



PERSPECTIVE AND SENSIBILITY OF YOUTH TOWARDS FUNDAMENTAL RIGHTS AND DUTIES OF INDIA

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Abstract:

This study looks at how young Indians view the fundamental rights and obligations set forth in the Indian Constitution. With an emphasis on education, sociopolitical involvement, and media influence, it investigates their comprehension, attitudes, and practical execution of these rights and obligations. It seeks to understand the awareness, importance, and practical application of these rights and duties among young people, who represent the future of the nation. The study also discusses the discrepancies between theoretical understanding and real-world application, specifically in relation to civic duty, rights protection, and striking a balance between personal liberties and social responsibility. The findings aim to provide insights into how young individuals connect with their rights and duties, as well as how this understanding shapes their active participation in democratic processes and social development. By shedding light on how young individuals participate in democratic processes and engage with constitutional ideals, the results hope to help future generations develop a deeper sense of civic duty and awareness. The survey was conducted from January 4th, 2025, to January 30th, 2025, among individuals in the district of Thane who were 18 years of age or older. 170 replies in all were gathered and examined by the investigator. The results of the study will help future scholars and other interested parties raise awareness of and educate Indian children and youth about patriotic values.

Keywords: *Indian Youth, Fundamental Duties, Nation, Patriotic Values, Constitutional Ideals.*

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Introduction:

India, founded on the ideals of democracy, equality, and justice, enshrines Fundamental Rights and Duties in its Constitution to ensure the protection and well-being of its citizens. These rights and duties reflect the nation's commitment to human dignity and freedom and serve as a cornerstone of its democratic values. From the right to equality to freedom of speech, along with duties like fostering harmony and protecting public property, these principles form a framework for all citizens to follow.

Despite these clear constitutional provisions, there is growing concern about the gap between knowledge and real-life application, particularly among the youth. As the country's future, the views and attitudes of

young people toward these rights and duties play a significant role in shaping India's social and political landscape. Though often seen as drivers of change, the youth's understanding of these constitutional values and their ability to apply them in practice remains underexplored.

This research aims to explore how young Indians perceive and engage with their Fundamental Rights and Duties, focusing on their understanding and real-world application in contemporary India. The study will investigate the disconnect between theoretical knowledge and practical application, examining the challenges youth face in recognizing and defending their rights while fulfilling their civic duties. It will also look at how personal freedoms are balanced with



societal responsibilities and how this affects the youth's attitudes and actions in socio-political contexts.

By delving into these issues, this paper seeks to offer a better understanding of the youth's role in fostering a just, democratic, and inclusive society in India. It will also provide insights into the need for further education and awareness to bridge the gap between theory and practice concerning fundamental rights and duties.

In India, the Fundamental Rights are outlined in Part III of the Constitution and are designed to guarantee individual freedoms and promote equality. These rights are crucial for the personal development of citizens and the protection of human dignity. The key Fundamental Rights include:

1) Right to Equality (Articles 14-18):

- a. Article 14: Equality before the law (no discrimination based on religion, race, caste, sex, or birthplace).
- b. Article 15: Prohibition of discrimination on grounds of religion, race, caste, sex, or birthplace.
- c. Article 16: Equality of opportunity in public employment.
- d. Article 17: Abolition of untouchability.
- e. Article 18: Abolition of titles (except military or academic titles).

2) Right to Freedom (Articles 19-22):

- a. Article 19: Protection of rights related to speech, assembly, association, movement, residence, and profession.
- b. Article 20: Protection against double jeopardy, self-incrimination, and retrospective punishment.
- c. Article 21: Protection of life and personal liberty (right to live with dignity).
- d. Article 22: Protection against arbitrary arrest and detention.

3) Right against Exploitation (Articles 23-24):

- a. Article 23: Prohibition of human trafficking and forced labour.
- b. Article 24: Prohibition of child labour in hazardous conditions.

4) Right to Freedom of Religion (Articles 25-28):

- a. Article 25: Freedom of conscience and the right to practice and propagate religion.
- b. Article 26: Freedom to manage religious affairs.
- c. Article 27: Freedom from taxation for religious promotion.
- d. Article 28: Freedom from religious instruction in certain educational institutions.

5) Cultural and Educational Rights (Articles 29-30):

- a. Article 29: Protection of minority interests, including language, script, and culture.
- b. Article 30: Right of minorities to establish and manage educational institutions.

6) Right to Constitutional Remedies (Article 32):

- a. This allows citizens to approach the courts to seek enforcement of their rights if violated, and is considered the "heart and soul" of the Constitution by Dr. B.R. Ambedkar.

These rights are enforceable in courts, meaning citizens can seek justice if their rights are violated, although certain restrictions may apply for reasons such as national security and public order.

The Fundamental Duties of Indian citizens, introduced by the 42nd Amendment in 1976 and outlined in Article 51A, aim to foster a sense of responsibility and citizenship. These duties are moral obligations rather than legal ones, guiding citizens to support the functioning of the democratic system. They include:

1. Respect the Constitution, National Flag, and National Anthem.
2. Cherish the ideals that inspired India's freedom struggle.
3. Uphold and protect the unity and integrity of India.



4. Defend the country and serve when needed.
5. Promote harmony and brotherhood among all Indians.
6. Preserve India's rich cultural heritage.
7. Protect and improve the environment, including forests, rivers, and wildlife.
8. Develop a scientific temper, humanism, and spirit of inquiry.
9. Safeguard public property and avoid violence.
10. Strive for excellence in all areas of life.
11. Ensure educational opportunities for children under 14 years of age.

While these duties cannot be legally enforced, they serve as ethical guidelines for citizens to help the country progress.

Objectives of the study:

- 1) To Assess youth awareness and understanding of fundamental rights and duties.
- 2) To Analyse youth attitudes and perceptions towards fundamental rights and duties.
- 3) To Explore the role of education and media in shaping these perspectives.
- 4) To understand the significance of civic involvement and the balance between personal freedoms and societal responsibilities.
- 5) To measure how often individuals engage in activities related to their rights (such as voting, protests, or social issue discussions) and duties (like respecting public property or participating in community activities).

Literature Review: Saxena (2019) highlights that many young people face a dilemma when trying to balance their right to protest with their responsibility to maintain public order. The increasing difficulty of upholding law and order while protecting individual rights has sparked debates about the ethical boundaries of freedom in a democratic society.

Singh and Mehta (2021) examine how social media has become an important platform for political

discussion, allowing youth to learn about and engage with constitutional rights. However, they argue that misinformation and sensationalism can distort youth perceptions, leading to confusion about the complexities of balancing rights and duties.

Sharma (2020) also points out that the media plays a dual role—while it can educate and motivate youth for social causes, it can also promote divisive narratives that hinder the fulfilment of collective duties.

Verma and Singh (2021) suggest that young people who get involved with civil society groups or take part in protests are more aware of their civic duties. These activities give them a chance to practice their rights while also understanding the larger social and political environment in which these rights should be exercised. Jain (2016) and Kumar (2018) note that while young people are somewhat aware of their rights, this awareness doesn't always lead to action. For instance, even though the Right to Education is widely known, there are still major barriers to accessing education, especially in rural areas, where young people face difficulties related to quality, access, and social acceptance.

Nath (2020) points out that social and economic factors contribute to this gap. Youth from marginalized groups, such as Dalits, tribals, and the economically disadvantaged, often face discrimination that limits their ability to fully enjoy their rights. These young people may not feel empowered to claim their rights due to fear of retaliation or a lack of resources to fight injustices.

Bose and Roy (2020) argue that understanding and carrying out civic duties—like voting, respecting public property, and promoting national unity—are crucial for maintaining India's democracy. However, they find that many young people see these duties as less important than their rights, which creates a gap in active citizenship. For example, many are unaware of their duty to promote harmony and respect the

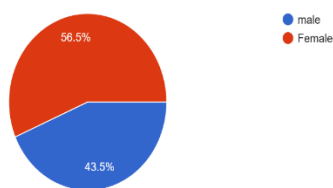


Constitution, as stated in Article 51A of the Indian Constitution.

Methodology: In this study the investigation was carried out using a survey methodology. The sample size of respondents was chosen using the convenient sampling technique. There were 170 responders total. Responders were surveyed and a google form was used to collect primary data. Secondary information was acquired from books and websites. In this case, more primary data was used in the study than secondary data on average. The percentage analysis used to examine the primary data gathered from the above sources. The data was interpreted using Excel. This study was carried out for a period of approximate 1 month from January 4 to January 30, 2025 during which the topic was selected, the questionnaire framed, the data collected and analysed, and the report was prepared.

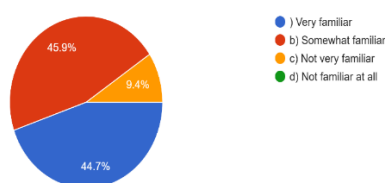
Data Analysis & Interpretation: The collected research data was analysed. The information gathered is quantitative.

Gender
170 responses



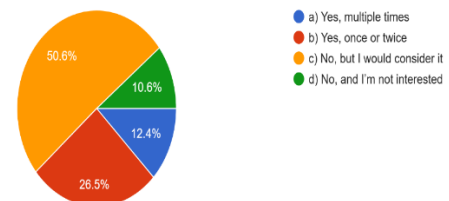
When the respondents were classified according to gender, 56.5 % were female, while 43.5% were male. There was an insignificant number of other genders was observed.

How familiar are you with the fundamental rights provided by the Constitution of India?
170 responses



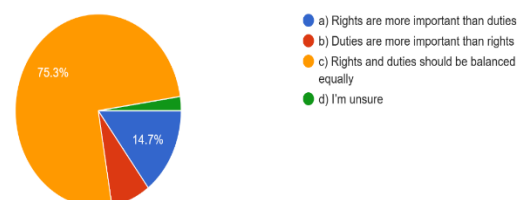
44.7% young respondents are more familiar with fundamental rights and duties mentioned in Constitution of India. 45.9% respondents are somewhat familiar with rights and duties. Very less percentage that is 9.4 are not very familiar with rights and duties of constitution on India.

Have you ever taken part in any activity or campaign related to the protection of fundamental rights in India?
170 responses



This data reveals that the majority of the 170 respondents (50.6%) have never participated in activities or campaigns for fundamental rights but are open to the idea, indicating a potential for increased engagement. A significant portion (26.5%) has participated at least once or twice, demonstrating some existing involvement. However, a concerning 12.4% are not interested in such activities, while only 10.6% are actively and repeatedly involved. This suggests a need to explore strategies to motivate passive individuals and address the disinterest among a segment of youth regarding fundamental rights advocacy.

How do you view the balance between individual rights and the duties citizens must follow in India?
170 responses

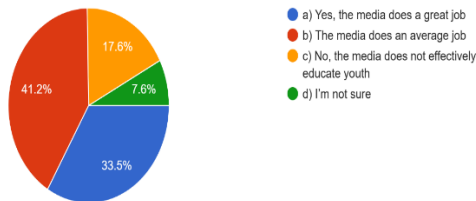


Most of the 170 people surveyed (75.3%) believe that rights and duties should be given equal importance in India. A smaller portion (14.7%) think rights are more



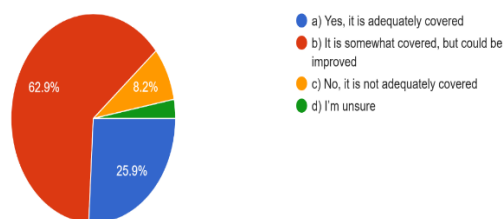
important, while very few prioritize duties or are unsure. This shows a strong preference for balance between rights and duties among the respondents.

Do you think the media plays a positive role in educating youth about their rights and duties?
170 responses



Out of the 170 people surveyed (33.5%) think the media does a good job educating youth about their rights and duties, the largest group (41.2%) feels the media's performance is only average. A smaller portion (17.6%) believes the media fails in this role, and some are unsure. This suggests mixed opinions about the media's effectiveness in educating youth about these important topics, with many feeling it could be better.

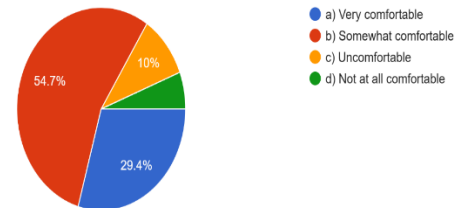
Do you believe that the education system in India adequately covers the topic of fundamental rights and duties?
170 responses



Most respondents (62.9%) believe the education system addresses fundamental rights and duties adequately but needs improvement, while a smaller portion (25.9%) finds it sufficient, and a small minority (8.2%) feels it's inadequate.

How comfortable do you feel using legal channels (e.g., courts, authorities) to protect your fundamental rights if they were violated?
170 responses

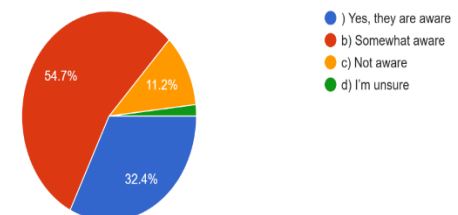
170 responses



(54.7%) are somewhat comfortable, (29.4%) are very comfortable, and (10%) are uncomfortable using legal channels (e.g., courts, authorities) to protect their fundamental rights if violated. Some are not comfortable at all.

Do you think that youth are aware of the legal consequences if they fail to uphold their fundamental duties (e.g., protecting public property, respecting the environment)?
170 responses

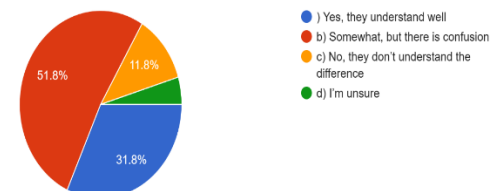
170 responses



(32.4%) know the legal consequences of not following their duties, (54.7%) are somewhat aware, and (11.2%) are completely unaware. And some are unsure about it.

Do you believe the youth in India understand the difference between legal rights and social privileges?
170 responses

170 responses



Out of the 170 respondents surveyed (31.8%) clearly understand the difference between legal rights and social privileges. About half (51.8%) are somewhat aware but confused, and (11.8%) don't get the



difference at all. Some are also unsure. This shows a significant knowledge gap about this important distinction.

Scope of the study:

The goal of the study is to enhance understanding of the perspectives and sensibilities of youth regarding their fundamental rights and duties. By assessing youth awareness, analyzing their attitudes, and exploring the role of education and media, the research offers insights into shaping more informed and responsible future citizens. This study also highlights the importance of civic involvement and balancing personal freedoms with societal responsibilities, providing a foundation for future educational strategies and policy development. It will be useful for scholars looking to explore youth engagement and for educators aiming to cultivate a more civically active and responsible generation.

Limitations :

This study has some limitations, including possible bias in the sample, as it may not fully represent the diversity of youth from different areas or backgrounds. It depends on self-reported data, which could be inaccurate or influenced by what people think is socially acceptable. External factors like culture or politics might not be fully considered. Time and access to participants also limit the depth of the analysis. Finally, the scope of media and educational impact might be difficult to isolate, as multiple factors shape youth perspectives and behaviours.

Recommendations:

For future research scholars and educationalists, it is recommended to further explore the impact of specific educational programs and media campaigns on youth awareness and attitudes towards their rights and duties. Researchers could also investigate the long-term effects of civic education on youth engagement and societal participation. Additionally, educators may consider incorporating more interactive and

practical approaches to teaching fundamental rights and responsibilities, emphasizing the importance of balancing personal freedoms with social duties. Encouraging active civic involvement in both formal education settings and through media could foster greater youth engagement in social and political activities.

Conclusion:

This study shows that while young people are aware of their rights and duties, they don't always fully understand or act on them. Their attitudes are mostly positive, but their actual involvement in civic activities is limited, pointing to a gap between what they believe and what they do. Education and media have some influence, but their impact could be stronger. The study suggests that better strategies are needed to help youth understand their rights and duties more deeply and to encourage them to take more active roles in balancing personal freedoms with responsibilities to society.

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