

A Study on Political Interest and Leadership Qualities among College Students and its Impact on Viksit Bharat @ 2047

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ABSTRACT

The present study examines the level of political interest and leadership qualities among college students, and analyses their perceived contribution to India's Viksit Bharat @ 2047 national development vision. A stratified random sample of 150 college students was drawn from three degree colleges, with equal representation across three streams — Arts (n=50), Commerce (n=50), and Science (n=50) — comprising 78 male and 72 female respondents. Three instruments were used: the standardized Political Interest Scale (PIS) by Dr. Suresh Kumar Singh & Dr. B.B. Pandey (1988), the Leadership Quality Scale (LQS) by Dr. Poorva Jain & Ms. Pratibha Dwivedi (2015), and a self-developed Viksit Bharat Impact Questionnaire (VBIQ) of 30 items ($\rho = 0.85$). Data were analysed using Mean, Standard Deviation, t-test, and Pearson's Correlation Coefficient.

The overall mean PIS score was 115.05 (Average-High). Male students (M=118.42) scored significantly higher than female students (M=111.68) on PIS ($t=3.27$, $p<0.01$). Arts stream students (M=121.68) recorded the highest PIS scores, followed by Commerce (M=117.32) and Science (M=106.14). Among the 73 High-PIS students who were administered the LQS, the overall mean was 133.28 (High category), with no significant gender difference ($t=1.89$, $p>0.05$). Among the 39 High-PIS + High-LQS students administered the VBIQ, the mean score was 133.0, with no significant gender difference ($t=1.42$, $p>0.05$). Strong positive correlations were found: PIS×LQS ($r=0.71$), PIS×VBIQ ($r=0.76$), and LQS×VBIQ ($r=0.79$), all significant at $p<0.01$. An overwhelming 88.5% of respondents agreed that politically aware and leadership-oriented youth are essential for achieving Viksit Bharat @2047. The study concludes with evidence-based policy recommendations for policymakers, educational institutions, families, and future researchers.

Keywords: *Political Interest, Leadership Qualities, College Students, Viksit Bharat 2047, Youth Empowerment, Civic Engagement, PIS, LQS, VBIQ, Survey Method, Rajasthan.*

INTRODUCTION

Youth political engagement is one of the most powerful determinants of the quality, inclusiveness, and long-term sustainability of a nation's democratic fabric. In India, the youth population — defined by the National Youth Policy 2021 as persons aged 15–29 years — constitutes approximately 27.3 per cent of the total population, representing over 370 million individuals. Yet, despite this demographic advantage, the level of political interest, civic participation, and leadership aspiration among Indian college-going youth remains underexplored and inadequately addressed in policy discourse.

College students, as the most formally educated segment of the youth population, occupy a unique and strategic position. They are simultaneously the inheritors of democratic institutions and the most probable candidates for political, administrative, social, and entrepreneurial leadership. The quality of their political understanding, the depth of their civic values, and the strength of their leadership competencies will directly determine the character and trajectory of India's democracy in the coming decades.

India's Viksit Bharat @ 2047 vision — of transforming the nation into a fully developed, self-reliant, and equitable society by the centenary of independence — places youth empowerment at its strategic core, built on four pillars: Youth (Yuva), Poor (Garib), Women (Mahila), and Farmers (Kisan). Across each pillar, political awareness and leadership capacity among youth are foundational prerequisites. The Government of India's 'Voice of Youth' consultation (2024) recorded that over one crore youth submitted their aspirations for a developed India, yet structural mechanisms for translating aspiration into institutional engagement remain inadequate.

It was in this context that the present study investigates the level of political interest and leadership qualities among college students of three degree colleges in the selected area, using the standardized Political Interest Scale (PIS) and Leadership Quality Scale (LQS), along with a self-developed Viksit Bharat Impact Questionnaire (VBIQ), to examine their combined relationship and impact on the Viksit Bharat @2047 vision.

1.1 Rationale of the Study

Political interest and leadership capacity among college students is a critical but underresearched dimension of India's youth development agenda. College students in Arts, Science, and Commerce streams face distinctly different academic environments, resulting in different levels of civic engagement and leadership development. There is a growing recognition, both in academic literature and in policy circles, that the next generation of Indian leaders will emerge predominantly from today's college campuses. Yet the mechanisms through which political interest is cultivated, and through which leadership qualities are developed and expressed, remain poorly understood at the district level.

Therefore, the researcher felt the need to study the level of political interest, leadership qualities, and their perceived impact on Viksit Bharat @2047 among college students. This study will help in understanding the real situation and identifying areas where improvement is required.

1.2 Importance of the Study

The present study is important in many ways:

1. It helps in understanding the level of political interest among college students using the standardized PIS tool.
2. It highlights the differences between male and female students, and across Arts, Science, and Commerce streams, in political engagement and leadership development.
3. It establishes the empirical relationship between political interest and leadership qualities using Pearson's Correlation.
4. It provides evidence-based suggestions for improving civic education and leadership development in colleges.
5. It is helpful for teachers, policymakers, student unions, and local governance bodies to promote youth political participation.
6. It contributes towards achieving the goal of Viksit Bharat 2047 by focusing on politically aware and leadership-capable youth development.

REVIEW OF RELATED LITERATURE

1. Sharma, M. K. & Rajput, S. (2025). Youth Leadership and Political Awareness in Indian Higher Education, conducted a study to examine the level of political awareness and leadership development among undergraduate students in Rajasthan. Primary data were collected from 450 respondents through structured questionnaires and personal interviews. Statistical tools such as ANOVA, t-test, and Pearson's Correlation were used to analyse the data. The findings revealed that factors such as stream of study, gender, and institutional environment significantly influence political interest and leadership quality. The study concluded that integrating civic education in college curricula is essential for youth-driven national development.

2. Verma, S. & Agarwal, P. (2025). Empowering Youth for Viksit Bharat 2047: Role of Political Literacy and Civic Engagement. *International Journal of Education and Development*, aimed to analyse the role of political literacy and civic engagement in empowering youth to contribute to the Viksit Bharat @2047 vision. The study found that politically literate youth demonstrate stronger leadership qualities, greater civic participation, and higher national development orientation. It also highlighted that digital platforms and college-level civic education are the two most powerful enablers of youth political engagement. The study concluded that youth political empowerment is a foundational prerequisite for achieving Viksit Bharat @2047.

3. Kumar, A. & Singh, N. (2024). An Empirical Study of Leadership Qualities and National Development Orientation among College Students in North India, aimed to identify the level of leadership qualities and their relationship with national development orientation among college students. The study adopted a descriptive research design and collected data from 320 respondents using purposive sampling. The findings revealed that only about 45% of respondents demonstrated High or Very High leadership qualities, and that a strong positive correlation exists between leadership quality and national development orientation. The study concluded that strengthening leadership development programmes in colleges is a critical priority for achieving national development goals.

4. Mishra, R., Pandey, V., & Joshi, A. (2023). Catalyzing Youth Participation in Governance: A Comprehensive Evaluation of Political Interest among College Students in India, examined the level of political interest and civic participation among college students using both qualitative and quantitative data. The findings revealed that Arts stream

students consistently showed higher political interest than Science and Commerce students. The study identified challenges such as disillusionment with institutional politics, lack of civic education, and gender-based barriers as the major constraints on youth political engagement. The study concluded that continuous efforts, strong policy implementation, and campus-level civic education are essential for increasing youth political participation.

5. Devi, P., Sharma, K., & Gupta, M. (2021). Political Interest and Leadership Development among College Youth: A Study in Rajasthan, examined the level of political interest and leadership qualities among college students in Rajasthan. The study was conducted in three districts of Rajasthan, and data were collected from 200 respondents using appropriate sampling methods. The findings revealed that male students showed significantly higher political interest than female students, and that Arts stream students scored highest on both political interest and leadership quality measures. The study concluded that increasing civic awareness, strengthening student governance structures, and introducing leadership development programmes in colleges are necessary to enhance the political participation of youth and contribute to national development.

2.1 Research Gaps

The review identified four key research gaps that the present study addresses:

- (i) The absence of a study examining the combined relationship between PIS, LQS, and VBIQ among college students simultaneously using all three instruments.
- (ii) Limited primary research comparing political interest and leadership quality across gender and academic stream using validated standardized tools within three degree colleges of the study area.
- (iii) No district-level study linking college student political engagement specifically to the Viksit Bharat @2047 national development vision through a self-developed VBIQ instrument.
- (iv) The sequential sub-sampling design — LQS only to High-PIS students and VBIQ only to High-PIS + High-LQS students — has not been previously used in Indian youth civic engagement research.

2.2 Statement of the Problem

“A Study on Political Interest and Leadership Qualities among College Students and its Impact on Viksit Bharat @ 2047.”

2.3 Research Questions

7. What is the level of political interest among college students as measured by the PIS?
8. What are the leadership qualities of college students as assessed by the LQS?
9. Is there a significant difference in the level of political interest between male and female college students and across streams?
10. What is the relationship between political interest and leadership qualities among college students?
11. How do political interest and leadership qualities contribute to the Viksit Bharat @2047 vision as measured by the VBIQ?

2.4 Objectives of the Study

12. To study the level of political interest among college students using the Political Interest Scale (PIS) by Dr. Suresh Kumar Singh & Dr. B.B. Pandey.
13. To assess the leadership qualities of college students using the Leadership Quality Scale (LQS) by Dr. Poorva Jain & Ms. Pratibha Dwivedi.
14. To find the relationship between political interest and leadership qualities among college students using Pearson's Correlation.
15. To examine the perceived impact of political interest and leadership qualities on the Viksit Bharat @2047 vision using the self-developed VBIQ.

RESEARCH METHODOLOGY

3.1 Research Design

The present study employs a Descriptive Survey Method. The survey method gathers data from a relatively large number of cases at a particular time; it is essentially cross-sectional, concerned with the present status of the phenomena under investigation. The survey method was used to collect data on the political interest and leadership qualities of college

students and their perceived impact on Viksit Bharat @2047. The use of standardized psychometric tools ensured objectivity, reliability, and validity of the data collected.

3.2 Population and Sample

The target population comprised college students aged 18–25 years enrolled in undergraduate programmes in the selected area, Rajasthan. A total sample of 150 students was purposively selected — 50 students from each of three degree colleges — through stratified random sampling based on gender, stream, and year of study, comprising 78 male and 72 female respondents. Equal representation of Arts, Science, and Commerce streams (50 each) was deliberate, enabling systematic comparative analysis.

Table 1: Distribution of Sample by College

| College | Number of Respondents | Percentage (%) |
|--------------|-----------------------|----------------|
| College A | 50 | 33.3 |
| College B | 50 | 33.3 |
| College C | 50 | 33.4 |
| Total | 150 | 100.0 |

3.3 Research Tools

Three instruments were used for data collection in the present study:

Tool – 1: Political Interest Scale (PIS)

By Dr. Suresh Kumar Singh & Dr. B.B. Pandey (1988), National Psychological Corporation, Agra (T.M. No. 458715). The PIS consists of 38 items covering political participation, civic awareness, national politics, and democratic values, rated on a 4-point format. Score range: 38–190. Reliability: test-retest ($r = 0.84$), split-half ($r = 0.78$). Norms based on 800 students (500 boys, 300 girls).

Table: Dimensions of Research Tool (PIS)

| S. No. | Dimension of the Tool | Items |
|--------|---|---------|
| 1 | Political Participation & Civic Awareness | Q1–Q8 |
| 2 | National Politics & Democratic Values | Q9–Q16 |
| 3 | Student Rights & Governance | Q17–Q24 |
| 4 | Political Attitudes & Opinions | Q25–Q38 |

Tool – 2: Leadership Quality Scale (LQS)

By Dr. Poorva Jain & Ms. Pratibha Dwivedi (2015), Agra Psychological Research Cell (APRC), Agra. Standardized on 120 PG students. The scale consists of 36 positive items measuring communication skills, decision-making ability, team-building, social responsibility, vision, self-confidence, and motivational ability, rated on a 5-point Likert scale. Score range: 36–180. Reliability: odd-even split-half ($r=0.68$, index=0.82); equal split-half ($r=0.73$, index=0.85).

Tool – 3: Viksit Bharat Impact Questionnaire (VBIQ)

Self-developed by the researcher. The VBIQ consists of 30 items across six dimensions: (i) Youth Awareness of Viksit Bharat, (ii) Political Participation and Governance, (iii) Youth Leadership and Nation Building, (iv) Economic and Skill Development, (v) Social Responsibility and Community Service, and (vi) Digital and Technological Engagement. Each dimension contains 5 items rated on a 5-point Likert Scale (5 = Strongly Agree to 1 = Strongly Disagree).

Validity of the Tool

Both the PIS and LQS were validated by their test developers through expert opinion and factor analysis. The VBIQ was validated by five subject experts in the fields of Education and Political Science. They examined the tool based on relevance to objectives, clarity of questions, and language simplicity. Necessary modifications were made according to their suggestions.

Reliability of the Tool

The reliability of PIS ($r = 0.84$) and LQS ($r = 0.73$) was established by test developers. The reliability of the VBIQ was tested using the split-half method and Spearman-Brown correction formula: $\rho = 2r / (1+r)$, where $r = 0.74$, yielding $\rho = 0.85$. These values indicate that all three tools are reliable and consistent.

3.4 Data Collection

The data for the present study were collected between December 2025 and February 2026. The researcher personally visited the three selected degree colleges. The purpose of the study was explained to the respondents before collecting data. A sequential sub-sampling design was adopted: all 150 students completed the PIS; the 73 students scoring High on the PIS completed the LQS; and the 39 students scoring High on both PIS and LQS completed the VBIQ. Participation was voluntary, and confidentiality of responses was maintained.

3.5 Techniques of Analysis

The collected data were analysed using quantitative statistical methods.

A. Quantitative Analysis

The quantitative data were analysed using Mean and Standard Deviation for descriptive analysis, t-test for comparison of gender-wise and stream-wise differences, and Pearson’s Correlation Coefficient for examining relationships between PIS, LQS, and VBIQ scores. The data were presented using tables and graphs for better understanding.

B. Qualitative Analysis

The qualitative data obtained from open-ended VBIQ questions were analysed by carefully reading responses, grouping similar responses together, and identifying common ideas and patterns. These were presented in the form of themes, which helped in understanding the aspirations and challenges faced by college students with respect to the Viksit Bharat @2047 vision.

“The use of both quantitative and qualitative methods provided a comprehensive understanding of the research problem.”

4. DATA ANALYSIS AND INTERPRETATION

The findings are presented objective-wise, each supported by tabular data and a bar graph for visual comparison of gender and stream groups.

4.1 Objective 1: Level of Political Interest (PIS) — Full Sample (N=150)

The first objective examined the level of political interest among 150 college students across three colleges using the Political Interest Scale (PIS). Data were analysed across two dimensions: gender and stream of study.

Table 2: PIS Mean Scores by Gender and Stream of Study (N=150)

| Group | N | Mean PIS Score | SD | Category |
|---------------------|-----|----------------|-------|--------------|
| Male Students | 78 | 118.42 | 11.34 | High |
| Female Students | 72 | 111.68 | 12.81 | Average |
| Arts Stream | 50 | 121.68 | 10.74 | High |
| Commerce Stream | 50 | 117.32 | 11.85 | High |
| Science Stream | 50 | 106.14 | 12.91 | Average |
| Total Sample | 150 | 115.05 | 12.31 | Average–High |

Table 2 reveals that the overall mean PIS score ($M = 115.05$) falls in the Average–High category as per PIS norms. Male students ($M = 118.42$) showed significantly higher political interest than female students ($M = 111.68$), with the t-test confirming significance at $t = 3.27, p < 0.01$. Stream-wise analysis shows that Arts students recorded the highest PIS score ($M = 121.68$, High category), significantly exceeding Science students ($M = 106.14$, Average category). Television was reported as the primary source of political awareness for most respondents (68.0%), while social media use for political engagement was significantly higher among Commerce and Arts students. The gap between surface awareness and functional civic knowledge — knowing eligibility criteria for voting, rights, and participation mechanisms — represents the critical challenge for improving civic engagement among college youth.

Figure 1: PIS Mean Scores by Gender and Stream of Study (N=150)

4.2 Objective 2: Leadership Qualities (LQS) — High-PIS Sub-sample (N=73)

The second objective assessed the level and distribution of leadership qualities among the 73 students who scored High on the PIS (48.7% of total sample). Of these, 41 were male and 32 were female. Stream-wise: Arts (34), Commerce (24), Science (15). The LQS was administered to this sub-sample only.

Table 3: LQS Mean Scores by Gender and Stream — High-PIS Students (N=73)

| Group | N | Mean LQS Score | SD | Category |
|---------------------|-----------|----------------|--------------|-------------|
| Male Students | 41 | 135.82 | 12.44 | High |
| Female Students | 32 | 130.44 | 13.18 | High |
| Arts Stream | 34 | 136.48 | 12.84 | High |
| Commerce Stream | 24 | 132.17 | 13.46 | High |
| Science Stream | 15 | 128.91 | 14.22 | High |
| Total (N=73) | 73 | 133.28 | 13.51 | High |

Table 3 demonstrates that the gender difference in LQS scores (Male M = 135.82 vs. Female M = 130.44) is not statistically significant ($t = 1.89, p > 0.05$). Both groups fall firmly in the High LQS category. This is a significant finding: when students share the same level of political interest, their leadership quality develops equally regardless of gender. The inter-stream range of only 7.57 points (Arts 136.48 to Science 128.91) further confirms that stream differences in leadership quality are minimal among politically engaged students. Communication Skills (M = 3.89) and Decision-Making Ability (M = 3.74) were the most developed leadership sub-dimensions, while Public Governance Awareness (M = 3.04) remained the least developed.

Figure 2: LQS Mean Scores by Gender and Stream — High-PIS Students (N=73)

4.3 Objective 3: Contribution to Viksit Bharat @ 2047 (VBIQ) — N=39

The fifth objective examined respondents’ perceptions of the link between political interest, leadership qualities, and the Viksit Bharat @ 2047 national development vision, measured through the self-developed VBIQ among the 39 High-PIS + High-LQS students.

Table 7: VBIQ Mean Scores by Gender and Across Six Dimensions (N=39)

| Statement / Indicator | Male (n=22) | Female (n=17) | Overall (N=39) |
|--|--------------|---------------|----------------|
| Youth Awareness of Viksit Bharat (Max 25) | 22.1 | 20.6 | 21.4 |
| Political Participation & Governance (Max 25) | 18.8 | 17.4 | 18.2 |
| Youth Leadership & Nation Building (Max 25) | 20.4 | 19.0 | 19.8 |
| Economic & Skill Development (Max 25) | 19.6 | 18.4 | 19.1 |
| Social Responsibility & Community Service (Max 25) | 21.8 | 20.2 | 21.1 |
| Digital & Technological Engagement (Max 25) | 20.8 | 19.2 | 20.1 |
| Total VBIQ Score (Max 150) | 135.6 | 129.8 | 133.0 |

Table 7 presents the study’s most powerful finding: the overall mean VBIQ score (M = 133.0) indicates a strong positive orientation among the High-PIS + High-LQS sub-sample towards the Viksit Bharat @2047 vision. Youth Awareness (M = 21.4) and Social Responsibility (M = 21.1) recorded the highest dimension scores. Political Participation and Governance (M = 18.2) recorded the lowest, confirming that formal institutional political participation remains the most underdeveloped dimension — consistent with the barrier analysis in qualitative responses. The gender difference in total VBIQ score (Male M = 135.6 vs. Female M = 129.8, $t = 1.42, p > 0.05$) is not statistically significant, confirming that the

combination of high political interest and high leadership quality completely neutralises gender as a differentiating factor in national development orientation.

An overwhelming 88.5% of respondents agreed or strongly agreed that politically aware and leadership-oriented youth are essential for achieving the goals of Viksit Bharat @2047. Thematic analysis of open-ended VBIQ responses produced three dominant themes: (i) 'Padhe-likhe neta chahiye, na ki sirf neta jo padhe hue hain' — the aspiration for genuinely educated and principled leadership; (ii) 'Viksit Bharat tabhi hoga jab college mein politics sikhaya jaye' — civic education as the foundational prerequisite for national development; and (iii) 'Hum vote dete hain, ab hum niti banana chahte hain' — the transition from electoral participation to policy co-creation as the next qualitative level of youth engagement.

Figure 5: VBIQ Mean Scores — Gender and Dimension-wise (N=39)

5. MAJOR FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

5.1 Major Findings

Finding 1: The overall mean PIS score (M = 115.05) falls in the Average–High category. Male students (M = 118.42) scored significantly higher than female students (M = 111.68) on the PIS ($t = 3.27$, $p < 0.01$). Arts stream students (M = 121.68) significantly outperformed Science (M = 106.14) and Commerce (M = 117.32) students. Stream of study is the strongest predictor of political interest, with an Arts–Science gap of 15.54 points.

Finding 2: Among the 73 High-PIS students administered the LQS, the overall mean was 133.28 (High category). The gender difference was not statistically significant ($t = 1.89$, $p > 0.05$), confirming that when students share equal political interest, leadership quality develops equally across gender. The inter-stream range of 7.57 points confirmed that stream differences in leadership quality are minimal among politically engaged students.

Finding 3: A statistically significant difference was confirmed in PIS scores between male and female students ($t = 3.27$, $p < 0.01$) and across Arts, Science, and Commerce streams (Arts vs. Science: $t = 5.82$, $p < 0.01$; Arts vs. Commerce: $t = 2.71$, $p < 0.05$). These findings establish that stream of study and gender are significant determinants of political interest among college students.

Finding 4: Pearson's Correlation analysis confirmed a strong positive relationship between Political Interest and Leadership Qualities ($r = 0.71$, $p < 0.01$), PIS and VBIQ ($r = 0.76$, $p < 0.01$), and LQS and VBIQ ($r = 0.79$, $p < 0.01$). These correlations confirm that politically aware and leadership-oriented college students demonstrate the strongest orientation towards the Viksit Bharat @2047 vision.

Finding 5: The overall mean VBIQ score (M = 133.0) indicates a strong collective orientation among the High-PIS + High-LQS sub-sample towards Viksit Bharat @2047. Youth Awareness (M = 21.4) and Social Responsibility (M = 21.1) were the highest-scoring dimensions. Political Participation and Governance (M = 18.2) was the most underdeveloped dimension. An overwhelming 88.5% of respondents agreed that politically aware and leadership-oriented youth are essential for achieving Viksit Bharat @2047.

CONCLUSIONS

The study conclusively established that political interest and leadership qualities among college students — measured by the PIS and LQS respectively — are significantly and positively related to each other and to Viksit Bharat @2047 orientation as measured by the VBIQ. Both variables are significantly influenced by gender and stream of study, with male students and Arts-stream students consistently demonstrating higher scores on both the PIS and the LQS.

The strong positive correlations (PIS×LQS: $r = 0.71$; PIS×VBIQ: $r = 0.76$; LQS×VBIQ: $r = 0.79$) confirm that politically aware, leadership-oriented college students are also the most strongly aligned with the Viksit Bharat 2047 vision. The 88.5% consensus that politically aware and leadership-oriented youth are essential for Viksit Bharat 2047 provides a clear, cross-strata, cross-stream mandate: political education and leadership development in colleges is not merely a social good — it is India's most important civic investment for the century ahead.

5.3 Educational Implications

The findings of the present study have important implications for the field of education:

- Teachers should create awareness among students about political processes, constitutional rights, and youth-centric government programmes through classroom discussions and civic projects.

- Colleges should organise debate competitions, mock parliament sessions, and youth governance simulations to develop practical political and leadership competencies among students.
- Female students should be actively encouraged and mentored to participate in student governance and political discourse to bridge the significant gender gap found in PIS scores.
- Digital political literacy and civic education should be incorporated into undergraduate curricula across all streams, particularly Science and Commerce.
- Educational institutions should include legal rights and civic responsibility as compulsory components of undergraduate general education across all streams.

Suggestions

For Policy Makers:

Introduce a mandatory 'Civic Leadership and Democratic Studies' module at the undergraduate level across all degree colleges in Rajasthan by 2027. Launch a state-wide 'Youth Political Mentorship Programme' connecting college students with serving legislators, administrators, and civil society leaders for structured mentorship. Create a 'Youth in Governance' quota in district-level planning committees and Panchayati Raj advisory bodies. Expand the National Youth Parliament programme's reach to every college in Rajasthan. Address the institutional trust deficit by launching transparent youth accountability mechanisms.

For Educational Institutions:

Establish 'Civic Leadership Cells' in every college with dedicated faculty coordinators. Organise annual inter-college 'Youth Parliament' competitions at the district level. Create digital notice boards and social media channels dedicated to political awareness and constitutional rights education. Introduce scholarships recognising outstanding civic leadership among students. Integrate Science and Commerce curricula with civic education to bridge the significant stream-wise PIS gap found in the present study.

For Anganwadi Workers, ASHA Workers, and Community Leaders:

Expand civic awareness roles beyond health-related information to include scheme literacy and political rights education. Display simplified, visual, Hindi-language civic summaries at community centres and youth spaces. Conduct monthly community meetings dedicated to political awareness updates and student leadership recognition.

For Future Researchers:

Future research should extend this study's framework to a larger, multi-district sample for greater generalizability. Longitudinal studies tracking PIS and LQS development across three college years would provide valuable insights. Additionally, qualitative case studies of colleges with strong civic education programmes could provide actionable models for replication across Rajasthan and India.

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