

# Samvidhan

BE A JAGRIK

**LIVE!**

## PROGRAMME REPORT YEAR 2024



# Table of Content

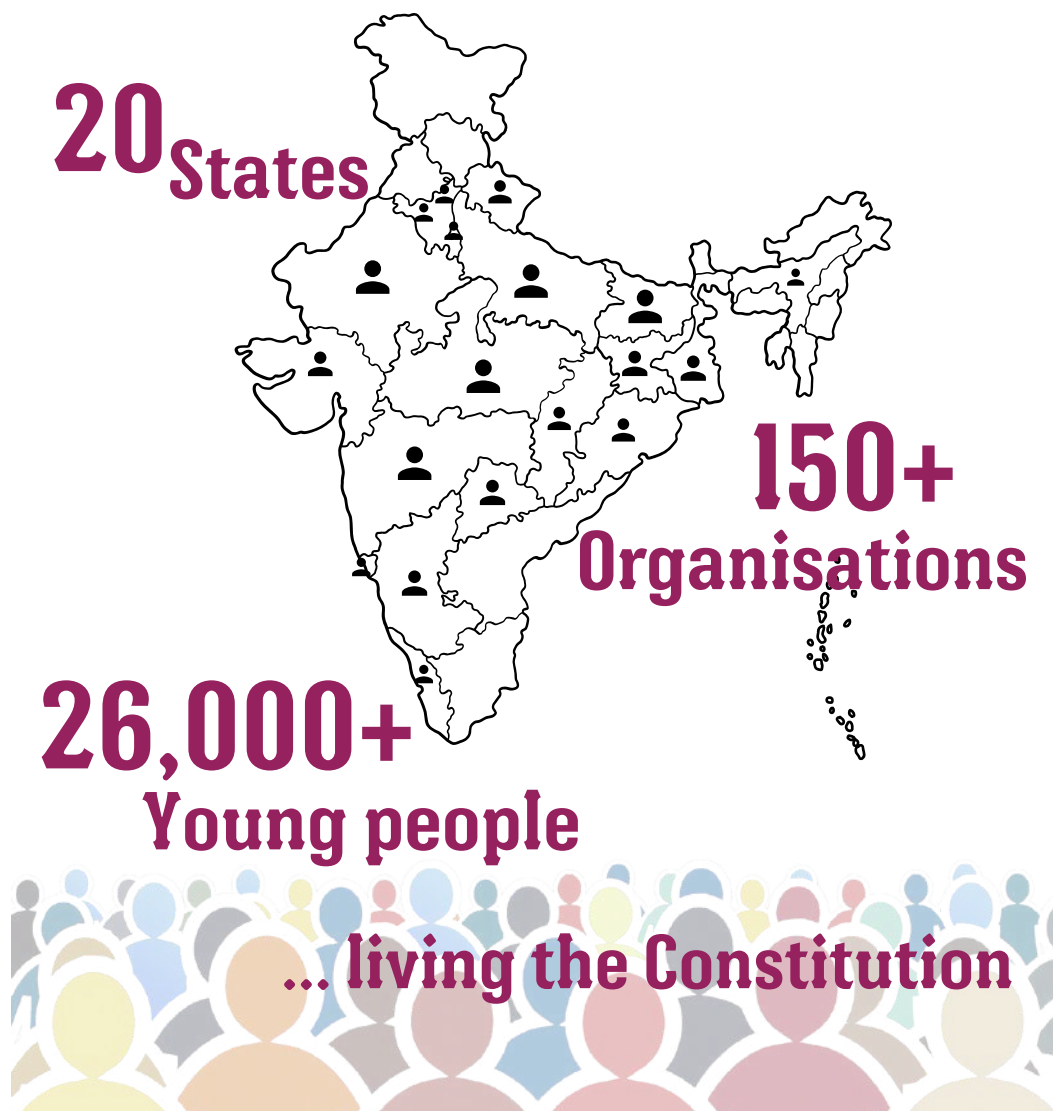
<i>1. Introduction (context and history)</i>	<i>1</i>
<i>2. About the programme</i>	<i>2</i>
<i>3. Programme details</i>	<i>3</i>
<i>4. The Big Picture</i>	<i>4</i>
<i>5. Impact</i>	<i>4-7</i>
<i>6. Case stories</i>	<i>8-11</i>
<i>7. Way forward</i>	<i>11</i>
<i>8. Photo Gallery</i>	<i>12-14</i>
<i>9. Partner Organisations 2024-25</i>	<i>15</i>

# Introduction

India is home to one of the largest populations of adolescents and youth , together forming a significant share of the country's population. Despite this demographic strength, many young people remain on the periphery of civic participation and decision-making spaces. Limited access to civic education, combined with social and economic exclusions, often restricts their engagement with the principles and values enshrined in the Indian Constitution.

There is an urgent need to enable youth to develop a deeper understanding of their rights and responsibilities as citizens. Creating safe and participatory spaces—beyond conventional institutions—is essential for nurturing this engagement. These spaces must allow young people to question, reflect, and act on issues that affect them and their communities, while also building their capacity to engage with the Constitution meaningfully.

Responding to this need, the ‘Be a Jagrik’ initiative was conceptualized as a national effort to embed constitutional literacy and active citizenship among young people. Over time, the initiative has evolved into a multi-state collaborative process, reaching more than 26,000 young people and engaging over 150 organisations across 20 states. It has become a growing ecosystem where youth-led action, collective reflection, and organisational partnerships work together to strengthen democratic values on the ground.





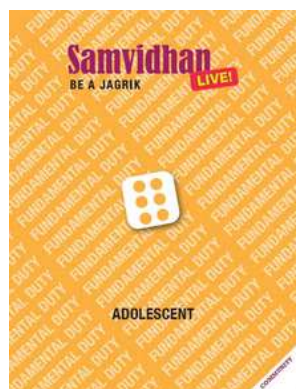
# About the programme

Samvidhan LIVE! Be A Jagrik' is a structured experiential learning programme that engages young people in a process of living the Constitution through real-world action, reflection, and dialogue. It is designed to move beyond traditional forms of civic education and instead use interactive, context-specific tasks to build constitutional awareness and leadership skills.

Through a 5-week journey, participants work in pairs to undertake weekly tasks based on Fundamental Rights, Fundamental Duties, and thematic issues like gender, education, inclusion, environment, inequality, and social justice. The word 'Jagrik' is a composite of two Hindi words - Jagruk and Nagrik - and signifies a proactive citizen who is awakened to his/her own potential. Each task consists of a self and social component, encouraging young people to connect their personal experiences with broader societal challenges. Jagriks are not only change makers but they also strive to BE the change. We believe it is imperative to build their literacy on both the rights and duties extended to them by the Indian Constitution. After all, it is the only common story that binds us as citizens of the country.

Weekly Jamghats (reflection circles) form an integral part of the programme, providing a space for peer learning, synthesis, and planning. The journey culminates in a public celebration, where the contributions and leadership of young Jagriks are recognised and shared with wider audiences.

By anchoring civic learning in lived experience, the programme fosters a shift from passive awareness to active citizenship. It aims to equip young people with critical thinking, empathy, problem-solving, and communication skills, enabling them to act as informed and responsible citizens in their communities.



**FUNDAMENTAL DUTY 6**  
To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

**JEEVAN JAGRIK - GOLD TASK**

Identify at least 3 girls/women in your community who married before the legal age. Analyse reasons for this. Attempt convincing the families to complete their school education at least.

Identify a child/children in your school or community and begin coaching them regularly for a month to improve their performance in any particular subject/sport/poetry/dance.

**ZABARDAST JAGRIK - SILVER TASK**

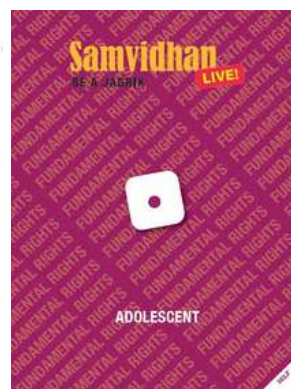
Along with your teacher/parents, co-create a standard code of conduct for students, children, teachers and parents that will bring out the best potential of all concerned.

Study the reasons for students' academic performance and present a classification (excellent, good and average) along with recommendations how to improve academic performance such that the list of excellent students goes up by 10 percent. Present it to the school authorities.

**JUST JAGRIK - BRONZE TASK**

Collect 10 stories of people from your area who have reached excellence in their chosen fields (meet a few of them/family/friends if possible) and present their stories in form of charts and share their stories with your class/community group.

With your friends, develop a class/neighborhood cleanliness charter with clear rules and responsibilities and an implementation program checklist.



**FUNDAMENTAL RIGHT 1**  
Right to Equality

**JEEVAN JAGRIK - GOLD TASK**

Discover the dream/ need/ aspiration of a child from an economically weaker section than yours. Raise funds from your family and friends to fulfil an immediate aspiration.

Abstain from sugar/TV/favourite toy/phone/games or any other "addiction"/ something you covet for a week, verified by three people - parents/ Jagrik partner/ friends. Understand how the less privileged manage without these. Discuss your experience with at least 5 peers.

**ZABARDAST JAGRIK - SILVER TASK**

Identify your own gender, class, religion and caste stereotypes (one of any 3), and analyze how they cause or perpetuate inequality. Write in a blog or article or talk to 10 people about how stereotypes abound in us all and what you plan to do to rid yourself of some of them.

Spend 6 waking hours with your main hand and main leg tied up and out of action to experience the barriers to mobility. Make sure you are in a safe space when you do it. Reflect on and share in writing or verbally your experience and the discrimination that disabled people can overtly or tacitly face.

**JUST JAGRIK - BRONZE TASK**

Identify gender discrimination or stereotyping in your favourite film and post a letter/email to the director of the film.

How are the household chores in your family divided on the basis of gender? Identify and practice one role that you do not usually perform for 1 week.

Interview your mother about how her experience had been during child birth, including what messages your mother and father had heard about having a daughter. If you are a girl or have a sister, ask about how the extended family felt about the birth of a girl versus a boy.

# Programme Details

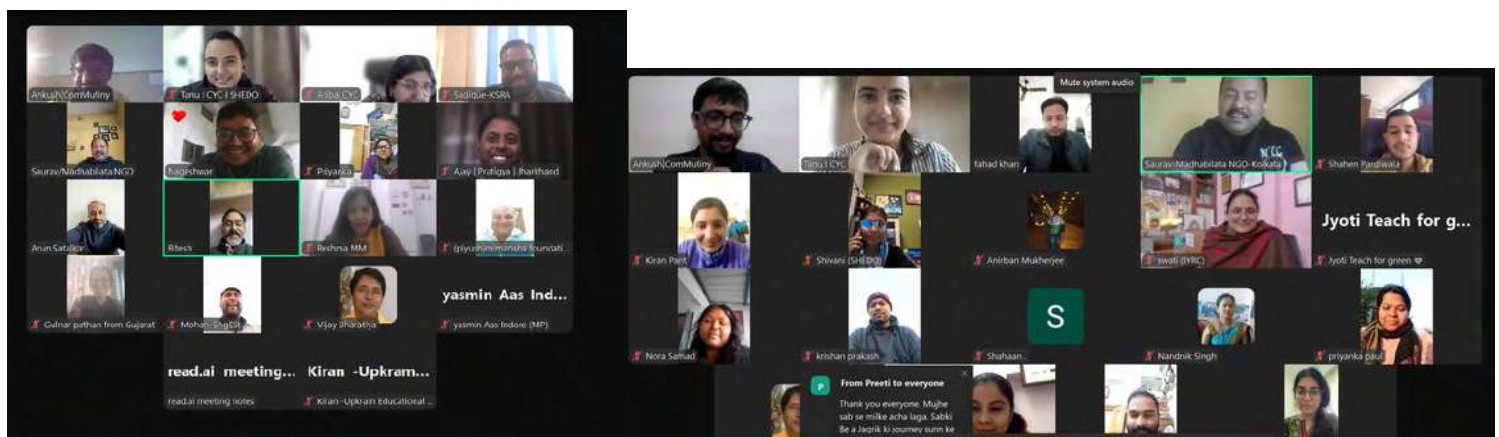
## Partnerships and Organizations

The 2024 Be a Jagrik programme was supported by **Rohini Nilekani Philanthropies (RNP)**, with **ComMutiny – The Youth Collective (CYC)** anchoring the overall strategy, design, and capacity-building. The operational management and day-to-day coordination were led by **SHEDO** and **Pratigya**, who played a central role in implementing the programme across states, supporting partners, and ensuring consistency in facilitation and reporting.

On ground implementation was successfully carried out by a collective of **38 organizations across 13 states**. With a core focus on constitutional literacy, these partners facilitated the entire 5-week journey—mobilising young people, conducting weekly Jamghats, supporting task completion, and hosting public celebration events. The program effectively raised awareness among young people about their constitutional rights and duties.

This collective effort not only fostered a deeper understanding of the significance of constitutional literacy but also led to the formation of '**Jagrik Kathakaar**'—a group comprising senior members from participating organizations. This group is now driving the integration of the Be a Jagrik framework into their programs, expanding outreach within their regions, and designing collaborative fundraising efforts to sustain the initiative.

Notably, the collective also contributed to **strengthening the Vartaleap coalition by bringing in eight new organizations**, further nurturing a culture of co-creation, co-learning, and collaboration.



# Big Picture of Transformation

The 2024 edition of the ‘Be a Jagrik’ programme demonstrated a powerful transformation across knowledge of constitutional rights and duties, taking action, and influencing others:

- At the knowledge level, a remarkable improvement of 102% in understanding of Constitution was seen among the young participants
- In taking action, over 60% of youth and 55–65% of adolescents who had never taken civic actions before started engaging meaningfully with public institutions, community issues, and constitutional duties after the programme
- Most notably, in influencing and inspiring —where young people moved from feeling powerless to becoming change agents—up to 50% of participants reported encouraging peers, challenging superstitions, promoting voter engagement, and advocating for rights.

These outcomes not only reflect a growth in awareness but also a profound shift in agency, positioning young people as emerging civic leaders ready to shape a more inclusive and just society.

## IMPACT

### Section A: Increased Constitutional Awareness

#### Output

- A total of 1539 jagriks participated in the programme in the year 2024-25.
- Young people selected a total of 3,027 tasks, of which 1,563 were related to Fundamental Rights and 1,464 to Fundamental Duties. (Figure 03)

#### Outcome

- 1036 adolescents improved their understanding of Fundamental Rights and Duties from an average score of 2.67 to 6.35. (Figure 01)
- 503 youth improved their understanding of Fundamental Rights and Duties from 3.17 to 6.42. (Figure 02)

ADOLESCENT JAGRIKS: 1036

■ Pre-test Score ■ Post-test Score

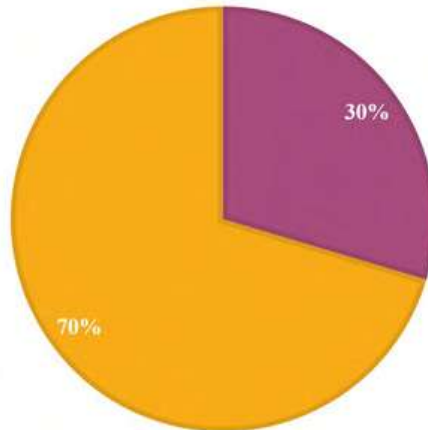


Figure 01

YOUTH JAGRIKS: 503

■ Pre-test Score ■ Post-test Score

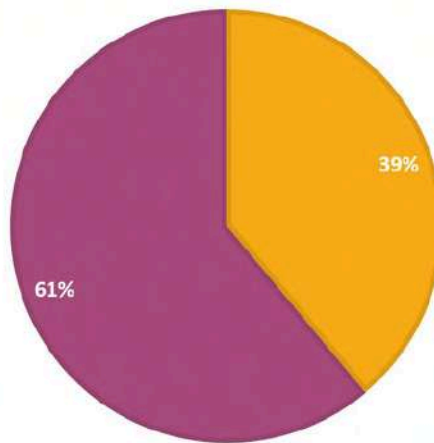


Figure 02

TASKS

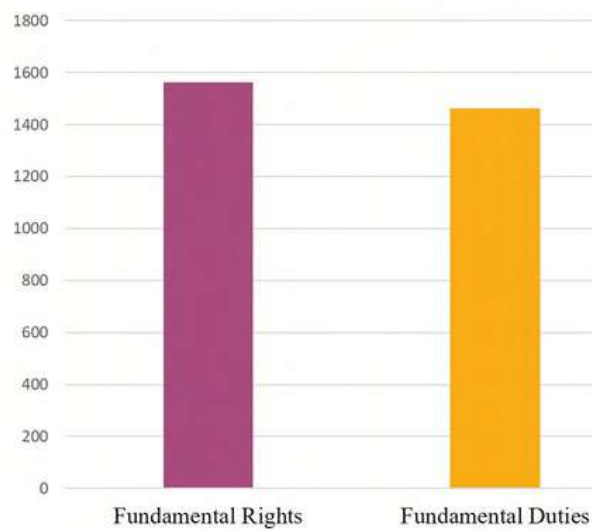


Figure 03



In addition to the knowledge assessment, Sections B and C of the survey focused on behaviour and leadership indicators—specifically whether participants translated their learning into real-world actions and inspired others to do the same. Data from a representative sample of 338 adolescents and 241 youth participants was analysed to understand changes from pre- to post-assessment.

## Section B: Taking Action

To assess how participants translated their learning into civic action, data from a representative sample of 338 adolescents and 241 youth participants—across 7 adolescent-centric and 7 youth-centric organisations—was analysed. This section included 9 questions focusing on lived action related to constitutional values and social responsibility.

Among adolescents, questions 1, 3, 5, 6, 7, and 9 saw a noticeable shift in post-survey responses from "No" to "Yes". On average, 55–65% of respondents who initially marked "No" in these questions changed their response to "Yes" after the programme. Questions 1, 3, and 8 showed the highest gains, with over 65% change observed—indicating greater awareness around discrimination, accessing entitlements, and participation in adolescent-led platforms. In contrast, questions 2 and 4 reflected a more modest change (around 30–40%), suggesting that engagement with deeper community-level conversations may still require support.

For youth, the Action section reflected similar trends, with questions 1, 3, and 5 leading in improvement. Approximately 60% of respondents shifted to "Yes" in these areas, reflecting increased dialogue around constitutional duties and proactive engagement with public institutions. However, questions 4 and 6, which involved helping individuals across identity lines or heritage conservation efforts, recorded a lower change rate of around 25–35%, suggesting these themes might require enhanced facilitation or contextual grounding.

Group	Section	Highest Improved Questions	% Shift (approx.)	Lowest/No Change Questions	% Shift (approx.)
Adolescents	Action (B)	Q1, Q3, Q8	65–70%	Q2, Q4	30–40%
		Q5, Q6, Q7, Q9 (also improved well)	55–65%		
	Inspiring (C)	Q6, Q10	45–50%	Q8	0%
				Q5, Q7 (low change)	25–35%
Youth	Action (B)	Q1, Q3, Q5	60–65%	Q4, Q6	25–35%
	Inspiring (C)	Q2, Q6	50–55%	Q7	0%
		Q3, Q4	40–45%		



## Section C: Inspiring Others

This section evaluated whether participants extended their learning to influence others—an important indicator of youth leadership and community engagement.

In the adolescent sample, the average positive shifts in the range of 30–40%. Questions 6 and 10, which focused on challenging superstitions and encouraging peers to express themselves, showed the highest change, with 45–50% of respondents shifting to "Yes". In contrast, Question 8, which asked about writing blogs or social media posts to spread awareness, received no recorded change, possibly pointing to lack of communication skill, confidence or access to digital platforms.

Among youth, Section C recorded modest yet focused improvements, particularly in Questions 2 and 6, where over 50% of respondents showed a shift to "Yes", reflecting peer influence on civic learning and voter engagement. Questions 3 and 4—related to enrolling out-of-school children and promoting RTI usage—followed closely with about 40–45% change. However, Question 7, which dealt with preventing bribery, saw no post-survey improvement, indicating this remains a sensitive or less approachable area for most participants.

# Case Study

## Transformation Through the Be a Jagrik Initiative

The Be a Jagrik initiative in 2024 not only increased constitutional literacy but also fostered profound personal and social transformation among participants. Across various organizations, young people experienced a shift in how they perceive and practice their rights and duties. Through real-life tasks, adolescents and youth not only deepened their knowledge but also developed empathy, leadership, and the confidence to challenge societal norms.

A defining feature of the program was "learning through action." Participants moved beyond theoretical understanding by engaging directly with their communities, addressing issues like gender equity, discrimination, and social justice. For many, the program became a mirror—revealing social inequalities they had previously accepted as normal and empowering them to take action.

### Empowering Action through Learning

Ranjita, a 13-year-old participant from Gurugram (Haryana), took on the challenge of encouraging out-of-school children to resume their education. Initially hesitant, she persisted in her efforts and eventually convinced a family to enroll their youngest child in school. This experience strengthened her communication skills and reinforced the belief that even small actions can lead to meaningful change. Reflecting on her experience, she shared, "I never thought I could convince families to send their children to school. This journey taught me that even small steps can bring lasting change."



Ananya Tiwari, from Lucknow (UP), through a task reflecting on gender roles within her household, took on duties traditionally assigned to the opposite gender. This simple yet powerful exercise sparked conversations with her family, eventually leading to a shift in their attitudes toward gender equality. Her story highlights how constitutional literacy, when paired with lived experiences, can dismantle ingrained biases. "Challenging gender roles in my own home was not easy, but it opened conversations we had never had before. I realized that change begins with everyday actions. This journey also showed me that constitutional values are not just concepts—they are tools we can use to make our communities fairer and more just."

Shifa and Suhana, two childhood friends from Gurugram (Haryana), took on a task to revive traditional games in their community. Initially met with hesitation from local youth, they persisted in organizing weekly game sessions, using the activity as a bridge to promote cultural heritage and community bonding. Their initiative not only revived long-forgotten games but also fostered a sense of belonging among participants. Reflecting on their success, they said: "We never realized that bringing back childhood games could reconnect people. This journey taught us that even simple actions can revive traditions and bring communities together."

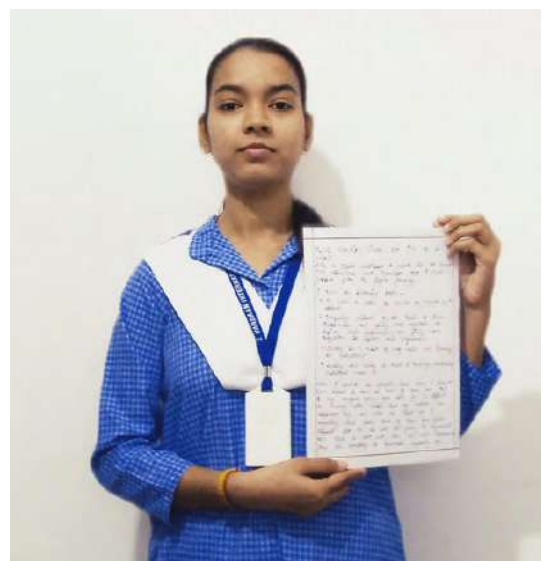


### Challenging Social Norms



Sunita & Poonam (Sonbhadra, UP), tackled the sensitive issue of dowry. Through persistent dialogue, they successfully persuaded a groom to reject dowry—an act that directly challenged a deep-rooted cultural practice. Their journey underscores how the initiative empowered young people to initiate difficult but necessary conversations on social justice. "When we started speaking to families about rejecting dowry, we weren't sure they would listen. But with each conversation, we saw that change is possible if you keep trying."

Vanshika Yadav (Lucknow, UP), an initially reserved participant, began documenting instances of discrimination she observed in daily life. This process of reflection heightened her awareness of subtle inequalities and gave her the confidence to confront them, starting within her immediate environment. Through these tasks, participants not only recognized systemic injustice but also began to see themselves as active agents capable of challenging and reshaping those systems. "I used to stay quiet when I saw discrimination around me. But documenting these instances made me realize I have a responsibility to speak up and challenge injustice."







For Ananya Chaudhary (Jabalpur, MP) the program became a means to challenge restrictive gender norms within her household. Despite facing resistance from her family, who believed girls should not participate in community meetings, she continued attending and sharing constitutional knowledge with them. Over time, her perseverance led to a change in attitude—her parents began allowing her greater freedom and even supported her participation. "I used to be told that girls should stay home. But through these meetings, I not only learned my rights—I also changed how my family views girls' freedom."

## Community and Environmental Initiatives

Abhinav Kumar, an eighth-grade student from Singarpur, Bihar, became deeply aware of water conservation through the program. After observing the daily wastage of water in his household, he initiated small changes—convincing his family to reduce water usage during daily chores. His commitment to conserving resources became a source of pride and a lifelong habit. "I realized how much water we waste every day. Now, I make sure no one in my family leaves the tap running unnecessarily—because every drop matters."



Mahima and Nikita, from Sulawad village, led a campaign called "Ek Ped Maa Ke Naam," encouraging families to plant trees in memory of their mothers. Their efforts resulted in the plantation of 900 trees, raising awareness about environmental conservation and the responsibility of protecting community resources. Their initiative not only inspired local residents but also received recognition from the Gram Panchayat. Reflecting on their journey, they shared: "When we started, we never thought our small action would grow into a community movement. Seeing 900 trees planted in our village and receiving recognition from the Gram Panchayat made us realize that anyone can drive change if they take the first step."



Sagun Devi Chauhan, a 51-year-old participant from Sulawad village of Madhya Pradesh, overcame personal and economic challenges after losing her husband. With encouragement from Jagrik mentors, she became aware of her rights and found the strength to advocate for better working conditions for herself and others in her community. Her experience reflects how constitutional literacy empowered her to reclaim her agency.

"After my husband passed away, life became a struggle. The Jagrik program gave me the courage to stand up for my rights and help others do the same."



## Addressing the Need for Constitutional Literacy

Many young people in India grow up with limited knowledge of constitutional principles. The Be A Jagrik initiative bridges this gap through participatory learning.

### Voices from the Field:

Saurav Sikdar (Madhabilata) highlighted the widespread misconceptions about rights and duties. "People have a very vague sense of the rights and duties given to us. During mobilization, we realized that most young people had only a superficial understanding - often based on misinterpretations passed down to them."

Reena Shakya (Neev Shikshan Sansthan) emphasized the program's role in compensating for inadequate civic education in schools. "Many young people we work with do not know much about the Constitution. Even educators have limited knowledge, which is a major challenge. This program allows us to address misconceptions directly and give youth practical insights."

Mohan Tomar (SAGEST) noted that experiential learning transformed abstract constitutional concepts into practical realities. "The training sessions gave me a new perspective. This participatory approach doesn't just teach young people - it allows them to engage actively, making them more comfortable speaking up and taking action."

## The Way Forward

The Be A Jagrik 2024 initiative has demonstrated the power of combining education with action. The continued efforts of Jagrik Kathakaars (a group of our partner organizations) will ensure that constitutional literacy remains central to youth engagement and social change. Through awareness, advocacy, and action, young people are becoming leaders for a more just and inclusive society. The impact of the initiative reaffirms that when young people are equipped with knowledge and agency, they can lead meaningful transformation - one action, one conversation, and one Jagrik at a time.

# Jamghats and Tasks



Jagriks sharing reflections on their tasks with one another during a Jamghat



Task presentations in progress among Jagriks



Jagriks in action:  
Left – conducting a community survey; Right – initiating the cleanup of a slum dumpyard through a letter to authorities



Jagriks selecting their tasks for the upcoming week



# Celebrating the Journey – Closing Ceremony



Certificate Distribution



Artistic Performances and Heartfelt Sharing



# Constitution Day Celebration



Printing the Preamble alongside senior members of the organisation, facilitators, and Jagriks



A Constitution-themed photo frame crafted by our creative Jagriks



Jagriks marking Constitution Day in celebration with fellow students

Constitution Day celebrated through music inspired by constitutional values



A collective Preamble reading by Organisation's senior members, facilitators, Jagriks, and youth





# Samvidhan Live! Be a Jagrik

in 2024

Together we are co-creating a national footprint for youth-centric development and constitutional values...



KARRA SOCIETY FOR RURAL ACTION



i-Saksham  
सीखें। किराएं॥



IYRC  
Creating Leaders, Changing Lives



Catalysing Education Leadership



Co-anchored  
by:



"commutiny"  
the youth collective

