



शोध भूमि

शिक्षा एवं शिक्षण शास्त्र विषय की पूर्व समीक्षित शोध पत्रिका

Development of Duty-Based Citizenship among Students in the Contemporary Educational Context

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Abstract

The main objective of this research paper is to study the awareness of duty-based citizenship among today's students and to study their understanding of their responsibilities towards the democratic system. This paper also indicates the possibilities for its promotion through education. In the present times, citizenship is not limited to the enjoyment of rights, but it also inculcates duties and dedication towards the country. Parts of the Indian Constitution, the Fundamental Duties mentioned in IV-A (Article 51A), inspire citizens towards responsibilities such as national unity, social harmony, scientific temper, and environmental protection. Nowadays, students are more aware of their rights, but their commitment to their duties appears to be relatively limited. Today's students are racing towards modernity. Artificial intelligence is breaking new ground every day, but amidst all this, the originality of students is diminishing. These students are becoming indifferent to their country and society. They know their rights, but if asked about their fundamental duties, hardly any students could accurately explain them. This study is based on qualitative research methodology and the Secondary sources—the Constitution, research papers, NEP 2020 document. The topic

has been examined through analysis of research papers, educational documents, and the National Education Policy 2020. The study concludes that value education, service-learning, co-curricular activities and policy-based educational interventions can prove helpful in developing conscientious citizenship in students.

Keywords: Duty-based citizenship, Contemporary Educational Context, Fundamental Duties, Democratic Values, Social Responsibility,

Introduction

India is a leading democratic nation in the world. Democracy is not limited to the mere enjoyment of rights, but it is also based on the responsible conduct of citizens.

Father of the nation, Mahatma Gandhi, believed that-

"The true source of rights is duty. If we all discharge our duties, rights will not be far to seek."

This statement itself tells the importance to perform fundamental duties in a democratic society.

Nowadays, in a modern environment, this concept of citizenship is becoming more than rights-centric; in fact, it's all about moral obligations. social participation and national commitment. In such a context, the development of duty-based citizenship in students becomes extremely important. In duty-based citizenship, students are expected to respect the laws of their country. They must follow all rules that are designed to protect the democracy of the country. They must follow traffic rules and maintain harmony and discipline in social places, etc. Pay taxes imposed by the government on time and in the correct amount. Students should ensure the protection and conservation of national property, and they should not cause any harm to any national property. Maintain cleanliness in public places. Students should ensure that they do not indulge in any activity that in any way falls under the category of social crime or is against the national interest.

Objectives of the study

- To inculcate the concept of duty-based citizenship among students.
- To study the social and moral responsibilities in the context of fundamental duties provided by the Indian Constitution.
- To analyse the consciousness of the responsibilities towards the nation among the students.

Research Question

How is duty-based citizenship being developed among students in the contemporary educational context, and what factors influence its development?

Concept of Citizenship

The etymological meaning of citizenship is ‘elements of residence in a city - state’. According to Aristotle, “a citizen is a person who will have a direct and active role in the administration of the state”

The history of Citizenship is very old, with some studies tracing the concept of citizenship back to ancient Greece. Citizenship gives a person the right to live with dignity in any country and makes them eligible to enjoy the political and social rights.

Duty-based citizenship emphasises the creation of citizens who do not merely demand rights, but also discharge their responsibility towards society, nation, and environment. The progress of any country does not depend solely on the programs of its government; rather, the mindfulness and duty of its citizens, and their fidelity towards the country, also play a decisive part in its development. When society and government work together with harmonious thinking, the rate of development of that country increases manifold. The need of the hour is that citizens understand their abecedarian duties and follow them fully.

Fundamental Duties and Civic Responsibility

Fundamental rights and fundamental duties complement each other. The free exercise of rights is meaningful only when accompanied by a sense of responsibility. In Article 51 of the Indian Constitution, the Constitution of India lists 11 fundamental duties of citizens. These duties are not directly enforceable by the courts, but are of vital moral and social significance. Their purpose is to develop discipline, nationalism, and social harmony among citizens.

Fundamental rights and fundamental duties are interdependent. The free enjoyment of rights is essential to instil a sense of responsibility. The Indian Constitution clearly outlines the fundamental duties of citizens. The main ones among them are respecting the Constitution, the National Flag and the National Anthem, adopting the ideals derived from the freedom struggle, protecting the unity, sovereignty and integrity of the country, protecting the country and being ready for national service when required, promoting brotherhood and harmony among all citizens, preserving the rich cultural heritage of the country, protecting natural resources, environment and wildlife,

developing scientific outlook, humanism and reformist thinking, protecting public property and complete renunciation of violence, use of indigenous products and preserving the values of our culture.

List of Fundamental Duties (Article 51A):

1. Following the Constitution, to respect the ideals, institutions, national flag, and national anthem.
2. To follow the inspiring ideals of the freedom movement.
3. Sovereignty of India to protect the unity and integrity of the country.
4. To protect the country and serve the nation.
5. Brotherhood: To promote harmony and respect for women.
6. To preserve the rich heritage of mixed culture.
7. Natural environment (forests, protect and be kind to animals (lakes, rivers, wildlife).
8. Scientific approach to develop the spirit of humanism and reform.
9. To protect public property and to abstain from violence.
10. To strive for excellence in individual and group activities.
11. Providing opportunities for education by parents to their children of the age of 6 to 14 years (86th Amendment, 2002).

These duties provide the basis for developing a sense of civic responsibility in students.

Important point: Source not in the original Constitution; These were included in 1976 on the recommendation of the Swaran Singh Committee. Initially, there were 10, now there are 11. These are not legally binding (directly enforceable by a court), but are morally required.

Democratic values and education

Description of the Republic given by Abraham Lincoln

" Government of the people, by the people, for the people"

Freedom in democratic values. These include equality, justice, and fraternity. Balanced adherence to these values strengthens duty- based citizenship. There is a close connection between education and citizenship. Education is not just about imparting knowledge and skills, but it also shapes a person's attitudes, values, and behaviour. Schools and higher education institutions are places where students imbibe the values necessary for social life.

Citizenship education aims to introduce students to democratic processes, social responsibility, and constitutional values. When education adopts a duty-based approach, it teaches students how their actions impact others in society. Thus, education makes students not only aware citizens but also responsible citizens. The National Education Policy 2020 connects education with constitutional values and moral responsibility. The NEP 2020 also aims to inculcate constitutional values in students. NEP 2020 focuses on values such as justice, equity, equality, and freedom.

The policy aims to create citizens who:

- Commitment to democratic values
- Respect diversity
- take up social responsibility
- global citizenship

The sense of duty can be strengthened among students through community participation and multidimensional development.

Education is the foundation on which the success of any nation is laid. Not only the success of a country, but also a successful democracy depends on its education system. A proper curriculum can foster a sense of activism among students, encourage inclusivity and diversity, and foster reflective and ethical thinking.

School, family and society – all three play an important role in developing conscientious citizenship in students.

- The following measures can be effective for duty education:
- Inclusion in the curriculum
- Service-Learning Program
- NSS and NCC activities
- Digital Citizenship Education

Development of duty-based citizenship at the school stage

The school stage is the stage where the seeds of citizenship are sown. At this stage, students' personality development takes place at an early stage. Therefore, the experiences provided here have a long-term impact on their lives. Qualities such as discipline, punctuality, cooperation, empathy, and social responsibility can be developed in schools.

Morning Assembly Civic consciousness can be developed in students through respect for national symbols, group readings of the Preamble to the Constitution, and moral stories. Additionally, group work, sports, and co-curricular activities teach students the importance of cooperation and collective responsibility.

Student Parliament in schools. Students can be provided with hands-on experience of democratic processes through child panchayats and leadership programs. When students participate in decision-making and are held accountable for their actions, they naturally develop a sense of duty-based citizenship. Duty-Based Citizenship at the Higher Education Level.

Student social work at the higher education level. They are more mature, politically and intellectually. The development of duty-based citizenship at this stage motivates them toward active social participation. Various programs in colleges and universities can connect students with society.

National Service Scheme, the National Cadet Corps, community service, environmental conservation programs, and social awareness campaigns develop a sense of social responsibility among students. The concept of service-learning, which combines academic knowledge with social service, is an effective means of developing duty-based citizenship.

In higher education Debates, seminars, and project work encourage students to reflect on social issues and find solutions. This develops critical thinking and social sensitivity.

Role of the Teacher

The teacher's role is central to the development of duty-based citizenship. Teachers are not merely communicators of the curriculum, but also carriers of values. A teacher's behaviour, attitude, and teaching style have a profound impact on students.

When teachers promote equality in the classroom. When teachers foster a culture of justice, tolerance, and dialogue, students are inspired to practice these values. Through value-based education, experiential learning, and problem-solving methods, teachers can develop students' understanding of civic duties.

The teacher's own responsible and ethical conduct sets a living example for the students, thereby strengthening the development of duty-based citizenship.

Relevance of duty-based citizenship in contemporary society

Social disintegration in the present society. Problems such as intolerance, violence, and the erosion of moral values are on the rise. In such a context, duty-based citizenship can

provide stability and direction to society. When citizens understand their duties, they become agents of positive change in society.

Duty-based citizenship and social harmony. It strengthens national unity and democratic stability. It transforms citizens not just as rights seekers but as responsible partners in society.

The present era is the era of technology. Technology is establishing new dimensions every day. The digital age has given a new dimension to the concept of citizenship. Today's student is not just a member of the physical society, but also a member of a digital society. The widespread use of social media and the internet has provided new opportunities for expression, but has also created new responsibilities.

Digital citizenship means ethics in online behaviour, responsibility, and sensitivity. Problems such as fake news, cyberbullying, hate speech, and privacy violations reflect a lack of duty-based citizenship. Therefore, it is essential to teach students digital literacy and digital ethics through education.

When students understand that their online behaviour has an impact on society, they then become more responsible digital citizens. Thus, developing duty-based citizenship in the digital age has become the need of the hour.

Conclusion

Duty-based citizenship is the foundation of a democratic society. The true spirit of democracy is realised only when rights and duties are balanced. Democracy in any country is successful only when a nation's patriotism is strengthened, when its students are aware not only of their rights but also of their duties. When a student, who is also a future citizen of the country, acts with the intention of contributing to its progress, they demonstrate true patriotism. The development of duty-based citizenship is the foundation of a strong, ethical, and democratic society. Education can foster a sense of duty, social sensitivity, and responsible behaviour among students. If the education system adopts a duty-based approach, students will not only become successful individuals but will also play a vital role in nation-building.

The National Education Policy 2020 provides a strong foundation in this direction. If the education system instils constitutional values in students, and if we develop social responsibility and moral consciousness, then it is possible to build a strong, inclusive and moral nation in the future.

Suggestion

- Special modules on fundamental duties should be developed in schools.

- Service-learning should be made a compulsory component.
- Citizens in Teacher Training Education should be included.
- Awareness regarding the Constitution should be provided from the primary classes themselves. Children should be taught about the Constitution from the very beginning of their younger years, so that they will begin to understand their responsibilities towards the country from a young age.
- Higher class students should be assigned duties at different places once a month according to their age, such as giving them a chance to work with the traffic police. They should be invited to visit government hospitals. These activities will help them understand the importance of discipline. This will instil a sense of responsibility in students and foster a commitment to social values.
- Expand digital citizenship programs. Through these, today's youth will be able to connect themselves with values.
- Senior students should relate to community services.

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