



Urgency of imparting Education for Citizenship in Schools: An analysis in Indian context

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Abstract:

*The training of citizenship is one of the major area need to be addressed. The different dynamic quality of citizenship like honesty, discipline, tolerance, punctuality, cooperativeness, brotherhood, right thinking, scientific thinking, critical thinking, broad outlook etc need to be developed among our students since inception through the training of citizenship. The Desired Outcomes of Education must be identified and achieved in real classroom situation. These desired outcomes may be- to create a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively. It is the urgent need to emphasis on imparting of education for citizenship in schools to dream a prosperous and developed nation.*

Keywords: Citizenship, Education, honesty, discipline, tolerance, punctuality, Schools

1. Introduction:

The word education refers to the process of upbringing of an individual with the development of all aspect of his personality. In broader term education is a never ending process. It continues from womb to tomb. The aim of education is to make a man socially, emotionally, mentally, physically and economically sound to lead a peaceful life. Education itself is a dynamic process to make a man dynamic. As our father of Nation remarked education means, "drawing out the best in man and child – body, mind and spirit."

But the question is that whether the present education system is fulfilling such aim of education? Probably our answer will be "Not at all" if so than why? Where is the problem in our system? Theoretically we have the answer of all these questions. But from

real life point of view we are silent watcher, because the evidences are in front of us. The cover stories and Headlines of the newspaper and news channels are the evidences. Corruption, murder, rape, low violent, agitation, dociety, killing, conflict are the headlines of almost all newspapers every day. If so, than it can be said that it is the failure of our education system in achieving its aim. It is the failure of education system in imparting the education for citizenship to the future citizen.

Training of citizenship and outcomes of Education

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outlook etc need to be developed among our students since inception through the training of citizenship. The Desired Outcomes of Education must be identified and achieved in real classroom situation. These desired outcomes may be- to create a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively. To create a **self-directed learner**, who questions, reflects, perseveres and takes responsibility for his own learning. To create an **active contributor** who is able to work effectively in teams, is innovative, exercises initiative, takes calculated risks and strives for excellence. To create a **concerned citizen**, who has a strong civic responsibility, is informed about country and the world, and takes an active part in bettering the lives of others around him. These are some desired outcome to be achieved at school level to build good citizen in the country. These are more practical in their characteristics and serve the actual purpose of education at school level.

The present school curriculum followed in our country has not been emphasized much on the training of citizenship. If this training would be imparted effectively, probably in near future the headlines and cover stories will be different. Our teaching and evaluation system is highly concerned with a disease so called "Percentage or Marks". But marks do not have any influence in human as well as social life,

if it is not achieved with the all required qualities to be a good citizen. The important is the change in behavioural dimensions not the marks. So, our vary objective of teaching or objective of education is not fulfilled at all.

By education for citizenship we mean that the development of the ideas, beliefs, habits, behavior and attitudes of the individual so that he may become a useful member of the society and contribute his share for the upliftment of the society. It has been said in the pamphlet entitled, "Citizen, Growing up" issued by British Ministry of Education, "Man is primarily an individual soul with a personal destiny, a need for privacy and solitude. But this destiny is worked out and this personality is fulfilled largely through human relationship. It is these relationships public or political and private or personal that together constitutes the background of citizenship."

The Mudaliar Commission rightly said, "Citizenship in a democracy is a very exacting and challenging responsibility for which every citizen has to be trained. It involves intellectual, social and moral qualities."

By observing the above definition it can be said that it should be an integral part of our school curriculum. Education for citizenship is the need of the hour and it should be imparted among the youths to mould their young mind into the right direction. Social Studies are one of the core components of the school



curriculum followed in almost all countries of the world. It plays an important role in school curriculum by moulding the young mind into a conscious future citizen. One of the prime goals of education is to develop all social skills and qualities required to be a good citizen. These social values and skills can only be developed by effective implementation of social studies curriculum. So, teaching Social Studies contents may help in imparting the insight of education for citizenship among the young minds.

The main aim of Social Studies curriculum is to develop a socially useful, productive and skillful human being. Social values are much more important than the mere knowledge and information.

Philosophy behind the Education for Citizenship:

The main philosophy behind the education for citizenship is preparing students to be ideal citizens of tomorrow. The curriculum of Education for Citizenship in India should therefore envision students as informed, concerned and participative citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the world they live in. It is the time to think as like world citizen instead of only citizen. The students need to be trained to think globally and work locally as the citizens must realize the impact of the global issues in local setting. So, it is the demand of the hour to impart education for citizenship to prepare our future citizens to encounter

the problems they face in social as well as personal life.

Objectives of education for citizenship: The education for citizenship demands the following objectives-

- i. Education for citizenship is important to make the individual tolerant and broadminded.
- ii. To develop the scientific training and attitude among the young talents.
- iii. To develop the capacity of students for making decision independently.
- iv. To develop faith in democratic ideas of life and how to lead a peaceful life in a democratic social setting.
- v. To earn his livelihood in an honest way and respect to all kind of work with dignity of work.
- vi. To understand his rights and responsibilities and their proper application in actual life situation.
- vii. To be a good and effective leader and gather all qualities to lead the society in his specialized field.
- viii. To develop the social values and social skills among the students, which make them socially useful and productive citizen (SUPC).



How does Education for Citizenship benefit young people

- It helps them to develop self-confidence and successfully deal with significant life changes and challenges such as bullying and discrimination.
- It gives them a voice in the life of their schools, in their communities and in society at large.
- It enables them to make a positive contribution by developing the expertise and experience needed to claim their rights and understand their responsibilities and preparing them for the challenges and opportunities of adult and working life.

Learning domains of education for citizenship:

- Knowledge and understanding: About topics such as: laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and world as a global community; and about concepts such as democracy, justice, equality, freedom, authority and the rule of law;
- Skills and aptitudes: Critical thinking, analyzing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;
- Values and dispositions: Respect for justice, democracy and the rule of

law, openness, tolerance, courage to defend a point of view and willingness to: listen to, work with and stand up for others.

Some suggestive approaches:

1. The parents themselves can play a vital role in developing the qualities of citizenship among the children. Actually the behavior of the parents shapes the behavior of their child. The environment of home, the attitude of parents helps the children a lot in developing the qualities required for citizenship. So the first lesson of education for citizenship is imparted at the home of the children.
2. Secondly, teacher has to play a vital role in developing the qualities of citizenship. The formation of students' council in school gives a platform for the students to develop the qualities of citizenship. It develops the qualities like decision making, organizing activities, cooperativeness etc. So, school is the actual ground to develop the citizenship qualities.
3. Social Service may develop the sense of responsibility and become acquainted with the social and civic problems and the need to tackle them. Social service may be organized with job like cleaning the school, beautifying the school, community fair and festivals, rendering first aid to the injured, helping weak children in studies etc.
4. Celebration of national days in the schools may acquainted with the lives



- of great men and develop a sense of obligation to the motherland and a sense of patriotism.
5. Educational tours may be organized to develop a spirit of belongingness and mental horizon. They learn to work together which ultimately develops the quality of cooperativeness.
 6. Debates, Discussions may be organized to enable the students to formulate their own judgment, and to develop the habits of thinking independently, scientifically, and creatively.
 7. The schools can organize their morning assembly programme effectively to develop the qualities of education for citizenship. Students may encourage sharing their views on their achievement, facts and information, current events of day to life, and any other related topics.
 8. Club formation in the school is another idea to give the opportunity for the development of qualities of citizenship. Students may be engaged in the activities as per their interest, such as music club, math club, science club, eco club, sports club, yoga club, quiz club, literary club, drama club, work experience club, etc.
 9. School may organize educational camp in the nearby locality to develop the understanding of local environment and settings.

10. Teacher may encourage the students to participate in other social activities, such as flood relief camp, refugee camp, cleaning camp etc.

Conclusion:

Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and their communities. Citizenship is more than a subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for all of us, both rights and responsibilities. It is not about trying to fit everyone into the same mould, or about creating 'model' or 'good' citizens. We want our schools and colleges not simply to teach citizenship but to demonstrate it through the way they operate. Democracies need active, informed and responsible citizens; citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. For schools and other educational organizations, it helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community. For society it helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process.

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