

**AWARENESS ON CONSTITUTIONAL VALUES AMONG
HIGHER SECONDARY SCHOOL STUDENTS**

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DECLARATION

I, **MUHAMMED ISMAYIL, K.M.**, do hereby declare that this dissertation entitled, **“AWARENESS ON CONSTITUTIONAL VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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I, Fasalul Abid. C M., do hereby certify that the dissertation entitled, **“AWARENESS ON CONSTITUTIONAL VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS”**, is a record of bonafide study and research carried out by **MUHAMMED ISMAYIL K M.**, of M.Ed Programme (2019-21), under my supervision and guidance, and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before

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Introduction

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- ❖ *Need and Significance of the study*
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INTRODUCTION

Education is a lifelong process and it is the preparation for life. The progress of the human life. And society depends upon the students. Education helps to develop personality of a child and Providing opportunities to attain self -directed goals. Gandhi says that "Education means all round drawing out of the best in child and man—body, mind and spirit". Education becomes the basis of personality development in all dimensions—moral, mental and emotional. Education is one of the key components that bring growth and progress into society. The More people in a society are educated, the more they can provide a beneficial contribution to their environment. This fact increases the importance of education in society and has resulted in governments investing in education more than ever before. The children of today are the adult Citizens of tomorrow. Building a brighter future is only possible with a more personalized Educational system.

Education is indispensable for the wellbeing and survival of mankind. Education is the most powerful weapon that can make desirable changes in the social, economic, culture and political spheres of the life of the people. Human's progress is highly depend upon his education which help uprooting blind believes and convention and transporting modern and scientific way of thinking and doing.

A nation moves up through education. Right kind of education and its blameless execution is necessary for the sustainable development of the nation, a nation need well educated and resourceful citizens. Education is the finest and final tool to develop universal brotherhood and humanity among the man kind. Jidhu Krishnamurthy(1964)

says that as long as education does not cultivate an integrated outlook in life it has very less significant. Education in the true sense is the understanding of one-self.

In the educational system of India, 21st century has witnessed note -worthy changes with their origin in the evolution of the educational system. In the past few years, the Nation has witnessed a progress in employment at all the stages of education, a decrease in dropout rates, gender parity, a significant increase in the number of teachers in all form of institutions and a considerable growth in the number and spread of educational institutions.

After Independence of India the respective governments have amended various amendments with respect to education. The right of children to free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4th August 2009. This Act illustrates the modalities of the significance of free and Compulsory Education for children between age group of 6 and 14 in India under Article 21(A) of the Indian Constitution. India became one of 135 countries to make Education a fundamental right of every child when the Act came into force on existence 1st April 2010.

Justice, liberty, equality, and fraternity are the fundamental values of Indian constitution and also one of the essential columns of value education. Constitutional values are the relevant aspects for pursuing education since during seventy years of Indian independence; these fundamental principles have been established to be the one of the unique doctrine in the world. The reason aside for remarkable success of Indian constitution lies in the application of the Constitutional Values in the people's daily life.

We can find the liberty, fraternity, and equality has been deeply rooted by the laws in Indian society through governance. The guidance of constitution to the whole country is relevant and it is directly related with solutions of the issues of citizens in the society. The preamble of Indian constitution is most significant. (Kaur, 2013) “On the other hand these values have been functioning in the society through various factors such as National Integration; Ideological unity and awareness about 'National Objectives' should be created among the citizens who hold different views and ideologies on political and religious and similar other fields”. (Dayton, John 1994)“The basic use of public education is to prepare the students for the inculcation of Indian and democratic contribution through democratic values”. (Chitkara, 2002) “Democratic value education is the basic purpose of public education under common school system in India. Dr. B. R. Ambedkar always uses to say “no constitution would work effectively unless certain preconditions are fulfilled” the most important factor is, of course, that which is responsible for implementing the constitution.

Persons are not born with a perceptive of the values of democracy. Education in democratic processes is essential during the public schools, children must be taught the values through skills acquired by teacher and head masters. Hence, it is necessary to know and aware students about constitutional values in their life are important aspect. In fact, these values have arisen from different categories like religion, literature, family and person and so on. The objectives of Indian constitution has not only shown the nature of government but also specified achievable objectives for society through government.

In a country a constitution is important because it ensure that those who make decisions on behalf of the public fairly represent public opinion. It also sets out the

ways in which those who exercise power may be held accountable to the people they serve. And it set out where government powers end by guaranteeing individuals' specific rights and freedoms. These rights help to assure the protection and promotion of human dignity, equality and liberty.

Constitutions may provide for the division of powers between the central government and the regions. The constitution of India is the frame work for political principles, procedures and Powers of the government. It is also the longest constitution in the world with 395 articles and 12 schedules. Originally it consists of 395 Articles arranged under 22Parts and 8 schedules. The values expressed in the Preamble are sovereignty, socialism, secularism, democracy Republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the nation

The Constitutional Values have already being cultivated in the Indian society through governance. Since the Constitutional Values are playing vital roles in the every individual's life through education. The constitution of India is based upon Equality, Fraternity, Justice and Freedom are the four pillars of Indian constitution and it has different types of values like social, educational, democratic, economical, emotional, moral, cultural, religious, national and international. It is important to mention here that, without these values Indian democracy will never and ever succeed. Indian constitution is the main source of Values and their usefulness to every individual of India especially those who are away from the apex of development and those who are belong to minority category in socially, economically, and religiously. Democracy is the pillar of constitution which included different kinds of rights and responsibilities of every people of India.

Report of the National Commission to Review the Working of the constitution (1999) has observed that citizenship is a solemn duty, which every individual must discharge with due diligence and dedication.(Dahriya, 2002) “ To enable the younger generation to perform the duties related to the citizenship, we have to reorient the educational approach to the school curriculum and the teacher education programmes with a view to generate awareness and consciousness”. Thus it becomes necessary to find out how far the future generation of India is aware about the Indian constitutional values. To sensitize about the gravity of the issue and to know how far the future generations are aware about the Indian constitutional values the researcher has conducted a study among higher secondary school students in Kerala

Significance of the Study

Indian constitution gives us justice, liberty, equality and fraternity these basic national values are included in Preamble of Indian constitution and the need and importance of value education has become significant aspect in India. No Constitution in the world will be fulfilled without these constitutional values. However, the researcher attempts to find out the answer of how constitutional Values could possibly useful for human mankind.

We recognize the need of Education we should remember these lines. “Why are battles and wars fought? Because values are not taught” In these lines the significance of values has depicted. One of the ability of men is to take decisions in all situations they face and humans understand past, present and future. It means all humans have wisdom and right to live in the world. The constitutional values are being situated in Indian constitution. There are many values are enshrined in the Indian

constitution to enhance education. The researcher tried to acquire information about various articles and study the implementation of values at school level.

The constitutional value is important source for citizen to understand & think which might play a significant role to live peaceful in the society. However, these values should be thought to students during school education. It is need to accept and inculcate constitutional values through teaching learning process, essential events and projects according to value of Indian constitution in educational institutions.

It is necessary to study Constitutional values, rights and duties of citizen in India. So there should be compulsory subject in the educational sector even though in primary, secondary, and higher education also. The preamble of constitution has given the aim of social justice under the Article of 15, 16, and 17 which provided reservation to the backward classes to maintain the equality. The section 44 has given equal citizenship the father of Indian constitution wants to reconstruct the society with the base of justice. So equal opportunities are providing to human being. The Preamble, in fact, contained the basic structure of the constitution. “The legislative history of the preamble to the constitution justified its relevance. The preamble was not only very much a part of the constitution should be read and interpreted in the light of the grand and noble ideologies and visions were expressed in the preamble”.

The aim and objectives of our constitution must be included in the curriculum. There is a need to ingrain fundamental values in students for the future of Indian people because educational institutions play a vital role for imparting constitutional values through curriculum and other special activities for student’s perspective but the fact is that, the students are unaware of constitutional values. They have learned values

of Indian constitution from school activities and syllabus as well as reading of preamble at pray time but prayer, pledge and syllabus it is not enough for identifying values of Indian constitution and only faster reading of preamble at pray time. So it is important to run specific programs for inculcating constitutional values among students to make them aware about constitutional values.

Seventy two years have passed since we the citizens of India have adopted the Indian constitution. The effort and the vision put to it by the makers have helped the constitution to withstand the ordeals of more than half a century. The preamble of the constitution sets the guidance in which the education system of the nation has to move. The makers of the Constitution were well aware of the debilitating effect on society of discrimination against the weak hence they made constitutional provisions to remove all forms of such centuries-old discrimination. While the power to make the amendments to the constitution is vested with the parliament, the people of the nation are the influential guardians of it. The task of educating the younger generation about the values, ideals and ethos enshrined in the constitution is at last borne upon the teachers. But the dilemma is that our teachers are not that much divergent from this young age group. Nearly all of them are born after the independence. Within a period of two to three years there will be no one in the schools who were born before that date on which we adopted the constitution. Hence these teachers did not get the opportunity to absorb the spirit of our constitution from the generation, which was responsible for the development of it. So the teachers and young students are not much aware about the values of Indian constitution.

We need to understand basic values of constitution in order to craft constitutional culture in day today life in the era of globalization, liberalization and

privatization. This could be achieved from Primary, Upper Primary, Secondary Schools and higher secondary schools. Our nation is rapidly developing in twenty first century even though our schools are not providing education at global level. However, there is current need to impart and cultivate the Constitutional Values in students through basic education from the schooling according to Constitutional Values in the Indian constitution.

Researcher has selected this subject for studying the Awareness on Constitutional Values among higher secondary school students and the present study is mainly focused on how the educational system help the students to inculcate constitutional values, which are adopted by Indian constitution. This research analyses, and interprets the values of Indian constitution, based on the evaluation in school students.

Statement of the Problem

The present study entitled as "AWARENESS ON CONSTITUTIONAL VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS"

Definition of Key Terms

Awareness

Awareness is the state of being aware, consciousness of a situation or object without direct Attention to it or definite knowledge of its nature. (Good1973)

For the present study awareness is operationally defined as awareness on values enshrined in Indian Constitution

Constitutional Value

The values expressed in the Preamble are sovereignty, socialism, secularism, Democracy, Republican character, justice, liberty, equality, fraternity, and human dignity and the unity and Integrity of the Nation.

For the present study Constitutional values operationally defined as the extent of awareness on constitutional values.

Higher Secondary Students

Higher secondary students are those pupils studying in higher secondary classes namely Standard XI and XII of Kerala state. For the present study higher secondary school students means that those who studied in XI and XII classes of Kerala State.

Variable of the Study

A variable is defined as an attribute of an object of study that has a quantity or quality that varies. Awareness on Constitutional values is the only one variable in this study

Objectives of the Study

1. To study the level of awareness on the Constitutional values among higher secondary School students.
2. To compare mean scores of awareness on constitutional values among Higher Secondary school students based on the sub samples
 - a) Gender
 - b) Subjects of specialization
 - c) Type of Management

Hypotheses of the Study

1. There is significant difference in the mean scores of Awareness Test on Constitutional Values among higher secondary school students based on subsample gender
2. There is significant difference in the mean scores of Awareness Test on Constitutional Values among higher secondary school students based on subsample types of management .
3. There is significant difference in the mean scores of Awareness Test on Constitutional Values among higher secondary school students based on subsample subject of specialization

Methodology

The present study adopts survey method in order to understand the awareness on Constitutional values among higher secondary school students.

Sample

The sample for the present study consists of 160 students from various higher secondary schools of Malappuram district of Kerala state,

Tool

The investigator developed awareness test to test the awareness on constitutional values among Higher secondary school students of Kerala

Statistical Techniques

In the present study the collected data were analysed using the following statistical techniques

Basic descriptive statistics.

In the present study the investigator use basic statistics mean, median, mode, standard deviation, skewness and kurtosis were examined for the collected data of total sample and sub sample

To analysis of mean variation scores the researcher used

- ANOVA and t-test based on sub samples
- To analysis of level of awareness on constitutional values among higher secondary school students the researcher used percentage analysis

Data Collection Procedure

After deciding on the sample for present study, the researcher contacted the principals of the selected schools and requested permission through a permission letter to administer the test and to collect data. Owing to the outbreak of the Covid pandemic, the investigator opted to collect data through online mode using the platform of Google form. The same is send to students by collecting their Watsapp number and explained what they ought to do through audio messaging in regards to completing and submitting the Google Form.

Scope and Limitation of the Study

The present study of the research entitled ‘Awareness on Constitutional Values among Higher Secondary School Students, is very useful and valuable. The main objective of the present study was to study the level of awareness on the Constitutional values among higher secondary School students. The scope of the study was wide as a general topic This research has very scope towards higher secondary

school students in Kerala because values of Indian constitution is connected with every people of India as well as with students are the future citizens of a nation. In fact all constitutional values are being correlated with each other. An appropriate tool were employed to measure the variable. The test was administrated on a sample of 160 Higher Secondary School Students.

Limitations

Limitations are some cut back or restrictions present during the study of the time carried out. It decides the boundaries of the study even with the due efforts by the researcher are follows The researcher has limited the studies on values of Indian constitution mentioned in the preamble. The researcher is limited to carry out the study in a small sample. Only 160 students were selected as sample. The sample selected for the study was not a state wide one. This research is delimited as students of XI & XII classes on the base of subjects they opted for study . The research is delimited the specialisation subjects of higher secondary school students. The study delimited the implementation of core values in school curriculum and class room teaching

Organization of the Report

The report of the present study has been presented in five chapters.

Chapter I deals with the introduction, need and significance of the study, statement of the problem, definition of key terms, hypotheses, objectives, Methodology, scope and limitation of the study

Chapter II This chapter give conceptual over view of constitutional values and also presents detailed a review of the related studies

Chapter III Presents the methodology of the study. This covers a discussion of the variables, tools employed for the study, selection of sample, administration of the tools, consolidation of data and statistical procedures used for analysis

Chapter IV Presents the details of analysis of data interpretation and discussion of result

Chapter V Presents, major findings of the study, tenability of the hypotheses, educational implication and suggestions for further study

Review of Related Literature

-
- *Conceptual framework of
Constitutional Values*
 - *Review of Related Studies*
-

REVIEW OF RELATED LITERATURE

Survey of related literature is an essential pre requisite to actual planning and execution of any research work. It is like surveying a place and calculate the distance and other peripherals and then drew the plan, it helps the researcher to avoid repetition, duplication of the same work and get idea about different methodologies, tools, etc. The review of related literature gives a clear cut idea about the problem on which the researcher is carrying the research.

According to Galvan (2009), literature review is "a process of finding the sources of relevant material for particular topic or subject. " Literature means "the selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed. biography, and reflective essays as well as literature can be classified according to historical periods, genres, and political influences"

Literature reviews are essential in any research as they will support the argument of the writer with a variety of experiences often times not possible to duplicate in the researcher's situation (Machi & McEvoy, 2016).

Conceptual Frame Work of Indian Constitution

Constitution describes the basic principles of the state, the structures and process of government and the fundamental rights of citizens in a higher law that cannot be unilaterally changed by an ordinary legislative act. The higher law is referred to as

Constitution. The Constitution of India is the supreme law of India. The document lays down the frame work that demarcates fundamental political code, structure, procedures, powers, and duties of government institutions and set out fundamental rights, directive principles, and the duties of citizens. Indian Constitution imparts Constitutional supremacy not parliamentary supremacy, and was adopted by its people with a declaration in its preamble

Indian Constitution was adopted by Constituent Assembly of India on 26th November 1949 and it became effective on 26th January 1950. Indian Constitution declares India as sovereign, socialist, secular and democratic republic, assures its citizens Justice, equality and liberty and endeavours to promote fraternity.

Our Constitution is not just mere a set of fundamental laws that form the basis of governance of our nation but Constitution embodies and reflects certain basic values, philosophy and objectives. These values do find expressions in various articles and provision of Indian Constitution. The preamble of Indian Constitution embodies the fundamental values and the philosophy on which the Indian Constitution is based. The preamble gave a key to unlock and explore the spirit of Indian Constitution. Recognising the significance of preamble, the preamble was amended in 1976 by the 42nd Constitutional amendment Act.

The Constitution of India defines all aspects of the Indian political system and its basic objectives. It has provision regarding territories in India, citizenships, fundamental rights, directive principles of state policy and fundamental duties, the structure and functioning of government at union, state and local levels and other aspects of Indian political system.

The preamble of the Constitution of India starts with, “ We, the people of India having solemnly resolved to constitute India into a, Sovereign, socialistic, secular, Democratic, Republic and to secure all its citizen: justice, social, economic and political ;Liberty, of thought, expression, belief, faith and worship ; Equality, of status and opportunity and to promote among them all ; fraternity, assuring the dignity of the individual and the unity and integrity of the nation ; in our constituent assembly this twenty sixth day of November 1949 do here by adopt, enact and give to ourselves this constitution”.

The values enshrined in Indian Constitution are:

I) Sovereignty :

By declaring India as a sovereign country, preamble emphasises complete political freedom. It indicates that our nation is internally powerful and externally free. Political sovereignty is the hinge of our national polity. Accordingly, the Constitutional authorities derive their power only from the people. Hence for our political system must ensure the support approval of people to it. Article -51A(c), of this Constitution says that it shall be the duty of every citizen to uphold and protect the sovereignty, unity and integrity of India

II) Socialism

The word socialism was added to the preamble by the 42nd amendment act of 1976. Socialism stands to end all forms of exploitations in all spheres of people’s existence. Indian constitution direct the state to ensure a planned and

coordinated social advance in all fields while preventing concentration of wealth and power among the dominate section of the society. Indian constitution support land reforms, promote the well-being of deprived section of society.

III) Secularism :

The word secular was added to the preamble of Indian constitution in between the words Sovereign and democratic by the 42nd amendment act of 1976.

Secularism in Indian context indicate that India is not guided by any religion or any religious consideration even though India's polity is not against religions. Indian polity allows all its citizens to profess, preach and practice any religion. Articles from 25 to 28 of Constitution ensure freedom of religion to all Indian citizens. Indian Constitution strictly prohibits any discrimination on the ground religion. All minority communities are granted the right to conserve their distinctive culture and the right to administer their Educational institutions. The care law between The Supreme Court in S. R. Bommai vs. Union of India held that secularism was an integral parts of the basic structure of the Constitution. Secularism aims to promoting cohesion among different communities in India

IV) Democracy

India is a democratic Nation and adopted parliamentary democracy to ensure responsible and stable government. As a form of government

democracy derives its authority from the will of people. The people elect the rulers of the nation. All the citizens without any discrimination on the ground of cast, creed, colour, religion, sex, languages spoken or education are allowed freedom of speech, thought, expression and association. Democracy stands for a Constitutional government, rule of law, inalienable rights to citizens, independence of judiciary, free and fair election and freedom of press etc.

V) Republic India is not only a democratic nation but it also a republic .The most important symbol of being a republic is the office of the head of the state ie the president who is elected and who is not selected on the basis of heredity .This value strengthens and substantiates democracy where every citizen of India equally eligible to be elected as the Head of the State .

VI)Justice

The ideal of just society remains as one of the foremost values of Indian Constitution. The message of socio economic justice mentioned in the preamble to Indian Constitution has been translated into several many Articles enshrined in Part –III and Part IV of the Constitution. Social justice means the absence of socially privileged classes in the society and no discrimination against any citizen on grounds of caste, creed, colour, religion, gender or place of birth. Indian Constitution abolishes untouchability, prohibit exploitations of the women, children and the weak and advocates for reservation to improve the standard of the oppressed over ages.

Article 38 of the Constitution aims to promoting a social order in which just viz social, economic, political shall inform all the institution of the

nation has been enshrined in the preamble. Article 39 of the Constitution aims at secure that the operation of the legal system promote justice, on basis of equal opportunity, and shall, in particular, provide free legal aid, by suitable legislations or schemes or in any other way. To ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities. Article 142 of the Constitution act as an enabling provision which gives power to the Apex Court to pass any order or decree with aim of doing complete justice in any cause or any matter pending before it.

VII) Liberty ; Article 21 of the Constitution of India Provides that, “No person shall be deprived of his life or personal liberty except according to procedure established by law”

The preamble prescribed liberty of thought, expression, belief, faith and worship as core values. The freedom of Indian citizens have been preserved and ensured through a set of fundamental rights. The preamble of Indian Constitution mentions essential individual rights such as freedom of thought, expression, belief, faith and worship which are assured to every member of the community against all the authorities of states by Part –III of the constitution.

VIII) Equality

Article 14 of the constitution of India provides for equality before law or equal protection of the laws within the territory of the India. It sates that “ the state shall not deny any person equality before the law or the equal protection of the laws within the territory of India”

Article 15 of the Constitution secure the Indian citizen from every sort of discrimination by the state, on the grounds of religion, race, caste, sex, or place of birth or any of them.

Article -16 of the Constitution assures equality of opportunity in matters of public employment and prevents the state from any sort of discrimination on the grounds of religion, caste, colour, sex, or place of birth. residence or any one of them. This Article also provides the autonomy to the state to grant special provisions for the backward classes.

Article 17 of the Constitution abolishes the practice of untouchability. Practice of untouchability is an offense and anyone doing so is punishable by law. The untouchable offense Act of 1995 provided penalties for preventing a person from entering a place of worship or from taking water from a tank or well.

Equality is as significant Constitutional Value, Constitution ensures equality of status and opportunity to every citizen for the development of the best in him/her. Every Indian citizen is entitled to equality before law and equal protection of law. Indian Constitution assures equality of status and opportunity to every people for the development of the best in him/her. Equality before law in order to be effective requires some economic and education base. Equality substantiates democracy and justice. So Indian Constitution held equality as a core value.

IX) Fraternity :

Fraternity is indicative of common bond or a feeling of unity between people or communities acting either within the private or public sphere.

Fraternity prescribed as value in Indian Constitution, it stands for the spirit of common brotherhood among all citizens of India, and Fraternity has been a foremost objective to achieve in a country composed of different races, religions, languages and culture. Article -51A(e),of the Constitution declares it as a duty of every citizen of India to promote harmony and spirit of common brother hood amongst all the people of India transcending religious, linguistic and regional or sectional diversities.

Article 51A-(f) of the Constitution further asks each citizen to value and preserve the rich heritage of our composite culture. According to justice D. D. Basue, “ Fraternity will be achieved not only by abolishing untouchability amongst the different sects of the same community, but abolishing all communal or sectional or even local or provincial anti-social feelings which stands in the way of unity of India”

X) Dignity of the individual .The Article 21 of the Constitution emphasises “right to live with dignity” and it is linked with “right to grow as a human being. ”. Like wise, human dignity is used as a lodestar for equality and to counter unfair discrimination while interpreting Article 14 of the constitution, thereby providing a clear linkage and connection between dignity, equality and unfair discrimination under Article 14 .

Dignity of the individual also ensure our Constitution, dignity of the individual ensures equal participation of every citizen in all process of democratic governance. Fraternity and dignity of the individuals have a close link. Fraternity only achieved by the dignity of the individual will be secured

and promoted. So, the Indian Constitution give supreme importance to dignity of the individual. Indian Constitution acknowledges that all citizens, men and women equally, Article 39(a) of the Constitution have the right to adequate means of livelihood and Article 42 of the Constitution just and humane conditions of work. Article -17 of the Constitution has abolished the practice of untouchability by declaring it as a punishable offence. Indian Constitution too directs the state to take steps to put an end to exploitation and poverty.

XI) Unity and integrity of the nation :

India is a diversified country, linguistically, culturally, traditionally, physically, geographically etc so the Constitutional frame workers laid great stress for the need of ensuring the unity and integrity of the nation. To achieve this goal, India has been declared as a secular state and the principles of single citizenship has been adopted. Along with the unity of the nation the word integrity has been added by 42nd Constitutional Amendment Act in 1976.

Unity and integrity of nation is very essential to maintain the independence of the nation. So the stress has been given on the ideal of fraternity which foster the unity among the individuals. Indian Constitution expect from the all Indians to uphold unity and integrity of India as a matter of duty.

XII) International peace and just international order : Article 51 of the Constitution states that Promotion of inter national Peace and security

The peace and just international order contribute to the development of India. Indian Constitution directs the government to make endeavour to

promote international peace and security ; maintain just and honourable relations between nations ;and foster respect for international law and treaty obligations in the dealings of organised people with one another. ;and encourage settlement of international disputes by arbitration.

Review of Related Studies on Indian Constitutional Values

A careful review of research journals, books, thesis, dissertation and other sources of information on the problem to be studied is one of the important step in any research work. Here the researcher depicts the review of previous studies related to the variable of the present study. -

Lahiani and Salman (2021) Investigated the level of political awareness among the Al Ain University students. The researcher used descriptive survey method and questionnaire was used for the data collection tool and the sample was selected by random sampling method. The research was carried out the sample size is 980 students including male and female. The finding of this study revealed that there was a considerably high level of political awareness among the university students. This study also shows that there were difference in the level of political awareness among students depending on the faculty.

Patadiya(2020) studied the political awareness among the post graduate students of sardar patel university. The main aim of the study was to understand the political awareness among students. The investigator used descriptive research method and applied random sampling method ,and the sample size is 124 . For collecting data self-constructed questionnaire was used .The study showed that most of the participant does not aware about the significant political designation and there

is no significant association between gender and social group with respect to political awareness

Priban (2019) published an article titled as Constitutional values as the Normalisation of Societal power: From a Moral Translation to a Systematic Self-Valuation. This article the writer argues that values are fluid societal expectations which cannot be used as normative foundation of modern society. Sociology of Constitutional values must address the distinction between moral values in law and law as morale values. The writer concluded his argument by claiming that constitutional values and transvaluations need to be explained as part of the legal and political self-referentiality ultimate by nation –states and stretching into contemporary supranational and transnational regimes of law and their internal value production.

Dioso(2019) conducted a research work named as Political awareness and participation of public administration students of Occidental Mindoro State College : This descriptive correlational study aimed to determine the relationship between the political awareness and participation of public administration of college students. For achieving the purpose of the study the investigator used quantitative method of study and using self-constructed questionnaires with a sample of 50 students of Bachelor in public administration and Masters in public administration. Pearson correlation analysis was used in order to determine the relationship of political awareness and participation of the samples. The result implies that the level of political awareness of the students in terms of public policies, political leaders, political institutions, political process, and political issue is very high.

Chandidas (2019) conducted a research on Constitutional values implementation in educational institute of Nanded District, the primary objective of

the study has to understand the implementation of Constitutional values, the researcher selected survey method to know the awareness of students, teachers and head masters in Nanded district. The researcher collected data from 1165 students from 8th and 9th classes, 243 teachers. The findings of the study shows that most of the learners responded in in favour of sovereign, socialist, secularism, unity and integrity of Nation values are compared to freedom, Equality, justice and fraternity.

Runja, (2018) had published a research paper titled as “Salient features of constitution of India”, The Constitution of India is nothing but fundamental law document of India. It is also supreme deed of Independent India. It is clearing the doctrine, Powers of Separation, which explaining functional system of rules, structures and principles of our nation. It provides the citizen and other people, Liberty, Equality, Fraternity, Freedom and what not. Constitution of India is distinct with its features to the other Constitution of the world. This research paper is deals with sovereignty and Federalism of the Constitution of India and also deals with the effects of constitution amendments vis-a-vis socio economic justice. The Research paper also deals with the preamble of Constitution of India, which clears the importance of preamble and historical background of preamble in the Constitution of India. This research paper is also includes historical landmark judgements of Indian Supreme Court which judgements play his role in Amendment in Constitutional provisions. It is also revolves round the Indian and international issues connected with it.

Kiran, (2018) conducted a study titled as Study on Constitutional awareness among stakeholders towards Constitutional provisions relating to education at

secondary level in Haryana. The major purpose of the study was to enquire the social and political roots of Constitutional provisions relating to education and to study the awareness among stakeholders of government and private school that is, students, teachers, parents and authority persons regarding constitutional provisions regarding education. The sample of the present study selected at four stages, at the first stage the researcher choose three districts out of 22 districts in Haryana, the second stage select the two blocks from each districts, at third stage six schools .Three aided and three government were selected from each block. Fourth stage ten students from secondary stage and ten teachers from secondary stage, five parents from the same schools are selected and also authority persons namely District Education Officer, district elementary education officer from selected district were chosen. Six block educational officers were selected from the six blocks. For collecting data research or used questionnaire. It found that most of teachers have Constitutional awareness about values, fundamental rights and educational aspects mentioned in Indian constitution The students have moderate level of awareness about the Constitutional values and the aspects related to education even though they have high level of awareness about Constitutional rights and duties of a citizen.

Sukmarisingish, (2018) had carried out a research study named as ‘Examining Constitutional awareness and strengthening judicial integrity. It is a normative legal research. The investigator use qualitative analysis and legislation approach and the researcher use interview schedule as a tool for collecting relevant data. The result of research indicate that the strengthening of the judge’ decision can be from the quality of decision through a comprehensive and mind-opened dimensions.

Bauer and Bolsinger (2017) had published an article entitled as The value of constitutional values : An Exploratory study of the Constitution of India and Bavaria. In this article is an attempt to find out “bounds of ethics in a Globalized World”, According to this article a variety of constitutionally guaranteed values suffer from devaluation. The result shows that the importance of values of virtue is emphasis the important of practicing virtues.

Pramita (2017) under gone a study titled as A study of the development of Indian Constitution through judicial decisions with special reference to fundamental rights. The researcher used historical and doctrinal methods of research to conduct the present research study. The primary objective of the study was to highlight the problems arising from the violation or deprivation of the rights of the individuals. The major findings of the study are, the framers of the Constitution had rightly enunciated in the preamble of the Constitution the fundamental principles, such as, the principles of justice, social, economic and political: and then aim of establishing Liberty of thought, expression, belief, faith and worship: Equality of status and of opportunity and to promote among people fraternity, unity, integrity of the nation.

Kumar (2016) under take a study to find out the level of awareness of Constitutional values among student teachers, the study entitled as: A study of awareness of constitutional values and their achievement in the views of student teachers. The study aimed to create awareness about the Constitutional values and objectives written in Indian Constitution. To full fill the aims and objectives of the research the investigator use descriptive quantitative method, and the study include 41 student teachers from Bombay Teacher’s Training college in Mumbai. To collect

relevant data the researcher used questionnaire as tool it contains 9 constitutional values. The result indicates that the teacher trainees have possessed moderate level of awareness on Constitutional values.

Thapliyal (2016) To create awareness about the constitutional values and to attain the views of novel teachers regarding the achievement made in respect of each of values in the present scenario of India. The tool stressed nine constitutional values like social and economic justice, liberty of status and opportunity, equality of status and opportunity, unity and integrity of the nation, abolition of untouchability, international peace and security, universal adult franchise, sovereignty with the people of India, independence of judiciary . In this study the researcher found that abolition of untouchability and ensuring adult franchise shows high achievement and also equality of status and opportunity, and social economic justice implies low achievement where as other values shows moderate achievements,

Bauer and Bolsinge(2014) had published an article entitled as The value of Constitutional values : with examples of the Bavarian and the Indian Constitution. The article argues that the Bavarian and Indian Constitutions were developed same period of time. The Indian an Bavarian constitutions are characterized by put forwarding values such as social justice, individual liberty and social need. Analysing some examples of the Bavarian constitution, we can point out that some concordances with regards to content of Indian Constitutional laws. The social value dispute that occur often because of the hiatus to the Constitutionally warranted values hence that cannot be solved simply by law or political adjustment.

Saibabu, Das (2014) published an article named as Indian constitution: An Analysis of the Fundamental Rights and the Directive principles. Main purpose of the paper is insight on the Constitution of India is based on the principles of Liberty, Equality, Fraternity and justice. For achieving the purpose of this article the writers had undertaken a concise study of all the journals and books which are linked with the provisions of the constitution manifest great respect for human dignity, commitment to equality and non- discrimination and concern for the weaker section in the society. The writers argue that a deep analysis of the Fundamental Rights and the directive principles make it clear that between constitution and its implication almost the all field of the universal declaration of human rights are covered, Besides these Indian Constitution made an attempt to balance between enforceable right and non-enforceable right

Debanth (2013) Had carried out a study titled as Value Enshrined in our constitution: Their educational Implications in the Emerging Indian Society. The main aim of the study to know the essential national values enshrined our Constitution and also study the educational contribution of the Constitutional values .The researcher used analytical method for the present study hence the investigator analyse different documents such as Constitution, NCERT curriculums, circulations etc. The researcher find out that the Constitutional goals give direction to create a value oriented society and also Indian Constitution has built in provision related to education on the basis of Constitutional values

Chandra, Mohanasundaram, Singaravelu, (2013) undergone a study titled as ‘study of national value awareness in schools. The main purpose of the study was to

compare the awareness of the four values enshrined in the Indian constitution, justice, liberty, equality and fraternity in 9th standard students of corporation, matriculation and aided school in city. The researcher used descriptive method, randomly selected students, 64 students from corporation school, 68 from aided schools, 64 from matriculation schools for the study. The investigator administered self constructed tool for the purpose of collecting data for the analysis of collected data the investigator used descriptive statistics and t-test. The result shows that there is no significant difference found the three values between the corporative and aided school, as well as aided and matriculation school and also corporative an matriculation school students. But there is found that there is a significant difference in the value of fraternity between the aided and matriculation, matriculation and corporative and aided and corporative school students

Binish (2010) Conducted a study named as “ A study on the Constitutional awareness with special reference to the Fundamental Rights enshrined in the Constitution of India among student teachers of Kozhikode district”, The study implies that there is no significance difference in the Constitutional awareness of male and female student teachers. Then the research study states that aided and un aided student teachers do not differ in their constitutional awareness

Mnadal, (2009) had carried out an investigation named as “Value awareness among secondary school students of West Bengal”. The present research has been carried out to study the level of value awareness among the secondary school students residing either rural or urban area of West Bengal. A self-made situation based questionnaire was used to collect the relevant data from the sample of 600 secondary

school learners. The gathered data were analysed with appropriate statistical techniques such as ANOVA, t-test etc. The result showed that urban boys possess higher value awareness than that of its rural counterpart. However no significant difference in the level of value awareness was found for boys and girls

Rameshbabu (2004) carried out a study titled as “Elementary teachers awareness and opinions of Constitutional values”, It was found that there is no significant difference of awareness and reading Constitutional values among the elementary teachers with varied backgrounds such as gender, medium of instruction and even the subject background of teachers. At the same time teachers who were working with private management showed more positive opinions compared to their counterparts working in government schools

Conclusion

The review of literature was carried out to acquaint with the existing body of knowledge in the area of the study. It gave a theoretical background for the study and provide guidelines in the planning of the research work. The investigator reviewed International, National and state level studies to carry-out the review of literature. Extensive review of related studies shows that there are many studies done on related to Constitution but only few studies are conducted on Constitutional values especially the awareness study is very rare. The review of related studies enabled the researcher to gather extensive information and gave wide perception on the present on the topic of present study. Various studies about Constitutional values clearly said that awareness of Constitutional values are very essential to every citizen. It has applications in every one's life to a great extent. In school life students learn about

Constitution and the values prescribed in it. It is very essential to know about Indian Constitution and the values. So building awareness about Constitutional values very important among the citizens of India. Hence the investigator feel that it worthwhile to undertake a study to analyse the awareness of Constitutional values among higher secondary school students.

Methodology

-
- ❖ *Design of the study*
 - ❖ *Variable of the study*
 - ❖ *Sample selected for the study*
 - ❖ *Tool used for the study*
 - ❖ *Data Collection procedure*
 - ❖ *Scoring and consolidation of the data*
 - ❖ *Statistical technique used for analysis*
-

METHODOLOGY

A research methodology in specific techniques that are adopted in research process to collect, assemble and evaluate data. It define the tools are used to gather relevant information in a research study. In short research methodology is the organised questioning and exploration by hypotheses formation or scientific testing of any inquisition or by following a set of standard rules for that procedures.

The success of any research study depends up on the appropriateness of the method, tool and technique. The present study is Awareness on Constitutional Values among higher secondary school students

Methodology of the study is described under the following major headings

- Design of the study
- Variable of the study
- Sample selected for the study
- Tool used for the study
- Data Collection procedure
- Scoring and consolidation of the data
- Statistical technique used for analysis

Design of the Study

The Research Design is intended to provide an appropriate framework for a study. The objective of the study was to find out the Awareness on Constitutional Values among higher secondary school students. Hence the method adopted for the present study was a Survey method

Variable of the Study

A variable is defined as anything that has a quantity or quality that varies. The only one variable that is measured and analysed in the present study was Awareness on Constitutional Values among higher secondary school students.

Sample used for the Study

The population of the present study was higher secondary school students in the state of Kerala. The sample consisted 160 higher secondary school students of various schools from Malappuram district. The sample was selected under stratified sampling technique by giving due representation to the different factors like Gender, subject of specialization and type of management

Gender of the sample.

Many researches show that the gender of the human being has an important role in many cases. So the researcher decided to give due representation to male and female students while selecting the sample

Subject of specialization

There are three subjects that are mainly studied in higher secondary level. Science, commerce and Humanities are the main stream. The present study deals with subject of specialization of learners. So each subject has due representation

Type of management

Basically there are two types of institutions running as Government and Aided schools. Since the number of aided and government schools are almost equal in

Malappuram district. So the researcher give due representation to government and aided schools

Table 1

Breakup of the Final Sample

Sample	Categories	No of students	N= 160
Gender	Male	103	
	Female	57	
Subject of specialization	Science	24	
	Commerce	36	
	Humanities	100	
Type of management	Government	45	
	Aided	115	

Tool used for the Study

Tools are instruments used to collect information for performance assessment, self- evaluation and external evaluation. Research tools are the instruments used for the purpose of Data Collection. These are measurable and observable for data analysis and interpretation. Here tool is constructed by researcher according to the objectives of the study. It is very important to decide the tool for collecting relevant information. The quality of data depends upon the quality of the tool used by an investigator for collecting information from the sources.

In the present study the researcher use the following tool for collecting the relevant and adequate information the investigator develop Awareness Test with the help of supervising teacher to test the Awareness on Constitutional Values among higher secondary school students

Description of Tool

Awareness Test on Constitutional Values (Abid&Ismail-2020)

Awareness Test on Constitutional Values was constructed by the researcher with the help supervising teacher. The questions were made out of considering the description of each values enshrined in the Constitution of India. The development of the tool was as follows

Planning of the test.

In the present study the researcher used an Awareness Test on Constitutional Values made by the investigator with the help of supervising teacher in order to measure the Awareness level of Constitutional Values among higher secondary school students. It consists of 12 areas of values as mentioned in the preamble of Indian Constitution.

Preparation of the preliminary test.

While preparing the Awareness Test on Constitutional Values the researcher selected the Constitutional Values enshrined in preamble of Indian constitution. The Constitutional Values are sovereignty, socialism, secularism, democracy, republic, justice, liberty, equality, fraternity, human dignity, unity and integrity of the nation , international peace and a just international order and fundamental duties. The thirteen areas of values were included in the test

Constitutional Values as mentioned in the preamble of Indian Constitution

Sovereignty. Being sovereign means having complete political freedom and being the supreme authority. Sovereignty gives the dignity of existence as a nation in the international community

Eg: Who has the full power of the Indian Constitution ?

- a) Supreme Court
- b) Prime Minister
- c) President
- d) People

Socialism: It implies social and economic equality, social equality means the absence of discrimination on the grounds of only of cast, colour, creed, sex, religion, region, or language

Eg: which value included in the preamble with the goal of welfare state

- a) Socialism
- b) Liberty
- c) Democracy
- d) Justice

Secularism. Secularism means our nation is not guided by any one religion or any religious consideration, however India is not against religions. Indian Constitution prohibits any discrimination on the basis of religion

Eg: Secularism means

- a) Treat all religion equally
- b) Everyone in the country should accept only one religion
- c) Lack of religion
- d) Disagreement only with certain religions

Democracy. The preamble of the Indian Constitution reflects democracy as value; the word democratic refers not only political democracy but also social and economic democracy in India

Eg: Who said “democracy is the rule of people, for the people and by the people”?

- a) Martin Luther King
- b) Abraham Lincoln
- c) Jawaharlal Nehru
- d) A.P.J. Abdul Kalam

Republic. India is not only a democratic nation but it also a republic .The most important symbol of being a republic is the office of the head of the state ie the president who is elected and who is not selected on the basis of heredity .This value strengthens and substantiates democracy where every citizen of India equally eligible to be elected as the Head of the State .

Eg: Which of the following means India as a republic ?

- a) The day when people Constitutionally recognizes their rights and responsibilities and become a sovereign nation
- b) That the nation became independent
- c) Gandhi’s birth day
- d) The day the British left India

Justice. The ideal of just society remains as one of the foremost values of Indian constitution

Eg: The Constitution of India states that there is no discrimination in any of the following areas listed below

- (a) Caste
- (b) Religion
- (c) Place of birth
- (d) All of these

Liberty. The preamble prescribed liberty of thought, expression, belief, faith and worship as core values

Eg: Which section of the Fundamental Rights of India deals with freedom?

- A) 19 to 22
- B) 23 to 28
- C) 29,30 sections
- D) 14 to 18

Equality. Equality is a significant Constitutional Value, Constitution ensures equality of status and opportunity to every citizen for the development of the best in him/her Eg: Which is not included in the right to equality enshrined in the Fundamental Right?

- a) Equality before the law
- b) Equality of opportunity
- c) Prohibition against discrimination
- d) Equal property rights

Fraternity. Fraternity also prescribed as value in Indian Constitution, it stands for the spirit of common brotherhood among all citizens of India

Eg: Which value is not mentioned in the preamble of the Constitution of India?

- (a) Democracy
- (b) Right to property
- (c) Fraternity
- (d) Equality

Dignity of the individual. It also ensure our constitution, dignity of the individual ensures equal participation of every citizen in all process of democratic governance

Eg: What are the aims of Indian Constitution ?

- (a) Fraternity
- (b) Equality
- (c) Liberty
- (d) All of the above

Unity and integrity of the nation: Unity and integrity of nation is very essential to maintain the independence of the nation

Eg: By which amendment the concept of ‘integrity’ was incorporated into the Indian Constitution?

- a) 42nd
- b) 52nd
- c) 62nd
- d) 72nd

International peace and just international order. The peace and just international order contribute to the development of India

Eg: International Democracy day -----?

- (a) September 15
- (b) September 20
- (c) October 2
- (d) August 15

A draft copy of the Awareness Test on Constitutional Values is given as Appendix I.

Try out

Preliminary test administered to a sample of 160 higher secondary school students.

The next step in the construction and standardization of an Awareness Test is to find out the difficulty index and discriminating power for each items in the test which form the basis of item selection

Item analysis

After the scoring of items, item analysis was carried out. As it was an awareness test, item analysis was done on the basis of a difficulty index. Difficulty index of an item is represented by the percentage of students who responded to the items correctly. it was calculated using the formula

$$D.I=U+L/2N$$

Where

U= Number of correct responses in the upper group

L= Number of correct responses in the lower group

N= Number of students in both groups

Difficult of item analysis was given below

Table 2

Difficulty index of item analysis

Item No	L	U	U+L	DI
1	10	12	22	0.41**
2	5	3	8	0.15
3	3	23	26	0.48**
4	13	26	39	0.72
5	4	20	24	0.44**
6	12	23	35	0.65**
7	14	24	38	0.71
8	8	13	21	0.38**
9	5	20	25	0.46**
10	4	8	12	0.22
11	5	5	10	0.18
12	8	26	34	0.62**
13	2	16	18	0.33
14	8	16	24	0.44**
15	3	19	22	0.40**
16	5	26	31	0.57**
17	9	27	36	0.66**
18	6	23	29	0.53**
19	10	26	36	0.66**
20	12	20	32	0.59**
21	5	18	23	0.42**
22	5	12	17	0.31
23	2	21	23	0.42**
24	8	10	18	0.33
25	7	22	29	0.53**
26	6	26	32	0.59**
27	3	20	23	0.42**

Item No	L	U	U+L	DI
28	9	19	29	0.53**
29	6	11	17	0.31
30	4	8	12	0.22
31	8	24	32	0.59**
32	5	26	31	0.57**
33	6	22	28	0.51**
34	8	24	32	0.59**
35	9	27	36	0.66**
36	10	27	37	0.68**
37	2	25	27	0.5**
38	2	25	27	0.5**
39	8	21	29	0.53**
40	7	16	23	0.42**
41	16	27	43	0.79**
42	1	27	28	0.51**
43	10	13	23	0.45**
44	5	26	31	0.57**
45	10	26	36	0.66**
46	8	26	34	0.62**
47	10	13	23	0.42**
48	7	24	31	0.57**
49	4	17	21	0.38**
50	12	11	23	0.42**
51	4	25	29	0.53**
52	10	14	24	0.43**
53	14	10	24	0.43**
54	3	18	21	0.38**
55	5	17	22	0.40**

** Indicate the selected items for the awareness test

Finalisation of the test

In first round, items having difficulty index between 0.4 and 0.6 were selected. As it is awareness test in order to include more items, those items having difficulty index between 0.3 and 0.7 were selected by modifying the items. Thus final Awareness test on Constitutional values consisted of 45 items. A copy of the Final Awareness Test on Constitutional Values is given as Appendix II

Scoring

For the awareness test each correct answer has given a score of 1 mark and for wrong answer a score of '0' mark. So the maximum mark of the test is 45 and minimum is Zero.

Reliability of the tool

Reliability is the degree of consistency that instrument or procedure demonstrate whatever it is measuring, it does so consistently (Best & Khan, 2014). To ensure the reliability of the awareness test on the constitutional values the co-efficient of internal consistency has been found by the split half method to be 0.83. The co-efficient of stability is also determined by test –re-test method. it is found to be 0.78 hence the test is highly reliable

Validity of the tool

Validity is that quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best & Khan 2011). The researcher ensured the validity of the tool by using face validity and construct validity. Face

validity was ensured by giving the prepared draft test to the experts and after considering their suggestions, some modification was done

Construct validity is concerned with the meaning and interpretation of the test obtained in terms of psychological or theoretical construct (Koul, 2009). Awareness Test on Constitutional Values has a strong theoretical support. The test was constructed on the basis of the values enshrined in Indian Constitution.

Data Collection Procedure

The collection of data is an extremely important of all research endeavours, for the conclusion of a study are based on what data reveal. As the result, the kind of data to be collected, the method of collection to be used, and the scoring of the data need to be considered with care. The term data is referred by Fraenkel & Walen (1993,) as the kinds of information researchers obtain on the subjects of their research. An important decision for every researcher to make during the planning phase of an investigation, therefore, is what kinds of data he or she intends to collect. The device the researcher used to collect data is called an instrument.

After deciding on the sample for present study, the researcher contacted the principals of the selected schools and requested permission through a permission letter to administer the test and to collect data. Owing to the outbreak of the Covid pandemic, the investigator opted to collect data through online mode using the platform of Google form. The same is sent to students by collecting their Whatsapp number and explained what they ought to do through audio messaging in regards to completing and submitting the google form.

Scoring and Consolidation of Data

The Google form were scored as per the scoring key prepared by the researcher. The scores obtained on the test were then consolidated and tabulated for further analysis. After rejecting the incomplete answer forms the investigator had 160 google forms for scoring

Statistical Technique Used for Analysis

Statistical knowledge help the researcher to use the proper methods to collect relevant and adequate to employ the accurate analysis and effectively present the result.

The present study as part of primary analysis descriptive analysis of Mean Median standard deviation scenes and kurtosis for the awareness test score Major analysis of the study is ANOVA.

Descriptive Statistics

For the present study in descriptive statistics, the researcher analyses the result of Awareness Test. It means that the researcher computes the scores of mean, median, mode, standard deviation, Skewness and kurtosis students' awareness

Mean (\bar{X}) is calculated by dividing the sum of all scores by the number of scores.

The following formula is used in frequency distribution: Mean can also be calculated using the formula:-

$$\bar{X} = \frac{\sum fX}{\sum f}$$

Where

$$\bar{X} = \text{mean}$$

f = is the number of occurrences

$\sum f x$ = sum of product of the f x

$\sum f$ = is the total number of occurrences

Median (Me) is the middle point in a distribution of scores

$$\text{Median} = l + \frac{h}{f} \left(\frac{N}{2} - c \right)$$

Where;

l = lower class boundary of the median class.

h = size of the median class interval

f = frequency corresponding to the median class

N= sum of the frequency

C= cumulative frequency preceding median class

Mode (Mo) is the most frequency occurring score in a distribution. The formula is

$$\text{Mode} = 3(\text{median}) - 2(\text{mean})$$

Standard Deviation (s/SD) is a measure of the extent to which scores in a distribution deviate from their mean).

$$SD = \sqrt{\frac{\sum |x - \bar{x}|^2}{n}}$$

Where:

X = each value in the dataset

\bar{X} = mean all of values of the data set

N = number of values in the data set

Skewness: Many times it is seen that the mean, median and mode of the distribution don't fall at the same place, i.e. the scores may extend much farther in one direction than the other. Such a distribution is called a skewed distribution.

Positively skewed distribution: The distribution is positively skewed when most of the scores pile up at the low end (or left) of the distribution and spreads out more gradually towards the high end of it. In a positively skewed distribution, the mean falls on the right side of the median.

Negatively skewed distribution: The distribution is negatively skewed if the scores are concentrated towards the upper value and it is positively skewed if they cluster towards lower value. The mean of the distribution is higher than the median in positive skewness whereas the median value is greater than the mean in negative skewness.

Kurtosis. The term "Kurtosis" refers to "Peakedness" or the flatness of a frequency distribution as compared with the normal. A frequency distribution more peaked than the normal is said to be Leptokurtic and a frequency distribution flatter than the normal is called Platykurtic. A normal curve is also termed as Mesokurtic. Positive kurtosis indicates a relatively peaked distribution leptokurtic and negative kurtosis indicates a relatively flat distribution, which is platykurtic.

Percentage Analysis

Percentage analysis is one of the basic statistical tool which is widely used in analysis and interpretation of primary data. It deals with the number of respondents response to a particular question arrived from the total population selected for the study

t-test (test the significant difference between the means of two groups)

The statistical technique ‘Test of significance of Mean Difference for large independent sample is used to find out if there exist any significant difference among the relevant sub sample gender and types of management

The test of significance of mean difference for large independent sample is known as t-test the following formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where

X_1 - Mean of the group 1

X_2 - Mean of the group II

S_1 - Standard. Deviation of group I

S_2 - Standard deviation of group II

n_1 - sample size of the group I

n_2 - Sample size of the group II

Analysis of Variance (ANOVA)

The analysis of variance is an effective way to determine whether the means of more than two samples are different to attribute to sampling error. It helps us to know whether the difference between the means of the given sample are significant in a single classification or one-way analysis variance, the relationship between one independent and one dependent variable is examined (Best&Khan,2014)

The analysis of variance consist these operations

- The variance of the score of four groups is combined into one composite group known as the total group variance (v_t)
- The mean value of the variance of each of the four groups, computed separately is known as within groups variance (v_w)
- The difference between the total groups' variance and the within groups variance is known as the between variance groups ($v_t - v_w = v_b$)
- The F ratio is computed by,

$$F = v_b / v_w \text{ (between groups variance) / (within group variance)}$$

For the present study the researcher used analysis of variance (ANOVA) to determine the Constitutional Values among higher secondary school students based on subject opted for study.

Analysis and Interpretations

❖ *Preliminary analysis*

❖ *Major analysis*

ANALYSIS AND INTERPRETATION

This chapter deals with the statistical analysis of the collected data and its interpretations. Analysis can be defined as the thorough study of collected data, which is converted to tabulated form so as to determine the actual facts, which are inherent. The present study was intended to find out Awareness on Constitutional Values among higher secondary school students. The data collected were analyzed with reference to the objectives of the study.

Objectives of the study are

1. To study the level of Awareness on Constitutional Values among higher secondary school students
2. To compare mean scores of Awareness on Constitutional Values among higher secondary school students based on the sub sample
 - a) Gender
 - b) Subject of specialization
 - c) Types of management

Hypotheses of the study are

1. There is significant difference in the mean scores of Awareness test on constitutional values among higher secondary school students Based on sub sample gender .
2. There is significant difference in the mean scores of Awareness Test score on Constitutional values among higher secondary school students based on sub sample types of management

3. There is significant difference in the mean scores of Awareness Test on Constitutional Values among higher secondary school students based on subsample subject of specialization.

Preliminary Analysis

For the study the data has been collected by means of a standardized Awareness Test on Constitutional Values. The score of this tool yielded the required data of the sample 160 and they were subjected to statistical treatment. The scores obtained for the total sample were classified into frequency distribution. By converting the obtained scores for Awareness on Constitutional Values into frequency distribution the Arithmetic Mean, Median, Mode, Standard Deviation, skewness and Kurtosis were calculated. The result of the calculations are given in Table 3. The primary analysis was done to find out whether the total sample was normally distributed or not with regarded to the variable Awareness on Constitutional Values. Summary of preliminary analysis for the total sample is presented in Table 3.

Table 3

Preliminary analysis for the scores of Awareness on Constitutional Values among higher secondary school students.

Sample	Mean	Median	Mode	S.D	Skewness	Kurtosis
Total	23.03	23.	30.	9.46	-.01	-1.0
Boy	23.46	23.23	25.	9.42	.60	-1.6
Girl	20.85	20.45	19.	9.84	.60	-1.6
Government	18.62	17.32	16.	8.84	.98	-1.0
Aided	24.23	23.84	22.	9.55	.29	-1.5
Science	19.75	18.43	16.	9.36	-1.0	-.46
Humanities	24.01	22.34	20.	9.61	-1.0	-.45
Commerce	22.5	21,	20.	8.81	.1.0	-.45

Table 3 reveals descriptive statistics for the scores of Awareness on Constitutional Values for the total sample and for the subsample based on gender, types of management and subject of specialization of higher secondary school students. The obtained value of mean, median, and mode for boys are 23.46, 23.23, 25 respectively and for girls are 20.85, 20.45, 19 respectively. It indicates that the value of mean, median and mode coincide approximately for the sub sample based on gender. For boys students the indices of skewness 0.60, kurtosis -1.6 and for female students indices of skewness 0.60, kurtosis -1.6 indicates that the distribution positively skewed and leptokurtic in nature

Table 3 points out that obtained value of mean, median and mode for government schools are 18.62, 17.32, and 16 respectively and aided schools are 24.23, 23.84, 22 respectively. It indicates that the value of mean, median and mode coincide approximately for the sub sample. Data showed that for government and aided indices of skewness are .9829 and kurtosis are -1.0, -1.5 respectively. This indicates that the distribution is positively skewed and leptokurtic in nature.

Table 3 reveals that obtained value of mean, median, and mode for science 19.75, 18.43, 16 respectively, commerce 22.5, 21, 20 respectively and humanities 24.01, 22.34, 20 respectively based on subject of specialization. It implies that the value of mean, median and mode coincide approximately for the sub sample. Data showed that for science, humanities and commerce the indices of skewness is -1.008, -1.023, 1.006 respectively and kurtosis -.46, -.45, -.45 respectively. This indicates that the science and humanities stream negatively skewed and slightly positively skewed for commerce stream. Scores also denoted that the distribution is leptokurtic in nature

Table 3 showed the obtained value of mean, median, and mode of the variable, Awareness on Constitutional Value of higher secondary school students are 23.03, 23, 30 respectively for the total sample. It implies that the value of mean, median and mode coincide approximately for the total sample. The indices of skewness is -0.1 shows that the distribution of scores for the Awareness on Constitutional Values among higher secondary school students are negatively skewed for the total sample. The indices of kurtosis is -1.013 reveals that the distribution score of Awareness on Constitutional Value among higher secondary school students are leptokurtic in nature for total sample.

Table 3 also shows that the distribution of scores for awareness on Constitutional Values for subsamples based on gender, types of management and subject of specialization coincide approximately. Thus the distribution of the scores for Awareness on Constitutional Values among higher secondary school students shows that the distribution is almost normal of the scores for Awareness on Constitutional Values among higher secondary school students.

The graphical representation of the distribution of scores of Awareness on Constitutional Value among higher secondary school students for the total sample is given Figure 1.

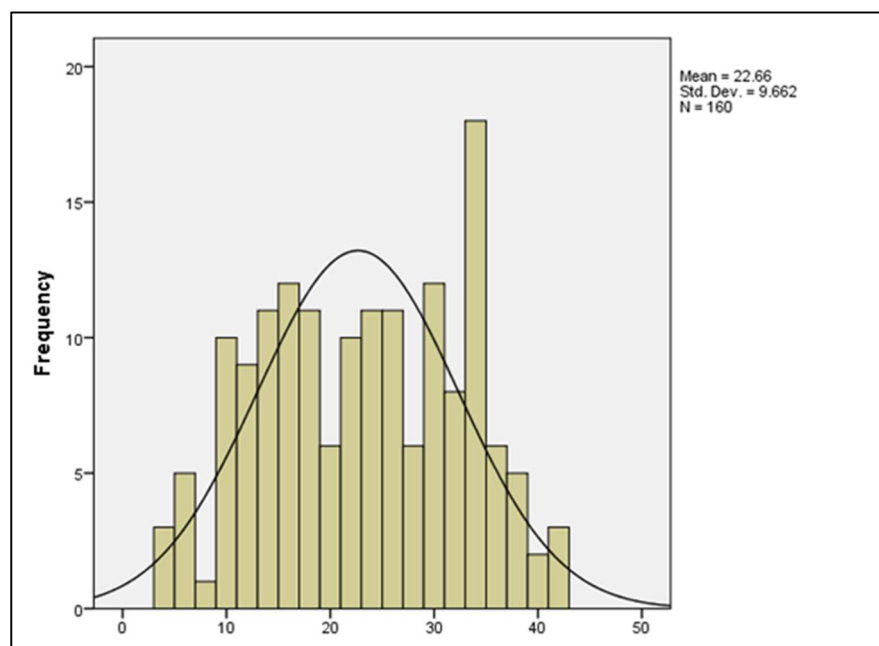


Figure 1. Graphical representation of the distribution of scores of Awareness on Constitutional Values among higher secondary school students

From figure 1 we can conclude that the distribution of scores for Awareness on Constitutional Values among higher secondary school students follows approximately normal distribution

Major Analysis

The first objective of the study is to find out the extent of Awareness on Constitutional Values among the higher secondary school students. To find the extent of Awareness on Constitutional Values among higher secondary school students the investigator used percentage analysis. Percentage analysis is one of the basic statistical tools which is widely used in analysis and interpretation of primary data. After the primary analysis the data was subjected to further statistical treatments the mean scores of different pairs of subsample for higher secondary school students of the scores for Awareness on Constitutional Values were compared using two tailed

test for significance of difference between mean for large independent samples and one way ANOVA. Two –tailed test for significance of difference between mean for large independent used in Awareness on Constitutional Values among higher secondary school students test on the basis of gender, and type of management of the institutions. The ANOVA test used to find out difference among subject specialization by higher secondary school students.

Level of Awareness on Constitutional Values among the higher secondary school students

The first objective of the study to find out the level of Awareness on Constitutional Values among the higher secondary school students. The classification of the sample in to those having high Awareness on Constitutional Values, average Awareness on Constitutional Values low Awareness on Constitutional Values group were done on the basis of sigma distance from the mean. Students having a score with $M + \sigma$ and above (27 and above) were treated as high Awareness on Constitutional Values group, those students having a score with $M - \sigma$ and below (20 and below) were treated as low Awareness on Constitutional Values group and students those who having a score between $M - \sigma$ and $M + \sigma$ (between 20 and 27) were treated average Awareness on Constitutional Values group. Percentage analysis was used to determine the percentage of students in each group. The higher secondary school students having high Awareness on Constitutional Values, average Awareness on Constitutional Values and low Awareness on Constitutional Values are presented Table 4.

Table 4

Percentage Analysis of Awareness on Constitutional Values among higher secondary school students

Awareness on Constitutional Values					
High		Average		Low	
Number	Percentage	Number	Percentage	Number	Percentage
33	20.6%	99	61.9%	28	17.5%

Table 4 shows that out of 160 higher secondary school students 20.6 percent are having High Awareness on Constitutional Values, 61.9 percent are having an average Awareness on Constitutional Values and 17.5 percent are having low Awareness on Constitutional Values among the higher secondary school students. . Thus it can be concluded that the majority of higher secondary school students are having an average level of Awareness on Constitutional Values.

Discussion

The level of Awareness on Constitutional Values among higher secondary school students were analyzed out of 160 higher secondary school students 33 students are having high Awareness on Constitutional Values, 99 students are having an average level of Awareness on Constitutional Values and 28 students are having low level of Awareness on Constitutional Values. From the calculation it was concluded that the level of Awareness on Constitutional Values is average for the higher secondary school students.

The graphical representation of the percentage analysis of Awareness on Constitutional Values for the total sample is given figure 2.

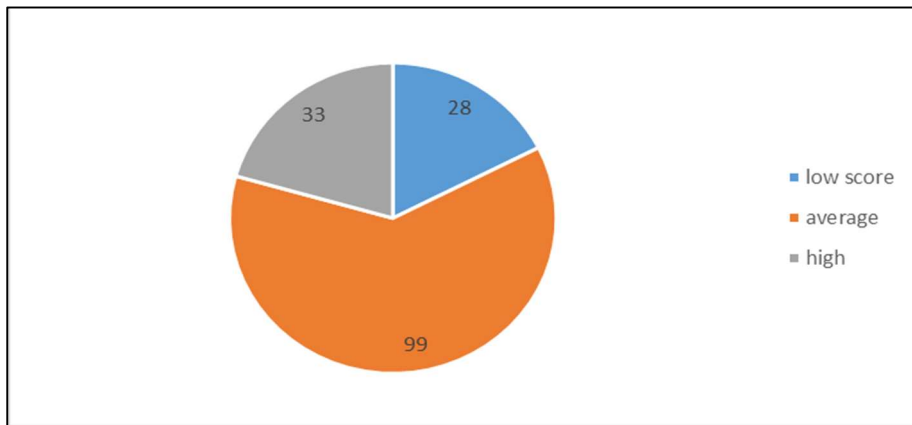


Figure 2. Graphical representation of the percentage analysis of Awareness on Constitutional Values for the total sample.

From the figure it is clearly identified that majority of higher secondary school students possess average level of Awareness on Constitutional Values .

Comparison of Mean Scores of Awareness on Constitutional Values of boys and girls of higher secondary school students.

Comparison of mean scores of Awareness on Constitutional Values of boys and girls of higher secondary school students is given in Table 5.

Table 5

Comparison of Mean Scores of Awareness on Constitutional Values of boys and girls of higher secondary school students.

Variable	Subsample	Number	Mean	S.D	t-value	Level of significance
Awareness on Constitutional Values	Boys	103	23.47	9.43	1.65	NS
	Girls	57	20.86	9.84		

From Table 5, it is evident that the t-value obtained for Awareness on Constitutional Values among boys and girls of higher secondary school students are 1.65 which is less than the table value of t (1.96) required for significance at .05 level.

So, there was no significant difference in the mean scores of Awareness on Constitutional Values for boys and girls in higher secondary schools. It shows that there is no significant difference in Awareness on Constitutional Values of boys and girls in higher secondary school. Hence, it can be concluded that the boys and girls of higher secondary schools are having the same level of Awareness on Constitutional Values.

Comparison of Mean Scores of Awareness on Constitutional Values of Government and Aided higher secondary school students.

To study whether significant difference exists in Awareness on constitutional values of higher secondary school students in the government and aided school students. The scores obtained for Awareness on Constitutional Values of government and aided higher secondary school students were compared using the test of significance of difference between means. The data and the result of the test of significance are presented in the table 6

Table 6

Comparison of Mean Scores of Awareness on Constitutional Values of government and aided school students of higher secondary school.

Variable	Sample	No	Mean	S.D	t-value	Level of significance
Awareness on Constitutional Values	Government	45	18.62	8.84	3.41	0.01
	Aided	115	24.23	9.54		

From Table. 6, it is evident that the t-value obtained for Awareness on Constitutional Values among government and aided higher secondary school students is 3.41 which is greater than the tabled value of t (2.58) required for significance at.

01 level. So there exists a significant difference in the mean scores of Awareness on Constitutional Values of government and aided higher secondary school students.

Further analysis of mean scores of government higher secondary school students and aided higher secondary school students were carried out. The mean scores are 18.62 and 24.23 respectively for government higher secondary school students and aided higher secondary school students. It is evident that the mean score of Awareness on Constitutional Values for aided higher secondary school students is greater than the mean score of Awareness on Constitutional Values for government higher secondary school students. Hence, it can be concluded that the aided higher secondary school students are having more awareness on Constitutional Values than the government higher secondary school students.

Comparison of Mean Scores of Awareness on Constitutional Values based on Subject of Specialization

The objective was to compare mean scores of awareness on constitutional values of students belongs to different subjects like science, humanities and commerce. The data analyzed with the help of one way ANOVA and the results are given below

Table 7

Comparison of mean scores of Awareness on Constitutional Values based on subject of specialization

	Sum of squares	df	Mean Square	F	Sig
Between Groups	1010.803	1	1010.803		.001
Within Groups	13832.972	158	87.550	11.545	
Total	1484.775	159			

From table: 7, it is evident that the F value obtained for Awareness on Constitutional Values for the subsample based on subject of specialization is 11.545 for (1, 159) df is greater than the tabled value of F (11.50). Thus, there exists significant difference in the mean scores of Awareness on Constitutional Values for the sub samples based on subject of specialization such as science, commerce, and humanities streams of higher secondary school students

Discussion

The result of one way ANOVA for Awareness on Constitutional Values for the subsample based on subject of specialization reveals that the F value is greater than the table value at .001 level of significance. Hence the difference in the mean scores of Awareness on Constitutional Values among higher secondary school students studies science, commerce and humanities differ significantly. This prompts for the post Hoc test. In order to know which groups differ in their mean scores in Awareness on Constitutional Values for the sub sample based on subject of specialization are presented in Table 8

Table 8

Summary of Scheffé Test of Post Hoc Comparison of Awareness on Constitutional Values based on subject specialization of higher secondary school student

(I) subject	(J) Subjects	Mean difference (I-J)
Science	Commerce	.070
	Humanities	.462*
Commerce	Science	-.070
	Humanities	.392*
Humanities	Science	-.462*
	Commerce	-.392*

*indicates the mean difference is significant at the 0.05 level.

The result of Scheffe test revealed that there is a significant difference in Awareness on Constitutional Values among higher secondary school students based on subject of specialization.

The result of Scheffe test revealed that there is a significant difference in the mean scores of Awareness on Constitutional Values between the students with science and humanities subject.

The result of Scheffe test revealed that there is a significant difference in the mean scores of Awareness on constitutional values between the students with commerce and humanities subject. The test also revealed that there is no significance difference in the mean scores of Awareness on Constitutional Values between the students with science and commerce.

Summary, Findings, Conclusion and Suggestion

-
- ❖ *Restatement of the problem*
 - ❖ *Objectives of the study*
 - ❖ *Hypotheses of the study*
 - ❖ *Methodology of the study*
 - ❖ *Major findings of the study*
 - ❖ *Tenability of Hypotheses*
 - ❖ *Educational implications*
 - ❖ *Suggestions for further research*
-

SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS

Educational research is expected to provide remedial recommendations for various issues in the field of education. An important purpose of research studies is to arrive at generalization based on interpretation. This chapter presents a summary of the procedure used for the study along with major findings, educational implications and suggestions for further research in the field.

Restatement of the Problem

The problem of present study was stated as **“AWARENESS ON CONSTITUTIONAL VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS”**

Objectives of the Study

1. To study the level of Awareness on Constitutional Values among higher secondary school students.
2. To compare mean scores of Awareness on Constitutional Values among higher secondary school students based on the sub samples
 - a) Gender
 - b) Subjects of specialization
 - c) Type of Management

Hypotheses of the Study

1. There is significant difference in the mean scores of Awareness Test on Constitutional Values among higher secondary school students based on sub sample gender
2. There is significant difference in the mean scores of Awareness Test on Constitutional Values among higher secondary school students based on sub sample types of management.
3. There is significant difference in the mean scores of Awareness Test on Constitutional Values among higher secondary school students based on sub sample subject of specialization.

Methodology of the Study

For the present study the investigator used the following methodology

Method of Study

The present study adopts survey method in order to understand the Awareness on Constitutional Values among higher secondary school students.

Sample

The sample for the present study consisted of 160 students from various higher secondary schools of Malappuram, District of Kerala state,

Tool used for the study

The investigator developed Awareness test to test the Awareness on Constitutional Values among higher secondary school students

Statistical Techniques Used for the study

Statistical Techniques used for the study are

- Percentage analysis
- Two-tailed test for significance of difference between means for large independent sample (t-Test)
- One-Way ANOVA used when one variable having more than two levels.

Major Findings of the Study

A brief description of the major findings of the present study is summarized below

- The extent of level of Awareness on Constitutional Value Among higher secondary school students out of 160 students 33(20.6%) are having high awareness on constitutional values, 99 students (61.9%) i.e. majority of higher secondary school students are having an average Awareness on Constitutional Values and 28 students (17.5%) are having low Awareness on Constitutional Values .Thus majority of the higher secondary school students are having average level of Awareness on Constitutional Values .
- While comparing the Awareness on Constitutional Values between boys and girls higher secondary school students the t-value 1.468 which is less than the tabled value (2.58)at 0.01 level .Since the t-value obtained is less than the tabled value, there exists no significant difference in the mean scores of Awareness on Constitutional Values for boys and girls higher secondary school students .There is no effect of gender on Awareness on Constitutional Values among higher secondary school students.

- While comparing the Awareness on Constitutional Values between type of management government and aided higher secondary school students the t-value obtained is 3.41 which is greater than the tabled value (2.58) at 0.001 level of significance. Since the t-value obtained is greater than the table value, there exists a significant difference in the mean scores of Awareness on Constitutional Values obtained between government and aided higher secondary school students. Aided school students possess more Awareness on Constitutional Values than the government higher secondary school students.
- The result of one way ANOVA for awareness on constitutional values for the sub groups based on subject of specialization reveals that the F value (11.545) is greater than the tabled value (3.01) at 0.05 level. That mean there is significant difference in the awareness on constitutional values of Higher secondary school students among their subject specialization as science, commerce and humanities. The result indicate that humanities students have more awareness on constitutional values than the science and commerce students.

Tenability of the Hypotheses

The first hypothesis states that there is a significant difference in the mean scores of Awareness Test on Constitutional Values among higher secondary school students based on subsample gender. The result of the study reveals that there is exist no significant difference in the mean scores for Awareness on Constitutional Values based on gender. So the first hypothesis is rejected.

The second hypothesis states that there is significant difference in the means scores of Awareness Test on Constitutional Values among higher secondary school students based on sub sample types of management. The result of this study was found that there is exist a significant difference in the mean scores for Awareness on Constitutional Values based types of management . Hence the second hypothesis is fully substantiated.

The third hypothesis is stated that there is significant difference in the mean scores of Awareness Test on Constitutional Values among higher secondary school students based on sub sample subject of specialization . The result showed that there is exists a significant difference the mean scores of Awareness on Constitutional Values among higher secondary school students based on sub sample subject of specialization .SO the third hypothesis is fully satisfied.

Conclusion

The distribution of the variable Awareness on Constitutional Values among higher secondary school students is approximately normal .From the analysis it is found that the majority of higher secondary school students are having average level of awareness on constitutional values .It emphasis the current level of Awareness on Constitutional Values of higher secondary school students

The result indicates that the Awareness on Constitutional Values of higher secondary school students do not differ on the sub sample based on gender .Here we can say that gender do not effect the Awareness on Constitutional Values of higher secondary school students .while examining other sub sample the type of management and subject specialization, shows there exist significant difference in

Awareness on Constitutional Values of higher secondary school students .It shows that students at aided institution scores high on Awareness on Constitutional Values while comparing with government schools. It also seems that the students with humanities as plus two level stream having high score in Awareness on Constitutional Values when compared to science and commerce subject of specialization.

The present study was intended to find out the Awareness on Constitutional Values among higher secondary school students in Malappuram district .The study reveals the facts that the students from humanities subject of specialization who are have more Awareness on Constitutional Values when compared to other group students .So it can be said that by giving proper general orientation with regard to Constitution and its Values as part of part of higher secondary school academic programmes .We can make the students more aware on constitutional values . .The investigator concludes that civics subject should be taught in every streams of higher secondary level .

Educational Implications

The present study entitled as Awareness on Constitutional Values among higher secondary school students reveals that the Awareness on Constitutional values among higher secondary school students is average level. There is no significant difference in Awareness on Constitutional Values among higher secondary school students based on gender. The study also reveals that the Awareness on Constitutional Values aided higher secondary school students possess high score on Awareness on Constitutional Values than the government higher

secondary school students, and Awareness on Constitutional Values among higher secondary school students humanities subjects have more Awareness than the higher secondary school students of commerce and science.

The basic purpose of education is harmonious development of students both in physical, mental, emotional. And also to create skill and knowledge. Education should be help to promote national heritage, the achievement of human civilization, possessing a basic scientific out look, commitment to the ideals of patriotism, democracy, secularism and the principles enunciated in the preamble to our constitution.

When the child comes to school he/she arrives a product of child hood experiences. Teacher cannot influence these experiences but can moderate life in school to build on them good political and democratic consciousness. The study has showed that the higher secondary school students posses average level of Awareness on Indian Constitutional Values. The study also revealed that higher secondary school students from humanities subjects possess high Awareness on Constitutional Values than the commerce and science students. So the study has implications in educational field. By including basic legal concepts, Constitutional Values and its importance to education in the higher secondary stream as part of general orientation.

India is going through a situation where the Constitution of India facing serious challenges and the Constitutional Values are being ignored and protect some values interest of few group of people . Now days we facing value degradation among the people of India and there are evidences violating the Constitutional core

Values all over the India The Constitution of India is more than just a book of law. The Constitution of India is the result of many struggle and agitations for internal democracy in India. Hence we must take seriously the current moves against the Constitutional core Values. There for the educational system and the curriculum should give students the opportunity to study Constitutional Values. Through the education only can protect the Constitution and its Values.

It is very important to improve the Awareness on Constitutional Values among higher secondary school students. To improve Awareness on Constitutional Values among the higher secondary school students some suggestions are given below

- During the time of curriculum construction effective planning should be done to aware the higher secondary school students on Constitutional Values
- Government can establish special awareness programmes at state and district level to aware the higher secondary school students on Constitutional Values.
- The curriculum should be focus on all core Values of Indian Constitution
- Promote citizenship education at school levels by incorporating practical experience.
- Conduct workshops to aware the higher secondary school students on Constitutional Values.
- Should be read preamble of Indian Constitution at least once in a week at school assembly it help the students to know Values of Indian Constitution.

- Conduct debates and symposium related to Constitutional Values and its importance.
- Encourage higher secondary school students to participate seminars and workshops related to Constitutional Values and prepare seminar papers on Constitutional Values.

Suggestions for Further Research

Every Educational Research has its own limitations and shortcomings. The present research has no expectations as it focus on the Awareness on Constitutional Values among higher secondary school students in Malappuram district. So for the continuation of the present study the researcher put forward the following suggestions

The findings and limitations of the present study helped the investigator to put forward the following suggestions for further research in the area

- The study can be repeated using a sample in other educational levels viz: Secondary school, college level, and also professional course on state wide or any district wise.
- A study of Awareness on Constitutional Values among teachers can be conducted.
- A comparative study of Awareness on Constitutional Values conducted in between professional course collegiate students and non –professional course collegiate students
- A comparative study of Awareness on Constitutional Values conducted in between working women and non-working women.
- A comparative study of Awareness on Constitutional values conducted between in-service teachers and pre-service teachers.

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Appendices

Appendix –I

FAROOK TRAINING COLLEGE –KOZHIKODE

AWARENESS TEST ON CONSTITUTIONAL VALUES (Draft)

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ME.D .Student

Farook Training College

ഞാൻ മുഹമ്മദ് ഇസ്മായിൽ. കോഴിക്കോട് ഫാറൂഖ് ട്രെയിനിംഗ് കോളേജിലെ രണ്ടാം വർഷ M.Ed. വിദ്യാർത്ഥിയാണ്. കോഴ്സിന്റെ ഭാഗമായുള്ള പഠനത്തിന്റെ വിവരശേഖരണമാണ് ഇതിലൂടെ ഞാൻ ഉദ്ദേശിക്കുന്നത്. താഴെ തന്നിരിക്കുന്ന 1 മുതൽ 55 വരെയുള്ള ചോദ്യങ്ങൾക്ക് 4 പ്രതികരണം വീതമാണു ഉള്ളത്. ഓരോ ചോദ്യവും ശ്രദ്ധാപൂർവ്വം വായിച്ചതിനുശേഷം ശരിയായ ഉത്തരം അടയാളപ്പെടുത്തുക. നിങ്ങൾ രേഖപ്പെടുത്തുന്ന ഉത്തരങ്ങൾ പഠനത്തിന്റെ ആവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഞാൻ ഉറപ്പുനൽകുന്നു.

By

Mohammed Ismayil K

വിദ്യാർത്ഥിയുടെ പേര്:.....

ലിംഗം :.....

പഠിക്കുന്ന ക്ലാസ് :.....

1. ഇന്ത്യൻ ഭരണഘടനയുടെ പൂർണ്ണ അധികാരം ആർക്ക്?

- ജനങ്ങൾ
- പ്രധാനമന്ത്രി
- സുപ്രീംകോടതി
- പ്രസിഡന്റ്

2. ഇന്ത്യൻ ഭരണഘടനയുടെ ആമുഖം ഏത് രാജ്യത്തിൽനിന്നാണ് കടമെടുത്തിരിക്കുന്നത്?

- റഷ്യ
- അമേരിക്ക
- ഫ്രാൻസ്
- ഐർലൻഡ്

3. അന്തർദേശീയജനാധിപത്യദിനമായി ആചരിക്കുന്നത്?
 - സെപ്റ്റംബർ 15
 - സെപ്റ്റംബർ 15
 - ഒക്ടോബർ 15
 - ആഗസ്റ്റ് 15

4. ഇന്ത്യൻ ഭരണഘടനയുടെ ലക്ഷ്യങ്ങൾ ഏതെല്ലാം?
 - സാഹോദര്യം
 - സമത്വം
 - സ്വാതന്ത്ര്യം
 - ഇവയെല്ലാം

5. ഏത് രാജ്യത്താണ് ജനാധിപത്യം പിറവി കൊണ്ടത്?
 - ഗ്രീസ്
 - അമേരിക്ക
 - ഇന്ത്യ
 - ബ്രിട്ടൻ

6. ഇന്ത്യൻ ഭരണഘടനയുടെ ആമുഖത്തിൽ പ്രതിപാദിക്കാത്ത മൂല്യം ഏത്?
 - ജനാധിപത്യം
 - സ്വത്തവകാശം
 - സാഹോദര്യം
 - സമത്വം

7. "ജനങ്ങൾക്ക് വേണ്ടി ജനങ്ങളാൽ തിരഞ്ഞെടുക്കപ്പെടുന്ന ജനങ്ങളുടെ ഭരണമാണ് ജനാധിപത്യം" ഇത് ആരുടെ വാക്കുകളാണ്,?
 - മാർട്ടിൻ ലൂഥർകിംഗ്
 - എബ്രഹാം ലിങ്കൻ
 - ജവഹർലാൽ നെഹ്റു
 - എപിജെ അബ്ദുൽകലാം

8. ഏത് രീതിയിലുള്ള ഭരണസംവിധാനമാണ് ഇന്ത്യയിൽ നിലവിലുള്ളത്?
 - പ്രത്യക്ഷ ജനാധിപത്യം
 - പരോക്ഷ ജനാധിപത്യം
 - ഭരണഘടനാ ജനാധിപത്യം
 - മോണിറ്ററി ജനാധിപത്യം

9. 1950 ജനുവരി 25ന് ഇന്ത്യൻ ഭരണഘടന അനുചേദം അനുസരിച്ചാണ് തിരഞ്ഞെടുപ്പ് കമ്മീഷൻ രൂപീകൃതമായത്?

- 324
- 320
- 321
- 320

10. പ്രായപൂർത്തി വോട്ടവകാശം സാർവത്രികമായ രീതിയിൽ ആദ്യമായി നടപ്പാക്കിയ രാജ്യം?

- ന്യൂസീലാൻഡ്
- ഇന്ത്യ
- അമേരിക്ക
- ബ്രിട്ടൻ

11. ഇന്ത്യയിൽ പ്രായപൂർത്തിവോട്ടവകാശം ആദ്യമായി നടപ്പാക്കിയവർഷം?

- 1947
- 1948
- 1949
- 1950

12. ഇന്ത്യയിൽ ഭരണകർത്താക്കൾക്ക് ആരോടാണ് ഉത്തരവാദിത്വം ഉള്ളത്?

- രാഷ്ട്രീയപാർട്ടികളോട്
- മന്ത്രിമാരോട്
- ജനങ്ങളോട്
- പ്രസിഡന്റിനോട്

13. താഴെപ്പറയുന്നവയിൽ ഒരു ജനാധിപത്യ വ്യവസ്ഥയ്ക്ക് അഭികാമ്യമായി നിർദ്ദേശിക്കപ്പെട്ടിട്ടുള്ളത്

- ഒരു രാഷ്ട്രീയ പാർട്ടി
- സാംസ്കാരിക സംഘടനകൾ
- ഒന്നിലധികം രാഷ്ട്രീയപാർട്ടികൾ
- ശക്തനായ പ്രസിഡന്റ്

14. ജനാധിപത്യവ്യവസ്ഥിതിയിൽ പ്രശ്നങ്ങൾ പരിഹരിക്കപ്പെടുന്നത് താഴെ പറയുന്നവയിൽ ഏത് രീതിയിലൂടെയാണ്?

- സമരത്തിലൂടെ
- അധികാരത്തിലൂടെ
- അഭിപ്രായസമന്വയത്തിലൂടെ
- വിപ്ലവത്തിലൂടെ

15. ജനാധിപത്യവ്യവസ്ഥകാര്യപ്രാപ്തിയുള്ളതുംഫലപ്രദവുംആക്കാ³താഴെപ്പറയുന്നവയിൽഅത്യവശ്യംവേണ്ടത്ഏത്?
- കരുത്തനായ പ്രസിഡണ്ട്
 - ദുർബല പ്രതിപക്ഷം
 - കരുത്തുറ്റ പട്ടാളം
 - കരുത്തുറ്റ പ്രതിപക്ഷം
16. ഒരുജനാധിപത്യരാജ്യത്ത്ജനങ്ങൾഅവരുടെജനപ്രതിനിധികളെതിരഞ്ഞെടുക്കുന്നത് ഏത് വ്യവസ്ഥിതിയിലൂടെയാണ്
- സാർവത്രികപ്രായപൂർത്തിവോട്ടവകാശം
 - അവകാശകൈമാറ്റം
 - മതനേതൃത്വംതിരഞ്ഞെടുക്കുന്നത്
 - ഇവയൊന്നുമല്ല
17. ഇന്ത്യൻഭരണഘടന താഴെ പറയുന്നവയിൽ ഏതെല്ലാം മേഖലകളിലാണ് വിവേചനം പാടില്ല എന്ന് വ്യക്തമാക്കിയിട്ടുള്ളത്?
- ജാതി
 - മതം
 - ജന്മസ്ഥലം
 - ഇവയെല്ലാം
18. താഴെപ്പറയുന്നവയിൽ തിരഞ്ഞെടുപ്പ് കമ്മീഷന്റെ അധികാരത്തിൽ ഉൾപ്പെടുന്നത് ഏത്?
- ഇന്ത്യയിലെ നിയമസഭകളിലേക്കും പാർലമെന്റിലേക്കും തദ്ദേശഭരണ സ്ഥാപനങ്ങളിലേയ്ക്കും നടക്കുന്ന തിരഞ്ഞെടുപ്പുകൾ നടത്തുക
 - രാഷ്ട്രീയപാർട്ടികൾരൂപീകരിക്കൽ
 - പ്രസിഡന്റിനെ തിരഞ്ഞെടുക്കൽ
 - സുപ്രീംകോടതി .ചീഫ്ജസ്റ്റിസിനെ തിരഞ്ഞെടുക്കൽ
19. ഇന്ത്യയിൽ പ്രായപൂർത്തി വോട്ടെടുപ്പിലൂടെ എത്ര വർഷത്തേക്കാണ് അംഗങ്ങളെ തിരഞ്ഞെടുക്കുന്നത്
- അഞ്ചുവർഷത്തേക്ക്
 - നാലുവർഷത്തേക്ക്
 - ആറുവർഷത്തേക്ക്
 - പത്തുവർഷത്തേക്ക്
20. നിയമനിർമ്മാണസഭ പാസാക്കിയ ഒരു നിയമത്തിനുമേൽ ജനാഭിപ്രായം വോട്ടെടുപ്പിലൂടെ പ്രകടമാക്കുന്നതാണ്?
- അഭിപ്രായം
 - ഹിതപരിശോധന
 - അവബോധം
 - ഇവയൊന്നുമല്ല

21. രാജ്യത്തിന്റെ ക്ഷേമത്തിനായി രാജ്യത്തിന് അകത്തും പുറത്തുമുള്ള കാര്യങ്ങളിൽ രാജ്യത്തിന് സ്വയം തീരുമാനമെടുക്കാം, ഇത് ഏത് ഭരണഘടന മൂല്യത്തെയാണ് ഉദ്ദേശിക്കുന്നത്?
- പരമാധികാരം
 - സാഹോദര്യം
 - മതേതരം
 - സോഷ്യലിസം
22. ഏത് ഭരണഘടനഭേദഗതിയിലൂടെയാണ് 'സോഷ്യലിസം' എന്ന പദം ഭരണഘടനയുടെ ആമുഖത്തിൽ ചേർത്തത്?
- 43-ാമത്
 - 44-ാമത്
 - 45-ാമത്
 - 42-ാമത്
23. ക്ഷേമ രാഷ്ട്രം എന്ന ലക്ഷ്യത്തോടെ ആമുഖത്തിൽ ഉൾപ്പെടുത്തിയ മൂല്യം
- സോഷ്യലിസം
 - സ്വാതന്ത്ര്യം
 - ജനാധിപത്യം
 - ജസ്റ്റിസ്
24. സോഷ്യലിസം എന്ന വാക്ക്കൊണ്ട് അർത്ഥമാകുന്നത്
- സാമൂഹിക-സാമ്പത്തിക അസമത്വങ്ങൾ കുറയ്ക്കുന്നതിന് സർക്കാർഭൂമിയുടെ ഉടമസ്ഥാവകാശം നിയന്ത്രിക്കണം
 - വിതരണനീതിയിലൂടെ സമ്പത്ത് സമൂഹം തുല്യമായി പങ്കിടണം
 - സാമൂഹിക-സാമ്പത്തിക അസമത്വങ്ങൾ കുറയ്ക്കുന്നതിന് സർക്കാർ വ്യവസായങ്ങളുടെ ഉടമസ്ഥാവകാശം നിയന്ത്രിക്കണം
 - ഇവയെല്ലാം
25. ജനാധിപത്യസോഷ്യലിസം ലക്ഷ്യമിടുന്നത്
- ജനങ്ങളുടെ മേലുള്ള ആധിപത്യം
 - മുതലാളിത്തം
 - അവസരസമത്വം
 - ഒരു പ്രത്യേക വിഭാഗത്തിനു മാത്രം നൽകുന്ന നീതി
26. ആദ്യത്തെ റിപ്പബ്ലിക്ദിനം ആഘോഷിച്ച തീയതിയും വർഷവും താഴെപ്പറയുന്നവയിൽ ഏതാണ്?
- 26 January, 1950
 - 28 January, 1930
 - 26 January, 1930
 - 28 January, 1950
27. ഇന്ത്യൻ ഭരണഘടനപ്രകാരം ഒരു പൗരന് രാഷ്ട്രപതിയാകാൻ വേണ്ട പ്രായം എത്ര?
- 25
 - 45
 - 55
 - 35

28. ലോകസഭയുടെ അധ്യക്ഷൻ ആര്?

- ഉപരാഷ്ട്രപതി
- പ്രധാനമന്ത്രി
- രാഷ്ട്രപതി
- സ്പീക്കർ

29. ഇന്ത്യയുടെ രാഷ്ട്രപതിയെ തിരഞ്ഞെടുക്കുന്ന ഇലക്ട്രൽ കോളേജ് സംവിധാനത്തിൽ ആരൊക്കെയാണ് പങ്കാളികളാകുന്നത്?

- പാർലമെന്റിന്റെ ഇരുസഭകളിലും തിരഞ്ഞെടുക്കപ്പെട്ട അംഗങ്ങൾ
- സംസ്ഥാന നിയമസഭയിലെ തിരഞ്ഞെടുക്കപ്പെട്ടവരും നാമനിർദ്ദേശം ചെയ്യപ്പെട്ടവരുമായ അംഗങ്ങൾ
- എല്ലാ കേന്ദ്ര ഭരണ പ്രദേശങ്ങളിലെയും അംഗങ്ങൾ
- ഇവയെല്ലാം

30. രാഷ്ട്രപതിയെ തൽസ്ഥാനത്തുനിന്നു നീക്കം ചെയ്യുന്ന നടപടി താഴെ പറയുന്നവയിൽ ഏതെല്ലാതെയാണ്?

- ലോക്സഭയിൽ മാത്രം
- രാജ്യസഭയിൽ മാത്രം
- പാർലമെന്റിന്റെ ഇരുസഭകളിലും
- സുപ്രീംകോടതി

31. ഇന്ത്യ മഹാരാജ്യം റിപ്പബ്ലിക് ആയി എന്നതുകൊണ്ട് അർത്ഥമാക്കുന്നത് താഴെ പറയുന്നവയിൽ ഏത്?

- ഒരു ജനത ഭരണഘടനാപരമായി തങ്ങളുടെ അവകാശങ്ങളേയും കടമകളേയും സ്വയം അംഗീകരിച്ച് ഒരുപരമാധികാര രാഷ്ട്രമായി മാറിയദിനം
- രാഷ്ട്രം സ്വാതന്ത്ര്യം ആയി എന്നത്
- ഗാന്ധിയുടെ ജന്മദിനം
- ബ്രിട്ടീഷുകാർ ഇന്ത്യവിട്ട് പോയ ദിനം

32. ഇന്ത്യൻ ഭരണഘടനയുടെ ആർട്ടിക്കിൾ 14 വിഭാവനം ചെയ്യുന്നത്?

- നിയമത്തിനു മുന്നിൽ എല്ലാവരും സമന്മാരാണ്
- സംവരണം
- കുറുമാറ്റനിരോധനം
- പട്ടികജാതി വികസനം

33. മൗലികാവകാശത്തിൽ പ്രതിപാദിച്ചിട്ടുള്ള സമത്വത്തിനുള്ള അവകാശത്തിൽ ഉൾപ്പെടാത്തത് ഏത്?

- നിയമത്തിനു മുന്നിൽ തുല്യസമത്വം
- അവസരസമത്വം
- വിവേചനങ്ങൾക്കെതിരെ നിരോധനം
- തുല്യമായ സ്വത്തവകാശം

34. സമത്യാവകാശങ്ങളെക്കുറിച്ച് പ്രതിപാദിക്കുന്ന ഭരണഘടനയുടെ വകുപ്പുകൾ ഏതെല്ലാം?
- 14 മുതൽ 18 വരെ
 - 19 മുതൽ 22 വരെ
 - 23 മുതൽ 28 വരെ
 - 29, 30 വകുപ്പുകൾ
35. ഇന്ത്യൻ ഭരണഘടനയിലെ 'സാമൂഹിക സമത്വം' എന്നതിന്റെ അർത്ഥമെന്താണ്?
- ഉയർന്ന വിഭാഗങ്ങൾക്കുള്ള അവസരങ്ങൾ
 - ചില മത വിഭാഗങ്ങൾക്കുള്ള അവസരങ്ങൾ
 - സമൂഹത്തിലെ എല്ലാ വിഭാഗങ്ങൾക്കും തുല്യ അവസരങ്ങൾ
 - ഇവയൊന്നുമല്ല
36. ഒരു ഇന്ത്യൻ പൗരന് ഏതു മാനദണ്ഡപ്രകാരം ആണ് തൊഴിൽ നൽകുന്നത്?
- ജാതിയുടെ അടിസ്ഥാനത്തിൽ
 - സാമ്പത്തിക അടിസ്ഥാനത്തിൽ
 - ലിംഗ അടിസ്ഥാനത്തിൽ
 - വിദ്യാഭ്യാസ യോഗ്യതയുടെ അടിസ്ഥാനത്തിൽ
37. താഴെ കൊടുത്തിരിക്കുന്നവയിൽ 15-ാം വകുപ്പ് പ്രകാരം ഏതെല്ലാം തരത്തിലുള്ള വിവേചനത്തെ ആണ് ഇന്ത്യൻ ഭരണഘടന ഇല്ലാതാക്കിയത്?
- വംശം, ജാതി
 - ജാതി, മതം
 - ജനനസ്ഥലം, ലിംഗം
 - ഇവയെല്ലാം
38. ഇന്ത്യൻ ഭരണഘടനയിലെ മൗലിക അവകാശത്തിൽ ഏത് വകുപ്പാണ് സ്വാതന്ത്ര്യത്തെക്കുറിച്ച് പ്രതിപാദിക്കുന്നത്?
- 19 മുതൽ 22 വരെ
 - 23 മുതൽ 28 വരെ
 - 29, 30 വകുപ്പുകൾ
 - 14 മുതൽ 18 വരെ
39. സ്വതന്ത്രത്തിനുള്ള അവകാശത്തിൽ പറയുന്ന മൗലിക സ്വാതന്ത്ര്യങ്ങളെക്കുറിച്ച് പ്രതിപാദിച്ച വകുപ്പ് ഏത്?
- 21-ാം വകുപ്പ്
 - 19-ാം വകുപ്പ്
 - 22-ാം വകുപ്പ്
 - 20-ാം വകുപ്പ്
40. ഇന്ത്യൻ ഭരണഘടനയുടെ 19-ാം വകുപ്പ് പ്രകാരം ഒരു വ്യക്തിക്ക് ഉറപ്പു നൽകുന്ന മൗലിക സ്വാതന്ത്ര്യങ്ങൾ ഏത്?
- അഭിപ്രായ സ്വാതന്ത്ര്യം, സംഘടനാ സ്വാതന്ത്ര്യം
 - ഇഷ്ടമുള്ള തൊഴിൽ സ്വീകരിക്കാനുള്ള സ്വാതന്ത്ര്യം
 - സഞ്ചാര സ്വാതന്ത്ര്യം, പാർപ്പിട സ്വാതന്ത്ര്യം
 - ഇവയെല്ലാം

41. താഴെപ്പറയുന്നവയിൽ ഏതാണ് ഇന്ത്യൻ ഭരണഘടന ഉറപ്പു നൽകാത്തത്?
- രാജ്യത്തുടനീളം സ്വതന്ത്രമായി സഞ്ചരിക്കാനുള്ള സ്വാതന്ത്ര്യം
 - സമാധാനപരമായി ഒത്തുചേരാനുള്ള സ്വാതന്ത്ര്യം
 - എല്ലാവരും ഒരു രാഷ്ട്രീയപാർട്ടിയിൽ മാത്രം അംഗമാവുക
 - ഏതെങ്കിലും കച്ചവടമോ തൊഴിലോ നടത്താനുള്ള സ്വാതന്ത്ര്യം
42. മതേതരത്വം എന്ന വാക്കുകൊണ്ട് അർത്ഥമാക്കുന്നത്
- എല്ലാമതങ്ങളെയും തുല്യമായി പരിഗണിക്കുക
 - രാജ്യത്തെ എല്ലാവരും ഒരു മതം മാത്രം സ്വീകരിക്കുക
 - മതം ഇല്ലാത്ത അവസ്ഥ
 - ചിലമതങ്ങളോട് മാത്രമുള്ള വിധേയത്വം
43. ഭരണഘടനയുടെ ഏത് ഭേദഗതിയിലൂടെയാണ് 'മതേതരത്വം' എന്ന പദം അതിന്റെ ആമുഖത്തിൽ ചേർത്തത്?
- 42-ാമത്
 - 43-ാമത്
 - 44-ാമത്
 - 45-ാമത്
44. താഴെപ്പറയുന്നവയിൽ ഇന്ത്യൻ മതേതരത്വത്തിന് യോജിക്കാത്തത് ഏത്?
- രാജ്യത്തെ എല്ലാവരും ഒരു മതം മാത്രം സ്വീകരിക്കുക
 - ഇഷ്ടമുള്ള മതം സ്വീകരിക്കാനും പ്രചരിപ്പിക്കാനുള്ള അവകാശം
 - മതപരിപാലനത്തിനും അതിനുവേണ്ടി ഉപയോഗിക്കുന്ന പണം നികുതിയിൽ നിന്നും ഒഴിവാക്കുക
 - ഗവൺമെന്റിന്റെ ഉടമസ്ഥതയിലും ഉത്തരവാദിത്വമുള്ള വിദ്യാഭ്യാസ സ്ഥാപനങ്ങൾ മതബോധനം പാടില്ല
45. ഇന്ത്യയിലെ പരമോന്നത കോടതി ഏത്?
- മജിസ്ട്രേറ്റ് കോടതി
 - സുപ്രീംകോടതി
 - ഹൈക്കോടതി
 - ജില്ലാകോടതി
46. സുപ്രീംകോടതി ചീഫ് ജസ്റ്റിസിനെ നിയമിക്കുന്നത് ആര്?
- രാഷ്ട്രപതി
 - ഗവർണ്ണർ
 - പ്രധാനമന്ത്രി
 - നിയമമന്ത്രി
47. ഭരണഘടനഭേദഗതിക്കുള്ള അധികാരം നിക്ഷിപ്തമായിരിക്കുന്നത്?
- സുപ്രീംകോടതി
 - പ്രധാനമന്ത്രി
 - പാർലമെന്റ്
 - രാഷ്ട്രപതി

48. മൗലികാവകാശങ്ങൾ ലംഘിക്കപ്പെട്ടാൽ ഒരു ഇന്ത്യൻ പൗരൻ സമീപിക്കേണ്ടത്

- സുപ്രീംകോടതി
- പാർലമെന്റ്
- പോലീസ് സ്റ്റേഷൻ
- ജനപ്രതിനിധികൾ

49. ഭരണഘടനയുടെ ആമുഖത്തിൽ പരാമർശിച്ചിരിക്കുന്ന മൂന്ന് തരത്തിലുള്ള നീതി

- സാമൂഹികവും സാമ്പത്തികവും രാഷ്ട്രീയവും
- സാമൂഹികവും സാമ്പത്തികവും മതപരവും
- മതപരവും സാമ്പത്തികപരവും രാഷ്ട്രീയവും
- സാമൂഹികവും മതപരവും രാഷ്ട്രീയവും

50. ഗവൺമെന്റിന്റെ നിയമനിർമ്മാണം, എക്സിക്യൂട്ടീവ് എന്നിവയുടെ പ്രവർത്തനങ്ങൾ ഭരണഘടനയ്ക്ക് അനുസൃതമാണോ എന്ന് നിർണ്ണയിക്കാനുള്ള ജുഡീഷ്യറിയുടെ അധികാരം

- ജുഡീഷ്യൽ റിവ്യൂ
- ജുഡീഷ്യൽ ആക്ടിവിസം
- ജുഡീഷ്യൽ അധികാരം
- ലെജിസ്ലേറ്റീവ് അധികാരം

51. ഭരണഘടനയിലെ 32-ാം വകുപ്പ് ഉറപ്പു നൽകുന്നത്

- ഭരണഘടന ഭേദഗതിക്കുള്ള അവകാശം
- മതസ്വാതന്ത്ര്യം
- സഞ്ചാര സ്വാതന്ത്ര്യം,
- പാർപ്പിട സ്വാതന്ത്ര്യം

52. "integrity" എന്ന ആശയം ഭരണഘടനയിൽ ഉൾപ്പെടുത്തിയത് ഏത് ഭേദഗതി പ്രകാരമാണ്

- 42-ാമത്
- 52-ാമത്
- 62-ാമത്
- 72-ാമത്

53. ഇന്ത്യൻ ഭരണഘടനയിലെ വകുപ്പുകളുടെ ആകെ എണ്ണം?

- 395
- 298
- 390
- 444

54. ഇന്ത്യൻ സേനയുടെ സർവ്വസൈന്യാധിപൻ ആര്?

- രാഷ്ട്രപതി
- പ്രധാനമന്ത്രി
- ആഭ്യന്തരമന്ത്രി
- സ്പീക്കർ

55. സംസ്ഥാന ഗവർണ്ണർമാരെ നിയമിക്കുന്നത് ആര്?

- രാഷ്ട്രപതി
- പ്രധാനമന്ത്രി
- ഹൈക്കോടതി
- നിയമസഭ

Scoring Key

1. സുപ്രീംകോടതി
2. ഐർലൻഡ്
3. സെപ്റ്റംബർ 15
4. ഇവയെല്ലാം
5. ഗ്രീസ്
6. സ്വത്തവകാശം
7. എബ്രഹാം ലിങ്കൺ
8. ഭരണഘടന ജനാധിപത്യം
9. 324
10. ന്യൂസിലാൻഡ്
11. 1947
12. ജനങ്ങളോട്
13. ഒന്നിലധികം രാഷ്ട്രീയപാർട്ടികൾ
14. അഭിപ്രായ സമരത്തിലൂടെ
15. കരുത്തുറ്റ പ്രതിപക്ഷം
16. സാർവത്രിക പ്രായപൂർത്തിയോട്ടവകാശം
17. ഇവയെല്ലാം
18. ഇന്ത്യയിലെ നിയമസഭയിലേക്കും പാർലമെന്റിലേക്ക് തദ്ദേശഭരണ സ്ഥാപനങ്ങളിലേക്ക്
19. അഞ്ചു വർഷത്തേക്ക്
20. ഹിതപരിശോധന
21. പരമാധികാരം
22. 42-ാമത്
23. സോഷ്യലിസം
24. വിതരണ നീതിയിലൂടെ സമ്പത്ത് സമൂഹം തുല്യമായി പങ്കിടണം
25. അവസരസമത്വം
26. 26 ജനുവരി 1950
27. 35
28. സ്പീക്കർ
29. പാർലമെന്റിലെ ഇരു സഭകളിലും തിരഞ്ഞെടുക്കപ്പെട്ട അംഗങ്ങൾ
30. സുപ്രീംകോടതി
31. ഒരു ജനത ഭരണഘടനാപരമായി തങ്ങളുടെ അവകാശങ്ങളെയും കടമകളെയും
32. നിയമത്തിനു മുന്നിൽ എല്ലാവരും സമന്മാരാണ്

33. തുല്യമായ സ്വത്തവകാശം
34. 14 മുതൽ 18 വരെ
35. സമൂഹത്തിലെ എല്ലാ വിഭാഗങ്ങൾക്കും തുല്യ അവസരങ്ങൾ
36. വിദ്യാഭ്യാസയോഗ്യതയുടെ അടിസ്ഥാനത്തിൽ
37. ഇവയെല്ലാം
38. 19 മുതൽ 22 വരെ
39. 19-ാം വകുപ്പ്
40. ഇവയെല്ലാം
41. എല്ലാവരും ഒരു രാഷ്ട്രീയ പാർട്ടിയിൽ മാത്രം അംഗമാവുക
42. എല്ലാ മതങ്ങളെയും തുല്യമായി പരിഗണിക്കുക
43. 42-ാമത്
44. രാജ്യത്തെ എല്ലാവരും ഒരു മതം മാത്രം സ്വീകരിക്കുക
45. സുപ്രീംകോടതി
46. രാഷ്ട്രപതി
47. സുപ്രീംകോടതി
48. സുപ്രീംകോടതി
49. സാമൂഹികവും സാമ്പത്തികവും രാഷ്ട്രീയവും
50. ജുഡീഷ്യൽ റിവ്യൂ
51. ഭരണഘടനാ ഭേദഗതിക്കുള്ള അവകാശം
52. 42
53. 444
54. രാഷ്ട്രപതി
55. രാഷ്ട്രപതി

Appendix –I

FAROOK TRAINING COLLEGE –KOZHIKODE

AWARENESS TEST ON CONSTITUTIONAL VALUES (Draft)

Fasalul Abid. C.M

Asst. Professor

Farook Training College

Muhammed Ismail K.M

ME.D .Student

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Instructions

The following are the questions to check your awareness on constitutional values .Read each questions carefully and record your responses honestly. Each question has A, B, C, D, options as answers. After reading the questions you should furnish the respective column with tick mark .would you mind answering all questions? I would like to ensure that all the information availed through this survey will only be utilized for research purpose

1) Who has full authority over the Constitution of India?

- People
- Supreme court
- President
- Prime minister

2) From which country preamble to the Constitution of India is borrowed?

- Russia
- United States
- France
- Ireland

3) International democracy day celebrated on

- September -15
- September -20
- October-2
- August -15

4) What are the objectives of the constitution of India?

- Brotherhood
- Equality
- Freedom
- All of these

5) In which country Democracy was born?

- Greece
- United States
- India
- Britain

6) Which value is not mentioned in the preamble of the constitution of India?

- Democracy
- Right to property
- Brotherhood
- Equality

7) Democracy is the rule of the people, elected by the people, for the people' who said this?

- Martin Luther king
- Abraham Lincoln
- Jawaharlal Nehru
- APJ Abdul Kalam

8) What kind of governance system exists in India?

- Direct democracy
- Indirect democracy
- Constitutional Democracy
- Monetary democracy

9) The Election commission was constituted on 25 January 1950 in accordance with which Article of Indian Constitution?

- 324
- 326
- 321
- 320

10) The first Country to fully implement adult suffrage?

- New Zealand
- India
- United States
- Britain

11) In which year first adult suffrage was introduced in India?

- 1947
- 1948
- 1949
- 1950

12) In India to whom are the rulers responsible?

- To political parties
- To the ministers
- To the people
- To the president

13) Which of the following is recommended for a democratic system?

- A political party
- Cultural organization
- Multiple political parties
- Strong president

14) Which of the following ways problems are solved in democracy is -----?

- Through the struggle
- By power
- By consensus
- Revolution

15) Which of the following is essential for making a democratic system efficient and effective?

- Strong president
- Weak opposition
- Strong Army
- Strong opposition

16) The system by which the people elect their representatives in a democracy is -----?

- Universal Adult Suffrage
- Selecting the religious
- Leadership
- None of these

17) The Constitution of India states that there is no discrimination in any one of the following areas.....?

- Caste
- Religion
- Place of birth
- All of the above

18) Which of the following is under the jurisdiction of the election commission?

- Conduct election to the legislative Assemblies
- Parliament and local bodies of India
- Formation of political parties
- Election of president
- Election of the chief justice of the supreme court

19) For how many years are members elected by adult voting in India

- For five years
- For four years
- For six years
- For ten years

20) Device by which people express their opinion through vote on a law passed by the Legislature?

- Plebiscite
- Referendum
- Public Opinion
- None of the above

21) The country can make its own decision on matters inside and outside the country for the welfare of the country, what is the constitutional value implies?

- Sovereignty
- Brotherhood
- Secular
- Socialism

22) By which constitutional amendment was the word socialism added to the preamble of the Constitution?

- 43rd
- 44th
- 45th
- 42nd

23) Value included in the preamble with the objective of a welfare state?

- Socialism
- Freedom
- Democracy
- Justice

24) What is mean by socialism?

- The government should restrict land ownership to reduce socio economic inequalities
- Wealth should be shared equally by society through distribution, justice
- The government should restrict the ownership of industries to reduce Socio economic inequalities
- All of the above

25) Aiming at democratic socialism

- Dominance over the people
- Capitalism
- Equality of opportunities
- Justice given only to a particular category

26) Which of the following is the date and year on which first republic day was celebrated?

- 26th January ,1950
- 28th January ,1930
- 26th, January ,1930
- 28th, January ,1950

27) According to the Constitution of India, what is the age limit for a citizen to become president?

- 25
- 35
- 45
- 55

28) Who is the Chief of Lok sabha?

- Vice president
- Prime minister
- The president
- Speaker

29) Who participates in the Electoral College System which elects the president of India?

- Elected members of both houses of parliament
- Elected and nominated members of the state Legislative Assembly
- Members of all Union territories
- All of these

30) At what level of the following is the process of removing the president from power?

- Only in the loka sabha
- Only in the Rajya saha
- In both houses of parliament
- Supreme court

31) Which of the following means India as a republic?

- The day when people constitutionally recognizes their rights and responsibilities and become a sovereign nation
- That the nation became independent
- Gandhi's birth day
- The day the British left India

32) What is envisaged in Article 14 of the Constitution of India?

- All are equal before the law
- Reservation
- Prohibition of deviation
- Schedule caste development

33) Which of the following is not included in the right to equality enshrined in the fundamental rights?

- Equality before law
- Equality of opportunity
- Prohibition against discrimination
- Equal property rights

34) What are the provisions of the constitution which deals with equality rights?

- 14-18
- 19-22
- 23-28
- 29-30

35) What is the meaning of social equality in the Constitution of India?

- Opportunities for higher categories
- Opportunities for certain religion
- Equal opportunities for all sections of society
- None of these

36) By what criteria is an Indian Citizen employed?

- On the bases of caste
- In financial terms
- On the basis of gender
- Based on Educational qualifications

37) Which of the following discrimination has been abolished by the Constitution of India Under Article 15?

- Race , caste
- Caste and religion
- Place of birth, gender
- All the above

38) Liberty is one of the fundamental rights enshrined in the Constitution on India in which Articles?

- 19-22
- 23-28
- 29-30
- 14-18

39) Which of the following is a provision of 6 fundamental liberty mentioned in the right to liberty in Indian Constitution?

- Section 21
- Section 19
- Section 22
- Section 20

40) What are the fundamental liberty guaranteed to an individual under Article 19 of the Indian constitution?

- Freedom to expression and freedom of association
- Freedom to accept employment of choice
- Freedom of movement and freedom of residence
- All of the above

41) Which of the following is not guaranteed by the Indian Constitution?

- Freedom to travel freely across the country
- Freedom to assemble peacefully
- Every one joins only one political party
- Freedom to do any trade or work

42) Secularism means?

- Treat all religions equally
- Everyone in the country should accept only one religion
- Lack of religion
- Disagreement only with certain religions

43) By which amendment of the constitution was the word secularism added to preamble?

- 42nd
- 43rd
- 44th
- 45th

44) Which of the following is not compatible with Indian Secularism?

- Everyone in the country should accept only one religion
- The right to adopt and propagate the religion of one's choice
- Exemption of money used for religious observances and taxes Educational institutions that are also.
- Government owned and responsible should not be religious

45) Which is the highest court in India?

- Magistrate court
- Supreme court
- High court
- District court

46) Who appoints the chief Justice of the Supreme Court?

- President
- Governor
- Prime Minister
- Minister of Law

47) To whom vested the power to amend the Constitution?

- Supreme Court
- Prime Minister
- Parliament
- President

48) If one's fundamental Rights are violated an Indian citizen can approach to -----?

- Supreme Court
- Police station
- Parliament
- Representatives of the people

49) The three types of justice mentioned in the preamble of the constitution

- Social, economic and political
- Social, economics and religious
- Religious, economics and political
- Social, religious and political

50) The power of the judiciary to determine whether the legislative and executive functions of government are Constitutional?

- Judicial Review
- Judicial activism
- Judicial power
- Legislative power

51) What is assured by Article 32 of the Constitution of India?

- The right to amend the Constitution
- Freedom of religion
- Freedom of movement
- Freedom of residence

52) By which amendment the concept of "integrity" was added in the Constitution?

- 42nd
- 52nd
- 62nd
- 72nd

53) What is the total number of Articles in the constitution of India?

- 395
- 298
- 390
- 444

54) Who is the Commander –in- chief of Indian Army?

- President
- Prime Minister
- Home Minister
- Speaker

55) Who appoints state governors?

- President
- Prime Minister
- High Court
- Legislative Assembly

Appendix –II

FAROOK TRAINING COLLEGE –KOZHIKODE

AWARENESS TEST ON CONSTITUTIONAL VALUES (Final)

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ഞാൻ മുഹമ്മദ് ഇസ്മായിൽ. കോഴിക്കോട് ഫാറൂഖ് ട്രെയിനിംഗ് കോളേജിലെ രണ്ടാം വർഷ M.Ed. വിദ്യാർത്ഥിയാണ്. കോഴ്സിന്റെ ഭാഗമായുള്ള പഠനത്തിന്റെ വിവരശേഖരണമാണ് ഇതിലൂടെ ഞാൻ ഉദ്ദേശിക്കുന്നത്. താഴെ തന്നിരിക്കുന്ന 1 മുതൽ 45 വരെയുള്ള ചോദ്യങ്ങൾക്ക് 4 പ്രതികരണം വീതമാണു ഉള്ളത്. ഓരോ ചോദ്യവും ശ്രദ്ധാപൂർവ്വം വായിച്ചതിനുശേഷം ശരിയായ ഉത്തരം അടയാളപ്പെടുത്തുക. നിങ്ങൾ രേഖപ്പെടുത്തുന്ന ഉത്തരങ്ങൾ പഠനത്തിന്റെ ആവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഞാൻ ഉറപ്പുനൽകുന്നു.

By

Mohammed Ismayil K

വിദ്യാർത്ഥിയുടെ പേര്:.....
ലിംഗം :.....
പഠിക്കുന്ന ക്ലാസ് :.....

1. ഇന്ത്യൻ ഭരണഘടനയുടെ ആമുഖം ഏത് രാജ്യത്തിൽനിന്നാണ് കടമെടുത്തിരിക്കുന്നത്?
 - റഷ്യ
 - അമേരിക്ക
 - ഫ്രാൻസ്
 - ഐർലൻഡ്
2. ഇന്ത്യൻ ഭരണഘടനയുടെ ലക്ഷ്യങ്ങൾ ഏതെല്ലാം?
 - സാഹോദര്യം
 - സമത്വം
 - സ്വാതന്ത്ര്യം
 - ഇവയെല്ലാം

3. "ജനങ്ങൾക്ക് വേണ്ടി ജനങ്ങളാൽ തിരഞ്ഞെടുക്കപ്പെടുന്ന ജനങ്ങളുടെ ഭരണമാണ് ജനാധിപത്യം' ഇത് ആരുടെ വാക്കുകളാണ്,?
 - മാർട്ടിൻ ലൂഥർകിംഗ്
 - എബ്രഹാം ലിങ്കൻ
 - ജവഹർലാൽ നെഹ്റു
 - എപിജെ അബ്ദുൽകലാം

4. ഏത് രീതിയിലുള്ള ഭരണസംവിധാനമാണ് ഇന്ത്യയിൽ നിലവിലുള്ളത്?
 - പ്രത്യക്ഷ ജനാധിപത്യം
 - പരോക്ഷ ജനാധിപത്യം
 - ഭരണഘടനാ ജനാധിപത്യം
 - മോണിറ്ററി ജനാധിപത്യം

5. 1950 ജനുവരി 25ന് ഇന്ത്യൻ ഭരണഘടന അനുചേദം അനുസരിച്ചാണ് തിരഞ്ഞെടുപ്പ് കമ്മീഷൻ രൂപീകൃതമായത്?
 - 324
 - 320
 - 321
 - 320

6. പ്രായപൂർത്തി വോട്ടവകാശം സാർവത്രികമായ രീതിയിൽ ആദ്യമായി നടപ്പാക്കിയ രാജ്യം?
 - ന്യൂസീലാൻഡ്
 - ഇന്ത്യ
 - അമേരിക്ക
 - ബ്രിട്ടൻ

7. ഇന്ത്യയിൽ പ്രായപൂർത്തിവോട്ടവകാശം ആദ്യമായി നടപ്പാക്കിയവർഷം?
 - 1947
 - 1948
 - 1949
 - 1950

8. ഇന്ത്യയിൽ ഭരണകർത്താക്കൾക്ക് ആരോടാണ് ഉത്തരവാദിത്വം ഉള്ളത്?
 - രാഷ്ട്രീയപാർട്ടികളോട്
 - മന്ത്രിമാരോട്
 - ജനങ്ങളോട്
 - പ്രസിഡന്റിനോട്

9. താഴെപ്പറയുന്നവയിൽ ഒരു ജനാധിപത്യ വ്യവസ്ഥയ്ക്ക് അഭികാമ്യമായി നിർദ്ദേശിക്കപ്പെട്ടിട്ടുള്ളത്
 - ഒരു രാഷ്ട്രീയ പാർട്ടി
 - സാംസ്കാരിക സംഘടനകൾ
 - ഒന്നിലധികം രാഷ്ട്രീയപാർട്ടികൾ
 - ശക്തനായ പ്രസിഡന്റ്
10. ജനാധിപത്യവ്യവസ്ഥിതിയിൽ പ്രശ്നങ്ങൾ പരിഹരിക്കപ്പെടുന്നത് താഴെ പറയുന്നവയിൽ ഏത് രീതിയിലൂടെയാണ്?
 - സമരത്തിലൂടെ
 - അധികാരത്തിലൂടെ
 - അഭിപ്രായസമന്വയത്തിലൂടെ
 - വിപ്ലവത്തിലൂടെ
11. ജനാധിപത്യ വ്യവസ്ഥകാര്യപ്രാപ്തിയുള്ളതും ഫലപ്രദവും ആക്കാൻ താഴെപ്പറയുന്നവയിൽ അത്യാവശ്യംവേണ്ടത് ഏത്?
 - കരുത്തനായ പ്രസിഡണ്ട്
 - ദുർബല പ്രതിപക്ഷം
 - കരുത്തുറ്റ പട്ടാളം
 - കരുത്തുറ്റ പ്രതിപക്ഷം
12. ഒരു ജനാധിപത്യ രാജ്യത്ത് ജനങ്ങൾ അവരുടെ ജനപ്രതിനിധികളെ തിരഞ്ഞെടുക്കുന്നത് ഏത് വ്യവസ്ഥിതിയിലൂടെയാണ്?
 - സാർവത്രികപ്രായപൂർത്തിവോട്ടവകാശം
 - അവകാശകൈമാറ്റം
 - മതനേതൃത്വം തിരഞ്ഞെടുക്കുന്നത്
 - ഇവയൊന്നുമല്ല
13. ഇന്ത്യൻ ഭരണഘടന താഴെ പറയുന്നവയിൽ ഏതെല്ലാം മേഖലകളിലാണ് വിവേചനം പാടില്ല എന്ന് വ്യക്തമാക്കിയിട്ടുള്ളത്?
 - ജാതി
 - മതം
 - ജന്മസ്ഥലം
 - ഇവയെല്ലാം
14. താഴെപ്പറയുന്നവയിൽ തിരഞ്ഞെടുപ്പ് കമ്മീഷന്റെ അധികാരത്തിൽ ഉൾപ്പെടുന്നത് ഏത്?
 - ഇന്ത്യയിലെ നിയമസഭകളിലേക്കും പാർലമെന്റിലേക്കും തദ്ദേശഭരണ സ്ഥാപനങ്ങളിലേയ്ക്കും നടക്കുന്ന തിരഞ്ഞെടുപ്പുകൾ നടത്തുക
 - രാഷ്ട്രീയപാർട്ടികൾ രൂപീകരിക്കൽ
 - പ്രസിഡന്റിനെ തിരഞ്ഞെടുക്കൽ
 - സുപ്രീംകോടതി ചീഫ് ജസ്റ്റിസിനെ തിരഞ്ഞെടുക്കൽ

15. ഇന്ത്യയിൽ പ്രായപൂർത്തി വോട്ടെടുപ്പിലൂടെ എത്ര വർഷത്തേക്കാണ് അംഗങ്ങളെ തിരഞ്ഞെടുക്കുന്നത്
- അഞ്ചുവർഷത്തേക്ക്
 - നാലുവർഷത്തേക്ക്
 - ആറുവർഷത്തേക്ക്
 - പത്തുവർഷത്തേക്ക്
16. നിയമനിർമ്മാണസഭ പാസാക്കിയ ഒരു നിയമത്തിനുമേൽ ജനാഭിപ്രായം വോട്ടെടുപ്പിലൂടെ പ്രകടമാക്കുന്നതാണ്?
- അഭിപ്രായം
 - ഹിതപരിശോധന
 - അവബോധം
 - ഇവയൊന്നുമല്ല
17. രാജ്യത്തിന്റെ ക്ഷേമത്തിനായി രാജ്യത്തിന് അകത്തും പുറത്തുമുള്ള കാര്യങ്ങളിൽ രാജ്യത്തിന് സ്വയം തീരുമാനമെടുക്കാം, ഇത് ഏത് ഭരണഘടന മൂല്യത്തെയാണ് ഉദ്ദേശിക്കുന്നത്?
- പരമാധികാരം
 - സാഹോദര്യം
 - മതേതരം
 - സോഷ്യലിസം
18. ഏത് ഭരണഘടനഭേദഗതിയിലൂടെയാണ് 'സോഷ്യലിസം' എന്ന പദം ഭരണഘടനയുടെ ആമുഖത്തിൽ ചേർത്തത്?
- 43-ാമത്
 - 44-ാമത്
 - 45-ാമത്
 - 42-ാമത്
19. ക്ഷേമ രാഷ്ട്രം എന്ന ലക്ഷ്യത്തോടെ ആമുഖത്തിൽ ഉൾപ്പെടുത്തിയ മൂല്യം
- സോഷ്യലിസം
 - സ്വാതന്ത്ര്യം
 - ജനാധിപത്യം
 - ജസ്റ്റിസ്
20. സോഷ്യലിസം എന്ന വാക്ക്കൊണ്ട് അർത്ഥമാകുന്നത്
- സാമൂഹിക-സാമ്പത്തിക അസമത്വങ്ങൾ കുറയ്ക്കുന്നതിന് സർക്കാർഭൂമിയുടെ ഉടമസ്ഥാവകാശം നിയന്ത്രിക്കണം
 - വിതരണനീതിയിലൂടെ സമ്പത്ത് സമൂഹം തുല്യമായി പങ്കിടണം
 - സാമൂഹിക-സാമ്പത്തിക അസമത്വങ്ങൾ കുറയ്ക്കുന്നതിന് സർക്കാർ വ്യവസായങ്ങളുടെ ഉടമസ്ഥാവകാശം നിയന്ത്രിക്കണം
 - ഇവയെല്ലാം

21. ജനാധിപത്യസോഷ്യലിസം ലക്ഷ്യമിടുന്നത്

- ജനങ്ങളുടെ മേലുള്ള ആധിപത്യം
- മുതലാളിത്തം
- അവസരസമത്വം
- ഒരു പ്രത്യേക വിഭാഗത്തിനു മാത്രം നൽകുന്ന നീതി

22. ആദ്യത്തെ റിപ്പബ്ലിക്ദിനം ആഘോഷിച്ച തീയതിയും വർഷവും താഴെപ്പറയുന്നവയിൽ ഏതാണ്?

- 26 January, 1950
- 28 January, 1930
- 26 January, 1930
- 28 January, 1950

23. ഇന്ത്യൻ ഭരണഘടനപ്രകാരം ഒരു പൗരന് രാഷ്ട്രപതിയാകാൻ വേണ്ട പ്രായം എത്ര?

- 25
- 45
- 55
- 35

24. ലോകസഭയുടെ അധ്യക്ഷൻ ആര്?

- ഉപരാഷ്ട്രപതി
- പ്രധാനമന്ത്രി
- രാഷ്ട്രപതി
- സ്പീക്കർ

25. ഇന്ത്യയുടെ രാഷ്ട്രപതിയെ തിരഞ്ഞെടുക്കുന്ന ഇലക്ട്രൽ കോളേജ് സംവിധാനത്തിൽ ആരൊക്കെയാണ് പങ്കാളികളാകുന്നത്?

- പാർലമെന്റിന്റെ ഇരുസഭകളിലും തിരഞ്ഞെടുക്കപ്പെട്ട അംഗങ്ങൾ
- സംസ്ഥാന നിയമസഭയിലെ തിരഞ്ഞെടുക്കപ്പെട്ടവരും നാമനിർദ്ദേശം ചെയ്യപ്പെട്ടവരുമായ അംഗങ്ങൾ
- എല്ലാ കേന്ദ്ര ഭരണ പ്രദേശങ്ങളിലെയും അംഗങ്ങൾ
- ഇവയെല്ലാം

26. രാഷ്ട്രപതിയെ തൽസ്ഥാനത്തുനിന്നു നീക്കം ചെയ്യുന്ന നടപടി താഴെ പറയുന്നവയിൽ ഏതെല്ലാത്തിലാണ്?

- ലോക്സഭയിൽ മാത്രം
- രാജ്യസഭയിൽ മാത്രം
- പാർലമെന്റിന്റെ ഇരുസഭകളിലും
- സുപ്രീംകോടതി

27. ഇന്ത്യ മഹാരാജ്യം റിപ്പബ്ലിക് ആയി എന്നതുകൊണ്ട് അർത്ഥമാക്കുന്നത് താഴെപ്പറയുന്നവയിൽ ഏത്
- ഒരു ജനത ഭരണഘടനാപരമായി തങ്ങളുടെ അവകാശങ്ങളേയും കടമകളേയും സ്വയം അംഗീകരിച്ച് ഒരുപരമാധികാര രാഷ്ട്രമായി മാറിയദിനം
 - രാഷ്ട്രം സ്വാതന്ത്ര്യം ആയി എന്നത്
 - ഗാന്ധിയുടെ ജന്മദിനം
 - ബ്രിട്ടീഷുകാർ ഇന്ത്യവിട്ട് പോയ ദിനം
28. ഇന്ത്യൻ ഭരണഘടനയുടെ ആർട്ടിക്കിൾ 14 വിഭാവനം ചെയ്യുന്നത്?
- നിയമത്തിനുമുന്നിൽ എല്ലാവരും സമൻമാരാണ്
 - സംവരണം
 - കുറുമാറ്റനിരോധനം
 - പട്ടികജാതി വികസനം
29. മൗലികാവകാശത്തിൽ പ്രതിപാദിച്ചിട്ടുള്ള സമത്വത്തിനുള്ള അവകാശത്തിൽ ഉൾപ്പെടാത്തത് ഏത്?
- നിയമത്തിനു മുന്നിൽ തുല്യസമത്വം
 - അവസരസമത്വം
 - വിവേചനങ്ങൾക്കെതിരെ നിരോധനം
 - തുല്യമായ സ്വത്തവകാശം
30. സമത്വാവകാശങ്ങളെക്കുറിച്ച് പ്രതിപാദിക്കുന്ന ഭരണഘടനയുടെ വകുപ്പുകൾ ഏതെല്ലാം?
- 14 മുതൽ 18 വരെ
 - 19 മുതൽ 22 വരെ
 - 23 മുതൽ 28 വരെ
 - 29, 30 വകുപ്പുകൾ
31. ഇന്ത്യൻ ഭരണഘടനയിലെ 'സാമൂഹിക സമത്വം' എന്നതിന്റെ അർത്ഥമെന്താണ്?
- ഉയർന്ന വിഭാഗങ്ങൾക്കുള്ള അവസരങ്ങൾ
 - ചില മത വിഭാഗങ്ങൾക്കുള്ള അവസരങ്ങൾ
 - സമൂഹത്തിലെ എല്ലാ വിഭാഗങ്ങൾക്കും തുല്യ അവസരങ്ങൾ
 - ഇവയൊന്നുമല്ല
32. ഒരു ഇന്ത്യൻ പൗരന് ഏതു മാനദണ്ഡപ്രകാരം ആണ് തൊഴിൽ നൽകുന്നത്
- ജാതിയുടെ അടിസ്ഥാനത്തിൽ
 - സാമ്പത്തിക അടിസ്ഥാനത്തിൽ
 - ലിംഗ അടിസ്ഥാനത്തിൽ
 - വിദ്യാഭ്യാസ യോഗ്യതയുടെ അടിസ്ഥാനത്തിൽ

33. താഴെ കൊടുത്തിരിക്കുന്നവയിൽ 15-ാം വകുപ്പ് പ്രകാരം ഏതെല്ലാം തരത്തിലുള്ള വിവേചനത്തെ ആണ് ഇന്ത്യൻ ഭരണഘടന ഇല്ലാതാക്കിയത്
- വംശം, ജാതി
 - ജാതി, മതം
 - ജനനസ്ഥലം, ലിംഗം
 - ഇവയെല്ലാം
34. ഇന്ത്യൻ ഭരണഘടനയിലെ മൗലിക അവകാശത്തിൽ ഏത് വകുപ്പാണ് സ്വാതന്ത്ര്യത്തെക്കുറിച്ച് പ്രതിപാദിക്കുന്നത്?
- 19 മുതൽ 22 വരെ
 - 23 മുതൽ 28 വരെ
 - 29, 30 വകുപ്പുകൾ
 - 14 മുതൽ 18 വരെ
35. സ്വതന്ത്രത്തിനുള്ള അവകാശത്തിൽ പറയുന്ന മൗലിക സ്വാതന്ത്ര്യങ്ങളെക്കുറിച്ച് പ്രതിപാദിച്ച വകുപ്പ് ഏത്?
- 21-ാം വകുപ്പ്
 - 19-ാം വകുപ്പ്
 - 22-ാം വകുപ്പ്
 - 20-ാം വകുപ്പ്
36. ഇന്ത്യൻ ഭരണഘടനയുടെ 19-ാം വകുപ്പ് പ്രകാരം ഒരു വ്യക്തിക്ക് ഉറപ്പു നൽകുന്ന മൗലിക സ്വാതന്ത്ര്യങ്ങൾ ഏത്?
- അഭിപ്രായ സ്വാതന്ത്ര്യം, സംഘടനാ സ്വാതന്ത്ര്യം
 - ഇഷ്ടമുള്ള തൊഴിൽ സ്വീകരിക്കാനുള്ള സ്വാതന്ത്ര്യം
 - സഞ്ചാര സ്വാതന്ത്ര്യം, പാർപ്പിട സ്വാതന്ത്ര്യം
 - ഇവയെല്ലാം
37. താഴെപ്പറയുന്നവയിൽ ഏതാണ് ഇന്ത്യൻ ഭരണഘടന ഉറപ്പു നൽകാത്തത്?
- രാജ്യത്തുടനീളം സ്വതന്ത്രമായി സഞ്ചരിക്കാനുള്ള സ്വാതന്ത്ര്യം
 - സമാധാനപരമായി ഒത്തുചേരാനുള്ള സ്വാതന്ത്ര്യം
 - എല്ലാവരും ഒരു രാഷ്ട്രീയപാർട്ടിയിൽ മാത്രം അംഗമാവുക
 - ഏതെങ്കിലും കച്ചവടമോ തൊഴിലോ നടത്താനുള്ള സ്വാതന്ത്ര്യം
38. മതേതരത്വം എന്ന വാക്കുകൊണ്ട് അർത്ഥമാക്കുന്നത്
- എല്ലാമതങ്ങളെയും തുല്യമായി പരിഗണിക്കുക
 - രാജ്യത്തെ എല്ലാവരും ഒരു മതം മാത്രം സ്വീകരിക്കുക
 - മതം ഇല്ലാത്ത അവസ്ഥ
 - ചിലമതങ്ങളോട് മാത്രമുള്ള വിധേയത്വം
39. ഭരണഘടനയുടെ ഏത് ഭേദഗതിയിലൂടെയാണ് 'മതേതരത്വം' എന്ന പദം അതിന്റെ ആമുഖത്തിൽ ചേർത്തത്?
- 42-ാമത്
 - 43-ാമത്
 - 44-ാമത്
 - 45-ാമത്

40) ഗവൺമെന്റിന്റെ നിയമനിർമ്മാണം, എക്സിക്യൂട്ടീവ്, എന്നിവയുടെ പ്രവർത്തനങ്ങൾ ഭരണഘടനയ്ക്ക് അനുസൃതമാണോ എന്ന് നിർണ്ണയിക്കാനുള്ള ജുഡീഷ്യറിയുടെ അധികാരം?

- ജുഡീഷ്യൽ റിവ്യൂ
- ജുഡീഷ്യൽ ആക്ടിവിസം
- ജുഡീഷ്യൽ അധികാരം
- ലെജിസ്ലേറ്റീവ് അധികാരം

41) ഭരണഘടനയിലെ 32-ാം വകുപ്പ് ഉറപ്പുനൽകുന്നത്?

- ഭരണഘടന ഭേദഗതിക്കുള്ള അവകാശം
- മതസ്വാതന്ത്ര്യം
- സഞ്ചാരസ്വാതന്ത്ര്യം
- പാർപ്പിട സ്വാതന്ത്ര്യം

42) 'Integrity' എന്ന ആശയം ഭരണഘടനയിൽ ഉൾപ്പെടുത്തിയത് ഏത് ഭേദഗതി പ്രകാരമാണ്?

- 42-ാമത്
- 52-ാമത്
- 62-ാമത്
- 72-ാമത്

43) ഇന്ത്യൻ ഭരണഘടനയിലെ വകുപ്പുകളുടെ ആകെ എണ്ണം?

- 395
- 298
- 390
- 444

44) ഇന്ത്യൻ സേനയുടെ സർവ്വസൈന്യാധിപൻ ആര്?

- രാഷ്ട്രപതി
- പ്രധാനമന്ത്രി
- ആഭ്യന്തരമന്ത്രി
- സ്പീക്കർ

45) സംസ്ഥാനഗവർണ്ണർമാരെ നിയമിക്കുന്നത് ആര്?

- രാഷ്ട്രപതി
- പ്രധാനമന്ത്രി
- ഹൈക്കോടതി
- നിയമസഭ

Scoring Key

1. സുപ്രീംകോടതി
2. ഐർലൻഡ്
3. സെപ്റ്റംബർ 15
4. ഇവയെല്ലാം
5. ഗ്രീസ്
6. സ്വത്തവകാശം
7. എബ്രഹാം ലിങ്കൺ
8. ഭരണഘടന ജനാധിപത്യം
9. 324
10. ന്യൂസിലാൻഡ്
11. 1947
12. ജനങ്ങളോട്
13. ഒന്നിലധികം രാഷ്ട്രീയപാർട്ടികൾ
14. അഭിപ്രായ സമരത്തിലൂടെ
15. കരുത്തുറ്റ പ്രതിപക്ഷം
16. സാർവത്രിക പ്രായപൂർത്തിയോട്ടവകാശം
17. ഇവയെല്ലാം
18. ഇന്ത്യയിലെ നിയമസഭയിലേക്കും പാർലമെന്റിലേക്ക് തദ്ദേശഭരണ സ്ഥാപനങ്ങളിലേക്ക്
19. അഞ്ചു വർഷത്തേക്ക്
20. ഹിതപരിശോധന
21. പരമാധികാരം
22. 42-ാമത്
23. സോഷ്യലിസം
24. വിതരണ നീതിയിലൂടെ സമ്പത്ത് സമൂഹം തുല്യമായി പങ്കിടണം
25. അവസരസമത്വം
26. 26 ജനുവരി 1950
27. 35
28. സ്പീക്കർ
29. പാർലമെന്റിലെ ഇരു സഭകളിലും തിരഞ്ഞെടുക്കപ്പെട്ട അംഗങ്ങൾ
30. സുപ്രീംകോടതി
31. ഒരു ജനത ഭരണഘടനാപരമായി തങ്ങളുടെ അവകാശങ്ങളെയും കടമകളെയും
32. നിയമത്തിനു മുന്നിൽ എല്ലാവരും സമന്മാരാണ്

33. തുല്യമായ സ്വത്തവകാശം
34. 14 മുതൽ 18 വരെ
35. സമൂഹത്തിലെ എല്ലാ വിഭാഗങ്ങൾക്കും തുല്യ അവസരങ്ങൾ
36. വിദ്യാഭ്യാസയോഗ്യതയുടെ അടിസ്ഥാനത്തിൽ
37. ഇവയെല്ലാം
38. 19 മുതൽ 22 വരെ
39. 19-ാം വകുപ്പ്
40. ഇവയെല്ലാം
41. എല്ലാവരും ഒരു രാഷ്ട്രീയ പാർട്ടിയിൽ മാത്രം അംഗമാവുക
42. എല്ലാ മതങ്ങളെയും തുല്യമായി പരിഗണിക്കുക
43. 42-ാമത്
44. രാജ്യത്തെ എല്ലാവരും ഒരു മതം മാത്രം സ്വീകരിക്കുക
45. സുപ്രീംകോടതി
46. രാഷ്ട്രപതി
47. സുപ്രീംകോടതി
48. സുപ്രീംകോടതി
49. സാമൂഹികവും സാമ്പത്തികവും രാഷ്ട്രീയവും
50. ജുഡീഷ്യൽ റിവ്യൂ
51. ഭരണഘടനാ ഭേദഗതിക്കുള്ള അവകാശം
52. 42
53. 444
54. രാഷ്ട്രപതി
55. രാഷ്ട്രപതി

Appendix –II

FAROOK TRAINING COLLEGE –KOZHIKODE

AWARENESS TEST ON CONSTITUTIONAL VALUES (Final)

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Instructions

The following are the questions to check your awareness on constitutional values .Read each questions carefully and record your responses honestly. Each question has A, B, C, D, options as answers. After reading the questions you should furnish the respective column with tick mark .would you mind answering all questions? I would like to ensure that all the information availed through this survey will only be utilized for research purpose

- 1) From which country preamble to the Constitution of India is borrowed?
 - Russia
 - United States
 - France
 - Ireland
- 2) What are the objectives of the constitution of India?
 - Brotherhood
 - Equality
 - Freedom
 - All of these
- 3) Democracy is the rule of the people, elected by the people, for the people' who said this?
 - Martin Luther king
 - Abraham Lincoln
 - Jawaharlal Nehru
 - APJ Abdul Kalam
- 4) What kind of governance system exists in India?
 - Direct democracy
 - Indirect democracy
 - Constitutional Democracy
 - Monetary democracy

- 5) The Election commission was constituted on 25 January 1950 in accordance with which Article of Indian Constitution?
- 324
 - 326
 - 321
 - 320
- 6) The first Country to fully implement adult suffrage?
- New Zealand
 - India
 - United States
 - Britain
- 7) In which year first adult suffrage was introduced in India?
- 1947
 - 1948
 - 1949
 - 1950
- 8) In India to whom are the rulers responsible?
- To political parties
 - To the ministers
 - To the people
 - To the president
- 9) Which of the following is recommended for a democratic system?
- A political party
 - Cultural organization
 - Multiple political parties
 - Strong president
- 10) Which of the following ways problems are solved in democracy is -----?
- Through the struggle
 - By power
 - By consensus
 - Revolution
- 11) Which of the following is essential for making a democratic system efficient and effective?
- Strong president
 - Weak opposition
 - Strong Army
 - Strong opposition

- 12) The system by which the people elect their representatives in a democracy is -----?
- Universal Adult Suffrage
 - Selecting the religious
 - Leadership
 - None of these
- 13) The Constitution of India states that there is no discrimination in any one of the following areas.....?
- Caste
 - Religion
 - Place of birth
 - All of the above
- 14) Which of the following is under the jurisdiction of the election commission?
- Conduct election to the legislative Assemblies
 - Parliament and local bodies of India
 - Formation of political parties
 - Election of president
 - Election of the chief justice of the supreme court
- 15) For how many years are members elected by adult voting in India
- For five years
 - For four years
 - For six years
 - For ten years
- 16) Device by which people express their opinion through vote on a law passed by the Legislature?
- Plebiscite
 - Referendum
 - Public Opinion
 - None of the above
- 17) The country can make its own decision on matters inside and outside the country for the welfare of the country, what is the constitutional value implies?
- Sovereignty
 - Brotherhood
 - Secular
 - Socialism

18) By which constitutional amendment was the word socialism added to the preamble of the Constitution?

- 43rd
- 44th
- 45th
- 42nd

19) Value included in the preamble with the objective of a welfare state?

- Socialism
- Freedom
- Democracy
- Justice

20) What is mean by socialism?

- The government should restrict land ownership to reduce socio economic inequalities
- Wealth should be shared equally by society through distribution, justice
- The government should restrict the ownership of industries to reduce Socio economic inequalities
- All of the above

21) Aiming at democratic socialism

- Dominance over the people
- Capitalism
- Equality of opportunities
- Justice given only to a particular category

22) Which of the following is the date and year on which first republic day was celebrated?

- 26th January ,1950
- 28th January ,1930
- 26th, January ,1930
- 28th, January ,1950

23) According to the Constitution of India, what is the age limit for a citizen to become president?

- 25
- 35
- 45
- 55

24) Who is the Chief of Lok sabha?

- Vice president
- Prime minister
- The president
- Speaker

25) Who participates in the Electoral College System which elects the president of India?

- Elected members of both houses of parliament
- Elected and nominated members of the state Legislative Assembly
- Members of all Union territories
- All of these

26) At what level of the following is the process of removing the president from power?

- Only in the loka sabha
- Only in the Rajya saha
- In both houses of parliament
- Supreme court

27) Which of the following means India as a republic?

- The day when people constitutionally recognizes their rights and responsibilities and become a sovereign nation
- That the nation became independent
- Gandhi's birth day
- The day the British left India

28) What is envisaged in Article 14 of the Constitution of India?

- All are equal before the law
- Reservation
- Prohibition of deviation
- Schedule caste development

29) Which of the following is not included in the right to equality enshrined in the fundamental rights?

- Equality before law
- Equality of opportunity
- Prohibition against discrimination
- Equal property rights

30) What are the provisions of the constitution which deals with equality rights?

- 14-18
- 19-22
- 23-28
- 29-30

31) What is the meaning of social equality in the Constitution of India?

- Opportunities for higher categories
- Opportunities for certain religion
- Equal opportunities for all sections of society
- None of these

32) By what criteria is an Indian Citizen employed?

- On the bases of caste
- In financial terms
- On the basis of gender
- Based on Educational qualifications

33) Which of the following discrimination has been abolished by the Constitution of India Under Article 15?

- Race , caste
- Caste and religion
- Place of birth, gender
- All the above

34) Liberty is one of the fundamental rights enshrined in the Constitution on India in which Articles?

- 19-22
- 23-28
- 29-30
- 14-18

35) Which of the following is a provision of 6 fundamental liberty mentioned in the right to liberty in Indian Constitution?

- Section 21
- Section 19
- Section 22
- Section 20

36) What are the fundamental liberty guaranteed to an individual under Article 19 of the Indian constitution?

- Freedom to expression and freedom of association
- Freedom to accept employment of choice
- Freedom of movement and freedom of residence
- All of the above

37) Which of the following is not guaranteed by the Indian Constitution?

- Freedom to travel freely across the country
- Freedom to assemble peacefully
- Every one joins only one political party
- Freedom to do any trade or work

38) Secularism means?

- Treat all religions equally
- Everyone in the country should accept only one religion
- Lack of religion
- Disagreement only with certain religions

39) By which amendment of the constitution was the word secularism added to preamble?

- 42nd
- 43rd
- 44th
- 45th

40) Which of the following is not compatible with Indian Secularism?

- Everyone in the country should accept only one religion
- The right to adopt and propagate the religion of one's choice
- Exemption of money used for religious observances and taxes Educational institutions that are also.
- Government owned and responsible should not be religious

41) Which is the highest court in India?

- Magistrate court
- Supreme court
- High court
- District court

42) By which amendment of the constitution was the word secularism added to preamble ?

- 42nd
- 43rd
- 44th
- 45th

43) What is the total number of Articles in the constitution of India?

- 395
- 298
- 390
- 444

44) Who is the Commander –in- chief of Indian Army?

- President
- Prime Minister
- Home Minister
- Speaker

45) Who appoints state governors ?

- President
- Prime Minister
- High Court
- Legislative Assembly