



A Comparative Analysis Of Youth Awareness And Sensitization Towards Fundamental Duties In India: Insights From Two Empirical Studies

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Abstract

The Fundamental Duties enshrined in Article 51-A of the Indian Constitution serve as moral obligations for citizens, aiming to promote responsible behavior and uphold national integrity. This review critically examines two empirical studies that assess the awareness and implementation of these duties among Indian youth. By analyzing the methodologies and findings of these studies, we identify key insights and highlight areas for further research, especially focusing on urban centers like Hyderabad. The study also contextualizes youth participation in constitutional democracy and the gaps in civic education, drawing connections with national education policies and contemporary sociopolitical trends.

1. Introduction

The Indian Constitution is a dynamic document that not only grants rights but also defines the obligations of its citizens. Among the latter, the Fundamental Duties outlined in Article 51-A have a significant impact on fostering an ethical and responsible civic culture. The 42nd Amendment Act, 1976, incorporated these duties into the Constitution in response to the Swaran Singh Committee's recommendations, reminding citizens of their obligations to the nation and to fellow citizens.

The concept of Fundamental Duties is based in India's philosophical and cultural ethos, where responsibility ("kartavya") has always taken precedence over rights. The Bhagavad Gita and other ancient Indian texts emphasize the importance of virtuous responsibility in maintaining societal balance. In modern times, Mahatma Gandhi expressed similar ideas, emphasizing that "the true source of rights is duty."

Despite their importance, Fundamental Duties are underrepresented in public discourse, particularly in comparison to the more commonly stated and contested Fundamental Rights. The preference for rights-based narratives over duty-based citizenship adds to a disparity in democratic participation, ethical responsibility, and national integrity. This mismatch is particularly noticeable among Indian youth, who account for more than half of the country's population (Census 2011; projected statistics, 2021). Youth are not just the most populous demographic group, but also the most powerful agents of change in a democratic society. Their commitment to constitutional values is critical to the achievement of India's democratic and developmental objectives.

According to studies, while many young citizens are aware of their rights, many less are aware of or concerned about their constitutional responsibilities. This raises serious concerns about the effectiveness of civic education and value-based learning in India's schools and institutions. The National Education Policy (NEP) 2020 emphasizes the importance of integrating ethics, constitutional principles, and civic consciousness into courses, although implementation remains scattered and inconsistent. In this context, analyzing youth's level of understanding, emotional engagement, and behavioral tendency toward Fundamental Duties is critical. This review paper analyzes two pivotal studies on the topic: one by **Dr. Juhi Garg and Dr. Gagandeep Kaur (2019)**, which explores sensitivity and awareness among law students across India, and the other by **Dr. Dipika Bhadresh Shah and Parmar Narendra M.**, which focuses on youth in Surat City.

By evaluating the objectives, methodologies, findings, and implications of these studies, the review aims to draw conclusions on the current status of civic sensitization among Indian youth. Moreover, the paper highlights the need for localized research, particularly in cosmopolitan and educational hubs such as **Hyderabad**, where diverse youth communities offer new perspectives on civic learning and constitutional engagement.

The paper also explores the implications of these findings for education policy, youth leadership, civic participation, and constitutional governance. It aims to support the formulation of new strategies for civic education and institutional reform that can address the observed gaps.

2. Literature Review

The concept of Fundamental Duties has been widely discussed in constitutional, educational, and civic literature. Scholars such as Basu (2021) and Bakshi (2022) have traced the historical development of these duties and their philosophical foundations in Indian thought. Civic responsibility, according to Rawls (1971), is crucial to upholding the principles of justice and equality in any liberal democratic framework. In India, Fundamental Duties are often seen as non-justiciable yet essential components of a moral society (Sharma & Tripathi, 2019).

The literature suggests that the lack of enforcement mechanisms for these duties has contributed to their limited integration into mainstream civic behavior. Additionally, Kumar (2020) and Iqbal (2023) note that despite constitutional recognition, the awareness levels among Indian youth remain inconsistent,

particularly outside formal legal or humanities education. Several scholars advocate for educational reforms and the inclusion of experiential civic learning models to bridge the awareness-practice gap (Verma & Singh, 2022).

Educational policy documents such as the National Curriculum Framework (2005) and the National Education Policy (2020) emphasize constitutional literacy and civic values but lack a unified national implementation strategy. Moreover, media, family influence, and peer networks play a significant role in shaping civic attitudes, as noted by Pathak (2020). These elements need to be considered while framing localized sensitization programs, especially in urban centers like Hyderabad.

3. Overview of the Studies

3.1 Study by Dr. Juhi Garg and Dr. Gagandeep Kaur

- **Objective:** To assess the awareness and emotional engagement of Indian youth with Fundamental Duties.
- **Methodology:** Surveyed 231 law students aged 18–23 years from various Indian states using a structured questionnaire.
- **Key Findings:** 87.4% of respondents were aware of the existence of Fundamental Duties. However, emotional commitment and practical application were significantly lower. Respondents suggested better civic education and more interactive formats to improve understanding.
- **Conclusion:** Legal awareness is not enough; emotional and moral engagement needs to be strengthened through participatory educational methods.

3.2 Study by Dr. Dipika Bhadresh Shah and Parmar Narendra M.

- **Objective:** To measure the awareness and implementation of Fundamental Duties among youth in Surat City.
- **Methodology:** Surveyed 350 individuals aged 16–40 from seven zones of Surat, covering diverse educational and socio-economic backgrounds.
- **Key Findings:** 41.3% had 80–90% awareness levels. Higher awareness was associated with education and employment. Gender differences also emerged, with women showing slightly greater emotional identification with civic duties.
- **Conclusion:** Civic responsibility is linked with social awareness, which is shaped by education and socio-economic environment.

4. Comparative Analysis

Criteria	Garg & Kaur (2019)	Shah & Parmar
Sample Size	231 law students	350 youth from general population
Age Range	18–23	16–40
Region	Pan-India	Surat City
Methodology	Structured survey	Mixed survey and interview methods
Focus	Awareness + emotional engagement	Awareness + practical implementation
Key Conclusion	Cognitive awareness exists, moral link weak	Education and employment increase awareness

Both studies emphasize the crucial role of education and emotional engagement in promoting constitutional literacy. While Garg and Kaur focus on law students with presumably higher civic exposure, Shah and Parmar's broader demographic offers insights into how socio-economic variables affect civic awareness.

5. Implications for Research in Hyderabad

Hyderabad represents a microcosm of India's youth, with its mix of private universities, government institutions, technical colleges, and minority institutions. Its demographic diversity and political awareness make it an ideal site for studying youth engagement with constitutional values.

Localized studies in Hyderabad could:

- Compare civic awareness between students in public vs. private institutions.
- Study the role of media and peer influence in shaping civic attitudes.
- Investigate youth participation in civic activities and NSS/NCC programs.
- Assess the impact of NEP 2020 implementation in Telangana schools and colleges.

Such studies would provide region-specific insights and help in formulating targeted policies for civic sensitization.

6. Recommendations

Based on the comparative review, the following actionable recommendations are made:

1. **Curriculum Reform:** Fundamental Duties should be included in all undergraduate programs with emphasis on real-life applications.
2. **Civic Clubs and Forums:** Educational institutions should form civic clubs to organize debates, quizzes, and simulations on constitutional values.
3. **Social Media Campaigns:** Leverage digital tools and platforms to reach urban and semi-urban youth effectively.
4. **Teacher Training:** Teachers must be sensitized and trained to teach civic responsibility beyond textbooks.
5. **Community-Based Learning:** Involve local NGOs and civic bodies in organizing workshops, field visits, and civic engagement projects.

7. Conclusion

The review of these two research studies makes it abundantly clear that while awareness of Fundamental Duties among Indian youth exists at a superficial level, there is a pressing need for emotional, educational, and behavioral engagement. The studies reveal that civic awareness is not uniform and varies based on age, education, employment, and gender.

Hyderabad, as a representative urban landscape, offers great potential for future research to address these gaps. A multi-stakeholder approach involving government, academia, and civil society is crucial to strengthening civic responsibility and ensuring that the constitutional vision of participatory democracy becomes a lived reality for India's youth.

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