



# **SOLVING REAL WORLD PROBLEMS THROUGH CIVICS EDUCATION**



*An impact assessment report  
by We, The People Abhiyan*

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We, The People Abhiyan

## About We, The People Abhiyan

We, The People Abhiyan is a Civil Society Organisation that works to empower citizens to own, understand and practice constitutional values, rights and responsibilities in our lives and communities. We facilitate in depth trainings, dialogue events, training of trainers programmes and action projects involving diverse group of citizens across the country. We are registered as Trust and Society with registration G.B.B.S.D./125/2017 under Society Registration Act 1960.

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## About Investigators team

Bhakti Bhawe, the principal investigator of this study has been associated with We, The People Abhiyan since January 2015 and has led organization's work in Maharashtra. Kaamini Jayashree Suhas (co-Investigator) has worked with We, The People Abhiyan in capacity of an intern and is a law graduate. Apurva Barve (co-Investigator) is PHD student at University of California and Los Angeles and is a deep believer in vision and mission of We, The People Abhiyan.

## Executive Summary

It is commonly argued that elementary years are critical to inculcate civic habits in students that will prepare them for competent civic engagement throughout their lives. Thus, quality civic education becomes a fundamental mean to developing civic capabilities of students. Studies from all over the world suggest that imparting civic education is not hurdle free. In context of India, the biggest challenge has been to shift civics away from rote learning methods and make it an engaging process of learning. Keeping this challenge in mind, we at We, The People Abhiyan work closely with schools on enhancing civics learning methodologies in such a way that it makes the subject interesting, practical, and relevant to our lives. This study details out approach and methods of Citizenship Education Programme that We, The People Abhiyan undertakes with schools. Civic Action Project (CAP) forms core of Citizenship Education Programme and hence this report is focused on assessing impact of CAP in schools. In a CAP, students choose an existing civic issue from the community and in a well-structured civic action, work with concerned government authorities to solve the issue. This report is a detailed account of a study aimed at assessing impact of CAP on civic capabilities of students.

The study adopted quasi experimental design and was administered with 150 students from 4 municipal schools from Pune, India. Experimental group students (n=79) underwent CAP intervention as a project of Political Science discourse. Control group students (n=71) did not work on CAP and received regular course of subject teaching. Qualitative methods were used for data collection and analysis. An instrument of writing a civic action plan on solving a hypothetical issue (vignette technique) of broken drainage was presented to the students. Objective has been to assess how both the group students put their civic knowledge, skills, and dispositions to use while writing their action plan. Further the study aimed to investigate whether there has been a qualitative difference between action plans recorded by experimental and control group students.

Findings of this study show that experimental students who underwent CAP intervention, exhibit significant enhancement in their civic knowledge, skills and dispositions as compared to the control group students. Action plans written by experimental students depict a well-researched and a well-structured civic action supported by several simple civic tactics such as use of written communication while working with government authorities. In their action plans, control group students depict willingness and appropriate disposition to solve such issues but struggle with knowledge and skills needed to substantiate their civic actions.

Considering the strong alignment between competencies that CAP builds and learning outcomes that NCERT desires for civic education, CAP is a must do in our civics classrooms. When planned well, CAP design is highly feasible in a school set up. The hands-on experience of CAP makes it a great tool for social science teachers to make civics learning more practical and skill based. Lastly, CAP can help students build necessary attitudes of positivity, perseverance and collaboration that are quintessential for robust democracy.

## ACKNOWLEDGEMENTS

This work has been a result of motivation, engagement, and guidance on part of many who have supported us throughout this journey. First and foremost, we would like to express our sincere thanks to the secondary education department of Pune Municipal Corporation and Pimpri Chinchwad Municipal Corporation for granting us necessary permissions to conduct this study. We are deeply indebted to students and teachers from participant schools for helping us facilitate the intervention without hurdles. We are extremely grateful to Dr. Suhas Palshikar for his mentorship and relentless support in this experiment. This study would not have been possible without support of our funding agencies, institutional and individual funders who share our vision of building responsible citizenry in India.

## BACKGROUND AND RATIONALE

It is a long-established fact that development of informed, active and responsible citizenship is a prerequisite for democracy to sustain and flourish, which in turn can be built through an empowered civic education. Since the time of Aristotle, a lot has been written about the role of citizens in maintaining and improving democracy. It is believed to not be a "machine that would go of itself, but must be consciously reproduced, one generation after another" (Tocqueville, A. 1969, p.523). Hence it follows that civic education in schools must build capacities of students on requisite knowledge, skills and dispositions needed for competent civic engagement throughout their lives.

For us to foster democracy as a way of life than a form of governance, creation of a citizenry conscious of their rights and duties, and commitment to the principles embodied in our Constitution is a prerequisite (NCF 2005). In context of India, the National Curriculum Framework, 2005 (NCF 2005) affirms that the school education is vested with responsibility of development of citizenry that is conscious of their rights and duties and depicts commitment to the principles embodied in our Constitution (NCF 2005, p. 7). In order to achieve this, there have been several curricular upgradations been made post 2005. However, despite of this effort, in our experience of working with students and teachers, the feedback on Civics subject is that it is generally theoretical, "not relevant" or "not practical". For a country like ours this signals a crisis. This means that on one side year on year, we have millions of students coming out of schools uninspired and ill equipped with the information and practical skills needed to be active and engaged citizens. On other, our villages and cities face issues of poor governance that could be addressed through effective citizen engagement with State machinery.

We, The People Abhiyan since its inception has been working to bridge this gap. We are a civil society organisation with a mission to expand an informed, active and responsible citizenry in India. In doing this, we have focused on capacity building of teachers and students on a carefully designed curriculum called *the 'Citizenship Education Programme (CEP)'*. CEP focuses on understanding Civics through the perspective of the citizen. It tries to answer the question – how is civic education relevant to me in my life as a citizen in a democracy? Different aspects of the Constitution of India are understood with a view of what and how a citizen can engage with them. It also combines with it a practical application of tools for civic action.

CEP is integrated within the school curriculum and we follow a Training of Trainer (TOT) model with Social Science teachers. This allows students to access innovative methodologies in class and practical application through civic action projects. The table given below (Table-1) explains details of CEP.

Table-1		
Components of CEP	Phases of CEP	Our CEP Partners
Information (on the constitutional framework, structure and functions of the state, citizen tools like complaints and petitions etc.)	Phase-1: Training of teachers on curricular topics	Government schools: Municipal corporation schools of Pune Municipal Corporation  Municipal corporation schools of Pimpri Chinchwad Municipal Corporation  Government ashram schools administered by Ashram schools on Maharashtra  Government schools in Haryana in partnership with DIET Gurgaon
Action (on the issues that participants want to engage with and act upon)	Phase-2: Initiation and execution of civic action projects (CAP)	Aided/Unaided schools: Aksharnandan, Jnana Prabodhini, City Pride in Pune  The Heritage in Gurgaon
Reflection (on our own beliefs and dispositions)	Phase-3: Periodic monitoring and follow up on outcomes	Mission 70 campaign: Partnership with education department of Delhi government on a year-long campaign in schools

The Civic Action Project (CAP) administered in phase-2 of CEP forms the major component of programme and is highly popular among students and teachers. In a CAP, students choose a civic issue from their surroundings, inform and equip themselves with the necessary knowledge and skills to initiate a civic action and work closely with authorities to solve the issue. WTPA follows a rigorous process of Monitoring and Evaluation of its work with schools. In 2017, we took a further step in this regard and conducted a research study around CAP intervention with 4 municipal schools in Pune region. This report features the particulars of the same.

## RESEARCH OBJECTIVE

This quasi experimental research study explores and evaluates CAP as an educational intervention for 9th grade political science curriculum. Experimental group students underwent CAP intervention as course learning under political science while control group students were not introduced to CAP and followed their regular discourse of political science teaching. The study was undertaken with following objectives-

- To investigate how students put their civic knowledge and skills to use while responding to solve a hypothetical civic issue (vignette technique) of broken drainage in the community.
- To examine the dispositions that students depict in their responses.
- To examine if there are qualitative differences between the responses recorded by experimental and control group students.

## METHODOLOGY

### Sampling

150 students of 9th grade from municipal schools of Pune and Pimpri Chinchwad took part in the study. Pimpri Chinchwad is located adjacent to the city of Pune and both the cities have municipal corporation of its own. The selection of these schools has been purposive. In year 2017, WTPA had reached an agreement with education department of both the municipal corporations to administer intervention of CAP with secondary schools. From the final list of schools that agreed to be part of CAP intervention, one experimental group school per corporation was shortlisted. One control group school per corporation was selected from the list of schools that were not part of the CAP intervention. Investigators team found 9th grade students to be age appropriate (average age – 15 years) to carry out the CAP and further the then 9th grade curriculum complemented the steps to be undertaken in CAP. In keeping the feasibility aspect in mind, the study was kept limited to one division of 9<sup>th</sup> grade.

Selecting control and experimental groups from the same category of schools that is municipal schools allowed us to reduce the potential confounders and match the students on their key demographic characteristics, such as parental socioeconomic status.

The final selection of students is as following (Table-2)

Table-2				
Group details	Number of students (Total= 150)	Grade	Division	Location of the school
Control group one (C1 group)	48	9 <sup>th</sup>	1	Pimpri Chinchwad



Experimental group one (E1 group)	43	9 <sup>th</sup>	1	Pimpri Chinchwad
Control group two (C2 group)	31	9 <sup>th</sup>	1	Pune
Experimental group two (E2 group)	28	9 <sup>th</sup>	1	Pune

### What is CAP?

CAP is an experiential project in which students choose a civic issue from their surrounding and work with the concerned government authority to solve it. Table-3 shows the roadmap of the CAP with the learning outcomes. **As the table exhibits, CAP precisely achieves several learning outcomes that NCERT has defined for civics/political science curriculum.** In fact, CAP goes a step further in this regard and creates an opportunity for students to apply the learned competencies to solve the real life issues around them.

Table -3	
Pedagogical processes in a CAP	Aligning Learning outcomes
Step-1: Identifying the issue from the surrounding	<ul style="list-style-type: none"> <li>Recognizes ways in which political, social and economic issues which affect their daily lives across time and space</li> <li>Can interpret the social and political problems in their surrounding in the light of/ with reference to Indian constitution.</li> </ul> <p>(Reference: <i>Learning Outcomes at Elementary and Secondary Stage 2017, 2019, NCERT</i>)</p>
Step-2: Accomplishing research around the issue Desk – Perceive the issue in light of fundamental rights enlisted in Indian Constitution, find out Which law/Act and particularly which section governs my issue and Who is the government authority responsible to work on the issue Field – Interviewing fellow citizens on the issue	<ul style="list-style-type: none"> <li>Be able to tell how the Fundamental Rights are binding upon the governmental institutions at all levels</li> <li>Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights)</li> <li>Knows the role of government in providing public services such as water, public cleanliness, roads, electricity etc. and the availability of these services</li> <li>Obtains information about the administration and office bearers of the urban local government bodies</li> </ul>

	and understand their structure and functions. (Reference: <i>Learning Outcomes at Elementary and Secondary Stage 2017, 2019, NCERT</i> )
Drafting a research-based application to the concerned authority for issue redressal	Writes a research-based application to the concerned authority for issue redressal (Reference: Learning Outcomes Framework by WTP)
Meeting and submission of the application with the authority	Is able to hold informed discussion with the concerned authority on the issue redressal (Reference: Learning Outcomes Framework by WTP)
Follow up on the action	actively follows up with the authorities on the action taken (Reference: Learning Outcomes Framework by WTP)

### Facilitation of CAP

Eleven sessions were held at frequency of one session per week/fortnight between January and March 2017. Based on the original study design, teachers of experiment group classes were to administer CAP under guidance and observation of the investigators. Both the teachers received the training for the same. Teacher responsible for E1 group followed the original study design. In E2 group, however, right after the initiation, the associated teacher was unavailable to administer the CAP. Hence, CAP was administered by the study investigators (BB and KS). The below given table gives a detailed account of CAP sessions with both groups.

Table-4			
Pedagogical processes	Competencies	E1 group	E2 group
Identification of the civic issue from surrounding	The Student - identifies, describes and chooses a civic issue that he/she would like to work upon	Students chose issue of the school furniture scrap that was dumped on their school playground for more than two years. The scrap denied students use of their playground. The issue turned more serious when the site became home to water-logged mosquitos and other insects increasing the risk of fatal diseases like Dengue	Students chose the issue of overflowing garbage bin outside their school. Students had observed irregularities in schedule for garbage collection resulting into piling up of the garbage

Accomplishing desk research around the issue	<p>The student.. Finds out with help of internet and library resources following information on the issue</p> <p>A. Perceive the issue in light of fundamental rights enlisted in Indian Constitution</p> <p>B. Which law/Act and particularly which section governs my issue?</p> <p>C. Who is the government authority responsible to work on the issue</p>	<p>In their desk research, students accomplished following</p> <p>A. Perceived issue of scrap as violation of right to life and other rights listed in part III of the Constitution</p> <p>B. browsed through sections of Right to Education Act 2009 and guidelines of Rashtriya Madhyamik Shiksha Abhiyan concerning the school premises and safety</p> <p>C. identified secondary education officer of Municipal Corporation as the concerned authority for issue redressal</p>	<p>A. Students (With help of internet/books) found out constitutional references and government documents pertaining to the issue.</p> <p>B. They identified secondary education officer of Municipal Corporation as the concerned authority for issue redressal</p>
Accomplishing Field research around the issue	<p>The student ..</p> <p>A. Is capable to form a questionnaire for their interview with fellow citizens on the issue</p> <p>B. Interviews fellow citizens on the issue</p>	<p>students interviewed citizens from the surrounding on the issue of scrap, probed on its impact on their lives and inquired if citizens had initiated any action on it</p>	<p>Students interviewed teachers, school staff and citizens from the surrounding.</p>
Application writing, meeting the authority and application filing	<p>The student..</p> <p>A. Write an application to the concerned government authority and support it with the accomplished desk and field research</p> <p>B. Hold an</p>	<p>Based on the research accomplished, students wrote an application to education officer. A meeting with the officer was arranged in their school. Students presented their project work, submitted their</p>	<p>Based on the research accomplished, students wrote an application to sanitary inspector. A meeting with the officer was arranged in their school. Students presented their project work, submitted their</p>

	informed discussion with the concerned government authority on issue redressal	application and discussed possible solutions on the issue with the authority.	application and discussed possible solutions on the issue with the authority.
Follow up on the application	Follow up with the concerned authority with regards to actions taken to solve the issue	Education officer told E1 group students about the recently held auction and confirmed that within 15 days, the dismantling and removal of scrap will happen. Soon, the scrap was removed and a follow up was not required in this case.	E2 group students met sanitary inspector just before final examination of the year. Hence, no immediate follow up was possible after the end of school year. In the next academic year, investigators could not obtain permission from the school to follow up on CAP. When visited last, compared to the times when the work on CAP was underway, investigators did not find much difference in the issue site.

### Data collection

Before the start of the study, all selected experimental and control group students undertook a civic test. The 13 multiple choice questions in the questionnaire were such that they could test the then civic knowledge, skills and dispositions of the students, were deemed appropriate for their school level and were based on the syllabus. All responses were graded, and a final score was calculated for each student. A t-test was run to evaluate whether there are any differences between the control and experimental group students. The t-test was not significant ( $p > .05$ ) indicating that there was no difference in civic capacities of experiment and control group students pre intervention. On average, control group students scored 4.03 out of 13 and intervention group students scored 4.93 out of 13.

Post the CAP intervention with experimental group students, data collection among experimental and control groups took place. Using a vignette, investigators drafted a hypothetical issue of broken drainage and developed a text around it (Table-5). Students were asked to read the text and as a response to write an action plan on how they would solve this issue.

#### Vignette Text with instructions (Table-5)

This year, as part of your Political Science subject, you have got a project assignment. In this assignment, you will be working on solving below given civic issue. There is an open drainage near the footpath of your school. Due to this, you are suffering from the foul odor in your school. The drainage water flows on the road as well. Along with you, other citizens from surrounding are affected as well. With reference to what you have learnt in civics/political science subject, how will you solve this civic issue? Prepare an action plan and describe it in 10-12 sentences here.”

## Data Analysis

Investigators team translated the data verbatim in English and coded it using Dedoose software. Data was analyzed using content analysis based on grounded theory. After thorough and repeated reading of responses, investigators created an initial codebook to analyze the data. The codebook developed by the investigators is entirely based on the data collected and hence it omits the possibility of biased interpretations and assures the interpretive and evaluative validity. From the data analyzed, civic knowledge, skills, dispositions, and impact of the issue emerged as the prominent codes in the codebook. Knowledge, skills and dispositions form the essential components of quality civic education and they are defined in the Table-6.

## Key findings

Findings of this study show that experimental students who underwent CAP intervention, exhibit significant enhancement in their civic knowledge, skills and dispositions as compared to the control group students. Action plans written by experimental students depict a well-researched and a well-structured civic action supported by several simple civic tactics such as use of written communication methods while working with government authorities. In their action plans, control group students depict willingness and appropriate disposition to solve the issue but struggle with knowledge and skills needed to substantiate their civic actions. Following is a summary of key trends observed in the action plans written by both the groups.

The Experimental group students-

- mentioned about approaching executive arm of municipal corporation (bureaucracy) for issue redressal
- exhibited knowledge of civic rights and linked issue to the provisions in Indian Constitution
- wrote about undertaking desk and field research activities to gather information on the issue
- stated about using written communication methods to communicate with authorities

### COMPONENTS OF CIVIC EDUCATION (Table-6)

#### Civic knowledge

Concerns information around polity. It includes understanding about the Constitution, rights and responsibilities of citizens, structure and functions of the state and avenues of citizen participation among others

**Civic skills** are the abilities of engaging effectively in democracy and are further divided into intellectual and participatory skills. The intellectual skills encompass ability of citizens to identify the public issues, build critical understanding of the issues, take a standpoint and defend it. Participatory skills are needed to act upon the standpoint. It involves dialogue with fellow citizens and government, monitoring, and influencing political processes around them.

#### Civic dispositions

are the public and private traits essential to maintenance and improvement of constitutional democracy.

- (a small number) wrote about using techniques like supporting application with evidence, maintaining records for follow up on the issue and keeping councilor in loop on the issue

Control group students-

- wrote about approaching councilor for issue redressal
- did not exhibit knowledge of civic rights and of constitution
- mentioned about using non written/informal/verbal communication methods to communicate with the authorities
- Focused their writing more on impact that existence of such civic issues can have on the lives of citizens

## DISCUSSION

### Civic knowledge

#### Approaching authorities to solve the issue:

Both the group students connected the hypothetical issue of broken drainage to the duties of municipal corporation - the urban local governance body. The issue of broken drainage points out gaps in the functioning of the corporation. Majority of experimental group students (n=30, C1-18 & C2-12) have chosen to contact municipal corporation authorities (bureaucracy) to address the issue. Whereas majority of control group students (n=30, C1-18 & C2-12) have chosen councilor of their ward as the first point of contact for issue redressal. Ward is a sub administrative unit of the municipal corporation and councilor is the elected representative of the ward. While both the arms of municipal corporation (body of elected representatives and the bureaucracy) are mandated to address civic needs of citizens, their roles differ slightly. In redressal of issues like malfunctioning of drainage systems, it is expected that citizens approach municipal corporation first and keep councilor of their ward in loop. Role of councilor in this regard is of monitoring and holding the executive body accountable on its duties. Control group students choosing a councilor of the ward as first point of contact could be attributed to the fact

### Civic knowledge (sample excerpts)

#### Experimental group

Approaching municipal corporation as a first step: *"There is an open drainage near the footpath outside my school. In order to repair it, I will write a letter to municipal corporation. If they do not repair the drainage and children fall sick because of the drainage, then I will write a letter again and inform municipal corporation that children are falling sick, do the work at earliest."*

Knowledge of civic rights: *"The reason for writing this application is that clean environment is related to our right to life; we are submitting this application after research and discussion."*

Reference to the Constitution: *"In order to solve this issue, we will firstly see the concerned right from the Constitution and will look for the laws made for these rights."*

#### Control group

Approaching councilor as a first step: *"In order to solve this issue, I will ask for help from the councillor of this area. And I will explain him/her the issue that near the footpath outside our school, there is an open drainage."*



that a councilor is often accessible with his/her office being in neighbourhood and is considered as single point of contact for multiple issues of the ward as compared to the Municipal Corporation which is a structured institution with several departments under it.

E2 group students (E2=17) in their responses specified that they would approach sanitary inspector of the ward office for issue redressal. He/she is the same authority that E2 group students had worked with during their CAP project on waste management. While these students could relate the ambit of sanitary inspectors functions to the issue of drainage repair, this is a limitation of this quasi experimental study.

#### Knowledge of Constitution and civil rights:

Constitution is the foundation of any civic action. Therefore, reference to the Indian Constitution is indispensable in initiating a civic action like this. Experimental group students perceived the hypothetical issue in light of violation of civic rights and linked it to Constitution by mentioning about Article-21 (Right to life). Control group students have neither perceived the issue in light of civic rights nor have they mentioned about the Constitution. This particular trend of control group students is alarming especially considering the fact that 9th grade students in their political science curriculum had topics like Constitution of India and fundamental rights to study.

#### **Civic skills**

In the category of civic skills, there is an evident difference among responses of experimental and control group students. Experimental group students wrote elaborately about each step they would take for issue redressal. It appears that experimental group students have been able to apply civic skills acquired during their CAP to solving of the hypothetical issue.

#### **Civic skills (sample excerpts)**

##### Experimental group

Written form of communication: *"We will write an application to the sanitary inspector of that area. In that application, we will write about the work which we have done regarding this issue and as evidence we will attach the copies of citizen interviews."*

Desk and Field research around the issue: *"Firstly, we will try to understand whether citizens and students are suffering from this. We will take interviews of citizens in neighbourhood, students and teachers. Through interviews we will come to know about the trouble caused by this open drainage." "In order to solve this issue, we will firstly see the concerned right from the constitution and will look for the laws made for these rights."*

Application supported by evidence: *"We will meet the Commissioner of the municipal corporation and tell him/her about this issue and we will also inform him/her about the information like laws, rules and duties of municipal corporation that we have gathered about the issue. With all these papers, we will write one request asking him/her to address the issue."*

##### Control group

Non written form of communication: *"We will tell the councilor that outside our school, there is an open drainage near the footpath and the foul odour is spreading in our school because of that. This should be cleaned. This is my request."*

Control group students loosely wrote about steps that they would undertake to solve the issue.

#### Desk and Field research around the issue:

Majority of experimental group students wrote about undertaking desk (n=49, E1-23, E2-26) and field (n=52, E1-27, E2-23) research activities around the issue. Advantages of supporting a civic action with research activities are multifold. Field research as mentioned by experimental group students helps citizens assess the issue better and hold discussions with fellow citizens on collaborative action. Additionally, it serves as an evidence gathering exercise. Accomplishing basic homework around finding out laws/rules/ and other government documents concerning the issue is of paramount importance. A citizen informed about his/her own rights and who understands constitutional provision of State to guarantee the fundamental rights will be in a capable position to negotiate with the government authorities.

The effort of accomplishing homework in preparation to meet the authorities has been completely missed by the control group students.

#### Communication methods:

Majority of experimental group students (n=56, E1-30, E2-26) have mentioned using written communication methods to report the issue. In civic action, written communication has advantages like serving as a detailed documentation of the issue. Once submitted, written communication serves as a record in Government systems that can be used as reference in future. An ideal application follows a structure, is addressed to the exact authority, clearly defines the issue and also sets out the expectations on the possible actions that authorities must take to solve the issue. Contrary to the trend of application writing, large number of control group students (n=49, C1-23, C2-26) have written about using verbal/informal communication methods to communicate with the authorities. This shows that experimental group students displayed understanding of the importance of written communication as compared to control group students.

### **Civic dispositions**

#### **Control group**

Holding authorities accountable for their duties: *"If the councilor does not listen to us, then I and we all living there, will not vote for him/her. They don't do our work then what makes them our councilor."*

Less faith in authorities: *"We will go to the municipal corporation office and we will register a complaint and we will watch if they make note of our complaint or not. If they do not accept our complaint, then we all the students of the school will collect money and we will get the drainage work done."*

Impact on different aspects of civic life: *"The drainage is outside the school premise. Because of this, the foul odour is spreading in our school. Children coming to school can fall sick because of this."*



Keeping councilor in loop, supporting application with evidence and follow up on the application:

Some of the experimental group students (especially from E2 group, n=16, E1-3, E2-13) wrote about supporting application with evidence gathered through research. Some students from the same group mentioned about using civic skills like keeping councilor in loop (n=10, E1-0, E2-10) and maintaining the records for further follow up (n=10, E1-0, E2-10). Such steps can only strengthen the impact of the civic action. Control group students made no mention to use of these simple checks and balance mechanisms in their civic action.

### **Civic Dispositions**

On a closer look at responses recorded by the experimental group students, it can be derived that experimental group students exhibit traits of that of an informed and skilled citizen who through use of constitutional methods participate effectively in civic affairs. Responses recorded by control group students depict that they are concerned about the impact that such civic issues can have on their lives and show the willingness to work on the issue. However, while doing so they neither depicted knowledge of civic rights nor mentioned about how they would prepare themselves to initiate effective civic actions. Interestingly, a small number among control group students (n=8) wrote about holding authorities accountable. This shows that these students have the required dispositions to solve the issue which needs to be substantiated with essential civic knowledge and skills.

Some experimental and control group students (n= 9, C1-5, C2-4 and n= E1-6, E2-1) wrote about raising the funds and solving the issue themselves. Taking ownership of social problems is the ideal role of democratic citizenship where citizens claim their rights with the state. Some control group students (n=12) also wrote about having less faith in authorities with regards to issue redressal.

## **LIMITATIONS**

Although the implications of this study are significant in civic educational field, we are aware that this study has some limitations. Ideally, the interventions in both the experimental groups should have been carried out by the associated teachers only. In E2 group, the unavailability of the associated teacher compelled the investigators to carry out the intervention themselves. Measuring the change in the capacities of teachers who facilitate such interventions is equally important. Thus, further experimental investigation is needed to assess the impact that our interventions like CAP have on capacities of teachers. Lastly, the tight timeline with schools did not allow us space for experimentation with taking an interdisciplinary approach in conducting CAP which surely can be made feasible in future attempts.

## CONCLUSION

From the findings of this study it is evident that experimental group students have been able to write a civic action plan based on the activities that they undertook in their CAP projects. They were also able to connect the hypothetical issue to the curricular concepts like fundamental rights and constitutional provisions around it. It is evident from the action plan that post CAP intervention, experimental group students significantly gained on civic capacities. Control group students on the other hand, control group students need to acquire necessary knowledge and skills to transform their willingness to address the issue into an effective civic action. Advantages of interventions like CAP are multifold. In his analysis, *Children's Perception of Sarkar*, Alex George, mentions about the gap that children experience between ideal stated in the textbooks and reality of the world (George 2005, pp. 71-74). Intervention like CAP indeed provide students with an opportunity to test the ideal in the real world. In fact, CAP enables students to take a further step and work on reducing the existing disparities between ideal and real. This is precisely what is expected from a citizen in democracy that he/she practices constitutional values in personal and social life, engages in dialogue and resolves real life issues through constitutional means and framework. When planned well and supported by investment in capacity building of teachers, intervention like CAP are highly feasible in a school set up. Numerous studies from the globe have alarmed us that political apathy among citizens poses a big challenge to our efforts in realising the ideals of democracy and quality civic education could serve as an antidote to this apathy (Branson, M., 1998). Hence our civic education must capacitate students to participate in their own development and experimenting with interventions like CAP could be a firm step in this direction.

## APPENDIX

Key findings in numbers (Table-8)		
Frequently appearing codes in the codebook	Prevalent among Control group n=79 (C1-48,C2-31)	Prevalent among Experimental group n=71 (E1-43,E2-28)
<b>Civic knowledge</b>		
Approaching councillor as a first step to solve the issue	✓ n=30 (C1-18,C2-12)	✓ n=20 (E1-15, E2-5)
Approaching municipal corporation as a first step to solve the issue	✓ n=17 (C1-10,C2-7)	✓ n=35 (E1-15, E2-20)
Reference to the Constitution	- n=0 (C1-0,C2-0)	✓ n=20 (E1-10, E2-10)
Knowledge of civic rights	- n=4 (C1-1,C2-3)	✓ n=22 (E1-20, E2-2)
<b>Civic skills</b>		
Use of written communication methods to address the issue with authorities	- n=23 (C1-18,C2-5)	✓ n=56 (E1-30, E2-26)
Use of non-written communication methods to address the issue with authorities	✓ n=48 (C1-34,C2-14)	- n=16 (E1-14, E2-2)
Desk research on the issue	- n=0 (C1-0,C2-0)	✓ n=49 (E1-23, E2-26)
Field research on the issue	- n=0 (C1-0,C2-0)	✓ n=52 (E1-27, E2-23)
Application supported by evidence	- n=0 (C1-0,C2-0)	✓ n=16 (E1-3, E2-13)
Maintaining records for follow up	- n=0 (C1-0,C2-0)	✓ n=9 (E1-0, E2-9)
Keeping councilor in loop on the action	- n=0 (C1-0,C2-0)	✓ n=10 (E1-0, E2-10)

<b>Civic dispositions</b>		
Holding authorities accountable	- n=8 (C1-5,C2-3)	- n=6 (E1-1, E2-5)
Less faith in authorities	✓ n=12 (C1-10,C2-2)	- n=6 (E1-1, E2-5)
Solving the issue themselves and raising funds for solution	- n=9 (C1-5,C2-4)	- n=7 (E1-6, E2-1)
Impact of the issue on different aspects of life	✓ n=47 (C1-32,C2-15)	✓ n=22 (E1-15, E2-7)

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