

1 **ASSESSMENT OF CONSTITUTIONAL LITERACY: AWARENESS OF**  
2 **FUNDAMENTAL RIGHTS AND DUTIES AMONG STUDENTS OF MANAGEMENT**  
3 **AND ENGINEERING INSTITUTIONS IN PUNE.**

4 **ABSTRACT:**

5 In today's context, there is a growing emphasis on constitutional literacy, civic responsibility and  
6 ethical citizenship of the youth in the context of contemporary higher education. Professional  
7 education institutions in India should be expected to impart democratic values along with  
8 technical skills to improve the social responsibility, constitutional awareness and responsible  
9 citizenry of the future managers and engineers. The present research study, entitled 'Assessment  
10 of Constitutional Awareness: Awareness of Fundamental Rights and Duties among Management  
11 and Engineering Institutions students in Pune City' evaluates the awareness of the constitution  
12 among the higher education students in Pune City. This study focuses on assessing students'  
13 awareness of Fundamental Rights and Fundamental Duties as mentioned in the Constitution of  
14 India and examines the effect of demographic variables and institutional exposure on  
15 constitutional awareness. The study is based on the present educational scenario influenced by  
16 the National Education Policy, 2020, which focuses on Value and Civic education. The study  
17 took a quantitative approach with 415 students from management and engineering institutes at  
18 Pune. Data was analysed after the hypotheses were tested, using statistical tools such as One-  
19 Sample t-test, One-Way ANOVA and Independent Sample t-test, in IBM SPSS Statistics. The  
20 results showed that the students have statistically significant knowledge of Fundamental Rights  
21 and Duties ( $t = 18.61, p = 0.002$ ). The study also concluded that demographic factors like gender,  
22 academic stream and educational level are important factors affecting constitutional awareness  
23 ( $F = 4.73, p = 0.003$ ). Also, it was found that students' exposure to the constitution through the  
24 constitutional programs of the institutions and academic activities of the institutions has a  
25 significant effect on constitutional knowledge ( $t = 5.64, p = 0.001$ ).

26 The study concludes that despite a moderate to high level of constitutional knowledge among the  
27 students, there is a need for systematic institutional efforts to make the students more conscious  
28 of their constitutional values and democratic responsibilities as future professionals. The results  
29 apply to educational policy, research on the Constitution and educational practices in higher  
30 educational establishments.

31 **Keywords:** Constitutional Literacy, Fundamental Rights, Fundamental Duties, Higher Education  
32 Students

33  
34 **I. INTRODUCTION**

35 The Constitution of India is the supreme legal document that governs democratic rule, citizens'  
36 rights, and civic duties. Fundamental Rights and Fundamental Duties are key elements of the  
37 document and are instrumental in fostering responsible citizenship and enhancing the power of  
38 democracy. With the fast-changing socio-economic dynamic, the consciousness of the youth  
39 especially students in institutions of higher learning, has gained more importance. As future  
40 professionals and policy makers, management and engineering students constitute the future of  
41 professional practices, and thus their constitutional literacy is essential in promoting ethical  
42 decision making, civic obligations, and legal behavior both in the organizational and social  
43 environments.

44 Although the constitutional values are introduced during school courses and the national  
45 programs like the Constitution Day celebrations, there is still a worry about the level of  
46 practicability of the rights and responsibilities of the students. The professional education  
47 streams, particularly management and engineering, are more prone to the technical and  
48 employability-oriented competencies, which can inevitably lessen attention to civic literacy. The  
49 urban centers such as Pune, which have a good academic ecosystem within higher education  
50 institutions, are the right location to study this problem. Pune boasts of a high population of  
51 management colleges and engineering colleges that attract students with varied social-economic  
52 backgrounds that are ideal in undertaking the study of constitutive awareness among the  
53 educated youth.

54 The current research is intended to evaluate the awareness of the Fundamental Rights and Duties  
55 level among the students of management and engineering colleges in Pune, in an empirical  
56 manner. It also aims at investigating whether there are significant demographic factors and  
57 institutional exposure on constitutional literacy. The analysis employs a quantitative survey  
58 design with statistical analysis to offer an evidence-based study that is in line with the National  
59 Education Policy (NEP) 2020 focus on value-based education.

60 **II. LITERATURE REVIEW**

61 (De Visser & Jones, 2024) Constitutional literacy is critical in the maintenance of democratic  
62 institutions in the world. Their discussion brings to the fore the role of educational systems in  
63 instilling constitutional values in young people as a way of bolstering the value of systematic  
64 civic education programs in the higher educational setting.

65 (Wahlström, 2022) that civic education reinforces the democratic participation through  
66 enhancing the knowledge of students regarding constitutional principles. The research has shown  
67 that higher learning institutions that incorporate civic learning in programs have made significant  
68 progress in creating awareness of rights and responsibilities among students, which justifies  
69 official education systems in the constitution.

70 (Kulal, 2024) analyses NEP 2020 and points out that it gives significant focus to value-based and  
71 citizenship education. The research observes that institutions of higher learning are supposed to  
72 foster constitutional consciousness among learners yet there are gaps in implementation so there  
73 is need to have empirical studies in professional educational settings.

74 (Rangarajan, 2025) These results indicate that students who are exposed to values-based  
75 education exhibit high democratic behavior. The research advocates the inclusion of  
76 constitutional literacy in higher education in order to raise future professionals that are socially  
77 responsible and morally conscious.

78 (Younas, 2025) reveals that the knowledge of students about their constitutional rights differs  
79 greatly based on the priorities of particular institutions. The research reveals the value of the  
80 contextual and region-specific research to comprehend a gap in constitutional literacy among  
81 university students.

82 (Ballard, 2022) college students who have better civic knowledge are more demonstrative of  
83 democratic behavior and social responsibility. Their contribution places great emphasis on the  
84 behavioral consequences of civic literacy whereby being knowledgeable of constitutional values  
85 may have a positive impact on the youth being involved in democratic processes.

86 (Vanitha, 2023) The research proposes that technology based constitutional education can be  
87 used to increase the level of awareness especially in technologically oriented groups of students  
88 like engineering and management students.

89 (Patel, 2022) Their results indicate that the experiential interaction has an important role in  
90 enhancing the youth awareness and civic sensitivity, which supports the necessity of the  
91 institutional programs that go beyond the classroom instruction.

92 (Azad, 2024) moderate awareness of the law is observed among higher education students, and  
93 there are observed gaps in the knowledge of constitutional provisions. The paper highlights the  
94 importance of orchestrated law literacy programs in the higher education, especially in the  
95 professional courses where civic education is given little priority.

96 (Brocato, 2020) it is possible to find a positive relation between civic knowledge and student  
97 wellbeing/engagement. The study shows that the knowledge of the democratic system and rights  
98 can lead to the increased feeling of belonging and responsibility in college students, which is a  
99 larger developmental positive outcome of constitutional literacy.

100 (Mirra & Garcia, 2017) point out, modern civic engagement in young people is being mediated  
101 more and more by the experience of education and online platforms. Their research highlights  
102 that organized civic learning settings have proven to be very effective in the development of  
103 critical knowledge among students about the value of democracy and their study endorses the use  
104 of institutional processes in the development of constitutional literacy.

105 (Ferris, 2014) The study highlights the role of civic education in the development during the  
106 early years and proposes that the institutions of higher learning need to strengthen constitutional  
107 understanding to maintain constitutive political involvement in the youth.

108 (Watts & Flanagan, 2007) According to civic engagement by the youth is developed by being  
109 exposed to participatory educational experiences.

110 (Syvertsen, 2017) suggest that civic engagement is a multidimensional phenomenon, and  
111 includes knowledge, attitudes and participation. The findings of their research suggest that

112 educational establishments have a profound impact on these aspects and it is possible to increase  
113 the awareness and even active democratic participation of students with the help of constitutional  
114 literacy programs.

115 (Syvertsen, Wray-Lake & Briddell, 2011) investigate the long-term patterns of youth civic  
116 participation and provide the fluctuations of the subject in connection with the educational  
117 exposure and socio-political background. This paper highlights that the long term institutional  
118 actions would be required to preserve civic education and so higher education should be  
119 constituted with continuous constitutional education arrangements.

120 (India G. o., 2020) value-based education, constitutional awareness, and the responsibility  
121 expected of the citizenship should be promoted among students strongly. It focuses on the  
122 multidisciplinary approach to civic and ethical education, which states that higher education  
123 institutions have the responsibility of actively encouraging constitutional literacy in the creation  
124 of socially responsible graduates.

125 (India Code, 2015) in terms of Fundamental Rights and Duties. It gives the legal basis to civic  
126 education programs, and emphasizes the need of educational establishments to spread the  
127 knowledge of the constitutions among groups of young people.

128 (Literacy, 2025) The official source on Fundamental Duties outlines the moral and civic  
129 responsibilities of citizens provided by the Art. 51A. It puts emphasis on the significance of  
130 education in fostering respect to the Constitution, being environmentally responsible, and being  
131 united as a country, emphasizing the significance of the awareness programs in higher education.

132 (Affairs, 2024) It reinforces the impartial validity and enforceability of these rights, and  
133 advocates the necessity of systematic education to both students and young practitioners on the  
134 subject of constitutional knowledge.

135 (India P. I., 2025) the initiatives that are nationwide aimed at raising awareness of the  
136 constitution via the campaigning of the people and by educating them. The report highlights the  
137 fact that the government is aware of the current knowledge deficiencies among young people

138 thus providing a rationale of why empirical-scholarly researches on constitutional literacy at  
139 higher learning institutions are essential.

140 (India, 2025) campaign document, the government-wide campaign to sensitize the people on the  
141 constitution is in place during Constitution Day. It focuses on youth involvement, citizen  
142 involvement, and institutional involvement, which implies that the awareness campaigns that are  
143 well structured can play a significant role in enhancing the understanding of constitutional values  
144 and civic obligations of students.

145 (National Law University Delhi, 2025) institutions efforts that are made to observe the  
146 Constitution Day are recorded. The exercises reveal that academic interest, professional lectures,  
147 and involvement would positively contribute to constitutional literacy, which substantiates the  
148 thesis that colleges and universities have a pivotal role to play in the process of civic education.

149 (Economic Times, 2025) there has been increasing attention in policymaking on constitutional  
150 values in higher education. According to the article, the institutions that help in promoting civic  
151 consciousness have a role to play in nation-building, a fact that supports the need to incorporate  
152 constitutional literacy programs into the various professional education programs.

153 (Economic Times, 2026) the country is led with the focus on the mediocre citizen awareness of  
154 constitutional responsibilities and freedoms. The message shows the involvement of the youth in  
155 the values of democracy which means that learning institutions must emphasize more on the  
156 awareness campaigns to develop responsible citizens in the future.

157 (Times of India, 2025) Indian universities have policy measures to enhance transparency of  
158 academic and research as discussed in. Even though the article is based on research  
159 infrastructure, it helps us indirectly to emphasize on the growing responsibility of higher  
160 education institutions to enhance academic rigor, such as civic and constitutional education.

161 (NCERT, 2024) The textbook emphasizes the relevance of civic education at an early age in  
162 making informed citizens and thus it is important that higher education reinforce and intensify  
163 such education among professional students.

164 (NCERT, 2024) The resource emphasizes the significance of the pragmatic learning over the  
165 memorization, which explains why the empirical research investigating the real awareness rates  
166 among the college students is necessary.

167 (Sabharwal, 2016) discuss the issue of diversity in students and its role in determining the  
168 outcome of civic learning in higher education. According to their results, institutional climate  
169 and scholarly exposure have a great influence on civic awareness and it support the need to have  
170 systematic constitutional education being delivered to a varied group of students.

171 (Shodhganga, 2017) Increasing political awareness is a good change that has a positive impact  
172 on civic responsibility among students. The research evidences the deficiencies in the formal  
173 civic education and suggests institutional intervention, which is why the current research topic of  
174 the constitutional literacy of professional students is justified.

175 (Priyanka, 2013) there is still uneven awareness of legal rights even in professional course  
176 students. The study highlights the current disconnect between formal training and legal literacy,  
177 and thus it is relevant to find out more through empirical research on the topic of constitutional  
178 knowledge in the context of higher learning.

### 179 **III. RESEARCH PROBLEM**

180 Though the constitutional values are the basic building blocks of Indian democracy, it is  
181 increasingly being felt that students of higher education can be said to have superficial  
182 understanding of Fundamental Rights and Duties. There are also chances that professional  
183 training in management and engineering is biased towards technical and career-oriented skills  
184 and imposes restraints on constitutional literacy and civic knowledge. When it comes to such an  
185 urban ecosystem as Pune, that is, a knowledge based system, it becomes vital to examine  
186 empirically whether students are well knowledgeable of their constitutional duties. The lack of  
187 clear empirical data on the level and determinants of constitutional awareness in professional  
188 students provides the necessity of systematic research.

189

190 **IV. RESEARCH GAP**

191 Existing literature is mainly based on the constitutional awareness of school students or general  
192 population but there is paucity of empirical research in terms of professional higher education  
193 students especially in the field of management and engineering streams. In addition, other  
194 previous research tends to use descriptive research methods without subjecting them to strict  
195 statistical verification to determine the level of awareness and other factors that influence it. The  
196 region specific evidence of major education centers like Pune is also not well captured. The  
197 current research fills in these gaps by presenting a statistically confirmed empirical analysis of  
198 constitutional literacy among the students of management and engineering in Pune as a city.

199 **V. RESEARCH OBJECTIVES**

- 200 1. To assess the level of awareness of Fundamental Rights and Duties among management  
201 and engineering students in Pune.
- 202 2. To examine whether demographic factors significantly influence constitutional awareness  
203 among students.
- 204 3. To evaluate the role of institutional exposure in enhancing constitutional literacy among  
205 higher education students.

206 **VI. RESEARCH HYPOTHESES**

207 **H<sub>1</sub>:** Students of management and engineering institutions in Pune possess a significant level of  
208 awareness of Fundamental Rights and Duties.

209 **H<sub>2</sub>:** Demographic factors significantly influence the constitutional awareness of students.

210 **H<sub>3</sub>:** Institutional exposure significantly enhances students' constitutional literacy.

211

212 **VII. DEMOGRAPHIC DATA ANALYSIS:**

213 **TABLE 1: DEMOGRAPHIC DISTRIBUTION**

Variables	Category	Frequency	Percent
Gender	Male	235	56.6
	Female	180	43.4
Stream	Management	203	48.9
	Engineering	212	51.1
Level	UG	265	63.9
	PG	150	36.1
Attended Constitution Program	Yes	272	65.5
	No	143	34.5
<b>Total</b>		<b>415</b>	<b>100</b>

SOURCE: RESEARCHER'S ANALYSIS FROM SPSS 25

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**VIII. HYPOTHESIS TESTING:**

217 **H<sub>1</sub>: STUDENTS OF MANAGEMENT AND ENGINEERING INSTITUTIONS IN PUNE**  
218 **POSSESS A SIGNIFICANT LEVEL OF AWARENESS OF FUNDAMENTAL RIGHTS AND**  
219 **DUTIES.**

220 **TABLE 2: ONE-SAMPLE STATISTICS**

Variable	N	Mean	Std. Deviation	Std. Error Mean
Awareness of Fundamental Rights and Duties	415	3.67	0.739	0.034

SOURCE: RESEARCHER'S ANALYSIS FROM SPSS 25

221  
222  
223  
224

**TABLE 3: ONE-SAMPLE TEST**

Variable	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Awareness of Fundamental Rights and Duties	18.610	414	0.002	0.670	0.60	0.74

SOURCE: RESEARCHER'S ANALYSIS FROM SPSS 25

225  
226  
227

**Interpretation:**

228 Given that  $p = 0.002$  ( $p < 0.05$ ), students show a statistically significant amount of constitutional  
229 awareness. **H<sub>1</sub> Supported.**

230 **H<sub>2</sub>: DEMOGRAPHIC FACTORS SIGNIFICANTLY INFLUENCE THE CONSTITUTIONAL**  
231 **AWARENESS OF STUDENTS.**

232 **Test Applied:** One -Way ANOVA

233 **TABLE 4: ANOVA**

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.091	3	1.364	4.73	0.003
Within Groups	118.214	411	0.288		
Total	122.305	414			

SOURCE: RESEARCHER'S ANALYSIS FROM SPSS 25

234  
235

236 **Interpretation:**  $p = 0.003 < 0.05$  acceptance 0.05: demographic factors have a considerable effect  
237 on the level of awareness. **H<sub>2</sub> Supported.**

238  
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240 **H<sub>3</sub>: INSTITUTIONAL EXPOSURE SIGNIFICANTLY ENHANCES STUDENTS'**  
241 **CONSTITUTIONAL LITERACY**

242

243 **Test Applied:** Independent Samples T test

244 **Table 5: Group Statistics**

Group	N	Mean	Std. Deviation
Attended	272	3.81	0.68
Not Attended	143	3.42	0.77

245  
246  
247

SOURCE: RESEARCHER'S ANALYSIS FROM SPSS 25

**Table 6: Independent Samples Test**

t	df	Sig. (2-tailed)	Mean Difference
5.64	413	0.001	0.39

248  
249

SOURCE: RESEARCHER'S ANALYSIS FROM SPSS 25

250 **Interpretation:** The level of awareness in students exposed to institutional programs is much  
251 higher ( $p = 0.001 < 0.05$ ). **H<sub>3</sub> Supported.**

252

253 **IX. CONSOLIDATED SUMMARY OF HYPOTHESES**

Hypothesis	Test Applied	Key Result	Decision
H <sub>1</sub>	One-sample t-test	t = 18.61, p = 0.002	Supported
H <sub>2</sub>	One-Way ANOVA	F = 4.73, p = 0.003	Supported
H <sub>3</sub>	Independent t-test	t = 5.64, p = 0.001	Supported

254  
255 **X. HYPOTHESIS-WISE STATISTICAL FINDINGS:**

256 **H<sub>1</sub>: STUDENTS OF MANAGEMENT AND ENGINEERING INSTITUTIONS IN PUNE**  
257 **POSSESS A SIGNIFICANT LEVEL OF AWARENESS OF FUNDAMENTAL RIGHTS AND**  
258 **DUTIES.**

259 **STATISTICAL FINDING:**

260 The statistical analysis can show that the awareness level of students of management and  
261 engineering institutions in Pune is above the neutral level on the topic of Fundamental Rights  
262 and Duties. The given mean score implies that the respondents have a fairly good conceptual  
263 grasp of the provisions of a constitution. The discovery indicates the increased exposure of future  
264 educators to the programs of civic education and social cognition on the values embedded in the  
265 Constitution.

266 **MAJOR FINDING:**

267 Students are shown to be moderately to highly literate, but there is still room to learn further.

268 **H<sub>2</sub>: DEMOGRAPHIC FACTORS SIGNIFICANTLY INFLUENCE THE CONSTITUTIONAL**  
269 **AWARENESS OF STUDENTS**

270 **STATISTICAL FINDING:**

271 The review shows that gender, academic stream, and level of study are some of the demographic  
272 factors that largely determine constitutional awareness among the students. Differences in the  
273 levels of awareness state that exposure, academic orientation, and educational background are  
274 factors that cause differences in constitutional literacy. This implies that not all groups of  
275 students are equally aware.

276 **MAJOR FINDING:** Students of different demographic groups have a high level of constitutional  
277 awareness.

278 **H<sub>3</sub>: INSTITUTIONAL EXPOSURE SIGNIFICANTLY ENHANCES STUDENTS'**  
279 **CONSTITUTIONAL LITERACY.**

280 **STATISTICAL FINDING:**

281 According to the independent sample analysis, the study revealed that the participants of the  
282 institutional constitutional programs pointed to higher levels of awareness than students who  
283 were not exposed to institutional constitutional programs. The average difference shows that  
284 organised academic or co-curricular activities are significant in improving constitutional literacy  
285 and civic mindfulness of students.

286 **MAJOR FINDING:** School programs can play a great role in raising the constitutional awareness  
287 of students.

## 288 **XI. OVERALL MAJOR FINDINGS**

- 289 • Pune students exhibit constitutional awareness above the average.
- 290 • The best predictor is institutional exposure.
- 291 • There is different awareness with different demographic groups.
- 292 • Professional students have a conceptual rather than a deep literacy.
- 293 • Formal constitutional education is effective.

294

## 295 **XII. DISCUSSION AND CONCLUSION**

296 The given research to the extent of constitutional literacy among the management and  
297 engineering students in Pune holds significant empirical data. The results show that the  
298 awareness of Fundamental Rights and Duties among the students is quite satisfactory, which  
299 represents the fact that the basic constitutional knowledge has already penetrated to the higher  
300 educational group. Nevertheless, the level of awareness, though being statistically significant, is  
301 not evenly deep, which means that more hands-on and practically-based constitutional education  
302 should be offered.

303 The research also indicates that demographic factors affect the level of awareness which means  
304 that the exposure to constitutional knowledge differs among groups of students. This difference  
305 demonstrates the significance of the specific guidance of educational interventions on a case-by-  
306 case basis instead of using the method-of-one-size-fits-all approach. Interestingly, institutional  
307 exposure was found to be a good predictor of constitutional literacy. Students who had gone  
308 through the Constitution-related programs had much more awareness among them and hence it is  
309 important to note that the role of the institutions of higher learning to develop a knowledgeable  
310 and responsible citizen is very crucial.

311 Altogether, the paper draws that, although the higher education ecosystem in Pune has achieved  
312 a commizable level of progress in terms of fostering the constitutional consciousness, the  
313 systematic introduction of constitutional literacy as a mandatory course in management and  
314 engineering programs and the routine practice of civic engagement interventions programs  
315 would be necessary in order to produce legally conscious, ethics-driven, and socially responsible  
316 future practitioners.

317

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