



WHERE  
**YOUNG INDIA**  
STANDS ON  
**DEMOCRATIC**  
**CITIZENSHIP**

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Highlights from CMCA's National Study of Democratic Citizenship Attributes among Adolescent and Youth Students in Urban India

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## About YUVA NAGARIK METER & this report

This report is a concise summary of the Yuva Nagarik Meter (YNM)<sup>1</sup>, a national study to establish a baseline of democratic citizenship values and attitudes of youth in Urban India. Even almost seven decades after Independence, the world's largest and most diverse democracy does not have reliable empirical data on what exactly our youth are thinking on critical components of democracy and what values they are growing up with to evolve as humane and active citizens.

Children's Movement for Civic Awareness (CMCA) has been in the endeavour of nurturing democratic citizenship values among school children since the year 2000. After nearly a decade of experience working with thousands of high school children across India, CMCA felt the need for a credible and comprehensive benchmark study such as the YNM. It then took three years to garner the significant resources required for such a massive effort and to conceptualize and design the methodology, content and reach.

The YNM was officially kicked off in 2013 with the setting-up of an expert advisory panel comprising noted anthropologists, sociologists, educationists, psychologists, experienced teachers and researchers. Field research was conducted between March 2014 and September 2014 across the 11 State capitals by Social Research Institute, IMRB. A total of 10542 youth studying in 9<sup>th</sup> grade and pursuing various first year undergraduate courses and 757 social science teachers from 330 secondary schools participated in the quantitative survey while 360 students participated in 30 focus group discussions.

The release of this report on the eve of India's 66<sup>th</sup> Republic Day marks the beginning of a journey of reflection and action inspired by the great Constitution of India. CMCA hopes that this first edition of Yuva Nagarik Meter, India's first ever report card on the democratic citizenship attributes of its young citizens, will kick-start a process of introspection in the society at large and stimulate public debates and deliberations that would culminate in the much needed policy interventions.

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Finally, our gratitude to Donors, Board of Trustees and Volunteers of CMCA for their generous support and belief that such a study was of eminent need for our nation.



## YUVA NAGARIK METER: A SYNOPSIS

The Yuva Nagarik Meter (YNM) is set in the context of ever increasing social inequalities, intolerance, violence, human rights violations, poverty, corruption and ecological degradation in India where young people are growing up with rather regressive attitudes and values towards democracy, civic life, gender equality and diversity. The archaic and unimaginative approach to education of youth for democratic citizenship currently prevailing in India is only exacerbating the situation by its failure to inspire the young people and instil democratic values and active citizenship among them. YNM is a pioneering national study of democratic citizenship attributes among young people in urban India and aimed at addressing the policy lacuna and failure of India's elaborate educational paraphernalia in equipping the youth to grow up as humane and active citizens committed to democracy, non-violence, equality, and social justice. YNM seeks to not only strengthen the ongoing efforts to democratize schools and other societal institutions but also serve as a lamp post to CMCA's mission of nurturing democratic values and active citizenship among the youth in the years to come.

The entire process of Yuva Nagarik Meter was guided by a multidisciplinary expert advisory panel comprising of anthropologists, sociologists, psychologists, educationists and researchers while the field research was carried out by Social Research Institute, IMRB International. For the purposes of the study, democratic citizenship was construed as a composite measure of young people's relevant knowledge, ability to comprehend key concepts and issues, positive attitudes and values that are most likely to enable them actively participate in the process of democratic governance while staying committed to rule of law; social equality and justice; peaceful coexistence amid diversity; and ecological sustainability. YNM used both quantitative and qualitative methods for data collection. The quantitative method involved a questionnaire based survey of randomly selected representative sample of 6168 9th grade students from 330 secondary schools across various boards of education and type of ownership and 4374 1st year undergraduate students from 220 colleges across various technical and nontechnical courses. Both the high school and college sample of respondents was equally distributed across 11 state capitals viz. Delhi, Bengaluru, Kolkata, Chennai, Mumbai, Ahmedabad, Bhopal, Jaipur, Lucknow, Patna, and Guwahati. The states were selected across the six geopolitical zones combining population size, per capita income and poll percentage in 2009 general elections.

The questionnaire included both multiple choice and scale type questions across six domains of inquiry viz. rights and responsibilities, democratic governance, adherence to civic rules, environmental conservation, gender equality, and diversity and social justice. The responses were assigned scores to compute mean percentage scores on aggregate level of democratic citizenship as well as domain-wise scores. Negative scoring scheme was used to eliminate "guess-effect" and also differentiate between desirable and undesirable attitudes. In addition to high school and college students, 757 social science teachers selected from 330 secondary schools were surveyed to assess and explore causal relationships between teachers' attitudes towards democracy and diversity and the nature of their pedagogical practices on the one hand and democratic citizenship attributes among the surveyed high school students on the other. The qualitative component involved 30 Focus Group Discussions (FGD) across five selected cities of Mumbai, Chennai, Lucknow, Jaipur and Guwahati. The scheme for selecting focus groups was designed to ensure that 30 FGDs were equally distributed across high school vs. college students, boys vs. girls, and government vs. private educational institutions and also proportional representation of minority religious groups. FGDs were guided by queries such as if and how adolescents and youth construe themselves as "citizens of India"; students' perception of what constitutes "good citizenship" and what doesn't; and the meanings the degree of importance adolescents and youth attribute to democratic form of government, diversity, equality and social justice in the Indian context.

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**The key findings of YNM are:** the aggregate mean percentage score combining high school and college students (N 10542) on democratic citizenship in urban India as measured by Yuva Nagarik Meter is rather low at **21%**; there is no significant difference in the aggregate scores of democratic citizenship between high school (**21%**) and college students (**20%**); attitudes related to environmental conservation is the highest scoring domain for

high school with a **40%** score as well as college students with **45%** score; attitudes toward gender equality is the lowest scoring domain for high schools with a mere **10%** score while attitude towards democratic governance is the lowest scoring domain for college with a score of minus **11%**; both high school and college students score better on citizenship knowledge and comprehension viz. **22%** and **23%** respectively as compared to citizenship attitudes and values viz. **20%** and **16%** respectively; high school students score positively higher on attitudes in comparison to college students; both high school and college girls score higher than boys on gender equality, rule of law, and diversity and social justice.

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The most powerful predictors and influencers of aggregate scores on democratic citizenship of high school students which also account for intercity variations in the score are: the score on democratic citizenship is expected to significantly increase with every unit increase in the score on positive experience at school and home; Those who watch television news and debates regularly are expected to score significantly higher than those who don't; students residing in one of the non-metro cities of Lucknow, Patna, Guwahati, Bhopal and Jaipur are expected to score significantly higher than those residing in one of the metro cities of Mumbai, Delhi, Kolkata, Chennai, Bengaluru and Ahmedabad; those who read newspaper regularly are expected to score significantly higher than those who don't. Factors that do not significantly influence the aggregate scores of high school students are: boards of education, type of school by ownership viz. Private and government, participation in extracurricular activities like NCC, NSS, Eco clubs, scouts & guides, gender, religion, caste, parental education, and household income.

The most powerful predictors and influencers of aggregate scores on democratic citizenship of college students which also account for intercity variations in the score are: the score on democratic citizenship is expected to significantly increase with every unit increase in the score on positive experience at school and home; students residing in one of the non-metro cities of Lucknow, Patna, Guwahati, Bhopal and Jaipur are expected to score significantly higher than those residing in one of the metro cities of Mumbai, Delhi, Kolkata, Chennai, Bengaluru and Ahmedabad; students with political party affiliation are expected to score significantly lower than those who don't; students pursuing technical courses such as engineering, medicine, law and so on are expected to score significantly higher than those pursuing non-technical courses such as bachelor's courses in humanities, science, and commerce. Factors that do not significantly influence the aggregate scores of college students are: participation in extracurricular activities like NCC, NSS, Eco clubs, scouts & guides, gender, religion, caste, parental education, and household income.

The mean percentage score of **12%** obtained by social science teachers (N=757) on democracy and diversity shows that the surveyed teachers have overwhelmingly negative attitudes towards democratic form of government and unfavourable attitudes towards issues of social diversity in India. This is a further vindication of not only the authoritarian culture that pervades across various social and political institutions in India but also a widespread dissatisfaction with government and political leadership in general. Furthermore, it corroborates to some extent the negative/low score obtained by college students on attitudes toward democratic governance, diversity and social justice. However, a mean percentage score of **52%** obtained by teachers on the participatory class room practices and teaching styles appears rather exaggerated particularly considering their low score on attitudes towards democracy and diversity and in the light of overall low score of **21%** obtained by high school students on democratic citizenship.

Given the rather abysmal scores on democratic citizenship, the Yuva Nagarik Meter calls for urgent attention to the need for both families and educational institutions to re-orient, re-vamp and re-equip themselves so as to endow and disseminate democratic cultures for and among youth. More importantly, the Yuva Nagarik Meter does make a strong case for the country to draft and implement on a war footing, a constitutionally guided national policy on education for democratic citizenship backed by allocation of adequate resources and decentralized institutional arrangements.

# TABLE OF CONTENTS

*Click on the links to navigate to the respective page*

	pg
1. <a href="#">Inspiration for Yuva Nagarik Meter</a>	1
1.1 <a href="#">Importance of Democratic Citizenship</a>	2
1.2 <a href="#">The Concept of Democratic Citizenship</a>	3
1.2.1 <a href="#">Defining Democratic Citizenship</a>	3
1.2.2 <a href="#">Behavioural Dimensions of Democratic Citizenship</a>	4
1.2.3 <a href="#">Typology of Democratic Citizenship</a>	4
1.2.4 <a href="#">Towards an Integrated Construct of Democratic Citizenship</a>	5
1.3 <a href="#">CMCA and Nurturance of Democratic Citizenship</a>	6
1.4 <a href="#">Is India's Civic Education Effective in Nurturing Democratic Citizenship?</a>	7
1.5 <a href="#">Rethinking Civic Education in India: Need for Reliable Baseline Empirical Data</a>	8
1.6 <a href="#">What is Yuva Nagarik Meter?</a>	8
2. <a href="#">Sampling &amp; Methodology</a>	9
2.1 <a href="#">Urban India as Geographical Focus</a>	9
2.2 <a href="#">Sampling &amp; Selection of High School and College students and Social Science Teachers as research participants</a>	9
2.3 <a href="#">Composition of Achieved Sample: High School &amp; College Students</a>	11
2.4 <a href="#">Quantitative Component: High school and College students</a>	13
2.5 <a href="#">Qualitative Component: Focus Group Discussions</a>	18
3. <a href="#">Yuva Nagarik Meter: Salient Findings for College &amp; High School Students</a>	20
3.1 <a href="#">Domain ONE: Rights &amp; Responsibilities</a>	20
3.2 <a href="#">Domain TWO Democratic Governance</a>	22
3.3 <a href="#">Domain THREE Attitudes towards Adherence to Civic Rules</a>	24
3.4 <a href="#">Domain FOUR Attitudes towards Environmental Conservation</a>	26
3.5 <a href="#">Domain FIVE Attitudes towards Gender Equality</a>	28
3.6 <a href="#">Domain SIX Attitudes towards Diversity &amp; Social Justice</a>	30
3.7 <a href="#">Overall Domain - wise Picture</a>	32
4. <a href="#">Linear Regression Analysis: Predictors /Influencers of level of Democratic Citizenship among Students</a>	33
4.1 <a href="#">Predictors and Influencers of Democratic Citizenship for High School Students</a>	33
4.2 <a href="#">Predictors and Influencers of Democratic Citizenship for College Students</a>	36
4.3 <a href="#">Yuva Nagarik Meter: Overall picture by Metro &amp; Non-metro Cities</a>	37
5. <a href="#">Social Science Teachers' Survey: Methodology, Sample &amp; Findings</a>	40
6. <a href="#">Yuva Nagarik Meter: Summary of Key Findings &amp; Recommendations</a>	43
6.1 <a href="#">The Big Picture: Where does Young (urban) India stand on Democratic Citizenship?</a>	43
6.2 <a href="#">High School Students: Predictors and Influencers of Democratic Citizenship</a>	43
6.3 <a href="#">College Students: Predictors and Influencers of Democratic Citizenship</a>	44
6.4 <a href="#">Key Findings of Yuva Nagarik Meter: A Narrative Commentary</a>	44
6.5 <a href="#">Summary Note</a>	46
6.6 <a href="#">Rethinking Education for Democratic Citizenship in India: Call for Action</a>	47
7. <a href="#">Annexures</a>	48
<a href="#">Annexure I: Distribution of cities and their population</a>	48
<a href="#">Annexure II: City wise average and mean percentage scores</a>	49
<a href="#">Annexure III: Aggregate mean percentage score significant and non significant influencers of the level of democratic citizenship among high school students</a>	55
<a href="#">Annexure IV: Aggregate mean percentage score significant and non significant influencers of the level of democratic citizenship among college students</a>	56
8. <a href="#">Abbrevations</a>	58
9. <a href="#">The Advisory Panel For Yuva Nagarik Meter</a>	59
10. <a href="#">About CMCA</a>	60

## LIST OF FIGURES

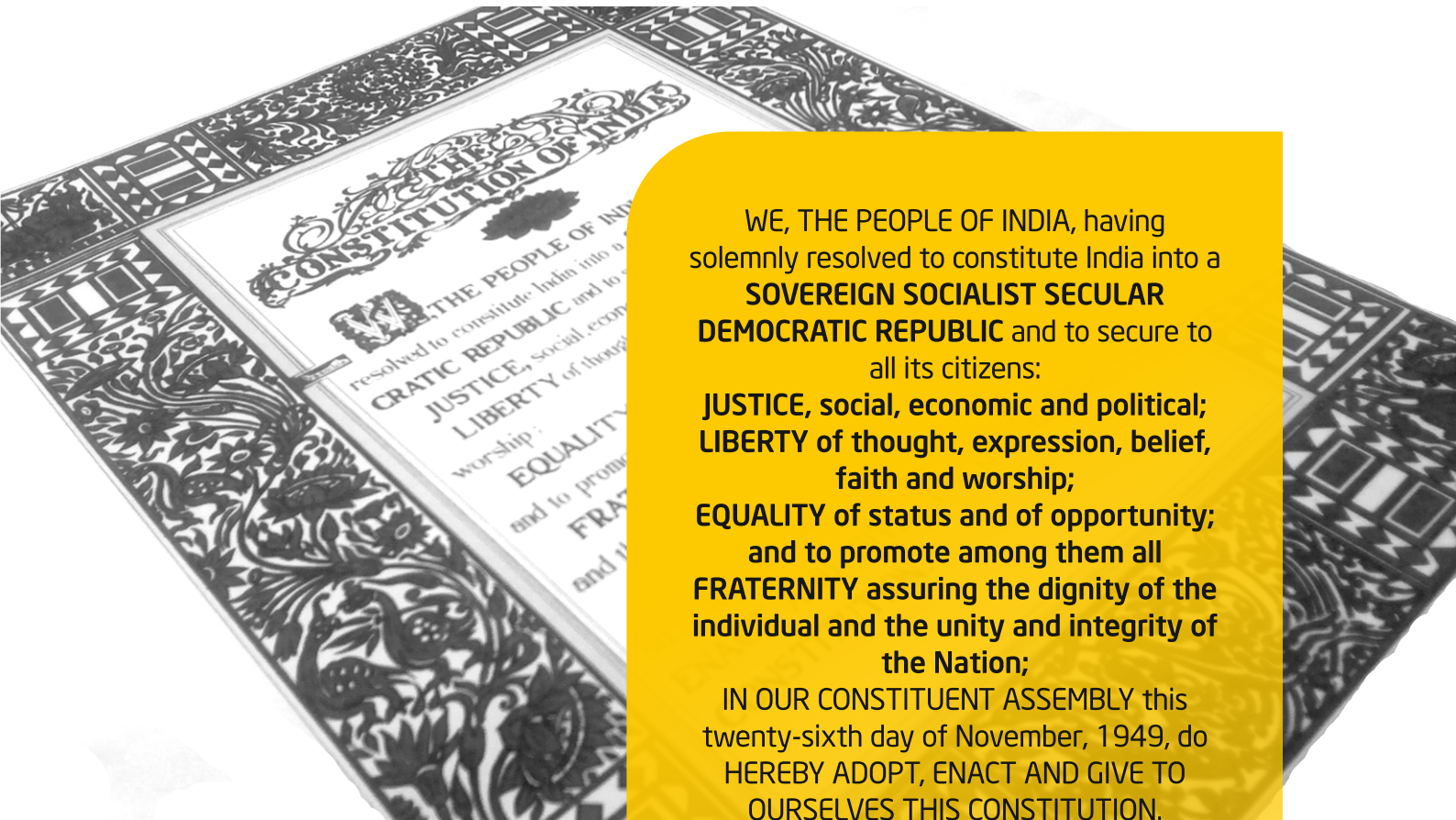
- Figure 1: Importance of democratic Citizenship
- Figure 2: Integrated Construct of Democratic Citizenship
- Figure 3: Attributes of Democratic Citizenship
- Figure 4: Geography of Yuva Nagarik Meter
- Figure 5: Demographic Profile of High School Sample
- Figure 6: Demographic Profile of College Sample
- Figure 7: Yuva Nagarik Meter: Domains of Inquiry
- Figure 8: Urban High School: Domain wise % break-up of questions
- Figure 9: College: Domain wise % break-up of questions
- Figure 10: Maximum Possible Score: College & High School Students
- Figure 11: High School: Aggregate Mean % Score on democratic citizenship by Metro & Non-Metro cities
- Figure 12: College -Aggregate Mean % Score on democratic citizenship by Metro & Non-Metro cities
- Figure 13: Combined Aggregate % Score on democratic citizenship by Metro & Non-Metro Cities
- Figure 14: Demographic Profile of teacher Sample

## LIST OF TABLES

- Table 1: Selection of States and Cities
- Table 2: Sampling Summary- Targeted vs. Achieved Sample
- Table 3: Summary of Scoring Scheme
- Table 4: Overall Distribution of Focus Groups across Gender, Type of School by Ownership & Minority Status
- Table 5: Mean Percentage Score: Rights & Responsibilities
- Table 6: Mean Percentage Score: Democratic Governance
- Table 7: Mean Percentage Score: Adherence to Civic Rules
- Table 8: Mean Percentage Score: Environmental Conservation
- Table 9: Mean Percentage Score: Gender Equality
- Table 10: Mean Percentage Score: Diversity & Social Justice
- Table 11: Combined domain-wise Mean Percentage Scores for High School and College
- Table 12: Most powerful Influencers of Democratic Citizenship among High School Students
- Table 13: Democratic Citizenship Scores of High School Students by Experience at Home & School
- Table 14: Most powerful Influencers of Democratic Citizenship among College Students
- Table 15: Democratic Citizenship Scores of College Students by Experience at Home & College
- Table 16: Mean Percentage Score: Social Science Teachers' Survey

## 1. INSPIRATION FOR YUVA NAGARIK METER

Both CMCA and the Yuva Nagarik Meter are inspired by the Indian Constitution hailed as the *raison-d'être* of democratic governance in India. The Preamble to the Constitution with its emphasis on Democracy, Secularism, Liberty, Equality, Social-Economic-Political Justice and Fraternity not only establishes the basic tenets of democratic citizenship but also the paramount need to nurture the same among Indian citizens, young and old alike.



WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

**JUSTICE**, social, economic and political;  
**LIBERTY** of thought, expression, belief, faith and worship;  
**EQUALITY** of status and of opportunity;  
 and to promote among them all **FRATERNITY** assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**



## 1.1 IMPORTANCE OF DEMOCRATIC CITIZENSHIP

It is universally acknowledged that a strong, vibrant civil society comprising of humane and democratic citizens at its core form the invisible building blocks of a healthy and mature democracy, which, in turn, is a critical prerequisite for sustainable and equitable human development.

Aristotle (384 BC – 322 BC), a Greek Philosopher professed more than two millennia ago that the success and fate of democracy depended upon the quality of its citizens who have an obligation to cultivate their powers of reason and participate in the life of the community. Aristotle believed that in doing so citizens can develop and exercise their civic virtues which primarily refer to a commitment to democratic principles and values that manifest itself in the everyday lives of citizens (cited in Taylor 2013)<sup>1</sup>.

Many centuries later, Charles de Montesquieu (1689-1755), a French social commentator and political thinker said, “The tyranny of a prince in an oligarchy is not as dangerous to the public welfare as the apathy of a citizen in a democracy” (in Mody 2003)<sup>2</sup>. Close on the heels of Montesquieu, Alexis de Tocqueville (1805 -1859), another French philosopher, in his memoirs of America highlighted the importance of Civic Virtues as “habits of the heart,” implying citizens’ reasoned commitment to fundamental principles, such as popular sovereignty, rule of law, religious liberty on the one hand and fundamental values such as life, liberty, pursuit of happiness, equality, truth, and promotion of the common good on the other (Branson 1998)<sup>3</sup>.

Though the human society has undergone radical and unprecedented transformation since the times of Aristotle, Montesquieu, and Tocqueville, their concerns about the role of citizens in a democracy and the importance of civic engagement resonate strongly even today in a rapidly globalizing and technologically advanced world, a world characterized by poverty, inequality, intolerance, violence, human rights violations, infringement on basic freedoms and widespread ecological destruction.

There seems to be a general agreement amongst scholars and development practitioners that enlightened political engagement i.e. - the capability of citizens in identifying and acting on political interests and the recognition of democratic principles and the rights of all citizens to hold and express interests - is indispensable for the effective functioning of liberal democratic governments. A well-ordered polity requires not just well-designed institutions but also democratic citizens with the appropriate knowledge, skills, and traits of character (Galston 2001)<sup>4</sup>. By showcasing well documented case studies from across the “developing” world Green (2012)<sup>5</sup> argues that for development efforts geared towards grappling with inequality and poverty to be successful, active citizens are as important as effective states because collective actions by active citizens to determine the course of their own lives while fighting for rights and justice in their own societies, are critical in holding states, private companies and others accountable for policy decisions and implementation.



Figure 1: Importance of Democratic Citizenship  
Source: Author's Construct

<sup>1</sup> <http://extra.shu.ac.uk/alac/text/Active%20Citizenship%20Article%20.do> last retrieved on 12.01.2015

<sup>2</sup> Mody, Pillo (2003) Democracy Means Bread & Freedom Abhinav Publications New Delhi

<sup>3</sup> Branson, M.S. (1998) The Role of Civic Education-A Forthcoming Education Policy Task Force Position Paper from the Communitarian Network; [http://www.civiced.org/papers/articles\\_role.html](http://www.civiced.org/papers/articles_role.html) -last retrieved on 12.01.2015

<sup>4</sup> Galston, William (2001) Political Knowledge , Political Engagement and Civic Education in Annual Review of Political Science .University of Michigan- [http://www-personal.umich.edu/~prestos/Downloads/DC/9-23\\_Galston2001.pdf](http://www-personal.umich.edu/~prestos/Downloads/DC/9-23_Galston2001.pdf) - last retrieved on 13.01.2015

## 1.2 The Concept of Democratic Citizenship

Given that both research and policies pertaining to education for democratic citizenship also known as political literacy, civic education, citizenship education and so on is gaining steady ground in democracies all around the world, most conceptions of democratic citizenship appear to have a strong educational focus as the following cursory review of literature seeks to illustrate. For the purposes of this report, the terms active citizenship and democratic citizenship will be used interchangeably.

### 1.2.1 Defining Democratic Citizenship:

Owing to decades of OXFAM's experience in different parts of the world, Duncan Green (2012)<sup>6</sup> conceives active citizenship as "that combination of rights and obligations that link individuals to the state, including paying taxes, obeying laws, and exercising the full range of political, civil and social rights. Active citizens use these rights to improve the quality of political or civic life, through involvement in the formal economy or formal politics or through the sort of collective action that historically allowed poor and excluded groups to make their voices heard. For those who do not enjoy full rights of citizenship, such as migrants or in some cultures women, the first step is often to organize to assert those rights.

The European Commission (1998) described active citizenship as a way of empowering citizens to have their voices heard within their communities, a sense of belonging and a stake in the society in which they live, the value of democracy, equality, and understanding different cultures and different opinions. Closely aligned to this description is the most often cited definition in the European context provided by Hoskins (2006)<sup>7</sup>, who conceives active citizenship as "participation in civil society, community and/or political life, characterized by mutual respect and non-violence and in accordance with human rights and democracy".

The Council of Europe's EDC<sup>8</sup> - Education for Democratic Citizenship – programme (2007) construes active citizenship as "coming to grips with what happens in public life, developing knowledge, understanding, critical thinking and independent judgment of local, national, European, global levels. It implies action and empowerment, i.e. acquiring knowledge, skills and attitudes, being able and willing to use them, make decisions, take action individually and collectively". The EDC identifies four key characteristics of active citizenship:

- Participation in the community (involvement in a voluntary activity or engaging with local government agencies)
- People are empowered to play a part in the decisions and processes that affect them, particularly public policy and services
- Knowledge and understanding of the political/social/economic context of their participation so that they can make informed decisions
- Able to challenge policies or actions and existing structures on the basis of principles such as equality, inclusiveness, diversity and social justice.

The core objective of EDC is to encourage and support learners to become active, informed and responsible citizens who are: aware of their rights and responsibilities as citizens; informed about the social and political world; concerned about welfare of others; articulated in their opinions and arguments; capable of having an influence on the world; active in their communities; and responsible in how they act as citizens.

<sup>6</sup> Green, Duncan (2012) *From Poverty to Power (2nd edition) - How active citizens and effective states can change the world*, Oxfam London

<sup>7</sup> [http://ec.europa.eu/citizenship/pdf/report\\_1\\_contextual\\_report.pdf](http://ec.europa.eu/citizenship/pdf/report_1_contextual_report.pdf)- last retrieved on 16.01.2015

<sup>8</sup> [http://www.coe.int/t/dg4/education/edc/Source/Resources/Pack/ToolsTT\\_EDCHRE\\_en.pdf](http://www.coe.int/t/dg4/education/edc/Source/Resources/Pack/ToolsTT_EDCHRE_en.pdf) last retrieved on 14.01.2015

## 1.2.2 Behavioural Dimensions of Democratic Citizenship

Honohan (2005)<sup>9</sup> provides a three dimensional concept of active citizenship consisting of cognitive, dispositional and practical dimensions which is closely aligned with the EDC's four characteristics of active citizenship:

- **Cognitive dimension** - an awareness of interdependencies and common economic, social and environmental concerns. Active citizens inform themselves of the social conditions of their fellow citizens and pay attention to political issues, contributing to policy decisions directly or indirectly. They recognise how they are related to others in being dependent on practices supported by others, and in affecting them by their actions.
- **Dispositional dimension** - an attitude of civic self-restraint: Giving more weight to common interests than prevails in the contemporary culture of individualism. Those who recognize interdependence are more likely to accept, for example, redistributive measures that maintain political equality, individual costs incurred in taking time to recycle, limiting their own pursuit of material wealth, engaging in activities of care, and giving time and energy to political concerns ranging from voting and jury-service to attending hearings right up to serving in office. Such an attitude implies a willingness to effectively challenge infringements not only of one's own rights, but also those of others.
- **Practical dimension** - openness to deliberative engagement: Citizens form their own judgments, are prepared to explain their own positions, to listen to other points of view, and to revise their opinions in deliberation. This does not however, presuppose consensus; there will be strong differences on how to interpret, prioritize and realize common goods. Learning to deal with conflict is itself an important part of civic virtue. Citizens need to be able to exercise independent judgment, but accept decisions when made in a fair public procedure. But they are vigilant with respect to abuses of power, public or private. They are prepared to raise, and support others who raise, issues of concern in the public arena, and to defend the interests of fellow citizens subject to injustices as well as defending themselves.

## 1.2.3 Typology of Democratic Citizenship

While analysing the diverse perspectives on the vision of citizenship in their review of school-based democratic citizenship education programmes in USA, Westheimer and Kahn (2004)<sup>10</sup> provide a typology of "What kind of citizens do we need to support an effective democratic society?"

- **Personally Responsible Citizen:** Acts responsibly in his/her community; works and pays taxes; obeys laws; recycles, gives blood; volunteers to lend a hand in times of crisis.
- **Participatory Citizen:** Active member of community organizations and/or improvement efforts; organizes community efforts to care for those in need, promote economic development, or clean up environment; knows how government agencies work; knows strategies for accomplishing collective tasks.
- **Justice-Oriented Citizen:** Critically assesses social, political, and economic structures to see beyond surface causes; seeks out and addresses areas of injustice; Knows about social movements and how to effect systemic change

Through a simple illustration, they succinctly bring out the key defining feature of each of the three types of citizens viz. a Personally Responsible Citizen contributes food to a food drive, a Participatory Citizen helps to organize a food drive and a Justice-oriented Citizen explores why people are hungry and acts to solve root

<sup>9</sup> Honohan, I. (2005) *Active citizenship in contemporary democracy*, in Harris, C. (ed.) *The Report of the Democracy Commission: Engaging Citizens, the Case for Democratic Renewal in Ireland*, Dublin: TASC and Democratic Dialogue

<sup>10</sup> Joel Westheimer; Joseph Kahne (2004) "Educating the "Good" Citizen: Political Choices and Pedagogical Goals" *Political Science & Politics*, American Political Science Association

causes of food insecurity. Though this three type classification makes eclectic sense, it is not clear for instance, if these types are static, impervious categories or developmentally interrelated on a continuum of Personally Responsible Citizen at the one end and Justice-Oriented Citizen at the other.

### 1.2.4 Towards an Integrated Construct of Democratic Citizenship

The integrated construct of democratic citizenship as depicted in figure 2, encompasses a broader, dynamic process of interplay between precursors of civic action - civic knowledge and understanding, civic dispositions, and civic skills, on the one hand and varying degrees of a citizen's civic responsible behavior and/or, participation in local government and/or political actions for social justice and change, on the other, both operating in a mutually reinforcing relationship while being continuously shaped by citizenship experience. The integrated construct relies considerably on Westheimer and Kahn's typology of democratic citizens and expands the limits of civic actions in each type while also drawing from Honohan's three dimensions of active citizenship.

Figure 3 provides a simpler and more focused depiction of the integrated construct of democratic citizenship in terms of eight behavioral attributes.

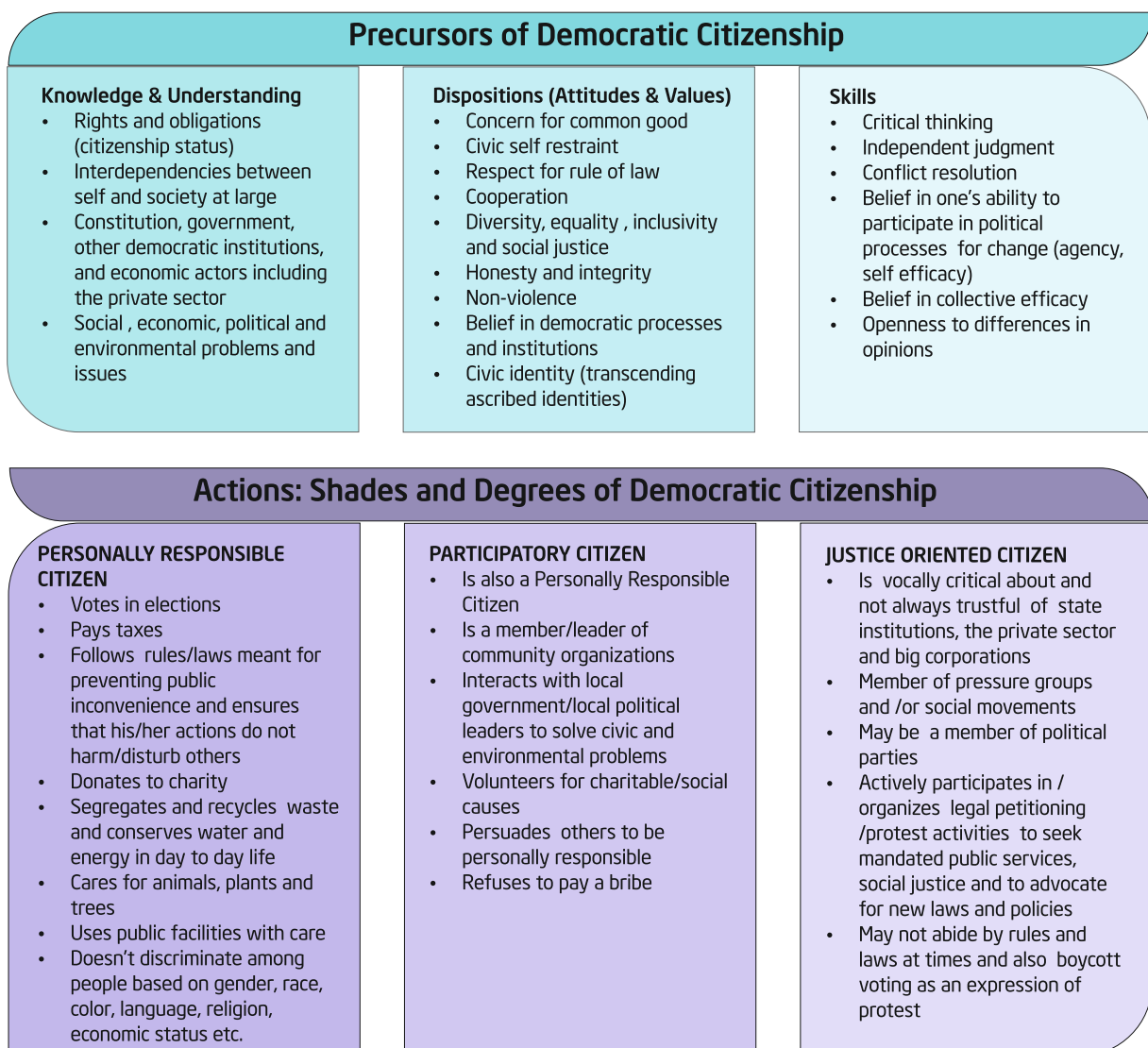


Figure 2: Integrated Construct of Democratic Citizenship  
Source: Author's Construct

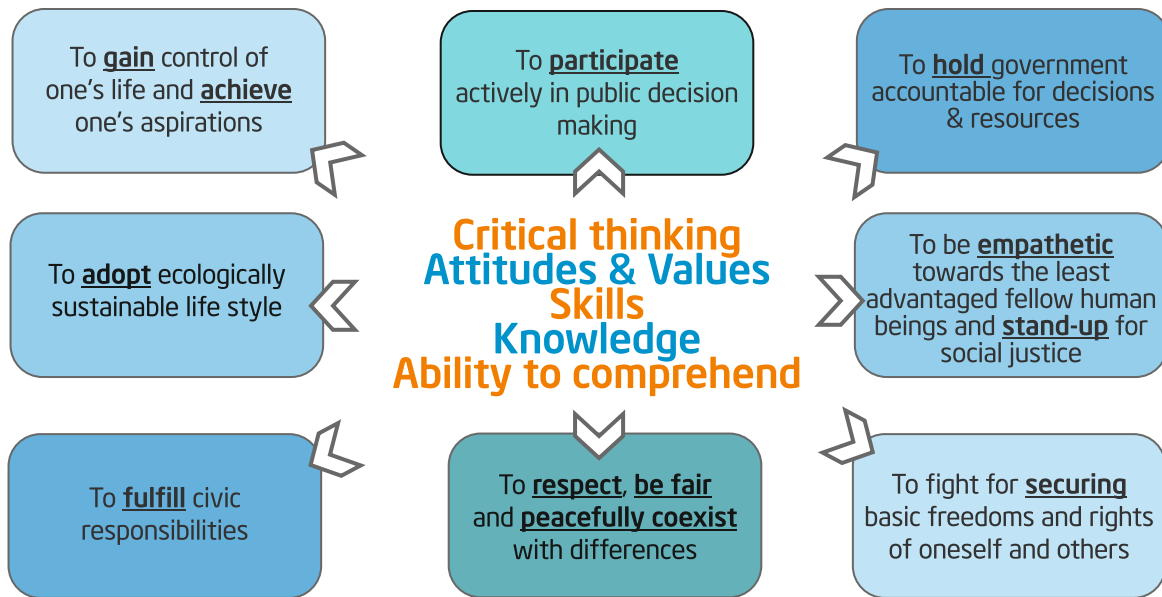


Figure 3: Attributes of Democratic Citizenship  
Source: Author's Construct

### 1.3 CMCA & Nurturance of Democratic Citizenship

CMCA's unequivocal focus on nurturing democratic citizenship for change or societal transformation assumes critical importance in today's India that is beset with uneven status of citizenship due to deeply entrenched patriarchy and inequality, rising intolerance and violence of all hues and colours, moral policing and vigilantism, extreme poverty, weak accountability of public institutions, rampant corruption and human rights violations accompanied by large scale irreversible ecological damage.

From a pedagogical perspective, CMCA conceptualizes democratic citizenship as an embodiment of four interrelated behavioural attributes of: Concern - to be mindful of inconveniences and harm one's actions may cause others, to be concerned for others, environment, less privileged etc., Cooperation - civic duties such as voting, participating in community welfare activities, partnering the government, respect for rule of law and so on, Coexistence - practising equality and celebrating diversity, and Confrontation - to complain, litigate, oppose, protest etc. to secure one's rights and of others using nonviolence methods.



In sync with its mission of nurturing non violent democratic citizenship among children and youth and in calling them for action, **CMCA defines democratic citizenship as a form of active citizenship and a process of "feeling the need for change, believing that change is possible, acting to bring about the change and influencing others to change"**. Accordingly, CMCA curriculum and methodology is designed to complement the school civics curricula and enable young people to acquire relevant knowledge, skills and dispositions to grow up as active citizens and **"Agents of Change"**.

## 1.4 Is India's Civic Education Effective in Nurturing Democratic Citizenship?

The answer is a resounding NO as CMCA's decade plus experience of engaging young people across hundreds of secondary schools across many cities and villages in India suggests that the youth are growing up without adequate critical knowledge and skills and the desirable attitudes and values necessary to evolve as humane and democratic citizens who can meaningfully participate in governance and politics while staying committed to democracy, equality, human rights and social justice. CMCA's insights and inferences not only reveal the frailty of the democratic edifices of India supposed to be built on egalitarian, humanitarian and secular principles but also mirror the lacunae in the civic education practices and the very dynamics of political socialization processes currently in vogue.

Family, media, civil society, ethnic identity, religion, socio-economic status and so on are all known to play their part in shaping citizenship attributes in individuals and political socialization itself is a lifelong process driven by both formal and informal learning experiences. Nevertheless, the role of formal education in the nurturance of democratic citizenship through schools and colleges has been accorded primordial importance universally since, among all the agents and domains of political socialization in a democracy, formal education is the only one amenable to policy intervention while also holding tremendous potential for "multiplier effect" including the ability to influence other agents of socialization.

The vision of Indian democracy articulated by the Secondary Education Commission way back in 1952 perceived citizenship in terms of an individual capable of critical thinking oriented towards progress and social justice as reflected in the following excerpt (NCERT 2005)<sup>11</sup>:

"Citizenship in a democracy involves many intellectual, social and moral qualities...a democratic citizen should have the understanding and the intellectual integrity to sift truth from falsehood, facts from propaganda and to reject the dangerous appeal of fanaticism and prejudice ... should neither reject the old because it is old nor accept the new because it is new, but dispassionately examine both and courageously reject what arrests the forces of justice and progress....."

India had to wait for 53 years to take a concrete step in the form of National Curriculum Framework 2005 (NCF 2005) towards realizing the Secondary Education Commission's vision of democratic citizenship. The NCF 2005 developed by NCERT and adhered to by schools affiliated to the Central Board of Secondary Examination (CBSE) is perhaps the first brave attempt in India to enrich the curriculum content and render it relevant from the perspective of nurturing active citizenship for democratic politics. However, CBSE affiliated schools constitute merely 10-12 % of all the secondary schools in India and NCF 2005, rich and relevant as it may be in content, continues to be constrained by the methodology of curriculum delivery and continues to be unimaginative and relying largely on rote learning. Furthermore, considering that education is a concurrent subject and NCF 2005 is not legally binding on states, the latter continue to pursue their own education agendas while perpetuating the civic education stalemate.

Both these policy and the institutional weaknesses are a disaster-in-progress for India, a country that boasts of being the largest democracy in the world with the longest Constitution and unparalleled socio-cultural diversity. Since the time the British introduced Civics as part of the school education to civilize the underdeveloped Indian society from a European imperialistic standpoint while grooming young Indians to serve the colonial state as "obedient subjects" to the times now when fascist and fundamentalist propaganda has begun to dot the educational landscape in schools, the chequered journey of civic education has been at a snail's pace at its best.

<sup>11</sup>National Curriculum Framework; NCERT 2005; <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf> - last visited on 11.01.2015

## 1.5 Rethinking Civic Education in India: Need For Reliable Baseline Empirical Data

While CMCA recognizes the need for reforming the very system of formal education at various levels, its endeavour is to ensure that the critical need for reforming, secularizing and energizing the civic education policy and practices is not relegated into oblivion within the broader processes of education reforms. Amongst other prerequisites, any effort at rethinking and reforming civic education policy and practices will be inconsequential and unfruitful lest backed by reliable baseline empirical data on the existing levels of critical knowledge, skills, attitudes and values amongst children and adolescents. From a preliminary survey of relevant literature, it is evident that a comprehensive study of citizenship attributes of young people in India was never ever undertaken and ***Yuva Nagarik Meter is an effort to fill this lacuna.***

## 1.6 What is Yuva Nagarik Meter?

Yuva Nagarik Meter will show us where Young Indians stand vis-à-vis democratic citizenship and is driven by the need to:

- “Listen” to the young, “understand” their experiences and citizenship aspirations and “include” them in citizenship development processes
- Strengthen “the citizen” the hitherto “missing” vital link between democracy and human development
- Bridge the gap between citizenship status and practice by equipping the young with necessary knowledge, values and skills to grow up as practicing active citizens committed to democracy, equality, diversity, social justice and ecological sustainability

*The Study is NEITHER a criticism of India's formal education policies and institutions NOR the teaching community who on the whole is putting up a brave front in the face of adversities and challenges on the ground*

## Policy Objectives of Yuva Nagarik Meter

- To empirically inquire ‘how’ school and college students in India perceive and experience their citizenship, and if and how they are being involved and educated to grow up as active citizens of the largest democracy in the world
- To establish a national urban baseline of existing nature and extent of citizenship knowledge, values, attitudes, and skills amongst school and college students
- To act as a lamp-post to guide CMCA’s work and an eye-opener to everyone concerned with societal transformation
- To stimulate policy debate and reforms in citizenship education in the country

## Research Objectives of Yuva Nagarik Meter

- To enrich and deepen the conceptual understanding of democratic citizenship in the Indian context
- To ascertain the interrelated effects of the following three sets of variables on shaping students’ knowledge, dispositions, skills and actions pertaining to active citizenship
  - Students’ conceptions of citizenship and their self identity owing to their daily life experience at home, school, community and peers
  - Students’ overall learning and experience in their schools and colleges including their participation in co curricular and extracurricular activities and their perceptions of class room climate
  - Student’s age, gender, economic status, ethnic background, parental education, propensity for political discussions at home, and their use of mass media and status in their peer group
- To facilitate a critical understanding of the variations in the citizenship attributes as a function of citizenship education curricula, co-curricular and extra-curricular activities, and socio-economic and other demographic factors.

## 2. Sampling & Methodology

Guided by extensive review of secondary research literature, the YNM used multi stage random sampling to select research participants and both quantitative and qualitative methods of research to generate primary data.

### 2.1 Urban India as Geographical Focus

Urban India and particularly capital cities of selected states form the geographical foci of the first edition of YNM as subsequent editions in the coming years will focus on rural and tribal youth and those in non-formal settings. The decision to focus only on selected capital cities in this first edition of YNM is driven by multiple factors:

- India is rapidly urbanizing with about 30% of the population inhabiting urban areas as per the 2011 Census data which by 2030, is estimated to be 50% of India's population
- Cities have become complex sites of citizenship struggle and conflicts over space and resources due to large scale migration of rural poor and dense presence of civil society organizations thus providing a dynamic interplay of variables across demographic, cultural and governance factors
- Cities are also home to a larger number of higher education institutions across disciplines making it easier for selecting a more representative sample of college students

### 2.2 Sampling & Selection of High School and College students and Social Science Teachers as research participants

Given that most of the previous studies in India or elsewhere have focused on young people aged between 14 to 19 years, the Yuva Nagarik Meter too focused on two groups in the same age cohort. The First group consisted of students aged around 15 years studying in 9th grade, and the second group of students aged 18 to 19 years pursuing first or second year undergraduate course across various disciplines. Selection of two age groups was also intended to help understand the cumulative effects of school and college life on the level of democratic citizenship as students pass through the turbulent period of adolescence. The multistage sampling process for selecting students is detailed below:

- **Stage 1: Ensuring geo-political representation - Interstate zones**

The states and Union Territories of India are classified into six zones based on climatic, geographical, political and cultural features:

- Northern Zonal Council: Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, National Capital Territory of Delhi and Union Territory of Chandigarh
- Central Zonal Council: Chhattisgarh, Uttarakhand, Uttar Pradesh and Madhya Pradesh
- Eastern Zonal Council: Bihar, Jharkhand, Orissa and West Bengal
- Western Zonal Council: Goa, Gujarat, Maharashtra and the Union Territories of Daman & Diu and Dadra & Nagar Haveli
- Southern Zonal Council: Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and the Union Territory of Puducherry
- North Eastern Council: Assam, Arunachal Pradesh, Manipur, Tripura, Mizoram, Meghalaya, Nagaland and Sikkim

- **Stage 2: Selection of States and their Capital Cities**

The study sought to select capital cities of major states i.e. states with largest population from each of the six zones. Five zones other than the North Eastern Zone had more than one major states and it was proposed to select two major states from each of them. In North Eastern Zone, since Assam is the only major state, it has been selected by default. Since in Western and Central Zones, there are only two major states viz. Maharashtra and Gujarat, and Uttar Pradesh and Madhya Pradesh respectively, they were selected by default. Though not being a major state, NCT Delhi was selected owing to its status as the national capital.

The selection of states from the other three zones was problematic as there are more than two major states in those zones. Therefore, it was proposed to select the states in these three Zones based on their performance on specific development indicators such as: Per capita income, literacy rate and voting rate in general elections. In each Zone, based on the above three indicators a combined rank was calculated for each state which represents the relative position of the state in the respective Zone in terms development. The reference time period for the per capita income data and literacy rates was



2011 while poll percentages pertain to 2009 general elections. In the combined rankings, the lowest rank depicts relatively better development and the highest rank depicts lower development within the given Zone. Based on the combined ranks, the highest and the lowest ranked states were selected from each zone. The following were the states selected from the zones based on combined ranks obtained from the three indicators. Of the 11 state capitals selected, six were metropolitan cities and five were non-metro cities interim of population size. Please see Annexure-I on page 48 for list of cities and their population.

Table 1: Selection of States and Cities

Zones	States selected	Combined Rank	Criteria
North	NCT Delhi	6	Top rank
	Rajasthan	16	Bottom rank
North - Eastern council	Assam	17	Only major state
Central	Madhya Pradesh	10	Madhya Pradesh and Uttar Pradesh are the major states
	Uttar Pradesh	10	
Eastern	West Bengal	3	Top rank
	Bihar	12	Bottom rank
Western	Maharashtra	6	there are only two major states
	Gujarat	9	
Southern	Tamil Nadu	5	Top rank
	Karnataka	10	Bottom rank

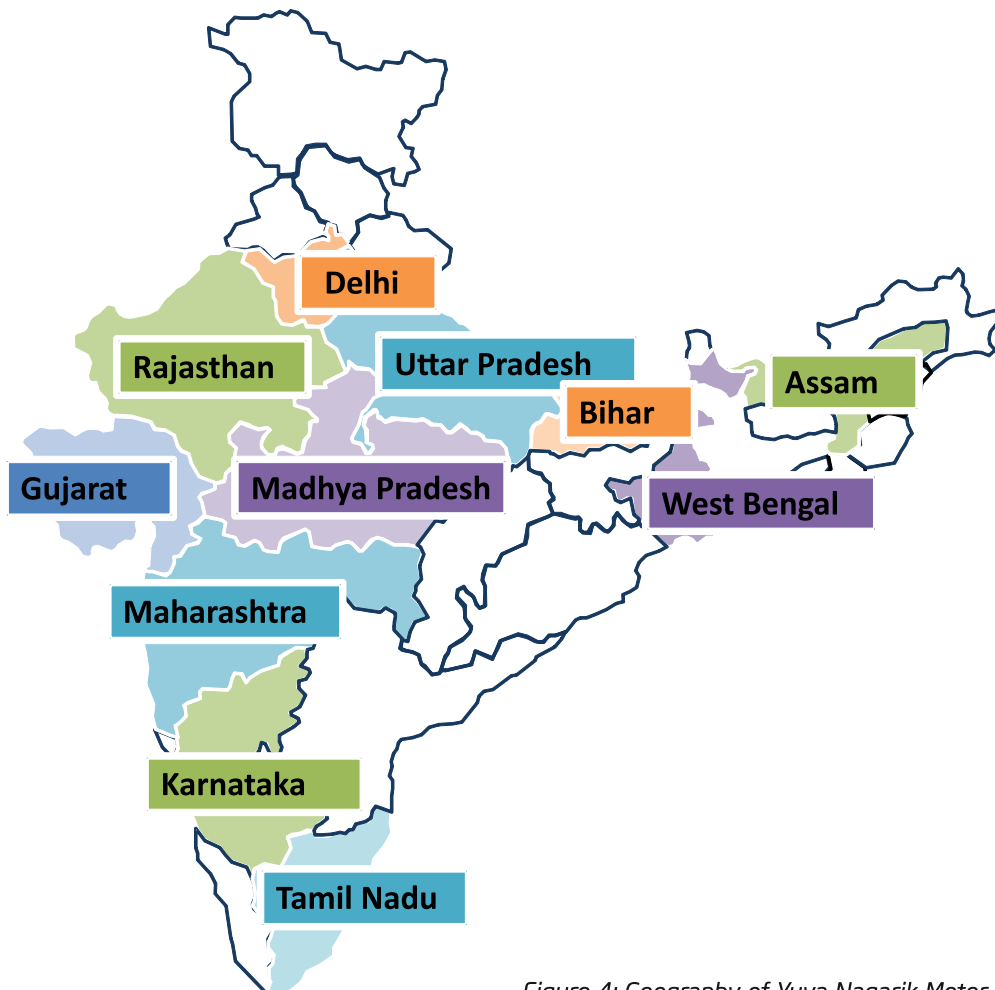


Figure 4: Geography of Yuva Nagarik Meter

### • Stage 3: Selection of Secondary Schools and Students

As per the latest available data in 2012, there were an estimated 1,23,726 (90%) secondary schools affiliated to state education boards, 12,010 (8.7%) schools affiliated to CBSE and 1,820 (1.3%) schools affiliated to ICSE Boards of education. The study covered students from the three board streams and the selection of schools and students is as follows:

In each city, 30 schools were selected from the three Boards of education giving proportional representation to the number of schools in each board through random sampling procedure using the SEMIS<sup>13</sup> data base, (Secondary Education Management Information System).

- In each selected school, 20 students studying in 9th standard were selected using a systematic random sampling procedure using attendance registers.
- The total sample for each city from each state was 30 schools and 600 students comprising of the three streams while the total sample targeted for the 11 cities was 6600 drawn from 330 schools.
- The high school sample size for each city provides estimates for the indicators studied at 95% level of confidence with a 5% margin of error

### • Stage 4: Selection of Secondary Schools and Students

As per the statistics of University Grants Commission on higher education for the year 2011-12<sup>14</sup>, 37 % of students were pursuing social sciences including fine arts, 18.6% science, 17.5% commerce and management, and the remaining 27% were pursuing various professional/technical courses such as engineering, medicine, agriculture, education, law etc. Since city-wise database of colleges was not available for many cities, the UGC course-wise distribution was factored in selecting the different categories of colleges across cities:

- In each city: 7 Humanities, 4 Science, 3 commerce, 3 engineering, 2 medicine and 1 law (integrated course) colleges were selected from the list of colleges at random.
- From each selected college, 20 students were selected from attendance register using systematic random sampling procedure.
- The sample size for each city was 20 colleges and 400 students while the total sample size targeted for the 11 cities was 4400 drawn from 220 colleges.
- The college sample size for each city provides estimates for the indicators studied at 95% level of confidence with a 5% margin of error

Table 2: Sampling Summary- Targeted vs. Achieved Sample

City	High School Students	College Students	Total
<b>Total Achieved</b>	<b>6168</b>	<b>4374</b>	<b>10542</b>
<b>Total Targeted</b>	<b>6600</b>	<b>4400</b>	<b>11000</b>

The variations in the targeted vs. achieved sample across cities were due to one or the other following factors:

- Difficulties in accessing students in some sampled schools and colleges either due to refusal of permission, unwillingness of students to participate in the study and so on.
- Discarding of data of those high school students across cities whose scores fell in the outlier category

## 2.3 Composition of Achieved Sample: High School & College Students

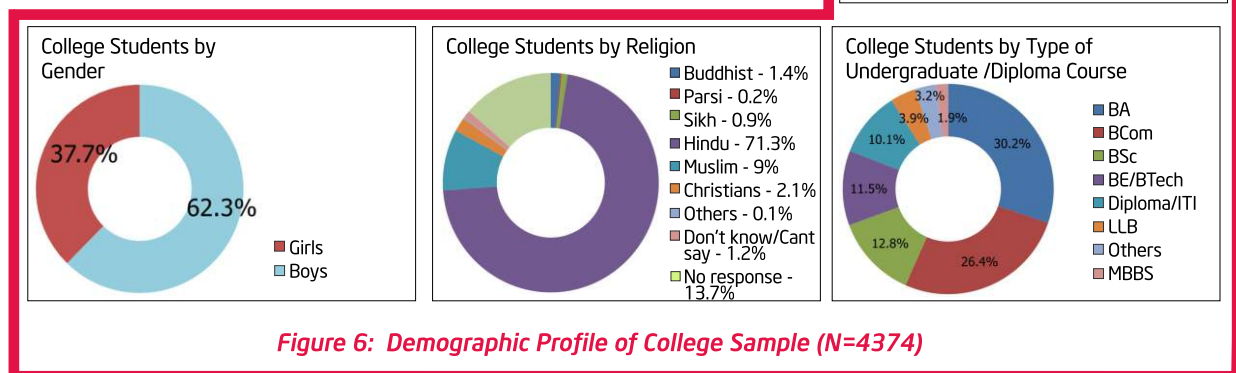
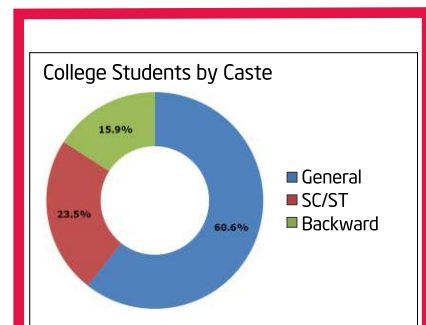
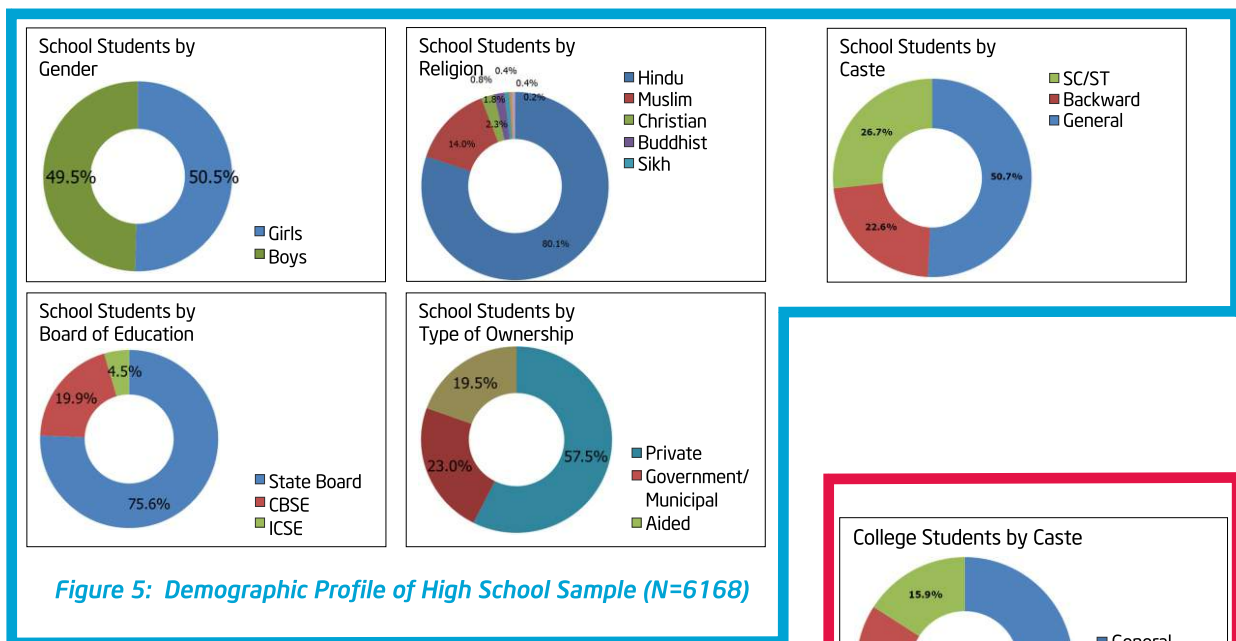
### Key inferences on the achieved sample:

- On the whole the sample of high school students is mostly representative of the population it belongs to in terms of:
  - **Gender composition:** boys and girls each constitute roughly half of the sample

<sup>13</sup> <http://semisonline.net/> last retrieved on 10.01.2015

<sup>14</sup> [http://www.ugc.ac.in/pdfnews/Annual\\_Report\\_2011-2012\\_English\\_Final.pdf](http://www.ugc.ac.in/pdfnews/Annual_Report_2011-2012_English_Final.pdf) last retrieved on 16.2.2015

- **Boards of education:** 76% of students represent various state boards, 20% CBSE and 4% represent CISCE schools
- **Religion:** nearly 80% of students represent Hindu, 14% represent Islam, 3% represent Christianity religions.
- On the whole the sample of college students is mostly representative of the population it belongs to in terms of:
  - **Gender composition:** Boys constitute roughly two thirds of the sample and girls one thirds as the dropout rate of girls after secondary schooling is estimated to be around 57%
  - **Type of course:** Roughly 70% represent the traditional non-technical courses such as Bachelors of Arts, Science and Commerce while 30% represent technical courses such as engineering, medicine, law etc. These proportions closely match the UGC figures for the year 2011-12.
  - **Religion:** 71% of students represent Hindu, 9% represent Islam, 2% Christianity, 1% Sikhism, 1% Buddhism and 15% others.



## 2.4 Quantitative Component: High school and College students

Yuva Nagarik Meter was an empirical inquiry of young citizen’s level of knowledge and comprehension and attitudes and values and their causal factors pertaining to six domains of democratic citizenship viz. rights and responsibilities, democratic form of government, adherence to civic rules, environmental conservation, gender equality, diversity and social justice.

After several iterations and inputs from the YNM Advisory Panel two separate instruments were designed, pilot tested and used for assessing high school and college students. Five domains (1 to 5 in the fig. below) were common to both the groups while the questionnaire for college students had an additional section each on attitudes towards democracy, and diversity and social justice. In addition to questions on the six citizenship domains, the instruments also included a section on socio-demographic information, students’ perceived experience of day-to-day life at home and school/college; participation in extracurricular activities like NCC, NSS, Eco-Clubs, political party affiliation, habits related to newspapers, television and internet.

The questionnaires were translated into Hindi, Kannada, Tamil, Marathi, Gujarathi, Bengali and Assamese to enable students who had regional/local language as their medium of instruction. In each sampled educational institution, the study was conducted in a class-room setting where randomly selected students were comfortably seated to answer the questionnaire.

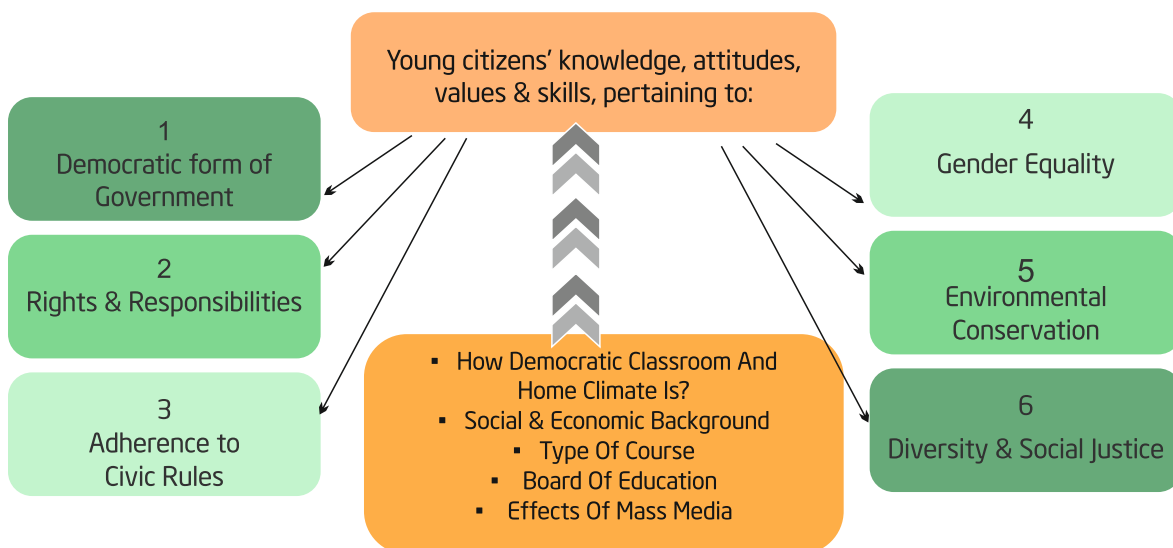


Figure.7 Yuva Nagarik Meter: Domains of Inquiry  
Source: Author's Construct

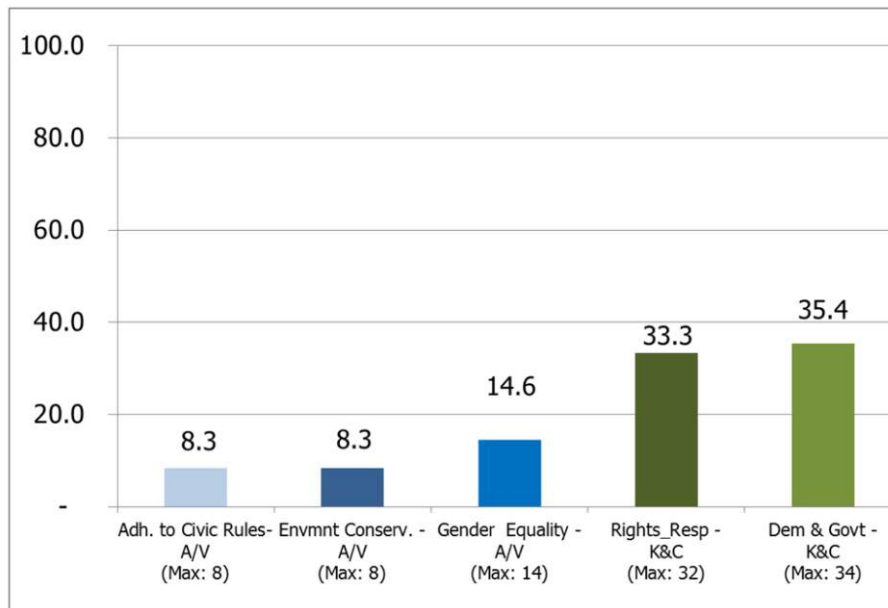


Figure 8: Urban High School: Domain wise % break-up of questions

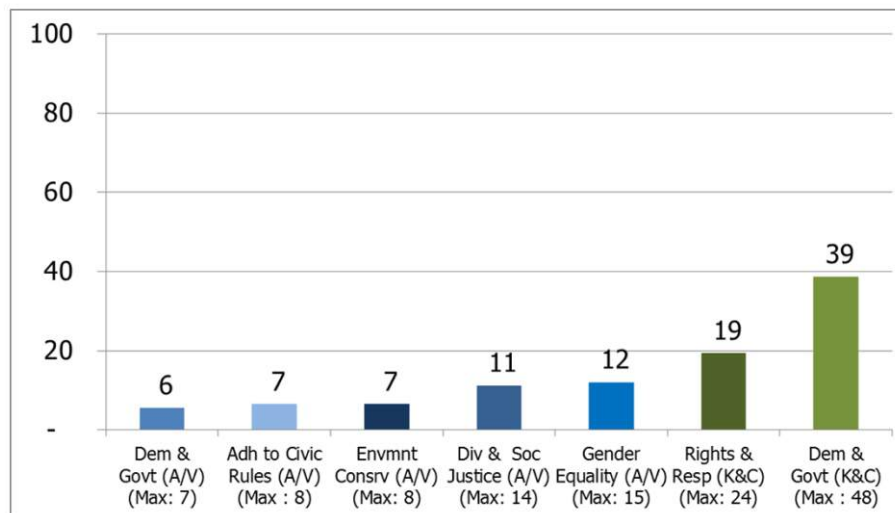


Figure 9: College: Domain wise % break-up of questions

## Scoring Scheme & Data Analysis

Description of psychological attributes under study: For the purposes of the study, the psychological attributes are defined as follows:

- **Knowledge:** simply recalling/remembering facts and other information that was previously learnt: for e.g. dates, names, even theories etc.
- **Comprehension** (lower order understanding) is defined as the cognitive ability to grasp the meaning of a given reading material and may be expressed as interpreting, explaining, summarizing and/or estimating future trends.
- **Attitudes** are defined as mental predispositions to act that is expressed by evaluating a particular entity with some degree of favour or disfavour. Individuals generally have attitudes that focus on objects, people or institutions and attitudes are known as predictor of behaviours.
- **Values** are internalized social representations or moral beliefs or cultural ideals that people appeal to as the ultimate rationale for their action.
  - Examples of Values: Honesty, patriotism, power, freedom, equality, achievement, benevolence, forgiveness, love, justice, peace, care, duty etc...

- **Stereotypes** are generalized “beliefs about the characteristics, attributes, and behaviours of members of certain groups”. To stereotype is to generalize and we generalize to simplify the world such as for e.g. when we say ‘all teenagers are lazy,’ or ‘all babies are cute.’
- **Prejudice:** Often supported by stereotypes prejudice is a negative (unfavourable) emotional predisposition toward others based solely on group membership. It is a negative prejudgment of a group and its individual members. Classic examples of prejudice are those owing to race, gender etc.
- **Discrimination** is an example of the behavioural component of attitude and refers to the actual negative behaviour directed at others on the basis of category/group membership. Discrimination is also defined as the denial of equal rights based on prejudices and stereotypes.

**Types of Questions:** The instruments used for quantitative survey of both college and high school students comprised of two types of test items for measuring knowledge and comprehension on the one hand and values and attitudes on the other pertaining to six domains of inquiry viz. rights and responsibilities, democratic form of government, adherence to civic rules, environmental conservation, gender equality, diversity and social justice.

## Illustrative Examples of questions devised for Yuva Nagarik Meter:

### Multiple choice knowledge: Democratic Form of Government

Which among the following are the three levels/tiers of government in India? (TICK MOST APPROPRIATE ONE)		
Union government, state government and local government		1
Lok Sabha, Rajya Sabha and Vidhana Sabha		2
President, Prime Minister and Chief Minister		3
The Legislature, The Executive and The Judiciary		4
Don't Know/Can't say		8

### Multiple choice comprehension: Rights & Responsibilities

Which Fundamental Right under the Constitution of India is violated when a man and a woman in a village belonging to different castes wanted to marry each other but the village elders did not agree to this marriage and stopped them from marrying? (TICK MOST APPROPRIATE ONE)		
Right to Equality		1
Right to Family Life		2
Right to Freedom of Expression		3
Right to Protection of Life and Personal Liberties		4
Don't know/Can't Say		8

### Scale-type comprehension: Democratic form of Government

In a democracy like India, the role of Legislature, the Executive and the Judiciary are equally important. Given below are statements relating to the various roles of these three pillars of democracy. Please indicate who is mainly responsible for the various roles (L - Legislature; E - Executive; J-Judiciary; DK - Don't Know)					
		L	E	J	DK
235.1	To protect the fundamental rights of citizens	1	2	3	8
235.2	To enact new laws	1	2	3	8
235.3	To implement the laws	1	2	3	8
235.4	To prepare and implement plans for social and economic development	1	2	3	8
235.5	To select the President and Vice President of India	1	2	3	8

### Multiple choice attitude/value: Diversity

Members of a famous cultural/religious organization in your city have announced that they will prevent boys and girls belonging to different religions from meeting each other in public places like parks, movie halls, restaurants etc. They have even said they would use force if necessary to prevent this. What do you think? (TICK MOST APPROPRIATE ONE)		
They should atleast allow boys and girls of the same religion to meet in public places		1
I support the members of the organization because what they intend to do is good for Indian society and culture and for moral development of young people		2
The police must arrest the members of the cultural organization because they are violating the law		3
They should not use force or violence but just try to persuade the boys and girls in a nice way		4
Don't know/can't say		8

**Scale-type attitude/value: Gender Equality**

Given below are statements on certain existing beliefs and perceptions about the roles and behaviour of men and women in India. Please indicate to what extent you agree or disagree with each one of them. (D - Disagree; A -Agree; DK - Don't Know)				
		D	A	DK
233.1	Men by nature are more violent than women	1	2	8
233.2	Women can perform equally well or better than men in all professions	1	2	8
233.3	women have no choice but to accept a certain degree of violence	1	2	8
233.5	Some women support discrimination against other women	1	2	8

**Scale-type rating of experience at school/college**

Given below are statements related to some aspects of your daily life and experience at school. Please indicate how much each one is applicable to YOUR Daily life at School. (N - Never, ST -Sometimes; A- Always; DK - Don't Know)					
		N	ST	A	DK
229.1	I feel safe at school	1	2	3	8
229.2	I find civics classes interesting	1	2	3	8
229.3	My teachers treat me with respect	1	2	3	8
229.4	I am scared to express my ideas/opinions in class	1	2	3	8
229.5	I accept others' ideas and views even if it's different from mine	1	2	3	8

- Negative marking of multiple choice items for knowledge/comprehension and attitude/values: According to Karandikar (2006)<sup>15</sup> “a basic difficulty with multiple choice questions is that when the answer is wrong, we are sure that the candidate does not know the answer. While if the answer is correct the possibility (theory of probability) remains that the respondent has guessed the answer without really knowing it. It is for this reason that negative marks are thought of. Some people still do not agree with the philosophy of negative marks for an incorrect answer. However, it is largely accepted (and most believe) that this takes care of the problem of random guessing”
- Assuming there were 5 choices in a multiple choice question including the choice of “don’t know”, the correct choice was scored as +1, the choice of don’t know was assigned zero and any of the three incorrect choices was to be assigned a score of -0.33 as the probability of choosing any of the three incorrect answers is 33% . However, assigning a score of -0.25 for incorrect choices is a generally accepted practice.
- Negative marking for Scale-type Values/Attitudes questions: Since attitudes are inherently bidirectional from negative to positive. Negative marking was used to differentiate between undesirable (-) 1 and desirable +1 responses and help provide a summative rating.

Table 3: Summary of Scoring Scheme

Type of Questions	No. Of options (excluding Don't Know/Can't say/ Not Sure option)	Correct/Desirable Response	Incorrect/ Undesirable Response
Multiple choice knowledge / comprehension questions	4	1	-0.25
Scale type knowledge / comprehension questions	2	1	-1
	3	1	-0.5
Multiple choice attitude/value questions	4	1	-0.25
Scale type attitude/value questions	2	1	-1

<sup>15</sup> Karandikar, R.L., (Indian Statistical Institute), Resonance, March 2006; and Current Science, Vol. 99, No.8, October

• **Reliability of YNM Instruments**

Reliability is concerned with the ability of an instrument to measure consistently and internal consistency describes the extent to which all the items in a test measure the same construct. Cronbach’s Alpha is a commonly used statistical tool to measure internal consistency and it is expressed as a value between 0 and 1. Cronbach’s Alpha will generally increase as the inter-correlations among test items increase. A Cronbach Alpha value above 0.6 is generally regarded as an acceptable standard of reliability of test instrument.

Only scale-type questions/items were factored for computation of Cronbach’s Alpha for YNM instruments. The Cronbach Alpha values of 0.77 for college instrument (139 items) and 0.62 for high school instrument (83 items) shows that both the instruments have acceptable level of reliability or internal consistency

• **Computation of Aggregate Mean Percentage Score on Democratic Citizenship**

The aggregate mean percentage score on Democratic Citizenship as measured by Yuva Nagarik Meter was computed separately for college and high school respondents using the scoring scheme described herein and the formula: Average of (aggregate of positive + negative scores across domains)/

$$\left\{ \frac{\text{Average of (aggregate of positive + negative scores across domains)}}{\text{Maximum possible score} * 100} \right\}$$

The domain-wise mean percentage scores were also computed using the same formula. The computation is akin to a typical marks card compiled in educational institutions for evaluating students annually. Each individual subject such as maths, science etc. corresponds to a individual domain of YNM. Students’ scores on these subjects are converted into percentage scores and then aggregated to get overall mean percentage score of a given student. For e.g. if the final board exam has 600 as the maximum possible marks and a student has scored 90 marks each in all the six subjects (like maths, science etc.), his total marks would be 540 and his/her aggregate mean percentage score is 90%. This is precisely how the aggregate mean percentage score on democratic citizenship is computed.

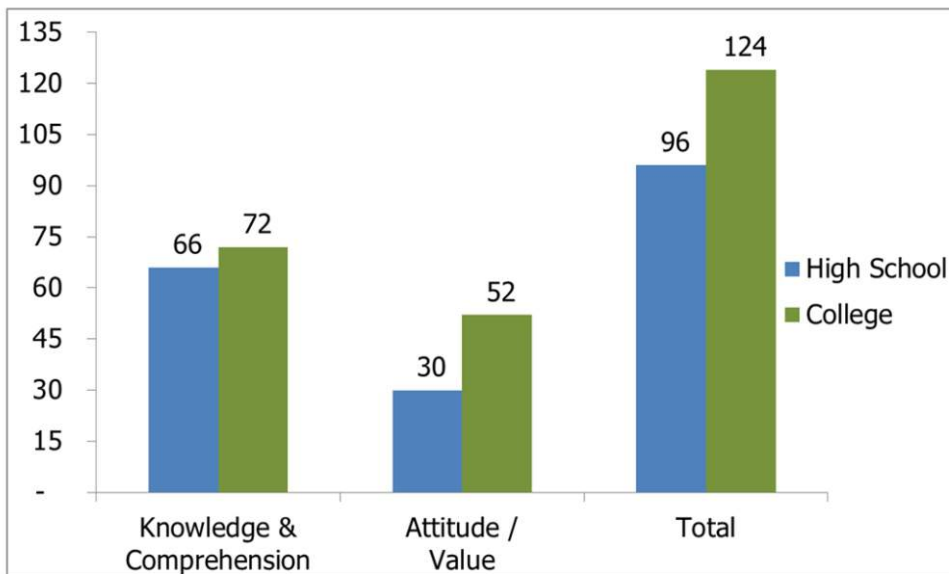


Figure 10: Maximum Possible Score: College & High School Students



## 2.5 Qualitative Component: Focus Group Discussions

Thirty Focus Group Discussions (FGDs) with college and high school students were conducted across five cities as a supplementary source of data to aid interpretation of quantitative data.

- **Overall Objectives of and lead questions for FGDs:**

The overall objectives of FGDs were to gain both insightful and divergent understanding of:

**a. Whether adolescents and youth construe themselves as “citizens of India” with reasons for both Yes & No. The trigger questions were:**

- We are all people of this country called India. But when we say a person is a “citizen” of India” what comes to your mind?
- Which things are common for all citizens of India and what are the differences you see between various citizens of India?
- Do you think Children are “citizens” of India? If your answer is YES, give reasons. In case your answer is NO, give reasons

**b. Young people’s perception of what constitutes “good citizenship” and what doesn’t**

- What according to you is the meaning of “Good Citizen”?
- Which according to you are some of the important qualities/characteristics of a “Good Citizen”?
- Give examples of “Good Citizens” that you have come across in your life or heard or read about?
- List some of the characteristics or behaviours of those whom you consider as “NOT” so Good Citizens?

**c. The meanings and the degree of importance adolescents and youth attribute to democratic form of government, diversity, equality and social justice in the Indian context**

- It is said that India is the most diverse country in the world. How do you feel about it? What according to you is “diversity”?
- Give examples of diversity seen in NATURE and in Indian society? While giving examples, consider the various social groups and name them
- In India, we can find many people and organizations that are against too much diversity and then there are others who are in support of diversity. According to you, what are the reasons these people and organizations have for supporting and opposing diversity in India?
- What do you think the Indian government should do in this matter?
- Which according to you are the reasons for such social discrimination in India?
- Name the groups of citizens in India who are affected the worst by such discrimination? And why?
- Which groups of citizens in India are benefitting from such discrimination? And why?
- What do you think the Indian government should do in this matter?

### Selection of Cities and Criteria for Composition of Focus Groups

The five cities were selected using the developmental ranking of states developed for sampling of high school and college students. The developmental ranking of states ranges from 3 to 17 (refer Table 1 on Page 10).

For the purpose of FGDs, the North Eastern and Eastern zones were considered as one zone and 5 states (cities) were selected of which two were bottom ranked- Assam (17, Guwahati) & Rajasthan (16, Jaipur), two were top ranked - Maharashtra (6, Mumbai) and Tamil Nadu (5, Chennai) and one state was median ranked - Uttar Pradesh (10, Lucknow) spread across five zones. The method of selection not only ensured a spatial spread of states but also sought to capture the diversity prevalent in the level of development as constituted by per capita income, level of literacy and polling rates.

The types of focus groups in each participant category were broadly defined by **three criteria namely gender -boys and girls, minority status - Muslims and Christians and socio-economic status - Private and Government owned educational institutions**. Students studying in private unaided educational institutions are generally from middle/upper income groups and students studying in government educational institutions are generally from lower income groups. The overall distribution of FGDs by type of school, gender and minority groups is provided in Table 4. The scheme for selecting focus groups was designed to ensure that 30 FGDs were equally distributed across high school vs. college students, boys vs. girls, and government vs. private educational institutions.

Table 4: Overall Distribution of Focus Groups across Gender, Type of School by Ownership & Minority Status

Participant Groups (30 groups & 360 participants)	Girls (15 groups - 180 girls)				Boys (15 groups - 180 boys)			
	Govt. (8 groups - 96 girls)		Private (7 groups - 84 girls)		Govt. (7 groups -84 boys)		Private (8 groups -96 boys)	
	General	Minority	General	Minority	General	Minority	General	Minority
High School - 9 <sup>th</sup> Grade (15 groups-180 students)	2	2 Muslim	3	1 Christian	3	1 Muslim	2	1 Christian
1 <sup>st</sup> year UG Students (15 groups-180 students)	3	1 Muslim	2	1 Christian	2	1 Muslim	3	2 Muslim
Total (30)	5	3	5	2	5	2	5	3
Christians 3 groups - 36 students	0		2		0		1	
Muslims 7 groups - 84 students	3		0		2		2	

### 3. YUVA NAGARIK METER - SALIENT FINDINGS FOR COLLEGE & HIGH SCHOOL STUDENTS

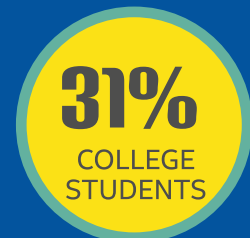
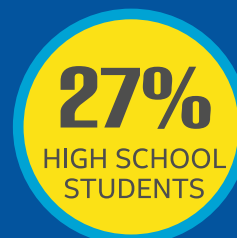
The findings will be presented and discussed domain-wise for high school and college students followed by findings at the aggregate level. The city specific domain wise and aggregate scores are provided as Annexure-II on page 49

## 3.1 DOMAIN ONE RIGHTS & RESPONSIBILITIES

Growing up with a sense of citizenship as inhering in one’s rights, and the ability to comprehend one’s rights and responsibilities form the very foundation for the flowering of citizenship in a democracy. Without a clear and adequate understanding of what one’s constitutionally guaranteed rights and the ability to process information, young people will be constrained to grow up as democratic citizens who can stand up to assert their rights when they face discrimination or demand better quality of public services while at the same time fulfil their civic responsibilities such as informed voting, civic sensible conduct in public spaces and so on.

*Yuva Nagarik Meter measures young people’s self perception of citizenship rooted in rights, and their ability to comprehend one’s constitutionally guaranteed rights (such as for e.g. the fundamental rights to equality, freedom of speech and expression, freedom of religion, free and compulsory primary education, etc.) and awareness of fundamental duties enshrined in the Constitution.*

#### % Score on Knowledge and Comprehension of Rights and Responsibilities

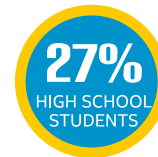


# RIGHTS & RESPONSIBILITIES

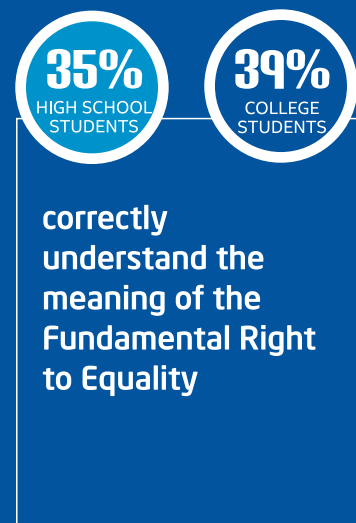
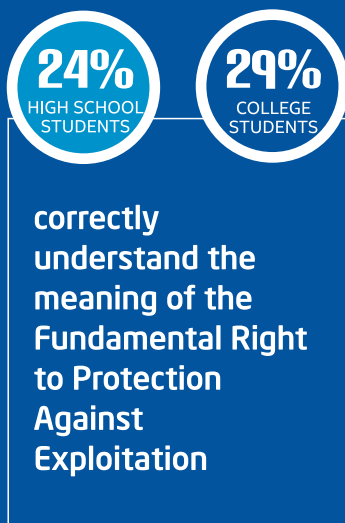
Table 5: Mean Percentage Score: Rights & Responsibilities

Respondent Group	Mean Percentage Score Knowledge & Comprehension
High School (N 6168)	27% (max. score 32)
College (N 4374)	31% (max. score 24)

% Score on Knowledge & Comprehension of Rights & Responsibilities



- The mean score of 27% for high school and 31% for college students indicate that the level of civic knowledge and comprehension of citizenship rights and responsibilities is rather low and the sample of responses below give useful hints on what this means:



- Contrary to expectation, college students score only marginally higher than high school students.
- This not only shows that once they complete secondary school, most students seem to forget civic facts and information memorized by rote learning solely for passing Board examinations but also points out a total lack of civic education in the higher education spaces.

Contrary to the popular simplistic notion that democracy is merely a process through which political regimes are elected in and out by people, democracy is regarded as a social order and a way of life in itself that encourages openness, dialogue, dissent, participation, respect for diversity, liberty and equality in all its institutions including family, religious bodies and so on. Levinson (2011)<sup>16</sup> defines democracy as “the continual striving toward a social order that sponsors reasoned deliberation, promotes civic participation in decision-making, justly and equitably distributes political-economic power, and facilitates cultural inclusiveness”.

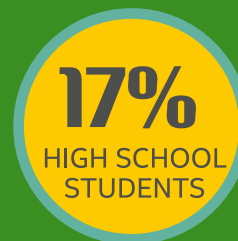
The preference for a democratic form of government over other types of regime for governing independent India was an inevitable choice given India’s size, population and unparalleled socio-cultural diversity. In this regard, Dreze and Sen (2002)<sup>17</sup> recommend that a distinction be made between democratic ideals, democratic institutions and democratic practice. Democratic ideals include intrinsically important political characteristics such as equality, freedom of expression, participation of the people in their process of development and public accountability of leaders. Democratic institutions provide opportunities to achieve democratic ideals and include instrumental arrangements like constitutional rights, parliaments and legislative bodies, effective courts, responsive electoral systems, open and free media and local governance institutions like Panchayats, Gram Sabhas etc. Democratic practice is all about how the democratic ideals are realized through democratic institutions and depends on factors such as the extent of political participation, public awareness, and the vigor of the opposition, the nature of political practice and popular organizations and the determinants of the distribution of power.

A deeper understanding of and positive attitudes towards the values and ideals, processes, and institutions of democracy is central for exercising democratic citizenship.

*Yuva Nagarik Meter measures young citizens’ knowledge and how well they comprehend the concept of democracy, and the nature and functions of democratic institutions such as the legislature, the executive, the judiciary, free press etc.; and whether they are positively or negatively inclined towards democracy as a form of government vis-à-vis other forms of government such as benevolent or military dictatorship, citizens’ right to protest, independent judiciary, free press, etc.*

## 3.2 DOMAIN TWO DEMOCRATIC GOVERNANCE

### % Score on Knowledge and Comprehension of Democratic Governance



### % Score on Attitudes towards Democratic Governance



<sup>16</sup> Levinson, B. 2011. *Towards an Anthropology of (Democratic)Citizenship Education* [http://edu.au.dk/fileadmin/edu/Temaer/Paedagogisk\\_antropologi/ch17\\_002.pdf](http://edu.au.dk/fileadmin/edu/Temaer/Paedagogisk_antropologi/ch17_002.pdf) last retrieved on 13.01.2015

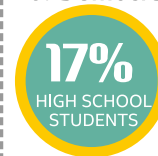
<sup>17</sup>J. Dreze and A. Sen, *India: Development and Participation*, (New Delhi: Oxford University Press, 2002).

# DEMOCRATIC GOVERNANCE

Table 6: Mean Percentage Score: Democratic Governance

Respondent Group	Mean Percentage score Knowledge & Comprehension	Mean Percentage Score Attitudes
High School (N 6168)	<b>17%</b> (max. score 34)	<b>(Attitude questions were not included for high school students)</b>
College (N 4374)	<b>19%</b> (max. score 48)	<b>Minus 11 %</b> (max. Score:7)

% Score on Knowledge & Comprehension of Democratic Governance

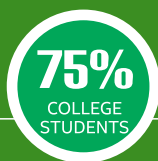
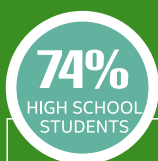


% Score on Attitude towards Democratic Governance

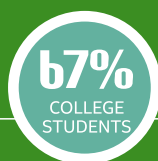


- The mean score of 17% for high school and 19% for college students indicate that the level of knowledge and comprehension of democratic institutions and processes is rather low yet again pointing to a weakness in civics pedagogy at the secondary level while a total lack of exposure of college students to civic/citizenship issues as they climb the ladder of higher education.
- College students' mean attitude score of minus 11% suggests an overwhelmingly undesirable attitude towards democratic form of government and a strong preference for dictatorial/totalitarian forms of government. While it is a reflection of the widely prevalent perception of governments and political leaders as steeped in corruption, non-responsive to people's needs and ineffective in resolving country's problems, it does point out how youth get influenced by dominant social perceptions without critical thinking. One can also infer a positive correlation between the level of knowledge and level of desirability of attitudes implying that lower the level of knowledge and comprehension of democratic processes and institutions, less desirable the attitudes are and vice versa which appears to be the case with college students covered in the study.

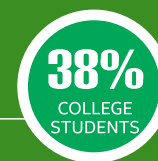
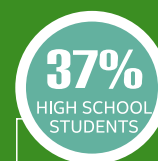
The sample of responses below gives a glimpse of why the knowledge and comprehension is so low and the attitudes so negative:



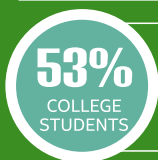
do not know that the Legislature is responsible for enacting laws



"agreed" that India should have only one strong political Party at the Centre to rule the entire country



have a fuller understanding of democracy that it is all about the rule of law, equality, human rights, and elections



"agreed" that military should rule India for some years

## 3.3 DOMAIN THREE ADHERENCE TO CIVIC RULES

Rule of law is premised on the principles that it is not only supreme and is equally applicable to all but it is also fair and just in terms of its non-discriminatory nature. Establishing and enforcing a fair and just system of rule of law and universal adherence to the same is therefore a vital prerequisite for a stable democracy without which social disorder and chaos is guaranteed while the very faith in democratic form of government may stand eroded.

Yuva Nagarik Meter measures young citizens' attitudes towards adherence to civic rules in terms of their proneness to either steadfastly stick to the rules or bend/circumvent the same in certain situations.

### % Score on Attitudes towards Adherence to Civic Rules

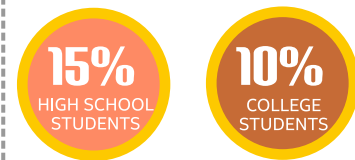


# ADHERENCE TO CIVIC RULES

Table 7: Mean Percentage Score: Adherence to Civic Rules

Respondent Group	Mean Percentage Score Attitudes (Max. score 8)
High School (N 6168)	15%
College (N 4374)	10%

% Score on Attitudes towards Adherence to Civic Rules



- The mean score of 15% for high school and 10% for college students both indicate an abysmally negative attitude students have towards adherence to civic rules and low level of respect for the rule of law.
- The scores mirror the widespread social trend in India marked by rampant violation of rules and regulations by citizens and officials alike in almost every aspect of day-to-day life from traffic rules, payment of taxes, building by-laws and zoning regulations, to circumventing procedures and jumping the queue in public authorities and the list is infinite. The slightly higher score of high school students compared to their college counterparts shows the latter’s greater susceptibility to be influenced by dominant social practices.

The responses below provides a sample of the “popular notions” pertaining to civic rules and regulations





## 3.4 DOMAIN FOUR ATTITUDES TOWARDS ENVIRONMENTAL CONSERVATION

Issues concerning global warming and climate change have taken a centre stage in the international development debates and practices dotted by innumerable initiatives and campaigns by governmental, non-governmental and corporate organizations. These campaigns by and large seek to highlight the criticality of ecological rejuvenation and environmental conservation towards achieving sustainable human development and exhort individuals, households, communities and organizations to adopt ecologically sustainable life styles and habits such as conservation of greenery, water, power, scientific management of waste etc.

*Yuva Nagarik Meter conceptualizes attitudes and practices related to environmental conservation as an essential attribute of responsible citizenship and measures young citizens' attitudes towards conservation of water and greenery in urban areas.*

### % Score on Attitudes and Practices related to Environmental Conservation

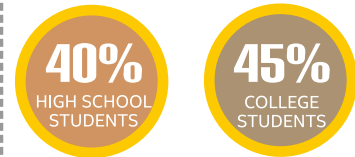


# ATTITUDE TOWARDS ENVIRONMENTAL CONSERVATION

Table 8: Mean Percentage Score: Environmental Conservation

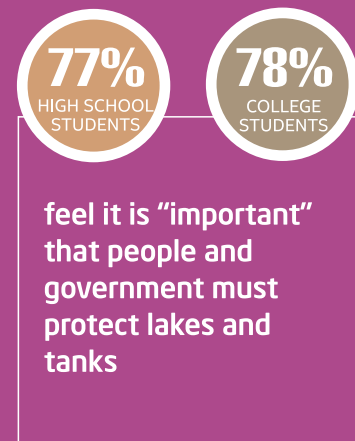
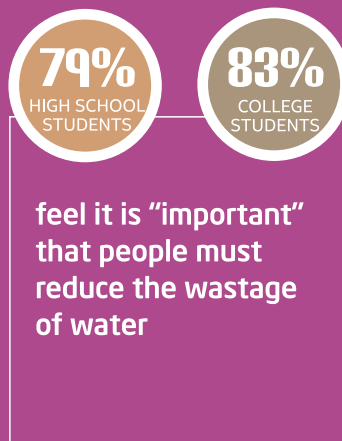
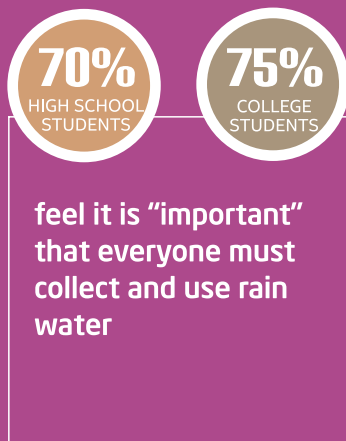
Respondent Group	Mean Percentage Score ATTITUDES (Max. score 8)
High School (N 6168)	40%
College (N 4374)	45%

% Score on Attitude towards Environmental Conservation



- The mean score of 40% for high school and 45% for college students both indicate a somewhat positive attitude students have towards environmental conservation. The scores not only reflect the prevailing popular “buzz” on the need for protecting the environment and conserving natural resources created by media, celebrities, corporate organizations, NGOs, government agencies but also the beneficial effects of compulsory teaching of environmental science across a large number of schools.

A Sample of attitudes towards measures for water conservation and tackling water crisis in urban India

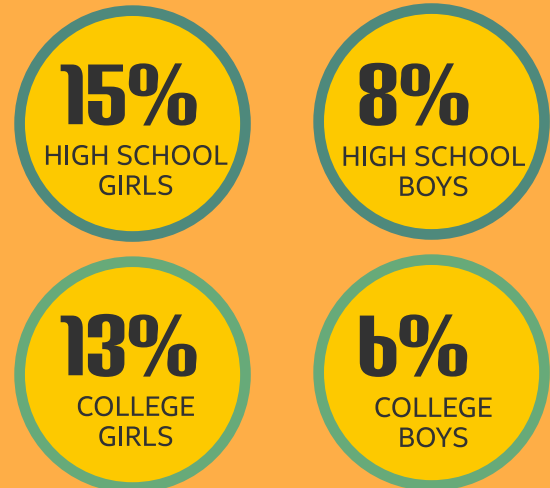


# 3.5 DOMAIN FIVE ATTITUDES TOWARDS GENDER EQUALITY

Gender equality or equality between men and women is accorded a paramount role globally in equitable and sustainable human development. Gender equality entails the principle that all human beings viz. men and women, and boys and girls are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. It also means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally without discrimination.

*Yuva Nagarik Meter measures young people’s attitudes toward gender equality and gender violence and attempts to uncover the stereotypes lying underneath those attitudes.*

## % Score on Attitudes towards Gender Equality

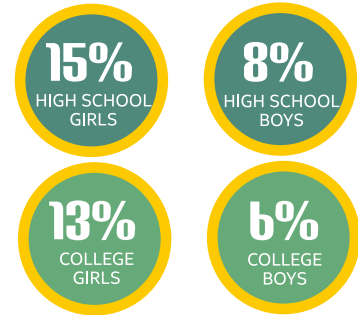


# ATTITUDES TOWARDS GENDER EQUALITY

Table 9: Mean Percentage Score: Gender Equality

Respondent Group		Mean Percentage Score ATTITUDES (Max. score 14)
High School (N 6168)	Girls	15 %
	Boys	8 %
College (N 4374)	Girls	13 %
	Boys	6 %

## % Score on Attitude towards Gender Equality



- Though girls score comparatively better than boys, the mean scores of both boys and girls across high schools and college categories on the whole are rather low and suggest prevalence of undesirable attitudes towards gender roles and equality. It appears that the spotlight on the girl child and gender equality in development agendas and school curricula worldwide and in India has not been effective in stimulating the youth-both girls and boys alike - to shed the deep-rooted discriminatory stereotypes and prejudices and embrace progressive and liberal attitudes about gender equality.

### A Sample of Attitudes towards Gender Equality

I Agree Women have no choice but to accept a certain degree of violence

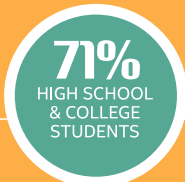
High school: Girls - 37%, Boys - 42%

College: Girls: 43 %, Boys - 44%

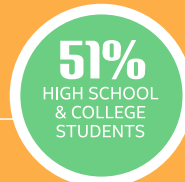
I Agree women dress and behave in certain ways to provoke violent reactions from men

High school: Girls - 51%, Boys - 55%

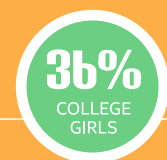
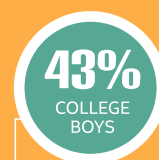
College: Girls: 55 %, Boys - 59%



“agreed” that women can perform equally well or better than men in all professions



also “agreed” that the main role of women is to take care of the household and bring up their children



admitted that dowry is a practice in their community and felt that they should “accept” this practice

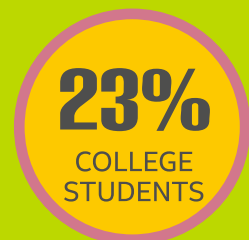
## 3.6 DOMAIN SIX ATTITUDES TOWARDS DIVERSITY & SOCIAL JUSTICE

Diversity is about valuing peoples' differences and addressing their different needs and situations while respecting the uniqueness of each individual and also recognizing that individuals and their societies are inter-related and inter-dependent. Given India's unparalleled social diversity in terms of - religion, language, caste, tribe, customs and traditions, the need for a dynamic and yet peaceful, tolerant and constructive coexistence of diverse groups is paramount and at the very heart of India's development and democracy.

Wide diversity in a society also implies huge differences in power and status and therefore marginalization of those with less/without power or status. Equality in this context is about creating a fairer society where everyone can participate and have the opportunity to fulfil their potential while no one is unfairly disadvantaged. The principle of Social justice (also enshrined in India's Constitution) fundamentally requires human beings to treat people as equals and it is primarily about ensuring the protection of equal access to liberties, rights, and opportunities, as well as achieving equality of outcomes particularly for the least advantaged members of society.

*The Yuva Nagarik Meter measures young citizens' attitudes and values pertaining to social diversity in India, their attitudes towards marginalized sections such as street vendors, the urban poor, domestic workers, etc. and affirmative actions aimed at achieving social justice.*

**% Score on Attitudes towards  
Diversity & Social Justice**

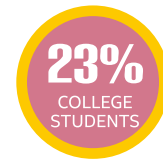


# ATTITUDES TOWARDS DIVERSITY & SOCIAL JUSTICE

Table 10: Mean Percentage Score: Diversity & Social Justice

Respondent Group	Mean Percentage Score ATTITUDES (Max. score 14)
College (N 4374)	23 %

% Score on Attitudes towards Diversity & Social Justice



- The low score of 23% on attitudes towards diversity and social justice is hardly surprising in the backdrop of a communally charged social milieu exacerbated by divisive politics and accompanied by a swelling “middle class” and continued marginalization of the poorest of poor in urban India.

## A Sample of Attitudes towards Diversity & Social Justice



### 3.7 OVERALL DOMAIN-WISE PICTURE

Table 11: Combined domain-wise Mean Percentage Scores for High School and College

Domains (in the descending order of mean percentage scores)	High School (N=6168)	College (N=4374)	Overall Mean % Score (N=10542)
Attitudes Environmental Conservation	40%	45%	42%
Knowledge & Comprehension Rights & Responsibilities	27%	31%	29%
Attitudes Diversity & Social Justice	NA	23%	23%
Knowledge & Comprehension: Democratic Governance	17%	19%	18%
Attitudes Adherence to Civic Rules	15%	10%	13%
Attitudes Gender Equality	12%	8%	10%
Attitudes Democratic Governance	NA	-11%	-11%
Overall Mean % Score	21% Std. Deviation 11.30	20% Std. Deviation 13.92	21%

- On the whole, there is no significant difference between the scores of High school (21%) and college students (20%) and the level of democratic citizenship across domains as well as a combined mean percentage score (21%) measured by Yuva Nagarik Meter is rather low.
- Environmental conservation is the highest scoring domain for both high school (40%) and college students (45%).
- Gender equality is the lowest scoring domain for high schools (10 %) while attitude towards democratic governance is the lowest scoring domain for college (minus 11%).

## 4. Linear Regression Analysis: Predictors / Influencers of level of Democratic Citizenship among Students

- The purpose of linear regression is to analyze and learn about the relationship between several independent or predictor variables and a dependent or criterion variable
- Regression analysis is used to predict variance in a continuous dependent variable: level of democratic citizenship measured in terms of knowledge/comprehension and attitudes/values across the six domains from a number of independent variables
- The predictor variables can either be continuous variables such as age, educational attainment, years of experience etc. or dichotomous variables (categorical) such as gender –male or female, type of school ownership – Government or private, board of education etc.
- The R Square denotes the amount of variance in the dependent variable that can be explained by the joint predictive power of knowing the other variables.
- The interpretation of regression coefficients for continuous variables is different from that of dichotomous variables
- Continuous Variables: The individual regression coefficient of a given predictor variable indicates the amount of change one could predict in the dependent variable (democratic citizenship) given a one unit change in the value of that variable and further given that all other predictor variables in the model are held constant
- Dichotomous variables: the regression coefficient predicts by what measure one demographic groups' level of dependent variable will be higher or lower than the other group when all other predictors are held constant.

### 4.1 Predictors and Influencers of Democratic Citizenship for High School Students

Out of the 10 variables factored for regression analysis, only 5 variables emerge as significant and powerful predictors listed in the descending order of their predictive power and degree of influence as shown in Table 12 below. The aggregate mean percentage scores and sample size (N) for each of the high school variables is given as Annexure-III on page 55.

**The R Square of 0.21** means that about 21% of variance in the level of democratic citizenship among high school students can be predicted by knowing about the 10 independent variables. The most powerful predictor is the quality of daily life experience at school as perceived by the students closely followed by the quality of daily life experience at home. The raw coefficient of 0.129 suggests that for every one unit increase in positive daily-life experience at school, there will be a corresponding increase of 0.13 units in the democratic citizenship score when all other predictors are held constant. Similarly, for every one unit increase in positive daily-life experience at school, there will be a corresponding increase of 0.09 units in the democratic citizenship score when all other predictors are held constant. It means that one can expect a higher level of democratic citizenship with increasing positive experience at school and home as shown in Table 13<sup>18</sup>.

Table 12: Most powerful Influencers of Democratic Citizenship among High School Students

Sl.no	Top Five Most Powerful Predictors/Influencers	Regression Coefficient (R)	Significance @0.05 level
1.	Positive daily life experience at School	0.129	.000
2	Positive daily life experience at Home	0.085	.000
3	Watching news and debates on TV	1.776	.000
4	City: metro vs.non metro (negative)	(-) 1.482	-.000
5	News Paper Reading Habit	1.307	.000
R Square		0.21	

<sup>18</sup> The data on daily life experience of students at school, college and home was collected through scale type of questions designed as part of the YNM instruments.



Table 13: Democratic Citizenship Scores of High School Students by Experience at Home & School

% increase in experience scores	Mean percent score of democratic citizenship by home experience	Mean percent score of democratic citizenship by school experience
-29 to 0	11.9	15.5
0 to 29	17.5	18.7
30 to 49	20.1	21.2
50 & above	26.1	26.4
Total	21.8	21.8

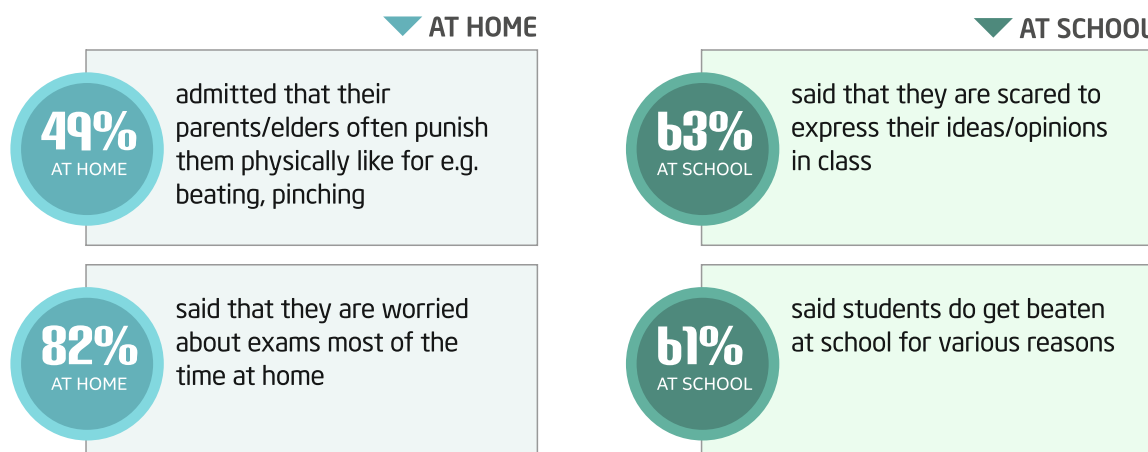
The quality of experience at home and school is not only a powerful influencer but also explains a part of the variance observed between metropolitan and non-metropolitan cities. For e.g. the home and school combined experience score of students in non-metro cities is 42 with a aggregate mean percentage citizenship score of 23 whereas the metro students' combined experience score is 38 and their mean percentage citizenship score is 19.

On the whole the impact of positive experience on democratic citizenship is a very significant finding and corroborates similar findings of previous studies that for young people to develop democratic attitudes and orientations, their home, school and classroom environments need to be democratic in terms of being open, free and participatory spaces rather than being constricting and fear-inducing and where they are treated with dignity, courtesy, love and care. It is also worth recalling here Sheldon Berman's (1997) observations on the importance of democratic home and school environments in nurturing political efficacy among students from his path breaking book, *Children's Social Consciousness and the Development of Social Responsibility*:

"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 behavior, 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".

The sample of responses provides a glimpse of the restrictive nature of the home and school environments faced by adolescents.

**A sample of responses related to how students are experiencing their daily life at home and school**



## Other significant Influencers of democratic citizenship among high school students are:

Habit of watching television news and debates & reading newspapers: An R value of 1.776 means that the democratic citizenship score of those who have the habit of watching television news and debates will be 1.8 units higher than those who are not habitual watchers when all other predictors are held constant. An R value of 1.307 means that the democratic citizenship scores of those who have the habit of reading newspapers will be 1.3 units higher than those who do have the habit of reading when all other predictors are held constant.

The habit of reading newspapers or watching TV news and debates implies a greater interest in public affairs reflected in heightened level of general awareness and is therefore a stronger influencer of democratic citizenship.

**Metro city life is a negative influencer:** An R value of -1.487 means that the democratic citizenship scores of high school students living in metro cities (Bangalore, Delhi, Mumbai, Chennai, Kolkata & Ahmedabad) will be 1.5 units lower than their counterparts in non metro cities (Guwahati, Lucknow, Patna, Jaipur and Bhopal) when all other predictors are held constant. Further explanation is provided in section 4.3.

## The Not-so-significant predictors/influencers of democratic citizenship score of high school students:

The study shows independent variables such as gender, the religion and caste of the students, educational attainment of parents, and so on, different Boards of education viz. CBSE, ICSE and State Boards, participation in extracurricular activities such as NCC, NSS, Eco Clubs and so on do not have a significant influence on their democratic citizenship score.

One would have expected that the students studying in schools affiliated to CBSE would have attained higher scores given that the CBSE's "democratic politics" curriculum for secondary schools is considered both richer in content and far more topical and relevant than that offered by schools affiliated to ICSE and State Boards. Apparently, the lower effectiveness of CBSE curricula to have a greater influence on citizenship knowledge and attitudes despite its enriched content is probably due to the continued unimaginative approach to classroom pedagogy that still mostly relies on text books, lectures and rote learning aimed at preparing students for exams rather than nurturing critical thinking. This seems to be a common challenge across various boards of education.

The insignificant influence of students' participation in extracurricular activities like NCC, NSS and so on that are being implemented with the laudable goals of cultivating good citizenship is another important finding which yet again is a pointer towards a mechanical approach devoid of connect and exposure to real-life social and political issues and challenges.

## 4.2 Predictors and Influencers of Democratic Citizenship for College Students

Out of the 10 variables factored for regression analysis, only 5 variables emerge as significantly powerful predictors listed in the descending order of their predictive power and degree of influence as shown in Table 14 below. The aggregate mean percentage scores and sample size (N) for each of the college variables is given as Annexure-IV on page 56.

Table 14: Most powerful Influencers of Democratic Citizenship among College Students

Sl.no.	Top Five Most Powerful Predictors/Influencers	Regression Coefficient	Significance @0.05 level
1	Positive daily life experience at College	0.208	.000
2	Positive daily life experience at Home	0.122	.000
3	City: metro vs.non metro (negative)	(-) 5.978	.000
4	Political party affiliation (negative)	(-) 5.484	.000
5	Type of course: technical vs. nontechnical	2.456	.000
	R Square	0.362	

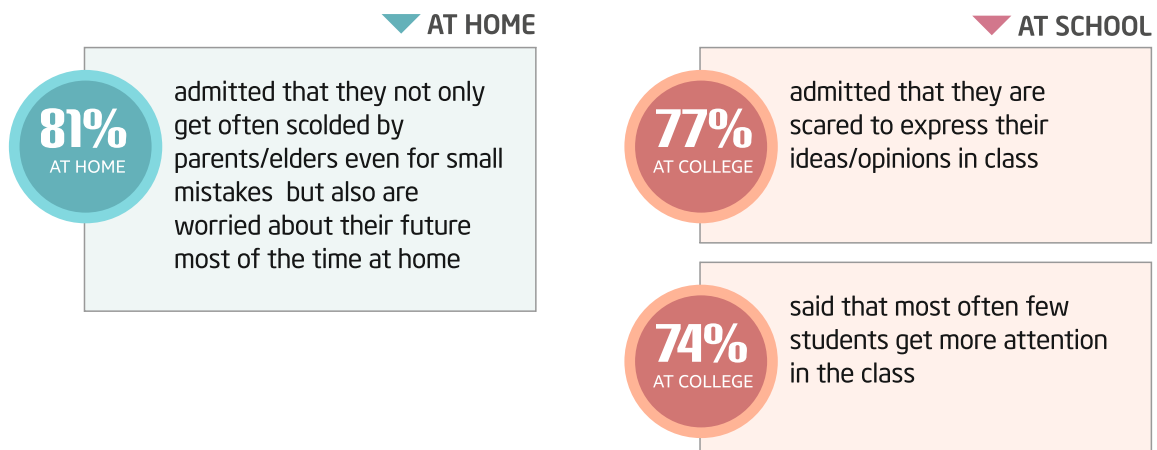
The R Square value of 0.362 means that about 36% of variance in the level of democratic citizenship among college students can be predicted by knowing about the ten independent variables.

Similar to high school respondents, the most powerful influencer /predictor is the quality of daily life experience at college as perceived by the students closely followed by the quality of daily life experience at home. The raw coefficients of 0.208 and 0.122 means that for every one unit increase in positive daily-life experience at college and home respectively, there will be a corresponding increase of 0.21 and 0.12 units in the democratic citizenship score when all other predictors are held constant. This means that one can expect a higher level of democratic citizenship with increasing positive experience at college and home as shown in Table 15 and the sample of student’s responses related to their experiences.

Table 15: Democratic Citizenship Scores of College Students by Experience at Home & College

% increase in experience scores	Mean percentage score of democratic citizenship by home experience	Mean percentage score of democratic citizenship by college experience
-29 to 0	10.9	8.8
0 to 29	13.5	11.6
30 to 49	17.9	17.0
50 & above	26.5	26.8
Total	19.8	19.8

### A sample of responses related to how students are experiencing their daily life at home



The quality of experience at home and college is not only a powerful influencer but also explains a part of the variance observed between metropolitan and non-metropolitan cities. For e.g. the home and college combined experience score of students in non-metro cities is 43 with an aggregate mean percentage citizenship score of 24 whereas the metro students' combined experience score is 39 and their mean percentage citizenship score is 16.

### Other significant Influencers of democratic citizenship among high school students are:

**Metro city life is a negative influencer:** An R value of -5.978 means that the democratic citizenship scores of college students living in metro cities (Bangalore, Delhi, Mumbai, Chennai, Kolkata & Ahmedabad) will be 6 units lower than their counterparts in non metro cities (Guwahati, Lucknow, Patna, Jaipur and Bhopal) when all other predictors are held constant. Further explanation is provided in section 4.3.

**Political Party affiliation is a powerful negative influencer:** An R value of - 5.484 means that the democratic citizenship score of those who reported affiliation to student wings of various political parties (N= 2660, 60% of the respondents) will be 5.5 units lesser than those reported no affiliation (N= 1714) when all other predictors are held constant. The study generates strong evidence to suggest that affiliation to or participation in political parties has a negative effect on shaping democratic citizenship on college students. For e.g. the mean percentage citizenship score of those reported active in political parties is 16% whereas the same for those who reported no affiliation is 25%. The disempowering impact of political party affiliation is an important finding and an indication of declining egalitarian values and lack of internal democracy in political parties driven by hierarchical decision making structures and the practice of sycophancy and hero-worship.

**Type of Course:** An R value of 2.456 means that the democratic citizenship score of those who are pursuing technical courses such as engineering, medicine, law etc. will be 2.5 units higher than those who are pursuing traditional courses such as Bachelors degree in humanities, commerce and science. Given that a higher number of academically better performing students enrolling into technical courses as compared to poor academic performers, this finding suggests a possible positive correlation between academic performance and the level of democratic citizenship and needs further empirical investigation.

### The Not-so-significant predictors/influencers of democratic citizenship score of college students:

Similar to high school respondents, the study shows that independent variables such as gender, the religion and caste of college students, educational attainment of their parents, their participation in extracurricular activities such as NCC, NSS, Eco Clubs and so on do not have a significant influence on their democratic citizenship score.

## 4.3 Yuva Nagarik Meter: Overall picture by Metro & Non-metro Cities

The study finds a high positive correlation of 0.73 (significance level- 0.05)<sup>19</sup> between aggregate mean percentage scores of high school and college students thus suggesting a possible effect of "place". Furthermore, the regression analysis points an inverse relationship between the degree of urbanization (size of the city) and the level of democratic citizenship. For e.g. as evident in Figures 11, 12, and 13 below, the combined mean percentage scores of both high school and college students in less industrialized and less densely populated non metro cities (Guwahati, Patna, Lucknow, Jaipur, and Bhopal) is higher than their counterparts from more industrialized and densely populated metro-cities (Mumbai, Delhi, Kolkata, Chennai, and Bangalore).

Though this effect is more pronounced for college students than the high school students and needs further

<sup>19</sup> Pearson's correlation coefficient

empirical research, it does raise critical concerns about the effects that densely populated Indian cities possibly have on the development of democratic citizenship. Urban living in India is characterized by: severe infrastructural inadequacies, overcrowding, huge population living in poor and inhuman conditions, conflicts over control of and access to resources, rampant violation of rules, citizen apathy reflected in poor voter turnouts, lack of community connect and social cohesion and so on. These ill effects of rapid untamed urbanization are more profoundly “felt ‘and more blatantly “visible’ in larger metropolises of India and may therefore impact the youth in these large cities more adversely compared to other state capitals.

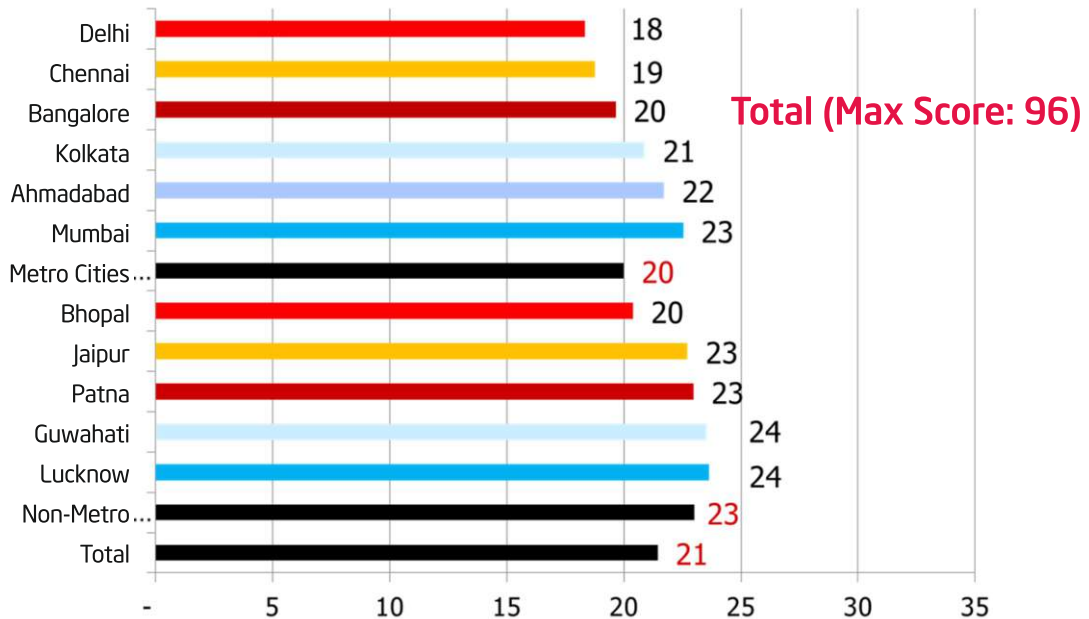


Figure 11: High School: Aggregate Mean % Score on democratic citizenship by Metro & Non-Metro cities

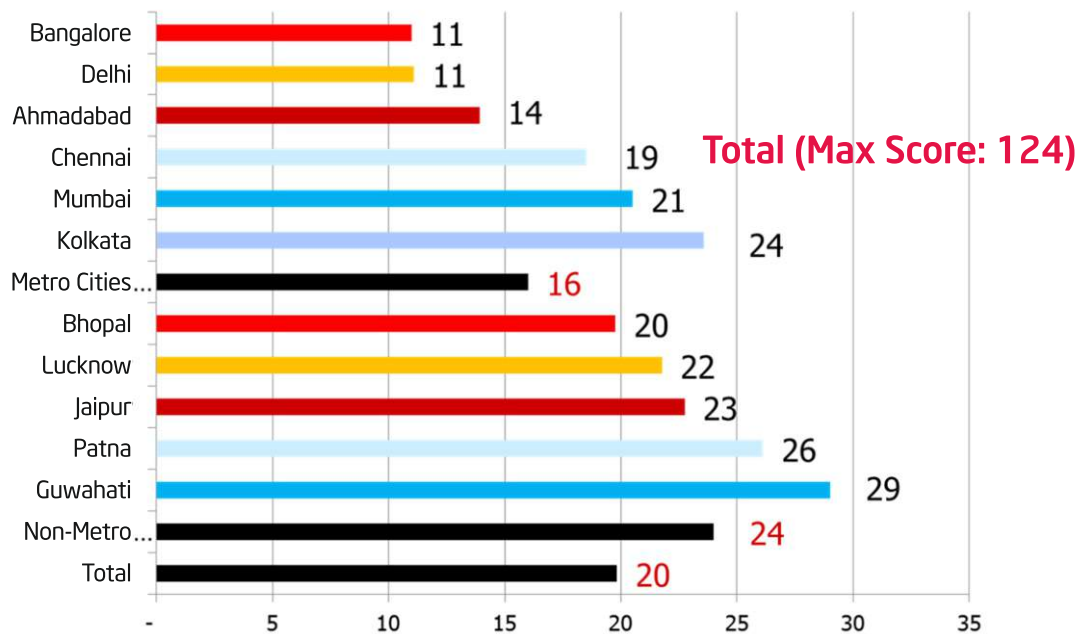


Figure 12: College - Aggregate Mean % Score on democratic citizenship by Metro & Non-Metro cities

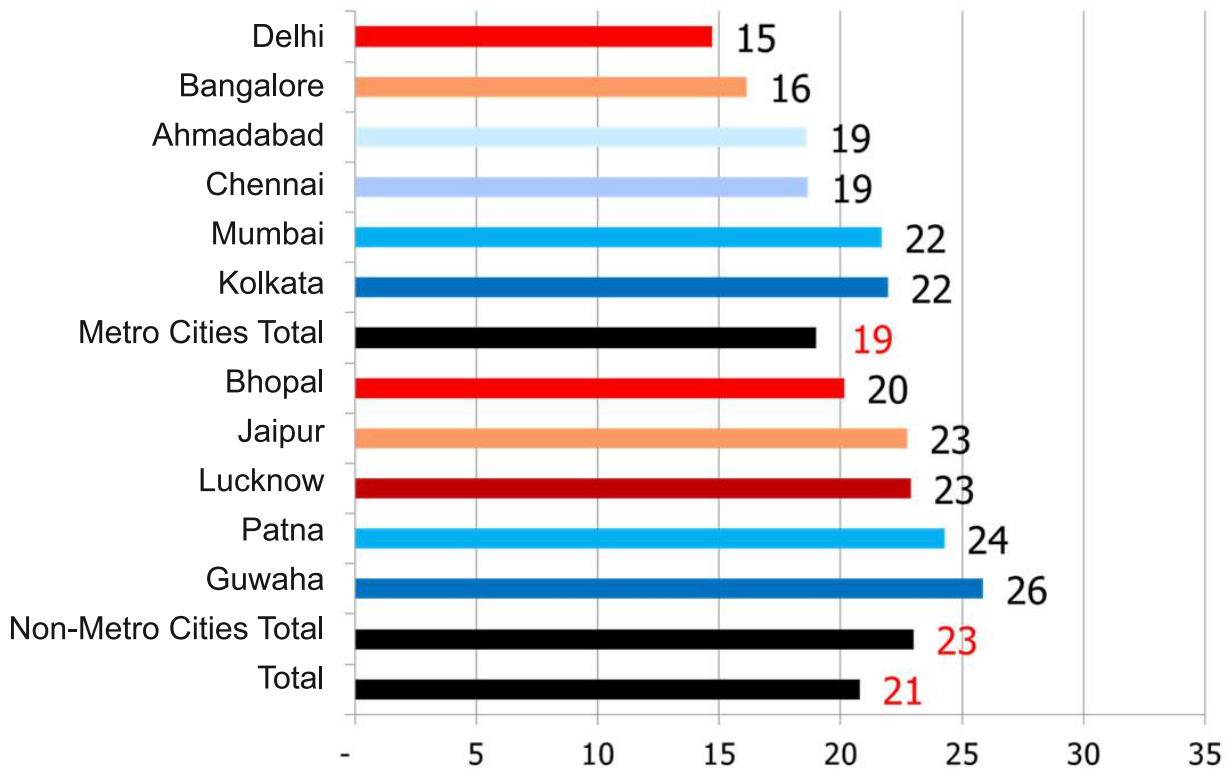


Figure 13: Combined Aggregate % Score on democratic citizenship by Metro & Non-Metro Cities

## 5. Social Science Teachers' Survey: Methodology, Sample & Findings

The survey of social science teachers as part of Yuva Nagarik Meter was conceived with the objective of exploring causal relationships between class room practices/teaching styles and teachers' attitudes towards social diversity and democratic form of government on the one hand and the level of democratic citizenship among high school students on the other.

For the purposes of YNM, social science teachers were identified as those from the secondary schools teaching either one or more of the following subjects: civics, political science, economics, geography, history, ethics, and moral science and so on.

YNM sought to select two social science teachers from each of the high schools sampled to select the students and the sample size targeted was 660 teachers from 330 schools across 11 cities. However, non availability of social science teachers in some schools led the field research team to excessively source the same from schools that were not part of the original sample used for selecting the students. As a result, a total of 757 teachers got selected for the survey. The profile of teacher respondents is provided below:

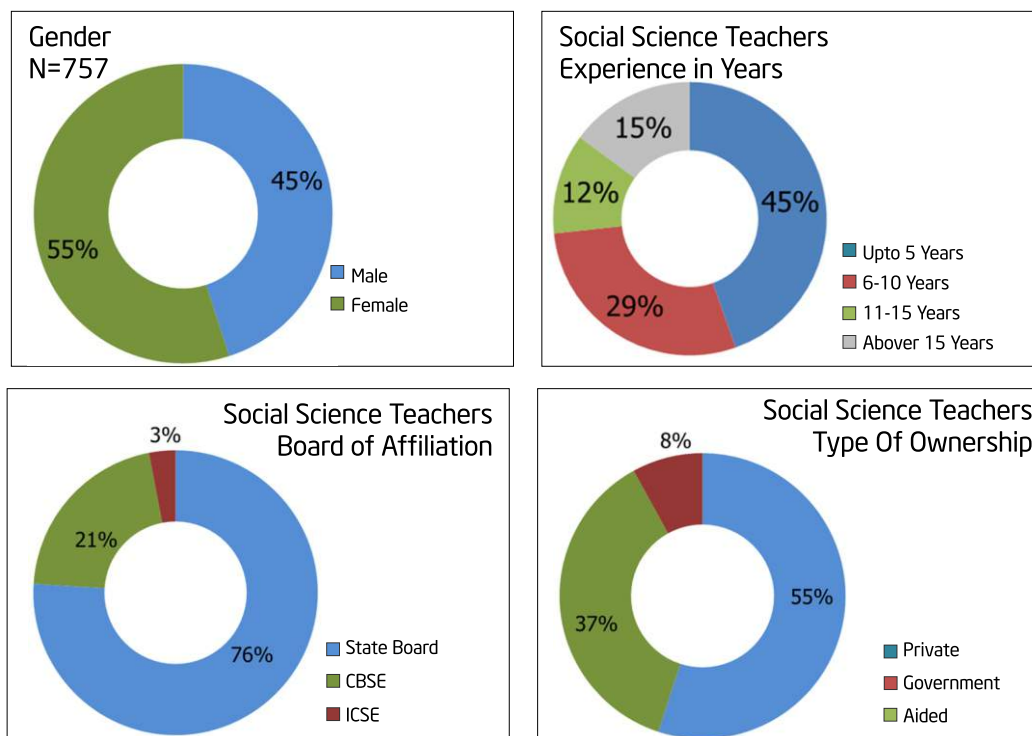


Figure 14: Demographic Profile of teacher Sample

The teachers were administered an exclusively designed and pilot tested questionnaire aimed at gathering data on four domains:

a) How "participatory" the class room practices/teaching styles are?

There were 28 questions. Here are a few examples:

- How much time teachers spend for discussions and debates in the classroom?
- How comfortable teachers are in discussing issues of gender, caste, religion etc.?
- When children had conflicting opinions in the class room, how comfortable they were in addressing the situation?

b) What kind of attitudes teachers have towards democratic governance and issues concerning social diversity in India? Total no. of questions - 18

c) What are teachers' views and perspectives on civic education content and methodology and expectations from civic education? Total no. of questions - 30

For exploring causal relationships between teacher's attributes and students' level of democratic citizenship however, only the first two domains were considered for scoring and analysis. For both the domains, negative scoring was used to compute mean percentage scores and to differentiate undesirable attitudes/practices from those desirable/positive.

Table 16 - Mean Percentage Score: Social Science Teachers' Survey (N = 757)

Attributes	Mean Percentage Score
Attitude towards Democratic Governance & Diversity	12% (Max. score 20)
How Participatory is the Class room practice /teaching style?	52% (Max. score 20)
Aggregate Mean Percentage Score	32%

- The mean percentage score of 12% implies that social science teachers surveyed have overwhelmingly negative attitudes towards democratic form of government and unfavourable attitudes towards issues of social diversity in India. This is a further vindication of not only the authoritarian culture that pervades across various social and political institutions in India but also a widespread dissatisfaction with government and political leadership in general. Furthermore, it corroborates to some extent the negative/low score obtained by college students on attitudes toward democratic governance, diversity and social justice.
- Democratic class climate means the extent to which speech and discussions in civic education classes reflect pluralism and democratic orientations of the teacher means the extent to which one supports various democratic norms and values. Previous studies have shown that civic education when conducted in a democratic classroom climate has a crucial effect on the internalisation of democratic attitudes and political knowledge (Perliger et.al 2006)<sup>20</sup>.
- As a corollary to this, one should expect a positive correlation between teacher's scores on democracy and diversity and participatory class room practices on the one hand and high school students' score on the level of democratic citizenship on the other.
- Therefore, mean percentage score of 52% obtained by teachers on the participatory class room practices and teaching style appears rather exaggerated particularly considering their low score on attitudes towards democracy and diversity and in the light of overall low score of 21% obtained by high school students on democratic citizenship.

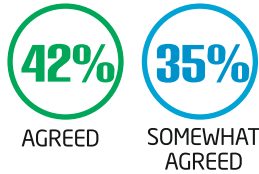
<sup>20</sup> Perliger, Arie; Canetti-Nisim, Daphna; Pedahzur, Ami. *Democratic Attitudes among High-School Pupils: The Role Played by Perceptions of Class Climate.* 2006.

[http://www.academia.edu/2160116/Democratic\\_Attributes\\_Among\\_High-School\\_Pupils\\_The\\_Role\\_Played\\_by\\_Perceptions\\_of\\_Class\\_Climate](http://www.academia.edu/2160116/Democratic_Attributes_Among_High-School_Pupils_The_Role_Played_by_Perceptions_of_Class_Climate) last retrieved on 14.01.1015

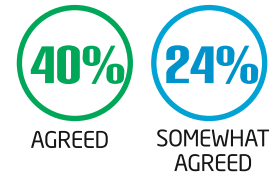


## Social Science Teachers Survey: A Sample of Responses

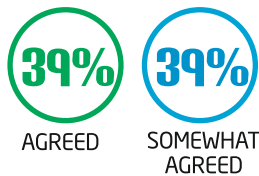
1. There are many ways to govern the country and authoritarian government is preferable under some circumstances:



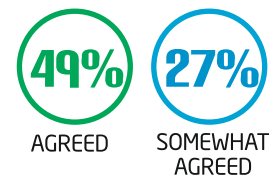
2. We should get rid of elections and parliaments and have experts make decisions on behalf of the people



3. Having a religious plurality in the nation is difficult

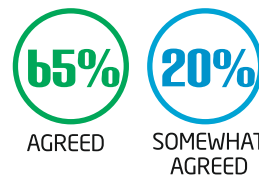


4. It is important to create more soldiers than we have

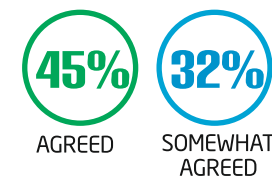


5. 78% reported that in a class period of one hour, they allocate anywhere between 5 to 15 minutes for students to ask questions, participate in discussions and activities, making presentations and so on

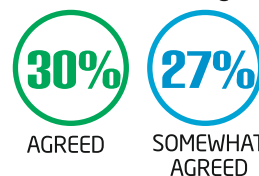
6. Social sciences teaching need to be more about facts than analysis:



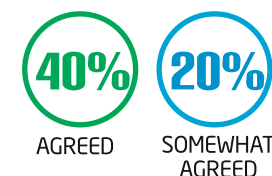
7. In urban areas, most problems are caused by migrants:



8. Different communities should be allowed to follow their customary practices even if it violates a child's right



9. It is ideal to have children from a single social class category in the classroom:



10. Nearly 61% of teachers surveyed reported they have not attended a single refresher course or any training on social science subjects during the last five years



## 6. Yuva Nagarik Meter: Summary of Key Findings & Recommendations

### 6.1 The Big Picture: Where does Young (urban) India stand on Democratic Citizenship?

- The aggregate mean percentage score combining high school and college students (N 10542) on democratic citizenship in urban India as measured by Yuva Nagarik Meter is rather low at **21%**
- On the whole, there is no significant difference in the aggregate scores of democratic citizenship between high school **21%** and college students **20%**
- Attitudes towards gender equality is the lowest scoring domain for high schools with a mere **10%** score while attitude towards democratic governance is the lowest scoring domain for college with a score of **minus 11%**
- Attitudes related to environmental conservation is the highest scoring domain for high school with a **40%** score as well as college students with **45%** scores.
- On the whole, both high school and college students score better on citizenship knowledge and comprehension viz. **22%** and **23%** respectively as compared to citizenship attitudes and values viz. **20%** and **16%** respectively.
- High school students score positively higher on attitudes in comparison to college students.
- On the whole both high school and college girls score higher than boys on gender equality, rule of law, and diversity and social justice.

### 6.2 High School Students: Predictors and Influencers of Democratic Citizenship

The most **powerful predictors and influencers** of aggregate scores on democratic citizenship of high school students which also account for intercity variations in the score are:

- **Positive experience at school and home:** the score on democratic citizenship is expected to significantly increase with every unit increase in the score on positive experience at school and home.
- **Habit of watching television news and debates on current affairs:** Those who watch television news and debates regularly are expected to score significantly higher than those who don't.
- **Metro versus non-metro city of residence:** Students residing in non-metro cities of Lucknow, Patna, Guwahati, Bhopal and Jaipur are expected to score significantly higher than those residing in metro cities of Mumbai, Delhi, Kolkata, Chennai, Bengaluru and Ahmedabad.
- **Habit of reading daily newspapers:** Those who read newspaper regularly are expected to score significantly higher than those who don't.
- **Board of education has no unique impact:** Different types of citizenship education curricula offered by the two central boards of secondary education viz. CBSE and ICSE and various state Boards of secondary education in the selected states have no unique or significant impact on the aggregate score on democratic citizenship of high school students.

- **Type of school by ownership viz. private, government or aided has no unique or significant impact** on the aggregate score on democratic citizenship of high school students.
- Participation in extracurricular activities like **NCC, NSS, Eco clubs, scouts & guides has no unique or significant impact** on the aggregate score on democratic citizenship of high school students.
- **Gender, religion, caste, parental education, household income etc.** have **no unique or significant impact** on the aggregate score on democratic citizenship of high school students.

## 6.3 College Students: Predictors and Influencers of Democratic Citizenship

The most *powerful predictors and influencers* of aggregate scores on democratic citizenship of college students which also account for intercity variations in the score are:

- **Positive experience at college and home:** the score on democratic citizenship is expected to significantly increase with every unit increase in the score on positive experience at college and home.
- **Metro versus non-metro city of residence:** Students residing in non-metro cities of Lucknow, Patna, Guwahati, Bhopal and Jaipur are expected to score significantly higher than those residing in metro cities of Mumbai, Delhi, Kolkata, Chennai, Bengaluru and Ahmedabad.
- **Political party affiliation has a negative impact:** Students with political party affiliation are expected to score significantly lower than those who don't
- **Type of Course:** Students pursuing technical courses such as engineering, medicine, law and so on are expected to score significantly higher than those pursuing non-technical courses such as bachelor's courses in humanities, science, and commerce.
- Participation in extracurricular activities like **NCC, NSS, Eco clubs, scouts & guides has no unique or significant impact** on the aggregate score on democratic citizenship of college
- **Gender, religion, caste, parental education, household income etc.** have **no unique or significant impact** on the aggregate score on democratic citizenship of college students

## 6.4 Key Findings of Yuva Nagarik Meter: A Narrative Commentary

- The youth's inability to understand democracy as a principle that relates to the inter-subjective relationships between people stems largely from the fact that both popular and academic/educational representations have reduced democracy to a political structure and process. The overall democratic deficits in the culture of Indian society have not been addressed by our educational systems. In fact, undemocratic educational institutions and their reproduction of hierarchical relations and interactions continue to mark young people and for them to hold un-democratic ideas and attitudes.
- That 67 percent of college students endorse or consider authoritarian rule as required for India may perhaps relate to the fact that they experience several forms of irregularities and tensions in their lives and the generally chaotic and corrupt political parties and their functioning are seen as responsible for this. These attitudes are also drawn from ideas that do not relate societal impact on the political system and are unable to see how a complex society such as India makes demands on the political system. In addition, there is a general sweep of ideas which consider majoritarianism as a desired perspective and there is less tolerance for cultural heterogeneity. [The survey indicates a coinciding of ideas that relate to the endorsement of political authoritarianism with that of intolerance of cultural variation and socio-economic disadvantages].

- Performance difference between schools in metro & non-metro cities: The fact that both the students and the social science teachers of the non-metro schools have performed better than the students and teachers in the metro schools indicates that there is a difference in the teaching-learning patterns between these schools and this is reflected in the variations in their performance. The first reason may be related to this itself that the teachers and schools of the non-metro areas are delivering better and more socially sensitive educational transactions than the teachers in the metro areas. Second, the quality of the schools in the metro areas, given the boom in the recent decades and the proliferation of new private schools with questionable quality, may account for the fact that these teachers are inadequately trained and oriented. Third, overall the students in the metro may also be facing more pressure and tension in their own lives and are also subject to intensified forms of undemocratic cultures, institutional tensions and contradictions, and of the eroded civic cultures in the metropolitan areas.
- Despite variations seen in the performance of social science teachers between metro & non metro cities, the teachers as a group are not left behind in their undemocratic attitudes or expressing their preference for authoritarian governments as nearly 77% of them either fully or somewhat agreed that *an authoritarian government is preferable under some circumstances*. Such negative attitudes certainly influence and guide their transactions in the classroom further accentuating the democratic deficit.
- Students also seem to have internalised the limitations of our civic governance and the ways in which rules are violated with impunity. In considering the system as slack and inefficient they also become violators.
- The anti-reservation attitude/opinions are representative of the intolerance and lack of understanding of the history and conditions of disadvantaged communities. It also reflects a simplistic adherence to popular animosity towards the reservation system by the media in general and among the older people in their circle.
- That the youth are hostile and lack empathy for the working class is evident in the youth's lack of recognition of working persons' rights. The increasingly market-led and capital dominated public sphere is perhaps also marking youth who see economic assertion and appropriation of labour and resources as positive abilities among people.
- The relatively better performance on environmental issues is perhaps due to the fact that environmental education and awareness have spread more effectively than other forms of social and civic awareness.
- That stereotypical values and attitudes prevail among youth is represented in their ideas related to women's rights and their attitude towards violence. Seeing rights as variable and violence against women as inevitable also indicates the lack of understanding of the spirit and meaning of human rights and of equitable rights.
- Home and educational institutional cultures and their transactions seem to mark students significantly. If 63 percent cited that they did not have an open environment in their homes and if 61 percent cited corporal punishment at schools, then it indicates the additional burden that the youth have to bear. Pressure of academic performance, submitting to others' aspirations, lack of tolerance of individual differences and

capacities are possible forms of demands that are made on youth.

- If watching TV debates, reading newspapers etc. are positive influencers on ideas and attitudes towards democracy, then, it is important that these be the via media for disseminating ideas about a culture of democracy. Most of these media do not have specialised sections for youth in which contemporary trends and events can be represented to them and shared among themselves or in their classes.
- The fact that participation in political parties does not endow youth with positive ideas and attitudes about democracy indicates the very un-democratic functioning of most political parties, including their youth wings.

## 6.5 Summary Note

The YNM study supports/endorse some of the ideas and attitudes that we see prevailing among youth and which mark their relationships, actions, and everyday lives. That there is largely an adherence to received cultures and a failure to have internalised new ideas related to rights, democratic norms and processes, civic responsibilities etc. indicate both the hold of entrenched hierarchical cultures across the social spectrum and the reproduction of un-democratic cultures even in educational institutions.

That educated youth reproduce cultural values from their social context is evident in their endorsement of ideas related to gender, caste and religious segregation and to a growing antipathy towards the working class. Given the un-thinking acceptance of socially prevalent norms and the lack of understanding of women's rights, issues such as violence, justice, equality etc. are not factored in their process of thinking and decision-making. Youth are now experiencing intense pressures to excel in academic performance and be competitive among themselves.

Overall, the opportunities for recognition and mobility are limited and the functioning of educational institutions which have been reduced to being systems of accreditation make these even more difficult and challenging. Compounding all these is the larger political and civic governance structures which with their multiple inadequacies and failures adversely impact the youth. Laxity in implementing rules, violations that are not met with judicious retributions across the spectrum, laws that are negotiated and uneven etc. are processes and trends which force youth to consider subscription to rules and norms as merely foolish.

## 6.6 Rethinking Education for Democratic Citizenship in India : CALL FOR ACTION

- 1 The Yuva Nagarik Meter calls urgent attention to the need for both families and educational institutions to re-orient, re-vamp and re-equip themselves so as to endow and disseminate democratic cultures for and among youth.
- 2 Educational institutions will have to seriously think about engaging with families so that parental pressure and popular cultures of hierarchy, discrimination and lack of tolerance are challenged.
- 3 Our educational curricula at both school and college levels need to be revitalized to engage with issues of students' understanding of democracy. No longer can these issues be confined to civics education.
- 4 Given that none of the Boards of education including CBSE despite its progressive and transformative content have made a significant or unique impact brings forth the paramount need for restructuring and revamping the pedagogy of citizenship education to render it as a participatory process and an empowering experience for youth.
- 5 In the backdrop of ongoing reforms efforts to revamp NCF 2005, the study strongly recommends that the curriculum content of "Social & Political Life" and "Democratic Politics" the text books prescribed by NCERT for schools affiliated to CBSE must be retained and strengthened rather than replaced. Further, as the study findings suggest, the policy reforms are far more urgent and critical to transform teachers as practitioners and living examples of democratic principles and values.
- 6 Contextualised study materials that can facilitate engaged and considerate responses to a range of relationships, situations, and processes are important. These must be part of the orientation for both teachers and students in all streams of education including the technical ones such as engineering, law, medicine etc.
- 7 Considering that nearly 61% of social science teachers surveyed have said that they haven't participated in a refresher course or any specialized training for teaching civics /political science in the last five years is a matter of serious concern and underscores the need for creating a separate cadre of specially trained citizenship educators.
- 8 Urgent measures are also needed to redesign and revitalize the centrally funded programmes such as National Service Scheme (NSS), National Cadet Corps (NCC), Scouts & Guides, Eco Clubs, Consumer Clubs and so on to transform them as spaces that nurture democratic citizenship.
- 9 The rather dismal scenario of (un) democratic citizenship uncovered by Yuva Nagarik Meter does make a strong case for the country to draft and implement on a war footing, a national policy on education for democratic citizenship backed by allocation of adequate resources and decentralized institutional arrangements. Most importantly, such a policy needs to be constitutionally guided and safeguarded to ensure that it is enforceable across the country regardless of the Board of education and is tamper proof to changing political regimes.

## 7. ANNEXURES

### ANNEXURE I: DISTRIBUTION OF CITIES AND THEIR POPULATION

Metro Cities	Population in Million (2011 Census)
Delhi	16.3
Mumbai	18.4
Kolkata	14.1
Chennai	8.7
Bengaluru	8.5
Ahmedabad	6.35
Total	72.35
Non-Metro Cities	Population in million (2011 Census)
	3.07
Jaipur	
Lucknow	2.8
Patna	1.7
Bhopal	1.8
Guwahati	0.97
Total	10.34
Source: <a href="http://censusindia.gov.in/2011-prov-results/paper2/data_files/India2/Table_2_PR_Cities_1Lakh_and_Above.pdf">http://censusindia.gov.in/2011-prov-results/paper2/data_files/India2/Table_2_PR_Cities_1Lakh_and_Above.pdf</a>	
Last retrieved on 23.01.2015	

# ANNEXURE II: CITY WISE AVERAGE AND MEAN PERCENTAGE SCORES

## DOMAIN ONE: RIGHTS AND RESPONSIBILITIES

Max. Possible Score College: 24 High School: 32	Average Combined-High school & College Score	Average Combined-High school & College % score
<b>Delhi</b>	6.5	23
<b>Mumbai</b>	9.7	34
<b>Chennai</b>	7.3	26
<b>Bangalore</b>	7.4	26
<b>Kolkata</b>	8.5	30
<b>Patna</b>	7.9	28
<b>Bhopal</b>	9.1	32
<b>Ahmedabad</b>	7.6	26
<b>Lucknow</b>	8.2	28
<b>Jaipur</b>	9.0	31
<b>Guwahati</b>	8.7	31
<b>Total</b>	<b>8.2</b>	<b>29</b>

Domain: Rights & Responsibilities	Sample of Students' Responses (% of respondents)		
	Combined-High school & College	Only High School	Combined-High school & College
	Correctly understand the meaning of Fundamental Right Against Exploitation	Consider themselves as Citizens of India	Correctly understand the meaning of Fundamental Right to equality
<b>Delhi</b>	33	36	30
<b>Mumbai</b>	17	45	42
<b>Chennai</b>	14	27	28
<b>Bangalore</b>	19	43	27
<b>Kolkata</b>	24	28	33
<b>Patna</b>	26	33	49
<b>Bhopal</b>	36	29	40
<b>Ahmedabad</b>	28	37	31
<b>Lucknow</b>	30	40	44
<b>Jaipur</b>	40	39	39
<b>Guwahati</b>	20	22	41
<b>Total %</b>	<b>26</b>	<b>35</b>	<b>37</b>



## DOMAIN TWO: DEMOCRATIC GOVERNANCE

	Democratic Governance (Knowledge & Comprehension) Max. Possible Score College: 48 High School: 34		Only college Democratic Governance (Attitude) Max. Possible Score College: 7	
	Average Combined-High school & College Score	Average Combined-High school & College % score	Average College Score	Average College % score
Delhi	6.1	15	-2.0	-28
Mumbai	6.2	16	-1.2	-17
Chennai	7.7	20	-0.6	-8
Bangalore	6.4	16	-2.7	-39
Kolkata	6.4	16	0.3	4
Patna	8.6	21	-0.8	-11
Bhopal	6.9	17	-1.7	-25
Ahmedabad	6.4	16	-1.4	-20
Lucknow	6.8	17	0.6	9
Jaipur	8.2	20	-0.1	-1
Guwahati	9.0	22	1.3	19
Total	7.2	18	-0.7	-11

Sample of Students' Responses (% of respondents)				
DOMAIN: DEMOCRACY & GOVERNANCE	Combined-High school & College	Only College	Combined-High school & College	Only College
	Do not know that the Legislature is responsible for enacting laws	Agreed that India should have one strong political party	Fuller understanding of democracy that it is all about rule of law, equality etc	Agreed that military should rule India for some years
Delhi	76	86	41	61
Mumbai	75	75	40	60
Chennai	78	57	37	46
Bangalore	81	57	28	72
Kolkata	56	72	45	60
Patna	71	70	38	54
Bhopal	81	84	29	57
Ahmedabad	76	48	36	64
Lucknow	75	54	35	39
Jaipur	77	73	33	44
Guwahati	68	56	48	30
Total %	74	67	37	53

## DOMAIN THREE: ADHERENCE TO CIVIC RULES

Max. Possible Score College: 8 High School: 8	Average Combined-High school & College Score	Average Combined-High school & College % score
Delhi	-0.3	-3
Mumbai	0.9	12
Chennai	0.3	3
Bangalore	-0.1	-1
Kolkata	1.8	23
Patna	2.8	35
Bhopal	0.8	10
Ahmedabad	0.8	10
Lucknow	1.9	24
Jaipur	0.3	3
Guwahati	1.9	24
Total	1.0	13

	Sample of Students' Responses (% of respondents)		
DOMAIN: ADHERENCE TO CIVIC RULES	Combined-High school & College	Combined-High school & College	Combined-High school & College
	Agreed that it is alright to violate rules because the penalty is small	Agreed that it is alright to violate rules because one get away by bribing the officials	Agreed that it is difficult to follow rules when others are violating the same
Delhi	46	46	53
Mumbai	42	41	50
Chennai	43	45	49
Bangalore	47	52	57
Kolkata	40	40	57
Patna	25	29	38
Bhopal	43	56	56
Ahmedabad	39	44	50
Lucknow	30	36	51
Jaipur	36	49	55
Guwahati	31	31	50
Total %	38	43	51

## DOMAIN FOUR: ENVIRONMENTAL CONSERVATION

Max. Possible Score College: 8 High School: 8	Average Combined High school & College Score	Average Combined-High school & College % score
Delhi	3.0	38
Mumbai	3.8	47
Chennai	3.1	39
Bangalore	3.5	44
Kolkata	3.4	43
Patna	3.9	49
Bhopal	3.5	43
Ahmedabad	2.8	34
Lucknow	3.3	41
Jaipur	3.5	43
Guwahati	3.2	40
Total	3.4	42

	Sample of Students' Responses (% of respondents)		
DOMAIN: ENVIRONMENTAL CONSERVATION	Combined-High school & College	Combined-High school & College	Combined-High school & College
		Everyone must collect and use rain water	People must reduce the wastage of water
Delhi	70	83	70
Mumbai	75	84	79
Chennai	78	78	75
Bangalore	73	76	75
Kolkata	73	83	83
Patna	79	87	81
Bhopal	67	81	78
Ahmedabad	68	76	73
Lucknow	68	80	80
Jaipur	71	79	79
Guwahati	75	82	78
Total %	72	81	78

## DOMAIN FIVE: GENDER EQUALITY

Max. Possible Score College: 15 High School: 14	Average Combined-High school & College Score	Average Combined-High school & College % score
Delhi	0.3	2
Mumbai	1.8	13
Chennai	0.7	5
Bangalore	0.2	2
Kolkata	2.0	14
Patna	1.8	12
Bhopal	0.9	7
Ahmedabad	1.6	11
Lucknow	2.5	17
Jaipur	1.4	10
Guwahati	2.7	18
Total	1.5	10

Sample of Students' Responses (% of respondents)			
Domain: Gender Equality	Combined-High school & College	Combined-High school & College	Only College
	Agreed that women can perform equally well or better than men in all professions	Agreed that main role of women is to take care of the household and bring up children	Admitted that dowry is a practice in their community and felt that they should accept this practice
Delhi	71	54	68
Mumbai	80	49	40
Chennai	73	50	40
Bangalore	74	64	73
Kolkata	69	48	27
Patna	61	49	34
Bhopal	68	60	47
Ahmedabad	71	49	34
Lucknow	73	46	32
Jaipur	72	44	29
Guwahati	69	55	24
Total %	71	51	41

## DOMAIN SIX: DIVERSITY AND SOCIAL JUSTICE

Max Score: 14	Average College Score	Average College % score
Delhi	1.8	13
Mumbai	3.1	22
Chennai	2.7	19
Bangalore	0.7	5
Kolkata	3.6	26
Patna	3.9	28
Bhopal	2.6	19
Ahmedabad	2.0	15
Lucknow	3.9	28
Jaipur	5.3	38
Guwahati	5.2	37
Total	3.2	23

Sample of Students' Responses (% of respondents)				
DOMAIN: DIVERSITY & SOCIAL JUSTICE	Only College	Only College	Only College	Only College
	Expressed intolerance regarding migrant workers from other states	Agreed that people who work as construction workers cannot demand proper housing and toilets	Agreed that people who work as domestic help cannot demand minimum wages and other facilities	Favoured prohibition of meeting between boys and girls in public places
Delhi	51	67	77	58
Mumbai	62	28	40	65
Chennai	51	39	49	72
Bangalore	74	74	56	69
Kolkata	41	50	76	59
Patna	43	35	19	69
Bhopal	56	50	62	83
Ahmedabad	45	50	47	58
Lucknow	42	45	40	61
Jaipur	46	31	37	69
Guwahati	39	31	36	51
Total %	50	45	49	65

## ANNEXURE III: AGGREGATE MEAN PERCENTAGE SCORE FOR SIGNIFICANT AND NON SIGNIFICANT INFLUENCERS OF THE LEVEL OF DEMOCRATIC CITIZENSHIP AMONG HIGH SCHOOL STUDENTS

Table 1	Significant Influencers of Democratic Citizenship among High School Students (Other than positive experience at home and school)	Mean Percentage Score	N
1	Watch News on Television		
	No/Never	17.8	1729
	Sometimes	22.2	2902
	Always	24.2	1537
2	Habit of Reading Newspaper		
	No/Never	18.5	1885
	Sometimes	21.9	2679
	Always	24.2	1604
3	Metro vs. Non-metro City of Residence (Negative)		
	Non-metro	22.7	2841
	Metro	20.4	3327

Table 2	Not-so- Significant Influencers of Democratic Citizenship among High School Students	Mean Percentage Score	N
1	Type of School by Ownership		
	Government	20.3	1421
	Non-government	21.8	4747
2	Board of education		
	State Boards	21.4	4663
	CBSE/ICSE	21.7	1505
3	Caste		
	SC/ST	21.0	1329
	Backward	21.2	1571
4	Religion		
	Non-Hindu	21.0	1225
	Hindu	21.6	4921
5	Gender of student		
	Male	20.5	3055
	Female	22.4	3113
6	Voluntary activities in School/outside school		
	Not part of	21.2	4000
	Part of	21.8	2167
7	Household Income		
	Up to Rs.10,000	21.0	3020
	Between Rs.11,000 to Rs.20,000	22.1	1015
	Between Rs.21,000 to Rs.30,000	21.5	558
	Above Rs.30,000	21.3	606

## ANNEXURE IV: AGGREGATE MEAN PERCENTAGE SCORE FOR SIGNIFICANT AND NON SIGNIFICANT INFLUENCERS OF THE LEVEL OF DEMOCRATIC CITIZENSHIP AMONG COLLEGE STUDENTS

Table 1	Significant Influencers of Democratic Citizenship among College Students (Other than positive experience at home and college)	Mean percentage Score	N
1	Course		
	Non technical-B.A/B.Sc/B.Com	18.2	3036
	Technical - BE, MBBS, Law	23.5	1338
2	Watch News on Television		
	No/Never	13.6	1015
	Sometimes	21.2	1995
	Always	22.5	1357
3	Read Newspaper		
	No/Never	14.0	1136
	Sometimes	21.3	1862
	Always	22.6	1376
4	Metro vs. Non-metro city of residence (negative)		
	Non-metro cities	23.9	2002
	Metro cities	16.4	2372
5	Political party affiliation (negative)		
	Those who are not part of political parties	24.8	1714
	Those who are part of political parties	16.7	2660

Table 2	Not-so- Significant Influencers of Democratic Citizenship among College Students	Mean Percentage Score	N
1	Caste		
	General	20.0	2127
	Backward	24.3	558
2	Gender of student		
	Male	19.1	2727
	Female	21.0	1647
3	NSS		
	Those who are Part of	17.0	1368
4	NCC		
	Those who are Part of	16.4	1533
5	Income		
	Less than Rs.5000	19.6	1915
	Between Rs.6000 to 10000	19.8	571
	Between Rs.11000 to 20000	21.5	494
	Between Rs.21000 to 30000	23.8	540
	Between Rs.31000 to 50000	18.5	69
6	Mother's level of education		
	Does not know how to read or write	24.1	356
	Literate (Without formal schooling)	16.2	161
	1st to 7th standard	18.3	614
	8th to 9th standard	19.6	567
	Secondary (10th Grade)	19.2	1214
	PUC (12 <sup>th</sup> Grade)	21.6	195
	Diploma	18.7	403
	Graduate (BSc, BCom, BA, BBM, BE, BEd, MBBS, BTech, LLB, etc.)	20.3	700
	Post Graduate (MA, MSc, MCom, MBA, ME, MTech, MSW etc.)	26.7	102
7.	Father's level of education		
	Does not know how to read or write	20.0	114
	Literate (Without formal schooling)	20.4	73
	1st to 7th standard	20.1	257
	8th to 9th standard	19.4	292
	Secondary (10th standard)	18.5	1151
	PUC	18.3	336
	Diploma	18.5	412
	Graduate (BSc, BCom, BA, BBM, BE, BEd, MBBS, BTech, LLB, etc.)	20.9	1489
	Post Graduate (MA, MSc, MCom, MBA, ME, MTech, MSW etc.)	24.7	192



## 8. ABBREVIATIONS

A/V	Attitude / Values
BA	Bachelor of Arts
BCom.	Bachelor of Commerce
BE	Bachelor of Engineering
BEd	Bachelor of Education
BSc.	Bachelor of Science
BTech	Bachelor of Technology
CBSE	Central Board Of Secondary Education
CMCA	Children’s Movement for Civic Awareness
FGDs	Focus Group Discussions
ICSE	Indian Certificate of Secondary Education
IMRB	International Market Research Bureau
K&C	Knowledge & Comprehension
LLB	Bachelors of Law
MA	Master of Arts
MBA	Masters in Business Administration
MBBS	Bachelor of Medicine and Bachelor of Surgery
MCom	Master of Commerce
ME	Master of Engineering
MSc	Master of Science
MSW	Master of Social Work
NCC	National Cadet Corps
NGO	Non Government Organisations
NSS	National Service Scheme
PUC	Pre University College
SC / ST	Scheduled Castes / Scheduled Tribes
YNM	Yuva Nagarik Meter

## 9. THE ADVISORY PANEL FOR YUVA NAGARIK METER

<p><b>Dr. A.R .Vasavi</b> 01</p> <p>Dr. Vasavi is a Social Anthropologist and has worked at the National Institute of Advanced Studies Bangalore for 14 years. She has authored several books. She is currently a Senior Fellow at the Nehru Memorial Museum and Library, New Delhi. Dr. Vasavi has been awarded the prestigious INFOSYS Prize 2013 for Social Anthropology and Sociology.</p>	<p><b>Dr. Achala Alva</b> 02</p> <p>Dr. Achala is a Child and Adolescent Psychologist with doctoral degree in Psychology. She has decades of teaching and research experience in child and preadolescent psychology, child guidance &amp; counselling, and experimental psychology. She also served as member/Chairperson of Board of Studies in Psychology as well as Board of Examiners for several universities.</p>	<p><b>Dr. M.S.Tara</b> 03</p> <p>Dr. Tara has a Doctoral Degree in Community Nutrition with decades of professional experience with national and international organizations in capacity development and evaluation research in the area of child protection, child development and gender sensitization. She is currently the Regional Director of National Institute of Public Policy and Child Development, Bangalore.</p>
<p><b>Dr. Amman Madan</b> 04</p> <p>Dr Madan has a Masters Degree in Anthropology and also an M.Phil and a Ph.D. He has worked at several reputed institutions including the Academic Staff College at JNU, Eklavya, IIT Kanpur and TISS. He is currently teaching at the Azim Premji University in Bangalore. He is associated with several NGOs including Eklavya, Pragat Shikshan Sansthan, Digantar, etc.</p>	<p><b>Mr. Alex M. George</b> 05</p> <p>An Educational Researcher with a Masters Degree in Sociology and a second Masters Degree in Sociology of Law. He has worked and been associated with Eklavya, CSDS – Lokniti, TISS, Kanavu Wayanad, SECMOL, Azim Premji Foundation. He has contributed to the development of social science textbooks for Rajasthan, Ladakh, NCERT, Kerala and AP.</p>	<p><b>Mrs. Vijayalakshmi Parthasarathy</b> 06</p> <p>Mrs. Vijayalakshmi has a rich experience of 23 years of teaching History and Civics. She has handled several UN activities on topics such as Peace, Environment, Gender bias, Human Rights. She was one of the 5 teachers chosen from India to participate in International Educators Conference in Japan in 2000.</p>
<p><b>Mr. M. Vivekananda</b> 07</p> <p>Mr. Vivekananda has a Master’s Degree in Economics and another in Statistics. He has four decades of experience in research project activities and has worked on research projects sponsored by international organizations like World Bank, DFID, UNICEF, UNDP, Ford Foundation and JBIC. He has also worked on projects sponsored by NABARD, HUDCO, KPTCL, Ministries of Government of India and Departments of Government of Karnataka. He has taught Research methodology, Econometrics and Statistics to PhD and MBA students, and college lecturers.</p>	<p><b>Dr. Manjunath Sadashiva</b> 08</p> <p>Dr Sadashiva cofounded CMCA in the year 2000 and has been its full time Director since 2011. He has a Doctorate Degree in politics, a Master’s Degree in Psychology and a post graduate Diploma in Urban Management and Local Economic Development. He has worked with civil society organizations such as CIVICUS in Johannesburg, Public Affairs Centre, BOSCO &amp; Samvada in Bengaluru, and as visiting faculty at the Institute of Housing and Urban Development in Rotterdam.</p>	

## 10. ABOUT CMCA

CMCA is a 14 year old volunteer driven, civil society organization that conducts a 'civic club' program in schools across India. This systematic and structured intervention is dedicated to moulding and nurturing active citizenship in children and youth across the country! CMCA seeks to sensitize children and youth to civic & democratic issues thereby improving quality & equality of life. This year CMCA is reaching about **17,000 children** in **9 cities** (Bangalore, Mysore, Hubli Dharwad, Hosur, Mumbai, Nagpur, Pune, Delhi and Trivandrum) through **280 volunteers** in **300 schools** with **355 civic clubs**.

### OUR VISION

We envision a dynamic society of empowered citizens who are asserting their rights and shouldering their social responsibilities; participating in governance in pursuit of universal common good and fulfilment of human aspirations; while strengthening democracy and celebrating freedom and diversity.

### OUR MISSION

Our mission is to kindle and nurture active citizenship and inculcate democratic values in children and youth and through a 'ripple effect', empower and transform society as a whole.

## Board of Trustees

**Dr. A.N. Yellappa Reddy (Chairman)** has served in the Forest Department, Government of Karnataka for 35 years in various positions and is a well-respected voice on environmental conservation and civic affairs.

**Mr. G. Govardhan (Trustee)** is the Chairman of Swabhimana, CMCA's erstwhile parent organisation and has been a prominent active citizen of Bengaluru as a member of the Board of several NGOs and government agencies.

**Mr. Aroon Raman (Trustee)** is the promoter and Managing Director of Raman Fibre Science Pvt. Ltd., a research and innovation company in the area of technical non-wovens. He was a member of the Mysore Agenda Task Force and Chairman of CII, Mysore Zone.

**Dr. Ajai Kumar Singh (Trustee)** held various posts over three-decades of service as an IPS officer including Commissioner of Police, Bangalore, Joint Commissioner of Police, Traffic and Security, Bangalore; Commissioner for Traffic and Road Safety.

**Mr. Sudhakar Rao (Trustee)** is a retired Indian Administrative Service (IAS) Officer. He has held various positions in Government including Chief Secretary of Karnataka, from which post he retired from Government service.

**Ms. Vrunda Rao Bhaskar (Managing Trustee)** is a part of the founding team of CMCA, and has dedicated her life to the CMCA vision and mission, since its inception as a programme and joint initiative of Public Affairs Centre and Swabhimana in the year 2000.

**Ms. Priya Krishnamurthy (Executive Trustee)** has been with CMCA since the year 2002. She is part of the strategizing team in CMCA, passionately devoted to the cause.

**Ms. Vinodini Lulla (Treasurer, Trustee)** is the founding coordinator of CMCA Mumbai. Under her leadership, CMCA Mumbai has grown and stabilized, forging sustained and long-term relationships with its member schools. Her association with Public Affairs Centre led her to join CMCA Mumbai as founding coordinator.

**Dr. Manjunath Sadashiva (Director & Ex officio member of the Board)** co-founded CMCA Civic Club programme in the year 2000 and has been its full time Director since 2011.



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