and shape democracy in the future. Therefore, democracy should be a key aspect in every form of education at the earliest age possible. Children should learn about taking responsibility for their action. These educational outcomes are only possible through action. While key concepts of democracy should be understood by children, living and acting in a democratic environment is the only and the best exercise. Schools, institutions, children's clubs and organizations and even families that respect democratic principles and have real democratic structures function as the best models to help children learn what democracy is about. The qualities like tolerance, acceptance, a wider view, global awareness, reflection and equal justice rests within the teachers to shape the child in all possible ways to face this competitive world of today. Teachers' beliefs, thoughts and decisions on educational matters occupy the major part of the psychological context of teaching process. Teacher educators should democratize their pedagogy so that their trainees learn understandings and skills of democratic practice throughout their training experience. The appropriate balance between critical components skills, knowledge and dispositions, on one hand, and an open, dynamic and critically engaged curriculum, and teaching and learning conceptual framework, on the other hand has not yet been attained.

**Das (2019)**, Democracy is never a new concept for the Indians. Its tradition goes back to the time of the Vedas and Upanishads. The traditional village Panchayat system still survives these days. It is evidence of the continuous democratic tradition in India. However, democracy in India in those days is different from the present day. Its nature and content have undergone a revolutionary change and its scope is also limited. The way we understand democracy now, is a recent concept. In this sense the basic tenet of democracy is respect for and importance of the individual of man. Democracy in modern sense is a recent phenomenon in India. People in this sub-continent have developed democratic consciousness because of the impact of science and technology. People have developed self- confidence, being influenced by the democratic ideals. It is accepted by the people not only as a form of government, but as a way of life.

**Kristan A. Morrison (2018)**, If we ever hope to have schools that are engaging and that truly embody democracy, then the classes within them must provide opportunities for students to experience autonomy, freedom, and choice in what is studied, when, and how. This article explores both the historical and theoretical framework of democratic freedom-based education and the promises and challenges of implementing democratic practices in schools.

**Marta Kolczyńska (2020)**, This article examines the links between education, democratic values, and political trust. Research on education systems as carriers of modern orientations and democratic values worldwide predicts that educated individuals will exhibit more democratic values than less educated ones, regardless of the country's level of democracy. In the political culture approach, political trust can be understood as a reflection of the congruence or incongruence between individual democratic values and the level of democracy of the political system, which emphasizes trust's relational character. Integrating these strands of literature, I formulate hypotheses about the mediating effect of democratic values between education and political trust. To test these hypotheses, I employ multilevel models of data from the World Values Survey and the European Values Study covering 73 countries. The results show that democratic values partially mediate the effect of

education on political trust, but the magnitude of this effect depends on the level of democracy. Analyses also show that, while education is positively associated with democratic values regardless of the country's level of democracy, this association is much stronger in democratic countries than in non-democratic ones.

**Botha, Joubert & Hugo (2016)**, A new generation of children are learning the importance of democratic values at a level which makes sense to them. Appropriate 'democratic values' for South Africa are set out in the Constitution, and the national curriculum aims to equip all learners with the knowledge and skills necessary for meaningful participation in society. In many schools, these values – responsibility, respect and the freedom of self-expression—are merely posted on the walls of classrooms, but are not integrated into the subject content. This article proposes that teachers need to determine children's perceptions of the values in question, and these should be the starting point for teaching democratic values. Young children need to understand and experience values in the classroom, suitable to the development of their moral reasoning. To concretise concepts of values, we used the 'pledge tree' activity in an intervention, in which 9-year-old children wrote their values on paper 'leaves' which they then posted on a huge polystyrene tree. The paper reports on this experience as a research investigation, capturing children's ideas.

### OBJECTIVE OF THE STUDY

1. To find out the level of democratic value among the college student in west Tripura.
2. To find out the significant difference between male and female college students in West Tripura regarding the level of democratic value.
3. To find out the significant difference between rural and urban college students in West Tripura regarding the level of democratic value.

### HYPOTHESIS OF THE STUDY

H01. There is no significant difference between male and female college students in West Tripura regarding the level of democratic value.

H02. There is no significant difference between rural and urban college students in West Tripura regarding the level of democratic value.

### METHODOLOGY OF THE STUDY

#### Methodology: -

To conduct present study researcher, adopt descriptive survey method as per the nature of the study.

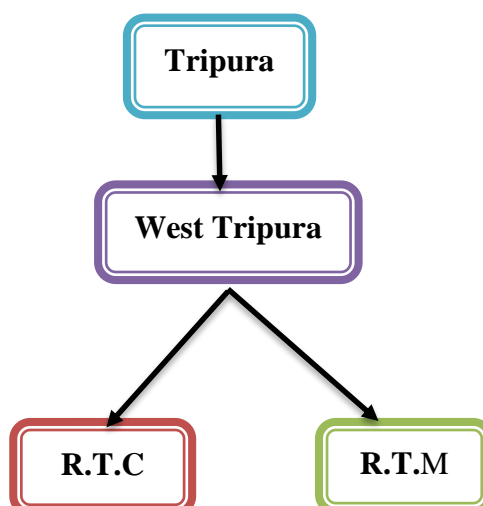
#### Population of the study: -

All the college student of west Tripura district are conceded as the population of the study.

#### Sample and Sampling: -

Researchers used simple random sampling technique for this study

25 male and 25 female from the 2 colleges of west Tripura district are considered as the sample of the study.



Figure—1 Showing the sampling distribution

**Tools and Techniques: -**

To conduct the present study researcher used a psychological tool to collect quantitative data, which was named as **Democratic Values Test** Developed by **Benudhar Chinara and Dipti Subha**.

**Data Collection: -**

Data is collected randomly from the samples. Before getting response from the testes researcher instructed them as per the guidance of test manual ad clear their all doubts and queries.

**Data organization: -**

Collected data organize systematically in MS Excel and manual form to use various statistical techniques and interpret over the data.

**Analysis/Interpretation: -**

Collected data analyzed by using various statistical techniques Mean, SD, t-test, histogram and pilchard also used for representation of data.

**ANALYSIS AND INTERPRETATION OF DATA****OBJECTIVE-1**

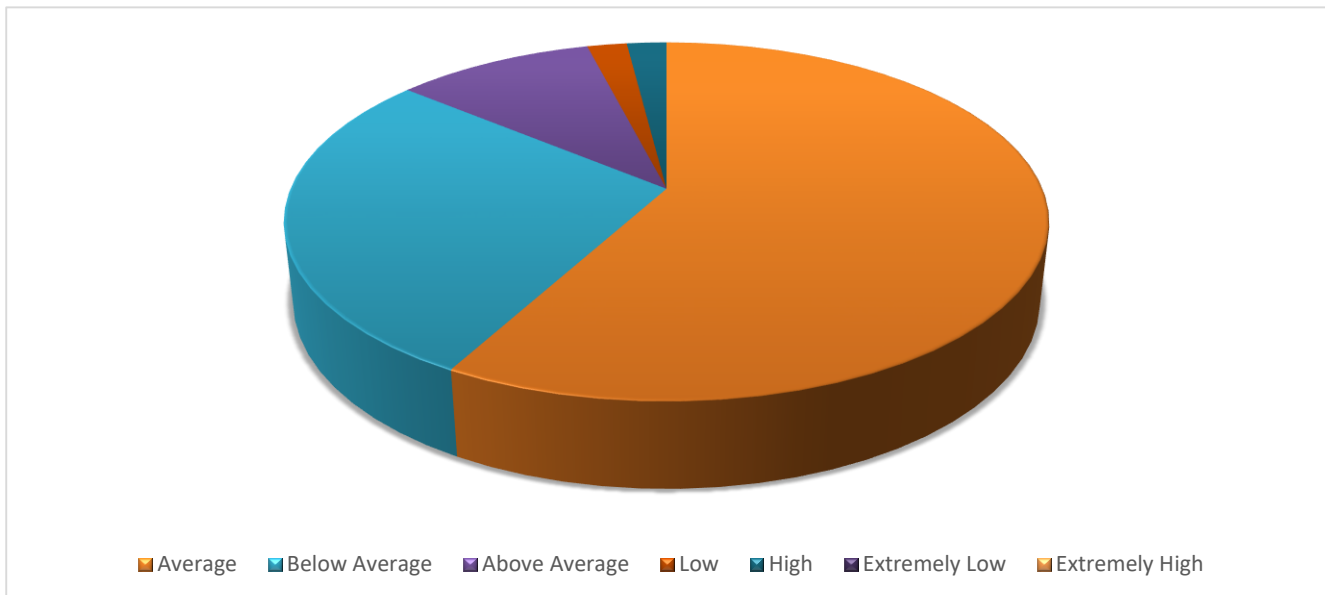
To find out the level of democratic value among the college student in west Tripura

Range	N	Grade	Level of Democratic value
46-Above	0	A	Extremely High
40-45	1	B	High
34-39	5	C	Above average
26-33	29	D	Average
20-25	14	E	Below Average
14-19	1	F	Low
13-Below	0	G	Extremely Low

Table No—1 Showing the level of Democratic Value

**ANALYSIS AND INTERPRETATION**

Here, we have found that the level of democratic value of college students is most of all average democratic value. And the result of 50 college students' levels of democratic value is 1 student was high democratic value, 5 students was above average se, 29 students was average, 14 students was Below average, 1 student was low. According to this result finally we can say that the level of democratic value of college students have average democratic value.



Figure—2 Showing the Percentage of Democratic value

**Level of Democratic Value**

**OBJECTIVE—2**

To find out significant difference between male and female college students in West Tripura regarding the level of democratic value

H01- There is no significant difference between male and female college students in West Tripura regarding the level of democratic value.

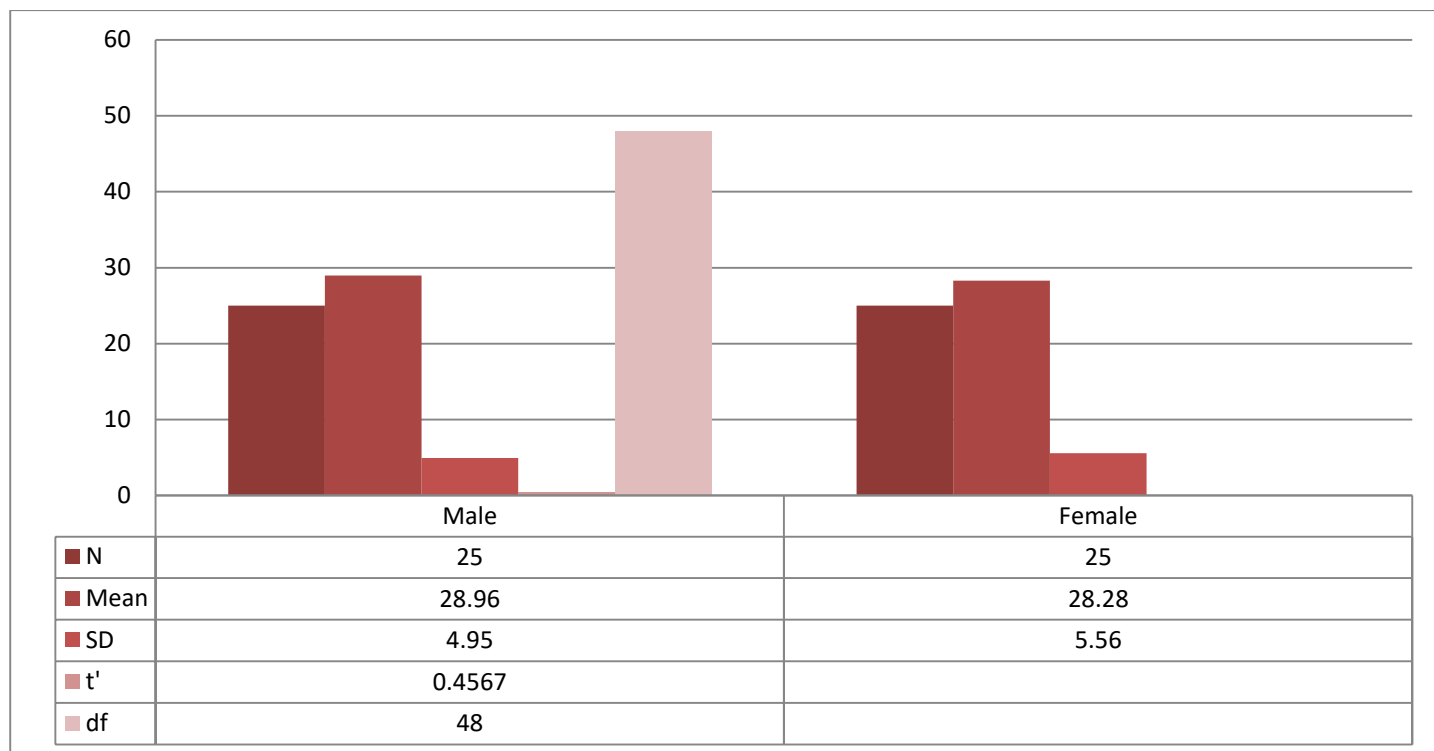
**Table no -2**

Sl. No.	Category	N	Mean	SD	df	't' value	Level of Significance
1	Male	25	28.96	4.95	48	0.4567	0.05
2	Female	25	28.28	5.56			Not Significant

Table No—2 Showing the level of Significance

**ANALYSIS AND INTERPRETATION**

The second objective was to compare democratic value between male and female students studding at higher education. The results of democratic value between male and female students shown in Table No—2 revealed that the obtained 't' value was 0.4567 at 0.05 level of significance which indicates the results is Not significant. The hypothesis was accepted because they obtained value is smaller than the tabulated value with 48 degrees of freedom.



Figure—3 Graphical presentation of Democratic value of college students

**OBJECTIVE—3**

To find out significant difference between Rural and Urban college students in West Tripura regarding the level of democratic value

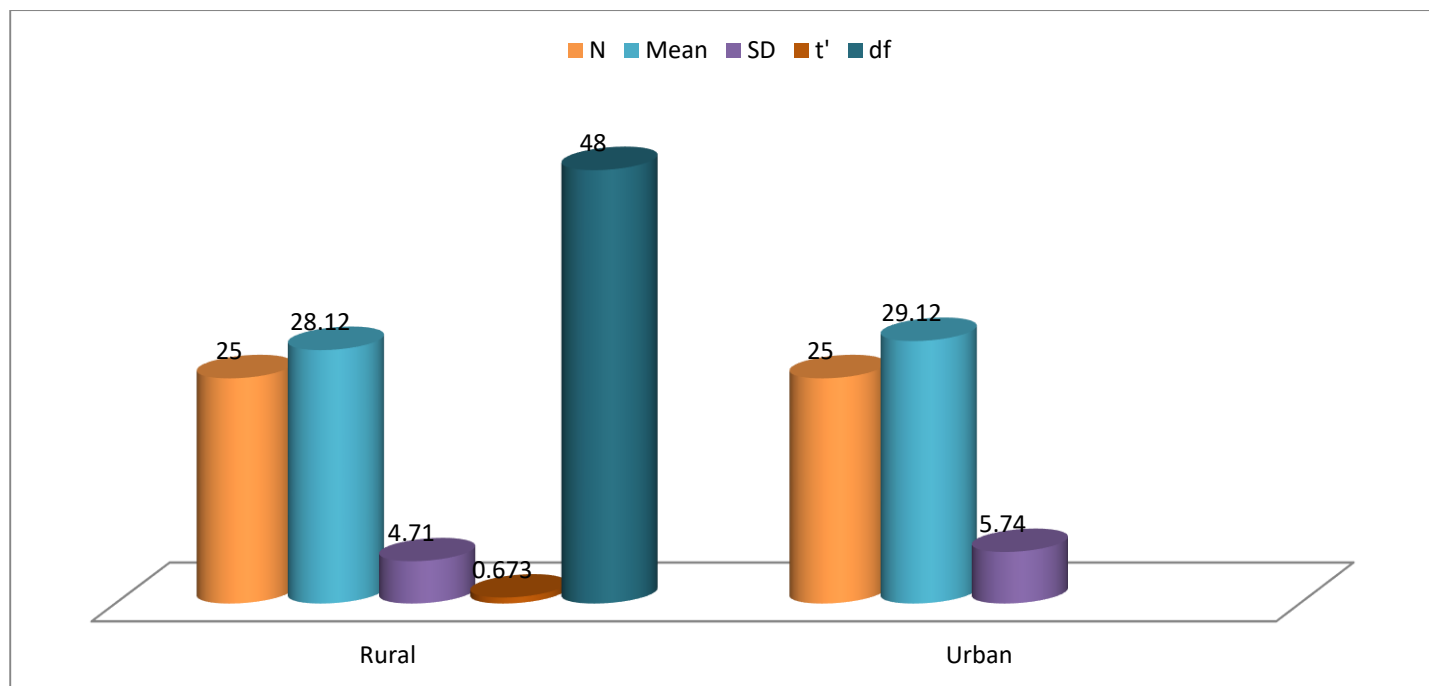
H02- There is no significant difference between Rural and Urban college students in West Tripura regarding the level of democratic value.

Sl. No.	Category	N	Mean	SD	df	't' value	Level of Significance
1	Rural	25	28.12	4.71	48	0.673	0.05
2	Urban	25	29.12	5.74			Not Significant

Table No—3 Showing the Level of Significance for 3<sup>rd</sup> Objective

## ANALYSIS AND INTERPRETATION

The third Objective is to compare democratic value between rural and urban students studding at higher education. The results of democratic value between rural and urban students shown in Table No—3 revealed that the obtained 't' value was 0.673 at 0.05 level of significance which indicates the results is not significant. The hypothesis was accepted because they obtained value is smaller than the tabulated value with 48 degrees of freedom.



Figure—4 Graphical presentation of Democratic value of college students

## MAIN FINDINGS OF THE STUDY

By analyzing and interpreting the data we found following findings of this research: -

1. The study has revealed that the maximum percentage of students was average Democratic value.
2. In this present study we found that, there is no significant difference on democratic value of college Male and female students.
3. It is found that our calculated r value is not significant at all and slight relationship exists between two variables.
4. The obtained 't' values at 0.05 level of significance which indicates the results is Not significant. each hypothesis was accepted because their obtained value is Smaller than the tabulated value with 48 degrees of freedom.
5. In this present study we have found that every individual's democratic value is not same, its different one from another.
6. Through this study we found that how people beliefs about themselves and how these beliefs create psychologically worlds, shaping thoughts.

## CONCLUSION

In this research, researcher analyzed the links between male and female students and their democratic values in state institutions with data from the survey. Building on studies of the role of education in the diffusion of democratic values worldwide, and relying on the values approach to explaining, Researchers proposed and tested data from 50 college student and found that democratic values serve as a mediator for the effect of education and on the country's level of democracy. The first part of the analysis showed that, The study has revealed that the maximum percentage of students was average Democratic value.

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