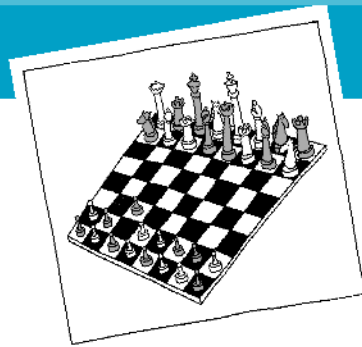


# രാഷ്ട്രീയസിദ്ധാന്തം

XI-ാം ക്ലാസിലേക്കുള്ള  
രാഷ്ട്രതന്ത്രശാസ്ത്ര പാഠപുസ്തകം



കേരളസർക്കാർ  
പൊതുവിദ്യാഭ്യാസ വകുപ്പ്

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തയ്യാറാക്കിയത്



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## Foreword

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days is actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group in Social Sciences, Professor Hari Vasudevan and the Chief Advisors for this book, Professor Suhas Palshikar and Professor Yogendra Yadav for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairmanship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi  
20 December 2005

*Director*  
National Council of Educational  
Research and Training

# Preface

The NCERT this year has introduced a separate paper on Political Theory for students of Class XI. This change has come as a part of the larger project to revise and redesign the school curricula. Previously students were exposed to political ideas and theories primarily through the study of political ideologies, such as, Liberalism, or Marxism, or Fascism. Concepts like freedom and equality entered the picture only indirectly in terms of their place in a given system of ideas. In the new course the central focus is on concepts rather than ideologies. The objective of the course is to introduce students to some of the important ideas and concepts which form a part of the living tradition of political thought in the world.

In the writing of this book the approach which was followed was to try and involve the students in the process of learning, both as recipients and creators of knowledge. The objective was to encourage students to *do* political theory by training them to scrutinise and reflect upon the ways we make sense of and conceptualise our world, as well as to develop and extend their understanding. Hence, even as each chapter begins with some minimum, and at times commonsensical, understanding of a concept, it tries to introduce students to different dimensions of the concept and give them a feel of the range of ideas that can be marshaled while taking positions and offering reasons.

For all of you, the students, who will study political theory and be examined in this subject, we hope will be this approach to the study of political theory more engaging. We wanted you not only to learn about the ideas which have been developed by thinkers over the ages but also to be able to respond to them on the basis of your own experience of the world. As you will see, the concepts included in this book – freedom, equality, rights, nationalism – are used in everyday life not only by politicians and governments but by all of us. We speak frequently of our freedoms and rights, of the fairness and unfairness of things, of our desire to be treated equally, of our sentiments about nationalism or peace, or other such ideals. The concepts that we are going to study in this book are thus already part of our lives. We apply them in our personal life, in the family, in the school, or among our friends, and we also use them when we take positions on public policies or political debates.

The starting point of our study is not therefore unfamiliar. But we hope that through the study of political theory you will be able to refine your ideas and express them with greater precision and clarity. If, at the end of the year, you are able to critically reflect on your beliefs and ideas and offer reasoned and compelling arguments in defence of your position, we think that this experiment would have been successful. The side comments, suggestions for activities, and exercises in each chapter were designed to indicate how these concepts could help you interpret the often-confusing world in which we live. As with all such new projects, mistakes might have been made but we look forward to feedback from you.

Even though students were the major focus of our thinking when planning the book we recognise the crucial role that teachers play in the learning process. We hope that the book will also empower teachers to use it not as a repository of truths but as a starting point for generating a creative classroom environment. The different exercises and activities included in each chapter were intended not as directions for what the teachers have to do in their classes. Rather they were meant to be indicators of how the ideas in a chapter and the book as a whole could be appropriated and developed.

We might also add that in addition to the main text, boxes have been introduced in each chapter to draw your attention to the political thought and contribution of a particular theorist or of a system of ideas. These too were conceived as ways of enriching and deepening the discussion, without compelling the student to commit to memory who said what, when and why. We do hope that the teachers will assess students in terms of their ability to think for themselves by understanding the different aspects and dimensions of a given concept rather than for their skill in rehearsing and reproducing all the possible arguments and usages of a concept discussed in the text. Such an open-ended approach may present a challenge both for teachers and students but it should become an integral part of our educational system.

In this short preface, rather than prescribing what needs to be done, and how, we have tried to share with you how we approached the writing of the book. From teachers also we would appreciate feedback about the book and its design.

Writing the book was a collective enterprise of a number of people and it involved a continuous dialogue regarding the meaning of concepts and how they could be taught. We recognised both the need to listen to each other as well as to convince others of our point of view. The end result is before you and we will wait to get your response.

*Chief Advisors*

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## ആമുഖം

ഏതു വിജ്ഞാനവും മാതൃഭാഷയിൽ പഠിക്കാനും പ്രകാശനം ചെയ്യാനും സാധിക്കും. അതിനുള്ള അവസരം പഠിതാക്കൾക്ക് ഒരുക്കേണ്ടത്, ഏതൊരു പഠന സമ്പ്രദായത്തിന്റെയും അനിവാര്യതയാണ്. അതിന്റെ തുടക്കമെന്ന നിലയ്ക്കാണ് ഹയർസെക്കന്ററി തലത്തിൽ ഭാഷേതര വിഷയങ്ങളിലെ പാഠപുസ്തകങ്ങൾ മലയാളത്തിൽ പ്രസിദ്ധീകരിക്കുന്നത്.

മാതൃഭാഷയിലൂടെയുള്ള വിദ്യാഭ്യാസം, ജ്ഞാനസമ്പാദനത്തിനുള്ള സുഗമമാർഗം എന്നതിനോടൊപ്പം സാംസ്കാരികത്തനിമയുടെ തിരിച്ചറിവ് കൂടിയാണ്. അതുകൊണ്ടാണ് വികസിതരാജ്യങ്ങൾ മാതൃഭാഷയെ മുഖ്യബോധന മാധ്യമമായി സ്വീകരിച്ചിരിക്കുന്നത്. ഇന്ത്യയിലാകട്ടെ, ദേശീയതലത്തിലുള്ള പ്രധാന പരീക്ഷകളെല്ലാം പ്രാദേശിക ഭാഷകളിൽക്കൂടി നടത്തുന്നതിനുള്ള സംവിധാനവും ഉണ്ടായി വരികയാണ്. ഈയൊരു സാഹചര്യത്തിൽ നമ്മുടെ കുട്ടികളും മാതൃഭാഷയുടെ ശക്തിസൗന്ദര്യങ്ങൾ തിരിച്ചറിഞ്ഞ് വിവിധ വിഷയങ്ങളിൽ ജ്ഞാനനിർമ്മിതിയിൽ ഏർപ്പെടേണ്ടതുണ്ട്. അതിന് അവരെ സജ്ജരാക്കുകയാണ് ഈ പാഠപുസ്തകങ്ങളുടെ മുഖ്യ ലക്ഷ്യം.

പരിഭാഷപ്പെടുത്തിയ പുസ്തകങ്ങളിൽ അതത് വിഷയങ്ങളിലെ സാങ്കേതിക പദങ്ങൾ പരമാവധി മലയാളത്തിലാക്കിയിട്ടുണ്ട്. നമ്മുടെ ഭാഷയിൽ ചിരപരിചിതമായ ഇംഗ്ലീഷ് പദങ്ങളെ അതേപടി സ്വീകരിച്ചിട്ടുമാണ്. വിവർത്തനത്തിന് തീർത്തും വഴങ്ങാത്ത പദങ്ങളെ അതേരീതിയിൽ തന്നെ ഉപയോഗിച്ചിരിക്കുന്നു. മാതൃഭാഷയിൽ പഠിക്കുന്നവർക്ക് ആശയഗ്രഹണം സുഗമമാക്കുന്ന വിധത്തിലാണ് പാഠപുസ്തകരചന നടത്തിയിരിക്കുന്നത്. അതോടൊപ്പം മലയാളഭാഷയുടെ വളർച്ചയ്ക്കും ഈ പ്രവർത്തനം സഹായകമാകുമെന്ന് കരുതുന്നു. പാഠപുസ്തകവിവർത്തന രംഗത്ത് നമ്മുടെ രാജ്യത്ത് നടന്ന വലിയൊരു കാൽവെപ്പാണ് ഇത്. പ്രഥമ സംരംഭമെന്നനിലയിൽ പല പരിമിതികളും പരിഭാഷയിൽ വന്നിട്ടുണ്ടാകാം. ക്ലാസ് മുമ്പിയിൽ പ്രയോഗത്തിൽ വരുമ്പോഴാണ് അവയെല്ലാം കൂടുതൽ ബോധ്യപ്പെടുക. തുടർന്ന് വരുന്ന ഘട്ടങ്ങളിൽ അവയൊക്കെ പരിഹരിക്കുന്നതിന് എല്ലാ അഭ്യൂദയകാംക്ഷികളിൽ നിന്നും വിശിഷ്ട അധ്യാപകർ, വിദ്യാർത്ഥികൾ എന്നിവരിൽ നിന്നും അഭിപ്രായങ്ങളും നിർദ്ദേശങ്ങളും പ്രതീക്ഷിക്കുന്നു.

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The design of this book has the stamp of Shweta Rao and if the book has an attractive look that compels you to leaf through it, it is on account of her efforts.



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# **THE CONSTITUTION OF INDIA**

## **PREAMBLE**

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for 'Sovereign Democratic Republic' (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for 'Unity of the Nation' (w.e.f. 3.1.1977)