### CHAPTER 1
### INTRODUCTION

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1.1 INTRODUCTION

Psychology is a study to understand how the mind works and processes information in a certain way under given circumstances. Psychology has a broad range of real-world applications in everyday life, ranging from stress, health, mental illness, artificial intelligence, and human-machine interaction, to personal development, social interaction, and the environment. Political psychology is one of the branches of psychology. It is an interdisciplinary academic field dedicated to the relationship between psychology and political science, with a focus on the role of human thought, emotion, and behavior in politics. The present research studied on democratic types of political system, in order to discover the democratic activities in the educational institutions of Thailand.

Therefore, in the present chapter, the definition of psychology, branches of psychology, definition of democracy, principle of democracy, importance of democracy, democratic behavior, democratic activities organized in educational institutions are described. This chapter also presents the review of past researches related to the democratic activities organized in educational institutions which have been done in Thailand and in foreign countries.

1.2 THEORETICAL ORIENTATION

1.2.1 Psychological study

(1) Definition of psychology

Psychology is a very exciting field of study. It is a study to understand and attempts to discover all about human mind and behavior. (Isaac Ferguson: 2000) Psychology has links with a variety of disciplines such as the biological, computer and forensic sciences, as well as with the humanities such as sociology, philosophy, and literature. It remains a ready source of explanations on how people process information and why they act a certain way under given circumstances. Psychology pushes us towards greater self-knowledge by making us more aware of actions and personalities. (Stephen McGoldrick: 2011)
William, James (1907) defined that psychology is the study of the human brain including people behaviours, attitude, fillings, and personality. Psychology can be a scientific approach to better understand people’s behaviour and emotions. Psychology is an academic and applied discipline which involves the scientific study of human (or animal) mental functions and behaviour.

Gene Zimmer (1999) mentioned that the word “psychology” is the combination of two terms - study (ology) and soul (psyche), or mind. "Psyche" is defined as: (1) spirit or soul; (2) human mind; and (3) mind functioning as the center of thought, emotion, and behaviour. Defining of soul is the spiritual or immortal elements in a person and a person's mental or moral or emotional nature.

Aguirre, F.; Monce, R.; Ramirez, N.; Domingo, J. (2010) stated that the word psychology came from the two Greek words, “psyche” and “logos” which literally translate to the study of the soul and later on it progress to the study of the mind. Today many authors would define psychology as the scientific study of behavior and mental processes. Psychology is the study of the mind. It can have to do with the feelings, thought, behaviour, actions, mental stages or mental nature. Psychology is an academic and applied discipline with involve the study of human or animal mental behaviour and functions. The study of psychology is the study of behave. It helps to define why we do what we do and why we act in a specific way as a group of people as well as an individual.

Gray, P.O. (2010) view that psychology is the scientific study of human and animal behavior with the object of understanding why living beings behave as they do. As almost any science, its discoveries have practical applications. As it is a rather new science, applications are sometimes confused with the science itself. It is easier to distinguish what is ‘pure’ and ‘applied’ in older disciplines: everybody can separate physics and mathematics from engineering, or anatomy and physiology from medicine. People often confound psychology with psychiatry, which is a branch of medicine dedicated to the cure of mental disorders.

Dictionary.com (2010) defined that psychology is the science of the mind or of mental states and processes. It is the science of human and animal behavior
and the sum or characteristics of the mental states and processes of a person or class of persons, or of the mental states and processes involved in a field of activity.

Christian Nordqvist (2011) state that psychology is the scientific study of mental processes and behaviour. It is a broad field that explores a variety of questions about thoughts, feelings, and actions. Through such studies of psychologists have greatly increased the understanding of why people behave as they do. Psychology is a broad discipline which seeks to analyze the human mind. Different disciplines within this field study why people behave, think, and feel the way they do.

From the definition of “psychology” mentioned above, it can be summarized that “psychology” is a study to understand and attempts to discover all about human mind and behaviour. It is a broad field of an academic and applied discipline which involves the thought, attitude, feelings, behaviour, actions, mental stages, and personality.

(2) Branches of psychology

According to Christian Nordqvist (2011), there are nine branches of psychology:

(i) Clinical psychology: This branch of psychology integrates science, theory, and practice in order to understand, predict and relieve maladjustment, disability, and discomfort. Clinical psychology also promotes adaptation, adjustment and personal development. A clinical psychologist concentrates on the intellectual, emotional, biological, psychological, social, and behavioral aspects of human performance throughout a person's life, across varying cultures and socioeconomic levels. In other words, clinical psychology is the scientific study and application of psychology in order to understand, prevent, and alleviate psychologically-caused distress or dysfunction (disability) and promote the patient's well-being and personal development. Psychological assessment and psychotherapy are central to the practice of clinical psychology.

(ii) Cognitive psychology: This branch of psychology investigates internal mental processes, such as problem solving, memory, learning, and language (how people think, perceive, communicate, remember and learn). It is closely related to other disciplines, such as neuroscience, philosophy and linguistics. At the center of cognitive
psychology is how people acquire, process and store information. Many say that cognitive psychology is the study of intelligence. Practical applications for cognitive research may include how to improve memory, increase the accuracy of decision-making, or how to set up educational programmes to boost learning. It can be said that social psychology studies the effects of cognitive processes on the way individuals perceive, influence, and relate to others in order to understand the social behaviour of individuals. This is done in a systematic way, using scientific methods, constructed with the awareness of possible error. The social psychologist also studies the cognitive dissonance which is concerned to the feels of tension because one’s attitudes are different from one’s behaviour. In order to alleviate the discomfort, people will often change one’s attitudes to justify the behaviour.

(iii) Developmental psychology: This branch of psychology is the scientific study of systematic psychological changes that a person experiences over the course of his/her life span. Developmental psychology is often referred to as human development. It used to just focus on infants and young children, but also includes teenagers and adults today - the whole human life span. Developmental psychology includes any psychological factor that is studied over the life of a person, including motor skills, problem solving, moral understanding, acquiring language, emotions, personality, self-concept and identity formation. Developmental psychology also looks and compares innate mental structures against learning through experience. A developmental psychologist will be interested in how a person's characteristics interact with environmental factors and how development is impacted. Developmental psychology overlaps with several other branches of psychology, as well as other disciplines, such as linguistics.

(iv) Evolutionary psychology: This branch of psychology looks at how human behavior has been affected by psychological adjustments during evolution. Just as biologists talk about natural selection or sexual selection during evolution, this branch of psychology applies psychology to the same way of thinking. An evolutionary psychologist believes that human psychological traits are adaptations for survival in the everyday environment of ancestors.

(v) Forensic psychology: This branch of psychology involves applying psychology to criminal investigation and the law. A forensic psychologist practices
psychology as a science within the criminal justice system and civil courts. Forensic psychology involves understanding criminal law in the relevant jurisdictions in order to interact with judges, lawyers and other professionals of the legal system. Forensic psychology involves the ability to testify in court, to present psychological findings in legal language to the courtroom, and to provide data to legal professionals in a clear way. A forensic psychologist needs to understand the rules, standards, and philosophy of his/her country’s judicial system.

(vi) Health psychology - also called behavioral medicine or medical psychology. This branch observes how behavior, biology and social context influence illness and health. While a doctor treats the illness, the health psychologist will focus more on the person who has the illness, by finding out about their socioeconomic status and background, behaviors that may have an impact on the disease (such as medication compliance), plus the biological reasons for the illness. The aim of the health psychologist is to improve the patient’s overall health by analyzing disease in the context of bio-psycho-social factors. Biopsychosocial refers to the biological, psychological, and social aspects in contrast to the strictly biomedical aspects of disease. Health psychologists generally work alongside other medical professionals in clinical settings.

(vii) Neuropsychology : This branch of psychology studies the structure and function of the brain in relation to clear behaviors and psychological processes. Neuropsychology is also involved in lesion studies in the brain, as well as recording electrical activity from cells and groups of cells in higher primates, including some human studies. A neuropsychologist will use a Neuropsychological Evaluation - a systematic assessment procedure - to determine the degree of any possible behavioral problems following suspected or diagnosed brain injury in a patient. When diagnosis is made, some patients are treated with an individualized cognitive remediation protocol - a treatment that helps the patient overcome his/her cognitive deficits.

(viii) Occupational psychology (also known as industrial-organizational psychology, work psychology, organizational psychology, work and organizational psychology, occupational psychology, personnel psychology or talent assessment) - studies the performance of people at work and in training, develops an understanding of how organizations function and how people and groups behave at work. The occupational
psychologist aims to increase effectiveness, efficiency, and satisfaction at work. The British Psychological Society says occupational psychology "is concerned with the performance of people at work in training, how organizations function and how individuals and small groups behave at work. The aim is to increase the effectiveness of the organization, and to improve the job satisfaction of the individual."

**(ix) Social psychology** : This branch of psychology uses scientific methods to understand and explain how feeling, behaviour and thoughts of people are influenced by the actual, imagined or implied presence of other people. A social psychologist will look at group behaviour, social perception, non-verbal behaviour, conformity, aggression, prejudice, and leadership. Social perception and social interaction are seen as key to understanding social behaviour. Social psychology studies the impact of social influences on human behaviour.

It can be concluded that social psychology is a branch of psychology that studies individuals in the social context or examines the impact of social influences on human behaviour. It is the study of how and why people think, feel, behave and do the things.

**(3) Social psychology**

Social psychology is a discipline that uses scientific methods to understand and explain how the thought, feeling and behaviour of individuals are influenced by the actual, imagined or implied presence of other human beings. Social psychology looks at a wide range of social topics, including group behaviour, social perception, non-verbal behaviour, conformity, aggression and prejudice. It is important to note that social psychology is not just about looking at social influences. Social perception and social interaction are also vital to understanding social behaviour. A social psychologist looks at the attitudes, beliefs, and behaviours of both individuals and groups. The field also examines interpersonal interaction, analyzing the way in which someone interacts with other people, whether on a singular basis or in the form of a large group. (Gordon Allport : 1968)^10

Baron, Byrne & Suls (1989)^11 defined social psychology as the scientific field that seeks to understand the nature and causes of individual behavior in social situations. It therefore looks at human behaviour as influenced by other people and the social
context in which this occurs. Social psychologists therefore deal with the factors that lead us to behave in a given way in the presence of others, and look at the conditions under which certain behaviour/actions and feelings occur. Social psychology is to do with the way these feelings, thoughts, beliefs, intentions and goals are constructed and how such psychological factors, in turn, influence our interactions with others. In social psychology, attitudes are defined as learned, global evaluations of a person, object, place, or issue that influence thought and action. Put more simply, attitudes are basic expressions of approval or disapproval, favorability or unfavorability, or as Bem put it, likes and dislikes.

William Pinkney (1822)\textsuperscript{12} state that social psychology studies and seeks to understand human being in their social context, people’s thoughts, feelings and behaviour and how they influence and are influence by social phenomena.

Myers, David G. (1990)\textsuperscript{13} stated that social psychology is a branch of psychology that studies individuals in the social context. In other words, it is the study of how and why people think, feel, and do the things they do depending upon the situation they are in. Social psychology is related to sociology in this regard, but instead of focusing on group factors such as race and socioeconomic class, it focuses on the individual. Also, it relies on the scientific research to generate the theories of social behaviour. Social psychologists have studied attitude formation, the structure of attitudes, attitude change, the function of attitudes, and the relationship between attitudes and behaviour. Because people are influenced by the situation, general attitudes are not always good predictors of specific behaviour. For a variety of reasons, a person may value the environment and not recycle a can on a particular day. Attitudes that are well remembered and central to the self-concept, however, are more likely to lead to behaviour, and measures of general attitudes do predict patterns of behaviour over time.

Britannica Encyclopedia (2011)\textsuperscript{14} defined that social psychology is the scientific study of the behaviour of individuals in their social and cultural setting. Social psychology is the branch of human psychology that deals with the behaviour of groups and the influence of social factors on the individual. Social psychology is the branch of psychology concerned with the personality, attitudes, motivations, and behaviour of the
individual or group in the context of social interaction. Social psychology include the attribution of social status based on perceptual cues, the influence of social factors (such as peers) on a person's attitudes and beliefs, the functioning of small groups and large organizations, and the dynamics of face-to-face interactions.

Kendra Cherry (2011)\textsuperscript{15} described that social psychology attempts to understand the relationship between minds, groups, and behaviours in three general ways. First, it tries to see how the thoughts, feelings and behaviors of individuals are influenced by the actual, imagined, or implied presence of other(s). This includes social perception, social interaction, and the many kinds of social influence (like trust, power, and persuasion). Gaining insight into the social psychology of persons involves looking at the influences that individuals have on the beliefs, attitudes, and behaviours of other individuals, as well as the influence that groups have on individuals.

In conclusion, it can be said that social psychology is the scientific study of the behaviour of individuals in their social and cultural setting. Social psychology is the branch of human psychology that deals with the behaviour of groups and the influence of social factors on the individual. It is the branch of psychology concerned with the personality, attitudes, motivations, and behaviour of the individual or group in the context of social interaction. In order to understand the relationship between minds, groups, and behaviours, one have to understand the thoughts, feelings and behaviours of individuals which is influenced by the actual, imagined or implied presence of other(s), social perception, social interaction, and the many kinds of social influence (like trust, power, and persuasion). Gaining insight into the social psychology one have to look at the influences of the beliefs, attitudes, and behaviours of other individuals, as well as the influence that groups have on individuals.

1.2.2 Democracy

(1) Definition of Democracy

Abraham Lincoln (1865)\textsuperscript{16} defined democracy as: “Government of the people, by the people, for the people” The term democracy comes from the Greek language and means “rule by the people”. The so-called "democracies" in classical antiquity (Athens
and Rome) represent precursors of modern democracies. Like modern democracy, they were created as a reaction to a concentration and abuse of power by the rulers.

Collins English Dictionary (2003)\textsuperscript{17} mentioned five definitions of democracy:

(i) (Government, Politics & Diplomacy) government by the people or their elected representatives.

(ii) (Government, Politics & Diplomacy) a political or social unit governed ultimately by all its members.

(iii) (Sociology) the practice or spirit of social equality.

(iv) (Sociology) a social condition of classlessness and equality.

(v) (Government, Politics & Diplomacy) the common people, as a political force.

Dictionary of Collective Nouns and Group Terms (2008)\textsuperscript{18} defines that democracy is a form of government in which sovereign power resides in the people and is exercised by them or by officers they elect to represent them. Democracy is the political orientation of those who favor government by the people or by their elected representatives ideology, political orientation, political theory. It is an orientation that characterizes the thinking of a group or nation a political system in which the supreme power lies in a body of citizens who can elect people to represent them. Democracy is the doctrine that the numerical majority of an organized group can make decisions binding on the whole group.

The American Heritage (2009)\textsuperscript{19} defines five definitions of democracy:

(i) Government by the people exercised either directly or through elected representatives.

(ii) A political or social unit that has such a government.

(iii) The common people, considered as the primary source of political power.

(iv) Majority rule.

(v) The principles of social equality and respect for the individual within a community.
Laura Dawn Lewis (2010) mentioned that democracy is about the people and their power. The power or authority exercised in a democracy is derived directly or indirectly from the represented people in one of two forms:

(i) Direct democracy: This is where everyone is given the opportunity to participate in making all policy decisions. In countries and large organizations, direct democracy is rarely utilized because it would be cumbersome and inefficient. No decisions would ever be reached.

(ii) Representative democracy: This approach entails people voting to elect representatives in a free and fair electoral system to make policy for them under a wide range of checks and balances to help ensure leadership accountability.

Dictionary.com (2011) gives three definition of democracy:

(i) Government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.

(ii) a state having such a form of government

(iii) A state of society characterized by formal equality of rights and privileges.

Legal dictionary (2011) state that democracy is a form of government in which the people freely govern themselves; where the executive (or administrative) and law-making (or legislative) power is given to persons chosen by the population; the free people. It is the government by the people; a form of government in which the supreme power is retained and directly exercised by the people.

Brainyquote.com (2011) defines that democracy is a form of government by popular representation; a form of government in which the supreme power is retained by the people, but is indirectly exercised through a system of representation and delegated authority periodically renewed; a constitutional representative government; a republic.
Princeton’s Word Net (2011) gives three definitions of democracy:

(i) Democracy is the political orientation of those who favor government by the people or by their elected representatives.

(ii) Democracy is a political system in which the supreme power lies in a body of citizens who can elect people to represent them.

(iii) Democracy is the doctrine that the numerical majority of an organized group can make decisions binding on the whole group.

Webster Dictionary (2011) define definitions of democracy:

(i) Democracy is a form of government by the people; a form of government in which the supreme power is retained and directly exercised by the people.

(ii) Democracy is a form of government by popular representation; a form of government in which the supreme power is retained by the people, but is indirectly exercised through a system of representation and delegated authority periodically renewed; a constitutional representative government; a republic.

(iii) Democracy is collectively, the people, regarded as the source of government.

(iv) Democracy is the principles and policy of the Democratic Party, so called.

Bignerd.com (2011) states that democracy is a type of government in which all citizens exercise power, responsibility, and decision making, either directly or through their freely elected representatives. Democracy is a set of principles that protects human freedom, and follows the standards of majority rule. Democracy has three main varieties, which are direct, semi-direct, and indirect democracy, with many other forms of democracies fitting into each category. Direct democracy is every form of government based on a theory that all citizens can participate directly in the decision making process. Modern direct democracies are characterized by three pillars, which are Initiative, referendum, and recall. A referendum is the ability to hold a direct public vote on whether a given law should be abolished. A recall is where the people have the right to recall elected officials in the form of a petition or a referendum. A semi-direct democracy (participatory democracy) is representatives for the people are not elected by the population, but are randomly drafted
among the population. An indirect democracy is a democracy where governance of the people is through elected representatives.

Xkaw.com (2011)\(^{27}\) defines that democracy is a form of government of very last person of the country coming from any region, any cast, any religion should be taken care of their primary needs as his/her birth right.

According to Thai politician, Chaianant Smutwanich (1980)\(^{28}\), he said that the word "Democracy" has two implicit. In the first implicit, it refers to a political system or a form of governance, with a broad measure of rights for the people in partaking in the politics and governance. Or in a more simple way, it is a governing of the people, by the people, and for the people. In the second implicitly the word "Democracy" refers to a man's mode of life in a society where people adhere to a certain principle and ideal as a stipulation for the format of demeanor among themselves in the proceeding of politics, education, economics, societies, and cultures for mutual happiness.

Kukrit Pramoj (1985)\(^{29}\) explicated the meaning of "democracy" that it refers to the right of liberty and equality. However, the right in the democracy consists of the realization of duty. The liberty in democracy is the liberty which has not to be sarcastic to other people whatsoever. And the equality in democracy is the parity in the chance to perform all kinds of work, as well as the poise in stepping out into a specific activity.

Prayad Hongtongkam (1988)\(^{30}\) mentioned democracy as a mode of life has been defined that it is a way of living in democracy wherein people have to concede and have to abide: by way of respecting other people's opinion and liberal right: by adverting about the business of the country: by acting as a good citizen of the community: and giving respect to the rule and regulations of the democracy.

Saroj Buasri (1993)\(^{31}\) gave the implicition of democracy as a mode of life or the life in the every day living, which refers to the coexistence: the performance with a respect to each other, both physically and verbally; with no trespasses on other people’s rights; abide to the social criteria; cooperate in taking responsibilities, and in making
utilities for the happiness of the whole; as well as the application of intellect and wisdom in solving all the problems.

From all the aforementioned definitions, it can be concluded that "democracy" refers to a mode of life, and the type of governance which adheres to the equality of every member, and abide to the happiness and advantage of the public as its priority. The "democracy" has three statuses in its definition. These are: the "democracy" as an ideal status; the democracy as a political system and a polity; and democracy as a mode of life. The "democracy", thence, is a political ideal that respects in the liberal rights and the equality of man in the community. In other words, "democracy" is a polity by the people and for the people; and it is man's way of living in the community where people have to concede and abide the rule of the society as a whole.

(2) Principle of Democracy

Democracy is a method of leading a country. The most general explanation of democracy is ruling by the people.

Cherif Bassiouni and other (1998) describe the principles of democracy as follow:

(i) Democracy is a universally recognized ideal as well as a goal, which is based on common values shared by peoples throughout the world community irrespective of cultural, political, social and economic differences. It is thus a basic right of citizenship to be exercised under conditions of freedom, equality, transparency and responsibility, with due respect for the plurality of views, and in the interest of the polity.

(ii) Democracy is both an ideal to be pursued and a mode of government to be applied according to modalities which reflect the diversity of experiences and cultural particularities without derogating from internationally recognized principles, norms and standards. It is thus a constantly perfected and always perfectible state or condition whose progress will depend upon a variety of political, social, economic and cultural factors.

(iii) As an ideal, democracy aims essentially to preserve and promote the dignity and fundamental rights of the individual, to achieve social justice, foster the economic and social development of the community, strengthen the cohesion of society and
enhance national tranquility, as well as to create a climate that is favourable for international peace. As a form of government, democracy is the best way of achieving these objectives; it is also the only political system that has the capacity for self-correction.

(iv) Achievement of democracy presupposes a genuine partnership between men and women in the conduct of the affairs of society in which they work in equality and complementarily, drawing mutual enrichment from their differences.

(v) A state of democracy ensures that the processes by which power is acceded to, wielded and alternates allow for free political competition and are the product of open, free and nondiscriminatory participation by the people, exercised in accordance with the rule of law, in both letter and spirit.

(vi) Democracy is inseparable from the rights set forth in the international instruments recalled in the preamble. These rights must therefore be applied effectively and their proper exercise must be matched with individual and collective responsibilities.

(vii) Democracy is founded on the primacy of the law and the exercise of human rights. In a democratic State, no one is above the law and all are equal before the law.

(viii) Peace and economic, social and cultural development are both conditions for and fruits of democracy. There is thus interdependence between peace, development, respect for and observance of the rule of law and human rights.

(ix) Democracy is based on the existence of well-structured and well-functioning institutions, as well as on a body of standards and rules and on the will of society as a whole, fully conversant with its rights and responsibilities.

(x) It is for democratic institutions to mediate tensions and maintain equilibrium between the competing claims of diversity and uniformity, individuality and collectivity, in order to enhance social cohesion and solidarity.

(xi) Democracy is founded on the right of everyone to take part in the management of public affairs; it therefore requires the existence of representative institutions at all levels and, in particular, a Parliament in which all components of society are represented and which has the requisite powers and means to express the will of the people by legislating and overseeing government action.
(xii) The key element in the exercise of democracy is the holding of free and fair elections at regular intervals enabling the people’s will to be expressed. These elections must be held on the basis of universal, equal and secret suffrage so that all voters can choose their representatives in conditions of equality, openness and transparency that stimulate political competition. To that end, civil and political rights are essential, and more particularly among them, the rights to vote and to be elected, the rights to freedom of expression and assembly, access to information and the right to organize political parties and carry out political activities. Party organization, activities, finances, funding and ethics must be properly regulated in an impartial manner in order to ensure the integrity of the democratic processes.

(xiii) It is an essential function of the State to ensure the enjoyment of civil, cultural, economic, political and social rights to its citizens. Democracy thus goes hand in hand with an effective, honest and transparent government, freely chosen and accountable for its management of public affairs.

(xiv) Public accountability, which is essential to democracy, applies to all those who hold public authority, whether elected or non-elected, and to all bodies of public authority without exception. Accountability entails a public right of access to information about the activities of government, the right to petition government and to seek redress through impartial administrative and judicial mechanisms.

(xv) Public life as a whole must be stamped by a sense of ethics and by transparency, and appropriate norms and procedures must be established to uphold them.

(xvi) Individual participation in democratic processes and public life at all levels must be regulated fairly and impartially and must avoid any discrimination, as well as the risk of intimidation by State and non-State actors.

(xvii) Judicial institutions and independent, impartial and effective oversight mechanisms are the guarantors for the rule of law on which democracy is founded. In order for these institutions and mechanisms fully to ensure respect for the rules, improve the fairness of the processes and redress injustices, there must be access by all to administrative and judicial remedies on the basis of equality as well as respect for
administrative and judicial decisions both by the organs of the State and representatives of public authority and by each member of society.

(xviii) While the existence of an active civil society is an essential element of democracy, the capacity and willingness of individuals to participate in democratic processes and make governance choices cannot be taken for granted. It is therefore necessary to develop conditions conducive to the genuine exercise of participatory rights, while also eliminating obstacles that prevent, hinder or inhibit this exercise. It is therefore indispensable to ensure the permanent enhancement of equality, transparency and education and to remove obstacles such as ignorance, intolerance, apathy, the lack of genuine choices and alternatives and the absence of measures designed to redress imbalances or discrimination of a social, cultural, religious and racial nature, or for reasons of gender.

(xix) A sustained state of democracy thus requires a democratic climate and culture constantly nurtured and reinforced by education and other vehicles of culture and information. Hence, a democratic society must be committed to education in the broadest sense of the term, and more particularly civic education and the shaping of a responsible citizenry.

(xx) Democratic processes are fostered by a favourable economic environment; therefore, in its overall effort for development, society must be committed to satisfying the basic economic needs of the most disadvantaged, thus ensuring their full integration in the democratic process.

(xxi) The state of democracy presupposes freedom of opinion and expression; this right implies freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

(xxii) The institutions and processes of democracy must accommodate the participation of all people in homogeneous as well as heterogeneous societies in order to safeguard diversity, pluralism and the right to be different in a climate of tolerance.

(xxiii) Democratic institutions and processes must also foster decentralized local and regional government and administration, which is a right and a necessity, and which makes it possible to broaden the base of public participation.
Democracy must also be recognized as an international principle, applicable to international organizations and to States in their international relations. The principle of international democracy does not only mean equal or fair representation of States; it also extends to the economic rights and duties of States.

The principles of democracy must be applied to the international management of issues of global interest and the common heritage of humankind, in particular the human environment.

To preserve international democracy, States must ensure that their conduct conforms to international law, refrain from the use or threat of force and from any conduct that endangers or violates the sovereignty and political or territorial integrity of other States, and take steps to resolve their differences by peaceful means.

Democracy should support democratic principles in international relations. In that respect, democracies must refrain from undemocratic conduct, express solidarity with democratic governments and non-State actors like non-governmental organizations which work for democracy and human rights, and extend solidarity to those who are victims of human rights violations at the hands of undemocratic regimes. In order to strengthen international criminal justice, democracies must reject impunity for international crimes and serious violations of fundamental human rights and support the establishment of a permanent international criminal court.

Ministry of Education (2000) has summarized the ideas of principle of democratic into five items.

(i) **Principle of freedom** refers to the natural right which is human congenitalness, in thinking, speaking, and doing, within the boundaries of social order and discipline. However, in such freedom, people have to realize about the duties and rights pertaining to themselves and to others.

(ii) **Principle of Equality** refers to the parity of the people legislatively, although they may have different sex, casts, classes, location, religious, or political ideals. However, the right may be limited by some reasons or conditions. For instance, people have equality in the election, but the limited conditions are for the immature, the ordained, the incapable, etc.
(iii) **Principle of majority** refers to the decision for a resolution through the democratic principle, wherein the majority vote must not be used to take advantage of, or to oppress, or to encroach the right of the minority.

(iv) **Principle of rationale** refers to the belief in the consequence, and give priority to the process or the method to find the right or suitable answer, scientifically.

(v) **Principle of brotherhood** refers to the fact that men have to behave to each other in a sympathetic way, with benevolence, without taking advantage. People have brotherly consideration for the others, without discriminating the races, sex, casts.

Alistair McConnachie (2003) mentions five principle of democracy as follow:

(i) **Freedom of speech, Debate, and Enquiry** : This is a principle of democracy because it is essential to the open debate upon which a vibrant political culture is founded and maintained. It's been said that the strongest power is that which can forbid its own mention. Anybody who attempts to suppress political debate should be suspected of trying to defend illegitimate power.

(ii) **Popular Democracy** : This is where the people, as a whole, are the government, and where the people retain and exercise their governing authority on a perpetual basis. In a Popular Democracy, rather than a Representative Democracy, the people retain and exercise the policy-making and law-making initiative, rather than being subject to it. In a Popular Democracy, the government is the servant of the people, not their master. Its job is to listen, respond and deliver to that which is demanded by the people. These are no suggestion however, that this concept, or any political concept, should be imposed upon other peoples or cultures, or that it is in any sense a morally "superior" system.

(iii) **Open, Accountable and Diverse Mass Media** : The national mass media is crucial to the national democratic process. It is the national mass media which forms and validates most people's understanding of what is "real". It is the national mass media which holds the key to reaching the millions of voters. If you control the mass media that informs the voting choices of the people, then you can control the democratic process. It is essential therefore that the mass media is: (a) **Open** - transparent - so we may know the
people behind it and their agenda; (b) **Accountable** to the public, so we may acquire a remedy when it is inaccurate. The "freedom of the press" must be balanced with its accountability; and (c) **Diverse** in the sense those media monopolies should not be allowed to develop and dominate. The best way each of us can help build a diverse media is to support alternative media projects.

**(iv) Economic Democracy for the People**: Economic Democracy is the democratization of economic power. This requires decentralizing economic power, and economically empowering smaller units whether it is the individual, or the community, or the people collectively through democratic mechanisms. The present method of money creation, whereby virtually all money comes into society as an interest bearing debt owed to the private banking system is contrary to the democratic imperative that the creation of money should be a public service, under public control for the public good. The present method of money creation gives great power to those private individuals and organizations who create the money. Economic Democracy would empower the people with the means of creating and controlling their own money supply. It would democratize the creation and control of money. Economic Democracy for the people complements the state’s Economic Sovereignty

**(v) Equality before the Law** : Much is made of "the rule of law". This means that judgments are made in accordance with a written law, rather than being made in an arbitrary manner. Just as important as "the rule of law", however, is equality before the law -- meaning each citizen has an equal ability to seek and receive justice. In the society, the ability of a person to defend himself successfully may often depend upon his ability to pay for his defense. It often seems that there is one law for the rich and one law for the poor. A democratic society would ensure each citizen is truly "equal before the law". It would ensure that everybody has free access to the law, just as we have free access to health care. The jury system can also help to ensure equality before the law by defending the common man against an unjust legal order. This is because a randomly selected jury of common people acts as the final arbiters of the "rule of law".

Mansi Chittranshi (2009) explains that democratic principles are thoughts which most citizens believe are vital for a democracy. The most significant principles of democracy are as follows:
(i) **Public Involvement**: Citizens have a right and a responsibility to play a part in government and in social community. Citizens’ contribution incorporates contesting for elections, voting for elections, becoming educated and aware, organizing and attending public meetings, being a part of civil and/or political associations, paying taxes, disputing and imploring.

(ii) **Egalitarianism**: All citizens should be deemed uniformly and devoid of prejudice and be given equivalent chances and prospects.

(iii) **Open-Mindedness**: Even as a large amount of people reign in a democracy, the rights of minority sectors are also sheltered. Everybody should be permitted to communicate their views and join the political, holy or civil organizations of their preference. Liability Government must be liable to the citizens for its proceedings, together with the laws that are approved and how these laws are executed.

(iv) **Lucidity**: Government must be transparent to the citizens about its functions. It must permit the public to give viewpoints before laws are conceded.

(v) **Customary, Liberated and Justified Elections**: Elections must take place in a liberated and fair way, devoid of any pressure, threats, dishonesty and intimidation to the citizens before or during the election. Elections should also be held on a regular basis, every few years.

(vi) **Accepting the Outcome of Elections**: When a political party is defeated in election, its followers must agree with this outcome and not use hostility to modify the results.

(vii) **Financial Liberty**: Citizens in a democracy should be permitted to have some type of personal possession of property and business and they should be permitted to select their own category of work and be a part of labour unions. The government should not completely have power over the economy of a country.

(viii) **Managing Exploitation of Authority**: There should be modes to put off government authorities from misusing their control. The courts should be autonomous and they should have the authority to: (a) Function against government representatives or bodies that get involved in an illegitimate or fraudulent act; (b) Permit for civic contribution and elections; and (c) Keep a check on police misuse of authority.
(ix) **Human Rights**: The human rights of persons and groups should be guarded, if possible through a Bill of Rights. A bill of rights consists of a listing of rights and liberties that are assured to all citizens in the nation. All rights and liberties are sheltered if they are harmed.

(x) **Multiple Party Structures**: Over one political party must be permitted to take part in elections and play a task in administration.

(xi) **Rule of Law**: The rule of law implies that nobody and no authority is higher than the law, together with the chief of the country. Everybody must comply with the law and be held answerable if they break the law. The law must also be evenly, reasonably and constantly imposed. While voting we give the government an authorization to go by and implement laws on our behalf. In formulating laws the government has to pursue what is mentioned in the constitution and it uses the courts additionally just as the police and military to impose the laws. If the government turns out of favour or doesn't do what it assured to do then citizens of a nation can vote for another party in the subsequent election and vote the reigning government out of supremacy. This is fundamentally how democracy functions and why it is effectual as a structure of government.

Street Law, Inc. (2010) illustrates that people from around the world have identified the basic principles, which must exist in order to have a democratic government. These principles often become a part of the constitution or bill of rights in a democratic society. Though no two democratic countries are exactly alike, people in democracies support many of the same basic principles and desire the same benefits from their government.

(i) **Citizen Participation**: One of the most basic signposts of a democracy is citizen participation in government. Participation is the key role of citizens in democracy. It is not only their right, but it is their duty. Citizen participation may take many forms including standing for election, voting in elections, becoming informed, debating issues, attending community or civic meetings, being members of private voluntary organizations, paying taxes, and even protesting. Participation builds a better democracy.

(ii) **Equality**: Democratic societies emphasize the principle that all people are equal. Equality means that all individuals are valued equally, have equal
opportunities, and may not be discriminated against because of their race, religion, ethnic
group, gender or sexual orientation. In a democracy, individuals and groups still maintain
their right to have different cultures, personalities, languages and beliefs.

(iii) Political Tolerance: Democratic societies are politically tolerant. This means that while the majority of the people rule in a democracy, the rights of the minority must be protected. People who are not in power must be allowed to organize and speak out. Minorities are sometimes referred to as the opposition because they may have ideas which are different from the majority. Individual citizens must also learn to be tolerant of each other. A democratic society is often composed of people from different cultures, racial, religious and ethnic groups who have viewpoints different from the majority of the population. A democratic society is enriched by diversity. If the majority deny rights to and destroy their opposition, then they also destroy democracy. One goal of democracy is to make the best possible decision for the society. To achieve this, respect for all people and their points of view is needed. Decisions are more likely to be accepted, even by those who oppose them, if all citizens have been allowed to discuss, debate and question them.

(iv) Accountability: In a democracy, elected and appointed officials have to be accountable to the people. They are responsible for their actions. Officials must make decisions and perform their duties according to the will and wishes of the people, not for themselves.

(v) Transparency: For government to be accountable the people must be aware of what is happening in the country. This is referred to as transparency in government. A transparent government holds public meetings and allows citizens to attend. In a democracy, the press and the people are able to get information about what decisions are being made, by whom and why.

(vi) Regular, Free and Fair Elections: One way citizens of the country express their will is by electing officials to represent them in government. Democracy insists that these elected officials are chosen and peacefully removed from office in a free and fair manner. Intimidation, corruption and threats to citizens during or before an election are against the principles of democracy. In a democracy, elections are held regularly every so many years. Participation in elections should not be based on a citizen's wealth. For free
and fair elections to occur, most adult citizens should have the right to stand for
government office. Additionally, obstacles should not exist which make it difficult for people to
vote.

(vii) Economic Freedom: People in a democracy must have some
form of economic freedom. This means that the government allows some private ownership of
property and businesses, and that the people are allowed to choose their own work and labor
unions. The role the government should play in the economy is open to debate, but it is
generally accepted that free markets should exist in a democracy and the state should not
totally control the economy. Some argue that the state should play a stronger role in countries
where great inequality of wealth exists due to past discrimination or other unfair practices.

(viii) Control of the Abuse of Power: Democratic societies try to
prevent any elected official or group of people from misusing or abusing their power. One of
the most common abuses of power is corruption. Corruption occurs when government
officials use public funds for their own benefit or exercise power in an illegal manner. Various
methods have been used in different countries to protect against these abuses. Frequently
the government is structured to limit the powers of the branches of government: to have
independent courts and agencies with power to act against any illegal action by an elected
official or branch of government; to allow for citizen participation and elections; and to check
for police abuse of power.

(ix) Bill of Rights: Many democratic countries also choose to have a
bill of rights to protect people against abuse of power. A bill of rights is a list of rights and
freedoms guaranteed to all people in the country. When a bill of rights becomes part of a
country’s constitution, the courts have the power to enforce these rights. A bill of rights limits
the power of government and may also impose duties on individuals and organizations.

(x) Accepting the Results of Elections: In democratic elections,
there are winners and losers. Often the losers in an election believe so strongly that their
party or candidate is the best one that they refuse to accept the results of the election. This is
against democratic principles. The consequences of not accepting the result of an election
may be a government that is ineffective and cannot make decisions. It may even result in
violence which is also against democracy.
(xi) Human Rights: All democracies strive to respect and protect the human rights of citizens. Human rights mean those values that reflect respect for human life and human dignity. Democracy emphasizes the value of every human being. Examples of human rights include freedom of expression, freedom of association, freedom of assembly, the right to equality and the right to education.

(xii) Multi-Party System: In order to have a multi-party system, more than one political party must participate in elections and play a role in government. A multi-party system allows for opposition to the party, which wins the election. This helps provide the government with different viewpoints on issues. Additionally, a multiparty system provides voters with a choice of candidates, parties and policies to vote for. Historically, when a country only has one party, the result has been a dictatorship.

(xiii) The Rule of Law: In a democracy no one is above the law, not even a king or an elected President. This is called the rule of law. It means that everyone must obey the law and be held accountable if they violate it. Democracy also insists that the law be equally, fairly and consistently enforced. This is sometimes referred to as "due process of law."

(3) Type of Democracy

The democracy is a way of life in modern world. It is not just about documents or governments, yet it is about the things people do every day that contribute to society and make it a better place to live. People will examine the day-to-day actions that create the democratic way of life. In true democratic fashion, it invites people to join the discussion and share their own experiences as citizens. According to Abraham Lincoln (referred from Samaunvong, hubpages.com: 2010)\(^\text{37}\), the 16\(^\text{th}\) president of United States of America divided democracy into three types:

(i) Direct democracy or Pure democracy: It is a form of democracy in which the people as a whole make direct decisions, rather than have those decisions made for them by elected representatives. For example, in a decision making of electing or dismissing someone, it has to be done by all participations and signatures, or this kind of measure will not work.
(ii) **Representative democracy**: It is a type of democracy in which the citizens delegate authority to elected representatives. For instance, when it is required to make a decision to promote someone in the organization, the people will give all the authority to the elected representative to decide whether he or she will be promoted or not.

(iii) **Liberal democracy, bourgeois democracy or constitutional democracy**: It is a type of democracy that has free and fair elections, a multiplicity of political parties, political decisions made through an independent legislature, and an independent judiciary, with a state monopoly on law enforcement. This can found in a lot of countries in the world, and it goes against autocracy or illiberality. For example, when the decision to do some thing is required to be made, it will not only be participated by the elected parties but also depending the on the legislature and constitutional law itself.

Besides the above types of democracies, it can be found another category of democracy, and that is “Deliberative democracy or discursive democracy”: It is a system of political decision-making that relies on popular consultation to make policy, or it is the combination between direct democracy and representative democracy.

Swaamee Aprtemaanandaa Jee (2011) states three types of democracy as follow:

(i) **Liberal Democracy**: In this type of Democracy, the State has a "Peripheral, little or no role" in either controlling or guiding the lives of its citizens. The best example that comes to mind is that of the United States of the America.

(ii) **Moderate Democracy**: In this type of Democracy, the State has a "Moderate role" in either controlling or guiding the lives of its citizens. The State does not control fully the lives of its citizens. Simultaneously, the State does not have a peripheral role to play either. It is placed somewhere between the two extreme ends of the political spectrum, i.e., the Central and the Peripheral. The best example that comes to mind is that of India.

(iii) **Extremist Democracy**: In this type of Democracy, the State has a "Central role" in either controlling or guiding the lives of its citizens. In this type of Democracy, the "extremist group" comes to power through the democratic means of the ballot box only to exercise Authoritarian/Dictatorial influence over the lives of its citizens. *The political minority*
of the hapless citizens" has little or no freedom of choice as regards the way of life this "political minority of the citizens" wishes to lead. The best example that comes to mind is that of Germany under "Adolf Hitler."

It is notable that the peace loving general global citizens, academicians, politicians and others always must try to encourage the emergence, growth and nurturing of the "Liberal Democracy" if possible. If this is not possible, the efforts must be made to promote the "Moderate Democracy". But at no cost should the "Extremist Democracy" be encouraged or cultivated. If at all any political entity falls a prey to this third type of democracy or metamorphosises into it, the efforts must be made to get canalized the political energy of the newly anointed State authorities into the mainstream of the first two categories so that this particular political entity on its own relinquishes the cover of the third type and becomes a truly "Liberal Democracy" or a "Moderate Democracy".

Held, David (2011) describes that democracy has taken a number of types or forms, both in theory and practice. The following kinds are not exclusive of one another: many specify details of aspects that are independent of one another and can co-exist in a single system.

(i) **Representative democracy**: This involves the selection of government officials by the people being represented. If the head of state is also democratically elected then it is called a democratic republic. The most common mechanisms involve election of the candidate with a majority or a plurality of the votes. Representatives may be elected or become diplomatic representatives by a particular district (or constituency), or represent the entire electorate proportionally proportional systems, with some using a combination of the two. Some representative democracies also incorporate elements of direct democracy, such as referendums. A characteristic of representative democracy is that while the representatives are elected by the people to act in their interest, they retain the freedom to exercise their own judgment as how best to do so.

(ii) **Parliamentary democracy**: This is a representative democracy where government is appointed by parliamentary representatives as opposed to a 'presidential rule' wherein the President is both head of state and the head of government and is elected by the voters. Under a parliamentary democracy, government is exercised by
delegation to an executive ministry and subject to ongoing review, checks and balances
by the legislative parliament elected by the people.

(iii) A Liberal democracy: This is a representative democracy in
which the ability of the elected representatives to exercise decision-making power is subject
to the rule of law, and usually moderated by a constitution that emphasizes the protection of
the rights and freedoms of individuals, and which places constraints on the leaders and on
the extent to which the will of the majority can be exercised against the rights of minorities. In
a liberal democracy, it is possible for some large-scale decisions to emerge from the many
individual decisions that citizens are free to make. In other words, citizens can "vote with their
feet" or "vote with their dollars", resulting in significant informal government-by-the-masses
that exercises many "powers" associated with formal government elsewhere.

(iv) Direct democracy: This is a political system where the citizens
participate in the decision-making personally, contrary to relying on intermediaries or
representatives. The supporters of direct democracy argue that democracy is more than
merely a procedural issue. A direct democracy gives the voting population the power to:
(a) Change constitutional laws; (b) Put forth initiatives, referendums and suggestions for laws;
and (c) Give binding orders to elective officials, such as revoking them before the end of their
elected term, or initiating a lawsuit for breaking a campaign promise.
Of the three measures mentioned, most operate in developed democracies today. This is part
of a gradual shift towards direct democracies.

(v) Inclusive democracy: This is a political theory and political project
that aims for direct democracy in all fields of social life: political democracy in the form of
face-to-face assemblies which are confederated, economic democracy in a stateless,
moneyless and marketless economy, democracy in the social realm, i.e. self-management in
places of work and education, and ecological democracy which aims to reintegrate society
and nature. The basic unit of decision making in an inclusive democracy is the demotic
assembly, i.e. the assembly of demos, the citizen body in a given geographical area which
may encompass a town and the surrounding villages, or even neighbourhoods of large cities.
An inclusive democracy today can only take the form of a confederal democracy that is
based on a network of administrative councils whose members or delegates are elected from
popular face-to-face democratic assemblies in the various demoi. Thus, their role is purely
administrative and practical, not one of policy-making like that of representatives in representative democracy. The citizen body is advised by experts but it is the citizen body which functions as the ultimate decision-taker. Authority can be delegated to a segment of the citizen body to carry out specific duties, for example to serve as members of popular courts, or of regional and confederal councils. Such delegation is made, in principle, by lot, on a rotation basis, and is always recallable by the citizen body. Delegates to regional and confederal bodies should have specific mandates.

(vi) Participatory democracy: This is a theoretical form of democracy that is ruled by a Nested Council structure. The guiding philosophy is that people should have decision making power in proportion to how much they are affected by the decision. Local councils of 25–50 people are completely autonomous on issues that affect only them, and these councils send delegates to higher level councils who are again autonomous regarding issues that affect only the population affected by that council. A council court of randomly chosen citizens serves as a check on the tyranny of the majority, and rules on which body gets to vote on which issue. Delegates can vote differently than their sending council might wish, but are mandated to communicate the wishes of their sending council. Delegates are recallable at any time. Referendums are possible at any time via votes of the majority of lower level councils; however, not everything is a referendum as this is most likely a waste of time. A parpolity is meant to work in tandem with a participatory economy.

(4) Democratic Behaviour

Ministry of Education (2010) expressed the democratic behaviour wherein the teachers should give impetus to the students as follow:

(i) Perception of the role and duty of people under the democratic regime has following indications:

♦ Understand one’s own status (i.e. being a student, or being a teacher, and being a citizen).

♦ Understand the association between oneself and the others people.

♦ Know how to behave appropriately and opportunity to such association and to such a person.
Know how to perform one’s own duty wholeheartedly, and earnestly, with responsibility and advantage to the public.

Abide the regulation as the operational guide in the performance.

Render cooperation according to the role and duty reciprocally.

Operate the duty earnestly, and honestly.

Concede the roles and duties reciprocally.

(ii) Respect to other people's opinion has following indications:

Give people a chance to express their opinion.

Refrain from offensive reaction opposing other people's opinion.

Listen to other people attentively.

Interrogate rationally, when having a doubt or do not understand other people's opinion.

Think of the consequence from the idea or from the action of other people which may affect the public.

Analyze and evaluate the idea, then choose an option which is most advantages to the public.

Give no opinionativeness to one’s own point of view as always being right.

(iii) Obtainment of responsibility has following indications:

Be self-reliance without being a burden for others.

Accomplish the work satisfactorily and on time.

Follow up the work heedfully, without abandonment.

Accept the errors which occurred and try to make amendments.

Pay attention, be enthusiastic, and give cooperation in conceiving, in doing and in solving problems of the congeries in control.

Be self-contained.
♦ Be on time.
♦ Be reliable.
♦ Avoid causing trouble, marring other people or the public.

(iv) Obtainment of self-discipline has following indications:
♦ Perform and practice orderly and neatly, making it a habit.
♦ Obtain the fairness and rectitude to oneself, to others, and to the community.
♦ Respect and bide with the social rules and regulations.
♦ Behave to others appropriately to the occasion, the place, and the person.
♦ Be on time of the appointment.
♦ Concede and perform according the solution of the group.
♦ Be reliable to others.
♦ Know how to control one’s conduct appropriately.
♦ Accept and perform according to the good national culture

(v) Consideration of the public interest in priority to the personal interest has following indications:
♦ Learn to sacrifice a set, strength, concept, time, and opportunity, rationally and appropriately.
♦ Perform every action for the advantage of the public as the priority.
♦ Select to decide and express behaviour to the advantage of the public.
♦ Practice endurance and forbearance for the advantage of the public.
♦ Have conscience and be ashamed for one’s behaviour to preserve one’s interest.
♦ Be courageous to expression an action in conceiving the
rectitude, and keeping the public interest.

- Not to abandon and nor to be indifferent to any action which can avail the public interest according to one's knowledge and capability and in the appropriate opportunity.

(vi) Partaking in the conceiving, in the performance, and in the thoughtfulness with good manners of the Thai culture has the following indications:

- Join the group activities in good faith without abandonment.
- Be willing to perform the duties appointed by the group wholeheartedly.
- Express the opinion for the successfulness of the group.
- Choose to habilitate suitably to the occasion, the place and the convention.
- Select the gentle wordings and manners in expressing one's thoughts and in partaking in the activities.
- Express one's opinion with good manners.
- Give one's ideas to the group in good faith; and give earnest advertent in the expression of opinion.
- Know the way to lose and to win, as well as to forgive and to sacrifice oneself.
- Know the way to give and to take with thoughtfulness.
- Be careful in any action which may hurt other people's feelings.

(vii) Honour given reciprocally according to one's status has the following indications:

- Know how to honour and praise a good performance without bias.
- Know how to express to others without despising, showing any aversion or contumely.
- Dress up properly to pay respect to the occasion, to the person, to the place and to the activity.
♦ Give respect to other people’s notion and point of views, and react properly.

♦ In making contacts with people, render appropriate respect to the responsibility of the opposite.

♦ “Do not use the qualification to oppress or to look down on the wit or the knowledge or the notion of others.”

♦ Know how to console a inferior person and give them the will power, by rendering suitable honors and supports.

♦ Express manners politely and suitable to others according to the good Thai cultures.

(viii) Acceptance and the respect in the right and duty of an individual person have following indications:

♦ Perform one’s best in one’s duty, without interfering, or disturbing or hindering other people’s operation.

♦ Know how to give ponderance to others, without being introvert.

♦ Do not show off, or boast or having a behavior that afflicts other people.

♦ Always think, perform, and decide on the grounds of thoughtfulness evading the affect that it might cause to other people, or to any related persons.

♦ Any actions to be done, should be done by one’s right without perturbing the rights of other people, whatsoever.

♦ Respect the personal rights of other people, as well as other rights belonging to them.

♦ Respect the opinion of other people, while keeping in mind the right of each person.

♦ Accept the difference of persons as a natural event, and try to adjust one’s point of view appropriately.
(ix) Application of wisdom or rationale in solving problems has following indications:

- Know how to use reasons in solving problems of conflicts.
- Do not let temper or emotion overrule the logic in solving problems or in making solutions.
- Solve problems through evidence.
- Do not use a superstition or a presage in making any decisions.
- Do not let bias be a hindrance or a direction in solving problems.
- Know how to analyze and summarize all the events intellectually and rationally at all times.
- Know how use the resource goes usefully, economically, and reasonably.
- Give understanding and sympathetic to the problem of other people, along with a good reasoning.

(x) Accept the role of a good leader and a good follower has following indications:

- Accept the rules or policies of the leader.
- As the leader of the operation, give guidance in creating morale to the team workers.
- Respect and listen to the opinion of the colleagues, as well as their problems, without solely using the authority of the leader.
- Give respect to the leader according to his role and status.
- Separate personal affairs from the working affairs.
- Operate the assigned duties, with a respect to each other’s roles the duties reciprocally.
- Solve problems of conflicts suitably through the principle and the logic of rectitude, keeping in mind each other’s role and duties as well as responsibilities.
Be satisfied with one's present role and duty, and attempt one's best performance.

Have forbearance, as a leader, and as a follower.

(xi) Adherence to the gratefulness, the praising to the triad institutes of Nation, Religion, and Monarch, has the following indications:

- Know how to repay beneficence practiced to oneself and to the public.
- Give honor and respect to the benefactors of the community or of the country.
- Protect the benefactors of the community and/or of the country in the extent of one's role, and in the extent of opportunity.
- Give respect, protection, self-sacrifice, and praising to the King, as the head of the country.
- Decorate the house with flags in the nation's auspicious occasions.
- Protect, take care, and preserve the nation's culture.
- Love, and guard possessively with self-sacrifice, the dignity of the Thai territory.
- Behave and perform according to the doctrine of one's own religion join the rite of one's religion devoutly.

(xii) Adherence to the beneficence in one's life, has the following indications:

- Assist the afflicted, reasonably, and properly.
- Practice to others sympathetically and charitably as coexistence.
- Refrain from afflicting, or from taking advantage of others, or from being selfish.
- Be charitable, giving assistance to the inferiority, reasonably and properly.
- Resolve problems logically and benevolently.
Determine on the value of a object, or a person logically through the evidence.

(5) Democracy and Education

The educational institution plays an important role, apart from the religious institution and the family institution, in cultivating the democracy to the students. Therefore, in order that the students would grow up to be good adults in the true democratic mode of life, the educational institutes will have to be determined to fulfill their roles of cultivating the democracy to the students; so that the democracy would be inlaid in their feelings, their goodwill, and their attitude, right from childhood, with a consequent result to the adulthood.

Christopher Kiliba (2000) illustrates that educational institution should be viewed not only as institutions that impart certain knowledge and skills to students, but also as environments that socialize them. Socializing students to achieve just what "aims" is the subject of current debates among educators, politicians, and business leaders alike. This debate can be understood as a conflict among three points of view: (1) that education is an extension of market forces that helps to prepare students for employment opportunities; (2) that schools should not socialize but should be limited to providing basic academic skills and knowledge; and (3) that education is a democratizing force that helps to prepare students to participate actively in all aspects of democratic life. The John Dewey Project on Progressive Education grounds its work in Dewey's assumption that the aims of education should be oriented towards preparing young people to be full and active participants in all aspects of democratic life. 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.

In the study of Christopher Kiliba, he refers to L.H. Ehman (1980) that the manifest curriculum is not as important as the latent curriculum in influencing political attitudes. This latent curriculum includes how classes are taught, not the subject matter itself. This classroom climate is directly manipulable by teachers and represents a
potentially important level in the political education of youth. The entire school governance climate, which is another aspect of the latent curriculum, is another consistent correlate of student democratic attitudes. In a sense, schools that best teach students the skills to participate actively in democracy are themselves institutions that reflect democratic principles not only in word, but also in deed. The "latent curriculum" that Ehman (1980) speaks of is essentially experiential in character, centering on the kinds of relationships the students form with their peers, teachers, school leaders, community members and the school culture as a whole. Sheldon Berman (1997), updating Ehman’s review of the literature in his book, Children’s Social Consciousness and the Development of Social Responsibility, observes,

What all these studies reveal is that institutional structures whether in the workplace, family, classroom, or school that give young people the opportunity to participate in decision-making about meaningful issues can have an impact on their sense of responsibility, their ability to take a collective perspective, their pro-social behaviour, their understanding of democratic values and processes, and their personal and political efficacy. There is much more to be learned about the relationship between decision making and actual social and political participation, but these studies demonstrate that participatory and democratic school culture makes a significant difference in some of the key building blocks of social responsibility. Traditionally, the school itself has been an institutional "citizen" within its local community (or communities). Schools serve as public spaces, where community members gather to make decisions (board meetings, parent-teacher organizations, etc.), celebrate (plays, performances, fairs and parties) and learn (continuing education classes, community libraries, film series). The school’s teachers and administrators themselves represent the school and its functions to the external community, often taking on roles as community leaders and active contributors to community life. Students attend events and participate in activities at the school which lay outside of the context of the normal school day. They may witness their teachers acting as citizens outside of the context of their roles as teachers. Historically, public schools have been governed democratically via the roles and responsibilities given to elected school boards. While, to varying degrees, authority has been given to appointed and hired professional educators to make decisions concerning the operation of schools. The extent to which teachers, parents, students and individual
community members have a voice in decision-making varies as well. No matter how decisions are made, students can learn about democracy through the ways that decisions are made in their schools. The fact that schools play important roles within the life of local communities, and that they are, to varying degrees, democratic institutions can serve as key elements within students' educational experiences. These external and internal organizational realities help to shape the core values inherent in students' educational experiences namely, a school's curriculum. Berman (1997) cites studies that have concluded that structured civic education curriculum designed to teach civics to students didactically is not effective in imparting a sense of social responsibility in students. He goes on to conclude that when it comes to civic education, it is less important what students are taught than how they are taught.

According to many of those who believe that the aims of education should be devoted to the preservation of democratic processes, the prevailing educational culture found in most schools is based on a philosophy of scientific management in which hierarchy, linearity, and efficiency are stressed. Students learn how to follow direction, conform to norms, and compete with each other in order to succeed. This traditional pedagogy relies on didactic, authoritative learning methodologies in which the teacher is viewed as the "expert" with knowledge to impart to the students. It teaches students important fundamental lessons about their proper, passive roles in their education and by inference in society-at-large. These "closed" classroom environments fail to teach students much about democratic processes and how to function within them. Berman found:

A closed classroom climate is one where teachers use authoritarian classroom strategies, maintain singular control of the classroom and curriculum, and either avoid controversial topics or present limited perspectives on these conflicts. Ehman (1980) extensive review of the political socialization literature, he found that open classroom climates promoted democratic values, enhanced efficacy, and encouraged participation while closed climates promoted authoritarian values and had a negative impact on efficacy and participation. Leming (1992) found the same pattern in his review of the impact of contemporary issues curricula. He notes that 'curricula that involved peer interaction, most often through group discussion and activities where students were actively involved in the
collective exploration of attitudes and values in an open and democratic atmosphere, were found to be consistently effective in producing attitudinal change.’

According to the McCormick Foundation Conference Series (2009)\textsuperscript{48} It was found that the better education nations are more likely both to preserve democracy and to protect it from coups. Therefore, there is a close relationship between education and democracy. The democratic activities should be organized in educational process are as follow:

(i) **Democratic activities for over all goal of civic education** : The overall goal of civic education should help young people acquire and learn to use the skills, knowledge and attitudes that will prepare them to be competent and responsible citizens throughout their lives. The defining characteristics of citizen competency and responsibility include: (a) civic and political knowledge; (b) information about our history and government; (c) basic understanding of democracy and democratic principles; (d) information and resources for electoral participation; and the understanding of institutions and important current events. Five areas of civic education are as under:

(a) Civic and political skills is necessary to participate in civic and political life including speaking and writing, critical thinking, an ability to listen to other perspectives, a sense of social capital and a comfort with the give-and-take process of consensus-building in a democracy.

(b) Civic attitudes respect for diverse viewpoints; belief in the importance of participation in political processes and civic life; understanding of the common good; sense of social and civic efficacy; appreciation of participation in public and civic life; an interest in politics with an intention to vote; and an openness to political persuasion.

(c) Political Participation respects for engagement in traditionally political activities such as voting, attending public meetings, education and advocacy on public issues and voicing opinions through letters to elected officials or the media.

(d) Community Participation refers to active participation in voluntary organizations such as church, neighborhood associations, youth groups, etc.

(e) Civic Commitments respects for a sense of personal responsibility in society; a willingness to participate in mutual endeavors and to address common
needs; and a commitment to making change to promote or maintain equity and fairness.

(ii) **Classroom based education** : Classroom-based education about the government, history, laws and democratic institutions is vital. Much of the important foundational information about the system can be taught in a classroom setting. If students learn about democratic systems, history and current events in a well-structured curriculum, they may retain that information into adulthood. A well-structured curriculum features instruction should be in the following areas:

(a) Constitution and its principles as applied to the past and the present

(b) History, both at home and abroad, and its major themes

(c) Structure and processes of government and elections over time

(d) Powers and limitations of different branches of government at the federal, state and local levels

(e) Realistic depiction of legal and political systems that illustrates how society has changed and can change to reflect “a more perfect union”

(f) Explicit connections between formal instruction and concrete actions in students’ lives Material not contained in a text book, particularly primary source materials and visits from experts and other resource people in the community to learn about important events, ideas, and issues affecting students, their communities, the nation, and the world key democratic knowledge, skills and concepts, including the role of citizen as the most important role in a democracy

According to the study of Illinois High School (2009)^49 it was found that classroom-based education does make a difference. Students who have had courses in government and history perform better on tests designed to measure civic knowledge. More knowledgeable adults vote more consistently and vote on issues rather than

(ii) **Encouraging discussion of current events** : Students often retain information better if it is connected to real world events. Encouraging discussion of current events in the classroom allows teachers to demonstrate concepts they are discussing. It also allows students to learn about current affairs and wrestle with the complexities of making decisions about important issues. Quality classroom engagement with current and controversial issues features:
(a) Discussion of controversial public issues (local, national and international)

(b) Information about public issues is provided through a variety of sources including newspapers and other media

(c) Discussion is balanced and does not indoctrinate

(d) A focus on an interpretable text, issue or idea

(e) Open-ended (authentic) questions are asked for which there are no obvious answers

(f) Relevant background knowledge, including life experience, is used in a logical way

(g) Different opinions are expressed, heard, respected, understood and analyzed

(h) Participation is not centered on any one person

(i) Students have opportunities to listen, speak and feel welcome to participate from a variety of perspectives in a supportive environment

(j) Students are engaged intellectually and emotionally

(k) Students develop reasoned positions using ideas and arguments presented in the discussion

(l) Students have license and opportunity to change points of view or reach different conclusions based on evidence and insights offered during a discussion

It was found from the conference that students who discussed issues in class were more likely to say they had participated in civic activities than students who had no opportunity in class to think through and discuss public issues. Students who have the opportunity to discuss controversial public policy issues in a supportive atmosphere are more likely to express higher levels of political efficacy, interest, trust and confidence than their peers without such experiences. An open classroom climate for discussion is a significant predictor of civic knowledge, support for democratic values, participation in political discussion and political engagement.

(iv) Service learning linked to the formal curriculum and Classroom instruction: Service learning has evolved from community service and voluntary activities to a more structured experience that includes a strong relationship between service and
classroom learning objectives. Such experiences enable students to venture into the community and perform work that is explicitly connected to their academic work through writing, discussion and reflection. Service experiences help reinforce classroom learning and allow students to make connections between what is being learned and the world they will enter as adults. Successful integration of service learning in schools is marked by the following indicators:

(a) Part of the broader educational philosophy of the school, reflected in the school’s mission statement, and linked to academic learning and the broader curriculum

(b) Intentional focus on civic outcomes and encourages civic commitment (i.e., taking action to solve problems; participating in civic dialogue; working for the common good)

(c) Meaningful student work on public issues with a chance of seeing positive results

(d) Student role in selecting and designing their projects and strategies and reflecting on their experiences and work

(e) Focus on increased student knowledge of the community (i.e., identifying key organizations and individuals in the community; policies and issues that affect the community; and the community’s strengths, needs and challenges)

(f) Opportunities for student assessment of political problems and pursuit of political responses within a non-partisan classroom setting

It is noted that carefully structured service learning does appear to enhance civic attitudes; especially those related to tolerance and respect for others’ opinions. Service learning with a more explicitly political focus appears to produce better civic engagement results than those that are more apolitical. It is most effective when students have a legitimate voice in the project, supporting the point that civic skills (communication and collective decision making) can be learned through service learning.

(v) Encourage extracurricular activities: After-school activities such as clubs, student interest groups, newspaper, yearbook, debate or school governance allow young people the chance to work toward a common interest. These activities provide
opportunities for students to develop personal and social responsibility. Such activities are usually run by schools, but can also be provided through non-profit and community organizations. There is the relationship between extracurricular activities, especially during adolescence, and later political and civic engagement is one of the most striking of all the promising approaches. Organizations that involve working on a collective outcome (such as yearbook, student government or even a chess club) have much stronger results than those that are related only to enhancing individual interests. Those with a collective focus seem to be better able to develop the civic skills.

(vi) Arrange the Mock Trial: Mock Trial programme provides an opportunity for students to experience what it is like to prepare and present a trial. Mock trials are structured like a “real” court trial and follow very similar rules. Students of all ages and abilities receive a hands-on learning experience while playing key roles in a legal setting. This simulation helps students understand how the legal system works and what roles judges, lawyers, bailiffs, juries and witnesses play in the system. Mock Trial helps foster understanding and respect for the legal system and the rule of law by:

(a) Promoting greater understanding and appreciation for the law, court procedures and the judicial system;

(b) Improving basic life skills, such as critical thinking, communication and advocacy skills;

(c) Improving communication and cooperation among community members including students, teachers, government leaders, law professionals and citizens;

(d) Increasing appreciation for the principle of equal justice for all;

(e) Promoting an awareness of current legal issues;

(f) Promoting the exchange of ideas among students from throughout Illinois while providing a fun, rewarding and memorable experience; and

(g) Fostering teamwork, collaboration and cooperation among young people of diverse interests and abilities.

Mock trials can be conducted in the classroom any time throughout the year. Teams of students should be coached by attorney volunteers and teachers and must work together to prepare their presentations from case materials. There several researches
show that students who participated Mock trials were more committed to participatory
citizenship, more interested in service and had a greater sense of political efficacy than peers who did not participate in Mock trials.

(vii) Authentic opportunities for student leadership and decision-making:

For most students, school is a major part of their world. While family and other activities may take a portion of their time, the greater part of every student’s day is spent in school. As a result, much of their world, including friends, responsibilities, problems and issues, is related to school. In order to encourage young people to learn how to assume responsibility for their communities, providing leadership opportunities for their school community is a logical step. Myriad opportunities exist for students to understand school issues and make and execute decisions about school activities, from day-to-day planning to peer mediation, organizing and fundraising. Encouraging student participation in school governance can extend well beyond the few who are typically involved in formal student government. Authentic student leadership and decision-making opportunities include:

(a) Opportunities to discuss school policies, present their viewpoints and positions and be heard respectfully;
(b) Information about student rights and responsibilities in school;
(c) Opportunities to work with others to address school problems;
(d) Established processes for students to air their grievances, including issues of fairness;
(e) Meaningful decision-making roles for addressing facets of school life that are important to students;

(f) Authentic student roles in resolving tensions and issues in school;
(g) Established school mechanisms and processes by which to gauge and respond to student voices.

The evidence from many researches shows that there is a strong, consistent relationship between those who participate in student government and adults who are politically and civically active. Students who believe their student government matters indicate they are more likely to vote as adults, even if they are not involved in student government themselves. The students who believe their student council has an impact on
school policies are more knowledgeable about politics and interested in current events than other youth.

Dana Bennis & Isaac Graves (2011) state that democratic education begins with freedom and respect for young people. There has been a surge of interest in this education approach since the 1990s, leading to the creation of new democratic schools throughout the world. Currently, more and more people realize the deep significance of basing education on freedom, respect, and self-determination. Democratic education is an educational approach grounded in respect for human rights and a broad interpretation of learning, in which young people have the freedom to organize their daily activities, and in which there is equality and democratic decision-making among young people and adults. Democratic Education describes two core elements of a democratic school: (1) adhering to human rights within the school framework, and (2) operating school life on the basis of democratic procedures” (Institute for Democratic Education: 2006). Describing these democratic procedures can be mentioned the following three characteristics: (1) individual rights, (2) political democracy, and (3) equal opportunity.

1.2.3 Democracy in Curriculum

According to the Thai National Education Act, A.D. 2001, together with the information from the Tenth National Economic and Social Development Plan A.D. 2007-2011 for human capacity development, as well as priorities advocated by the Ministry of Education for youth development for the 21st century led to revision of Basic Education Core Curriculum A.D. 2008. Consequently, the Basic Education Core Curriculum A.D. 2008 was formulated for greater clarity and appropriateness. Improvement was made for presentation of objectives and process of implementing the curriculum at educational service areas and school levels. Succinct vision, objectives, learners’ significant capacities and desired characteristics, learning standards and indicators have been presented, providing guidance for preparation of curriculum for teaching & learning activities at each educational level.

Principles: The Basic Education Core Curriculum A.D. 2008 is aimed at enhancing capacity of all learners, who constitute the major force of the country, so as to attain a balanced development in all respects - physical strength, knowledge and morality. They will fully realize their commitment and responsibilities as Thai citizens and members of
the world community. Adhering to a democratic form of government under a constitutional monarchy, they will be endowed with basic knowledge and essential skills and favourable attitude towards further education, livelihood and lifelong learning. The learner-centred approach is therefore strongly advocated, based on the conviction that all are capable of learning and developing themselves to their highest potentiality. Notable principles underlying the Basic Education Core Curriculum are as follow. (Ministry of Education: 2008)

(1) The ultimate aim is attainment of national unity; learning standards and goals are therefore set with a view to enabling the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.

(2) The curriculum facilitates education for all, who have equal access to education of high quality.

(3) The curriculum facilitates decentralization of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs.

(4) Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.

(5) The learner-centred approach is strongly advocated.

(6) The curriculum is intended for education of all types - formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

Goals: The Basic Education Core Curriculum A.D. 2008 is aimed at the full development of learners in all respects - morality, wisdom, happiness, and potentiality for further education and livelihood. The following goals have consequently been set for achievement upon completing basic education: (Ministry of Education: 2008)

(1) Morality, ethics, desired values, self-esteem, self-discipline, observance of Buddhist teachings or those of one’s faith, and applying principles of Sufficiency Economy Philosophy;

(2) Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills;
(3) Good physical and mental health, hygiene, and preference for physical exercise;

(4) Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under a constitutional monarchy; and

(5) Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious coexistence.

From the principles and goals of curriculum, it is observed that the educational institutions are responsible in administering the learning & teaching methodology to accomplish the students’ duty and role in democratic society, and cultivate the democratic attitude to them. Thus, education management should emphasizes on the importance of knowledge thought capability, morality, learning processes and social responsibility. The aims are to foster the well balanced development of each individual, as learner is the most important. Every one is capable of learning and self-development; learners should be encouraged to develop themselves in line with their natural inclinations, and to fully realize their own potential. The following subjects are considered very important: - i.e. knowledge about self, relationship between self and society, family, community, country and the world; Thai society historical development, political system, democratic government and monarchy under constitution; science and technology knowledge and skills; knowledge, and sustainable experience in management, preservation and utilization of natural resources and environment; knowledge about religion, art, culture, sports, Thai wisdom and their application; knowledge and skills in mathematics; languages and their application, in particular Thai language; knowledge and skills in careers; knowledge and skills in leading a happy life.

Educational institutions are responsible for administering learning development which emphasizes thinking processes, management and confronting real situations and the application of knowledge for preventing and solving problems; organizing activities to enable learning from actual experience; arranging practical exercises to enhance skills in doing, critical thinking and satisfactory achievement; fostering reading habits, the thirst and continuous search for knowledge, inculcating skills for a well balanced integration
of all subjects; facilitating learning processes to enable learners to be all round knowledgeable and training in application of research procedures as part of learning processes. For all these activities, consideration shall be given to the differences among learners. Attempts must be made for learning at any time, in any place. Learning outputs and experience can be equated at all education systems.

1.2.4 Democratic activities organized in educational institutions

As the democracy is in demand around the world, the newly formed democratic societies attempt to rebuild their countries politically, economically, and socially, and to extend to their citizens the rights and freedoms they deserve. One thing is apparent: their long-term success will depend in large measure on how quickly and deeply the principles and institutions of democracy take root in the hearts and minds of their citizens. If the ideals that fueled the popular struggles against oppression are to be realized and remain secure over time, people must come to understand and appreciate what democracy is, what life in a free society means, and what institutional arrangements and personal behaviors are necessary for such a society to endure and prosper. They must develop the habits, attitudes, and values that make democracy possible, and the commitment and enthusiasm necessary to nurture and sustain it. Only if each generation comes to understand and appreciate democracy will this form of governance prove to be stable and successful.

Matthew Gandal and Chester E. Finn (2005) described that the desire for freedom may be innate, knowledge of how democracy functions must be taught and learned. Any society that wishes to remain free needs to ensure that its citizens are well educated in the theory and practice of democracy. Part of the responsibility for such education lies with the schools, which may teach children not only through the formal curriculum, but also through the conduct of their institutional affairs and through various extracurricular activities. Yet, formal schooling is not the only educational influence in a free society. Informal sources i.e. courses, programmes on television & radio, articles in newspapers & magazines, and activities organized by educational institutions can also help students to learn about democracy.

Any effort at democracy education must begin with a clear picture of what is to be taught and learned. It is, therefore, crucial that those designing educational activities.
Democracy is a system of self-government where the citizens are equal and political decisions are made by majority rule, but always with the protection of minority rights. In its purest form, democracy affords citizens the opportunity to participate directly in the decision-making process. This is called direct democracy. But given the size and complexity of today’s societies, it is generally more practical for citizens to elect representatives who will govern and make decisions on their behalf. Representative democracy relies on regular, free, fair, and competitive elections to hold the government accountable to the people.

In order for people to understand and appreciate their opportunities and responsibilities as democratic citizens, they must receive a sound education. Such an education seeks not only to familiarize people with the precepts and practices of democracy, but also to produce citizens who are principled, independent, inquisitive, and analytic in their outlook and committed to democracy. Education for democracy should not be viewed as an isolated subject, taught for a short time each day and otherwise ignored. It is linked to nearly everything else that students learn in school whether it be history, civics, ethics, or economics and too much that goes on outside of school. In short, good democracy education is part of good education in general. Education for democracy occurs in a variety of venues. The most common environment is the schools, which, in a democracy, are not controlled by government alone. Democratic governments do provide schooling for their citizens which must be equally accessible to all, and not be used as a vehicle for government propaganda but democracy allows for alternatives as well.

Matthew Gandal and Chester E. Finn (2005) illustrated about the school curriculum that within the school curriculum, the history, principles, and practice of democracy may be treated as a distinct course of study or worked into a number of other disciplines (including history, geography, economics, literature, and social studies). Alternatively, these ideas may be viewed as a theme around which an entire history/social studies curriculum can be organized. However the curriculum is structured, it must cover four fundamental areas if students are to have a sufficient understanding of and appreciation for democracy. First, adequate attention must be paid to the roots and branches of the democratic idea as well as to the history of its expansion throughout the world. Students must learn where and how the principles of democracy were born, paying close attention to the circumstances in which they emerged. Second, the curriculum must help students explore
how the ideas of democracy have been translated into institutions and practices around the world and through the ages. Third, the curriculum must explore the history of democracy in the students own nations.

In established democracies, most schools pay too little attention to the history and principles of democracy. As a result, generations of school children do not fully understand or appreciate the political system in which they live. They have come to take democracy for granted. Recently, however, some school systems have begun to adopt curriculum frameworks that offer guidelines on how better to integrate the study of democratic ideas into the educational system, and their experiences can be instructive for new democracies. A curriculum framework is not designed for classroom use. Rather, it serves as a foundation upon which classroom materials, lesson plans, teacher guides, assessment mechanisms, and teacher training programs can be built. Students must perceive the complexity of social, economic, and political problems. They should know their rights and responsibilities as citizens and understand the Constitution as a social contract that defines democratic government and guarantees individual rights. They must respect the right of others to disagree with them. They must be active citizens, and know how to work for peaceful change in society. They ought to understand the importance and the fragility of democratic institutions. They should recognize the conditions that encourage democracy to prosper and those that work against it. Finally, students should develop a keen sense of ethics and citizenship and care deeply about the quality of life in their community, their nation, and their world.

Regarding the methods for teaching democracy, Matthew Gandal and Chester E. Finn (2005) stated that education for democracy can be approached in a manner appropriate to students in different levels. Whatever the age of the student, pedagogy is naturally most effective when it captures his or her imagination. Teaching democracy lends itself well to such creativity and excitement. Students can read textbooks, monographs, biographies, autobiographies, heroic tales, poetry, and other works discussing and illuminating aspects of democracy. They may study primary documents, such as democratic charters and constitutions. They may put on plays or skits dealing with important issues or events. They may even play games, solve puzzles, and hold contests. One useful way to inform students about their government and the democratic political system is to invite
governments, critics, and analysts to visit the classroom and answer student’s questions. This will not only teach children how government works, but it will also help bring it to life.

Another way to make democracy vivid for students is to incorporate it into everyday classroom activities. Give students some say in matters affecting the class. Let them vote on certain issues. Allow them to work in teams, teach other children, allocate resources, make presentations, and lead class discussions. All these activities require skills vital to democratic life, skills that are often best learned through experience rather than didactically. Teachers may encourage democratic behaviour through their classroom techniques as well. Lecturing to a class is not always the best way to reach students. Students should be involved in discussions and encouraged to ask questions. If they are timid or cannot seem to come up with any questions or comments, the teacher must ask questions and stimulate discussion. This is one of the most difficult things for students and teachers in newly free societies to get used to, but it is an essential element of democracy education. Questioning is the beginning of wisdom.

Materials and media can be used for democratic activities organized in educational institutions. The best way to get a message about democracy is the dissemination of educational materials such as books, pamphlets, brochures, leaflets, and posters. Libraries also play an important role in a free society. By serving as a resource center and providing citizens with ready access to information on a variety of subjects, usually at little or no cost to the reader, libraries can be effective means of democracy education. The news media are among the most influential institutions in modern societies. Nothing reaches more people than radio, television, newspapers, and magazines, and these can be potent educational vehicles. One tried and true way to learn about democracy is to read classic democratic texts books that have significantly contributed to democratic movements throughout history.

In order to provide education for democracy, schools may provide extracurricular activities learning outside the classroom. Extracurricular activities such as athletic teams, clubs, and youth groups give students opportunities to work together toward a common goal, and often require them to select leaders and make important decisions.
Students interested in theater, dance, photography, computers, and other hobbies may organize clubs for these activities, where democratic norms can be put into practice. Particularly effective at imparting democratic knowledge and skills are debate clubs, which encourage students to take an active interest in public affairs, express their opinions, and respect the views of others. Student newspapers are also an effective and popular way to involve students in important societal issues while educating them about the role of the media. Students can also learn democratic methods by creating a model of the democratic process. One of the most effective such models is student government, where students from each grade level are elected by classmates to represent them in resolving important school-related issues. Through their involvement in campaigns, elections, and the day-to-day operations of government, students learn first-hand about the democratic process. In addition, student councils provide students with a voice in school administration a means of influencing decisions that will affect them directly. (Matthew Gandal and Chester E. Finn :2005)

Making the school environment more democratic is one important way to encourage the democracy. To make the education system and school environment more democratic is to decentralize the process of school governance and to engage more people in decision-making. Just as students should have a say in important decisions affecting them inside and outside the classroom, so should principals, teachers, parents, and others with clear interests in the policies and practices of individual schools. This objective can be accomplished in various ways. Schools may form administrator-teacher committees to make decisions on such issues as class scheduling, student testing, and classroom discipline. Parent-teacher associations may make recommendations on curriculum or school budgets. And broader governing bodies, perhaps including administrators, teachers, and parents, may oversee these and other important issues. In each case, elections can be held to determine who will serve, and meetings and forums may be called to engage a wider constituency in the issues under consideration. (Matthew Gandal and Chester E. Finn :2005)

It is important to recognize that decentralization of school decision-making does not automatically make the process more democratic. Individual school heads may function in an authoritarian fashion, too. But decentralization at least creates an opportunity for sharing of authority and responsibility, for introducing more democratic forms of school
governance, and for the active participation of teachers and parents. Students observing these examples of democracy in action are also apt to get a clearer understanding of how it works than those whose schools are just cogs in a vast bureaucratic wheel. Sometimes the students even participate directly.

Ministry of Education (2008) mentions that democratic activities organized in educational institutions refers to the attempt of the educational institutions (i.e. Primary and secondary level) in various proceedings to make the students grow beautifully in the democracy. The democratic activities organized in educational institutions from the aforementioned concepts, can be done in four aspects as follow:

(1) Democratic activities administered in organization
(2) Democratic activities organized under instructional process
(3) Democratic activities organized under extracurricular activities
(4) Democratic activities organized under democratic environment

(1) Democratic activities administered in organization

An organization with a democratic character is considered to be the most proficient and efficient in the world in accomplishing the task of a polity. Therefore, four principles of democracy are administered in organization:

(1) Principle of freedom or respecting the liberal rights : This refers to the principle of respecting the natural right, innate from birth, in the thinking, speaking, and doing, within the boundaries or frame of social order & discipline or rules & regulation. However, in applying in such freedom liberty, everyone has to realize the duties and rights pertaining to himself, as well as to the others.

(2) Principle of equality : This refers to the principle which considers that men are equal by law, even though they differ in sex, castes, classes, habitations, religions, or political ideals. However, they might be limited by some reasons or conditions. Such as in an election, every one is equal in an electoral vote, but will be limited by the condition of immaturity, imprisonment, ordainment, incapacity.

(3) Principle of brotherhood : This refers to the practice which men do reciprocally, with sympathetic, charity, and without taking advantage of anyone. This
practice is to be done with a sense of kinship, and without the segregation of races, sex, castes, and beliefs.

(4) Principle of rationale: This refers to the belief in the reasoning, giving priority to the process or the theory, and questing of the right and proper solution, scientifically.

(5) Principle of accepting the majority: This refers to a principle which accedes and abides to the solution of the majority. This principle is most important in the "democracy". However, governing by the majority must not take the advantage of, or oppress, or afflict the rights of the minority.

Strasbourg (2005) mentions that administering democratic activities in organization should be the seven characters as under:

(1) All members of the organization have the right to a safe and peaceful school. Everyone has the responsibility to contribute to creating a positive and inspiring environment for learning and personal development.

(2) Everyone has the right to equal treatment and respect regardless of any personal difference. Everyone enjoys freedom of speech without risking discrimination or repression.

(3) All members of the organization ensure that everyone is aware of their rights and responsibilities.

(4) Every democratic organization has a democratically elected decision-making body composed of representatives of the members of the organization where appropriate. All members have the right to vote.

(5) In a democratic organization, conflicts are resolved in a non-violent and constructive way in partnership with all members of the school community. Everyone is trained to prevent and solve conflicts through counseling and mediation.

(6) Every case of violence is investigated and dealt with promptly, and followed through irrespective whether students or any other members of the organization are involved.
(7) Educational organization is a part of the local community. Co-operation and exchange of information with local partners are essential for preventing and solving problems.

Ministry of education (2008)\(^{60}\) has propounded a way in administering the democratic activities in organizations with the following characteristics:

1. Give a chance for the personnel to cooperate in thinking, performing, solving problems, and taking responsibilities within the organization.
2. Appoint the personnel to operate conversantly according to his own capability.
3. The leader will not use his power to order from his own notion.
4. The personnel cooperate in abiding and in practicing according the rules and regulations mutually agreed upon.
5. The leader renders the equality and the rectitude to members.
6. The work is divided and disseminated thoroughly to members.
7. Make determinations logically.

Moreover, in engineering an organization within a school, the school will have to associate with the community enabling the school to produce a kind of education, which does not separate from the community. This is the direct role and duty of the school. The school is responsible in partaking with the community in developing and administering the democracy led by the King. The said activities, which can support the association between the school and the community, have following practice:

1. Schools have to development plans and schemes; moreover schools can educate the community about the democracy.
2. School and the community cooperate in planning to solve problems and to develop the realization of the people in the community about their duties and rights in democracy. This is focused on the objective of the state, such as going to vote in an election, and protesting the vote purchasing.
3. Personnel in the community partake in the giving of knowledge and good attitude about democracy to the students, such as inviting personnel in the community
who is able and learned and who can be a good model, to act as a resource person, giving knowledge to the students.

(4) School cooperate with the community in providing activities supporting the democracy such as cooperate with the community in organizing a democratic exhibition, or in operating beneficial practice, or in operating specific performance.

In the conclusion, it can be said that democratic activities administered in organization means an activities in the organization operate with a democratic character which is considered to four principles of democracy i.e. freedom, equality, brotherhood, rationale, and accepting of majority.

(2) Democratic activities organized under instructional process

In instructional process, two directions which can cultivate the democracy are as follows: (Ministry of Education: 2008)

(1) Democratic activities organized through the democratic context, stipulated in the curriculum, with focus for the students to acquire the knowledge in the substance, and generate the expected democratic behaviour.

(2) Democratic activities organized through the instruction and insert the democratic process into various subject of the teaching process. Such as, the students will work in groups, and can perform their roles completely. The students make decisions logically and solve the problem by the majority. The students work together in good cooperation and practice to each other amicably with care and kindness. The teacher will be friendly with every student. Adherence will be made on the rules and regulations with equality. This adherence can become flexible if necessary. The students should be given some chances in the interrogation of the teacher's instructions. Thereby, the instruction administration to cultivate the attribute in the democratic principle to the students should be proceeded as follows:

(2.1) Students can fully acquire the democratic course while working in the group i.e. the culture of working group is composed of the ability to perform completely and correctly according to one's role. Such as when a student has been assign to work as a leader, or as an member, or as a secretary; the teacher in supervision must see to it that the students perform their tasks perfectly. There should be a full rotation of duties among
these students; each acting as a leader, a secretary, or a member.

(2.2) Logic decision should always be used in any conflicts. For instance in a case when the opinions of the students and the teacher is not in congruent, or when there a conflict among the students themselves, or between the students and someone else; whereby before taking any action at all, the teacher should always listen to the reasons or to the opinion of the opponent.

(2.3) Majority resolution is used when a debate is being carried on. In this case, a topic is being discussed with no solution. After a deliberative reasoning, a majority resolution can be made. However, after a controversy has been made until there is a consensus outcome, then it is best to take the majority. Nevertheless, avoid using the majority for any case of fact.

(2.4) Keep students together by letting them work together a practice amicably to each other in the brotherhood, notwithstanding their economic status, nor the profession of their parents, nor the superior or inferior complex of each of them

(2.5) Render cordiality, with kindness and care to every children.

(2.6) Abide rules and regulations which has been regulated with equality, and flexibility, according to reason and the situation.

(2.7) Give the students a chance to partake in the evaluation of the teacher and the group.

(2.8) Give the students a chance to partake in the impute on the teacher’s instructions. This can reflect the teacher’s work, as well as showing the open-mindedness of the teacher in accepting students’ opinions. In this case, the teacher may use a questionnaire for the students to express freely on the teaching behaviour of the teacher, or question may be even be put on the students, informally, with a friendly sense and manner, etc. Besides, the Basic Education Core Curriculum A.D. 2008 is aimed at the full development of learners in all respects i.e.

(a) Morality, ethics, desired values, self-esteem, self-discipline, observance of Buddhist teachings or those of one’s faith, and applying principles of Sufficiency Economy Philosophy;

(b) Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills;
(c) Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under a constitutional monarchy; and

Therefore, the students must be able to choose an advantageous way to communicate, thinking, problem-solving, according to their duty and role as good citizens of democracy. In this case, the students will acquire enough knowledge and skills to cooperate with others; have a habit of improving the work, self-esteem, self-discipline, and applying principles of Sufficiency Economy Philosophy. They should have the habit of improving the community. This includes the building of good morality, ethics, and desired values.

In cultivating the students into the positive democratic attitude taking advantage from the democratic activities, three main categories should be included:

(1) Students are acquired sufficient knowledge, understanding, and skill about the development of social, politics, and democratic polity to be applied in their democratic life. The curriculum must be clearly determined the objective and the context of the democracy, in the subject group of social education, for every level of education.

(2) Insert democracy into teaching process of every group of subject. According to the Basic Education Core Curriculum A.D. 2008, the cultivation of democracy in can be provided in many aspects, such as the expectation for the students to be able to think; to perform; to solve problems; to create; and to be able to understand problems in economics, socials, and politics. The aim is for the students to really understand true social status, as well as perceiving the problems and solutions.

In order to fulfill this purpose, teachers must realize their duties, and respect the rights of others; and acquire correct knowledge and understanding about democracy. They should have a democratic at heart. In the role of the instructors, the teachers must give advice and guide the students to their knowledge and understanding by themselves. They must also urge the students to study by themselves on regular basis. They should instigate the student to be interested in the work of the representatives, in the locality level, and in the national level, and thereby make successive follow-up on their works.
Besides, the teachers must give guidance on the standard for selecting the student representatives, and on the way to vote. Teachers will also have to impel students to be interested in the election. All these ideas conform to the research of Ratchanee Palarak (2000) where it was found that teachers play an important role in cultivating the democratic mode of life for the students.

Students must have good discipline. They must respect and strictly abide the law. They must be self-reliance. They must be a reasonable listener, with a democratic at heart. They must be logical in solving problems. They must join various activities wholeheartedly. They must accept the roles of each other, and be a good leader, as well as a good follower.

In instructional process, teacher must indicate the democratic attribute and behaviour to the students before hand in each lesson (i.e. to let the students know about the require attribute). Build up a democratic environment and atmosphere, and allow the students to partake in the administration of the learning & teaching, both within and outside the curriculum. A group process may be used for the students to ask questions and to express opinion, which will create a friendly atmosphere among teach and students. Use many ways of teaching, so that the students can use their initiations. Teachers have to allow the students to participate in the decision making in the classroom. The student should be taught to have reasons and to know how to solve problems; through the group education; through researches; and through debates and controvert. The students should be taught to praise people with a democratic at heart. Teachers must have a good mastery of their subject and share concerns with the students.

Teachers must use lots of devices in assessing an operation (i.e. the observation, the interview, the sociometry). Teachers must also obtain devices in observing the conduct changes of the students, in order to evaluate the operational result.

As for the idea and the method in cultivating democracy for the students in school; the teachers and students must cooperate in thinking and performing to the accomplishment, incontinently and orderly, with mutual interest. Hence, the teacher must always bear in mind that the students must be guided to train themselves, so that they will grow up to be self-reliable. The students must practice until they are able to do things by themselves. In organizing any activities, the teacher must not discriminate that one is a
teacher and one is a student, but should consider that this is an operation of training for both parties. In every instruction and activity, the students must be guided to always give their cooperation in conceiving with the direction of the advantage for the public, rather than for the personal interest. The teacher must never support a contention, to see who is the smarter, or the smartest. The result to the work will be compared in groups rather than individually. This will create a unity in the group. In the instruction, and in the activities, the teacher should impetus the students to do more talking than the teachers. In an occasion where a student is able to speak, in the teachers’ stead, the individual will be allowed to talk a once. In this encouragement, the students must only speak of the truth. They will talk about a verifiable fact which is acceptable to every one. The topic must be advantageous to everyone, and should create unity. The speech should be mild and polite. This is training for the students to be able to make a speech, which is beneficial and well spoken. This will be a true democratic speech. All the instructional process activities will be cooperated by the teachers and students for the peace and happiness of the school. The students will initiate their own work from their notions, rather than copying or stealing the idea or the work from other people. (Banjong Sangpakdee: 2001).

Regarding the democratic instructions in school, the students will not only be trained to know and understand what a good attitude about the democracy, but they will also have to be trained in various skills, which can be applied to their every day live in the democratic society. The skills to be trained are social skills. This is the cooperative know-how. The students will learn to work with the others. They will cooperate in taking responsibilities, and accede the rights of other people. They will be trained on the working skills such as; the construction of supposition; the compilation of information and facts; the reports; the speech in the group. The skills in the group performance are: the cooperation and planning as leaders; the co-decision within the group; and the evaluation of the group performance. The mental skills are: to learn how to think, and to know of how to use and apply the logic in solving problems. (Jarolimek: 1997).

In organizing the new democracy in school smoothly and naturally, the classroom will have to be set suitably. The teacher and students must be amiable and satisfactory to each other. In stipulating any rules, the teacher must, first of all, make it clear with the students and get their consent. The rules must be suitable to their ages and
characters. The teacher should give personal guidance to each student of verily type. This will be advantageous to the children, until they grow up. The organizing of the teaching and the experience must be suitable to the occasion, the limit, and the level of interest and ability of the students. Students will have a chance to show their creative ideas and express their interests and abilities. (Mork: 1967).

In summary, it can be said that Democratic activities organized through the instruction and insert the democratic process into various subject of the teaching process. The students will work in groups, and can perform their roles completely. The students make decisions logically and solve the problem by the majority. The students work together in good cooperation and practice to each other amicably with care and kindness. Adherence will be made on the rules and regulations with equality.

(3) Democratic activities organized under extracurricular activities

Currently, it has been accepted that in administering the education to its efficacy, this has also to depend largely on extracurricular activities. The extracurricular activities will administer the academic knowledge and skill to the students. It can help to solve the problem on the management. Through extracurricular activities the students will learn how to make use of their spare times. The students have a chance to work successfully in the fields, favorable to them. They will learn to use their initiations, to be good leaders, and good followers. They will savvy the way to cooperate, which will create a good association between the teacher and the students, between the students and the school, as well as between the school and the community. (Kanjana Srikalasin: 1990) Through the extracurricular activities, a survey can be done to check the ability of the students, by a real experimental, after a theoretical study in class. Cooperation between the teacher and the students can be made through activities. By applied the activities teachers can get to know more of their students. A good organization of extracurricular activities must suffice the requirement and the interest of the students. An extensive instruction can administer the personality of the students, including their habit, and goodwill. Besides, it can also instill the required attitude to the students. Hence, they can become good citizens in the democracy.

Many forms of extracurricular activities can be organized in educational institutions i.e. (a) let the students partake in the dissemination of democracy in making
public relations, (b) train the students to learn about the equality in various occasions such as getting in queue in submitting the work, in buying food, etc, (c) participate in the electing the Board of Students in the Student Council, (d) partake in the activities of the library, (e) partake in the school field trip activities, (f) partake in the activities of Boy Scout, Girl Scout, Red Cross youth, Girl Guide, as well as other beneficent activities. Besides, there should be an "advisory opinion box" for the students to give advantageous opinion to the public.

Miller and others (1956) mentioned about the importance of the organization of student activities. Apart from the direct advantage to the students, it can also replenish the curriculum. Moreover, the research reveals the reason and the need for the student activities, in a case of schools where students have poor conduct, and then they should focus on improving the students conduct. But in a case where the behaviour of the students is satisfactory, then the school should stress on the activities, encouraging a better behaviour. However, this has to be done on the grounds of democracy. Chances are given to the teachers, students, and other personnel to take a role in the conceiving, performing, problems solving, and cooperate in taking responsibilities. The team work will create good understanding and association among the parties, with mutual interest as a priority. (Payong Sontes: 1999).

However, the objective of the democratic activities is to prepare the students in the mode of democratic life of the Thai community. This can administer self-discipline for the students. Students will know how to work together. Moreover, activities can increase to wide interest for the students. It will enable them to realize and to abide the rules and regulations, as well as other formatted; and will develop the special talent of the students. It can also develop a good unity in school; (Easton, David: 1969). Apart from this, Gorton, (1983) stated that the success of developing of democracy can hardly be found in the normal instructional process. The need in organizing activities to support the democracy should be as follows:

(1) The need to develop the wisdom and many phases of abilities to the students.

(2) The need to develop the adaptable skills to condition with the others, under a friendly atmosphere.
(5) The need to assist the students in creating new friendship more extensively, not only within the classroom.

(6) The need to develop new interests for the students.

(7) The need to show more ugliness, than just to sit still, and wait to answer questions, showing good advertency.

(8) The need to arrange celebrations and shows such as in merriment, get-together parties, concerts, plays, etc.

(9) The need for the students to learn how to serve others in the society, so that they can become grown-ups with a more seniority status.

The needs stated above conform to the activities supporting the democracy for students on top of the normal instructions. This is also in congruence with the educational administration of the Ministry of Education in two groups:


These activities are a part of the curriculum, according to the basic education core Curriculum Structure 2008 stipulated two groups of activities. The first group is for the Boy Scout, Girl Scout, Red Cross youth, Girl Guide, and beneficent performance. The second group is the 12 activities which the school may present to the students. These are vocational activity, agricultural activity, cooperative activities, industrial activity, religious activity, arts and cultural activity, Thai community activity, library usage activity, and the co-curricula activities, such as sports activity, entertainment activity, cultural arts and environmental conservation activity, field trip activity.

The various activities according to the regulation of the Ministry of Education have already cultivated the democracy in themselves. Therefore, if the school can operate the activities completely according to the said regulation, it can be considered as cultivating the democracy.

(1) Give the students an open chance to choose the activity according to their preference

(2) The readiness is prepared in encouraging the personnel to understand the process of organizing the activities according the regulation of the Ministry of
Education, i.e. the readiness in the appliances, the building, the location and the supporting budget.

(3) There is the public relation, explaining and inviting the students to join the activities.

(4) The students are given a chance to vote for the directors who would operate the activity of their group.

(5) Encourage the director to proceed the activity of the students, in cooperation with the teachers who are the technical advisors, in planning the activity organization. They will proceed in an explicit scheme, or work planning.

(6) Encourage the provision for the activity which focuses on the team process, and the actual operation.

(7) Encourage for the students to take-part in compiling, and in evaluating the activity, in concluding, and in reporting.

(B) School Activities: These are the activities, besides the curriculum structure, which the school should encourage to be proceeded, which can be detailed as follows:

(1) The Activity of the Student Council: The objective is to train the students to take responsibility. They should work in team. They should be train to be a good leader and a good follower. The students should be encouraged to take-part in the process of the school activity in the democratic principle. The Student Council may come from the representatives or the President of various Assemblies, or the monitors of every classroom. The component of the Student Council may be composed of a president, a vice president, a director, a cashier, a receptionist, a public relation, a secretary, and a secretary assistant. The role of the Student Council is to represent the students in the school activity i.e. to coordinate between the work of the students and the school management, or the teacher, and the professors of the school. They should be initiative, and manage the advantageous scheme to the professors of the school. They should be initiative, and manage the advantageous scheme to the school and to the community according to the consent of the school. They should perform the activities as assigned.
(2) Outstanding Days Activities: These are the normal activities which the school perform every year, such as the New Year Day, the Festival Day, Buddhist Lent Day, Mother’s Day, and the Birthdays of Their Majesties the King and Queen. In the organizing of the outstanding day’s activities which support the democracy, the school should determine clearly in the operational plan or in the school calendar. The personnel should have a chance in the operation in various characters, such as:

(2.1) Specific directors or specific groups should be constituted to work such special days. They might be appointed on a permanent basis or on an annual basis for specific occasion. Wherein, the management will choose their own presidents, and then let the president choose his directors or team work. Another way of doing this is to make an election from the body of the teachers or professors.

(2.2) The Student Board of Directors or the person responsible for the activity may be appointed to make the execution. The responsible body should coordinate in such a way that the school personnel can take-part in the activity.

(3) The Policy Activity: This is the activity which has been assigned on the policy from the school, or the Department, or the Ministry, or the Government. It may be a continuous activity, or even be a specific occasion, such as an independent activity seeking income during the term, a physical activity, a cooperative activity, planting activity, school vegetable activity, AIDs waging activity, atmosphere and environment activity, and the scientific activity, etc. Normally, these activities have their specific principle and means, especially for a process abiding in the democracy. If only the school would support in the activity to be in the stipulated means, or try to instill the personnel to take responsibility in a wide scope, then this is considered as the activity, which cultivates the democracy.

(4) Promotion of Creative Thinking activity: This is a kind of activity which the school supports the creative thinking, or the initiative thinking. It may be an invention, on an innovation which is advantage to the public. This activity may be operated along with other activities, such as encourage the students to apply their scientific knowledge in the new inventions, in the form of framework, using the local resource and materials. This may even be an activity where seniors assist juniors, etc. The school should encourage and support these activities in various ways, such as making public relations, inducing the people to join
the activity. There may be a contest for outstanding pieces of work: put up an exhibition to show the work, give certificates to praise and honor, etc.

(5) Special Activities: Students may be sent to various skill contests, or a quiz contest for a fund. They may be sent to the local sports, or concerts, to conform the unit’s request. This may include the exhibition and stalls in various festivals. The school should encourage the special activities, while making researches, and follow up. In a case of annual activity, the school should make the planning in the calendar and train the students beforehand. In the activities where the school is distinguished, and been asked from to units for the performance, the school should support these activities. Apart from encouraging the students to show their talents, it is also a way to publicize the school. Hence, the student activities play an important part in cultivating the democracy of the students. The educational institutions must show their earnestness. Moreover, the educational institution must encourage people from all parts, and types to take part in the cultivation of democracy. This will induce the objective accomplishment of developing the democracy. This is in congruent with the research work, which found that the operational activity for the students, will enable them to practice the democratic means than just learning bluntly from the curriculum or the theory. (Ratchanee Palarak: 2000)

In conclusion, democratic activities organized under extracurricular activities means an activities in the educational organization which cultivate the democracy to the students through two directions i.e. (a) Activities According to the Education National Act 2001, and (b) through the instruction and insert the democratic process.

(a) Activities According to the Education National Act 2001 which is a part of the curriculum, according to the Basic Education Core Curriculum Structure 2008 i.e. the Boy Scout, Girl Scout, Red Cross youth, Girl Guide, vocational activity, agricultural activity, cooperative activities, industrial activity, religious activity, arts and cultural activity, Thai community activity, library usage activity, and the co-curricula activities, such as sports activity, entertainment activity, cultural arts and environmental conservation activity, and field trip activity.

(b) School Activities which is besides the curriculum structure i.e. students council, outstanding Days Activities (New Year Day, the Festival Day, Buddhist Lent Day, Mother's Day, and the Birthdays of Their Majesties the King and Queen).
(4) Democratic activities organized under democratic environment

The environment is a status which neither cannot be seen nor touched, but can be sensed from the reflection of the people's feeling, (Ministry of Education: 2008) While the environment is everything that surrounds us, which can be clearly seen, or unseen. These are separated into three types:

(1) Natural Environment: There are the natural resources such as air, water, minerals, forests, earth, solar power, energies in the world, all the living things right from plants animals and human beings.

(2) Environment Built by Men: These are the surroundings that men built up from their technical know-how, with inventions from the natural resources, such as buildings, roads, machines, etc.

(3) Social Environment: This is the governing system of a country, demonstrating the family characteristics, the religion, the education, the vocation, the believe, the attitude, and rites. The social environment relays the knowledge, and stipulates the performance format the people in the community. It has also been said in this way that the environment is a factor to support the democracy to the students in school. Such environments are: the family environment, the school environment, and the social environment, as well as the politic system, the economics, the cultures, and the scientific systems. The spiritual environment relates with the believe, the notion, the point of view, and the goodwill. The Thai way of life has an influence to the juvenile's way to behave, or to refrain from sin, and to make a good way of living after a person completed school.

Hoy and Mikel (1982) stated that an able administrator with good efficacy has one important factor. That is the arrangement of good management climate, stated from stipulating the policy, whereby the personnel within the school partake the policy, whereby in the policy stipulation. There will be clear work assignments, and supervisions. There are also praises, morale, and welfare rendered to the staffs. Moreover, the overall picture of a good school will reflect a good effect to the personnel of the school (i.e. the feeling of love and the feeling of possession which is shared by all). The school environment can be classified into three categories.
(1) Physical environment: This is the material surrounding around the school. The way to set any physical climate is up to the need of a particular educational institute. The personnel and staff must cooperate in “thinking and doing,” which will encourage a good knowledge. Everyone can share a part of the owner, especially the students who are the core of the educational administration. Therefore, the teachers and the executives must accept the ability of the pupils. As students are the important part of an educational institute, they should be allowed to express their views, make decisions, and cooperate in planning for the development of the educational institute’s environment.

With a good physical environment, the school personnel will be advertent to work, with a happy working life. The characteristic of a good physical environment are: sanitary, beauty, cozy, and orderly. The physical environment is therefore influential in creating the management climate of an educational institution. The school administrator who wishes to guide his organization to the successfullness according to the target will have to try to make the necessary amendments, and improvement, as well as build up factors accordingly. The building of good environment is one of the means in cultivating the democracy to the students and the school personnel. Therefore, the educational institute plays an important role in creating a good and suitable environment which will result to the good atmosphere of democracy.

(2) Technical environment: This is the instructional status both inside an outside the classroom.

(3) Management environment: This is the performance status within the school, which avails the accomplishment of tasks through the cooperation of the whole of staff. The management environment is most important to any climate arrangement because of the management is propitious to the climate arrangement and the environment, as well as the performance of the school staff. It will give a good effect to the school climate, making it amiable and friendly with operation from all concerned. The school environment should be encouraged for the well being of all concerned. This type of environment believes on understanding, cooperating and sharing. Members of this type of environment have high morale in their work, with a warm feeling, with love and affection. They have high positive feeling. The kind of work which emphasis on the satisfaction than the result will enhance the
creative and initiative thinking, with a good relationship than the order or supervision with strict rules and regulations.

In conclusion, the administrator has an influence to the creating of management environment in an educational institute which will lead to efficacy of the operation, hence, meeting the objective successfully. It can be said that a school management environment has a resemblance to the characteristic of that school. The school environment is relevant to the effect of the working cooperation.

Somsak Ruengsuwan (2001) have stipulated the status of the atmosphere of environment into three types as follows:

(1) Physical Environment: This is the arrangement within the school boundaries, school buildings and units, classrooms, auxiliary rooms, and heavy equipment. These places will have to be clean, fresh, cozy, beautiful, animated, and creative with convenience and safety. The setting must also be worthwhile and useful.

(2) Technical Environment: This is the instructional environment, both inside and outside the classroom. As well as the technical services and encouragement which world avail the best experience for the students, under the animated and democratic atmosphere.

(3) Management Environment: This is the administration of association between the personnel within the school, and the support and encouragement of morale to the personnel in various ways.

Office of the Basic Education Commission (2008) state that school environment helps to cultivate the democratic mode of life of the students. It can help the student to understand the roles of good citizen in the democratic country. Therefore, the teachers must be reasonable. They should respect the students' point of views. They must always listen to the students, and respect the rights of the students. Teachers should encourage the student to work in team. Moreover, the interaction among the teachers is also a way to make the students learn about the democratic mode of life. Once a student steps into the school everything in sight will create an experience for the learning. The interaction among the teachers or between the teacher and the management will display an important model for the students to learn about the democratic way of life. The amiable and helpful
interaction among the teachers, with good communication, and with a feeling that children of every class are their students; the collaboration in this way among the teachers will help to cultivate the democracy to the students. As far as the interaction between the management and the teachers, which renders a good example to the children is in the way that the management must always consult with the body of the teachers and seek for their comments for improvements.

The management should emphasis on the good understanding among the staff, creating a good management environment which is an important factor in cultivating the democracy among students. Ministry of Education (2008) said that the arrangement for a management environment is very important to the school accomplishment, and is the prime responsibility of the executors. The best way for the executive to arrange the environment is to point out the objective which is congruent to the requirement of the people in that educational institution.

According to Halpin's theory (1966), school environment is refers to school climate. There are six theories of school climate as follows:

(1) Open Climate: This is an animated atmosphere. The personnel are attentive to their work, with good morale.

(2) Autonomous Climate: In this working atmosphere, the executive renders good cooperation to the staff. The colleagues and free in their work and can get along together well, with high relationship.

(3) Controlled Climate: This is the kind of working atmosphere whereby the executive tries to supervise, investigate, and order the colleagues to work as told.

(4) Familiar Climate: This is the working atmosphere where the executive and the staff work together will good relationship. The executive rarely supervise or give orders, but allows his colleagues to work in their own satisfaction.

(5) Paternal Climate: In this atmosphere, the executive gives orders, making a close control, and treating the colleagues strictly.
(6) Close Climate: This is an atmosphere where the executive is lack of knowledge, lack of personality as a leader, the co-workers and not enthusiastic and has no will power to work.

In conclusion, democratic activities organized under democratic environment means an activities which stipulated the status of the atmosphere of environment into three types i.e. physical environment, technical environment, and management environment. In the present study, democratic activities organized under democratic environment refers to activities which stipulated the status of the atmosphere of environment into three types i.e.

(1) Physical Environment: This is the arrangement within the school boundaries, school buildings and units, classrooms, auxiliary rooms, and heavy equipment. These places will have to be clean, fresh, cozy, beautiful, animated, and creative with convenience and safety. The setting must also be worthwhile and useful.

(2) Technical Environment: This is the instructional environment, both inside and out side the classroom. As well as the technical services and encouragement which world avail the best experience for the students, under the animated and democratic atmosphere.

(3) Management Environment: This is the administration of association between the personnel within the school, and the support and encouragement of morale to the personnel in various ways.

From the theoretical orientation mentioned above, it is decided to study the democratic activities which refer to four aspects of democratic activities according to suggestion of Ministry of Education (2008)\(^\text{79}\) i.e.

(1) Democratic activities administered in organization
(2) Democratic activities organized under instructional process
(3) Democratic activities organized under extracurricular activities
(4) Democratic activities organized under democratic environment

1.3 DEFINITION OF THE TERMS USED

There are eight important terms used in the study:

1. Psychology

Psychology is a study to understand and attempts to discover all about
human mind and behaviour. It is a broad field of an academic and applied discipline which involves the thought, attitude, feelings, behaviour, actions, mental stages, and personality.

In the present study “psychology” refers to democratic activities organized in Thailand under the National education Act which reference to the 12 aspects of democratic behaviour i.e. Perception of role and duty of people under the democratic regime, Respect to other people’s opinions, Obtainment of responsibility, Obtainment of self-discipline, Consideration of the public interest in priority to personal interest, Partaking in the conceiving; in the performance; and in the thoughtfulness with good manners of the Thai culture, Honour given reciprocally according to one’s status, Application and respect in the right and duty of an individual person, Acceptance of wisdom or rationale in solving problem, Accept the role of a good leadership, and a good follower, Adherence to the gratefulness, the praising to the triad institutes of nation, religions, and monarch, and Adherence to the beneficence in one’s life.

2. Democratic activities

Democratic activities mean the activities of the educational institutions in organizing the democracy to the students through the activities based democratic development. In the present study, the democratic activities consisted of four aspects i.e.

(1) Democratic activities administered in organization
(2) Democratic activities organized under instructional process
(3) Democratic activities organized under extracurricular activities
(4) Democratic activities organized under democratic environment

3. Educational institutions

Educational Institutions are an institution dedicated to education. Educational institutions are defined as entities that provide instructional services to individuals or education-related services to individuals and other educational institutions. There are four kinds of educational institution: (UNESCO: 2003)13

(1) Pre-school (an educational institution before elementary school)
(2) School (an educational institution for primary and secondary students)
(3) School (an educational institution’s faculty and students)
(4) College (an institution of higher education created to educate and grant
degrees; often a part of a university)

(5) University (a large and diverse institution of higher learning created to educate for life and for a profession and to grant degrees)

In the present study educational institutions refers to the primary and secondary school in the Eastern part of Thailand. These schools conduct the instructional programme according to the curriculum of Basic Education Core Curriculum A.D. 2001 under the National Education Act 2001.

(4) Democratic Activities Organized under the National Education Act A.D. 2001

Democratic activities organized under the National Education Act A.D. 2001 means the democratic activities provide by the schools to install democracy for the primary and secondary school students through four activities i.e.

(1) Democratic activities administered in organization

(2) Democratic activities organized under instructional process

(3) Democratic activities organized under extracurricular activities

(4) Democratic activities organized under democratic environment

(5) Democratic activities administered in organization

Democratic activities administered in organization means an activities in the educational organization operate with a democratic character which is considered to four principles of democracy i.e. freedom, equality, brotherhood, rationale, and accepting of majority. In the present study democratic activities administered in organization refers to an activities in the primary and secondary school operate with a democratic character to the students.

(6) Democratic activities organized under instructional process

Democratic activities organized under instructional process means an activities in the educational organization which cultivate the democracy to the students through two directions i.e. (a) through the democratic context, and (b) through the instruction and insert the democratic process. In the present study democratic activities organized under instructional process refers to an activities in the primary and secondary school which cultivate the democracy to the primary and secondary school students through two directions i.e.
(a) Democratic activities organized through the democratic context, stipulated in the curriculum, with focus for the students to acquire the knowledge in the substance, and generate the expected democratic behaviour.

(b) Democratic activities organized through the instruction and insert the democratic process into various subject of the teaching process. The students will work in groups, and can perform their roles completely. The students make decisions logically and solve the problem by the majority. The students work together in good cooperation and practice to each other amicably with care and kindness. Adherence will be made on the rules and regulations with equality.

(7) Democratic activities organized under extracurricular activities

Democratic activities organized under extracurricular activities means an activities in the educational organization which cultivate the democracy to the students through two directions i.e. (a) Activities According to the Education National Act 2001, and (b) School activities. In the present study, democratic activities organized under extracurricular activities means an activities in the primary and secondary school which cultivate the democracy to the students through two directions i.e.

(a) Activities According to the Education National Act 2001 which is a part of the curriculum, according to the Basic Education Core Curriculum Structure 2008 i.e. the Boy Scout, Girl Scout, Red Cross youth, Girl Guide, vocational activity, agricultural activity, cooperative activities, industrial activity, religious activity, arts and cultural activity, Thai community activity, library usage activity, and the co-curricula activities, such as sports activity, entertainment activity, cultural arts and environmental conservation activity, and field trip activity.

(b) School Activities which is besides the curriculum structure i.e. Student Council, outstanding Days Activities (New Year Day, the Festival Day, Buddhist Lent Day, Mother's Day, and the Birthdays of Their Majesties the King and Queen).

(8) Democratic activities organized under democratic environment

Democratic activities organized under democratic environment means an activities which stipulated the status of the atmosphere of environment into three types i.e. physical environment, technical environment, and management environment. In the present study, democratic activities organized under democratic environment refers to
activities which stipulated the status of the atmosphere of environment into three types i.e.

(1) Physical Environment: This is the arrangement within the school boundaries, school buildings and units, classrooms, auxiliary rooms, and heavy equipment. These places will have to be clean, fresh, cozy, beautiful, animated, and creative with convenience and safety. The setting must also be worthwhile and useful.

(2) Technical Environment: This is the instructional environment, both inside and outside the classroom. As well as the technical services and encouragement which world avail the best experience for the students, under the animated and democratic atmosphere.

(3) Management Environment: This is the administration of association between the personnel within the school, and the support and encouragement of morale to the personnel in various ways.
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