

## Education with Sovereignty and Strength

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### ABSTRACT

We have been witnessing number of educational problems everywhere. There are gross violations of fundamental rights, opportunities, weaker person's rights and injustice etc. There is a lot of mis-application of Strength and Sovereignty costing untold miseries and sorrows. Therefore the author of this paper felt the need to explain the casual factors of problems and identify relevant educational solutions to remove those barriers.

**KEYWORDS:** *Sovereignty, Strength, Education*

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This study has been undertaken within the perspectives of human rights education with a view to implement quality education, everyone getting equal opportunity without violating rights and power. Following are the objectives of the present study:

1. To analyse strength and sovereignty;
2. To identify self as supreme authority;
3. To investigate why to surrender rights;
4. To analyse the role of education to translate Strength and sovereignty;
5. To examine sovereignty and Strength as essential condition for quality education;
6. To assess violation of Strength&sovereignty and their related consequences in education;
7. To suggest some remedial measures.

### Concept of Strength and Sovereignty

Strength is the delegated legitimate power to carry out objective works and to enforce obedience, discipline or controlling misbehaviour. It is delegated to a person to exercise responsibility. On the other hand Sovereignty is a natural right. All human beings are gifted with rights and dignity for living free life. Right is the protection of our own and others rights. Delegated power is a means to bring wide range of relationships between Strength and subjects, whereas Sovereignty is the scope for their inter-actions. Strength is restricted by constraints, oppositions or

criticism. Sovereignty to exercise Strength is directed to right, good, accepted, positive actions and goals. It is also associated with conditions of penalty and reward. This means that all wrong actions, negative behaviours and negligence will be checked and liable to punishment; whereas positive right actions are free to exercise and also be rewarded in the form of material, praise, appreciation etc.

Sovereignty is a moral license which permits right actions. It accepts ethical principles upholding purity of motives and moral standard. Any unethical thought or action is restricted and no person has Strength to indulge freely ignoring written laws, rules, regulations or unwritten oral tradition and social norms etc. Ignoring to such authority's decisions or long usages intentionally by any person(s) is undesirable. Such acts are dangerous barriers, which hinder all developments and progress. Strength is an absence of constraints. Unless he is ignorant of human rights, no Strength can exercise any artificial condition like unjust penalty/ imprisonment etc.

Plato identified that, "no man does evil knowingly but because of ignorance of good". Ignoring the truth, good, positive values, liberty of innocent people, rights and dignity of others, making harm by means of partiality, supersession, denying opportunities

intentionally are guilty and violation of human rights. These are the barriers hindering to healthy harmonious relations. In education, Strength is the source of knowledge. It increases qualities of inner discipline through the conditioning, de-conditioning and re-enforcement for modification of old behaviours to new behaviours.

### **Self is Supreme Strength**

It is important to be realized that man is the supreme strength; he has Sovereignty and power. According to Universal Declaration of Human Rights Article 3 “everyone has the right to life, liberty and security”. Everyone is entitled for all rights and Sovereignty. Self is the greatest authority. According to Carl Rogers, Self is a structure. Hence education can play role to develop social values of love, equality, to conceptualise supreme Strength of self-developing divine aspects of man by overcoming demonic nature of evil actions caused by weak ego. Self has Sovereignty to choose. Any external force may compel to do any sort of actions. But individual has the right to decide whether to go against inner conscience violating socio- moral norms or do not involve, lose some benefits but maintain inner Sovereignty. All evil actions are caused by Id, weak ego and desires or urges, so the power of strong ego must develop for right decisions in life. Essence of man is his existence with adequate and desirable development of psycho-mental abilities such as intellect, intelligence, reasoning power, personality, attitudes, emotions, ego, and all senses. It is also essential to inculcate universal values of self-sacrifice, self-esteem, self-discipline, self-respect and respect to others. He must also be taught the principles to know and accept yourself as well as know and accept others. Thus he can combat all kinds of discrimination, prejudice, exploitations etc.

### **Essential Conditions to Surrender Legitimate Rights**

According to consent theory Sovereignty is will. Every member must voluntarily surrender his rights and accept Strength as moral duty for social-economic survival. In this case everyone must submit him, give up and obligate to obey faithfully with confidence. In education, students and teachers need to surrender their rights and on the other hand they must fully exercise delegated Strength without reservation.

### **Role of Education**

Education itself is the basic human right and used as a tool to make sensitive about issues and problems. Education is a process to teach people to learn right actions and make them understand that Sovereignty is not unrestricted. Human rights and fundamental

Sovereignty can be observed only when they are known. Education translates the meaning of Strength and Sovereignty. It teaches how to avoid punishment to live externally free and inwardly peaceful with clear conscience, enriched mind without fear and worry. Education uses acculturation, conditioning, re-conditioning, learning, learning or re-learning techniques to bring people within the redline zone to change behaviour. It gives explanations about the restrictions, scope of Sovereignty and Strength and associated laws and punishment, beneficiary aspects of rewards of reformatory penalty etc.

Law is the external force of social measures. Whereas, Human rights education is another power used to develop permanent inner qualities crystallizing human values. Education is an essential instrument which helps to stimulate positive attitudes and intentions, qualities to distinguish between right and wrong, good or bad, to recognize own self, others rights and dignity, and quality etc. It also defines the laws as useful means of social control and inculcates the principles of civic senses, self-discipline; doctrine of moral rights, meaningful qualities of life, appreciation of beauty and joy, as a result can bring peace of mind free from psycho-emotional problems like mental tension and fear etc.

John Dewey perceived ‘knowledge as ever changing’. He is the creator of his own culture and attack problems, live in harmony, happiness and peace. According to Paulo Presire, human consciousness is never static but always on motion. It creates, re-creates to make cultural society. Therefore education can be utilized to inculcate essential qualities of man and live in happiness with peace of mind with other members. Therefore it is necessary to bring changes to live refined, progressive and pragmatic lives through utilitarian education.

### **Sovereignty and Authority: Essential Conditions and Relevant Methods for Ideal Quality Education**

Inner sovereignty and peace of mind in a happy person is an important condition for education. It requires conducive environment. Education must be oriented to identify dignity, uniqueness, equality or differences of individuals, importance of relationship and to understand their goals. According to Paulo, ‘Education is man’s liberation’. Whereas according to Carl Marx education is to earn enlightenment of man and strengthen society. Quality education aims to develop strong ego, all other traits, scientific outlook to enhance socio-economic productivity and effectiveness. Thus in order to achieve quality education, exercising authority and sovereignty following methods are relevant-learning by doing, experiment, project, analytic, inductive anti-dialogue

and Socratic methods. Using these methods every teacher or student can learn many things through observation, verification, or innovative divergent studies independently. However most of the colleges and university departments have no concern for those essences.

### **Violation of Sovereignty and Strength in Colleges**

In an ideal educational management, teacher is the authority. He has the power, Sovereignty, right and responsibility to carry on academic programmes. In order to obtain the goals he should play democratic leadership style through which he may gain students' confidence and cooperation. It emphasizes aesthetic, ethical, rational dimensions to maximize insightful thinking qualities, training in social skills, development of spirit of tolerance and democratic values.

Educational goals are set with a view to progress and achieve maximum benefits. Program designers set the target for mastery level teaching-learning process. Teachers have Sovereignty and Strength to impart the courses at mastery level. They have rights to implement all the curricular and extra-curricular programmes. On the other hand students also have the liberty and Sovereignty to lean at mastery level. And in order to test the degree of teaching and learning as per the plans, evaluation expects 100% outcomes and evaluates in a continuous process of examinations, tests and observation etc.

However, institutions do not fulfil all these, these missing or unfulfilled teaching and learning areas may be regarded as violation in education. When there are maximum course transaction with progressive return in terms of knowledge, services to society these can be called as ideal quality education. Ideal education aims to earn while learning enhancing socio-economic and academic effectiveness in a conducive environment. But the present system is oriented towards examination certification, which alienated from economic production, cultural enrichment and personal enlightenment.

Every individual has given different degree of legitimate power and Sovereignty according to his needs, capacity or ability. If we look from human rights perspective, colleges are always neglecting and violating the conditions in various ways. Following are some of the prevalent gross-violations in education, particularly in colleges:

- Negligence to individual uniqueness and differences due to overcrowded enrolment.
- Negligence of the students with special needs.

- Negative attitudes and behavioural problems of the teachers, parents and students.
- Any act of discrimination, partiality etc. Denial of opportunities to students such as adequate hostels, etc.
- Improper selective methods for admission in general colleges and depriving many brilliant students.
- Cancellation of admission or issue of TC by force.
- Negligence or non-appointment of lecturers, instructors, specialist teacher for relevant honours and general courses.
- Negligence or absence of proper infrastructure facilities for meeting academic needs.
- Long absence of course teachers and negligence, to impart full courses, refusing opportunity in the name of sex, or caste, threatening, ragging, assault in the institution causing problems or misuse of Strength and Sovereignty.

All these are the artificial barriers and constraints against normal healthy growth. Such violations may be either punishable or un-punishable but are wrong from the human rights point of view.

### **Related Problems due to Misuse of Sovereignty and Strength by College Machinery, Parents and Students**

In order to justify the related problems caused by misuses of Sovereignty and Strength a case study was done which revealed few immoral acts and criminal activities of college students. Aimless roaming, truancy, cheating, dis-honesty, gambling, smoking drinking liquor, drug addiction, destruction of property, negligence, disobedience, indiscipline, stealing, cruelty and fighting, robbery and riots, agitation etc. were some of them. Main causes were broadly classified under socio economic, psychological and bio-physical. Low economic 23%, lack of parents education and unemployment 50%, environmental maladjustment 20%, maladjustment 31%, low social and criminal families 36%, broken home 46%, partial treatment 27%, deprivation 47%, defective ill health 15%, lack of motivation 40%, lack of recreational facilities 46% and other reasons like failure in the colleges or university examinations, no sufficient games and sports, co- curricular activities, dull environment, fear and insecurity.

### **Suggestions for Remedial Measures**

There are individual differences, uniqueness, and students with exceptional traits either deviated mentally or physically. There are students who are



academically poor, average, bright, and excellent. Some are educable, trainable but some are not. Therefore educational institutions must take some measures to reinforce and improve the conditions as suggested below:

- Recognise the student's uniqueness, individual differences and facilitate sufficient incentives and needs, try to improve human relationships and other conditions.
- Understand the individuals, show love and affection, avoid harsh negative re-enforcement, physical labour etc.
- Help the students to develop special talents, provide sufficient teaching learning materials, enough time and space.
- Provide proper residential accommodation, enough medical facilities.
- Inculcate all the principles of human values like- know and accept thy self, know and accept others and all human values.
- Provide proper equipment and teaching facilities in the colleges and university departments.
- Introduce special courses and appoint trained teachers for care and treatment.
- Institutions must aim and enforce compensatory education for the various disadvantaged groups of students.

### Conclusion

Present system of education is most theoretical and degree oriented. Similarly it is witnessing a lot of misapplications and violations of given Strength and Sovereignty, which are the responsibilities and rights. Students do not fully submit themselves to recognize teachers confidently and establish adequate attitudes. Education system fails to impart human value education for human resources development needs. Now we are producing countless number of irrelevant degree holders who are practically unfit. Despite of many other reasons, our education is not relevant for 21st Century. This is the reason why academic institutions or society in general are facing lot of problems, missing harmony in inter- relationships between the members at any forum. Authority, law, Sovereignty, power of rights are well defined for all persons but when these are misused either intentionally or by ignorance at any stage they will

interfere healthy situation. This will bring syndrome of socio-academic problems, their causes and effects. Therefore in order to improve the condition we must try to develop the potentialities of individual members through education using all relevant methods and techniques and avoiding mis-application or violation of rights. If we are to survive in human society, a realistic practical education must be maintained to achieve the objectives of quality education within the perspective of human rights. Strategies must be made to combat discrimination, prejudice, irresponsibility, eradicating ignorance and uplifting the masses.

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