CONNECTING YOUNG CITIZENS TO CONSTITUTIONAL VALUES

A Report by "We, The People Abhiyan" on
Constitution at 70 Campaign in collaboration
with the Department of Education, New Delhi

Connecting Young Citizens to Constitutional Values

A Report by We, The People Abhiyan
on the Constitution at 70 Campaign
in Delhi Government Schools

ABOUT WE, THE PEOPLE ABHIYAN

We, The People Abhiyan aims 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 a Trust and Society.

We work on two programme areas: Citizenship Education Programme and Constitution Connect. The Citizenship Education Programme (CEP) is a capacity building programme that helps citizens understand constitutional values, rights and responsibilities, governance frameworks along with a strong focus on individual and community-based action. Constitution Connect is our outreach programme on awareness about the Constitution. We facilitate multiple events across the country on topics like the Preamble, Fundamental Rights and Duties.

We work with government and private schools and youth-based organisations in Delhi and NCR, Madhya Pradesh, and Maharashtra.

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EXECUTIVE SUMMARY

In 2019, We, The People Abhiyan collaborated with the Delhi government as its knowledge partner. In furtherance to our mission, we worked on the Constitution at 70 Campaign. It was an intensive campaign which was conducted with all the teachers and students, from classes 6 to 9 and 11, across the Delhi government schools. The focus was on the three values- liberty, equality, and fraternity, as mentioned in the Preamble to the Constitution of India. In this process, different kinds of teaching and learning material were developed for both teachers and students. The content was centred around creating opportunities of action and reflection, in the lives of the young citizens.

In order to study the impact on the learners, a Monitoring and Evaluation (M&E) of the Campaign was executed by the organisation. The design of the framework is based on the Theory of Change model. The learning outcomes for this model are linked to the ones as described by the National Council of Educational Research and Training, for the elementary and secondary levels. They guide in the process of linking the Campaign with the Social Sciences curriculum.

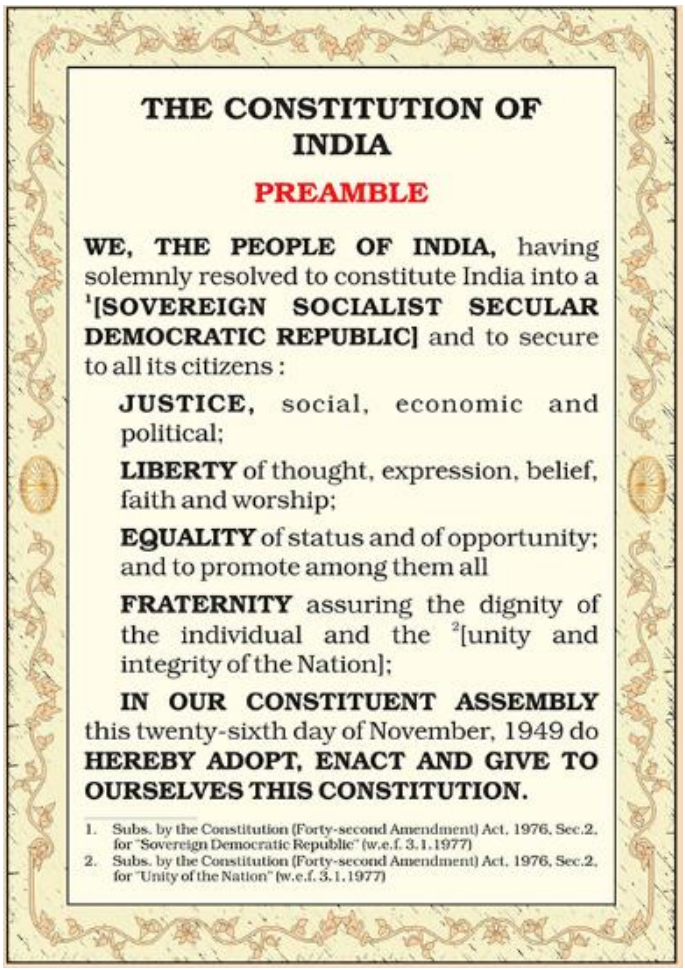
As a methodology, quantitative and qualitative approach were used. It guided in the collection of data for baseline and endline. Varied tool sets like interviews and group discussion were developed to collect data on the field. The monitoring of the Campaign involved analysis of the primary data.

The significant findings from the M&E of the Campaign reflect effectiveness of the Campaign with a shift in the attitudes of the students and teachers. This is especially with reference to working around cultural and social diversity, identifying class conflict, issues and stereotypes.

I. BACKGROUND AND RATIONALE

The aim of We, The People Abhiyan is to enable each citizen to understand their role as a citizen and act out of power and responsibility. We believe that within one's sphere of influence, however small or large that may be, it is important for citizens to take actions which are based on the human values- justice, liberty, equality, and fraternity- as in the Preamble to the Constitution of India.

In 2019, we partnered with the Delhi government to mark the 70th anniversary of the Indian Republic. In collaboration with the Directorate of Education we conducted the 'Constitution at 70' Campaign in all the Delhi government schools. The purpose of the Campaign was to spread awareness and develop consciousness in students in a way that they connect the human values of liberty, equality, and fraternity to their everyday life.



THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[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 [2][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. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Picture 1 Preamble to the Constitution of India

The need arises from the belief that Social and Political Life curriculum is not only 'boring' but also 'not relevant' and 'not practical'[1]. This signals the necessity to connect the teaching and learning material to one's lived experiences. This is so because lived experiences play a major role in one's growth and development. Learning through reflection on one's action leads to richer learning experiences. With a step closer to our aim, as a part of this Campaign, we worked within the sphere of influence for the young citizens - themselves, friends, family, and neighbourhood. In this process, we aimed to make them acknowledge and imbibe the values in their everyday life and become empowered citizens.

[1] Common responses from students from class 8th to 10th in WTPA's awareness events

II. CONSTITUTION AT 70 CAMPAIGN

The Campaign started on 14th August 2019 and culminated on 26th November 2019. It was conducted with the students of classes 6 to 9 and 11, of all the Government schools of Delhi (1,024 schools; more than 10 lakh students). For the purpose of activities and content, students were divided in two groups-

Group 1- Classes 6 to 8
Group 2- Classes 9 and 11.

The three values of the Preamble- liberty, equality, and fraternity- were taken as "Value of the Month". Every month, the students engaged with a value and performed activities based on it. The plan was as follows-

S. No.	**Month**	**Value**
1.	August-September	Liberty
2.	October	Equality
3.	November	Fraternity

Table 1 Plan for the execution of the Campaign

Based on this plan, month-wise teaching and learning material was developed for teachers and students. It included textual and audio material for the teachers and textual material for the students.

At the end of every month, the schools organised *Samvidhan Mela*. During those days, various activities like Panel Discussion and debates were conducted to promote collaborative learning. The students performed street play and participated in panel discussion on topics like gender and class discrimination.

III. TEACHING AND LEARNING MATERIAL

The content for the Campaign can be described as follows- bi-lingual, engaging, experiential, reflective, and thought-provoking. Based on these characteristics, the content was developed to assist in building awareness about the values as well as delivery of the content.

1. Teachers

Teachers received content for each value on a monthly basis. Audio material included podcasts based on the explanation of each value with reference to everyday experiences. The textual material included Lesson Plan and Teacher Companion Sheet (TCS). The TCS comprised of the concept map for a deeper understanding of a value and guidelines for executing the activities within the classroom.

Picture 2 Textual Content Developed for Teachers

2. Students

Each month, every student received a Value Diary and Game Booklet. They were created based on varied themes such as the following-

i. Cultural and social diversity,
ii. Gender stereotypes and discrimination,
iii. Class and caste conflict,
iv. Being conscious of one's actions which are fair,
v. Being conscious of one's actions which are unfair, and
vi. Inclusion of differently abled people.

The themes are related to young citizens' everyday life and are based on the understanding of Erikson's developmental stages (as explained in detail in section IV. 2.). These themes are linked to one's identify formation and everyday interaction with individuals within one's immediate environment.

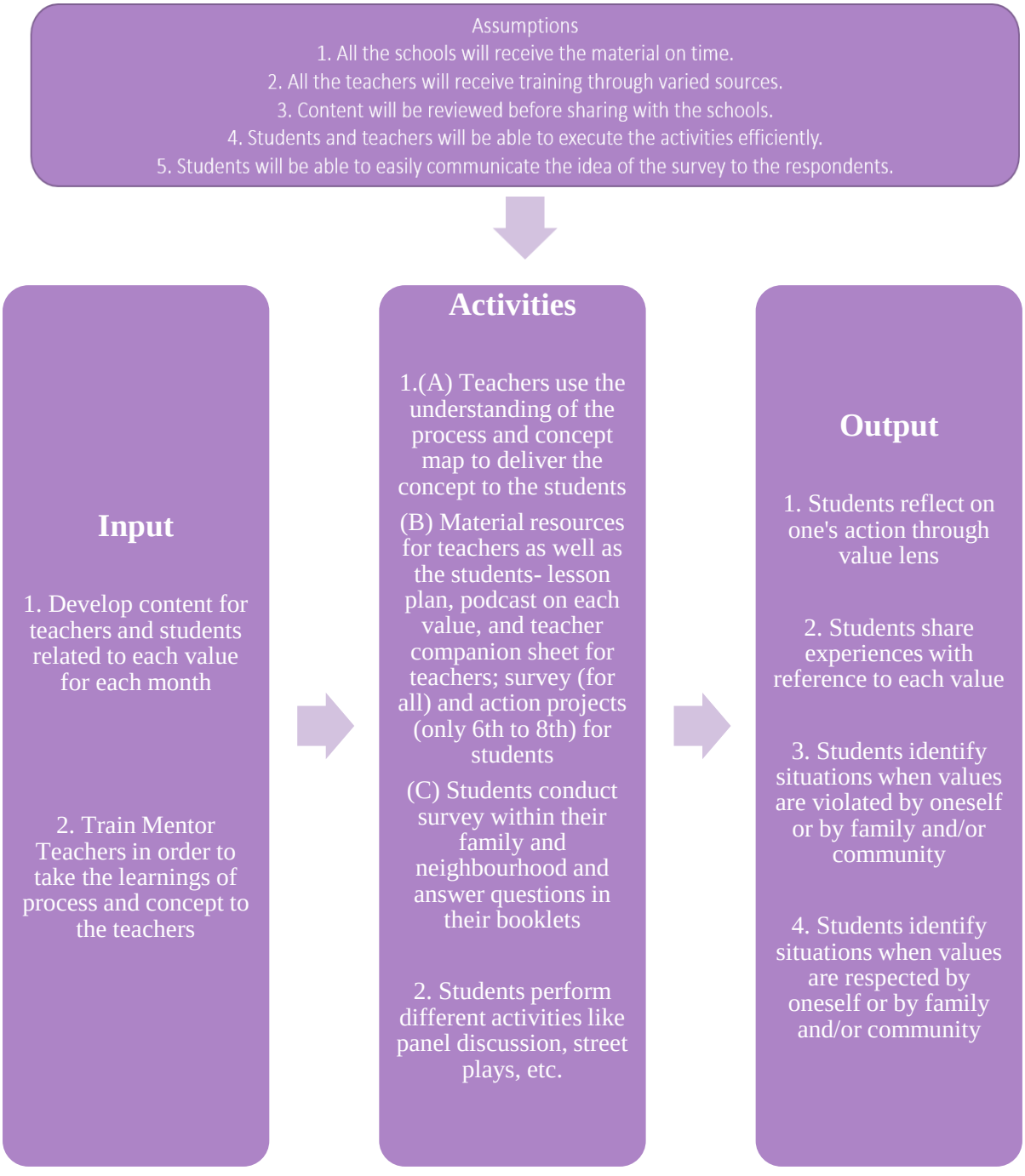
The Value Diary included survey questions for self-exploration, family, neighbours, and a college student in the neighbourhood. The reflection questions guided their thought process to build an understanding of each value, based on their interaction and experiences within their immediate circle. As identity formation guides the development in adolescents, the aspect of Idol Citizen was included as a part of the Diary. The students selected any member within their immediate circles whom they look up, to with regards to practice of these values.

The Value Diaries were complemented by the Game Booklets which were action oriented. They motivated students towards self-exploration and guided experiential learning based on learning by doing. Every month, the students were provided with four activities to choose from, to experience and understand the relevance of each value in everyday life.

IV. MONITORING AND EVALUATION OF THE CAMPAIGN

In order to study the impact of the Campaign on students and teachers, it was important to develop a monitoring and evaluation (M&E) framework for the Campaign.

The Theory of Change model was used to develop a framework for M&E of the Campaign. It provided a structure for reporting change in the process, attitudes, and perspectives of the sample. It included the assumptions, inputs, activities, outputs, and learning outcomes of the project.



The learning outcomes for the M&E of the Campaign are based on the ones described by the National Council of Educational Research and Training (NCERT), for the elementary and secondary level. As the Campaign served as extra-curricular activity, it was important to link it with the curriculum.

The learning outcomes are:

i. Able to identify various forms of diversity in their friends' group, family, school, society, etc.

ii. Able to build a plan to diversify their friends group and make it more inclusive in nature

iii. Able to recognise situations which violate the values of equality, liberty, and fraternity

iv. Identify assumptions/biases/prejudices/stereotypes about various aspects e.g., gender, language caste, religion marginalised and differently abled groups

v. Identify instances of fair/unfair treatment to individuals within family, school, neighbourhood, society, etc.

vi. Show sensitivity and appreciation skills e.g., appreciate and value religious, language, and social diversity

vii. Identify assumptions/biases/prejudices/stereotypes e.g., within family and neighbourhood

viii. Observe examples of sings and symbols, from everyday life, which stand for liberty, equality, and fraternity

1. Sampling Design

The Delhi government works with 1024 schools which are divided into 13 zones- East; North East, North, North West A, North West B; West A, West B; South West A, South West B, South, South East; New Delhi; and Central. The sample consisted of schools from 11 zones- North West A, North West B, North East, North; South West A, South East, South West B, South; East; West A, and West B. Purposive sampling was used to select schools as an attempt to observe the transition in a wide range of schools. Within these zones, there are different types of schools, but we worked with 6 types - Sarvodaya Kanya Vidyalaya, Sarvodaya Bal Vidyalaya, Government Co-ed Sarvodaya Vidyalaya, Government Girls' Senior Secondary School, Government Boys' Senior Secondary School, and Rashtriya Pratibha Vikas Vidyalaya.

	Schools	**Students**
Sample Size	18	618

Table 2 Details of sample for Monitoring and Evaluation of the Campaign

2. Methodology and Tools for Data Collection

The data collection for the M&E of the Campaign was based on baseline and endline evaluation, and monitoring of the Campaign. The sources of data include the survey sheets and Value Diaries of the students.

Quantitative and qualitative approach was used as a method to collect data. As a part of the quantitative approach, survey sheets were based on questions with themes such as stereotypes and discrimination based on gender, caste, and class of individuals. The questions were based on these themes to evaluate the shift in understanding of the values.

As a part of the qualitative process, interactions with the students were based on personal interviews and group discussions, respectively. The findings from the two processes are mentioned in section 6.

3. Delimitation

According to the theory of development of Erik Erikson[2], during the stage of adolescence, a sense of identity is developed. Adolescents begin to associate themselves to a social and cultural group. Erikson termed it as a "crisis", but it does not mean 'adversity'- it implies a 'point of important change'. This change is dependent on their exposure to their social and cultural environment. With respect to this understanding, it was critical to engage with an age group which is constantly drawing experiences and life lessons from their immediate surroundings- here, their friends, family, and neighbourhood. At such a stage of physiological and cognitive development, an orientation towards the values of equality, liberty, and fraternity guides development of an individual.

4. Data Analysis

The analysis of data is based on the themes that the students engage with, in their Value Diaries. The survey sheets and Value Diaries consist of several instances which provide evidence for everyday Constitutional connect.

[2] German-American developmental psychologist and psychoanalyst known for his theory on psychological development of human beings.

5. Findings and Discussion

The findings reflect awareness based on drawing a connection between everyday experiences of young citizens and the values of equality, liberty, and fraternity. These lived experiences of are drawn from their interaction within classroom, with friends, and the neighbourhood.
The analysis of the data resulted in varied themes, which are as follows-.

i. Cultural and social diversity within one's classroom
ii. Identifying issues of gender discrimination
iii. Identify stereotypes
iv. Identify everyday class conflict
v. Power of freedom
vi. Conscious of ones actions which are fair, and
vii. Conscious of ones actions which are unfair.

Cultural and social diversity within one's classroom

It was interesting to note that the teachers and students actively shared experiences based on each of the values through everyday interactions with individuals within their immediate circle. This theme relates to showing sensitivity and appreciation skills e.g., appreciate and value religious, language, and social diversity.

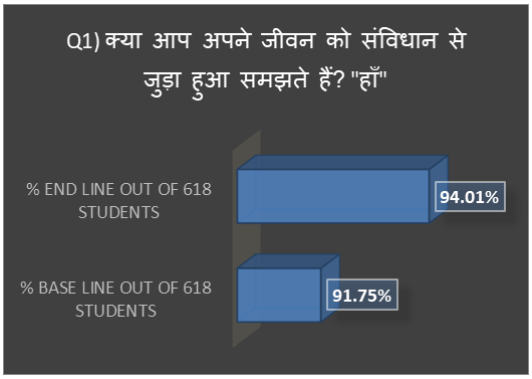
Following are the instances where they used the value lens to reflect on their actions. It was also interesting to discuss the interplay of these values in their everyday interactions with service providers around them. The following instance reflects the ability to build a plan to diversify their friends group and make it more inclusive in nature.

> "हमारे school में जो बच्चे हैं वो Muslim भी हैं और Hindu भी| पहले ऐसा रहता था की वह एक दूसरे के साथ घुलते मिलते नहीं थे, लेकिन अब घुलना-मिलना improve हुआ है! उन के बीच unity बढ़ गई है|"
>
> *Teacher, Government Boys Senior Secondary School*

Both the teachers and students observed an attitudinal shift in themselves and were able to relate this change to the experience based on the Campaign. The orientation and focus towards these

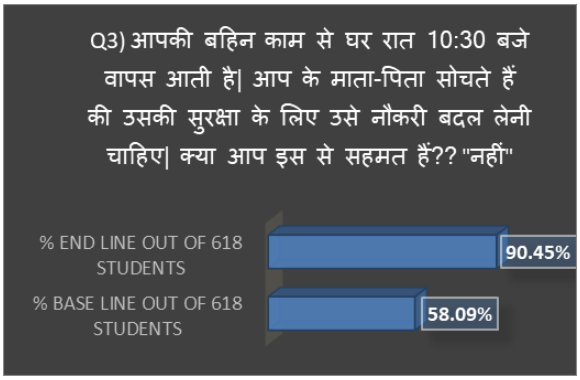
values have provided them with a way of being and conducting themselves in social situations. The students were able to draw connections with their actions in the past as to how they have been able to practice these values in their everyday life.

> हुम दोनो class friends हैं लेकिन मैं हिन्दू हूँ और वो मुसलमान है। मैंने उस से उर्दू में शब्द लिखने सीखे।



The students in grades 6th to 9th and 11th had an exposure to the values for over three months. Through such an interaction within their friends' group, classroom, family, and neighbourhood, they were able to connect their daily life experiences with the values in the Constitution. It is also important to observe that not just the quantitative process, but the qualitative process gave the similar evidence.

A question was posed based on the basis of gender. It was linked with decision-making power in the hands of the other person. The idea was to connect the value of freedom and work around the concept of taking decisions independently. The result at the endline showed that the concept of freedom and the understanding of taking decisions for oneself, especially in the cases of females was largely linked to the value.



Furthermore, students were able to identify several connections with the values in their everyday actions and interactions with friends, classmates, and family members. The data also shows that the students were able to identify stereotypes and biases based on gender and class issues in their immediate circle. The use of the value lens provided them with a deeper understanding of the interplay of these values in one's daily life.

The Value Diary was another source of data collection which based on the self-explanatory as well as the interactions with one's family and neighbourhood. On being asked if they limited

someone's freedom in the past, several students consciously pointed out to the situations where their actions were fair/unfair. The recognition of one's actions as a restriction on other's practice of a certain value is a part of consciousness raising which can be developed only with an understanding of the meanings of each value as in the Preamble to our Constitution.

> जब हमें अपनी पसंद के कार्य करने की अनुमति नहीं थी तब हम बिलकुल बंधक जैसा महसूस करते थे| मैंने कभी भी किसी को बाधिन नहीं किया है|

Identifying issues of gender discrimination

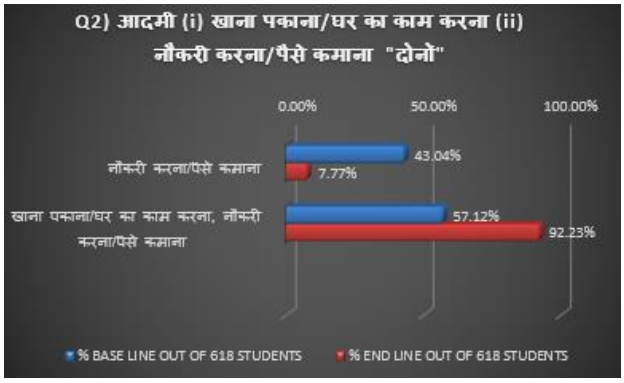
Similarly, in the booklets from girls' schools, as a part of the sample, it was noticed that the students identified assumptions/biases based on gender and class. The social-cultural interaction within one's circles of friends, family, and neighbourhood led to the awareness of such stereotypes. The findings include some questions that the students raise against the stereotypes which individuals hold.

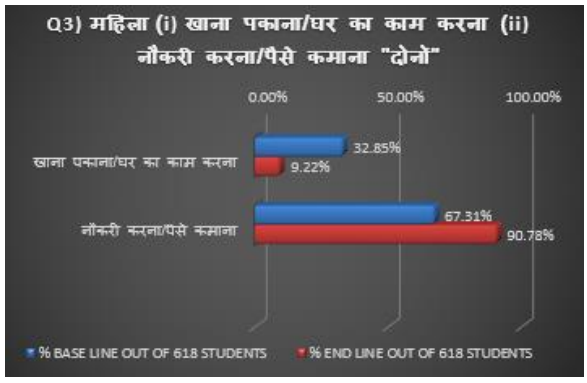
In several situations, one's personal experiences play a major role. Several instances linked to mobility, formal education, as well as everyday interactions with others had a reference to the interplay of the values of freedom and equality.

> अगर पुरुष रात में बाहर रह सकते हैं तो महिला काम पर क्यों नहीं जा सकती!

> "With the Campaign, there are many stereotypes being broken about gender norms and caste-based discrimination amongst the students. Earlier, few wouldn't talk to the ones who did not match their economical standards but those are just stories now."
>
> *Teacher, Government Boys Senior Secondary Schools*

Women have not been allowed to study and even do jobs by their parents whereas the male child is allowed to do so.





This situation marks a major attitudinal shift with reference to gender and stereotypes which plays a major role in one's understanding of equality and freedom. The growth in the percentage of individuals related a man's job to such professions shows that a shift in the perspective was initiated during the process of the Campaign. Several students highlighted the fact that segregation based on dance forms, for boys and girls, should not happen. They stated that it is a choice of the individual to be able to show interest in any dance form and perform it.

Identify stereotypes

This theme reflects situations in which the students identify assumptions/biases/prejudices/stereotypes e.g., within family and neighbourhood. Through the value lens, the students are able to evaluate the actions of others. They are able to see for themselves as to what kind of behaviour is just and which is unjust.

The landlords shouldn't discriminate on the basis of caste/religion/gender, etc., this practice would result in restriction of other's freedom.

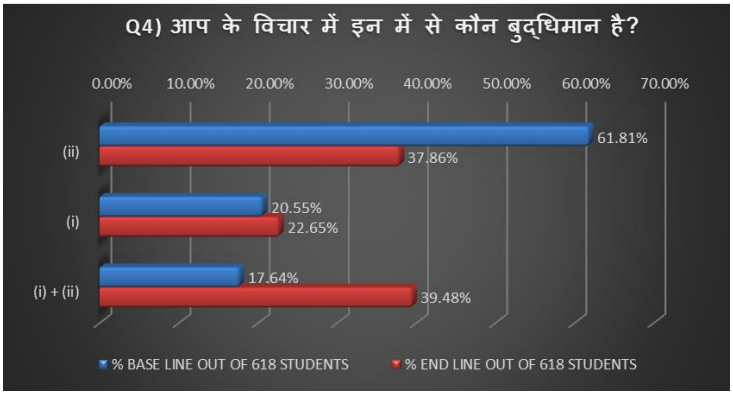
रंग के हिसाब से किसी का मज़ाक उड़ाना गलत बात हैं|

People shouldn't discriminate amongst the poor and rich. All of us are equal. No class is greater than the other.

Everyday class conflict

वह घटना जिसने मुझे सबसे ज़्यादा प्रभावित किआ है वह है जब एक रिक्शा चालक अपने परिवार को रेस्टोरेंट ले जाता है पर वहां के गार्ड उसे रोक लेते हैं क्यूंकि वह रिक्शा चलाता है| यह गलत है|

With specific reference to this data, it is interesting to note that there is a significant rise in the number of individuals who understand that physical appearance and one's social environment does not determine one's intelligence.



As discussed earlier that our interaction was based on individuals who belonged to the underserved areas, there are instances of voices reflecting their experiences. The data shows dependence on their immediate environment for the kind of experiences that have shaped their understanding and identification of class conflicts.

Power of freedom

This theme reflects strong instances related to observing examples of sings and symbols, from everyday life, which stand for liberty, equality, and fraternity. Though it is limited to freedom, but the values of equality and fraternity also shape the experiences of the individuals.

बच्चों को स्कुल जाने का अधिकार और शिक्षा लेने का भी अधिकार है| स्कूल न भेज कर दूकान में काम करवा रहे हैं तो ये नहीं होना चाहिए क्यूंकि हर बच्चे को स्वतंत्रता का अधिकार है|

The power to vote and choose one's own government is a fruit of the value of freedom and liberty. I've learned about the freedom to choose.

Parents gave the freedom to choose the stream of choice- education more important than dictating which stream to choose.

My friends and I went to a restaurant recently, to celebrate my birthday. It was a little expensive place but did not feel like we were not meant to be there- no one questioned us on why we were there. We enjoyed spending time and celebrating my birthday over there.

Conscious of ones actions which are fair

This reflects identification of instances of fair/unfair treatment to individuals within family, school, neighbourhood, society, etc. With the exposure to the human values, students have been able to use the value lens to analyse their actions in the past.

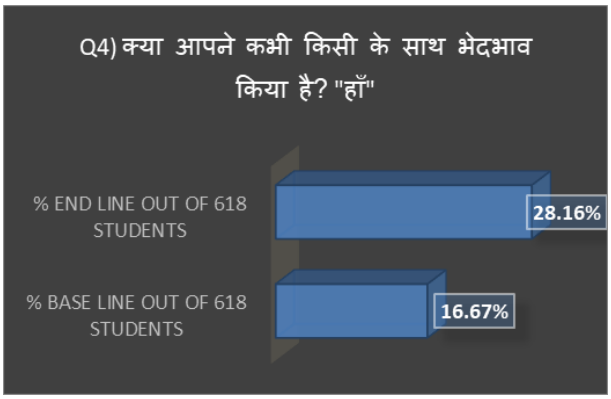
मैंने कभी किसी की पसंद या स्वतंत्रा को बाधित नहीं किया क्योंकी हमारा कोई अधिकार नहीं है की हम दूसरों को रोक-टोक करें| हम सब स्वतंत्र हैं|

Conscious of ones actions which are unfair

The findings under this theme reflect the ability of students to recognise situations which violate the values of equality, liberty, and fraternity. An overlap between these values was observed due to the relation between each of them.

हाँ, मैंने दूसरों को बाधित किया और पहले मुझे अच्छा लगा पर अब मुझे अच्छा नहीं लग रहा है|

कोई अगर SC है या general है तो उसे ऐसा नहीं करना चाहिए की बस SC का दोस्त रहे या general का| उसे दूसरे लोगों के साथ भी रहना चाहिए|



With respect to this question based on the consciousness and understanding of each value, it was interesting to note this observation. It is important to note that the answer to such question could be positive if one is aware of one's actions and behaviour in the past. Only in the context of awareness of practice of such values, one shall be conscious of their behaviour in the future.

6. Limitations

At the beginning of the Campaign, the teaching and learning material was not timely delivered due to technical issues. Due to this, the implementation of the Campaign was delayed by two weeks. It led to loss of time in the month of August. Once the material was uploaded successfully, the students got engaged in the Term examination. In this process, the content for the month of liberty was not implemented as per the duration required for it.

Secondly, the model used for training was Training of Trainers. It included a day-long intervention with the Mentor Teachers who further conducted trainings within their school network. As contact training of teachers, who were managing the Campaign at the ground level, was not conducted, it led to discrepancies in the implementation of the Campaign. Due to engagement elsewhere, the Mentor Teachers were not available at all times for the assistance of the teachers. This led to confusion and lack of confidence in the teachers to manage the Campaign.

Thirdly, during the month of November, the schools had to be shut down due to increase in the air pollution. For this reason, the implementation of the last month of the Campaign was not as successful as the ones before. Such inconsistencies in the implementation led to limited data for the month on Fraternity.

V. RECOMMENDATIONS

The findings of the M&E of the Campaign reveal that the students were able to develop consciousness by connecting the human values of liberty, equality, and fraternity to their everyday life. Though it was limited to identification of factors, but as a next stage of the Campaign, it can involve action points to build active citizenship in young citizens. It can also serve as another method to deliver the content of Social and Political Life curriculum.

It will also be important to include another core human value – justice - as a part of the content. It is crucial to build a holistic understanding of all the values.

Also, while using this Campaign as a methodology, it is essential to build capacities in all teachers, on constitutional perspectives. It can aid in facilitation in the classroom.

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Reference:

ACT for Youth Center for Community Action- An Online Source for Positive Youth Development

http://www.actforyouth.net/resources/rf/rf_identityformation_1102.cfm

Teaching and Learning Material for the Campaign

http://wethepeople.ooo/delhi-campaign/

Find us on:

Website: www.wethepeople.ooo

YouTube: www.youtube.com/user/wethepeoplecitizen

Facebook: www.fb.com/WeThePeople

Twitter: www.twitter.com/wethepeoplenw

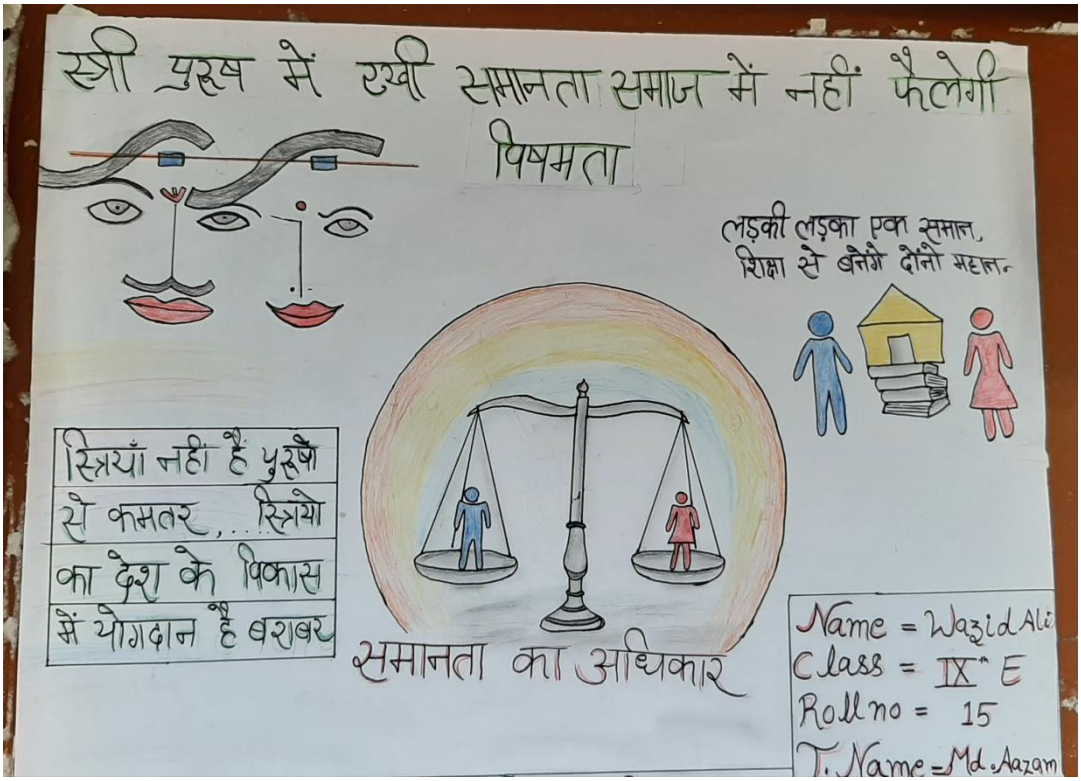
Instagram: @wethepeopleabhiyan

Picture 1 Wall of Expression at Rohini, GGSSS

Picture 2 Wall of Expression of District South-East

Picture 3 Wall of Expression at SKV, Anand Vihar

Picture 4 Wall of Expression at SKV, Anand Vihar



Picture 5 Wall of Expression at Raghubir Nagar

Picture 6 WTPA team member with students and teachers at GBSSS, Dilshad Garden

Picture 7 WTPA team with students and Mentor Teacher at GGSSS, Adarsh Nagar